

Step by Step Progress Report Sept 19 - March 20

Overall Judgements

97% of pupils made at least good progress

28.5% of pupils made outstanding progress

3% of pupils required improvements with their progress

Step by Step were pleased with the pupils' progress covered by the 6 months in this report, which reflects the first half of the year from September 19 to March 20, recognising that the pandemic ultimately impacted on provision from March. From March to July, each pupil's experience of learning was different according to their attendance, access to remote learning and impact lockdown had on their access to the wider world.

Pupil's progress was disrupted by the pandemic on an individual basis. Since returning to full provision in September 2020, the school has not identified any specific trends that applied to groups of learners. The school has noted that some pupils regressed with communication and reading skills and there was an impact on those pupils who did not receive all of their additional direct therapies. Access to the community, one of the school's priority learning areas has been limited for much of the year.

We have continued to implement fair and robust progress measures despite the pandemic, whilst taking into account progress against starting points. The school was able to monitor rates of learning when pupils integrated back into school (at various times from March to July). Whilst many pupils had maintained skills and were able to re-engage with their learning quickly, we do not underestimate the impact of reduced provision for the majority of pupils from March to July and how this halted progress.

On full re-opening in September, the school has been able to establish new baselines for pupils and to tailor their programmes accordingly, implementing recovery learning for pupils to build, consolidate and reinforce prior learning. Some pupils have needed to rebuild their resilience to learning after prolonged periods of disruption and their tolerance of working alongside other adults and peers. The school decided to delay the IEP/PLP cycle in the Autumn Term to give us more time to assess recovery plans for individual students.

The school has tried to deliver its full curriculum since September 2020, reinstating trips and curriculum focus weeks (PSHCE) but we recognise that the curriculum is not yet running at full capacity and we have had to prioritise pupils' emotional health and well-being in order for them to access other areas of the curriculum.

The overall judgements for this report were based on 28 pupils that we hold complete data sets over the specific period. Three pupils were admitted in the Spring Term who are not included within the data sets. All three pupils transitioned into the school well and were responding positively to their programmes prior to lockdown.

Summary:

- The progress report takes into account learning from September to March
- Pupils continued to make substantial and sustained progress across the 6 month period from their starting points
- 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. (Out of 140 judgements across all 5 areas for all pupils, 128 were judged as either good or outstanding (91%))
- 100% of our pupil premium and LAC pupils made at least good progress (50% outstanding)
- 88% of our BaME pupils made at least good progress (50% Outstanding)
- Of those 8 pupils who were subject to significant behaviour interventions over the period, 88.25% made good or outstanding progress during this time
- 100% of pupils with complex medical needs made at least good progress
- 100% of girls made at least good progress
- Parental judgements on their child's progress were 100% good or outstanding
- There are no significant differences with our vulnerable groups
- The 2 pupils who were given a Requires Improvement judgement last academic year both made outstanding progress over the period of time covered in this report
- 97% of pupils received at least a good learning grade during formal observations
- 1 pupil not included in overall measures made outstanding progress and was able to transition to a unit attached to their local mainstream school in January

The Impact of the curriculum on pupil progress

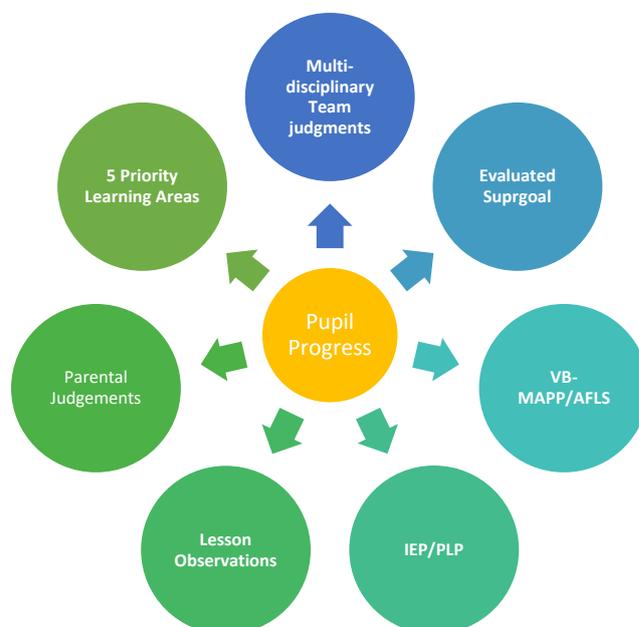
The curriculum is monitored and evaluated using a rigorous assessment process.

Staff continually evaluate pupil's work and record their progress to ensure that they are working towards/reaching the goals set for them and that we are meeting their needs effectively and appropriately.

Pupils are assessed on a daily, weekly and termly basis. Throughout the one-to-one and group sessions, teachers, tutors and therapists take regular data to ensure pupils are meeting their targets.

Teachers, tutors, therapists and leaders use a range of methods to track progress and gather evidence of pupils' achievements. As no single piece of evidence is sufficient on its own, judgements are based upon an analysis of all available evidence.

The School uses a range of evidence to capture the full picture of pupil progress. The range of measures and assessments used includes:



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.)

The school moderates its judgements with 2 other ABA schools, who work with us as a Triad of schools on school improvement issues. The School Partnership Advisor (SPA) provides further external validation of our progress measures.