



Strategic Plan for Achievement

Academic Year 2016/17

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Target Setting

At Parklands we set *minimum* target grades based on the following:

- Year 7: prior attainment. Further to the new Scaled Scores from the new KS2 SATs, we have been unable to set targets using the previous methodology (see below). The DfE have recently assigned a scaled score figure to lower, middle or higher attainment; scores of 110+ are higher attainment, 100+ middle attainment or “expected standard”, scores below 100 are lower attainment. We will be using the FFT estimates to assist us with setting targets for this cohort.
- Year 8 – Year 11: prior attainment & teacher knowledge.
- Targets for year 10 pupils are on the new 1 – 9 scale.
 - The KS2 reading test score is used to calculate the English Language & Literature targets.
 - The KS2 maths test score is used to calculate the maths target.
 - The targets of all other subjects are calculated using the average of the reading & maths tests’ scores.
 - English: to set 9 as a target, we have taken a score of 48/50 or higher on the SAT tests, which equates to 5 pupils in the year group (5% of the cohort).
 - Maths: to set 9 as a target, we have taken a score of 98/100 or higher on the SAT tests, which equates to 6 pupils in the year group (6% of the cohort).
- Targets for year 11 pupils were set September 2015, when the pupils entered year 10. We used the transition matrices in RAISEonline to set targets as follows:
 - KS2 score of below level 3 are set 3 levels of progress as a minimum, with a GCSE grade E in all subjects and a 3 for English and maths
 - KS2 score of level 3c – 3a are set 3 levels of progress as a minimum, with a GCSE grade D in all subjects and a 4 for English and maths
 - KS2 score of level 4c & 4b are set 3 levels of progress as a minimum, with a GCSE grade C in all subjects and a 5 in English and maths
 - KS2 score of 4a are set 4 levels of progress as a minimum, with a GCSE grade B in all subjects and a 6 in English and maths
 - KS2 score of 5c & 5b are set 4 levels of progress as a minimum, with a GCSE grade A in all subjects and a 7 in English and maths
 - KS2 score of 5a or above are set 5 levels of progress as a minimum, with a GCSE grade A* in all subjects or an 8 in English and maths

Targets are not shared with pupils in years 7 - 9. This is to promote the growth mindset and ensure we do not cap a pupil’s achievement. Teachers are made aware of targets and progress towards these targets is reported three times per year. How teachers decide which grade to report is explained in the school’s *Assessment Policy*.

Each year, targets are reviewed and increased if pupils are working above the minimum expectations.

Data Collection

Data is collected termly. Teachers use a *holistic* view of the pupils when reporting data; they take the quality of classwork, homework, summative and formative assessments into account when judging pupil

performance. Teachers report a GCSE grade in SIMS Assessment Manager; in essence, staff *predict* what they believe the pupils will achieve **by the end of year 11** if they continue working as they currently are. Summative assessments are set so they mirror GCSE assessments, and departments moderate pupils' work, ranking the pupils against each other. This enables teachers to showcase a pupil's work to other pupils, which gives them a clearer understanding of what specific grades look like.

Data Analysis

Due to the changes to school accountability, it is impossible to predict a school's Progress 8 score; this is because each pupil in a cohort will be compared to pupils in the same cohort with the same prior attainment. The DfE must wait for all examination grades to be confirmed until comparisons can be made and school's Progress 8 score be calculated.

At Parklands we use a system, which takes the DfE KS2 estimates from previous cohorts to give us an indicative Progress 8 and Attainment 8 score. Although this is not 100% accurate, it will enable us to spot trends, issues and areas of concern.

Strategic Plan for 2016 - 2017

What?	By Whom?	Details
Progress 8 & Attainment 8	MI	<ul style="list-style-type: none"> ➤ Whole-school training provided in the new accountability measures ➤ Termly data collection calculates an Attainment 8 and Progress 8 score for each subject, each sub-group, and for each class.
APA Pro: data analysis tool	CE, MI	<ul style="list-style-type: none"> ➤ Whole-school training to be provided on this new analysis tool, so leaders at all levels can analyse data. ➤ All teachers will also receive this training so they are able to analyse their own class data.
Class data sheets	MI	<ul style="list-style-type: none"> ➤ Teaching staff export their class sheets from SIMS; these contain contextual information (such as EAL, FSM) regarding all pupil groupings & prior attainment ➤ Staff update these throughout the year to evidence the progress made over time and how they use data to inform their planning
Teaching & Learning	TLT, MI	<ul style="list-style-type: none"> ➤ See the Teaching & Learning information on the school's website (School Information/Teaching and Learning)
Achievement Cabinet	MI, GA, HALs	<ul style="list-style-type: none"> ➤ Fortnightly Achievement cabinet meetings; each House Achievement Leader has a scheduled 1-2-1 meeting with the Deputy Headteacher & Assistant Headteacher for Student Support ➤ Discussions to be informed by the termly data and half-termly Behaviour for Learning data gathering from teachers ➤ Groups to be discussed are: <ul style="list-style-type: none"> ○ Disadvantaged pupils ○ Boys ○ SEN ○ EAL ○ Ethnic ○ G&T, More Able ○ Low, Middle, Upper ○ CLA ➤ CLs to ensure HALs are kept informed regarding underachievement with controlled assessments; underachievement to be addressed immediately & parents informed of support plan ➤ Continue with Pupil Panels where there is a real cause for concern
Line Management Meetings with Curriculum Leaders	MI, TLT	<ul style="list-style-type: none"> ➤ 2 x half-termly meetings are held with Deputy Head, member of the Teaching & Learning Team, and Curriculum Leaders regarding progress of all pupils ➤ This enables swifter intervention for those pupils highlighted as underachieving
Keep Kids Safe	MI	<ul style="list-style-type: none"> ➤ Continue to use KKS as regular method of communication with parents regarding homework & achievement for KS4 classes
RAG tracking documents	MI, CLs	<ul style="list-style-type: none"> ➤ Staff to continue to use RAG (red/amber/green) tracking documents to further highlight any underachievement to pupils and parents
Vertical tutoring	MI, GA	<ul style="list-style-type: none"> ➤ To continue with Vertical Tutoring throughout years 7 – 11 with focus on mentoring & reviews
Registration activities	MI, GA	<ul style="list-style-type: none"> ➤ To continue and monitor a structured programme for morning registration, to include Numeracy & Literacy activities ➤ Programme to include activities to assist with pupil achievement, such as peer tutoring
Trackers	MI	<ul style="list-style-type: none"> ➤ Learning profiles allow all pupils to achieve the very best

		<p>learning profiles, regardless of ability</p> <ul style="list-style-type: none"> ➤ Teachers “predict” progress towards target, which enables greater focus on intervention ➤ Year 11 have an extra tracker around October half-term to highlight any possible areas of underachievement ➤ Continue to ensure a weekly turnaround for inputting data before trackers are issued so data is more <i>current</i>
Disadvantaged Pupils	GA, MI	<ul style="list-style-type: none"> ➤ GA to oversee the whole Pupil Premium funding & achievement of pupils ➤ Key members of staff to further support the achievement of pupil premium pupils in all subject areas ➤ HALs to oversee achievement of all their pupil premium pupils ➤ Parents to be informed of support & additional resources put into place to support their child’s achievement
Literacy & Numeracy	LP, VB	<ul style="list-style-type: none"> ➤ Literacy & Numeracy strategies are overseen by Assistant Headteachers ➤ Lexia and Symphony software to highlight focus areas and produce lesson plans to support pupils ➤ Below level 4 pupils to be priority for this software
Rewards	GA	<ul style="list-style-type: none"> ➤ GA to drive whole-school strategy for rewards ➤ GA to lead on celebration assemblies following trackers ➤ Key Stage 3 Presentation Evening in summer term ➤ Presentation Evening in autumn term for Year 11 leavers
Setting	MI	<ul style="list-style-type: none"> ➤ Each year group is divided into 2 equal-ability bands, X and Y. Pupils are placed into sets based on KS2 scores & teacher knowledge ➤ English & maths can set pupils independently of one another ➤ Set moves happen termly
GCSE Results Meetings	HC, MI	<ul style="list-style-type: none"> ➤ Discussion with Headteacher & Deputy regarding GCSE results ➤ Analysis of results and action points for improvement if required
Appraisal	HC, MI	<ul style="list-style-type: none"> ➤ Appraisal system used regarding the performance of all classes so teachers are held to account for the achievement of their pupils
Welcome to Key Stage 4 Evening	MI	<ul style="list-style-type: none"> ➤ Parents of new Year 10 pupils invited into school during first week in September. Information provided regarding KS4, support offered etc.
Assemblies	AF, MI	<ul style="list-style-type: none"> ➤ Fortnightly assemblies with Year 11 focusing on areas to highlight achievement, progress, standards etc. ➤ Regular House & whole-school assemblies with focus on Growth Mindset