



## Pupil Outcomes

### Early Years

All pupils in Reception in 2015- 2016 made substantial progress in all three Prime Areas: Personal, Social and Emotional Development, Communication and Language, and Physical Development. These areas comprise of multiple aspects. The following figures reflect the pupils that made at least one developmental stage of progress from the baseline:-

- **Personal, Social and Emotional Development**  
70% of pupils made 100% percentage change or more from their baseline point;
- **Communication and Language**  
40% of pupils made 100% percentage change or more from their baseline point
- **Physical Development**  
60% of pupils made 100% percentage change or more from their baseline point.

There were 11 pupils in Year R in 2015-2016, but only 10 pupils were used for the basis of the data as 1 pupil did not attend the school until Term 5.

### Phonics Screening

Entry for the phonics screening is judged on an individual basis.

In 2013-14 one pupil was put forward for the phonics screening in year 2.

This pupil did not achieve the threshold score. This does however demonstrate the aspirational targets we set for our pupils.

In 2014-15 four pupils were put forward for the phonics screening in year 1 and two pupils were put forward for the phonics screening in year 2.

These pupils did not achieve the threshold score. This does however demonstrate the aspirational targets we set for our pupils.

In 2015-16 one pupil was put forward for the phonics screening in year 1 and seven pupils were put forward for the phonics screening in year 2.

These pupils did not achieve the threshold score. This does however demonstrate the aspirational targets we set for our pupils.

No pupils have been put forward for the phonics screening in 2016-17, as it is not appropriate for them.

### Data Trend

Until the end of the academic year 2013-14 Ifield School has had a trend of high progress for pupils. This is a result of the application of rigorous and aspirational target setting and high quality teaching and intervention.

The table below demonstrates the outstanding progress our pupils made in 2013-14 (key stage to key stage):

2013-14	Maths		English	
	Expected And Above	Above Expected	Expected and Above	Above Expected
KS1 - KS2	100%	23%	100%	42%
KS2 - KS4	100%	10%	80%	20%

Following changes to the National Curriculum in 2015 and the introduction of “life without levels” there is no national benchmark of progress other than that a pupil should make progress towards a suitably aspirational target which has been set using evidence of their prior attainment and their previous rates of progress.

Ifield School is committed to continuing to track pupil progress in a meaningful and useful way and has transitioned from using the B-Squared assessment tool to the Pupil Asset assessment tool. A conversion table was created by the Kent Association of Special Schools (KASS) which was used to make the comparison between the end of Key Stage data from B-Squared to Pupil Asset. This allowed the use of relevant comparative data to set personalised and suitably challenging targets for individual pupils based on the algorithm of pupil progress of pupils from similar starting points devised by KASS. This method of defining pupil progress has flaws, but it is the most accurate method available at present. The school continues to explore other measures of progress alongside Pupil Asset to improve reliability.

During the 2013-14 academic year, assessment systems used demonstrated that pupil progress continued to be consistently outstanding. The introduction of the new system created anomalies. As a consequence the progress methodology used for 2014-15 and 2015-16 was not consistently reliable. This has now been addressed. Pupil Progress is closely monitored throughout the year and progress is formally recorded six times a year to ensure that pupils continue to make the best progress possible. Current in-year data for 2016-17 is showing a positive trend in pupils making expected or above expected progress.

For 2015-16 data we have used the only available data set, which is the KS1-2 Transition Matrices:-

2015-16	Maths		English Reading		English Writing	
	Expected And Above	Above Expected	Expected and Above	Above Expected	Expected and Above	Above Expected
KS1 - KS2	87%	13%	93%	20%	100%	20%

2015-16	Maths		English	
	Expected And Above	Above Expected	Expected and Above	Above Expected
KS2 – KS4	71%	28%	30%	15%

2015-16	Maths		English	
	Expected and Above	Above Expected	Expected and Above	Above Expected
Year 7 Catch Up Funding	60%	50%	60%	30%
Pupil Premium Pupils	43%	26%	55%	36%

Throughout the period of change the school has used pupil progress review to identify any progress that is less than good and evidence of intervention and impact has been clearly documented.