



## Abbey Hill Academy



*'Where amazing children do amazing things!'*

Achievement and Outcomes

2018-2019

## Abbey Hill Academy Quality of Education

### Achievement and Outcomes 2018-19

#### Foreword

Abbey Hill Academy has conducted huge amounts of research into appropriate curriculum and assessment methods that will evidence the progress our students make in Key Stages 3 and 4, whatever their starting point. 2018-19 has been another year of vast development and review in relation to assessment and curriculum in our school. We know that examinations and externally verified assessments are a useful indicator of student outcomes but they only represent a sample of what students have actually learned in school.

The intent of our extensive 'Head, Heart, Hand curriculum' is to provide:

- empowering knowledge so our young people can join in and contribute.
- experiences and situations focusing on developing young people who will enter the adult world as **respectful**, **tolerant**, **valued**, **confident** and **independent** young people with **resilience** and **ambition**.
- an environment that promotes creativity and problem solving to ensure students play an active part.

It is important to highlight that the vast majority of students who enter Abbey Hill Academy have not completed the relevant Key Stage 1 or 2 programmes of study required to sit statutory national assessments, and therefore arrive with Key Stage 2 teacher assessment presented as a pre key stage standard. Our students also have significant and complex learning needs that affect every aspect of their development. We use Key Stage 2 data and transition information to guide our own rigorous initial baseline assessments. Internal and external moderation of these assessments at Abbey Hill Academy ensure accuracy of each student's starting point so we can then plan for individual progression and success.

Once baselines are secure, Abbey Hill Academy can implement a curriculum that suits each child. Our school curriculum is initially based on 3 broad curricular levels; Pre-formal, Semi-formal and Formal.

	Self	Physical	Communication	Cognition	World	Creativity
Formal	PSHE Food Tutor	PE Sensory Physio	English Reading	Maths Enterprise	Science Computing/ICT Humanities	Art Music DT
Semi-formal	My Care and Independence	My Body	Communication Literacy	Problem Solving Numeracy	Understanding My World	My Creativity
Pre-formal			My communication	My cognition	Me and My World	

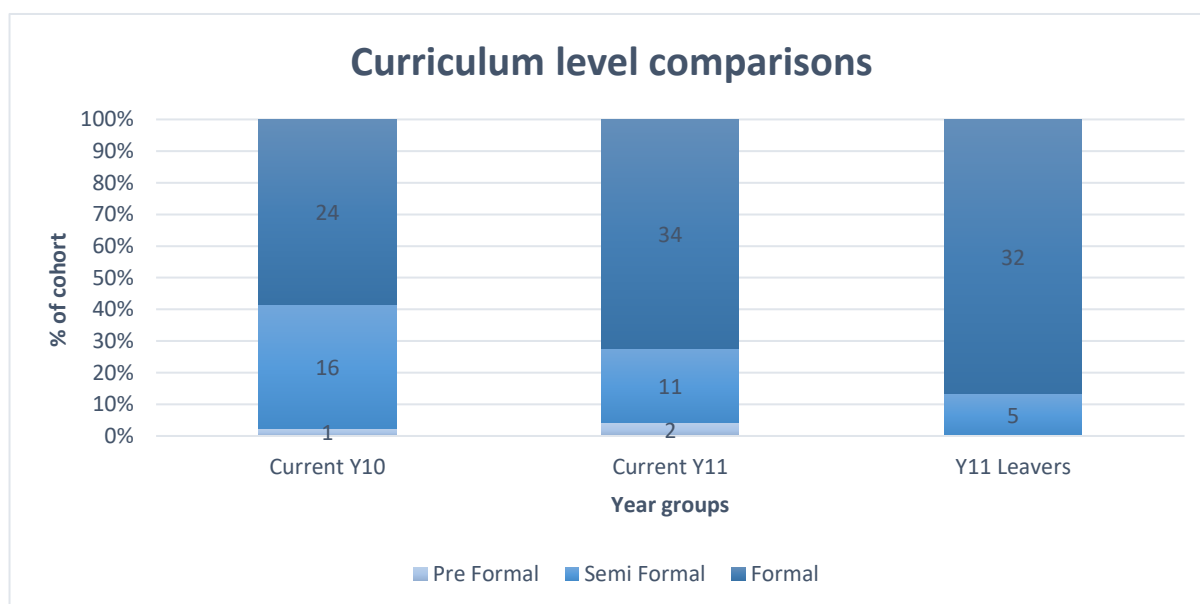
From this point, we provide opportunities for progression in highly personalised ways:

- Students not engaged in subject specific learning access a Pre-formal curriculum in Key Stage 3 and the very personalised Entry Level 1 qualification, Personal Progress Units in Key Stage 4.
- Students engaged in subject specific learning but working below Year 1 age expectation access a Semi-Formal curriculum in Key Stage 3 and the very personalised Entry Level 1 qualification, Personal Progress Units in Key Stage 4 along with a range of Entry Level 1 and 2 subject specific qualifications where appropriate.
- All students working at or above Year 1 age expectation in Key Stage 3 access our Formal curriculum which leads into Entry Level 1,2 and 3 qualifications in a wide range of specialist subjects in Key Stage 4.
- Our highest achievers in Key Stage 3 accessing our Formal curriculum will aim for certification in a suite of Entry Level 3 'GCSE ready' endorsed qualifications and Functional Skills qualifications at Level 1 and 2 in Key Stage 4. They may also have the opportunity to transition to our Post 16 provision early to access a full suite of GCSE qualifications where appropriate. ***NB: It is important to highlight that we strongly believe our aim for these students is to prepare them fully for GCSE study Post 16 with aspirational targets of achieving Grade 4+ before the end of Year 13.***

Our carefully sequenced curriculum ensures success for each individual learner. Only when our students show success will they move on to the next step of learning, progressing at a pace unique to themselves. We strongly believe that if a learner is given the right amount of time, with the right conditions to learn and spends that time 'appropriately', then they will achieve great things (*Teaching for Mastery by Mark McCourt 2019*).

### Curriculum cohort comparisons

The graph below shows the curriculum cohort breakdown for our current Key Stage 4 and our most recent leavers.



Providing our students with the most appropriate curriculum is the key to our success. Within each curriculum level student's experiences are highly personalised, focusing on each individual child's learning targets through motivating and engaging topics, themes and experiences that promote our Head, Heart, Hand principles across a range of curricular components.

This highlights the value of our current assessment and data system that allows us to predict and plan appropriate curricular pathways that maximise individual student success each year.

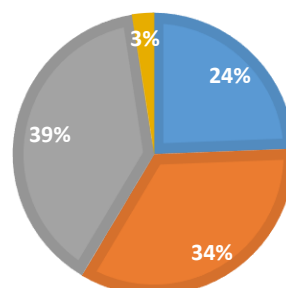
## End of Key Stage 3 Analysis 2018-19

### Context

SEN Type	No. of Students
ASD	10
MLD	14
SLD	16
PMLD	1
Total	41

### END OF KS3 SEND BREAKDOWN

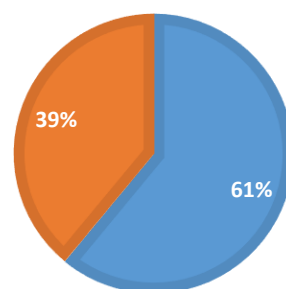
■ ASD ■ MLD ■ SLD ■ PMLD



Gender	No. of Students
Male	25
Female	16

### END OF KS3 GENDER BREAKDOWN

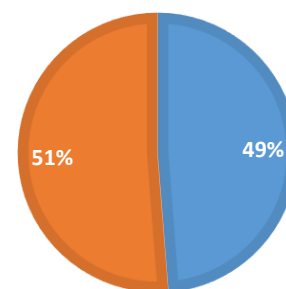
■ Male ■ Female



Pupil Premium	No. of Students
Yes	20
No	21

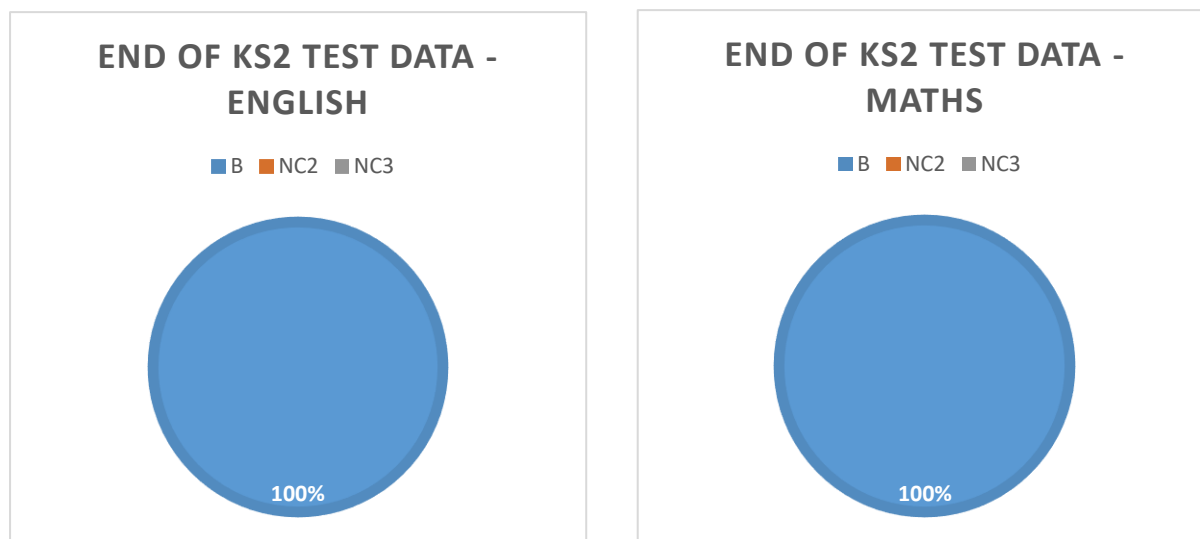
### END OF KS3 PUPIL PREMIUM BREAKDOWN

■ Yes ■ No



## Key Stage 2 prior attainment

At the end of Key Stage 2, this year group were identified as having significantly low prior attainment in both English and maths. This cohort were not entered for the Key Stage 2 national tests and are recorded as working below the level of the test (B).



Students arrive at Abbey Hill Academy with Key Stage 2 teacher assessed data in core subject areas. We use this information to dictate a progress measure for each individual child.

**NB: It is important to highlight that this year group arrived with old National Curriculum levels, making any comparison incredibly difficult and therefore invalid.**

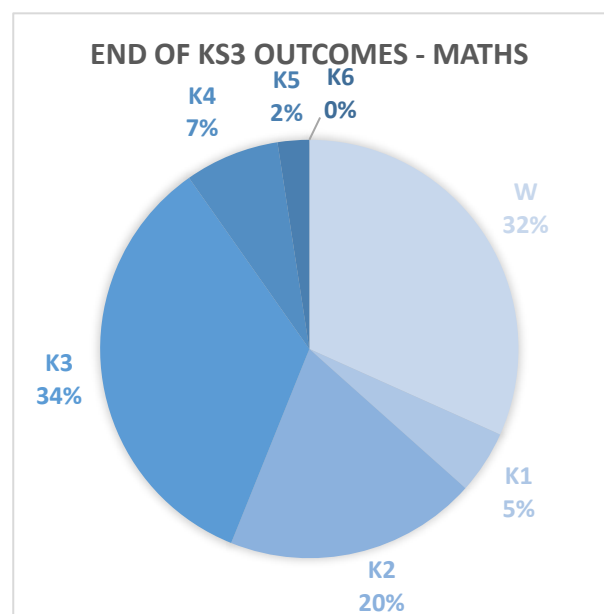
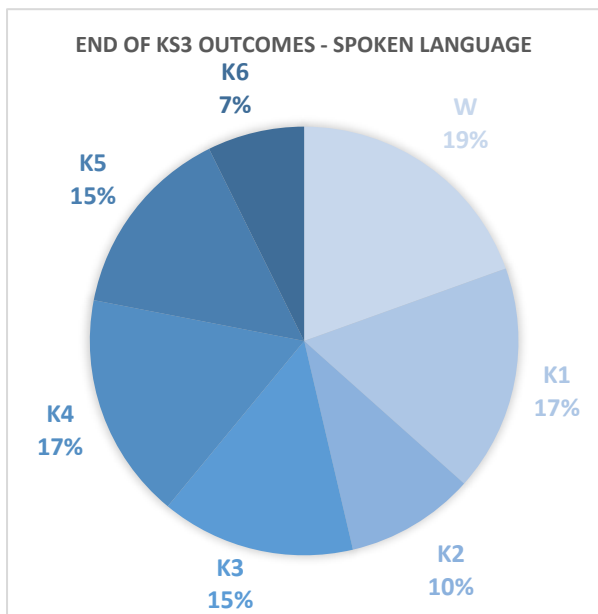
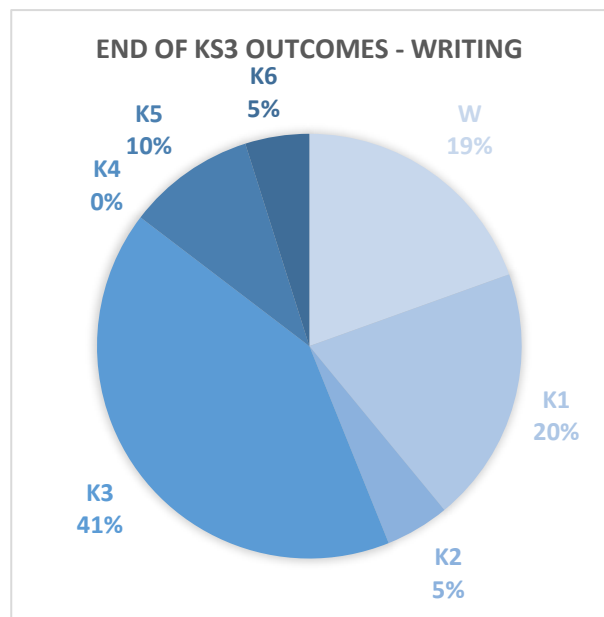
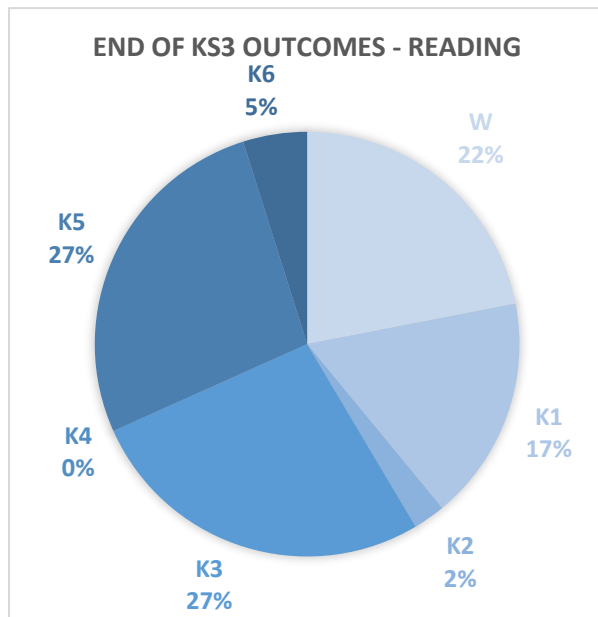
On arrival in Year 7 we baseline students. Students complete a range of assessments in the Autumn term and this gives us a place to begin targeted and focused teaching. Occasionally this baseline assessment shows regression from the end of Key Stage 2. If necessary, we spend the first term addressing student gaps in knowledge to ensure by December they are working at or beyond their Key Stage 2 level.

We then use our Year 7 Spring data to formulate our academic targets. Progress factors are determined by the Key Stage 2 data and are based on students making 'strong' progress. Teachers micro-track student progress half termly to ensure it is good or better. This requires focused and highly personalised planning and teaching. Robust quality assurance procedures allow for swift intervention if an individual's progress becomes a concern.

## End of Key Stage 3 outcomes

A percentage of each cohort at Abbey Hill Academy will not be working at the level of National Curriculum assessments. These learners follow a highly personalised Pre-formal or Semi-formal curriculum and are assessed using a bespoke tool developed specifically for Abbey Hill Academy by our staff team and associated professionals. Students are set personalised 'Goals' and 'Next Steps'. Achievements are assessed and recorded in the style of a 'Learning Journey' with observation reports, photographs and videos. These learners appear as 'W' in this report.

The majority of our students follow a Formal curriculum that focuses on the learning of subject specific knowledge and skills. All learning takes place from individual starting points because we understand the importance of managing cognitive load skillfully so that progress is continuous.



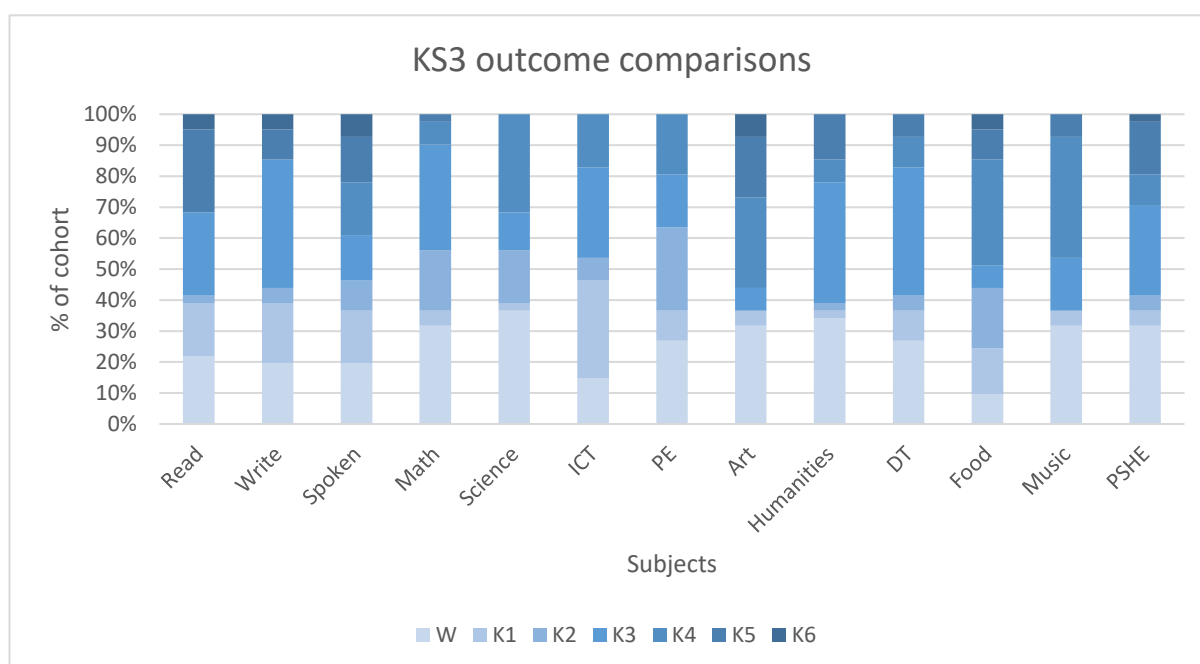
End of Key Stage 3 outcomes in core subjects shows a significant strength in all areas of the English curriculum. Two years ago a review of how reading was taught was undertaken. The focus of the review was to consider how best to prepare our students to be independent readers in an appropriate way in both Key stages 3 and 4. From this review the department trained staff in order to fully implement Read, Write Inc, boosting the teaching of phonics where it was needed. It was clear that staffing needed to be utilised more effectively and SRA reading programme leaders were established. Using the Wide Range Achievement Test (WRAT), we collated key data to analyse student strengths and weaknesses in relation to reading and spelling and then planned daily reading sessions focusing on individual student need. The WRAT data is widely used by all staff in the Academy and this is updated twice yearly so we can guarantee students are on the most personalised reading pathway, ensuring progress. All staff at the Academy are aware of the issues students face with reading and comprehension and our curriculum is planned with this in mind.

Student writing skills have been a key Academy focus for the last two years. The use of accurate assessment data and the development of personalised targets has improved outcomes across the school. Students build skills from a secure base and as confidence increases writing improves.

Abbey Hill Academy is a communication friendly school. Everything we do supports student's improving communication skills. We encourage students to interact with each other across the curriculum and facilitate communication during our more unstructured times of day as well. Modelling good communication is key and supporting all verbal communication with visual supports such as sign, symbols, photographs or words help build strong, independent, confident children.

The maths curriculum at Key Stage 3 is progressive, building on skills step by step. The curriculum is carefully planned to ensure skills are re-visited in a timely manner so that students learning becomes embedded and automatic at a highly personalised level for each individual. Our extensive maths curriculum ensure coverage and mastery of every aspect of the national curriculum: Number, Geometry, Measurement and Statistics. Our intent is challenging but aspirational.

When we compare subject specific outcomes at KS3 it is clear to see that literacy and communication are areas of strength at Abbey Hill Academy. It is also important to highlight the successes we see in some of our practical and creative areas of the curriculum such as art and food technology.



In the science curriculum, students learn a wealth of knowledge in years 7 and 8 through well-planned subject specific topics and then start the AQA Entry Level in year 9. This allows students to build the foundations they need for a successful transition to GCSE science. Our most able year 9 students are gaining the highest possible level securing E3 on their Entry Level, which on conversion is equated to K4. This approach is about providing students with the breadth of knowledge they require for GCSE science. A key focus for the coming year is to build on these foundations as we design a formal differentiated key stage 3 curriculum. This will correspond to the pathways students will follow at Abbey Hill Sixth Form. Two seven-year (KS3-KS5) curriculum models will be developed; one to support the students following a vocational science programme of study and the other to support those students following an academic GCSE pathway. We will also continue to carry out



robust half termly assessments at Key Stage 3 and analyse the outcomes each term to ensure that students continue to make strong progress. We will use this data to plan challenge into lessons and provide targeted actions when required. Students identified as not making strong progress will be supported appropriately through personalised actions agreed between the class teacher and subject lead. Additional subject specialist assistant support is available where needed and this is deployed skilfully in class.

In art, students learn a range of skills that support fine motor development, creativity and exploration. Students are encouraged to develop their own styles and preferences. The creation of portfolios develop student confidence and all students move onto study an appropriate qualification in Key Stage 4. This year baselines have been a priority to ensure targets are accurate and useful. Students with a clear talent and passion will be given the opportunity to access a Level 1 or a Level 2 qualification in art at Key Stage 4. The internal moderation of end of Key Stage 3 portfolios provides the evidence needed in order to plan such high level accreditation entry.

Two years ago we looked carefully at the computing curriculum and piloted a Key Stage 3 offer that focused heavily on the new computing agenda. We had to consider carefully the needs of all our students and decided that a more functional approach to ICT was required in core learning. Our new Key Stage 3 offer focuses on developing skills students will require for the future work place and will support their ability to communicate effectively in the adult world. This curriculum leads into our Key Stage 4 core accreditation offer. Students in Key Stage 4 do have the opportunity to choose an option that specifically helps develop and teach skills related to the more specialist computing vocation.

A solid Key Stage 3 offer is securely in place for Design and Food Technology. Students learn a range of skills with the aim of working independently. Baselining the students in year 7 posed some difficulty in the past with students arriving at the Academy with little or no skill in these subject areas. This then had an impact on targets generated and expectations in Key Stage 4. We now plan sessions in Key Stage 3 that promote accelerated progression and outcomes are now in line with other subject areas. This is a huge achievement.

In Humanities, students learn and are exposed to experiences to enrich their geography, history and religious educational knowledge and understanding. Religious education is delivered through special days where the students can be fully immersed in learning. The curriculum is developing as we strive to provide a knowledge rich offer that supports our students in understanding the world around them, instilling a sense of curiosity. Memorable and life changing stories from the past that affect the future are presented using a chronological approach building the narrative.

The music curriculum has been redesigned to ensure the subject is represented as a whole. In the past performance skills were assessed as this was an area where our students excelled. Success is important but learning and assessing the acquisition of new subject specific skills is vital and now the curriculum incorporates composing, appraising and extending student knowledge about composers and genres. Outcomes are accurate and the curriculum allows talent to shine through in 1:1 sessions, whole class settings and more public arenas.

Students are taught a wide range of skills and sports through our extensive PE curriculum. The PE curriculum is designed to build confidence in a range of different sports. Our staff have developed an extensive assessment tool that focuses on specific skills in key sports that benefit stamina, coordination, agility and sportsmanship. The curriculum is tailored to each specific class and their needs. Where possible classes have been streamed which has allowed greater focus on the specific

skills each individual student needs to develop. The curriculum itself builds skill levels each year while ensuring inclusive access to a wide range of different sports and sporting experiences.

Outcomes for students working through our Pre and Semi formal curriculums (W) cannot be presented using any numerical value. Assessment is unique to each individual as they work through personalised 'Goals' and 'Next Steps'. Evidence of progress can clearly be seen in student learning journeys. Clear and well evidenced baselines are vital and allow us to show meaningful progress in a very real way. The curriculum is planned using a themed approach linked to our 3 main principles (Head, Heart, Hand), allowing us to work on each students individual goals.

We are focused on the continued development of our Key Stage 3 curriculum to ensure strong progress.

Our formal curriculum is being further developed this academic year to ensure that the knowledge being taught in Key Stage 3 prepares our students, not only for Key Stage 4 and accreditation, but for adulthood. We see the importance of a purely subject specific approach for our most able learners so that the complexities of a subject can be explored. We also value the need for a more thematic approach for some students to ensure that knowledge can be experienced as a narrative.

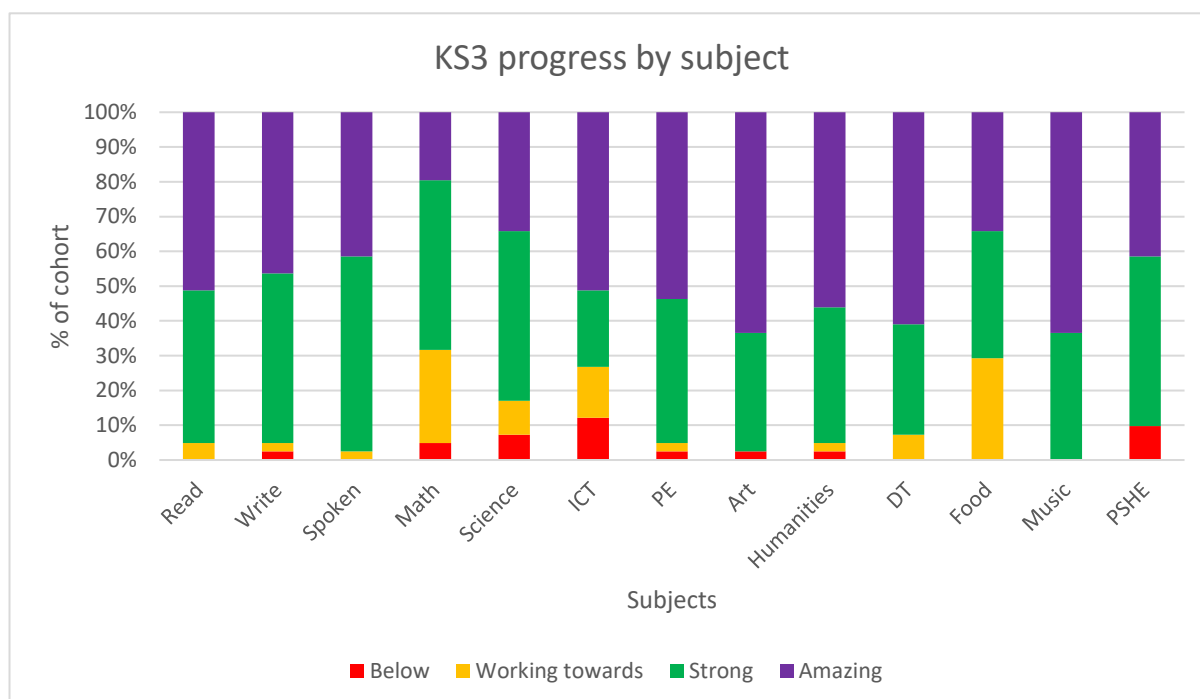
Students accessing our Semi-formal curriculum benefit from a more specialist, experiential and process-based approach focusing on developing young people who will enter the adult world as respectful, tolerant, valued, confident and independent young people with resilience and ambition. The knowledge they are exposed to helps them make sense of the world around them and builds an important sense of curiosity.

Our Pre-formal curriculum focuses on health, happiness and independence. Our students need to be able to make their own decisions and feel empowered. This curriculum is tailored to the individual and written with them at the centre; our unique curriculum where anything is possible.

## End of Key Stage 3 progress

The graph below gives a subject breakdown of progress towards End of Key Stage 3 targets based on our 'Strong progress at Abbey Hill' model (See appendix 1). It is important to state that our targets are measured from Year 7 starting points assessed at Abbey Hill Academy but progress factors are pre-determined by Key Stage 2 teacher assessed data.

Students in the 'below' category are working below Abbey Hill Academy targets. Students 'working towards' are working within the year expectation we would hope at the end of KS3 but may not be as secure as targeted. Students highlighted as making 'strong' progress met the aspirational target set and students shown as making 'amazing' progress exceeded their target year expectation.



All students who did not meet aspirational targets in core subjects at the end of this Key Stage have been identified. Specialist teaching and support is in place to ensure Key Stage 4 is successful. A range of supportive strategies are utilised and personalised for each individual depending on the circumstance and area of need. For example, PSA support, specialist subject technician input and assessment, increased pastoral support, personalised classroom resources, significant differentiation in class by the class teacher, advice and specific support from our Academy EP, SALT, OT or other linked professionals all leading to additional individual targeted support.

The percentage of students meeting and exceeding academic targets in most subject areas at Abbey Hill Academy in Key Stage 3 is pleasing. This analysis allows us to focus leadership support and intervention where necessary to ensure outcomes are secure across all subject areas in the future.

95% of our students succeeded in meeting reading targets at the end of Key Stage 3 with 51% of the cohort exceeding expectation.

95% of our students succeeded in meeting writing targets at the end of Key Stage 3 with 46% of the cohort exceeding expectation.

98% of our students succeeded in meeting speaking and listening targets at the end of Key Stage 3 with 41% of the cohort exceeding expectation.

68% of our students succeeded in meeting maths targets at the end of Key Stage 3 with 20% of the cohort exceeding expectation.

83% of our students succeeded in meeting science targets at the end of Key Stage 3 with 34% of the cohort exceeding expectation.

#### Looked After Children

100% of our Looked after Children in this cohort at the end of Key Stage 3 made strong progress within the Semi-formal curriculum.

Cohort = 1

#### Disadvantaged students

Disadvantaged students at Abbey Hill Academy do as well as their peers across the curriculum.

Cohort = 20 (49% of total cohort)

The main significant differences that need to be addressed/highlighted are:

70% of this cohort met or exceeded targets in maths. This suggests that our disadvantaged students achievement in maths is in line with peers.

100% of the cohort met or exceeded targets in reading, writing and speaking & listening indicating that our disadvantaged children do as well as their peers at Abbey Hill Academy when it comes to literacy and communication.

## End of Key Stage 4 analysis 2018-19

### Context

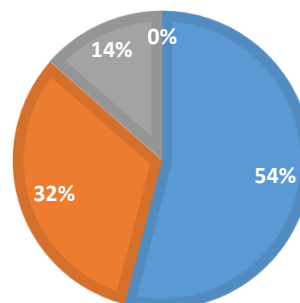
SEN Need	No. of Students
ASD	20
MLD	12
SLD	5
PMLD	0
Total	37

Gender	No. of Students
Male	25
Female	12

Pupil Premium	No. of Students
Yes	26
No	11

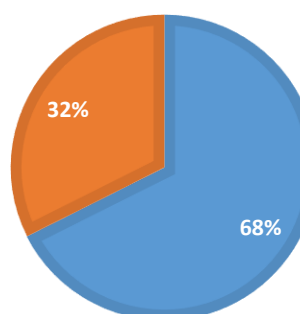
### END OF KS4 SEND BREAKDOWN

■ ASD ■ MLD ■ SLD ■ PMLD



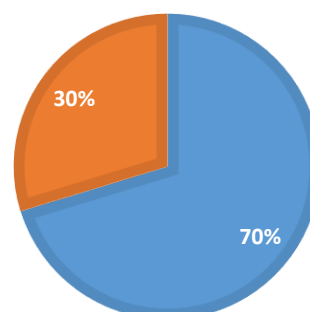
### END OF KS4 GENDER BREAKDOWN

■ Male ■ Female



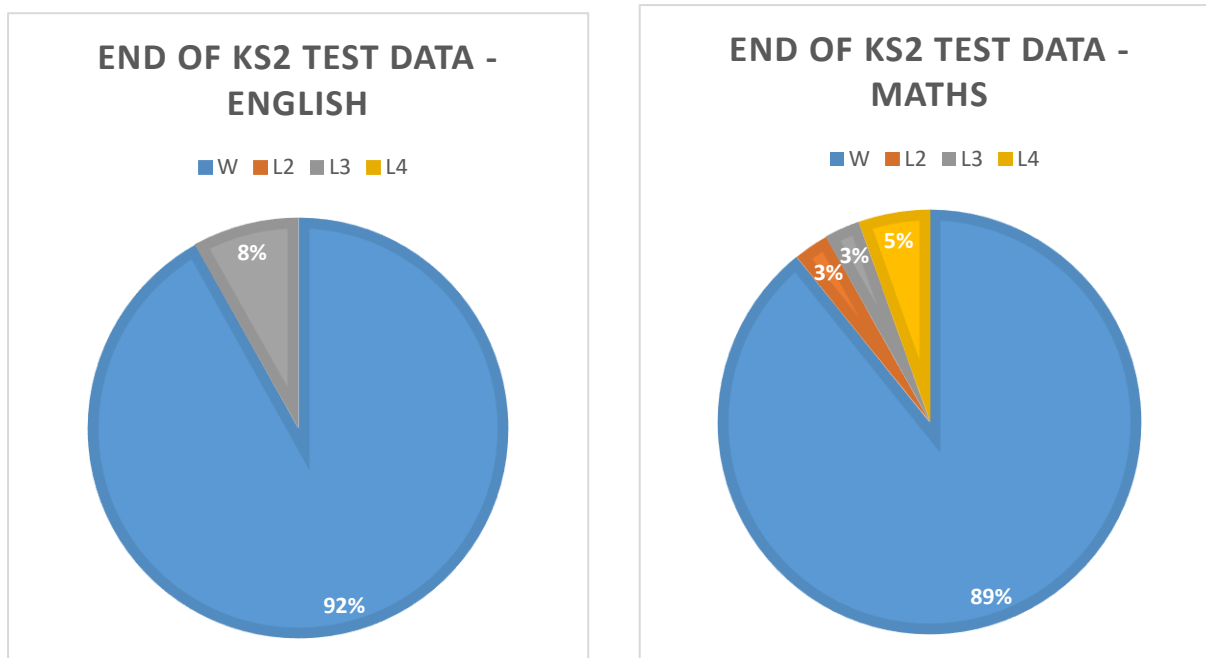
### END OF KS4 PUPIL PREMIUM BREAKDOWN

■ Yes ■ No



## Key Stage 2 prior attainment

At the end of Key Stage 2 this year group were identified as having significantly low prior attainment in both English and maths. 91% of the cohort were working below the level of the KS2 national test in English and 88% of the cohort were working below the level of the test in maths (B).



**NB:** It is important to highlight that this year group arrived with old National Curriculum levelled data, making any comparison incredibly difficult and therefore invalid.

## End of Key Stage 4 outcomes

In Key Stage 4 at Abbey Hill Academy, all students follow an accredited curriculum recognised by the Regulated Qualifications Framework (RQF).

Students following a Pre-formal curriculum access highly personalised learning experiences building on success from Key Stage 3. Student assessment is highly personalised and assessed through Personal Progress Units (PPU) at Pre-Entry and Entry Level 1.

Our Semi-formal curriculum is process-based and student achievements are recognised through Personal Progress Units and subject specific Entry Level qualifications.

The Formal curriculum is where we strive for achievements at Entry Level 3 and above in core, foundation and vocational subject areas as we prepare many of our students for a Post 16 GCSE pathway.

### English, maths and science outcomes

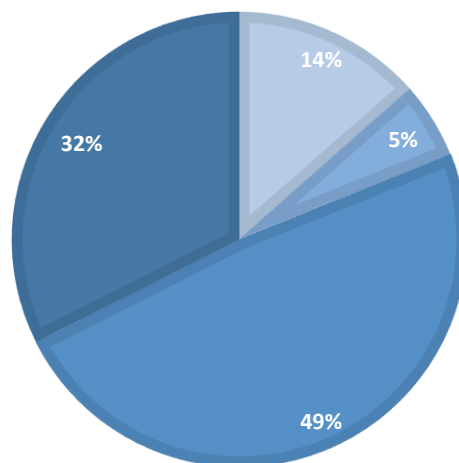
The English department continued to embed the AQA (GCSE Endorsed) Step up to English Entry Level qualification and a high percentage of learners achieved the highest Entry Level 3 grade and a high proportion of students achieving Level 1 Functional Skills in English Language.

The team were incredibly pleased with the E2 successes as this qualification is extremely challenging and highlights the immense progress made by these 2 learners.

100% of learners successfully achieved an English or a communication qualification this academic year.

#### KS4 OUTCOMES ENGLISH

■ E1 ■ E2 ■ E3 ■ L1



The maths department have built a sound curriculum that focuses on mastery of mathematical skill and problem solving.

A specialist team of mathematicians lead on numeracy development across the Academy and ensure all maths teaching is good or better in Key Stages 3 and 4.

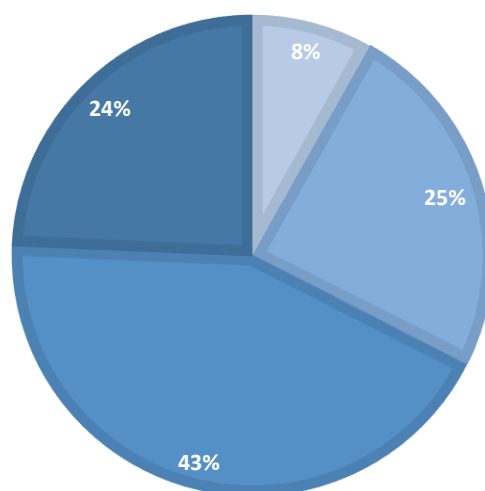
A structured and well planned curriculum in Key Stage 3 now equips students with the skills to tackle the higher level skills needed for Entry Level 3 and above.

A clear focus this year was to ensure baseline assessment provided an accurate benchmark for individual students leading to improved outcomes at Entry Level 3 and above.

100% of learners successfully achieved a maths or a cognition qualification this academic year.

#### KS4 OUTCOMES MATHS

■ E1 ■ E2 ■ E3 ■ L1

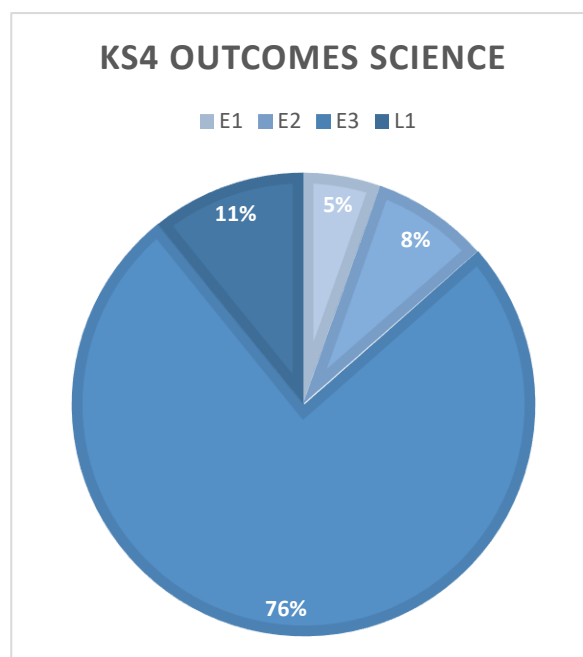


The science department continues to be driven forward by skilful leadership. Over the last 3 years the curriculum has been developed to provide students with the essential skills and knowledge that will enable them to make outstanding progress both at Key Stage 4 and beyond. The introduction of rigorous, standardised assessments across all year groups, along with frequent analysis and intervention has ensured the majority of pupils make at least strong progress.

100% of all students achieved an appropriate science qualification this academic year.

The new science curriculum caters for all students and provides them with the best possible science education. Our Pre-formal learners access motivating and engaging lessons focusing on the world around them, producing portfolios for Personal Progress Units. Our Semi-formal learners explore the science that affects them, focusing on curiosity and safety through our Open Award Entry Level 2 qualification. Our Formal learners study the foundations required for the increased demands of the academic GCSE science qualification and the introduction of standardised practical requirements. To broaden our offer further, we are currently looking at a vocational and practical Entry Level 3 qualification for those formal students that are looking specifically at the world of work post 16.

An important focus this year was to ensure that science baselining was rigorous and evidence based so that accurate, aspirational Key Stage 4 targets could be generated for all students. This intelligent use of data has already secured our Entry Level 2 qualification that is relevant, challenging and accessible as well as a successful Level 1 science qualification that supports a pathway into GCSE for our highest academic achievers with 100% success rate this year.



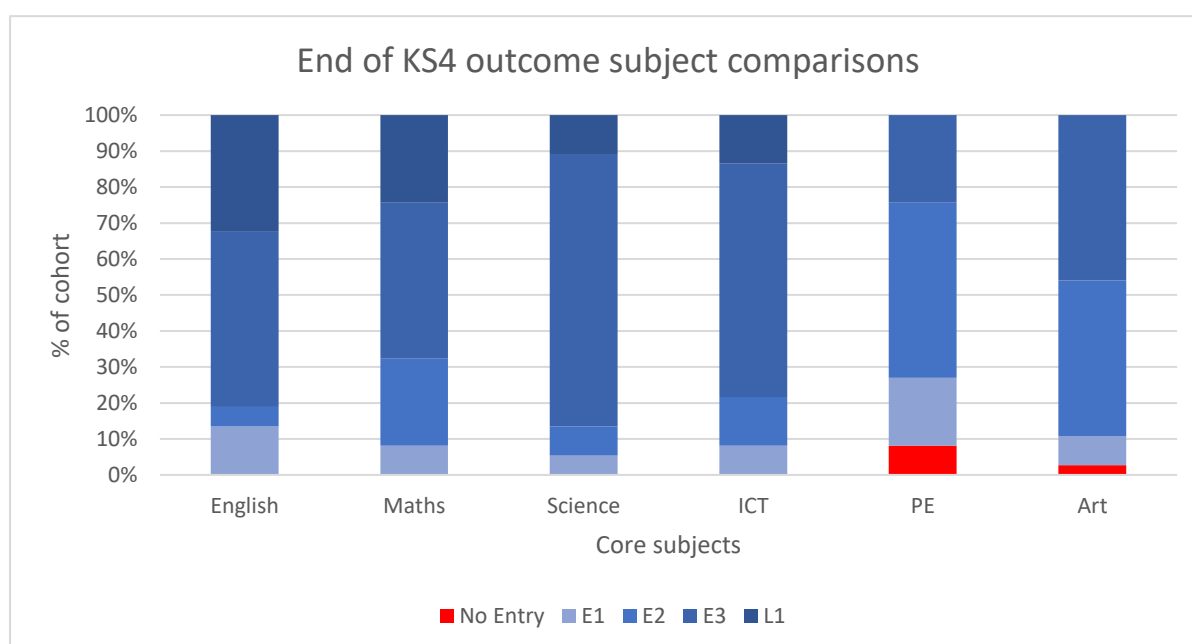


## Core subject outcome comparisons

At Abbey Hill Academy, our aim is that all our students achieve accreditation in 6 subject specific areas, wherever possible in Key Stage 4; English, maths, science, art, PE, ICT. These subjects cover the broader curriculum areas that we feel are vital for all our young people to develop in preparation for adulthood:

- Communication
- Cognition
- Self
- Physical
- World
- Creativity

100% entry in these subject areas is always a key aim.



The graph above highlights the different outcomes achieved by each subject area.

In English, 100% of the cohort were entered for an appropriate qualification. All students were successful. 80% of our learners passed at Entry Level 3 or above, which is a significant achievement. We are extremely pleased with percentage of students who achieved L1 functional skills this academic year; this was a key departmental focus. At Entry Level 1 and Entry Level 2, students performed as expected and met aspirational targets. This year we have had great success at Entry Level 2, which was previously a subject concern.

In maths, 100% of the cohort were entered for an appropriate qualification. All students were successful. A high proportion of the cohort achieved Entry Level 3 and above.

In science, our most able students have the opportunity to gain a prestigious Level 1 qualification. All students entered were successful and the standard of their work praised by the examination board. All students completing the AQA Entry Level qualification achieved the highest grading, reaching or outperforming their target grade. In science we ensure that all students are challenged and entered for the appropriate aspirational accreditation. Our semi-formal science students all successfully

gained an Entry Level 2 qualification. This was delivered by specialists in a highly personalised and practical way to ensure students understand the world around them. This processed based approach to learning science prepares our young people for the next stage of their education and adulthood.

In ICT, 100% of the cohort were entered for an appropriate qualification. All students were successful. Students were given the opportunity to sit the Level 1 examination throughout the academic year and this led to success for 5 students.

In PE, our students complete the challenging AQA Entry Level. This involves not only teacher assessment but also a practical external examination. Students need to demonstrate and articulate skills and understanding to an external verifier. This can be challenging for our students. The feedback from the external moderator is very positive and all judgements our specialist teachers made were verified. The majority of students achieved their target grade. The students that did not gain a PE qualification were unable to satisfy the criteria due to health limitations.

In art, we deliver a new highly practical Open Award Entry Level qualification. Students build creative and unique portfolios of evidence that must meet strict subject specific criteria. One student was unable to complete the demanding portfolio for the end of Key Stage 4 as a personalised vocational offer was provided to this individual that incorporated a more personalised art offer through dance.

### **Vocational qualification outcomes**

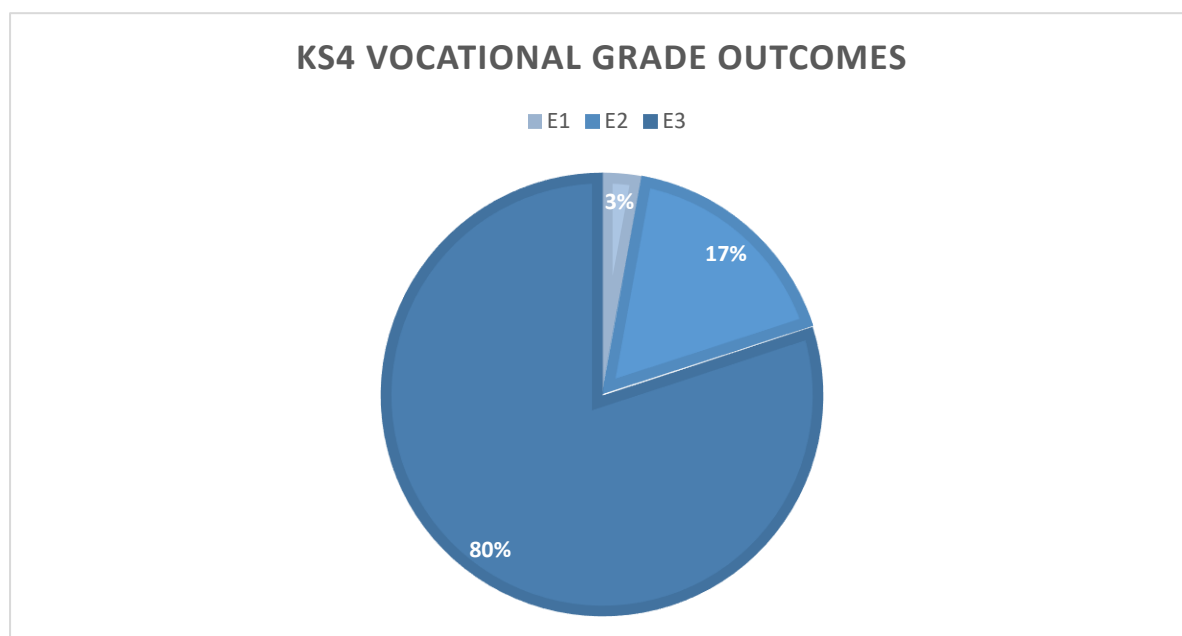
Abbey Hill Academy introduced a new vocational qualification and Entry Level in 2017 because of our student voice. Students accessing our formal curriculum choose 4 vocational option subjects in Key Stage 4.

Vocational option choices together with our personalised PSHE and Careers curriculums credit our students with the **Diploma in Skills for Further Learning and Employment; Preparing for Adulthood:**

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| • <b>Adventure</b>                   | • <b>Music</b>                     |
| • <b>Animal care</b>                 | • <b>Performing Arts</b>           |
| • <b>Art, Craft and Design</b>       | • <b>Retail</b>                    |
| • <b>Digital Media (Photography)</b> | • <b>Product Design</b>            |
| • <b>Food, Drink and Hospitality</b> | • <b>Sport, Health and Fitness</b> |
| • <b>Horticulture and Floristry</b>  | • <b>Textiles</b>                  |
| • <b>Computing</b>                   | • <b>Hair and Beauty</b>           |

Students in this cohort completed the accreditation over 2 years, building impressive portfolios that highlight the level of skill, confidence and knowledge developed in this vocational arena.

100% of our students accessing the Formal curriculum achieved the SFLE qualification; Preparing for Adulthood.



Some students accessing our Pre and Semi-formal curriculums are not entered for this qualification because Personal Progress Units at Entry Level 1 offer similar experiences in a range of flexible ways that suit our learners working at this curricular level. Personal Progress Unit portfolios may include units in the following vocational areas:

- Understanding money
- Looking after yourself
- Being healthy
- Growing and caring for plants
- Looking after animals
- Travel within the community
- Making drinks and snacks
- Creative activities
- Enterprise
- Keeping safe
- Participating in sport
- Engaging with the world

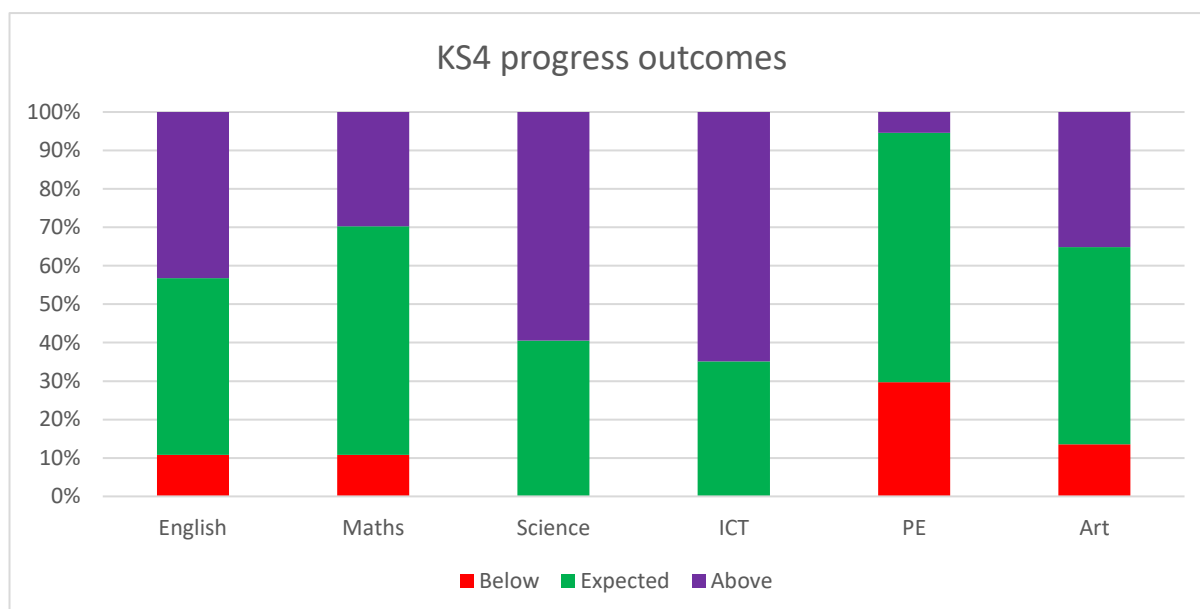
100% of students targeted to achieve this Certificate were successful at Entry 1.

Personal Progress Unit portfolios provide students with a record of achievement that clearly shows levels of achievement and personal successes in all our core curricular components.

## End of Key Stage 4 progress

The graph below gives a subject breakdown of progress towards End of Key Stage 4 targets. Students in the 'Below' category were either not entered or failed to meet their aspirational target in the subject.

Students highlighted as making 'expected' progress or 'above', met or exceeded their target grades.



In English, students who did not achieve their aspirational target grade still made great personal progress. All students achieved a result even when individual student circumstances were significantly complex. Our aspirational targets at Level 1 proved too much for 2 of our young people but they were entered and did exceptionally well to take part in the 3 part formal examination. 5 students exceeded targets reaching Level 1 and 11 students exceeded their Entry Level 2 target to gain Entry Level 3.

In maths, 4 students did not meet the aspirational academy target that were set for them, however they all achieved a recognised qualification. Their achievements should be celebrated, as the significant and complex issues they all faced in Key Stage 4 did not deter them from completing the course and the formal maths examination. The majority of students met or exceeded target grades with 11 students exceeding targets set.

In science, all students made expected progress or above expected progress. Students working at Entry Level 2 with the potential to reach Entry Level 3 were targeted and additional support was provided by the specialist team. This proved highly successful. We identified a group of students who were capable of completing the Level 1 science award at the beginning of Key Stage 4 and because we were fortunate enough to be able to timetable a discreet group outcomes were exceptional. The work of these students was commended by the external moderator. Students accessing our semi-formal curriculum were able to gain an Entry Level 2 qualification in science through the qualification we created as an academy in conjunction with Open Awards.

In ICT, all students met or exceeded targets. This is because of the updated curriculum and improved teaching and learning in the subject. The department successfully incorporated Level 1 components

into the programme of study where appropriate and this led to the best outcomes the department has ever achieved.

In PE, the majority of students made expected progress. Despite intervention, some students failed to meet targets because of attendance and/or health limitations. The department currently offer Entry Level qualifications and recognise the need to support student progress in terms of sporting leadership that could lead to Level 1 accreditation success in the future.

In art, the majority of students made expected progress with a large percentage exceeding aspirational expectations. Attendance has a huge impact on student success in art. The amount of work required over a two-year period is immense and intricate projects are time consuming. In addition, the amount of passion a student has for the subject can make a real difference. A small minority of our students with ASD find it difficult to relate success in art to their future aspirations. An important piece of work this year on mental wellbeing and important historical knowledge is being developed in art through our curriculum aimed at making art important and relevant for all students.

In the vocational SFLE Open Award qualification, all the students successfully met targets. 83% of students achieved diploma level, which is exceptional.

Our successful Personal Progress Units ensure that all learners at Abbey Hill Academy achieve an accredited and recognised certificate that is meaningful and highly regarded as well as externally moderated. Personal Progress Units can be personalised to the individual learner and achievement is observed and recorded using detailed comments, photos and video. Impressive portfolios are created that provide an accurate overview of each learner in terms of achievement.

The percentage of students making good and outstanding progress in all subject areas at Abbey Hill Academy is pleasing. Students who meet our aspirational targets make 'strong' progress. Students who exceed targets make 'amazing' progress from starting points. This can be attributed to strong and focused leadership, curriculum re design, robust baselining and target setting and a keen desire for success from our learners.

In summary:

100% of our formal students achieved a qualification in English, maths, science and ICT.

97% of our formal students achieved a qualification in English, maths, science, ICT and art.

91% of our formal students achieved a qualification in English, maths, science, ICT, art and PE

100% of our semi-formal and pre-formal learners achieved the Personal Progress Extended Certificate that includes units in Communication, Cognition, Understanding My World, My Body and My Creativity.

PPU– 100% success. Moderator report states 'a very well organised submission with evidence of a very high standard.'

English - 89% met targets with 43% exceeding targets. 32% achieved L1. 81% E3 and above.

Maths – 89% met targets with 30% exceeding targets. 24% achieved L1. 68% E3 and above.

Science – 100% met targets with 59% exceeding targets. 11% achieved L1. 86% E3 and above.

ICT - 100% met targets with 65% exceeding targets. 14% achieved L1. 78% E3 and above.

Art – 86% met targets with 35% exceeding targets. 46% achieved E3.

PE – 70% met targets with 5% exceeding targets. 24% achieved E3.

100% of our formal students achieved their target grade for the Open Award qualification in Skills for Further learning and Employment. 80% achieved E3.

83% achieved the Diploma

17% achieved the Certificate

Moderator report states 'Exceptional portfolios from exceptional students.' Asked to present our success nationally.

35% of this cohort achieved a L1 in a new Food Hygiene qualification.

### Looked After Children

100% of Looked After Children (LAC) made at least the same progress and in many aspects of learning better progress than peers.

Cohort = 1

Our LAC in this year group exceeded expectations in English, ICT PE and Science and achieved an outstanding Level 1 qualification in food hygiene. All aspirational targets were met or exceeded.

### Disadvantaged students

100% of disadvantaged students made progress in line with peers

Cohort = 26 (70%)

84% of the cohort made good or outstanding progress in English. This indicates that our disadvantaged students made progress in line with their peers in English.

93% of the cohort made good or outstanding progress in maths. This tells us that disadvantaged children made progress in line with their peers in maths.

100% of the cohort made good or outstanding progress in science, which is in line with their peers.

100% of the cohort made good or outstanding progress in ICT. This indicates that our disadvantaged students made progress in line with their peers in ICT.

77% of the cohort made good or outstanding progress in PE. This tells us that disadvantaged children were more successful in PE than their peers.