

Exam Analysis Meetings October 2014

Curriculum Area	Comments from the meeting / findings:	Areas for development 2014-15
<p>English, Film and Media</p> <p>Present: Curriculum Leader, Deputy Principal, Principal, Link Governor</p>	<ul style="list-style-type: none"> • 4 Levels progress targets have paid dividend. • Outcomes for all groups of students are outstanding at GCSE. • For some groups outcomes for Pupil Premium students are higher than for non PP (see SEF) • Significant increase in the language GCSE • Increase despite removal of Speaking and Listening halfway through the course. • ALPS scores for all A Level courses are good. Discussed whether targets are demanding enough. 	<ul style="list-style-type: none"> • See exam analysis sheets • Media to complete more detailed analysis and target setting. • Development of leadership of KS5 Lit - development of the structure of the course / support for more vulnerable students. • Provide more structure with weaker Post 16 students. • Review use of the ALPs targets – make targets more demanding. • CL to have more focused meeting time on Post 16 courses. • GCSE – provide more revision time for poetry. • Teach Year 11 set 2 as an equivalent set 1 to raise aspirations.
<p>Science</p> <p>Present: Curriculum Leader, Deputy Principal, Principal</p> <p>Apologies: Link Governor</p>	<ul style="list-style-type: none"> • Excellent GCSE outcomes particularly on attainment • Year 10 core science extremely positive considering that students doing the separate course have not yet entered. Results in 2015 for at least 1 Science GCSE are expected to be the highest ever. • BTEC now phased out. • AS/A2 Applied Science results are lower as a result of increased numbers – popularity of the course. • ALPS scores at A2 largely good – national average. 	<ul style="list-style-type: none"> • See exam analysis sheets • Focus on progress – use 4 levels progress to further drive up outcomes. This is expected to be higher once separate science students have completed their course in 2015. • GCSE Chemistry – the Lead Teacher is focusing on the controlled assessment to ensure that outcomes are high. • AS/A2 Biology / Chemistry – continue to be more proactive in chasing students earlier in the course. Put in place intervention earlier. • Physics - target students who are below an average 6 points at GCSE as these historically find the work demanding.
<p>ADT</p> <p>Present: Curriculum Leader, Deputy Principal, Principal, Link Governor</p>	<ul style="list-style-type: none"> • All GCSE, AS and A2 summary sheets were discussed at length. • TK challenged the Curriculum Leader about the good rating for GCSE Textiles stating that it should be OUTSTANDING. RC confirmed this judgement regarding when analysed against national attainment and progress. Textiles 10% above the 2013 national for progress and attainment. • TK, RC and CH all congratulated SB on the results for Art, Graphics and Textiles at GCSE and BTEC Hospitality • TK/RC challenged the judgement of Requires Improvement for GCSE Food / RMT – both should be seen as inadequate based on attainment and progress. See actions. 	<ul style="list-style-type: none"> • See exam analysis sheets • An action plan for Food has been out into place following the results in 2014. • SB and Line Manager to monitor the action plan in food. • Full review of RMT has already taken place. • Consultant support from an outstanding RMT department has ben commissioned. • RMT team to visit an outstanding school. • Action plan for improvement is in place. • Additional resources have been deployed including extra ICT, laser cutter. New IT room by Summer 2015.

	<ul style="list-style-type: none"> • Reasons: Food - staffing turbulence / new teacher in Sept 2013. RMT – new member of staff since Sept 2013. • Post 16 results have been challenged and a full re-moderation has taken place although SB not hopeful for changes to marks dues to political sensitivity. • AS/A2 3D – inadequate – see actions 	<ul style="list-style-type: none"> • Monthly monitoring of the plan by SB and the Line Manager. • Support from SLT to ensure that students attend the detentions in RMT
<p>EPA</p> <p>Present: Curriculum Leader, Deputy Principal, Principal, Link Governor</p>	<ul style="list-style-type: none"> • Celebrated the success of PE with a 25% improvement in the A*-C following the review and targeted action in 2013-14. Congratulations to the department for their hard work. • A Level PE - middle ALPs grades. Good for AS PE, just good for A2. • GCSE Music – A*-C is in line with the national average although progress is low. This is because of the types of musicians on the course. Feedback from the moderator commented on the lack of sophistication in the compositions. • GCSE Drama – results now on a two year downward trend and therefore inadequate. Staffing turbulence in 2013-14 although practical work of the same quality has achieved higher grades in the past. • GCSE Performing Arts – Good attainment and levels of progress. Need to focus on the middle ability band and the A/A* 	<p>See exam analysis sheets:</p> <ul style="list-style-type: none"> • GCSE PE – continue to build on success from 2013-14. Boost practical grades / written paper (long answers) as well as look closely at improving the A/A* percentage. • A Level PE – new L3 BTEC sport introduced. Subject Leader for PE will continue to focus on the different elements of the A Level to improve outcomes. Look at ALPS grades to see if targets are stretching enough. • GCSE Music – Subject Leader to focus on composition and the teaching of the ‘trick’ and technical features required in the compositions to hit the higher grades and therefore increase progress. Subject Leader is networking with other Music leaders to share good practice. Ra and Cr to review in the Spring Term to ensure progress is rising. • GCSE Drama – Subject Leader now back from maternity leave. Cr and Ra to put an action plan for improvement in place. Consider different exam board. • BTEC Dance – target of at least 90% achieving at least a Level 3 pass. 80% have passed the external unit. • Put BTEC Production Arts on as a separate course. Ra / Hd to get this onto the internet / Subject booklet.
<p>Humanities</p> <p>Present: Curriculum Leader, Deputy Principal, Principal, Link Governor</p>	<ul style="list-style-type: none"> • Validation of the overall good judgement for History in all areas despite the lower ALPs grade for A2 History. Little variation between teachers across GCSE History including the cross campus teaching. • GCSE and A Level results in Geography are outstanding – likely to be top in the county for AS Geog. Disappointing A2 grades but copies of scripts have been requested and some issues identified. 	<p>See exam analysis sheets:</p> <ul style="list-style-type: none"> • Focus on academic rigour in sociology. •

	<ul style="list-style-type: none"> • Health and Social Care – outstanding in both key stages. Teachers to be congratulated by SLT. Concerns over the changes to BTEC. Subject Leader and Quality Nominee are in touch with Edexcel and a meeting with BTEC Subject Leaders will be arranged in due course to disseminate the information. • Psychology – results largely good across both AS and A2. Results are down but in line with overall grades across the college. A*-B / A*-C at A Level are above the college average. • Sociology – improvement in the AS grades although A2 is inadequate – see targets. 	
<p>LBI</p> <p>Present: Curriculum Leader, Deputy Principal, Principal, Link Governor</p>	<ul style="list-style-type: none"> • French results at GCSE – good. There has been a strong improvement to above national results as the subject has become an option. This is expected to be similar in 2015 although groups are more mixed for 2016 as a result of the new E.Bacc option. • German results have risen considerably in 2014. This is also as a result of the option system as well as strong teaching. • German results at GCSE – outstanding • Spanish outcomes at GCSE remain the key focus for the Curriculum Leader. • Post 16 – AS Languages results are RI but good / outstanding at A2 (small numbers) • ICT – outstanding Level 2 results / Good at Level 3. • Business – GCSE results are good against the national but have been a 3 year downward trend. Bg to discuss with this Bc. 	<p>See exam analysis sheets:</p> <ul style="list-style-type: none"> • The main driver for the faculty leadership this year will be to see through the successful implementation of the Spanish action plan which is now in situ. • Useful feedback from JCC link which stressed the need, when teaching a new language from Year 10, to focus on depth and not breadth. Cr to moderate with four other schools. Focus on listening exam which was the weakest element. • Bg will need to ensure that Sn who is teaching the very weak Y10 Spanish groups that the focus on depth rather than breadth is clear. • ICT - Focus for 2014-15 is to ensure that all students pass the qualification at Level 2 under the new specification. Bg to work with Hd to ensure that at least 4 significantly underachieving students achieve at least a Level 1. • Business – GCSE: Focus 3 year downward trend. • Business - Post 16 – A Level results remain RI although there has been much improvement in terms of flipped learning and it is hope that this will embed over the next year. Bg monitoring this closely.
<p>Maths</p> <p>Present: Curriculum Leader, Deputy Principal, Principal, Link Governor</p>	<ul style="list-style-type: none"> • Discussed the increases in the outcomes from KS4. • Sharp increase in the A/A* couple with an increase in the 4 Levels of progress. • A*-C for the cohort we had in school is 70% which is above the NA. This will be lower when the students that did not attend are taken in to account. 	<p>See exam analysis sheets:</p> <ul style="list-style-type: none"> • Key Stage 4 • To repeat exam preparation and intervention activities in order to prepare the students for the Year 11 exam. These will include the intervention days, booster teaching, exam paper competition etc. • Focus on Set 2 – try ensure that all Set 2 students achieve their aspirational target of B+ regardless of a 5C starting point.

	<ul style="list-style-type: none"> • Expected levels of progress is still broadly national which is down to the high number of Level 5C students who got a C rather than a B at GCSE – this remains a target for us as a college. • All intervention activities have been tracked and can show significant impact for the resources given to support Maths. • The same intervention activities, plus other, will be included in the run up to the 2015 exams. • At A Level the results are lower than in previous years due to a weaker cohort. Value added on a national level shows that progress is good. • Pa to take out the external Year 14 student from the results to see what impact it has on the ALPs score. • The challenge for the faculty over the next 2 years is to develop the breadth of A Level teaching as a result of new staff joining the faculty. 	<ul style="list-style-type: none"> • All staff to focus on the one Scheme of Learning - teaching as high as they can. • Focus on 5C students – ensure B grades. • At Key Stage 5 - continue to develop the breadth and quality of A Level teaching. • Mock examinations in the January window • Target students at Year 12 and 13 who don't have GCSE Maths and make them much higher profile in the department. Target booster and extra lesson support over the next 2 years to increase percentage of students who move up a grade at their retake.
<p>Flexible Learning</p> <p>Present: Curriculum Leader, Deputy Principal, Link Governor</p>	<ul style="list-style-type: none"> • Overall performance for SEN students is down compared to 2013 although comparison with national can't made due to very different circumstances e.g. different qualifications. • Good performance for School Action and Action Plus achieving *-G qualifications • Gaps in progress have widened • With the exception of Functional Maths the first complete cohort through the Flexible Learning programme have achieved well. • Students respond well to the learning and assessment style of the courses on offer. • Princes Trust – highly successful and in league tables from next year. 	<p>See exam analysis sheets:</p> <ul style="list-style-type: none"> • Targets for improvement of quality first teaching are all identified although there needs to be a clear action plan for development rather than a 'wish list' • Key actions needs to be put in place to see the following: <ul style="list-style-type: none"> • Friday am – T&L sessions on quality wave 1 teaching for SEN students • Effective use of HLTA / TA / LSA toolkit and training session to be in place ASAP • Sharing good practice on modeling / scaffolding for SEN students • Ensure LSAs are attending Wed am sessions • Further develop Post 16 provision • Ensure L3 Flexible courses are operational by the end of the Autumn Term • Ensure Post 16 Functional Maths group is in place. • Hd and Va to have a detailed curriculum discussion about Princes Trust and Construction being in the more mainstream curriculum