



Examination results 2018

Governors were delighted with the significant improvements in the 2018 GCSE results.

- Outcomes for each ability band improved.
- **Attainment** improved from that achieved in 2017 at both Level 4+ and Level 5+ English and Maths.
- The **Progress 8** figure went up from -0.36 to -0.05.
- 25% of all GCSE/BTEC grades were awarded at Level 7+.
- The Progress 8 figure for **disadvantaged students shows** an encouraging three-year trend; -0.62 in 2016 to -0.25 in 2018.
- There was a big improvement in **the performance of boys**. This in turn, has narrowed the gap between girls and boys.

These results are set against a backdrop of massive national educational changes; new GCSE grading systems, less coursework and more rigorous examinations. This was not easy for either staff or students. Governors praised the range of **intervention strategies** used with year 11 students:- a mentoring scheme, revision evening for students and their parents, two mock examinations, Easter revision school, compulsory after school revision sessions and revision packs for each subject. These strategies clearly had a very positive impact.

	2017	2018
%9-4 Eng/Maths	66%	75%
%9-5 Eng/Maths	41%	58%

A Level - the results were broadly in line with national averages and similar to those of the last three years – an average grade of C+. The target next year is to move this to, at least, grade B-.

Targets for 2019

Mr Byers, the staff and the governors are pressing for continuous improvement, aiming to make FSD the best school in the L.A. The 2019 targets are:-

- L4+ En/Ma – 80%
- L5+ En/Ma – 62%
- Progress 8 score of around 0.2
- Improve the performance of high ability students, boys and disadvantaged students.

Governors are very proud of what the school has achieved in 2017-18 and warm congratulations went to Mr Byers, the staff and students.

Governor Up-date

November 2018

The School Development Plan – priorities for governors 2018-19

The work of the governing board is driven by the priorities identified in the School Development Plan. These priorities are monitored in full governing body meetings and through the work of link governors and governor committees.

Outcomes

- Ensure that the progress of disadvantaged students and SEND students matches or is improving towards that of other students with the same starting points
- Ensure that key student groups (boys; high prior attaining students, for example) make progress at the end of Year 11 and Year 13 which is well above national average for those with the same starting points, and that intervention in **all** year groups effectively supports those students identified as falling behind their peers in school and/or those nationally

Teaching, Learning and Assessment

- Improve the quality of teaching, learning and assessment so that students (and groups of students including high prior attaining students, SEND and disadvantaged students) make progress in line with their starting points
- Embed the new assessment and tracking system
- Deliver an effective programme for improving students' literacy and numeracy

Personal Development, behaviour and welfare

- Improve attendance rates so that they are above national average for all year groups and so that there is a significant improvement in the attendance rates of disadvantaged students
- Embed the new school ethos through high expectations and aspirations, the development of student leadership, an effective rewards system, and access to high quality advice, pastoral support, PSHE, and enrichment opportunities
- Ensure standards of behaviour, uniform, punctuality and attitudes to learning continue to improve

16-19 Study Programmes

- Embed the monitoring systems introduced in 2017/18 (achievement and attendance) and ensure that support & intervention takes place when students fall below the relevant thresholds
- Continue to improve progression opportunities for students & ensure that Y11 recruitment and Y12/13 retention rates keep improving

Leadership and Management

- Develop middle leaders' knowledge, skills and effectiveness so that they create a culture of high expectations and excellence in their teams, and improve the quality of teaching and learning so that it is consistently outstanding
- Ensure that Governors monitor funding to support disadvantaged students and those with SEND
- Embed the new knowledge rich curriculum and ensure that it leads to more rigour and challenge, greater student engagement and more preparedness for higher level study.