



CurnowSchool

Pupil Progress at Curnow School



How do we know pupils are making progress at Curnow School?

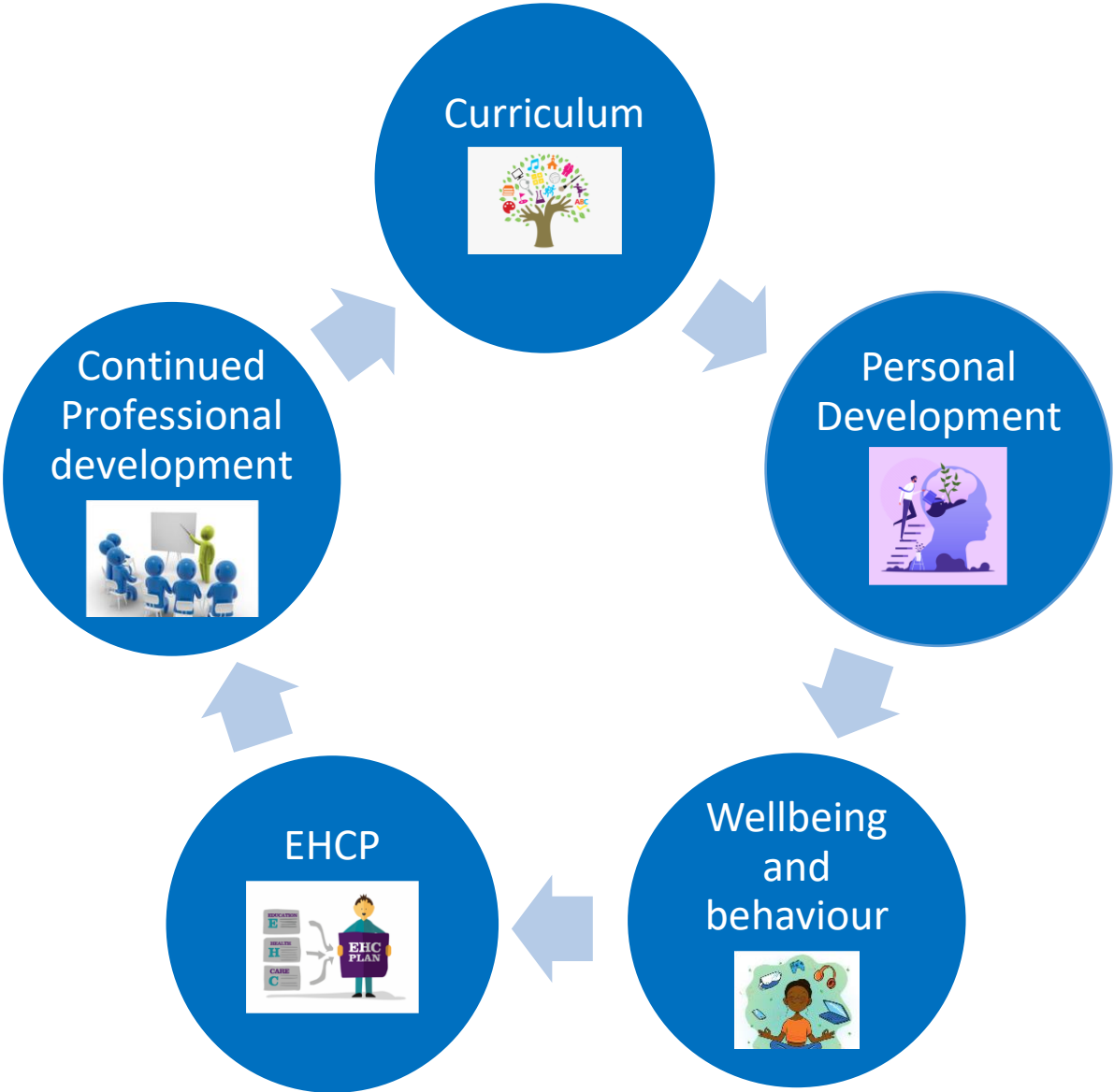
What is Progress at Curnow School and how do we know what outstanding progress is?

At Curnow School we believe the progress that our pupils make is far more than just about data. Progress is individual and personalised from a pupils starting point; it is multi-faceted and can be demonstrated through five key areas.

We believe that progress can be measured effectively through the following areas: [Curriculum](#), [Personal Development](#), [Wellbeing and Behaviour](#), [EHCP Outcomes](#) and [Continued Professional Development](#).

It is paramount that as professionals, we understand and know each individual pupil and how they best learn. From this we can set accurate and informed baselines and be clear through sequenced learning of the next steps and where necessary plan informed interventions to further support progress.

Progress is more than data – The 5 areas that inform, drive and support pupil progress





Progress within the Curriculum

- **Assessment** - accurate baseline and assessment in core areas
- **Learning Journals/work books** – quality learning journals show us clear evidence of progress over time
- **Lesson Observations** – we use formal lesson observations to monitor the progress pupils make
- **Learning walks** – we can gain a lot of information on pupil progress from focussed learning walks to ensure no opportunities for learning are missed
- **Quality of Teaching and Learning** – we know that if pupils are being taught well they will learn well and make good progress
- **Parent progress meetings** – sharing learning and progress between home and school



Progress within Personal Development

- **Relationships and sex education** – High quality teaching and learning for all pupils and individual targeted work with small groups and individuals
- **Physical health and mental well-being** – high quality teaching and learning through our Physical Development offer and a pupil wellbeing team working effectively across the school and in every class
- **SMSC and British Values** – woven through our everyday practice, via our Curnow Code and celebrated through weekly assemblies
- **Careers** – we use the Gatsby benchmarks to audit and further develop our careers offer
- **Wider Opportunities** – offering a range of activities and experiences linked to interests and talents which impact positively on engagement and learning



Progress within Behaviour and Wellbeing

- **Behaviour data** – monitoring through Trackit Lights and Cpoms to identify pupils of concern and plan effective strategies to reduce behaviour barriers to learning
- **Interventions** – wellbeing targets set and monitored within EHC plans and up to date wellbeing and behaviour plans to support learning – a strong culture in supporting pupil wellbeing to ensure all are ready to learn
- **Skilled staff** – high quality training ensures staff have the right knowledge and skills to support pupil behaviour and wellbeing effectively
- **Multi agency work** - triangulation with school pupil wellbeing lead and the SITT team and wider professional involvement through identified need e.g. CAMHS
- **Learning environments** – high quality learning spaces which promote and support behaviour and wellbeing and ensure pupils feel safe and relaxed



Progress within Education Health and Care plans

- **Daily Focus** – work on EHCP outcomes happens all day every day resulting in a personalised approach which reduces barriers to learning and ensures constant progression
- **Assessment** – Termly and annual data showing progress through Evidence for Learning, shared with families to ensure holistic view of pupil progress
- **Learning Journals** – quality learning journals demonstrate progress over time
- **Interventions** – Identified support through termly data and monitoring of progress for individual pupils
- **Pupil voice** – all about me and CV's to include pupil voice and ownership within their learning and progress



Progress through **Continued Professional Development**

- **Training** – identified and targeted CPD programme linked to school development plan
- **Bespoke** – the majority of our training has been specifically tailored to the needs of our pupils and the staff knowledge and skills
- **Performance management** – All staff receive performance management with whole school, class and personalised targets to further develop high quality teaching and learning

Impact:

- Pupils will make outstanding progress from their starting points and during their time at Curnow School
- Progress will be personalised
- Pupils progress will prepare them well for their next steps