

## End Of Key Stage 2 Data 2015-2016

As a school we are required to submit and publish data to showing how our students are achieved in terms of National Curriculum Test for the students who were in Year 6 in July 2016. By submitting these results performance tables can be produced.

All of the 17 students who were in Year 6 were working below the level of the tests. This is what we would expect for students with severe and profound and multiple learning difficulties.

However as a school we feel it important to have high expectations for our students and to encourage them to achieve as much as they can. In order to support and monitor this we set our students challenging targets in Maths and English which we review each year.

In the 2015 -2016 year the initial analysis of results indicate:

Subject	% of students achieving their good or outstanding target
Maths	88%
English	88%

Students eligible for pupil premium achieve as well as their non-pupil premium peers.

## End of Key Stage 4 Data 2015-16

### Key Stage 4 Progress Information for 2015-2016

Pupils are working at pre-Entry Level to Entry Level 2, therefore below the threshold for Progress and Attainment 8 measures.

\* All students in Key Stage 4 achieved accreditation units (contributing to an overarching Award, Certificate or Diploma) in ASDAN Personal Progress.

\* Units were specifically chosen to reflect students' needs, curriculum and interests.

\* An expected level of performance was set as a target using the "Achievement Continuum" and progress was checked and moderated at intervals during the year.

Within Key Stage 4 73% of students achieved their personal accreditation targets. 23% of which exceeded their target. All students achieved units.

### Pupil Premium in Key Stage 4

Progress data for the year 2015-2016 shows that pupils in receipt of additional Pupil Premium funding applied as "focused small group work" made the same progress or better progress than their peers.

### Year 11 Transitions

Of the pupils in Year 11, 100% moved on to continue in education and training. Of which 1 pupil who was on assessment placement transferred to an MLD setting.