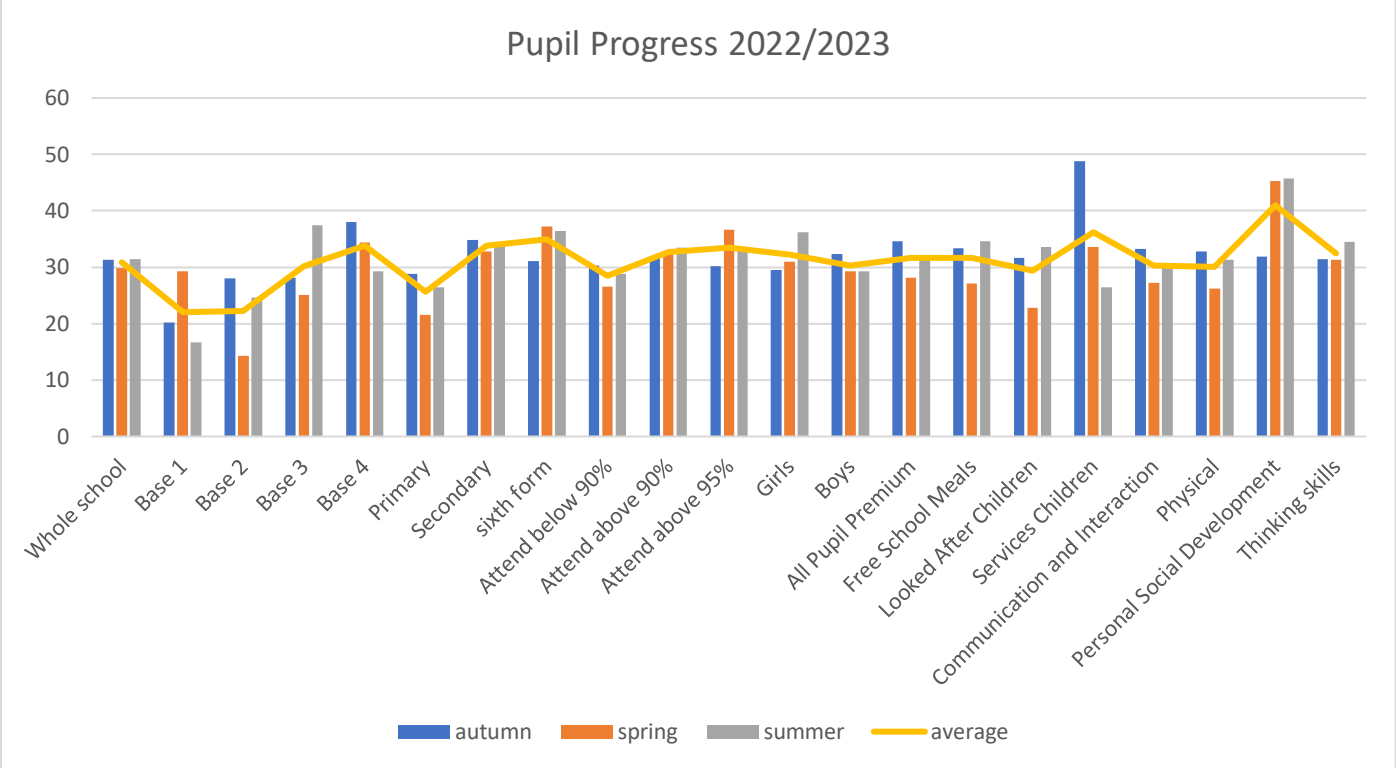
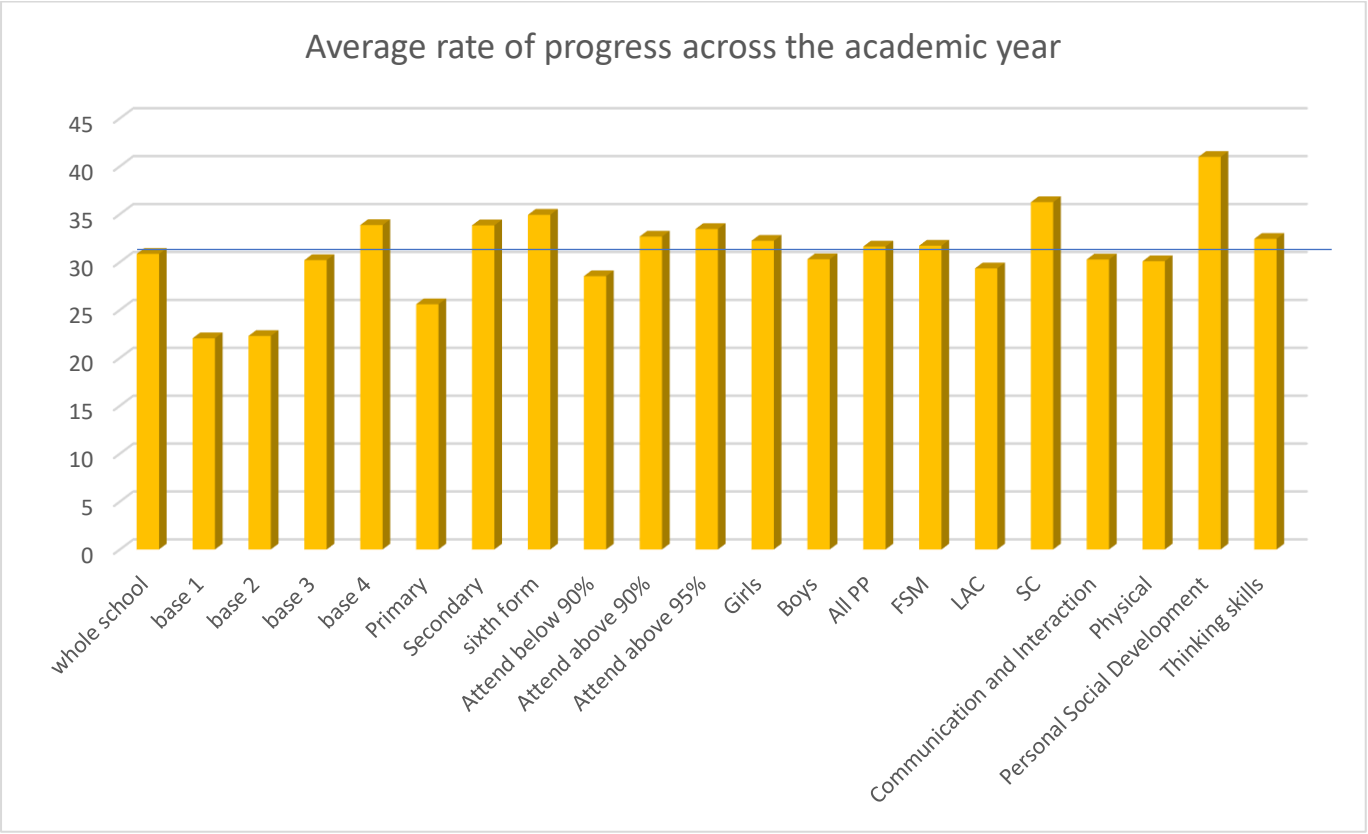
Pupil Progress Report 2022-2023





Cohort groups in line with or above whole school average:

- Base 4
- Secondary
- Sixth form
- Pupils with 90%+ attendance
- Girls
- Pupils eligible for pupil premium as a collective group
- Pupils in receipt of free school meals
- Services children

MAPP learning categories in line with or above whole school average:

- Personal Social Development
- Thinking Skills

Cohort groups below the whole school average:

- Base 1
- Base 2
- Primary
- Pupils with attendance below 90% (addressed in attendance report)
- Boys
- Children who are looked after

MAPP learning categories below the whole school average:

- Physical
- Communication and Interaction

Considerations:

- New class leads (one with no prior special school experience, and so) new to the MAPP process and do not have the benefit of the moderation process prior to engaging with this as an assessment tool. Comprehensive CPD was given prior to taking up post, but this is still a very new system to new staff.
- All pupils in Base 1 and some of Base 2 are primary pupils (attendance data – . Some of these pupils are known to have had interventions around attendance, although they are also known to have been poorly on many occasions throughout the academic year. If a pupil is unwell they need to be at home.)
- Moving forward, once we are at a point of analysis with Cherry Garden, this will offer interesting debate. We are already aware, for example, that pupils in base 2 are reported to be making exceptional progress with their communication and/or literacy skills, and this does not appear to have been captured in their MAPP outcomes. The key is that it is captured, and that we have a robust overview around progress, next steps, and how both systems run alongside one another.
- LAC – not significantly below the whole school average, and aligns to the attendance data for LAC pupils. Individualised consideration and interventions.
- MAPP learning categories – even the two with the lowest average rate of progress are only just below the whole school average. Part of the scrutiny and moderation progress this year has included a tighter identification of which category a personalised learning intention falls into. That isn't to infer that this has caused the discrepancy in rate of progress. With such a personalised system we can never, and should never expect uniformity.