**Green Lane School Data Summary Sheet – 2018 to 2019**

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** | **42** | **60** | **32** | **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%** |
| **2018/19**  **Total pupils in data set = 19** | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **80%** | **80%** | **80%** |

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%** |
| **2018/19**  **Total pupils in data set = 42** | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **93%** | **95%** | **98%** |

Exceeded target Met target below target

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| **Key stage 3 Pupil Progress Data Y7, Y8 + 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%** |
| **2018/19**  **Total pupils in data set = 60** | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **95%** | **92%** | **92%** |

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%** |
| **2018/19**  **Total pupils in data set = 32** | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **96%** | **93%** | **97%** |

Exceeded target Met target below target

**Pupil results – 2018/2019**

Step up to English – Gold Step Entry Level 3 – 4 pupils

Step up to English – Silver Step Entry Level 2 – 8 pupils

Step up to English – Silver Step Entry Level 1 – 3 pupils

Functional Skills Mathematics Level 1 – 2 pupil passes

Entry Level Mathematics Entry Level 2 – 6 pupils

Entry Level Mathematics Entry Level 1 – 1 pupil

OCR Physical Education Entry Level 3 – 6 pupils

OCR Physical Education Entry Level 2 – 2 pupils

OCR Physical Education Entry Level 1 – 1 pupil

OCR Art and Design Entry Level 3 – 1 pupil

OCR Art and Design Entry Level 2 – 3 pupils

OCR Art and Design Entry Level 1 – 5 pupils

OCR Functional Skills in ICT Entry Level 3 – 8 pupils

OCR Functional Skills in ICT Entry Level 2 – 1 pupil

Asdan PSD Entry Level 3 – 5 pupils

Asdan PSD Entry Level 2 – 4 pupils

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%** | **100%** |

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

We continue to grade the PM lesson observation.

**4. Behaviour 2018 / 19**

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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 | 0 | 0 | 0 |
| Number of pupils with temporary exclusions | 0 | 0 | 0 | 0 | 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. We will pilot Behaviour Watch in the Autumn term of 2019. | | | | | |

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%** |  |
| **2018/2019** |  | **93.31%** |  | **5.52%** |  | **1.15%** |  |
| **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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| **6.1 Staff Profile – 2018 to 2019** | | | |
| **Total number of staff** |  | **HLTA** | **5** |
| **Leadership scale\*** | **3** | **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** | **5** |
| **Admin** | **4** | **MDAs** | **7** |

**Leadership and Management**

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| **6.2 School Finances** | | |
|  | **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** | **154 + 27 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.