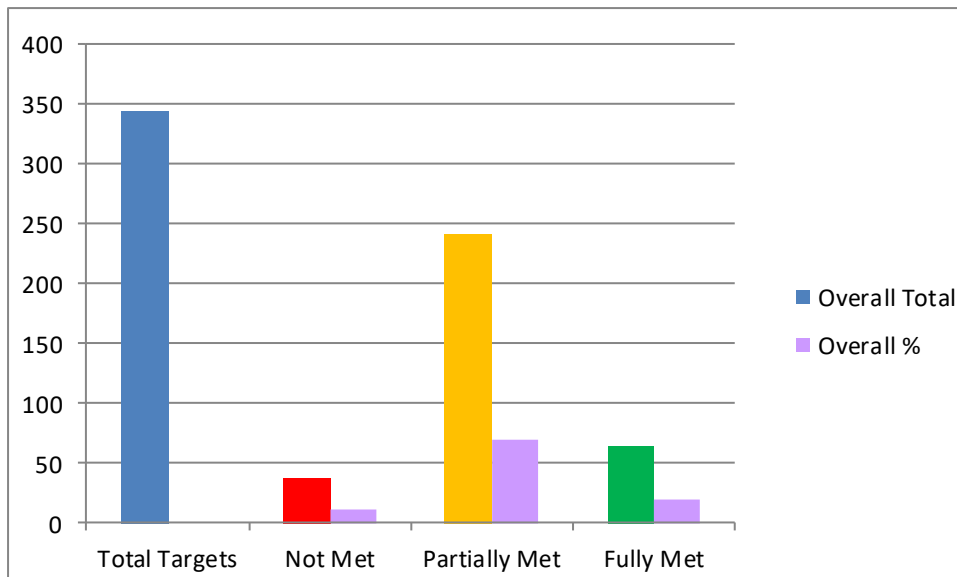


Note: Targets 'Not Met' was largely due to poor attendance of JA, BW, LBS and FA. Target still classed as 'Not Met' even when student absent for all or part of the timeframe of the target and so unable to do the work to meet the target.

Non- Core Target Analysis

| Subject | Total Targets | Not Met | Partially Met | Fully Met |
|----------|---------------|---------|---------------|-----------|
| PSHE | 53 | 4 | 34 | 15 |
| Hiistory | 40 | 4 | 24 | 12 |
| Goegrphy | 40 | 5 | 25 | 10 |
| ICT | 27 | 1 | 23 | 3 |
| RE | 36 | 4 | 28 | 4 |
| French | 19 | 9 | 7 | 3 |
| PE | 64 | 5 | 48 | 11 |
| Business | 16 | 3 | 12 | 1 |
| Music | 30 | 3 | 25 | 2 |
| Art | 20 | 0 | 16 | 4 |

| | Total Targets | Not Met | Partially Met | Fully Met |
|---------------|---------------|---------|---------------|-----------|
| Overall Total | 345 | 38 | 242 | 65 |
| Overall % | | 11 | 70 | 19 |



- Of the 391 targets set in these three subjects , 15% (60) were not met, 65% (253) were partially met and 21% (81) were fully met or exceeded.
- Of the 345 targets set in the non-core subjects, 11% (38) were not met, 70% (242) were partially met and 19% (65) were fully met or exceeded.

Explanation of the data

- Results are based on a 0-10 Likert scale rating with the student starting at 0. **A rating of 0-4 is Red=target not met; 5-6 is Amber=target partially met; 7+ is Green =target met and exceeded.** Hence even with Red, students can make progress from 0, but can still 'fail' to meet the target.
- Even a student who moves from 0 to 6 has still not 'met' the target. Hence the 65% of core and 70% of non-core targets graded as 'Partially Met' still represents a huge achievement for these students, who have moved to 5 or 6 on the Likert scale from an initial 0 rating.
- A key factor for the 15% of total core subject targets not being met has been the relatively high absence of 4 students at different parts of the year which has meant they have been recorded as not meeting their targets.

Behaviour Analysis

Of the 94 behaviour targets set for 12 students during 16-17 academic year, 16% (15) were not met (Red), 48% (45) were partially met (Amber) and 36% (34) were fully met (Green).

Incidents of challenging behaviour are divided into 5 areas- bullying, racism, homophobia, physical assault and damage to possessions and property. There were 85 incidents in total recorded during the academic year.

During the 16-17 academic year-

- Bullying- 23 incidents which reduced to 2 in the summer term
- Racism -No recorded incidents during the academic year

- Homophobia – 26 recorded incidents with half of these occurring in the summer term.
 - Physical Assault - 22 incidents were recorded with 10 in the autumn term.
 - Damage to Property -14 incidents were recorded with little fluctuation between the terms.
- ❖ Homophobic incidents (which could be classed as a sub-set of bullying) usually involved students calling each other, a teacher or a lesson/item “gay.” In the summer term we had a student arrive (LW) who used much more sexualised language in his everyday discourse than his peers. It took him most of the term to work with us on acknowledging the inappropriateness of his comments and from there seeking to reduce them.
 - ❖ Bullying can be a factor when new students join as they seek to generate a hierarchy, find each other’s weaknesses for future reference and test the boundaries of the school. As the students are with us for longer periods then not only does this naturally settle but the pastoral and anti-bullying work we do starts to have a positive impact- PHSE lessons, restorative justice, meetings with parents and reflection time are all useful tools to use here.

Attendance Analysis

There have been significant rates of progress in attendance which in many cases is better than when the student attended their previous educational provision. The whole school average attendance was 81 %. This figure includes one student whose attendance was 14%, another whose parents refused to send him in for the entire second half of the summer term and another whose attendance overall was 61%. However, 81% remains a decrease on 2015-16 which was 92%, during which year we had fewer students on roll and of those we had the majority had attendance of over 95%.

During the current academic year, the average attendance has been 62%. However, this figure includes 1 student who has not attended all term and two students whose parents refused to send their child into AES, in one case from the 2nd week in October onwards. **When the student who has not attended is removed from the data and the attendance figures used for the other 2 students for the weeks they were allowed to attend, are factored in, the overall average attendance increases to 78%.** We have 4 students whose attendance is over 92%

- The student who has not attended has been the subject of ongoing Education Welfare Service (EWS) involvements with his siblings and is due to recommence at AES in January 2018.
- One parent removed her child from school on 6/10/17 with the stated intention of getting her into an additionally resourced provision within a mainstream school. This has been unsuccessful so she is returning to AES on 8/1/17. Her attendance when allowed to come in, was 96%.

Student Leavers

A key element of the success story of AES involves the high numbers of students that are re-included back into education. Given that many of the students who come to us do so after being permanently excluded from mainstream or special school, is in itself extremely positive. However, what is just as positive are both the numbers of students who go back into mainstream provision and that all our students remain in school once they leave us. Taken together, these points are evidence of the transformative benefit AES has had on its students, how they have improved their social and emotional self-awareness, their behavioural self-regulation skills and, crucially, their self-esteem. **Students leave us believing in themselves as learners, which is why they are motivated to engage with and stay in their new school. We are very proud of this important benchmark of our success.**

- **Since being registered as a school in December 2014, 25 students (20 M: 5 F) have left AES. Fourteen (10 M:4 F) have gone to mainstream school; 8 (7 M: 1F) have gone to special school and 3 have yet to be placed-** two are receiving home tuition and one was removed to an out-London authority at short notice by social services.
- Of the 25 students, 19 had been permanently excluded (15 M: 4 F) and 2 (2M: 0 F) of this group had not been in education for more than 1 term.
- Of the 25 students, 3 (2 M: 1 F) returned to their referring school, 19 (15 M: 4 F) were placed in a new school setting.