

The impact of our curriculum at St Mark's is first and foremost measured at a classroom level, by ensuring that there are high levels of engagement from ALL learners in each lesson. There are strong relationships between staff and students, and a restorative system of behaviour which supports positive learning in the classroom. The Quality of Education Team and Head of Departments regularly complete learning walks and drop-ins to ensure that engagement is high and is evident both in the oral contributions that students give in lesson and in the progress demonstrated in their books. These systems are complimented by our Powerful Coaching Model, allowing regular peer feedback on areas of practice in the classroom that need develop to further secure excellent progress.

EXCLUSIONS

As a result of our restorative approach to behaviour and the consistent CPD that supports staff, permanent exclusions are rare and the rate of suspensions is significantly lower than other schools. (5% at St Mark's – 14% nationally)

Source: Analyse School Performance

	2018/19		2019/20		2020/21		2021/22		2022/23	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Permanent exclusions	2	0.25%	0	0.00%	1	0.13%	1	0.12%	3	0.36%
Suspensions	81	10.15%	60	7.49%	34	4.4%	34	4.21%	40	4.76%

PROGRESS & ATTAINMENT

The positive learning environments that are fostered in each classroom ensure that students make exceptional progress through their 5 to 7-year journey at St Mark's.

Progress at Key Stage 4 is consistently above average in all performance measures. Pupil's come to St Mark's with very low prior attainment and high levels (top 20%) of FSM, SEND and EAL. Despite these extra challenges, by the end of KS4 our pupils achieve attainment in line with national averages for most measures.

Source: FFT Aspire / DfE Performance
 Green = significantly above national
 Red = significantly below national

	2018	2019	2022	2023	2018	2019	2022	2023
Attainment / Progress 8 (Overall)	4.2	4.4	4.7	4.3	+0.46	+0.37	+0.59	+0.65
Attainment / Progress 8 (English)	4.6	4.9	5.0	4.6	+0.48	+0.58	+0.65	+0.72
Attainment / Progress 8 (Maths)	3.7	4.0	4.3	4.2	+0.18	+0.22	+0.34	+0.78
Attainment / Progress 8 (Ebacc)	4.2	4.3	4.6	4.2	+0.61	+0.34	+0.56	+0.67
Attainment / Progress 8 (Open)	4.4	4.4	4.9	4.2	+0.50	+0.35	+0.69	+0.51
% English & Maths (Grade 5+)	30%	36%	38%	34%	8%	+9%	+4%	+12%

At Key Stage 5, A-level pupils make progress broadly in line with national averages. Progress in Applied subjects is consistently well above the national average – These subjects account for between 30% and 40% of our level 3 entries each year.

Source: FFT Aspire / DfE Performance
 Green = significantly above national
 Red = significantly below national

	2018	2019	2022	2023	2018	2019	2022*	2023
A Level Attainment / Value Added	27.3 C-	27.2 C-	37.1 B-	37.3 B-	+0.17	-0.12	+0.65*	+0.46*
Applied Attainment / Value Added	30.8 Dist-	30.8 Dist-	33.1 Dist-	28.9 Merit+	+0.72	+0.52	+0.45**	+0.19**

* Scores calculated using 2019 national data
 ** Scores from FFT Aspire in 2022 and 2023

ATTENDANCE

The whole school focus on attendance has supported students to intrinsically value education, and able to recognise the positive impact good attendance will have on their academic and character development, valuing the life opportunities available through education. Forensic analyses of our data allows for targeted support to ensure that the attendance of all of our key groups remain consistently above national average, including our students with SEN needs, FSM, PPG and LAC students. Our focus on early intervention has reduced our PA rates, nearing below national average. Leadership of attendance and safeguarding has allowed for a more holistic and multi-agency approach in supporting vulnerable families to access early help, with families on a CIN and CP plans making exceptional progress in raising their attendance. Expanding our therapeutic provision in response to emerging mental health needs in light of the pandemic and enabled student's access of psychological therapies promptly to minimise disengagement from education.

Source: DfE Attendance Dashboard

	St Marks 2023-24 YTD	St Marks 2022-23	Merton 2022-23	London 2022-23	National 2022-23
Attendance %	94.5%	93.7%	93.0%	91.7%	90.7%
Authorised Absence %	2.5%	2.6%	4.7%	5.1%	5.8%
Unauthorised Absence %	3.0%	3.7%	2.3%	3.2%	3.5%

LITERACY

The impact of the Covid-19 pandemic has been a challenge for our students, many of whom come from significantly disadvantaged households. One of the key areas where this has had a noticeable impact is on their literacy skills, with the average reading age of each cohort being significantly behind their chronological reading age. To address this significant gap, we have timetabled reading lessons in KS3 for one period a week and the big read in KS4 and KS5 where we establish a love for reading and support students with accessing resources to use reading to improve their vocabulary and literacy skills. Pupils on the accelerated reader program are showing rapid progress. Over 3.5 months from late September 2021 to early January, KS3 pupil's reading ages improved by an average of 6 months, and targeted pupils in our paired/shared reading programme improved by an average of 8 months.

ENRICHMENT

We have a bespoke enrichment programme that allows students to develop new skills, play competitive sport or learn a new language. We encourage students to develop skills beyond the curriculum to make them well rounded individuals who can compete against students from world class establishments in the future. This year we have implemented a new tracking system to ensure all pupils possible are accessing these transformational opportunities.