



Marjory Kinnon School

Summary of Data
Academic Year 2025 - 26

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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 ASC and complex needs pupils. .

	Academic Year 2024/25 (July 2025)	Academic Year 2025/26 (July 2026)
Pupils on roll	304	313
Gender breakdown	Girls: 74 (24%) Boys: 233 (76%)	Girls: 72 (23%) Boys: 241 (77%)
EAL	155 (51%)	175 (56%)
Ethnicity	White English 25% Indian 18% Pakistani 9% Black Somali 5% & Afghani 5%. Additional groups (under 5%) 38%	White English 20% Indian 20% Pakistani 8% Black Somali 5% & Afghani 5% Additional groups (under 5%) 42%
Pupil premium	FSM: 127 pupils (42%) FSM Ever 6: 131 pupils (43%)	FSM: 118 pupils (38%) FSM Ever 6: 128 pupils (41%)
Designation from census	MLD 68 ASD 226 SLD 10	MLD 54 ASD 253 SLD 4
Child protection plans	4	2
SEN	All pupils on roll have an EHCP	All pupils on roll have an EHCP
Attendance	92.4% (Academic Year 2024/25) National Tables for Pupil absence in schools in England: Academic Year 2024/25 shows 'Overall Absence for Special Schools is 13.0%, this means overall attendance for Special Schools is 87%. MKS percentage attendance is <u>5.4%</u> higher when compared to national 2024/25	92.5% (Academic Year 2025/26) National Tables for Pupil absence in schools in England: Academic Year 2025/26 shows 'Overall Absence for Special Schools is 13.6%, this means overall attendance for Special Schools is 86.4%. MKS percentage attendance is <u>6.1%</u> higher when compared to national 2025/26

Assessment at Marjory Kinnon School (MKS)

- We track all pupils progress from their starting points
- We also set targets each year to be aspirational for pupils to achieve their very best and identify pupils for intervention

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, and SCERTS (Social Communication and Emotional Regulation)

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.
- Targets are linked in to the EHCP targets and progress shared at Annual Reviews and Parents' Evening with parents/carers

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.
- Progress towards targets is monitored and highlighted in pupil books. Teachers track and annotate progress in the books.

How do we moderate?

- The PAPS are used to keep a record of progress overtime of pupils learning journey across multiple Key Stages.
- These books are taken to moderation meetings with other special needs schools.
- The books also show evidence at the end of the year that pupils have achieved their target.

Progress Summary

Whole School Reading Progress

			All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	NOT EAL	ASC	MLD	SLD	<90% Attend	Vulnerable	SCERTS: SP Stage	SCERTS: LP Stage	SCERTS: CP Stage
Number of results			264	202	62	113	151	148	116	219	43	2	61	27	75	85	103
READING PROGRESS: CURRENT YEAR	Pupils making progress of 2 steps or more	No	264	202	62	113	151	148	116	219	43	2	61	27	75	85	103
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Pupils making progress of 10 steps or more	No	204	155	49	84	120	117	87	178	25	1	45	21	57	73	74
		%	77%	77%	79%	74%	79%	79%	75%	81%	58%	50%	74%	78%	76%	86%	72%
	Pupils making progress of 20 steps or more	No	91	71	20	38	53	53	38	76	14	1	18	9	18	44	29
		%	34%	35%	32%	34%	35%	36%	33%	35%	33%	50%	30%	33%	24%	52%	28%
	Pupils making progress of 30 steps or more	No	30	24	6	8	22	18	12	23	7	0	6	1	5	15	10
		%	11%	12%	10%	7%	15%	12%	10%	11%	16%	0%	10%	4%	7%	18%	10%
Average No. of steps made		Av.	17.41	17.68	16.50	16.18	18.32	17.84	16.85	17.72	16.00	13.50	16.34	16.26	15.47	20.82	16.09

- All pupils make 2 steps or more progress from September 2025 to July 2026.
- All groups of pupils make 2 steps or more progress.
- On average pupils who are EAL or SCERTS: LP Stage make more steps of progress comparatively.
- Most pupils make between 2 and 10 steps of progress from their starting points (September 2025).
- Any pupils who don't meet targets due to attendance and/or medical conditions will be given an individual intervention

Whole School Writing Progress

			All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	NOT EAL	ASC	MLD	SLD	<90% Attend	Vulnerable	SCERTS: SP Stage	SCERTS: LP Stage	SCERTS: CP Stage	
Number of results			264	202	62	113	151	148	116	219	43	2	61	27	75	85	103	
WRITING PROGRESS: CURRENT YEAR	Pupils making progress of 2 steps or more	No	264	202	62	113	151	148	116	219	43	2	61	27	75	85	103	
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	Pupils making progress of 10 steps or more	No	195	151	44	81	114	110	85	165	29	1	47	16	54	70	71	
		%	74%	75%	71%	72%	75%	74%	73%	75%	67%	50%	77%	59%	72%	82%	69%	
	Pupils making progress of 20 steps or more	No	87	60	27	37	50	52	35	76	10	1	18	10	24	41	22	
		%	33%	30%	44%	33%	33%	35%	30%	35%	23%	50%	30%	37%	32%	48%	21%	
	Pupils making progress of 30 steps or more	No	19	14	5	6	13	12	7	16	3	0	7	2	10	7	2	
		%	7%	7%	8%	5%	9%	8%	6%	7%	7%	0%	11%	7%	13%	8%	2%	
	Average No. of steps made		Av.	16.24	16.25	16.23	15.77	16.60	16.72	15.64	16.74	13.84	13.50	16.26	16.37	16.61	18.87	13.88

- All pupils make 2 steps or more progress from September 2025 to July 2026.
- All groups of pupils make 2 steps or more progress.
- On average pupils who are SCERTS: LP Stage make more steps of progress comparatively.
- Most pupils make between 2 and 10 steps of progress from their starting points (September 2025).
- Any pupils who don't meet targets due to attendance and/or medical conditions will be given an individual intervention

Whole School Number Progress

			All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	NOT EAL	ASC	MLD	SLD	<90% Attend	Vulnerable	SCERTS: SP Stage	SCERTS: LP Stage	SCERTS: CP Stage
Number of results			264	202	62	113	151	148	116	219	43	2	61	27	75	85	103
NUMBER PROGRESS: CURRENT YEAR	Pupils making progress of 2 steps or more	No	264	202	62	113	151	148	116	219	43	2	61	27	75	85	103
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Pupils making progress of 10 steps or more	No	180	137	43	73	107	101	79	151	28	1	40	16	45	68	66
		%	68%	68%	69%	65%	71%	68%	68%	69%	65%	50%	66%	59%	60%	80%	64%
	Pupils making progress of 20 steps or more	No	59	46	13	26	33	36	23	47	11	1	11	3	11	26	22
		%	22%	23%	21%	23%	22%	24%	20%	21%	26%	50%	18%	11%	15%	31%	21%
	Pupils making progress of 30 steps or more	No	16	15	1	6	10	7	9	14	2	0	5	1	2	9	5
		%	6%	7%	2%	5%	7%	5%	8%	6%	5%	0%	8%	4%	3%	11%	5%
Average No. of steps made		Av.	14.37	14.71	13.24	14.04	14.61	14.64	14.03	14.49	13.70	15.50	13.15	11.89	12.53	16.52	13.97

- All pupils make 2 steps or more progress from September 2025 to July 2026.
- All groups of pupils make 2 steps or more progress.
- On average pupils who are SCERTS: LP Stage make more steps of progress comparatively.
- Most pupils make between 2 and 9 steps of progress from their starting points (September 2025).
- Any pupils who don't meet targets due to attendance and/or medical conditions will be given an individual intervention

Pupils Meeting and Exceeding Targets Summary

Whole School Target Summary – Reading

			All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	NOT EAL	ASC	MLD	SLD	<90% Attend	Vulnerable	SCERTS: SP Stage	SCERTS: LP Stage	SCERTS: CP Stage
READING Summer 2025	Pupils <u>achieving or exceeding</u> targets	Number of results	223	172	51	97	126	119	104	182	39	2	56	23	50	84	87
		Percentage	85%	84%	88%	82%	87%	87%	83%	82%	95%	100%	82%	70%	80%	87%	86%
	Pupils <u>exceeding</u> targets	Number	33	24	9	16	17	17	16	23	10	0	8	4	2	12	19
		Percentage	15%	14%	18%	16%	13%	14%	15%	13%	26%	0%	14%	17%	4%	14%	22%
	Number of results		264	202	62	113	151	148	116	219	43	2	61	27	75	85	103
	Percentage		87%	89%	81%	88%	86%	85%	89%	87%	88%	50%	77%	70%	83%	86%	91%
READING Summer 2026	Pupils <u>achieving or exceeding</u> targets	Number	229	179	50	99	130	126	103	190	38	1	47	19	62	73	94
		Percentage	87%	89%	81%	88%	86%	85%	89%	87%	88%	50%	77%	70%	83%	86%	91%
	Pupils <u>exceeding</u> targets	Number	99	73	26	57	42	51	48	80	18	1	16	8	16	26	57
		Percentage	38%	36%	42%	50%	28%	34%	41%	37%	42%	50%	26%	30%	21%	31%	55%

- The percentage of pupils meeting or exceeding their targets in reading at the end of summer 2026 is 2 percent higher compared to summer 2025.
- The percentage of pupils exceeding their targets in reading at the end of summer 2026 is 23 percent higher compared to summer 2025- this could be linked to the whole school phonics training and the Reading Recovery pupils
- Individual pupils not making sufficient progress have been prioritised for catch-up intervention
- Any pupils who don't meet targets due to attendance and/or medical conditions will be given an individual intervention

Whole School Target Summary – Writing

			All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	NOT EAL	ASC	MLD	SLD	<90% Attend	Vulnerable	SCERTS: SP Stage	SCERTS: LP Stage	SCERTS: CP Stage
Number of results			223	173	50	99	124	118	105	182	39	2	57	23	50	83	88
WRITING Summer 2025	Pupils <u>achieving or exceeding</u> targets	Number	193	149	44	87	106	102	91	156	35	2	46	19	44	69	79
		Percentage	87%	86%	88%	88%	85%	86%	87%	86%	90%	100%	81%	83%	88%	83%	90%
	Pupils <u>exceeding</u> targets	Number	27	21	6	14	13	12	15	23	4	0	6	3	0	12	15
		Percentage	12%	12%	12%	14%	10%	10%	14%	13%	10%	0%	11%	13%	0%	14%	17%
	Number of results			264	202	62	113	151	148	116	219	43	2	61	27	75	85
WRITING Summer 2026	Pupils <u>achieving or exceeding</u> targets	Number	226	177	49	99	127	120	106	190	34	2	47	20	58	77	91
		Percentage	86%	88%	79%	88%	84%	81%	91%	87%	79%	100%	77%	74%	77%	91%	88%
	Pupils <u>exceeding</u> targets	Number	96	67	29	50	46	48	48	76	19	1	17	8	15	28	53
		Percentage	36%	33%	47%	44%	30%	32%	41%	35%	44%	50%	28%	30%	20%	33%	51%

- The percentage of pupils meeting or exceeding their targets in writing at the end of summer 2026 is similar compared to summer 2025.
- The percentage of pupils exceeding their targets in writing at the end of summer 2026 is 24 percent higher compared to summer 2025.
- Pupils who boys in Year 6 or lower, EAL, from an Asian background and assessed as SCERTS: SP Stage tend to achieve less than 85% of their End of Year Target. On average this group of pupils make between 5 and 19 steps of progress.
- Any pupils who don't meet targets due to attendance and/or medical conditions will be given an individual intervention

Whole School Target Summary – Number

			All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	NOT EAL	ASC	MLD	SLD	<90% Attend	Vulnerable	SCERTS: SP Stage	SCERTS: LP Stage	SCERTS: CP Stage
				M	F	Yes	No	Y	N	ASD	MLD	SLD	90.99%	Yes	SP	LP	CP
NUMBER Summer 2025	Pupils <u>achieving or exceeding</u> targets	Number of results	219	168	51	97	122	115	104	178	39	2	55	23	49	82	86
		Number	195	148	47	88	107	102	93	157	36	2	52	17	42	72	80
	Pupils <u>exceeding</u> targets	Percentage	89%	88%	92%	91%	88%	89%	89%	88%	92%	100%	95%	74%	86%	88%	93%
		Number	43	34	9	18	25	28	15	31	11	1	11	2	4	16	23
		Percentage	20%	20%	18%	19%	20%	24%	14%	17%	28%	50%	20%	9%	8%	20%	27%
		Number of results	264	202	62	113	151	148	116	219	43	2	61	27	75	85	103
NUMBER Summer 2026	Pupils <u>achieving or exceeding</u> targets	Number	229	176	53	96	133	124	105	189	38	2	45	19	58	77	94
		Percentage	87%	87%	85%	85%	88%	84%	91%	86%	88%	100%	74%	70%	77%	91%	91%
	Pupils <u>exceeding</u> targets	Number	126	94	32	68	58	70	56	102	23	1	25	14	27	32	67
		Percentage	48%	47%	52%	60%	38%	47%	48%	47%	53%	50%	41%	52%	36%	38%	65%

- The percentage of pupils meeting or exceeding their targets in Number at the end of summer 2026 is similar compared to summer 2025.
- The percentage of pupils exceeding their targets in Number at the end of summer 2026 is 28 percent higher compared to summer 2025.
- Individual pupils not making sufficient progress have been prioritised for catch-up intervention

EYS Data 2025-26	Pupils achieving 2 leaps of pupils	Pupils achieving 3 leaps of pupils	Pupils achieving 4+ leaps of pupils	Pupils achieving expected end of year goals	Pupils exceeding end of year goals	Pupils not achieving end of year expected goals
Communication and interaction	1	11	4	15	4	0
PSED	1	12	3	13	3	0
PD	1	13	2	14	2	0
Reading	3	10	3	11	3	2
Writing	1	6	9	7	9	0
Number and calculation	2	8	6	9	6	1
Shape, space and measurement	2	7	7	8	7	1
UW	0	14	2	13	3	0
EAD	1	13	2	14	2	0

KEY STAGE 4 EXAMS & ACCREDITATION RESULTS 2025-26

English	Maths	Applied Science	Art & Design	IT	Land Based Studies	Sport	Work & Life Skills	Towards independence
Entry Level 2	Entry Level 3	Pass (Certificate)	Merit (Award)	Pass (Award)	Pass (Award)	Pass (Award)	Pass	
Entry Level 3	Entry Level 3	Merit (Certificate)	Distinction (Certificate)	Distinction (Certificate)	Distinction (Certificate)	Pass (Award)	Merit	
Award in PP - Entry Level 1	Entry Level 2	Pass (Certificate)	Merit (Award)	Pass (Award)	Merit (Award)	Pass (Award)	Pass	
Entry Level 3	Entry Level 3	Pass (Certificate)	Merit (Award)	Merit (Award)	Merit (Award)	Pass (Award)	Pass	
Entry Level 3	Entry Level 3	Pass (Certificate)	Merit (Award)	Merit (Award)	Merit (Award)	Pass (Award)	Pass	
Entry Level 2	Entry Level 2	Pass (Certificate)	Pass (Award)	Pass (Award)	Pass (Award)	Pass (Award)	Pass	
Entry Level 2	Entry Level 3	Pass (Certificate)	Merit (Award)	Pass (Award)	Merit (Award)	Pass (Award)	Pass	
Entry Level 2	Entry Level 3	Pass (Certificate)	Merit (Award)	Pass (Award)	Pass (Award)	Pass (Award)	Pass	
Entry Level 2	Entry Level 3	Pass (Certificate)	Merit (Award)	Merit (Award)	Merit (Award)	Pass (Award)	Pass	
Entry Level 2	Entry Level 3	Pass (Certificate)	Merit (Award)	Pass (Award)	Merit (Award)	Pass (Award)	Pass	
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)
Award in PP - Entry Level 1	Entry Level 3							Pass (Certificate)
Award in PP - Entry Level 1	Entry Level 2							Pass (Certificate)
Award in PP - Entry Level 1	Entry Level 2							Pass (Certificate)
Entry Level 2	Entry Level 2	Pass (Award)					Pass	Pass (Certificate)
Award in PP - Entry Level 1	Entry Level 3							Pass (Certificate)
Award in PP - Entry Level 1	Entry Level 2							Pass (Certificate)
Entry Level 3	Entry Level 2	Pass (Certificate)	Merit (Award)	Merit (Award)		Pass (Award)	Pass	Pass (Certificate)
Award in PP - Entry Level 1	Entry Level 2							Pass (Certificate)
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)
Award in PP - Entry Level 1	Award in PP - Entry Level 1							Pass (Certificate)

100% of pupils entered for accreditation achieved an award at different levels.