



Annual GCSE Examinations Analysis and Evaluation

Summer Term 2018

Report compiled on behalf of the Pilgrim PRU by

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Signed.....

Date.....

Shared with the management committee on 18/09/2018

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Context

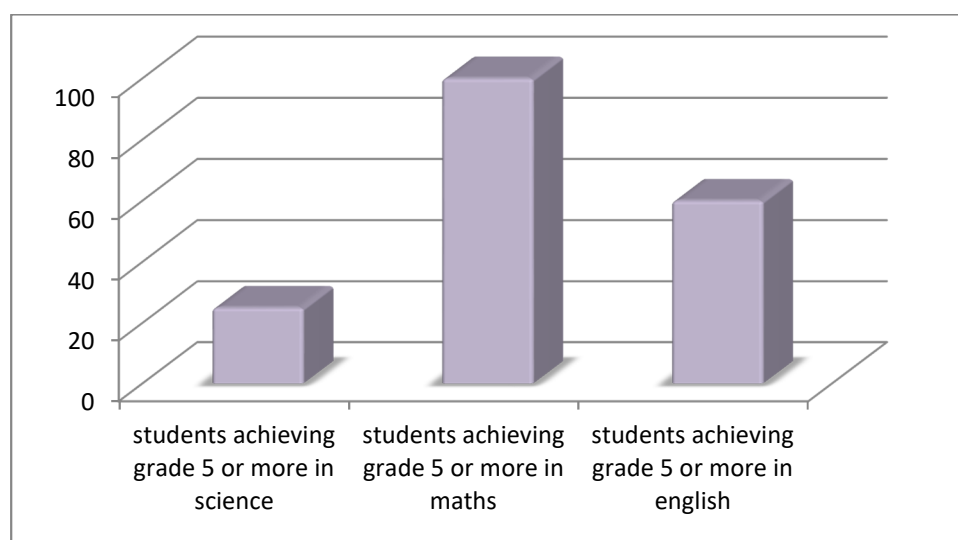
Last year, following the implementation of Progress and Attainment 8 nationally, the Pilgrim PRU and the management committee consulted on whether to continue to compare ourselves to national standards as we had done historically. We agreed that in accordance with DfE guidance our focus as a PRU was to ensure that the students achieved those qualifications required to support them to secure education or employment in their next steps. This year schools will also have to report on the percentage of students continuing onto education or employment¹. We will still therefore compare the headline measures of the percentage of pupils achieving threshold in English and maths against national standard and report on our own internal measures of success i.e. predicted grades against actual grades as well as subject to subject comparison. However in the new light of Progress and Attainment 8 this report will also include information regarding the alternative pathways employed to support young people to leave hospital and their success in securing education or employment post-discharge.

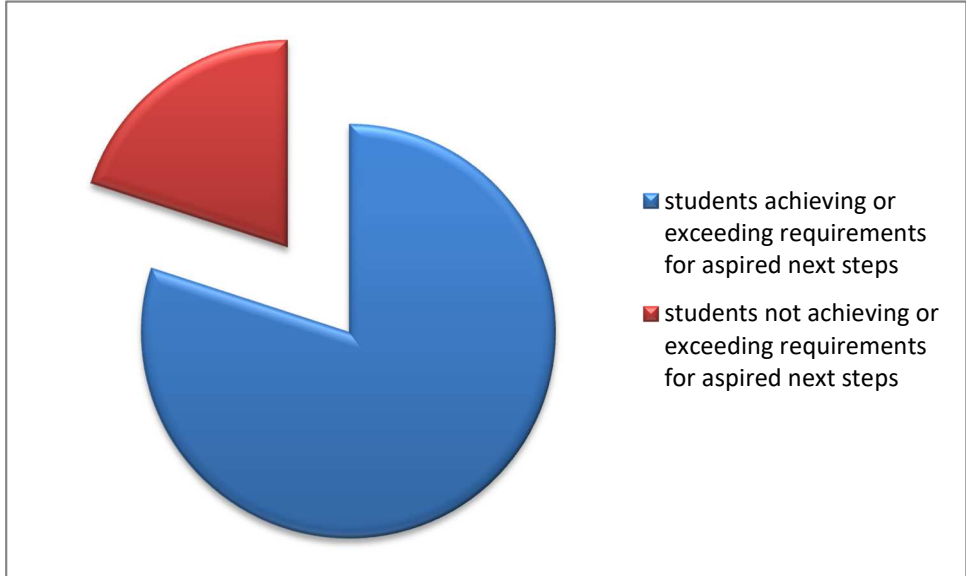
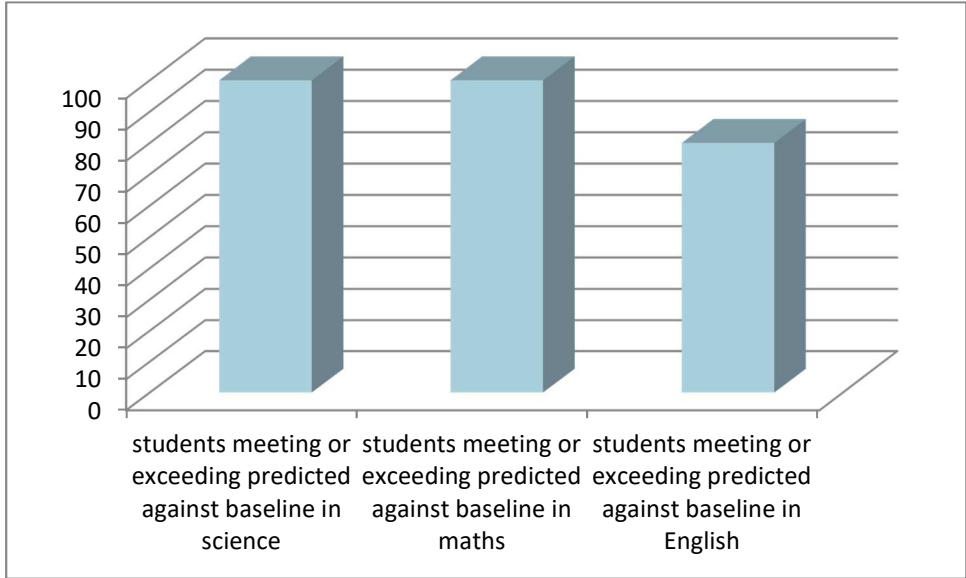
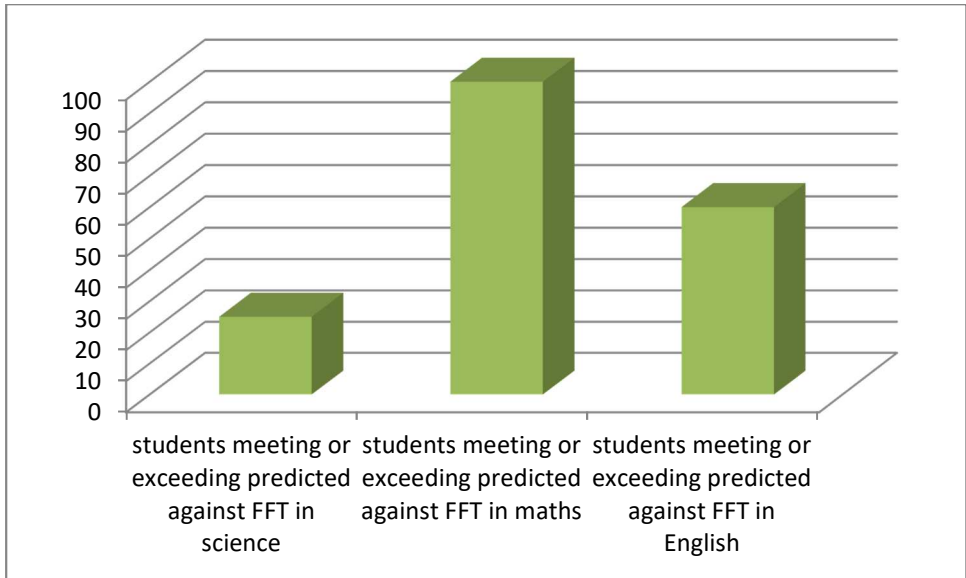
Of particular importance to note is that this year's analysis includes both reformed and unreformed GCSEs, GCSEs that are not included in Attainment and Progress 8 calculations and BTECs which are also not included. It is also noteworthy that through the summer of 2018 The Phoenix was temporarily closed which has substantially impacted the size of the cohort that makes up this year's data.

¹DfE 2018 School and College Performance Tables: Statement of Intent July 2018

2018 Headline Measures

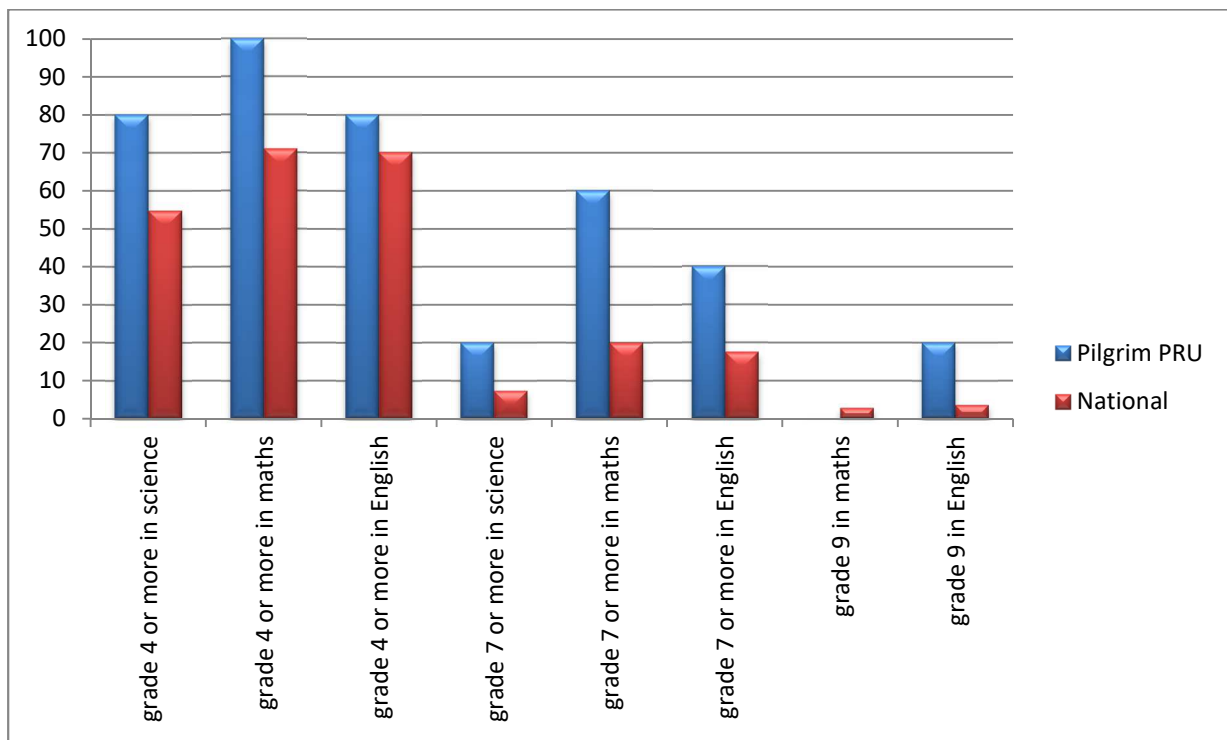
Measure	Percentage Pilgrim PRU
students achieving grade 5 in maths and English	60
students achieving 5 or more GCSEs at grades 5 or above	80
students achieving grade 5 or more in science	25
students achieving grade 5 or more in maths	100
students achieving grade 5 or more in english	60
students meeting or exceeding predicted against FFT in science	25
students meeting or exceeding predicted against FFT in maths	100
students meeting or exceeding predicted against FFT in English	60
students meeting or exceeding predicted against baseline in science	100
students meeting or exceeding predicted against baseline in maths	100
students meeting or exceeding predicted against baseline in English	80
students achieving or exceeding requirements for aspired next steps	80
students not achieving or exceeding requirements for aspired next steps	20
Percentage of pupils staying in education or going into employment after key stage 4 (pupil destinations)	80





2018 National Comparisons

Measure	Percentage Pilgrim PRU	National (www.gov.uk)
students achieving grade 4 or more in science	80	54.7
students achieving grade 4 or more in maths	100	71
students achieving grade 4 or more in English	80	70.2
students achieving grade 7 or more in science	20	7.3
students achieving grade 7 or more in maths	60	20
students achieving grade 7 or more in English	40	17.5
students achieving grade 9 in science	0	
students achieving grade 9 in maths	0	2.6
students achieving grade 9 in English	20	3.6



Evaluative Comments

The results show that the PRU has performed above the national average in every respect.

Reasons for Success:

- All students had individual and highly personalised access arrangements for exams this year even though at times we had to close the school to facilitate this.
- All learning is bespoke and flexible around mental health needs.
- All centres aspire to the highest quality teaching, personalised planning

- Rigorous tracking of progress including baseline assessment to minimise disruption to learning (google drive, NFER testing)
- Weekly written curriculum and pastoral reports and frequent communication ensure good liaison with parents and home schools
- Each centre has regular access to specialist teaching especially in the core subjects
- Every child matters and every teacher knows the whole child



2018 GCSE Value Added

Value Added Against FFT

Net difference		Subject
2	30	EnglishLanguage Actual
	28	English Language Predicted
0	11	English Literature Actual
	11	English Literature Predicted
5	32	Maths Actual
	27	Maths Predicted
-6	19	biology Actual
	25	biology predicted
-7	18	chemisty actual
	25	chemistry predicted
-5	9	physics actual
	14	physics predicted
8	27	other actual
	19	other predicted
10	23	other actual
	13	other predicted
10	18	other actual
	8	other predicted
3	11	other actual
	8	other predicted
0	10	other actual
	10	other predicted
1.8		Average grade differential against FFT

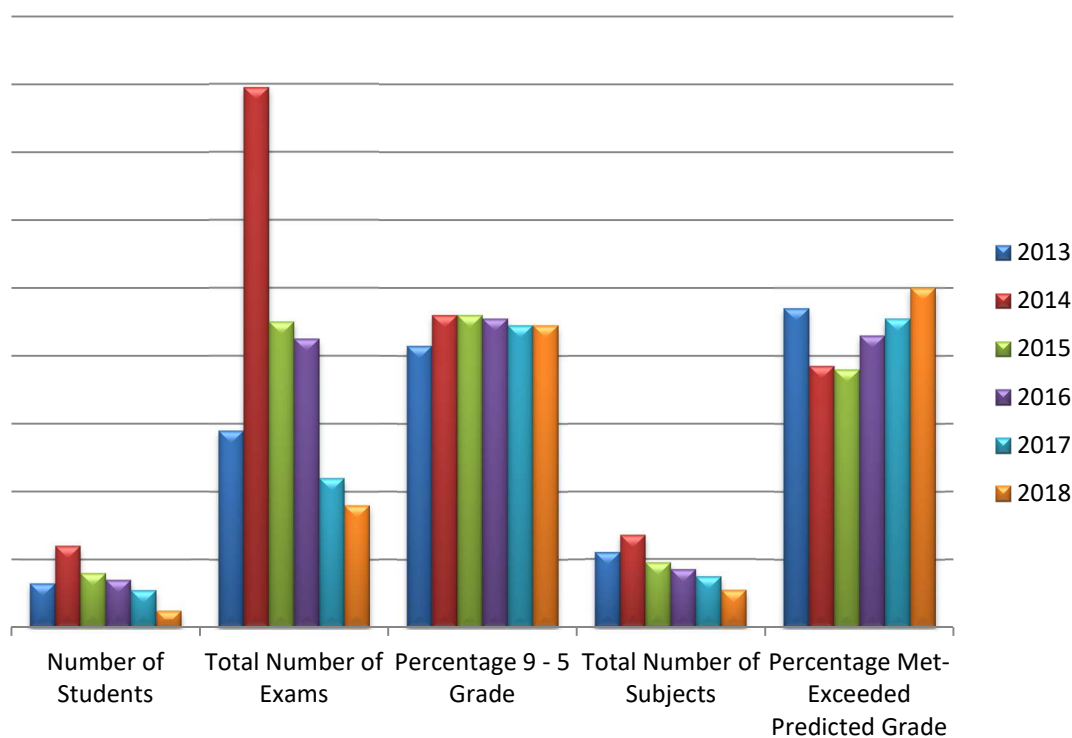
Value Added Against Baseline

Net difference		Subject
12	30	EnglishLanguage Actual
	18	English Language Predicted
1	11	English Literature Actual
	10	English Literature Predicted
12	32	Maths Actual
	20	Maths Predicted
6	19	biology Actual
	13	biology predicted
1	18	chemisty actual
	17	chemistry predicted
5	9	physics actual
	4	physics predicted
11	27	other actual
	16	other predicted
15	23	other actual
	8	other predicted
10	18	other actual
	8	other predicted
3	11	other actual
	8	other predicted
0	10	other actual
	10	other predicted
6.9		Average grade differential against baseline

Five Year Comparisons – Pilgrim PRU

Comparison of Headline Measures

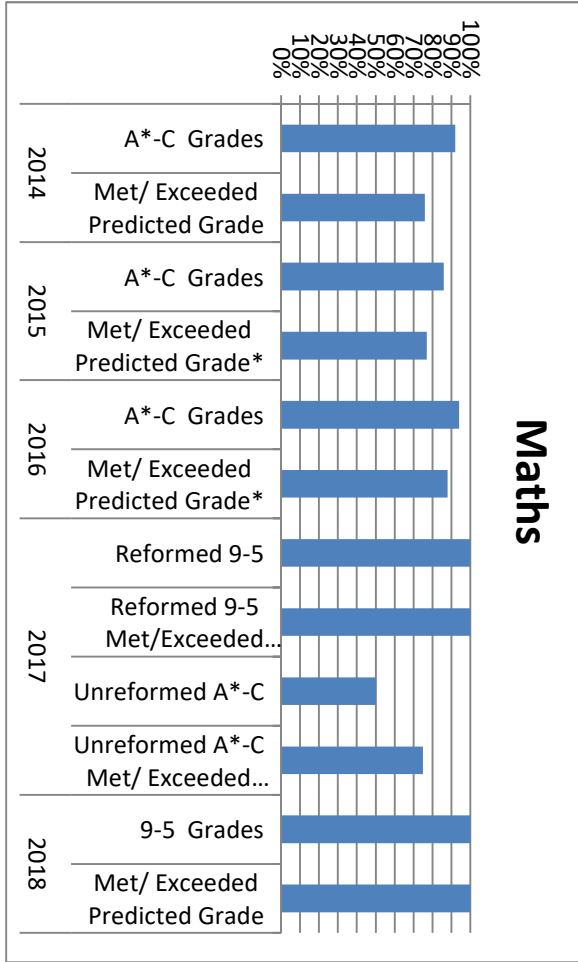
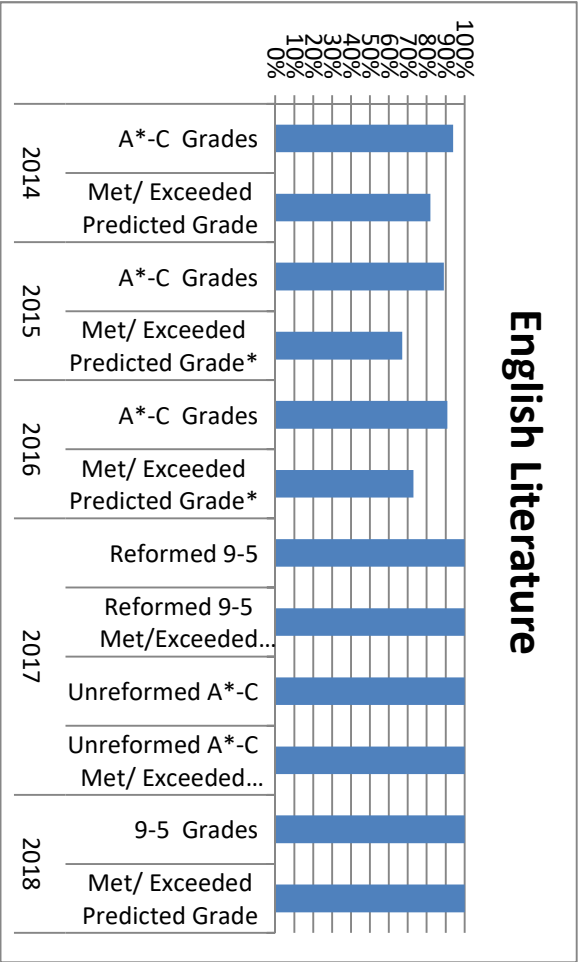
	2013	2014	2015	2016	2017	2018
Number of Students	13	24	16	14	11	5
Total Number of Exams	58	159	90	85	44	36
Percentage 9 - 5 Grade	83	92	92	91	89	89
Percentage Met-Exceeded Predicted Grade	94	77	76	86	91	67% (FFT) 100% (against baseline)
Total Number of Subjects	22	27	19	17	15	11

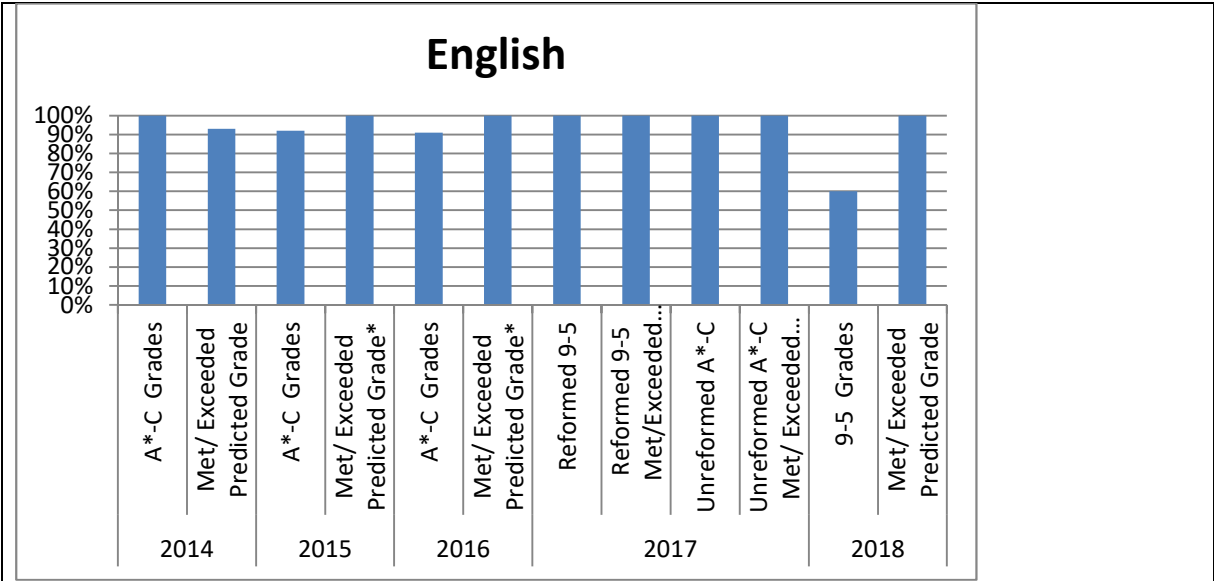


Evaluative Comments

This year following the discussion and analysis of the students' performance at GCSE we agreed that pupil voice and aspiration should be key in the decision making processes regarding GCSE entries. This year the percentage of students meeting or exceeding against baseline was 100% and this was due to the range of qualifications that were offered to students many of whom were failing to keep up with the demands of a 100% examined curriculum following the progress and attainment 8 reformed curriculum. Students with acute psychiatric disorders suffer substantially from

difficulties with working memory and these students are being penalised under the new reforms which rely on recall for formulae and quotations rather than on embedded conceptual understanding which relies less on working memory than recall. Therefore we offered students different level 2 14 credit qualifications such as the OCR Cambridge Technicals and AQA's PSE award which are coursework based and which are accepted by post-16 establishments and it is in these qualifications that the young people have excelled.





Evaluative Comments

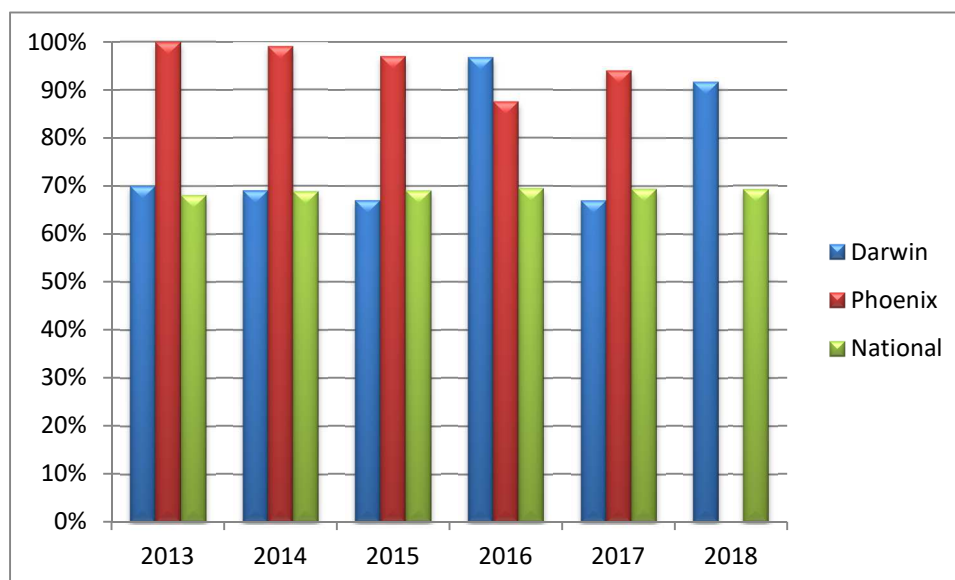
Maths and English literature have performed well, in science and English students who did not achieve a grade 5 did achieve a grade 4. One student dropped English literature and science upon admission expressing great distress at the expectation of everything she had to remember, we replaced science and literature with the OCR Cambridge Technicals in which she excelled.

Breadth of Exam Subjects Taken

Number of different GCSE subjects taken	2013	2014	2015	2016	2017	2018
Darwin	12	14	7	10	15	11
Phoenix	11	26	18	21		
Combined	23	40	25	31		
Evaluative Comments						
<p>Our curriculum has developed this year in line with DfE policy so that we are able to offer a new range of courses which enable students to enjoy a curriculum which is broad but personal with a focus on those courses or pathways which will yield the best result for the young person in the longer term and allow them to progress to their next steps.</p>						

Percentage of GCSE entries passed at 9-4

	2013	2014	2015	2016	2017	2018
Darwin	70%	69%	67%	96.7%	67%	91.7%
Phoenix	100%	99%	97%	87.5%	94%	
National	68.1%	68.8%	69%	69.5%	69.4%	69.2%



Evaluative Comments

We have exceeded the national average this year by meeting the individuals' needs as a priority above all else and offering courses that meet the students' aspirations and needs. It has caused some conflict with some schools who are being judged on the basis of reformed GCSEs only but in the main schools are happy that their students are able to access a curriculum that will enable them to move on and they recognise that as we have the freedom to do this, this is exactly what we must do.

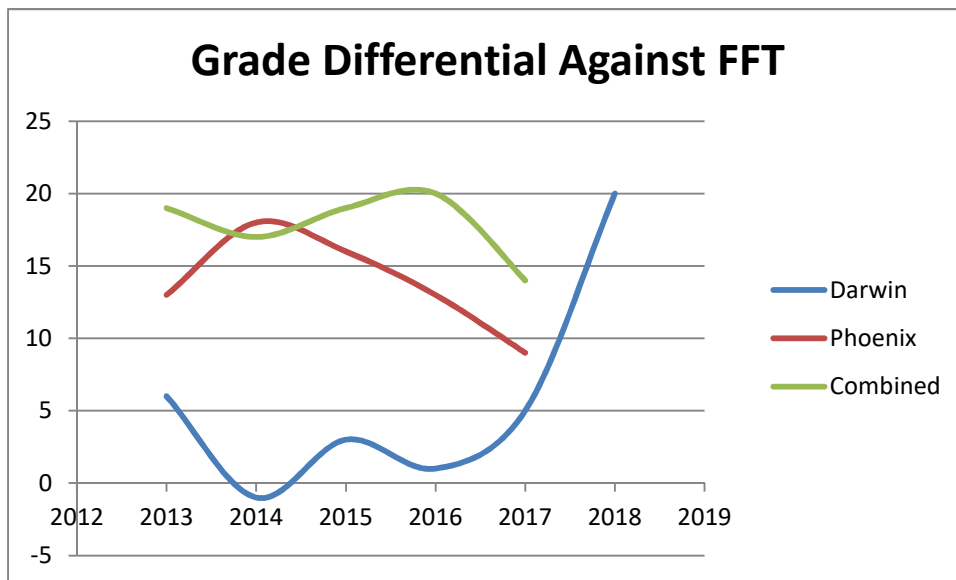
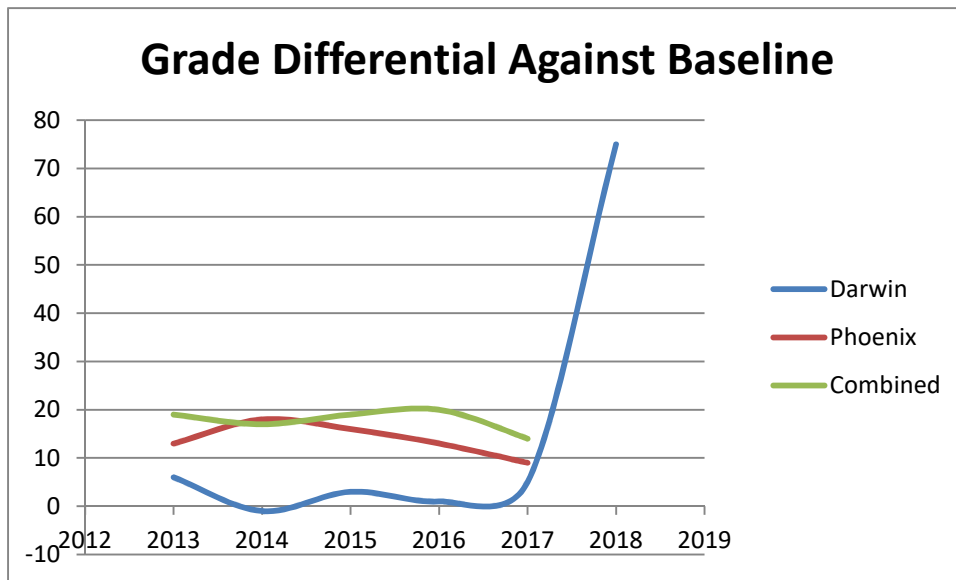
Value Added Data Preadmission Predictions to Actual

Initial remarks

It is worth noting that the value added this year is outstanding and the pedagogical rationale for this is outlined in the evaluative comments below. However it is statistically significant not to have had The Phoenix's data in this section this year because historically many of their students have been A* students who were predicted A* and achieved A*. This is commendable but raises the issue that there is no possible opportunity for these students to demonstrate any value added. This year we do not have the same student cohort profile as The Phoenix was closed during the exams and it is important to consider this when looking at this section of the report.

Net Grade Differential

Unit	2013	2014	2015	2016	2017	2018
Darwin	+6	-1	+3	+1	+5	+75
Phoenix	+13	+18	+16	+13	+9	
Combined	+19	+17	+19	+20	+14	



Evaluative Comments

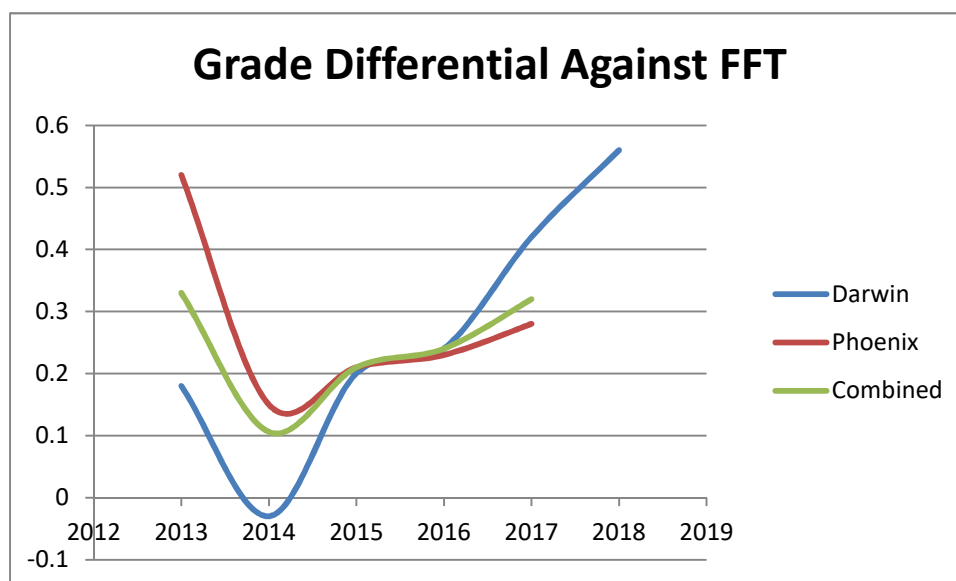
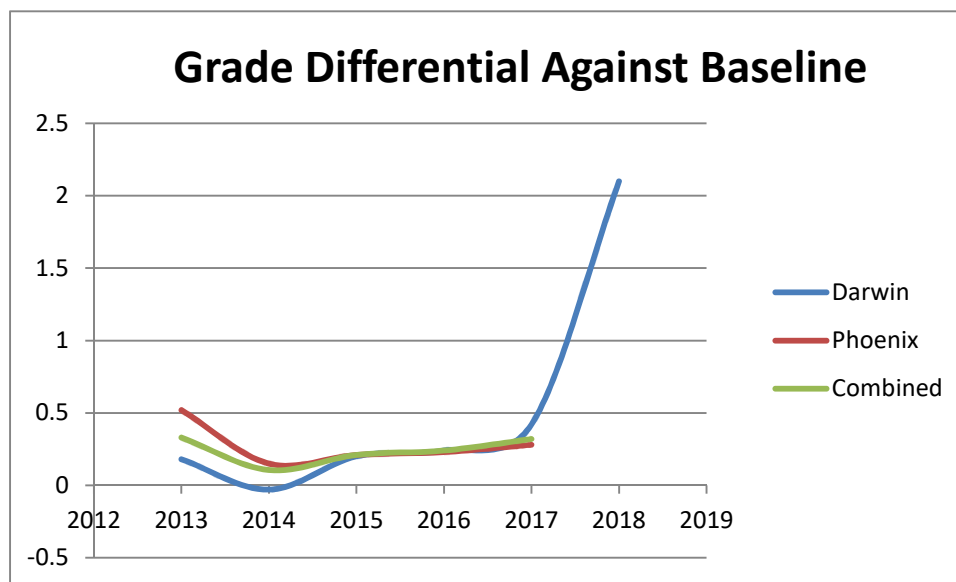
There is a substantial positive net value added. The net positive value added continues to rise for the PRU over the past five years. We believe that this is due to our commitment to continually improve. We have upheld the changes to policies and procedures including:

- Personalising care plans to include exam stress management

- Robustly putting access arrangements in place for exams and making reasonable adjustments throughout the exam season in the needs of individuals
- Personalising learning on an individual level
- Changing exam subject and exam board entries and subjects in collaboration with the home school in order to facilitate the young person's learning aims and needs
- Fluid timetabling to avoid clashes with medical care and to capitalise on a young person's 'good days'
- Sharing of subject specialists between units
- Staff keeping up to date with training
- The closure of the Phoenix in May meant that the students had full time maths, science and English support right up to and throughout the exam season which they have not previously had.

Average GCSE Grade Differential Per Entry

Unit	2013	2014	2015	2016	2017	2018
Darwin	+0.18	-0.03	+0.20	+0.24	+0.42	+2.1
Phoenix	+0.52	+0.15	+0.21	+0.23	+0.28	
Combined	+0.33	+0.106	+0.21	+0.24	+0.32	



Evaluative Comments

The value added per entry is a net positive for the PRU over the last 6 years. This is against baseline which is a combination of where the home school felt that the student was academically at admission alongside our own baseline assessments. In real terms this means that the young people are achieving over and above what was aspired for them before they came to hospital. This is a significant achievement and is due to the individual, bespoke care and mutually respectful

nurturing relationships forged by the education team with the young people to reconnect them with their learning and with themselves as learners. This year it is significant because we had two young people whose home school did not believe would do any GCSEs and who themselves professed that they would not take any exams. At the last minute after months of confidence building and relationship building these students both decided to trust us enough to try the exams and both did extremely well, these two students in addition to the alternative courses we offered account for the enormous leap in value added.

Addenbrooke's

This year Addenbrooke's had several students who were admitted at the last minute during the exam season which has raised several issues for discussion. Firstly the issue of whether to include these students in the results, after discussion within the education team we concluded that it was not appropriate to include the students' performance and attainment in these exams due to the very short duration of their admission. Secondly the issue of whether Addenbrooke's should become a registered exam centre in their own right, preliminary discussions indicated that this offers significant gains in ease of administration but further exploration of whether the space at Addenbrooke's could be adapted to meet JCQ standards is required.

Learning Points:

- Relationships are key
- Flexible courses are key
- Individual rooms for exams with access arrangements are key
- Explore the potential for Addenbrooke's to become a registered exam centre in its own right.

Appendices

Progress and Attainment 8

Floor standards do not apply to special schools, independent schools, pupil referral units, alternative provision or hospital schools. Schools are excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

Pupils are included in Progress 8 if:

- their key stage 4 attainment can be matched to their attainment at key stage 2;
- they have a key stage 2 average point score that is greater than zero;
- they do not have a missing or disregarded outcome in both English and mathematics key stage 2 tests / teacher assessments;
- they attend a maintained mainstream school

Floor standards and Progress 8 do not apply to our students.

What is included now in headline measures?

- progress across 8 qualifications
- attainment across the same 8 qualifications
- percentage of pupils achieving the threshold in English and mathematics (currently a C grade, grade 5 when new GCSEs in English and mathematics are first reported in performance tables in 2017)
- percentage of pupils entering the English Baccalaureate
- percentage of pupils achieving the English Baccalaureate
- percentage of students staying in education or employment after key stage 4 (destinations)