



Executive Headteacher Report

Academic Year 2015 – 2016

Outcomes for Learners

TBAP WEST

Meeting	
Date	
Item Number	

Title:	Report on Outcomes for Learners	
Responsible TBAP Executive Leadership team member:	Krishna Purbhoo, Executive Headteacher TBAP West	
TBAP West Regional Leadership Team	Natalie Wismayer	Head of School BAPA
	Andrew Burton	Head of School BCAPA
	Tony Meehan	Head of School LAPA
	Nia Saunders	Head of School CAPA
	Gemma Dixon	Head of School AcAPA

Executive Summary

It is with great pleasure that I present this report on end of year outcomes for TBAP West . Across the region, end of Key Stage 4 outcomes at all schools demonstrates considerable improvement on 2014-15, with our outcomes supporting year on year improvement across the TBAP family of schools.

Headlines:

BAPA

- 25% achieving 5 or more A* -C GCSEs or equivalent compared to 7% in 2015.
- 92% achieving 5 or more A*- G GCSEs or equivalent compared to 64% in 2015.

BCAPA :

- 83% achieving 5 or more A*- G GCSEs or equivalent compared to 50% in 2015.

LAPA:

- 81% achieving 5 or more A*- G GCSEs or equivalent compared to 70% in 2015.
- 100% 'disadvantaged learners (FSM) achieving 5 or more A*- G GCSEs or equivalent

Although the headlines are indicators of the excellent work at all schools it is worth noting the accomplishment of Bridge Academy's Year 11 learners and staff to achieve a massive 18% percentage point rise in learners gaining 5 or more A*-C grades.

Some of the many individual success stories:

ZT joined The Bridge A.P. Academy in 2014 and worked extremely hard during his time here. He leaves us with 12A*-G grade GCSEs or equivalent; 7 of which were graded A*-C which will ensure he is able to successfully move on to further education.

KS had numerous moves between schools before joining BAPA after arriving in Britain from the USA in Year 10. KS integrated himself fully with life at The Bridge and always supported with after school activities and made an excellent ambassador for the school. He is leaving us with an outstanding 14 GCSEs or equivalent graded A*- G with 9 of these being A*- C.

CS arrived at The Bridge after numerous attempts at other schools and provisions were unsuccessful. CS really turned things around and accepted and learned from the support offered him. He will now be leaving us with 12 GCSEs or equivalent Graded A*- G with 8 of these being A*- C.

SM has always worked hard since joining The Bridge A.P. Academy. She was very successful in the First Story project which she has further strengthened by achieving 11A*-C GCSEs or equivalent including English and Maths and is now looking forward to becoming one of the first students to continue into our A.P. sixth form.

M H-H arrived at The Bridge A.P. Academy in Year 9. She has consistently applied herself to the subjects she has taken and shown a very keen interest in music. This hard work and determination was rewarded by her achieving 10 GCSEs or equivalent graded A*-C with 7 of these between A*- C including English and Maths and she will be one of the first learners to progress into our new A.P. sixth form.

TBAP West Data:

	Number of Accreditations	Number Learners 2015-16	2014-15
BAPA	215	24	27
BCAPA	100	12	10
LAPA	132	16	10

The tables below summarise our headline KPI's.

	At least 1 GCSE A*-G or equivalent	5 or more GCSE A*-G or equivalent	At least 1 GCSE A*-C or equivalent	5 or more GCSE A*-C or equivalent	Accreditation achieved	Average Point Score	
BAPA	100%	92%	67%	25%	100%	144.5	
<i>2014-15</i>	<i>96%</i>	<i>64%</i>	<i>68%</i>	<i>7.1%</i>	<i>96%</i>	<i>135</i>	
BCAPA	100%	83%	67%	8%	100%	109	
<i>2014-15</i>	<i>90%</i>	<i>50%</i>	<i>40%</i>	<i>10%</i>	<i>100%</i>	<i>124.4</i>	
LAPA	100%	81%	38%	6%	100%	120	
<i>2014-15</i>	<i>100%</i>	<i>70%</i>	<i>30%</i>	<i>0%</i>	<i>100%</i>	<i>121.8</i>	
<i>National</i>	<i>81%</i>	<i>24.4%</i>	<i>1.5%</i>	<i>5.4%</i>	<i>81%</i>	<i>95.2</i>	
Vulnerable Groups							
	FSM	Pupil Premium	Statement	LAC	EAL	Boys	Girls
BAPA							
5 A*-G	91%	83%	50%	N/A	100%	86%	100%
5 A*-C	18%	17%	0	N/A	100%	19%	50%
BCAPA							
5 A*-G	83%	86%	100%	100%	100%	80%	100%
5 A*-C	0	0	0	0	10%	0	0
LAPA							
5 A*-G	100%	82%	50%	N/A	33%	82%	80%
5 A*-C	25%	6%	50%	N/A	0	6%	0

KS2 Attainment and progress English and Maths

Measuring *expected* progress:

Prior to 2016 'expected progress' was based on pupils making a prescribed number of *levels of progress* at each key stage and in order to measure progress year by year and in-year, schools broke down levels and used sub-leveiling. Progress by 'level' and sub-level has been replaced by a value-added measure with no pre-set target. Schools have been advised by the DfE that definitions of expected progress in each phase will be released later in the year but we do know that ALL progress now contributes towards schools' progress scores

In addition to new progress measures, Key Stage 1 and Key Stage 2 saw the introduction of revised end of key stage tests and with them the bar for expected *end of key stage attainment* rose considerably as outcomes for learner at end of Key Stage 2 at CAPA indicate. To put these results into context, nationally only 53% of pupils reached the new expected standard.

Despite new testing arrangements and the removal of 'levels' our learners continue to make progress relative to their starting points with many making accelerated progress.

CAPA Outcomes

At the end of Key stage 2, two learners did not meet the national expectation for the end of KS2 however both learners made accelerated progress given their starting points with one learner achieving higher than expected. The other learner came from an independent school and attended the CAPA for only a short time before moving on to a specialist provision.

CAPA National expected Standardised score =100	English reading (Above/ below)	Above/ below Expected result	English grammar, punctuation & spelling(Above/ below)	Above/ below Expected result	Mathematics
	94 Below	Above	97	Above	97
	93	N/A	94	N/A	97

- CAPA data shows that on entry, learners' attainment is well below age expectation but all learners make significant progress relative to their starting points.
- Tracking shows that learners make exceptional or excellent progress and the gap is closing within a short space of time, scrutiny of learners work supports this.
- Tracking shows that learners make accelerated progress.

KS3 Progress English and Maths

Following analysis of the data (without levels) the following statements can be made:

BAPA

- 33% of students made expected progress in English
- 44% of students made expected progress in Maths

BCAPA

- 90% of learners made expected progress in English
- 40% of learners made expected progress in Maths

LAPA

- 75% are below expected progress in English
- 25% made progress in relation to their starting point
(Two learners are 2 sub levels below their EOY targets but one of these learners made progress since T5.)
- 25% made expected progress in Maths