Secondary Inspection Data Summary Report

Ormiston Horizon Academy	**URN**: 136680 **Laestab**: 8614712
Headteacher: Mr Andrew Fitzgibbon	**Type of education**: Academy Sponsor Led
Local authority: Stoke-on-Trent	**Phase of education**: Secondary
Pupils: 1000	**Academy trust or sponsor**: Ormiston Academies Trust
Gender: Mixed	**Date open/converted**: 01/09/2011
Admissions policy: Non-selective	**Chair of governors/trustees**: Jonathan May
Ages: 11-18	**School website**: http://www.ormistonhorizonacademy.co.uk/
Denomination: None	**Postcode**: ST6 6JZ

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 8 and in 2017 it was 11.

- The school entered pupils into 12 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: English literature (3.7), double science (2.9).

- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 16%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (26%).

- Science value added (-1.1) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

- A sentence for languages value added has not been triggered because the criteria have not been met.

- Humanities value added (-1.0) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

- The percentage achieving grade 4+ in science (42%) was in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

- A sentence for the percentage achieving grade 4+ in languages has not been triggered because the criteria have not been met.

- The percentage achieving grade 4+ in humanities (35%) was in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: psychology (3.4).

Progress 8 Guidance

- Overall Progress 8 (-0.6) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.

- The English element of Progress 8 (-0.5) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019.

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

- The EBacc element of Progress 8 (-1.0) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

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

- English Progress 8 has **improved** between 2017 and 2018. Open Progress 8 has **declined** between 2017 and 2018.

Attainment 8 Guidance

- Overall Attainment 8 (39.2) was in the **lowest** 20% of all schools in 2019 as well as in 2018.

- The English element of Attainment 8 (8.6) was in the **lowest** 20% of all schools in 2019.

- A sentence for the mathematics element of Attainment 8 has not been triggered because the criteria have not been met.

- The EBacc element of Attainment 8 (9.8) was in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

- A sentence for the open element of Attainment 8 has not been triggered because the criteria have not been met.

Pupil movement Guidance

- Between 2017 and 2018, 38 pupils left the school. Of these, 6 left between years 10 and 11. This was not significantly above the number anticipated for this school this year.

Absence (whole school) Guidance

- Overall absence (6.3%) was in the **highest** 20% of all schools in 2019 as well as in 2018.

- 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

- The rate of total fixed period exclusions (10.87%) was in the **highest** 20% in 2017/18.

- The rate of repeat fixed period exclusions (5.13%) was in the **highest** 20% in 2017/18 as well as in 2016/17.

- 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 106 pupils with at least one fixed period exclusion in 2017/18, 47% were excluded on more than one occassion and 7.5% received 10 or more fixed period exclusions during the year.

- Of the 331 fixed period exclusions in 2017/18, 108 were for **persistent disruptive behaviour**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against a pupil (63); unspecified reasons (107).

- There were 3 permanent exclusions in 2017/18. The national average for this year was 2. There were also 4 in 2016/17 and 1 in 2015/16.

- Of the 3 permanent exclusions in 2017/18, 2 were for **persistent disruptive behaviour**. Other reasons for permanent exclusions in 2017/18 were: physical assault against a pupil (1).

Destinations Guidance

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

	Sustained education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2016/17	90%	57%	17%	0%	0%	6%	9%
2015/16	92%	44%	33%	x	x	6%	4%
2014/15	91%	49%	32%	x	x	8%	6%

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 high prior attainers, the mathematics element of Progress 8 (-0.5) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019. The open element of Progress 8 (-0.9) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019. The open element of Attainment 8 (15.3) was in the **lowest** 20% of all schools in 2019.

- Overall absence for pupils whose first language was not English (2.4%) was in the **lowest** 20% of all schools in 2019. Persistent absence for pupils whose first language was not English (0.0%) was in the **lowest** 20% of all schools in 2019.

- Persistent absence for pupils with special educational needs (32.0%) was in the **highest** 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	900	975	1000	☐	☐	■	☐	☐
	Nat	951	961	978					
% FSM6 pupils	Sch	44	42	42	☐	☐	☐	☐	■
	Nat	28	28	28					
SEND support	Sch	16.7	16.4	16.3	☐	☐	☐	☐	■
	Nat	10.7	10.6	10.8					
% SEND EHC plan	Sch	2.0	1.8	1.7	☐	☐	■	☐	☐
	Nat	1.7	1.6	1.7					
% of EAL	Sch	3	2	3	☐	■	☐	☐	☐
	Nat	16	17	17					
% Stability	Sch	92	92	94	☐	☐	☐	■	☐
	Nat	92	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 good. 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:

- 77.3% of teachers with at least one period of sickness absence compared with a national average of 54%.

- 8 days on average lost to teacher sickness absence compared with a national average of 4.0.

- 2 full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:

  - 92%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 3 (average) 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 £6,329,419 in grant funding, £964,529 more than the national average.

- In 2017/18, this school had a negative in-year balance (£-214,996), the second year in a row in which expenditure has exceeded income.

- In 2017/18, this school had a per pupil spend of £6,933.

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	216	NA	NA	NA	46	29	4	16
Y8	209	NA	NA	NA	34	29	3	16
Y9	204	NA	NA	NA	45	28	3	17
Y10	199	11	113	74	41	27	1	17
Y11	160	19	86	52	44	25	3	17

Prior attainment Guidance

Well above national | | Well below national | | In line with national | - | Small cohort | X

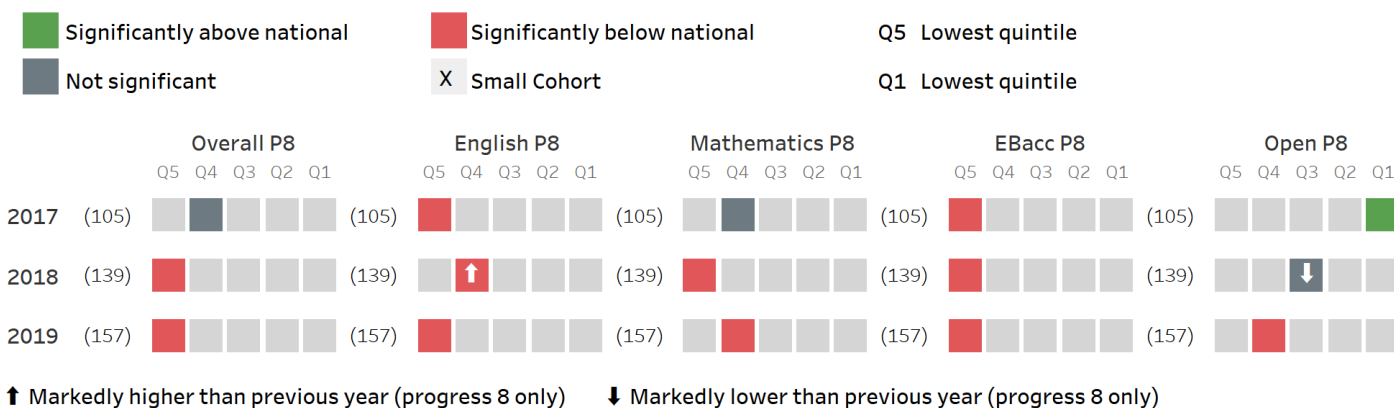|	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	-	-	-	-	-
Writing	-	-	-	-	-
Mathematics	-	-	Below	-	-

SEND characteristics Guidance

Type of resourced provision:
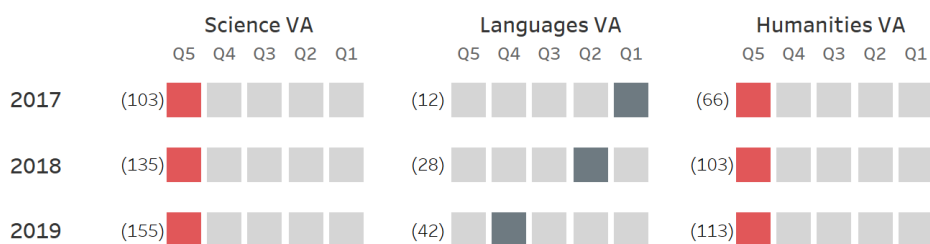
Number of pupils with SEND who are also disadvantaged: 95

SEND need	SEND Support (162)					EHC Plan (17)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	11	8	2	0	1	1	0	0	0	0
Moderate Learning Difficulty	10	13	20	11	6	2	3	3	2	3
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	10	5	12	25	4	1	0	0	0	1
Speech, Language and Communication Needs	2	0	7	2	1	1	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	2	1	0	1	0	0	0	0	0
Autistic Spectrum Disorder	1	5	1	0	0	0	0	0	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	1	0	0	0	0	0	0	0	0
Year group totals	34	34	43	38	13	5	3	3	2	4

Progress and attainment trend

Progress 8 three-year trend Guidance

	Significantly above national		Significantly below national	Q5 Lowest quintile
	Not significant	X	Small Cohort	Q1 Lowest quintile

	Overall P8		English P8		Mathematics P8		EBacc P8		Open P8	
	Q5 Q4 Q3 Q2 Q1		Q5 Q4 Q3 Q2 Q1		Q5 Q4 Q3 Q2 Q1		Q5 Q4 Q3 Q2 Q1		Q5 Q4 Q3 Q2 Q1	
2017	(105)	(105)	(105)	(105)	(105)	(105)	(105)	(105)	(105)	(105)
2018	(139)	(139)	(139)	(139)	(139)	(139)	(139)	(139)	(139)	(139)
2019	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)

⬆ Markedly higher than previous year (progress 8 only) ⬇ Markedly lower than previous year (progress 8 only)

EBacc pillar VA three-year trend Guidance

	Science VA	Languages VA	Humanities VA
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017	(103)	(12)	(66)
2018	(135)	(28)	(103)
2019	(155)	(42)	(113)

Attainment 8 three-year trend Guidance

	Overall A8	English A8	Mathematics A8	EBacc A8	Open A8
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017	(109)	(109)	(109)	(109)	(109)
2018	(140)	(140)	(140)	(140)	(140)
2019	(160)	(160)	(160)	(160)	(160)
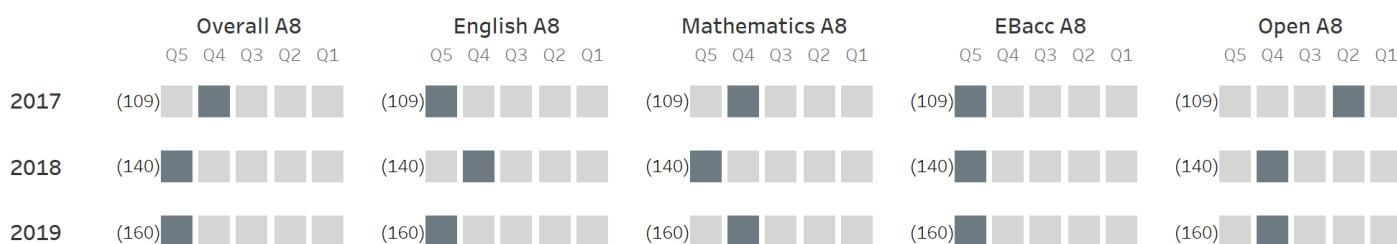
EBacc pillar grade 4+ three-year trend Guidance

	Science % 4+	Languages % 4+	Humanities % 4+
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017	(107)	(12)	(69)
2018	(136)	(28)	(104)
2019	(158)	(42)	(115)
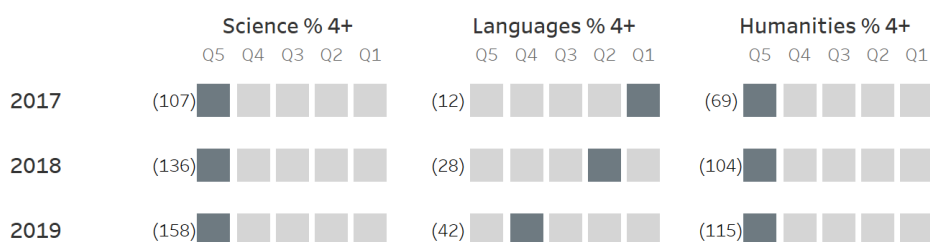
( ) represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

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