



Manor Primary School

Special Educational Needs and Disability
Attainment and Progress
2015-2016



Special Educational Needs and Disability Attainment and Progress 2015-2016

End of KSI 2015/2016 Attainment and Progress in Reading for SEND pupils

			Key Stage I Reading Teacher Assessment			Pupils working at expected standard+		Pupils working at Greater depth	
Number of pupils	15	Working towards expected standard (WTS)	Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)	Total No. of pupils	School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
EYFS Reading	Emerging	1	7		8	7	88%		
	Expected	1	5	1	7	6	86%	1	14%
	Exceeding								
TOTAL					15	13	87%	1	14%

87% of SEND children are working at the expected standard at the end of KSI. 93% of children made expected rates of progress in reading with 53% making better than expected rates of progress reflecting the impact of intervention and dedicated SEND time across KSI

End of KSI 2015/2016 Attainment and Progress in Reading for Non-SEND pupils

			Key Stage I Reading Teacher Assessment			Pupils working at expected standard+		Pupils working at Greater depth	
Number of pupils	44	Working towards expected standard (WTS)	Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)	Total No. of pupils	School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
EYFS Reading	Emerging								
	Expected	1	7	20	28	27	96%	20	71%
	Exceeding			16	16	16	100%	16	100%
TOTAL					44	43	98%	36	82%

98% of Non-SEND children are working at the expected standard at the end of KSI, with 82% working at greater depth. 98% of children made expected rates of progress with 45% making better than expected rates of progress



End of KSI 2015/2016 Attainment and Progress in Writing for SEND pupils

			Key Stage I Writing Teacher Assessment			Pupils working at expected standard+		Pupils working at Greater depth	
Number of pupils	15	Working towards expected standard (WTS)	Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)	Total No. of pupils	School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
EYFS Writing	Emerging		3	8	11	11	100%	8	73%
	Expected	1	2	1	4	3	75%	1	25%
	Exceeding								
TOTAL					15	14	93%	9	60%

93% of SEND children are working at the expected standard at the end of KSI. 93% of children made expected rates of progress in writing with 80% making better than expected rates of progress reflecting the impact of intervention and dedicated SEND time across KSI

End of KSI 2015/2016 Attainment and Progress in Writing for Non-SEND pupils

			Key Stage I Writing Teacher Assessment			Pupils working at expected standard+		Pupils working at Greater depth	
Number of pupils	44	Working towards expected standard (WTS)	Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)	Total No. of pupils	School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
EYFS Writing	Emerging		3	1	4	4	100%	1	25%
	Expected		10	19	29	29	100%	19	66%
	Exceeding			11	11	11	100%	11	100%
TOTAL					44	44	100%	31	70%

100% of Non-SEND children are working at the expected standard at the end of KSI, with 70% working at greater depth. 100% of children made expected rates of progress with 45% making better than expected rates of progress



End of KSI 2015/2016 Attainment and Progress in Maths for SEND pupils

			Key Stage 1 Maths Teacher Assessment		Pupils working at expected standard+			Pupils working at Greater depth	
Number of pupils	15	Working towards expected standard (WTS)	Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)	Total No. of pupils	School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
EYFS Maths	Emerging	2	5	1	8	6	75%	1	13%
	Expected		6	1	7	7	100%	1	14%
	Exceeding								
TOTAL					15	13	87%	2	13%

87% of SEND children are working at the expected standard at the end of KSI. 87% of children made expected rates of progress in maths with 47% making better than expected rates of progress reflecting the impact of intervention and dedicated SEND time across KSI

End of KSI 2015/2016 Attainment and Progress in Maths for Non-SEND pupils

			Key Stage 1 Maths Teacher Assessment		Pupils working at expected standard+			Pupils working at Greater depth	
Number of pupils	44	Working towards expected standard (WTS)	Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)	Total No. of pupils	School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
EYFS Maths	Emerging	1			1	0	0%	0	0%
	Expected	6	19		25	19	76%	0	0%
	Exceeding			18	18	18	100%	18	100%
TOTAL					44	37	84%	18	41%

84% of Non-SEND children are working at the expected standard at the end of KSI, with 41% working at greater depth. 86% of children made expected rates of progress in maths

Overall

Overall across Key stage 1 SEND children have made progress that is broadly in line with what is expected Nationally, they have gone from a good level of development (Expected to Working at the Expected Standard) In reading, writing and Maths significant numbers of SEND children have made better than expected rates of progress.



End of KS2 2015/2016 Attainment and Progress in Reading for SEND pupils

Number of pupils	9	Key Stage 2 Reading Test Outcome		Total No. of pupils	Pupils achieving expectation	
		Not Achieved standard (NS <100)	Achieved standard (AS >100)		School No. achieving expected	School % achieving expected
Key Stage 1 Reading Teacher Assessment	1		2	2	2	100%
	2C		3	3	3	100%
	2B	1	2	3	2	67%
	2A		1	1	1	100%
	3			0	N/A	N/A
			TOTAL	9	8	89%

89% of SEND children are working at the expected standard or above in reading at the end of KS2.

End of KS2 2015/2016 Attainment and Progress in Reading for Non-SEND pupils

Number of pupils	50	Key Stage 2 Reading Test Outcome		Total No. of pupils	Pupils achieving expectation	
		Not Achieved standard (NS <100)	Achieved standard (AS >100)		School No. achieving expected	School % achieving expected
Key Stage 1 Reading Teacher Assessment	1			0	N/A	N/A
	2C		3	3	3	100%
	2B		12	12	12	100%
	2A		13	13	13	100%
	3		22	22	22	100%
			TOTAL	50	50	100%

100% of Non-SEND children are working at the expected standard or above in reading at the end of KS2.



End of KS2 2015/2016 Attainment and Progress in Writing for SEND pupils

Number of pupils	q	Key Stage 2 Writing Teacher Assessment		Total No. of pupils	Pupils working at expected standard+		Pupils working at Greater depth	
		Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)		School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
Key Stage 1 Writing Teacher Assessment	I	4		4	4	100%	0	0%
	2C	3		3	3	100	0	0%
	2B		I	I	I	100%	I	100%
	2A	I		I	I	100%	0	0%
	3			0	N/A	N/A	N/A	N/A
TOTAL				9	9	100%	5	56%

100% of SEND children are working at the expected standard in writing at the end of KS2, with 11% working at a greater depth

End of KS2 2015/2016 Attainment and Progress in Writing for Non-SEND pupils

Number of pupils	50	Key Stage 2 Writing Teacher Assessment		Total No. of pupils	Pupils working at expected standard+		Pupils working at Greater depth	
		Working at expected standard (EXS)	Working at greater depth at the expected standard (GDS)		School No. achieving expected+	School % achieving expected+	School No. achieving more than expected	School % achieving more than expected
Key Stage 1 Writing Teacher Assessment	I			0	N/A	N/A	N/A	N/A
	2C	5	I	6	6	100%	I	17%
	2B	6	II	17	17	100%	II	65%
	2A	3	II	14	14	100%	II	79%
	3	2	II	13	13	100%	II	85%
TOTAL				50	50	100%	34	68%

100% of Non-SEND children are working at the expected standard in writing at the end of KS2, with 68% working at a greater depth



End of KS2 2015/2016 Attainment and Progress in Maths for SEND pupils

Number of pupils	9	Key Stage 2 Maths Test Outcome		Total No. of pupils	Pupils achieving expectation	
		Not Achieved standard (NS <100)	Achieved standard (AS >100)		School No. achieving expected	School % achieving expected
Key Stage 1 Maths Teacher Assessment	1	2		2	0	0%
	2C	3	1	4	1	25%
	2B	1	1	2	1	50%
	2A		1	1	1	100%
	3			0	N/A	N/A
		TOTAL		9	3	33%

33% of SEND children are working at the expected standard or above in maths at the end of KS2

End of KS2 2015/2016 Attainment and Progress in Maths for Non-SEND pupils

Number of pupils	50	Key Stage 2 Maths Test Outcome		Total No. of pupils	Pupils achieving expectation	
		Not Achieved standard (NS <100)	Achieved standard (AS >100)		School No. achieving expected	School % achieving expected
Key Stage 1 Maths Teacher Assessment	1			0	N/A	N/A
	2C	2		2	0	0%
	2B	2	14	16	14	88%
	2A	1	14	15	14	93%
	3		17	17	17	100%
		TOTAL		50	45	90%

90% of Non-SEND children are working at the expected standard or above in maths at the end of KS2

Overall

Overall, the impact of intervention and dedicated SEND time can be seen from the numbers of children who are working at the expected standard in reading and writing.



Key Actions to be taken 2016-2017

Review the support provided for the children with SEND in mathematics in order to accelerate rates of progress to increase the percentages of children who achieve the National Standard at the end of KS2

Ensure there continues to be early identification of children who need specific interventions and additional support in order to enable them to achieve their targets and reach their full potential

Ensure that first wave teaching is consistently outstanding and intervention is swift in order to ensure that children are working at the expected standard by the end of Key Stage 2

Ensure that data analysis is rigorous, target setting and the review process for all SEND children in relating to achievement is reviewed every half term as part of the schools ongoing review cycle

Ensure that all SEND children are well nurtured so they are happy, confident learners. As they go through school they grow in independence and are proud of their achievements

Continue to aspire for all SEND children to achieve at least the Expected National Standard irrespective of their special educational needs

Ensure any barrier to SEND children to making at least good progress is removed by personalising intervention so it matches their needs to ensure they succeed