

EXAMINATION ANALYSIS 2014, 2015, 2016 and 2017

Context

2014: 25 students: 10 pupils with attendance of 50%+

- 6 pupils with attendance of less than 50%
- 2 students working with outside agencies
- 2 students on home tuition
- 5 students on Alternative School project (EOTAS)

This exam analysis will be based on both 10 students attending 50%+, and all 25 students; for a more detailed breakdown based on attendance and provision, please see separate document: Exam Analysis 2014

2015: 20 students on roll (5 girls, 15 boys);

- 7 out of 20 joined New Park during KS3, the others joined towards the end of yr 10 and beginning of yr 11.
- 9 students were on an alternative and/or vocationally orientated programme
- 3 students spent a number of months throughout KS4 in HMP

2016:

- 20 students on roll (14 boys, 6 girls)
- 9 out of 20 students joined New Park during KS3, 9 out of 20 joined during the course of year 10 or 11, 2 out of 20 in the spring term of year 11.
- 9 out of 20 students were in full time education, including one student on full time home education and one student on dual roll with a mainstream school
- 5 out of 20 students were on a predominately vocational programme
- 3 students were on personalised programme including home tuition and college courses
- 3 students were virtual non-attenders or very poor attenders, with home tuition being used in an attempt to engage them in some form of formal education

The exam analysis will be based on both the 9 students attending 50%+, and all 20 students in separate figures where appropriate

2017:

- 20 students on roll (16 boys, 4 girls); however, one LAC only re-joined school just before Easter 17 and has therefore not been accounted for in the analysis
- 10 pupils joined school in KS3; out of these 10 students, 5 only joined school during the course of yr 9; the other 9 students joined at various points in yr 10 and yr 11
- Out of the 19 students:
 - 8 students were virtual non-attenders (3) or very poor attenders (5), with home tuition and/or vocational training being used in an attempt to engage them in some form of formal education as appropriate
 - 5 students were on personalised programme including home tuition and college courses

2017 Summative Analysis

Although Greater Manchester has published a general statement in view of the introduction of the new courses and the new grading system, suggesting that it might not be useful to compare data of this year's exams, we have decided to carry on our tradition of looking at our results in the context of results from previous years as we are –as always - very proud of the achievements of our young people. (See GM statement at end of this paper)

In spite of 75% of all year 11s (15 students) only joining us during the course of year 9, 10 and 11 (up to March 17), all students but one achieved at least one externally accredited qualification (the LAC who joined us in March did virtually not engage with school, social workers or YOS during his remaining months in school and never set foot in the building).

- Overall, the 19 students sat **74 GCSEs** in subjects including **Maths, English, Science, Art, Food Technology, Design Technol, PE** and a new Computing Award (**Cambridge NAT**)
- **9 students achieved a grade of C and better, with 3 students achieving a grade B** in maths and English,
- **14 students achieved a GCSE in maths ((B-G)**
- **12 students achieved a GCSE in English (B-G)**
- The overall average number of GCSE entries was **4.0**, based on the overall pupil number of 19
- **97.2% of all exams** that students were entered for, **gained a grade** (out of 76 GCSEs and equivalent entered, 72 were passed, with Us mainly a result of nonattendance of exam or refusal to sit the exam in the last minute)

It was rewarding for staff to see students and their parents pick up their results, with students and parents being overjoyed at their achievements after a history of previous failure !

(Data of exam results provided below)

Table 1: Number of GCSE Entries from 2013, 2014 and 2015

GCSE Entries	2014 10 out of 25 25 out of 25	2015 8 (out of 20) 20 (out of 20)	2016 (out of 20)	2017 (out of 19)
English Language	9/25=36% + 6 FS L1	10/20= 50%	12=60%	13=68%
English Literature	No entered	Not entered	Not entered	6=32%
Maths	16/25= 64% + 4 FS L1	13/20=65%	13=65%	16=84%
Science	7/25= 28%	7/20=35%	9=45%	5=26%
Art	7/25= 28%	9/20= 45%	10=50%	5=26%
Cam NAT (Computing; previously ICT)	0	6/20=30%	5=25%	7=37%
D&T Food	13/25= 52%	10/20=50%	12=60%	12=63%
D&T Res Mat.	2/25= 8%	8/20=40%	11=55%	8=42%
PE (sc)	5/25= 20%	6/20=30%	2=10%	2=11%

Table 2: Number of GCSE Entries per Pupil (incl 8 GCSEs taken at mainstream school*)
(GCSE Short Courses count as 0.5 –hence a smaller number than in average entry below)

	8 to 10 Entries	7+7.5 Entries	6+6.5 Entries	5 + 5.5 GCSE Entries	4and 4.5 Entries	3 and 3.5 Entries	2 +2.5 Entries	1 +1.5 Entries	0 Entries
2014	0	2=8%	4=16%	1=4%	2=8%	0	5= 20%	5=20%	5=20%
2015	0	4=20%	2=10%	0	0	4=20%	2=10%	3=15%	4=20%
2016	*1=5%	0	3=15%	2=10%	1=5%	1=5%	3=15%	2=10%	4=20%
2017	2=11%	3=16%	1=5%	2=11%	2=11%	2=11%	3=16%	4=21%	0

Table 3: Average number of GCSE Entries per pupils

(including Functional Skills/Ascentis/CAM NAT, with each entry counting as a full number, marked as +...)

	A	B	C	D	E	F	G	U
2014	0	0	1	6	16	32	11	3
2015	0	0	10	9	20	12	8	3
2016	0	2	2 (+8)*	7	13	28	8	8
2017	0	3	5+1	19+1	17	11+4	7+4	4

2014: 3 (based on 25 students)

2015: 3.9 (based on 20)

2016: 3.8 based on 20 students

2017: 4 based on 19 students

Table 4: Entry Level Certificates (based on 19 students)

Level	3				2				1			
	'14	'15	'16	'17	'14	'15	'16	'17	'14	'15	'16	'17
Maths	11	2	5	12	4	1	3	2	1	0	0	0
Science	5	1	1	1	4	6	7	8	7	0	1	3
ICT	2	0	4	0	5	2	2	1	0	0		1
History	0	1	2	2	2	3	0	1	0	0	1	
Geography				1				2				0
Total	18	4	14	16	15	12	17	14	8	0	2	4

Table 5: Grades Achieved

(based on 19 students; in brackets: number from 2016)

	A	B	C	D	E	F	G	U
English Lang		2 (0)	2 (1)	3 (1)	1 (2)	2 (7)	2 (1)	0 (0)
Maths		1 (0)	1 (3)	3 (1)	4 (4)	2 (1)	4 (0)	1 (4)
Science		0 (1)	0 (1)	2 (0)	2 (2)	1 (5)	0 (0)	0 (0)
ICT Cambridge Nat		0 (0)	1 (2)	1 (2)	0 (0)	4 (0)	0 (0)	0 (0)
Art Short Course		0 (1)	0 (0)	3 (4)	1 (0)	1 (1)	0 (1)	0 (2)
D&T Food		0 (0)	0 (0)	2 (0)	6 (1)	4 (7)	0 (3)	0 (1)
D&T Res Mat (sc)		0 (0)	1 (0)	4 (0)	1 (3)	0 (5)	0 (2)	2 (1)
PE (sc)		0 (0)	0 (0)	0 (0)	1 (1)	1 (0)	0 (1)	0 (0)
Eng Lit		0 (0)	1 (0)	2 (0)	2 (0)	0 (0)	1 (0)	0 (0)

Greater Manchester statement on 2017 GCSE examination results

In 2017 the new GCSEs in English language, English literature and mathematics have been examined for the first time. These are linear courses in that all the examinations are taken at the end of the 2 years of study, previously some elements were assessed during the course. The A-G GCSE grades in these subjects are now replaced with a GCSE grade scale of 9 (high attainment) to 1 which distinguishes the new GCSEs from the predecessor qualifications. The examinations are designed to assess a more demanding curriculum. Other new GCSEs will be examined in subsequent years but until then will continue to be assessed on the A*-G scale.*

Under this new system, students with a grade 4 will achieve a 'standard pass' whilst those with a grade 5 will achieve a 'strong pass'. A grade 4 or above is equivalent to a grade C and above and will have currency for individual pupils as they progress to further study and employment. The government is clear that a 'standard pass' is a creditable achievement but does not expect to see the percentage of pupils achieving a grade 5 'strong pass' increase over time.

Ofqual, the examination regulator, has indicated that the overall pass rates nationally in 2017 will be broadly similar to previous years and seek to ensure that students in the first cohort will not be unfairly disadvantaged. However, Ofqual is aware that there is the potential in 2017 for greater volatility between schools in relation to these new qualifications.

For 2017 it is important to acknowledge that the introduction of more challenging qualifications with a new GCSE scale makes comparisons with previous years of little value and potentially misleading when interpreting this year's outcomes. This follows on from the 2016 changes in headline and other accountability measures to the national indicators of pupil and school performance. In 2016 DfE urged caution when comparing GCSE results to those in previous years due to the significant changes in the accountability measures.

