GCSE Results Report

2018 Cohort

The Eastwood Academy

Believe, Succeed, Together

September 2018

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1.0 Introduction

GCSE Grading	
New Grading Structure	Old Grading Structure
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The 2018 cohort was the first to sit reformed GCSEs in the vast majority of subjects, excluding Business Studies, DT, ICT and Statistics.

The legacy and reformed GCSE grading scales are not directly comparable but, as the chart opposite shows, there are three points where they align:

- The bottom of grade 7 is aligned with the bottom of grade A.
- The bottom of grade 4 is aligned with the bottom of grade C.
- The bottom of grade 1 is aligned with the bottom of grade G.

For the purposes of school performance and accountability, a grade 4 is a 'standard pass' and a grade 5 is a 'strong pass'.

Further information regarding reformed GCSEs can be found from the following documents:

https://newgcses.campaign.gov.uk/

GCSE FAQ (Parents)

GCSE FAQ (Pupils)

2.0 Outcomes for Pupils

Standard Pass (2018)

	2017	2018	Variance	Disadvantaged	Non Disadvantaged	Low	Middle	High	EHCP	SEND Support	No SEND	Most Able	Male	Female
English	86%	89%	+3%	83%	90%	38%	86%	100%	50%	60%	92%	100%	85%	93%
Maths	91%	95%	+4%	93%	96%	75%	94%	100%	50%	90%	96%	100%	93%	97%
English and Maths	83%	88%	+5%	83%	89%	38%	85%	100%	50%	60%	91%	100%	85%	92%
EBacc APS*	4.14	4.84	+0.70	3.90	4.99	3.36	4.28	5.80	2.83	4.30	4.82	6.45	4.53	4.97
Attainment 8 (A8)	52.75	53.02	+0.27	43.76	56.18	38.07	47.83	62.13	33.75	50.35	54.54	69.89	51.59	56.27
Progress 8 (P8)	0.70	0.61	-0.09	0.37	0.80	1.26	0.72	0.32	0.37	0.82	0.74	0.35	0.58	0.90

Strong Pass (2018)

	2017	2018	Variance	Disadvantaged	Non Disadvantaged	Low	Middle	High	EHCP	SEND Support	No SEND	Most Able	Male	Female
English	73%	75%	+3%	83%	90%	38%	86%	100%	50%	60%	92%	100%	85%	93%
Maths	75%	76%	+4%	93%	96%	75%	94%	100%	50%	90%	96%	100%	93%	97%
English and Maths	63%	64%	+5%	83%	89%	38%	85%	100%	50%	60%	91%	100%	85%	92%
EBacc APS*	4.14	4.84	+0.70	3.90	4.99	3.36	4.28	5.80	2.83	4.30	4.82	6.45	4.53	4.97
Attainment 8 (A8)	52.75	53.02	+0.27	43.76	56.18	38.07	47.83	62.13	33.75	50.35	54.54	69.89	51.59	56.27
Progress 8 (P8)	0.70	0.61	-0.09	0.37	0.80	1.26	0.72	0.32	0.37	0.82	0.74	0.35	0.58	0.90

All KPI measures were significantly above the national average in both 2017 and 2018.

* The EBacc measure changed from 2018 (refer to p29 in the Secondary Accountability Technical Guide). In short, the previous measure was replaced by an EBacc APS.
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2.3 Standard Pass and A*-C (2016-2018) vs. National Average

	2016			2017			2018		
	National	Academy	Variance	National	Academy	Variance	National	Academy	Variance
A*- C/9-4 in English	74%	84%	+10%	68%	86%	+18%	70%	89%	+19%
A*- C/9-4 in Maths	68%	91%	+23%	68%	91%	+23%	71%	95%	+24%
A* - C/9-4 in English and Maths	62%	83%	+21%	63%	83%	+20%	67%	88%	+21%
EBacc APS	-	-	-	-	4.14	-	-	4.84	-
Attainment 8 (A8)	49.3	56.20*	+6.90	46.02	52.75	+6.73	46.02	53.02	+7.00
Progress 8 (P8)	0.0	0.58	+0.58	0.0	0.70	+0.70	0.0	0.61	+0.61

From 2016-2018, all measures were significantly above the national average.

*Calculated using a different methodology. When converted, the A8 was recorded as 51.40.

2.4 Attainment 8 and Progress 8 (2018) vs. National Average (2017)

	Disadvantaged	Non Disadvantaged	Low	Middle	High	EHCP	SEND Support	No SEND	Most Able	Male	Female
Attainment 8 (A8)	43.76	56.18	38.07	47.83	62.13	33.75	50.35	54.54	69.89	51.59	56.27
National Average (NA) 2017	49.51*	49.51	22.27	40.71	60.25	46.02*	46.02	49.17	60.25	43.40	48.72
Variance	-5.75	+6.67	+15.80	+7.12	+1.88	-12.27	+4.33	+5.37	+9.74	+8.19	+7.55
Progress 8 (P8)	0.37	0.80	1.26	0.72	0.32	0.37	0.82	0.74	0.35	0.58	0.90
National Average (NA) 2017	0.11	0.11	-0.17	0.02	0.00	-0.03	-0.03	0.06	0.00	-0.24	0.18
Variance	+0.26	+0.69	+1.45	+0.70	+0.32	+0.40	+0.85	+0.68	+0.35	+0.82	+0.72

With the exception of two groups* (in terms of A8) all pupil groups showed a significant positive performance variance compared to the national average. For the two groups that showed a negative variance, this is not an indication of underperformance since both groups recorded a positive P8.

*The national average is that of 'other pupils' as opposed to those pupils within the specific pupil group.

2.5 Subject Performance - Standard Pass and A*-C (2016-2018) vs. National Average

	2016		2017		2018	
	National	Academy	National	Academy	National	Academy
Art	76%	71%	75%	64%	75%	94%
Business Studies	64%	67%	63%	85%	65%	89%
Computer Science	60%	93%	61%	92%	61%	60%
Citizenship	-	-	-	-	65%	84%
Drama	73%	73%	74%	71%	74%	65%
English Literature	75%	76%	72%	82%	74%	86%
English Language	60%	82%	65%	76%	70%	80%
French	70%	52%	69%	79%	70%	74%
Food Technology	58%	38%	60%	94%	63%	84%
Geography	66%	61%	64%	69%	65%	77%
Graphics	61%	75%	61%	76%	62%	54%
History	66%	73%	65%	75%	64%	79%
ICT	68%	93%	65%	47%	67%	71%
Mathematics	61%	90%	69%	91%	71%	95%
Music	75%	71%	74%	50%	75%	74%
Physical Education	68%	87%	68%	86%	70%	90%
Double Science	-	-	-	-	55%	85%
Double Science	-	-	-	-	55%	77%
Spanish	-	-	70%	40%	70%	20%
Statistics	70%	97%	71%	100%	72%	95%
% subjects ~> National		69%		71%		75%

In terms of individual subject performance, 75% of subjects exceeded the national average. Further, the number of subjects that recorded a positive performance variance against the national avenge has increased year-on-year, supporting a trajectory of sustained/continuous improvement.

*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.

2.6 Subject Performance – Strong Pass vs. National Average (2018)

	National	Academy
Art	59%	71%
Business Studies	65%	89%
Computer Science	48%	33%
Citizenship	48%	70%
Drama	60%	38%
English Literature	56%	66%
English Language	53%	61%
French	54%	43%
Food Technology	46%	58%
Geography	52%	51%
Graphics	62%	54%
History	52%	63%
ICT	67%	71%
Mathematics	50%	76%
Music	62%	58%
Physical Education	59%	79%
Double Science	33%	66%
Double Science	33%	57%
Spanish	55%	8%
Statistics	72%	95%
% subjects ~> National		65%

In terms of individual subject performance, 65% of subjects exceeded the national average.

*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.

2.7 Top Grade (9-7) Performance

	2016			2017			2018		
	Number of A-A*	% of A-A*	% Differential from 2015	Number of A-A*/9-7	% of A-A*/9-7	% Differential from 2016	Number of A-A*/9-7	% of A-A*/9-7	% Differential from 2017
Art	1	3%	+3%	3	11%	+8%	5	16%	+5%
Business Studies	4	13%	-1%	13	28%	+15%	13	37%	+9%
Computer Science	2	17%	-12%	5	39%	+22%	0	0%	-39%
Citizenship	-	-	-	-	-	-	35	24%	+24%
Drama	5	15%	-1%	5	24%	+9%	4	12%	-12%
English Literature	39	27%	+12%	36	22%	-5%	31	22%	0%
English Language	23	15%	-1%	16	10%	-5%	27	19%	+9%
French	5	6%	-2%	5	9%	+3%	2	4%	-5%
Food Technology	0	0%	-2%	3	17%	+17%	2	10%	-7%
Geography	13	12%	+5%	16	14%	+2%	11	26%	+12%
Graphics	6	30%	+24%	7	19%	-11%	5	15%	-4%
History	24	24%	+13%	26	29%	+5%	31	31%	+2%
ICT	4	29%	+23%	0	0%	-29%	2	14%	+14%
Mathematics	36	24%	+10%	37	23%	-1%	32	23%	0%
Music	4	29%	+16%	3	17%	-12%	3	17%	0%
Physical Education	27	41%	+27%	14	18%	-23%	17	44%	+26%
Double Science	15	14%	-1%	19	18%	+4%	27	21%	+3%
Spanish	-	-	-	3	8%	-	1	1%	-7%
Statistics	17	47%	+26%	11	61%	+14%	9	24%	-37%
% of subjects with a 0 or positive differential			59%			59%			63%

In terms of the top grades across all subjects, 63% recorded a zero or positive performance variance from 2017, the highest performance over the last 3 years.

*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.

3.0 Summary

The KPI measures have improved year-on year and are significantly above the national average. P8 and A8 showed significant positive performance variances when compared to the 2017 data and national averages. No pupil group underperformed in 2018.

Individual subject performances against the national average have improved year-on-year. In 2018, a significant majority (75%) of subjects exceeded the national average. Of the remaining 25% (5 subjects), 2 subjects (10%) were within 1% of the national average i.e. 85% (17/20) of subjects were broadly in line or exceeded the national average. For those subjects which did not meet the national average an explanation is provided below.

Subject	Explanation	Response
Computer Science	Although the variance was marginal at -1%, the 'removal' of the controlled assessment element – a decision taken by the exam board late in the course – contributed to the relative underperformance compared to previous years.	The Computer Science GCSE was discontinued from 2016 in favour of the ICT Technical Award.
Drama	32% (11 pupils) attained a grade 3.	To review the structure and time allocated to the examined and non-examined elements to ensure pupils optimise outcomes from both.
Graphics	23% (6 pupils) forecast a grade C, achieved a grade D.	To review the structure of the non-examined element and effectiveness of the intervention strategy to ensure pupils optimise outcomes from both.
Music	The variance was marginal at -1% and performance was 24% above the 2017 cohort.	A new (former) Head of Music was appointed from September 2018.
Spanish	64% (90 pupils) undertook the Spanish GCSE. The point at which these pupils opted for the subject coincided with significant MFL staffing changes i.e. one Spanish teacher resigned her position and the other retired and continues part-time. Recruitment (in terms of quality) has been difficult.	The Spanish GCSE was discontinued from 2016 in favour of French (an MFL subject which has performed above the national average over the last 2 years). A MFL (qualified to teach Spanish and French) teacher was appointed in April 2018. The 2018/19 Spanish groups have been made deliberately small to facilitate progress.

Top grade performance increased in 2018 and was the highest return over the last 3 years. This is consistent with the high P8 for 'middle', 'high' and 'most able' pupil groups.