

School details

Street	Feldon Lane
Town	Halesowen
Postcode	B62 9DR
Telephone number	01384 818630 Mrs C Riman
Age Range: lowest age	4
Age Range: highest age	16
Gender of entry	Mixed
School type	Community Special School
Denomination	Does not apply
Unique Reference Number	103881
School published in KS4 tables	Yes
School published in KS5 tables	No
Total number of pupils on roll (all ages)	109
Percentage of pupils with SEN statement or on School Action Plus	100.0%
Percentage of pupils with English not as first language	13.5%
Percentage of pupils eligible for free school meals	40.4%



Admission information: Please Contact Dudley SEN team on 01384814360

Ofsted Inspection

Inspection report	Link to Ofsted inspection report
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2011 KS2 Performance Tables

KS2 test results and progress

	All pupils	Low attainers	Middle attainers	High attainers
Percentage achieving Level 4 or above in both English and mathematics 	0%	0%		
Percentage achieving Level 5 or above in both English and mathematics 	0%	0%		

Percentage of pupils making expected progress in English ?	30%	30%		
Percentage of pupils making expected progress in maths ?	20%	20%		
Average point score ?	15.0			

Value Added measures

	Measure	Lower CI	Upper CI	Coverage
KS1-2 English and maths Value Added Score ?	95.5	94.3	96.7	100%
English Value Added Score ?	95.7	94.4	97.0	100%
Maths Value Added score ?	95.7	94.3	97.2	100%

Narrowing the Gap

	Disadvantaged pupils (FSM/CLA) ?	Other pupils ?
Percentage of pupils achieving level 4+ English and maths.	SUPP	SUPP
Percentage of pupils making expected progress in English.	SUPP	SUPP
Percentage of pupils making expected progress in mathematics.	SUPP	SUPP

Teacher Assessments






	English	Maths	Science
% of pupils with Level 3 or below ?	100%	100%	100%
Percentage achieving Level 4 or above ?	0%	0%	0%
Percentage achieving Level 5 or above ?	0%	0%	0%
Percentage absent or disapplied ?	0%	0%	0%

Year on year comparisons

	2011	2010	2009	2008
Percentage achieving Level 4 or above in both English and mathematics	0%	0%	0%	0%

2011 KS4 Performance Tables



Cohort information

Number of pupils at the end of KS4		12
Average KS2 point score 		13.1
	Number in cohort	Percentage of cohort
Low attainers 	6	100%
Middle attainers 	0	0%
High attainers 	0	0%
Pupils for whom English is not their first language	1	8%
Pupils with statements or supported at school action plus 		

Year on year comparisons

	2011	2010	2009	2008
Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	0%	0%	SUPP	0%

KS4 exam results

	All pupils	Low attainers	Middle attainers	High attainers
Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	0%	0%	NE	NE
Percentage achieving A*-C in English and maths GCSEs	0%	0%	NE	NE
Percentage achieving all English Bacallaureate subjects 	0%	0%	NE	NE
Percentage of pupils achieving 5+ A*-C grade GCSEs (or equivalent)	0%			
Percentage of pupils achieving 5+ A*-G grade GCSEs (or equivalent)	0%			
Percentage of pupils achieving at least one qualification 	100%			
Number entered all English Bacallaureate	0	0	NE	NE

subjects				
Percentage entered all English Baccalaureate subjects	0%	0%	NE	NE

KS4 pupil progress

	All pupils	Low attainers	Middle attainers	High attainers
Percentage of pupils making expected progress in English	0%	0%	NE	NE
Percentage of pupils making expected progress in maths	0%	0%	NE	NE
Best 8 value added	940.9	838.2	NE	NE
Lower confidence limit	907.8	795.6	NE	NE
Upper confidence limit	974.1	880.7	NE	NE
Percentage of pupils included in VA measure	50%			

KS4 Average Point Scores

	All pupils	Low attainers	Middle attainers	High attainers
Average point score per pupil (best 8) - all qualifications	75.9	78.8	NE	NE
Average point score per pupil (best 8) - GCSE only	4.2	0.0	NE	NE
Average grade per qualification		G	NE	NE
Average grade per GCSE		U	NE	NE

KS4 Exam entries

	All pupils	Low attainers	Middle attainers	High attainers
Average entries per pupil - all qualifications	5.0	5.0	NE	NE
Average entries per pupil - GCSEs only	0.2	0.0	NE	NE

Narrowing the Gap

	Disadvantaged	Other
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	pupils	pupils
Number of pupils ?	5	7
Percentage of pupils ?	42%	58%
Percentage achieving grades A*-C in English and maths GCSEs	SUPP	SUPP
Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	SUPP	SUPP
Percentage of pupils making expected progress in English ?	SUPP	SUPP
Percentage of pupils making expected progress in maths ?	SUPP	SUPP
Best 8 VA measure - disadvantaged pupils ?	SUPP	SUPP
Best 8 VA lower 95% confidence limit for disadvantaged pupils ?	SUPP	SUPP
Best 8 VA upper 95% confidence limit for disadvantaged pupils ?	SUPP	SUPP
Average entries per pupil - all qualifications ?	SUPP	SUPP
Average point score per pupil (best 8) - all qualifications ?	SUPP	SUPP

Curriculum:

Our Early Years pupils follow the Development matters programme

Key Stage 1	Key Stage 2	Secondary transition Year 7	Key stage 3 Years 8 and 9	Key stage 4 year 10 & 11
English	English	English	Functional skills English	English level 1
Maths	Maths	Maths	Functional skills maths	Maths level 1
Science	Science	Science	Entry Level science	Science entry level
ICT	ICT	ICT	Functional skills ICT	ICT level 1
Creative curriculum	Creative curriculum	Creative curriculum	Functional thematic curriculum	Child care entry level
Design Technology	Design Technology	Design Technology		College options level 1 <ul style="list-style-type: none"> • Media • Catering • Art

				<ul style="list-style-type: none"> • Anima l care
R.E	R.E	R.E		PSD level 1 <ul style="list-style-type: none"> • PHSE • Citize nship • Huma nities • Enterp rise
Art	Art	Art	Art	
Music	Music	Music	Music	
P.E	P.E	P.E	P.E	Leisure & Recreation
Swimming	Swimming	MFL	MFL	
Development matters Personal development	Development matters Personal development	PHSE		

Additional information parents may require relating to the curriculum will be available on this web site when updates are completed Autumn 2012

Letters and sounds phonics programme is in place up to the end of key stage 3.

The schools behaviour policy can be found within the policies section of this web site

Spend per Pupil

Spend per pupil contextual information

Number of pupils (FTE)	109			
Percentage of pupils eligible for Free School Meals (FSM)	40.4%			
Free school meals eligibility band	HIGH			
Percentage of pupils achieving 5 A*-C grade GCSEs (or equivalent) including English and maths GCSEs in 2011 	0%	NA	NA	NA

Pupil Premium

Pupil Premium is allocated by financial year, although schools are required to report on how it is spent by academic year.

Halesbury had an allocation of £23,912 for 2011 – 2012 and has a further allocation of £29,400 for 2012 – 2013. This includes the premium paid for looked after children.

This was based on 56 pupils meeting the eligibility criteria, including looked after children.

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable as to how this additional funding has been used. From September 2012, schools are asked to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of how the Pupil Premium has been used.

One of the challenges we face as a school for children with learning difficulties is in evaluating the degree to which social background affects achievement. As the barriers to learning are developmental and social, they affect all pupils within the school.

In exploring how we could use the Pupil Premium to add value, we looked beyond the notion of achievement being focused on the acquisition of skills and knowledge to include further development of socially appropriate behaviours and socially based communication.

Halesbury (an MLD School) and Pens Meadow schools are working together to achieve best outcomes for its children and their families. Both schools recognise that there are many inequalities for disabled children and their families. These include restrictions on their income due to their caring roles and restrictions on accessing extra curricular activities, as well as complexities around their conditions and support services putting additional stresses on the family. This ultimately impacts on the child's wellbeing and in turn their access to education. It is also acknowledged that by providing support to improve the home learning environment parents from low income or disadvantaged families can be supported to believe and understand that their own actions and efforts can lead to improved outcomes for their child in school.

Evidence supports the belief that interventions focused on parental involvement in children's education improve outcomes. On this basis both schools have utilised their pupil premium funding to employ a Family Outreach Coordinator whose role is to support parent and carers in addressing any issues which impact on the family and their child, provide a supportive link to school and engage families in family learning and school life.

As well as focusing on parent participation and support the role coordinates extended learning opportunities for children out of school and the involvement of their families through family and adult learning programmes, after school and holiday informal learning opportunities. It will provide a designated role that can provide early intervention for families in relation to accessing appropriate support/services to ensure a consistent and child centred approach to learning.

The role has had a significant impact on addressing these issues. The Family Outreach Coordinator's attention has been focused on the recipients of the Pupil Premium, but not exclusively so, as these types of opportunities are of value to all. From October 2011 to July 2012 the role has engaged and supported over 48 families across both schools; of those 16 have engaged in family learning from April to July 2012. This has been challenging as many of our families are not from the local community of which the school is situated. Historically getting parent/carers into school presents many issues around transport and negative perceptions around involvement in school life. Having a designated role to overcome such barriers and enable families to engage in school life and their child's education is proving invaluable.

There are termly reports available to show evidence of Family Outreach impact.

Pupil Premium has also funded the following resources/activity:

- Access to additional speech and language resources in school to support children to access the school environment, particularly through school transition stages.
- The Pupil Premium has also been utilised to fund 2 accredited summer schemes which enabled secondary aged children to achieve a short course ASDAN award or a NOCN Music and Media Accreditation. These schemes were accessed by 19 secondary pupils all of which received their accreditation/award.

- iPads to support and develop pupils ICT skills.