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| Title of paper: | Barriers faced by Secondary Schools (TVA perspective) | |
| Report to: | Nottingham Children's Partnership Board | |
| Date: | 18.11.14 | |
| Relevant Director: | DCS | Wards affected: |
| Contact Officer(s) and contact details: | S. Kelly – Head of Academy, Top Valley Academy. | |
| Other officers who have provided input: | | |
| Relevant Children and Young People's Plan (CYPP) objectives(s): | | |
| Stronger safeguarding – With a key focus on ensuring that there are high standards of safeguarding across all agencies and that the Partnership takes a pro-active approach to the elimination of domestic violence. | | |
| Healthy living – With a key focus on increasing the proportion of children and young people who have a healthy weight. | | |
| Reducing substance misuse – Partnership work to lessen the impact on children of parental drug and alcohol misuse and to reduce drug and alcohol misuse amongst children and young people. | | |
| Raising attainment – Raising the attainment levels and increasing engagement in employment, education and training. | | X |
| Improving attendance – Improving rates of attendance at both Primary and Secondary as a key foundation of improving outcomes. | | X |
| Summary of issues (including benefits to customers/service users): | | |
| <p>Lack of coherence and fragmentation both nationally and locally (school structures /accountability framework)</p> <p>Continuous state of change (examinations, syllabuses, curriculum)</p> <p>Contextual factors (demographic, relative deprivation, white working class, low-aspiration)</p> <p>OFSTED: definitions and assumptions (what is a good school?)</p> | | |
| Recommendations: | | |
| 1 | Acknowledge the importance of contextual factors | |
| 2 | Begin to consider a wider definition of what constitutes a 'good school' in its local context | |

1. BACKGROUND AND PROPOSALS

(Explanatory detail and background to the recommendations)

Lack of Coherence and Fragmentation

Particularly within the last five years, structural system changes (academies, sponsors, free schools) have dramatically altered the educational landscape nationally and in particular, in the city of Nottingham.

A range of academy sponsors coming into the city (from outside the city), stand-alone academies, free schools/ and now NUA (14-19) has naturally led to greater fragmentation and uncertainty. Some of us see a growing and unhealthy sense of local competition for pupil numbers, more able pupils and talented staff. At the same time there is an expectation, even against this background, that schools should work together collaboratively or in enforced multi academy trust arrangements. Central government has increased its challenge to LAs (Nottingham) but at the same time it has reduced the LA's democratic control and its power to influence and support schools. With increasing academisation and a reduced budget the LA's capacity to support its schools has also diminished.

Contextual factors

Demographics: we have a situation where in the same city communities are carved up between the City and the County. The county boundary reaches into the City to claim the affluent pockets and their schools (affluence v poverty). What is left? Nottingham schools serve predominantly the large outer former council estates.

White working class: low aspiration; lack of educational achievement or tradition in families i.e. a lack of value placed on learning; low attendance/poor health outcomes. Improving these engrained issues is neither simple nor quick. The solutions to these deep seated issues do not lie just with schools.

When we look for best practice models to shape Nottingham's response to its current challenges, we are pointed to London and specifically the impact of the London Challenge: if we can replicate the strategies that have transformed the fortunes of London's schools and the outcomes of its pupils, we will be able to turn round our schools. Even this contention now is open to doubt. The BBC article referenced here cites two previous reports into the success of London students and schools. In June the Department for Education 'showed [London] pupils on free school meals were more likely to go to university than their better-off peers outside the capital' and in July a paper by the Centre Forum think tank said 'the life chances of thousands of children would improve if schools across the country reproduced the results gained by poor pupils in London'.

However, in November 2014, research led by Professor Simon Burgess of Bristol University draws a different conclusion: 'once children's ethnic background was factored in, the London effect in pupil progress was found to disappear... white British pupils tend to achieve the lowest GCSE scores against their attainment at the end of primary school, compared with those from ethnic minority backgrounds.... This group (WB) also makes up just over a third (36%) of Year 11 in London, while they make up around 84% of this school year group in the rest of England'.

Locally, Top Valley serves a predominantly White British community, where the Index of Multiple Deprivation – (IMD) shows the extent of wider contextual factors which perhaps explains why a range of public services, including education, underperform. Yet, to be seen to offer contextual explanations, is decried as "low aspiration". In drawing attention to the critical contextual factors in our community Top Valley does not use this knowledge to develop an excuse culture for low achievement, it does however, consider this knowledge can and should inform the judgements that are made about schools, not as excuses, but as an opportunity to remove the 'blame culture' dropped onto services that are often

overstretched and under resourced because of the multiple levels of need. A school with good attendance for example, (as Top Valley has) should not be considered to be failing when the journey to attendance is challenged by so many engrained factors outside of their control (MDI - Health Deprivation, Income Deprivation).

2. RISKS

(Risk to the CYPP, risk involved in undertaking the activity and risk involved in not undertaking the activity)

83% of students attending the Academy are white British and therefore, given the acknowledged national picture of this group's attainment, it is unlikely that the Academy will meet or exceed national expectation (nor will London for this ethnic group). Does this mean our students are attending an inadequate learning environment?

3. FINANCIAL IMPLICATIONS

None

4. LEGAL IMPLICATIONS

None

5. CLIENT GROUP

(Groups of children, young people or carers who are being discussed in the report)

11-16 City Academy, the report focuses heavily on Year 11.

6. IMPACT ON EQUALITIES ISSUES

(A brief description on how many minority groups are being engaged in the proposal and how their needs are being met: This section includes traveller and refugee families. The themes of the Shadow Boards – children and young people; parents and carers; equalities issues and the voluntary and community sector should be considered here.

NA

7. OUTCOMES AND PRIORITIES AFFECTED

(Briefly state which of the CYPP objectives and priorities will be affected)

The city is committed to ensuring all school age residents are in receipt of a high quality education in a 'good school'. However, OFSTED judgements such as "Good" or "Requires Improvement" are sometimes nothing more than a convenient shorthand to describe a highly complex set of factors. Our contention is that the current descriptor for what constitutes a "good" school is extremely limited and narrow because OFSTED refuses to deal with the complexity of the contextual factors that exist in all communities and instead measures all schools in a single national context.

Whilst the Academy shares this ambition to be good (and eventually outstanding), without question, this will not be achieved in isolation unless all of the critical external factors such as health, well-being, safety, housing, and material security are fully aligned with education and aspiration to that purpose.

8. CONTACT DETAILS

Sean Kelly – Head of Academy, Top Valley Academy, skelly@topvalleyacademy.org

9. SUPPORTING MATERIAL

- TVA Achieving Good Attendance Framework
- BBC news article 'diversity key to London GCSE success'

Achieving good attendance

An example approach by



2013-14 Whole School Attendance Impact (incl. PA)

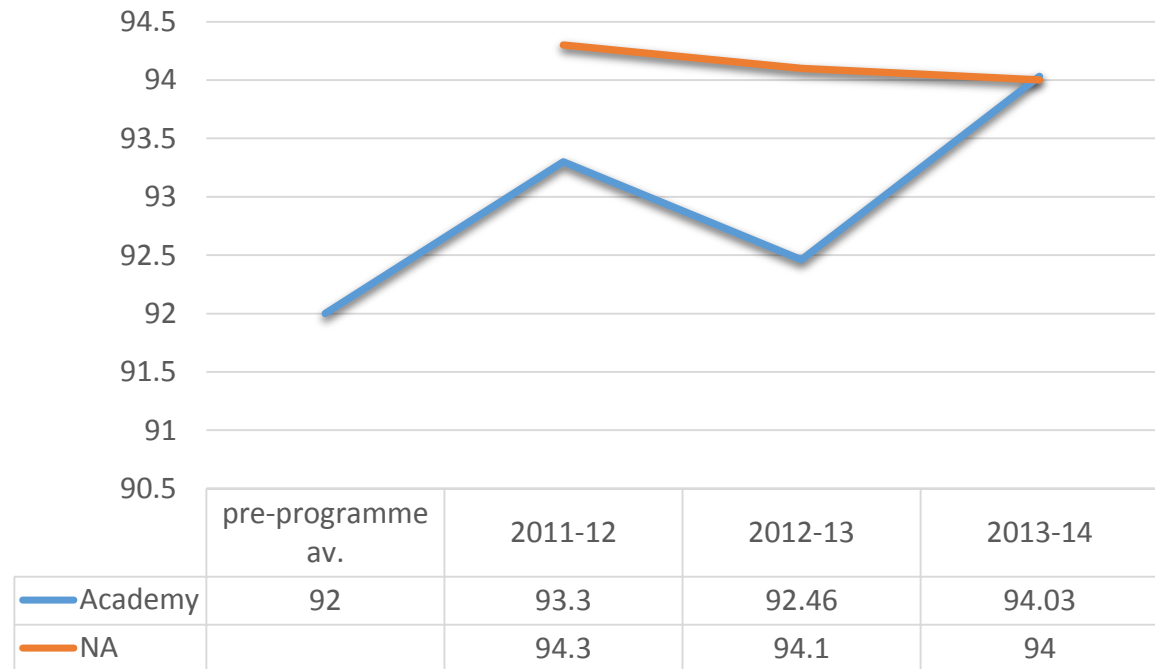
- Whole School Attendance for Half Term 5 is 94.03%.
- PA is 6.06%.

| Year group | Year to date % | PA % |
|------------|----------------|---------------------------------|
| 7 | 95.5 | 2.21 (3 students) |
| 8 | 95.4 | 3.26 (3 students) |
| 9 | 94.38 | 3.05 (4 students) |
| 10 | 93.02 | 10.22 (14 students, 4 off roll) |
| 11 | 92.16 | 12.39 (14 students, 1 off roll) |

Key impact measures

- Programme established in 2010 in response to a historical 'stubborn 91-2%'er school' trend.
- 2% increase overtime (2010-14)
- 1.57% increase on previous year.
- Whole school attendance dipped disappointingly in 2012-13 by approx. ½% (-0.56%)
 - Dip mitigated by significant and unusual levels of illness across the community. The recovery reflects the sustainability of improvements over time.
- PA has steadily decreased over 3 years from 14% to 6.06%
 - Adjusting for dual registration, long term illness and pupils coming off roll part way through the year, our PA figure last academic year would be 5.92% (% below NA).

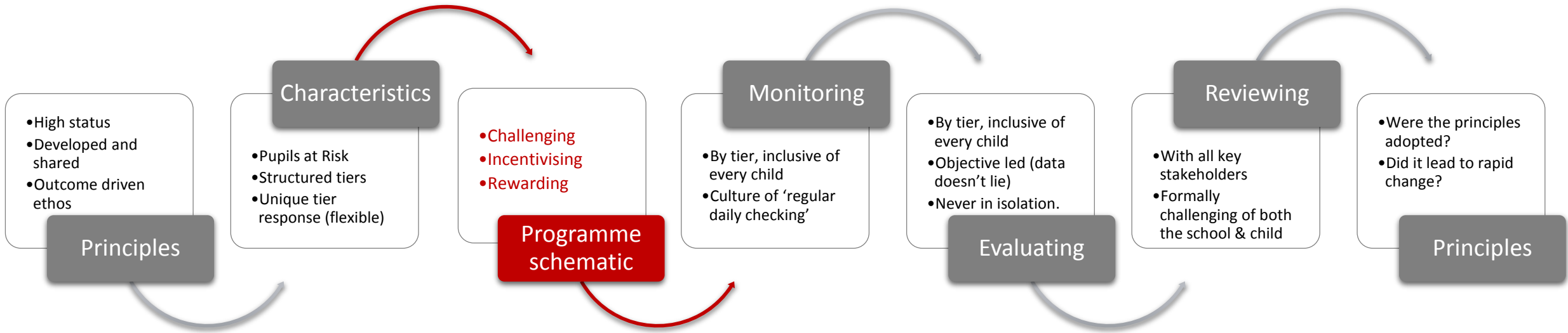
3yr programme impact

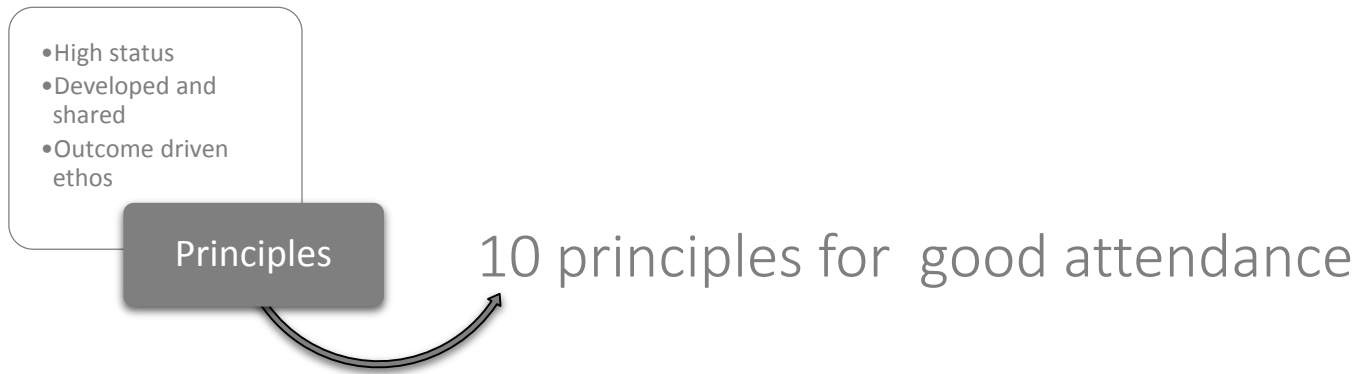


2013-14 sustained improvements

| Characteristic | Academy 2013-14 (HT5) | 2012-13 NA | 2012-13 +/- % |
|----------------|--------------------------|---------------|------------------|
| WS | 5.97% | 5.9% | -0.07% |
| PA | 6.06% | 6.6% | +0.54% |
| FSM | 8.24% | | |
| Boys | 5.6% | 6.3% | +0.7% |
| Girls | 6.13% | 6.9% | +0.77% |
| SEN | 7% | 12.1% | +5.1% |
| LAC | 6.62% | | |
| PP | 7.4% | 12.8% | +5.4% |

Framework process





Example principles

1. All children can make progress by staff being *Firm, Fair and Friendly*.
2. All discussions link good attendance to making good academic progress.
3. All attendee characteristics contribute to good attendance (no group or individual can *coast or go unnoticed*).
4. All children can make progress if they are:
 1. Set challenging targets (*aspiration*)
 2. With measurable milestones that are incentivised (*motivation*).
 3. Rewarded for making good progress (*value*).
5. The schematic must be *inclusive of all* attendance characteristics (no one-hat model).

Example principles

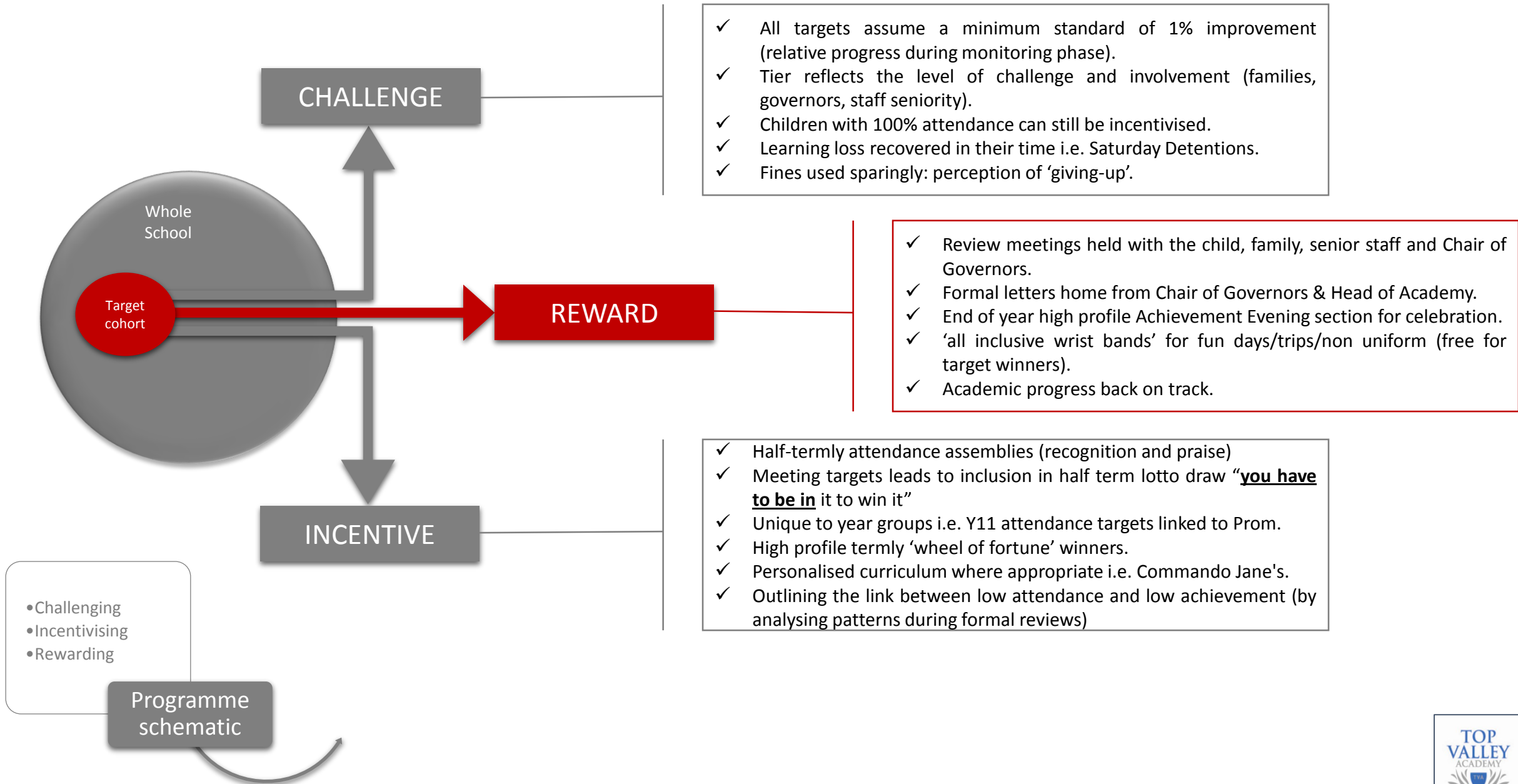
6. An *overreliance on any one strategy* will not sustain improvements. Not just about what we do, but how we do it (process). How we do it is judged on impact not activity.
7. Develop response tiers appropriate to the characteristic(s).
8. Ensure *monitoring* is by child, as well as by group.
9. Develop a *evaluative* process based on principles of success.
10. Publish *reviews* that are informative for the future (SIP).

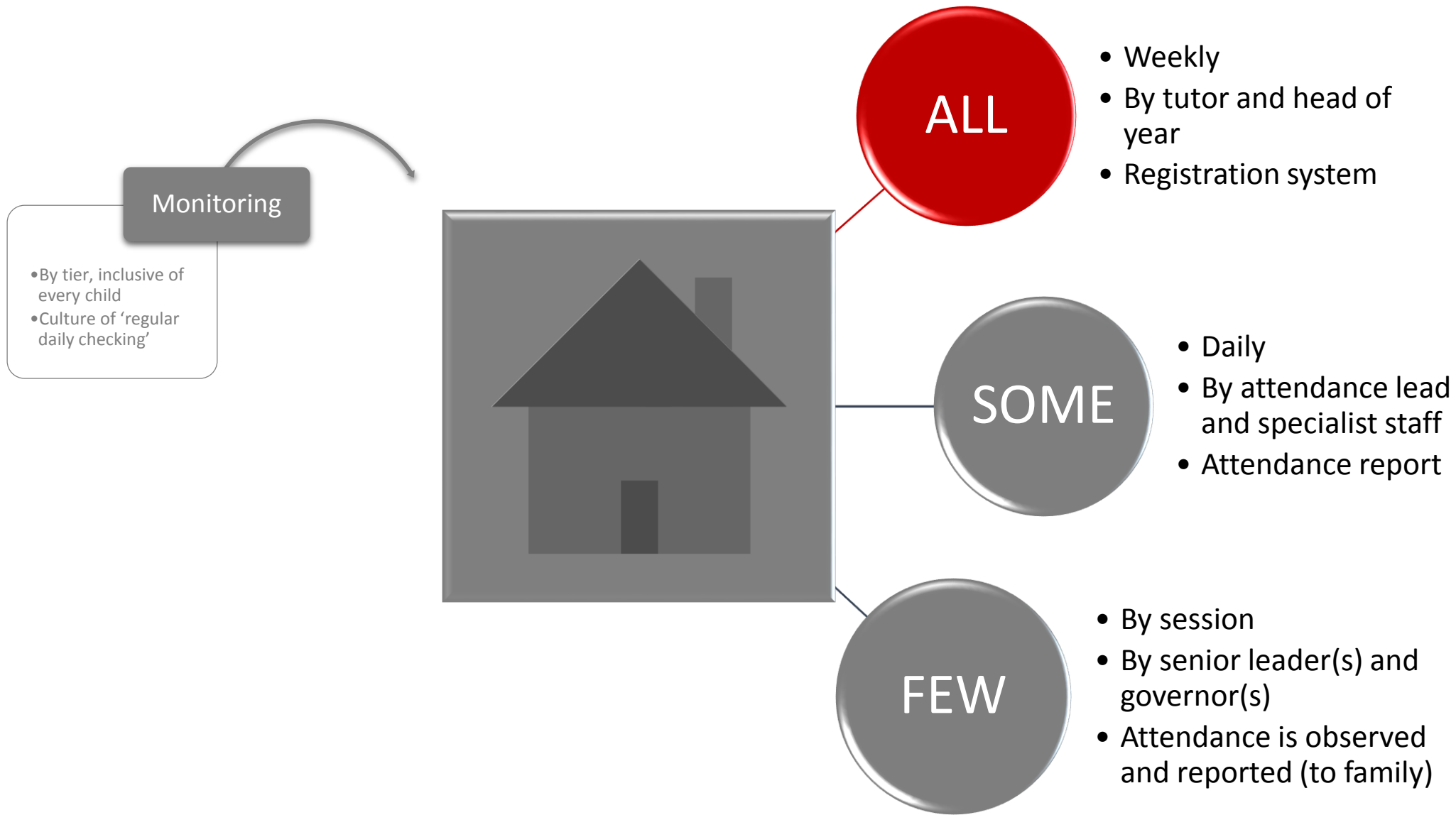
Characteristics

- Pupils at Risk
- Structured tiers
- Unique tier response (flexible)

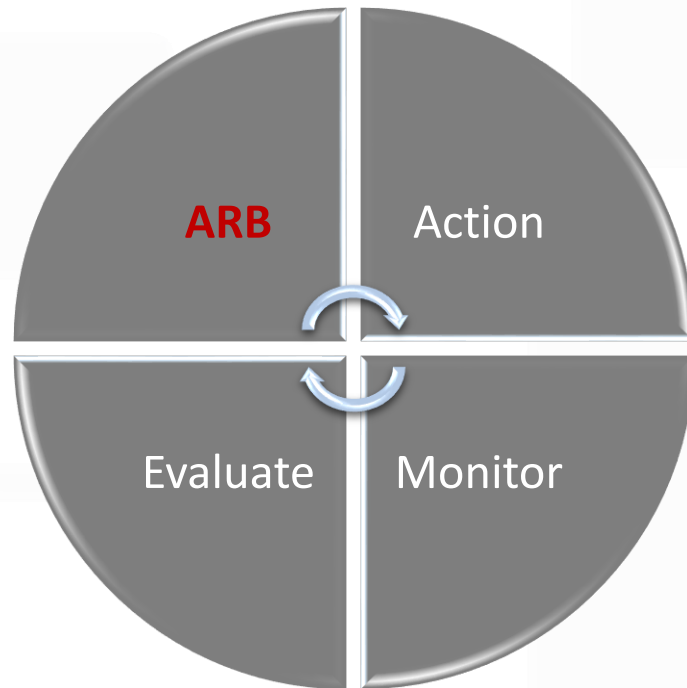
Example criteria for PAR (Pupils at Risk) due to poor attendance

| Tiers | Criteria | Possible Intervention |
|---------|---|---|
| Level 4 | Attendance between 0-85% Sig+ drop in attendance | <ul style="list-style-type: none"> • Governor Attendance Review Board (P1) • Education Welfare Service |
| Level 3 | Attendance between 85.01%-87% | <ul style="list-style-type: none"> • Attendance Review Board (P2) • CAF • Attendance contract • Weekly reviews • Saturday Detentions |
| Level 2 | Attendance between 87.01%-90% | <ul style="list-style-type: none"> • Governor Attendance Review Board (P1) • Parent meeting with AL/identified Staff • Weekly student meeting with AL/identified staff • Student report and personalised targets |
| Level 1 | Attendance between 90.01-94.9% | <ul style="list-style-type: none"> • Governor Attendance Review Board (P2) • Student meeting with HOY/ identified staff • Letter and phone call home • Home visit • Fresh-start • Specialist input i.e. SENCO |
| Level 0 | Attendance between 94.9-100% | <ul style="list-style-type: none"> • Governor Attendance Review Board (P1) • Buddying to low attendees • High profile rewards and incentives • Encouraged to raise attendance in extra-curricula. |





- Middle/senior leadership underachievement meeting
- Fortnightly, rotating year groups



- What do families need to do next?
- What do professionals need to do next?
- What do students need to do next? (Review Boards vehicle for change)

- ARB by child
- Review of progress data
- Review of impact from targets
- Update/adjust targets

- Subject leader meetings
- Learning walks
- Observations/work scrutiny
- Data collection/moderation
- Pupil voice

- By tier, inclusive of every child
- Objective led (data doesn't lie)
- Never in isolation.

Evaluating

ARB: Academic Review Board

What?

The ARB is the mechanism to oversee pupils' academic performance and improve outcomes.

The ARB will regularly review pupils' grades and academic performance. Performance issues that are identified through data analysis will be subject to review by the ARB.

Pupil performance will be considered by the ARB on a regular basis, goals set & impact measured.

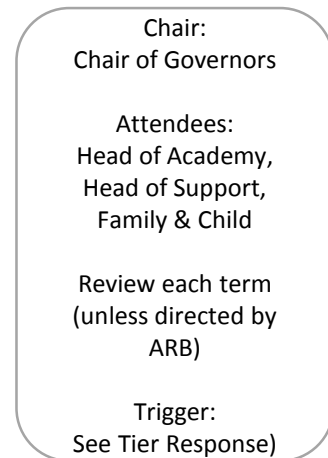
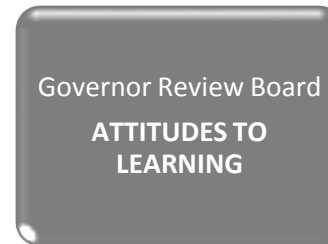
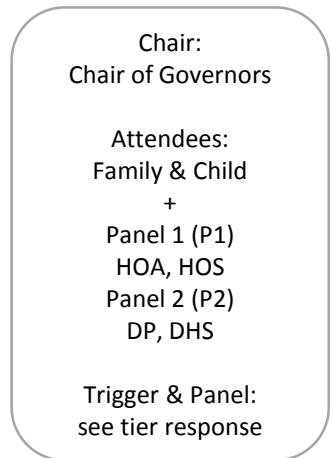
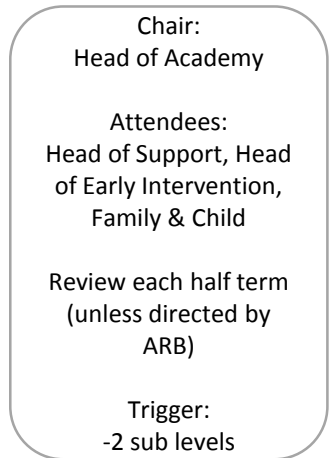
Why?

New measures – shared accountability & scrutiny across ALL subjects.

It is all about **ACTION** in a culture of no blame

Interrogate data, drill down to identify underperforming individuals/groups

Monitors and evaluates Review Board accountability



- By tier, inclusive of every child
- Objective led (data doesn't lie)
- Never in isolation.

Evaluating

ARB: Academy Review Board

- The aim of the Board is to **eradicate underachievement** by intervening at the earliest point with a systematic and relentless approach to personalised improvements.
- Review Board's **work harmoniously** between a overarching review and refer board (ARB: monitoring and evaluating accountability). Attendee group stability is critical.
- All Board **reviews use four key data sets**: academic progress, attendance & punctuality, low level behaviour indicators and book scrutiny (attitudes).
- All Board's **report on the impact of intervention** to ARB within the cycle. On both short term impact and progress towards long term aims.
- Progress judgment against targets made based on data outcomes in a **no excuse climate**.

Reviewing

- With all key stakeholders
- Formally challenging of both the school & child

A person who never made a mistake
never tried anything *New*
-Albert Einstein

Review Boards - Reviews inform change

- Formal Review Boards review the following data sets:
 - Academic progress data
 - Effort data
 - Attendance data (incl. punctuality)
 - In-class attitude to learning data (+/- system data, work scrutiny, end of year reports)
- Evaluate specific targets and the relationship to improving achievement.
- Communicating key recommendations and further targets for improvement to:
 - The child and their family.
 - The Academic Review Board
 - The Governing Body (VFM) with an annual summary impact report
 - Staff, during briefings to highlight and celebrate individual success

'don't wait for a review cycle, to say well done'

- **Take accountability** for sharing solutions and success, not problems and barriers.
- **Don't make excuses** for not monitoring and evaluating planning. Improvement is in the detail.
- **Focus** on everyone. All of the time.
- Improving a lot of high attenders a little bit more has more **statistical relevance** on an improved overall percentage than a good jump from one relatively low attending child.
- **Do all the basics well:** registers, on going analysis, report cards, tutorials, daily communication with families.
- **See the signs of improvement** and celebrate them (while you can). Some building blocks are small.

Governor Review Board: ATTENDANCE

Context

- Last year, we began to trial a Governor Review Board for behaviour and attendance.
- This had proven impact and has been extended this academic year.
- Two full days have been devoted to meeting with pupils and their families where attendance falls between 87-90%.
- A total of 20 pupils were seen and reviewed before the end of the academic year.
- 50% experienced positive meetings in recognition of their increase in attendance from a low starting point after HT1.

Impact Summary:

- ✓ 75% showed significant improvement.
- ✓ 5 students made no improvement, and we know why:
 1. Two brothers involved in a house fire.
 2. One suffered a viral infection.
 3. One friendship group fall out (refused to come to school).
 4. The programme had no impact on one student.
- ✓ 70% of students who attended the positive meetings continued to show improvement.
- ✓ Of the 3 students that made no improvement, 2 had a couple of day's illness with colds and 1 had an asthma attack.

Strategic intervention: 1% Target for improvement

Context

- Introduced in January 2014. The strategy was introduced to help students improve their attendance one step at a time. By giving students small increases over a short period of time it was felt that they wouldn't see their attendance percentage improvement as such a large and unachievable target.
- The target for half term 3 was based on student's attendance on January 10th 2014.
- A launch assembly delivered during the first week of the new term, 6-10th January 2014.
- A posters campaign was used around the school to remind students of the strategy and it was also referred to in fortnightly tutor briefings and weekly assemblies.
- At the February half term break students' attendance was checked against their target and those who had achieved their target percentage or above were congratulated in the half term reward assemblies.
- Certificates were given to all those who either achieved or maintained their attendance.

% meeting target at Spring (s) & Easter (e) ½ term assessment points

| Year | Spring | Easter |
|------|--------|--------|
| 7 | 41.67% | 44.03% |
| 8 | 59.14% | 43.48% |
| 9 | 53.54% | 53.13% |
| 10 | 39.86% | 56.93% |
| 11 | 24.78% | 76.11% |
| WS | 43.28% | 54.8% |



Students were given stickers detailing their attendance (on 10th Jan) and their half term target to stick onto their planners

Strategic intervention: Saturday School

Context

- Saturday school was introduced in September 2014.
- There are a number of indicators used to refer students, including:
 - Attitudes to learning, punctuality and attendance issues (including internal and external truancy).
- 9:00am to 12:00pm on set Saturdays throughout the year.
- Students are spoken to and a confirmation is then sent out to parents to inform them that their child is required on a set date.
- Students must report to the school reception at 9:00am in their full school uniform.
- They are set work from their year group curriculum and supervised by a member of the support team.
- The completed work is passed back to their teachers to form part of their curriculum resource.

Attendee composition

| Year Group | Male | Female |
|------------|------|--------|
| 11 | | |
| 10 | 12 | 2 |
| 9 | 4 | 1 |
| 8 | 1 | |
| 7 | | |

Early intervention and avoidance (overreliance) tactics:

1. Saturday school is used at the final stage following unsuccessful detentions and other sanctions.
2. At-risk students are pre-warned of the possibility of a referral to a Saturday school detention.
3. Create awareness of the strategy without being threatening (it works best as a deterrent)

Sustained improvement

- ✓ 52% have increased their overall attendance.
- ✓ 86% have increased their punctuality.
- ✓ 38% have increased their amount of positive sleuths they receive.
- ✓ 48% have decreased the amount of negative sleuths they receive.

Strategic intervention: Personalised Curriculum

Context

- Nine Year 11 girls who were involved in the Military Ethos Fun & Fitness programme.
- Forming part of the school's partnership with the Commando Joe's organisation.
- Development of 'Commando Jane's' emerging out of the first year 10 cohort to participate in Commando Joe's, and are all now studying in year 11.



This initiative had a positive impact on both their attendance and academic progress.

- ✓ Attendance for the cohort on average increased from 90% to 93%.
- ✓ A number of students improved their individual attendance by 8%.
- ✓ All 9 pupils were all off-track against key indicator 5 A*-C GCSE incl. EM.
- ✓ Currently 7 out of the 9 pupils are predicted to achieve 5A*-C.
- ✓ Average effort for the group across all subjects moving from a C to a B grade.

Diversity 'key to London GCSE success'

By Katherine Sellgren BBC News education reporter



The success of London's schools has challenged the idea of poorer pupils being likely to underperform.

The high success rate enjoyed by GCSE students in London is explained by the higher proportion of ethnic minority pupils in the capital, research finds.

The report says the capital's diversity plays a key role in the "London effect" - a term used to describe the high levels of success among its pupils.

It says London has a low rate of the lowest performing group: white British.

The Bristol University study assessed GCSE data from 2013 for all pupils in state secondary schools in England.

Researchers at the university's Centre for Market and Public Organisation (CMPO) measured each student's GCSE points score across their eight best

subjects, counting an A* as being worth eight points, an A as seven, and so on, to one point for a G.

They also analysed the percentage of people scoring five or more A* to C grades at GCSE.

Students' results were measured against their prior attainment in Key Stage 2 tests taken at the end of primary school.

Higher results

The results indicated that pupils in London's state-funded schools scored around eight GCSE grade points higher than those in the rest of the country.

This is the difference between gaining eight A grades compared with eight Bs, or eight Cs compared with eight Ds, the study says.

However, once children's ethnic background was factored in, the London effect in pupil progress was found to disappear, the report concludes.

White British pupils tend to achieve the lowest GCSE scores against their attainment at the end of primary school, compared with those from ethnic minority backgrounds, previous CMPO research has found.



London has more high-performing groups, the study finds

This group also makes up just over a third (36%) of Year 11 (15- and 16-year-olds) in London, while they make up around 84% of this school year group in the rest of England.

"London simply has a lot higher fraction of high-performing groups and a lot lower fraction of low-performing groups, principally White British pupils," the study says.

It says "being a recent immigrant or being of non-White British ethnicity has a very substantial positive effect on progress through school" as the children of immigrants typically have "high aspirations and ambitions, and place greater hopes in the education system than the locals do."

Researchers also assessed the impact of children of recent immigrants, rather than looking at ethnicity, and suggest evidence shows that this also plays a part in the London effect.

In Newcastle, around 12% of the population was born abroad and arrived in the UK before 2000, while in London 35% of the population did so. Comparing these two cities, there is a difference of around 15 GCSE grade points in pupil progress, with London ahead.

Aspiration and ambition

Prof Simon Burgess, who carried out the research, said: "We know that ethnic minority pupils score more highly in GCSEs relative to their prior attainment than white British pupils.

"London simply has a lot more of these high-achieving pupils and so has a higher average GCSE score than the rest of the country. My interpretation of these results leads to a focus on pupil aspiration, ambition and engagement.



Pupil aspiration, ambition and engagement is key, says Prof Simon Burgess

"There is nothing inherently different in the ability of pupils from different ethnic backgrounds, but the children of relatively recent immigrants typically have greater hopes and expectations of education, and are, on average, more likely to be engaged with their school work.

"This is not by chance of course. A key point about London is its attraction to migrants and those aspiring to a better life.

"The London effect is a very positive thing, and much of the praise for this should be given to the pupils and parents of London for creating a successful multi-ethnic school system."

The report is the latest in a number of research papers to analyse the success of London's pupils and schools.

In June, statistics from the Department for Education showed pupils on free school meals in inner London were more likely to go to university than their better-off peers outside the capital.

And in July, a paper by the Centre Forum think tank said the life chances of thousands of children would improve if schools across the country reproduced the results gained by poor pupils in London.

Secondary sector update

Barriers faced by Secondary Schools (TVA perspective)

Sean Kelly
Head of Academy



Lack of Coherence and Fragmentation

- Changing educational landscape (started with BSF: Academies capital programme alongside BSF).
- Range of academy sponsors in the city (and now from outside the city), stand-alone academies, free schools/"free choice" and now NUAAT (14-19).
- Leading to a fragmented and at times isolated city wide effort to address engrained issues for children of Nottingham.
- Growing and unhealthy sense of local competition even though the sector is not judged within a local context but against a national one.
- Direct central government challenge to LAs (Nottingham) coupled with the Authorities diminishing capacity to support its schools.



Lack of Coherence and Fragmentation

- National framework used to judge school performance, that does not take account of contextual factors (OFSTED).
- Moving now to measure Progress over time, with the same expectation regardless of how low someone's starting point may be i.e. the journey for a L3 En a C grade (good progress) is at times beyond aspirational when compared to the same expectation of a L5 En on entry.
- DFE currently adopt an arbitrary 'attainment line' – 40% and/or going backwards from the previous year.
- Currently being 'monitored' by both HMI and an 'educational consultant' on behalf of the DFE.
- Both with different interpretations of good progress in a year.

Index of Multiple Deprivation (IMD)

- Using students' postcodes we are in a position to look at different aspects of deprivation within our small geographical area.
- Of course, **socio-economic disadvantage for pupils is not an excuse for low achievement.**
- But IMD and its constituent measures of deprivation can contribute to a developed picture of barriers facing our young people and their families.
- Although these commonly used measures do not always identify the extent of difficulties for individuals.
- They can indicate areas where legitimate collaboration between children service partners can take part in a sharp focused manner, to support students' potential.



Contextual factors

| Commonly used measures of deprivation | Where the score is high | Example(s) |
|---|--|---|
| Barriers to housing and services | There may be issues around | Opportunities to complete work at home |
| | | Problems accessing important services (e.g. GP surgeries), leading to delays and absence. |
| Crime | There may be concerns about | Safety – both personal safety of belongings |
| | | What pupils are asked/allowed to take home (e.g. mobile computing devices) |
| | | Negative influences within the community |
| | | Absent parents (imprisoned) |
| Education, skills and training deprivation | There may be issues to consider around | Poor support at home for all forms of work |
| | | Low aspiration |
| | | Poor parental support for the school |
| Employment deprivation | It can be worth paying attention to | Aspiration – longer term |
| | | Parental support and involvement |
| | | Other home pressures/instability, including mobility |
| Health deprivation and disability | Schools should be aware of | Pupils acting as carers |
| | | Problems with absence |
| | | Difficulties with completing work |
| | | Poor nutrition and mental health |
| Income deprivation | Schools should be mindful of | Capacity to be involved in optional, costed extras |
| | | Clothing and equipment |
| | | Longer-term educational aspiration |
| Living environment deprivation | There may be concerns about | Housing quality and health |
| | | Capacity to work at home |
| | | Pupils' safety (e.g. road accidents) |
| Income deprivation affecting children (IDACI) | Children may suffer from | Pressure to not extend their education |
| | | Poor housing and opportunities |
| | | Negative influences over a range of health and social issues. |

Lower Layer Super Output Areas (LSOAs)

Lower Layer Super Output Areas (LSOAs) divide England into 32,482 small areas of roughly equal population (approximately 1500 people in each area). They are used alongside various Government measures, including the deprivation indices used in this report.

| | IMD | | Barriers to housing and services | | Crime | | Education, skills and training | | Employment | | Health and disability | | Income | | Living Environment | |
|--------------------------------|--------|-------|----------------------------------|-------|--------|-------|--------------------------------|-------|------------|-------|-----------------------|-------|--------|-------|--------------------|-------|
| | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % |
| Band A (most deprived) | 247 | 37.9% | 0 | 0.0% | 393 | 60.3% | 395 | 60.6% | 148 | 22.7% | 179 | 27.5% | 184 | 28.2% | 1 | 0.2% |
| Band B | 193 | 29.6% | 12 | 1.8% | 108 | 16.6% | 57 | 8.7% | 266 | 40.8% | 314 | 48.2% | 191 | 29.3% | 5 | 0.8% |
| Band C | 79 | 12.1% | 2 | 0.3% | 60 | 9.2% | 59 | 9.0% | 96 | 14.7% | 77 | 11.8% | 127 | 19.5% | 78 | 12.0% |
| Band D | 27 | 4.1% | 129 | 19.8% | 63 | 9.7% | 109 | 16.7% | 67 | 10.3% | 29 | 4.4% | 26 | 4.0% | 53 | 8.1% |
| Band E | 53 | 8.1% | 149 | 22.9% | 12 | 1.8% | 5 | 0.8% | 61 | 9.4% | 45 | 6.9% | 54 | 8.3% | 157 | 24.1% |
| Band F | 32 | 4.9% | 107 | 16.4% | 1 | 0.2% | 19 | 2.9% | 6 | 0.9% | 1 | 0.2% | 17 | 2.6% | 111 | 17.0% |
| Band G | 20 | 3.1% | 144 | 22.1% | 0 | 0.0% | 6 | 0.9% | 6 | 0.9% | 0 | 0.0% | 32 | 4.9% | 112 | 17.2% |
| Band H | 0 | 0.0% | 98 | 15.0% | 2 | 0.3% | 2 | 0.3% | 1 | 0.2% | 6 | 0.9% | 21 | 3.2% | 76 | 11.7% |
| Band I | 1 | 0.2% | 4 | 0.6% | 0 | 0.0% | 0 | 0.0% | 1 | 0.2% | 0 | 0.0% | 0 | 0.0% | 23 | 3.5% |
| Band J (least deprived) | 0 | 0.0% | 7 | 1.1% | 13 | 2.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.2% | 0 | 0.0% | 36 | 5.5% |
| Areas with no data | | | | | | | | | | | | | | | | |

IDACI index: Top Valley Academy (all students by postcode)

| Band | | 7 | 8 | 9 | 10 | 11 |
|----------|---------------------------------|------|------|------|------|------|
| | | % | % | % | % | % |
| A | 1 TO 3248 (MOST DEPRIVED) | 31.1 | 30.1 | 30.1 | 28.9 | 27.0 |
| B | 3249 TO 6496 | 26.1 | 30.8 | 33.3 | 26.6 | 34.3 |
| C | 6497 TO 9745 | 23.0 | 18.8 | 20.4 | 19.5 | 18.2 |
| D | 9746 TO 12993 | 8.1 | 12.0 | 10.8 | 9.4 | 6.6 |
| E | 12994 TO 16241 | 0.6 | 1.5 | 0.0 | 0.8 | 0.7 |
| F | 16242 TO 19489 | 7.5 | 6.0 | 4.3 | 8.6 | 8.8 |
| G | 19490 TO 22737 | 1.2 | 0.0 | 0.0 | 2.3 | 0.7 |
| H | 22738 TO 25986 | 2.5 | 0.8 | 1.1 | 3.9 | 3.6 |
| I | 25987 TO 29234 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| J | 29235 TO 32482 (LEAST DEPRIVED) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

The **Income Deprivation Affecting Children Index (IDACI)** is an **index** of deprivation used in the United Kingdom. The **index** is calculated by the Office of the Deputy Prime Minister and measures in a local area the proportion of children under the age of 16 that live in low income households.

London Challenge

Diversity 'key to London GCSE success'

The high success rate enjoyed by GCSE students in London is explained by the higher proportion of ethnic minority pupils in the capital, research finds.



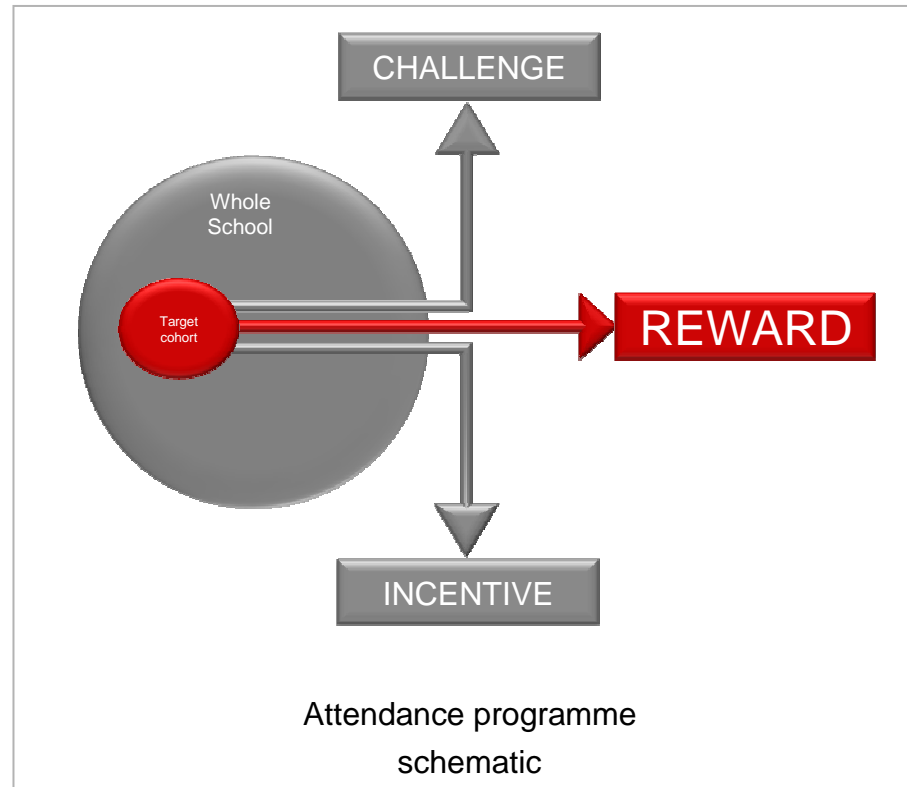
Top Valley Challenge

Diversity 'key to GCSE success'

- 82% of Y11 are White British.
- 56% of the cohort is low ability.
- 5A*-C inc. FF B 35%, FF A 41%



Top Valley Foundation



- 2013/14 5.9% absence rate
- 2014/15 trend improving
- Y11 1.5% increase on previous year – against a national decline for this year group.
- NEET 2.7% (3 students)
- Low excluding 2013/14 4.6% (11/12 NA 8.5%)
- Attainment target 45-50% on track
- En/Ma Progress 60-65% on track