

Key Stage 4 Outcomes, Curriculum, Assessment

Outcomes

Improved leadership and management, coupled with a relentless drive by all staff to improve the quality of teaching, learning and assessment across the school has directly impacted in rapidly improved outcomes over the past five years. Progress made by students in 2015 and again in 2017 is significantly above the National average and our Progress 8 score this year is one of the highest in North Tyneside and puts the school in the top 18% of school in the country, and when contextualised the top 4%. Progress 8 is a value added score reflecting student achievement across eight traditional Ebacc subjects including Maths, English, two Science qualifications and three other robust option subjects. This represents outstanding achievement for students at Monkseaton High School from their starting point.

Attainment in the new headline measure that indicates the percentage of students attaining a Grade 4 or above in the 'basics' in GCSE English language or Literature and Maths this year was 60% in line with national average. The percentage of students attaining a 'good' pass was 37% again also in line with national average. As a school, we offer a wide range of courses. The percentage of students attaining A*-B grades was 38% with several students achieving 13 A*-A equivalents and a few new Grade 9 in English and maths.

A relentless drive by all middle leaders in school meant that in 2017 there was no significant in school variation between different subject's outcomes. All subjects attained results in line with National averages at both the A*-C and the A*-A thresholds despite attainment on entry being typically below the National average.

At Monkseaton, we are committed to equality, achievement, opportunity and inclusion for all. We continue to work tirelessly to ensure that all students achieve their very best and that wherever possible any achievement gaps are narrowed or eradicated. Progress of pupils eligible for the Pupil Premium grant is a key focus for us as a school. SEN students are well supported and go on to make excellent progress. Progress for all different groups of students in 2017 was in line with or above the national average.

Curriculum

Our curriculum is broad and balanced and is mainly GCSE based with a few vocational options for students, mainly Hospitality and Health and Social Care. All students follow a broad and balanced curriculum in Year 9 and Raising Achievement Leaders work closely with our four feeder middle schools on transition. Year 9 forms a foundation year of study for student who then opt for GCSE option courses that start in Year 10. Maths, English and Science follow a three-year key stage.

All students follow a core pathway of GCSE English Language, Literature, Maths, core and additional Science and have iLearning and PE as part of their curriculum entitlement. Students have four further Options available to choose from and one of these options should be either History, Geography or an MFL. Our curriculum has been designed to match both student need and new accountability measures. It is not compulsory for all student to take a Modern Foreign language as this is still under consultation nationally. Students have 7 hours over two weeks of English and Maths and Option subjects have 5 hours. Allowing emphasis on the key skills of literacy and numeracy.

Assessment

As a school, we have worked very hard to establish a culture of assessment that is focussed on formative assessment where students are expected to redraft and respond to teacher feedback. Our CPD cycle of training has enabled us to refine this but also look at assessment through creative use of questioning in lessons.

All students are assessed on entry into the school and transition data is collected prior to student's arrival in Year 9. Regular planning meetings are held on a subject level across the pyramid of schools. Throughout the year teachers are asked for summative data on student performance through frequent data captures. The results from these help monitor progress across all subjects and by all staff. Predictions in school have been increasingly accurate over the past three years and in 2017 were only one percent different.

If you require further information please look at our website for further details on the above information.