

Results Summary: GCSE leavers 2019/2020

Risedale continues to grow and develop significantly as a school and this is recognised by its positive reputation within the community as evidenced by the increased numbers of students making Risedale their first choice both from within and beyond the local area. It has also maintained an exceptionally high attendance throughout the COVID pandemic which is significantly above the national average. This is testimony to the trust stakeholders place in Risedale. Staff, parents and the vast majority of students have worked hard to keep everyone safe and to ensure learning is maintained, and this is in part reflected in the sustained and continual rise in progress and attainment.

The 2020 GCSE cohort was still a relatively small cohort with a disproportionate amount of mobility compared to the national average, including a number of very late arrivals in Year 10 and Year 11. There were also a few exceptional cases, with students receiving an appropriate curriculum in the HUB and therefore leaving with relevant qualifications, even though these will always have a disproportionate effect on the overall progress values and skew some of the gap analysis.

There was a continued range of notable successes, with significant improvement across a range of key indicators with evidence of a sustained year on year trend. Over 20% of students made progress which was at least ONE grade higher than expected, and almost 40% of students made progress which was OVER A HALF a grade higher than expected. The progress of our Higher Ability Students continued to rise, with the progress of disadvantaged students also improving.

We are proud that both progress and attainment in English and mathematics maintained its positive aspect, with the vast majority of students achieving progress on or above the national average. Indeed, mathematics in particular remained an area of strength with English also remaining positive. There were continued significant improvements in a number of OPEN subjects, with clear improvements in particular in NEA provision and delivery in subjects such as DT and Food Preparation. MFL and Humanities also demonstrated an upward trajectory in terms of progress. This is all evidence of a broad, rich and increasingly bespoke curriculum meeting student need.

The trend was maintained of an increasing number of appropriate students being given the chance of achieving the full set of eBacc qualifications, with 54.5% of students choosing to be entered for the full eBacc suite of English, mathematics, two sciences, humanities and a modern foreign language, compared with 24% two years previously.

P8 (progress) Context

There will be NO meaningful progress values produced for the 2019/2020 leavers and so these will not be produced or published at any point during the academic year. Results were also CAGs (Centre Assessed Grades) and not standardised examination results.

Any attempt therefore to use CAGs to compare progress nationally means that schools such as ours (who followed due diligence in producing CAGs) are competing against schools who inflated grades and so progress would appear less strong. There is evidence that progress values were inflated by on average +0.35 ON TOP OF the natural positive bias to be expected by CAGs, and this was not smoothed out due to the removal of the standardisation algorithm.

This summary therefore uses the P8 coefficients from 2019 to allow us to compare year on year improvements and trends. This does also allow gap analysis to be performed.

Key Summary Statistics (3-year trend)

Key Statistic	2020
P8 value	+0.14
A8	41.2
% 9-7 (En and Ma)	5%
% 9-5 (En and Ma)	35%
% 9-4 (En and Ma)	57%
eBacc Entry	54.5%
% Achieving eBacc (Standard Pass)	27.3%