



# Hillside Specialist School and College

## End of Key Stage analysis - Headlines

### Early Years Foundation Stage

Our children generally start the Reception year with abilities that are below those typical for their age.

### End of EYFS

- 3 Reception aged pupils were base-lined in September 2016 and assessed at the end of the year.

| Area of Learning                           | Baseline assessment  | End of year assessment | Number of milestones |
|--|----------------------|------------------------|----------------------|
| Communication and Language                 | Child A 46% @ 0-11m  | Child A 36% @ 8-20m    | 1                    |
|  | Child B 38% @ 8-20m  | Child B 45% @ 22-36m   | 2                    |
|  | Child C 60% @ 0-11m  | Child C 31% @ 8-20m    | 1                    |
| Physical Development                       | Child A 58% @ 8-20m  | Child A 54% @ 16-26m   | 1                    |
|  | Child B 65% @ 16-26m | Child B 75% @ 22-36m   | 1                    |
|  | Child C 62% @ 8-20m  | Child C 76% @ 16-26m   | 1                    |
| Personal, Social and Emotional Development | Child A 59% @ 0-11m  | Child A 43% @ 8-20m    | 1                    |
|  | Child B 55% @ 8-20m  | Child B 52% @ 22-36m   | 2                    |
|  | Child C 43% @ 8-20m  | Child C 74% @ 8-20m    | Less than 1          |
| Literacy                                   | Child A 38% @ 8-20m  | Child A 69% @ 8-20m    | Less than 1          |
|  | Child B 59% @ 8-20m  | Child B 65% @ 22-36m   | 2                    |



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|                            |                      |                      |             |
|----------------------------|----------------------|----------------------|-------------|
|                            | Child C 45% @ 8-20m  | Child C 45% @ 22-36m | 2           |
| Mathematics                | Child A 41% @ 8-20m  | Child A 52% @ 8-20m  | Less than 1 |
|                            | Child B 51% @ 16-26m | Child B 77% @ 16-26m | Less than 1 |
|                            | Child C 66% @ 8-20m  | Child C 63% @ 16-26m | 1           |
| Understanding the world    | Child A 52% @ 0-11m  | Child A 55% @ 8-20m  | 1           |
|                            | Child B 29% @ 16-26m | Child B 60% @ 22-36m | 1           |
|                            | Child C 65% @ 0-11m  | Child C 76% @ 0-11m  | Less than 1 |
| Expressive arts and design | Child A 68% @ 0-11m  | Child A 39% @ 8-20m  | 1           |
|                            | Child B 61% @ 8-20m  | Child B 78% @ 16-26m | 1           |
|                            | Child C 36% @ 8-20m  | Child C 51% @ 16-26m | 1           |

- **100%** of pupils achieved **one** milestone in Communication and Language, Physical Development and Expressive Arts.
- **33%** of pupils achieved **two** milestones in Personal, Social and Emotional Development.
- **66%** of pupils achieved **two** milestones in Literacy.

### Primary

#### End of Key Stage 1

7 pupils

- 100% of pupils made **expected** progress in 3 out of 11 strands, in the other 8 strands between 81% and 57% of pupils made **expected** progress.
- **English** - In Reading and Writing **86%** of pupils made **exceptional** progress. In Speaking and Listening **43%** of pupils made **exceptional**



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progress, and in Speaking, Listening and Reading **100%** of pupils made at least **expected** progress.

- **Maths** – In Number **86%** of pupils made **expected** progress with **71%** making exceptional progress. In Geometry **71%** of pupils made **expected** progress, with **43%** making **exceptional** progress. In Measures **43%** of pupils made **exceptional** progress.
- **Science** – In Scientific Enquiry **71%** of pupils made **expected** progress, with **43%** making **exceptional** progress. In the three other stands **28%** of pupils made **exceptional** progress.

### End of Key Stage 2

6 pupils – One pupil started school in Year 3 without reliable data from his previous school, however he was baselined during the first term and his data has been included for this analysis.

- **100%** of pupils made **expected** progress in one strand, and in 4 strands made between **80%** and **66%** of pupils made **expected** progress.
- **English** - **100%** of pupils made **expected** progress in Writing, with **16%** making **exceptional** progress. In Reading **50%** of pupils made **expected** progress and **33%** made **exceptional** progress. In Speaking **16%** of pupils made **exceptional** progress.
- **Maths** – In Number **50%** of pupils made **exceptional** progress. In Geometry **50%** of pupils made **expected** progress and **16%** of pupils made **exceptional** progress.

### Secondary

#### End of Key Stage 3

5 pupils

- **80%** of pupils made **expected** progress in 5 out of 11 strands, and **60%** made **expected** progress in 3 strands.
- **English** – **60%** of pupils made **exceptional** progress in Reading, and **40%** of pupils made **exceptional** progress in Speaking and Writing.
- **Maths** – **40%** of pupils made **exceptional** progress in Number and Geometry, with **60%** of pupils making at least **expected** progress in these strands.
- **Science** - **60%** of pupils made **exceptional** progress in all four strands, with **71%** making at least **expected** progress in Scientific Enquiry.
- **AQA unit awards** – Pupils achieved 40 unit awards over the key stage. 40% of pupils achieved 11 unit awards.



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## End of Key Stage 4

8 pupils

- **English** – In reading **28.5 %** of pupils made **exceptional** progress. **12.5%** of pupils made **exceptional** progress in Listening and Writing.
- **Maths** – In Number and Geometry **12.5%** of pupils made **exceptional** progress.
- **Science** - In Scientific Enquiry and Physical Processes **12.5%** of pupils made **exceptional** progress.

All pupils achieved qualifications appropriate to their needs and level of ability.

- 3 pupils achieved SILVER Personal Development Programme, achieving 6 credits
- 3 pupils achieved an ASDAN Short Course in English
- 3 pupils achieved an ASDAN Short Course in Maths
- 5 pupils achieved the Transition Challenge
- 5 pupils achieved Personal Progress.
- 1 pupil achieved 7 AQA units. 2 pupils achieved 1 AQA unit award, linked to their work in Forest Schools.

Progress 8

- Progress 8 is a new secondary school accountability system that was introduced in 2016. It aims to capture the progress a pupil makes from the end of Primary school to the end of Secondary school. It is a type of value added measure which means that pupils' results are compared to the actual achievements of other pupils with similar prior attainment. All pupils at Hillside have an EHCP or Statement of Special Educational Needs and arrive at school with significantly lower attainment than the national average. We use a number of systems to track pupil progress including the NWSAG Steps and Bsquared. Therefore progress shown through Progress 8, Attainment 8, or GCSE grades is not relevant for our setting.

## End of Key Stage 5

3 pupils - All pupils achieved qualifications appropriate to their needs and level of ability (see table for more information). All college pupils we retained throughout the academic year.

- 100% of pupils achieved ASDAN Towards Independence Modules totalling 16, including Numeracy and Communication.
- 8 AQA Units were claimed between the three students, with one pupil achieving 5 units.



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Two Key Stage 5 leavers moved to specialist further education colleges and one leaver moved into full time supported living.

### Pupil Premium and Child Looked After - End of Key Stage

8 pupils

- In Key Stage 2, **66%** of eligible pupils made **exceptional** progress in Reading and Number. **33%** of pupils made **exceptional** progress in Geometry and Measures.
- In Key Stage 3, **100%** of eligible pupils made **exceptional** progress in Speaking, Reading, and all four strands of Science. **50%** made **exceptional** progress in Writing and Number.
- In Key Stage 4, **33%** of pupils made **exceptional** progress in Number.