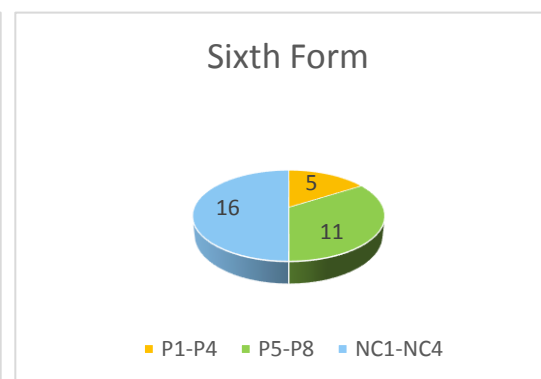
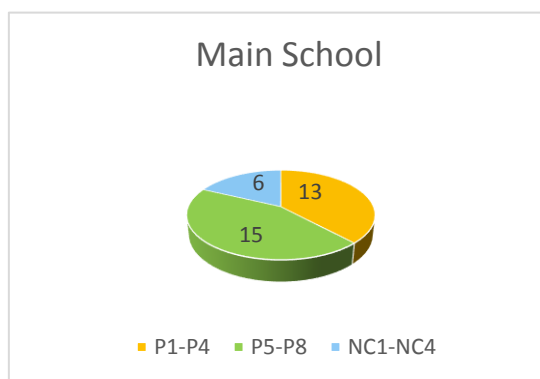
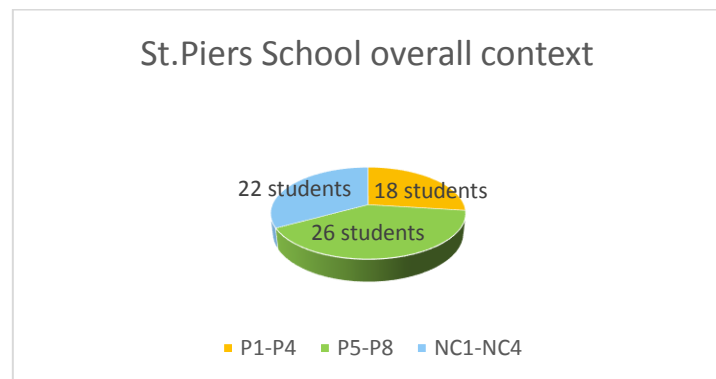


## ST PERS SCHOOL DATA SUMMARY 2015-2016

### Context of St Piers School

Mixed 5 – 19 non maintained residential and day special school for pupils with epilepsy and a range of other associated co-morbidities such as complex medical and psychological disorders. We are situated in Lingfield, Surrey. Surestart Children's Centre on site

66 students = 50 residential and 16 day 34 Main school, 32 Sixth form 21 girls & 45 boys



Looked After Children – approx. 18%

Students with Epilepsy 82%

### OVERALL SEN (primary & secondary)

Severe Learning Difficulty	55%
Autistic Spectrum Disorder	46%
Moderate Learning Difficulty	22%
Speech, language and communication diffic.	16%

Social, Emotional, Mental Health	10%
Visual impairment	4%
Profound and multiple learning difficulties	3%
Specific learning difficulties	0%
Physical Disabilities	3%

The vast majority of the children in school have complex epilepsy including those with Lennox Gastaut and Dravet syndrome. These and other, as yet unclassified, types of epilepsy all have a significant impact on a child's ability to learn. This may be as a result of frequent seizures involving either full unconsciousness or periods of altered consciousness which for some children can occur several times a day or in the case of Electrical Status Epilepticus or Slow wave sleep (ESES) can be continuous throughout the night. This then has an obvious impact on the child's ability to concentrate and retain information the following day. Different types of epilepsy also impact directly on a child's memory, especially those with seizures arising from the temporal region.

It is also important not to forget the impact on learning of anti-epileptic medication, all of which work on the central nervous system and a child with complex, poorly controlled epilepsy is often on a combination of drugs.

Epilepsy in children can have a number of co morbidities including learning difficulties, ADHD, ASD to mention just a few which all bring further complications. A diagnosis of epilepsy also increases the risk of mental health issues including anxiety and depression and there is often a significant detrimental impact on a child's self-esteem and self-confidence and the negative impact on their attitude to learning and education. It is vital therefore that all staff working with a child with epilepsy, even uncomplicated and well controlled epilepsy, are aware of the potential impacts and strategies that they can use.

## **Background:**

St.Piers whole-school analysis supports a range of activities including:

- Internal top-down progress analysis by the Head of school and the Assistant Head at the whole school level with the ability to drill down for any group of students;
- Comparison of progress made by different groups of students within the school;
- A subject-leader's tool to summarise their area of responsibility with the ability to compare groups (eg the progress of PPG students compared to others);
- Supporting school improvement initiatives – possibly highlighting the need for an initiative, or to track the success and completion of the initiative;
- Presentation to Governors as evidence supporting the Head of School's summary in order that Governors can provide effective support and challenge based on robust information;
- Use with external agencies to provide evidence to support the school summary.

## **Our goals:**

Identify:

- Overall student progress in one subject and across subjects;
- Student progress for a group compared against other groups;
- Extremes of student progress (progress that is significantly above or below expected).

Actions:

- Generate whole-school summary graphs and drill down to explore and challenge
- Analyse progress for whole Key Stages and for smaller periods;
- Compare progress across groups of students;
- Identify areas of strength and weakness in the school;
- Identify clusters of students for additional support.

## Student performance data for July 2016 (71 students)

### Comparison of data year on year:

St.Piers school has a robust means of gathering information about current students and embeds a rigorous assessment process to monitor their progress which is presented in a comprehensive way. Although we are able to demonstrate progress with confidence trends for our student achievement are difficult to define due to various factors:

- all year round student enrolment process which leads to a baseline assessment taking place at various points in the Key Stage;
- variable number of students in all Key Stages year to year, unlike many schools which have a much larger and more consistent numbers;
- benchmarking requires an absolute minimum of 2-year data which for the new curriculum, will not even exist until summer 2016 – and not until summer 2017 for those children in Y2 and Y6 last year were required by law to follow the old curriculum

Therefore the comparison of data for different cohorts of students year to year is dynamic throughout the Key Stages and heavily relies on student individual cases.

### End of Key Stage Data for 2015- 2016

#### Early Years Foundation Stage (1 student)

Subject	Above expected target	Meets expected target	Below expected target
Language & Literacy	1 (100%)	0	0
Mathematics	1 (100%)	0	0
Science	0	1 (100%)	0

100% of EYFS students working on or above expected target across core subjects. This student has also made good or better progress across all areas of Learning and Development of the Early Years outcomes, particularly in self-confidence and self-awareness and exploring and using media materials. Within the year the student has made progress of 15 months in Literacy, 14 months in Mathematics and Science, and 18 months in PSHE.

#### Key Stage 1 (no students)

## Key Stage 2 (1 student)

Subject	Upper Quartile	Median	Lower Quartile
Language & Literacy	<b>1</b> <b>(100%)</b>	<b>0</b>	<b>0</b>
Mathematics	<b>0</b>	<b>1</b> <b>(100%)</b>	<b>0</b>
Science	<b>1</b> <b>(100%)</b>	<b>0</b>	<b>0</b>

100% of KS2 leavers are working on or above expected target across core subjects. The student has made outstanding progress of +2 levels in Mathematics and Science and +3 levels in Language and Literacy. Progress within Key Stage 2 for English, Maths and Science exceeded Progression Guidance expectations.

### CASPA 2017

Key Stage 1 to Key Stage 2 for 'Language and Literacy' for current NC Year Y07

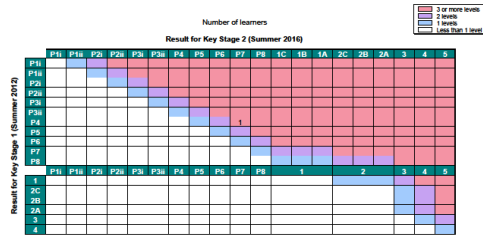
Summer 2012 (Result) to Summer 2016 (Result)

All pupils

Colour-coding based on number of whole levels of progress

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.

Pupils for whom progress can be calculated 1



### CASPA 2017

Key Stage 1 to Key Stage 2 for 'Mathematics' for current NC Year Y07

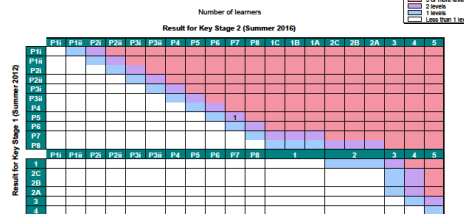
Summer 2012 (Result) to Summer 2016 (Result)

All pupils

Colour-coding based on number of whole levels of progress

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.

Pupils for whom progress can be calculated 1



### CASPA 2017

Key Stage 1 to Key Stage 2 for 'Science' for current NC Year Y07

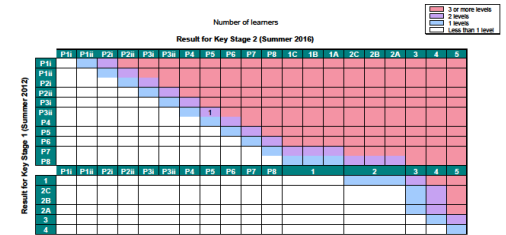
Summer 2012 (Result) to Summer 2016 (Result)

All pupils

Colour-coding based on number of whole levels of progress

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.

Pupils for whom progress can be calculated 1

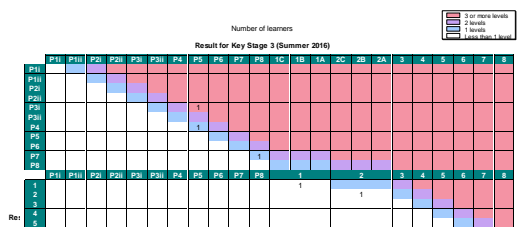


# Key Stage 3 (5 students)

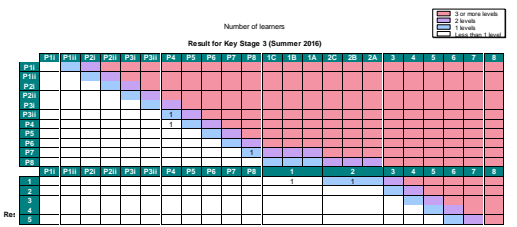
Subject	Upper Quartile	Median	Lower Quartile
Language & Literacy	2 (40%)	1 (20%)	2 (40%)
Mathematics	1 (20%)	3 (60%)	1 (20%)
Science	3 (60%)	2 (40%)	0

5 out of 6 students have completed the full Key Stage course. 60% of students have made or exceeded expected progress across 3 core subjects. 2 students benefited from accessing intervention/booster groups which resulted in closing the gap between current attainment and expected targets. 80% of Year 9 students made or exceeded expected progress in Literacy and Mathematics, 100% of Year 9 students made expected progress in Science.

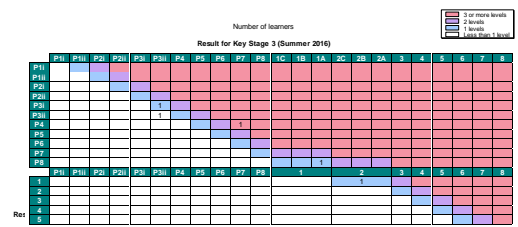
**CASPA 2017**  
 Key Stage 2 to Key Stage 3 for 'Language and Literacy' for current NC Year Y10  
 Summer 2013 (Result) to Summer 2016 (Result)  
 All pupils  
 Colour-coding based on number of whole levels of progress  
 Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.



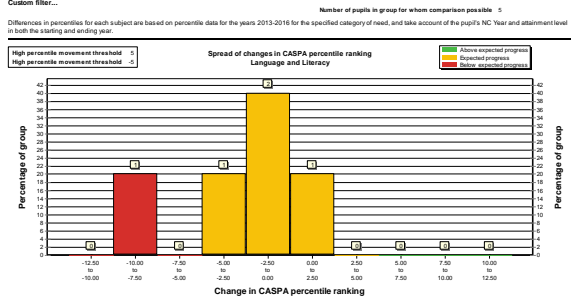
**CASPA 2017**  
 Key Stage 2 to Key Stage 3 for 'Mathematics' for current NC Year Y10  
 Summer 2013 (Result) to Summer 2016 (Result)  
 All pupils  
 Colour-coding based on number of whole levels of progress  
 Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.



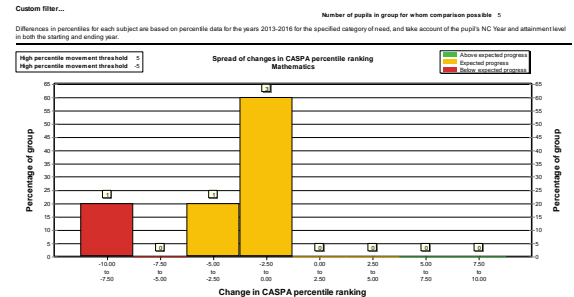
**CASPA 2017**  
 Key Stage 2 to Key Stage 3 for 'Science' for current NC Year Y10  
 Summer 2013 (Result) to Summer 2016 (Result)  
 All pupils  
 Colour-coding based on number of whole levels of progress  
 Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.



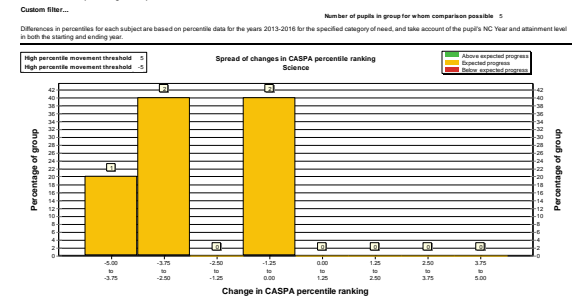
**CASPA 2017**  
 Comparison of progress vs expectations for 'Language and Literacy'  
 Summer 2015 (Result) to Summer 2016 (Result)  
 Basis need for comparison against expectations: Default  
 Custom filter...



**CASPA 2017**  
 Comparison of progress vs expectations for 'Mathematics'  
 Summer 2015 (Result) to Summer 2016 (Result)  
 Basis need for comparison against expectations: Default  
 Custom filter...



**CASPA 2017**  
 Comparison of progress vs expectations for 'Science'  
 Summer 2015 (Result) to Summer 2016 (Result)  
 Basis need for comparison against expectations: Default  
 Custom filter...



## Key Stage 4 (4 students)

Subject	Upper Quartile	Median	Lower Quartile
Language & Literacy	<b>4</b> <b>(100%)</b>	<b>0</b>	<b>0</b>
Mathematics	<b>2</b> <b>(50%)</b>	<b>2</b> <b>(50%)</b>	<b>0</b>
Science	<b>4</b> <b>(100%)</b>	<b>0</b>	<b>0</b>

100% of KS4 leavers have made or exceeded expected progress in all 3 core subjects. 100% (National Guidance 39%) of KS4 learners made one or more levels of progress from KS3 in Language and Literacy; 50% (National Guidance 37%) in Mathematics; 100% (National Guidance 46%) in Science.

Progress within Key Stage 4 for English, Maths and Science exceeded Progression Guidance expectations.

### CASPA 2017

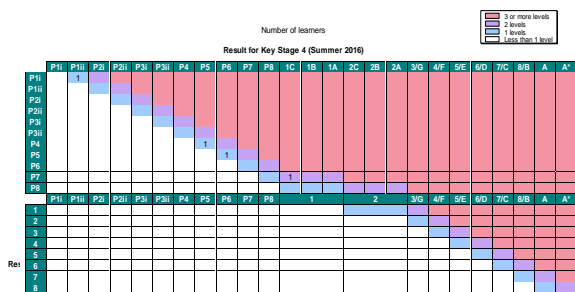
Key Stage 3 to Key Stage 4 for 'Language and Literacy' for current NC Year Y12  
Summer 2014 (Result) to Summer 2016 (Result)

All pupils

Pupils for whom progress can be calculated 4

Colour-coding based on number of whole levels of progress

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.



### CASPA 2017

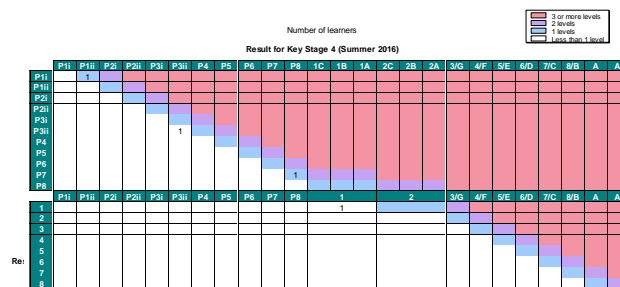
Key Stage 3 to Key Stage 4 for 'Mathematics' for current NC Year Y12  
Summer 2014 (Result) to Summer 2016 (Result)

All pupils

Pupils for whom progress can be calculated 4

Colour-coding based on number of whole levels of progress

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.



### CASPA 2017

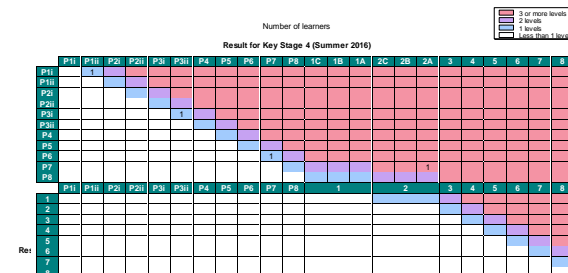
Key Stage 3 to Key Stage 4 for 'Science' for current NC Year Y12  
Summer 2014 (Result) to Summer 2016 (Result)

All pupils

Pupils for whom progress can be calculated 4

Colour-coding based on number of whole levels of progress

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.

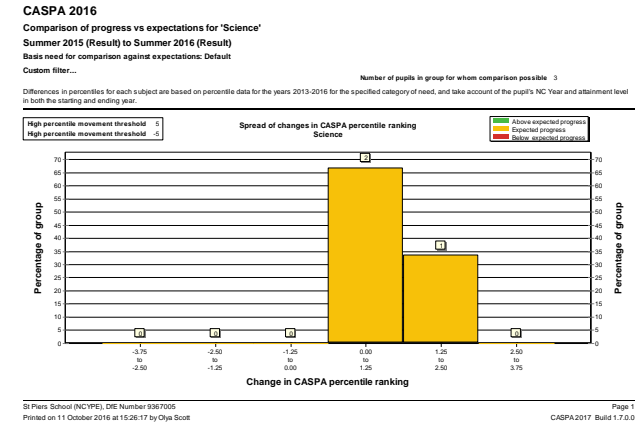
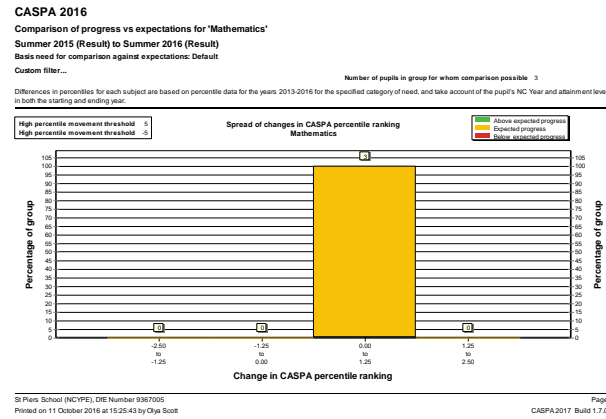
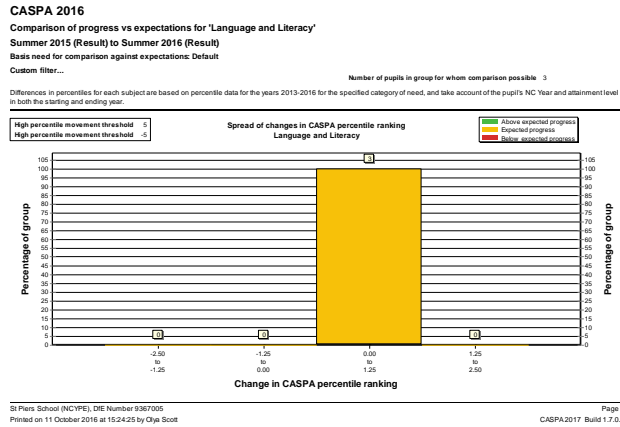


## Key Stage 5 (16 students)

Subject	Above expected target	Meets expected target	Below expected target
Language & Literacy	<b>10</b> (64%)	<b>5</b> (31%)	<b>1</b> (6%)
Mathematics	<b>8</b> (50%)	<b>6</b> (38%)	<b>2</b> (12%)
Science	<b>10</b> (63%)	<b>4</b> (25%)	<b>2</b> (12%)

79% of KS5 leavers have made or exceeded expected progress in all 3 core subjects. 3 (21%) students benefited from accessing intervention/booster groups which resulted in closing the gap between current attainment and expected targets.

38 students were entered for Equals Moving accreditation in 2016 and achieved 626 unit certificates which is an average of 16 accredited units per student. This is an increase of 1 unit compared to 2015. 45% of students achieved level 8 or above compared to 31% in 2015.



### Overall End of KS data:

- 89% of students are on or above in Language and Literacy
- 89% of students are on or above in Mathematics
- 93% of students are on or above in Science

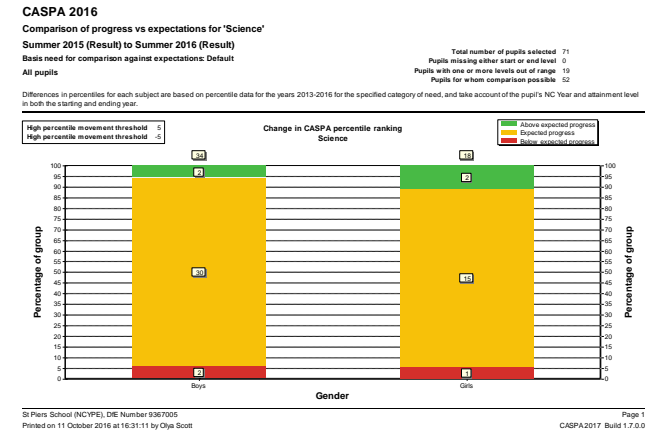
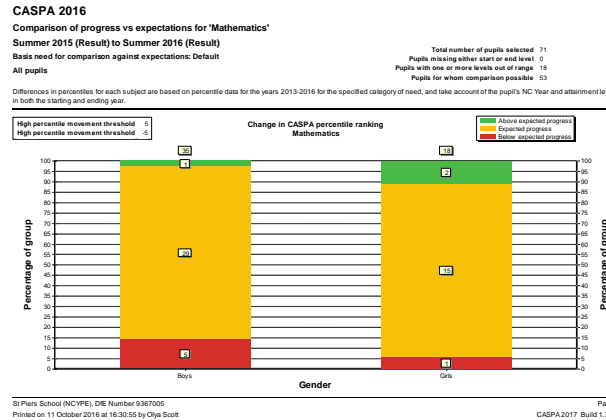
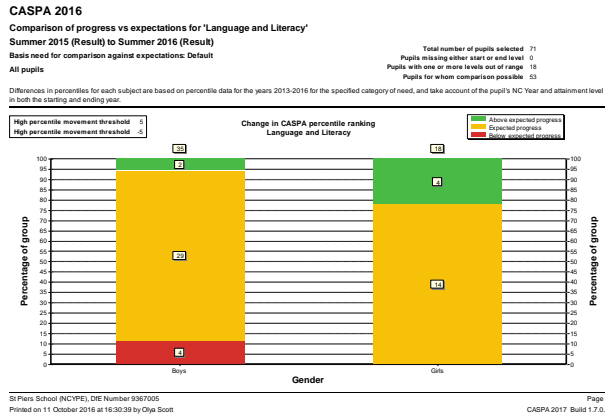
The assessment process in place enables us to:

- Celebrate where challenges were met, or exceeded;
- Identify areas of weakness for an individual student, or for groups of students;
- Identify groups of students whose targets were inappropriate
- Focus challenge for each student on subject-by-subject basis.

# We want all our young people to achieve and exceed their potential and so we analyse data by groups of vulnerable learners to monitor progress and achievement. We know this because we have no significant variation between the compared cohorts.

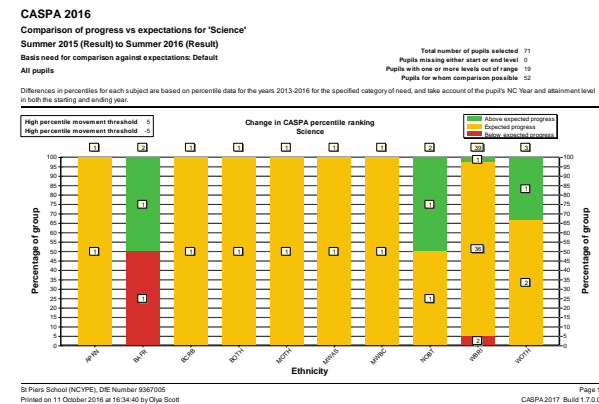
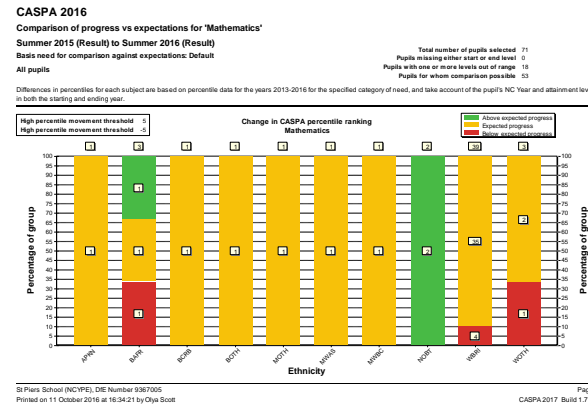
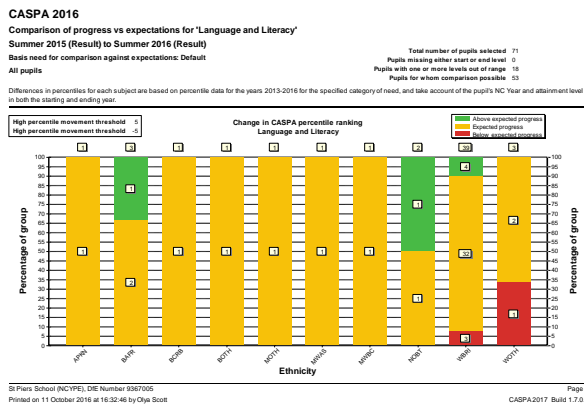
## Gender

Our data shows that there are no significant differences between boys and girls in making expected progress. Case studies are in place to further investigate 'below expected progress' so to support learning, accelerate progress and close the gap between current attainment and expected target.



## Ethnicity

Data shows that vast majority of our student make expected progress with no trends linked to specific ethnic background identified. Case studies are in place to further investigate 'below expected progress' so to support learning, accelerate progress and close the gap between current attainment and expected target.





## LAC

Data demonstrates that 88-89% of students in both categories make or exceed expected progress in Literacy. 82% of learners in LA care make expected progress in Mathematics in comparison to 93% of No LAC students. The proposal for PPG grant to focus on accelerating progress in Mathematics is in place. Only 1 student from LAC cohort hasn't made expected progress in Science – additional VI resources and training are in place to support learning and reduce a gap between current attainment and expected target. 93% - 95% of all students make or exceed expected progress.

Please see **Pupil Premium Grant entitlement report** for supporting information.

### CASPA 2016

#### Comparison of progress vs expectations for 'Language and Literacy'

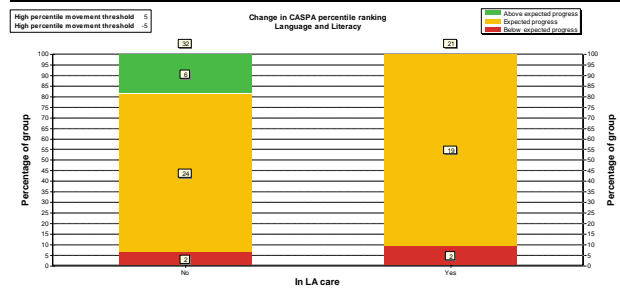
##### Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected: 71  
Pupils missing either start or end level: 0  
Pupils with one or more levels out of range: 18  
Pupils for whom comparison possible: 53

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



### CASPA 2016

#### Comparison of progress vs expectations for 'Mathematics'

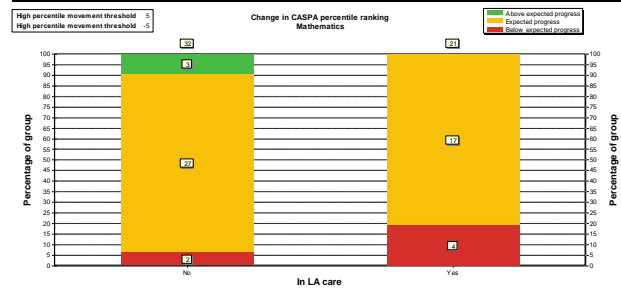
##### Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected: 71  
Pupils missing either start or end level: 0  
Pupils with one or more levels out of range: 18  
Pupils for whom comparison possible: 53

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



### CASPA 2016

#### Comparison of progress vs expectations for 'Science'

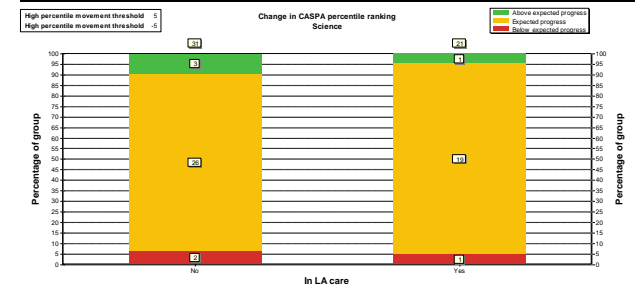
##### Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected: 71  
Pupils missing either start or end level: 0  
Pupils with one or more levels out of range: 19  
Pupils for whom comparison possible: 52

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



## ASD

92 % of students with ASD making or exceeding expected progress in both Literacy and Mathematics. 100% of our ASD learners are making and exceeding expected progress in Science. Case studies are in place (1 student) to further investigate 'below expected progress' so as to support learning, accelerate progress and close the gap between current attainment and expected target.

### CASPA 2016

#### Comparison of progress vs expectations for 'Language and Literacy'

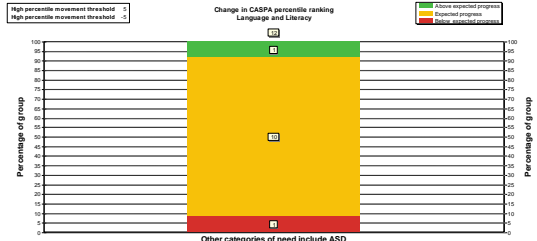
##### Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

Other categories of need include ASD

Total number of pupils selected: 10  
Pupils missing either start or end level: 0  
Pupils with one or more levels out of range: 0  
Pupils for whom comparison possible: 12

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



### CASPA 2016

#### Comparison of progress vs expectations for 'Mathematics'

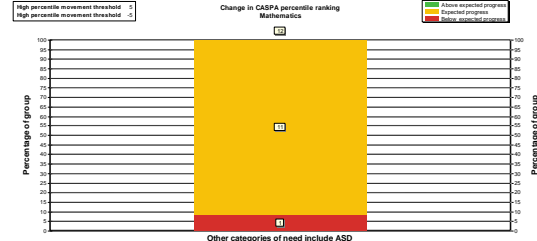
##### Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

Other categories of need include ASD

Total number of pupils selected: 10  
Pupils missing either start or end level: 0  
Pupils with one or more levels out of range: 0  
Pupils for whom comparison possible: 12

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



### CASPA 2016

#### Comparison of progress vs expectations for 'Science'

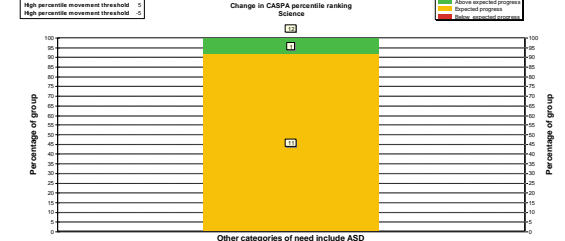
##### Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

Other categories of need include ASD

Total number of pupils selected: 10  
Pupils missing either start or end level: 0  
Pupils with one or more levels out of range: 0  
Pupils for whom comparison possible: 12

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



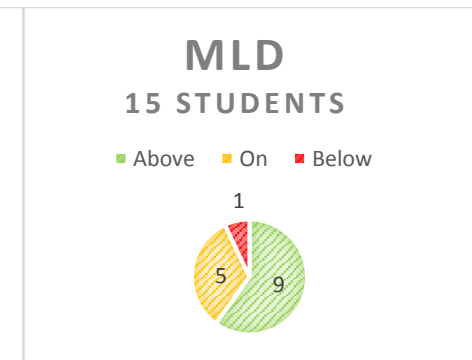
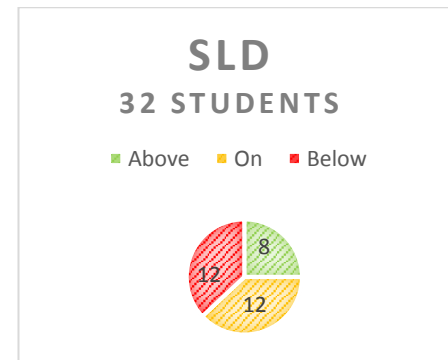
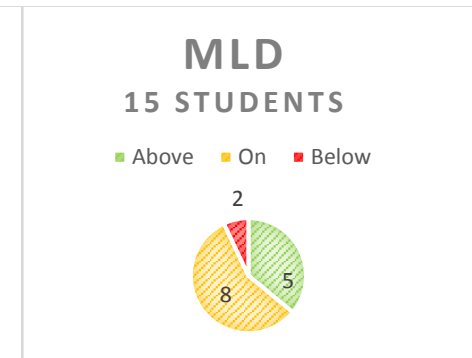
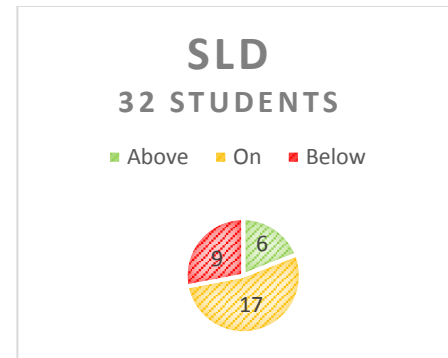
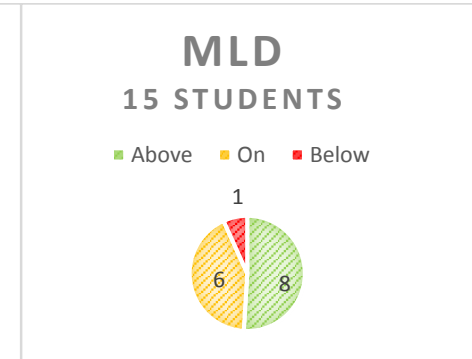
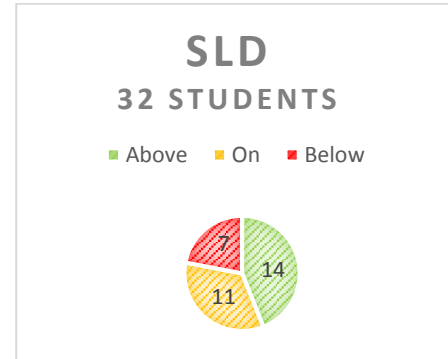
### DEGREE OF LEARNING DIFFICULTY

A majority of our MLD students are accessing the 6<sup>th</sup> Form curriculum and do not have sufficient comparable data in CASPA. Therefore, we undertake school based assessment and analysis to track their progress. The specific focus and targeted interventions to accelerate progress of the MLD cohort enabled us to raise attainment within this group of students. The data below demonstrates a considerable increase in progression rate amongst this group of learners compared to previous year: Literacy – 7% more students exceeded expected progress; Maths – 6% increase in students that are on and above target; Science – 14% increase in students meeting and exceeding expected progress.

LITERACY Key Stage	SLD (32)			MLD (15)		
	Above	On	Below	Above	On	Below
1	0	0	0	0	0	0
2	1	1	0	0	0	0
3	1	3	3	0	0	1
4	1	2	1	1	1	0
5	11	5	3	7	5	0
<b>Total</b>	<b>14</b>	<b>11</b>	<b>7</b>	<b>8</b>	<b>6</b>	<b>1</b>
	<b>44%</b>	<b>34%</b>	<b>22%</b>	<b>53%</b>	<b>40%</b>	<b>7%</b>

MATHS Key Stage	SLD (32)			MLD (15)		
	Above	On	Below	Above	On	Below
1	0	0	0	0	0	0
2	1	1	0	0	0	0
3	0	4	3	0	0	1
4	0	2	2	0	2	0
5	5	10	4	5	6	1
<b>Total</b>	<b>6</b>	<b>17</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>1</b>
	<b>19%</b>	<b>53%</b>	<b>28%</b>	<b>36%</b>	<b>57%</b>	<b>7%</b>

SCIENCE Key Stage	SLD (32)			MLD (15)		
	Above	On	Below	Above	On	Below
1	0	0	0	0	0	0
2	0	1	1	0	0	0
3	2	2	3	1	0	0
4	1	1	2	0	2	0
5	5	8	6	8	3	1
<b>Total</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>5</b>	<b>1</b>
	<b>25%</b>	<b>38%</b>	<b>37%</b>	<b>60%</b>	<b>33%</b>	<b>7%</b>



## Epilepsy

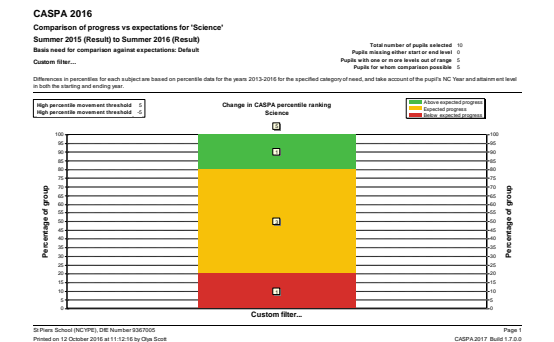
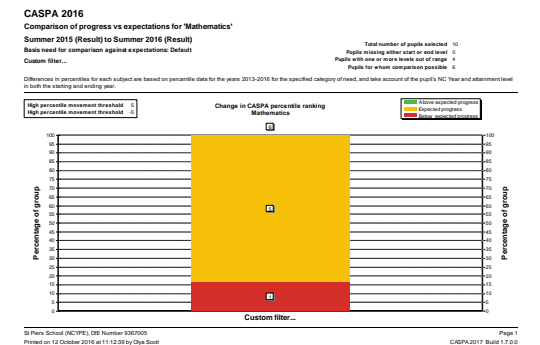
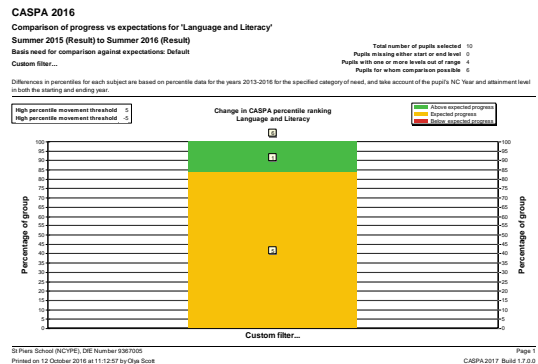
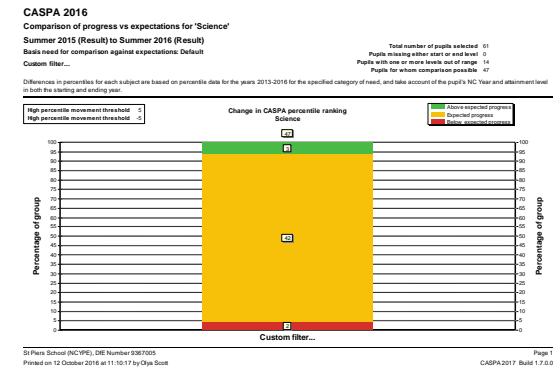
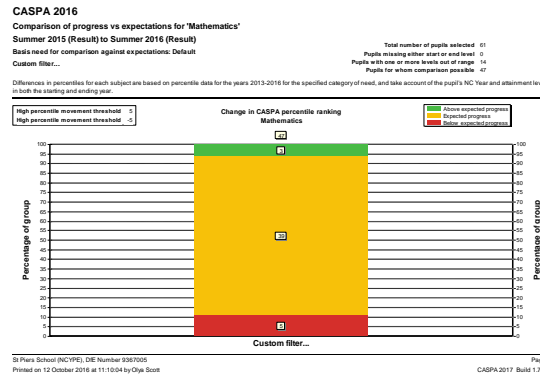
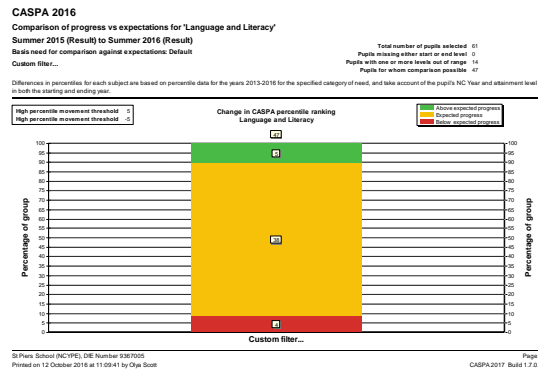
The vast majority of the children in school have complex epilepsy including those with Lennox Gastaut and Dravet syndrome. These and other, as yet unclassified, types of epilepsy all have a significant impact on a child's ability to learn. This may be as a result of frequent seizures involving either full unconsciousness of periods of altered consciousness which for some children can occur several times a day or in the case of Electrical Status Epilepticus of Slow wave sleep (ESES) can be continuous throughout the night. This then has an obvious impact on the child's ability to concentrate and retain information the following day. Different types of epilepsy also impact directly on a child's memory, especially those with seizures arising from the temporal region.

It is also important not to forget the impact on learning of anti-epileptic medication, all of which work on the central nervous system and a child with complex, poorly controlled epilepsy is often on a combination of drugs.

Epilepsy in children can have a number of co morbidities including learning difficulties, ADHD, ASD to mention just a few which all bring further complications. A diagnosis of epilepsy also increases the risk if mental health issues including anxiety and depression and there is often a significant detrimental impact on a child's self-esteem and self-confidence and the negative impact on their attitude to learning and education.

It is vital therefore that all staff working with a child with epilepsy, even uncomplicated and well controlled epilepsy, are aware of the potential impacts and strategies that they can use.

92% of our students with epilepsy are making and exceeding the expected progress in Literacy, 90% in Mathematics and 98% in Science. This is achieved due to high level of support, bespoke training, appropriate provision, and differentiated approaches to individual/personalised learning programmes in place.



## **Overall Judgement: Achievement of students**

**Comparing all the data evidence and taking into account our students' starting points, medical needs, associated learning difficulties and other related issues which impact on their learning, we are confident that the majority of our students meet and exceed National Expectations in many areas of the curriculum and are stretched and challenged to achieve their full potential and to prepare for the next stage of their life.**

**We want all our young people to achieve and exceed their potential and so we analyse data by groups vulnerable to under achievement. We know this because we have no significant variation.**

**We set aspirational targets to stretch our young people and measure their progress. We know this because we have done an analysis by individual of their progress.**