Inspection Dashboard

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. Note that the major changes to KS4 performance measures in 2014 render comparison with prior years impossible. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

Strengths in 2015

- Overall KS4 value added was significantly above average.
- KS4 value added was significantly above average in all subject areas.
- Overall KS4 value added was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportions of KS4 pupils making and exceeding expected progress in English & in mathematics were close to or above national figures.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English & in mathematics was similar to that of other pupils nationally.
- The proportion of disadvantaged KS4 pupils that attained the EBacc was equal to or above the national figure for other pupils.
- Attendance was above average.
- Persistent absence was below average.
- No group had low attendance (in the lowest 10% of all mainstream schools nationally).

2015

	National Floor Standards	School
5A*-C with E&M	40%	82%
EP in English	73%	89%
EP in Mathematics	68%	90%
Floor standards met?	✓	

Weaknesses in 2015

- No weaknesses were identified in this dataset

Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

16 to 19 study programmes inspection dashboard

The 16 to 19 study programmes inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance in level 3 qualifications and in GCSE English and mathematics. This release is produced for all providers of level 3 qualifications using data supplied by the Department for Education (DfE), although the interim retention measure and some of the context data are currently available for only school sixth forms. It shows unamended progress and attainment data except for interim minimum standards data, which are amended. The GCSE English and mathematics data will be available in a later release and further level 3 vocational data are planned.

The dashboard contains a brief overview of published data for learners at the end of 16 to 19 study programmes, provided for the last three years, where available. It is additional to the fuller data already available to providers. It shows progress first, including from different starting points, alongside which retention should be considered.

It includes the key groups: learners who were eligible for free school meals (FSM) or children looked after (CLA) when in Year 11, females and males. Cohort sizes are shown; data for very small groups should be treated with caution. National figures in the red bars at the top of charts are for all state funded schools and colleges unless otherwise stated.

The FSM/CLA group is learners for whom the pupil premium provided support when they were in Year 11, because they had been eligible for free school meals at any point in the last six years or were in care. Attainment data for this group and value added (VA) data for the FSM part of this group are provided from 2014. Learners for whom FSM or FSM/CLA status in Year 11 is not known are included in charts for all learners but not in charts for the groups: FSM, FSM/CLA, non-FSM and non-FSM/CLA, so totals for cohorts or entries may differ.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015 across qualification types, subjects, starting points and groups. The weaknesses highlight particularly low progress in comparison with all 16 to 19 providers in qualification types, by groups and in A-level subjects.

Strengths in 2015

- Value added was significantly above average for the qualification type: vocational.

Weaknesses in 2015

- No weaknesses were identified in this dataset

Where a FSM or gender group is identified as in the lowest 10%, it has been compared with the lowest 10% of all providers based on the figures for all learners, and not the figures for the group nationally.

Expected progress and more than expected progress

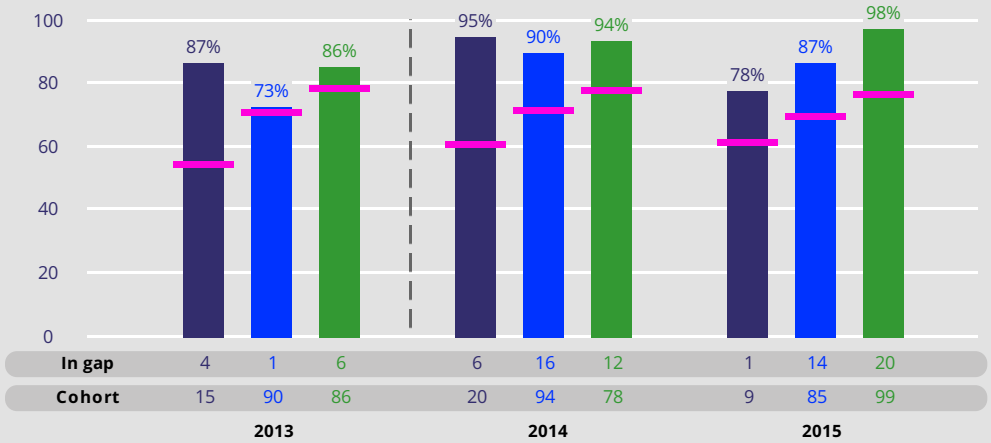
Charts show whether school proportions are close to national (within one pupil from it) by giving the number of pupils represented by the gap.

Key Stage 4

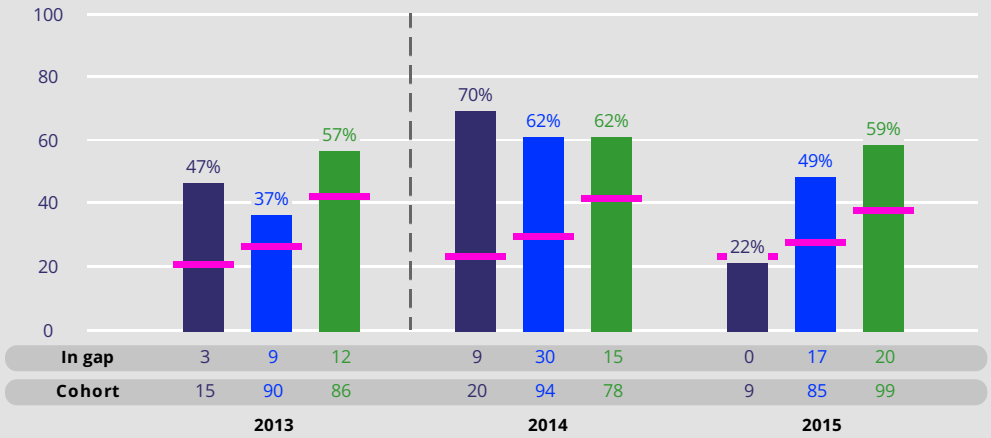
All pupils | % of cohort displayed 95

National | **Prior attainment:** Level 3 | Level 4 | Level 5

English expected progress



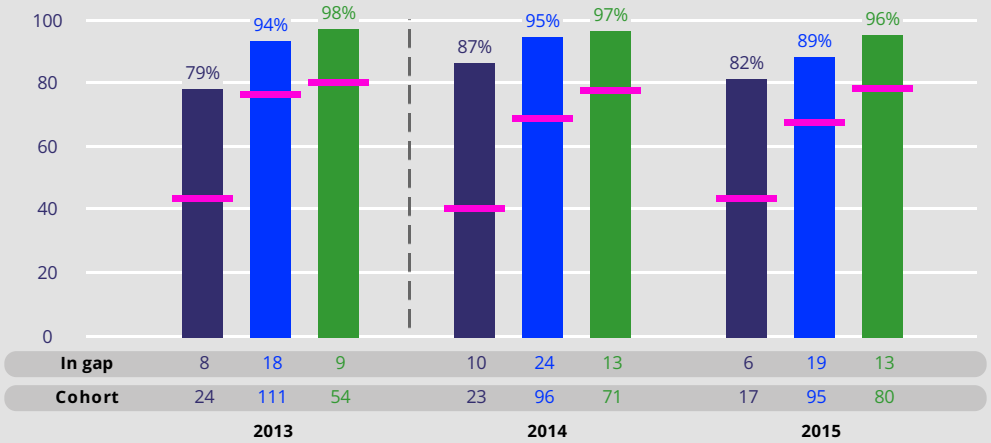
English more than expected progress



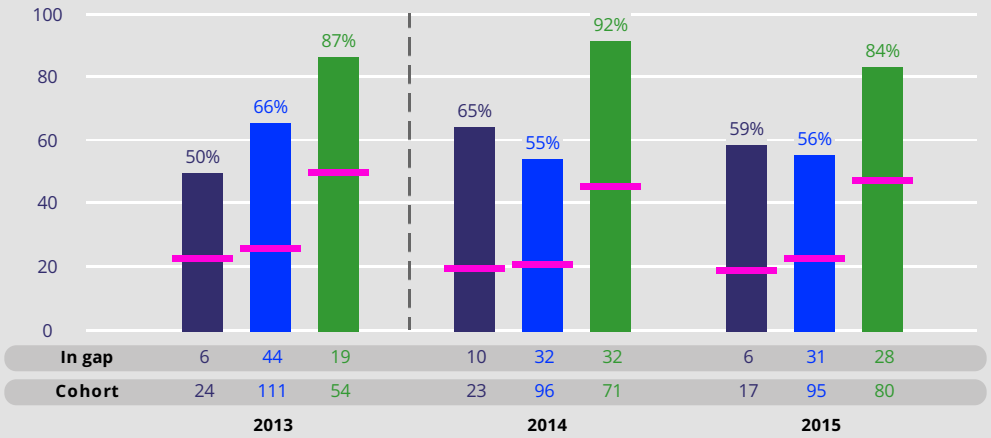
All pupils | % of cohort displayed 94

National | **Prior attainment:** Level 3 | Level 4 | Level 5

Mathematics expected progress



Mathematics more than expected progress



Closing the gaps

Charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils.

Ofsted Key Stage 4

Disadvantaged were well below other pupils nationally in 2015*

Disadvantaged were at or above other pupils nationally in 2015

Disadvantaged and other

% of cohort displayed 95

English expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %
L3	2015	71 (7)	29%	100 (2)	32%	68
	2014	93 (15)	7%	100 (5)	34%	66
	2013	85 (13)	15%	100 (2)	39%	61
L4	2015	87 (69)	1%	88 (16)	14%	74
	2014	92 (75)	-8%	84 (19)	9%	75
	2013	75 (67)	-5%	70 (23)	-5%	75
L5	2015	98 (90)	2%	100 (9)	21%	79
	2014	94 (71)	-8%	86 (7)	6%	80
	2013	86 (73)	-1%	85 (13)	4%	81

English more than expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %
L3	2015	29 (7)	-29%	0 (2)	-28%	28
	2014	73 (15)	-13%	60 (5)	33%	27
	2013	54 (13)	-54%	0 (2)	-23%	23
L4	2015	55 (69)	-30%	25 (16)	-6%	31
	2014	68 (75)	-31%	37 (19)	4%	33
	2013	39 (67)	-9%	30 (23)	0%	30
L5	2015	62 (90)	-40%	22 (9)	-18%	40
	2014	65 (71)	-36%	29 (7)	-15%	44
	2013	60 (73)	-22%	38 (13)	-7%	45

Disadvantaged and other

% of cohort displayed 94

Mathematics expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %
L3	2015	75 (12)	25%	100 (5)	50%	50
	2014	88 (16)	-2%	86 (7)	40%	46
	2013	83 (18)	-16%	67 (6)	17%	50
L4	2015	95 (78)	-30%	65 (17)	-9%	74
	2014	96 (77)	-7%	89 (19)	15%	74
	2013	95 (85)	-7%	88 (26)	7%	81
L5	2015	96 (75)	4%	100 (5)	18%	82
	2014	98 (66)	-18%	80 (5)	0%	80
	2013	98 (47)	2%	100 (7)	16%	84

Mathematics more than expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %
L3	2015	50 (12)	30%	80 (5)	57%	23
	2014	69 (16)	-12%	57 (7)	34%	23
	2013	56 (18)	-23%	33 (6)	6%	27
L4	2015	62 (78)	-33%	29 (17)	3%	26
	2014	60 (77)	-23%	37 (19)	13%	24
	2013	67 (85)	-5%	62 (26)	33%	29
L5	2015	85 (75)	-25%	60 (5)	9%	51
	2014	92 (66)	-12%	80 (5)	31%	49
	2013	87 (47)	-1%	86 (7)	33%	53

*well below means that the gap relates to three pupils or more

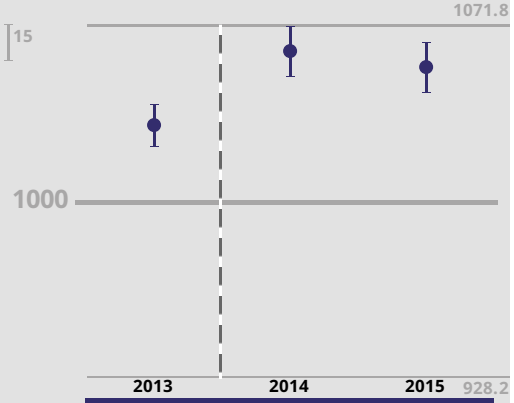
Value added

The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 1000 line, the VA is significantly above average (sig+). If it is wholly below the 1000 line, the VA is significantly below average (sig-). Otherwise, the VA is not significantly different from 1000, which can be described as broadly average. Each chart uses a different scale based on the widest confidence interval to be shown.

Ofsted
Key Stage 4

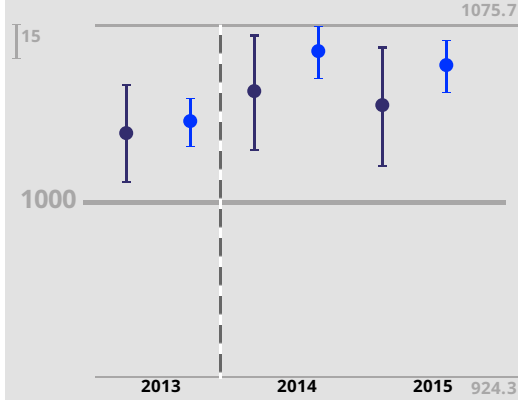
Best 8

All Pupils



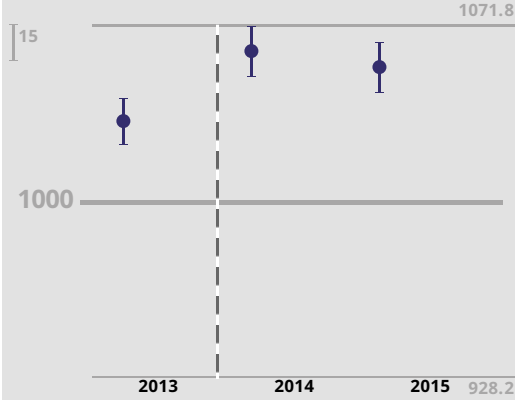
	2013	2014	2015
VA	1031.8	1061.6	1055.3
Cohort	194	196	200

Disadvantaged / Other



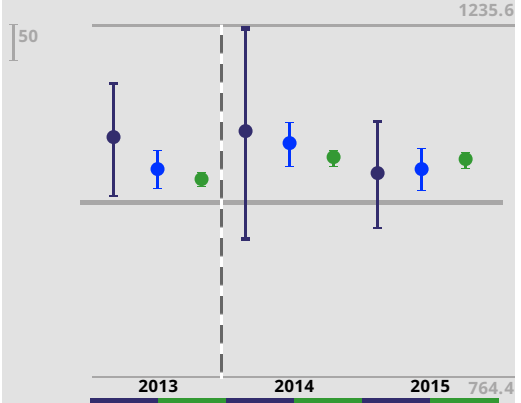
	2013		2014		2015	
VA	1029.3	1034.2	1047.4	1064.5	1040.8	1058.0
Cohort	39	155	33	163	32	168

Girls / Boys



	2013		2014		2015	
VA	1033.2	-	1061.6	-	1055.3	-
Cohort	194	0	196	0	200	0

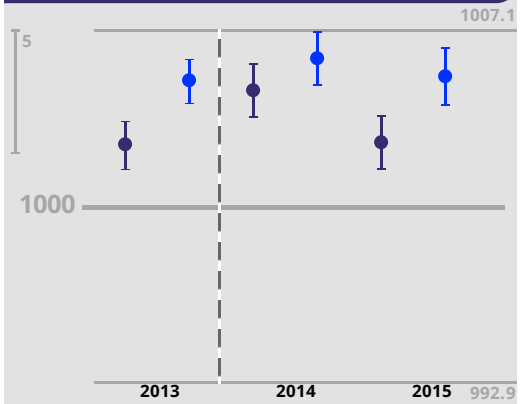
SEN EHC /statement / SEN no EHC /statement / No SEN



	2013			2014			2015		
VA	1085.0	1030.4	1045.7	1092.1	1059.2	1078.8	1038.1	1057.4	1044.6
Cohort	3	166	25	1	172	23	4	169	27

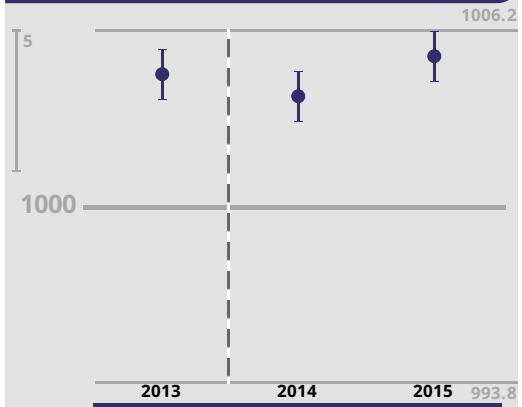
Subject

English / Mathematics



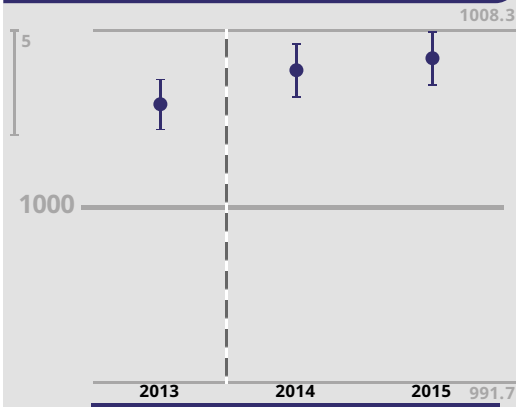
	2013		2014		2015	
VA	1002.5	1005.1	1004.7	1006.0	1002.6	1005.3
Cohort	194	194	196	196	200	200

Science



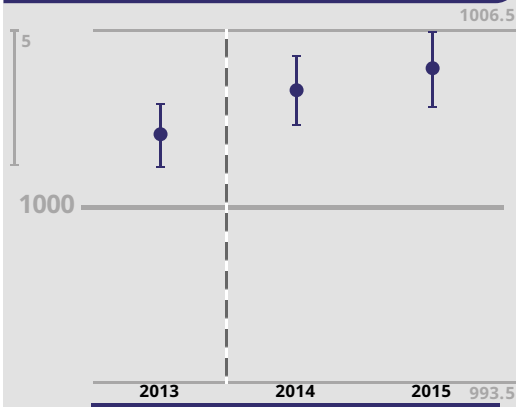
	2013	2014	2015
VA	1004.7	1003.9	1005.3
Cohort	156	178	185
Coverage	77%	88%	91%

Languages



	2013	2014	2015
VA	1004.9	1006.5	1007.0
Cohort	160	165	164
Coverage	79%	81%	80%

Humanities



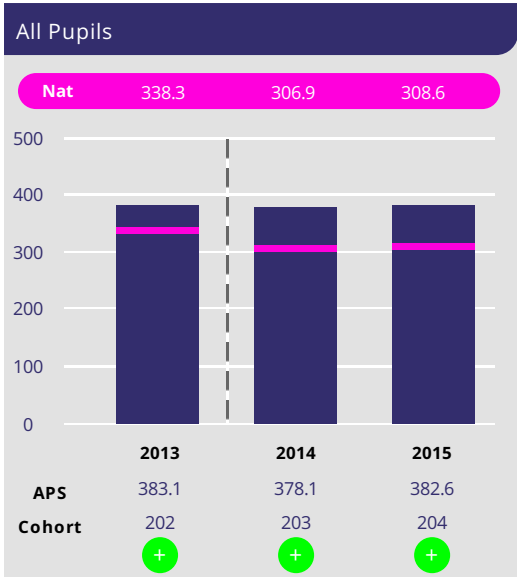
	2013	2014	2015
VA	1002.7	1004.3	1005.1
Cohort	163	177	171
Coverage	81%	87%	84%

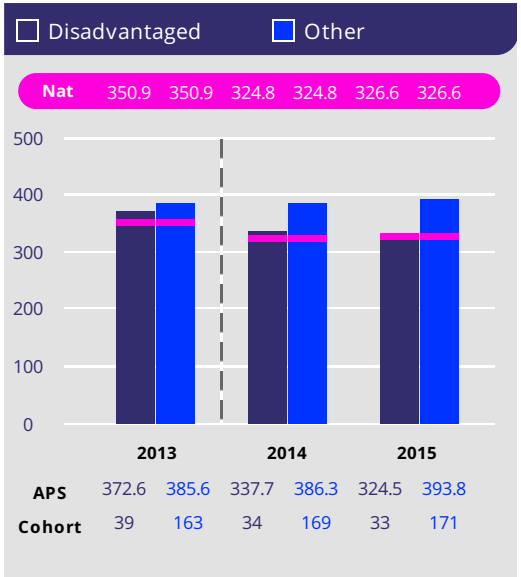
Average point score

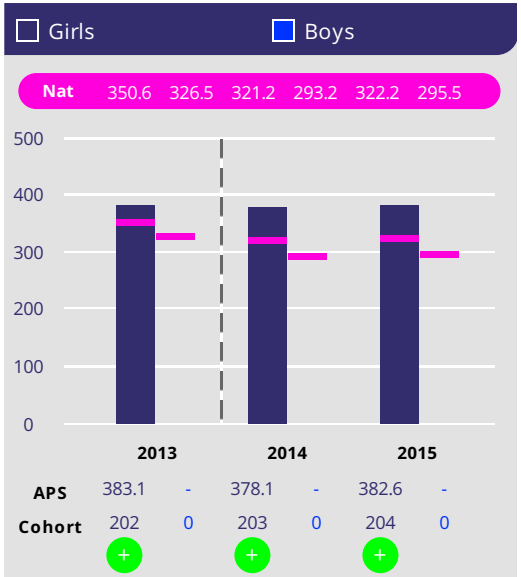
Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

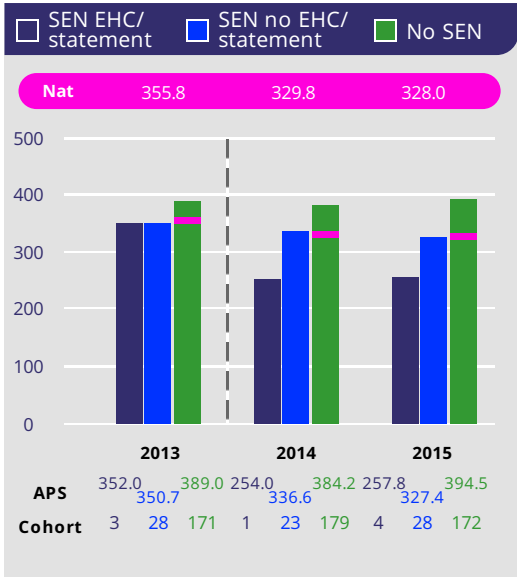
Key Stage 4

Best 8

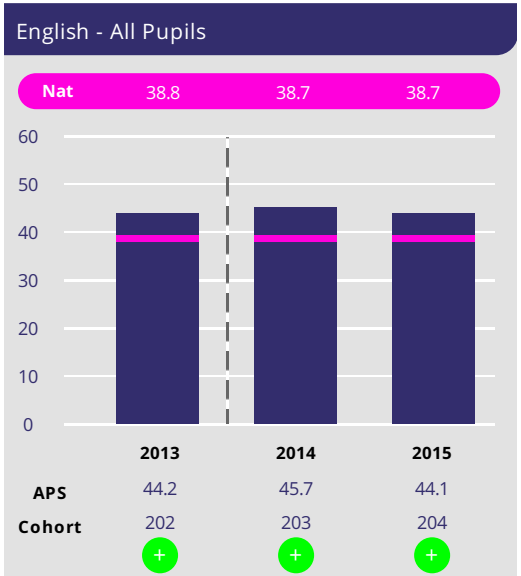


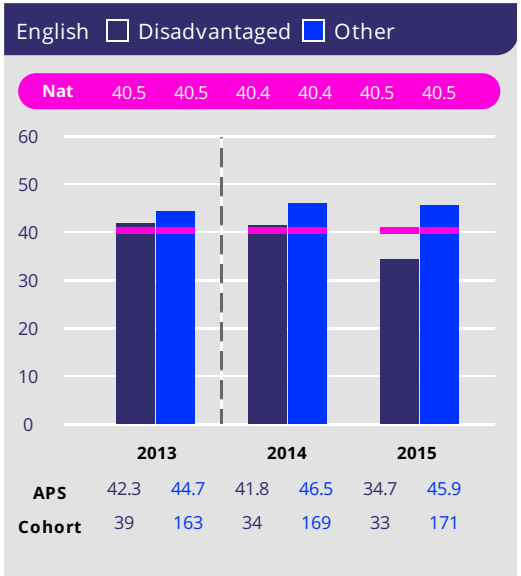


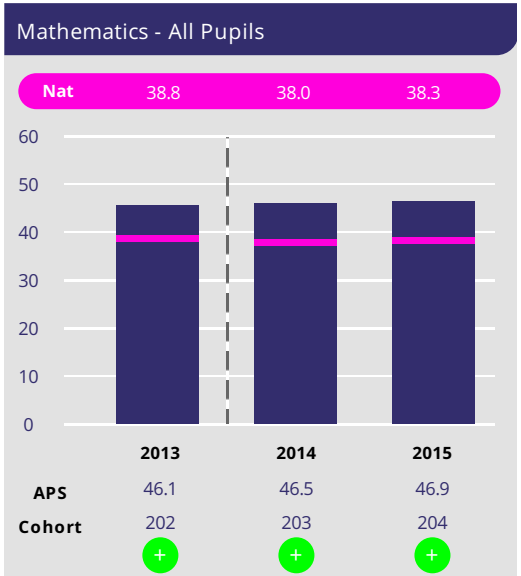


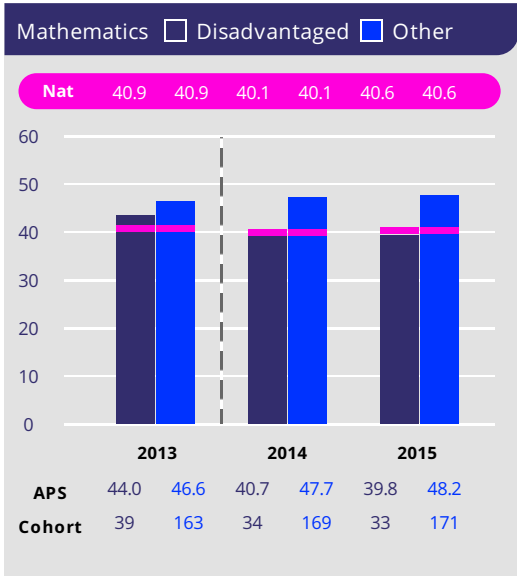


Subject







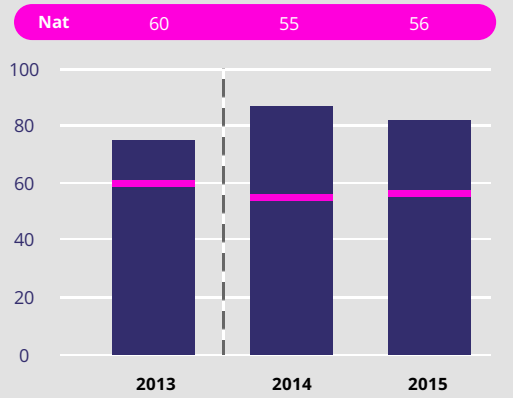


Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

Ofsted
Key Stage 4

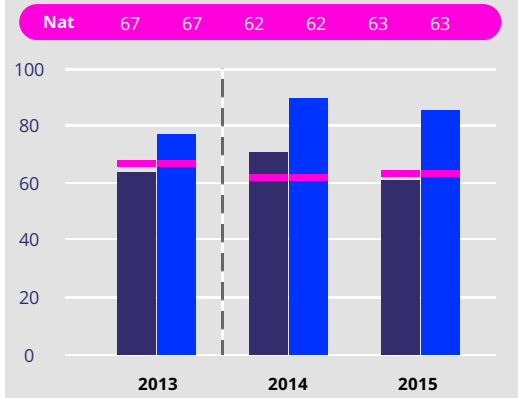
Percentage attaining 5 A* to C including English and Mathematics

All Pupils



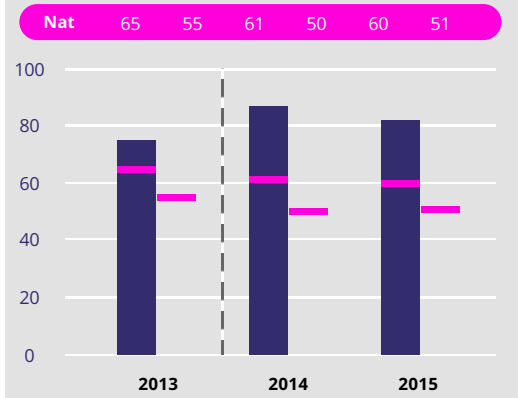
	2013	2014	2015
%	75	87	82
Cohort	202	203	204
	+	+	+

Disadvantaged / Other



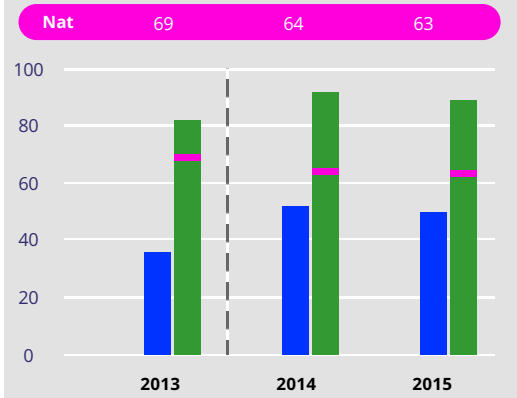
	2013		2014		2015	
%	64	77	71	90	61	86
Cohort	39	163	34	169	33	171

Girls / Boys



	2013		2014		2015	
%	75	-	87	-	82	-
Cohort	202	0	203	0	204	0
	+		+		+	

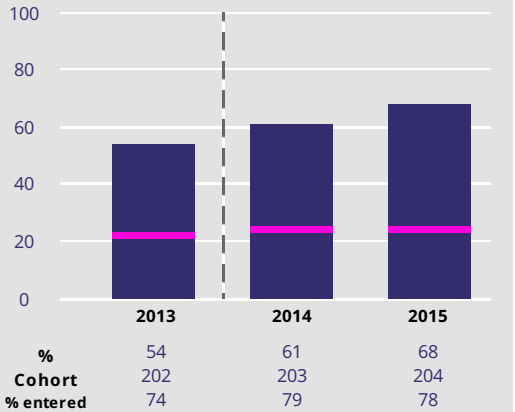
SEN EHC/statement / SEN no EHC/statement / No SEN



	2013			2014			2015		
%	0	36	82	0	52	92	0	50	89
Cohort	3	28	171	1	23	179	4	28	172

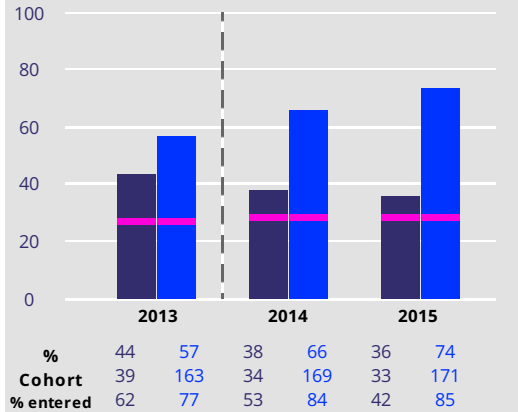
Percentage attaining EBacc

All Pupils



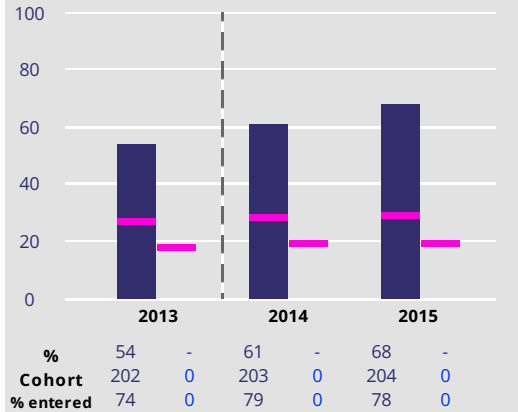
	2013	2014	2015
%	54	61	68
Cohort	202	203	204
% entered	74	79	78
	+	+	+

Disadvantaged / Other



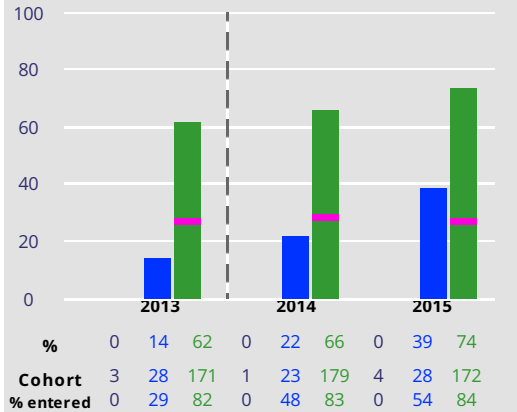
	2013		2014		2015	
%	44	57	38	66	36	74
Cohort	39	163	34	169	33	171
% entered	62	77	53	84	42	85

Girls / Boys



	2013		2014		2015	
%	54	-	61	-	68	-
Cohort	202	0	203	0	204	0
% entered	74	0	79	0	78	0
	+		+		+	

SEN EHC/statement / SEN no EHC/statement / No SEN



	2013			2014			2015		
%	0	14	62	0	22	66	0	39	74
Cohort	3	28	171	1	23	179	4	28	172
% entered	0	29	82	0	48	83	0	54	84

Absence, exclusions, destinations

On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Destinations shown are those sustained in the year after pupils finished Key Stage 4. Exclusion and destination data relate to earlier years than other data. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.

Absence

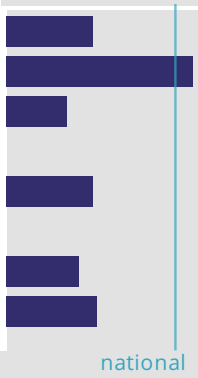
% of sessions missed

	2013	2014	2015
Nat all pupils	5.9	5.1	5.2
All pupils	4.5	3.9	4.2
FSM	5.5	5.1	5.5
Non FSM	4.2	3.6	3.9
Boys	0.0	0.0	-
Girls	4.5	3.9	4.2
EHC/stat	4.0	4.9	5.0
No EHC/stat	4.8	5.1	4.7
No SEN	4.4	3.8	4.2

Persistent absence

% of pupils absent for 15% or more sessions

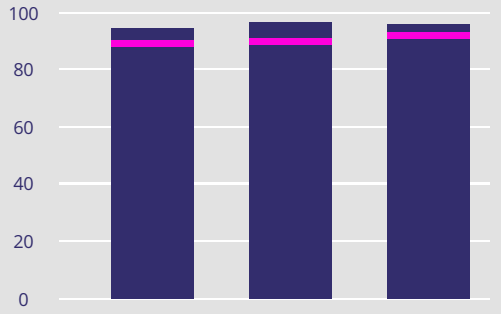
	2013	2014	2015
Nat all pupils	6.6	5.8	5.6
All pupils	3.3	2.1	2.9
FSM	7.6	4.3	6.2
Non FSM	2.3	1.5	2.0
Boys	0.0	0.0	-
Girls	3.3	2.1	2.9
EHC/stat	0.0	0.0	0.0
No EHC/stat	4.7	5.1	2.4
No SEN	3.1	1.8	3.0



Destinations

% in sustained education, employment or training destinations

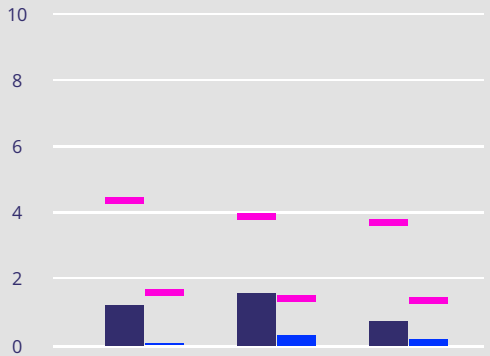
Nat	89	90	92
End of KS4	2011	2012	2013
%	95.0	97.0	96.0
Cohort	192	193	202



Fixed term exclusions % and number of pupils excluded

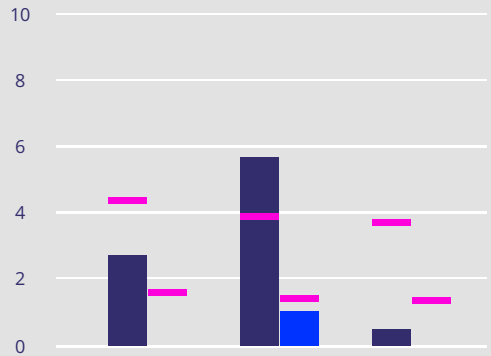
All pupils ☐ Total ☐ Repeat

Nat	4.34	1.62	3.86	1.39	3.68	1.34
	2012		2013		2014	
%	1.23	0.08	1.61	0.31	0.74	0.22
Number	-	-	-	-	10	3



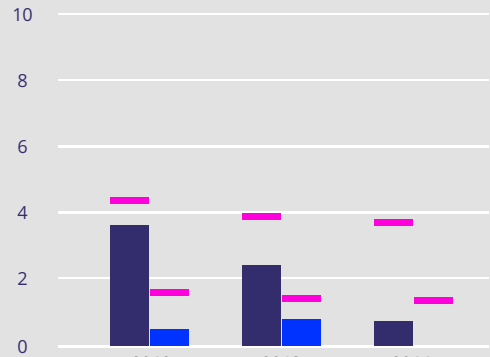
FSM ☐ Total ☐ Repeat

Nat	4.34	1.62	3.86	1.39	3.68	1.34
	2012		2013		2014	
%	2.73	0.00	5.67	1.03	0.53	0.00
Number	-	-	-	-	1	0



SEN no EHC/statement ☐ Total ☐ Repeat

Nat	4.34	1.62	3.86	1.39	3.68	1.34
	2012		2013		2014	
%	3.63	0.52	2.42	0.81	0.74	0.00
Number	-	-	-	-	1	0



Permanent exclusions

All pupils

In 2014, 0 pupils were permanently excluded (below the national %)

In comparison,

0 pupils were excluded in 2013

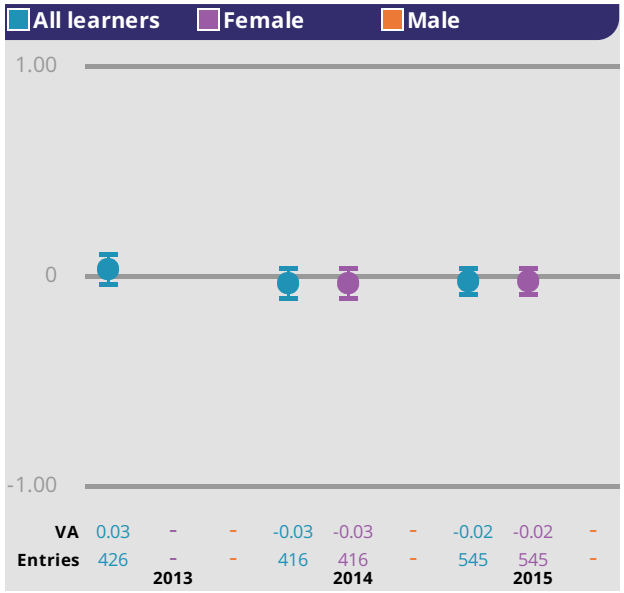
0 pupils were excluded in 2012

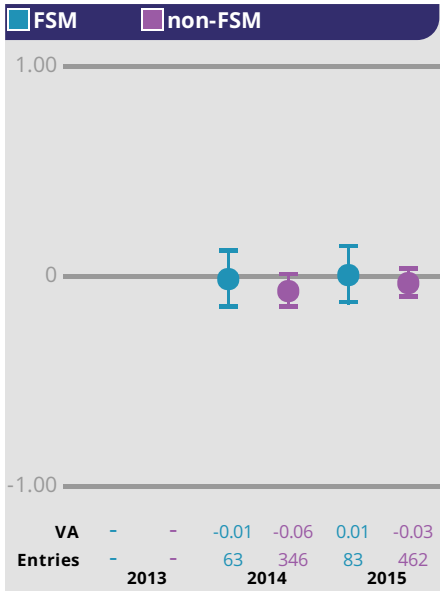
Value added

Charts use level 3 VA data. The only AS levels included are those not continued to A2. In 2013, VA is available only for all learners. The confidence interval (CI) is shown by the bar above and below the plotted VA score. Where the whole CI is above the zero line, VA is significantly above average (sig+). If it is wholly below the zero line, VA is significantly below average (sig-). Otherwise, VA is not significantly different from average.

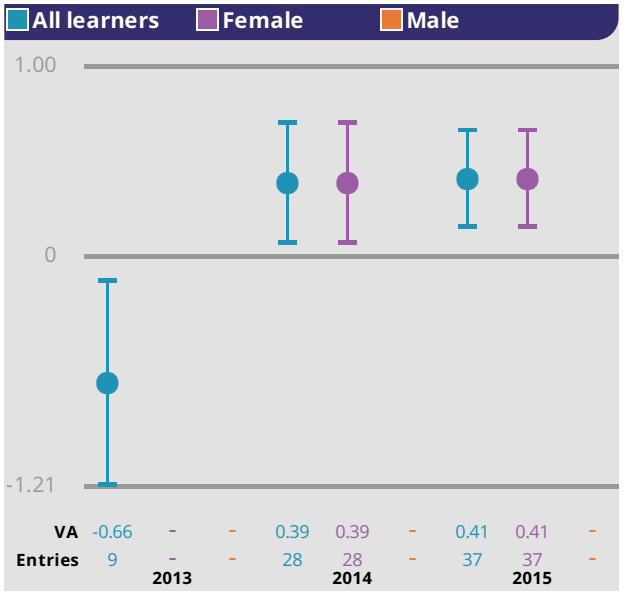
16–19

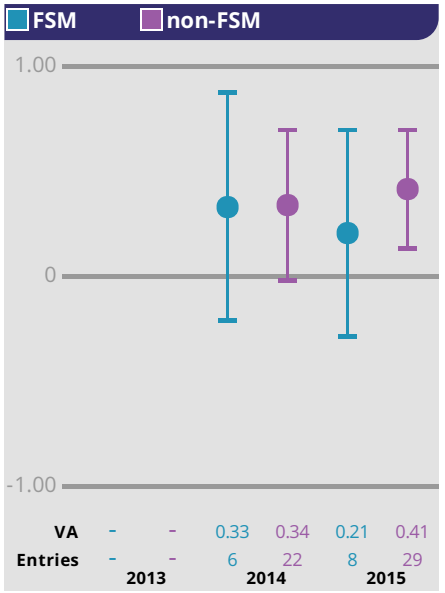
Academic



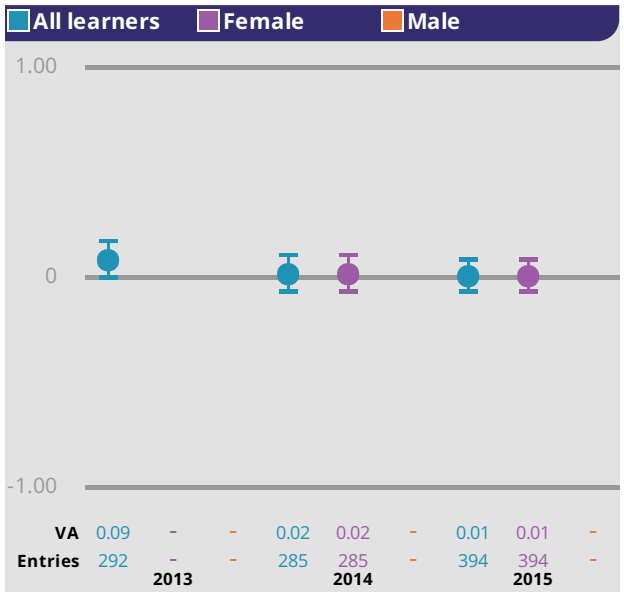


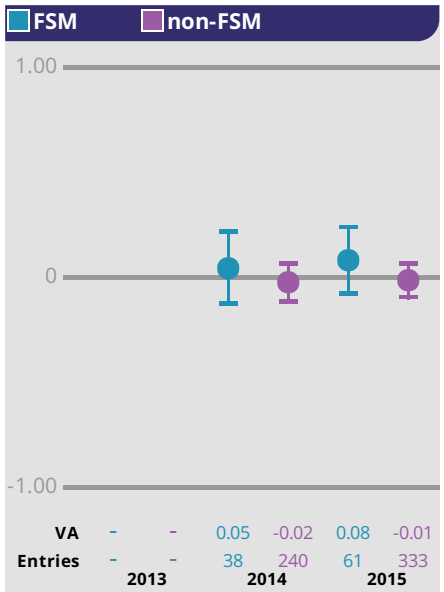
Vocational



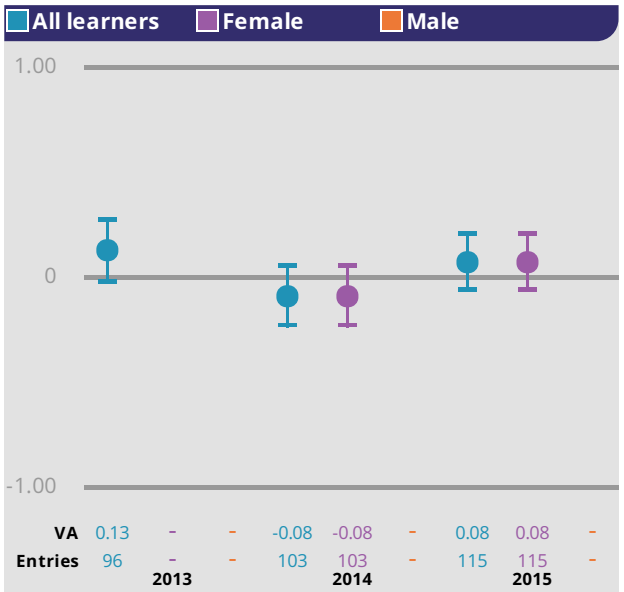


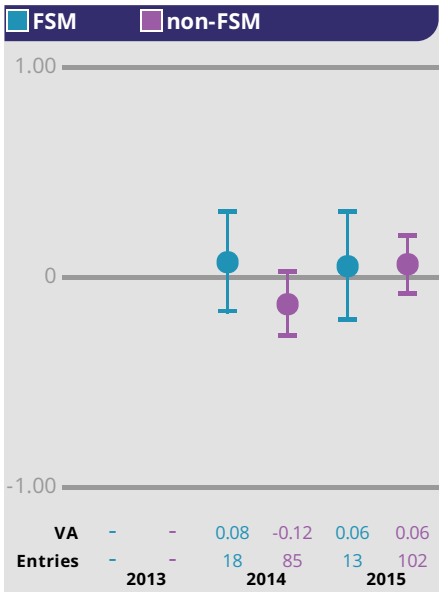
GCE A Level





GCE AS Level





GCE A-level value added by subject

Subjects are shown in descending order of 2015 entries. For subject progress from different starting points see the scatterplots in the level 3 value added report.

2013 2014 2015

16–19

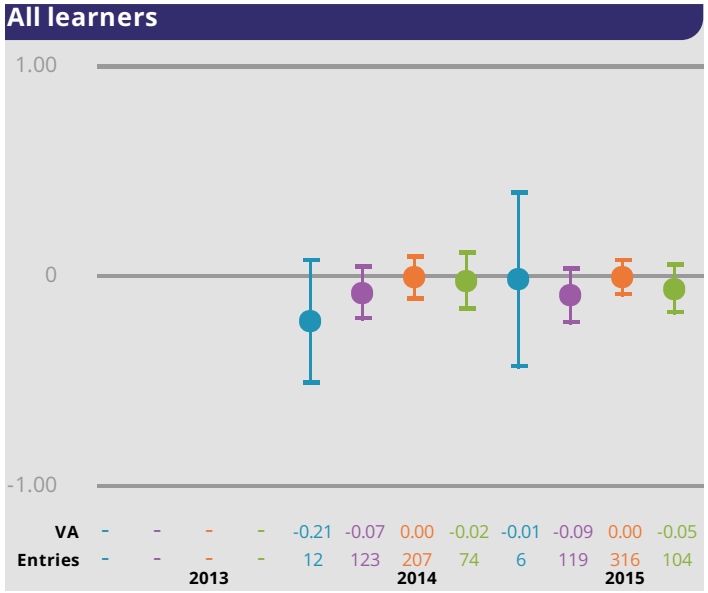
Academic value added by prior attainment and destinations

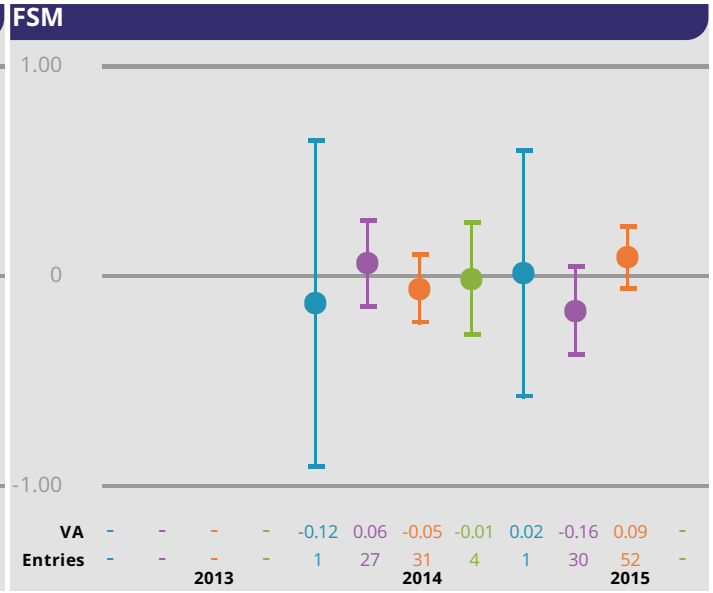
VA data by prior attainment are not available for 2013. Destinations shown are those sustained in the year after learners finished their study programme having entered at least one level 3 qualification. Destination data relate to earlier years than other data and are from experimental statistics published by the DfE, so suppress numbers fewer than 6 and round numbers of learners to the nearest 10. Destinations of the FSM group are compared with the national figures for non-FSM learners.

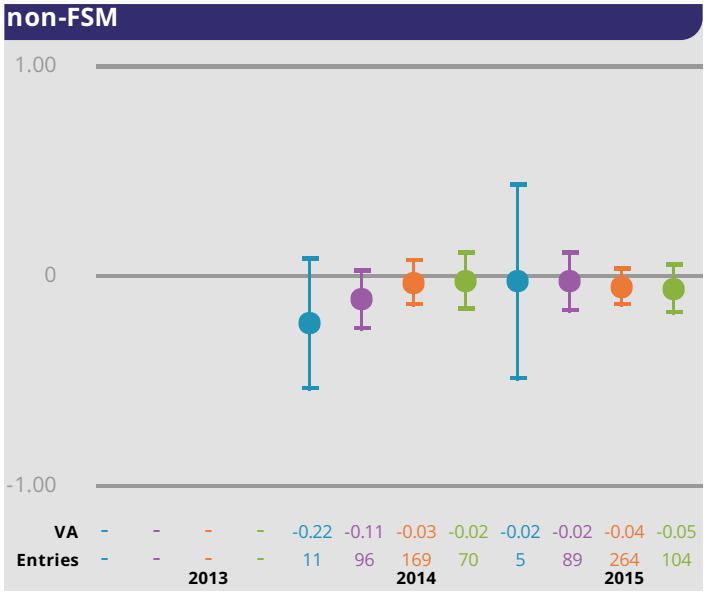
16–19

Academic value added by prior attainment

Prior attainment grade at GCSE and equivalent: D or below | C | B | A and above

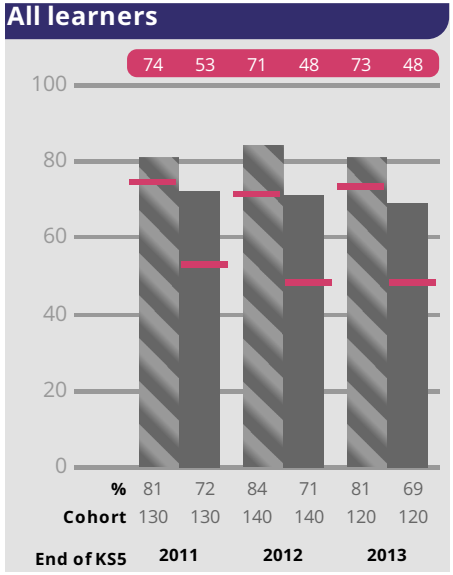


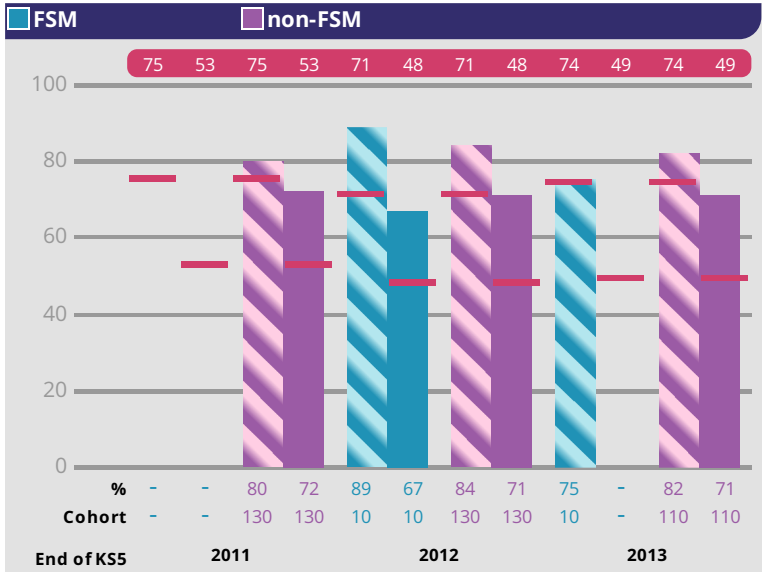


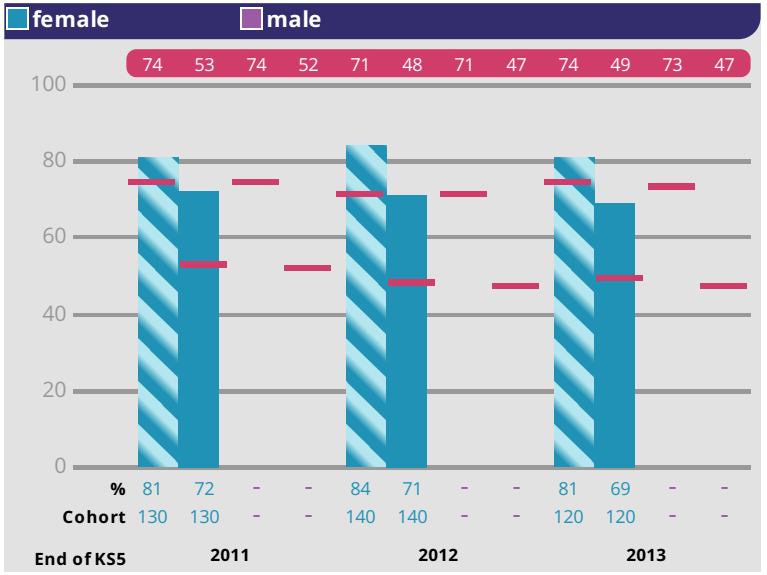


Destinations

% in sustained education, employment or training desinations EET | % in sustained higher education destinations HEI





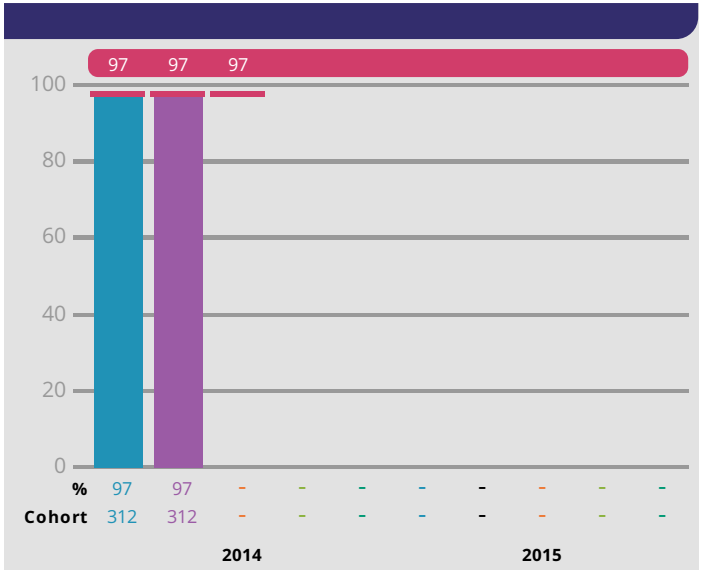


Retention

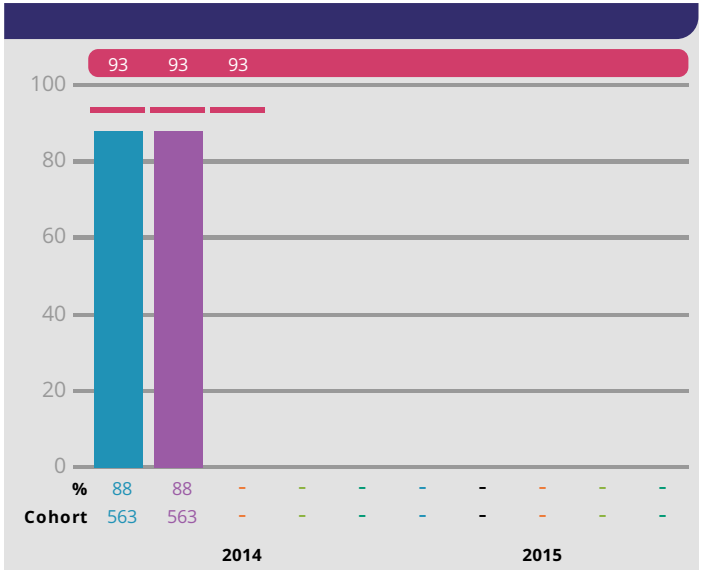
Charts show experimental statistics for the interim retention measure for school sixth forms, using the national figures for school sixth forms published by the DfE. They are based on census data for aims due for completion in that year by learners aged 16 to 18. Data are not available for 2013 or for FSM in 2014. 2015 data will be shown in a later release. Retention for female and male groups is compared with the national figures for the same groups.

All | Female | Male | FSM | non FSM

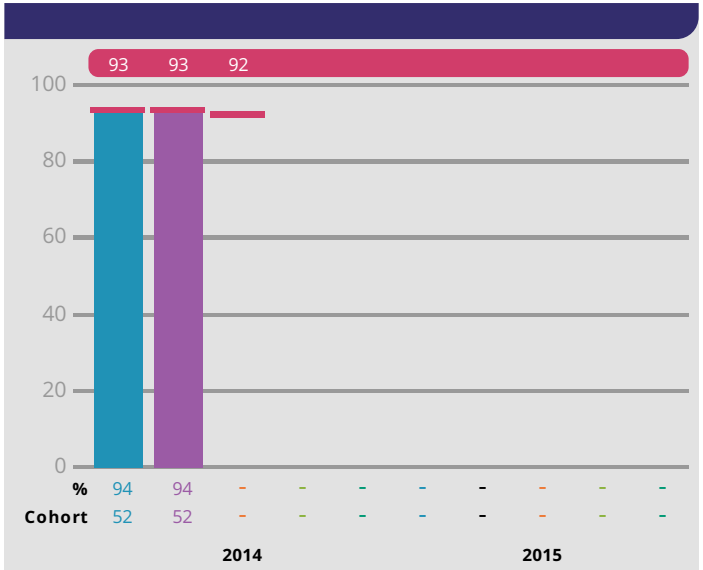
GCE A level



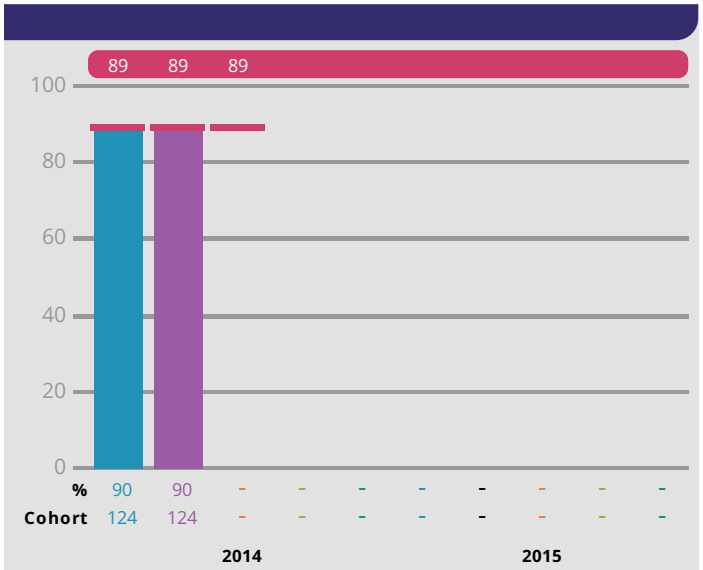
GCE AS level



Applied GCE



Other qualifications



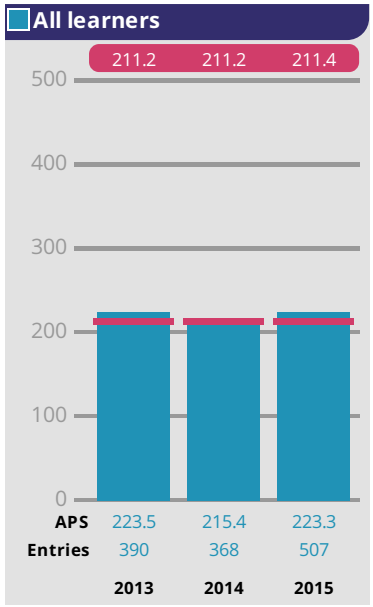
Attainment

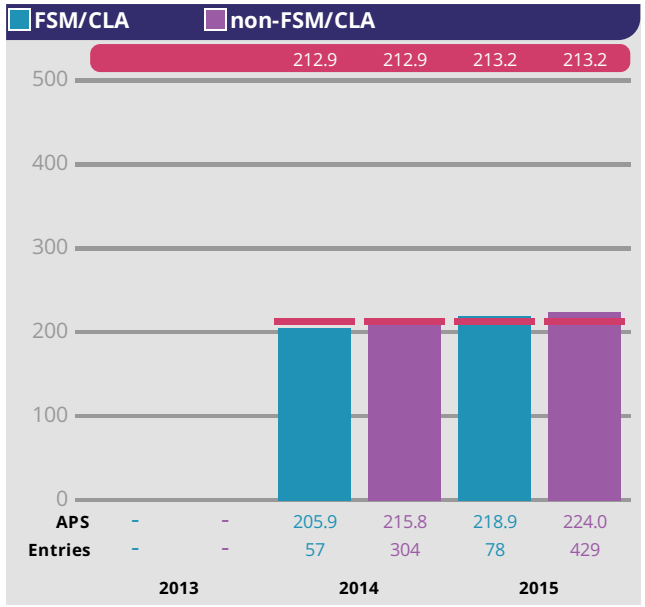
Average point scores (APS) for FSM/CLA learners are compared with national figures for non-FSM/CLA. Percentages attaining AAB are of those who took at least one A-level qualification; prior attainment is at GCSE and equivalent. Interim minimum standards charts show the percentages of learners with APS per entry of at least 172 points in academic qualifications and 194 points in vocational qualifications. Black lines show the required 40% then 45%. For cohorts fewer than 11, NE (no entries) is shown.

16–19

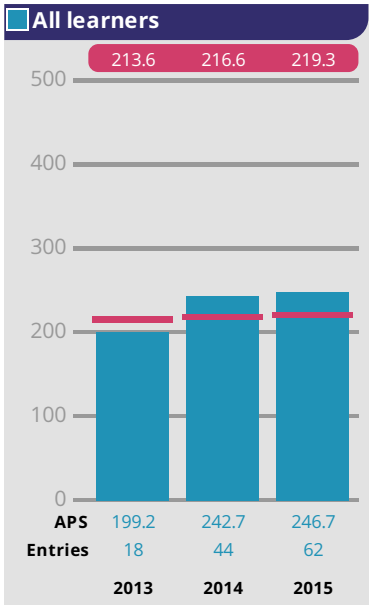
Average point score per entry

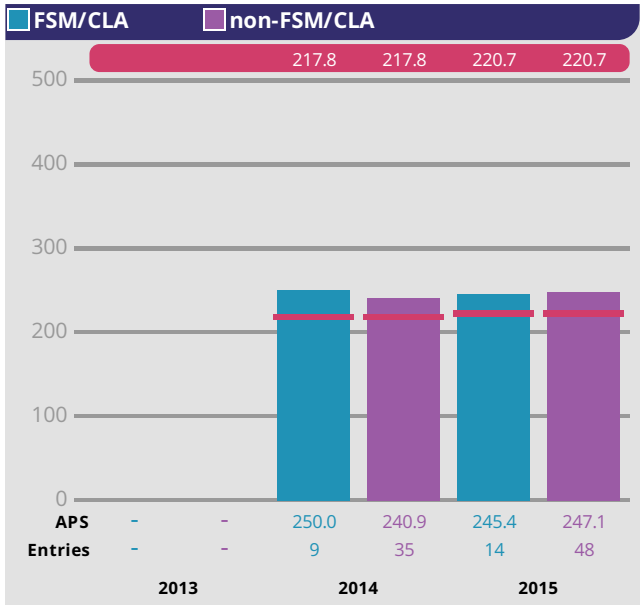
Academic



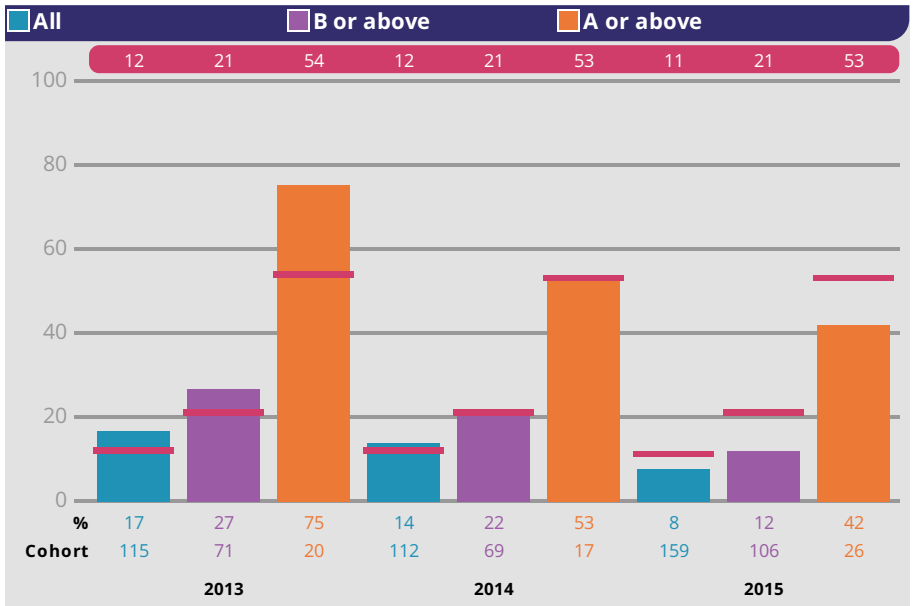


Vocational



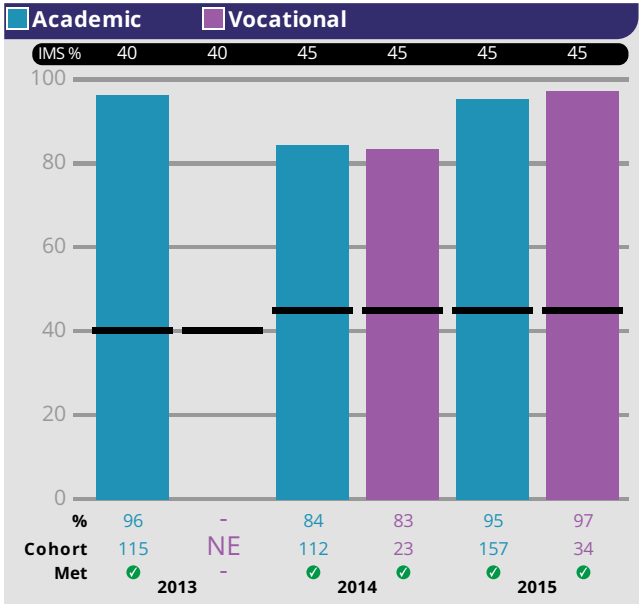


Percentage of A-level learners attaining AAB* by prior attainment



*including in two facilitating subjects

Interim minimum standards



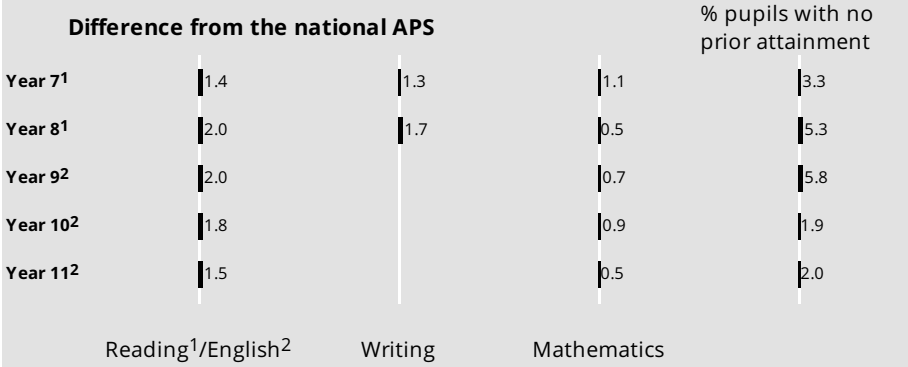
Context in 2015

Prior attainment for reading and writing in Years 7 and 8 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national figure for secondary schools overall, not for each year group. Progress measures for pupils whose KS2 prior attainment is based on teacher assessment should be interpreted with caution as it is not as fine grained as KS2 test results.

Number on roll: **1037** in year 7 to 11

Ethnicity

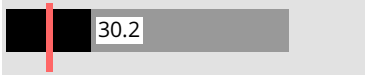
Prior attainment



% of Year 11 based on teacher assessment: **23.5%**

% girls

% first language not English

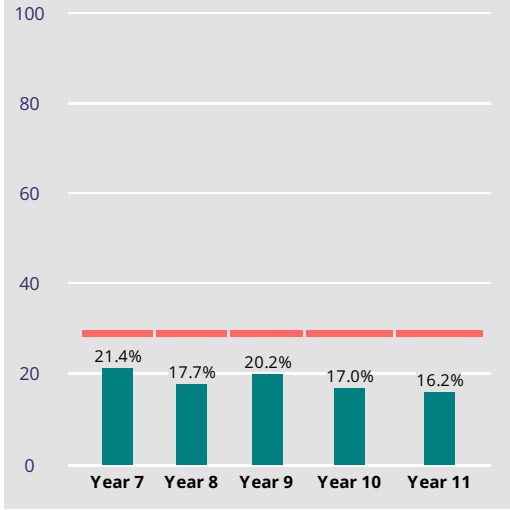


% stability

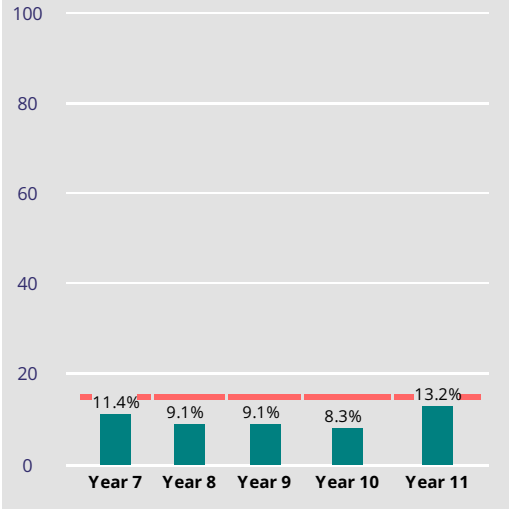
CLA pupils

Number on roll up to year 11: **2**

% free school meals



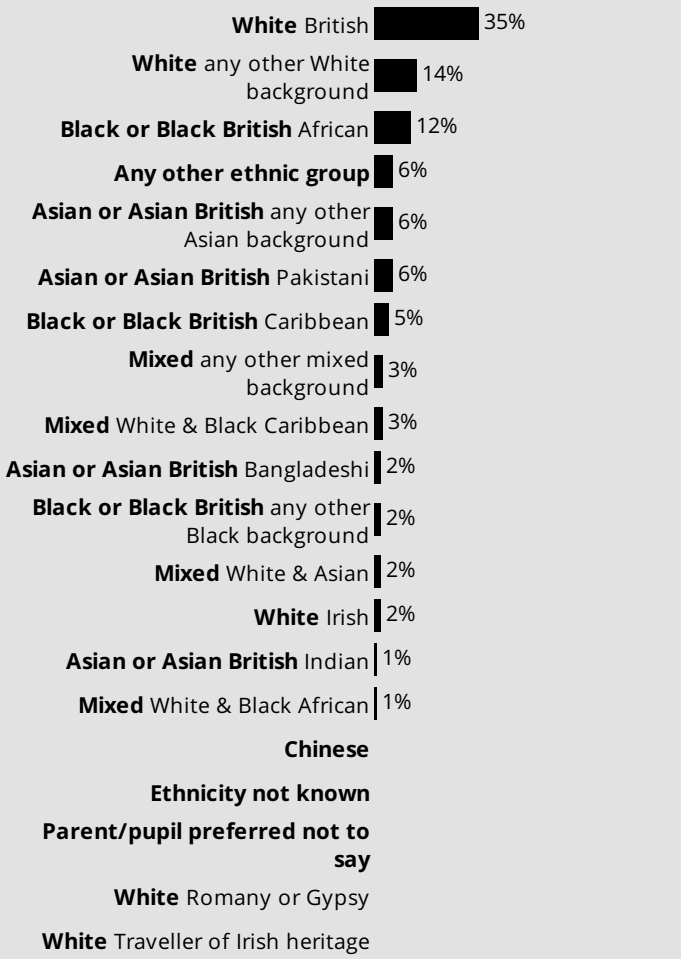
% SEN



16 to 19 context in 2015

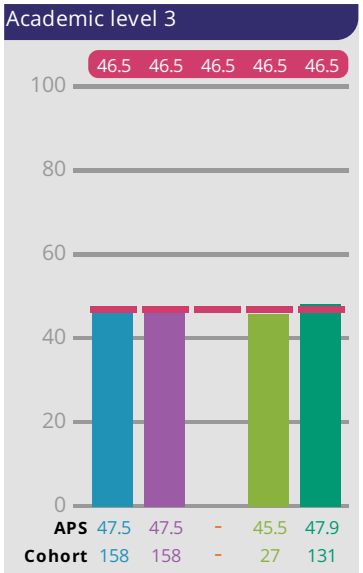
Prior attainment shows the APS for all KS4 qualifications taken by learners who entered at least one academic level 3 qualification and by learners who entered at least one vocational level 3 qualification. A red line shows the national APS for all such learners. The GCSE and equivalent grade distribution is for learners who entered at least one qualification at level 3 or above. FSM/CLA figures are for the same cohort. Other context data are for Years 12 to 14 learners and shown for only school sixth forms.

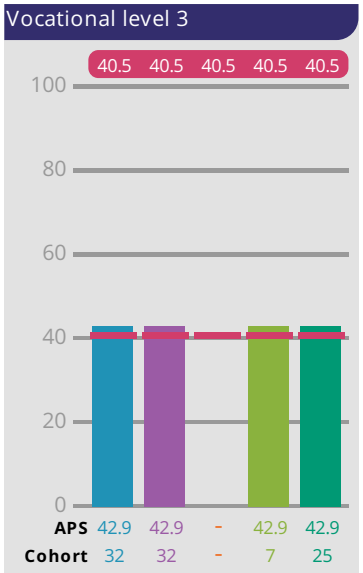
Ethnicity

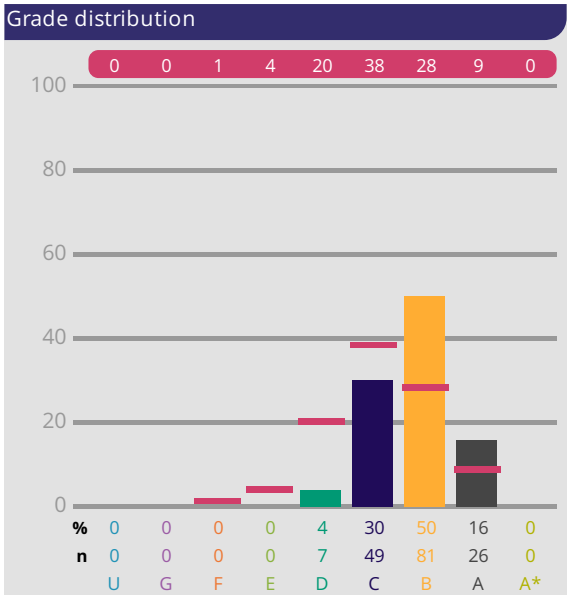


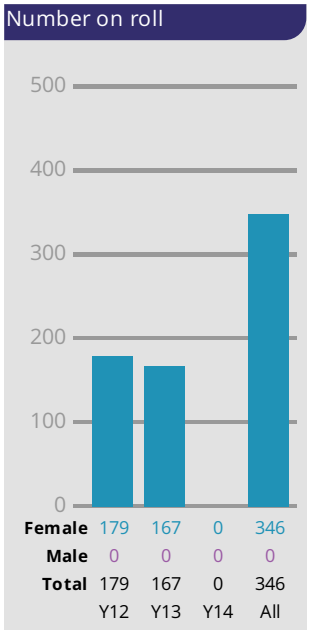
Prior attainment in GCSE and equivalent

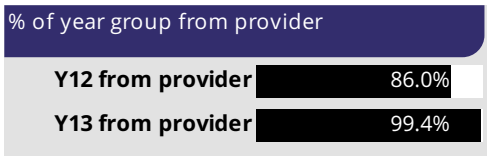
All learners | Female | Male | FSM | non-FSM

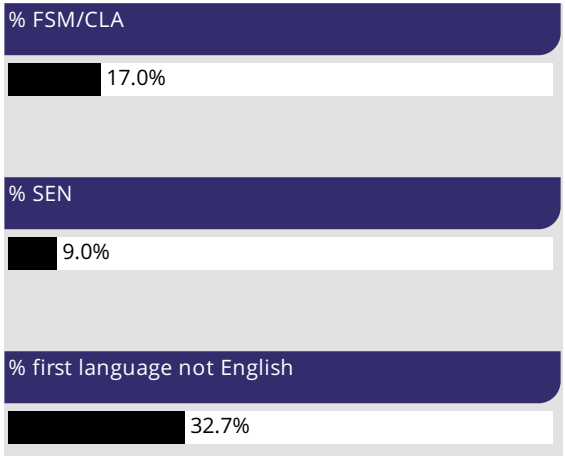












Number of CLA learners: 1