**Springfield School Assessment 2017-18**

How we set our targets.
Starting points for our pupils Targets are based upon where the pupils are when the targets are set, how the pupil progressed in previous years and how pupils of similar abilities have progressed over time, although all of our pupils are individuals. We also take into account past systems that have been used.

The thresholds which our starting points are based on are set out below.

Maintaining = 0- 20% of aspirational target
Small Steps = 20-45% of aspirational target
Good progress = 46 - 80% of aspirational target
Aspirational progress = 81%+
We set an aspirational point to create a flightpath which creates a smooth consistently progressive line for Progress. As we know our pupils do not make consistent progress and have very spikey profiles from year to year, So we use this flight path as a guide to show meaningful progress in our pupils as individuals.

Overall Literacy and Numeracy shows over 3/4s of our pupils making meaningful progress for their ability. Some being large leaps to some making significant smaller steps of progress.

Performance in Numeracy is slightly better than the performance in Literacy which does not come as a surprise as numeracy has defined clear correct or incorrect answers which our pupils find easier to understand.

Girls are showing a better performance in Numeracy than boys with almost 60% being near or meeting the Aspirational guide. However almost ¼ of pupils in both areas are maintaining in numeracy and this will be looked at for next year.

Girls are again performing slightly better in Literacy than boys, there are almost ¾ of girls reaching aspirational and good levels.

Writing continues with the pattern of the overall progress of pupils. However a large proportion of pupils are maintaining within writing and these could be due to a number of factors including physical disability or not having the dexterity or control in their hands.

Reading skills has a large chunk of the pupils making aspirational progress. With over half making good or aspirational progress.

Spoken language highlights how our pupils struggle with spoken language, although we use communication aids some of the criteria make it difficult for some of our pupils to meet. Spoken language also does not start until after P8 which will slow down the progress of some of our pupils.

The data above continues the pattern for all the other cohorts of data. Over half of cared for children made progress of an aspirational level in both Literacy and Numeracy. This is actually better than the general findings of the data. Pupils on PP and PP+ are achieving in both areas, however there are more pupils making progress of an aspirational level in Numeracy.