



Step by Step Progress Report 18-19

Overall Judgements

92.5% of pupils are making at least good progress

26% of pupils are making outstanding progress

3.75% of pupils require improvements with their progress

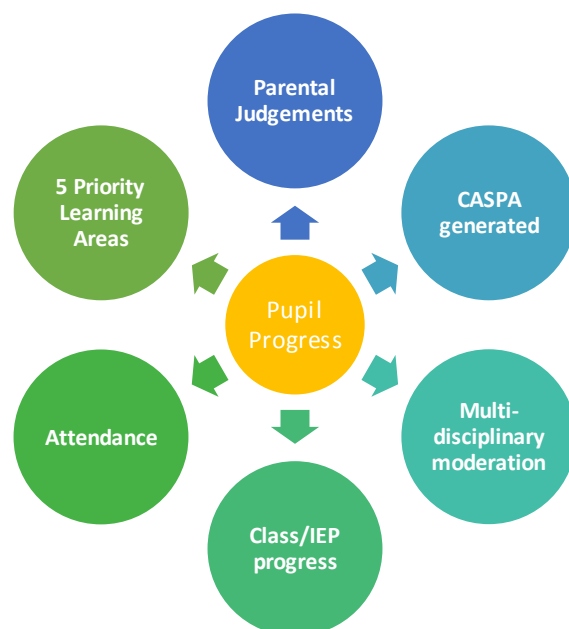
3.75% made inadequate progress

Summary:

- Pupils make substantial and sustained progress across the year from their starting points (all new pupils admitted in September 2018 made good or outstanding progress)
- CASPA externally validated data show 100% of pupils made expected or better progress in reading, 91.5% in writing and 95.5% in number
- IEP (primary and secondary) and PLP (6th form) targets are aspirational and set to promote maximum potential, 80.5% of pupils made good and outstanding progress across their targets
- The school prioritises 5 key areas of learning: Communication, Behaviour, Social Skills, Independent/Daily Living Skills and Community Participation. The overwhelming majority of pupils made good or outstanding progress across all 5 areas
- Parental judgements on their child's progress was 93% outstanding
- Our pupil premium pupils are all making good progress
- All BAME pupils made at least good progress (60% good, 40% Outstanding)
- Of those pupils who were subject to significant behaviour interventions over the year 80% made good or outstanding progress overall
- 86% of pupils with complex medical needs made at least good progress
- There are no significant differences with our vulnerable groups
- 2 girls with data for the whole year, 100% made good or outstanding progress
- 1 pupil requires some improvements with their progress having been admitted in year; and out of school for 2 years prior to admission. 1 pupil made inadequate progress last year (unable to access school currently, due to mental health)
- Key Stage Progression Guidance for 7 pupils: 6 made expected progress in English and 1 below, 4 made above expected progress in maths and 3 expected

Context

At Step by Step we used 6 key sources from both external and school generated data to determine individual and collective pupil progress for last year. These were:



How compelling each indicator is depends on the rigour and validity of its evidence. Progress is a summative view based on this composite evidence and the reliability of the judgement depends on the strength of all sources. (There is a detailed tracking system that feeds the information into this overall report, as well as termly progress and moderation meetings.)