

End of Year Assessment Report

Whole School Progression Data

All students baselined in Autumn 1 taking into account screening forms, data from previous setting, and teacher assessment. All students are set an Annual target based on the progression guidance and set at the Upper Quartile range. All students are rag rated in Spring 1. All students are assessed in Summer 2 and given an end of year level.

Whole School Attainment Information

74 pupils	Speaking	Listening	Reading	Writing	U&A	Number	SSM	Science
EP+	76%	86%	78%	72%	78%	84%	77%	70%
EEP	30%	45%	34%	30%	28%	44%	31%	30%

EP+ = Students reaching and exceeding their upper quartile annual target.

EEP = Students exceeding their expected progress of upper quartile annual targets.

Our judgement is that we have made good progress in relation to our aspirational thresholds set in September 2015, as seen below:

		Inadequate (4)	Requires Improvement (3)	Good (2)	Outstanding (1)
Approximate national averages indicated in mainstream RAISEonline	Making EP+	<90%	90%	90%+	95%
	Exceeding EP	<30%	<30%	30%+	35%
School determined approximate thresholds 2015/16	Making EP+	<75%	75%	75%+	80%
	Exceeding EP	<30%	<30%	30%+	35%

These were set with relation to national mainstream thresholds. We did not compare to other SEN information as there is no published national threshold available. We recognise that our thresholds are lower than mainstream, but we are still expecting them to make aspirational progress with relation to their current level and attainment against P Scales. We have taken into account the diverse range of complex needs of our students of the cohort 2015-2016 at Pentland Field when setting our thresholds.

Evaluation

Out of the 16 indicators in our attainment information, all apart from 3 are above the threshold set for the school.

- Listening is 86%, 11% above our expected threshold. This is due to our Speech and Language intervention and whole school provision.
- Number is 84%, 9% above our expected threshold. This is due to an investment in time, resources and training related to numeracy and specifically counting.
- Reading is 78%, 3% above our expected threshold. This is due to three initiatives that have been introduced this year; Oxford Reading Tree, Read Write Inc and our home/school reading scheme.

Two indicators that are below our threshold are:

- Writing 72%, 3% below our expected threshold. We have begun to address writing as a whole school through an action plan with clear expectations and outcomes.
- Science 70%, 5% below our expected threshold. We have recognised that science is not practical enough and we need to improve teacher's knowledge of teaching scientific enquiry. This has been set as an action plan for September 2016.

When comparing primary and secondary information there are strengths in the primary information in Listening and Number reflecting the whole school information and evaluation.

Secondary's information shows strength in Listening. The information shows areas for improvement in Maths and Science. This is down to the smaller cohort and impact on SLD students whom placement is being discussed.

Key Group Evaluation

Gender

74 pupils		Speaking	Listening	Reading	Writing	U&A	Number	SSM	Science
Male 57	EP+	72%	86%	78%	70%	80%	72%	72%	70%
	EEP	27%	45%	37%	33%	37%	47%	31%	35%
Female 17	EP+	87%	87%	80%	73%	73%	93%	93%	73%
	EEP	40%	47%	27%	20%	0%	33%	33%	13%

When comparing female and male information there are strengths in the male information in Using and Applying. Using and Applying for males is 80%, 5% above our threshold, which is 7% above of females. This is due to our current cohort of boys and their learning needs reflected in their EHC plans. The male information shows an area for improvement in Writing, this is a national trend.

Female information shows strengths in Number 93% and Shape, Space and Measure 93%, both 18% above our threshold and 21% above the males. This is due to our current cohort of females showing a general aptitude to Maths. The Female information shows area for improvement in Using and Applying and Science. We are aware of this and addressing this as a whole school through training.

Free School Meals

15 pupils	Speaking	Listening	Reading	Writing	U&A	Number	SSM	Science
EP+	66%	80%	80%	80%	73%	86%	86%	54%
EEP	33%	27%	20%	13%	13%	53%	13%	27%

Free School Information shows a clear strength in Number and Shape Space and Measure both at 86%, 11% above our threshold. However Science and Speaking are an area of need for improvement. Science at 54% is going to be part of the School Development Plan for 2016/17 looking at delivery, recording and assessment of this subject across the whole school. Speaking is 66%, 9% below our expected threshold. Over half of the Free School Meal students are identified as those with English as an Additional Language.

Pupil Premium

20 pupils	Speaking	Listening	Reading	Writing	U&A	Number	SSM	Science
EP+	65%	75%	70%	80%	75%	90%	85%	60%
EEP	25%	25%	20%	15%	10%	40%	15%	25%

Pupil Premium information shows a strength in Number at 90%, 15% above our expected threshold. This carries up to the whole school resources and training that we have invested in this school year. Science once again shows an area for improvement and already stated will be part of our next academic year school development plan.

English as an Additional Language

33 pupils	Speaking	Listening	Reading	Writing	U&A	Number	SSM	Science
EP+	61%	84%	81%	61%	73%	88%	69%	69%
EEP	19%	42%	35%	19%	23%	50%	33%	31%

Figures published (2013) on National Association for Language Development in the Curriculum (NALDIC) shows the following information:

- National information in Reading is 75% making expected progress in comparison to our information of 81%, 6% above.
- National information in Maths is 73% making expected progress in comparison to our information of 88%, 15% above.
- National information in Writing is 79% making expected progress in comparison to our information of 61%. We have recognised that Writing is a key area for development across the whole school as stated in our whole school evaluation.