

**Parayhouse School- Criteria for Outstanding/Good and Requiring Improvement in regards to Pupil Progress**

To self-evaluate the progress, judgements and effectiveness of our assessment systems, we at Parayhouse School have devised our own criteria for grading pupil progress. This was devised to help us be reflective, open and clear in our approach to both pupil progress and the methods upon which we collect and measure it.

The following criteria enables us to make a self-evaluative judgement on our pupils' progress (0% of which are age appropriate) and is continually revised in order to ensure we continue to set high standards for our students and ourselves. This document was informed by

- materials relating to Ofsted expectations
- researching other Special Need Schools' approach to assessment
- changes in the national landscape, such as abolition of levels, moving on from progression guidance and the Rochford Review

	Outstanding	Good	Requiring Improvement
<b>Pupil/s are set challenging goals (including progress towards or exceeding)</b>  <b>Pupils make high levels of progress towards their targets both short term and long term</b>	1) Pupils' targets are of a high standard, improving upon previous performance. 2) Pupils consistently meet or exceed targets. (80% and >).	<b>1)</b> Pupil targets are of a good standard, keeping pace with previous performance. <b>2)</b> Pupils consistently meet targets.	<b>1)</b> Pupils' targets require adjusting, as they consistently fail to meet them. <b>2)</b> Pupils do not meet targets consistently.
<b>Pupils are moderated consistently throughout the year</b>  <b>Assessment draws upon a range of evidence</b>	1) 80% of students are moderated by staff. This includes 2 instances of external moderation throughout the year. 2) Moderation shows a wide range of student evidence as appropriate.	<b>1)</b> 80% of students are moderated by staff. This includes 1 instance of external moderation throughout the year. <b>2)</b> Moderation shows a range of student evidence as appropriate.	<b>1)</b> Less than 79% of students are moderated by staff. This includes no external moderation. <b>2)</b> Evidence shows singular sources of student evidence as appropriate.
<b>Disadvantaged pupil groups are monitored and progress is equal or above of their peers</b>	1) All groups (eg., Pupil Premium, Gender) are within 2% of whole school achievement or have exceeded it.	<b>1)</b> All groups equal progress of their peers, with limited evidence of interventions present to boost attainment throughout the year.	<b>1)</b> All or specific groups are not equal, showing discrepancy between progress and no interventions present to boost attainment.
<b>Gradings</b>	2 or more Outstanding Grades (plus 1 Good) = <b>Outstanding</b> 2 or more Good Grades (plus either 1 Outstanding or 1 RI) = <b>Good</b> 1 or less Good Grades = <b>RI</b>		

Year: 2016/17	Signed off by:	Assessment Co-ordinator: Y	Senior Leadership Team: Y																												
Outcome	Grade	Evidence	Next Step																												
<p>Pupil/s are set challenging goals (including progress towards or exceeding)</p> <p>Pupils make high levels of progress towards their targets both short term and long term</p>	<b>Outstanding</b>	<p>Pupils' targets were based on previous performance with extra challenge set when appropriate.</p> <p>Across core subjects the following percentage of students achieved their targets.  <b>Number: 34/41 (83%) +3%</b>  <b>Writing: 37/41 (90%) +10%</b>  <b>Reading: 34/41 (83%) +3%</b></p> <p><b>This is above target of 80% in all core subjects.</b></p>	<p>To increase our expectation of students who meet their targets to 85%.</p> <p>Targets to be extended to Foundation subjects.</p>																												
<p>Pupils are moderated consistently throughout the year</p> <p>Assessment draws upon a range of evidence</p>	<b>Outstanding</b>	<p>87% of students were moderated internally/externally this year. This is above the target of 80%. Two external moderations were from Little Ealing Primary School and the Mocksted.</p> <p>A wide range of evidence was cited as available and evident in moderation, including, but not limited to:          Student Assessment folders, Student Assessments, Work books          Observations, Photographs with annotations, and Teacher/Speech and Language Therapist discussion.</p>	<p>90% of students to be internally moderated next year.</p> <p>Evidence of Foundation subjects to be moderated.</p>																												
<p>Disadvantaged pupil groups are monitored and progress is equal or above of their peers</p>	<b>Good</b> Not all groups were within 2% or more of Whole School Performance	<p style="text-align: center;"><b>Group comparisons to Whole School Performance</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Pupil Premium</th> <th style="text-align: center;">EAL</th> </tr> </thead> <tbody> <tr> <td><b>Number:</b></td> <td>12/16 (75%) <span style="color: red;">-5%</span></td> <td>12/17 (69%) <span style="color: red;">-11%</span></td> </tr> <tr> <td><b>Writing:</b></td> <td>14/16 (88%) <span style="color: green;">0%</span></td> <td>14/17 (88%) <span style="color: green;">0%</span></td> </tr> <tr> <td><b>Reading:</b></td> <td>14/16 (88%) <span style="color: green;">+5%</span></td> <td>14/17 (88%) <span style="color: green;">+5%</span></td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Most Able</th> <th style="text-align: center;">Girls</th> <th style="text-align: center;">Boys</th> </tr> </thead> <tbody> <tr> <td><b>Number:</b></td> <td>9/10 (90%) <span style="color: green;">+10%</span></td> <td>8/11 (73%) <span style="color: red;">-7%</span></td> <td>26/30 (87%) <span style="color: green;">+7%</span></td> </tr> <tr> <td><b>Writing:</b></td> <td>8/10 (80%) <span style="color: red;">-8%</span></td> <td>11/11 (100%) <span style="color: green;">+20%</span></td> <td>26/30 (87%) <span style="color: green;">+7%</span></td> </tr> <tr> <td><b>Reading:</b></td> <td>10/10 (100%) <span style="color: green;">+17%</span></td> <td>9/11 (82%) <span style="color: green;">+2%</span></td> <td>25/30 (83%) <span style="color: green;">+3%</span></td> </tr> </tbody> </table>		Pupil Premium	EAL	<b>Number:</b>	12/16 (75%) <span style="color: red;">-5%</span>	12/17 (69%) <span style="color: red;">-11%</span>	<b>Writing:</b>	14/16 (88%) <span style="color: green;">0%</span>	14/17 (88%) <span style="color: green;">0%</span>	<b>Reading:</b>	14/16 (88%) <span style="color: green;">+5%</span>	14/17 (88%) <span style="color: green;">+5%</span>		Most Able	Girls	Boys	<b>Number:</b>	9/10 (90%) <span style="color: green;">+10%</span>	8/11 (73%) <span style="color: red;">-7%</span>	26/30 (87%) <span style="color: green;">+7%</span>	<b>Writing:</b>	8/10 (80%) <span style="color: red;">-8%</span>	11/11 (100%) <span style="color: green;">+20%</span>	26/30 (87%) <span style="color: green;">+7%</span>	<b>Reading:</b>	10/10 (100%) <span style="color: green;">+17%</span>	9/11 (82%) <span style="color: green;">+2%</span>	25/30 (83%) <span style="color: green;">+3%</span>	<p>Number to be a focus for Pupil Premium, EAL and Girls. In particular students who are working at National Curriculum Levels.</p>
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<b>Total:</b>	Outstanding	As we have recorded 2/3 areas with Outstanding (and 1 Good) we determine that our overall teaching, learning and assessment grade to be <b>Outstanding</b> .	<b>3/3 Outstanding</b>																												



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LANGUAGE AND LEARNING FOR LIFE