

Dirk Smith: Achievement 2015-2016

1) Attainment

Key Ofsted descriptors

“Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils”

(Leadership = Outstanding)

*“The attainment of almost all groups of pupils is broadly in line with national averages, if **below these, it is improving rapidly**”*

(Outcomes = Outstanding)

“Where attainment overall is low, it shows consistent improvement”

(Outcomes = Good)

What did we do?

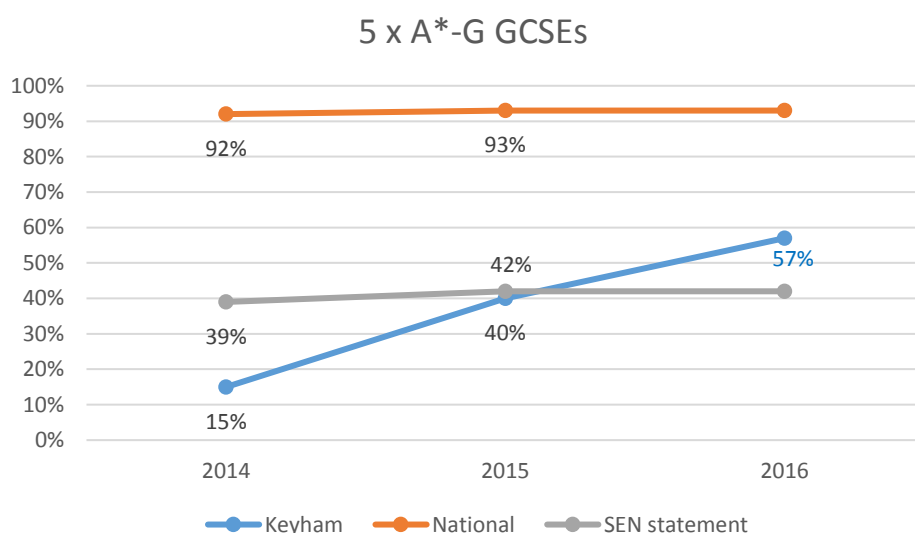
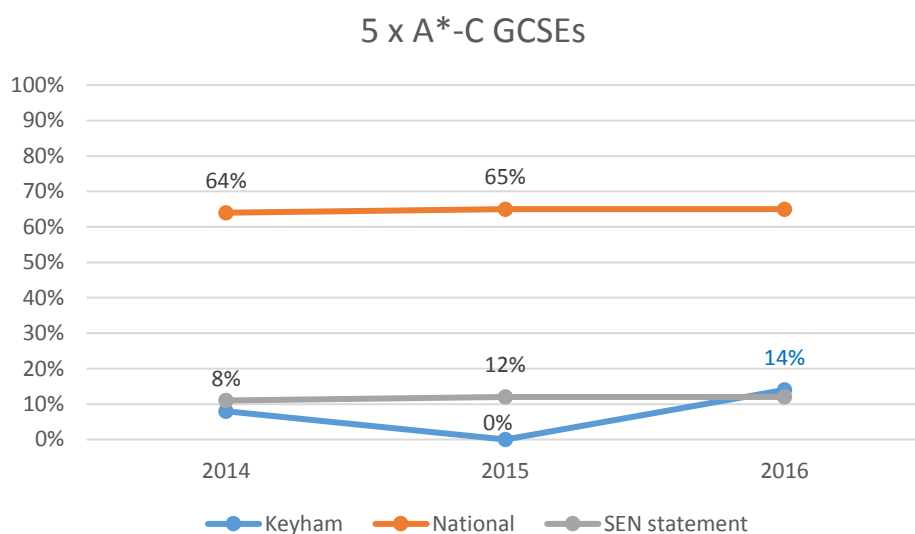
- Created a curriculum that would support the pupils in achieving the maximum outcomes with:
 - o A balanced offer of fully Technical Award list approved qualifications; mainly GCSEs in the core subjects and GCSE equivalent BTECs in the other subjects
 - o A bespoke suite of options that allowed the pupils to select subjects that supported their goals post-16
- Developed an exam support package that identified and addressed the failings of previous cohorts with:
 - o Regular weekend and holiday work and revision sessions
 - o The early identification of exam accessibility needs
 - o The careful pairing of pupils with their prompts/scribes/readers and the time given to allow them to build a rapport well in advance of exam season
 - o Mock exams and a programme of follow up support around any issues/concerns
- Developed an AWOL strategy that allowed for swift and efficient intervention to be put in place for any pupil falling below expected progress (see more in ‘Progress’ below)
- Divided the Yr11 cohort early on to ensure that everyone’s needs were met, including a small group who were on placed on a pathway to employment in the construction industry with the main group left to concentrate on academia
- Entered Yr11s early in Maths (as Yr10s) as reaction to a tougher curriculum being introduced and our knowledge of previous Yr11 cohort performance and attendance issues
- Used ability setting for the Yr10 groupings to ensure that all needs were met, including a higher ability class that had an Attainment 8 fulfilling option suite

“The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education”
(Teaching and Learning = Outstanding)

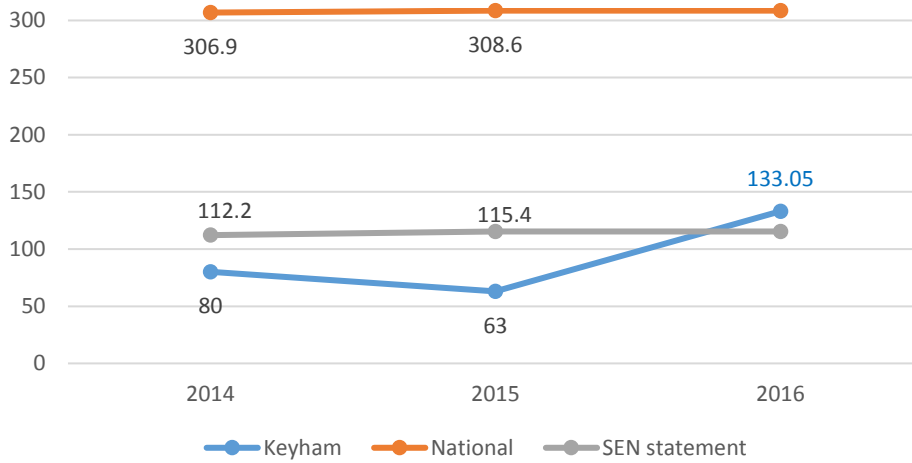
- Tightened up both the Performance Management system and the faculty budget bidding process, ensuring that teaching staff were more accountable for pupil attainment
- Three members of staff had ‘working with parents’ as a Performance Management objective, and the amount of revision and independent work away from school increased as a result

“Leaders and governors use performance management effectively to improve teaching; use accurate monitoring to identify and spread good practice across the school”
 (Leadership = Good)

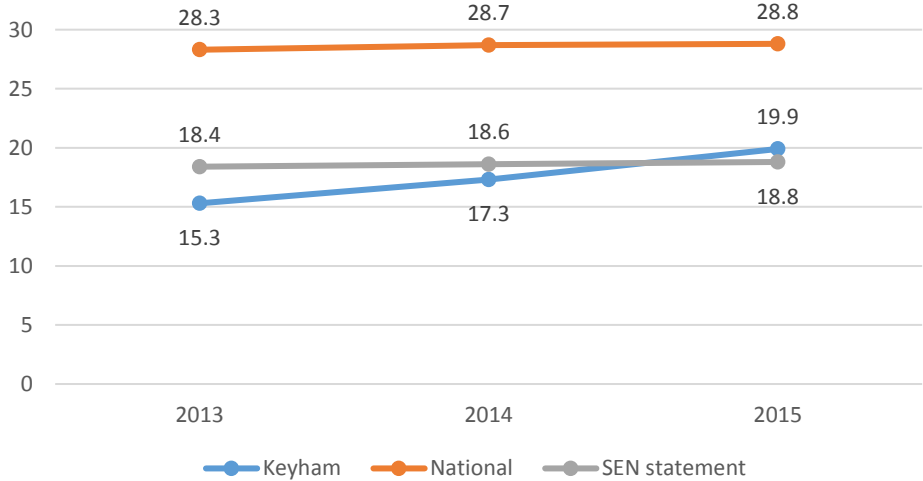
What difference did it make and how do we know?



KS4 APS Best 8

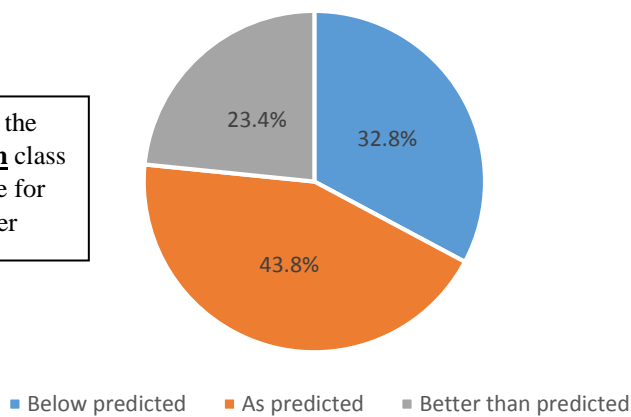


KS2 APS Maths, Reading and Writing



Year 11 actual vs predicted results - main class group

Evidence of the positive impact the 'what did we do?' had on the **main** class group – 67.2% is a very high rate for hitting predicted grade or better



How could we do it better?

- BTEC exams need to be taken earlier in KS4 so there is time for resits
- English C/D border pupils need to be identified early and given intervention to boost final grade
- Moderation of the arts subjects needs to happen early and regular in order to identify and boost C/D border pupils
- The introduction of the Attainment 8 measure will mean that the selection of subjects on offer in KS4 will need to take into consideration the EBacc subjects, the updated Technical Award lists and the double weighting of English and Maths qualifications
- More careful selection of the use of early entry - it affected 5 pupils' maths score in Progress/Attainment 8, but only 1 pupil was affected by more than 2 points (he increased from E to C)
- KS2 standardised scores and how they link to KS4 attainment is still an unknown
- KS2 fine levels and projected Attainment 8 scores shared early in Yr7, in order to inform curriculum design and pathway routes
- We still need to work with staff on their mind-set over old systems (levels, KS2-KS4 expected progress, A*-G etc)
- We need to liaise with colleges and employers over the 'value' of functional skills qualifications (both as a number and as a purpose)
- **All attainment measures need to stay above SEN averages and further close the gap with all pupils nationally**

2) Progress

Key Ofsted Descriptors

“The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics”
(Leadership = Outstanding)

“The progress of disadvantaged pupils from different starting points matches or is **improving towards** that of other pupils nationally”
(Outcomes = Outstanding)

“Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or **improving** across most subject areas”
(Outcomes = Good)

What did we do?

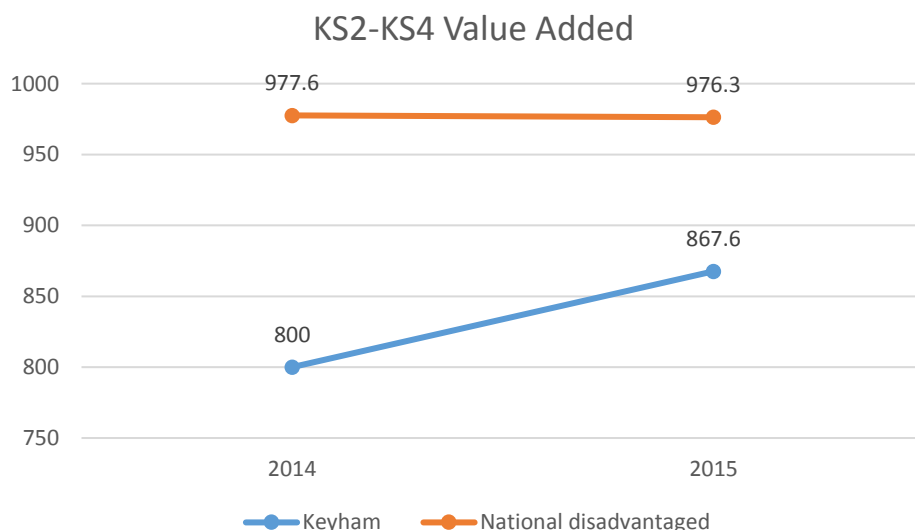
- Developed an AWOL strategy that allowed for swift and efficient intervention to be put in place for any pupil falling below ‘on track’
- Used FFT and in-house baseline assessments to assign the pupils a flight-path that would ensure that we begin to move towards the majority making expected progress or better

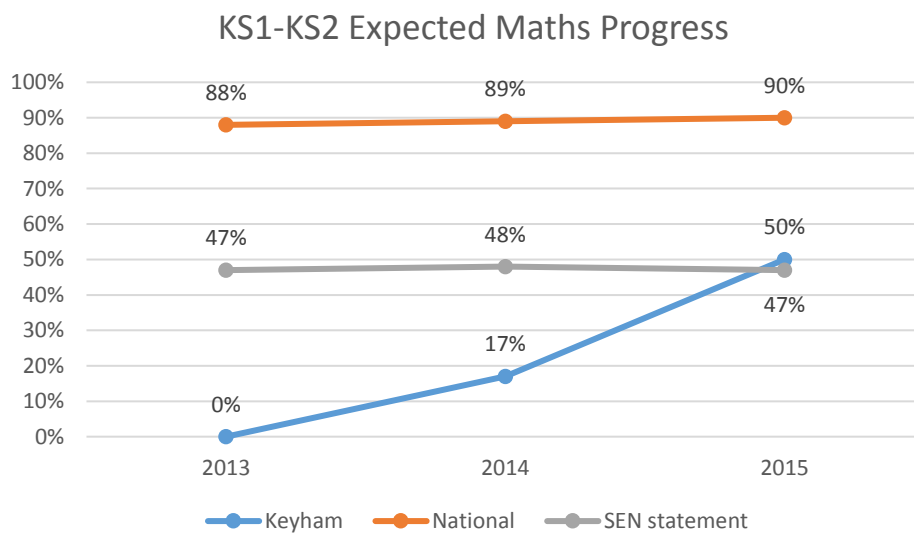
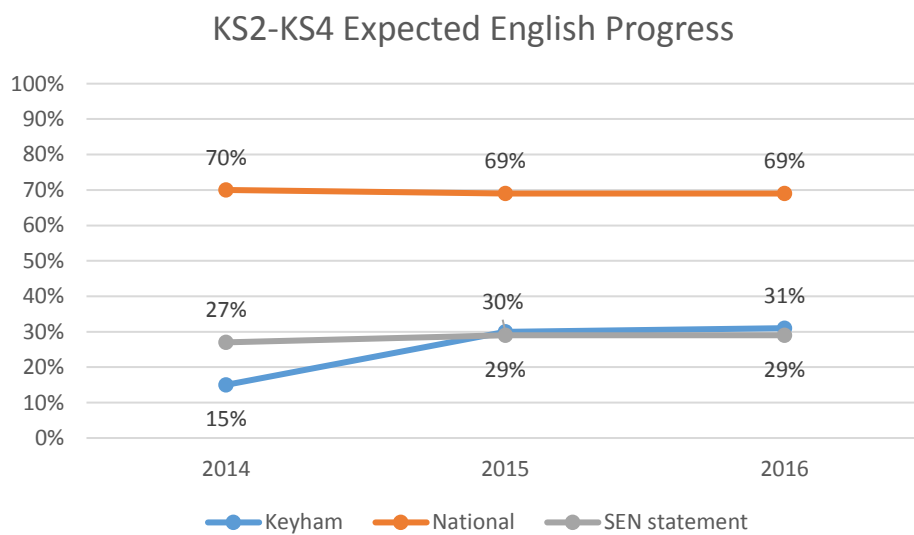
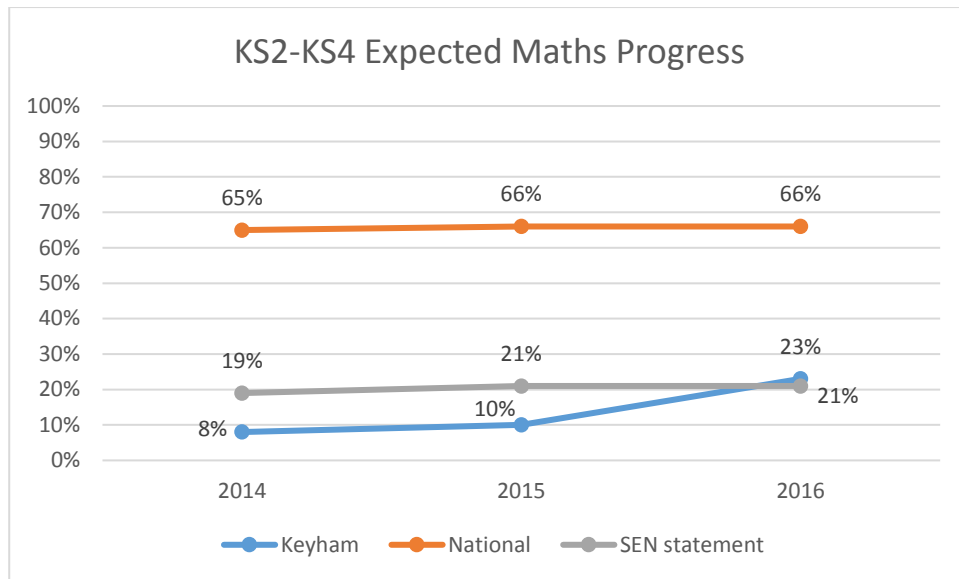
“Teachers identify and support any pupil who is falling behind, and enable almost all to catch up”
(Teaching and Learning = Outstanding)

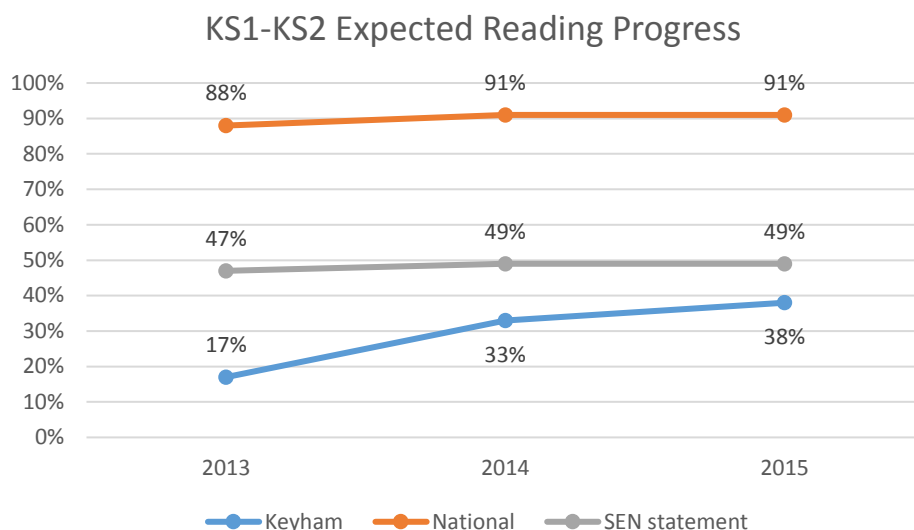
- Developed a new parental reporting system alongside AWOL that allowed more parents to understand where their child is at and what they need to do in order to improve; workshops were introduced at parent evenings, and three staff members had 'working with parents' as a Performance Management objective linked to pupil progress
- Got more efficient with the tracking down of pupils' historic data to ensure their progress tracking was in-line with the rest of the school
- Divided the Yr11 cohort early on to ensure that everyone's needs were met, including a small group who were placed on a pathway to employment in the construction industry
- Used ability setting for the Yr10 groupings to ensure that all needs were met, including a higher ability class that had an Progress 8 fulfilling option suite
- Withdrew pupils from subjects that they were predicted to get low grades in and switching them to functional skills qualifications where appropriate (on the back of AWOL tracking – see 'Appendix A' as an example)
- Tightened up both the Performance Management system and the faculty budget bidding process, ensuring that teaching staff were more accountable for pupil progress

"Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
(Teaching and Learning = Outstanding)

What difference did it make and how do we know?







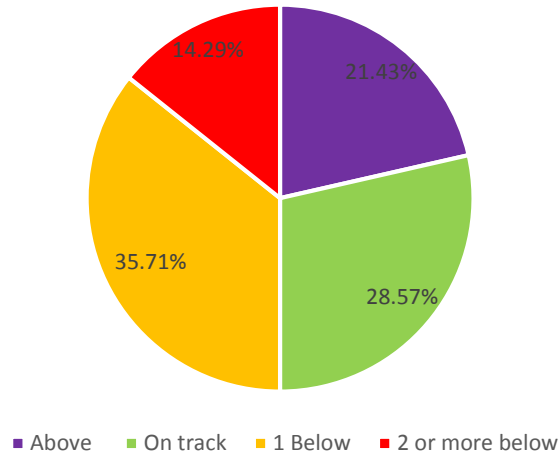
How could we do it better?

- Too many pupils still have no baseline and/or no entry in SIMS. Every pupil must have both, even if it's an entry of a 'U' grade
- Pupils without KS2 data do not count in Progress 8 measures. This was 4 pupils, of which 2 were high performing. Early identification of pupils without KS2 data needs to happen, with them retaking them early in Yr7
- KS2 standardised scores and how they link to KS4 progress is still an unknown
- Faculty AWOL policies need to include details of how they are assessing/moderating: baselines, data entry into SIMS and any other in-house assessments
- We still need to work with staff on their mind-set over old systems (levels, KS2-KS4 expected progress, A*-G etc)
- We need to liaise with colleges and employers over the 'value' of functional skills qualifications (both as a number and as a purpose)
- More careful selection of the use of early entry - it affected 5 pupils' maths score in Progress/Attainment 8, but only 1 pupil was affected by more than 2 points (he increased from E to C)
- Combined English took priority over English Literature in Progress/Attainment 8, affecting 2 pupils but only by 1 point; a move to Language and Literature will sort this
- KS2 fine levels and projected Progress 8 scores shared early in Yr7, in order to inform curriculum design and pathway routes
- The 2 types of pupil who affected our Progress 8 scores drastically were:
 - o those who had extremely low KS2 scores and were unable to fill anywhere near 8 pots (even if they'd been with us since Yr6/7)
 - o those who had gained Level 4/5 at KS2 but only joined us in KS4
- **All progress measures need to stay above SEN averages and further close the gap with all pupils nationally**

Appendix A

An example of using AWOL to switch pupils who were below expectations (see 'Spring') to a Functional Skills qualification (see 'Summer')

Year 9 Maths Flightpath Progress - Spring



Year 9 Maths Flightpath Progress - Summer

