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| --- | --- | --- | --- | --- | --- | --- | --- |
| **School Performance Evidence****2017-18** | Target to be met or exceeded 2016/17 | **Met or exceeded original target 2016/17****19 students** | Met or exceeded teacher adjusted target 2016/1719 students | Target to be met or exceeded 2017/18 | **Met or exceeded original target 2017/18****18 students** | Met or exceeded teacher adjusted target 2017/1818 students | Target 2018/19 |
| Mathematics achievement (All Key stages)  | 82%  | **95%**  | 58% | 97% | **89% (16/18)** | 100% (4/4) | 100% |
| Language and Literacy achievement (All Key stages) | 90%  | **90%**  | 53% | 92% | **89% (16/18)** | 67% (2/3) | 100% |
| Language and Literacy SLD | 100%  | **100%**  |  | 100% | **88% (7/8)** |  | 100% |
| Mathematics SLD | 100%  | **100%**  |  | 100% | **88% (7/8)** |  | 100% |
| Communication PMLD | 85%  | **83%**  |  | 85% | **90% (9/10)** |  | 100% |
| Cognition PMLD  | 70%  | **92%**  |  | 94% | **90% (9/10)** |  | 100% |

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| Performance Evidence | Target 2015/16 | **Result 2015/16** | Target 2016/17 | **Result 2016/17** | Target 2017/18 | **Result 2017/18** |
| Teaching and learning (good/outstanding) | 100% | **89%** | 100% | **94%** | 100% | **100%** |
| Number of male/female students (%) | N/A | **61%/39%** | N/A | **63%/37%** | N/A | **61%/39%** |
| Complaints and resolutions | N/A | **0** | N/A | **0** | N/A | **0** |
| Reportable serious student incidents | N/A | **0** | N/A | **0** | N/A | **0** |
| Staff retention (TAs/Teachers) | 82% | **83%** | 84% | **92%** | 92% | **97%** |
| Staff sickness absence average days | 3% | **4.87%** | 4% | **4.42%** | 4% | **4.62%** |
| Student feedback School Council | 97% positive | **96% positive** | 100% positive | **83% positive** | 100% positive | **85% positive** |
| Parent Feedback  | 100% positive | **98% positive** | 100% positive | **94% positive** | 100% positive | **99% positive** |
| Staff feedback |  | **90% positive** |  | **91% positive** |  | **90% positive** |

In 2017/2018 SLD students performed very strongly against their targets, one student was below their ambitious targets in maths and language and literacy but achieved progress in phonics which is evidenced separately. PMLD students who are less likely to show linear progress due to their very complex health and cognitive needs showed similar progress to SLD as they were being assessed using only MAPP for the first time during 2017/18.

In 2018/2019 PMLD students will be assessed using MAPP and SLD students will be assessed using B Squared.