

Sir Charles Parsons School  
Data and Progress Report  
September 2021

### **Whole school context**

Governors will all be very conscious of the challenges and differences across education in the past year in light of the COVID-19 pandemic.

Within school governors will also be aware that during the academic year up to September 2021 a key part of our management of the restrictions and requirement for group bubbling within the school was to allow students to be taught across the curriculum by their pastoral teaching staff. This reduced the need for movement around school of class groups and mixing of classes based on pathways within year groups.

The leadership group are hugely grateful to all of the teaching staff for the way in which they supported each other. They taught out of their subject specific areas, and worked collaboratively to provide each other with planning and resourcing information to allow this to be successful.

As a result the progress report for this year does not have the volume of data that we would normally present to governors. We have several key elements to describe that we feel evidence the progress that has been made over the year during these unprecedented times and reflects the resilience and hard work of our students and staff.

### **Keystage 3**

Across key stage 3 staff made a subject specific data collection at the end of the spring term 2020 this was based on the learning that had already happened before the closure of schools in March 2020. At the end of the academic year in July 2021 pastoral teachers used the SCART tool to make an assessment of the phases of attainment that each student was achieving in different subject areas based on the years learning they had done within pastoral classes. Curriculum teams moderated this information based on the evidence provided by the pastoral classes and it is these two data points that we have compared to give governors a baseline for the recovery work that needs to be done for the students across key stage three.

### **Core subjects**

Within core subjects' comparison data for the current year eight student was only available in the areas of English and maths from Hadrian school (collected in Feb 2020).

Year 8 in comparison to data collection Feb 2020 (Hadrian)				
English	Reading	Writing	Listening	Speaking
Made progress	31%	38%	41%	44%
Maintained progress	69%	62%	59%	56%
Maths	Number	S, S, M, S	Using & Applying	
Made progress	47%	50%	50%	
Maintained progress	53%	50%	50%	

The comparison shows within English there are lower levels of progress made by students with reading and writing skills. The numbers of students who made progress increases to closer to half within both the listening and speaking strands.

Within maths across all strands there is a consistent 50% split between those students who have made progress and those who maintained progress.

Curriculum leaders considered the significant period of time students had out of school before making their transition into year seven, the lack of transition opportunities and the significant differences in the way subjects were being delivered early in the year as reasons these figures appear so low in comparison to previous years.

Curriculum leaders have been mindful of the impact this will have had on foundations for future progress within their target setting and are providing opportunities for recap and recovery through specific numeracy and literacy lessons delivered during the afternoon of each day.

Year 9 in comparison to data collection April 2020				
English	Reading	Writing	Listening	Speaking
Made progress	62%	46%	62%	62%
Maintained progress	38%	54%	38%	38%
Maths	Number	S, S, M, S	Using & Applying	
Made progress	25%	25%	25%	
Maintained progress	75%	75%	75%	
Science	Working scientifically	Life processes	Materials	Physical processes
Made progress	50%	33%	42%	50%
Maintained progress	50%	67%	58%	50%

In year 9, levels of progress within English are positive with over half of the students continuing to make progress across three of the four strands of speaking reading and listening. Writing has a lower almost half and half split between those that have made progress or those who maintained progress. The curriculum leader reported that staff felt confident delivering the English and literacy elements of the curriculum and enjoy the opportunities it gave them to explore books and stories with their class.

Within maths and science levels of progress vary greatly depending on the class grouping within the year group. With 25% in maths and an average of just below 50% in science making progress across all strands.

Curriculum leaders assessed that this may have shown varying degrees of confidence and enjoyment from staff in delivering these subjects where they felt less able to support students learning. Curriculum leaders in both of these areas have used the data provided to impact on their target setting for the coming year to build in opportunities for repetition and recovery for each of the key stage three groups.

## **Foundation Subjects**

Year 9 in comparison to data collection April 2020				
Art	Art	Humanities	Food Technology	
Made progress	75%	75%	100%	
Maintained progress	25%	25%	0%	

As with English the number of students who have maintained or made progress with their attainment has been consistently higher levels for all foundation subjects. Curriculum leaders have made their predicted targets accordingly to show additional progress in the coming year and felt that pastoral teachers had enjoyed teaching in these areas and used the topics as a focus for wider class work which had encouraged progress.

Within food technology a transition to using the new SCART system occurred in between the two data points, after discussion with the subject leader this could be the reason for the 100% progress made in this subject when compared to others.

Art and humanities showed consistent positive levels of progress across year 9, comparative data was not available for the other year groups to make further analysis.

Analysis of PE and computing was difficult to make as pastoral teaching staff had used these subjects alongside others and not taught or assessed discretely in comparison to curriculum objectives.

As a whole curriculum leaders have now set targets and are delivering a recovery curriculum with the aim that all students will be achieving in line with previous progress expectations by the end of the academic year. A review of progress and target setting will take place during each term to ensure interventions are put in place were required to enable this to be successful.

## Keystage 4

The new year 11 cohort consisted of 32 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 previously had 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. Unfortunately, due to key content unable to be delivered by specialist teachers, students were not able to gain accreditation across both science and life skills. However, 14 students were entered for an Entry Level Certificate in Maths. This subject was being delivered by a Maths specialist and so students were predicted to get Entry 2 or Entry 3. School are awaiting confirmation from the awarding body to these results.

Accreditation for the higher, middle and lower ability key stage 4 students was also greatly affected by the time missed in school, with specialist content unable to be delivered and no predictive awards system in place.

In all other subjects' students will continue to follow 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. Again, because of the lack of specialist teachers, students were not entered for accreditation, but were engaged in learning within each of these subjects. 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.

Staff are currently delivering the curriculum with specialist teachers in place. It is expected that students will gain accreditation across the range of subjects in Maths, Life skills, Science and Arts Award, as well as AQA award into scheme

### Transition:

In light of students continuing changing needs, we continue to look at getting students and families to think about other options other than SCP or SCP@WRA. In light of this, we are seeing that we continue to have a large proportion of students choosing to attending SCP 6<sup>th</sup> form (44%) and SCP@WRA 6<sup>th</sup> form (41%). We are beginning to get a small number of students attending alternative providers whilst in year 11, with 9% of the Year 11 cohort attending a different provider other than SCP or SCP@WRA. This is something we are keen to develop.

Out of 32 students:

44% (14 out of 32) went onto stay at SCP 6<sup>th</sup> form.

41% (13 out of 32) went to SCP@WRA 6<sup>th</sup> form.

6% 2 students left SCP (Moved out of area).

3% (1 student out of 32) to Newcastle College

6% (2 students out of 32) went to City Learning.

### **Keystage 5**

There were 12 students in the year 14 at Walker Riverside Academy.

Year 13 students attending SCP@Walker complete their accreditation during Year 14 at Walker and 100% of students achieved Cope Level 1 (Certificate of Personal Effectiveness). 100% of students also obtained a BTEC Home Cooking Skills at level 1 and all but 1 student achieved a basic Food hygiene at level 2, with one student achieving this at level 1.

Level	Cope (ASDAN)	BTEC Home cooking	Food Hygiene
Level 1	12	12	1
Level 2			11

100% of all students in Year 14 at Walker Riverside Academy have been successfully placed in a FE provider.

75% (9 out of the 12 students) at Walker Riverside Academy chose to attend New Trax. This programme focuses on preparing students into higher levels of study or directly into employment.

17% (2 out of 12 students) chose to attend Tyne Met College.

8% (1 out of 12 students) went on to follow a supported Internship through Project Choice.

#### **Key stage 5: (SCP 6<sup>th</sup> form)**

Year 14 students attending SCP 6<sup>th</sup> form continued following their accreditation, but because of missed learning, it was difficult for students to be entered for accreditation. Many of the students did not engage fully in the online learning materials, and because of the lack of specialist teaching, these students could not be entered for accreditation.

Similarly, in SCP there were 12 students in the year 14 at Sir Charles Parsons 6<sup>th</sup> form.

100% of all students in Year 14 have been successfully placed in an FE provider:

37.5% (3 out of 8 students) chose to attend Tyne Met College.

25% (2 out of 8 students) attended Hedley's College.

25% (2 out of 8 students) attended Learning for Life.

12.5% (1 out of 8 students) attended Cambian Dilston.

For students accessing college 3 days per week with complex needs, a joint approach was adopted in that students accessed the Educational element for 3 out of 5 days of the week. The remaining 2 days was funded by Social Care and this was agreed with parents as to what activities etc. could be accessed on these days.

### Tracking:

As previously noted development of a key stage 4/5 accreditation tracker system linked to our aspirational pathways is ongoing. This year, staff have been asked to make predictions based in line with the SCART document for each of the subjects across Key Stage 4 and key Stage 5 to make the assessment systems more streamlined across the school. As a starting point, students were classified into three distinct groups:

PP/WTE1/Experiential AQA is equivalent to P1-P3/P4 (Engagement Model)

E1-E2 /Intermediate AQA is equivalent to P5-P10

E3/Advanced AQA is equivalent to P11- P14

Using the same headings for accreditation-emerging, developing, secure and mastery, pastoral staff have been asked to make a prediction(s) based on student pathways. This has been quality assured by subject specialists.

Emerging (Working within required level up to  $\frac{1}{4}$ ).

Developing (More than half of units at required level).

Secure (all units at required level).

Mastery (all at required level, some units exceeding).

Using the criteria below, staff can monitor the progress within a set unit and use this data as an initial data point for further re-assessments over the academic year. Work will continue to develop with the lower team to develop assessment in the upper school to make this more streamlined.

### **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.

<b>Year 14s – SCP</b>	
Sam Docherty	Learning for Life
Letalia Hutchinson	Tyne Met
Cameron Rogers	Learning for Life
Daniel Wallhead	Cambian Dilston (5 days)
Yusef Mustafa	Hedley's College (3 days)
Dylan Softley	Hedley's College (3 days)
Ellie Simpson	Tyne Met
Haris Ali	Tyne Met
<b>Year 14s WRA</b>	
David Fiddess	City Learning/training programme
Courtney Marshall	City Learning/training programme
Darian DeBeer	Tyne Met
Jordan Daley	City Learning/training programme
Connor Hainey	City Learning/training programme
Kyle Marshall	City Learning/training programme
Marek Slivka	City Learning/training programme
Ryan Faulkner	Tyne Met
Alex Anson	New Trax (City Learning)
Aiman Khan	Aiman Khan – New Trax (City Learning)
Courtney Marshall	(Project Choice, Supported Internship).
Kyle Marshall	Kyle Marshall – New Trax (City Learning)
<b>Year 11</b>	
Hassan Ilyas	City Learning/training programme
Josh Summerson	Newcastle College
Connor Shore	City Learning/training programme
<b>Additional Leavers</b>	
Richard Brown	Trinity Solutions



## **IEP tracker information**

For many of our students' academic success is not the only indicator of achievement. As we introduced to governor last year 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 continued to use a simple tally system to record and review achievement each half term. The data captured each half term records progress towards either SMART targets (Specific, Measurable, Achievable, Realistic, Time-related) for the majority of students or SCRUFFY targets (Student-led Creative Relevant Unspecified Fun For Youngsters) for those students working with the engagement profile. These targets which are set and reviewed by the pastoral teams as an extension of the EHCP aims and outcomes process.

## **Results summary**

	KS3 (2020)	KS3 (2021)	KS4 (2020)	KS4 (2021)	KS5 (2020)	KS5 (2021)	Whole school Scruffy targets (2020)	Whole school Scruffy targets (2021)
Securely achieved target	66%	67%	56%	65%	78%	76%	56%	64%
Consistently achieved target	19%	24%	23%	29%	10%	19%	20%	23%
Partially achieved target	13%	3%	14%	7%	4%	4%	11%	5%
Occasionally achieved target	0%	0%	6%	1%	3%	1%	10%	8%
Not achieved	1%	6%	1%	0%	5%	0%	2%	0%

## **Key points**

The raw IEP target data when first viewed allowed us to observe that of significant number of students appeared to have not met their targets in the first term of the IEP cycle, when phase leaders explored this with staff it became clear that some of the data for that cycle had not been captured successfully within the change of curriculum delivery structure. Therefore, when this trend was analysed, it became clear that this was due to lack of rigour in the systems at that time rather than students not being successful with their targets.

Where this was the case the data was removed as it was felt that this didn't reflect student progress, simply issues that the upper and lower school phase leaders needed to work on with staff. This was successfully achieved in the remaining two IEP cycles and anecdotal

evidence from pastoral teams suggested this was also the case in the first cycle.

As with the previous year's data there is a consistent pattern across all key stages with the majority of students being secure or consistent with their achievement of the target set by the end of the target cycle. Students who are achieving targets securely or consistently would have practiced the skills sufficiently to be able to repeat and transfer the skills that they are developing with significant independence. Those who partially achieve targets would be able to 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 to demonstrate. Those that are not achieved have rarely been attempted.

The percentages of students achieving secure or consistent progress with their targets appears to have increased slightly in all cases and this has been analysed to be due to students not moving around the building and therefore consistency within pastoral teams for monitoring IEP targets and recognising occasions when students have been successful with their target across the day.

In the previous year key stage 4 demonstrated a slightly lower percentage of secure achievement which was thought to be due to the passport system that gives greater responsibility to the students for recording their progress each lesson, but can also lead to some data being lost, however the change in this trend would therefore be due to the passport system not being used as students remained in their pastoral base for each lesson.

Remaining in pastoral spaces also seems to have positively impacted on the attainment of students working towards scruffy targets as levels of secure and consistent achievement have increased this year in comparison to last year's figures.

Staff also observed with phase leaders that when a target was not being met successfully as they were working in pastoral teams it was easier for them to identify this and tweak or amend the target quicker than was previously possible when students were moving around school and working with different staff, therefore the number of occasions when targets were not achieved or only occasionally achieved was reduced in comparison to previous years.

Within keystage 3 there is a rise in the number of students who have not achieved their IEP targets and this is due to 3 students currently within year 8 & 9 who have been absent from or accessing alternative provisions within school.

### **Social and emotion wellbeing progress**

During the past 18 months as the impact of the pandemic on education has become evident, Sir Charles Parsons school, as with many other educational organisations have recognised the importance of supporting students' mental health as well as their academic learning. We have used some of this time to focus on the emotional and well-being development of our students. We recognise that feelings of safety and security and the opportunity to express concerns is critical to support positive mental health. This is especially true when the media, social media and potentially family events are creating uncertainty and lack of emotional containment for young people. Focusing in this area allows students to create a foundation to successfully engage with curriculum learning and the ability to look towards the future with a positive outlook.

We made a significant effort across school to explicitly offer students the opportunity to develop their social, emotional and well-being skills, to reflect on themselves and those around them and their feelings, sensations and emotions towards what was going on in the wider world. Also building opportunities to develop strategies and tools with which they could support themselves and others to weather the storm.

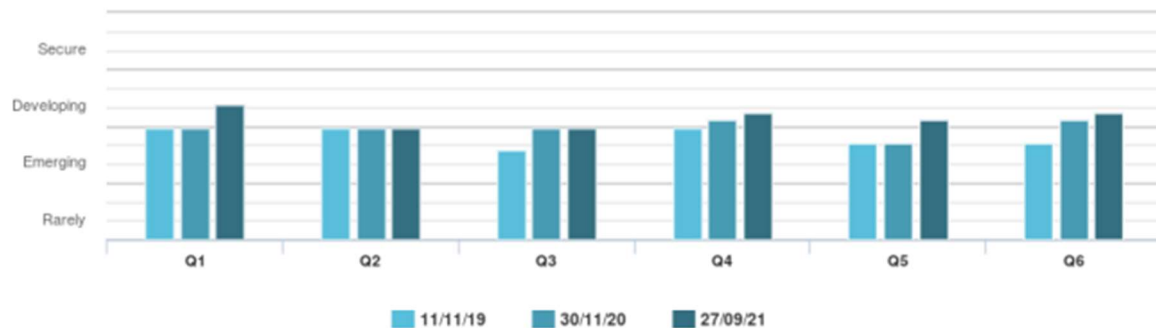
The information data sheets below are examples from our year 10 cohort, however the trends and patterns seen within year 10 are reflected across the whole school. The graphs show the reprofiling of students in each pastoral class based on a set of 18 questions, over the period of the pandemic. This screening takes place in a programme provided as part of our Thrive online subscription.

Across the school pastoral classes have demonstrated that they have maintained levels of social emotional and well-being health amongst student groups and in many cases progress has been made, especially over the last 6 to 12 months when students have returned to face to face education full time. This is a huge success for the teachers delivering these elements of the curriculum and will provide a firm basis for emotional and wellbeing recovery to continue over the coming year.

## Year 10 Data sheets taken directly from Thrive Online

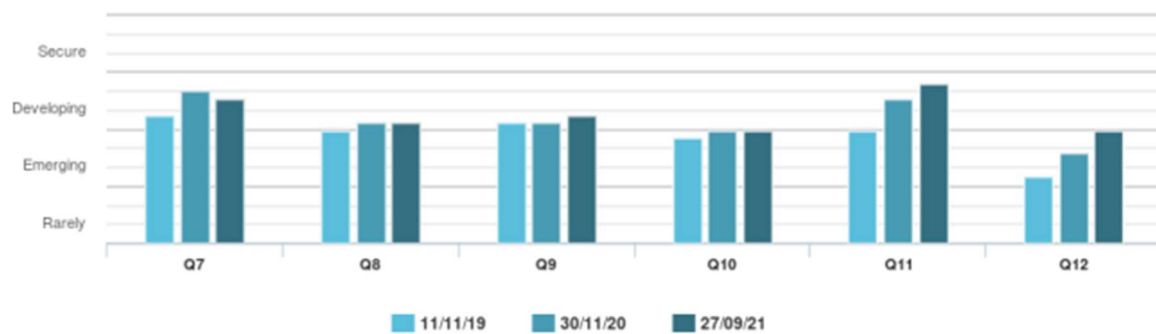
### Motivation for Developing Skills

Level per Skill (hover over each bar to reveal the Skills Question)



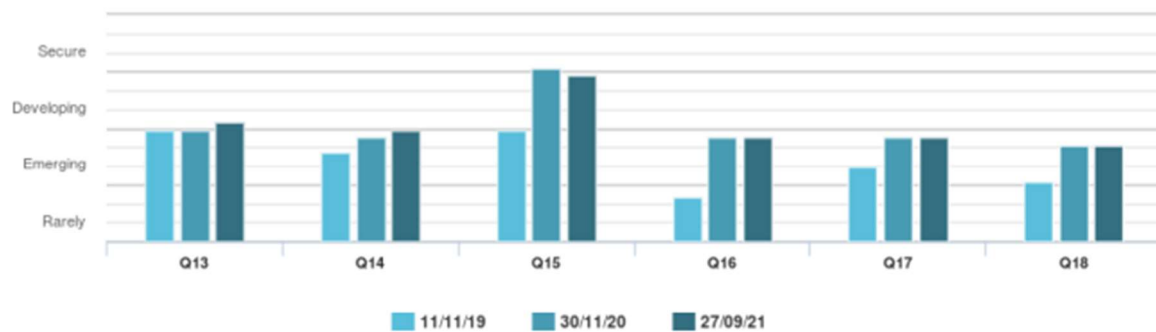
### Developing Morals and Values

Level per Skill (hover over each bar to reveal the Skills Question)



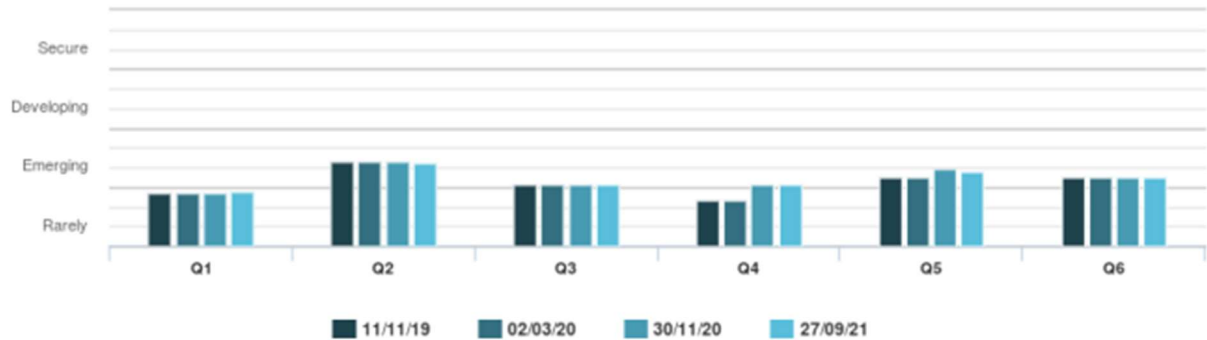
### Understanding Need for Rules

Level per Skill (hover over each bar to reveal the Skills Question)



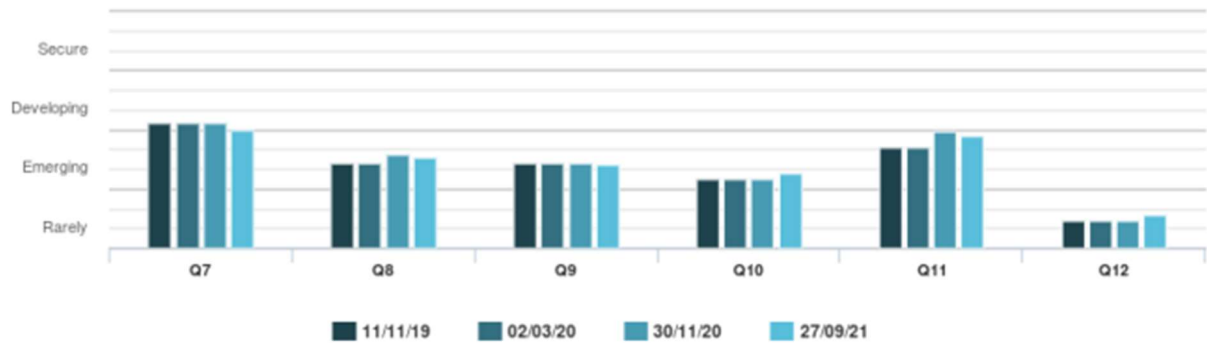
### Motivation for Developing Skills

Level per Skill (hover over each bar to reveal the Skills Question)



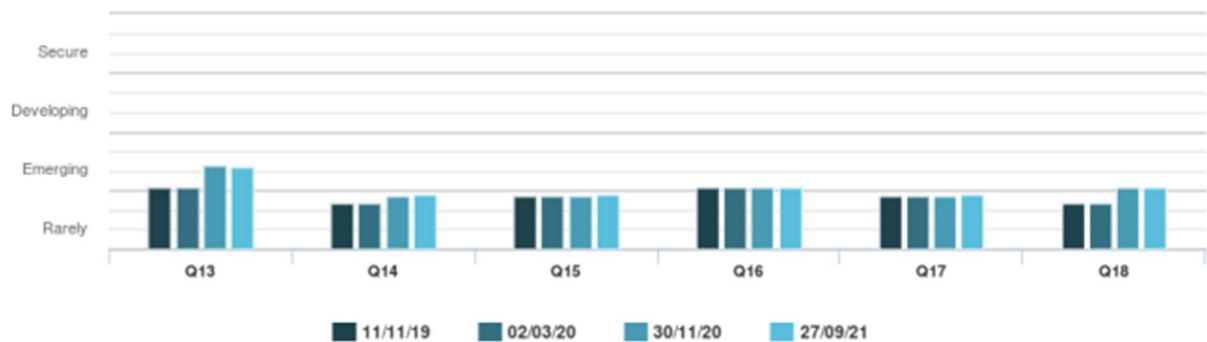
### Developing Morals and Values

Level per Skill (hover over each bar to reveal the Skills Question)



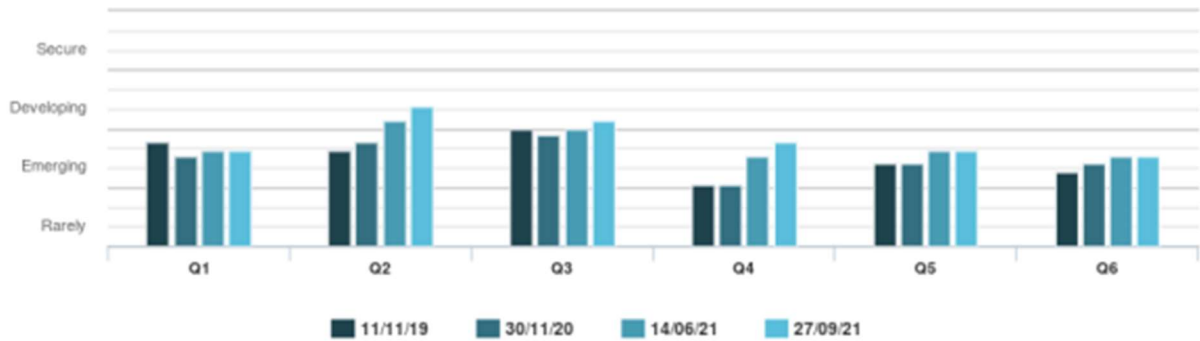
### Understanding Need for Rules

Level per Skill (hover over each bar to reveal the Skills Question)



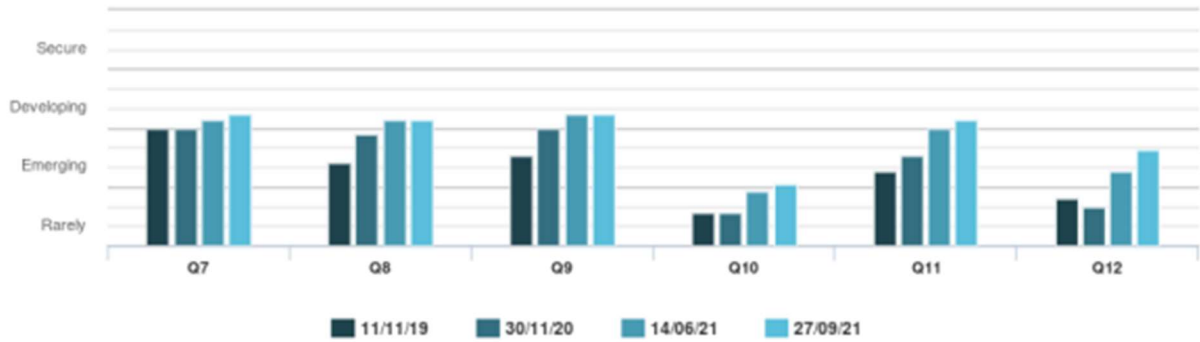
### Motivation for Developing Skills

Level per Skill (hover over each bar to reveal the Skills Question)



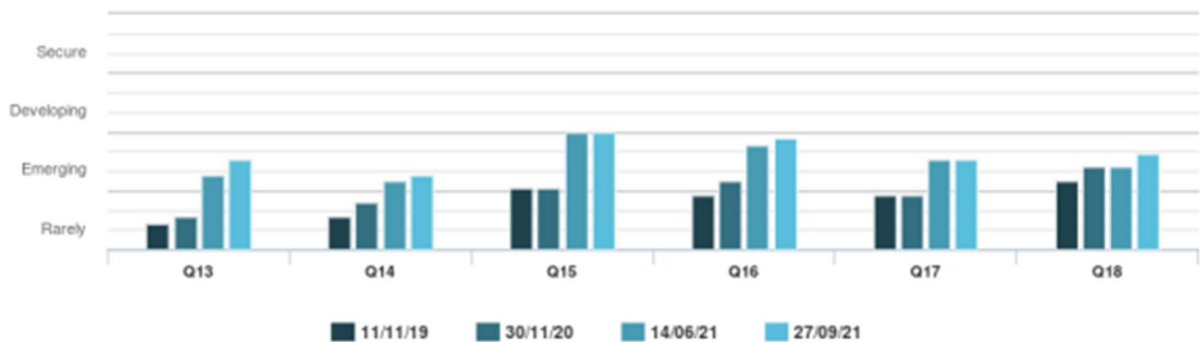
### Developing Morals and Values

Level per Skill (hover over each bar to reveal the Skills Question)



### Understanding Need for Rules

Level per Skill (hover over each bar to reveal the Skills Question)



### **Annual reports**

As additional information for governors, due to the change in the structure of curriculum delivery across school for the whole of last year it felt appropriate that we would change the format of our annual report to best capture and summarise this learning.

Previously each subject teacher would write a report specifically around their subject and the objectives achieved for each individual describing their progress and achievements over the year.

As the majority of the teaching to individual students was provided by their pastoral teacher it seemed more appropriate to develop the format below to help staff not only focus on subject specific progress, but also to be able to comment on the wider progress that students have made and the ways in which they have managed and progressed in their overall learning skills and personal independence development.

The format was well received by parents, who had the opportunity to discuss the reports content with pastoral teachers in a telephone conversation during the final weeks of term.

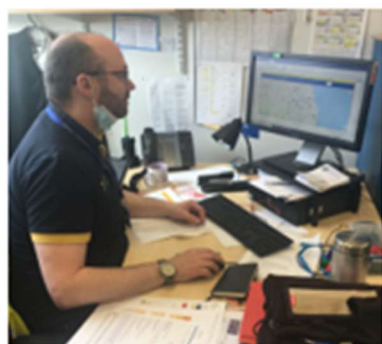


## Annual Report 2021

Students name:	Class:
Pastoral team:	
Due to the impact of Covid-19 on education delivery this year, students have completed their learning in pastoral classes and year group bubbles. This has reduced the number of different staff delivering to each class and the movement of students around the building to specialist teaching areas.	
<b>Pastoral progress:</b> <i>In this section personalised comments about general progress and well-being for each student. Some areas to include (where relevant)</i> <ul style="list-style-type: none"><li>• engagement with learning in school within the new systems and routines</li><li>• engagement at home with remote learning, other successes at home shared during pastoral calls</li><li>• progress towards behaviours for life and learning</li><li>• progress towards IEP targets</li><li>• development of independence and social skills</li><li>• development of use of technology skills</li></ul>	
<b>English &amp; literacy progress:</b> <i>In this section personalised comments about progress within English and literacy for each student. Some areas to include (where relevant)</i> <ul style="list-style-type: none"><li>• progress with the four key skill areas: reading, writing, listening and speaking</li><li>• enjoyment and engagement with specific topics or projects</li><li>• development of functional literacy skills</li><li>• any engagement with remote English and literacy learning resources</li></ul> <i>For students working within the engagement model comments can be focused on progress within these areas</i> <ul style="list-style-type: none"><li>• exploration, realisation, anticipation, persistence, initiation</li></ul>	
<b>Maths progress:</b> <i>In this section personalised comments about progress within maths and numeracy for each student. Some areas to include (where relevant)</i> <ul style="list-style-type: none"><li>• progress with the key skill areas: number, shape, space, measure and statistics, using and applying</li><li>• enjoyment and engagement with specific topics or projects</li><li>• development of functional numeracy skills (time, money, measurement)</li><li>• any engagement with remote maths learning resources</li></ul> <i>For students working within the engagement model comments can be focused on progress within these areas</i> <ul style="list-style-type: none"><li>• exploration, realisation, anticipation, persistence, initiation</li></ul>	
<b>Life skills progress:</b> <i>In this section personalised comments about progress within life skills. Some areas to include (where relevant)</i> <ul style="list-style-type: none"><li>• progress with key learning skills and independence related to preparing for adulthood</li><li>• enjoyment and engagement with specific topics or projects</li><li>• development of functional skills or life skills via different subject areas</li><li>• any engagement with particular remote learning resources</li></ul> <i>For students working within the engagement model comments can be focused on progress within these areas</i> <ul style="list-style-type: none"><li>• exploration, realisation, anticipation, persistence, initiation</li></ul>	



## Annual Report 2021



In humanities Mr Isaac used his ICT skills to access Google maps and researched information about his local community.

Photo

*A photo taken from OneNote evidence with a sentence of annotation.*

Photo

*A photo taken from OneNote evidence with a sentence of annotation.*

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