

## **Attainment**

### **Background**

RAISEonline 2011 Summary Report 2009-11 showed a slight improvement for 5A\*-C inc English and Maths from 2009-2010 and a slight decrease for the following year (p25). Results for 2012 showed a marked fall on this indicator (50%) (in part presentation to FGB 20.9.12 (T Gillbanks)).

Three levels progress in English (55%) also gave some cause for concern, as did progress of vulnerable groups, particularly FSM (-50.6 mean residual). A number of subject areas were also identified as requiring improvement eg. Core science and German.

The picture was not all pessimistic with outstanding results eg in history and good results in biology and physics as well as good average point score (349) (suggesting students are achieving but not sufficiently well in the most important subjects).

Reasons were debated and scrutinized at FGB (20.9.12) and Q&C (24.10.12). It became clear that the school had been affected by the change in the grade boundary in English as all students had been entered in June and, on the advice of the Examination Board, many at foundation level. However, this was not the only reason for the disappointing results. If the grade boundary change were disregarded results would have been at 2011 levels (72%). Prompt and effective action was therefore required to prevent a downward trend.

### **Action Taken**

The SLT put in place the following :

- AHT assigned to focus on Y11 tracking/intervention;
- Students at risk of achieving less than C in English and/or Maths identified and additional support provided;
- Some curriculum changes for students to focus on Maths/English;
- "War Room" chart for Y11 updated after each round of tracking;
- Additional round of tracking introduced late 2012;
- Exams taken early in Maths and English to afford best opportunity to all students to achieve potential;
- Resits/linear exams offered where appropriate;
- Support to students in vulnerable groups through new house system;
- Work on accuracy of teacher predictions.

### **Governor Action**

In order to ensure effective scrutiny governors established link governor system linking to key areas of the SDP. Visits to school of frequency agreed between the link and SLT member with written reports to governors via committees on each occasion. For this area, relevant links are Richard Newton (vulnerable groups (2013/13) SP2vi)-viii) KS3 (2013/14)), Don Henson (pupil premium students and Nicki Mitchell (SP2i)-v) KS4) - see reports on governors section of website). Ongoing challenge also takes place in FGB and Q&C meetings. Questioning has focused on areas of concern identified including:

- i) Vulnerable groups (Minutes 24.10.12 p.2);
- ii) Concerns re attainment in Core Science (Minutes 24.10.12 p.3);

- iii) Ditto re German (Minutes 24.10.12 p.2);
- iv) how systems can be put in place to ensure effective intervention before Y11 (Minutes 24.10.12 p 4 and 6.2.13 p.4);
- v) how curriculum changes were affecting attainment for identified students (Minutes 6.2.13 p.3);
- vi) the risk that other subject areas may be neglected in the focus on English and Maths.

## **2013 Results**

2013 Results were presented to FGB on 3<sup>rd</sup> October 2013. These were the best ever results for the school. Key indicators in previous areas of concern were as follows:

5A\*-C inc E&M 70% (2012 53%) cf FFTD 68.4%  
 5A\*-C 97% (best in York) (2012 80%)  
 3LP English 77% (2012 58%) – 4LP  
 3LP Maths 78% (2012 68%)  
 Average Capped Points Score 364.0 (2012 354.2)  
 English Baccalaureate 28.8%

Core Science results were impressive at 85% 5A\*-C, as were German with 75% 5A\*-C. German 5A\*-A was below FFTB however and requires monitoring.

Previous good performance in History, Biology, Physics and French was sustained and improved upon. Performance in 5A\*-C incl E&M was above FFTD in 17 of 23 subject areas.

A\*-A also showed better performance than in previous years (18% as against 14% in 2012), suggesting that interventions have not disadvantaged more able students. 11 of 23 subjects exceeded FFTD on this measure.

Girls outperformed boys. However FFTD estimates suggest this was likely to occur. Both boys and girls exceeded FFTD in 5A\*-C and boys were only 0.3% short of FFTD in 5A\*-C inc E&M

The gap between the performance of FSM and non-FSM students narrowed. However there is still concern re some groups eg. Pupil Premium and School Action.

Subject areas which showed cause for concern were graphics, PE and DT.

## **Impact**

Ongoing challenge and scrutiny has assisted the school's focus on attainment and helped to ensure proper assessment of the effectiveness of particular strategies which will feed into future success in Y11 as well as future planning for other year groups.

Governors will be looking in 2013/14 and beyond for improvements to be sustained and built upon and for an effective analysis of strategies so as to ensure those with the greatest impact are carried forward and others refined or rejected as appropriate.