

Report to Local Advisory Board (LAB)

September 2015

Academic Year 2014 – 2015 Achievement

Analysis

The Bridge AP Academy

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Title:	Head of School Report on Achievement	
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Introduction

I am delighted to present the following report on achievement at The Bridge AP Academy for the academic year 2014-15. The report is divided into 3 sections:

1. Analysis of Year 11 results for 2014/2015
2. End of Key Stage 3 progress
3. Current Year 11 predicted data

1.0 Analysis of Year 11 results for 2014/2015

Examination results at The Bridge AP Academy (BAPA) were amongst the best we have ever seen particularly amongst GCSE subjects. Our learners achieved some remarkable outcomes with 126 GCSE or equivalent passes in total. 96% of year 11 learners achieved a qualification while studying with us¹ and with 68 % achieving 5 A*-G GCSEs including equivalents this shows an improvement of 9% on last year's results and 30% in two years.

That said, there is still much to do and we will continue to strive 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 2014 to 2015, 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 = 126

Measure	No of learners	%	National 2013-14
At least 1 GCSE or equivalent	27	96	81%
5 or more GCSE's or equivalent	19	68	24 %
At least 1 GCSE A*-C or equivalent	19	68	-
5 or more A*-C's or equivalent	2	7.1	5.4
Accreditation achieved	27	96	81%
Average Point Score	27	135 APS	85 points

Table 1.a

¹ 1 learner did not achieve accreditation. He attended a total of 4 days in the year

96% of year 11s 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.

68% of learners achieved 5 A*-G or equivalents with which is a 9% increase from the previous year. This continues the upward trend over the past 4 years.

68% 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.

Performance in Maths and PE did not reflect CATs predictions as well as other teams as only 25% and 0% respectively met or exceeded their prediction compared to 54% and 79% in English and ICT. Remedial strategies have been put in place including the replacement of the BTEC lead and a new Maths lead. SLT support has been put in place for the Science team whilst we appoint a new lead. The on or above prediction figure in Science was 43%.

The figure of 7.1% for 5 or more A*-C or equivalent has increased but it is still too low. Thirteen learners achieved a grade D in English and these 'borderline' learners will be the focus of targetted intervention sessions this year alongside additional leadership support for the new maths lead.

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	12 / 61%	1 / 5%
Pupil Premium	12 / 63%	2 / 10%
Statement	2 / 50%	0
LAC	2 / 67%	0
EAL	1 / 100%	1 / 100%
Boys	12 / 60%	1 / 5%
Girls	6 / 75%	1 / 13%

Table 1.b

Headline summary:

- Girls outperformed boys in the A*-G measure
- Pupil premium students achieved 63% A*-G
- Statemented students achieved 50% A*-G

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

- JG who was featured in the BBC documentary "Excluded – Kicked Out of School" achieved 5 GCSEs including a B grade in ICT.
- LKM a non-native speaker achieved 9 GCSEs including a C in music and ICT.
- JG arrived after attending a number of unsuccessful provisions and achieved an A grade in ICT.

- KRL arrived at The Bridge AP Academy with a statement of special educational need, CAT score of 76 and a reading age 7 years below his chronological age. He left with 5 GCSEs.

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	4	15	3	2	2	0	26	100%	15%
English Lit	0	0	0	1	0	0	0	0	0	8	100%	100%
Maths	0	0	0	1	6	5	1	3	7	27	74%	4%
Statistics	0	0	0	2	0	0	0	0	0	2	100%	100%
Science	0	0	0	0	6	9	7	1	3	26	88%	0%
ICT	0	3	4	6	8	1	1	1	1	27	96%	77%
Hums	0	0	0	0	0	0	1	3	0	4	100%	0
Art	0	0	1	6	1	2	2	0	0	12	100%	58%
Food Tech	0	0	0	0	0	2	6	1	2	12	83%	0
RM	0	0	0	1	0	1	3	0	0	5	100%	20
French	0	0	0	0	0	0	1	0	0	1	100%	0%

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, Statistics, Humanities, Art, RM and French.

Particularly impressive were the ICT results where learners achieved an outstanding 77% A*-C with 96% A*-G. The outcomes in ICT are a result of the forensic tracking and assessment processes implemented by Mr Fuentes and his team.

English learners achieved 15% A*-C while both learners who took statistics achieved 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	0	0	0	3	11
Music	0	0	16	1	5
Drama	0	1	0	0	2
Construction	0	0	0	1	11
Hair and Beauty	0	3	0	0	3

Table 1.d

Table 1.d shows that BTEC Music achieved some outstanding results with 75% of learners achieving Level 2 Diploma which is the equivalent of 4 C grades at GCSE.

The results show that work needs to be done to improve the results obtained in BTEC Sport and Construction.

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:

- 42% KS3 English achieved Level 5 or above
- 50% KS3 Maths achieved Level 5 or above
- 28% KS3 Science achieved Level 5 or above
- 0% KS3 ICT achieved Level 5 or above

KS3 – Year 9 Headline Data								
Level	Current Performance				End KS CATS Predictions			
	English	Maths	Science	ICT	Eng	Maths	Science	ICT
Level 6	0 / 0%	1 / 7%	0 / 0%	0	0	3 / 22%	0	0
Level 5	6 / 42%	7 / 50%	4 / 28%	0 / 0%	6 / 42%	4 / 28%	6 / 43%	3 / 37%
Level 4	6 / 42%	6 / 43%	3 / 22%	5 / 63%	5 / 36%	5 / 36%	6 / 43%	5 / 63%
Level 3	2 / 16%	0 / 0%	7 / 50%	3 / 37%	3 / 22%	2 / 14%	2 / 14%	0
Level 2	0	0	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	14	6	1	5	3	7	3	1
Boys	9	5	1	3	3	5	1	0
Girls	5	2	1	2	0	2	2	1
Pupil Premium	9	4	1	4	2	3	2	1
FSM	10	5	1	4	2	4	2	1
EAL	1	1	0	0	1	0	0	0
Statement	3	1	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:

- 50% of students in English are on or above target
- 44% of boys are on or above target
- 75% of girls are on or above target
- 41% of Pupil Premium students 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	12	5	2	2	1	8	1	1
Boys	7	2	2	2	0	5	1	1
Girls	4	3	0	1	1	3	0	0
Pupil Premium	12	5	2	2	1	8	1	1
FSM	9	5	2	2	1	6	0	1
EAL	1	1	0	0	0	0	0	0
Statement	1	0	0	1	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 following statements can be made:

- 44% of students in Maths are on or above target
- Boys are out-performing girls
- 44% of Pupil Premium students are on or above target
- 100% of statemented students are above target

Progress in Maths

- 11% of students made 2 or more sub-levels of progress
- 33% 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	12	6	4	2	3	5	3	1
Boys	7	4	3	0	2	2	3	0
Girls	4	1	1	2	0	3	0	1
Pupil Premium	9	4	3	2	2	5	1	1
FSM	9	5	4	2	2	5	1	1
EAL	1	1	0	0	0	0	1	0
Statement	2	2	0	0	1	1	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:

- 50% of students in Science were on or above target
- 75% of girls above target
- 55% of Pupil Premium students were on or above target

Progress in Science

- 33% of students made 1 or more sub-levels of progress
- 25% of girls 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 23)	Target
5 A*- C (English & Maths)	3 / 13%	20%
5 A*- G (English & Maths)	13 / 56%	40%
5 A*- G	16 / 69%	85%
5 A*- G (Including 'C') ²	4 / 17%	60%
5 A*- G (Including 2 'C')	5 / 21%	45%
5 A*- G (Including 3+'C')	3 / 13%	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 alongside the improvement of outcomes for the BTEC Sport and Maths teams.

Steve Speck for Andre Bailey

²Based on BTEC counting for only 1 GCSE equivalent. i.e. 'worst case scenario'.