Marjory Kinnon School

Summary of Data

Academic Year 2024 - 25

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, complex and ASC pupils. Pupils are taught in classes that range from 8 to 13 pupils depending on need.

	Academic Year 2023/24 (July 2024)	**Academic Year 2024/25** (July 2025)
Pupils on Roll	307	304
Gender Breakdown	Girls: 74 (24%) Boys: 233 (76%)	Girls: 74 (24%) Boys: 231 (76%)
EAL	155 (50%)	155 (51%)
Ethnicity	White English 26% Indian 19% Pakistani 10% Black Somali 5% Additional groups (under 5%) 40%	White English 25% Indian 18% Pakistani 9% Black Somali 5% & Afghani 5% Additional groups (under 5%) 38%
Pupil Premium	FSM: 128 pupils (42%) FSM Ever 6: 132 pupils (43%)	FSM: 127 pupils (42%) FSM Ever 6: 131 pupils (43%)
Designation from Census	MLD 76 ASC 221 SLD 10	MLD 68 ASC 226 SLD 10
Child Protection Plans	0	6
SEN	All pupils on roll have an EHCP	All pupils on roll have an EHCP
Attendance	91.4% (Academic Year 2023/24) National Tables for Pupil absence in schools in England: Academic Year 2022/23 shows 'Overall Absence for Special Schools is 13.0%, this means overall attendance for Special Schools is 87%. MKS percentage attendance is **4.4%** higher when compared to national 2022/23.	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 **5.4%** higher when compared to national 2024/25.

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.
- Targets set are linked to the targets in EHCPS.
- 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, number and SCERTS.

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 attend internal moderation meetings and work together to level pupil's work.
- Some books are taken to moderation meetings with other special needs and mainstream schools.

Data Summary

Whole School Summary – Reading

			All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASC	MLD	SLD
READING	% not achieving targets Summer 2024	Number of results	202	41	161	78	124	166	33	3
		Number of Pupils not meeting targets	26	3	23	7	19	23	3	0
		% Pupils not meeting targets	13%	7%	14%	9%	15%	14%	9%	0%
	% not achieving targets Summer 2025	Number of results	229	52	177	92	137	188	38	3
		Number of Pupils not meeting targets	28	10	18	12	16	26	2	0
		% Pupils not meeting targets	12%	19%	10%	13%	12%	14%	5%	0%

- The percentage of children not meeting their targets in reading at the end of summer 2025 is similar compared to summer 2024.

- Pupils who did miss achieving their targets were impacted by attendance and most of these pupils still made progress missing their targets by only 3 or 4 small steps. All pupils in Reading Recovery met or exceeded their targets.

- Individual pupils not making sufficient progress have been prioritised for catch-up interventions or reading recovery.

Whole School Summary – Writing

			All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASC	MLD	SLD
WRITING	% not achieving targets Summer 2024	Number of results	202	41	161	78	124	166	33	3
		Number of Pupils not meeting targets	32	4	28	16	16	25	6	1
		% Pupils not meeting targets	16%	10%	17%	21%	13%	15%	18%	33%
	% not achieving targets Summer 2025	Number of results	229	52	177	92	137	188	38	3
		Number of Pupils not meeting targets	28	8	20	12	16	25	3	0
		% Pupils not meeting targets	12%	15%	11%	13%	12%	13%	8%	0%

- The percentage of children <u>not meeting</u> their targets in writing at the end of summer 2025 is lower compared to summer 2024.

- Focus groups for previous year: Boys who were Pupil Premium.

   - These groups were closely monitored this Academic Year during pupil progress meetings. As a result, higher proportions of boys who are pupil premium are meeting their targets.
   - Pupils who miss their targets still make progress and miss out by 2 or 3 steps.

- Individual pupils not making sufficient progress have been prioritised for catch-up interventions.

Whole School Summary – Number

			All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASC	MLD	SLD
NUMBER	% not achieving targets Summer 2024	Number of results	202	41	161	78	124	166	33	3
		Number of Pupils not meeting targets	24	5	19	9	15	19	5	0
		% Pupils not meeting targets	12%	12%	12%	12%	12%	11%	15%	0%
	% not achieving targets Summer 2025	Number of results	229	52	177	92	137	188	38	3
		Number of Pupils not meeting targets	20	6	14	9	11	18	2	0
		% Pupils not meeting targets	9%	12%	8%	10%	8%	10%	5%	0%

- The percentage of children <u>not meeting</u> their targets in number at the end of summer 2025 is lower compared to summer 2024.

- No significant gap between any groups.

  - All pupils who are SLD met their targets.
  - Of the pupils not meeting their targets, these pupils missed their targets by only 3 or 4 steps and will be targeted for intervention.