

KS4 2019 results

This is the first KS4 exam season in which students have studied the new reformed qualifications in all subject areas. As with the A level reform, these new GCSE qualifications are linear, more rigorous, and much more demanding. Below is a summary of the key headline figures. Whilst in the past the 'C' grade was used to benchmark the success of the students and the school at GCSE, it is now a grade '4' (which is classed as a pass) and a grade '5' (which is classed as a good pass).

Attainment 8

This gives an indication of the raw grades that students have achieved in the qualifications that they studied. However, this value is very much dependant on the academic ability of the cohort of students, which is indicated by the APS on entry. An academic cohort of students could achieve high grades yielding a large attainment 8 score but have a poor progress score. Whilst a less academic cohort of students could achieve lower grades, yielding a smaller attainment 8 score but have a much higher progress score. Whilst attainment 8 remains a headline measure, as a school we believe the Progress 8 score gives a far more useful measure of a school's success.

Year 11 cohort prior attainment

Year 11 cohort	APS difference to national average	Attainment 8	National average	Progress 8
2018/19	-0.3	55	46.7	0.79
2017/18	-0.6	52.7	46.5	0.60
2016/17	0.3	53.4	44.6	0.53

The 2017/18 Year 11 cohort were below national average on entry, however the attainment that they achieved at GCSE was significantly above national average. The 2018/19 cohort of students look to mirror the same achievement.

Other key attainment headlines

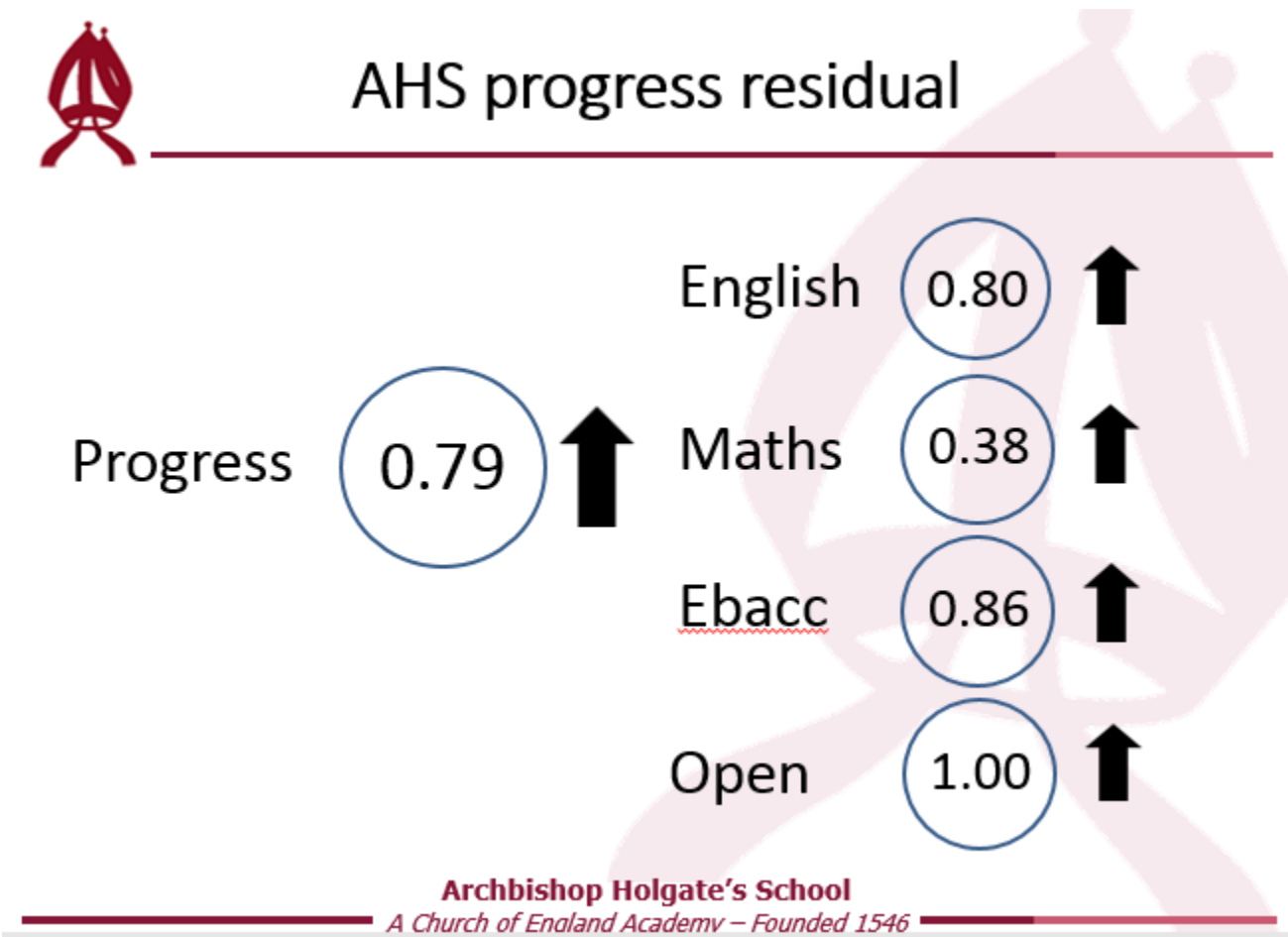
	School	FFT50	FFT20	FFT5
Attainment 8 Score	55	4.7	5.1	5.5
% achieving 5+ En & Ma	51	41	49	58
% achieving 4+ En & Ma	80	64	72	79
% achieving 5+ En	77.7	53	62	70
% achieving 4+ En	87.9	72	80	86
% achieving 5+ Ma	53.4	48	55	64
% achieving 4+ Ma	83.4	70	77	84
% achieving 5+ EBACC	25.4	-	-	-
% achieving 4+ EBACC	38.4	-	-	-
Average EBACC Score	4.9	-	-	-
% achieving 5+ Grade 7-9	24.6	14.0	19.0	25.0

We are delighted with attainment figures for this cohort of students as the vast majority of figures show that the students have met the most challenging estimates set by Fischer Family Trust (FFT). Attainment figures matching the FFT5 estimates indicate that our students have met benchmarks that place them in the 5th percentile nationally. Two key headlines of note are that 80% of students at Archbishop Holgate's school have secured a pass in both English and Maths GCSE and that a quarter of all students achieved 5 or more grades at 5+.

Comparisons to national average headlines will be included once the provisional dataset have been released.

Progress 8

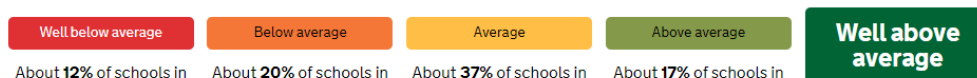
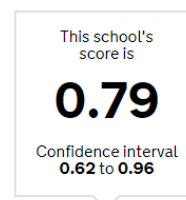
This a value added score comparing our school against others schools nationally. This factors in the students' prior attainment on entry and is therefore the more fair and robust measure to judge the success of a school.



A score of +0.79 means that on average the students in AHS are leaving with approximately three quarters of a grade higher than other students nationally with a similar starting point across a robust suite of qualifications. This quite simply is an incredible achievement.

The progress residuals for all elements that feed into the overall progress 8 scores are incredibly strong and highlight the strength of teaching and learning across all subject areas. Each of the progress 8 elements have improved since last year which is testament to the hard work of the students and staff.

The score of +0.79 places the school in the well above national average category, which is the top 14% of all schools nationally.



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.

Progress 8 – three- year trend

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

The three-year trend for the progress residual is outstanding and has improved each year. The progress residual has not only been the strongest in the City for the last three years but also amongst the best in the country.



Progress residuals

Maths Element 0.38		English Element 0.80		Ebacc Element 0.86		Open Element 1.00	
Maths	0.38	English (best)	0.80	Biology	1.11	Food	2.41
		English Literature	0.51	Physics	0.97	Craft	2.39
		English Language	0.33	History	1.01	Textiles	2.25
				Geography	0.92	Business	2.23
				Chemistry	0.78	Art	1.48
				Science (2 good)	0.73	RE	1.13
				Combined science	0.78	Media	1.10
				Computing	0.04	Sociology	1.06
				Spanish	0.01	PE	0.70
				French	-0.37	Engineering	0.58
				German	-0.60	Health & Social	0.62
						IT	0.16
						Music	-0.42
						Product Design	-0.43
						Graphics	-0.97

Archbishop Holgate's School

A Church of England Academy – Founded 1546

The table above shows the breakdown of subject performance which ultimately feeds into each element of progress 8. As you can see there is a wealth of outstanding performance across the majority of subjects and qualification types.

2019 GCSE RE performance

We are very proud that 83% of all students sitting the GCSE RE qualification achieved a grade 4 or more. Equally, we are pleased that the GCSE RE value added results compare very favourably to other centres who offer GCSE RE. The ALPs analysis indicates that the department are working in the top 25% of all schools offering RE nationally for student performance. Key to remember is that these schools will not necessarily have all of their students sitting the GCSE exam and potentially is a qualification offered as an option only to the most able students. The subject residual is incredibly impressive (+1.13) as this qualification sits in the open element in which student performance is compared to qualifications which are typically coursework based.

RE progress is included in the 'open progress residual' and the success of the subject has made an extremely positive contribution to the strength of this overall residual.

Year 11 disadvantaged progress score – three-year trend

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. The Progress 8 score is particularly important for these students as it highlights the added value and improvement for these students since primary school. The upward trend is the product of a much more focused whole school plan which aligns pastoral and academic monitoring and intervention whilst raising the profile of disadvantaged students across the school.

As highlighted by several pieces of research, a whole school strategy led by several senior leaders has led to continued improvement.

	2017	2018	2019
AHS (disadvantaged) Progress 8 score	-0.06	+0.15	+0.26

Year 11 disadvantaged progress score – comparison to local, national and ‘all other students

As a school, we have excellent results for disadvantaged students. The achievement is particularly impressive when compared to both the national disadvantaged Progress 8 score and the LA Disadvantaged Progress 8. Notably, it is excellent to see that our disadvantaged students have performed better this year (0.26) than the national progress 8 score for all others (0.13 in 2019). This means our disadvantaged students are performing better than national students who are not classed as disadvantaged. Further to this, we are pleased to have achieved a positive progress residual for our disadvantaged students whilst both the national and LA progress score for disadvantaged students were substantially negative at -0.40 (National) and -0.49 (LA). This highlights how disadvantaged students have the best opportunity in school and we have demonstrated the capacity to close the gap between primary and secondary school for these students.

Our disadvantaged students are massively outperforming other disadvantaged students locally and nationally, a figure of +0.26 representing the fourth consecutive year of continuous improvement and progress twice as strong as all other students nationally. This is strong evidence that all students thrive at Archbishop’s.

Progress –Groups of Students

Sub group	2019 P8 Residual	2018 P8 Residual	2017 P8 Residual	National P8 Residual
AG&T	+1.29	+1.66	+1.89	-0.04
EAL	+2.53	+1.66	+1.85	0.50
SEND EHCP	+0.35	+0.37	+0.45	-1.04
SEND Monitoring	-0.08	+0.50	+0.09	-0.43

The cohort of students in each subgroup have performed as expected or have significantly exceeded national average.

2019 KS5 results

KS5 progress

At Post 16, outcomes are always in the top 10% nationally and for 2019 a L3 VA score of +0.43 would place us in the top 2% of schools nationally for A Level performance). Alongside this progress measure, A Level achievement has seen 42% of all grades being awarded at A* or A which far exceeds national average.

The strength of the Sixth Form is historic as twice in the last five years A Level performance has been in the top 1% nationally. This coupled with the fact that Archbishop Holgate’s School has previously topped the national performance tables for vocational value added at Post-16 further highlights the inclusive and successful nature of the school.



Below is a table that summarises the strength of the Year 13 results against national performance in all areas.

Qualification type	1 Year T Score (Overall Sixth Form performance)	3 Year T Score (Overall Sixth Form performance over time)	Red teaching and learning (% of outstanding or excellent subjects)	Blue teaching and learning (% of less than satisfactory subjects)	QI indicator /provider VA (shows performance across all subjects)
A Level	2 (top 10% nationally)	2 (top 10% nationally)	2 (top 10% nationally)	3 (top 25% nationally)	2 (top 10% nationally)

We are delighted that the Sixth Form has maintained our strong reputation as an outstanding provider as the 2019 summer results yet again place the Sixth Form in the top **10% for A Level performance**. The more robust single and three year T-

score places the Sixth Form in the **top 10% nationally**. In essence, this score shows the overall performance of the sixth form as it takes into consideration student value added (progress), the number of subjects that are classed as outstanding (ALPS 1-3) and the number of subjects that are classed as poor (ALPS 7-9) over time.

Headline summary A2/L3 vocational results	2019	2018	2017	National (2019)
% students achieving at least 1 A*-E A Level or equivalent	100%	100%	100%	97.6%
% students achieving at least 1 A*-B A Level or equivalent	96%	97%	96%	-
% of entries at A*-B A Level or equivalent	75%	76%	75%	51.6%
% of entries A*-A A Level or equivalent	37%	41%	57%	25.5%

We are pleased that 96% of students achieved at least one A*-B or equivalent. This is an incredible achievement, as these top grades were achieved by students who have studied the more robust reformed A level and BTEC qualifications.

A level only headlines

Headline summary	2019	National (2019)
% students achieving at least 1 A*-E A Level or equivalent	100%	97.6%
% students achieving at least 1 A*-B A Level or equivalent	73.5%	-
% of entries at A*-B A Level or equivalent	72.7%	51.6%
% of entries A*-A A Level or equivalent	41.7%	25.5%

A level performance for the 2019 examination series is amongst the best that Archbishop Holgate’s school has achieved. Over 73.5% of students attained at least one A*-B grade in their A levels studies which is also impressive. Most impressive of all is the fact that 41.7% of all A level results were graded at A*- A especially when considering the national average for this figure is 25.5%.

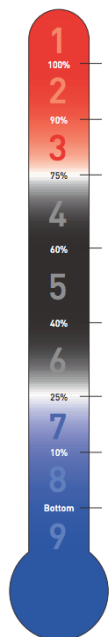
Vocational attainment headlines

	D*D*-DD	D*D*-PP
Business Diploma	92.%	100.00%
Engineering Diploma	100.00%	100.00%
	D*-D	D*-P
Applied Law Ex Certificate	71%	100%
Applied Sci Ex Certificate	0%	80%
Business Ex Certificate	78%	100%
Child Dev Ex Certificate	17%	100%
Engineering Ex Certificate	86%	100%
Health & Social Care Ex Cert	88%	100%
IT Ex Certificate	81%	100%
Sport Ex Certificate	89%	100%
Travel & Tourism Sub Diploma	100%	100%

The table above shows the attainment for our vocational qualifications – whilst there isn’t any national data available these figures are strong.

Subject ALPS thermometers

ALPS is used to judge student performance at KS5 across the vast majority of sixth form providers as it mirrors the value-added measure released by the DfE later in the year. Subject performance is ranked from 1 to 9. All subject performance is measured against the national data set for similar students, for that subject only, this makes ALPS the fairest measure available to judge the performance at Post 16. A score of ALPS 1 places the subject in the top 1% nationally for student progress, a score of an ALPS 2 places the subject in the top 10% nationally for the subject, ALPS 3 in the top 25%. Please see below for the ALPS score and the corresponding percentile rankings.



- **Alps grade 1** - better or equal to the best score achieved in the indicator - **Outstanding**
- **Alps grade 2** - scoring between the 90th and 99th percentile - **Outstanding**
- **Alps grade 3** - scoring between the 75th and 89th percentile - **Excellent**
- **Alps grade 4** - scoring between the 60th and 74th percentile - **Very good**
- **Alps grade 5** - scoring between the 40th and 59th percentile - **Satisfactory to Good**
- **Alps grade 6** - scoring between the 25th and 39th percentile - **Below average**
- **Alps grade 7** - scoring between the 10th and 24th percentile - **Less than satisfactory**
- **Alps grade 8** - scoring between the 1st and 9th percentile - **Relatively poor**
- **Alps grade 9** - scoring below the lowest score achieved in the indicator - **Poor**

The challenge is to get out of the **BLUE** and move towards the **RED**. If you are already in the **RED** the challenge is to stay there. Continuous improvement is the underlying theme.

A Level subject performance

Subject	ALPS
History	1
Art	2
Chemistry	2
Maths	2
Media	2
Physics	2
Politics	2
RE	2
Sociology	2
Project	2
Psychology	3
Biology	4
English Lit	4
Further Maths	4
Geography	4
Photography (F)	5
Product Design	7
Computer Science (F)	8

(F) = qualification studied at Fulford school.

2019 A level RE performance

Student performance for the A level RE qualifications was simply outstanding for the second year running. The A*-E pass rate is 100% which is above the provisional national average released in September. **However, the student value added score is impressive as it places the department in the top 10% nationally.**

Vocational

Subject	ALPS
Health & Social Care Ex Cert	2
IT Ex Certificate	2
Travel & Tourism Sub Dip	2
Business Ex Certificate	3
Business Dip	3
Child Dev Ex Certificate	3
Engineering Ex Certificate	3
Engineering Dip	3
Sport Ex Certificate	3
Applied Law Ex Certificate	4
Applied Science Ex Certificate	9