

York CLA Outcomes

Key Stage 1

Level 2+ Reading results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (3)	2013 (9)	2014 (7)	2015 (9)
York CLA	38%	25%	100%	50%	33%	44%	33%	44%
National CLA	61%	63%	63%	65%	67%	70%	71%	n/a
All York CYP	86%	90%	88%	87%	88%	90%	91%	91%
All National	84%	84%	85%	85%	87%	89%	90%	n/a

Level 2+ Writing results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (3)	2013 (9)	2014 (7)	2015 (9)
York CLA	25%	25%	80%	50%	67%	56%	28%	22%
National CLA	54%	55%	56%	57%	58%	62%	61%	n/a
All York CYP	84%	86%	84%	82%	82%	85%	86%	88%
All National	80%	81%	81%	81%	83%	85%	86%	n/a

Level 2+ Maths results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (3)	2013 (9)	2014 (7)	2015 (9)
York CLA	63%	25%	80%	75%	67%	56%	33%	56%
National CLA	68%	70%	68%	71%	73%	73%	72%	n/a
All York CYP	92%	92%	91%	91%	89%	91%	93%	93%
All National	90%	89%	89%	90%	91%	91%	92%	n/a

There was a small group of 9 looked after children who were in the Key Stage 1 cohort for 2014/15 and they achieved lower than their peers. However, the results do fluctuate year-on-year due to the small cohort size and pupil contextual factors. It is perhaps useful to compare 2008, 2011 and 2013 when looking for trends as the cohort size is similar (although the statistical value of this is debateable due to actual size of cohort). We can see that the gap in the L2+ writing results has improved significantly when compared with National CLA figures and the York CLA writing results show an up turn even though the whole York differential to National has declined.

Cohort information: 60% male, 40% female, 50% in area schools and 50% out of area schools. No pupil in specialist setting.

Attendance Information:

Future development. Areas for further scrutiny and improvement planning are Reading and Maths. The 13/14 improvement plan shows specific actions that respond to this issue. Work is in hand to track progress in this area more carefully and to encourage the LA's York Challenge Partners to deliver reporting that is more focused in this area.

Key Stage 2**Level 4+ Reading results**

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (13)	2013 (10)	2014 (15)	2015 (9)
York CLA	-	-	-	-	-	50%	58%	78%
National CLA	-	-	-	-	-	63%	68%	n/a
All York CYP	-	-	-	-	-	86%	89%	90%
All National	-	-	-	-	-	86%	89%	89%

Level 4+ Writing results

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (13)	2013 (10)	2014 (15)	2015 (9)
York CLA	-	-	-	-	-	60%	67%	67%
National CLA	-	-	-	-	-	54%	59%	n/a
All York CYP	-	-	-	-	-	84%	84%	88%
All National	-	-	-	-	-	83%	85%	87%

Level 4+ Maths results

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (9)	2013 (10)	2014 (15)	2015 (9)
York CLA	40%	56%	30%	56%	67%	40%	33%	78%
National CLA	43%	44%	44%	48%	56%	60%	61%	n/a
All York CYP	79%	80%	83%	83%	85%	84%	87%	87%
All National	79%	79%	79%	80%	84%	85%	86%	87%

- **KS2 data is only available for 12 out of the 15 2014 Cohort, and therefore the percentages are out of the 12 eligible pupils**

English.

Reading. Significant improvement on 2014. Rate of progress significantly greater than peers in York. Reading intervention was supported by the Virtual School. Assistant Head for VS led on raising awareness programme with foster carers. All primary young people in care had a book bag gift and strategies for improving reading were shared with foster carers. 11% gap with national statistics but 12% gap between York CLA and peers.

Writing. Maintained a good level of attainment. 20% gap between peers in York and nationally therefore this is an area that we are making a focus in the Virtual School Improvement Plan for 2015/16.

Mathematics. This was a focus area for 2015. 9% gap between York CLA and their peers in York and nationally as compared to a 53% gap in 2014. Significant improvement.

Attendance:

Cohort information: 40% male, 60% female, 50% in area schools and 50% out of area, 20% well below ARE in KS1 and in specialist setting in Y6.

Future area for scrutiny and development for KS2 is the same for KS1 – Reading and Writing. Our response to narrowing the gap in reading can be seen in the significant improvement in 2015 but we are not complacent and know more needs to be done.

2015 CLA outcomes KS4 Analysis:

All Y11s (excluding Applefields)

Total	5+A-Ciem	5+A-C	5+A-Giem	5+A-G	1A*-C	1+A-G
18 (20)	3 (5)	3 (6)	11 (12)	11 (12)	9	17 (18)
	17% (20%)	17% (30%)	61% (60%)	61% (60%)	50%	94% (95%)

Attendance

In the academic year 2014/15 we received attendance reports termly from schools but this did not enable us to make strategic plans around

attendance. We are aware that primary attendance is higher than secondary. This year with the appointment of an administrative assistant we aim to get attendance weekly or bi-weekly from schools which will enable us to be more proactive in supporting and challenging attendance. We are also trialling a 100% attendance initiative with students receiving a certificate termly if they achieve 100% attendance and being entered into a prize draw.

Cohort information:

Commentary

- The analysis shows that the 5A-CIEM headline figure is well above National CLA figures from previous year (which was 15% 5A+-CIEM). This is good but there is still a gap between CLA and all York pupils which was 67% 5A-CIEM last year. This is not good enough and will be a key focus for 2015/16.
- It is hard to compare year on year due to missing data in previous years. Data from 2013 and earlier reports much lower % figures so evidence of improvement.
- It is clear that the 5+A*-C measure is the area of challenge for our pupils. The statistics are relatively stable for other measures and the fact that the pupils can achieve 1 to 4 Cs at GCSE but not the gold standard of 5 indicates that we need to look more closely at this area. The intervention work done by the Assistant Head for the VS and the Specialist Teacher for CLA showed positive outcomes. With introduction of a more restricted KS4 curriculum it is harder to provide a curriculum that can engage our young people.
- PP+ has only increased this year so roll out of useful targeted interventions needs to be a focus for 15/16. We are going to trial GCSE Pod this year as a service which has shown benefits in other Virtual Schools raising attainment by between 9 and 15%. Next year we will review whether this was a cost effective and impactful intervention.

For improvement plan over this year (as it relates to data tracking part of school improvement plan) we need to continue to roll out the work started in 14/15:

- Embed the CLA Integris database for pupil level data so the VS has a database system that is fit for purpose and matches what schools use
- Embed the tracking points (in same way non-virtual schools do re school improvement) so that we can intervene where performance is dipping with more tactical use of CLA Specialist Teacher and newly appointed HT for CLA.
- Research use of PP+ and effective strategies particularly around 5+A*-C work.

For information:

5+A*-Cs including English and Maths historic data set (health warning – there were different DfE rules about which CLA results were included and so cohort size not necessarily full cohort compared to 2014 methodology).

Year	2008 (10)	2009 (12)	2010 (18)	2011 (17)	2012 (8)	2013 (13*)	2014 (20)	2015 (18)
York CLA	NA	0%	6%	24%	13%	38%	25%	17%
National CLA	9%	10%	12%	13%	19%	15%	n/a	n/a
All York CYP	54%	59%	59%	62%	63%	67%	n/a	
All National	48%	50%	54%	59%	58%	60%	53.4%	52.8%

*should have been 25 which would have made a difference to the final %

The government are no longer releasing data on CLA achievement rather disadvantaged children which includes those eligible for FSM and/or Pupil Premium and CLA.