

## **Introduction**

During the academic year 2021 – 2022, Springfield have worked to broaden our curriculum offer to enhance the academic outcomes for our students. We have introduced new qualifications from the BTEC suite, to ready students for college and the world of work, and we have strengthened our GCSE offer to support students wishing to continue their education post 16. We have created three nurture classrooms with individualised targeted SEMH support for students who are not ready to study at GCSE level.

Following our first year of delivery, we have been able to review and refine our offer and reflect on our areas of strength and weaknesses.

Our deep dive into curriculum areas has enabled us to prioritise our key focuses for the next academic year to ensure that we continue to strive for the best outcomes possible for our students.

## Overview of results

Total	2021	2021	2022	2022	Difference
Students achieving 1 or more GCSE	10/40	25%	35/48	73%	+48%
Students achieving 2 or more GCSE	8/40	20%	35/48	73%	+53%
Students achieving 3 or more GCSE	4/40	10%	28/48	58%	+48%
Students achieving 4 or more GCSE	0/40	0	11/48	23%	+23%
Total	2021	2021	2022	2022	Difference
Students achieving 1 or more qualification	22/40	55%	44/48	92%	+27%
Students achieving 3 or more qualification	14/40	35%	38/48	79%	+44%
Students achieving 5 or more qualification	7/40	17%	27/48	56%	+39%

## Breakdown by centre

		Total	Crofton		SESKU		Outreach		
Students achieving 1 or more GCSE	35/48	73%	43/48	90%		9/10	90%	5/12	42%
Students achieving 2 or more GCSE	35/48	73%	43/48	90%		9/10	90%	5/12	42%
Students achieving 3 or more GCSE	28/48	58%	42/48	88%		9/10	90%	1/12	8%
Students achieving 4 or more GCSE	11/48	23%	7/48	15%		3/10	30%	0/12	0%
	Total		Crofton		SESKU		Outreach		
Students achieving 1 or more qualification	44/48	92%	26/26	100%		10/10	100%	8/12	67%
Students achieving 3 or more qualification	38/48	79%	22/26	85%		9/10	90%	7/12	58%
Students achieving 5 or more qualification	27/48	56%	19/26	73%		7/10	70%	0/12	0%

## Breakdown by group

	Cohort numbers	Cohort %	CLA numbers	CLA %	CIN/CP numbers	CIN/CP %	PP numbers	PP %	BAME numbers	BAME %
GCSE English % achieving a grade	33/48	69%	0/2	0%	4/4	100%	24/31	77%	4/5	80%
GCSE English % achieving a grade 4+	3/48	6%	0/2	0%	0/4	0%	2/31	6%	1/5	20%
GCSE Maths % achieving a grade	29/48	60%	0/2	0%	3/4	75%	20/31	63%	4/5	80%
GCSE Maths % achieving a grade 4+	0/48	0%	0/2	0%	0/4	0%	0/31	0%	0/5	0%
GCSE Biology % achieving a grade	32/48	67%	0/2	0%	4/4	100%	22/31	69%	4/5	80%
GCSE Biology % achieving a grade 4+	1/48	2%	0/2	0%	0/4	0%	0/31	0%	1/5	20%

## GCSE English Language

GCSE English		2021	2021	2022	2022	Difference
	% of cohort achieving a grade	8/40	20%	33/48	69%	+40%
	% of entries achieving a grade	8/15	53%	33/40	83%	+30%
	% of those attending exam achieving a grade	NA	NA	33/37	89%	NA
GCSE English		2021	2021	2022	2022	Difference
	% of cohort achieving a grade 4+	2/40	5%	3/48	6%	+1%
	% of entries achieving a grade 4+	2/15	13%	3/40	7%	-6%
	% of those attending exam achieving a grade 4+	NA	NA	3/37	8%	NA
		actual		predicted		
	% of cohort achieving a grade	33/48	69%	35/48	73%	
	% of cohort achieving a grade 4+	3/48	6%	7/48	15%	

Generally, outcomes were good in English with 83% of students entered achieving a grade at GCSE. 97% of students who attended both exams achieved at least a grade 1 (only one student did not).

Where students failed to achieve a grade, they failed to sit both or one of the two examinations. To improve results this year, we can increase the support offered to students with reminder texts and calls to parents regarding exam times and reinforce the importance of attending. Students also lacked resilience in a 2 hour exam.

I believe that students who regularly attended were well prepared for the exam and that it was exam performance rather than lack of skills which hindered students achieving targets in most cases. Whilst students had completed timed assessments in class at regular intervals, these were a maximum of 50 minutes due to lesson timings. In the exams, students rarely stayed for any longer than this. This year I would like to work on resilience with our students and timetable in some longer periods for formal assessments and mock exams so students have the opportunity to practise as close to exam conditions as possible.

Having analysed the marks from both papers, it is clear that the vast majority of students achieved more marks on component 2. I devoted more time to this on the curriculum plan, considering it the more challenging paper. This year, I will balance the two papers to allow students more time to perfect component 1 skills.

## GCSE Maths

GCSE Maths		2021	2021	2022	2022	Difference
	% of cohort achieving a grade	8/40	20%	29/48	60%	+40%
	% of entries achieving a grade	8/8	100%	29/40	73%	-27%
	% of those attending exam achieving a grade	NA	NA	29/36	81%	NA
GCSE Maths		2021	2021	2022	2022	Difference
	% of cohort achieving a grade 4+	3/40	7%	0/48	0%	-7%
	% of entries achieving a grade 4+	3/8	37.5%	0/40	0%	-37.5%
	% of those attending exam achieving a grade 4 +	NA	NA	0/36	0%	NA

	actual		predicted	
% of cohort achieving a grade	29/48	60%	34/48	71%
% of cohort achieving a grade 4+	0/48	0%	7/48	15%

The maths department developed over the course of the year and produced strong curriculum plans and tracking systems for student progress. One maths teacher left part way through the year and so a number of students were taught by a non-specialist whilst recruitment was underway; whilst the department supported non-specialist teaching, this may have impacted on outcomes.

Two new specialist maths teachers have been appointed to work at both sites which should strengthen results in the next academic year.

Maths exams require a high level of resilience and students clearly suffered from 'exam fatigue' as the final maths paper was towards the end of the exam period and students did not spend as much time on this paper as they did the others. Exam resilience is an area for whole school development.

## GCSE Biology

GCSE Biology		2021	2021	2022	2022	Difference
	% of cohort achieving a grade	NA	NA	32/48	67%	NA
	% of entries achieving a grade	NA	NA	30/32	94%	NA
	% of those attending exam achieving a grade	NA	NA	30/30	100%	NA
GCSE Biology		2021	2021	2022	2022	Difference
	% of cohort achieving a grade 4+	NA	NA	1/48	2%	NA
	% of entries achieving a grade 4+	NA	NA	1/32	3%	NA
	% of those attending exam achieving a grade 4+	NA	NA	1/32	3%	NA

	actual		predicted	
% of cohort achieving a grade	32/48	67%	29/48	60%
% of cohort achieving a grade 4+	1/48	2%	5/48	10%

The science long term plan has, over the last couple of terms, continued to be developed. The tracking of student progress was improved towards the end of last term and students are now more aware of their current grade and their expected grade. From last year's results 100% students who sat the exam gained a grade and 94% of all students entered achieved a grade. This was a new qualification to the centre and long-term plans have been continually developed as has teacher confidence in delivery.

Last year a key area for development was the lack of communication between the main site and SEKU. Student resilience was an issue and exam preparation is something that could be improved upon and is a whole school area for focus for the next academic year. More exposure to exam questions and exam conditions could help support this area of development.

## GCSE Fine Art

GCSE Art		2021	2021	2022	2022	Difference
	% of cohort achieving a grade	7/40	18%	15/48	31%	+13%
	% of entries achieving a grade	7/7	100%	15/15	100%	-
	% of those attending exam achieving a grade	NA	NA	NA	NA	NA
GCSE Art		2021	2021	2022	2022	Difference
	% of cohort achieving a grade 4+	2/40	5%	7/48	15%	+10%
	% of entries achieving a grade 4+	2/7	29%	7/15	47%	+18%
	% of those attending exam achieving a grade 4+	NA	NA	NA	NA	NA

Last year's cohort had an unsettled period with their permanent teacher leaving the service; however, a strong specialist was brought in through an agency to work on the qualification. Students did particularly well in achieving a pass grade at GCSE. Attendance and a lack of engagement from a small number of students did mean a number of students did not manage to gain a strong pass, but they reached between grades 1 and 2. All students that were entered for this qualification did secure a grade from 1 to 6.

## OCR Entry Level - Art and Design

Due to attendance, we had two students who were put through an entry level qualification, in which they both gained a pass grade.

**Child development Level 1**

	2021	2021	2022	2022	Difference
Entries	NA	NA	6	-	NA
Distinction	NA	NA	1	17%	NA
Merit	NA	NA	0	0%	NA
Pass	NA	NA	1	17%	NA
Did not achieve	NA	NA	4	67%	NA

The OCR level 1/2 was a was received well by the students as they enjoyed the course content and sporadically engaged well in their learning. This is a new course to the centre and working with Ethos College supported our delivery; although, closer working in the next academic year would further enhance the course.

Following a review of the curriculum plan, entries will be made earlier in the year in order to ensure that students give the exam the required focus as this was a factor in non-achievement in the June series of exams. This will also allow two terms to concentrate on learning and completing the assignments which they have to complete independently. Attendance and lack of engagement led to students finding it difficult to complete the assignments fully and to their best ability.



## Health and Social Care Level 1

	2021	2021	2022	2022	Difference
Entries	NA	NA	8	-	NA
Distinction	NA	NA	0	0%	NA
Merit	NA	NA	2	25%	NA
Pass	NA	NA	1	13%	NA
Did not achieve	NA	NA	5	63%	NA

The OCR Level 1/2 qualification has been a success in its first year of teaching at the centre. Learners who have a keen interest in the industry and are hoping to progress in this area at college have found it interesting, challenging and rewarding.

The qualification is both assignment based and exam, due to the poor attendance and unsettled behaviour of the learners the assignment section was very challenging, curriculum plans have been altered for the next academic year to spend more time on this area. The collaboration with Ethos college has had a positive impact on the teaching and learning and we will aim to remain consistent with this. To ensure the learners have employability in mind we will arrange off site education to give the learners 'real life' experiences within the industry, due to Covid-19 constraints and travel restrictions this was not possible within the previous academic year.

**BTEC Hair and Beauty Level 1**

	2021	2021	2022	2022	Difference
Entries	3	NA	11	NA-	
Distinction	0	0%	0	0%	0%
Merit	0	0%	1	9%	+9%
Pass	3	100%	10	91%	-9%
Did not achieve	0	0%	0	0%	0%

The subject has been successful with the learners that have been present and engaged. The Level 1 Introductory Award has been suitable and achievable for all learners who have chosen these as an option with additional tutor support given when needed. Assignments have been achieved in a timely manner and the progression from this qualification to college is effective.

For learners to be stretched academically and practically to achieve the Level 1 Certificate they would need to complete 4 additional units. In addition to the BTEC qualification the learners have gained AQA Unit Awards also which has been a positive addition to the vocational subjects and have given the learners short term motivation and an opportunity to build on their skills.

**BTEC Construction Level 1**

	2021	2021	2022	2022	Difference
Entries	0	0	3	-	
Distinction	0	0	1	33%	+33%
Merit	0	0	1	33%	+33%
Pass	0	0	1	33%	+33%
Did not achieve	0	0	0	0%	0%

Students who attend the course and engaged were able to achieve certification. The Level 1 Introductory Award has been suitable and achievable for all learners who have chosen this as an option with additional tutor support given when needed. Assignments have been achieved in a timely manner and the progression from this qualification to college is effective.

For learners to be stretched academically and practically to achieve the Level 1 Certificate they would need to complete 4 additional units which is difficult to achieve with the limited resources and health and safety restraints in construction. Investment into the construction department is in progress and this will lead to a wider variety of activities which can be carried out and will enable a better level of engagement.

**BTEC Sports Level 1**

	2021	2021	2022	2022	Difference
Entries	NA	NA	10	-	NA
Distinction	NA	NA	3	30%	NA
Merit	NA	NA	3	30%	NA
Pass	NA	NA	4	40%	NA
Did not achieve	NA	NA	0	0%	NA

The BTEC Sport course has been very successful with our learners and all those that chose the course and attended lessons regularly came away with a qualification last year. The Level 1 Introductory Award is suitable and achievable for all learners who have chosen Sport as an option with additional tutor support given when needed. The course has high engagement and appears to be the best fit for our students and has been a huge success in its first year at our centre. Assignments have been achieved in a timely manner and the progression from this qualification to college is effective. For learners to be stretched even more academically to achieve the Level 1 Certificate they would need to complete 4 additional units which is difficult to achieve with the limited facilities and extra learning time required. In addition to the BTEC qualification our learners last year gained AQA Unit Awards which has been a positive addition to the vocational subjects and have given the learners extra motivation and an opportunity to build on their skills practically. This year we plan to continue to develop the mandatory Progression Plan unit with the other BTEC teachers in the centre as the BTEC team plan to make it even more accessible and engaging for our learners going into its second year.

**BTEC Business Level 1**

	2021	2021	2022	2022	Difference
Entries	NA	NA	9	-	NA
Distinction	NA	NA	7	78%	NA
Merit	NA	NA	0	0%	NA
Pass	NA	NA	2	22%	NA
Did not achieve	NA	NA	0	0%	NA

BTEC Business has been a popular and successful course for this academic year. Student results reflected the level of engagement and the enthusiasm and dedication of the teacher delivering the course. Students worked independently to carry out units of work which will prepare them for their post 16 options and beyond.

### ICT Functions Skills Level 1

	2021	2021	2022	2022	Difference
Entries	NA	NA	19	-	NA
Pass	NA	NA	0	0%	NA
Fail	NA	NA	13	68%	NA
Did not attend	NA	NA	6	32%	NA

This was the first year of ICT being placed on the core curriculum offer. The course aims to ensure students have a functional level of ICT skills to support them with their studies throughout school and in the world of work.

The majority of students were not able to access the level of ICT required to gain certification in the course and lacked the engagement and resilience skills to carry out the requirements of the course. The course is no longer a part of the core offer and is now offered as an optional subject to students who are interested in advancing their ICT skills.

**BTEC Cooking level 1**

	2021	2021	2022	2022	Difference
Entries	6	-	25	-	-
Pass	6	100%	25	100%	-
Fail	0	100%	0	0%	-

**BTEC Cooking level 2**

	2021	2021	2022	2021	Difference
Entries	17	-	18	-	-
Pass	17	100%	18	100%	-
Fail	0	0%	0	0%	-

Strong results which have been based on a strong curriculum plan for this academic year. Students enjoy working in the nurturing environment created in the school kitchen. The teacher has created an environment in which students feel comfortable whilst having high expectations for students. The curriculum plan will require alteration for the next academic year as some single lessons have been included to account for the different number of options and enrichment which students are undertaking.

**Princes Trust Level 1**

	Number	Percentage
Entries	4	-
Pass	4	100%
Fail	0	0%

**Princes Trust Level 2**

	Number	Percentage
Entries	15	-
Pass	15	100%
Fail	0	0%

Students on outreach and nurture represent a small proportion of the achievements in this area this year; however, this would be a valuable qualification for them to achieve to support their SEMH progress. They could choose the kinaesthetic units of which there are plenty. We have a member of staff who supports in nurture who would be a great ambassador for the progression of the curriculum in that area of school.



**Entry level certificates**

	<b>Entry level 3 English</b>	<b>Functional skills level 1 English</b>	<b>Entry level 3 Maths</b>	<b>Entry level 1 Maths</b>
<b>Number of qualifications achieved</b>	<b>10</b>	<b>1</b>	<b>5</b>	<b>1</b>

Last year Year 11s were entered very late for ELC qualifications and this meant that we were trying to complete them in the build up and during GCSEs. This caused a lot of stress for students and extra work for staff at a time when the focus should have been on supporting students in their GCESs.

The solution to this is that we will be entering students for ELC qualifications much earlier in the academic year with the aim of having them completed by the end of February. This will then allow students to either focus on GCSE qualifications or move onto Level 1 / 2 qualifications in the remainder of the academic year. It's felt that this will give students the opportunity to achieve the best possible outcomes.

**Performance measures**

Progress 8 score	No figure
Attainment 8 score	0.5
Ebacc Average	NA
% of students achieving grade 5 or above in English and Maths	0%