



ACADEMIC PERFORMANCE STATEMENT

This document is available to all interested parties on the school website or on request from the main school office and should be read in conjunction with the following documents:

- ARR
- Exams Appeals

This document is reviewed annually by Mr Chris Wainman and Mrs Nikki Carrizales or as events or legislation change requires. The next scheduled date for review is September 2026.

Academic Performance Statement	
Reviewed by:	Mr Chris Wainman / Mrs Nikki Carrizales
Date of last review:	September 2025
Approved by:	Local Governing Body
Date of approval:	September 2025
Reason for changes:	Change of Headteacher.
Next scheduled date for review:	September 2026

Policy Statement

Tranby – aims to inspire, encourage and empower young people to be the very best they can be. The school is a friendly and vibrant community where individuals thrive and are happy, secure, confident and valued. Our approach combines an intellectually rigorous and challenging academic environment.

We are a school where passion and energy abound, a school with a real heart and soul, where we look beyond the A* to offer a breadth of opportunity which allows every pupil to flourish. Our pupils have a special kind of confidence, and this confidence is infectious.

Details of the School's academic performance in public examinations during the preceding year is made available to parents through the school website and weekly newsletters, along with details of leavers' destinations. This information is made available to prospective parents through the school website and prospectus. Detailed public exam performance may be obtained by staff from the records kept in Staff Shared/Senior School/Exams/Results.

In line with the School's overarching aim to bring out the best in everyone, all levels of academic achievement are recognised and celebrated. How pupils progress is evaluated against relevant national norms by use of baseline data obtained through Yellis and Alis testing at the beginning of Years 10 and 12 respectively and standardised scores from the entrance examination.

The School uses a variety of internal and external assessments to inform teaching and learning. These assessments are intended to facilitate pupil progress and the evaluation of that progress against relevant national norms.

For Years 10 and 11 targets are those provided by the CEM Centre, Durham and the same is true of Years 12 and 13 based on the GCSE results.

Our pupil tracker is completed at least three times each academic year for all pupils and underachievement dealt with through intervention from teachers, department heads, and heads of year, with the support and oversight of the Assistant Head (Curriculum).

The subject and School's progress are evaluated against national norms early in the Michaelmas Term when our results are compared to national averages and pupil performance considered with regards to 'Value Added' expectations.

The School is proud of the wide range of qualifications and destinations that our pupils aspire to and we encourage pupils to follow the academic path most suited to their individual strengths.

GCSE reports

This year's GCSE candidates gained 35% 9 - 7 grades. Candidates also gained 96% 4-9. Value Added was 0.28.

A Level reports

This year our A Level pupils achieved a 100% pass rate. 48% of pupils were awarded A* - B grades in their chosen subjects and 13% achieved A* - A grades. Value Added was 0.12.

Leaver Destinations 2025

On results day, 18 of the Upper Sixth cohort (24) held university offers. 89% of that group entered onto their first choice institution on results day. 5% (one student) entered onto their insurance choice institution, and 5% (one student) secured a place through clearing on the day.

13% of the cohort went on to study medicine-based degrees (biomedical sciences and a Masters in Optometry).

The School has developed a unique and 'person centred' careers programme which looks beyond the A* to ensure that individuals gain places on the right course at the right university and maximize their chances of employability.

8% of the total Upper Sixth cohort took gap years this year, a decrease on previous years. 13% will be taking alternative educational pathways including an apprenticeship, Engineering with Royal Engineers, drama school and a deferred entry into his chosen degree in order to complete a Foundation year and one student is resitting the year after suffering a parental bereavement at the beginning of Y13.

Tranby pupils will be studying a wide range of courses at universities across the UK including a number on specialist courses:

Newcastle University	Data Science
Newcastle University	Agriculture with Farm Business Management
Newcastle University	Mechanical Engineering
University of Lincoln	Sport and Exercise Therapy
University of the Arts London	Fashion Design Technology: Menswear
University of Hull	Biomedical Sciences with foundation year
University of Hull	Creative Writing and English
University of Lincoln	Biomedical Science
Newcastle University	Economics
University of York	Law and Criminology
University of Bristol	History and French
University of Plymouth	Optometry
Northumbria	Economics
Newcastle University	Geography
Manchester Metropolitan University	Business Technology
Durham University	Law
Leeds Beckett University	Physical Education with Outdoor Education
University of York	Sociology with social psychology