

XP Performance Summary

January 2017

Academic Year: 2016/2017

Month: January 2017

Cohort: Year 9 (Class of 2021)

Profile of cohort

NC Year Group	No. on Roll	% Boy	% Girl	% PP	% Min Ethnic Gp	% EAL	% SEN	LAC	FSM
Year 9 Class of 2021	50	64.0%	36.0%	26.0%	8.0%	2.0%	16.0%	2.0%	8%
National Average ¹	138	57.2%	42.8%	22.5%	17.6%	13.0%	21.0%	0.0%	13.2%

Attendance and Exclusion Data 2015 - 2016

NC Year Group	No. on Roll	PA at 10%	Absence	Permanent Exclusion	1 or more FTE	More than 1 FTE	FTE as %age of Year group
Year 8 Class of 2021	50	2%	2.55%	0%	2%	0%	2%
National Average	138	12.4%	5%	0.15%	3.97%	1.51%	7.60%

From prior attainment measures, the average ability of this cohort is above the national average of 28.9. The average points score for reading and maths from KS2 is 29.76.

8% of students received catch-up funding in Year 7 because they did not meet government benchmark levels of attainment in English and/or Maths at KS2.

This summary report uses the new progress measures of Attainment 8 and Progress 8 and compares in-school data to the national averages that are available at present. This is due to the changing face of accountability measures and GCSE grading. The Class of 2021 will be the first year group who will be sitting their GCSE examinations when all GCSE grades will be reported on a 9-1 scale.

¹ All national averages are from RAISEonline data on the year of entry

Year 9 - Executive summary

“Throughout this year group and across the curriculum, including in English and mathematics, do current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points?”

In both English and Maths, students are making better than expected progress when considering their starting points, significantly so in Maths. In both English and Maths, a very significant majority of students are making better than expected progress, considering their starting points. The Progress 8 and Attainment 8 scores show that, against national figures, students are making outstanding progress.

ENGLISH	XP	P8	A8	National A8
Better than expected progress	58.0%	+0.16	12.16	10.41
Expected progress	94.0%			
Less than expected progress	6.0%			

MATHS	XP	P8	A8	National A8
Better than expected progress	74.0%	+0.58	12.6	9.71
Expected progress	92.0%			
Less than expected progress	8.0%			

At XP, students have a Minimum Expected Grade (MEG) that is set to a flightpath to achieve the historical equivalent of four levels of progress from their KS2 prior attainment to the end of KS4. National expected progress is the equivalent of three levels of progress. Interventions are put in place when students do not achieve their MEG. This high expectation for all students ensures the vast majority of students make outstanding academic progress.

Our future predictions show that If students were to continue achieving the same linear progression, under current measures, **98% of students** in Year 9 would achieve five A*-C GCSEs including Maths & English, **90% of students** in Year 9 would achieve five Grade 5+ including Grade 5+ in both Maths & English, **82% of students** in Year 9 would achieve the English Baccalaureate, our **Progress 8 score would be +0.48** and our **Attainment 8 score would be 62.2**

Analysis of SEN and Pupil Premium groups

Year 9 SEN students in English

ENGLISH SEN		<Expected Progress		Expected progress		>Expected Progress	
High ability	1	0	0%	1	100%	0	0%
Middle ability	2	1	50%	1	50%	1	50%
Low ability	3	0	0%	3	100%	2	66.7%
Total	6	1	16.7%	5	83.3%	3	50%

ENGLISH NON-SEN		<Expected Progress		Expected progress		>Expected Progress	
High ability	27	0	0%	27	100%	16	59.3%
Middle ability	17	2	11.7%	15	88.3%	10	58.8%
Low ability	0	0	0%	0	0%	0	0%
Total	44	2	4.5%	42	95.5%	26	59.1%

When compared to national data, our SEN students are making outstanding progress in English, as are all students when compared to national figures.

Year 9 SEN students in Maths

MATHS SEN		<Expected Progress		Expected progress		>Expected Progress	
High ability	1	1	100%	0	0%	0	0%
Middle ability	2	0	0%	2	100%	1	50%
Low ability	3	0	0%	3	100%	2	66.7%
Total	6	1	16.7%	5	83.3%	3	50%

MATHS NON-SEN		<Expected Progress		Expected progress		>Expected Progress	
High ability	27	3	11.1%	24	88.9%	21	77.8%
Middle ability	17	0	0%	17	100%	13	76.5%
Low ability	0	0	0%	0	0%	0	0%
Total	44	3	6.8%	41	93.2%	34	77.3%

When compared to national data, our SEN students are making outstanding progress in Maths, as are all students when compared to national figures.

Year 9 Pupil Premium students in English

ENGLISH PP		<Expected Progress		Expected progress		>Expected Progress	
High ability	7	0	0%	7	100%	4	57.1%
Middle ability	5	2	40%	3	60%	2	40%
Low ability	1	0	0%	1	100%	0	0%
Total	13	2	15.4%	11	84.6%	6	46.2%

ENGLISH NON-PP		<Expected Progress		Expected progress		>Expected Progress	
High ability	21	0	0%	21	100%	13	61.9%
Middle ability	14	1	7.1%	13	92.9%	9	64.3%
Low ability	2	0	0%	2	100%	2	100%
Total	37	1	2.7%	36	97.3%	24	64.9%

In English PP students are not making as much progress as other students. However, PP students are still making better progress than national averages. Although there is an in-school gap, last academic year there were 38.46% below expected progress compared to only 15.4% this year. This is due to our intervention programme, including JOLT+.

Expeditions always contain an anchor text. The purpose of this anchor text changes from expedition to expedition. It may help the students to understand the context of their learning expedition or it may deal with themes associated with the content of their studies. For example in this last term Year 7 students read excerpts from “The Floating Egg”, a history of Yorkshire’s geology and David Almond’s novel “Kit’s Wilderness” about a boy who moves to an ex-mining village, where his dying grandfather relates tales from the pit. These texts helped them to answer their guiding question “What does the community of Doncaster owe to the miners?”. Year 8 read the novel “Wonder” to help them to understand prejudice and tolerance in order to answer their guiding question “What makes us Human?”. Year 9 read Robert Cormier’s “Heroes”, a tale of an injured soldier returning from war with a score to settle to help them understand different interpretations of the glory/reality of war.

This is all evidenced through exit tickets, parental and external feedback and video evidence from our Celebrations of Learning and Student-Led Conferences.

Year 9 Pupil Premium students in Maths

MATHS PP		<Expected Progress		Expected progress		>Expected Progress	
High ability	7	2	28.6%	5	71.4%	5	71.4%
Middle ability	5	0	0%	5	100%	4	80%
Low ability	1	0	0%	1	100%	1	100%
Total	13	2	15.4%	11	84.6%	10	76.9%

MATHS NON-PP		<Expected Progress		Expected progress		>Expected Progress	
High ability	21	2	9.5%	19	90.5%	16	76.2%
Middle ability	14	0	0%	14	100%	10	71.4%
Low ability	2	0	0%	2	100%	1	50%
Total	37	2	5.4%	35	94.6%	27	73%

PP students are making comparable progress to other students at XP and better than national averages. The significant majority of students are making better than expected progress.

Year 9 low middle and high attainment for all and disadvantaged students (Dis)

Attainment 8 Overall	All	Dis
Cohort	50	13
School	62.2	60.15
National	49.34	52.56
Difference	12.86	7.59

<i>Overall</i>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	1	19	5	28	7
School	44.00	49.00	57.37	54.80	67.43	65.57
National	28.39	31.16	48.86	50.63	64.17	65.00
Difference	15.61	17.84	8.51	4.17	3.26	0.57
Diff (grades)	1.6	1.8	0.9	0.4	0.3	0.1

Attainment 8 English Element	All	Dis
Cohort	50	13
School	12.16	11.69
National	10.41	10.95
Difference	1.75	0.74

<i>English Element</i>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	1	19	5	28	7
School	8.00	8.00	11.05	10.40	13.36	13.14
National	6.83	7.33	10.42	10.69	12.97	13.10
Difference	1.17	0.67	0.63	-0.29	0.39	0.04
Diff (grades)	0.6	0.3	0.3	-0.1	0.2	0.0

Attainment 8 Mathematics Element	All	Dis
Cohort	50	13
School	12.60	12.46
National	9.71	10.39
Difference	2.89	2.07

<i>Maths Element</i>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	1	19	5	28	7
School	8.00	10.00	11.79	11.60	13.64	13.43
National	4.89	5.46	9.62	9.95	12.99	13.14
Difference	3.11	4.54	2.17	1.65	0.65	0.29
Diff (grades)	1.6	2.3	1.1	0.8	0.3	0.1

Attainment 8 Ebacc Element	All	Dis
Cohort	50	13
School	19.52	19.08
National	13.61	14.78
Difference	5.91	4.30

<i>Ebacc Element</i>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	1	19	5	28	7
School	14	15.00	18.37	18.00	20.89	20.43
National	6.33	7.20	13.24	13.93	18.87	19.19
Difference	7.67	7.80	5.13	4.07	2.02	1.24
Diff (grades)	2.6	2.6	1.7	1.4	0.7	0.4

Attainment 8 Open Element	All	Dis
Cohort	50	13
School	17.92	16.92
National	15.61	16.44
Difference	2.31	0.48

<i>Open Element</i>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	1	19	5	28	7
School	14	16.00	16.16	14.80	19.54	18.57
National	10.34	11.16	15.58	16.06	19.35	19.57
Difference	3.64	4.84	1.58	-1.26	0.19	-1.00
Diff (grades)	1.2	1.6	0.5	-0.4	0.1	0.3

	1 or more grades above national
	0.5 to <1 grade above national
	0.5 to <1 grade below national
	1 or more grades below national

Conclusion

It is evidently clear that throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

From different starting points, the progress in English and mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is better than that of other pupils nationally.

The attainment of almost all groups of pupils is broadly in line with national averages, and in fact above in many instances.

For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.

Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.

Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.

Forward Projections

Our forward projections are broad forward planning indicators which assume that students make linear progress. Being mindful that linear progression for all students is unlikely, we target and intervene with those students who fall below expectations through rigorous tracking and monitoring processes.

With the current changing face of accountability and attainment measures we are in an ever moving assessment landscape. The Progress 8 and Attainment 8 indicator is using current national data which will change. Accordingly, our projections will also change in line with national expectations.

Our current Year 9 cohort will be the first cohort who will sit all their GCSE exams using the new 9-1 scale.

Five good GCSEs including Maths & English

If students were to continue achieving the same linear progression, under current measures, **98% of students** in Year 9 would achieve five A*-C GCSEs including Maths & English.

In the new 9-1 GCSE, scores of 5 and above will be considered a “good GCSE”. If students were to continue achieving the same linear progression, **92% of students** in Year 9 would achieve five Grade 5 GCSEs including Maths & English.

English Baccalaureate

If students were to continue achieving the same linear progression, **82% of students** in Year 9 would achieve five GCSEs of at least Grade 5 across the suite of qualifications required to receive the English Baccalaureate (Maths, English, Science, Language, Humanity).

Progress 8

If students were to continue achieving the same linear progression, our current Year 9's **Progress 8 score would be 0.49**. This means on average, in each subject, students would achieve half a grade higher than the national expectations considering their relative starting points.

Attainment 8

If students were to continue achieving the same linear progression, our current Year 9's **Attainment 8 score would be 62.2**. This means that a student's average grade using the new 9-1 scale would be 6.2.

Glossary

Attainment: An absolute measure of student outcomes.

APS: Average points score at key stage 2. See below for an explanation of national curriculum points system.

FIX: Formal interventions at XP. Students are required to do additional work each learning target where they have not met their MEG. This might involve revision and a re-test, redrafting or re-submitting work for example.

Gap: The difference in attainment between one particular focus group of students with the rest of their peers i.e. pupil premium versus non-pupil premium.

GAPS: Grammar, punctuation and spelling. A test sat by students at the end of Y6.

HOWL: Our habits of work and learning: work hard, get smart and be kind, graded using the same 4 point system.

JOLT: Jump On Learning Targets. A weekly session where students return to existing learning targets to improve, amend, correct or redraft their work in order to meet their MEG.

JOLT+: A weekly session where students are grouped based upon need and focus on general skills of numeracy or literacy which are not expedition specific.

LAC: Looked after child, a child in care.

LOP: Levels of progress from key stage 2 to key stage 4. Typically students who have an average points score of 18 make 2 levels of progress, those with an average points score of 24 make 3 levels of progress and those with an average points score of 30 make 4 levels of progress. 4 levels of progress is our minimum expectation for all students, as expressed through our MEGs. See below.

PP: Pupil premium. Students who are either children of members of HM forces, receiving free school meals or have received free school meals in the last 6 years are given additional funding by the government.

Progress: A measure of student outcomes based upon prior attainment.

Progress 8: The new accountability measure for schools, taking into account a student's best 8 grades in comparison to national averages for similar students. English and Maths have double weighting. An additional basket must be filled with 3 EBacc subjects, and the final basket is made up of any other 3 approved examinations. Each student is given a Progress 8 score which is a comparison of their expected attainment (called Attainment 8) with their actual performance. These scores are aggregated for every student in a school, giving a school an overall score which is then published in league tables.

Pts: National curriculum points. 6 points equates to 1 GCSE (A*-G) grade or 1 national curriculum level.

MEG: Minimum expected grade. A benchmark using our 4 point grading system, set by XP for every student based on prior attainment. In this academic year, we did not have a school number from the DfE and so data on students was not received until November. As such, we based our MEGs on baseline tests that students completed in September. There are therefore some discrepancies between the key stage 2 data and our MEGs. Where a MEG was set too high when compared to the data, this will not be changed. Where a MEG was set too low, we have already raised some MEGs and will continue to look to do so for all students where appropriate.

SEN: Special Educational Needs.

OFSTED OUTSTANDING CRITERIA

Outcomes for pupils

Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.

Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.

Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.

For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.

From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.

The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.

Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress onto a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

