



Headteacher’s Report to Governors

Governors’ Meeting 29 September 2015

School Performance 2014-15

September 2015.

The Academy improvement drive in 2014-15 aimed to address a number of key issues after the disappointing results in 2014. These were:

1. **Reverse the downward trend in overall school performance.**
2. **Address issues related to the accuracy of assessment information.**
3. **Direct targeted intervention at the right time to the right students.**
4. **Raise student aspiration by asking them to contribute more to their future success.**
5. **Aim to achieve school performance above the National Floor Targets.**

It is our view that the Academy has been successful with the first four of these five aims. Aims 1-4 are key to securing sustainable change for our students and it is here where we have achieved the most success. However, as 2015 performance is below the current floor targets for Attainment (40%) and Progress (National Medians) as well as being within the current definition of a coasting school (below 60% for 5ACEM), Aim 5 is not met.

Key measure	2013-14 outcome (sig- 1.6)	2014-15 outcome (sig- 2.9)	+/-	2013-14 NA	2014-15 Exit v Actual
5 A*-C incl.	31%	37%	+6%	55%	-3%
3LOP En	46%	63%	+17%	70%	1%
3LOP Ma	41%	44%	+3%	65%	-4%

The Academy has made clear improvements in all but one key measure (A*-C in mathematics -2% table 1). Given that in 2015 students entered -2.9 below as opposed to -1.6 the year before, statistically this means that fewer would normally make expected progress, so any year on year improvement is good in that light. In addition, the number of students exceeding expectation (4LP E/M) has increased. See Table 1 at the end of this report.

Although no longer recognised as an indicator of student performance based on prior ability, indicators from the Fischer Family Trust (FFT) gives contextual reference to 2015 outcomes:

- **Type A:** based on prior attainment (including marks where available, subject differences and teacher assessments), gender and month of birth – FFTA for TVA 2015 cohort was 41%
- **Type B:** as Type A, but adjusted for the school’s context including FSM and geodemographic factors - FFTB for TVA 2015 cohort was 34%.

Reverse the downward trend in overall school performance.

There is clear evidence in this year's examination performance (table 1) that the Academy's students and staff responded to the challenge of ensuring that the 2014 performance was not a continuing downward trend given that the Academy was above the floor target in 2013 (45%). Of the 'basic measures' 89% (8/9) made progress on 2014. The only measure that declined was A*-C in mathematics (-2%). Frustratingly, the overall measure for 5 A*-C incl. missed the target of 40% by only 4 students. However, English 3LOP should now be described as "good progress", particularly given the weak starting point of students and having achieved a net gain of 16 percentage points. Whilst mathematics stayed fairly static (+3% 3LoP) the improvements in 4LOP provides a clear indication that the Academy no longer limits its focus to the security of C grades (and therefore keeps more students on the "less risky" Foundation papers). This is also supported by the number of students achieving an A* - B grade in any GCSE, up 155 on the previous year to 338 individual grades. Value Added increased by 23.15 points to 981.34 and clearing moving towards 1000 (table 2).

A number of students achieved fantastic results:

- Student A achieved 11 A*-C incl. and **9 A* - A grades.**
- Student B achieved 11 A*-C incl. and **6 A*-A grades.**
- Student C achieved 10 A*-C incl. and **6 A*-A grades.**
- Student D achieved 4LOP in English and **5LOP in mathematics.**

A number of subjects that performed poorly in 2014 reported significantly improved results:

Subject	Shift	Impact
History	5% to 53%	+48%
Spanish	21% to 43%	+22%
Sociology	22% to 59%	+37%
Core Science	45% to 56%	+11%
3LOP English	46% to 63%	+17%

Overall, 62% of comparable subjects improved or maintained high performance (Art and ECDL) on the previous year (excluding subjects not examined in 2014 from the analysis). The full subject analysis can be found in table 3.

GCSE Food, and GCSE Geography were less successful and are of concern. A thorough investigation is underway to establish the causes and put in place actions to ensure these subject are not left behind in this overall improving picture. With the exception of BTEC Dance, BTEC qualifications generally have performed well below expectation. Initial discussions have pointed to the sweeping changes in the rigour and academic expectation placed on students in qualifications normally associated more commonly with students who are less academic. Again a review is underway to establish why they have performed so poorly. From these reviews lessons will be quickly learnt and a clear improvement plan, by subject, will be established. Engineering (both GCSE and BTEC) has fallen well short of expectation and again, a thorough review will take place urgently to establish why the department has performed so poorly.

Address issues related to the accuracy of assessment information.

This was a key issue for the Academy following the inaccuracy of EXIT information in 2014. External scrutiny (DFE) focused on the issue of accurate assessment extensively throughout the year and, following significant investment in CPD and subjects working more closely with examination bodies, has led to significant improvements (table 3). 56% (9/16) subjects were within + or - 5% of EXIT information. Of these GCSE PE was accurate, 3 subjects were above and Core Science, in its final push into the exams, shifted a further 11% above EXIT. Examining the 'basic measures' (table 1) it can be seen that all key measures were between -5% or above EXIT and English 3LOP was accurate.

Direct targeted intervention at the right time to the right students.

The Academy Response Plan (ARP) set out to identify two key groups: 90 students for significant intervention; and 5 students who were most at risk of being permanently excluded or simply "dropping out of education" before the examination period.

Key focus group

The 90 Y11 students identified for significant intervention achieved as below:

- A*-C incl. 58%
- 3LOP En 77%
- 3LOP Ma 65%

The group of students identified as most at risk (5) were removed from mainstream lessons and entered a bespoke programme in the Achievement Centre. These students profiled as "unlikely to achieve any qualifications and we are pleased to report the following:

- Student 1 4 A*-G including 2 A*-C
- Student 2 5 A*-G including 1 A*-C
- Student 3 5 A*-G including 1 A*-C
- Student 4 2 A*-G including 1 A*-C
- Student 5 2 A*-G including 1 A*-C

Raise student aspiration by asking them to contribute more to their future success.

There was a clear relationship between Aim 3 and 4. This section of the analysis focuses more closely on the impact of a number of new initiatives the Academy put in place as part of the ARP, these included:

- Senior staff mentoring
- PTEXI weekend specialist support
- Coordinated revision programme
- Breakfast revision
- Outward Bound Initiative

Initiative	Impact
Senior Staff Mentoring	<ul style="list-style-type: none"> • 38 Year 11 students (29%) attended on a Saturday to study/work independently. • 59% of Year 11 students attended at least one PETXi session • 233 sessions of holiday revision were attended, 699 hours of additional learning. • INSET Day1, 82 students invited and 44 attended (54%). • Out of the 82 students reviewed, 69 timetables were altered and intervention put in place (84%). • INSET Day2, 127 students invited and 65 attended (51%) and were seen by individual senior mentors. Out of the whole year group, 110 timetables were altered and intervention put in place (84%). • 53.85% attendance at parents evening Oct 2014 (compared to 29.7% previous year). All students and parents made aware of who their mentor was and had initial meetings. • Staff shared information regularly with mentors via ARB and email. • Improved parental engagement (emails, meetings & parent events). • Y11 students provided student 'voice' in the Y11 strategy by regularly responding to online surveys. • Improved attendance Critical cohort HT1 = 93.8%, HT2 = 94.8%, Critical cohort autumn term = 93.3%, Whole year group autumn term = 90.5%. • Increased LOP in English from 39% to 62% forecast. • Increased LOP in Maths from 38% to 47% forecast. • Increased 5 A*-C incl. E & M from 16% to 41% forecast.
PTEXI	<ul style="list-style-type: none"> • 233 sessions of holiday revision were attended, equating to 699 hours of additional learning. • 11 Subjects: Food, ECDL, Computing, ICT, Geography, Spanish, History, Engineering, English, Dance, Science provided holiday sessions • February half term: Geography, Maths, ICT, Computing and ECDL (total of 8 sessions) • Easter: Food, English, ECDL, ICT, Computing, Geography, Spanish, Dance, Science, Engineering, Maths (15 sessions). • May half term: Geography, Maths, Computing, English, Dance, Food (8 sessions) • 58 sessions were attended on Saturdays (outside of PETXi session) for independent study or other subjects. • 277 Gold tickets, 81 silver entered in tombola equates to 439 revision sessions attended. • Co-ordinated revision to maximise impact.
Breakfast Revision	<ul style="list-style-type: none"> • English Literature mock: 47% attendance at breakfast (14% male). • Maths mock 28% (25% male). • English mock 46% attendance (25% male). • 15 summer breakfast sessions for 15 subjects. • Average attendance 44.7% (23.7% male). • Students calm and well prepared for exam. • Students able to concentrate and focus on exam. • English Literature mock: 47% attendance at breakfast (14% male). • Maths mock 28% (25% male). • English mock 46% attendance (25% male). • 15 summer breakfast sessions for 15 subjects. • Average attendance 44.7% (23.7% male). • Students calm and well prepared for exam. • Students able to concentrate and focus on exam.
Outward Bound Initiative A total of 83 students, 63% of the cohort participated in the weekend. 39% of the participants had PP indicators. 36% of the participants were male. 14% of participants were SEN	<ul style="list-style-type: none"> • A definite 'can do' approach and improved self-belief and self-esteem (quotes and video evidence). • Attendance increased in the first half term post Outward Bound by 1.32%. • 68.7 % improved or maintained their attendance post Outward Bound. • Whole year attendance for the Outward Bound participants was 98.10% average compared to 89.99% for the non-participants. • Participants showed a long term 4.12% attendance increase post Outward Bound. • 93% of participants maintained their attendance improvements post Outward Bound all year. • 67% of participants attended PETXi Saturday sessions. • 92% of students who attended independently on Saturday for non PETXi were OB participants. • 100% of students competed the extra ECDL qualification. • Mock examination English from 20% to 43% and Maths 21% to 38%.

Aim to achieve school performance above the National Floor Targets.

A secondary school is deemed to be below the floor standards when all of these criteria apply.

- *Less than 40% of pupils achieve five or more GCSEs A*– C (or equivalent), including English and mathematics.*
- *And less than the median percentage (71% in 2014) make expected progress in English.*
- *And less than the median percentage (65% in 2014) make expected progress in mathematics.*

The academy was below the floor standard in 2014 and 2015 (table 1). If inspected this year it is therefore unlikely that the Academy can achieve a grade for Overall Effectiveness beyond a Requires Improvement (3) on 2015 data. However, under a new Inspection Framework, if there is credible internal assessment to indicate accelerated in-year progress, this can be presented to OFSTED as evidence of sustained improvement (building on 2015) and therefore “good” leadership and management. Given the improvements across the range of subjects in 2015 and the clearly secure internal tracking and predictions, the Academy may be well placed to position itself for a Good (2) overall, though Maths outcomes in 2015 may still limit this.

Post analysis actions

1. A review with CAT and David Anstead (SIP) to review summer performance (3rd September).
2. A review of the HT analysis and next steps in improvement planning with the COG (9th September).
3. Presentation of school performance by the HT to the LGB (29th September).
4. A detailed review to be conducted during September 2015 to better understand the unexpected performance in;
 - a. GCSE Geography
 - b. GCSE Food
 - c. BTEC Sport
 - d. Engineering Department
5. Implement a support plan with Central College in the areas of Sport (BTEC) and Engineering (GCSE & BTEC)
6. Implement the key aspects of last year's improvement drive with students from September:
 - a. Senior mentor group meeting individual students for target setting and Y10 Mock review (4th – 8th September).
 - b. Outward Bound residential week for 36 targeted students (week commencing 28th September).
 - c. Implement the Y11 Intervention Strategy

September	<ul style="list-style-type: none"> • Mentor meetings 2 (first Thursday/Friday of term) – focus on mock prep • RA centre open for 2 weeks leading up to mock 2 (coordinated revision timetable launched) • Mock exams 2 (AP1) – core and additional science.
November	<ul style="list-style-type: none"> • Mentor meetings 3 – discuss qualification offer in preparation for timetable changes for January 2016. • Timetable planning meeting. • Y11 parents evening – discuss timetable changes for January 2016.
December	<ul style="list-style-type: none"> • Subject specific drop down days (targeted groups) • Drop down day focused on revision strategies, planning, post-16 sessions (17th December).
January	<ul style="list-style-type: none"> • Co-ordinated revision timetable one week before and during mocks • Mock exams 3 (AP2) • High level intervention (critical mentoring group) identified
February	<ul style="list-style-type: none"> • Pet-Xi work starts

7. Meet with David Anstead (School Improvement Advisor) and Peter Brown (Trust Director) on 3rd September to develop the SEF and ensure that Senior Leaders and Governors are equipped with a compelling and positive narrative for its next section 5 inspection (expected in 2015/16)
8. Draft SEF in place by Monday 7th September.
9. Continue the internal and external validation exercises to give further confidence that Academy staff are accurate in their assessment predictions.
10. Implement the new Leadership structure which aims to widen accountability and more evenly distribute R&R to ensure the significant effort being put into Y11 is replicated, in its intensity in all year groups (4th September).
11. Conduct a full review of disadvantaged students/PP and the impact of the use additional income (by the end of October).
12. Implement the new Head of Year roles to ensure early challenge and support is evident at a middle leadership level (4th September)
13. Maintain the important legacy work with Primary Schools, launched from the Y6 Open Evening (23rd September).
14. Implement the change to the school day structure (removal of tutor time will increase T&L hours by 20%).
15. Implement a rolling programme of Team QA post successful trial period in 2014-15 (QA will schedule will begin week commencing 2nd November).
16. Subject analysis and action plans (following the agreed 'RAG quantifiable' protocols established in the QA plans) by subject leaders (25th September)
17. Success criteria set for DHT, AHT and HOY action plans by 25th September. Subsequent actions to achieve success criteria by 12th October.

Analysis tables

Table 1

Key measure	2013-14 outcome (sig- 1.6)	2014-15 outcome (sig- 2.9)	+/-	2013-14 NA	2014-15 Exit v Actual
5 A*-C incl.	31%	37%	+6%	55%	-3%
3LP En	46%	63%	+17%	70%	+1%
3LP Ma	41%	44%	+3%	65%	-4%
4LP En	12%	15%	+3%	32%	+3%
4LP Ma	5%	16%	+11%	29%	-3%
A*-C En	47%	50%	+3%	67%	-2%
A*-C Ma	49%	47%	-2%	67%	-1%
A*-C E&M	35%	40%	+5%	58%	-2%
Core Science	45%	56.1%	+11.1%	63%	+12.1%

Table 2

Entries	No. students		% of cohort	
	2013-14	2014-15	2013-14	2014-15
Achieved A*	17	11	1.98%	1.08%
Achieved A* to A	55	60	6.4%	5.86%
Achieved A* to B	183	345	21.3%	33.82%
Achieved A* to C	475	594	55.3%	58.24%
Key indicator	2013-14	2014-15	2015-16**	
Progress8	-0.73	-0.35	-0.12	
Value Added	958.19	982.31	1002.10	

Table 3

All subjects (attainment)	2013-14 outcome	2014-15 outcome	+/-	2014 NA (14-15 if available)	2014-15 Exit v Actual
GCSE English	47.0%	50.4%	+3.4	61.7%	-1.9
GCSE English Literature	91.7%	84.7%	-7	76.3%	+6.4
GCSE Maths	49.0%	46.6%	-2.4	62.4%	-1.5
GCSE Core Science	45.0%	56.1%	+11.1	68.4%	+12.1
GCSE Additional Science	53.0%	59.4%	+6.4	65.5%	-2.9
GCSE History	4.8%	53.3%	+48.5	68.1%	+3.3
GCSE Geography	29.1%	34.8%	+7.7	69.0%	-25.2
GCSE Spanish	20.9%	42.9%	+22.0	72.3%	-4.6
GCSE Sociology	22%	59%	+37.0	63.8%	0
GCSE Food	7%	25.7%	+18.7	58.8%	-27.2
GCSE PE	88.9%	73.1%	-15.8	69.7%	0
GCSE ICT	-	54.8%	-	69.5%	-7.9
GCSE Computing	-	71.4%	-	65.5%	-13.6
ECDL	100%	100%	0	-	0
GCSE Art	40%	60.9%	+20.9	76.4%	-13.0
GCSE Dance	60%	100%	+40.0	66.8%	-0
GCSE Engineering	-	3.7%	-	41.6%	-73.2
BTEC Art & Design	83%	83.0%	0	-	-6.5
BTEC Dance	83%	100%	+17.0	-	-0
BTEC Engineering	95%	0	-95.0	-	-40
BTEC Sport	100%	20%	-80.0	-	+20

Table 4

Date	10/1/15	17/1/15	24/1/15	28/2/15	14/3/15	28/3/15	9/5/15	16/5/15	30/5/15	31/5/15	6/6/15
Subject	English	Maths	Science	English	Maths	Science	Science Exam Strategy	Geography Exam Strategy	History Exam Strategy	English Exam Strategy	Maths Exam Strategy
Total attended/invited	14/20	13/18	14/20	28/34	14/20	24/33	27/40	15/55	6/14	24/40	14/40
% attended from invites	70.0%	72.2%	70.0%	82.4%	70.0%	73.7%	67.5%	27.3%	42.9%	25.4%	35.0%
% pp attended	28.6%	38.5%	64.2%	21.4%	42.9%	41.7%	29.1%	40.0%	0%	29.1%	14.3%
% males attended	50.0%	38.5%	64.3%	53.6%	21.4%	51.2%	33.3%	60.0%	16.7%	41.7%	50.0%
No. attending other sessions/independent learning.	0	13	8	9	13	11	2	0	0	2	0

In addition to the above, I am pleased to report the Academy has begun well following the success of our Summer School, targeting level 4c/4b on entry to ensure they receive a “flying start” in the Academy. 25 pupils participated for 5 days. Pupils engaged in a range of academic (English/Maths) activities and a camping residential. Pupils on roll, whilst slightly below prediction in year 7, are strong and we currently have an additional 6 pupils waiting to transfer in to key stage 3. It has been brought to our attention that currently in North Nottinghamshire we are one of the most enquired about secondary schools with the LA admissions department. Pupil attendance, which has been traditionally slow during September, has started well. Of note, year 9 going into year 10 have begun particularly well and this has created a good starting point to maintain through the year. Finally, I am pleased to report that the rebuild programme is on track to begin work next month and I hope to update you in more detail about that at a later time. We have a full complement of staff and after a good INSET event, the team are well motivated, clear about the challenges in the coming year, but well placed (and rested) to meet them.

Number on roll

Numbers on roll					
Year	03.09.15	25.09.15	+/-	Going forward	+/-
7	163	165	2	166	1
8	158	163	5	170	7
9	132	139	7	144	5
10	95	96	1	104	8
11	129	131	2	139	8
ws	677	694	17	723	29

Attendance (wk 1)

Totals	Group
95.633	7
94.146	8
92.482	9
95.525	10
93.056	11
94.173	WS

Dates to note for the autumn and winter term

Governor Body Devolved Meeting	Tuesday 29 September 2015 at 6.00pm
Yr 6 Discovery Day Showcase	Wednesday 23 September 2015 at 6.00pm
Yr 11 Outward Bound	Monday 28 September to 2 October 2015
Yr 7 Tutor / Settling in Evening	Thursday 1 October 2015
Inset Day (School closed to pupils)	Friday 23 October 2015
Governor Body Business Meeting	Wednesday 11 November 2015 at 6.00pm
Anti-Bullying Week	16 November 2015
Yr 11 Outward Bound	Monday 16 November to 20 November 2015
Yr 11 Parents Evening	Wednesday 25 November 2015
Carol Concert	Thursday 10 December 2015 at 6.30pm
First day of the Christmas Holidays	Monday 21 December 2015