

Physical Education Analysis 2013

The Hypothesis for Attainment 2012-13

Taking into account the examination results over the **last two years**, our current student attainment tracking data and external analysis from RAISEonline and FFT, we consider attainment in our subject as follows:

Key Stage 3 – Attainment – Good

End of Y9

Year	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
2011	0.5(1)	0	26(56)	50 (108)	22.5(49)	1 (2)	0
2012	0	0	22.8(53)	42.2(98)	34.1(79)	0.9(2)	0
2013	0	0	0.07(1)	15.5(36)	64(147)	20(48)	0.07(1)

A second year of intensive work in terms of standardisation, AfL, regular, regulated and systematic assessment appears to be paying dividends with a clear increase in level 6 pupils from 34.1% to 64%. Aspirational target setting, pitched at one level above the expected national norms for the subject has seen a dramatic improvement in end of key stage attainment.

End of Y7

Year	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
2011	0.4%(1)	70.7%(167)	31.7%(75)	0	0	0
2012	0	34%(71)	65%(136)	1%(2)	0	0
2013	0	0	54%(119)	43%(94)	3%(7)	0

Aspirational targets set as a result of increasingly accurate baseline testing have aided in driving up the levels at the end of Year 7. An *expectancy* that most pupils will have reached level 4 by the end of the first year has subsequently seen levels rise across the cohort.

Key Stage 4 GCSE PE - Outstanding

GCSE As a cumulative percentage										
Subject: Physical Education										
Year	A*	A	B	C	D	E	F	G	U	Abs
2010	2.0	18.0	54	60	88.0	100	0	0	0	0
2011	2.4	9.9	53.8	58.6	73.2	90.3	92.7	7.3	0	0
2012	2.1	18.9	58.3	76.6	93.8	100	0	0	0	0
2013	7.1	42.1	75.1	89.3	96.4	100	0	0	0	0

	2011	2012	2013
A*-C (actual)	58.6%	76.6%	89.3%
A*-C (Dept tracker post mocks)	66.7%	58.3%	91.2%
A*-C (Subj. Nat Average)	70%	70%	70.9%

School Targets 2013

	2011	2012	2013
% students 2 grades above target	0	0	0
% of students 1 grade above target	12.2% (5 students)	15%(7)	36%(10)
% of students on target	32% (13)	40%(19)	50%(14)
% of students 1 grade under target	22% (9)	34%(16)	10.8%(3)
% of students 2 grades under target	24% (10)	11%(6)	2.2%(1)
% of students 3 grades below target	9.8% (4)	0	0
Cohort residual	-36	-15	+5

This table shows that we met or surpassed our school targets with over two thirds our students in 2013 (68%). This is a considerable improvement on 2012 when this figure was 55% and previously in 2011(42%). The upturn in GCSE attainment is the result of a collective departmental effort but credit to SLF (ASL i/c GCSE PE, ACC & TMP).

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FFTD

FFTD A*-C Estimate 71% in comparison to actual 89.3%

FFTD Estimates – National Comparison

	Top 5% Nationally	G.C.S.E. P.E. @ Hunt
A*	10	7.1
A	29	42.1
B	54	75.1
C	77	89.3

This measure places us in the top 5% of schools delivering G.C.S.E. P.E. Nationally, for the second consecutive year.

P.E. G.C.S.E cohort in comparison to other subjects

2011	2012	2013
+1.5	+1.99(sig. diff.)	+4.34

BTEC Sports Diploma Level 2 & Extended Certificate – Outstanding

This qualification was worth 7 A*-C G.C.S.E equivalent. The entire cohort achieved A*-C awards.

BTEC Sports Diploma (4 GCSE Equivalent)	Distinction* (A*)	Distinction (A)	Merit (B)	Pass (C)
No. of students	9	0	0	3

BTEC Extended Certificate (2 GCSE Equivalent)	Distinction* (A*)	Distinction (A)	Merit (B)	Pass (C)
No. of students - 3		1		2

All of the students matched or surpassed their GCSE target grade in this award. The residual against Huntington School targets for this group, which contained a number of challenging students, was + 12. Credit to AT, ACC & MDH.

Key Stage 5 – Good

AS Level Results

AS LEVEL	Numbers not %						
Subject Physical Education							
Year	A	B	C	D	E	U	Abs
2010	1	2	3	5	2	3	0
2011	0	4	1	2	2	0	0
2012	1	1	1	1	5	6	0
2013	1	2	2	2	4	1	0

A-C =42% (2012= 20%, 2011=62.5%, 2010 = 43.8%, 2009=30%)

Looking at the 2012 results in isolation they are disappointing. Of this cohort C/D, D, D/E or E target grades accounted for 8 of the students. Many of these students were extremely close to hitting their targets, however with raw examination grade bands of just 4 marks, ONE incorrectly answered question can mean the loss of 12UMS marks (an AS grade band is just 20 marks!).

A Level Results

A LEVEL	Numbers not %						
Subject: Physical Education							
Year	A	B	C	D	E	U	Abs
2010	1	4	0	0	1	1	0
2011	0	2	3	4	0	0	0
2012	0	1	3	3	0	0	0
2013	1	1	1	2	1	0	0

A* - C = 50% (2012=57, 2011=55.6%, 2010 = 71.4%, 2009 = 53.8%)

This set of results is a fair reflection of the students who sat the examination and completed the coursework. One student may not really have continued with the course, her attitude and commitment to the course was minimal. Her result E, when target grade C skewed the results significantly.

Physical Education Analysis 2013

The Hypothesis for Progress 2012-2013

Taking into account the examination results over the last two years, our current student attainment tracking data and external analysis from RAISEonline and FFT, we consider progress in our subject to be **good**.

Key Stage 3 – Good

This is the first cohort which has completed the key stage using the subject specific baseline targeting undertaken in September 2011. The level progressions can be seen below.

Year	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
2011 (when Y7)	0.4%(1)	70.7%(167)	31.7%(75)				
2012			27.6%(66)	64.9%(155)	7.5%(18)		
2013	0	0	0.07%(1)	15.5%(36)	64%(147)	20%(48)	0.07%(1)

As stated last year the ‘acid test’ was how student progress compared to the subject specific targets set in October of their Y7 (2011). The table below makes pleasing reading and gives reassurance in terms of our initial efforts in baseline testing to forecast an end of key stage level. Over 82% of students were on or above their subject specific target, therefore making progress on or beyond expectation. Credit to the entire team.

1 Level below target	2 sub levels below target	1 sub level below target	Exactly on target	Above target by 1 sub level minimum
0.1%	3.4%	14.1%	25.6%	56.8%

Key Stage 4 - GCSE - Outstanding

The majority of students have made very good progress at KS4 examined P.E. 86% of pupils achieved or surpassed their school target (56% 2012). According to FFTD targets 14% achieved their target and 71% exceeded their target grade.

A rigorous approach was adopted throughout Y10 & Y11 that involved closer student monitoring and intervention through using departmental systems with consistency. Every lesson was made to count. This was an exceptional cohort in terms of practical ability, an excellent early moderation enabled sustained examination preparation.

Although improvement is obvious in examination performance, further sustained progress is a priority development objective for the department 2013-2014. Through further address in our approach to the theoretical side of Physical Education prior to and then during G.C.S.E. P.E. provision, progress will be improved at KS4 and subsequently KS5.

Levels of progress made - 88% of students made at least 3 levels of progress. 18% more than in 2012.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
4	Entry	U	G	F	E	D	C	B	A	A*	Total	3+	% Conv.	4+	% Conv.					
5	1										0	0	#DIV/0!	0	#DIV/0!					
6	2c										0	0	#DIV/0!	0	#DIV/0!					
7	2b										0	0	#DIV/0!	0	#DIV/0!	#DIV/0!				
8	2a										0	0	#DIV/0!	0	#DIV/0!					
9	3c										0	0	#DIV/0!	0	#DIV/0!					
10	3b										1	0	0.0	50.0	0	0.0			50.0	
11	3a				1			1			1	1	100.0		1	100.0				
12	4c							1			1	1	100.0		1	100.0				
13	4b					2	2	2	1		7	5	71.4	83.3	3	42.9			58.3	
14	4a						1	3			4	4	100.0		3	75.0				
15	5c							1	3		4	4	100.0		3	75.0				
16	5b							1	4	2	7	7	100.0	100.0	6	85.7			81.8	
17	5a										0	0	#DIV/0!	0	#DIV/0!					
18	Total	0	0	0	0	1	2	3	9	8	2	25	22	88.0	17	68.0				
20	HuntingtonSchool 21 PE																			
21	Attainment at End of KS4																			
22	U	G	F	E	D	C	B	A	A*	3+	4+									
23	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
24	2	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
25	3c	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
26	3b	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
27	3a	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
28	4c	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
29	4b	0%	0%	0%	0%	29%	29%	29%	14%	0%	71%	43%	43%	43%	43%	43%	43%	43%	43%	43%
30	4a	0%	0%	0%	0%	25%	75%	75%	0%	0%	100%	75%	75%	75%	75%	75%	75%	75%	75%	75%
31	5c	0%	0%	0%	0%	0%	25%	75%	0%	0%	100%	75%	75%	75%	75%	75%	75%	75%	75%	75%
32	5b	0%	0%	0%	0%	0%	14%	57%	29%	100%	86%	86%	86%	86%	86%	86%	86%	86%	86%	86%
33	5a	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
34																				

2 students who failed to make 3 levels of progress came from a start point of 4b. They were our 2 ‘D’ students.

Current KS4 GCSE shows good portents for a similarly high A*-C rate, however intervention for some students will need to be on both the theory AND practical aspects of the course

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Key Stage 5 – Good

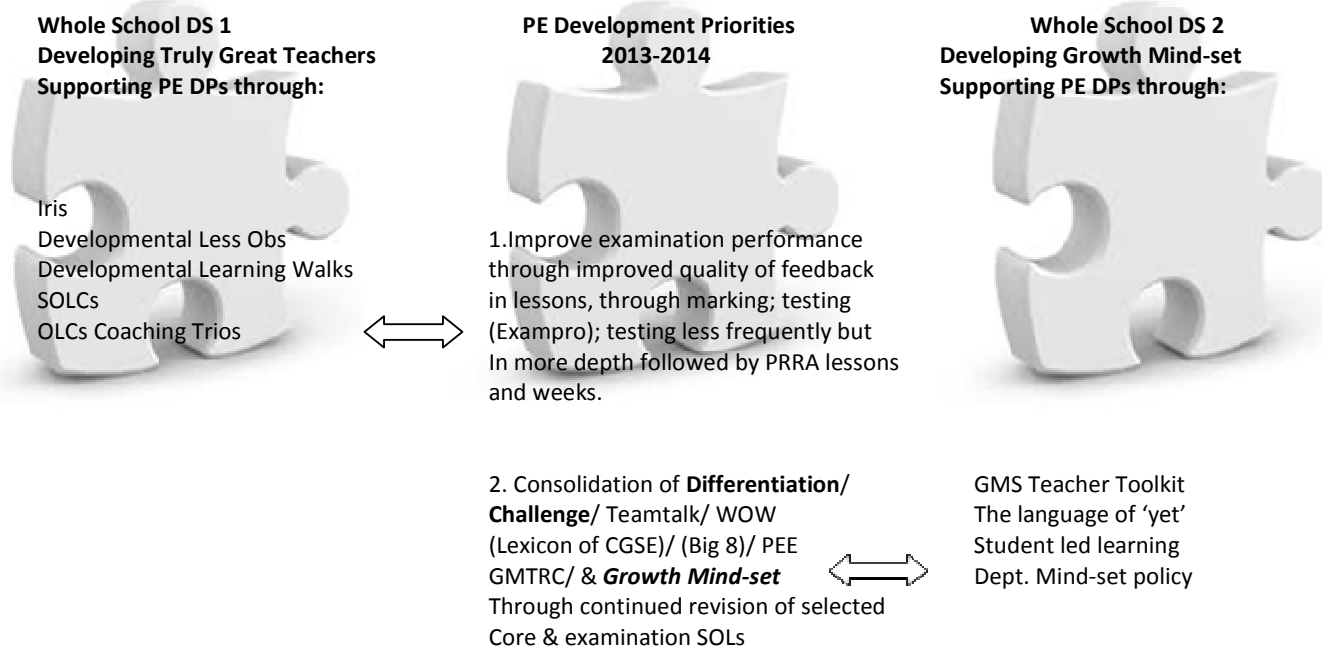
AS	2009	2010	2011	2012	2013
ALPS Score	5	5	3	7	5(good)

Targeted, differentiated teaching has seen the ALPS measurement of teaching and learning standards return to a good judgement. An identified cohort of students who had gained D or E on the GCSE PE paper were identified and extra support provided. Retention of AS into A2 has been vastly improved – 2012 16/6, 2013 15/10. Credit to the teaching team of SLF & MDH.

A2	2009	2010	2011	2012	2013
ALPS Score	4	4	5	7	6

The small size of this group means the results are skewed in a negative fashion. This cohort of 6 had 2 pupils who received significant intervention and the results barring 1 were pleasing. The ALPS measurement of the quality of teaching and learning is an improvement on the previous year and my hypothesis is that this measure will continue to improve as 'long termist' departmental strategies bear fruition.

Physical Education Department Development Priorities 2013-2014



Physical Education Team Professional Development Subject Objective(s)

Objective	Performance Criteria	Sources of Evidence
Improve the quality of feedback given to students.	To improve examination performance through quality verbal and written feedback. Used in lessons, marking and through PRRA sessions.	LPM Work scrutiny Learning Walks Improved student outcomes
Review current SOLs and ensure they are fit for purpose and in line with Departmental and Whole School approaches.	To improve examination performance through stretching the most able (challenge), and supporting those with need (differentiation). Revision of selected SOLs to incorporate all of the above.	Updated SOLs (individual responsibility) LPM Work scrutiny Learning Walks Improved student outcomes