Sir Charles Parsons School
Data and Progress Report
September 2017

English

	Speaking (2016)	Listening (2016)	Reading (2016)	Writing (2016)
% making progress	93% (96%)	85% (85%)	95% (92%)	76% (92%)
% maintaining	7% (4%)	15% (12%)	4% (4%)	16% (4%)
% regressing	0 (0)	0 (4%)	0 (4%)	9% (4%)
% achieving target	78% (70%)	62% (83%)	85% (78%)	61% (52%)
% exceeding target	15% (17%)	23% (13%)	12% (4%)	16% (9%)
% not achieving target.	7% (13%)	15% (4%)	4% (17%)	24% (39%)

Key points

The majority of students are making progress in all strands. Overall students are making less progress in writing than in other strands. Approximately 80% of students are achieving or exceeding their targets in all strands, with over 90% doing so in Speaking and reading. While writing has shown an improvement from last year, there are still fewer students achieving or exceeding their target in writing than in other strands.

As all targets are set based on expected progress plus challenge, over 70 % of students are making more than expected progress across all strands, which is an increase from 60% last year.

These results show an overall improvement from last year, with an increased number of students making progress and achieving or exceeding targets. Reading and speaking continue to be strengths and students continue to make good progress with listening. Writing has been an area of development for the English department and this year they will continue to look at this, focusing on target setting and benchmarking.

Maths

	Using and applying (2016)	Number (2016)	Shape, space and measure (2016)
% making progress	100% (96%)	100% (100%)	96% (96%)
% maintaining previous level	0 (4%)	0 (0)	4% (4%)
% regressing	0 (0)	0 (0)	0 (0)
% achieving target	88% (58%)	45% (50%)	69% (45%)
% exceeding target	12% (29%)	48% (40%)	27% (45%)
% not achieving target.	0 (13%)	7% (30%)	4% (30%)

Key points

All students except for one are making progress across all strands. At least 90% of students are achieving or exceeding targets across all strands. This is an increase from last year where 70% were achieving or exceeding targets.

Target setting has been a focus for the department this year and has led to significant improvements in accuracy and achievement.

As all targets are set based on expected progress plus challenge, 90 % of students are making more than expected progress across all strands.

Science

	Enquiry (2016)	Life processes (2016)	Physical (2016)	Materials (2016)
% making progress	100% (96%)	100% (96%)	100% (100%)	100% (96%)
% maintaining level	0 (0)	0 (4%)	0 (0)	0 (0)
% regressing	0 (4%)	0 (0)	0 (0)	0 (4%)
% achieving target	93% (88%)	80% (96%)	100% (96%)	97% (83%)
% exceeding target	7% (8%)	20% (0)	0 (0)	4% (13%)
% not achieving target.	0 (4%)	0 (4%)	0 (4%)	0 (4%)

Key points

All students made progress across all strands of the subject. All students achieved or exceeded their targets in all strands. The science department has concentrated on accurate target setting for a number of years leading to the high levels of target achievement seen in these results.

As all targets are set based on expected progress plus challenge, 100 % of students are making more than expected progress across all strands.

Keystage 3 Pupil Level by Year Group

English

	Speaking (2016)	Listening (2016)	Reading (2016)	writing (2016)
% making progress	90% (100%)	84% (96%)	95% (84%)	91% (96%)
% maintaining	10% (0)	16% (4%)	6% (8%)	9% (4%)
% regressing	0 (0)	0 (0)	0 (8%)	0 (0)
% achieving target	55% (64%)	55% (60%)	71% (56%)	55% (40%)
% exceeding target	34% (16%)	27% (8%)	14% (10%)	37% (24%)
% not achieving target.	11% (20%)	11% (32%)	15% (15%)	9% (36%)

Key points

Over 80% of students are making progress in all strands and all students are at least maintaining their previous progress.

In all strands at least 80% of students achieved or exceeded the targets set, which is an improvement on last year where only 75% of students achieved or exceeded the target set. This reflects the work on target setting taking place within the English department which has shown a significant improvement in accuracy over the last three years.

As all targets are set based on expected progress plus challenge, over 84% of students are making more than expected progress across all strands in English, which is again a significant improvement on previous years.

Maths

	Using and applying (2016)	Number (2016)	Shape, space and measure (2016)
% making progress	80% (96%)	91% (96%)	84% (96%)
% maintaining previous level	20% (4%)	8% (4%)	14% (4%)
% regressing	0 (0)	0 (0)	3% (0)
% achieving target	44% (54%)	44% (25%)	50% (54%)
% exceeding target	39% (25%)	47% (63%)	34% (36%)
% not achieving target.	20% (21%)	9% (13%)	17% (8%)

Key points

80% of students are making progress across all strands, which is lower than the previous year, however the majority of students at least maintained previous levels with only one student not maintaining his previous level in one strand.

80% of students are achieving or exceeding their targets in all strands which is broadly similar to previous years. As all targets are set based on expected progress plus challenge, 80 % of students are making more than expected progress across all strands.

Science

	Enquiry (2016)	Life processes (2016)	Physical (2016)	Materials (2016)
% making progress	90% (100%)	91% (100%)	83% (100%)	75% (100%)
% maintaining level	10% (0)	10% (0)	18% (0)	23% (0)
% regressing	0 (0)	0 (0)	0 (0)	0 (0)
% achieving target	83% (46%)	74% (33%)	60% (54%)	64% (46%)
% exceeding target	7% (33%)	17% (38%)	23% (16%)	15% (29%)
% not achieving target.	10% (25%)	10% (33%)	13% (33%)	22% (29%)

Key points

75% of students are making progress in all strands, which is lower than the previous year, however all students are at least maintaining their previous progress in all strands. Over 80% of students are achieving or exceeding their targets across all strands, which is an increase on previous years.

As all targets are set based on expected progress plus challenge, over 80 % of students are making more than expected progress across all strands.

The number of students not achieving their target within year 8 is significantly lower this year than the previous year and reflects the work done by the department to look at target setting, progress and challenge, particularly for higher achieving students.

Keystage 3 Pupil Level by Year Group

Core Subjects

Year 7

English

	Speaking	Listening	Reading	writing
% making progress	Progress calculated from end of Keystage 2 level which is not broken down into strands. 90% (79%) made progress overall, 10% (16%) maintained previous level. No one regressed			
% maintaining l				
% regressing				
% achieving target	60% (75%)	88% (90%)	93 (90%)	97% (85%)
% exceeding target	12% (25%)	7% (0)	4% (0%)	0% (10%)
% not achieving target.	28% (0)	5% (10%)	4% (10%)	3% (5%)

Key points.

90% of students made progress in English and a further 10% maintained their previous levels. There is a recognised problem across mainstream and special school settings where students moving between schools at the end of the keystage may often show a 'dip' in their attainment. Targeted interventions and close working between Hadrian and ourselves over a number of years have minimised the impact of the transition, with all students at least maintaining previous levels and the vast majority making significant progress.

At least 90% of targets were achieved or exceeded across all strands except speaking, where only 72% were achieved or exceeded. As all targets are set based on expected progress plus challenge, over 70% of students in year 7 are making more than expected progress across all strands in English and over 90% are in three strands. The English department is developing its approach to target setting particularly for year 7 and will be focusing on Speaking.

Maths

	Using and applying	Number	Shape, space and measure
% making progress	Progress calculated from end of Keystage 2 level which is not broken down into strands. 90% (79%) made progress overall, 7% (21%) maintained previous level. No one regressed.		
% maintaining previous level			
% regressing			
% achieving target	60% (30%)	28% (82%)	51% (16%)
% exceeding target	40% (60%)	72% (17%)	36% (84%
% not achieving target.	0% (10%	0% (0%)	13% (0%)

Key points

90% of students made progress in maths, the remaining 10% maintained their previous levels. There is a recognised problem across mainstream and special school settings where students moving between schools at the end of the keystage may often show a 'dip' in their attainment. Targeted interventions and close working between Hadrian and ourselves over a number of years have minimised the impact of the transition with all students at least maintaining previous levels and most making significant progress.

All students are at least achieving the targets set in two strands, with 87% of students achieving or exceeding their targets in all strands.

As all targets are set based on expected progress plus challenge, 87% of students are making more than expected progress across all strands, which is an increase from the previous year (79%).

Science

	Enquiry	Life processes	Physical	materials
% making progress	Progress calculated from end of Keystage 2 level which is not broken down into strands. 100% (100%) made progress from the end of keystage 2.			
% maintaining level				
% regressing				
% achieving target	67% (95%)	64% (70%)	66% (95%)	58% (90%)
% exceeding target	30% (5%)	21% (30%)	22% (5%)	18% (10%)
% not achieving target.	3% (0)	15% (0)	12% (0)	24% (0)

Key points

100% of students made progress in science. There is a recognised problem across mainstream and special school settings where students moving between schools at the end of the keystage may often show a 'dip' in their attainment. The increased focus on science has prevented this from being an issue at SCP.

At least 75% of students achieve or exceed their target in all strands. In previous years the number of students achieving or exceeding targets has been higher. The department will look at target setting and review the systems used this year to explore why a higher number of students than usual did not achieve the target set.

As all targets are set based on expected progress plus challenge, 75% of students are making more than expected progress across all strands.

Keystage 3 Foundation Subjects

A similar analysis has been carried out for the foundation subjects, looking at progress from previous assessment and progress towards target.

In all subjects the majority of students make progress from their previous assessment with a small number, one or two students, regressing in some subject areas. Where this happens the individual causes are known and understood by the subject and pastoral teams. For example, it may be because a student has not been attending those lessons for a significant amount of team due to the provision of personalised learning which has been assessed as being a higher priority for that individual than the specific subject learning.

Target setting again shows the majority of students achieving or exceeding the targets set for them and subject and pastoral teams having an understanding and awareness of why targets may not have been met.

As all targets are set based on expected progress plus challenge, the majority of students are making more than expected progress across all subjects.

KS3 Outcomes for Different Cohorts

Students who are in receipt of pupil premium (PP) do at least as well as their peers in all subject areas.

The school has a number of students who are Looked After (LAC). The small number in each year group makes cohort level analysis difficult, however individual students do well in comparison to their peers and when judged against their individual targets. There is no evidence that LAC as a group do less well than their peers.

The range of types of need within the school population leads inevitably to differences in levels of attainment for different cohorts. Young people with profound and multiple needs will not attain the levels of their peers with less complex needs. However outcomes for students of all abilities are at least good across all subject areas with the majority of students at all abilities making more than expected progress.

There are no significant differences in outcomes by gender.

Keystage 4

Year 11 Results 2017

Entry level Qualifications.

Key: P – predicted level, A – actual level achieved

UA – AQA Unit Award Scheme

PP – Personal Progress (a pre-entry level qualification)

Actual levels highlighted to show achievement in relation to predicted level: green as predicted, gold better than predicted, red less than predicted.

Student level

Student	Life Skills		Maths		Science	
	P	A	P	A	P	A
01	2	2	1	1	2	1
02	1	1	2	2	2	1
03	2	2	2	2	2	2
04	3	3	3	2	3	2
05	2	2	UA	UA	UA	UA
06	3	3	1	3	1	2
07	PP	PP	UA	UA	UA	UA
08	PP	PP	UA	UA	UA	UA
09	2	2	1	1	1	1
10	PP	PP	UA	UA	UA	UA
11	3	3	1	2	1	2
12	2	2	3	3	3	2
13	3	3	2	3	2	2
14	3	3	3	2	3	2
15	1	1	UA	UA	UA	UA
16	PP	PP	UA	UA	UA	UA
17	2	2	1	2	1	2
18	PP	PP	UA	UA	UA	UA
19	3	3	3	3	3	2
20	3	3	3	3	3	2
21	3	3	3	3	3	2
22	1	1	2	2	1	1
23	2	2	2	2	2	2

Summary

Level	Life skills		Maths		Science	
	P	**A**	**P**	**A**	**P**	**A**
Unit award/personal progress	5	5	7	7	5	5
Entry 1	3	3	5	3	5	4
Entry 2	7	7	5	7	5	12
Entry 3	8	8	6	6	6	0

Students were entered for entry level qualifications in life skills, Maths and science. This year we have not been able to offer entry level accreditation in English for the first time, due to the course no longer being offered and no replacement at an appropriate level. The English department is continuing to explore accreditation options to recognise student achievement at this level, but currently AQA Unit Award scheme is the best available option.

In all other subjects students followed courses leading to accreditation through the AQA Unit Award Scheme. The school is continuing to explore options for other sources of external accreditation and is further developing the range of AQA units offered within each subject.

Of 23 students in the year 11 cohort, 16, 70%, achieved entry level qualifications in all three subjects.

In life skills all students achieved the level predicted, while in maths 91% achieved at least the level predicted. This was lower in science, 65%, reflecting an issue with the level thresholds this year.

Keystage 5 Results 2017

The 6th form curriculum has been significantly reviewed in light of the school's focus on ensuring delivery of the Desired Outcomes of Education for all students. This has led to a change in the accreditation options for students to ensure a progression pathway from KS4 through KS5 and into life after school. This pathway takes account of the need to offer appropriate, externally validated accreditation at a range of levels and avoid unnecessary repetition of learning in subsequent phases.

The changeover between the two systems makes reporting on outcomes difficult to do in simple year group by year group terms as some students in each year group have achieved some aspects of some accreditation and some of another. Over the next academic year these students will all achieve appropriate recognition for the progress they have made through new qualifications which they will be entered for in the following academic year. This means that there are some gaps in the data as I am not reporting on the whole cohort at this time.

Year 14 Results 2017

Life Skills: Personal Social Development

KEY: Entry level –E1, E2 or E3, Personal Progress – PP (this is a pre-entry level accreditation)

Student	Predicted	Actual	notes
1	E2	E2	
2	E2	E2	
3	E2	E2	
4	E2	E2	
5	E3	E3	
6	E1	E1	

Year 13 students attending SCP@Walker complete their accreditation during Year 14 at Walker.

Leavers Destinations 2017

SCP leavers

Number of students	Destination	Further info
9	Walker Technology College year 14	
2	Hedleys College	
1	Dilston Cambian	
1	Gateshead/Dilston partnership	
1	Newcastle College	
1	Trinity Solutions	
2	Ouseburn Farm	
2	Social care package	Not engaging
1	City Learning	Apprenticeship

There were 20 leavers in total all leaving from sixth form. Four of these students moved on before completing their expected course at SCP. This was due to non-engagement with the curriculum at SCP and more appropriate options being identified through joint working with connexions and social care. Two of the students have made successful transitions to the new placements, but two students continue to have difficulties accessing any kind of education, training or leisure package. One student moved on to training at the end of year 12 from SCP@Walker, taking up a rare opportunity for a supported apprenticeship.

All students moved onto further education placements suitable to their learning needs.

SCP@Walker Year 14 leavers

(These students leave from Walker roll, not SCP)

Number of Students	Destination	Further info.
2	Tyne Metropolitan College	
1	Gateshead College/Project choice	
3	Project Choice	Supported internship
4	City learning	New trax

All SCP@Walker year 14 students moved onto further education or training placements.

The school is tracking the success and sustainability of leavers from both SCP 6th form and SCP@Walker over the past two years and will continue to do so for successive years. We will be able to report on this in the future.

Initial outcomes appear to show that destinations from year 14 SCP@Walker are sustained and successful. Where students have left either SCP or SCP@Walker without completing the three years available outcomes appear to be less sustained. Often the student has left SCP early due to lack of engagement with the school offer and this is continued into future placements.