



Abbey Hill Academy



'Where amazing children do amazing things!'

Curriculum Impact Analysis

2019-20

Abbey Hill Academy Quality of Education

Achievement and Outcomes 2019-20

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. 2019-20 has been a year of 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	

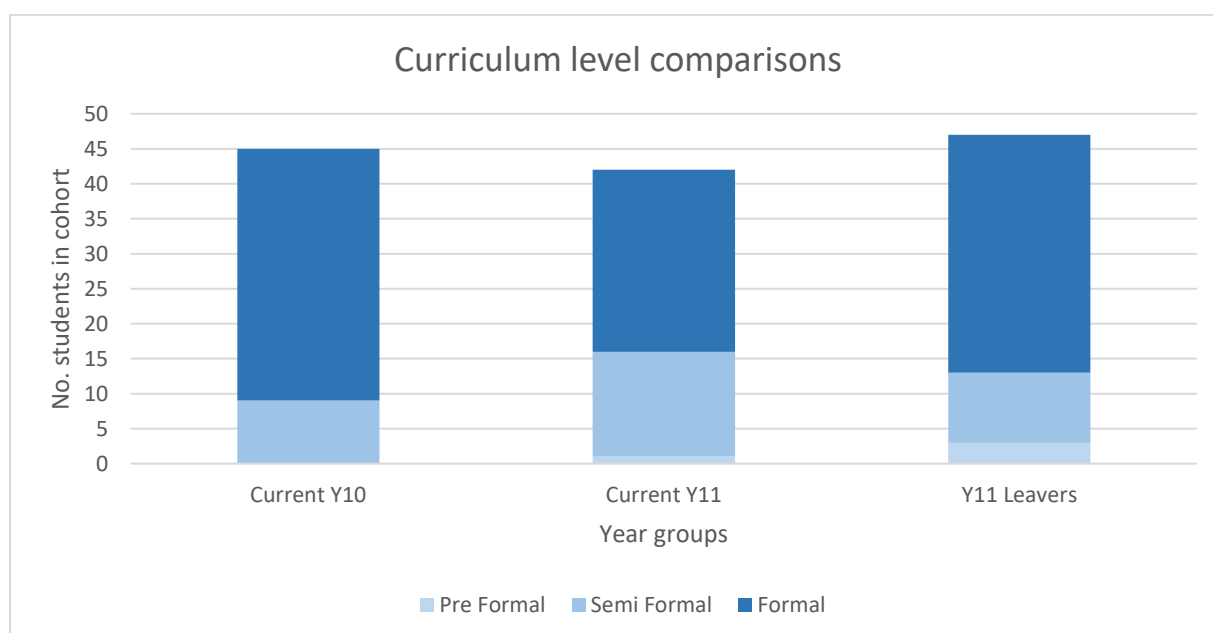
From this point, we provide opportunities for progression in highly personalised ways:

- 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. We have focused carefully on how the knowledge and skills we present to our students are sequenced to form a narrative. We continue to review this and work is on-going, led by our experienced team of subject specialists.

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 2019-20

Context

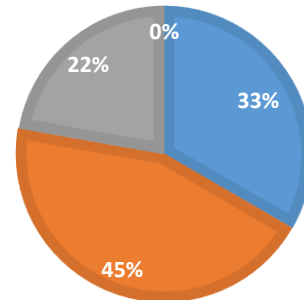
SEN Type	No. of Students
ASD	15
MLD	20
SLD	10
PMLD	0
Total	45

Gender	No. of Students
Male	31
Female	14

Pupil Premium	No. of Students
Yes	27
No	18

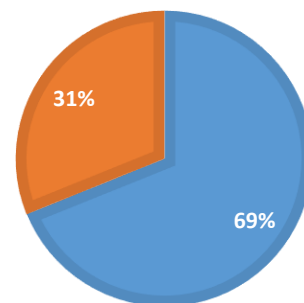
END OF KS3 SEND BREAKDOWN

■ ASD ■ MLD ■ SLD ■ PMLD



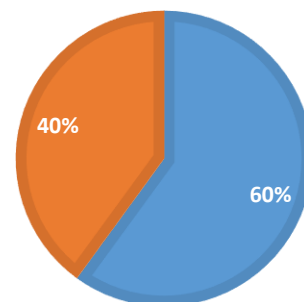
END OF KS3 GENDER BREAKDOWN

■ Male ■ Female



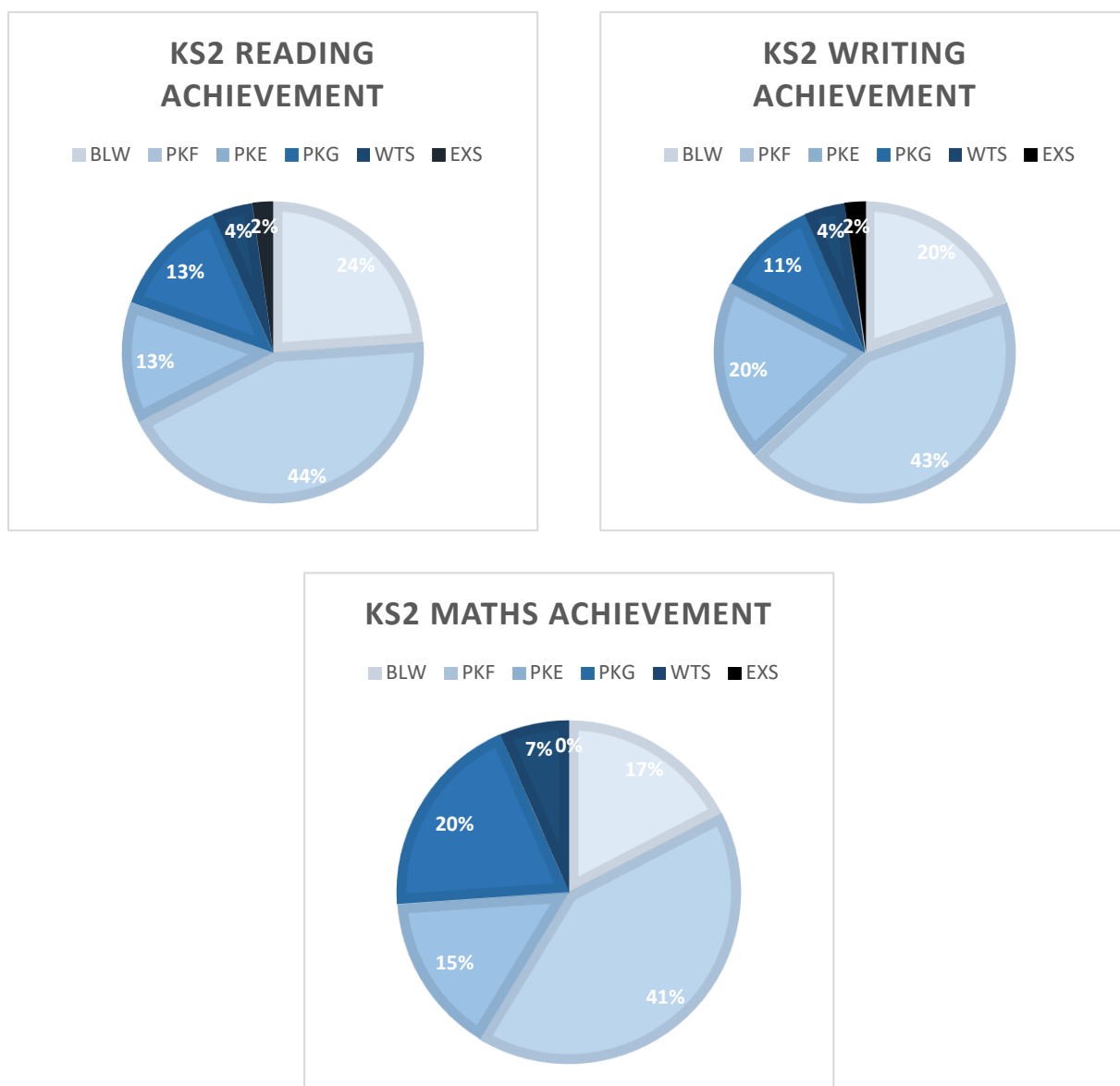
END OF KS3 PP BREAKDOWN

■ Yes ■ No



Key Stage 2 prior attainment

At the end of Key Stage 2, the majority of this year group were identified as having significantly low prior attainment in both English and maths. The majority were not entered for the Key Stage 2 national tests and are recorded as working below the level of the test (B). 4 students completed the Key Stage 2 national tests. 1 student achieved the expected standard (EXS) in reading and 1 student in writing.



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.

Please see link below to the withdrawn DfE guidance that was valid for KS2 assessment in 2017-18:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/655621/2017_to_2018_interim_pre-key_stage_2_standards_PDFA.pdf

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.

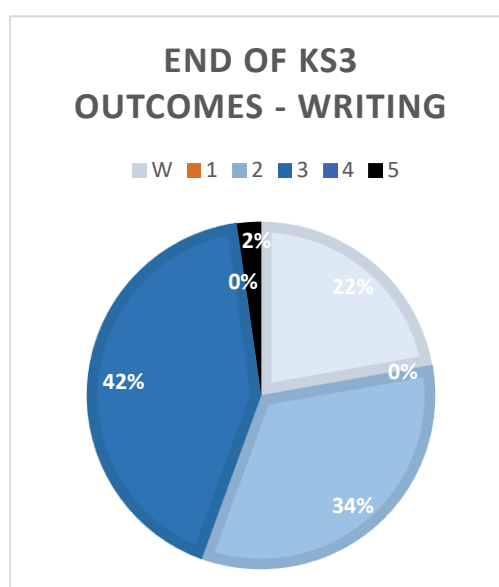
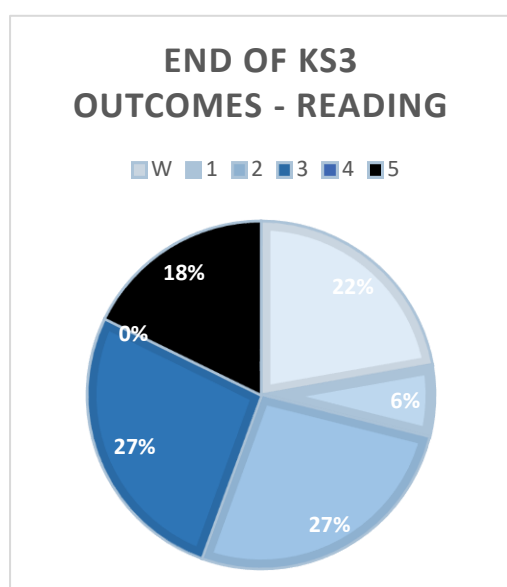
We then use our Year 7 Spring data to formulate our academic targets. Progress factors are determined by the Key Stage 2 data and are based on students making 'strong' progress. Teachers micro-track student progress half termly to ensure it is strong or better. This requires focused and highly personalised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

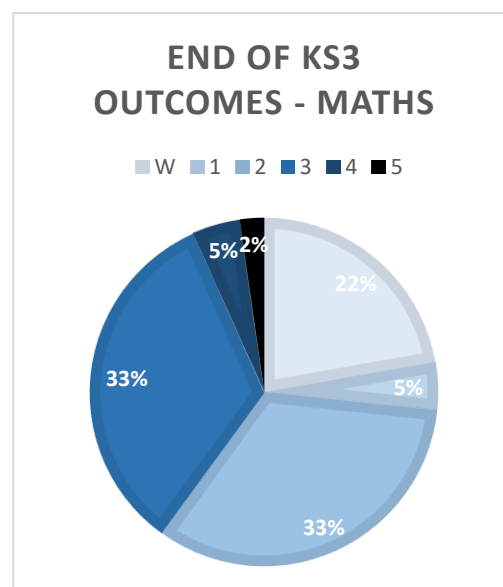
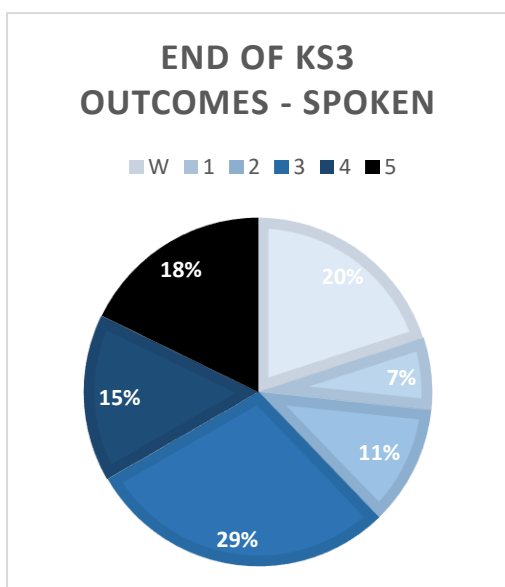
This academic year we completed Spring assessment in February 2020 and targets were set. However, due to the Coronavirus national pandemic summer term progress was not recorded as robust assessment could not take place consistently.

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.



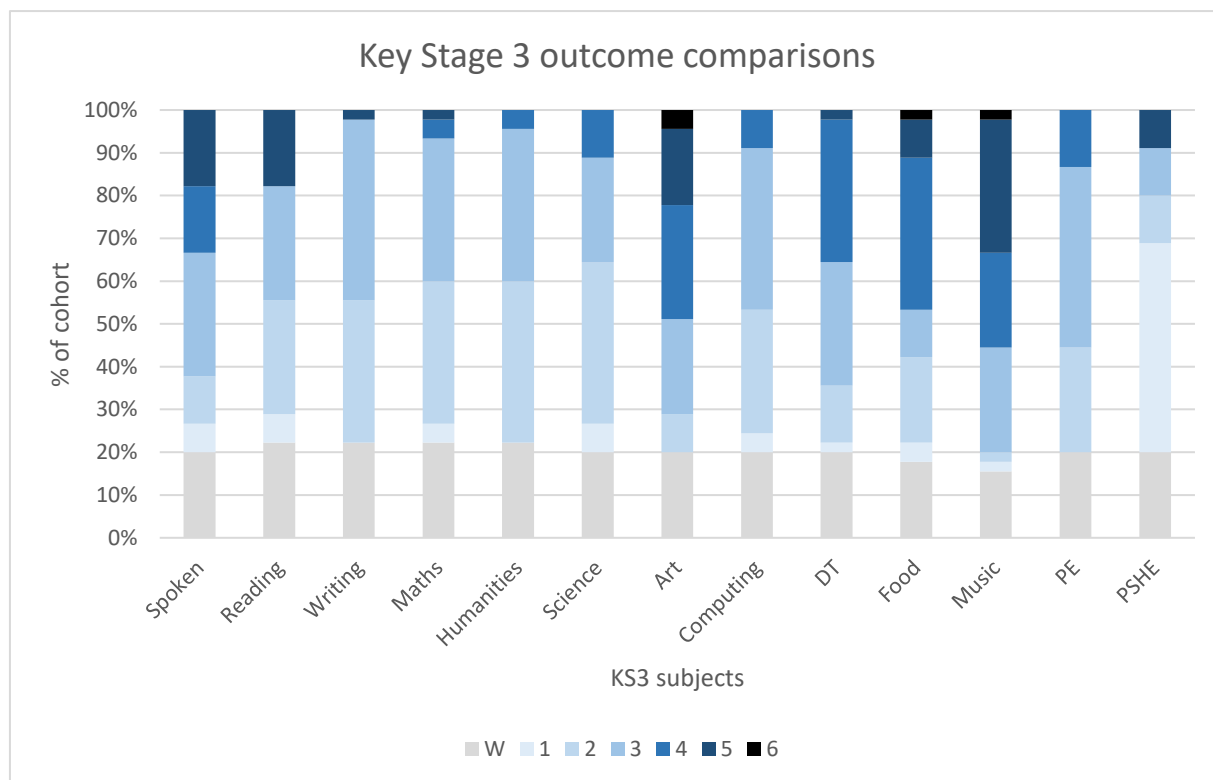


End of Key Stage 3 outcomes in core subjects show a significant strength in all areas of the English curriculum. Three years ago a review of the teaching of reading was undertaken. The focus of the review was to consider how best to prepare our students to be independent readers in an appropriate way 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. The school library was re-branded and books were purchased with the students in mind. Welcoming reading areas were created and books were made readily available to all students at all times. Reading across the curriculum and for pleasure was, and continues to be actively encouraged.

Student writing skills have been a key Academy focus for the last three 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 reading 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, music, design technology and food technology.

In science, the majority of year 9 students reached their target grade. The curriculum has been designed sequentially to ensure that students make rapid progress, linking previous learning to new learning, always ensuring consolidation of knowledge. All classes have access to high quality resources; practical experimentation and discovery is key. Regular discussion focusing on student progress ensures timely intervention can take place. For some students, this resulted in a totally personalised curriculum. This approach means that students are fully supported and planning is tailored to need.

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. Baseline assessment is now secure, ensuring targets are accurate and useful. The internal moderation of end of Key Stage 3 portfolios provides the evidence needed in order to plan such high level accreditation entry.

Three 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 was required in core learning. Our 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. The curriculum has been overhauled this academic year and is planned to offer memorable and life changing stories from the past that affect the future, presented using a chronological approach building the narrative. The curriculum continues to develop as we review regularly, always focusing on the 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 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. This year 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 be seen in student learning journeys, that are a key focus of our work on assessment this year. 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 of intent (Head, Heart, Hand), allowing us to work on each student's 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.

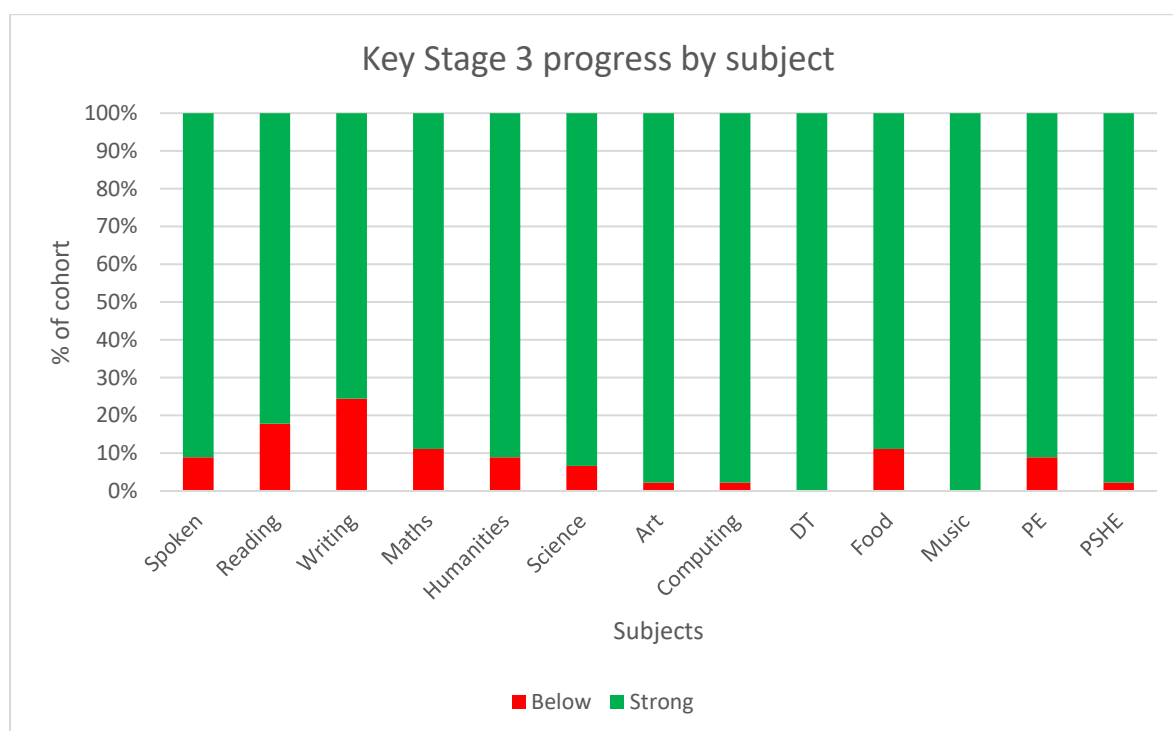
The knowledge they are exposed to helps them make sense of the world around them and builds an important sense of curiosity. The sequence and content of this curriculum has been massively developed this year and the rationale is clear; sequential knowledge builds over time with opportunity for repetition, over learning and consolidation providing opportunities for observational assessment of skills.

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. This year we have focused on the communication and sensory aspects of the curriculum for all learners. Professional development has been key in providing staff with the skills and the confidence to try out new ideas and strategies that can now be built into individual learning plans.

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 highlighted as making 'strong' progress either met or are working within the aspirational Key Skill target set.



All students who did not meet aspirational targets 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 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 or coming close to meeting academic targets in most subject areas at Abbey Hill Academy in Key Stage 3 this year is incredibly 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. A key focus is to assess gaps, revisit, secure and push forward.

82% of our students succeeded in meeting or coming close to meeting reading targets at the end of Key Stage 3.

76% of our students succeeded in meeting or coming close to meeting writing targets at the end of Key Stage 3.

91% of our students succeeded in meeting or coming close to meeting speaking and listening targets at the end of Key Stage 3.

89% of our students succeeded in meeting or coming close to meeting maths targets at the end of Key Stage 3.

93% of our students succeeded in meeting or coming close to meeting science targets at the end of Key Stage 3.

Looked After Children

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

One student has made significant progress towards personalised goals and next steps in the Semi-formal curriculum.

One student from our Northshore satellite provision commenced Key Stage 4 assessment in Year 9 and is planning to complete Key Stage 4 study in Year 10. This will allow for early college entry in September 2021.

One student, currently accessing our formal curriculum requires very high levels of differentiation as baseline assessment on entry indicated achievement well below the level of the national curriculum in all areas. This student is now performing within national curriculum expectation in spoken language, science, art, computing, PE and music which is a great individual achievement. She is preparing for Entry 1 and possibly Entry 2 qualifications in Key Stage 4.

Cohort = 3

Disadvantaged students

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

Cohort = 27 (60% of total cohort)

The main significant points to highlight are:

93% of this cohort succeeded in meeting or coming close to meeting targets in maths. This suggests that our disadvantaged student's achievement in maths is significantly better than peers.

96% of this cohort succeeded in meeting or coming close to meeting targets in spoken language. This suggests that our disadvantaged student's achievement in spoken language is in line if not slightly better than peers.

Our disadvantaged students have achieved slightly below peers in reading, writing and science. Through our assessment and tracking processes these children have been identified and targeted intervention is in place.

Summary

In summary, Key Stage 3 outcomes are exceptional. The lost learning due to the national pandemic has definitely impacted on progress however, we can pin point with accuracy the work that needs to be carried out to ensure continued success for each individual student.

We use our data intelligently and the Key Stage 3 areas to develop moving forward include:

- Continue to consider the sequential aspect of our curriculum with a specific focus on the development of the religious aspect and PHSE.
- To focus on the links to learning across the curriculum
- To embed the use of the PE assessment tool and a skills based curriculum, incorporating and utilising the MOVE standards and approach
- To continue to build our phonics programme through CPD with a keen focus on spelling, linked to writing outcomes
- Review the new Semi-formal curriculum sequence, creating a narrative allowing progress to be captured
- To focus on our Pre and Semi-formal learning journeys and how progress is evidenced in a highly personalised way
- Providing a home learning offer that limits impact on progress when self-isolation is imposed

End of Key Stage 4 analysis 2019-20

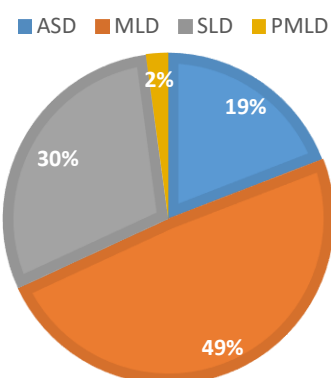
Context

SEN Need	No. of Students
ASD	9
MLD	23
SLD	14
PMLD	1
Total	47

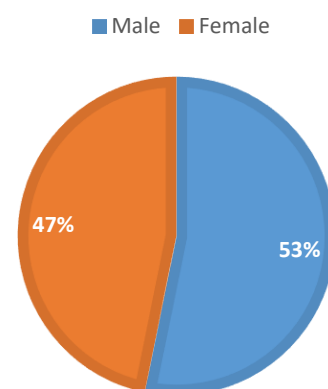
Gender	No. of Students
Male	25
Female	22

Pupil Premium	No. of Students
Yes	31
No	16

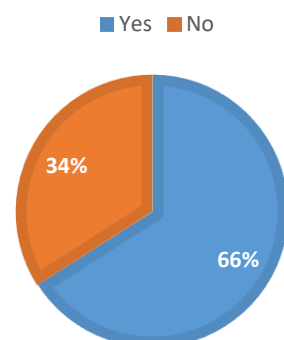
END OF KEY STAGE 4 SEND BREAKDOWN



KEY STAGE 4 GENDER BREAKDOWN



END OF KEY STAGE 4 PUPIL PREMIUM BREAKDOWN



Key Stage 2 prior attainment

98% of our Year 11 cohort joined us in Year 7 with no SAT result, working below the level of the national curriculum.

Only 2% of the cohort achieved a KS2 SAT result and were then expected to potentially achieve L1 qualifications (D-G at GCSE or equivalent) at the end of Y11.

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.

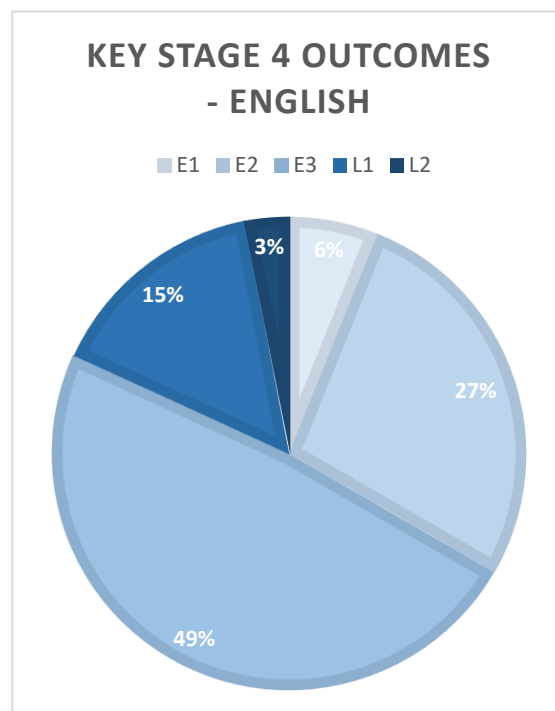
The Formal curriculum is where we strive for achievements at Entry Level 3 and above in core, foundation and vocational subject areas as we prepare many of our students for a Post 16 GCSE pathway.

English, maths and science outcomes

The English department continue to embed the AQA (GCSE Endorsed) Step up to English Entry Level qualification with almost 50% of all learners achieving the highest Entry Level 3 grade and a high proportion of students achieving Level 1 and Level 2 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 learners who begin the course at Entry 1.

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

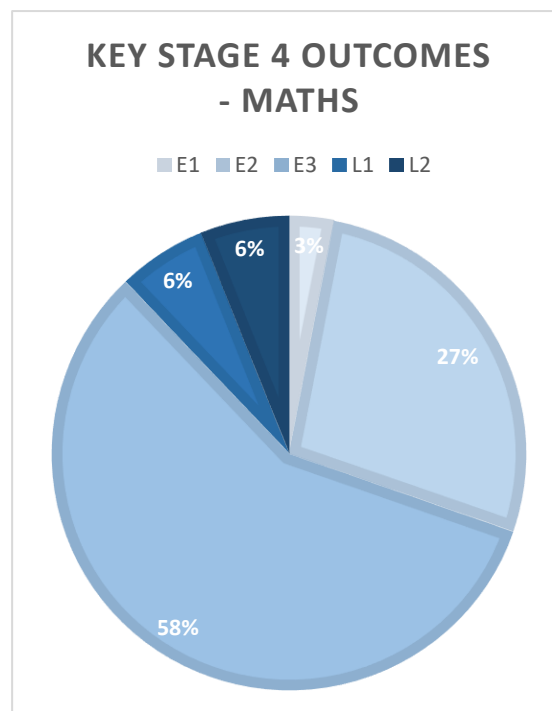


The maths department have built a sound curriculum that focuses on mastery of mathematical skill and problem solving.

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 relatively high proportion of our learners achieved Level 1 and Level 2 qualifications, giving them the confidence to tackle the demands of the GCSE moving forward. This is a huge achievement.

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

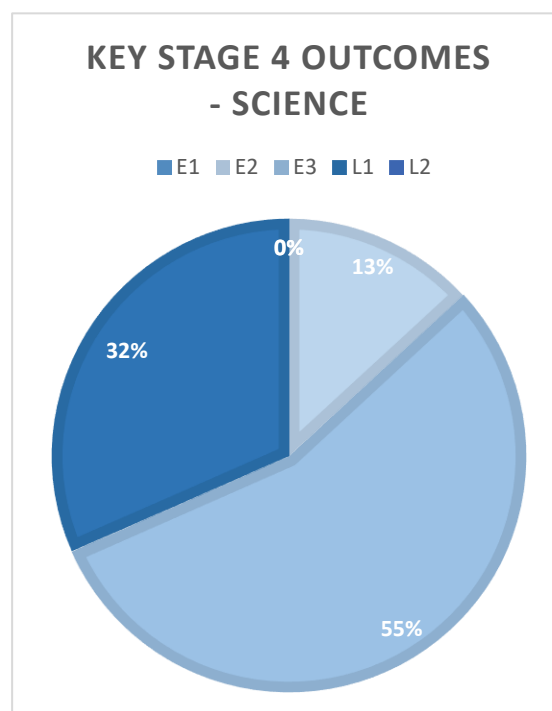


The science curriculum continues to be developed to provide students with the essential skills and knowledge that will enable them to make outstanding progress both at Key Stage 4 and beyond.

The majority of students gained their target grade or higher.

The success we see in science outcomes is a result of subject specialist teaching across key stage 4 and the strength of the curriculum as a whole in preparing for next steps learning. Students make the transition between key stages seamlessly. This has resulted in positive outcomes for all our students whatever their starting point. Specialist teaching allows areas of weakness to be identified and addressed promptly; this in turn keeps the students on track and moving forward. The number of students achieving a Level 1 qualification in science is increasing year on year as student knowledge grows and is consolidated over time.

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



Core subject outcome comparisons

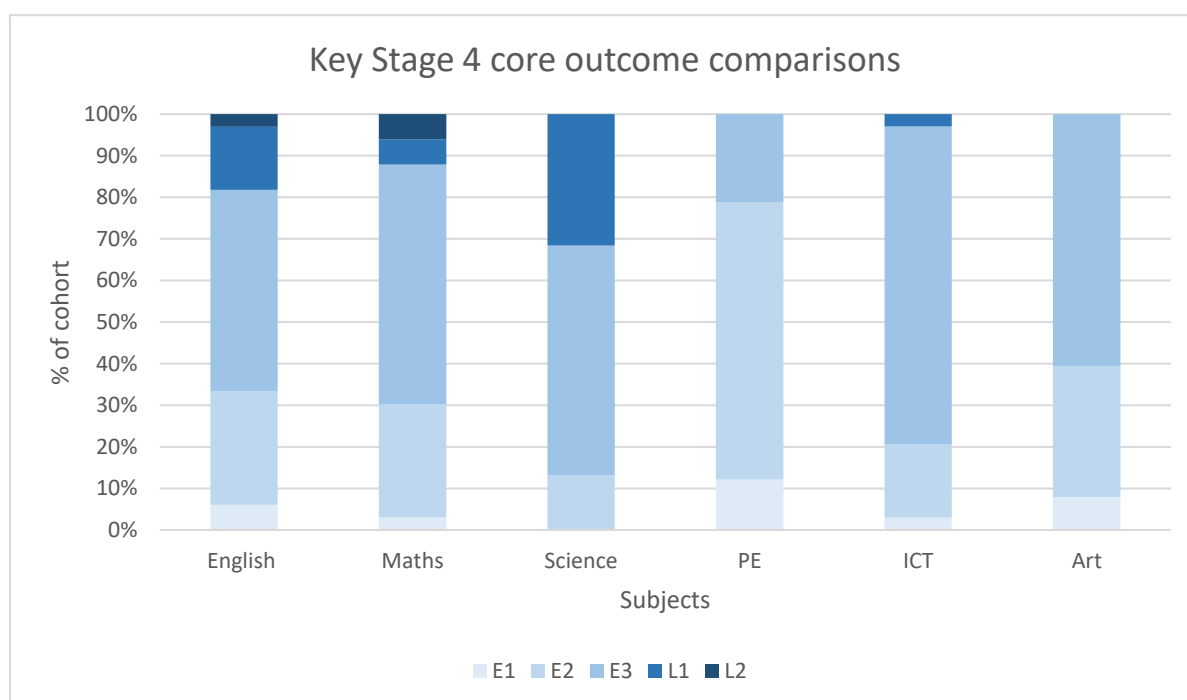
At Abbey Hill Academy, our aim is that all our students achieve accreditation in 6 subject specific areas, wherever possible in Key Stage 4; English, maths, science, art, PE, ICT. These subjects cover the broader curriculum areas that we feel are vital for all our young people to develop in preparation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

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

100% entry in these subject areas is always a key aim and this year, it was achieved. We are very proud of this.

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

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.



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

Vocational qualification outcomes

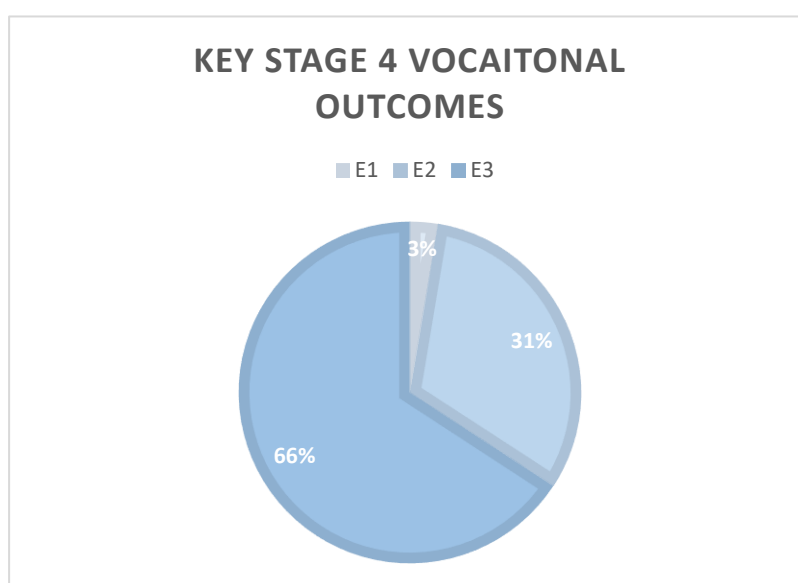
Abbey Hill Academy introduced a new vocational qualification and Entry Level in 2017 because of our student voice. Students accessing our formal curriculum choose 4 vocational option subjects in Key Stage 4.

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.

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**
- **Making drinks and snacks**
- **Creative activities**

- Being healthy
- Growing and caring for plants
- Looking after animals
- Travel within the community
- Enterprise
- Keeping safe
- Participating in sport
- Engaging with the world

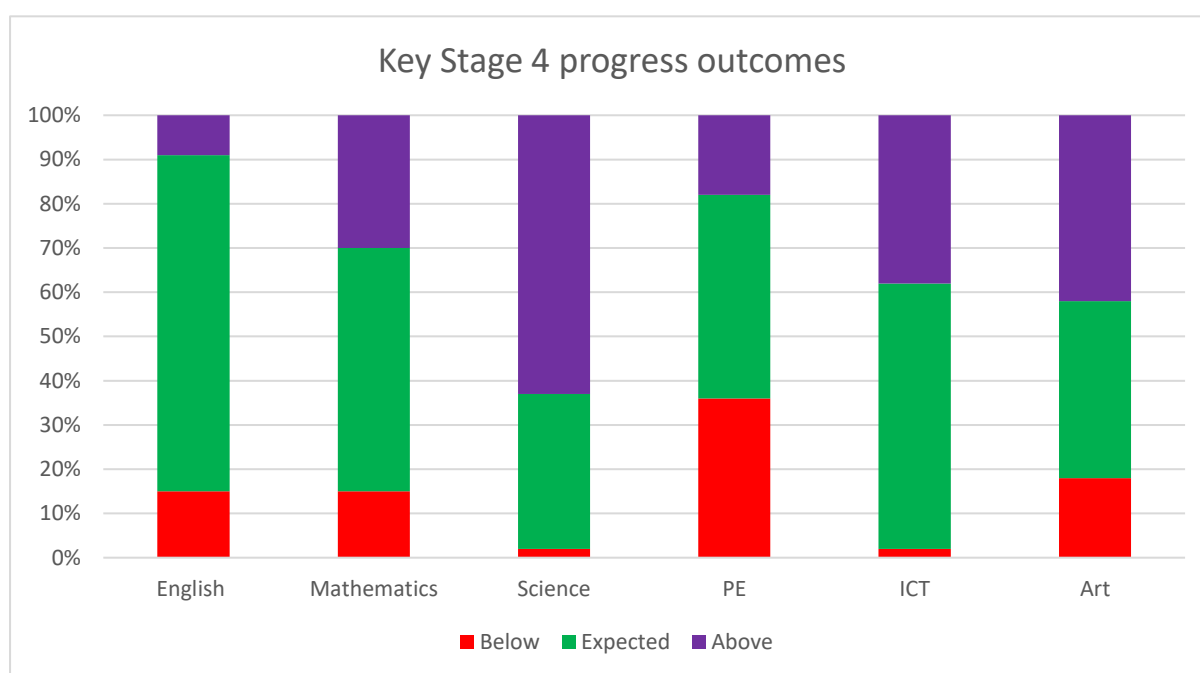
100% of students targeted to achieve this Certificate were successful at Entry 1.

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 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. 2 students did not have time this year to make the giant leap from Entry 1 to Entry 2 in English. We did not have enough evidence to move the grade, however without the lockdown situation we are confident they would have achieved this aspirational target. A similar situation occurred with a student unable to move from Entry 2 to Entry 3. 2 students could not confidently make the jump from Entry level to Level 1 learning when teaching was disrupted.

A similar picture can be seen in maths, with the massive disruptions to learning being a key factor for 5 students who needed consistent and targeted input from subject specialists to ensure aspirational targets were achieved.

In science the majority of students gained their target grade or higher. Only one student failed to meet aspirational targets, despite individualised support this individual was unable to make the transition between Entry Level and Level 1 when final year teaching time was so significantly disrupted. Science saw a number of students at Entry 2, Entry 3 and Level 1 exceed their target level this year and this is fundamentally down to the strong, sequential curriculum that has been in place over the last 4 years.

In computing, most 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 continued strong outcomes.

In PE, outcomes are disappointing. 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. Planning the curriculum carefully to prepare students to move from Entry 1 to Entry 2 is also an area for development. This year we do need to consider how we formulate aspirational, but realistic targets for PE based on physical fitness and this will be linked to appraisal.

In art, the majority of students made expected progress with a large percentage exceeding aspirational expectations. A key focus this year is to seriously consider Level 1 accreditation as all externally assessed underachievement was due to the limited examination offer. It is important to note that student progress in real terms is not affected as the department work hard to prepare students for GCSE and portfolios clearly prove this to be true as do our college GCSE results this year.

In the vocational SFLE Open Award qualification, all the students successfully met targets. 89% of students achieved diploma level, which is exceptional. Our next step is to consider the Level 1 and 2 aspects of this qualification.

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.

This year's moderator report states *'This was a very large submission which was presented in a highly organised way. The evidence consisted mostly of extremely detailed witness statements and very effective and focussed photographs. This was evidence of excellent practice. The evidence was well referenced and all the assessment opportunities were relevant, practical and conscientiously personalised to reflect individual candidate achievement.'*

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 meeting and exceeding expectation 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.

To summarise the data:

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

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.

English - 85% met targets with 9% exceeding targets. 18% achieved L1 or above. 67% E3 and above.

Maths – 85% met targets with 30% exceeding targets. 12% achieved L1 or above. 70% E3 and above.

Science – 95% met targets with 63% exceeding targets. 32% achieved L1. 87% E3 and above.

Computing - 98% met targets with 38% exceeding targets. 3% achieved L1. 79% E3 and above.

Art – 82% met targets with 42% exceeding targets. 61% achieved E3.

PE – 64% met targets with 18% exceeding targets. 21% achieved E3.

100% of our formal students achieved their target grade for the Open Award qualification in Skills for Further learning and Employment. 66% achieved E3.

89% achieved the Diploma

11% achieved the Certificate

12 (29%) students achieved a L1 in a new Food Hygiene qualification.

16 (38%) students achieved an Entry Level in Product Design.

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 = 5

100% of this cohort met targets in English.

80% met or exceeded targets in maths.

80% exceeded targets in science.

80% met or exceeded targets in art.

100% met or exceeded targets in computing.

60% met targets in PE.

100% met targets in vocational learning.

Disadvantaged students

100% of disadvantaged students made progress in line with peers

Cohort = 27 (70%)

89% of the cohort met or exceeded aspirational targets in English. This indicates that our disadvantaged students made progress in line with their peers in English.

85% of the cohort met or exceeded aspirational targets in maths. This tells us that disadvantaged children made progress in line with their peers in maths.

96% of the cohort met or exceeded aspirational targets in science, which is in line with their peers.

96% of the cohort met or exceeded aspirational targets in computing. This indicates that our disadvantaged students made progress in line with their peers in computing.

70% of the cohort made good or outstanding progress in PE. This tells us that disadvantaged children made progress in line with their peers in PE.

81% of the cohort met or exceeded aspirational targets in art. This indicates that our disadvantaged students made progress in line with their peers in art.

Summary

In summary, this year our Key Stage 4 outcomes are exceptional. Abbey Hill Academy worked tirelessly to ensure that all calculated grades could be evidenced in real terms. We see no benefit in inflating or guessing outcomes for our students. The process that teachers took part in to form calculated grades was robust and our students genuinely deserve the grades they achieved.

These grades take our students to the next stage in their education journey and it was very important to us that all grades reflected where students would be in September 2020. In some instances, this meant that students did not fully achieve their aspirational target grade. In many instances, our students achieved and exceeded all expectation.

We use our data intelligently and the Key Stage 4 areas to develop moving forward include:

- Continuing to improve the range of evidence for Personal Progress
- Improving PE baseline assessment processes and aspirational target generation
- Considering Level 1 accredited study in art and vocational courses
- A focus on moving core learning from one level to the next in terms of accreditation
- Providing a home learning offer that limits impact on progress when self-isolation is imposed
- Continued professional development in terms of accreditation at Entry Level, Level 1 and Level 2 across the curriculum
- To continue 100% RQF recognised accredited entry for our 6 core curricular areas
- To embed our Head, Heart, Hand principles of intent into all long and medium term plans