

PATERNOSTER SCHOOL

Paternoster is a small community school for children with Severe, Profound and Complex needs. All 52 pupils are working at levels significantly below those of their mainstream peers and pupil attainment ranges from P Scale1i to Level 4 of the old National Curriculum. The majority of our pupils are working between P3ii – P8. Pupils are set challenging targets to ensure that they are making good progress from their starting points. We always expect pupils to achieve well and as a result the majority of pupils are set targets in the Upper Quartile range. This means that they are expected to do as well as the top 25% of pupils across the country.

Teachers assess pupils termly in English, Maths, Science, Computing and PE using B Squared. Progress is then tracked and closely monitored by the Assessment Coordinator termly to ensure pupils are making progress.

Our results over time are shown below; this gives information for the last three academic years.

Achievement

Key Stage 2:

Key Stage 2 targets.		2014 (4 pupils)			2015 (3 pupils)			2016 (3 pupils) 2 pupils has no start data		
Quartile		Below Expected Progress	Expected Progress	Above Expected Progress	Below Expected Progress	Expected Progress	Above Expected Progress	Below Expected Progress	Expected Progress	Above Expected Progress
	English	0%	25%	75%	33%	33%	34%	0%	33%	67%
	Maths	0%	50%	50%	0%	33%	67%	0%	66%	33%
	SC	0%	0%	100%	33%	33%	34%	67%	0%	33%

Key stage 2 Summary 3 year 2014 – 2016(Total 9 pupils)

Quartile		Below Expected Progress	Expected Progress	Above Expected Progress	MQ and above
	English	11%	30%	59%	89%
	Maths	0%	50%	50%	100%
	SC	30%	11%	59%	70%

2015-16 Results

Our results are compared to the National Progression Guidance which is Government data for expected pupil progress for all pupils with SEND in mainstream and Special Schools. Data sets are published for Quartile Results and for Levels of Progress.

Quartile Results

In **English** 100% of all pupils made upper or median quartile progress at the end of KS2 with 67% making UQ progress

In **maths** 100% of all pupils made upper or median quartile progress at the end of KS2, with 33% of pupils making UQ progress.

In **science** 33% pupils made upper quartile progress at the end of KS2

Cohorts in Key stage 2 are small and one child can equate to 25%. Over the three years on average there is only 3 pupils with complete assessment data as the other pupil in the group joined the school in yr3; therefore they have incomplete assessment data. .

What is clear is that pupils in Key Stage 2 are making good to outstanding progress in English and Maths and good progress in Science.

KEY STAGE 4

Key Stage 4 targets.		2014 (1 pupil)			2015 (1 pupil)			2016 (5 pupils)		
Quartile		Below Expected Progress	Expected Progress	Above Expected Progress	Below Expected Progress	Expected Progress	Above Expected Progress	Below Expected Progress	Expected Progress	Above Expected Progress
	English	0%	0%	100%	0%	100%	0%	50%	30%	20%
	Maths	0%	0%	100%	0%	100%	0%	20%	40%	40%
	SC	0%	100%	0%	0%	0%	100%	50%	0%	50%

Key stage 4 Summary 3 year 2014– 2016 (Total 7 pupils)

Quartile		Below Expected Progress	Expected Progress	Above Expected Progress	MQ and above
	English	17%	43%	40%	83%
	Maths	6%	47%	47%	94%
	SC	16%	34%	50%	84%

2015-16 Results

Our results are compared to the National Progression Guidance which are Government data for expected pupil progress for all pupils with SEND in mainstream and Special Schools. Data sets are published for Quartile Results and for Levels of Progress.

Quartile Results

In **English** 50% of all pupils made upper or median quartile progress at the end of KS4 with 20% making UQ progress

In **maths** 80% of all pupils made upper or median quartile progress at the end of KS4, with 40% of pupils making UQ progress.

In **science** 50% pupils made upper quartile progress at the end of KS4

Summary

Wide variations in pupil numbers in each key stage make year on year comparisons difficult as one or two pupil's result can influence the results dramatically. Cohorts are small in Key stage 4 with the maximum in one year (2016) being 5 pupils. Two pupils in the cohort joined the school in key stage 3 subsequently there is only data for their secondary years. Two pupils were also on Level 1 and consequently made progress within level 1 but did not progress to another level therefore they are show not to have made progress with the National Progression Guidance.

In English, Maths and Science most pupils make expected or above expected progress across the three years, therefore the overall judgement is that progress is good outstanding in English Maths and Science.