## The Matthew Arnold School

Part of the Bourne Education Trust

The Matthew Arnold School is justifiably proud of its academic achievements this year. Despite starting the academic year in special measures, the school went on to achieve its best ever GCSE results in August 2016. The number of students achieving A*-C in English and mathematics rose from 44\% last year to $64 \%$ this year, an unprecedented increase. Of particular mention are English language, mathematics and history:

- The number of students gaining $A^{*}-C$ in English language rose to 81\%, more than $20 \%$ above the national average
- The number of students gaining $A^{*}$-C in mathematics rose to 70\% this year from $49 \%$ last year
- Half of the 80 students taking history gained an A or A* grade


## The GCSE headlines are as follows:

|  |  | A*-C English and maths $^{2}$ |  | Progress 8* |  | EBacc** |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Students | Cohort | Result \% | National \% | incl iGCSE <br> maths | excl iGCSE <br> maths | Result \% |
| All | 189 | 64 | 59 | +0.20 | +0.08 | 24 |
| Boys | 105 | 64 |  | +0.13 | +0.02 | 20 |
| Girls | 84 | 63 |  | +0.30 | +0.17 | 31 |
| PP | 39 | 36 |  | -0.10 | -0.31 | 8 |
| Non-PP | 150 | 71 |  | +0.28 | +0.19 | 29 |
| SEN | 48 | 29 |  | -0.17 | -0.40 | 2 |
| EAL | 28 | 61 |  | +0.84 | +0.82 | 25 |
| Non-EAL | 161 | 64 |  | +0.12 | -0.01 | 25 |
| Non-SEN | 141 | 75 |  | +0.34 | +0.26 | 33 |
| High ability | 41 | 100 |  | +0.20 | +0.20 | 66 |
| Middle ability | 106 | 64 |  | +0.20 | +0.09 | 17 |
| Low ability | 34 | 24 |  | +0.22 | -0.09 | 6 |

*The school took the decision to enter selected students for iGCSE mathematics to give them a better chance of success. While this qualification counts as a GCSE for the students, it does not count towards the P8 measure.
** $32 \%$ of the cohort were eligible for the EBacc, an achievement measure which includes English, mathematics, science, a humanities subject and a modern foreign language. In 2017 70\% of the cohort will be eligible, following a decision to make languages a core subject.

## Individual subject analysis

| Departments A*-C | Cohort | School's results \% | National average \% |
| :---: | :---: | :---: | :---: |
| Art | 39 | 59 | 76 |
| Biology | 28 | 100 | 91 |
| Business | 66 | 44 | 64 |
| Catering | 55 | 66 | 57 |
| Chemistry | 28 | 100 | 90 |
| Computing | 25 | 76 | 60 |
| Dance | 10 | 50 | 68 |
| Drama | 30 | 80 | 73 |
| ECDL | 88 | 100 |  |
| English language | 189 | 81 | 60 |
| English literature* | 189 | 62 | 75 |
| French | 40 | 93 | 70 |
| Geography | 79 | 60 | 66 |
| German | 34 | 79 | 73 |
| History | 80 | 90 | 66 |
| ICT | 59 | 46 | 69 |
| Mathematics | 189 | 70 | 61 |
| Media | 46 | 39 | 64 |
| Music | 14 | 43 | 75 |
| PE* | 162 | 44 | 68 |
| Physics | 28 | 100 | 91 |
| Portuguese | 1 | 100 | 89 |
| RE | 164 | 57 | 72 |
| Resistant materials | 37 | 43 | 53 |
| Science (core) | 157 | 57 | 53 |
| Science (double) | 143 | 58 | 60 |
| Textiles | 9 | 56 | 53 |
| Travel and tourism | 28 | 100 |  |

* In many schools, English literature and PE are option subjects. At The Matthew Arnold School these are core subjects taken by all students.


## Levels of progress

|  | Progress in English |  | Progress in mathematics |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 3+ levels \% | 4+ levels \% | 3+ levels \% | 4+ levels \% |
| All | 87 | 43 | 68 | 31 |
| Boys | 84 | 37 | 66 | 26 |
| Girls | 90 | 51 | 70 | 39 |
| PP | 76 | 34 | 50 | 11 |
| Non-PP | 90 | 46 | 73 | 36 |
| SEN | 75 | 26 | 40 | 9 |
| Non-SEN | 91 | 50 | 77 | 39 |
| EAL | 100 | 52 | 83 | 39 |
| Non-EAL | 85 | 42 | 66 | 30 |
| High ability | 90 | 63 | 85 | 66 |
| Middle ability | 87 | 35 | 69 | 24 |
| Low ability | 82 | 47 | 41 | 12 |

## Mary Gould and Philip Wragg

## Autumn 2016

