**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 2017/18 -**  |
|  | **Foundation** | **Key Stage 1** | **Key Stage 2** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| **Boys** | **4** | **10** | **33** | **37** | **25** | **11** |
| **Girls** | **1** | **7** | **10** | **22** | **9** | **9** |
| **Total** | **5** | **17** | **43** | **59** | **34** | **20** |

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| **Pupil characteristics 2017 - 18** |
| **Census data point: October 2017** |
| **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 SEN of our pupils. Pupils are entering the school with additional medical conditions attached to their primary SEN. 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%** |

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%** |

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%** |

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 theirexpected personal progress targets.** | **68%** | **74%** | **71%** |
| **2015 /2016****Total pupils in data set = 29** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed theirexpected 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%\*** |

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

Exceeded target Met target below target

**Key Stage 4 Qualifications, Accreditation and Awards 2016/17:**

Functional Skills ICT and Computer Science Level 3 - 6 pupils

Functional Skills ICT and Computer Science Level 2 - 5 pupils

OCR Functional Skills in English Entry 3 –6 pupils

OCR Functional Skills in English Entry 1 – 2 pupils

ELC Maths at Entry Level 3 – 1 pupil

ELC Maths at Entry Level 2 – 5 pupils

ELC Science at Entry Level 3 – 6 pupils

Asdan PSD Entry Level 3 – 6 pupils Asdan PSD Entry Level 2 – 5 pupils

Asdan Life Skills – Silver – 4 pupils Asdan Life Skills – Bronze – 7 pupils

Asdan Preparing for Adulthood Maths – 5 pupils Asdan Short course in PE – 11 pupils

AQA English Unit Awards 3 pupils AQA Science Unit Awards – 5 pupils

AQA Art Unit Awards – 11 pupils

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|  | **ASD** | **BESD** | **HI** | **MLD** | **Other** | **PD** | **PMLD** | **SLD** | **SEMH** | **SpLD** | **SLCN** | **VI** | **Total** |
| **Year R** | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **5** |
| **Year 01** | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **8** |
| **Year 02** | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | **9** |
| **Year 03** | 7 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **9** |
| **Year 04** | 4 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **7** |
| **Year 05** | 6 | 0 | 0 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | **14** |
| **Year 06** | 5 | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | **13** |
| **Year 07** | 7 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **17** |
| **Year 08** | 6 | 0 | 0 | 11 | 1 | 1 | 1 | 1 | 0 | 0 | 3 | 0 | **24** |
| **Year 09** | 7 | 0 | 0 | 5 | 1 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | **18** |
| **Year 10** | 5 | 0 | 0 | 7 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | **16** |
| **Year 11** | 10 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | **18** |
| **Year 12** | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | **5** |
| **Year 13** | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | **9** |
| **Year 14** | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | **6** |
| **Total** | **75** | **0** | **0** | **64** | **4** | **2** | **1** | **18** | **1** | **4** | **8** | **1** | **178** |

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| **Commentary on Pupil Progress – 2016 to 2017****Background**The whole-school target in 2015/16 for pupil progress across English, Maths and PSHE was for 80% of pupils to make or exceed expected personal progress targets. Pupils were placed in Bands which related to the number of points they would be expected to progress across all of these areas. In 2016/17 the whole-school target was increased to 85% of pupils to make or exceed expected personal targets. The number of points each pupil was to achieve was also reviewed with 35 pupils (23%) having their targets increased.There was a significant staff absence that we believe has skewed the data this year. One of our classteacher’s who taught a KS3 and KS4 English and PSHE class was absent for substantial periods of time (and is still off on sick leave.) Her classes were covered by supply staff who were not obliged to carry out detailed assessments. That is why the data for KS4 and the whole of the school for English has not been published beyond the Spring term 2017.**ENGLISH****KS1** – 100% of pupils met or exceeded their expected personal progress targets (up from 96% in 2015/16).**KS2** – 93% of pupils met or exceeded their expected personal progress targets (up from 91% in 2015/16)**KS3** – The target of 85% of pupils to achieve their expected levels of personal progress was missed by 5%. The overall English score was pulled down by the Writing element. 11 (18.7%) pupils at KS3 missed their personal targets. However of these 11 pupils, 5 had their targets increased to the next target group and all just missed achieving their new target. It should be noted that of the 64pupils at KS3, 20 (33%) of them had their personal targets increased. These pupils were very close to meeting their new targets so we believe the double challenge, although not met totally, was justified. However, based on the previous year’s target this target would have been met. I am therefore pleased that the response to the double challenge has been such that we have come close to achieving both.**Action points**1. We have identified the 6 pupils who failed to meet their personal targets and additional support will be put in to those classes around writing.
2. The English Coordinator has been tasked to work closely with the members of staff teaching these pupils.

**KS4** – Although the figure of 59% expected of exceeded progress is well below the projected figure of 85%, it is based only on reliable data up to and including our Spring term assessment. We expect the final figure to be much higher but still below the expected target. However even on these figures we would have exceeded last year's target figure. It indicates we were correct in our pushing the target up to 85%. The fact that we have significantly missed the target at KS4 has led to certain decisions being made. Another important factor is that pupils at KS4 are following accredited courses through ASDAN or Entry Level. These courses have their own built in attainment markers. It can be very difficult to match objectives set within the Entry Levels to generic national standards in English.**Action points**1. We have restructured our teams at KS3&4 and as a result strengthened the teams.
2. We have future proofed against any further long term absences, which has been the major concern this year.

**MATHS****KS1** – 100% of pupils met or exceeded their expected personal progress targets (same as 2015/16).**KS2** – 95% of pupils met or exceeded their expected personal progress targets (down from 97% in 2015/16)**KS3** – The target of 85% of pupils to achieve their expected levels of personal progress was missed by 6%. Over the four areas of Using and Applying, Number, Geometry and Measurement and Statistics 29 pupils missed one or more of their personal targets. 12 missed in Using and Applying. 13 in Number; 10 missed in Geometry and Measurement and 14 in Statistics. However, of these 29 pupils, 21 had their individual progress targets increased and most of them only just missed their targets.

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| **Class** | **Using and Applying** | **Number** | **Geometry and Measurement** | **Statistics** |
| P1- 15 pupils | 11 met or exceeded target4 missed target | 7 met or exceeded target8 missed target | 15 met or exceeded target | 12 missed target3 met or exceeded target |
| P2 – 15 pupils | 14 met or exceeded target1 missed target | 12 met or exceeded target3 missed target | 14 met or exceeded target | 12 met or exceeded target |
| P3 – 11 pupils | 6 met or exceeded target5 missed target | 10 met or exceeded target1 missed target | 6 met or exceeded target5 missed target | 6 met or exceeded target5 missed target |
| P4 – 8 pupils | All pupils met or exceed targets | All pupils met or exceed targets | All pupils met or exceed targets | All pupils met or exceed targets |
| T3 – 7 pupils | 5 met or exceeded targets2 missed target | 4 met or exceeded targets1 missed target | 1 met or exceeded targets2 missed target | Didn’t cover this area. |
| 7H – 8 pupils | 7 met or exceeded targets1 missed target | All pupils met or exceed targets | All pupils met or exceed targets | 6 met or exceeded targets2 missed target |

**KS4** – The target of 85% of pupils to achieve their expected levels of personal progress was missed by 11%. Over the four areas of Using and Applying, Number, Geometry and Measurement and Statistics 11 pupils missed one or more of their personal targets. 8 missed in Using and Applying. 9 in Number; 6 missed in Geometry and Measurement and 1 in Statistics. Of these 11 pupils, 6 had their individual progress targets increased and most of them only just missed their targets. Another important factor is that pupils at KS4 are following accredited courses through ASDAN or Entry Level. These courses have their own built in attainment markers. It can be very difficult to match objectives set within the Entry Levels to generic national standards in Maths.

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| **Class** | **Using and Applying** | **Number** | **Geometry and Measurement** | **Statistics** |
| Q1- 14 pupils | 14 met or exceeded target | 13 met or exceeded target1 missed target | 14 met or exceeded target | 13 met or exceeded target1 missed target |
| Q2 – 10 pupils | 2 met or exceeded target8 missed target | 3 met or exceeded target7 missed target | 5 met or exceeded target5 missed target | 5 met or exceeded target5 missed target |
| T4 – 5 pupils | 5 met or exceeded target | 4 met or exceeded target1 missed target | 4 met or exceeded target1 missed target | 4 met or exceeded target1 missed target |

**Action points**1. We have restructured our teams at KS3&4 and as a result strengthened the teams.
2. We have reviewed the curriculum at KS4 and rewritten the timetable. More Maths will be taught directly as opposed to being an element of ASDAN or PSD.
3. Lynne Ledgard has been in to offer support and to model a lesson for the member of staff involved.

**PSHE**If we had not increased the whole-school target from 80% to 85% and increased the expected personal targets for pupils we would have met the whole school target this year.**KS1** - 79% of pupils met or exceeded their personal targets. Although below the 85% figure 67% of pupils actually exceeded their personal targets. Again, some pupils working at EYFS levels will not necessarily cover some of the PSHE targets.**KS2** - 86% of pupils met or exceeded their expected personal progress targets (up from 79% in 2015/16). 53% of these pupils actually exceeded their targets.**KS3** - 72% of pupils met or exceeded their expected personal progress targets (down from 80% in 2015/16). This was a disappointing result but not totally unexpected. I have already stated that 21% of pupils at KS3 had their targets increased. Added to the fact that Year 7 in particular is a year where we see a lot of new children enter the school it can be explained. Another factor we will investigate is the vertical grouping of the year groups in key stage 3. The different levels of academic ability are not always compatible with the maturational age of the pupils.**KS4** – 88% of pupils met or exceeded their expected personal progress targets (down from 93% in 2015/16). I have already explained that the figures for PHSE were only taken up to the Spring term 2017. as a result of the classteachers absence. We expect this figure to rise above the expected figure of 85% and also impact on the whole-school figure currently at 80%.**Action Points**1. Review the current class arrangements and look at the possibility of grouping pupils on Year groups rather that academic ability for PSHE.

**Science**The whole-school target of 85% of pupils meeting or exceeding their personal targets was surpassed by 6% to 91% while the overall rate rose from 74% in 2015/16to 91% in 2016/17 - a 17% improvement. We put this down to the impact the Science coordinator has had in teaching Science across the school and also the increase of Science lessons.**KS1** – 56% of pupils met or exceeded their expected personal progress targets. This figure showed a 23% improvement from 2015/16 to was still well short of our target of 85%. However we must remember that the cohort size for KS1 is small. As a number of pupils at KS1 are still following an Early focused curriculum their coverage of Science will be limited. This was also the only key stage where we did not increase the number of Science lessons being taught. However despite this we are very pleased with the improvements.**KS2** – 91% of pupils met or exceeded their expected personal progress targets (up from 77% in 2015/16). We put this improvement down to the greater focus we had on Science this year and the increase in timetabled Science lessons.**KS3** – 93% of pupils met or exceeded their expected personal progress targets (up from 75% in 2015/16). We put this improvement down to the greater focus we had on Science this year, the increase in timetabled Science lessons and the continued deployment of a Science specialist to teach Science.**KS4** – 97% of pupils met or exceeded their expected personal progress targets (up from 80% in 2015/16). We put this improvement down to the greater focus we had on Science this year, the increase in timetabled Science lessons and the continued deployment of a Science specialist to teach Science.**Action Points**1. Unfortunately our Science specialist has left. We have replaced her with an NQT who has a specialism in Science.
2. We have had to reduce the amount of time devoted to Science on the timetable.
3. We will retain the timetables Science lessons at KS3 and 4 but will have to rely on classteachers delivering the Science at KS1 and 2.

**ICT**The ICT results this year were immensely disappointing. I have previously mentioned the six month absence of the ICT specialist (this was not all in one block so it was extremely difficult to get in a supply teacher for the whole period.**KS1** - 33% of pupils met or exceeded their personal targets (down from 100% in 2015/16). **KS2** - 33% of pupils met or exceeded their personal targets (down from 100% in 2015/16). **KS3** - 68% of pupils met or exceeded their personal targets (down from 100% in 2015/16). **KS4** - 60% of pupils met or exceeded their personal targets (down from 100% in 2015/16)**Action Points**1. KS1&2 teachers will teach their own ICT this year. This will ensure coverage of all ICT areas.2. ICT specialist will teach ICT to KS3&4 classes. If she is absent we can then replace with an ICT specialist from supply. **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 2016/17 were that 85% of all pupils would meet their expected progress. We will challenge our pupils with the targets we set them. |

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%** |  |  |

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

The above figures are based mainly on the same staffing structure we have had over a number of years. See Section 6 for a breakdown.

**4. Behaviour 2016 / 17**

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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 | 3 | 1 | 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 | 1 | 1 | 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%** |  |
| **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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| **6.1a Staff Profile – 2015 to 2016** |
| **Total number of staff** | **78** | **HLTA / Level 4** | **5** |
| **Leadership scale\*** | **4**  | **SNTA Level 3** | **23** |
| **Middle Leaders / TLR** | **12** | **SNTA Level 2** | **5** |
| **Teacher UPS** | **11** | **SNTA Level 1** | **0** |
| **Teacher MPS** | **5** | **Site** | **1** |
| **Teacher NQT** | **1** | **Cleaners** | **6** |
| **Instructor / UQT** | **3** | **MDAs** | **9** |
| **Admin**  | **5** |  |  |
| **Disabled** | **0** |  |  |

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| **6.1b Staff Profile – 2016 to 2017** |
| **Total number of staff** | **96** | **HLTA**  | **5** |
| **Leadership scale\*** | **4**  | **Level 4** | **2** |
| **Middle Leaders / TLR** | **12** | **TA Level 3** | **30** |
| **Teacher UPS** | **12** | **TA Level 2** | **13** |
| **Teacher MPS** | **7** |  |  |
| **Teacher NQT** | **0** | **Maintenance Officer** | **1** |
| **Instructor / UQT** | **5** | **Cleaners** | **7** |
| **Admin**  | **6** | **MDAs** | **17** |
| **Disabled** | **4** |  |  |

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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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| **6.2 Financial Information** |
|  | **Funded Number** | **Delegated budget** | **% of budget spent on teachers** | **% of budget spent on support staff** | **% of budget spent on other areas** |
| **2012 - 2013** | **126 + 3 in sixth form** | **£2,003,063** | **41.78%** | **26.23%** | **32%** |
| **2013 - 2014** | **126 + 8 in sixth form** | **£2,064,056** | **44.5%** | **29.3%** | **26.2%** |
| **2014 - 2015** | **126 + 14 in sixth form** | **£2,117,520** | **44.4%** | **35.4%** | **20.2%** |
| **2015 - 2016** | **136 + 18 in sixth form** | **£2,174,301** | **46.8%** | **32.9%** | **20.3%** |
| **2016 - 2017** | **155 + 22 in sixth form** | **£2,202,595** | **50.97%** | **35.72%** | **13.30%** |

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.

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| **6.3 Impact of Pupil Premium** |

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| **Key Stage 1 Pupil Premium Progress Data – YR, 1, 2 - 2016-2017** |
| **Total pupils in data set = 9** | **English** | **Maths** | **PSHE** |
| **4 PP; 5 Others** | **PP** | **Other** | **PP** | **Other** | **PP** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** | **100%** | **100%** | **100%** | **100%** | **75%** | **80%** |
| **Key Stage 2 Pupil Premium Progress Data – Y3, 4, 5, 6 - 2016-2017** |
| **Total pupils in data set = 43** | **English** | **Maths** | **PSHE** |
| **24 PP; 19 Others**  | **PP** | **Other** | **PP** | **Other** | **PP** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** | **85%** | **92%** | **88%** | **94%** | **88%** | **84%** |
| **Key Stage 3 Pupil Premium Progress Data - Y7, 8, 9 - 2016-2017** |
| **Total pupils in data set = 59** | **English** | **Maths** | **PSHE** |
| **40 PP; 19 Others** | **PP** | **Other** | **PP** | **Other** | **PP** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** |  **87 %** | **76%** | **75%** | **81%** | **68%** | **79%** |

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| **Key Stage 4 Pupil Premium Progress Data - Y10, 11 - 2016-2017** |
| **Total pupils in data set = 32** | **English** | **Maths** | **PSHE** |
| **11PP; 21 Others** | **PP** | **Other** | **PP** | **Other** | **PP** | **Other** |
| **% Pupils making or exceeding the expected 8% progress** | **64%\*** | **56%\*** | **79%** | **72%** | **91%** | **86%** |
| **Whole School Pupil Premium Progress Data 2016-2017** |
| **Total pupils in data set = 143** | **English** | **Maths** | **PSHE** |
| **79 PP; 64 Others** | **PP** | **Other** | **PP** | **Other** | **PP** | **Other** |
| **% Pupils making or exceeding the expected 8% progress** | **64%** | **77%** | **80%** | **82%** | **77%** | **83%** |

**Comments**

At KS1 there was no difference between the pupils premium pupils and the rest of their cohort.

At KS2 PP pupils made less progress in **Speaking** (75% to 64%), in **Listening** (91% to 88%) in **Spoken Language** (100% to 92%), in **Reading** (100% to 92%) and in **Writing** (100% to 88%.)

At KS3 PP pupils made more progress in **Speaking** (100% to 50%), in **Listening** (100% to 75%) and in **Reading** (90% to 79%). They made less progress than Others in **Spoken Language** (100% to 76%) and **Writing** (79% and 70%).

At KS4 PP pupils made better progress in **Spoken Language** (55% to 37%) and in **Writing** (64% to 57%). They made less progress in **Reading** (76% to 73%).

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| **6.4 Gender Comparison** |
| **Key Stage 1 – YR, 1, 2 - 2016-2017** |
| **Total pupils in data set = 9 pupils** | **English** | **Maths** | **PSHE** |
| **5 boys; 4 girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **% Pupils making or exceeding the expected 85% progress** | **100%** | **100%** | **100%** | **100%** | **100%** | **50%** |
| **Key Stage 2 – Y3, 4, 5, 6 - 2016-2017** |
| **Total pupils in data set = 43 pupils** | **English** | **Maths** | **PSHE** |
| **33 boys; 10 girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **% Pupils making or exceeding the expected 85% progress** | **85%** | **76%** | **88%** | **97%** | **82%** | **100%** |
| **Key Stage 3 - Y7, 8, 9 - 2016-2017** |
| **Total pupils in data set = 59 pupils** | **English** | **Maths** | **PSHE** |
| **39 boys; 20 girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **% Pupils making or exceeding the expected 85% progress** | **75%** | **84%** | **78%** | **76%** | **77%** | **60%** |
| **Key Stage 4 - Y10, 11 - 2016-2017** |
| **Total pupils in data set = 32 pupils** | **English** | **Maths** | **PSHE** |
| **25 boys; 7 girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **% Pupils making or exceeding the expected 85% progress** | **46%** | **52%** | **78%** | **75%** | **84%** | **100%** |
| **Whole School Gender Comparison Progress Data 2016-2017** |
| **Total pupils in data set = 143** | **English** | **Maths** | **PSHE** |
| **102 boys; 41 girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **% Pupils making or exceeding the expected 8% progress** | **64%\*** | **78%** | **82%** | **80%** | **85%** | **77%** |

**Gender differences**

There are few progress differences between boys and girls within English, Maths, PSHE and Citizenship.

**English**

At KS1 the numbers making the same levels of progress in English were exactly the same.

At KS2 five out of eighteen boys did not meet the target in **Speaking** and in **Listening** compared to just one girl. In the combined **Spoken Language** there was only a slight difference with one boy not making the expected progress. In **Reading** boys slightly outperformed girls (97% to 90%) but the statistical weighting is not reliable. In **Writing** boys slightly outperformed the girls (94% to (90%) with two of the thirty three boys not meeting their expected targets.

At KS3 the differences between boys and girls within **Speaking** and **Listening** were negligible . In **Spoken Language** boys slightly outperformed the girls (86% to 78%). In **Reading** (90% to 80%) and **Writing** (77% to 65%) boys outperformed the girls.

At KS4 the boys outperformed the girls in **Spoken Language (48% to 29%)** and slightly outperformed the girls in **Reading**(76% to 72%)and **Writing**(60% to 57%)**.** However the small numbers of girls makes a comparison statistically unreliable.

**Maths**

At KS1 the numbers making the same levels of progress in **Number, Using and Applying** and **Geometry and Measures** were exactly the same.

At KS2 girls slightly outperformed the boys in **Using and Applying** (100% to 91%), **Number** (100% to 97%) and **Statistics** (100% to 71%). Boys slightly outperformed the girls in **Geometry and Measures** (94% to 90%).

At KS3 girls slightly outperformed the boys in **Using and Applying** (80% to 77%), **Number** (80% to 77%) and Statistics (79% to 67%). Boys slightly outperformed the girls in **Geometry and Measures** (92% to 65%).

At KS4 girls slightly outperformed the boys **Statistics** (86% to 67%). Boys outperformed girls in **Using and Applying** (80% to 57%), **Number** (80% to 43%) and **Geometry and Measures** (88% to 57%).

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| **6.4 ASD v Others** |
| **Key Stage 1 – YR, 1, 2 - 2016-2017** |
| **Total pupils in data set = 9** | **English** | **Maths** | **PSHE** |
| **7 ASD 2 Other** | **ASD** | **Other** | **ASD** | **Other** | **ASD** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |
| **Key Stage 2 – Y3, 4, 5, 6 - 2016-2017** |
| **Total pupils in data set = 43** | **English** | **Maths** | **PSHE** |
| **21 ASD 22 Other** | **ASD** | **Other** | **ASD** | **Other** | **ASD** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** | **90%** | **87%** | **98%** | **84%** | **85%** | **79%** |
| **Key Stage 3 - Y7, 8, 9 - 2016-2017** |
| **Total pupils in data set = 59** | **English** | **Maths** | **PSHE** |
| **18 ASD 41 Other** | **ASD** | **Other** | **ASD** | **Other** | **ASD** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** | **94%** | **60%** | **63%** | **61%** | **72%** | **68%** |
| **Key Stage 4 - Y10, 11 - 2016-2017** |
| **Total pupils in data set = 32** | **English** | **Maths** | **PSHE** |
| **12 ASD 20 Other** | **ASD** | **Other** | **ASD** | **Other** | **ASD** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** | **56%** | **34%** | **87%** | **67%** | **86%** | **84%** |
| **Whole School - ASD v Others - 2016-2017** |
| **Total pupils in data set = 143** | **English** | **Maths** | **PSHE** |
| **58 ASD 85 Other** | **ASD** | **Other** | **ASD** | **Other** | **ASD** | **Other** |
| **% Pupils making or exceeding the expected 85% progress** | **56%** | **34%** | **87%** | **67%** | **86%** | **84%** |

**Comments**

Our ASD pupils continue to make good progress and in fact outperform our other children in many cases.