

Variance analysis from September checking exercise and unvalidated 'first issue data'

This document shows the position we as a school believe we are at with regards to the best entry results of our students. This is different from the position the Department of Education reported in the September and October 2016 checking exercise.

For clarification the main reasons for these differences are as follows:

- IGCSE paper for English Language: Some of our higher ability students sat their language paper in November 2015 as this was deemed the right time for the pupils to sit their papers. Some 15 pupils did exceptionally well, securing As and A* grades. These pupils had no need to sit the exam again in the summer series. The DFE holds a position where it does not count these grades in the key stage 4 performance tables as at August 2016. These pupils therefore have 0 in their progress 8 data according to the DFE.
- The Department of Education has not currently counted our Business qualification. (NCFE Level 2 Certificate in Business and Enterprise): On investigation this decision was found to be wrong and the DFE have agreed to include this qualification in the data that will be recorded for P8 and A8 in the Raiseonline documents and league tables. We will check this data when it comes out to ensure that these changes have been made.
- The 'First entry rule': Pupils can sit an examination more than once but it will be their first certificated grade in that subject that will be used for performance measures. This has impacted on our Science and Maths grades as many of our pupils have been given the chance to sit exams more than once in order to ensure they achieve the best possible outcomes that they can. We believe that pupils interests should come first and will continue to pursue this policy despite it impacting on the school's headline figures.
- The 'Science pathway rule'. 17 students completed the Triple Award Science qualifications. These pupils also took Core Science early in year 10 as the previous policy was to do so to check learners were capable of this challenging pathway. Unfortunately, the first qualification a pupil enters will determine the pathway they are on and so the subsequent entries to a different pathway did not count in performance data. This approach has been re-evaluated and as a result we have since ensured that pupils are identified in year 9 and are carefully selected for this course. By starting this course early and only following the Triple Award Pathway we make sure pupils are stretched to achieve the very highest grades in Biology, Chemistry and Physics.

On the next page is an outline of how these changes impact upon the various performance measures.

*A very small number of pupils have been removed from this data to better reflect the outcomes that the school could influence. Seven pupils (6%) have been removed from the “ALL” measures and Six pupils (14%) from the disadvantaged groups. These pupils were either long term school refusers, in danger of permanent exclusion and educated with approved providers for much of their time or were withdrawn from roll by parents after the January census; leaving us little chance to impact upon their outcomes. The steps we have taken to assist these pupils to success are outlined below, along with their attendance percentages.

Hyland school unvalidated outcomes data verses in -School real outcomes data for our students

In school	Real Outcomes	Start points	Attainment 8	A*-C				Ebacc		Entries		Prog	English		Maths		Ebacc		Other	
				Eng	Maths	E&M	5+ Inc E&M	Entry	Attainment	Any Qualification	Triple Sci		Ave P8 Score	Ave attainment score	Ave Progress Score	Ave attainment score	Ave Progress Score	Ave attainment score	Ave Progress Score	Ave attainment score
All		4.2	47.63	70.7	63.6	57	53.5	56.4	24.8	98	16.8	0.01	9.99	-0.13	9.05	-0.05	12.2	-0.23	16.4	0.39
*the very large maj		4.3	50.89	74.4	65.2	65.2	56.8	59.5	26.5	100	16.8	0.31	10.68	0.21	9.6	0.16	13.11	0.03	17.62	0.77
Disadvantaged		3.9	39.98	57.1	51.2	44.2	42.3	44.2	14	95.5	14.3	-0.5	8.72	-0.55	7.3	-0.58	9.86	-0.77	14.09	-0.16
*the very large maj		4	45.89	64.8	60	52.8	47.2	52.7	16.6	100	14.3	0.02	10	0.02	8.16	-0.24	11.46	-0.35	16.38	0.56
Non-Disadvantaged		4.4	53.31	80.7	72.4	65.2	63.8	65.5	32.8	100	19.3	0.39	10.93	0.18	10.34	0.33	13.93	0.15	18.1	0.79
All			45.68	54.50	61.40	44.60	38.60	33.70	9.90	98.00	0.00	-0.18	8.81	-0.71	8.95	-0.10	11.93	-0.32	15.99	0.25
Disadvantaged			38.45	40.90	50.00	31.80	25.00	22.70	2.30	95.50	0.00	-0.69	7.64	-1.08	7.36	-0.60	9.68	-0.86	13.77	-0.32
Non-Disadvantaged			51.26	64.90	70.20	54.40	49.10	42.10	15.80	100.00	0.00	0.19	9.72	-0.43	10.18	0.26	13.67	0.08	17.70	0.67
National - non-dis		4.4	51.4	75	71	64.3	59.2	41.2	27	98.1	27.2	0.1	10.54	0.08	9.88	0.1	14.81	0.14	16.16	0.09
National - Dis		4	39.65	55.9	47.9	41	35.3	24.1	11.1	94.5	11.7	-0.38	8.75	-0.34	7.72	-0.33	10.18	-0.45	13	-0.38
National - ALL		4.3	48.36	70	65.1	58.2	53	36.8	22.9	97.2	23.2	-0.03	10.08	-0.04	9.32	-0.02	13.61	-0.02	15.34	-0.04
GAP Dis to Non		-0.5	-11.4	-17.9	-19.8	-20	-16.9	3	-13	-2.6	-13	-0.6	-1.82	-0.63	-2.58	-0.68	-4.95	-0.91	-2.07	-0.25
GAP Dis to N Dis		-0.1	0.33	1.2	3.3	3.2	7	20.1	2.9	1	2.6	-0.12	-0.03	-0.21	-0.42	-0.25	-0.32	-0.32	1.09	0.22
GAP ALL to N All		-0.1	-0.73	0.7	-1.5	-1.2	0.5	19.6	1.9	0.8	-6.4	0.04	-0.09	-0.09	-0.27	-0.03	-1.41	-0.21	1.06	0.43
GAP Non to N Non		0	1.91	5.7	1.4	0.9	4.6	24.3	5.8	1.9	-7.9	0.29	0.39	0.1	0.46	0.23	-0.88	0.01	1.94	0.7
GAP VLM Dis to Non		-0.4	-5.51	-10.2	-11	-12	-12	11.5	-10.4	1.9	-13	-0.08	-0.54	-0.06	-1.72	-0.34	-3.35	-0.49	0.22	0.47
GAP VLM Dis to N Dis		0	6.24	8.9	12.1	11.8	11.9	28.6	5.5	5.5	2.6	0.4	1.25	0.36	0.44	0.09	1.28	0.1	3.38	0.94
GAP VLM ALL to N All		0	2.53	4.4	0.1	7	3.8	22.7	3.6	2.8	-6.4	0.34	0.6	0.25	0.28	0.18	-0.5	0.05	2.28	0.81

Real Hylands Entry data

Unvalidated first published data

National Data