

Examinations and destinations report 2017

Headlines

- Exceptional overall achievement demonstrated by Progress 8 score of +0.79, amongst the very best in the country
- 93% achieve a standard pass in GCSE English, 93% a standard pass in GCSE mathematics
- 86% of students achieved 5 or more ‘standard’ GCSE passes at grade C/4 or above including both English and mathematics.
- 64% of students achieved the new ‘strong pass’ threshold achieving grade 5 and above in both English and mathematics. 82% achieved a strong pass in English and 70% in mathematics
- 24% of students achieved the English Baccalaureate. If students who secured 2 science GCSEs at C or above but were entered for only 2 separate sciences are included this figure rises to 49%
- 33% of the GCSE cohort achieved 5 or more A*-A grades and 63% achieved 5 or more A*-B grades. Almost every subject achieved above 80% A* - C at GCSE – with 17 subjects over 85%, notably mathematics, religious studies, English Literature, English Language, physics, biology, geography, drama, and art
- The school’s Attainment 8 score is 57.13 points, which means students achieved an average of B grades in their subjects
- A level results were very strong for the school, with our highest ever proportion of the cohort achieving top grades with A*-B, 58% A*-C at 85%, and 99%A*-E.

Year 11 - Key Stage 4

2017 saw attainment at GCSE rise in our challenging curriculum

Indicator	2017	2016	2015
5A*-C including English and maths	86%	78%	72%
5A*-G	99%	99%	99%
English A*-C (9-4)	93%	84%	81%
Maths A*-C (9-4)	93%	87%	85%
Both English and Maths A*-C (9-4)	88%	79%	76%
Attainment 8	57.13*	56.60	56.03
2A*-C in science subjects	78%	70%	57%
1A*-C in Modern Foreign Language	54%	49%	58%
English Baccalaureate	24% †	43%	42%
English Baccalaureate Entries	35%		

* Points values in 2017 changed with the introduction of reformed GCSEs

† 99% of students were entered for at least 2 science GCSEs and many who secured 2 pass grades in both are excluded from the EBacc measure because of discounting rules regarding separate science GCSEs. If these students are included the proportion securing EBacc at grade 4+ would rise to 49%, and at grade 5+ to 43%

Year 11 - Key Stage 4 Progress

The unvalidated Progress 8 score for the school identified on the DfE School and College Performance tables checking site is very strongly positive. We are particularly pleased to see that the progress of disadvantage students is indicated as even stronger at +0.97

	2017	2016	2015
Progress 8	0.79	0.51	0.63

Sixth Form

In a context where more than half of the entries made were in the more challenging reformed linear A level courses, results were strong at each of the main thresholds, with 58% achieving A*-B and 84% achieving A*-C at A level and 99% A*-E. 80% of students achieved at least 3 A levels at A*-E, in a context where the remaining 20 % (23 students) were all highly successful in completing a two A level equivalent Cambridge Technical Diploma, almost all at the Distinction* level; of these 18 combined this with passing at least one A level . The average points score per entry increased this year to 35.6 points per entry – half way between a B and C grade on average. Average grades by qualification type are shown below

Qualification Type	Average Grade	Value-added score
A level	C+	+0.36
Applied General	Distinction*	+0.39
Tech	Distinction*	

English and maths progress measure

Average progress made in English +0.86

Average progress made in maths +1.20

Grade distribution - AS Grades

This year saw a further change in the pattern of entry in the school for AS examinations taken at the end of year 12 with now just 7 subjects with entries. This makes comparisons with past performance unreliable. Nonetheless outcomes were strongly positive in the subjects where modular A levels were still taken. The table below shows the improvement which has taken place this year with the proportion A to B increasing from 43% to 54% and A* to C increasing to 73%. In the subjects concerned these represent a clear continuation of the trend of improvement since 2014, in particular markedly improved outcomes in Extended Projects.

	2017	2016		2015	2014
%A-B	54	43		40	30
%A-C	73	68		60	54
%A-E	99	92		91	85

Grade distribution – A level Grades

The table shows that the improvement in A level results as been well sustained in the context of the change to linear A levels with 52% of entries being to the new reformed qualifications.

	2017	2016	2015	2014
%A*-B	58	57	45	47
%A*-C	83	85	75	75
%A*-E	99	100	99	98

Strong levels of attainment can be seen right across the range of A level subjects which we offer at Bennett

Subject	%A*-C	%A*-E	National %A*-C	National %A*-E	Difference A*-C	Difference A*-E
Art and Design Photography GCE / A	100	100	82	99	18	1
Art and Design Textiles GCE / A	71	100	82	99	-11	1
Biology GCE / A	73	100	71	97	2	3
Chemistry GCE / A	67	93	76	97	-9	-4
Computing	33	100	61	95	-28	5
D&T Product Design GCE / A	100	100	68	98	32	3
Drama GCE / A	100	100	79	100	21	1
English Language GCE / A	85	100	74	99	11	1
English Literature GCE / A	86	100	81	99	6	1
Fine Art GCE / A	100	100	82	99	18	1
French GCE / A	50	100	85	99	-35	1
Geography GCE / A	94	100	82	99	12	1
German GCE / A	100	100	87	100	13	1
History GCE / A	81	96	83	99	-2	-3
Home Economics: Food GCE / A	100	100	72	97	28	3
Latin GCE / A	100	100	86	99	14	1
Logic/Philosophy GCE / A	100	100	74	97	26	3
Mathematics Further GCE / A	100	100	88	98	12	2
Mathematics GCE / A	89	100	80	97	8	3
Media Film and TV Studies GCE / A	87	100	81	99	6	1
Music GCE / A	100	100	73	99	27	2
Physics GCE / A	86	100	70	96	16	4
Psychology GCE / A	87	100	74	97	13	3
Religious Studies GCE / A	94	100	81	98	13	2
Spanish GCE / A	100	100	86	99	14	1
Sport/PE Studies GCE / A	78	100	65	97	12	3

Sixth Form Progress

The strong A level outcomes at Bennett in 2017 are clearly the result of students making very strong progress across their A level subjects. Although the national data for progress are not yet available our own indicator suggest an even stronger value-added score for A level courses than in 2016 at +0.36, which represents very strong progress from GCSE starting points and should keep the school in the top 5% of schools nationally for this indicator.

Again students studying our two level 3 Cambridge Technical diploma courses made exceptional progress. Students studying the Sports Technical diploma achieved on average double Distinction* and 47.08 points. Students studying the creative media diploma which is a Tech level qualification where the school's average result was again double Distinction* achieving 48.64 points, over 19 points higher than the national average. Because the national methodology for calculating value-added for these qualifications is changing it is not yet possible to state a value-added score but we are confident that progress here remains very strong indeed.

Destinations

Secondary

These data, published in January 2017, are for pupils who completed secondary (year 11, or key stage 4) in 2014, which are the most recent data available.

	Bennett	England schools
Total number of pupils included	229	558995
Pupils staying in education for at least 2 terms	99%	94%
Apprenticeships	2%	6%
Pupils staying in employment for at least two terms	3%	3%
Pupils staying in education for at least two terms	96%	91%
Further education college or other FE provider	24%	38%
School Sixth Form	70%	39%
Other education destinations	2%	2%
Pupils not staying in education or employment for at least two terms	1%	5%
Destination unknown	0%	1%

Sixth Form

Students finishing 16 to 18 study who either stayed in education or went into employment from October to March the following year. The data published in January 2017 is for students who finished 16 to 18 study in 2014, which are the most recent data currently available.

Number of students 153

Pupils staying in education or employment for at least 2 terms	
Bennett	91%
England state funded schools	88%

For further information about the school's performance in comparison to other schools please refer to the national performance tables: <https://www.compare-school-performance.service.gov.uk/school/136603> noting that the data here at present refers to student outcomes in 2016.