

Academy Performance Review 2015/16

Educational Jargon

‘Value-added’: a measure of the progress a student has made from a measured starting point.

Progress 8 –from 2015/16, the government preferred value added measure and the headline indicator showing students’ progress across the curriculum

Attainment 8 - from 2015/16, the government preferred attainment (raw results) measure showing students’ attainment across the curriculum

Raise Online – an aggregation of performance analyses used by DfE/Ofsted

FFT: Fischer Family Trust. A second method of value-added analysis important for courses that do not form part of Raise Online value added analyses

3 Levels Progress (expected progress): It measures the percentage of young people who make at least 3 levels of progress (expected) in a subject from entry to a school in Y7 to GCSE results.

Significantly negative value-added: student progress that is statistically below expectations

Significantly positive value-added: student progress that is statistically above expectations

Attainment: a statement of the students’ results (outcomes) with no consideration of their starting point.

ALIS- a system for value-added analysis post 16 (A-level). The University of Durham co-ordinates this project nationally.

L3VA – the government A-level value added measure.

English Baccalaureate: Government attainment indicator. It measures the percentage of students who gain at least a grade C in all of: English, Maths, Double Science, a Language and Geography or History.

Y13 of 2016 – A-levels and equivalents

Attainment (raw results)

The attainment of Y13 of students in 2016 was similar to that in 2015 in traditional A-level courses but slightly weaker in vocational courses. As national attainment has flat-lined since 2010 then this is a valid comparison to make.

The 6th form was given a ‘good’ rating by inspectors with a focus for “more students to achieve the highest grades”. As a consequence rows 2 and 3, which scrutinise high end attainment, have been added into analyses. There are less of the highest grades in vocational courses and an almost identical proportion in traditional A-level courses in 2016. That is reflected in the average grade per entry figures in the bottom two rows, vocational outcomes are slightly down, however average attainment in traditional A-levels is slightly up.

Table 1 – Branston 6th form attainment overview

	2016	2015	2014
% A*-E grades	98.9 (98.1)	99.6	99.5
%A*-A (A-level)	20	21	17
%A*-A (vocational)	64	78	69
Points per entry (A-level)	216	205	203
Points per entry (vocational)	233	245	245

Progress (Value Added)

It is our view that all valid analyses of student performance should focus on the progress students make (value added) rather than raw results (attainment), which can simply reflect the fact that a school has a particularly academic cohort of students or vice versa. Therefore the most important analysis is how attainment of the cohort corresponds to its ability profile.

Students starting ‘A’ level courses are divided into four equal groups according to how well they did at GCSE. The most able 25% (Quartile ‘A’) are those that gained grades A* and A at GCSE. The second

most able 25% of students (Quartile 'B') are those that gained grades A and B at GCSE. Quartile 'C' gained grades Band C at GCSE and the weakest 25% of students starting 'A' level courses Quartile 'D' gained grades C and below at GCSE. Clearly if Branston had a national average cohort in the 6th form in 2012 then we would have had 25% of students in each ability group.

Table 2

	% in Quartile A by GCSE scores	% in Quartile B by GCSE scores	% in Quartile C by GCSE scores	% in Quartile D by GCSE scores (
2016				
2015	10	32	39	18
2014	10	38	29	24

Our 2016 cohort had a much lower percentage of students in Ability Quartile A than the national average (compared to) This is a sustained pattern which is important context for the Ofsted AFI (area for improvement) relating to students achieving the highest grades (see ** below)

Provisional value added analyses from the University of Durham show that students progressed beyond expectations. In vocational courses students progressed beyond expectations but not by as great a value as last year. Progress made in traditional academic A-levels is identical to that in 2015.

Table 3

	2016	2015	2014
Alis (A-level)	0.01*	0.01	0.23
Alis (vocational)	0.26*	0.45	
L3VA (A-level)	?	0.00	0.01
L3 VA (vocational)	?	0.21	0.20
Alis Band 'A' (most able quartile)	+0.10*	+0.30	0

Alis – zero = 'in line' with expectations

L3VA – zero = 'in line' with expectations

*provisional

**Note the progress of the most able students in the 6th form in traditional academic A-levels (bottom row of Table 3). Progress of the most able is better in 2016 and in 2015 is better than the average for the cohort. That is an interesting fact in the context of the Ofsted AFI – “ensure that a greater proportion of students achieve the highest grades in their subjects at A-level” The students with by far the best chances of achieving the “highest grades” are the Alis Band 'A' students and their VA is very good.

Curriculum areas that have performed extremely well over a period of time (Art, DT, Food Technology, History, PE, Performing Arts and Sociology) continued to do extremely well in 2016.

Students in English and Biology had a second year of very good outcomes.

Students achieved well in Chemistry and again performed very well in almost all vocational courses Business, Computing, Health+Social Care, Music and Sport.

Students progressed in line with expectations in Geography and Philosophy.

Student progression was below expectations in Business Studies, Maths, Physics and Psychology. None were statistically significant.

The dip in student achievement in vocational courses is largely due to changes in Science. The external assessor for Science insisted on some very significant changes to the assessment rubric which had the

impact of moderating students outcomes downwards. As a consequence student progress was slightly below expectations and Science formed 20% of all vocational course entries.

The specifics of improvement strategies and action planning have been identified, discussed and refined through the quality assurance process, including department examination analyses, team self-reviews and panel meetings with senior leaders.

Year 11 of 2016 - GCSEs and equivalents

Attainment (raw results)

Table 4

	2016	2015	2014
Basics measure (A*-C in E + M)	75	71 (58)	60
Attainment 8/ 'Best 8'	55.7 (48.1) 2015 BCA =54.5	351 (309)	325
English Baccalaureate	41 (24)	34 (24)	32
Attainment 8 English component	10.99 (10.36)		
Attainment 8 Maths component	10.51 (9.67)		

(Figures in brackets are latest national averages)

From 2016 the headline measures for secondary school performance are:

1. Progress 8
 2. Attainment 8
 3. The percentage of pupils achieving A*-C in English and maths (Basics measure)
 4. The percentage of pupils achieving the English Baccalaureate
- the previous headline measure, 5+A*-C including English and Maths, will be removed from the main performance tables

(extract from DfE document, '2016 School and college performance tables - Statement of Intent')

The Y11 of 2016 cohort has an ability profile very close to the national average. As a consequence attainment figures at the national average would result in student progress (value added) 'in line' with expectations.

2015 was the last year where the headline performance indicator was **5A*-C including English and Maths**. The headline indicator is now Progress 8 and moreover % of students achieving 5A*-C inc E/M has been replaced with the 'Basics' measure looking at the % of students achieving A*-C in English and in Maths. The % of students achieving C+ in English Language GCSE decreased from 74% to 65%, however the % of students achieving A*-C in English Literature GCSE was very high (76%). 2016 was another outstanding year in Maths (85% of students achieved A*-C) and so as a consequence the Basics measure actually increased to 74% which is far in excess of the latest national average data (58%).

The most important attainment indicator is now '**Attainment 8**' since it is closely related to the new headline indicator, '**Progress 8**'. Attainment 8 aggregates student attainment in English, Maths (double counted), 3 EBacc courses (ie 3 from Science, History, Geography, Languages) and 3 'other' courses. Attainment 8 for the Y11 of 2016 is 55.0, again far in excess of the latest national average data (48.1) and also in excess of the equivalent Attainment 8 figure for the Y11 of 2015 (outcomes in 2015 were collectively outstanding).

The outcomes for students in Maths and English are well above national averages (10.88 compared to 10.36 for English and 10.24 compared to 9.67 for Maths). The outcomes for students in English Language and for some groups in English overall (English Language and English Literature) are less good than in 2015. The main reasons currently identified for this are:

- a) concerns with the quality of the marking in English Language (particularly the students sitting the WJEC specification). A batch re-mark has been requested.
- b) relative underperformance in the coursework component. There is no coursework component in English from 2017 onwards because of concerns with centres 'pushing the assessment envelope'; our centre has always assessed with integrity
- c) staffing issues in 2015/16 resulting in far more absence than the norm for the school or department

For 2016/17 and beyond English language has no coursework component and specifications the iGCSE English option has been removed (2016 was its last year 'counting' in DfE performance data). We welcome those changes because they promote a more level playing field for accurately recognise and rewarding student attainment and progress in a critically important area of the curriculum.

The proportion of students achieving the English Baccalaureate (at least a grade C in ALL of English, Maths, Double Science, Languages and either Geography or History) has increased to 40% and is well above the national average. There was a view that this measure, introduced in 2010 was going to 'wither on the vine'. It hasn't and is now one of the four major indicators from this year (see above). The strength of outcomes in the EBacc reflects the strength of students' performance in Science, Languages and Humanities (History and Geography).

Attainment in other GCSE and non-GCSE courses is collectively well above the national averages (Attainment 8 component = 19.04 at BCA compared to 15.49 national average). There is a long standing tradition of academic excellence across the curriculum at BCA that is now being given greater acknowledgement as a consequence of Attainment 8 (and Progress 8).

Progress (Value Added)

Table 5

	2016	2015	2014
Progress 8/'Best 8'	+0.44 (+0.56)	1039	1022
English	P8 = +0.08	1001.8	10001.7
Maths	P8 = +0.19	1002.8	1001.7
Science	1001.4*	1001.8	1001.2
Languages	1004.1*	1000.1	1001.3
Humanities	1002.3*	1003.4	1003.8

(figures in BOLD are significantly beyond expectations)

(*=-in-house estimates)

Progress 8/'best 8'

The 2014 outcome for 'best 8' (the progress/value added made by our students compared to national norms) was 1022 which was in the top 20% of all schools and generated a national award, the 2015 outcome (1039) generated two national awards for top 10% performance.

Progress 8 works on a similar principle to 'best 8'. One difference is the way the value is expressed - zero rather than 1000 is progress in line with expectations. Our Progress 8 outcome is +0.44 compared to +0.56 last year ie approximately half a grade beyond expectations across 2000 subject entries. When national performance data is released later this term we will receive more context about this overall progress measure – we are very confident that it will be significantly positive.

Provisional value added analyses for EBacc courses

Table 5 also illustrates the provisional student progress (value added) outcomes for English, Maths, Science, Languages and Humanities (History and Geography).

English and Maths value added will now be expressed as components of Progress 8. It is difficult, for reasons already quoted, to be certain about significance in this first year, but both outcomes are in excess of expectations and Maths is far in excess of expectations.

Obviously across all schools there is as much likelihood of values below 1000 or zero as above it. It is, therefore, highly unusual to have values above 1000/zero in all 5 areas for 3 years in succession.

We estimate student progress in Science, Languages and Humanities to be significantly positive in all three areas. Languages is a big 'success story' in 2016. Outcomes were in line with expectations in 2015, 1000.1, but have improved very markedly to a provisional figure of 1004.1.

Together this constitutes outstanding progress in the 'traditional' courses that have been (and remain) such a priority for the current government and hence Ofsted.

Other courses

Consistency across the curriculum at GCSE remains an outstanding strength and in almost every traditional GCSE course students are achieving beyond expectations or significantly beyond expectations and have been doing so for a number of years. The DfE/Ofsted methodology (Raise Online) does not calculate value added/student progress for non EBacc courses.

Below are value added estimates for non EBacc GCSE courses using FFT methodology (Fischer Family Trust):

Table 6

GCSE	2016/FFT* *=provisional
Computing	+0.9
DT	+0.5
Food	+1.0
PE	+0.8
Performing Arts	+1.1
RE	+0.6
Languages	+0.7

Student progress in Languages has been added to the table to give some kind of context to the interpretation of the strength of these outcomes. In Table 5 you can see that student progress in Languages is first class and this acts as a ‘rule of thumb’ to analyse how well students have progressed in GCSE courses across the curriculum.

(It is not as simple as equating the values (eg +0.6 RE is statistically a slightly stronger achievement than +0.8 PE because of the much higher number of students taking RE).

However what is clear is that student progress across the curriculum is of a very high order indeed. Music and Business Studies were the only GCSE courses where student progress was below expectations, although outcomes for students in Music improved compared to 2015. Business Studies outcomes are historically excellent and we are appealing a decision taken to reduce coursework marks very significantly indeed. The usual quality assurance processes that occur for all curriculum areas will obviously be enhanced in order to identify specific issues and potential solutions.

In nearly all vocational courses we believe that student achievement is good or outstanding (Business, Health and Social Care, Travel and Tourism and Construction) although there are currently no value added methodologies that enable that to be numerically analysed. The Hairdressing course no longer counts towards league table calculations, however we continue to offer students the opportunity to access that course because we believe in it educationally – it is a course that is appropriate and engaging for some of our young people and has a good record in supporting future career choices.

Further Commentary on key indicators

Groups

A) Disadvantaged students

Performance Indicator	BCA Disadvantaged 2016	BCA Disadvantaged 2015	BCA Disadvantaged 2014	National average ALL 2015	National average ND 2015
Progress (P8) /Best 8	+0.21 +0.22 in 2015	1027	996	1000	1008
English 3LP	61	58	58	69	74
Maths 3LP	73	79	58	66	72
English VA	-0.33	1000.6	999.1	1000	1000.7
Maths VA	+0.05	999.7	1000.4	1000	1000.8

- Disadvantaged students made excellent progress again in 2016 (P8 =+0.21). Although this is a provisional figure it is likely to be far in excess of P8 for non-disadvantaged students (non-DS) nationally
- Disadvantaged students made more progress in Maths than non-DS nationally (BCA 3LP = 73% and P8 value added = +0.05, national non-DS for 3LP = 72%)
- Disadvantaged students made slightly more progress in English in 2016 according to the 3LP measure, however P8 was well below expectations for non-DS at -0.33 (provisional)

- In totality 2016 outcomes for disadvantaged students look to be similar to the excellent outcomes in 2015 ie gaps are much narrower than national norms and have closed since 2013 and 2014

B) Gender

Provisional Raise Online and Progress 8 value added for boys and girls in EBacc courses is shown below:

Subject	BCA VA* * = provisional	National VA 2015
Overall (Progress 8/Best 8)		
Boys	+0.30/1028	991
Girls	+0.54/1045	1009
English		
Boys	-0.2	
Girls	+0.5	
Maths		
Boys	+0.26	
Girls	+0.05	
Science		
Boys	1001.2	999.7
Girls	1001.5	1000.3
Languages		
Boys	1003.9	998.3
Girls	1004.2	1001.4
Humanities		
Boys	1000.2	999.0
Girls	1004.4	1001.0

These are all statements based on provisional value added/progress analyses:

- Boys and Girls outperform boys and girls nationally by a very large amount
- Girls outperform boys in English, Science, Languages, Humanities
- Boys outperform girls in Maths
- Boys and girls at BCA outperform their peers nationally in all 8 indicators for which we have national comparative data
- The gap between boys/girls progress is narrower at BCA than nationally in Science and Languages
- The gap between boys/girls is wider at BCA than nationally in Humanities (for first time in many years)

C) Ability Groups

Provisional Raise Online (Ofsted preferred) value added for different ability groups in EBacc courses is shown below:

Subject	BCA VA* * = provisional	National VA
Overall (Progress 8/Best 8)		
Low	0.10/1036	999
Middle	0.50/1039	999
High	0.41/1030	1001
English		
Low	-0.33	0
Middle	0.17	0
High	0.27	0
Maths		
Low	-0.39	0
Middle	0.28	0
High	0.08	0

Science		
Low	1000.2	1000
Middle	1001.2	1000
High	1001.9	1000
Languages		
Low	-	1000
Middle	1004.7	1000
High	1003.4	1000
Humanities		
Low	1001.3	1000
Middle	1002.5	1000
High	1002.0	1000

- Students of low/middle and high ability groups outperformed their peers nationally in 15 out of 17 indicators
- Students of low/middle and high ability groups outperformed their peers nationally in Progress 8/best 8 measures by a very large amount
- High ability students at BCA (arriving with L5 in English and Maths) outperform high ability students nationally in all 5 EBacc courses
- Middle ability students at BCA (arriving with L4 in English and Maths) outperform middle ability students nationally in all 5 EBacc courses
- Low ability students (arriving with L3 in English and Maths) outperform low ability students nationally in Science and Humanities
- Low ability students (arriving with L3 in English and Maths) perform less well than low ability students nationally in English and Maths
- For the first time in many years, performance of low ability students at BCA in 2016 was, relatively, the weakest of the three ability groups.

D) SEN students

Provisional Raise Online (Ofsted preferred) value added for SEN students is shown below:

Subject	BCA VA* * = provisional	National VA 2015
Overall (Progress 8/Best 8)		
SEN without a statement	0.15/1024	972
SEN with a statement	-	
English		
SEN without a statement	-0.34	
SEN with a statement	-	
Maths		
SEN without a statement	-0.14	
SEN with a statement	-	
Science		
SEN without a statement	1001.2	998.7
SEN with a statement	-	
Languages		
SEN without a statement	-	
SEN with a statement	-	
Humanities		
SEN without a statement	998.4	998.0
SEN with a statement	-	

- SEN students outperformed their peers nationally in Progress 8/best 8 measure by a very large amount
- SEN students outperformed their peers nationally in Science and Humanities

- We will not know the relative performance of SEN students in English and Maths until national Progress 8 measures are released later in the academic year. However it looks like the performance of SEN students in English could be below the peer group average.

Summary

Strengths in 2016

1. We estimate that student progress at GCSE will be significantly beyond expectations in all 4 main progress indicators:
 - Progress 8
 - Basics indicator
 - Attainment 8
 - EBacc
2. We estimate student progress to be significantly beyond expectations (significantly positive) in Maths*, Science, Languages, History, Geography, Computing, DT, Food, PE, RE and Performing Arts

*It is the first year of data within the new Progress 8 framework which adds considerably to the difficulty in making predictions based on previous national data sets
3. We estimate that disadvantaged students (DS) made progress beyond expectations. for non-disadvantaged students nationally in the key performance indicator, Progress 8
4. Therefore the gap in progress between disadvantaged students and non-disadvantaged students, which closed significantly in 2015, has remained well below the national gap
5. Boys and Girls both made progress significantly beyond expectations
6. High ability students made significantly more progress than high ability students nationally and by a greater value than in 2015
7. Middle and Low ability students made more progress than their peer groups nationally, for middle ability students it was significantly so
8. SEN students outperformed their peers nationally in Progress 8 and made progress beyond expectations for all students

Weaknesses in 2016

1. % of students achieving C+ in English Language GCSE
2. Progress of disadvantaged students in English is below expectations (though 'in line' with peer group)
3. Progress of low ability students in Maths and English is below expectations
4. Progress of SEN students in English is below expectations (though above progress made by peer group)