

The impact of our curriculum at St Mark's is first and foremost measured at a classroom level, by ensuring that there are high levels of engagement from ALL learners in each lesson. There are strong relationships between staff and students, and a restorative system of behaviour which supports positive learning in the classroom. The Quality of Education Team and Head of Departments regularly complete learning walks and drop-ins to ensure that engagement is high and is evident both in the oral contributions that students give in lesson and in the progress demonstrated in their books. These systems are complimented by our Powerful Coaching Model, allowing regular peer feedback on areas of practice in the classroom that need develop to further secure excellent progress.

As a result of our restorative approach to behaviour and the consistent CPD that supports staff, the rate of negative behaviour incidents continues to decline, with fewer than half the incidents in 2021/22 compared with 2018/19. Negative behaviour incidents involving SEND pupils declined by 70% in the same period.

BEHAVIOUR INCIDENTS RATE PER PUPIL

*Weighted to account for lockdown period

	2018/19	2019/20*	2020/21*	2021/22
All Pupils	11.2	8.1	4.4	5.0
SEND Pupils	22.3	9.0	5.4	6.7
SEND Support	20.2	12.8	6.2	6.5
EHCP	37.5	17.2	8.9	8.2

EXCLUSIONS

Furthermore, our supportive approach to working with students within the understanding of our context means that permanent exclusions are rarely used. The rate of fixed period exclusions is generally in line with the national average and often lower.

Source: Analyse School Performance

	2018/19		2019/20		2020/21		2021/22		2022/23 Sep - Feb	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Permanent exclusions	2	0.25%	0	0.00%	1	0.13%	1	0.12%	2	0.24%
Suspensions	81	10.15%	60	7.49%	34	4.4%	34	4.21%	18	2.18%

PROGRESS & ATTAINMENT

The positive learning environments that are fostered in each classroom ensure that students make exceptional progress through their 5 to 7-year journey at St Mark's.

Progress at Key Stage 4 is consistently above average in all performance measures. Pupil's come to St Mark's with very low prior attainment and high levels (top 20%) of FSM, SEND and EAL. Despite these extra challenges, by the end of KS4 our pupils achieve attainment in line with national averages for most measures.

Source: FFT Aspire / DfE Performance
Green = significantly above national
Red = significantly below national

	2017	2018	2019	2022	2017	2018	2019	2022
Attainment / Progress 8 (Overall)	4.3	4.2	4.4	4.7	+0.40	+0.46	+0.37	+0.59
Attainment / Progress 8 (English)	4.6	4.6	4.9	5.0	+0.50	+0.48	+0.58	+0.65
Attainment / Progress 8 (Maths)	4.1	3.7	4.0	4.3	+0.40	+0.18	+0.22	+0.34
Attainment / Progress 8 (Ebacc)	4.0	4.2	4.3	4.6	+0.49	+0.61	+0.34	+0.56
Attainment / Progress 8 (Open)	4.6	4.4	4.4	4.9	+0.25	+0.50	+0.35	+0.69
% English & Maths (Grade 5+)	33%	30%	36%	38%	+9%	+8%	+9%	+4%

At Key Stage 5, A-level pupils make progress broadly in line with national averages. Progress in Applied subjects is consistently well above the national average – These subjects account for between 30% and 40% of our level 3 entries each year.

Source: FFT Aspire / DfE Performance
Green = significantly above national
Red = significantly below national

	2017	2018	2019	2022	2017	2018	2019	2022*
A Level Attainment / Value Added	14.3 E+	27.3 C-	27.2 C-	37.1 B-	-0.42	+0.17	-0.12	+0.10*
Applied Attainment / Value Added	35.1 Dist	30.8 Dist-	30.8 Dist-	33.1 Dist-	+0.39	+0.72	+0.52	+0.45*

*2022 National progress data was not published. These scores were calculated using 2019 national outcomes.

DESTINATIONS

At St Mark's we are passionate that our curriculum prepares students not only to achieve excellent results but also meaningful pathways for their next steps in education and beyond. We offer comprehensive support for students in all stages of their educational journey. From Year 9 options to preparing for UCAS, students are given access to detailed impartial advice to help them make informed decisions about their future pathways.

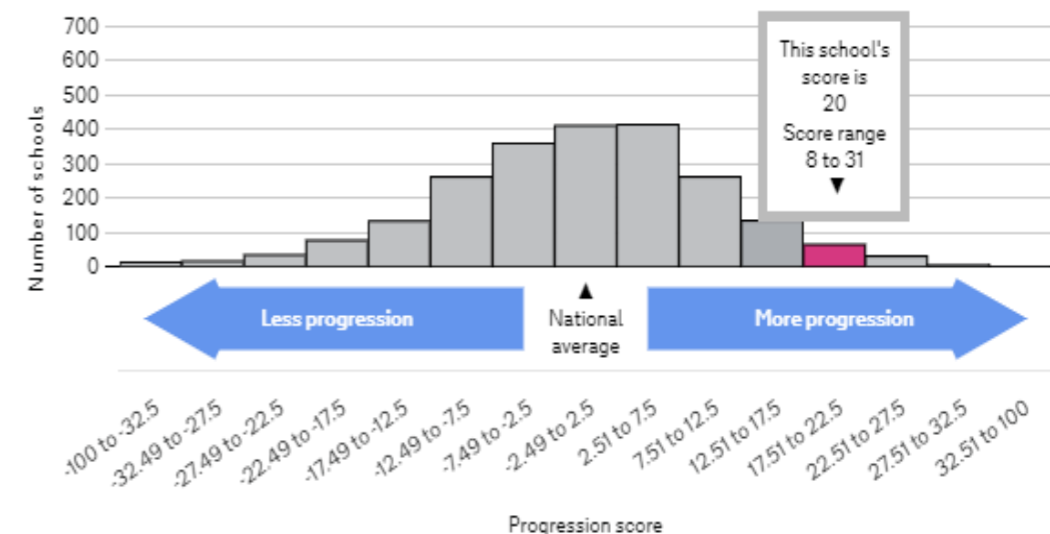
The percentage of leavers progressing to higher education or employment is above the national level, with a very high proportion of students progressing to higher education relative to their prior attainment.

Percentage of leavers in sustained education or employment

Source: DfE School Performance

	2016/17 Cohort	2017/18 Cohort	2018/19 Cohort	2019/20 Cohort
St Mark's Academy	84%	91%	98%	82%
Merton	87%	90%	89%	87%
National	88%	81%	81%	79%

Progression score
The proportion of students that go on to higher education, taking prior attainment into account.
Source: DfE School Performance



The whole school focus on attendance has supported students to intrinsically value education, and able to recognise the positive impact good attendance will have on their academic and character development, valuing the life opportunities available through education. Forensic analyses of our data allows for targeted support to ensure that the attendance of all of our key groups remain consistently above national average, including our students with SEN needs, FSM, PPG and LAC students. Our focus on early intervention has reduced our PA rates, nearing below national average. Leadership of attendance and safeguarding has allowed for a more holistic and multi-agency approach in supporting vulnerable families to access early help, with families on a CIN and CP plans making exceptional progress in raising their attendance. Expanding our therapeutic provision in response to emerging mental health needs in light of the pandemic and enabled student's access of psychological therapies promptly to minimise disengagement from education.

The impact of the Covid-19 pandemic has been a challenge for our students, many of whom come from significantly disadvantaged households. One of the key areas where this has had a noticeable impact is on their literacy skills, with the average reading age of each cohort being significantly behind their chronological reading age. To address this significant gap, we have timetabled reading lessons in KS3 for one period a week and the big read in KS4 and KS5 where we establish a love for reading and support students with accessing resources to use reading to improve their vocabulary and literacy skills. Pupils on the accelerated reader program are showing rapid progress. Over 3.5 months from late September 2021 to early January, KS3 pupil's reading ages improved by an average of 6 months, and targeted pupils in our paired/shared reading programme improved by an average of 8 months.

We have a bespoke enrichment programme that allows students to develop new skills, play competitive sport or learn a new language. We encourage students to develop skills beyond the curriculum to make them well rounded individuals who are able to compete against students from world class establishments in the future. This year we have implemented a new tracking system so that we are able to analyse regularly the attendance to enrichment is to ensure no group fails to access these transformational opportunities.