

A group of school children, primarily girls, are shown in profile, singing enthusiastically in a choir. They are wearing maroon school uniforms with white shirts and patterned ties. The setting appears to be a church or a formal hall with wooden pews. The background is softly blurred, showing other children and the interior of the building. A semi-transparent dark banner is overlaid at the top right, containing the text 'Welcome PSFA AGM' in white.

Welcome PSFA AGM




Vision & Aims





A broad and balanced curriculum that develops the knowledge and skills pupils need to thrive now and for a fulfilling future

A young girl with dark hair in pigtails, wearing a maroon blazer, a striped tie, and a grey pleated skirt, stands on a stage. She is holding a piece of paper and speaking into a microphone on a stand. The stage is dimly lit, with a spotlight on her. In the background, there are two circular stage lights and a music stand. The text at the bottom of the image reads:

Develop pupils' resilience and confidence in themselves and their capacity for growth



Ensure pupils feel valued, value others and learn to work together to make a positive contribution



Ensure pupils stay safe and healthy in mind and body



Develop creativity in an innovative learning environment



*Appreciate the spiritual, moral, social and cultural richness
of the world at large*



“The Ecclesbourne School strives to be a successful and caring learning community that inspires individuals to meet the challenges of the future.”





GCSE Performance





Results - Year 11

	2017	2018	2019	2023	2024
% 5A-C (9-4)	90	89	93	86	86
% 5A-C (9-4)EM	86	84	91	84	82
A*- A (9-7)	38	25	38	32	34
% A*-C EM (9-4)	87	86	91	86	86
% A*-C EM (9-5)	73	64	72	68	67
% Ebacc(4+)	44	45	43	46	52
P8	+0.2	+0.4	+0.6	+0.4	+0.46
A8	58	55	59	57	57.32



GCSE Results for 2023

	2015	2016	2017	2018	2019	2023	2024
English	89%	96%	94%	94%	94%	90%	90%
Mathematics	86%	91%	89%	89%	93%	90%	90%
2+ Science	76%	88%	86%	86%	94%	86%	86%
1+ MFL	51%	56%	50%	49%	77%	73%	88%
1+ Humanities	84%	80%	84%	83%	79%	74%	81%



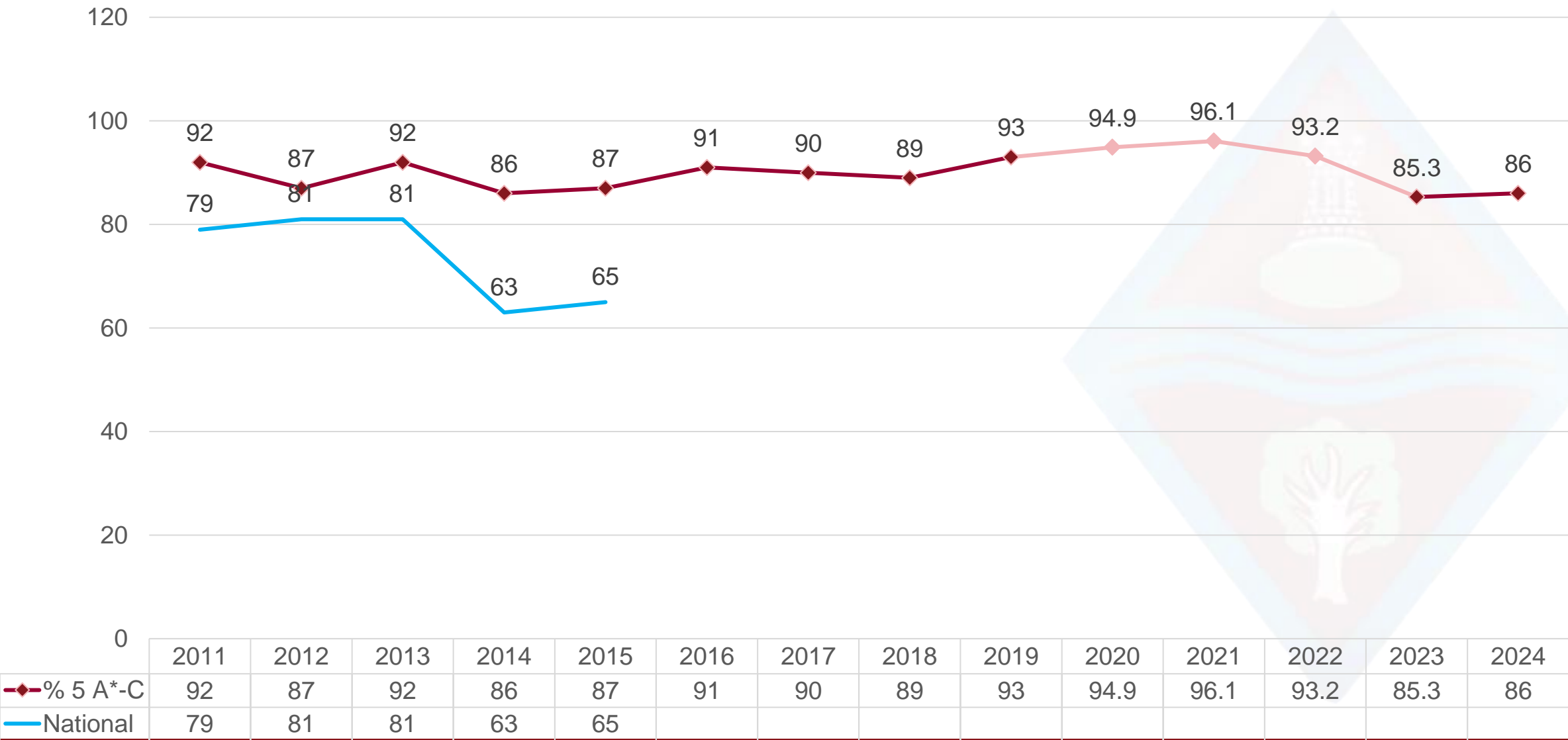
GCSE Results for 2022

Progress	2018	2019	2023	2024
Overall	+0.38	+0.58	+0.39	+0.46
English	+0.40	+0.48	+0.2	+0.08
Maths	+0.54	+0.54	+0.39	+0.46
Science	+0.71	+0.84	+0.40	+0.54
MFL	+0.11	+0.23	+0.01	+0.12
Hums	+0.65	+0.55	+0.23	+0.45
Open Element	+0.10	+0.44	+0.34	+0.56

Progress	2018	2019	2023	2024
EBacc	+0.71	+0.81	+0.51	+0.60
Pupil Premium	+0.22	-0.44	-0.35	-0.08
High PA	+0.34	+0.59	+0.53	+0.53
Middle PA	+0.41	+0.53	+0.29	+0.43
Low PA	+0.42	+0.99	+0.36	+0.28
Girls	+0.59	+0.90	+0.55	+0.54
Boys	+0.17	+0.26	+0.23	+0.39

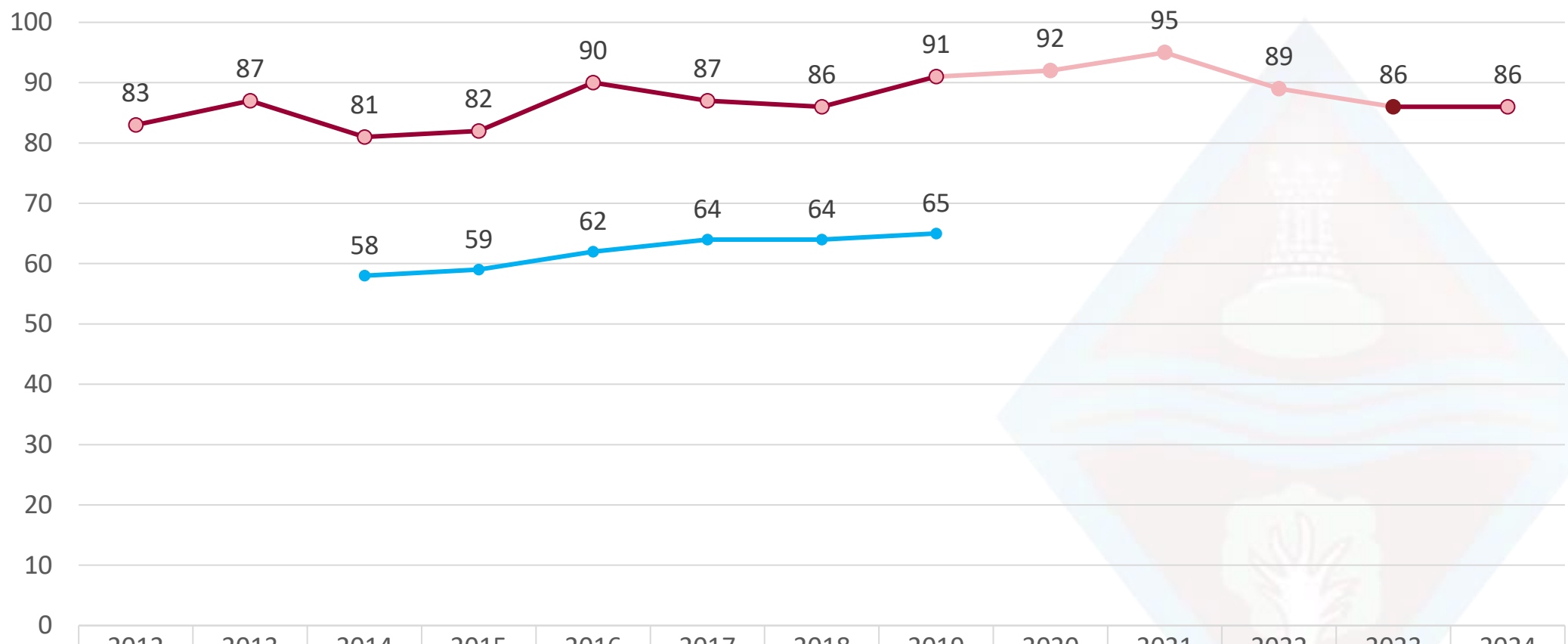


Students Achieving 5 GCSEs A*-C Grades





Students Achieving GCSE English and Maths (A*-C/9-4)



	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
% A*-C (9-4) E & M	83	87	81	82	90	87	86	91	92	95	89	86	86
National			58	59	62	64	64	65					

● % A*-C (9-4) E & M ● National



Derbyshire Ranking



86%

9-4 inc E & M



67%

9-5 inc E & M



57

Attainment 8



A Level Performance



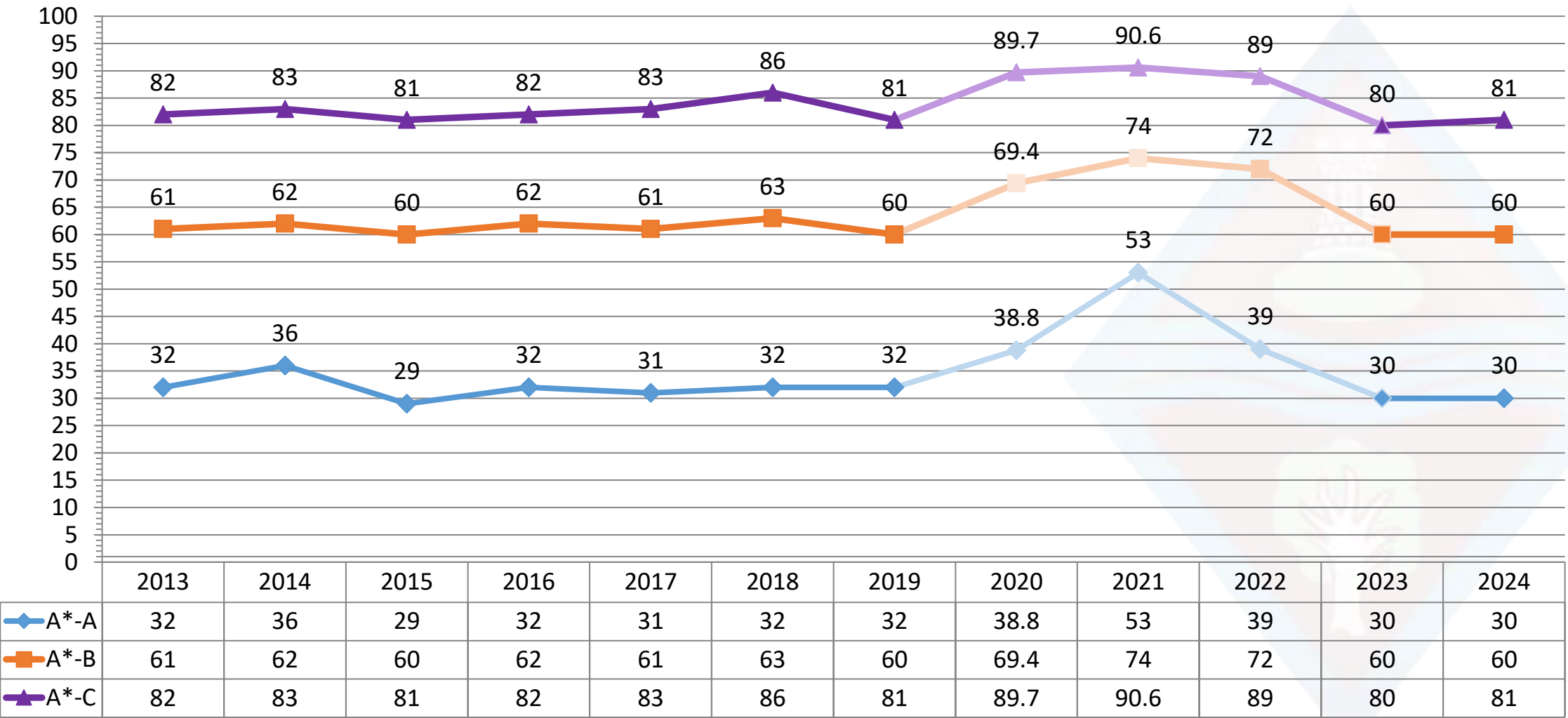


Results - Year 13– Final

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Students	164	153	170	168	158	151	167	154	165	194	191	205
A* - C	82	83	81	82	83	86	81	89	90.6	89	80	81
A* - B	61	62	60	62	61	63	60	69	74	72	60	59
A*-A	32	36	29	32	31	32	32	38	53	39	30	30
A*	11	14	8	11	10	12	9	13	26.6	13	11	10



A Level - Historical Performance





1) Behaviour For Learning*

The main priority of the school in the academic year is to ensure the highest standards of behaviour and safety through consistent and effective implementation of the behaviour procedure by all staff. To review communication, alertness, and response to behaviour incidents by individual staff, the Faculty Leadership Teams and Pastoral Leadership Teams so that students know with certainty what the consequences will be when they do not meet behaviour expectations and abide by the 4 Cs: Courtesy, Commitment, Co-operation, and Community.



Improvement Priorities

2) Safeguarding, Wellbeing & Staying Safe*

According to the guidance set out in Keeping Children Safe in Education (2024) we will ensure that safeguarding is effective and that there is a strong culture of safeguarding that pervades the school. The pastoral leadership team will lead by example, ensuring that all staff are held accountable, and will work from the notion that it could happen here. The Senior Leaders will hold pastoral leaders to account for the impact of their work. The Designated Safeguarding Leader working alongside the Head Teacher will assure themselves accurately about the effectiveness of the school's arrangements to safeguard pupils and feedback regularly to the Governing Body. The Pastoral Leadership Team will have a suitable understanding of statutory guidance and their responsibilities to keep pupils safe. We will work hard to ensure that students are confident about reporting bullying and harassment and that it will be effectively followed-up and resolved. We will always follow up safeguarding concerns when they arise and work with external providers where appropriate.



Improvement Priorities

3) Teaching & Learning*

- Ensure teaching is informed by effective and regular assessment that identifies gaps in prior learning.
- All teachers and teaching assistants use formative feedback (viz Dylan Wiliam) to support students to make incremental improvements.
- All subject areas review their assessment criteria and display it prominently in classrooms and in student exercise books and folders.
- Ensure excellent behaviour for learning through consistent application of the Behaviour Procedure by all staff.
- Ensure effective deployment of teaching assistants and adaptation of teaching so that all students are able to make progress.



4) Student Progress: KS3, KS4 and KS5*

- Across three key stages we will ensure all students are equipped to achieve their potential and that gaps in achievement are narrowed. In practical terms this means students at KS3 achieving their Minimum Expected Targets (MET) which are based on progress in the top 20% of students nationally. At KS4 this means GCSE outcomes in line with FFT targets and at A Level, in line with ALPS target grades.



Improvement Priorities

5) Curriculum & SEND

- The delivery of a broad and balanced curriculum that develops the knowledge and skills pupils need to thrive now and for a fulfilling future.
- Effective adaptation to ensure all students are able to access a broad curriculum.
- Development of pupils' resilience and confidence in themselves and their capacity for growth.
- Ensuring pupils feel valued, value others, and learn to work together to make a positive contribution.
- Ensuring pupils stay safe and healthy in mind and body.
- Developing creativity in an innovative learning environment.
- Appreciating the: spiritual, moral, social, and cultural richness of the world at large.
- Appreciation of reading in subject areas and especially English and the Library and in DEAL sessions in PDC.



6) Pupil Premium Strategy

- To ensure that the PP strategy is delivered so that students in receipt of the Pupil Premium achieve at least expected progress, that gaps in achievement between PP and non-PP students are closed and that PP students are supported to access all the opportunities that the school offers in curricular and extra-curricular terms.



Improvement Priorities

7) Ensuring Excellent Attendance

- Implement systems, procedures, and practices to embed the requirements outlined in the DFE “Working together to improve school attendance” document.

8) Student Voice/Student Council

- To ensure students of all ages have access to positions of student leadership.
- To ensure students of all ages have their voice heard and regular opportunities to be heard by the school’s leadership and Heads of Faculty.
- To improve the quality of teaching and learning, behaviour, and safety through response to student voice.



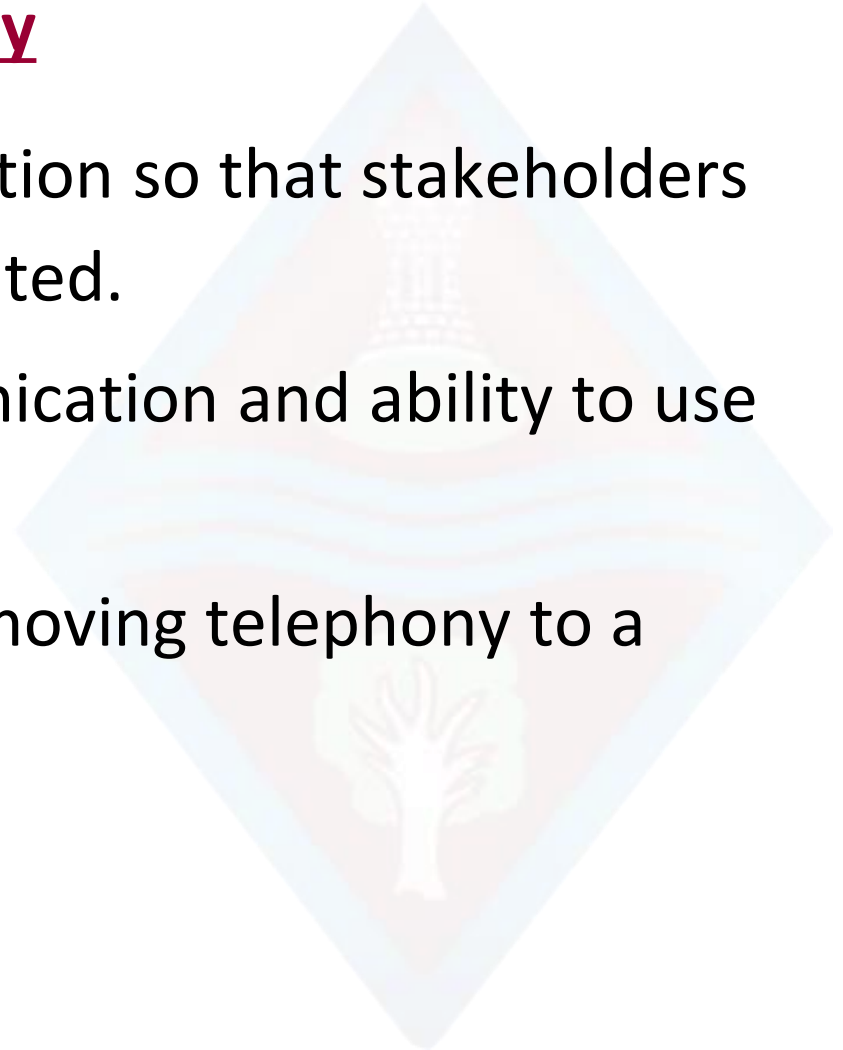
9) PDC and Relationships & Sex Education

To develop policy and practice so that Relationships & Sex Education is fully compliant with statutory requirements and adapted for delivery via PDC lessons, assembly, and form time through centrally produced and delivered curriculum. To ensure PDC continues to be an effective well-planned curriculum with a range of opportunities and responsibilities for students. To ensure students understand the issues surrounding homophobic and other discriminatory language and that it is not tolerated in school. Students receive the information they need at the right time. To ensure the school's curriculum supports pupils to develop an appropriate understanding of the safeguarding risks they may face



10) Communication and Remote Learning Strategy

- To ensure that the school is prepared for disruption so that stakeholders are well informed and remote learning is facilitated.
- To dramatically improve staff access to communication and ability to use SIMS remotely through roll-out of staff mobiles.
- To future-proof and secure communication by moving telephony to a cloud-based system.





Improvement Priorities

11) Compliance & Website

- To ensure the whole school policy, practice and risk registers are compliant, up to date and fit for purpose.

12) Early Careers Framework (ECF) Strategy, Implementation and Initial Teacher Training (ITT)

- To operate the Early Careers Framework in partnership with the Potentia Teaching Hub ensuring access and support for two-year induction and ongoing career development support.
- To re-establish our ITT involvement both building on and forming new relationships with ITT providers including Derby University and Landau Forte SCITT.



14) Facilities Master Plan

- To develop the plans for replacement of D Block with a state-of-the-art Technology teaching facility housed in a new two-story building.
- To deliver improvements to existing facilities given that start date of the replacement is likely 2028.
- To increase pastoral capacity through refurbishment and remodeling of LSO and ICT/Facilities Office.



Improvement Priorities

15) Leadership & Governance – External Review of Governance/ SAT/MAT Strategy

- To ensure the school is well led and managed and is held to account and challenged by its Governors including implementing recommendations of external independent review of governance and review of the articles of association and scheme of delegation.

16) Staff wellbeing

- To ensure that staff feel supported, valued, and listened to in their role so that they are able to perform their job to the best of their ability.



17) CPD & Partnership Development

- To ensure that the school has access to the highest quality CPD, the school will review its working partnerships to maximise the opportunities for school-school collaboration and in-house cooperation.

18) CPD (In House)

- The school's CPD plan is aligned the school improvement aims and its impact is robustly evaluated.

