

# Easingwold School Parents/Carers Meeting

1st November 2016



# Agenda

- Welcome from Chair of Governors and introductions
- Key findings of the inspection report with actions to improve
- Becoming an Academy – what does it mean?
- Next steps and communications
- Summary
- Discussion and questions from Parents and Carers

# The Panel

- Neil Hawkins                      Chair of Governors
- Rob Pritchard                      Interim Executive Headteacher
- Paul Brockwell                      Interim Headteacher
- Pete Dwyer                      Director, Children's Services, NYCC
- Jill Hodges                      Assistant Director, Education and Skills, NYCC

# Why - What - How

**Why** did Ofsted judge the school as inadequate

**What** needs to improve

**How** are we going to improve things

# Summary of key findings from Ofsted

- Leaders not improved the school since the last inspection
- Activities not planned so students do not make good progress (in mathematics teaching is particularly weak)
- Disadvantaged make weak progress, particularly most able disadvantaged
- Weak mathematics skills and poor KS3 mathematics teaching
- Student attitudes in class requires improvement
- Poor attendance and exclusions of disadvantaged
- 16-19 programmes require improvement inc. work experience

# Not improved



## Implications of 'requires improvement'

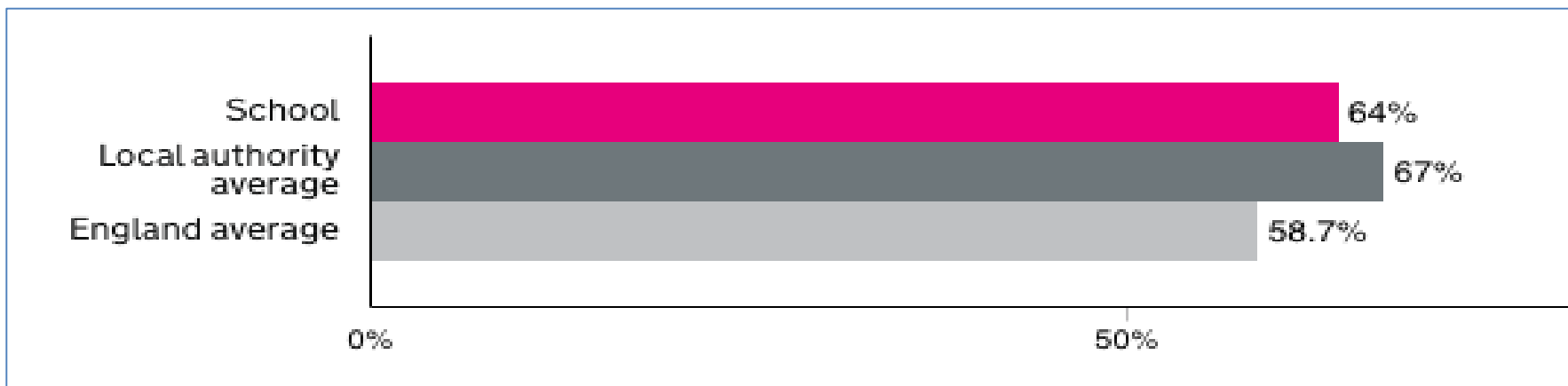
If a school has been judged to require improvement at two consecutive inspections, and is still not good at a third, Ofsted is likely to find the school inadequate.

**Why**



# Improved in 2015 but in 2016.....

Cohort Summary	2014	2015	2016
Average Grade Per Student	C	C	C
Average Point Per Student	36.2	40.7 ↑	39.8 ↓
Basic Measures			
Basics (A* -C in Eng & Ma)	61%	72% ↑	64% ↓
E-BACC	27%	30.7% ↑	30.6%



Why

# Disadvantaged Students

## Disadvantaged means a pupil

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

## Easingwold

- Y11 2016 - 29 students out of total 164 students were disadvantaged





# What does the school need to do - Leadership and Governance

## **Improve leadership and management at all levels by:**

- simplifying development plans .....improving teaching  
....raising achievement and ....monitor
- improving the skills of middle leaders....ensure they are held to  
account for teaching and achievement
- improving self-evaluation .....identifying weaknesses and  
eradicating them.

**What**



# Leadership and Governance – actions

- New Interim Executive Head (Mr Pritchard)
- New Interim Head of School (Mr Brockwell)
- External review of the governance arrangements will be carried out.
  
- New Chair of Governors appointed (Neil Hawkins)
- Two new Governors appointed (ex headteachers from York secondary schools)
- External review of the use of the extra money given for the disadvantaged.

**How**



# What does the school need to do - teaching

**Raise achievement and improve teaching, particularly for disadvantaged pupils by:**

- giving staff practical advice and support.....
- designing a curriculum which enables disadvantaged pupils to achieve well.....
- raising expectations of what pupils can achieve.....
- ensuring that assessment information is used sharply.....



**What - How**



# What does the school need to do – maths

**Raise achievement in mathematics throughout the school by ensuring that:**

- pupils in key stage 3 are fluent in handling numbers and calculations
- pupils are able to apply their mathematics skills to solving problems
- the curriculum in key stage 3 builds on what pupils have learned at their primary



**What - How**



# What does the school need to do - Sixth Form

## All study programmes should:

- allow for meaningful work experience (related to the vocational area)



# Strengths of the school

- The school promotes pupils' welfare well.
- Pupils' spiritual, moral, social and cultural development is strong.
- Pupils feel safe and secure in school
- Teaching has strengths in some subjects
- Pupils are well mannered, polite and conduct themselves well at lunchtimes and breaktimes
- Long term friendships, respect, heart of the community
- Some good pupil/teacher relationships



# Communications

- Dedicated website section
- Fortnightly newsletter
- Parent council
- One to one parent meetings offered
- Regular updates with progress against action plan
- Governor minutes



# Actions

## *Already done*

- Major leadership and governance changes
- Review of teaching underway

## *Happening now (complete before Christmas)*

- Further strengthening of leadership and governance
- Statement of action plan in place and monitored
- External review of disadvantaged pupils teaching
- External review of governance
- Work with Yorkshire Teaching School Alliance to develop teaching
- Pupil and staff morale
- Parental engagement
- Academy process starting





# Academy

## Process

- Mandatory for the School to become an Academy within an existing Multi-Academy Trust (MAT)
- Regional School Commissioner appoints sponsoring Academy
- Sponsoring Academy conducts due diligence
- Expected that sponsor arrangements confirmed to Parents before Christmas with full transfer expected by Easter 2017

## Benefits

- Common management of finances, policies, curriculum
- Sharing of resources, in particular teaching and best practice
- Once part of Academy, move out of Special Measures and no longer 'Inadequate'

# Discussion

Please discuss on your table – write all questions down and prepare three to ask of the panel.

Notes will be taken and all questions raised will answered on the web site.



# Further Slides

- 2016 GCSE results
- ALPS explained
- 2016 A level results (ALPS)
- 2016 AS results (ALPS)
- 2016 A2 results (ALPS)
- Progress 8 explained
- Progress 8 measure - all students
- Progress 8 measure – disadvantaged students
- Progress 8 measure – most able disadvantaged students
- Disadvantaged students – gap by subject
- Attendance and exclusions of disadvantaged students

# 2016 GCSE Summary

GCSE	All students	
Qualification Name	A*-C%	Ave
English Literature	73.8	C+
English Language	72.0	C+
Maths	70.9	C+
Additional Applied Science	0.0	E-
Biology	94.0	B+
Chemistry	89.6	B
Physics	94.0	B+
Science	65.5	C
Science B	5.6	E
Geography	69.4	B-
History	59.1	C-
RSPE	100.0	A-
Sociology	60.0	C+
French	73.2	C+
German	70.3	C
Spanish	70.0	B-
Art SC	0.0	E
Art	68.8	C+
Child Development	58.8	C-
Engineering	35.3	D
Food Technology	60.0	C
Graphics	87.5	B
Resistant Materials	18.8	E+
Textiles	63.6	B-
Drama	66.7	C
Music	85.7	B
GCSE PE	79.4	B-

**5 A\*-C  
inc English and maths**

**2016: 63%**

**2015: 67%**

**2014: 59%**

# A level - ALPS

A GCSE score is calculated for each student based on the grades they achieved at GCSE. This GCSE score is then compared to a national database of A level results from students who achieved the same GCSE score and looking at what those students actually achieved at A level.

An ALPS grade is then set based on this national database of achievement. If the student achieves their ALPS grade it means they will have achieved in the top 25% of students who got the same as them as GCSE level.

The ALPS grades range from 1 (outstanding) to 9 (poor)

The following slides show the 2014 to 2016 Easingwold ALPS for scores for all students and also by subject at AS and A2 for 2016

# A level results

ALPS score	AS	A2
2016:	2	5
2015:	4	3
2014:	3	3

Alps grade 1 - Outstanding

Alps grade 2 - Outstanding

Alps grade 3 - Excellent

Alps grade 4 - Very good

Alps grade 5 - Satisfactory to Good

Alps grade 6 - Below average

Alps grade 7 - Less than satisfactory

Alps grade 8 - Relatively poor

Alps grade 9 - Poor

# 2016 AS Summary

## Alps AS level - Quality Indicator

Easingwold School | 2015/16 | AS level | Report no: 3 | 05.09.16

### Value Added Score

$$1 * \left( \frac{\text{Actual UCAS pts} - \text{Expected UCAS pts}}{\text{Entries} * 50} \right)$$

$$1 * \left( \frac{16,310 - 16,131.11}{431 * 50} \right) = 1.01$$

AS level QI score = 1.01

QI grade = 2



Subject	Entries	Expected Points	Actual Points	Score	Grade
AS - Art (Fine Art)	1	27.75	30	1.05	4
AS - Biology	34	1,583.47	1,320	0.85	5
AS - Business Studies	15	487.20	440	0.94	5
AS - Chemistry	14	475.21	430	0.94	3
AS - D&T (Graphical)	4	182.50	290	1.36	1
AS - Drama & Theatre Studies	5	200.07	210	1.04	4
AS - Economics	12	383.06	170	0.64	8
AS - English Language	24	883.49	1,050	1.13	4
AS - English Literature	18	741.32	900	1.18	2
AS - French	5	277.17	280	1.01	3
AS - Geography	31	1,040.87	770	0.81	7
AS - Geology	12	391.28	440	1.11	3
AS - German	5	206.78	130	0.69	7
AS - History	21	774.23	770	1.00	5
AS - Mathematics	30	1,267.27	990	0.82	6
AS - Maths (Further)	4	203.14	240	1.18	2
AS - Media Studies	14	522.04	400	1.10	5
AS - Music	2	87.92	90	1.02	4
AS - Physical Education	4	174.09	170	0.98	3
AS - Physics	20	788.45	750	0.94	3
AS - Psychology	34	1,189.24	990	0.90	5
AS - Sociology	25	897.58	1,080	1.15	3
AS - Spanish	2	101.81	100	0.98	4
IFG Cert - Financial Studies	83	3,052.71	3,830	1.19	5
<b>Totals</b>	<b>431</b>	<b>16,131.11</b>	<b>16,310</b>		

# 2016 A2 Summary

Alps A level - Quality Indicator  
Easingwold School | 2015/16 | A level | Report no: 4 | 06.09.16

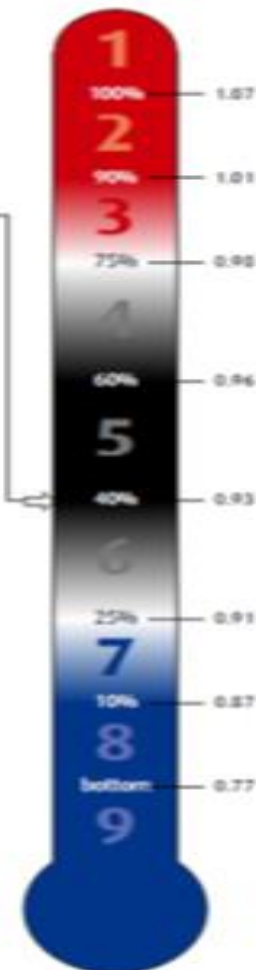
**Value Added Score**

$$1 + \left( \frac{\text{Actual UCAS pts} - \text{Expected UCAS pts}}{\text{Entries} \times 100} \right)$$

$$1 + \left( \frac{19,700 - 21,390.76}{241 \times 100} \right) = 0.93$$

A level QI score = 0.93      QI grade = 5

Subject	Entries	Expected Points	Actual Points	Score	Grade
A - Art (Fine Art)	3	254.52	340	1.28	2
A - Biology	22	2,007.52	1,480	0.74	7
A - Business Studies	5	410.25	400	0.98	5
A - Chemistry	14	1,529.69	1,240	0.72	8
A - D&T (Graphical)	4	311.90	320	1.02	4
A - Drama & Theatre Studies	4	398.01	480	1.20	2
A - Economics	7	619.25	620	1.00	4
A - English Language	14	1,412.25	1,380	0.98	5
A - English Literature	11	1,055.47	980	0.93	6
A - French	1	104.58	60	0.55	8
A - Geography	17	1,485.89	1,520	1.02	3
A - Geology	8	645.46	680	1.04	3
A - History	4	350.65	340	0.97	5
A - Mathematics	20	1,881.84	1,940	1.03	3
A - Maths (Further)	5	448.39	520	1.10	3
A - Media Studies	3	240.84	240	1.04	4
A - Physical Education	8	648.99	440	0.74	8
A - Physics	11	1,049.25	900	0.86	5
A - Psychology	31	2,890.70	2,500	0.97	4
A - Sociology	11	1,005.98	1,020	1.01	5
A - Spanish	4	434.72	400	0.91	5
IPC Dip - Financial Studies	30	2,804.53	2,040	0.85	8
<b>Totals</b>	<b>241</b>	<b>21,390.76</b>	<b>19,700</b>		





# Progress 8

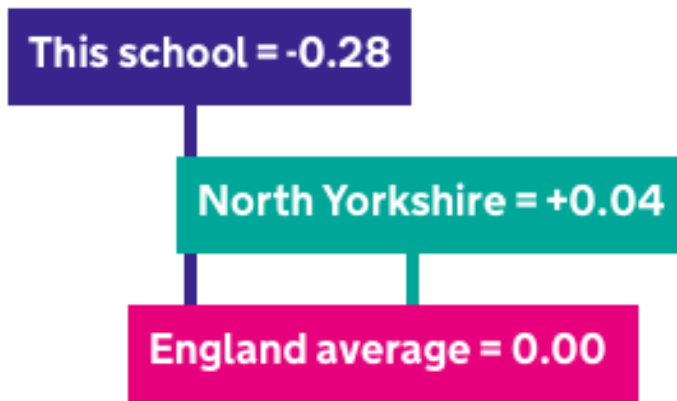
Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects. It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and Maths as a baseline.

For each student, subtract their actual Attainment 8 score from their expected Attainment 8 score. This is their Progress 8.

A positive score means they made better progress than expected.

The school's Progress 8 score is the average of all students' Progress 8.

# Progress of all students



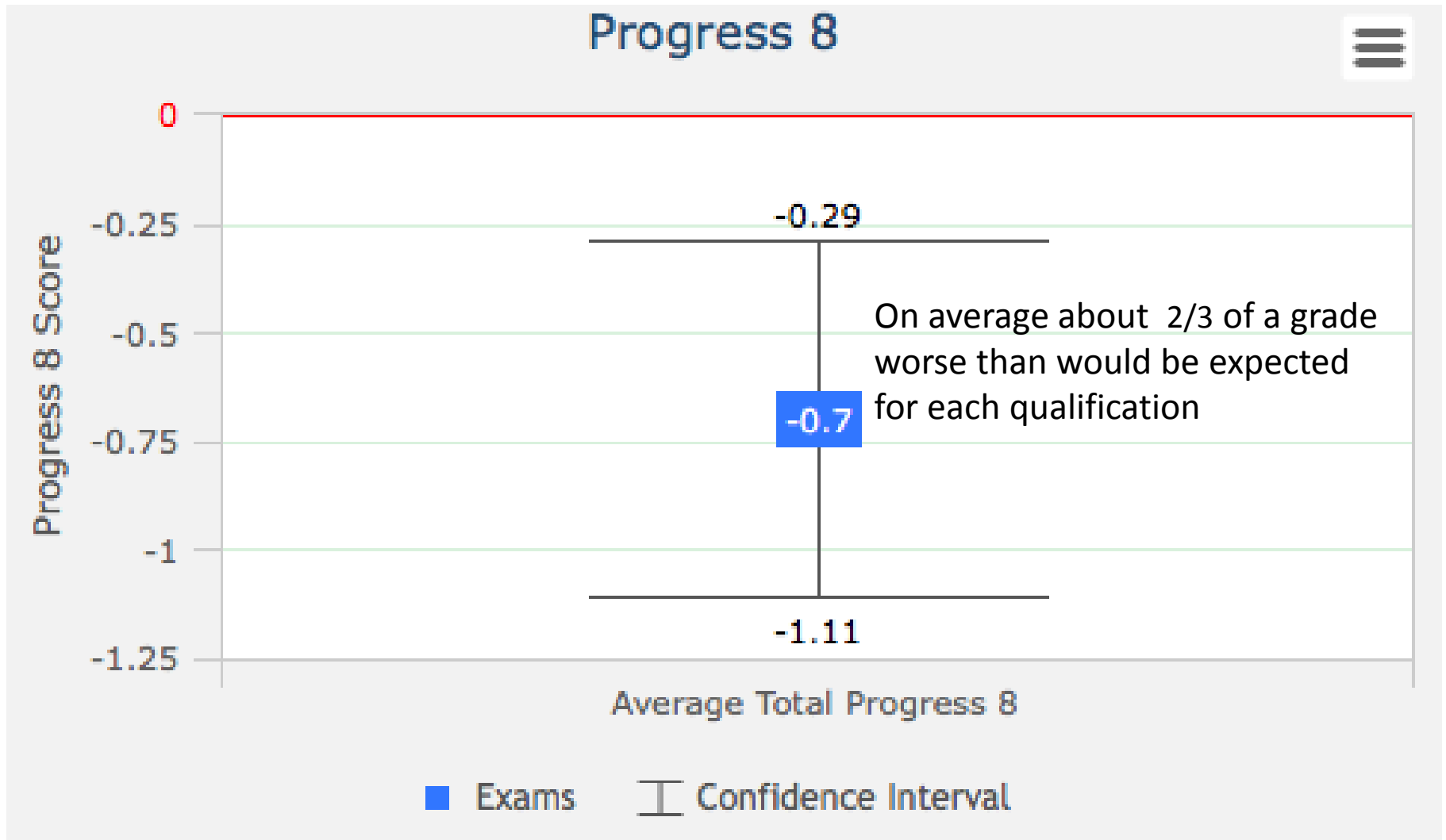
- School
- School's confidence interval
- North Yorkshire (local authority)
- England state-funded mainstream schools

-1.0  
Progress needs improvement

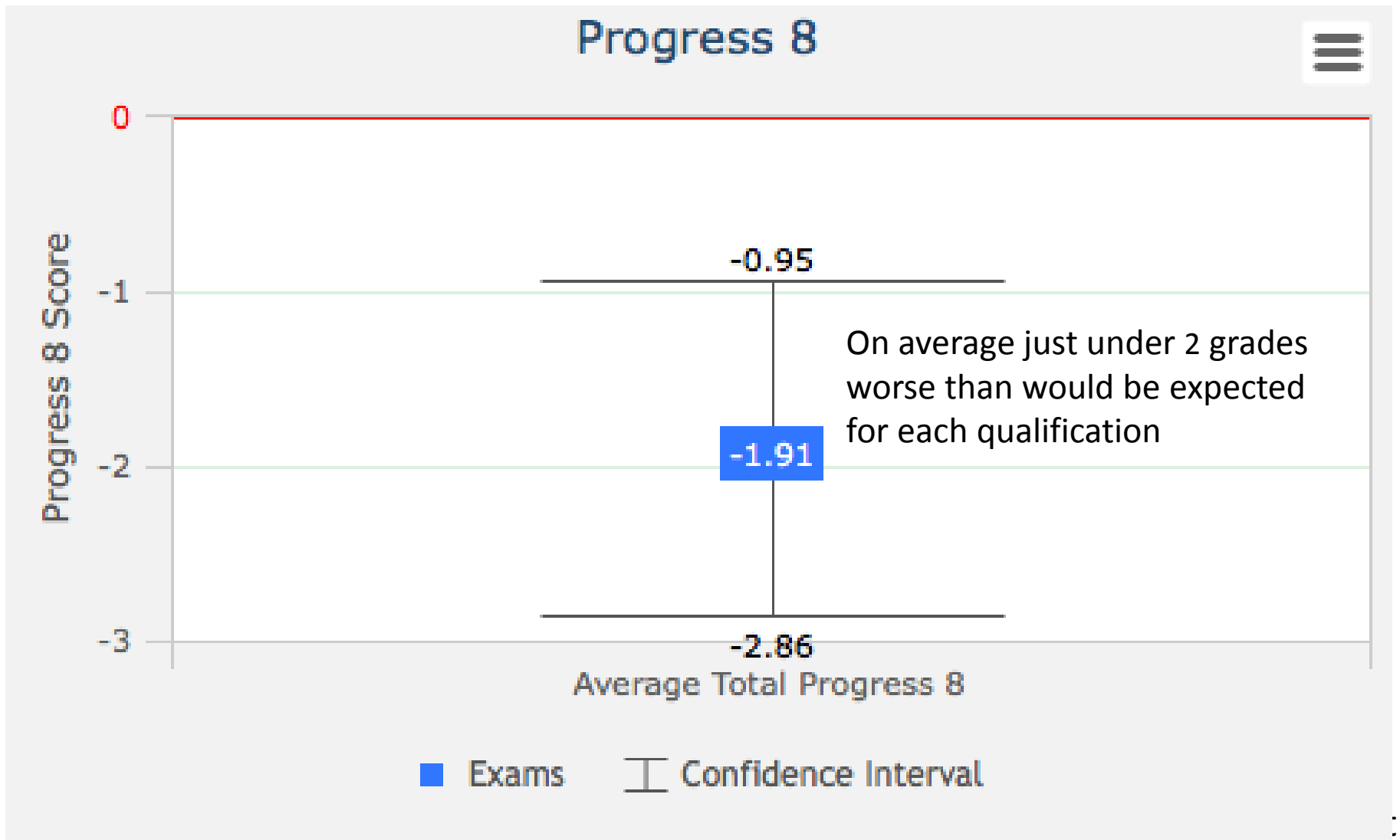
0.00

1.0  
Progress very good

# Progress of disadvantaged students (29 students)



# Progress of most able disadvantaged (5 students)



60 not disadvantaged students most able = +0.05

# Attendance and Exclusions of disadvantaged

	Easingwold	National
Absence for more than 10%	16% of disadvantaged	11% of disadvantaged

From most recent data – exclusions of DA are in line with national figures.