



**Ninestiles Academy Trust**  
**Progress and Standards Panel**  
**Ninestiles Academy and The Sixth Form College, Solihull**  
**Thursday 12<sup>th</sup> October 2017 14.00 – 16.00**  
**Trust Boardroom – Ninestiles, An Academy**

## In attendance

<b>Catherine Anwar</b>	<b>CA</b>	<b>Chief Executive Officer</b>
<b>Gaetano Ferrante</b>	<b>GF</b>	<b>Director of School Improvement</b>
<b>James Power</b>	<b>JP</b>	<b>Interim Principal - Ninestiles</b>
<b>Vicky Creedon</b>	<b>VC</b>	<b>Vice Principal - Ninestiles</b>
<b>Martin Sullivan</b>	<b>MS</b>	<b>Interim Principal - SSFC</b>
<b>Janice Hamilton</b>	<b>JH</b>	<b>Vice Principal</b>
<b>Karen Crowston</b>	<b>KC</b>	<b>Trustee</b>
<b>Rucksana Hussain</b>	<b>RH</b>	<b>Clerk</b>

Catherine Anwar welcomed everyone to the meeting.

### 1. Ninestiles

JP and VC presented on behalf of Ninestiles Academy.

**Year 8 overview presented.** VC discussed the context of current Year 8 (IY2016). VC then gave an overview of the proportions of pupils achieving the different levels at KS3 up to July 2017 (developing, assured, extending) relating to papers sent out prior to the meeting.

Key points were: girls performed better in English extending. Analysis of texts studied showed that they may have been a barrier to boys' achievement and this will be addressed. In addition it was found that students from a certain primary school had not achieved as well as others. Progress in mathematics for this group was not good enough at extending or at assured. This means that many pupils starting Year 8 curriculum will be behind where they need to be to make good progress this year.

CA stated that deeper analysis was required as well as a strategy on engaging boys across the curriculum. Close analysis, by departments and senior leaders, of the precise groups that are underachieving will better inform support and intervention to raise progress levels.

**CA questioned what strategy was in place to backfill any gaps in pupils' subject knowledge at the beginning of the academic year.**

VC stated that the curriculum was planned so that the first two weeks of the September term concentrated on recapping the previous year, data and exercise books from the previous year were handed to the new subject teachers.

Gaetano Ferrante added that going forward this was to be done as a Trust. Maths has implemented a bridging curriculum for the first four weeks of term between KS2 and KS3, the first Monday after half term will show the results of what impact this has had.

**CA stated that some form of student work should be put in place over the summer that is not complicated but will keep students motivated and on track. In addition,**

**curriculum content should be uploaded onto the website so that parents and students can see the overview of what they study.**

VC stated that before Christmas, parental engagement sessions are to take place in which parents will be informed about how they can support their child.

**Year 9 overview presented (data to July 2017).** 60% of students are boys, prior attainment for the year group is, 38% higher, 45% middle and 14% lower, 3% have no banding. A higher proportion of boys reached extending in maths than in current Year 8. Mathematics overall had secured a higher proportion of pupils on track to targets.

**Martin Sullivan questioned what was being done in maths that was different.**

VC stated that the department was stronger and had benefited from more stable staffing. VC accepted that further analysis was needed as to why boys were performing better in maths in this cohort.

**CA stated that the gap between pupil premium students had been widening for the last two years, she questioned what strategy was in place to address this.**

VC stated that staff were aware of barriers of each individual student and efforts were being made to target each student's barrier, interventions were put in place, one initiative that had been implemented was "academic words" which aims to build student's vocabulary.

In science, 16% students had reached extended. This is below where it should be. There was a slight difference between pupil premium and non-pupil premium. VC further stated that there were some questions around Geography assessment. GF stated that analysis was needed with the degree of challenge in the assessment and quality assurance was required.

**CA questioned whether the quality of teaching in Geography was good enough to enable students to achieve in the challenging assessments. Assessments had been devised by the departments to reflect what was required in terms of knowledge at this stage.**

CA stated that it was better to know early on if students were struggling rather than in Year 11.

VC stated that 42% of students were extending in MFL, however this does not tally with other data and therefore could be an issue with the assessment.

### **Year 10 data (IY14)**

In Year 9, students were assessed as to whether they had achieved standards that ensured they were 'GCSE ready'. Outcomes were as follows:

- 73% in English
- 74% in Maths
- 94 in Science
- 5% in Geography
- 68% in French.

**CA questioned whether the year group had targets set in Year 9.** GF stated that this year group followed the previous KS3 curriculum. There was some debate around the precision and understanding of the criteria for 'GCSE ready'. GF added that the Year 10 assessments in January 2018 will give more detail of the progress levels for this cohort.

CA stated that the Trust has brought in CATs (Cognitive Ability Tests), and all Year 10 and 11 students are to sit these before ½ term. Data from the CATs will give a more accurate picture of where students are in terms of current progress and enable schools to put swifly intervention in place as required.

VC added that the year 10 curriculum had been changed and few students were following the Ebacc courses.

### **Current Year 11 data (IY13)**

Key issues are the underachievement of disadvantaged students compared to others. This group is not making enough progress. Summer 2017 outcomes showed also that higher ability pupils, boys and girls, and particularly disadvantaged higher ability students are underachieving significantly. Attempts are being made to improve boys' progress by engaging more able boys and pupil premium boys. CPD courses on engaging higher ability are being put in place and the Maths department are having ongoing CPD sessions. In addition, subject leaders are looking at the makeup of top set classes, ensuring that pupil premium students are not only in middle sets.

**CA stated that emergency action plans were needed for every department by the middle of November.**

**Action: JP - all subjects to have emergency action plans for year 11 by Mid November.**

VC stated that year 11 students had already sat English Literature exams and the results had been banked, 30% had achieved grade 5 and 60% had achieved grade 4.

**CA questioned what the Trust could do to help.**

VC stated that more inset time was needed. CA stated that there would be consideration of the idea of creating more training and development time by changing the day timings of one day a week.

**The Sixth Form College, Solihull.**

Martin Sullivan and Janice Hamilton presented on behalf of SSFC. In 2013 SSFC was given an OFSTED grade 2, however between 2013 and 2016 there have been obstacles in the way that may contribute to dropping to grade 3.

In unreformed A-Levels, achievement rates are below national levels but not by much. In 2015, there was improvement to be seen and rates were only 1% below the national average. MS further stated that the improvements could be due to lower achieving subjects being moved out.

**CA questioned when the comparison between the current year 12 and last year 12 took place were any subjects identified as being weaker.**

JH stated that mathematics went from achieving the best outcomes to the worst. This could have been due to some dissatisfaction from staff. MS stated that this was a surprise as in-year data had not suggested this would happen. However, there were issues with data accuracy as the data manager had left. JH stated that the lesson observations had been outstanding and therefore a review is needed into accuracy of judgments for lesson observations. GF added that it would be worthwhile to have an open door policy.

MS stated that value added was negative. Next year there would be no more unreformed A-levels.

GF reflected on the outstanding results in law. JH stated that the success in law was due to the outstanding teaching that was consistent across the department.

JH stated that there is no background data for reformed A-Levels however two-year achievement is 75.9%, the pass rate is 95.3% and retention is 79.6%, the national average has been achieved.

MS stated that BTEC Subsidiary (first year) lags behind A-Levels as it is measured at the end of the summer term, however value added is positive. Next year the courses will be split as there will be a cohort doing ICT and Health and Social Care over 2 years and criminology will be also be introduced. BTEC Extended (second year) has positive value added.

**GF questioned how targets were set.**

MS stated that trends were analysed and then set targets were set accordingly.

JH stated that recent years had seen a change in student ethnicity with a larger proportion of BME students enrolling at the college. Last year 55% of students were white and 45% were BME.

**CA questioned what was being done to address the gap in achievement of BME students.**

MS stated that there was a large proportion of BME students who were doing the more challenging subjects, i.e. Maths and Science, if the issues in those subjects are addressed then the gap will be bridged.

**CA questioned what had been done to address the shift in demographic, how had SSFC adapted pedagogy to understand the incoming cultures.**

MS stated that students were being embraced into the culture of the college, through early interview and ensuring that they are made aware of the high expectations for homework and additional study.

**CA questioned whether staff understood that 40% of students were from a lower socio-economic backgrounds.**

MS stated that work was needed in explaining to staff how some students did not have access to certain resources at home, some students needed to use library facilities due to not having access to a computer at home or even the space to concentrate on college work.

GF stated that results in BTEC were strong, he questioned whether students were aware that BTECs got better results than A-Levels. MS stated that students were made aware of the better results in BTEC and there was a heavy push to get students to sign up to BTEC, however parents remained unconvinced and preferred students to do A-Levels. Historically BTECs in schools were the weaker option and that stigma has remained.

MS stated that SAR meetings had taken place which had focused on TLA, last year's outcomes and the development for the current year. Year 13 progress checks are currently in progress and Year 12 progress checks will take place after half term. To aid improvement further, there is to be a stronger focus on TLA, with briefing slots and discussions in meetings. For performance management there is to be exam board support who are to work with staff work on getting A/A\* in Art.

**CA questioned what more could be done by the Trust (to be fed back at a later date).**