

## Examination Results Summary

### GCSE Headlines

2020 results are a difficult year for comparisons but the school has a strong history of producing outcomes which are above national averages.

- Progress 8 estimate based on 2019 benchmark = 0.53 (2019 0.28 (“above average”))
- % 4+ English and Maths = 82% (2019 69%)
- % 5+ English and Maths = 54% (2019 47%)
- Ebacc 4+ = 32% (2019 41%)
- Ebacc 5+ = 26% (2019 29%)

### 2019-20 internal IDSR

Obviously the attainment estimates used to generate P8 scores are based on 2018/19 exam performance nationally. It is clear that outcomes nationally will be significantly higher for 2019/20 and we are aware that no performance data will be published.

### Progress 8 trends – 3 Year See P1

**Overall progress 8** – was significantly above average in 2018/19 and remains so for 2019/20

**English P8** – a subject of concern in 2017/18 with P8 in the 4<sup>th</sup> quintile. Improved performance in 2018/19 and was in a good position to continue this upward trend in 2019/20 where “outcomes” moved in to Q2.

**Maths P8** – strong outcomes in 2018/19 with P8 in Q2 and maintained strong outcomes in 2019/20

**Ebacc P8** – has previously been a concern and prior to 2018 P8 outcomes were sig- and in the lowest quintile primarily due to concerns in Science. However, outcomes have improved significantly, and 2019/20 outcomes remain in line with 2018/19. Within the Ebacc suite Science and Humanities maintained strong historical performance. Language outcome showed a significant improvement where the decision to no longer offer Spanish as a new subject at the start of Y10 has had significant impact.

**Open P8** – following a strong performance in 2018/19 where outcomes were significantly above average outcomes remain strong within this suite of subjects. The lowest 3 performing subjects in 2018/19 (Spanish, Construction and Engineering) were not delivered to the 2020 cohort and are no longer part of the curriculum offer.

### Groups: Disadvantaged:

There is a relatively small cohort of disadvantaged students whose performance year on year is broadly in line with the national picture. Outcomes for disadvantaged students in both Maths and English are above the national disadvantaged picture but do lag behind none disadvantaged students both in school and nationally. Improving outcomes for

disadvantaged students, particularly in Maths and English is a priority within the current school development plan.

### Girls/Boys

In line with the national picture girls at Lady Lumleys historically make more progress than boys.

Both girls and boys outperform the respective national picture by similar amounts.

However improving outcomes for boys is a priority within the school development plan.

### A level Summary

#### Attainment headlines- 3 year Trend

	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>A*-B (%)</b>	<b>61.2</b>	<b>51.4</b>	<b>59.7</b>
<b>A*-E (%)</b>	<b>99.5</b>	<b>100</b>	<b>100</b>

A level attainment in 2019/20 was in keeping with historic data.

At A level standard we continue to have almost 100% pass rate and I believe the strategic decision to continue offering AS qualifications is a contributing factor.

### ALPS

We use the A level performance system (Alps) to measure progress at both AS and A level. See page 4

#### A Level

<b>Theme:</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
% Red Teaching Grade	4	3	3
% Blue Teaching Grade	3	4	1
Provider Quality Indicator grade	3	4	4
T Score - Single Year Grade	3	3	2

We have a strong record of academic progress at Key Stage 5 and this years results were in keeping with historic performance

## A level Alps by subject

Performance at subject level continues to be strong with no real areas for concern. Alps scores in 2020 are broadly in line with historic results particularly taking into account the sensitivity of the Alps scale when analysing very small cohorts.

## AS Performance

### Context

The school made the strategic decision to continue to enter students for AS examinations in the vast majority of subjects. Most students do 4 subjects at AS before reducing at the end of Year 12 to 3 A level subjects. There is the odd subject where entering for AS exam is detrimental, for example in DT an AS entry would mean students completing 2 projects rather than 1. In those subjects' students opt for a 2-year course at the start of Y12.

	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>A*-B (%)</b>	38 %	40%	46%
<b>A*-E (%)</b>	91%	92%	95%

AS attainment is broadly in line with previous years.

## AS Alps

<b>Theme:</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
% Red Teaching Grade	4	3	2
% Blue Teaching Grade	5	2	1
Provider Quality Indicator grade	5	4	2
T Score - Single Year Grade	4	3	2

Alps scores in 2020 are slightly higher historic results but this will mirror the national picture.

## AS Alps by subject

Performance at subject level continues to be strong with no real areas for concern. Alps scores in 2020 are broadly in line with historic results particularly taking into account the sensitivity of the Alps scale when analysing very small cohorts.