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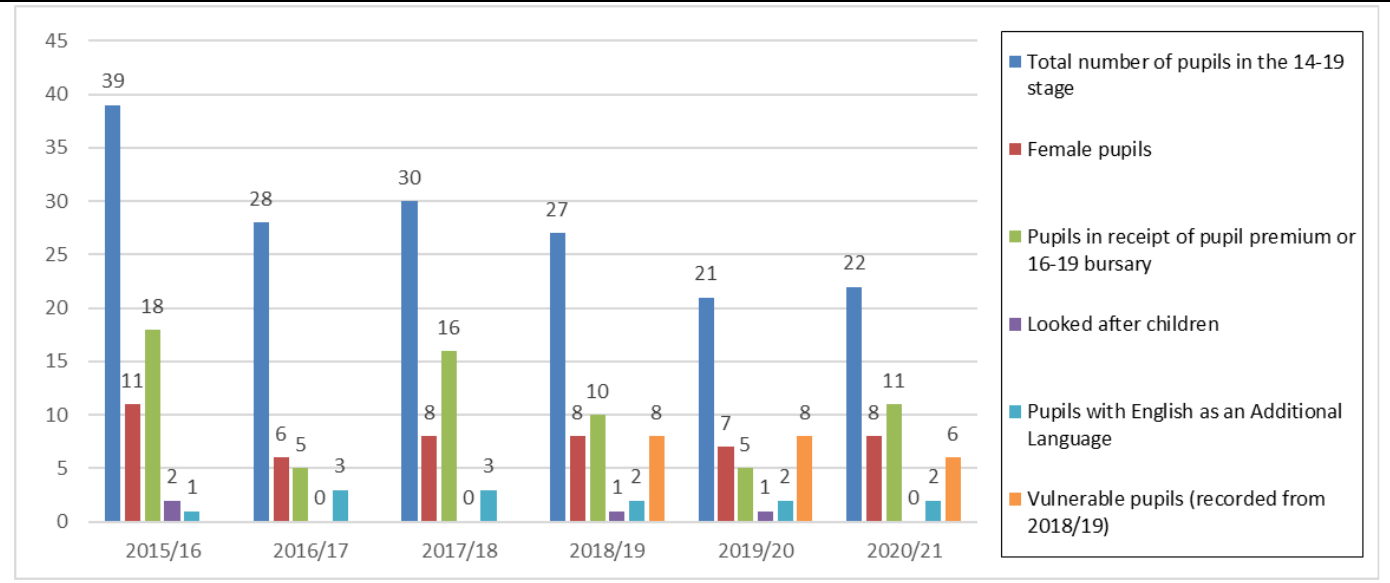
1) 14-19 Stage data tracking headlines

Key areas of strength...	Next steps...
<p><u>Number of modules studies</u> - Given the ongoing disruption caused by COVID this year, a high number of modules (78 modules completed by 22 students) were entered. Only 19% of modules did not make it to moderation and this was mainly due to pupil absence.</p> <p><u>Variations between groups of pupils</u> - There is very little variation between the number of modules achieved by the whole department and individual groups of pupils (e.g. female pupils) which demonstrates that data meetings, and the resulting interventions, are effective. Variations in the number of modules completed for vulnerable pupils is due to these pupils being the most likely to be absent from school when there has been a COVID outbreak.</p> <p><u>Support for EAL pupils</u> - Additional support for EAL pupils has recently been put into place and the impact can be seen in this year's data as these students have achieved considerably more modules than the average.</p> <p><u>Continued achievement at all levels</u> - Pupils continue to complete a large number of Entry 1 and Entry 2 modules (67 and 11 respectively this academic year). Leavers are well equipped for their futures mainly with diplomas or equivalent qualifications at E2 in a range of modules chosen to support their next destinations.</p> <p><u>Preparing for next destinations</u> - The trend of students mainly going to specialist colleges when they leave school has continued this year and ex-students who were tracked over time are, the vast majority of the time, in appropriate and sustained destinations which they will have prepared for as part of the 'my future' curriculum.</p> <p><u>Retention of pupils</u> - Retention of pupils from KS3 to KS4 and KS4 to KS5 has remained at 100%. This is</p>	<p><u>Moderation</u> - Reynalds Cross have never had a module fail external moderation due to our very thorough internal moderation programme. When internally moderating, our first time pass has dropped from 73% to 56% this year due to the number of new tutors in the department and staff, at times, working from home and being unable to access the support needed. Next steps are to ensure more staff training and support is available to ensure as many modules as possible pass internal moderation on the first submission.</p> <p><u>English and maths data tracking</u> - Tracking of progress in English and maths gives inconsistent results (e.g. English has fluctuated between 28% and 88% in the last five years). This is due to the differences in the skills required to complete the various modules and the spiky profiles of our learners. An example of this is comparing the percentage of pupils who make progress in a communication based module to a writing module which requires completely different skills. Next steps are to explore different ways to track this data in order to make it more meaningful.</p> <p><u>Target setting</u> - Unlike previous years, this year no pupils were entered for Entry 3 qualifications mainly due to intensity of these modules which were not able to easily be taught with the disruption caused by COVID. Next steps are to ensure that the aspirational targets are set for next year.</p> <p><u>Our first NEET (not in educational, employment or training) pupil</u> - This year we recorded our first NEET pupil. The 'my future' curriculum coverage for pupils and family support input both aim to ensure this does not happen. However, on this occasion the family opted for a last minute change in the college placement (which was unable to be facilitated) and so the family decided the pupil would remain at home. Next steps are to ensure that staff are knowledgeable about the travelling community and are able to support appropriately.</p>

greater than the borough figures for post 16 pupils - 93% of which went onto further education settings.

2) General 14-19 information

The total number of pupils in the 14-19 stage and the number in each of the groups tracked



3) Retention data

3.1 The percentage of pupils moving from KS3 to KS4

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
4 pupils	3 pupils	4 pupils	3 pupils	1 pupils	6 pupils
100%	100%	100%	100%	100%	100%

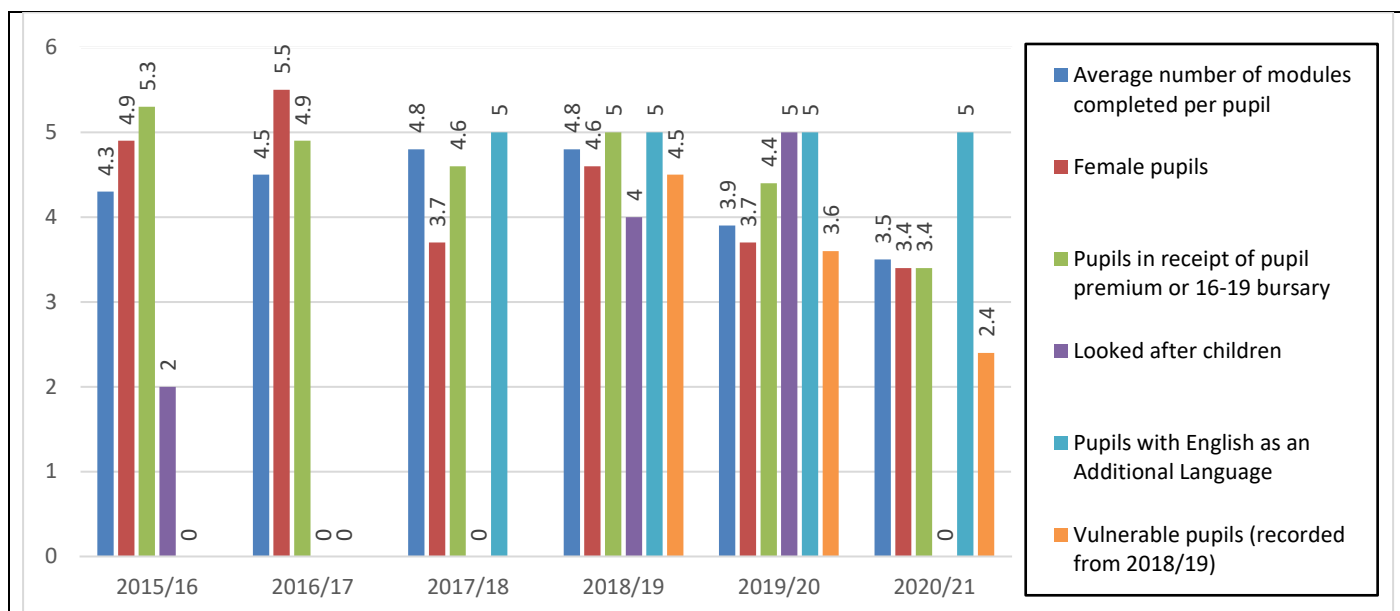
3.2 The percentage of pupils moving from KS4 to KS5

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
9 pupils	3 pupils	4 pupils	3 pupils	8 pupils	3 pupils
89%*	100%	100%	100%	100%	100%

*moved out of borough

4) Qualifications data

4.1 Average number of modules entered per pupil



NB/ The dip in average number of modules for female students in 2017/18 is partly due to three female students being entered for a reduced number of modules due to illness, a part time placement and complex needs.. This relatively small difference has been magnified by there only being 8 (out of 30) female students in the department. The variations in modules for looked after children is due to the small numbers of pupils in this group (maximum of two pupils in any one year over the six years shown).

4.2 Number of modules entered at each level

Level	2015/16 36 pupils	2016/17 27 pupils	2017/18 27 pupils	2018/19 27 pupils	2019/20 21 pupils	2020/21 22 pupils
Entry 1	130	98	106	110	74 (9)	67 (9)
Entry 2	26	22	21	16	6 (7)	11 (9)
Entry 3	0	1	2	3	2 (0)	0 (0)

() Number in brackets indicates number of modules that were not entered due to the COVID-19 lockdown and the resulting impact (e.g. absence, isolation)

4.3 Percentage of pupils achieving predicted qualifications (prediction made at start of each year)

	2015/16 36 pupils	2016/17 27 pupils	2017/18 27 pupils	2018/19 27 pupils	2019/20 21 pupils	2020/21 22 pupils
Pupil behaviour	97%	100%	93%	95%	43%	45%
			Pupil behaviour Pupil absence	Pupil behaviour Pupil deceased	COVID-19 lockdown	COVID-19 impact

4.4 Percentage of modules passing internal moderation

	2015/16 36 pupils	2016/17 27 pupils	2017/18 27 pupils	2018/19 27 pupils	2019/20 21 pupils	2020/21 22 pupils
	25%	54%	80%	56%	73%	56%

4.5 Percentage of modules passing external moderation

	2015/16 19 pupils	2016/17 15 pupils	2017/18 10 pupils	2014/15 16 pupils	2019/20 17 pupils	2020/21 11 pupils
	100%	100%	100%	100%	100%	100%

4.6 Percentage of pupils showing an increase in English and mathematics

English	2015/16 15 pupils entered	2016/17 18 pupils entered	2017/18 24 pupils entered	2018/19 24 pupils entered	2019/20 18 pupils entered	2020/21 16 pupils entered
		88%	68%	63%	53%	28%

Mathematics	2015/16 15 pupils entered	2016/17 19 pupils entered	2017/18 24 pupils entered	2018/19 23 pupils entered	2019/20 18 pupils entered	2020/21 15 pupils entered
	75%	62%	88%	28%	39%	33%

NB/ Due to the lack of appropriate entry 2/3 qualifications all pupils are entered for entry 1 English and mathematics qualifications with the documentation clearly stating what each pupil has achieved. This means that pupils working above entry 1 cannot show an increase in achievement continuum level. In order for this not to effect the data any pupils that are at the top of the entry one continuum and have been entered for entry 2/3 qualifications for other subjects during the year will be recorded as having an increase in the subject.

4.7 Number and level of year 14 leavers qualifications achieved						
Level	2015/16 8 pupils	2016/17 7 pupils	2017/18 5 pupils	2018/19 7 pupils	2019/20 2 pupils	2020/21 2 pupils
Number of leavers with <u>high level qualifications</u> (a mixture of entry one, two/three modules)	2	3	3	2	1	2
Number of leavers with <u>mid-level qualifications</u> (an entry one diploma)	3	3	2	5	1	0
Number of leavers with <u>low level qualifications</u> (entry one single units, awards - up to 36 credits)	3	1	0	0	0	0

4.8 Percentage of pupils achieving the qualifications predicted at the beginning of the 14-19 stage				
2016/17 7 pupils	2017/18 6 pupils	2018/19 7 pupils	2019/20 2 pupils	2020/21 2 pupils
100%	100%	100%	100%	No data available as both pupils joined mid 14-19 stage

NB/ Predictions were based on their 'p' levels when they left year 9 and entered the 14-19 stage. Pupils achieving at P8 or above are expected to get high level qualifications, pupils achieving between P4 and P8 mid-level qualifications and below P4 low level qualifications. This expectation is based on analysis of previous data and staff knowledge of the pupils.

5) Destinations data

5.1 Number of leavers and their destinations the September following leaving						
Destinations	2015/16 8 leavers	2016/17 7 leavers	2017/18 5 leavers	2018/19 7 leavers	2019/20 2 leavers	2020/21 2 leavers
Specialist college	4	3	4	4	2	1
Specialist college (PMLD)	1	0	0	0	0	0
Local college	1	1	0	1	0	0
Social care provision	2	3	0	2	0	0
Personal budget	0	0	0	0	0	0
Employment or volunteering	0	0	0	0	0	0
Joint commissioning - social care and health.	0	0	1	0	0	0
NEET	0	0	0	0	0	1

5.2 Additional information about leavers destinations the September following leaving

Destinations	2015/16 8 leavers	2016/17 7 leavers	2017/18 5 leavers	2018/19 7 leavers	2019/20 2 leavers	2020/21
Percentage of pupils accessing provision in Solihull	38%	57%	0%	43%	0%	0%
Percentage of pupils accessing supporting living	13%	0%	20%	14%	0%	0%

5.3 Percentage of leavers in appropriate destinations at additional dates

Time period	2015/16 leavers	2016/17 leavers	2017/18 leavers	2018/19 leavers	2019/20 leavers	2020/21 leavers
Sustained participation for a six month period in the year after leaving	100%	71%	100%	100%	100%	50%
		Two pupils had changes in placement				One pupil NEET.
In July two years after leaving	86%	100%	100%	100%	Not yet available	Not yet available
	One pupil left college due to parent illness					
In July six years after leaving	Not yet available	Not yet available	Not yet available	Not yet available	Not yet available	Not yet available

NB/ Calculations regarding whether pupils are going to appropriate next destinations are based on qualifications achieved, staff knowledge of pupil needs and the available post 19 provision. Percentages do not include those who are not contactable.

5.4 Percentage of pupils who accessed destinations based on their transition passport choices (pupil voice)

2015/16 1 pupil	2016/17 3 pupils	2017/18 4 students	2018/19 3 students	2019/20 2 students	2020/21 2 students
100%	100%	100%	67%	50%	0%
			Due to transport issues.	One pupil wanted local college instead of specialist.	One pupil wanted to attend college but did not. Another pupil wanted to be at home but attended college.

6) Case studies

Classification	Background information	Support given	Achievements/Concerns
Exceeded expectations	Pupil H moved into the 14-19 Stage in September 2020 so this was his first year working on qualifications. He had previously had a great deal of time away from school due to serious illness and continued	The school firstly supported the pupil with his wellbeing and then encouraged him to develop his more academic skills when he was able to attend school.	Pupil H achieved five qualifications in independent living skills, citizenship and future planning. He also achieved two functional skills qualifications.

		throughout the year to need regular time away from school especially with given the ongoing impact of COVID and risk to his health.		
	School leaver most successful placements	The school has been tracking leavers since 2011/12 and the most successful post school placements are the 'class of 2014/2015' (those pupils who left school in July 2015).	Parents were sent a destinations data form to find how things were going six years after leaving.	All of those who replied stated that their sons or daughters were still in suitable provision.

Not yet achieved expectations	Least academic progress	Pupils in Neptune class were unable to do employability work as this required educational visits and work experience off site. This was not possible due to COVID risks.	Where possible pupils continued to do work experience within the school environment and will continue with employability qualifications in the next academic year.	Pupils have been unable to complete employability qualifications during this academic year.
	School leaver least successful placement	Pupil H came was unable to secure a suitable college placement post school. This was due to last minute changes as he was due to go to Solihull College but it was then decided by parents that Herewood would be preferable.	Family support were involved advising what needed to be done next, however, this was not pursued by parents.	The pupil became NEET.