

ABBHEY HILL ACADEMY SIXTH FORM

*Attainment and
Progress
Report
2016 - 2017*



Abbey Hill Academy Sixth Form

Attainment and Progress Information Report 2016 – 2017

Forward

I am delighted to present Abbey Hill Academy Sixth Form's Attainment and Progress Information Report. The report, which has been adapted over the previous three years to reflect the significant changes in the national picture in terms of assessment and qualifications, has changed again. The way in which we monitor progress and attainment particularly for those students in Pathway 4 is changing, to reflect the way in which new GCSEs are assessed and graded. This year English, Maths and English literature (taught for the first time at the Sixth Form) were graded 1-9, with fewer grades available for students at the lower end of the ability spectrum. So it is difficult to compare these grades with previous year's and to compare legacy GCSEs and the new ones.

Additionally, following my attendance at a Regional Assessment Conference and having spoken to an experienced Lead Ofsted Inspector, who led a two day training course for HSAT Leaders, I can confirm they were able to confirm the following statement from the Ofsted Inspectors Handbook means that we have to use professional judgement regarding quantifying the progress and attainment levels students make.

*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.***

However, the data that was quality assured during the 2015 Ofsted Inspection is still a sound benchmark for us to measure ourselves against.

So despite the exams becoming more rigorous, fewer lower grades, and the removal of coursework there has been no noticeable decline in our students' relative performance.

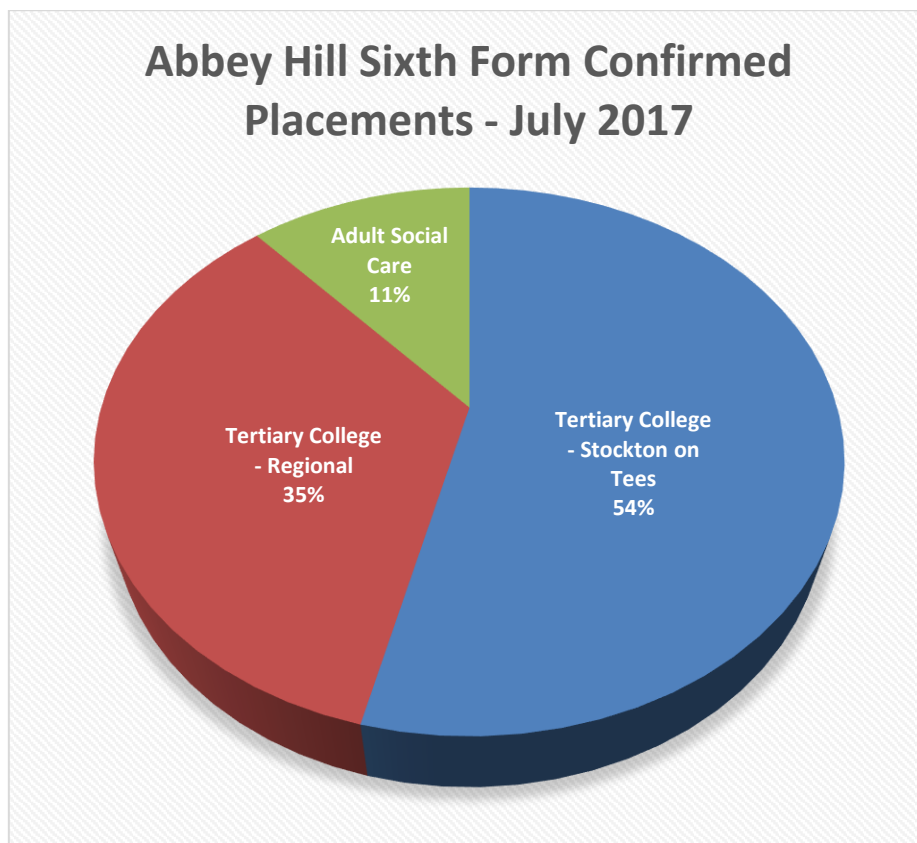
The Department for Education published a document to assist Post 16 Providers - *16 to 19 accountability headline measures: technical guide* - advises that SEN provisions results will not be published. But it does give some useful guidance to what is published. I have utilised this to ensure this report includes the

headline measures of attainment and progress in English and Maths (for students without a GCSE pass at A*-C in these subjects), retention, and destinations. This however would give readers a very narrow view of what our students have achieved thus this information is augmented with considerably more, salient, information

Retention and Destination

Our retention rate for 2016 - 2017 was 93%, two students didn't complete their study programmes – one student chose to leave following a great deal of domestic upheaval. We support her with significant pastoral support but ultimately she decided not to return. The other student moved very early in his first year with us to a bespoke ASD provision that was more able to meet his needs.

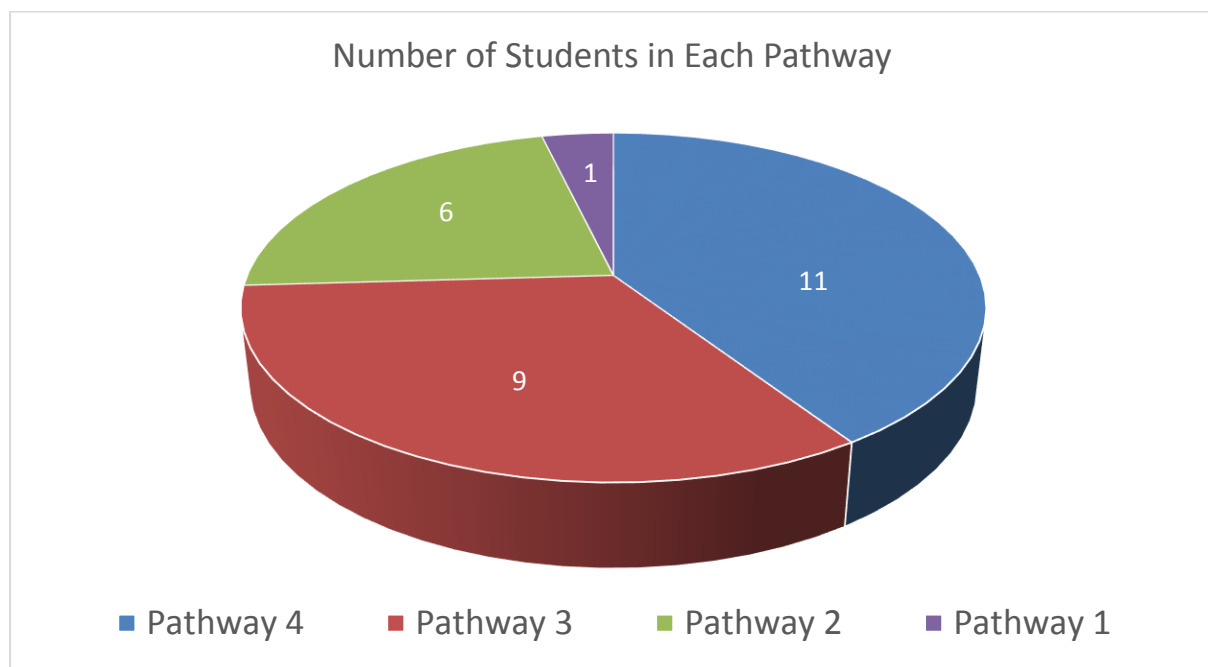
In terms of destination the graph below shows the confirmed offer a place from July, the point at which they left us.



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:

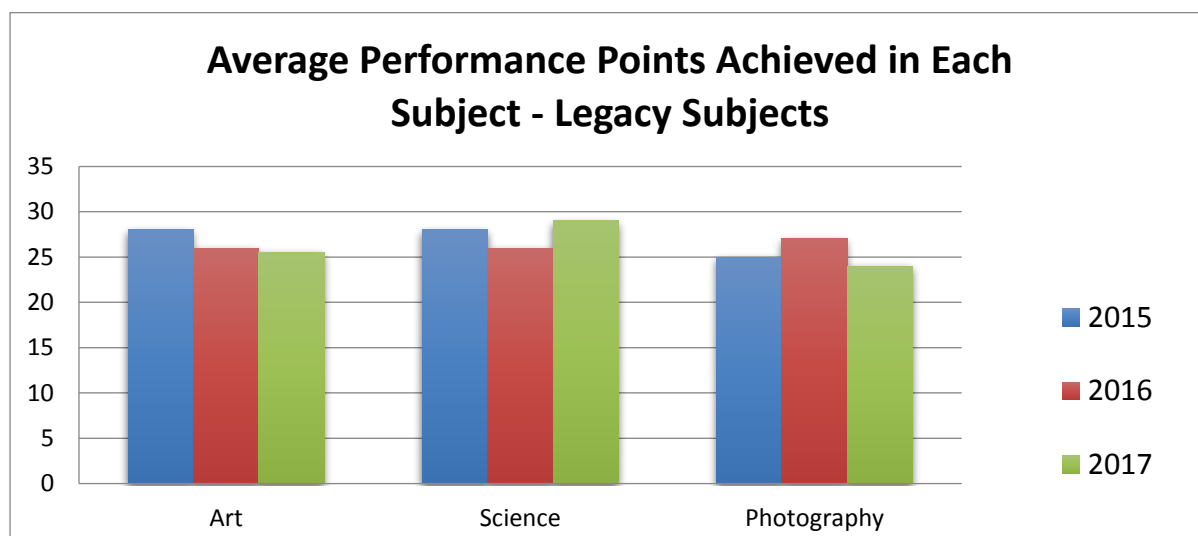
1. Complex and Additional Needs: typically achieving from Milestones 4 to Milestones 5.
2. Lower Ability Learners: often referred to as having Severe Learning Difficulties working around M6 up to and sometimes including Adult Curriculum Entry 1.
3. Middle Ability Learners: characteristically achieve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

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

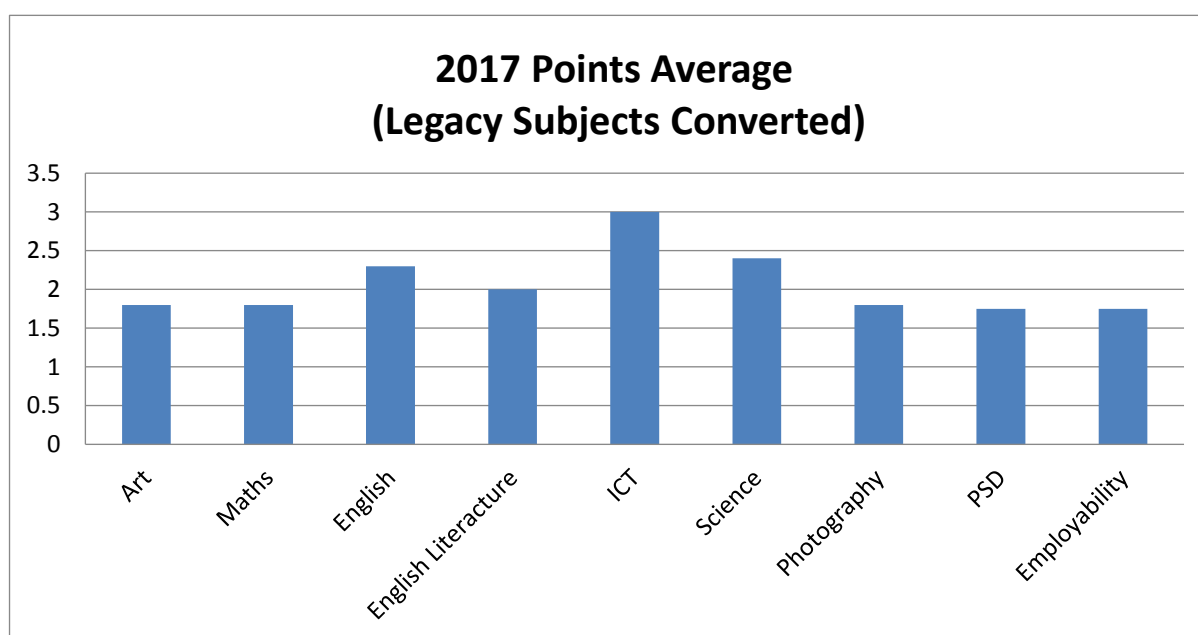


With the caveat regarding the new GCSEs being significantly different I am pleased to report that the analysis of the 2016-2017 data reveals that for the vast majority of indicators we have equalled or surpassed last year's figures. This reconfirms the outstanding performance of our teachers, support staff and students.

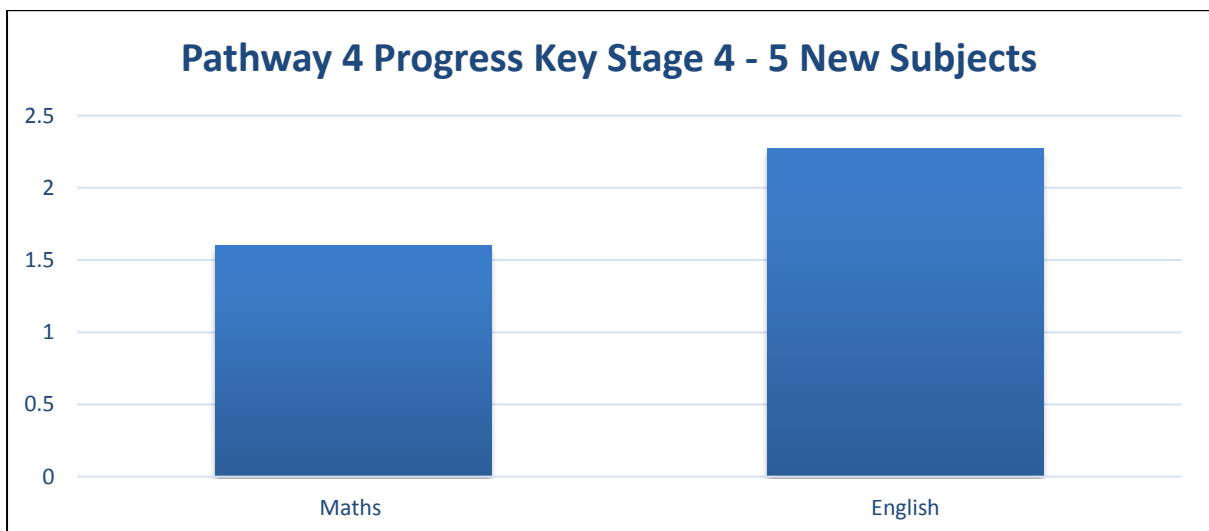
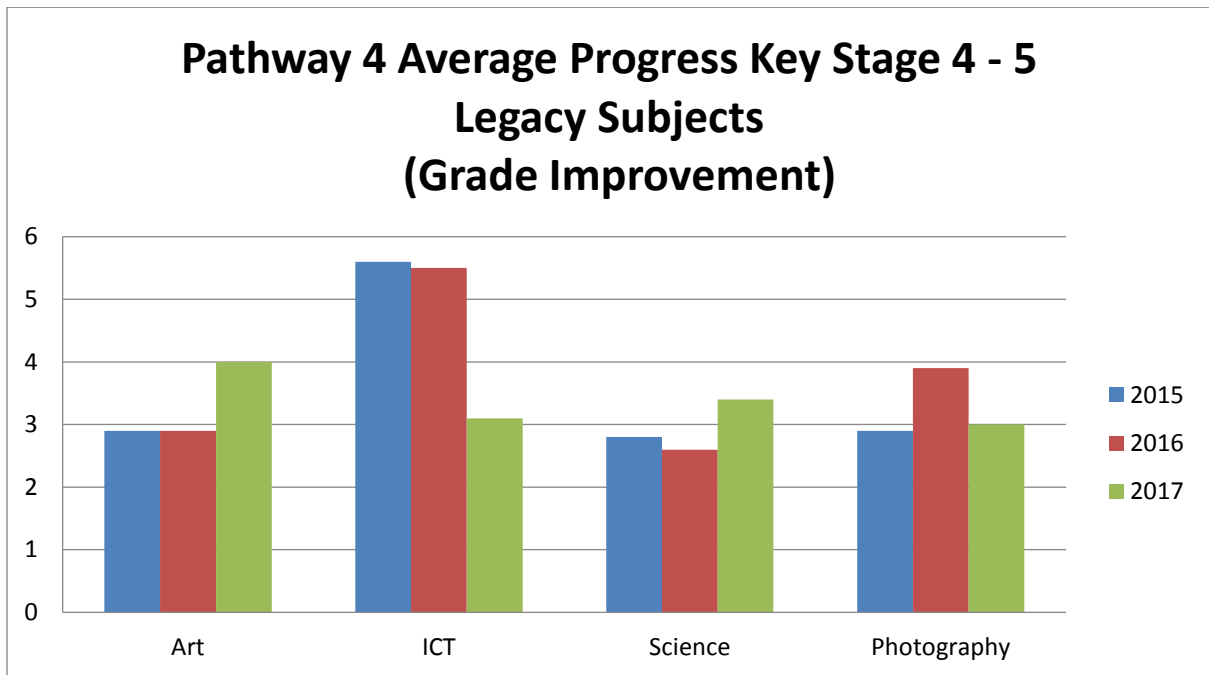
Pathway 4 (11 Students)



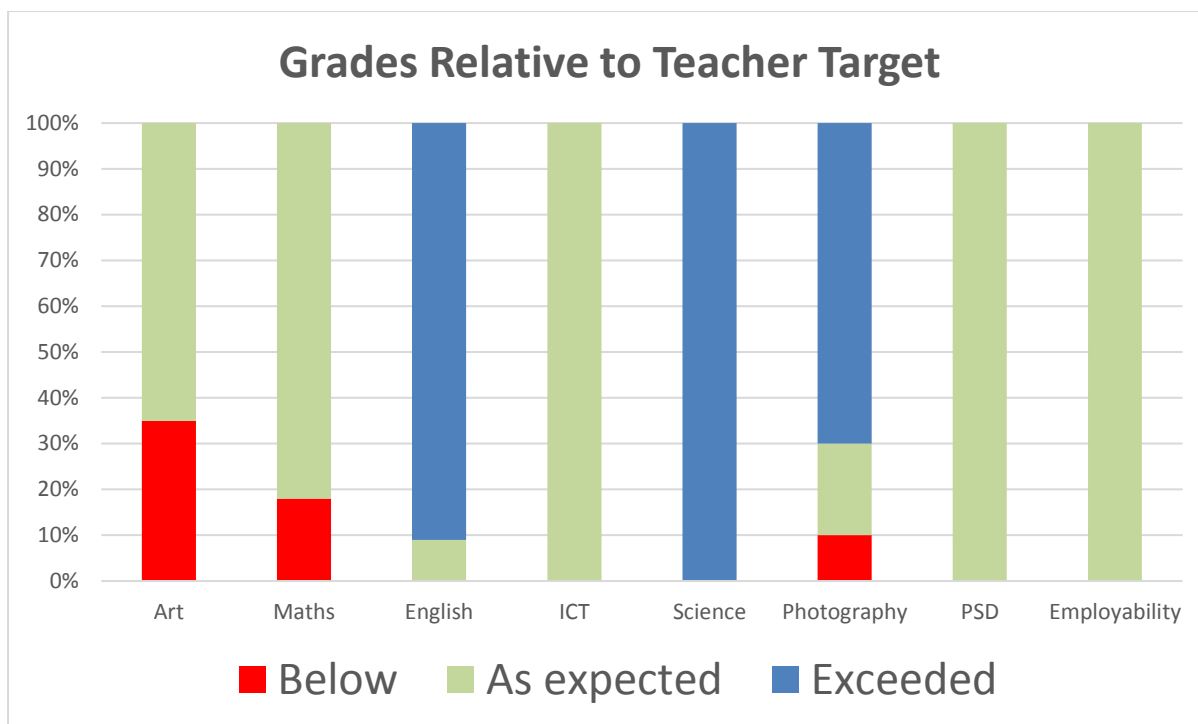
The graph above detail students' average performance in the 3 legacy GCSE subjects of Pathway 4, demonstrating stable or improved performance. For this graph I have continued to use SCATT points, as I have done in the past.



Utilising the published guidance, I have converted the legacy GCSEs and the Level 1 / 2 results into the new points system, this logical new method awards points equivalent to the numerical grade – 1 point equates to Grade 1. The A*-G grades are given a conversion figure, as are the Pass / Fail Level 1 and 2 qualifications. Evidently the Level 2 ICT qualification is the standout results again but both Science and English have some extremely strong results. It is noteworthy that Maths is not noticeable weaker than the other subjects despite the very challenging new course.



This graph exemplifies the grades of progress from the end of Key Stage 4; the average progress, typically, has improved from the OFSTED validated data of 2 years ago, the exception being ICT. As you will recall from the previous graph both attainment and progress are outstanding, but it appears there has been a fall in performance. This is due to the fact that the students are now attaining higher grades in Key Stage 4, thus the relative progress is smaller.



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. This was virtually impossible for the English and Maths teachers as no grade boundaries were published until after the students sat the first exam. Significantly there was only 1 U grade (Fail) awarded in all the subjects across every Pathway.

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

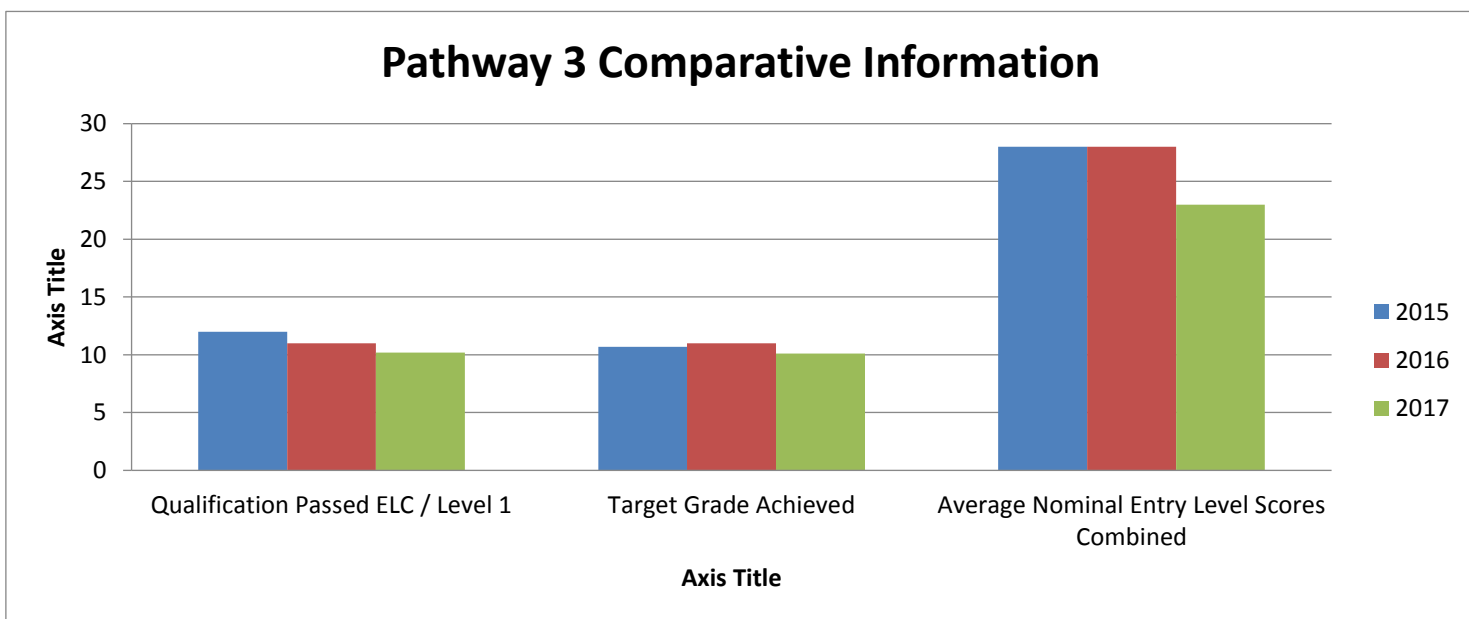
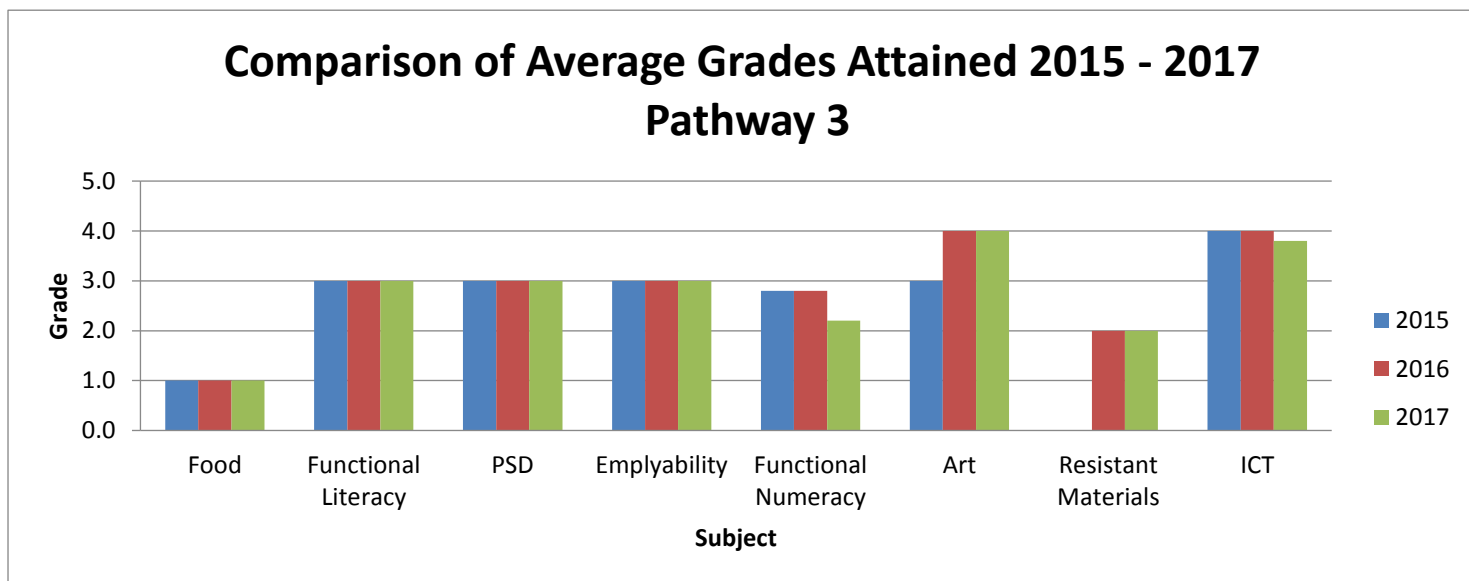
Both of these targets were met with 100% of the cohort getting 8 or more. In the absence of any National Data set for comparison it is hard to ascertain whether the targets we set are challenging or otherwise. But if we use Progression Guidance as a basis for projecting a Key Stage 5 exam target, we would have exceeded the expected progress significantly in all subject areas.

LAC – There was one no LAC or EAL students within the cohort.

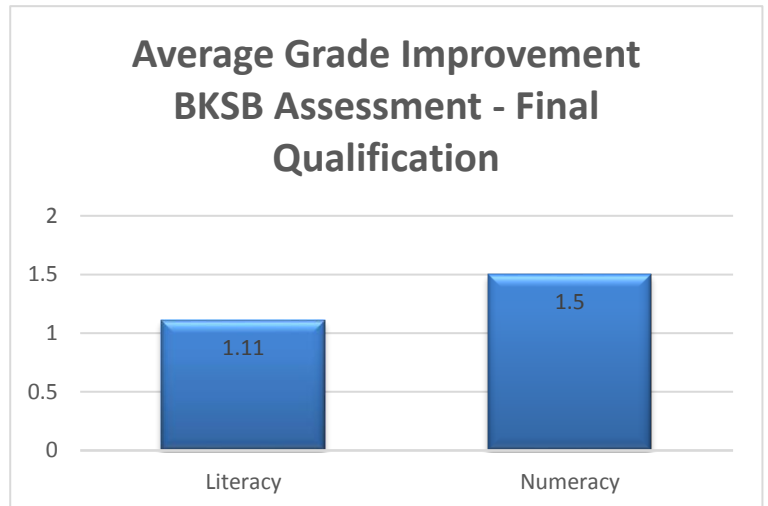
Those who received Free School Meals outperformed the rest of the class.

Pathway 3 (9 Students)

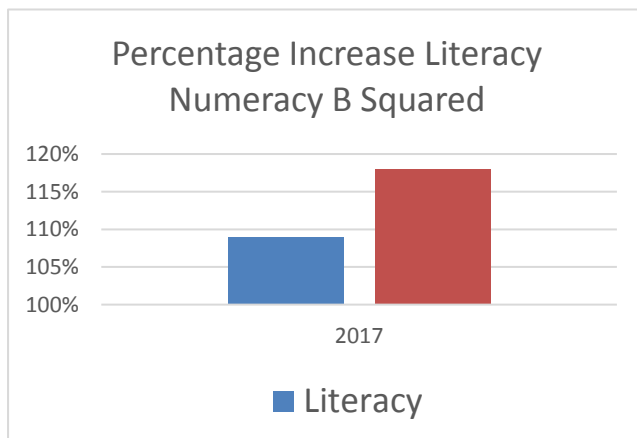
If we nominally attribute 1 point for E1, 2 points for E2 and so on we can compare the average score year on year, following the abolition of SCATT points for Entry Level Certificates this approach was advocated by a civil servant at the Department for Education. We have maintained or improved on the raw results from last year, except in Maths. This is due to a weaker cohort with regards of numeracy. This will be exemplified with respect their progress, and cross referenced with the BKSb baseline assessment and B Squared tracking later in this report.



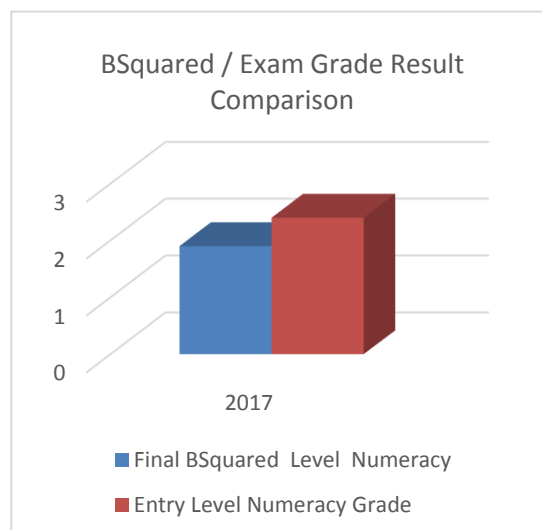
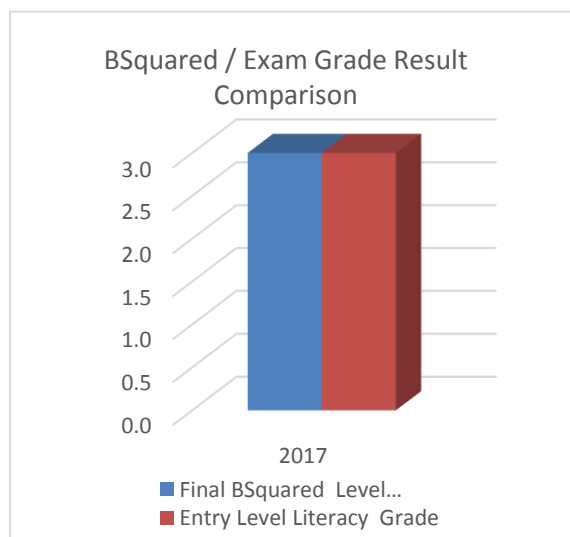
This chart combines a number of performance indicators. As we have been able to introduce more Level 1 qualifications to this Pathway, students with poor literacy skills can access more advanced courses such as City and Guilds Art and Media, thus enabling them to excel despite their reading difficulties. The average number of qualifications passed in this pathway is again around 10, 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 broadly the same.



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



The graph to the left corroborates our tracking with the raw exam results. Below is the BSquared Exam result comparison, with close agreement in literacy, and in Maths the students performed better than the tracking suggested.

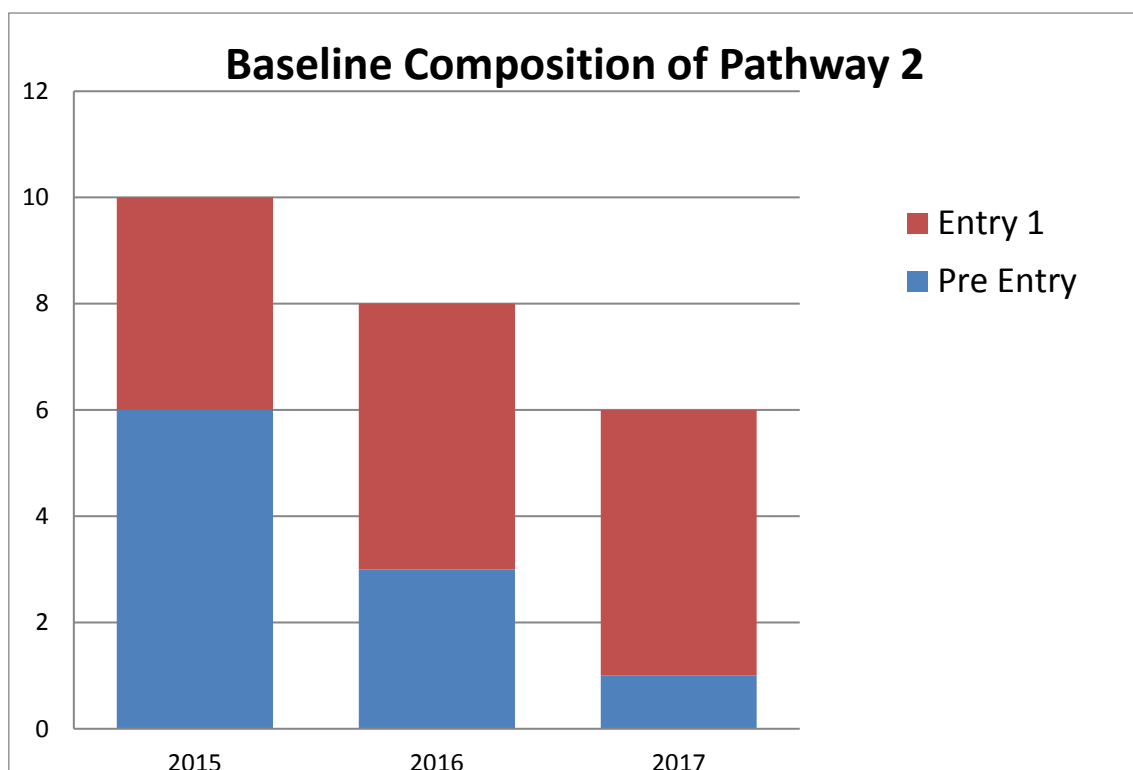


Pupil Premium - Those students who would be eligible for pupil premium performed as well as their peers as did the 2 students that were LAC.

There were no EAL students in this Pathway.

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.

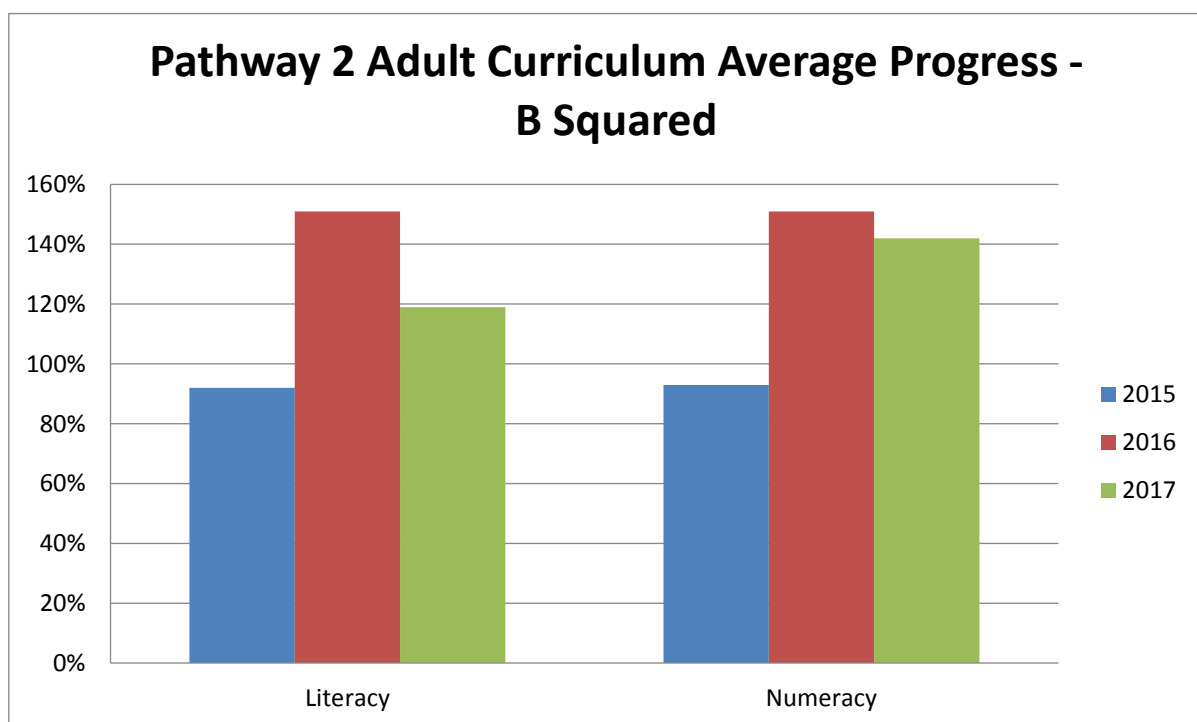
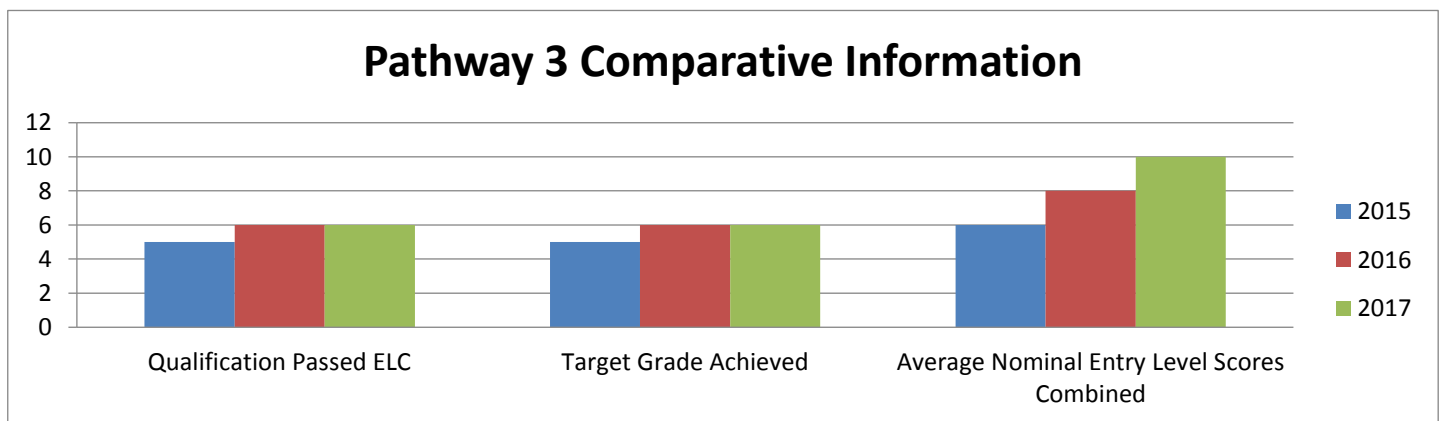
Pathway 2 (8 Students)



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 2017's Pathway 2 students is more biased towards the

E1 level students, so we would expect them to achieve on average slightly better, and they did.

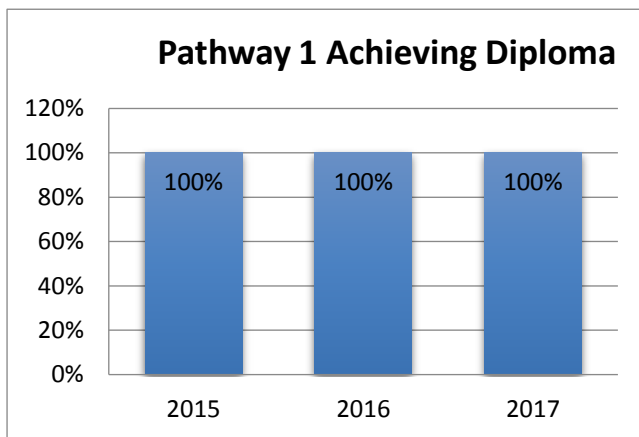
Here we see clearly that the Pathway 2 students have achieved more qualifications, importantly at their target grade and at a higher level. The introduction of ASDAN Towards Independence course has augmented the Pathway 2 curriculum. All of the students passed this course with units in Sport, Drama, Art, Horticulture and Enterprise.



Students in this Pathway make between 1 – 1½ Milestone Levels of Progress, this is corroborated where possible against their terminal exam grade, which are in very close agreement. The LAC student outperformed her peers, as did those on free school meals. There was no EAL student in this Pathway. 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.

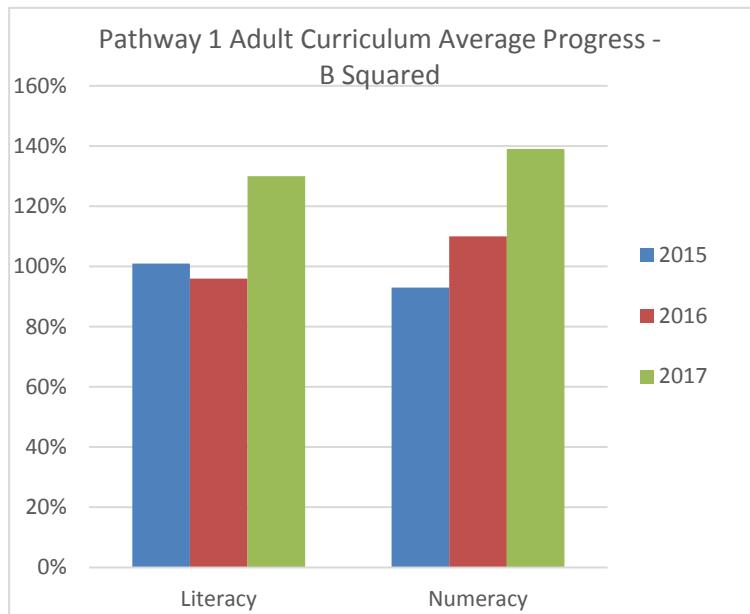


The student in this Pathway 1 achieved the diploma, thus successfully meeting the final KPI.

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

This final graph compares the Pathway 1 students relative progress in literacy and numeracy, the apparent increase is due to this particular student being more capable, and much better tracking of the performance of CAN students this year.





Pathway 1 Access Group – Entry Qualifications

This offer is for those students with a range of learning needs, who are working around Milestone 5 up to Entry 1. This programme combines a range of units from the ASDAN Personal Progress Qualification. Additionally, we offer a range of vocational opportunities including supported employment. This Pathway has a significant focus of communication strategies.

The units that all students study in Pathway 1 include:

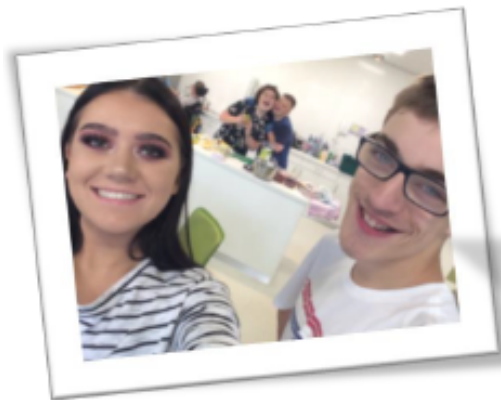
Early Mathematics – Position, Early Mathematics- Shape
Early Mathematics – Sequencing & Sorting
Develop skills for the workplace – Growing and caring for plants
Develop skills for the workplace – Health & Safety
Developing community participation skills – Caring for the environment
Travel within the community – Going places
Engaging in new creative activities
Planning and preparing food for an event and preparing drinks and snacks.
Communication and Literacy

Students have access to the following vocational subjects depending upon level:

- Salon Experience
- Art
- Drama
- Horticulture

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' -Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students may also be assigned to a differentiated reading group.

Where specialist external assistance is required the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. Students have access to enrichment activities during Wednesday afternoons. The duration of this programme is **three years**.



Pathway 2 Curriculum Offer – Entry 1 Qualifications

This pathway is for those students considered to have severe learning difficulties, who are working from P6 up to and including Entry Level / Key Skills 1. This programme combines Entry Level qualifications in a range of subjects. Within the timetable we offer a comprehensive range of vocational options and employability education, including supported employment.

The Qualifications that all students study in Pathway 2 include:

- Entry Level Literacy / Personal Progress Literacy Units
- Entry Level Numeracy / Personal Progress Numeracy Units
- Entry Level Science / Personal Progress Science Units
- Towards Independence Art
- Entry Level Functional Skills ICT
- Reading
- Supported Employment and access to independent careers advice
- Entry Level Personal and Social Development or Personal Progress focusing on Sex Education, Relationships and Healthy Eating etc.

Students have access to the following vocational subjects depending upon level and class:

- Hair Salon Experience
- Basic Catering or Personal Progress Food Units
- Vocational Working - Towards Independence Units
- Personal Progress Animal Care and Horticulture Units
- Towards Independence Drama
- Towards Independence Sport

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' -Employment, Independent Living, Health and Community.

Each student is allocated a tutor who they will see three times a day on top a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students may also be assigned to a differentiated reading group.

Where specialist external assistance is required the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. Students have access to enrichment activities during Wednesday afternoons. The duration of this programme is three years.



Pathway 3 Curriculum Offer – Entry Level and Level 1 Qualifications

This pathway is for those students who have achieved Entry Level Certificates at grade 2, and perhaps a few at grade 3 in a range of subjects including: English, Maths and Science. This programme combines Entry Level and Level 1 qualifications in a range of subjects. Additionally, we offer a comprehensive range of vocational options, employability education, including work experience.

The qualifications that all students study in Pathway 3 include:

- Functional Skills Literacy (Entry Level / Level 1)
- Functional Skills Numeracy (Entry Level / Level 1)
- Science Today (Entry Level)
- Art (Entry Level)
- Design Technology (Entry Level)
- Food / Catering (Entry Level)
- City and Guilds ITQ IT Users (Level 1)
- ASDAN Employability including Work Experience and access to independent careers advice (Entry Level)
- Personal and Social Development including sex education, relationships and healthy eating (Entry Level)

Students are able to select up to four of the following vocational subjects over a two-year period:

- Hair Dressing BTEC (Entry Level 3)
- John Muir Award, an environmental award scheme.
- Creativity (Entry Level)
- Practical DIY ASDAN Award
- ASDAN Award Sports
- Team Building including rock climbing and canoeing
- City and Guilds Horticulture (Level 1)
- Jamie Oliver's Hospitality & Catering (Level 1)
- Photography (Level 1)
- Enterprise ASDAN Award

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' -Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

Where specialist external assistance is required the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. Students have access to enrichment activities during Wednesday afternoons. This Pathway takes



**Pathway 4 Curriculum Offer
GCSE, Level 1 and Level 2 Qualifications**

This pathway is for those students who have achieved Entry Certificate at Grade 3, some Level 1 qualifications or are working at Key Skills three or above in a range of subjects including English, Maths and Science. This programme combines GCSEs in tradition subjects as well as QCA approved GCSE equivalents in others. Additionally, we offer a comprehensive range of vocational options and employability education, including work experience.

The qualifications that all students study in Pathway 4 include:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- GCSE Art
- GCSE Photography
- City and Guilds ITQ IT Users Levels 1 and 2
- Employability Level 1 - Including Work Experience and access to independent careers advice.
- Personal and Social Development Level 1 - Including: Sex Education, Relationships and Healthy Eating.

Students are able to select up to four of the following vocational subjects over a two-year period:

- Hair Dressing BTEC (Entry Level 3)
- John Muir Award, an environmental award scheme.
- Creativity (Entry Level)
- Practical DIY ASDAN Award
- ASDAN Award Sports
- Team Building including rock climbing and canoeing
- City and Guilds Horticulture (Level 1)
- Jamie Oliver's Hospitality & Catering (Level 1)
- Photography (Level 1)
- Enterprise ASDAN Award

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' -Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students may also be assigned to a differentiated reading group. Where specialist external assistance is required the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes two years to complete.

	English	Maths	Science	Vocational Learning	Art	PSD	Catering	ICT	Res Mat	Photography	Other / Options	SLD Friday	Reading
1 G1	Personal Progress Communication	Personal Progress Maths	Personal Progress Animal / Horticulture	In House	ASDAN Personal Progress	ASDAN Personal Progress	ASDAN Personal Progress	/	/	/	Travel Training Skills	Team Building	Pre Reading Skills
2 G2	Personal Progress Communication	Personal Progress Maths GW Money & Time	Personal Progress Animal / Horticulture	In House	TI Art and Craft	ASDAN Personal Progress	ASDAN Personal Progress	Functional Skills ICT	/	/	Vocational Towards Independence	Drama Towards Independence	Reading Group
2 G3	Personal Progress / Functional Skills Literacy Entry Level 1	Personal Progress / Functional FS Numeracy Entry Level 1	WJEC ELC Science Today 2/3	In House	TI Art and Craft	ASDAN PSD Entry 1	WJEC Preparation for Work Food E2	Functional Skills ICT	/	/	Vocational Towards Independence	Sport Towards Independence	Reading Groups
3 G4	Functional Skills Literacy Entry Level 1/2/3	Functional Numeracy Entry Level 1/2/3	WJEC Preparation for Work Science E2 / E3	ASDAN Employability Entry Level 3	OCR Art Entry Level 1-3	ASDAN PSD Entry Level 3	WJEC Preparation for Work Food E2 E3	City and Guilds ITQ IT Users Level 1 / 2	/	/	Hair Dressing BTEC E3	/	Reading Groups
3 G5	Functional Skills Literacy Entry Level 3/ Level 1	Functional Numeracy Entry Level 1/2/3	WJEC Preparation for Work Science E2 / E3	ASDAN Employability Entry Level 3	City & Guilds Art Level 1	ASDAN PSD Entry Level 3	/	City and Guilds ITQ IT Users Level 1 / 2	WJEC Preparation for Work DT E2 E3	/	J Muir Award ASDAN Sport & Fitness	/	Reading Groups
4 G6	Year 1 AQA GCSE English Language	Functional Numeracy Entry Level Year 1 AQA GCSE Maths	Year 1 GCSE Combined Science: Trilogy Double Award	ASDAN Employability Level 1	AQA GCSE Art	ASDAN PSD Level 1	/	City and Guilds ITQ IT Users Level 1 / 2	/	GCSE Photography	City and Guilds Horticulture L1	/	WJEC GCSE English Literature
4 G7	Year 2 AQA GCSE English Language	Functional Numeracy Entry Level 2/3 Year 2 AQA GCSE Maths	Year 2 GCSE Combined Science: Trilogy Double Award	ASDAN Employability Level 1	AQA GCSE Art	ASDAN PSD Level 1	/	City and Guilds ITQ IT Users Level 1 / 2	/	GCSE Photography	BTEC Catering J Oliver L1	/	WJEC GCSE English Literature
											Preparation for Work DT E2 E3		
											ASDAN Enterprise DIY Skills Creative Arts		