

Whole School Data Analysis - June 2016

The whole school data for 2015-16 is based on a cohort of 133 pupils.

Springwood has used the following guide in the analysis of data:

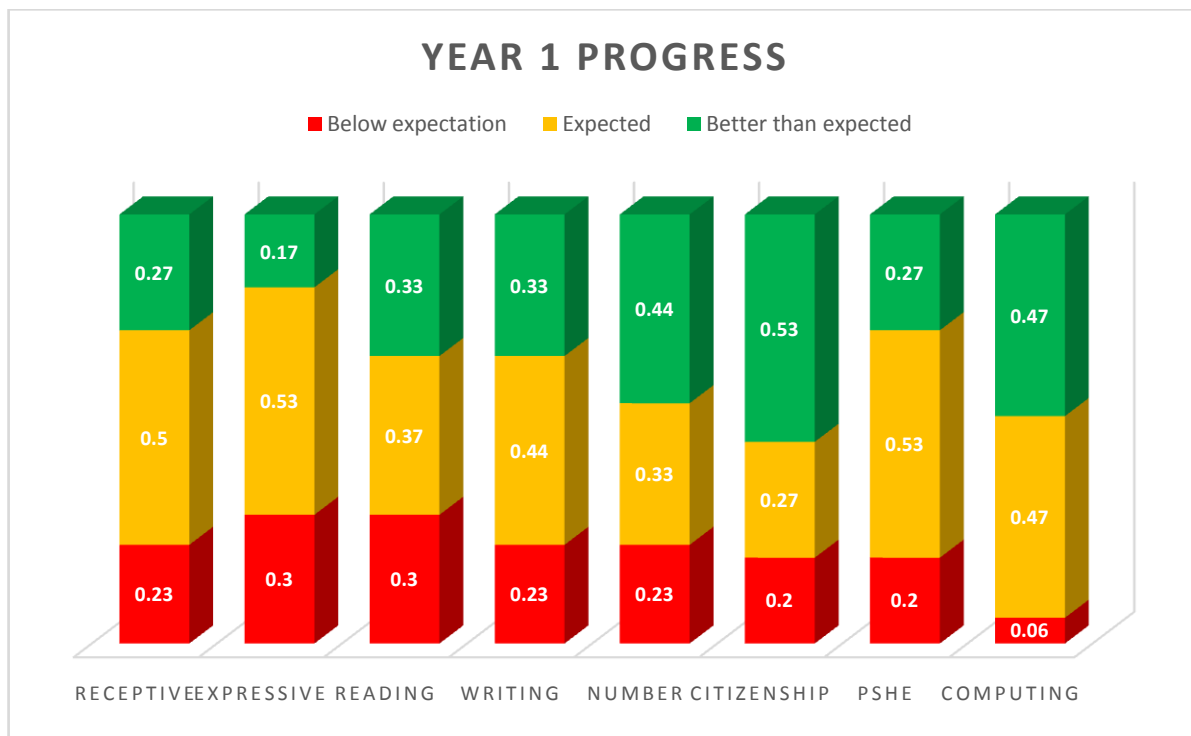
- 75%+ better than expected progress
- 50% - 74% expected progress
- 25% - 49% below expectations
- <25% inadequate

There is more of a difference in the expected progress for pupils working at P1-3, so the expectation for these pupils is as follows:

- 50%+ better than expected progress
- 25% - 49% expected progress
- 15% - 24% below expectations
- <15% inadequate

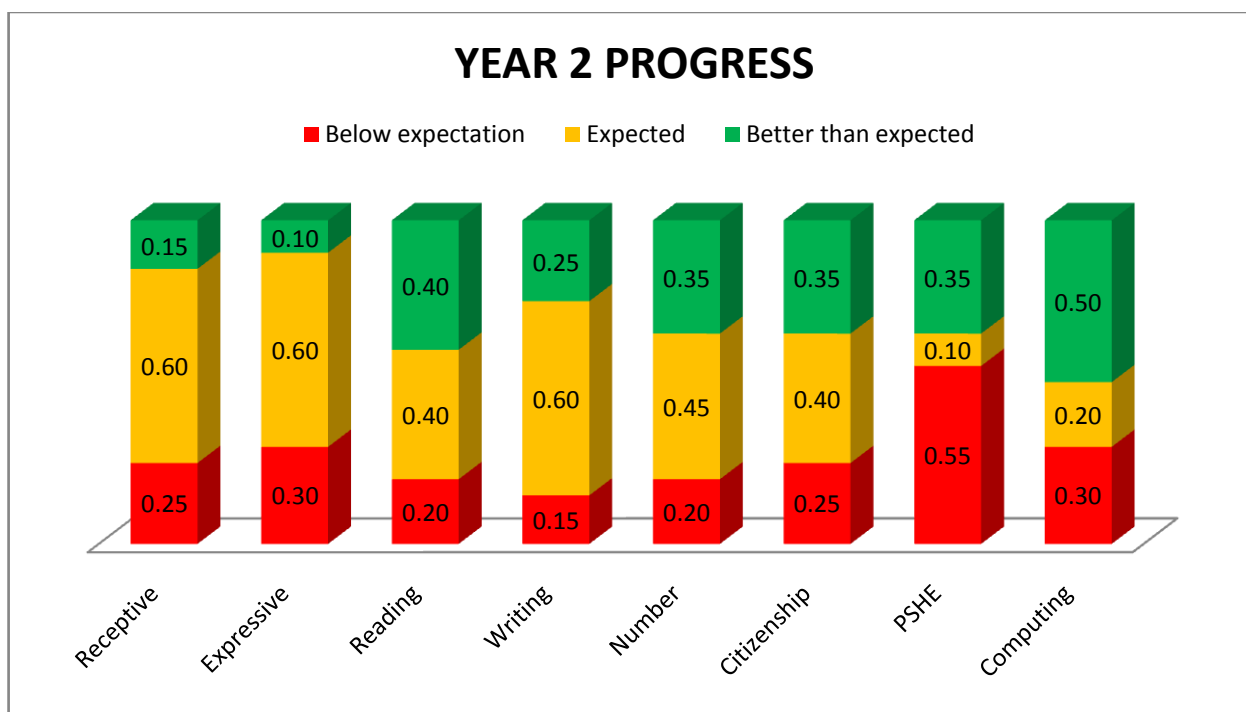
Key Stage 1

- Year 1



Between 21 and 24 pupils out of the 30 in Year 1 achieved expected or better progress across all the strands. The pupils who did not achieve as expected were mainly from two classes whose achievements were not effectively assessed and recorded over the whole year, and procedures have now been put in place to ensure this does not happen in the future. One of the pupils who did not achieve as expected had a high level of absence during the first part of the school year which was resolved through meetings with her mother but had an impact on her progress during the school year. For two of the other pupils, expectations in terms of progress were too high at 50% as these pupils are demonstrating lower levels of progress in comparison to their peers.

- **Year 2**



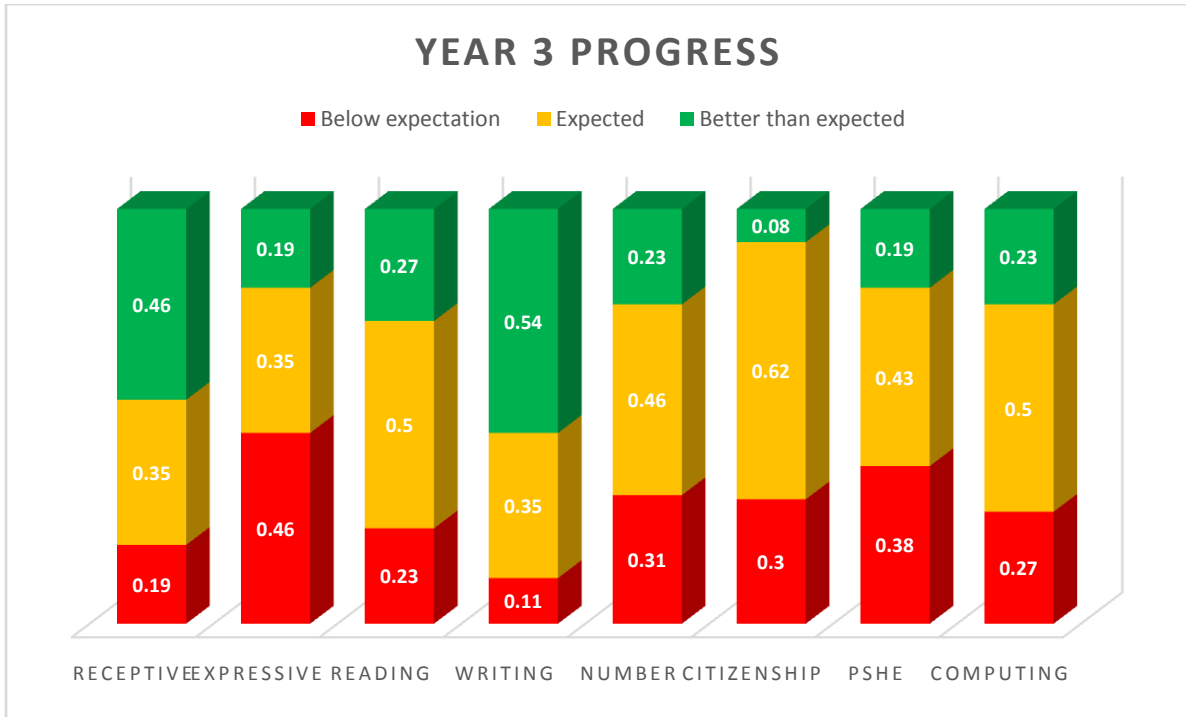
Between 14 and 17 pupils out of the 20 pupils in Year 2 achieved expected or better progress across all the strands, apart from PSHE. The pupils who did not make expected progress in PSHE were pupils with ASD who have particular difficulty in interacting with others. Across the other strands, four pupils from one class did not make expected progress.

Key Stage 2

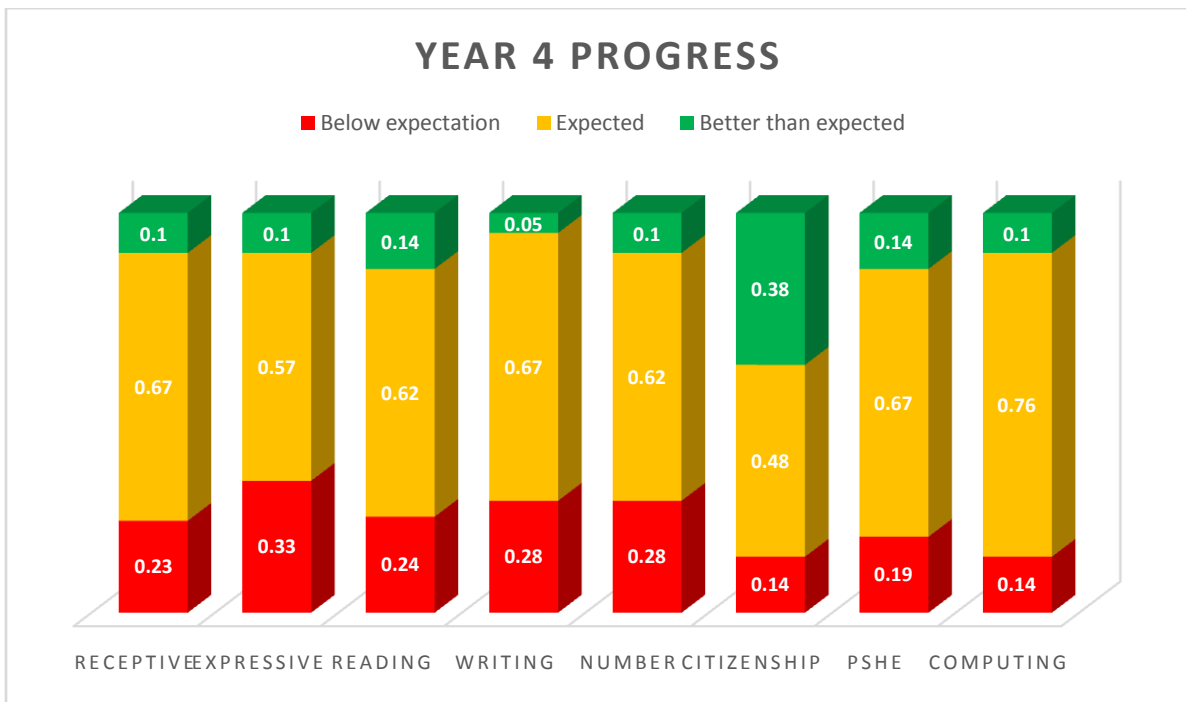
- **Year 3**

Between 16 and 21 pupils out of the 26 pupils in Year 3 achieved expected or better progress across the majority of strands. Progress with writing skills was a particular strength for the Year 3 pupils, with only three pupils not making expected progress. Two of these pupils have physical disabilities which limit the progress they are able to make in this strand. Progress in expressive language was much lower for this cohort. Some of the pupils who did not make expected progress are pupils with ASD who are using PECS to communicate but their progress with PECS does not correlate with progress on the P levels. Two of the pupils

are developing their use of eye gaze to communicate but again this does not transfer readily to progress on the P levels.



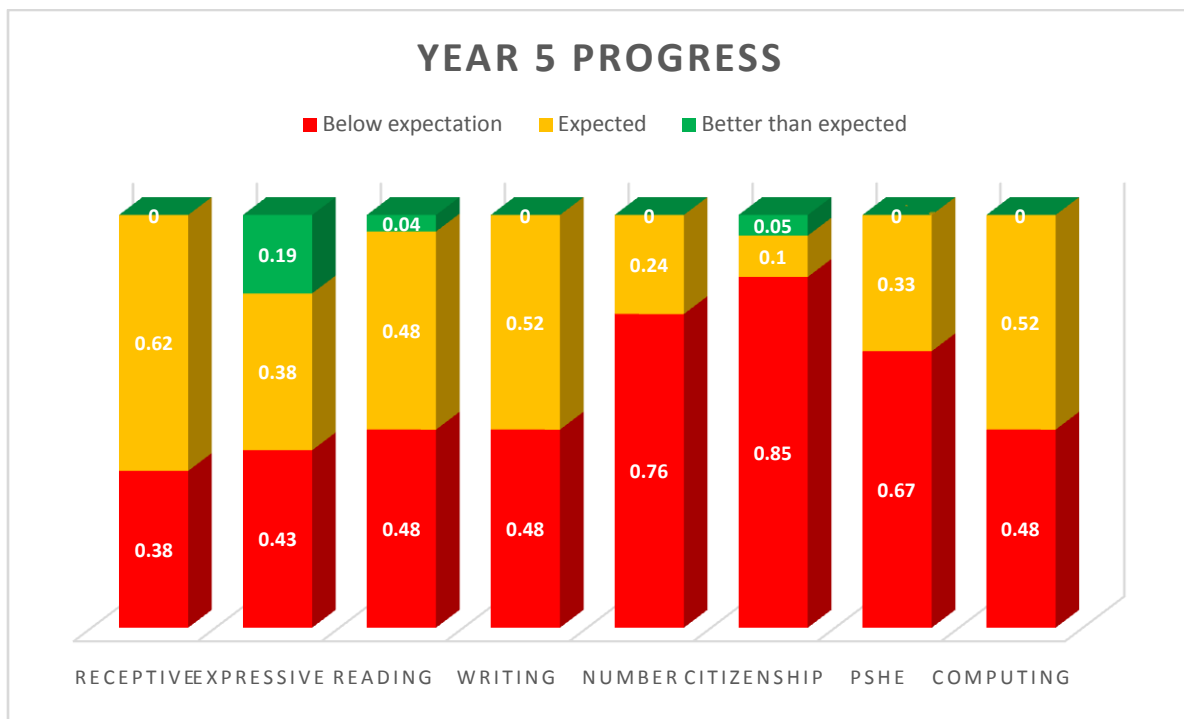
- Year 4**



Between 15 and 18 pupils out of the 21 pupils in Year 4 achieved expected or better progress across the majority of strands. Progress with expressive language was again lower due to those pupils with ASD who are making progress with PECS but not demonstrating this progress on the P levels. One of the pupils who did not make expected progress was a PMLD pupil who has demonstrated lateral progress within targets but not the vertical progress required by the P levels. One pupil has been previously assessed at too high a level and, consequently, was not demonstrating progress on Bsquared. Another pupil who is not making expected progress has epilepsy and seizure activity is impacting on his progress.

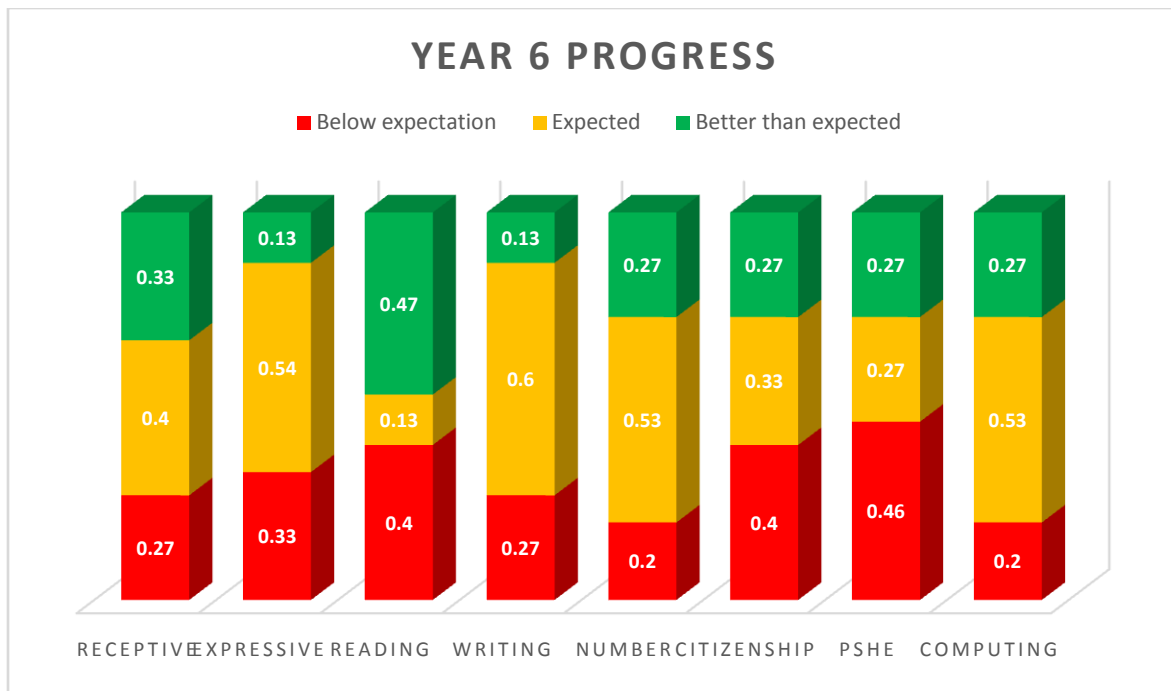
- **Year 5**

Between 8 and 18 pupils out of the 21 in the Year 5 cohort did not make expected progress across the strands, with progress being particularly low in Number and Citizenship. In these two strands, the majority of pupils were working within Year 1 age related expectations on Bsquared. This was a new aspect of Bsquared that was introduced in September 2015 and progress has been slower on Year 1 statements. There were two Year 5 classes in which progress was lower this school year.



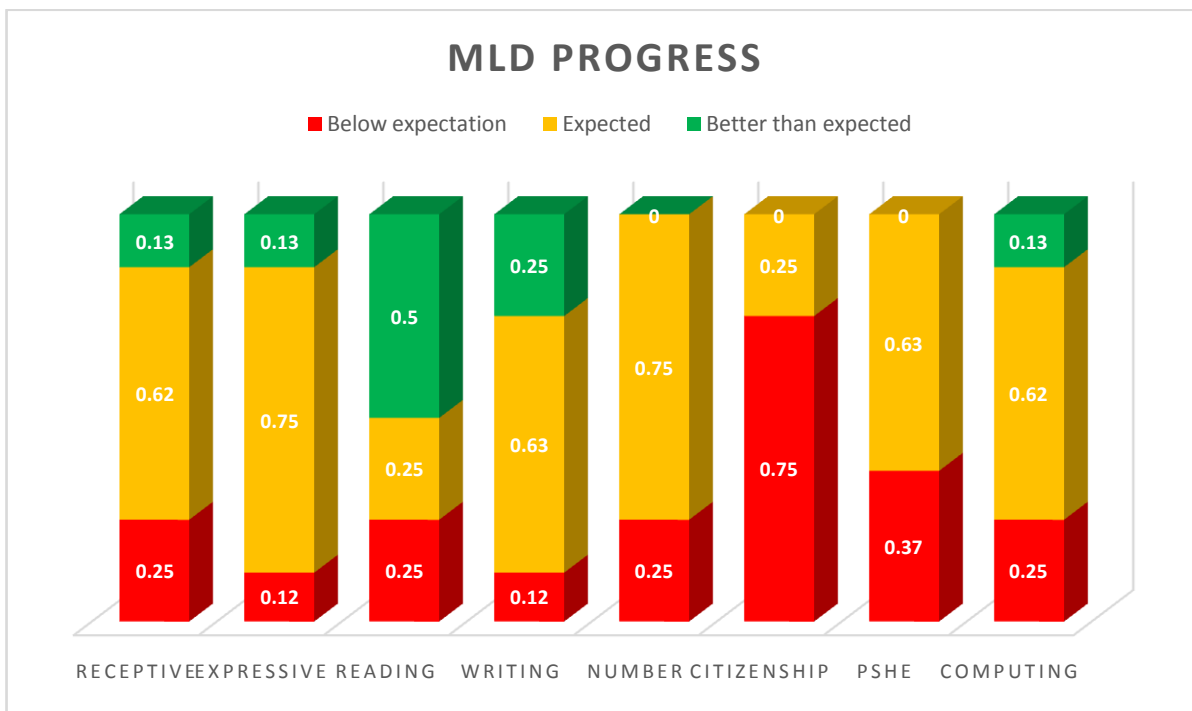
- **Year 6**

Between 8 and 12 pupils out of the 15 in Year 6 made expected or better progress across all the strands. Three of the pupils who did not make expected progress are PMLD pupils who have demonstrated lateral progress within targets but not the vertical progress required by the P levels. Progress in Citizenship was lower for the more able pupils who were working within the Year 1 age related expectations on Bsquared.



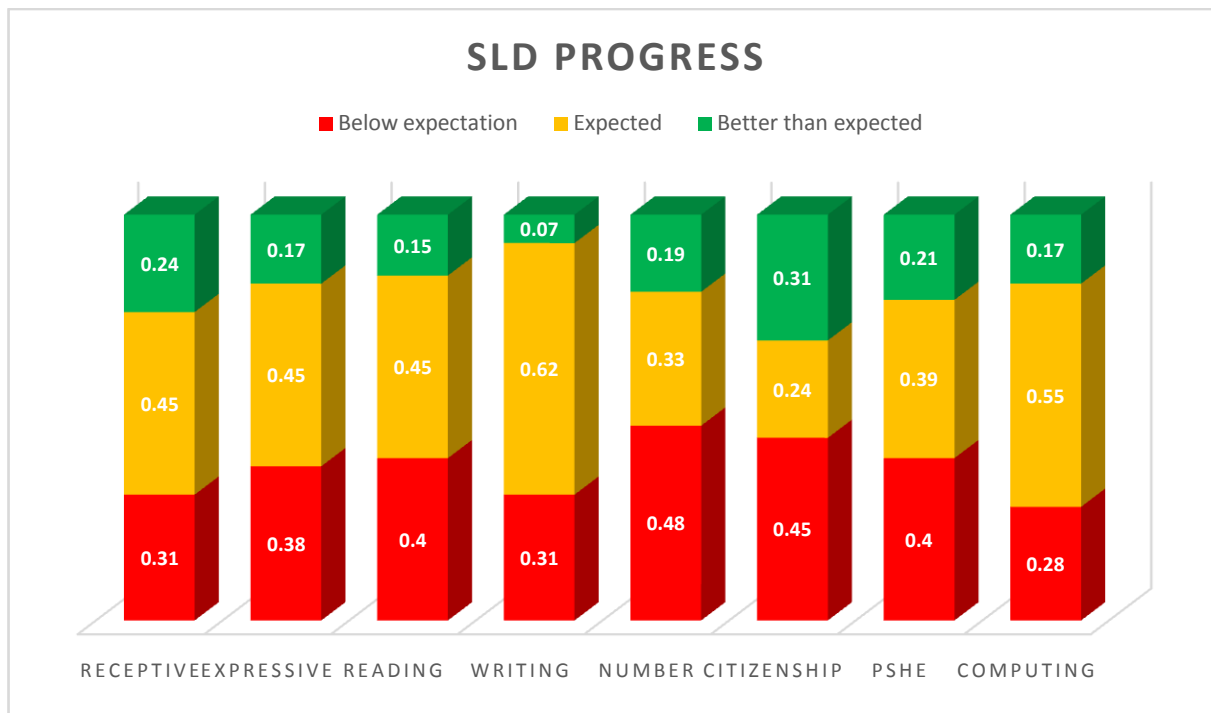
- **MLD**

Between 5 and 7 pupils out of the 8 in the MLD cohort made expected or better progress across all of the strands apart from Citizenship. Those pupils who did not make expected progress in Citizenship were those pupils working within the Year 1 age related expectations on Bsquared.

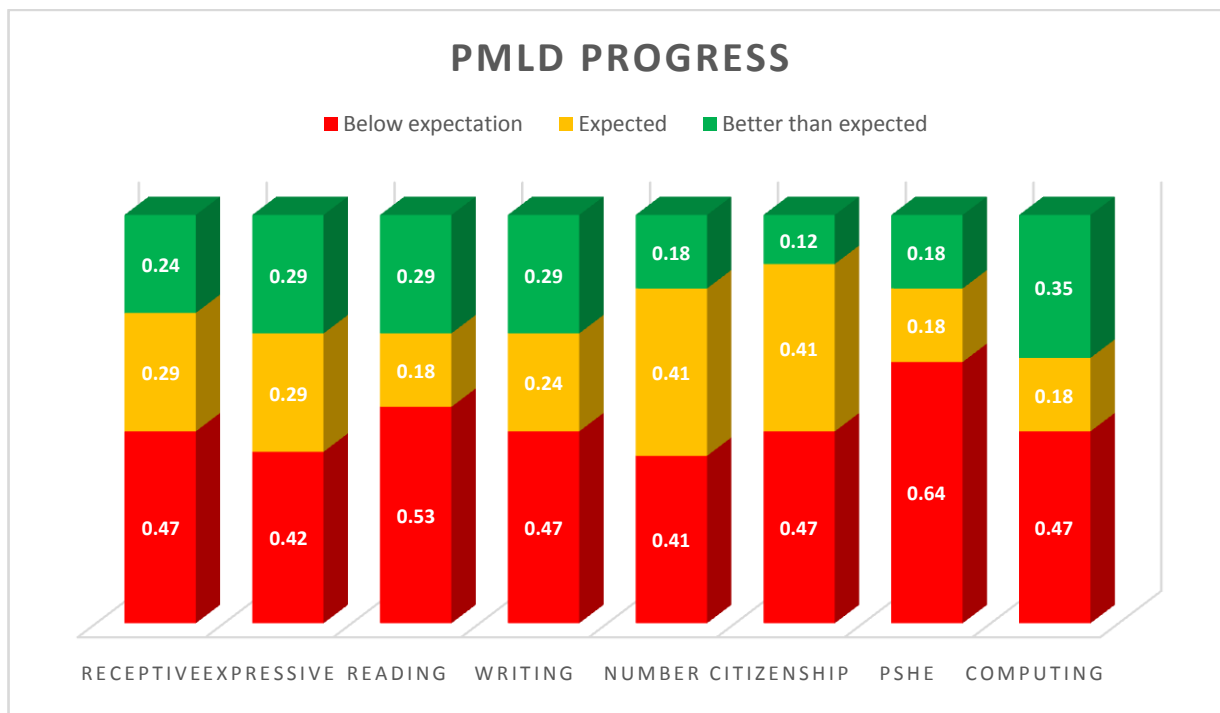


- **SLD**

Between 22 and 30 pupils out of the 42 in the SLD cohort made expected or better progress across all strands. Progress was lower for SLD for pupils in Year 5 classes.



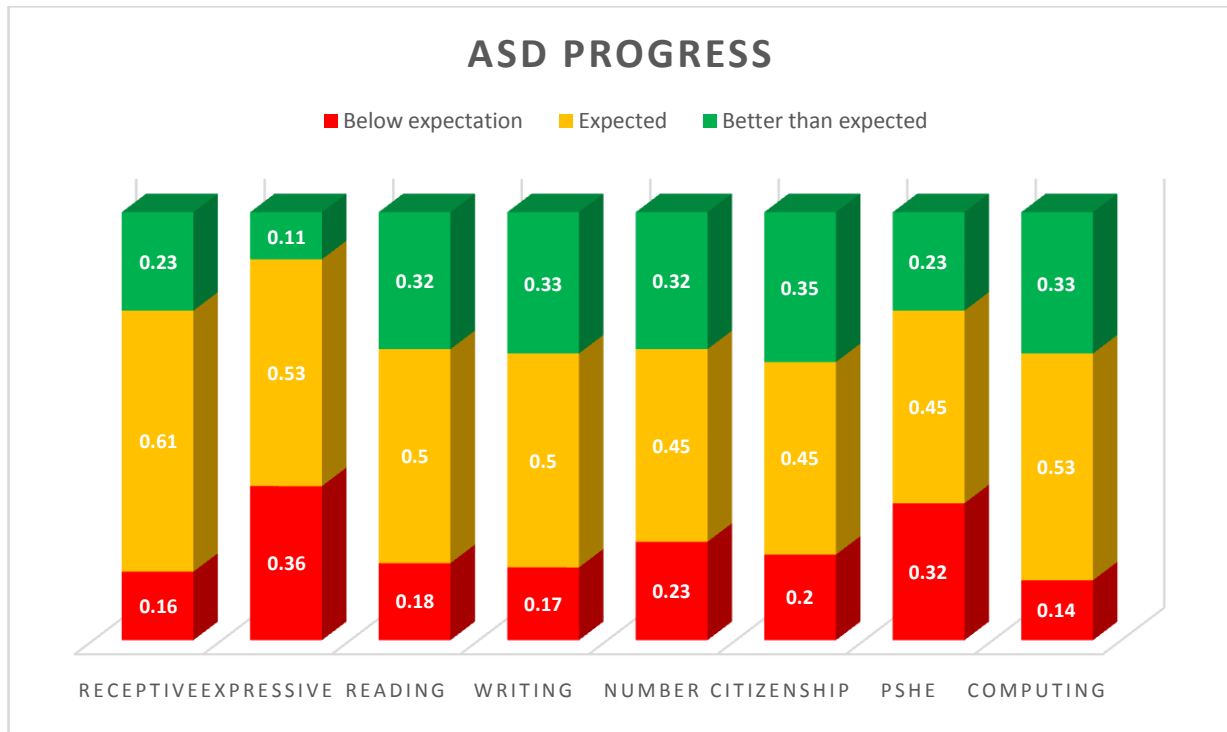
- **PMLD**



Between 6 and 10 pupils from the 17 in the PMLD cohort made expected or better progress across all strands. Many of the PMLD pupils demonstrated lateral progress within targets rather than the vertical progress measured by the P levels.

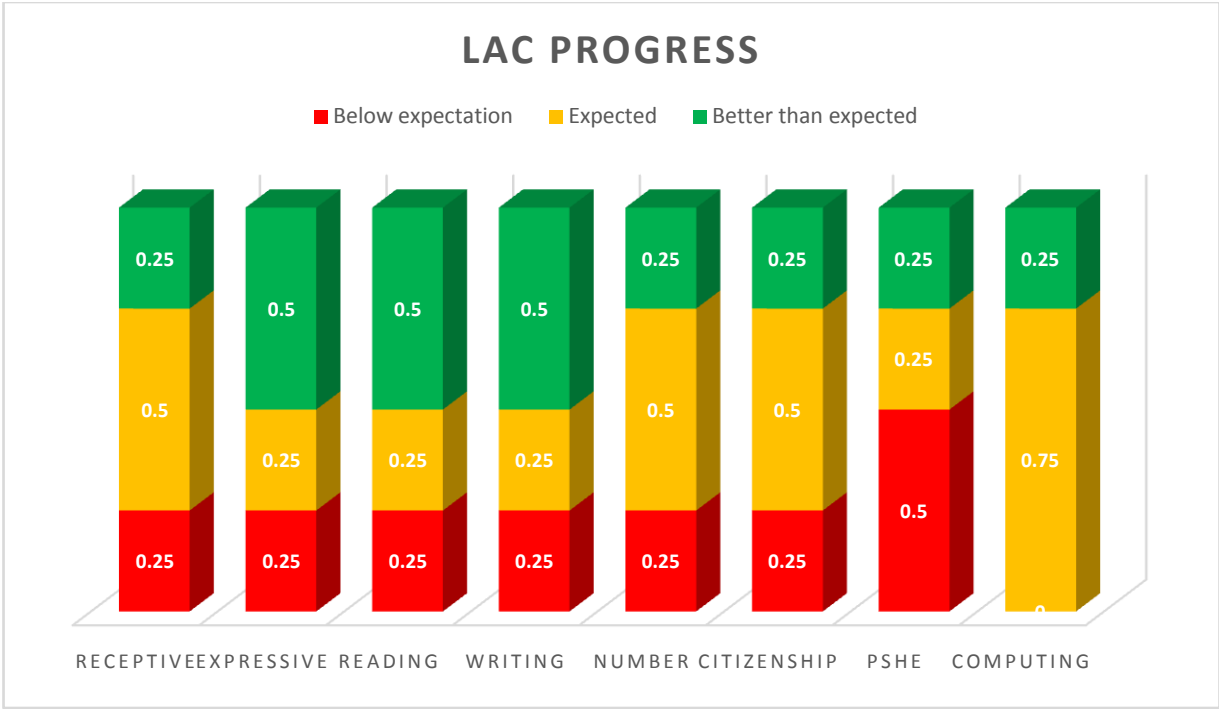
- **ASD**

Between 42 and 57 pupils from the 66 in the ASD cohort made expected or better progress across all strands. Two of the ASD pupils who did not make expected progress were those for whom expectations in terms of progress were too high at 50% as these pupils are demonstrating lower levels of progress in comparison to their peers. Other pupils are from Year 5 classes in which progress was lower. Progress in expressive language is lower as many of these pupils are using PECS and their progress is not demonstrated in the statements on Bsquared. Progress in PSHE is lower as this is an area of difficulty for pupils with ASD.

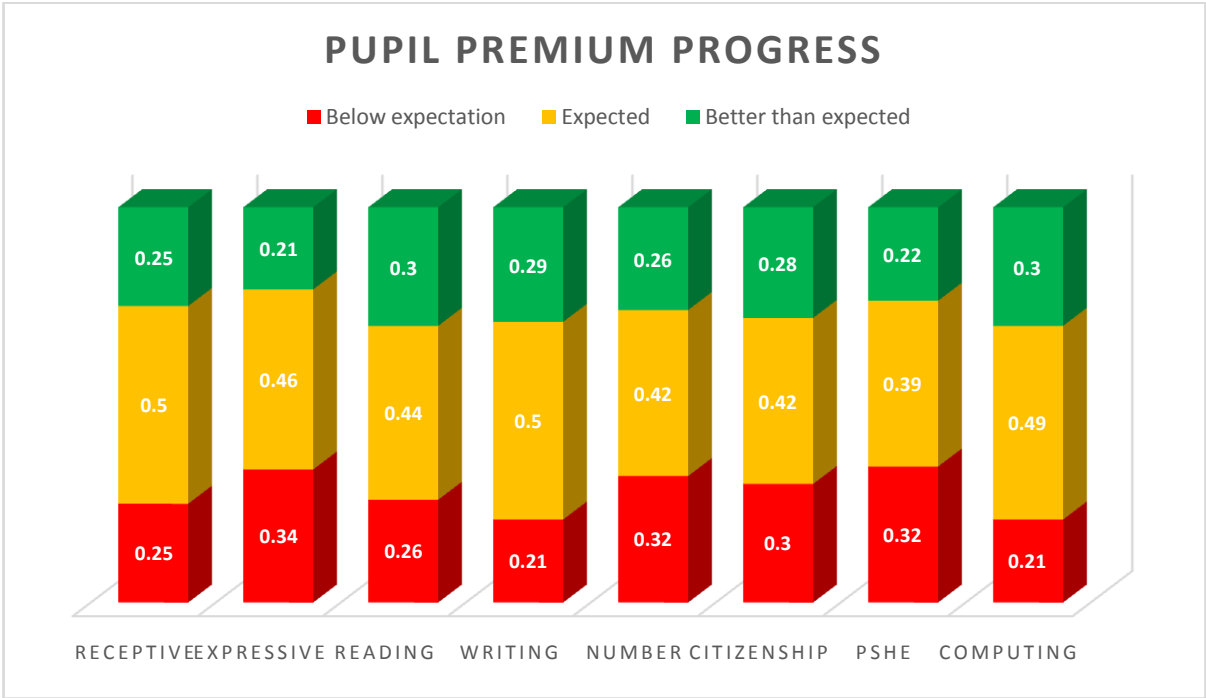


- **LAC**

The pupil who did not make expected progress in the majority of strands was a Year 5 pupil who was quite unsettled in terms of his focus on learning during the school year due to emotional difficulties he was experiencing. The other pupil who did not make expected progress in PSHE is a pupil with ASD.



- Pupil Premium**



Between 50 and 60 pupils from the 76 in the Pupil Premium cohort made expected or better progress across all the strands. Pupils who did not make expected progress were for the reasons described above.

Issues identified:

- MAPP has been used with some PMLD pupils this year as a measure of lateral progress and there were expectations for progress with individual targets. The issue is how to present this individual progress in a meaningful way as part of whole school data analysis. The move to the Extended P Scales in September 2016 will allow for evidence demonstrating progress to be recorded on SOLAR in the same way as for other pupils.
- The fact that PECS does not correlate with expressive language on Bsquared means that progress is being made but is not showing on the P levels. The Wilson Stuart curriculum is now in use since September 2016 and assessment statements can be added into this curriculum. Therefore, statements demonstrating progress in PECS can be added at different levels so that progress is evidenced on SOLAR.
- There was a lack of consistent, on-going assessments on Bsquared for classes in which teachers had long term absence. This should not be an issue this school year as there are staff employed for each class group. If this situation should re-occur, there are now procedures in place for closer support for and supervision of new / supply teachers.
- Progress for ASD pupils is lower in Citizenship and PSHE as would be expected to a certain extent but the question is whether we are providing enough opportunities for these pupils to develop those skills.

Pupil Progress Action Plan:

- Introduction of the Extended P Scales as our assessment package for PMLD pupils working at P1-3. Also, for this cohort of pupils, introducing alongside this methods of assessing progress in the 7 aspects of cognition and learning, as recommended by the Rochford Review.
- Ensure that all alternative communication methods are able to be assessed and evidence progressed on SOLAR through the addition of statements to the Wilson Stuart curriculum as required.
- Increased focus for ASD pupils on developing their social interaction skills, particularly in interaction with their peers.
- Pupil progress meetings will identify which children have not made expected progress and strategies agreed to address this.
- During Full Team meetings, Teachers will discuss which children are not on track and possible strategies.
- Class team meetings need to include discussion about pupil progress
- Teachers to be provided with last year's pupil progress data for their class and Team Leaders with the data for their team.
- Subject Leaders to identify interventions.
- Identify pockets of good practice and share specific expressive language teaching.
- Increased social opportunities provided at lunchtimes and in clubs.
- Use staff with specialist skills to facilitate intervention groups to improve expressive language / interaction skills.
- Provision of case studies relating to specific pupils.
- Ensure that coverage reflects age related expectations for more able pupils.
- Identified staff to attend mainstream moderation to enhance their understanding of age related expectations for Years 1 and 2.
- Date for end of year assessments to be put back to 30th June 2016.

- Increase staff understanding of the impact of joint attention and provide opportunities for this specifically in ASD.
- SLT to make explicit that consistent high expectations leads to increased progress.
- Consider how we can track the good progress in writing in Year 3 and capitalise on it.