Outcomes@Silverdale

The Impact of Silverdale Curriculum on Pupil Outcomes

2018 - 2019

Content

Silverdale Context

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Silverdale Organisation comprises of the following:

- ❖ Silverdale@Howdon.
  Silverdale Special School situated at Howdon. The main site accommodates pupils aged 7 to 16 years of age who have Education Health Care Plans for Social Emotional and Mental Health Needs (SEMH) or who are accessing an Assessment Place again primarily for SEMH. The main site has a KS3 and KS4. The Primary department supporting 18 KS2 pupils is situated in the Langdale Centre.
  Number of places: 81

- ❖ Silverdale@Howdon - ASD/SEMH Provision situated at the main site. This provision offers a bespoke curriculum to a small group of pupils who experience barriers to learning due to both their ASD and SEMH needs. The classes are small and located in a quiet, low stimulus area of the site. Pupils accessing the ASD/SEMH Provision also share facilities such as the play areas, Multi Use Games Area, Cookery Room etc. where appropriate.
  Number of places: 18

- ❖ Silverdale@TheCoast
  Silverdale Learning Centre situated at Monkhouse Primary School, North Shields. This specialist centre offers places for vulnerable students who are unable to cope with accessing the main site. They receive a bespoke curriculum focussing on building social skills and resilience delivered by a highly skilled staff working 1:2.
  Number of places: 8

- ❖ Silverdale@Killingworth
  Silverdale Additionally Resourced Provision (ARP) situated at Grasmere Academy, Killingworth. The ARP supports pupils aged 3 to 11 years who are struggling to cope in mainstream settings due to their SEMH needs. The pupils are dual registered with their home school and access a full time highly differentiated and personalised curriculum, delivered stage not age. The pupils are assessed during their time at the ARP and next steps may include transition back to mainstream with an EHCP or transition to a specialist setting which meets their needs again with an EHCP.
  Number of places: 36

- ❖ Silverdale Outreach Team situated at main site Howdon. The Outreach Team of 10 work across all North Tyneside first, middle and primary schools on request. Their remit is to support mainstream settings in keeping children with SEMH in school. The Team offer courtesy visits, bespoke workshops, pupil interventions, direct work with all staff, strategy maps and reports, meetings with families, multi-agency working and chair Outreach Review Meetings.

Silverdale Aim

Our aim is to work with pupils experiencing barriers to learning related to SEMH and other needs so that they take pride in learning, communicate effectively and develop pro social and independent skills so that they become tax payers.

We want our students to be responsible, regulated, respectful and ready for the work place.

Silverdale Curriculum

We deliver a curriculum that includes the Thrive Approach, Forest Schools, Outdoor Education and Team Teach to facilitate and support our pupils to take their place in society as successful adults. The Silverdale Offer supports pupils in becoming independent travellers, functional in English and Maths, equipped with a skill set that allows them to meet new people with confidence, work well within a team and see challenges as possibilities.

Pupil Baseline Profile on Entry

A typical pupil joining Silverdale, at any age, may have experienced Fixed Exclusions, Permanent Exclusions, low attendance, school phobia and as a consequence, have very low academic attainment on entry despite their actual cognitive abilities. In addition, some come with a history of assault of family members, parents/carers and siblings, assault of peers and staff and a range of Adverse Childhood Experiences such as bereavement and loss, experience of domestic violence, drug and alcohol misuse, poor mental health within the family and sexual assault and neglect. Many pupils are diagnosed with ADHD or are on the pathway for assessment and we also have a rapidly growing group of pupils with ASD or features of social communication needs. Some students may also have barriers to their learning such as Moderate Learning Difficulties, Specific Learning Difficulties and physical or medical needs whilst others can be gifted and talented.

All pupils require support with their mental health and development of age appropriate social skills.

Evidence Collection

At Silverdale, we feel very strongly about understanding the holistic needs of the young person and this includes working with the whole family. We use a range of data bases to collect information about our children, plan and track and set aspirational outcomes. Information is gathered from the following areas:

- Education Health Care Plans outcomes
- Pupil Data Dashboard and Provision Maps
- 360 data which tracks attendance, number of significant incidents, Individual Behaviour Learning Points, progress and attainment
- Special Educational Needs and Disability (SEND) status
- Looked After Child (LAC) status, adopted, in care, Special Guardianship Order (SGO) etc.
- Social Care status e.g. Child in Need, Child Protection Plan
- Agency involvement
- Adverse Childhood Experiences score (ACEs)
- Medical diagnoses
- Pear Tree Holistic Assessments
- Thrive Assessments
- Risk Assessments
- Behaviour Watch which tracks incidents, child protection concerns, significant information and patterns of behaviours

Making good progress @ Silverdale

Progress is measured holistically to ensure that progress in all areas of the student's presentation and school life is captured and recognised. We are in the process of improving systems in collating and analysing data and it is expected all key stages will be using new systems providing full data for analysis by the end of 2019 – 2020.

Academic Progress:

Students are described as working at 'age related expectations' when they are working in the year curriculum that matches their age, e.g. a Year 3 child working in the Year 3 curriculum or a Year 6 child working on the Year 6 curriculum objectives. Many of our pupils are working at a curriculum lower than their age due to barriers experienced in their lives, e.g. a Year 5 pupil may be working within the Year 3 curriculum. For those pupils the aim is still to make good progress from their starting point and where possible close the gap with additional steps of progress so they are catching up to the curriculum that matches their age. We look at every pupil individually and set aspirational but realistic targets for them.

Pupils work through each year's curriculum in the following way: start with developing skills recorded as 'D' and then once they are secure in the majority of concepts for that year it is recorded as 'S' meaning secure in their learning. For those pupils who are working at age related expectations but who are making outstanding progress this can be recorded as 'E' meaning exceeding.

Typical progress of two steps progress could be moving from Year 2 developing baseline to Year 2 secure and then moving onto Year 3 developing in the final assessment week of academic skills. Please see below for a examples of academic progress from baseline to end of year assessment:

Baseline: (September)	First Assessment Week: (November)	Second Assessment Week: (March)	Final Assessment Week: (July)	Progress judgement:
Year 2D	Year 2S	Year 2S	Year 3D	2 steps = good
Year 4S	Year 5D	Year 5S	Year 6D	3 steps = outstanding

If a child has made one step of progress academically with a diagnosis of Moderate Learning Difficulties in reading, writing and maths we judge this as good progress, this judgement is made in consultation with the Educational Psychology Service.

If a young person has significantly reduced incidents of physical incidents over the year and achieved two steps of progress academically despite having very low attainment we judge this to be outstanding progress.

Two steps of academic progress are considered good progress across a whole year. If a student makes that level of progress in less than 12 months, we consider this outstanding progress.

If a child makes more than two steps in 12 months, this is judged as outstanding progress.

Pupils at risk of making low rates of progress:
We monitor pupils throughout the year to ensure a prompt response is in place to support any pupils either underperforming or under attaining. Through our holistic work we also try to support families as life events unfold such as bereavement, illness and students going into care. Any student facing difficulties will be supported with a bespoke package to address attendance, wellbeing, academic performance, mental health or any other issues so that we can get them back on track as soon as possible. Support may be offered through Northern Guild counselling, Thrive sessions, 1:1 coaching, academic interventions, supportive meetings with families and multi-agency working with Health and other partnership services. EHCPs will reflect specific closing the gap outcomes.

Education Health Care Plans (EHCPs):
We have reviewed our use of our Education Health Care Plans and worked with the Local Authority to improve the Specific, Measurable, Assignable, Relevant, Time-based setting of outcomes. Historically, pupils had from 5 to 26 outcomes set by partner agencies and they were planned to be measured over 3 years. Silverdale set 2 outcomes per area of need, Cognition and Learning, Communication and Interaction, Sensory and Physical and Social Emotional and Mental Health totalling in 8 outcomes. Some areas may not be applicable and in extenuating or complex cases more outcomes may be set per area. The outcomes are measured and reported on every 12 months through the Annual Review process. Outcomes are measured as met, partly met or not met. This improved approach was introduced 2018 – 2019 and is still cycling through so data for 2018 – 2019 is from the old system.

Data Collection:
We use key sources to provide evidence of good progress, we take into account barriers such as Specific Learning Difficulties like Dyslexia and Moderate Learning Difficulties, very low attendance and high numbers of significant incidents and track through the year to make a judgement of whether an individual student has made '***good progress'*** or ***'outstanding progress'***. This judgement is discussed with partner services where applicable and made for each individual student as each case is complex and has its own back story.

Please see below the factors taken into consideration for each judgement as used 2018 – 2019:

KS1 and KS2:

➢ Progress meeting EHCP outcomes
➢ Progress in reading
➢ Progress in writing
➢ Progress in maths
➢ Progress in reducing the numbers of restraints experienced by the student
➢ Progress in improving their Individual Behaviour Learning Points
➢ Progress meeting their Provision Map outcomes for students undergoing statutory assessment
➢ Progress improving attendance

KS3 and KS4:

➢ Progress meeting EHCP outcomes
➢ Academic progress
➢ Progress in reducing the numbers of restraints experienced by the student
➢ Progress in improving their Individual Behaviour Learning Points
➢ Progress improving attendance

All pupils will be measured in the Pear Tree Holistic Assessment and data will be available by the end of 2019 – 2020. Red - static or regression, yellow - some progress, green - good progress, blue - outstanding progress.

Thrive Approach:

The pupils who are given 1:1 or small group Thrive practitioner plans are measured as having regressed, remained static or progressed. Addressing the developmental interruptions from adverse early childhood experiences requires a longer period of support than a term or 12 months as it involves rewiring thoughts, feelings and behaviours and brain elasticity, so therefore we use broad terms to report end of year of data (as above) and the specific details of progress are recorded in individual Thrive pupil plans and occasionally in group plans.   Pupils can regress at any time due to life experiences and traumatic events so the assessment cannot be seen as purely linear progress in one direction although the aim is always to move students forwards through the stages of Being, Doing, Thinking, Power and Identity, Skills and Structure and Interdependence.

Outdoor Learning:

Progress is reported as an end of KS3 and KS4 assessment respectively. Soft skills are assessed alongside technical skills for each module of kayaking, mountain biking, climbing and fishing. Each student competes a module in those activities each year.   In addition they are offered escape and evasion and walking activities.

Students are encouraged and supported to take part in activities outside of their comfort zone to widen their 'window of tolerance' to enable them to manage adversity in preparation for the world of work. They are also taught skills in coaching, leadership, team building, peer support, giving feedback and self- reflection.

Please see the table below demonstrating how progress is rated and recorded:

	PHCA:	EHCP Outcomes:	Attendance:	Physical Incidents Per Term:	Physical Incidents Per Year:	IBLP Score	Thrive
	Regression	None met	<85%	>14	>40	Less than 2.5	Regression
	N/A	Some met	85% - 90%	Between 11 - 13	Between 30 - 40	Between 2.5 - 3.0	Static
	Improved from baseline by 0 – 9% per year	Mostly met	90% - 95%	Between 6 - 10	Between 15 - 30	Between 3.0 - 3.9	Progression
	Improved from baseline >10%	All met	>95%	Between 0 - 5	Between 0 - 15	>3.9	N/A

Every pupil will have a Data Dashboard by the end of 2019 – 2020 and this document captures a student's barriers to accessing education and holistically learning and tracks how far they have moved in overcoming those barriers. It can also be used in KS3 and KS4 to support students developing their cvs for job applications.

Family Working @ Silverdale

The organisation has a team of experienced and highly trained Link Workers whose key role is to provide, where possible, families with a 'one stop, one conversation' experience. Partnership working with parents and carers is vital at Silverdale and we aim always to make families feel welcome and valued and we hope they leave events feeling informed, included and empowered. Our aim is for our families to move from endurance to resilience.

We are currently focusing on developing understanding on the following areas; Adverse Childhood Experiences, Child Parent Violence and parent/carer involvement in promoting academic learning and Careers.

Staffing @ Silverdale

Silverdale has a Senior Leadership Team comprised of the Headteacher, Deputy Headteacher and Senior Leader for Behaviour and Attendance.

The Middle Leadership Team have roles of responsibility for the following:
- Managing and leading the Learning Centre
- Managing and leading the Additionally Resourced Provision
- Managing and Leading ASD department
- Standards and Careers Lead
- Managing Systems and Data Protection

All teaching and learning staff are trained in Team Teach, a positive behaviour management approach which consists of 95% de-escalation and 5% restraint.

Continued Professional Development is a high priority and the training programme is designed to meet needs as they arise whilst keeping up to date on core requirements and developments in ASD, ADHD, SEMH and Attachment.

Silverdale Key Actions and Outcomes 2018 - 2019

Quality of education

2018 – 2019	Actions:	Outcomes:
Evidence: Progress data iAbacus Plans	Improve **boys'** writing across the Primary phase.	ARP – 89% made good progress in writing. 36.5% made >2 steps closing the gap in writing. 25% improvement on 2017 – 2018 data for boys writing of boys making good progress. 17% improvement of boys making more than 2 steps of progress closing the gap compared to 2017 – 2018.
	Improve percentage of pupils making good progress or better in reading, writing and maths across the Primary phase.	91% making good progress in reading. 91% making good progress in writing. 91% making good progress in maths. 34.5% closing the gap in reading. 36% closing the gap in writing. 34.5% closing the gap in maths.
	Improve progress in KS3 and KS4 Science.	57% of KS3 pupils made good or outstanding progress from their baseline. One KS4 pupil achieved a Grade F in GCSE Physics. This needs to be improved upon and the action plan will roll into 2019 – 2020.
	Develop Post 16 offer	Comprehensive CEIAG offer in place September 2019 delivered by identified team led by MLT. CEIAG training of all staff completed by July 2019. Events delivered and planned to raise profile of CEIAG. Bids secured. Primary CEIAG plan in place. See iAbacus for development plan for details of delivery of CEIAG offer.

Behaviour and attitudes

2018 – 2019	Actions:	Outcomes:
Evidence: IBLP scores R Assessments Data Dashboard Thrive data 360 Data	Improve rates of pupils 'ready to learn' across the Primary phase.	73% of pupils are ready to learn in Primary (KS2) this is increased by 14% from the previous academic year's data.
	Improve rates of pupils 'ready to learn' across the KS3 and KS4 phases.	81% of pupils are ready to learn in KS3 and KS4. There were challenges in the cohort which led to a LA discussion about the changing needs of pupils attending Silverdale and the development of additional places in Primary and a new ASD/SEMH provision.
	Reduce incidents of physical restraints in Primary, main site.	10% reduction in physical incidents compared to the previous academic year.
	Reduce incidents of physical restraints at the ARP.	6% reduction in physical incidents compared to the previous academic year.

Personal Development

2018 – 2019	Actions:	Outcomes:
Evidence: Attendance Data Appendix A Peartree Holistic Assessments	Whole school attendance to remain at 90% or higher.	91.04%
	ARP attendance to remain at 90% or higher.	94.52%
	ARP to develop pupil led tuck shop.	Tuck shop in place. Pupils ordering and selling goods, stock taking and balancing books.
	Raise aspirations and secure Post 16 destinations.	See above – quality of education. Careers Lead in place, strong proactive vision. Pupils engaged in Careers Speed Dating, Careers Fayres, raising profile of apprenticeship options. All staff received CIEAG training from external providers which has enhanced careers conversations in KS3 and 4 and developed curriculum offer at Primary phase.

Leadership and Management

2018 – 2019	Actions:	Outcomes:
Evidence: Progress Data iAbacus MLT Plans Pupil books	Develop skill set and impact of leadership of MLT.	Broadened MLT to meet needs of expanding organisation. Feedback in Governor minutes of evidence of developing skill set, confidence and impact of MLT. Standards Lead: Pupil voice involved in review of Primary new feedback and marking policy resulted in Pupil Conferencing which has improved task engagement and progress. Review of KS3 Feedback and Marking Policy involving pupil voice which has improved the quality of the learning conversation. Systems Manager: Introduced and embedded Behaviour Watch which has facilitated in depth scrutiny of restraints and reduced significant incidents. Cover support reviewed and a new efficient system embedded. ARP MLT: Outstanding outcomes achieved across the board in the ARP. Standards remain very high with a significant increase in pupils making good or better progress. The number of restraints reduced over the year compared to the previous year. Development of outdoor area ongoing, impact to be evaluated. Learning Centre MLT: Curriculum developed to include Thrive, nurture and support CEIAG outcomes with functional skills and ASDAN focus. As a result there is improved attendance from Learning Centre

		students.
		Addition to the MLT with the development of the ASD/SEMH provision, post in place July 2019 supporting the setup of the new wing.
	Improve feedback and marking in Primary books to close the pupil learning gap.	All Primary phase teachers collaboratively lead on 'book looks' and discussions improving targeted planning and forensic marking.
	Meet training and guidance need raised by parents/carers in relation to Child Parent Violence.	School staff worked with Al Coates and Sunderland University to deliver pilot with Silverdale families – good attendance. Parent carer support group established through social media and planned coffee mornings. Ongoing LPPA events planned and delivered on this focus. Deputy Head currently attends LA Steering Group on APVA and CPV and this enables the school to be at the forefront of this key issue in terms of awareness raising and training opportunities.
	LA request that Silverdale expand to meet LA capacity needs in relation to SEMH EHCPs and ASD/SEMH EHCPs needs.	New ASD provision accommodating 18 pupils staffed and set up for September 2019. Provision sited in main site. New 18 Place Primary staffed and in place for September 2019. Provision sited at Langdale.

Silverdale Headline Outcomes 2018 - 2019

❖ In 2018 – 2019 academic year 96% of all students attending Silverdale School and ARP made good progress and 25% made outstanding progress across all areas of their development and learning.

❖ In the ARP 100% of pupils made good progress holistically and 32% made outstanding holistic progress.

❖ In Primary 95% of pupils made good progress holistically and 16% made outstanding holistic progress.

❖ In KS3 96% of pupils made good progress holistically and 30% made outstanding holistic progress.

❖ In KS4 100% of pupils made good progress holistically and 27% made outstanding holistic progress.

❖ In the Learning Centre 75% of pupils made good progress holistically.

Evidence Supporting Outcomes Data 2018 - 2019

Appendices to support evidence of outcomes

Appendix A

Attendance

2018 – 2019	Phases:	Number on roll:	Attendance:	Authorised absence:	Unauthorised absence:	Median:	Attendance with lates removed:
	ARP:	38	94.52%	3.79%	1.69%	95.66%	**95.04%**
	Primary:	19	96.5%	2.38%	1.12%	95.9%	**98.8%**
	Upper School	43	86.11%	5.03%	8.86%	93.62%	**89.03%**
	Total:	101	91.04%	4.09%	4.86%	95.5%	**92.9%**

Appendix B

EHCP and Provision Map Outcomes Snapshot

Reviews are held throughout the year in line with the date of issue of the EHCP.

The number of outcomes per pupil varies depending upon areas of need as this year of review was the last of the old model of EHCPs.

The majority of 'partly met' outcomes refer to end of key stage outcomes which end this year. New outcomes moving forward will be set for a timeframe of 12 months.

2018 – 2019 EHCP Outcomes							
Setting:	Number of pupils:	Met:		Partly met:		Not met:	
		/	%	/	%	/	%
ARP	1	8/10	80%	2/10	20%	0/10	0%
Primary	15	90/111	81%	21/111	19%	0/111	0%
KS3 and KS4 Cohort	24	134/238	56%	93/238	39%	11/238	5%
Total:	40	232/359	65%	116/359	32%	11/359	3%

Provision Maps are set and reviewed twice a year in the ARP and Primary, November to March and April to July.

The Autumn Term is used to build relationships and to allow pupils to settle into the new routines and expectations of the new academic year.

KS3 and KS4 use IBLPs to monitor progress towards meeting EHCP outcomes. This data is evidenced in the 360 Data.

2018 – 2019 Provision Map Outcomes							
Setting:	Number of pupils attending at time of reviews:	Met:		Partly met:		Not met:	
		/	%	/	%	/	%
ARP	33	233/256	91%	23/256	9%	0/256	0%
Primary	18	90/144	62.5%	53/144	37%	1/144	0.5%
Total:	51	323/400	80.75%	76/400	19%	1/400	0.25%

Appendix C

GCSE Results 2018 - 2019	9	8	7	6	5	4	3	2	1
GCSE Maths							1		2
GCSE Photography				1	1	3	1 4	1	
GCSE Art & Design								1 1	1 1
GCSE Statistics						1			1
iGCSE Physics								1	
GCSE English						1		1	

NVQ Level 1/2 Examinations 2018 - 2019	Level 1		Level 2	
ICT ITQ/Nationals	6		2	
Preparation for working life	1			
Cambridge Progression: PSE			5	
English Functional Skills	1	9	1	1
Maths Functional Skills	5		2	
Motor Vehicle Studies			1	
Catering	1	2	1	

Key: Blue – outstanding, green – good, orange – satisfactory, red – no progress

Headlines:

- ❖ 82% of students achieved targeted or better grades at KS4
- ❖ 39% achieved better than their targeted grade
- ❖

KS4 Progress 2018 - 2019	English	Maths	Science	ICT	Foundation Subjects	Overall Progress
Outstanding Progress	44%	7%	No data due to staff illness	15%	22%	20%
Good Progress	50%	67%		54%	78%	73%
Combined	94%	74%		69%	100%	93%

Appendix D
KS3 Data Summary

It is expected that most students will make 2 steps of progress to be described as making good progress at Silverdale.

Pupils making 3 steps are judged as exceeding by closing the attainment gap if not at age related expectations or exceeding progress if working at age related expectations.

Some pupils may have such complex barriers to overcome that making one academic step and improvements in all other areas will be judged as good progress. Those students will have a case study and evidence from their Data Dashboard supporting this judgement.

KS3 Progress 2018 - 2019				
	Reading	Writing	Maths	Science
Outstanding Progress	48%	16%	8%	14%
Good Progress	44%	56%	20%	43%
Combined	92%	72%	28%	57%

Appendix E
Primary Data Summary

It is expected that most students will make 2 steps of progress to be described as making good progress at Silverdale.

Pupils making 3 steps are judged as exceeding by closing the attainment gap if not at age related expectations or exceeding progress if working at age related expectations.

Some pupils may have such complex barriers to overcome that making one academic step and improvements in all other areas will be judged as good progress. Those students will have a case study and evidence from their Data Dashboard supporting this judgement.

KS2 Progress 2018 - 2019				
	Reading	Writing	Maths	Science
Outstanding Progress	26%	31.5%	16%	
Good Progress	53%	52.5%	68.5%	
Combined	79%	84%	84.5%	

Appendix F

ARP Data Summary

Data taken from whole cohort which includes pupils who have attended for less than a year.

It is expected that most students will make 2 steps of progress to be described as making good progress at Silverdale.

Pupils making 3 steps are judged as exceeding by closing the attainment gap if not at age related expectations or exceeding progress if working at age related expectations.

Some pupils may have such complex barriers to overcome that making one academic step and improvements in all other areas will be judged as good progress. Those students will have a case study and evidence from their Data Dashboard supporting this judgement.

ARP FS/KS1/KS2 Progress 2018 - 2019				
	Reading	Writing	Maths	Science
Outstanding Progress	39%	39%	44.5%	
Good Progress	61%	58%	55.5%	
Combined	100%	97%	100%	

Appendix G

LAC Data Summary

LAC ARP FS/KS1/KS2/KS3/KS4 Progress 2017 - 2018				
	Reading	Writing	Maths	Science
Outstanding Progress	25%	12.5%	25%	
Good Progress	62.5%	75%	50%	
Combined	87.5%	87.5%	75%	

Appendix H

Thrive Data Summary

Measuring the number of pupils making progress from their baseline in Thrive stages of development **at the end of each academic year**.

Thrive Progress						
Setting:	2017 – 2018		2018 – 2019		2019 - 2020	
	No in cohort :	% progress	No in cohort:	% progress	No in cohort:	% progress
ARP	8	67%	0	N/A		
Primary (KS2)	7	100%	7	86%		
KS3	6	100%	5	60%		
KS4	3	100%				
Learning Centre			5	80%		

The ARP was unable to deliver 1:1 Thrive plans as the Thrive Room was needed to provide 2:1 for an emergency case and this arrangement was in place for two terms.

Appendix I

Outdoor Education Data Summary

The number of students achieving good or better than good progress **at the end of KS3.**

Outdoor Education KS3 Progress						
	2017 – 2018		2018 – 2019		2019 - 2020	
Area:	No in cohort:	% progress	No in cohort:	% progress	No in cohort:	% progress
Kayaking	3	75%				
Cycling	2	80%	4	100%		
Fishing	3	100%	3	100%		
Climbing			5	100%		

The number of students achieving good or better than good progress **at the end of KS4.**

Outdoor Education KS4 Progress						
	2017 – 2018		2018 – 2019		2019 - 2020	
Area:	No in cohort:	% progress	No in cohort:	% progress	No in cohort:	% progress
Kayaking	1	100%				
Cycling	2	100%	3	67%		
Fishing	1	100%	3	67%		
Climbing			3	67%		

Appendix J

Post 16 Outcomes Summary

Post 16 Outcomes						
Year:	2016 – 2017		2017 – 2018		2018 - 2019	
Number in cohort:	9		10		9	
Outcomes:	Number:	%	Number:	%	Number:	%
Education	6	67%	4	40%	7	78%
Employment	0	-	2	20%	0	0%
Training	3	33%	3	30%	1	11%
NEET available	0	-	1	10%	1*	11%

Not in Education, Employment or Training (NEET) Case Study

Student Back Story and Needs:	Actions:	Outcomes:
Student* Persistent non attender	Attendance Policy followed and support to family delivered. Personalised curriculum designed and offered. Changed pathway to Functional Skills. Vocational offer.	No impact. Did not engage. Did not attend exam. Refused vocational opportunities.
Anti-social behaviours	Multi-agency work undertaken to support student and family.	Did not engage.

Appendix K

Overall Progress by Departments 2018 – 2019		
Department:	Good progress:	Outstanding Progress:
ARP	100%	32%
Primary (KS2)	95%	16%
KS3	96%	30%
KS4	100%	27%
Learning Centre	75%	-
Overall	96%	25%