



# Meridian Trust

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.



## ELY COLLEGE



Achievement  
for All



Pursuit of  
Excellence



Extending the  
Boundaries of  
Learning



High Quality  
Learning  
Environment



Valuing People

# Parents' Forum

7<sup>th</sup> November 2022

# Agenda

- Exam Results
- Parent View Feedback
- Reporting
- Key Stats – behaviour etc / staffing
- Summer works update

Any questions  
in particular?

# Results



# Performance and Destinations

- First Russell Group applications – everyone achieved first choice
- Significant increase in applications to ‘high-tariff’ providers including students on hybrid programmes (A Level (s) and VTQ)
- Equally, significant increase in unconditional offers.
- 95% applicants to university secured first choice place
- Approx. 18% into apprenticeships; 22% into employment (based on returns so far)

# Student Performance

- **Caleb** secured starred Distinction grade in his Diploma in Sport & Exercise Science, and in combining that with A Level Geography is studying Exercise and Sport Science at the University of Exeter.
- **Finn** achieved A Level grades including an A\* in Biology; and will be taking up her place in York to start a biology degree.
- **Ruby** combined starred Distinction in Applied Science and an A-grade A Level in Sociology. She intends to take up a university place studying Psychology at the University of Leeds.
- **Will** will be building on excellent achievements in Media and Business, all at Distinction and starred Distinction grade, heading to Manchester to study brand communications.
- **Ella** achieved A and B grades at A Level and will now join the NHS on a higher apprenticeship programme.
- **Sofia** achieved Distinction and starred Distinction grades. She will now commence an advanced apprenticeship in supporting teaching.

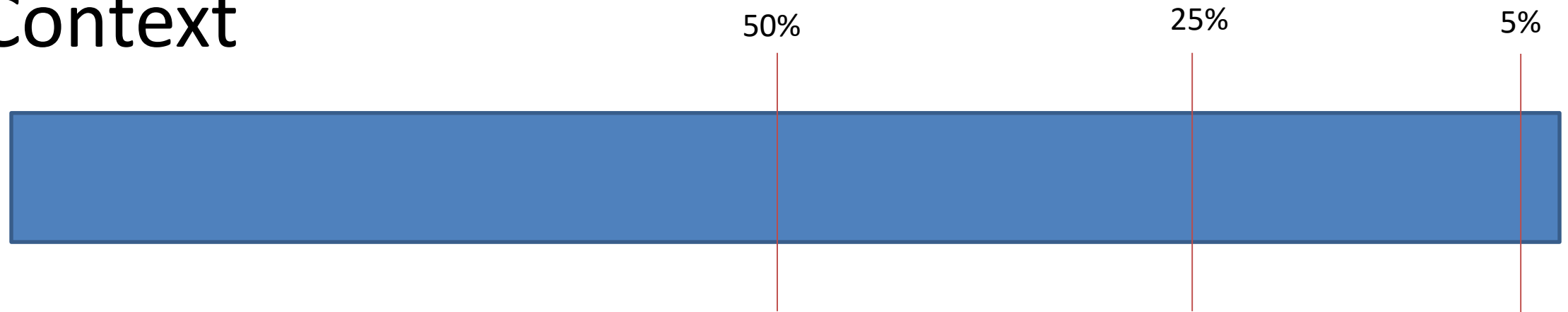
# Attainment Headlines

- Average A Level Grade: C
- Average Point Score: 25.2
- High performing courses
  - Geography
  - Business
  - English Language / Literature
- Average Applied Grade: Distinction
- Average Point Score: 31.5
- High performing courses
  - Media Extended Certificate
  - Applied Science Ext Diploma
  - Sport & Exercise Science Ext Diploma
  - Criminology Diploma

# GCSE Results

	Targets	Actuals
<b>% achieving grades 4-9 in both English and Maths</b>	87%	81%
<b>% achieving grades 5-9 in both English and Maths</b>	63%	63%
<b>Progress 8 – Disadvantaged students</b>	Greater than 0	0.05*
<b>Progress 8 - Overall</b>	Between 0.3 - 0.5	0.42
<b>Reduced gender gap in subjects</b>	To be evaluated per subject	To be evaluated per subject

# Context



	50 % of schools	25% of schools (FFT D)	5% of schools
4+ English and Maths	70	77	83
5+ English and Maths	48	56	64

# Highlights

Most Progress (>0.5)

PE

Art

History

Drama

Music

Maths

% of cohort with grade 9

Computing

Music

Art

PE

Geography

French

# Comparison to targets

Average grade to target for all subjects was 68.1%

Exceptions to that;

PE – 94%

Computing – 87%

Health and Social Care – 80%

Hair and Beauty – 78%

History 76%

Geography 75%

# Individual successes

- 10 grade 9s
  - Nola, Jan, Tymek, Alex
- 9 grade 9s
  - Charlotte 8 grade 9s
  - Rachel, Ella

# Huge Progress

- Seth +3.3
- Abigail +3.25
- Gopika +3.20
- Eloise +3.18
- Esme +2.85





# PARENT VIEW



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# What is it

- Ofsted Parent View gives you the chance to tell Ofsted what you think of your child's school, including:
  - how happy your child is at the school
  - how the school manages bullying or challenging behaviour
- If your child has special educational needs and/or disabilities (SEND), we will ask how well the school supports them

# How is it used?

- We will use your responses to help us plan inspections. The information you provide can:
  - inform discussions inspectors have with school leaders during an inspection
  - help Ofsted decide when to inspect a school
- In addition to this, we also publish the overall summary of the responses to Ofsted Parent View.
- This information is anonymised.

## Ofsted Parent View results

### Search results - Ely College

Ely College  
Downham Road  
Ely  
Cambridgeshire  
CB6 2SH

URN: **143404**  
Telephone: **01353667763**

Children on roll: **1423**  
Responses for this school: **224**  
Responses for year: **2018/19**  
[Download data for year 2018/19](#)  
[View inspection reports](#)

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[Print Results](#)

[Alert me](#)

- 
- [1. My child is happy at this school](#)
  - [2. My child feels safe at this school](#)
  - [3. My child makes good progress at this school](#)
  - [4. My child is well looked after at this school](#)
  - [5. My child is taught well at this school](#)
  - [6. My child receives appropriate homework for their age](#)
  - [7. This school makes sure its pupils are well behaved](#)
  - [8. This school deals effectively with bullying](#)
  - [9. This school is well led and managed](#)
  - [10. This school responds well to any concerns I raise](#)
  - [11. I receive valuable information from the school about my child's progress](#)

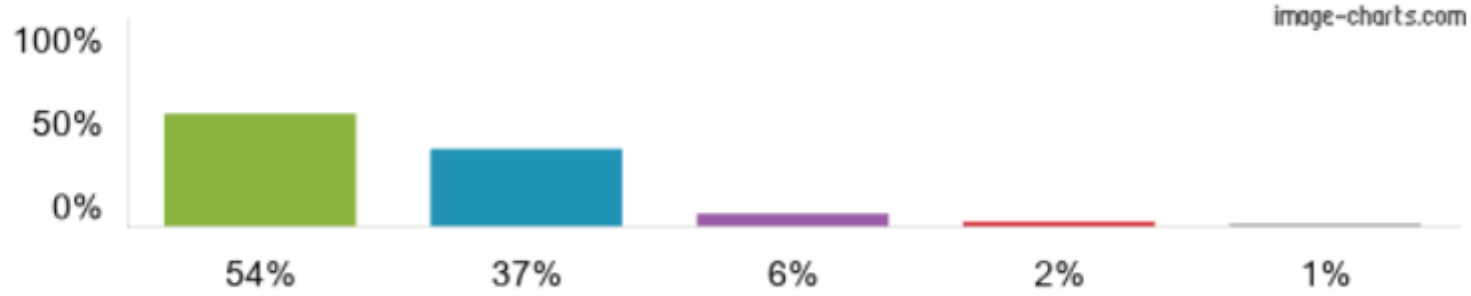
Key to results

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

[Print Results](#)

[Alert me](#)

1. My child is happy at this school



[View results as text](#)

Figures based on **224** responses up to 12-06-2019

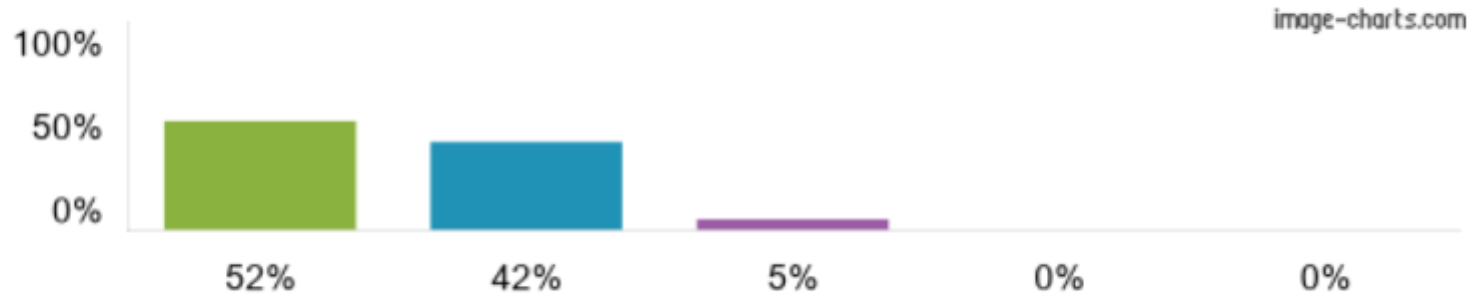
Key to results

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

2. My child feels safe at this school

3. My child makes good progress at this school

4. My child is well looked after at this school



[View results as text](#)

Figures based on **224** responses up to 12-06-2019

# Ely QA – Parent View June 2022

- Questionnaire shared that was a direct copy of the PV form
- Collected feedback on all the questions and free text options
- Feedback indicates what we do well, what we can improve on and the confidence that the community has in our provision

# Our results

Q1. My child is happy at this school.	Number of submissions	Response rate (%)	Average Number of Submissions per School	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Positive	Negative
<b>Maintained schools and academies</b>	<b>229,720</b>	<b>2.7</b>	<b>10.4</b>	60	30	5	4	1	90	9
East of England	21,444	3.0	10.3	58	31	6	4	1	89	11
Ely College	269			31	62	5	1	1	93	6

Response rate – if we have 1423 students and assume 1.8 parents on average – gives a response rate of approx. 10.4%

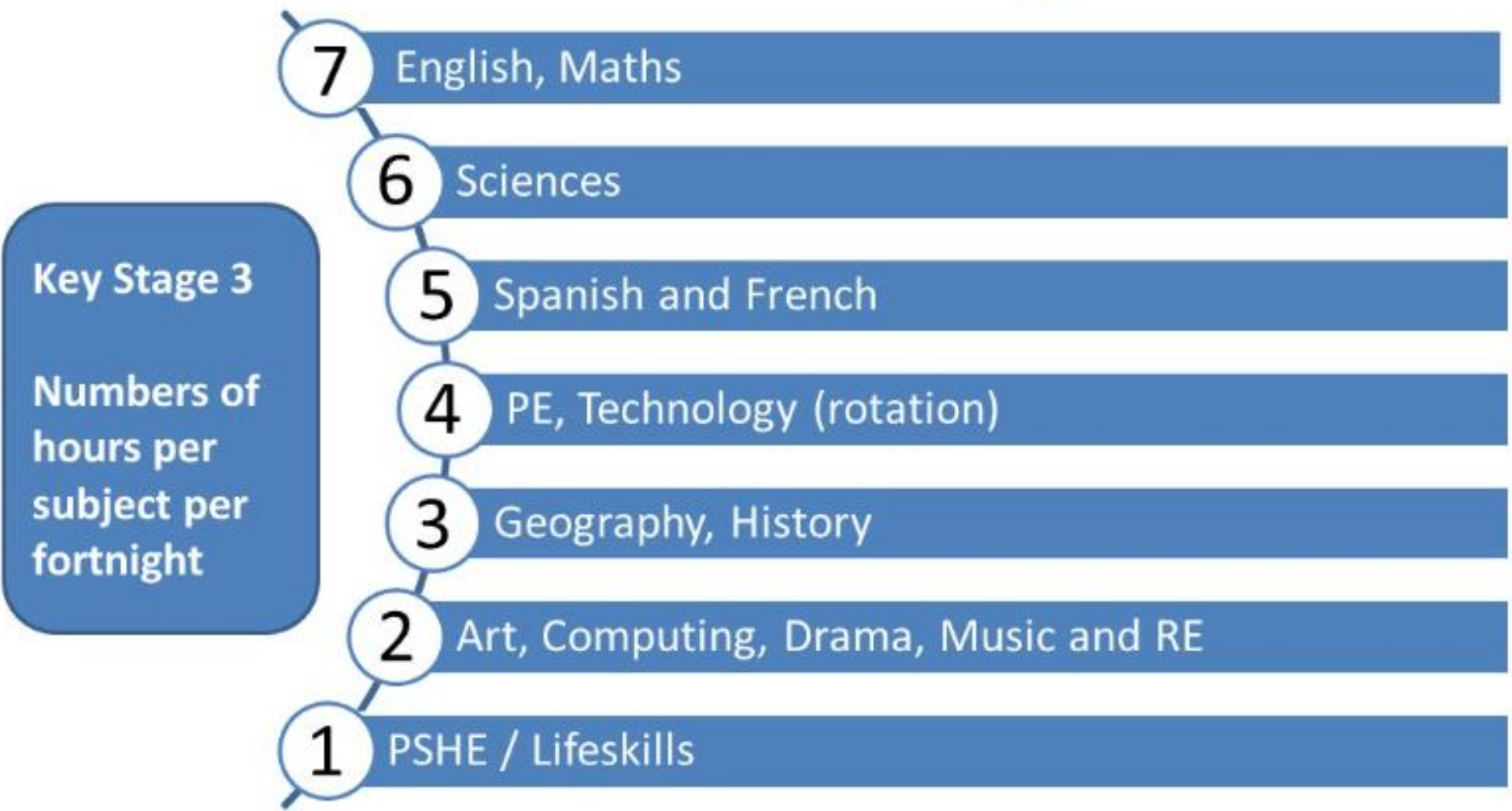
Well in excess of the average across the country and the region


# Our results


Q2. My child feels safe at this school.	Number of submissions	Response rate (%)	Average Number of Submissions per School	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Positive	Negative
<b>Maintained schools and academies</b>	<b>229,720</b>	<b>2.7</b>	<b>10.4</b>	63	29	5	3	1	91	8
East of England	28,534	3.0	11.1	61	30	5	4	1	90	9
Ely College	269			33	62	4	1	1	95	5
Q3. The school makes sure its pupils are well behaved.	Number of submissions	Response rate (%)	Average Number of Submissions per School	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Positive	Negative
<b>Maintained schools and academies</b>	<b>229,720</b>	<b>2.7</b>	<b>10.4</b>	48	38	8	4	3	85	12
East of England	28,534	3.0	11.1	44	39	9	5	3	83	14
Ely College	269			15	67	7	2	9	82	9


# Our results – some improvements needed


Q5. The school makes me aware of what my child will learn during the year.	Number of submissions	Response rate (%)	Average Number of Submissions per School	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Positive	Negative
<b>Maintained schools and academies</b>	<b>229,720</b>	<b>2.7</b>	<b>10.4</b>	43	36	13	5	2	80	18
East of England	28,534	3.0	11.1	42	38	12	6	2	80	18
Ely College	269			5	28	48	12	7	33	60





Art & Design  
PDF File 


Business & Economics  
PDF File 


Computer Science  
PDF File 


Design & Technology Fashion &...  
PDF File 


Design & Technology  
PDF File 


Drama  
PDF File 


English  
PDF File 

Geography  
PDF File 

Hair & Beauty  
PDF File 

History  
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Hospitality & Catering  
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Maths  
PDF File 



## Curriculum Overview

# Key Stage 4

## Curriculum Aims

We prepare students for success at GCSE Drama by enabling students to:

- apply knowledge and understanding when making, performing and responding to drama;
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created;
- develop a range of theatrical skills and apply them to create performances;
- work collaboratively to generate, develop and communicate ideas;
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance;
- contribute as an individual to a theatrical performance;
- reflect on and evaluate their own work and that of others;
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice;
- adopt safe working practices.



GCSE courses promote involvement in drama, as performers and/or designers. Students are given opportunities to participate in and interpret their own and others' drama.

Students have the option to work practically as performers and/or designers. They investigate as practitioners and genres of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques.

## Key Curriculum Content

## Curriculum Overview

# Key Stage 5

## Curriculum Aims

**A Level** - The aim of the maths and further maths curriculum is to extend on what has been taught before and develop a deeper understanding of mathematics. Developing new skills and interest in a very broad and challenging subject.

**Core Maths** - students will develop their quantitative and problem-solving skills. This gives them confidence in understanding the mathematical content in other courses they are taking. It helps them become better informed citizens, able to make sense of the information they will be presented with in employment, further study or later life.



## Key Curriculum Content

### A Level Maths

**Pure** - Mathematical argument, language and proof, Mathematical problem solving, Mathematical Proof, Algebra and functions, Coordinate geometry in the  $(x,y)$  plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, Vectors

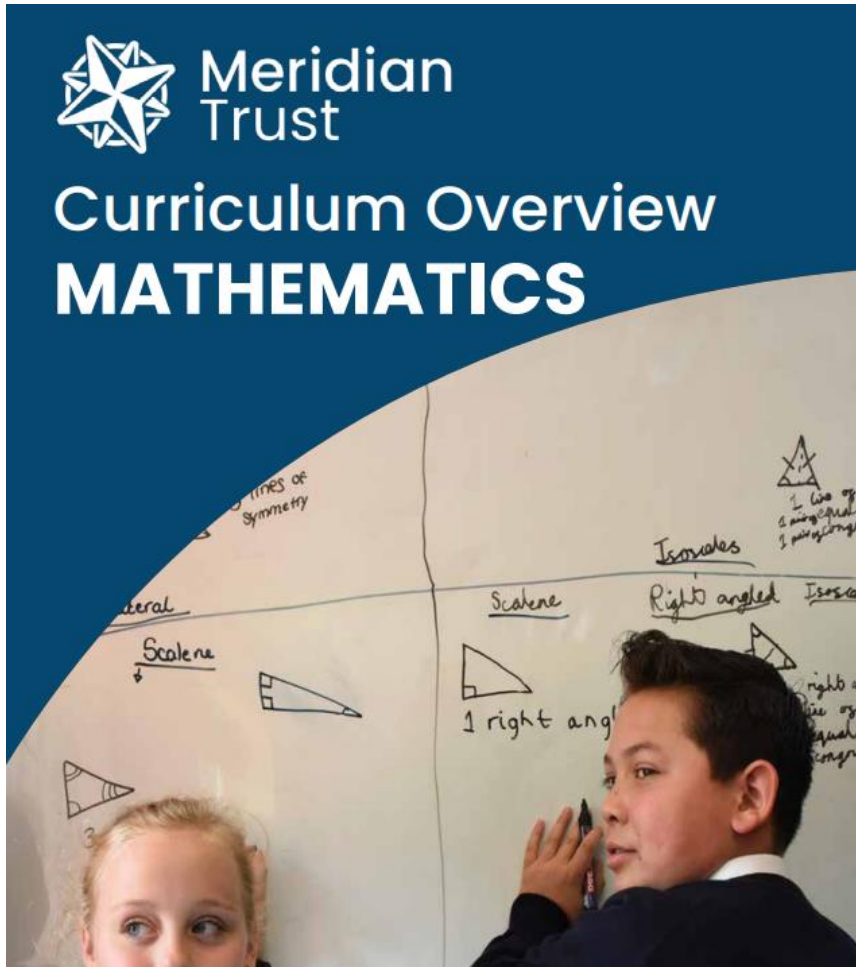
**Mechanics** - Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

**Statistics** - Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing

### A Level Further Maths

**Pure** - Complex numbers, Proof, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic functions, Differential equations, Trigonometry, Numerical Methods

**Mechanics** - Dimensional analysis, Momentum and collisions, Work energy and power, Circular motion, Centre of mass and moments.



# Our results – some improvements needed

Q8. The school has high expectations for my child.	Number of submissions	Response rate (%)	Average Number of Submissions per School	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Positive	Negative
<b>Maintained schools and academies</b>	<b>229,720</b>	<b>2.7</b>	<b>10.4</b>	46	36	7	3	7	82	10
East of England	28,534	3.0	11.1	42	38	9	4	8	80	12
Ely College	269			20	58	10	1	10	78	11

Q7b. My child has special educational needs and/or disabilities, and the school gives them the support they need to succeed.	Number of submissions	Response rate (%)	Average Number of Submissions per School	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Positive	Negative
<b>Maintained schools and academies</b>	<b>229,720</b>	<b>2.7</b>	<b>10.4</b>	43	25	14	14	4	68	28
East of England	28,534	3.0	11.1	40	26	14	15	4	66	30
Ely College	269			4	52	16	16	12	56	32

# REPORTING



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ATTENDANCE		BEHAVIOUR		PLEDGES AWARDS							
Overall %ge	100.0	Behaviour Points	11	Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	PLEDGES Award
Unauthorised Absences	0	Achievement Points	3	B	B	B	B	B	B	B	Bronze

Subject	Teacher	EOC MTG	Autumn Progress Report		Spring Progress Report				Easter Progress Report			
			EOC Prediction	Progress	November Assessed Grade	EOC Prediction	ATL	Progress	March Assessed Grade	EOC Prediction	ATL	Progress
English Language	Mr K. Burke	3	4-	Above								
English Literature	Mr K. Burke	3	3+	Expected								
Maths	Mr D. Wensley	3	3+	Expected								
Biology	Mrs J. Hoenderkamp	3	3=	Expected								
Chemistry	Mrs S. Manning	3	4-	Above								
Physics	Dr K. Norton-Berry	3	4-	Above								
Business	Mrs D. Woods	3	4=	Above								
History	Mrs R. Mustill	3	2+	1 Below								
Spanish	Mrs N. Deegan	6	7+	Above								
Sport BTEC	Miss A. Turner	P2	P2	Expected								

KEY		ATL – Assessed against criteria provided	
<b>Abbreviation Key</b>		<b>Always (A)</b>	The student always demonstrates a high level of engagement in lessons. Learning behaviours are exemplary. Homework is turned in on TEAMS by the deadlines set and to a high standard.
<b>EOC</b>	End of Course	<b>Mostly (M)</b>	The student is usually engaged in lessons. There are occasions where learning behaviours are lower than would be expected. Homework is usually turned in on TEAMS by the deadlines set and is to an acceptable standard.
<b>ATL</b>	Attitude to Learning	<b>Sometimes (S)</b>	The student is rarely fully engaged in lessons. Learning behaviours are inconsistent and are often detrimental to their own, and others, learning. Homework is sometimes turned in on TEAMS by the deadlines and is often not of the standard expected.
<b>MTG</b>	Minimum Target Grade	<b>Not Yet (N)</b>	The student has limited engagement in their lessons. Behaviours for learning are limiting their progress in this subject. Homework is rarely turned in on TEAMS or to the expected standard.

ATTENDANCE		BEHAVIOUR		PLEDGES AWARDS							
Overall %ge	100.0	Behaviour Points	2	Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	PLEDGES Award
Unauthorised Absences	0	Achievement Points	12	G	G	G	G	G	G	G	Gold

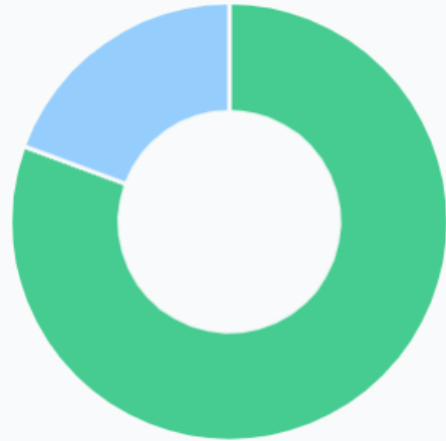
Subject	Teacher	EOC MTG	Autumn Progress Report		Spring Progress Report				Easter Progress Report			
			EOC Prediction	Progress	November Assessed Grade	EOC Prediction	ATL	Progress	March Assessed Grade	EOC Prediction	ATL	Progress
English Language	Mrs O. Kingsley	4	6-	Above								
English Literature	Mrs O. Kingsley	4	6=	Above								
Maths	Miss R. Afford	5	7=	Above								
Biology	Mrs J. Hoenderkamp	6	7=	Above								
Chemistry	Mr D. Fricker	6	8-	Above								
Physics	Dr K. Norton-Berry	6	7+	Above								
Business	Mrs D. Woods	4	7=	Above								
Computing	Mr S. Warburton	7	7=	Expected								
History	Mrs R. Mustill	5	8-	Above								
Spanish	Mrs N. Deegan	6	8+	Above								

KEY		ATL – Assessed against criteria provided	
<b>Abbreviation Key</b>		<b>Always (A)</b>	The student always demonstrates a high level of engagement in lessons. Learning behaviours are exemplary. Homework is turned in on TEAMS by the deadlines set and to a high standard.
<b>EOC</b>	End of Course	<b>Mostly (M)</b>	The student is usually engaged in lessons. There are occasions where learning behaviours are lower than would be expected. Homework is usually turned in on TEAMS by the deadlines set and is to an acceptable standard.
<b>ATL</b>	Attitude to Learning	<b>Sometimes (S)</b>	The student is rarely fully engaged in lessons. Learning behaviours are inconsistent and are often detrimental to their own, and others, learning. Homework is sometimes turned in on TEAMS by the deadlines and is often not of the standard expected.
<b>MTG</b>	Minimum Target Grade	<b>Not Yet (N)</b>	The student has limited engagement in their lessons. Behaviours for learning are limiting their progress in this subject. Homework is rarely turned in on TEAMS or to the expected standard.



STATUTORY MONTH

STATUTORY ACADEMIC YEAR



● Present 80.6%     ● Unauthorised 0%  
● Absent 0%     ● Late 19.4%

Description	Date	Type	Period
Late (before registers closed)	01/11/2022	Present	Tuesday PM
Late (before registers closed)	18/10/2022	Present	Tuesday AM
Late (before registers closed)	14/10/2022	Present	Friday AM
Late (before registers closed)	13/10/2022	Present	Thursday PM
Late (before registers closed)	12/10/2022	Present	Wednesday PM
Late (before registers closed)	05/10/2022	Present	Wednesday AM
Late (before registers closed)	04/10/2022	Present	Tuesday AM



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**BEHAVIOUR RECORDS**

Type & Date	Comment & Teacher	Action & Info	Location & Status	Points
04/11/2022 Behaviour Point for Homework Non-Completion	Miss A. Turner -	- Sport - 11D/Sb1 - BFri:4a	- Resolved	1
04/11/2022 Behaviour Point for Equipment	Miss A. Turner -	- Sport - 11D/Sb1 - BFri:4a	- Resolved	1
02/11/2022 Behaviour Point for Equipment	Miss A. Turner -	- Sport - 11D/Sb1 - BWed:4a	- Resolved	1
02/11/2022 Behaviour Point for Homework Non-Completion	Miss A. Turner -	- Sport - 11D/Sb1 - BWed:4a	- Resolved	1

**Total Negative Points**
**46**

CURRENT							PAST
Due Date ↓	Name ↓	Subject & Class ↓	Available ↓	Submission ↓	Completed	Received	
<b>Today</b> 04/11/2022	Speaking assessment preparation	ECA-2022-11A-Sp1	11/10/2022 10:50 24 days ago	working	✗		
In 2 days 06/11/2022	Maths Homework	ECA-2022-11e-Ma3	01/11/2022 08:00 3 days ago	working	✗		
In 2 days 06/11/2022	Science Tassomai for 7th Nov HW	ECA-2022-11e-PhMg	31/10/2022 18:11 4 days ago	working	✗		
In 3 days 07/11/2022	Unit 3 Revision WN Germany	ECA-2022-11C-Hi1	01/11/2022 20:33 3 days ago	working	✗		
In 7 days 11/11/2022	Unit 3 LA (A) assignment: Design a personal fitness training programme	ECA-2022-11D-Sb1	14/10/2022 12:00 21 days ago	working	✗		
In 20 days 24/11/2022	Marketing and Finance Topics Seneca revision	ECA-2022-11B-Be1	03/11/2022 12:22 yesterday	working	✗		

ATTENDANCE		BEHAVIOUR		PLEDGES AWARDS							
Overall %ge	100.0	Behaviour Points	2	Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	PLEDGES Award
Unauthorised Absences	0	Achievement Points	12	G	G	G	G	G	G	G	Gold

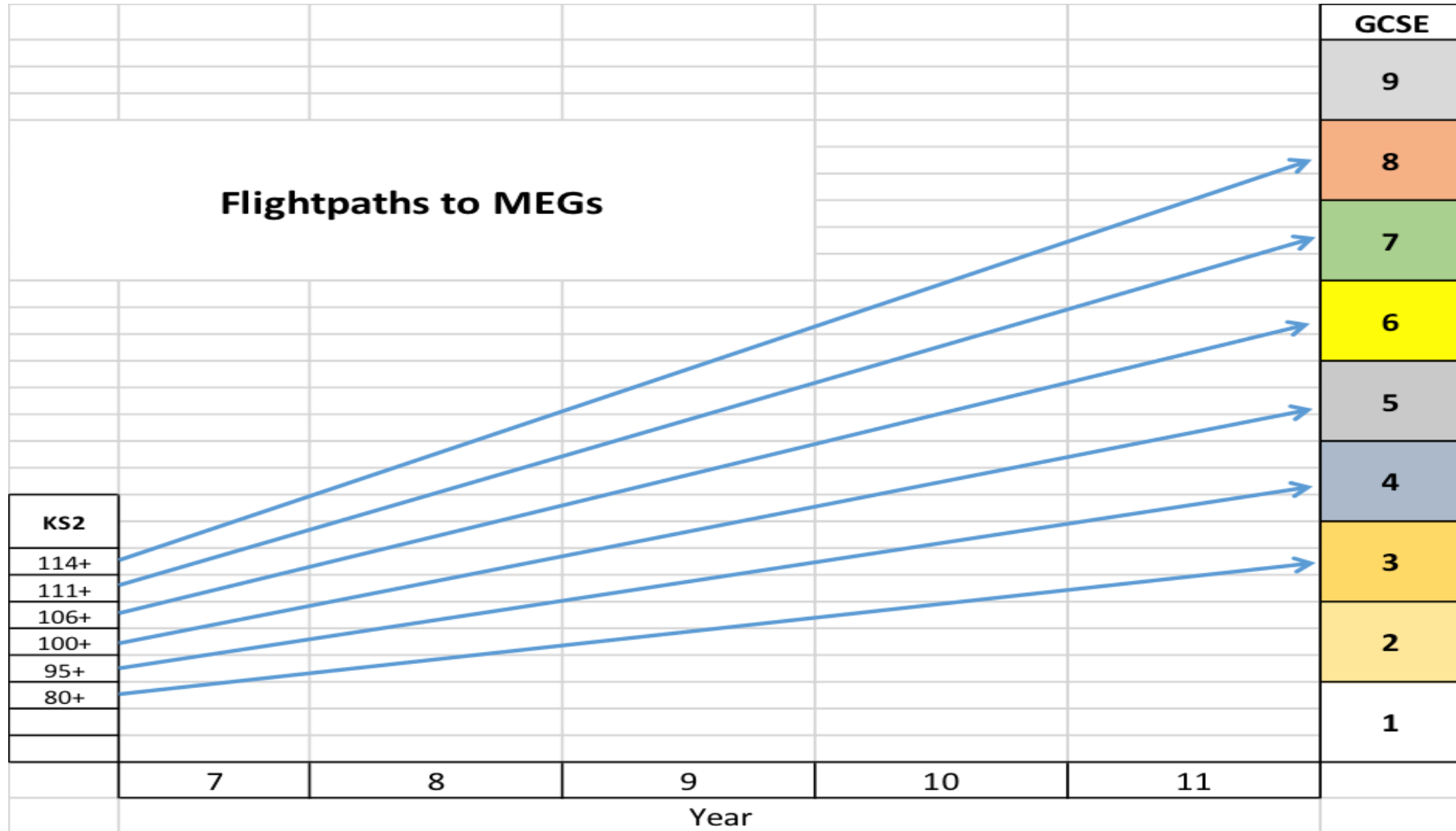
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			EOC Prediction	Progress	November Assessed Grade	EOC Prediction	ATL	Progress	March Assessed Grade	EOC Prediction	ATL	Progress
English Language	Mrs O. Kingsley	4	6-	Above								
English Literature	Mrs O. Kingsley	4	6=	Above								
Maths	Miss R. Afford	5	7=	Above								
Biology	Mrs J. Hoenderkamp	6	7=	Above								
Chemistry	Mr D. Fricker	6	8-	Above								
Physics	Dr K. Norton-Berry	6	7+	Above								
Business	Mrs D. Woods	4	7=	Above								
Computing	Mr S. Warburton	7	7=	Expected								
History	Mrs R. Mustill	5	8-	Above								
Spanish	Mrs N. Deegan	6	8+	Above								

KEY		ATL – Assessed against criteria provided	
<b>Abbreviation Key</b>		<b>Always (A)</b>	The student always demonstrates a high level of engagement in lessons. Learning behaviours are exemplary. Homework is turned in on TEAMS by the deadlines set and to a high standard.
<b>EOC</b>	End of Course	<b>Mostly (M)</b>	The student is usually engaged in lessons. There are occasions where learning behaviours are lower than would be expected. Homework is usually turned in on TEAMS by the deadlines set and is to an acceptable standard.
<b>ATL</b>	Attitude to Learning	<b>Sometimes (S)</b>	The student is rarely fully engaged in lessons. Learning behaviours are inconsistent and are often detrimental to their own, and others, learning. Homework is sometimes turned in on TEAMS by the deadlines and is often not of the standard expected.
<b>MTG</b>	Minimum Target Grade	<b>Not Yet (N)</b>	The student has limited engagement in their lessons. Behaviours for learning are limiting their progress in this subject. Homework is rarely turned in on TEAMS or to the expected standard.

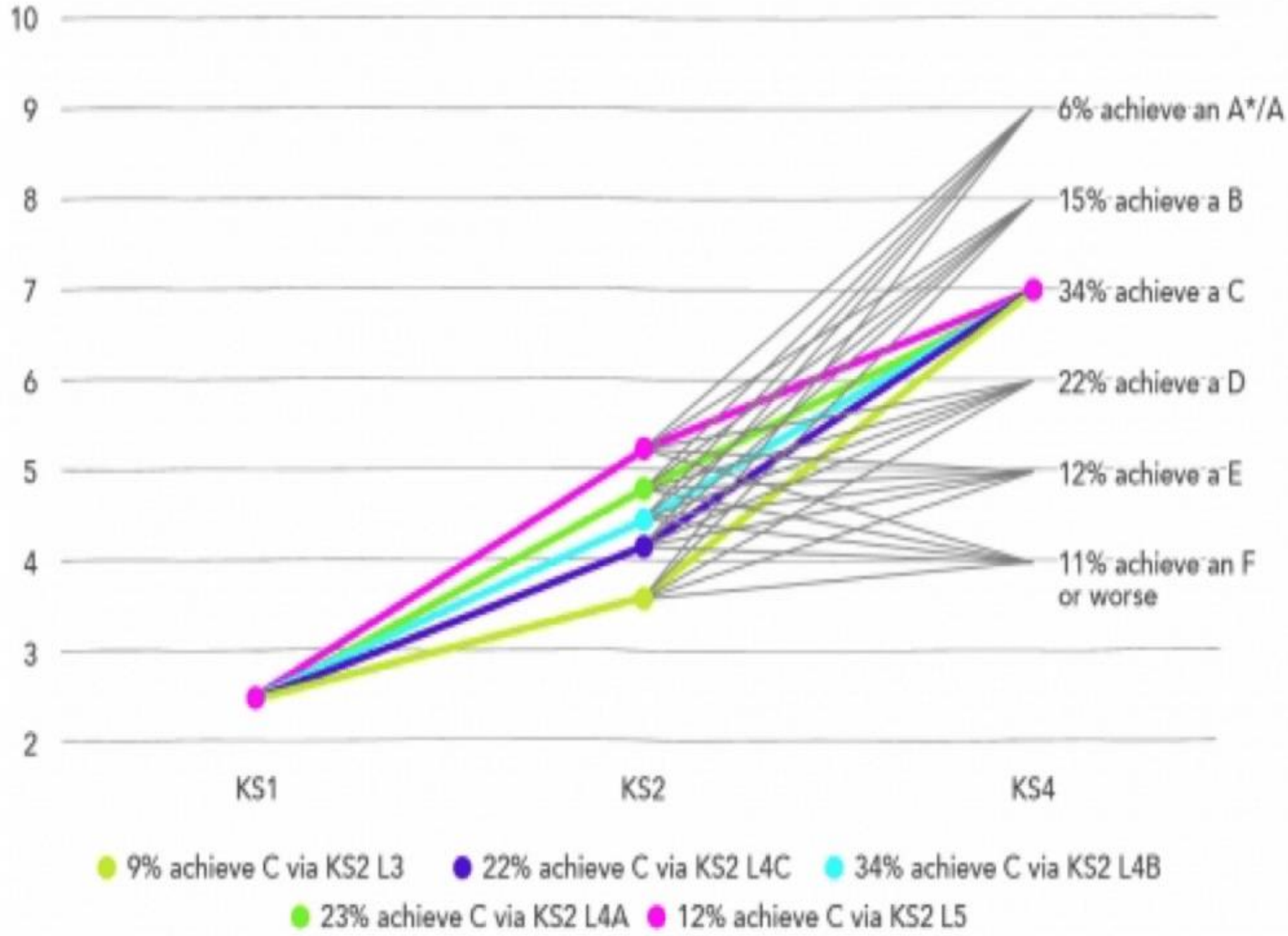
# Where do targets come from?

- Year 6
- Year 7
- Year 9
- Year 11









64% of students end up with a different grade from the same starting point



# The point is...

1

Target forecasts work for populations, individual level less so

2

They are not an exact science – but they do suggest the possible range of performance

3

Effort, focus, attendance and determination is by far more important

ATTENDANCE		BEHAVIOUR		PLEDGES AWARDS				
Overall %ge	100.0	Behaviour Points	4	Participation	Leadership	Excellence	Diversity	Giving
Unauthorised Absences	0	Achievement Points	33	B	B	B	B	S

Subject	Teacher	Autumn Progress Report			Spring Progress Report			Summer Progress Report	
		Progress	CI	ATL	Progress	CI	ATL	CI	GL Progress Test Standard Age Score
Reading Age									110
English		P-	A	S	P	Above	Mostly	A	110
Maths		P	A	M	P+	Above	Mostly	A	114
Science		P	A	A	P	Above	Mostly	A	103
Art		P	I	A	P	In Line	Mostly	I	
Drama		P	A	A	P	Above	Always	A	
Geography		P	A	A	P	Above	Always	A	
History		P	A	M	P+	Above	Mostly	A	
ICT		P	I	M	P	In Line	Mostly	I	
Music		P	I	A	P	In Line	Mostly	I	
PE	Mr J. Naylor	P+	A	A	P	Above	Always	A	
PSHE				A			Mostly		
RE		P	A	M	P	Above	Mostly	A	
Spanish		P+	E	A	P	Exceeding	Mostly	E	
Technology		P	A	A	P	Above	Mostly	A	

KEY		Current Indicator of Y11 Attainment		Attitude to Learning	
<b>Progress</b>		<b>Exceeding National Expectations (E)</b>	Showing the potential for a GCSE grade of 8/9	<b>Always (A)</b>	The student always demonstrates a high level of engagement in lessons. Learning behaviours are exemplary. Homework is turned in on TEAMS by the deadlines set and to a high standard.
<b>P+</b>	Making quicker than expected progress	<b>Above National Expectations (A)</b>	Showing the potential for a GCSE grade of 6/7	<b>Mostly (M)</b>	The student is usually engaged in lessons. There are occasions where learning behaviours are lower than would be expected. Homework is usually turned in on TEAMS by the deadlines set and is to an acceptable standard.
<b>P</b>	Making the expected rate of progress	<b>In Line with National Expectations (I)</b>	Showing the potential for a GCSE grade of 4/5	<b>Sometimes (S)</b>	The student is rarely fully engaged in lessons. Learning behaviours are inconsistent and are often detrimental to their own, and others, learning. Homework is sometimes turned in on TEAMS by the deadlines and is often not of the standard expected.
<b>P-</b>	Making slower than	<b>Working Towards</b>	Showing the potential	<b>Not Yet (N)</b>	The student has limited engagement in their lessons. Behaviours for learning are limiting their

ATTENDANCE		BEHAVIOUR		PLEDGES AWARDS				
Overall %age	100.0	Behaviour Points	10	Participation	Leadership	Excellence	Diversity	Giving
Unauthorised Absences	0	Achievement Points	25	B	B	B	B	B

Subject	Teacher	Autumn Progress Report			Spring Progress Report			Summer Progress Report	
		Progress	CI	ATL	Progress	CI	ATL	CI	GL Progress Test Standard Age Score
English		P	W	M	P	Working Towards	Mostly	W	93
Maths		P+	W	M	P	Working Towards	Mostly	W	92
Science		P	W	A	P	Working Towards	Always	W	88
Art		P+	W	A	P+	Working Towards	Always	I	
Drama		P-	I	M	P-	In Line	Mostly	W	
French		P	W	M	P	Working Towards	Mostly	W	
Geography		P	I	M	P	In Line	Mostly	I	
History		P	W	A	P-	Working Towards	Sometimes	W	
ICT		P	W	M	P	Working Towards	Mostly	W	
Music		P	I	M	P-	In Line	Sometimes	I	
PE	Mr J. Loveday	P+	W	A	P	Working Towards	Always	W	
PSHE				A			Always		
RE		P	W	A	P	Working Towards	Always	W	
Technology		P	I	A	P	In Line	Always	I	

KEY		Current Indicator of Y11 Attainment		Attitude to Learning	
<b>Progress</b>		<b>Exceeding National Expectations (E)</b>	Showing the potential for a GCSE grade of 8/9	<b>Always (A)</b>	The student always demonstrates a high level of engagement in lessons. Learning behaviours are exemplary. Homework is turned in on TEAMS by the deadlines set and to a high standard.
<b>P+</b>	Making quicker than expected progress	<b>Above National Expectations (A)</b>	Showing the potential for a GCSE grade of 6/7	<b>Mostly (M)</b>	The student is usually engaged in lessons. There are occasions where learning behaviours are lower than would be expected. Homework is usually turned in on TEAMS by the deadlines set and is to an acceptable standard.
<b>P</b>	Making the expected rate of progress	<b>In Line with National Expectations (I)</b>	Showing the potential for a GCSE grade of 4/5	<b>Sometimes (S)</b>	The student is rarely fully engaged in lessons. Learning behaviours are inconsistent and are often detrimental to their own, and others, learning. Homework is sometimes turned in on TEAMS by the deadlines and is often not of the standard expected.
<b>P-</b>	Making slower than expected progress	<b>Working Towards National Expectations (W)</b>	Showing the potential for a GCSE grade of 1/2/3	<b>Not Yet (N)</b>	The student has limited engagement in their lessons. Behaviours for learning are limiting their progress in this subject. Homework is rarely turned in on TEAMS or to the expected standard.

# How parents can support

- Check Attitude To Learning descriptors – is focus, homework, disruption an issue – discuss with your child
- If more than one subject concerns you – contact the tutor and senior tutor – should get picked up internally but please don't wait
- If one or two subjects are showing a lack of progress – contact the CL for guidance on what is ahead in the curriculum to support at home

# Resources

- Revision guides – check boards
- You Tube – TikTok – very effective revision materials
- Homework – Tassomai/Sparx/Languagenut/traditional
- Oak National Academy resources


# KEY STATS



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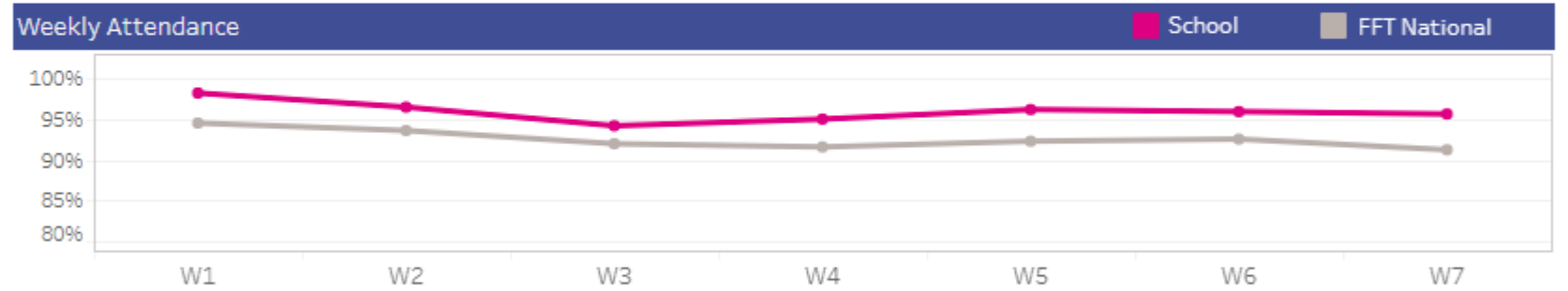
# Attendance

- Ely is 96%
- Trust target is 96%
- Trust Ave is 93.39%
- Nat Ave is 91.2%

360 Attendance view Download PDF  
 Ely College (8734012) Time period: Year To Date  
 Comparator: FFT National 

Attendance Headlines YEAR TO DATE 9/5/2022 - 10/21/2022

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
96.0% ●	95.2% ●	96.6% ●	93.5% ●	96.3% ●	10.5% ●



Attendance breakdown YEAR TO DATE 9/5/2022 - 10/21/2022

All Pupils	Pupils	All	Year 7	Year 8	Year 9	Year 10	Year 11	
All Pupils	1,326	School	96.0%	97.5%	96.1%	95.5%	95.7%	94.6%
		FFT National	92.5%	95.2%	92.9%	91.9%	91.3%	91.0%
		Difference	+3.5% ●	+2.3% ●	+3.2% ●	+3.6% ●	+4.4% ●	+3.6% ●



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# Achievements



Academic Year  
 2022/2023

9/1/2022 7/22/2023

Month  
 All

Week Ending  
 All

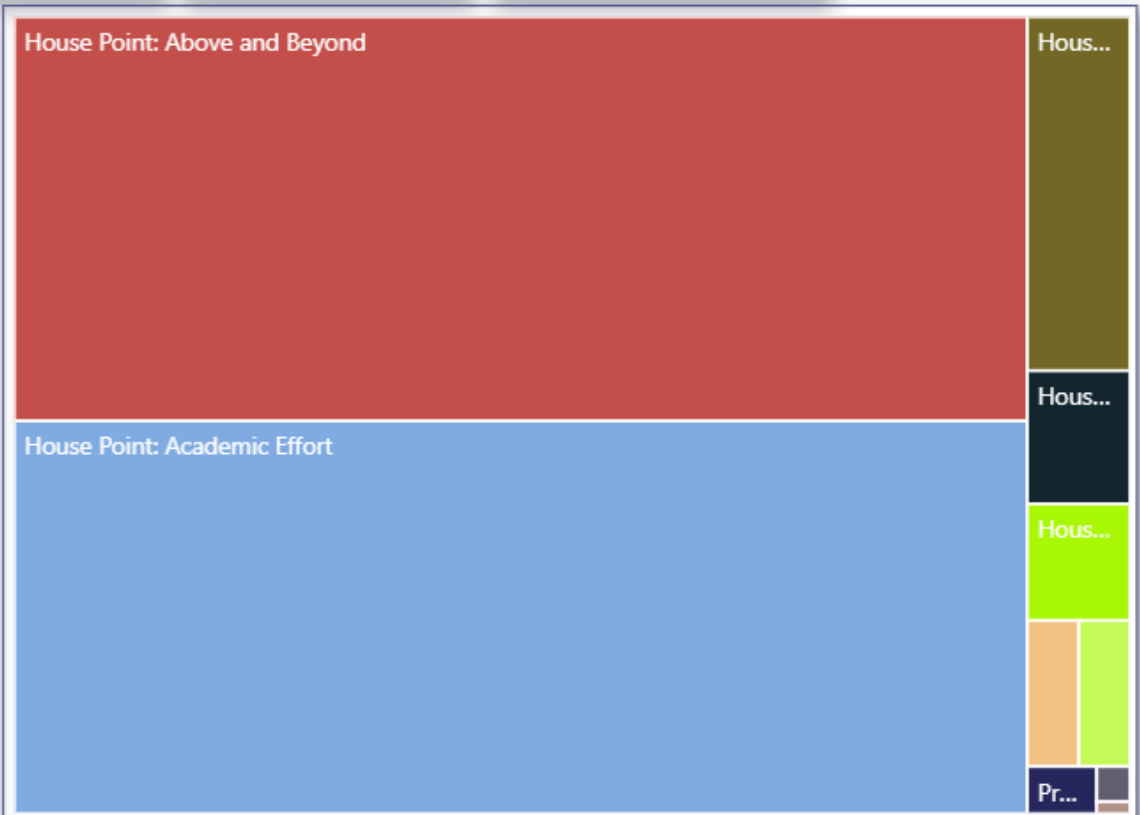
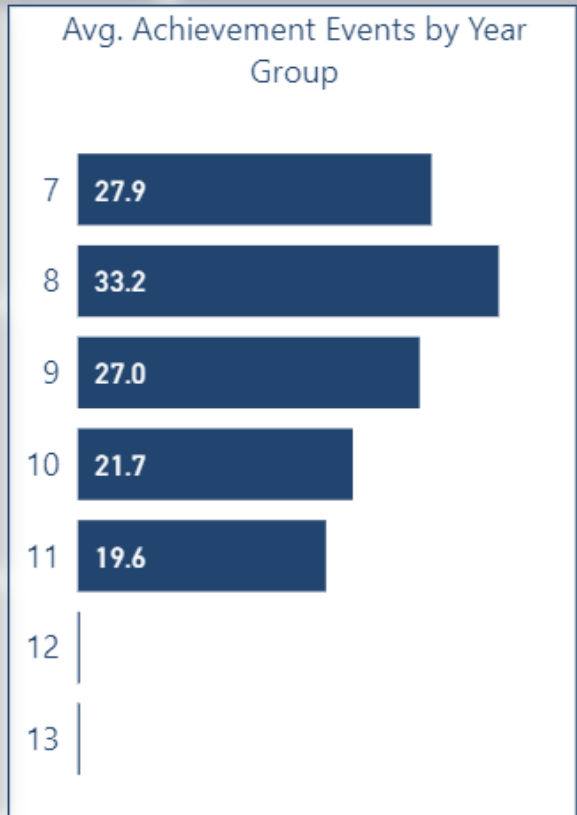
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- EC
- GPUTC
- LIN
- NCA
- NPA
- NSC
- SHA
- SUS
- SVA
- SVC
- SWA
- TFS

Avg Achievements  
**22.39**

Trust Avg Achievements  
**23.71**

PP Avg Achievements  
**22.94**

Trust PP Avg Achievements  
**24.31**



- SEN
- W1
- W2
- K
- E

EAL  
 Yes

House  
 All



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# Behaviour



Academic Year: 2022/2023

9/1/2022 — 7/22/2023

Month: All

Week Ending: All

- Select all
- EC
- GPUTC
- LIN
- NCA
- NPA
- NSC
- SHA
- SUS
- SVA
- SVC
- SWA
- TFS

Avg Behaviour Events

**6.19**

Trust Avg Behaviour Events

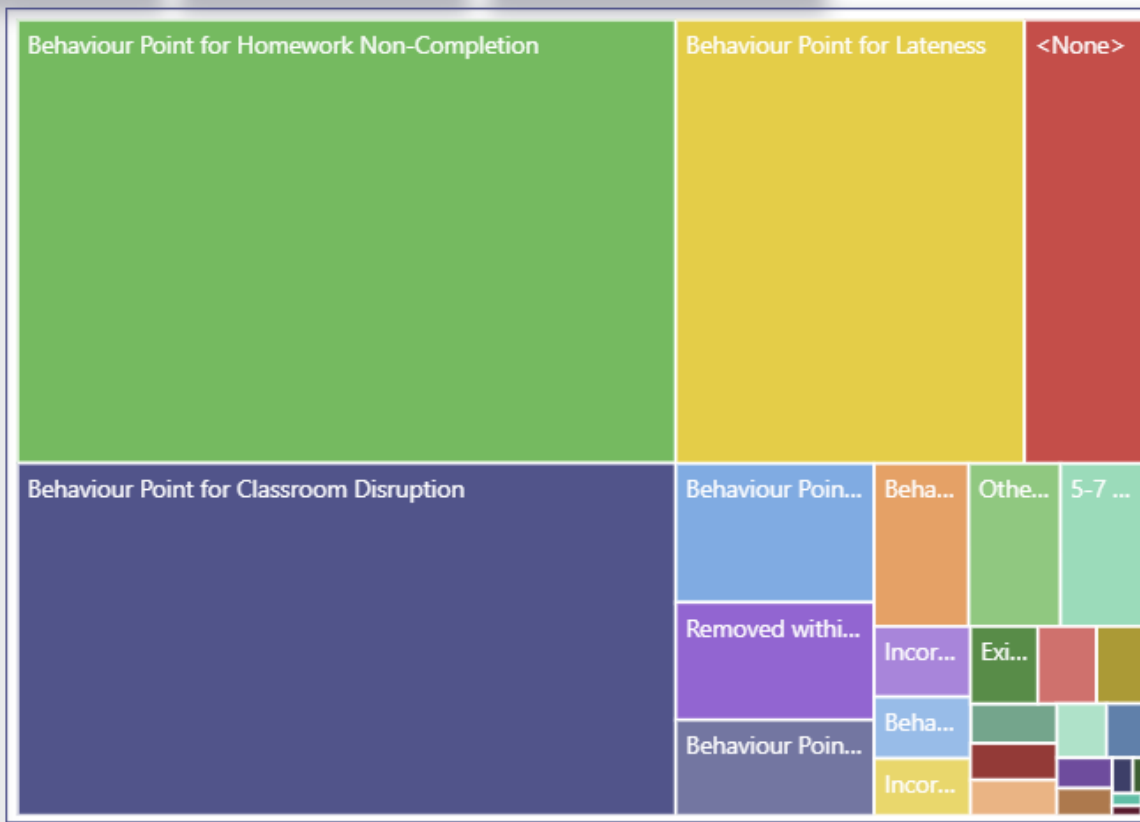
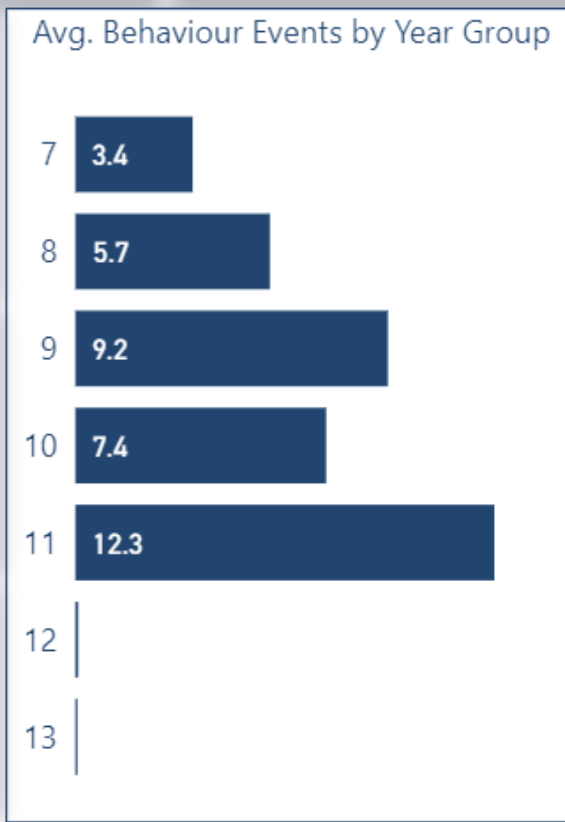
**3.37**

PP Avg Behaviour Events

**11.22**

Trust PP Avg Behaviour Events

**5.18**



SEN

- W1
- W2
- K
- E

EAL

Yes

House

All



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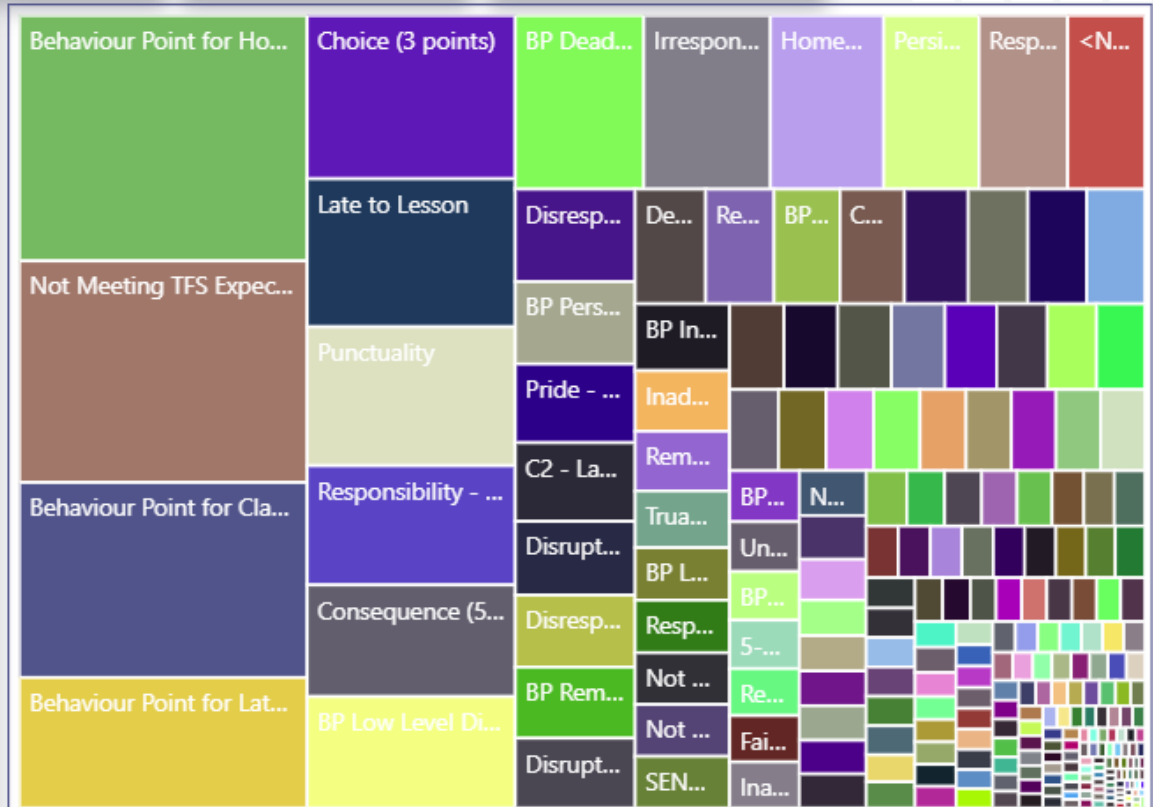
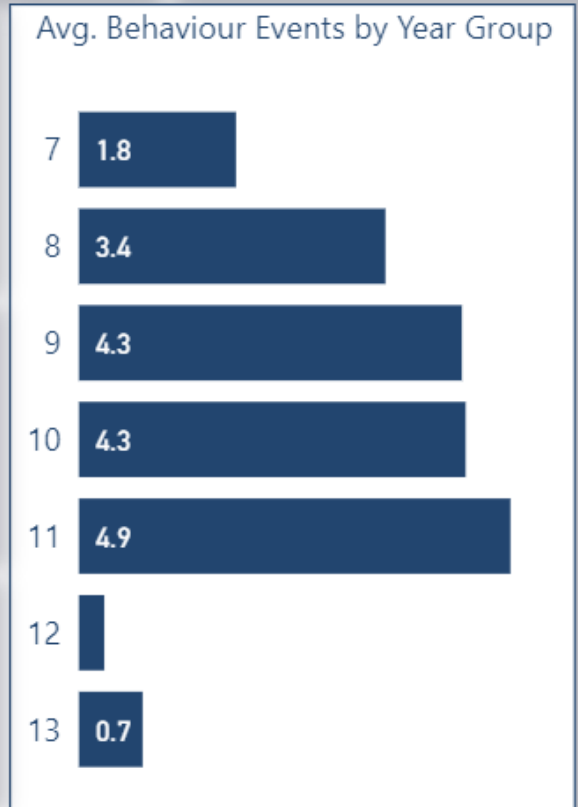
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- EC
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- LIN
- NCA
- NPA
- NSC
- SHA
- SUS
- SVA
- SVC
- SWA
- TFS

Avg Behaviour Events  
**3.37**

Trust Avg Behaviour Events  
**3.37**

PP Avg Behaviour Events  
**5.18**

Trust PP Avg Behaviour Events  
**5.18**



- SEN
- W1
  - W2
  - K
  - E

EAL  Yes

House  
All

Academic Year  
2022/2023

9/1/2022 7/22/2023

Month  
All

Week Ending  
All



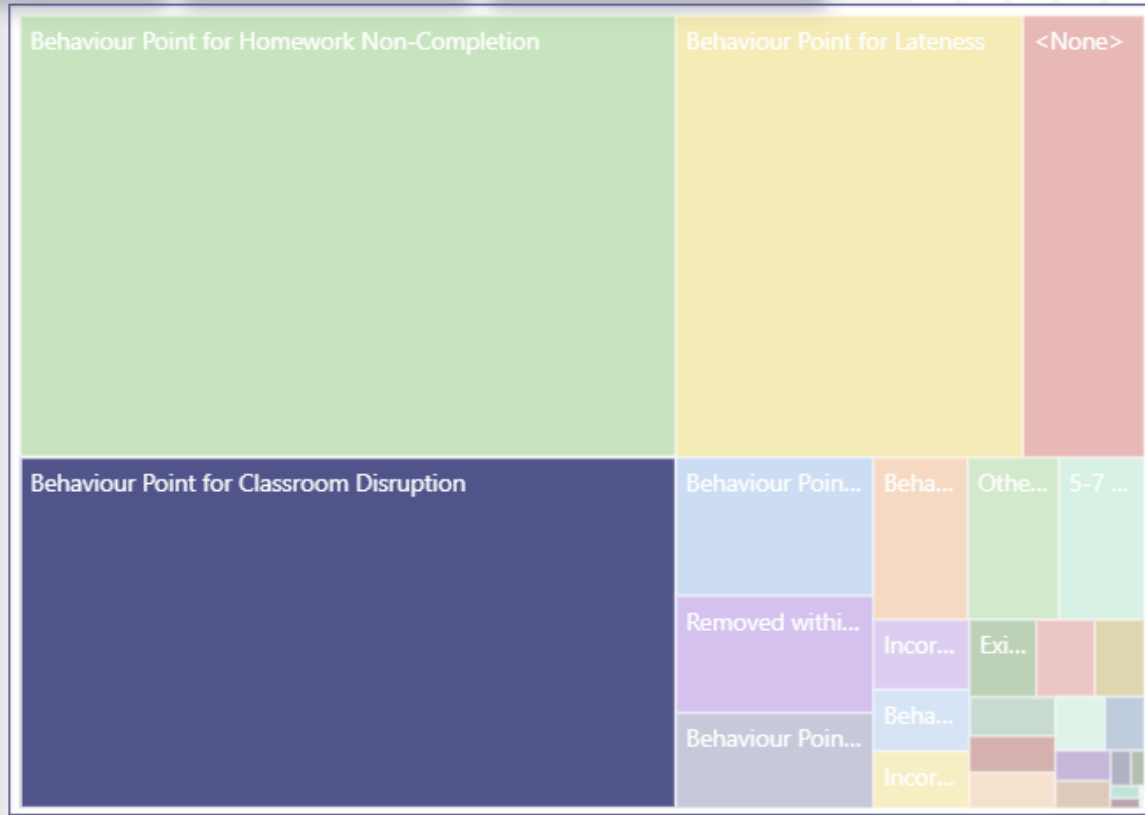
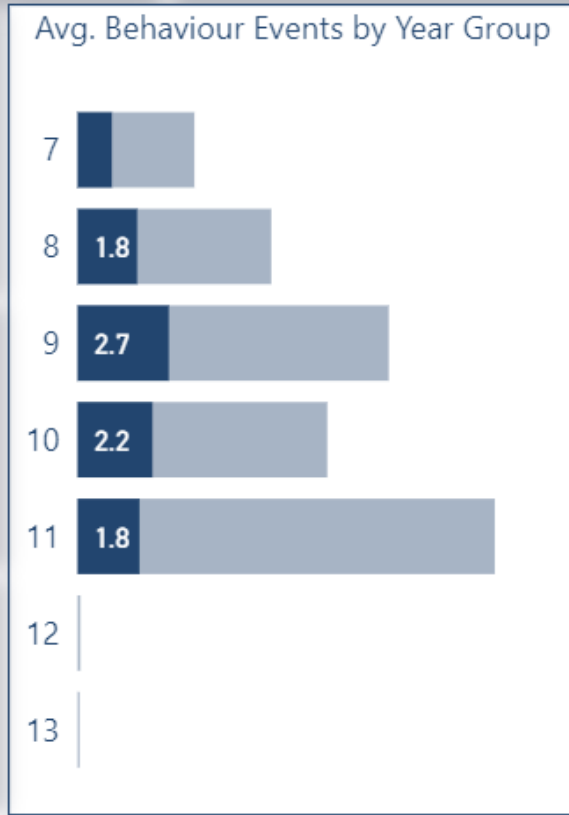
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- EC
- GPUTC
- LIN
- NCA
- NPA
- NSC
- SHA
- SUS
- SVA
- SVC
- SWA
- TFS

Avg Behaviour Events  
**1.60**

Trust Avg Behaviour Events  
**0.21**

PP Avg Behaviour Events  
**3.01**

Trust PP Avg Behaviour Events  
**0.27**



- SEN
- W1
  - W2
  - K
  - E

EAL  
 Yes

House  
All

- Select all
- EC
- GPUTC
- LIN
- NCA
- NPA
- NSC
- SHA
- SUS
- SVA
- SVC
- SWA
- TFS

Avg Behaviour Events

**1.07**

Trust Avg Behaviour Events

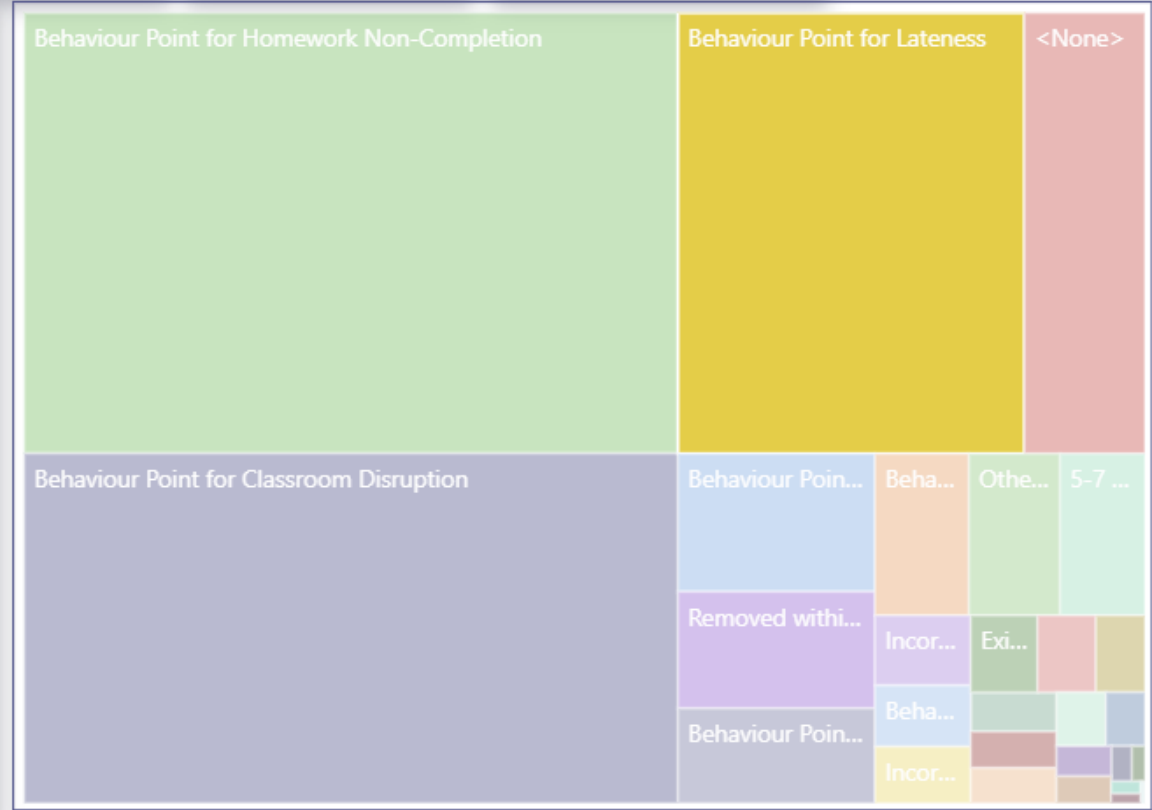
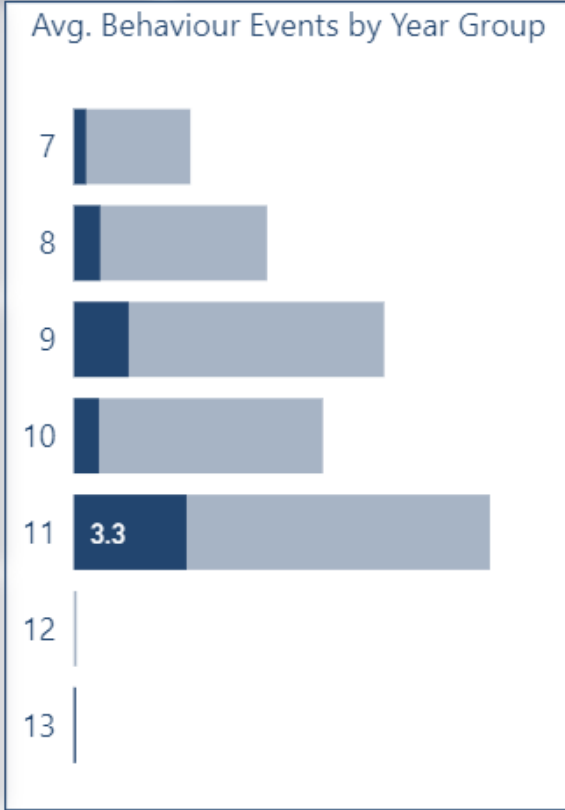
**0.14**

PP Avg Behaviour Events

**2.15**

Trust PP Avg Behaviour Events

**0.19**



- SEN
- W1
  - W2
  - K
  - E

EAL

Yes

House

All

Academic Year

2022/2023

Date

9/1/2022

12/31/2022

Month

All

Week Ending

All

 Students with 1+  
Suspension as %ge  
of Cohort

**0.54**

 Suspension  
Rate

**0.62**
 Select all

 EC

 GPUTC

 LIN

 NCA

 NPA

 NSC

 SHA

 SUS

 SVA

 SVC

 SWA

 TFS

EAL

 Yes

Pupil Premiu...

 F

 T

Gender

 F

 M

On roll

 N

 Y

Year Grp

 7

 8

 9

 10

 11

 12

 13

SEN

 W1

 W2

 K

 E

 Total Days of  
Suspension

**21.0**

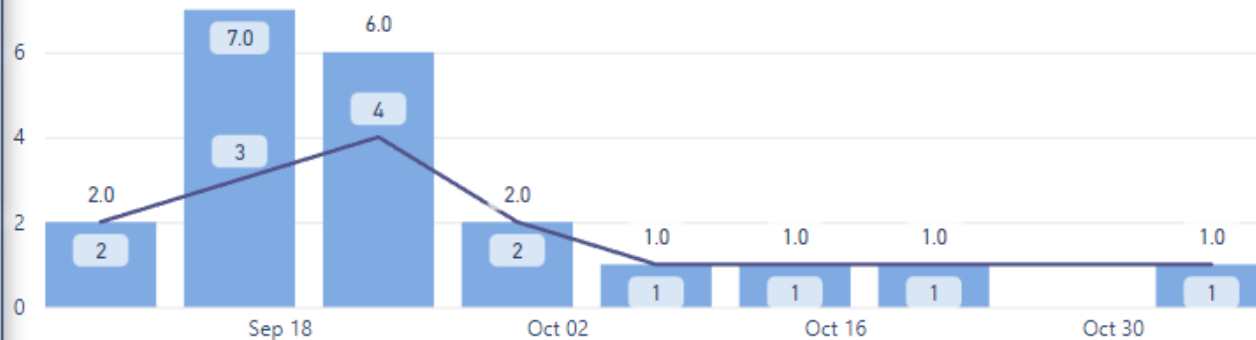
 Students with  
1+  
Suspension

**13**

 Students with  
2+  
Suspensions

**2**

### Number of Students and Days of Suspension

 Days  Students

 Suspension Rate  Students with 1+ Suspensions Rate

Full Yr Nat. 2018/19: 10.75

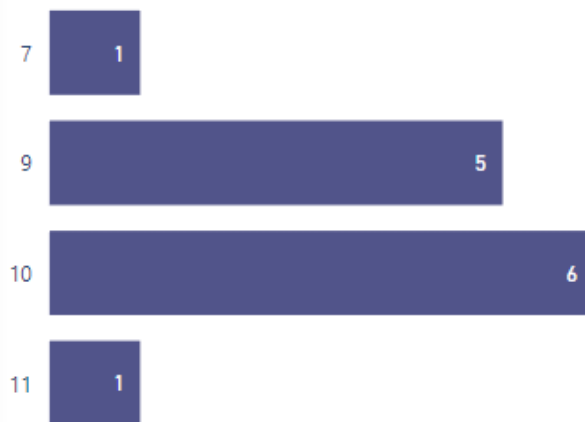
Full Yr Nat. 2018/19: 4.93



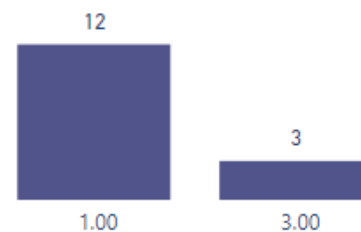
### Number of Students with 2+ Suspensions



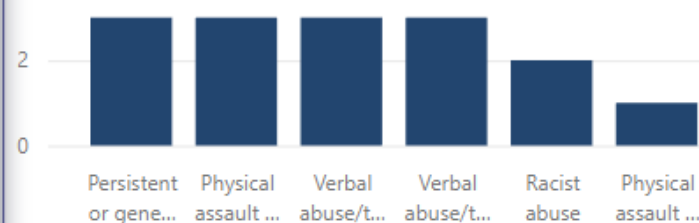
### Number of Students with 1+ Suspension



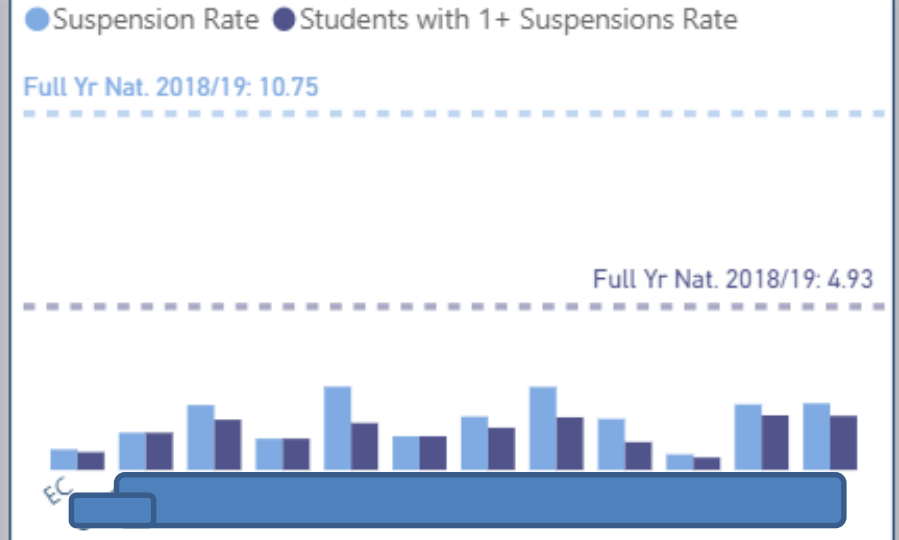
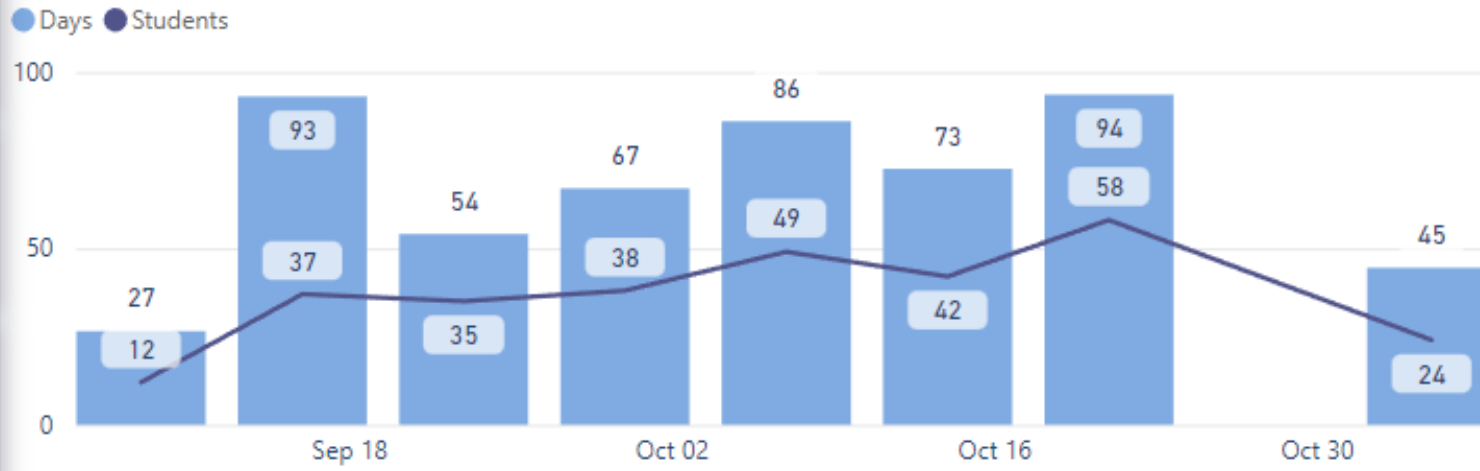
### Number of Suspensions by length



### Reasons for Suspensions



### Number of Students and Days of Suspension



# ANY QUESTIONS



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