Outcomes report 2024/25

15 October 2025

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Assistant Headteacher

BRENT KNOLL SCHOOL

BE THE BEST THAT WE CAN BE

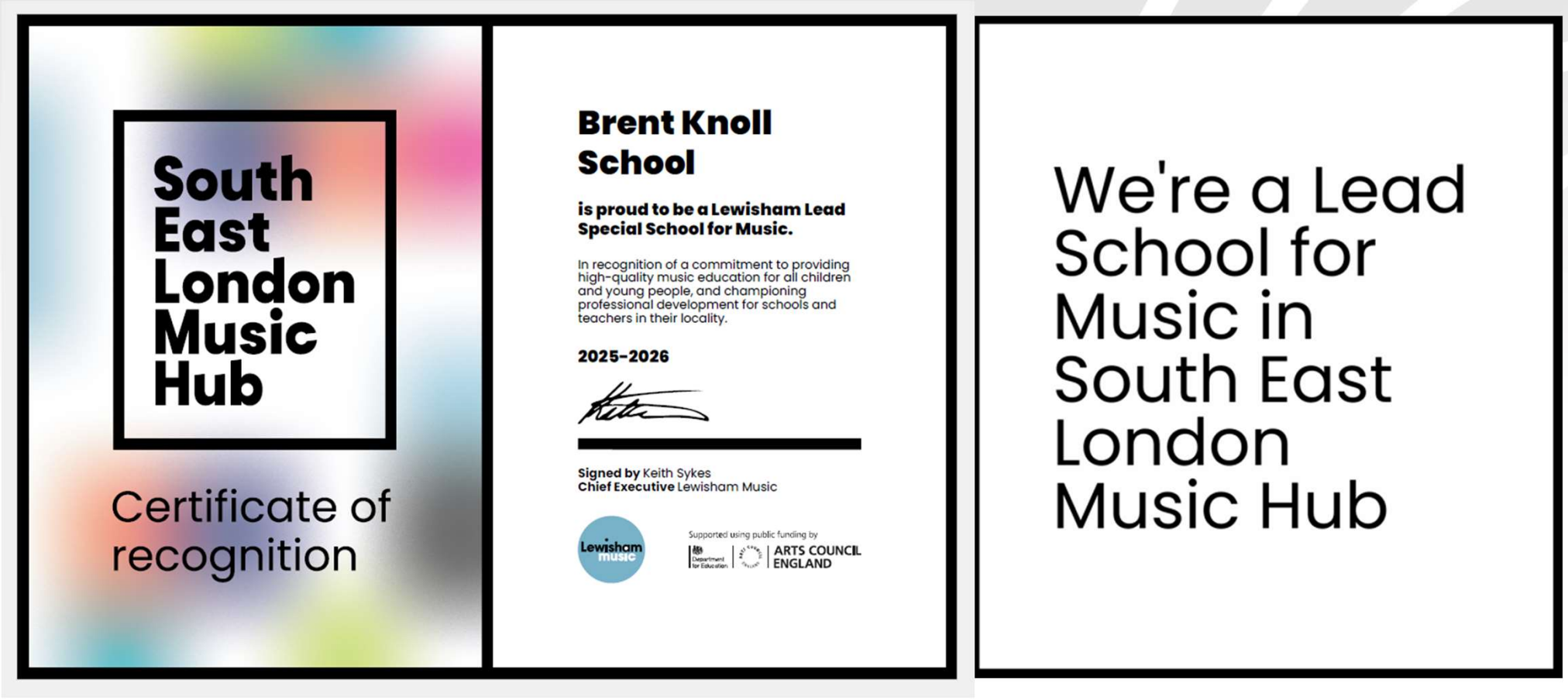
Current National Comparators

GOV.UK

- The progress 8 figure of -1.58 places us in the top 10% of special schools nationally
- KS2 progress in reading (within top 15%), writing (within top 20%), maths (within the top 10%) of special schools Nationally out of all special schools (1418)

South East London Music Hub -

SELMH Lead school



TfL Travel for Life accreditation

WE HAVE ACHIEVED

“Working hard to reduce car use, improve safety and increase walking and cycling in the Capital. You and your school community have contributed to making our city’s air cleaner and our streets safer, and your work as School Champion is inspiring the green leaders of our future”.

Attainment 2024/25

Early Years Foundation Stage (EYFS)

Total number of pupils in Reception: 6

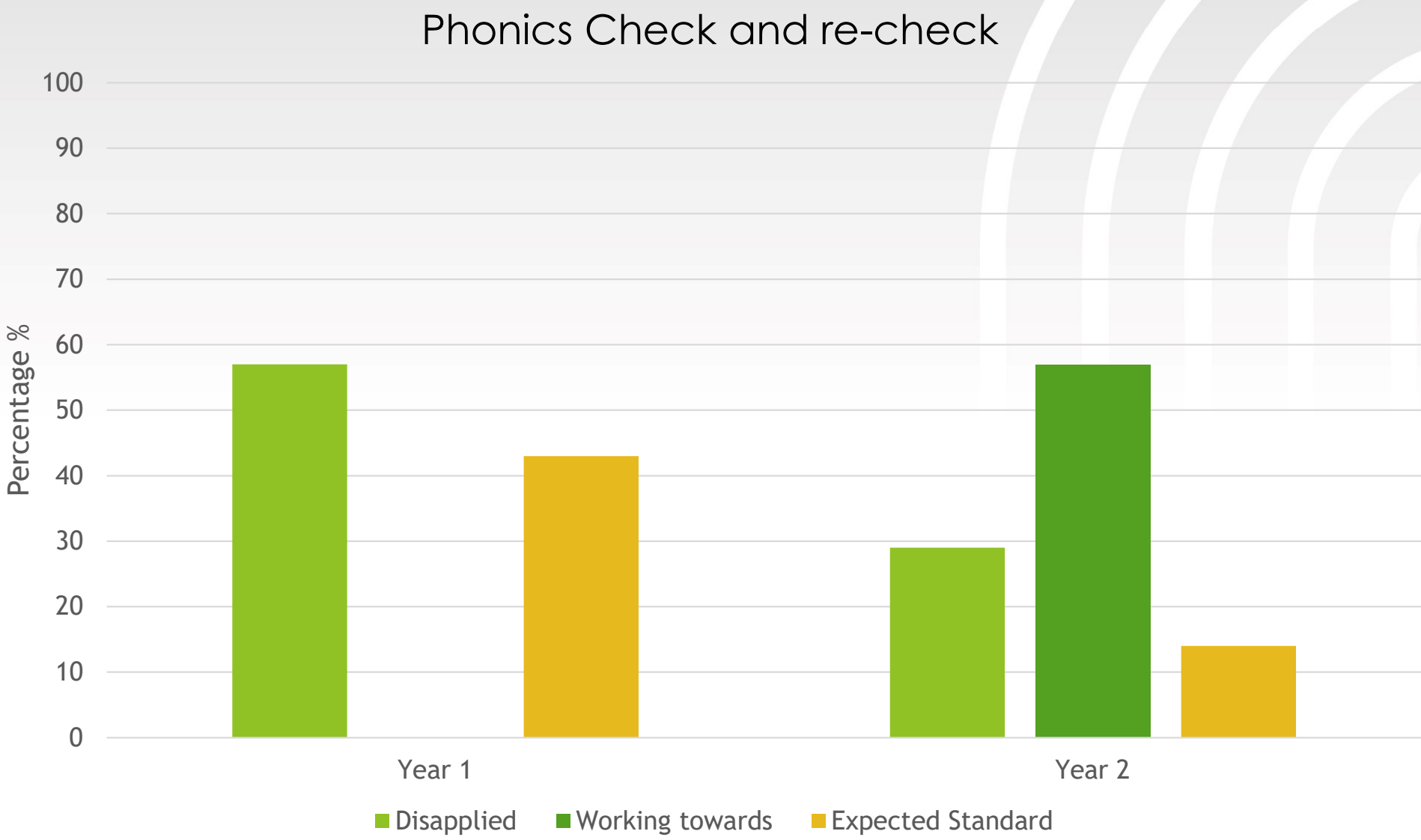
The RBA became statutory in schools in September 2021 assessing pupils' starting points in:

- Language, communication and literacy
- Mathematics

	Beginning EYFS	**End of EYFS**
RBA	100% accessed	
EYFSP		100% emerging

KS 1 Phonics Check 2024/25

Year 1 = 7 pupils
Year 2 = 7 pupils



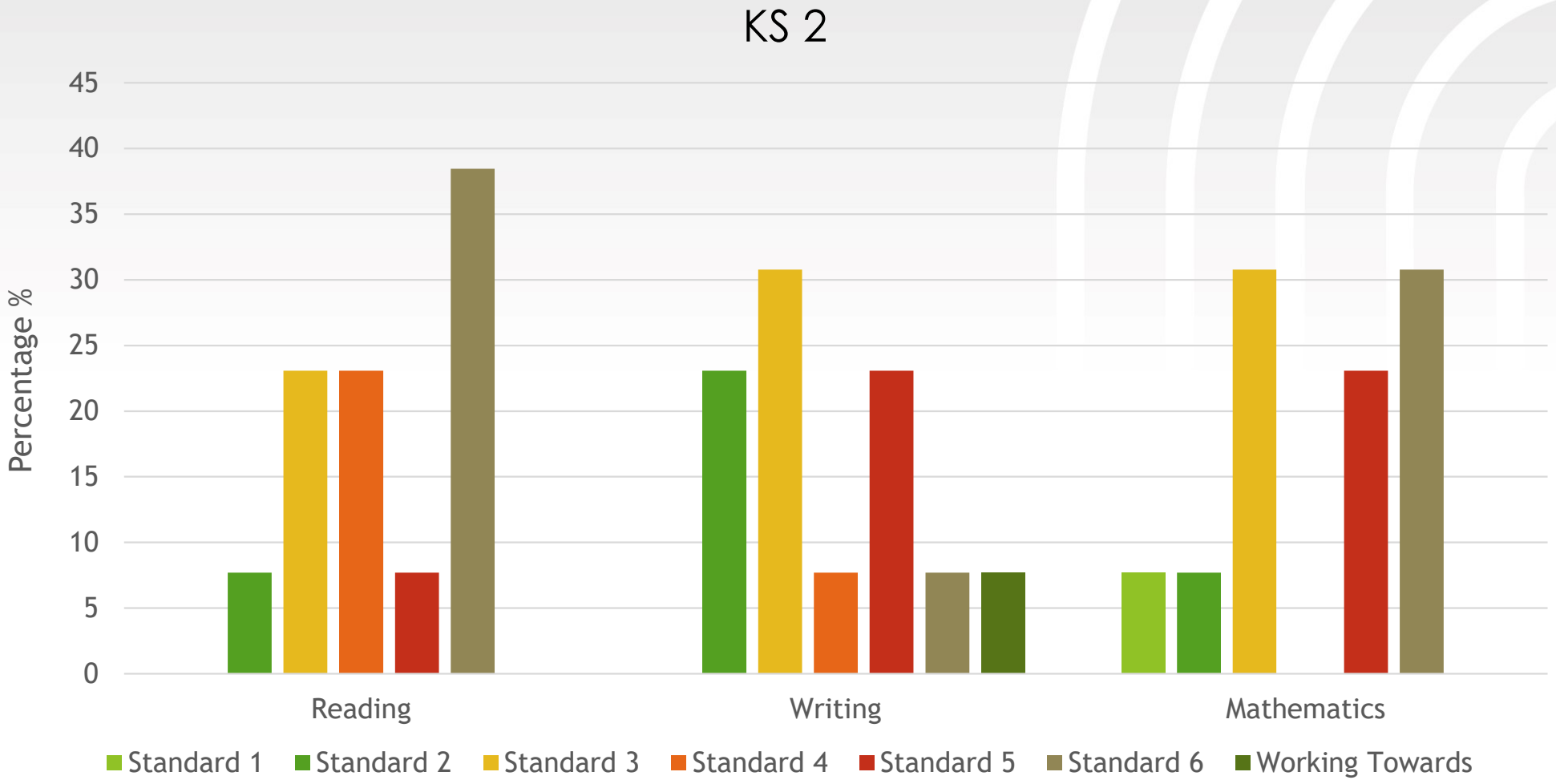
Pre Key Stage Standards

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 KS2 Standards	
Subject-specific study	6 (working at the KS1 expected standard)
	5 (working towards the KS1 expected standard)
	4
	3
	2
	1
Not subject specific study	Engagement model

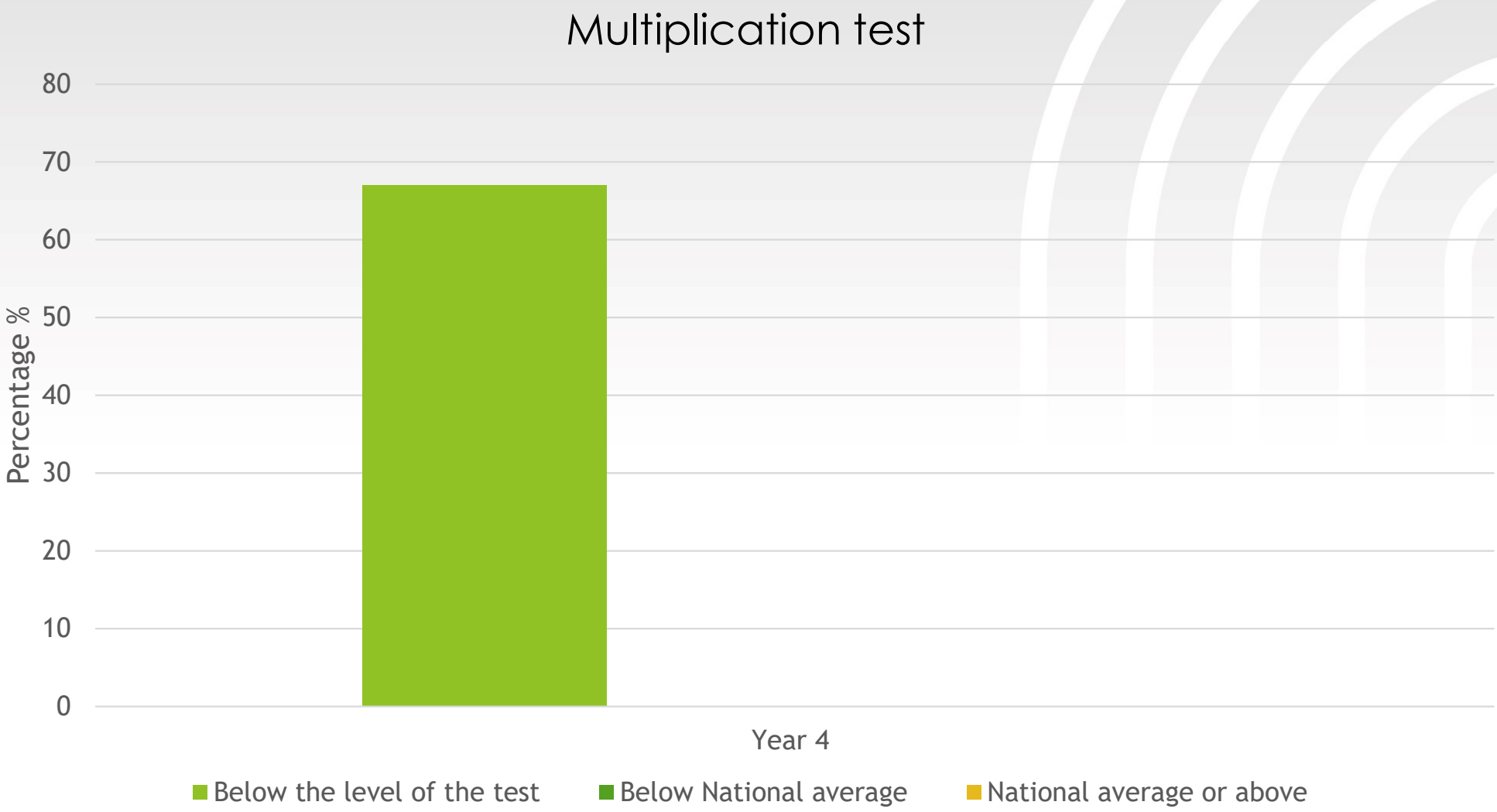
End of KS2 Teacher assessment 2025

Total number of pupils in Year 6 = 13
SATS: 6 pupils entered for Reading & GPVS, 4 entered for Maths



Year 4 Multiplication test 2025

Year 4 = 15 pupils



Key Stage 4 attainment summary

- 2 students sat GCSEs at the end of KS4. (2 last year)
- 100% of students entered for GCSE achieved grades 1-9 in all subjects.
- The average number of qualifications gained per student was 6.6 (8 last year)
- Range of qualifications achieved – Unit Award, Entry Level Certificate, Entry Level FS, BTEC, GCSE
- All but 1 pupil gained a Level 1 qualification (Trinity Arts Award & BTEC Home Cooking Skills)
- 1 student achieved 4 Level 1 qualifications including 2 GCSEs
- No disparity between groups – gender, ethnicity, PP

Attainment Data KS4

YEAR 11 - 2024-25	ALL	GIRLS	BOYS	CLA	FSM	PP	White Br.	Non White British	Non-PP
Number	16	2	14	0	9	11	2	13	5
% Number	100	12.5	87.5	0	56.25	68.75	12.5	81.25	31.25
Number 5 or more GCSE's 4-9	0	0	0	0	0	0	0	0	0
% 5 or more GCSE's 4-9	0	0	0	0	0	0	0	0	0
Number 1 or more GCSE's 4-9	0	0	0	0	0	0	0	0	0
% 1 or more GCSE's 4-9	0	0	0	0	0	0	0	0	0
Number 1 or more GCSE's 1-9	2	0	2	0	2	2	1	0	0
% 1 or more GCSE's 1-9	12.5	0	14.28571	0	22.222222	18.181818	50	0	0
Number 5 or more GCSE's 1-9	0	0	0	0	0	0	0	0	0
% 5 or more GCSE's 1-9	0	0	0	0	0	0	0	0	0
Number level 1 qualification (equivalent to GCSE grade 1-4)	15	2	13	0	8	10	1	13	5
% level 1 qualification (equivalent to GCSE grade 1-4)	93.75	100	92.85714	0	88.888889	90.909091	50	100	100
Vocational Award	15	2	13	0	8	10	1	13	5
% Vocational Award	93.75	100	92.85714	0	88.888889	90.909091	50	100	100
5+ Qualifications	11	1	10	0	5	7	1	13	5
% 5+ Qualifications	68.75	50	71.42857	0	55.555556	63.636364	50	100	100
% work experience	88								
Average number of qualifications gained	6.6								
Average point score (all subjects)	1.5								
No. GCSE or equivalents	2.1								
ASDAN	100%								
DoE Award	25%								
Post-16 secured	88%								

GCSE/Level 1 Results

2 students took GCSEs

Subject	Number achieved at each grade	
	A-C / 9-5	D-G / 4-1
English Language (1)	0	Grade 2
Maths (2)	0	Grade 2, Grade 2

PS1

BTEC Home Cooking Skills Level 1

94% (15 students) passed this course

Trinity Arts Award Level 1

94% (15 students) passed this course

PS1 Paul Shaw, 27/08/2023

KS5 Results

Subject	Number achieving
ASDAN Silver	8
BTEC Home Cooking Skills Level 2	8
Creative Media units (textiles)	8

PS1

PS1 Paul Shaw, 27/08/2023

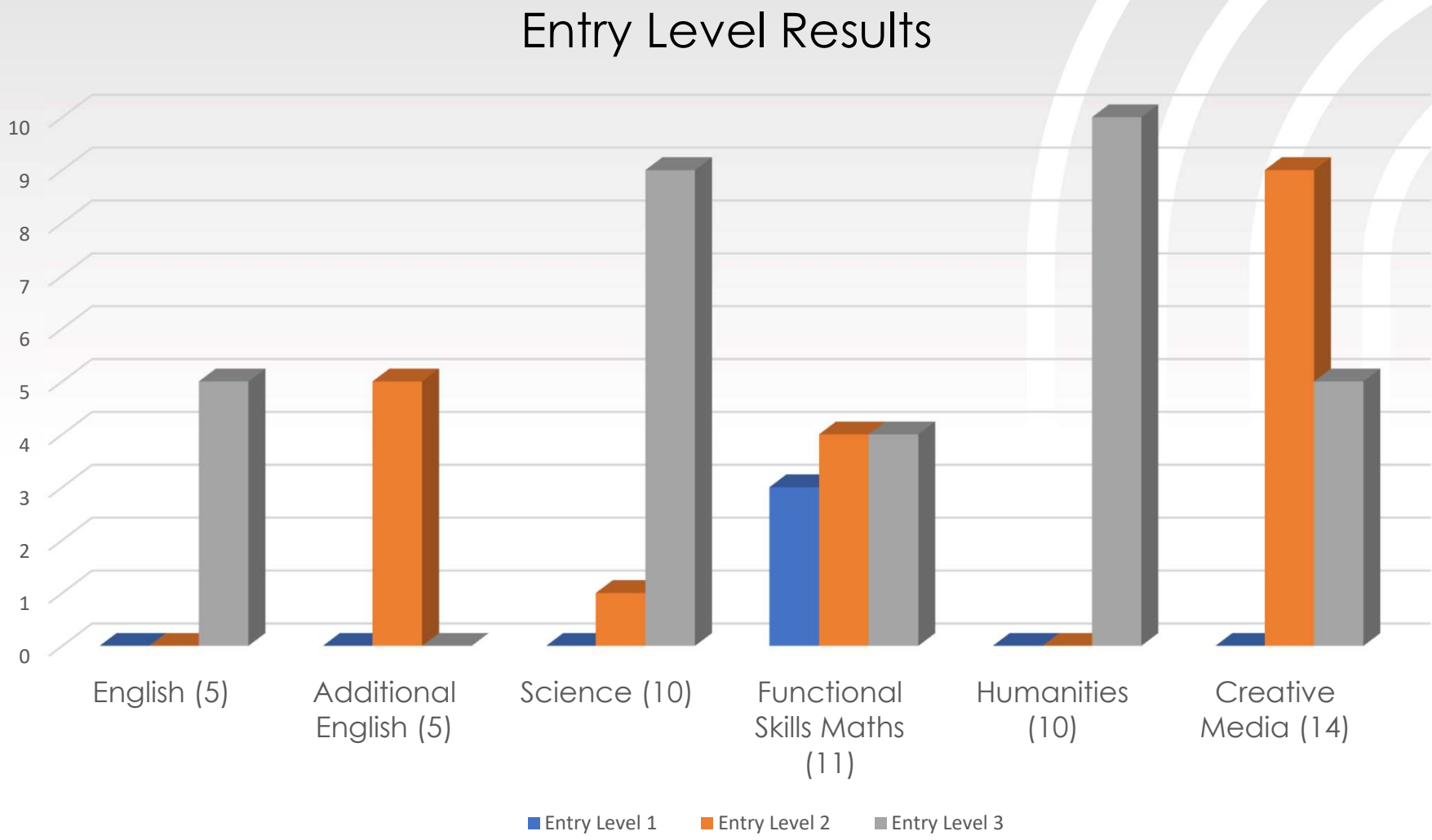
Entry Level Results

15 students took Entry Level Exams

Subjects (No. of pupils)	**Entry Level 1**	**Entry Level 2**	**Entry Level 3**
English (5)	0	0	5
Additional English (5)	0	5	0
Science (10)	0	1	9
Functional Skills Maths (11)	3	4	4
Humanities (10)	0	0	10
Creative Media (14)	0	9	5

Entry Level Results

15 students took Entry Level Exams



Other Qualifications

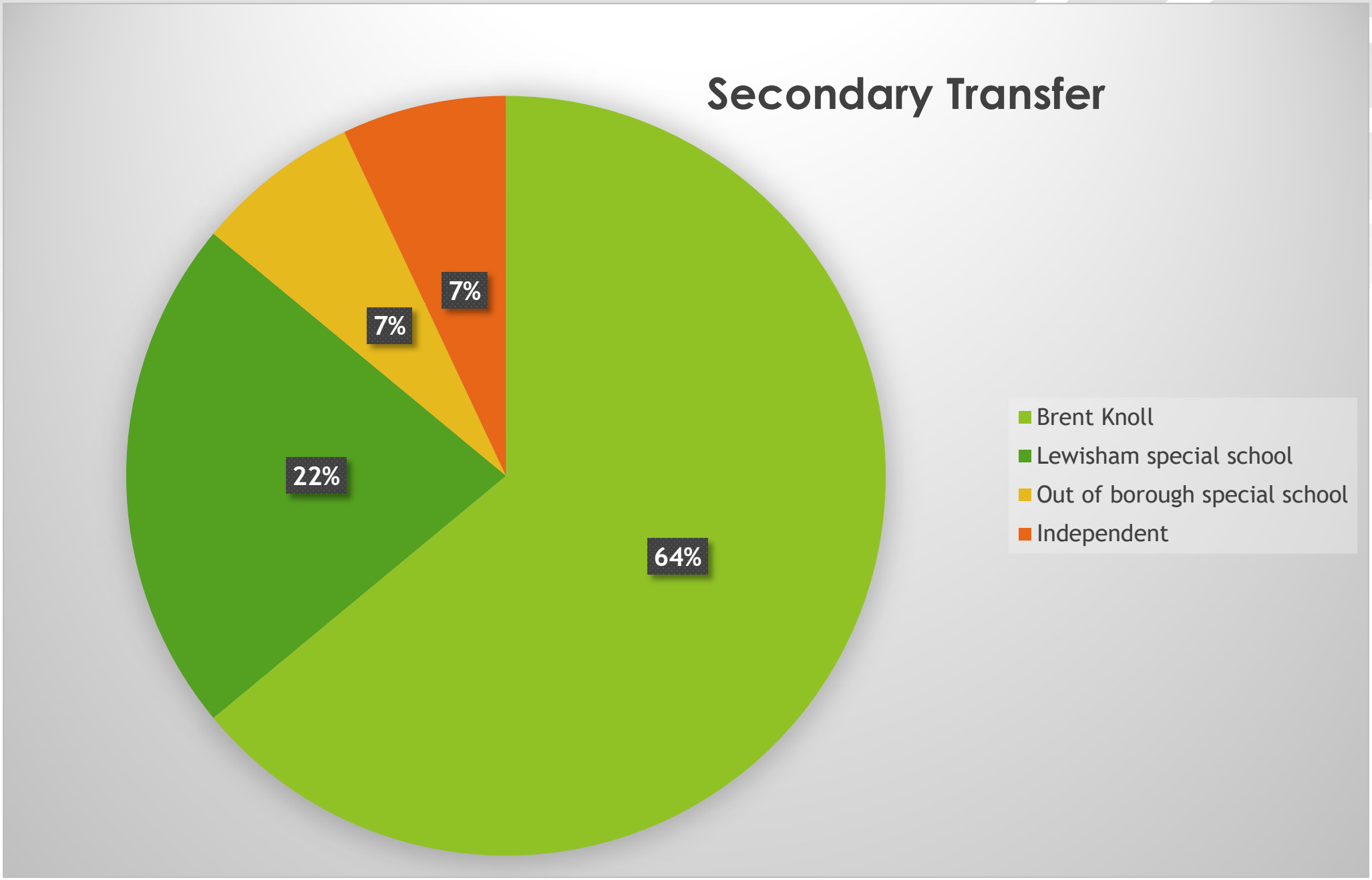
ASDAN

15 Students achieved the bronze award
8 KS5 students achieved the silver award

Duke of Edinburgh Award

4 students (1 Bronze, 3 Silver).

Pupil destinations 2025 Year 6



Destination data

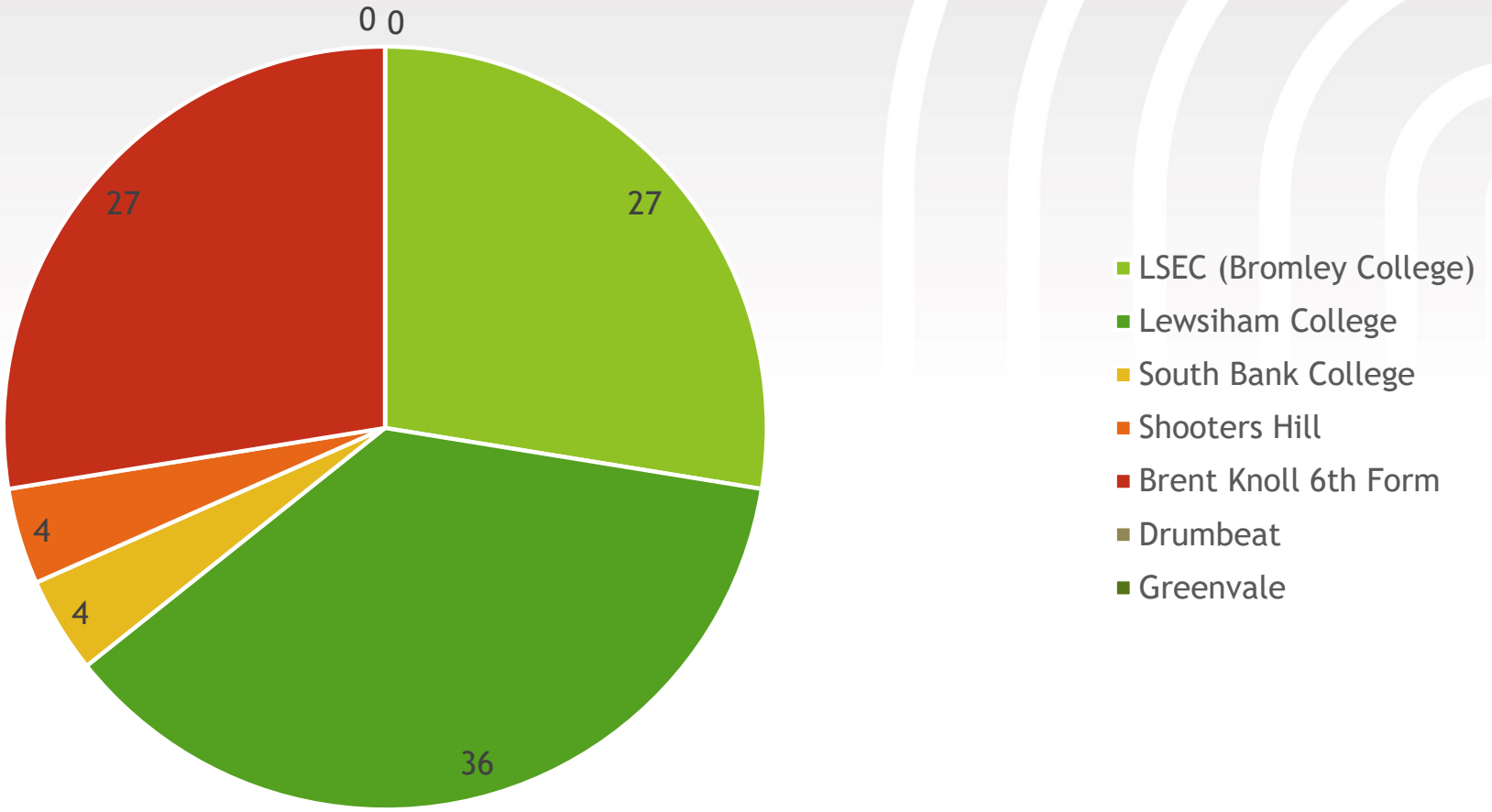
Pupils' staying in education / going into employment or training (EET)

	FE College				Specialist School 6th Form		
	LSEC (Bromley college)	Lewisham College	South Bank College	Shooters Hill	Brent Knoll 6th Form	Drumbeat	Greenvale 6th Form
KS4 students (16)	4	2	1	1	6	0	0
KS5 students (6)	2	4					
Courses followed	Vocational taster / supported learning				Sixth form provision		

8 different destinations

Pupil Destinations 2025 Year 11/12

Destinations %



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

4. Data shows that the teaching of reading is effective.

4. Continuing pathway groupings proved successful in terms of curriculum delivery. Pupils on these pathways have made good progress academically.

5. Foundation subjects on the whole performed similarly, although Art was the top performer with close to a whole step average progress.

What we offered 2024/25

- Speech and language therapy (and SaLT support)
- Occupational Therapy
- Educational Psychology
- QTVI
- ELSA
- Art therapy
- Mentoring
- Girls Group
- Boys Group *new*
- Drawing & Talking
- Speech Bubbles (Drama) Speech Bubbles Impact report, based on teacher assessments, shows improvements in their learning, speaking & listening (74%) and clear improvement in emotional behaviour (61%).
- Moving Stories – 2nd Year
- MovementWorks (Dance)
- Touch Typing – Nessy fingers
- Safeguarding and pastoral school home support

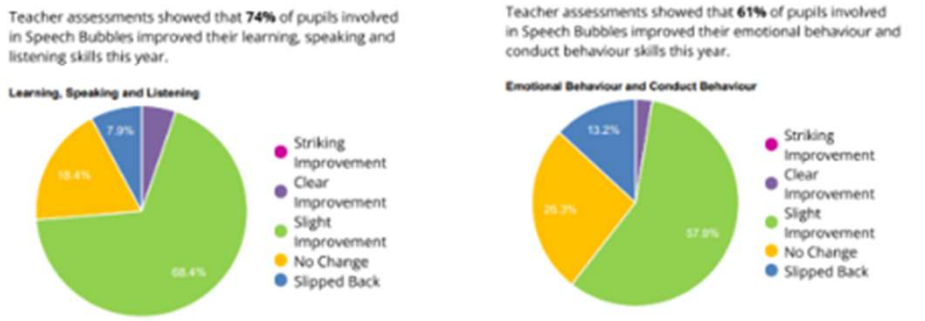
Summary of outcomes (Therapy/additional intervention)

Therapy/additional support Summary of outcomes 2024/25

Therapy/additional support	Frequency (days per week)	No. of practitioners	No. of pupils accessed	Outcomes
Speech and language therapy Service (SaLT)	2	2	All *Intervention delivered directly or indirectly *through:* • *Universal 175* • *Targeted 86* • *Specific 17*	Universal interventions: working at whole school/ class level Support for new teachers Training for staff team Training for parents/families Targeted interventions: working at small group level Deliver targeted intervention whole class and small group level. Train staff in use of communication strategies throughout the day using a modelling approach. Specialist intervention: working with identified individuals Specialist intervention completed with identified students e.g. AA, assessments, Transition
SaLT support Lego Therapy Language for Thinking Conversational skills	1	1 (learning mentor)	3 10 9	Attention & Listening skills Turn taking Following instructions Making requests Understanding and using language for different purposes Seeking clarification Strategies for conversation
Occupational therapy service (OT)	2	2	All *Intervention delivered directly or indirectly *through:* Primary • *Universal 62* • *Targeted 31* • *Specific 24* Secondary • Universal 93 • Targeted 39 • Specific 11	Primary Whole class input/reviews for all classrooms to support functional skills such as fine motor ability development, cutlery skills, handwriting/grasp of school tools, eating and drinking concerns, regulation strategies, and sensory processing strategies. • 28 for specialist input for regulation strategies, fine motor skills, eating & drinking concerns, managing toileting, handwriting/grasp of school tools, coordination, dressing strategies, and adaptive equipment assessment/advice. • Creation of social stories/visual resources for students as needed • Training to school staff regarding sensory circuits and emotional regulation • Completion of half termly reports/advice plans • OT provided telephone and email support to parents/carers Secondary Whole class input/reviews for all classrooms to support functional skills such as fine motor ability development, cutlery skills, handwriting/grasp of school tools, and sensory processing strategies. • 27 for specialist input for fine motor abilities, self-care management, sensory

				and regulation strategies and adaptive equipment assessment/advice • Assessment/Support for orders of adaptive equipment for young people • Joint SLT/OT Classroom based/group transition sessions to support with transition (for Year 11s) • Creation of Transition Leaflets for year 10s to support Transition to Year 11/onwards • Training to school staff regarding sensory circuits and emotional regulation • Completion of half termly reports/advice plans • OT provided telephone and email support to parents/carers
Educational Psychology Service (EP)	12 days (per year)	1	16	Emotional regulation & anxiety/self-regulation/impulsivity Engagement with learning Placement support/transition SpLD SEMH concerns Emotional literacy EHCP review Literacy
QTVI	1)Monthly 2)Weekly then ½ termly	2	2	Detailed reports. On-going advice and recommendations for accessibility arrangements
ELSA	2	2	10	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	11	Developing communication and eye contact Engagement/focus Expression of feelings Establishing boundaries Talking about loss, endings and changes
Mentoring	1	1 (learning mentor)	3	Supporting targeted emotional regulation
Girls Group	1	1 (learning mentor)	15	Personal development
Boys Group	1	1 (learning mentor)	6	Autism awareness – What autism means to me

Therapy/additional support Summary of outcomes 2024/25

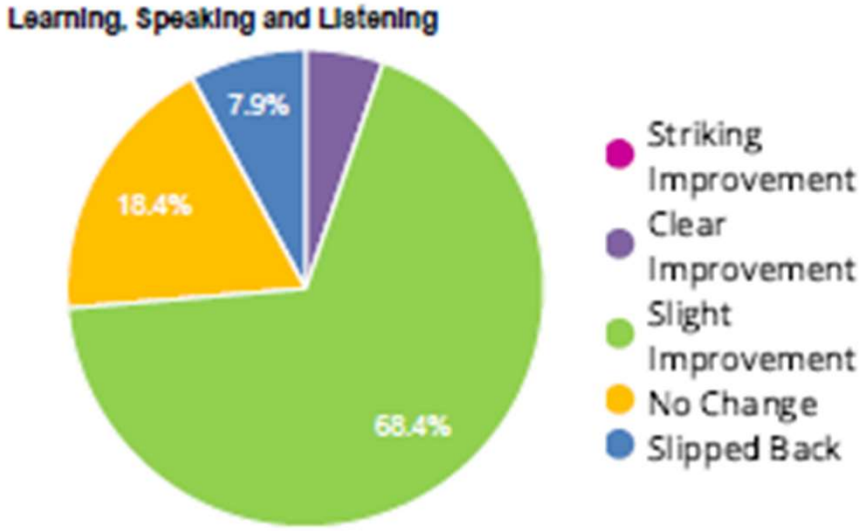
Drawing & Talking	1	1 (SHS)	13 (5 continuing)	Managing emotions Development of confidence and self-esteem Receptive and expressive language development Dealing with change Self-regulation
Speech Bubbles – drama	1	1	48	
Moving Stories	1	2	17	2-programme now complete.
MovementWorks - dance	1	1/2	35	Teacher assessments showed improvement across all criteria of learning: physical, speech, language, communication, emotional and behavioural

Touch Typing (Nessy Fingers)	NA	NA	10	Increased speed and accuracy in touch typing skills and ability in recording ideas
Lunch Club	1	2 + DofE students	15 (approx.)	Improved regulation during lunch break
Safeguarding and pastoral school home support CAMHS referrals MHST	5 + 2	1.6	33 P + 32 S = 65 9 (3 x ADHD) 2	Attendance/move out of Borough Transport & travel training Family support Blue Badge Sleep Toileting Dietician/eating Behaviour Housing DLA Family Fund CIN CAMHS Parenting support Resources FSM and finances Friendships Benefits and Food Bank PEP/LAC Accessing services Well-being TAF Anxiety PIP

Speech Bubbles 2025/26

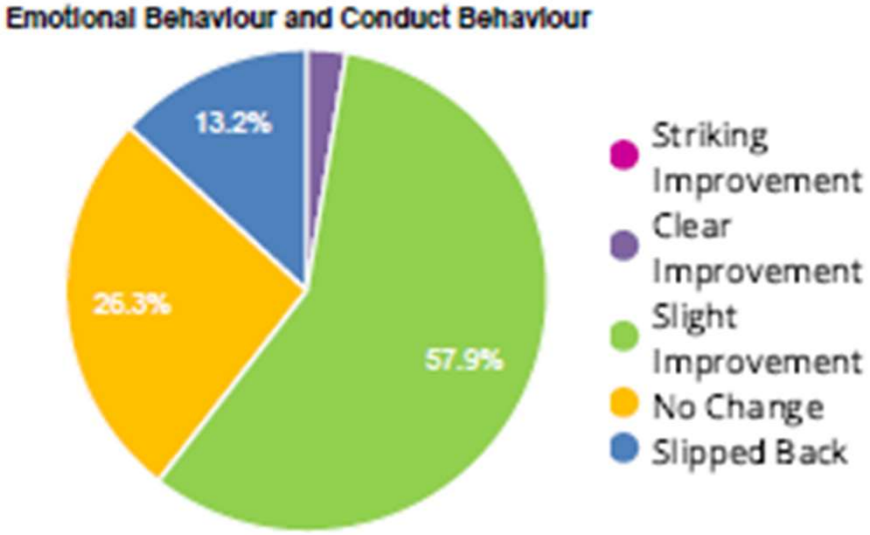
Learning, speaking & listening

Teacher assessments showed that **74%** of pupils involved in Speech Bubbles improved their learning, speaking and listening skills this year.

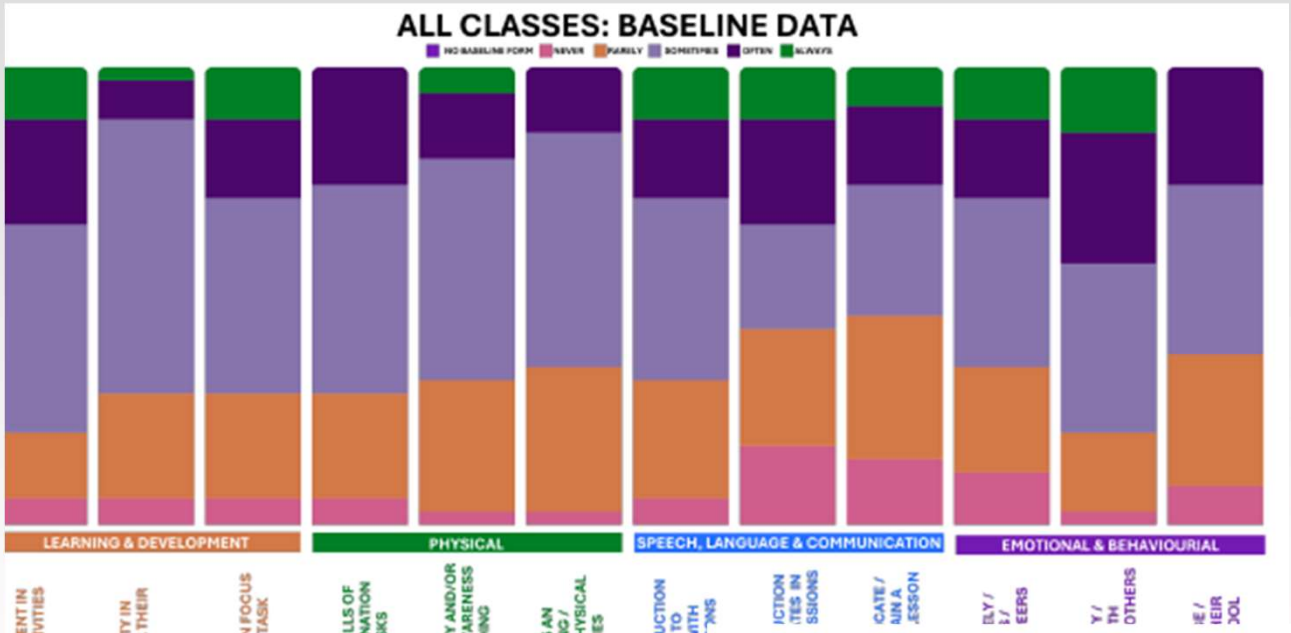


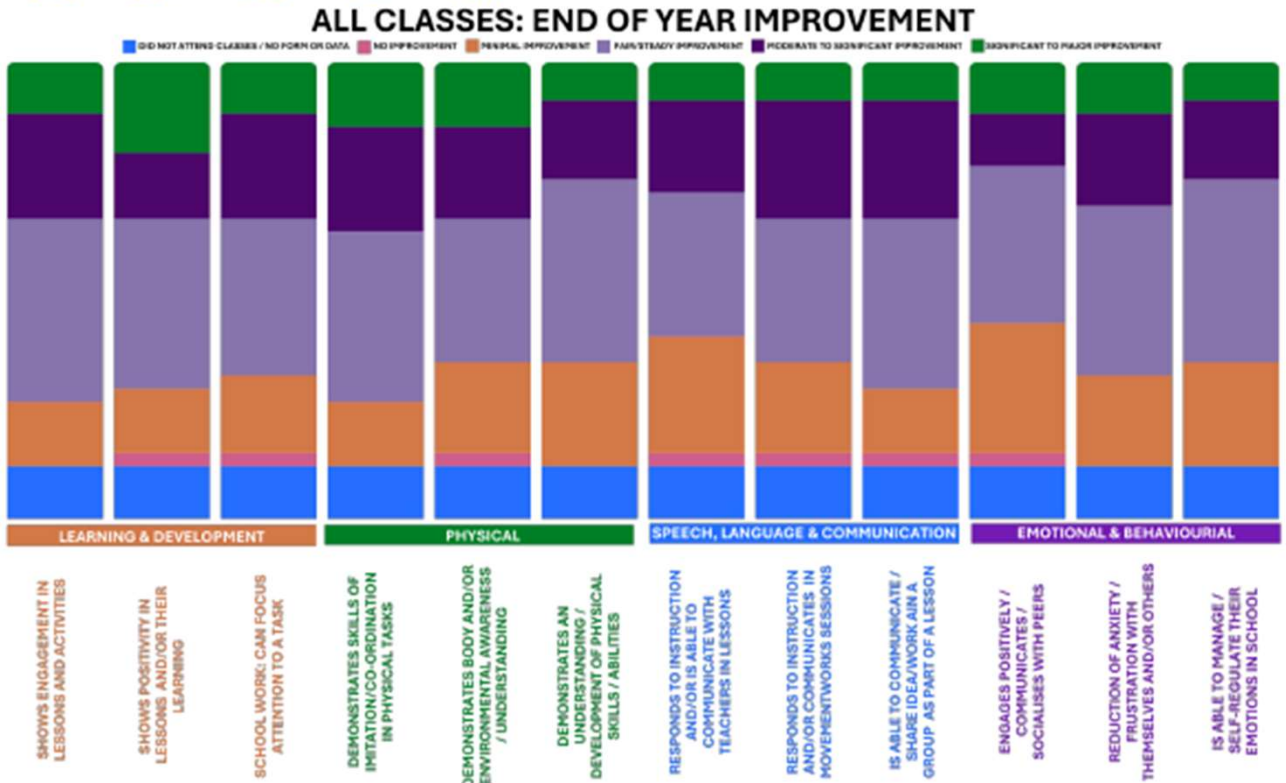
Emotional behaviour

Teacher assessments showed that **61%** of pupils involved in Speech Bubbles improved their emotional behaviour and conduct behaviour skills this year.



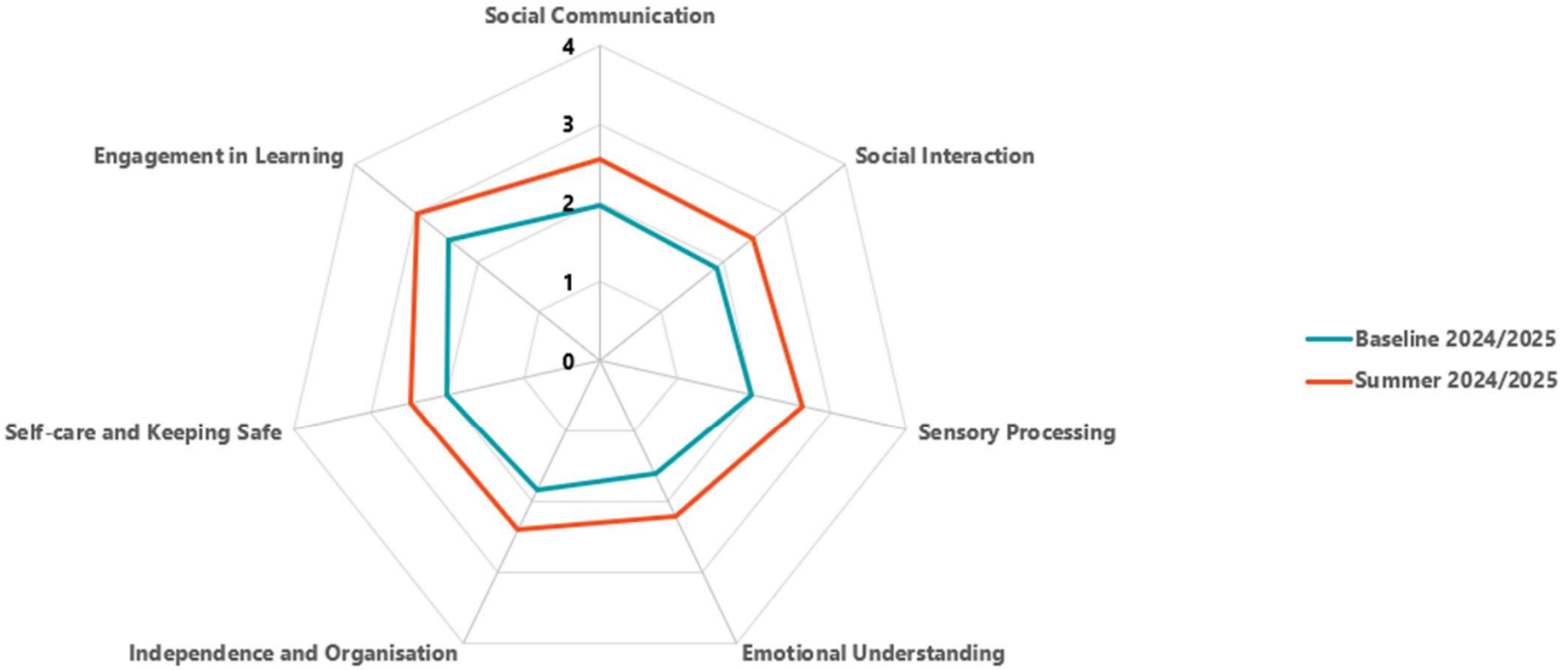
MovementWorks 2024/25





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 2024/2025	0.0	2.0	4.0	0.0	1.9	3.8	0.0	2.0	4.0	0.0	1.6	3.5	0.0	1.8	3.5	0.0	2.0	3.5	0.0	2.5	4.0
Summer 2024/2025	0.3	2.6	4.0	0.3	2.5	4.0	0.3	2.6	4.0	0.2	2.2	4.0	0.0	2.4	4.0	0.3	2.5	4.0	0.0	3.0	4.0

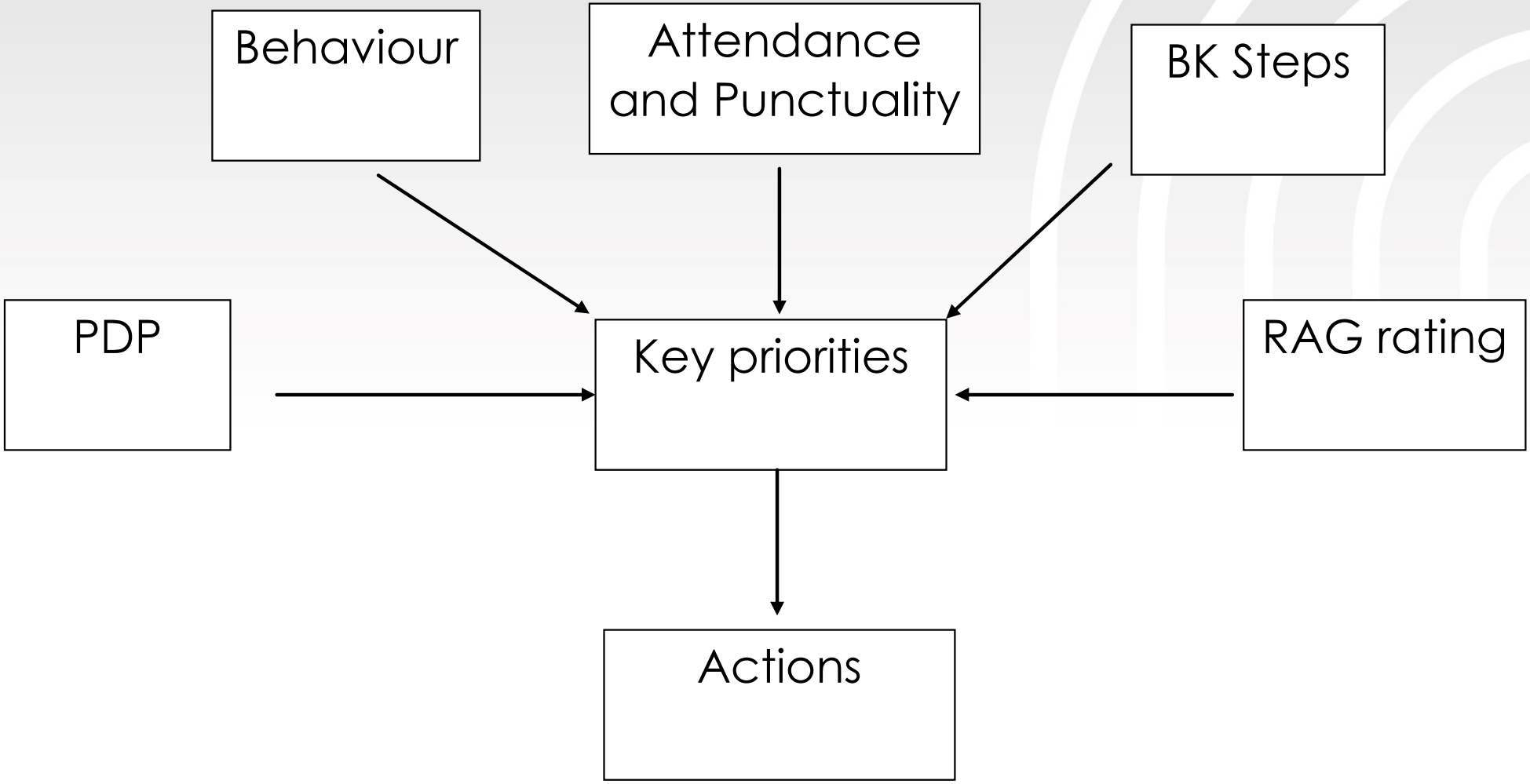


Whole school priority (SIP)
Emotional understanding is an area to focus on.

Other recognisable achievements

- 5 students (14%) completed the Brent Knoll independent travellers training programme. 2 are still in training.
- 4 students were enrolled on the Duke of Edinburgh Award (Achieving 1 bronze, 3 silver)
- Majority of KS4 students completed some work experience
- Cycling proficiency – 22 students from years 6 to 9 completed the Cycle Confident course.

How is data used to identify key priorities (pupils)



Next Steps

- 2nd cycle of using teachers standards to develop teaching & learning
- Embark on Artsmark journey to achieve Artsmark Award
- Integrate Moving Stories ideas into curriculum plans
- Refined CPD programme including SLP events
- Reintroduction of Induction Programme for new teachers
- In-school & cross-borough moderation to continue (SLP)
- PPP (prioritising pupil progress) continues to provide finer focus on pupil priorities
- Post-16 provision continues now with new base at BK
- Generate whole school priorities from data analysis:
  - PDT outcomes– e.g. emotional understanding (EU2)