

# ABBHEY HILL ACADEMY SIXTH FORM

*Accreditation  
Report 2015 -  
2016*



# Abbey Hill Academy Sixth Form

## Accreditation Report 2015 – 2016

### Forward

It gives me enormous pleasure to present Abbey Hill Academy Sixth Form's Accreditation Report. This is the third iteration of the report in its current format, and will be the last. The way in which we monitor progress and attainment particularly for those students in Pathway 4 is changing, to reflect the way new GCSEs are assessed and graded, so this report will reflect those changes next year.

All references to the SEN Progression Guidance document published in 2011, which enabled schools to calculate and benchmark students against a national average, has now been removed from all OFSTED documentation. We now have very clear guidance regarding comparison with national data:

*For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. Evaluations **should not take account of their attainment compared with that of all other pupils.***

Additionally, the following information was circulated regarding Inspection Dashboard Development News:

*Inspection dashboards have been reviewed in 2016 to take account of assessment and accountability changes. No historic data will be shown for key stages 1, 2, or 4 **as data is not comparable.***

However, I feel it is worth looking at historical data for comparison as despite the exams becoming more rigorous, there has been no noticeable decline in our students' relative performance.

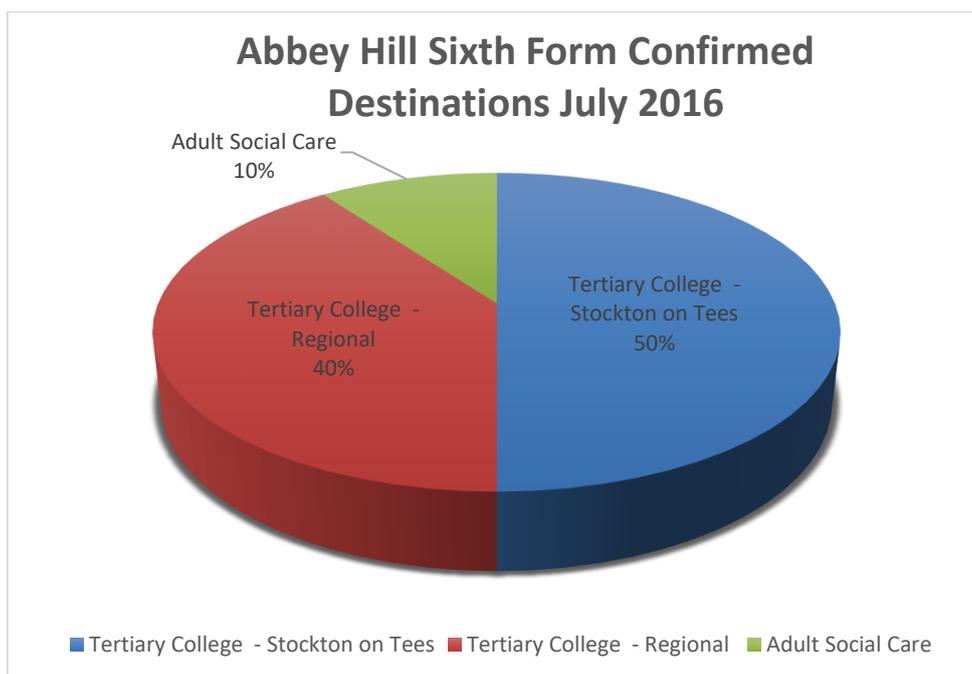
Finally, the Department for Education has published a new document to assist Post 16 Providers in the respect of progress and attainment. The document entitled *16 to 19 accountability headline measures: technical guide* advises that SEN provisions results will not be published. But it does give some useful guidance to what is published, and happily we already report on the first 3 already. The headline measures are progress, attainment, progress in English and maths (for

students without a GCSE pass at A\*-C in these subjects), retention, and destinations.

### Retention and Destination

Our retention rate for 2013/14-2016 was 97%, the only student didn't complete her study programme - she left as she was expecting.

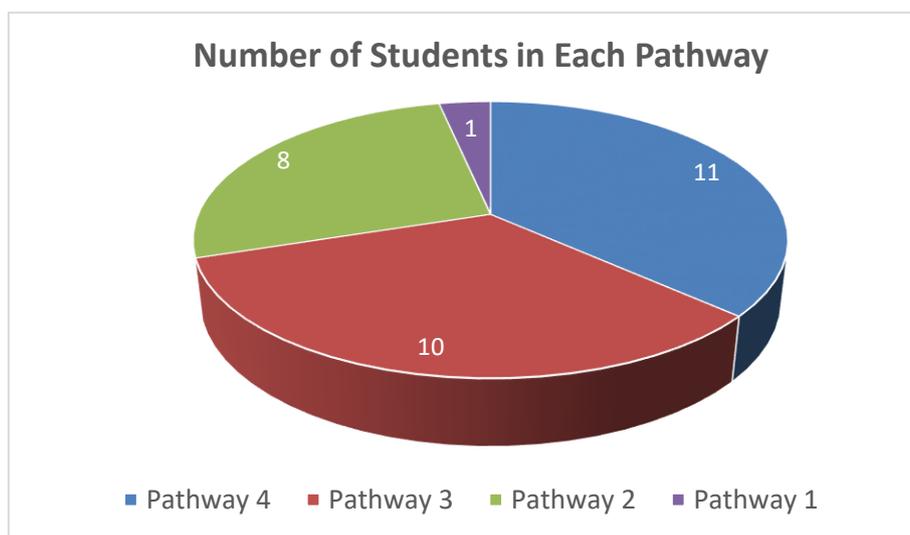
To be included in the destination measure, young people have to be recorded in sustained participation in the 6 months from October to March after finishing their qualifications. This means participation in all of the first two terms of the academic year at one or more education destinations or for 5 of the 6 months in employment/training. We will also include those who have gone into adult social care placements. Young people with a combination of education and employment meeting the sustained participation criteria, will also be included in the measure. So this data will be available to us after Easter, however the graph below shows the confirmed offer of places from July, the point at which they left us.



In the Sixth Form we divide the student population into a number of different **Pathways**, to reflect their level of ability and consequently the curriculum they follow. The pathways are:

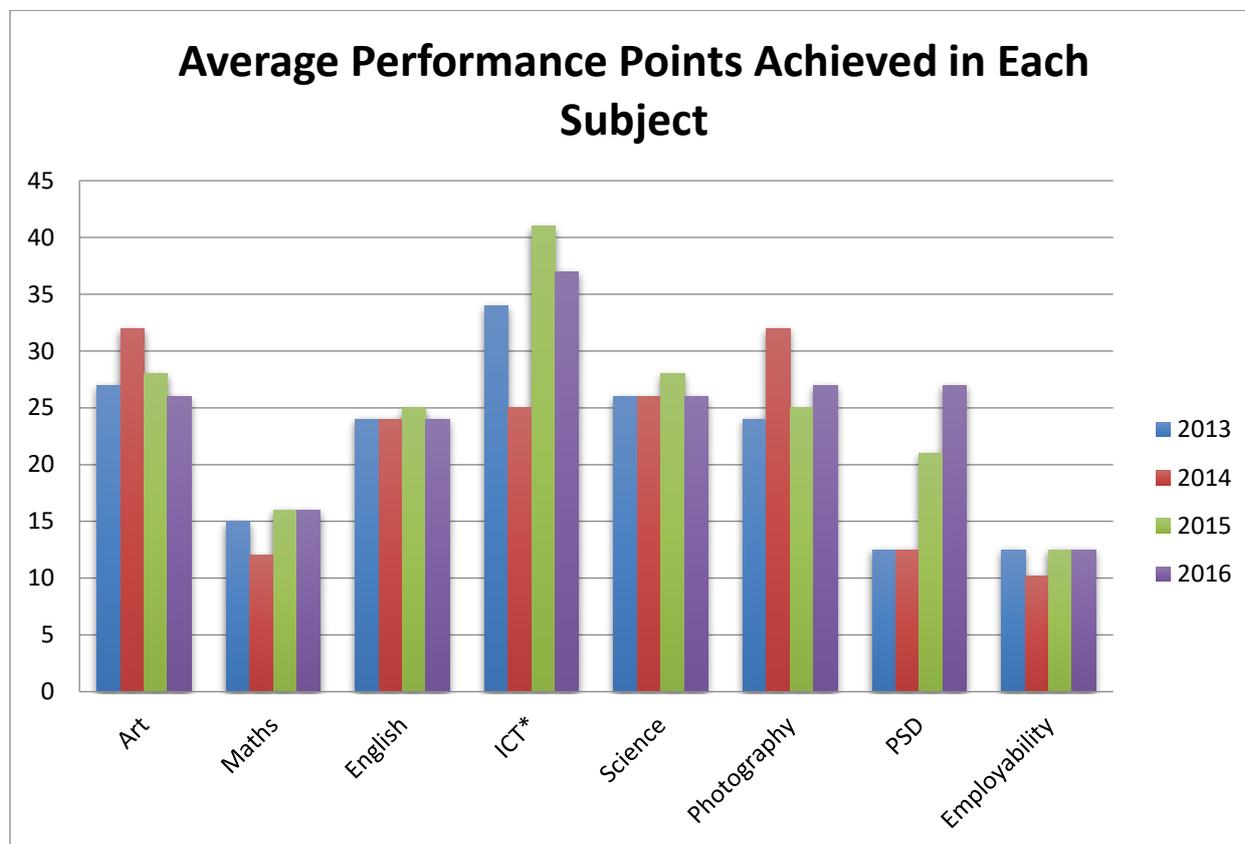
1. Complex and Addition Needs: typically achieving from Milestones 4 to Milestones 5.
2. Lower Ability Learners: often referred to as having Severe Learning Difficulties working around M6 up to and sometimes including Adult Curriculum Entry 1.
3. Middle Ability Learners: characteristically achieve Entry 1 to Entry 3.
4. High Ability Learners: our most able learners working at GCSE, Level 1 and 2.

30 students completed their study programmes last year, the proportion within each pathway can be seen below.



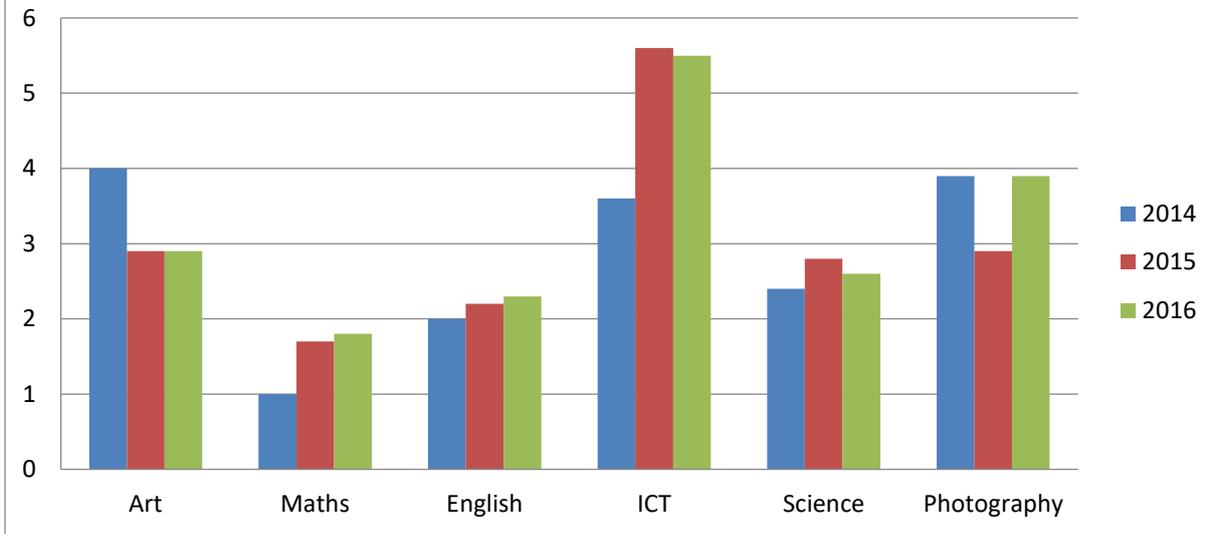
I am pleased to report that the analysis of the 2015-2016 data reveals that for the vast majority of indicators we have equalled or surpassed last year's figures, despite Pathway 4 student's being less able than the previous years' cohort. This reconfirms the outstanding performance of our teachers, support staff and students.

## Pathway 4 (11 Students)



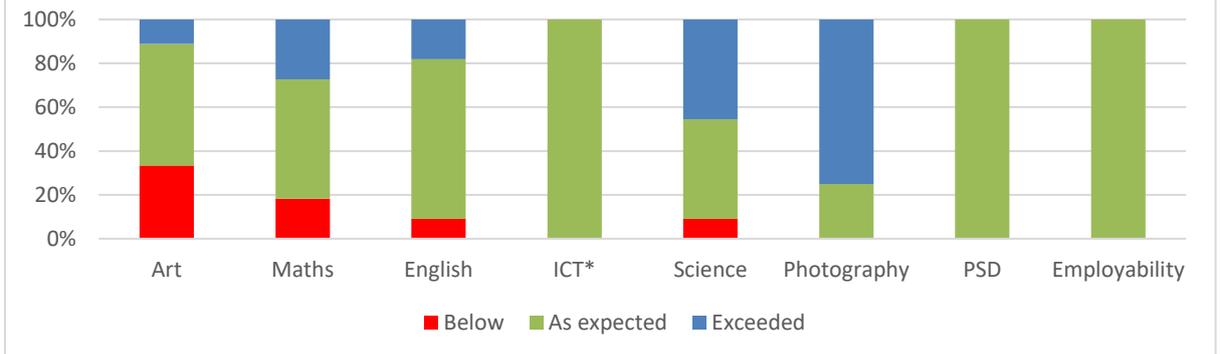
This graph goes into more detail looking at the student's average performance in the 8 core subjects of Pathway 4, demonstrating stable or improved performance. N.B 2014 the attainment data was validated by OFSTED as Outstanding – June 2015

## Pathway 4 Average Progress Key Stage 4 - 5 (Grade Improvement)



This graph exemplifies the grades of progress from the end of Key Stage 4; again the average progress has improved from the OFSTED validated data of last year, the exceptions being art and photography. Both attainment and progress are outstanding, but it appears there has been a fall in performance. This is due to the fact that within 2014’s Pathway 4 cohort were 3 comparatively able artists, who went on to Art college, they have skewed the data in what was a small class.

## Grades Relative to Teacher Target



Colleagues in mainstream have their GCSE targets set externally based on Key Stage 2 performance data, we are not able to do this so we ask that our teachers set aspirational, yet realistic targets using their knowledge of the specifications and previous experience. The graph above shows that most met or exceeded their quality assured targets.

The Trust’s directors annually set Key Performance Indicators (KPIs). For Pathway 4 they were:

- 100% to achieve 5 GCSE or Level 1 or 2 equivalents
- 80% to achieve 8 GCSE or Level 1 or 2 equivalents

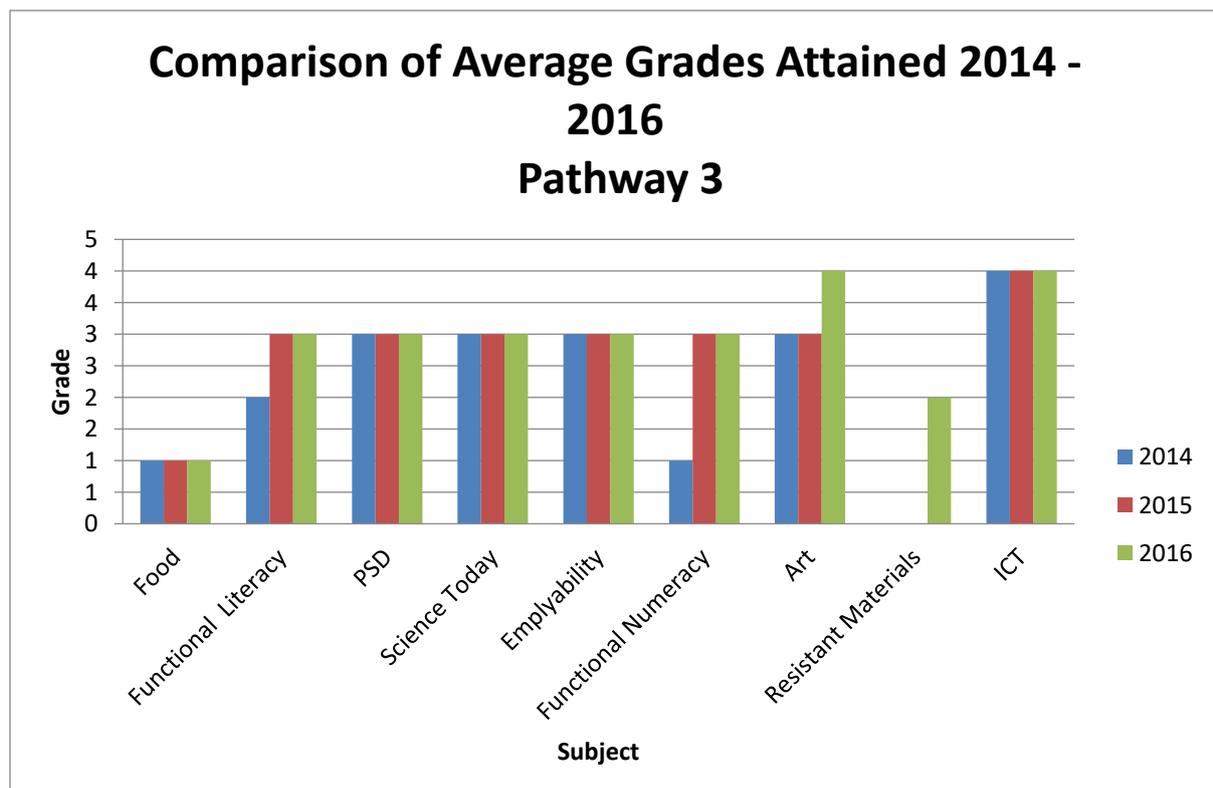
Both of these targets were met, 100% and 81% respectively. In the absence of any National Data set for comparison it is hard to ascertain whether the targets we set are challenging or otherwise. But if we use Progression Guidance as a basis for projecting a Key Stage 5 exam target, we would have exceeded the expected progress significantly in all subject areas.

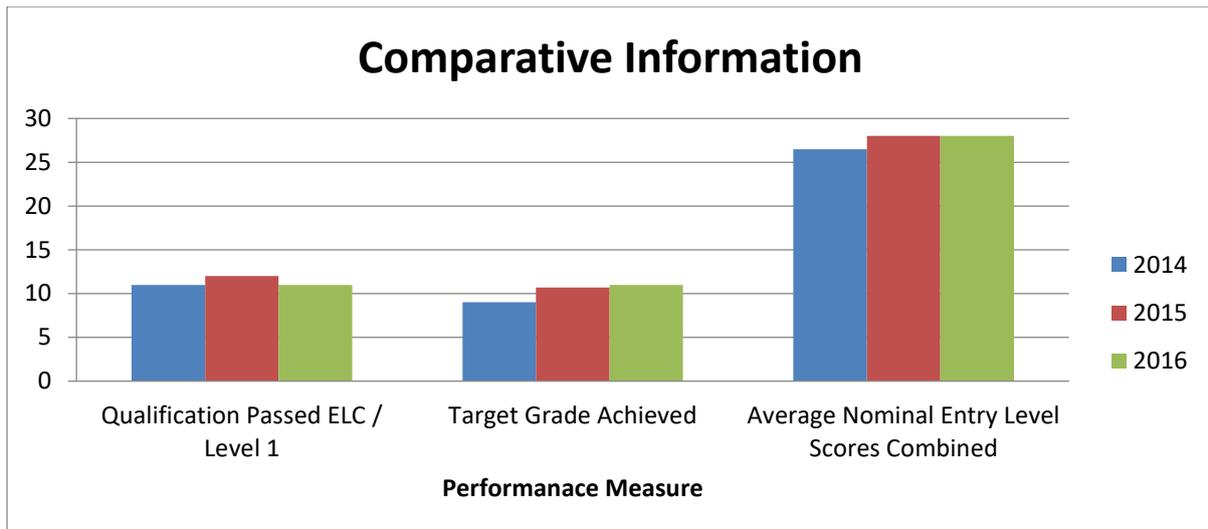
LAC – There was one LAC students within the cohort. Her progress was in line with their peers or better.

EAL – Of the two students in this cohort, one was our highest performing student the other performed in line with the non EAL students in this cohort.

### Pathway 3 (10 Students)

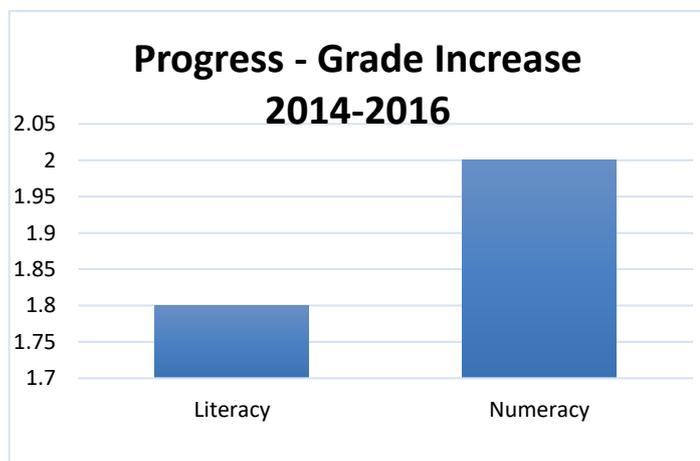
If we nominally attribute 1 point for E1, 2 points for E2 and so on we can compare the average score year on year, following the abolition of SCATT points for Entry Level Certificates this concept was the suggested by a civil servant at the Department for Education. We have maintained the results from last year.





This chart combines a number of performance indicators. As we have been able to introduce more Level 1 qualifications to this Pathway, students with poor literacy skills can access more advanced courses such as City and Guilds Art and Media, thus enabling them to excel despite their reading difficulties. The average number of qualifications passed in this pathway is again around 11, and as the second chart shows all of them are achieving their target grade. Finally, if we use the nominal scores mentioned earlier, we can see that this has remained constant.

This simple graph shows the average grade improvement in functional literacy and numeracy from the BKSB Baseline Assessment completed on Entry and the final grades in terminal functional skills examinations.

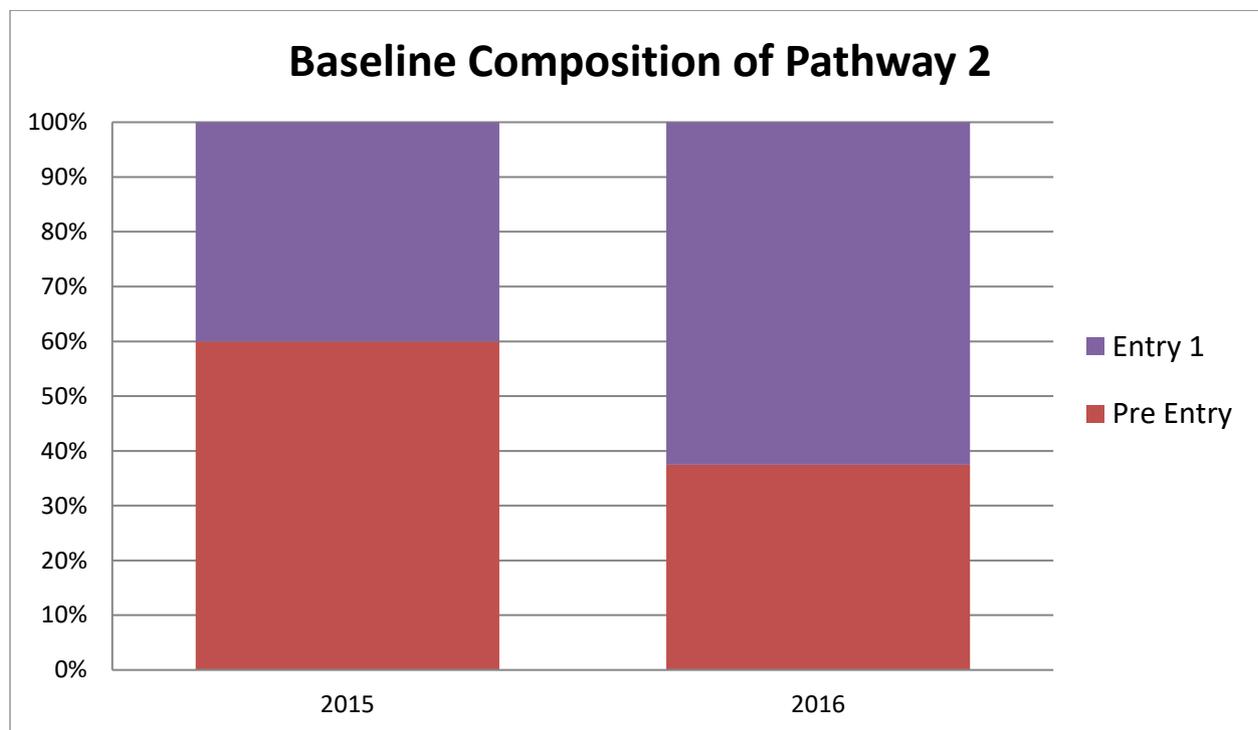


There were no LAC or EAL Students in this cohort

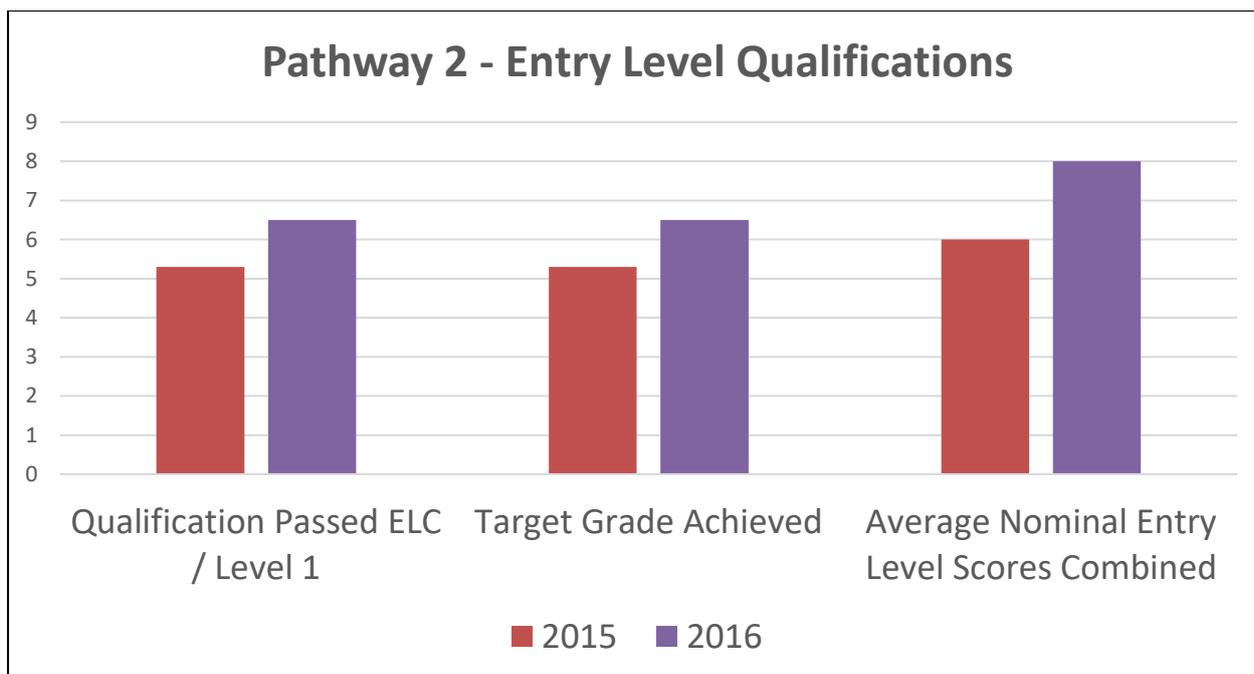
Pupil Premium - Those students who would be eligible for pupil premium performed as well as their peers.

The KPI for this cohort was 90% of Students to reach their target grade in 8 subjects – we surpassed this target with 100% achieving their target grades in 8 subjects.

## Pathway 2 (8 Students)



Pathway 2 straddles the Milestone 8 / Entry 1 grade boundary. Students working at Entry 1 are able to access far more qualifications, as there are only two available for those working at Milestones 8 and below. So the graph above shows that the profile of 2016's Pathway 2 students is more biased towards the E1 level students, so we would expect them to achieve more qualifications.



This shows clearly that the Pathway 2 students have achieved more qualifications, importantly at their target grade and at a higher level. The introduction of ASDAN Towards Independence course has augmented the Pathway 2 curriculum. All of the students passed this course with units in Sport, Drama and Enterprise, in what was a pilot year. We will be expanding the scope of Towards Independence next year to include supplementary subjects next year.

LAC – There were no LAC students in this cohort

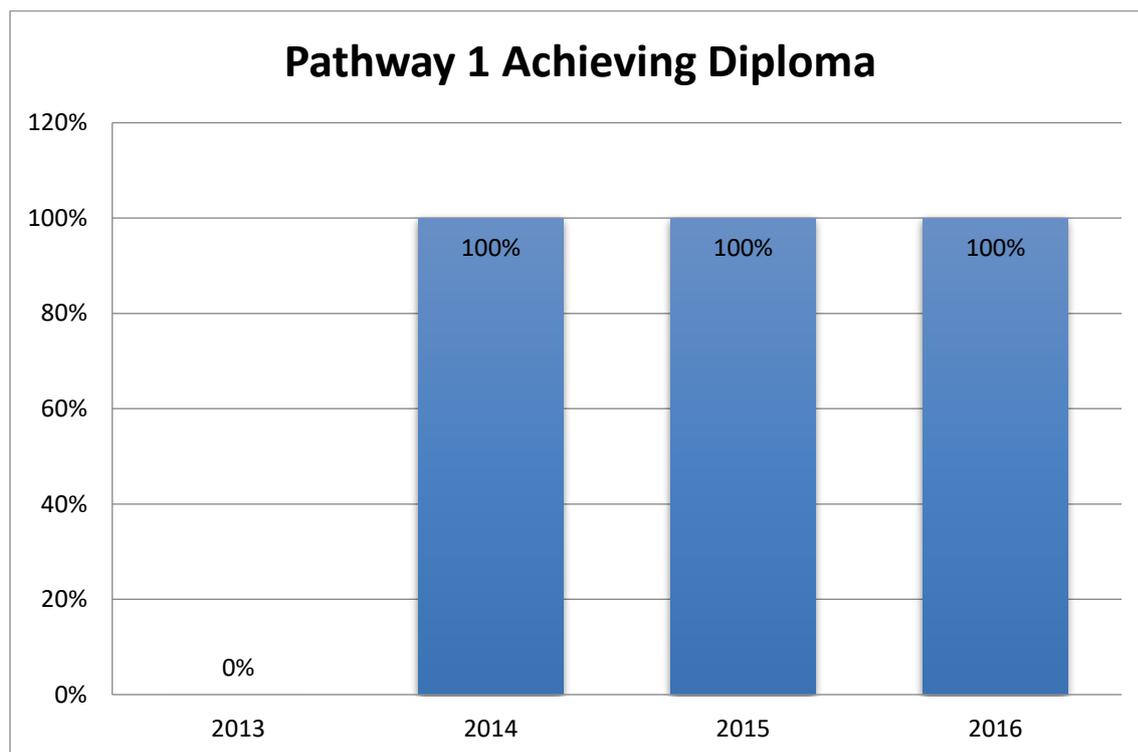
Pupil Premium - Those students who would be eligible for pupil premium performed as well as their peers.

There was one EAL student whose ability profile is at the top end of this Pathway, and her results proved this.

The KPI for this cohort was for 30% of students to achieve appropriate accreditation in 2 subjects – we surpassed this target with 100% achieving 2 or more.

## Pathway 1 (1 Student)

As I mentioned for students in Pathway 2, there is only one qualification for those working below Entry Level 1. ASDAN Personal Progress is studied by all students in Pathway 1. It is divided into 3 different size qualifications – award, certificate and diploma.



The student in this Pathway 1 achieved the diploma, thus successfully meeting the final KPI.

Units of the Personal Progress Diploma studied include:

Units		Credits
1	Developing communication skills	3
5	Early mathematics: developing number skills	2
8	Early mathematics: measure	2
9	Early mathematics: sequencing and sorting	3
10	Understanding what money is used for	3
13	Developing independent living skills: looking after your own home	2
17	Developing skills for the workplace: growing and caring for plants	2
20	Developing skills for the workplace: health and safety	2
22	Developing skills for the workplace: looking after and caring for animals	2

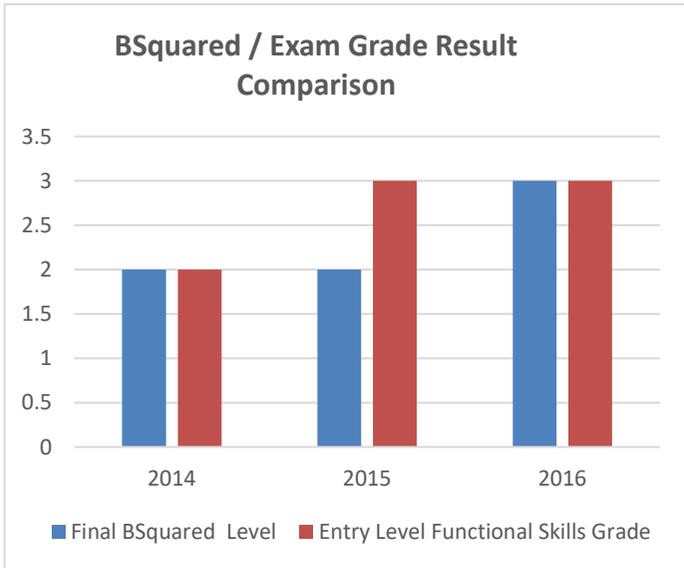
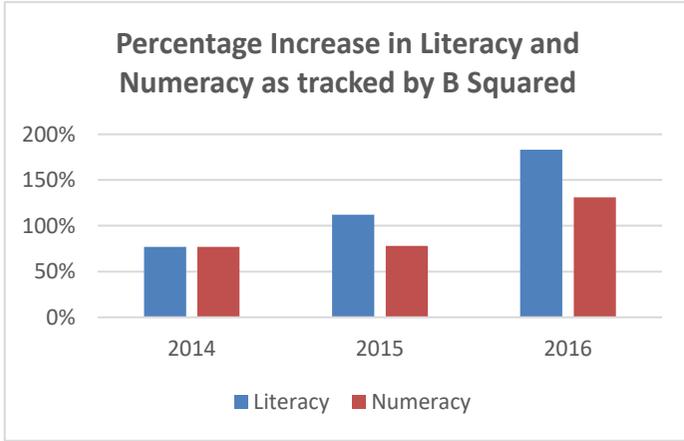
	English	Maths	Science	Vocational Learning	Art	PSD	Catering	ICT	Res Mat	Photography	Other / Options	SLD Friday	Reading
1 CAN	Personal Progress Communication	Personal Progress Maths	Personal Progress Animal / Horticulture	STEPS	ASDAN Personal Progress	ASDAN Personal Progress	ASDAN Personal Progress	/	/	/	Travel Training Skills	/	Pre Reading Skills
2 Less Able	Personal Progress Communication	Personal Progress Maths	Personal Progress Animal / Horticulture	STEPS	AQA ELC Art	ASDAN Personal Progress	ASDAN Personal Progress	Pearson Functional Skills	/	/	Vocational Experience Towards Independence	Performing Arts Sport	Reading Groups / Exercise
2 More Able	Personal Progress / Functional Skills Literacy Entry Level 1	Personal Progress / Functional Numeracy Entry Level 1	Personal Progress / WJEC ELC Science Today	STEPS	AQA ELC Art	ASDAN PSD Entry 1	City and Guilds Catering Entry 1 / Personal Progress	Pearson Functional Skills	/	/	Vocational Experience Towards Independence Work Right	Performing Arts Sport	Reading Groups / Exercise
3 Year 1	Functional Skills Literacy Entry Level 1/2/3	Functional Numeracy Entry Level 1/2/3 Level 1	WJEC ELC Science Today 2/3	ASDAN Employability Entry Level	City & Guilds Art	ASDAN PSD Entry Level 3	City and Guilds Catering Entry Level	City and Guilds Starting IT Entry Level	/	/	Options Pathway 3 and 4 Hair Dressing BTEC E3 J Muir Award Childcare E 123 ASDAN Sport & Leisure City and Guilds Photography L1 Team Building City and Guilds Horticulture L1 City & Guilds Catering E3 British Safety Council Health and Safety Qualification E3 ASDAN International Award	/	Reading Groups
3 Year 2	Functional Skills Literacy Entry Level 1/2/3 and Level 1	Functional Numeracy Entry Level 1/2/3 GCSE Maths	WJEC ELC Science Today 2/3	ASDAN Employability Entry Level 3	City & Guilds Art	ASDAN PSD Entry Level 3	/	City and Guilds ITQ IT Users Level 1	City and Guilds Units	/		/	Reading Groups
4 Year 1	Year 1 AQA GCSE English Language New	Functional Numeracy Entry Level Year 1 AQA GCSE Maths New	Year 1 AQA GCSE Core Science	ASDAN Employability Level 1	AQA GCSE	ASDAN PSD Level 1	/	City and Guilds ITQ IT Users Level 1 / 2	/	GCSE Photography		/	AQA GCSE English Literature/ Maths
4 Year 2	Year 2 AQA GCSE English Language Legacy	Functional Numeracy Entry Level 2/3 Year 2 AQA GCSE Maths Legacy	Year 2 AQA GCSE Core Science	ASDAN Employability Level 1	AQA GCSE	ASDAN PSD Level 1	/	City and Guilds ITQ IT Users Level 1 / 2	/	GCSE Photography		/	GCSE Maths / English

Appendix 1

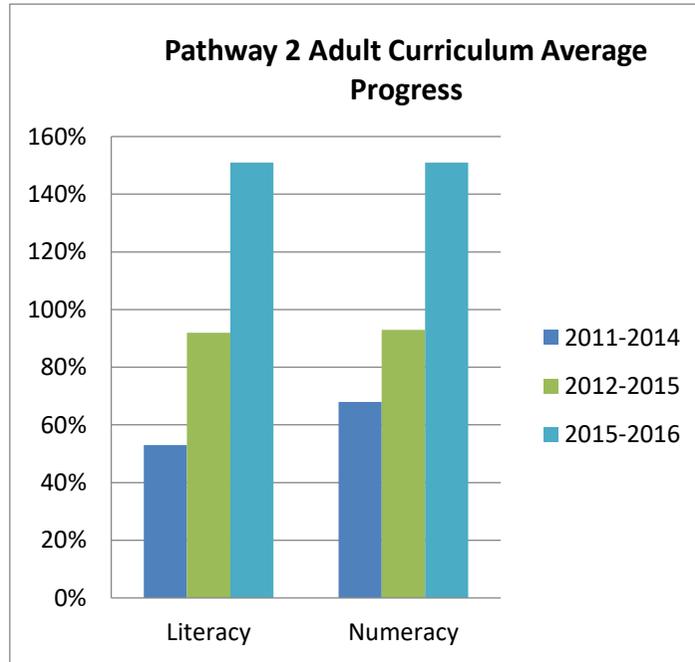
**Appendix II Supplementary Information**

**BSquared Progress Tracking – Exam Result Comparison**

**Pathway 3**



**Pathway 2**



**Pathway 1**

