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**Kirkby High School**

**Key Stage 4 Impact Statement**

**2019-2020**



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| **Kirkby High School Centre Assessed Grades 2020**  **Generating a Kirkby High School Centre Assessed Grade – April/May 2020**  Please find detailed below the procedure that was implemented at Kirkby High School to ensure a rigorous, robust and consistent application of generating a Centre Assessed Grade (CAG) for each subject.  On Friday 3rd April 2020 Ofqual set out its requirement for centres to assist in the awarding of a calculated grade for every student. We were required to provide the following information…   * the grade that we believe every student, in every subject, were most likely to achieve if teaching, learning and examinations had taken place in May and June 2020 * a ranked order of students for each grade in each subject area   The awarding of the grade was a culmination of the students’ work, statistical modelling and national/school patterns associated with grades. For each subject area we used our own internal tracking systems, mock results, homework, work produced in class, moderated and standardised assessments and also we had our own predicted grades that we initially asked for in February 2020.  On our Year 11 data tracking sheet in SIMS, I added a new prediction column where staff entered their latest predictions. I also added a ‘rank’ column and a ‘secure’ column. In terms of ranking teachers ranked within each grade – For example if there were 7 grade 6 students they would be ranked 1-7, 8 grade 5 students ranked 1-8 etc where 1 was the most able.  For the secure column, HoFs needed to know how secure these students were within that grade. Top meant they are in the top end of that grade, bottom meant that they are just about reaching that grade and middle is somewhere in the middle of the grade.  This is demonstrated on the table below:   |  |  |  |  | | --- | --- | --- | --- | | Student | Predicted Grade | Grade Rank | Secure | | A | 6 | 1 | Top | | B | 6 | 3 | Top | | C | 6 | 2 | Top | | D | 6 | 4 | Top | | E | 6 | 5 | Middle | | F | 6 | 6 | Middle | | G | 6 | 7 | Middle | | H | 5 | 2 | Top | | I | 5 | 1 | Top | | J | 5 | 3 | Bottom | | K | 5 | 4 | Bottom | | L | 5 | 5 | Bottom | | M | 5 | 6 | Bottom | | N | 5 | 8 | Bottom | | O | 5 | 7 | Bottom | | P | 4 | 1 | Top | | Q | 4 | 2 | Middle | | R | 4 | 3 | Middle | | S | 4 | 4 | Middle | | T | 4 | 5 | Middle |   Once this had been completed for each class we then used this approach for each grade at whole school subject level.  It was only the predicted grade and the whole subject rank that was submitted to exam boards so it was important that we got that right.  Detailed discussions took place within each faculty to ensure the ranking was accurate as we were told Ofqual would move up or down grades for students based on their calculations, however, they said they would not alter our ranking. HoF/HoD had meetings with SLT members (online) to discuss/justify these rankings as they then had to be signed off by the Head of centre, exams officers and HoDs.  It was vital that we were confident in our mechanisms to ensure that no unintentional bias was shown towards a particular student or that a teacher ranks student X over Y if they only know student X for example.  The following information was discussed during meetings week beginning 20.4.20 with MTU and HOFs  To further aid teachers in this process we considered transition matrices for previous years. The DfE produces transition matrices for students nationally who sat examinations in 2019. This looks at the percentage of students who achieved each grade from their KS2 starting point.  At no point did we say to base grading on students’ KS2 scores, as we know the education, the teaching and learning and the care, support and guidance that each student receives at Kirkby High is geared towards them fulfilling their potential emotionally, socially and academically. Every student is an individual and we considered the merits of each student based on their time at Kirkby.  We also have our own transition matrices in 4Matrix for last year’s cohort where we can drill down into the data to see how faculties preformed over time.  We appreciated that there was a vast amount of information that was taken into account when Ofqual and the exam boards award the students’ grades hence the above gives a little flavour into some of the processes involved.  Once the grades were submitted for each faculty MTu analysed each faculty results and started the quality assurance processes. SLT line managers met with their faculty to discuss the key lines of enquiry. For example, is it realistic that %9-4 had increase by 9% and was this what the head of faculty was expecting had the results gone ahead. Final changes were made and declarations were signed.  Ultimately we are part of a process in these unprecedented times and whilst the year group nationally will be known as the cohort of 2020 we can be confident in the preparation and grounding we have given them for the next phase of their life.  On the 17th August 2020 the exams regulator (Ofqual) announced that students would receive either their Centre Assessed Grade or their calculated grade- whichever is higher. This has resulted in headline figures that are higher than we had predicted. For that reason we are aware that the results must be treated with caution when comparing to previous years.  **Cohort profile Y11-2019-2020**  **Percentage by prior attainment for 2018-2019 and 2019-2020 –All Y11 students**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Average Point score key stage 2 | | | Low | | Middle | | High | | |  | School | National | Difference | School | National | School | National | School | National | | 2018-2019 | 27.4 | 29.0 | -1.6 | 16 | 11 | 61 | 45 | 22 | 44 | | 2019-2020 | 27.6 | 29.1 | -1.5 | 14 | 10 | 63 | 45 | 22 | 45 |   Notes  2019-2020 Percentage of students receiving PP funding is 65% compared to 63% in 2018-2019  2019-2020 KS2 average point score was Higher than 2018-2019  2019-2020 percentage of low ability students on entry was 2% lower than 2018-2019  **Disadvantage Cohort Profile-All Y11 2019-2020**  Cohort size = 83  Number of boys = 47  Number of girls = 36  **Key Stage 2 Information**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Prior attainment band | % of KHS disadvantage (out of 83) | % of KHS other (Out of 74) | % KHS (All) | % National (ALL) | | High | 16% | 36% | 22% | 45% | | Middle | 76% | 53% | 63% | 45% | | Lower | 7% | 9% | 14% | 10% |   Notes  2019-2020 High ability disadvantaged students only made up 16% of the disadvantaged cohort compared to 45% Nationally.  **Key Stage 4 Results 2019-2020 compared to 2018-2019-Disadvantaged students**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **A8** | **P8** | **Basics**  **Standard pass 9-4 in English and Maths** | **Basics Strong Pass 9-5 in English and Maths** | **English Element A8** | **Maths element A8** | **EBACC Element**  **A8** | **Open Element A8** | | **2019-2020** | 36.33 | -0.43 | 51% | 18% | 8.17 | 7.3 | 9.41 | 11.45 | | **2018-2019** | 29.88 | -0.96 | 40% | 13% | 7.43 | 6.10 | 7.27 | 8.97 | | **2017-2018** | 33.32 | -0.92 | 38% | 19% | 7.36 | 6.78 | 9.04 | 10.06 |   **Strengths**   * Average attainment in English has improved * Basics standard pass grades 9-5 in English and Maths has improved 5%.  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **English** | | | | **Maths** | | | | |  | **9 to 7** | **9 to 5** | **9 to 4** | **P8\*** | **9 to 7** | **9 to 5** | **9 to 4** | **P8\*** | | **2019-2020** | 3.61% | 39.76% | 60.24% | -0.38 | 2.41% | 25,3% | 54.22% | -0.2 | | **2018-2019** | 4% | 37% | 59% | -0.72 | 3% | 17% | 46% | -0.73 | | **2017-2018** | 1% | 30% | 48% | -0.92 | 7% | 30% | 48% | -0.64 |   **Strengths**   * In English, the percentage of disadvantaged students achieving a standard pass increased by 1% and a strong pass has increased by 3%. * In maths, the percentage of disadvantaged students achieving a standard pass increased by 12% and a strong pass has increased by 8%  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 9 to 8 | 9 to 7 | 9 to 5 | 9 to 4 | | 2019-2020 | 1.08% | 3.84% | 25.5% | 46.62% | | 2018-2019 | 1.08% | 2.42% | 20.16% | 36.69% | | 2017-2018 | 0.75% | 4.52% | 25.80% | 40.18% |   **Strengths**   * Increased number of disadvantaged students achieving grades 7 and above  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 11 (2019/2020) attainment compared to previous Year 11 (2018/2019)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Group** | **Cohort** | **Actual results**  **Y11 2018/2019** | **Actual results**  **Y11 2019/2020** | **Difference** | | **All Students** | All | 33.46 | 39.37 | 5.91 | | **SEN K** | All | 14.25 | 27.29 | 13.04 | | **EHCP or S** | All | 15.67 | None | #VALUE! | | **Disadvantaged** | All | 30.88 | 36.33 | 5.45 | | Upper | 45 | 47.04 | 2.04 | | Middle | 31.21 | 35.73 | 4.52 | | Lower | 16.28 | 21.42 | 5.14 | | **Boys**  **(Disadvantaged)** | All | 28.28 | 33.21 | 4.93 | | Upper | 45.43 | 44.94 | -0.49 | | Middle | 26.94 | 32.35 | 5.41 | | Lower | 12.6 | 21.75 | 9.15 | | **Girls**  **(Disadvantaged)** | All | 32.88 | 40.42 | 7.54 | | Upper | 44.63 | 50.4 | 5.77 | | Middle | 34.78 | 39.44 | 4.66 | | Lower | 17.95 | 19.75 | 1.8 |   **Strengths**   * Disadvantaged Boys and girls have higher average attainment in 2019/2020 than 2018/2019 * High, middle and low ability disadvantaged students have higher average attainment in 2019/2020 than 2018/2019   Kirkby High School reviewed the number of data captions at the start of the academic year 2019-2020 and decided to reduce them to three each year. We did not assess KS3 students at the end of the year due to lockdown. We also adjusted the strategy as our priorities changed to support disadvantaged students adapting to working at home. The 2020/2021 PP strategy has been reviewed and adapted to provide sufficient actions that will allow our disadvantaged students to thrive in their learning both online and in the classroom. | |