

# Outcomes report 2022/23

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27 September 2023



## CERTIFICATE OF RECOGNITION

This school has been nominated to become a

# MUSIC MARK SCHOOL

in recognition of a commitment to providing a high-quality music education for all children and young people.

**2021 - 2022**

Bridget Whyte  
Chief Executive of Music Mark

Supported by



The UK Association for Music Education - Music Mark  
[www.musicmark.org.uk](http://www.musicmark.org.uk)



# Current National Comparators



- The progress 8 figure of -1.65 places us in the top 10% of special schools nationally
- KS2 progress in reading, writing, maths is within the top 5% of special schools Nationally out of all special schools (1239)

## **Uneven impact of the pandemic on 2021/22 school, college and multi-academy trust performance data**

- Pupils included in the 2021/22 school, college and multi-academy trust (MAT) performance measures will have had **uneven disruption to their learning**.
- We, therefore, recommend not making direct comparisons between schools/colleges or MATs, or with data from previous years. Comparisons with local and national averages can be made cautiously to put an individual school/college or MAT's results into context.
- The individual school, college and MAT data should be used with caution. It reflects a school/college or MAT's results in 2021/22 but cannot provide information about the factors which may have influenced these results.
- When forming a view of how well the school/college or MAT is doing, you should consider a range of different information sources, for example, discussing with the school or college directly, using school or college websites, reading Ofsted reports, and seeking views of friends, and family.

# SSAT SEND

## Exceptional Outcomes Award

SSAT SEND Exceptional Outcomes Award

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.



# Attainment 2022-23



# Early Years Foundation Stage (EYFS)

*Total number of pupils in Reception: 5*

The RBA became statutory in schools in September 2021 assessing pupils' starting points in:

- ▶ language, communication and literacy
- ▶ Mathematics

	<b>Beginning EYFS</b>	<b>End of EYFS</b>
RBA	100% accessed	
EYFSP		100% emerging

# Pre Key Stage Standards

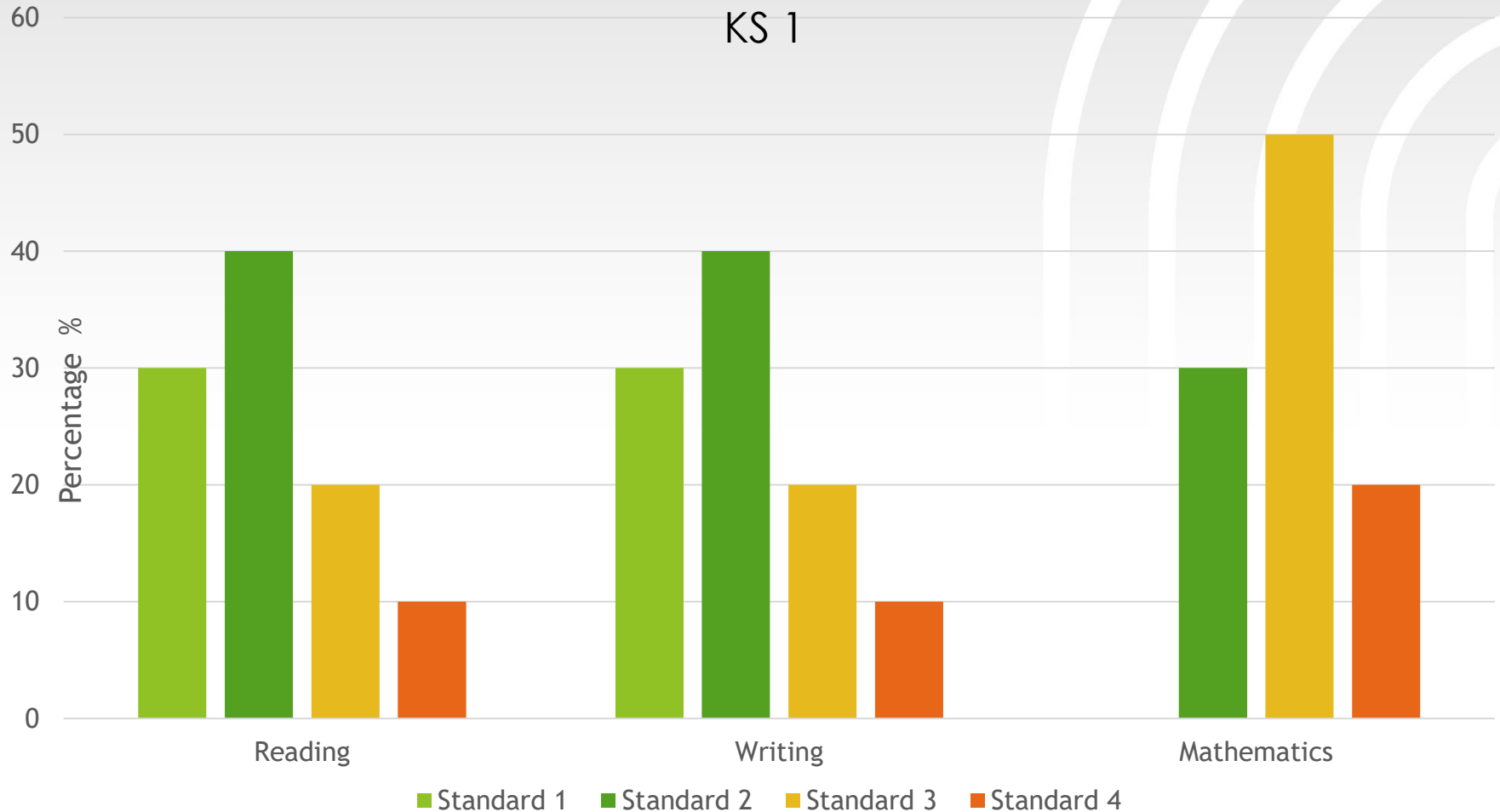
The pre key stage standards focus on key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment.

Pre KS1 Standards	Pre KS2 Standards
	AS
GDS	NS
EXS	6
WTS	5
	4
	3
	2
	1

# End of KS1 Teacher assessment 2023

Total number of pupils in Year 2 = 10

100% working below test standard including Science



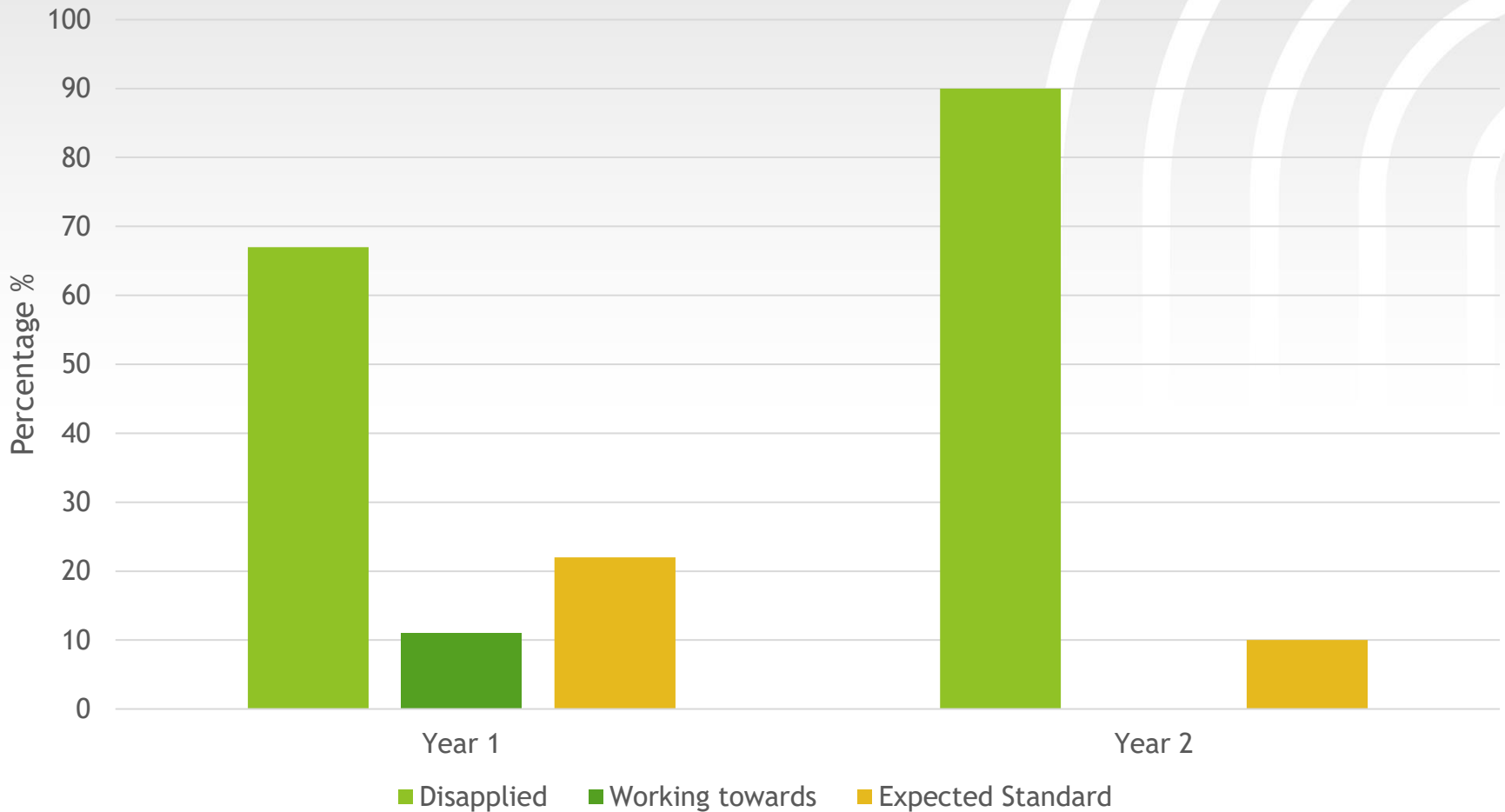


# KS 1 Phonics Check 2023

Year 1 = 9 pupils

Year 2 = 10 pupils

## Phonics Check and re-check

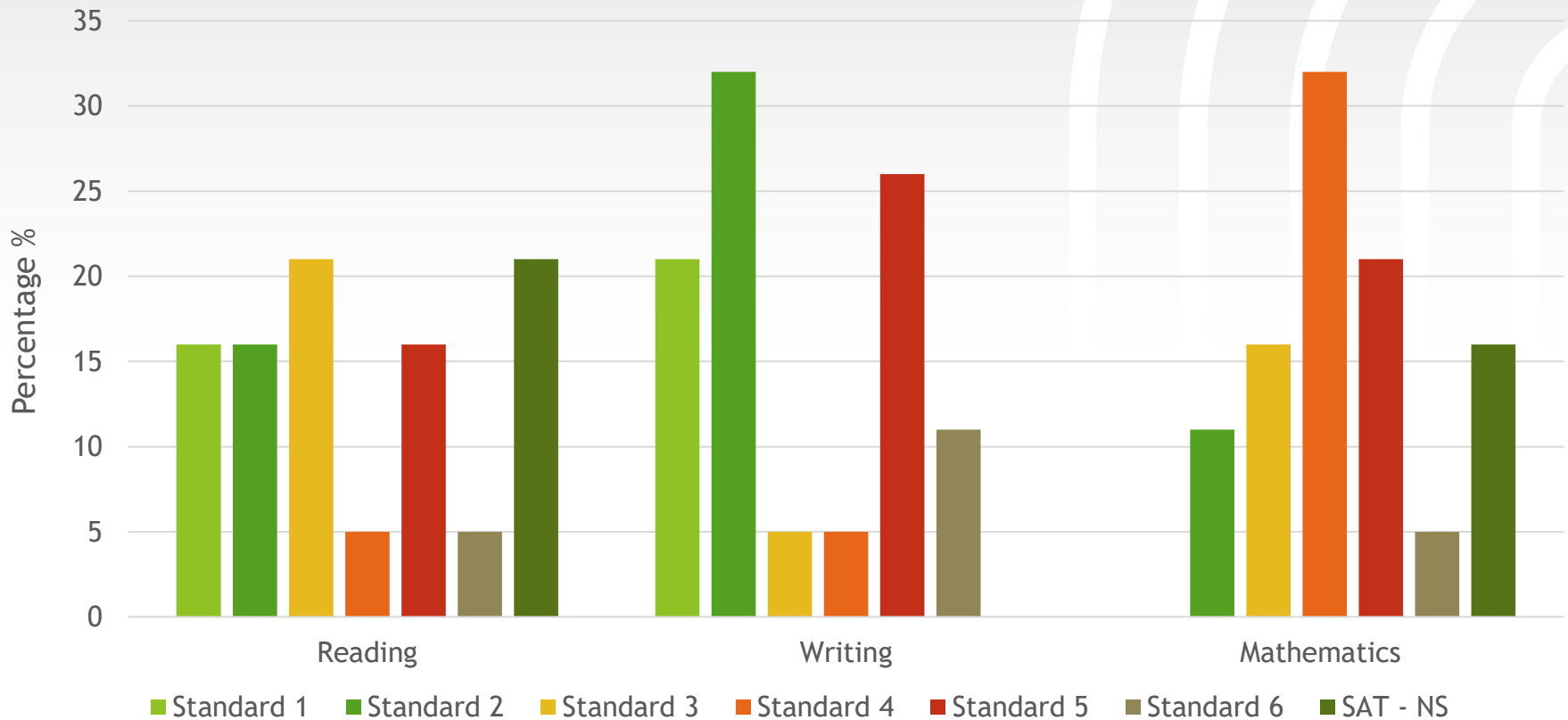


# End of KS2 Teacher assessment 2023

Total number of pupils in Year 6 = 19

5 pupils took SATs

KS 2

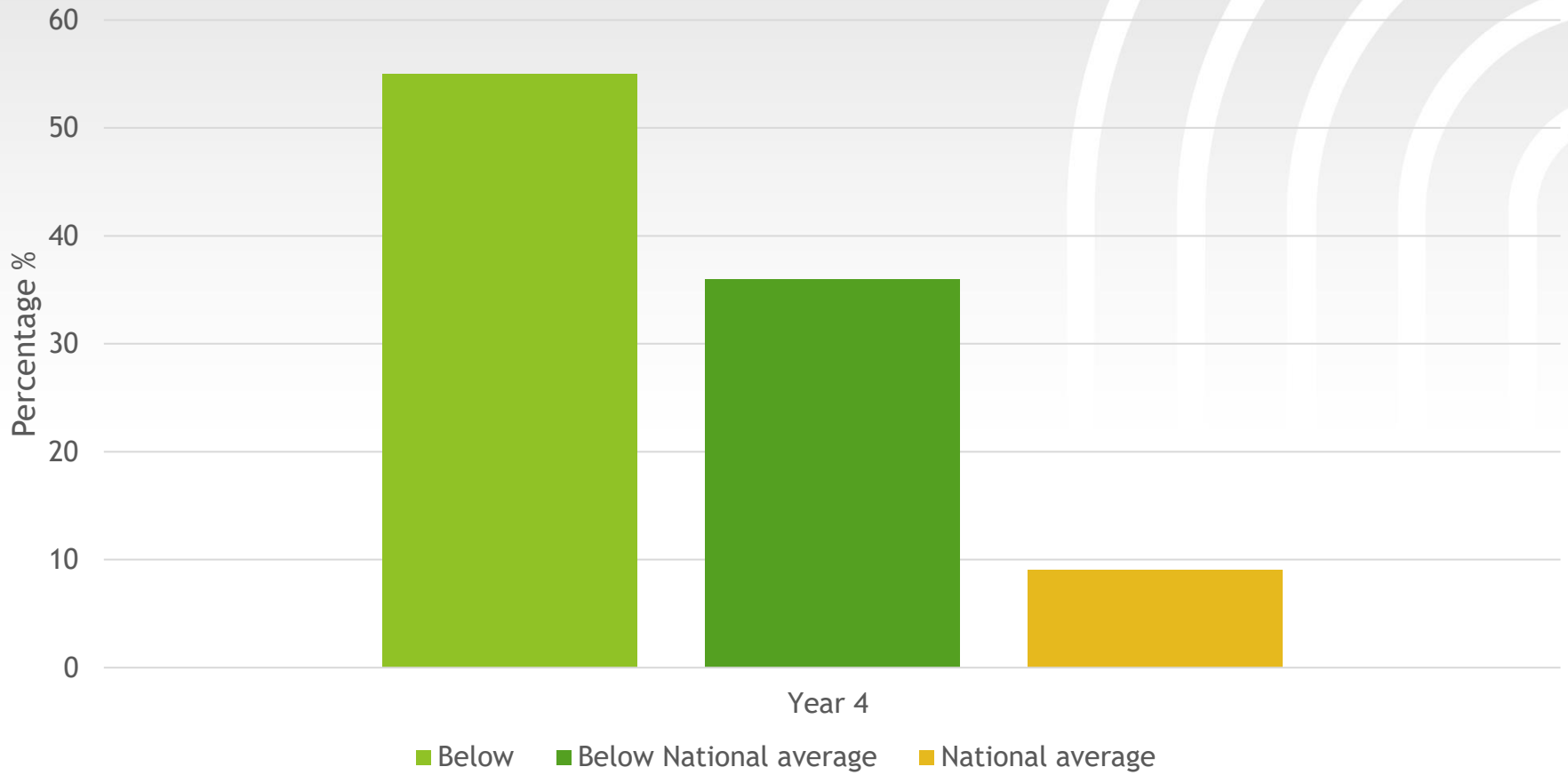


# Multiplication test

Year 4 = 11 pupils

5 pupil entered

## Multiplication test



# Key Stage 3 results

*No statutory results recorded*

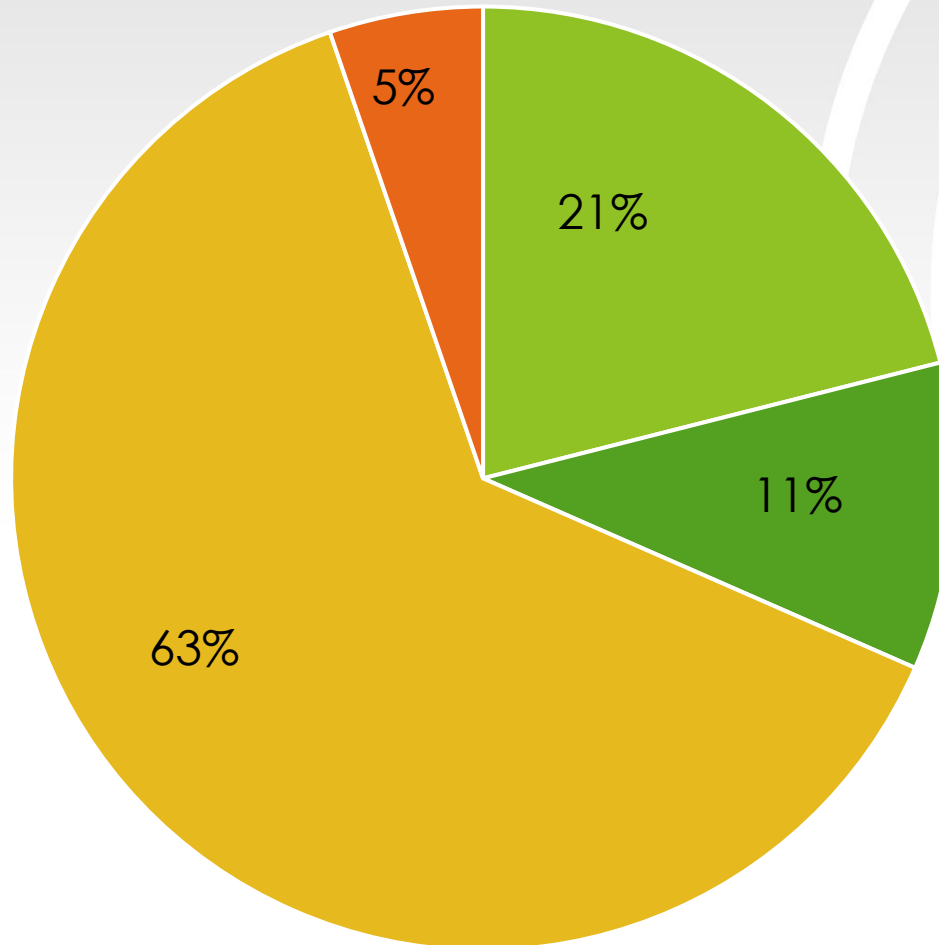
## Key Stage 4 attainment

- ▶ 6 students (35%) sat GCSEs at the end of KS4. (5 last year)
- ▶ 100% of students entered for GCSE achieved grades 1-9 in all subjects.
- ▶ 2 student (12%) achieved a grade 4 or above. This was in maths and Art. (1 student last year)
- ▶ The average number of qualifications gained per student was 8. (7 last year)
- ▶ 100% of students gained a Level 1 qualification (Trinity Arts Award & BTEC Home Cooking Skills)
- ▶ 2 students (12%) achieved 5 Level 1 qualifications including 3 GCSEs



# Pupil destinations:

## Secondary Transfer



■ Greenvale ■ Drumbeat ■ Brent Knoll ■ Other

# Destination data

*Pupils' staying in education / going into employment or training (EET)*

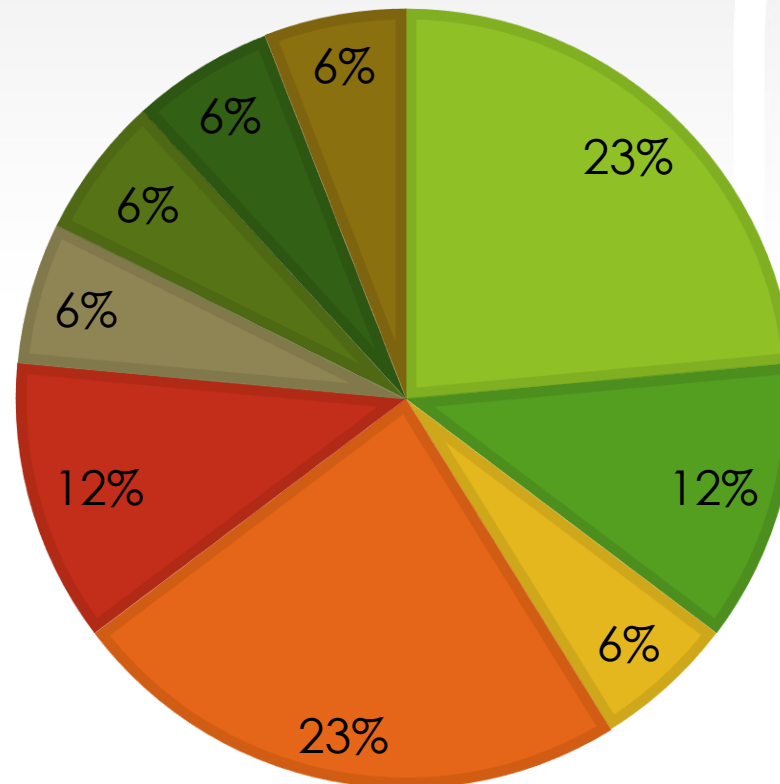
	FE College			Specialist School 6 <sup>th</sup> Form						
	LSEC (Bromley and Orpington college)	Lewisham College	Capel Manor	Brent Knoll 6 <sup>th</sup> Form	Drumbeat	Elm Court	Supajam Education	Spa School	Greenvale 6 <sup>th</sup> Form	
<b>KS4 students (17)</b>	4	2	1	4	2	1	1	1	1	
<b>KS5 students (7)</b>	3	3		1						
<b>Courses followed</b>	Vocational taster / supported learning	Vocational taster / supported learning		Sixth form provision				Sixth form provision		

9 different destinations

# Pupil destinations 2023 – Year 11

## KS4 Students

- LSEC (Bromley and Orpington college)
- Lewisham College
- Capel Manor
- Brent Knoll 6th Form
- Drumbeat
- Elm Court
- Supajam Education
- Spa School
- Greenvale 6th Form





# Internal progress data

## Key findings:

1. No significant difference between any of the groups - PP/NPP, sex, Key stage, ethnicity
2. Maths and English performed similarly across the school
3. Data shows that the teaching of reading is effective.
4. New pathway groupings proved successful in terms of curriculum delivery and the formation of new pathways. Pupils on these pathways have made good progress academically.
5. Foundation subjects on the whole performed similarly, although music was significantly better – one teacher teaches all the music.

# What we offered 2022/23

- ▶ Speech and language therapy service
- ▶ Occupational Therapy
- ▶ Educational Psychology
- ▶ ELSA
- ▶ Art therapy
- ▶ Drawing & Talking
- ▶ Speech Bubbles (Drama)
- ▶ MovementWorks (Dance)
- ▶ Touch Typing – Nesy fingers
- ▶ Safeguarding and pastoral school home support

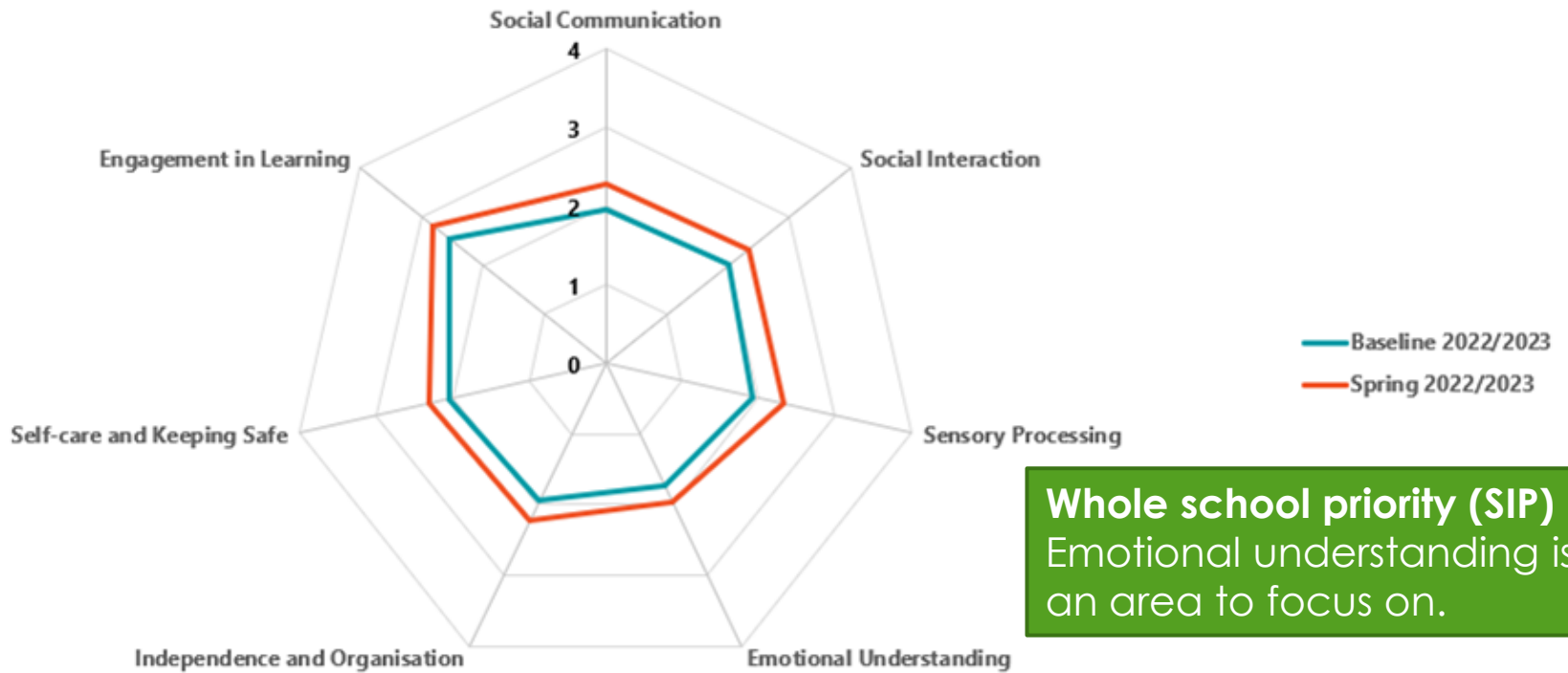
# Summary of outcomes

Therapy/additional support	Frequency (days per week)	No. of practitioners	No. of pupils accessed	Outcomes
Speech and language therapy Service (SALT)	2	2	All *directly or indirectly through Universal, Targeted, and Specific Intervention	Specialist support of children with identified complex needs to continue to review and update EHCP targets as required. Increased joint working with Occupational Therapy for goal setting, intervention and reviewing targets, using SCERTS as a framework. Supporting Family Forum through delivery of family workshops. Promotion of the use of high tech AAC systems Continued to upskill staff and provide training using AAC, total communication, SCERTS.
Occupational therapy service (OT)	2	1	All *directly or indirectly through Universal, Targeted, and Specific Intervention	<u>Primary</u> Specialist input for regulation and self-care skills Training to school staff regarding sensory circuits Contribution to fine motor and handwriting policy Completion of half termly reports Telephone and email support to parents Q & A for staff regarding what OT is and sharing of resources <u>Secondary</u> Whole class input/reviews to support functional skills Specialist input for self-care skills Joint SLT/OT Classroom based/group transition sessions to support transition (YR 11) Creation of Transition Leaflets for Year 10s to support Transition to Year 11/onwards
Educational Psychology Service (EP)	12 (per year)	1	25	Emotional regulation/self-regulation Engagement with learning Bereavement support Support for parents Anxiety/SEMH Attention and concentration Placement support/transition
ELSA	2	2	21	Naming & identifying emotions Zones of regulation Identifying and recognising own strengths/likes/dislikes Learning from our mistakes, learning to relax Developing coping strategies Understanding personal space
Art therapy	1	1	9	Developing communication and eye contact Engagement/focus Expression of feelings Establishing boundaries Talking about loss, endings and changes

Drawing & Talking	1	1	8	Improved confidence/mood Positive interactions Strategies for regulation/anxiety Taking turns
Speech Bubbles - drama	1	1	42	Teacher assessments showed that all pupils involved in Speech Bubbles improved their learning, and speaking and listening skills as well as their emotional behaviour skills.
Movement/Works - dance	1	1/2	40	Teacher assessments showed improvement across all criteria of learning: physical, speech, language, communication, emotional and behavioural
Safeguarding and pastoral school home support	5 + 2	1.6	26 P 29 S = 55	Behaviour/anxiety Bereavement Self-care e.g. sleep, eating, toileting, weight management Accessing Services/DLA Referrals e.g. CAMHS, Puberty Secondary transfer support/Transition Meetings e.g. TAC, CP, CIN, PEP, LAC Attendance, housing, transport, financial Travel training and short breaks Food bank MHWS

# Personal and Social Development

Assessment point	Social Communication			Social Interaction			Sensory Processing			Emotional Understanding			Independence and Organisation			Self-care and Keeping Safe			Engagement in Learning		
Baseline 2022/2023	0.2	2.0	4.0	0.5	2.0	3.8	0.2	1.9	3.5	0.2	1.7	5.5	0.3	1.9	5.0	0.3	2.0	4.3	0.0	2.5	4.0
Spring 2022/2023	0.2	2.3	4.0	0.2	2.3	4.0	0.2	2.3	4.0	0.0	2.0	3.8	0.0	2.2	4.0	0.2	2.3	3.8	1.0	2.8	4.0

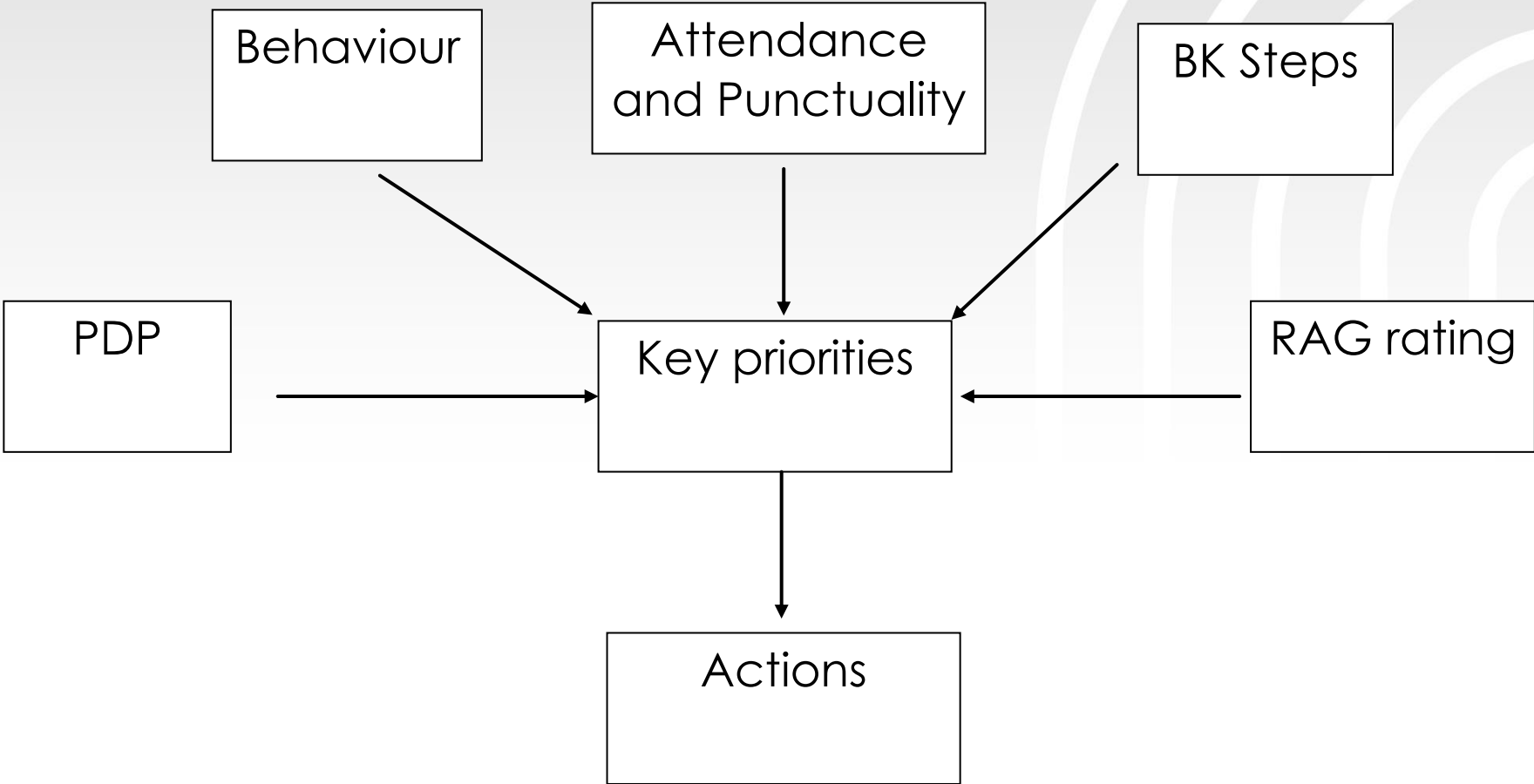


Progress in each statement for 151 pupils who fulfil the selected criteria for the Baseline 2022/2023 assessment point and the 141 pupils for the Spring 2022/2023 assessment point.

# Other recognisable achievements

- 94% of pupils made substantial progress in their personal and social development.
- 12 students (14%) in secondary were independent travellers through the travel training programme.
- 14 students were enrolled on the Duke of Edinburgh Award.  
13 achieving bronze.
- All KS4 students completed a two-week work experience placement
- Cycling proficiency – 18 students from years 6-11 completed the Cycle Confident course.
- Average progress across all areas of learning and development in the Early Phase is 1 age range plus 25%:
  - EYFS 1 1 age range +17%
  - Year 1 1 age range + 31%

# How is data used to identify key priorities (pupils)



# Next Steps

- Introduction of lunchtime club for primary pupils
- Strategic CPD Induction programme for new staff
- Implementation of Curriculum Cycle 2
- Subject leaders to write curriculum plans for Cycle 2 (on-going)
- CPD through SLP and in-school moderation to continue
- Pentangulation continues to provide finer focus on pupil priorities
- New qualification to be taught for PE
- KS4 pathway implemented this year following on from successful implementation at KS3
- Post-16 provision continues for second year
- Further development of allotment
- Introduce Sensory Circuit Programme
- Generate whole school priorities from data analysis:
  - PDT outcomes– e.g. emotional understanding to focus on (EU1, 2 &3)
  - Therapies outcomes