

Pre-inspection Briefing – December 2014

Context – see SEF context section:

- 14-19 Leicestershire Upper School – entry at start of Year 10 rather than Year 7.
- Class of 2014 Sig + based on KS2 prior attainment.
- 84 students in Year 11 2013-14 were Out of Catchment (27.5% of the cohort) with a significant number coming from a very poor inner city ward with complex needs / white British.
- 24 students were Out of catchment and PP (9% of the total cohort / 28.5% of the out of catchment) – 50% of the total PP students were out of catchment
- 9 out of 55 PP students were extremely complex – see data without complex cases alongside case studies
- Overall 13 students who joined the college in 2012 were extremely complex. Many of the 13 were either full time Programme Management through the Local Authority or moved into this status. The latter were the equivalent of Permanent Exclusion but in Leicestershire these remain on roll. All of these students have a detailed case study.
- ENGLISH FIRST ENTRY DATA: Please be aware that first entry rules have lowered English progress and attainment. The college did not early enter students. Due to a staffing problem (maternity leave) we entered a proportion of students for iGCSE as well as GCSE at the same time. This was used as a backup qualification but it was taken a few days before the GCSE English exam. We believe that best entry and first entry are the same.
- MATHS: Although Maths is improving (see data trend) and in line with the NA (therefore good) there is some underperformance in terms of progress. Causes of this are complex although baseline tests at the end of Year 9 suggest significant cause for concern in terms of GCSE readiness. Progress from baseline test to Y11 outcome is very good (see data).
- Maths attainment is above the NA and expected/above expected progress is in line with the 2014 NA.
- SEE POST 16 PIB: Value added at KS5 consistently good for at least the last 4 years. Highest in Leicestershire for ALPs progress in 2013 (2nd in Leicestershire in 2012/14). Attainment at the highest rates (A/A*-A*-B) is the highest in Leicestershire in 2013. Overall progress on the Lv3A is significantly above the NA showing that students make better than average progress at GCC P16.
- Contextual factors genuinely favourable.

Performance Indicators:

- 5A*-C with E/M 63% (62% based on first entry) – 23% above floor standard / above the national average (6%)
- English – expected levels of progress sig + above National Average at 77% and above floor standard. (first entry rule lowers this to 71% - due to iGCSE taken 3 days before GCSE! – NA: 71%) Exceeding expected levels of progress is Sig+ above national average. Average for 3 years for both measures is sig+ against the NA (Very good).
- Maths – expected / exceeding expected levels of progress is in line with the NA - improving trend (Good).
- Science – 3 Levels progress is significantly above national and local averages - long term pattern of outstanding attainment / good progress (Very good).
- 5A*-C is 70%: above national average (69% based on first entry)
- 5A*-G is 95%: above the national average
- Value added for all groups is broadly national average apart from disadvantaged groups – please see case studies and shadow data to understand the complexity of 15 students, 9 of which are PP. (2011 – sig- / 2012 – average / 2013 sig+).
- Value added is lower than previous years due to comparatively lower number of GCSE sat at the college than nationally (students only join the college in Year 10).

Standards on entry:

- The college is measured on prior attainment from KS2, although students do not come to the college until Year 10.
- Attainment on entry for class of 2014 is above national average.

Standards attained:

- Attainment 5A*-C is Sig+ - upward trend
- Attainment Best 8 - Average CAPs Sig+ for 3 years 2012, 2013 and 2014
- Attainment in E Bacc English is Sig+ - APS is above the NA. All groups above the NA although not shown in Raise.
- Attainment in E Bacc Maths is Sig + for the first time – upward trend. Performance of PP improving trend. Attainment by group still below the national although improving. **(TARGET)**
- Attainment in E. Bacc Humanities is above the national average. Sig+ - 3 year upward trend.
- Attainment in EBacc Languages is broadly national average national average although coverage is national coverage. 4 year upward trend for A*-C in Languages
- Average CAPs –Sig+
- Total points – Broadly NA due to less time than other schools for qualifications (also impacts on VA)
- Changes in qualifications has impacted on SEND groups in terms of attainment. SEND Attainment is broadly NA although VA is Sig- in 2014. (Sig+ in 2012/2013 for both attainment and progress).
- 22 subjects. 3 subjects sig+. 12 subjects broadly in line with national. 8 subject sig-. **(TARGET – variation)**
- **Hypothesis: ‘best fit’ - the college’s performance remains as good. Value added has declined as the college cannot do as many qualification as other schools nationally. Gaps between disadvantaged students and their peers are exaggerated by 9 students with extreme complex needs.**
- Attainment / progress and standards at KS5 are consistently good. Progress is outstanding in 2013 and very good in 2014.
- Attainment and progress is predicted to be higher in 2015. Core Science GCSE results and tracking reflect a robust improvement.

Progress:

- 3 and 4 Levels progress in English are outstanding – above the NA at best entry / sig+.
- 3 and 4 levels progress in Maths is in line with the NA. It has risen since 2011 and has an upward 4 year trend. 4+ levels of progress has risen considerably in the last 3 years. **Hypothesis: Progress is not higher due to below average starting points at the end of KS3 – see baseline assessments tracked for 3 years. Teaching is consistently good with much that is outstanding (validated in Ofsted 2013 / Peer Review 2014).**
- Value added for Best 8 had a 3 year upward trend 2011-13 and was sig+ in 2013. There has been a decline in 2014 due to the limited number of qualifications available to us in such a short space of time. Options have been increased for 2014-16.
- Valued added for disadvantaged / PP students is sig- due to impact of 9 extremely complex cases (see gaps analysis and case studies)
- English VA is broadly NA in Raise although likely to be Sig+ on best entry
- Maths VA is sig – (stubborn) but improving trend. Boys broadly average.
- Science VA is good to outstanding – white /sig + for 3 years.
- Languages – sig- although improving
- Humanities broadly average.
- English: Expected and exceeding expected progress for English sub groups are all above the NA even at Level 5+ which has been a focus point. Progress gaps are wider for disadvantaged students when comparing them against other Groby students than against their national peers. This is largely due to the polarised social mix of

the college which takes a high proportion of disadvantaged students from the inner city compared to the non PP students at Groby who tend to come from the more affluent county. **(TARGET)**.

- Maths: Expected and above expected progress for Maths - most groups broadly in line although slightly below the NA. Expected and above expected progress gaps between disadvantaged students and their non-PP peers at Groby are narrower than against the NA. This is because progress in Maths is hampered by transfer and lower than average starting points at the end of KS3.
- **Hypothesis: Progress is largely good (best fit) due to performance in English, Science and Humanities. Maths is improving but the context of transfer helps explain the picture (see LA data). We have put in place considerable action to negate the transfer at 14 issue.**

Gaps Analysis: Raise -13

The following gaps analysis has been designed to counter some of the data provided in the Raise online report. The class of 2014 is particularly complex and therefore a detailed case study has been provided for each of the students who presented extreme and complex needs.

9 out of the 55 disadvantaged students (PP and CLA) were extremely complex. Of the 13 students we have dis-applied from our data analysis. 9 of these 13 were also PP recipients.

Please see case studies alongside this data analysis.

Attainment:

- 5A*-C with E/M gap 24.8% compared to 33% (National Gap of 26%)
- 5A*-C gap 23.9% compared to 32% (National Gap of 28%)
- 5A*-G 2.1% compared to 13% (National gap 10%)

- Average grade gap C- / C+ rather than the published D+ / C+
- English A*-C gap 19% compared to 34% (National Gap 22%)
- Maths A*-C gap 21.6% compared 29% (National Gap 25%)
- Science A*-C gap 19.6 compared to 36% (National Gap 17%)

- CAPs - 38.59 gap compared to published gap of 77.4 (National Gap of 67.1)
- English APS Gap -3.6 compared to -8.5 (National Gap 8.6)
- Maths APS Gap -3.4 compared to -8.0 (National Gap -7.0)

Progress:

- English expected progress gap 11.1% compared to 19.5% (National gap 17%)
- Maths expected progress gap 14.5% compared to 24% (National gap 23%)

Impact on attendance.

Attendance in 2014 was 93.6%, which is slightly below the KS4 National Average of 94.08. When the 'Raise 13' are omitted from the data, this rises to 94.3%. Some students within the Raise 13 were PA, others never attended the college at all and were merely given a nominal school roll for the LA.

Proposed inspection trails:

We suggest following the trends identified in Feb 2013 to gauge the improvement claims made in the SEF.

- We would look at how teachers are planning to meet the needs of all students in the class and how the more able are being challenged. Meet with our T&L leaders to see how we have worked on this development.
- We would look at all aspects of vulnerable groups and how the college has been working to engage with both students and their families. Meet with our Senior Leader i/c Pupil Premium to see our progress and action plan to see how we have targeted vulnerable students

ENGLISH: Progress in English is significantly above the 2014 national average in terms of outcomes (attainment / progress) although with a 60% boy heavy year group we made the decision to enter a substantial number of students for iGCSE as well as GCSE. This was sat a few days before the actual GCSE. Students were not prepared for iGCSE as it was done as 'extra chance'. Under the first entry discount rule this has lowered published grades.

- Review the quality of teaching to validate SEF judgements of good or better.
- Discuss with the CL intervention strategies used to target students deemed to be underachieving.
- Assess how more able students (Level 5 – KS2) are being challenged to achieve the highest grades.
- How are all teachers and the leadership targeting PP students (particularly at L4) in order to close the gap which is now lower than the national gap.

MATHS: Attainment in maths is in line with the NA (69%). Progress is in line with national average at both expected and above expected - an improving trend.

- Review the quality of teaching to validate SEF judgements of good or better.
- Assess the baseline data to see how students are well below TA levels in terms of GCSE readiness.
- Discuss with the CL intervention strategies used to target students deemed to be underachieving. What is the impact from 2013/14?
- How are all teachers and the leadership are targeting PP students given that fewer than the national average meet expected levels of progress and very few exceed expectations.
- Look at KS5 Maths to see the progress and quality of teaching

DISADVANTAGED GROUPS have significantly underachieved and gaps are wider than the National Average:

- Look at the 9 complex case studies and shadow data created by the college to show that when students are present at the college that gaps are much narrower than the national average.
- Discuss with Curriculum Leaders and Teachers how they identify PP students and target them in their lessons / interventions.
- Meet with the SLT lead for PP students and the PP Learning Mentor to look at whole school interventions around each disadvantaged student. Look at personalised support programmes for all PP students.

SUBJECTS: Although the majority of subjects have good and outstanding outcomes, there is some variation in a minority of subjects:

- Review QA systems across the college and how the leadership tackle variation (look at impact from last year in GCSE PE / AS History).
- Look at the consistency and quality of middle leadership to see how they tackle variation.
- Look at how we have approached significant concerns in RMT

Attendance and Exclusions data suggest patterns are worse than the national average:

- Exclusions data is out of date in raise - see 2013-14 data
- Look at current attendance and how it is rising. PA rates are reducing – see historic and current data.
- Take into account that we are KS4 only. For the last 3 years attendance data has been broadly national average or above for KS4.
- Vulnerable groups are still likely to be excluded more than other groups (an area of focus)
- An attendance improvement plan is in place and worth discussing with the Assistant Principal for Student Wellbeing.
- Attendance in 2014-15 Autumn Term is above the KS4 national average.