



Executive Headteacher Report

Academic Year 2015 – 2016

Outcomes for Learners

**TBAP EAST**

<b>Meeting</b>	
<b>Date</b>	
<b>Item Number</b>	

<b>Title:</b>	<b>Report on Outcomes for Learners</b>	
<b>Responsible TBAP Executive Leadership team member:</b>	Angela Tempany, Executive Headteacher TBAP East	
<b>TBAP West Regional Leadership Team</b>	Julie Sadler	Head of School CBAPA
	Nick Morley	Head of School OCAPA
	Patricia Wright	Head of School OAPA
	Diane Stygal	Head of School Unity Academy

## Executive Summary

It is with great pleasure that I present this report on end of year outcomes for TBAP East. Three academies have joined TBAP in the last year, so comparative data for previous years is not available.

### Headlines:

#### CBAPA

- 23% achieved 5 or more A\*- G GCSEs or equivalent.
- Average point score of 75.8 compared to APS of 46.9 for the East of England.

#### OCAPA :

- 40% achieved 5 or more A\*- G GCSEs or equivalent.
- Average point score of 57.6 compared to APS of 46.9 for the East of England.

#### OAPA:

- 18% achieved 5 or more A\*- G GCSEs or equivalent compared to 54% in 2015. Whilst achievement was much lower than last year, baseline data indicated that this year's cohort were less able to achieve the results of 2015.
- 82% of learners achieved at least 1 GCSE A\*-C .
- 29% of learners achieved GCSE grade A\*-C in English.

#### Unity:

- 62.5% achieved at least 1 GCSE or equivalent.
- 94% of learners achieved accreditation.

The headlines are indicators that all TBAP East AP/Academies are moving forward from RI/Inadequate Ofsted judgements at point of sponsorship. All Heads of School are committed to ensuring that their academies achieve significant improvements in outcomes for learners during 2016-17.

Some of the many **individual** success stories:

One student at CBAPA achieved 6.5 GCSEs, including Grade C in Maths.

One student at OCAPA achieved a Grade C in English (the first student ever to achieve this grade at Octavia), plus qualifications in Maths, Science, B-tecs Home Cooking and Vocational Studies.

At OAPA, 100% of students entered for GCSE Turkish and GCSE Arabic achieved Grade A. 100% of learners entered for Art GCSE achieved a grade. 100% of learners entered for Level 2 B-tec Home Cooking passed. Learner KS achieved 100% A\* to G grades (8 GCSEs including 3 C grades).

The tables below summarise our headline KPIs.

(NOR)	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	<b>Average Point Score</b>	
<b>CBAPA (20)</b>	95%	30%	5%	0%	100%	75.8	
2014-15	No data	No Data	No Data	No Data	No Data	No Data	
<b>OCAPA (10)</b>	100%	40%	10%	0%	100%	57.6	
2014-15	No Data	No Data	No Data	No Data	No Data	No Data	
<b>OAPA (10)</b>	91%	18%	82%	0%	91%	56.7	
2014-15	100%	54%	62%	15%	100%	134.38	
<b>Unity (16)</b>	81.25%	0%	6.25%	0%	87.5%		
<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>	
<b>Vulnerable Groups</b>							
	FSM	Pupil Premium	Statement	LAC	EAL	Boys	Girls
<b>CBAPA</b>							
5 A*-G	33%	43%	N/A	0%	N/A	30%	40%
5 A*-C	0%	0%	N/A	0%	N/A	0%	0%
<b>OCAPA</b>							
5 A*-G	0%	43%	N/A	50%	43%	63%	50%
5 A*-C	0%	0%	N/A	0%	0%	0%	0%
<b>OAPA</b>							
5 A*-G	14%	0%	0%	0%	17%	13%	33%
5 A*-C	0%	0%	0%	0%	0%	0%	0%
<b>Unity</b>							
5 A*-G	25%	25%	25%	0%	N/A	9%	25%
5 A*-C	0%	0%	0%	0%	N/A	0%	0%
<b>Predicted data for 2016/17</b>							
	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 Pupil Score	
<b>CBAPA</b>	100%	100%		0%	100%		
<b>OAPA</b>	100%	100%		17%	100%		
<b>OCAPA</b>	100%	100%		20%	100%		
<b>Unity</b>	100%	85%		20%	100%		

## OAPA KS2 OUTCOMES

At the end of the 2015 to 16 academic year OAPA only had two learners. This was due to the others being successfully reintegrated back into mainstream schools. On starting at OAPA both learners completed the induction process using assessment tools. Table 1a below shows the starting points of the learners in relation to Word Reading, Sentence Comprehension, Spelling and Maths.

Induction Assessment Results					
	Word Reading	Sentence Comprehension	Spelling	Math Computation	Reading Composite
Learner 1	95	88	104	97	90
Learner 2	98	108	94	102	103

Table

1a

At the end of Key stage 2, learner 1 met the national expectations in English. Learner 1 joined earlier in the year and fully participated in an individualised learning programme. Learner 2's personal events negatively affected his learning in the latter part of the year. Learner 2 moved on to a residential facility. Table 1b highlights the outcomes achieved at the end of the year in KS2.

OAPA National expected Standardised score =100	English Reading (Above/ below	Above/ below Expected result	English grammar, punctuation & spelling (Above/ below	Above/ below Expected result	Mathematics
Learner 1	101	Above	97	Above	97
Learner 2	98	Below	99	Above	A

Table 1b

- OAPA data shows that based on entry level data all learners make progress in relation to their starting points.
- One learner successfully met their SATS target whilst the other narrowly missed by one mark.
- Tracking and continual assessment demonstrate that learners made good progress in KS2 at OAPA.

OAPA is the only TBAP East academy that currently offers KS2 provision.

## KS3 Progress English, Maths & Science

### CBAPA:

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

### English:

- 85% of students 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 students are on or above target

### Maths:

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

### Science:

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

### OAPA: Group analysis of End of Key Stage 3 data for English

	Cohort	Below target	On target	Above target	Negative performance	No progress	1 sub-level progress	2+ sub-level progress
All year 9	8	4	1	3	0	7	0	1
Boys	5	3	1	1	0	5	0	0
Girls	3	1	0	2	0	2	0	1
Pupil Premium	3	2	0	1	0	3	0	0
FSM	1	0	0	1	0	1	0	0
EAL	2	0	0	2	0	2	0	0
Statement	1	1	0	0	0	1	0	0
LAC	1	1	0	0	0	1	0	0

- 12.5% of whole cohort made 2 or more sub levels of progress

- 33% of girls made 2 or more sub levels of progress

#### Group analysis for End of Key Stage 3 data for **Maths**

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

- 25% of students made 2 or more sub levels of progress in Maths
- 33% of girls made 2 or more sub levels of progress
- 20% of boys made 2 or more sub levels of progress
- 100% of LAC made 2 or more sub levels of progress
- 100% of statemented students made 2 or more sub levels of progress

#### Group analysis for End of Key Stage 3 data for **Science**

	Cohort	Below target	On target	Above target	Negative performance	No progress	1 sub-level progress	2+ sub-level progress
All year 9	8	5	1	2	0	8	0	0
Boys	5	3	1	1	0	5	0	0
Girls	3	2	0	1	0	3	0	0
Pupil Premium	3	3	0	0	0	3	0	0
FSM	1	1	0	0	0	1	0	0
EAL	2	2	0	0	0	2	0	0
Statement	1	1	0	0	0	1	0	0
LAC	1	1	0	0	0	1	0	0

There was no progress made in KS3 in Science. This may be due to the students achieving their targets in Year 8. KS3 Science needs to be a priority this year.

**Priorities for this year at OAPA:** At KS3 we need to focus on improving the levels of progress made in Science. For this to happen regular line management meetings and data talks will take place to ensure the lessons meet the needs of the students, early intervention strategies are being implemented and monitored in a robust tracking system.

**OCAPA: KS3 progress data.**

Due to the lack of data available prior to the academy conversion in January 2016 it is not possible to comment on the progress of Key Stage 3 performance. The reporting and recording of data has been identified as an area of development by the new SLT team and measures such as the use of pupil asset have been put in place to address this.

**Unity: KS3 progress data**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
% 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%

Government expectations that 85% of learners make expected or better progress. KS3 learners have exceeded this target in all areas apart from Writing (82.3%).

**Summary on KS 3 progress data across all sites**

All Directors of Learning are working collaboratively on new progress measures for KS3 learners. This will align reporting systems in all academies, and ensure that all staff are familiar with the new subject progress levels. Quality assurance of assessment will be established at all sites.