



## Defining Good and Outstanding Progress at Ravenswood School 2019-20

### Evaluating Progress across the school

High expectations of every child				Evaluating if the progress children make is good enough and what the data is used for:				
Academic Progress in English and Maths of pupils in KS1 – KS5: Using the school Assessment Framework, which is based on p-scales and End of Year expectations in the Primary curriculum we set <b>challenging progress targets</b> for each child in Reading, Writing and Mathematics.				We analyse the proportion of pupils making expected progress, meeting and exceeding their challenging targets and make a judgement based on the following criteria.				
Judgement on individual pupil's progress:	Steps of progress by end of Term 2	Steps of progress by end of Term 4	Steps of progress by end of Term 6	Evaluation	Inadequate	Requires Improvement	Good progress	Outstanding progress
Below Expected	0	0.1	0.2	Exceed or Meeting Challenging Targets Blue and Green			More than 20%	More than 30%
Expected Progress	Up to 0.2	Up to 0.3	Up to 0.4				Following Pupil committee 25/1/17	Following Pupil committee 25/1/17
Challenging Target Met	0.3	0.4	0.5				35% or more.	70% or more.
Exceeded Challenging Target	0.4	0.5	0.6 +					Following Pupil committee 08/12/18 75% or more
Foundation Subjects Progress in KS1-3 In KS1-3 we also track their progress in Foundation subjects- based on the End of year expectations of the Primary National Curriculum. KS4/ P16 students work towards accredited courses in these subjects.				Expected Progress Yellow		More than 60%	Between 50-60%	Between 25-50%
Judgement on individual pupil's progress:	Steps of progress over the year			Below Expected Progress Red	24% or more	24% or more	24% or more	24% or more
Below Expected	Up to 0.1							
Expected Progress	0.2							
Challenging Target Met	0.3							
Exceeded Challenging Target	0.4+							
Progress of EY pupils				This data is used by teachers to plan for progression/ next steps for the pupils in their class and for Subject Leaders/ SLT to evaluate the effectiveness of our provision, identify any areas for development and use this to inform training/ CPD needs.				

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Pupils' progress in Early Years is tracked against the developmental matters age bands and where appropriate, the Early Learning Goals.					This is often very small cohorts (1-3 pupils) each year, so the average score is taken to rate each EYFS Prime and Specific area to report on the progress each year as a department.																																																											
<table><tr><td>School Judgement</td><td>Steps of progress in February</td><td colspan="3">Steps of progress in July.</td></tr><tr><td>Below Expected</td><td>No progress</td><td colspan="3">&gt;1 step of progress</td></tr><tr><td>Expected Progress</td><td>0.5 steps of progress</td><td colspan="3">1 step of progress</td></tr><tr><td>Met Challenging Target</td><td>1 step of progress</td><td colspan="3">3 steps of progress</td></tr><tr><td>Exceeded Challenging Target</td><td>2+ steps of progress</td><td colspan="3">4+ steps of progress</td></tr></table>					School Judgement	Steps of progress in February	Steps of progress in July.			Below Expected	No progress	>1 step of progress			Expected Progress	0.5 steps of progress	1 step of progress			Met Challenging Target	1 step of progress	3 steps of progress			Exceeded Challenging Target	2+ steps of progress	4+ steps of progress			This data is used by the EYs Teacher to ensure that pupils on building on prior learning and to plan next steps for individual pupils. It is also used by the EYFS Lead and Senior Leaders to assess the effectiveness of the EYFS provision, to identify any areas of weakness and plan next steps for the pupils' progress or to enhance the resources to ensure pupils can make the required progress in the future.																																		
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<b>Attainments in KS4 and p-16 English and Maths accredited courses:</b>																																																																
<table><tr><td>Key Stage</td><td>Start point</td><td>Expected progress</td><td>Met challenging target</td><td>Exceeded challenging target</td></tr><tr><td>KS4</td><td>9-10</td><td>AQA unit awards</td><td>ELQ1 10</td><td>ELQ12</td></tr><tr><td></td><td>11-12</td><td>ELQ1 10</td><td>ELQ2 12</td><td>ELQ3 12+</td></tr><tr><td></td><td>13-14</td><td>ELQ2 12</td><td>ELQ3 14</td><td>GCSE Grade 1 (1)</td></tr><tr><td></td><td>15</td><td>GCSE Grade 1 (1)</td><td>GCSE Grade 1 (1.5)</td><td>GCSE Grade 2 (2)</td></tr><tr><td></td><td>15</td><td>GCSE Grade 1</td><td>GCSE Grade 2</td><td>GCSE Grade 3</td></tr><tr><td>KS5</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>9-10</td><td></td><td>FSE1</td><td>FSE 2</td></tr><tr><td></td><td>11-12</td><td>FSE1</td><td>FSE2</td><td>FSE3</td></tr><tr><td></td><td>13-14</td><td>FSE 2</td><td>FSE 3</td><td>Level 1</td></tr><tr><td></td><td>15</td><td>FSE 3</td><td>Level 1</td><td>Level 2</td></tr></table>					Key Stage	Start point	Expected progress	Met challenging target	Exceeded challenging target	KS4	9-10	AQA unit awards	ELQ1 10	ELQ12		11-12	ELQ1 10	ELQ2 12	ELQ3 12+		13-14	ELQ2 12	ELQ3 14	GCSE Grade 1 (1)		15	GCSE Grade 1 (1)	GCSE Grade 1 (1.5)	GCSE Grade 2 (2)		15	GCSE Grade 1	GCSE Grade 2	GCSE Grade 3	KS5						9-10		FSE1	FSE 2		11-12	FSE1	FSE2	FSE3		13-14	FSE 2	FSE 3	Level 1		15	FSE 3	Level 1	Level 2	As the cohort numbers are very small this is looked at based on individual's progress rather than looking at a specific group.				
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					This data is used by teachers to support predictions at GCSE/ Functional Skills when pupils move to the Key Stage this also enables pupils to be set effectively so that lesson activities can be more targeted at their level and so they work with similar ability peers in these subjects.																																																											
					This is also used by Subject Leads and Senior Leaders to assess the effectiveness of the provision, to identify any areas of weakness and plan next steps for the pupils' progress.																																																											
<b>Evaluating progress in Personal Social Development across the school</b> Adults assess pupil's PSD in four areas at the start and end of the academic					We analyse the proportion of pupils making good or better PSD progress, sustaining their progress, dipping in progress and deteriorating.																																																											

High expectations of every child	Evaluating if the progress children make is good enough and what the data is used for:																						
<p>year:</p> <ul style="list-style-type: none"> <li>- Emotional development/self esteem</li> <li>- Peer relationships</li> <li>- Relationships with school/adults</li> <li>- Social communication</li> </ul> <table border="1" data-bbox="98 405 945 683"> <tr> <th>School judgement - based on the mode increase being satisfactory</th><th>Steps of progress over the year</th></tr> <tr> <td>Good and outstanding progress</td><td>3+</td></tr> <tr> <td>Satisfactory progress</td><td>Between +2 and -2</td></tr> <tr> <td>Requires improvement</td><td>From -3 to -9</td></tr> <tr> <td>Inadequate</td><td>-10 or more</td></tr> <tr> <td></td><td></td></tr> </table>	School judgement - based on the mode increase being satisfactory	Steps of progress over the year	Good and outstanding progress	3+	Satisfactory progress	Between +2 and -2	Requires improvement	From -3 to -9	Inadequate	-10 or more			<table border="1" data-bbox="1133 233 2143 580"> <tr> <th>Criteria</th><th>Evaluation of PSD progress</th></tr> <tr> <td>At least 80% pupils sustaining progress or making good and better progress</td><td>Outstanding</td></tr> <tr> <td>At least 60% pupils sustaining progress or making good and better progress</td><td>Good</td></tr> <tr> <td>At least 50% pupils sustaining progress or making good and better progress</td><td>Requires Improvement</td></tr> <tr> <td>Less than 50% pupils sustaining progress or making good and better progress</td><td>Inadequate</td></tr> </table> <p>This data is used to assign pupils to intervention groups and to record the impact of these groups on pupil's Personal and Social Development.</p>	Criteria	Evaluation of PSD progress	At least 80% pupils sustaining progress or making good and better progress	Outstanding	At least 60% pupils sustaining progress or making good and better progress	Good	At least 50% pupils sustaining progress or making good and better progress	Requires Improvement	Less than 50% pupils sustaining progress or making good and better progress	Inadequate
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<p><b>Behaviour of Pupils</b>  <b>Minor incidents</b> are tracked each short term. Criteria is based on average number of incidents per short term.</p> <p>up to 1 per term  up to 1 per week  1-2 per week  2-3 per week  More than 4 per week</p>	<p>We analyse the proportion of pupils and make a judgement based on the following criteria.</p> <table border="1" data-bbox="1133 853 2143 1066"> <tr> <th>% showing less than 1 incident per week</th><th>Judgement on Behaviour</th></tr> <tr> <td>80-100%</td><td>Very low</td></tr> <tr> <td>60-79%</td><td>Low</td></tr> <tr> <td>40-59%</td><td>Medium</td></tr> <tr> <td>Below 40%</td><td>High</td></tr> </table> <p>This data is used to identify any cohorts that the class strategies and not working for and to ensure the Behaviour Team can address and significant areas and provide additional resources/ training as needed.</p>	% showing less than 1 incident per week	Judgement on Behaviour	80-100%	Very low	60-79%	Low	40-59%	Medium	Below 40%	High												
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<b>High expectations of every child</b>	<b>Evaluating if the progress children make is good enough and what the data is used for:</b>	
None Up to 1 per week Up to 2 per week More than 2 per week	<b>% showing none / 1 per week</b>	<b>Judgement</b>
	85-100%	Very Low
	70-84%	Low
	50-69%	Medium
	0-49%	High
	This data is used to enable the Behaviour Team to focus their interventions/ support effectively to provide further support to classes with significant numbers of serious incidents.	
<b>Restrictive Physical Intervention (RPI) used as a last resort</b>  Use of RPI- Use of medium or high holds, standing or seated, following MAPA training and guidance.  Dynamic Risk assessments- where a member of staff has physically intervened in a way that is not a MAPA trained hold following a dynamic risk assessment, which has resulted in the member of staff restricting a pupil's liberty in other ways, this includes- disengagements, any body blocks, any use of seclusion etc.  Criteria based on number of restriction in total over a long term: No restrictions 1-3 restrictions 4+ restrictions.	We analyse the proportion of pupils and make a judgement based on the following criteria.	
	<b>% having no restrictions</b>	<b>Judgement</b>
	100%	Nil
	91-99%	Very Low
	76-90%	Low
	Up to 75%	High
	This data is used to track any patterns and to ensure that further training and support is provided with managing the pupils who display highly risky behaviours. This also allows us to monitor the impact of Senior leader's action plans to reduce the use of RPI.	