

Value Added

Measuring the 'value added' of an education at Ryde is, as might be expected, a complex process as it would cover many aspects of school life. Our aim is pupils leave Ryde School not only with excellent academic results, but as confident young people with a belief in their abilities and the skills, values and strength of character to cope with modern life; that is the true value of an education at Ryde School.

Nevertheless, in its truest academic sense, **valued added is the difference between academic potential** and performance of pupils at Ryde School when compared to other schools; this is a measure that can be, and is, tracked.

At various stages of our pupils' school careers they take assessments that are measured against national scales. In younger years every pupil's cognitive ability is compared to attainment in mathematics and English; these measures show if our pupils are reaching their potential. These new assessments will, as from Summer 2016, provide powerful information in monitoring progress as well as indicating value added in the Junior School and beyond into Year 8.

As pupils head towards GCSEs, testing, using assessments provided by the University of Durham, not only provide information on key cognitive skills but also provide likely GCSE outcomes for each pupil. As a School we are looking at how we might develop the way in which we use this information to both motivate and monitor individual pupil progress. Each year, following the release of GCSE results in August, these results are compared to the actual results of our Year 11 pupils to assess how well they have performed compared to all schools taking these assessments across the country; for a good number of years, Ryde School results have exceeded national norms for performance. For example, in summer 2015, chemistry results were on average +0.7 a grade above predicted results and music results were +1.3 grades above (1.0 represents one whole grade).

'In the Summer 2015 GCSE results, all subjects had pupils who achieved a grade higher than predicted by the University of Durham data and in three-quarters of these subjects two grades higher.'

Whilst for an individual predicted and actual results can vary considerably due to a variety of circumstances, these measures enable the school to assess the relative performance of year groups as well as identifying trends in various parts of the school. This rigorous process of review and reflection ensures the highest standards are maintained throughout the school.

Pupils entering the 6th Form also take assessments from the University of Durham which provide predictive information in a similar way to GCSE, although these have the added dimension of including a pupil's performance at GCSE. The predicting aspect of these assessments enables a comparison to be made between Ryde School pupils and those of other independent schools nationally, a process carried out following A-Level exam results in August. Results from the past three years show our A level pupils perform as well, or better than pupils in other independent schools and consistently higher than pupils in maintained schools.