

The Quality of Education – The Impact of the Curriculum

The aims of the curriculum

The curriculum at Archbishop Holgate's school has been carefully constructed in order to provide opportunity for students to develop socially, morally, spiritually and culturally alongside maximising the achievement in a broad and rich suite of qualifications that combine the academic rigour of traditional qualifications alongside vocational learning. The curriculum and combination of qualifications offered to students has been constructed with the local labour market needs and our fully comprehensive intake of students in mind. All students are known and supported regardless of individual needs, background and starting points as we work to realise their future aspirations together.

A comprehensive intake

Archbishop Holgate's School is a fully comprehensive church school that is composed from over 30 primary schools. Through the growth of the school and changes to local provision in 2012, the demographic of the school has developed considerably. This has naturally led to an increase in the number of students classified as disadvantaged. Currently 12% of the school demographic are currently classified as Disadvantaged. Although many families fall just outside the threshold for what is classed as disadvantaged and still face financial hardship.

Whilst 40% of the school community are classed as being in the 20% least deprived students nationally, there is 8% of the cohort fall into the 10% most deprived students. This highlights the extreme barriers a proportion of our Pupil Premium students face and the polarised intake at AHS. It's important to contextualise the challenges the pupils face and, in particular, identify what the gaps are.

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	134	8%	2183
2	10% to 20%	3285 to 6568	37	2%	5499
3	20% to 30%	6569 to 9853	29	2%	9513
4	30% to 40%	9854 to 13137	344	21%	11355
5	40% to 50%	13138 to 16422	136	8%	14580
6	50% to 60%	16423 to 19706	14	1%	18630
7	60% to 70%	19707 to 22990	56	3%	21281
8	70% to 80%	22991 to 26275	227	14%	24779
9	80% to 90%	26276 to 29559	339	21%	28226
10	10% Least Deprived	29560 to 32844	302	19%	31666
		UNKNOWN	0	0%	
		TOTAL	1618	61.9%	20315

Prior attainment on entry

Academic cohort	KS2 prior attainment										
	School	National	Difference	% by prior attainment						% SEND	% Disadvantaged
				Lower		Mid		Higher			
School %	National %	School %	National %	School %	National %	School %	National %				
Year 11	28.1	28.9	-0.8	15	10	48	47	37	44	4	20

Academic cohort	Reading		Maths		% SEND	% Disadvantaged
	School	National	School	National		
Year 10	101.5	102.4	101.5	102.8	6	25
Year 9	103.1	103.8	102.9	104	9	22
Year 8	105	104.8	104.2	104.1	6	26
Year 7	104.4	104	105.1	105	11	25

KS4 Outcomes

Measure	2020	2019	2018	2017
APS on entry	-0.8	-0.3	-0.6	0.3

National Progress (3 year trend)

Measure	2019	2018	2017
Progress 8	0.79	0.60	0.53
English	0.80	0.63	0.70
Maths	0.38	0.30	0.37
Ebacc	0.86	0.51	0.43
Open	1.00	0.88	0.63

National Attainment (3 year trend)

Measure	2019	2018	2017	Nat
Attainment 8	55	52.7	53.4	46.6
% 4+ Eng & Ma	80	71.5	74.0	TBC
% 5+ Eng & Ma	51	48.2	54.4	43.0
% Ebacc	54	33.2	43.4	40.0

We are proud of our outstanding summer 2019 results, the progress 8 performance for all students is almost four times the local average and this three year trend of excellent performance places our outcomes in the top 4% nationally. Whilst the EEF results place Archbishop's first in terms of the performance of similar schools nationally for both all students and disadvantaged performance over the last three years. The outcomes for both student progress and achievement evidence our distinctiveness and effectiveness as a Church of England School.

As a school, we are extremely proud of the on-going improvement in outcomes for our disadvantaged students. As highlighted below, there is now evidence of substantial improvement for disadvantaged students across a three year trend. Most pleasing is the fact that our disadvantaged students made more progress (+0.26) than all other non-disadvantaged students nationally (+0.13). Further to this all sub group students have made outstanding progress in relation to all students nationally.

Measure	2019 P8	2018 P8	2017 P8	Nat P8
Disadvantaged	0.26	0.15	-0.06	-0.45
AG&T	1.32	1.12	1.05	N/A
EAL	2.57	1.63	1.85	+0.48
SEND EHCP	0.35	0.37	0.41	-1.17
SEND support	-0.08	0.5	0.04	-0.43

KS5 Outcomes

National attainment headlines—%

A Level/L3 vocational	2019	2018	2017	Nat
% at least 1 A*-E A Level	100%	100%	100%	97.6%
% at least 1 A*-B A Level	73.5%	97%	96%	
% of entries at A*-B A Level	72.7%	76%	75%	51.6%
% of entries A*-A A Level	41.7%	41%	57%	25.5%

National attainment headlines—average grade

Qualification	2019	2018	2017	Nat
A Level	B	B	B-	C+
Academic	B+	B	B-	C+
Applied General	Dist	Dist+	Dist*	Dist
Tech level	Dist+	Dist*	Dist*	Dist

National progress—L3VA

Progress DfE	2019	2018	2017	Nat
L3 VA A Level	+0.40	+0.30	+0.26	0
L3 VA Academic	+0.42	+0.33	+0.29	0
L3 Applied Gen	+0.56	+0.67	+0.76	0
L2 English Av Pr	-0.33	+0.20	+0.67	-010
L2 Maths Av Pr	+0.41	+0.55	+0.54	-0.13

Destinations

KS4 Destinations 2019

Year 11	Destination			
	AHS	Other provider	Apprenticeship	Other
% of cohort	64	33	3	0

Disadvantaged—46% AHS, 3% apprenticeship, 51% other provider.

National progress—ALPS

A Level/L3 vocational	2019	2018	2017
Overall – 3 Year T Score	Top 10%	Top 10%	Top 10%
A Level – 3 Year T Score	Top 10%	Top 10%	Top 1%
BTEC – 3 Year T Score	Top 25%	N/A	Top 10%

Subject performance—ALPS

	2019	2018	2017
Red teaching	68.7%	62.0%	55.7%
ALPS	2	2	2
Blue Teaching	0.0%	4.7%	3.4%
ALPS	1	3	2
A Levels on target	82.5%	79.1%	76.1%
ALPS	2	2	3

Disadvantaged performance

Disadvantaged	2019	2018	2017	Nat
A Level	C+	C+	C+	C+
Academic	C+	C+	C+	C+
Applied General	Dist	Dist*	Dist*	Dist
Tech level	Dist+	N/A	Dist*	Dist-
Av Eng Progress	TBC	0.2	+1.00	0.07
Av Ma Progress	TBC	+0.59	+0.50	0.07

KS5 Destinations 2019

	2019	2018	2017
Higher Education	78%	81%	85%
1st Choice	84%	94%	76%
Russell Group	34%	43%	28%
Employment/Apprenticeship	19%	15%	13%

Disadvantaged—83% University

Target setting, tracking and assessment

Year 7 and 8 – students are set a target range using ALPS (1-3, 4-6, 7-9) which is based on prior attainment. Teachers assess the progress that students are making towards their range throughout these two years.

Year 9 (transition year) – students are set one target grade using ALPS in all subjects studied which is based on prior attainment. Teachers assess the progress that students are making towards their range throughout these two years.

Year 10 and 11 – students are set one target grade using ALPS in all subjects studied which is based on prior attainment. Teachers track the students 'most likely' grade over the two years, which is based on professional judgment & assessments.

Formal data collection points – three formal data drops each academic year for each year group. Analyzed & academic and pastoral interventions put into place.

Assessments – built into SOWs alongside end of year assessments (Yr7-9), mock examinations (Yr10-Yr13).

KS3 reporting and assessment

Targets – will be based on the student's KS2 data, their targets may be subject to change. Therefore each student will receive a target range.

Target range 9-9
Target range 4-6
Target range 1-3

When students move into KS4 they will be given a specific target grade.

Progress – this quickly shows the progress that the student is making towards their target range. Key to this is their development of their key skills and subject knowledge that will underpin their future KS4 teaching and learning. It is not to be closed on.

Exceeding – likely to exceed target range
Secure – likely to meet target range
Developing – requires further support to meet target range

Archbishop Holgate's School
A Church of England Academy – Founded 1546
VALUES - CARE - ACHIEVEMENT

Reading

Year 7 Paired Reading Headline figures

ALL PAIRED READING STUDENTS			PUPIL PREMIUM			EAL		
Average reading age in September	Average reading age in January	Average reading Total progress	Average reading age in September	Average reading age in January	Average reading Total progress	Average reading age in September	Average reading age in January	Average reading Total progress
11.00	11.05	+5 months	TBC	TBC	TBC	TBC	TBC	TBC

Reading

Year 8 Headline figures: Summer term

Y8 PAIRED READING STUDENTS			PUPIL PREMIUM			EAL		
Average reading age in September	Average reading age in January	Average reading Total progress	Average reading age in September	Average reading age in January	Average reading Total progress	Average reading age in September	Average reading age in January	Average reading Total progress
8.05	9.01	+8 months	8.07	9.01	+6 months	7.09	8.09	+1 Year



JUSTICE



COMPASSION

'You yourselves like living stones are being built up as a spiritual house.' 1 Peter 2.5

'Your present circumstances don't determine where you can go; they merely determine where you start.'



FORGIVENESS



TRUST