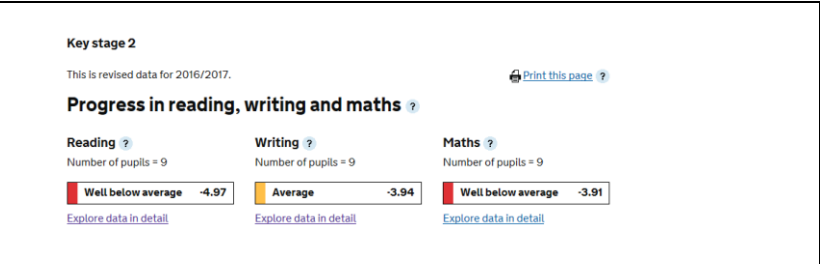
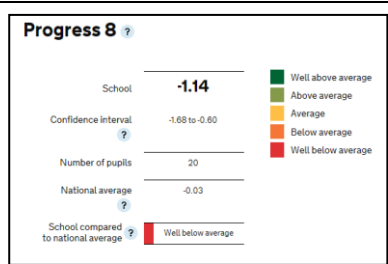


Executive summary 2018

National comparators – excellent

- The progress 8 figure of -1.14 is ranked 22nd Nationally out of all special schools (1388) placing us in the top 2%.
- KS2 progress in reading, writing, maths is within the top 15% of special schools Nationally out of all special schools (1178)



Local comparators – excellent

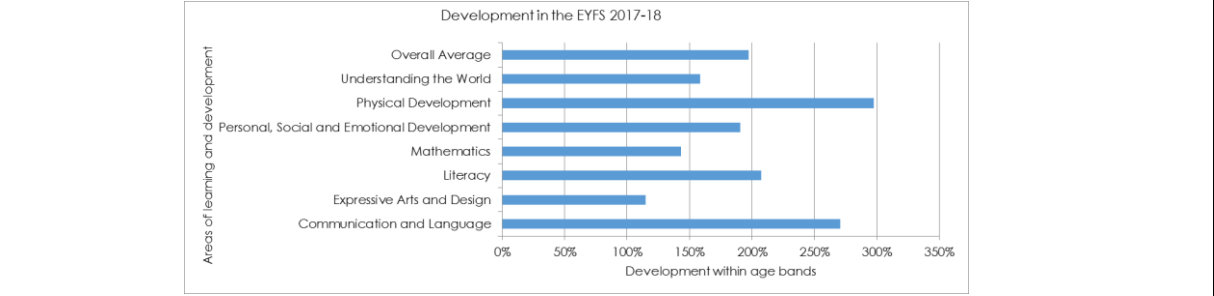
- This progress8 score puts us top in both Lewisham and Bromley Boroughs.
- On average pupils reading improves by 5 months in an academic. Despite limited comparative reading data this is akin with a similar outstanding special school's reading data.

Personal and Social Development/Communication

- 90% of pupils made good or excellent progress in their personal and social development.
- 60% of students in Year 11 were travel trained and became independent travellers. In year 10 20% were independent travellers.
- DofE - 9 students completed the bronze award.
- All KS4 students completed a two week work experience placement,
- All year 11 students secured Post-16 provision for the next academic year.
- All students achieved a gold, silver or bronze award in the Prince's Trust Award.
- Cycling proficiency - 23 students from years 6-11 completed the Level 1 Cycling Proficiency.

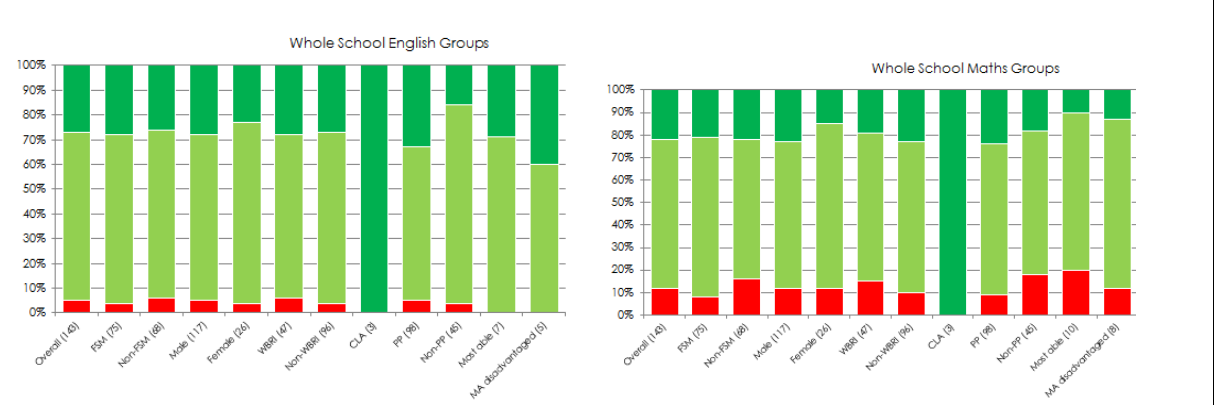
Early Years Foundation Stage (EYFS)- Excellent

- Baseline assessments show that all pupils enter school mostly 'well below typical'.
- Overall progress across all areas of learning and development is almost 2 age bands (1 year).
- Significant development has been made in Communication and language specifically pupils' understanding and listening and attention skills.



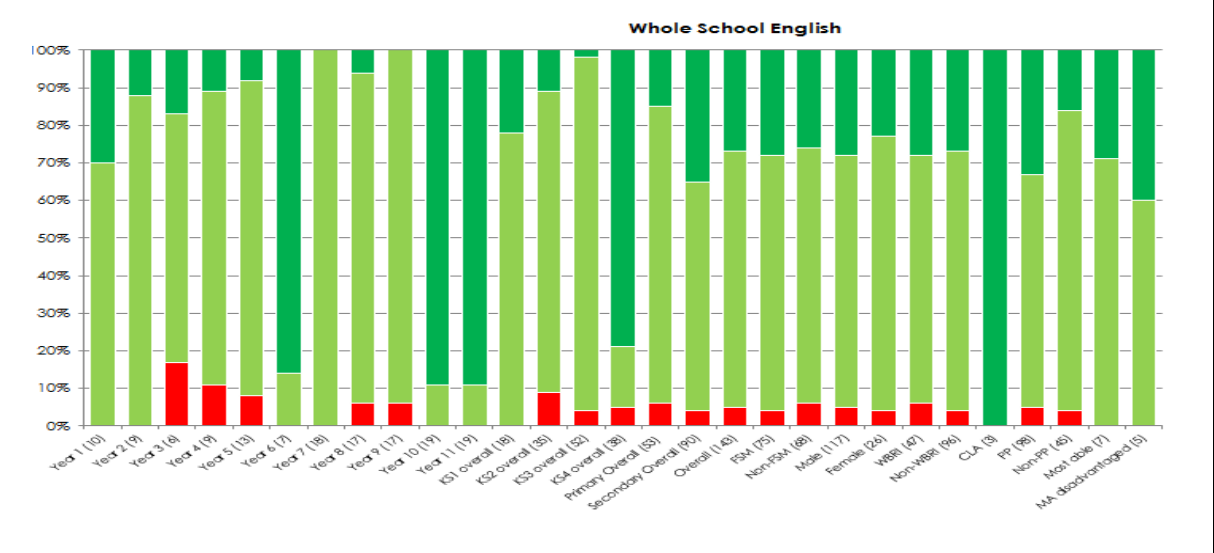
Comparison of groups*

- No underachieving groups.
- Overall there is little difference in the progress of groups between English and maths.
- All CLA made excellent progress in both English and maths. Progress is above that of other groups in the school.
- In the majority of cases where there is a difference between groups, progress is better in English than maths.



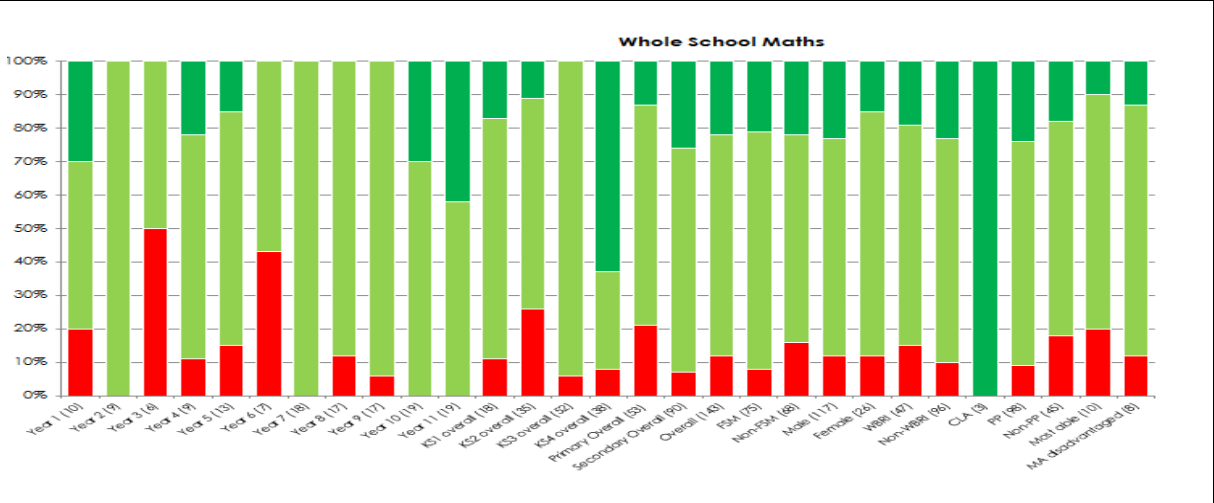
English – excellent

- Overall figures show that a high proportion of students have made excellent progress (27%).
- 95% have made good or excellent progress.
- All students receiving intensive literacy support made good or excellent progress
- Reading: 98% of students have made good or excellent progress. Standardised assessment data shows pupils are making 5 months progress across the year.
- Writing 94% 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. Overall pupils have made 6 months progress with their spelling.



Maths - excellent

- Overall figures show that a high proportion of students have made excellent progress (22%).
- 88% have made good or excellent progress.
- Some disparity between year groups - Year 3 and 6 skewing the data although this accounts for a very small number of pupils.
- The gap between the progress of English and maths has narrowed since OFSTED 2015.



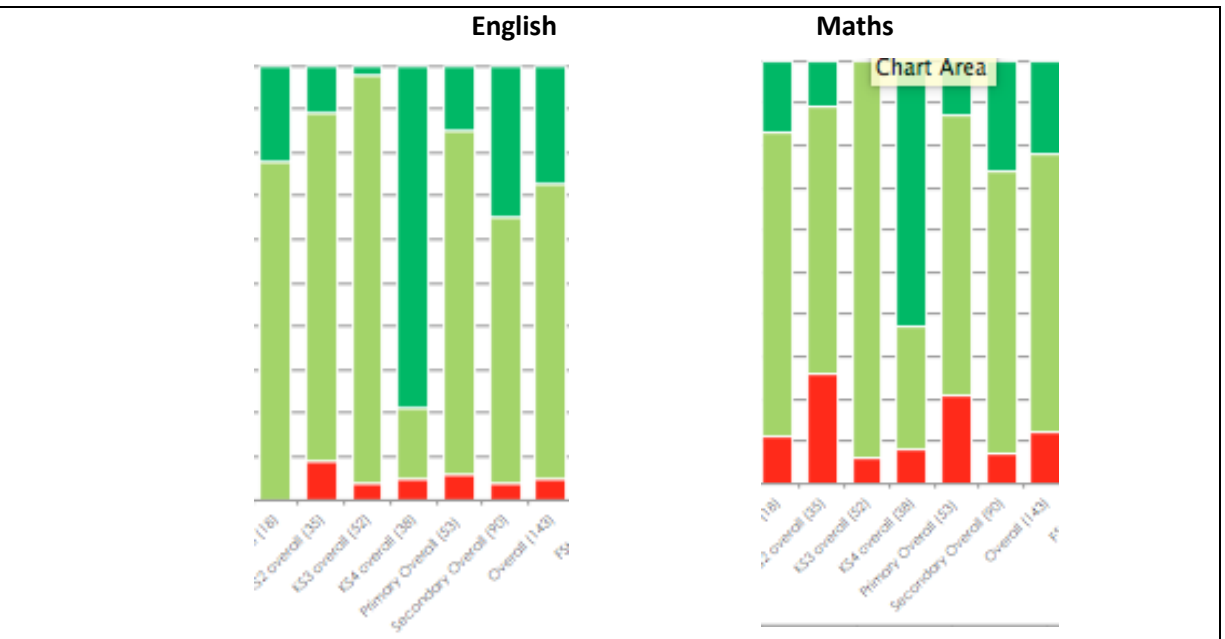
Comparison of English and Maths

- Whilst there is some discrepancy between some year groups, overall figures show that there is very little difference between the progress of English and maths across the school with 95% and 88% respectively making good or excellent progress.
- Data is in line with outcomes from last year.
- Where pupils are working towards good in English and maths they are not the same pupils each term. This is a result of analysis and targeted intervention each term.

*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).

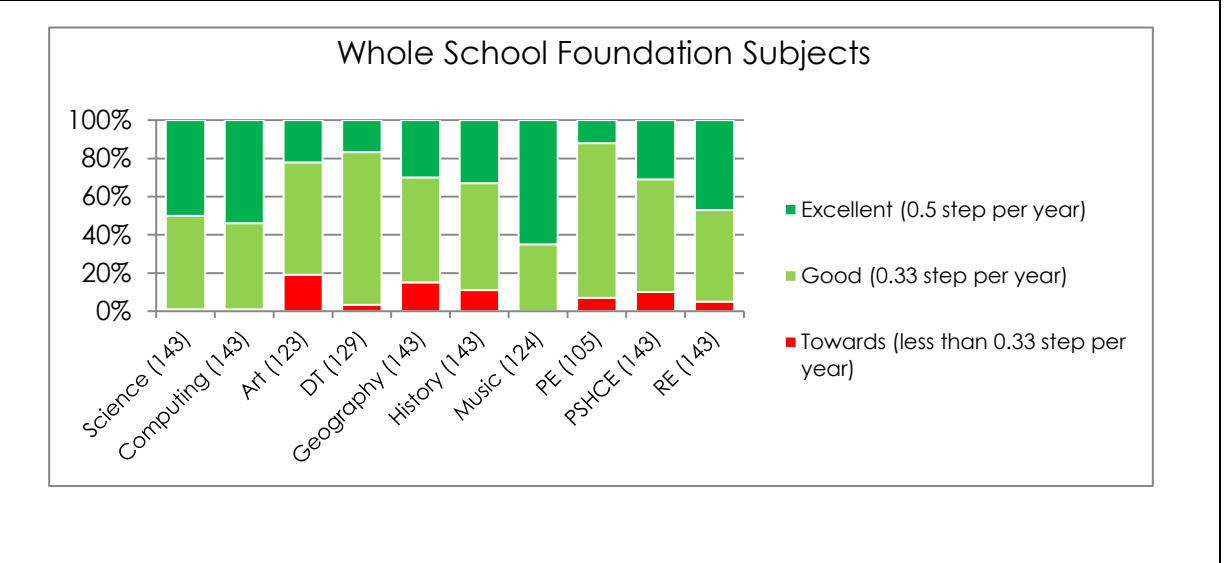
Comparison of Key Stages (1, 2, 3 & 4)

- Progress is slightly better in English than maths across all Key Stages.
- Progress is fairly similar across all Key Stages in English.
- At KS1 all pupils have made good or excellent progress in English.
- KS2 which has a higher proportion working towards good skews the data in maths.
- All Key Stages (except KS2) have more than 90% of students making good or excellent progress.
- At KS3 progress is very similar in English and maths.
- At KS4 a significant number of pupils have made excellent progress in English and maths.



Foundation subjects

- In most subjects more than 90% made good or excellent progress.
- 90% of pupils made good or excellent progress in their personal and social development.
- In science, computing and music all students made good or excellent progress.
- Progress in DT and Art was slightly below that of other subjects. This is due to students accessing these subjects on a carousel basis.



Attainment

- Fewer students were entered for GCSE's due to changes to exam arrangements
- GCSEs offered were English, maths and biology
- 100% pass rate in all GCSE subjects offered
- 21% of students achieved 1 or more GCSE's at grade A*-G or 1-9
- 5% of students gained GCSE at grades 4-9
- 95% of students gained a level 1 qualification (equivalent to a D-G/1-3)
- All students entered for the Bronze Trinity Arts Award were successful in gaining this qualification.
- Average number of qualifications increased by 1.
- All students are entered for at least 5 qualifications.
- All students gained at least 5 Entry level passes.
- On average pupils gained 10 accredited qualifications.

GCSE: English and Maths

Subject	Numbers of students being awarded the grades									
	9	8	7	6	5	4	3	2	1	U
English (143 pupils)	0	0	0	0	0	1	1	1	1	0
Maths (143 pupils)	0	0	0	0	0	0	1	2	0	0

GCSE: Other subjects

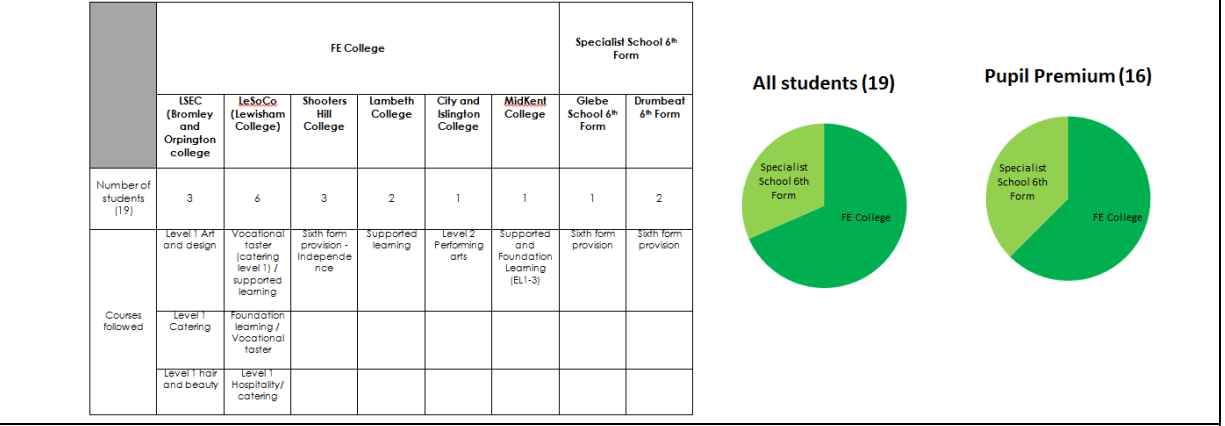
Subject	Numbers of students being awarded the grades									
	9	8	7	6	5	4	3	2	1	U
Biology (143 pupils)	0	0	0	0	0	0	0	2	1	0

Level 1 Qualifications

Subject	Numbers of students being awarded a pass
Functional Skills Maths Level 1 (143 pupils)	3
Award Trinity Arts (143 pupils)	18 (Bronze Award)

Destination data

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



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 and we are awaiting validated data for 2017-18.
- Attainment across all areas is excellent.
- 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. The gap between English and maths has narrowed since Ofsted 2015.

Actions

- Introduction of personal development tracker and plans (September 2018).
- On-going collaboration with LSSN* and SLP* to support moderation and judgements made in all areas.
- Review pathways and appropriate curriculum offer across the school.
- Map all transition and careers opportunities. Improve channels of communication with post-16 providers to track leavers' destination data.
- ML and SLT to jointly embed cross-phase collaboration and drive school improvement.

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