



Abbey Hill Academy



'Where amazing children do amazing things!'

Attainment and Progress report

2017-2018

Abbey Hill Academy Attainment and Progress – Key Facts 2017-18

Foreword

The Rochford Review recommendations for Key Stage 2 assessment and reporting were published September 2017:

- P scales are no longer fit for purpose
- For students not engaged in subject specific learning, schools should be given the freedom to select an assessment approach appropriate for their students and not be limited to any specific type outlined in a prescribed model from 2019
- Students engaged in subject specific learning should be assessed using simplified pre-key stage standards from 2018

Abbey Hill Academy has already conducted huge amounts of research into appropriate assessment methods that will evidence the progress our students make in Key Stages 3 and 4, whatever their starting point. 2017-18 has been a year of vast development in relation to assessment and curriculum in our school.

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. We use this data 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 plan a curriculum that suits each child. Our school curriculum is initially based on 3 broad curricular levels; Pre-formal, Semi-formal and Formal.

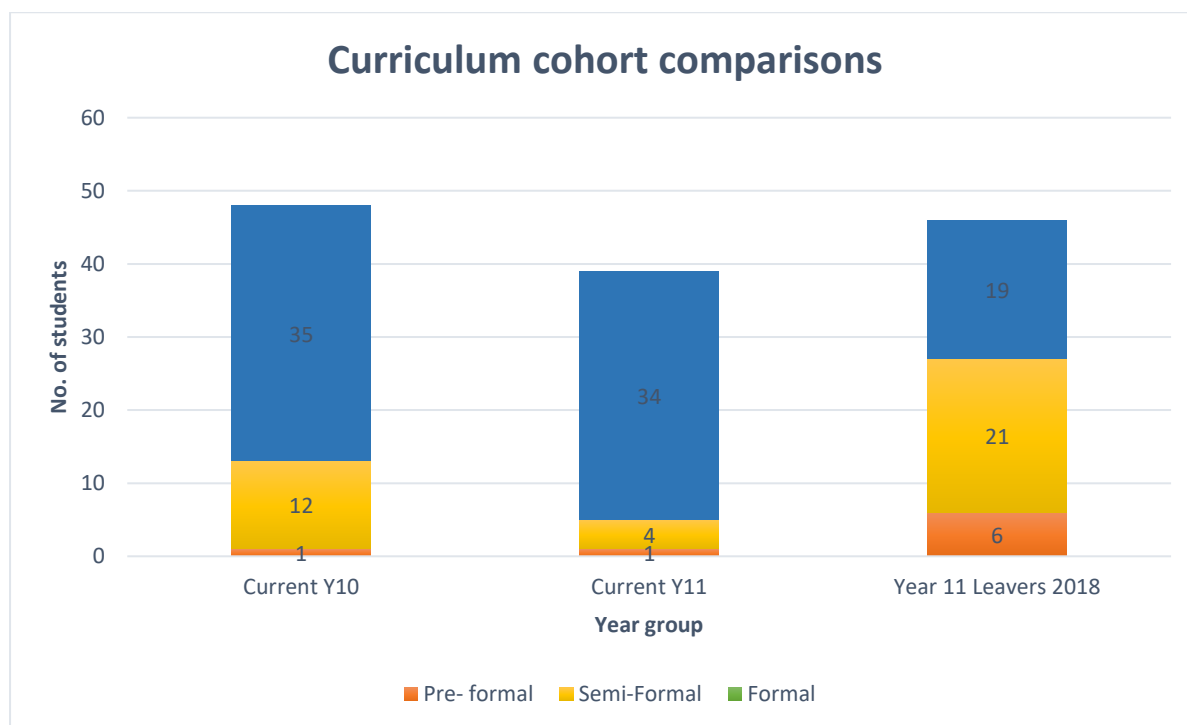
	Self	Physical	Communication	Cognition	World	Creativity
Formal	PSHE Food Tutor	PE Sensory Physio	English Reading	Maths Enterprise	Science Computing/ICT Humanities	Art Music DT
Semi-formal	My Care and Independence	My Body	Communication Literacy	Problem Solving Numeracy	Understanding My World	My Creativity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

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 thinking and curiosity 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 2017-18

Context

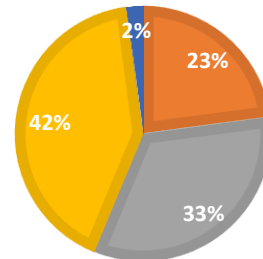
SEN Type	No. of Students
ASD	11
MLD	16
SLD	20
PMLD	1
Total	48

Gender	No. of Students
Male	25
Female	23

Pupil Premium	No. of Students
Yes	31
No	17

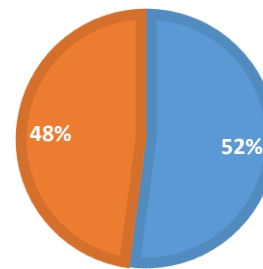
END OF KS3 SEND TYPE BREAKDOWN

ASD MLD SLD PMLD



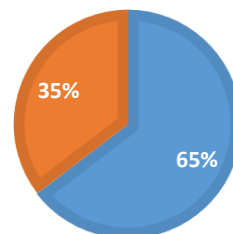
END OF KS3 GENDER BREAKDOWN

Male Female



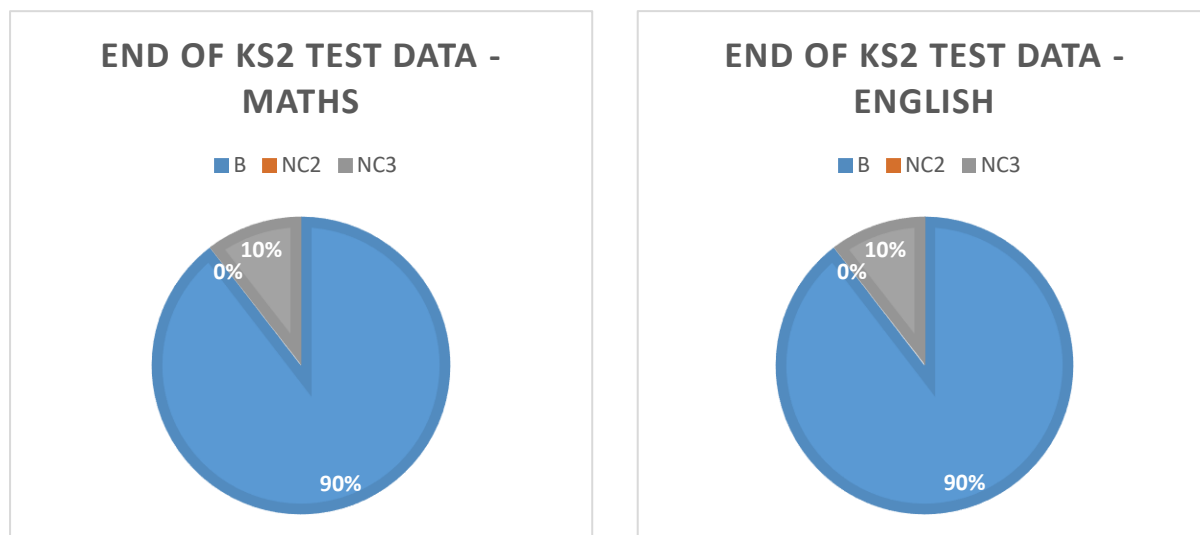
END OF KS3 PUPIL PREMIUM BREAKDOWN

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. 90% of the 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.

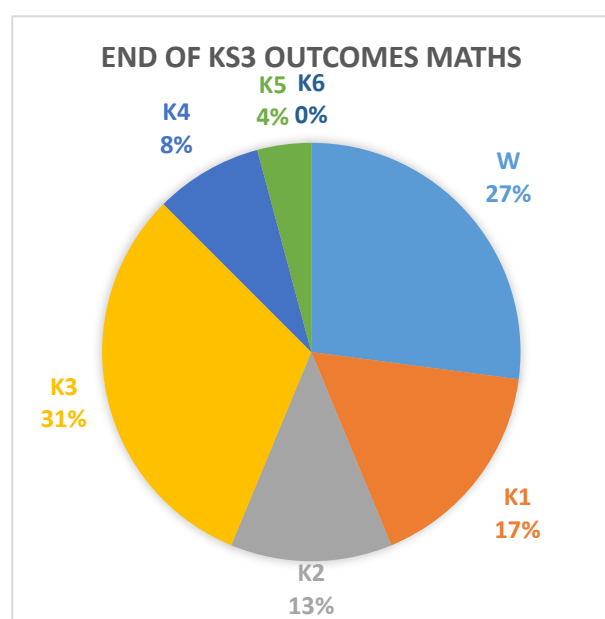
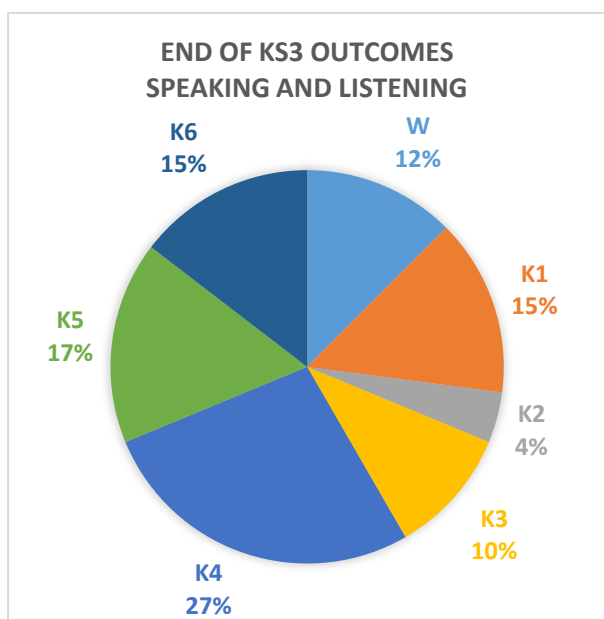
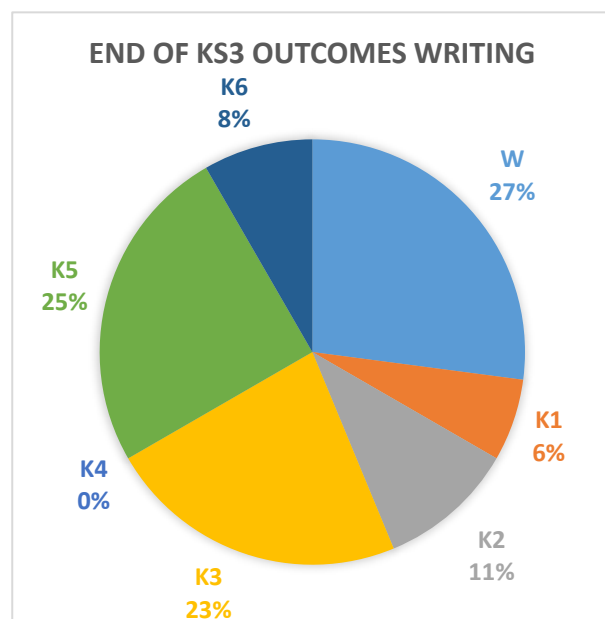
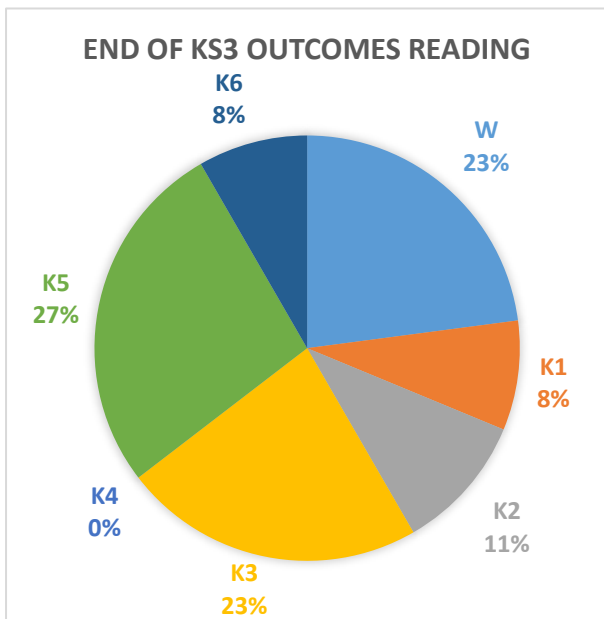
On arrival in Year 7 we baseline students. Students complete a range of assessments in the Autumn term and this gives us a place to begin targeted and focused teaching. Occasionally this baseline assessment shows regression from the end of Key Stage 2. If necessary, we spend the first term addressing 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 'Next Steps' and 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

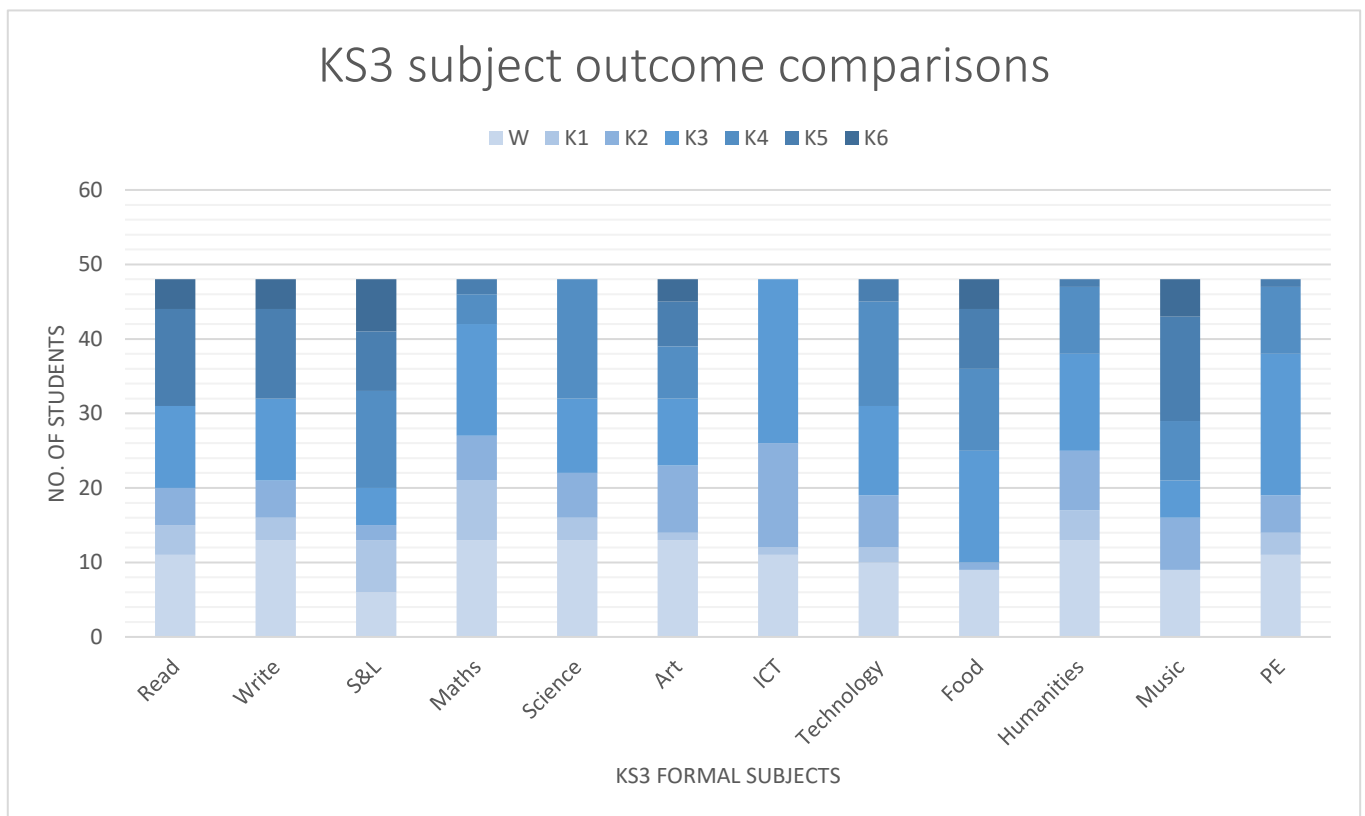
personalised reading pathway, ensuring progress. All staff at the Academy are aware of the issues students face with reading and comprehension and our curriculum is planned with this in mind.

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. Learning cannot move on until a concept has been mastered. 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.

When we compare formal subject outcomes at KS3 it is clear to see that literacy and communication are clear strengths 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, food technology and music.



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 and designing a formal differentiated key stage 3 curriculum. This will correspond to the pathway's students will follow at Abbey Hill Sixth Form. Two seven-year (KS3-KS5) curriculum model's will be developed, one to support the students following a vocational science program 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.

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 are 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 for such high level accreditation entry.

The ICT curriculum has been in a state of flux for the last 2 years. Initially 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 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.

Technology has massively developed over the last year and a new 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. Baselineing 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 education 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.

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 in music are high this year but as the curriculum grows and the content becomes more challenging we will see a more accurate assessment picture.

In the formal PE curriculum students are taught a wide range of skills and sports. These skills give full coverage of the curriculum and lessons are designed to build student confidence. Students are assessed each term, with over 90% of year 9 students making at least good progress. A key focus

over the coming year will be to develop the curriculum to ensure that the skills required for entry level PE form the basis of the key stage 3 curriculum. This will allow our students to develop the skills which are vital for our students to gain the highest entry level. We will also be working on developing a reliable, accurate baseline using an external verifier to support our judgements. In addition to this we will continue to carry out whole school moderation events and analyse our student outcomes each term. Targeted interventions will ensure that our students progress through the key skills and beyond.

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 'Next Steps'. Evidence of progress can clearly be seen in student portfolios. Clear and well evidenced baselines are vital and allow us to show meaningful progress in a very real way. The curriculum was planned using set themes that we felt would motivate and engage 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.

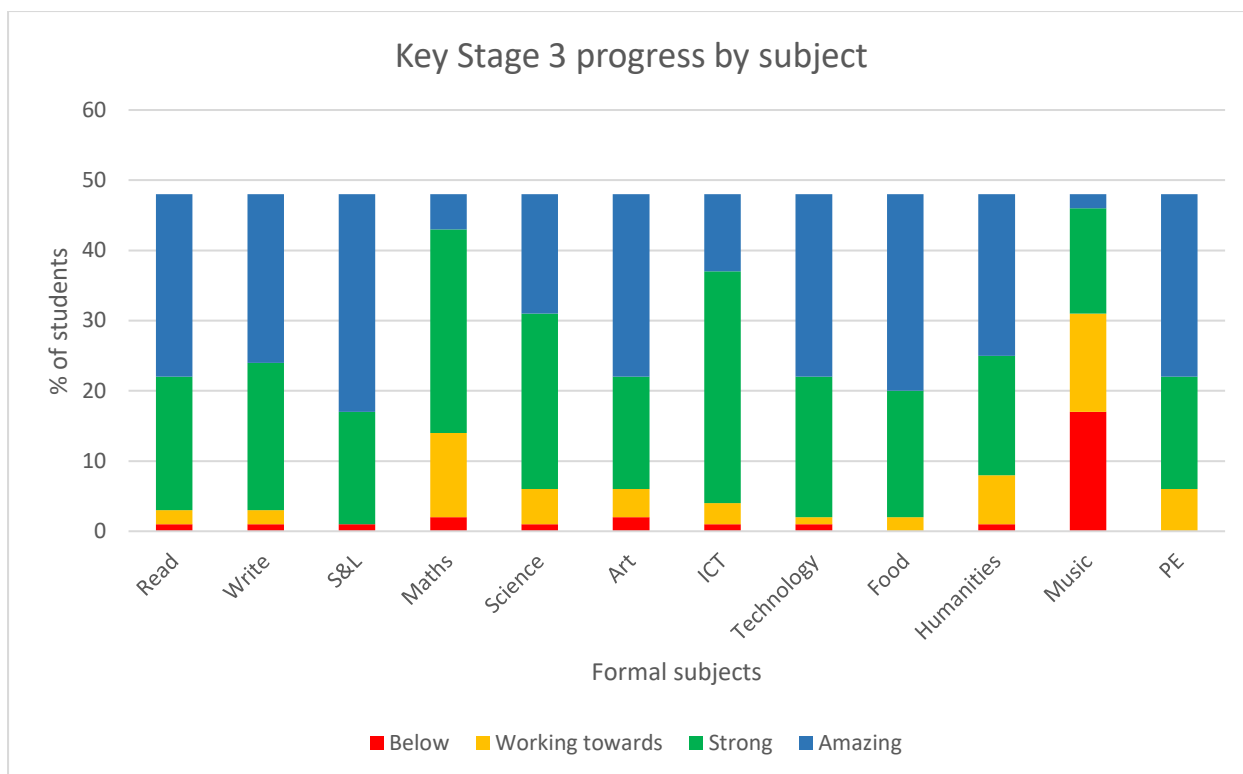
Students accessing our Semi-formal curriculum benefit from a more specialist, experiential and process-based approach focusing on developing young people who will enter the adult world as respectful, tolerant, valued, confident and independent young people with resilience and ambition. The knowledge 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 significantly 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 personalised targets and an intervention package in place to support. This may include 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.

94% of our students succeeded in meeting reading targets at the end of Key Stage 3 with 54% of the cohort exceeding expectation.

94% of our students succeeded in meeting writing targets at the end of Key Stage 3 with 50% of the cohort exceeding expectation.

94% of our students succeeded in meeting speaking and listening targets at the end of Key Stage 3 with 65% of the cohort exceeding expectation.

71% of our students succeeded in meeting maths targets at the end of Key Stage 3 with 10% of the cohort exceeding expectation.

88% of our students succeeded in meeting science targets at the end of Key Stage 3 with 35% of the cohort exceeding expectation.

Looked After Children

75% of our Looked after Children in this cohort at the end of Key Stage 3 made strong progress across the curriculum.

Cohort = 4

One student arrived at Abbey Hill Academy in September 2017 and did not meet aspirational expected targets in the 12 month period. Intervention and support is now in place in Key Stage 4.

Disadvantaged students

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

Cohort = 31 (65%)

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

61% of this cohort met or exceeded targets in maths. This suggests that our disadvantaged students underachieve when compared to peers in maths.

94% 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.

NB: See Key Stage 3 data sheet for specific details

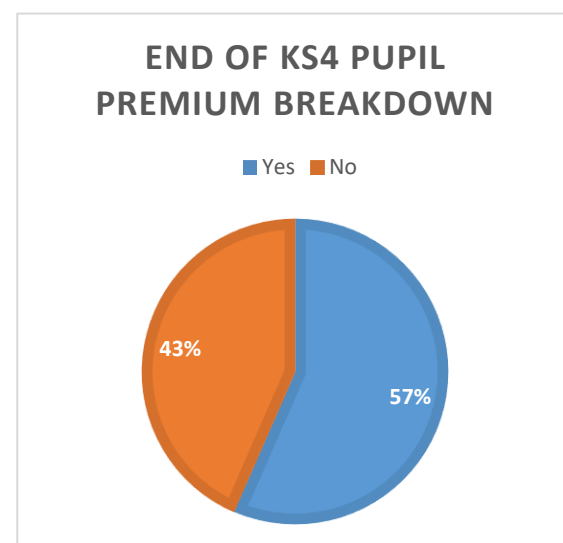
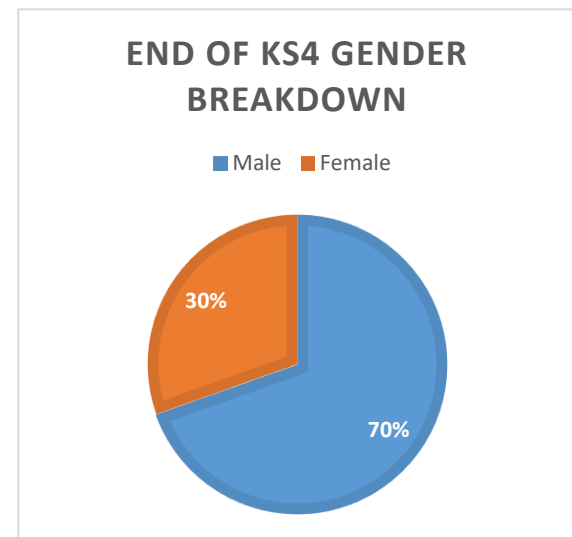
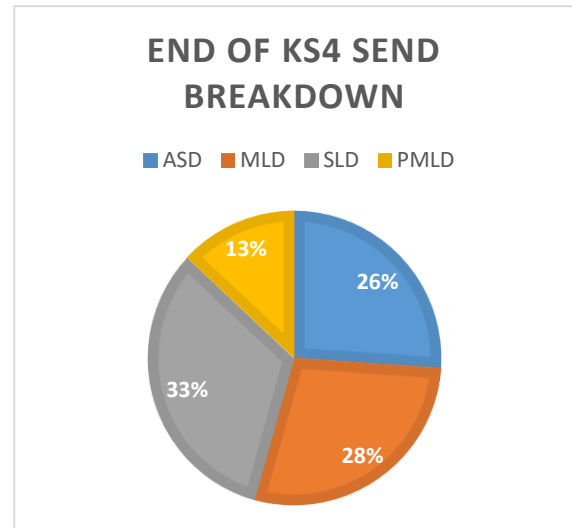
End of Key Stage 4 analysis 2017-18

Context

SEN Need	No. of Students
ASD	12
MLD	13
SLD	15
PMLD	6
Total	46

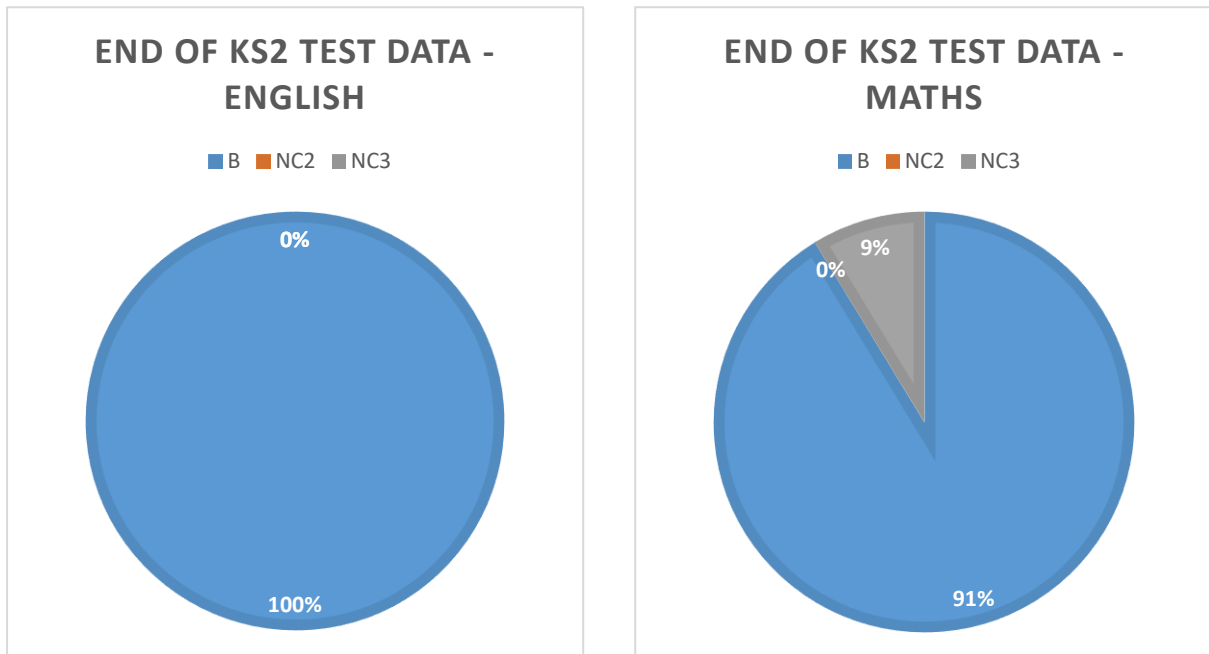
Gender	No. of Students
Male	32
Female	14

Pupil Premium	No. of Students
Yes	26
No	20



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. 100% of the cohort were working below the level of the KS2 national test in English and 91% 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

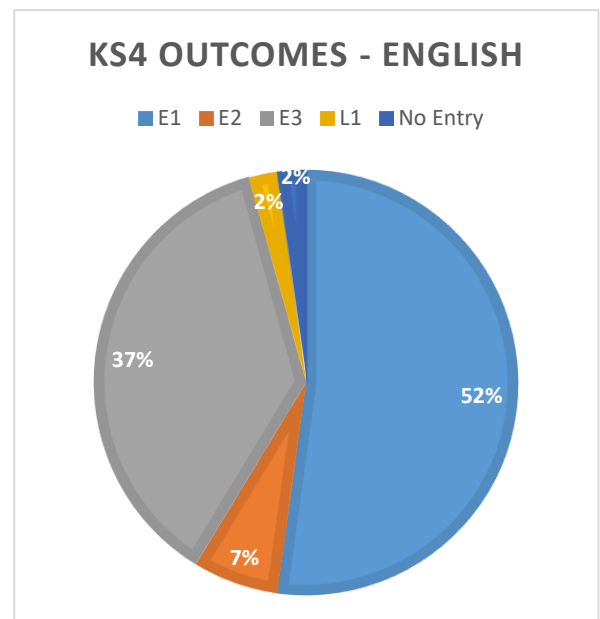
The English department continued to embed the AQA (GCSE Endorsed) Step up to English Entry Level qualification and a high percentage of learners achieved the highest Entry Level 3 grade. One student (2%) achieved a Level 1 Functional Skills in English Language.

The team were incredibly pleased with the E2 successes as this qualification is extremely challenging and highlights the immense progress made by these 3 learners.

A large proportion of the year accessed the Step up to English Entry level English exam at Entry 1 with success or alternatively achieved a personal progress Unit in Communication.

98% of learners successfully achieved an English or a communication qualification this academic year.

The department continues to work on moving students from Entry Level 1 to Entry Level 2 by introducing a new qualification in 2019, as well as planning Entry Level early entry in Year 10 for students who have the capacity to secure Level 1/2 accreditation at the end of Key Stage 4.

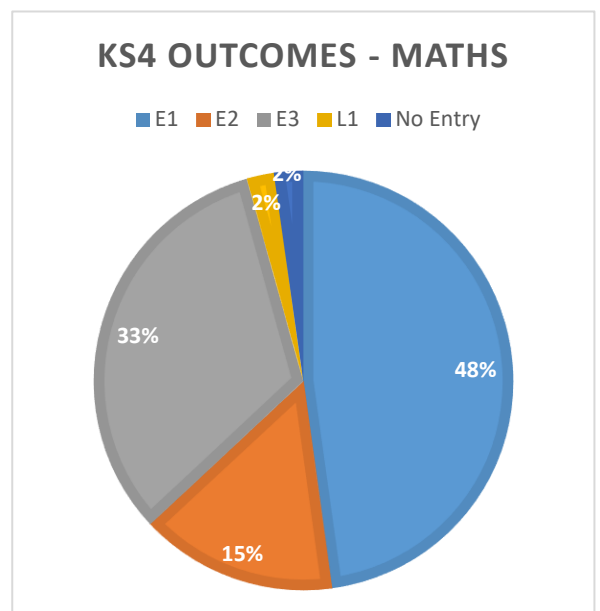


The maths department have built a sound curriculum that focuses on mastery of mathematical skill and problem solving.

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. All students targeted Entry Level 3+ this academic year gained a Level 1 qualification.

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. High aspirations have led to Entry Level early entry for students who have the capacity to secure Level 1/2 accreditation at the end of Key Stage 4.



Great success was seen at Entry Level 1 and 2 with students meeting or in many cases exceeding targets.

98% of learners successfully achieved a maths or a cognition qualification this academic year.

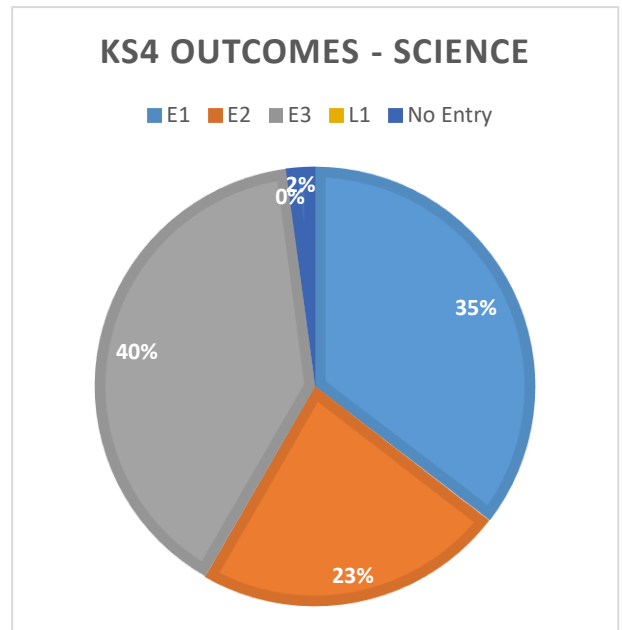
The science department has been driven forward by skilful leadership. Over the last year the curriculum has been developed to provide students with the essential skills and knowledge that will enable them to make outstanding progress both at Key Stage 4 and beyond. The introduction of rigorous, standardised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

98% 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 new Open Award Entry Level 2 qualification. Our Formal and most able learners study the foundations required to cope with the increased demands of GCSE science and the introduction of standardised practical requirements.

An important focus 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 led to a new Entry Level 2 qualification that is relevant, challenging and accessible as well as a new Level 1 science qualification pilot that supports a pathway into GCSE for our highest academic achievers. This has been highly successful and external moderation endorsed the work being carried out. We look forward to these results in 2019.

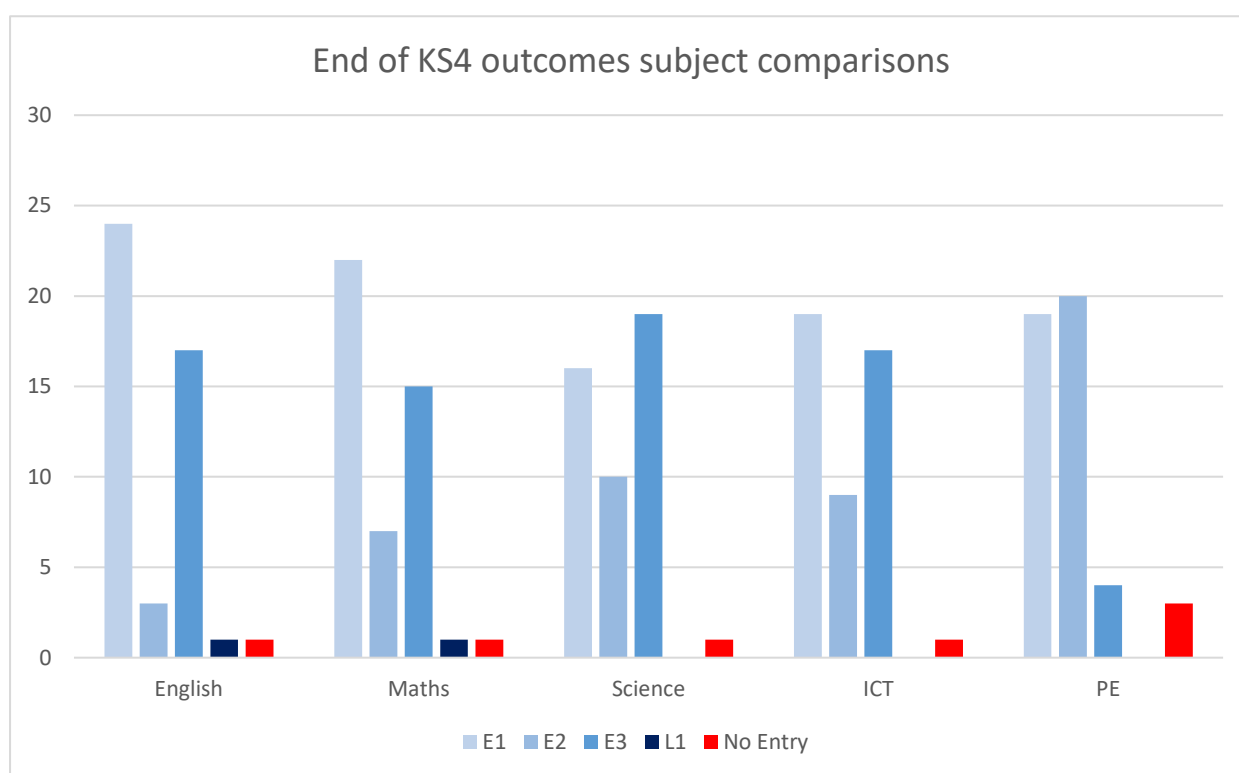


Core subject outcome comparisons

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.



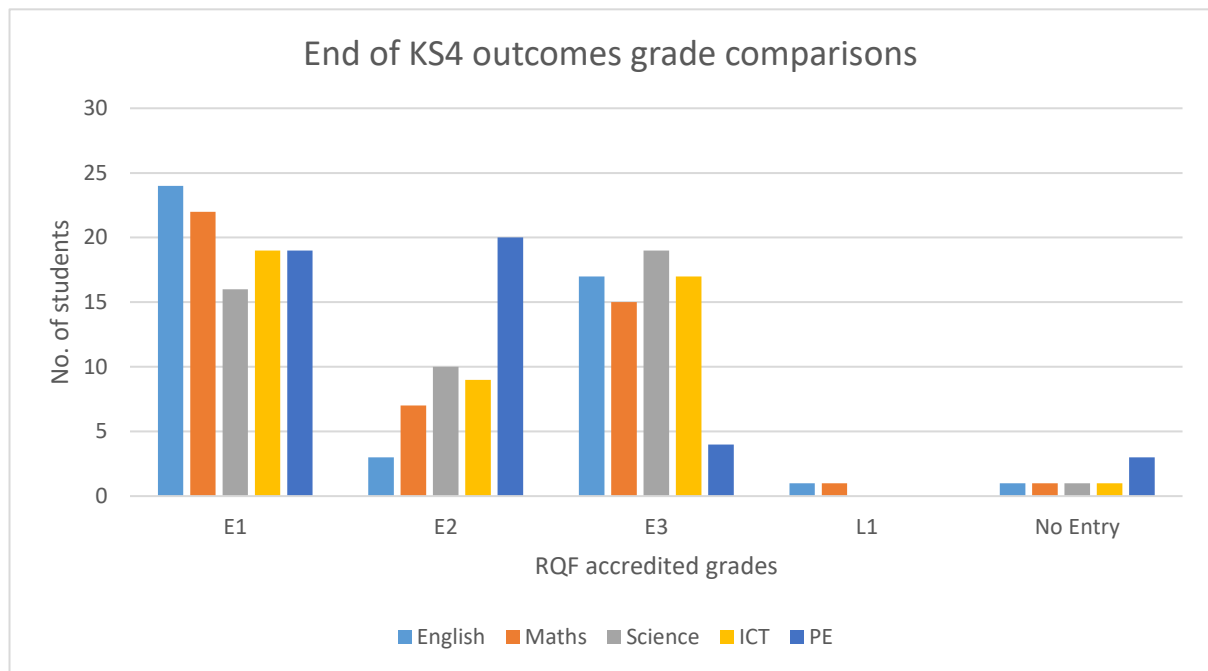
Due to personal circumstances, 1 student was not entered for any accreditation. Accredited assessment was deemed inappropriate due to significant health complications.

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

The AQA Step up to English Entry Level continued to challenge our students at Entry 2. However, the success of 3 students who achieved at this level needs to be celebrated. The English department are introducing a more accessible qualification at Entry 2 for 2019. This will be considered on an individual student basis. 1 student successfully completed a Level 1 functional skills examination and the department plans to build on this in 2019.

The maths, science and ICT departments successfully achieved outcomes that matched targets.

In PE students find the jump from Entry 2 to Entry 3 a challenge and in 2019 this is a target for the department linked to the Key Stage 3 and 4 core PE curriculum. The department are also looking into Level 1 qualifications. 3 students were not entered for PE this year due to personal circumstance.



The graph above compares grades achieved by subject departments.

A key focus for 2019 is to look at how we can improve success with Entry Level 2 in English and Entry Level 3 in PE. All departments will be focusing on the increased possibility of delivering Level 1 qualifications but this will always depend on our cohort.

Vocational qualification outcomes

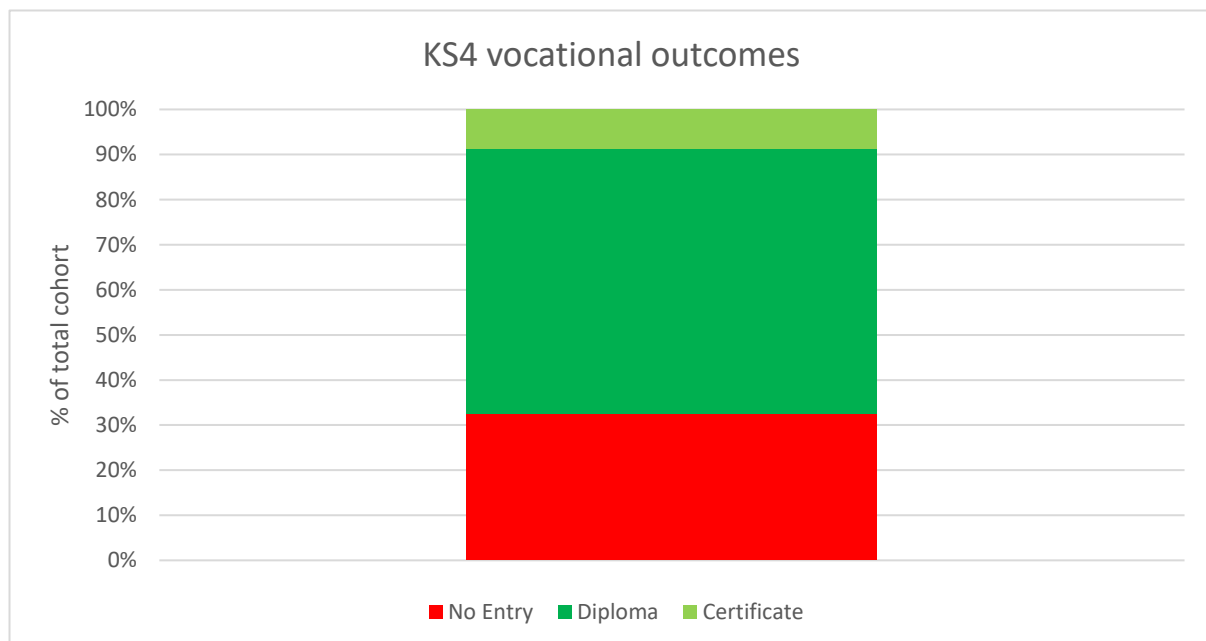
Abbey Hill Academy introduced a new vocational qualification and Entry Level in 2017 because of our student voice. Students accessing our formal curriculum choose 4 vocational option subjects in Key Stage 4.

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:**

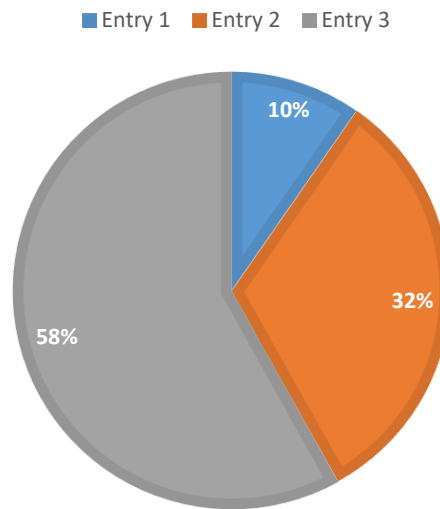
- Adventure
- Animal care
- Art, Craft and Design
- Digital Media (Photography)
- Food, Drink and Hospitality
- Horticulture and Floristry
- Computing
- Music
- Performing Arts
- Retail
- Product Design
- Sport, Health and Fitness
- Textiles
- Hair and Beauty

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.

86% of our students accessing the Formal curriculum achieved the SFLE Diploma Preparing for Adulthood. The remaining 14% achieved the SFLE Certificate Preparing for Adulthood. This 100% success is something to celebrate.



KS4 VOCATIONAL GRADE OUTCOMES



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

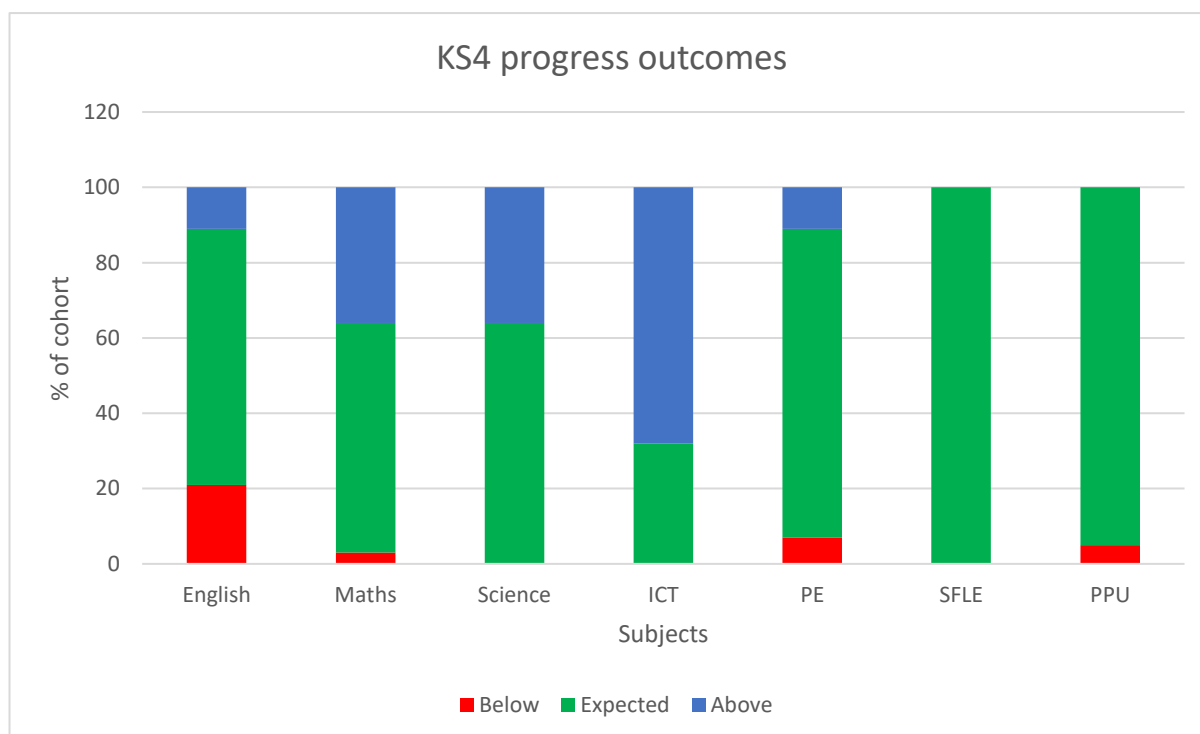
95% of students targeted to achieve this Certificate were successful at Entry 1. Due to personal circumstances, 1 student was not entered for any accreditation. Accredited assessment was deemed inappropriate due to significant health complications.

Personal Progress Unit portfolios provide students with a record of achievement that clearly shows levels of achievement and personal successes.

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, 7 students found it difficult to progress from Entry Level 1 to Entry Level 2 on the AQA Step up to English accreditation and in 2019 we look forward to trialling a new examination that can support their progress by removing some accessibility issues. All other students met or exceeded aspirational targets and achievement overall is equal to or better than other subject areas. All students accessing Personal Progress Units completed work on communication.

In maths, 1 of our most socially complex students did not meet his target, however he did achieve an Entry Level accreditation which was an individual success after intensive support and intervention. All other students met or exceeded aspirational targets and this was achieved because of a clear and determined focus on mastery and progress from individual starting points in both Key Stage 3 and Key Stage 4. All students accessing Personal Progress Units completed work on cognition and number.

In science, all students met or exceeded targets. The success of an alternative, more practical accreditation for students targeted Entry Level 2 helped to ensure this outcome as well as a clear focus on a knowledge based, subject specific curriculum that is driving high expectations. All students accessing Personal Progress Units completed work focusing on the world around them.

Students exceeded all previous expectation in ICT after a complete transformation of the KS3 and 4 curriculums last academic year. With a new focus on ICT functional skills, students have learned and embedded skills that prepare them for the adult world. Grades are now in line with the core subject

achievements in English and maths. All students accessing Personal Progress Units completed work on using technology.

In PE, students are failing to break into Entry Level 3 due to limitations in team sport skills. Students can master skills when playing individual games but do not demonstrate an ability to transfer these skills into team game situations. The PE team have been developing a new curriculum and tracking system to support developments in this area by building confidence in control and technique before introducing the skills needed to play in a team, predict the actions of others and communicate effectively using word and sign. 2 students did not achieve a PE qualification due to recommendations from health to withdraw. All students accessing Personal Progress Units completed work on sporting activities, being healthy or therapies.

In the vocational SFLE Open Award qualification, all the students successfully met targets. 87% 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. 1 student who would have completed Personal Progress Units was not entered for accreditation. Accredited assessment was deemed inappropriate due to significant health complications.

Art is an important subject in Key Stage 4 at Abbey Hill Academy. Last academic year the Entry Level exam ceased to exist and with no suitable alternative we looked to Open Awards to offer some form of accreditation. All formal students in Year 11 worked towards credits in Art and Design that contributed to the SFLE vocational diploma. The art department planned work based on the aim of preparing students for an Art GCSE. Portfolios produced lead into our post 16 art offer. This year students did not achieve a stand-alone Entry Level in Art, however the evidence in terms of art work produced is outstanding. All Pre and Semi-formal students completed the unit, creative activities.

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 qualifications in all our core (6 subjects): English, maths, science, art, PE and ICT.

100% of students achieved their target grade for Open Award with 87% of those achieving the Diploma.

85% of students in English achieved or exceeded target grades.

98% of students in maths achieved or exceeded target grades. 22% exceeded aspirational targets.

100% of students in science achieved or exceeded target grades! 22% exceeded aspirational targets.

96% of students achieved or exceeded target grade in PE.

100% of students in ICT met or exceeded targets.

Art ensured that all students completed impressive portfolios linked to Open Award Diploma.

100% of students entered for additional Product Design and Food technology Entry Level examinations were successful.

Our PPU students achieved more units this year than ever before and units cover all core curricular areas.

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 = 6 (13%)

83% of LAC made good progress in maths with 17% of those making outstanding progress. This indicates that our LAC children do as well as their peers at Abbey Hill Academy in maths.

83% of LAC made good progress in science which is in line with their peers.

83% of LAC made good progress in English. This indicates that LAC made better progress than their peers in English.

100% of LAC made good progress in ICT with 33% of those making outstanding progress. This indicates that LAC made better progress than their peers in ICT.

100% of LAC made good progress in PE. This indicates that LAC made better progress than their peers in PE.

Disadvantaged students

100% of disadvantaged students made at least the same progress and in many aspects of learning better progress than peers.

Cohort = 26 (57%)

85% of the cohort made good progress with 8% of those making outstanding progress in English. This indicates that our disadvantaged students made better progress than their peers in English.

100% of the cohort made good progress with 33% of those making outstanding progress in maths. This tells us that disadvantaged children were more successful in maths.

96% of the cohort made good progress in science with 19% of those making outstanding progress which is in line with their peers.

100% of the cohort made good progress in ICT with 46% of those making outstanding progress. This indicates that our disadvantaged students made better progress than their peers in ICT.

92% of the cohort made good progress in PE with 12% of those making outstanding progress. This tells us that disadvantaged children were more successful in PE than their peers.

NB: See Key Stage 4 data sheet for specific details