Clifford Holroyde Specialist SEN College

Exam and assessment results – Oct 2017

Note - The exam and assessment information below does refer to progress 8 or attainment 8 data. This is because the curriculum that the students follow is different from a mainstream provision and therefore the progress 8 and attainment 8 does not give a reflection of student progress.

Note - The information below only displays achievement data for the school based students who attend on the main school site. A number of students at Clifford Holroyde access an alternative education provision that is vocational based. An analysis of this data can be provided in a separate report upon request.

The following assessment data for the 2016/17 academic year is published in this report;

1. Comparative analysis of teacher assessments against expected progress.
2. ASPA analysis of progress from baseline assessment on admission.
3. Sub-group analysis.
4. Comparison of final teacher assessments against GCSE/BTEC grades achieved.
5. Staff and student voice analysis.
6. Student destination information

1. COMPARATIVE ANALYSIS OF TEACHER ASSESSMENTS AGAINST "EXPECTED PROGRESS" FOR THE 2015/16 ACADEMIC YEAR.

This analysis uses termly teacher assessment data for school based students for the 2016/17 academic year. A whole school analysis has been produced.

National Standards

The school continues to use a levelling process for assessing pupil progress. This assessment process works on the principle that pupils are expected to make three levels of progress from the end of key stage 2 to the end of key stage 4. This principle is used to calculate annual and termly expected progress as shown below. This provides a yardstick for measuring progress as well as enabling progress comparisons to be made with previous years.

*From this point on, a sub-level or sub-grade of progress will be referred to as a "step" of progress.

Expected progress over one academic year is 1.8 steps.

(Calculation:
Expected progress from KS2 to KS4   = 3 levels = 9 steps
Expected progress for 1 academic year = 9 steps ÷ 5 years
                                                              = 1.8 steps per year)

WHOLE SCHOOL ANALYSIS

Total number of steps of progress	=	297
Total number of subjects for all students	=	181
Average progress for all students across all subjects	=	$\frac{297}{181}$
	=	**1.6 steps**

Average progress for all students across all subjects is 1.6 steps for the 2016/17 academic year. This is approaching the 1.8 steps threshold for expected progress in an academic year.
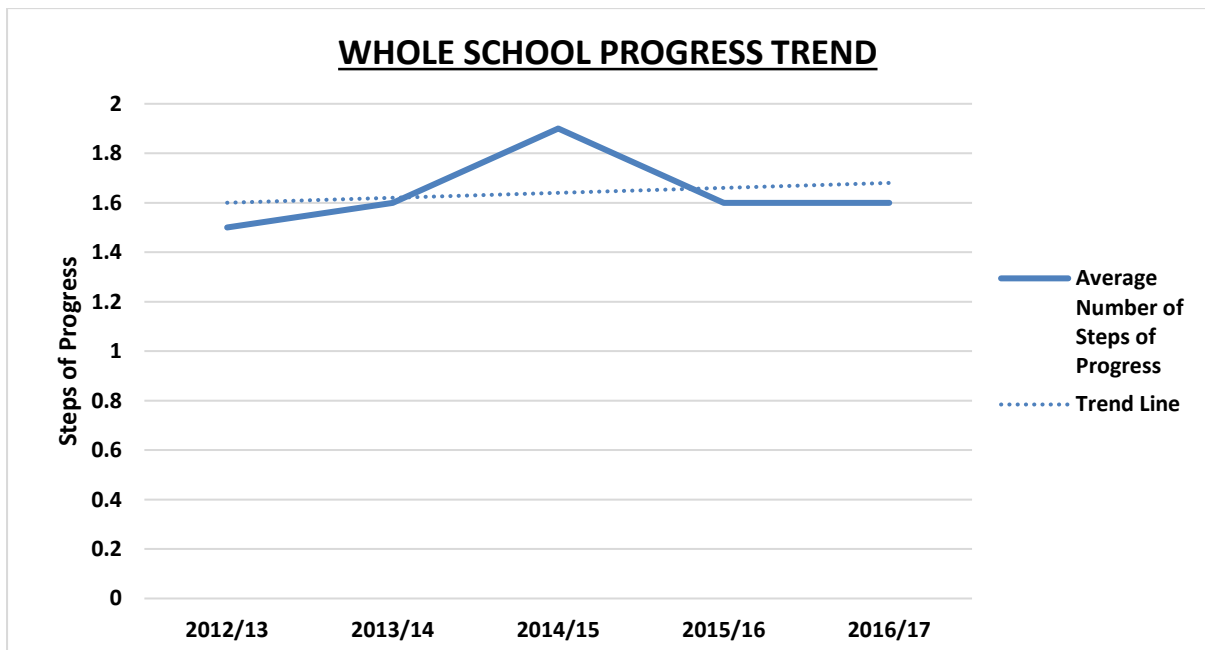
This demonstrates in line with expected progress across the school.

Whole School Progress Trend

The table below shows the mean number of steps of progress per student across all subjects over the last three years.

ACADEMIC YEAR	MEAN NUMBER OF STEPS OF PROGRESS
2012/13	1.5
2013/14	1.6
2014/15	1.9
2015/16	1.6
2016/17	1.6

The chart shows that the trend for the average number of steps of progress per student is increasing over this five year period.

This demonstrates improving whole school progress.

2. ANALYSIS OF PROGRESS FROM BASELINE ASSESSMENT ON ADMISSION

As a Specialist SEN College, Clifford Holroyde admits only a minority of its students at the start of Year 7, the majority are admitted at various times during Key Stage 3 or Key Stage 4. Due to the nature of the students admitted, they may have underachieved for months, or even years, prior to joining Clifford Holroyde. Consequently, it would be unfair to judge this school's impact on students' progress until they are admitted to the school. It is important that two key factors are taken into account so that progress can be measured fairly and realistically. They are:

1. Baseline assessments on admission to the school.
2. Number of terms since admission to the school.

For this reason, the "average student progress since admission" (ASPA) is calculated and used as a measure against "expected progress per term" of 0.6 steps (as explained previously on page 4). The calculation for the ASPA uses "actual progress per term" for English, maths and science (see calculation below for "actual progress per term").

Calculation:

Actual progress per term

$$= \frac{\textbf{Number of steps of progress from "baseline on admission" to present}}{\textbf{Number of terms since admission}}$$

Average Student Progress since Admission (ASPA)

This is a key indicator of academic progress and measures progress across all core subjects from admission to present. A termly core progress ASPA figure is calculated for each student. This can then be used to calculate an ASPA figure

for the whole school population. The ASPA is a powerful way to measure both individual student core progress and also to measure whole school core progress, for comparison with "expected progress" of 0.6 steps per term.

Calculation:

ASPA = (English + maths + science) actual progress per term
                                    3

"Average student progress since admission" (ASPA) can also be used to measure progress for sub-groups within the school in order to compare performance of that sub-group against the performance of the whole school population.

Overall Core Progress

The ASPA is used to measure overall core progress for the whole school. This takes into account progress for all students from admission to present in English, maths and science.

Whole school ASPA   =   Total of all student ASPAs*
                                            Total number of students

                                   =   11.4
                                                     27

                                   =   **0.4 steps per term.**

Although this is below the threshold for expected progress over a term of 0.6 steps, this shows that students are making significant progress across the core subjects compared to that made in their previous schools.

44% of the students have an ASPA of at least 0.6 steps per term. This means that nearly half of the students achieved above or in line with expected

progress across the core subjects. This is a vast change from where these students were prior to joining Clifford Holroyde.

This demonstrates significant improvement in core progress since admission to the school.

3. SUB-GROUP ANALYSIS

This sub-group analysis would usually consider gender, ethnicity, special educational needs (SEN), free school meals (FSM) and looked after children (LAC). As Clifford Holroyde is a specialist SEN college, all the students are boys with statements. Consequently, there is no sub-group analysis for gender and SEN. Sub-groups that are included are FSM, LAC and ethnicity.

This sub-group analysis is a comparison of "average student progress since admission" (ASPA). The ASPA was calculated for FSM, LAC and ethnicity sub-groups, when significant, and then compared with the ASPA for the whole school population.

ASPA FOR WHOLE SCHOOL AND SUB-GROUPS	
Whole School Population	0.4
FSM Students	0.4
LAC Students	0.4
Ethnicity – White and Black Caribbean	0.3
Ethnicity – White British	0.4

Free School Meals

56% of the students involved in this analysis are entitled to free school meals. The ASPA for FSM students is 0.4 steps per term, which is in line with the ASPA of 0.4 for the whole school population.

Looked After Children

Only two students in this analysis are looked after children.

One student has an ASPA of 0.6. This is above the whole school population ASPA of 0.4.

One student has an ASPA of 0.2. This is below the ASPA of 0.4 for the whole school population.

Ethnicity

11% of students involved in this analysis are "White and Black Caribbean". The ASPA for "White and Black Caribbean" students is 0.3, which is slightly below the ASPA of 0.4 for the whole school population. There are only three "White and Black Caribbean" students and so the statistical significance of this data is low. However, this should be investigated further as a possible area for development.

One student is "White European" with an ASPA of 0.8. This is above the whole school population ASPA of 0.4.

One student is "White and Chinese" with an ASPA of 0.2. This is below the ASPA of 0.4 for the whole school population. R

"White British" students had a sub-group ASPA of 0.4 steps per term. As 81% of the students involved in this analysis are "White British", it is not surprising that progress for this group is in line with the ASPA for the whole school population.

4. TREND ANALYSIS OF GCSE RESULTS

GCSE results over the last eight years are analysed in order to find any possible trends in the data. The data used was the percentage of school based students achieving each category descriptor.

CATEGORY	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
1 or more grades A* – G	14%	100%	100%	100%	100%	100%	100%	60%
5 or more grades A* – G	0%	38%	60%	100%	57%	100%	57%	0%
5 or more A* - C inc M/E	0%	0%	0%	17%	29%	0%	0%	0%

The GCSE results for the last academic year (2016/17) display a drop in student achievement. This was expected given the students' prior attainment and ability levels. In response to this the school implemented a bespoke pathway for these identified pupils and an engaging and AQA unit based curriculum was implemented to ensure the students remained motivated in lesson and carried on attending until the end of the year. This was successful and will be adapted / improved to meet the needs of a changing cohort of students who are attending Clifford Holroyde.

STAFF AND STUDENT VOICE

All students and teaching staff were given the opportunity to complete a questionnaire regarding progress. The data from all replies received produced the following results.

Students

94% of students say they have made at least quite good progress in lessons since September 2016.

78% of students say they have made more progress in lessons this academic year compared to last year.

50% of students say they know their present levels/grades in most of their subjects.

Teachers

100% of teachers say that most students have made at least quite good progress in their lessons since September 2016.

100% of teachers say that students have made about the same or better progress in lessons this academic year compared to last year.

86% of teachers say that most students in their lessons know their present level/grade.

71% of teachers say that most students in their lessons know their end of year target.

This demonstrates that almost all students feel they have made "quite good" or better progress in lessons this academic year.

This demonstrates that teachers feel that most students have made "quite good" or better progress in lessons this academic year.

This demonstrates that most students feel that they have made more progress in 2016/17.

This demonstrates that teachers feel that most students have made more progress in 2016/17.

Pupil destinations - what pupils did after key stage 4

This data, published in October 2017, is for pupils who completed key stage 4 in 2015, which is the most recent data available.

Total number of pupils included in destination measures = 13

Pupils staying in education or employment for at least two terms after key stage 4 = **54%**