

Achievement Guidance and Explanations 2014-2015

The Ashley School Academy Trust

At The Ashley School Academy Trust, assessment is an integral part of teaching and learning. It provides a framework effectively identifying, monitoring and communicating pupil progress and achievement.

Through the assessment process, all staff gain a clear understanding of each pupils knowledge, skills and understanding enabling them to set challenge rigorous learning targets and estimates, identify areas for further development and strengthen learning across the curriculum.

We have been developing robust systems to support and monitor pupil achievement and progress, especially in light of the new national curriculum.

Already in place (current strengths):

- **Gold Standard:**

The 'Ashley Gold Standard' based upon the mainstream model of 5A*-C including English and maths, and have been modified by the Deputy Headteacher (Teaching and Learning) to include entry level and vocational qualifications. We are aware of the longer term sustainability of Entry level qualifications, but we still feel that they add value to pupil achievement and progress. As a result, we expect all pupils to have the opportunity to achieve 5 entry level qualifications including English and maths [*for more information, please see DHT T&L*].

- **Modified Progression Matrices (TASDA+):**

Again, developed by the Deputy Headteacher (Teaching and Learning) to mirror the progression guidance and the transition matrices in RAISE online but designed to include entry level qualifications. TASDA+ refers to the 'in house' name given to the whole data analysis model at school [*for more information, please see DHT T&L*].

Developments this year (emerging strengths):

- **Learning Stages**

We have been working hard on the new **learning stage** model in English and maths. Subject leaders have worked with the Deputy Headteacher (Teaching and Learning). This has been developed over the course of 2014-2015 and introduced for first assessment 2015. We are collectively working on embedding with subject teaching staff. It is our intention to develop year based learning stages for all other subjects. Loosely, the stages reflect the Ashley School curriculum and build upon the principles

of assessment reflected in the new national curriculum [*for more information, please see DHT T&L, accompanying assessment guidance and subject leaders for English and maths*].

- **Progress Trajectories**

We have been attempting to personalise individual progress trajectories – work we began under the original national curriculum but now developing under the new model (so existing data is based around levels). Moving forward, the Deputy Headteacher (Teaching and Learning) will develop new assessment models to reflect the very different rates of progress shown by pupils [*for more information, please see DHT T&L*].

- **SIMS Assessment Module**

Pupil achievement data is now recorded in SIMS (as of September 2015) and is reviewed at key assessment points throughout the year. Regular *Subject Champion meetings* allow assessment data to be moderated (principally in English and maths, but growing teams are being established). ALL staff have access to SIMS and all previous assessment data has been entered by the Deputy Headteacher (Teaching and Learning) and now makes assessment information readily available as staff become more confident [*for more information, please see DHT T&L*].

- **KS2 Baseline**

Developed by Headteacher and Key Stage 2 Leader to provide effective baseline information on pupils joining the school and being able to demonstrate the progress of pupils as a result [*for more information, please see HT and KS2 leader*].

- **Comparisons with other 'similar' schools**

This is more challenging with the review of the curriculum (we are awaiting the follow up to the assessment commission report for SEND learners), the future of entry level qualifications and how our pupils will access future accreditation. We currently use the FFT Aspire data sets (but there are issues here as pupils are set a 'default' level 2 even though they are not achieving this level). We also use the Ofsted data dashboard as far as we can and still subscribe to CASPA more in terms of keeping abreast of any new measures [*for more information, please see DHT T&L*]

A Wright

Deputy Headteacher [Teaching and Learning]

Achievement Summary 2014-2015

Gold Summary

	2011-2012	%	2012 - 2013	%	2013-2014	%	2014-2015	%
Total Number in year group	21		20		19		19	
At least 1 ELQ	21	100.0%	20	100.0%	19	100.0%	19	94.7%
English and Maths ELQ	20	95.2%	18	90.0%	19	100.0%	19	94.7%
At least 5 ELQ including English / Maths	20	95.2%	16	80.0%	19	100.0%	19	94.7%
At least 1 level 1 (D-G) Qualification	20	95.2%	15	75.0%	19	100.0%	19	84.2%
At least 2 level 1 (D-G) Qualifications	16	76.2%	8	40.0%	15	78.9%	15	42.1%
At least 3 level 1 (D-G) Qualifications	11	52.4%	0	0.0%	12	52.6%	12	28.3%
NC Point Descriptor	Y11 2012		Y11 2013		Y11 2014		Y11 2015	
KS2 NC APS (of Y11 Cohort En Ma Sc)	12		9.5		10		9.7	
KS3 NC APS (of Y11 Cohort En Ma Sc)	15.8		15.5		17		15.9	
KS4 NC APS (of Y11 Cohort En Ma Sc)	22.2		18.8		21.3		18.3	
<i>* Data taken from TASDA+ Teacher Assessment against expected (TA Spread sheet 13-14)</i>								

	Y11 2012	Y11 2013	Y11 2014	Y11 2015
Accreditation				
KS4 Qual. APS (of Y11 Cohort) -Core Accreditation (En Ma Sc)*	17.3	12.2	17.2	16.5
Average Total Points (All Accredited Quals.)*	123.6	78.4	144.7*	123.1
Average Points Per Entry (all Accredited Quals.)*	16.8	14.8	16.9	14.9
<i>*The 'Points Equivalence' is based on OFQUAL values before the current revision (based around Progress 8) which devalues qualifications that are not GCSE (e.g. Entry Level, Arts Award, Sports Leadership). I have included these for comparison with this in mind – this will be kept under review as new information is published from the DFE.</i>				

- 94.7% of pupils achieved at least one Entry Level Qualification.
- 94.7% % of pupils achieved both Entry level English and Maths.
- 94.7 % of pupils achieved 5 Entry Level passes.
- 84.2% of pupil achieved at least one level 1 or equivalent qualification (D-G).
- 5 A*-C including En Ma Achieved for first time in school history
- 5 A*-A achieved for first time in school history
- Pupils have had a wide range of accreditation [OCR, City and Guilds, National Sports Leaders, CIEH and Trinity Guildhall].

Sub Groups

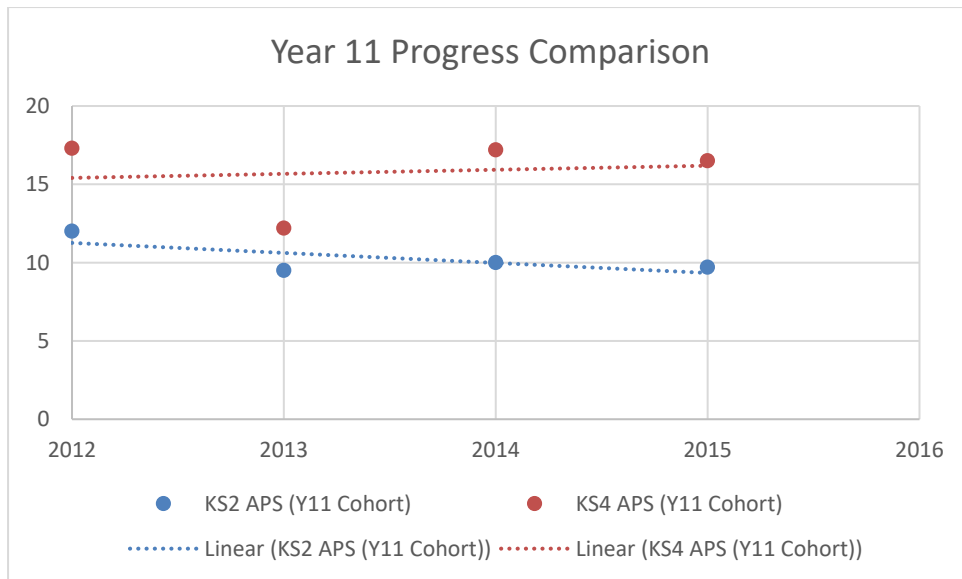
- There is no significant difference in the performance of vulnerable groups (FSM, LAC, ASD) as evidenced by pupil progress data.

Breakdown	No.	5+ELQ	5+ELQ %	1+ A*-G	% 1+ A*-G	Total Points	Avg PTS (ALL)
ALL	19	18	94.7%	18	94.7%	123.1	14.9
ASD	6	6	100%	6	100%	110.2	18.4
LAC	2	2	100%	2	100%	30.1	15.1
FSM	9	8	89%	8	89%	130.7	14.5
B	12	11	92%	11	92%	211.0	17.6
G	7	7	100%	7	100%	103.4	14.8

Given that one pupil can skew the data significantly in small data sets, there appears to be no significant differences overall. When you look more closely, ASD pupils did better than the average, but other groups were within the acceptable range. FSM pupil differences can be explained by a pupil who remained on roll but did not attend school despite interventions of the Pupil Family Support Team. *[Individual Subject Breakdown for KS4 outcomes is available – Results Summary, DHT T&L and Subject Leaders]*

Pupil Progress

- Pupil Progress Model (TASDA+) suggests 90% made at least expected progress in English (KS2 to KS4) and 50% made better than expected progress with 11% making exceptional progress *[TASDA+ Matrices, please see DHT T&L]*.
- Pupil Progress Model (TASDA+) suggests 100% of pupils made at least expected progress in English (KS2 to KS3) and 66.67% made better than expected progress based on their individual trajectories *[see Deputy Headteacher T&L]*.
- Pupil progress Model (TASDA+) suggests 80% made at least expected progress in Maths (KS2 to KS4) and 60% made better than expected progress with 21% making exceptional progress *[TASDA+ Matrices, please see DHT T&L]*.
- Pupil Progress Model (TASDA+) suggests 94.5% of pupils made at least expected progress in maths (KS2 to KS3) and 39% made better than expected progress based on their individual trajectories *[see Deputy Headteacher T&L]*.



The graph above looks at the falling average KS2 points of our Y11 pupils but a relative increase in the outcomes. This indicates better than expected progress between KS2 and KS4. Going forward (beyond 2015), we cannot make as effective projections because of the changing landscape with accreditation. We are developing models to support this [for more information, please see Deputy Headteacher – Teaching and Learning].

