

Ivy House School

Assessment results 2016.

At Ivy House pupils are working well below the expected levels for pupils of the same age due to their complex and profound learning difficulties.

National results.

We do not enter pupils for external tests of qualifications.

Please see the DFE performance table link.

At Ivy House we use the National progression guidance to support our end of key stage analysis.

- National Progression is advice given to schools focusing on the use of attainment and progress data where learners are working below expected levels.
- We use the DfE's datasets to determine how well our pupils have progressed over a key stage when they have finished year 6, year 9 and year 11.
- This document compares progress in relation to National Progression data for different groups that completed Key Stages in July 2016.
- At the end of a key stage all pupils will fall into one of three groups based on the progress they have made:

(Pupil cohorts are small and this can reflect significantly on end percentage results.)

Lower Quartile (LQ) Below Expected Progress- Bottom 25% of pupils nationally

Median Quartiles (M) Expected Progress- Middle 50% of pupils nationally

Upper Quartile (UQ) Above Expected Progress- Top 25% of pupils nationally

2016 results for all aspects in detail

English %

All 4 aspects included (number of pupil in cohort)	Lower quartile	Median quartile	Upper quartile
Key stage 2(4)	0%	6%	94%
Key stage 3(4)	50%	25%	25%
Key stage 4(5)	15%	40%	45%
Total (13) 52 strands	21%	26%	53%

In English 79% progress lay in the median or upper quartiles. Across school at the end of key stages progress in 11 strands (three different pupils) were not within these targeted bandings.

Maths %

All 3 aspects included (number of pupil in cohort)	Lower quartile	Median quartile	Upper quartile
Key stage 2(4)	0%	25%	75%
Key stage 3(4)	50%	42%	8%
Key stage 4(5)	0%	53%	47%
Total (13) 39strands	15%	42%	43%

In Maths 85% progress lay in the median or upper quartiles. Across school at the end of key stages progress in 6 strands (two pupils) were not within these targeted bandings.

This said, it should be noted that The National Standards site (dated 1st November 2010) reports: **'We do not have a rich history of data for pupils working below level 1 of the national Curriculum. The data, particularly for pupils working within the lower P levels should be treated with caution as we need to be able to use other methods to understand how these children are progressing as their learning will not necessarily be linear. The data is a point for discussion and should be used alongside a range of data to determine appropriate targets with challenge and to evaluate progress.'**

There is a higher percentage gained in English upper quartile than maths for 2015-2016 however the overall higher attainment in the median and upper quartile together lay with Maths attainment.