**Green Lane School Data Summary Sheet – 2017 to 2018**

1. **Overview of the School**

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| **OFSTED JUDGEMENTS**  **Date: 7-8 May 2015** | | **Schools Self Evaluation Date: September 2016** |  | **COMMENTS** |
| **Overall effectiveness** | **1** | **Overall effectiveness** | **1** | In May 2015 we were Ofsted Inspected. We achieved an Outstanding judgement across all areas. This means we have achieved three consecutive Outstanding judgements in May 2009; October 2010 and May 2015. |
| **Achievement and standards** | **1** | **Achievement** | **1** |
| **Personal development and well-being** | **1** | **Teaching** | **1** |
| **The quality of provision** | **1** | **Behaviour and safety** | **1** |
| **Leadership and management** | **1** | **Leadership and management** | **1** |
|  |  | **SMSC** | **1** |

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| **Pupil Profile** | | | | | | |
| **Pupils on roll = September 2018/19 -** | | | | | | |
|  | **Foundation** | **Key Stage 1** | **Key Stage 2** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| **Boys** | **3** | **10** | **32** | **42** | **21** | **19** |
| **Girls** | **0** | **6** | **12** | **21** | **13** | **8** |
| **Total** | **3** | **16** | **44** | **63** | **34** | **27** |

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| **Pupil characteristics 2018 - 19** | | | | | | | | |
| **Census data point: October 2018** | | | | | | | | |
| **ENGLISH** | | **171** | | | **FSM** | **60** | | |
| **CHINESE** | | **1** | | | **No. with Statement** | **29** | | |
| **PANJABI** | | **1** | | | **No with EHCP** | **149** | | |
| **POLISH** | | **3** | | |  |  | | |
| **TAMIL** | | **1** | | | **Under Assessment** | 0 | | |
| **URDU** | | **1** | | | **LAC** | **7** | | |
|  | |  | | | **Pupil Premium (FSM+6)** | **86** | | |
| **SEN Need (*PRIMARY(1) / SECONDARY* (2))** | | | | | | | | |
| ***Ranking*** | ***1*** | | ***2*** | ***Ranking*** | | | ***1*** | ***2*** |
| **ASD** | **75** | | **0** | **PMLD** | | | **1** | **3** |
| **BESD** | **0** | | **0** | **SLD** | | | **18** | **7** |
| **HI** | **0** | | **2** | **SEMH** | | | **3** | **3** |
| **MLD** | **63** | | **19** | **SpLD** | | | **4** | **2** |
| **Other Difficulty/Disability** | **4** | | **2** | **SLCN** | | | **7** | **67** |
| **Physical Difficulty** | **2** | | **9** | **VI** | | | **1** | **1** |

1. **Pupil Attainment and Achievement**

**Context**

Since 2010 we have seen a clear change in the presenting SEND of our pupils. Pupils are entering the school with additional medical conditions attached to their primary SEND. Of particular note is the numbers of children entering the school with speech and language difficulties or with physical difficulties that require physiotherapy input or with sensory needs that require sensory diets. As a school we have addressed these often competing demands by creating an intervention team that addresses speech, physical, medical, sensory and personal care needs. We believe this intervention has enabled our pupils to maintain good to outstanding rates of progress.

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| **Key Stage 1 Pupil Progress Data YR, 1, 2** | | | |
| **2014 /2015**  **Total pupils in data set = 13** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **90%** | **94%** | **77%** |
| **2015 /2016**  **Total pupils in data set = 9** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **96%** | **100%** | **100%** |
| **2016/17**  **Total pupils in data set = 9** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **100%** | **100%** | **79%** |
| **2017/18**  **Total pupils in data set = 9** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **100%** | **100%** | **56%** |

Exceeded target Met target below target

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| **Key Stage 2 Pupil Progress Data Y3, 4, 5, 6** | | | |
| **2014 /2015**  **Total pupils in data set = 33** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **78%** | **82%** | **79%** |
| **2015 /2016**  **Total pupils in data set = 39** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **91%** | **97%** | **79%** |
| **2016/17**  **Total pupils in data set = 43** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **93%** | **95%** | **86%** |
| **2017/18**  **Total pupils in data set = 42** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **94%** | **99%** | **95%** |

Exceeded target Met target below target

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| **Key stage 3 Pupil Progress Data Y7 & 8 + Y9** | | | |
| **2014 /2015**  **Total pupils in data set = 44** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **77%** | **80%** | **68%** |
| **2015 /2016**  **Total pupils in data set = 50** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **82%** | **88%** | **80%** |
| **2016/17**  **Total pupils in data set = 59** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **80%** | **79%** | **72%** |
| **2017/18**  **Total pupils in data set = 59** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **91%** | **80%** | **93%** |

Exceeded target Met target below target

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| **Key stage 4 Pupil Progress Data Y10, 11** | | | |
| **2014 /2015**  **Total pupils in data set = 30** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **68%** | **74%** | **71%** |
| **2015 /2016**  **Total pupils in data set = 29** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **95%** | **86%** | **93%** |
| **2016/17**  **Total pupils in data set = 32** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **59%\*** | **74%** | **88%\*** |
| **2017/18**  **Total pupils in data set = 35** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **89%** | **87%** | **92%** |

**\* Data only up to Spring term 2017**

Exceeded target Met target below target

**Pupil results – 2017/18**

AQA Maths Entry Level 2 – 3 pupils

AQA Maths Entry Level 3 – 5 pupils

AQA English Entry Level 1 – 6 pupils

AQA English Entry Level 2 – 7 pupils

OCR ICT Functional Skills at Entry Level 2 – 5 pupils

OCR ICT Functional Skills at Entry Level 3 – 8 pupils

Asdan PSD Entry Level 2 – 6 pupils

Asdan PSD Entry Level 3 – 7 pupils

Asdan Personal development Programme – Gold – 7 pupils

Asdan Personal development Programme – Silver – 6 pupils

Asdan Towards Independence Maths – Certificate Award – 5 pupils

Asdan Science Short Course – Certificate Award – 9 pupils

Asdan Science Short Course – Pass Award – 4 pupils

Asdan Sports and Fitness Short Course – Certificate Award – 9 pupils

Asdan Sports and Fitness Short Course – Pass Award – 4 pupils

Asdan Foodwise Short Course – Certificate Award – 9 pupils

Asdan Foodwise Short Course – Pass Award – 4 pupils

Asdan Personal Progress – Diploma at Level 1 – 4 pupils

Asdan Personal Progress – Certificate at Level 1 – 1 pupil

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| **Commentary on Pupil Progress – 2017 to 2018**  **Background**  In 2016/17 the whole-school target was increased to 85% of pupils to make or exceed expected personal targets. This was continued for 2017/18. The number of points each pupil was to achieve was also reviewed with 35 pupils (23%) having their targets increased.  **ENGLISH**  **KS1** – 100% of pupils met or exceeded their expected personal progress targets (as for 2016/17).  **KS2** – 94% of pupils met or exceeded their expected personal progress targets (up from 93% in 2016/17).  **KS3** – 91% of pupils met or exceeded their expected personal progress targets (up from 80% in 2016/17.)  **KS4 -** 89% of pupils met or exceeded their expected personal progress targets (up from 59% in 2016/17.)  **Whole school** - 92% of pupils met or exceeded their expected personal progress targets in English (7% above expected.)  These results are hugely positive and reflect the tremendous amount of work pupils and staff have put in to turn around some poor results last year. The measures we put in place last year (see previous Data Scorecard) have been very successful.  **MATHS**  **KS1** – 100% of pupils met or exceeded their expected personal progress targets (same as 2016/17).  **KS2** – 99% of pupils met or exceeded their expected personal progress targets (up from 95% in 2016/17)  **KS3** – 80% of pupils met or exceeded their expected personal progress targets in Maths. This was 1% up from last year but still 5% off the whole school target.  **KS4** – 87% of pupils met or exceeded their expected personal progress targets in Maths (up from 74% in 2016/17.)  **Whole school** - 88% of pupils met or exceeded their expected personal progress targets in Maths (3% above expected)  **Action points for Maths**   1. We have identified the individual pupils at KS3 who missed their personal targets. Lynne Ledgard (Data Manager) will meet with the class teachers to devise individual plans for these pupils. However, overall the Maths results were hugely encouraging.   **PSHE**  **KS1** - 56% of pupils met or exceeded their personal targets. (23% below the expected level in 2016/17.)  **KS2** - 95% of pupils met or exceeded their expected personal progress targets (up from 79% in 2016/17.) **KS3** - 93% of pupils met or exceeded their expected personal progress targets (up from 72% in 2016/17.) **KS4** – 92% of pupils met or exceeded their expected personal progress targets (up from 88% in 2016/17.)  **Whole school** - 91% of pupils met or exceeded their expected personal progress targets in Maths (6% above expected).  **Action Points**  The overall results for PSHE were extremely pleasing. However the KS1 results were poor and we will be focusing our work to improve the KS outcomes for next year.  **Science**  **KS1** – 89% of pupils met or exceeded their expected personal progress targets (up from 56% in 2016/17.)  **KS2** – 100% of pupils met or exceeded their expected personal progress targets (up from 91% in 2016/17.)  **KS3** – 85% of pupils met or exceeded their expected personal progress targets (down from 93% in 2016/17).  **KS4** – 92% of pupils met or exceeded their expected personal progress targets (down from 97% in 2016/167.  **Whole school** - 91% of pupils met or exceeded their expected personal progress targets in Maths (6% above expected)  **ICT**  **KS1** - 67% of pupils met or exceeded their expected personal targets (up from 33% in 2016/17.)  **KS2** - 83% of pupils met or exceeded their expected personal targets (up from 33% in 2016/17.)  **KS3** - 93% of pupils met or exceeded their expected personal targets (up from 68% in 2016/17.)  **KS4** - 97% of pupils met or exceeded their expected personal targets (up from 60% in 2016/17.)  **Whole school** - 90% of pupils met or exceeded their expected personal progress targets in Maths (5% above expected)  **Action Point for ICT**  1. We will continue to have a major focus on PSHE in KS1.  **What are we doing about lack of progress?**  We should be cautious when using percentages with our cohorts. The numbers are very small so statistically they can be a little misleading, e.g. where one pupil may count for 25% of the cohort. Nevertheless it gives some indication. Using the law of averages some pupils will be above or below the average target set. Those below the target will still be making progress but not at the same rate as their peers. We have data sets to show this progress.  Over the years we have developed intervention strategies for those pupils who may not be making the expected progress. Staff meet to discuss in detail why a pupil may not have made the expected progress using the data sets produced for them and guided by key stage coordinators. Intervention sheets are then completed to outline what strategies will be put in place to support these pupils (see examples.)  For some of our pupils the rate of progress within academic areas may be very slow to almost plateauing. We have developed soft data sheets to try and capture the progress these pupils are making within other areas (see examples.) We strongly believe that as a school we develop the whole child and do not focus purely on what can be measured.  **Future Progress**  Over the years we have developed individual progress targets for all pupils based on our knowledge of the child and their progress to date. Our expectations in 2017/18 were that 85% of all pupils would meet their expected progress. In 2018/19 that target will rise to 90%. |

1. **Teaching**

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| **3.1 Lesson observations** | **2014/2015** | **2015/16** | **2016/2017** | **2017/2018** | **2018/20219** |
| % lessons good or above | **95%** | **\*88%** | **90%** | **95%** |  |

\*Support was put in place to try to address this underperformance & inconsistency.

We continue to grade the PM lesson observation.

**4. Behaviour 2017 / 18**

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| **Behaviour Management, Student Support and Welfare** – October Census (Data 01/01/2017 to 16/04/2017) | | | | | |
|  | **Key Stage 1** | **Key Stage 2** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| Number of days temporary exclusions | 0 | 0 | 1.5 | 0.5 | 0 |
| Number of pupils with temporary exclusions | 0 | 0 | 1 | 1 | 0 |
| Number of permanent exclusions | 0 | 0 | 0 | 0 | 0 |
| Number of behaviour incidents / Number resulting in exclusion | 0 | 0 | 0 | 0 | 0 |
| No. of racist incidents | 0 | 0 | 0 | 0 | 0 |
| No. of bullying incidents | 0 | 0 | 0 | 0 | 0 |
| No of violence at work incidents | 0 | 0 | 0 | 0 | 0 |
| **Commentary:**  We continue to maintain a minimum number of fixed-term exclusions within the school. We have developed a behaviour monitoring system (Class dojo) that rewards positive behaviours. Through internal referral to line managers, break and lunch time detentions and after school detentions pupil behaviour is managed in a very positive manner. Our approach has had a very positive effect on the vast majority of pupils. Those few pupils with more challenging behaviours have additional support via Individual Behaviour Plans.  As part of our cycle of review we will be examining our behaviour systems and processes. We are currently working with a number of schools within the School Improvement Alliance (SIA) on developing a common recording and reporting system for behaviour. | | | | | |

1. **Pupil Attendance**

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| **Pupil Attendance** | | | | | | | |
|  | **Whole School Attendance %** | | | **Authorised Absence %** | | **Unauthorised Absence %** | |
| **2014/2015** |  | **94.43%** |  | **4.52%** |  | **1.05%** |  |
| **2015/2016** |  | **93.76%** |  | **5.28%** |  | **0.96%** |  |
| **2016/2017** |  | **95.18%** |  | **3.8%** |  | **1.03%** |  |
| **2017/2018** |  | **93.82%** |  | **6.18%** |  | **1.13%** |  |
| **Commentary:** Our attendance figures continue to be above the national average for schools comparable to Green Lane. We meet with our Attendance Officer on a half-termly basis to discuss the data. Attendance has slipped slightly because of holidays in term time. Despite not giving permission for these holidays parents are taking them anyway. This then impacts on our unauthorised absence figure. Another factor has been the number of children hospitalised over the past year which has also impacted on our figures. | | | | | | | |

1. **Leadership and Management**

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| **6.1c Staff Profile – 2017 to 2018** | | | |
| **Total number of staff** |  | **HLTA** | **5** |
| **Leadership scale\*** | **4** | **Level 4** | **2** |
| **Middle Leaders / TLR** | **11** | **TA Level 3** | **27** |
| **Teacher UPS** | **11** | **TA Level 2** | **13** |
| **Teacher MPS** | **8** |  |  |
| **Teacher NQT** | **1** | **Maintenance Officer** | **1** |
| **Instructor / UQT** | **4** | **Cleaners** | **6** |
| **Admin** | **4** | **MDAs** | **14** |

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| **6.1c Staff Profile – 2018 to 2019** | | | |
| **Total number of staff** |  | **HLTA** | **5** |
| **Leadership scale\*** | **4** | **Level 4** | **2** |
| **Middle Leaders / TLR** | **11** | **TA Level 3** | **27** |
| **Teacher UPS** | **12** | **TA Level 2** | **13** |
| **Teacher MPS** | **7** |  |  |
| **Teacher NQT** | **2** | **Maintenance Officer** | **1** |
| **Instructor / UQT** | **2** | **Cleaners** | **6** |
| **Admin** | **4** | **MDAs** | **14** |

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|  | **Funded Number** | **Delegated budget** |
| **2013 - 2014** | **126 + 8 in sixth form** | **£2,064,056** |
| **2014 - 2015** | **126 + 14 in sixth form** | **£2,117,520** |
| **2015 - 2016** | **136 + 18 in sixth form** | **£2,174,301** |
| **2016 - 2017** | **155 + 22 in sixth form** | **£2,202,595** |
| **2017-2018** | **155 + 22 in sixth form** | **£2,398,684** |
| **2018-2019** | **160 + 26 in sixth form** | **2,499,350** |

Comments

The growth in the % of our budget spent on staff has grown as a direct result of the changing profile of pupil needs coming into the school. This has required us to increase the levels of classroom support, create an intimate care team for the changing of pupils, a physiotherapy team to deliver OT and Physiotherapy programmes.

**Data sets for 2017-2018**

