

ABBHEY HILL ACADEMY SIXTH FORM

*Attainment and
Progress
Report
2017 - 2018*



Abbey Hill Academy Sixth Form

Attainment and Progress Information Report 2017 – 2018

Forward

The Attainment and Progress Information Report, has evolved over the past four years to reflect the significant changes to both assessment practices and the qualifications taken. The upheaval of the GCSE examinations has now worked its way through the system and now all of the GCSEs our students have studied for and sat are the new and more challenging GCSEs with no coursework, more content, and tougher exams. Consequently, the way in which we monitor progress and attainment particularly for those students in Pathway 4 has been recalibrated and reformed, to reflect the way in which the new are GCSEs graded. This year virtually all GCSEs were graded 1-9, with three grades available for students at the lower end of the ability spectrum. It is virtually impossible to compare the numerical grades with the legacy grades we have become accustomed.

Additionally, following recent Ofsted training I can reconfirm that there has been no change to the Inspection Handbook. We must continue to use professional judgement regarding quantifying the progress and attainment levels students make from their individual starting points.

*‘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.** ‘*

The methodology behind the attainment and progress presentation used in this report, which was quality assured during the 2015 Ofsted Inspection, and having looked at what other institutions have presented I consider that it continues to offer the reader the most effective way in which to analyse the students’ performance in our 4 curriculum Pathways.

I am delighted to report that despite the exams becoming more rigorous, the reduction in lower grades and the removal of coursework there has been no noticeable decline in our students’ relative performance, indeed despite the

students in the GCSE pathway being the most challenging cohort in recent years they have achieved grades beyond our expectations.

The Department for Education published a document to assist Post 16 Providers - *16 to 19 accountability headline measures: technical guide*. The Sixth Form's results are not published, however to ensure the veracity of this document I replicate what is published by the Department of Education with respect to other sixth forms' and tertiary colleges' performance. So this report includes the headline measures of attainment and progress in English and Maths (for students without a GCSE pass at A*-C), retention, and destinations. This would give readers a very narrow view of what our students have achieved, so I have also included information concerned with *all the qualifications* studied.

Retention and Destination

Our retention rate for 2017 - 2018 was 87%; four students did not complete their study programmes – one student left due to significant mental health issues. We supported her with significant pastoral support, close liaison with her psychiatrist and parents. Ultimately, her health needs were paramount and we were advised that she would need a more bespoke package. Another student left in his first year to start a work based training scheme for SEN students – Project Choice. Finally, the two other students left to take up full time employment.

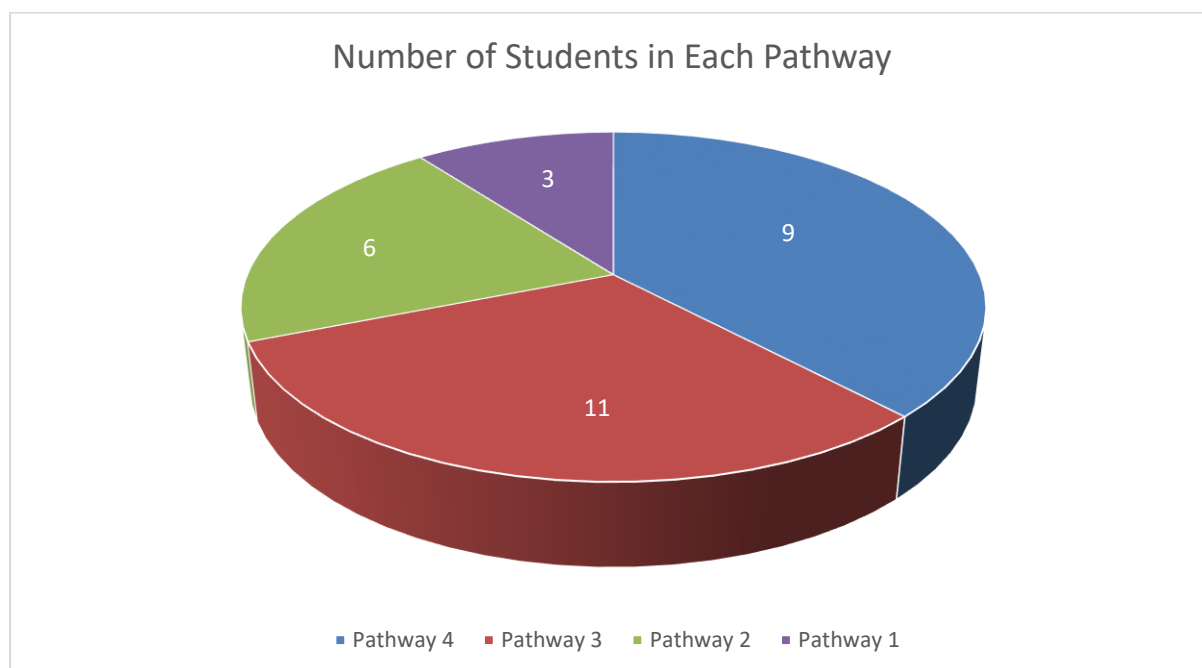
In terms of destination the graph below shows the confirmed offer a place from July, the point at which they left us.



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. Communication 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 / 2.

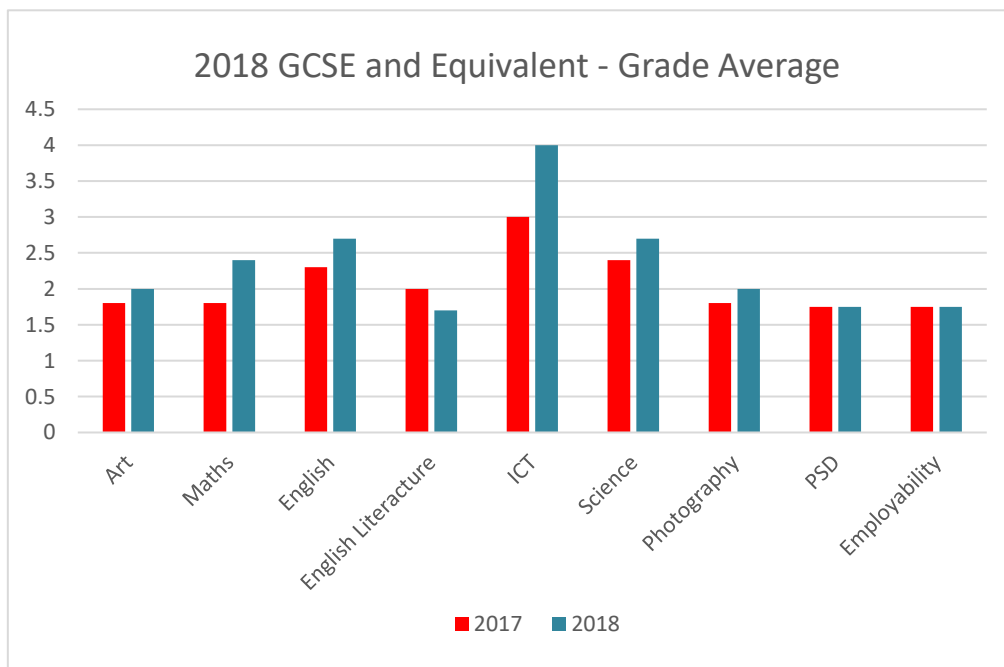
29 students completed their study programmes last year, the proportion within each pathway

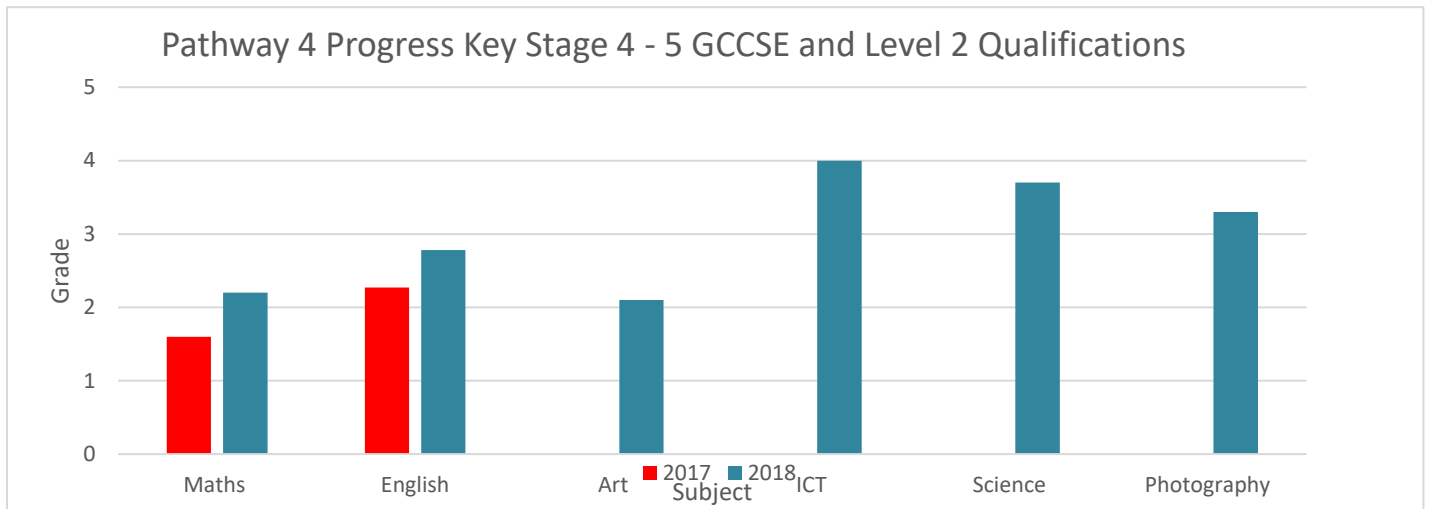


Pathway 4 (9 Students)

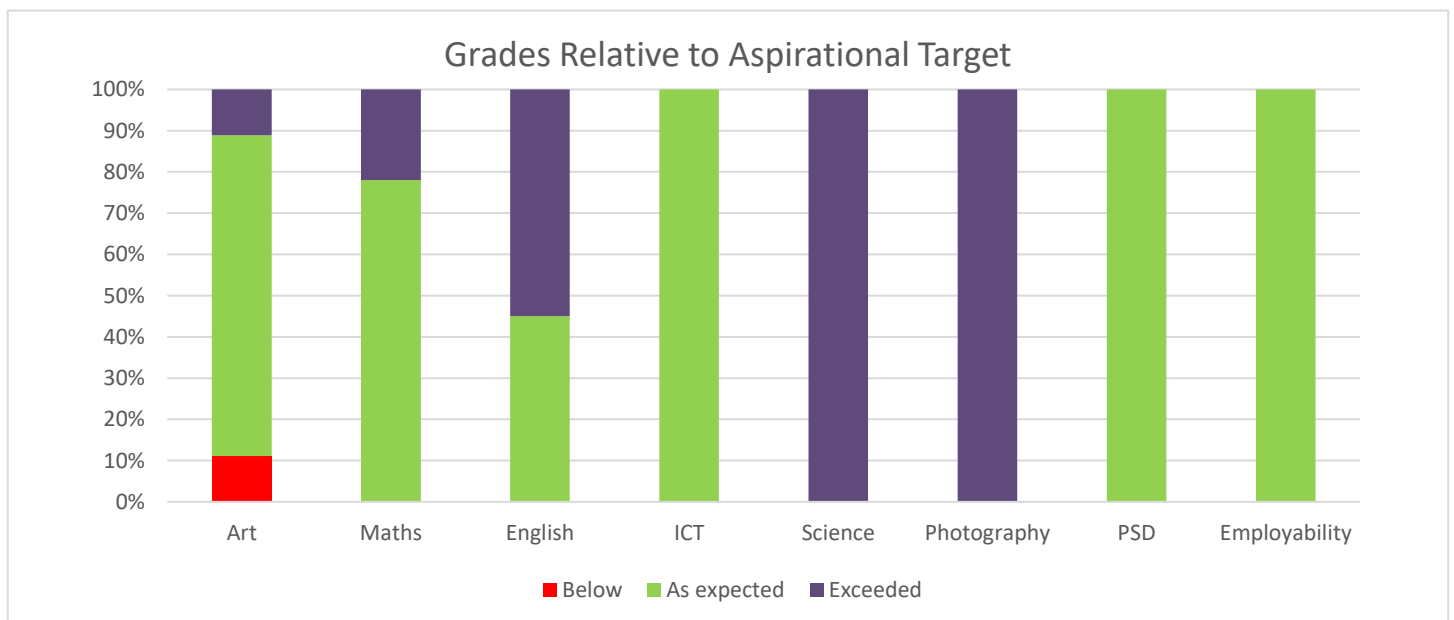
Utilising the published guidance, the new method of equating points to a grade is very straightforward, in that the numerical grade equates to its points value. Grade 1 is equal to 1 point and so on. The level one and two qualifications are pass or fail at the given level so I have transferred these grades into points as advised by the DFE.

The first graph shows the average grade performance in each subject area relative to each other, and against last year's grades, (most subjects were legacy grades that I have converted using the DFE's formula.) Evidently, the Level 2 ICT qualification is the standout results again but Maths, English and Science achieved extremely strong results. It is noteworthy that Maths is now in line with the other subjects, and indeed one student achieved a Grade 7.





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 2015 taking into account the changes to the grading system. Both attainment and progress are outstanding.



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 a difficult task. Exam boards did not publish grade boundaries until after the students had completed the exams. The awareness of these grade boundaries will enable teachers to set targets more accurately going forward into 2019.

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 scores of 100% and 88% 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. Nevertheless, 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.

It is fair to say that this was also one of our most challenging cohorts of students in recent years. Aligned with their learning difficulties all the group members have had to and continue to try to overcome substantial social issues that are significant barriers to progress.

For the two years these students were with us, to ensure that they succeeded academically, we have supported them in every way imaginable to ensure they reached their full potential. For example, we made arrangements with the exam boards to permit a looked after student to complete his GCSE English Exam away from the school. His care placement was changed just prior to the exams to a town over an hour's drive away. To mitigate this, we sent his 1:1 support assistant and an invigilator to his new care placement where he completed the exams. He was rewarded by passing several GCSEs including English Language at a grade above his target.

Another looked after student, who suffers with mental health problems could perhaps be described as our star performer. At times, he found Sixth Form a struggle, but he never gave in, *and neither did his teachers*. As the exams approached, there was a growing sense that he would be able to sit his exams, as this was in doubt at times. Prior to joining the Sixth Form, he achieved pre-GCSE Entry Level qualifications, so with that in mind we were delighted when we were able to reveal that he achieved a 4 and a 3 in Science, 3s in English Language, Art and Photography. He also passed English Literature and Maths

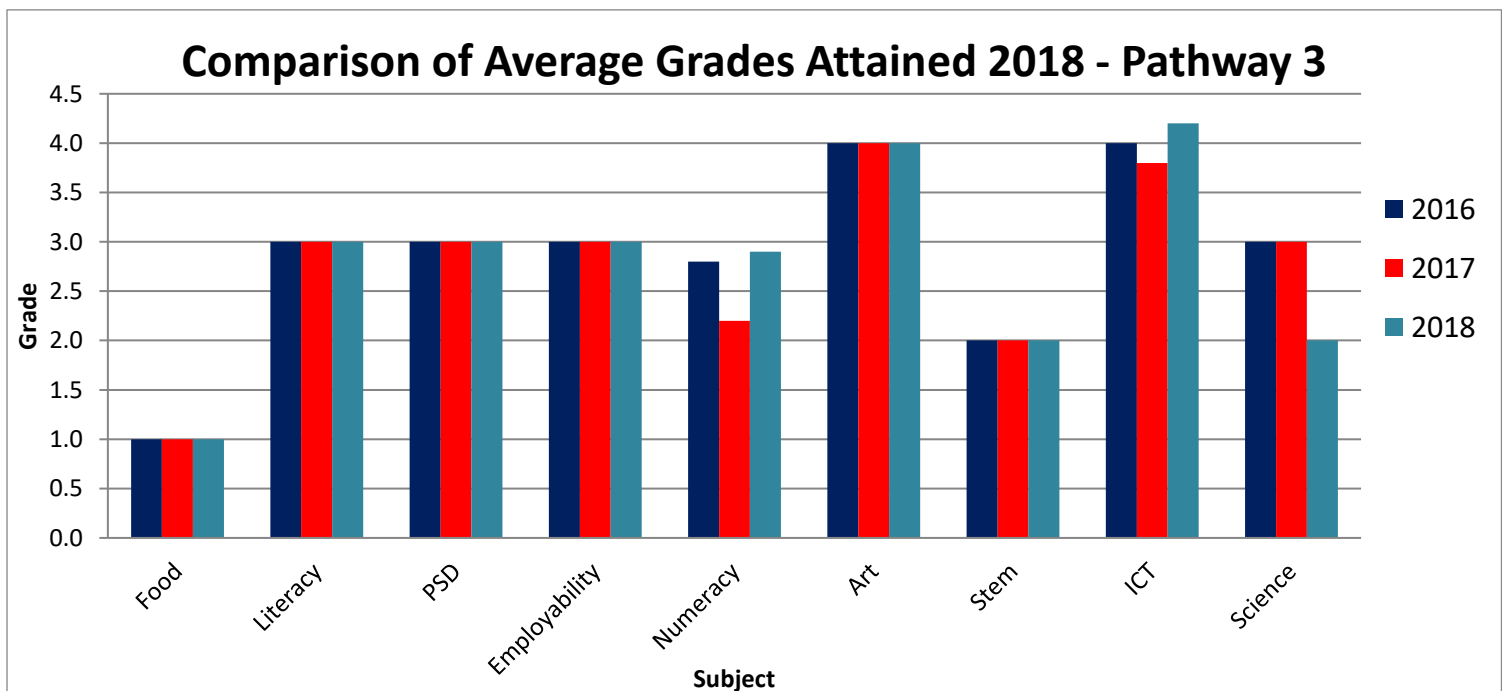
with grades 2 and 1 respectively. Additionally, in the GCSE equivalent qualifications, he achieved a Level 2 pass in ICT, and Level 1 passes in Money Management, Employability Skills and Personal and Social Development. He will now go to Darlington College to pursue his interest in art, as he is already an accomplished Manga artist.

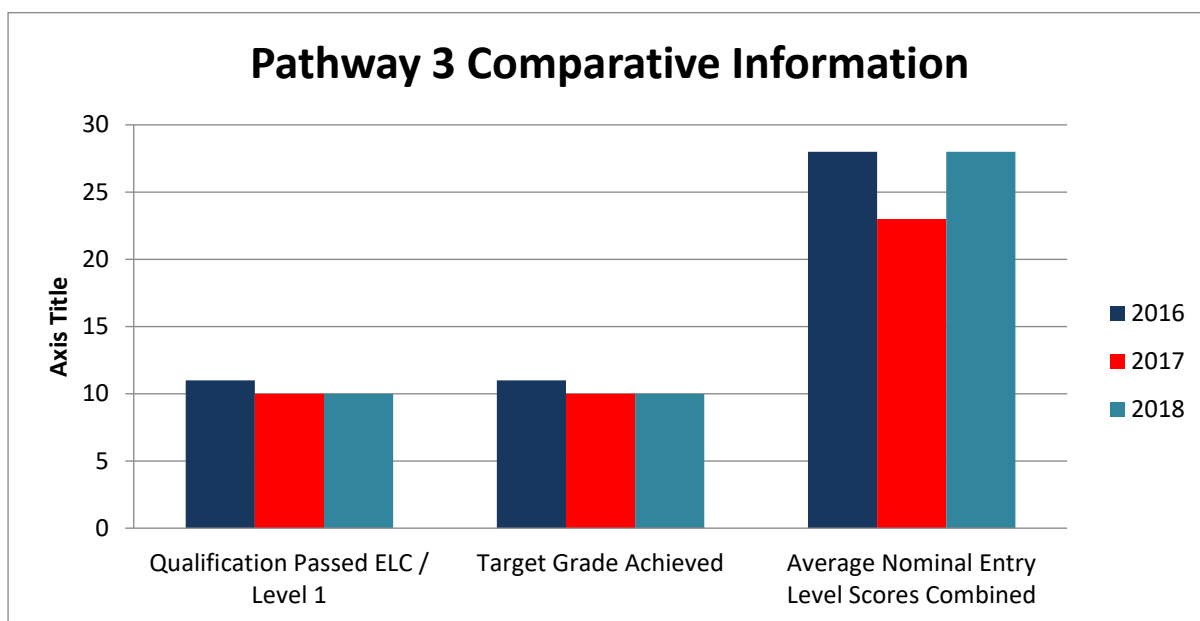
LAC – There LAC students performed better than expected and were amongst the highest achievers in the cohort.

Virtually all of the class were (except the LAC students) were in receipt of free school meals.

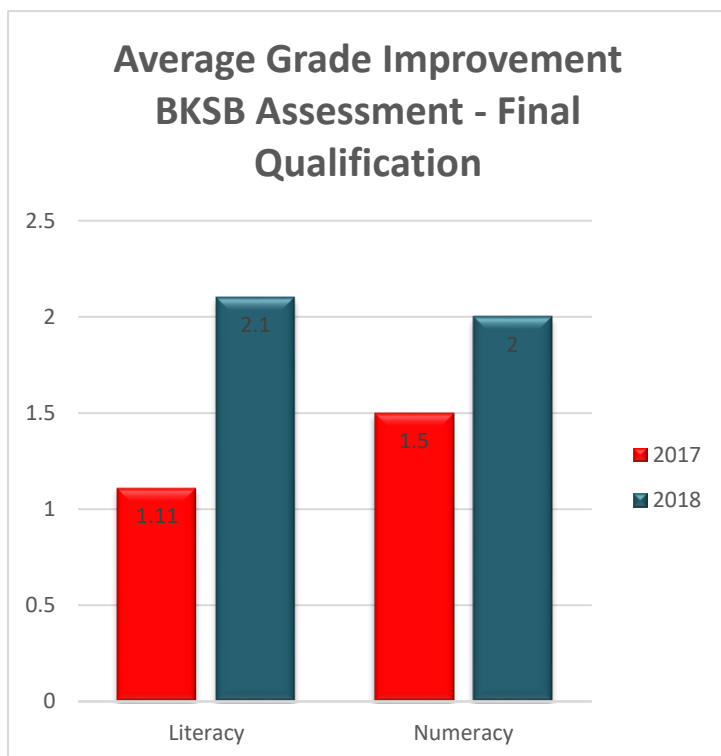
Pathway 3 (11 Students)

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 Science. This is due to a change to a City and Guilds science qualification that was more challenging. We have reviewed that particular qualification and have moved to a more practical hands on course for 2018-2019.





The previous 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. 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 BKSB Baseline Assessment completed on Entry and the final grades in terminal functional skills examinations.

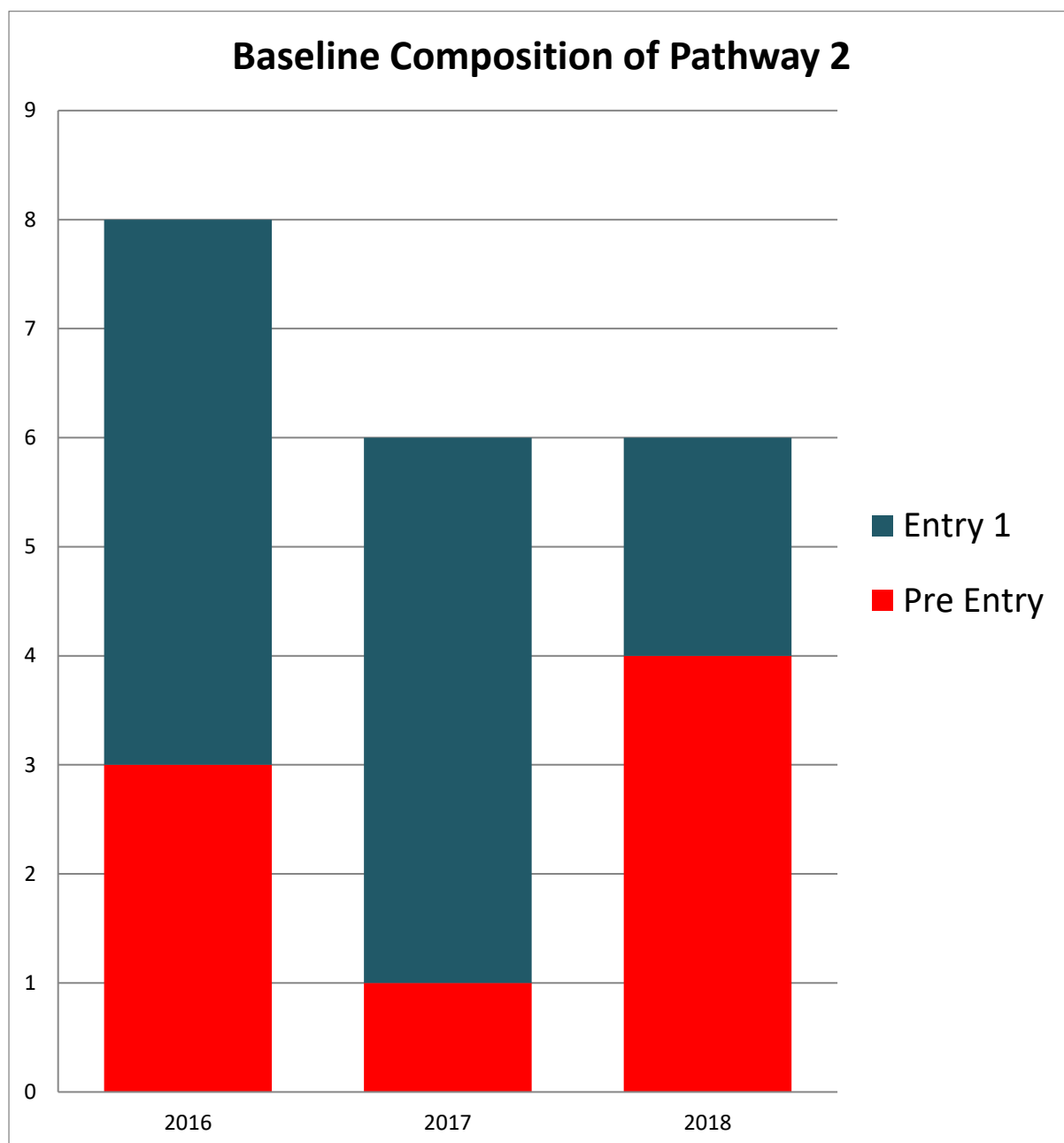
Maths is for the first time in line with English.

Pupil Premium - Those students who would be eligible for pupil premium performed as well as their peers there were no LAC students.

There were no EAL students in this Pathway.

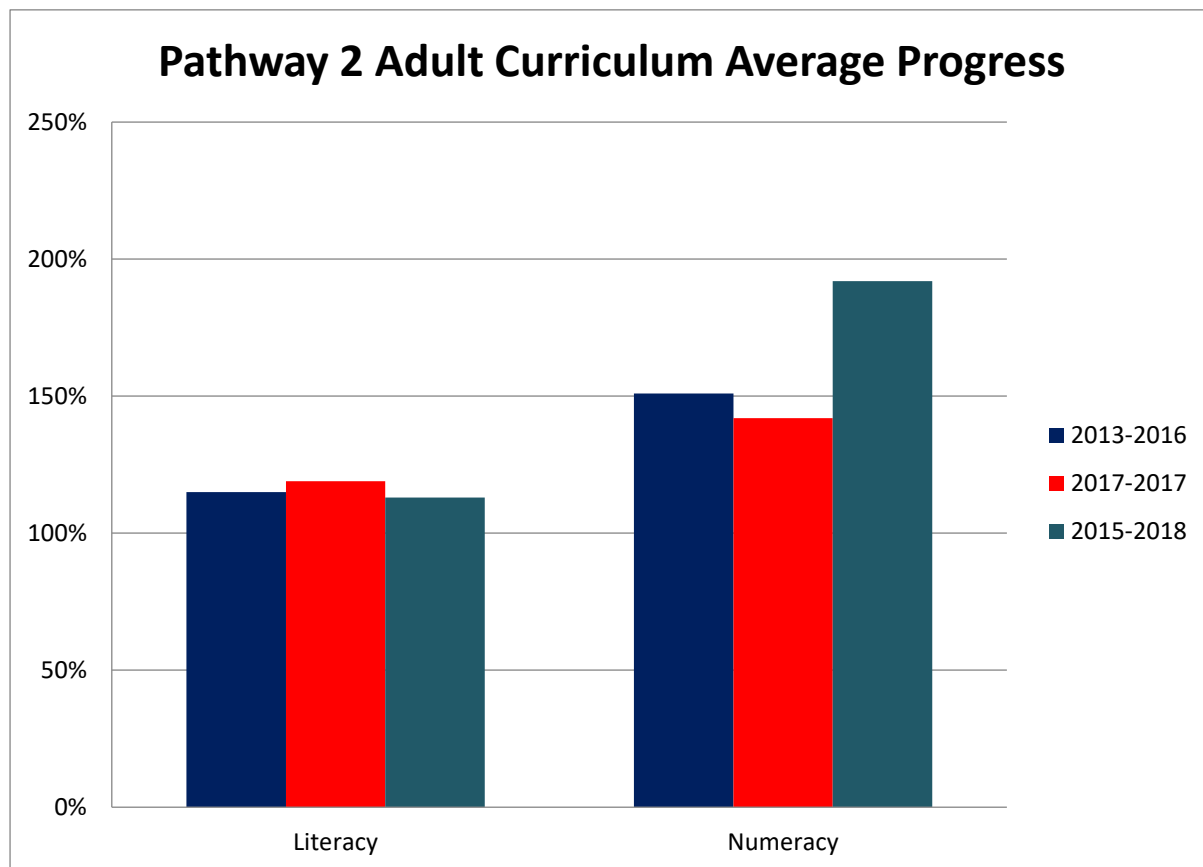
The KPI for this cohort was 90% of Students to reach their target grade in eight subjects – we surpassed this target with 100% achieving their target grades in eight subjects.

Pathway 2 (6 Students)



Pathway 2 straddles the Milestone 8 - Entry 1 grade boundary. Students working at Entry 1 are able to access far more qualifications, there were only two students working above Milestones 8. So the graph above shows that the profile of 2018's Pathway 2 students is more biased towards the Pre – Entry Level students, so this year those 4 students were focused on passing both the Personal Progress diploma and the Towards Independence Award. The two

students that were working at Entry 1 passed nine qualifications at E1 and impressively E2.

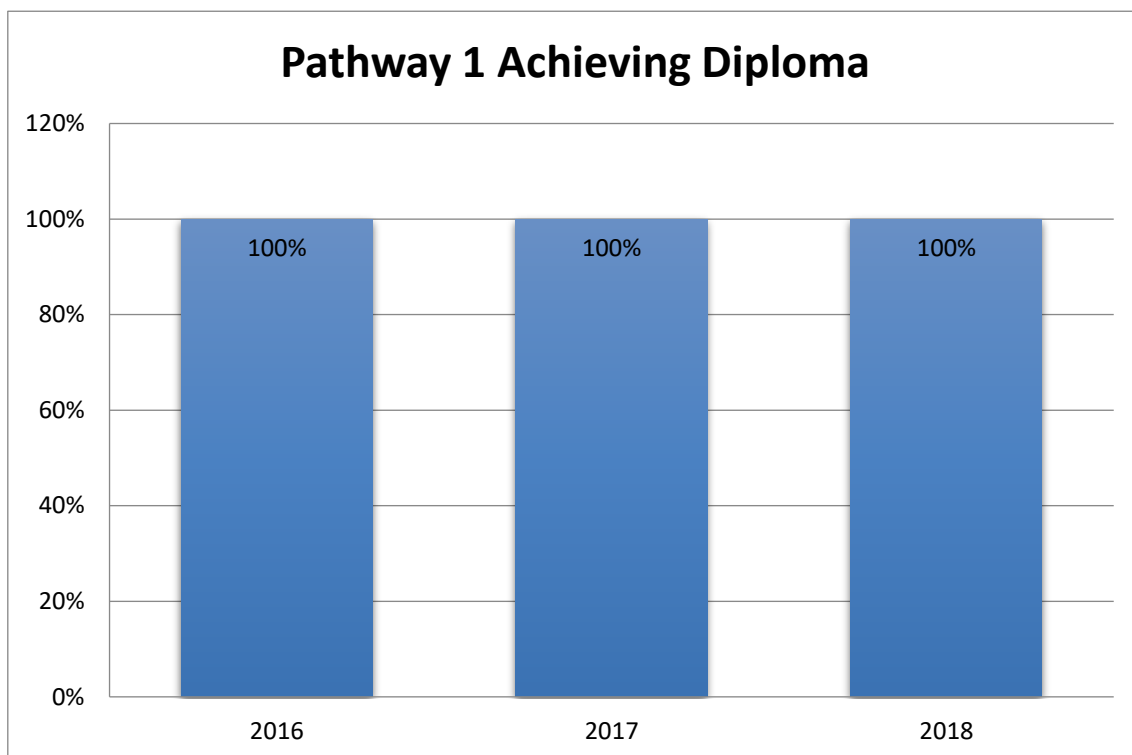


Students in this Pathway make between 1 – 2 Milestone Levels of Progress, this assessment is corroborated where possible against their terminal exam grade, which are in very close agreement. There were no LAC students or students in receipt of free school meals in this pathway. There were no EAL students in this Pathway. The KPI for this cohort was for 30% of students to achieve appropriate accreditation in two subjects – we surpassed this target with 100% achieving two or more.

Pathway 1 (3 Students)

As I mentioned for students in Pathway 2, there is only one qualification for those working below Entry Level 1.

All students in Pathway 1 study ASDAN Personal Progress. It awarded at three different levels dependant on how many units are studied – award, certificate and diploma.

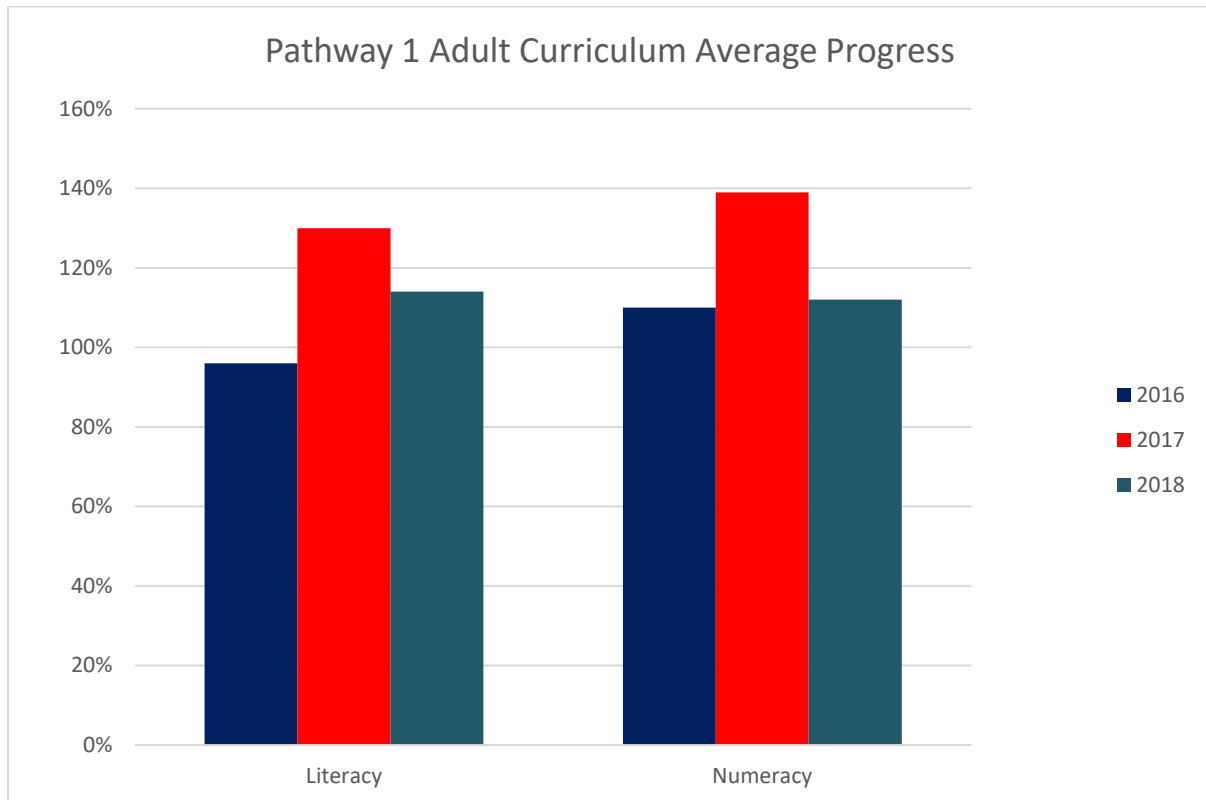


The students in this Pathway 1 achieved the diploma, thus successfully meeting the final KPI.

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. I have included the year on year information, but due to the very small cohorts, comparison is difficult for example, the one student in last years' cohort was more capable and made enormous improvements when he was with us.





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:

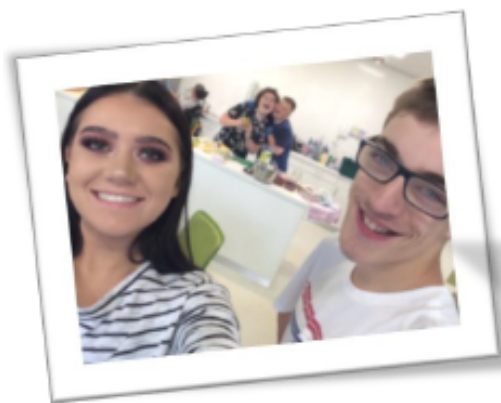
Early Mathematics – Position, Early Mathematics- Shape
Early Mathematics – Sequencing & Sorting
Develop skills for the workplace – Growing and caring for plants
Develop skills for the workplace – Health & Safety
Developing community participation skills – Caring for the environment
Travel within the 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		