

Report to Local Advisory Board (LAB)
September 2015

Academic Year 2014 – 2015 Achievement
Analysis

Beachcroft 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 Beachcroft 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 BCAPA showed substantial progress from the previous year. Our learners achieved some excellent outcomes with 100% accreditation with 50% of the pupils achieving 5 or more A*-G GCSE or equivalent.

1.1 Executive Summary

During the school year 2014 to 2015, All Year 11 BCAPA 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 = 46

Measure	No of learners	%	National
At least 1 GCSE or equivalent	9	90%	81%
5 or more GCSE's or their equivalent	5	50%	11%
At least 1 GCSE A*-C or their equivalent	4	40%	
5 or more A*-C's or their equivalent	1	10%	1.8%
Accreditation achieved	10	100%	81%
Average Point Score	10	125.4	95.2

Table 1.A

Every year 11 learner achieved at least 1 accreditation at L1 or above. 50% of learners achieved 5 A*-G or equivalents with which is a 10% increase from the previous year.

Another significant achievement is the improvement of the Average Point score from 103 in summer 2014 to 125 (an increase of 21%).

40% of all learners achieved at least 1 GCSE A*-C or equivalent which confirms that our learners are increasingly better equipped to meet the ever increasing demands of colleges and employers.

The figure of 10% for 5 or more A*-C or equivalent has remained the same as last year but the CATs predictions for most of the learners in this cohort were lower than the previous year. That said, there was 1 one learner who achieved 4 GCSEs A*- G or equivalent of which one grade was a B and the other L2 pass at BTEC. Identifying similar learners for earlier targeted interventions will be a priority for next year in the 5 A -C category.

There were however, many success stories as outlined below:

SK – 10 GCSEs/equivalent to include 7 A*-C in: English (C), English Lit (C), Spanish (B), Art (B), BTEC Cooking (L2 Pass), BTEC Sport (L2 Pass) and BTEC Drama L2

CF – SEN learner achieved five qualifications: English, Maths, Science, BTEC Cooking and Art.

YAS - SEN learner achieved 5 A*-G: English, Maths, Science, Dutch and Art.

OK - 5+ GCSEs in English, English Literature Maths, Science, Art (B), BTEC Sport L2. This learner had substantial gaps in his education when he joined us permanently in year 8 along with attendance issues in his first year. He met or exceeded every one of his CATs target grades.

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 2014/2015.

Group Performance	5 A* - G	5 A*-C
FSM	57%	14%
Pupil Premium	50%	10%
Statement	67%	0
LAC	0%	0%
EAL	75%	25%
Boys	57%	0%
Girls	33%	33%

Table 1.b

Headline summary:

- Girls out performed boys in the A* - C measure
- Boys out performed girls in the 5 A* - G measure
- Statemented learners achieved 67% 5 A* - G
- EAL learners achieved 75% 5 A* - G

1.3 Performance by Subject

<i>SUBJECT</i>												
	<i>A*</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>U</i>	<i>Total Entries</i>	<i>A*-G</i>	<i>A*-C</i>
English	0	0	0	1	0	2	1	3	3	10	70%	10%
English Lit	0	0	0	1	0	0	1	0	1	3	67%	33 %
Maths (inc iGCSE)	0	0	0	0	1	1	4	0	4	10	60%	0%
Science	0	0	0	0	0	1	2	3	3	10	70%	0%
iGCSE Bio	0	0	0	0	0	0	0	1	0	1	100%	0%
Art	0	0	2	0	1	0	3	1	0	7	100%	29%
French	0	0	1	0	0	0	0	0	0	1	100%	100%
Spanish	0	0	1	0	0	0	0	0	0	1	100%	100%
Dutch	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 Art and MFL of which many grades were at A*-C. Art saw particularly impressive results with 100% A*-G and 29% A*-C.

With regards to the core subjects, this is the first time that whole cohorts were entered for GCSE. 70% A*-G in English and Science with one pupil achieving a grade C in English Literature and language.

SUBJECT	Entry Level 3	Level 1	Level 2 <i>(NB: some BTECs are worth 1, 2 or 3 GCSE equivalents</i>	Unit accreditation	Total Entries
BTEC Sport	n/a	0	4	Y	4
BTEC Drama	n/a	0	1	Y	1
BTEC Cooking	n/a	2	1	Y	10
FS Maths	3	5	0	n/a	10
FS English	0	0	0	n/a	0
FS ICT	0	0	0	n/a	0

Table 1.d

Table 1.d shows that BTEC Sport achieved some excellent results with 100% (4 out of 4) achieving Level 2.

The provision of Functional Skills Maths as a back up accreditation has meant that there was 90% accreditation at A*-G equivalent in Maths. This shows a pattern of improvement in the last three years.

2013: 50% A*-G GCSE Maths

2014: 67% A*-G GCSE equivalent including FS Maths

2015: 90% A*-G GCSE equivalent including FS Maths

This highlights the importance of getting the balance right between our GCSE and BTEC offer with back up FS qualifications in order to maximise outcomes.

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:

- 20% KS3 English, Maths and Science achieved Level 5 or above
- 40% KS3 Maths achieved Level 3
- 80% of KS3 English and Science achieved level 4

The information from this data and CATs predictions, indicate that the current cohort of year 10s will need sustainable support and intervention to ensure that they achieve well at the end of KS4. This work has already started with Waved Interventions where learners get 1:1 literacy and numeracy support.

In terms of Gifted and Talented, we have one learner who will study GCSE Astronomy with Royal Astronomical Society and onsite iGCSE Physics in addition to Core Science.

KS3 – Year 9 Headline Data							
Level	Current Performance			End KS CATS Predictions			
	Eng	Maths	Sci	Eng	Maths	Sci	
Level 6	0	1/20%	1/20%	0	1/20%	0	
Level 5	1/20%	0	0	1/20%	1/20%	1/20%	
Level 4	4/80%	2/40%	4/80%	4/80%*	3/60%	4/80%	
Level 3	0	2/40%	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	5	2	2	1	1	2	1	1
Boys	3	1	1	1	1	0	1	1
Girls	2	1	1	0	0	2	0	0
Pupil Premium	5	2	2	1	1	2	1	1
FSM	3	2	1	0	0	2	0	1
EAL	1	0	1	0	0	1	0	0
Statement	1	1	0	0	0	0	0	1
LAC	0	n/a						

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:

- 60% of learners in English are on or above target
- 40% of learners made 1 sub level of progress or more over the year
- One Statemented learner made 2 sub levels of progress (even though they did not meet their aspirational CATS 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	5	4	1	0	0	3	0	2
Boys	3	2	1	0	0	2	1	1
Girls	2	2	0	0	0	1	0	1
Pupil Premium	5	4	1	0	0	3	0	2
FSM	3	3	0	0	0	2	0	1
EAL	1	1	0	0	0	1	0	0
Statement	1	1	0	0	0	1	0	0
LAC	0	n/a						

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:

- 40% of learners made 2 or more sub levels of progress in a year.
- Only 20% of learners in Maths were on or above target which has informed our intervention planning for Year 10

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

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:

- 80% of learners in Science were on or above target
- 67% Of FSM learners on target
- 67% of boys above target
- 100% of girls were on or above target
- Stated learner 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 8	Target
5 A*- C (English & Maths)	0	>National Avg. (1.4%) TBAP target – 20%
5 A*- G (English & Maths)	6/75%	10%
5 A*- G	6/75%	85%
5 A*- G (Including 'C')	1/50%	12.5%
5 A*- G (Including 2 'C')	0	
5 A*- G (Including 3+'C')	0	
100% Accreditation	8/100%	100%

Table 1.f

Year 11 are currently on target to meet the TBAP target of 100% Accreditation. The 5 A*-G including English and Maths (75%) is substantially higher than the national average (10%). With interventions and personalised Option choices at the end of year 10, all current year 11s are expected to achieve at least 5 GCSEs A*-G equivalent at BCAPA.

There have already been early entry success stories with early passes in GCSE English and Maths.

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.

Andrew Burton