

ACE HEALTH CHECK RECORD; 2016-17

School: Ivanhoe

Headteacher: Anne-Marie Blewitt

Chair of Governors: Graham McKay

Context

- The % PP is slightly lower than the national average over time by around 5 or 6%
- The % of pupils from minority ethnic groups is well below the national average (around 7% for school, 27% nationally)
- The % of pupils with EAL is well below the national average (around 3% for school, 15% nationally)
- The % of pupils with SEN/statements/EHCPs is below the national average (around 9% for school, 14% nationally.)

Self-evaluation

- The school has carried out a detailed, evidence based, high quality, honest and accurate self-evaluation
- The ACE Partnership carried out a Quality Improvement programme visit in March 2016. The outcomes of the QIP visit were a positive recognition of the strengths of the school and in line with the school's own self-evaluation
- The school has produced a Data Dashboard, modelled on the Ofsted/Raiseonline dashboard, which provides a very useful overview of key performance indicators for governors and external quality assurance analysis
- The onward progress of students in Years 10 and 11 is tracked and carefully analysed so that the school can be sure that students are well prepared for the next stage of learning
- The school commissioned a quality assurance visit from Jo Ward, Ofsted lead inspector, in March 2017. Jo judged that, "there is evidence of a great deal of good practice with much that is outstanding." Subsequently the school formed an action plan to address areas for development raised during the visit and this was implemented quickly, leading to a number of improvements which will support the school in its drive to become outstanding.

Information about outcomes for pupils

- How is the school recording assessment information?

The school is using a curriculum and assessment system designed collaboratively by local high and upper schools in the ACE Partnership, known as the Pathway system. The system defines the progress steps each year for all students, building on achievement in their primary school and includes common end of year summative assessments that are standardised and moderated across the partnership. The core curriculum and assessment model;

- Is focussed on developing the key concepts, knowledge and skills needed for success in key stage 4
- Is based on high expectations and challenge for all
- Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas which match their age related expectations
- Uses data from assessments to reliably identify what students have / have not understood and informs future teaching and learning, including intervention needs.

- How are comparisons to national data made?

National data on progress and attainment at the end of Key Stage 3 is not available. Therefore, the school has been following a methodology developed within the ACE Partnership which replicated the KS4 Raiseonline/inspection dashboard approach. Taking 3 levels of progress as expected progress from KS2 to 4, and 4 levels progress as more than expected, this methodology expects 9/14 of this progress during Key Stage 3 (being 9 terms of the total 14 terms over Key Stages 3 and 4 that students experience before taking GCSE examinations.) This approach is being reviewed for 2017 by which time ACE Partnership schools will have introduced a Key Stage 3 equivalent to the new Progress 8 measure.

- What does the school do to ensure assessments are robust and consistent with other schools?

The outcomes of teacher and summative assessment are rigorously monitored for all subjects through a very effective Departmental review process and within the ACE Partnership by curriculum leader groups.

In the quality assurance visit from Jo Ward judged that the pathway system “provides a secure anchor for the school’s assessment processes.”

Outcomes by Prior Attainment

The following tables show which prior attainment bands are most or least likely to make expected progress/more than expected progress. Each box shows the highest performing group compared to the lowest performing group; hence L/M shows that the low prior attainment group achieved the highest score and the mid prior attainment group the lowest. If marked as + this denotes the score was above national, whereas - denotes a score below national.

All students

| | Year 7 | | Year 8 | | Year 9 | |
|------------------|----------|-----------|----------|-----------|----------|-----------|
| | Expected | More than | Expected | More than | Expected | More than |
| DT | L+/H+ | L+/M+ | L+/H+ | L+/H- | L+/H+ | L+/M+ |
| English | L+/M+ | L+/H- | L+/M+ | H+/L+ | L+/H+ | H+/M+ |
| Geography | L+/M+ | L+/M+ | H+/M+ | H+/L+ | H+/M+ | H+/M+ |
| History | L+/M+ | L+/M- | L+/M+ | H+/M+ | L+/M+ | L+/M+ |
| Maths | L+/M+ | H+/L+ | H+/L+ | H+/L+ | H+/M+ | H+/L+ |
| MFL | L+/M- | L+/M+ | L+/M- | H-/L- | L+/H+ | L+/M+ |
| Science | H+/M+ | L+/H- | H+/L+ | H+/L+ | L+/M+ | H+/L+ |

English;

- LPA generally make the strongest progress
- HPA make comparatively less progress

- % HPA making more than expected progress was below national for Yr 7 which may be an issue for the current Yr 8

Maths

- HPA generally make the strongest progress
- LPA make comparatively less progress
- All PA groups are above national

Science

- No consistent patterns re how PA groups compare
- % HPA making more than expected progress was below national for Yr 7 which may be an issue for the current Yr 8 – as with English

Design

- LPA generally make the strongest progress
- HPA make comparatively less progress
- % HPA making more than expected progress was below national for Yr 8 which may be an issue for the current Yr 9

History

- LPA generally make the strongest progress
- MPA make comparatively less progress
- % MPA making more than expected progress was below national for Yr 7 which may be an issue for the current Yr 8

Geography

- HPA generally make the strongest progress
- MPA make comparatively less progress
- All PA groups are above national

MFL

Complex in terms of baseline / readiness to learn MFL at beginning of Yr7. Within this caveat;

- LPA generally make the strongest progress
- MPA make comparatively less progress
- % MPA in Years 7,8 below national expected – may be an issue for current Years 8,9

Pupil premium

| | Year 7 | | Year 8 | | Year 9 | |
|------------------|----------|-----------|----------|-----------|-----------|-----------|
| | Expected | More than | Expected | More than | Expected | More than |
| DT | L+/H- | L+/M- | L+/H- | L+/H- | L+/H+ | L+/M+ |
| English | L+/M- | L+/H- | L+/H+ | H+/M+ | L+/H+ | H+/M- |
| Geography | L+/M+ | M+/H- | H+/M+ | H+/L+ | L+/M+ | H+/M+ |
| History | L+/M+ | H+/M- | L+/M+ | H+/M+, L+ | L+, H+/M+ | L+/M+ |
| Maths | L+/M+ | H+/M- | H+/M+ | L+/M- | H+/M- | H-/L- |
| MFL | L+/M- | L+/M- | L+/M- | H-/M- | L+/H- | M-/L- |
| Science | L+/H+ | H-/M+ | H+/L+ | H+/L+ | L+/H+ | L+/H+ |

English;

- LPA generally make the strongest progress
- % MPA making more than expected progress was below national for Yr 7 which may be an issue for the current Yr 8 (as for non-PP)

Maths

- HPA generally make the strongest progress
- MPA make comparatively less progress
- A number of PA groups are below national for expected and more than expected. PP with MPA appear to be a key group for improvement

Science

- No consistent patterns re how PA groups compare as with non-PP
- %HPA making more than expected progress was below national for Yr 7, as was the case with non-PP, which may be an issue for the current Yr 8

Design

- LPA generally make the strongest progress, as was the case for non-PP
- HPA make comparatively less progress, as was the case for non-PP
- % HPA making more than expected progress was below national for Yrs 7 and 8 which may be an issue for the current Yrs 8 and 9

History

- LPA generally make the strongest progress, as was the case for non-PP
- MPA make comparatively less progress, as was the case for non-PP
- % MPA making more than expected progress was below national for Yr 7 which may be an issue for the current Yr 8, as was the case for non-PP

Geography

- HPA generally make the strongest progress, as was the case for non-PP
- MPA make comparatively less progress, as was the case for non-PP

- %HPA making more than expected progress was below national for Yr 7, as was the case in science, which may be an issue for the current Yr 8

MFL

Complex in terms of baseline / readiness to learn MFL at beginning of Yr7. With this caveat;

- LPA generally make the strongest progress, as was the case for non-PP
- MPA make comparatively less progress, as was the case for non-PP
- A number of PA groups are below national for expected and more than expected. PP with MPA appears to be a key group for improvement, as was the case in maths.

SEND

| | Year 7 | | Year 8 | | Year 9 | |
|------------------|-----------------|------------------|-----------------|------------------|-----------------------|------------------|
| | Expected | More than | Expected | More than | Expected | More than |
| DT | L+/H- | L+/H- | L+/H- | L+/H- | No variation All + | L+/M+ |
| English | L+/H- | M-,H-/L+ | L+/H+ | L+/H- | L+/H- | L+/M- |
| Geography | M+,L+/H- | L+/H- | L+/M- | L+,H-/M- | L+,H+/M+ | H+/M+ |
| History | L+/H- | L+/M- | L+/H- | L+/M- | L+,H+/M+ | L+/M+ |
| Maths | L+/H+ | L+/M- | H+/L+ | H+/L- | H+/M- | H+/L- |
| MFL | L+/H- | L+/H- | L+/H- | M+/H- | L+/H+ | H+/M- |
| Science | L+/H+ | L+/H- | L+/H+ | L+/M+,H+ | L+,M+/H+ | H+/M+ |

English;

- LPA generally make the strongest progress
- A number of PA groups are below national for expected and more than expected. SEND with HPA appear to be a key group for improvement

Maths

- HPA generally make the strongest progress
- LPA make comparatively less progress
- A number of PA groups are below national for expected and more than expected. PP with LPA and MPA appear to be key groups for improvement

Science

- LPA generally make the strongest progress
- All PA groups are above national for expected and more than expected

Design

- LPA generally make the strongest progress, as was the case for non-PP and PP
- HPA make comparatively less progress, as was the case for non-PP and PP

- % HPA making more than expected progress was below national for Yrs 7 and 8 which may be an issue for the current Yrs 8 and 9, as was also the case with PP

History

- LPA generally make the strongest progress, as was the case for non-PP and PP
- MPA make comparatively less progress, as was the case for non-PP and PP
- % HPA making expected progress was below national for Yrs 7 and 8 which may be an issue for the current Yrs 8 and 9
- % MPA making more than expected progress was below national for Yrs 7 and 8 which may be an issue for the current Yrs 8 and 9

Geography

- LPA generally make the strongest progress
- MPA make comparatively less progress, as was the case for non-PP and non-PP
- %HPA making expected and more than expected progress was below national for Yr 7, which may be an issue for the current Yr 8
- %MPA making expected and more than expected progress was below national for Yr 8, which may be an issue for the current Yr 9

MFL

Complex in terms of baseline / readiness to learn MFL at beginning of Yr7. Within this caveat;

- LPA generally make the strongest progress, as was the case for non-PP and PP
- HPA make comparatively less progress
- %HPA making expected and more than expected progress was below national for Yrs 7 and 8, which may be an issue for the current Yrs 8 and 9.

Progress compared to national indicators

The following tables show the percentage of pupils making expected progress/more than expected progress.

All

| | Year 7 | | Year 8 | | Year 9 | |
|------------------|----------|-----------|----------|-----------|----------|-----------|
| | Expected | More than | Expected | More than | Expected | More than |
| Design | Sch;88.1 | Sch;35.4 | Sch;87.8 | Sch;43.4 | Sch;94.2 | Sch;55.4 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| English | Sch;88.5 | Sch;35.1 | Sch;95.7 | Sch;51.1 | Sch;93.9 | Sch;47.5 |
| | Nat;69 | Nat;30 | Nat;69 | Nat;30 | Nat;69 | Nat;30 |
| Geography | Sch;95.5 | Sch;56.7 | Sch;86.8 | Sch;48 | Sch;94.5 | Sch;61 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| History | Sch;92.6 | Sch;42 | Sch;90.2 | Sch;47.7 | Sch;96.6 | Sch;63.1 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| Maths | Sch;88.5 | Sch;37.9 | Sch;90.8 | Sch;44.3 | Sch;83.1 | Sch;45.1 |
| | Nat;66 | Nat;30 | Nat;66 | Nat;30 | Nat;66 | Nat;30 |
| MFL | Sch;75.7 | Sch;30 | Sch;67.3 | Sch;26.6 | Sch;82.4 | Sch;31.5 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| Science | Sch;94.9 | Sch;40.3 | Sch;95.1 | Sch;71.9 | Sch;97.9 | Sch;66.1 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |

- English, maths, science, design; generally well above national expected and more than expected
- History, geography; well above national expected and more than expected and exceptional progress in Year 9
- MFL; above national for expected and in line with national for more than expected.

PP

| | Year 7 | | Year 8 | | Year 9 | |
|------------------|----------|-----------|----------|-----------|----------|-----------|
| | Expected | More than | Expected | More than | Expected | More than |
| Design | Sch;84.2 | Sch;28.9 | Sch;86.6 | Sch;37.3 | Sch;93.5 | Sch;50.6 |
| | Nat;73 | Nat;35 | Nat;73 | Nat;35 | Nat;73 | Nat;35 |
| English | Sch;84.2 | Sch;26.3 | Sch;97 | Sch;41.8 | Sch;90.9 | Sch;31.2 |
| | Nat;74 | Nat;34 | Nat;74 | Nat;34 | Nat;74 | Nat;34 |
| Geography | Sch;96.1 | Sch;50 | Sch;84.8 | Sch;39.4 | Sch;88.3 | Sch;51.9 |
| | Nat;73 | Nat;35 | Nat;73 | Nat;35 | Nat;73 | Nat;35 |
| History | Sch;87 | Sch;32.5 | Sch;88.1 | Sch;43.3 | Sch;94.7 | Sch;57.9 |
| | Nat;73 | Nat;35 | Nat;73 | Nat;35 | Nat;73 | Nat;35 |
| Maths | Sch;81.8 | Sch;23.4 | Sch;83.6 | Sch;37.3 | Sch;70.1 | Sch;26 |
| | Nat;72 | Nat;35 | Nat;72 | Nat;35 | Nat;72 | Nat;35 |
| MFL | Sch;64.5 | Sch;18.4 | Sch;55.2 | Sch;11.9 | Sch;75.4 | Sch;20 |
| | Nat;73 | Nat;35 | Nat;73 | Nat;35 | Nat;73 | Nat;35 |
| Science | Sch;89.5 | Sch;36.8 | Sch;95.5 | Sch;53 | Sch;96.1 | Sch;57.1 |
| | Nat;73 | Nat;35 | Nat;73 | Nat;35 | Nat;73 | Nat;35 |

- English; above national for expected but below national for more than expected in Years 7 and 8
- Maths; similar pattern to English
- Science; generally above in both measures but Year 7 closer to national for more than expected
- Design; generally above in both measures but Year 7 and 8 closer to national for more than expected
- History; generally above in both measures but Year 7 closer to national for more than expected
- Geography; generally above in both measures but Year 8 closer to national for more than expected
- MFL; above national for expected but below national for more than expected.

SEND

| | Year 7 | | Year 8 | | Year 9 | |
|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|
| | Expected | More than | Expected | More than | Expected | More than |
| Design | Sch;89.2 | Sch;45.9 | Sch;77.1 | Sch;34.3 | Sch;100 | Sch;69.4 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| English | Sch;78.4 | Sch;37.8 | Sch;94.3 | Sch;42.9 | Sch;88.3 | Sch;25 |
| | Nat;69 | Nat;30 | Nat;69 | Nat;30 | Nat;69 | Nat;30 |
| Geography | Sch;91.9 | Sch;48.6 | Sch;70.6 | Sch;32.4 | Sch;97.2 | Sch;44.4 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| History | Sch;86.8 | Sch;31.6 | Sch;74.3 | Sch;34.3 | Sch;97.1 | Sch;57.1 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| Maths | Sch;76.9 | Sch;15.4 | Sch;77.1 | Sch;40 | Sch;69.4 | Sch;22.2 |
| | Nat;66 | Nat;30 | Nat;66 | Nat;30 | Nat;66 | Nat;30 |
| MFL | Sch;70.3 | Sch;21.6 | Sch;57.1 | Sch;20 | Sch;90.5 | Sch;28.6 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |
| Science | Sch;94.6 | Sch;48.6 | Sch;94.1 | Sch;52.9 | Sch;97.2 | Sch;61.1 |
| | Nat;67 | Nat;30 | Nat;67 | Nat;30 | Nat;67 | Nat;30 |

- English; above national for both measures except below national for more than expected in Year 9
- Maths; above national for both measures except below national for more than expected in Years 7 and 9
- Science; above in both measures
- Design; above in both measures but Year 8 closer to national for more than expected
- History; above in both measures but Year 7 and 8 closer to national for more than expected
- Geography; above in both measures but Year 8 closer to national for more than expected
- MFL; above national for expected in Years 7 and 8 but below measures elsewhere. Well below national in Years 7 and 8 for more than expected.

Attendance

The school's overall attendance for 2016-17 fell slightly from previous years with persistent absence (at an absence rate of 10% or above) showing an increase of 1.8%. This mirrors the trend nationally, although the changes at school level are greater than the comparative national changes.

For the pupil premium group attendance fell by 3.1% to below the national figure while persistent absence was reduced and is now 2.2% better than the national figure.

NB; National attendance figures in the table below refer to Autumn and Spring terms of each academic year.

| All students | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------------------|---------|---------|---------|---------|---------|
| Attendance; School % | 94.4 | 95.4 | 95.2 | 95.4 | 94.9 |
| Attendance; National % | 94.1 | 94.9 | 94.8 | 95.0 | 94.8 |
| PA (15%); School | 3.8 | 2.7 | 5.24 | 4.8 | - |
| PA (10%); School | | | 10.9 | 10.5 | 12.3 |
| PA (15%); National | 6.6 | 5.8 | 5.8 | NA | NA |
| PA (10%); National | | | | 12.4 | 12.8 |

| PP | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------------------|---------|---------|---------|---------|---------|
| Attendance; School % | 90.5 | 92.6 | 92.7 | 93.0 | 89.9 |
| Attendance; National % | 92.7 | 92.7 | 92.5 | 92.8 | 91.5 |
| PA (15%); School | 17.0 | 9.4 | 3.95 | 9.8 | - |
| PA (10%); School | | | 27.3 | 24.9 | 24.0 |
| PA (15%); National | 11.5 | 11.5 | 10.9 | NA | NA |
| PA (10%); National | | | | 21.6 | 26.2 |

Attendance by group 2016-17

| | | Total | Male | Female | PP | SEND | LAC | E2L |
|-----------------------------|--|--------------|-------------|---------------|-----------|-------------|------------|------------|
| Year 7 | | | | | | | | |
| Ivanhoe | | 95.50% | 94.90% | 96.10% | 92.72% | 93.8% | 98.40% | 95.10% |
| National average* Yr 7 | | 96.10% | | | | | | |
| | | | | | | | | |
| Year 8 | | | | | | | | |
| Ivanhoe | | 94.60% | 95.00% | 94.10% | 91.85% | 90.2% | 98.50% | 94.20% |
| National average* Yr 8 | | 95.30% | | | | | | |
| | | | | | | | | |
| Year 9 | | | | | | | | |
| Ivanhoe | | 94.50% | 94.50% | 94.50% | 92.18% | 93.6% | 94.10% | 95.70% |
| National average* Yr 9 | | 94.80% | | | | | | |
| | | | | | | | | |
| School total | | | | | | | | |
| Ivanhoe | | 94.80% | 94.80% | 94.90% | 92.30% | 92.61% | 96.70% | 95.10% |
| National average* (Yrs7-11) | | 94.8% | 94.9% | 94.8% | 91.5% | 92.5% | NA | 95.6% |

The attendance of girls in school was 1.2% above the attendance of boys, reversing the national trend where boys' attendance was very slightly ahead of girls. The attendance of pupils with SEND was above the national average while the figure for the E2L group was slightly below the national figure.

Overall, attendance is broadly in line with national. The school has prioritised improvements in PP attendance in order to reduce the PP/non-PP attendance and persistent absence gaps.

NB; National attendance figures in the table below refer to Autumn and Spring terms of each academic year. National averages are for 2016-17 now included.

Exclusions

There have been no permanent exclusions from school over recent years, which is strength of the school. The % of enrolments with 1 or more fixed term exclusion fell in 2016-17 and is now well below the national average (national data only available up to 2016.) The % of PP with 1 or more fixed term exclusion also fell in 2017 and is now below the national average. Overall, this represents a positive picture with an improving data trend over time.

| All students | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---------|---------|---------|---------|
| Permanent exclusions as a percentage of the pupil group School | 0 | 0 | 0 | 0 |
| National | 0.13 | 0.15 | 0.17 | NA |

| | | | | |
|--|------|------|------|-----|
| % enrolments with 1 or more fixed term exclusion School | 2.9 | 3.27 | 3.26 | 2.5 |
| National | 3.64 | 3.92 | 4.26 | NA |

| PP | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---------|---------|---------|---------|
| Permanent exclusions as a percentage of the pupil group School | 0 | 0 | 0 | 0 |
| National | 0.34 | 0.39 | 0.53 | NA |

| | | | | |
|--|------|------|------|-----|
| % enrolments with 1 or more fixed term exclusion School | 7.1 | 8.9 | 8.4 | 7.8 |
| National | 8.34 | 7.51 | 8.46 | NA |

Conclusion of Healthcheck Meeting

Based on the data analysis and discussions with senior leaders, the school is likely to be judged as outstanding if inspected. However, this will depend on inspectors' own views on the quality of teaching and pupils' progress over time.