**Whole School Data – 2017-2018**

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| **Pupil Progress for Whole School** | | | | |
| **Pupil progress targets are based upon the following:**   * their individual starting point * how they have progressed in previous years  |  |  | | --- | --- | | **Rationale**  **(Early Years)** | **Target Calculation** | | | P1i – P3  (B – 8-20) | 30% of a level per year | | P4 – P8 (16-26+) | 45% of a level per year | | L1C + | 60% of a level per year |   In addition as part of the schools analysis we compare how pupils of similar abilities have progressed over time  **How does the school works out pupil progress?**  **Maintaining = 0- 20% of aspirational target Small Steps = 20-45% of aspirational target Good progress = 46 - 80% of aspirational target Aspirational progress = 81%+**  Pupils achieving their aspirational target are classed as exceeding their expected progress.  Pupils who are making good progress and of their aspirational targets are classed as making good progress.  Those pupils who are maintaining their aspirational target are classed as making small steps of progress. | | | | |
| Pupils across the school have made the following progress: | **English / Literacy** | **Maths / numeracy** | **Science** | **PSD** |
| **exceeding expected progress** | **47%** | **52%** | **67%** | **55%** |
| **making expected progress** | **30%** | **25%** | **26%** | **21%** |
| **making smaller steps of progress** | **23%** | **23%** | **7%** | **24%** |
| **School evaluation of pupil progress and next steps**  77% of pupils have made expected progress or exceeded their progress in Literacy.  77% of pupils have made expected progress or exceeded their progress in Numeracy.  93% of pupils have made expected progress or exceeded their progress in Science.  76% of pupils have made expected progress or exceeded their progress in PSD.  **Next Steps:**  **Please see below** | | | | |

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| **Pupil Progress for EYFS** | | | | | |
| **Total Number of Pupils** | | **10** | | | |
| **SLD** | | **3** | | | |
| **ASD** | | **7** | | | |
| **PMLD** | | **0** | | | |
| **Pupils on Behaviour Plans** | | **0** | | | |
| Pupils at EYFS have made the following progress: | **Communication and Language** | | **Maths – Understanding** | **PSD** |  |
| **exceeding expected progress** | **68%** | | **76%** |  |  |
| **making expected progress** | **32%** | | **24%** |  |  |
| **making smaller steps of progress** | **0%** | | **0** |  |  |
| **School evaluation of pupil progress and next steps**  100% of pupils have made expected progress or exceeded their progress in Communication and Language  100% of pupils have made expected progress or exceeded their progress in Maths – Understanding  % of pupils have made expected progress or exceeded their progress in PSD  **Next Steps:**  Continue to monitor pupils closely through transition of the new assessment system. | | | | | |

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| **Pupil Progress for KS1** | | | | | |
| **Total Number of Pupils** | | **19** | | | |
| **SLD** | | **8** | | | |
| **ASD** | | **3** | | | |
| **PMLD** | | **8** | | | |
| **Pupils on Behaviour Plans** | | **2** | | | |
| Pupils at KS1 have made the following progress: | **English / Literacy** | | **Maths / numeracy** | **Science** | **PSD** |
| **exceeding expected progress** | **95%** | | **89%** | 56% | 60% |
| **making expected progress** | **5%** | | **8%** | **42%** | **27%** |
| **making smaller steps of progress** | **0%** | | **3%** | **3%** | **7%** |
| **School evaluation of pupil progress and next steps**  100% of pupils have made expected progress or exceeded their progress in Literacy.  97% of pupils have made expected progress or exceeded their progress in Numeracy.  97% of pupils have made expected progress or exceeded their progress in Science.  93% of pupils have made expected progress or exceeded their progress in PSD.  **Next Steps:**  Pupils who are in the ‘making smaller steps of progress’ category have all made progress during the academic year. Discussions with class teachers have taken place and targets for the forthcoming year have been set. | | | | | |

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| **Pupil Progress for KS2** | |
| **Total Number of Pupils** | **42** |
| **SLD** | **26** |
| **ASD** | **11** |
| **PMLD** | **5** |
| **Pupils on Behaviour Plans** | **11 – 5 pupils on extended plans** |

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| Pupils at KS2 have made the following progress: | **Literacy** | **Numeracy** | **Science** | **PSD** |
| **exceeding expected progress** | **43%** | **40%** | **57%** | **57%** |
| **making expected progress** | **28%** | **28%** | **36%** | **14%** |
| **making small steps of progress** | **29%** | **32%** | **7%** | **29%** |
| **School evaluation of pupil progress and next steps**  71% of pupils have made expected progress or exceeded their progress in Literacy.  68% of pupils have made expected progress or exceeded their progress in Numeracy.  93% of pupils have made expected progress or exceeded their progress in Science.  71% of pupils have made expected progress or exceeded their progress in PSD.  **Next Steps**   1. 19 pupils within this cohort have made smaller steps of progress. 2. 5 of these pupils have PMLD – all have made some progress 3. 11 of these pupils have behaviour plans – with 4 of these pupils being on extended behaviour plans due to the severity of their behavioural needs.   **Action**  To develop a new assessment system for PMLD pupils based on the Rochford review, enabling pupils to show smaller steps of progress within a level / statement. To be in place for September 2018.  To use other methods of assessing pupils with behavioural challenges, the new Social Skills curriculum will be in place for September 2018. | | | | |

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| **Pupil Progress for KS3** | | | | | |
| **Total Number of Pupils** | | **29** | | | |
| **SLD** | | **22** | | | |
| **ASD** | | **3** | | | |
| **PMLD** | | **4** | | | |
| **Pupils on Behaviour Plans** | | **10 – 4 pupils on extended plans** | | | |
| Pupils at KS3 have made the following progress: | **English / Literacy** | | **Numeracy** | **Science** |  |
| **exceeding expected progress** | **27%** | | 53% | 77% |  |
| **making expected progress** | **53%** | | **23%** | **16%** |  |
| **making smaller steps of progress** | **20%** | | **24%** | **6%** |  |
| **School evaluation of pupil progress and next steps**  80% of pupils have made expected progress or exceeded their progress in Literacy.  76% of pupils have made expected progress or exceeded their progress in Numeracy.  93% of pupils have made expected progress or exceeded their progress in Science.  **Next Steps**  **Numeracy** – pupils who are making smaller steps of progress within this subject are split into three categories:   1. Pupils who have sensory needs including behaviour - 7 pupils 2. Pupils who have communication difficulties - 4 pupils 3. Pupils who have PMLD – 4 pupils   **Action**   1. To create a specific sensory based class – pupils would be based in one classroom not accessing PLG’s as pupils did not cope well with the number of transitions made during the day. 2. To create a specific communication class, to include a trained the augmentative communication team. 3. To develop a new assessment system for PMLD pupils based on the Rochford review, enabling pupils to show smaller steps of progress within a level / statement. | | | | | |

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| **Pupil Progress for KS4** | | | | | |
| **Total Number of Pupils** | | **21** | | | |
| **SLD** | | **17** | | | |
| **ASD** | | **0** | | | |
| **PMLD** | | **4** | | | |
| **Pupils on Behaviour Plans** | | **0** | | | |
| Pupils at KS4 have made the following progress: | **English** | | **Numeracy** | **Science** |  |
| **exceeding expected progress** | **38%** | | **54%** | **78%** |  |
| **making expected progress** | **17%** | | **28%** | **18%** |  |
| **making small steps of progress** | **45%** | | **12%** | **4%** |  |
| **gaining national accreditation awards** | All KS4 Pupils worked towards gaining accreditation in ASDAN’s New Horizon – this covered all aspects of the National Curriculum including vocational elements. | | | | |
| **School evaluation of student progress and next steps**  55% of pupils have made expected progress or exceeded their progress in Literacy.  82% of pupils have made expected progress or exceeded their progress in Numeracy.  96% of pupils have made expected progress or exceeded their progress in Science.  **Next Steps**  **Accreditation has not been in place this year due to the phasing out of Entry level qualifications. There was no replacement suitable for the cohort of children.**  **Pupils were reverted back to using NC levels to assess pupils – as you will see below this is not appropriate for the cohort of pupils therefore we have sought an appropriate accreditation from September 2018.**  **Literacy and Numeracy** – pupils who are maintaining progress within this subject are split into two categories:   1. Pupils who are reaching National Curriculum level 2 / 3 in core subjects struggle to continue their progress due to tasks requiring more abstract thinking. 2. Pupils who have communication difficulties.   **Action**   1. To implement appropriate accreditation at KS4 across all age groups | | | | | |

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| **Student Progress Cared for Pupils** | | | | |
| **Student profile.**   * Number of students: 9 Pupils | | | | |
| Students who are cared for pupils have made the following progress: | **Literacy** | **Numeracy** |  |  |
| **exceeding expected progress** | **52%** | **50%** |  |  |
| **making expected progress** | **24%** | **45%** |  |  |
| **making small steps of progress** | **24%** | **5%** |  |  |
| **gaining national accreditation awards** |  |  |  |  |
| **School evaluation of student progress and next steps**  76% of pupils have made expected progress or exceeded their progress in Literacy.  95% of pupils have made expected progress or exceeded their progress in Numeracy. | | | | |

**KS5 Examination Results**

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| **Pupil Progress for KS5** | |
| **Total Number of Pupils** | **23** |
| **SLD** | **14** |
| **ASD** | **3** |
| **PMLD** | **6** |
| **Pupils on Behaviour Plans** | **3** |

**ASDAN Qualifications**

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| SB | 2017/2018 | PSD - PSD Entry E2 | Yes |
| EB | 2017/2018 | Personal Progress - Personal Progress | Yes |
| SY | 2017/2018 | Personal Progress - Personal Progress | Yes |
| OK | 2017/2018 | Personal Progress - Personal Progress | Yes |
| JD | 2017/2018 | PSD - PSD Entry E1 | Yes |
| CM | 2017/2018 | PSD - PSD Entry E2 | Yes |
| OK | 2017/2018 | PSD - PSD Entry E1 | Yes |
| CM | 2017/2018 | PSD - PSD Entry E2 | Yes |
| OK | 2017/2018 | PSD - PSD Entry E1 | Yes |
| SB | 2017/2018 | PSD - PSD Entry E1 | Yes |
| SB | 2017/2018 | PSD - PSD Entry E2 | Yes |
| OK | 2017/2018 | Personal Progress - Personal Progress | Yes |
| JD | 2017/2018 | PSD - PSD Entry E1 | Yes |
| EB | 2017/2018 | Personal Progress - Personal Progress | Yes |
| JD | 2017/2018 | Personal Progress - Personal Progress | Yes |
| LW | 2017/2018 | Personal Progress - Personal Progress | Yes |
| SY | 2017/2018 | Personal Progress - Personal Progress | Yes |

**Travel Training**

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| MK | 2017/2018 | OCN NI Entrey Level Certificate in Independent Travel Training (Entry 3) QCF |
| NA | 2017/2018 | OCN NI Entrey Level Certificate in Independent Travel Training (Entry 3) QCF |

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| **Duke of Edinburgh**  NA | 2017/2018 | Bronze Award | Yes |
| WS | 2017/2018 | Bronze Award | Yes |
| LS | 2017/2018 | Bronze Award | Yes |
| CM | 2017/2018 | Silver Award | Yes |
| ND | 2017/2018 | Silver Award | Yes |
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**AIM AWARDS**

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|  | **Health Awareness** | **level 2 Food Safety Catering** | **Food Hygiene Awareness** | **Participate in Occupational Taster** | **Exploring Enterprise** | **Developing skills for the Workplace** | **Communication in the Workplace Level 1** | **Communication in the Workplace Level 3** | **Customer Service Level 3** | **Health and Safety Awareness Level 3** | **The use of tools and equipment for work Level 3** | **Career Planning Level 3** | **Working in a team Level 1** | **Exploring and presenting enterprise ideas Level 2** |
| **CM** |  |  | PASS 2016 |  | PASS |  | PASS |  | PASS | PASS | PASS | PASS |  | PASS |
| **LS** |  |  | PASS 2016 |  | PASS |  |  |  | PASS | PASS | PASS | PASS | PASS | PASS |
| **SB** |  |  |  |  | PASS | PASS |  |  |  | PASS | PASS |  |  |  |
| **TK** |  |  | PASS 2016 |  | PASS |  |  |  | PASS | PASS | PASS | PASS |  |  |
| **JD** |  |  |  |  | PASS |  |  | PASS | PASS | PASS | PASS |  |  |  |
| **WS** |  |  |  |  | PASS | PASS |  | PASS | PASS | PASS | PASS |  |  | PASS |
| **MA** |  |  |  |  |  |  |  | PASS |  |  |  |  |  |  |
| **JM** |  |  |  |  |  |  |  |  | PASS | PASS | PASS | PASS |  |  |
| **CN** |  |  |  |  |  |  |  | PASS |  |  |  |  |  |  |
| **AW** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **YK** |  |  |  |  |  |  |  | PASS |  |  |  |  |  |  |

**KS5 Pupil destinations: 100% of pupils placed in post school provision.**

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| ND | Employment – MMU Crewe |
| CW | Employment – Nursing Home |
| SB | Petty Pool |
| JD | Petty Pool |
| CM | South Cheshire College |
| OK | Petty Pool |
| EB | Social Care day Package |
| SY | Social Care day Package |
| LW | Social Care day Package |
| SP | Social Care day Package |
| JMK | The Acorn Centre |
| NA | Bridging The Gap – Work Placement |
| MK | Bridging The Gap – Work Placement |

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| **School evaluation of student progress and next steps**  The cohort of children for the academic year 2018 – 19 will need a revised curriculum due to their ability and needs.  Please see new curriculum plans to see adaptations made. |