



Report to Local Advisory Board (LAB) September 2016

Academic Year 2015 – 2016
Outcomes for Learners

The TBAP Unity Special Academy

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Introducion

The following report is a focus on learner outcomes at the TBAP Unity Special 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 and 4 progress data
3. Current Year 11 predicted data
4. Curriculum Review

1 Analysis of Year 11 results for 2015/2016

Measure	No of learners	%	National 2014-15
At least 1 GCSE or equivalent	13	81.25	57.7%
5 or more GCSE's or equivalent	1	6.25	12.3%
At least 1 GCSE A*-C or equivalent	1	6.25	20.3%
5 or more A*-C's or equivalent	0	0	5.4
Accreditation achieved	14	87.5	57.7%

Group Performance	5 A*-G	5 A*-C
FSM	25%	0%
Pupil Premium	25%	0%
Statement	25%	0%
LAC	0%	0%
EAL		
Boys	9%	0%
Girls	25%	0%

Performance by Subject

GCSE SUBJECTS	A*	A	B	C	D	E	F	G	U	Total Entries	Result A*-G	Result A*-C
English Lang					2	5	3	0	1	11	10	0
Maths						2	2	2	5	11	6	0
Science						4	2	1	0	7	7	0
Art and Design				1	0	4	0	2	0	7	7	1

Pass Rate by Subject

Qualification	Pupils entered	% pass
English GCSE	11	90.9%
Maths GCSE	12	50%
Science GCSE	7	100%
Art GCSE	8	100%
English Entry Level	5	0%
Maths Entry Level	4	50%
Science Entry Level	9	67%
Humanities Functional Skills	7	100%
ICT Functional Skills	16	6.25%
Food Tech Jamie Oliver	5	100%

2 Key Stage 3 and 4 Progress

KEY STAGE 3 PUPIL PROGRESS – September 2015 to July 2016 End of year Government expectation = 85% at expected progress				
	Reading	Writing	Maths	Science
% pupils Not making expected progress	5.8% – 1 pupil, joined late and poor attendance	17.6% – 3 pupils, all new starts and 2 with poor attendance	11.7% – 2 pupils, new starts and one with poor attendance	5.8% – 1 pupil, new starter
% pupils making expected or better progress	94.1%	82.3%	88.2%	94.1%
% pupils making good or better progress	52.9%	52.9%	41.1%	41.1%
% pupils making outstanding progress	35.2%	23.5%	17.6%	23.5%
More Able Pupils	100% outstanding	100% outstanding	100% good	100% expected
Ever 6 Pupils	93% expected or better	85.7% expected or better	92.8% expected or better	100% expected or better
LAC Pupils	N/A	N/A	N/A	N/A
Core Group – have been with the school for two years +	<ul style="list-style-type: none"> • 100% expected or better • 40% good or better • 30% outstanding 	<ul style="list-style-type: none"> • 100% expected or better • 40% good or better • 30% outstanding 	<ul style="list-style-type: none"> • 100% expected or better • 70% good or better • 30% outstanding 	<ul style="list-style-type: none"> • 100% expected or better • 60% good or better • 30% outstanding

KS3 Summary

- Improved progress can be seen in all subjects, at all sites and for all groups, however Foxton has made the least progress generally.
- The percentage of good to outstanding progress is higher at Fenland and Hartford than at Foxton across all subjects.
- 5 pupils have made no progress in certain subjects. These are all pupils who are new to the school, 2 of which also have poor attendance.
- The Gap is closing and vulnerable pupils are generally making progress in line with their peers, although writing is slightly weaker here than for the other subjects.

KEY STAGE 4 PUPIL PROGRESS – September 2015 to July 2016				
Y10 End of year Government expectation = 85% at expected progress				
	Reading	Writing	Maths	Science
% pupils Not making expected progress	33% - 3 pupils of which all are core pupils. 1 LAC and 2 with attendance issues and TACs	0%	22% - 2 pupils, 1 had a very high baseline which he has not moved out of but has maintained. 1 has attendance issues and TAC	33% - 3 pupils of which all are core pupils. 1 with attendance issues and TACs. 2 with no real reason.
% pupils making expected or better progress	66%	100%	78%	66%
% pupils making good or better progress	55%	75%	66%	44%
% pupils making outstanding progress	33%	0%	44%	11%
More Able Pupils	100% made no progress – issue surrounding original baseline data (has been reported all the way through as such)	100% made good progress	100% made no progress – issue surrounding original baseline data (has been reported all the way through as such)	N/A
Ever 6 Pupils	<ul style="list-style-type: none"> 75% expected or better 25% good or better 37.5% outstanding 	<ul style="list-style-type: none"> 87.5% expected or better 75% good or better 0% outstanding 	<ul style="list-style-type: none"> 87.5% expected or better 25% good or better 50% outstanding 	<ul style="list-style-type: none"> 75% expected or better 50% good or better 0% outstanding
LAC Pupils	<ul style="list-style-type: none"> 33 no progress 33 Expected progress 33 Outstanding progress 	<ul style="list-style-type: none"> 100% good progress 	<ul style="list-style-type: none"> 33 Expected progress 33 Good progress 33 Outstanding progress 	<ul style="list-style-type: none"> 66% Good Progress 33% Outstanding progress
Core Group – have been with the school for two years +	<ul style="list-style-type: none"> 75% expected or better 25% good or better 37.5% outstanding 	<ul style="list-style-type: none"> 87.5% expected or better 75% good or better 0% outstanding 	<ul style="list-style-type: none"> 87.5% expected or better 25% good or better 50% outstanding 	<ul style="list-style-type: none"> 75% expected or better 50% good or better 0% outstanding

KS4 Y10 Summary

- There has been significant progress made across all subjects and all groups at Fenland and Foxton.
- Hartford pupils have continued to make progress generally, but less rapidly than at the other two sites.
- 5 pupils have made no progress in certain subjects. Attendance and Social care/Child Protection Issues have contributed significantly to this. There have also been exclusions for some of these pupils.
- LAC pupils are making good and outstanding progress in all subjects, although one of the three is making less rapid progress in Reading and Maths. Pupils in receipt of FSMs are also members of the Core Group. Strength relate to Writing and Maths, however there has been some outstanding progress made in Reading also.

KEY STAGE 4 PUPIL PROGRESS – September 2015 to July 2016 Y11 End of year Government expectation = 85% at expected progress				
	Reading	Writing	Maths	Science
% pupils Not making expected progress	14.2% 2 pupils, both with exclusions, poor attendance and 1 with social care/child protection issues.	14.2% 2 pupils, both with exclusions, poor attendance, and 1 is an off-site educated pupil.	14.2% 2 pupils, both with exclusions, poor attendance, and 1 is an off-site educated pupil.	14.2% 2 pupils - 1 with exclusions, poor attendance, 1 who has attended regularly but has extremely challenging home circumstances and has moved several times over the year.
% pupils making expected or better progress	86%	86%	86%	86%
% pupils making good or better progress	57%	57%	50%	57%
% pupils making outstanding progress	21.4%	28.5%	21.4%	36%
More Able Pupils	100% good progress	100% expected progress	100% good progress	N/A
Ever 6 Pupils	100% expected or better 63% good or better 38% outstanding	100% expected or better 75% good or better 38% outstanding	100% expected or better 75% good or better 38% outstanding	100% expected or better 78% good or better 50% outstanding
LAC Pupils	100% AT EXPECTED	100% GOOD	100% OUTSTANDING	100% OUTSTANDING
Core Group – have been with the school for two years +	84.6% expected or better 46.1% good or better 23% outstanding	92.3% expected or better 61.5% good or better 30.7% outstanding	92.3% expected or better 53.8% good or better 23% outstanding	84.6% expected or better 69.2% good or better 38.46% outstanding

KS4 Y11 Summary

- Improved progress can be seen in all subjects, at all sites and for all groups, however Foxton has made the least progress generally.
- The percentage of good to outstanding progress is higher at Fenland and Hartford than at Foxton across all subjects.
- 4 pupils have made no progress in certain subjects. One of these pupils is new to the school, 3 have poor attendance and have had exclusions, 1 is off-site educated.
- 71% of the off-site pupils have returned to do their examinations. A further 14% have completed their exams at alternative centres. This is a significant improvement on last year when only one off-site pupil completed examinations.
- The Gap is closing and vulnerable pupils are generally making better progress than their peers in all subjects.

Analysis of students' progress and attainment in English, Mathematics and Science shows that, although they are improving overall, they remain variable because the quality of teaching differs within subjects and across the three sites. Where teaching is now strong, students in all year groups have matched or exceeded the rates of progress made by all students nationally. In some instances, students have made exceptional progress because, on a daily basis, teachers are providing activities that are well matched to their learning needs and are continuously challenging them to improve further.

Next Steps

- All students particularly the most able must be challenged appropriately.
- Groups are identified for specific intervention to ensure accelerated progress.
- Rigorous tracking of interventions to assess progress.
- Core skill supported in class.

3 Current Year 11 Progress – Predicted data

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number / % (Cohort 9)	Target
4-9 C (English & Maths)	8 pupils/80%	50%
1-9 G (English & Maths)	8 pupils/80%	100%
5 1- 9 or equivalent	10 pupils/100%	70%
5 1-9 (Including 'C') ¹	10 pupils/100%	70%
5 1-9 (Including 2 'C')	10 pupils/100%	40%
5 1-9 (Including 3+'C')	10 pupils/100%	20%
100% Accreditation	10	100%

Year 11 are currently on target to exceed the TBAP target of 85% A*-G, and 100% accreditation.

All pupils have EHC Plans/Statements in place.

4 Curriculum review and modification

The KS3 Curriculum has been developed to deliver Core subjects and PE as stand-alone lessons, whilst all others are combined into a Themed approach.

Theme lessons are planned in half termly units and are now closely matched to the requirements of the National Curriculum.

KS4 pupils follow specific Pathways matched to ability.

- Pathway 1 – Purely GCSE
- Pathway 2 – Core GCSE + Btech courses
- Pathway 3 – Functional Skills Core Subject, Btech courses and Work experience

All are following qualification routes in the Core Subjects plus other BTech Qualifications.

Differentiation applies as optional qualifications are tailored to individual pupil strengths and talents.

PSHE and SMSC is delivered to all, as well as careers development, work and college placements. Support is also outsourced here from Cambridgeshire County Council Locality Team.

All KS4 pupils take part in work experience.