Summary of Data

Academic Year 2018-19

Contents

Contextual Data

Marjory Kinnon School is a maintained local authority special school within the London Borough of Hounslow. It is a SEND school that admits pupils from Reception to Year 11 and makes provision for SLD, MLD/complex and ASD pupils. Pupils are taught in classes that range from 6 to 11 pupils depending on need. ASD pupils are taught in highly structured classes and in main school classes if they are able to integrate successfully.

	Autumn Term 2018	**Summer Term 2019**
Pupils on roll	236	242
Gender breakdown	Girls: 55 (23%) Boys: 181 (77%)	Girls: 56 (23%) Boys: 186 (77%)
Placements	Hounslow: 233 (99%) Out of borough: 3 (1%)	Hounslow: 239 (99%) Out of borough: 3 (1%)
EAL	122 (52%)	125 (52%)
Ethnicity	White English 26.6% Indian 14.1 % Pakistani 11.4% Black Somali 8.6 % Additional groups (under 5%) 39.3%	White English 28.1% Indian 16.3 % Pakistani 12.2% Black Somali 7.3 % Additional groups (under 5%) 36.1%
Pupil premium	FSM: 78 pupils (33%) FSM Ever 6: 91 pupils (39 %)	FSM: 87 pupils (36%) FSM Ever 6: 100 pupils (41 %)
Designation from census	MLD 91 ASD 114 SLD 31	MLD 103 ASD 113 SLD 26
Child protection plans	4	4
Behaviour support plans	16	10
Health care plans	6	17
SEND	All pupils on roll have an EHCP or proposed EHCP	All pupils on roll have an EHCP or proposed EHCP

Assessment at Marjory Kinnon School (MKS)

How are targets set at MKS?

- MKS uses a bespoke pupil assessment profiles (PAPs) based on B-squared small steps that teachers use to assess and evidence pupils' learning journey. The exception is EYFS where Development Matters month bands are used to set small step targets.
- At the start of the year a 2-week assessment period allows teachers to use PAPs to gain an accurate baseline.
- From this baseline pupil's needs are identified and individualised targets are set in reading, writing, maths, PSD and Autism Progress.

How do we know targets set are challenging and aspirational?

- Senior leaders use historical pupil progress data to analyse and challenge targets.
- Targets are then agreed in the Autumn Term target setting meeting.

How do we track pupil progress?

- Teachers complete end of term marksheets to record if pupils are on track, below or likely to exceed their target.
- Termly pupil progress meetings are held between teachers and line managers to moderate and decide on pupils who need intervention and more challenge.

How do we moderate?

- Teachers keep pupil progress books. These books are used to keep a record of independent work over time to demonstrate progress of pupils learning journey across multiple Key Stages.
- These books are taken to moderation meetings with other special needs and mainstream schools.
- The books also show evidence at the end of the year that pupils have achieved their target.

Data Summary

Whole School Summary for PSED and Autism Progress

Pupils progress in Personal, Social and Emotional Development (PSED) is measured by teachers in two ways.

- Pupils with a diagnosis of autism are tracked using the B-squared Autism Progress Tool.
- MLD and SLD pupils are tracked using B-squared PSD small step targets. Pupils receiving interventions in THRIVE and SCERTS have more detailed and individualised progress data reported on in case studies. The impact of interventions as measured by THRIVE and SCERTS Tool is outstanding for all pupils.

Whole School Summary excluding KS4 for Core Subjects: On Track to Meet or Exceed Targets

		All Pupils - Excluding KS4 Summer 2019	KS1	KS2	KS3	Whole School - Group Break Down														
						Boys	Girls	Pupil Premium	Non Pupil Premium	EAL	Non EAL	White - British	Indian	Less than 90% Attendance	Greater than 90% Attendance	New Starters since Sept 2018	On Roll Prior to Sept 2018	ASD	MLD	SLD
READING	Number in Group	183	32	82	69	145	38	65	118	92	90	50	30	43	140	41	142	83	81	19
	No. Not Met Target	6	2	0	4	4	2	2	4	1	5	3	1	2	4	1	5	2	4	0
	No. Met Target	132	21	66	45	107	25	52	80	66	66	32	19	28	104	29	103	63	53	16
	No. Exceeding	45	9	16	20	34	11	11	34	25	19	15	10	13	32	11	34	18	24	3
	% Met or Exceeding Target	97%	94%	100%	94%	97%	95%	97%	97%	99%	94%	94%	97%	95%	97%	98%	96%	98%	95%	100%
	% Exceeding Target	25%	28%	20%	29%	23%	29%	17%	29%	27%	21%	30%	33%	30%	23%	27%	24%	22%	30%	16%
WRITING	Number in Group	183	32	82	69	145	38	65	118	92	90	50	30	43	140	41	142	83	81	19
	No. Not Met Target	10	1	5	4	8	2	3	7	4	6	4	2	3	7	1	9	3	4	3
	No. Met Target	147	24	70	53	117	30	52	95	73	74	40	24	34	113	34	113	67	65	15
	No. Exceeding	26	7	7	12	20	6	10	16	15	10	6	4	6	20	6	20	13	12	1
	% Met or Exceeding Target	95%	97%	94%	94%	94%	95%	95%	94%	96%	93%	92%	93%	93%	95%	98%	94%	96%	95%	84%
	% Exceeding Target	14%	22%	9%	17%	14%	16%	15%	14%	16%	11%	12%	13%	14%	14%	15%	14%	16%	15%	5%
NUMBER	Number in Group	183	32	82	69	145	38	65	118	92	90	50	30	43	140	41	142	83	81	19
	No. Not Met Target	5	1	2	2	3	2	1	4	3	2	1	2	3	2	1	4	1	3	1
	No. Met Target	142	26	70	46	113	29	47	95	72	70	37	25	33	109	30	112	59	67	16
	No. Exceeding	36	5	10	21	29	7	17	19	17	18	12	3	7	29	10	26	23	11	2
	% Met or Exceeding Target	97%	97%	98%	97%	98%	95%	98%	97%	97%	98%	98%	93%	93%	99%	98%	97%	99%	96%	95%
	% Exceeding Target	20%	16%	12%	30%	20%	18%	26%	16%	18%	20%	24%	10%	16%	21%	24%	18%	28%	14%	11%

- The vast majority of pupils are on track to meet or exceed their targets. This triangulates with teaching and learning data. See teaching and learning report

- There are no significant gaps for key groups for the percentage of pupils on track to achieve end of year targets.

Key Stage 1 Summary for Core Subjects: On Track to Meet or Exceed Targets

		All Pupils - Excluding KS4 Summer 2019	KS1	KS2	KS3	Key Stage 1 - Group Break Down														
						Boys	Girls	Pupil Premium	Non Pupil Premium	EAL	Non EAL	White - British	Indian	Less than 90% Attendance	Greater than 90% Attendance	New Starters since Sept 2018	On Roll Prior to Sept 2018	ASD	MLD	SLD
READING	Number in Group	183	32	82	69	24	8	7	25	19	12	8	8	9	23	6	26	18	13	1
	No. Not Met Target	6	2	0	4	1	1	1	1	0	2	1	0	1	1	0	2	1	1	0
	No. Met Target	132	21	66	45	17	4	5	16	14	7	4	7	4	17	4	17	11	9	1
	No. Exceeding	45	9	16	20	6	3	1	8	5	3	3	1	4	5	2	7	6	3	0
	% Met or Exceeding Target	97%	94%	100%	94%	96%	88%	86%	96%	100%	83%	88%	100%	89%	96%	100%	92%	94%	92%	100%
	% Exceeding Target	25%	28%	20%	29%	25%	38%	14%	32%	26%	25%	38%	13%	44%	22%	33%	27%	33%	23%	0%
WRITING	Number in Group	183	32	82	69	24	8	7	25	19	12	8	8	9	23	6	26	18	13	1
	No. Not Met Target	10	1	5	4	0	1	1	0	0	1	1	0	1	0	0	1	0	1	0
	No. Met Target	147	24	70	53	20	4	4	20	15	9	5	7	7	17	5	19	12	11	1
	No. Exceeding	26	7	7	12	4	3	2	5	4	2	2	1	1	6	1	6	6	1	0
	% Met or Exceeding Target	95%	97%	94%	94%	100%	88%	86%	100%	100%	92%	88%	100%	89%	100%	100%	96%	100%	92%	100%
	% Exceeding Target	14%	22%	9%	17%	17%	38%	29%	20%	21%	17%	25%	13%	11%	26%	17%	23%	33%	8%	0%
NUMBER	Number in Group	183	32	82	69	24	8	7	25	19	12	8	8	9	23	6	26	18	13	1
	No. Not Met Target	5	1	2	2	0	1	0	1	1	0	0	1	0	1	0	1	0	1	0
	No. Met Target	142	26	70	46	20	6	5	21	15	11	7	6	8	18	4	22	13	12	1
	No. Exceeding	36	5	10	21	4	1	2	3	3	1	1	1	1	4	2	3	5	0	0
	% Met or Exceeding Target	97%	97%	98%	97%	100%	88%	100%	96%	95%	100%	100%	88%	100%	96%	100%	96%	100%	92%	100%
	% Exceeding Target	20%	16%	12%	30%	17%	13%	29%	12%	16%	8%	13%	13%	11%	17%	33%	12%	28%	0%	0%

Key Stage 2 Summary for Core Subjects: On Track to Meet or Exceed Targets

		All Pupils - Excluding KS4 Summer 2019	KS1	KS2	KS3	Key Stage 2 - Group Break Down														
						Boys	Girls	Pupil Premium	Non Pupil Premium	EAL	Non EAL	White - British	Indian	Less than 90% Attendance	Greater than 90% Attendance	New Starters since Sept 2018	On Roll Prior to Sept 2018	ASD	MLD	SLD
READING	Number in Group	183	32	82	69	68	14	33	49	44	38	21	11	17	65	14	68	40	30	12
	No. Not Met Target	6	2	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	No.Met Target	132	21	66	45	54	12	27	39	35	31	14	8	13	53	11	55	33	21	12
	No. Exceeding	45	9	16	20	14	2	6	10	9	7	7	3	4	12	3	13	7	9	0
	% Met or Exceeding Target	97%	94%	100%	94%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	% Exceeding Target	25%	28%	20%	29%	21%	14%	18%	20%	20%	18%	33%	27%	24%	18%	21%	19%	18%	30%	0%
WRITING	Number in Group	183	32	82	69	68	14	33	49	44	38	21	11	17	65	14	68	40	30	12
	No. Not Met Target	10	1	5	4	5	0	2	3	2	3	2	0	1	4	1	4	2	1	2
	No.Met Target	147	24	70	53	58	12	28	42	38	32	17	10	14	56	12	58	34	26	10
	No. Exceeding	26	7	7	12	5	2	3	4	4	3	2	1	2	5	1	6	4	3	0
	% Met or Exceeding Target	95%	97%	94%	94%	93%	100%	94%	94%	95%	92%	90%	100%	94%	94%	93%	94%	95%	97%	83%
	% Exceeding Target	14%	22%	9%	17%	7%	14%	9%	8%	9%	8%	10%	9%	12%	8%	7%	9%	10%	10%	0%
NUMBER	Number in Group	183	32	82	69	68	14	33	49	44	38	21	11	17	65	14	68	40	30	12
	No. Not Met Target	5	1	2	2	2	0	1	1	1	1	1	0	1	1	1	1	1	1	0
	No.Met Target	142	26	70	46	57	13	24	46	36	34	17	10	12	58	13	57	32	27	11
	No. Exceeding	36	5	10	21	9	1	8	2	7	3	3	1	4	6	0	10	7	2	1
	% Met or Exceeding Target	97%	97%	98%	97%	97%	100%	97%	98%	98%	97%	95%	100%	94%	98%	93%	99%	98%	97%	100%
	% Exceeding Target	20%	16%	12%	30%	13%	7%	24%	4%	16%	8%	14%	9%	24%	9%	0%	15%	18%	7%	8%

Key Stage 3 Summary for Core Subjects: On Track to Meet or Exceed Targets

		All Pupils - Excluding KS4 Summer 2019	KS1	KS2	KS3	Boys	Girls	Pupil Premium	Non Pupil Premium	EAL	Non EAL	White - British	Indian	Less than 90% Attendance	Greater than 90% Attendance	New Starters since Sept 2018	On Roll Prior to Sept 2018	ASD	MLD	SLD
READING	Number in Group	183	32	82	69	53	16	25	44	29	40	21	11	17	52	21	48	25	38	6
	No. Not Met Target	6	2	0	4	3	1	1	3	1	3	2	1	1	3	1	3	1	3	0
	No. Met Target	132	21	66	45	36	9	20	25	17	28	14	4	11	34	14	31	19	23	3
	No. Exceeding	45	9	16	20	14	6	4	16	11	9	5	6	5	15	6	14	5	12	3
	% Met or Exceeding Target	97%	94%	100%	94%	94%	94%	96%	93%	97%	93%	90%	91%	94%	94%	95%	94%	96%	92%	100%
	% Exceeding Target	25%	28%	20%	29%	26%	38%	16%	36%	38%	23%	24%	55%	29%	29%	29%	29%	20%	32%	50%
WRITING	Number in Group	183	32	82	69	53	16	25	44	29	40	21	11	17	52	21	48	25	38	6
	No. Not Met Target	10	1	5	4	3	1	0	4	2	2	1	2	1	3	0	4	1	2	1
	No. Met Target	147	24	70	53	39	14	20	33	20	33	18	7	13	40	17	36	21	28	4
	No. Exceeding	26	7	7	12	11	1	5	7	7	5	2	2	3	9	4	8	3	8	1
	% Met or Exceeding Target	95%	97%	94%	94%	94%	94%	100%	91%	93%	95%	95%	82%	94%	94%	100%	92%	96%	95%	83%
	% Exceeding Target	14%	22%	9%	17%	21%	6%	20%	16%	24%	13%	10%	18%	18%	17%	19%	17%	12%	21%	17%
NUMBER	Number in Group	183	32	82	69	53	16	25	44	29	40	21	11	17	52	21	48	25	38	6
	No. Not Met Target	5	1	2	2	1	1	0	2	1	1	0	1	2	0	0	2	0	1	1
	No. Met Target	142	26	70	46	36	10	18	28	21	25	13	9	13	33	13	33	14	28	4
	No. Exceeding	36	5	10	21	16	5	7	14	7	14	8	1	2	19	8	13	11	9	1
	% Met or Exceeding Target	97%	97%	98%	97%	98%	94%	100%	95%	97%	98%	100%	91%	88%	100%	100%	96%	100%	97%	83%
	% Exceeding Target	20%	16%	12%	30%	30%	31%	28%	32%	24%	35%	38%	9%	12%	37%	38%	27%	44%	24%	17%

Key Stage 3 - Group Break Down

Key Stage 4 Summary for Core Subjects: On Track to Meet or Exceed Targets

		KS4 Year 10 Only	Boys	Girls	Pupil Premium	Non Pupil Premium	EAL	Non EAL	White - British	Indian	Less than 90% Attendance	Greater than 90% Attendance	New Starters since Sept 2018	On Roll Prior to Sept 2018	ASD	MLD	SLD
												Key Stage 4 - Group Break Down					
ENGLISH	Number in Group	23	16	7	11	12	12	11	7	5	3	20	0	23	6	10	7
	No. Not Met Target	2	2	0	1	1	1	1	0	1	0	2	0	2	1	0	1
	No.Met Target	21	14	7	10	11	11	10	7	4	3	18	0	21	5	10	6
	No. Exceeding	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Met or Exceeding Target	91%	88%	100%	91%	92%	92%	91%	100%	80%	100%	90%		91%	83%	100%	86%
	% Exceeding Target	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		0%	0%	0%	0%
MATHS	Number in Group	23	16	7	11	12	12	11	7	5	3	20	0	23	6	10	7
	No. Not Met Target	1	1	0	0	1	0	1	0	0	0	1	0	1	1	0	0
	No.Met Target	19	12	7	11	8	10	9	7	3	2	17	0	19	3	10	6
	No. Exceeding	3	3	0	0	3	2	1	0	2	1	2	0	3	2	0	1
	% Met or Exceeding Target	96%	94%	100%	100%	92%	100%	91%	100%	100%	100%	95%		96%	83%	100%	100%
	% Exceeding Target	13%	19%	0%	0%	25%	17%	9%	0%	40%	33%	10%		13%	33%	0%	14%

Key Stage 4 – Accreditation Summer 2019
Year 11

	2017	2018	2019
Number of pupils completing year 11	15	15	11

	2017	2018	2019
Number of Entries for GCSE Subjects or equivalent	5	5	10
% of pupils achieving 1 GCSE or more (9-1)	**60%**	**100%**	**60%**
% of pupils achieving 1 GCSE or more inc Maths or Science (9-1)	**40%**	**40%**	**60%**

	2017	2018	2019
Number of Entries for all other qualifications	15	12	11
% of pupils Level 1 or higher - Entry Level English	100%	92%	100%
% of pupils Level 1 or higher - Entry Level Maths	73%	100%	100%
% of pupils Level 1 or higher - Entry Level Science	75%	100%	100%
% of pupils achieving 1 or more qualifications (any)	**93%**	**100%**	**100%**

- Percentage of pupils achieving a GCSE has improved from 2017. A higher number of pupils have been entered for GCSE qualifications.