

**Trinity School**  
**Summary of Achievement**  
**2016-17**

**Against school aims:** 100% of all students achieved good to excellent outcomes 2016-17

**In-school contextualised data**

98% good to excellent progress in English

98% good to excellent progress in Maths

98% good to excellent progress demonstrated against Person-Centred targets.

**Against National Data Set 3:** Expected or better progress is made between key stages by a very large majority of students overall, in English, Maths and Science and from each different starting point, the proportions of students 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:

96% of all students achieve good or better results in English

97% of all students achieve good or better results Maths.

98% 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 students frequently identified as being at risk of underachievement in CASPA. 97% good to excellent achievement in English and maths now recognised for students with PMLD supported by Planning for Progress systems which recognise true progress – this is an increase of 10% in English and 7% in maths from last year.

**Behaviour Data:** 98% of students receiving support via Behaviour interventions finish the year requiring a reduced level of support; 2% continue to receive tailored recovery interventions this equates to 1 student. We have reduced this final figure from 9% 2015-2016 to 2% 2016-2017.

**Improvements over 6 years,** CASPA shows us that:

- The number of students making good or better progress overall continues to grow from 82% in 2011 to above 95% in 2017.
- The number of students making good or better progress in English continues to grow from 89% in 2011 to above 95% in 2017

The number of students making good or better progress in Maths has grown from 88% in 2011 to above 95% in 2017

**Subject data** CASPA subject analysis 2016-17 shows at least 95% and above, good or better progress in all subjects apart from Geography, History and PE where between 86% to 91% of students made good or better progress. Thus these 3 subjects will need further analysis to identify what needs to be addressed for further development in 2017-2018.

**Quality of Teaching:** *100% good to outstanding*

**Attendance:** 91.42%. The absence figure of 8.48% is less than the national average for special schools, which in 2015-16 was recorded by the DfE as 9.1%.

**How many parents/carers have engaged with the school about progress?** 97.5% across the year 2016-17