



PROGRESS AND ATTAINMENT 2020/21

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Whole School Headline Data

Percentage of pupils making progress in English, Maths and Science at the end of the Academic Year (All pupils receive are SEN and receive pupil premium so these groups are inclusive as Whole School). A comparison to 2019-20 figures are also included.

Whole School				
	Exceeding/ On Target 20/21	Working Towards 20/21	Exceeding/ On Target 19/20	Working Towards 19/20
ENGLISH	60%	40%	64%	36%
MATHS	66%	34%	68%	32%
SCIENCE	57%	43%	61%	39%

Boys				
	Exceeding/ On Target 20/21	Working Towards 20/21	Exceeding/ On Target 19/20	Working Towards 19/20
ENGLISH	56%	44%	52%	48%
MATHS	67%	33%	58%	42%
SCIENCE	50%	50%	48%	52%

Girls				
	Exceeding/ On Target 20/21	Working Towards 20/21	Exceeding/ On Target 19/20	Working Towards 19/20
ENGLISH	100%	34%	100%	0%
MATHS	66%	34%	100%	0%
SCIENCE	100%	0%	100%	0%

LAC				
	Exceeding/ On Target 20/21	Working Towards 20/21	Exceeding/ On Target 19/20	Working Towards 19/20
ENGLISH	67%	33%	67%	33%
MATHS	78%	22%	50%	50%
SCIENCE	78%	22%	50%	50%

Headline Data by Key stage – English, Maths and Science

KS2				
	<i>Exceeding/ On Target 20/21</i>	<i>Working Towards 20/21</i>	<i>Exceeding/ On Target 19/20</i>	<i>Working Towards 19/20</i>
ENGLISH	85%	15%	85%	15%
MATHS	85%	15%	85%	15%
SCIENCE	85%	15%	85%	15%

KS3				
	<i>Exceeding/ On Target 20/21</i>	<i>Working Towards 20/21</i>	<i>Exceeding/ On Target 19/20</i>	<i>Working Towards 19/20</i>
ENGLISH	66%	34%	63%	37%
MATHS	67%	33%	75%	25%
SCIENCE	58%	42%	58%	42%

KS4				
	<i>Exceeding/ On Target 20/21</i>	<i>Working Towards 20/21</i>	<i>Exceeding/ On Target 19/20</i>	<i>Working Towards 19/20</i>
ENGLISH	42%	58%	52%	48%
MATHS	57%	43%	55%	45%
SCIENCE	36%	64%	48%	52%

Outreach				
	<i>Exceeding/ On Target 20/21</i>	<i>Working Towards 20/21</i>	<i>Exceeding/ On Target 19/20</i>	<i>Working Towards 19/20</i>
ENGLISH	0%	100%	25%	75%
MATHS	20%	80%	25%	75%
SCIENCE	0%	100%	25%	75%

Headline Progress data – All Subjects across Key Stages

% of Progress for all subjects accessed- Whole School					Key Stages					
Subject	Exceeding/ On Target (20/21)	Working Towards (20/21)	Exceeding/ On Target (19/20)	Working Towards (19/20)	KS2 (20/21)	KS3 (20/21)	KS4 (20/21)	KS2 (19/20)	KS3 (19/20)	KS4 (19/20)
English	59%	37%	63%	37%	85	63	52	85%	68%	42%
Maths	66%	35%	65%	35%	85	75	54	90%	68%	57%
Science	57%	43%	59%	41%	73	57	48	85%	61%	36%
ICT/Computing	68%	32%	70%	30%	85	71	52	85%	67%	58%
PE	79%	13%	87%	13%	100	90	85	85%	80%	85%
Art	80%	20%	80%	20%	80	73	87	47%	70%	80%
Humanities	70%	30%	74%	26%	90	73	N\A	70%	70%	N\A
Music	N\A	N\A	100%	0%	N\A	N\A	100	N\A	N\A	100%
PHSE	65%	35%	74%	26%	85	66	N\A	100%	61%	N\A
DT Food	68%	32%	57%	43%	81	57	47	85%	61%	75%
Sports Leader	64%	36%	86%	14%	N\A	N\A	85	N\A	N\A	64%
DOE/Outdoor Ed	85%	15%	85%	15%	75	77	89	80%	60%	76%
Work Related Learning	53%	47%	55%	45%	N\A	N\A	55	N\A	50%	60%
MFL	88%	12%	87%	13%	N\A	73	100	N\A	73%	100%

KS2 / Year 7 Overview

Pupils arrive in KS2 often missing foundation skills and are generally below average in ability. Pupils make good progress in developing their foundation skills and progress can be seen in all subjects for pupils across the curriculum. We maintain this approach in year 7 so pupils can continue to build on

their foundation skills to allow them to access a more challenging curriculum in Key Stage 3 and Key Stage 4. Pupils benefit from a very high staff to pupil ratio and their own designated area and the use of a nurturing and therapeutic approach.

Progress remains strong in Key Stage 2, building on the solid foundations established previously. Despite interference for some pupils due to COVID related absence progress remained relatively unaffected, particularly in Maths and English where absent pupils were offered 1:1 video sessions with their class teacher. There is some drop off in practical subjects where Covid restrictions had an impact on activities.

The Target Tracker software suite has been introduced to provide more detailed tracking of progress in Key Stage 2 and Year 7. Now we have a full years cycle of data in this system it is further informing where gaps in learning are and allow for appropriate intervention strategies such as easimaths and clicker. For pupils who are significantly below their expected range abilities Target Tracker will continue to be used in conjunction with Key Stage 3 tracking systems to track progress and build on areas for development

Due to the Corona Virus outbreak the Key Stage 2 SAT Exams were suspended and estimated grades submitted. 60% of students were estimated to be at the required level in English Reading and GPS and 40% in Maths. (See Page 6)

KS2 SATS

Due to the Corona Virus Outbreak SATS exams at KS2 did not take place. Teachers were asked by the DfE to provide an indication of the levels of the students due to sit the exams in the 3 key areas of assessment. Three pupils were due to take their SATS in 2020, 2 of which made excellent progress to achieve targets in 2 of 3 areas from their starting position on admission. Results improved in Maths and English (reading) and were down in English (GPS). Below is a table of estimated outcomes, with 2020 estimated outcomes and 2019 actual SAT outcomes. No comparison against national data is available due to suspension of performance tables as a result of Covid-19 operational restrictions

	Teacher Estimated						
		At Expected 2021	Below Expected 2021	% Estimated at Expected or above 2021	At Expected 2020	Below Expected 2020	% Estimated at Expected or above 2020
Number of Pupils	3 (2021) 5 (2020)						
Key Areas for Assessment	English - Reading	2	2	66%	3	2	60%
	English - GPS	2	1	33%	3	2	60%
	Maths	2	2	66%	2	3	40%

Below is an analysis of 2019 SATS exams results as a comparison

Number of pupils taking SATs – 3

Number of pupils achieving Above or expected in all areas – 2 (1 above expected)

Number of pupils achieving Above or expected in Reading – 3 (1 above expected)

Number of pupils achieving Above or expected in Maths - 2

Number of Pupils achieving Above or expected in GPS – 2

Average points scores

	English – GPS	English – Reading	Maths	Overall Pass for 3 areas%
Chaigeley 2109	108	111	101	67%
National Average 2019	106	104	105	65%

Commentary

Key Stage 3

The majority of pupils continue to make progress in Key Stage 3 across the curriculum. Pupils can take time to adjust to additional learning demands and to a change in environment. To aid with transition and to remove this barrier to learning a more primary style model has been introduced over the past year where pupils spend the majority of time with their form staff in a class base, but also receive lessons from specialist subject teachers. This has proved successful and been extended into Year 9 for this academic year.

In most subjects progress is similar to the previous academic year, with increases in Maths and English. As the school remained open throughout all lockdown periods most pupils attended as normal and could access a mostly full curriculum. On the rare occasions a class bubble were required to work from home all pupils received access to at least 2 live video lessons a day and work set via Google classroom. Subjects that experienced a dip in progress were mainly the more practical subjects (Art, PE, DT Food) on which Covid restrictions proved more problematic.

Behavioural issues created a barrier to learning for a minority of Key Stage 3 pupils, this was mainly confined to one Year 8 form, pupils in this form made little progress in most areas. Additional support has been allocated and timetables adapted for this form to allow for intervention. Two students who had been displaying more dangerous and disruptive behaviours affecting the safety and learning of others remained on the Outreach Programme, were they are educated offsite with a reduced curriculum. These 2 pupils refused to engage for large parts of the year on Outreach, a problem exaggerated by not being able to offer physical support during times of Covid restrictions, and the pupils not wanting to engage online.

Intervention strategies have been identified for those pupils not making progress and those affected by Covid. Initiatives such as easimaths, reading mark and clicker are being implemented to support learning and progress

Key Stage 4

Engagement and learning in the Year 11 cohort was generally good for the pupils who attended on site, with most pupils achieving their targets and all pupils achieving external accreditation in at least 3 subjects, including a placed Year 12 pupil re-accessing a reduced curriculum. All Year 11 pupils were supported with intervention strategies and additional sessions if required throughout the year. 4 out of 5 of the cohort have successfully gone on to secure a place in further education and initial feedback is they are all attending their placements. See **pages (8 & 9)** for full results and analysis.

Two of the Year 11 pupils were placed on the Outreach program to complete their Year 11 studies. They were due to be visited daily and will be visited daily by a member of the Outreach Team, however this wasn't possible for large periods due to Covid restrictions, and sessions were conducted on Google Classroom to which there was an inconsistent response

Year 10 progress figures were compromised by 2 of the pupils being persistent non-attenders, one of whom was moved to the Outreach program and another to shortened days on a reduced curriculum in order to re-engage. The Year 10 pupils who regularly attended site generally progressed well in most areas, and are set up to continue their progression into Year 11.

Due to the Corona Virus Outbreak there will be an increased focus on English and Maths for the Year 11 cohort, as per DfE guidance some of the cohort will drop subjects they were making little progress in to allow for further intervention in English and Maths. The Year 11 group have also been relocated to another area of the school where they have their own class room and breakout area to help them focus on their studies and prepare them for a Post 16 environment.

All pupils across all key stages have provision mapping which allows them to access the therapeutic and academic support they need to regulate their behaviour and achieve positive academic, pastoral and personal outcomes.

Pupil	Examination Results for Year 11 Summer 2021												Attainment 8 Score	Level 2 Qualifications	High Quality Counting
	GCSE Maths foundation / Higher	GCSE English Language	GCSE English Literature	GCSE Biology	GCSE Combined Science Trilogy	Cambridge Nationals Award in Creative I media	BTEC Award in Hospitality – Level 1/2	BTEC Award in Basic Cooking Skills – Level 1/2	BTEC Award in Home Cooking Skills – Level 1/2	Functional Skills English Level 1/2	Functional Skills Maths Level 1 / 2	Functional Skills ICT Level 1/2			
													Attainment 8 score	Number of external level 2	Number of high quality
Pupil A	2	3		2		L2 Award Pass			L1 Reading Pass				16	1	4
Pupil B	3	2	U									Pass	10	0	2
Pupil C	5	4	5		4 4	L2 Award Pass			L1 Reading/ Writing Pass	L1 & L2 Pass	L2 Pass	Pass	36	7	6
Pupil D	2	1	U				L1 Award Pass		L1 Reading Pass	L1 Pass			6	0	2
Pupil E	1	1										Unit Award	4	0	2
Pupil F	3	2						L1 Award Pass	L1 Reading/ Writing Pass				10	0	2
												Average	13.6667	1.333	3

2021 Cohort Key Stage 4 Results

Overview

Examination qualifications grades were determined by the tag assessment system for the 2021 entry and submitted to the relative boards due to the Corona virus outbreak. This involved every piece of pupil work for GCSE level subjects together with mock examinations being assessed on site before grades were submitted. Grades for the centre were approved after random sampling of subject. 8 Pupils achieved externally accredited qualifications (8 year 11 and 2 year 10). The minimum number of external qualifications any pupil achieved was 3

Four pupils achieved five or more Level 2 qualifications (GCSE Level 4 or old C grade and Higher). This is down from 3 on the previous year, however the previous year is the highest in terms of overall achievement by a cohort, and the predicted grades / ability of the 2021 cohort was of a far lower starting point than the previous year. Also 1 third of the cohort spent Year 11 on the Outreach program studying a modified and reduced curriculum, their engagement with the programme was varied, and made more problematic by Covid operating restrictions, the previous year all Year 11 pupils studied a full curriculum onsite which usually helps achievement significantly. 4 out of 5 of the 2021 leavers successfully gained a college placement to further their studies.

1 pupil achieved 4 or more level 2 qualifications including either English or Maths, down from 4 the previous year. The previous year was the first time more than one pupil has achieved this level of achievement since we have been tracking Year 11. All 6 Year 11 pupils achieved at least a level 1 grade in Maths and English GCSE.

Although down on the previous 2 years for the reasons listed, there remained a stronger % of pupils achieving qualifications at levels 1 and 2 that are classed as 'higher quality' qualifications by the DOE that count towards attainment and progress 8, continuing the trend after review in 2018 to offer more such qualifications.

Although league tables have been suspended for the 2nd academic year there has been an estimated decrease in attainment 8 scores to very similar levels to 2019, after the centre high of 2020. Due to the curriculum we offer attainment 8 provides a better way of tracking whole school progress than the Progress 8 score. This measure scores pupils across up to 8 qualifications that are approved by the DfE for inclusion on the school league tables. There has been a steady improvement in overall in Attainment 8 score average since 2019. Continuing the stronger performance from 2018 in the case study we conducted against other schools in our sector and we would expect to be above average for schools of our ilk in 2021 based on those figures. A more up to date analysis against similar schools will be conducted on next publication of league tables.

Part of the previous year's (2020) strong results could also be attributed to excellent results achieved in the re-introduced art GCSE offered. No pupils took that option this year, and only one pupil took ICT, these 2 subjects normally contribute positively to overall scoring.

Attainment 8 Scores

2016	3.3
2017	5.7
2018	9.09
2019	13.56
*2020	24.1
**2021	13.6

* 2020 is estimated on teacher grades / submitted coursework

** 2021 via Tag Assessment method

Overall added value scores v's pupil predicted grades for qualifications they were entered for improved across all subjects. Pupil predicted grades via Midyis/Yellis or CAT4 system work on a pupil's potential capabilities and KS4 outcomes determined by a series of tests. These outcomes work on the presumption that the pupil will attend school and put in the necessary effort in order to achieve the required outcome. In 2021 2 out of the 6 pupils achieved at least their predicted expected grades, with another 3 within 0.6 of expected grade average for subjects listed. Individual subject scores compared to previous years can be found below.

Breakdown of Results by Subjects and Pupils

2021 Year 11 Cohort – Midyis/Yellis or CAT4 Predicted Grade vs Actual

Summative Exam Grades - Headline Analysis Added Value

ENGLISH (6 Pupils)	
On Target	17%
Above Target	33%
Below Target	50%
2021 Average Points Grade Difference	-0.33
2020 Average Points Grade Difference	-0.37
2018 Average Points Grade Difference	-0.833
2019 Average Points Grade Difference	-0.5

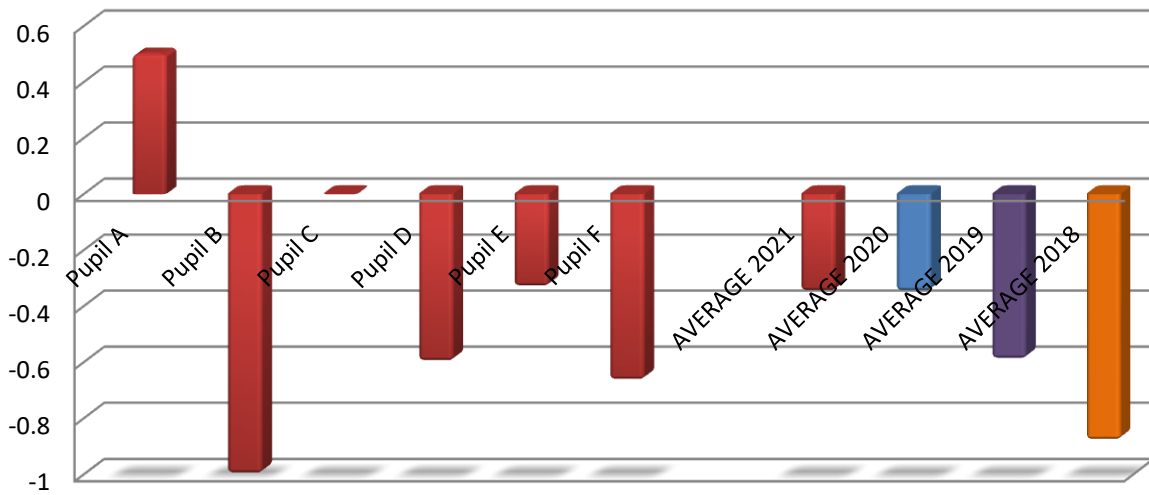
MATHS (6 Pupils)	
On Target	50%
Above Target	0%
Below Target	50%
2021 Average Points Grade Difference	-0.33
2020 Average Points Grade Difference	-0.625
2018 Average Points Grade Difference	-1.33
2019 Average Points Grade Difference	-0.75

SCIENCE (1 Pupil)	
On Target	100%
Above Target	0%
Below Target	0%
2021 Average Points Grade Difference	0
2020 Average Points Grade Difference	-0.7
2018 Average Points Grade Difference	-1.66
2019 Average Points Grade Difference	-0.5

Food Techology (5 Pupils)	
On Target	60%
Above Target	0%
Below Target	40%
2021 Average Points Grade Difference	-0.5
2020 Average Points Grade Difference	-0.3
2018 Average Points Grade Difference	N\A
2019 Average Points Grade Difference	+2

ICT (2 Pupils)	
On Target	0%
Above Target	50%
Below Target	50%
2021 Average Points Grade Difference	0
2020 Average Points Grade Difference	-0.6
2018 Average Points Grade Difference	0
2019 Average Points Grade Difference	+0.5

Value Added - Midyis /Yellis/CAT4 Scores V Actual Summative Grades Year 2021 in Subjects Entered



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