

Pupil progress and outcomes 2016-17

KS2	Cohort	NOR	Lower quartile (below-expected progress)	Mid Quartile (expected progress)	Upper Quartile (exceeding expected progress)	Total expected or better
	Overall headline Average 2013-17	102	10%	31%	59%	90%
	2017	21	11%	33%	56%	89%
	2016	17	0%	32%	68%	100%
	2015	26	4%	15%	81%	96%
	2014	14	21%	57%	22%	79%
	2013	25	12%	19%	69%	88%
	Comparative data from outstanding Special school The beacon school Kent)	N/A	12%	28%	60%	88%
	Comparative National expectations from Progression Guidance	National	25%	50%	25%	75%

- Many fewer pupils are making below-expected progress (lower quartile) than would be suggested from the national data and more than double of the pupils are progressing within the Upper quartile range.
- The progress of FRS pupils is highly comparable with the outstanding progress made by pupils at The Beacon Outstanding Special School in Kent which has a similar pupil group to our own.
- The results for 2016 are on par with our own 4-year average.
- Pupils who are falling behind their targets are identified and individual intervention plans are put in place.
- The progress Pupils made in English and Maths is consistent.

KS2 Progress within Core Subject Strands 2017

Subject	Lower quartile (below-expected progress)	Mid Quartile (expected progress)	Upper Quartile (exceeding expected progress)
Overall headline Average figure for all subjects 2013-16	9%	30%	61%
Reading	10%	40%	50%
Writing	5%	25%	70%
Speaking	15%	35%	50%
Listening	15%	30%	55%
Number	10%	35%	55%
Measure	15%	20%	65%

- Upper Quartile scores in Speaking and listening were targeted for improvement after last years analyses
- **These Speaking and listening scores have improved so they are now on par with most other subjects (except writing and measure) but could still improve further as the number of learners who fall into the lower quartile is still comparatively high at 15%.**
- An action from last year's analysis was too arranged for whole staff twilight training package from the Speech and Language Therapy service to provide further training and enhance knowledge and skills in this area and also additional in-class support. We are now seeing the impact of this in terms of pupil progress.
- The school has now also purchased additional Speech and Language therapy service to start in September 2017 so that SALT are able to support teachers in class with agreed communication targets and also support running of language groups.

Progress of Pupils who receive the pupil premium in KS2

year	NOR		Lower quartile (below-expected progress)		Mid Quartile (expected progress)		Upper Quartile (exceeding expected progress)	
	PP	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP
Overall headline Average figure 2013-16	43 (51%)	39 (49%)	7%	17%	27%	39%	66%	53%
2017	7(35%)	14(65%)	11%	12%	18%	40%	71%	48%
2016	11 (65%)	6 (35%)	0%	0%	27%	41%	73%	59%
2015	18 (69%)	8 (31%)	5%	0%	11%	25%	83%	75%
2014	6 (43%)	8 (57%)	17%	13%	50%	75%	33%	13%
2013	8 (32%)	17 (68%)	6%	21%	18%	15%	75%	64%

- An analysis of the progress data (see tables above) shows **that pupils who receive the PPG perform in line and more often better (especially in English) than their peers** who do not receive PPG.
- This performance has been consistent for the last 4 years.
- **This is evidence that the strategies and provisions that the school has developed to support PPG and other vulnerable pupils are effective**

Key Stage 2 progress across the wider curriculum

Knowledge, Skills And Understanding of the World	LQ	MQ	UQ	Total Expected or Better
NOR 21 pupils	10%	38%	52%	90%

Expressive Arts	LQ	MQ	UQ	Total Expected or Better
NOR 21 pupils	5%	43%	52%	95%

- Our pupils' progress in this wider curriculum is very consistent with their progress made in the Core English and Maths Stands.
- This would indicate that similar judgments on the good to outstanding progress can also be made in this area.
- There does not seem to be any indication that any particular interventions or significant changes to the curriculum or accompanying assessment framework are required at this stage.
- We can be confident that the curriculum covers the range and coverage of the POS required by the National Curriculum but is differentiated appropriately for our special learners.
- The accompanying assessment framework indicates that pupils are generally progressing well or very well in the essential skills identified through the curriculum.

Progress of learners in KS1

Cohort	NOR	Lower quartile (below-expected progress)	Mid Quartile (expected progress)	Upper Quartile (exceeding expected progress)	Total expected or better
Overall headline Average figure 2013-16		9%	36%	55%	91%
2017		5%	29%	66%	95%
2016		3%	32%	65%	97%
2015		0%	50%	50%	100%
2014		14%	36%	50%	86%
2013		17%	25%	58%	83%

- Progress in KS1 has been consistently good to outstanding in both English and Maths with a very high number of pupils making progress within the upper quartile range.
- Similar issues of relative poor performance in Speaking and Listening in KS1 as in KS2 were identified last year.
- **The positive developments from the planned interventions in this area (see above for KS 2) have been even more successful and progress in Speaking and listening is on par with other subjects in terms of Upper and Lower quartile scores.**

Progress of Pupils who receive the pupil premium in KS1

year	NOR		Lower quartile (below-expected progress)		Mid Quartile (expected progress)		Upper Quartile (exceeding expected progress)	
	PP	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP
2017	8 (31%)	18(69%)	0%	7%	47%	19%	53%	74%
2016	(%)	(%)	0%	0%	32%	32%	68%	68%
2015	(%)	(%)	0%	11%	43%	56%	57%	33%

- The relative progress of pupils who received the Pupil Premium Grant (PPG) in KS1 has bucked the trend of previous years and differs from PPG pupils in KS2 as this year there are fewer PPG pupils who have an upper quartile scores than non PPG pupils.
- This year's KS1 PPG cohort is relatively small only 8 pupils so individual pupils are able to impact significantly on the whole cohorts' data.
- It should also be noted that the PPG cohort has fewer lower quartile score so this observation is about pupils who are progressing as expected and the PPG group has fewer pupils in the above expected category.
- The individual PPG pupils who have mid-quartile score are easily identifiable for our data record's and they will be targeted via individual progress plans to ensure their progress is maximised in the next key stage

Whole school actions suggested from this analyses:

- Individual interventions for identified pupils who have a 2+ Lower Quartile scores across all strands
- Programmes to continue to boost Speaking & Listening across the school with additional SALT time in class and also staff training in Picture Exchange Communication Sayed (PECS)
- Develop specific individual interventions so are more UQ scores for learners who receive PPG (especially in last year's KS1 cohort)
- Continue to develop and refine our systems for tracking progress across the wider curriculum
- Track progress against the school's new PSHE and Wellbeing Curriculum once implemented and link this to help with setting individual EHCP targets and show progress where relevant.