Sir Charles Parsons School

Data and Progress Report

September 2020

Keystage 3

The following information about the development of the new assessment tool SCART (Sir Charles Parsons Assessment and Recording tool) accompanied last year's report, however it continues to provide a background and context for assessment at keystage 3.

Across a two year period within keystage 3 various subjects have developed and implemented subject specific strands as part of our new assessment tool. It is our intention that this assessment tool will provide bespoke and tailored assessment criteria for our learners in the place of the previous national curriculum levels and P levels.

It incorporates the government guidance on the use of the engagement profile for our lowest ability learners as well as drawing on numerous other sources to inform the learning expectations for students working at higher levels. There is also the inclusion of a bridging phases between the two previous systems to ensure that those learners who are developing from skills based learning to a more subject content based level of learning have a series of progression increments to enable them to more smoothly demonstrate this progress.

From the beginning of the year 2018/19 English, literacy and maths have led the way making target predictions for student progress and reporting teacher assessments using the new tool, which has 15 phases each sub divided into 4 levels of mastery.

Across the year 2019/20 science, humanities, computing and art began to use their strands of the tool and it is hoped the remaining subject areas will be able to do so within the coming year.

With this in mind some of the analysis within some subject areas refers to the transition between the old and new assessment systems and the ongoing adjustments and editing that curriculum leaders have undertaken with the tool as it has been used and moderated throughout the first half of the year.

Across key stage 3 staff made predictions in September 2019 of expected progress across the year for all students and worked with the assessment information provided by Hadrian school who are also using SCART to ensure progression for year 7 students. Staff made interim subject assessments in December 2019 and following national lock down they made assessments that reflected the progress made until schools' partial closure on March 23rd 2020. Due to the reduced amount of time that assessments were made over statistical comparison to previous data sets and the targets set in September is not possible. Therefore, subject leaders have analysed the patterns found in the assessments made and compared these trends across subjects.

Core Subjects - Key points

Across English, maths and science the possible difficulties transitioning from PIVATS to SCART were reduced this year as each of the subject areas used the SCART phases to both predict and assess student progress, subject leaders for maths and English also felt they were able to draw on previous experience to ensure more effective predictions were made using the new tool.

The pattern of progress for English was as expected across all strands, with all year groups making or maintain progress. It was identified that the majority of those students who had not made progress had associated attendance issues in the first half of the school year

unrelated to Covid-19. This trend appeared to be consistent across reading, writing, listening and speaking. It was identified that there was a significant number of students that had unexpectedly already achieved their targets set for the end of the year. This was observed across all strands and with fairly consistent percentages between 45% and 65% for each year group. After further discussion and reference to previous data it was noted that the higher attaining cohort had previously been predicted overly challenging targets, which was thought to be due to transfer from the PIVATS to SCART. Staff felt that therefore they may have been too conservative with their target setting this year. It was also noted that assessments in literacy and English had taken place very recently to the data submission and therefore showed maximum progress.

Within maths staff also observed some similarities the English assessment trends. Across the number and use and apply strands students showed good progress with all students maintaining or making progress across these strands. Where students had maintained progress there were individual reasons for each of these students such as the timing of PLP sessions and attendance issues. It was noted that the majority of the learning and teaching in the SSM strand had not taken place in the first half of the year and this meant there was no progress shown in this area for maths. It was also observed that some students across number and use and apply strands had reached their target at the mid-year point. There were felt to be two factors involved in this observation, firstly as with English it was noted that the higher attaining cohort had previously been predicted overly challenging targets, which was thought to be due to transfer from the PIVATS to SCART. Staff felt that therefore they may have been too conservative with their target setting this year. Secondly as the majority of the learning and teaching in these strands had taken place it was expected that students would be on track to making solid progress towards the targets set at this point in the year due to the curriculum bias.

The results collected in science showed a difficult overall pattern at the mid-year point, due to the various strands, life processes, materials and their properties and physical processes, being taught to distinct year groups at different points during the year. This meant where a strand had been taught to completion in the autumn term students across all year groups showed expected progress and the majority had met their predicted targets. Where strands had been partially taught the progress shown reflected this trend with some progress made, but targets not yet attained. As would be expected there was no progress assessed for strands where no learning and teaching had yet taken place. There was excellent progress within the working scientifically strand for year 9 as many of these skills are taught in tandem to the physical processes unit for this cohort in the autumn term.

Foundation Subjects - Key points

As with core subjects the number of students who have maintained or made progress with their attainment has been maintained at high levels for all foundation subjects across all year groups. Subjects leaders felt confident that the majority of students were on track to meet their predicted targets, with specific reasons such as none attendance to lessons or low overall attendance identified in the cases where this was not so.

Some additional observations that were made are below.

Previously a subject development area for PE was to liaise with Hadrian staff to ensure consistency of assessment in transition from keystage 2 to keystage 3. This will be an ingoing target due to the difficulties in cooperative working and collaborative observations that were planned not being able to safely go ahead.

Within computing last year there was some decline the level of progress made in year 9 which was thought to be due to the timing of the lessons parallel to other popular personalised learning sessions. The assessments made this year suggests that this was the case as progress was made within this cohort as expected and the majority of students were on track to meet their predicted targets successfully.

Within food technology it was noted that some of the middle ability students in each cohort had reached their predicted target at the mid-year point. The subject leader will give consideration as to whether this is due to a significant increase in the difficulty of the skill set assessed at the higher attainment levels or whether there is a requirement for an increase in the level challenge when setting targets set for this cohort.

Art and humanities showed consistent progress across all year groups and managed the transition from using the PIVATS assessment system to the SCART system effectively. All students were demonstrating progress made across these curriculum areas.

Keystage 4

The new year 11 cohort consisted of 31 students moving from year 10 into year 11. These students were predicted to make progress at entry level and unit award accreditation across a range of curriculum areas.

Amongst the higher ability students, those awarding bodies that provided the entry level qualifications in life skills, science and maths allowed staff to rank and predict the award outcome for this cohort of students, in a similar manner to the mainstream GCSE results reported in the news. This enabled students gain credit for the course content they had been able to achieve throughout keystage 4 and use staff knowledge of the course and work missed to maintain similar awards to those predicted.

Accreditation for the middle and lower ability keystage 4 students was more greatly affected by the time missed in school during partial lock down as the breath of subject accreditation was impacted, with content unable to be delivered and no predictive awards system in place. Unit content submitted in year 10 and first half of year 11 will still be awarded at the appropriate level for the individual student.

Staff are continuing to develop strategies for the current keystage 4 students across their various subject areas to ensure they are able to achieve across the curriculum will continue to be flexible and reactive to changes within the wider

Year 11 Results June 2020

Summary of entries made

Level	Life skills	Maths	Science	Arts Award
	A	A	A	A
Unit award	17	8	15	0
Entry 1	0	5	4	0
Entry 2	0	10	12	0
Entry 3	14	8	0	12 students yet to be entered

Students were entered for entry level qualifications in life skills, maths and science. Of 31 students in the year 11 cohort, 14, 45%, achieved entry level qualifications in all three subjects.

In addition, twelve year 11 students completed the course content for the Arts award explore qualification and 100% are expected to achieve this accreditation.

In all other subjects' students followed courses leading to accreditation through the AQA Unit Award Scheme. This includes English, literacy and additionally music, RE, PE MFL and humanities, delivered via the enrichment programme.

Students were entered for AQA unit awards at various levels across English, literacy, maths and science and the enrichment programme curriculum, due to reduced learning time students were unable to be entered for all of the unit awards that they would normally expect to achieve, therefore reducing their breath of learning.

All of the 31 students in year 11 continued to work at the expected level for the unit content they were predicted.

In the previous report to governors both phase leaders commented "To develop the depth of information we are able to feedback to parents, governors and future providers we have started this year using a tracker to indicate greater detail of the course and breath of topics studied and achieved by each student working within the AQA unit awards system. The current year 10 and 11 cohorts will have profiles based on this system as they move forward into their next steps at the end of this year." Due to the limitations of time and development in other areas of curriculum delivery in response to the needs of students due to bubble learning and remote learning this aspect of the assessment development is ongoing.

Keystage 5 Results 2020

Year 14 Results June 2020

Life Skills: Personal Social Development

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

There were 10 students in the year 14 cohort at Sir Charles Parsons 6th form site.

Level	Life skills	Science	Enrichment	Literacy
	A	A	A	A
Unit award	0	10	10	0
PP/WTEL1	10	0	0	10
Entry 1	6	0	0	0
Entry 2	4	0	0	0

Across the various learning pathways for our leavers within year 14 100% of the students achieved the accreditation at the levels predicted for them. Where this did not happen students were accessing personalised elements of the timetable.

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

As previously noted development of a keystage 5 accreditation tracker system linked to our aspirational pathways is ongoing, due to the limitations of time and development in other areas of curriculum delivery in response to the needs of students due to bubble learning and remote learning this aspect of the assessment development is ongoing.

Destination information

Leavers from year 14 and those in lower school years have a selection of providers available to them to enable the best tailored next step to be found. The upper school team continues to work alongside the local authority to develop the offer available for our students. Due to restrictions across the transition period towards the end of last academic year many typical transition visits and introductions were unable to take place which was a source of anxiety for several students and more so their parents. We will continue to try to ensure that more robust transition arrangements are in place for the upcoming cohort in line with national restrictions.

Year 14s – SCP	
Jamie Bennett	Tyne Met (4 days)
Josh Harrison	Kirkley Hall (5 days)
Max Macleod	Tyne Met (4 days)
Sam Mehdi	Tyne Met (4 days)
Mohammad Nadeem	Hedleys College (3 days)
Rebecca Pearson	Tyne Met (4 days)
Nathan Pilling	Gateshead College (4 days)
Callum Smith	Adult provision at City Learning
Brandon Johnson	Tyne Met (4 days)
Abbie Clelland	Hedleys College (3 days)
Danny Stewart	Gateshead College (3 days)
Year 14s WRA	
Adam Charlton	Tyne Met (4 days)
William Fretwell	New Trax (4 days)
Wendy Hodgson	New Venture, Supported Internship
Toriqul Islam	Project Choice, Supported Internship
Dillon Johnson	Tyne Met (4 days)
Aadam Hussain	New Trax
Rebecca Johnson	Newcastle College
Dominic Leong	New Trax
Justin Maughan	Project Choice, Supported Internship
Additional Leavers	
Andre Bacelar-Francisco - year 11	Learning for Life
Connor Shore – year 11	New Trax
Amy O'Brien – year 11	Learning for Life
Natasha Finn – year 12	Learning for Life
Hassan Ilyas – year 11	New Trax
Josh Summerson – year 11	Newcastle College
Syed Ahmed – year 12	New Trax

IEP tracker

For all many of our students' academic success is not the only indicator of achievement and we have worked across both upper and lower phases to develop a tracking and comparison system to allow us to demonstrate the progress and achievements students make with their individual education plan (IEP) targets. These targets are created using the information, long term aims and short term objectives from each student's education health and care plan (EHCP) and often focus on the personal and independence skills that students need to be successful in addition to the curriculum learning they do.

IEP's are reviewed and updated three times each year, within the annual EHCP review cycle. Each class records all students' achievements of each IEP across the day. Therefore we have created a simple tally system to record and review achievement each half term. This was previously discussed with the curriculum sub-committee.

SMART targets (Specific,Measurable,Achievable,Realistic,Time-related)

				Term B		Term A		Whole cycle		
				Success tally	Target achievement	Success tally	Target achievement	Success tally	Target achievement	
IEP tracker			100% - 75% Securely achieve target (S)							
Student	Rene Suchy		75%- 50% Consistently achieved target (							
Class	8G		50%- 25% Partially achieved target (P)							
Weeks	5 or 4		25%- 10% Occasionally achieved target							
			less than 10% Not achieved (N)							Mid cycle review actions
Autumn '19 - B / Spring '20 - A	A	Rene should support another student with their learning once each lesson.		30	C	35	S	65	S	
	B	Rene should give more information in his verbal responses each lesson.		37	S	46	S	83	S	
	C	Rene should take his time to do his best work each lesson.		42	S	47	S	89	S	
Spring '20 - B / Summer '20 - A	A	Rene should consider the way he speaks to others throughout the school day.			N		N	0	N	
	B	Rene should be given the opportunity to read aloud with symbols each lesson.			N		N	0	N	
	C	Rene should approach and carry out learning activities in a positive manner each lesson.			N		N	0	N	
Summer '20 - B / Autumn '20 - A	A	Rene should engage in an activity with a family member/pastoral peer each day.			N	28	C	28	C	
	B	Rene should attempt to independently carry out a job around the house or in the classroom each day			N	37	S	37	S	
	C	Rene should share a completed piece of work that he is proud of each day.			N	32	S	32	S	

SCRUFFY targets (Student-led Creative Relevant Unspecified Fun For Youngsters)

				Term B		Term A		Whole cycle			Mid cycle review actions
			100% - 75% Securely achieve target (S)	Success tally	Target achievement	Success tally	Target achievement	Success tally	Target achievement		
1	IEP tracker										
2	Student	Sadia Begum	75%- 50% Consistently achieved target (								
3	Class	8G	50%- 25% Partially achieved target (P)								
4	Weeks	5 or 4	25%- 10% Occasionally achieved target (								
5			less than 10% Not achieved (N)								
8	Autumn '19 - B / Spring '20 - A	C	Sadia should communicate through vocalisation or gesture, something that she does not want.	27	C	27	C	54	C		
9		S	Sadia should continue to develop her tolerance of a range of stimuli across all curriculum areas.	32	S	19	P	51	C		
10		P	Sadia should carry out a range of activities which she can access through standing.	20	P	21	C	41	C		
11		I	Sadia should walk to different areas of the classroom.	14	P	25	C	39	P		
12		SS	Sadia should engage in an activity with a peer and take turns.	24	C	24	C	48	C		
13		CO	Sadia should demonstrate her awareness of two separate objects.	24	C	14	P	38	P		
15	Spring '20 - B / Summer '20 - A	C	Sadia will continue to communicate her want/ dislike of something through verbal and physical gestures.		N		N	0	N		
16		S	Sadia should access a wider range of sensory experiences that she enjoys, including the outdoor environment.		N		N	0	N		
17		P	Sadia should sit on standard classroom chairs to carry out a range of activities.		N		N	0	N		
18		I	Sadia will stand at the table to carry out a range of table-top activities independently.		N		N	0	N		
19		SS	Sadia will share resources with her peers and extend her interactions with them by taking turns and passing resources to and from another		N		N	0	N		
20		CO	Sadia will continue to develop her awareness of cause and effect by accessing a range of curriculum based activities and resources.		N		N	0	N		
22	Summer '20 - B / Autumn '20 - A	C	Sadia will continue to communicate her want/ dislike of something through verbal and physical gestures.		N	14	P	14	P		
23		S	Sadia should access a wider range of sensory experiences that she enjoys, including the outdoor environment.		N	26	C	26	C		
24		P	Sadia should sit on standard classroom chairs to carry out a range of activities.		N	7	O	7	O		
25		I	Sadia will stand at the table to carry out a range of table-top activities independently.		N	16	P	16	P		
26		SS	Sadia will share resources with her peers and extend her interactions with them by taking turns and passing resources to and from another		N	21	C	21	C		
27		CO	Sadia will continue to develop her awareness of cause and effect by accessing a range of curriculum based activities and resources.		N	23	C	23	C		

Results summary

	KS3	KS4	KS5	Scruffy (whole school)
Securely achieved target	66%	56%	78%	56%
Consistently achieved target	19%	23%	10%	20%
Partially achieved target	13%	14%	4%	11%
Occasionally achieved target	0%	6%	3%	10%
Not achieved	1%	1%	5%	2%

Key points

There is a consistent pattern across all keystages with the majority of students being secure or consistent with their achievement of the IEP targets set by the end of the target cycle.

Students who are achieving targets securely or consistently would have practiced the skills sufficiently be able to repeat and transfer the skills that they are developing with significant independence. Those who partially achieve targets would be able to do use those skills in familiar settings with prompts from a known adult. Where targets are only occasionally achieved we would expect that these may not be transferable and would require significant adult input. Those that are not achieved have rarely been attempted.

The slightly higher level of 'not achieved' targets at keystage 5 has been identified as due to one individual being unable to engage with his IEP targets at all during the autumn term.

At keystage 4 the slightly lower percentages of secure achievement is possibly due to the passport system that gives greater responsibility to the students for recording their progress each lesson, but also lead to some data being lost.

We were extremely pleased that students working towards scruffy targets have similar levels of target achievement as other cohorts as this has been focus with staff ensuring that IEP targets are addressed, valued and recorded in lessons, sensory curriculum sessions and during students personalised learning time.

A process of staff being prompted by phases leaders to review IEP's at a mid-point in the cycle, to ensure that the focus of the target and the way that it is presented is effective and not creating a barrier to student success, has been working well.