

Achievement summary 2018-19

We have been awarded an SSAT SEND Exceptional Outcomes Award 2019 in recognition of our innovative practice and the impact it has on our learners.



National comparators – excellent

- The progress 8 figure of -1.53 places us in the top 10% of special schools nationally (1406)
- KS2 progress in reading, writing, maths is within the top 15% of special schools Nationally out of all special schools (1191)
- Non-validated KS2 data this year would put us in the top 2%

Local comparators – excellent

- This progress8 score is rated 3rd in Bromley and top in Lambeth.

Progress 8 score ?

Well below average -1.53

Progress score in reading, writing and maths ?

Reading	Writing	Maths
Average -4	Average -3.7	Well below average -4.8

Average scaled score per pupil	
Average scaled score in reading	91
Average scaled score in grammar, punctuation and spelling	88
Average scaled score in mathematics	88

Progress measures: KS1 to KS2	
Reading progress score (confidence interval in brackets)	1.7 (-1.7 to 5.0)
Writing progress score (confidence interval in brackets)	-0.8 (-3.9 to 2.3)
Mathematics progress score (confidence interval in brackets)	0.9 (-2.0 to 3.9)

Personal and Social Development/Communication

- 91% of pupils made good or excellent progress in their personal health and social education.
- 46% of students in KS4 are independent travellers. This is an increase from last year.
- 26% of students (5 students) sat terminal exams in the summer. This is the same as last year.
- 15 students are enrolled on the Duke of Edinburgh Award – this is double the number from last year. With more students being awarded the bronze and silver
- All KS4 students have completed a two-week work experience this year.
- All year 6 students have a named preferred secondary provision. This includes 3 pupils transferring to mainstream provision and 2 to alternative provision for pupils with SLD.
- All year 11 have had an AR and are naming post-16 provision for next year. All year 11 students have visited post-16 providers.
- Cycling proficiency - 31 students from years 6-11 completed the Cycle Confident course.
- Personal Development Tracker shows that progress has been made across all six categories.

B. Group Analysis - Baseline 2018/2019 to Summer 2018/2019

Average achievement in the development strands for the 145 pupils who fulfil the selected criteria for the Baseline 2018/2019 assessment point and the 143 pupils for the Summer 2018/2019 assessment point.

Assessment point	Social Communication			Social Interaction			Sensory Processing			Emotional Understanding			Independence and Organisation			Self-care and Keeping Safe		
Baseline 2018/2019	0.0	1.2	4.0	0.0	1.2	4.0	0.0	1.1	4.0	0.0	1.0	3.2	0.0	1.2	4.0	0.0	1.2	3.3
Summer 2018/2019	0.2	2.1	4.0	0.0	2.1	4.0	0.0	2.0	4.0	0.2	1.8	4.0	0.2	2.1	4.0	0.2	2.1	4.0

Early Years Foundation Stage (EYFS) Excellent

- Baseline assessments using Early Excellence Baseline Assessment (EExBA) data show that most pupils enter school 'well below typical'.
- Average progress across all areas of learning and development is 1 age band plus 32%.
- Greatest development has been made in Communication and Language (Understanding and listening & attention) and physical development (moving & handling)

Development in the EYFS 2018-19

Area of learning and development	Development within age bands (%)
Overall Average	~132%
Understanding the World	~132%
Physical Development	~145%
Personal, Social and Emotional Development	~120%
Mathematics	~128%
Literacy	~128%
Expressive Arts and Design	~128%
Communication and Language	~145%

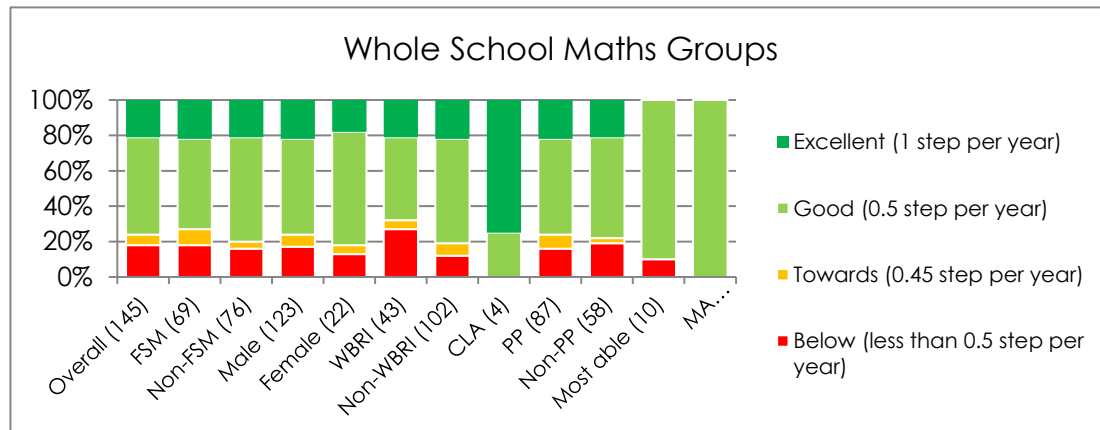
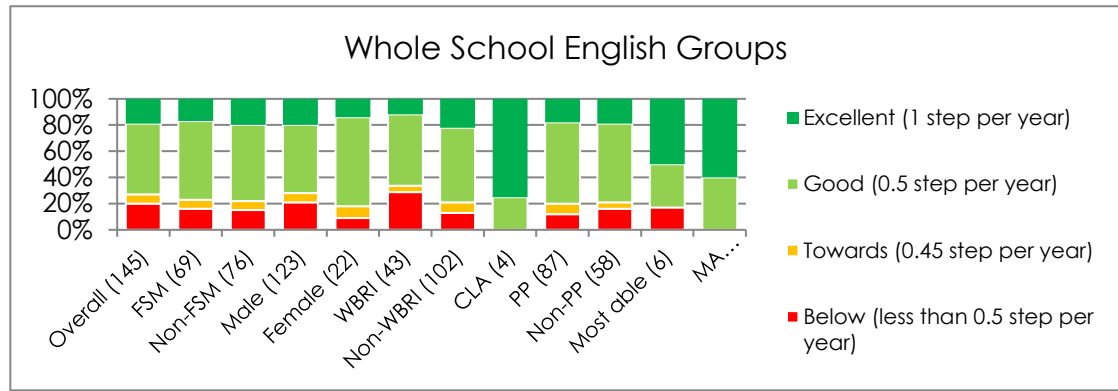
*LSSN Lewisham Special Schools' Network

*SLP Specialist Learning Partnership

*Groups refer to gender, ethnicity, pupil premium (PP) free school meals (FSM) Children Looked After (CLA), Most Able (MA)/ Most able disadvantaged (MA disadvantaged).

Comparison of groups*

- No underachieving groups in comparison to overall figures.
- Overall there is little difference in the progress of groups between English and maths.
- All CLA making good or excellent progress

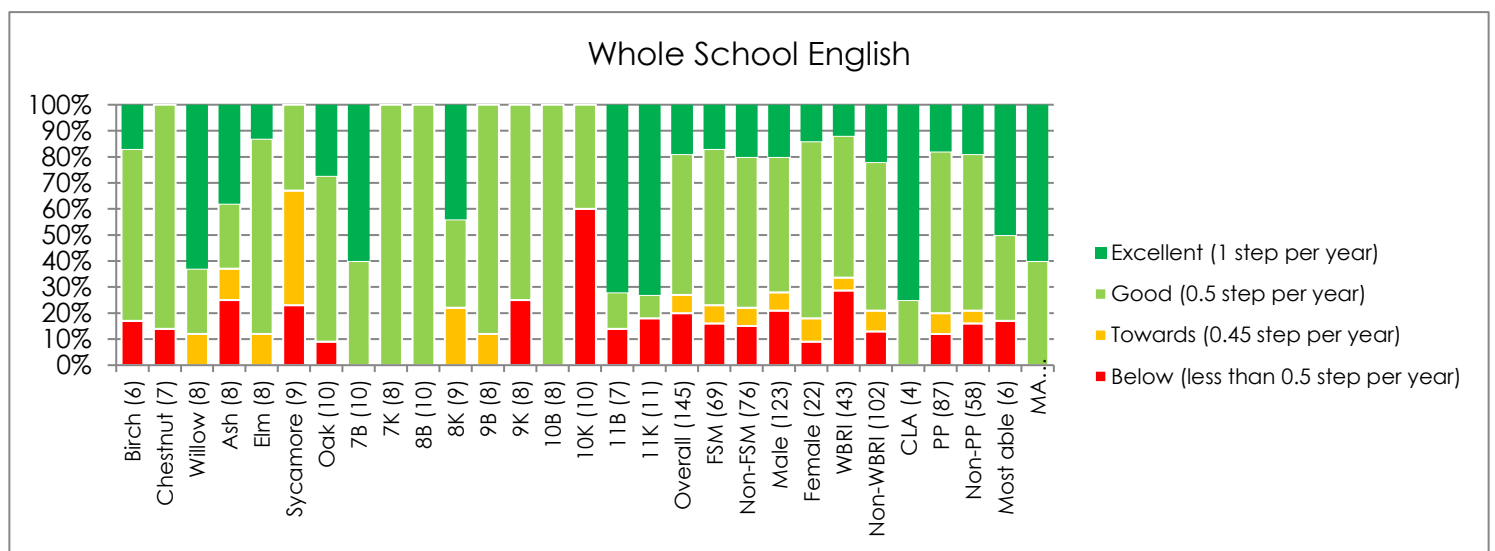
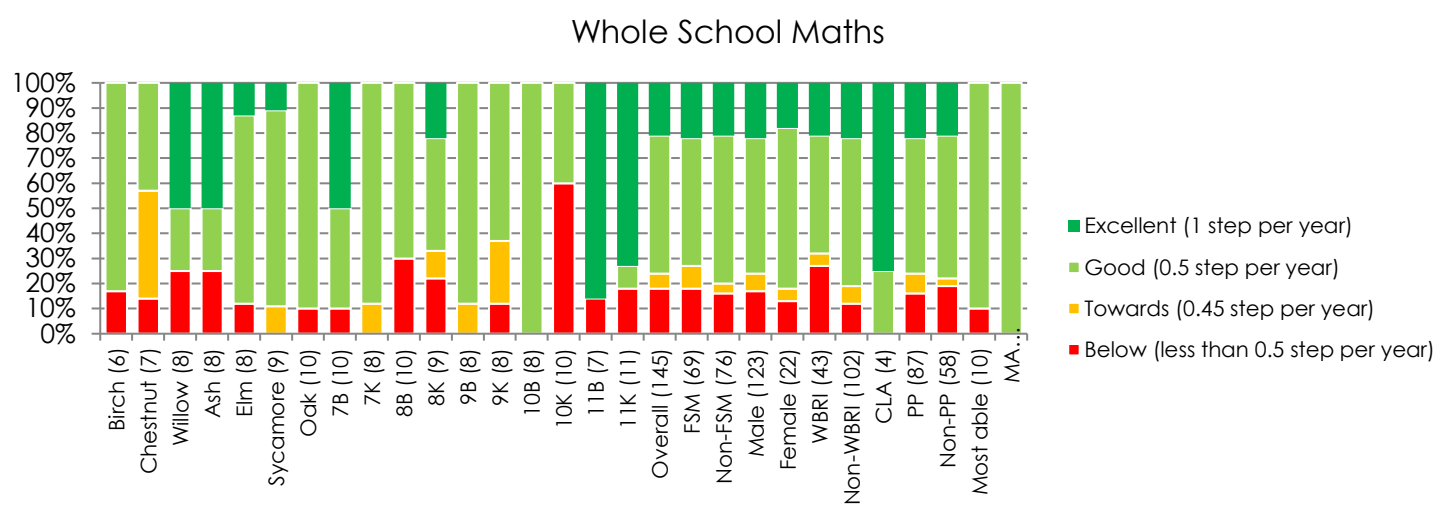


English

- Overall figures show that a high proportion of students have made excellent progress (19%).
- 73% have made good or excellent progress.
- Intensive literacy support has made a big impact – see case study
- Reading: 89% of students have made good or excellent progress. Pupils on average have made 6 months progress in their reading
- Writing: 85% of students have made good or excellent progress.
- Phonics is taught through SoundsWrite and the impact is evidenced through pupils' progress data in reading and spelling and writing.

Maths

- Overall figures show that a high proportion of students have made excellent progress (21%).
- 76% have made good or excellent progress.



Comparison of English and Maths

- Whilst there is some discrepancy between some year groups, the overall figures show that there is very little difference between the progress of English and maths across the school (73% and 76% respectively making good or excellent progress).
- Data is in line with outcomes from last year although slightly lower
- English and Maths performance across phases is similar with over 70% making good or excellent progress.

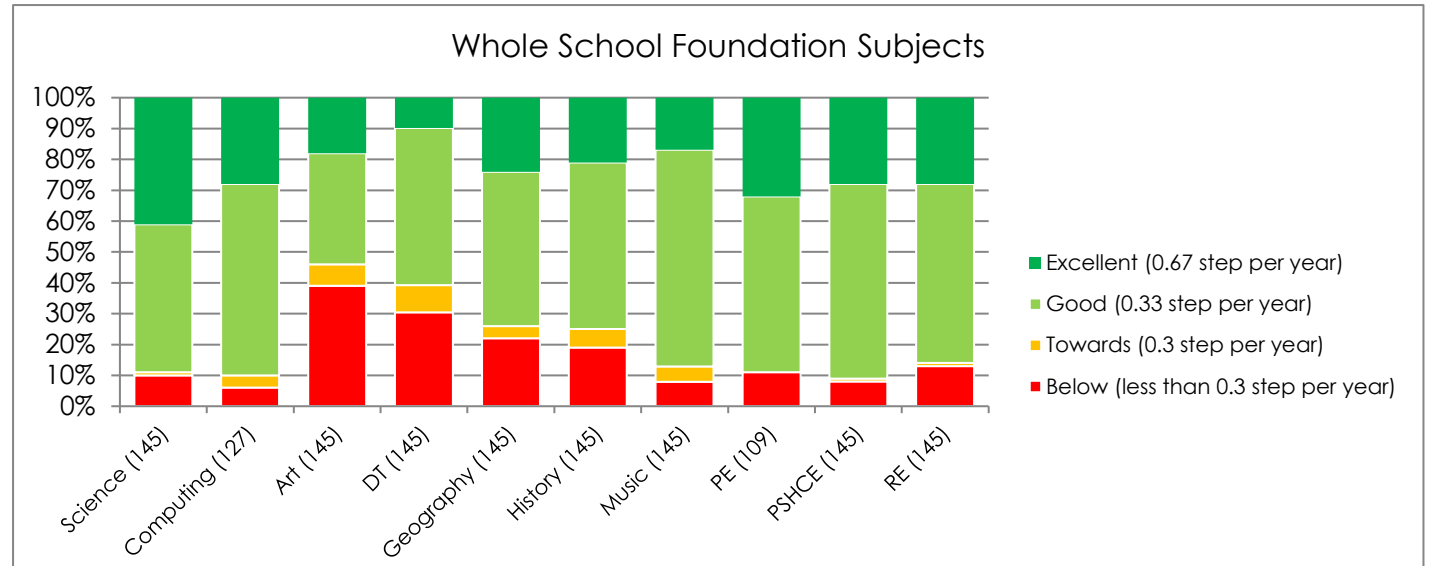
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Foundation subjects

- In most subjects over 70% of students are making good or excellent progress.
- 91% of pupils made good or excellent progress in their personal health and social education.
- Progress in DT and Art is slightly below that of other subjects. This is due to students accessing these subjects on a carousel basis and so have less dedicated curriculum time.



Attainment (summer 2018)

- 4 out of 14 students sat the SATs.
- GCSEs offered were English and maths
- 100% pass rate in all GCSE subjects offered.
- 27% of students achieved 1 or more GCSE's at grade A*-G or 1-9.
- 6% of students gained GCSE at grades 4-9.
- All students are entered for at least 5 qualifications.
- All students gained at least 5 Entry level passes.

GCSE: English and Maths

Subject	Numbers of students being awarded the grades									
	9	8	7	6	5	4	3	2	1	U
English (4 students) 22% of cohort	0	0	0	0	0	0	1	1	2	0
Maths (5 students) 27% of cohort	0	0	0	0	0	1	1	2	1	0

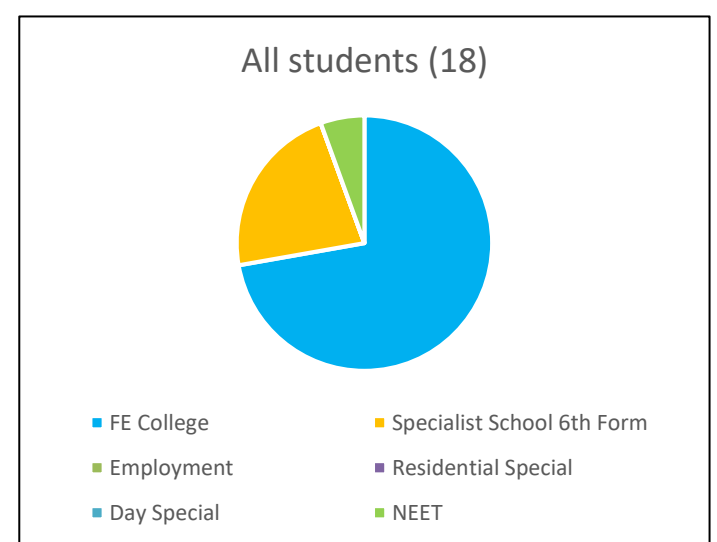
Level 1 Qualifications

Subject	Numbers of students being awarded a pass
Functional Skills Maths Level 1 (5 students) 27% of cohort	5

Destination data (summer 2019)

- All students secured post-16 provision from a variety of providers both within and outside of the Borough of Lewisham.

	FE College					Specialist School 6 th Form	
	LSEC (Bromley and Orpington college)	LeSoGo (Lewisham College)	Shooters Hill College	South Essex College	Carshalton College	Centre Academy	Drumbeat 6 th Form
Number of students (18)	3	3	4	1	2	1	3
Courses followed	Vocational tasters	Vocational taster (catering level 1) / supported learning	Sixth form provision – Learning for independence	Vocational tasters	Catering	Foundation Learning Programme	Sixth form provision
	Level 1 Catering	Level 1 Art and design			Art		
	Level 1 Childcare	Level 1 Hospitality /catering					



Concluding statement

- Development of communication skills is excellent and is instrumental to all pupils' achievements.
- Progress in pupils' personal and social development is excellent.
- Comparison of data with local and national data was excellent last year.
- Preparation for post-16 education is well integrated across the school so that pupils remain in education and or employment.
- Progress is excellent in English and maths.
- PDT is allowing close tracking of progress in personal and social development. It has also enabled more personalised PDPs to be written in conjunction with parents.
- PDT allowing close tracking of therapies enabling improved targeted allocation of support.,

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