

# **CRESSEY COLLEGE**

**DATA REPORT**

**ASSESSMENT AND PROGRESS**

**2016/17**

## The Context

Cressey College is a special school for students aged 5 – 19 with Social, Emotional and Attachment difficulties, with and additional complex needs and / or particularly challenging behaviour.

All students have either an EHCP or a Statement of SEN, nearly all of them had significant literacy & numeracy difficulties on arrival, and the very large majority were either poor attenders or out of school for extended periods prior to joining Cressey.

All have complex needs as illustrated by the Table below.

<b>The Complex Needs of our Students, on arrival at Cressey</b>	
98% have social interaction difficulties	18% have Learning difficulties
98% have emotional regulation difficulties	12% have obsessive behaviour or OCD
96% have particularly challenging behaviour	11% have Depression or Low Mood
70% have low self-esteem	10% have ODD
51% have significant or severe Anxiety	9% have working memory difficulties
47% have diagnosed Speech & Language difficulties or disorders	9% have sleeping difficulties
43% have ADHD or ADHD traits	9% have a history of self harming
42% have ASD or Aspergers	6% have Global Development Delay
40% have Sensory or Auditory Processing difficulties or disorders	2% have Psychotic difficulties
30% have identified Attachment difficulties or disorders	6% have Dyslexia
30% have fine and / or gross motor difficulties	2% have PTSD

## Student Statistics

The 2016/17 statistics below are for 92 on-site students: 64 boys and 28 girls.

There were 7 Looked After Children on roll: 2 boys and 5 girls, across the Key Stages 2 – 5.

The Key Stage breakdown was as follows:

- Key Stage 5 students – 2 girls, 4 boys, 6 in total;
- Key Stage 4 – 9 girls, 11 boys, 20 in total
- Key Stage 3 – 11 girls, 18 boys, 30 in total
- Key Stage 2 – 8 girls, 25 boys, 33 in total
- Key Stage 1 – 2 girls and 1 boy, 3 in total

At the time of collation in July 2017, only 28 students had been at Cressey for 2+ years. This is a result of 59% of joiners in 2015 being in Year 10 or above; so their Cressey stay was inevitably short. The data in this report does not therefore reflect fully the progress made by all students over time.

This changed from Jan 2016, since when 79% of new joiners have been in Key Stage 2 or Key Stage 3.

We therefore expect the number of students who've been at Cressey for 2 Years + to increase significantly, meaning that from Sept 2017 onwards data will be a more representative average of all student progress.

## Interpretation of “Steps”

This progress data comes from the B-Squared assessment system, which enables us to track students' progress through National Curriculum 'Steps'. Students progress to the next 'Step' once they have mastered a minimum of 80% of the previous one.

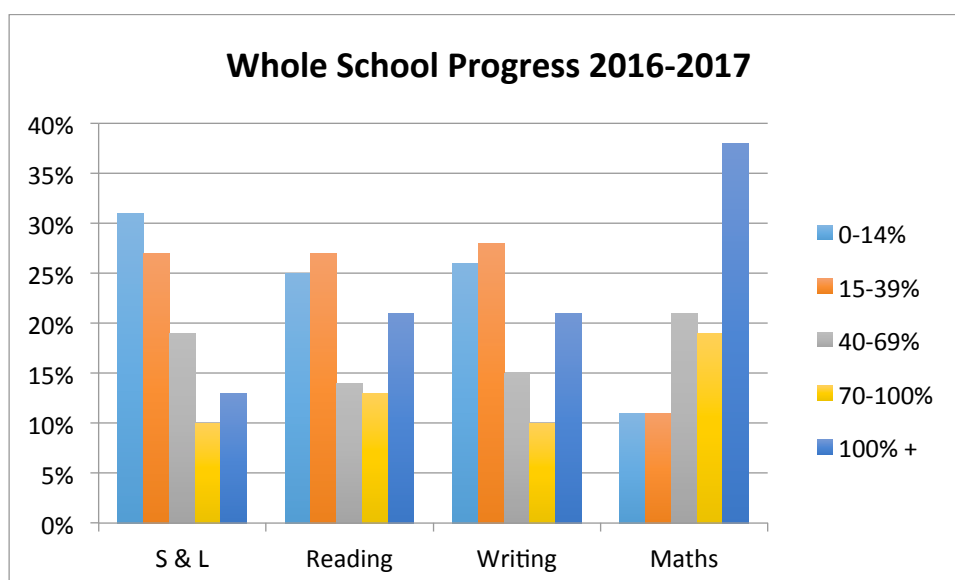
For the purpose of meaningful analysis, progress is divided into categories: 0-14% of a Step; 15-39% of a Step; 40-69% of a Step; 70-100% of a Step; 100%+ of a Step. We consider 70% of a Step per year to be the benchmark for expected progress; though for some of our students progress is necessarily in very small steps, and achieving even 40% of a Step is a big achievement.

## Overview and Highlights

This was a year of growth, with many students joining Cressey during the year, which limited the progress they could achieve. However students at Cressey progress very well in the longer term, as reflected below by the data below, for students who have been at Cressey for 2 Years +.

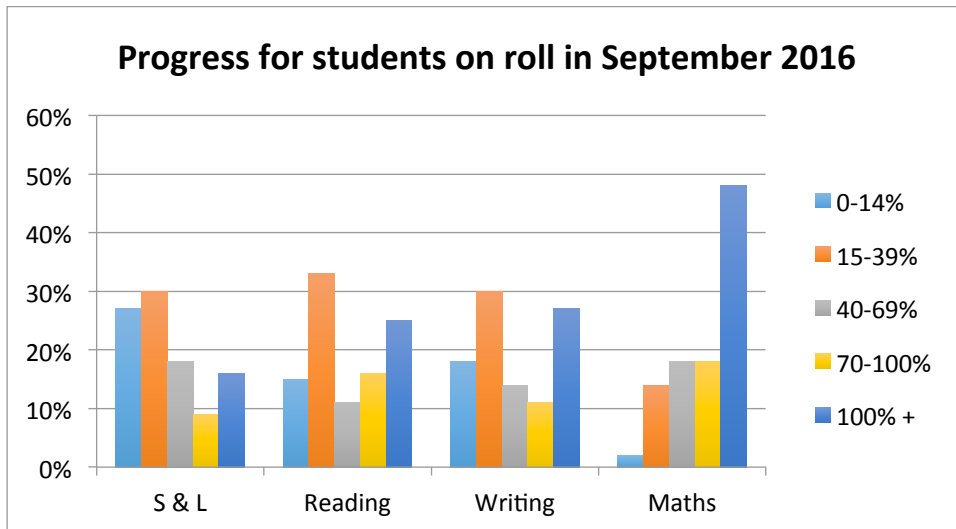
- **Maths:** 20 students (71%) made 100%+ of a Step progress and a further 6 (22%) made 70%+ of a Step progress, 2 students (7%) made less than 70% of a Step progress.
- **Speaking & Listening:** 16 students (57%) made 100%+ progress of a Step progress and a further 10 (36%) made 70%+ progress, 2 students (7%) made less 70% of a Step progress.
- **Reading:** 12 students (43%) made 100%+ of a Step progress and a further 13 (46%) made 70%+ of a Step progress, 3 students (11%) made less than 70% progress.
- **Writing:** 12 students (43%) made 100%+ of a Step progress and a further 9 (32%) 70%+ of a Step progress, 7 students (25%) made less than 70% of a Step progress.

## Progress Results for 2016-2017



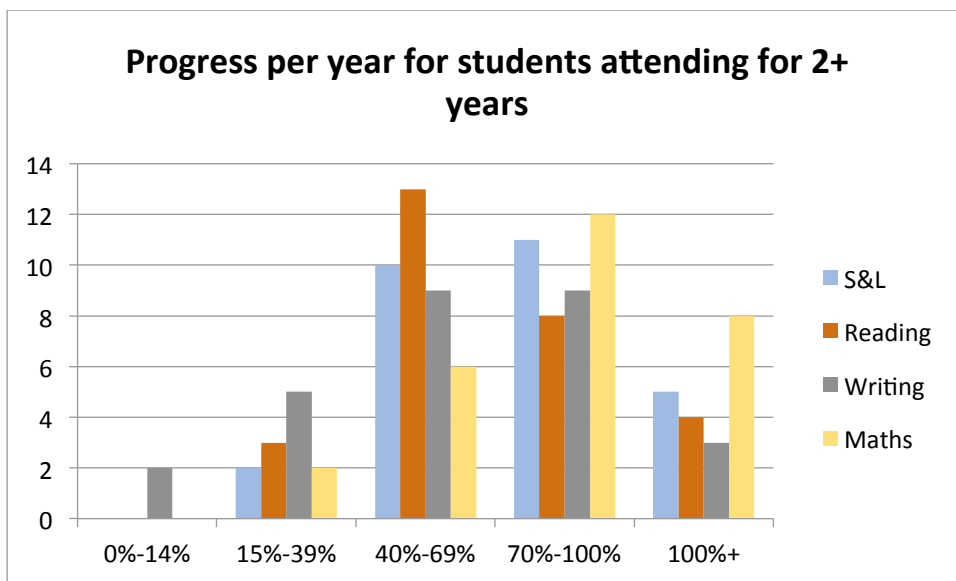
This graph represents 92 students in the school, including new starters who joined throughout the school year (some during the Summer Term).

- **Speaking & Listening:** 42% of students made 40%+ progress, with 23% making 70%+ progress;
- **Reading:** 48% of students made 40%+ progress, with 34% making 70%+ progress;
- **Writing:** 46% of students made 40%+ progress, with 31% making 70%+ progress. Writing continues to be an area of weakness with 26% of students making no progress in this area.
- **Maths:** 78% of students made 40%+ progress, with 57% making 70%+ progress.



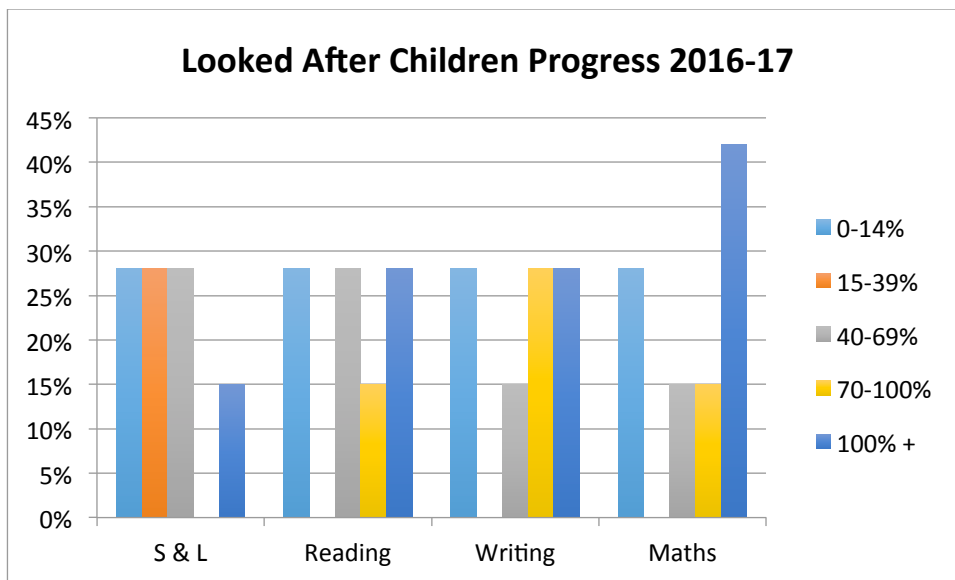
This graph represents 72 students who were on roll at the start of the Academic Year, in September 2016.

- **Speaking & Listening:** 43% achieved 40%+; and 25% achieved 70%+
- **Reading:** 52% achieved 40%+; and 41% achieved 70%+
- **Writing:** 52% achieved 40%+; and 38% achieved 70%+
- **Maths:** 84% achieved 40%+; and 66% achieved 70%+



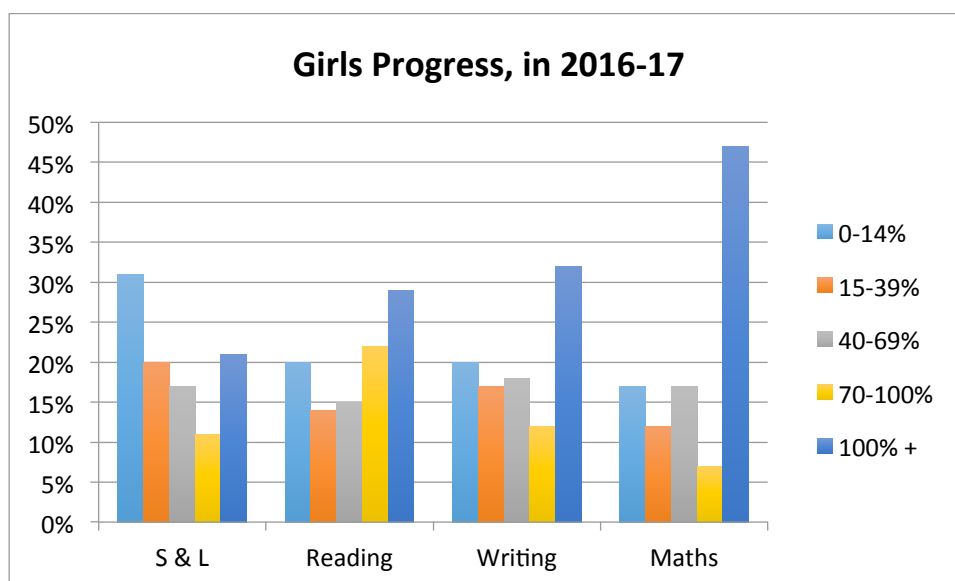
This graph represents 28 students who have been on roll for 2 years or more and shows the average sub level progress made in 2017/18. So this graph demonstrates that, over time, roughly half of our students exceed the expected level of progress.

- **Maths:** 20 students (71%) made 100%+ of a Step progress and a further 6 (22%) made 70%+ of a Step progress, 2 students (7%) made less than 70% of a Step progress.
- **Speaking & Listening:** 16 students (57%) made 100%+ progress of a Step progress and a further 10 (36%) made 70%+ progress, 2 students (7%) made less than 70% of a Step progress.
- **Reading:** 12 students (43%) made 100%+ of a Step progress and a further 13 (46%) made 70%+ of a Step progress, 3 students (11%) made less than 70% progress.
- **Writing:** 12 students (43%) made 100%+ of a Step progress and a further 9 (32%) 70%+ of a Step progress, 7 students (25%) made less than 70% of a Step progress.



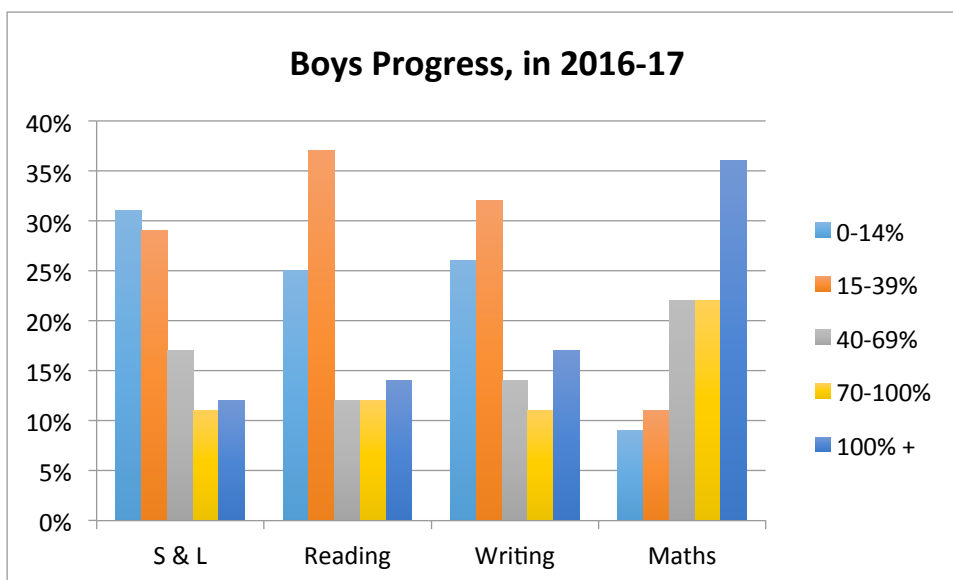
This graph represents the progression of children Looked After under Social Service care and represents 7 students: 2 boys; 5 girls.

- The female student in KS 2 made excellent progress, to the degree that she was able to successfully transfer back to Mainstream in Sep 2017.
- Similarly, one male student at the end of KS 4 transferred to a new, maintained FE college in Sep 2017, to follow a vocational programme.
- 5 students made expected or above progress in Maths.
- 1 KS 4 student has struggled to settle, having been out of school for 2 terms prior to admission and becoming newly LAC.
- 2 students made very limited progress across all subjects; both were at Cressey for only 1 full term.



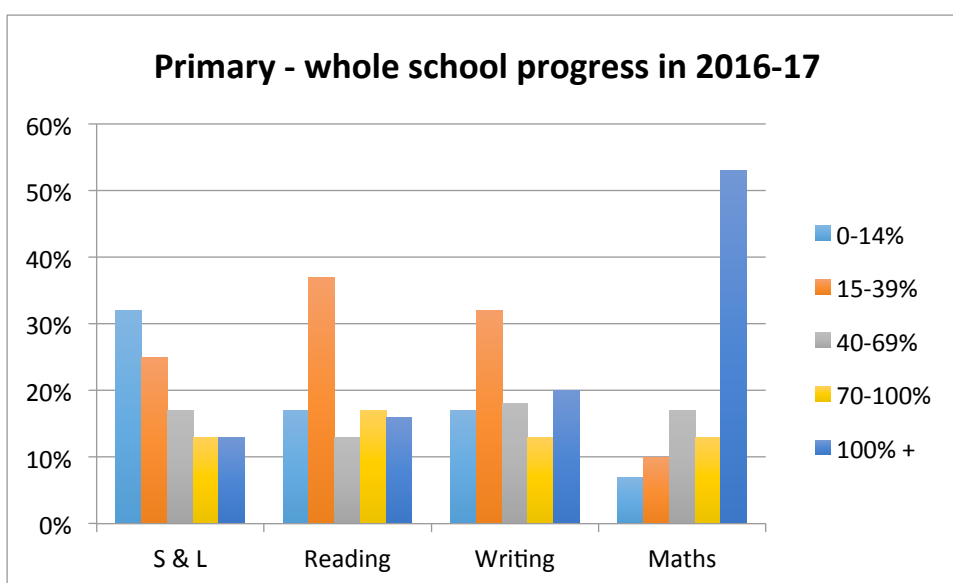
This graph represents 28 girls.

- **Speaking & listening:** 31% made expected or above progress, and 17% made expected progress; but 51% made less than expected progress.
- **Reading:** 51% made expected or above and 15% made expected progress; but 34% made less than expected progress.
- **Writing:** 44% made expected or above progress, and 18% made expected progress; but 37% made less than expected progress.
- **Maths:** 54% made expected or above progress, and 17% made expected progress; but 29% made less than expected progress.



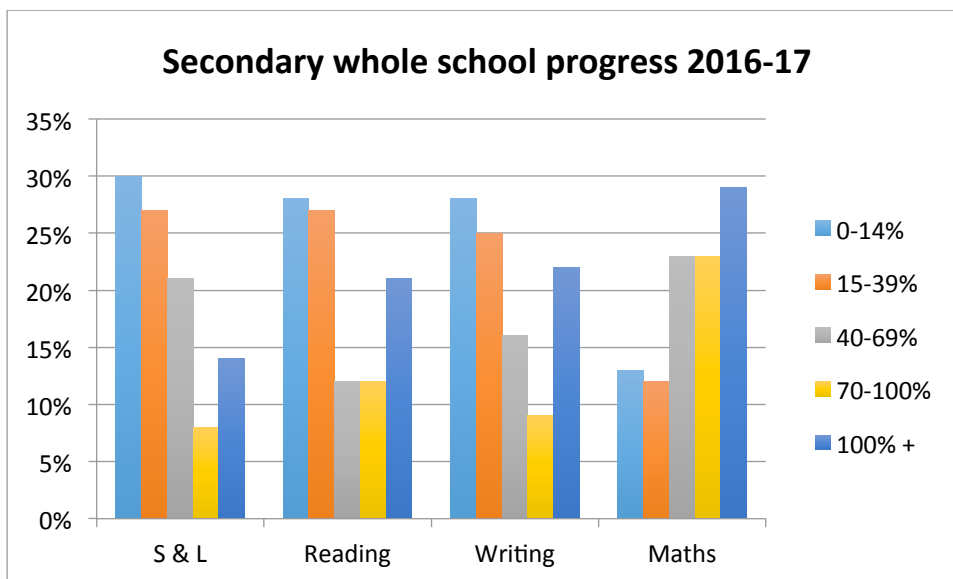
This chart represents 64 boys.

- **Speaking & listening:** 23% made expected or above progress, and 17% made expected progress; but 60% made less than expected progress.
- **Reading:** 26% made expected or above progress and 12% made expected progress; but 62% made less than expected progress.
- **Writing:** 28% made expected or above progress, and 14% made expected progress; but 58% made less than expected progress.
- **Maths:** 58% made expected or above progress, and 22% made expected progress; but 20% made less than expected progress.



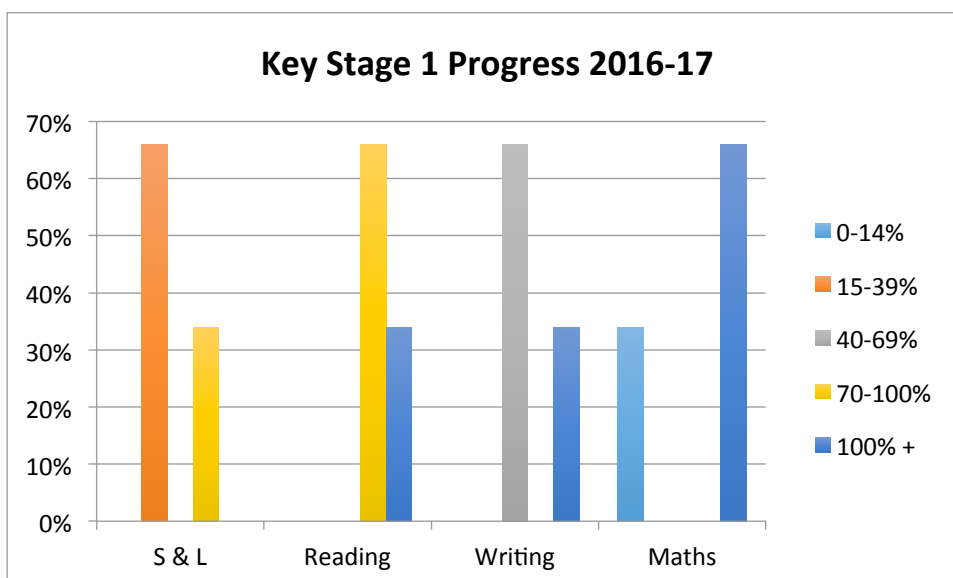
This graph represents 36 students.

- **Speaking & listening:** 26% made expected or above progress, and 17% made expected progress; but 57% made less than expected progress.
- **Reading:** 33% made expected or above progress and 13% made expected progress; but 54% made less than expected progress.
- **Writing:** 33% made expected or above progress, and 18% made expected progress; but 50% made less than expected progress.
- **Maths:** 66% made expected or above progress, and 17% made expected progress; but 17% made less than expected progress.

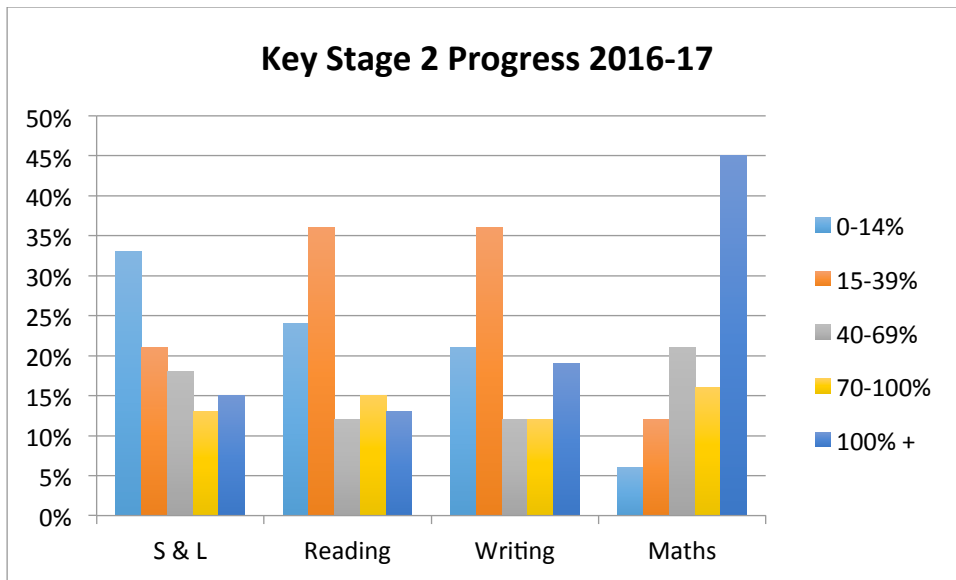


This graph represents 53 students.

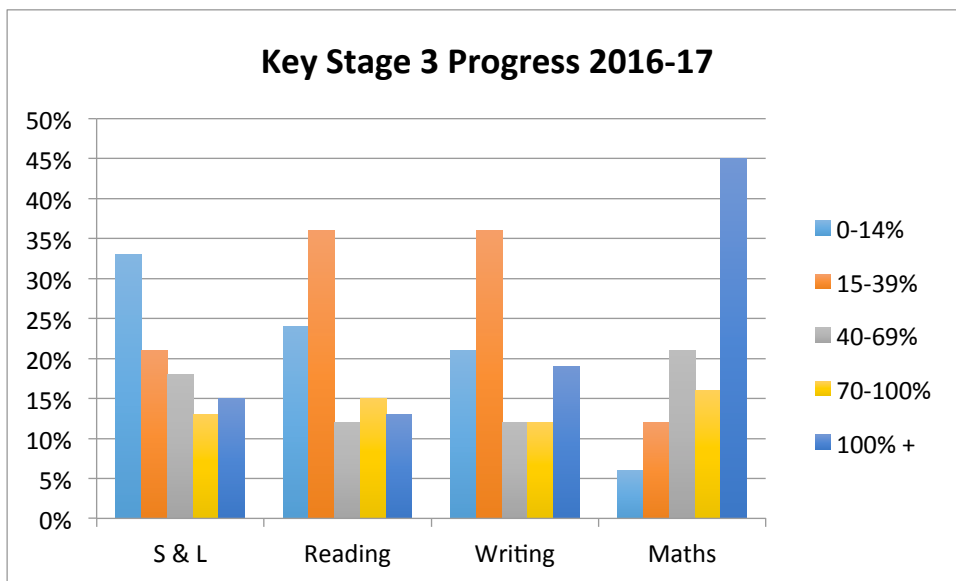
- **Speaking & listening:** 22% made expected or above progress, and 21% made expected progress; but 57% made less than expected progress.
- **Reading:** 33% made expected or above progress and 12% made expected progress; but 55% made less than expected progress.
- **Writing:** 31% made expected or above progress, and 16% made expected progress; but 53% made less than expected progress.
- **Maths:** 52% made expected or above progress, and 23% made expected progress; but 25% made less than expected progress.



This graph represents 3 students. All were in a small nurture group environment in the primary site. All 3 joined during the year; one in the Autumn Term, one late in the Spring Term and one late in the Summer Term.

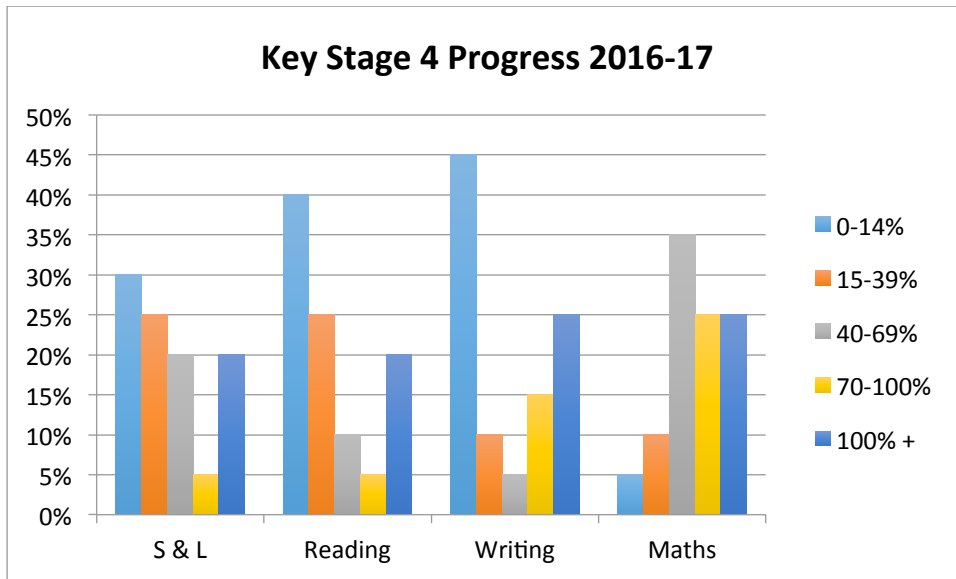


This graph represents 33 students; 8 girls, 25 boys. 29 attended Shernall in a primary nurture group, and 4 (all boys) attended Denmark Hall in their own class base. This was a year of big expansion for the Primary school, and 61% of these students joined during the academic year: 9 in the Autumn Term, 6 in the Spring Term and 5 in the Summer Term. This affected the progress that could be achieved during the year.

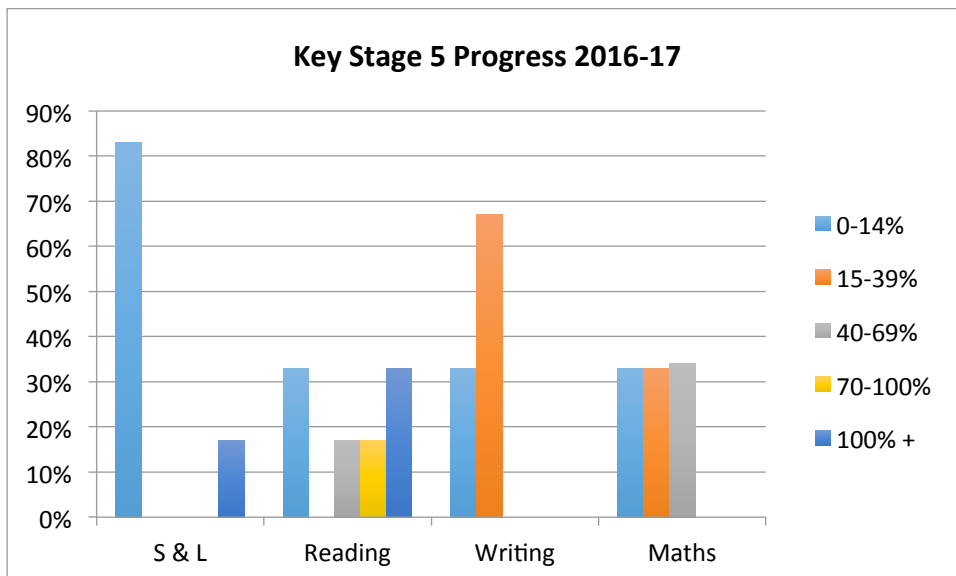


This graph represents 30 students; 12 girls and 18 boys. 2 girls were in a girls' only unit, and 10 in a mixed units. 4 of the boys and 1 girl are in nurture groups at our primary site, and 3 boys are in their own class bases at the Denmark Hall site (one of whom is Able, Gifted and Talented). Of the 30 students, 15 joined during the year; 7 during the Autumn Term, 6 during the Spring Term, and 2 during the Summer Term.



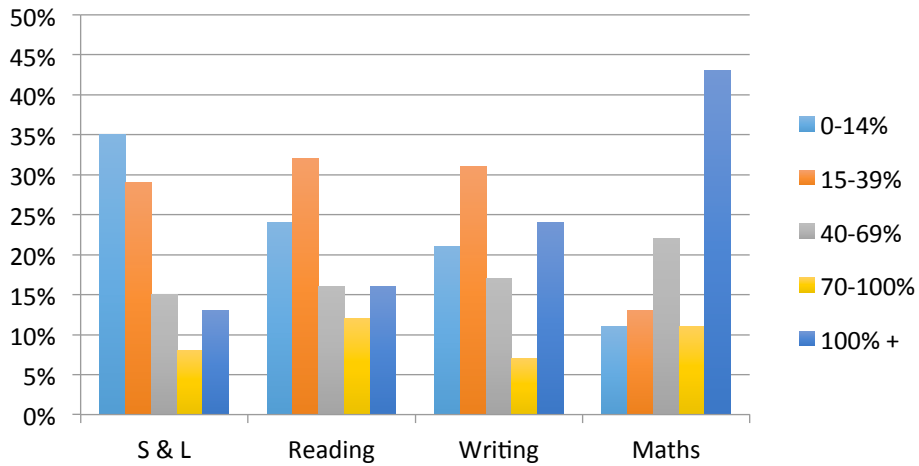


This graph represents 20 students; 9 girls and 11 boys. 6 girls are in a girls only unit; and one boy is at Denmark Hall in his own class base. 9 KS4 students joined during the Year; 3 during the Spring Term, and 6 during the Summer Term.

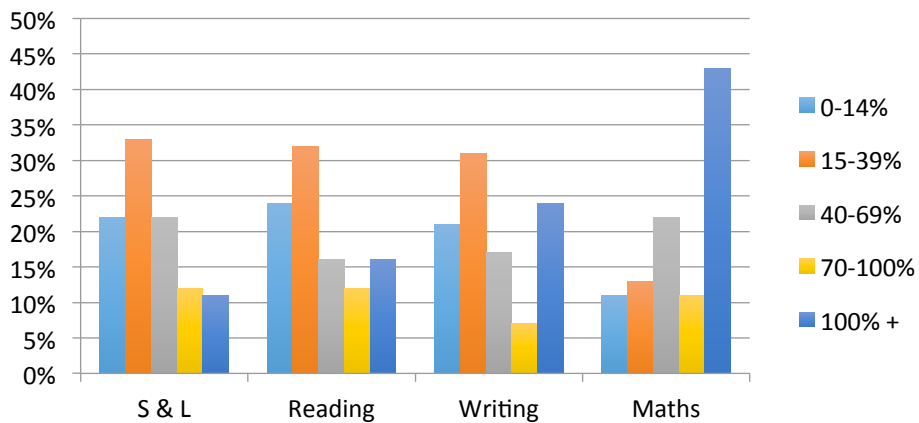


This graph represents 6 students, 4 male and 2 female. Both the girls attend a girls-only unit; and 2 of the boys had their own dedicated class bases at Denmark Hall.

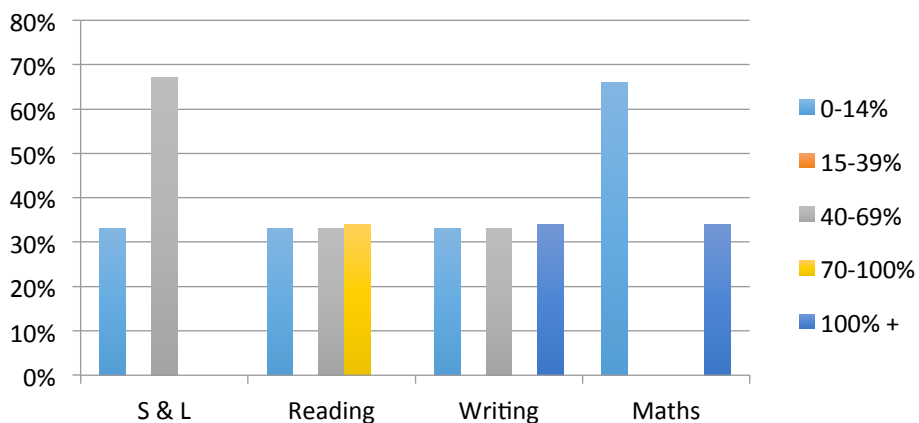
### White British Progress 2016-17 (54 Students)



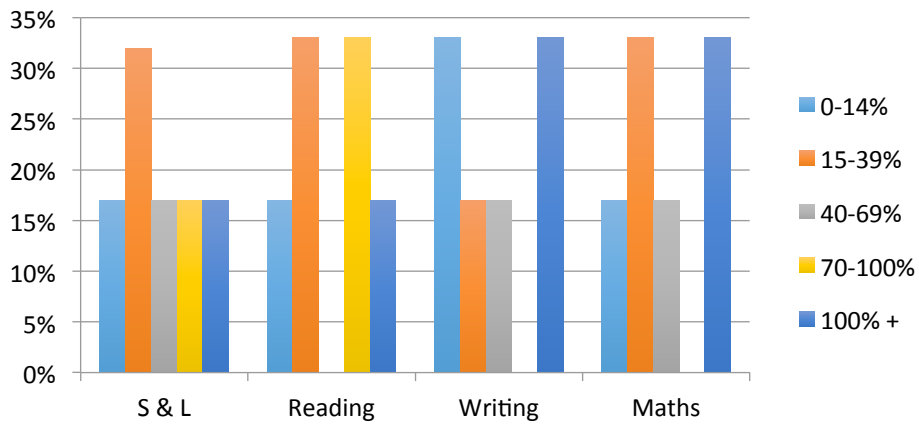
### Black British (Carribbean) Progress 2016-17 (18 Students)



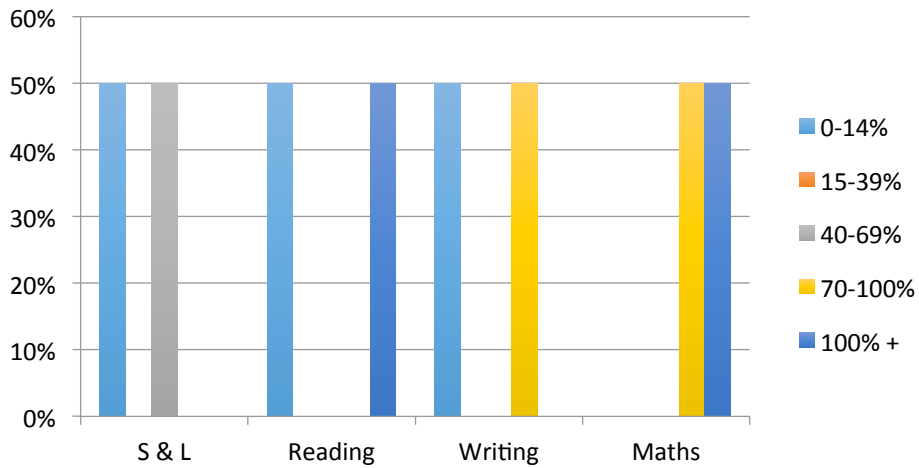
### Black British (African) Progress 2016-17 (3 students)



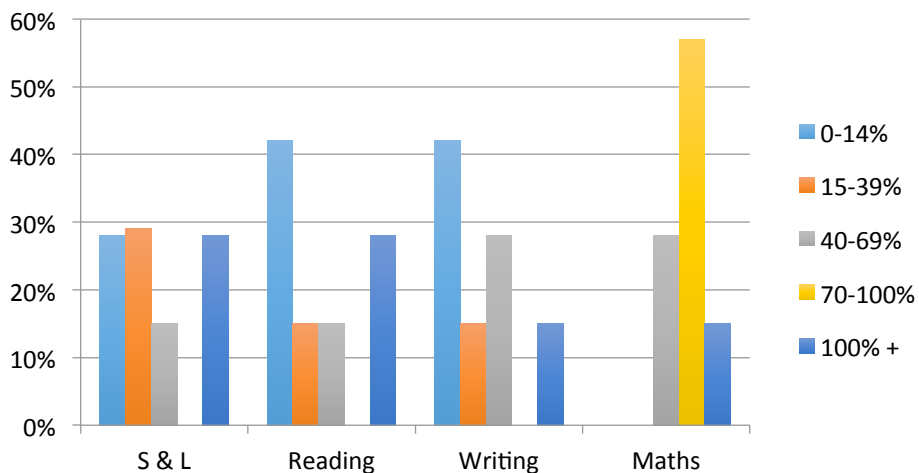
### Any Other Mixed Background Progress 2016-17 (6 students)



### White European Progress 2016-17 (2 students)



### Mixed White Black Carribean Progress 2016-17



### Asian Pakistani Progress 2016-17 (2 students)

