

## Exam Analysis 2024

	2020		2021		2022		2023		2024	
	/35	%	/33	%	/40	%	/43	%	/50	%
GCSE in both Eng & Maths	0	0	2	6	0	0	4	11	3	6
Qualification in Eng & Maths (GCSE/EL/FS)	31	89	29	88	39	98	42	98	47	94
Maths Qualification (GCSE/EL/FS)	32	91	30	91	39	98	43	100	48	96
English Qualification (GCSE/EL/FS)	32	91	29	88	40	100	42	98	47	94
5 GCSEs	0	0	1	3	0	0	0	0	0	0
Entry Level Qualification	33	94	32	97	40	100	43	100	48	96
5 Qualifications at EL (or better)	31	89	29	88	33	83	38	88	45	90

### 2022 % of all pupils

English	Target Achieved	72.50%	Maths	Target Achieved	89.74%	Science	Target Achieved	70.37%
	Target Exceeded	35.00%		Target Exceeded	28.21%		Target Exceeded	25.93%

### 2024 % of all pupils

English	Target Achieved	82.98%	Maths	Target Achieved	87.50%	Science	Target Achieved	57.78%
	Target Exceeded	36.17%		Target Exceeded	33.33%		Target Exceeded	6.67%

### 2024 % of pupils taking qualifications in specialism

Art	Target Achieved	100.00%	Catering	Target Achieved	100.00%	RMT	Target Achieved	100.00%	PE	Target Achieved	86.96%
	Target Exceeded	0.00%		Target Exceeded	0.00%		Target Exceeded	0.00%		Target Exceeded	19.57%

**Achievement percentages across all qualification subject areas.**  
2024- Year 11 Leavers

	Exc eeded	Met	Near/Be low
Year 11 Leavers %	14.3%	69.5%	12.3%

<b>Percentage of qualification outcomes</b>			
	<u>2022</u>	<u>2023</u>	<u>2024</u>
<u>Entry Level</u>	84.5%	81.3%	80.1%
<u>Level 1</u>	12.9%	15.0%	15.4%
<u>Level 2</u>	3.9%	3.7%	4.4%

<b>Total number of qualifications</b>						
	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
EL1	14	26	56	49	49	72
EL2	62	88	58	73	100	94
EL3	50	93	47	74	95	161
L1	22	54	12	18	29	35
L2	6	0	1	3	6	12
G1	8	7	9	3	7	7
G2	25	10	11	8	5	16
G3	6	4	4	1	4	5
G4	1	0	1	2	3	1
G5	1	0	1	0	2	5
G6	0	0	0	1	0	0

G7	0	0	0	0	0	0
G8	0	0	0	0	0	0
G9	0	0	0	0	0	0
<b>Total</b>	<b>195</b>	<b>282</b>	<b>200</b>	<b>232</b>	<b>300</b>	<b>408</b>
<b>Total qualifications per pupil</b>	<b>7.5</b>	<b>8.1</b>	<b>6.1</b>	<b>5.8</b>	<b>7.0</b>	<b>8.2</b>

## Exams results evaluation

The 2024 exam results for our Year 11 cohort demonstrate the remarkable resilience and determination of our students, especially given the continued challenges posed by the COVID-19 pandemic over the past few years. The disruption caused by remote learning, social distancing, and altered classroom routines has undoubtedly impacted our students, many of whom require consistent support and structure. Despite these challenges, this year's results show that our pupils have made significant progress, with many areas of improvement and success.

It is important to highlight that 2024 marks the highest-ever number of qualifications achieved by a year group in our school's history. With 408 qualifications obtained, our Year 11 students have surpassed previous records, a testament to their hard work, determination, and the ongoing support they have received throughout their learning journey. This also reflects the school's continued commitment to providing a broad and accessible curriculum that meets the varied needs of our pupils. Additionally, the average number of qualifications

per pupil has increased to 8.2, which is up from 7.0 in 2023, further reinforcing this year's record-breaking performance.

**GCSE English and Maths:** Achieving both GCSEs in English and Maths continues to be a challenge for our cohort, with 6% of students reaching this milestone in 2024. While this is a slight improvement from 2023, it reflects the long-term effects of COVID-19, particularly on the continuity of learning in these core subjects alongside the barriers considering their unique SEND.

However, the broader picture is much more positive. When we consider the variety of qualifications offered, including Entry Levels and Functional Skills, 94% of students achieved a qualification in both English and Maths in 2024. This flexibility in qualification pathways has been essential, allowing us to meet our students' individual learning needs while ensuring that almost all students leave with core subject qualifications. In Maths, 96% of students achieved a qualification, and 94% did so in English, which is a commendable outcome given the circumstances.

**Alternative Qualifications:** Aligning with historical data, while no students achieved 5 GCSEs this year, this is consistent with the specialized and highly individualized approach we take in our curriculum. Instead of focusing solely on traditional GCSEs, we prioritize qualifications that reflect the strengths and progress of our students. This year, 96% of students

achieved Entry Level qualifications, maintaining the strong trend we have seen in recent years.

Additionally, 90% of students achieved 5 qualifications at Entry Level or above, demonstrating a breadth of learning and achievement that equips them well for the future, whether that be further education, training, or employment.

**Subject Performance:** In terms of individual subject areas, we have seen positive trends despite the disruptions. In English, 83% of students achieved their target, with 36% exceeding expectations—an improvement from the 2022 figures of 72.5% and 35%, respectively. This reflects the success of the targeted interventions and support we have implemented to help students overcome gaps in learning caused by COVID-related interruptions.

In Maths, 87.5% of students met their target, with 33.33% exceeding it, showing steady progress. While the percentage of students achieving their target in Maths is slightly lower than in 2022 (89.74%), the increased number of students exceeding expectations is a positive indicator of deeper learning and understanding.

Science, however, is an area for school improvement with only 57.78% of students meeting their target in 2024, down from 70.37% in 2022. The percentage of students exceeding expectations has also dropped significantly to 6.67%. This is an area where we will need to

provide additional support and forms part of our school development plan for the upcoming academic year.

**Specialism Subjects:** In our specialist subjects—Art, Catering, Resistant Materials Technology (RMT), and PE—student performance has been exceptional, with 100% of students in Art, Catering, and RMT meeting their targets. In PE, 86.96% of students met their target, and 19.57% exceeded it, highlighting the strong engagement many of our pupils have with physical education. Moving forward, there may be opportunities to provide further stretch and challenge to allow more students to exceed expectations.

**Computing Results:** This year marks a significant milestone for the school, as 2024 was the first year that Computing provided qualifications in both core and option lessons for all Year 11 pupils. The results in Computing were exceptionally high, reflecting the success of the subject's integration into the curriculum. This is a major achievement for both the pupils and the teaching team, demonstrating the positive impact of offering computing as a core qualification option for all students, further broadening the range of skills and knowledge our students take forward into their futures.

### **Chestnut Class Success:**

A special mention must go to the students from our designated provision, Chestnut Class, who transitioned to the main site in September 2024. Despite the considerable changes to their learning environment and the challenge of adapting to a new setting, these pupils have excelled in their qualifications over the past year. With only one year to achieve a range of qualifications, their accomplishments are truly impressive.

Many students from Chestnut Class achieved a variety of qualifications, including English Functional Skills, Maths GCSE and Functional Skills, Science ASDAN Short Course, ASDAN Personal Development Award, PE Entry Level, ICT Entry Level, and the Duke of Edinburgh (DofE) Bronze Award. Their resilience, adaptability, and hard work have led to outstanding outcomes, and these achievements highlight their determination to succeed despite the significant changes to their provision. We are incredibly proud of their efforts and the success they have attained in such a short time.

**Targeted analysis:** This year's analysis reveals no significant differences in outcomes between Pupil Premium (PP) and Non-Pupil Premium pupils, indicating that the support strategies in place for disadvantaged students have been effective. Both groups performed similarly across all subjects and qualification levels, which is a testament to the school's commitment to providing equitable learning opportunities for all pupils, regardless of background.

In terms of gender, there were also very few differences in outcomes between male and female students. This suggests that our approach to addressing individual needs is ensuring that both genders are equally supported in achieving their potential.

Moreover, for pupils who are adopted or under Special Guardianship Orders (SGO)—often among the most disadvantaged—there was no noticeable difference in performance compared to their peers. This demonstrates the success of our targeted interventions and



the inclusive nature of our learning environment, which ensures that even the most vulnerable students are able to thrive and achieve in line with their peers.

**Overall Achievement:** The overall qualification outcomes for 2024 show a slight decline in the percentage of students achieving Entry Level qualifications (80.1% compared to 81.3% in 2023), but this has been balanced by an increase in both Level 1 and Level 2 qualifications, which now stand at 15.4% and 4.4%, respectively. This shows that despite the disruptions to learning, many of our students are not only achieving but also are also progressing to higher levels of qualification.

In summary, the 2024 results reflect a year of significant achievement, particularly in light of the disruptions caused by COVID-19. While there are areas, where we will continue to focus on providing additional support, such as in Science, the overall trend is extremely positive. The highest-ever number of qualifications achieved by a year group in our school is a milestone to be celebrated, and the continued success in alternative qualifications shows that our students are leaving with the tools and achievements they need to succeed in their next steps. Our focus on flexibility, individual support, and personalized learning has helped our pupils overcome the challenges of the past few years, and we look forward to building on these successes in the future.

