

Report to Governors

Assessment data summary Autumn 2015

All students are assessed using Pivats guidance materials. This is an assessment tool developed several years ago by Lancashire but is based upon national P scale guidance broken down into smaller steps and utilized across 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 over 12 years. A number of our subject coordinators have attended moderation sessions externally as well as internal moderation in order to maintain consistency and reliability of assessments. This ensures that our assessments are in line with other providers and are fair and correct and robust in nature.

Pivats assessments are carried out each term and are monitored on our student tracking sheets . The final assessment in May is entered on the Pivats website .

Individual assessments are then traffic lighted across the subjects

- Red -- unsatisfactory progress – not meeting expected progress targets
- Amber—Satisfactory progress – meeting expected progress targets
- Green—good or better progress – beyond expected targets

Targets are set through the Website for all students . The collected data is then measured against the targets set.

This is now our second full year of using Caspa (Comparison and Analysis of Special Pupil Attainment) to support our assessment recording and reporting. Our Data is downloaded, analysed and generates reports and graphs, to offer a visual guide to results and reports.

Below are 2014 results and 2015 results – to offer a comparative view overall.

Key stage achievement 2014

CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

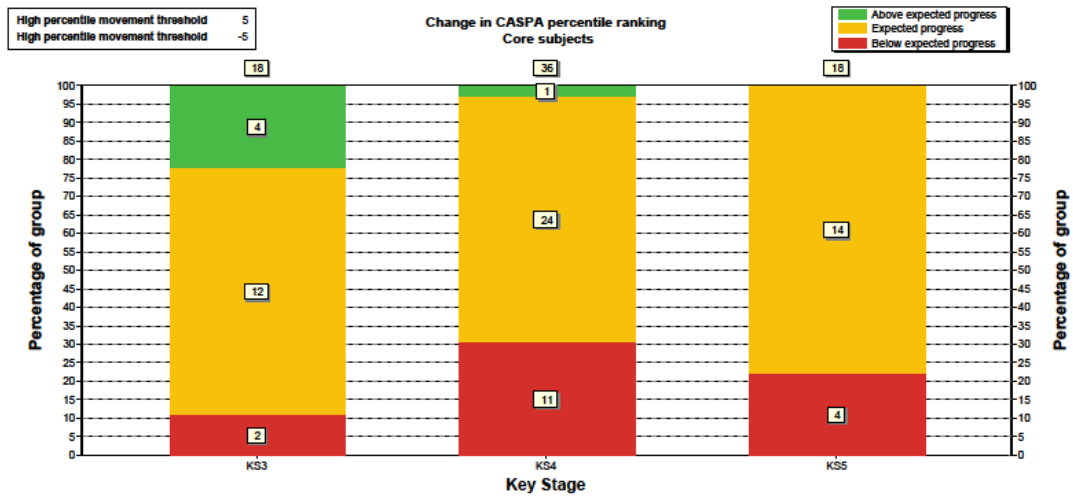
Summer 2013 (Result) to Summer 2014 (Result)

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.



Key stage achievement 2015

CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

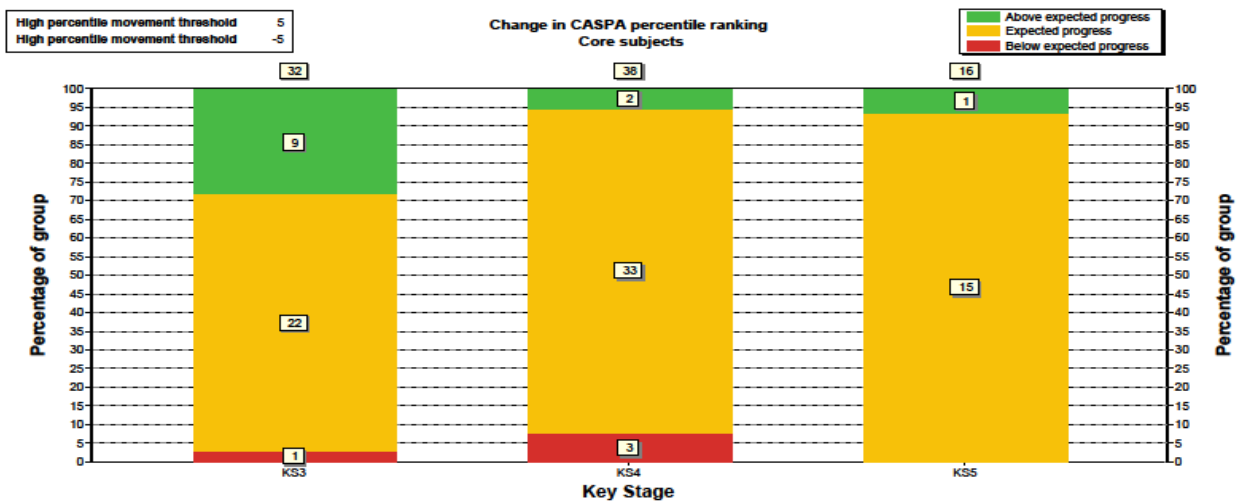
Summer 2014 (Result) to Current 2015 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	137
Pupils missing either start or end level	28
Pupils with one or more levels out of range	23
Pupils for whom comparison possible	86

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.



This is a snap shot of progress vs expectations for all core subjects in each key stage . This shows that the vast majority of students are working at satisfactory levels, meeting expectations. As a rule those in the unsatisfactory levels are students who have had health issues or poor attendance for a number of reasons. This is then looked at closer for individual students and interventions put in place to support students who are having difficulties. This data shows improvements on last year with the vast majority achieving their targets and more students achieving above expected results especially in Key stage three

The target setting using Pivats assessments and our own rigorous interpretations of progress using our generated targets give us the following details. These have been evaluated using the Pivats tracking sheets which are used throughout the year following termly assessments .

Pivats tracking across year groups

Meeting or bettering expectations

Last year	Current year	English	Maths	Science	ICT	PSE
7	8	89%	79%	75%	67%	55%
8	9	63.5	82%	85%	79%	71%
9	10	70%	88%	74%	71%	87%
10	11	82%	87%	76%	71%	84%
11	12	57%	67%	55%	47%	50%
12	13	67%	31%		33%	55%
13	14	77%	74%		66%	89%
14	leavers	88.4	84%		92%	89%

The information below shows comparisons across the subjects .This as we would expect shows a strength in personal and social development .This has dipped slightly but the targets being set are somewhat challenging with expectations high.

The interventions in English and Maths which were introduced two years ago have had a positive impact on these subjects . Reading ages continue to rise and the implementation of Lexia should show an impact at the end of this academic year.(This is a web based reading recovery package)

Science results across school have dipped slightly. With a relatively new coordinator moderation has been increased and there is further rigour and challenge in the assessment and delivery across the subject which is positive. There has also been an impact on the changes in expectations for accreditation in the entry level 3 results .

ICT is performing well again expectations are high and some new accreditation has been introduced to address the needs of higher functioning students. ICT is now accessible for all students in the FE department with ICT specialism teachers taking lessons.

In year 12, 13 and 14 science is not taught as a subject in the FE department .

Areas to highlight are English in year 8; students have dipped in their achievement. This will be discussed in Key Stage 3 meetings and with the literacy coordinator to explore individual student cases and consider actions and interventions if required.

The year eleven and twelve students last year dipped in their attainment across the curriculum.

There were some difficulties in year 11 with two looked after students having challenges outside of school that affected outcomes within school and one student who had difficulties at home that affected attendance. (Further information can be obtained via the DSL in school). Due to the small cohort of students this had a big impact on % results .

The year 12 students will be monitored this year and discussed with FE department staff to assess reasons and how we can address any issues. Potentially, the main reason is that students have a very different curriculum in FE where they are expected to be more independent, make greater choices, consider destination opportunities all based upon ability, aspiration and expectation and this focus has an effect on overall achievement in the first year in FE with students getting used to the way the

department operates and the expectations placed upon them and the difference in lesson structures. There is an also a greater emphasis of teaching core skills through daily living skills with our less able cohort. Nevertheless lessons and outcomes will be monitored closely this year to consider any adaption's if necessary within the context of a new and developing curriculum profile based on OCR life and living skills alongside statutory and stand alone subjects.

The positive aspect of this, however is that by year 14 end FE students are showing outstanding progress from this dipped starting point and as such are well prepared for college and provision in the community.

Subject Achievement across school

CASPA 2015

Comparison of progress vs expectations

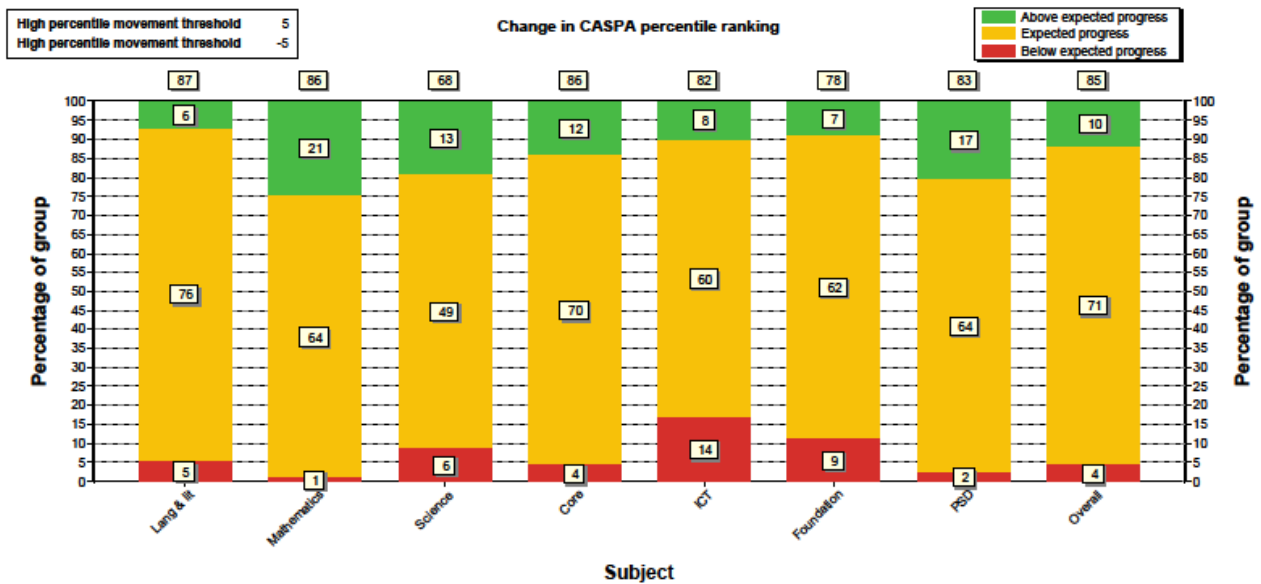
Summer 2014 (Result) to Current 2015 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	137	} out of 2466 possible results
Subjects missing either start or end level	1646	
Subjects with one or more levels out of range	165	
Subject results where comparison possible	655	

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.



Considering gender and whether it has an impact on learning; the findings suggest we are meeting the needs of all students equally but will continue to monitor the attainment of the boys as they do fall

behind slightly. . There are more boys than girls and this could have a numerical impact on the data, 100%of girls achieve in the expected range whereas 93% of boys fall into this range.

CASPA 2015

Comparison of progress vs expectations for 'Overall average'

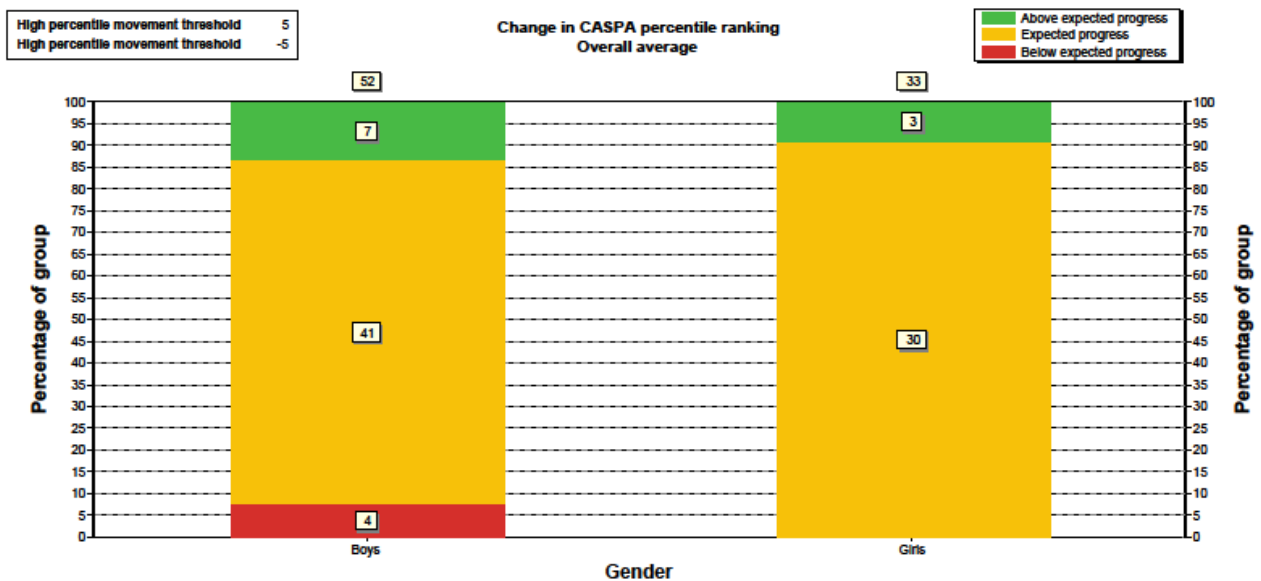
Summer 2014 (Result) to Current 2015 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	137
Pupils missing either start or end level	28
Pupils with one or more levels out of range	24
Pupils for whom comparison possible	85

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.



Information regarding English as an additional language is as follows

The graph below outlines the different nationalities across the bottom of the chart. On the right hand side the white British is shown and white other as a comparison. The cohorts are small but this shows that all students are progressing broadly in line with each other. In fact good achievement is evident in all these groups.

Ethnicity

CASPA 2015

Comparison of progress vs expectations for 'Overall average'

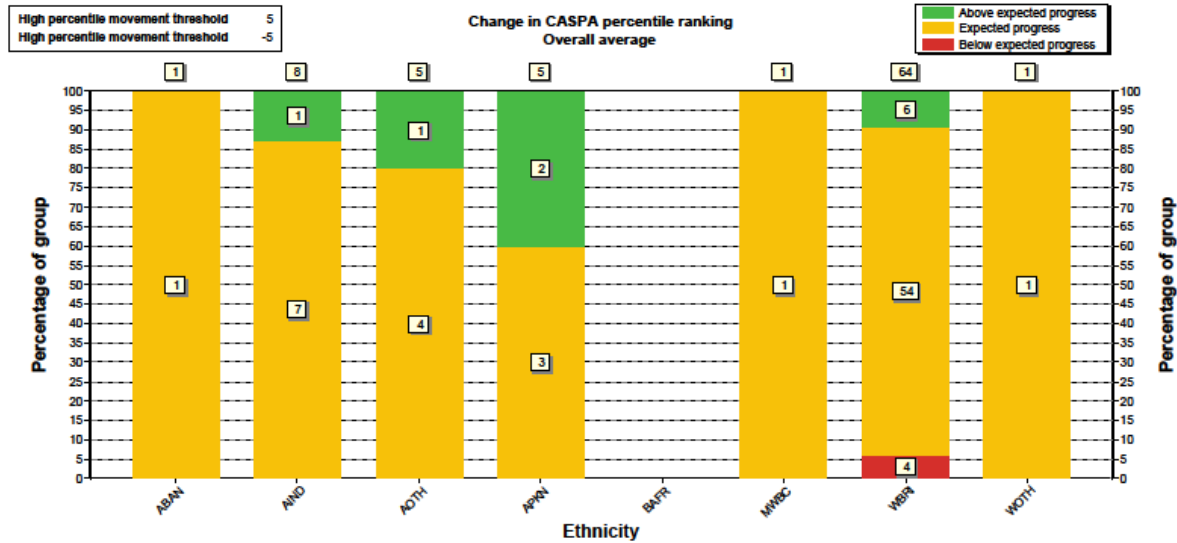
Summer 2014 (Result) to Current 2015 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	137
Pupils missing either start or end level	28
Pupils with one or more levels out of range	24
Pupils for whom comparison possible	85

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.



Considering the categories of need ie ASD ; they compare very well with other groups ,for example 8% are underachieving and the rest 92% are meeting expectations. This is due in part to our greater emphasis on supporting higher achieving ASD students but more emphasis should perhaps be placed on moving this group towards outstanding achievement and developing targets to reflect this, hence a target has been included in the school improvement plan reflecting this.

ASD

CASPA 2015

Comparison of progress vs expectations for 'Overall average'

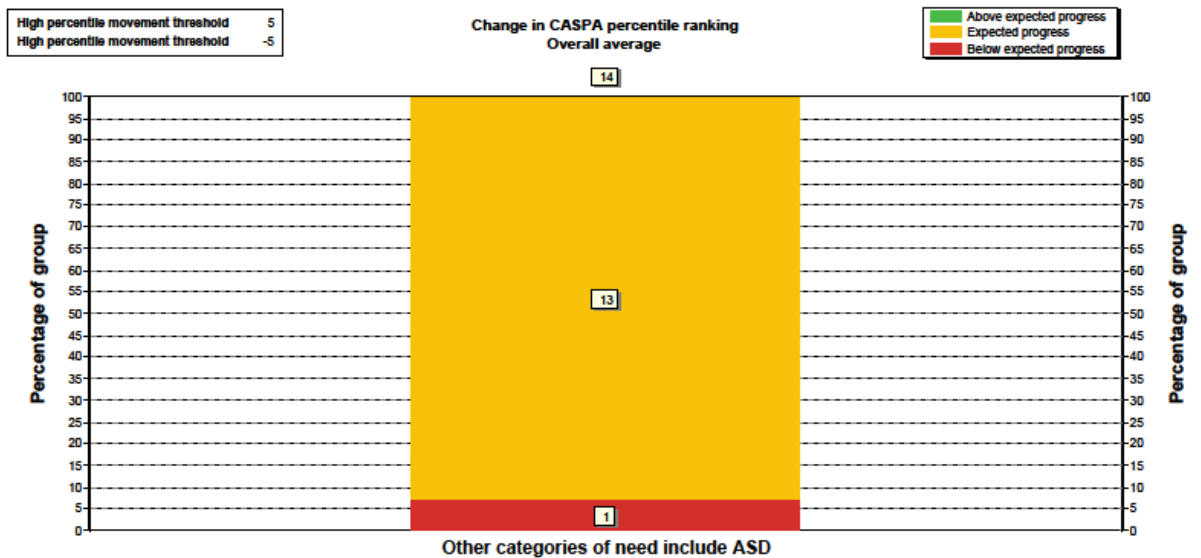
Summer 2014 (Result) to Summer 2015 (Target)

Comparison against expectations ignores category of need

Other categories of need include ASD

Total number of pupils selected	26
Pupils missing either start or end level	11
Pupils with one or more levels out of range	1
Pupils for whom comparison possible	14

Differences in percentiles for each subject are based on percentile data for the years 2013-2015, and take account of the pupil's NC Year and attainment level in both the starting and ending year, ignoring category of need.



Further SEN categories looked at are SLD, MLD and other. All have achieved well with only two students not meeting their expected targets.

The SLD students in school have performed much better this year but our target setting suggests there is still room for improvement and as such our expectations remain high, as they do for all students.

Our emphasis must be on challenging our students (and in turn ourselves) to raising achievement beyond expected progress for more students, without losing the standard of expectations and challenge our targets have.

CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

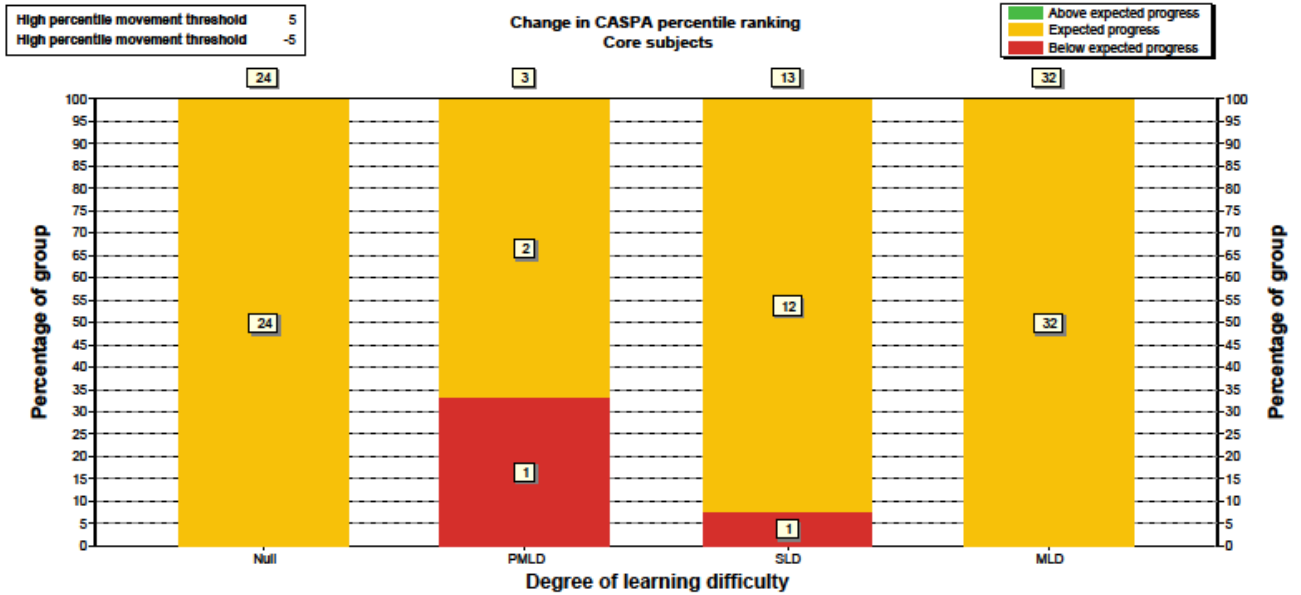
Summer 2014 (Result) to Summer 2015 (Target)

Comparison against expectations ignores category of need

All pupils

Total number of pupils selected	137
Pupils missing either start or end level	49
Pupils with one or more levels out of range	16
Pupils for whom comparison possible	72

Differences in percentiles for each subject are based on percentile data for the years 2013-2015, and take account of the pupil's NC Year and attainment level in both the starting and ending year, ignoring category of need.



At the end of year11 the results this year were in line with expectations . We were very pleased that the cohort of students that took GCSE Art were all graded

- 1 F grade
- 2 G grades

Functional skills ICT - 18 students achieved entry level 3 with AQA . This included year 10 and 11 students

The Entry level Qualifications at KS4 were as follows in English Maths and Science

Entry level 3 10 passes

Entry level 2 14 passes

Entry level 1 12 passes

Units of accreditation were completed for students working at lower levels for core subjects and for RE Food technology and some options

The AQA PSE Qualification was very successful with many students gaining certificates and awards at entry level 1 and 2. Students completed up to nine units each .

FE Accreditation at the end of year14 has still to be finalised .Units of work have been entered and we are awaiting final results.

Action points

- Feed back to staff in order to track individual students
- Feed back to governors
- Feedback to subject coordinators look at trends /movement in ability range and start planning process for further GCSE cohorts if needed
- Highlight under performance and support interventions
- Monitor and assess PSD targets ensure rigor and challenge
- Look at a numerical way of developing Routes for learning to show progress for our complex learners
- Consider FE year 12 cohort and ensure greater degree of transition arrangements and monitoring of lessons and delivery models

Information Specific to Children looked after and Free school meals

- The following graph indicates that the Children looked after are achieving in line with the other students.
- Seven students results can be analyzed
- We had nine CLA last year (Ten at present with one leaving care)
- Year seven students are not recognized as there is no prior result

- Two students did not meet their targets last year . One due to attendance issues and the other medical difficulties.

Looked after students

CASPA 2015

Comparison of progress vs expectations for 'Core subjects'

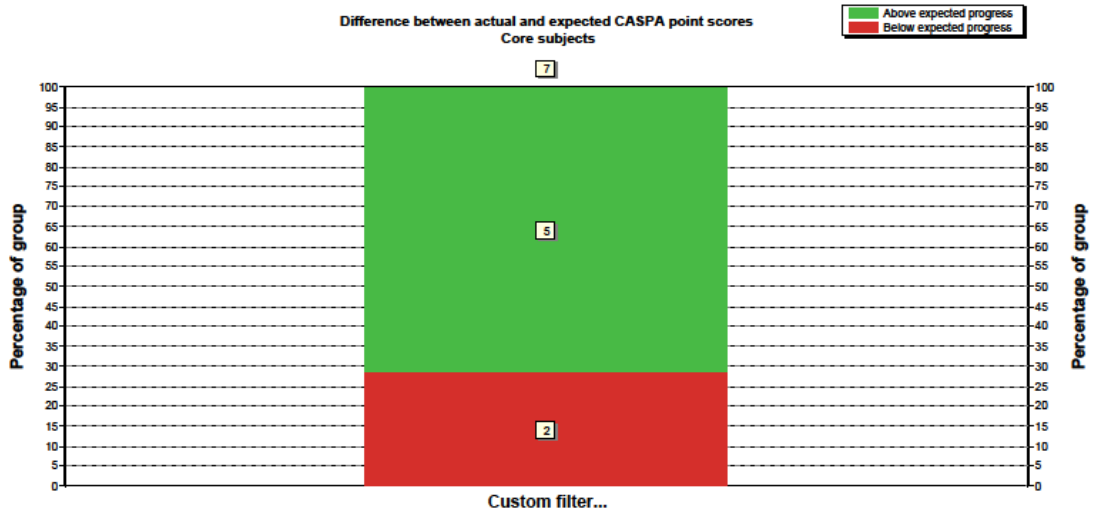
Summer 2014 (Result) to Summer 2015 (Target)

Basis need for comparison against expectations: Default

Custom filter...

Total number of pupils selected	10
Pupils missing either start or end level	3
Pupils with one or more levels out of range	0
Pupils for whom comparison possible	7

Differences in levels for each subject are derived from expected progress values based on percentile data for the years 2013-2015 for the specified category of need, and take account of the pupil's NC Year and attainment level in the starting year.



Achievement Of Students on Free school meals

The students on free school meals are showing as meeting expected targets.

- The numbers of free school meals are quite high this year. (54)
- Data is from the Core subjects and PSE
- The numbers that can be used in the analysis is 25 as new starters in Year7 and Year12 and other years have no data

- 98% of students achieved their targets in the core subjects
- 25% did not achieve their targets in PSE

Pupil Premium.

CASPA 2015

Comparison of progress vs expectations

Summer 2014 (Result) to Summer 2015 (Target)

Comparison against expectations ignores category of need

Custom filter...

Total number of pupils selected	51	
Subjects missing either start or end level	694	out of 918 possible results
Subjects with one or more levels out of range	27	
Subject results where comparison possible	197	

Differences in percentiles for each subject are based on percentile data for the years 2013-2015, and take account of the pupil's NC Year and attainment level in both the starting and ending year, ignoring category of need.

