



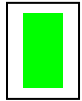
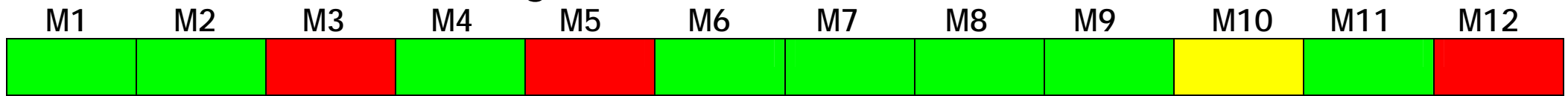
# **THE MEDEN SCHOOL AND TECHNOLOGY COLLEGE**

A learning community with high expectations for all

**Technology College Review January 2010 Phase 3**

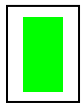
**2008 – 2010**

# Phase Three Targets Achieved October 2010 Maths



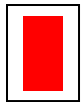
Develop the GTP scheme within Maths over a three year period.

M1



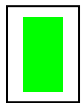
Work towards improving year 9 pupils percentage of level 5+ or above.

M2



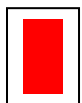
Work towards improving A\* - C grades (Source of data/FFT D ), Highly aspirational.

M3



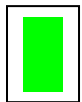
Work towards improving A\* - G grades in 2008 (Source of data/FFT D ), Highly aspirational.

M4



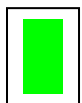
Work towards extending Gifted and Talented Maths groups.

M5




To increase the targeted support via booster classes held within the school day.

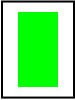
M6

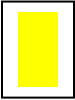



Develop Bursaries for students in Maths subjects, linked to performance and staying on rates.


M7

 Work towards improving pass rates at both A2 and AS level examinations.  
M8

 Work toward setting up a new KS3 course.  
M9

 Develop the Maths aspect of the VLE by 2008  
M10

 Gifted and Talented Maths sessions held for year 6 pupils at Meden School.  
M11

 Develop an extra after school class for pupils not targeted as Gifted and Talented.  
M12

# Technology College Review 2010

## Maths Targets

	A	NA	ON	Evidence	Where is the impact?	Value for Money
M1.				Evidence of this target can be seen by inclusion of a second GTP student being included within the maths department.	The impact can be seen in the variety of resources and new ideas coming from new students into the profession.	Students gain value for money by having a range of teaching staff with a maths specialism. In some cases the GTP students support other classes therefore creating much added value in the teaching and learning of the class.
M2.				Current position for level V and above currently stands at 73% for summer 2009 this was 4% less than targets set. Target for 2010 is 78%		
M3.				In summer 2008 a target of 52% was set, the maths department achieved 51%. In 2009 the target was 54% of which the maths department achieved only 47%. Giving students more than one opportunity to sit the exam along with a comprehensive intervention program targeting the weaknesses of individuals should improve results for 2010 It is anticipated that the new linear maths should address the deficit of targets set.		
M4.				In summer 2008 targets set for 92% this was achieved by the maths department. In 2009 targets set 93% of which the maths department achieved 96%.	The impact of achieving this target can be seen within the monitoring and tracking process within the maths department allowing entry at all levels for all students.	All students given an opportunity to be entered for maths at this level. Some students have the benefit of one-to-one lessons and withdrawals for some groups.
M5.				This target could not be achieved as it was impossible to create the extra groups within the normal timetable time.		
M6.				This target has been achieved through booster sessions with selected year 11 students.	The impact of this should be shown: increase in GCSE grades.	Student receive good value for money for one to one intervention, group intervention and after school booster sessions.

M7.				This target has been achieved as over 30 students last year gained bursaries. Student numbers in maths were falling, this bursaries scheme has helped to stop the decline of students taking maths	The impact of this can be seen via the students who achieved Fisher family targets. Student numbers in year 12 are now constant. Student numbers in year 13 are increasing 7 students in 2008/9 increased to 11 students in 2009/10.	Value for money can be seen from the students who went on to university and colleges of further education through the attainment of a higher grade.
M8.				This target has been achieved and now stands at 100% pass rate at A2 and 76% (compared to 55% previously) at AS. This has been aided by the twice weekly maths study sessions that have been run for the past two years.	More students now gaining a pass in maths than previous years.	Use of funds to staff these study sessions has improved pass rates. Students are given the opportunity of a place to study maths and get help (4 hours per week)
M9.				New KS3 course in place designed to improve pupil HOTS. Rich tasks are being introduced and staff working with AST to achieve this	The impact can be seen in maths classrooms with more variety of methods being used. Better questioning by teachers encouraging pupils to think.	Use of funds to implement course and training resulting in better lessons at KS3.
M10.				This work is currently ongoing and evidence will be seen when a new learning platform is launched to all departments. The maths department does have an AST that will develop this aspect of the target. And	AST has collated a large bank of resources including activities, worksheets, games, videos and websites ready to be linked to the VLE	
M11.				Gifted and talented sessions have taken place in the past. G&T students have been identified in all years. The original target was not achieved, however 2010 will see the introduction of a technology college week, within this week the maths department will be running several sessions to include gifted and talented students from a range of feeder schools.	This target will be achieved this summer 2010	
M12.				This target has not been achieved.		