

Academic Results 2019

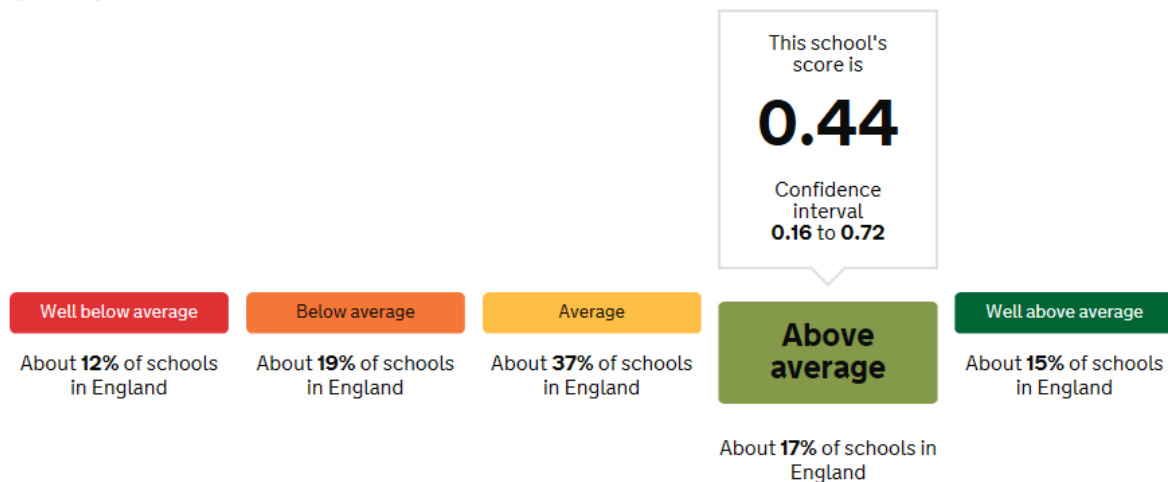
Thanks to the talent, hard work and dedication of our students and staff, once again Queen Elizabeth's is celebrating tremendous success. The outstanding headline figures below, along with those from previous years can be explored further at <https://www.compare-school-performance.service.gov.uk/school/136315/queen-elizabeth's-grammar-alford---a-selective-academy>

GCSE

Queen Elizabeth's pupils achieved the best Key Stage 4 Value-Added performance in the East Lindsey area.

Progress 8: A value-added measure based on the students' performance across 8 subjects including English and mathematics, 3 further subjects from the EBacc suite of qualifications (at least two sciences including computer science, geography, history and a modern foreign language) and 3 other approved subjects. It takes into account pupils' starting points (their Key Stage 2 results) and shows how much progress they made relative to pupils with a similar starting point nationally. It provides a level playing field when comparing schools with intakes of different abilities; a score of zero would indicate that the pupils made the same amount of progress as the national average.

Progress 8 score for Queen Elizabeth's Grammar Alford - A Selective Academy (2019)



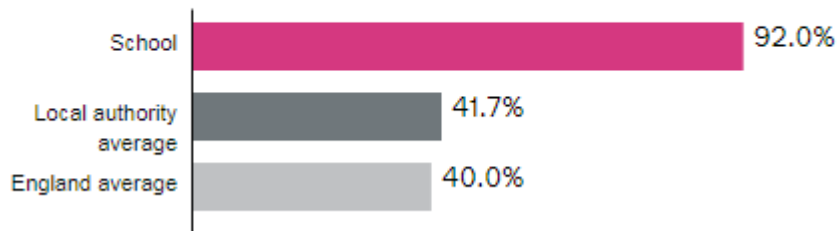
Attainment 8: based on the same suite of 8 qualifications as Progress 8, this measure shows the raw attainment of pupils; it does not take into account their prior attainment at Key Stage 2.

Attainment 8 score



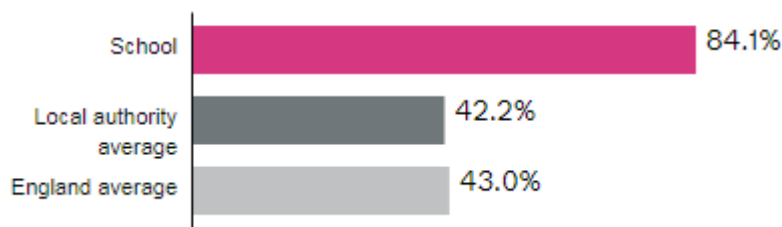
English Baccalaureate (EBacc) Entry: this shows the percentage of pupils entered for the full suite of EBacc subjects listed above. The government introduced this measure to encourage schools to enter pupils for a suite of academically rigorous, highly respected qualifications and to overcome the distortion of Performance Tables caused by centres entering pupils for large numbers of extremely accessible yet high-scoring qualifications.

Entering EBacc [?](#)



Reaching threshold grades in English and mathematics GCSEs: 95.5% of QEGS pupils achieved grade 4 or above in these two core subjects (the equivalent of the old 'A*-C' measure). Grade 5 is equivalent to a high grade C or low grade B in the old grading system. The new headline figure is therefore slightly more demanding than the previous 'A*-C' measure.

Grade 5 or above in English & maths GCSEs [?](#)



Staying in Education or entering employment after Key Stage 4: this relates to those who completed Key Stage 4 in 2017, which are the most recent data available.

Staying in education or entering employment [?](#)



Key Stage 5

In 2018, the average A-level points score of QEGS students (38.73) was the highest in Lincolnshire. This is familiar territory, with our percentage of A*-B grades in 2016 (79%) being the highest ever recorded in the county.

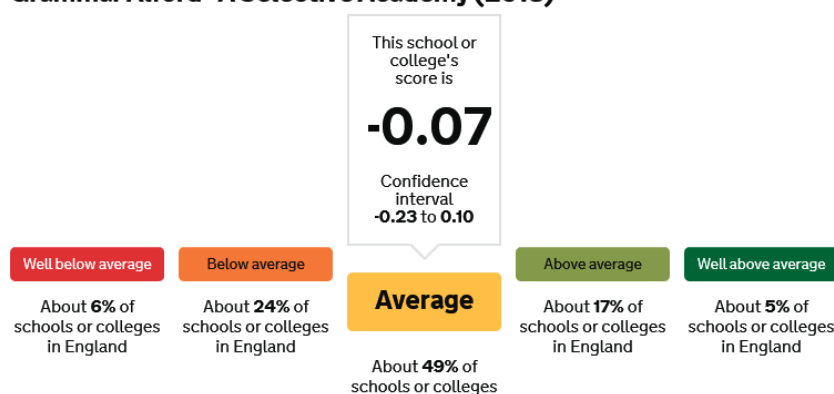
For 2019, comparative data are not yet available but our average points score was similarly high at **37.87**

School / college	Average result	Points
	B	38.73
Lincolnshire state-funded schools / colleges	C+	32.32
England all schools schools / colleges	C+	33.66

(2018 figures shown)

Progress: a value-added measure showing how much progress students made between the end of Key Stage 4 and the end of Sixth Form, relative to students with similar starting points nationally. Of course our outstanding value-added at Key Stage 4 makes it very difficult to show such high levels of progress again here (it's rather like slicing a pie: as one slice gets bigger, the other gets smaller). Our KS5 progress scores over the previous 5 years have therefore been in the 'average' or 'above average' categories.

Academic qualifications progress score for Queen Elizabeth's Grammar Alford - A Selective Academy (2018)



Again, comparative data are not yet available but our progress score for 2019 was **-0.10**

Retention: 94.5% of students completed their course of post-16 study in 2018. The next tranche of Retention and Destinations data will be released in March 2020.

Destinations: the proportion of students at the end of Key Stage 5 staying in education or going into employment or an apprenticeship from October to March the following year. Based on the 2016 cohort, which is the most recent with available data.

