



Annual Progress Report 2023 - 2024

Key Information

Number of students on roll at end of 2023-2024	81
Lower School	39
Upper School	42
Number of students taking external qualifications	18

Attendance

In 2023 - 2024 attendance was judged to be **Good** - 90.48% across both sites. A small increase on last year.

Overall attendance was higher than SEN schools nationally.

Absence rates vary by school type: overall absence in primary schools was 3.7 per cent, in secondary schools 4.9 per cent and in special schools 9.7 per cent. (DFE)

Key:

Above 95% = Outstanding	80 - 90% = Expected
90 - 94% = good	Below 80% = below

Overall whole school attendance

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
-	-	-	-	-	-	-	-	-	-	-	-	-	-
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
90%	90%	92%	92%	90.7%	91%	93.4%	94.5%	92.6%	95.7%	94.6%	91.5%	90.3%	90.48%

Academic progress

Overall Progress was judged to be **Outstanding**.

Subject	Good	Outstanding	Good & Outstanding 2023 - 2024	Good & Outstanding 2022 - 2023	+ Or - on last year
Reading - O	30%	51.4%	81.4%	93.9%	-12.5%
Writing - O	31%	50.7%	81.69%	93.9%	-12.21%
Maths - O	20.6%	61.7%	82.3%	87.1%	-4.8%
Science - O	40%	55%	95%	95.1%	-0.1%
Computing - O	32.7%	59.6%	92.3%	100%	-7.7%
History - O	11%	83.3%	94.4%	95%	-0.6%
Humanities - O	34.4%	58.6%	93.1%	96.43%	-3.3%
Art - O	36.1%	55.3%	91.5%	90.4%	+1.1
PE - O	13.2%	83%	96.2%	98.31%	-2.11
Lifeskills - O	37.5%	59.3%	96.8%	89.5%	+7.3
PSHCE - O	36.6%	60.1%	97.56%	93.4%	+4.16
Citizenship - O	28.6%	68%	96.4%	100%	-3.6
Food Tech - O	32%	64%	97%	-	-

- Progress in 13 out of 13 subjects was Outstanding for the first time.
- Good & Outstanding grades were all above 80%.
- Strongest Subjects were History, Citizenship & PE.
- 3 subjects either showed an increase or stayed the same for Good and Outstanding progress.
- Despite progress being judged as Outstanding overall, English, Computing and Lifeskills saw a drop in Good & Outstanding % which will need further investigation.

KS2

Overall Progress was judged to be **Outstanding**

Subject	Good	Outstanding	Good & Outstanding 2023 - 2024	Good & Outstanding 2022 - 2023	+ Or - on last year
Reading - G	100%	-	100%	100%	=
Writing - G	100%	-	100%	100%	=

Maths - G	80%	20%	100%	100%	=
Science - O	40%	60%	100%	100%	=
Computing - O	33%	50%	83%	100%	-17%
Humanities - O	20%	60%	80%	100%	-20%
Art - O	20%	60%	80%	100%	-20%
PE - O	-	100%	100%	100%	=
PSHE - O	20%	80%	100%	100%	=

- 6 out of 9 subjects were **Outstanding**.
- All subjects either improved their **Good & Outstanding %** or remained the same.
- Strongest subjects were PE & PSHE
- 6 out of 9 subjects had **Good & Outstanding** grades of 100%

KS3

Overall Progress was judged to be **Outstanding**

Subject	Good	Outstanding	Good & Outstanding 2023 - 2024	Good & Outstanding 2022 - 2023	+ Or - on last year
Reading - O	40%	44%	84%	89.6%	- 5.6%
Writing - O	40%	44%	84%	89.6%	- 5.6%
Maths - O	33.3%	62.5%	95.8%	79.3%	+16.5%
Science - O/G	46.6%	46.6%	93.3%	96.5%	-3.2%
Computing - O	37.5%	58.3%	95.8%	100%	-4.2%
Humanities - O	37.5%	58.3%	95.8%	95.6%	+0.2%
Art - G	50%	45.8%	95.8%	92.7%	+3.1%
PE - O	16%	83.3%	100%	100%	=
Lifeskills - G	50%	42.8%	92.8%	95%	-2.2%
PSHE - O	33.3%	62.5%	95.8%	96.6%	-0.8%
Food Tech - O	37.5%	58.3%	95.8%	-	-

- 8 subjects out of 11 were Outstanding with one additional subject judged as Good/Outstanding.
- Strongest subjects were PE, PSHE and Maths
- Good & Outstanding grades were all above 84%

KS4

Overall Progress was judged to be **Outstanding**.

Subject	Good	Outstanding	Good & Outstanding 2023 - 2024	Good & Outstanding 2022 - 2023	+ Or - on last year
Reading - O	27.2%	63.6%	90.9%	94.7%	-3.8%
Writing - O	33.3%	58.3%	91.6%	94.7%	-3.1%
Maths - O	-	83.3%	83.3%	89.5%	-6.2%
Science - G	50%	41.6%	97.6%	90%	+7.6%
Computing - O	11.7%	76.4%	88.2%	100%	-11.8%
History - O	9.1%	81.8%	90.9%	100%	-9.1%
Art - O	18.1%	63.6%	81.8%	100%	-18.2%
PE - O	8.3%	75%	83.3%	100%	-16.7%
PSHCE - O	33.3%	66.7%	100%	52.9%	+47.1%

- 8 out of 9 subjects were Outstanding
- Strongest subjects were Maths and History
- Good & Outstanding grades were all above 81%

APIES

Where students are not making expected progress in 2 or more core subjects or in multiple subjects across the curriculum, they are subject to an APIES support plan ('Attendance, Physical, Intellectual, Emotional, or Social Barriers to Learning').

3 students were put on APIES plans - 1 now has 1:1 support, 1 was moved to the Upper School, and the other had an attendance plan put in place.

Boys are more likely to be on an APIES plan than girls - this has remained the case for 2 years now. However, the reasons are all quite different so any intervention must remain bespoke to their individual needs

Trends in relation to ethnic groups

- Holmewood has a diverse intake with students coming from a broad variety of backgrounds.
- There are no discernible/significant patterns of progress in relation to ethnic background.

Trends in relation to Looked After Children

- We have 2 LACs on roll. 1 is making excellent progress across all subjects, the other is making progress but is less consistent, and did not make it onto his Level 3 course as a result.
- No clear pattern

Trends in relation to gender

- No clear patterns with regard to academic progress either when looking at different Key Stages or by subject when compared to boys.
- However, we note that boys are more likely to be on an APIES plan than girls. All for very

different reasons.

Trends in relation to particular SEND diagnoses

- No clear patterns with regard to academic progress when comparing ASD v ASD & ADHD
- Where students have either PDA diagnosis or present with PDA traits, we note (as would be expected) increased attendance or attendance to lessons issues. Also more likely to not engage in a lesson and therefore make good progress.

Trends in relation to pupils receiving a Pupil Premium

- We currently have no students in receipt of Pupil Premium funding.
- However we believe 13 students would be eligible if LAs passed this on to us.
- There are no discernible patterns of progress in relation to Pupil Premium.

Trends in relation to pupils registered as having Free School Meals status

- We currently have no students in receipt of Free School Meals.
- However we believe 13 students would be eligible. There are no discernible patterns of progress in relation to FSM.

Other trends noted

- The only consistent and evident trends from the data relate to students with mental health issues (including self harm, restricted eating, suicidal ideation) and/or behavioural challenges directly related to their diagnosis. This group were less likely to make good progress often due to attendance, bespoke timetables etc

Attainment/qualifications: A Levels, GCSEs, BTECS, Functional Skills and Entry Level Results Summer 2024

Key data for exams:

- 75% of the A-level results were A*-C.
- 73% of GCSE results were achieved at grades 4-9.
- 100% of students passed BTEC Creative Digital Media Production, 60% with a Distinction or Merit.

Art and English Language and Literature GCE A-Level exams were held at the school with three students sitting exams. 75% of results were A-C, FS achieved an A in English Language and Literature and a B in Art.

15 students sat GCSEs in the following subjects - English Language, Maths, Combined Science, Physics, Chemistry, Biology and History.

73% of GCSE results were achieved at grades 4-9 (up from 66% in 2023). 93% of students achieved at least one grade 4 in their exams.

Special mentions for students who received exceptional grades - R achieved a 9 in Maths, N a 9 in Chemistry and 7s in Biology and Physics, T for 8-8-7 in the three sciences, E for 7 in English Language, T for 6 in English Language and Maths.

These are the best set of exam results in the school's history.

Analysis of all Core Subjects in external examinations:

An overview of the exam analyses in core subjects suggests the following:

Our students tend to do well with:

- Information retrieval
- Subject knowledge esp where knowledge is concrete
- Short responses
- Multiple choice
- Questions/tasks with less language eg equations, calculations

Our students sometimes struggle with:

- More abstract knowledge
- Application of knowledge
- Complex language or vocabulary
- Extended responses
- Structuring responses
- Managing time in the exams & answering all the questions
- Answering the question
- Doing independent work and revision at home
- Making links, inference.
- Managing stress and anxiety both in the run up and during exams

All these points, both strengths and challenges, are consistent with their diagnosis of autism. They also underline how the current design of national qualifications effectively ‘disable’ our students.

It should be noted that GCSEs are more rigorous, have considerably more content and the coursework element has been removed which we view as detrimental to our students’ outcomes.

Preparing for and sitting exams is highly stressful for our students and we are immensely proud of their achievements. As a school, we contend that the new format of exams does not suit our students and final grades rarely reflect their ability.

Summary of Teaching & Learning

Number of observations for the academic year 2023-2024- 29

Headline figures:

Total:	Outstanding	Good	Satisfactory	Requires improvement
29	15 52%	12 42%	1 3%	1 3%

Actions resulting from analysis of data

1. Overall academic data and exam results were very good this year. We will continue to monitor all aspects of the curriculum via our QA process.
2. Continue to encourage academic independence from our students, reducing any overdependence on TAs. This can be a focus during learning walks and observations.
3. To develop a formal programme of support for students who are struggling to attend school for mental health reasons
4. See SIP for further details