

# **CRESSEY COLLEGE**

## **REPORT ON ASSESSMENT AND PROGRESS**

**2015/16**

## **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 Statements, nearly all of them had significant literacy & numeracy difficulties on arrival, and all have complex needs as illustrated by the Table below.

<b>The Complex Needs of Cressey's Students</b>	
98% have social interaction and emotional regulation difficulties	96% have particularly challenging behaviour
67% have low self-esteem	44% have ASD or Aspergers
43% have diagnosed speech & language difficulties or disorders	42% have ADHD or ADHD traits
38% have significant anxiety or severe anxiety	37% have sensory or auditory processing difficulties or disorders
28% have identified attachment difficulties or disorders	28% have fine and / or gross motor difficulties
23% have Learning Diffs	13% have Oppositional Defiance Disorder
12% have Depression or Low Mood	12% have obsessive behaviour or OCD
9% have working memory difficulties	5% have Global Development Delay
3% have PTSD	3% have Psychotic difficulties

## **Progress Statistics**

The 2015/16 statistics below are for 92 students, of whom 61 were boys and 31 girls. There were 10 Looked After Children on roll: 1 boy and 1 girl in KS2; 5 girls in KS3; and 3 boys in KS4.

The Key Stage breakdown for the 92 students was as follows:

- 11 Key Stage 5 students – 7 girls, 4 boys
- 39 Key Stage 4 students – 10 girls, 29 boys
- 18 Key Stage 3 students – 9 girls, 9 boys
- 22 Key Stage 2 students – 5 girls, 17 boys
- 2 Key Stage 1 students – 2 boys.

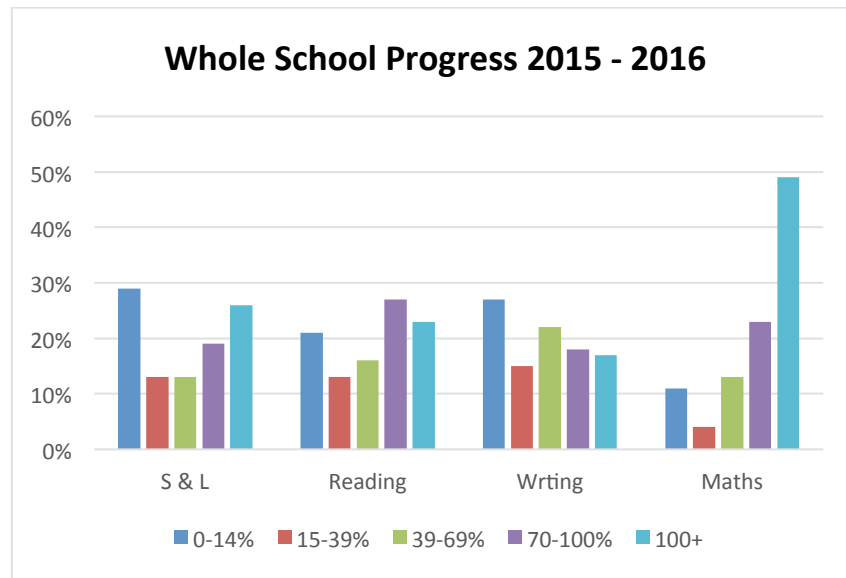
## **Overview and Highlights**

- **Maths:** 85% of students made 40%+ progress, and 49% made 100%+ progress;
- **Reading:** 66% of students made 40%+ progress, and 50% made 70%+ progress;
- **Speaking & Listening:** 58% of students made 40%+ progress, and 45% made 70%+ progress;
- **Writing:** 57% of students made 40%+ progress, and 35% made 70%+ progress.

In comparison to the National Curriculum (NC) Levels, one sub level (approx 1/3) was minimum to expected progress; 2 sub levels (approx 2/3) was expected to good progress; and 1 complete level or more was outstanding progress.

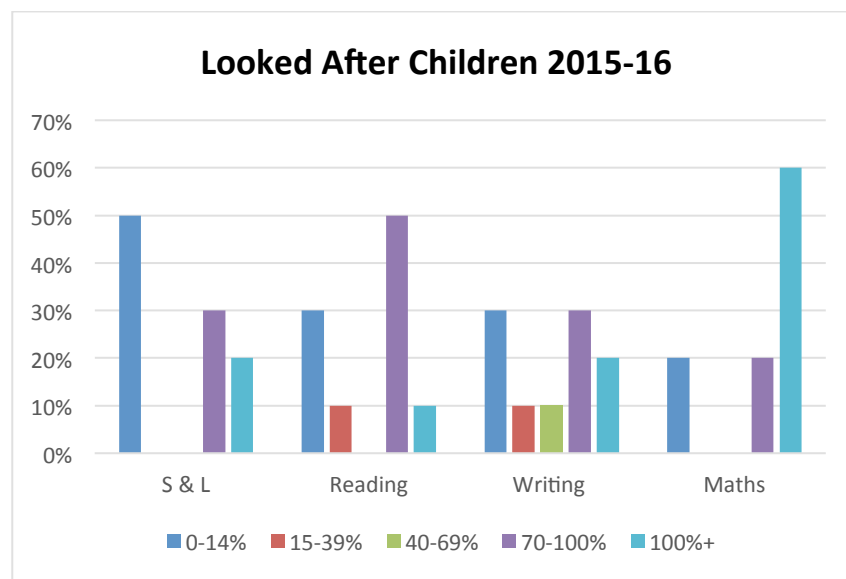
The progress data collated comes from the B-Squared assessment system we use, and progresses through 'Steps' currently from 1 – 5+. Students progress to the next 'Step' when they have mastered 80% of a 'Step'. We have divided a full Step into 5 areas of progress: 0-14%; 15-39%; 40-69%; 70-100%; 100%+. This enables small steps of progress to be acknowledged and identified.

Approximately 1 NC sub level = 15-39% through a Step progress; 2 NC sub levels = 40-69% through a Step progress; 3 NC sub levels = 70-100% through a Step progress and more than 1 full NC level of progress = 100%+ completion of a Step.



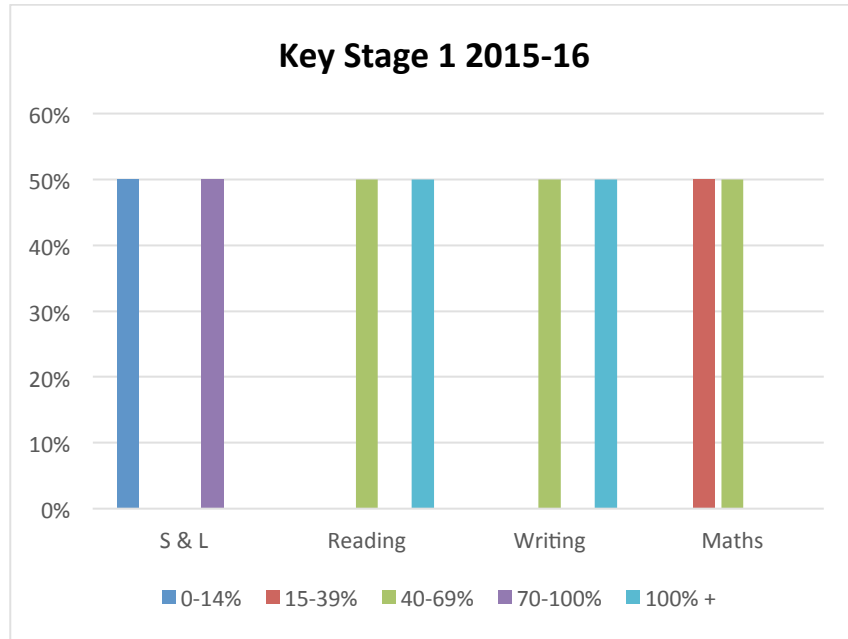
This graph represents 92 students in the school, including new starters who joined throughout the school year (some during the summer term).

- S & L, including students in KS5 – 58% achieved 40% +
- Reading – 66% achieved 40% +
- Writing – 57% achieved 40% +
- Maths – 85% achieved 40% +
- Writing was an area of weakness in 2015/16, with 27% of students making no progress in this area.

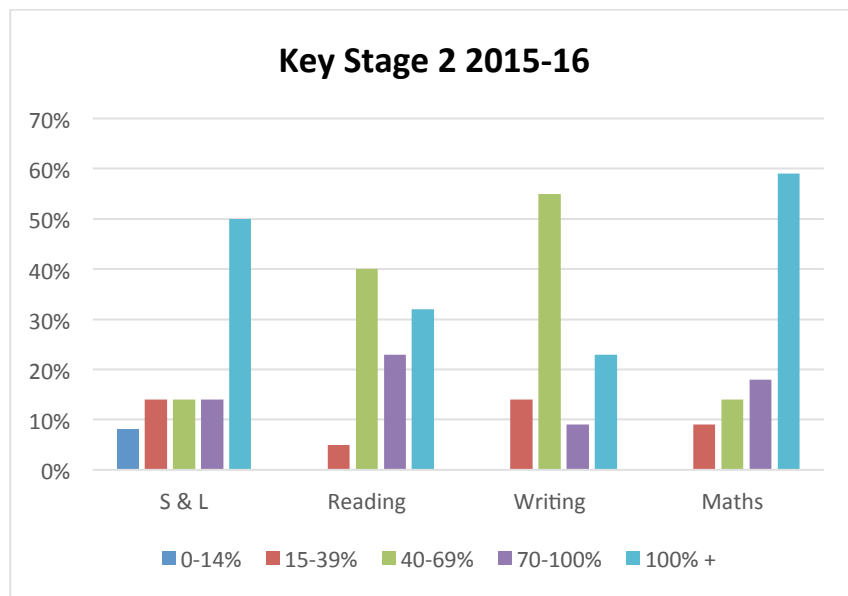


This graph represents the progression of children looked after under social service care and represents 10 students: 4 boys; 6 girls. 2 of these students were absent for a large part of the year due to disruption in their care placements; and 1 student joined at the start of the summer term.

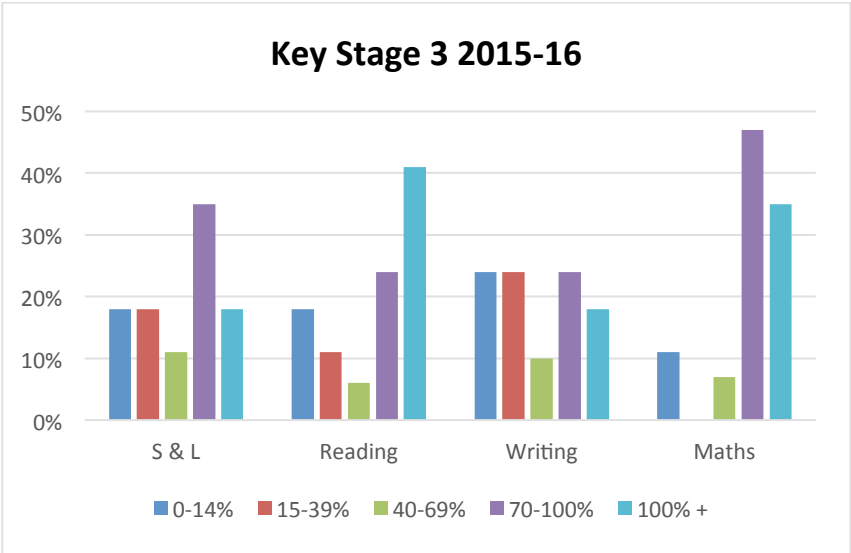
- 50% of students made good to outstanding progress for Speaking and Listening (although 50% made no progress);
- 60% made good or outstanding progress in Reading;
- 60% made good – outstanding progress in Writing;
- 80% made good to outstanding progress in Maths.



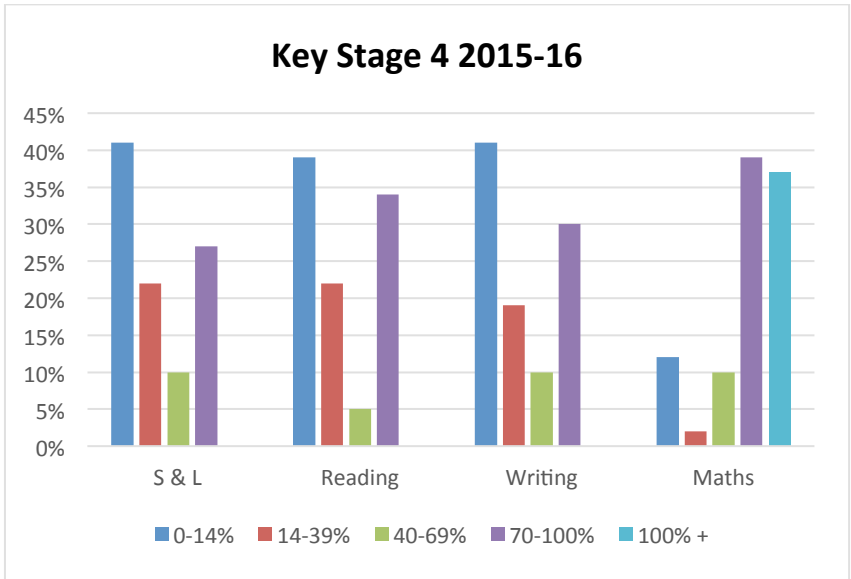
This graph represents 2 students, both boys, in a small nurture group in the primary site. With the exception of speaking and listening, expected – outstanding progress was made in all areas.



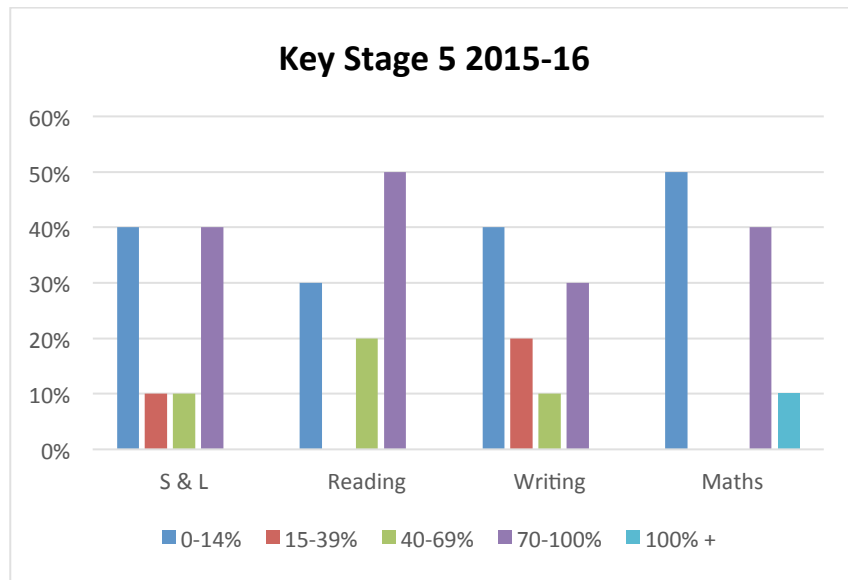
This graph represents 22 students; 5 girls, 17 boys. 8 attended our Shernall site in a primary nurture group, and 4 (all boys) attended our Denmark Hall site where each had their own class base. Expected to outstanding progress was made in all areas other than speaking and listening.



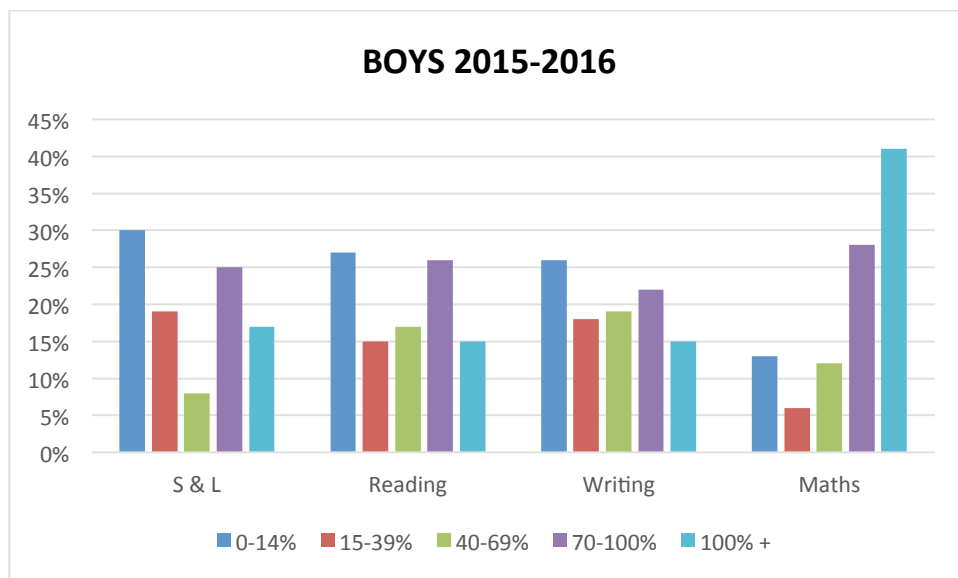
This graph represents 18 students; 9 girls and 9 boys. Of the 9 girls, 5 girls are in a girls-only unit, and 4 are in a mixed unit. 1 of the boys is in a nurture group at our primary site, 1 boy is in his own class base at the Denmark Hall site (this student is gifted and talented).



This graph represents 39 students; 10 girls and 29 boys. 7 girls are in a girls only unit; 5 boys are on a part time Outreach programme (this group of students has low attendance); 4 boys are in their own class base at the Denmark Hall site.

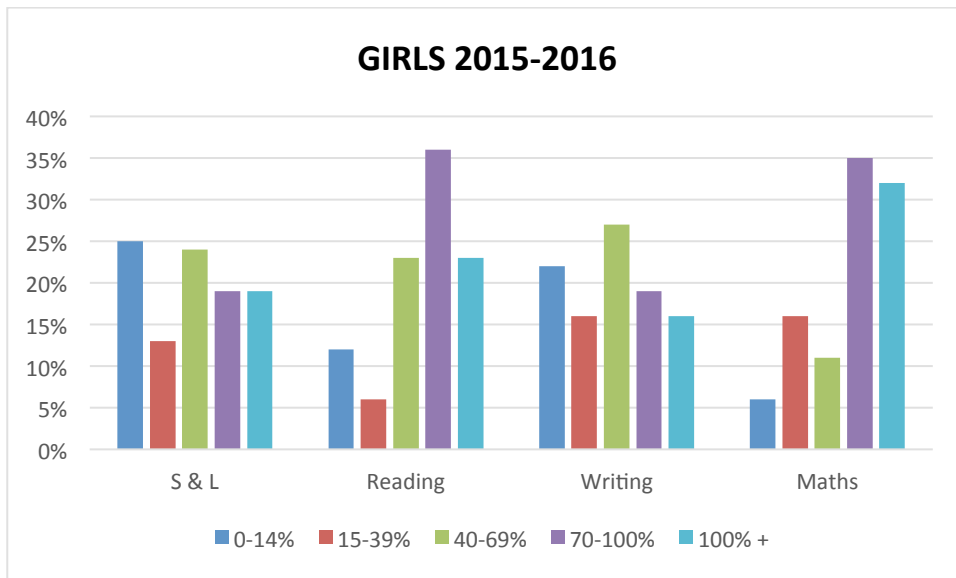


This graph represents 11 students, 4 male and 7 female. All the girls attend a girls only unit. Some students in this group attend offsite college placements and work experience.



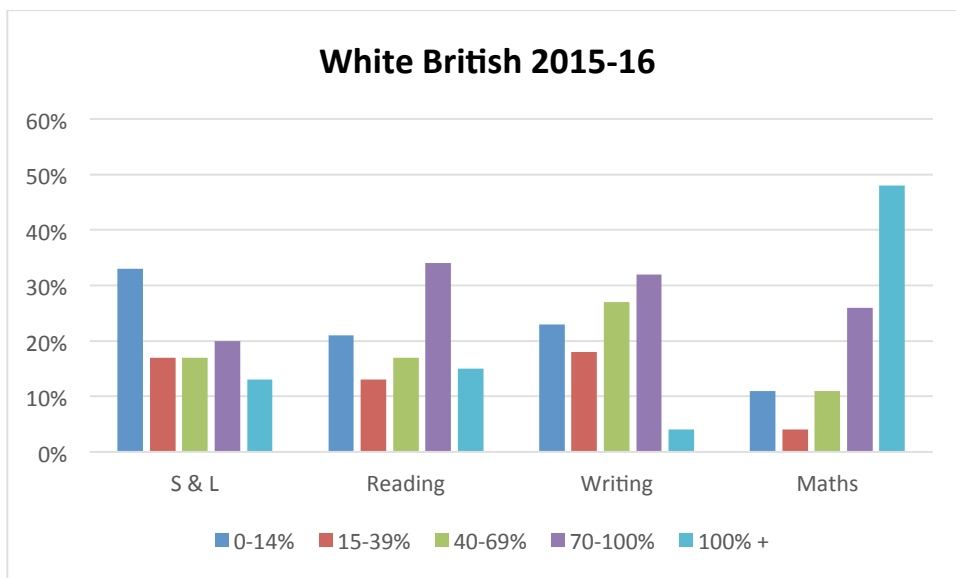
This graph represents 61 boys.

- **Speaking & listening:** 50% of students made good – outstanding progress; 19% made expected progress; 30% made no progress.
- **Reading:** 58% made good – outstanding progress; 15% made expected progress; but 27% made no progress.
- **Writing:** 56% made good – outstanding progress; 18% made expected progress; but 26% made no progress.
- **Maths:** 81% made good – outstanding progress; 6% made expected progress; but 13% made no progress.

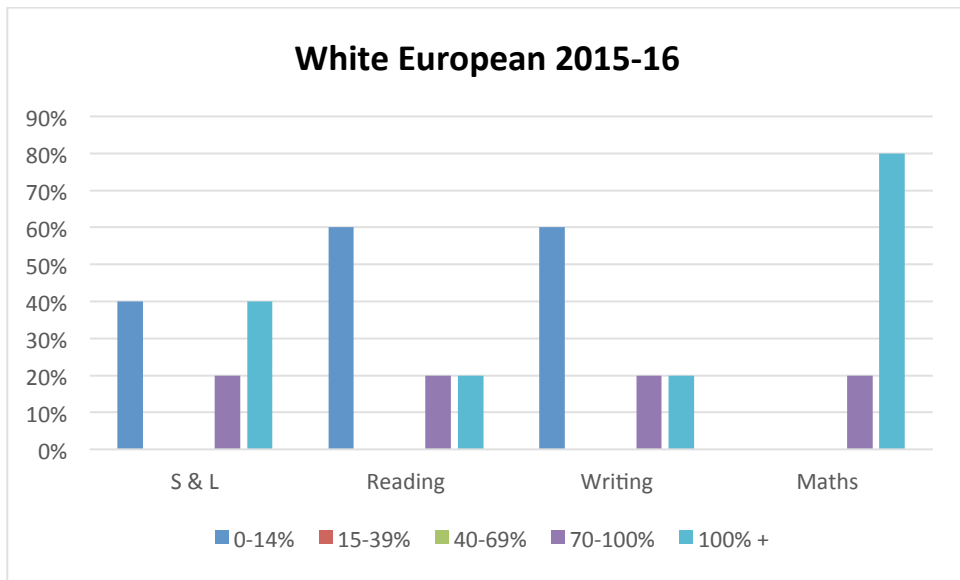


This graph represents 31 girls.

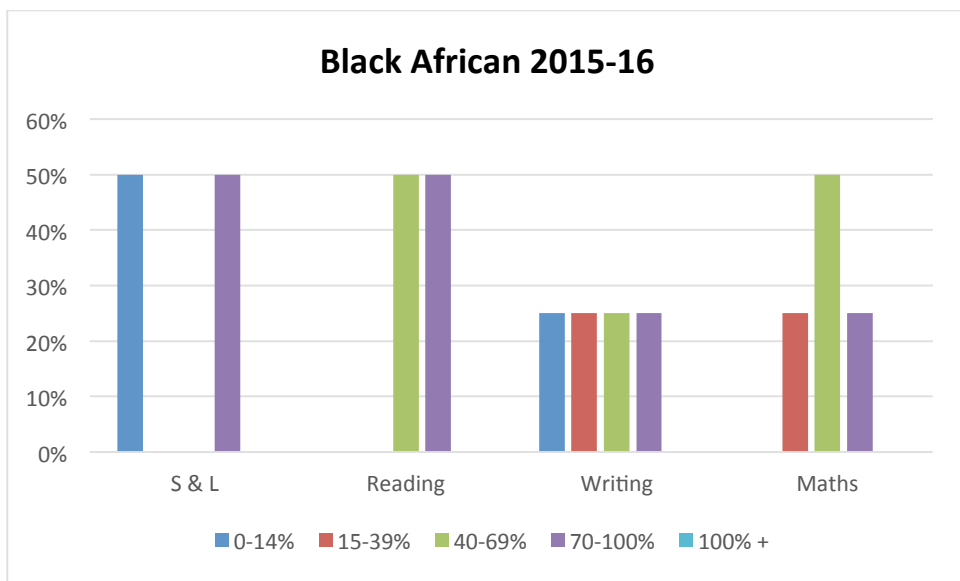
- **Speaking & listening:** 62% made good – outstanding progress; 13% made expected progress; but 25% made no progress.
- **Reading:** 82% made good –outstanding progress; 6% made expected progress; but 12% made no progress.
- **Writing:** 62% made good – outstanding progress in; 38% made expected progress; but 22% made no progress.
- **Maths:** 78% made good – outstanding progress; 16% made expected progress; but 6% made no progress.



This graph represents 55 students: 17 girls and 38 boys.

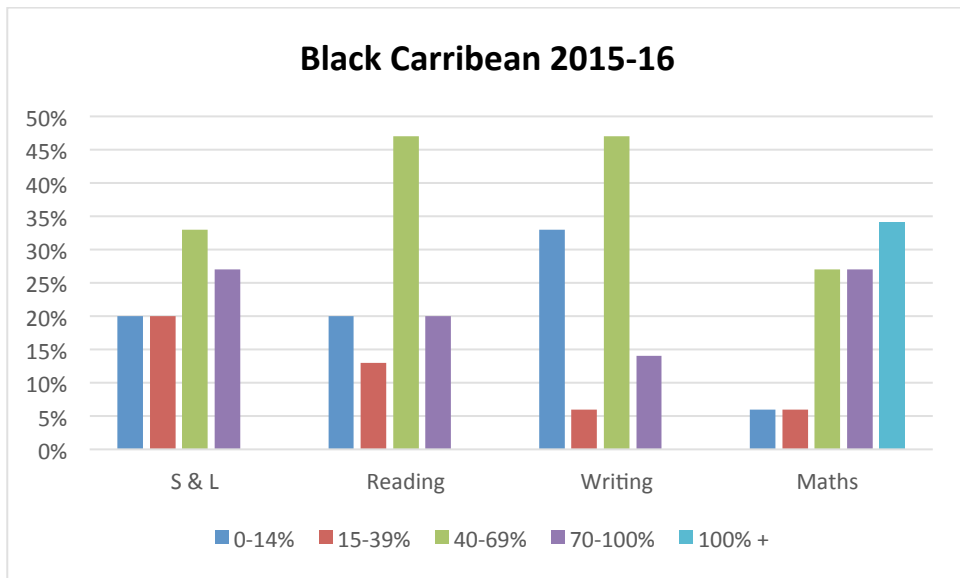


This graph represents 5 students. 3 male and 2 female students.

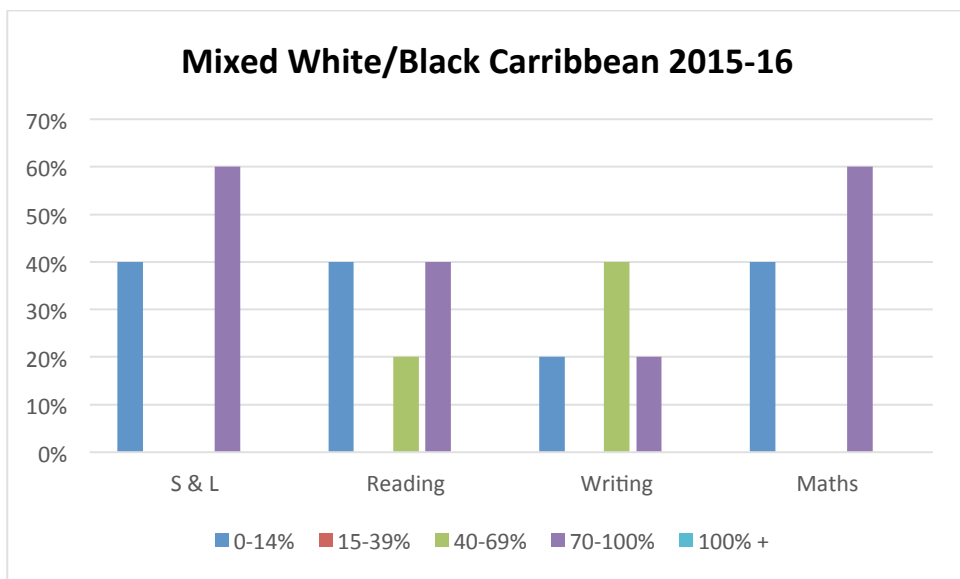


This graph represents 4 students – 2 boys and 2 girls.



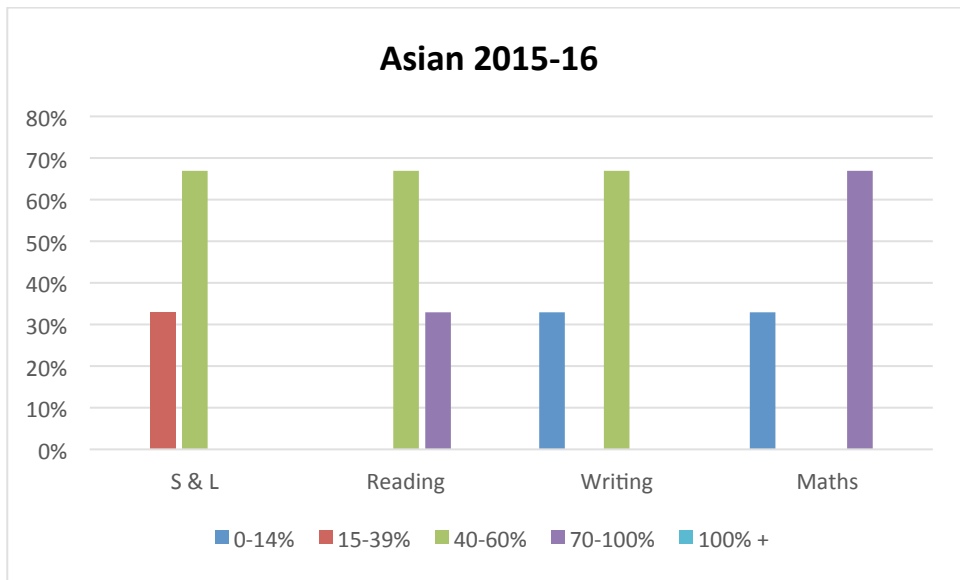


This graph represents 15 students. 5 girls, 10 boys.

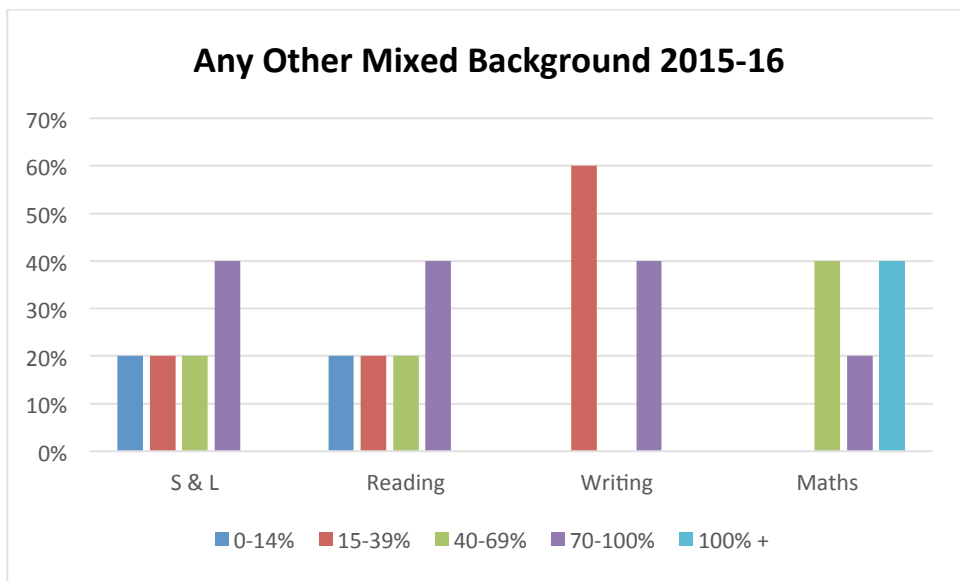


This graph represents 5 students; 3 boys, 2 girls.

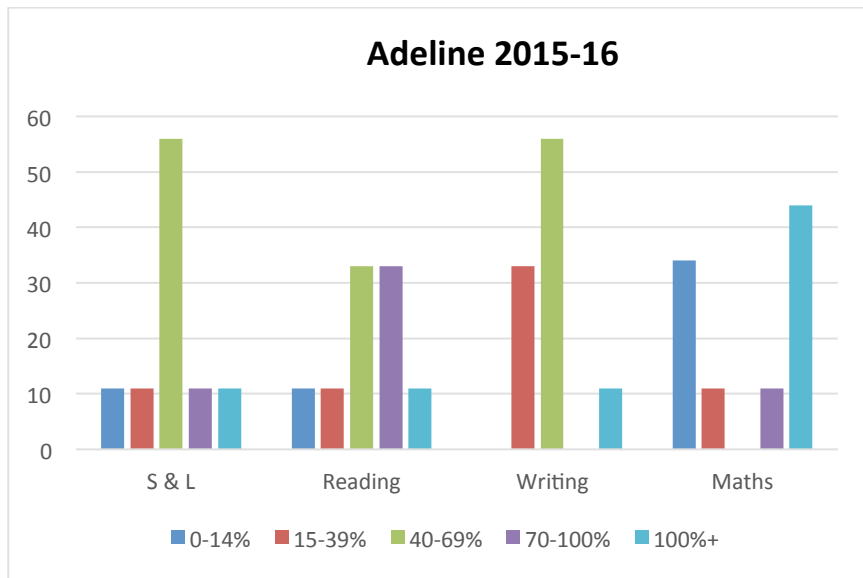
- 1 boy joined mid-way through the year and was on a part time Outreach programme whilst waiting for a space onsite.
- 1 girl was regularly absconding and at significant risk of sexual exploitation – a lot of the work done with this student over the year was around supporting her to manage her risk taking behaviour.
- 1 primary boy in this group joined in January and moved through 5 different foster homes. His behaviour is extreme due to significant early trauma.



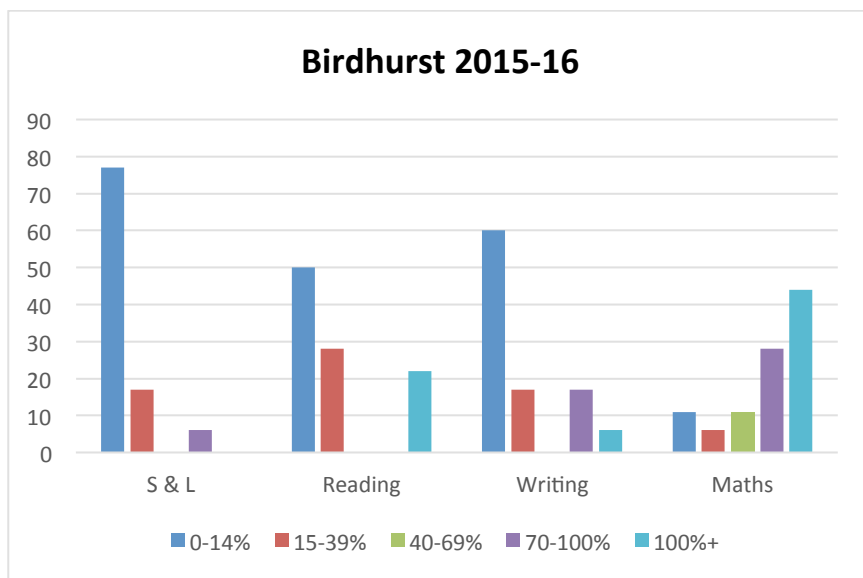
This graph represents 3 male students.



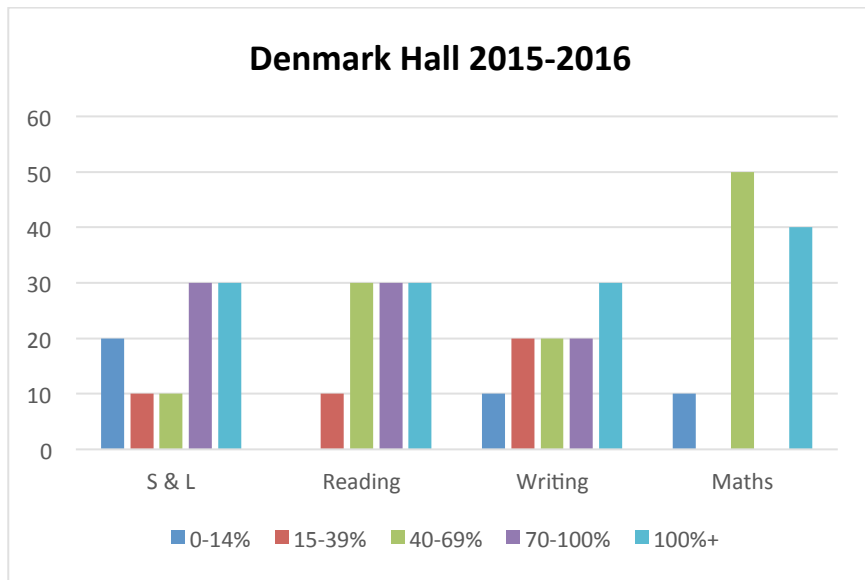
This graph represents 5 students, 2 boys and 3 girls.



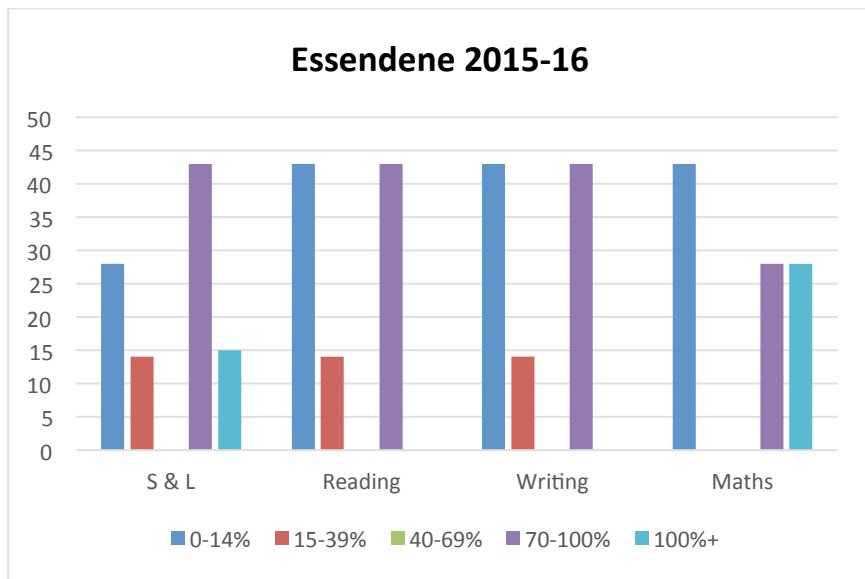
This graph shows the progress for students attending the Adeline site – secondary girls only (acting in group) – 9 students. Attendance for 3 girls has been low due to significant anxiety and mental health difficulties. However, progress with this group is positive, with students undertaking work at home when they struggle to attend.



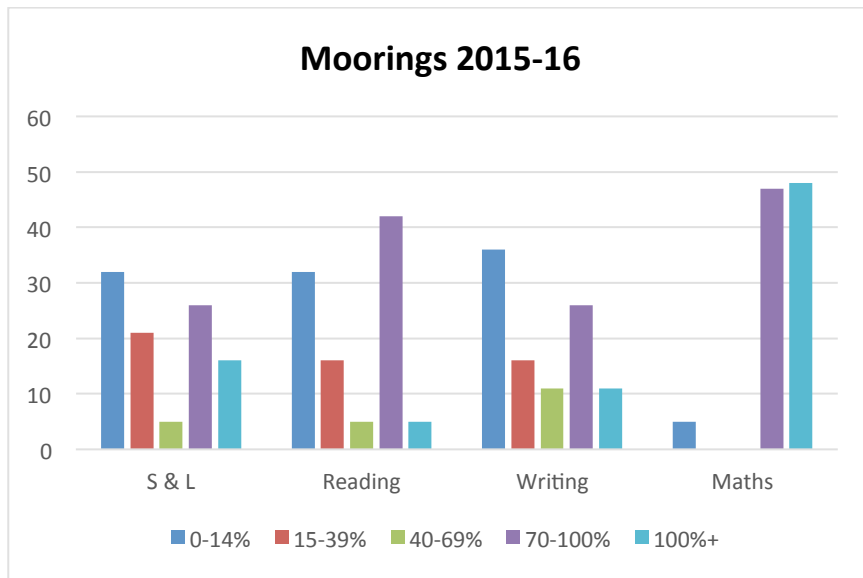
This graph shows the progress for the students attending the Birdhurst site – mixed secondary Key Stage 3, 4 & 5 – 18 students: 14 boys; 4 girls. 4 students in this group presented throughout the year with some significant behavioural challenges. 3 transferred to the Outreach programme as they were unable to learn and progress whilst onsite alongside other students. 1 student missed a significant amount of school due to being moved in and out of care placements. 2 students joined at the start of the summer term.



This graph shows the progress for the 9 boys attending the Denmark Hall Site – 4 were primary and 5 were secondary students. Progress for this group of students overall is positive. The students have their own class base and all formal learning is undertaken on a 1:1 basis with no other students.

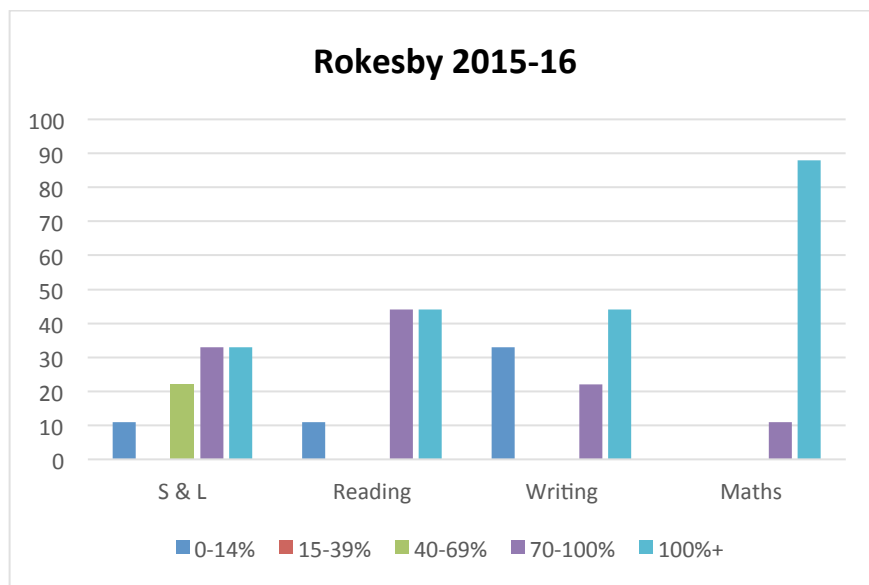


This graph shows the progress for the students attending Essendene Outreach provision – 7 students: all boys – 1 KS3; 5 KS4; 1 KS5. This group of students have a reduced programme, often with a focus on life skills and personal development. They have not managed in the school environment or around other students. Some are supported whilst attending a mentoring programme or undertaking a vocational training programme, such as construction.

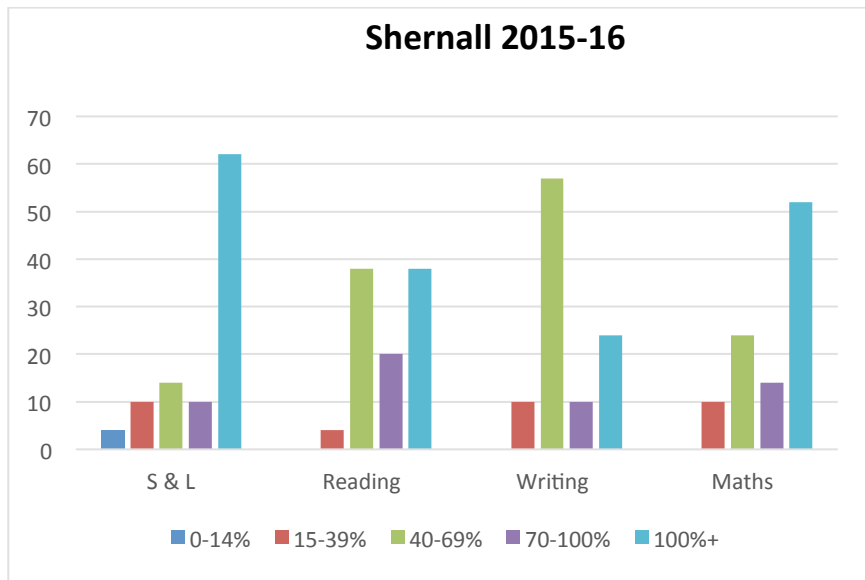


This graph shows the progress for the students attending Moorings, which is a mixed secondary site for Key Stages 3, 4 & 5. There were 19 students: 15 boys and 4 girls.

- Attendance for a small number of students was poor throughout the year.
- 1 student only attended if school staff went to his home and picked him up.
- 1 Looked After Child moved to several different care homes, some of which were a long distance and made attendance difficult.
- 1 student remained for a second year as a Year 14 student, attending 1 day per week for mentoring sessions only.



This graph shows the progress for the students attending the Rokesby Site, which is for secondary girls only; this was an acting out group. There were 9 students. A number of students in this group were at risk of sexual exploitation and a large part of their programme was supporting their personal development. 2 students were taught mainly offsite due to the difficulties they had with interacting positively with other students. Generally, progress for this group was positive.



This graph shows the progress for the primary students attending the Shernall Site, which was a mixed primary group of 21 students: 16 boys and 5 girls. Attendance for this group was very good. Progress for this group of students was mainly good to outstanding.