

Trinity School Summary of Achievement 2015-16

Against school aims: 96% of all pupils achieved good to outstanding outcomes 2015-16

In-school contextualised data

94% good to outstanding progress in English

93% good to outstanding progress in Maths

94% good to outstanding progress demonstrated against new Person-Centred targets piloted over the year.

Against National Data Set 3: Expected or better progress is made between key stages by a very large majority of pupils overall, and in English and Maths; and by a large majority in Science.

From each different starting point, the proportions of pupils making and exceeding expected progress in English, Maths and Science are very high compared with National figures.

Using CASPA analysis which provides the largest, up-to-date national comparison and aspirational targets: 99% of all pupils achieve good or better results in English 97% of all pupils achieve good or better results Maths.99% achieve good or better results overall.

Accreditation: 100% of students in FEC, LLC and Upper School achieved good/ better accreditation results at year 11 and Year 14.

All students in the FEC exceeded their targets for accreditation, achieving Personal Progress Entry 1 Diplomas (37+credits required) -rather than the targeted certificates (14+ credits required). .All PMLD students in both Upper School & the FEC gained Diplomas which represents an outstanding level of achievement.

Vulnerable Groups: No achievement difference is evident in our data for groups of pupils frequently identified as being at risk of underachievement in CASPA. 87% good to outstanding achievement now recognised for students with PMLD supported by the emerging Planning for Progress systems which recognise true progress-we were only able to demonstrate 50% last year because of ineffective data and assessment systems

Behaviour Data: 91% of students receiving support via Behaviour interventions finish the year requiring a reduced level of support; 9% continue to receive tailored recovery interventions. We have reduced this final figure from 18% last year to 9% this year.

Improvements over 5 years, CASPA shows us that:

- The number of pupils making good or better progress overall continues to grow from 82% in 2011 to 99% in 2016.
- The number of pupils making good or better progress in English continues to grow from 89% in 2011 to 99% in 2016.
- The number of pupils making good or better progress in Maths has grown from 88% in 2011 to 97% in 2015 and 2016.
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Subject data CASPA subject analysis 2015-16 shows at least 90% good or outstanding progress in all subjects. No subject is singled out for development in the coming year.

Quality of Teaching: *100% good to outstanding*

Attendance: 91.62%. The absence figure of 8.38% is less than the national average for special schools, which in 2014-15 was recorded by the DfE as 9.4%.

How many parents/carers have engaged with the school about progress? 91% across the year 2015-16