



**Clarendon School
Governor Targets, 2021/22:**

RESULTS

Governing Body Target	Primary	Secondary	Whole School	Trend
For >80% of pupils (above EYFS) to make upper quartile progress in maths (teacher assessment) - Clarendon Flight Path	88% 42 pupils (76%)	87.4% 87 pupils (72%)	87.5% 129 pupils (73%)	↑
For >80% of pupils (above EYFS) to make upper quartile progress in writing (teacher assessment) - Clarendon Flight Path.	85.7% 42 pupils (76%)	82.2% 90 pupils (71%)	83.3% 132 pupils (73%)	↑
For >80% of Primary pupils above EYFS to achieve their targets in spoken language (teacher assessment)	92.8% 42 pupils (90%)			↑
For >75% of Primary pupils on EYFS to meet or exceed the targets set for maths within an EYFS development matters band	100% 4 pupils (68%)			↑
For >75% of Primary pupils on EYFS to meet or exceed the targets set for literacy within an EYFS development matters band	100% 4 pupils (47%)			↑
For >75% of Primary pupils on EYFS to meet or exceed the targets set for communication & language within an EYFS development matters band	100% 7 pupils (63%)			↑
For average progress in reading to be >9.5 months (standardised testing).	18 months (24 pupils) (14.8 months)	14.6 months (75 pupils) (9.72 months)	15.4 months (99 pupils) (10.9 months)	↑
For >90% of pupils to make progress in reading (standardised testing) (NB: 6 pupils already at maximum score)	96% (27 pupils) (93%)	94.7% (90 pupils) (93.8%)	95.7% 117 pupils (93.6%)	↑
For average progress in spelling to be >7 months (standardised testing) (NB: Year 7 pupils not baselined, not included)	14.3 months (19 pupils) (16.2 months)	8.8 months (78 pupils) (6.1 months)	9.9 months (97 pupils) (8.1 months)	↑
For >90% of pupils to make progress in spelling (standardised testing) (NB: 5 pupils already at maximum score)	90.4% (21 pupils) (90.9%)	96.2% (78 pupils) (85.7%)	95.9% Out of 99 pupils (88%)	↑
For average progress in maths to be >7 months (standardised testing)		7.6 months (92 pupils) (7.0 months)		↑
For >90% of pupils to make progress in maths (standardised testing)		97.8% (92 pupils) (87.2%)		↑
For the average point score to be >110 (Year 11 Clarendon leavers only)		100.6 (149.9)		↓
For the average point score to be >250 (Year 11 Gateway leavers only)		282.5 (222)		↑
For average unauthorised attendance to be <1.5% and for authorised attendance to be <6% NB: combined absence nationally in special school is currently 14.5%	8% authorised 1.4% unauthorised (12.5% auth, 1.3% unauth)	8.6% authorised 3.8% unauthorised (16.7% auth, 3.7% unauth)	8.3% authorised 3.0% unauthorised (15.1% auth, 2.7% unauth)	↑
For average unauthorised attendance to be <3.0% and for authorised attendance to be <6% (Gateway only)		11% authorised 1.5% unauthorised (12.3% auth, 0.3% unauth)		↔

Commentary

Malt tests: Secondary pupils only.

Additional information:

Of the 16 pupils reaching the end of KS3 in this academic year, 11 (69%) met or exceeded their end of KS target. In the coming academic year, we will continue working to return all pupils to their pre-pandemic trajectory.

Of the 16 pupils reaching the end of KS4 in this academic year and present for testing, 12 (75%) met their end of KS target, with a further 3 pupils (19%) missing their target by one month only.

Standardised Reading Tests:

Additional Information:

6 Secondary pupils had already reached the maximum score on the test prior to this academic year and are not included in data.

Of the 19 pupils tested in Year 11, 16 (84%) achieved or exceeded their end of KS target (based on making upper quartile progress annually throughout the school).

Of the 17 pupils reaching the end of KS3, 14 (82%) achieved or exceeded their end of KS target, with two further pupils missing their target by one month. Work will continue to support the remaining pupils to return to their pre-covid trajectory. Pupils at a very early stage of reading development are unable to take a test that gives reading age. However, we are able to measure progress by the number of words that they are able to read correctly, so they are included in the measure of the percentage of pupils making progress.

Teacher Assessments:

Maths:

Of the 17 pupils reaching the end of KS3 in 2022, 16 (94%) met or exceeded their end of KS3 target in maths.

Of the 19 pupils reaching the end of KS4, 17 (89.5%) met or exceeded their end of KS4 targets.

Writing:

Of the 17 pupils reaching the end of KS3 in 2022, 15 (88.2%) met or exceeded their end of KS3 target in writing (based on upper quartile progress).

Of the 19 pupils reaching the end of KS4, 18 (94.7%) met or exceeded their end of KS4 target for writing.

Pupils on the Early Years/Foundation Stage

Clarendon Primary currently has three pupils in our youngest class who have more severe learning difficulties than the rest of our cohort, and who are learning at a slower pace than our other pupils. They are still functioning at 0-3 months on the EYFS, and so progress in English and maths can not be separately assessed.

Pupils on the Pre-Stage Levels

A small number of pupils at the secondary centre are still learning at levels usually seen below year 1 in mainstream.

These pupils are separately assessed and their progress monitored differently. In 2021/22, there were 6 such secondary pupils in maths, and 7 in writing.

Qualifications and Average Point Scores

The average point score is slightly below target (100.6 - target 110). This is due to the non-attendance throughout Year 11 of two of our more able pupils, who therefore did not achieve the full range of accreditations or qualifications expected.