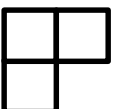


2019

Sixth Form Pupil Achievement and Progress outcomes 2018-2019

Information for Governors July 2019

Lisa Candy
Meadowfield School
July 2019



Sixth Form Pupil Achievement and Progress 2012 to 2014 and 2014-2015 outcomes

The academic year 2018 – 2019 was a period of change in sixth form. In the summer of 2018 an opportunity arose to take over a vacant school building in the town. This was taken up with great anticipation with a vision of a wholesale curriculum review to ensure the four adult EHCP outcomes were at the centre of the curriculum. The Head of department left at Easter with two Assistant Principals being appointed to lead the department through a period of change from March. The Assistant Principals set about gathering staff and pupil views on what they wanted in the new curriculum. Following on from the consultation the new Sixth Form Curriculum to be implemented from September 2019 will be focused on four key areas with English and Maths embedded within them:

- Independence
- Community
- Business & Enterprise
- Employability & Work related learning.

There is a clear accreditation flightpath from end of KS4 outcomes. Pupils progress onto either WJEC units tracked against the NC Levels in Pupil Asset or Functional Skills tracked against the Functional Skills framework developed by Meadowfield inn Pupil Asset. Progress expectations are based on the KSENT Pupil Asset Algorithm. The algorithm was developed by the KSENT Data group based on three years of historic pupil data from a range of KSENT schools however this was based on data up to KS4. While there is not an agreed progress algorithm for Post 16 our data is showing that applying the same progress expectations is providing challenging targets and aspirational outcomes.

IMPACTS classes: the IMPACTS curriculum has been in place since 2014, outcomes for the cohort of pupils in IMPACTS classes are outstanding. This academic year we took the decision to cease to squeeze the progress made into a P level as doing so failed to fully recognise the extent of the progress made. In place we created a text document which recorded a baseline in September with a mid-year and end of year update. As a result, the full extent of the outstanding progress made by this cohort is clear. Feedback from parents on this change has been very positive.

The data in this report is showing:

English

- There is a dip in Year 13 outcomes to targets, this group will be closely monitored in the new academic year to ensure they are on track to end of year targets and accreditation outcomes.
- Accreditation outcomes at Level 1 reading need addressing as no pupils passed at level 1. Outcomes at Entry level 2 and 3 were positive, a gap analysis needs to be carried out to identify the areas needing greatest intervention to enable pupils to achieve at Level 1.
- Pupils with a primary need of ASD are not achieving as well as their peers, this group will be closely monitored.

Maths

- Outcomes in maths against targets seem to have dipped however maths as a subject area was impacted by the changes of teachers' mid-year with fewer pupils then achieving their targets.
- While outcomes at Entry 2 & 3 appear low in numbers, following mock tests it was decided to only enter those who were ready to give the other pupils opportunities to further embed their learning before accessing the accreditation papers
- Pupils need more preparation for working under exam conditions for those entering Level 1 accreditation. This will be implemented throughout the year prior to the exams.
- Pupils with a primary need of SLD are achieving slightly less well than their peers, this will be closely monitored next year.

Accreditation Outcomes

Subject	Level	Number of Entries	Outcomes
Duke of Edinburgh Silver Award			
Bronze Arts Award			
FS English	Level 1	7	0 passes at reading 3 passes at writing 7 passes at speaking & listening
	Entry level 3	Reading 9 Writing 8 S&L 10	9 passes at reading 8 passes at writing 10 passes at speaking & listening
	Entry Level 2	Reading 10 Writing 7 S&L 10	10 passes at reading 7 passes at writing 10 passes at speaking & listening
FS Maths	Level 1	6	0 passes
	Entry level 3	2	2 passes
	Entry Level 2	0	
	Entry level 1	0	
FS ICT	Level 1	6	0 passes
	Entry level 3	8	
	Entry level 2		
WJEC English			
WJEC Maths			
WJEC ICT	Entry Level 2	2	2 students completed 5 WJEC units to gain an Award in ICT
WJEC Personal Progress	Entry Level 1	2	2 students completed 3 units to gain an Award in Personal Progress
WJEC Creative media & performance	Entry level 2	6	6 students each completed 3 units to gain an Award.
WJEC Science Today	Entry level 3	5	Each student completed either 2 or 3 units
WJEC Science today	Entry level 2	4	Each student completed either 2 or 3 units
WJEC Humanities	Entry Level 3	6	Three students completed units to gain an award, three completed 1 or 2 units
WJEC Humanities	Entry Level 2	5	Each student completed 1 or 2 units

Analysis of progress to targets

English

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2018/2019					
Year 12	10	88%	63%	25%	12%
Year 13	19	26%	21%	5%	64%
Year 14	16	55%	28%	27%	45%

Gender

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
Year12	Boys	5 data from 4	75%	50%	25%	25%
	Girls	4	75%	75%		25%
Year 13	Boys	13 data from 10	20%	20%		80%
	Girls	6	50%	34%	16%	50%
Year 14	Boys	11 data from 9	67%	34%	33%	33%
	Girls	5 data from 3	33%		33%	67%

Children in Care

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2018/2019	CiC = 4	50%	25%	25%	50%

Primary need

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2018/2019	ASD = 14 data from 11	18%	9%	9%	82%
	SLD = 22	59%	45%	14%	41%
	SLCN = 1	100%		100%	
	PD = 2 data from 1	100%	100%		
	PMLD = 4				

Maths

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2018/2019					
Year 12	10	75%	50%	25%	25%
Year 13	19	62%	24%	38%	38%
Year 14	16	67%	34%	33%	33%

Gender

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2018/2019	Year12					
	Boys	5 data from 4	50%	25%	25%	50%
	Girls	4	100%	75%	25%	
Year 13	Boys	13 data from 10	50%	25%	30%	50%
	Girls	6	50%	34%	16%	50%
Year 14	Boys	11 data from 9	56%	45%	11%	44%
	Girls	5 data from 3	33%		33%	67%

Children in Care

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2018/2019	CiC = 4	75%	25%	50%	50%

Primary need

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2018/2019	ASD = 14 data from 11	90%	36%	54%	10%
	SLD = 22	64%	46%	18%	36%
	SLCN = 1	100%	100%		
	PD = 2 data from 1	100%	100%		
	PMLD = 4				

