

## Report to Local Advisory Board (LAB)

September 2014

### Academic Year 2013 – 2014 Achievement

### Analysis

The Bridge AP Academy

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	<b>Meeting</b>	BAPA LAB
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<b>Title:</b>	Head of School Report on Achievement	
<b>Responsible TBAP Leadership team member:</b>	Andre Bailey , BAPA Head of School	

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## Introduction

I am delighted to present the following report on achievement at The Bridge AP Academy for the academic year 2013-14. The report is divided into 3 sections:

1. Analysis of Year 11 results for 2013/2014
2. End of Key Stage 3 progress
3. Current Year 11 predicted data

### 1.0 Analysis of Year 11 results for 2013/2014

Examination results at The Bridge AP Academy (BAPA) were amongst the best we have ever seen. Our learners achieved some remarkable outcomes with 127 GCSE or equivalent passes in total. Every year 11 learner achieved a qualification while studying with us and with 57% achieving 5 A\*-G GCSEs including equivalents it is safe to say it has been a remarkable year.

That said, there is still much to do and we have set our sights higher this year when we will aim for at least 85% to achieve 5 A\*-G GCSEs and 20% to achieve 5 A\*-C.

### 1.1 Executive Summary

During the school year 2013 to 2014, 28 Year 11 BAPA learners were entered for GCSE or equivalent courses. In many areas, examination results were in line or exceeded our expectations. Table 1.a shows a summary of the headline figures

Number of Passes: Total Number of GCSE grades A\* - G or equivalent = 127

Measure	No of learners	%	National 2012-13
At least 1 GCSE or equivalent	28	100%	81%
5 or more GCSE's or equivalent	16	57%	24.4%
At least 1 GCSE A*-C or equivalent	22	79%	?
5 or more A*-C's or equivalent	1	4%	5.4%
Accreditation achieved	28	100%	81%
Average Point Score	28	183 APS	95.2 points

Table 1.A

Every year 11 learner achieved at least 1 GCSE or equivalent which reflects extremely positively on the monitoring and assessment protocols that were put in place by leaders in all areas of the school.

57% of learners achieved 5 A\*-G or equivalents with which is a 20% increase from the previous year. This continues the upward trend over the past 4 years.

79% of all learners achieved at least 1 GCSE A\*-C or equivalent which is which confirms that our learners are increasingly better equipt to meet the ever increasing demands of colleges and employers.

The figure of 4% for 5 or more A\*-C or equivalent has increased but it is still stubbornly low. That said, there were 4 other learners who achieved 4 A\*-C or equivalent and therefore missed out by a single grade. These 'borderline' learners will be the focus of our targetted intervention sessions this year.

## 1.2 Performance of Groups

We continue to perform well with the most challenging groups of learners. Table 1.b shows the performance of individual groups in 2013/2014.

Group Performance	5 A*-G	5 A*-C
FSM	15 / 65%	1 / 4%
Pupil Premium	15 / 63%	1 / 4%
Statement	5 / 63%	0
LAC	2 / 66%	0
EAL	2 / 66%	0
Boys	10 / 50%	1 / 5%
Girls	6 / 75%	0

Table 1.b

Headline summary:

- Girls out performed boys in the A\*-G measure
- Pupil premium students achieved 63% A\*-G
- Statemented students achieved 63% A\*-G

There were some spectacular outcomes for learners in the most vulnerable groups:

- SB arrived at the Bridge AP Academy with a statement of special educational needs. She has left with 6 GCSEs with equivalents including C grades in English and ICT.
- JPT arrived with a CAT score of just 62 (an average learner would score 100). He has left The Bridge AP Academy with 5 GCSEs including equivalents. JP has also completed 2 Entry level 3 City and Guilds (Motor Vehicle Mechanics and Moped Mechanics)
- TK arrived with a CAT score of just 75. He has left The Bridge AP Academy with 8 GCSEs including equivalents. This is a magnificent achievement by any measure.
- SS arrived at The Bridge AP Academy with a statement of special educational need. He has left with 8 GCSEs including 3 C grade equivalents in Music and Science.

### 1.3 Performance by Subject

GCSE SUBJECTS	A*	A	B	C	D	E	F	G	U	Total Entries	Result A*-G	Result A*-C
English	0	0	0	3	7	6	9	0	0	25 *	100%	12%
English Lit	0	0	0	0	1	2	2	3	0	8	100%	0%
Maths	0	0	0	1	4	6	3	6	5	25 *	84%	4%
Science	0	0	0	1	6	5	2	4	1	19	95%	5%
Ad'l Science	0	0	0	0	1	0	0	0	0	1	100%	0%
ICT	0	0	3	7	8	5	3	2	0	28	100%	36%
Hums	0	0	0	0	0	1	2	0	0	3	100%	0
Art	0	0	0	1	4	2	3	1	0	11	100%	9%
Food Tech	0	0	0	0	0	2	1	3	1	16	38%	0
RM	0	0	0	0	0	3	1	0	1	5	80%	0
French	0	0	1	1	0	0	0	0	0	2	100%	100%

Table 1.c

As table 1.c shows, there were many subject areas where outstanding progress was made. 100% A\*-G was achieved in English, ICT, Humanities, Art and French.

Particularly impressive were the ICT results where learners achieved an excellent 36% A\*-C with 100% A\*-G. The outcomes in ICT are a result of the laser-sharp tracking and assessment processes implemented by Mr Fuentes and his team.

English learners achieved 12% A\*-C while both learners who took French achieved B and C grades.

BTEC SUBJECTS	Entry Level 3	Level 1	Level 2 (NB: some BTECs are worth 1, 2 or 3 GCSE equivalents)	Unit accreditation	Total Entries
Sport	n/a	n/a	17	n/a	12
Music	n/a	n/a	9	n/a	5
Science	n/a	n/a	5	n/a	5
Construction	n/a	n/a	0	1	2
Hair and Beauty	5	2	0	0	5
ICT	0	0	1	0	3

Table 1.d

Table 1.d shows that BTEC Sport achieved some outstanding results with 83% of learners achieving Level 2. The 5 learners who took BTEC Science instead of GCSE

Science all achieved Level 2 accreditation. This highlights the importance of getting the balance right between our GCSE and BTEC offer in order to maximise outcomes. Learners taking BTEC Music also achieved excellent results with 100% achieving Level 2 accreditation.

## 2.0 Key Stage 3 Progress

Table 1.e shows the end of KS3 results for the 4 core subjects. From analysing the data, the following statements can be made:

- 40% KS3 English achieved Level 5 or above
- 60% KS3 Maths achieved Level 5 or above
- 50% KS3 Science achieved Level 5 or above
- 50% KS3 ICT achieved Level 5 or above

KS3 – Year 9 Headline Data								
Level	Current Performance				End KS CATS Predictions			
	Eng	Maths	Sci	ICT	Eng	Maths	Sci	ICT
Level 6	1 / 8%	3 / 25%	2 / 17%	0	0	0	0	1
Level 5	2 / 17%	3 / 25%	4 / 33%	5 / 42%	4 / 33%	4 / 33%	4 / 33%	5 / 42%
Level 4	4 / 33%	2 / 17%	3 / 25%	4 / 33%	7 / 58%	6 / 50%	8 / 66%	8 / 66%
Level 3	5 / 42%	4 / 33%	3 / 25%	2 / 17%	1 / 8%	2 / 17%	0	0
Level 2	0	3 / 25%	0	0	0	0	0	1 / 8%

Table 1.e

## 2.1 Group analysis of End of Key Stage 3 data for English, Maths & Science

English – Yr9	Cohort	Below target	On target	Above target	Negative performance	No progress	1 sub-level progress	2+ sub-level progress
All year 9	10	6	1	3	1	1	2	6
Boys	9	6	1	2	1	1	2	5
Girls	1	0	0	1	0	0	0	1
Pupil Premium	9	5	1	3	1	1	2	5
FSM	9	5	1	3	1	1	2	5
EAL	1	1	0	0	0	0	0	1
Statement	3	3	0	0	0	0	1	2
LAC	0	0	0	0	0	0	0	0

Table 1.f

Table 1.f shows the analysis of End of Key Stage 3 data for English. Following analysis of the data the following statements can be made:

- 40% of students in English are on or above target
- 33% of boys are on or above target
- 100% of girls are on or above target
- 45% of Pupil Premium students are on or above target

<b>Maths – Yr9</b>	<b>Cohort</b>	<b>Below target</b>	<b>On target</b>	<b>Above target</b>	<b>Negative performance</b>	<b>No progress</b>	<b>1 sub-level progress</b>	<b>2+ sub-level progress</b>
All year 9	9	5	1	3	2	2	1	4
Boys	8	4	1	3	2	2	0	4
Girls	1	1	0	0	0	0	1	0
Pupil Premium	8	4	1	3	2	2	0	4
FSM	8	4	1	3	2	2	1	3
EAL	1	1	0	0	1	0	0	0
Statement	3	2	0	1	0	2	0	1
LAC	0	0	0	0	0	0	0	0

Table 1.g

Table 1.g shows the analysis of End of Key Stage 3 data for Maths. Following analysis of the data the following statements can be made:

- 25% of students in Maths are on or above target
- Boys are out-performing girls
- 33% of Pupil Premium students are on or above target
- 50% of stated students are above target

#### Progress in Maths

- 45% of students made 2 or more sub-levels of progress
- 50% of boys made 2 or more sub-levels of progress
- 50% of pupil premium students made 2 or more sub-levels of progress

<b>Science – Yr9</b>	<b>Cohort</b>	<b>Below target</b>	<b>On target</b>	<b>Above target</b>	<b>Negative performance</b>	<b>No progress</b>	<b>1 sub-level progress</b>	<b>2+ sub-level progress</b>
All year 9	10	4	1	5	1	1	2	6
Boys	9	4	0	5	1	1	2	5
Girls	1	0	1	0	0	0	0	1
Pupil Premium	9	3	1	5	1	0	2	6
FSM	9	3	1	5	1	0	2	6
EAL	1	0	0	1	0	0	0	1
Statement	3	1	0	2	0	1	0	2
LAC	0	0	0	0	0	0	0	0

Table 1.h

Table 1.h shows the analysis of End of Key Stage 3 data for Science. Following analysis of the data the following statements can be made:

- 60% of students in Science were on or above target
- 50% of boys above target
- 66% of Pupil Premium students were on or above target
- 66% of stated students were on or above target

#### Progress in Science

- 60% of students made 2 or more sub-levels of progress

- 55% of boys made 2 or more sub-levels of progress
- 66% of Pupil Premium students made 2 or more sub-levels of progress

### 3.0 Current Year 11 Progress – Predicted data

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% (Cohort 27)	Target
5 A*- C (English & Maths)	0	>National Avg. (1.4%)
5 A*- G (English & Maths)	0	40%
5 A*- G	26 / 96%	85%
5 A*- G (Including 'C') <sup>1</sup>	22 / 82%	60%
5 A*- G (Including 2 'C')	8 / 30%	45%
5 A*- G (Including 3+'C')	1 / 4%	20%
100% Accreditation	100% predicted	100%

Table 1.f

Year 11 are currently on target to exceed the TBAP target of 85% A\*-G. We currently have no students who are predicted 5 A\*-C and this will be the focus of our action plan for the coming year.

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<sup>1</sup>Based on BTEC counting for only 1 GCSE equivalent. i.e. 'worst case scenario'.