



# Sir Tom Finney Community High School

## Assessment and Accreditation Report To Governors.

Assessment and Accreditation data summary autumn 2017

### Introduction

*Governors should note that this is the first year schools have had to use 'local' reporting without Government defined national curriculum levels and criteria to moderate against. Although the pre – national curriculum levels (P-Scales) are still in place, which PIVATS (Performance Indicators for Valued Added Target Setting) are derived from.*

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 utilized across many Lancashire schools and in a wider arena nationally to allow comparisons to be made. The information is web based and generates expected progress targets based upon 1000's of data inputs by schools.

However, there was a revision this year and version 5 of PIVATS was made available to schools, but this radically changed aspects of the assessment criteria; making comparisons with PIVATS 4 (the previous version) very difficult to extrapolate.

Hence expected progress data was not supported this year by the web based data; so a decision was made not to use an 'expected' progress measure, but rather monitor the progress in an ongoing fashion through our tracking system and observing on an individual basis where we felt progress was not at the rate expected. Tracking monitoring takes place termly and informs whether students are on track and a final assessment takes place in the summer term to inform overall whole school evaluation.

Alongside this we are working with other special schools within the NWSAG (North West Special Schools Assessment Group) project to monitor our data against other schools data to give us an indication of how our progress measures against other special schools within Lancashire on a key stage basis. However, within this framework the data is not yet complete enough to allow a full key stage measure.

We therefore decided to also consider progress by looking directly at Individual Educational Plan targets (English, Maths and Personal, Social, Development) to seek a view anecdotally whether individuals were making expected progress within their IEP targets.

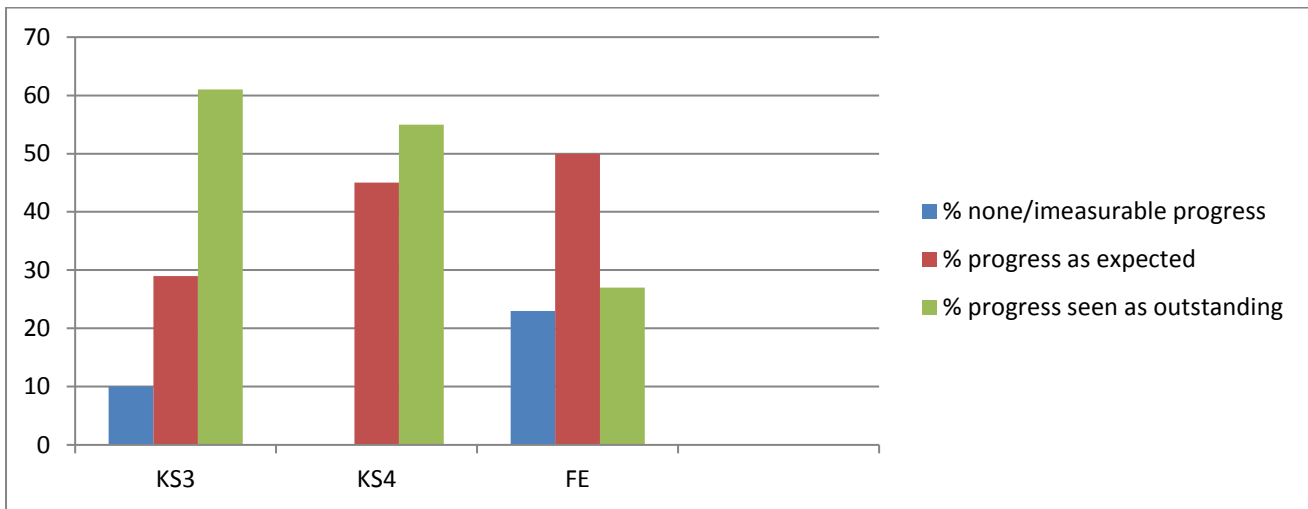
Our core subject coordinators (English, Maths, Science, PSHE and ICT) attend moderation sessions externally as well as internally moderating in order to maintain a consistency and reliability to our assessments. This helps to ensure that our assessments are in line with other providers and are fair and correct and robust in nature.

Once all the data is collected from various sources this is measured against school improvement outcomes, targets set and individual assessment of progress is colour coded across the core subjects to determine any patterns and trends and follow up action required.

The report also comments on accreditation/examination results post 16-19.

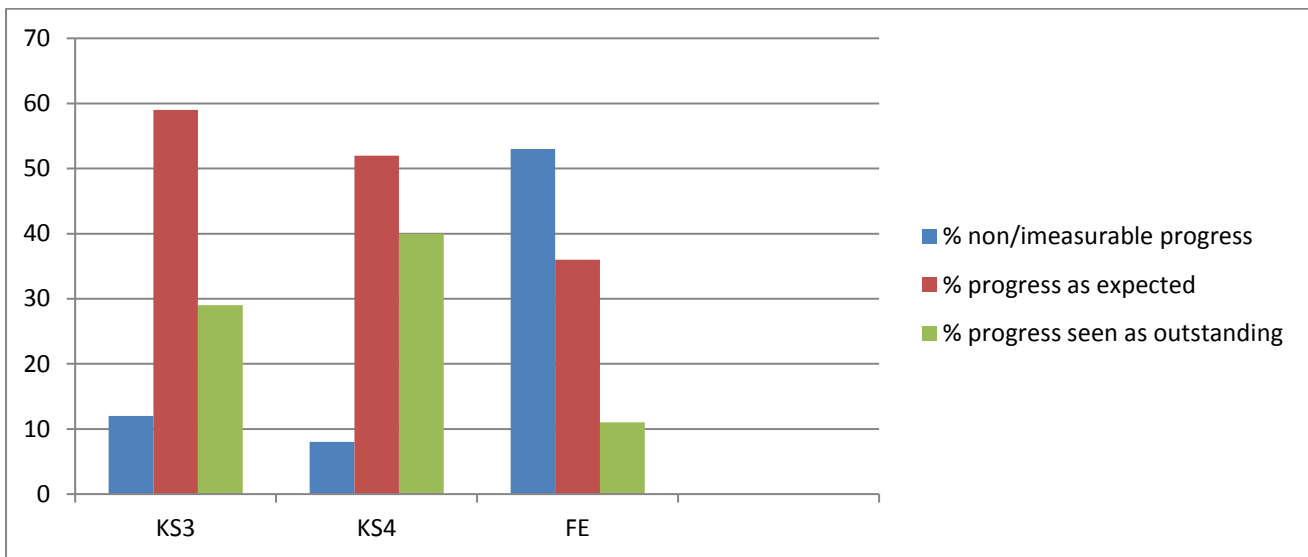
### Assessment data using Pivats criteria and scoring

Maths summary whole school data (focus on number)



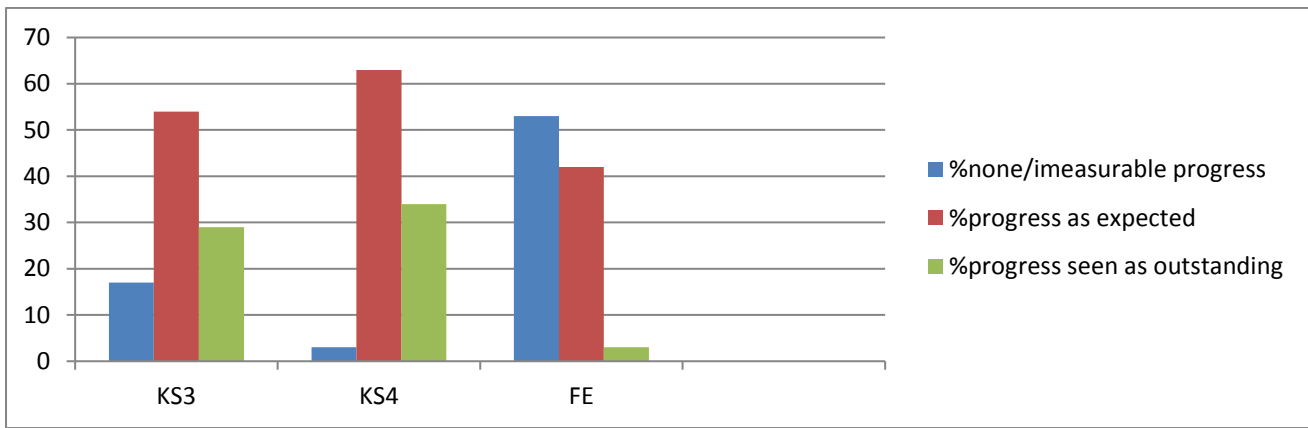
KS3/4 are showing the best results with close to 90%/100% making expected or better progress, FE appears to have the least favourable results.

English (Reading)



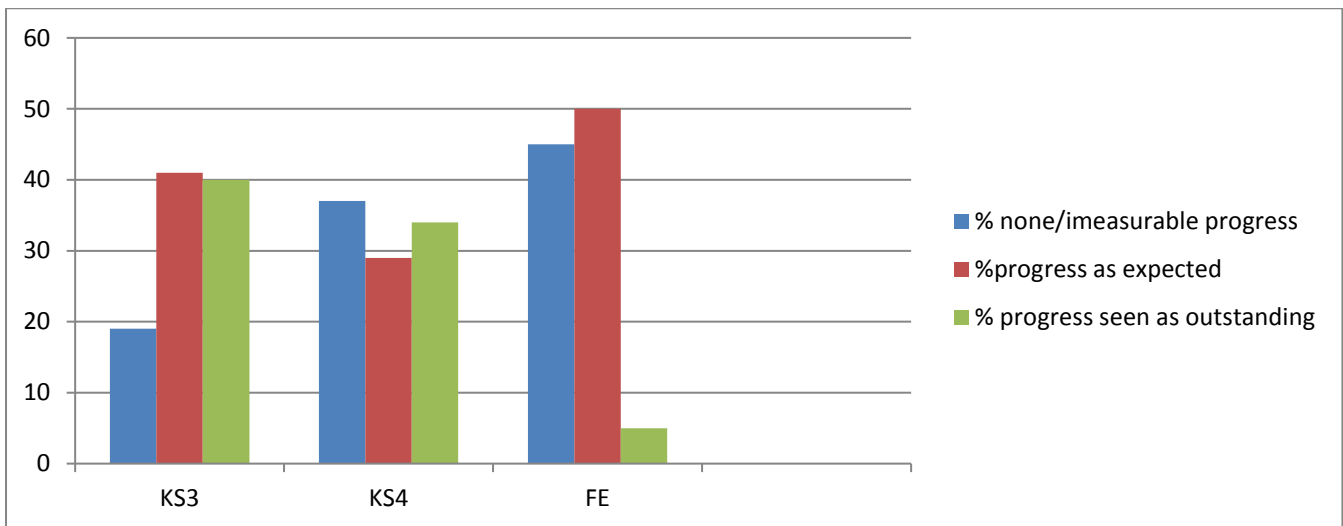
KS3/4 are showing the best results with close to 90%/92% making expected or better progress, FE appears to have the least favourable results, with over half not making recognisable progress. There will be a degree of 'plateau' once students have reached post 16, however this needs exploring further.

### English (writing)



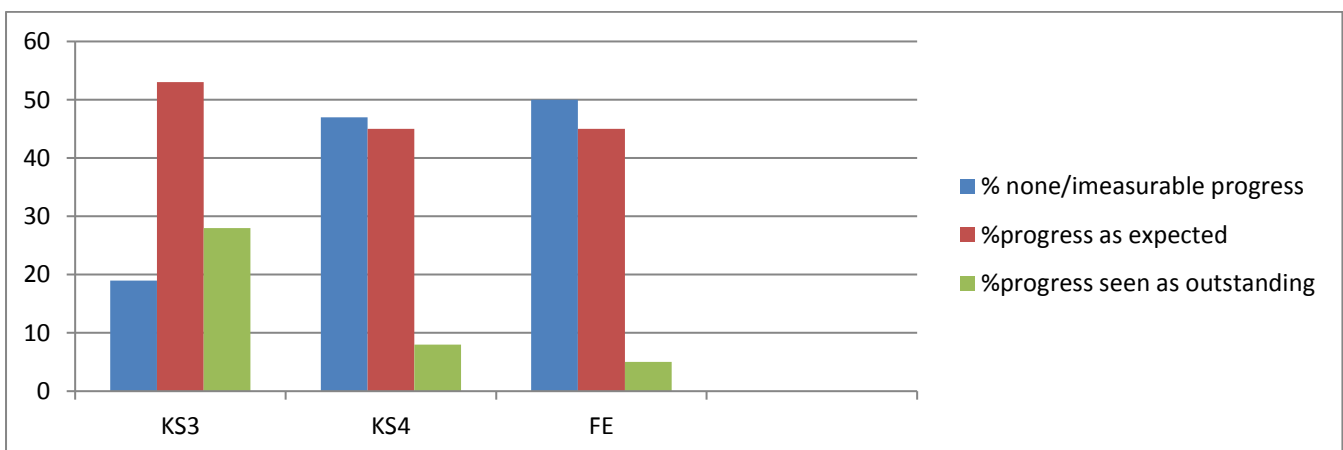
KS3/4 are showing the best results with close to 85%/98% making expected or better progress, FE appears to have the least favourable results, with over half not making recognisable progress. There will be a degree of 'plateau' once students have reached post 16, however this needs exploring further.

### English (Listening)



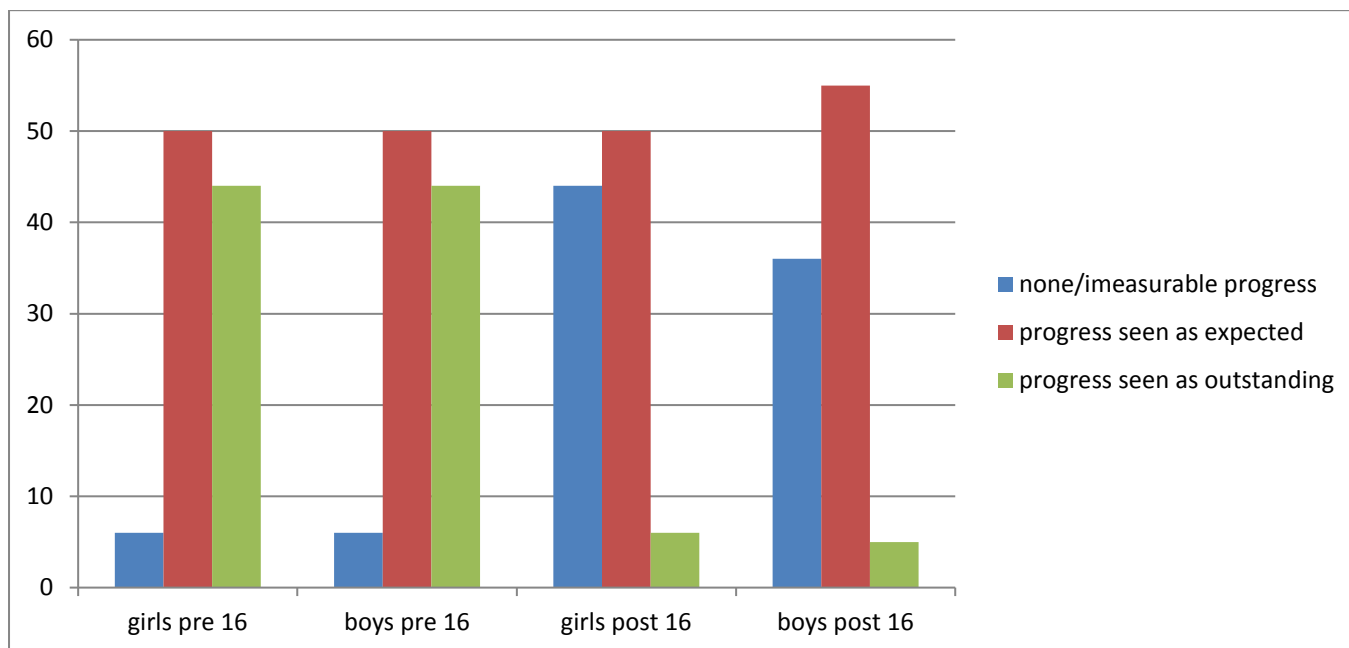
KS3 are showing the best results with close to 80% making expected or better progress, KS4 is seeing a fairly equal distribution, but over 60% still make progress overall. FE appears to have the least favourable results, but over half have made or bettered progress expected. There will be a degree of 'plateau' once students have reached post 16 in terms of both speaking and listening so results are as expected.

### English (speaking)



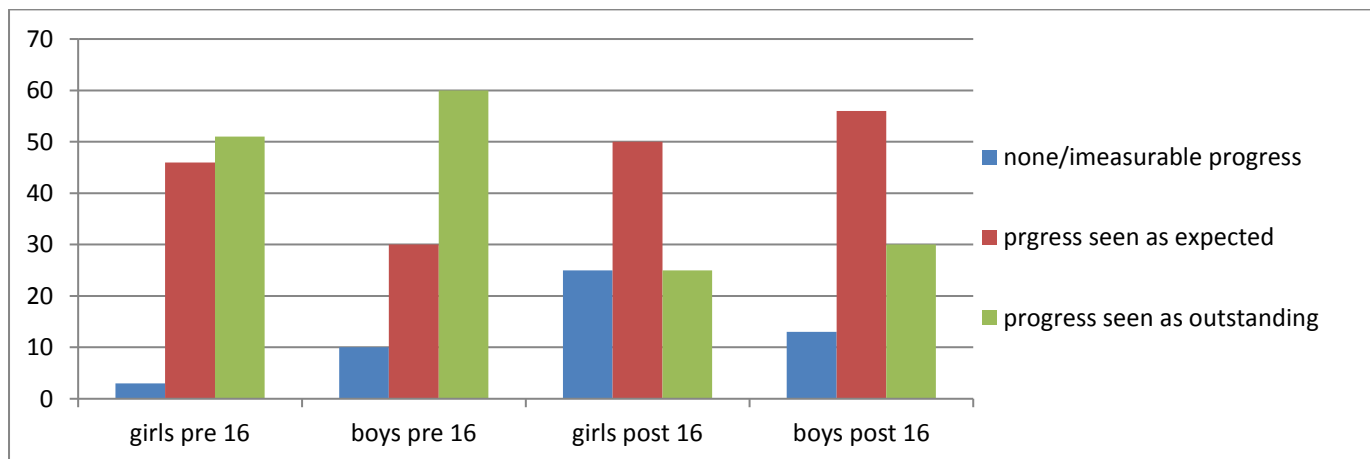
KS3 are showing the best results with 80% making expected or better progress, KS4/FE is seeing a fairly even distribution over those making progress or not. Speaking and listening is an area where as students get older the rates of progress lessen and this distribution is not unusual.

### Comparison by Gender- English



The progress distribution is mirroring the previous information KS3/4 girls and boys making better rates of progress than those Post 16 in English. With no discernible difference between boys and girls.

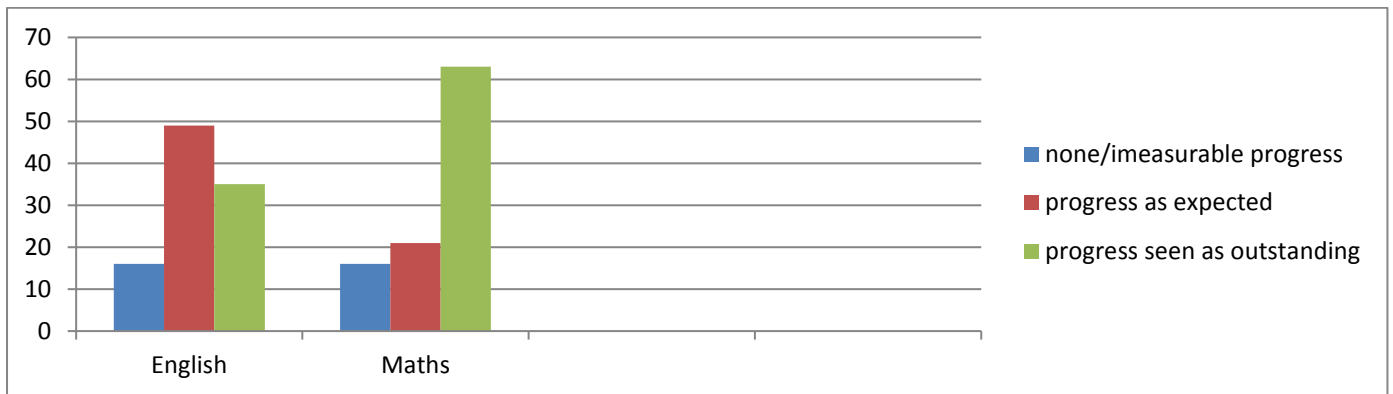
### Comparison by Gender – Maths



Maths is showing a more even spread across the whole school in relation to boys and girls making progress, although a greater number of boys and girls at KS3/4 are showing outstanding progress compared to those in post 16.

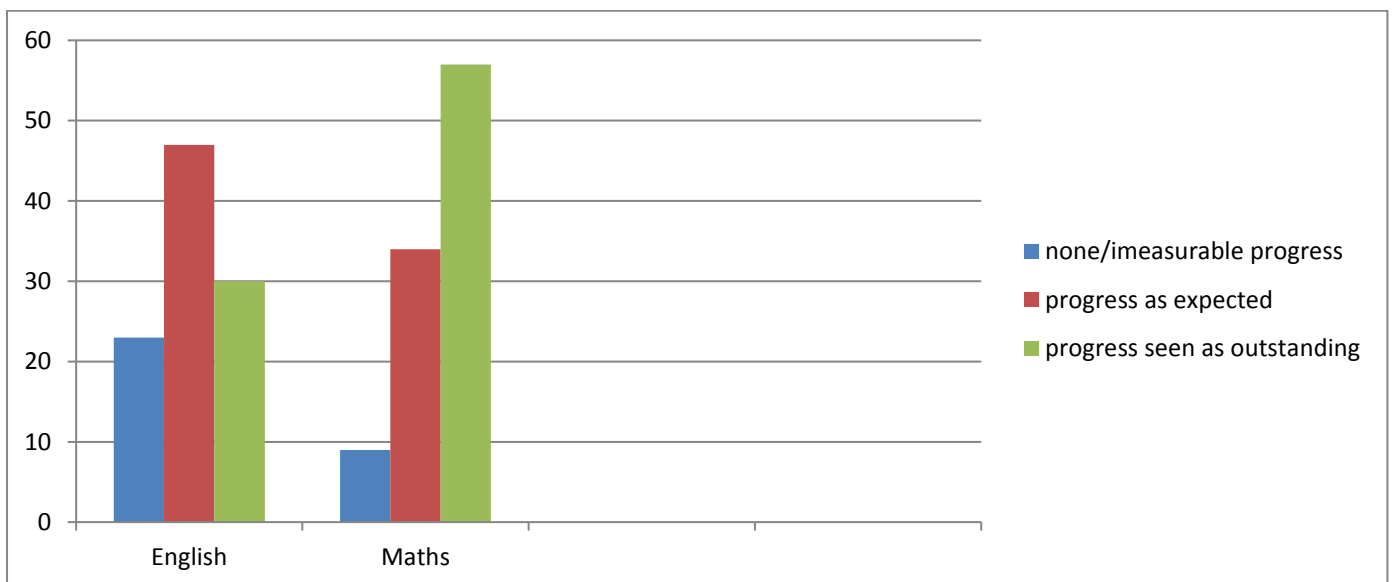
## Comparison by categories of need

### Autistic Spectrum Disorder



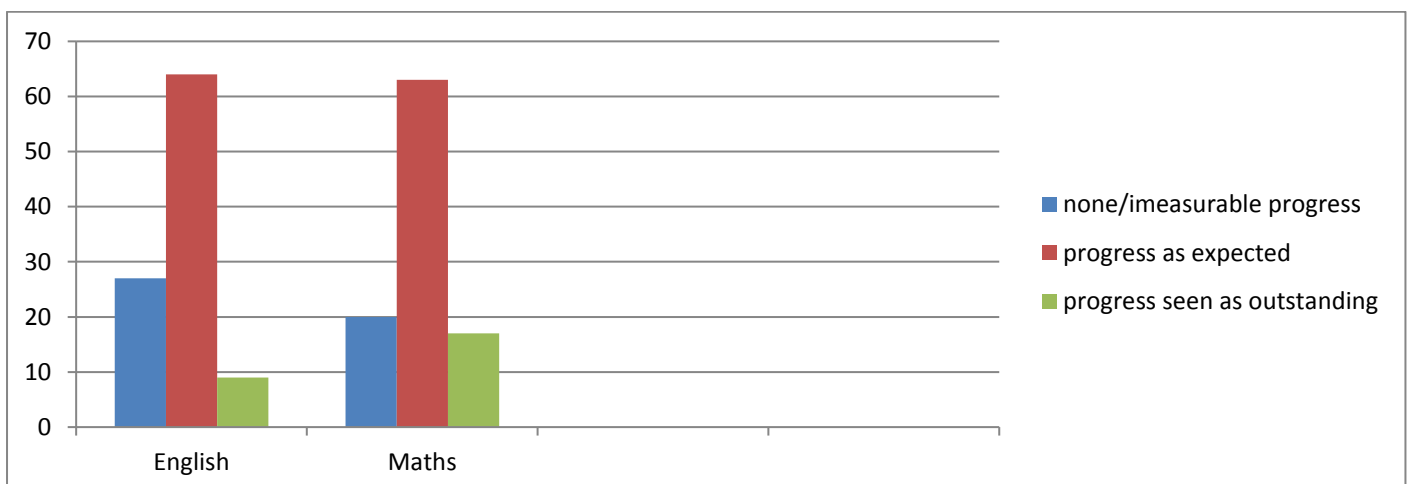
Progress has a similar distribution to the whole school, though Maths is showing better than English

### Moderate Learning Difficulty



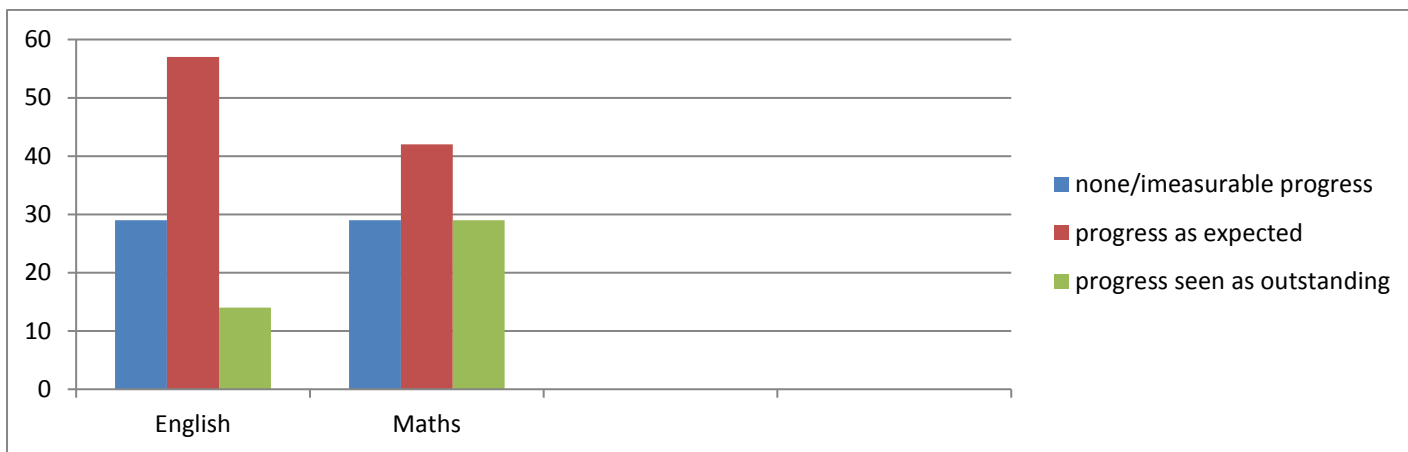
Progress has a similar in percentage terms to the whole school, though Maths is showing better than English

### Severe Learning Difficulty



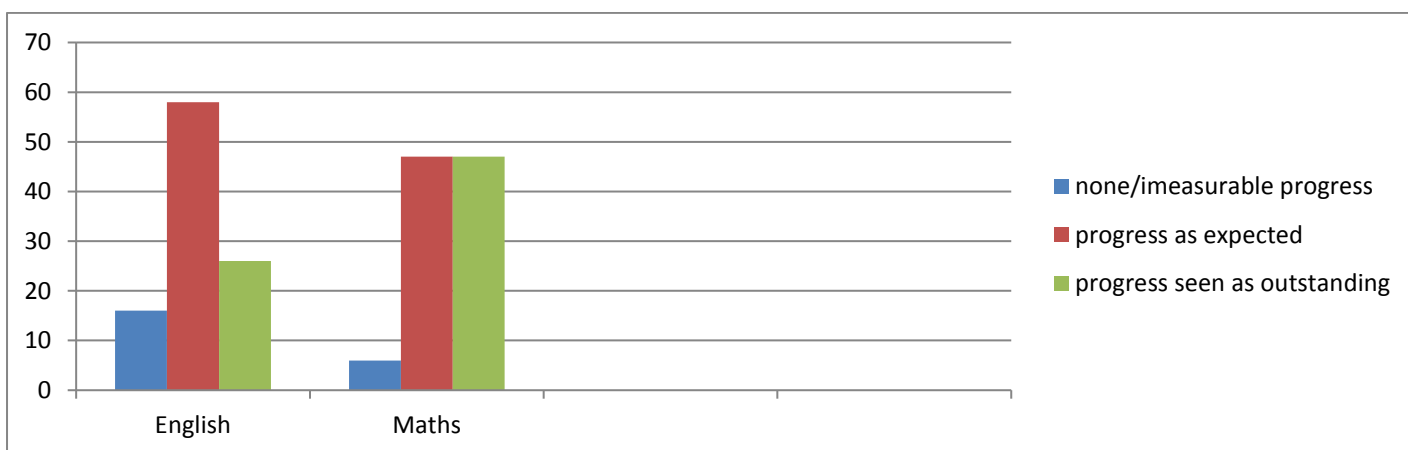
There is a pattern here slightly different with less showing outstanding progress across both areas and more showing no progress, even though it is still small in terms of numbers, it is something to consider in relation to this cohort.

### Profound and Multiple Learning Difficulty



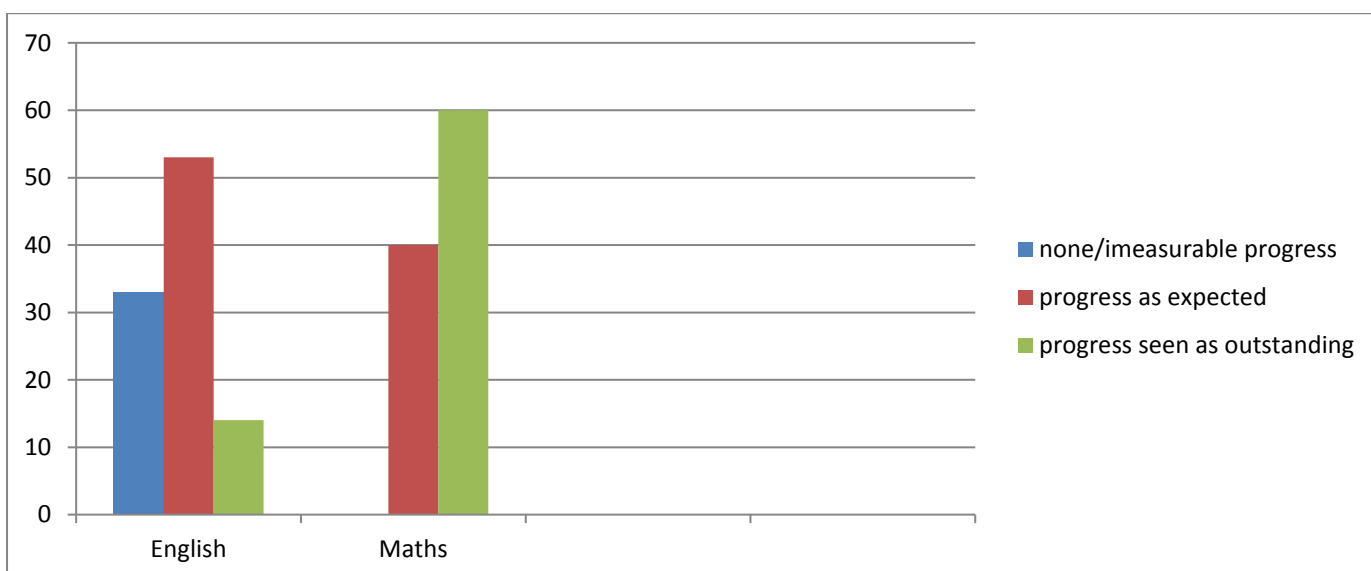
Progress has a similar distribution to the whole school and is even overall between subjects

### Physical Difficulty



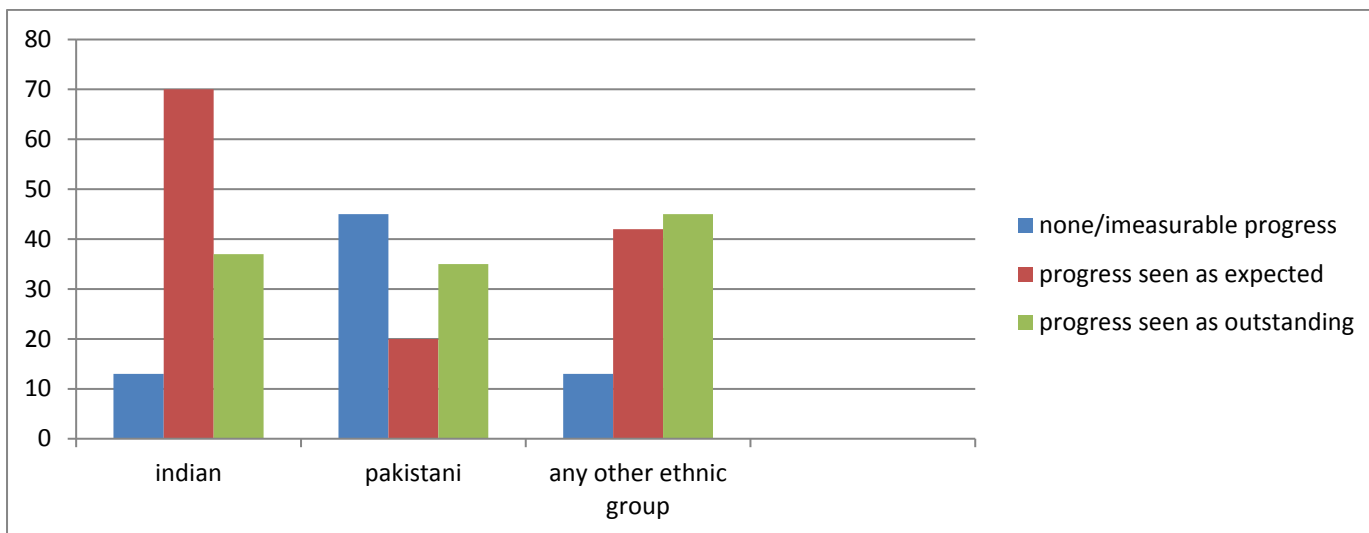
Progress has a similar distribution in English to the whole school, with Maths showing better than English in terms of progress numbers.

### Other (Visual Impairment, Hearing Impairment, Social Emotional Mental Health, Speech or Specific Learning Difficulty)



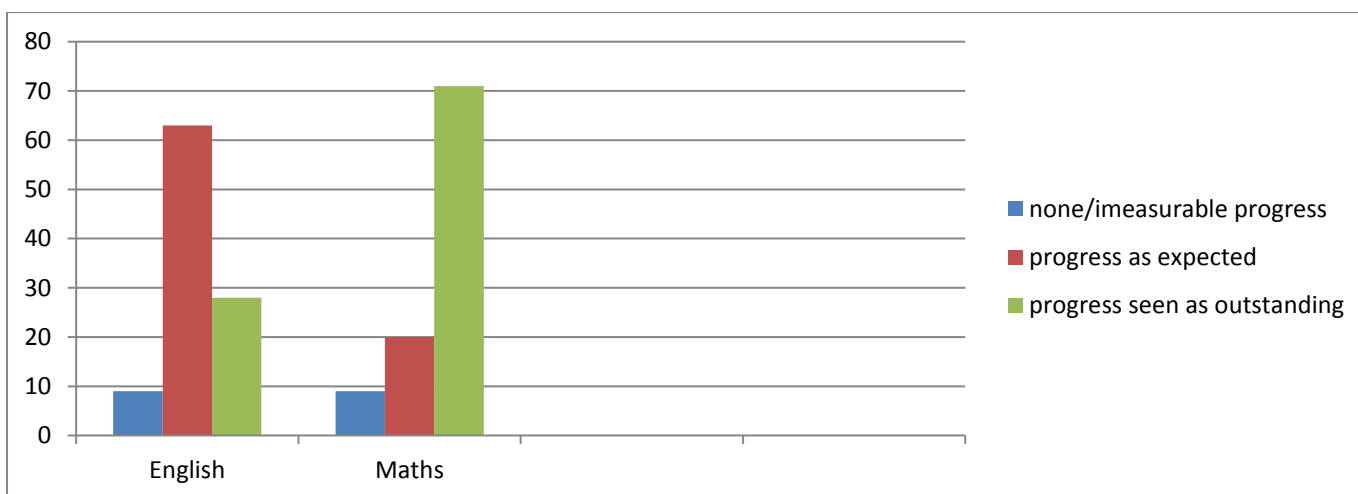
Progress has a similar pattern to the whole school in English, Maths is showing better than English with all making progress.

Comparison by Ethnicity (combined English and Maths)



Progress has a similar pattern in relation to Indian and other ethnic groupings, to the whole school, but Pakistani is showing over 40% not making progress as expected and whilst small in number will need investigating further.

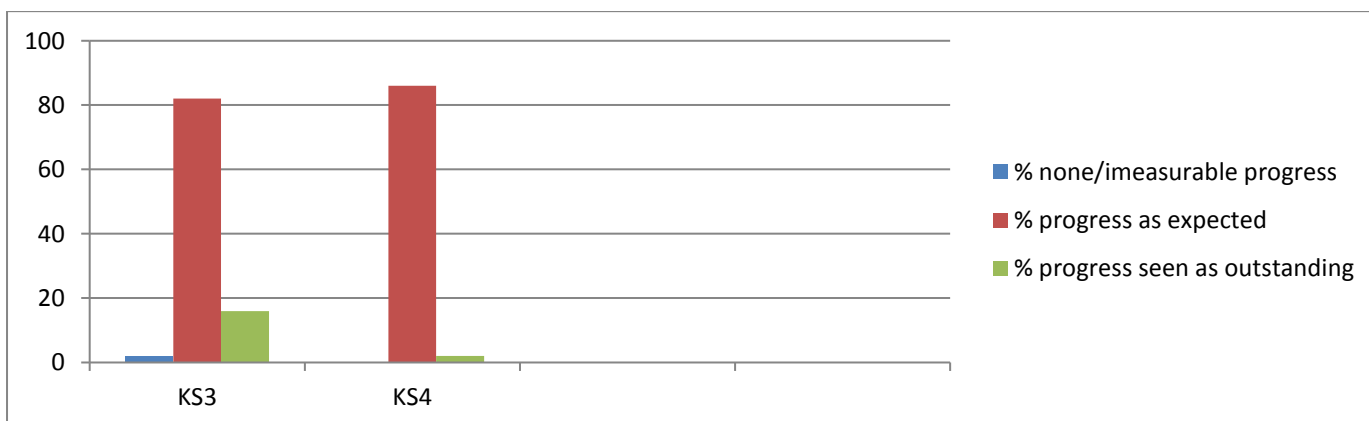
Pupil Premium /Free school meals



Progress has a similar distribution to the whole school in English, but Maths is showing much better ‘outstanding’ progress overall.

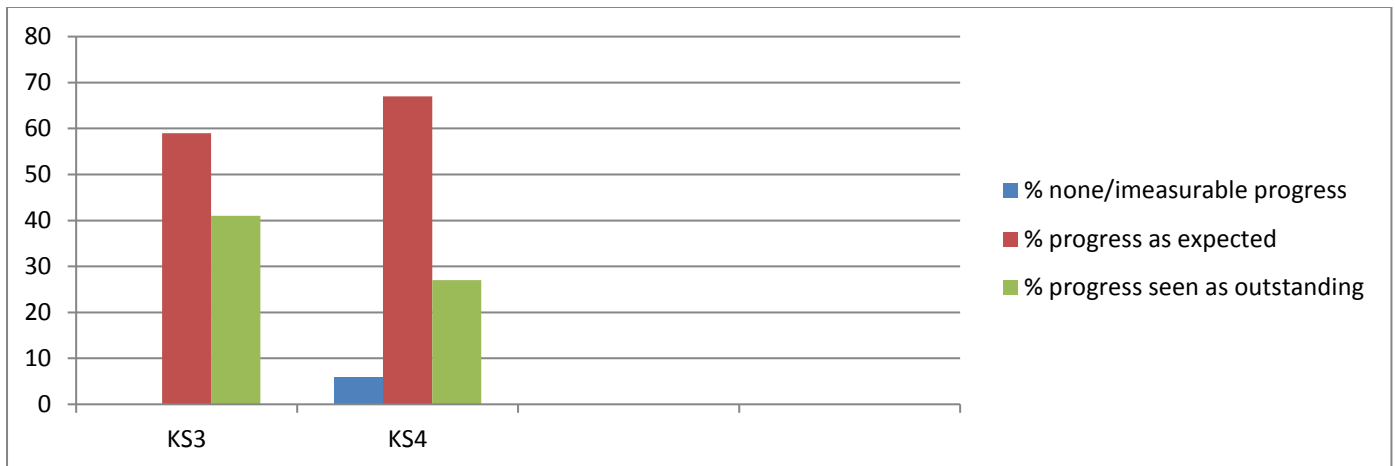
**Assessment using subject Milestones, developed in-house**

ICT/Computing



Progress is as expected across both key stages on the whole with the vast majority meeting expected or better progress

Science



Progress is showing very similar to above

### Accreditation Results

#### AQA GCSE MATHS

1 entered – result grade 1

#### AQA GCSE ART

4 Entered- 3 passed, result grade F,G,G

#### Entry Level Certificate

subject	Numbers passed	level	% of total entries
English	7	EL2	44
	7	EL1	44
	2	No mark	12
Maths	3	EL3	19
	8	EL2	31
	8	EL1	50
PSHE	8	EL3	50
	10	EL2	6
	7	EL1	44
ICT	15	EL3	88
	2	EL2	12
ICT EDCL award	10	Level 2	77
	3	Level 1	23

#### Science BTEC results

Applied Science – Level 1 award x 8

#### Duke of Edinburgh Scheme



- Bronze award x 3

London Academy of Music and Dramatic art exams (LAMDA) –

- Group graded exam ‘Musical Theatre’- pass with distinction
- Individual graded exams
  - Entry level award (duo) Musical Theatre – pass with distinction
  - Entry level award (solo) Musical Theatre – pass with distinction
  - Level 1 award (solo) Musical Theatre grade 1 pass with merit
  - Level 1 award (solo) Musical Theatre grade 2 pass with merit x 4
  - Level 2 award (solo) Musical Theatre grade 5 pass with distinction

FE leavers Life and Living Skills

- Entry Level 3 Full Award x1
- Entry Level 1 Full Award x1
- Entry Level 2 Certificate x6
- Entry Level 1 Certificate x2

Accreditation is broad and varied, but the outstanding results have come in the LAMDA and ICT accreditation which primarily targets KS4/FE students and PSHE which targets KS4 students

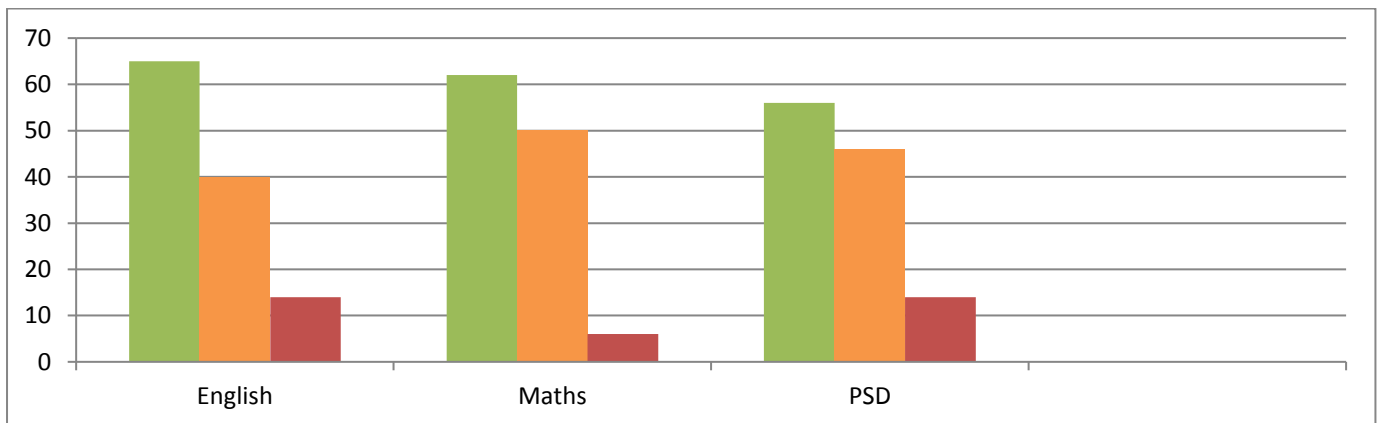
**Assessment using Individual Educational Plan progress towards Targets**

MLD (number of targets)

Good progress

Progress

No progress



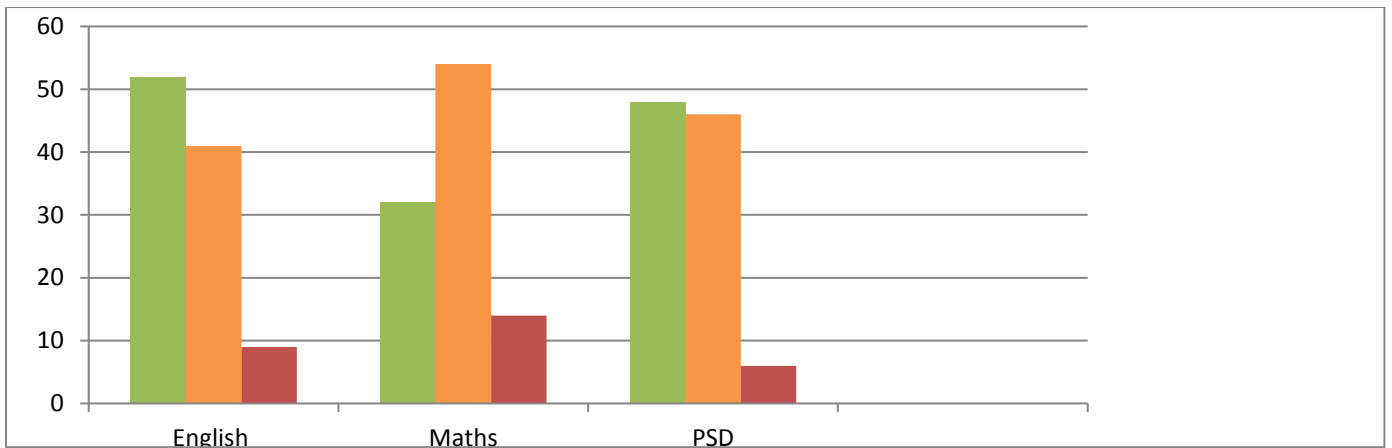
Progress is showing toward 90% overall making progress in their targets

**SLD**

Good progress

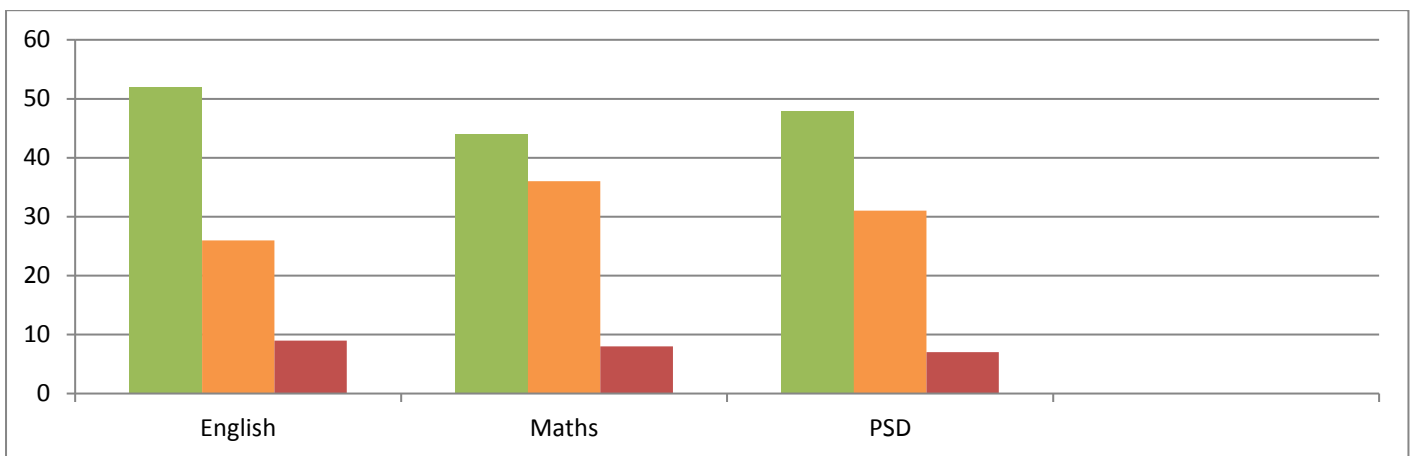
Progress

No progress



Pattern similar to above, although more are showing as making 'partial progress' overall, with English and communication showing the best results and maths the least favourable.

ASD (number of targets)



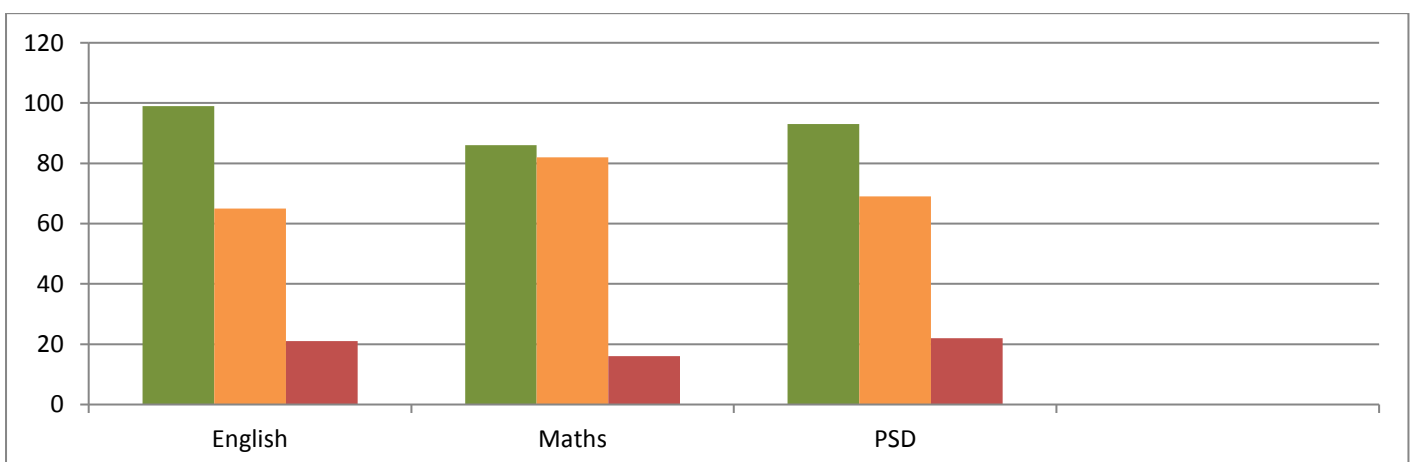
A greater number are showing as making good progress and indeed progress overall is showing as being made across all areas. This will be as a result of previous actions giving ASD a high priority and being a focus area and sets school up well for the Autistic society accreditation we will be seeking to achieve this academic year.

Pupil Premium (number of targets)

Good Progress

Progress

Not achieved



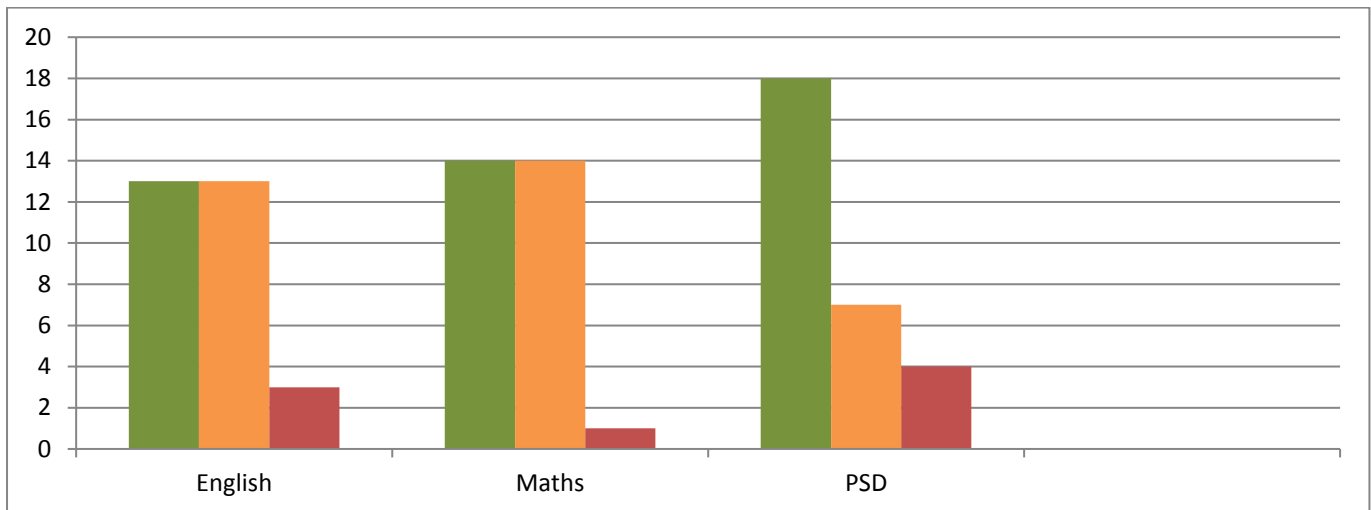
Results are pleasing and show progress across all areas with some good progress accounted for and shows evidence that funding to support access, interventions and other activities are all serving to close the gap.

Children Looked after (number of targets)

Good Progress

Progress

Not achieved



This presents with progress in meeting targets as being good across all areas.

### Summary

Generally the vast majority of students are making progress across key subject areas being measured with a significant number making outstanding progress according to PIVATS criteria. In terms of Individual plans and targets a significant number whilst make some progress fall into the 'partially achieved' category and as such we need to consider why this is the case. Questions to be asked are:

- Are the targets SMART enough (specific, measurable, achievable, realistic and time driven)?
- Are they too challenging?
- Is the Complexity of need having an impact?
- Accreditation/exam criteria has been made harder and more challenging has this impacted upon meeting targets based around those?
- Has there been a too cautious approach by staff wary of new systems or not fully versed in the new systems in relation to assessment and tracking?

Those students in the Pupil Premium/Free School Meal/Children Looked After cohorts are showing excellent results and as such is evidence to suggest the impact and actions and interventions to support closing gaps appears to be making a difference.

Different Special Educational Needs groups are showing similar patterns to the whole school. It is worth highlighting that the ASD cohort has been particularly successful, with the least outstanding progress in the SLD cohort as such this will be a focus cohort moving forward.

Maths appears to have better results than English overall, but the focus assessment area was just number, whilst English was across all areas.

FE English and Maths doesn't appear as good as rest of school, but is still showing significant numbers making progress, however this is an area that will need further development moving forward to bring in line with the rest of school.

ICT and Science are showing very good results overall.

Accreditation is generally as expected with some outstanding results in LAMDA/ICT.

Outcomes that followed through into the school improvement plan 2017/18 have all been met other than the outcomes relating to FE targets.

### **Actions as a result of the above information that will feed into school improvement planning**

Revisit target setting and approaches to it – (staff meetings, professional development, Scrutiny and monitoring)

Revisit the evidence base and criteria for assessing if targets have or have not been met – (staff meetings, professional development, scrutiny and monitoring)

Focus on the FE curriculum offer and accreditation in relation to its provision going forward to meet individual needs and the requirements for progression and transition to colleges or other settings including the world of work. English and Maths must have some discrete means of delivery, learning and assessment, particularly in light of OFSTED framework changes.

Consider accreditation developments in functional skills in light of new info re: apprenticeships and entry qualifications; if students have an Educational Health care Plan.

Introduce a pilot semi-standard curriculum with continuous provision into our curriculum model to support lower ability SLD learners in making progress, linking into the Rochford review report and subsequent National guidance, closely monitored and evaluated as to the impact upon progress.

The experiential group will also report on achievement and progress using the 7 strands of cognition and learning as advocated by the Rochford review alongside the schools current assessment tools.

Monitoring tracking closely will form the progress objective in all teacher appraisals.

Monitor closely the progress of Ethnic groupings, even though numbers are small and consider interventions as necessary.