



Glyne Gap School Pupil Outcomes Summary 2018 – 19

Overall judgements

22 pupils made transformational progress last year through achieving their **Supergoal.**

The achievement of a Supergoal is life changing and is critical in unlocking the happiness and fulfilment that we want for all Glyne Gap pupils. A Supergoal is aspirational and set by the people that know the pupil best – their family and their class team. Older pupils may set their own Supergoal. It may take 2 years to achieve a Supergoal and it is worked on at school and home.

Notable examples include:

- **Liam can drive his powerchair independently around school**
- **Yr 9 pupil wears pants and is continent at home and school**
- **Lily can play with her toys for up to ten minutes at school and home**
- **Xander can self –regulate his behaviour**

In addition...

The majority (62%) of pupils are making outstanding progress

- Pupils across the school, including those in Early Years and Post 16 (Faculty), make substantial and sustained progress.
- All pupils develop excellent knowledge, understanding and skills, particularly within their personal and social development and communication, considering their different starting points.
- Pupils have good attitudes to and behaviour for learning that positively impacts on their progress.
- Pupils for whom we receive Pupil Premium (FSM) make at least good progress with the majority making outstanding progress.
- Pupils for whom we receive Pupil Premium (LAC) make at least good progress with the majority making outstanding progress.
- Pupils identified as demonstrating behaviour that challenges make at least good progress
- Pupils are well prepared for their next stage of education and move successfully between classes and key stages
- All school leavers are exceptionally well prepared for the next stage of life and move on successfully to further education or social care opportunities to promote independence and autonomy.

Context:

At Glyne Gap School we use 7 key indicators from 2 sources to determine individual and collective pupil progress. These are:



How compelling each indicator is depends on the rigour and validity of its evidence. Progress is a summative view based on this composite evidence and the reliability of the judgement depends on the strength of the whole, not any single source.

Source 1. School Generated Outcome Data - (up to)107 pupils included in data

- 70% of 1616 termly goals set were fully achieved
- 64% of 25 monitored lessons scored outstanding for achievement and progress
- 60% of 311 overall termly progress judgements made by multidisciplinary team graded outstanding
- 76% of 87 progress in communication judgements made by multidisciplinary communication team graded as outstanding
- 73% of 71 judgements on Communication graded outstanding
- All pupils are making at least good progress within English (including Functional Literacy at Post 16)
- All pupils are making at least good progress in Maths (including Functional Numeracy at Post 16)
- 78% of 89 judgments on PSHE graded as outstanding (21% good)
- 52% of 88 judgements on Personal Development, Behaviour and Welfare graded as outstanding (45% good)
- 69% of pupils were judged as outstanding within their full participation in life and learning (30% good)

Source 2. Parent Generated Data

- 92% of judgements made by parents on pupil progress graded outstanding
- 100% of parents judged their child liked school
- Attendance rate is 86%

Overall pupil progress

Analysing this range of indicators enables class teachers to make an overall progress judgement for each pupil. These overall judgements show that:

62% of Glyne Gap pupils are graded as making outstanding progress

37% of Glyne Gap pupils are graded as making good progress

The reliability of this judgement comes from its composite parts and the rigour that surrounds them.