

Primary Steps – Guidance on Progress

DO NOT USE TO JUDGE PROGRESS

Judging whether progress is good enough is not a simple task. Numbers cannot make the decision for us, but they can help us to make decision.

On the next page you will find values to guide you on the rates of progress you are aiming for with your pupils. The values cover pupils working towards different end of year outcomes at different ages. These values are only intended to give teachers an idea of the progress their pupils should make, they should not be used as a judgement.

By looking at how many years it has taken a pupil to reach an attainment level we can create an expectation on progress. For a child in Year 5 working at Pre-Key Stage Standard 3, it has taken them 10 years to achieve 5 years development. Based on this, a reasonable expectation for this child would be 50% progress. These values are only a guide. They assume no specific need and that effective provision has been provided throughout the pupil's time in education. A pupil whose provision has previously not been effective but is now effective may have a higher rate of progress. A pupil may be making less progress due to a specific need. There can be many other reasons why progress could be higher or lower. Therefore, a conversation about progress needs to happen before a judgement is made.

I keep hearing that Ofsted have the expectation that children with SEND should make the same progress as their non-SEND peers. I cannot find this in the Ofsted Handbook or in other places from Ofsted. I also cannot find any data to support this statement. It does say in the Ofsted handbook:

“(198) Inspectors will consider the progress of pupils who have special educational needs and/or disabilities in relation to the progress of all pupils nationally with similar starting points.”

Ofsted School Inspection Handbook 2018

When judging progress, you need to ask several questions. These can include:

- What was the pupil working towards this year?
- How does progress compare to last year?
- In what areas has the pupil made progress?
- What changes have we implemented and what effect has this had?
- How does their progress compare to other pupils working at the same level?
- Have there been external factors?
- What support has been put in place?

If you have any questions about this document, please feel free to contact me on 01252 870133 or by email on dale@bsquared.co.uk.

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DO NOT USE TO JUDGE PROGRESS

These numbers are only designed as a guide. They are an indicator to help professionals know when to ask questions about whether progress is good enough. You need to ask questions to decide if progress is good enough.

The values below show the rate of progress of pupils working at different attainment levels compared to a pupil working at ARE. For example, a pupil aged 10, working at the developmental level of a 5 year old, is making half the progress of pupils working at ARE.

For pupils working on PKSS1 to 3 (Progression Step 1 to 3), please use the progression guidance on the next page to identify progress within the level. The values below for PKSS1-3 are based on progress compared to their peers, not progress through that level.

Starting Point at Beginning of Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PKSS1 (age 2)	33%	29%	25%	22%	20%	18%
PKSS2 (age 3.5)	58%	50%	44%	39%	35%	36%
PKSS3 (age 5)	83%	71%	63%	56%	50%	45%
Year 1 (age 6)	100%	86%	75%	67%	60%	55%
Year 2 (age 7)		100%	88%	78%	70%	64%
Year 3 (age 8)			100%	89%	80%	73%
Year 4 (age 9)				100%	90%	82%
Year 5 (age 10)					100%	91%
Year 6 (age 11)						100%

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These numbers are only designed as a guide. They are an indicator to help professionals know when to ask questions about whether progress is good enough. **A child could be in the lower quartile but still have made good or outstanding progress or they could be in the upper quartile but not have made good progress.** You need to ask questions to decide if progress is good enough.

I have used the language ‘Lower Quartile (LQ)’, ‘Median’ and ‘Upper Quartile(UQ)’ instead of ‘Below’, ‘Expected’ and ‘Above’ as this language would infer a judgement on the amount of progress a pupil has made. For pupils with SEND progress is very individual and will be based on need, how effective the provision is and several other variables. Teachers will need to make their own judgement.

Key Stage 1

Starting Point at Beginning of Year	Equivalent Level	Equivalent Value	KS1 Annual Progress		
			LQ	Median	UQ
Progression Step 1	P4 - P6	1.75	7%	14%	29%
Progression Step 2	P6 - P7	1.5	9%	17%	33%
Progression Step 3	P8 - 1C	1.33	10%	19%	38%

Key Stage 2

Starting Point at Beginning of Year	Equivalent Level	Equivalent Value	KS2 Annual Progress		
			LQ	Median	UQ
Progression Step 1	P4 - P6	1.75	7%	14%	29%
Progression Step 2	P6 - P7	1.5	9%	17%	33%
Progression Step 3	P8 - 1C	1.33	10%	19%	38%

If a student progresses on to the next level, the rate of progress should be adjusted pro rata