## Student Examination Results 2018-19

We are very proud of the progress our students have made both socially and academically.
These external examination results however do not demonstrate the full picture of achievements our students have made. We are equally proud of the social progress our students have made, the work experience undertaken, the independence developed and self-regulation learnt. Well done to you all.

Our cohort sizes are small (19 students in Year 11 in 2018-19) meaning that the performance of just one student can significantly alter any trends seen in data. The fact that floor standards do not apply to special schools is clear recognition of the very limited relevance of these measures to our provision. The Attainment 8 and Progress 8 measures only take into account GCSEs and a small number of BTEC qualifications and focus on the expected performance of students in mainstream schools.

We consider it exceptional progress if a Presfield student matches mainstream academic progress. In year 10 69\% (9/13) of students achieved at least one GCSE with two students achieving their KS4 target in English, Maths and Science a year early.

In Year 11 63\% (12/19) of students achieved 5 GCSE's and 95\% (18/19) achieved at least one GCSE. 95\% (18/19) achieved at least 8 formal qualifications. One students achieved FIVE GCSE's grade 4 and above. It should be noted that student 18 only started the school in the summer term of year 10 so was unable to sit GCSE's this year.

Whilst many of our students do achieve GCSE's we also offer a wide range of other qualifications, such as Entry Level Certificates, Functional Skills, Sport's Leader, Duke of Edinburgh and relevant vocational qualifications and work placements to improve employability.

## Year 11 Results Summer 2019

|  |  |  |  |  |  |  |  | SL7nsョy ョy ヨSวง |  | $\begin{aligned} & \text { ש } \\ & \stackrel{\rightharpoonup}{0} \\ & 0 \end{aligned}$ | ENTRY LEVEL INDEPENDEDNTLY LIVING |  | 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 <br>  <br>  <br> 0 <br> 0 <br> 0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | NA | L2A | 3 | 1 | 2 | NA | Y | 2 | 1 | BRONZE | E3C | 5 | 0 |
| 2 | 3 | L1M | 2 | 1 | 1 | NA | Y | NA | EL3 | BRONZE | E3C | 4 | 0 |
| 3 | 4 | L2P | 1 | EL1 | 2 | NA | Y | 1 | 2 | BRONZE | E3C | 5 | 1 |
| 4 | 3 | L1D | 1 | U | 2 | 2 | Y | 1 | 2 | BRONZE | E3C | 6 | 0 |
| 5 | 4 | L2A | 2 | EL1 | 1 | NA | Y | 2 | 2 | BRONZE | E3C | 5 | 1 |
| 6 | 4 | L2M | 4 | EL3 | 4 | 4 | Y | 3 | 4 | BRONZE | E3C | 6 | 5 |
| 7 | 3 | L1D | 3 | EL1 | 3 | NA | Y | 2 | 1 | BRONZE | E3C | 5 | 0 |
| 8 | 2 | L2A | 3 | EL2 | 2 | 3 | Y | 3 | 2 | BRONZE | E3C | 6 | 0 |
| 9 | 2 | L2A | U | EL1 | 1 | U | Y | N／E | 1 | BRONZE | E3C | 3 | 0 |
| 10 | 2 | L1A | EL1 | U | EL1 | L1A | Y | X | EL1 | BRONZE | E2C | 1 | 0 |
| 11 | 3 | L1A | EL2 | EL1 | EL1 | L1A | Y | X | EL1 | BRONZE | E2C | 1 | 0 |
| 12 | 4 | L2A | 4 | 2 | EL3 | NA | Y | 2 | 2 | BRONZE | E3C | 5 | 2 |
| 13 | 3 | L2P | 3 | 3 | 3 | NA | Y | 2 | 3 | BRONZE | E3C | 6 | 0 |
| 14 | 4 | L2A | 2 | EL2 | 1 | 2 | Y | 1 | 2 | BRONZE | E3C | 6 | 1 |
| 15 | 3 | L2A | 2 | EL2 | 2 | 2 | Y | 1 | 1 | BRONZE | E3C | 6 | 0 |
| 16 | 5 | L2A | 2 | EL1 | 3 | NA | Y | X | 2 | BRONZE | E3C | 4 | 1 |
| 17 | 1 | L1A |  | EL1 | EL1 | L1A | Y | EL3 | EL1 | BRONZE | E2C | 1 | 0 |
| 18 | NA | L1A | EL2 | NA | EL2 | NA | Y | X | NE | NA | E2A | 0 | 0 |
| 19 | 4 | L2A | 2 | 1 | 3 | NA | Y | 1 | 3 | BRONZE | E3C | 6 | 1 |

## Performance Over Time

## \% of Year 11 students achieving a GCSE grade in core subjects




Sixth form Results Summer 2019

| N | N | $\stackrel{\text { N }}{ }$ | N | N | $\cdots$ | O | $\stackrel{\rightharpoonup}{\circ}$ | $\stackrel{\rightharpoonup}{\infty}$ | $\stackrel{\rightharpoonup}{\text { V }}$ | の | $\stackrel{\rightharpoonup}{\mathrm{O}}$ | $\stackrel{\rightharpoonup}{\text {－}}$ | $\stackrel{\rightharpoonup}{\omega}$ | $\stackrel{\rightharpoonup}{\mathrm{N}}$ | $\stackrel{\rightharpoonup}{\text { a }}$ | $\stackrel{\rightharpoonup}{0}$ | $\bigcirc$ | $\infty$ | $V$ | の | Or | － | $\omega$ | N | － | Student |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| N | $\subset$ | $\omega$ | $\rightarrow$ | $\begin{aligned} & \frac{m}{n} \\ & \stackrel{n}{v} \\ & \frac{m}{\omega} \\ & \hline \end{aligned}$ | N | N | $\rightarrow$ | $\rightarrow$ | $\omega$ | N | $\times$ | $\rightarrow$ | N |  | N | $\frac{\square}{\omega}$ | － | $\begin{aligned} & \Pi \\ & \omega \\ & \omega \\ & \Gamma \\ & \omega \\ & \hline \end{aligned}$ | $\times$ | $\rightarrow$ | N | N |  | $\subset$ | $\begin{aligned} & T \\ & N \\ & M \\ & N \\ & N \end{aligned}$ | GCSE／Functional skills／Entry Level ENGLISH Results |
| N | $\subset$ | － | $\omega$ | $\rightarrow$ | C | $\rightarrow$ | N | N | N | $\rightarrow$ |  | $\omega$ | N |  |  |  | の |  |  | $\rightarrow$ |  | $\omega$ |  | $\rightarrow$ | $\checkmark$ | GCSE MATHS Results |
| $\omega$ |  |  | $\omega$ |  |  |  |  | $\omega$ |  |  |  |  | N |  |  |  |  |  |  |  |  |  |  |  |  | GCSE BIOLOGY |
|  |  |  |  |  |  |  |  |  | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | GCSE PHYSICS |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | GCSE GERMAN |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | GCSE HISTORY |
| $\bar{N}$ |  | $\begin{array}{\|l} \bar{N} \\ \end{array}$ | $\bar{N}$ |  |  |  |  | $\stackrel{\rightharpoonup}{\bar{\sigma}}$ |  | $\frac{N}{N}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\stackrel{\rightharpoonup}{\square}$ | IT CAMB NATIONAL |
| $\begin{array}{\|c} N \\ \end{array}$ | $\begin{array}{\|l\|} \hline \infty \\ \hline \\ \hline \end{array}$ | $\begin{array}{\|l} \hline \bar{N} \\ \hline \end{array}$ | $\stackrel{N}{N}$ | $\begin{array}{\|l\|} \hline \underset{\sim}{\mathrm{D}} \\ \hline \end{array}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\perp}}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\perp}}$ | $\stackrel{\stackrel{\rightharpoonup}{\rightharpoonup}}{\stackrel{\rightharpoonup}{\prime}}$ | $\underset{\sim}{N}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{>}}$ | $\begin{gathered} \bar{N} \\ 0 \end{gathered}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\circ}}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{>}}$ | $\bar{N}$ |  | $\stackrel{\stackrel{\rightharpoonup}{\circ}}{ }$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{>}}$ |  | $$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\triangleright}}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\nabla}}$ | $\begin{array}{\|l\|} \hline \underset{\sim}{\omega} \\ \hline \end{array}$ | $\stackrel{\stackrel{\rightharpoonup}{>}}{\stackrel{\rightharpoonup}{>}}$ | $$ | $\stackrel{\stackrel{\rightharpoonup}{\circ}}{ }$ | $\begin{aligned} & \bar{N} \\ & \end{aligned}$ | Open College－EMPLOYABILITY |
| $\stackrel{\square}{\square}$ | $\times$ | Г |  |  | $\stackrel{\square}{\square}$ | Г | $\times$ |  | $\stackrel{\square}{\square}$ | Г | 岕 |  |  |  | $\times$ |  |  |  | ¢ |  |  | $\stackrel{\square}{\square}$ |  |  |  | BTEC MEDIA |
|  |  |  |  |  |  |  |  |  | $\stackrel{\stackrel{\rightharpoonup}{0}}{ }$ |  | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{0}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{\square}$ | $\stackrel{\stackrel{\rightharpoonup}{0}}{\square}$ | $\stackrel{\stackrel{\rightharpoonup}{0}}{\square}$ |  | $\times$ |  |  |  | $\stackrel{\stackrel{\rightharpoonup}{0}}{ }$ | $\stackrel{\stackrel{\rightharpoonup}{0}}{\square}$ |  |  | $\stackrel{\stackrel{\rightharpoonup}{0}}{ }$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{0}}$ | Open College－UNDERSTANDING EMPLOYMENT RUSNFSS AND FNTFRPRISF I FVFI 1 |
|  |  |  |  |  |  |  |  |  | ס |  | ס | ס | ס | $\times$ |  | ס |  |  |  | 0 | 0 |  |  | 0 | 0 | YOUNG ENTERPRISE |
| $\overline{\stackrel{\Gamma}{\nabla}}$ |  | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{ }$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{ }$ |  |  |  | $\stackrel{\Gamma}{\stackrel{\rightharpoonup}{\nabla}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{ }$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{\bar{\nabla}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{\bar{\nabla}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{\bar{\nabla}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{\bar{\nabla}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{ }$ |  | $\stackrel{\Gamma}{\nabla}$ |  |  | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{\stackrel{\rightharpoonup}{0}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{ }$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{ }$ |  | $\stackrel{\Gamma}{\bar{\nabla}}$ |  | $\stackrel{\Gamma}{\stackrel{\rightharpoonup}{\nabla}}$ | $\stackrel{\stackrel{\rightharpoonup}{\nabla}}{\bar{\nabla}}$ | Open College FOOD HYGIENE |
|  |  |  |  |  |  |  |  |  |  |  |  | $\underset{\omega}{\infty}$ |  |  |  | 岕 |  | W | $\underset{\omega}{\underset{\omega}{2}}$ | 岕 |  |  | W |  |  | Entry Level Personal and Social Development |


| ¢ | ¢ | $\stackrel{\omega}{+}$ | $\stackrel{\omega}{\omega}$ | N | $\stackrel{\omega}{+}$ | W | N | N | N | Student |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\times$ | $\times$ |  |  |  | $\subset$ | $\times$ | $\subset$ | $\omega$ | GCSE/Functional skills/Entry Level ENGLISH Results |
|  |  | $\times$ | $\overline{\text { Z }}$ | İ | $\omega$ | - | $\rightarrow$ |  | $\rightarrow$ | GCSE MATHS Results |
|  |  |  |  | - | $\omega$ | $\omega$ |  |  | N | GCSE BIOLOGY |
|  |  |  |  |  | $\omega$ | $\omega$ |  |  |  | GCSE PHYSICS |
|  |  |  | N |  |  |  |  |  |  | GCSE GERMAN |
|  |  |  |  | $\times$ | $\omega$ |  |  |  |  | GCSE HISTORY |
|  |  |  |  |  | $\stackrel{\rightharpoonup}{\nabla}$ |  |  |  |  | IT CAMB NATIONAL |
| $\begin{array}{\|c} \bar{N} \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \underset{\sim}{\infty} \\ \hline \end{array}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\circ}}$ | $\bar{N}$ |  |  | $\bar{N}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\circ}}$ | $\underset{\sim}{\omega}$ |  | Open College- EMPLOYABILITY |
| W | 灾 | W | $\stackrel{\square}{\square}$ | $\times$ |  | $\stackrel{\square}{\square}$ |  |  |  | BTEC MEDIA |
|  |  |  |  |  |  | $\stackrel{\Gamma}{\square}$ | $\stackrel{\rightharpoonup}{\mathbf{\nabla}}$ |  | $\stackrel{\stackrel{\rightharpoonup}{\mathrm{v}}}{ }$ | Open College -UNDERSTANDING EMPLOYMENT BUSNESS AND FNTFRPRISF HFVFI 1 |
|  |  |  |  |  |  | $\bigcirc$ | ס |  |  | YOUNG ENTERPRISE |
|  |  |  |  |  |  |  | $\stackrel{\Gamma}{\stackrel{\rightharpoonup}{0}}$ | $\stackrel{\rightharpoonup}{\nabla}$ |  | Open College FOOD HYGIENE |
| W | W | W |  |  |  |  | 灾 | W |  | Entry Level Personal and Social Development |

$6^{\text {th }}$ form performance over time-Core Subjects


