

Report to Governors

Assessment data summary Autumn 2014

All students are assessed using Pivats guidance materials, that are in turn based upon P scale national progression guidance. A number of coordinators, particularly in the core subjects, have attended moderation sessions both externally and internally, in order to maintain consistency and reliability of assessments. This ensures that our assessments are in line with other providers and schools and are fair and correct.

Pivats assessments now take place three times a year at the end of each term. A tracking sheet with the assessments is on the Y drive for all staff to access. The sheets have the students targets printed on so staff and students know what the expectations are and they can see the tracked progress.

Pivats data is collected in May/June and entered on the Pivats web site.

Individual assessments are then traffic lighted across the subjects.

- Red – progress that requires improving – below expected target
- Amber—progress that is good – at expected target
- Green—progress that is outstanding – above expected target

Targets are set through the Web site for all students and placed on the student tracking sheets. The collected data is then measured against the targets set .

Last year we introduced Caspa (Comparison and Analysis of Special Pupil Attainment). Our Data is downloaded to the system which then analyses the data to produce reports and graphs. This is still at an early level of development as the data sets have not recognised all of the students following the assessments last summer. The year 7 students will have their baseline assessments placed on the Caspa system as soon as they are completed.

All new students in school will have baseline information available for annual reviews after half term. This data can then be transferred to the Caspa website.

CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

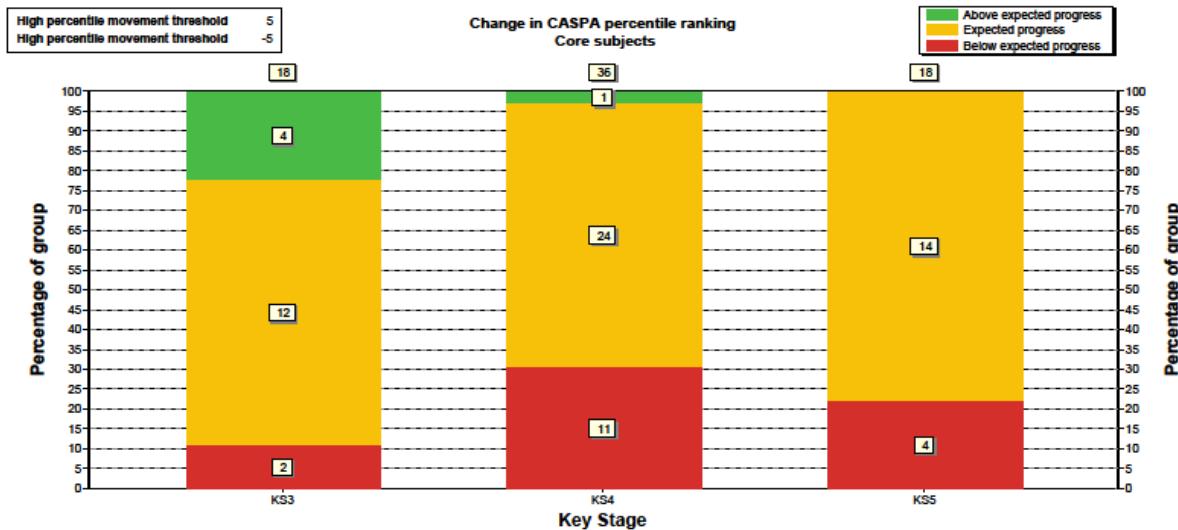
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	137
Pupils missing either start or end level	47
Pupils with one or more levels out of range	18
Pupils for whom comparison possible	72

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



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CASPA 2014

Comparison of progress vs expectations for 'Core subjects'

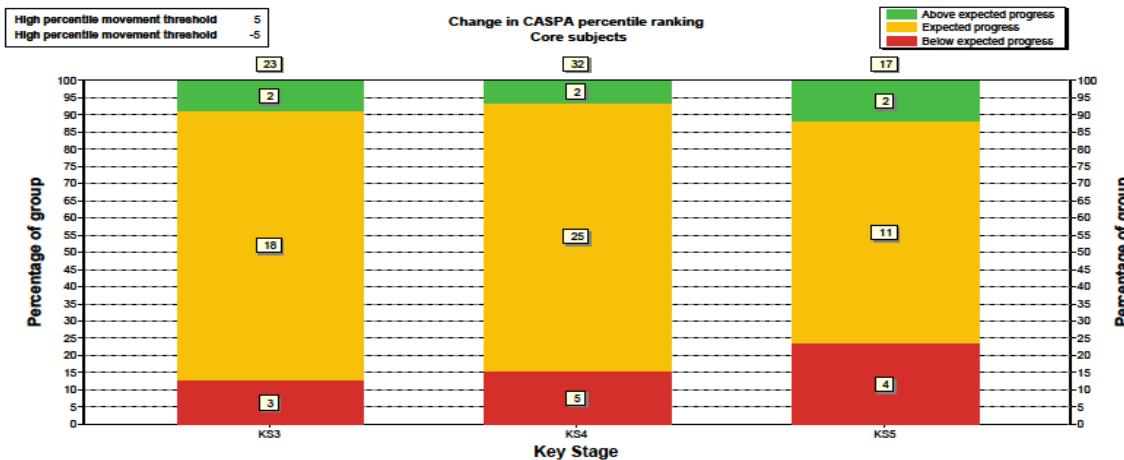
Summer 2012 (Result) to Summer 2013 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	140
Pupils missing either start or end level	60
Pupils with one or more levels out of range	8
Pupils for whom comparison possible	72

Differences in percentiles for each subject are based on percentile data for the years 2011-2013 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



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The above is a snap shot of progress versus expectations for all core subjects in each key stage over a two year period. This shows that the vast majority of students are working at good levels, meeting expected targets. Smaller numbers present at not meeting expected targets whilst others at being above expected targets. When comparing 2013 with 2014 data this shows that KS3 are slightly improved this year with an increased number of students achieving above expectations. 90% of students across the subjects achieve or better their targets and 22% of those exceeding their targets. In KS4 the picture is 70% of students achieve their targets but only 6% achieved above expectations. In KS5 81% of students achieved their targets but non above expectations.

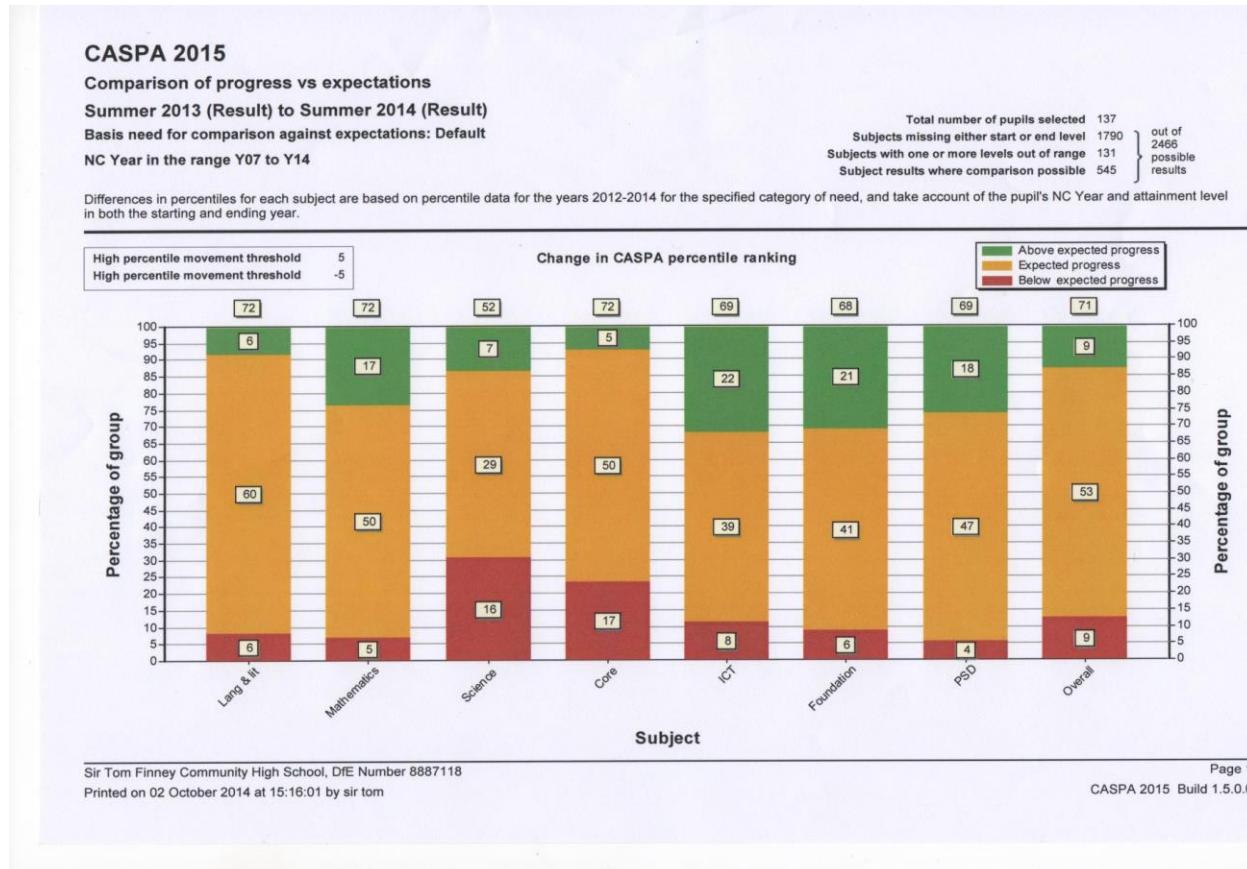
This is further analysed at individual students and different subject levels and considers interventions put in place to support students who are having difficulties.

The information below shows comparisons across the subjects .This, as we would expect shows a strength in personal and social development as only 5% of students did not achieve their targets .

The interventions in English and Maths that were introduced last year have had a positive impact on these subjects. Reading ages continue to rise and the implementation of Lexia this year has been positive in supporting those students identified as requiring additional support. Lexia is a web based reading recovery package.

Science results across school have dipped with30% of students not reaching their targets. After discussion and consideration it is felt that a change in programme of study and accreditation expectations for students working at level 3 and above in science is having an impact . Above level 3 students are expected to work more independently and be able to record their outcomes using appropriate English grammar, punctuation and sentence structures etc . at a level above that of most of our students. Unavoidable staff absence also meant that some groups had a lot of supply teacher input as well but we will be monitor science closely this year.

ICT is performing very well with 88% of students achieving or exceeding their targets and 33% achieving above expectations. This is also reflected in the accreditation.



Below are details of subjects by year groups . The year groups shown are year 9 and above as there is only reliable data from the end of year 8 following baseline assessments in year 7.

Language and literacy

The data reflects the input of the interventions as there are only six students who did not achieve their targets in language and literacy. Most students have made expected progress, but as a school we would like a higher percentage to achieve above expectations.

Discussion with staff about ensuring that students are challenged have taken place and the student tracking sheets will support staff in identifying future challenging targets and that expectations remain high.

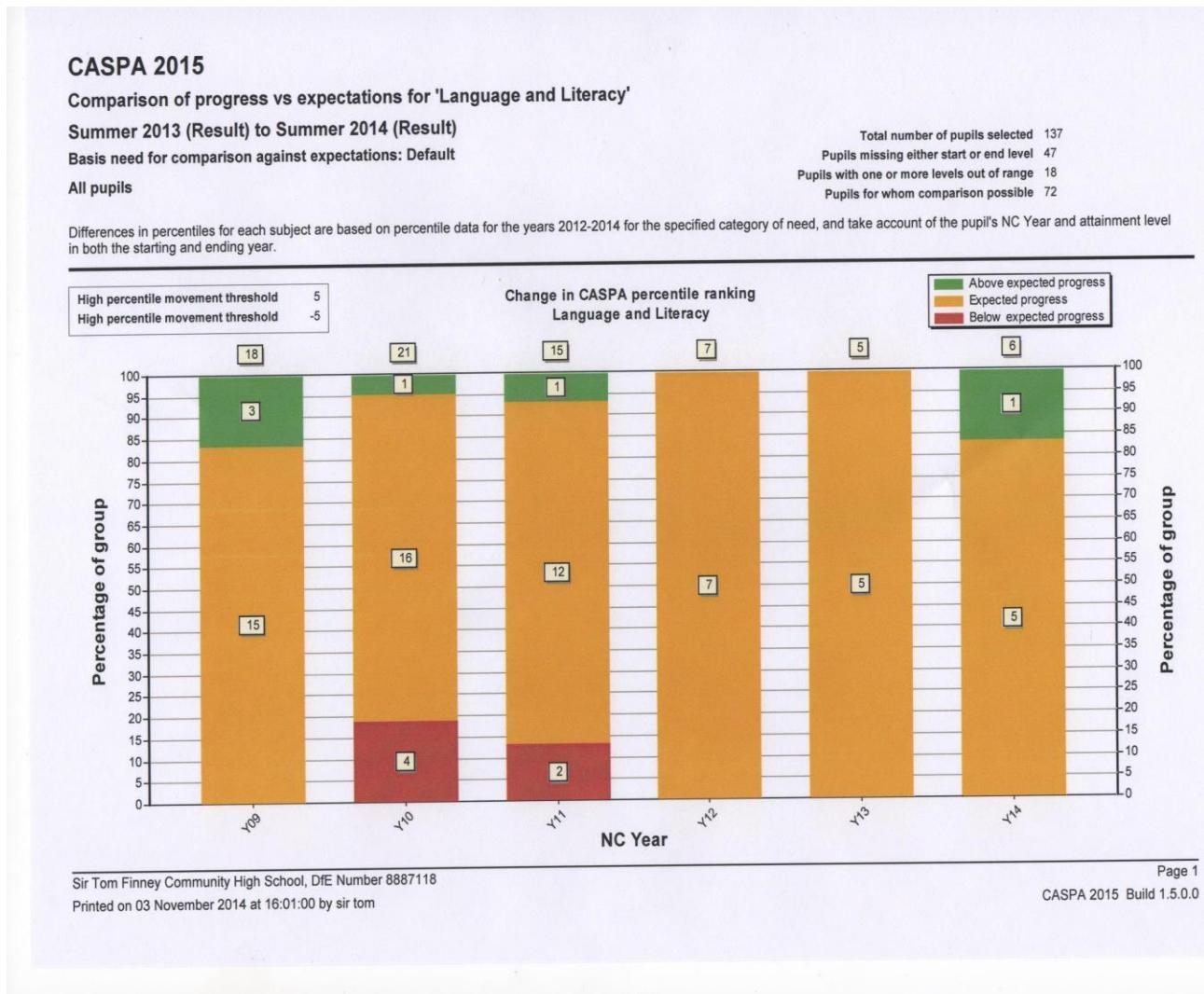
Meetings are scheduled for subject leaders and individual teachers to support identifying these targets and also to highlight any areas of concern that need further exploration.

Entry Level accreditation KS4

Entry 1 – 3 students

Entry 2 – 6 Students

Entry 3 ----1 Student



Mathematics

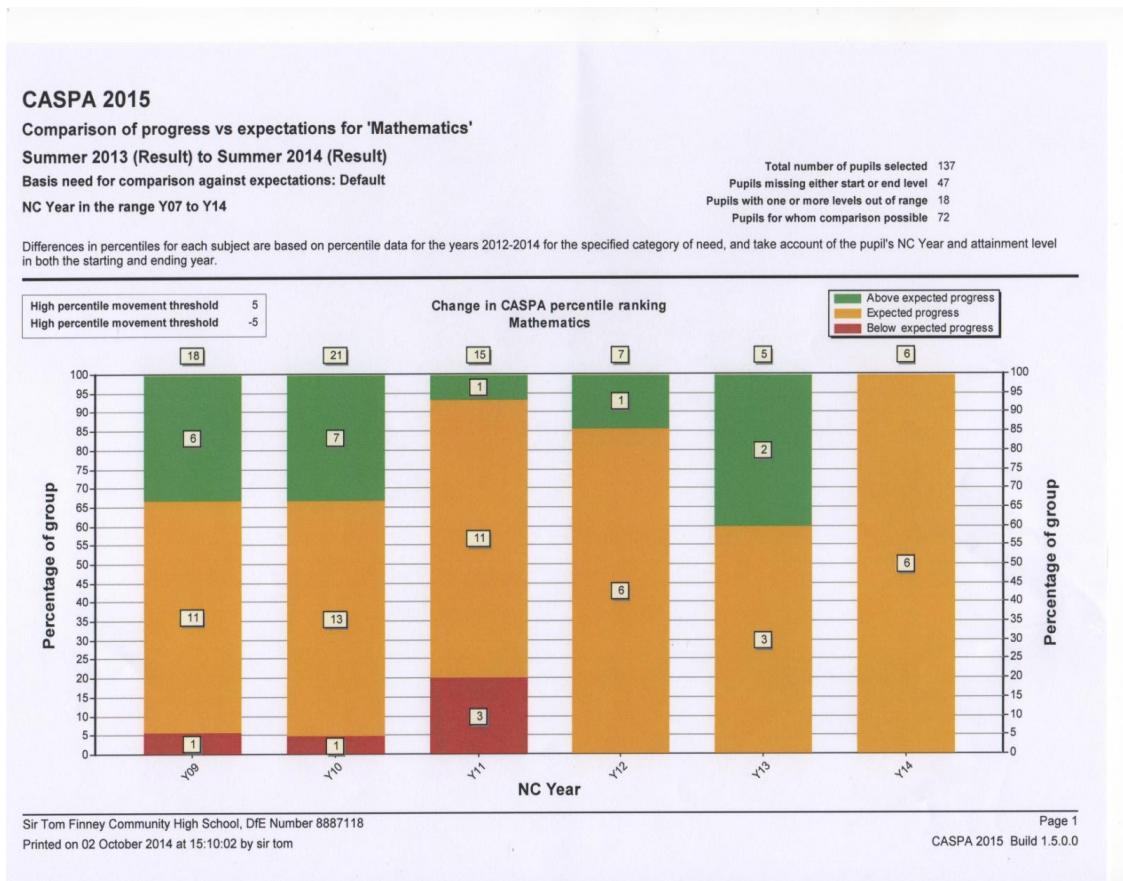
The interventions in Maths have had a positive impact helping those who needed extra support. . We have also seen a higher percentage of outstanding achievement especially in year 9, 10, and 13.

Working closely with the subject coordinator, we will continue to consider the targets of individual students to ensure all are challenged to achieve their best.

Entry level Mathematics results at the end of KS4

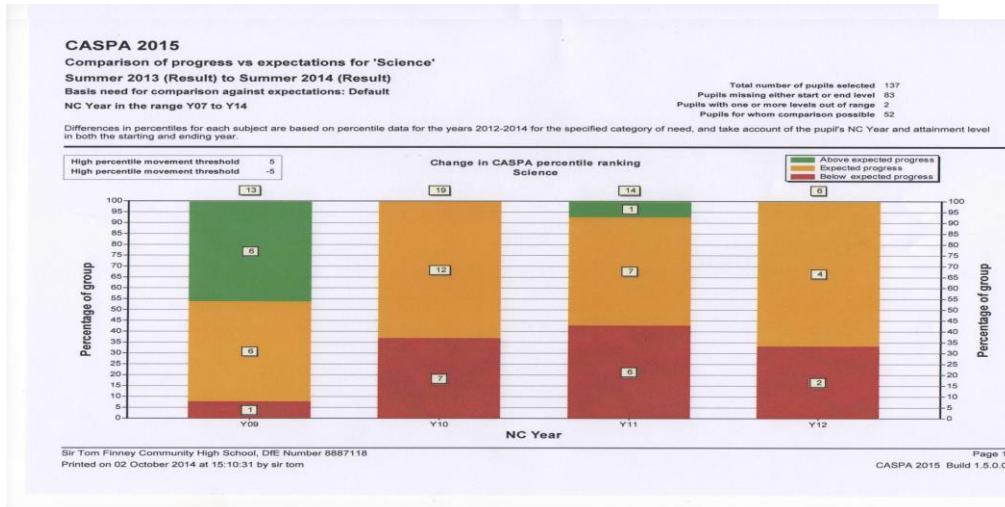
Entry level 1-2 students Entry level 2 – 3 students Entry level 3 – 6 student

This is pleasing that 55% of students achieved Entry level 3



Science

Science 2014



The results in KS3 (Y9) are good to outstanding

As described above the Science results have dipped significantly this year in Key stage 4, 36% of students in year10 did not achieve their targets and 43% of students in Year11. Note: The results in year 12 only reflect the students who have stayed at STFCH and not the whole group in FE.

There were reasons why we have encountered problems this year due to a change in the expectations of young people working above level 3 and some significant staff absence. Despite that the results in their accreditation are pleasing

Science Entry level AQA results (end of KS4)

Entry level 1 - 2 Students

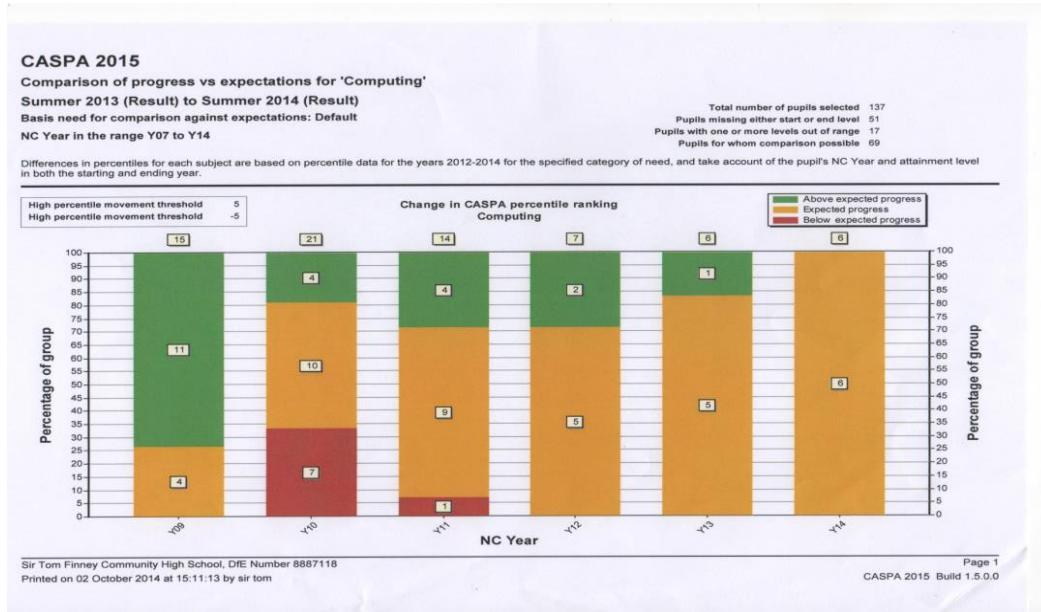
Entry level 2 - 1 student

Entry level 3 - 6 Students

with the majority of group 1 achieving level 3.

ICT/COMPUTING

Computing 2014



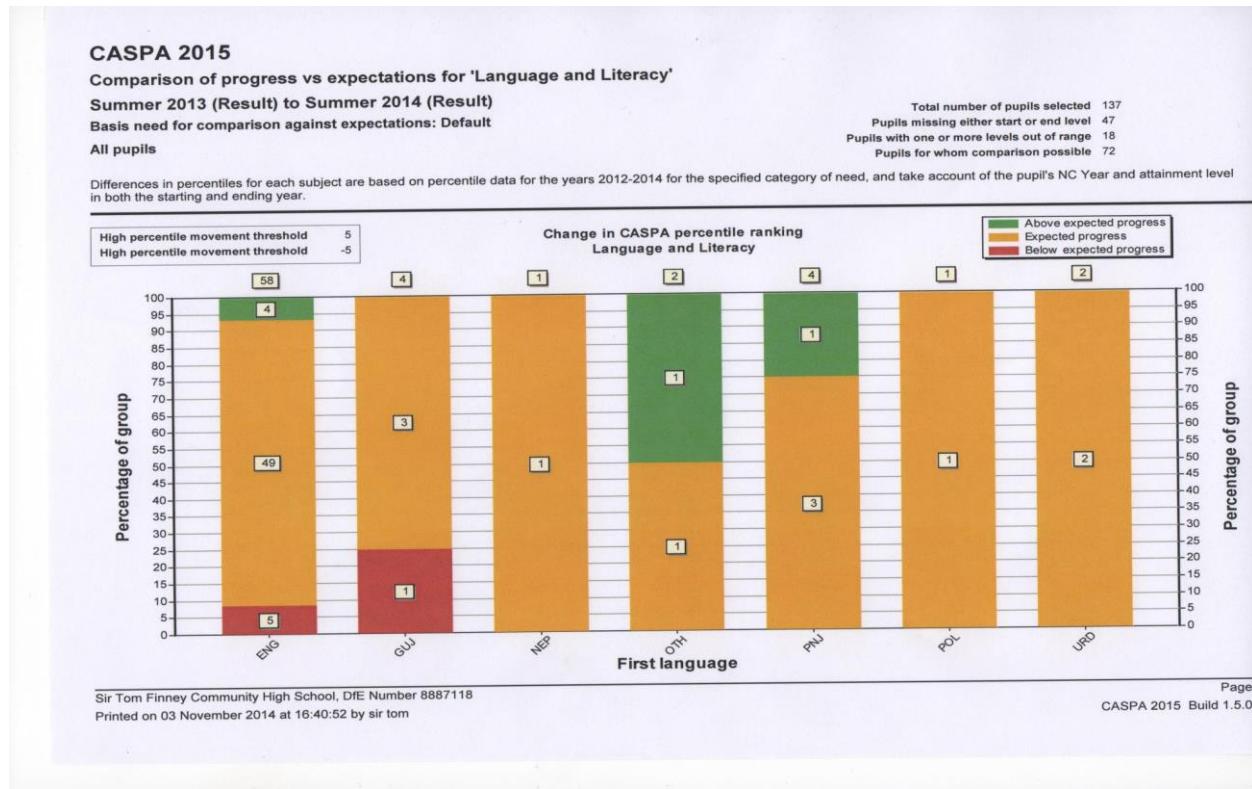
Computing is a subject that many students enjoy and that is reflected in most of the results. There were only 8 students across the whole school who did not reach their targets this year. Year 10 students found it most challenging this could be due to accreditation and the levels of concentration needed to complete course work and exams .

Year 14 students show only good progress this will be discussed further as one would expect some outstanding and some who may not have achieved target as an average spread leading to consider whether targets were challenging enough in ICT at FE level.

Functional Skills ICT results at the end of Key stage 4 were encouraging (AQA entry level)

Entry level 1 - 5 Students . Entry level 2 - 2 Students. Entry level 3 - 8 Students

First Language



Information regarding English as an additional language is as follows:

The graph above outlines the different nationalities/first languages across the bottom of the chart. At the left hand side the English results are shown followed by the other languages spoken. The cohorts are small but this shows that all students are progressing broadly in line with each other.

The English cohort shows 93% achieving or exceeding their targets

One Guajarati speaking student did not achieve target but as this is a small cohort yet they represent 25%

All other cohorts achieved or exceeded their targets .

Personal and Social Development

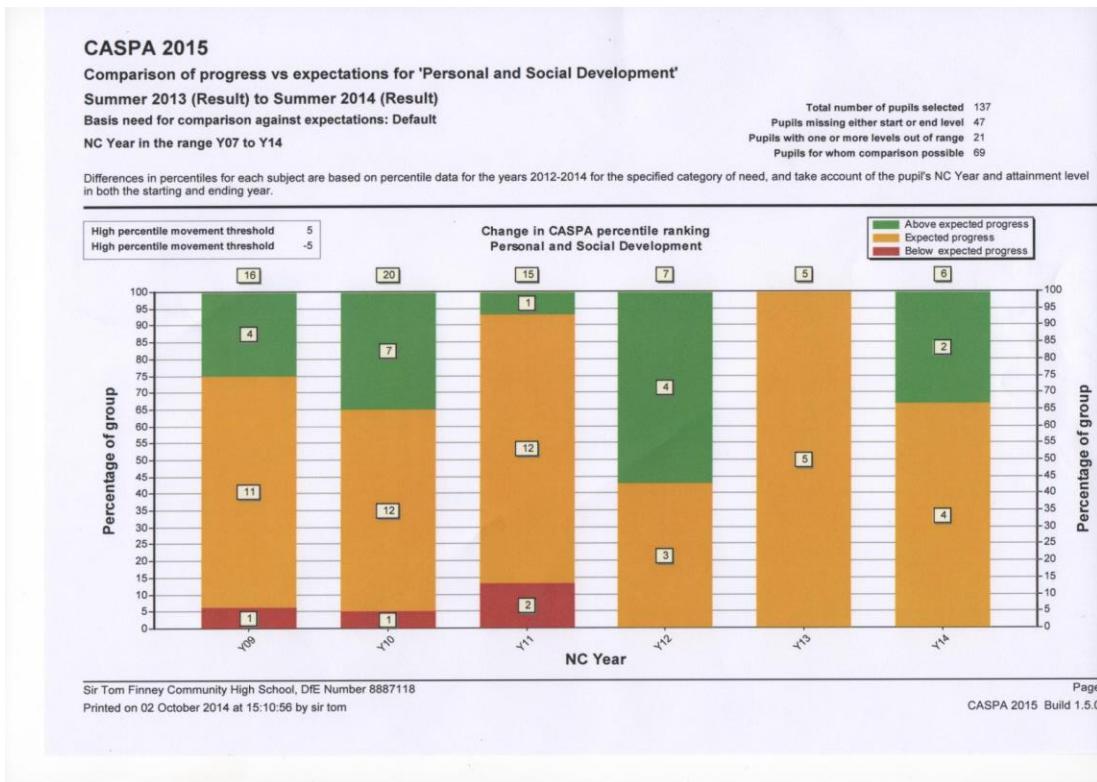
The personal and social development has again been a strength . Year 11 had 14% not achieving their targets (just 2 students)and only two other students did not achieve across school

PSE Entry level results

Entry level 1 -1 student

Entry level 2 ---12 students

Entry 3 ---0

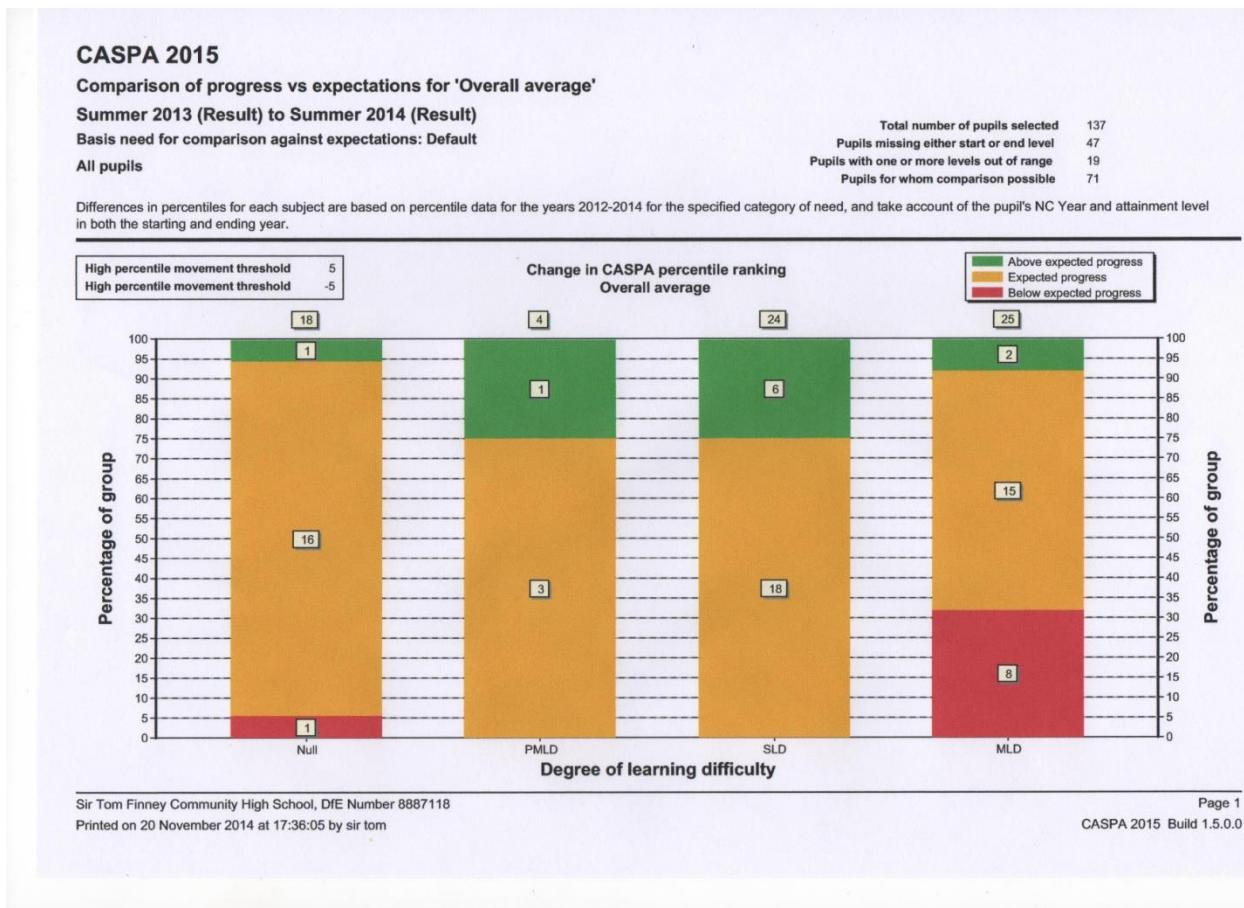


Considering categories of need

This recognizes the excellent work with the SLD and PMLD students last year. However, we will still look to make sure that the targets were and indeed are challenging enough.

The SLD students in school have performed much better this year according to Caspa pictorial graphs, but we still feel there is room for further challenge.

The MLD students are 70% on target, but only 4 % are exceeding and so emphasis will be on actions to further raise standards of achievement to increase the number at outstanding

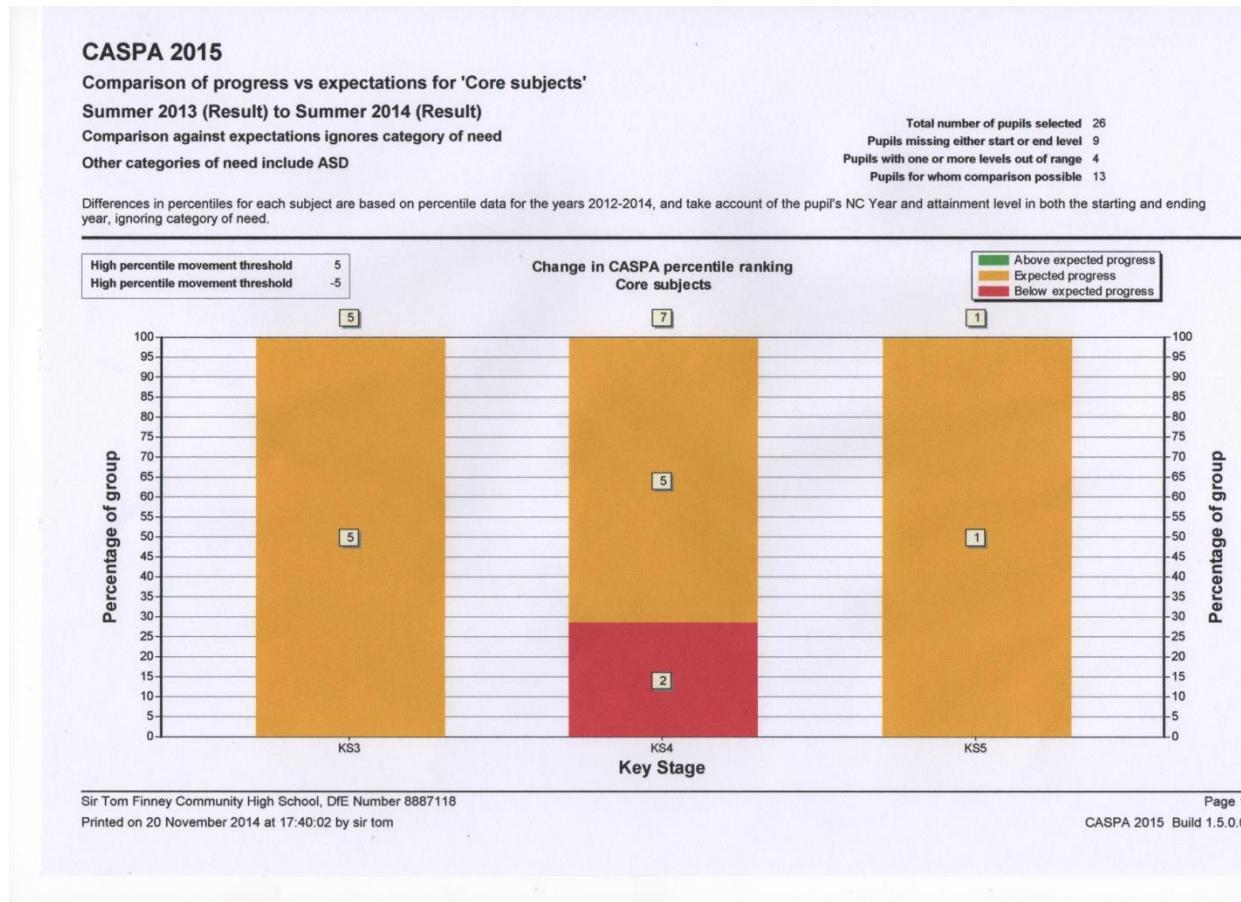


ASD

Compares favorably with other groups, in terms of Good progress, but has no students within this group exceeding expectations. Targets and further action to support even better progress will be a focus, particularly for those students on the autistic continuum who are higher functioning.

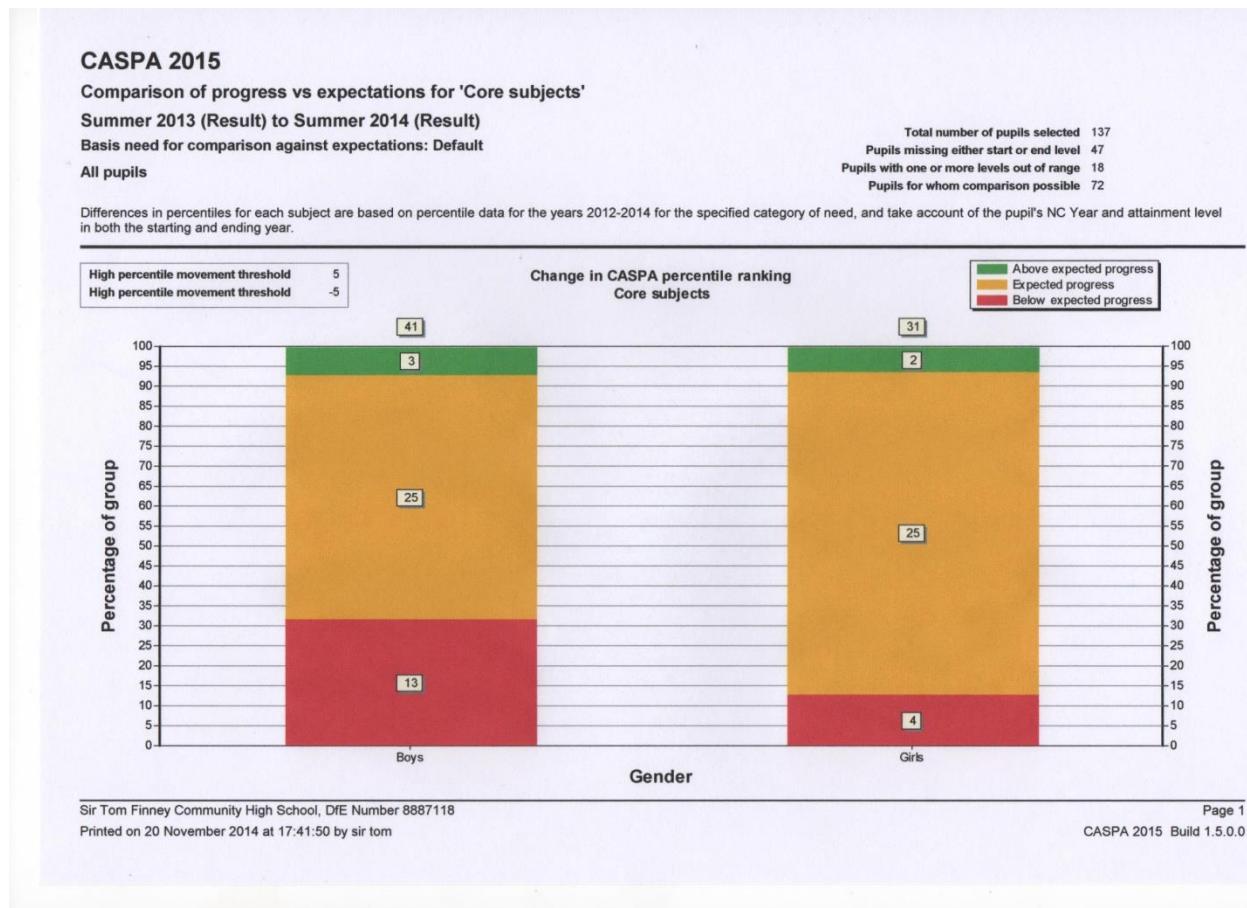
In key stage 4 30% of students did not achieve their targets but as this is a small cohort represented by 2 students and drilling down to an individual level we are aware who they are and potential reasons for the lack of progress and are already implementing more support toward meeting targets this year.

We firmly believe that All our students irrespective of need,, ability or condition should be challenged in order to achieve good to outstanding results.



Results for 2014 by gender

This shows that across school this year boys are not achieving as well as the girls. 30% of boys across the core subjects are not achieving their targets (13 students) whereas 13% of girls are not achieving (4 students). This is a shift from last year and will be monitored closely with intervention work being put in place where required.



Information regarding Children looked after and Free school meals

- The following three graphs indicate that the Children looked after are achieving in line with the other students.
- Seven students results can be analyzed
- We had nine LAC last year (Ten at present with one leaving care)
- Year seven students are not recognized as there is no prior results
- There were no students not achieving their targets
- 28% of students achieved above expected in literacy
- 14% of students in Math's and PSE achieved above expected levels

CASPA 2015

Comparison of progress vs expectations for 'Language and Literacy'

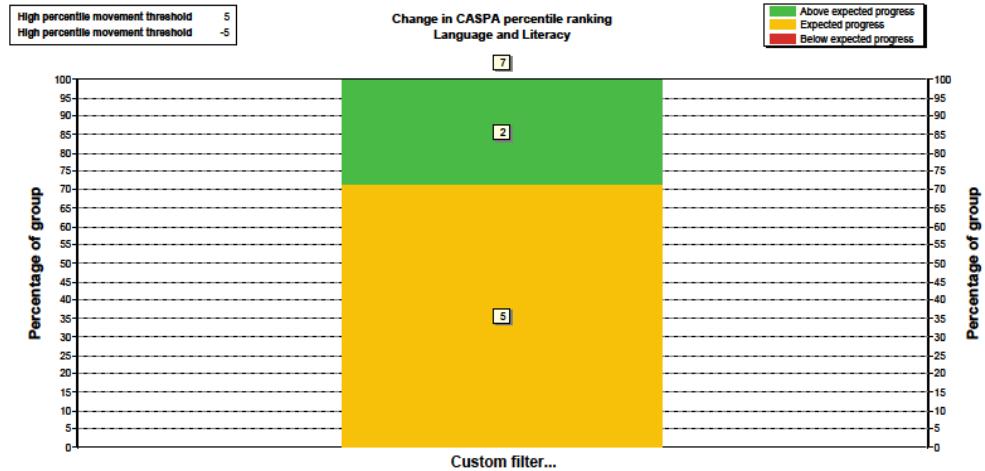
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: Default

Custom filter...

Total number of pupils selected	11
Pupils missing either start or end level	4
Pupils with one or more levels out of range	0
Pupils for whom comparison possible	7

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



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Comparison of progress vs expectations for 'Mathematics'

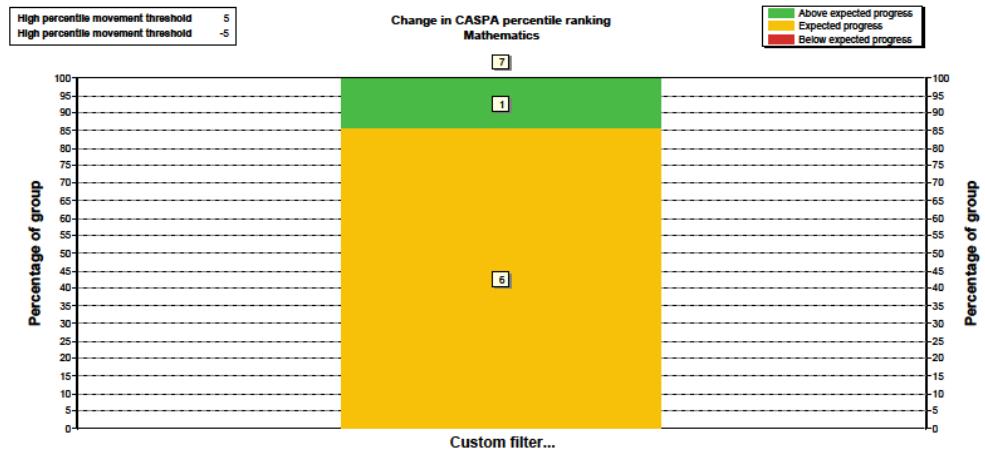
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: Default

Custom filter...

Total number of pupils selected	11
Pupils missing either start or end level	4
Pupils with one or more levels out of range	0
Pupils for whom comparison possible	7

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



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Comparison of progress vs expectations for 'Personal and Social Development'

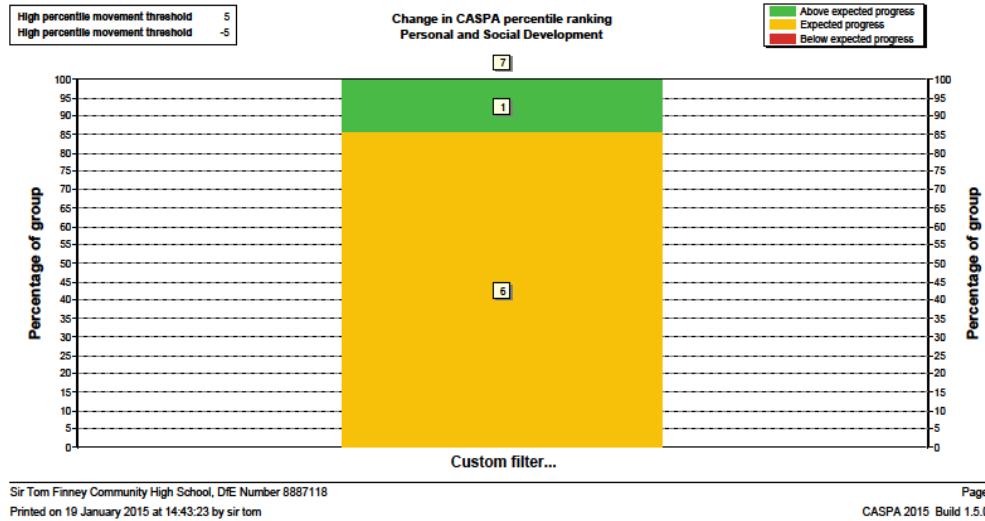
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: Default

Custom filter...

Total number of pupils selected	11
Pupils missing either start or end level	4
Pupils with one or more levels out of range	0
Pupils for whom comparison possible	7

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.

**Achievement Of Students on Free school meals**

- The numbers of free school meals are 54
- data from the Core subjects and PSE
- The numbers that can be used in the analysis is 27 as new starters in Year7 ,Year12 and other years have no data
- 88% of students achieved their targets in the core subjects
- 6% achieved above expected levels in core subjects
- 12% did not achieve their targets

In Personal and Social Education

- 94% achieved their Targets
- 35%achieved above expected levels
- 6% of students did not achieve their level.
- Again this is generally in line with other cohorts in school the vast majority make good to outstanding progress in PSE

CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

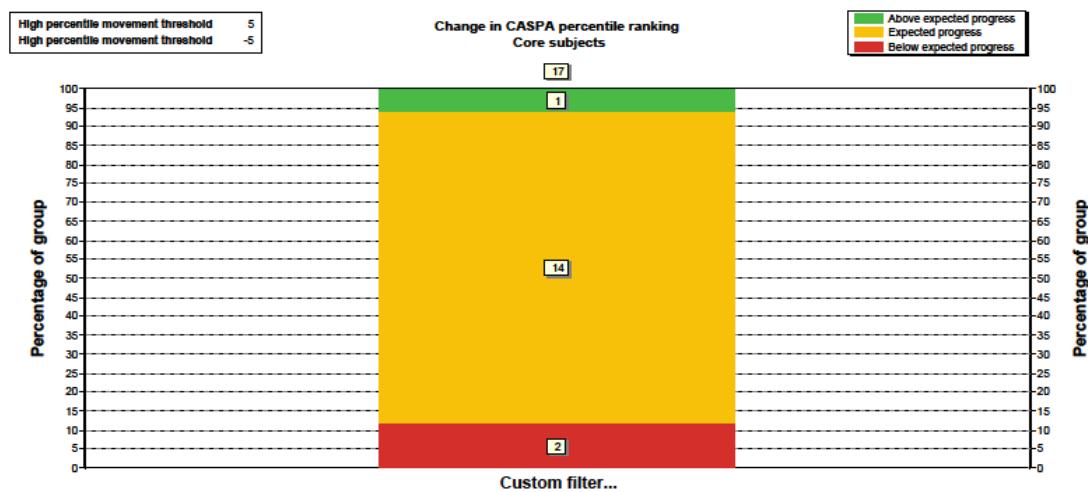
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: Default

Custom filter...

Total number of pupils selected	54
Pupils missing either start or end level	27
Pupils with one or more levels out of range	10
Pupils for whom comparison possible	17

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.

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CASPA 2015

Comparison of progress vs expectations for 'Personal and Social Development'

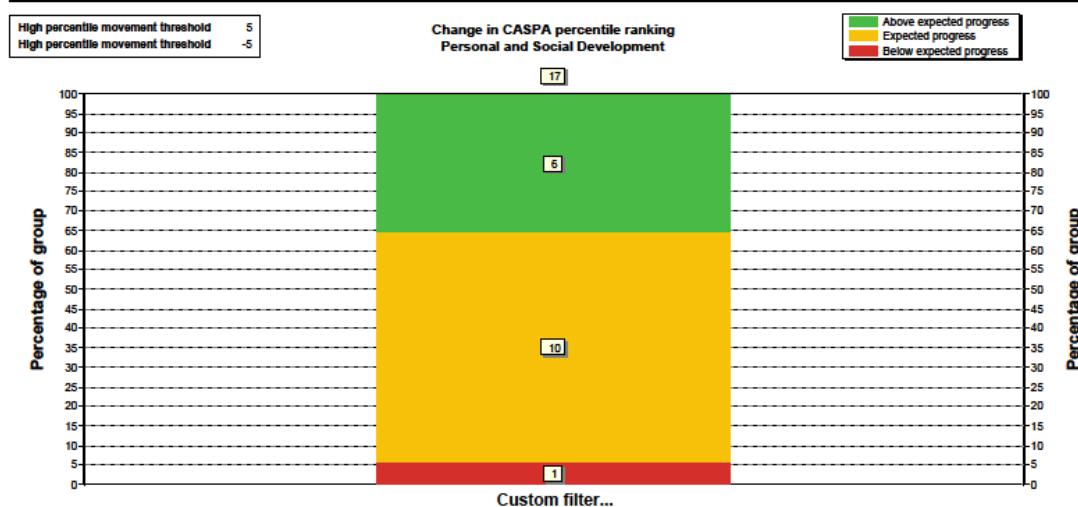
Summer 2013 (Result) to Summer 2014 (Result)

Basis need for comparison against expectations: Default

Custom filter...

Total number of pupils selected	54
Pupils missing either start or end level	27
Pupils with one or more levels out of range	10
Pupils for whom comparison possible	17

Differences in percentiles for each subject are based on percentile data for the years 2012-2014 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.

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Other accreditation in Key stage 4

Physical education AQA Entry level Entry 2 - 5 Students

Food Technology and Child Care AQA Entry level 1 - 2 students

Art AQA entry level 1 - 2 students , Entry level 2 - 1 student

GCSE ART - 2 students one gained an F grade and one a G grade (very well done)

A wide range of students also gained units of accreditation certificates in RE, Mathematics, English and food technology.

FE Accreditation at the end of year14

One student was accredited with Asdan PSD award entry level 1

Three students were accredited at entry level 2

Three students gained Asdan PP certificates at entry level 1 .

All students had a range of awards based on a portfolios of work - Total entries = 64.

Action points 2014-2015

- Feed back to staff in order to track individual students (staff meeting and individually)
- Feed back to governors(Report at Governors meeting)
- Feedback to subject coordinators to look at trends /movement in ability range and cohorts with consideration at y8 and 9 about potential for GCSE requirements
- Highlight individual under performance and support interventions, especially in core subjects
- Monitor and assess PSD targets to ensure rigor and challenge
- Look at a numerical way of developing Routes for learning (an accreditation option for most profound learners) to show progress

- Ensure all staff use the student tracking sheets termly to monitor achievement and feed back to students
- Add specific target objectives to school improvement plan for Science at KS4, Boys learning and High functioning ASD students.