

# Secondary Inspection Data Summary Report

<b>Ormiston SWB Academy</b>	<b>URN: 145008 Laestab: 3364007</b>
<b>Headteacher:</b> Mr Rod Hughes	<b>Type of education:</b> Academy Sponsor Led
<b>Local authority:</b> Wolverhampton	<b>Phase of education:</b> Secondary
<b>Pupils:</b> 1108	<b>Academy trust or sponsor:</b> Ormiston Academies Trust
<b>Gender:</b> Mixed	<b>Date open/converted:</b> 01/07/2017
<b>Admissions policy:</b> Non-selective	<b>Chair of governors/trustees:</b> William Myers
<b>Ages:</b> 11-19	<b>School website:</b> <a href="https://ormistonswbacademy.org.uk/">https://ormistonswbacademy.org.uk/</a>
<b>Denomination:</b> None	<b>Postcode:</b> WV14 0LN

## Areas of interest

**Release information:** Revised 2019 KS4, Provisional 2019 KS5 - **Release date:** 25 February 2020

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: German (3.8), geography (3.2), English language (3.9), English literature (3.9), mathematics (3.7).
- 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 (48%) 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: sport studies (6.1), engineering (5.8), art & design (5.8), hospitality & catering (5.7), 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 (0.6) 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 (11.0) 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

- There was not data available to generate a sentence

### 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 total fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rates of total or repeat fixed period 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 sentences 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 (14.8) was in the **highest** 20% of all schools in 2019.
- For high prior attainers, the English element of Progress 8 (-0.8) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.
- For disadvantaged pupils, The open element of Attainment 8 (14.1) was in the **highest** 20% of all schools in 2019.

## School and local context

### School level Guidance

		2017	2018	2019	Low	Quintile				High
					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 January 2020:

- this school is part of Ormiston Academies Trust which contains 7 primary schools, 30 secondary schools, 1 special school and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (135983) was requires improvement. As at 1 Jan 2020, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
  - outstanding - 4
  - good - 22
  - requires improvement - 10
  - inadequate - 2

- not yet inspected - 0

### School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 62.2% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 4.9 days on average were lost to teacher sickness absence compared with a national average of 4.0.
- at the time of the census, there were 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, the academy trust had a revenue reserve of £6,090,000.
- 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.
- In 2017/18, this school received £7,691,890 in grant funding, £2,327,000 more than the national average.

## 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
<b>Y7</b>	229	NA	NA	NA	62	29	7	16
<b>Y8</b>	208	NA	NA	NA	49	29	12	16
<b>Y9</b>	196	NA	NA	NA	57	28	11	17
<b>Y10</b>	187	21	93	68	47	27	13	17
<b>Y11</b>	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
<b>Reading</b>	-	-	-	-	Below
<b>Writing</b>	-	-	-	-	-
<b>Mathematics</b>	-	-	-	-	-

### SEND characteristics Guidance

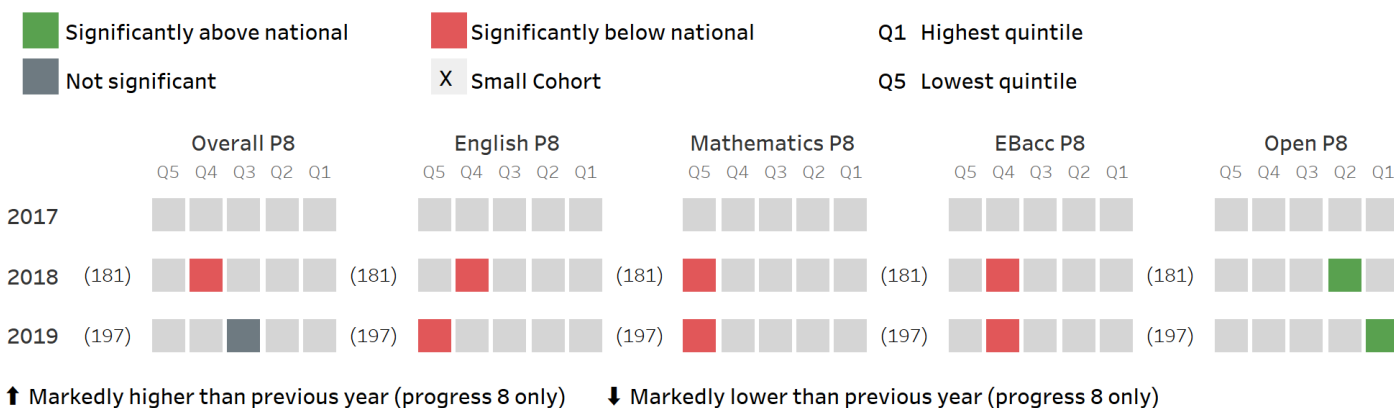
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 214

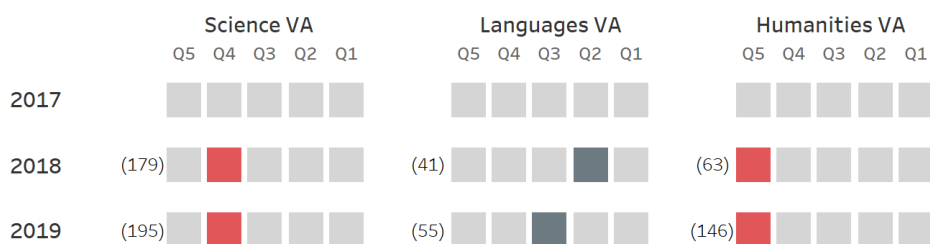
	SEND primary need					SEND Support (335)					EHC Plan (14)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	50	38	36	31	29	0	0	1	1	1	0	0	1	1	1
Moderate Learning Difficulty	2	12	1	2	0	0	1	0	0	0	0	1	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	6	5	2	9	4	0	0	1	0	0	0	0	1	0	0
Social, Emotional & Mental Health	13	6	17	20	22	0	1	0	1	1	0	0	0	1	1
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	1	0	0	0	0
Autistic Spectrum Disorder	0	1	2	2	2	0	0	2	1	0	0	0	2	1	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	2	0	0	0	0
<b>Year group totals</b>	<b>82</b>	<b>69</b>	<b>61</b>	<b>65</b>	<b>58</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>2</b>

## Progress and attainment trend

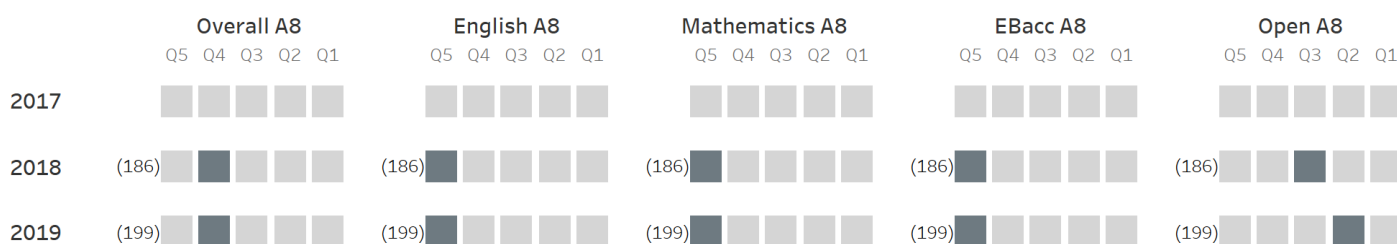
### Progress 8 three-year trend Guidance



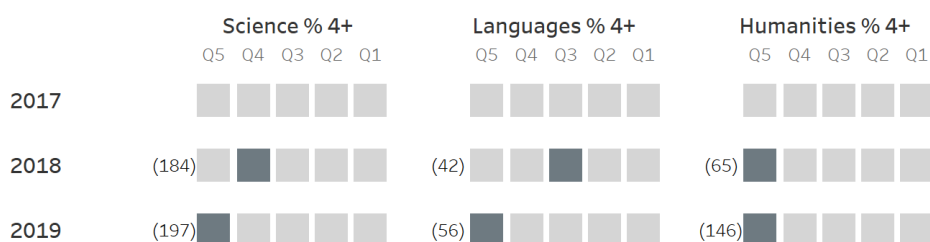
### EBacc pillar VA three-year trend Guidance



### 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.

## Provider context for 16 to 19 study programmes

### Coverage estimation [Guidance](#)

- We are not able to estimate what proportion of learners are included in this IDSR.

### Funding allocation [Guidance](#)

- No funding allocation data available for 2018/19

### Qualification type cohort [Guidance](#)

		Number of learners	% of learners
Level 3 qualification	A level	39	83
	Applied General	24	51
	Tech Level	0	0
Level 2 qualification	Tech Certificate	0	0
Learners not taking any L3 or L2 DfE approved qualification		1	2
Total learners at end of study programmes		47	

- Proportion studying DfE approved L3 vocational qualifications: Applied general **80%** and Tech level **0%**

## Areas of interest

The following sections draw attention to only those areas that are meaningful or where statistical testing shows there is something significant to note (if there is no meaningful text, this will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

### Level 3 value added [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

### Level 3 value added by subject [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

### Completion and attainment (2018) [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

### English and mathematics progress [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is less than 11, or the criteria have not been met.

## Attainment Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is less than 11, or the criteria have not been met.

## Retention (2018) Guidance

- All learners were retained for second year in **A level**.

## Destinations Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

## Learner groups Guidance

Value added

- In 2019 the value-added score was significantly **below** the national average and in the **lowest** 10% in **A level** for learners with **prior attainment grades 4-6**.

## Learner context

### Learner characteristics (end of KS4) Guidance

<b>Disadvantaged:</b>	49% of learners were disadvantaged. 0 children were looked after.
<b>Special educational needs (SEN):</b>	19% of learners were SEN support. 0% of learners were SEN statement or EHC plan.
<b>English as an additional language (EAL):</b>	43% of learners were EAL.

## Ethnicity Guidance

The largest ethnic groups with 5% or more were:

- **Asian or Asian British Indian** - 40%
- **White British** - 30%
- **Mixed White & Black Caribbean** - 9%
- **Asian or Asian British Pakistani** - 6%

There were learners from **9** of the 17 ethnic groups.

## GCSE English/mathematics Guidance

Learners without grade 4 or above in GCSE English/mathematics at end of key stage 4:

- **0** in English



- 6 in mathematics
- 0 in both English and mathematics

### Prior attainment Guidance

Average prior attainment grade distribution at KS4. Percentage of learners in each band by qualification type.

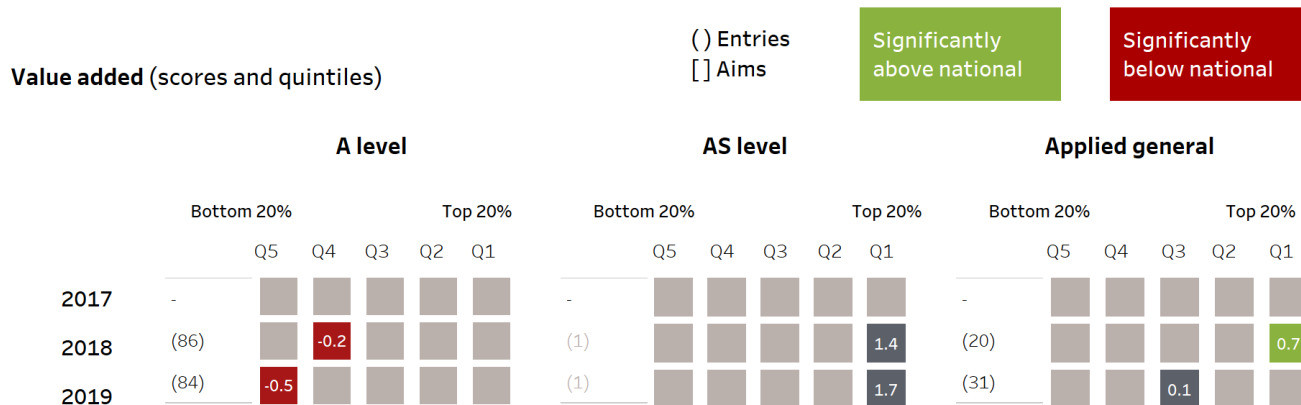
Well above national

Well below national

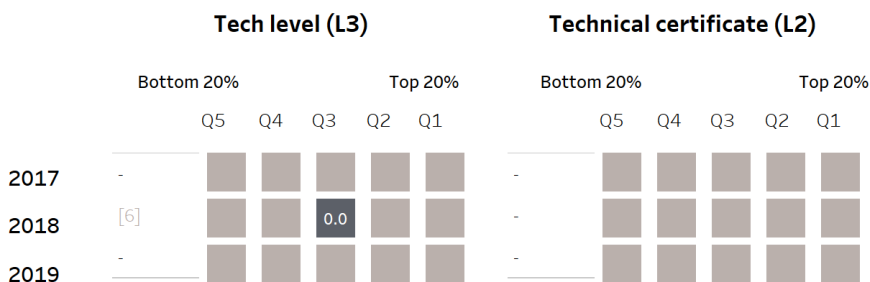
	A level %	Applied general %	Tech level %
GCSE grades U-2	0	0	-
GCSE grade 3	3	4	-
GCSE grade 4	26	54	-
GCSE grades 5-6	59	42	-
GCSE grades 7-9	13	0	-

## Trends over time for study programmes [Guidance](#)

Quintiles are based on value-added scores for A level, AS level and applied general, and completion and attainment scores for tech levels (level 3) and technical certificates (level 2). Data is shown for all learners.



### Completion & attainment (scores and quintiles)



## English progress Guidance

Overall score 1/3 of a grade or more below national

Overall score 3/4 of a grade or more above national

### Key stage 4 prior attainment

#### Outcomes - learners at the end of 16-18 studies

Prior attainment qualification type	Learners in scope	% That Gained Grade 4 And Above <sup>1</sup>	% That Improved Grade	Average progress score	% Entered
All other grades	-	-	-	-	-
GCSE grade D and level 2 ESOL and functional skills	-	-	-	-	-
<b>Total</b>	-	-	-	-	-

## Mathematics progress

Overall score 1/3 of a grade or more below national

Overall score 3/4 of a grade or more above national

### Key stage 4 prior attainment

### Outcomes - learners at the end of 16-18 studies

Prior attainment qualification type	Learners in scope	% That Gained Grade 4 And Above <sup>1</sup>	% That Improved Grade	Average progress score	% Entered
All other grades	3	33%	100%	1.3	100%
GCSE grade D and level 2 functional skills and use of maths and FSM <sup>2</sup>	3	100%	100%	1.0	100%
<b>Total</b>	<b>6</b>	<b>67%</b>	<b>100%</b>	<b>1.2</b>	<b>100%</b>

#### Notes:

1. Grade 4 in the reformed GCSE grading system or grade C in the previous grading system.
2. Includes AQA use of maths and freestanding maths (FSM).

## Retention Guidance

Cohort and the number not retained by qualification types. Data is shown for all learners.

[ ] Not retained

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained	2018	30 [0]	10 [0]	2 [0]	-
	2019	-	-	-	-
Retained for second year	2018	30 [0]	10 [0]	2 [0]	-
	2019	-	-	-	-
Retained and assessed	2018	30 [1]	10 [0]	2 [0]	-
	2019	-	-	-	-

### Definitions:

Retained – Students who complete their main programme of study. Introduced in 2016.

Retained for second year (level 3 only) – Students who return and complete a second year, completing an aim of size equivalent to at least one A level. Introduced in 2017.

Retained and assessed – Students who complete their main programme of study and are assessed at the end of their course. Introduced in 2017.

## Attainment Guidance

		A level APS					Best 3 A levels APS					A level AAB %					( ) Entries	[ ] Cohort
		Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
2018	(87)	■	■	■	■	■	[21]	■	■	■	■	[21]	■	■	■	■		
2019	(85)	■	■	■	■	■	[22]	■	■	■	■	[22]	■	■	■	■		
		Applied general APS					Tech level (L3) APS					Tech certificate (L2) APS						
		Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
2018	(20)	■	■	■	■	■	(6)	■	■	■	■	(5)	■	■	■	■		
2019	(40)	■	■	■	■	■	(-)	■	■	■	■	(-)	■	■	■	■		

Note: A level AAB is the percentage of A level learners attaining AAB in at least two facilitating subjects.

## Destinations Guidance

Level studied on completion of study programmes	Learners in scope	% sustained education or employment/training	% apprenticeships	% any education (of which % higher education)	% activity not captured (% national)	% destination not sustained (% national)
Level 3						
Level 2						
Entry/level 1 and other						
<b>Total</b>						

## Level 3 VA by subject [Guidance](#)

Entries - Value added score significantly above national

Entries - Value added score significantly below national

A level size subjects	Entries	
	2019	2018
Chemistry	10	8
Maths	10	8
Biology	9	6
Law	9	3
Product design	9	6
Psychology	8	7
Physics	7	5
Business stds	5	11
Sociology	5	4
English lit	4	6
Fine art	3	6
Computing	1	0
German	1	0
History	1	3
Italian	1	3
Polish	1	0

Entries - Value added score significantly above national

Entries - Value added score significantly below national

Applied general subjects	Entries	
	2019	2018
Engineer stds- BTEC Nat Ex Cer	10	6
App sciences- BTEC Nat Ex Cer	6	3
App sciences- BTEC Nat Dip	4	0
Health studies- BTEC Nat Ex Cer	3	7
Perf arts- BTEC Nat Ex Cer	2	0
Sports studies- BTEC Nat Dip	2	0
Sports studies- BTEC Nat Ex Cer	2	0
Health studies- BTEC Nat Dip	1	0
Health studies- BTEC Nat Ex Dip	1	0

Note: Subjects are shown in descending order of the latest year entry. Data based on ten or fewer entries is displayed in grey.