GCSE Results Report

2017 Cohort

The Eastwood Academy

Believe, Succeed, Together

September 2017

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1.0 Introduction

New grading structure	Current grading structure
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The 2017 cohort was the first to sit reformed GCSEs in English Language, English Literature and Mathematics which were assessed on a numerical scale (9-1). The chart (left) shows how the current letter scale (A*-G), which was applied to all remaining legacy GCSEs, compares to the new numerical scale e.g. a C grade is part way between a 4 and 5.

In summary, the two grading systems do not allow for direct comparability between grades. Since English and Mathematics contribute to all key performance measures (Basics, EBacc, Attainment 8 and Progress 8) these are also not directly comparable with previous years. Further, Estimated Grades (which are used to calculate Progress 8) are calculated by the DfE once the cohort have sat their GCSE examinations. Validated Progress 8 data will therefore not be available until October/November; however, ASCL in conjunction with SISRA Ltd, have provided 'predicted' Estimated Grades using data from 860 schools and these have been applied to the Academy's data to calculate Progress 8.

In March, the Education Secretary Justine Greening wrote a Letter to the Education Select Committee clarifying the terminology for the numerical scale and the DfE's intention to publish performance data in respect to a 'standard pass' (9-4) and a 'strong pass' (9-5). This report therefore includes this division and also a breakdown of the performance of individual subjects. Further information (and analysis) will be provided when national data is published.

2.0 Outcomes for Pupils

2.1 Standard Pass

	Academy	National	Variance	Disadvantaged	Non Disadvantaged	Low	Middle	High	SEND Support	No SEND	Most Able	Male	Female
English	86%	68%	+18%	72%	88%	29%	87%	100%	44%	90%	100%	85%	87%
Maths	91%	68%	+23%	84%	92%	29%	95%	100%	44%	96%	100%	91%	90%
English and Maths	83%	-	-	72%	85%	215	84%	100%	38%	88%	100%	83%	84%
EBacc	34%	-	-	24%	35%	0%	24%	60%	0%	37%	67%	27%	44%
Attainment 8 (A8)	53.55	-	-	49.48	54.31	27.68	51.34	64.17	33.47	55.77	67.87	53.27	54.02
Progress 8 (P8)	0.73	0.00	+0.73	0.49	0.79	0.14	0.87	0.67	0.00	0.81	0.54	0.60	0.64

2.2 Strong Pass

	Academy	National	Variance	Disadvantaged	Non Disadvantaged	Low	Middle	High	SEND Support	No SEND	Most Able	Male	Female
English	73%	48%	+25%	56%	76%	7%	68%	100%	19%	79%	100%	68%	81%
Maths	75%	48%	+27%	68%	76%	14%	76%	91%	38%	79%	93%	83%	63%
English and Maths	63%	-	-	56%	64%	0%	57%	91%	19%	68%	93%	64%	61%
EBacc	29%	-	-	24%	30%	0%	20%	53%	0%	32%	60%	26%	34%
Attainment 8 (A8)	53.55	-	-	49.48	54.31	27.68	51.34	64.17	33.47	55.77	67.87	53.27	54.02
Progress 8 (P8)	0.73	0.00	+0.73	0.49	0.79	0.14	0.87	0.67	0.00	0.81	0.54	0.60	0.64

* Green indicates that the data was significantly above the national average (+ sig) following the application of a statistical significance test (where this could be applied).

2.3 Historical Trends (2015-2017 vs. NA)

	2015			2016			2017		
	National	Academy	Variance	National	Academy	Variance	National	Academy	Variance
A*- C/9-4 in English	65%	72%	+7%	74%	84%	+10%	68%	86%	+18%
A*- C/9-4 in Maths	63%	85%	+22%	68%	91%	+23%	68%	91%	+23%
A* - C/9-4 in English and Maths	58%	70%	+12%	62%	83%	+21%	-	83%	-
EBacc	24%	20%	-4%	24%	29%	+5%	-	29%	-
Attainment 8 (A8)	48.1	52.5	+4.4	49.3	56.2	+6.9	-	53.6	-
Progress 8 (P8)	0.0	0.53	+0.53	0.0	0.58	+0.58	0.0	0.73	+0.73

From 2015-2017, all measures were either 0sig or +sig. Further, the positive variance from the NA has increased (or been maintained) year-on-year, indicating a sustained trajectory of improvement in pupil outcomes.

2.4 Performance Differential (2016 vs. 2017)

	2016	2017	Performance Differential
A*- C/9-4 in English	84%	86%	+2%
A*- C/9-4 in Maths	90%	91%	+1%
A* - C/9-4 in English and Maths	83%	83%	0%
EBacc	29%	34%%	+6%
Attainment 8 (A8)	56.2*	53.6	+2.2
Progress 8 (P8)	0.58*	0.73	+0.08

From 2016-2017, all measures recorded a positive performance differential, indicating a sustained trajectory of improvement in pupil outcomes when compared to the previous year.

*When applying the 2017 methodology to the 2016 data, the A8 decreased to 51.4 and the P8 increased to +0.65, thereby generating a positive performance differential for A8 when compared to 2016.

2.6 Performance of Disadvantaged Pupils

2.61 Disadvantaged Pupils' Performance (2017 vs. NA)

	2017	National Average*	Performance Differential
A*- C in English	72%	68%	+4%
A*- C in Maths	84%	68%	+16%
A* - C in English and Maths	72%	-	-
EBacc	24%	-	-
Attainment 8	49.48	-	-
Progress 8	0.49	0.0	+0.49

In 2017, all measures were either 0sig or +sig. Further, all measures recorded a positive differential when compared to the NA for **all** pupils.

*The NA figures used are those of **all** pupils as opposed to the specific pupil group.

2.62 Disadvantaged Pupils' Performance (2015 vs. 2016)

	2016	2017	Performance Differential
A*- C in English	63%	72%	+9%
A*- C in Maths	80%	84%	+4%
A* - C in English and Maths	60%	72%	+12%
EBacc	17%	24%	+7%
Attainment 8	45.3	49.5	+4.2
Progress 8	0.19	0.49	+0.30

From 2016-2017, all measures recorded a positive performance differential, indicating a sustained trajectory of improvement in pupil outcomes when compared to the previous year.

2.7 Subject Performance

	2015		2016		2017		Performance Differential (2016-2017)
	National	Academy	National	Academy	National	Academy	
Art	76%	46%	76%	71%	75%	64%	-7%
Business Studies	65%	60%	64%	67%	63%	85%	+18%
Computer Science	65%	93%	60%	93%	61%	92%	-1%
Dance	67%	56%	68%	36%	70%	40%	+4%
Drama	73%	74%	73%	73%	74%	71%	-2%
English Literature	76%	66%	75%	76%	72%	82%	+6%
English Language	65%	72%	60%	82%	65%	76%	-6%
French	70%	64%	70%	52%	69%	79%	+27%
Food Technology	58%	-	58%	38%	60%	94%	+56%
Geography	69%	53%	66%	61%	64%	69%	+8%
Graphics	60%	67%	61%	75%	61%	76%	+1%
History	69%	60%	66%	73%	65%	75%	+2%
ICT	69%	76%	68%	93%	65%	47%	-46%
Mathematics	63%	85%	61%	90%	69%	91%	+1%
Music	76%	63%	75%	71%	74%	50%	-21%
Physical Education	70%	74%	68%	87%	68%	86%	-1%
Religious Education	72%	73%	72%	75%	71%	77%	+2%
Additional Science	63%	93%	60%	92%	58%	96%	+4%
Core Science	57%	77%	53%	81%	48%	81%	0%
Spanish	70%	-	70%	-	70%	40%	-
Statistics	71%	81%	70%	97%	71%	100%	+3%
% subjects ~> national		53%		70%		71%	

*A statistical significance test could not be applied to the data above. In this instance, green indicates that the data was equivalent to or greater than the national average.

In terms of individual subject performance, 71% of subjects were equivalent to or greater than the national average and 60% recorded a positive performance differential when compared to 2016.

2.8 Top Grade Performance

	2015			2016			2017		
	Number of A-A*	% of A-A*	% Differential from 2014	Number of A-A*	% of A-A*	% Differential from 2015	Number of A-A*/9-7	% of A-A*/9-7	% Differential from 2016
Art	0	0	+3%	1	3%	+3%	3	11%	+8%
Business Studies	6	13%	-37%	4	13%	0%	13	28%	+15%
Computer Science	4	29%	+29%	2	17%	-12%	5	39%	+22%
Dance	1	6%	+6%	2	14%	+8%	3	20%	+6%
Drama	6	16%	+10%	5	15%	-1%	5	24%	+9%
English Literature	25	15%	+13%	39	27%	+12%	36	22%	-5%
English Language	22	14%	+8%	23	15%	+1%	16	10%	-5%
French	5	8%	+7%	5	6%	-2%	5	9%	+3%
Food Technology	-	-	-	0	0%	-	3	17%	+17%
Geography	9	7%	-3%	13	12%	+5%	16	14%	+2%
Graphics	1	6%	+3%	6	30%	+24%	7	19%	-11%
History	15	11%	0%	24	24%	+13%	26	29%	+5%
ICT	1	6%	0%	4	29%	+23%	0	0%	-29%
Mathematics	23	14%	-7%	36	24%	+10%	37	23%	-1%
Music	2	13%	+13%	4	29%	+16%	3	17%	-12%
Physical Education	10	14%	-4%	27	41%	+27%	14	18%	-23%
Religious Education	40	25%	+6%	36	25%	0%	49	32%	+7%
Additional Science	14	13%	-1%	15	14%	+1%	19	18%	+4%
Core Science	12	7%	+3%	20	14%	+7%	19	12%	-2%
Statistics	12	21%	-6%	17	47%	+26%	11	61%	+14%
Spanish	-	-	-	-	-	-	3	8%	-
% of subjects with a positive differential			58%			74%			60%

*A statistical significance test could not be applied to the data above. In this instance, green indicates a positive differential when compared to the previous year. .

In terms of the top grades, (A*-A and 9-7) 60% of subjects recorded a positive performance differential when compared to 2016.