

Elmwood School – Progress Data 2017-18

(all figures on charts are shown as %)

Pupils at Key Stage 3 follow one of 2 pathways, for pupils working at early P-Levels they work within the MSC (Multi-Sensory Curriculum). Pupils following the MSC are assessed within the 8 domains within the curriculum.

Pupils working at the higher P-Levels / NC levels follow the National Curriculum and are assessed in all strands within the Core subjects of English and Maths.

As pupils move into Key Stage 4 and then Post 16, they begin to follow an accredited curriculum through OCR-this is based on Life and Living skills programme and students are tracked through the OCR framework. Some students also sit the Entry qualification in English and Maths.

Pupils who follow the MSC continue to do so and at Key Stage 4 work on ASDAN Towards Independence which provides a vocational bridge towards Life and Living Skills which they will pick up at Post 16.

Rationale

Outstanding Progress	80% Good or outstanding	40% outstanding
Good Progress	75% Good or outstanding	35% outstanding

Whole School – End of year data-Core subjects

(The whole school data shown below includes pupil who are following both MSC and NC pathways. Data for OCR accreditation is not included within these figures but will be detailed later)

Core subjects includes:

National Curriculum pathway-English & Maths

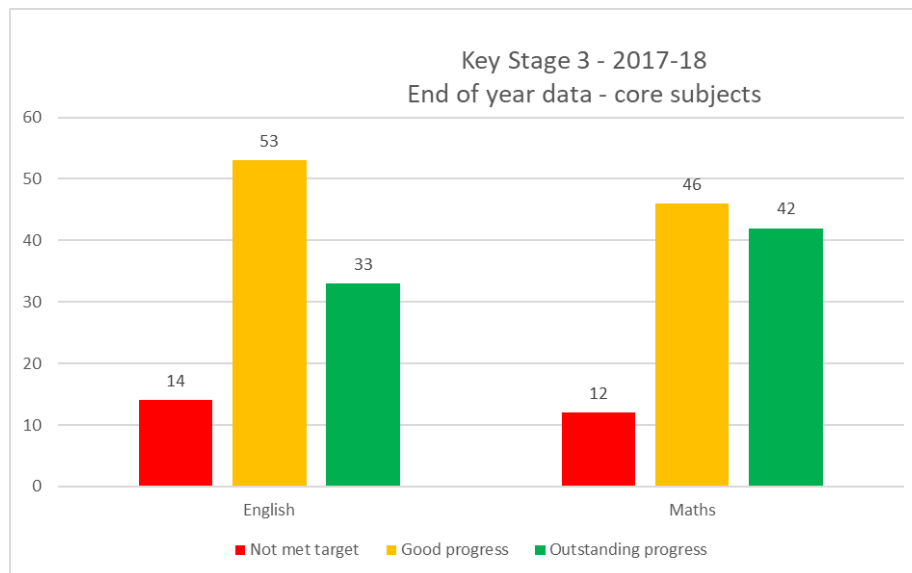
Multi-Sensory Curriculum – Social Relationships & Emotional Development, Communication and Cognitive Development

The data shows that students in Key Stage 3 made Outstanding Progress overall in core subjects.

Figures shown in %/ (30 pupils)	Core subjects
Not met targets	13%
Met targets	49%
Exceeded targets	38%

- 87% of targets were met or exceeded across the core domains within MSC and all strands within the core subjects within National Curriculum.

Key Stage 3 – National Curriculum

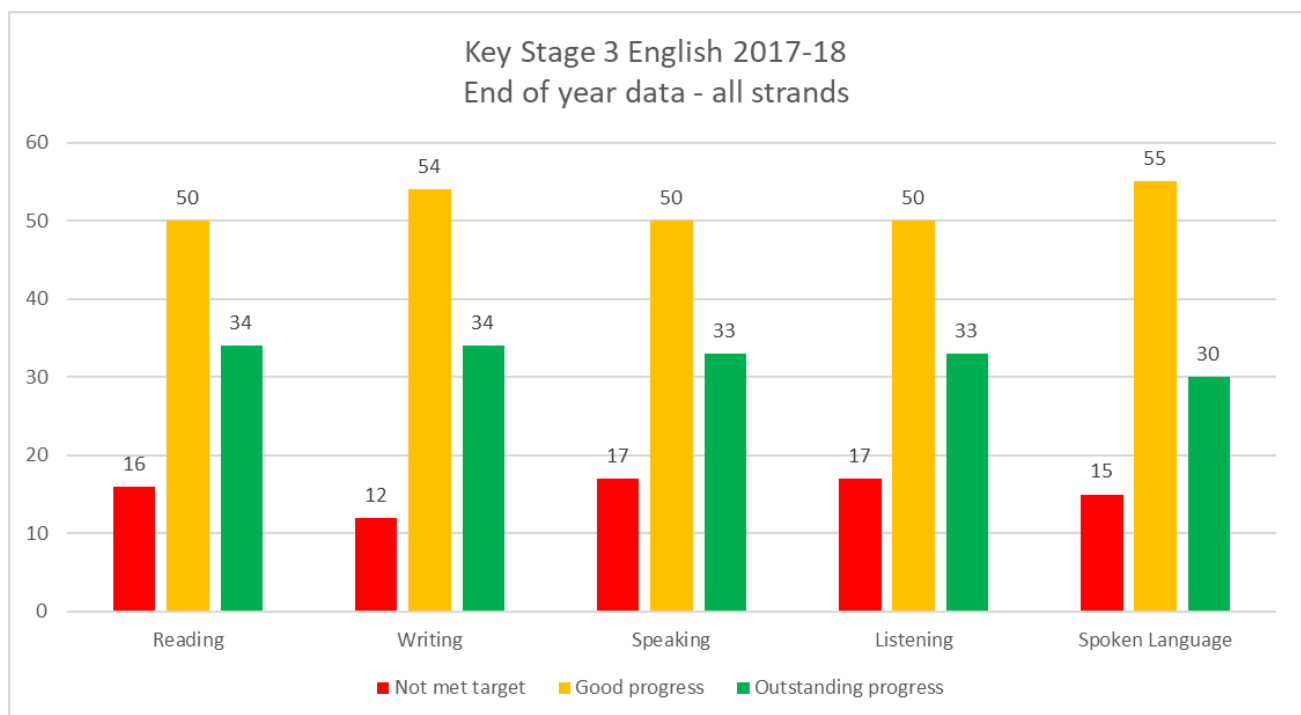


Students made good progress in English and outstanding progress in Maths.

English

The chart below shows the End of Year data for English, split into the separate strands.

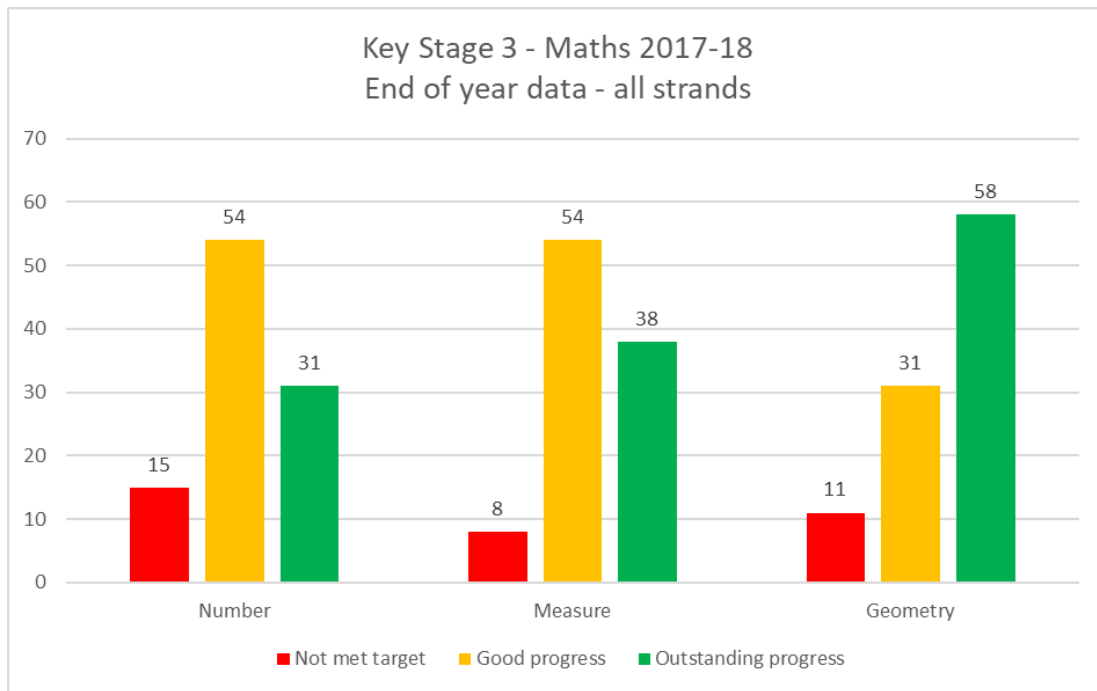
The data set show the progress for 26 pupils (6 pupils are working within P-Levels for Speaking and Listening and have separate scores for these strands.) (all figures are shown as%)



The data shows an even spread of achievement across the strands.

- 84% of pupils met or exceeded their targets in Reading
- 34% exceeded their targets.
- 88% of pupils met or exceeded their targets in Writing
- 34% exceeded their targets.

Maths



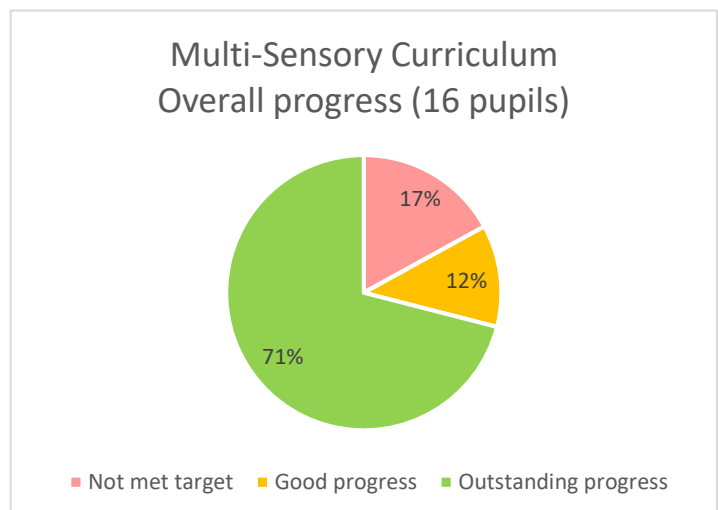
- 85% of pupils met or exceeded their targets in Number
- 31% exceeded their target.
- 89% of pupils met or exceeded their targets in Geometry
- The data suggests an even balance of pupils meeting or exceeding their targets in the strands within Maths, however more pupils exceeded their targets in Geometry, whilst 89% met or exceeded, 58% exceeded their target in this area.
- Area of focus for Maths in Key Stage 3 is in the area of Number, this is a key area within the Key Stage 3 timetable. (this is a focus due to the least number of students exceeding their targets and also a slight increase in the number of pupils not meeting their targets).

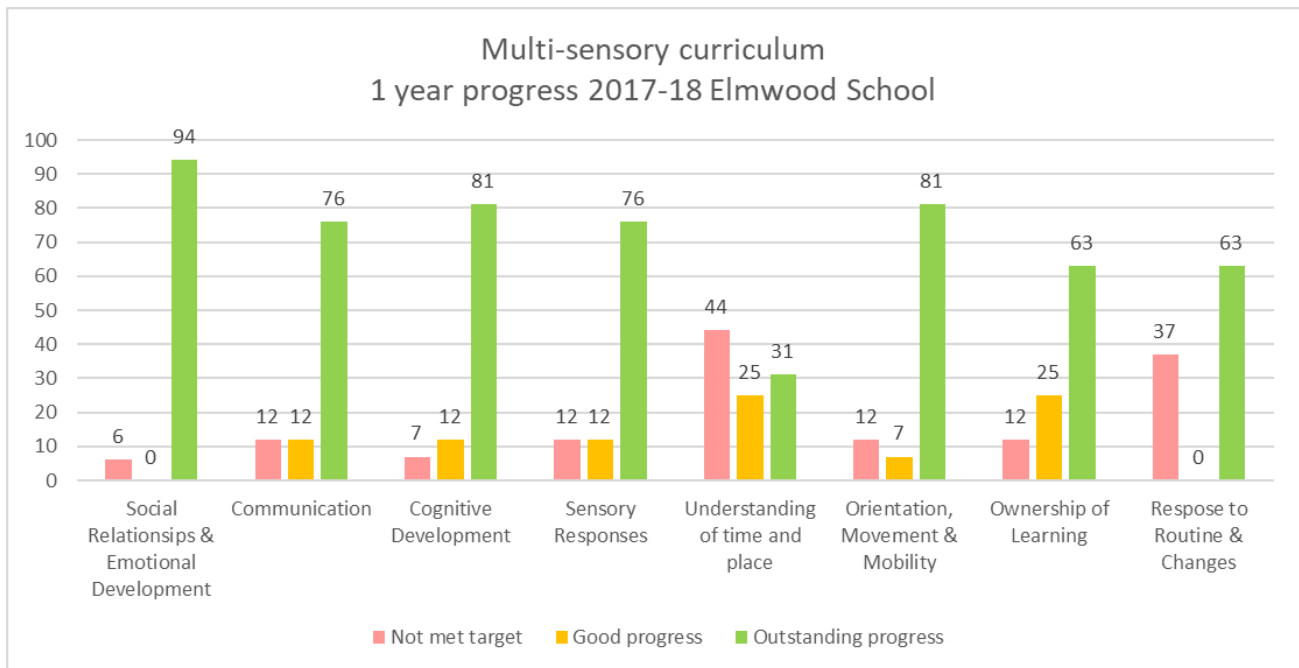
Multi-Sensory Curriculum

Students in Key Stages 3 and 4 and Post 16 follow the Multi-sensory Curriculum at Elmwood School. There are 16 pupils who were assessed through the MSC assessment. This includes 9 students at Key Stage 3, 4 at Key stage 4 and 3 at Post 16.

There are 8 domains within the Multi-Sensory Curriculum and pupils are assessed within each domain. Progress is then judged on the number of steps they have achieved across the year within each domain. This may include moving from one phase to the next. Progress is judged according to the pupil's starting point.

The following charts show students following the MSC curriculum made Outstanding progress across all domains.





The strongest areas for progress are:

- Social Relationships & Emotional Development 94% of pupils exceeded their target
- Cognitive Development – 93% of pupils met or exceeded their targets with 81% exceeding
- Orientation, Movement & Mobility – 88% of pupils met or exceeded their targets with 81% exceeding.

Areas for focus over the next year according to the data are:

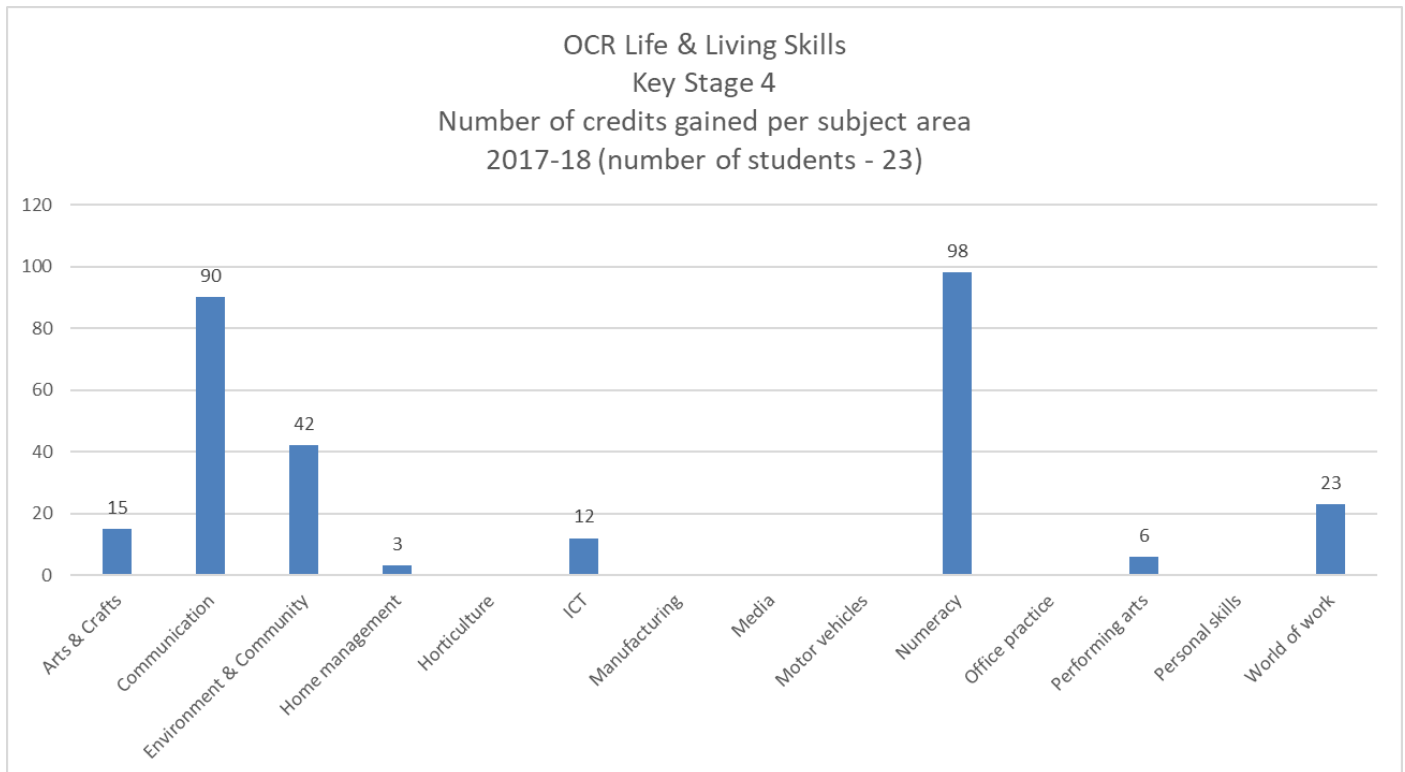
- Understanding of Time and Place and
- Responses to Routines and Changes

OCR Accreditation – Key Stage 4 & Post 16

Students in Key Stage 4 & Post 16 following an accredited pathway follow the Life and Living programme through OCR.

Students gain credits on completion of specific units of work which add up to an end of Key Stage accreditation. There are 23 students in Key Stage 4 12at Post 16 who all completed a range of units within the Life and Living Skills framework. The charts below show the number of credits gained across the range of areas. A number of students also sit the Entry Maths and English qualifications.

Key stage 4



Key stage 4 Leavers were awarded their final accreditation as follows:

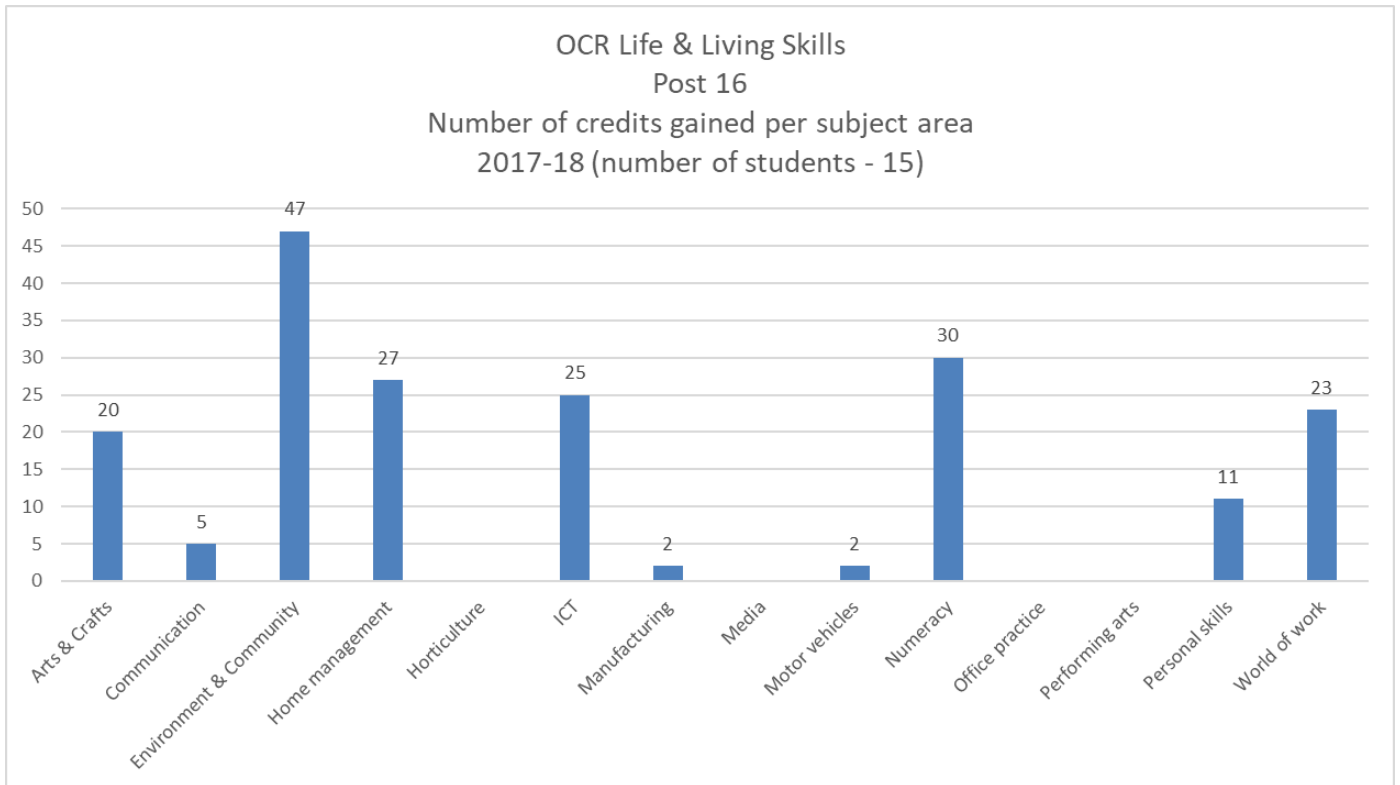
- 4 students gained 13 credits and achieved Entry 1 Certificate
- 5 students gained 13 credits and achieved Entry 2 Certificate

(Students in Year 11 had followed OCR for one year, prior to this they achieved credits for ASDAN Personal Progress and Personal Social Development.)

In addition to this accreditation the following was achieved:

- 1 student gained an Entry 2 qualification in Entry Mathematics
- 2 students gained Entry 1 qualification in Entry English

Post 16



There were 3 leavers at Post 16 and they were awarded their final accreditation as follows:

- 1 student achieved Entry 1 Extended certificate – 25 credits.
- 1 student achieved Entry 2 Certificate – 13 credits
- 1 student achieved Entry 2 Extended Certificate -25 credits

Focus area for accreditation is to increase the number of students working towards and sitting the tests for the Entry qualifications in English and Maths.