

Analysis of school performance and exam predictions 2025

GCSE outcomes 2024

The unvalidated data relating to the summer 2024 GCSE exams was finally released in December 2024.

Headline measures

When comparing our headline measures to those from 2023, the attainment of students was lower, however, there was a slight improvement in the progress that students made. The progress 8 figure of -0.07 places the school as average and indicates that students make expected progress based on their starting points. Addressing the basics measures of grade 4+ and grade 5+ in English and maths is a focus for this year. Ebacc entry rates are below the target set by the government and this continues to be an area that is addressed through the options process.

Headline measure	2024	2023
Progress 8	-0.07	-0.09
Attainment 8	40.3	42.01
Grade 4+ English & maths	49%	53%
Grade 5+ English & maths	30.5%	36%
Ebacc entry	11.9%	12.6%
Ebacc APS	3.46	3.65

Students: disadvantaged and SEND

The progress and attainment of disadvantaged students continues to be lower than their non-disadvantaged peers and our school picture reflects the national picture. This continues to be a priority for departments and the language around 'closing the gap' has changed. It is unlikely that the progress/ attainment gap between these two cohorts will be closed and instead we are focusing on all students making the progress that they should do based on their KS2 data.

Subjects

Progress information shows that the Ebacc element continues to generate the strongest outcomes. Staff have been told that it is currently the Ebacc results which are supporting the school headline figures and that it is essential that all subjects focus on maximising the progress of students.

	Progress 8	Attainment 8
English	-0.16	8.6 (4.3)
Maths	-0.27	7.6 (3.8)
Ebacc slots	0.33	12.8 (4.2)
Open slots – all quals	-0.29	11.3 (3.7)

Ebacc value added	
Science (incl. Cp Sc)	0.31
Humanities	1.13
languages	0.82

The IDSR

The IDSR was released on 16 January 2025. The following data was published as being significant. Whilst it is pleasing to see that the progress in the EBacc element was significantly above national, of concern is that the P8 figures for the maths and the open elements are significantly below national. Furthermore, the % of students achieving grade 4+ and grade 5+ in maths, and grade 5+ in English are also significantly below national.

Whilst the overall A8 figures is significantly below national, this is less of a concern as overall progress is non-significant. This indicates that overall students made expected progress and the lower attainment figure is reflective of our cohort.

↑ School difference from national has improved from comparator year ↑ School difference from national has improved slightly from comparator year — Similar to comparator year or fewer than 11 pupils ↓ School difference from national has weakened slightly from comparator year ↓ School difference from national has weakened from comparator year						
	2024 cohort/entries	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Mathematics P8	138	Sig below national and 30th percentile	-0.3	0.0	—	—
EBacc P8	138	Sig above national and 73rd percentile	0.3	0.0	—	—
Open P8	138	Sig below national and 32nd percentile	-0.3	0.0	—	—
Science VA	130	Sig above national and 74th percentile	0.3	0.0	—	—
Humanities VA	97	Sig above national and 98th percentile	1.1	0.0	—	—
Languages VA	23	Sig above national and 81st percentile	0.8	0.0	—	—
Overall A8	151	Sig below national and 24th percentile	40	46	—	—
English A8	151	Sig below national and 20th percentile	8.6	9.8	—	—
Mathematics A8	151	Sig below national and 16th percentile	7.6	9.1	—	—
Open A8	151	Sig below national and 18th percentile	11.3	13.5	—	—
English % 5+	137	Sig below national and 23rd percentile	49	60	—	—
Mathematics % 5+	148	Sig below national and 18th percentile	36	52	—	—
Humanities % 5+	103	Sig above national and 77th percentile	61	51	—	—
Mathematics % 4+	148	Sig below national and 11th percentile	54	70	—	—

The following data was published as non-significant data

	2024 cohort/entries	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Overall P8	138	Not sig different to national and 47th percentile	-0.1	0.0	—	—
English P8	138	Not sig different to national and 39th percentile	-0.2	0.0	—	—
EBacc A8	151	Not sig different to national and 42nd percentile	12.8	13.4	—	—
Science % 5+	142	Not sig different to national and 40th percentile	39	47	—	—
Languages % 5+	25	Not sig different to national and 81st percentile	76	58	—	↑
English % 4+	137	Not sig different to national and 25th percentile	68	74	—	—
Science % 4+	142	Not sig different to national and 38th percentile	60	66	—	—
Humanities % 4+	103	Not sig different to national and 62nd percentile	67	63	—	—
Languages % 4+	25	Not sig different to national and 73rd percentile	84	72	—	—

Actions

At the staff meeting in January, colleagues were told that in response to the unvalidated data our priorities were as follows:

- Continued focus on the progress and attainment of all students in all year groups. (No progress measures until at least 2027.)
 - Identification/ prompt addressing of gaps in knowledge is a priority.
 - KS4 – work towards students achieving targets
- Maximise attainment via high expectations of all students especially disadvantaged students and SEND students
- Actively use formative assessment strategies/summative assessments & DC information to inform teaching
 - questioning/ low stakes testing/ work produced
 - what does students' work tell you about their learning? what do they need next?

The full IDSR with our observations has been added as an appendix to this agenda item.

Monitoring progress of students in KS4

Current students in years 10 and 11 did not take KS2 tests and as a result national progress data will not be available. This has posed a challenge for us in school as without a way of monitoring progress, students are at risk of underachieving. We have therefore created our own school approach.

Usually GCSE targets are set using KS2 data and comparisons with GCSE outcomes. Since the use of KS2 data was not possible, CAT (*cognitive ability test*) scores have been used.

Students' progress will be monitored by comparing their target grade with their actual and predicted grades. The difference between target and predicted grades has been used to generate a 'value added' score. If a department has a value-added score of -0.5, it indicates that students are half a grade away from their expected progress. Similarly, if a department has a value-added score of 0.25, it indicates that students are making quarter of a grade better progress than their target grades. This method is therefore similar to the SPI approach which is normally used to report on KS4 progress.

Year 11 DC1: exam predictions for 2025

Year 11 DC1 took place at the beginning of December and the predictions were based on in-class assessments which took place during the Autumn term. Following consultation with Heads of Department (HoDs), it was decided to conduct one formal set of mock exams rather than the historical two. HoDs felt that two sets of mock exams had a negative impact on the available learning time and it was therefore agreed that individual departments could decide on how the DC1 data was generated. It was emphasised that assessments should be rigorous, reflect the full course requirements and should allow an accurate current and predicted grade to be generated.

The following predictions were discussed in the RAP meetings which took place at the beginning of January.

Vocational subjects

To ensure that overall student outcomes generate a positive value-added score, vocational subjects have been asked for 100% of students to achieve their target grade.

	% of students predicted to be on/ above target grade
Child development	84%
Creative imedia	50%
Sport science	81%

Work is on-going in these subjects to finalise the coursework element of the course whilst also preparing for the final examination.

GCSE subjects

As in previous years, the academic subjects have been set the challenge of achieving a value-added score of +0.25. This would indicate progress of a quarter of a grade above the targets set. Aiming for a score such as this is an essential element of improving our P8 score in 2027. Due to the way that targets are set, 60% of the cohort achieving their target grade should also generate an overall positive score. The table below summarises this information.

Name	value added	DC1 pred on/ above %
Art & Design	0.15	50%
Art & Design - 3D	-0.55	24%
Art & Design - textiles	0.38	44%
Biology	-0.41	29%
Chemistry	0.2	54%
Computer science	0.62	52%
English	0.28	55%
English Literature	0.17	60%
Food Technology	0.3	67%
French	1.65	92%
Geography	-0.04	49%
History	0.65	68%
Mathematics	-0.4	37%
Physics	0.34	63%
Religious Education	0.04	42%
Science Trilogy	-0.45	32%

predicted progress	
outstanding progress	0.5+
good progress	0.25+
expected progress	0 to 0.24
below expected progress	0 to -0.24
potential neg significance	below -0.25

Additional GCSE entries are planned for Spanish, Polish, Chinese, Urdu. We also have some students who are studying independently for GCSE Further Maths and a decision will be made whether to enter them for the exams will be made prior to the entry deadline.

Mock exams

The mock exams took place between 13-27 January and these outcomes will be reported on in DC2 which will be available after half term. Students were well prepared for these exams and received the following input.

- Yr 11 assemblies: The mock timetable was shared and expectations re behaviour and revision were explicitly communicated by Mrs Hoyle and Mr Pugh (first week of December). A second assembly took place on Monday 6th January where the expectations of the exam boards were shared and students were warned about what constitutes malpractice.
- Staff acting as mentors were advised to meet mentees prior to Christmas and log.
- Mrs Lewis (yr11 DoL) set up whole staff TEAM to allow mentors to share resources with mentees.
- Mr Pugh encouraged staff to prepare students well for the mocks by indicating which topics to revise, types of questions etc. The aim of this approach was to boost morale and confidence.
- Mrs Lewis reminded staff about how to find out about SEND adjustments and reminded them about printing mocks on coloured paper.
- Compass Bloom have delivered some sessions helping students cope with stress.
- Anxious students have had the opportunity to visit the sports hall whilst set up for the GCSEs in summer 2024 with a view to helping them see what happens

- Students will be reminded about the day's exams in morning line-ups
- Students who miss a mock exam will be given the opportunity to catch up.

Revision sessions

As reported at the previous meeting, year 11 students have been attending weekly revision sessions since the end of September. The analysis of this is included in the curriculum update.