



Report to Local Advisory Board (LAB)  
September 2016

Academic Year 2015 – 2016  
Outcomes for Learners

Vicky Priestley - Director of Learning  
Julie Sadler - Head of School

<b>Meeting</b>	CBAPA LAB
<b>Date</b>	15/09/15
<b>Item Number</b>	TBAP(xx)x

<b>Title:</b>	Head of School Report on Achievement
<b>Responsible TBAP Leadership team member:</b>	Julie Sadler , CBAPA Head of School
<b>Prepared By :</b>	Vicky Priestley , Assistant Headteacher

## Introduction

The following report is a focus on learner outcomes at TBAP Cambridge AP Academy for the academic year 2015-16. The report is divided into 3 sections:

1. Analysis of Year 11 results for 2015/2016
2. End of Key Stage 3 progress
3. Current Year 11 predicted data

### 1.0 Analysis of Year 11 results for 2015/2016

Examination results at TBAP Cambridge AP Academy (CBAPA) showed that for the first time learners managed to achieve 5 GCSE or equivalent grades. 100% of our learners achieved an accreditation. 30 % of our learners achieved 5 A\* to G or equivalent, and 95% achieved 1 or more GCSE or equivalent.

There is still much to do and we will continue to strive for 85% to achieve 5 A\*-G GCSEs and 20% to achieve 5 A\*-C.

### 1.1 Executive Summary

During the school year 2015 to 2016, 22 Year 11 CBAPA learners were entered for GCSE or equivalent courses. Two learners left the academy before the end of the year. Table 1.a shows a summary of the headline figures

Number of Passes: Total Number of GCSE grades A\* - G or equivalent = 126

Measure	No of learners	%	National 2014-15
At least 1 GCSE or equivalent	19	95	57.7%
5 or more GCSE's or equivalent	6	30%	12.3%
At least 1 GCSE A*-C or equivalent	1	5%	20.3%
5 or more A*-C's or equivalent	0	0	5.4
Accreditation achieved	20	100	57.7%
Average Point Score	20	75.8	52 points

Table 1.a

95% of Year 11s achieved at least 1 GCSE or equivalent which reflects progression on the monitoring and assessment protocols that were put in place by leaders in all areas of the school.

30% of learners achieved 5 A\*-G or equivalents which is a 30% increase from the previous year.

Generally the results achieved did not reflect CATs predictions. Subjects that achieved better than others were English and Maths – 25% met or exceeded their targets, Additional Science 50% met their target. Strategies have been put in place including the replacement of the changes of some courses and close monitoring and tracking of performance in Science and PE. (\*see Curriculum Review)

No learners achieved 5 or more A\*-C or equivalent. Appointment of a Wave Leader can now allow a focus on intensive support for learners at a borderline D.

## 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	33%	0%
Pupil Premium	43%	0%
Statement	NA	NA
LAC	0%	0%
EAL	NA	NA
Boys	30%	0%
Girls	40%	0%

Table 1.b

Headline summary:

- Girls outperformed boys in the 5 A\*-G measure
- Pupil premium learners achieved 43% 5 A\*-G

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

JP achieved 6 GCSE's grade D to G despite joining the school in January.

SS achieved 6 GCSE's, one with a grade C and level 2 Maths and Level 1 English

## 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 Lang	0	0	0	0	6	4	2	2	7	20	65%	0
English Lit and Lang	0	0	0	0	0	0	5	3	4	12	67%	0
Maths	0	0	0	1	1	2	5	2	6	20	55%	5%
Additional Science					1			1		2	100%	0
Science	0	0	0	0	1	1	4	7	4	17	76%	0
PE								2	3	5	40%	0
Art and Design	0	0	0	0	3	3	1	0	0	8	88%	0
French	0	0	0	0	0	0	0	1	0	1	100%	0

Table 1.c

BTEC SUBJECTS	Entry Level 3	Level 1	Level 2 (NB: some BTECs are worth 1, 2 or 3 GCSE equivalents)	Unit accreditation	Total Entries
Motor Vehicles	0	3	0	3	3

Table 1.d

## 2.0 Key Stage 3 Progress

Table 1.e shows the end of KS3 results for the 3 core subjects. From analysing the data, the following statements can be made:

- 43% KS3 English achieved Level 5 or above
- 29% KS3 Maths achieved Level 5 or above
- 0% KS3 Science achieved Level 5 or above

KS3 – Year 9 Headline Data						
Level	Current Performance			End KS CATS Predictions		
	English	Maths	Science	English	Maths	Science
Level 6	0	0	0	0	0	0
Level 5	3 / 43%	2 / 29%	0	2 / 29%	2 / 29%	0
Level 4	4 / 57%	2 / 29%	7 / 100%	5 / 71%	5 / 71%	7 / 100%
Level 3	0	3 / 43%	0	0	0	0
Level 2	0	0	0	0	0	0

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	7	1	1	5	0	0	2	5
Boys	2	0	1	1	0	0	1	1
Girls	5	1	2	2	0	0	1	4
Pupil Premium	3	0	1	2	0	0	1	2
FSM	3	0	1	2	0	0	1	2
EAL	0	0	0	0	0	0	0	0
Statement	0	0	0	0	0	0	0	0
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:

- 85% of learners in English are on or above target
- 100% of boys are on or above target
- 80% of girls are on or above target
- 100% of Pupil Premium learners are on or above target

Maths – Yr9	Cohort	Below target	On target	Above target	Negative performance	No progress	1 sub-level progress	2+ sub-level progress
All year 9	7	4	2	1	3	3	1	3
Boys	2	2	0	0	0	2	0	0
Girls	5	2	2	1	2	2	2	1
Pupil Premium	3	1	1	1	1	1	0	2
FSM	3	1	1	1	1	1	0	2
EAL	0	0	0	0	0	0	0	0
Statement	0	0	0	0	0	0	0	0
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 subsequent statements can be made:

- 42% of learners in Maths are on or above target
- Girls are out-performing boys
- 66% of Pupil Premium learners are on or above target

Progress in Maths

- 42% of learners made 2 or more sub-levels of progress
- 14% of learners made 1 sub level of progress

Science – Yr9	Cohort	Below target	On target	Above target	Negative performance	No progress	1 sub-level progress	2+ sub-level progress
All year 9	7	2	4	1	1	1	3	2
Boys	2	0	1	1	0	0	1	1
Girls	5	2	4	0	1	1	3	0
Pupil Premium	3	1	1	1	0	1	1	1
FSM	3	1	1	1	0	1	1	1
EAL	0	0	0	0	0	0	0	0
Statement	0	0	0	0	0	0	0	0
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:

- 71% of learners in Science were on or above target
- 100% of boys are on or above above target
- 66% of Pupil Premium learners were on or above target

Progress in Science

- 42% of learners made 1 or more sub-levels of progress
- 29% of learners 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 9)	Target
5 A*- C (English & Maths)	0 / %	0%
5 A*- G (English & Maths)	9 / 100%	100%
5 A*- G	8 / 88%	100%
5 A*- G (Including 'C') <sup>1</sup>	2 / %	22%
5 A*- G (Including 2 'C')	0 / 0%	0%
5 A*- G (Including 3+'C')	0 / 0%	0%
100% Accreditation	100% predicted	100%

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

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

### Curriculum review and modification

The move from the original offer at TBAP Cambridge AP Academy –has been one of maximising choice this year along with ensuring all learners are able to sit at least 7 qualifications with at least 6 at level 2.

The main changes include:

- No longer teaching the vocational subjects on site (except Food Technology) following staffing changes. Learners can choose from Hair and Beauty, Construction or Motor Vehicles and attend college for one morning a week.
- Increasing the numbers of lessons for core subjects to maximise grades achieved.
- Introducing ICT for all learners.
- Extending the teaching of English to include both English Literature and English Language in year 10.
- Removal of Vision to Learn, Literacy, Opening Minds and Guided Learning reduction. Literacy and numeracy intervention will now take place via LSP support and Wave intervention.
- Introduction of a pastoral- led breakfast where lessons take place that include, Literacy, Numeracy, British Values, Votes for Schools, What's in the News, and Personal Resilience work.
- Introduction of Enrichment in year 9 to improve social skills.
- The Year 9 timetable is broader to include subjects that learners can opt for in Year 10.
- Increase in option choices
- Therapy sessions throughout the year.
- Links with Business in the Community to enrich the careers teaching and employability skills of learners.