

BwD Virtual School - CIOC Attainment Data 2015/16

There have been significant changes in assessment nationally for children in primary school in 2016. National curriculum levels no longer exist and measures are focused on percentages of pupils achieving the Expected Standard (EXS). The new measures are not comparable with previous years as curriculum and testing is delivered under new arrangements.

Key Stage 1

Subject	BwD 2016 EXS+ (CIOC)	BwD 2016 EXS+ (All)	National 2016* EXS+ (All)
Reading	47%	75%	74%
Writing	29%	67%	66%
Maths	25%	74%	73%

At the end of key stage 1 (KS1) in 2016 teachers used teacher assessment judgements to report on the progress of their pupils. These assessment judgements take into account a pupil's performance in national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling.

- We had 21 young children in care who formed the KS1 cohort in 2016, 13 (62%) attended primary schools in Blackburn with Darwen. Of these 3 were dis-applied from the assessment in reading and writing and 4 dis-applied in maths. 1 school (out of borough) has failed to provide the results for a child despite repeated requests therefore the child has not been included in the results. 4 children in the group (20%) had either a Statement of Special Educational Needs or an Education Health and Care Plan that was reflected in the outcomes achieved. Also included is one asylum seeker who had only been in the country a few months.
- Data to compare BwD CIOC with their CIOC peers nationally is not yet available.
- Maths has shown to be the weakest subject area for our CIOC when compared to all children in BwD.
- Reading has shown to be the strongest area for our CIOC when compared to all children in BwD. The Virtual School has worked to promote reading through the Letterbox initiative introduced in this academic year, whilst we cannot say definitively that this has directly impacted it may have contributed to the relative strength in this area at both KS1 and KS2.

Key Stage 2

Subject	BwD 2016 EXS+ (CIOC)	BwD 2016 EXS+ (All)	National 2016* EXS+ (All)
Reading	47.8%	61.5%	66%
Writing	47.8%	73.5%	74%
Maths	34.8%	72.7%	70%
Overall	26.0%	50.6%	53%

The 2016 Key Stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment were introduced to reflect the revised curriculum. Results are no longer reported as levels, and each

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pupil now receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

- We had 24 children in care who formed the KS2 cohort in 2016, 23 of these sat the end of Key Stage tests with 1 child being dis-applied from the tests. 67% of the cohort were educated in BwD primary schools at the time of taking the tests. 4 children in the group (18%) had either a Statement of Special Educational Needs or an Education Health and Care Plan that was reflected in the outcomes achieved.
- Data to compare BwD CIOC with their CIOC peers nationally is not yet available.
- Maths has shown to be the weakest subject area for our CIOC when compared to all children in BwD.
- Reading has shown to be the strongest area for our CIOC when compared to all children in BwD. The Virtual School has worked to promote reading through the Letterbox initiative introduced in this academic year, whilst we cannot say definitively that this has directly impacted it may have contributed to the relative strength in this area at both KS1 and KS2.

The scaled score range runs from 80 to 120 with 100 as the expected standard. The average scaled scores are:

- Reading (103) - 6 (26%) CIOC achieved an above average scaled score in reading. The highest scaled score in reading achieved by a CIOC was 110.
- Grammar, punctuation & spelling (104) – 4 (17%) CIOC achieved an above average scaled score in GPS. The highest scaled score in GPS achieved by a CIOC was 108.
- Mathematics (103) – 6 (26%) CIOC achieved an above average scaled score in mathematics. The highest scaled score in mathematics achieved by a CIOC was 107.

Progress

Changes have also been made to as to how progress is calculated at the end of KS2. Based on the 'Primary School Accountability in 2016' technical guide produced by DfE, expected progress from KS1 measures are:

Subject	BwD 2016 Expected Progress KS1 to KS2
Reading	36.8%
Writing	52.4%
Maths	63.2%

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Key Stage 4 - GCSE

	5 A*-C inc Maths and English	At least 1 A*-C	At least 1 A*G	Achieving 1 or more GCSE or national qualification
2015	15%	22%	59%	92%
2015 Students with statement/ EHCP	0%	9%	27%	81%
2016	9%	70%	87%	91%
2016 Students with statements/ EHCP	0%	13%	22%	83%

Progress

Subject	BwD 2016 Expected Progress KS2 to KS4
English	52.17% (12)
Maths	13.04% (3)

In 2016, Blackburn with Darwen Borough Council had 23 CIOC eligible to take GCSE and other public examinations. 61% of these young people received their education within the borough. Of the Year 11 cohort, 6 (26%) who had a Statement of Special Educational Needs, or Education Health and Care Plan (EHCP) This is a high percentage of young people with special educational needs, especially so when compared to an average of around 3% for their peers as a whole. Data to compare BwD CIOC with their CIOC peers nationally is not yet available.

Data also includes one young person who became looked after in April 2016 after moving in to the area from Newcastle. He has severe mental health issues, placed in a single occupancy home and we had very little time to work with him. However with the support from the PRU he did manage to sit Functional Level Maths and English.

At the time of taking their GCSE examinations, 2 (9%) young people in care achieved at least 5 A*- C GCSEs, including Maths and English. One of these young people achieved 8 GCSEs at Grade C and above and another achieved 6. For one other CIOC the school have requested a re-mark on her maths paper as she was 3 marks away from achieving a Grade C which would allow her to come into the 5 A*- C GCSEs, including Maths and English category. Two young people who regularly attended GCSE revision sessions run by the Virtual School at the Kip McGrath centre both achieved grade C and above in both English and Maths. 17.39% (4) met the new GCSE threshold measure for GCSE in English and Maths at Grade C or above.

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We had 16 CIOC who achieved at least 1 A*-C (70%) and 20 CIOC who achieved at least 1 A*-G (87%).

Of our cohort with and EHCP or Statement 13% achieved at least 1 GCSE A*-C and 83% achieved at least 1 GCSE at A*-G.

The figure also includes 5 CIOC (22%) who attended non mainstream schools i.e. Special Schools, PRU or on site education.

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