Report to Local Advisory Board (LAB)
September 2016

OCTAGON 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 Octagon AP Academy for the academic year 2015-16. The report is divided into three sections:

1. Analysis of Year 11 results for 2015/2016
2. End of Key Stage 3 progress
3. Priorities for this year

1.0 Analysis of Year 11 results for 2015/2016

Although the results were slightly lower than last year, they were significantly higher than the results for Haringey. 91% of our year 11 learners achieved a qualification, which is a slight drop compared to last year results(100%) due to one learner having a late diagnosis of agoraphobia, but is double the achievements of Haringey (42.6%). 82% of our learners achieved 1 A* to C which is a 20% improvement on last years results. 18% of our learners achieved 5 A* to G which in comparison to Haringey's 7.4% is a commendable achievement.

Although, the results are higher than those achieved in Haringey in all areas, a key focus for this year is raising the percentage of learners achieving 5 A* to G grades and 5 A* to C grades.

1.1 Executive Summary

During the school year 2015 to 2016, 11 Year 11 OAPA learners were entered for GCSE or equivalent courses. Table 1.a shows a summary of the headline figures and the figures achieved by Haringey.

Number of Passes: 52

Measure	No. learners (cohort size:11)		National 2014/15 AP's	Haringey
At least 1 GCSE or equivalent	10	91%	*57.7%*	*42.6%*
5 or more GCSEs or their equivalent	2	18%	*12.3%*	*7.4%*
At least 1 GCSE A*-C or their equivalent	9	82%	*-*	
5 or more A*-Cs or their equivalent	0	0%	*1.5%*	*0%*
Accreditation achieved*	10	91%	*-*	*42.6%*
Average Point Score (Per Pupil)		*56.7*	*52*	*36.9*

*including Edexcel Functional Skills   Table 1.a

91% of the year 11s achieved at least 1 GCSE or equivalent which is a 1% decrease to the results achieved in 2015.

18% of the learners achieved 5 or more GCSE's which is an achievement when comparing the results against Haringey's figures. This year we have already put in place interventions to ensure the results increase and are closer to the percentage achieved in 2015. Interventions include changes to the curriculum and SLT targeted support in the core subjects.

82% of all learners achieved at least 1 A* to C GCSE grade which highlights an upward trend on the results, and confirms that our learners are engaging in the curriculum and beginning to change their mindset of learning.

Although the figures for 5 or more A* to C are in line with Haringey's results figures this area must be addressed to ensure the learners are given the best possible start to adult life.

3 Year Trends

In comparison to the results achieved by the learners over the past three years there has been a decline in particular areas. This is due to the weighting of the BTEC being reduced from the equivalent of 4 GCSE's to 1 GCSE. The percentage of learners achieving 1 GCSE has gradually decreased. This is also the case for the number of learners achieving an accreditation. Although the results are lower, this is still a fantastic accomplishment as 73% of our learners joined OAPA during year 11. The number of learners achieving at least 1 A* to C has rapidly increased over the past three years (20% increase from 2014-15). This can also be said for the average point score achieved by the learners.

In comparison to the result achieved last year there has also been a drop in the number of learners achieving 5 or more GCSE's and the number achieving 5 A* to C grades. This will be a priority for the results achieved by the learners in 2017. Table 1.b shows the results achieved by the OAPA learners over the past three years.

Measure	No of learners	%	2014-15		2013-14	
			No. learners	%	No. Learners	%
At least 1 GCSE or equivalent	10	91%	12	92%	5	100%
5 or more GCSEs	2	18%	7	54%	0	0.0%
At least 1 GCSE A*-C	9	82%	8	62%	0	0%
5 or more A*-Cs or their equivalent	0	0%	2	15%	0	0%
Accreditation achieved	10	91%	13	100%	5	100%
Average Point Score (Per Pupil)		56.7			5	34

Table 1.b

1.2 Performance of Groups

The breakdown of the results for performance groups highlights we have a lot of work ahead of us this year to build on. Early intervention strategies are paramount to ensure the results this year are on an upward trend. Table 1.c shows the performance of individual groups in 2015/2016.

Group Performance	5 A*-G	5 A*-C
Pupil Premium	14%	0%
FSM	0%	0%
Statement	0%	0%
LAC	0%	0%
EAL	17%	0%
Boys	13%	0%
Girls	33%	0%

Table 1.c

Headline summary:

- Girls outperformed the boys in the A* to G measure.
- 17% of EAL learners achieve 5 A* to G.

  There were some fantastic achievements this year by our most vulnerable groups:

- EK arrived at the Octagon in February 2014. He achieved 6 A* to G GCSE grades. Amongst these grades Eren achieved 3 A* to C GCSE grades with an A grade in Turkish. In September 2016 EK successfully enrolled at college to study Hair and Beauty.
- KS arrived at the Octagon in June 2014. She achieved 100% A* to G grades (8 GCSE's including 3 C grades). In September KS had enrolled at College to study Hair and Beauty.
- NS attained Grade C in GCSE Mathematics (High Tier).
- AM achieved an A grade in GCSE Arabic.
- JD was diagnosed with agoraphobia and still managed to achieve a functional skills qualification in mathematics. This was due to the dedication and commitment of OAPA staff that provided support by scheduling house visits.
- AT out performed her CATs prediction for GCSE English and achieved a grade C. She is now completing a Level 1 qualification in Art and Design at college.

1.3 Performance by Subject

	A*	A	B	C	D	E	F	G	Total entries	A*-G	A*-C
English Language				2		3		1	10	80%*	20%
English Literature						1			1	100%	0%
Mathematics				1		1	2	2	9	67%	17%
Science							2	1	7	43%	0%
ICT					2	1			3	100%	0%
Art and Design				2	1		2		5	100%	40%
Turkish		1							1	100%	100%
Arabic		1							1	100%	100%

Table 1.d

As table 1.d shows, there were many subject areas where the learners made progress. 80% A*-G was achieved in English (*2 results pending in English Language), ICT,Art and Design, Turkish and Arabic.

Learners seemed to excel in Art and Design with 40% achieving an A* to C grade.

100% of learners achieved an A grade in Home Languages (Turkish and Arabic).

English learners achieved 20% A*-C and 17% of learners achieved an A* to C grade in maths.

This year there will be a strong focus on Science and Maths to ensure that all learners achieve at least an A* to G grade.

	Level 1	Level 2	Unit accreditation	Total entries	% achieving E3	% achieving L1/2	% achieving L2
BTEC Home Cooking Skills		8		8	0%	100%	100%
BTEC Performing Arts	1			1	0%	100%	0%
Functional Skills English	1		1	2	0%	50%	0%
Functional Skills Maths	1			7	71%	14%	0%
Functional Skills ICT	1			1	0%	100%	0%

Table 1.e

Table 1.e shows that Patricia's Technology department achieved some outstanding results with 100% of learners achieving Level 2 qualification in BTEC Home Cooking Skills. This result was achieved by setting up robust tracking systems to highlight the gaps in the students learning and then revisiting the areas in lessons. On a smaller scale the results highlight that learners achieved a level one qualification in Functional ICT skills and BTEC Performing Arts. The level one qualification achieved in Performing Arts is a massive achievement as the learner had a low level of attendance due to being put into care. The results show that work needs to be done to ensure more learners achieve a level 2 in fuctional skills across Maths, English and ICT.

2.0 Key Stage 3 Progress

The results at Key Stage 3 are particularly impressive with all departments achieving or exceeding the CATS predictions. This is a clear indication of the positive learning experiences being received by the learners at Key Stage 3 and the excellent teaching and learning which is taking place. Table 1.f shows the end of KS3 results for the four core subjects. From analysing the data, the following statements can be made:

- 50% of learners at KS3 achieved a Level 5 or above in Mathematics
- 50% of learners at KS3 achieved a Level 5 or above in ICT
- 37.5% of learners achieved a Level 5 or above in English
- 28.6% of learners achieved a Level 5 or above in Science

KS3 – Year 9 Headline Data								
Level	Current Performance				End KS CATS Predictions			
	English	Maths	Science	ICT	English	Maths	Science	ICT
Level 6	1/12.5%	3/37.5%	1/14.3%	1/12.5%	1/12.5%	1/12.5%	0/0%	1/12.5%
Level 5	2/25%	1/12.5%	1/14.3%	3/37.5%	1/12.5%	3/37.5%	2/28.6%	3/37.5%
Level 4	4/50%	2/25%	1/14.3%	3/37.5%	5/62.5%	2/25%	3/42.9%	4/50%
Level 3 or below	1/12.5%	2/25%	4/57.1%	1/12.5%	1/12.5%	2/25%	2/28.6%	0/0%

Table 1.f

CATs Targets vs Actual Performance

When comparing the targets to the current performance at KS3 the following statements can be made:

- The Maths department surpassed the CATS predictions with 37.5% of learners achieving a Level 6. This can also be said for the Level 5 Maths CATS predictions.
- The English department achieved their Level 6 CATS prediction targets and exceeded the Level 5 targets
- The Science department out performed the CATs predictions with 14.3% of learners achieving a Level 6 (CATS predicted 0%)
- The ICT department achieved their CATS prediction targets at both Level 5 and Level 6

2.1 Group analysis of End of Key Stage 3 data for Engish, Maths & Science

	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

Table 1.g

Table 1.g 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
- 40% of boys are on or above target
- 66% of girls are on or above target
- 33% of Pupil Premium students are on or above target
- 100% of EAL students are above target

Progress in English

- 12.5% of whole cohort made 2 or more sub levels of progress
- 33% of girls made 2 or more sub levels of progress

	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

Table 1.h

Table 1.h shows the analysis of End of Key Stage 3 data for Maths. Following analysis of the data the following statements can be made:

- 50% of students in Maths are on or above target
- Girls are out performing boys (40% boys achieving on or above target compared to 67% of girls)

- 33% of Pupil Premium students are on or above target
- 100% of EAL students are above target

Progress in Maths

- 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

	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

Table 1.i

Table 1.i shows the analysis of End of Key Stage 3 data for Science. Following analysis of the data the following statements can be made:

- 37.5% of students in Science were on or above target
- Boys out performed girls in Science (40% of boys were on or above target compared to 33% of girls)
- All pupil premium students achieved below their target levels
- All EAL students achieved below their target levels
- All statemented and LAC achieved below their target levels

Progress in Science

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.

3.0   Priorities for this year

This year we need to focus on improving the number of learners that achieve 5 A* to G grades at GCSE and also the number of students achieving 5 A* to C. In relation to subjects additional support will need to be put in place to ensure both Science and Maths reach their targets. It is vital that we also focus on pupil premium, EAL and LAC students to ensure they are given the opportunity to achieve the best possible outcomes. 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.

Current Year 11 Progress – Predicted data

Yr 11 Headline Data – Whole school (GCSE & BTEC)	
Target Data	Number / % (Cohort 6)
5 A*- C (English & Maths)	17%
5 A*- G (English & Maths)	83%
5 A*- G	100%
5 A*- G (Including 'C')	66%
5 A*- G (Including 2 'C')	33-50%
5 A*- G (Including 3+'C')	17%
100% Accreditation	100%

Table 1.j