



End of Key Stage
Student Progress
2015-16

End of Key Stage progress and judgements

This report records judgements on progress made by students during the academic year and whether progress is Outstanding, Good or Requires Improvement:

To allow school to make these judgements the following are considered:

- Progress from starting points (B2 baselines),
- Teacher assessments (B2),
- Levels of progress made within the key stage,
- Whether an end of key stage target has been met/exceeded,
- Adjustment of a target to reflect the individual students personal progress/ circumstances,
- Teachers professional judgement.

The vast majority of students at Greenbank have significant difficulties with social, language and communication. All have a diagnosis of Autistic Spectrum Disorder (ASD). This significantly impacts on all areas of the curriculum.

Key School Groups

Category	Number	Percentage of school population
Gender (B/G)	77 boys 20 girls	79% 21%
FSM	27 boys 6 girls	28% 6%
CiC	2 boys 1 girls	2% 1%
CiN	6 boys 1 girls	6% 1%
Ethnic Minority	5 boys 1 girl	5% 1%
EAL	0	0%

Numerical proportions when expressed in words.

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few.

Judgement criteria on progress (set against 2 other outstanding SEN schools).

	Attainment at the End of KS3		
Attainment at Start of KS3 (Y7 B2 baseline)	Requires Improvement	Good Progress	Outstanding Progress
P5	<P6	P6	P7 ⁺
P6	<P7	P7	P8 ⁺
P7	<P8	P8	L1C ⁺
P8	<L1C	L1C	L1B ⁺
L1C	<L1B	L1B	L1A ⁺
L1B	<L1A	L1A	L2C ⁺
L1A	<L2c	L2C	L2B ⁺
L2C	<L2B	L2B	L2A ⁺
L2B	<L2A	L2A	20% L3 ⁺
L2A	<20% L3	20% L3	40% L3 ⁺
3	<20% L4	20% L4	40% L4 ⁺
4+	<50% L5	50% L5	L5 ⁺

	Attainment at the End of KS4		
Attainment at Start of KS4 (Yr10 B2 baseline)	Requires Improvement	Good Progress	Outstanding Progress
P5	<50 % P6	50% P6	P6 ⁺
P6	<50% P7	50% P7	P7 ⁺
P7	<50% P8	50% P8	P8 ⁺
P8	<50% L1C	50% L1C	L1C ⁺
L1C	<50% L1B	50% L1B	L1B ⁺
L1B	<50% L1A	50% L1A	L1A ⁺
L1A	<50% L2C	50% L2C	L2C ⁺
L2C	<50% L2B	50% L2B	L2B ⁺
L2B	<50% L2A	50% L2A	L2A ⁺
L2A	<27% L3	27% L3	33% L3 ⁺
3	<27% L4	27% L4	33% L4 ⁺
4+	<50% L5	50% L5	L5 ⁺

	Attainment at the End of KS5 B2 Adult Curriculum		
Attainment at Start of KS5 (Yr11 B2 baseline) Adult Curriculum	Requires Improvement	Good Progress	Outstanding Progress
M4	<50 % M5	50% M5	M5 ⁺
M5	<50% M6	50% M6	M6 ⁺
M6	<50% M7	50% M7	M7 ⁺
M7	<50% M8	50% M8	M8 ⁺
M8	<50% E1	50% E1	E1 ⁺
E1	<50% E2	50% E2	E2 ⁺
E2	<50% E3	50% E3	E3 ⁺
E3	<L1	50% L1	L1 ⁺
E3+	E3+	L1	L2

There has been a **significant** difference in the profile intake of students over time.

Year	% MLD	% SLD	% ASC	% BESD
2006 - 2007	44.3	8	32	11.4
2011 - 2012	12.3	3.7	82.7	2.5
2015-16	0	0	100	0

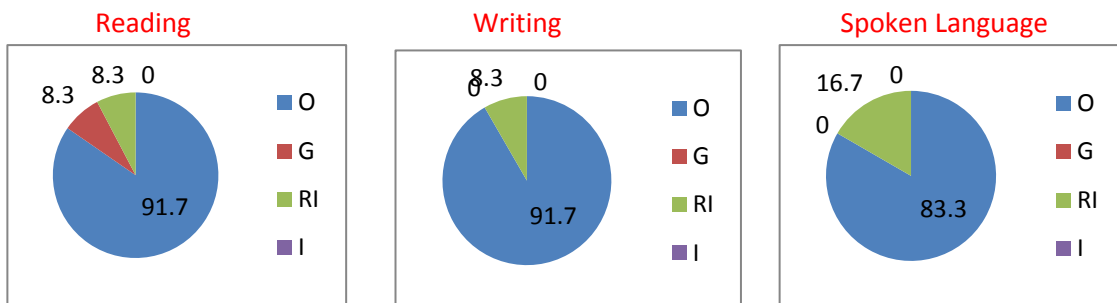
Key Headline Judgements

- Teaching and Learning across school is judged as **Outstanding**. A well-established programme of [Lesson Observations](#) and [Learning Walks](#) completed by the Senior Management Team and staff holding TLR 2 positions confirm this.
- Student behaviour across school is **Outstanding**. Attendance for 2015-16 = 93.16 %; Termly [Behaviour Reports](#) indicate that **98% of students attain Gold Behaviour or better**. Exclusions for 2015-16 consisted of 3 fixed term exclusions totalling 8 days.
- [Termly Learning Goal targets](#) (reviewed Termly) are well judged with students make outstanding progress towards their objectives.

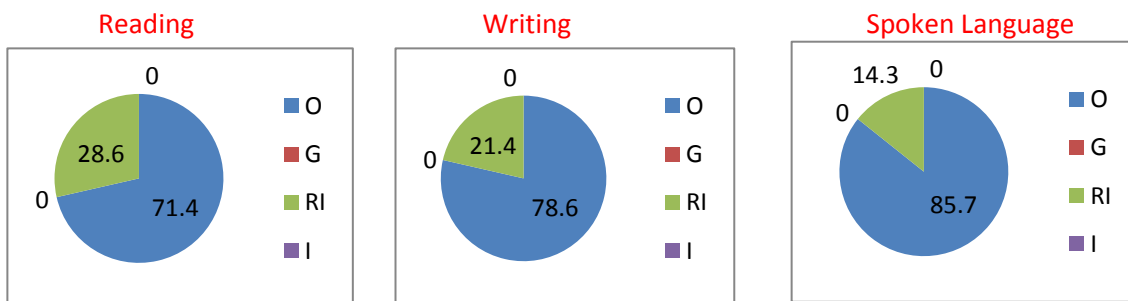
The range of attainment in KS3 and 4 is wide in **English** (41% of 1B to 21% of L4).

English

- In **English** in [KS 3](#), a **very large majority** of students made **outstanding** progress in **Reading**, **Writing** and **Spoken Language**.

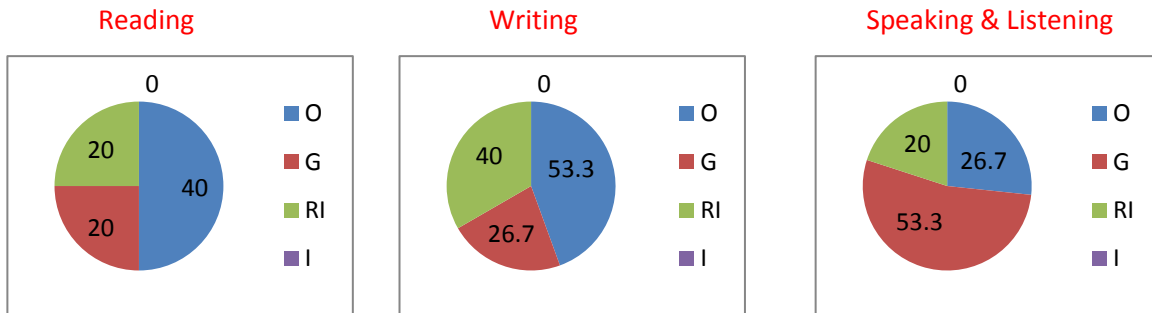


- 75% of KS3 students made **more than 2** sub levels of progress from their Year 7 B2 baseline. Greenbank School judges the rate of progress from this starting point to be *outstanding*.
- In [KS 4](#), the **large majority** of students **outstanding** progress in **Reading** and **Spoken Language**, with a very large majority making **outstanding progress** progress in **Writing**.



- Across **English**, 92% of KS4 students made more than 1 sub level of progress from their Year 10 B2 baseline, while 50% made more than 2 sub-levels of progress. Greenbank School judges the rate of progress from this starting point to be **outstanding**.

- In [KS 5](#), the **majority** of students assessed against the Adult Literacy modules of B² made **outstanding or good** progress in **Reading** and **Speaking & Listening** while a very large majority made **outstanding or good** progress in **Writing**.

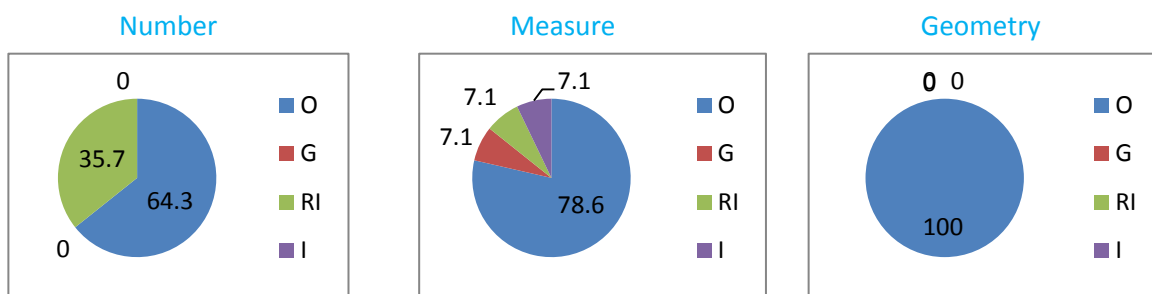


Maths

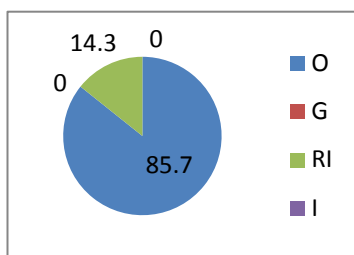
- The range of attainment is wide in **Maths** (**38% of 1C to 58% of L4**).
- In **Maths** in KS 3, a **large majority** of students made **outstanding** progress in **Number** and **Measure**. The majority made **outstanding** progress in **Geometry**. A **large majority** made **outstanding** progress in **Statistics**.



- The **majority (61%)** of students made at least 2 sub levels of progress in **Maths** from their Yr7 B2 baseline. Based on this analysis Greenbank judges this to represent **outstanding** progress.
- In KS 4, a **very large majority** of students made **good** or **outstanding** progress in **Number**, **Measure** and **Statistics**, whilst ALL students made **outstanding** progress in **Geometry**.
- A large **majority (65%)** of students made more than 1 sub level of progress in Maths from their Yr10 B2 baseline. Based on this analysis Greenbank judges this to represent **outstanding** progress.

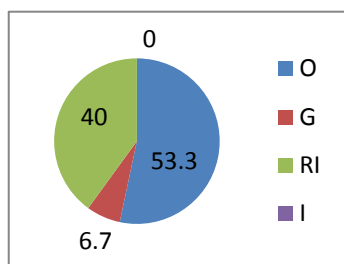


Statistics

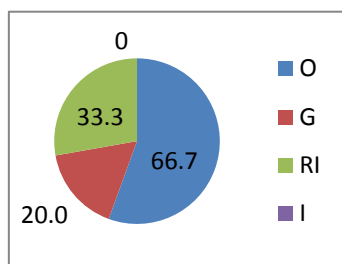


- In KS 5, a **large majority** of students made **good** or **outstanding** progress in **Shape, Space and Measure** and **Handling Data**.
- The majority of students made **good** or **outstanding** progress in **Number**.

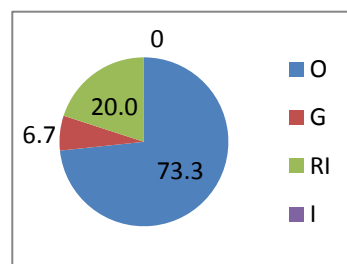
Number



Sh, Sp and Measure



Handling Data



Key Groups

Child in Care/Child in Need:

There was 1 student designated as 'Child in Care' at the end of KS5.

There were 4 'Child in Need' students at the end of KS3 and 4.

Free School Meals:

The cohort consists of 11 students.

English

- In **English** in **the large majority** of KS3 and 4 students (78%) made outstanding progress across all strands.
- 67% of students receiving FSM made more than 2 sub levels of progress from their B2 baseline. Greenbank School judges the rate of progress from this starting point to be **outstanding**.
- Within schools KS5 provision the 1 student 1 in receipt of FSM made good progress overall in **English**. The second student made less than expected progress overall.

Maths

- In **Maths** in **the large majority** of KS3 and 4 students (78%) made outstanding progress across all strands.
- 89 % of students receiving FSM made more than 1 sub level of progress from their B2 baseline. Greenbank School judges the rate of progress from this starting point to be **outstanding**.
- Within schools KS5 provision the 1 student 1 in receipt of FSM made good progress overall in **Maths**. The second student made less than expected progress overall.

Progress for this cohort of vulnerable students was **good** or **outstanding** in **English** and **Maths**. **There was no significant difference in their progress to that of other students.**

EXTERNAL ACCREDITATION

An extensive **pathway** of accreditation is available to KS 4/5 students at Pre Entry, Entry, Level 1 and GCSE. Pathways available to students are based on previous attainment.

KS5

- The **majority** of students (63%) gained an Entry Level 3 qualification in Entry Level and Functional Skills **English**.

- A **large majority** of students (74%) gained an Entry Level 2/3 qualification in Functional Skills **Maths**.
- The **majority** of students (58%) secured Entry Level 3 in Functional Skills **Computing**.

KS4

- **All** students gained an Entry Level 3 qualification in Additional **Maths**.
- **All** students gained an Entry Level 3 qualification in **Using ICT**.
- **All** students entered for Entry Level qualifications in **English** gained EL 2/3.

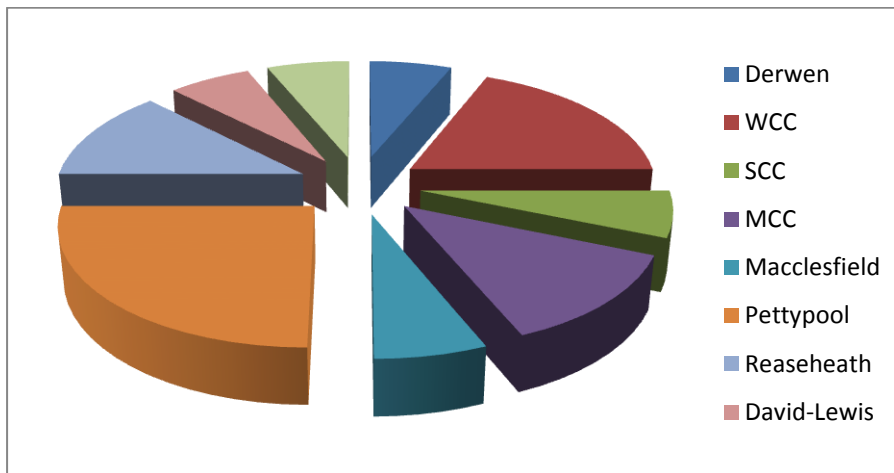
Students have gained accreditation in the following areas:

- ASDAN- Preparing for Adulthood (pre-Entry Level).
- ASDAN- Personal Progress (Entry 1).
- ASDAN- Personal & Social Development (Entry 1).
- ASDAN- Science short Course.

Destinations Post 16

Of the 14 students within this cohort 13 have secured places within schools KS5 provision.

Destinations Post 18 (15 students)



Sustaining progress- aims and objectives.

- There is no significant difference in performance between those students identified as vulnerable and the school population as a whole. Effective use of the **Pupil Premium** has helped to narrow the progress gap.
- Where progress has not been as expected, contextualised progress statements identify, for each individual student, evidence of progress made and actions taken by school to provide the maximum opportunity for hurdles to be overcome.
- Progress judgements are made against levels of progress made from KS starting points, as outlined in the [AR&R document](#).
- To better enable school to collate accreditation outcomes, a central accreditation spreadsheet will be designed for 2016-17.
- Comparing the progress of Greenbank students against a national picture for students with similar profiles is difficult in the absence of up to date national data sets and similar comparable schools.
- *It is important to note that the accredited syllabus followed by KS5 students does not reflect the assessment statements within B2, skewing the assessment process.* The results of accredited courses are therefore a better indicator of progress within Literacy and Mathematics.
- Heavy investment in [Numeracy](#) and Literacy schemes and training continue to drive standards up.
- Termly progress reports in [Maths](#) and [English](#) impact on intervention strategies actioned to support sustained progress by students.

