



Our vision

Challenging
expectations
and sharing
success

Waverley School Special Education Needs Information Report

Name of School	Waverley School
The report drafted	July 2016
The report to be review annually	July 2017 Further updated September 2017

SEND report to Governors:

Contents

Total number of pupils on roll
Areas of need
Gender
Other vulnerable groups
Parental involvement in review meetings
Exclusions
Whole pupil attendance
Ethnicity
Impact teaching and learning
Accessibility
May 2016 Attainment - Pupil attainment KS1, KS2, KS3, KS4 and KS5

Total number of pupils on SEN register

	ECHP
Reception	7
Year 1	6
Year 2	11
Year 3	10
Year 4	13
Year 5	6
Year 6	9
Year 7	7
Year 8	5
Year 9	5
Year 10	8
Year 11	2
Year 12	7
Year 13	6
Year 14	7

Areas of need

PMLD	Severe learning difficulty	Speech, Language and communication	Autistic Spectrum Disorder	Hearing and visual impairment	Social, Emotional and mental health	Medical and disability
43	66	110	4	52		63

Pupils on Roll

Pupils on Roll	2013	2014	2015	2016	2017
Male	60	63	65	66	68
Female	50	44	45	44	47
Total	110	107	110	110	115

National Curriculum Year	2013	2014	2015	2016	2017
1	11	10	9	7	5
2	9	13	11	11	6
3	8	9	12	10	11
4	7	7	7	12	10
5	6	6	9	7	12
6	5	6	7	9	7
7	7	5	6	7	10
8	2	7	4	5	6
9	7	2	8	5	4
10	5	7	2	7	5
11	7	4	7	2	7
12	6	8	6	7	2
13	6	4	7	6	7
14	6	6	4	6	6
Nursery first year					9
Nursery second year	9	6	6	2	
Reception	9	7	5	7	8
Total	110	107	110	110	115

SEN Provision	2013	2014	2015	2016	2017
School action or early years action	8	3	10		
School action plus or early years action plus		1	1		
Statement	102	103	99	96	85
Education, health and care plan				14	30
Total	110	107	110	110	115

SEN Primary Need	2013	2014	2015	2016	2017
Autistic Spectrum Disorder			2	3	3
Profound & Multiple Learning Difficulty	41	42	40	42	44
Severe Learning Difficulty	57	60	58	64	67
Specific Learning Difficulty	1	1		1	1
Visual Impairment	3	1			
Total	102	104	100	110	115

FSM	44	39%
LAC	3 (2 children and 1 young adult)	2.5%
EAL	55	48.5%

Parental involvement in review meetings 100%

Exclusions 0%

Whole school pupil attendance 88%

Accessibility

Information for Governors annual report to Parents	Summary of where information may be found
Admission/transition arrangements for pupils with SEND	SEND policy
Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils Details of facilities provided to assist access to the school by pupils with disability	SEND Policy Accessibility policy

2017 Attainment Report

Summary of the analysis:

1. The vast majority of pupils are making at least expected progress across all key stages, and across subjects, and in 2016-2017, 99.5% of all pupils met or exceeded the Progression Guidance Median Quartile targets by the end of their key stage. Overall 59% made outstanding progress (according to targets set against SSMAG measure - equivalent to Progression Guidance upper quartile): this is **Outstanding Progress**.
2. Pupils do particularly well in key stage 1, 4 and 5 with a higher proportion exceeding expectations, and with the exception of one student in KS2, there were no students working below expectations.
3. There are more pupils meeting and exceeding expectations in Communication and Literacy, Maths and PSHE, and those pupils who were below expectation year are now at least meeting expectations.

Ethnicity	2013	2014	2015	2016	2017
Afghan			2	2	1
Albanian	1	1	1	1	
Any Other Asian Background	1	2	3	3	3
Any other ethnic group			1	1	2
Any other mixed background	1	1	1	1	
Any other white background	4	5	5	5	4
AOTA	2	2	2	1	
Arab other	1				
Asian and any other ethnic group				1	1
Bangladeshi	1	1	2	2	2
Black - Congolese	2	3	2	2	2
Black - Ghanaian	6	6	6	6	8
Black - Nigerian	6	6	6	6	6
Black - Sierra Leonean	1	1	1	1	1
Black - Somali	6	4	2	2	4
Black African	2	2	3	3	4
Black and any other ethnic group	3	4	4	4	5
Black Caribbean	6	5	4	4	4
Black European		1	1	1	1
Greek Cypriot	1			0	1
Indian	1	1	1	1	4
Information not yet obtained	6	3	5	5	5
Kurdish	1	1	2	2	1
Other Black African	1	1	1	1	1
Other Black African	1	1	1	1	1
Other ethnic group	2	1	1	1	1
Other mixed background	1	1	1	2	2
Other White British	2	2	2	1	1
Refused	2	7	2	1	1
Sri Lankan Tamil	2	1	1	1	1
Serbian	1				
Turkish	13	12	16	16	16
Turkish Cypriot	3	3	2	2	3
White - British	2	2	4	4	4
White - English	15	13	11	13	12
White - Irish			1	1	2
White and any other ethnic group	1	1	1	0	1
White and Black African	1	2	2	2	2
White and Black Caribbean	2	3	3	3	2
White and Indian	1	1			
White Eastern European	5	5	5	5	4
White other	1				
White Western European	2	2	2	2	2
Total	110	107	110	110	115

Impact on quality teaching and learning

Teachers and teaching assistants have improved knowledge of the range of special needs and the impact that the compounding effect of physical disabilities, sensory impairments and sensory processing difficulties have on our pupils ability to learn and to understand their world.

Staff are more aware of how to support pupils and are developing skills in this regard. There are a number of established and evolving systems and areas of real expertise have developed within school for example in the use of AAC (augmentative alternative communication), eg use of Eye gaze for communication, PODD (pragmatic organisational dynamic display) books, Makaton, PECS (Picture exchange communication system). Staff have also developed their use of TaSSels (tactile signing for sensory learners with our PMLD pupils with visual impairment) and 'yes no symbols' to answer 'closed' questions.

This is development evident in planning, drop ins, work scrutiny and in lessons observations, and in incidental chat and conversations which it has facilitated between pupils and staff around school and in the playground.

PE has been a focus of lesson observations in the summer term and this focus helped to develop practice in this area of the curriculum and it was evident in our sports day that some of our pupils are showing real perseverance and responding to challenges. Where teaching and learning was less than secure support and follow up was implemented. We have excellent access to the borough PE specialist and she works closely with us to develop our practice.

Behaviour in lessons is noted as good. Some teachers have attended SCERTS training (Social Communication/Emotional regulation/transactional support) which has supported our work with our pupils with autism, behavioural difficulties due to rigid thinking patterns/ difficulties with change and flexibility. Staff are also more knowledgeable in the use of ICT apps as well as use of switches and programs to support SEN pupils.

There are a large number of pupils with medical needs and the staff training has led to them having improved access to the curriculum.

Teachers and teaching assistants are encouraged to attend courses relevant to the needs of their pupils or to develop skills in an area of interest and uptake is good.

There is also regular 'in house' training eg TaSSeLs, PODD, Makaton, Sensory processing workshops which are open to all.

Final 2016 - 2017 Attainment and Progress Report

Key point to consider at the September 2017 Governors' curriculum Meeting:

- This report was written using each pupil's prior attainment data and the analysis completed with the targets set for all pupils based on the SS MAG measure, which sets targets for all pupils so that expectations enable outstanding progress (in line or above Progression Guidance Upper quartile).

Summary of the analysis:

- The vast majority of pupils are making at least expected progress across all key stages. 59% of students make outstanding progress and overall 98.5% make at least expected progress.
- Pupils do particularly well in key stages 1, 4 and 5 with a higher proportion meeting and exceeding expectations, and no students making less than expected progress, but overall the vast majority of students are making at least expected progress in all key stages and all subjects.
- Overall, of the 45 pupils who receive pupil premium 100% are currently making expected or better progress compared to 98% of students not in receipt of pupil premium. However, there are more children not in receipt of pupil premium who are making outstanding progress (11% more),
- There are less children in receipt of pupils premium working below expectations compared to those who are not.
- The vast majority of both boys and girls are currently making at least expected progress (99.5% and 97.5% respectively), however just over 10% more girls than boys making above expected progress.
- The vast majority of all pupils make at least expected progress regardless of their learning disability. There are slightly less pupils with PMLD exceeding expectations than pupils with SLD, but the difference is small. There are more students with PMLD working below expectations, but again the difference is small and all students who are working below expectations, except one student with SLD, have had very high absenteeism due to ill health.
- There are no trends when looking at ethnicity and first languages.

Currently, our pupils' attainment is as follows:

Making above expected progress - Outstanding Progress

Making expected progress - Good Progress (Median quartile)

Making below expected progress - lower quartile (according to PG)

Making below expected progress - insufficient progress

	113 pupils on roll	Early Years 17 pupils Not included in this analysis	KS1 11 pupils	KS2 40 pupils	KS3 19 pupils	KS4 12 pupils	KS5 15 pupils
Boys	56 - 57.5%(excl.EY) 67 - 59%(incl.EY)	11	5	22	11	9	9
Girls	41 - 42.5%(excl.EY) 46- 41% (incl.EY)	5	6	18	8	3	6
FSM	44 - 39% (excl.EYPP) 53 - 47% (incl.EYPP)	3	6	14	7	4	7
LAC	3 - 2.5%	0	1	1	0	0	1
EAL	55 - 48.5%	5	4	23	12	5	8
PMLD	36- 37% (excl.EY) 43 - 38%(incl.EY)	6	7	14	7	3	4
SLD	57 - 59% (excl.EY) 66- 57.5%(incl.EY)	3	7	24	9	6	15
other (incl. ASD)	4 - 4% (excl.EY) 4 - 3.5% (incl.EY)	0	3	0	0	0	1

Current overall results when looking at prior attainment and challenging target set - Upper quartile according to DfE Progression Guidance and SSMAG measure (this will not include students in EY as they are assessed against EYFS profile)

Overall	EY	KS1	KS2	KS3	KS4	KS5
Outstanding progress - 59% UQ	X	64%	50.5%	57%	68.5%	54%
Good progress - 40.5% MQ	X	36%	46.5%	43%	31.5%	46%
Making below expected progress - 0.5% (5% in Jan 2016) LQ	X	0%	3% 1 student	0	0%	0%

Currently, our pupils' attainment is as follows:

Outstanding progress (upper quartile) Good progress (median quartile) Making below expected progress (lower quartile) Making below expected progress (insufficient progress)

KS1 - 11 pupils - Overall: **64%** **36%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 5	Girls 6	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2 - 40%	5 - 84%	2 - 40%	5 - 84%	2 - 40%	5 - 84%	2 - 40%	5 - 84%	2 - 40%	5 - 84%
3 - 60%	1 - 16%	3 - 60%	1 - 16%	3 - 60%	1 - 16%	3 - 60%	1 - 16%	3 - 60%	1 - 16%
0	0	0	0	0	0	0	0	0	0

All pupils (100%) are making at least expected progress across KS1, and 64% meet or exceed the challenging targets set, which shows that **progress across Key stage 1 is OUTSTANDING.**

End of KS1 - 5 pupils - Overall: **80%** **20%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 3	Girls 2	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2 - 66%	2 - 100%	2 - 66%	2 - 100%	2 - 66%	2 - 100%	2 - 66%	2 - 100%	2 - 66%	2 - 100%
1 - 33%	0	1 - 33%	0	1 - 33%	0	1 - 33%	0	1 - 33%	0
0	0	0	0	0	0	0	0	0	0

Although the cohort is very small, it looks like boys are doing slightly less well than the girls but no one failed to make at least expected progress. Overall over 100% of KS1 students will have reached made good progress across all curriculum areas (according to SSMAG measure), and 80% have reached the upper quartile set. This is **OUTSTANDING** progress. All pupils will continue to be monitored so that all can make at least expected progress.

KS2 - 40 - Overall: **50.5%** **46.5%** **3%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 22	Girls 18	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10 - 45%	7 - 39%	11 - 50%	11 - 62%	13 - 59%	10 - 56%	10 - 45%	9 - 50%	10 - 45%	10 - 56%
12 - 55%	10 - 56%	11 - 50%	6 - 33%	9 - 41%	7 - 39%	12 - 55%	8 - 45%	11 - 50%	7 - 39%
0	1 - 5%	0	1 - 5%	0	1 - 5%	0	1 - 5%	1 - 5%	1 - 5%

The vast majority of pupils are making at least expected progress (97%) across KS2, and half are making outstanding progress (set to make at least 2 levels of progress for pupils working above P4 and at least 1.5 levels of progress for pupils working below P4), therefore **progress in Key stage 2 is OUTSTANDING. One student only is not expected to make at least median quartile, the pupil has had a lot of time of school in the last 18 months due to recurrent ill health and long stays in hospital. .**

There is no particular subject where pupils are underachieving. All targets sets are done according to the pupils prior attainment at KS1 and are challenging.

End of KS2 - 7 pupils - Overall: **60%** **37%** **3%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 3	Girls 4	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2 - 66.5%	2 - 50%	2 - 66.5%	2 - 50%	2 - 66.5%	3 - 75%	2 - 66.5%	2 - 50%	2 - 66.5%	2 - 50%
1 - 33.5%	2 - 50%	1 - 33.5%	2 - 50%	1 - 33.5%	1 - 25%	1 - 33.5%	2 - 50%	0	2 - 50%
0	0	0	0	0	0	0	0	1 - 33.5%	0

Pupils in Key Stage 2 are doing very well and 97% have made at least expected progress by the end of the Key stage, and 60% have made outstanding progress (made at least 2 levels of progress for pupils working above P4 and at least 1.5 levels of progress for pupils working below P4). **Therefore progress in Key Stage 2 is OUTSTANDING.** The pupil working below expectations has been off school for two terms due to a car accident, which explains why he is working below expectations in one area. He has benefited from additional support since his return and has managed to make good progress in most curriculum areas.

KS3 - 19 - Overall: **57%** **43%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 11	Girls 8	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
6 - 54.5%	5 - 62.5%	7 - 64%	5 - 62.5%	5 - 45.5%	4 - 50%	5 - 45.5%	5 - 62.5%	6 - 54.5%	6 - 75%
5 - 45.5%	3 - 37.5%	4 - 36%	3 - 37.5%	6 - 54.5%	4 - 50%	6 - 54.5%	3 - 37.5%	5 - 45.5%	2 - 25%
0	0	0	0	0	0	0	0	0	0

Pupils who were working below expectations last academic year and in the Autumn term are now making at least good progress, after benefiting from extra support from a skilled teacher all year in English.

Overall 100% of pupils have made at least expected progress and over half of students reached their upper quartile targets, in all subject areas. **Therefore progress in KS3 is OUTSTANDING.**

End of KS3 - 4 students - Overall: **85%** **15%** **0%**

One pupil was not included in this analysis due to lack of prior data

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2 - 100%	2 - 100%	2 - 100%	2 - 100%	1 - 50%	2 - 100%	1 - 50%	2 - 100%	2 - 100%	1 - 50%
0	0	0	<i>0</i>	1 - 50%	0	1 - 50%	0	0	1 - 50%
<i>0</i>	0	<i>0</i>	0	0	0	<i>0</i>	0	<i>0</i>	0

Overall 100% of pupils made at least expected progress by the end of their key stage and the vast majority (85%) reached the upper quartile target. **Therefore progress in KS3 is OUTSTANDING.**

KS4 - 12 - Overall: **68.5%** **31.5%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 9	Girls 3	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
6 - 67%	3 - 100%	4 - 44%	2 - 67%	8 - 89%	3 - 100%	7 - 78%	2 - 67%	3 - 33%	3 - 100%
3 - 33%	0	5 - 56%	1 - 33	1 - 11%	0	2 - 22%	1 - 33	6 - 67%	0
0	0	0	0	0	0	0	0	0	0

All pupils are making at least expected progress (100%) across KS4, and 68.5% reach their upper quartile targets, therefore **progress in Key stage 4 is**

OUTSTANDING.

All targets sets are done according to the pupils prior attainment at KS3 and are challenging. Boys seem to be doing slightly less well in PSHE and maths, SLT will be looking at the curriculum and continue to focus CPD on teaching and learning.

End of Key stage 4 - 7 students - Overall: **68.5%** **31.5%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 5	Girls 2	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4 - 80%	2 - 100%	2 - 40%	1 - 50%	4 - 80%	2 - 100%	4 - 80%	1 - 50%	2 - 40%	2 - 100%
1 - 20%	0	3 - 60%	1 - 50%	1 - 20%	0	1 - 20%	1 - 50%	3 - 60%	
0	0	0	0	0	0	0	0	0	0

All pupils are making at least expected progress (100%) across KS4, and 68.5% met upper quartile targets, therefore **progress in Key stage 4 is OUTSTANDING.**

Analysis of progress KS2 to KS4

Overall: **56.5%** **43.5%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 4	Girls 2	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1 - 25%	1- 50%	2 - 50%	1- 50%	2 - 50%	2 - 100%	2 -50%	2 - 100%	2 - 50%	2 - 100%
3 - 75%	1- 50%	2 - 50%	1- 50%	2 - 50%	0	2 - 50%	0	2 - 50%	
0	0	0	0	0	0	0	0	0	0

All students in this cohort have at least met expectations over the last 3 key stages. As defined in SSMAG's analysis of what constitutes good and outstanding progress, over 50% of students have made outstanding progress (over 2 levels of progress achieved), and 43.5% have made at least 1.5 levels of progress. Therefore, progress is **OUTSTANDING**.

KS5 - 15 - Overall: **54%** **46%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 9	Girls 6	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
5 - 56%	4 - 66.5%	3 - 33%	4 - 66.5%	3 - 33%	4 - 66.5%	5 - 56%	3 - 50%	6 - 67%	4 - 66.5%
4 - 44%	2 - 33.5%	6 - 67%	2 - 33.5%	6 - 67%	2 - 33.5%	4 - 44%	3 - 50%	3 - 33%	2 - 33.5%
0	0	0	0	0	0	0	0	0	0

100% of students are making at least expected progress across KS5 (using targets set against Equals Set levels), and well over half are exceeding expectations.

Overall, all students are set a challenging target, therefore **progress in KS5 is OUTSTANDING.**

End of key stage 5 - 6 students - Overall: **84%** **16%** **0%**

Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 4	Girls 2	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4 - 100%	2 - 100%	3 - 75%	2 - 100%	2 - 50%	2 - 100%	4 - 100%	2 - 100%	4 - 100%	2 - 100%
0	0	1 - 25%	0	2 - 50%	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

100% of students due to reach the end of KS5 are currently making at least expected progress and are set to reach targets, 84% are set to exceed expectations , therefore progress is **OUTSTANDING**.

Summary:

Progress at Waverley school is outstanding because over half of all students meet upper quartile targets, and 99.5% overall make at least good or better than expected progress.

Pupils do particularly well in key stage 1 and 4. There is a higher proportion of students reaching median quartile in KS2, KS3 and KS5, but following learning walks, work scrutiny, and an emphasis on teaching and learning and evidence gathering in the last academic year, progress in all key stages and in all curriculum areas is outstanding. However, there are less students working below expectations this term, and most who were highlighted as below expectations in the Autumn term 2016 are now back on track. Overall the vast majority of students are making at least expected progress in all key stages and all subjects: Progress is outstanding. There are less boys exceeding expectations (except in KS2). Teachers have developed their skills further, and have higher expectations of all students. The vast majority of pupils make at least expected progress across all subject areas. Only one pupil made below expected progress.

Future consideration

Continue to monitor the progress of all pupils working below expectation half termly.

Moderation will continue.

SLT to continue to work with teachers to teach challenging and motivating lessons.

Ensure a higher proportion of boys exceed expectations (see below).

Significant groups:

Pupils in receipt of Pupil Premium -

Overall		Communication and Literacy		Mathematics		Science		Computing		PSHE	
Yes 45	No 52	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
50%	61%	20 - 45%	33 - 63%	21 - 47%	33 - 63%	25 - 56%	32 - 61%	21 - 47%	32 - 61%	25 - 55%	30 - 57%
50%	37%	25 - 55%	18 - 34%	24 - 53%	18 - 35%	20 - 44%	19 - 37%	24 - 53%	19 - 37%	20 - 45%	20 - 39%
0%	2%	0	1 - 2%	0	1 - 2%	0	1 - 2%	0	1 - 2%	0	2 - 4%

Overall, of the 45 pupils who receive pupil premium 100% are currently making expected or better progress compared to 98% of students not in receipt of pupil premium. However, there are more children not in receipt of pupil premium who are making better than expected progress (11% more), therefore SLT will be looking at supporting teachers to ensure that this small difference is further diminished.

There are less children in receipt of pupils premium working below expectations compared to those who are not. This was not the case last term, or last year, and teachers have worked hard to diminish the difference between these two cohorts.

We have 2 children who are currently looked after and one young person in supported living accommodation . All three students made at least good progress and 2 made outstanding progress.

Overall Gender

Overall		Communication and Literacy		Mathematics		Science		Computing		PSHE	
Boys 56	Girls 41	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
51%	63%	29 - 52%	24 - 58.5%	27 - 48%	27 - 66%	31 - 55%	26 - 63.5%	29 - 52%	24 - 58.5%	27 - 48%	28 - 68%
48.5%	34.5%	27 - 48%	16 - 39%	29 - 52%	13 - 31.5%	25 - 45%	14 - 34%	27 - 48%	16 - 39%	28 - 50%	12 - 29.5%
0.5%	2.5%	0	1 - 2.5%	0	1 - 2.5%	0	1 - 2.5%	0	1 - 2.5%	1 - 2%	1 - 2.5%

The vast majority of both boys and girls are currently making at least expected progress (99.5% and 97.5% respectively), with just over 10% more girls than boys making outstanding progress. SLT and teachers will be looking at this trend in next term's observations and discuss ways to diminish the difference.

Degree of learning difficulties

Overall			Communication and Literacy			Mathematics			Science			Computing			PSHE		
PMLD	SLD	OTHER	PMLD 36	SLD 57	OTHER 4	PMLD	SLD	OTHER	PMLD	SLD	OTHER	PMLD	SLD	OTHER	PMLD	SLD	OTHER
54.5%	57%	55%	19 53%	32 56%	2 75%	19 55%	32 56%	3 75%	20 56%	35 61%	2 50%	20 56%	31 54%	2 50%	20 56%	33 58%	2 50%
42.5%	42.5%	45%	16 44%	25 44%	2 25%	16 44%	25 44%	1 25%	15 41%	22 39%	2 50%	15 41%	26 26%	2 50%	15 41%	23 40%	2 50%
3%	0.5%	0	1 3%	0	0	1 3%	0	0	1 3%	0	0	1 3%	0	0	1 3%	1 2%	0

The vast majority of all pupils make at least expected progress regardless of their learning disability. There are slightly less pupils with PMLD reaching upper quartiles than pupils with SLD, but the difference is very small. There are more students with PMLD working below expectations, but again the difference is small and all students who are working below expectations, have had very high absenteeism due to ill health.

The “other difficulties” cohort is too small (4 pupils) to analyse.

Future considerations

SLT to work with HODs and teachers to ensure all pupils have better outcomes and make similar progress in all subjects regardless of their need or gender.

Ethnicity:

There are no trends when looking at ethnicity and first languages.