



# Sir Tom Finney Community High School

## Assessment and Accreditation Report

Autumn term 2018

### Introduction

All students are assessed using PIVATS guidance materials. This is an assessment tool developed several years ago by Lancashire, based upon national P scale guidance broken down into smaller steps and utilised across many Lancashire schools and a wider arena nationally to allow comparisons to be made. The information is web based and generates expected progress targets based upon data inputs by schools.

Alongside this we are working with other special schools within the NWSAG (North West Special Schools Assessment Group) to monitor our data against other schools data for ability based cohorts to give an indication of how our progress measures against other special schools within Lancashire on a key stage basis, this also supports generating expected progress measures based upon starting points.

The information is evaluated and analysed to look for trends or patterns to show positive progress and results that may raise questions or hypotheses and need 'deeper' analysis; resulting in actions required.

More often than not we have to drill down to an individual level as the vast majority of our student population have 'spikey' profiles and as such patterns and trends within small cohorts are not meaningful in terms of patterns and trends across school.

### Assessment data summary

The main subject focus of the evaluation and reporting will be English and Maths. Other subject leaders will monitor their own information and action accordingly in subject action plans.

Whole school summary (1 student average 0.6%)

	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying
outstanding	37%	40%	63%	47%	38%	45%	47%
expected	28%	17%	17%	26%	14%	18%	12%
working toward expected	35%	43%	20%	27%	48%	37%	41%

Pupil Premium Grant Recipients – pre 16 information (1 student average 2%)

	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying
outstanding	40%	55%	72%	45%	45%	51%	49%
expected	26%	17%	19%	26%	8%	15%	15%
working toward expected	16%	28%	9%	29%	47%	34%	36%

Bursary Grant Recipients – post 16 information (1 students average 8%)

	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying
outstanding	42%	25%	42%	33%	50%	42%	58%
expected	33%	25%	50%	42%	17%	33%	25%
working toward expected	25%	50%	8%	25%	33%	25%	17%

Children Looked After (1 students average 7.5%)

	reading	writing	listening	speaking	number	Shape, space and measure	Using and applying
outstanding	54%	54%	70%	31%	47%	54%	54%
expected	23%	23%	15%	38%	15%	15%	15%
working toward expected	23%	23%	15%	31%	38%	31%	31%

## Evaluation Summary

The cohort mentioned in the inspection (the most able) regarding stretch and challenge no longer appears to have foundation and the school advisor agrees he has found no evidence in the data and through observation in school to support this. Which makes sense as the data being interrogated is new data, post inspection, and teaching and learning had made this area a focal point since the inspection process. The impact being **his overall opinion is that the school is strong in this area.**

He recommends that the focus is switched to consider a 'middle' cohort, the more passive learners, looking at individual students. After scrutiny there is some evidence to suggest this is a group that requires focussed monitoring over this year. There is also a correlation within this group if they also have a physical disability or difficulty such as ASD that compounds their learning needs.

**The advisor suggested to consider as an action point that, on an individual basis, focus on this 'middle' cohort of students, which after full evaluation we agree with.** Utilising the development of 'Lesson Study' proposals will support this and every teacher/HLTA is involved in this research.

There are also a very small number of students (3), who present with clear social emotional and mental health concerns which impacts upon their learning that appear not to be making as much progress as we expected from their starting points. **As such they will have individual monitoring as well.**

The advisor to school also suggested that another hypothesis to consider was that progress in reading is not as good as other areas of English, whilst this is not fully borne out by the evidence the school has **opted to join Lancashire's 'We are Reading' scheme which is gathering momentum across special and mainstream schools.**

The data however, suggests that it is in fact writing where more students appear not have reached their expected targets in relation to English as a subject. **Which suggests an action point relating to writing will be formulated as part of school improvement planning.** Overall though English presents as having better overall progress performance than maths.

Maths presents evidence that it requires closer scrutiny this year; yet the accreditation results in maths at end of y11 are very good. **As such we are looking to work on a research project with the Education Endowment Fund on 'practical maths' – making it 'real'. This will be added to the school improvement plan.**

The information relating to students who are in receipt of **Pupil Premium Grant shows that overall in English they are making better progress from starting points when compared with the whole school and are mirroring the progress made in maths.**

**Children who are Looked After are presenting as a greater proportion of learners making expected or outstanding progress when compared with whole school summary in both English and Maths.**

**Those individual students who are identified as not making as much progress as their peers will be shared with department heads who will work with subject leaders to consider any intervention strategies that may need to be put in place.**

## Accreditation results summary – summer 2018

Accreditation	Numbers/level of pass (please note numbers refer to all the students entered at a particular subject)
Entry Level Maths (y11)	4 x L2 10 X L3
Functional skills Maths (FE)	1 x L2
Entry Level English (y11)	3 x L1 11 X L2
Functional skills ICT (y11)	4 X L1 7 X L2 1 X L3
EDCL ICT Level 1 award (Y11)	10 X L1
E- SAFETY Level 1 award (post 16)	9 x L1
Personal and Social Education (PSE) Entry Level (y11)	2 x L1 12 X L3
BTEC Applied Science level 1 award (y11/FE))	5 x L1 (Y11) 6 X L1 (FE)
PE Entry level (y11)	6 x L2 5 X L3
LAMDA performing arts	3 x L1 award grade 2 pass with merit 1 x L1 award grade 2 pass with distinction 2 x L1 award grade 3 pass with merit 1 x L1 award grade 3 pass with distinction 1 x L2 award grade 4 pass 1 x L2 award grade 5 pass with distinction
Life and Living skills Entry level (FE)	7 x L1 6 x L2 5 x L3 (3 more submissions due next half term 1 x each level)
GCSE Art and Design	1 x GCSE pass at grade 2

## Evaluation summary

Accreditation is broad and varied, and students taking accreditation have met expectations in all cases with some showing exceptional results going beyond expected attainment.

**This has led to the need for change in the FE offer as some of those being admitted to y12 are arriving with levels of attainment above the level of the current offer. Hence discrete functional skills is now being delivered in Maths and English at level 1 and 2 where appropriate as well as entry level.** In terms of PSHE, further consideration is being given to revisions in the curriculum particularly as new and detailed schemes for Sex and Relationship Education become statutory from

Sept 2019. **Science and Computing /ICT are also offering the next level of progression in FE, up to and including level 1 and level 2 courses.**

Life and living skills Entry Level remains relevant for lower attaining students.

The choice of options taken by individuals will determine the requirements and offer of GCSE/entry level in art and design and LAMDA exams remain available to performance group students.

In KS4 the curriculum offer remains broadly the same and as such students will follow the current pathways of accreditation as highlighted above. Although **it has been determined that a small minority of able students require further challenge in Maths and as such will be following functional skills earlier.**

#### Concluding remarks

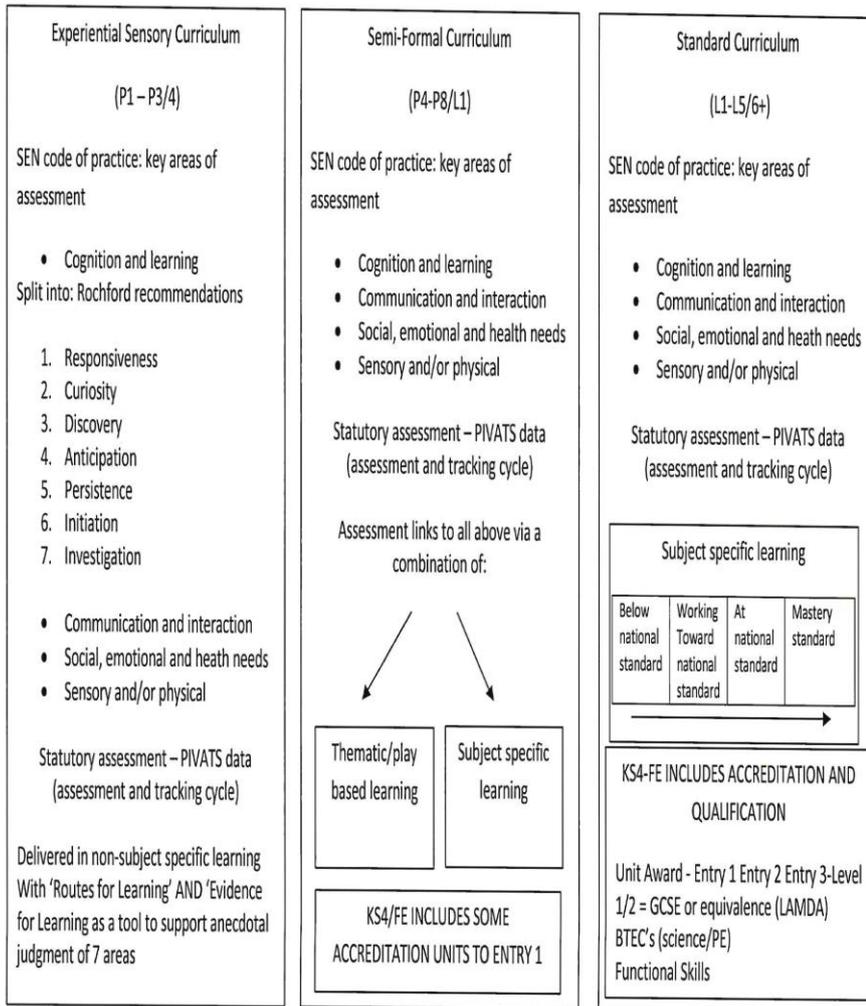
Accreditation and assessment data summaries do not account for all the learning that takes place in relation to the quality of the teaching, learning and curriculum. There are many instances of excellence in progress of 'soft' skills from being able to function independently, use initiative and problem solve to developing skills in employability, careers, vocational options, self-management of behaviour etc.

Progress is monitored and recorded where they are delivered within discrete subjects, but evidence is often supplemented anecdotally in terms of impact and picked up via annual review, Education, Health care Plan outcomes and individual impact statements.

AUTUMN 2018

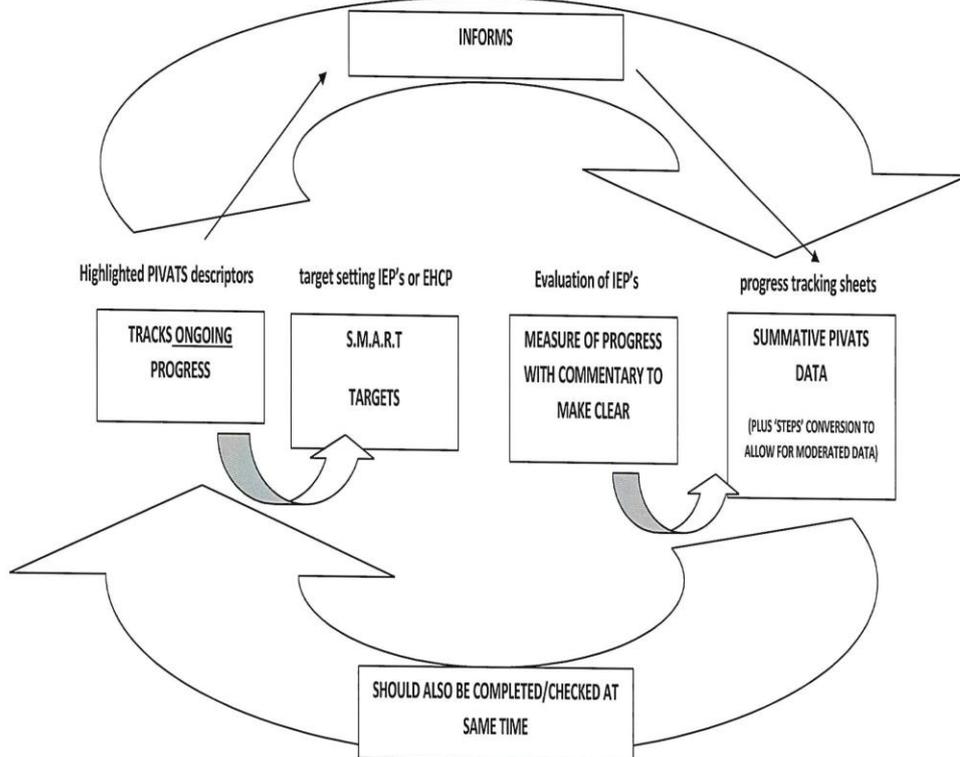


ENGAGEMENT – DIFFERENTIATION-INCLUSION- INVOLVEMENT –CREATIVITY - LEARNING





SIR TOM FINNEY COMMUNITY HIGH



ANY ADDITIONAL BASELINE OR ASSESSMENT INFORMATION HELPS TO SHAPE, UNDERPIN AND SUPPORT PROGRESS IDENTIFICATION

IEPS should form part of all subjects' planning for lessons and if they are covered or progress is made then anyone can complete an individual's highlighted PIVATS descriptor.  
(Use correct colour for progress and pop up to note when and in which lesson)