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Neil Bradford, Deputy Head

To find out more

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## An "Outstanding" School

Featherstone is an 11-16 Sports and Vocational College in Southall, with over 1100 students, mostly of Asian and African ethnicity. Almost 90% speak English as an additional language. Socio-economic circumstances are 'challenging', student mobility is high, as is the proportion receiving free school meals. The school has been 'Leading Edge' for four years, attendance levels are high, academic progress is good, and personal development was recognised as exceptional.

The school uses a wide range of SIMS modules effectively, including the SIMS Learning Platform and the SIMS Pupil Performance Suite.

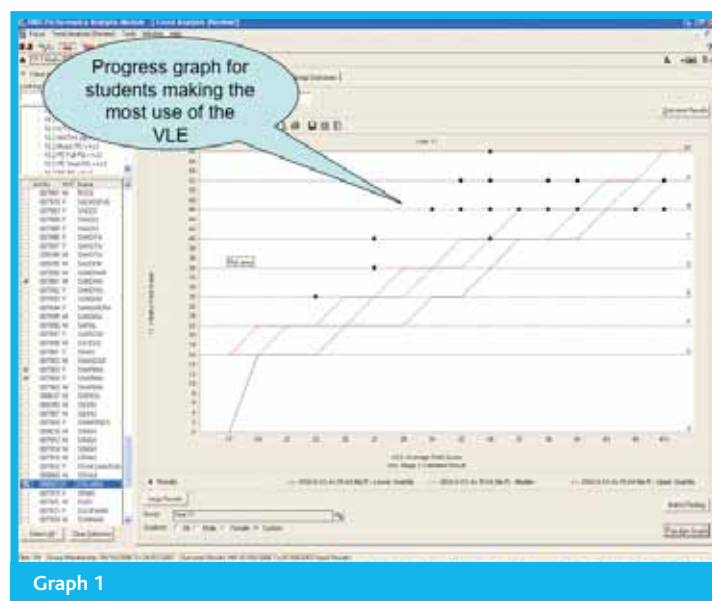
Deputy Head, Neil Bradford is an enthusiastic proponent of the use of data from Performance Analysis to provide the evidence to support decisions about teaching and learning:

"All teachers have access to SIMS Performance Analysis; form tutors use it to identify students who need intervention and liaise with subject staff to monitor and track the effectiveness of the strategies used."

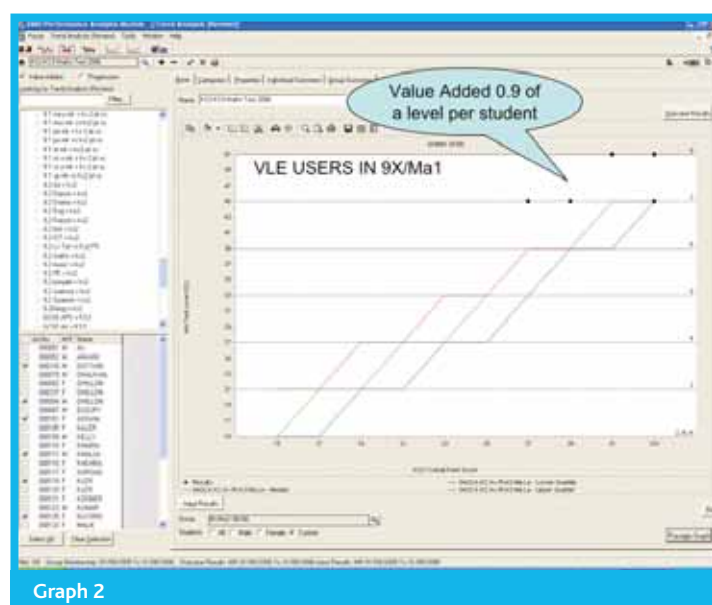
"The school has a strong record of improvement, and constantly seeks reasons and explanations for its performance in order to take appropriate action."

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SIMS Performance Analysis also provides data to judge the effectiveness of a variety of strategies. For example, the use of the VLE, the SIMS Learning Platform:



The use of SIMS Performance Analysis is a key tool: Headteacher, Thelma Cox: "We couldn't do it without this analysis."



Neil explains the use made of the outputs from SIMS Performance Analysis:

"Using trend review graphs in SIMS Performance Analysis, I tracked the progress of students from their Key Stage 3 average point score to their predicted GCSE Maths grade for 2007: the predicted grade was based upon the students mock exam result. Graph 1 clearly demonstrates that the majority of these students are expected to make exceptional progress, with many well above the upper quartile. In Graph 2, I used the same technique to analyse the progress of students in a Year 9 maths group I taught myself. The top ten SIMS Learning Platform users achieved a Value Added Score of 0.9 of a level higher than the national median expectation. This was 0.75 of a level higher than those students in the class who did not use the SIMS Learning Platform. I demonstrated to both staff and students how much more progress students who had been regularly accessing revision materials via the learning platform were expected to make. The ability to quantify the effect of the VLE using SIMS Performance Analysis has had the combined effect of encouraging both staff and students to make more use of the platform."

The performance of individual students is highlighted...

Head of Year, Rachel Stribling leads team meetings of Year 8 Tutors, where analysis of the students' 'quartile scores' across all subjects is discussed and a target list of students with three or more scores in the lowest category identified. Rachel describes the follow-up actions:

"We inform all subject teachers who the students are and ask them to set them strategically, monitor their work very closely and complete their academic progress report every lesson. Overall progress is discussed with the tutor at the end of each day in tutorial. This approach has been successful with many students responding well to the extra input and moving off the concern list following a set of assessments."



Featherstone receives support from Ealing's SIMS team.

"We've been trained by the Ealing team – if appropriate they bring in an expert from Capita. The training has also played a key role in moving us forward quickly."

Neil Bradford, Deputy Head



Here we highlight a few of the other innovative uses of SIMS to support students' progress at Featherstone:

- There is half termly monitoring of students, with teachers entering assessments into SIMS Assessment Manager
- Year 11 students receive a progress report from SIMS Assessment Manager, posted each half term. This incorporates attendance figures from SIMS Attendance. From September this will be extended (at their request) to Year 10 students
- Twice yearly target setting days take place, when parents meet tutors who have progress and performance data from SIMS readily available
- As a 'Leading Edge' school, Featherstone supports other schools in their use of assessment data to improve teaching and learning
- Permanently 'excluded' students can remain on site, and access the curriculum via the SIMS Learning Platform, in an 'exclusion room'. This saves the school the money that would be lost from its budget if the student is sent home