



### **Brief overview of department:**

The department is led by the AHT (Inclusion/SENCo) supported by the SEND Officer, one SEND administrator and a TA (teaching assistant) manager. Provisions offered include 7 star literacy programme, literacy interventions including EasyRead, a guided phonetic reading programme, touch typing and handwriting interventions, keyworker support, TA support, behaviour support, SEAL (Social and emotional aspects of learning) group work, group teaching and personalised timetables. The 7 star literacy programme is aimed at year 7 students who need intensive support to accelerate their literacy levels to be able to fully access the key stage 3 curriculum. This programme is taught by a dedicated SEND teacher supported by a TA. We also have a Key stage 4 study centre where students receive extra support during curriculum time and after school to support their academic learning. There are 28 TAs. Core faculties have 3 TAs attached to the subject area to support in class, other faculties have one TA with additional sixth form support where need arises. Three core TAs support individual students with complex needs throughout the school day.

In addition to the learning support department, Cherwell hosts a Hearing Impaired (HI) resource base and a Communication and Interaction resource base (CIRB); both bases are staffed by Oxfordshire County Council SENSS employees who work closely with the school. Currently there are 20 students on roll in the CIRB and five students supported in the HI base; students are supported by SENSS staff and access mainstream learning with appropriate support.

### **Impact of the new Code of Practice**

The emphasis on quality first teaching and to minimise withdrawn intervention is fully in line with our teaching and learning policy and has been an area of focus for the school for the past few years.

The teacher expectation to be responsible for the progress of all learners especially those who are in the new category 'SEN support' (previously School Action Plus - SAP) and those with an Education and Healthcare Plan (EHCP - previously students with statements of SEND) has been phased in over time with changes to TA deployment to support teachers. Core faculties now have a dedicated TA with subject knowledge and expertise. TA training has focussed on TAs planning with the teacher to enable TA support to be shared within the classroom and not targeted solely on individual students. Students with the most complex needs require time with the teacher, and TAs are encouraged to support others in class to enable the teacher to support students with SEND.

SEND registers reflect changes in the Code, with 103 students taken off the register; these students had made progress and were now attaining in line with their peers. This has had an impact on 2015 year 11 attainment and means that our current SEND K support group is not comparable to previous cohorts of SEND SA/SA+. This has enabled the school to target further our K category of need.

Students currently on the new SEND register have been identified to meet the criteria for school support because of underperformance related to one of the four areas of SEND need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs.

The performance of these students is closely monitored by the AHT/SEND Officer and interventions provided in consultation with parents, teachers and, where appropriate, external agencies.

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We are still seeing a rise in students with EHCPs applying to The Cherwell School as their first choice on transition from primary, with 16 students with EHCPs currently in year 7. We are also seeing a rise in applications for EHCPs, particularly among students who have a diagnosis of autism. Parents with older children are also keen to apply for an EHCP due to the support offered up to the age of 25 years. Universities are not requesting EHCPs to offer SEND support; however, the process of accessing specialist support has been reported to be easier when an EHCP is in place.

### SEND Categorisation:

**K** = student with school support. Support will be outlined on their student profile and strategies to support these students in class may include individual teaching strategies, teaching assistant support and/or out of lesson interventions.

**S** = student with a statement (these will be changing to EHCPs throughout the next year). Support will be outlined in their statement of educational need and bulleted in their student profile.

**E** = students with an EHCP. Support will be clearly identified in their plan with a multi-agency approach ensuring access to the curriculum and the addressing of health and social care needs. School support will be outlined in the student profile and teaching staff will be briefed on strategies to support teaching in class. Outcomes are measured and tracked in school with relevant parties offering support as requested.

### Current SEND profile:

	Yr 7	Yr8	Yr9	Yr10	Yr11	Y12	Yr13	Totals:
<b>K - School Support</b>	26	32	39	19	31	4	3	154
<b>E – EHCP/Statement</b>	16	13	2	11	8	0	1	51

Year	MLD	SPLD	SEMH	SLCN	ASD	HI	VI	PD	TOTAL
<b>7</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>16</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>42</b>
K	0	1	9	14	2	0	0	0	26
S/E	0	0	1	2	10	3	0	0	16
<b>8</b>	<b>12</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>45</b>
K	11	7	7	4	7	0	0	0	32
S/E	1	1	0	1	4	1	0	1	13
<b>9</b>	<b>18</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>
K	18	2	9	5	5	0	0		39
S/E	0	0	0	1	1	0	0		2
<b>10</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>30</b>
K	7	2	6	2	1	0	0	1	19
S/E	0	2	1	2	5	1	0	0	11
<b>11</b>	<b>12</b>	<b>7</b>	<b>10</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>39</b>
K	11	7	10	1	1	0	0	1	31
S/E	1	0	0	1	5	0	0	1	8
<b>12</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
K	0	2	2	0	0	0	0	0	4

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S/E	0	0	0	0	0	0	0	0	0
<b>13</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
K	0	1	0	0	2	0	0	0	3
S/E	0	0	0	0	1	0	0	0	1
<b>Totals</b>	<b>49</b>	<b>25</b>	<b>45</b>	<b>33</b>	<b>44</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>205</b>

Abbreviations:

**MLD** (Moderate Learning Difficulty) is a significant delay in reaching developmental milestones. Students may have much greater difficulty than their peers in acquiring basic literacy and numeracy skills. They may also have associated speech and language delay, low levels of concentration and under-developed social, emotional and personal skills, difficulties with conceptualising and understanding abstract concepts, lack of logical reasoning, inability to transfer and apply skills to different situations, poor fine and gross motor skills, difficulty with personal organisation, poor auditory/visual memory, poor long- and short-term memory, non-compliant and oppositional behaviours, or lack of awareness or responsibility for the consequences of action.

**SPLD** (Specific Learning Difficulties). A descriptor covering dyslexia, dyscalculia and dyspraxia. Aspects could include lack of confidence, difficulty in becoming fluent in a new skill to the point where it becomes automatic, for example reading, writing and driving a car, taking longer to complete tasks than other students, difficulties in organising work and other aspects of their lives, poor sense of passage of time, mixing up dates, times and appointments, poor short-term memory leading to difficulties in carrying out instructions or copying from the board and remembering what has just been read and/or said, difficulties retrieving words when speaking and mispronunciations caused by difficulties in discriminating sounds or motor problem, directional confusions, getting easily lost and having problems using maps or finding their way to a new place, poor motor control resulting in a range of difficulties including controlling a pen leading to untidy handwriting with many crossings out, errors when reading and spelling such as confusion or omission of sounds and/or muddling word, difficulties in retaining the visual image of words, signs, symbols and formulae, difficulties in reading text caused by visual distortions such as blurring or moving letters, difficulties in comprehension despite appearing to read fluently, difficulties in sequencing letters in spelling, or numbers and signs in maths, difficulties taking messages, remembering phone numbers and dialling them accurately, problems with sequencing such as instructions and mathematical procedures, sequencing of numbers or letters and difficulties using dictionaries, encyclopaedias and directories, short attention span and poor concentration, or particular susceptibility to stress which may be associated with deadlines or examinations.

**SEMH** (Social, emotional and mental health needs). Now used where a student has difficulties with emotional and social development and may find it hard to make/maintain appropriate and healthy relationships. Sometimes these difficulties may present in withdrawn behaviour and sometimes in challenging or disruptive behaviour. These behaviours may reflect mental health problems such as anxiety or depression, and other medically unexplained conditions such as eating disorders. Some young people will have recognised disorders, such as attention deficit disorder (ADD), attachment disorder and autism that impact upon their mental health and social and emotional wellbeing.

**SLCN** (Speech, Language and Communication Needs). Pupils may have difficulty in understanding and/or making others understand information conveyed through spoken language. Difficulties may be experienced in asking and answering questions, listening to and following instructions, maintaining attention, following or joining in group or class discussions, processing, understanding and recalling verbal information, understanding and remembering specific curriculum vocabulary, recording work, developing literacy skills, understanding and remembering routines, relating to others or behaving appropriately with others.

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**ASD** (Autistic Spectrum Disorder). Difficulties with social skills, processing, sensory issues, fixed mindset, literal interpretations, communication skills, high levels of anxiety triggered by environment/noise/people/work, etc.

**HI** Hearing Impaired.

**PD** Physical Disability

**VI** Visually Impaired

### **How students' needs are shared with staff**

All students with SEND are invited to meet the SEND officer or AHT (SENCo) with their parents, to review their needs as part of SEND review meetings. In addition to this the SEND Officer and AHT are available at all PCE meetings to discuss needs or concerns. Furthermore, all students with a statement of educational need or EHCP have an annual review with all external agencies present. These annual reviews are child-centred and where possible the child chairs the meetings with support from the SEND Officer or AHT.

Following review meetings, student's profile is updated. These are the teachers' main source of information to address specific teaching need in the classroom. They include strategies to support learning, student suggestions and requests and current targets. Where the student has high level or complex needs, the AHT will arrange a staff briefing for specific teachers and TAs to ensure strategies are understood, modelled and applied in the classroom. Sometimes the student or parent wishes to attend these meetings and can articulate their concerns effectively to help address issues in the classroom.

All profiles are centrally stored on the staff shared area and in an easily accessible essential folder along with SEND registers. TAs are also trained in using these profiles and aspects are addressed during the weekly TA briefings to update changes or highlight specific students.

An example of a student profile is shown below:

<b>Name:</b> Picture of student will go here:	<b>Tutor Group:</b>	<b>Level on register:</b> K	<b>Primary Need:</b> SEMH	<b>D.O.B:</b>
	<b>Previous School:</b>	<b>Home/First Language:</b> English/French	<b>Reading Age on entry:</b> 15.00+ (SS 118)	<b>PP:</b>
	<b>KS2 Reading:</b> Level 5 (37/50)	<b>KS2 English:</b>	<b>KS2 Maths:</b> Level 3 (31/100)	<b>CAF/TAC:</b>
<b>KS2 GPS:</b> Level 4 (51/70)				
<b>Strategies to help learn in the classroom:</b> <ul style="list-style-type: none"> <li>• Please ensure that if you are working with <b>XXXXX</b> he has access to a laptop for all writing tasks.</li> <li>• In school <b>XXXXX</b> is likely to need emotional support from an adult throughout the day to cope with change and transitions between activities – please send for DHoY to support if you sense <b>XXXXX</b> is distressed who will go through his social story with him as shared with you by MJ</li> <li>• Try to offer <b>XXXXX</b> opportunities to regulate his emotions and reduce his anxiety throughout the day - the TA could walk around the school/playground if anxiety is raised</li> <li>• Include <b>xxxx</b> in small group activities to develop his ideas using visual prompts and concrete objects – these could be task management sheets/whiteboard prompts/timers</li> <li>• <b>xxxxx</b> responds well to reward systems/praise and positive affirmation – emails to DHoY will be great as she sees him at the end of each day</li> <li>• Need to build on raising <b>xxxxx</b> self esteem/confidence – if he refuses to attempt a task he will most probably be scared of failing – give him time – reassure that it is ok to make mistakes – write down the prompts – minimise verbal instruction</li> <li>• Needs structured support – and trusting relationship with a key worker – use TA to support with task management sheets</li> <li>• Structured writing – <b>xxxxx</b> will need a writing frame to organise ideas</li> </ul> <p><b>*Was referred to EP in February 2013 due to concerns over levels of progress and behaviour reported the following:</b></p> <ul style="list-style-type: none"> <li>• Displays emotions frequently</li> <li>• Restlessness, distractibility, heightened anxiety, social difficulties and repetitive behaviours.</li> <li>• Quiet but articulate, can sometimes speak very fast which can make him difficult to understand</li> <li>• Very absorbed in books and has a very detailed knowledge of historical and scientific facts</li> <li>• Has displayed some obsessional behaviour towards other pupils</li> <li>• Poor maths skills</li> <li>• Photographic memory and very detailed recall</li> <li>• Poor fine motor skills – handwriting is difficult to read</li> <li>• Can appear ‘in his own world’</li> <li>• Struggles with interaction</li> <li>• Poor memory</li> <li>• Very easily wound up by other students</li> </ul>				
<b>Things I am really good at and/or really enjoy:</b> Reading, playing computer games, ICT				
<b>What I really want to improve this year to help me make academic progress:</b> I want to do well in school and get good at maths				
<b>Interventions I have had to support my learning:</b> Handwriting club December 2014 – maths intervention – social story – SPLg therapy sessions with PA Included in the 'bridging transition day' to Cherwell				
<b>Any further background information to help teachers understand my difficulties in school including parental comments:</b> Was referred to EP in 2013 due to concerns over levels of progress and behaviour (hard copy of EP in file in LS)				
<b>Results of any relevant assessments:</b>				

Currently waiting for formal diagnosis of ASD from CAMHS

**How interventions are measured for impact:**

The SEND Officer produces a provision map three times a year to enable interventions to be measured and analysed. In addition to this a student intervention spreadsheet records subject interventions as well as SEND so we have a clear picture of what support each child is receiving and for how long. Measures used in the provision map include PR data, attendance, behaviour data, and reading scores, together with an analysis to further explain intervention. The example shown below relates to the '7 stars' provision.

Provision	Duration	CYP	Assessment	Staff	Cost	Impact
<b>7 Stars</b>	19 x 1hr per fortnight		Writing level  Speaking and listening level  Reading age  SIMS - B4L and R3,4  Attendance and punctuality			<b>Average writing level improvement</b>  <b>Average speaking and listening level improvement</b>  <b>Average reading age improvement</b>  <b>Average B4L T1 &amp; T2</b>  <b>Average attendance</b>
Analysis						
<p>7 Stars is a group for Year 7 students who have barriers to their learning for a variety of reasons and came from primary school with levels significantly below their peers ranging from P7 to NCL 3C.</p> <p>The students are taught a literacy-based programme for approximately 50% of their timetable in place of English and humanities, with close liaison with these departments, the SEND champions, the year 7 pastoral team and the CIRB. In addition some students also attend 7 Stars in place of languages. Each student's timetable includes:</p> <ul style="list-style-type: none"> <li>• 3 lead English lessons per week</li> <li>• 1 RS/PSHCE focus lesson per fortnight</li> <li>• Targeted grammar/spelling sessions</li> <li>• 'Easyread' intervention</li> </ul> <p>All students are part of the accelerated reader programme, which involves reading graded books from the school library. After each book, students complete an online quiz which tests comprehension and monitors and tracks progress.</p> <p>7 Stars is run by a specialist teacher and a teaching assistant. The curriculum taught is topic-based, using history and geography topics from the year 7 curriculum with literacy learning objectives, planned in conjunction with the KS3 English lead. The RS curriculum is also taught with a differentiated approach in conjunction with the KS3 SEND champion. Students learn or revise key skills to enable them to access a mainstream curriculum, with a view to moving them into mainstream classes during the year. These skills include writing in different styles, reading, spelling, grammar, speaking and listening and social and communication skills. All students have individual literacy targets and are given constant feedback and opportunities to act on this.</p> <p>Progress of all students is carefully monitored and a total or phased return to their tutor groups is reviewed regularly. There is an agreed transition procedure when students join mainstream lessons or come into the 7 Stars group. Often students in the group have behavioural and/or emotional difficulties which impact on their learning. We provide a safe, nurturing environment that allows the students to grow in confidence, safe in the knowledge that mistakes are part of the learning process and not something that they need to be afraid of. Therefore independent learning is encouraged. The emotional support given to students both in and out of 7 Stars lessons by the team enables students to cope and progress in their daily school life and routines.</p> <p>All students have completed assessments in English in line with their peers, related to the Narrative units of study.</p>						

These are reported in line with mainstream assessment as Limited, Basic, Competent and Working Beyond. In addition to this data each 7 Stars student receives a written report commenting further on each of these areas based on their assessments.

### KS4 Headlines with Interest Group - GCSE Results 2015 - 260

#### Students

Interest Group	Number on roll	APS	Capped Points	Capped Points with En & Ma bonus	Value Added	EBACC %	5+ A*-A %	5A*-C inc E/M	5A*-C inc E/M %	English A*-C %	Maths A*-C %	5+ A*-C %	5 A*-G inc E/M %	English A*-G %	Maths A*-G %	5+ A*-G %
All: All	260	44.47	361.47	450.34	1031.4	43.85	43.85	194	74.62	76.92	86.54	80.77	96.15	99.23	98.85	96.54
	122	46	374.65	465.89	1042.1	45.08	50.82	95	77.87	80.33	86.89	83.61	97.54	99.18	99.18	98.36
Gender: Male	138	43.11	349.81	436.59	1022.3	42.75	37.68	99	71.74	73.91	86.23	78.26	94.93	99.28	98.55	94.93
Pupil Premium: PP	49	37.99	300.29	375.67	1030.8	18.37	16.33	25	51.02	57.14	73.47	63.27	89.8	95.92	95.92	91.84
Pupil Premium: Non-PP	211	45.98	375.67	467.68	1031.5	49.76	50.24	169	80.09	81.52	89.57	84.83	97.63	100	99.53	97.63
SEN: K	19	26.95	177.74	224.47	952.1	5.26	0	3	15.79	21.05	26.32	15.79	63.16	89.47	84.21	68.42
SEN: E	3	30.33	141.33	193.33	998.3	0	0	0	0	33.33	0	33.33	33.33	100	100	33.33
SEN: N	238	46.05	378.91	471.61	1038.6	47.48	47.9	191	80.25	81.93	92.44	86.55	99.58	100	100	99.58

% achieving 3+ Levels (Expected) Progress in English, compared to National RAISEonline 2014 figures.

ENGLISH EXPECTED PROGRESS	Students	Y11 PR1 %	Y11 PR2 %	Y11 PR3 %	Y11 PR4 %	Results 2015 %	National 2014 %	Difference	RESULTS 2014 %
All	248	77.0%	76.2%	72.5%	74.6%	78.2%	70.0%	8.2%	87.8%
M	133	71.8%	69.2%	64.4%	66.9%	72.2%	64.0%	8.2%	87.6%
F	115	83.2%	84.3%	81.7%	83.5%	85.2%	76.0%	9.2%	88.0%
SEN K	18	48.5%	55.9%	35.3%	41.2%	27.8%	53.0%	-25.2%	70.7%
SEN E	3	100.0%	100.0%	66.7%	66.7%	66.7%	27.0%	39.7%	100.0%
No 'SEN'	227	81.2%	79.1%	75.3%	77.2%	82.4%	75.0%	7.4%	88.6%
PP	46	59.1%	60.9%	51.1%	54.3%	67.4%	58.0%	9.4%	74.5%
No 'PP'	202	81.0%	79.7%	77.2%	79.2%	80.7%	74.0%	6.7%	91.5%
EAL	56	85.7%	87.5%	80.4%	82.1%	83.9%	76.0%	7.9%	-
Not 'EAL'	192	74.9%	72.9%	70.2%	72.4%	76.6%	70.0%	6.6%	-
H	113	83.3%	83.3%	83.3%	81.6%	85.0%	85.0%	0.0%	90.2%
M	88	71.8%	72.7%	68.2%	70.5%	80.7%	69.0%	11.7%	87.4%
L/LL	47	71.1%	65.2%	53.3%	65.2%	57.4%	47.0%	10.4%	82.9%

**% achieving 3+ Levels (Expected) Progress in Maths, compared to National RAISEonline 2014 figures.**

<b>MATHS EXPECTED PROGRESS</b>	<b>Students</b>	<b>Y11 PR1 %</b>	<b>Y11 PR2 %</b>	<b>Y11 PR3 %</b>	<b>Y11 PR4 %</b>	<b>Results 2015 %</b>	<b>National 2014 %</b>	<b>Difference</b>	<b>RESULTS 2014 %</b>
<b>All</b>	249	71.4%	76.6%	78.5%	82.6%	87.1%	65.0%	22.1%	90.2%
<b>M</b>	133	67.4%	74.4%	76.5%	81.1%	87.2%	62.0%	25.2%	93.8%
<b>F</b>	116	76.1%	79.1%	80.9%	84.3%	87.1%	67.0%	20.1%	86.4%
<b>SEN K</b>	19	23.5%	35.3%	25.0%	31.3%	31.6%	41.0%	-9.4%	59.8%
<b>SEN E (prev S)</b>	3	0.0%	0.0%	0.0%	33.3%	0.0%	19.0%	-19.0%	75.0%
<b>No 'SEN'</b>	227	80.7%	84.4%	83.3%	86.8%	93.0%	72.0%	21.0%	94.1%
<b>PP</b>	47	47.7%	56.5%	60.0%	64.4%	74.5%	48.0%	26.5%	80.0%
<b>No 'PP'</b>	202	76.6%	81.2%	82.7%	86.6%	90.1%	71.0%	19.1%	93.0%
<b>EAL</b>	56	79.6%	85.7%	85.7%	91.1%	89.3%	72.0%	17.3%	-
<b>Not 'EAL'</b>	193	69.4%	74.0%	76.4%	80.1%	86.5%	64.0%	22.5%	-
<b>H</b>	119	81.4%	87.5%	88.3%	91.7%	95.8%	84.0%	11.8%	98.2%
<b>M</b>	89	81.8%	84.1%	85.2%	85.2%	93.3%	65.0%	28.3%	93.0%
<b>L/LL</b>	41	17.9%	27.5%	33.3%	48.7%	48.8%	26.0%	22.8%	62.8%

#### Comments:

Clearly our area of focus as we move forward must be the K category, where performance did not match FFT. Students in this category have a primary need of MLD or SEMH.

It is difficult to compare last year's Raise online with this year's due to changes in the Code of Practice for SEND and the new categorisation of need. Twelve students removed from the register in year 11 met their FFT; their inclusion for comparison with 2014 provides a less negative picture. It is difficult to compare our results in this area with those of other schools, as there is no quality assurance of SEND registers nationally to ensure equality of measures.

Further teacher training on inclusive strategies to accelerate learning needs to include:

- Clearly focused learning intentions and tasks
- Multisensory learning and activities to develop motor skills
- Effective visual materials to aid understanding
- Use of language in the classroom
- Methods of recording e.g. labelled pictures, diagrams, flow chart
- Repetition and reinforcement within a variety of contexts
- Teaching the effective use of exam concessions
- Sequencing activities



The unvalidated Raiseonline 2015 figures are given below.

**Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)**

Main SEN	SEN support			Statements/EHC plan		
	2013	2014	2015	2013	2014	2015
Specific Learning Difficulty	-	-	21	2	3	3
Moderate Learning Difficulty	-	-	61	4	3	3
Severe Learning Difficulty	-	-	0	0	0	1
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	39	6	2	3
Speech, Language and Communication Needs	-	-	13	4	3	6
Hearing Impairment	-	-	1	8	5	4
Visual Impairment	-	-	0	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	2	1	1	1
Autistic Spectrum Disorder	-	-	12	22	19	23
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	0	0	0	0
<b>School total</b>	-	-	149	47	36	44
<b>Percentage of school roll</b>	-	-	7.9	2.6	1.9	2.3

Comments:  
The SEN support category (K) includes students from the previously designated 'school action plus' as well as a small number who met the criteria from the old 'school action' category. The overall number of students on the SEND register has decreased in 2015 (see comment above).

**Progress Measures Value Added**

**Table 5.1.4: Key Stage 2 to Key Stage 4 value added Summary Report\* (KS24.VAExp)**

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

	Number of pupils in latest year	Value Added					
		2013		2014*		2015	
		School	National	School	National	School	National
<b>All Pupils</b>	249	1027.8	1000.0	1037.9	1000.0	1028.8	1000.0
<b>Gender</b>							
Boys	134	1022.8	991.0	1039.2	988.9	1017.2	991.2
Girls	115	1035.1	1008.9	1036.6	1011.3	1042.2	1009.0
<b>Free School Meals*</b>							
FSM	46	1012.5	983.7	1014.1	977.8	1002.1	976.3
Non FSM	203	1032.6	1005.6	1044.1	1007.8	1034.8	1008.5
<b>Children Looked After</b>							
CLA	2	993.2	950.6	1062.1	944.9	603.3	931.2
Not CLA	247	1029.0	1000.2	1037.8	1000.3	1032.2	1000.5
<b>Disadvantaged pupils</b>							
Disadvantaged pupils	48	1012.5	983.4	1015.0	977.6	995.7	975.9
Other pupils	201	1032.6	1005.7	1044.0	1008.0	1036.7	1008.8
<b>Prior Attainment</b>							
Low	45	1035.7	998.6	1014.8	999.7	1000.8	1000.1
Middle	76	1026.5	999.2	1044.2	999.9	1044.7	1000.0
High	128	1028.3	1001.4	1039.9	1000.3	1029.2	999.9
<b>Non-mobile pupils</b>							
Pupils on roll throughout years 10 & 11	243	1029.6	1001.1	1037.9	1001.2	1033.1	1001.2
<b>English as a First Language</b>							
First Language - English	201	1025.0	996.5	1030.9	995.5	1021.3	996.1
First Language - Other	48	1044.9	1027.7	1055.8	1035.0	1060.1	1029.0
Unclassified	0	-	996.8	-	982.8	-	941.6
<b>Special Educational Needs</b>							
No SEN	225	1031.5	1005.0	1041.5	1006.5	1039.8	1004.7
SEN support	19	1021.8	978.8	1015.8	971.2	933.8	972.1
SEN with statement or EHC plan	5	1001.4	976.2	1023.9	968.5	894.5	975.2
<b>Ethnicity Group</b>							
<b>White</b>							
British	157	1025.2	995.6	1032.5	993.9	1017.1	994.9
Irish	-	-	995.7	1108.6	1001.7	-	1005.5
Traveller of Irish Heritage	-	-	900.9	-	900.3	-	906.1
Gypsy/Roma	-	-	946.6	-	946.4	-	950.0
Any Other White Background	24	1065.2	1022.5	1058.4	1032.7	1065.6	1030.5
<b>Mixed</b>							
White and Black Caribbean	3	1035.7	989.0	1013.2	984.3	1033.9	985.2
White and Black African	1	988.4	1002.3	990.1	1010.1	1075.7	1006.9
White and Asian	6	999.0	1006.8	1047.3	1009.4	1023.4	1009.5

Comments:  
As indicated above, and in this data, the value added measures for students with SEND remain a key priority, and we continue to work with teachers and TAs to develop appropriate strategies to enable these students to make progress.

## Expected Progress English, mathematics

Table 5.4.1: Key Stage 2 to Key Stage 4 performance - percentage making expected progress, School and National (KS4.EPRS)

The table indicates the proportion of pupils making expected progress between KS2 and KS4. Statistical significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
<b>All Pupils</b>	261	77	69	Sig+	262	85	66	Sig+
<b>Gender</b>								
Male	139	71	64		140	85	64	Sig+
Female	122	83	75	Sig+	122	86	68	Sig+
<b>Free School Meals*</b>								
FSM	48	63	58		48	71	49	Sig+
Non FSM	213	80	74	Sig+	214	89	72	Sig+
<b>Children Looked After</b>								
CLA	2	0	38		2	0	30	
Not CLA	259	77	70	Sig+	260	86	66	Sig+
<b>Disadvantaged pupils</b>								
Disadvantaged pupils	50	62	57		50	70	49	Sig+
Other pupils	211	80	74	Sig+	212	89	72	Sig+
<b>Prior Attainment</b>								
Low	45	44	52		45	47	32	Sig+
Middle	77	77	68		77	90	67	Sig+
High	128	86	81		128	95	82	Sig+
<b>Non-mobile pupils</b>								
Pupils on roll throughout years 10 & 11	252	77	71	Sig+	253	86	67	Sig+
<b>English as a First Language</b>								
English or believed to be English	208	75	69		208	84	66	Sig+
Other than English or believed to be other than English	52	85	75		53	92	72	Sig+
Unclassified	1	0	11	-	1	0	13	-
<b>Special Educational Needs</b>								
No SEN	237	82	74	Sig+	238	92	72	Sig+
SEN support	19	21	54	Sig-	19	26	42	
SEN with statement or EHC plan	5	40	29	-	5	0	21	-

Comment:

The progress of students in category K (school support) in English is a particular area of focus going forward. Some explanation for these figures can be made in terms of staff issues in the English department and issues with exam experience of our SEND students, but there remain a number of areas we wish to focus on in 2015-16 to improve our outcomes in this area.

## Next Steps:

- Individual progress plans in place for year 11 students
- Targeted 'period 6' intervention groups
- Tracking and audit of the use and impact of exam concessions
- Monitoring the effectiveness and impact of interventions in place
- Curriculum planning to ensure appropriate model on offer at KS4
- Enhanced transition to KS4 for targeted students

MJ December 2015