

Eagle House - Mitcham

Pupil Outcomes – 2016 / 7

An analysis of the end of year data for 2016/7

Overview of Outcomes for EYFS

English

- Strengths
 - Reading: Both pupils exceeded progress expectations
 - Communication & Language: One of the two pupils exceeded progress expectations (the other has a medical condition impacting on his capacity to develop in this area)

- Areas for Development
 - Writing: Neither pupil was developmentally ready to be assessed for Writing

Maths

- Strengths
 - Number: Both pupils exceeded progress expectations

- Areas for Development
 - Shape, Space & Measure: Both pupils achieved 50% of Band B (70% is expected good progress)

Personal Development

- Strengths
 - Personal, Social and Emotional: One pupil exceeded expected progress

- PDP strands: Communication, Independence, Social Skills and Thinking & Learning: Both pupils met or exceeded their PDP targets
- Areas for Development
- Personal, Social and Emotional: One pupil made a little less than expected progress

Overview of Outcomes for Key Stage 1

English

- Strengths
 - Communication: 87% met or exceeded their target
 - Reading 93% met or exceeded their target
 - Writing: 87% met or exceeded their target
 - In all groups (girls; boys; pupil premium; EAL; LAC; those on behaviour support plans) more than 80% met or exceeded their targets in all three areas of English
 - 85% of Pupils with behaviour support plans met or exceeded their targets in Communication, Reading and Writing, showing how well we support pupils with their behavior for learning
- Areas for Development
 - Ensure target setting is rigorous enough
 - Develop moderation

Maths

- Strengths
 - Number: 93%% met or exceeded their target
 - Measure: 93% met or exceeded their target
 - Geometry: 87% met or exceeded their target

- Areas for Development
 - Ensure target setting is rigorous enough
 - Develop moderation

Personal Development

- Strengths
 - Social Skills: 81% met or exceeded PDP targets
 - Independence: 69% met or exceeded PDP targets
- Areas for Development
 - Communication: 38% met or exceeded PDP targets
 - Thinking & Learning: 38% met or exceeded PDP targets
 - Behaviour: 63% met or exceeded PDP targets

Overview of Outcomes for Key Stage 2

English

- Strengths
 - Communication: 91% met or exceeded their target
 - Reading 95% met or exceeded their target
 - Writing: 93% met or exceeded their target
 - In all groups (girls; boys; pupil premium; EAL; LAC; those on behaviour support plans) more than 78% met or exceeded their targets in all three areas of English.
 - Pupils in receipt of Pupil Premium did particularly well in Reading with 100% meeting or exceeding their target overtaking the non Pupil Premium where 94% met or exceeded their target
 - Pupils with behaviour support plans did nearly as well as their peers without BSPs in Communication (89%) and Reading (91%) and did better than their non BSP peers in Writing (97%) showing how well we support pupils with their behavior for learning in both KS1 and KS2.

- Areas for Development
- Pupil Premium group for Writing (78% met or exceeded their target in Writing even though 100% did in Reading)
- Ensure target setting is rigorous enough
- Develop moderation

Maths

- Strengths
 - Number: 86% met or exceeded their target
 - 90% of boys met or exceeded their target in Number
 - 89% of pupils with a BSP met or exceeded their target in Number
 - Measure: 95% met or exceeded their target
 - Geometry: 91% met or exceeded their target
 - Our 1 LAC pupil exceeded his target in all four areas
 - 100% of girls exceeded their target in Statistics
- Areas for Development
 - Only 60% of girls met or exceeded their target in Number
 - Only 60% of girls met or exceeded their target in Measure
 - Statistics: 69% met or exceeded their target. We aim to raise percentage of those who meet or exceed their targets to above 70%
 - Only 50% of pupil premium met or exceeded their target in Statistics.
 - Only 63% of boys met or exceeded their target in Statistics
 - Only 63% of pupils with a BSP met or exceeded their target in Statistics
 - Ensure target setting is rigorous enough
 - Develop moderation

Personal Development

- Strengths
 - Social Skills: 89%% met or exceeded PDP targets
 - Independence: 82% met or exceeded PDP targets
 - Thinking & Learning: 78% met or exceeded PDP targets
 - Communication: 71% met or exceeded PDP targets

- Areas for Development
 - Behaviour: 69% met or exceeded PDP targets. We aim to raise percentage of those who meet or exceed their targets to above 70%

Raising standards of Pupil Outcomes across school for 2017/8

1. We are continuing to use our school OSFTED advisors to support Senior and Middle leaders doing their lesson observations and giving feedback to raise standards and consistency across school
2. We now have Subject Leads for Reading, Writing, Maths and Science; a Lead Teacher for Independence and a Lead Teacher for Gifted, Talented and More Able Pupils. These Lead Teachers can support the development of better Subject knowledge for the teaching team and standards of Pupil Outcomes should continue to rise.
3. We will continue to hold termly Pupil Progress meetings after their successful implementation last year. These progress meetings proved accurate in identifying pupils whose progress was slowing, and the interventions put in place were effective to bring pupil progress back on track and achieve an excellent set of results this year
4. We will use our newly appointed Middle Management team to scrutinise targets to ensure they are rigorous and that potential for learning is extended

5. With our newly appointed Middle Management Team, we now have greater capacity to carry out more accurate moderation and we will test our own internal moderation with external moderation through our special school partnership
6. We will be giving greater emphasis and visibility to “Reading” this year, establishing class book areas with rotating themes and a school library area which will also rotate books according to themes, genres and authors. We will also be giving pupils a budget and the experience of buying books of their choice from a book shop
7. We are extending and broadening our use of Numicon to support Maths development
8. We have redesigned our curriculum into three distinct Learning Pathways to better suit the needs of our children by ensuring that what we are teaching is appropriate to their conceptual levels and relevant to their futures, and that lessons are taught in a multi-sensory way and promote pupil voice and independence
9. We are producing our own assessment levels that we feel are more appropriate for our cohort of pupils than the B Squared Levels we have been using previously. This is still in the early stages of development and trialling but we will be having professional dialogues with our counterparts in our Special Schools Partnership to ensure we keep improving it as it evolves.
10. We are now using the Autism Education Trust as a Framework for teaching the autism specific areas of our curriculum. This will give greater structure to our PDP target setting and will also allow us to assess our autism teaching across the curriculum with a “common language” shared by teachers and therapists
11. The Teachers and the Curriculum Access Team (our MDT) are working together closely to deliver specific programmes around social skills; play; food and independence as part of our adoption of the AET

12. We are increasing the opportunities for pupils to understand their targets and participate in the self-evaluation process, and providing different ways for them to understand the “next steps” process in accordance with their conceptual levels and within their learning pathways

13. We will be rewriting our Marking and Feedback Policy to reflect these developments and this will ensure greater consistency in implementing these new developments