

# Interim Progress and Achievement Report 2017-2018

## Headlines

### What do we know?

- Taking account of all progress and achievement data, pupils' achievement and progress is at least good
- Pupils' overall progress in EYFS is good with progress in EYFS Development Matters outstanding
- Pupils' progress in Post 16 is good
- There are 13 pupils who have joined the school since September and they have only baseline data (not included in this report)
- 94% pupils are making at least good progress based on IEPs and other tracking systems and 29% are making outstanding progress
- All pupils who receive pupil premium or are LAC have made at least good progress
- Boys are making better progress than girls – 97% boys made good or better progress and 88% girls made good or outstanding progress
- All pupils from minority ethnic groups made good or better progress
- Development Matters has continued to be used to track some pupils in all key stages but the school is aware of the limitations of this assessment, particularly for pupils beyond year 6, and is developing its own tracking system for semi formal learners which will be ready for the end of the academic year. Pupils will have a baseline assessment on this ready for the academic year 2018-2019
- 19 pupils had only IEP data – this is, in part, due to difficulty finding appropriate assessments to measure very small steps progress
- Fewer pupils making outstanding progress than July 17 (Was 49% but 31% at this data point)

#### Possible reasons:

- Large cohort of new pupils, taking longer to establish routines and ways of working
- Many pupils moving into new classes so IEPs set by previous teacher

### What do we need to do?

SIP reference	Actions from previous progress report	Progress so far
Area 2	Develop appropriate tracking systems for semi-formal /formal learners in key stages 3 and 4, in line with Rochford Review recommendations	Semi formal tracking system under way based on Development Matters, with AET Progression Framework and end of year outcomes
Area 4	Develop a clear curriculum and accreditation pathway for pupils in KS4 and P16, including work experience	P16 teachers have met to discuss curriculum and have looked at accreditation pathways
Area 2	Support pupils with appropriate interventions to improve their reading and writing	Switch On reading is being piloted in a KS2 class and 2 KS3/4 classes
Area 2	Support pupils with appropriate interventions to improve their numeracy skills	Catch Up is being piloted in a KS2 class and 2 KS3/4 classes
Area 3	Research assessment tools to support the mental health and wellbeing of pupils, particularly those with ASD	Staff training re: mental health. Pilot group of 3 pupils have had baseline assessment and programme of interventions in place
Area 1	Leaders focus on tracking the progress of groups of pupils to ensure appropriate interventions are in place	Focus on Pupil Premium and tracking progress.
Area 3	Work with parents to improve pupils' attendance	Achievement for All project in place, with focus on parental engagement and attendance. Protocols re absence established

### Further Actions

- Tighten up on timeframes for reviewing and setting IEPs and continue rigorous moderation
- Teachers to buddy up to write IEPs as extra moderation of targets
- Continue to research assessment systems for those working on pre formal and semi formal curricula
- Ensure all pupils have an appropriate tracking system in addition to IEPs

# Progress of individual pupils

Criteria for colours

**Green** – outstanding progress – at least half of IEP targets have been rated green and significant progress in other tracking systems

**Amber** – good progress – all or most IEP targets were achieved and progress in most areas of other tracking documents

**Orange** – Some progress towards IEPs but overall not good progress and some small steps of progress in other tracking systems or in some areas of tracking systems

**Red** – Most IEP targets not met and no progress in other tracking systems

## EYFS

Pupil	1	2	3
Gender	F	M	M
LAC/PP			✓
IEP			
Other frameworks			
Overall rating			

Other framework for this group was Development Matters

## KS1

Pupil	1	2
Gender	F	M
LAC/PP		
IEP		
Other frameworks		
Overall rating		

Other framework for this group was Development Matters

## KS2

Pupil	1	2	3	4	5	6	7	8	9	10	11	12
Gender	F	F	M	F	M	M	M	F	F	M	F	F
LAC/PP		✓					✓	✓		✓		
IEP												
Other frameworks												
Overall rating												

Other frameworks for this group were Development Matters and Routes for Learning

Pupil 12 has had low attendance (52%) due to illness

### KS3

Pupil	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Gender	M	M	M	F	F	M	M	M	M	M	M	F	F	M	F	F	M	F
LAC/PP		✓								✓	✓	✓		✓			✓	
IEP																		
Other frameworks																		
Overall rating																		

Other frameworks for this group were Development Matters, Routes for Learning and end of year statements for English and maths

### KS4

Pupil	1	2	3	4	5	6	7	8	9	10	11
Gender	F	F	M	M	F	F	M	M	F	M	M
LAC/PP	✓						✓	✓		✓	
IEP											
Other frameworks											
Overall rating											

Other frameworks for this group were Development Matters, Routes for Learning and accredited courses – Aim Awards

### Post 16

Pupil	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Gender	F	M	M	M	M	M	F	F	M	M	M	M	M	M	M	F	F
LAC			✓														
IEP																	
Other frameworks																	
Overall rating																	

Other frameworks for this group were Accredited courses – Aim Award, AET Progression Framework and 1 pupil on Development Matters.

Pupil 16 has less than 1% attendance in school. School is working with family on strategies to improve mental health and attendance.

# IEP Progress

## EYFS

There are 6 pupils in this cohort but there is only data for 3 (baseline data for 3 pupils)

2	6	1
22%	67%	11%

## KS1

There are 3 pupils in this key stage but there is only data for 2 (baseline data for 1 pupil.)

3	4	0
43%	57%	0%

## KS2

There are 16 pupils in this key stage but there is only data for 12 (baseline data for 4 pupils)

6	16	16
16%	42%	42%

## KS3

There are 20 pupils in this key stage but there is only data for 18 (baseline data for 2 pupils)

4	38	16
7%	66%	27%

## KS4

There are 12 pupils in this cohort but only data for 11 (baseline data only for 1 pupil)

2	25	12
5%	64%	31%

## Post 16

There are 17 pupils in this cohort

9	28	19
6%	50%	34%

## Whole School

There is data for 63 pupils with 207 targets set

26	117	64
13%	56%	31%

