



- Students focus well on their learning as a result of good quality teaching that develops, consolidates and deepens students' knowledge, understanding and skills
- Students 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 & Safety are outstanding**
- **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 (staff appreciate the CPD they receive)
- 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 & 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 effective & students feel safe here

**Teaching,
Learning &
Assessment = 2**

**OVERALL
EFFECTIVENESS = 2**

**Leadership &
Management = 2**

**DESTINATION =
GREAT**

**Outcomes for Children
as learners = 2**

**Personal Development,
Behaviour & Safety = 1**

- Students in all years make good progress in most subjects, including English & Maths, over the last 3 years
- We have successfully narrowing the gap of disadvantaged students, with more improvements forecast as a result of more high quality intervention being in place
- Students with SEN 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)
- Boys' progress ...
- AG&T students perform well at Preston...

- 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 impeccable 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 school
- Students are thoughtful, caring and active citizens inside and outside of school

Preston School SEF 2015-16

Preston School: Context

We are a mixed school of approx. 1000 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

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 international 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 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 whole school community work well together and embrace the drive to being 'GREAT' and react positively to being challenged by the new Principal to constantly improve – this is seen in everyday school life
- 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

The curriculum allows students to acquire knowledge, understanding and skills in a wide variety of subjects, as well as being well-rounded citizens

- GCSE outcomes, well-supported in all years, have increased over the last 3 years. There are strong academic performances in most subject areas
- Student & family voice tell us that both groups are very happy with our broad & balanced curriculum offer (95% are 'happy' or 'very happy')
- Year 11 students eligible for E-Bacc has increased from 24% in 2015 and will go on to increase to 55% in Summer 2018
- The % of Year 11 students eligible for all buckets of P8 has increased from 60% in 2015 and will go on to increase to 90% in Summer 2018
- Progression to FE & apprenticeships is very high with only 1% NEETs
- We use our B&E specialism to develop 'life-ready' skills for students, including employability skills

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 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
- Staff excellence is rewarded and under-performance held to account

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 PP and non-PP students decreased from 33% in 2014 to 24% in 2015, with the gap targeted to be 15% in 2016
- The Value-Added score for 'school action' students in 2014 was 1026.9, significantly higher than the national average of 984.5
- The Value-Added score for 'school action' students in 2015 was 1026.9, significantly higher than the national average of 984.5
- 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
- The welfare sub-committee have 'PPG & SEND students' on every agenda, with a member 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 100% of families feel that they or their child(ren) feel safe at Preston School
- Safeguarding is effective and any issues are dealt with efficiently and in a student-centred way. Effective records are kept, including the SCR
- Bullying and discrimination are extremely rare at as a result of close monitoring & guidance
- 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. 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
- HoS & AHoS' main role is leading the teaching & learning within their subject areas, with a commitment to driving standards. This is evidenced by improvements over time in subject areas and a continuing upwards trend
- 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
- Many improvements in the quality of teaching correlate directly to enhanced student Outcomes in GCSEs and KS3
- Middle & Senior Leaders' work with an our school improvement partner has improved the quality of teaching and learning and outcomes for students
- Middle leaders effectively 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. This is supported by the SLT
- Successful training & coaching has helped middle leaders develop in their role and improve outcomes
- New staff, including NQTs, follow a comprehensive Induction Programme which allows them, to integrate quickly into the school's ethos and expectations around lesson delivery
- 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
- 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 further develop this year. Sharing best practice is now a feature of our work as we develop the use of 'Preston's Perfect Practice'
- In the year 2014/15, a very large proportion of full lessons observed were graded 'good' or better, with very many being graded 'outstanding'

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

- 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 has been 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

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

- Students are set homework according to the school's 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 35% in 2014-15 to 15% currently.
- 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.

Teaching, Learning
& Assessment = 2

DESTINATION
= GREAT

Students engage with assessment so that it is used to drive their learning & understanding

- We have a 'Star Stamp' feedback system which 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
- Marking is regular and thorough and teachers also give effective verbal feedback
- High quality questioning helps students
- 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 SISRA & 4Matrix which enables teachers to track students' progress and plan their lessons accordingly
- 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



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

- Students enjoy learning at Preston, which is evidenced by high attendance at 96%, 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 PFSA all place a high value on good attendance and punctuality, which has helped improve 'Persistent Absentee' rates, with only 4.3% of Preston students classified as such compared to 5.8% nationally (this gap has closed significantly since 2012 when the figure was 8.6%)
- We only authorise term-time absence in the most exceptional of circumstances, and issue penalty notices to the parents of students who do not abide by this
- Attendance of students with SEND students is above the national average (96.2%) for that group (2014-15)
- Attendance of disadvantaged students is below the national average for that group at 89.9%, but that is hugely skewed by a cohort that are no longer in the school – as seen by the high PA rates for FSM students
- 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' are designed in part to foster closer working relationships with the 'hard-to-reach families, in order to support work with their child

Behaviour is impeccable 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 both around the school site and within lessons is great, and helps sustain an excellent working environment in which to learn and teach
- 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 newly re-written 'Behaviour & Rewards' policy was brought out as a result of collaborative work between SLT, staff and students to move behaviour from outstanding to GREAT
- Despite the school using Fixed Term Exclusions (FTE) as a severe punishment, rates are low compared to school nationally (2.58% of enrolled students received a FTE compared to 3.86 nationally, in 2013)
- The FTE rates for SEND students without statements is significantly below the national averages for that groups (17.93% v 20.08)
- The FTE rates for SEND students without statements is significantly below the national averages for that groups (17.93% v 20.08)

- We have awarded more merits this term (Autumn 2015) so far than in the same period last 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 & Safety = 1

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
- We work with the 'Brilliant Club' to 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 no 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
- 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 the 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	2013	2013 National	2014	2014 National	2015	2015 National	2016 Projected	2016 Best
Cohort size	193	-	189	-	194	-	188	183
Progress 8	-	-	-	-	-0.13	-0.03	-0.02	0.1
Achievement 8					52.35	47	52.73	53.75
% 5A*CEM	52	60	65	55	66	55.3	68%	69%
Average total capped 8	345	388	324	306	326	308	334	341
% Basics	52	58	68	58	65	57.6	72	73
% 3+ A*/A	33	-	27	-	23	-	31	32
% A*-G	98	95	97	92	100	93	99	100
Average grade	B-	C+	C+	-	C	-	C+	C+
% A*-C English	63	67	71	67	69	65	78	80
% A*-C Maths	63	70	78	67	82	63	82	83
VA Best 8	1000	1000	1011	1000	996	1000	1001	1010

GCSE Projections for 2016

Subject	% 3/4/5 LP	A*-C	Ave Grade
English Language	79/36/1	78%	C+
English Literature	67/28/2	69%	C
Maths	83/46/8	82%	B-
Science: Core	53/21/0	47%	D
Science: Additional	52/21/0	43%	D
Science: Triple	84/48/4	94%	B-
Geography	65/39/1	77%	C+
History	92/64/20	92%	B-
French	82/64/18	82%	B+
Italian	71/71/14	86%	B+
Spanish	64/27/9	73%	C-

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

- Only 1% (1 student) are classified as NEETs (significantly better than the 3% national average & consistently low)
- From the last ROL no FSM or SEN students were classified as NEETs
- Careers advice & guidance is excellent with student/parent voice reporting that 94.6% of all students (Years 7-11) felt well supported

Progression Route	2009/10	2010/11	2011/12	2012/13	2013/14
Further Education	152	159	137	172	
Apprenticeships	10	17	6	4	
Jobs with Training	5	0	1	3	
Jobs without Training	0	7	0	3	
Other/Not known	4	0	11	6	
Unemployed	2	6	3	5	
% in Jobs or Learning	97%	97%	91%	94%	
% not known	2%	0%	7%	3%	
% not in employment, Education or training	1%	3%	2%	3%	

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

- Across all year groups and subjects current students make strong progress
- Students read widely and often, with fluency appropriate to their age, in both Accelerated Reader lessons and twice daily in all lessons
- Students' progress is above average or improving across most subject areas
- Overall progress of disadvantaged students is improving
- Expected and better than expected progress is above the national average for Maths
- Expected progress is above the national average for English
- The progress of the vast majority of disadvantaged students is better than the national average or improving

Levels of Progress							
Expected	2013	National	2014	National	2015	National	2016
English	71	69	77	70	65	70	80
Maths	62	70	81	65	79	65	85
More than expected	2013	National	2014	National	2015	National	2016
English	34	30	41	32	31	32	37
Maths	27	32	37	33	40	29	48

Question

Data

Action

Impact

Review

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 (Year 11)	76.9% <i>56.0%</i>	87.3% <i>75.9%</i>	10.4% <i>19.9%</i>
2017 (Year 10)	80.7% <i>30.8%</i>	89.3% <i>69.5%</i>	8.6% <i>38.7%</i>
2018 (Year 9)	82.8% -	90.9% <i>40.8%</i>	8.1% <i>16.7%</i>

The progress of disadvantaged students is improving

- In 2015 a greater proportion of disadvantaged students made expected or better progress in both English (65%) & Maths (54%) than nationally – English (57%) & Maths (49%)
- More disadvantaged students obtained 5 A*-C grades including English & Maths in 2015 (34.2%) than in 2014 (30%), despite our overall headline figure falling slightly. This is just below the PP National Average (2015) of 89% of disadvantaged students who achieved A*-C in En and Ma also Achieved 3 other passes
- 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
- In Maths the attainment gap between disadvantaged students and their peers was 20% in 2015, compared to a national figure of 25%
- 66% of disadvantaged students gained A*-C in Maths in 2015, compared to 49% nationally
- In English the attainment gap between disadvantaged students and their peers was 22% in 2015, compared to a national figure of 23%.
- 51% of disadvantaged students gained A*-C in English in 2015, compared to 51% nationally
- VA for disadvantages students (965) was close to the national average (975).
- The VA Gap between disadvantaged students and their peers (32.1) was better than that for disadvantaged students nationally (32.9)
- Capped point scores for Disadvantaged students (266.9) are higher than the national average (259.9)
- Capped APS gaps for Disadvantaged students closed significantly in 2015, as did our within school gap
- Significant focus upon these students is resulting in greater outcomes for current disadvantaged students

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

Destination outcomes for Disadvantaged Students

- A greater proportion of Preston’s disadvantaged students (92%) than nationally (86%) progress to sustained education, employment or training
- None of our disadvantaged students became NEETS (RAISEonline 2015), and fewer than nationally failed to sustain their destination. This highlights our students’ educational resilience and our outstanding careers advice & guidance, particularly for disadvantaged students
- Students’ destinations are at a level suitable to meet their future career plans, with apprenticeships being popular

Year 11 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 10 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 9 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 8 2019	Disadv.	Others	Gaps	
Av Core KS2	4b	4a	1sublevel	
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	

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% <i>-</i>	92.9% <i>-</i>	46.2% <i>-</i>	-
2020 (Year 7)	55.0% <i>-</i>	96.1% <i>-</i>	41.1% <i>-</i>	-

Year 11 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 10 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 9 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 8 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

- Capped point scores for SEND support students is in line with the national average, with the average SEND student leaving with 8 qualifications
- SEND 5 A*-C performance was in line with national figures, with 5 A*-C inc. E&M slightly behind national average
- VA for SEND students fell below the national average for the first time in three years, after being SIG+ in 2014
- This figure was down significantly as achievement and progress for SEND students in English fell in 2015
- In 2015 SEND students (53% A*-C) significantly outperformed their peers nationally (37% A*-C) in Maths
- In 2015 SEND students (31% expected) made less progress than their peers nationally (42% expected) in Maths. This is projected to significantly exceed the national average in 2016 with 74% of students with SEND making expected progress & 25% more than expected
- In 2015 SEND students (25% A*-C) under-performed compared to their peers nationally (36% A*-C) in English. This is projected to improve significantly to 32% in 2016
- In 2015 SEND students (31% expected progress) made significantly less progress than with their peers nationally (54%) in English. This is projected to increase significantly to 53% in 2016, in line with the national average
- 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 disadvantaged students

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 SEND students is in line with their peers nationally
- Attitudes to learning for SEND students is better than their peers nationally, as evidenced by low exclusion data
- 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