

2014/15

Primary Coasting Readiness Report **Sunnyville Academy**

Featuring practical guidance from The Key

The
key

Introduction

This individual Primary Coasting Readiness Report was prepared just for Sunnyville Academy by Arbor Education Partners in partnership with The Key. It is designed to equip you to understand how the government’s new coasting definition may affect your school and help you respond accordingly.

A bit about Arbor

We want to help schools learn from their data. We do this by producing simple, smart student insight that is accessible and understandable by everyone. We hope that this report saves you time, and improves insight into how to improve outcomes at Sunnyville Academy.

A bit about The Key

The Key provides trusted leadership and management support to schools. We help busy school leaders and governors work with increased confidence, knowledge and capacity. At the heart of everything we do is passionate commitment to supporting schools in delivering better outcomes for children and young people.

100 million data points analysed

Including

71 of your teachers

Focusing on

916 of your students

To get

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This report is focused on providing you with practical guidance on:

1. Identifying how the new coasting definition will affect you
2. Understanding the relative impact of your strengths and weaknesses
3. Considering your next steps: the School Improvement Plan



Summary

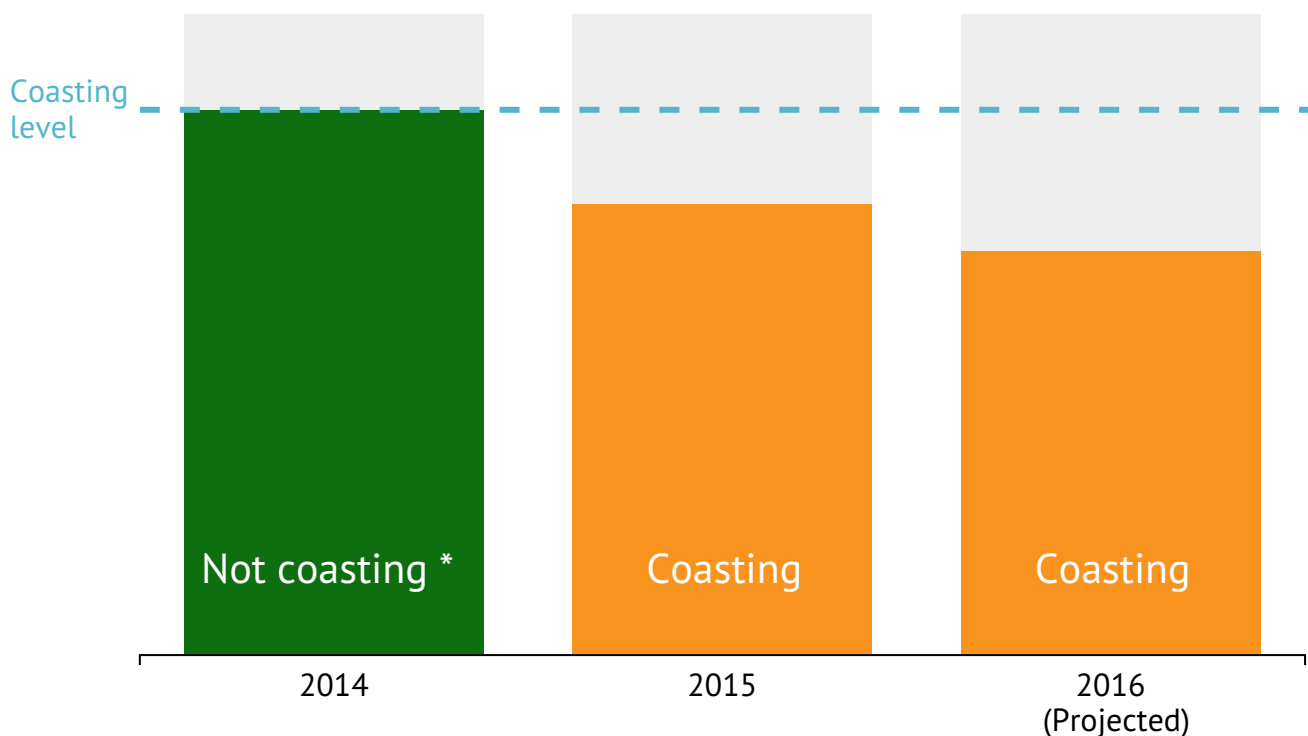
Likelihood to be considered 'coasting'

Based on the overall trajectory of school improvement over the past 3 years, Arbor predicts that Sunnyville will not be defined as coasting in 2016. However, if the school is not able to improve attainment and progress at or above historic rates then Sunnyville could receive definition as coasting in future.

In 2015 76% of students in Sunnyville made expected progress in Reading, 87% in Writing and 69% for Maths whilst 65% of students achieved level 4 or above across all subjects, meaning overall Sunnyville fell under the national coasting benchmark.

In 2014 76% of students in Sunnyville made expected progress in Reading, 98% in Writing and 94% for Maths whilst 72% of students achieved level 4 or above across all subjects, meaning overall Sunnyville was above the national coasting benchmark.

Not coasting



To be deemed coasting by the government, a school must fall below the coasting level for three consecutive years. A school will be considered coasting in 2016 if, in 2014 and 2015, fewer than 85% of pupils achieved level 4 or above in reading, writing and mathematics, AND a below median percentage of pupils made expected progress in each subject. AND in 2016 fewer than 85% of pupils achieve the new expected standard across these subjects AND pupils do not make sufficient progress (undefined until after publication of 2016 results)

*** In this year Sunnyville was above the government defined coasting benchmark in one of more of your measures; you will therefore be defined "not coasting" for this year, and "not coasting" overall. However we noticed that Sunnyville came close to falling under the coasting level for this year. Use the rest of this report to see where.**



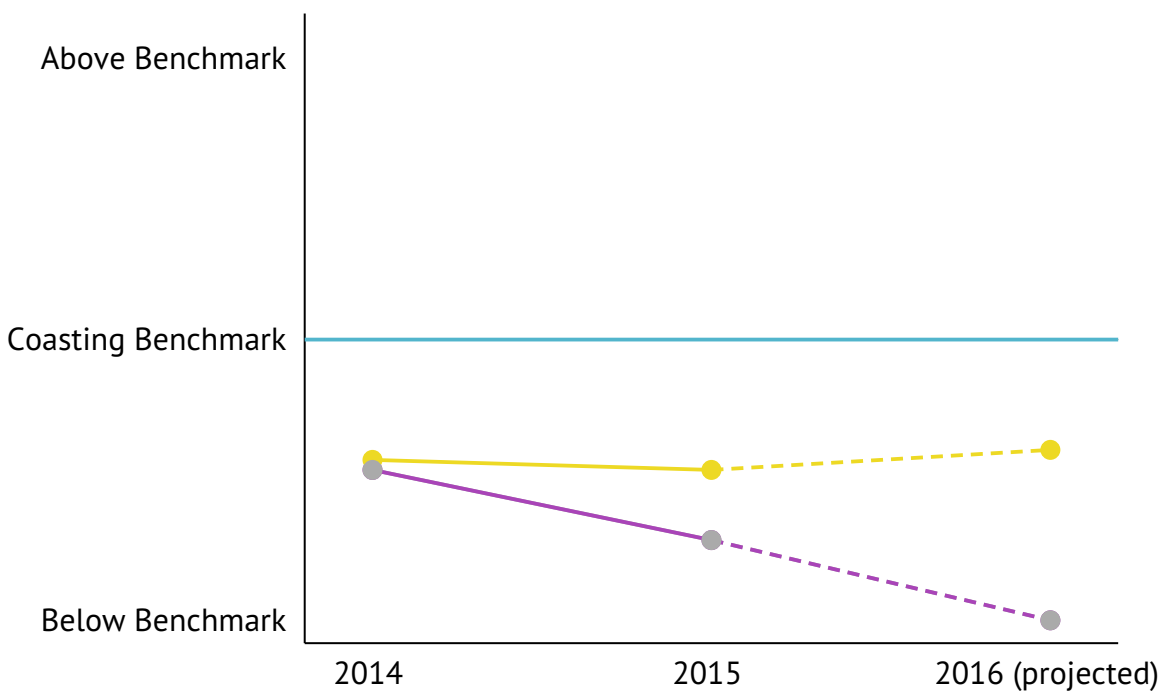
All subjects

Students achieving expected level

Overall, based on the trajectory of school improvement over the past 3 years, Arbor predicts that Sunnyville is likely to fall under the national coasting benchmark for students achieving Level 4+ in reading and maths test and writing TA, if results do not improve at or above historic rates.

This year, Sunnyville is likely to fall under the coasting benchmark for students achieving the expected level and is predicted to be between local and similar schools. Last year, Sunnyville was 20% below the coasting benchmark, the same as local schools, and 7% below similar schools. Two years ago Sunnyville was 13% below the coasting benchmark, the same as local schools, and 1% below similar schools

Likely to be coasting



Benchmark	2014	2015	2016 (projected)
School	72%	65%	Below expected
Like you	73%	72%	Below expected
LA	72%	65%	Below expected
National Target	85%	85%	At expected

Cohort size = 916



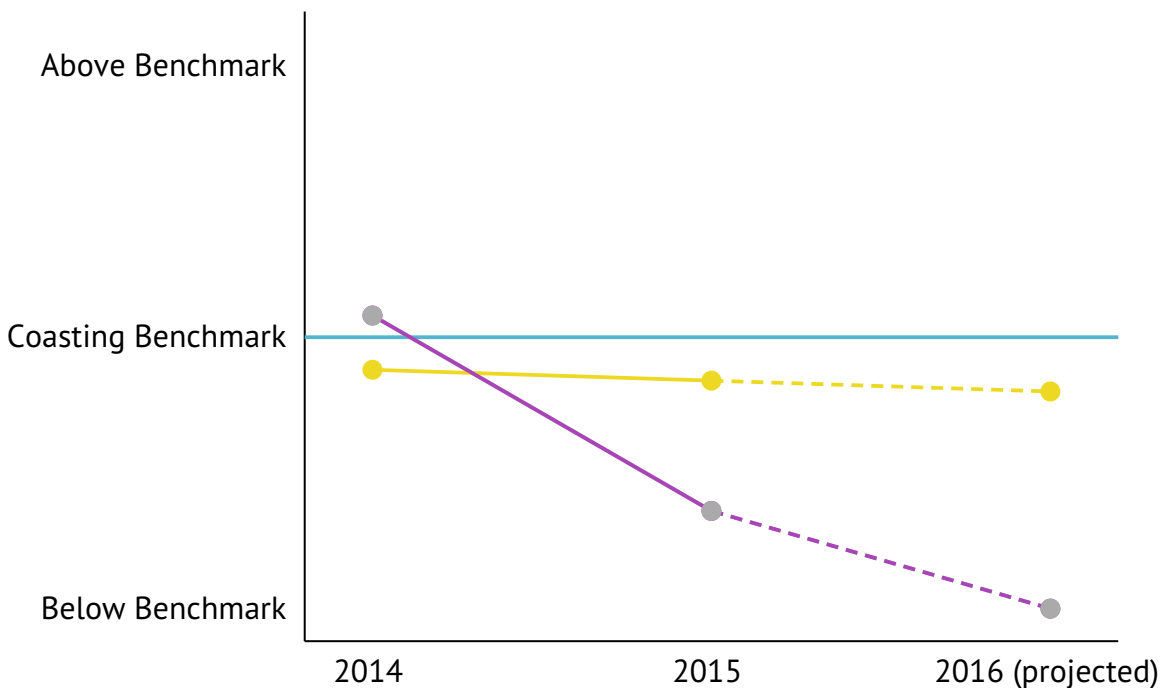
Reading

Students making expected progress

Overall, based on the trajectory of school improvement over the past 3 years, Arbor predicts that Sunnyville will not fall under the national coasting benchmark for students making expected progress in Reading, if results improve at or above historic rates.

This year, Sunnyville is likely to fall under the coasting benchmark for Reading progress and is predicted to be between local and similar schools. Last year, Sunnyville was 16% below the coasting benchmark, the same as local schools, and 12% below similar schools. Two years ago Sunnyville was 2% above the coasting benchmark, the same as local schools, and 5% above similar schools

Not coasting



Benchmark *	2014	2015	2016 (projected)
— School	102%	84%	Below expected
— Like you	97%	96%	Below expected
— LA	102%	84%	Below expected
— National Target	100%	100%	At expected

Cohort size = 916

* Figures scaled to the coasting threshold to enable progress over time to be observed



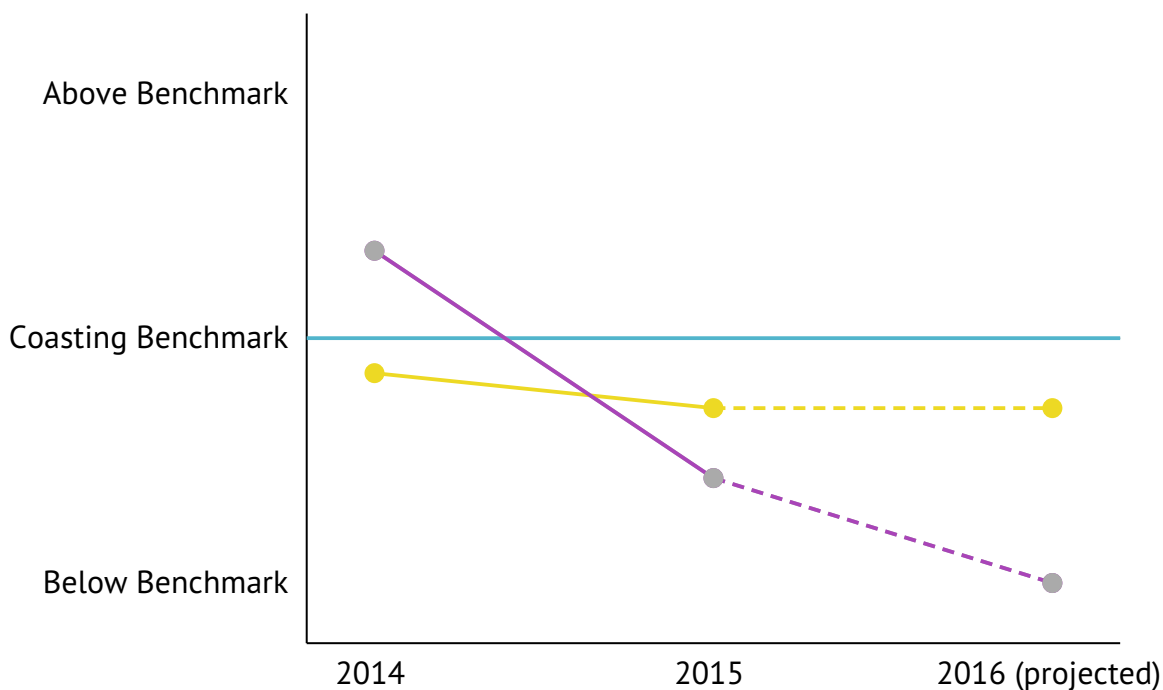
Writing

Students making expected progress

Overall, based on the trajectory of school improvement over the past 3 years, Arbor predicts that Sunnyville will not fall under the national coasting benchmark for students making expected progress in Writing, if results improve at or above historic rates.

This year, Sunnyville is likely to fall under the coasting benchmark for Writing progress and is predicted to be between local and similar schools. Last year, Sunnyville was 8% below the coasting benchmark, the same as local schools, and 4% below similar schools. Two years ago Sunnyville was 5% above the coasting benchmark, the same as local schools, and 7% above similar schools

Not coasting



Benchmark *	2014	2015	2016 (projected)
School	105%	92%	Below expected
Like you	98%	96%	Below expected
LA	105%	92%	Below expected
National Target	100%	100%	At expected

Cohort size = 916

* Figures scaled to the coasting threshold to enable progress over time to be observed



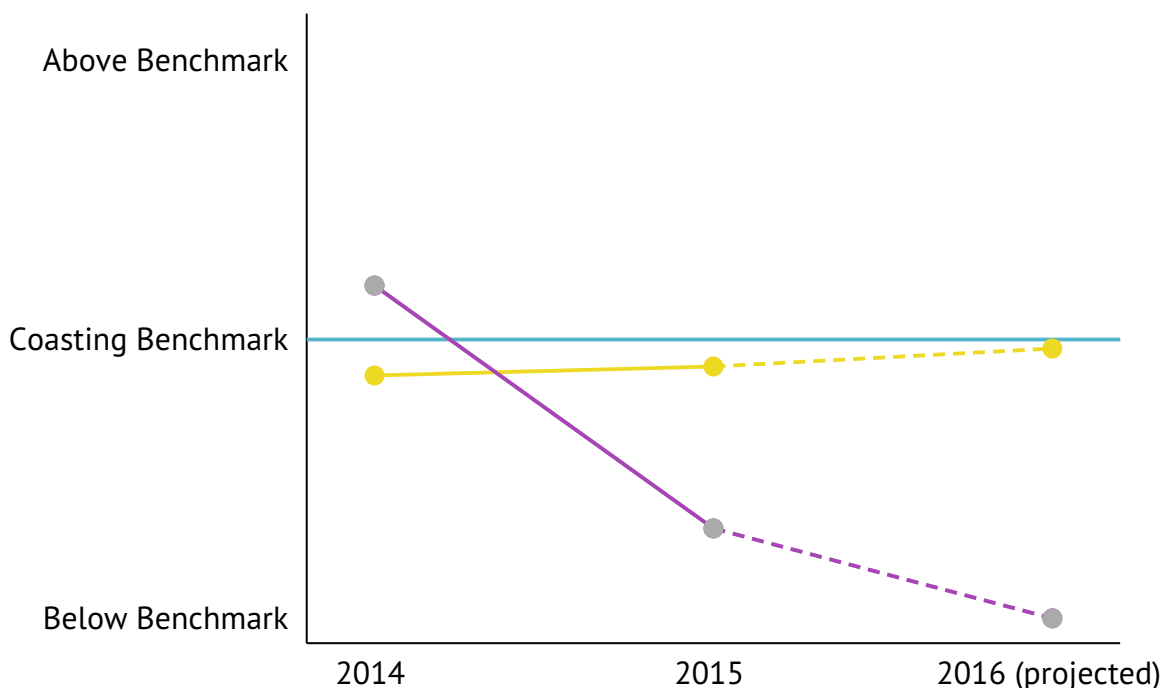
Maths

Students making expected progress

Overall, based on the trajectory of school improvement over the past 3 years, Arbor predicts that Sunnyville will not fall under the national coasting benchmark for students making expected progress in Maths, if results improve at or above historic rates.

This year, Sunnyville is likely to fall under the coasting benchmark for Maths progress and is predicted to be between local and similar schools. Last year, Sunnyville was 21% below the coasting benchmark, the same as local schools, and 18% below similar schools. Two years ago Sunnyville was 6% above the coasting benchmark, the same as local schools, and 10% above similar schools

Not coasting



Benchmark *	2014	2015	2016 (projected)
— School	106%	79%	Below expected
— Like you	96%	97%	Below expected
— LA	106%	79%	Below expected
— National Target	100%	100%	At expected

Cohort size = 916

* Figures scaled to the coasting threshold to enable progress over time to be observed

Coasting Advice from The Key

The Key provides instant, impartial information and guidance, practical resources and answers to questions on all aspects of school leadership and management. Here The Key offers advice on the coasting schools measure.

Advice for schools likely to be coasting

If a maintained school or an academy is deemed to be coasting, the Regional Schools Commissioner (RSC) and the Department for Education (DfE) can take action. This may involve:

- ✓ asking the school to outline its plans to improve educational performance and pupil progress;
- ✓ judging that the school needs additional support to improve, for example through working with a teaching school or national leader of education;
- ✓ directing the school to join a multi-academy trust (MAT) or, in the case of an academy that is already in a MAT, moving it to a new trust.

The school itself may decide that joining a MAT is the best route and proactively select a trust it feels is right for it, rather than await direction from the DfE.



Coasting Improvement Plan

There is no set format for a coasting school's improvement plan, but it may be advisable to include the following key elements:

- ✓ An analysis of current weaknesses – is the school coasting because pupils are not making enough progress across the board, or because not enough progress is being made in certain subjects?
- ✓ Evidence of plans for real change – perhaps in the leadership of the area that needs to improve. For instance, appointing a new head of subject with a track record of improving results, or setting out how a teaching school will provide support.
- ✓ Targets that are specific, measurable, achievable, realistic and time-bound (SMART).

The DfE and the RSC need to be convinced that the plan is deliverable. Schools should be able to outline each step of the plan in simple terms. A coasting school might ask itself whether its improvement plan:

- ✓ shows that senior leaders in the school understand where the problems are;
- ✓ gives a clear sense of where differences will be made quickly;
- ✓ explains how teaching will change as a result of the measures in the plan.



Coasting Advice from The Key

Advice for schools at risk of coasting

A school at risk of meeting the coasting definition in the near future has more control over its next steps, but it should treat the situation as seriously as a school that is already deemed to be coasting.

In order to take proactive action, the school might decide to act as if it is already coasting. It may ask itself the following key questions:

- ✓ What does an analysis of our current situation tell us?
- ✓ Can we produce a good improvement plan, perhaps with external help?
- ✓ Might joining a MAT be the best option for us?



How we did this for Sunnyville

Why we created the report

This report is intended to demystify the [Coasting Definition](#) which the government is introducing for the first time in 2016.

By clearly presenting and explaining the latest government data available to Sunnyville we want to help you prepare for, and respond to, your probable coasting outcome well ahead of the publication of the 2015/16 performance data.

What can I do with the report?

The Department for Education have said this about how they intend to apply the coasting definition in 2016:

Schools that have fallen within the coasting definition will have the opportunity to demonstrate their plans to improve. The Regional Schools' Commissioner will consider a school's capacity, and whether the school has a sufficient plan to bring about the necessary improvement, in order to decide whether intervention will be required.

With that in mind, we have designed this report so that you can identify Sunnyville's overall risk of falling within the coasting definition, understand why you are / are not at risk and, where necessary, begin to compile evidence about how you will respond.

The report is split into three distinct sections to enable you to do this:

- An overall coasting prediction.
- A breakdown of how each coasting measure contributes to your prediction.
- Guidance from The Key about how to respond to your coasting prediction.

If you are not likely to be defined 'coasting' this year, we hope the report will still give you a realistic expectation of your risk in future years.

How we did this for Sunnyville

How we produced the report

Our clever data scientists have taken the criteria of the coasting definition and applied them to Sunnyville's open performance data, to create a prediction of your 2016 Coasting result.

First we took your last three years of published data (2013-2015) and applied a regression algorithm to project a 2016 result for each measure. We then rescaled and combined the individual measure results to give Sunnyville a coasting result for each year, and an overall coasting prediction.

If your 2014 or 2015 result in any measure was above the coasting benchmark, you have been automatically defined as "not coasting" in 2016 (in line with the government's criteria). Our overall prediction chart puts this in the context of all of your results to help you see how close Sunnyville was to the coasting level overall.

While our algorithm predicts the probability of a school meeting the definition of coasting, it's worth remembering it's not a certainty and there are always exceptions to the rule. This is not set in stone. For example we have had to assume the curriculum in 2016 will be of a similar level of difficulty as previous years but acknowledge that this may not be the case given recent government policy changes.

Why do I have some data missing

We do the best with what we are given but we're not magicians! Either the data wasn't reported to the DfE, or it was disguised to preserve anonymity, so we've listed it as not available.



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Arbor's Friends

We couldn't have done this all by ourselves, and we'd like to thank the people who made this project possible in such a short space of time.



Challenge Partners is a network of high-achieving schools focused on improving the quality of teaching and leadership, leading to school improvement and better outcomes for children and young people. Challenge Partners also conduct annual Quality Assurance Reviews for each school in the partnership, with trained senior leaders and Ofsted lead inspectors.



LKMco are an education and youth-development 'think-and-action tank.' They support schools, teachers and education and youth organisations by planning, evaluating and improving the way they work. LKMco work to ensure all children and young people receive the support they need to make a fulfilling transition to adulthood by carrying out research and campaigning for action.

My items

Timeline

Dashboard



Colin Carter

10D form
maths. Ta

My students >

My resources >

Now

09:45 - 10:30

GCSE Maths (Set 5) >

Room 420

My calendar >

09:45 - 10:30 GCSE Maths (Set 4) 420

10:35 - 11:20 GCSE Maths (Set 3) 420

11:25 - 11:55 Marking

12:00 - 12:45 GCSE Maths (Set 2) 304

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School average

850 900 950 1000

NATIONAL [ALL] 1000.0

SCHOOL [176] 988.0

Females -26.6

Non-PP -19.8

EAL -22.0

Low -51.8

Middle -50.2

Not Looked After -18.8

Non-EAL -27.4

White British -26.6

High [20] -25.5

1 Other White [8] 981.2 -14.3

Males [98] 972.1 -74.9

FSM [67] 964.6 -34.6

PP [67] 964.6 -36.8

SEN [10] 916.0 -36.8

Trend (3yr)

no change

▼ -26.6

▼ -19.8

▼ -22.0

▼ -51.8

▼ -50.2

▼ -18.8

▼ -27.4

▼ -26.6

▼ -25.5

▼ -14.3

▼ -74.9

▼ -34.6

▼ -36.8

▼ -36.8



Sunnyville School. Signed in as Alisha-Mae Booth [sign out](#) **Arbor** 13 ?

My Items Students School System Finance Search...

Markbook - Temple Sutton Year 1 Maths statements

02 Mar 2016 Maths > Conceptual

Bulk Mode: OFF ON Mark: Bulk mark... Add Evidence Download

Student	Average	I can use obje...	I can say what...	I can solve si...	I can work ou...	I can
Anglim Mariyum <small>EAL Pupil Premium C</small>	Beginning	Beginning	Secure	Beginning	Beginning	
Armstrong Max <small>Out Of Age Group Cohort</small>	Secure	Secure	Secure	Secure	Beginning	
Blocksidge Hibba <small>EAL</small>	Secure	Secure	Secure	Beginning	Secure	
Bruce Robert <small>Out Of Age Group Cohort</small>	Secure	Secure	Mastered	Secure	Mastered	
Cargo Daniel <small>Out Of Age Group Cohort</small>	Secure	Secure	Secure	Secure	Mastered	
Chamberlain Azra	Secure	Secure	Mastered	Secure	Mastered	
Chumber Raefe	Secure	Secure	Mastered	Secure	Mastered	
Culverhouse Teigan	Secure	Secure	Mastered	Beginning	Secure	
Donny Joelle <small>Out Of Age Group Cohort</small>	Secure	Secure	Mastered	Secure	Secure	
Drabble Abella <small>Out Of Age Group Cohort</small>	Secure	Beginning	Secure	Secure	Mastered	

No Levels? No Problem.


Our no levels Curriculum Tracker works with any assessment policy, allowing you to track and report on pupil progress your way.






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Just click below to let us
know what you think.*




I don't like Arbor reports


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