

Report of Activity

Establishment	Mill Chase Community Technology College		
District Council	East Hants		
DFE No	4139	Area	Eastern
Report Recipient	Jackie Adams	Date	30 April 2012
Author of Record	Chris Martin	Term	Summer

Activity Reason: LA funded visit
Additional Focus: Attainment and achievement

CONTEXT

In line with the Local Authority statement of action, following the school's Ofsted inspection in February, this visit was one of four days support by the Data Management Adviser. This support is focused on supporting the following areas from the statement of action:

- 2a: Raise staff expectations of students and consistently use assessment information to plan challenging learning activities for the full range of student abilities
- 3a: Ensure a consistent approach to target setting across the curriculum that provides stretch and challenge for all students
- 3b: Ensure the information systems and their use enable the progress of all students and groups of students to be readily evaluated against their challenging targets

This was the first day of support and was used to complete a review of the current situation. This report sets out the findings of that review and the recommendations which will form the basis for the remainder of the support. The review included the examination of documentation and discussions with senior staff, Heads of Department and teachers.

COMMENTARY**Identification of issues with pupil outcomes**

Prior to the visit extensive school documentation had been provided including self evaluation and assessment policies. The adviser had also accessed school performance data using FFT and RAISE online. The most significant measure of concern was the RAISE online value added indicator for 2011 which is 989.0. This would indicate that the APS at Key Stage 4 for the 'Best 8' is below what would be generally expected. A look at the data suggested that the following were contributing factors:

- Mathematics APS and value added for all pupils are significantly below expectation. Although the percentage of pupils achieving three levels of progress is at national levels this masks the significant underachievement of some pupils and the fact that those making four or more levels of progress could be improved.
- APS of pupils in English with high prior attainment is significantly below expectation.
- Science APS and value added for all pupils are significantly below expectation.
- Humanities APS for all pupils is significantly below expectation.

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Findings about current assessment practice in school

During the discussions with staff at the school the following were identified as issues with the current data and assessment systems:

- The quality of predictions at Key Stage 4 can vary significantly.
- The current process can have a long turnaround.
- Interventions do not always take place as planned and when they do the quality and consistency is variable.
- Results are not reported across departments until Year 11 which can lead to a lack of understanding of the bigger picture.
- Different department timings for assessments mean that levels or grades from different departments can be more or less current when collected centrally.
- Departments create their own baseline data in Year 7 and then apply the schools two sub-levels a year policy, rather than having an end of key Stage expectation. This generally leads to expectations at Key Stage 3 and Key Stage 4 being too low.
- October's data collection can be a 'best guess' particularly for teachers of a subject with only one or two lessons a week.
- Some teachers do 'add a bit' to make their data fit into the expected linear model rather than it representing the reality of the situation. Some staff commented that progress is not linear but no strong evidence of alternatives was available.
- Pupils involvement and accountability is limited.
- PLTS takes too much time to report and just presents as a 'sea of numbers' on the report home to parents.

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ACTION

Establish the following ready for the new school year in September 2012:

1. TARGET SETTING

Set up new end of Key Stage 3 and 4 targets for all pupils in all subjects based on APS and value added. Consider the use of FFT PA top 25% targets to support this. Present progress as the percentage making different levels of progress to encourage higher expectations and avoid the potential limiting factor of the 3 levels of progress.

2. NEW DATA/ASSESSMENT SYSTEM

- a. Consult with departments and set up new timings for data collection and publication.
- b. Change the regularity of the intervention review process to allow time for interventions to take place and establish robust monitoring procedures to check interventions are taking place.
- c. Establish professional development opportunities throughout the year when moderation/standardisation of assessment can take place and when good practice intervention strategies can be shared.
- d. Review the reporting of PLTS to parents.

This work will undertaken by the school and supported by the Data Management Adviser.

Signed:

Date:

Copy To:

Head teacher
 Chair of Governors
 Brian Pope
 Pam Simpson
 Simon Francis

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)	1			
Hour(s)				
Total Time Author of Record			Day(s)	Hour(s)
			1	