



# Manor Community College

*DATA BOOKLET FOR  
STAFF AND GOVERNORS*

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## Introduction

The purpose of this booklet is to provide:

- (a) A summary of the key data for Manor Community College (13 pages, 16 tables and 9 sections)
- (b) An explanation of the source of the data and its purpose.
- (c) To provide information and data that is accessible to a variety of audiences (staff, parents, students, conferences, consultants).

Information is set within the context of the OFSTED evaluation schedule for school inspections, the Colleges recently submitted Self Evaluation Form and the College's own priorities.

### College Priorities

- ◆ **The Principal has identified 5 priorities for 2009-10 which have been shared with all staff through the Raising Attainment Plan:**
  - (i) **To improve the quality of learning and teaching**
  - (ii) **Raise standards at KS4 –especially English and Mathematics**
  - (iii) **Raise standards of attendance and punctuality and reduce levels of persistent absence**
  - (iv) **Improve and enhance the use of performance data across the college**
  - (v) **Strengthen the focus of middle leadership on learning, attainment, professional standards, monitoring and evaluation**

There is a great deal of data that is available about the College. This booklet is only intended to provide some of the key information.

If you wish to discuss the information further please contact the Principal, Mr Slade, or the Assistant Principal, Mr Edwards.



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## 1. School Context

### 1.1 Locality

- ◆ Detailed figures from a research project funded by the Cambridgeshire Partnership Group that have been recently circulated to the Principal have identified characteristics of the locality in terms of deprivation.

The RAISEonline deprivation indicator shows the College to significantly above the national average (0.22) with an indicator between 0.23 and 0.33 and in the top 20% of schools in the country with this level.

- ◆ Figures from the 2001 census show social class households of different wards in Cambridge city. While the College is located in the West Chesterton ward, the majority of its students come from Kings Hedges, East Chesterton and Arbury in the very north of the city.

West Chesterton shows 40.1% high social class household. *Kings Hedges, East Chesterton and Arbury range between 18.8% and 26.8%, with King's Hedges being below the national average of 20.1%* suggests that the role of class in aspirations and achievement of young people is significant.

- ◆ The census also shows the %age population that attended Higher Education. West Chesterton has a population in which 58% of its adults **attended Higher Education. Kings Hedges, East Chesterton and Arbury have 21.2%, 34.6% and 36.2% respectively.** Research has shown that attendance at higher education affects attitudes and aspirations within families, either positively or negatively.

### 1.2 Intake

- ◆ The Year 7 intake has increased since June 2008. The Year 7 intake in September 2008 was 54 and has risen in September 2009 to 85.

The balance of girls and boys has become equal since the last inspection. In the November 2007 census there were 149 boys/ 214 girls .In November 2009 the gap has equalised to 190 girls and 192 boys.

- ◆ The Polish intake has increased from 6 in September 2008 to 9 in September 2009.This has ramifications for the perceived priority of visits to Poland over attendance at school.
- ◆ The number of GRT students has remained steady over the past three years. In November 2007 there were 10 students, in November 2008 there were 11 students, and in November 2009 there were 10 GRT students.
- ◆ The number of Bangladeshi students at the school in the most recent census (October 2009) is 4.4% (national average 1.4%). In 2008 the percentage was 3.7% (national average 1.3%).
- ◆ The number of students who have registered for Free School Meals has increased. The 2007 figure of 84 FSM students (used in the June 2008 inspection) has risen to 105 which constitute 29 % of the College roll. However the College's understanding of the community suggests that this figure should be closer to 143 (40% of the roll) and is taking proactive steps to encourage families to register for this benefit.



- ◆ The number of students that have been added to the school roll in years other than Year 7 in year ending June 2008 was 11 and in the year ending June 2009 was 22 and already in November 2009 stands at 8. 42.5 % of these students come with a background of attendance, behaviour or learning difficulties and present a substantial challenge to the classroom dynamics of established groups, and in many cases also have a deleterious effect on the attendance figures. In 2008-09 these students had attendance rates of less than 92 %.

## 2. Outcomes and Attainment

### 2.1 GCSE Results: Overall Figures

- ◆ The number of students who achieved 5 GCSEs including English and Maths was 37%. This exceeded the 2007 figure of 23%, but fell just below the 2008 figure of 40%.
- ◆ The College improved its GCSE results in June 2009 with 48% achieving 5 GCSEs grades A-C. This exceeded the 2007 figure of 32% and the 2008 figure of 47%.

The table below show trends of improvement in attainment over the three year period at GCSE level.

**Table 1: College Attainment figures for 5 A-C grades at GCSE including English and Mathematics and 5 GCSEs grade A-C.**

	2007	National	2008	National	2009	National
5 GCSEs A-C incl. Eng and Math	23%	46%	40%	48%	37%*	50%
5 GCSEs A-C	32%	60%	47%	64%	48%	68%

\*Note 1: Validated data from DCSF 12.01.10

\*\* Note 2: DCSF send RAISEonline data which includes examination results for the most recent June GCSE examinations in December each year. The examination results (and some other data) is then 'validated' in January in a brief summary sheet and some numbers can change (in the College's case it has been in our favour this year).

\*\*\*Note 3: The location of this data in RAISEonline (December 2009) is Chart 3.1.11 (graph) and Table 3.1.12 and Chart 3.1.9 and Table 3.1.10

### 2.2 GCSE Results: National Averages in Subjects

- ◆ In 2009 in individual subjects at KS4, all subjects bar one were above the National Challenge target figure of 30%.
- ◆ In 2009 six subjects (English Literature, History, French, German, Art and Music) achieved results above the national average.



Table 2: College attainment (%age entry) against the national averages in all subjects at GCSE.

	2007	National	2008	National	2009	National
English Lang	32.6	61	51.2	62.5	50.9	64
<b>English Lit</b>	41.9	66.8	39.7	68.0	<b>82.5</b>	<b>71.8</b>
Mathematics	29.8	56.0	45.3	58.0	52.7	60.2
Science	40.4	51.7	<b>65.1</b>	<b>61.7</b>	59.3	62.4
<b>History</b>	60.0	63.7	62.5	64.4	<b>66.7</b>	<b>65.9</b>
Geography	35.7	63.6	57.1	64.9	37.5	65.3
RE	60.0	68.8	<b>92.6</b>	<b>69.7</b>	69.6	70.8
<b>French</b>	<b>71.4</b>	<b>61.5</b>	<b>78.6</b>	<b>63.8</b>	<b>100.0</b>	<b>65.9</b>
<b>German</b>	-	-	-	-	<b>100.0</b>	<b>71.9</b>
Drama	75.0	69.5	50.0	70.8	50.0	71.8
<b>Music</b>	40.0	70.0	63.6	71.0	<b>100.0</b>	<b>73.3</b>
<b>Art</b>	<b>71.4</b>	<b>70.2</b>	<b>74.3</b>	<b>71.9</b>	<b>90.5</b>	<b>73.5</b>
Dance	-	-	<b>66.7</b>	<b>55.7</b>	0.0	61.3
PE	5.9	60.7	15.4	61.3	37.5	64.0

Note 1: These percentages show percentage of entry in each subject who achieved A-C grades at Key Stage 4

Note 2: Highlight shows above national average (Eng Lit, History, French, German, Music and Art)

Note 3: **This data is located in RAISEonline** in Table 3.1.28 (December 2009) and Table 3.1.28 (December 2008) and Table 3.2 24 (December 2007).

### 2.3 GCSE Results: Average Points Scores and Capped Point Scores

#### Terminology

Points are given for each grade achieved (e.g. Grade A =58, B=56 etc.) Average points scores (APS) are determined by averaging the total points score for all GCSEs taken for the cohort examined. Capped points scores (CAPS) are determined by averaging the total points scores for up to 8 GCSEs.

Table 3: Comparative information for 2008 and 2009 of average points scores and capped average points scores at KS4 against national performance

	2007				2008				2009			
	APS	Nat.	CAPS	Nat.	APS	Nat.	CAPS	Nat.	APS*	Nat.	CAPS	Nat.
All pupils	316.9	373.6	<b>284.0</b>	298.2	<b>313.0</b>	390.8	<b>287.1</b>	307.8	<b>315.8</b>	411.0	<b>264.3</b>	314.4

Note 1: \* validated score (DCSF) for all pupils 12.01.10



## Explanation

APS puts more weight on quantity of GCSEs and CAPS puts more weight on grades of GCSEs. If the APS scores are not much higher than the CAPS scores this is likely to suggest that most of the students are not taking more than 8 GCSEs. This is the case for Manor CC (APS: 315.8 and CAPS: 264.3, difference = 51.5) where the maximum number of GCSEs taken is 9.

The CAPS scores, which show the average points for up to and including 8 GCSEs are below the national average, which suggests that the students are not getting high grades (Manor CAPS : 264.3 and National CAPS: 314.4)

If the College wishes to raise the APS it needs to increase the number of GCSEs that students take (i.e. more than 8) and to increase the CAPS the College needs to raise the grades.

## 2.4 Attainment of SEN and other identified groups in the College

The table below shows that the College has been consistently achieving better than national average points for students with **SEN and students with statements**. The table suggests that Manor CC SEN students are both entering and achieving more GCSEs than the national average and that their grades are higher than SEN students in other schools.

**Table 4: Comparative information for 2008 and 2009 of average point scores and capped average points scores for specific groups at KS4 against national performance**

	2007				2008				2009			
	APS	Nat.	CAPS	Nat.	APS	Nat.	CAPS	Nat.	APS*	Nat.	CAPS	Nat.
All pupils	316.9	373.6	284.0	298.2	313.0	390.8	287.1	307.8	315.8	411.0	264.3	314.4
FSM	276.0	290.4	253.0	239.5	252.4	308.9	238.3	252.5	215.4	329.6	203.8	260.9
EAL	337.7	376.8	281.3	297.6	355.1	390.7	319.4	308.3	305.1	414.4	257.3	316.9
SEN without statement	203.5	195.4	198.0	172.4	261.3	220.9	248.2	191.7	250.7	256.0	233.4	214.6
SEN with statement	178.0				262.7	213.0	229.3	188.1	174.3	166.9	174.3	145.5

Note: **The location of this data** is RAISEonline Charts 3.1.25 for 2007, 2008 and 2009.

The table also shows that **FSM students** perform below the Manor average and below the national average for APS, although the gap between Manor CC and national averages for CAPS is less. This would suggest that FSM students may not take very many GCSEs but those that they do take are passed with satisfactory grades.

The table also shows that although in 2008 the College **EAL students** performed above the national average, this was not the case in 2009.



### 3. Estimates and Predictions

#### 3.1 Fischer Family Trust Estimates

##### Terminology

Fisher Family Trust (FFT) estimates are available to all secondary schools in the UK. Using data about locality, context and literacy and numeracy tests at primary level, a calculation is made which estimates the progress that each individual and named child in the school is likely to make over the five years.

This data is useful to provide a benchmark for individual student grades at GCSE, although the data is not used as a national standard by OFSTED. The national OFSTED data take context into account through a generalised approach which is shown in the scores for Context Value Added (see Section 4.2) across the College as a whole. When predictions or attainment achieved is above FFT estimates this means that students have made more than the expected progress given the circumstances of home, locality, background and prior attainment.

##### 3.1.1 FFT Estimates (Year 11 English and Mathematics)

**In the current Year 11 the teachers have predicted the grades of the students. In English and Mathematics both English and Mathematics predict above the FFT for just under half of their students.**

The Table 5 below indicates the number of students in Year 11 in English and Mathematics that teachers assessment grade (end of Autumn Term) show are performing below or above FFT estimates

- ◆ 23 students in English and 27 students are performing **above** FFT predictions in Mathematics.
- ◆ The table shows that 21 students in Year 11 are performing **below** predictions in English and 15 students are currently performing below predictions in Mathematics.

**Table 5: FFT estimates and teacher predictions in Yr 11 for English and Maths for current 2009-10 cohort (as at 12.01.10)**

	YR11	Above FFT estimate English	Above FFT estimate Maths	Below FFT estimate English	Below FFT estimate Maths
Cohort ( including EOTAS)	58	23 (39.6%)	27 (46.5%)	21(36.2%)	15(25.9%)

Note: This data was summarised from the grid charts compiled by the College Data and Assessment Officer which show, through colour coding of Red, Amber, Green whether students are predicted to achieve above, below or match FFT estimates

Note: EOTAS are students who are on the College roll but who are Educated Other Than At School), for example at the offsite Cambridgeshire Pupil Referral Unit.



### 3.1.2 Year 10 FFT Estimates and Teacher Predictions

In Year 10 the teachers of English have predicted that just under half of the cohort is likely to perform above FFT estimates. In Mathematics the predictions are slightly less.

- ◆ 30 students in English and 24 students in Mathematics are performing above FFT estimates.
- ◆ Figures from the Table 6 below show that in a cohort of 74 students, 26 students in Year 10 are currently performing below predictions in English and 18 students are performing below the FFT estimates in Mathematics.

**Table 6: FFT and teacher predictions in Yr 10 for English and Maths for current 2009-10 cohorts.**

	YR10	Above FFT estimate English	Above FFT estimate Maths	Below FFT estimate English	Below FFT estimate Maths
Cohort	74	30 (40.5%)	24(32.4%)	26 (35%)	18(24%)

## 3.2 GCSE Results (2009) and Teacher Predictions in English and Mathematics

### Explanation

In April of Year 11 students receive their final prediction from teachers for the Grade at GCSE. In 2009 in English 73% of the cohort in English either achieved above or matched the teachers' predictions. In Mathematics 97% of the students either achieved above or matched the teachers' predictions.

**Table 7: Year 11 results 2009 (cohort 2008-2009) against teacher assessment in English and Mathematics (April 2009).**

Cohort =60			
Eng: Above teacher predicted grade	Eng: Match to teacher predicted grade	<b>Total</b> of students who achieved above or matched the predicted grade	Eng: Below teacher predicted grade
<b>15(25%)</b>	<b>29(48%)</b>	<b>44 (73%)</b>	<b>16(27%)</b>
Maths: Above teacher predicted grade	Maths: Match to teacher predicted grade	<b>Total</b> of students who achieved above or matched the predicted grade	Maths: Below teacher predicted grade
<b>25(41%)</b>	<b>34 (56%)</b>	<b>59 (97%)</b>	<b>1(2%)</b>

Note: the location of this information was a comparison of grades used in final academic reviews matched to GCSE results compiled by the College Data and Assessment Officer.

- ◆ The table above suggests that while there is some variability in the accuracy of predictions in English the predictions in Mathematics are extraordinarily accurate with only one student falling below the teachers' predicted grades.



## 4. Progress and Attainment

### 4.1 Expected Progress from Key Stage 2 to Key Stage 4

#### Explanation

National Standards expect students to progress through the levels of attainment during their five years at secondary school. When students arrive having just completed tests at primary school (Key Stage 2) they are assessed at having reached one of five levels ( or in some cases are below the first level). OFSTED provide data to show where at Key Stage 3 or at Key Stage 4(GCSE) students have reached the expected level.

For example a student who at KS2 was at Level 4 is expected to obtain Grade C, B, A or A\* at GCSE. At Manor Community College that over half the students in English and Mathematics in 2009 achieved expected progress (58% for English and 52% for Mathematics) in their GCSEs.

**Table 8: Expected progress data for English and Mathematics matching KS2 test levels against KS4 English and Mathematics grades (2009).**

	% of students achieved expected progress English	% of students achieved expected progress Mathematics
<b>KS2 test level</b>	<b>KS4 grade</b>	<b>KS4</b>
Other/no prior available	0%	50%
B,N	0%	33%
2	0%	0%
3	77%	38%
4	52%	55%
5	60%	69%
<b>Summary</b>	<b>58%*</b>	<b>52%*</b>

Note: DCSF validated data of 12.01.10 show 59% and 53% respectively.

Note: The location of this data can be found in RAISEonline Charts 2.1.20, 2.1.21 (as colour charts).

Note: Further data showing progress and attainment of higher grades ( A-C) is available in Charts 2.1.18 and 2.1.19 ( which correlate to Charts 2.1.20 and 2.1.21).

### 4.2 Contextual Value Added Scores

#### Explanation

Contextual Value Added Scores (otherwise known as CVA) are the scores calculated to show the extent that the students in the school have achieved as would be expected given the locality, background and other 'context' measures. The average CVA score is 1000. Schools who achieve below 1000 are not achieving as expected given their locality.

For example it would be possible (though unlikely) for a school in a leafy suburb, with a predominantly middle class intake to have a CVA score of 980. This would show that even if large numbers of the students were gaining 5 GCSEs, given their context it would possibly be expected that the students would be gaining 5 GCSEs including Mathematics and English at Grades A to C. The CVA score indicates that unlike other schools in the UK this school was not achieving this expectation.



In Table 9 below it can be seen that the school has consistently performed above average given its context (single figures and decimal points are important) over the last three years.

**Table 9: CVA score for Manor Community College 2007-2009**

	2007 All subj	2008 All subj	2009 All subj
Cohort	41	85	53
CVA School Score	1,024.3	1,008.2	1,008.9 ****

The table below shows that the College is above average in terms of performance in relation to context in English and Mathematics

**Table 10: CVA score for English and Mathematics 2007-2009**

	2007 English	2008 English	2009 English	2007 Maths	2008 Maths	2009 Maths
Cohort	41	85	53	41	85	53
CVA School Score	1002.3	1002.5	1,001.2	1003.5	1002.3	1,001.2

The College has identified groups of students to monitor (EAL, Gypsy/Roma and Bangladeshi). In 2009 these groups performed above national averages in relation to their context.

The table below shows that the College has been above national average, in the last two years, in the progress made by groups of students for whom English is not their first language, a Gypsy/Roma student and Bangladeshi students.

**Table 11: Contextual Value added progress measures for Key Stage 2 to 4 in 2008 and 2009: First Language other than English (EAL), Gypsy / Roma and Bangladeshi.**

	2008 EAL	2009 EAL	2008 Gypsy/Roma	2009	2008 Bangladeshi	2009
Cohort	7	1	0	1	4	1
CVA Score	1002.8	1010.5	-	983.7	1002.9	1002.9

Note: The location for this data is RAISEonline Table 2.1.14



#### 4.2.1 Context Valued Added Scores and Relative Attainment

##### Explanation

Sometimes the statistics show not only the CVA measure but also the relative attainment (or Average Points Score see Section 2.3 above). These are used to show the extent to which the CVA matches the actual attainment in national terms rather than showing the attainment in contextual terms.

**The ideal in this scenario** would be to have a CVA which was above 1000 (i.e above the national average) and an Average Points Score which was positive (above/plus sign) against the national average. These figures are sometimes represented graphically, (RAISEonline Charts 2.1.2, 2.1.3, 2.1.4) but they also presented as tables (Chart 2.1.7). They can also be broken down into specific subjects areas too.

Manor Community College has above national average CVA score but is still below national average for relative attainment. For 2009 the RAISEonline report warns us not to try to make firm comparisons with previous years because the data has now been weighted to take more account of English and Mathematics and take more account of Capped Points Scores than it had done in 2007 and 2008.

**Table 12: Contextual Value Added progress measures for Key Stage 2 to 4 2007-2009 against attainment relative to the national average at KS4 : All subjects.**

	2007 All subj,	2008 All subj	2009 All subj
<b>Cohort</b>	41	85	53
<b>CVA School Score</b>	1,024.3	1,008.2	1008.9 ****
<b>Relative Attainment</b>	-14.2	-20.8	-50.1

Note 1: The RAISEonline data for 2009 notes that the data for overall school performance (all subjects) cannot be statistically significantly compared between 2008 and 2009 due to changes in the formulaic calculations. CVA models changed in 2009 to emphasise English and Maths and also caps at 8GCSEs)

Note 2: \*\*\*\*: validated data available on 12.01.10 has revised the College all subject CVA score from 997.8 to 1008.9

## 5. Student Behaviour

Manor Community College has made no permanent exclusions over the past three years. In the autumn term the number of exclusions for short periods (1-4 days) and the number of excluded days for the maximum of 5 days remained comparable with 2008.

A student may be excluded permanently for a single incident. Governors are required to approve the exclusion. If a student is persistently excluded and the number of exclusion days add up to a period of 15 days in total for a half term their position is automatically considered by governors.



**Table 13: Exclusions from College 2008-09 and 2009**

	2008-09	2008 Autumn term	2009 Autumn Term
Permanent exclusions	0	0	0
Students excluded for 1-4 days inclusive	40	11	10
Students excluded for 5 days	24	10	10
No of exclusions related to aggressive or threatening behaviour	14	5	8

## 6. Student Attendance and Absence

### 6.1 Target

The target for attendance rates at the College for 2009-2010 is 93% attendance.

### 6.2 Attendance Rates

The College attendance rates are showing improvement in 2009. The table below shows that for the Autumn Term attendance was up by nearly 1% from attendance in 2008.

**Table 14: Average attendance rates for students in each year group 2.09.09-18.12.09 and 2.09.08 -18.12.08**

Group	Attendance Autumn Term 2008		Attendance Autumn Term 2009
		Year 7	92.7
Year 7	93.3	Year 8	92.5↓
Year 8	94.0	Year 9	94.0→
Year 9	87.8	Year 10	90.7↑
Year 10	90.5	Year 11	90.3→
Year 11	89.1	College average	<b>92.0↑</b>
College average	<b>90.9</b>		

Note: This data is held by the College Attendance Administrator

This table also shows that Year 9 moving into Year 10 have significantly improved their attendance rate from 87.8% in year 9 to 90.7% in Year 10.

### 6.3 Persistent Absence

A student is deemed to be persistently absent if his/her attendance is less than 80%. Since last year the figures, which are compared with national averages are showing encouraging improvements.

The figures for 2007, although seeming low were not collected with the same understanding, rigour and accuracy as the data collected for 2008-09 and 2009-10.



**Table 15: College and National average for persistent absence 2007-2009**

	2007	2008	2009
College PA	8.6	10.8	7.5
National PA	7.1	6.6	5.8

Note: The location of this data is in RAISEonline Chart 1.2.1.

## 7. Destinations

### 7.1 Students Who Continue Education at Post 16

The chart below shows a comparison over the past three years of post 16 destinations for Year 11 leavers.

**Table 16: Destinations post 16**

Destinations of Manor Students Post Sixteen 2007-2009

Year	Cohort	CRC	LONG ROAD	HILLS ROAD	NETHERALL	IMPINGTON	COWA	Totals	%age to Further Ed
2007	47	38	8	1	-	-	-	47	100%
2008	89	61	16	6	-	-	-	83	93%
2009	62	31	11	8	2	1	1	54	87%

Note: This data is held by the College Director of Information, Advice and Guidance