

Step by Step Progress Report Sept 20- July 2021

Overall Judgements

29 pupils achieved or exceeded their 'supergoal' last year (90.5%). A 'supergoal' is an aspirational target that is critical in maximising potential in our pupils that will enable them to thrive and live happy, confident lives.

Some examples from last year were:

Developing their communication system (Proloquo2go) and sign language to request support, reduce behaviours and remain calm

Request for enjoyable activities using Picture Exchange System (PECS) to improve leisure time

Increasing the number and variety of foods from a very narrow starting point

Participating in group activities, making friends and being able to work and play with peers

Using a visual schedule to independently complete daily life skills, e.g. using the gym and making hot drinks

Being able to answer comprehension questions about what's happening by discriminating between who, what and why

In addition 94% of pupils made at least good progress via multi-disciplinary moderated judgements

Step by Step were pleased with the pupils' progress during the last academic year, whilst recognising that the pandemic ultimately impacted on provision for many of our pupils. With the exception of four days, two at the end of the autumn term and two at the start of the spring term, the school remained open daily.

Over the year, each pupil's experience of learning was different according to their attendance, individual circumstances and their access to the wider world. Community participation, one of the school's priority learning areas was 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. Our pupils have spiky profiles, so judgements are based on the weighting of the evidence, which is moderated at middle and senior level as well as using external partners.

The overall judgements for this report are based on 32 pupils present at the school during the academic year.

Summary:

- Pupils continued to make substantial and sustained progress across the year 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 148 judgements across all 5 areas for all pupils, 143 were judged as either good or outstanding (96%)
- 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 (38% Outstanding)
- Of those 7 pupils who were subject to significant behaviour interventions over the period, 86% made good or outstanding progress during this time
- 90% 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 96% good or outstanding
- There are no significant differences with our vulnerable groups
- 84 learner grades were given across the year, with 90% either good or outstanding

The Impact of the curriculum on pupil progress

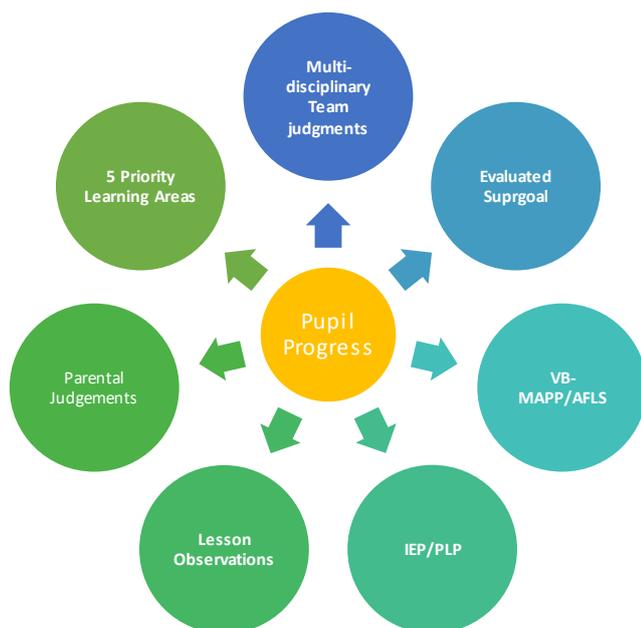
The curriculum is monitored and evaluated using a rigorous assessment process.

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.