Ninestiles Academy Trust
Progress and Standards Panel
Cockshut Hill School and Lyndon School
Wednesday 11ᵗʰ October 2017

In Attendance

Catherine Anwar	CA	Chief Executive Officer
Gaetano Ferrante	GF	Director of School Improvement – secondary
Jason Bridges	JB	Principal – Cockshut Hill
Jim Stevens	JS	Vice Principal – Cockshut Hill
Abid Butt	AB	Principal – Lyndon
Alex Hughes	AH	Vice Principal – Lyndon
Richard Beamish	RB	Trustee
Rucksana Hussain	RH	Clerk

Catherine Anwar, chair of the meeting welcomed everyone to the meeting.

Jason Bridges was invited to present on behalf of Cockshut Hill Academy, along with Vice Principal, Jim Stevens. In Year 7 there are currently 256 students on roll, however at the start of term only 209 arrived: there are now 202 on roll. Currently there are 59 students that do not have any prior data from KS2. To allow data setting for students with no prior data, at the first data drop, outcomes of similar students will be compared. Targets have been set with 220 students on roll, however due to mid-term admissions these may change at data drop. At each data drop changes in number on roll will be taken into account to ensure outcomes are benchmarked against targets for current student roll. At present, student flightpath is calculated according to FFT 20 for all students apart from higher ability students and pupil premium students whose flight path is being calculated at FFT 5.

Pupil premium students are being calculated at FFT to ensure high expectation of this group.

CA enquired whether new students were tested on arrival.

JB stated that reading tests had been done for the school. At present there are fifteen students with reading age of 9, six students under the age of 6 and the SEN department is to do work with those six students. In addition, there are fifteen students who are receiving English interventions.

Students have a standardised score of 101.04 standardised score on entry from KS2 therefore placing the cohort as average. There are more high and middle ability students than lower ability in this cohort. If targets are reached it is predicted that approximately 62% of students will achieve GCSE at grade 5, 65% of pupil premium students will achieve GCSE at grade 5 and 24% of SEND students will achieve grade 5.

Gaetano Ferrante enquired when students who had just started would be tested.

Jim Stevens stated that once they had settled in set groups would change and then reading tests would take place.

CA enquired, in the light of excessive new admissions administration work, whether the Academy was short of admin staff.

JB stated that currently the receptionist covering mornings has been asked to stay until 2pm and the receptionist covering afternoons has been asked to come in earlier.

JB stated that every Friday JS produces a document detailing all student numbers, at present Cockshut Hill is close to getting to CAN number, however students tend to leave when places become available at their preferred School/Academy pushing the CAN back.

GF stated that the constant change in students will impact on group dynamics, he enquired how teachers were prepared for that?

JB stated that staff were keen for the school to be full, teachers react positively to new arrivals.

CA enquired whether applications where made directly to the school.

JS stated that majority of application for in-year transfers came directly to the school, however there were some applications that were coming through from the Local Authority. There are a large number of students that are coming in to Year 11 through the Local Authority.

CA asked whether the Academy had made provision and advertised for extra staff.

JB stated that the lead practitioner and the Head of Maths were now teaching more. English, Science and Globality had enough staff however Design and Technology was understaffed and PE was overstaffed.

In Year 8, there are currently 201 students on roll, there have been 23 students who have transferred out and 49 incoming students. Fifteen students had no prior data from KS2. There are eleven pupil premium students and 0 SEND students. To set targets for students with no prior data, data from the first data drop is compared with students with similar outcomes. At each data drop changes in number on roll will be taken into account to ensure outcomes are bench lined against targets for current student roll. Flight paths are calculated according to FFT 20 for all students apart from higher ability students who are calculated at FFT5. The standardised score is 98.35% in entry from KS2, therefore the cohort is well below average. If targets are met then approximately 56% of students will attain GCSE at grade 5, 54% of pupil premium students will achieve grade 5 and approximately 22% of SEND students will achieve grade 5.

Pupil Premium students and SEND students are on target at each threshold level for progress for the whole school averages, but not in the core subjects.

CA stated that English for middle ability girls was looking strong, JB stated that for the Extend threshold, English and Science were close to being on track.

CA stated that if Extend threshold data was positive then all else would follow. She further stated that only 1% of boys in science were extending which wasn't good.

JS stated that overall analysis was done and then recalculated for each individual student to find what the targets would be and where intervention was needed.

RB asked what the implications would be for CA if targets were set differently across schools.

CA stated that targets need to be set the same way across the Trust to allow comparisons across the Trust and appropriate deployment of resource and support.

CA stated that Maths and Science were a clear issue, she enquired whether there were measures in place to improve outcomes.

JB stated that better teaching staff was needed, however poorer teachers had left.

CA enquired whether anyone had identified gaps and made attempts to backfill gaps in knowledge that students may have had from year 7, at the beginning of Year 8 prior to the set curriculum beginning.

JB noted that this approach needed to filter down to teacher level, as well as seeing if students were in correct groups. CA added that middle leaders and Heads of Department should do this.

Action: senior leaders to examine transition between year groups with a focus on end of year progress analysis informing 'backfill periods at the start of every term and every year.

JB stated that, historically, use of analysis was poor and this will need to be developed end embedded by Vicky and Ben.

RB questioned whether teachers were confident in their understanding of what students had grasped and what they had not. CA further questioned whether teachers knew that certain students had not managed to grasp basics of the subject.

GF added that teachers were now in a better position to understand as targets were in place and also deeper analysis into each student had been done. Knowledge checks done by teachers throughout the year can easily identify any gaps and what is needed to backfill those gaps.

In Year 9 there are currently 189 students on roll, 35 students have transferred elsewhere and 47 have transferred to Cockshut Hill. It is the most stable year group. Student flight paths are calculated according to FFT 20 and for higher ability students they are calculated to FFT 5. Approximately it is predicted that 54% of students will achieve grade 5 or above, 51% of pupil premium students will reach grade 5 or above and 20% of SEND pupil will reach grade 5 or above. This year group is underperforming across most subjects, with pupil premium and SEND students significantly below targets.

CA stated that though it was a weaker year group, 18% of students of were higher ability, she questioned how staff were challenging that 18% to ensure that they did not get tainted by any negative narrative about the cohort's overall ability.

Action: Further analysis of teacher's groups and outcomes is needed to identify where weaker teaching is impacting on outcomes and progress.

RB stated that Geography outcomes were rather poor. GF stated that there were similar issues withy Geography across the Trust. This may be because the assessment for Geography was very challenging, or that teaching and learning has not enabled pupils to make the progress they should have by this point. However, to avoid this in future, twilight sessions and quality assurance are to be put into place to allow consistency.

Action: GF to look at Geography in more detail.

Currently in Year 10 there are 213 students on roll and all students have targets set and data shows that 46% of all students are 'GCSE ready', 50% of pupil premium are 'GCSE ready' and 15% of SEND are 'GCSE ready'. Flight paths are calculated according to FFT 20 for all students apart from higher ability who are calculated at FFT 5. Students have 26.19% average point score from KS2, placing the cohort as middle achievers. JB stated, at the end of year 9, maths and science outcomes were the weakest. In Design and Technology there are issues with the standard of teaching and this therefore is a worry.

CA questioned whether at the beginning of Year 10, teachers had taken time out to backfill any gaps in knowledge before beginning with the Year 10 curriculum. She stated that this was crucial and should be done ASAP.

In Year 11 there are currently 253 students on roll, the year group is at CAN. Flight path has been calculated at FFT 20 for all students. Students have an average point score of 26.84 therefore placing the cohort as middle ability.

CA stated that year 11 looked weak, JB stated that maths was a limiting factor, SON data shows that basic measures are significantly below target, 2% are at 9-5 and 20% at 9-4. At the end of year 10 at least 42% of students were on grade 3 so therefore a huge jump is needed. Historically students in lower groups were made to sit foundation tier papers however to allow lower groups more chance of getting a better grade, they will now be allowed to sit higher tier paper with groups sitting higher tier paper.

 English, though outperforming maths, is also below target, 17% are at grade 9-5 and 36.5% at 9-4, however uplift during the coming academic year should see the situation improve.

Lyndon School

Abid Butt and Alex Hughes presented the data on behalf of Lyndon School. Of the current Year 7 there are 20% lower ability students, 50% middle ability and 30% higher ability students. The majority of subjects are in line with proportions at Developing and Assured, and certain subjects have percentages that are aligned to the requirements of Extending . Basic indicators for assured and developing indicate that future performance will be in line with FFT 20.

In Year 8, the majority of subjects are in line with expected percentages for students at Assured, and most students at Developing are exceeding FFT50/20. At present year 8 are making encouraging progress.

CA questioned what was being done. AH stated that Jon Wilkinson had picked up pupil premium under-achieving students to provide additional support. AB stated that no intervention strands had been created but rather it had been left to subject leaders to address issues presented in data. Last year teachers were allowed time to backfill gaps in knowledge however there was no focus on SEND and for disadvantaged students. AH added that disadvantaged students were particularly weak. in Year 8.

AB stated that the KS3 curriculum had been designed by middle leaders, and a system was put in place to see how many staff members had taken advantage of twilight training. Guidelines have been sent with clear expectations of what is expected of staff.

Year 9 APS on entry is below national average at 27.2%. As a whole performance in Assure is healthy, Developing it is overinflating and in Extend there is not enough progress being made. English performed better than maths and science. Data suggest the future performance of cohort will be in line with FFT20

CA questioned what maths in Year 7 had done that had not been done in Year 8 given their success with this cohort. AB stated that there had been a focus on problem solving, AH stated that teachers had started with the focus being on the end outcomes.

CA questioned whether any backfill had been done in year 9, AH stated that backfill had been done as a reaction. CA stated that it was not too late to backfill and should be rolled out throughout the year. AB stated that for the first four weeks of term maths teachers had taught a programme to to allow any gaps between KS2 and KS3 to be filled.

CA stated that Yarnfield has designed study packs, to be completed during holidays to allow backfilling but also to ensure students to retain information they had learnt throughout the year.

GF stated that basics of assured plus at the end of years 7 and 8 were positive and may give data in line with FFT 20 and 5.

AB stated there had been a number of permanent exclusions and fixed term exclusions in the year group. AB outlined strategies for specific students.

CA stated that it would be a good idea to separate a particularly challenging group and maybe place the disruptive students in top sets to encourage learning.

Data for Year 10 suggests that the vast majority of students are GCSE ready, working at grade 9-4. This is in proportion with FFT 50-20. Though there are some variations for SEND and disadvantaged students it is not significantly different to FFT targets. Three in ten students are high ability and are focused, however data analysis is needed to ensure high levels of progress from this group.

CA questioned whether any patterns had been identified and asked were middle achieving disadvantaged boys still an issue. AB stated that endo of year data did not identify any issues. CA further questioned whether this was an anomaly; was the data accurate?

AB stated that sometimes choice of curriculum text was not appropriate for boys.

AH stated that there were some liabilities with data, 90% were thought to be GCSE ready in history. CA stated that data needed to be clearer, as current KS3 data will inform expectations at GCSE in two years' time.

For year 11, (data sheet presented), data is optimistic and students are on track to be achieving 9-4. However, work is needed as brighter students are not achieving in line with FFT targets. GDP shows there are a number of groups that should be doing well, 100% of higher ability students should get grade 5 or above. However historically there has been a legacy of underachievement due to poor quality of teaching. English and science are predicted to do better than maths, however maths are more cautious with their data. Across the cohort, current 9-5 predictions are looking promising but leaders are unsure whether predictions will materialise.

AB stated that teachers had been sent on training courses and were being taught to focus on grades of 5 plus, more work is needed to ensure that teachers actually understand what 5 plus looked like.

CA stated that a Venn diagram should be constructed to see which students would make the most difference in outcomes. She also stated that interventions should begin in Year 7. She further stated that analysis should be done on what barriers students may have in regards to life experiences and therefore there may be the need to explain things in an alternative way. Middle class teachers may not understand what barriers some students may face and may not be aware of how to address those issues. CA also stated that historically maths has been issue with students with less educated parents and therefore parents are unable to help.

CA enquired how the Trust can help Lyndon, to be reported back by AB at later date.