



**RISEDALE**  
SCHOOL

A family of learners

**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 2021/2022**

Risedale School has an excellent reputation within the local community, as evidenced by its significantly increasing pupil numbers. New facilities, such as the outstanding new Food Technology and brand-new Science labs, combined with the Chromebooks all pupils in the school are given, help ensure all pupils are receiving a broad, rich, and balanced curriculum in well-equipped facilities. Risedale School has also invested in a new SEND/SEMH support HUB which, combined with a full-time onsite counsellor will ensure pupils receive the personalised support they need to flourish.

The 2022 GCSE cohort was still a relatively small cohort with a disproportionate amount of mobility compared to the national average, including several very late arrivals in Year 10 and Year 11 mainly due to the significant proportion of pupils who come from a service background. There were also a few exceptional cases which we were pleased to support, with pupils receiving an appropriate curriculum in our bespoke pupil support areas. These pupils therefore left with relevant qualifications, even though this has a disproportionate effect on the overall progress values and attainment. Risedale always put the needs of the pupils first.

Attainment and relative progress within subjects showed continued significant improvement across a range of key indicators. Progress and achievement of SEND pupils were good, 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 remains an area of strength. 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 needs.

## **P8 (progress) Context**

This summary uses the P8 coefficients from 2019 for 2020 and 2021 to allow a consistent comparison.

The values for 2022 are still estimated.

\*There were several exceptional cases in 2022 and the final column indicates the results without these (Extreme late starters and pupils on alternative appropriate curriculum).

## **Key Summary Statistics (3-year trend)**

Key Statistic	2020 (CAGs)	2021 (TAGs)	2022 Exam (All pupils)	2022 *Main cohort
P8 Value	+0.14	+0.18	-0.11	0.00
A8 Value	41.2	42.84	40.7	41.17
% 9-7 (En and Ma)	5%	8%	3%	3%
% 9-5 (En and Ma)	35%	29%	31%	32%
% 9-4 (En and Ma)	57%	53%	54%	56%
EBacc Entry	54.5%	51%	39%	40%
% Achieving EBacc (Standard Pass)	27%	26%	16%	16%
English Baccalaureate (EBacc) average point score (APS)	3.70	3.77	3.52	3.62