MISSION STATEMENT:
The Risedale family is committed to a positive future for all through a personalised learning journey.

AIMS:
- Celebrate success, learn from mistakes
- Build resilience, accept challenge and strive for excellence
- Shape curriculum to discover, explore and build aspiration

Results Summary: GCSE leavers 2020/21

Risedale School has an excellent reputation within the local community, as evidenced by its ever increasing pupil numbers across all year groups. It continues to invest significantly, with new Science rooms, art facilities and food technology areas expected to be completed by autumn 2021. These new facilities, combined with the chrome books all pupils in the school are given, will ensure all pupils are receiving a broad, rich and balanced curriculum in modern, exceptionally well-equipped facilities. Risedale School is also investing in a new SEND/SEMH support HUB which, combined with a fulltime onsite counsellor will ensure pupils receive the personalised support they need to flourish.

Risedale School also continued to maintain high attendance throughout the COVID pandemic, with attendance which was consistently above the national average. This is testimony to the trust stake-holders place in Risedale. Staff, parents and the vast majority of pupils 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 achievement.

The 2021 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 in main due to the significant proportion of pupils who come from a service background. There were also a few exceptional cases, with pupils 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 attainment.

Attainment and relative progress within subjects showed continued significant improvement across a range of key indicators with evidence of a sustained year on year trend. The progress of our Higher Ability Pupils continued to rise, with the progress of disadvantaged pupils also improving. There was also no notable gap in the achievement of SEND pupils, and with the establishment of the SEND support HUB we would only expect this area to further improve. The performance of our service pupils was also good, indicating a strong provisional and support for pupils with mobility.

There was also a relatively consistent performance across all areas of the curriculum, with progress in eBacc and the Open subjects showing a notable rise. Attainment and relative progress in English and mathematics maintained its positive aspect. Mathematics in particular remained an area of strength with English also performing positively. Subjects which showed notable improvements include MFL, Technology, Food Technology and humanities. This is all evidence of a broad, rich and increasingly bespoke curriculum meeting pupil need.

The trend was maintained of an overall increasing trend of the number of appropriate pupils being given the chance of achieving the full set of eBacc qualifications, with 51% of pupils choosing to be entered for the full eBacc suite of English, mathematics, two sciences, humanities and a modern foreign language, compared with 24% three 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 TAGs (Teacher Assessed Grades) and not standardised examination results. This summary therefore uses the P8 coefficients from 2019, and allows a direct comparison with 2020 (CAGS)

Key Summary Statistics (3-year trend)

Key Statistic	2020 (CAGs)	2021 (TAGs)
P8 Value	+0.14	+0.18
A8 Value	41.2	42.84
% 9-7 (En and Ma)	5%	8%
% 9-5 (En and Ma)	35%	29%
% 9-4 (En and Ma)	57%	53%
eBacc Entry	54.5%	51%
% Achieving eBacc (Standard Pass)	27%	26%