



CULCHETH
HIGH SCHOOL

> THE BEST THAT WE CAN BE

Annual Achievement and Progress Report Year 10

Student Name / Tutor Group

Exemplar Report Format



Student: Student B

Form: 10H

Ready to Learn Curriculum

During Year 10, students engage in a range of Ready to Learn activities each morning. As well as regularly sharing notices, attendance data and carrying out planner checks, Form Tutors engage students in discussions of current affairs. Specialist interventions take place once a week, either with subject teachers to enable progress in a particular subject area, or to develop study skills and post-16 steps. Students take responsibility for one Ready to Learn session per week, planning content and activities for their peers.

Whole School Attendance Data

Lesson Grades (Number of Lessons)

Attendance Percentage	98.2	Outstanding Lessons	10
Number of Possible Sessions	330	Good Lessons	812
Authorised Absences	6	Requires Improvement Lessons	3
Unauthorised Absences	0	Inadequate Lessons	0

Student Characteristics

Punctuality to school	2	Participation in Ready to Learn	2
Organisation for school	2	Standard of Uniform	1
Behaviour in school	1	Community Involvement	2

Form Tutor Comment:

Student B is a well-spoken and polite young man, who appears to understand the importance of the remaining time on his GCSE courses. His attendance at school has been excellent this year and this has really supported his overall learning. I have, as his form tutor, also been really pleased to see Student B continue to mature; continually meeting the expectations of school life. He is a good role model for younger students. Unfortunately, when we have reviewed study skills and revision strategies in Ready to Learn sessions he appears less clear about the demands of his different subjects eg number of units, topics on each exam and weighting of controlled assessments etc. He would therefore be well placed to use the remaining time this year to get a clear study plan set out detailing this information. While this may seem early for the exams at the end of Year 11, preparation is paramount to success. Information can be found on the school website in the I-Revise section.

At the end of this report is a reply slip, please can I ask you to complete and return this to school. If you have any further questions about Student B report please feel free to contact me at school via my email address:

staff@culchethhigh.org.uk

Form Tutor: *Signature here*

Progress Leader: *Signature here*



Student: Student B

Form: 10H

Achievements & Progress

	Autumn Working at Grade	Spring Working at Grade	Summer Working at Grade	End of Key Stage 4 Target
English Language	5	6	6	7
English Literature	6	6	7	7
Mathematics	5	5	6	8
Science Core	A	A	A	A
Science Additional	C	C	B	A
PE	C	C	B	C
Option Subject A	D	D	C	B
Option Subject B	C	C	C	A
Option Subject C	A	A	A	B
Option subject D	B	B	B	B

Learning Characteristics

Punctuality to Lessons	Readiness for Learning	Engagement in Learning	Subject Knowledge and Skills	Behaviour for Learning	Homework
2	2	2	2	2	3
2	2	2	2	2	2
1	3	2	2	2	2
1	1	1	1	1	1
2	2	2	2	2	2
1	2	2	2	2	2
2	2	2	3	3	3
2	2	3	2	2	3
2	2	1	1	1	1
2	1	1	3	2	2

*** Please see overleaf for the
grade descriptors from
subject teachers**



Student Achievement and Progress Data Explained

- GCSE target grades are issued for all examination subjects in the Autumn Term each year
- GCSE English and Mathematics now follow the new specifications and issue GCSE Target numbers using Grades 9 – 1. All other GCSEs currently follow to traditional format A* - G
- GCSE Targets are set to reflect where students should be by the end of Year 11
- Key Stage 4 Target Levels are based on the performance of students at Key Stage 2 and 3

Learning Characteristics Grades Defined

Every student, whatever age or ability, has the potential to achieve excellence in every lesson.

<p style="text-align: center;">1 Outstanding</p> <p>A student who regularly goes beyond expectations; demonstrating exceptional commitment to school life. Concentration and effort are faultless. They regularly push themselves and are fully engaged. They always demonstrate responsibility for their own learning. There is a mutual respect for teachers and students. Uniform is worn with pride and conduct around school is exemplary and polite at all times. They are a truly resilient learner; a role model to other students at Culcheth High School.</p>	<p style="text-align: center;">2 Good</p> <p>A student who meets all expectations every day. Concentration and effort are good. Instructions are always followed to the best of their ability and they are keen to always do their best. Engagement is good. They are organised, focussed and put in the required level of effort at all times. Uniform is worn well and conduct around school is good. They are a good learner and set a good example for other students at Culcheth High School</p>
<p style="text-align: center;">3 Requires Improvement</p> <p>A student who is developing the skills for learning. They can meet the minimum expectations for school life and learning but this is inconsistent and sometimes guidance and support from teachers is required. Engagement is sometimes good. Uniform standards sometimes require checking and at times conduct at school can fall short of the standards expected.</p>	<p style="text-align: center;">4 Inadequate</p> <p>A student who requires support and guidance to meet our minimum expectations for learning. Their pace of learning is affected when off task or distracted. They do not engage fully with school life. Uniform standards are below those expected in school, it is not worn with pride and behaviour and conduct in school causes concern.</p>

Lesson Attendance Data Explained

In addition to monitoring whole school attendance, every lesson is graded 1 – 4 by subject teachers.

All children start lessons on a Grade 2 to signify the **Good** standard we expect from all students all of the time. If during the lesson they go beyond this, demonstrating standards of excellence, they receive a Grade 1 and the lesson is counted as **Outstanding**.

Where a student's approach to the lesson falls below these standards, they receive a Grade 3 or 4:

Grade 3 **Requires Improvement**: this signifies during the lesson a sanction has been issued. For example, name on the board or a 15/30 min detention. It can also signify missing equipment in lessons.

Grade 4 **Inadequate**: An afterschool detention has been required, or the student was removed from the lesson to work somewhere else. Senior Teacher support was required or lesson time spent in the BIC.

On the form tutor page of this report you can see how your child's lessons have been graded this year. This data is monitored weekly with your child via conversations with their Form Tutor.



Student's name _____

Tutor Group _____

Parents are asked to sign and return this slip to school on the day following the distribution of reports.

Signature _____

We hope you have found this report a useful guide to your child's progress in school. We would be grateful if you could complete the reply slip below and return it to your child's form tutor. If you wish to discuss the content of these reports, please make an appointment with the Progress Leader for your child's year group. If there is anything you wish to discuss directly with myself do not hesitate to contact me at the school.

Mr C P Hunt
Headteacher

You are invited to comment on this report in the space below

Signature: _____