



Annual Progress Report

CRUCKTON
hall
school

Introduction

Cruckton Hall School provides a long established, successful and important option for boys with a range of difficulties within the Autistic Spectrum of Disorders. The school specialises in integrating young people with Asperger's syndrome and their associated vulnerability and/or challenging behaviour. Cruckton Hall offers a wide range of educational options to its students. The strength of Cruckton Hall School lies in its consistent record of success, in both academic and social spheres, the quality and experience of the staff team and the positive measurable outcomes for all the students.

The students study the national curriculum and do a variety of examinations during keystage four from entry level certificates to full GCSEs in accordance with their abilities.

Purpose

The purpose of the report is to inform all Stakeholders including the Board of Directors and parents about how well pupils progress in our school. The basis of the report is to show progression within key stage cohorts and also to compare this progress with schools like ours nationally. The data will inform the school leadership team as to whether our pupils' progress is in line with the national average.

Leadership assess learner progress over time, using National Progression Guidance for SEN (DFE 2010) to give projected expectations for pupil learning through the course of a Key Stage (ie. the end of Years 6, 9, 11 and 14, at ages 11, 14 and 16). Many of our boys have had disrupted learning prior to coming to us and their entry level data is often below national expectations because of this and their presenting difficulties.

What are we reporting on?

We are reporting on the progress of the boys at the end of each keystage and their GCSE results.

Key Stage Two

We had 10 pupils in the Key Stage 2 cohort and 8 pupils completing the entire key stage this year

Percentage of Progress 2013-2014

Language and Literacy	
10%	below expected progress
50%	pupils are making expected progress
10%	pupils are making above expected progress
30%	No starting point in Summer 2013 as these pupils joined during 2013-2014
Mathematics	
10%	below expected progress
60%	pupils are making expected progress
0%	pupils are making above expected progress
30%	No starting point in Summer 2013 as these pupils joined during 2013-2014

Key Stage Three

We had 21 pupils in the Key Stage 3 cohort. There were 8 pupils completing the entire key stage this year.

Percentage of Progress 2013-2014

Language and Literacy	
14.3%	below expected progress
4.76%	pupils are making expected progress
23.8%	pupils are making above expected progress
42.3%	No starting point in Summer 2013 as these pupils joined during 2013-2014
Mathematics	
4.8%	below expected progress
38.1%	pupils are making expected progress
9.5%	pupils are making above expected progress
42.3%	No starting point in Summer 2013 as these pupils joined during 2013-2014
Science	
4.8%	below expected progress
28.6%	pupils are making expected progress
23.8%	pupils are making above expected progress
42.3%	No starting point in Summer 2013 as these pupils joined during 2013-2014

Key Stage 4

We had 34 pupils in the Key Stage 4 cohort. There were 18 pupils completing the entire key stage this year.

Percentage of Progress 2013-2014

Language and Literacy	
23.5%	below expected progress
41.2%	pupils are making expected progress
23.5%	pupils are making above expected progress
11.8%	No starting point in Summer 2013 as these pupils joined during 2013-2014
Mathematics	
20.6%	below expected progress
47.1%	pupils are making expected progress
20.6%	pupils are making above expected progress
11.8%	No starting point in Summer 2013 as these pupils joined during 2013-2014
Science	
29.4%	below expected progress
41.2%	pupils are making expected progress
17.6%	pupils are making above expected progress
11.8%	No starting point in Summer 2013 as these pupils joined during 2013-2014

GCSE Results 2014

39% of boys achieved 5 A*-G GCSEs and 44% including GCSE equivalent results.