

Organisational Clarity:

1. Why Do We Exist?

To ensure every child at Haggerston has access to an excellent education that enables them to lead successful, fulfilled lives.

2. How Do We Behave?

Hungry: We work hard with determination and resilience.

Humble: We act with integrity, honesty and openness.

Smart: We exercise good judgement, consider others and put the needs of the team first.

3. What Do We Do?

We foster Aspiration, Creativity and Character in our students through:

1. High Expectation Leadership
2. High Status, Tailored Curriculum
3. Outstanding Teaching & Learning
4. Exceptional Outcomes
5. Exemplary Behaviour, Attitudes and Welfare
6. A Culture of Hard Work and Aspiration

4. How Will We Succeed?

- Collective Efficacy - shared goals, belief, alignment and consistency
- Relentlessly driving high standards and academic rigour
- Never compromising our values of equality, diversity and inclusion

5. Plan on a Page 2021-2024: What is Most Important Right Now?

	Aspiration: We strive to be the best versions of ourselves. We work hard everyday to master the knowledge and skills we need to lead successful, fulfilled lives.		Creativity: We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.		Character: We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.	
	Objective 1: High Expectation Leadership	Objective 2: High Status, Tailored Curriculum	Objective 3: Outstanding Teaching & Learning	Objective 4: Exceptional Outcomes	Objective 5: Exemplary Behaviour, Attitudes & Welfare	Objective 6: A Culture of Hard Work & Aspiration
2021-22	Leaders at all levels systematically evaluate impact using a data led, evidence based approach and drive sustained improvement	The curriculum is high quality, well planned and sequenced in all subject areas to challenge every student to learn and retain key knowledge over time	A culture of openness, feedback and sharing of pedagogy builds outstanding practice across all staff	English & Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged students	A highly effective programme of intervention is in place to support students with SEND and mental health needs, those at risk of exclusion or disengagement with their education	Student leadership opportunities enable students to actively engage with global, local and school issues, such as equality, diversity and the environment
2022-23	Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity and Character	In every subject area, the curriculum is ambitious and tailored for all learners, preparing them exceptionally well for their future lives	Systematic use of data drives precision planning, so that all students engage with demanding content and produce high quality work	Outcomes in every subject area are consistently high with positive progress scores	Students are motivated and committed to their education. They take pride in their learning and produce high quality homework independently	Character Education (PSHCE, SMSC, Careers, trips and enrichment) inspires students and drives their aspirations
2023-24	Leaders at all levels are relentlessly ambitious, demand the highest standards and are outward facing	The curriculum is consistently high status in all subject areas, building expertise and cultural capital	Highly consistent, expert teaching and high quality intervention leads to exceptional progress for all students.	All of our students make excellent progress	Behaviour is outstanding. Students have high levels of self-control and consistently positive attitudes to their education	The Haggerston Journey (Character education) is exceptional, developing students' self determination, wellbeing, confidence and ambition

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6. Who Must Do What?

Objective	Impact	Actions: What are we going to do?	Milestones: What would we want to see as a result of the actions?	By	Lead	Evaluation
1: High Expectation Leadership	Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity & Character	Create a collective efficacy column on the workplan which aligns to the school calendar & strategically plans celebration of areas of strength and success.	<ul style="list-style-type: none"> Weekly celebration foci in bulletins, briefings, displays, assemblies builds pride and drive belief (E.g through events, positive data, student success - beautiful work, etc) Celebration of our diverse community and promotion of equality is planned into the calendar and builds a culture of tolerance, cohesion and belonging. 	Autumn	CEM	
		Improve impact of meetings so they are: <ul style="list-style-type: none"> Engaging Efficient Allow for depth of discussion prior to decision Accountability driven Built around Lencioni's principles (The Advantage/Ideal Team Player) 	<ul style="list-style-type: none"> Re-structured SLT meetings with fewer items but deeper focus Simplified Positive Accountability Reports and streamlined monitoring schedule Regular HOY meetings scheduled into timetable SLT trained on how to run good meetings (including LM) so they are structured with a planned developmental focus and flexibility for personalisation Filing of LM minutes is consistent and systematised across school MLT trained on how to run good meetings, (including LM) so they are structured with a planned developmental focus and flexibility for personalisation Learning from SLT in Autumn Term has been applied to wider school meetings Create Line Management Playbook to support effective and consistent line management experience for all staff 	Autumn Autumn Autumn Autumn	CEM CEM CEM CEM	Amber
		Implement the objectives in the wellbeing charter so that leaders at all levels are conscious and intentional about reducing unnecessary workload, expressing gratitude/appreciation of staff, driving equality and creating opportunities for staff to come together	<ul style="list-style-type: none"> Schedule of termly wellbeing charter review meetings are in place with Union reps/ HR Staff praise and 'thank-yous' structured into meeting agendas (all levels) and calendared events A staff association has been established to plan social events DPR/Assessment review schedule is in place and 4 subject areas have been completed Monitoring cycle has been planned to avoid 'workload' pinch points, wherever possible Continue to develop cultural proficiency through workshops and CPD around race and identity DPR/Assessment review has been completed in 8 subject areas DPR/Assessment review has been completed in 12 subject areas 	Autumn Autumn Autumn Autumn Autumn Autumn Spring Summer	DMO CEM SHY SHY CEM RAY SHY SHY	
		Drive the culture of high standards through distributed leadership, normalising accountability and instilling collective leadership values/attributes	<ul style="list-style-type: none"> Professional standards monitoring is systematised through clear guidance for leaders at all levels & shared transparently through the staff handbook Expectations around warm/strict and behaviour routines/systems have been over communicated to staff through regular CPD so there is improved consistency of approach Responsibility for behaviour has been distributed more broadly across SLT Data is used more strategically to assess the impact of behaviour systems & interventions Ensure on-boarding and induction of new staff sets them up for success and enables them to drive the values of the school from the outset. Implement Lencioni's recommendations for recruitment of new staff (incl. Blind shortlisting to support diversity, assessment of candidates against the values of 'ideal team players') Leadership programmes have been built around key values which drive collective efficacy and give staff opportunities to lead from the middle and collaborate with SLT Pastoral teams use consistent and systematised approaches to data analysis and related actions 	Autumn Autumn Autumn Autumn Autumn Spring Spring	CEM HTU CEM HTU DMO CEM DMO HTU	Amber

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Objective	Impact	Actions: What are we going to do?	Milestones: What would we want to see as a result of the actions?	By	Lead	Evaluation
2: High Status, Tailored Curriculum	In every subject area, the curriculum is ambitious, builds expertise and cultural capital	Refine the use of the DPR across all faculties to ensure it is tailored for the needs of each subject discipline and its impact is maximised.	<ul style="list-style-type: none"> DPR/Assessment review process is in place and 4 subject areas have been completed so that: <ul style="list-style-type: none"> Pathways are bespoke to the needs of each subject DPROs for every pathway are intelligently sequenced, challenging and explicit to staff & students Assessment processes are effective, efficient and sustainable The impact of the DPR is being maximised in lessons and home learning 8 subject areas have undertake and completed DPR review process (as above) 12 subject areas have undertake and completed DPR review process (as above) 	Autumn Spring Summer	SHY SHY SHY	
		Prioritise Equality, Diversity and Inclusion for curriculum development in every subject area.	<ul style="list-style-type: none"> Staff have been trained on what 'decolonising' the curriculum means and there is a common understanding about how to approach this task. Two subject areas have been identified to trailblaze work around 'decolonisation'. Staff have been trained specifically on how to modify the curriculum for children with learning needs or LPA, without compromising challenge. Subject areas begin working on curriculum adaptations for SEND/LPA students. Subject areas share the impact of their SEND/LPA adaptations The two selected subject areas have shared their learning and experience with other departments. 	Autumn Spring Autumn Spring Summer Summer	SHY SHY SHY SHY SHY SHY	
		Continue to provide enhanced support for subject areas where curriculum weaknesses have been identified: Music, PE, DT.	<ul style="list-style-type: none"> Identify who will provide enhanced support and the mechanism by which they will do this (ie Line management, peer to peer support, etc) Review and evaluate the impact of the work completed so far through SOL reviews & book looks. Next steps have been identified. End of year review and evaluation of the curricula in each of these subject areas has been completed and next steps identified. 	Autumn Spring Summer	SHY SHY SHY	
		Use meeting and CPD time to develop HoFs into outward facing, expert, curriculum leaders.	<ul style="list-style-type: none"> Ensure HoF meetings are built around sharing of practice and expertise Train HoFs on best practice in careers education so they understand how to embed links to higher education and the world of work explicitly into SOL & display All Heads of Faculty/Subject have had an encounter with an outstanding school to review and compare their curriculum provision HoFs make good use of PiXL & PiXL6 resources 	Autumn Spring Summer Summer	SHY PMA SHY SHY/CCL	
		Maximise homework as a means to drive long term retention of key knowledge, student independence and engagement with learning	<ul style="list-style-type: none"> Share in-school best practice in homework setting as well as key research with HoFs Each HoF identifies an area for development in HW within their FIPs Monitor the quality of HW being set across the school and identify areas of weakness for immediate action and mechanism to bring about improvement Knowledge Organisers are consistently used by students as a key revision resource HoFs share their development work around HW and its impact. Next steps identified Monitor the quality of HW being set across the school and compare with Autumn Term to identify areas of improvement and priorities for next year 	Autumn Autumn Autumn Spring Spring Summer	SHY/CCL SHY SHY/CCL PMA SHY SHY/CCL	

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3: Outstanding Teaching & Learning	Lessons challenge all students to engage with demanding content and to produce high quality work	<p>Improve the impact of the school's whole school CPD programme so that:</p> <ul style="list-style-type: none"> 30 min twilights are impactful & valued by staff The impact of CPD is evident in lesson observation, book looks and student voice Students are able to talk with confidence about the feedback they receive and how they use green pen There is clear improvement in the consistency of work produced by SEND students across the curriculum 	<ul style="list-style-type: none"> Each faculty's marking policy has been reviewed and evaluated by SLT, with feedback/action provided to HoF CPD year plan is designed to ensure progressive, challenging and evidence informed training for all staff 'Haggerston Feedback' strategies are defined by FOTL, quality assured by SLT & added to rubric Behaviour Support has a focus of 'live marking' and 'feedback' to identify and reinforce good practice for term 1 First term CPD is led by SLT and FOTL to establish principles of good practice in M&FB The school's work around feedback is communicated to students and parents so that they understand our intent and practices and can use them to drive their progress The impact of current practice around M&FB is assessed through LO, work reviews, student survey/focus groups and shared with staff All staff are trained in evaluating the quality of feedback, using the rubric, so they are better able to self assess and evaluate the feedback of other colleagues through books & lesson observation CPD year plan is reviewed and evaluated by SLT on a termly basis to assess impact and next steps Terms 2 & 3 CPD is run through a distributed team of staff, sharing good practice The impact of the training focus on M&FB practice is evaluated through LO, work reviews, student survey/focus groups and shared with staff, including next steps All books comply with faculty/6th form marking policies 	Autumn	HTU	
		<p>Improve the consistency, frequency and quality of the individual feedback staff receive on their practice.</p> <p>-</p>	<ul style="list-style-type: none"> MSER calendar published which sets out the schedule of monitoring over the year; intelligently planned to minimise workload 'pinch points' How to use the T&L rubric to meaningfully assess teaching and give effective feedback has been over-communicated to staff The quality of staff self evaluation using the rubric has been evaluated with personalised feedback where there are discrepancies between evidence (LO/Books/Outcomes) and self perception Swift actions have been taken to support staff where Outcomes/Books/LOs have not met the required standard PAM is used consistently for work reviews and lesson observations to give personalised feedback and training has been provided to MLT around how to do this effectively Use of 'Red' indicator in PAM has been communicated to staff, including the follow up that would ensue to follow up poor practice this indicates. 	Autumn	CEM	
		<p>Ensure development of students' reading and writing skills has high level of importance in lessons and tutor time</p>	<ul style="list-style-type: none"> Routines around checking students have a reading book have been re-established Progressive CPD on supporting reading development is embedded within CPD plan Reading data has prominence in ClassCharts student information Tutor time reading is delivered consistently well across the school Reading data is cyclically reviewed in SLT/staff meetings with clear and agreed action planning 	Autumn Autumn Autumn Spring Spring	RAY RAY RAY MAT RAY	

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4: Exceptional Outcomes	Outcomes in every subject area are consistently high with positive progress scores	Ensure every subject area is offering high quality intervention	<ul style="list-style-type: none"> Exam results & DPR3 data have been reviewed to identify early intervention needs & plan: Target groups, subjects of concern, 'catch up', tuition. All in place by HT 1 & fully known by SLT/HOF/HOYS. Raising achievement meetings run regularly from HT1 (Y11/Y13) - all parties feel these are impactful CPD has been delivered on in-class intervention, accuracy of predictions & use of PIXL resources. A mentoring programme based on a study skills & motivation programme has been established Faculties have collaborated with other schools to quality assure their assessments The system for tracking impact of interventions has been reviewed, refined and communicated to SLT and MLT (Eg. Catch Up, on-line tuition, academic mentors) Innovative options for other year 11/ 13 interventions have been explored (Eg. residential) 	Autumn Autumn Autumn Autumn Spring Spring	DMO/ TLA/CCL TLA DMO TLA TLA TLA	Amber Amber
		Embed a culture of achievement and aspiration in all year groups.	<ul style="list-style-type: none"> Underachieving students identified and parental meetings taken place to agree on key actions and provide practical advice to parents on how they can support A system to follow up non-engagement with intervention has been established through HOY11/6 Y11/13 target students are known by staff and highlighted on office war boards and in briefings/mtg Termly access arrangement training sessions established for Y10-13 students and info sent home How to' videos have been re-shared with students/parents to support understanding of the DPR Exam success celebrated through assemblies and displays around school to build belief KS5 students have delivered motivational assemblies to KS4 students A student tutoring programme (older to younger students) has been established Staff have been trained on how to use the DPR in lessons to track and motivate student progress LO data has identified good practice in the use DPR in lessons and this has been shared with all staff Exam feedback/DPR data shows students have made good use of their access arrangements Excellent attendance and attitude to learning during intervention/revision classes is evident Increased stakeholder engagement with DPR is evident through student/parent metrics Parents' Evenings have been delivered face to face and had consistently high attendance 	Autumn Autumn Autumn Autumn Autumn Autumn Spring Spring Spring Spring Spring Summer Summer Summer	DMO/ HOYS TLA/CCL TLA/CCL TLA/HON DMO/CCL DMO/SHY SHY/CCL DMO DMO TLA TLA/CCL DMO DMO DMO	Amber Amber
		Review and refine the study skills curriculum to ensure that it is high-quality and impactful.	<ul style="list-style-type: none"> Parent Information Evenings have been delivered face to face and re-designed to include more focus on guidance for parents around study skills and homework A study skills programme has been designed and brought to SLT for review/approval Study skills programme implemented through HOYs/tutors, during tutor time, before each DPR cycle The consistency of delivery of the study skills programme has been evaluated through tutor time observation and book/resource reviews Study skills best practice has been identified and staff training delivered by strong practitioners through micro-sessions High quality study skills work has been shared with staff as a standards benchmark Student/tutor feedback has been reviewed to evaluate the impact of the programme and refinements made Work to embed study skills into subject curricula more explicitly has begun through sharing of excellent practice with HoFs. 	Autumn Autumn Autumn Spring Spring Spring Summer Summer Summer	DMO/ TLA/HON TLA TLA TLA TLA TLA TLA TLA TLA	Green

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5: Exemplary Behaviour, Attitudes & Welfare	Students are motivated & committed to their education. They take pride in their learning & produce high quality homework independently	Train staff to be able to deliver the ‘warm-strict’ ethos of Haggerston using models of best practice, scripting common language and granular instruction on how to execute routines.	<ul style="list-style-type: none"> Comprehensive behaviour training for new staff delivered on Induction Day Start of term training for all staff addresses how to have a ‘strong start’ to lessons, the ‘behaviour management toolkit’ and models of warm/strict language and gesture All staff feel confident to articulate what warm-strict means at Haggerston (staff survey) CPD year plan, agreed at SLT, includes frequent revisiting of behaviour management approaches ECT training plan mirrors the whole school behaviour CPD but with greater detail and opportunity for rehearsal/practice of behaviour strategies Each faculty has a corridor management plan, using Maths as a model Duty rota planned with strategic behaviour management in mind Behaviour strategies are included in performance management LOs and recorded on PAM Trial ‘live coaching’ approaches for ECTs around behaviour management Term 2 focus of behaviour support is ‘warm/strict’, shared in briefings and bulletin 	Autumn Autumn Autumn Autumn Autumn Autumn Autumn Autumn Spring Spring	AJO/JTR AJO/JTR AJO/JTR RAY RAY/JJO AJO AJO HTU RAY/JJO AJO	
		Improve our use and responsiveness to behaviour data so that: <ul style="list-style-type: none"> Data generated is simple, accessible, accurate and pertinent All pastoral staff have a good understanding of using behaviour data to determine appropriate action and that this is systematised Weekly SLT review of behaviour data leads to quick, responsive action to reduce incidents/prevent escalation The impact of pastoral interventions is understood and used to drive improvement 	<ul style="list-style-type: none"> Weekly behaviour reporting to SLT and HOYs reviewed and refined. What should be analysed by who is established and the actions which result from this have been systematised Thresholds and application of sanctions reviewed and refined to ensure that use of detentions, SC, IEU and suspensions is appropriate, fair and drives good behaviour standards HOYs trained in systematic use of data to drive weekly preventative actions for individual students A system for tracking and evaluating the impact of pastoral interventions is established and reported on to SLT termly Students in SC and IEU complete high quality work which supports their curriculum understanding and contributes to reducing repeat sanctions Summative behaviour data is triangulated with outcomes data so there is a clear understanding of who our vulnerable groups are in school and actions needed to mitigate vulnerability Systematic use of behaviour data to drive preventative actions is well understood by SLT, safeguarding and pastoral staff and is beginning to impact positively on exclusions/engagement Systematic use of behaviour data to drive preventative actions is well established and clearly impacting to reduce exclusion and disengagement 	Autumn Autumn Autumn Autumn (ongoing) Autumn Autumn Spring Summer	HTU/ AJO HTU/ AJO HTU JTR AJO HTU/ DMO HTU/ AJO HTU AJO	
		Re-invigorate rewards ensuring they are focused on driving motivation, good behaviour and positive attitudes	<ul style="list-style-type: none"> Conduct student focus groups across different year groups to better understand which rewards will motivate students of different ages and education stages. Review the rewards policy, ensuring it is focused on driving positive behaviours and adding detail on the cycles and mechanisms for how we implement rewards. Reshare with parents and students. Ensure the SIP themes of Reading, Homework, Attendance, Positive Behaviour are included weekly in celebration/rewards Identify more opportunities for public celebration and promotion of positive behaviours, motivation and demonstration of school values (aspiration, creativity, character) A term by term reduction in homework corrections and corresponding increase in credits is evident 	Autumn Autumn Autumn Spring Summer	AJO AJO AJO AJO AJO	
		Improve attendance to 94%	<ul style="list-style-type: none"> Attendance is no less than 95% by the end of Autumn, 94.5% by end of Spring and 94% by Summer 	Ongoing	JTR	

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6: A Culture of Hard Work & Aspiration	Character Education (PSHCE, SMSC, Careers, trips and enrichment) inspires students and drives their aspirations	Meet 100% of the Gatsby Benchmarks by the end of the academic year so that careers education is fully embedded	<ul style="list-style-type: none"> Year plan of how each benchmark will be met presented at SLT and agreed. Shared with MLT, Govs, Parents Achievement of Gatsby benchmark 1 & 2 Careers/Trips Administrator appointed Student & staff survey used to understand pupils views on their careers education & drive planning Staff & HoFs training on careers education, particularly curricular implications delivered Termly reporting to SLT on progress towards Gatsby benchmarks demonstrates year plan is on track Achievement of Gatsby Benchmarks 3, 4, 7 & 8 Students experience of higher education/progression routes are well matched to their aspirations Student focus groups and parent survey used to understand views on careers & drive planning Achievement of Gatsby Benchmarks 5 & 6 	Autumn Autumn Autumn Autumn Spring Spring Spring Spring Summer	PMA PMA CEM PMA PMA PMA PMA PMA PMA PMA	
		Ensure we are delivering on the stated aims of The Haggerston Journey and that it is a feature of the school which is understood and celebrated by students and parents	<ul style="list-style-type: none"> Trips & events policy reviewed and re-written. Shared with all staff with training for SLT/HoFs/HoYs Calendar maps out The Haggerston Journey events (EDI, PSHCE, Trips, Events, Wellbeing, Careers) across next academic year. SLT/HoFs/HOYs contribute to this and then use this for early planning 6th form enrichment offer developed using student voice so there is high engagement (over 90%) Full enrichment programme communicated to parents and students and is ready to start from week 2 of Autumn Term, including a clubs fair and published weekly plan Regular celebration of Haggerston Journey experiences in displays, all bulletins and social media Tutor time curriculum has been refined to ensure it is focused on SIP goals: reading, study skills, character education. Content and routines are achievable for tutors to deliver well PSHCE specialism staff groups established & bespoke training included in the CPD year plan ⅔ of Haggerston Journey year plan has been successfully executed Student voice (survey/focus groups) used to inform improvement planning for enrichment Quality assurance system to check implementation of the tutor time curriculum is established A programme of 6th form led enrichment across the school is established Programme of academic speakers is in place for sixth form students across a range of disciplines SMSC Quality Award has been achieved PSHCE Curriculum is responsive to emerging safeguarding needs Sports clubs and fixtures are expanded and well attended by a diverse group of students Full Haggerston Journey year plan has been successfully executed Programme of parenting workshops on key wellbeing, learning & safeguarding themes delivered 	Autumn Autumn Autumn Autumn Autumn Autumn Spring Spring Spring Spring Spring Spring Spring Summer Summer	PMA SHY/ PMA CCL PMA SHY SHY/RAY TLA/JTR SHY SHY PMA SHY CCL CCL SHY SHY/JTR JTR SHY DMO/HON	
		Assembly programme engages students and drives our values around Equality, Diversity and Inclusion	<ul style="list-style-type: none"> Concept of ‘British values’ framed to encompass Haggerston values of tolerance & diversity Assembly & display year plan built around EDI themes, has been agreed at SLT & shared with staff Regular communication with students, staff and parents around EDI is in place through bulletins Action to make assemblies more engaging, reflecting student voice, agreed at SLT & implemented Anti-bullying is a prominent, cyclical feature of the assembly/display programme Website reflects the strength of work in the school around EDI Student voice indicates improved perceptions and engagement with assemblies 	Autumn Autumn Autumn Autumn Spring Spring	SHY SHY SHY SHY JTR SHY SHY	

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<u>Year 11 Achievement</u>	2019 Result	2020 Result	2021 Results	2022 Results	2023 Targets	2024 Targets
% English & Maths (Grades 9-4/A*-C)	59%	72%	72%	63%	75%	78%
% English & Maths (Grades 9-5/A*-B)	37%	51%	52%	47%	55%	58%
EBacc Average	3.68	4.81	4.7	4.59	4.8	5
Progress 8 Score - All pupils	-0.15	0.71	0.78	0.11	0.5	0.7
Progress 8 Score - Disadvantaged	-0.44	0.52	0.49	-0.47	0.5	0.7
Attainment 8 - All Pupils	42.77	51.40	50.9	49.9	51	54
<u>Year 13 Achievement</u>						
Average A level Grade (all exams entered)	C-	C+	C+	C	B	B+
% AAB in at least 2 facilitating subjects	9%	13%	29%	9%	25%	30%
% A*-B	29%	55%	61%	57%	59%	62%
% A*-E	92%	100%	99%	100%	100%	100%
ALPS Score	7	2	2	4	2	1
Progress Score (A Level L3VA)	0	0.54			0.3	0.4

Aspiration, Creativity, Character