**C4.1 learning and achieving**

The school does not track data in the same way as a maintained school, but we have worked out last year’s results manually:

**2013 GCSE**: 47% - A\* and 76% - A (those same girls got 28% - A\* and 63% - A across all their subjects)

**2013 AS:** 50% girls got A (the same girls averaged 46% A across all their subjects)

**2013 A2:** 86% girls got A\*/A (the same girls averaged 64% A\*/A across all their subjects)

See further evidence in the audit.

We are part of work in the City of York and wider to define historical progression. Work is ongoing. Schemes of work are constructed to focus upon progression in historical thinking.

The ethos of the department is that everyone should be supported individually to achieve the best they can. This means intensive work with some students and close liaison with learning support and pastoral care.

Examples of what we mean are:

* Small group work with EAL students joining GCSE to enable them to catch up with historical thinking skills from KS3.
* 1:1 tutorials with an exceptionally able Y10 girl who also has pastoral needs to encourage her to a programme of reading and thinking that will keep her stretched, challenged and thinking.
* Individual meetings with all exam students to go over their mock exam results.
* Written support work with two 6th form students struggling to construct essays.
* Extra refresher and revision classes for students retaking AS.
* Guiding the supported learning sessions of a student with dyslexia.

**C4.2 Tracking progress**

Tracking progress at The Mount happens by discussion of students at staff meetings. There is also a termly white/red/green tracking, that also allows pastoral heads to see if there are patterns developing. We know each girl and therefore know what is going on that might mean they need support, a push, or whatever. We intervene with individuals and groups (see above) based on our assessment of their work and the wider pastoral picture that we are party to.

**C4.3 – see above and also Schemes of Work etc already submitted. Also, see this report on a Y10 student from our Head of Learning Support:**

Student A in Year 10 is an enthusiastic historian of average ability but with a complex dyslexic profile.  Subtle language difficulties lead to visual errors in reading with consequent problems in reading for meaning.  Short term memory difficulties make overlearning essential and her 25% addition time provision has to be considered in every lesson, prep session and assessment.  She has a learning support lesson each week and an hour of supported tuition each fortnight.  In history she is seated close to the teacher and next to a supportive peer who can read quickly.  She has access to pre-reading for lessons.  She also has sets of visual / sound material for each topic that enable her to access the specification without always reading.  She is supported to use vocab words in class,  to put sufficient time into over-learning topics and to recap on previous learning.  She feels well supported in the strategies used to transfer information to her long-term memory.  Lessons are as active as possible, to the benefit of the whole class.  Her Year 10 exam shows her structuring work well, getting to the point of the question but needing to add specific information to substantiate her views.  Student A compares herself unfavourably with others of seemingly greater ability and achievement but has persevered with her study of history, a significant subject specific achievement but also to the overall advantage of her wider comprehension and education.   There are plenty of challenges for Year 11, but routines and structures have been put in place which have enabled an optimistic position after one year.

**C4.4 – we think the best thing to do would be to talk to students. As a Quaker School we do not have reward systems, certificates etc for hard work. There is also evidence already sumitted for other criteria that fits here.**