

Penrose School- Progress data 2017-18

All figures on charts are shown as percentage (%)

Pupils within the Early Years and Key Stage 1 are tracked using Development Matters. Their development is tracked through both Prime and Specific Areas of Learning in line with the Early Years Framework.

Learning and development is evidenced through Learning Journals which shows photographic, observational and work which is annotated and which links directly with the relevant area.

As pupils move into Key Stage 2 they can follow one of two curriculum pathways – for those pupils working in the lower P-Levels they move into the MSC (Multi-Sensory Curriculum).

For pupils following the MSC they are assessed using the 8 domains within the curriculum.

Pupils who follow the National Curriculum at Key Stage 2 are assessed using P and NC levels across all strands within English and Maths.

Rationale

Outstanding Progress	80% good and outstanding	40% outstanding
Good Progress	75% good and outstanding	35% outstanding

Whole School – End of year data – Core subjects

(The whole school data shown below includes pupils who are following both MSC and NC pathways. Data for Early Years is not analysed in the same way.)

Core subjects includes:

National Curriculum pathway - English & Maths

Multi-Sensory Curriculum – Social Relationships & Emotional Development, Communication and Cognitive Development

The data shows outstanding progress overall in core subjects.

Figures shown in %/ (30 pupils)	Core subjects
Not met targets	14%
Met targets	39%
Exceeded targets	47%

- 86% of targets were met or exceeded across the core domains within MSC and all strands within Core subjects for the National Curriculum.

Early Years & Key Stage 1 – Development Matters

10 pupils following the EYFS curriculum, 3 in Reception Year, 6 in Year 1 and 1 pupils in Year 2.

Although we do not have expected rates of progress for pupils working within the Early Years Curriculum, we do track progress and development through Development Matters and track this as % achievement within each phase.

The phases link to the age bands within the Development Matters framework:

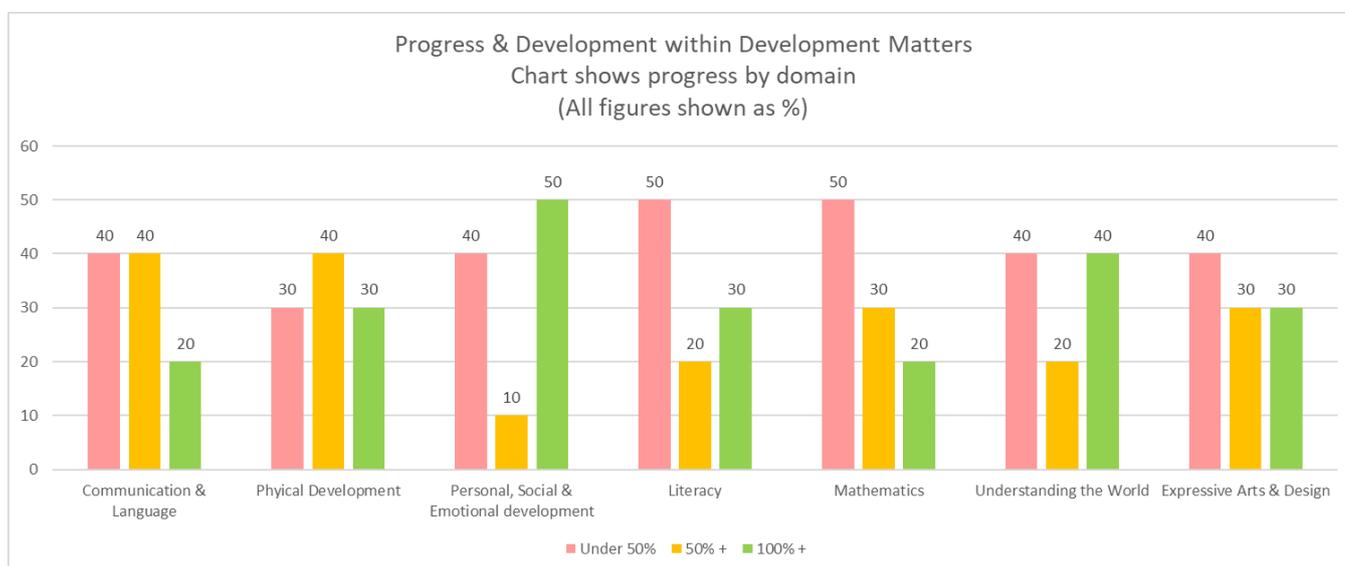
Phase 1	0-11 months
Phase 2	8-20 months
Phase 3	16-26 months
Phase 4	22-36 months
Phase 5	30-50 months
Phase 6	40-60 months
Phase 7	ELG

The following charts show the progress and development of the pupils working within the EYFS. Their progress is categorized as follows:

Over 100% progress – means that pupils have moved through at least 1 whole phase

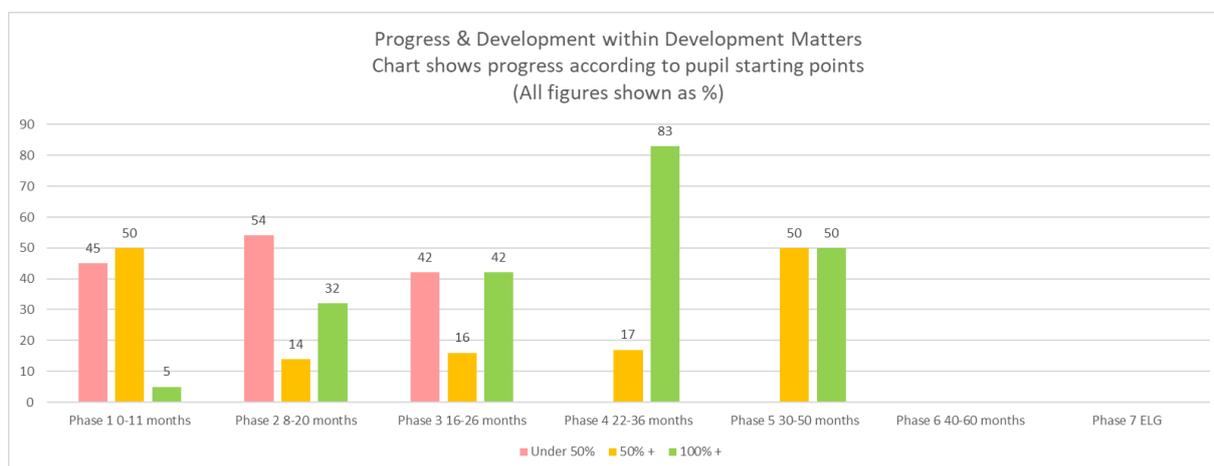
Over 50% progress-means that pupils have moved through at least half a phase

Under 50% progress – means that pupils have remained within the same phase, or have moved into the next phase but had almost completed the previous one.



The chart above shows the progress within each domain. The chart includes all pupils working at all phases. Development in PSED looks the strongest overall followed by Understanding of the World.

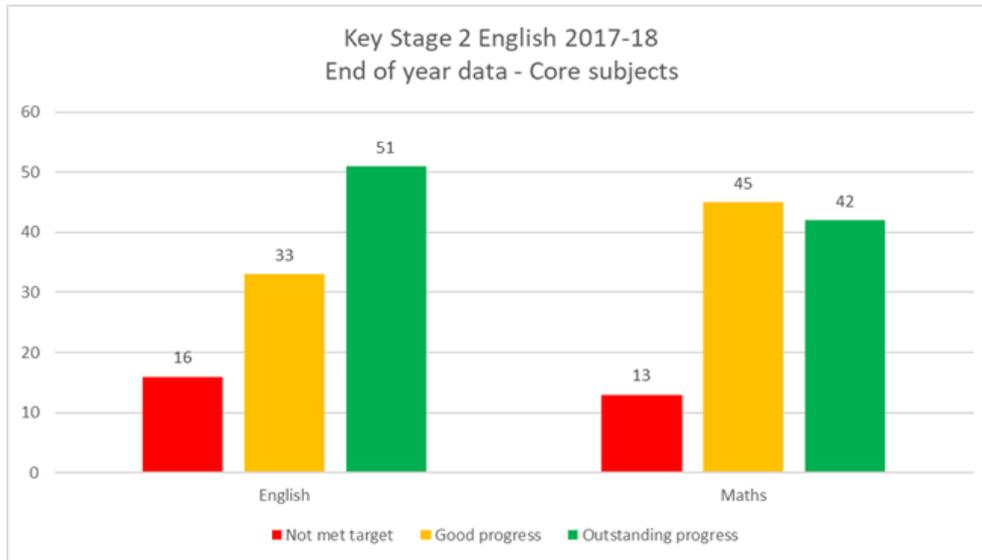
Literacy and Mathematics are domains where not as many pupils made as much progress as the other areas.



The chart above shows the progress made against the Development Matters Framework according to a pupils' starting point. The chart shows that those pupils working within the early phases (0-11 months & 8-20 months) progress and development is much slower and the pupils do not make as much progress as those working at the later phases.

The pupils who have remained within Phase 1 in most domains throughout the year are those pupils who have very complex medical needs and who have periods of absence from school due to their health needs. Their progress is very small steps as they have very limited communication skills, physical mobility and they are reliant on adult support to meet their needs.

Key Stage 2 – National Curriculum



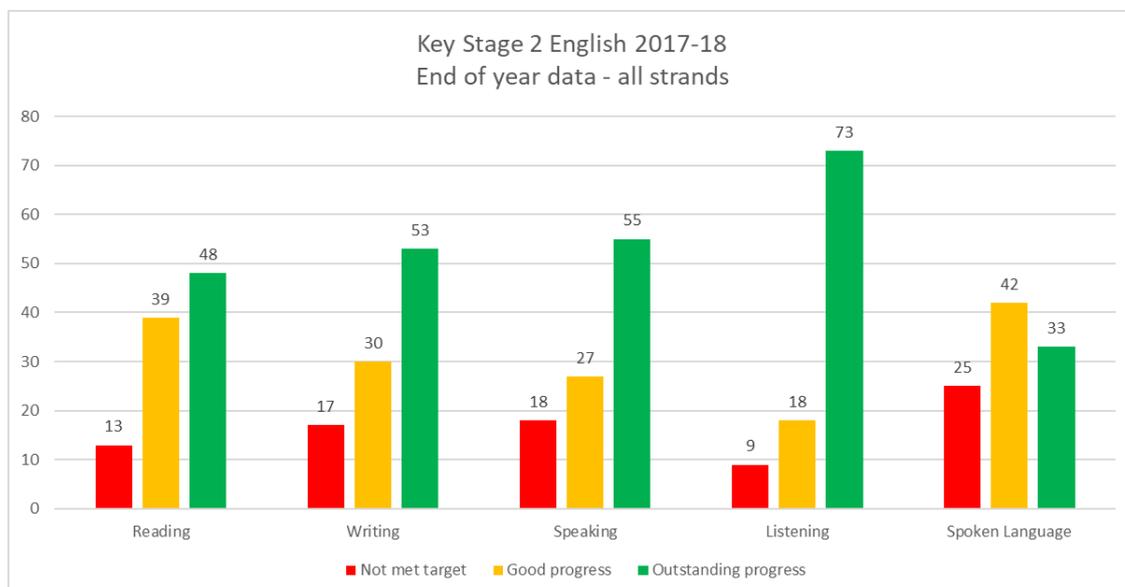
Students in Key Stage 2 made Outstanding Progress in both Maths and English.

- English – 84% made good or outstanding progress and 51% made outstanding progress.
- Maths – 87% made good or outstanding progress and 42% made outstanding progress.

English

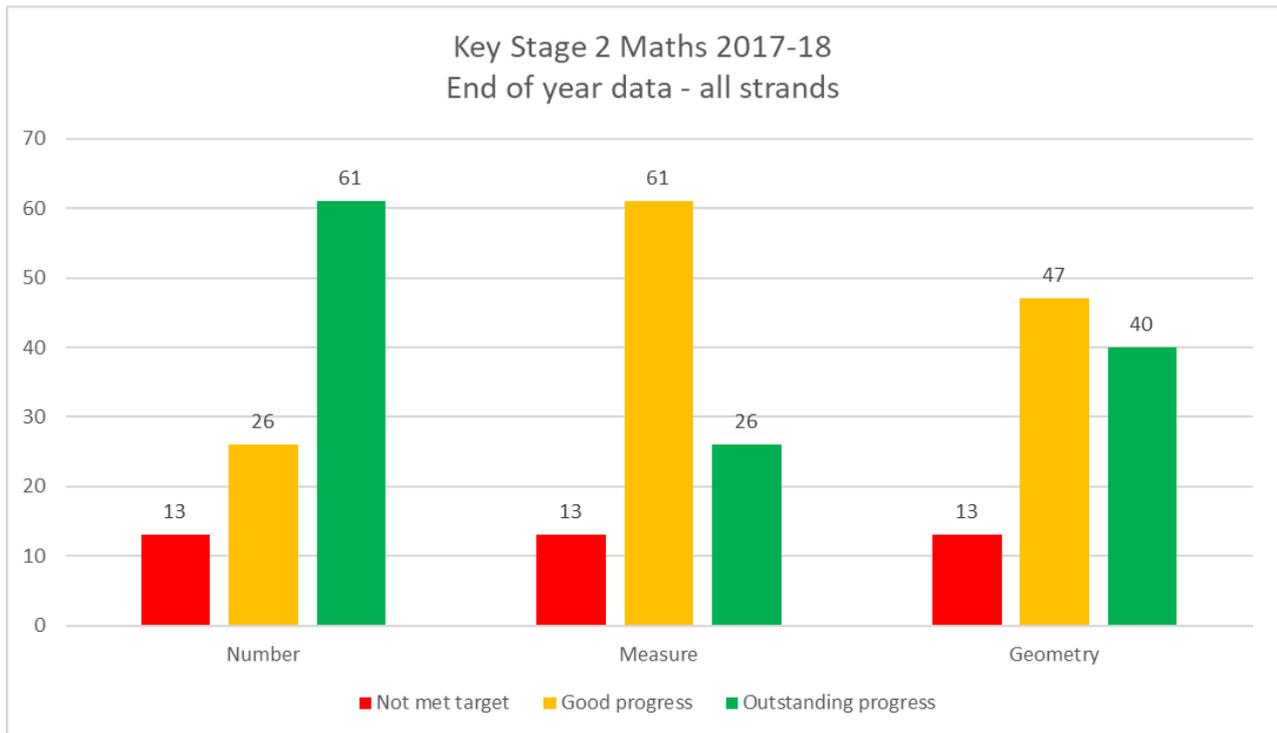
The chart below shows the End of year data for English, split into the separate strands.

The data set shows the progress for 23 pupils (11 working within P-Levels and have separate levels for Speaking and Listening, 12 pupils working above P-Levels and scored using Spoken Language. (all figures are shown as %)



- 87% of pupils met or exceeding their targets in Reading
- 48% exceeded their target.
- 83% of pupils met or exceeded their targets in writing
- 53% exceeded their target
- The most progress was made by pupils working within P-Levels for Listening 73% of pupils exceeded their targets and a further 18% met their targets.
- The area for focus for Key Stage 2 is the pupils working above P-Levels for Spoken Language. (this however represents 4 pupils not meeting their target in this strand.)

Maths



The same number of pupils did not meet their targets in all the strands across Maths.

- 87% of pupils met or exceeded their targets in all strands
- In number 61% exceeded their target in comparison to 40% in Geometry and 26% in Measure
- The area for focus over the next year is Measure

Key Stage 2 – Multi-Sensory Curriculum

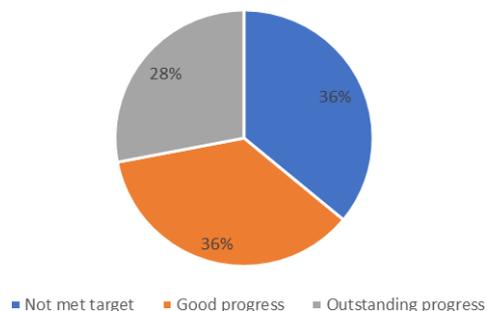
Pupils in Key Stage 2 following the Multi-Sensory Curriculum made good progress overall across all domains. 72% made good or outstanding progress with 36% making outstanding progress.

7 pupils working within Key Stage 2 and following the Multi-Sensory Curriculum. Out of the 7 pupils, 3 are working within Phase 1 and 4 pupils are working within Phase 2.

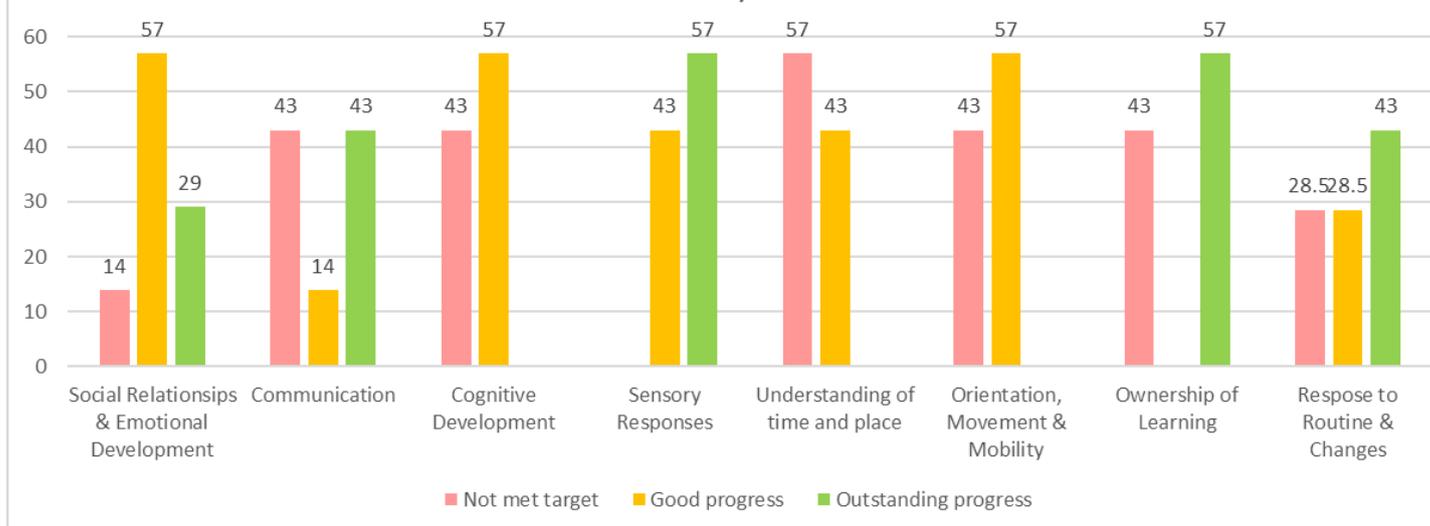
There are 8 domains within the Multi-Sensory Curriculum and pupils are assessed within each domain. Progress is then judged on the number of steps they have achieved across the year within each domain. This may include moving from one phase to the next. Progress is judged according to the pupil's starting point.

The following charts show the progress made over the year

Overall progress across all domains
7 pupils-Key stage 2



Key stage 2 (7 Pupils)
Multi-sensory curriculum



The strongest areas for progress are Social relationships & Emotional development and Sensory responses:

- 86% of pupils made good or outstanding progress in Social relationships & emotional development
- 100% of pupils made good or outstanding progress in Sensory Responses

Areas for focus over the next year according to the data are:

- Cognitive Development,
- Orientation, movement and mobility and
- Understanding of time and place.