

# Student Outcomes – Summer 2023



## Summary of Key Information

Maplewell Hall School is a maintained special school in Leicestershire for boys and girls aged 11 -19. The school provide a curriculum that caters for the needs of pupils with a wide range of abilities: cognition and learning, communication and interaction, sensory and/or physical needs and social, emotional, and mental health.

All students have an Education and Health Care Plan and are admitted at any point in their school career. The number of students with SEMH and other complex needs has increased over the years, altering the school's profile. The curriculum is adapted every year to meet the needs of learners.

The teaching staff have access to ongoing in-house and external professional training to further develop quality first teaching practice.

This report sets out how MHS analysed its performance during the 2022/23 school year, using key indicators to judge school performance and learner attainment and progression. In addition, this report measures 28 MHS students' performance against similar pupils who nationally performed in the subjects using Fischer Family Trust (FFT) benchmarks.

There are 39 young people in this data set. - This consisted of **61.5% males and 38.5% females**.

## KS4 Qualifications Offered

<b>GCSE or Equivalent</b> <b>(Counts towards national performance tables)</b>	<b>Vocational Alternatives</b> <b>(Does NOT Count towards national performance tables)</b>
Cambridge National in IMedia Cambridge Nationals in Sport Studies GCSE English Literature GCSE English Language Level 1/2 Award in Hospitality & Catering GCSE Mathematics GCSE Single Biology GCSE Trilogy Science	AQA Entry Level Step up to English (Silver/Gold) AQA Entry Level Mathematics AQA Entry Level Single/Double Award Science City & Guilds Level 1 Award/Certificate in Land Based Studies BTEC Level 1 Award/Certificate in Performing Arts BTEC Level 1/2 Award in Home Cooking BTEC Level 1 Award/Certificate in Engineering BTEC Level 1 Award/Certificate in Health & Social Care WJEC Entry Level Pathways Science WJEC Entry Level Pathways Independent Living WJEC Entry Level Pathways Personal Progression WJEC Entry Level Pathways Preparing for Work
<b>Other Extras</b>	
Duke of Edinburgh Bronze and Silver Award	

Each year, the qualifications we offer At MHS differ depending on the cohort's needs at the time.

We have begun expanding the range of non-core subjects we offer and various levels for all abilities.

## End of Key Stage 4 Outcomes

### GCSE Grades Achieved 2019-2023

In both 2020 and 2021, public exams were cancelled, and grades were awarded using different systems, known as Centre Assessment Grades (CAGs) and Teacher Assessed Grades (TAGs).

The grades awarded using CAGs and TAGs were higher, on average than those awarded in more typical years.

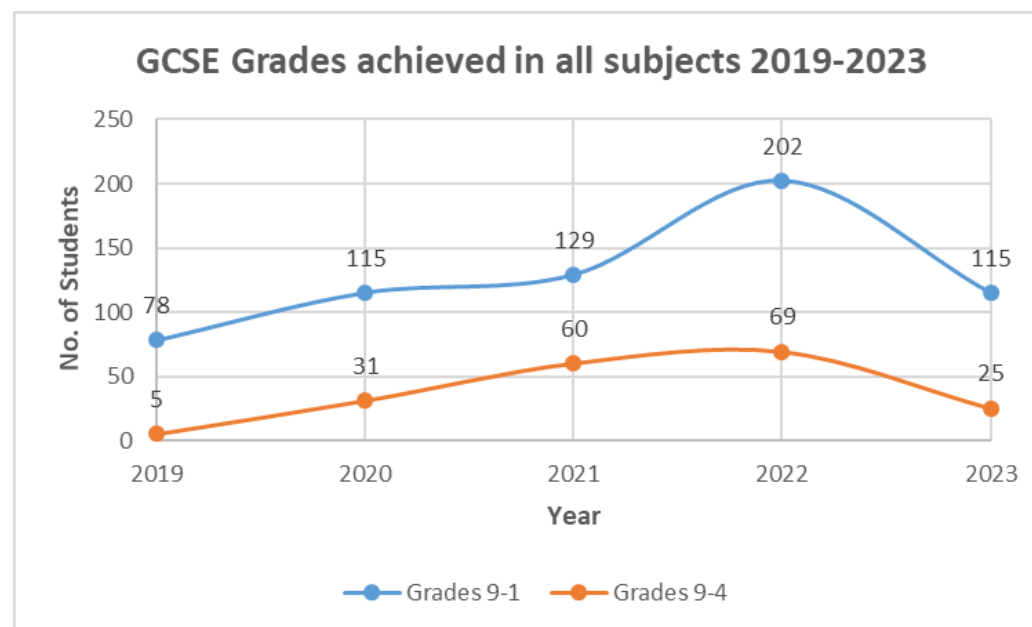
For this reason, it is more realistic for us to analyse our data against that of 2019 (pre-pandemic), where grades are based on sat qualifications/examinations and which have not been adapted or reduced in order to support students' gaps in learning.

Ofqual raised grade boundaries this year compared to the last two years to bring results back in line with pre-pandemic grades. Government figures showed that nationally, as expected, grades this year were much closer to 2019 levels than last year. However, nationally, they actually remained slightly above those in 2019.

This is also demonstrated in Maplewell's figures across all GCSE subjects achieved from 2019 to 2023.

The peak in 2022 is due to a much larger cohort consisting of double the number of MAP students sitting exams and the adaptation of the exam boards towards, e.g. supporting materials/reduced content.

Based on Maplewell's expansion year after year and offering more variety in qualifications, we would not expect our figures to go back down to those of 2019.



## KS4 Trends in Grades & Entries 2019 & 2023

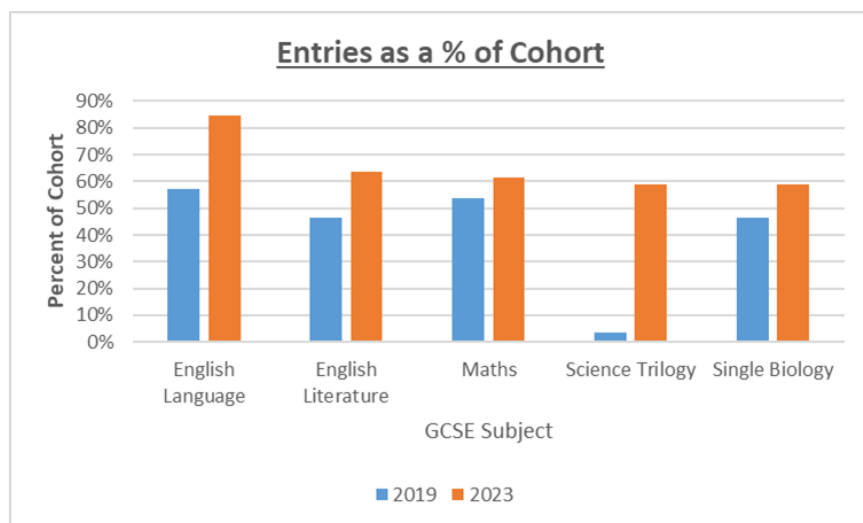
No. of students at the end of KS4	2019	2023
	28	39
Students attaining at least 1 GCSE Qualifications (Eng/Maths/Sci/Hospitality/Imedia/Sport)	25 89%	33 85%
No. of GCSE Entries (Eng/Maths/Sci/Hospitality/Imedia/Sport)	71	239
No. of GCSE's achieved (Eng/Maths/Sci/Hospitality/Imedia/Sport)	71	226
No. of entry levels achieved	3	78
No. of entries for vocational/L1/L2/GCSE alternatives achieved	108	26
Students Attaining 9 - 1 in English & Maths	13 46%	24 62%

A significant change implemented within core subjects over the last few years is that students who have achieved an Entry Level 3 qualification will then be taught the GCSE content in Year 11 with the intention of sitting the exams in the summer.

English will teach the English Language curriculum, and Science will teach the Single Biology curriculum to students who can achieve a GCSE.

# The 'BIG 3' (GCSE English, Maths & Science) Entry Comparison 2019 & 2023

## Summary



## GCSE English Language & Literature

	2019	2023
<b>English Language GCSE Entries</b>	<b>16</b>	<b>33</b>
Entry as % of cohort	57%	85%
Entered achieving A*-G (9-1)	16	32
	100%	97%
Entered achieving A*-C (9-4)	1	4
	6%	12%
<b>Literature GCSE Entries</b>	<b>13</b>	<b>21</b>
Entry as % of cohort	46%	64%
Entered achieving A*-G (9-1)	13	21
	100%	100%
Entered achieving A*-C (9-4)	1	6
	15%	29%

## GCSE Science Trilogy & Single Science

	2019	2023
<b>Science Trilogy GCSE Entries</b>	<b>1</b>	<b>16</b>
Entry as % of cohort	4%	59%
Entered achieving A*-C (9-1)	1	16
	100%	100%
Entered achieving A*-C (9-4)	1	8
	100%	50%
<b>Single Biology GCSE Entries</b>	<b>13</b>	<b>7</b>
Entry as % of cohort	46%	59%
Entered achieving A*-C (9-1)	13	7
	100%	100%
Entered achieving A*-C (9-4)	0	0
	0%	0%

## GCSE Maths

	2019	2023
<b>Maths GCSE Entries</b>	<b>15</b>	<b>24</b>
Entry as % of cohort	54%	62%
Entered achieving A*-G (9-1)	15	24
	100%	100%
Entered achieving A*-C (9-4)	2	6
	13%	25%

Across the three core subjects, there was a steady increase in the number of entries. - This is contributed by an intake of larger cohorts each year, introducing a knowledge-led curriculum and teachers having a higher aspiration.

English had at least one entry for each student; sometimes more when being entered for Entry Level and GCSE.

Entries for boys were consistently higher in core subjects due to the difference in the percentage of boys compared to girls in the current Year 11 cohort.

Entries for Maths were usually lower than for English Language, as the students on the Step to Independence pathway did not get entered for a GCSE; instead, they secured an Entry Level Certificate 1 to 3.

The number of students being entered for the Science Trilogy GCSE (worth two GCSEs) has risen substantially in the last few years.

Most of the students entered the Single Biology GCSE to focus on one area and gain a GCSE. - This is in addition to completing an Entry Level Certificate in Science as well.

Across both GCSE qualifications, all students entered have gained a Science GCSE grade.



## English Demographic Comparison on Entries GCSE/Entry Level

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP	Non MAP
No. of Entries	69	15	24	7	32	22	17	9	24
Students that were entered into GCSE English Language	33	14	19	5	28	19	14	9	24
	48%	93%	79%	71%	88%	86%	82%	100%	100%
Entered achieving A*-G (9-1)	33	14	18	5	27	18	14	9	23
	100%	100%	95%	100%	96%	95%	100%	100%	96%
Entered achieving A*-C (9-4)	4	3	1	1	3	4	0	2	2
	12%	21%	5%	20%	11%	21%	0%	22%	8%
Students that were entered into GCSE English Literature	21	9	12	5	16	13	8	7	14
	30%	60%	50%	71%	50%	59%	47%	78%	58%
Entered achieving A*-G (9-1)	21	9	12	5	16	13	8	7	14
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Entered achieving A*-C (9-4)	6	4	2	1	5	5	1	3	3
	29%	44%	17%	20%	31%	38%	13%	43%	21%
Students that were entered into Entry Level English	16	4	12	2	14	7	9	0	15
	23%	27%	50%	29%	44%	32%	53%	0%	63%
Entered achieving a Pass	16	4	11	2	13	6	9	0	15
	100%	100%	92%	100%	93%	86%	100%	0%	100%

Out of the 33 entries for English Language, only one student received an ungraded. - This student had already completed an Entry Level 3 in English but began working towards a GCSE in his final year and had an attempt at sitting the exams.

Over the last two years, we have identified that Maplewell students tend to achieve higher grades in English Literature compared to the English Language.

10% of students who did not achieve a grade 9-4 in English Language managed to achieve a grade 9-4 in English Literature, resulting in them not needing to continue studying English in their further education.

MAP students outperformed slightly ( 4%) the Non-MAP students in English Language. It is worth highlighting that MAP students only made up one-quarter of the year 11 cohort to make this a fair comparison. No MAP students were entered for Entry Level English; therefore, no figures were displayed.

English Literature was the only English qualification with a 100% pass rate of Grades 9-1 across all demographics.

Girls outperformed boys in all areas of English.

PPG students outperformed Non-PPG students across all English qualifications, except for English Literature (9-4), where Non-PPG slightly outdid PPG.

## Maths Demographics Comparison on Entries GCSE/Entry Level

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP	Non MAP
No. of Entries	47	15	24	7	32	22	17	9	30
Students that were entered into GCSE Maths	24	11	13	5	19	15	9	9	15
	62%	73%	54%	71%	59%	68%	53%	100%	50%
GCSE Entered achieving A*-G (9-1)	21	11	13	5	19	15	9	9	15
	88%	100%	100%	100%	100%	100%	100%	100%	100%
GCSE Entered achieving A*-C (9-4)	6	4	2	1	5	6	0	4	2
	25%	36%	15%	20%	26%	40%	0%	44%	13%
Students that were entered into Entry Level Maths	23	8	15	6	17	12	11	1	22
	59%	53%	63%	86%	53%	55%	65%	11%	73%
Entry Level Entered achieving Pass	23	8	15	6	17	12	11	1	22
	100%	100%	100%	100%	100%	100%	100%	100%	100%

For GCSE Maths 9-1 and Entry Level qualifications, all demographics achieved a 100% pass rate.

We wouldn't usually expect to see any MAP students being entered for an Entry Level qualification. However, this year, due to the higher level of anxiety, one student struggled to sit the exam; as a backup, the teacher decided for him to complete an Entry Level 3 Certificate first.

44% of MAP students (which contributes majorly to the 40% mentioned above) achieved a Grade 9-4.

With only 38.5% of the cohort, girls surpassed boys by achieving Grades 9-4. - This follows the national data trend where research has long shown that girls tend to outperform boys in exams at school by achieving higher average scores than boys.

PPG students outperformed Non-PG students across all Maths qualifications, except for GCSE Maths (9-4), where Non-PPG outdid one PPG student. - This is likely due to thorough curriculum planning, with adaptive teaching places across the school. In addition to this, the core subjects offer extensive intervention that takes place across all key stages.

All students achieved Entry levels 1 to 3 in maths.

## Science Demographics Comparison on Entries

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP	Non MAP
No. of Entries	48	15	24	7	32	22	17	9	30
Students that were entered into GCSE Science Trilogy	16	6	10	2	14	12	4	8	8
	41%	40%	42%	29%	44%	55%	24%	89%	27%
Entered achieving A*-G (9-1)	0	6	10	2	14	12	4	8	8
	0%	100%	100%	100%	100%	100%	100%	100%	100%
Entered achieving A*-C (9-4)	8	3	5	1	7	8	0	5	3
	21%	50%	50%	50%	50%	67%	0%	63%	38%
Students that were entered into GCSE Single Biology	7	4	3	2	5	3	4	0	7
	18%	27%	13%	29%	16%	14%	24%	0%	23%
Entered achieving A*-G (9-1)	7	4	3	2	5	3	4	0	7
	100%	100%	100%	100%	100%	100%	100%	0%	100%
Entered achieving A*-C (9-4)	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%
Students that were entered into Science Pathways	5	1	4	2	3	2	3	0	5
	13%	7%	17%	29%	9%	9%	18%	0%	17%
Entered achieving Pass	5	1	4	2	3	2	3	0	5
	13%	100%	100%	100%	100%	100%	100%	0%	100%
Students that were entered into Entry Level Science	20	8	12	4	16	9	11	1	19
	51%	53%	50%	57%	50%	41%	65%	11%	63%
Entered achieving Pass	20	8	12	4	16	9	11	1	19
	51%	100%	100%	100%	100%	100%	100%	100%	100%

As with Maths, Science entered a MAP student for an Entry Level qualification due to concerns over anxiety of sitting GCSE exams. - This was so the students would still leave Year 11 with a Science qualification.

Single Biology had 100% of students achieving a Grade 9-1. However, none achieved a Grade 9-4. These students would have previously taken either an Entry Level or BTEC.

The pass rate for all Entry Level qualifications was 100% across all demographics.

Grades 9-1 in Trilogy and Single Biology GCSE qualifications were also 100% pass.

Grades 9-4 were not achieved by any students entered for GCSE Single Biology.

8 ASD students across both MAP and non-MAP achieved Grades 9-4 in GCSE Science Trilogy. The split between gender and PPG was the same.

Three students sat the GCSE Trilogy higher paper and achieved the below grades, which accounted for two GCSEs and were the highest grades across all subjects.

The pass rate for all Science qualifications across all levels was exactly the same for both PPG and Non-PPG.



## Non-Core Subjects GCSE/BTEC/Cambridge Nationals

### Summary

Subject	Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP
Engineering	No. of Entries	5	0	5	0	5	5	0	3
	Passes	5	0	5	0	5	5	0	3
		100%	0%	100%	0%	100%	100%	0%	100%
Home Cooking	No. of Entries	12	4	8	4	8	5	7	1
	Passes	12	4	8	4	8	5	7	1
		100%	100%	100%	100%	100%	100%	100%	100%
Hospitality & Catering	No. of Entries	7	3	4	2	5	3	4	2
	Passes	7	3	4	2	5	3	4	2
		100%	100%	100%	100%	100%	100%	100%	100%
Health & Social Care	No. of Entries	7	5	2	1	6	3	4	0
	Passes	7	5	2	1	6	3	4	0
		100%	100%	100%	100%	100%	100%	100%	0%
ICT	No. of Entries	11	1	10	1	10	7	4	3
	Passes	10	1	9	1	9	7	3	3
		91%	100%	90%	100%	90%	100%	75%	100%
Independent Living	No. of Entries	15	3	12	6	9	6	9	0
	Passes	15	3	12	6	9	6	9	0
		100%	100%	100%	100%	100%	100%	100%	0%
Performing Arts	No. of Entries	2	2	0	0	22	1	1	0
	Passes	2	2	0	0	2	1	1	0
		100%	100%	0%	0%	9%	100%	100%	0%
Sport	No. of Entries	14	4	10	1	13	7	7	3
	Passes	6	3	3	1	5	4	2	3
		43%	75%	30%	100%	38%	57%	29%	100%

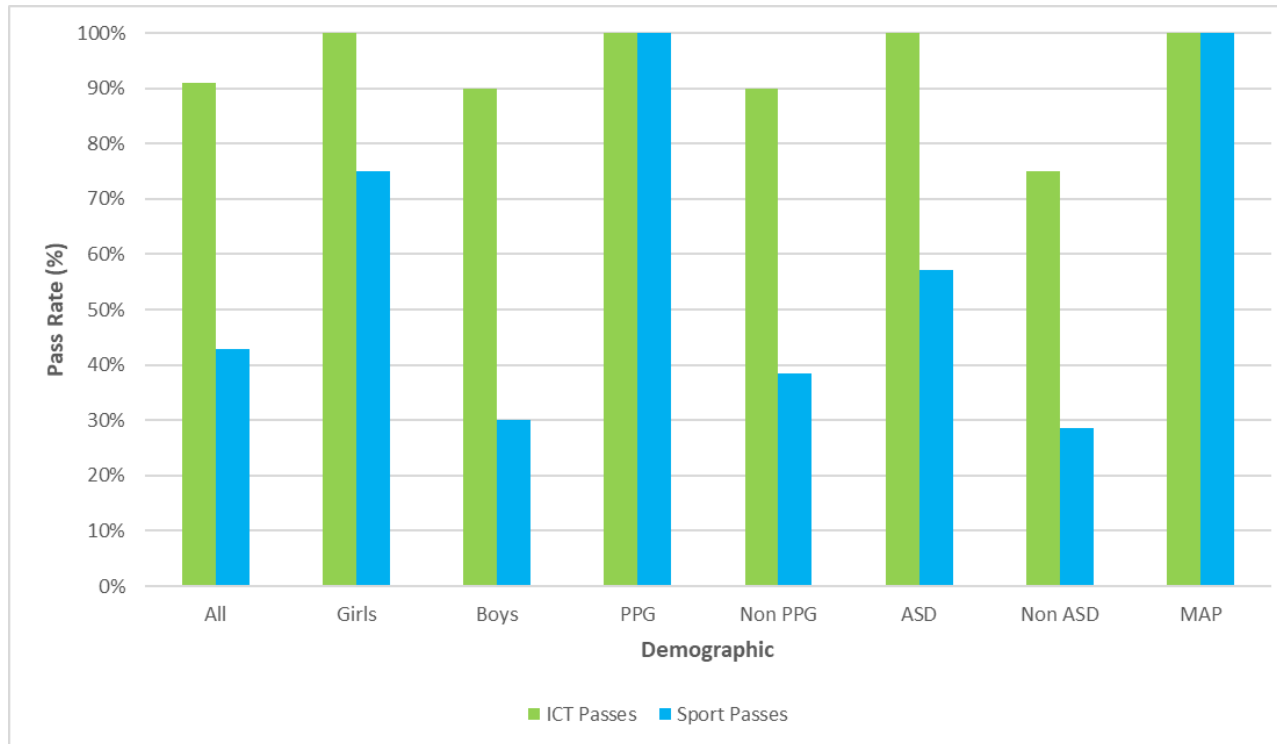
MAP and Main school students were given the same option groups, as previously trialled last year.

Any PPG students did not choose engineering and Performing Arts subjects, so there is no comparison for this demographic across option subjects.

The Independent Living option was offered to the students only in the Learning for Life group, as it is an entry-level qualification.

Animal Care results have not been included in these figures as we still await verification from the awarding body.

## Non-Core Subjects Demographics Comparison on Pass Rate (%)



All ( Engineering, Home Cooking, Hospitality, Health and Social Care, Performing Art) but two option subjects achieved a 100% pass rate. For this reason, these are the only two subjects included in the chart.

ICT resulted in one student not gaining the pass. A contributing factor to this was the student's attendance being below our expected threshold, and the student overall was entered for Entry Level in all core subjects due to lower reading age ( 5 years)

All BTEC qualifications received a 100% pass rate. These are the only qualifications not requiring a written exam; however, students' work is externally verified.

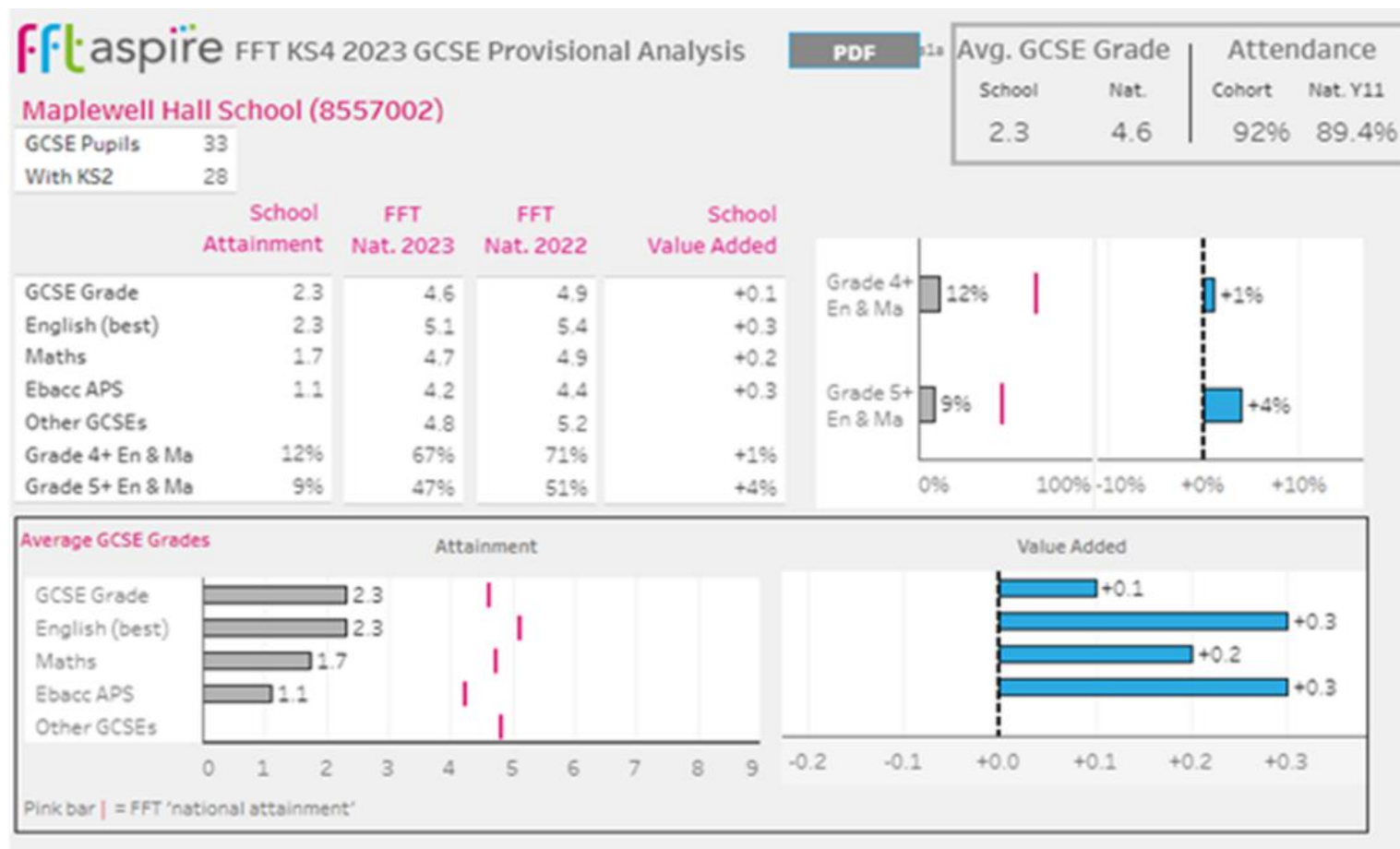
All PPG had a 100% pass rate in all subjects, compared to non-PPG students in Sport, Performing Arts and ICT.

100% of MAP students achieved a Pass or higher in ICT and Sport Studies.

The entire Learning for Life cohort in Year 11 achieved their Independent Living qualification, which consisted of various option units, etc. Myself in the Community, Animal Care.

# Fischer Family Trust (FFT) Aspire KS4 Analysis – National Attainment comparisons

## Overview



The school achieved a positive Value Added score across all three core subjects:

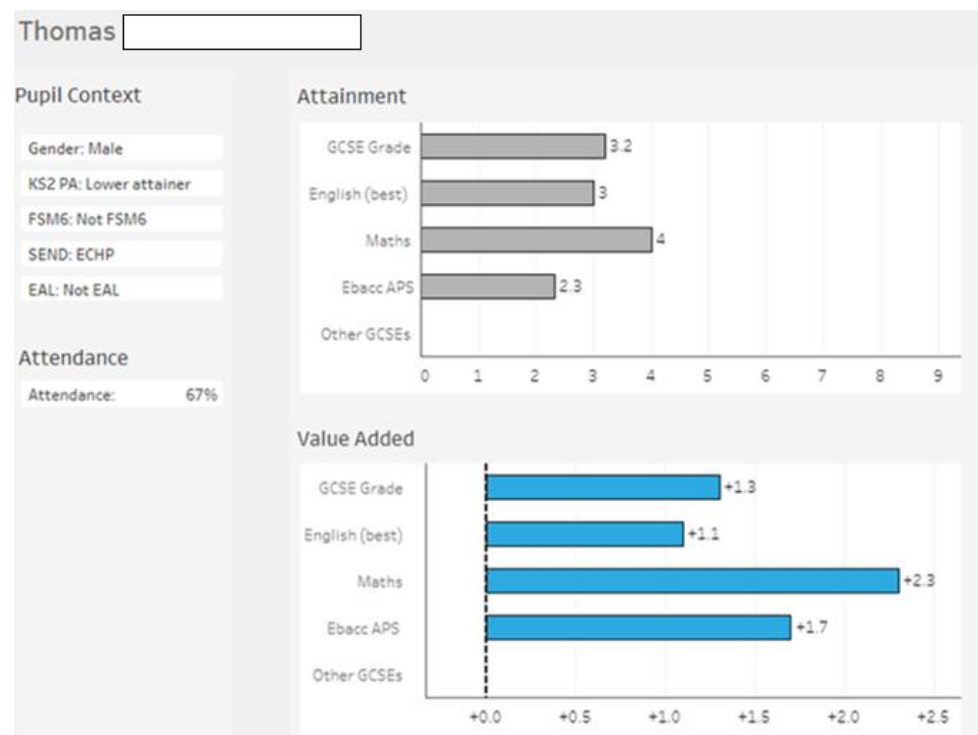
- English +2.3
- Maths +1.7
- Science +1.1

Only 5 of our Year 11 cohort did not have KS2 SATs results to measure progress from FFT benchmarks.

Maplewell's Average GCSE Grade was 2.3 compared to the National Average of 4.6 (FFT data).

FFT did not take into account any of the vocational qualifications Maplewell have taken this year, i.e. BTECs, Level 1/2 Certificates, Cambridge National, etc.

## Case Study



Thomas, one of our MAP students, started with us in April 2021 after difficulties at his previous school and poor attendance.

Due to him missing so much school, he was kept back a year to repeat Y10.

Whilst at Maplewell, Thomas was experiencing further mental and emotional distress, preventing him from attending school regularly, resulting in his attendance at 67%.

Whilst in KS4 at Maplewell, Thomas received core targeted academic intervention and pastoral support, which, as a result, enabled him to thrive. In Summer 2023, he was emotionally and academically ready to sit all his GCSE exams.

His value-added scores, across all GCSE subjects were greater than 1. Maths exceeded this significantly, with a Value-Added score of +2.3.

## Key Stage 5 Outcomes 2023

### Vocational Alternatives

BTEC Level 1 Certificate in Health & Social Care  
 City & Guilds Entry Level/Level 1 in Construction  
 City & Guilds Entry Level/Level 1 in Employability  
 City & Guilds Entry Level/Level 1 in Floristry  
 City & Guilds Level 1 in ICT  
 OCR Functional Skills level 1 ICT  
 NCFE Entry Level/Level 1 in Child Care

### Core Subjects

AQA Entry Level Step up to English (Bronze/Silver)  
 AQA Entry Level Mathematics  
 AQA Functional Skills Level 1/2 English  
 AQA Functional Skills Level 1/2 Maths  
 WJEC Maths – Numeracy Entry Level

### Other Extras

Duke of Edinburgh Bronze and Silver Award

## Core Subjects Entries

Maths		
Subject	Overall	All
<b>Overall</b>	No. of Entries	40
<b>Functional Skills Level 2</b>	No. of Entries	12
	Passes	6
		50%
<b>Functional Skills Level 1</b>	No. of Entries	14
	Passes	8
		57%
<b>Entry Level</b>	No. of Entries	15
	Passes	12
		80%

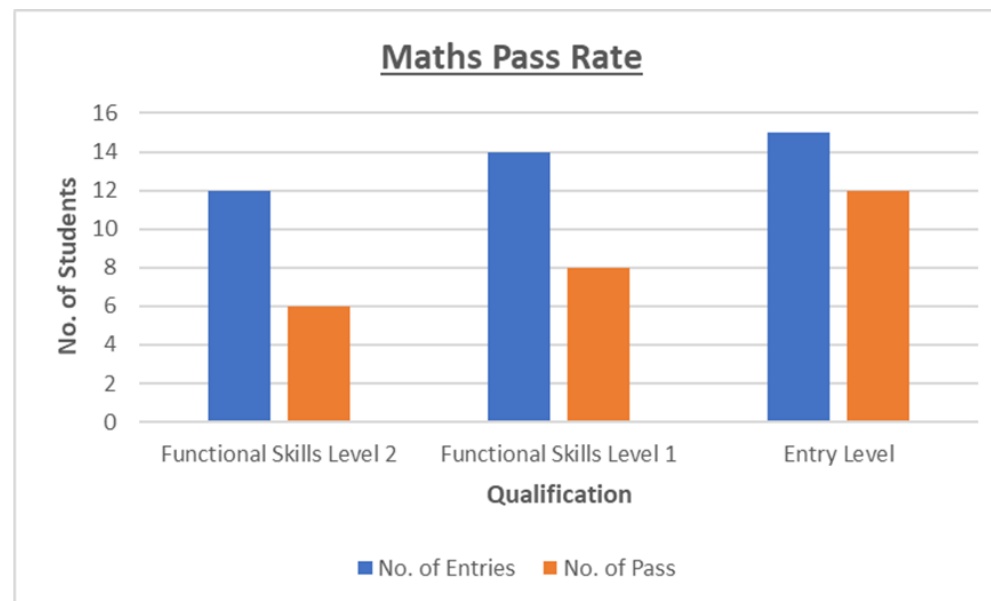
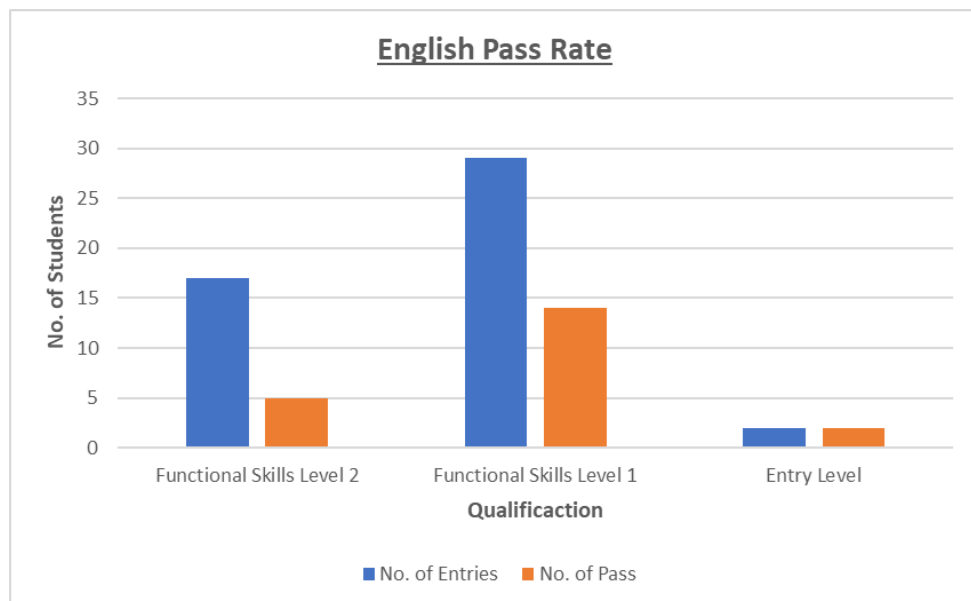
English		
Subject	Overall	All
<b>Overall</b>	No. of Entries	48
<b>Functional Skills Level 2</b>	No. of Entries	17
	Passes	5
		29%
<b>Functional Skills Level 1</b>	No. of Entries	29
	Passes	14
		48%
<b>Entry Level</b>	No. of Entries	2
	Passes	2
		100%

With Post 16 potentially being three years in duration, students access examinations and assessment opportunities in core subjects when the time is right for them.

At Post 16, Maths and English were offered at a Functional Skills L1/L2 or Entry Level to all students who had not already achieved a Grade 4 or above.

In the last few years, we did not offer GCSE re-sits for Maths and English; instead, we offer Functional Skills Level 1 & 2.

## Core Subjects Performance Comparison



It appears that English pushed students towards completing the Level 1 Functional Skills. - This was because they had previously achieved an Entry Level 3 in English; therefore, the next progressive step was Functional Skills.

Functional Skills English consists of 3 components (Reading, Speaking and writing), and students must pass all three to achieve the overall qualification. 83% of students who entered for English Writing passed the exam; however, only 44% of students who entered for English Reading achieved a pass. Regardless of the pass in the Writing component, students will still not gain their English Functional Skills qualification without passing the Reading and Speaking components.

Maths entered more students for the two Entry-level qualifications they offer through AQA and WJEC. The pass rate was 80%, as the WJEC course required the students to sit an external control exam. Some students did not pass the exam, resulting in them failing the overall qualification or achieving a lower Entry Level than expected, i.e. Entry 1 instead of Entry 2 or 3.

On average, 53% of students achieved either Functional Level 1 or 2 in maths; within that, 57% achieved grades equivalent to grade 4 GCSE.

More than 45% of our students who sat Functional Skills in Maths found Functional Skills (FS) exam papers difficult due to the papers having elements of problem-solving – which expected students to interpret questions to determine what maths is required. Most 'lower prior attainment' students find arithmetic questions more achievable than problem-solving questions.



## Employability Qualification Attained

Entry Level 2				Entry Level 3				Level 1			
Subject	No. of Entries	Passes	Pass Rate	Subject	No. of Entries	Passes	Pass Rate	Subject	No. of Entries	Passes	Pass Rate
Award	22	22	100%	Award	0	0	0%	Award	0	0	0%
Certificate	0	0	0%	Certificate	15	15	100%	Certificate	1	1	N/A

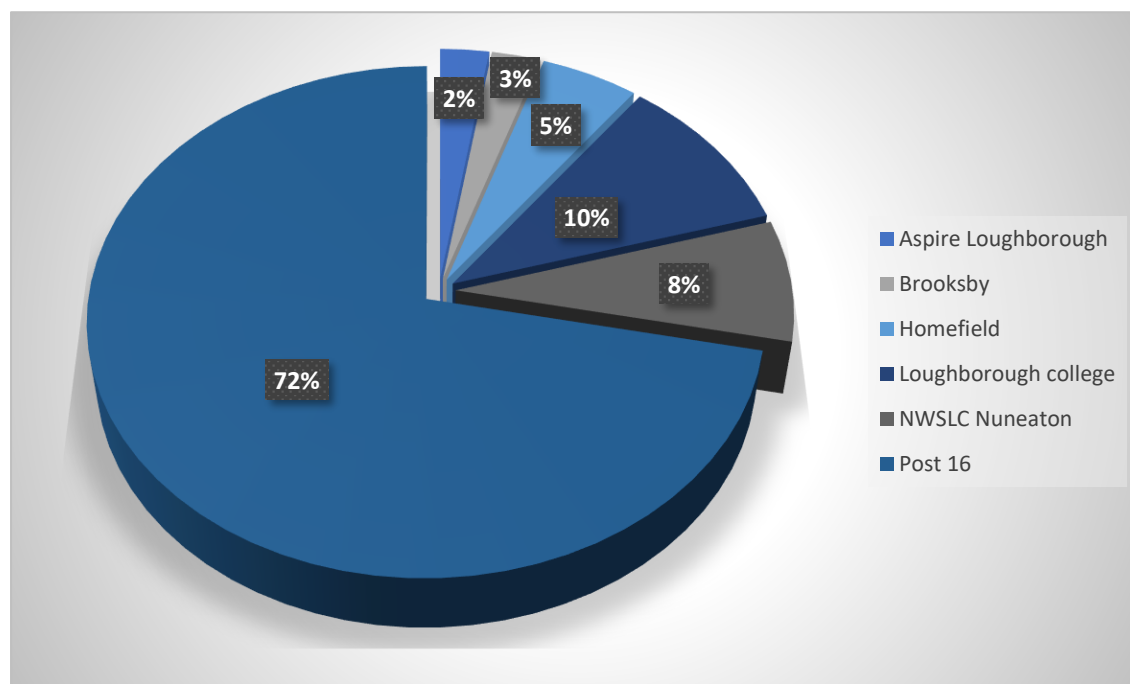
The above figures are only for the City & Guilds Employability qualification.

Some students achieved the Award, rather than the Certificate, due to the qualification finishing in Summer 2023 and following a different curriculum the following year.

For students who did not achieve enough credits to claim the overall qualification, the school claimed for the individual units they had completed, which are not included in the above figures.

Option subjects such as Floristry, Childcare and Construction have not been included in these figures as we are waiting for external verification from awarding bodies.

## Destination data Year 11



Destination	Number of students
Aspire Loughborough	1
Brooksby	1
Homefield	2
Loughborough college	4
NWSLC Nuneaton	3
Post 16	28

Of 39 students, 72% transferred from Maplewell to the Post 16 unit at Thorpe Hill in Loughborough, a slight increase of 3% from last year.

28% of the students leaving Maplewell have moved on to college courses or individual destinations.

It shows actual progress and achievement that our students can confidently leave Maplewell and progress at alternative provisions at the end of Key Stage 4.

3 Students attended Loughborough College.