

ALFRETON PARK COMMUNITY SPECIAL SCHOOL

NATIONAL PROGRESSION 2013 – 2015

This document compares the overall progress of pupils in the last 3 years.

The comparison of each cohort relates to progress in relation to National Progression Guidance.

UQ	Upper Quartile	Above Expected Progress
M	Median Quartile(s)	Expected Progress
LQ	Lower Quartile	Below Expected Progress

		2013			
		English		Maths	
Key Stage 1-2	UQ	0%	UQ	0%	
	M	60%	M	60%	
	LQ	40%	LQ	40%	
5 pupils					
Key Stage 2-3	UQ	0%	UQ	0%	
	M	50%	M	50%	
	LQ	50%	LQ	50%	
2 pupils					
Key Stage 3-4	UQ	25%	UQ	25%	
	M	38%	M	63%	
	LQ	38%	LQ	13%	
8 pupils					
Key Stages Combined	UQ	13%	UQ	13%	
	M	47%	M	60%	
	LQ	40%	LQ	27%	
15 pupils					

		2014			
		English		Maths	
Key Stage 1-2	UQ	0%	UQ	0%	
	M	80%	M	40%	
	LQ	20%	LQ	60%	
5 pupils					
Key Stage 2-3	UQ	0%	UQ	0%	
	M	100%	M	100%	
	LQ	0%	LQ	0%	
7 pupils					
Key Stage 3-4	UQ	0%	UQ	0%	
	M	50%	M	100%	
	LQ	50%	LQ	0%	
2 pupils					
Key Stages Combined	UQ	0%	UQ	0%	
	M	86%	M	80%	
	LQ	14%	LQ	20%	
14 pupils					

		2015			
		English		Maths	
Key Stage 1-2	UQ	25%	UQ	75%	
	M	75%	M	0%	
	LQ	0%	LQ	25%	
4 pupils					
Key Stage 2-3	UQ	50%	UQ	100%	
	M	50%	M	0%	
	LQ	0%	LQ	0%	
2 pupils					
Key Stage 3-4	UQ	100%	UQ	50%	
	M	0%	M	50%	
	LQ	0%	LQ	0%	
2 pupils					
Key Stages Combined	UQ	50%	UQ	75%	
	M	50%	M	12.5%	
	LQ	0%	LQ	12.5%	
8 pupils					

Observation, Analysis and Conclusion

- Generally pupils are making at least expected progress over time; although progress appears to have been better in 2015 cohort, particularly in English.
- The school's emphasis on a clear but diverse communication strategy is having a significant impact on the quality of teaching and learning and therefore pupil progress.
- The introduction of a phase leader with responsibility for communication and establishing a communication team will continue to strengthen teaching and learning.