

## Self Evaluation Summary September 2015

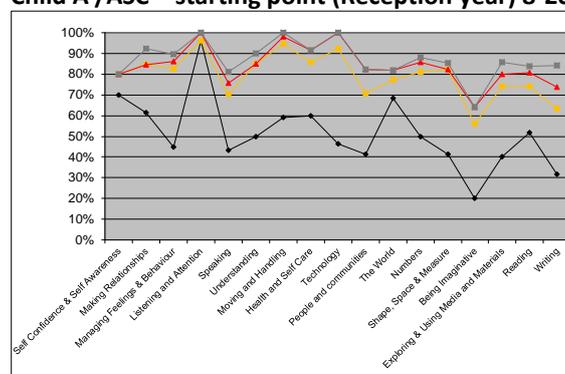
Phase: KTS 1/EYFS

### 2. Outcomes for pupils

GRADE(1-4).....1.....

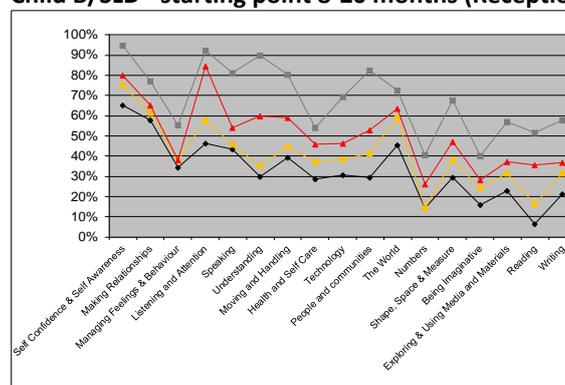
We believe our pupils make significant progress from their starting points to end of their time within the EYFS Phase. On entry, the vast majority of children start well below the national expectations of 30 – 50 months. Their starting points generally range from 0 – 11 months through to 16 – 26 months. All pupils are base-lined on entry to the EYFS phase using our in-house assessment which is based on the Early Years outcomes non-statutory guidance. Alongside our Early Years assessment, we also use an assessment tool called MAPP for some of our pupils with very complex needs. These pupils may not demonstrate the obvious progress that can be documented using our Early Years assessment. MAPP allows us to report progress using qualitative methods and demonstrates lateral progression and small steps that are personal to each child. Examples below (July 2015):

#### Child A /ASC – starting point (Reception year) 8-20/16-26 months. By end of KS1 30-50 months



Baseline 2012  
July 2013  
July 2014  
July 2015

#### Child B/SLD - starting point 8-20 months (Reception year). By end of KS1 30-50 months



Baseline 2012  
July 2013  
July 2014  
July 2015

#### Child C/PMLD - starting point (Reception year) between 0-11 months. By end of KS1 between 8-20 months (lateral progression Documented using MAPP)

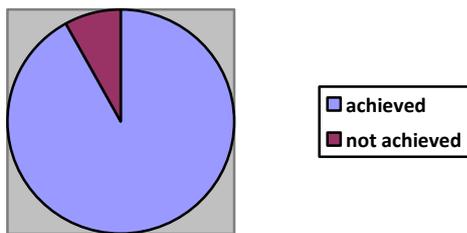
**Target - Social communication – Responding** Will react to close contact with an adult, giving increased eye contact and vocalising e.g. during intensive interaction.

**Qualitative evidence:** xxxx has particularly enjoyed Intensive Interaction this term and has even shown he enjoys some 'rough and tumble' type games and tickling. He has chuckled and shown pleasure and anticipated such activities. This is definitely an area that xxxx could continue to develop. He hasn't always responded **consistently** to these activities or **generalised** his responses.

Pupil progress is monitored and recorded through daily formative assessments which inform the termly update of their individual 'in-house' assessment sheets. This data is gathered annually to produce a graph to demonstrate year-on-year progress. This graph is shared with parents and enables teaching staff and senior leaders to see where pupil's strengths and weakness lie and where intervention may be needed. It also demonstrates the 'spiky' profiles some of our pupils have (particularly those on the Autistic Spectrum or with Complex Needs). MAPP evidence is used to create an individual qualitative portfolio, which will then follow the child through school.

Our pupils make outstanding progress. Our annual graphs demonstrate that in 2013-14 96% of pupils achieved their targets, with only 1 ASC pupil (4%) not making any whole target progress within PSED. This pupil did, however, still make progress within a target. In 2014-15 92% of children achieved their targets, and although this percentage is lower than the previous year, the 8% of pupils not achieving their targets is actually only representative of one pupil, whom is a pupil with a PMLD and a degenerative condition, which led to him spending a lot of time in hospital or off school last year.

#### % of pupils achieving targets 2014-15



There was no significant difference between the achievements of our pupils receiving Pupil Premium, compared to those who don't.

Data showed that in 2014-15, our areas of strength were 'Listening and Attention' and 'Technology'. This was consistent with our data from the two previous years. We invest a lot of time focussing on Listening and Attention and the pupils have weekly sessions with the Speech and Language Therapists (SALT). Teachers also deliver SALT programmes in class throughout the week. In addition, the pupils have access to a range of specialist equipment, for example one pupil has access to an eye gaze computer, enabling him to listen and respond in a way he otherwise would not be able to. The area of Technology is a highly motivating area of development for many of our pupils. The use of specialist equipment and technology in class, including Ipads, touch screens and eye gaze technology has had a positive impact on achievement. The areas of development that our pupils appear to achieve lowest on are 'Number' and 'Being Imaginative'. This is consistent with previous years also, however these findings are not surprising. Within the 'Number' area of learning, the assessment criteria requires pupils to be able to speak e.g. "Says some counting words randomly" – 16-26 months and "recites some number names in sequence" - 22-36 months. This is significantly difficult for some of our pupils with communication difficulties. On examination of the pupil's individual graphs, it is clear that although overall pupils score lower in Number than in other areas, they still make progress in Number year-on-year. 'Being Imaginative' is notably a difficult concept for pupils with ASC, who form 52% of the cohort, explaining the lower achievement in this area. For teacher appraisal purposes, focussed target setting looked at the Prime Areas of CL, PSED and PD. On average 91% of pupils achieved their targets set by class teachers in these areas in 2014-15. This was higher than the previous year's percentage of 88%.

In relation to the statutory National EYFS Profile scores June 2015 – all 12 reception-aged pupils were classed as 'emerging' within all 7 areas of development. This was expected as the pupils were working between 8-20 and 22-36 months. 'Achievement' has been outstanding during our last three Ofsted inspections.

#### Any Action Points / Developments

1. Moderate identified areas with The Cleveland Unit.
2. Look into Equals 'Small Steps' and look to incorporate with our own 'in house' EYFS assessment.
3. Support NQT in developing her CPD in EYFS
4. Develop outdoor areas