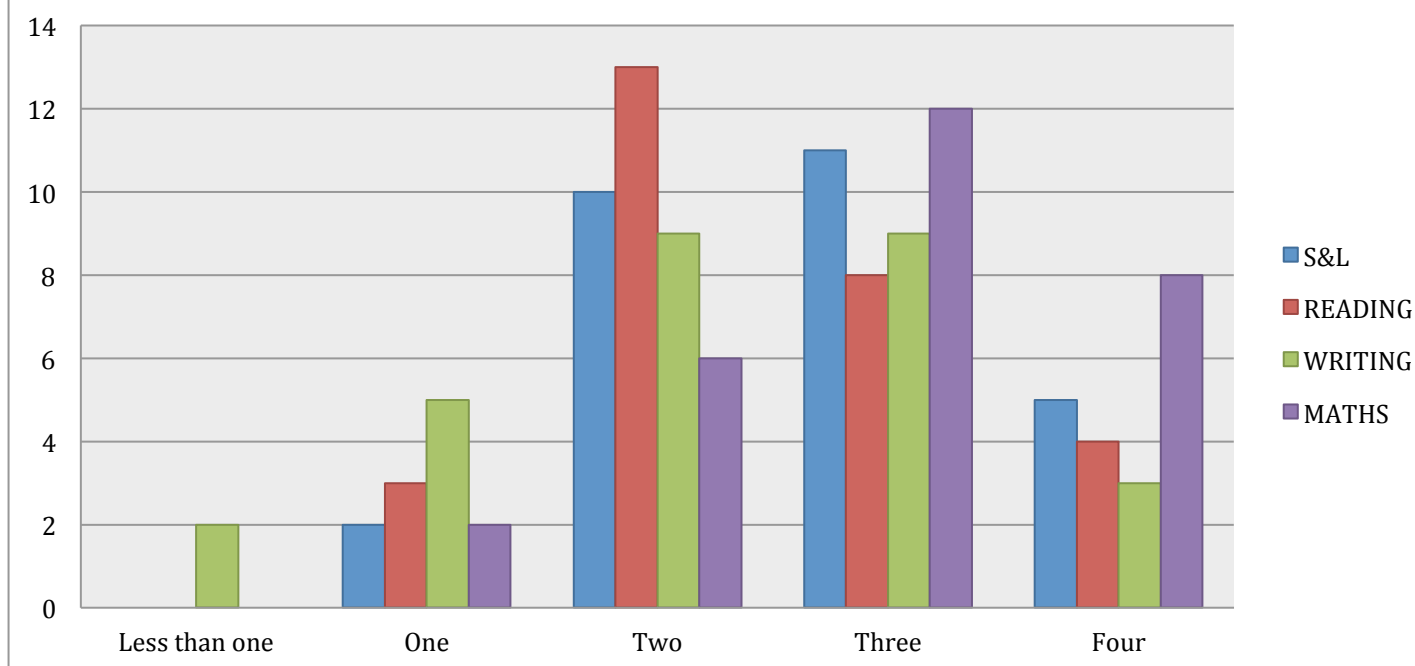


Average National Curriculum progress / year, for students who have been at Cressey for 2 or more years



Average number of sub-levels of progress per Year

This chart shows the average sub-level progress made per year, for all students who have been at Cressey for 2 years or more. Ofsted's expected rate of progress is 2 sub-levels per year.

The chart shows that most Cressey students who have been with us for more than two years have not just met but have exceeded the academic progress that Ofsted requires.

Given that our students have such complex needs, including serious learning difficulties in some cases, achieving one single sub-level per year may in some cases be a very big achievement. Given this context, the chart above represents outstanding progress.

The statistics by subject are as below.

- In Maths
 - 93% averaged 2 or more sub-levels of progress / year (Ofsted's expected rate)
 - 71% averaged 3 or more sub-levels of progress / year, greatly exceeding the expected rate.
- In Speaking and Listening
 - 93% averaged 2 or more sub-levels of progress / year (Ofsted's expected rate)
 - 57% averaged 3 or more sub-levels of progress / year, greatly exceeding the expected rate.
- In Reading
 - 89% averaged 2 or more sub-levels of progress / year (Ofsted's expected rate)
 - 43% averaged 3 or more sub-levels of progress / year, greatly exceeding the expected rate.
- In Writing
 - 75% averaged 2 or more sub-levels of progress / year (Ofsted's expected rate)
 - 43% averaged 3 or more sub-levels of progress / year, greatly exceeding the expected rate.

To put these statistics in their true context, and taking writing as an example, we have a number of students for whom writing presents significant sensory issues; for example some cannot tolerate the sound of pencil on paper, or the feel of paper. Whilst we use a number of strategies to help them (e.g. use of whiteboards or laptops), their resistance to writing is high. This is an area where many students have failed in the past, and many feel a lack of confidence. Overcoming these barriers to writing, and therefore learning, can be a significant challenge.

To correctly interpret these statistics, it is necessary to understand the wider context of our students needs and difficulties. All of our students have EHCPs or Statements, and the very large majority have complex needs. To give a feel for the most common of these complex needs, in January 2017 we had 102 students on Roll, of whom:

- 98% had social interaction and emotional regulation difficulties
- 96% had particularly challenging behaviour
- 67% had low self-esteem at their previous school
- 44% had ASD / ASD traits or Aspergers
- 43% have some degree of speech & language difficulties or disorders
- 42% had ADHD / ADHD traits
- 38% had anxiety or severe anxiety
- 37% had some form of sensory difficulties
- 28% have identified attachment difficulties or disorders
- 28% had some degree of fine or gross motor difficulties
- 23% had some degree of learning difficulties
- 13% had oppositional defiance disorder
- 12% had 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

In addition, we also currently have students with Asthma, Cerebral Palsy, Claustrophobia, DAMP*, Diabetis, Eating Disorders, Enuresis, Foetal Alcohol Syndrome, Gender Identity Disorder, Hypermobility Syndrome, Insomnia, Seizures and with a history of Self-Harming.

* Deficits in Attention, Motor Control and Perception

When considered in the correct context, our students are making excellent academic progress! On behalf of all Cressey's Staff, my warmest congratulations to all the students concerned!

Adrienne Barnes

02 June 2017