

## **Secondary Schools below floor 2014**

The reporting of the 2014 GCSE results is confusing and open to misinterpretation. This is due to the many policy changes made at a national level over the last 12-18 months and in particular, the policy change that means that only a pupil's first entry counted in the league tables. In reality, young people in Leeds did much better in 2014 than might be suggested by the headline figures in league tables which do not reflect the qualifications young people actually achieved.

Looking at the first entry data suggests that there are many more schools and academies below floor than in 2013. When best entry data is considered, the number of schools and academies below floor is much lower. The following table demonstrates this:

	<b>Below Floor on First Entry</b>	<b>Below Floor on Best Entry</b>	<b>Current Ofsted Grade</b>
<b><u>Maintained Schools</u></b>			
Allerton Grange School	<b>Y</b>	N	2
Bruntcliffe School	<b>Y</b>	<b>Y</b>	3
Mount St. Mary's Catholic High School	<b>Y</b>	N	3
Priesthorpe School	<b>Y</b>	N	2
<b><u>Academies</u></b>			
Leeds City Academy	<b>Y</b>	<b>Y</b>	N/A
Leeds East Academy	<b>Y</b>	N	3
Leeds West Academy	<b>Y</b>	N	2
South Leeds Academy	<b>Y</b>	<b>Y</b>	3
Swallow Hill Community College	<b>Y</b>	<b>Y</b>	4
The Co-Operative Academy	<b>Y</b>	<b>Y</b>	3
John Smeaton Academy	<b>Y</b>	N	N/A

As can be seen, the number of schools below floor standards on best entry is 5 (1 maintained school and 4 academies)

Strategies to address standards issues in maintained schools include: additional challenge and support provided by school improvement advisers; additional challenge provided by practising Ofsted inspectors; issue of a formal warning notice/establishment of an Interim Executive Board (IEB) to replace the Governing Body in one school; brokering of school to school support; teaching school support (e.g. support from Specialist Leaders of Education); signposting to service level agreement (range of subject networks).

The level of engagement with academies is more variable. In some cases, the LA is represented on Academy Governing Bodies (or equivalent) which enables the opportunity to challenge. Closer links with sponsors are also developing and the LA has regular discussions with the DfE about the performance of academies. In addition, many academies buy into the LA SLA offer and therefore access a range of additional support and some have engaged well with the Secondary Challenge process.