

Springwell Alternative Academy Spalding 2023/2024

Year 11 Outcomes

	Springwell Alternative Academy Spalding (2019/20) Cohort: 10	Springwell Alternative Academy Spalding (2020/21) Cohort: 16	Springwell Alternative Academy Spalding (2021/22) Cohort: 9	Springwell Alternative Academy Spalding (2022/23) Cohort: 11	Springwell Alternative Academy Spalding (2023/24) Cohort: 15
% of pupils achieving at least 1 qual	80%	88%	88.9%	91%	93%
% of pupils achieving at least 1 GCSE	45%	81%	55.5%	82%	73%
% of pupils achieving 5 or more quals	45%	69%	66.7%	91%	67%
% of pupils achieving 5 or more quals with English & Maths entry level or above	40%	69%	66.7%	91%	67%
% of pupils achieving GCSE English	40%	81%	55.5%	72.7%	73%
% of pupils achieving English any qual pass		88%	89%	91%	87%
% of pupils achieving GCSE Maths	40%	81%	55.5%	63.6%	67%
% of pupils achieving Maths any qual pass		81%	89%	91%	87%
% of pupils achieving a Science qual	30%	81%	44.4%	91%	67%

Number of qualifications	0	1	2	3	4	5	6	7	8	9	10	11
Number of pupils	1	2	1	1		2	1	5	1			1

Spalding: Pathway Assessment Group

Pathway 1 – Minimum of 2 qualifications that support post 16 progression

Pathway 2 – English & Maths (level 1 or 2) and some additional qualification that support post 16 progression

Pathway 3 – 5 + accredited qualifications including English and Maths

Pathway	% that achieved the pathway expected outcome measure	% with a positive post 16 destination (as of Aug 2024)
1	67%	100%
2	83%	100%
3		

Context: A complex cohort consisting of a high number of pathway 1 pupils (9 out of 15), this therefore meaning that there was extensive use of the Targeted Intervention offer with a number of pupils accessing their education through a PEAP. At the start of the 23/24 academic year, a pathway 1 class was opened to give further targeted support to pupils, 4 of the year 11 cohort accessed this class within the academic year. Within the cohort, there was 1 persistent non-attender and despite efforts to engage through Targeted Intervention, no qualifications were achieved. Due to the complexities of the cohort and several requiring access arrangements for their GCSE's, 8 dedicated exam spaces were required for the 15 pupils sitting GCSE's in the 23/24 academic year.

Highlights: 67% of the cohort, including 4 pathway 1 pupils achieved 5 or more qualifications. 93% of pupils achieved at least 1 qualification which was an improvement on the previous academic year. The introduction of the pathway 1 classroom had a positive impact for the Y11 pupils accessing it, with personalised timetables and interventions being utilised. Several learners within Y11 joined the school in Spring Term and were still able to achieve 5 or more qualifications and secure a positive post 16 place. 1 pupil was able to achieve 11 qualifications despite joining the school in December 23.

Next steps for 2024-2025:

- **Make greater use of incremental Functional Skills qualifications throughout the academic year.**
- **Establish a greater focus on year 10 pupils working towards unitised qualification credits to support pupils to attain certificate level qualifications in year 11.**
- **Ensure that GCSE mock examinations are completed for all of the Y11 cohort.**
- **Continue to develop the teaching of mathematics through the maths mastery programme.**
- **Use of the Assistant Principal Teaching and Learning to support teaching in greater depth within GCSE topics.**