

Secondary Inspection Data Summary Report

Ormiston SWB Academy	URN: 145008 Laestab: 3364007
Headteacher: Mr Rod Hughes	Type of education: Academy Sponsor Led
Local authority: Wolverhampton	Phase of education: Secondary
Pupils: 1108	Academy trust or sponsor: Ormiston Academies Trust
Gender: Mixed	Date open/converted: 01/07/2017
Admissions policy: Unknown	Chair of governors/trustees: William Myers
Ages: 11-19	School website:
Denomination: None	Postcode: WV14 0LN

Areas of interest

Release information: Provisional 2019 KS4 - **Release date:** 22 November 2019

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Subjects Guidance

- The average number of KS4 qualifications pupils were entered for in 2019 was 8. In 2018, the average was 7.
- The school entered pupils into 15 of the 17 available KS4 subject clusters in 2019.
- For the following EBacc subject(s), the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: mathematics (3.7), geography (3.2), German (3.8), English language (3.9), English literature (3.9).
- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 11%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (28%).
- A sentence for science value added has not been triggered because the criteria have not been met.
- A sentence for languages value added has not been triggered because the criteria have not been met.
- Humanities value added (-0.7) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.
- The percentage achieving grade 4+ in science (47%) was in the **lowest** 20% of all schools in 2019.
- The percentage achieving grade 4+ in languages (52%) was in the **lowest** 20% of all schools in 2019.
- The percentage achieving grade 4+ in humanities (40%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: hospitality & catering (5.7), sport studies (6.1), engineering (5.8), art & design (5.8), health & social care (5.7).

Progress 8 Guidance

- A sentence for overall Progress 8 has not been triggered because the criteria have not been met.

- The English element of Progress 8 (-0.5) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019.
- The mathematics element of Progress 8 (-0.4) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.
- A sentence for the EBacc element of Progress 8 has not been triggered because the criteria have not been met.
- The open element of Progress 8 (0.7) was significantly **above** the national average and in the **highest** 20% of all schools in 2019.

Attainment 8 Guidance

- A sentence for overall Attainment 8 has not been triggered because the criteria have not been met.
- The English element of Attainment 8 (8.4) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- The mathematics element of Attainment 8 (7.4) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- The EBacc element of Attainment 8 (10.9) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- A sentence for the open element of Attainment 8 has not been triggered because the criteria have not been met.

Pupil movement Guidance

Absence (whole school) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.
- A sentence for persistent absence has not been triggered because the criteria have not been met.
- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have not been triggered because the criteria have not been met.

Exclusions (whole school) Guidance

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rates of total fixed period or repeat exclusions compared with schools with a similar level of deprivation has not been triggered because the criteria have not been met.
- Of the 69 pupils with at least one fixed period exclusion in 2017/18, 38% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 105 fixed period exclusions in 2017/18, 30 were for **persistent disruptive behaviour**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: verbal abuse/threatening behaviour against an adult (28); unspecified reasons (25).
- There were 4 permanent exclusions in 2017/18. The national average for this year was 2. There were no permanent exclusions in the previous year.

- Of the 4 permanent exclusions in 2017/18, 2 were for **physical assault against a pupil**. Other reasons for permanent exclusions in 2017/18 were: persistent disruptive behaviour (2).

Destinations Guidance

- Significantly above the national average
- Significantly below the national average
- x Small cohort

Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentence are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For low prior attainers, the open element of Progress 8 (0.9) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018. The open element of Attainment 8 (10.7) was in the **highest** 20% of all schools in 2019 as well as in 2018.
- For middle prior attainers, the English element of Progress 8 (-0.5) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018. The open element of Attainment 8 (14.9) was in the **highest** 20% of all schools in 2019.
- For high prior attainers, the English element of Progress 8 (-0.7) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.

School and local context

School level Guidance

		Datayear			Low Quintile High				
		2017	2018	2019	Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	1093	1108		■	■	■	■	■
	Nat	961	978						
% FSM6 pupils	Sch	53	53		■	■	■	■	■
	Nat	28	28						
SEND support	Sch	28.2	31.4		■	■	■	■	■
	Nat	10.6	10.8						
% SEND EHC plan	Sch	0.8	1.3		■	■	■	■	■
	Nat	1.6	1.7						
% of EAL	Sch	15	13		■	■	■	■	■
	Nat	17	17						
% Stability	Sch	98	94		■	■	■	■	■
	Nat	92	92						

MAT/LA level information Guidance

As at November 2019:

- This school is part of Ormiston Academies Trust which contains 7 primary schools, 29 secondary schools, 1 special school and no pupil referral units.
- The latest overall effectiveness grade for this school is requires improvement. The MAT grade profile as at 1 November 2019 was:
 - Outstanding - 4
 - Good - 22
 - Requires improvement - 10
 - Inadequate - 1
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 62.2% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 4.9 days on average lost to teacher sickness absence compared with a national average of 4.0.
- 3 full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 15 out of 17 possible ethnic groups. Those with 5% or more are:
 - 67%: White - British
 - 9%: Asian or Asian British - Indian

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, this school received £7,691,890 in grant funding, £2,327,000 more than the national average.
- In 2017/18, this school had a negative in-year balance (£-53,652), the second year in a row in which expenditure has exceeded income.
- In 2017/18, this school had a per pupil spend of £7,301.

Year group context (Secondary)

Characteristics Guidance

Year group markedly above average of others ■

Year group markedly below average of others ■

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Y7	229	NA	NA	NA	62	29	7	16
Y8	208	NA	NA	NA	49	29	12	16
Y9	196	NA	NA	NA	57	28	11	17
Y10	187	21	93	68	47	27	13	17
Y11	201	32	109	58	50	25	13	17

Prior attainment Guidance

Well above national ■

Well below national ■

In line with national -

Small cohort x

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	-	-	-	-	Below
Writing	-	-	-	-	-
Mathematics	-	-	-	-	-

SEND characteristics Guidance

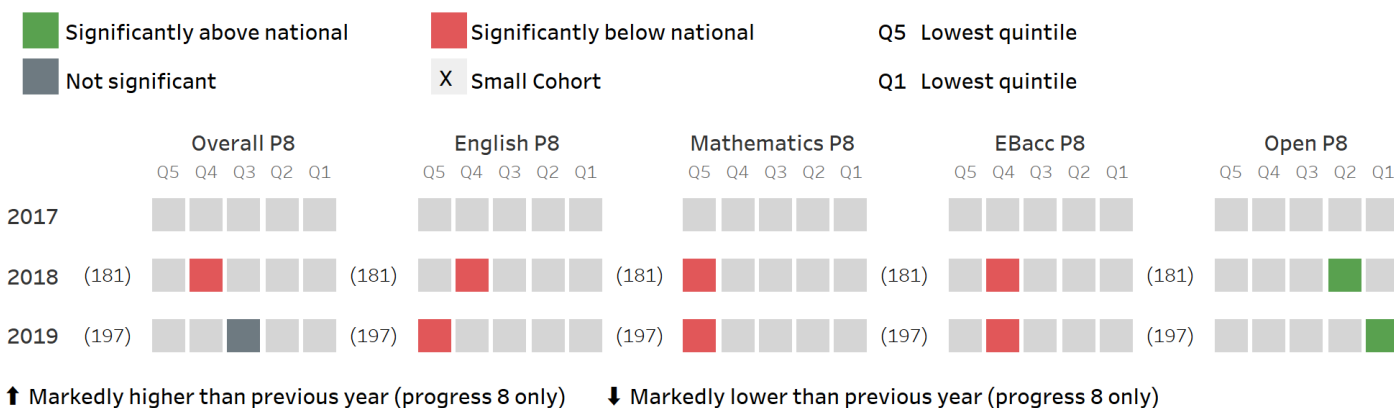
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 214

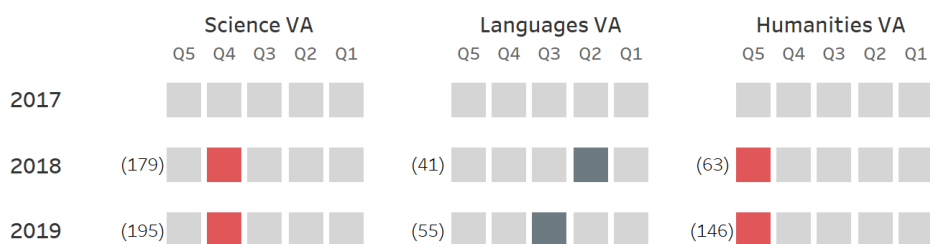
	SEND need					SEND Support (335)					EHC Plan (14)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	50	38	36	31	29	0	0	1	1	1	0	0	0	0	0
Moderate Learning Difficulty	2	12	1	2	0	0	1	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	6	5	2	9	4	0	0	1	0	0	0	0	0	0	0
Social, Emotional & Mental Health	13	6	17	20	22	0	1	0	1	1	0	0	0	0	0
Speech, Language and Communication Needs	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	3	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	3	1	0	0	1	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	1	2	2	2	0	0	2	1	0	0	0	0	0	0
School Support NSA	8	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0
Year group totals	82	69	61	65	58	3	2	4	3	2					

Progress and attainment trend

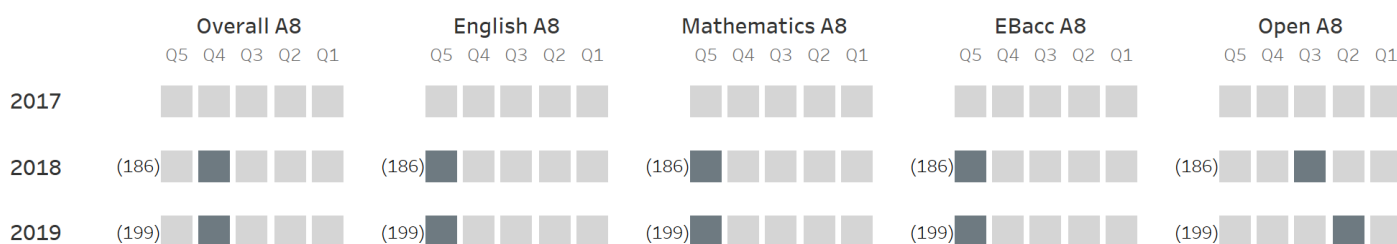
Progress 8 three-year trend Guidance



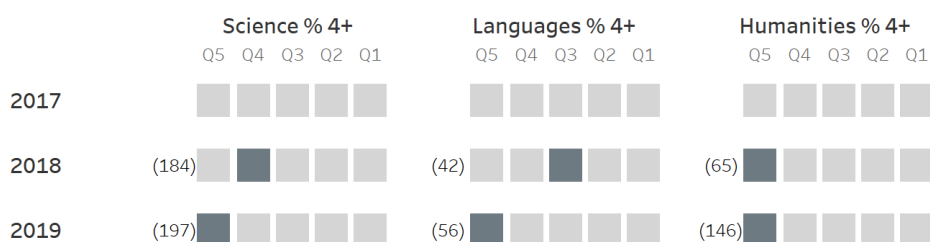
EBacc pillar VA three-year trend Guidance



Attainment 8 three-year trend Guidance



EBacc pillar grade 4+ three-year trend Guidance



() represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

Significance is only flagged for progress measures and cohorts greater than 10.