



**Marjory Kinnon School**

*Summary of Data*

Academic Year 2021 - 22

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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 SLD, MLD/complex and ASD pupils. Pupils are taught in classes that range from 6 to 11 pupils depending on need. ASD pupils are taught in highly structured classes and in main school classes if they are able to integrate successfully.

	Start of Autumn Term 2021	Start of Autumn Term 2022
Pupils on roll	313	319
Gender breakdown	Girls: 75 (24%) Boys: 238 (76%)	Girls: 77 (24%) Boys: 241 (76%)
Placements	Hounslow: 307 (98%) Out of borough: 6 (2%)	Hounslow: 312 (98%) Out of borough: 7 (2%)
EAL	153 (49%)	153 (49%)
Ethnicity	White English 28% Indian 17% Pakistani 10% Black Somali 6% Additional groups (under 5%) 39%	White English 28% Indian 17% Pakistani 10% Black Somali 6% Additional groups (under 5%) 39%
Pupil premium	FSM: 136 pupils (47%) FSM Ever 6: 137 pupils (44%)	FSM: 133 pupils (43%) FSM Ever 6: 137 pupils (44%)
Designation from census	MLD 109 ASD 193 SLD 16	MLD 111 ASD 190 SLD 17
Child protection plans	1	1
SEN	All pupils on roll have an EHCP or proposed EHCP	All pupils on roll have an EHCP or proposed EHCP
Attendance	90.7% (Autumn 2021) National Tables for Pupil absence in schools in England: Autumn term 2019 shows 'Overall Absence for Special Schools is 10.1%, this means overall attendance for Special Schools is 89.9%.  MKS percentage attendance is <b>0.8%</b> higher when compared to national Autumn 2019	91% (Autumn 2022) National Tables for Pupil absence in schools in England: Autumn term 2019 shows 'Overall Absence for Special Schools is 10.1%, this means overall attendance for Special Schools is 89.9%.  MKS percentage attendance is <b>1.3%</b> higher when compared to national Autumn 2019

## 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.
- 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, PSD and Autism Progress

### 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 keep pupil progress books. These books are used to keep a record of independent work over time to demonstrate progress of pupils learning journey across multiple Key Stages.
- These books are taken to moderation meetings with other special needs and mainstream schools.
- The books also show evidence at the end of the year that pupils have achieved their target.

## Data Summary

### Whole School Summary – Impact of Lockdown

		All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASD	MLD	SLD
% not achieving targets Summer 2019	Number of results	160	36	124	84	76	92	55	13
	Number of Pupils not meeting targets	13	3	10	8	5	8	5	0
	% Pupils not meeting targets	8%	8%	8%	10%	7%	9%	9%	0%

% not achieving targets Summer 2021	Number of results	232	58	174	113	119	131	82	19
	Number of Pupils not meeting targets	62	18	44	32	30	34	23	5
	% Pupils not meeting targets	27%	31%	25%	28%	25%	26%	28%	26%

% not achieving targets Summer 2022	Number of results	224	52	172	100	124	127	83	14
	Number of Pupils not meeting targets	25	2	21	10	13	14	7	2
	% Pupils not meeting targets	11%	3%	12%	9%	11%	11%	9%	11%

- The percentage of children not meeting their targets in reading at the end of summer 2022 is has lowered since summer 2021 and is only 3 percent higher than at the end of summer 2019.
- Groups to focus on are boys. No significant gap between any other groups.
- Individual pupils have been prioritised for catch-up interventions.

		All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASD	MLD	SLD	
WRITING	% not achieving targets Summer 2019	Number of results	160	36	124	84	76	92	55	13
		Number of Pupils not meeting targets	19	5	14	8	11	11	7	1
		% Pupils not meeting targets	12%	14%	11%	10%	14%	12%	13%	8%
	% not achieving targets Summer 2021	Number of results	232	58	174	113	119	131	82	19
		Number of Pupils not meeting targets	72	17	55	37	35	46	20	6
		% Pupils not meeting targets	31%	29%	32%	33%	29%	35%	24%	32%
	% not achieving targets Summer 2022	Number of results	224	52	172	100	124	127	83	14
		Number of Pupils not meeting targets	27	2	24	12	14	15	8	3
		% Pupils not meeting targets	12%	3%	14%	11%	12%	11%	10%	16%

- The percentage of children not meeting their targets in writing at the end of summer 2022 is the same as at the end of summer 2019
- Groups to focus on are boys (SLD is a small group). No significant gap between any other groups.
- Individual pupils have been prioritised for catch-up interventions.

		All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASD	MLD	SLD	
NUMBER	% not achieving targets Summer 2019	Number of results	160	36	124	84	76	92	55	13
		Number of Pupils not meeting targets	23	8	15	10	13	16	5	2
		% Pupils not meeting targets	14%	22%	12%	12%	17%	17%	9%	15%
	% not achieving targets Summer 2021	Number of results	232	58	174	113	119	131	82	19
		Number of Pupils not meeting targets	60	13	47	28	32	32	21	7
		% Pupils not meeting targets	26%	22%	27%	25%	27%	24%	26%	37%
	% not achieving targets Summer 2022	Number of results	224	52	172	100	124	127	83	14
		Number of Pupils not meeting targets	19	1	18	8	11	12	5	2
		% Pupils not meeting targets	8%	2%	10%	7%	9%	9%	6%	11%

- The percentage of children not meeting their targets in writing at the end of summer 2022 is lower than at the end of summer 2019
- Groups to focus on are boys (SLD is a small group). No significant gap between any other groups.
- Individual pupils have been prioritised for catch-up interventions.

## Reading Catch-up

		All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASD	MLD	SLD	
READING	% not achieving targets Summer 2019	Number of results	48	15	33	26	22	24	21	3
		Number of Pupils not meeting targets	3	1	2	3	0	2	1	0
		% Pupils not meeting targets	6%	7%	6%	12%	0%	8%	5%	0%
	% not achieving targets Summer 2021	Number of results	62	18	44	32	30	34	23	5
		Number of Pupils not meeting targets	62	18	44	32	30	34	23	5
		% Pupils not meeting targets	100%	100%	100%	100%	100%	100%	100%	100%
	% not achieving targets Spring 2022	Number of results	56	17	39	28	28	31	21	4
		Number of Pupils not meeting targets	5	0	5	2	3	3	2	0
		% Pupils not meeting targets	8%	0%	11%	6%	10%	9%	9%	0%
	% not achieving targets Summer 2022	Number of results	55	17	38	28	27	30	21	4
		Number of Pupils not meeting targets	8	1	7	3	5	5	2	1
		% Pupils not meeting targets	13%	6%	16%	9%	17%	15%	9%	20%

- At the end of summer 2021 we identified 62 pupils who were not on track to achieve their reading target (this represents 27% of the whole school cohort).
- Of these 62 pupils identified, 48 of them were on MKS roll before the pandemic. Only 6% did not meet their reading targets in summer 2019.
- Reading catch-up interventions were put in place from September 2021 for these pupils (7 pupils have left in year).
- By the end of spring 2022 all but 5 of these pupils have caught up and are on track to meet end of year reading targets.



- By the end of summer 2022 all but 8 of these pupils have caught up and are on track to meet end of year reading targets.
- The 3 pupils who were on track at the end of spring but did not meet their targets by the end of the year are
- Of the 44 boys identified only 7 have not met their targets. Intervention supporting accelerated progress for these identified boys will be continued into autumn term 2022.

### Key Stage 4 Data- Examination and Accreditation results

Marjory Kinnon cohorts are changing to include an increasing number of pupils with an ASC diagnosis and very complex needs. The school has year on year raised expectations and standards however these expectations are becoming unrealistic for the majority of our pupils. This report includes the raw data and analysis for subjects of English, Maths , Science, Art and also includes data for generic entry level qualifications and seeks to clarify our position on KS4 qualifications.

Data analysis was not completed for 2020/21 as results were from COVID teacher assessment and for the purpose of this commentary would not be valid

The cohort

The year 11 cohort for 2021/22 consisted of 21 students and 1 year 10 student leaving us to go to a vocational pathway.

Exiting cohort by year/need	2019/20	2020/21	2021/22
Complex	9		5
Nurture	2		5
ASC	6		10
Total	17		20

### English

Exiting cohort by Subject/need	English GCSE	English step up (entry level)	Personal progress	None
Complex	2	5	0	
Nurture	0	0	4	

ASC	0	2	3	5 (one child double entered)
Total	2	7	7	5

The English seems to be an appropriate mix of expectations.

The GCSE students achieved a 3 and a 2 respectively. Both of these students were double entered for GCSE and Entry Level English (gold) and both achieved a grade 3. For these students the value of entry to GCSE depends on their ultimate aspirations and destinations.

### Maths

Exiting cohort by Subject/need	Maths GCSE	Maths (entry level)	Personal progress	None
Complex	5	5	0	
Nurture	0	1	4	
ASC	1	6	3	5 (4 children double entered)
Total	6	12	7	5

In total 6 students were entered for GCSE maths which had a pass rate of 50% only. Only one student secured a grade 3 the other 2 students a grade 1. This indicates that this was not a good entry option for this cohort, except 1 MLD student.

The better option for this cohort was entry level maths with 100% pass rate. 4 out of 5 pupils who achieved a level 1 for entry level maths were entered for personal progress and achieved this.

### Science

Exiting cohort by Subject/need	Science GCSE	Science (entry level)	None
Complex	5		
Nurture	0	2	3
ASC	3	6	3
Total	8	8	6

In total 8 students sat GCSEs and because this is a dual award this represents 16 GCSEs.

Out of these 16 they achieved the following

Grade	No
1	6
2	3
3	3
4	1
5	1
6	0
U	2
Total	16

The science entry level achieved a 100% pass rate .

## Art

100% of students entered achieved a GCSE grade. All of the students were MLD.

## Personal progress

This, traditionally, has been seen as the way for our lowest students to gain some recognition for the work they do. They are Entry level 1 units and their assessment methodology is teacher only assessment. A total of 12 students were entered.

Exiting cohort by Subject/need	Personal progress L1	None
Complex		
Nurture	4	0
ASC	3	5
Total	7	5