



**SCHOOL SELF EVALUATION (SE)  
OUTCOMES FOR CHILDREN & LEARNERS**

**JUDGEMENT: HIGHLY EFFECTIVE**

**HEADLINES**

**Context:**

- In 2013 the school was graded ‘outstanding’ across all areas. (Ofsted 13 report: ‘From very low starting points pupils make excellent progress in their learning & personal development. Achievement for all groups of children is outstanding’).

**Self Assessment:**

Self Assessment of pupil attainment and progress is ‘**Outstanding**’.

Learning opportunities are presented creatively so that pupils can progress and enjoy learning across the curriculum. Even those pupils that enter the school at very low starting points (or experience periods of regression due to medical needs or their condition) develop and improve their knowledge and skills over the year. Pupil’s targets are set at an aspirational level meaning they must strive to meet them. This creates pupils that are resilient to failure. The school’s personalised learning helps to develop pupils that are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills, even at the earliest levels of cognition.

- An average of 53% of all pupils in Key Stage 1 and 2 made Upper Quartile Progress across the curriculum.
- An average of 84% of all pupils in Key Stage 1 and 2 made Median or Upper Quartile Progress across the curriculum.

**Measurement & Tracking:**

In 2016-17

- Pupil progress was tracked and measured on an individual basis using ‘PIVATS’ and where appropriate supplemented by the use of ‘Routes for Learning’ or ‘MAPP.’
- Teacher’s tracked and fed back to the Deputy Head Teacher termly on how well pupils are progressing towards meeting their individual yearly and key stage targets. Interventions were utilised when a need was identified to ensure children remained on track.
- From 2017-18 Pupils working at P3ii and above will be tracked using P-scales (All curriculum areas), PIVATS (English, Maths and Science) and Thrive (Emotional Development).
- Pupils working below P3ii will have their cognition and communication tracked using ‘Footsteps’.

**Measurement & Tracking: EYFS**

- Initial baseline using Development Matters, Derbyshire Small Stepped Profile.
- Continued baseline tracking via banding and Points/ steps achieved on Derbyshire
- Baseline P-levels assessed at end of Reception for each child.

**Target Setting:**

**In 2014-15:**

- Teachers set targets for children for the consecutive year (2014-2015) and Key Stage targets were set for 2 and 3 levels of progress including PMLD children.

**In 2015-16:**

- Teachers set targets for children for the consecutive year (2015-2016).
- Key Stage targets were set using the DfE's Progression 2010-11 Quartile tables for P-Scale progression including PMLD children including PMLD children.
- Attainment tracked and judged against levels, targets and the DfE's Progression 2010-11 Quartile tables for P-Scale progression including PMLD children.

**In 2016-17**

- Targets set using tracked Upper Quartile data from Progression Guidance.
- Teachers assess relevance of Upper Quartile target and adjust appropriately. E.g. extend or move to Median Quartile where relevant.
- Attainment tracked and analysed against targets but also summatively analysed using updated progression guidance built by Primum Ltd using the DfE's Progression 2010-11 Quartile tables for P-Scale progression and National end of key stage data statistics to create progression guidance based on a larger population

**In 2017-18**

- All targets set in line with Upper Quartile based on the progression guidance supplied by Primum Ltd using the DfE's Progression 2010-11 Quartile tables for P-Scale progression and National end of key stage data statistics.
- Creates more challenging targets for all pupils.
- Children with PMLD assessed, targets set and tracked using the Footsteps framework linked to Routes for Learning.
- Children in EYFS have all targets set in line with moving a 'range' (Younger, Middle, Older) within an 'age band' of the Small Steps version of the EYFS Profile.
- This sets a challenging target for all pupils in EYFS.

**Progress: General**

- Whole school analysis of progress in Key Stage 1 and 2 included 83 pupils. 100% of pupils made progress in 2016-17.
- 30% of all pupils made accelerated progress (5 PIVATS steps or more) in at least one area of the curriculum.

**Progress: Progression Guidance: General****Whole School:**

- On average 53% of all pupils made Upper Quartile rate progress.
- On average 84% pupils made at least Median or Upper Quartile rate progress.
- On average 86% pupils with SLD made at least Median or Upper Quartile rate progress.
- On average 55% pupils with SLD made Upper Quartile rate progress and 76% made progress equivalent to the rate of the Second (upper Median) Quartile.
- On average 58% of pupils with PMLD made at least Median or Upper Quartile rate progress.

- On average 89% of pupils with a primary need of ASD made at least Median or Upper Quartile rate progress.

**By the end of Key Stage 1:**

- On average 87% of pupils made Upper Quartile Progress across all of the assessed subject areas by the end of Key Stage 1.
- 100% of pupils made Upper or Median Quartile progress across ALL subject areas by the end of Key Stage 1.

**By the end of Key Stage 2:**

- On average 59% of pupils made Upper Quartile Progress across all of the assessed subject areas by the end of Key Stage 2.
- 100% of pupils made Upper or Median Quartile progress across ALL subject areas by the end of Key Stage 2.

**By Subject: English:**

**Progression Guidance:**

**Whole School:**

- On average 56% of pupils made Upper Quartile progress across ALL areas of English
- 56% of All pupils made Upper Quartile Progress in Listening
- 61% of All pupils made Upper Quartile Progress in Speaking
- 51% of All pupils made Upper Quartile Progress in Reading
- 56% of All pupils made Upper Quartile Progress in Writing

**By the end of Key Stage 1:**

- On average 97% of pupils made Upper Quartile progress across ALL areas of English
- 100% of All pupils made Upper Quartile Progress in Listening
- 89% of All pupils made Upper Quartile Progress in Speaking
- 100% of All pupils made Upper Quartile Progress in Reading
- 100% of All pupils made Upper Quartile Progress in Writing

**By the end of Key Stage 2:**

- On average 59% of pupils made Upper Quartile progress across ALL areas of English
- 71% of All pupils made Upper Quartile Progress in Listening
- 47% of All pupils made Upper Quartile Progress in Speaking
- 47% of All pupils made Upper Quartile Progress in Reading
- 71% of All pupils made Upper Quartile Progress in Writing

**By Subject: Maths:**

**Whole School:**

- 53% of pupils made Upper Quartile progress across ALL areas of Maths.
- 55% of pupils made Upper Quartile progress in Using & Applying.

- 55% of pupils made Upper Quartile progress in Shape Space and Measure.
- 49% of pupils made Upper Quartile progress in Number.

**By the end of Key Stage 1:**

- On average 63% of pupils made Upper Quartile progress across ALL areas of Maths.
- 44% of pupils made Upper Quartile progress in Using & Applying.
- 67% of pupils made Upper Quartile progress in Shape Space and Measure.
- 78% of pupils made Upper Quartile progress in Number.

**By the end of Key Stage 2:**

- On average 37% of pupils made Upper Quartile (and 100% made at least median quartile) progress across ALL areas of Maths
- 35% of pupils made Upper Quartile progress in Using & Applying
- 53% of pupils made Upper Quartile progress in Shape Space and Measure
- 24% of pupils made Upper Quartile progress in Number

**By Subject: Science:**

**Whole School:**

- On average 62% of pupils made Upper Quartile progress across ALL areas of Science.
- 61% of pupils made Upper Quartile progress in Scientific Enquiry.
- 63% of pupils made Upper Quartile progress in Life Processes.
- 61% of pupils made Upper Quartile progress in Materials and their Properties.
- 62% of pupils made Upper Quartile progress in Physical Properties.

**By the end of Key Stage 1:**

- 100% of pupils made Upper Quartile progress across ALL areas of Science.
- 100% of pupils made Upper Quartile progress in Scientific Enquiry.
- 100% of pupils made Upper Quartile progress in Life Processes.
- 100% of pupils made Upper Quartile progress in Materials and their Properties.
- 100% of pupils made Upper Quartile progress in Physical Properties.

**By the end of Key Stage 2:**

- On average 61% of pupils made Upper Quartile progress across ALL areas of Science.
- 60% of pupils made Upper Quartile and a further 30% made Median Quartile progress in Scientific Enquiry.
- 62% of pupils made Upper Quartile and a further 30% made Median Quartile progress in Life Processes.
- 61% of pupils made Upper Quartile and a further 31% made Median Quartile progress in Materials and their Properties.
- 61% of pupils made Upper Quartile and a further 32% made Median Quartile progress in Physical Properties.

**By Subject: Personal, Social and Emotional Development (PSED):**

The DfE's Progression 2010-11 Quartile tables for P-Scale progression were not designed for use with subjects beyond English, Maths and Science but if

compared to they are still able to provide challenging targets and measures for other subjects. When comparing PIVATS progress in the area of PSED the following picture emerges:

- On average 59% of pupils made Upper Quartile progress across ALL areas of PSED.
- 57% of pupils made Upper Quartile progress in Interacting and Working with Others.
- 61% of pupils made Upper Quartile progress in Independent and Organisational Skills.
- 60% of pupils made Upper Quartile progress in Materials and their Properties.

#### **By Subject: Information and Communication Technology (ICT):**

The DfE's Progression 2010-11 Quartile tables for P-Scale progression were not designed for use with subjects beyond English, Maths and Science but if compared to they are still able to provide challenging targets and measures for other subjects. When comparing PIVATS progress in the area of ICT the following picture emerges:

- On average 53% of pupils made Upper Quartile progress across ALL areas of ICT.
- 52% of pupils made Upper Quartile progress in Finding Things Out.
- 52% of pupils made Upper Quartile progress in Developing Ideas and Making Things Happen.
- 56% of pupils made Upper Quartile progress in Exchanging and Sharing Information.

#### **EYFS: Overview:**

- 0% of pupils in the EYFS are working at age related expectations.
- In EYFS 100% of pupils made progress in all learning areas of the Derbyshire Development Matters Small Steps Profile since September 2016.
- Across the EYFS 81% (14/ 17) pupils have moved an age band in one or more learning areas in one year.

Based on the Derbyshire Small Steps EYFS Profile:

#### **Communication & Language**

- In Listening and attention 41% (7) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 94% made at least 7 points of progress so were extremely close to moving a range within an age band
- In Speaking 41% (7) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). As with Listening and Attention 94% made at least 7 points of progress so were extremely close to moving a range within an age band.
- In Understanding 35% (6) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 59% made at least 7 points of progress so were extremely close to moving a range within an age band.

#### **Physical Development**

- In Gross Motor Control 53% (9) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 82% made at least 7 points of progress so were extremely close to moving a range within an age band.
- In Fine Motor 53% (9) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 94%

made at least 7 points of progress so were extremely close to moving a range within an age band. Only one child made less than 4 points of progress.

- In Health and Self Care 38% (6) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 81% made at least 7 points of progress so were extremely close to moving a range within an age band.

#### **Personal, Social and Emotional Development**

- In Self Confidence and Self Awareness 41% (7) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 94% made at least 7 points of progress so were extremely close to moving a range within an age band.
- In Managing Feelings and Behaviour 41% (7) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 82% made at least 7 points of progress so were extremely close to moving a range within an age band.
- In Making Relationships 53% (9) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 88% made at least 7 points of progress so were extremely close to moving a range within an age band.

#### **Pupil Premium:**

- Children in receipt of Pupil Premium had individual areas of need identified at the start of the academic year and the Premium was utilised to specifically target each individual's identified area of need through specific identified intervention or resources. 98% of pupils in receipt of Pupil Premium made progress in their intervention area, 92% met their target in this area and 36% exceeded their target. We would expect some 'overflow' of benefit into other areas of the curriculum, especially given our cross-curricular curriculum model. This effect was apparent as on average 51% of pupils in receipt of Pupil Premium made Upper Quartile rate progress across the curriculum and 84% of pupils in receipt of Pupil Premium made at least Median or Upper Quartile rate progress.

#### **Other Cohorts and Vulnerable Groups (Key Stage 1 and 2):**

- 86% pupils with SLD made at least Median or Upper Quartile rate progress.
- 55% pupils with SLD made Upper Quartile rate progress and 76% made progress equivalent to the rate of the Second (upper Median) Quartile.
- 58% of pupils with PMLD made at least Median or Upper Quartile rate progress.
- 89% of pupils with a primary need of ASD made at least Median or Upper Quartile rate progress.
  
- On average 56% of Male pupils made Upper Quartile rate progress.
- On average 84% of male pupils made at least Median or Upper Quartile rate progress.
- On average 49% of Female pupils made Upper Quartile rate progress.
- On average 84% of Female pupils made at least Median or Upper Quartile rate progress.
  
- On average 68% of pupils in Looked After Care (LAC) made Upper Quartile rate progress.
- On average 75% of pupils in Looked After Care made at least Median or Upper Quartile rate progress.
  
- On average 61% of pupils with Autism Spectrum Disorder/ Condition (ASD/ASC) made Upper Quartile rate progress.
- On average 89% of pupils with ASD/ASC made at least Median or Upper Quartile rate progress.

- On average 25% of pupils with PMLD made Upper Quartile rate progress.
- On average 58% of pupils with PMLD made at least Median or Upper Quartile rate progress. Of the 9 pupils with a primary diagnosis of PMLD 3 of them continued to make progress through Cognition and Communication routes on the Routes for Learning assessment framework designed specifically for pupils with PMLD. All of the 9 pupils with PMLD are considered to have life limiting conditions.

**Feedback:**

- 96% of parents agree that their child is making 'good progress' (Questionnaire summer 15)

**Actions:**

**Number:**

- 49% of pupils made Upper Quartile rate progress in Number. This is the lowest percentage of pupils achieving Upper Quartile of any assessed area. 19% (16) children made Lower Quartile rate progress in Number overall. This is the highest percentage of children making Lower Quartile rate progress of any assessed area. Significantly less Upper Quartile progress was made by girls but boys accounted for a greater number (11) of pupils achieving in the Lower Quartile. This included a high proportion of children with PMLD (67%) but this does only equate to 6 pupils with relatively specific needs and the progression guidance used for this analysis in 2016-17 is particularly challenging for this pupil set. 11 pupils with SLD made Lower Quartile rate progress in Number.
- The highest percentage of children achieving Lower Quartile rate progress in 2016-17 in Number were in years 1, 2 and 3.
- Year 5 also had just under a quarter of the class making Lower Quartile rate progress in Number.
- Overall the whole school teaching and acquisition of Number skills needs to be evaluated and developed as progress rates are spread over a number of cohorts. However, the pattern and breakdown as well as investigation of individual pupils suggests that evaluation of provision and developments need to be made specifically for teaching number to younger, less able pupils that are starting from very low P-levels on entry to year 1.

**Pupils with a primary diagnosis of PMLD:**

- As a percentage, less of this cohort of pupils made Upper Quartile rate progress than in any other cohort in all assessed areas of the curriculum.
- As a percentage, more of this cohort of pupils made Lower Quartile rate progress than in any other cohort in all assessed areas of the curriculum.
- On average 52% of pupils with PMLD made at least Median Quartile rate progress. This is less than any other cohort.
- A certain level of this lower rate of progress for this complex cohort of pupils would be expected due to the changes to the progression guidance used for analysis this year. The bespoke quartiles built by Prisum Ltd have been weighted towards the the DfE's Progression 2010-11 Quartile tables for P-Scale progression but the addition of the broader national data has made the progress rates more challenging. This has the greatest effect of evaluating the progression rates of PMLD children as they predominantly account of the lowest end of collated assessment data.
- Additionally, the PMLD cohort in Key Stage 1 and 2 is relatively small. Only 9 pupils.
- Case studies and individual investigation has identified individual barriers to learning for some of these children, usually related to medical or health issues. This has also identified a particularly large step in and around the P-Scale levels 3ii, 4 and 5 that pupils will PMLD appear to have difficulty

ever progressing beyond.

- However, taking the above into account, there is still a small difference between this cohort and any other. This needs to be addressed on four fronts.

## **EYFS**

(Expanded on in specific EYFS Action plan)

### **EYFS: Communication & Language: Understanding**

- In Understanding 35% (6) children in EYFS made or exceeded 10 points of progress (equivalent to moving at least 1 range within an age band). 7 children made less than 4 points progress in Understanding. 4 of these were boys and 3 were girls. These were relatively evenly split across primary diagnoses. 2 had a primary diagnosis of PMLD, 2 ASD and 3 SLD. 40%, 50% and 38% of those cohorts respectively.

### **EYFS: Emotional Health & Development of pupils**

(Self Confidence and Self Awareness & Managing Feelings and Behaviour)

- 19% (3) pupils made less than 4 points of progress in Health and Self Care. 2 of these were male and 1 was female. Investigation and case study revealed no obvious similarities or reasons for this with this particular pupil group although parental roles may play a factor in this with at least one of these pupils.
- 19% (3) children made less than 4 points of progress in Managing Feelings and Behaviour. These were two boys and one girl. One child is a PMLD child discussed above with complex medical needs resulting in extremely poor health and absence. She was supported with home tuition to retain her skills in managing feelings and behaviour. One of these children has emotional anxieties and behaviours relating to Fragile X syndrome. Parents of this child are experiencing particular difficulties managing this child's emotions and behaviour. The third child has a primary diagnosis of SLD and exhibits linked emotional and relational difficulties in both Managing Behaviour and Making Relationships.

<b><u>QUESTIONS</u></b>	<b><u>ACTIONS</u></b>	<b><u>AP's</u></b>
<p><i><u>What is the school doing to improve outcomes?</u></i></p> <ul style="list-style-type: none"> <li>• Personalised learning for each child (via a Personalised Learning Plan (PLP)).</li> <li>• PLPs contain targets for child's entire academic provision under the headings of Cognition and Learning, Communication and Interaction, Social, Mental and Emotional Health and Sensory and Physical.</li> <li>• PLPs contain multi professional targets cross referenced with pupils' Education, Health and Care Plans (EHCP).</li> <li>• Provision Mapping of EHCP's identifies specific therapeutic interventions.</li> <li>• Analysis and tracking of progress identifies need for specific intervention work.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To develop a new PLP (Personal Learning Plan) template that links more closely to the Code of Practice and provides an overview of the child's holistic curriculum.</i></li> <li>• <i>To investigate the use</i></li> </ul>	<p><b>SDP (Teaching &amp; Learning)(Assessment)</b></p>



<ul style="list-style-type: none"> <li>• Analysis and tracking of progress identifies specific Continued Professional Development (CPD) Needs through trends and patterns.</li> <li>• Performance management identifies and supports targeted CPD needs of specific individuals linked to needs and outcomes for pupils.</li> <li>• Targeted use of specialist environments (e.g. Sound Therapy room) to support pupil progress.</li> <li>• Curriculum Model redefined under Informal, Semi- Formal and Formal curriculum.</li> <li>• Observations scheduled (supported by recorded Learning Walks) used to monitor Teaching and Learning.</li> <li>• Teachers have increased awareness of pupil tracking due to use of broken down Progression Guidance.</li> <li>• Teacher’s report and discuss progress termly with Deputy Head Teacher.</li> <li>• Reporting ‘synced’ up with annual assessment cycle.</li> <li>• Yearly Targets are set with reference to the DfE’s Progression 2010-11 document and annual end of year Key Stage data.</li> <li>• Moderation opportunities are capitalised on with other SLD schools including feeder secondary school (Portland School).</li> <li>• Importance of pupil’s emotional development identified in PLP and curriculum via Thrive and Emotional Aspects targets.</li> </ul> <p>In EYFS:</p> <ul style="list-style-type: none"> <li>• The introduction of the PIVATS designed ‘Behaviours for Learning’ assessment and target setting Alongside the Derbyshire EYFS Small Steps Profile to help establish baseline levels of behaviours and set meaningful next steps in relation to the learning.</li> <li>• The introduction of ‘Thrive’ assessment at EYFS to support emotional development, activities and target setting.</li> <li>• Understanding of the links between ‘Understanding’ and ‘Speaking’ need to be made explicit. Staff need to be made aware of this.</li> <li>• An evaluation of planning to ensure it useful for staff in working towards extremely SMART next steps for these pupils.</li> <li>• Close links with Speech and Language Therapy to provide support and strategies relating to receptive language and understanding.</li> </ul>	<p><i>of a semi-formal curriculum model for pupils working between P4-8</i></p> <ul style="list-style-type: none"> <li>• <i>To revise the ‘curriculum connectors’ to form an appropriate cycle of relevant learning themes that supports learning across all key stages.</i></li> <li>• <i>To draft and implement a new whole school inclusive approach to literacy.</i></li> <li>• <i>To develop a revised monitoring schedule that ensures pupil progress is tracked more effectively.</i></li> <li>• <i>To review the whole school assessment model in line with the outcomes of the ‘Rochford’ Review.</i></li> <li>• <i>To identify a ‘baseline’ Thrive stage for all pupils across school.</i></li> </ul>	
<p><u><i>What is the school doing to improve outcomes-vulnerable groups/ Least able pupils?</i></u></p> <ul style="list-style-type: none"> <li>• Provision Mapping of EHCP’s identifies specific therapeutic interventions.</li> <li>• Personalised learning for each child (via a Personalised Learning Plan (PLP)) is created regardless of vulnerable group/ cohort.</li> <li>• PLP redesigned for pupils working below P3ii to focus on early Cognition and Communication.</li> <li>• PLPs contain multi professional targets cross referenced (including pupils’ Education, Health</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appropriate Assessment and Target Setting Framework identified (Footsteps).</i></li> <li>• <i>Training identified (e.g. Footsteps)</i></li> </ul>	<p><b>SDP</b></p>

<p>and Care Plans (EHCP)).</p> <ul style="list-style-type: none"> <li>• Assessment appropriate to use with least able pupils</li> <li>• Area/ resources developed to meet need of pupils with lowest attainment.</li> <li>• Parent Thrive courses to support emotional well-being at home.</li> <li>• Training and mentoring to upskill staff working with children with a PMLD diagnosis.</li> <li>• Evaluation and development of the curriculum, experiences and resources offered to these pupils.</li> <li>• An evaluation of planning to ensure it useful for staff in working towards extremely SMART next steps for these pupils.</li> <li>• An evaluation of how progress is assessed for this pupil group to ensure relevant target setting and appropriate progress is made.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Set up working group to develop focused area to support intervention for PMLD pupils</li> <li>• Specific PMLD orientated PLP designed.</li> <li>• <i>'Planning' evaluated. Identification of support with a focus on setting 'SMART' targets (PLP)</i></li> <li>• <b>To initiate a family training programme in order to develop a joint approach to implementation.</b></li> </ul>	
<p><u><i>What is the school doing to improve outcomes-Pupil Premium children?</i></u></p> <ul style="list-style-type: none"> <li>• Provision Mapping makes intervention clear for pupils in receipt of Pupil Premium</li> <li>• Targeted interventions identified using trend analysis of collated summative data.</li> <li>• Classroom intervention tracked termly.</li> <li>• Teachers aware where specific interventions needed.</li> <li>• Therapist, SENCo and Associate Teacher support to carry out specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Individual target areas identified based on need or progress.</i></li> <li>• <i>Continued monitoring of termly progress.</i></li> <li>• <i>Targeted use of intervention, therapies and resources.</i></li> <li>• <i>To develop a revised monitoring schedule that ensures pupil progress is tracked more effectively.</i></li> </ul>	<p><b>SDP (OUTCOMES) (Assessment)</b></p>
<p><u><i>What is the school doing to improve outcomes-high attaining pupils?</i></u></p> <ul style="list-style-type: none"> <li>• Pupils working at p8 or above in one or more areas in years 4 or 5 in Summer 2017 streamed into one class.</li> <li>• National Curriculum content being taught to pupils engaged in Subject Specific learning at p8 or above.</li> <li>• Moderation of work with SLD partners and feeder secondary school.</li> <li>• Creation of a Literacy Hub to raise the profile of Literacy Across the School.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pupil's accessing National Curriculum content have been streamed into one class to be taught Year 1 + of the National Curriculum.</i></li> </ul>	<p><b>SDP (Teaching and Learning) SIT (Creative)</b></p>

<ul style="list-style-type: none"> <li>• Pupils to engage in peer mentoring across school.</li> <li>• Homework Opportunities differentiated.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Create a Literacy Hub to Raise the profile of Literacy Across the School &amp; at home</i></li> <li>• <i>To increase parental awareness of reading and writing activities in the home and community</i></li> <li>• <i>Introduction of 'Homework Opportunities'.</i></li> </ul>	
<p><u><i>How is pupil progress 'tracked' and how do teachers support pupil's development?</i></u></p> <ul style="list-style-type: none"> <li>• Pupil progress is tracked and measured on an individual basis in Key Stages 1 and 2 using 'P-Scales' (Cognition and Learning) 'PIVATS' (Maths, English, Science) and 'Footsteps' (Early Cognition and Communication).</li> <li>• Pupil progress is tracked and measured on an individual basis in EYFS using the Derbyshire Small Steps EYFS profile</li> <li>• Teacher's track and feedback to the Deputy Head Teacher termly (Oct, Feb, May) on how well pupils are progressing towards meeting their individual termly and yearly targets.</li> <li>• Specialist interventions are utilised when a need is identified to ensure children remain on track.</li> <li>• Annual analysis of summative attainment is comprehensive- using a number of measures (progression guidance/ targets/ Derbyshire points etc...) with a range of identified groups (Pupil Premium, Autsm, PMLD, LAC etc...).</li> <li>• Personalised learning for each child (via a Personalised Learning Plan (PLP)) is created. This a dynamic document.</li> <li>• PLPs contain targets derived from all areas of the child's education including Cognition and Learning, Communication and Interaction, Social, Mental and Emotional Health and Sensory and Physical.</li> <li>• PLPs contain multi professional targets cross referenced with all other plans for pupils.</li> <li>• A comprehensive and challenging progression guidance has been developed to set challenging targets and realistic pupil 'flight paths'.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To embed new robust data tracking/analysis system.</i></li> </ul>	<p style="text-align: center;"><b>SDP</b> <b>(Outcomes for Children and Learners)</b></p>
<p><u><i>Outline in year progress, the progress of each year group and different cohorts of children?</i></u></p> <p>Pupil progress is analysed in terms of progress made via:</p> <ul style="list-style-type: none"> <li>• Early Cognition and Communication (Footsteps).</li> <li>• P-Scale Levels.</li> <li>• PIVATS Levels</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To embed new robust data tracking/analysis system.</i></li> </ul>	<p style="text-align: center;"><b>SDP</b> <b>(Outcomes for Children and Learners)</b></p>

<p>This is done via:</p> <ul style="list-style-type: none"> <li>• Attainment tracked and analysed against targets but also summatively analysed using updated progression guidance built by Prisum Ltd using the DfE's Progression 2010-11 Quartile tables for P-Scale progression and National end of key stage data statistics to create progression guidance based on a larger population</li> <li>• In EYFS this is done via Derbyshire Small Stepped Profile points</li> </ul>		
<p><u>Outline in year targets achieved, achievements of each year group &amp; different cohorts of children?</u></p> <ul style="list-style-type: none"> <li>• Working with Prisum Ltd bespoke data analysis the DfE's Progression 2010-11 Quartile tables for P-Scale progression have been amalgamated with National end of key stage data statistics to create progression guidance based on a larger population.</li> <li>• Although these bespoke quartiles have been weighted towards the the DfE's Progression 2010-11 Quartile tables for P-Scale progression as 94% of the data this was based on came from Special Schools the addition of the broader national data has made the progress rates more challenging.</li> <li>• This has also allowed us to more accurately measure within year progress against the quartiles rather than simply within year progress being tracked against a regular interval towards longer range upper or median quartile target generated by the pupil's level on entry into the key stage.</li> <li>• All pupil year end targets now set at Upper Quartile rate with no adjustment by classroom staff.</li> <li>• EYFS targets set at 10 points on Small Steps profile (equivalent to movement of one age range within an age band).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To embed new robust data tracking/analysis system.</i></li> </ul>	<p style="text-align: center;"><b>SDP</b> <b>(Outcomes for Children and Learners)</b></p>