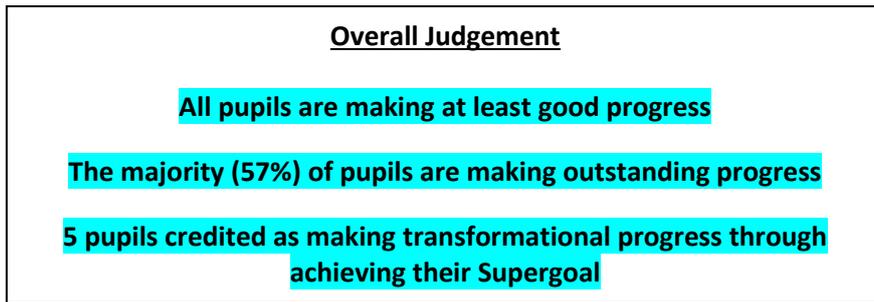


Glyne Gap School Pupil Outcomes 2016-17

Summary



- Pupils across the school, including those in Early Years and Post 16 (Faculty), make substantial and sustained progress.
- All pupils develop excellent knowledge, understanding and skills, particularly within their personal and social development and communication, considering their different starting points.
- Pupils have excellent attitudes to and behaviour for learning.
- Pupils for whom we receive Pupil Premium (FSM) make the same amounts of progress as other pupils.
- Pupils for whom we receive Pupil Premium (LAC) make at least good progress.
- Pupils identified as demonstrating behaviour that challenges make at least good progress, with the majority making outstanding progress.
- The school identifies a further possible disadvantaged group and has put in interventions to scaffold the home-school partnership. All of these pupils are making at least good progress.
- All school leavers are exceptionally well prepared for the next stage of life and move on to further education, supported living or social care opportunities to promote independence and autonomy.

Context

At Glyne Gap School we use 7 key indicators from 3 sources to determine individual and collective pupil progress. These are:



How compelling each indicator is depends on the rigour and validity of its evidence. Progress is a summative view based on this composite evidence and the reliability of the judgement depends on the strength of the whole, not any single source.

Source 1. Glyne Gap expanded P level assessment data analysed through CASPA – (up to) 102 pupils included in data

Glyne Gap Essential Subjects – PSHE and English (including Communication, Language and Literacy)

Progress last year

- 85% of pupils made expected or above expected progress in PSHE
- 94% of pupils made expected or above expected progress in English

- **Progress over last 3 years**

- 72% of pupils made expected or above expected progress in PSHE
- 70% of pupils made expected or above expected progress in English

Glyne Gap Core Subjects – Maths

Progress last year

- 98% of pupils made expected or above expected progress in Maths

Progress over last 3 years

- 73% of pupils made expected or above expected progress in Maths

Source 2. School Generated Outcome Data - (up to)120 pupils included in data

- 66% of 1552 termly goals set were fully achieved
- 77% of 35 monitored lessons scored outstanding for achievement and progress
- 60% of 314 overall termly progress judgements made by multidisciplinary team graded outstanding
- 75% of 79 progress in communication judgements made by multidisciplinary communication team graded as outstanding
- 71% of 93 judgements on Communication graded outstanding (29% good)
- 45% of 78 judgements in English (including Functional Literacy at Post 16) graded outstanding (54% good)
- 38% of 80 judgements in Maths (including Functional Numeracy at Post 16) graded outstanding (61% good)
- 55% of 95 judgments on PSHE graded as outstanding (42% good)
- 56% of 96 judgements on Personal Development, Behaviour and Welfare graded as outstanding (36% good)

Source 3. Parent Generated Data

- 84% of judgements made by parents on pupil progress graded outstanding
- 100% of parents judged their child liked school
- Attendance rate is 89%

Overall pupil progress

Analysing this range of indicators enables class teachers to make an overall progress judgement for each pupil. These overall judgements show that:

57% of Glyne Gap pupils are graded as making outstanding progress

43% of Glyne Gap pupils are graded as making good progress

The reliability of this judgement comes from its composite parts and the rigour that surrounds them.