

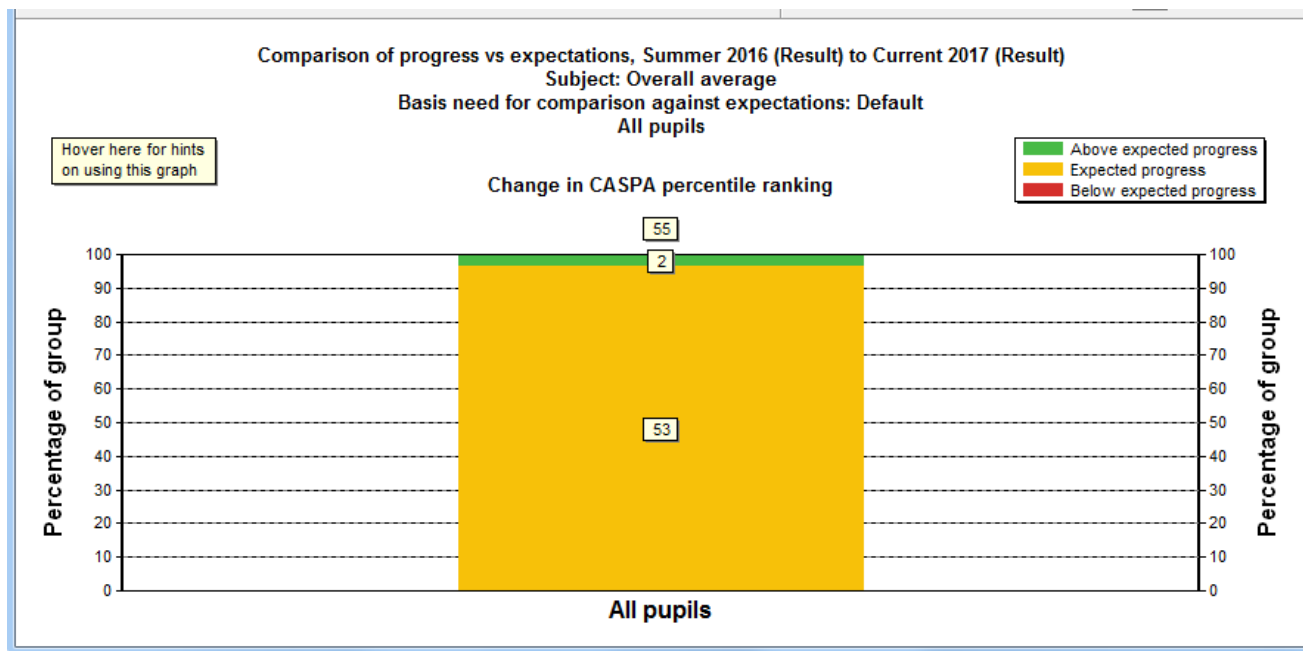


## End of Academic Year Report on Attainment 2016 – 2017

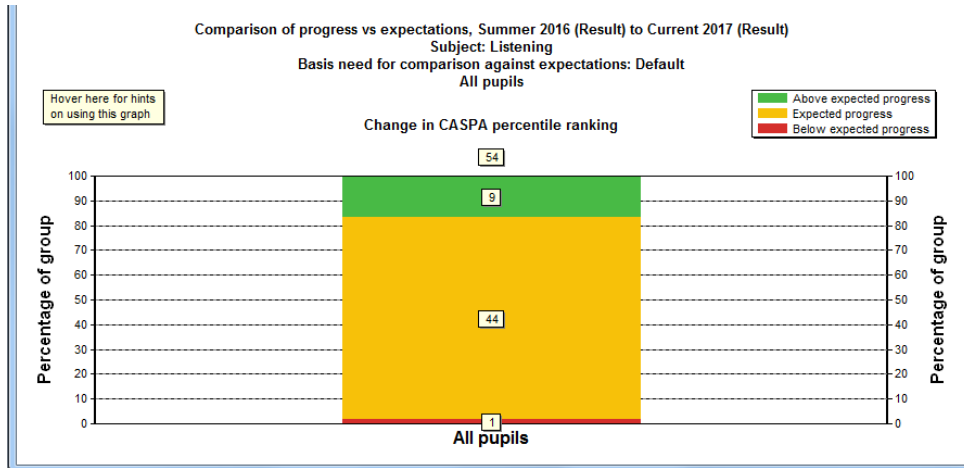
At St. Francis targets are set for individual pupils at the end of the academic year in order to begin in September with this securely in place. The Deputy Head teacher then meets with each teacher at the beginning of the academic year to ensure that the targets set are realistic and challenging. In addition, any barriers to learning are discussed and strategies to overcome these are suggested. This process is repeated mid academic year to ensure that the whole process is monitored appropriately. It is important that our data is compared with data collected nationally, for pupils with similar needs, therefore CASPA is used and reference is made to The National Progression Guidance 2009.

### Whole School Analysis

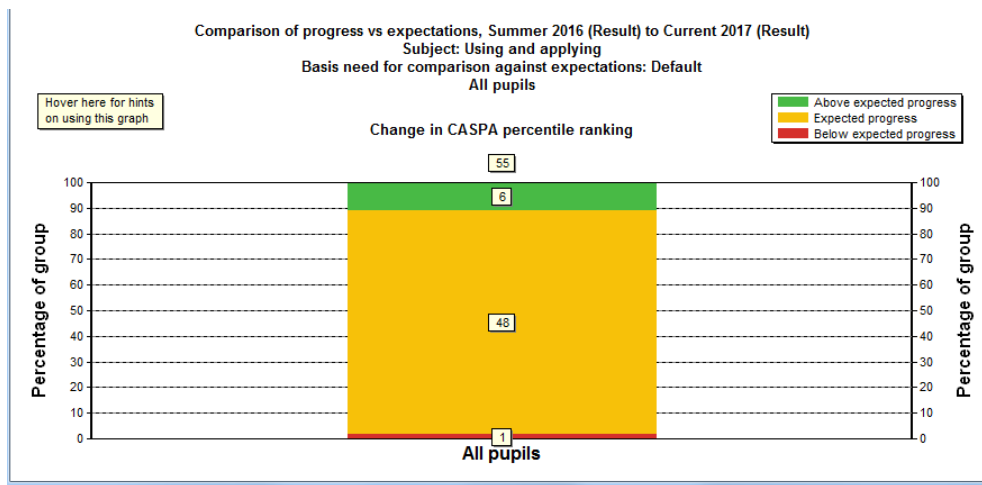
The data clearly shows that overall the progress at St. Francis is excellent, with no pupils under achieving.



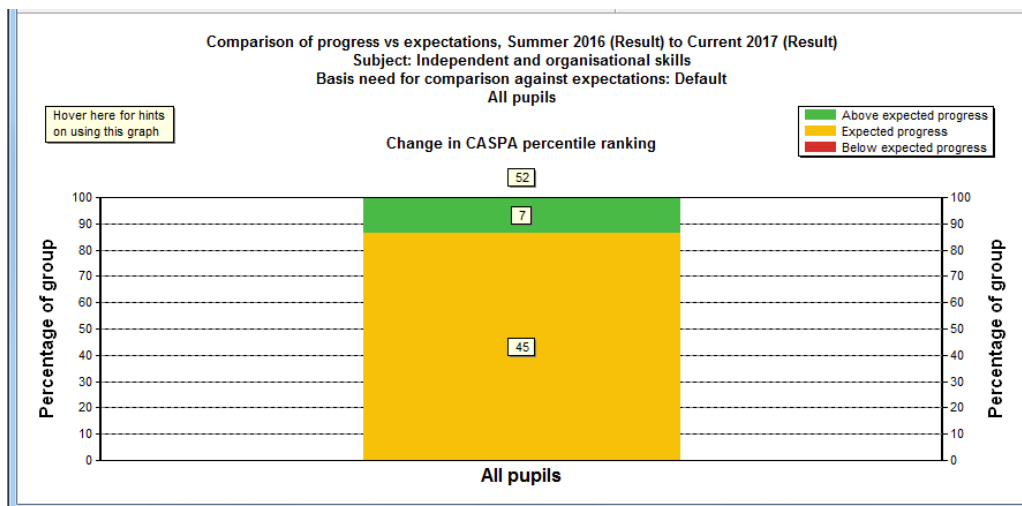
Particularly pleasing are the results in specific areas of communication such as listening where a significant number of pupils (16.6%) achieved within the above expected progress range :-



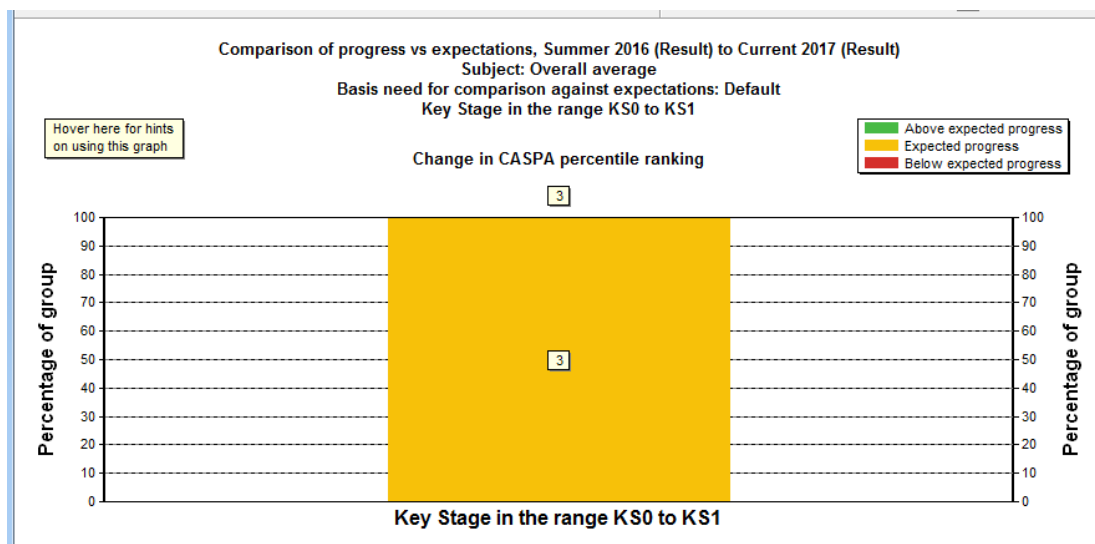
Using and applying, again, showed that 11% of pupils achieved within the above expected range:-



Self-help area (independent and organisational skills) also showed a number of pupils achieving within the above expected progress range (13%)

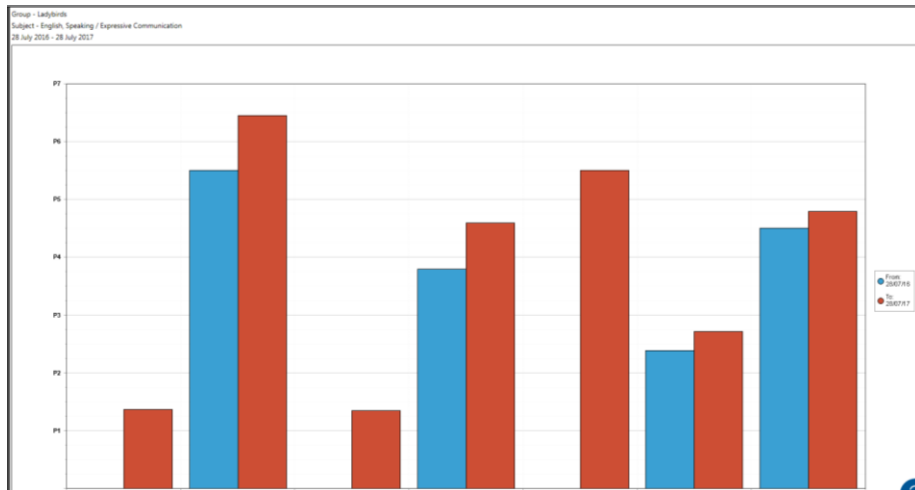


When considering the progress in Early Years and Key Stage one CASPA data is quite limited as many of the pupils do not have previous data to make comparisons:-

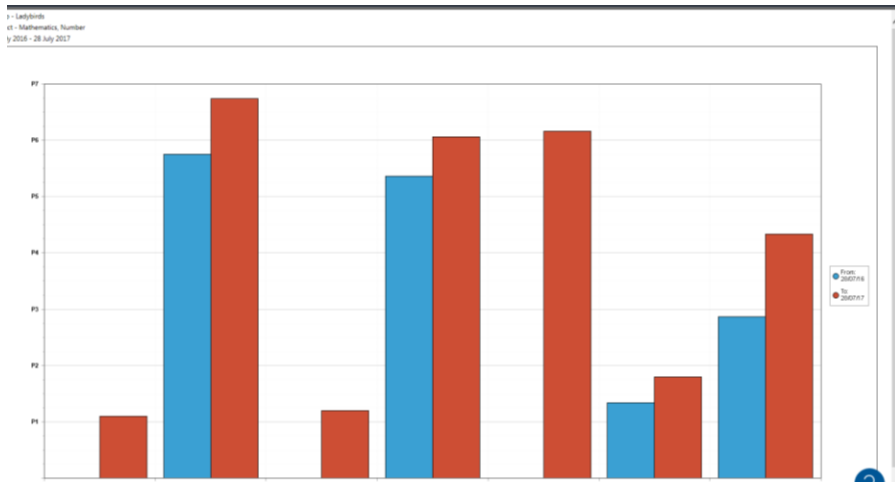


Therefore, it is more useful to consider data from bsquared which clearly shows the progress pupils have made

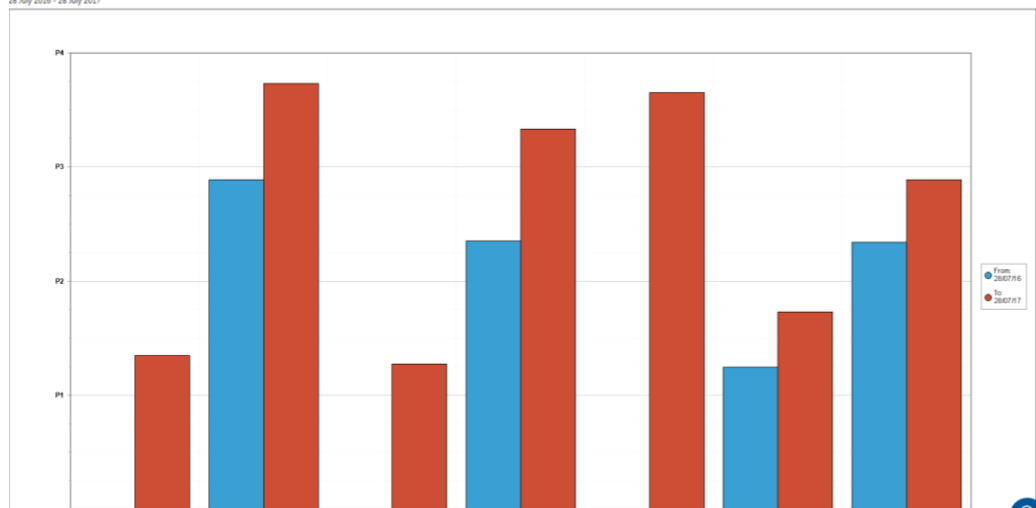
## English



## Maths



## Science

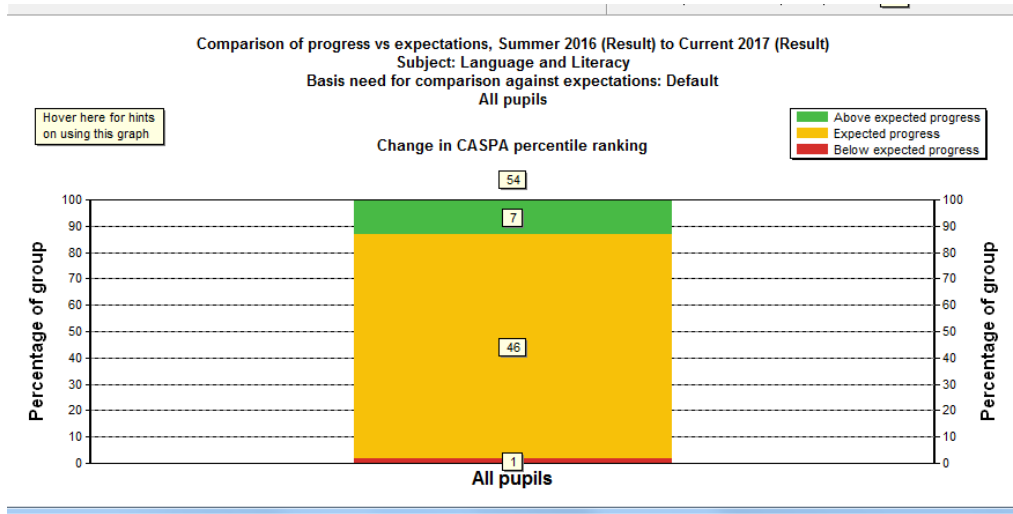


When considering the core subjects, for the main school KS2 – KS5.

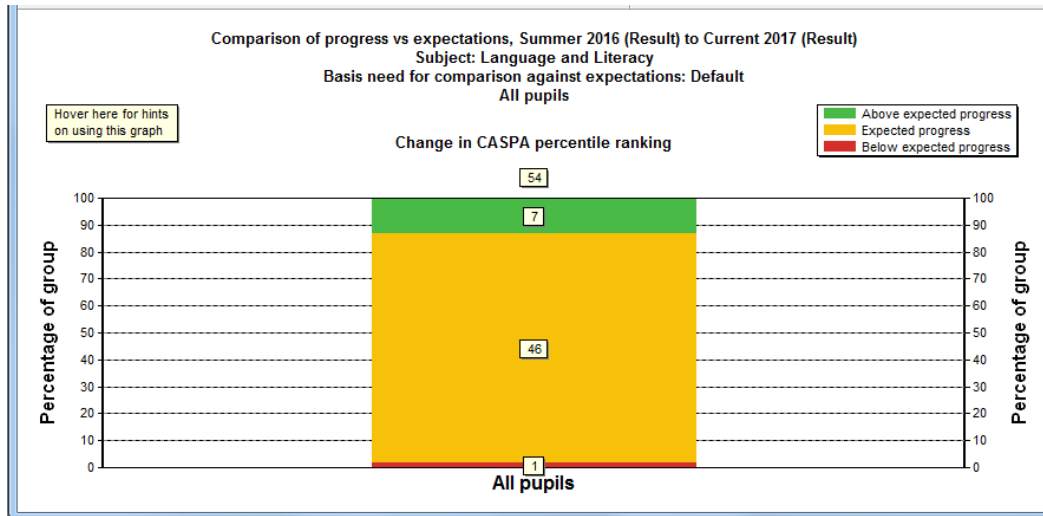
This academic year there is a slight increase in pupils making above expected progress in English and Science. However, in Maths there appears to be a decrease but as stated earlier there is a significant increase in those pupils achieving above expected progress in the specific area of Using and Applying.

Core area	Percentage number of pupils making above expected progress 2015 - 2016	Percentage number of pupils making above expected progress 2016 - 2017
English	9%	13%
Maths	10%	5.5%
Science	6%	7%

## English



## Maths



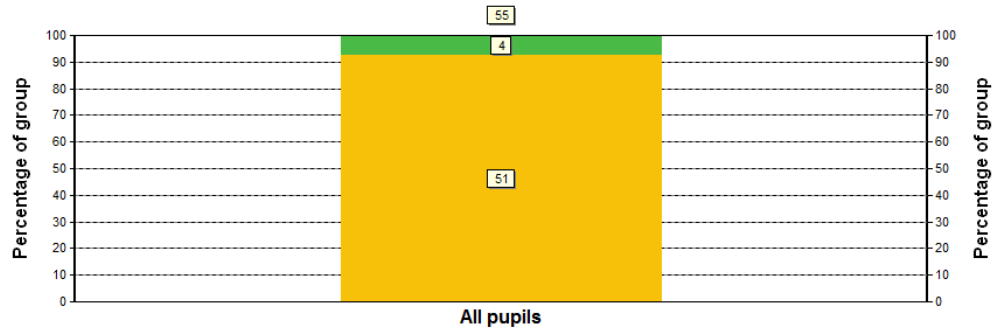
## Science

Comparison of progress vs expectations, Summer 2016 (Result) to Current 2017 (Result)  
Subject: Science  
Basis need for comparison against expectations: Default  
All pupils

Hover here for hints  
on using this graph

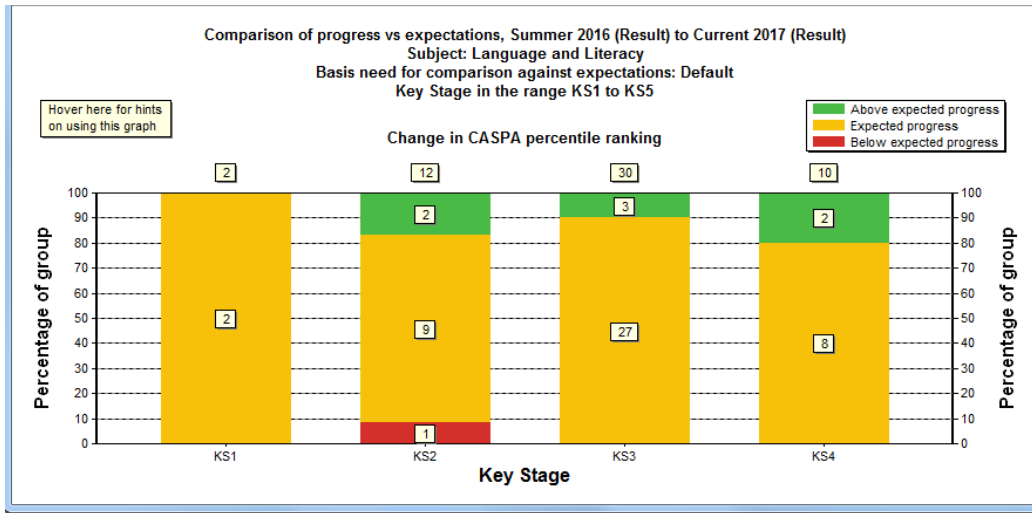
Above expected progress  
Expected progress  
Below expected progress

Change in CASPA percentile ranking

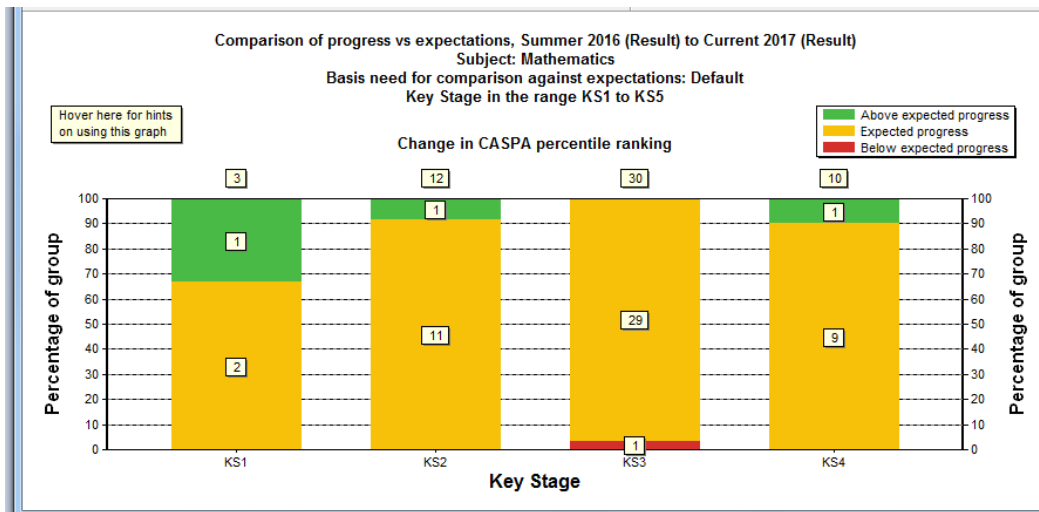


All pupils make good progress at each key stage which indicates that pupils are reaching their full potential at all ages.

## English

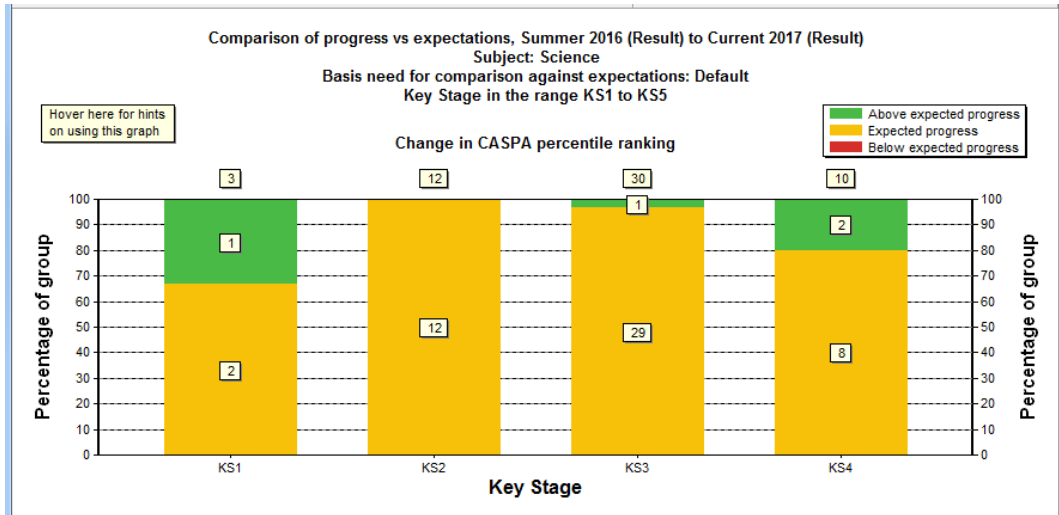


## Maths



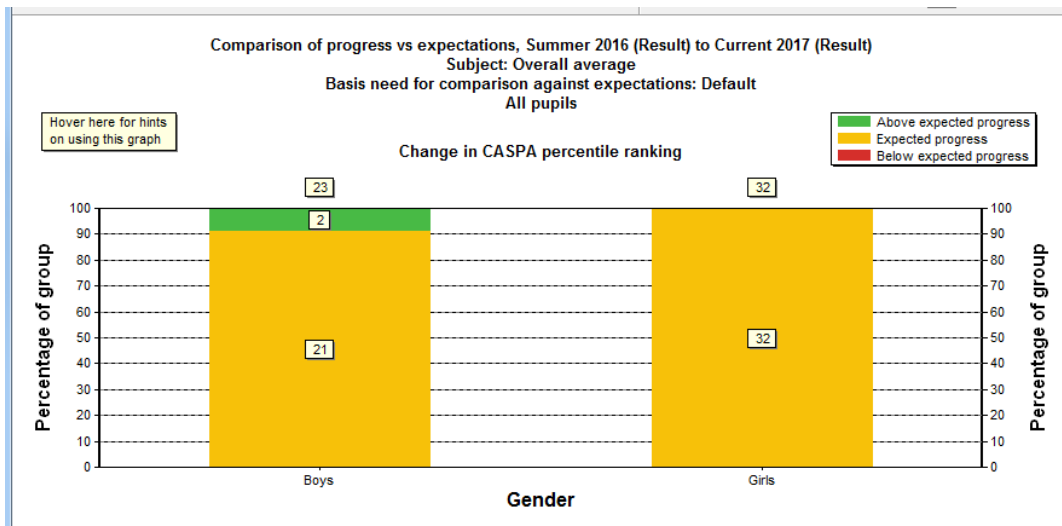


# Science

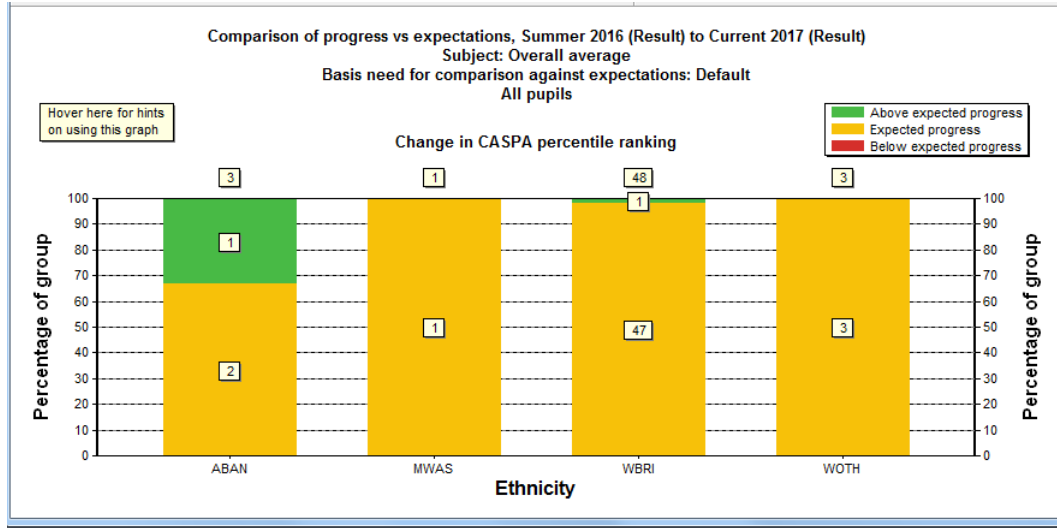


As well as benchmarking pupil progress across the whole school, in core areas and across Key Stages further analysis has been completed to compare progress by different cohorts. These are as follows:-

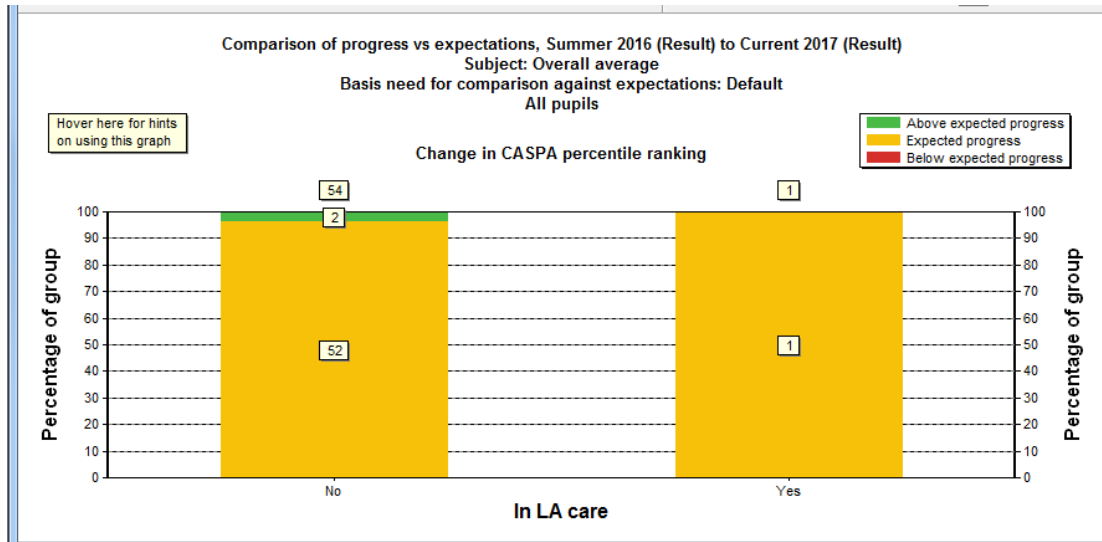
## Gender



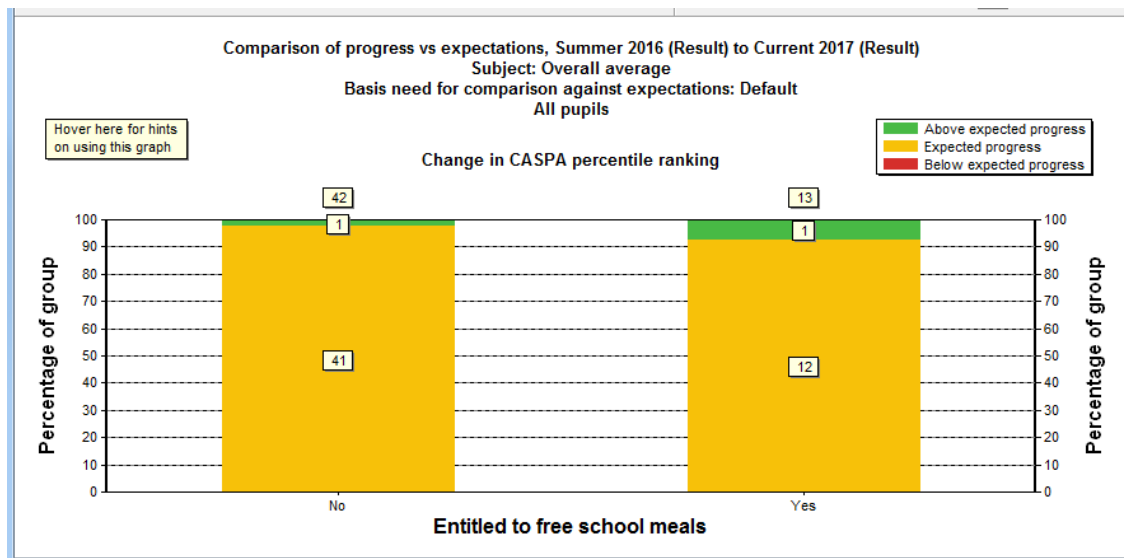
## Ethnicity



## LAC Pupils



## Pupils receiving Pupil premium (FSM)



## Conclusions relating to vulnerable groups

There is no significant difference in the attainment for boys and girls at St. Francis – all equally make good progress.

When considering ethnic groupings, although the figures are extremely low, and, therefore, almost negligible, there is no significant difference in attainment.

Pupils who are in Local Authority Care and those who are in receipt of pupil premium funding (FSM particularly) make good progress, the same as for the rest of the school population – this indicates that the funding available is assisting these pupils to achieve as well as their counterparts and not fall into the below expected progress category.

## Key Stage 5

At JCH the pupils follow ASDAN modules and, in addition, there are supplementary themes added as appropriate within the Lifeskills Challenge programme. Over the past academic year the following modules have been completed:-

The Environment

Food and Meal Preparation – progression

Horticulture

Getting to know a Group

Getting Ready to go out

Engaging in the World around me – objects

Everyday Living

Food and Meal Preparation - sensory

Pupils have completed these modules with varying levels of support which are detailed in the table below:-

Year Group	Sensory Experience	Physical Help	Spoken Help	No Help
Year 12 – Module 1	10%	40%	40%	10%
Year 12 – Module 2	20%	30%	50%	-
Year 12 – Module 3	50%	-	40%	10%
Year 13 – Module 1	-	10%	70%	20%
Year 13 – Module 2 (1 incomplete)			80%	10%
Year 13 – Module 3	-	10%	80%	10%
Year 14 – Module 1	-	25%	75%	-
Year 14 – Module 2	-	25%	75%	-
Year 14 – Module 3	-	25%	75%	-

ASDAN folders for individual students are available for scrutiny to track progress throughout modules.

The content and number of topics covered will depend upon the abilities of each individual student.

## General Conclusions

All pupils in EYFS and Key Stage 1 make progress across all subject areas.

In Key Stage 2 all pupils make progress in ICT which is pleasing and the majority of pupils make progress in all subject areas. There is some under achievement in the area of Self-Help, however, it must be remembered that pupils with Profound and Multiple Learning difficulties can find this area challenging due to their physical limitations.

In Key Stage 3 the majority of pupils make progress in most areas, however, there is some under achievement in the areas of Self-Help, certain aspects of Maths and Writing, as stated previously for those pupils with Profound and Multiple learning difficulties these areas can be challenging due to their physical limitations.

In Key Stage 4 pupils make reasonable progress in most areas, however, there is some under achievement in the areas of Self-Help, certain aspects of Maths, Science and ICT, as stated previously for those pupils with Profound and Multiple learning difficulties these areas can be challenging due to their physical limitations. In addition it is not always possible to cover all aspects of Science during one academic year, this then effects assessment as all areas are included in this process. In addition, pupils at Key Stage 4 complete some ASDAN modules in preparation for transition to post 16 – ASDAN folders are available for scrutiny as required.

In Key Stage 5 all pupils complete relevant ASDAN modules with varying degrees of help, students are not only developing skills and improving levels of engagement but also having a breadth of experience. All learning can be tracked by viewing individual ASDAN folders.

