

## Whole School Overview Progress Data 2017 - 2018

	COMMUNICATION/ SPEAKING	LISTENING	READING	WRITING	USING AND APPLYING	NUMBER	SHAPE, SPACE AND MEASURE	SCIENCE	PSHCE	COMPUTING	PE
<b>EMERGING</b>	2 2.1%	3 3.3%	4 4.3%	7 7.6%	2 2.1%	4 4.3%	2 2.2%	2 2.2%	9 9.8%	2 2.2%	4 4.4%
<b>GOOD</b>	40 43.4%	36 39.5%	39 42.3%	44 47.8%	39 42.3%	43 46.7%	37 40.6%	39 42.8%	31 34%	36 39.5%	35 38.4%
<b>OUTSTANDING</b>	50 54.3%	52 57.1%	49 53.2%	41 44.5%	51 55.4%	45 48.9%	52 57.1%	50 54.9%	51 56%	53 58.2%	52 57.1%
<b>TOTALS</b>	92	91	92	92	92	92	91	91	91	91	91
<b>GOOD &amp; OUTSTANDING</b>	90 97.8%	88 96.7%	88 95.6%	85 92.3%	90 97.8%	88 95.6%	86 94.5%	89 97.8%	82 90.1%	89 97.85	87 95.65%

### Headlines:

- Speaking, listening, reading, using and applying, number, Science, Computing, and PE show strong progress with outcomes above 95% good and outstanding.
- PSHCE is an area for development.
- The Prime Areas of Learning covered by Speaking, Listening are areas of strength and this has impacted upon Shape, Space and Measures which is heavily reliant upon language. There has been a sharp focus upon the Prime Areas of Learning.
- Staffing across all phases has had an impact upon consistency for pupils and induction of new staff has meant a degree of 'catch up' in understanding the EYFS curriculum frame and assessment systems.

### Next Steps:

- Further develop understanding and knowledge of Prime Areas of Learning across the school
- Enhance opportunities for children to engage in PSHCE activities
- Develop colleagues' knowledge and expertise in the development of maths to enhance pupils' number skills
- Embed secure staffing across school to allow for deepening of teaching and learning.

### PMLD Phase Overview Progress Data 2017 - 2018

	COMMUNICATION/ SPEAKING	LISTENING	READING	WRITING	USING AND APPLYING	NUMBER	SHAPE, SPACE AND MEASURE	SCIENCE	PSHCE	COMPUTING	PE
<b>EMERGING</b>	0	0	0	0	1 6%	1 6%	1 6%	0	1 8%	0	2 16%
<b>GOOD</b>	8 53%	7 47%	9 60%	10 66%	7 47%	7 47%	7 47%	10 66%	9 69%	9 69%	8 61%
<b>OUTSTANDING</b>	7 47%	8 53%	6 40%	5 34%	7 47%	7 47%	7 47%	3 23%	3 23%	4 31%	3 23%
<b>TOTALS</b>	15	15	15	15	15	15	15	13	13	13	13
<b>GOOD &amp; OUTSTANDING</b>	15 100%	15 100%	15 100%	15 100%	14 93%	14 93%	14 93%	13 100%	12 92%	13 100%	11 85%

### Data summary PMLD phase 2017-2018 (not including 2 late starters)

- Pupils in EYFS make outstanding progress in all areas of learning
- KS1 make outstanding progress in many areas of learning – in particular number, SSM, Using and applying, listening and science
- Pupils in KS2 green make good progress – in listening, reading and SSM
- PMLD pupil make good and outstanding progress in speaking, listening, reading, writing, science and ICT due to good understanding of the PMLD curriculum and next steps.
- Pupils in Year 4, 5, 6 are more likely to work on below p level this may be due to deterioration in condition, changing behavioural needs, sensory difficulties and hormones
- Outcomes show correlations between banding of the pupils and difficulties within their conditions or diagnosis – Pupils with PMLD banding 2f areas of difficulty physical and cognitive impairment and pupils with profound Autism banding 1f have difficulty with PSHE and speaking.
- Cognition and PE are weaknesses across the phase but has improved significantly over the year due to high levels of input from sensory work, NC and understanding the cognition curriculum and target setting.

### Lower Phase Overview Progress Data 2017 - 2018

	COMMUNICATION/ SPEAKING	LISTENING	READING	WRITING	USING AND APPLYING	NUMBER	SHAPE, SPACE AND MEASURE	SCIENCE	PSHCE	COMPUTING	PE
<b>EMERGING</b>				1 2%			1 2%	1 2%	4 7%	2 4%	1 2%
<b>GOOD</b>	27 50%	21 39%	15 28%	25 46%	21 39%	23 42%	18 33%	26 48%	19 35%	21 39%	22 41%
<b>OUTSTANDING</b>	27 50%	33 61%	39 72%	28 52%	33 61%	31 58%	35 80%	27 50%	31 58%	31 58%	31 58%
<b>TOTALS</b>	54	54	54	54	54	54	54	54	54	54	54
<b>GOOD &amp; OUTSTANDING</b>	54 100%	54 100%	54 100%	53 98.1%	54 100%	54 100%	53 98.1%	53 98.1%	50 92.5%	52 96.3%	53 98.1%