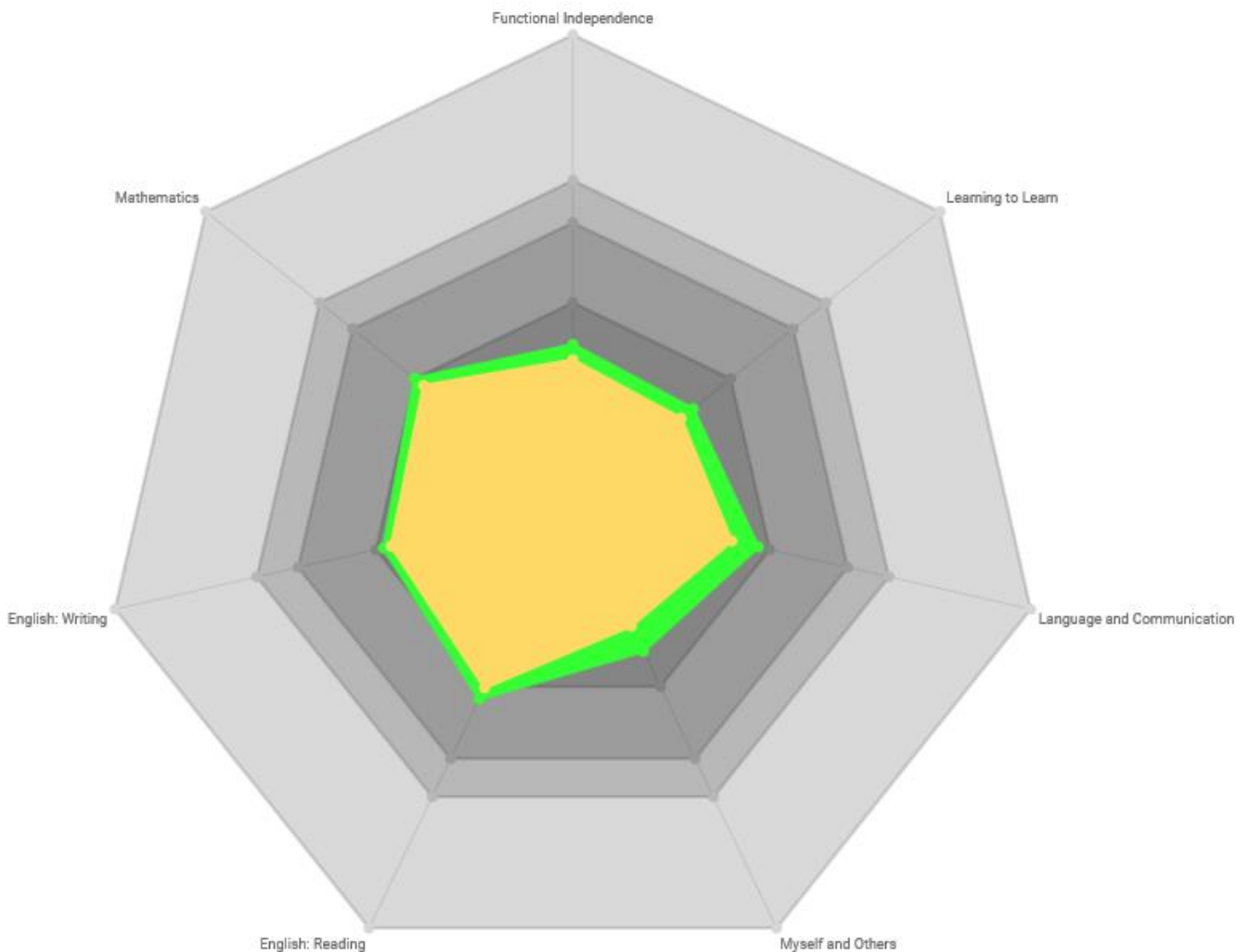


Key Stages 2 – 4

- Pupils are making outstanding progress in the majority of subjects
- Pupils are making outstanding progress in all Key Stages in academic outcomes
- Progress and attainment are both improving against national benchmarks
- Disadvantaged pupils make progress in line with their non-disadvantaged counterparts

Needs Led Curriculum – Whole School Overview



- The radial diagram demonstrates progress made between the start and end of the school year for the whole school
- This illustrates the profile of pupil/student needs and where the greatest areas of difficulty are
- Pupils and Students who come to St. Dominic's school are most challenged –i.e. performing most notably below age related expectation - in myself and others (behaviour), functional Independence and learning to learn outcomes – it is pleasing to note they are making high levels of progress in these areas

- It should be noted that no pupils are working at above the age related expectation in terms of these 3 outcomes
- This is helpful in terms of understanding the profile of need and the significant challenges pupils face in accessing the curriculum, despite their apparent academic abilities in some cases

Progress in Years and Months 2017-18

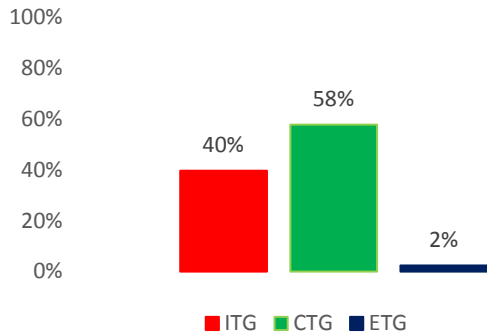
Pupil progress in years and months can be summarised in the following table for the whole school:

Subject	Y/M
NLC:Functional Independence	1/05
NLC:Learning to Learn	1/05
NLC:Language and Communication	1/09
NLC:Myself and Others	1/09
NLC:English YY/MM	1/08
NLC:Maths	1/05
Science	1/05
Computing	1/02
Humanities	1/00
Geography	1/05
History	1/07
Religious Studies	1/00
Art	1/06
Design & Technology	2/03
Food Science	1/01
Physical Education	1/05
Small Animals	7/08

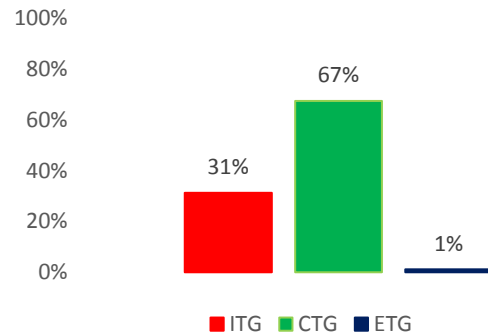
This data demonstrates that pupils in all areas of the curriculum **are either making progress that is comparable to national progress indicators or significantly better**. All but two subjects exceed national performance. Pupils make clear and marked improvements from their various starting points.

Needs Led Strands

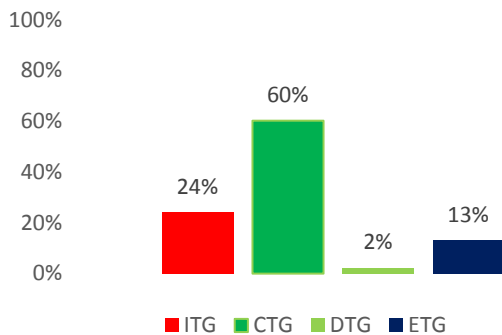
NLC: Functional Independence



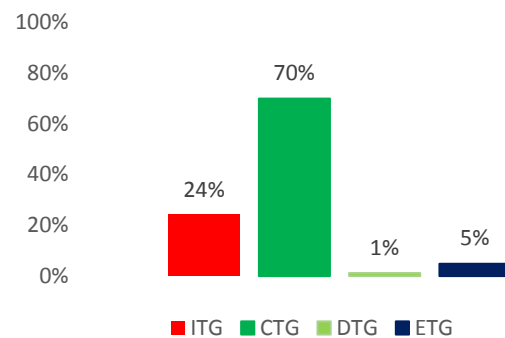
NLC: Learning to Learn



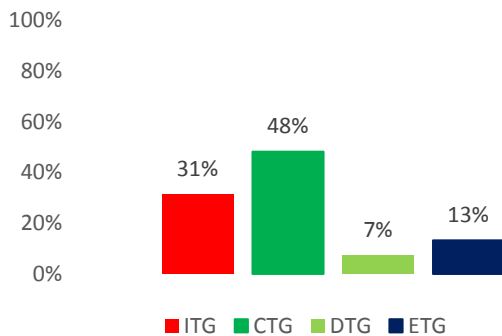
NLC: Language & Communication



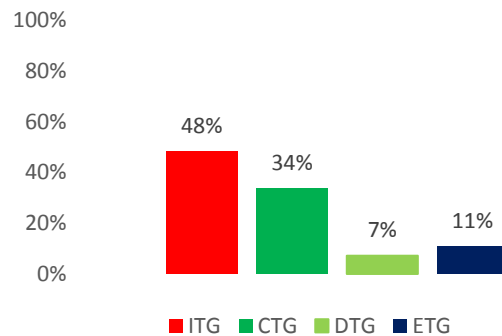
NLC: Myself and Others



NLC: English



NLC: Maths

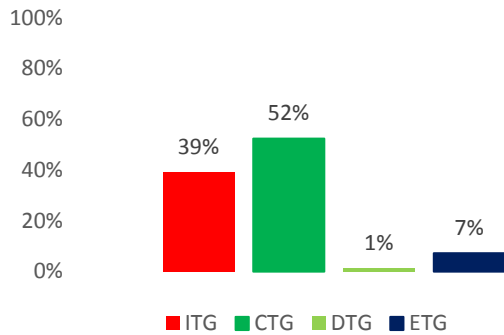


Analysis

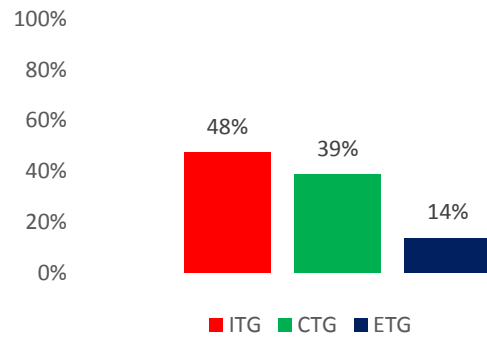
- Pupils continue to make outstanding progress against needs led outcomes, with all areas except Maths and Functional Independence performing at or above 70% CTG
- The number of pupils currently accessing functional courses in Key Stages 4 and 5 limits curriculum coverage and therefore progress does not appear as marked due to the focus on consolidation of functional mathematics rather than the introduction of more challenging material; all pupils and students who are able to access a GCSE course are on this pathway
- A subject specific evaluation summary has been written for maths with clear, SMART targets for improved outcomes. A review of assessment in maths is also taking place due to the breadth of the assessment criteria
- Pupils in all subjects who are increasing the gap in these areas will have personalised interventions through the needs led curriculum and at waves 2 and 3

All other Curriculum Subjects

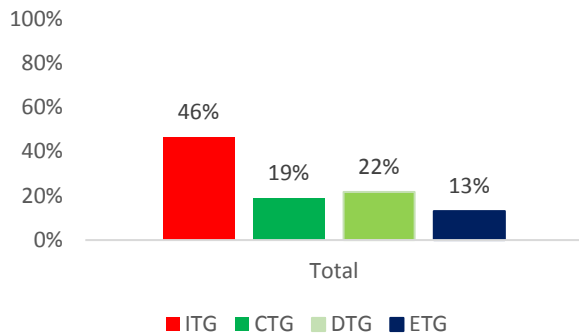
Science



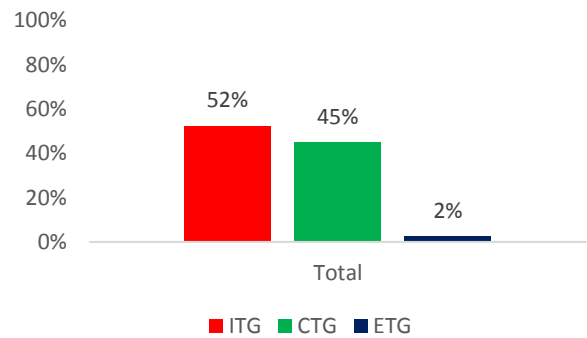
Computing



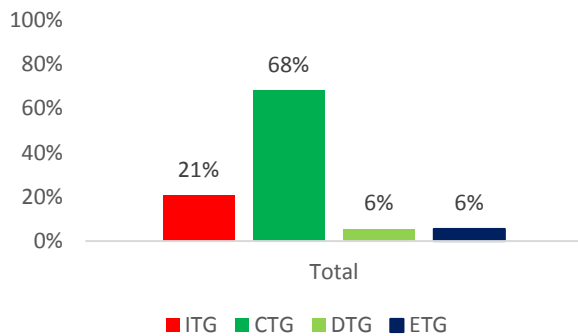
FT



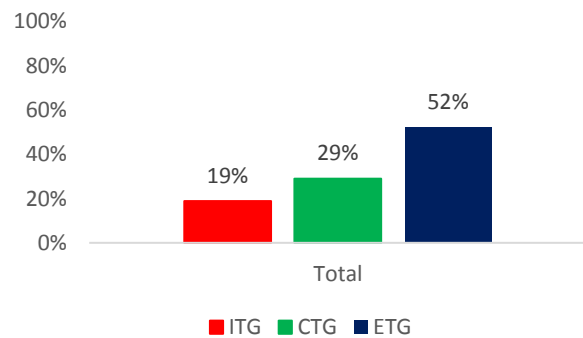
RE



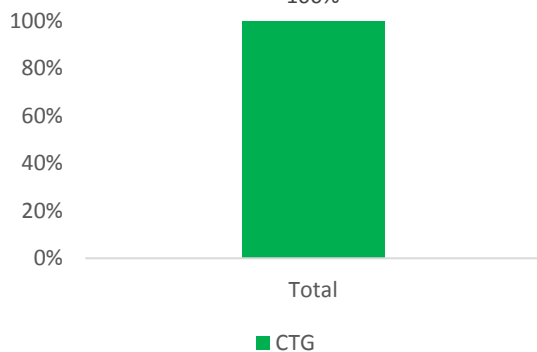
Art



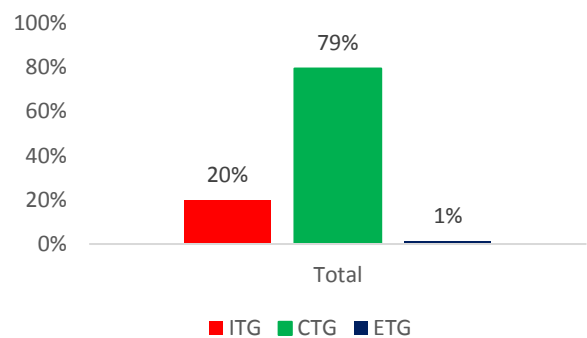
DT

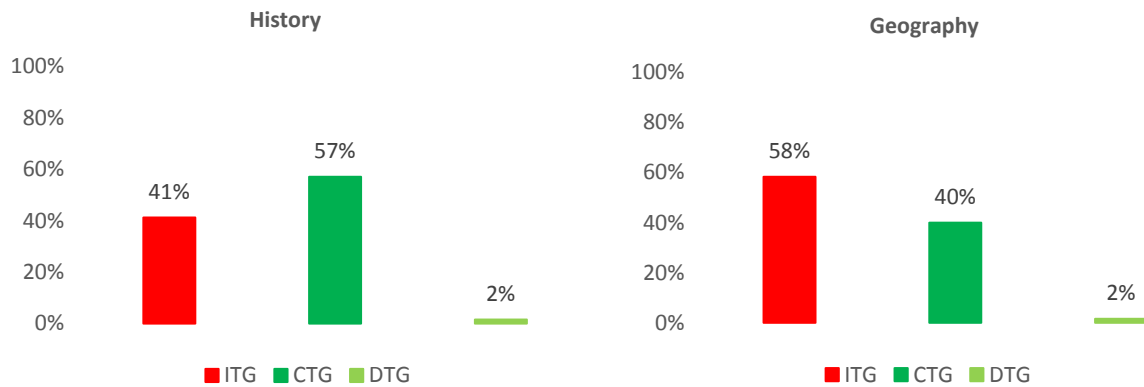


Small Animals
100%



PE

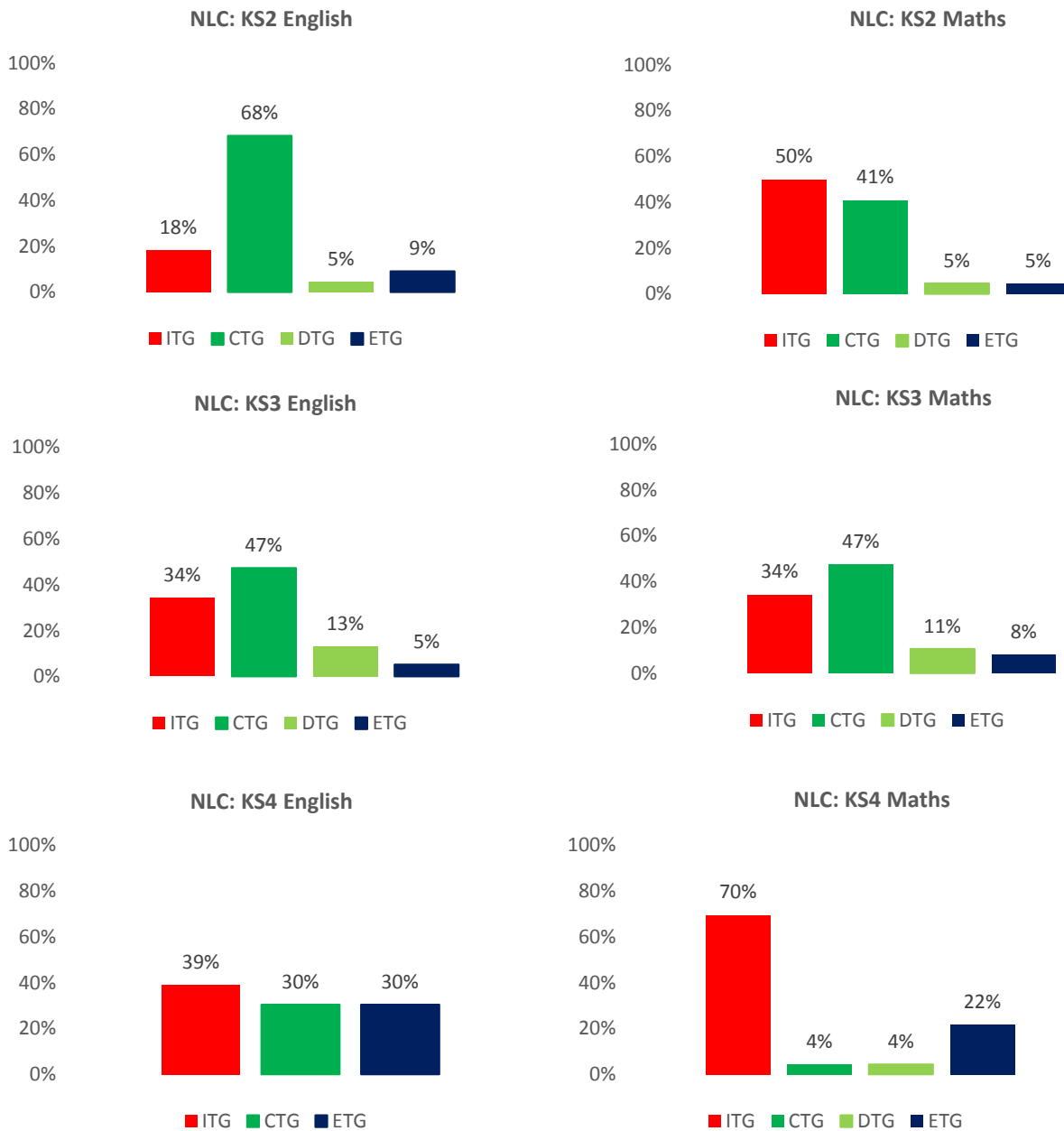




Analysis

- Other curricular areas are delivered to all year groups in differing formats
- Key Stage 2 pupils receive PE and Computing as discreet subjects; all other non core curricular areas are delivered in topic themes mapped against the international primary curriculum
- For this reason, KS2 outcomes can be more limited in some areas during different terms if the focus has not been so heavily on that area
- In KS3, subjects are taught discreetly though it should be noted that Humanities subjects are combined and rotated half termly, as are DT and Food Technology; this can have an impact on the progress made in each area, and progress overall can be lower due to the curriculum time devoted to these subjects
- All pupils undertaking History GCSE are closing the gap
- On average, pupils made more than one year's progress in 2017/18 in all but two subjects: Humanities and Religious Studies

Progress by Key Stage 2-4: English and Maths



Analysis

- Pupils in Years 7 and 8 are now being taught in a primary model which will have a positive impact on the data set for this group
- Pupils in Key Stage 4 do not make pronounced progress in Maths due to some accessing a functional skills pathway therefore progress does not appear as marked due to the focus on consolidation of functional mathematics rather than the introduction of more challenging material; all pupils and students who are able to access a GCSE course are on this pathway – attainment results and value added measures year on year however, demonstrate that progress in Maths is strong