

Wakefield City Academy

Raising achievement and aspirations in
challenging circumstances

Lucy Reynolds - Head of English



Not exactly leafy lane!





WELCOME

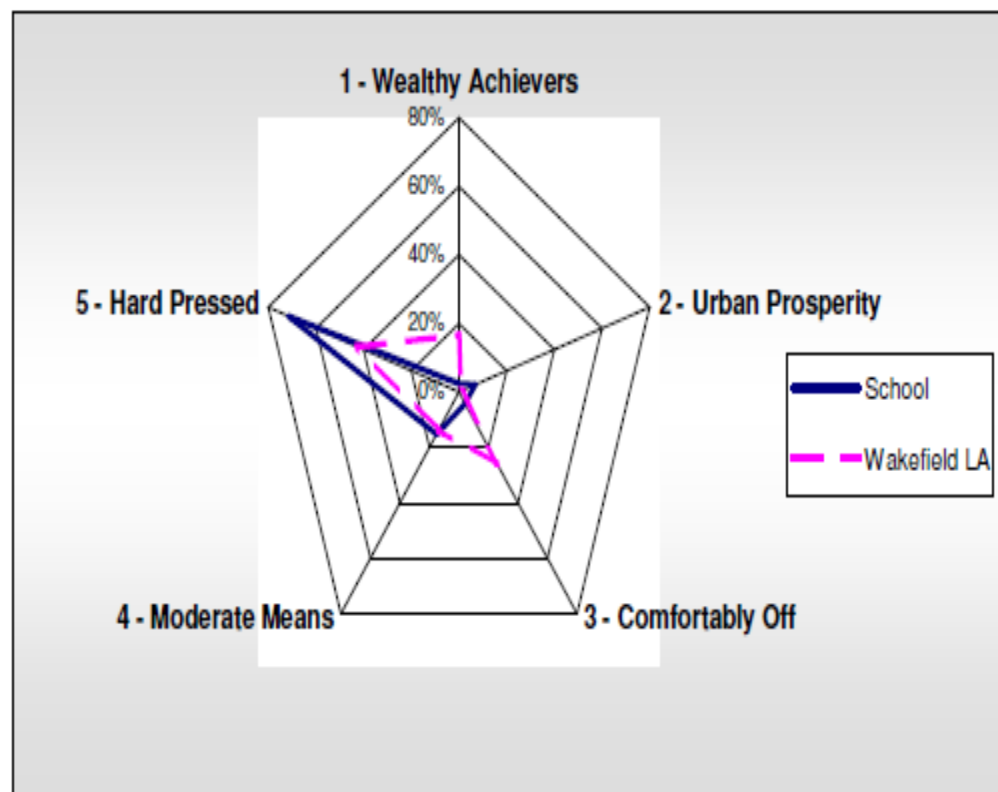
RECEPTION



ACORN

A Classification Of Residential Neighbourhoods

ACORN is a geo-demographic segmentation of the UK's population which segments small neighbourhoods, postcodes, or consumer households into 5 categories, 17 groups and 56 types.



CACI

ACORN

A Classification Of Residential Neighbourhoods

ACORN Categories		
Category 5 - Hard Pressed	LA 43%	Wakefield City 71.4%
Percentage in Categories 4&5 (and ranking)		86.6% (18/20)



Welcome

At Wakefield City Academy we are proud of our relatively recent transformation. We have undergone a radical change from a school that, in the mid to late 90s, was struggling in many aspects, to become a thriving educational success story. Our journey highlights what can be done when a staff, parents and pupils wish to affect change in a synchronised way to reverse negative trends and raise the bar of aspirations and expectations.

Challenging Context: City Academy

- Inner City Comprehensive
 - 4 main feeder schools -2 giving cause for concern
- 700 Pupils (11-16)
 - Few parents with qualifications & FE/HE – very low literacy skills
- 29% EAL
 - 85 staff (46 teachers)
- 27% SEN
 - Challenging location
- High FSM (26%) compared to LA and National 14%
 - Ability on intake in bottom 3% nationally
- 72nd worst intake in the country APS
 - Index of deprivation amongst worst 7%

Attitudes we have to face

- ‘What’s the point of getting GCSEs...I want to be on the dole.’ Year 11 pupil
- ‘ I’m not bothered...I don’t care.’ Year 8 pupil
- ‘ If I ever meet Shakespeare, I’ll knock him out!’ Year 10 pupil

Wakefield City Academy

Who are we?

Some basic information

- ❑ Specialist Maths & Computing College
- ❑ HPSS Status
- ❑ Leading Edge Lead School
- ❑ Accredited Mentor School (Advanced)
- ❑ 2 consecutive Outstanding Ofsted Reports
- ❑ 700 on roll
- ❑ Oversubscribed in each year (year 7 cohort increased by 30)
- ❑ 11-16 age range

From Nadir to Zenith

1998 – 12% 5 A* - C (7% including EM)

2011 – 89% 5 A* - C

62% 5 A* - C inc Eng & maths

68% A* - C English Language

KS2 – 4

3 levels progress in English 88%

73.5% LA average FFT prediction 58%

KEY STAGE 4

Wakefield City Academy

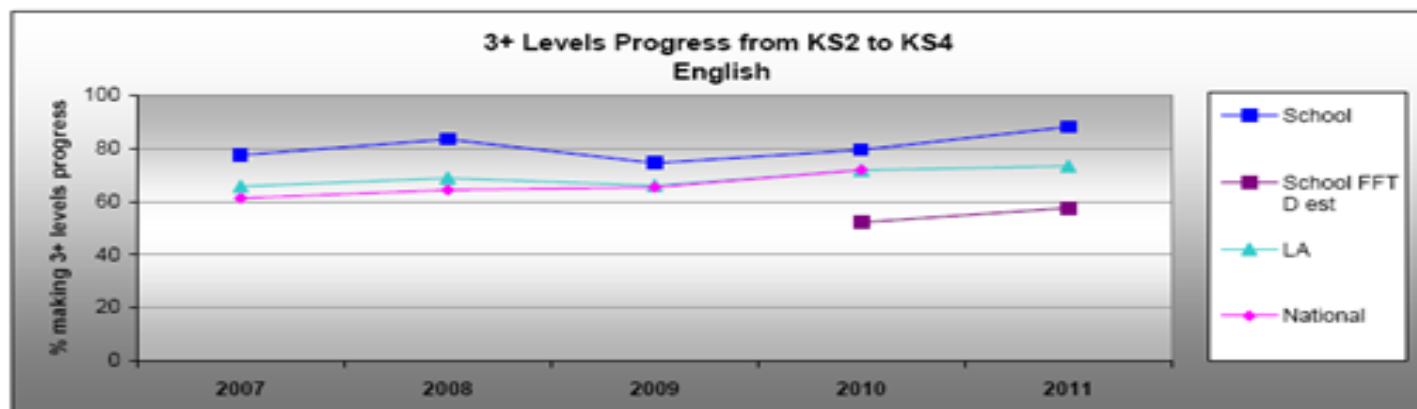
KEY STAGE 2 to 4 - VALUE ADDED - ENGLISH

	No. of Pupils			2009			No. of Pupils			2010			No. of Pupils			2011		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
OVERALL	121	74	47	1002.5	1001.7	1003.7	96	46	50	1003.0	1002.5	1002.9	123	63	60	1003.1	1002.6	1003.2
Attainment at KS2																		
Below Level 4	37	25	12	1000.8	999.2	1004.1	36	15	21	1002.6	1002.0	1002.2	44	27	17	1005.6	1004.4	1005.5
At Level 4	64	38	26	1004.2	1003.8	1004.8	43	23	20	1003.6	1002.6	1003.4	55	24	31	1001.6	1001.7	1001.1
Above Level 4	18	9	7	1001.0	999.4	1002.9	17	8	9	1000.3	1000.1	1000.3	24	12	12	1000.5	998.9	1001.9
FSM																		
Non-FSM	101	61	40	1002.5	1001.8	1003.5	70	36	34	1001.9	1002.0	1001.3	90	48	42	1002.8	1002.1	1003.2
FSM	20	13	7	1002.3	1000.9	1005.0	26	10	16	1004.5	1002.3	1004.5	33	15	18	1003.1	1003.0	1002.3
SEN																		
Non-SEN	97	62	35	1003.1	1002.8	1003.8	69	35	34	1002.7	1002.9	1001.3	66	30	36	1002.9	1002.0	1003.1
School Action	3	2	1	996.4	991.2	1006.7	3	2	1	999.3	999.9	999.3	27	16	11	1003.6	1003.4	1002.3
Action Plus / Statement	21	10	11	1000.3	997.1	1003.2	24	9	15	1003.3	1000.5	1004.0	28	17	11	1001.6	1001.1	1001.7

Transition Matrices Key Stage 2 to Key Stage 4 2011

(Showing percentage making 4 levels of progress)

SCHOOL		No. of Pupils	School KEY STAGE 4 - GCSE English Grade											
			U	X	G	F	E	D	C	B	A	A*	% A*-C	% A*-G
KEY STAGE 2 ENGLISH LEVEL	<	10			10		50	30	10				10	100
	W	2			50	50								100
	1	2			50	50								100
	2	16			6	6	31	38	13	6			19	100
	3C	7					14	43	43				43	100
	3B	2					50		50				50	100
	3A	11					9	27	64				64	100
	4C	26						15	65				65	100
	4B	18							83	11	6		100	100
	4A	15					7		33	53	7		90	100
5	19							18	37	42	5	100	100	
												4+Lvs	37.5	
LA		No. of Pupils	LA KEY STAGE 4 - GCSE English Grade											
			U	X	G	F	E	D	C	B	A	A*	% A*-C	% A*-G
KEY STAGE 2 ENGLISH LEVEL	<	136	3		3	10	15	18	21	14	7	1	43	86
	W	2			50	50								100
	1	21	13		24	38	10		5				5	78
	2	175	6	1	18	21	26	14	4	1			5	87
	3C	128	5		5	22	29	23	15				15	60
	3B	181	2		4	10	22	31	30	1			30	87
	3A	158	2		2	6	18	31	38	1			38	95
	4C	501	1		1	2	7	26	54	8	0		83	96
	4B	544	1		1	1	2	13	65	18	1		82	99
	4A	521	0			1	1	5	63	33	7		80	99
5	864	0						1	20	38	32	8	96	99
												4+Lvs	29.3	



KS2 – KS4 PROGRESS JUSTIFICATION 2011

Wakefield City Academy

% 3+ Levels Progress from KS2 to KS4 2011 in English and in Maths

ENGLISH

All Pupils	2007	2008	2009	2010	2011
School	77.7	83.6	74.6	79.6	88.3
School FFT B and D Estimates				45.9 - 52.2	51.7 - 57.7
LA	65.8	68.9	66.1	71.9	73.5
National	61.4	64.4	65.5	72.0	

One of the beauties of teaching is that there is no limit to one's growth as a teacher, just as there is no knowing beforehand how much your students can learn.

(Herbert Kohl)

Anything is possible – Alan Yellup (Headteacher of Wakefield City Academy)

Inspirational leadership can change the philosophy of a school, transforming ideas and dreams into reality. Negative trends and long held assumptions need to be abandoned in order to fully realise what you are capable of as a school.



Promoting a 'Can do culture'

'The school has high expectations and actively promotes a 'can do' culture that successfully motivates and inspires students and staff. Achievement is outstanding. Students enter the school with well below average standards...'

'Students do particularly well in English and mathematics...'

'Achievement is outstanding.'

Oct 2007

Our Key To Success

- Changing the culture of the school – Ethos
- **Sharing good practice – learning and teaching group input**
- Recruiting and retaining quality staff
- **Taking risks and removing fear of failure**
- Overhauling the old structures
- Strategic use of pupil data
- **Providing continuity for our pupils – raising their self esteem.**

How have we improved in English?

Some of our successful strategies:

- Going Green – ambitious targets, using FFTD+1 predictors
- Synchronicity between core departments through bi- weekly IMPACT meetings
- IMPACT Meetings (**Intervention Mentoring Personalisation Achievement Challenge Targeting**) involving regular analysis of assessment against targets/data to use intervention diagnostically and prescriptively
- HLTAs in English, maths and science – attached to departments
- Highly catered and personalised learning through intervention (whole class and withdrawal groups)
- Mentoring for all borderline KS3 and KS4 pupils targeting problem areas

IMPACT Data Analysis

			English							Maths							Science										
			English KS2	Autumn Y9	Mock SAT	SAT	Difference (sub level) SAT-Target	levels progress KS2 - KS3	Target English	Maths KS2	Autumn Y9	Mock SAT	SAT	Difference (sub level) SAT-Target	levels progress KS2 - KS3	Target Maths	Science KS2	Autumn Y9	Mock SAT	SAT	Difference (sub level) SAT-Target	levels progress KS2 - KS3	Target Science	Total difference (sub level) SAT - target	English SET	Maths SET	Science SET
10	1	AHMED Nouf		5c	5c	5c	1	###	4a		5c	5b	5a	4	###	4b		4b	5c	5c	1	###	4a	6	H3	9H3	H4
13	1	AKHTAR Rizwana	4c	5c	4a	4a	-2	0	5b	3b	5c	5c	5b	1	2	5c	4b	4c	4a	4c	-3	0	5c	-4	H3	9H3	H4
16	1	ANDERSON Matthew	3	5c	5a	5c	0	2	5c	3	5c	3a	4b	-2	1	5c	4	4b	5c	5c	0	1	5c	-2	H3	9H3	H4
37	1	BHATTI Nouman		5c	5c	5b	2	###	4a		6c	6c	6c	2	###	5b		4a	4a	5c	3	###	4c	7	H3	9H3	H3
45	1	BRUNT Jodie	3b	4a	4a	5c	1	2	4a	3b	5b	5c	5c	0	2	5c	3b	3b	3a	4b	-1	1	4a	0	H3	9H3	H4
47	1	DAWSON Luke	3b	5c	5c	4a	0	1	4a	3a	5b	5b	5a	1	2	5b	4c	5c	6c	5c	0	1	5c	1	H3	9H3	H2
49	1	ERGLIS Martins		3a	n	N	-7	###	4c		4c	3a	4c	0	###	4c		3b	4c	3c	-5	###	4a	-12	H3	9H3	H5
50	1	HALL Jordan	3a	4a	4b	5c	0	2	5c	3a	5c	5c	5a	1	2	5b	4a	4a	4a	5c	-1	1	5b	0	H3	9H3	H3
51	1	HALL-WILLIAM Michael	3a	4a	4a	5c	0	2	5c	4c	5b	5c	6c	1	2	5a	4b	3c	4b	4a	-1	0	5c	0	H3	9H3	H4
53	1	HODGSON Rebecca	3a	4a	5c	5c	0	2	5c	3b	5b	4a	5b	1	2	5c	3a	4c	4b	4b	-1	1	4a	0	H3	9H3	H4
58	1	HUSSAIN Amman	2b	4a	5c	5b	5	3	3a	3b	5b	5c	5b	0	2	5b	4a	3a	4c	4a	-1	0	5c	4	H3	9H3	H4
60	1	JORDAN Colette	3b	4a	4b	4c	-2	1	4a	3b	4a	3a	4c	-2	1	4a	3b	3c	3a	4c	-1	1	4b	-5	H3	9H3	H4
63	1	LANGE Roksana		3a	4c	N	-9	###	4a		4a	3a	3b	-5	###	5c		4c	2a	3c	-6	###	5c	-20	H3	9H3	H4
71	1	ORANGE Catherine	4c	5c	5b	5b	-1	1	5a	3a	5c	5c	5a	1	2	5b	3b	4a	4a	4a	-2	1	5b	-2	H3	9H3	H3
75	1	REYNOLDS Terrie	4c	5b	5a	6b	2	2	5a	3a	5c	5a	6c	2	3	5b	4c	4b	5c	5b	1	1	5c	5	H3	9H3	H3
97	1	SAAR Fatoubah	2b	4a	5c	5c	4	3	3a	3b	5c	5b	5b	2	2	4a	3b	3a	4a	4a	2	1	4c	8	H3	9H3	H4
107	1	SARWAR Kiran	4b	5c	5b	5c	-1	1	5b	3a	5b	5c	5b	0	2	5b	4a	3c	3a	4c	-4	0	5b	-5	H3	9H3	H4
109	1	STIRLING Katie	3c	4a	5c	4b	-1	1	4a	3b	4a	4a	4a	0	1	4a	3b	3b	3a	4c	-1	1	4b	-2	H3	9H3	H4
111	1	WALSHAW Adam	2b	4c	4c	3a	-1	1	4c	3a	5a	5a	6c	2	3	5b	3c	4c	4b	5c	2	2	4b	3	H3	9H3	H3

Ambitious Aspirational Targets Used In English

Our 'Going Green' assessment system is based on FFT D+1 targets.

- This might seem ambitious but there seems to be a **'self fulfilling prophecy'** or **'placebo'** effect taking place on pupils and staff. Pupils falling short can be rewarded for good effort with a postcard system/ merit awards
- Data is **never** used to highlight 'failure' of pupils or staff if targets are not being currently met, but to affirm what is possible, ***'Look how near to 5a you are! You are only two sub levels off a 6c – all you need to do is stop comma splicing and vary your clauses more and you are in Pathway 1 next year!'***

FFT live – A Motivational Tool

This report shows each pupil's probability of attaining individual KS4 Levels in a range of GCSE subject areas. Use the Est Basis option to select either PA or SE estimate models and select a rank (50 to 5) to compare against schools at the 50th to 5th percentile. By selecting a rank of 10, for example, the estimates will be based on the progress made by pupils in schools at the 10th percentile for value added. The higher the rank (5 highest, 50 lowest) the more challenging the estimates.

Pupil Details			KS3 Results							KS4 Estimates											
Name	DoB	Sex	KS	Test			TA			Est Basis	Subject Group	% chance of achieving KS4 Grade								% chance	
				EN	MA	SC	EN	MA	SC			G	F	E	D	C	B	A	A*	A*-C	Pass
Abddah, Rukhsana	21/10/92	F	3	5.8	6.8	4.5	5	6	5	SE	English	1 %	1 %	3 %	15 %	44 %	31 %	7 %	1 %	82 %	99 %
Ahmed, Iram	12/02/93	F	3	5.9	5.8	4.8	6	5	4	SE	English	1 %	1 %	3 %	16 %	43 %	30 %	7 %	1 %	82 %	99 %
Aitkaddour, Reece	14/01/93	M	3	3.9	3.1	3.9	4	3	3	SE	English	10 %	22 %	35 %	27 %	6 %	1 %	1 %	1 %	9 %	94 %
Akhtar, Ibrahim Mohammed	05/06/93	M	3	2.2	3.9	3.3	3	3	3	SE	English	18 %	36 %	34 %	11 %	1 %	1 %	1 %	1 %	4 %	91 %
Akhtar, Shazaib	28/07/93	M	3	3.5	3.9	4.4	4	3	4	SE	English	8 %	20 %	36 %	30 %	7 %	1 %	1 %	1 %	10 %	96 %
Aldridge, Blake John	27/11/92	M	3	5.9	7.1	5.9	5	7	6	SE	English	1 %	1 %	1 %	6 %	33 %	43 %	16 %	1 %	93 %	99 %

Single Gender Teaching In Top Set English

Reasons for its success?

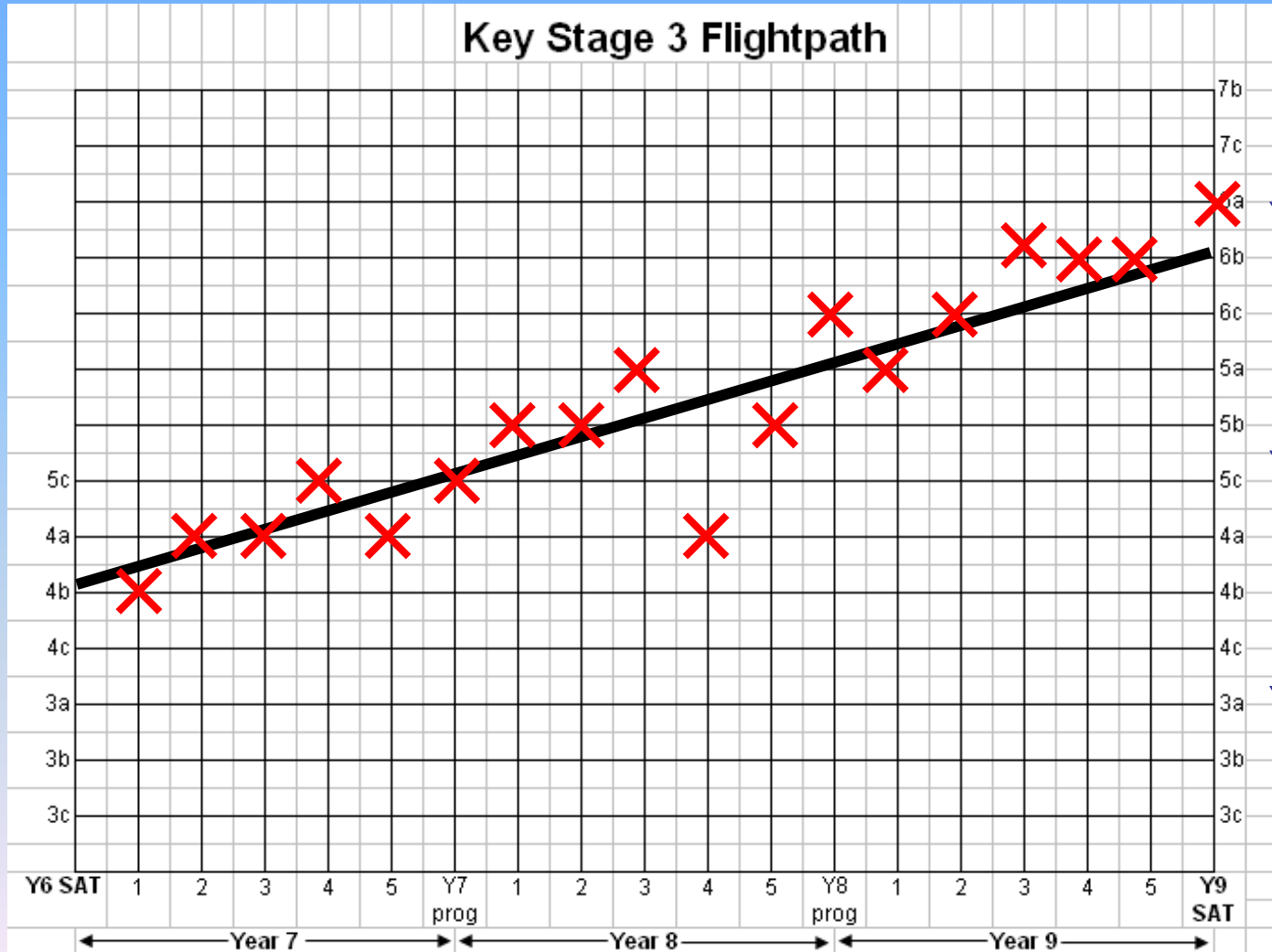
- Dynamic behavioural changes – less posturing/barriers removed/risk taking increased
- Increases self esteem and self worth for pupils
- Competitive streak increases
- Allows for more upward mobility – Pathway 1 Boys made up of A, B, C and D/C pupils (60 pupils in top set in 120 cohort)
- D/C and C/D pupils more enthused and learn good habits
- Cultivates a sense of deferred gain
- Boys more inclined to become more academic/expressive
- Allows for gender oriented text selection – easier to engage pupils as can tune into preferences/interests e.g. Size Zero – sexy or just plain sick? Should boxing be banned?

Revitalising APP

- Assessing pupil progress was piloted in the department 3 years ago, rather unsuccessfully.
- Original materials weren't fit for purpose – levelling of materials was wrong in our opinion
- Returned to it last year, and have used child friendly language, assessment focus centred teaching, peer assessment and AFL techniques.
- Seems to be working well – pupils are achieving their targets and 'Going Green', aswell as understanding what they must do to improve further.

KS2 4b

KS3 Target 6b



Y9 6b

Y8 5b

Y7 4a

WRITING STAMINA FOR KEY STAGE 3

TO TRAIN FOR THE RIGOURS OF CONTROLLED ASSESSMENT IN KEY STAGE 4, OUR NEW YEAR 9 STRUCTURE OF LESSONS INCLUDES A WEEKLY WRITING LESSON, WHERE PUPILS ARE SET A LONGER WRITING TASK AND ARE GIVEN THE MAJORITY OF THE LESSON TO RESPOND TO IT.

NOT ONLY IS IT GREAT PRACTICE FOR YEAR 10 AND 11, BUT IT STOPS THE DREADED 'QUARTER OF A PAGE' SYNDROME THAT WE FELT HAPPENED WHEN OUR CURRENT YEAR 11'S STARTED THEIR NEW GCSE COURSE. BY TRAINING THEM TO WRITE INDEPENDENTLY IN KEY STAGE 3, IT REDUCES THE FUSS, STRESS AND CONFUSION THAT STARTED IN SEEP INTO YEAR 10 CLASSES LAST YEAR WHEN PUPILS HAD TO WRITE FOR AN EXTENDED PERIOD.

English preparation week

- This year we entered all of Year 11 into the November entry examination.
- In order to get them ready for it, they had a special English focus throughout the week, starting in a whole Year English impact day, starring Dreadlock Alien, Birmingham's Poet Laureate, and professional performance poet.
- All pupils listened to his motivational speech then took part in a language workshop, getting them to focus on their own skills in English.
- The rest of the day was workshops with members of the English department, concentrating on our areas of expertise and giving pupils a mixed diet of teaching techniques.



Everyone got involved!



Master classes for target pupils

- The English impact week ended with a full day of master classes outside of school, with a C/D borderline class taking place at St Swithun's community centre and an A*-B class taking place at Clarke Hall.
- The day centred around both papers for the examinations, studying past papers and exploring techniques of how to 'squeeze' the most marks out of each paper.



Tina Hawkshaw & Gill Golding

HLTAs

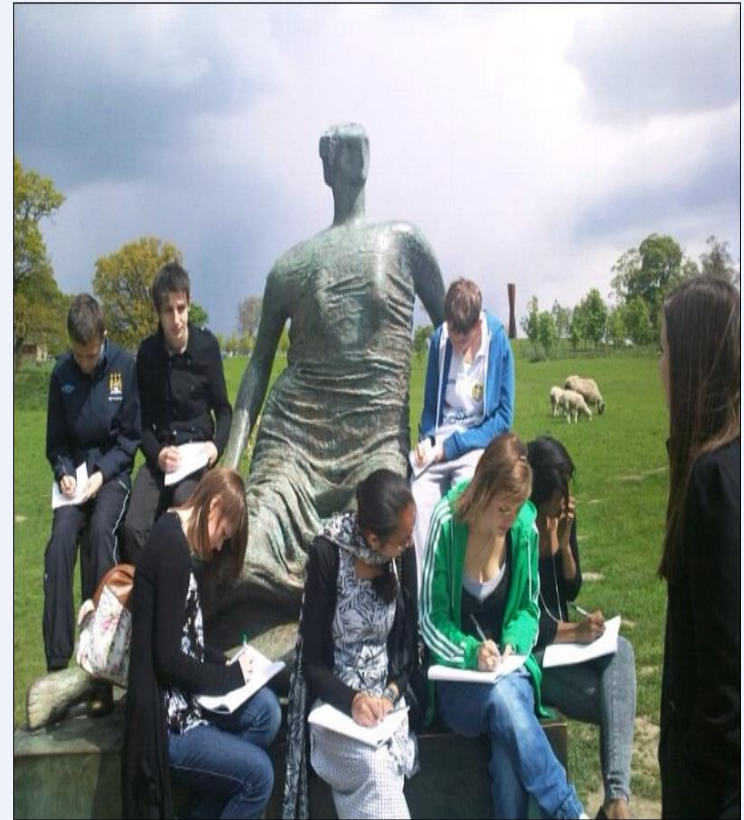
- Permanently attached to English
- Support targeted classes
- Withdraw small groups – highly catered/personalised learning
- Oversee strategies such as ‘One to One’
- Cover classes when we are ill/on courses
- Mentor pupils identified as underperforming
- Carry out admin tasks/organise schemes/resources
- Do ‘catch up’ intervention work with KS4 pupils who have been absent/Pakistan
- Use progress maps to personalise learning strategies
- Input ‘Going Green’ data/highlight pupils falling short of FFT
- Toe by Toe with weak pupils from ALL year groups.

Other successful initiatives

- Staff and pupil book recommendations to be displayed in the library and around the school
- Carnegie Award – Readathons
- Catch up Literacy– already established by SENCO, with the help of HLTA and LSA staff
- Displays around school promoting the library and the new books available/ competitions / events. Selected staff were brave enough to have their photographs taken with their favourite book. This has been very popular with students, who can now ask members of staff about their books, starting a positive dialogue about reading, and dispelling the myth that only English teachers read.

- Ways in which the SLT support/foster excellent results in English & Maths – working smarter
 - English Coursework/ Controlled Assessment Days (collapsed timetable)
 - English Moderation Day (collapsed timetable)
 - Early entry for old specification – 50% of pupils already achieved a C or higher in English
 - Master Classes – Ted Snell/Ken Elliott (Chief Examiners for WJEC)
 - Flexible (often radical) approaches to timetabling targeting E&M
 - Modular approach to exam preparation – diversity keeps them keen
- e.g. A colleague teaches Paper 2 reading whereas the second in department prepares dual entered pupils for the unseen poetry component.

Partnerships with the University of Leeds and the School of Education



Enrichment and Enhancement



- National Literacy Trust – Reading Champions scheme
- The Times Spelling Bee. Our Year 7 team last year, the Wakefield Warriors, won their regional heat against nine other schools in West Yorkshire, including grammar schools, and came fourth in the semi finals.

Discrete Teaching of Literacy to all Year 7 Pupils

7H1 to 7H6

Highly structured, differentiated lessons on aspects of literacy that traditionally hold our pupils back.

e.g. subject/verb agreement

Cross Curricular Links: Geography

- Last year the English department linked with the geography department to pilot a series of literacy lessons that focused in on the language and skills used in geography, whilst focusing on their reading and writing skills. They focused on the features of descriptive writing and on a favourite place in the world, researching about it in terms of population, industry, land formations etc. They produced work that was at both descriptively rich and factually correct, widening their knowledge of the nature of geographical study and how their writing and reading skills can be used throughout their studies.
- This collaboration has shown pupils that the skills they use in lessons are transferable across the curriculum, and has paved the way for more cross curriculum links to be established throughout the school.

Reading Mentor Scheme

- Over 80 pupils participate in the reading mentor scheme, involving Years 7 -11, across all reading abilities. Not only does it give the Year 10 and 11 pupils something positive to add on their CV, but it gives all pupils a designated time to read, and has forged positive bonds between year groups and individual pupils. When pupils are given a role of responsibility, they not only meet your expectations, they exceed them in surprising and wonderful ways.



Booked Up

- Wakefield City Academy has been a long time supporter of Booked Up, a literacy scheme run by the National Book Trust, which gives every year 7 pupil a free book. We have found that by registering for this free scheme, it allows us to encourage our pupils to read when they immediately join the school, and it enthuses even the children who proudly state 'I hate reading'. There's nothing like the option of choosing an exciting, and more importantly, free book to change their opinions about reading.
- This year I was given the honour of being the only teacher to sit on the small judging panel to pick the final list for 2011 from a selection of over 70 children's books.
- It is absolutely free and is one of the easiest ways of giving your year 7 pupils a boost with their literacy skills, and creates quite a buzz around school when the books arrive.





Creative Writing group

This group is funded by Extended schools services and the Enterprise budget and gives pupils who normally fade into the background in English lessons a chance to express themselves and explore their own literacy skills. A high proportion of vulnerable children attend the group, and have produced their own collection of short stories and poems, along with a school newsletter written and researched entirely by the students.



Every pupil counts.

Joshua recently competed in the BBS Off by Heart Shakespeare competition. He learnt a Shakespeare soliloquy 'off by heart' and performed in front of BBC and RSC judges. It was all from an English teacher's comment on how gifted Josh was in terms of understanding Shakespeare and acting it out.

Staying There?

- Staff convinced we can still do better – cultivated a success culture
- Guard against complacency
- On-going curriculum review
- Increased vocational/work related courses
- Collaboration with other schools – HPSS work linked in with this.
- Keeping up to date with the latest learning and teaching strategies
- Constant pupil tracking/ mentoring
- Targeting monitoring and evaluation

Thank you for listening



For any more information about Wakefield City Academy and our English and Maths provision, email me at:

lreynolds@wakefieldcityacademy.com