

Inspection Data Summary Report

Ormiston Meridian Academy

Sandon Road, Meir, Stoke-on-Trent, ST3 7DF

Release information: Final 2022 KS4

Release date: 7 June 2023

URN	142186
LAESTAB	8614006
Local authority	Stoke-on-Trent
Phase of education	Secondary
Type of education	Academy Sponsor Led

[▶ Important information](#)

Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*).

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic.

Subjects

Subject entries at key stage 4 – 2022

- For the following EBacc subject(s), the average point score was in the **lowest** 20% and the proportion of entries was at or above the national average: English Language (4.3).
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2022 was 32%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (34%).
- There is nothing to highlight for EBacc value added in 2022.*
- There is nothing to highlight for EBacc attainment of grade 4+ in 2022.*

- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% and the proportion of entries was at or above the national average: Business Studies: Single (3.7), Engineering Studies (3.4).

Progress

Progress at key stage 4 - 2022

- *There is nothing to highlight for Progress 8 and all elements in 2022.*

▶ [Progress at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment

Attainment at key stage 4 - 2022

- *There is nothing to highlight for overall Attainment 8 in 2022.*
- *There is nothing to highlight for the English element of Attainment 8 in 2022.*
- *There is nothing to highlight for the mathematics element of Attainment 8 in 2022.*
- The EBacc element of Attainment 8 (11.9) was significantly **below** national and in the **lowest** 20% in 2022.
- *There is nothing to highlight for the open element of Attainment 8 in 2022.*

▶ [Attainment at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Pupil movement

- *This school did not have exceptional pupil movements in Year 10 to 11 across the time periods below.*
 - *Between 2022 and 2021, 28 pupils left the school. Of these, 5 pupils left the school between Years 10 and 11 (3% of the Year 10 cohort). There is no recorded information in the January 2022 census for 18 of these 28 pupil(s), 5 of whom left between Years 10 and 11.*
 - *Between 2021 and 2020, 40 pupils left the school. Of these, 5 pupils left the school between Years 10 and 11 (3% of the Year 10 cohort). There is no recorded information in the January 2021 census for 16 of these 40 pupil(s), 2 of whom left between Years 10 and 11.*
- *There is nothing significant or exceptional to highlight about the number of pupils that moved into alternative provision from this school.*

Absence

Absence for 2021/22

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

▶ [Absence for summer 2021 and earlier](#)

Suspensions & permanent exclusions

Whole school

- For the whole school, the rate of total suspensions (7.1%) was in the **highest 20%** in 2020/21 as well as in 2019/20 and 2018/19. *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to schools with a similar level of deprivation in 2020/21, therefore no conclusions can be drawn from this data.*
- For the whole school, the rate of repeat suspensions (3.7%) was in the **highest 20%** in 2020/21 as well as in 2019/20 and 2018/19. *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to schools with a similar level of deprivation in 2020/21, therefore no conclusions can be drawn from this data.*
- Of the 68 pupils in the whole school with at least one suspension in 2020/21, 53% were suspended on more than one occasion and 1.5% received 10 or more suspensions during the year.
- Of the 176 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **persistent disruptive behaviour** (62), verbal abuse/threatening behaviour against an adult (44), wilful and repeated transgression of protective measures in place to protect public health (25), physical assault against a pupil (19).
- There were 2 permanent exclusions in the whole school in 2020/21. The national average for this year was 1. There were also 3 in 2019/20 and 3 in 2018/19.
- The 2 permanent exclusions in the whole school in 2020/21 were for: **physical assault against a pupil** (1), **physical assault against an adult** (1).

Destinations

Key stage 4

	2017/18 (108 pupils in scope)	2018/19 (147 pupils in scope)	2019/20 (144 pupils in scope)
Sustained education, employment or training	Average 92%	Sig below 82%	Sig below 85%
Any sustained education	Average 83%	Sig below 73%	Sig below 77%
Further education	Sig above 75%	Sig above 46%	Sig above 54%
School sixth form	Sig below 7%	Sig below 2%	Sig below 1%
Sixth form college	Sig below 0%	Sig above 24%	Sig above 22%
Other education	Average 1%	Average 1%	Average 0%
Sustained employment	Average 6%	Average 7%	Average 7%
Sustained apprenticeship	Average 3%	Average 2%	Average 1%
Destination not sustained	Average 6%	Sig above 16%	Sig above 13%
Activity not captured	Average 2%	Average 1%	Average 2%

Pupil groups

Key stage 4

- For middle prior attainers, the EBacc element of Progress 8 (-0.6) was significantly **below** national and in the **lowest 20%** in 2022. Science value added (-0.5) was significantly **below** national and in the **lowest 20%** in 2022.
- For high prior attainers, science value added (-0.9) was significantly **below** national and in the **lowest 20%** in 2022.

Absence

- Overall absence for pupils whose first language was not English (10.4%) was in the **highest** 20% of all schools in 2021/22.

School and local context

School characteristics

	2020	2021	2022
School number on roll	Close to average 917	Close to average 962	Close to average 968
School % FSM	Well above average 48	Well above average 46	Well above average 47
School % SEND support	Close to average 12	Above average 13	Above average 14
School % EHC plan	Below average 1.3	Close to average 1.6	Below average 1.5
School % EAL	Above average 20	Above average 19	Above average 17
School % stability	Close to average 92	Close to average 92	Close to average 91

Trust information

As of May 2023:

- this school is part of Ormiston Academies Trust which contains 6 primary schools, 32 secondary schools, 1 special school, 4 alternative providers and no pupil referral units.
- the latest overall effectiveness grade for this school is good. As of 1 May 2023, the MAT grade profile was:
 - outstanding graded - 2
 - good graded - 18
 - requires improvement graded - 4
 - inadequate graded - 2
 - not yet received graded or ungraded inspection - 2
 - ungraded, improving (good) - 1
 - ungraded, school remains outstanding - 1
 - ungraded, school remains good - 11
 - ungraded, school remains good (concerns) - S5 Next - 1
 - ungraded, school remains outstanding (concerns) - S5 Next - 1

Staff absence

During 2020/21:

- 31% of teachers had at least one period of sickness absence. This was significantly below national. *There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (56%) in 2018/19.*
- There is nothing to highlight for days lost to teacher absence (2 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there was 1 full-time vacant teacher post in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Finance

- In 2021/22, the academy trust had a revenue reserve of £20.0m.
- In 2021/22, this school had a positive in-year balance (£340k). This data sets out the position for this specific school, however many trusts pool budget across schools. As such, this may not give the full picture of the budgets and inspectors will want to ascertain the wider context when inspecting.
- In 2021/22, this school had a per pupil spend of £7.2k.
- In 2021/22, this school received £7.2m in grant funding, £330k more than the national average.

Local area and school links

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:
 - Secondary - Ormiston Sir Stanley Matthews Academy - URN 136145 (2)
 - Alternative provision - Merit Hospital School and Medical Pupil Referral Unit - URN 134159 (1)
 - Secondary - Discovery Academy - URN 136681 (1)
 - Secondary - Ormiston Horizon Academy - URN 136680 (1)

Ethnicity whole school

This school has 12 out of 17 possible ethnic groups. Those with 5% or more are:

- 74%: White - British
- 11%: Asian or Asian British - Pakistani

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 7	193	Above other years 56	12
Year 8	Above other years 207	51	17
Year 9	Above other years 210	44	23
Year 10	194	42	15
Year 11	Below other years 164	40	17

Prior attainment

	Reading	Writing	Mathematics
Year 7	No data	No data	No data
Year 8	No data	No data	No data
Year 9	Close to national	Close to national	Close to national
Year 10	Close to national	Close to national	Close to national
Year 11	Close to national	Close to national	Close to national

SEND characteristics

Type of resourced provision: Resourced provision and SEN unit

Number of pupils with SEND who are also disadvantaged: 100

SEND primary need	SEND support (137)					Total
	Y7	Y8	Y9	Y10	Y11	
Specific Learning Difficulty	4	8	3	5	6	26
Moderate Learning Difficulty	10	14	9	1	0	34
Social, Emotional and Mental Health	18	9	7	11	7	52
Speech, Language and Communication Needs	4	4	2	2	2	14
Hearing Impairment	1	0	2	0	1	4
Visual Impairment	0	0	2	0	1	3
Physical Disability	0	1	0	0	1	2
Autistic Spectrum Disorder	1	0	0	1	0	2
Year group totals	38	36	25	20	18	137

SEND primary need	EHC plan (15)					Total
	Y7	Y8	Y9	Y10	Y11	
Moderate Learning Difficulty	2	1	2	2	0	7
Social, Emotional and Mental Health	0	0	2	0	1	3
Speech, Language and Communication Needs	2	0	1	1	0	4
Autistic Spectrum Disorder	0	1	0	0	0	1
Year group totals	4	2	5	3	1	15

Progress and attainment charts

Progress 8 - 2022

	Overall P8	English P8	Mathematics P8	EBacc P8	Open P8
Significance	Sig below national (153 pupils)	In line with national (153 pupils)	In line with national (153 pupils)	Sig below national (153 pupils)	In line with national (153 pupils)
Highest/lowest 20%	–	–	–	–	–

► [Progress 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Value added - 2022

	Science VA	Languages VA	Humanities VA
Significance	Sig below national [147 entries]	In line with national [51 entries]	Sig below national [117 entries]
Highest/lowest 20%	–	–	–

► [Value added three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment 8 - 2022

	Overall A8	English A8	Mathematics A8	EBacc A8	Open A8
Significance	Sig below national (162 pupils)	Sig below national (162 pupils)	In line with national (162 pupils)	Sig below national (162 pupils)	Sig below national (162 pupils)
Highest/lowest 20%	–	–	–	Lowest 20%	–

► [Attainment 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment thresholds - 2022

	Science % 4+	Languages % 4+	Humanities % 4+	A level AAB %
Significance	Sig below national (156 pupils)	In line with national (55 pupils)	Sig below national (125 pupils)	N/A
Highest/lowest 20%	–	–	–	N/A

► [Attainment thresholds three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#).

Subject entries

Subject entries at key stage 4

A darker shade of purple indicates a higher number of entries for the subject.

2019 cohort = 147; 2021 cohort = 178; 2022 cohort = 162

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Art & design	Applied art & design	GCSE	25		
	Art & Design	GCSE		47	29
	Art & Design (Textiles)	GCSE		12	13
Business, administration & finance	Business & enterprise	Level 1/2	16		
	Business Studies: Single	GCSE			70
	Personal finance	Level 2	109		
	Small Business Management	Level 1/2		36	9
Construction, engineering & manufacturing	Engineering Studies	Level 1/2		53	39
Design & technology	Food technology	Level 2	17		
	Product design	Level 1	10		
	Product design	Level 2	27		
English	English Language	EBacc GCSE	145	177	161
	English literature	EBacc GCSE	145	177	159
Health, public services and care	Health & social care	Level 1/2	9		
	Health Studies	Level 1/2		23	22
	Hospitality/Catering Studies	Level 1/2		26	27
	Tourism	Level 1/2		12	11
	Travel & tourism	Level 1/2	5		
Humanities	Geography	EBacc GCSE	89	33	51
	History	EBacc GCSE	50	63	81
	Religious Studies	GCSE	9	12	
ICT	Computer Appreciation / Introduction	Level 1/2		43	
Languages, literature and culture	Arabic	EBacc GCSE			1
	French	EBacc GCSE	38	57	44
	German	EBacc GCSE	1		
	Spanish	EBacc GCSE	17		1
	Urdu	EBacc GCSE	10	16	9
Mathematics & statistics	Mathematics	EBacc GCSE	145	176	162
Media	Digital media production	Level 1/2	12		
	Film Studies	GCSE		16	
	Media studies	GCSE	3		
Performing arts	Dance: General	Level 1/2		12	12
	Drama & Theatre Studies	GCSE	11	13	13
	Drama & Theatre Studies	Level 1/2	11		
	Music	Level 1/2	19		
	Music Studies (General)	Level 1/2		15	18
Physical education & sport	Sports Leadership	Level 1/2		57	
	Sports Studies	Level 1/2	75	1	61
Science	Biology	EBacc GCSE	25	36	32
	Chemistry	EBacc GCSE	24	36	31
	Computer Studies/Computing	EBacc GCSE	44	30	32
	Physics	EBacc GCSE	24	36	31
	Science Double Award	EBacc GCSE	118	141	127
Social studies	Psychology	GCSE	32	20	31

[News and updates](#) [Cookie policy](#)

[Accessibility statement](#) [Privacy notice](#)

OGI

All content is available under the Open Government Licence v3.0, except where otherwise stated

© Crown copyright