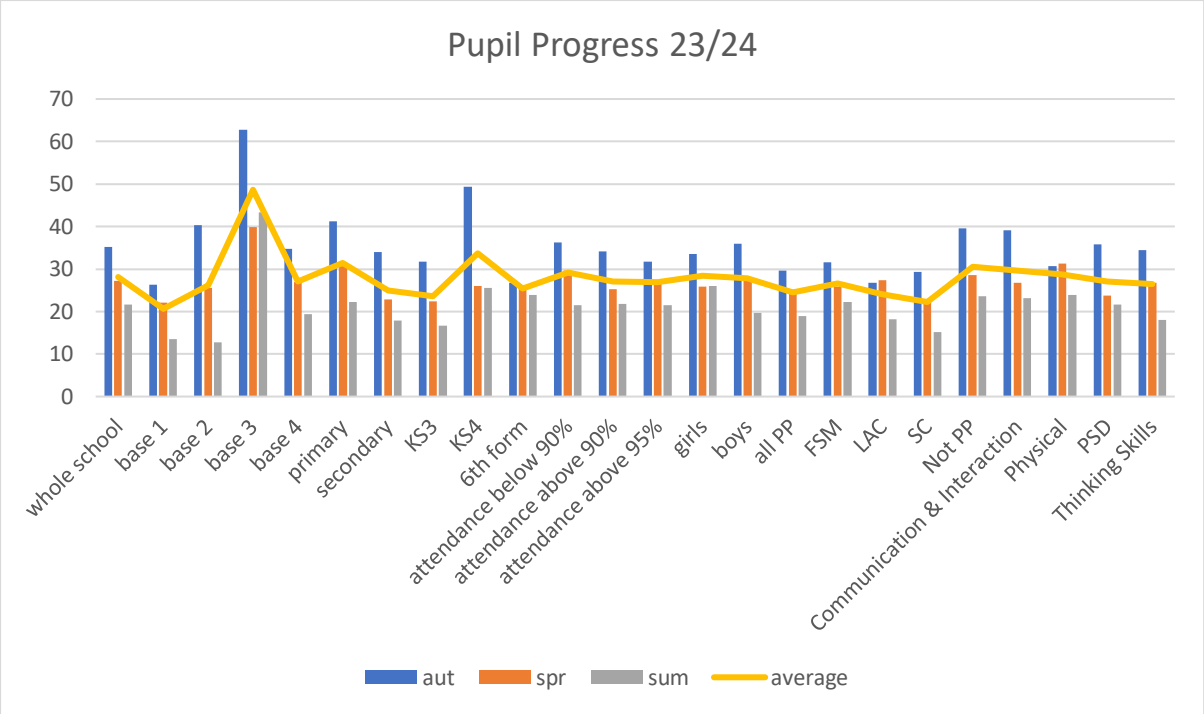
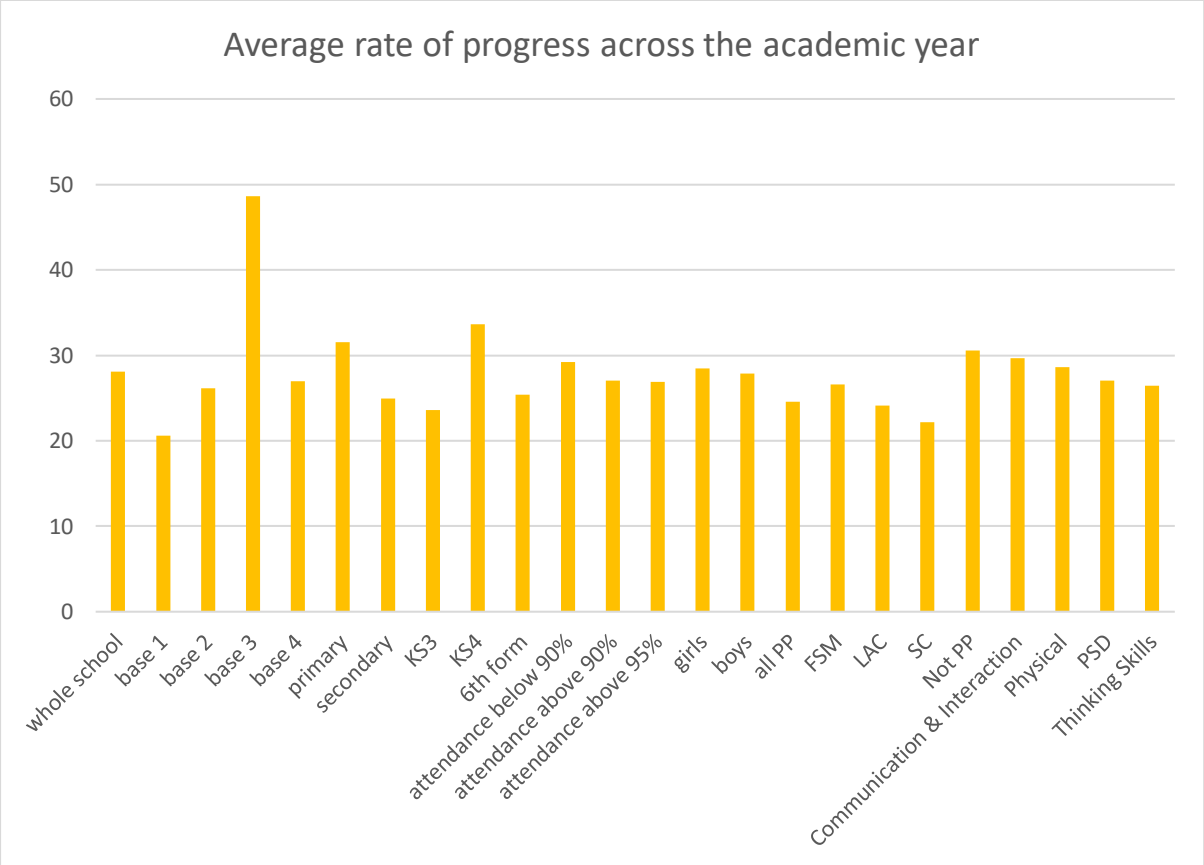
Pupil Progress Report 2023 – 2024





Cohort groups in line with or above whole school average:

- Base 3
- Primary
- KS4
- Pupils attending below 90%
- Girls
- Pupils not eligible for Pupil Premium

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

- Communication & Interaction
- Physical

Cohort groups below the whole school average:

- Base 1
- Base 2
- Base 4
- Sixth form
- KS3
- Attendance above 90%/95%
- Boys
- All PP (collectively and each category specifically)

MAPP learning categories below the whole school average:

- Personal and Social Development
- Thinking Skills

Considerations:

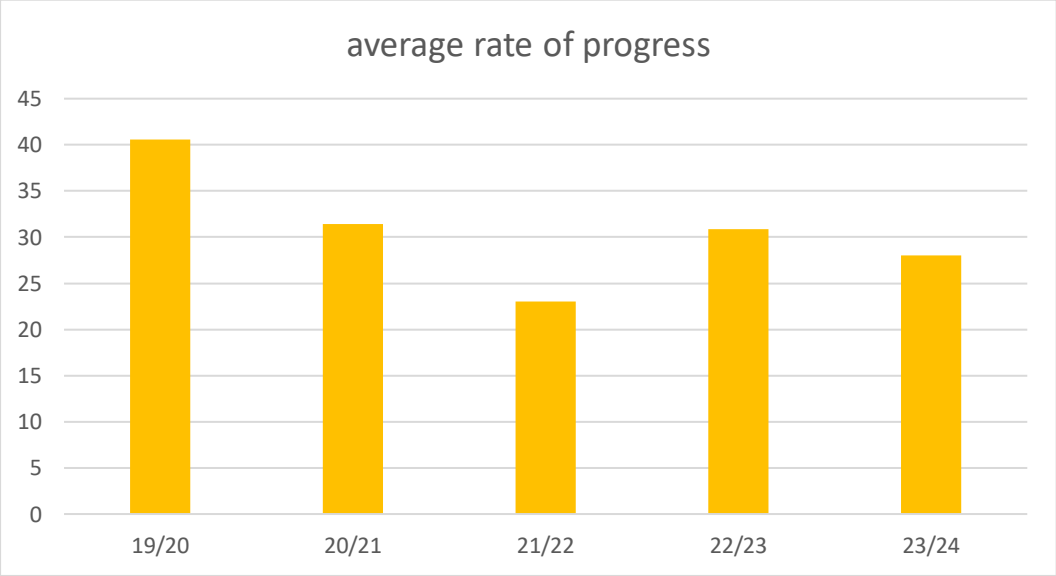
- The general pattern of rate of progress across the academic year is consistent with previous years.
- Variance in experience in special school teaching and application of assessment system still significant across teacher knowledge and skillsets.
- Secondary performance is relatively low, and so this was further considered by breaking down into KS3 and KS4. KS3 was represented by 13 pupils, and KS4 just 2 pupils. These two pupils were in the same base, and accessing very different curriculum pathways. Both had around 94% attendance. Their performance was stronger than their KS3 peers collectively. Of the 13 KS3 pupils, their average attendance was 88.56%, and they represented two different bases across school. The attendance range fell from 72% - 99% and there was a range of interventions in place for different pupils given their attendance, level of need, holistic needs including health needs, etc. This highlights the importance of personalised

consideration, and that some cohort data does not serve to identify any key developments that may need implementing.

- Whilst base 3 demonstrates a relatively high rate of progress, and other QA records correlate with this outcome, there are no significant outliers which, when considered alongside other validated QA measures, would cause undue concern.
- With other assessment systems in school becoming embedded, it would be fair to consider that the rigour of MAPP may have been affected to a degree.
- Interesting to note, the following comment from last year's data report: "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 each other".

Key headline data over last five years:

	Average rate of progress
19/20	40.54%
20/21	31.43%
21/22	23%
22/23	30.85%
23/24	28.05%



The rate of progress year upon year carries so many variables that there is no value to sequential consideration beyond a wider reflection of each year's challenges and school developments. Each

year's individual commentary is captured in the historic reports and this can be included if felt to be of value.

It is important to note that, just as for each year's pupil progress analysis, pupils have the opportunity to have achieved a Personalised Learning Intention (PLI) or to have it continue into the next term (regardless of which term through an academic year) or indeed next academic year, or to have it discontinued if this is the teacher's judgement.

The internal and external MAPP moderation processes ensure rigour in this process and the professional / stakeholder challenge is robust, which is evidenced in the QA recording process.

Wider discussion is welcomed when presented to governors in due course.

Next steps:

- Analysis of Cherry Garden still in progress due to this year being our first opportunity for whole year analysis and reflection.
- This report continues to sit alongside the wider QA evidence which informs SDP priorities, captured in the new 24/25 SDP.
- Attendance and other statutory factors that are captured in this analysis will be reported upon in October and this report may be referred to in that analysis, however please note that attendance had an inverse impact upon pupil progress and therefore does not support identification of trends and therefore any meaningful next steps.