



13th November 2017

Dear Parent

Post Ofsted Update: Summer GCSE Results and Attendance

Following our most recent OFSTED inspection in May 2017, this seemed like a good opportunity to update you with news of the progress we have made this year. You will remember from our inspection report that the team of inspectors found much to praise at The Lakes School. Specifically, the inspectors noted the progress we had made since the last inspection, Sixth Form provision, safeguarding, our caring and supportive community, safety, our respectful and tolerant students, behaviour in lessons, support for students with special educational needs and disabilities, support for Year 7 students with literacy and numeracy, progress with attendance, opportunities for spiritual, moral, social and cultural development and fostering British values. The inspection team also recognised that there is much good practice across the school with regard to teaching and leadership and also meeting the needs of students.

The inspectors asked us to improve consistency across the school so that all teaching provides a suitable level of challenge and motivation so that students make more rapid progress. The team also asked us to embed our strategies for improving teaching and attendance and to develop the monitoring and evaluation skills of all leaders so that we can continue to drive forward student progress. As you will imagine, we have been working hard to embed our systems and procedures in a number of areas across the school as we strive to become one of the best schools in England.

GCSE Achievement Summer 2017

We are particularly pleased with the progress we have made in the last few years regarding our GCSE outcomes. Whilst schools are multi-faceted and provide a broad and balanced range of opportunities for young people, GCSE results are key to charting how successful a school is from one year to the next, and often how successful they are in relation to other schools; although such comparisons are often difficult to make due to the many variables at play. Indeed, the current picture for The Lakes School on the Schools Comparison Website is actually inaccurate and we are currently working hard to get this amended as the information does not represent our much improved progress this year. I would like to share with you why we are particularly pleased with the progress we have made with our GCSE outcomes this year. The statements overleaf provide a summary of our progress this summer and demonstrate the impact of the work by our staff, students and parents.

Attendance

This term we have been working hard on improving attendance and punctuality and I am pleased to say that, since the introduction of our new arrangements, our students have been much more punctual at the start of the school day and have responded well to our movement bells which remind students that they need to be making their way to lessons at the end of break and lunch. I would like to thank our students and parents for responding so positively to our drive to improve punctuality. Currently, the whole school attendance figure is 94.6%. This is hovering around the national average for secondary schools and we would welcome the support of all parents to help increase this percentage to above 95% in the first instance. Click [here](#) for more information about the importance of good attendance.

Thank you once again for your support with all areas of our work at The Lakes School and we look forward to keeping you updated about our achievements in the months ahead.

Yours sincerely

Andy Cunningham
Headteacher



The Lakes School GCSE Results 2017

The data below sets out the improvement in student outcomes for our GCSE students when compared to the previous year. During the last few years, we have been working hard on a number of areas including teaching and learning, attitude to learning and behaviour and the improvements below are as a direct result of our consistent desire to achieve the very best outcomes for each one of our students.

The Lakes School benefits from being part of The South Lakes Federation of Secondary Schools and we value the collaborative and supportive nature of this federation. As such, we will not make comparisons between our data and the data of other schools on the basis that we all have a desire to achieve the very best outcomes for every child in the South Lakes area.

Indicator	Improvement since 2016
English and Maths Grade 4+	↑ 10%
English Grade 4+	↑ 8.1%
Maths Grade 4+	↑ 11%
Progress 8 for All Students	↑ 0.11
Progress 8 for Boys	↑ 0.14
Progress 8 for Girls	↑ 0.18
Progress in English	↑ 0.13
Progress in Maths	↑ 0.34
Progress in Open Element: Subjects such as Arts, Technology, PE, Business.	↑ 0.13
Progress 8 for Students with Lower Prior Attainment	↑ 0.47
Progress 8 for Students with Middle Prior Attainment	↑ 0.51
Progress 8 for Students with High Prior Attainment	↑ 0.07
Disadvantaged Students: Progress 8	↑ 0.24
Disadvantaged Students: Progress in English	↑ 0.30
Disadvantaged Students: Progress in Maths	↑ 0.23
Disadvantaged Students: Progress in Open Element Subjects such as Arts, Technology, PE, Business.	↑ 0.54
Disadvantaged Students: English Grade 4+	↑ 16%
Disadvantaged Students: Maths Grade 4+	↑ 2%
Disadvantaged Students: English and Maths Grade 4+	↑ 12%

What's Progress 8?

Progress 8, or P8, is a measure of the progress students make between Year 6 and Year 11. P8 is designed to encourage good quality teaching across a broad curriculum and aims to promote achievement by students across a minimum of 8 GCSE qualifications. English, Maths and Science are a core component of the P8 measure which is also made up of the full range of other approved qualifications.

The P8 score for a school is derived from comparing the P8 scores for all students nationally in order to calculate how well one school has helped students make good progress compared to another.

The average Progress 8 score of all secondary schools nationally is 0 and the P8 score falls within a range of -1 through zero to +1. A score of +1 means that students in that school achieve one grade higher in each qualification than other similar students nationally. A score of -1 means they achieve one grade lower. It is therefore important to note that seemingly small numerical improvements of a tenth of a point can represent significant improvement across a cohort of students.



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