



- Students focus well on their learning as a result of good quality teaching that develops, consolidates and deepens students' knowledge, understanding and skills
- Students increasingly engage with feedback so that it is used to drive their learning & understanding
- Home learning and revision skills are developed so that students are better independent learners
- Students are developing as resilient learners who learn from mistakes & are committed to improving their work

- **The quality of Teaching, Learning & Assessment is good**
- **Leadership & Management are good**
- **Personal Development, Behaviour & Welfare are good**
- **Outcomes for Children as Learners are good**
- **Students' spiritual, moral, social and cultural development are enhanced by deliberate and effective planning, action and review – including the promotion of Preston & British values**
- **Safeguarding is highly effective**

- L&Ms, including governors, have created an ambitious ethos as everyone works towards being GREAT
- Strategic decisions, comprehensive planning and a strong appraisal system have all impacted positively on the school
- Governors hold SLT to account for 'value for money', inc. PPG, catch-up & SEN funding
- The curriculum allows students to acquire knowledge, understanding and skills in a wide variety of subjects, as well as being well-rounded citizens (inc. Preston & British values)
- Safeguarding is highly effective & students feel safe here
- All staff appreciate the CPD they receive, and the focus leaders put on 'everyone being a learner'

**Teaching,
Learning &
Assessment = 2**

**OVERALL
EFFECTIVENESS = 2**

**Leadership &
Management = 2**

**DESTINATION =
GREAT**

**Outcomes for Children
as learners = 2**

**Personal Development,
Behaviour & Welfare = 2**

- Students in all years make good progress in most subjects, including English & Maths, over the last 3 years and projections are even stronger for 2017
- We are successfully narrowing the gap of disadvantaged students, with more improvements forecast as a result of more high quality intervention being in place
- Students with SEND make increasingly secure progress, and remain a focus area for the school moving forward
- More students than the national average make expected or better than expected progress in both English & Maths
- Students are well-prepared for their next stage of education, training or employment with only 1% being NEETs (significantly better than the 5% nationally)

- Students are confident, self-assured learners whose excellent attitudes have a positive impact upon their academic and social progress – of which they are very proud
- Behaviour is outstanding and students show great respect for each other, which means bullying is well-dealt with and rare. Prejudiced-based bullying is virtually non-existent
- High-quality careers advice prepares students well for adult life, including living a healthy lifestyle. Rates of students progressing to university are high
- Attendance & punctuality is excellent, which reflects students' positive attitudes to learning and Preston School
- Students are thoughtful, caring and active citizens inside and outside of school

Preston School SEF 2016-17

Preston School: Context

We are a mixed school of approx. 990 students in the town of Yeovil, Somerset. Preston School has been over-subscribed for several years now and several years ago enhanced the PAN from 195 to 203 per year group to cope with local demand. We aspire to be a 'GREAT' school in everything that we do, and use this target as a vehicle for having the very highest expectations for all which allies well with our intake being significantly higher (APS) on entry than students nationally.

Gregg Morrison started as Principal in April 2015 following the previous Principal's departure in December 2014. Helen Cullen, Vice Principal, was the Acting Principal for the Spring 2015 term. The Senior Leadership Team is relatively small (this was a conscious decision to allow funding to be directed towards over-staffing in English & Maths) but, alongside the governing body, are highly ambitious for the development of the school. The team has undergone a review and the structure now includes an additional Assistant Principal. This allows for members of SLT to lead our focus groups of: *disadvantaged* students, *SEND & Most Able*, and our *boys*.

We are proud that our Business & Enterprise specialism helps facilitate the delivery of our core values. We believe in fostering a safe, caring environment in which all students are challenged to work hard so that they can thrive academically and personally whilst gaining the skills of: team work, resilience, respect, independence and always having a 'can-do' attitude. Our strapline of '*Bringing Learning to Life & Life to Learning*' is evident throughout the school and the activities that complement the broad curriculum on offer.

As a school we work collaboratively with many key partners, locally, nationally and internationally, to enhance the opportunities that our young people have for exciting new opportunities and life-experiences. We are an integral part of both the Yeovil Federation and South Somerset Partnership locally, with both providing joint-working opportunities for primary, secondary and tertiary institutions locally. The Principal and SLT are fully involved in SASH and SALT meetings receptively and we fully engage with the work of the 'Somerset Challenge' to further drive educational outcomes. We engage well with three local Teaching Schools, and also have excellent links with many ITT providers, but especially Bath Spa University who we work extremely closely with.

We also value the richness and opportunity that Global Learning partnership working brings to our students' lives, and look to cultivate and develop links wherever we can. Links with schools in; Yueyang, China; Burgos, Spain & Akropong Akuapem, Ghana; have meant many teacher and student exchanges and many lives enriched. We are a hub for Global Learning within Somerset.

We offer a rich diet of lunchtime and after-school clubs and have many trips, visits and guest speakers across all subject areas to bring our students valuable experiences.

Despite recent financial constraints on schools nationally, and our school being among the worst-funded in the country, we maintain a relatively healthy position through diligent leadership and have capital money to complete further development work.

Question

Data

Action

Impact

Review

L&Ms, including governors, have created an ambitious ethos as everyone works towards being GREAT The curriculum allows students to acquire knowledge, understanding and skills in a wide variety of subjects, as well as being well-rounded citizens

- The whole school community work well together and embrace the drive to being 'GREAT' and react positively to being challenged by school leaders to constantly improve – this is seen in everyday school life
- Ambitions for and expectations of students are high, from all leaders, governors and staff
- School leaders and the Governing Body have an in-depth and accurate knowledge of the school and have plans in place to drive forward areas not yet 'great'
- Actions from leaders and governors have promoted effective outcomes, which continue to rise
- Ambitious target-setting across the school, for all students, helps drive a culture of high expectations, aspirations and scholastic excellence
- There is a good learning culture within the school whereby students enjoy learning and the challenge that it sets them, and students have good working relationships with staff. Staff value the CPD they receive and are keen for more collaboration & sharing best practice, and as a result teaching is strong & improving

Strategic decisions, comprehensive planning and a strong appraisal system have all impacted positively on the school

- Students' achievement over a three-year period shows a positive trend and is in excess of national averages, as a result of strong leadership and governance
- The decision to invest in 'extra' English & Maths staff has paid dividends in terms of students' outcomes
- The SLT was re-organised for September 2016, with a sharper focus on individual portfolios to encourage greater progress for under-performing groups of students: disadvantaged, SEND & boys
- The school successfully grew the PAN from 195 to 203 in 2012, which was well managed alongside the conversion to academy status
- Staff are held to account for their performance, and supported to continually improve, through stringent use of appraisal and line-management structures. Subjects such as History and MFL are examples of the impact that new curriculum leaders make
- Staff excellence is rewarded and under-performance held to account
- Our assessment system throughout the school mirrors the new 9-1 GCSE grading system, so that students, families and staff are familiar with one common system and we can identify under-performance early and intervene
- The PPG now funds new roles directed at improving the outcomes of disadvantaged students

- GCSE outcomes have increased over the last 3 years (52% A*-C inc. E&M in 2013 to 66% in 2016)
- There are strong academic performances in most subject areas, especially in English & Maths, whereby 71% of students in 2016 gained the 'Basics'
- Student & family voice tell us that both groups are very happy with our broad & balanced curriculum offer
- The % of Year 11 students eligible for all buckets of P8 has increased from 55% in 2015 and will go on to increase to 94% in Summer 2019 (current Year 9)
- Year 11 students eligible for E-Bacc will also go on to increase in Summer 2019
- 2017 sees the first cohort through that have studied a 3 year KS4. Student and Staff Voice tells us that this has allowed for deeper T&L, and this is evidenced in projected outcomes for 2017.
- We do not alter students' curriculum or jump on to 'trendy' points-chasing subjects – our core offer is stable and robust
- Progression to FE & apprenticeships is very high with only 1% NEETs (2016 figure from Careers South West)
- We use our B&E specialism to develop 'life-ready' skills for students, including employability skills

Leadership & Management = 2

DESTINATION = GREAT

Governors hold SLT to account for 'value for money'

- The leadership of Teaching, Learning and CPD is strong and has facilitated huge improvements in the quality of teaching in the school. Many teachers and departments are now far more effective as a result of high quality coaching and an effective CPD programme designed to support staff
- The 'gap' between disadvantaged students & national others achieving 5 A*-C inc. English & Maths decreased from 33% in 2014 to 23% in 2016
- The progress and achievement of disadvantaged and SEND students is higher than others nationally
- Rigorous self-evaluation and forward-planning secures continual improvements within the school, with more forecast in coming years
- The governing body strike an appropriate balance between challenge and support, on all issues but particularly when accounting for value for money and student outcomes
- The welfare sub-committee have 'PPG & SEND students' on every agenda, with two members of SLT responsible for those groups & their outcomes
- Staff feel empowered by 'Pupil Premium Passports', which have recently launched to help provide an insight in to how each PP student wants to be supported
- 'SEND Information Sheets' give staff individualised support mechanisms and preferred methods of learning for each SEND student that they teach, in order to engender better outcomes for these young people. Student voice from this group tells us this is highly effective

Leaders effectively promote safeguarding as well as Preston & British values

- Family voice tells us that families feel that they or their child(ren) feel safe at Preston School (90%)
- Safeguarding is effective and any issues are dealt with efficiently and in a student-centred way (ParentView = 87% positive reactions to bullying question)
- Bullying and discrimination are extremely rare at as a result of close monitoring & guidance. Any incidents are dealt with immediately and effectively (87% on ParentView)
- Effective records are kept, including the SCR
- Staff are well-trained in safeguarding students & effectively identify students at risk of abuse, neglect, radicalisation or exploitation
- Leaders consistently promote Preston & British Values, which are central to our ethos & values. All members of the school community demonstrate high levels of respect, courtesy and tolerance towards each other

Question

Data

Action

Impact

Review

Students focus well on their learning as a result of good quality teaching that develops, consolidates and deepens students' knowledge, understanding and skills

- The strong leadership of Teaching & Learning has helped drive up academic standards and enhance student outcomes. Many improvements in the quality of teaching correlate directly to enhanced student outcomes in GCSEs and KS3
- Great behaviour for learning means effective learning can thrive and prosper
- HoS & AHoS' main role is leading the teaching & learning within their subject areas, with a commitment to further driving up standards. This is evidenced by improvements over time in subject areas and a continuing upwards trend. In subjects where we have concerns there are action plans in place to plan for immediate & sustained improvements
- Teachers take responsibility for and engage enthusiastically with Continuing Professional Development opportunities, which support them in the delivery of engaging and interesting lessons. This includes attendance at after school workshops, external & Internal Teach Meets and with outside providers
- Middle & Senior Leaders' work with our School Improvement Partner has improved the quality of teaching and learning and outcomes for students
- Middle leaders assess & monitor the quality of the teaching and learning within their subjects through a robust Quality Assurance system. This involves regular data analysis, learning walks, full lesson observations, drop-ins, work scrutinies and Student Voice exercises. Weaknesses are identified and addressed, and this process is monitored and supported by the SLT
- New staff, including NQTs, follow a comprehensive Induction Programme which allows them, to integrate quickly into the school's ethos and expectations around high expectations
- Staff are empowered to help drive forward the quality of T&L, e.g NQTs are trained as peer coaches and now, as RQTs, coach new NQTs arriving in the school. SLT & other staff are involved in peer-coaching
- Regular Learning Walks by SLT and middle leaders help promote the sharing of best practice amongst staff, which is something that we are keen to continue to further develop. Sharing best practice is now a feature of our work as we develop the use of 'Preston's Perfect Practice'

Students are developing as resilient learners who learn from mistakes & are committed to improving their work

- Our Business & Enterprise specialism skills help students build resilience & maturity
- Students have extremely positive relationships with their teachers and are keen to work with them to improve their work
- Students have responded well to a new C Board which was introduced as well as the school's overall expectations enhancing
- Students engage positively with intervention activities which are provided for them. Homework Club is used four nights a week and GCSE revision classes take place each night and are very well attended
- Easter & half-term holiday Revision School is also valued by students and well attended & a 'revision Residential' will run for the first time in Spring 2017

Home learning and revision skills are developed so that students are better independent learners

- Students are set homework according to the school's demanding home learning schedule, which helps foster dedication to learning and studying outside of school – in preparation for later life
- Teachers have high expectations of students with regard to their homework and have adopted the policy of 'if it's not excellent, it's not finished'
- The year 2014/15 saw the introduction of the 'Behaviour for Learning' project which placed an emphasis on students completing their homework to the best of their ability
- This has led to the arrival of the school's Period 6. Students who do not complete homework on time, or to a good standard stay for an hour after school where they receive supervised assistance with these tasks. This has resulted in a drop of students where homework is a concern from 2014-15
- Students can attend Period 6 on a voluntary basis – this has led to a huge improvement in homework outcomes for all students, but particularly those who receive the PPG
- KS4 students have support from Nick Osborne, who delivers workshops on revision techniques and memory skills, to help students prepare for exam revision. Student-voice talks of the positive impact this has
- A 'Revision Residential' in 2017 will help our disadvantaged students structure their revision plans

Teaching, Learning
& Assessment = 2

DESTINATION
= GREAT

Staff plan for, and feedback upon, effective learning

- Planning is effective in challenging students and time is well-used in lessons
- The excellent subject knowledge of the staff helps feedback to students effectively according to our school policy, including for homework tasks which are set regularly and are challenging
- Our established 'Star Stamp' feedback system allows teachers to advise students on how to improve their work, and allows the student to comment on their own performance and to indicate what they will do to improve their work. This has been important in enhancing student outcomes in many subjects
- High quality marking and feedback impacts positively on progress and teachers also give effective verbal feedback with students respond to
- High quality questioning helps students develop
- Students are set aspirational targets. This has ensured that teachers set high expectations for their students and this had led to improved results for students in their assessments
- Students are assessed regularly and the school uses 4Matrix which enables teachers to track students' progress and plan their lessons accordingly
- 'My Progress Tracker' & Diagnostic Sheets help support students' learning of individual skills, techniques and knowledge. These are regularly shared with home and monitored by school to give an up-to-date progress picture of each student in each subject

Question

Data

Action

Impact

Review

Attendance & punctuality is excellent, which reflects students' positive attitudes to learning and school

- Students enjoy & value their learning at Preston, which is evidenced by high attendance at 95.5%, significantly above the national average of 94.9% & greatly improved from 93.9% in 2012
- The school's Attendance Officer, along with the pastoral team and PFSAs all place a high value on good attendance and punctuality, which has helped improve 'Persistent Absentee' rates, with only 9.4% of Preston students classified as such compared to 12.4% nationally in 2015-16
- Term-time absence is only authorised in the most exceptional of circumstances, and penalty notices are issued to the parents of students who do not abide by this
- Attendance of students with EHCP/a statement (96%) is above the national average (92.9%) for that group (2015-16)
- Attendance of FSM students was slightly below the national average for that group at 91.6% in 2015-16
- Punctuality to school and to lessons is excellent, encouraged by our 'late detentions'
- A sharp analysis of the attendance of families to school events, such as parents' evenings, tell us the families of disadvantaged students do not attend such events as readily
- The introduction of 'Family Learning Days' have helped foster closer working relationships with the 'hard-to-reach' families, in order to support work with their child

Behaviour is excellent and students show great respect for each other, which means bullying is well-dealt with and rare. Prejudiced-based bullying is virtually non-existent

- Students' behaviour for learning both around the school site and within lessons is great, and helps sustain an excellent working environment in which to learn and teach. As such we have reduced our staffing of 'Student Support Officers' from 4 to 2.
- Leadership from the new Principal on having the high expectations (the 'BASICS'), a dedicated staff body and students' self-discipline means that incidents of low-level disruption are rare. Where they do occur they are dealt with efficiently and strictly. The re-written 'Behaviour & Rewards' policy was brought out as a result of collaborative work between SLT, staff and students to move behaviour from good to GREAT
- 87% of parents respond positively when questioned how we deal with the rare bullying issues that we get
- Despite the school using Fixed Term Exclusions (FTE) as a punishment, rates are low compared to school nationally (3.93% of enrolled students received one or more FTE compared to 3.97 nationally, in 2015)
- More merits were awarded in the last academic year than in the previous year, as part of our focus upon rewarding greatness and excellent learning. This helps further enhance students buy-in to the good teaching that they receive and allows more focus upon positive role models

**Personal Development,
Behaviour &
Welfare = 2+**

**DESTINATION =
GREAT**

Students are confident, self-assured learners whose excellent attitudes have a positive impact upon their academic and social progress – of which they are very proud

High-quality careers advice prepares students well for adult life, including living a healthy lifestyle. Rates of students progressing to university are high

- High quality, impartial careers advice & guidance helps guide individual students appropriately, with student/parent voice reporting that 94.6% of all students (Years 7-11) felt well supported
- In September 2015 a large proportion of known students advanced to University/Higher Education, via several local FE providers with whom we work very closely
- Our renowned Business & Enterprise specialism helps attract many external links to many subject areas in the school, which help inspire students as to the career choices that they have on offer
- Students successfully graduate from the 'Brilliant Club', which helps raise aspirations and awareness of (Russell Group) universities
- We work directly with Oxford & Cambridge whereby identified students work with undergrads and staff on raising awareness of opportunities to study at Oxbridge
- All students visit universities throughout their time here, in 'School Of Learning days', as well as numerous visits of universities to school

- Preston's values and ethos drive high standards around the school, including behaviour. The 'BASICS' are a framework that help remind students of our high expectations at all times. The whole school community knows that 'good' is not enough and that we are aiming to be GREAT in everything that we do
- Preston students enjoy coming to school and are proud of themselves and their school. This impacts positively on themselves and other learners around them – poor behaviour is frowned upon and students are intolerant of any such behaviour (82% of Parent View respondents agree that we ensure that our students are well-behaved)
- High quality pastoral care ensures that we know each student individually, and help them develop according to their individual needs
- We work closely with parents & families to ensure an all-round, in-depth knowledge of each student, that we use to promote their learning as best we can
- Students' excellent awareness of how to keep safe, including online, has been developed by overlapping curricular areas such as Life Studies, PE, Food Technology and ICT, alongside great pastoral guidance as to the potential dangers young people can face. This is highly effective in supporting students to make sensible decisions which mean they are safe and healthy
- Safeguarding is recognised as everybody's responsibility and as such, alongside good training and being a high priority, is very effective
- Highly effective partnership working can be evidenced by our bi-annual 'SAFE Day', where partnership organisations from a range of backgrounds are available for all students in the school to engage with

Question

Data

Action

Impact

Review

Students in all years make good progress in most subjects, including English & Maths

Cohort Summary	2014	2014 National	2015	2015 National	2016	2016 Best	2016 National
Cohort size	189	-	194	-	188	183	-
Progress 8	-	-	-0.26	-0.03	-0.42	-0.3	-0.03
Attainment 8			52	47	49	51	48
% 5A*CEM	65	55	66	55.3	64%	66%	55%
% En/Ma	68	58	65	57.6	69%	71%	59%
EBacc	27	-	23	-	6%	6%	23%

- Progress & Achievement in English & Maths are, consistently, significantly above the national average
- Significantly more students than nationally leave with A*-C grades in English & Maths, and 5 'good' GCSEs
- Performance in most GCSE subjects, and for students currently in the school, is strong
- **Our P8 score of -0.3 is slightly better than the reported score of -0.42. This is largely down to only having 69% of the cohort fill 'all buckets' for P8 as a result of the previous curriculum structure. This is now changed so that our current Year 9 cohort have 96% of students filling all buckets. P8 for students that fill the bucket is -0.12**
- This will also impact positively upon our EBACC entries, which are currently below national averages for the same reason
- As a result of strong leadership, previously under-performing subjects have improved outcomes e.g English, History, Languages
- New subject leaders appointed for Geography, PE & Music to improve outcomes for students
- SLT intervention is now taking place in Science to support improved outcomes
- Achievement in all of the EBacc subjects has improved significantly, as a result of significant leadership intervention
- Students read widely and often, with fluency appropriate to their age, in both Accelerated Reader lessons, and twice daily in all lessons

GCSE Outcomes for 2016

EBacc. Subject	% A*-C	LoP	A8
English Language	76	2.83	5.28
English Literature	61	2.38	4.76
Maths	77	3.06	5.41
Science: Core	31	1.96	3.86
Science: Additional	38	2.01	4.00
Science: Triple	82	2.93	5.55
Geography	74	2.93	5.32
History	75	2.63	5.17
French	100	3.36	6.09
Italian	100	4.5	7.25
Spanish	80	3.01	5.40

Students are well-prepared for their next stage of education, training or employment

- 96% of students go on to a sustained EET destination, above the national average of 94%
- **Only 1% of students leaving in 2016 are classified as NEETs** (significantly better than the national average & consistently low across a 3 year trend)
- **More boys than nationally (96% v 93%) sustain their EET programme after leaving**
- **Over time the rate of disadvantaged students sustaining EET placements is higher than the national average**
- Students identified as potentially being NEETs when they leave have intensive intervention from a multi-agency panel to support their transition to Post 16 and beyond
- As a school we actively promote Apprenticeships and as a result more students than nationally follow that route after leaving, and sustain their placements
- Careers advice & guidance is excellent with student/parent voice reporting that 94.6% of all students (Years 7-11) felt well supported

Outcomes for Children as learners = 2-

DESTINATION = GREAT

More students that the national average make expected or better than expected progress in both English & Maths

Expected	2014	National	2015	National	2016	National
English	77	70	65	69	76	
Maths	81	65	79	66	73	
More than expected	2014	National	2015	National	2016	National
English	41	32	31	30	38	
Maths	37	33	40	30	40	

Gaps upon entry & leaving Preston School

Cohort	% of students with L4+ in English & Maths <i>% of students with A*-C in English & Maths</i>		Gaps
	Disadvantaged	others	
2014 Leavers	50.0% <i>35.0%</i>	78.2% <i>71.6%</i>	28.2% <i>37.0%</i>
2015 Leavers	65.8% <i>44.7%</i>	85.8% <i>69.8%</i>	20.0% <i>25.1%</i>
2016 leavers	76.9% <i>56.0%</i>	87.3% <i>75.9%</i>	10.4% <i>19.9%</i>
2017 (Year 11)	80.7% <i>30.8%</i>	89.3% <i>69.5%</i>	8.6% <i>38.7%</i>
2018 (Year 10)	82.8% -	90.9% <i>40.8%</i>	8.1% <i>16.7%</i>

Leavers 2016	Disadv.	Others	Gaps	Gaps (best)
5A*CEM	42.3%	71.6%	29.3	29.6
Progress 8	-0.48	0.06	0.54	0.46
English expected prog.	65.4%	84.5%	19.1	18.0
Maths expected prog.	76.9%	84.0%	7.1	5.4
Year 11 2017	Disadv.	Others	Gaps	
5A*CEM	30.8%	69.5%	38.7	
Progress 8	-1.07	-0.56	0.51	
English expected prog.	65.4%	85.3%	19.9	
Maths expected prog.	26.9%	65.1%	38.2	
Year 10 2018	Disadv.	Others	Gaps	
Av Core KS2	4b	4a	1 sublevel	
Av Core APS	28.11	29.7	1.59	
Av Sub levels progress En	5.6	6.5	0.9	
Av Sub Levels progress Ma	5.0	5.1	0.1	
Year 9 2019	Disadv.	Others	Gaps	
Av Core KS2	4b	4a	1 sublevel	
Av Core APS	29.54	30.05	0.51	
Av Sub levels progress En	0.6	2.2	1.6	
Av Sub Levels progress Ma	1.2	1.5	0.3	

Outcomes for Disadvantaged Children as Learners

DESTINATION = GREAT

The progress of disadvantaged students on roll is close to or improving towards that of other students with the same starting points

The progress of disadvantaged students is improving

- P8 isn't a fair measure to judge our Disadvantaged students by as only 9 out of the 25 students had full P8 buckets. For those 9 the P8 score was -0.4, compared to -1.05 for the whole disadvantaged cohort
- In 2016 a significantly higher proportion of disadvantaged students made expected or better progress in both English (70%) & Maths (72%) than nationally – English (57%) & Maths (49%). This measure is, once again, projected to be strong and significantly above the national average in 2017.
- Significantly more disadvantaged students obtained 5 A*-C grades including English & Maths in 2016 (41%) than in 2014 (30%). This is significantly above the disadvantaged National Average (2015) of 36%. This is projected to further increase to 57% in 2017 and 71% in 2018
- Over a 3 year trend the % of disadvantaged students obtaining 5 A*-C grades including English & Maths has significantly increased – despite the national figure for 'other students' falling
- 74% of disadvantaged students gained A*-C in Maths in 2016, significantly above the national average of 49%
- In Maths in 2016 29% of disadvantaged students gained an A*/A grade, compared to 28% of others
- 66% of disadvantaged students gained A*-C in English in 2016, significantly above the national average of 51%
- Our middle and low prior-attainers under-perform most and are an area of focus for us
- Significant focus upon these students is resulting in greater outcomes for current disadvantaged students. A significant factor in KS3 & KS4 disadvantaged students' making better progress is the addition of our Pupil Premium Officer for September 2016-17

Gaps upon entry & leaving Preston School

Cohort	% of students with L4+ in English & Maths <i>% of students with A*-C in English & Maths</i>		Gaps	Actual Gap
	SEND	Others		
2014 Leavers	26.7% <i>19.4%</i>	84.5% <i>77.2%</i>	57.8% <i>57.8%</i>	0
2015 Leavers	63.2% <i>15.8%</i>	83.9% <i>70.2%</i>	20.7% <i>54.4%</i>	-33.7%
2016 (Year 11)	61.1% <i>22.2%</i>	88.6% <i>74.1%</i>	27.5% <i>51.9%</i>	-24.4%
2017 (Year 10)	66.7% <i>26.7%</i>	89.9% <i>67.6%</i>	23.2% <i>40.9%</i>	-17.7
2018 (Year 9)	50.0% <i>11.5%</i>	95.8% <i>42.4%</i>	45.8% <i>30.9%</i>	-14.9
2019 (Year 8)	46.7% -	92.9% -	46.2% -	-
2020 (Year 7)	55.0% -	96.1% -	41.1% -	-

Leavers 2016	SEND	Others	Gaps	Gaps Best
5A*CEM	26.3%	72.2%	45.9	44.1
Progress 8	-0.32	0.01	0.33	0.19
English expected prog.	52.6%	81.5%	28.9	20.8
Maths expected prog.	73.7%	84.0%	10.3	2.5
Year 11 2017	SEND	Others	Gaps	
5A*CEM	26.7%	67.6%	40.9	
Progress 8	-0.75	-0.62	0.13	
English expected prog.	56.3%	85.1%	28.8	
Maths expected prog.	26.7%	62.8%	36.1	
Year 10 2018	SEND	Others	Gaps	
Av Core KS2	4c	4a	2sublevels	
Av Core APS	25.09	30.14	5.05	
Av Sub levels progress En	5.3	6.5	1.3	
Av Sub Levels progress Ma	3.0	5.6	2.4	
Year 9 2019	SEND	Others	Gaps	
Av Core KS2	3a	4a	3sublevels	
Av Core APS	24.92	30.35	5.43	
Av Sub levels progress En	1.2	2.0	0.8	
Av Sub Levels progress Ma	1.6	1.3	-0.3	

The progress of SEND students is improving

- SEND students' achievement (5 A*-C & 5 A*-C inc. E&M) is in line with their peers nationally. **5A*-C inc. E&M is projected to improve from 26% in 2016 to 43% in 2017**
- Capped point scores for SEND support students are in line with the national average, with the average SEND student leaving with 8 qualifications
- A8 for SEND students is projected to improve from 32.9 in 2016 to 35.02 in 2017, with our EHCP students A8 score projected to be 53 in 2017**
- In 2016 SEND students (42% expected) progress is in line with their peers nationally (42% expected) in Maths
- In 2016 SEND students (44% A*-C) significantly outperformed their peers nationally (37% A*-C) in Maths
- In 2016 SEND students (53% expected) progress significantly exceeds that of their peers nationally in English
- In 2016 SEND students (28% A*-C) under-performed compared to their peers nationally (36% A*-C) in English. This is projected to improve significantly to 32% in 2017
- The A*-G rate in many subjects is significantly above the national average &/or at 100% for the cohort, including: Additional Science, all languages & ICT, indicating that lower-ability &/or SEND students are well-supported
- Significant focus upon SEND students is resulting in greater outcomes for current SEND students, and the newly-appointed SENCO/Assistant Principal has already added considerable value and will continue to do so
- The new SENCO has introduced a new student-centred version of the IEP which helps the SEND students inform staff of how they feel best supported: 'What Helps Me As A Learner?'

Outcomes for SEND children as learners

DESTINATION = GREAT

The progress of disadvantaged students on roll is close to or improving towards that of other students with the same starting points

Personal outcomes for SEND Students

- Attendance for students with a statement/EHCP (95.9%) is significantly better their peers nationally (92.9%)
- The proportion of Preston's students progressing to sustained education, employment or training is in line with the national average for all students
- Students' destinations are at a level suitable to meet their future career plans, with apprenticeships being popular. This demonstrates that students for whom more academic routes would not necessarily be suitable are well-supported by outstanding CAIG, to enable them to progress to a level suitable to meet their career plans