**Green Lane School Data Summary Sheet – 2020 to 2021**

1. **Overview of the School**

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| **OFSTED JUDGEMENTS** **Last Ofsted – November 2019** | **Schools Self Evaluation Date: September 2020** |  | **COMMENTS** |
| **Quality of Education** | **1** | **Teaching** | **1** | We believe we have maintained the standards achieved during the Ofsted Inspection. However the impact of the pandemic has been massive. |
| **Behaviour and Attitudes** | **1** | **Behaviour and safety** | **1** |
| **Personal Development** | **1** | **Achievement** | **1** |
| **Leadership and Management** | **1** | **Leadership and management** | **1** |

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| **Pupil Profile** |
| **Pupils on roll = September 2020/21 - 199** |
|  | **Foundation** | **Key Stage 1** | **Key Stage 2** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| **Boys** | **5** | **10** | **32** | **47** | **27** | **16** |
| **Girls** | **3** | **4**  | **17** | **14** | **16** | **9** |
| **Total** | **8** | **14** | **48** | **61**  | **43** | **25** |

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| **Pupil characteristics 2020/21** |
| **Census data point: October 2019** |
| **ENGLISH** | **192** | **FSM** | **78** |
| **CHINESE** | **1** | **No. with Statement** | **198** |
| **PANJABI** | **4** | **No with EHCP** | **198** |
| **POLISH** | **1** |  |  |
| **TAMIL** | **0** | **Under Assessment** | 0 |
| **URDU** | **0** | **LAC** | **5** |
|  |  | **Pupil Premium (FSM+6)** | **94** |
| **SEN Need (*PRIMARY(1) / SECONDARY* (2))** |
| ***Ranking*** | ***1*** | ***2*** | ***Ranking*** | ***1*** | ***2*** |
| **ASD** | **102** | **0** | **PMLD** | **1** | **3** |
| **BESD** | **0** | **0** | **SLD** | **18** | **7** |
| **HI** | **0** | **4** | **SEMH** | **3** | **3** |
| **MLD** | **60** | **18** | **SpLD** | **4** | **2** |
| **Other Difficulty/Disability** | **2** | **2** | **SLCN** | **7** | **67** |
| **Physical Difficulty** | **3** | **11** | **VI** | **1** | **1** |

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| **Pupil Numbers by Year group - Autumn 2020** |  |  |  |  |  |
| **Year** | **Total** | **Boys** | **%** | **Girls** | **%** | **FSM** | **%** | **EHCP** | **%** |
| YR | 8 | 5 | 63 | 3 | 33 | 4 | 50 | 8 | 100 |
| Y1 | 7 | 5 | 71 | 2 | 29 | 3 | 43 | 7 | 100 |
| Y2 | 7 | 5 | 71 | 2 | 29 | 4 | 57 | 7 | 100 |
| Y3 | 9 | 6 | 67 | 3 | 33 | 3 | 33 | 9 | 100 |
| Y4 | 13 | 10 | 77 | 3 | 23 | 3 | 23 | 13 | 100 |
| Y5 | 17 | 10 | 59 | 7 | 41 | 2 | 12 | 17 | 100 |
| Y6 | 9 | 5 | 56 | 4 | 44 | 5 | 55 | 9 | 100 |
| Y7 | 18 | 12 | 56 | 6 | 44 | 7 | 39 | 18 | 100 |
| Y8 | 22 | 19 | 86 | 3 | 14 | 8 | 36 | 22 | 100 |
| Y9 | 21 | 16 | 73 | 5 | 27 | 6 | 28 | 21 | 100 |
| Y10 | 18 | 10 | 56 | 8 | 44 | 7 | 39 | 18 | 100 |
| Y11 | 25 | 17 | 68 | 8 | 32 | 14 | 56 | 25 | 100 |
| **Total** | **174** | **120** | **67** | **54** | **393** | **66** | **39** | **174** | **100** |
|  |  |  |  |  |  |  |  |  |  |
| **Pupil Numbers by Class group - Autumn 2020** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Class** | **Total** | **Boys** | **%** | **Girls** | **%** | **FSM** | **%** | **EHCP** | **%** |
| Class 1 | 6 | 3 | 50 | 3 | 50 | 2 | 33 | 6 | 100 |
| Class 2 | 7 | 5 | 71 | 2 | 29 | 6 | 86 | 7 | 100 |
| Class 3 | 8 | 5 | 63 | 3 | 37 | 2 | 25 | 8 | 100 |
| Class3N | 8 | 6 | 75 | 2 | 25 | 3 | 38 | 8 | 100 |
| Class 4 | 12 | 9 | 75 | 3 | 25 | 2 | 17 | 12 | 100 |
| Class 5 | 10 | 5 | 50 | 5 | 50 | 2 | 20 | 10 | 100 |
| Class 6 | 10 | 6 | 60 | 4 | 40 | 4 | 40 | 10 | 100 |
| Class 6BB | 5 | 4 | 80 | 1 | 20 | 1 | 20 | 5 | 100 |
| Class 6BG | 5 | 4 | 80 | 1 | 20 | 2 | 40 | 5 | 100 |
| Class 7W | 6 | 6 | 100 | 0 | 0 | 2 | 33 | 6 | 100 |
| Class P5 | 9 | 5 | 56 | 4 | 44 | 2 | 22 | 9 | 100 |
| Class P4 | 8 | 6 | 75 | 2 | 25 | 2 | 25 | 8 | 100 |
| Class P3 | 11 | 9 | 75 | 3 | 25 | 6 | 54 | 11 | 100 |
| Class P2 | 14 | 11 | 79 | 3 | 21 | 5 | 36 | 14 | 100 |
| Class P1 | 14 | 12 | 86 | 2 | 14 | 4 | 28 | 14 | 100 |
| Class Q4 | 9 | 1 | 11 | 8 | 89 | 7 | 78 | 9 | 100 |
| Class Q3 | 10 | 6 | 60 | 4 | 49 | 3 | 30 | 10 | 100 |
| Class Q2 | 11 | 8 | 73 | 3 | 27 | 5 | 45 | 11 | 100 |
| Class Q1 | 11 | 10 | 91 | 1 | 9 | 6 | 54 | 11 | 100 |
| **Total** | **174** | **121** | **69** | **54** | **31** | **66** | **39** | **174** | **100** |

1. **Pupil Attainment and Achievement**

**Context**

Over the years we have seen a clear change in the presenting SEND of our pupils. Pupils are entering the school with additional medical conditions attached to their primary SEND. Of particular note is the numbers of children entering the school with speech and language difficulties or with physical difficulties that require physiotherapy input or with sensory needs that require sensory diets. As a school we have addressed these often competing demands by creating an intervention team that addresses speech, physical, medical, sensory and personal care needs. We believe this intervention has enabled our pupils to maintain good to outstanding rates of progress.

We only have a data set for the school up to the end of the autumn term 2019. Pupil data was severely disrupted as a result of the Covid-19 pandemic and its impact on schools. The data for the autumn term did show that pupils were well on track to meeting or exceeding their targets.

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| **Key Stage 1 Pupil Progress Data YR, 1, 2** |
| **2014 /2015****Total pupils in data set = 13** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **90%** | **94%** | **77%** |
| **2015 /2016****Total pupils in data set = 9** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **96%** | **100%** | **100%** |
| **2016/17****Total pupils in data set = 9**  | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **100%** | **100%** | **79%** |
| **2017/18****Total pupils in data set = 9**  | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **100%** | **100%** | **56%** |
| **2018/19****Total pupils in data set = 19**  | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **80%** | **80%** | **80%** |
| **2019/20****Total pupils in data set = 19**  | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** |  |  |  |

Exceeded target Met target below target

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| **Key Stage 2 Pupil Progress Data Y3, 4, 5, 6** |
| **2014 /2015****Total pupils in data set = 33** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **78%** | **82%** | **79%** |
| **2015 /2016****Total pupils in data set = 39** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **91%** | **97%** | **79%** |
| **2016/17****Total pupils in data set = 43** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **93%** | **95%** | **86%** |
| **2017/18****Total pupils in data set = 42** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **94%** | **99%** | **95%** |
| **2018/19****Total pupils in data set = 42** | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **93%** | **95%** | **98%** |
| **2019/20****Total pupils in data set = 44**  | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** |  |  |  |

Exceeded target Met target below target

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| **Key stage 3 Pupil Progress Data Y7, Y8 + Y9**  |
| **2014 /2015****Total pupils in data set = 44** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **77%** | **80%** | **68%** |
| **2015 /2016****Total pupils in data set = 50** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **82%** | **88%** | **80%** |
| **2016/17****Total pupils in data set = 59** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **80%** | **79%** | **72%** |
| **2017/18****Total pupils in data set = 59** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **91%** | **80%** | **93%** |
| **2018/19****Total pupils in data set = 60** | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **95%** | **92%** | **92%** |
| **2019/20****Total pupils in data set = 58**  | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** |  |  |  |

Exceeded target Met target below target

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| **Key stage 4 Pupil Progress Data Y10, 11** |
| **2014 /2015****Total pupils in data set = 30** | **English** | **Maths** | **PSHE** |
| **75% of pupils will make or exceed their expected personal progress targets.** | **68%** | **74%** | **71%** |
| **2015 /2016****Total pupils in data set = 29** | **English** | **Maths** | **PSHE** |
| **80% of pupils will make or exceed their expected personal progress targets.** | **95%** | **86%** | **93%** |
| **2016/17****Total pupils in data set = 32** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **59%\*** | **74%** | **88%\*** |
| **2017/18****Total pupils in data set = 35** | **English** | **Maths** | **PSHE** |
| **85% of pupils will make or exceed their expected personal progress targets** | **89%** | **87%** | **92%** |
| **2018/19****Total pupils in data set = 32** | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** | **96%** | **93%** | **97%** |
| **2019/20****Total pupils in data set = 44**  | **English** | **Maths** | **PSHE** |
| **90% of pupils will make or exceed their expected personal progress targets** |  |  |  |

Exceeded target Met target below target

1. **Quality of Teaching**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3.1 Lesson observations** | **2014/2015** | **2015/16** | **2016/2017** | **2017/2018** | **2018/20219** | **2019/20** | **2020/21\*** |
|  |  |  |  |  |  |  |  |
| % lessons good or above | 95% | \*88% | 90% | 95% | 100% | 100% |  |

\*we will not be grading lessons over the coming year. This reflects the fact that most of our pupils have returned from an extended period out of school.

1. **Exclusions 2019/20**

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| **Behaviour Management, Student Support and Welfare**  |
|  | **Key Stage 1** | **Key Stage 2** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| Number of days temporary exclusions | 0 | 0 | 0 | 0 | 0 |
| Number of pupils with temporary exclusions | 0 | 0 | 0 | 0 | 0 |
| Number of permanent exclusions | 0 | 0 | 0 | 0 | 0 |
| Number of behaviour incidents / Number resulting in exclusion  | 0 | 0 | 0 | 0 | 0 |
| No. of racist incidents | 0 | 0 | 0 | 0 | 0 |
| No. of bullying incidents | 0 | 0 | 0 | 0 | 0 |
| No of violence at work incidents | 0 | 0 | 0 | 0 | 0 |
| **Commentary:** We continue to maintain a minimum number of fixed-term exclusions within the school. We have introduced a behaviour monitoring system (Behaviour Watch) that allows us to interrogate interventions. Through internal referral to line managers, break and lunch time detentions and after school detentions pupil behaviour is managed in a very positive manner. Our approach has had a very positive effect on the vast majority of pupils. Those few pupils with more challenging behaviours have additional support via their Individual Behaviour Plans. |

**Exclusions 2020-21**

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| **Behaviour Management, Student Support and Welfare**  |
|  | **Key Stage 1** | **Key Stage 2** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| Number of days temporary exclusions |  |  |  |  |  |
| Number of pupils with temporary exclusions |  |  |  |  |  |
| Number of permanent exclusions |  |  |  |  |  |
| Number of behaviour incidents / Number resulting in exclusion  |  |  |  |  |  |
| No. of racist incidents |  |  |  |  |  |
| No. of bullying incidents |  |  |  |  |  |
| No of violence at work incidents |  |  |  |  |  |
| **Commentary:**  |

**4b. Behaviour 2020 / 21**

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| --- | --- | --- | --- | --- | --- | --- |
| **Behaviour Incidents / Accidents** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Month** | **Accident - child** | **Accident - Adult** | **Behaviour Incident** | **Positive Handling** | **Total** |
|  |  |  |  |  |  |  |  |  |  |
| **Sept.** | 5 |  | 1 |  | 32 |  | 10 |  | 48 |
| **Oct.** | 8 |  | 0 |  | 33 |  | 5 |  | 46 |
| **Nov** | 20 |  | 2 |  | 58 |  | 7 |  | 87 |
| **Dec.** |  |  |  |  |  |  |  |  |  |

Accidents were the usual bumps and grazes pupils sustain whilst at school. However one pupil in Year 10 broke their elbow after a fall. Another tripped while coming down the stairs during a Fire Drill.

Behaviour incidents record all incidents of low level behaviours verbal as well as physical.

Positive handling. Most of the incidents are what are known as ‘friendly holds’ or ‘guides’ or ‘escorts.’ and not full blown restraints.

1. **Pupil Attendance – Comparison over time**

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| **Pupil Attendance** |
|  | **Whole School Attendance %** | **Authorised Absence %** | **Unauthorised Absence %** |
| **2014/2015** |  | 94.43% |  | 4.52% |  | 1.05% |  |
| **2015/2016** |  | 93.76% |  | 5.28% |  | 0.96% |  |
| **2016/2017** |  | 95.18% |  | 3.8% |  | 1.03% |  |
| **2017/2018** |  | 93.82% |  | 6.18% |  | 1.13% |  |
| **2018/2019** |  | 93.31% |  | 5.52% |  | 1.15% |  |
| **2019/2020** |  | 91.95% |  | 6.45% |  | 1.6% |  |
| **2020/21** |  |  |  |  |  |  |  |
| **Commentary:** Our attendance figures continue to be above the national average for schools comparable to Green Lane. We meet with our Attendance Officer on a half-termly basis to discuss the data. Attendance has slipped slightly because of holidays in term time. Despite not giving permission for these holidays parents are taking them anyway. This then impacts on our unauthorised absence figure. Another factor has been the number of children hospitalised over the past year which has also impacted on our figures. The figures for this year were affected by the pandemic. Parental anxiety also affected the authorised absence rate. |

**5b. Attendance comparison by term and year**

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| --- | --- | --- | --- | --- |
| **Attendance 2020/21 (Target for the year = 95%)** |  |  |  |  |
|  | **19/20** | **20/21** | **19/20** | **20/21** | **19/20** | **20/21** | **19/20** | **20/21** |
| **Class** | **Aut1** | **Aut1** | **Aut2** | **Aut2** | **Spr1** | **Spr2** | **Sum1** | **Sum2** |
| 1 | 90.16% | 98.70% | 93.80% |  |  |  |  |  |
| 2 | 89.59% | 90.50% | 93.33% |  |  |  |  |  |
| 3 | 82.38% | 95.42% | 76.73% |  |  |  |  |  |
| 3N | 92.53% | 90.99% | 96.33% |  |  |  |  |  |
| 4 | 98.75% | 88.10% | 95.71% |  |  |  |  |  |
| 5 | 90.57% | 92.71% | 87.57% |  |  |  |  |  |
| 6 | 97.78% | 93.86% | 96.03% |  |  |  |  |  |
| 6B | 93.65% |  | 93.03% |  |  |  |  |  |
| 6BB |  | 99.33% |  |  |  |  |  |  |
| 6BG |  | 99.33% |  |  |  |  |  |  |
| 7W | 97.30% | 94.94% | 92.19% |  |  |  |  |  |
| P5 |  | 98.12% |  |  |  |  |  |  |
| P4 | 95.71% | 94.89% | 97.43% |  |  |  |  |  |
| P3 | 91.07% | 86.61% | 93.10% |  |  |  |  |  |
| P2 | 93.71% | 89.83% | 86.76% |  |  |  |  |  |
| P1 | 90.00% | 90.96% | 93.71% |  |  |  |  |  |
| Q4 | 93.86% | 97.34% | 92.86% |  |  |  |  |  |
| Q3 | 96.43% | 90.31% | 96.79% |  |  |  |  |  |
| Q2 | 93.65% | 89.79% | 95.40% |  |  |  |  |  |
| Q1 | 93.24% | 93.78% | 93.52% |  |  |  |  |  |
| **Total** | **88.19%** | **93.44%** | **92.60%** |  |  |  |  |  |

1. **Leadership and Management - Staff profile**

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| **6.1 Staff Profile – 2019 to 2020** |
| Total number of staff |  | HLTA  | 5 |
| Leadership scale | 3 | Level 4 | 2 |
| Middle Leaders / TLR | 11 | TA Level 3 | 19 |
| Teacher UPS | 5 | TA Level 2 | 10 |
| Teacher MPS | 7 |  |  |
| Teacher NQT | 0 | Maintenance Officer | 1 |
| Instructor / UQT | 2 | Cleaners | SLA |
| Admin  | 5 | MDAs | 7 |

**6b. Leadership and Management – Staff profile**

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| **6.1 Staff Profile – 2020 to 2021** |
| Total number of staff |  | HLTA  | 4 |
| Leadership scale | 3 | Level 4 | 2 |
| Middle Leaders / TLR / UPS | 11 | TA Level 3 | 19 |
| Teacher MPS | 6 | TA Level 2 | 10 |
| Teacher NQT | 0 |  |  |
| Instructor / UQT | 2 | Maintenance Officer | 1 |
|  |  | Cleaners | SLA |
| Admin  | 4 | MDAs | 6 |

**7. Finance**

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| **6.2 School Finances** |
|  | **Funded Number** | **Delegated budget** |
| **2013 - 2014** | **126 + 8 in sixth form** | £2,064,056 |
| **2014 - 2015** | **126 + 14 in sixth form** | £2,117,520 |
| **2015 - 2016** | **136 + 18 in sixth form** | £2,174,301 |
| **2016 - 2017** | **155 + 22 in sixth form** | £2,202,595 |
| **2017-2018** | **155 + 22 in sixth form** | £2,398,684 |
| **2018-2019** | **154 + 27 in sixth form** | 2,499,350 |
| **2019/20** | **165 + 25 in sixth form** | £2,688,494 |
| **2020/21** | **175\* +25** | £3,147,793 |

\*Of the 175 places within school, only 165 are fully funded i.e. have the £10K place payment + the payment related to the additional need the pupil might have. The LA are only funding the additional need amount not the £10K place amount. This in effect means we are funded £100K less than we should be.

**Comments**

The growth in the % of our budget spent on staff has grown as a direct result of the changing profile of pupil needs coming into the school. This has required us to increase the levels of classroom support, create an intimate care team for the changing of pupils, a physiotherapy team to deliver OT and Physiotherapy programmes. The fact that we are not fully funded for all of our pupils means that we are doubly affected. Firstly more pupils in the school and secondly less funding per pupil.