



Marjory Kinnon School

Summary of Data
Academic Year 2023 - 24

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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.

	Academic Year 2022/23 (July 2023)	Academic Year 2023/24 (July 2024)
Pupils on roll	304	307
Gender breakdown	Girls: 75 (25%) Boys: 229 (75%)	Girls: 74 (24%) Boys: 233 (76%)
EAL	156 (51%)	155 (50%)
Ethnicity	White English 26% Indian 19% Pakistani 10% Black Somali 6% Additional groups (under 5%) 39%	White English 26% Indian 19% Pakistani 10% Black Somali 5% Additional groups (under 5%) 40%
Pupil premium	FSM: 127 pupils (42%) FSM Ever 6: 152 pupils (50%)	FSM: 128 pupils (42%) FSM Ever 6: 132 pupils (43%)
Designation from census	MLD 84 ASD 210 SLD 10	MLD 76 ASD 220 SLD 10
Child protection plans	1	0
SEN	All pupils on roll have an EHCP or proposed EHCP	All pupils on roll have an EHCP or proposed EHCP
Attendance	90.6% (Academic Year 2022/23) 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 3.6% higher when compared to national 2022/23	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

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 – Reading

			All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASD	MLD	SLD
READING	% not achieving targets Summer 2023	Number of results	225	52	173	108	117	163	54	8
		Number of Pupils not meeting targets	22	5	17	11	11	15	6	1
		% Pupils not meeting targets	10%	10%	10%	10%	9%	9%	11%	13%
	% not achieving targets Summer 2024	Number of results	202	42	160	78	124	165	34	3
		Number of Pupils not meeting targets	26	3	23	7	19	22	4	0
		% Pupils not meeting targets	13%	7%	14%	9%	15%	13%	12%	0%

- The percentage of children not meeting their targets in reading at the end of summer 2024 is similar compared to summer 2023.
- The vast majority of girls have met their targets (only 3 girls did not meet their targets)
- Higher percentage of boys who were primarily ASD high dependency didn't meet their targets in 2024.
 - Further investigation of the data identified attendance and higher than average number of recorded behaviour incidents. These pupils have made progress but at a slower rate with the majority missing their targets small margins.
 - All pupils who are SLD met their targets.
- Individual pupils not making sufficient progress have been prioritised for catch-up interventions (this includes attendance targets and therapeutic interventions for behaviour).

Whole School Summary – Writing

			All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASD	MLD	SLD
WRITING	% not achieving targets Summer 2023	Number of results	225	52	173	108	117	163	54	8
		Number of Pupils not meeting targets	38	7	31	18	20	25	11	2
		% Pupils not meeting targets	17%	13%	18%	17%	17%	15%	20%	25%
	% not achieving targets Summer 2024	Number of results	202	42	160	78	124	165	34	3
		Number of Pupils not meeting targets	32	4	28	16	16	25	6	1
		% Pupils not meeting targets	16%	10%	18%	21%	13%	15%	18%	33%

- Writing was a focus for 2023/24 and has improved by 1 percent.
- Groups to focus on are Pupil Premium (SLD are a small group). No significant gap between any other groups.
- Individual pupils not making sufficient progress have been prioritised for catch-up interventions (this includes attendance targets and therapeutic interventions for behaviour).

Whole School Summary – Number

			All Pupils	Girls	Boys	Pupil Premium	Not Pupil Premium	ASD	MLD	SLD
NUMBER	% not achieving targets Summer 2023	Number of results	225	52	173	108	117	163	54	8
		Number of Pupils not meeting targets	11	5	6	5	6	8	3	0
		% Pupils not meeting targets	5%	10%	3%	5%	5%	5%	6%	0%
	% not achieving targets Summer 2024	Number of results	202	42	160	78	124	165	34	3
		Number of Pupils not meeting targets	24	5	19	9	15	19	5	0
		% Pupils not meeting targets	12%	12%	12%	12%	12%	12%	15%	0%

- The percentage of children not meeting their targets in number at the end of summer 2024 is higher compared to summer 2023.
- Higher percentage of boys who were primarily ASD high dependency didn't meet their targets in 2024.
 - Further investigation of the data identified attendance and higher than average number of recorded behaviour incidents. These pupils have made progress but at a slower rate with the majority missing their targets small margins.
- No significant gap between any other groups.
 - All pupils who are SLD met their targets.
- Individual pupils not making sufficient progress have been prioritised for catch-up interventions (this includes attendance targets and therapeutic interventions for behaviour).

