

ACE Schools Plymouth Outcomes Report

- **Progress from the pupil's starting point for Year 11 pupils was significantly higher than National averages when measured with progress 8**
- **Exam results have been consistently well above National outcomes for similar schools**
- **Progress across the school and all subjects was excellent compared to progress Nationally**

Year 11 Exam results for 2017

	National data for 2015	Old qualifications						New qualifications		
		2011	2012	2013	2014	2015	2016	2016 equivalent	2017	
Any qualification		73	87	100	100	100	100	100	98.2	Any recognised qualification
Any E&M		42	72	77	100	86.79	95.2	95.2	91.8	Any recognised E&M
Any GCSE	58.2	38	65	91	83	92.45	98.1	60.9	66.4	Any GCSE pass
5 A* to G (9-1) (inc E&M)	8.5	2.13	15	18.8	27.3	21.7	29.5	14.2	10	5 GCSE pass
5 A* to C (inc E&M)	1.1	0	6.2	7.3	3.7	4.72	4.8	3.4	2.7	5 9 - 4(A*-C) GCSE (inc E&M)
Any A* to C	22	10	26	25	28	34.91	24.8	13.3	12.7	Any 9 - 4 (A*-C) GCSE
A* to C in E&M	2.4						8.6	4	7.3	9 - 4 E&M GCSE

Comparison table of ACE Schools exam results over past 7 years,
National data is latest release (DFE, SFR 2016 for 2015 results)

Analysis

1. Results are for a cohort of 110 year 11 pupils.
2. Under the new qualifications data arrangements no non-GCSE equivalent exams have been included this year but were allowed last year. This has effected English and Maths GCSE and overall GCSE numbers as these qualifications were removed from our offer by The Office of Qualifications and Examinations Regulation (Ofqual). Examples of non-equivalent qualifications included some vocational and functional skills exams.
3. Examples of other qualifications that pupils sit are vocational qualifications, Entry Level and Functional Skills exams which are at a lower level than GCSE but are recognised qualifications but do not count in national data.
4. We aim for every pupil to leave with an English and a Maths qualification. 9 pupils did not get both English and Maths qualifications. 3 did not get a maths qualification and 8 did not get an English qualification
5. 2 pupils failed to get any qualification, 1 was a new starter who came to ACE in April 2017 as a dual registered pupil on vocational placement. The other had persistent

and continuous absence due chaotic home life style. This pupil's parents were prosecuted for not ensuring attendance at school to no avail. All offers of alternative curriculum and tutoring were rejected.

- Only 2 of the nine pupils who missed the ACE Goal are currently NEET, one is the responsibility of their home school as dual registered.

Profile	start with ACE	Destination	gender		English	Maths
maternity	01-Feb-17	maternity / college identified	G	ACE Secondary		F
unwell	18-Apr-17	secure accommodation	G	Health and Welfare		E3
failed to attend English exam	10-Nov-16	college	G	Health and Welfare	U	1
to unwell, not entered for English	18-Jan-17	independent special college	B	Health and Welfare		C
mental ill health crisis, failed to attend exams	27-Jun-16	CTSW Construction	B	ACE Secondary		E3
refused to attend, Legal action taken dual registration	19-Sep-16	unknown (dual reg)	G	ACE Secondary		
refused to attend, legal action taken	08-Jun-16	unknown	G	ACE Secondary	E1	
failed to attend English exam	25-Apr-17	Child care training	G	ACE Secondary	U	E3
new in June 2017, dual registered	04-Jun-17	Transferred back to mainstream	G	ACE Secondary		

Breakdown and details on those pupils not achieving the ACE Goal

- Comparison with last year with equivalent results removed is shown. There is variation between the outcomes but they are broadly in line. It must be noted that direct comparison is not valid.
- Last year 48 pupils achieved an equivalent, non GCSE English qualification and 22 achieved an equivalent, non GCSE Maths qualification. New English and Maths GCSE specifications were more rigorous and higher standard than old GCSE so direct comparison year on year needs to recognise this additional achievement for all pupils this year.
- Comparison to current national data is not possible until new national data is released. However the indication is that our pupils have performed better than nationally.

Outcomes for groups of pupils

	Cohort	Any recognised qualification	Any recognised E&M	Any GCSE pass	5 GCSE pass	5 9 - 4(A*-C) GCSE (inc E&M)	9 - 4 E&M GCSE	Any 9 - 4 (A*-C) GCSE
WHOLE	110	108	101	73	11	3	8	14
WHOLE %		98.2	91.8	66.4	10.0	2.7	7.3	12.7
CiC	10	10	7	7				
CiC %		100	70	70	0	0	0	0
PP	47	47	43	32	3		2	5
PP %		100.0	91.5	68.1	6.4	0.0	4.3	10.6
SEN	15	15	15	7	1			1
SEN %		100.0	100.0	46.7	6.7	0.0	0.0	6.7
GIRLS	54	52	47	40	4	2	4	7
GIRLS %		96.3	87.0	74.1	7.4	3.7	7.4	13.0
BOYS	56	56	54	33	7	1	4	7
BOYS %		100.0	96.4	58.9	12.5	1.8	7.1	12.5
NATIONAL %	National			58.4	8.5	1.1	2.4	22

2017 pupil results to show outcomes for groups of pupils

Analysis of group results

1. Children in Local Authority Care (CiC) achieved as well as all pupils at the lower level qualifications. There is little statistical validity of further group comparison due to the small cohort size. (LAC Report shows more detail for this cohort)
2. Disadvantaged (Pupil Premium) pupils did better than all other pupils at the lower level qualifications. In higher level qualifications there was little difference between the PP and all pupils which is a real strength and must be celebrated. We closed the attainment gap for disadvantaged pupils. (PP Report shows more detail for this group). We need to ensure our higher prior attaining disadvantaged pupils do as well.
3. SEN pupils (those with EHCP) also performed better than the rest of the school. It must be noted that many of these pupils started with ACE Cornwall during year 11. (SEND report shows more detail for this group).
4. Girls have not performed as well as boys at the lower level qualifications. This is an area for further investigation and informs actions in school and department development plans. It is expected that the new KS4 curriculum with an arts and humanities strand and more focused PE will suit girls.
5. Boys do not perform as well as girls at the higher level qualifications, this is due to the large majority of higher prior attaining, medically funded pupils with no behavioural challenge being girls. It should also be noted that higher performing girls are more likely than boys to suffer mental ill-health so be referred to CAMHS provision and hence become ACE pupils.
6. Again it must be noted that comparison with national data is for information as the data is not for the current period or for comparable qualifications. It indicates ACE pupils have performed well.

Progress 8 analysis for year 11

Progress 8 is a measure of how well a pupil has made progress in their best 8 exam results compared to their starting point at the end of Primary school. A Progress 8 score above Zero is above National average. The minimum Floor Standard expected by the DfE is a score of -0.5. Attainment 8 is a measure of the average GCSE results for a school.

Progress 8 analysis has been made using PiXL calculations based on PiXL assumptions of what expected progress may be Nationally which has been defined by looking at last year progress and mock exam data. National progress data will be available for this year after October 2016.

School Totals	2017	2016
School Progress 8 score	0.26	0.61
School Attainment 8 score	11.81	11.27
% of pupils positive progress 8 score	74.50%	95.20%

Progress 8 and attainment 8 for whole school

Note – 2016 data includes GCSE equivalent results which are no longer available in 2017

1. Progress 8 is a measure of the progress pupils make from their Key Stage 2 starting point. It only includes approved (Ofqual) GCSE qualifications.
2. The school achieved a positive Progress 8 score of 0.26. A score of 0 is average for all pupils nationally. The score cannot be directly compared to last year's result due to the examination base not being the same. (It is not possible to recalculate the 2015 – 16 Progress 8 score without the non-GCSE equivalent exams as has been done for the overall exam outcomes)
3. Attainment 8 has increased slightly however this must be taken as a real positive due to the removal of non-GCSE equivalent exams this year. (As with the Progress 8 score it is not possible to calculate the Attainment 8 for last year)
4. Progress 8 and attainment 8 has been calculated using the PiXL predictions and is subject to change if national progress data differs from these predictions. As an AP Academy ACE does not have this data generated by the DfE.

	SEN 15 pupils	PP 47 pupils	CiC 10 pupils	Girls 54 pupils	Boys 56 pupils
% of pupils positive progress 8 score	80.0%	61.7%	60.0%	64.8%	82.1%
Progress 8 score for group	0.29	0.07	-0.07	0.14	0.42

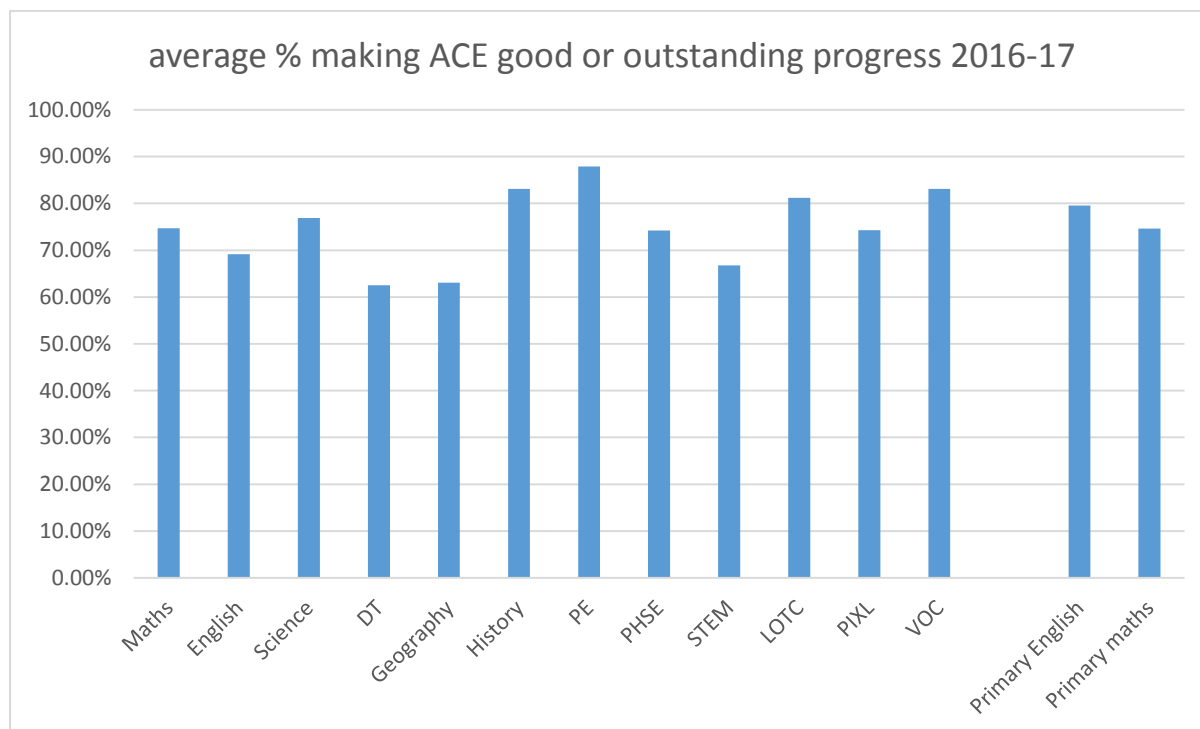
Progress 8 for the different groups

1. SEN and Boys exceeded the school Progress 8 score.
2. Disadvantaged (PP) and Girls had a positive Progress 8 score. This shows they performed better than other pupils nationally.
3. Looked after children (CiC) had a slight negative progress 8 score. Within the CiC group of 10 pupils 4 did not take GCSE qualifications as these were not appropriate for their prior attainment. This makes the reliability (variance) of this score less valid. All those who took GCSE had a positive Progress 8 score.
4. *The lower numbers of pupils in the CiC, PP and Girl cohorts achieving a positive progress score needs to be a focus for close attention in the next year. The new curriculum offer is designed to provide more breadth and opportunity to achieve.*

Progress analysis for whole school 2016

Progress is measured using ACE Assessment at 6 tracking points throughout the year. Those making good or outstanding progress are pupils who have made or exceeded the level of progress needed to complete the stage (year group equivalent) nationally compared to their starting points.

This progress data is verified by, internal and external moderation, the use of PiXL progress 8 data and comparators to national data for our pupils leaving in year 11 as already detailed. National progress has been taken as the progress made by average students national in all types of state school.



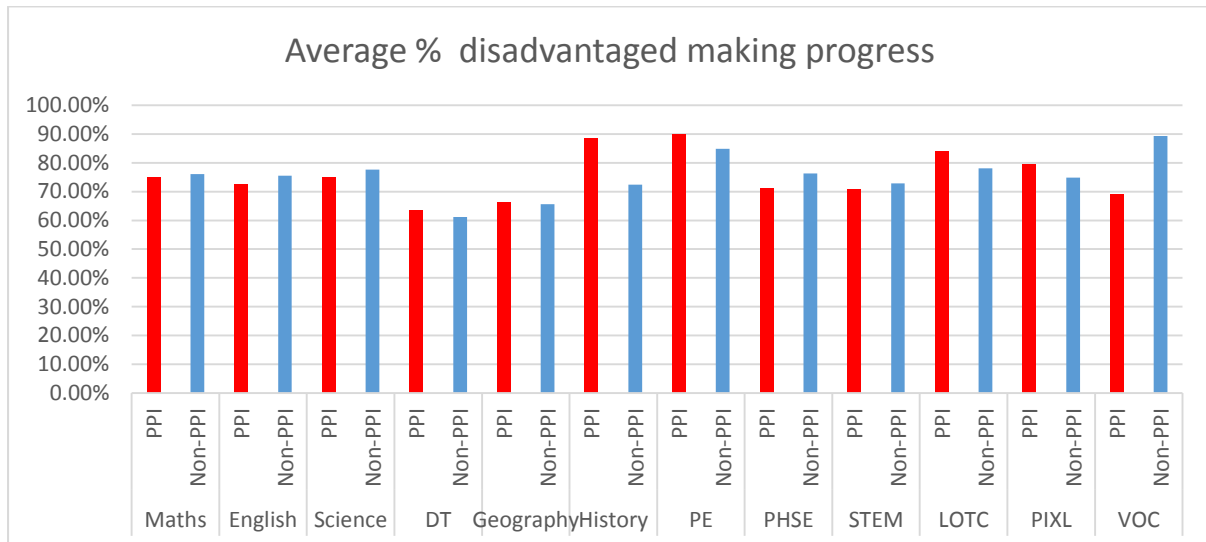
Pupil progress for each subject

National Data from SFR 01 - 2016

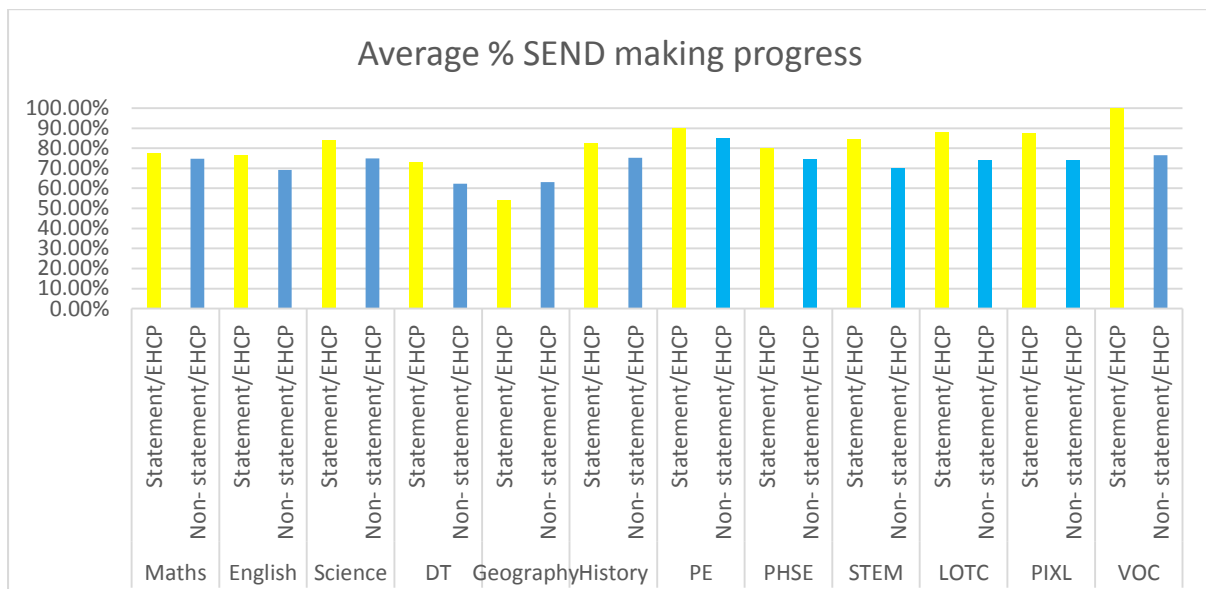
Percentage of pupils making the expected level of progress in English whose prior attainment was:			Percentage of pupils making the expected level of progress in mathematics whose prior attainment was:		
Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4
52.7	69.8	82.3	32.4	67.4	82.9

1. The percentage of pupils making great progress for our cohort of all pupils was a strength in 2016 – 2017. The vast majority of our pupils are in the lower prior attaining group (Below Level 4) in the table above.

- It has been already recognised that progress in DT and humanities, although still strong, has not been as good as for other subjects. Our revised secondary curriculum offer is designed to address this and will be closely monitored for impact.



- The majority of disadvantaged pupils make progress as rapidly as all other pupils in the school in all subjects. Disadvantaged pupils have specifically been targeted to perform well in the emotional, social and life preparation areas offered by LOTC and PiXL Edge. It is great to see they out-performed the rest of the school.
- An area to monitor is the gap between disadvantaged and other pupils in vocational studies. This will be an area of focus in 2017.



- As shown by our year 11 exam results, pupils with SEND have made more progress than other pupils. This reflects the impact of the strong teaching these pupils receive to ensure they are given the opportunity to catch up and to compete with any pupil.

- 2. The change in the curriculum offer is designed to overcome the gap seen in Geography and this will be closely monitored in 2017*