

School Dashboard 2016/17:

Student info:

Number of Students	Boys	Girls
46	33	13

Attendance	Attendance aim	Attendance Record	National Expectation
2015/16:	95%	92.1% (-2.9%)	96.5% (National average)
2016/17:	95%	92.5% (-2.5%)	96.4%
Notes:	2016-17 attendance is as of 23.6.2017. Full record available at year end.		<ul style="list-style-type: none"> Absences in Special School Nationally increased from 9.0% to 9.4% (2014/15).

Student Groups	In School	National Averages (if applicable)
Pupil Premium	19 (42%)	26%
EAL	19 (42%)	<ul style="list-style-type: none"> 19% Primary 14% Secondary 13.6% of EAL students believed to have Special Needs 15.5% of English as first language believed to have special needs

London Borough	Number of Students	Independent Travelers
Brent	1	1
Camden	1	
Ealing	1	

Hammersmith and Fulham	1	
Kingston	1	
Lambeth	6	
Kensington and Chelsea	6	1
Merton	1	
Southwark	9	
Tower Hamlets	4	
Wandsworth	5	
Westminster	6	2
Private Placements	2	

Student Profiles

	Speech and Language	Occupational Therapy	Down Syndrome	Epilepsy	AAC Users
Boys	33	14	11	4	1
Girls	13	7	4		1
Total	46	21	15	4	2
Percentage of the school	100%	46%	33%	9%	4%

Student Ages/ Age Appropriate:

	Number of students	Age appropriate
Key Stage 2	15 (33%)	0%
Year 3		2
Year 4		4
Year 5		5
Year 6		4
Key Stage 3	21 (46%)	0%

Year 7	2	
Year 8	7	
Year 9	12	
Key Stage 4	9 (20%)	0%
Year 10	6	
Year 11	3	
Key Stage 5	1 (0%)	0%
Year 12	1	

Range of student attainment levels:

	P-Scales	National Curriculum
Key stage 2	12	3
Key Stage 3	7	14
Key Stage 4	1	8
Key Stage 5	0	1
Subject	Range of abilities across the School	
Reading	P4 – Year 4	
Writing	P4 – Year 3	
Mathematics (Number)	P4 – Year 4	
Spoken Language	P4 – Year 4	

External Qualifications (2016/17):

Qualifications	Number Entered	Number Achieved* TBD
GCSE Maths	2	
Entry Level Art (Entry Level 2 and 3)	2	
Entry Level PE	6	

(Entry Level 3 and 1)		
Entry Level Food Studies (Entry Level 3,2 and 1)	3	
Functional Skills ICT Entry 1	5	
Functional Skills ICT Entry 2	1	
Functional Skills Maths Entry 2	6	
Functional Skills English Entry 1	4	
Functional Skills English Entry 2	8	
Entry Level Maths (Entry Level 2 and 1)	2	
Entry Level English (Entry Level 2)	2	
TOTAL ENTRIES	45	
Number of students entered:	18	

Leavers:

Provisions	2013/14	2014/15	2015/16
Residential			
Academic based Courses	3		
Vocational Courses	7	4	7
Percentage of Leavers who moved onto further placement	100%	100%	100%

***Full Leavers table is available on the website**

Performance Data 2016-17 (Updated May 2017)

Summary:

-2016/17 has been a transition year, with the aim to move away from commercial purchased Curriculum/assessment systems (Bsquared/SOLAR) towards our own bespoke, skill based system with less reliance of statistical predictions/targets.

-This is on track, with new curriculum/assessment to be implemented September 2017 for all Core subjects, as well as PE, Art and PHSE strands. Remaining subjects will be implemented throughout the 2017/18 academic year.

-Individualised learning and targets were implemented across the school (for Number, Reading and Writing), with each student being tracked rigorously throughout the year (learning reports).

-Moderation was expanded (internal and external) and successfully implemented between Modules 2-4. Modules 5 and 6 were spent devising the new curriculum and assessment systems and will resume September 2017.

-Speech and Language Targets are set individually by each class' Speech and Language Therapist. They are then measured twice a year (January and June) against P-Scales/National Curriculum Outcomes. Student Speech and Language progress is detailed in annual reports and can be discussed with each Speech and Language Therapist.

-Foundation subjects are recommended to be the focus for next academic year

Students	New students in 2016/17	Students who moved class during 2016/17
46	7	5

Achievement 2016/17

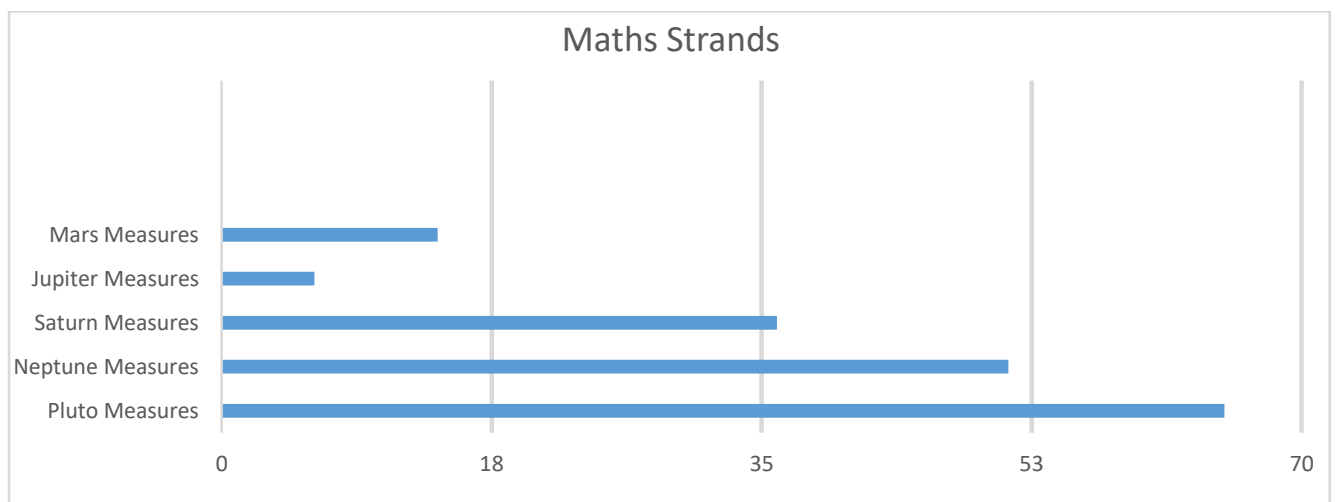
Whole School (41 students)	Number of Students who did NOT meet targets (out of 41)	Number of Students who DID meet their targets (out of 41)	Number of Students who EXCEEDED their targets (out of 41)
Maths- NUMBER	7 (17%)	34 (83%) +3%	4 (10%)
English- WRITING	4 (10%)	37 (90%) +10%	3 (7%)
English- READING	7 (17%)	34 (83%) +3%	4 (10%)

Notes: This data shows performance of 41/45 students on roll. The remaining 4 students are:

- 2 students have had recent medical issues (Surgery and subsequent absence/change in medication) so have not been included
- 2 students joined within the last 2 terms so are still having performance data collected
- 1 student follows MAPP for target setting and progress

Maths Strands

The following includes the average student progress for Mathematics Measurement Strand for 2016/17. Other Mathematics strands (Geometry, Statistics, Using Applying) are taught to those students deemed to access them throughout the year. This can be discussed with Key teachers.



Speaking and Listening

Whilst students' individual targets are set by each class' Speech and Language Therapist, the following details the range and progress of students against National Standards. For information on students' individual progress, each class Speech and Language Therapist records and keeps progress and assessment notes.

	Measured against	Average Student Progress	Attainment Range (Low)	Attainment Range (High)
Pluto	P-Scales/Foundation Stages	P Scales: Receptive: 38% Expressive: 81% Foundation Stages: 32%	P4	P6
Neptune	P-Scales/National Curriculum	P Scales: Receptive: 23% Expressive: 65% National Curriculum: 12%	P4	Year 1
Saturn	National Curriculum	64%	Year 1	Year 2
Jupiter	National Curriculum	56%	Year 1	Year 2
Mars	National Curriculum	63%	Year 2	Year 4

Group Comparisons

Pupil Premium 16/19	Number of Students who did NOT meet targets (out of 16)	Number of Students who DID meet their targets (out of 16)	Number of Students who EXCEEDED their targets (out of 16)
Maths- NUMBER	4 (25%)	12 (75%) -5%	2 (13%)
English- WRITING	2 (13%)	14 (88%) 0%	1 (6%)
English- READING	2 (13%)	14 (88%) +5%	2 (13%)
Notes: 3 Students omitted due to <ul style="list-style-type: none"> 1 student uses MAPP to chart progress 2 student has been omitted due to medical difficulties 			

EAL 17/19	Number of Students who did NOT meet targets (out of 16)	Number of Students who DID meet their targets (out of 16)	Number of Students who EXCEEDED their targets (out of 16)
Maths- NUMBER	5 (31%)	12 (69%) -11%	1 (6%)
English- WRITING	2 (13%)	15 (88%) 0%	3 (19%)
English- READING	2 (13%)	15 (88%) +5%	1 (6%)
Notes: 1 student has been omitted due to medical difficulties 1 student is new and is being baselined			

Most able* 10 Students	Number of Students who did NOT meet targets	Number of Students who DID meet their targets	Number of Students who EXCEEDED their targets
Maths- NUMBER	1 (10%)	9 (90%) +10%	1 (10%)
English- WRITING	2 (20%)	8 (80%) -8%	3 (30%)
English- READING		10 (100%) +17%	3 (30%)
Notes:			

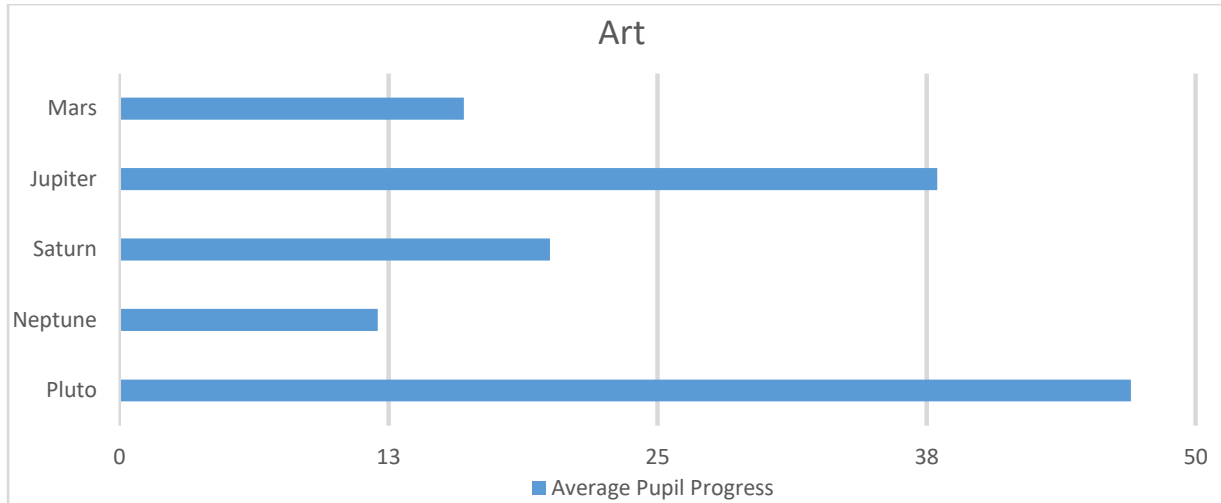
Girls /11	Number of Students who did NOT meet targets	Number of Students who DID meet their targets	Number of Students who EXCEEDED their targets
Maths- NUMBER	3 (27%)	8 (73%) -7%	
English- WRITING		11 (100%) +20%	
English- READING	2 (18%)	9 (82%) +2%	
Notes: 13 Girls in the school 2 students are new and are having baseline data collected			

Boys /30	Number of Students who did NOT meet targets	Number of Students who DID meet their targets	Number of Students who EXCEEDED their targets
Maths- NUMBER	4 (13%)	26 (87%) +7%	4 (13%)
English- WRITING	4 (13%)	26 (87%) +7%	3 (7%)
English- READING	5 (16%)	25 (83%) +3%	4 (13%)
Notes: 33 Boys in the school 3 students are omitted <ul style="list-style-type: none"> • 2 for medical reasons • 1 other uses MAPP to chart progress 			

Foundation Subjects

- Foundation subjects have been under review this year to identify strengths and areas of improvement within the following areas, Planning, Teaching, Assessment, Evidence of Learning and Curriculum.
- Foundation subject leaders were required to input assessments for students throughout the year for the first time
- These assessments highlighted the following systematic strengths and areas for improvement within the realm of curriculum and assessment:
 - **Strengths:**
 - All assessments were completed by on time and for each student
 - A range of evidence was viewed (photographs of artworks, observations of performances, recordings of PE skills and reports in newsletter of external events)
 - Most Foundation subject leaders agree that bsquared assessments are no longer fit for purpose and are eager to review and rewrite where necessary
 - **Areas for Improvement**
 - The reliability of assessments for some Foundation subjects determines that moderation of Foundation assessments must be incorporated into the schools' moderation program next year
 - Review of curriculum, starting with PE and Art as first steps towards making Foundation subject curriculums more individualized towards our students
 - Revised assessment tracking of student progress to move away from whole group averages towards individual targets

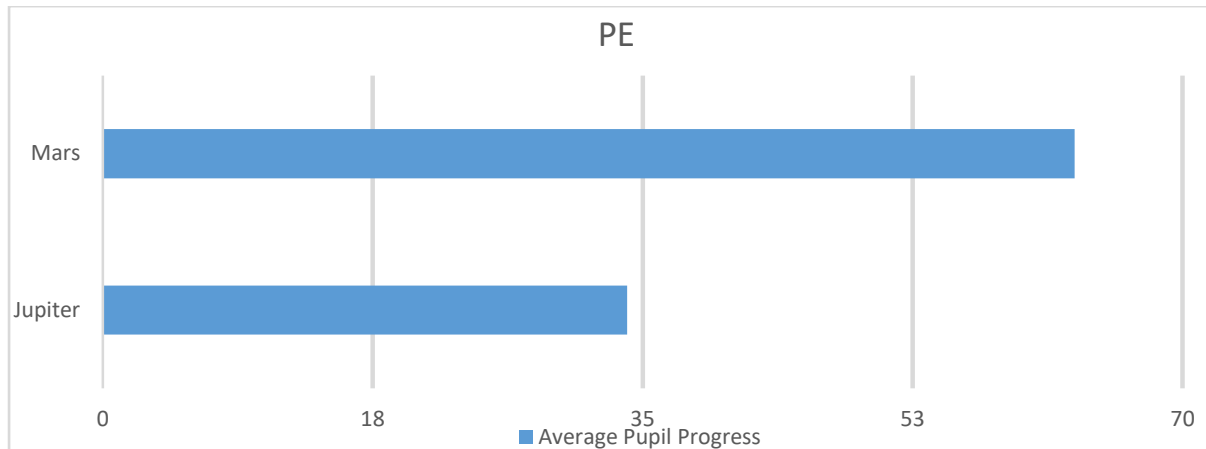
The following is a record of student progress in Art, PE, Drama, PHSE and Humanities (where applicable).



Range of attainment

Class	Pluto	Neptune	Saturn	Jupiter	Mars
Range	P4-P6	P4-P7	P6-Year 1	P8- Year 4	Year 4 – Year 5

- Mars, Jupiter, Saturn, Neptune were measured against Bsquared Outcomes, both P-Scales and National Curriculum Targets
- Pluto were measured against P-Scale Outcomes using SOLAR



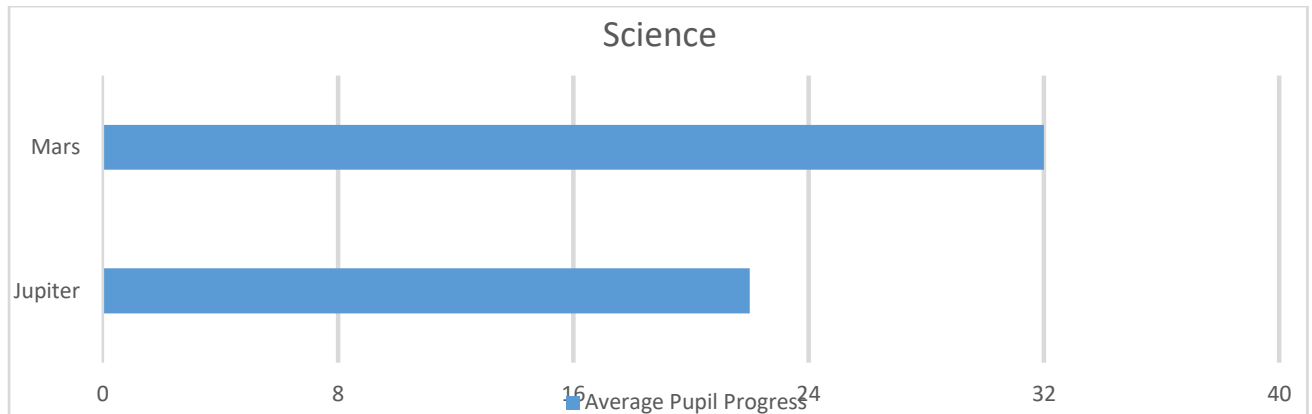
- Mars and Jupiter are measured against Bsquared outcomes, through National Curriculum and P-Scale outcomes.

Progress towards PE targets throughout 2016-17			
	Not Achieved	Achieved	Exceeded
Pluto (7)	0	6 (86%)	1 (14%)
Neptune (5)	0	4 (71%)	1 (20%)
Saturn (7)	0	5 (71%)	2 (29%)

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- Pluto, Neptune and Saturn were measured against individualized outcomes set by PE leads. This summary shows whether students have achieved, are working towards or have not achieved their PE targets this year.
- Students in Neptune and Saturn not included took part in Yoga during PE time. Progress and targets can be discussed with the Yoga Teacher.

Range of attainment

Class	Pluto	Neptune	Saturn	Jupiter	Mars
Range	P4-P6	P4-P7	P6-Year 1	P8- Year 4	Year 4 – Year 5



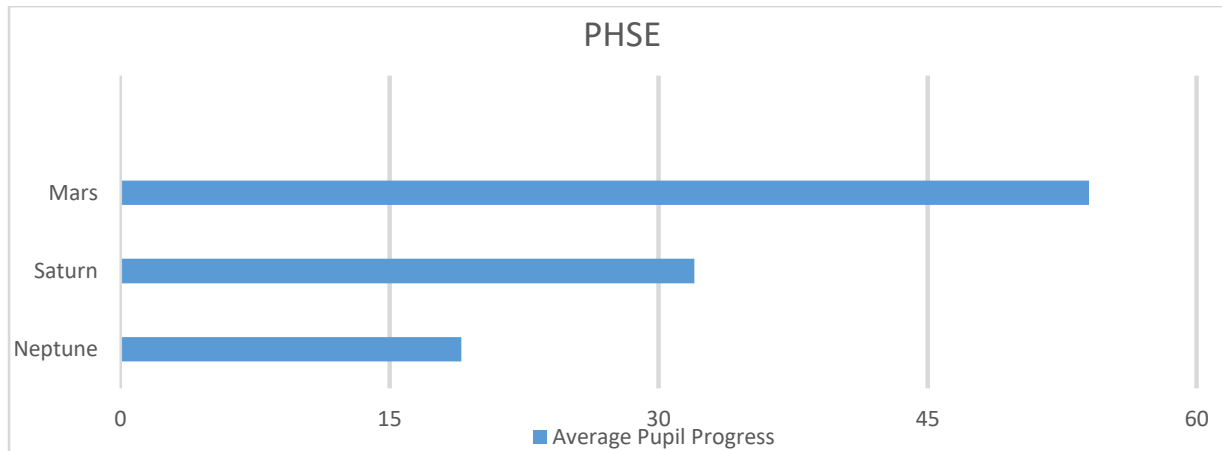
Average Progress made between Mars and Jupiter across Science Strands this year, measured against Bsquared outcomes.

Range of Attainment Pluto, Neptune, Saturn for Working Scientifically Outcomes

	Pluto	Saturn	Neptune
Range	P4-P7	P6- Year 1	P4-P8

Understanding the World

- Pluto, Neptune and Saturn underwent a trial during Humanities and Science lessons this year, to determine if a 'Topic' based approach would lead to increased levels of engagement and relevance to students who primarily do not access suggested programs of study. This was deemed successful, with per module reviews by key staff and will be continued and formally assessed next academic year.
- Humanities in Mars and Jupiter was also under review, following targets within class that were adapted from the National Curriculum to ensure relevance and appropriateness. This curriculum will be changed to reflect this approach in January 2018 and then subsequent formal assessments.



Average student progress in Mars, Saturn and Neptune measured against Bsquared outcomes.

Students in Pluto, Jupiter and Mars also had their progress measured against individual targets. Here is there achievement:

Progress towards PHSE targets throughout 2016-17			
	Not Achieved	Achieved	Exceeded
Pluto		5	2
Jupiter		4	4
Mars		6	4