

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 progress and attainment for 2016 and other data for the last three years. 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, overall and by prior attainment. SEN group progress is compared with the national for all pupils, which is zero.

The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2016, highlighting consistency across starting points and subjects.






Strengths in 2016

- No strengths were identified in this dataset

Weaknesses in 2016

- Disadvantaged pupils' Progress 8 was significantly below national other and in the lowest 10% overall and for the low & middle prior attainment groups.
- Progress 8 in English or mathematics was significantly below average and in the lowest 10% for the groups: disadvantaged, disadvantaged low.
- Progress was significantly below average overall and in the lowest 10% for open element, languages.
- Progress was significantly below average and in the lowest 10% in at least one of EBacc or open elements or science, languages or humanities for the group: disadvantaged, disadvantaged low, disadvantaged middle, SEN support low.
- Attendance was low for all pupils & the groups: FSM, girls, boys, SEN support (in the lowest 10%).
- Persistent absence was high for all pupils & the groups: FSM, girls, SEN support (in the highest 10%).

Weaknesses are indicated for cohorts of at least six. Data for very small groups should be treated with caution. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where progress is said to be 'not well below average', it is not in the lowest 10%. In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.

	2016		
	School	National Floor	National Coasting
Progress 8	-0.29	-0.5	-0.25
Above?			
Coasting elements	2014	2015	2016
Above?			

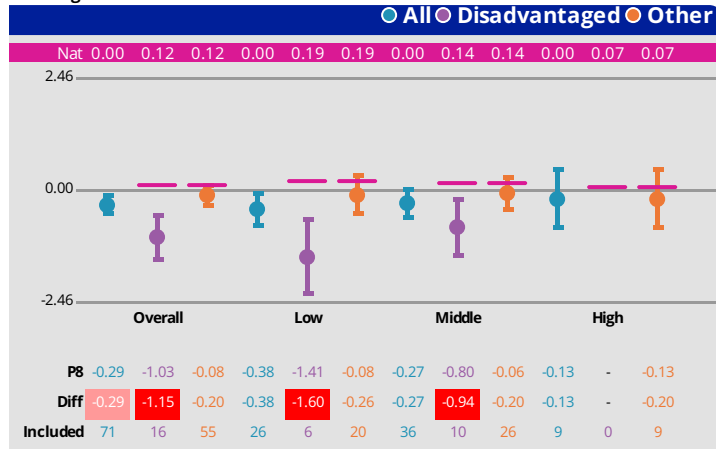
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Overall Progress 8 and Attainment 8

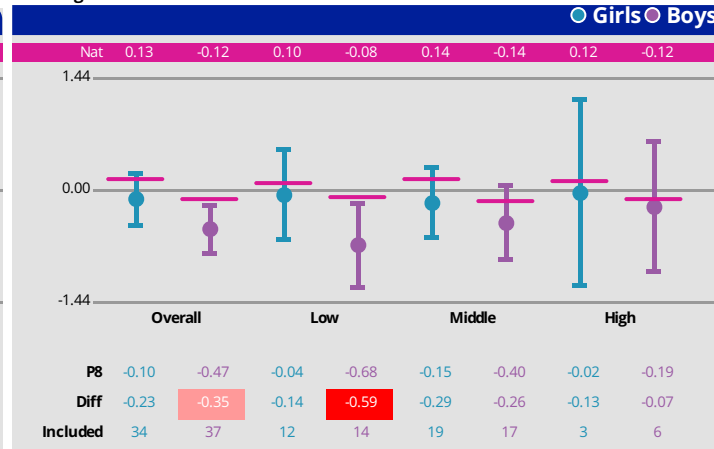
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

Progress 8

Coverage ● 90% ● 80% ● 93%

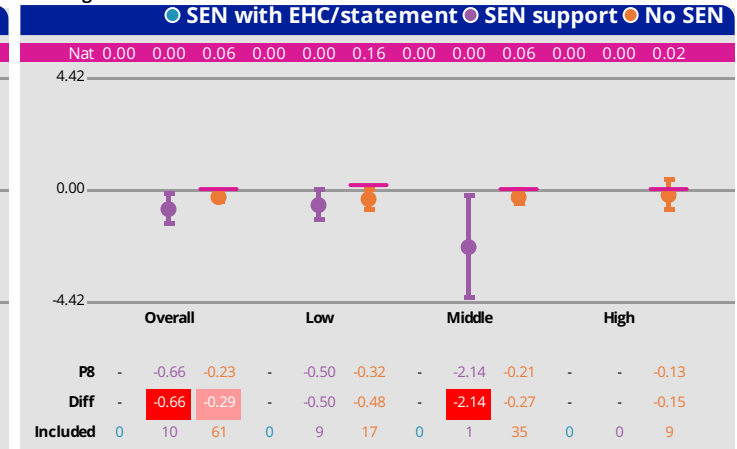


Coverage ● 89% ● 90%

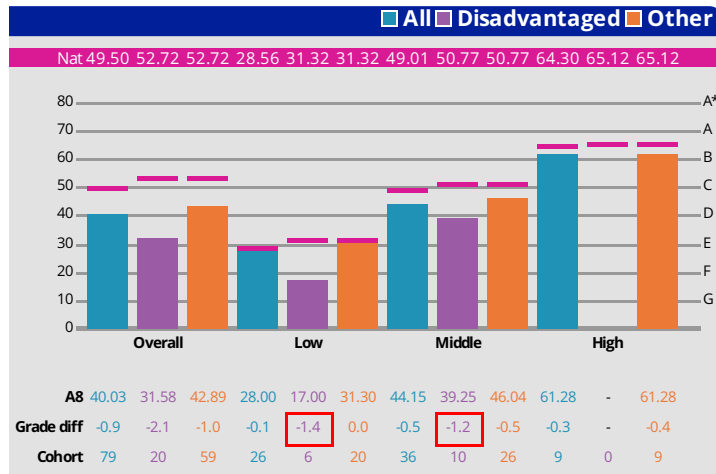


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

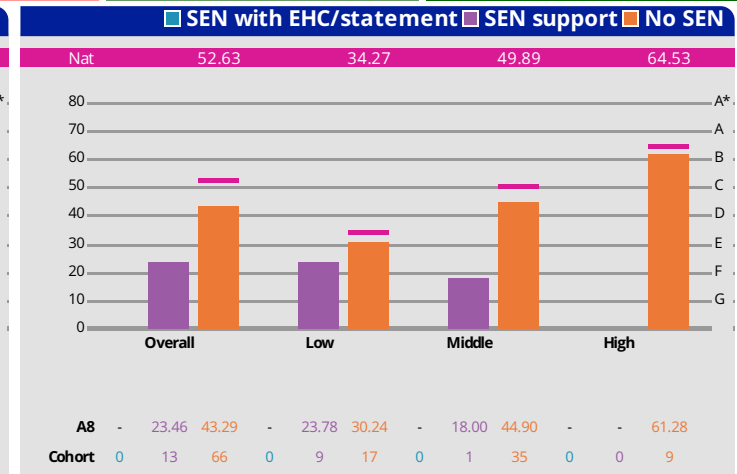
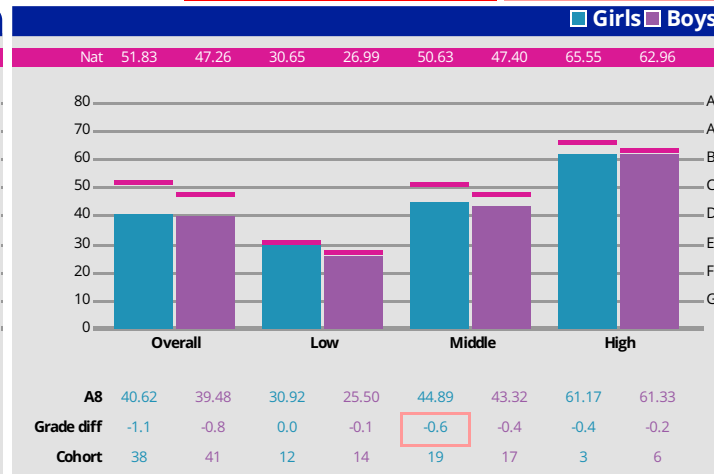
Coverage ● 77% ● 92%



Attainment 8



1 or more grades below national 0.5 to <1 grade below national 0.5 to <1 grade above national 1 or more grades above national



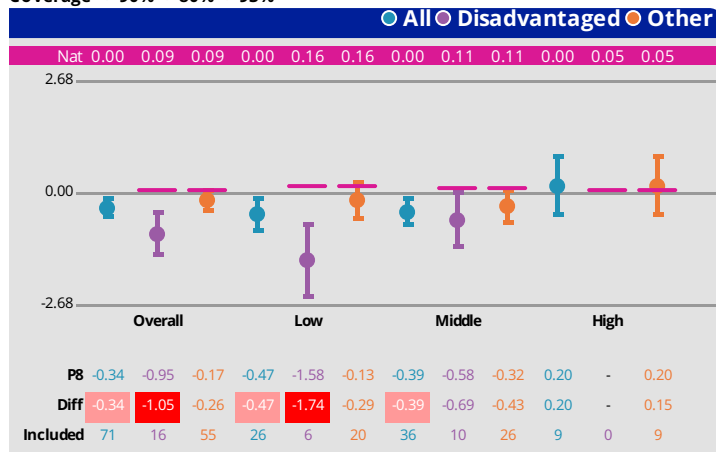
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English element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

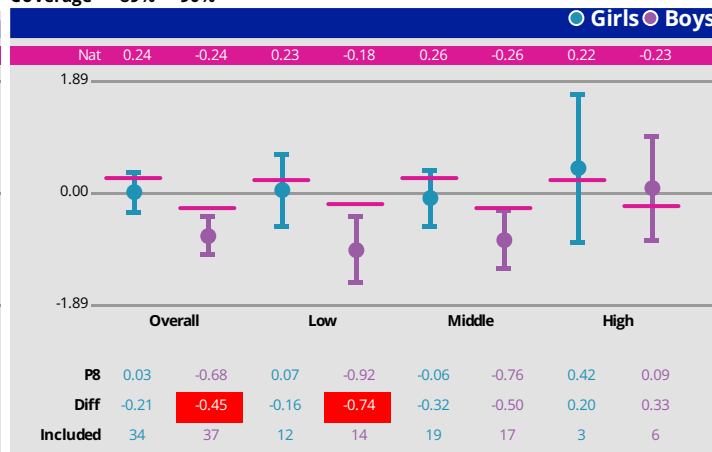
Progress 8

Coverage ● 90% ● 80% ● 93%

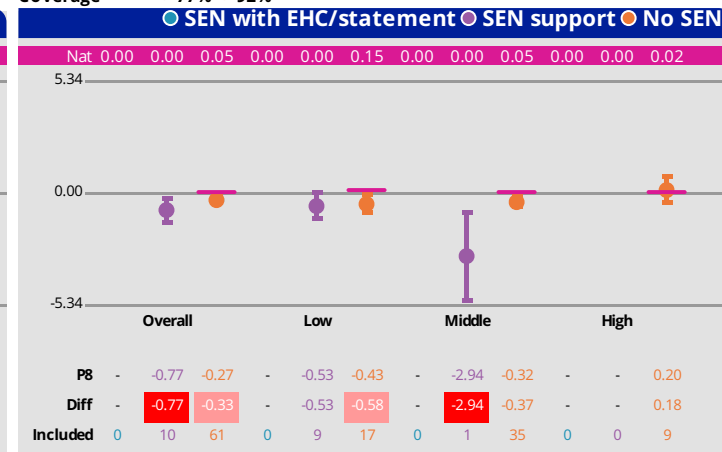


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

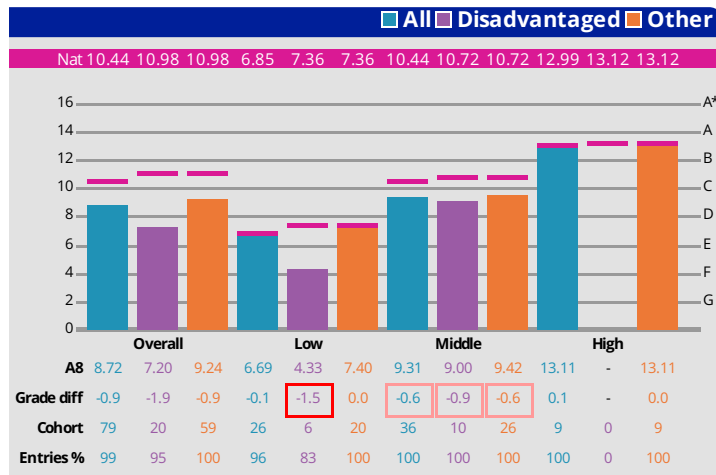
Coverage ● 89% ● 90%



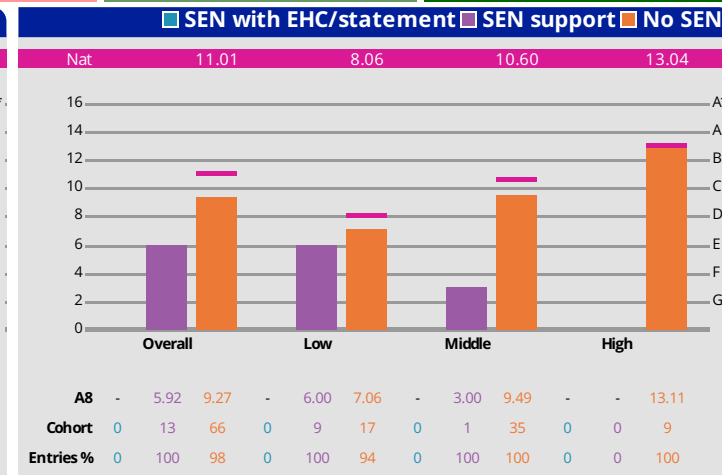
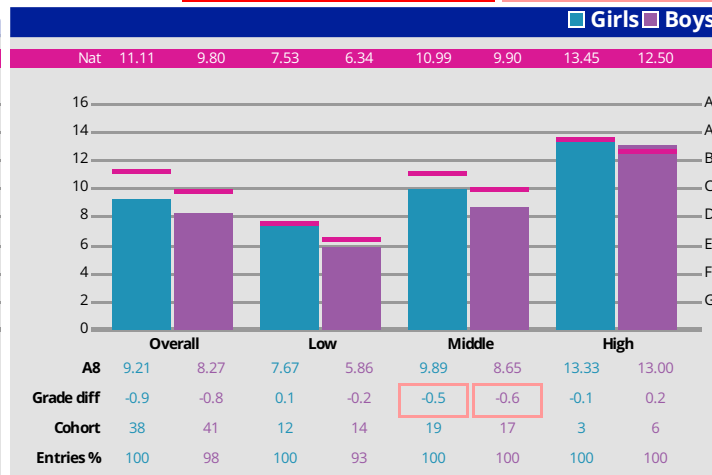
Coverage ● 77% ● 92%



Attainment 8



1 or more grades below national 0.5 to <1 grade below national 0.5 to <1 grade above national 1 or more grades above national



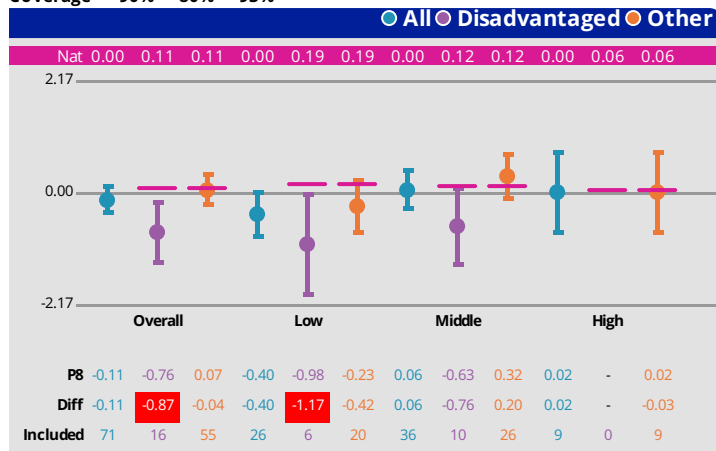
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Mathematics element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

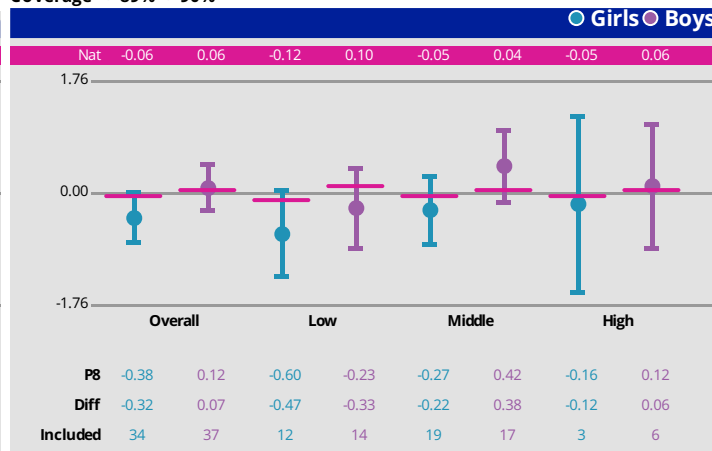
Progress 8

Coverage ● 90% ● 80% ● 93%

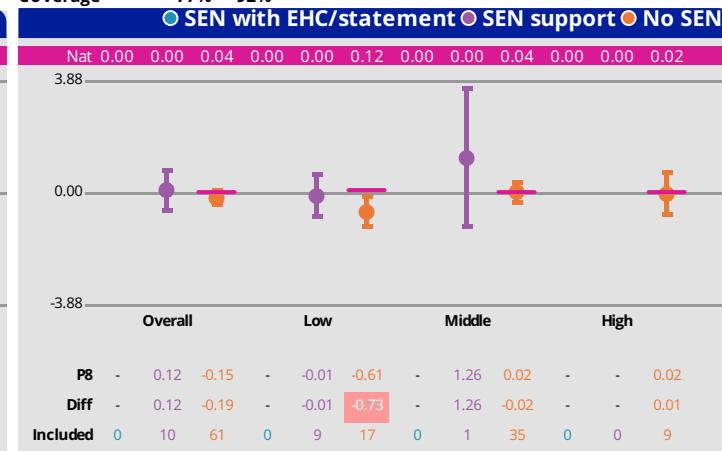


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

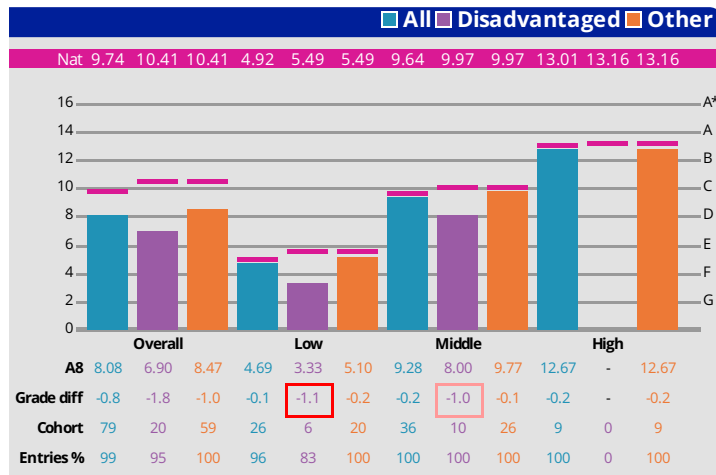
Coverage ● 89% ● 90%



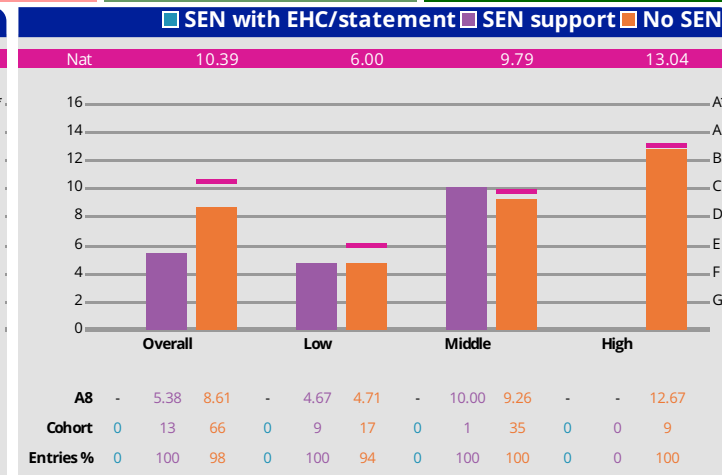
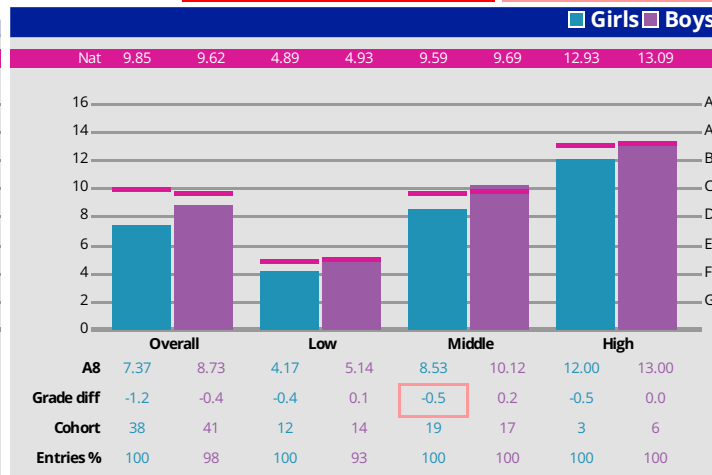
Coverage ● 77% ● 92%



Attainment 8



1 or more grades below national 0.5 to <1 grade below national 0.5 to <1 grade above national 1 or more grades above national



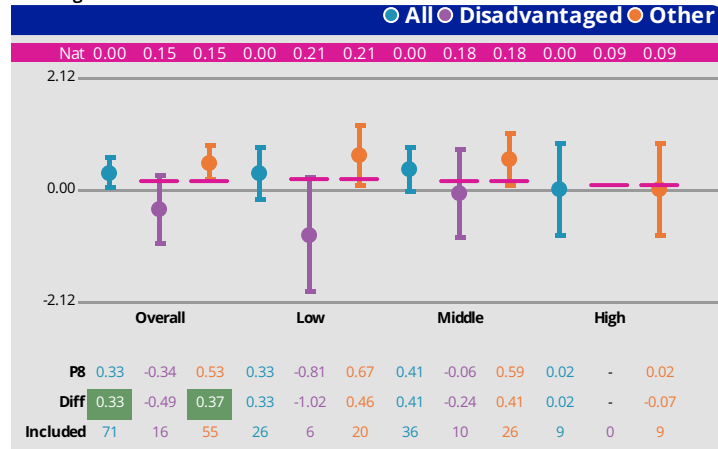
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EBacc element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

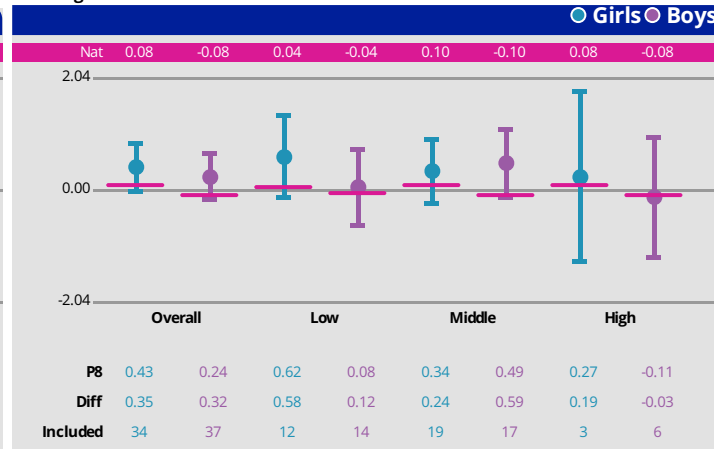
Progress 8

Coverage ● 90% ● 80% ● 93%

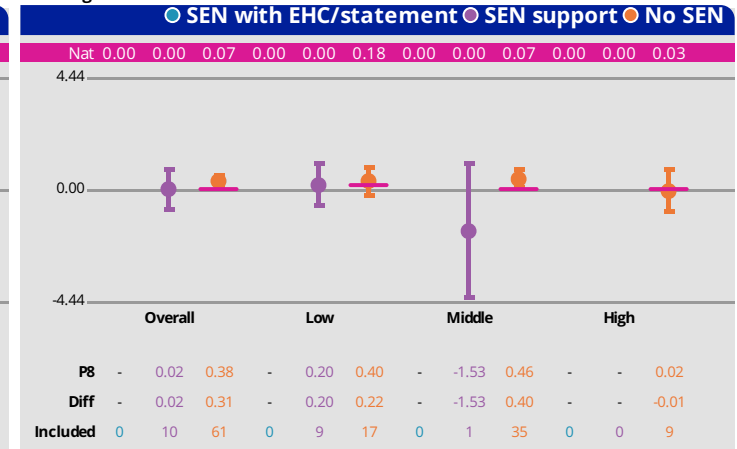


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

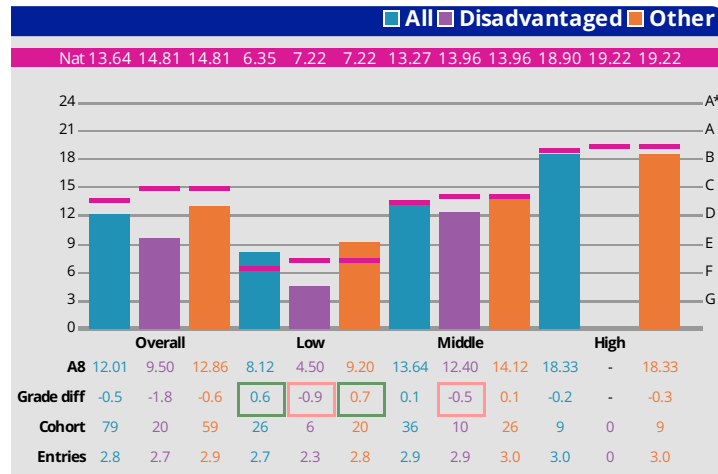
Coverage ● 89% ● 90%



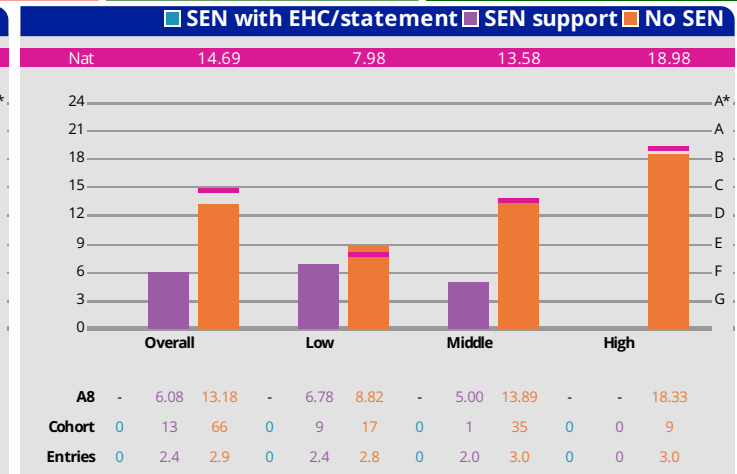
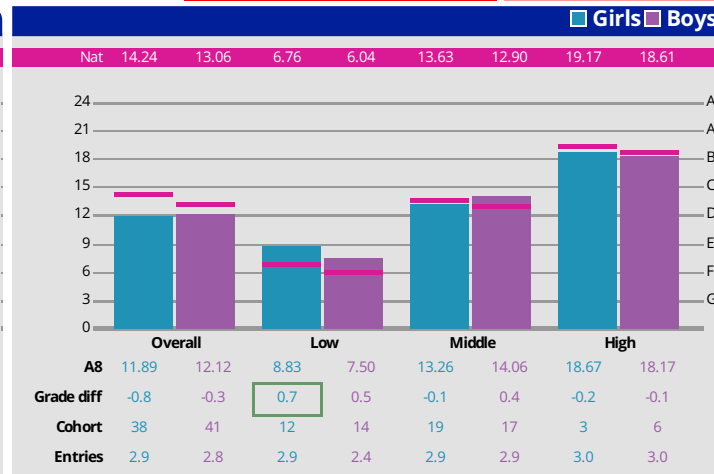
Coverage ● 77% ● 92%



Attainment 8



1 or more grades below national 0.5 to <1 grade below national 0.5 to <1 grade above national 1 or more grades above national



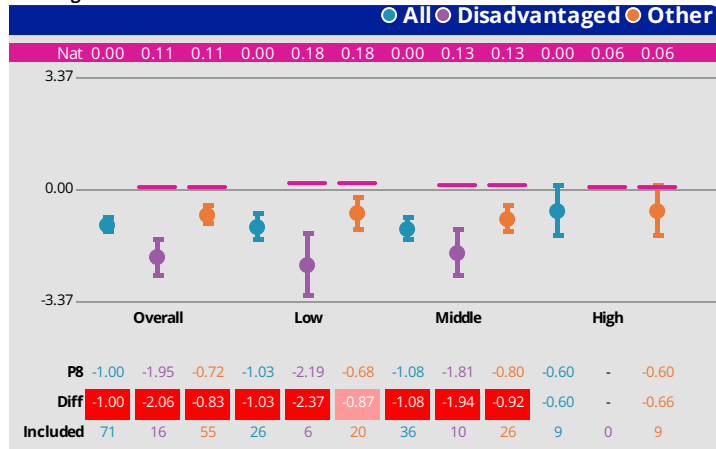
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Open element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

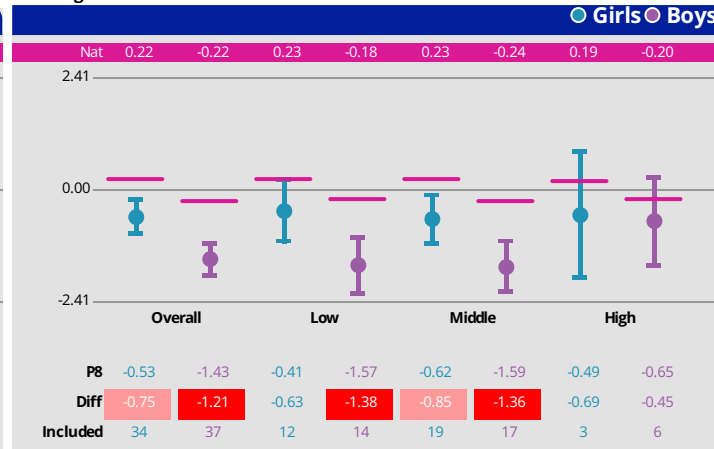
Progress 8

Coverage ● 90% ● 80% ● 93%

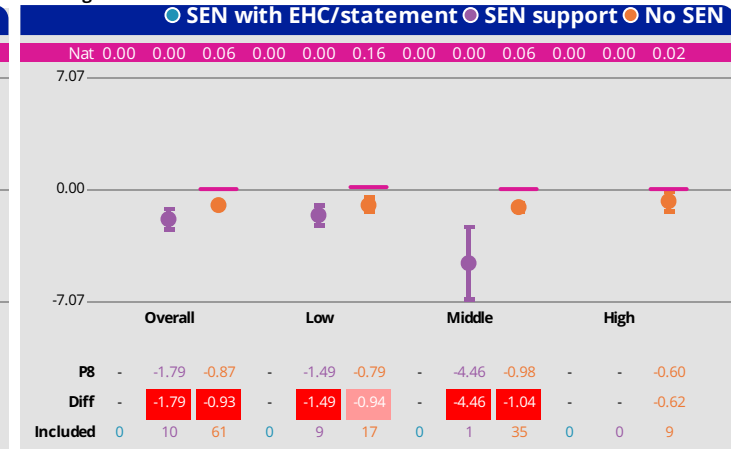


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

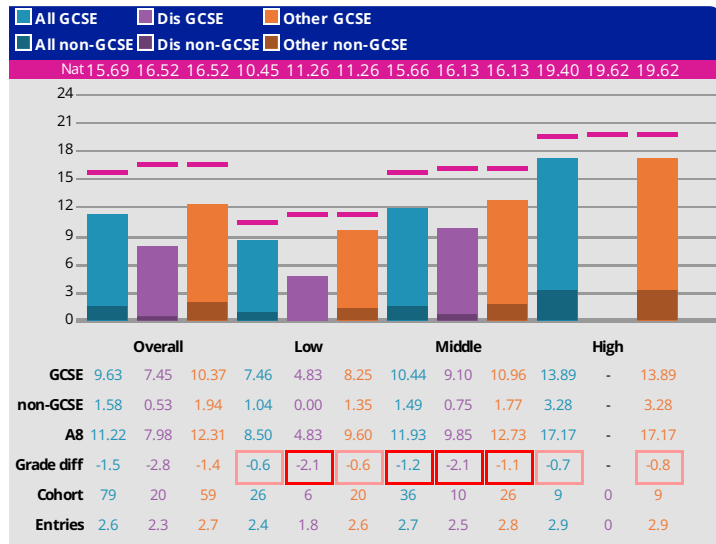
Coverage ● 89% ● 90%



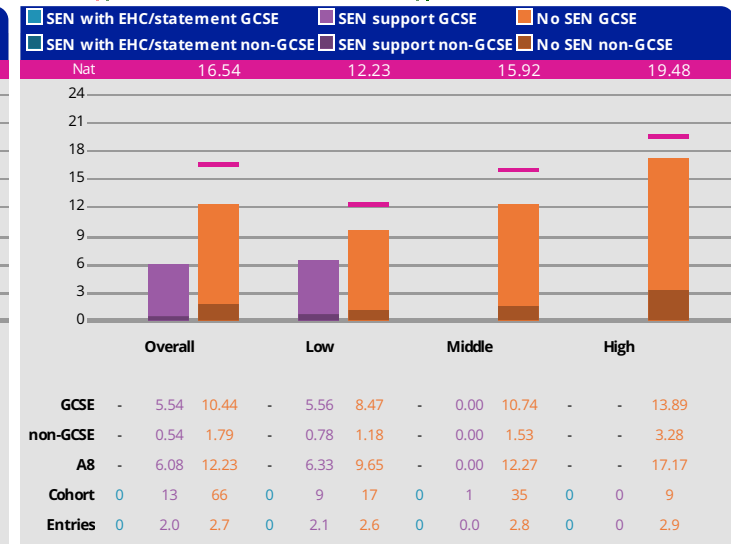
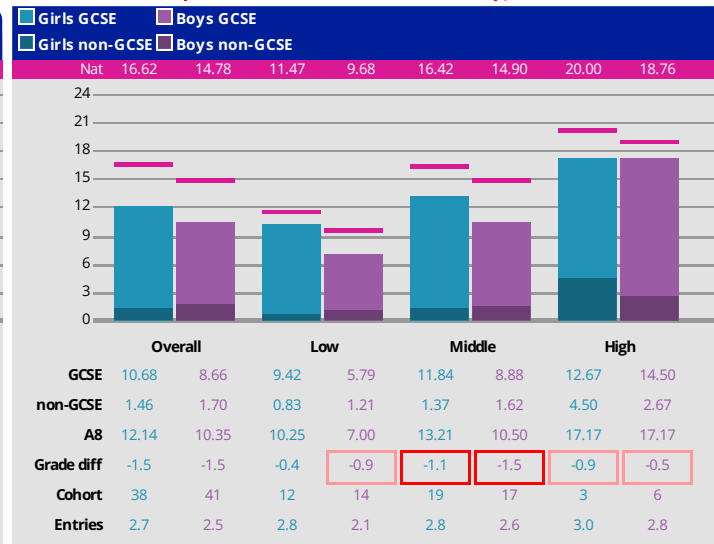
Coverage ● 77% ● 92%



Attainment 8



1 or more grades below national 0.5 to <1 grade below national 0.5 to <1 grade above national 1 or more grades above national



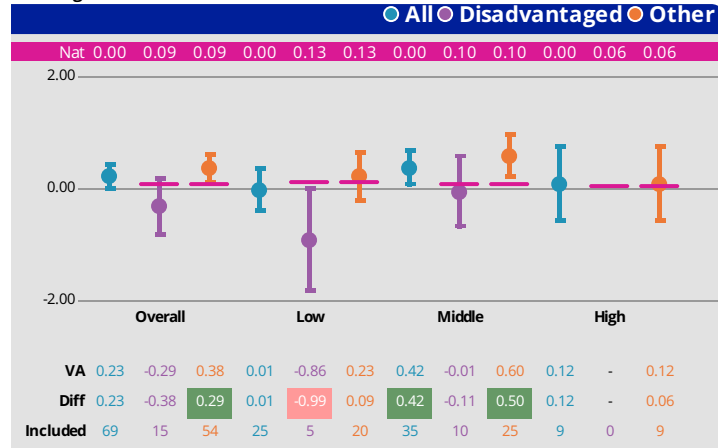
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Science value added and attainment

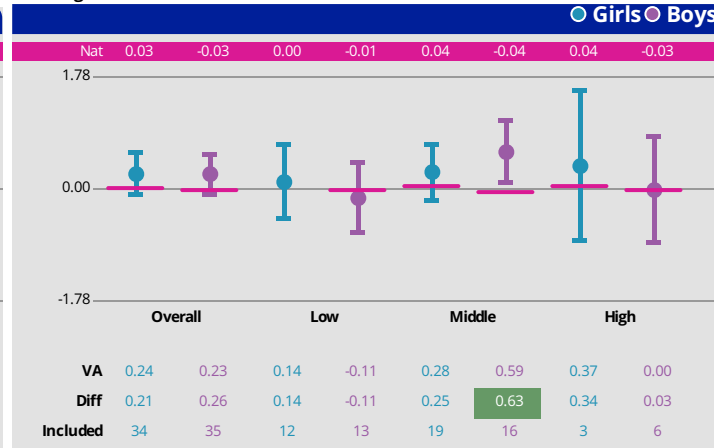
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Value added

Coverage ● 87% ● 75% ● 92%

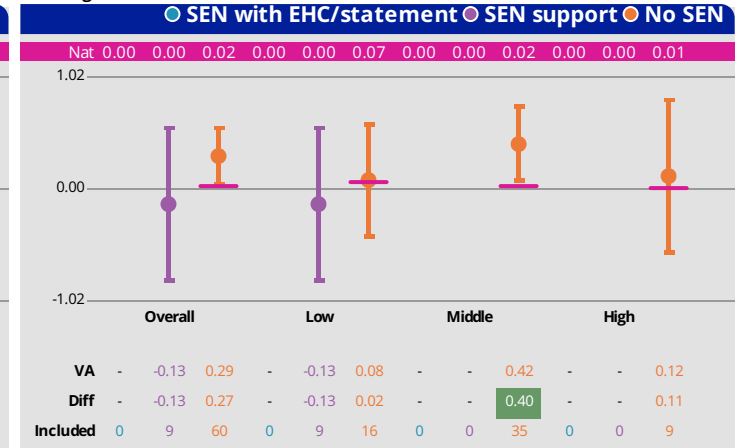


Coverage ● 89% ● 85%

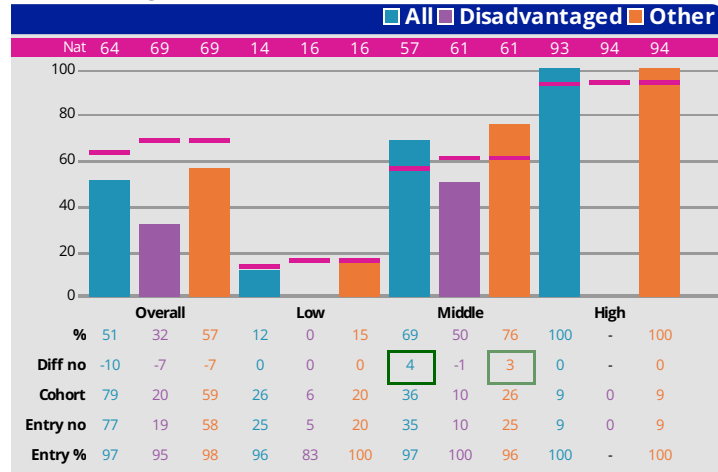


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

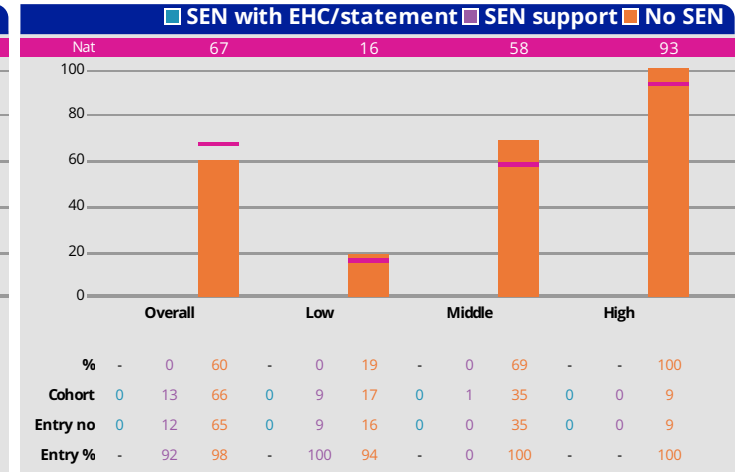
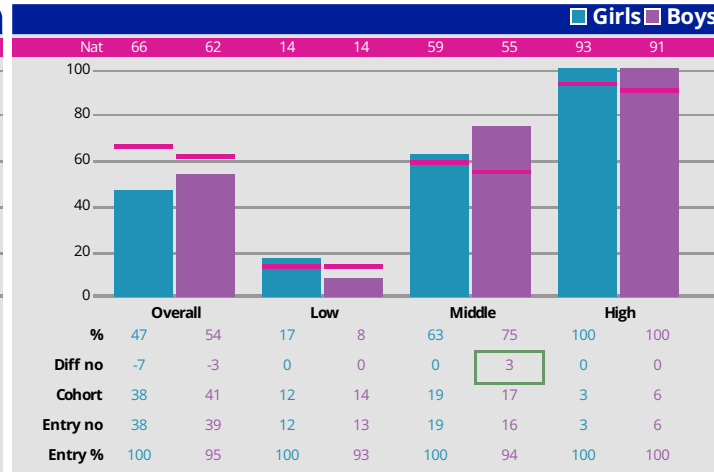
Coverage ● 69% ● 91%



% attained grade C threshold



Four or more pupils below national Three pupils below national Three pupils above national Four or more pupils above national



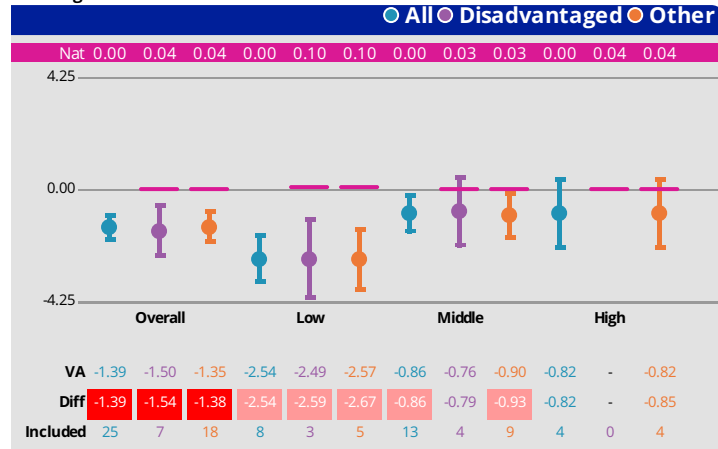
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Languages value added and attainment

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

Value added

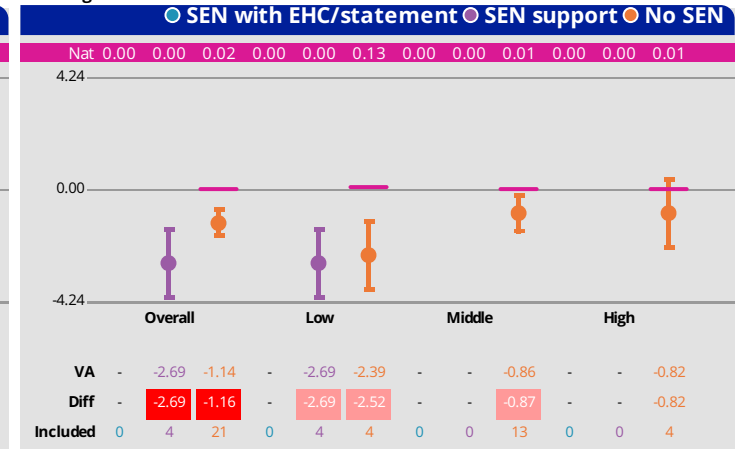
Coverage ● 32% ● 35% ● 31%



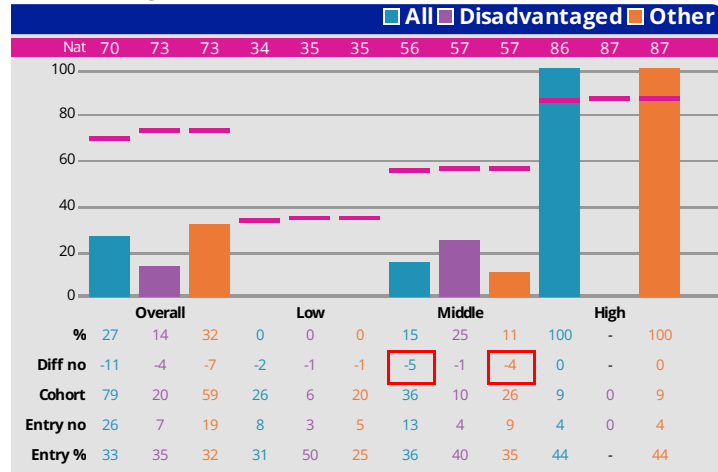
Coverage ● 32% ● 32%



Coverage ● 31% ● 32%



% attained grade C threshold

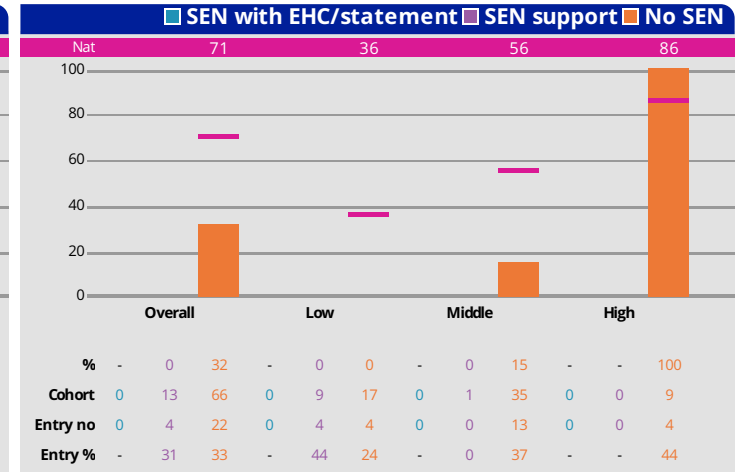
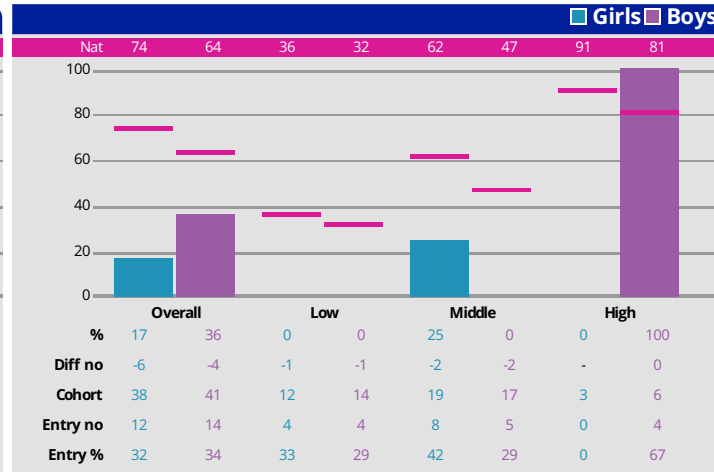


Four or more pupils below national

Three pupils below national

Three pupils above national

Four or more pupils above national



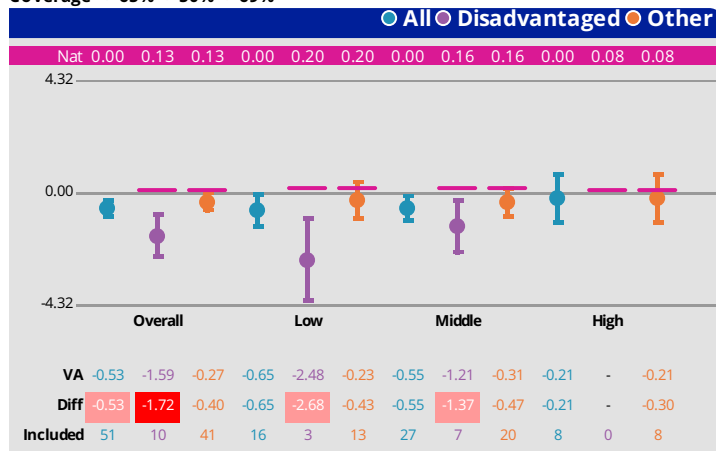
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Humanities value added and attainment

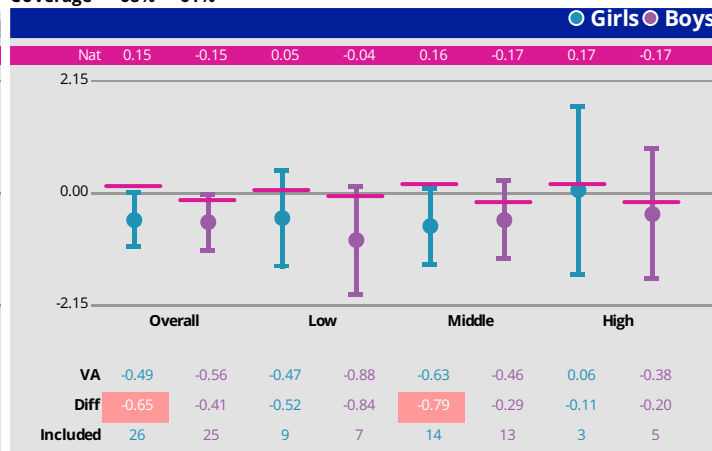
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

Value added

Coverage ● 65% ● 50% ● 69%

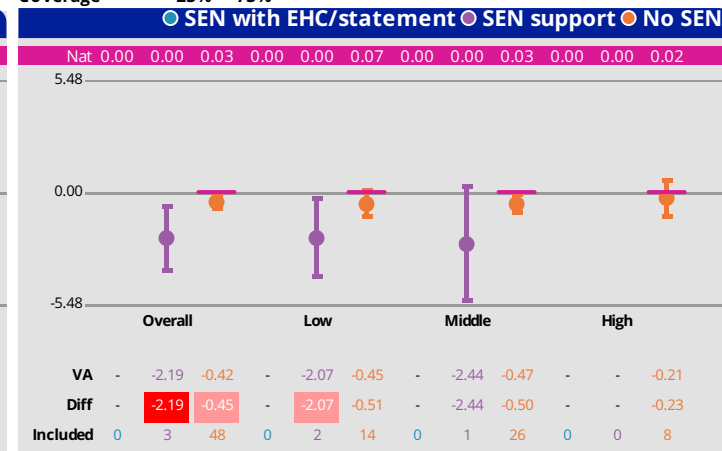


Coverage ● 68% ● 61%

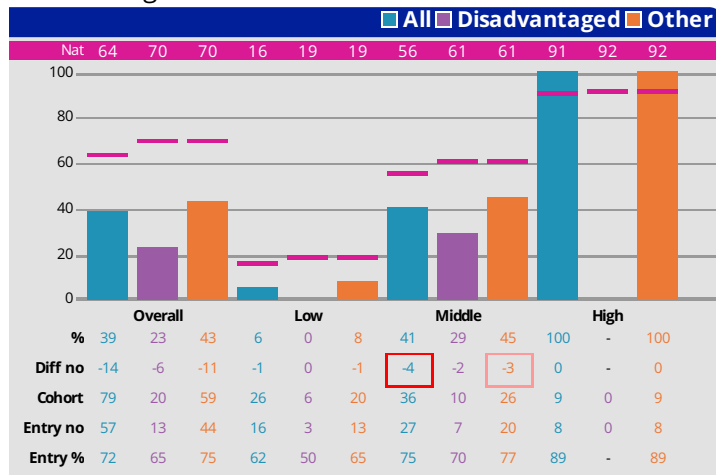


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

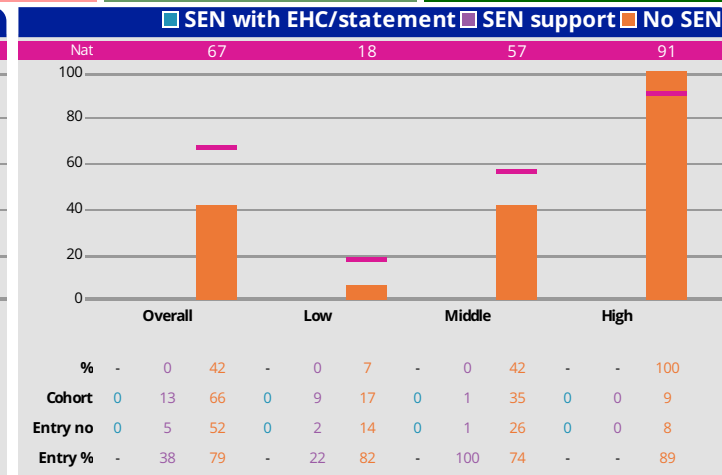
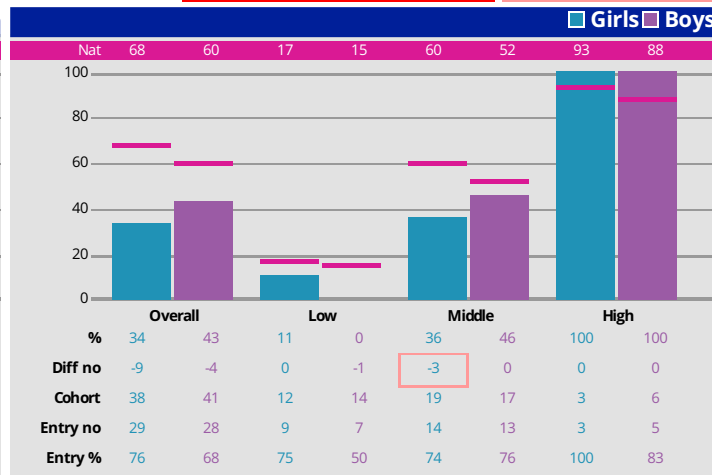
Coverage ● 23% ● 73%



% attained grade C threshold



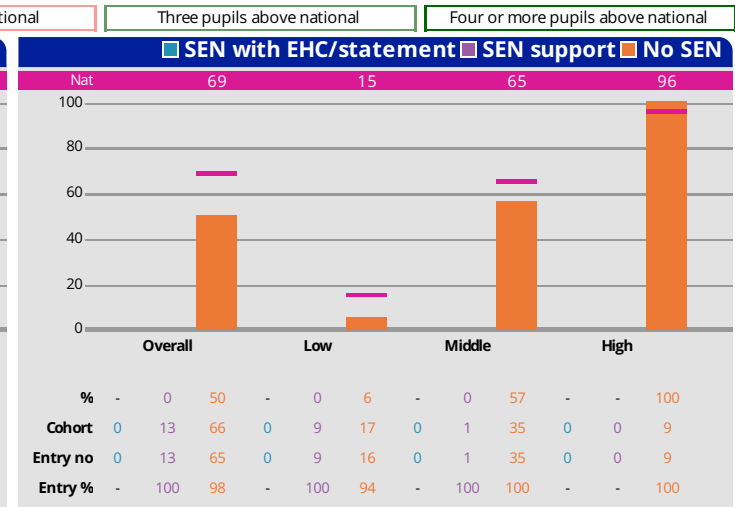
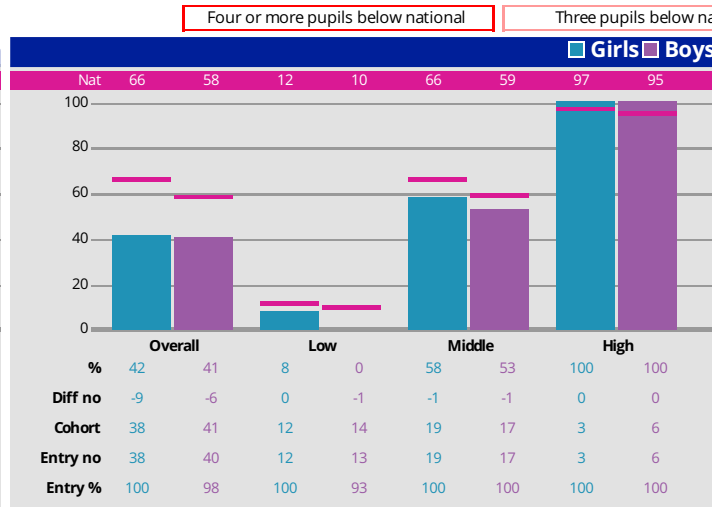
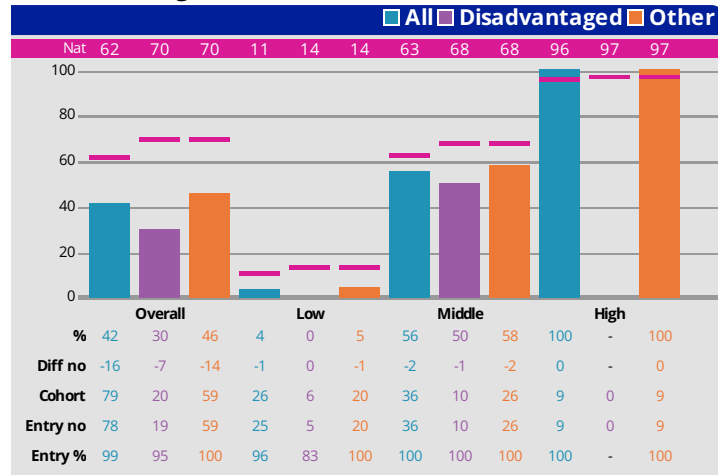
Four or more pupils below national Three pupils below national Three pupils above national Four or more pupils above national



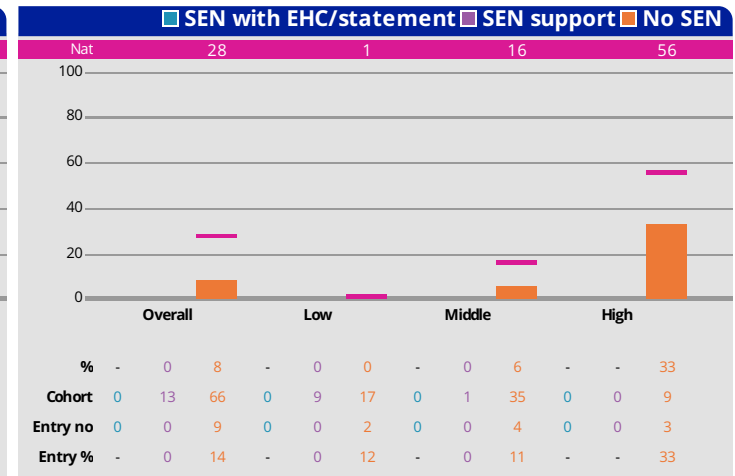
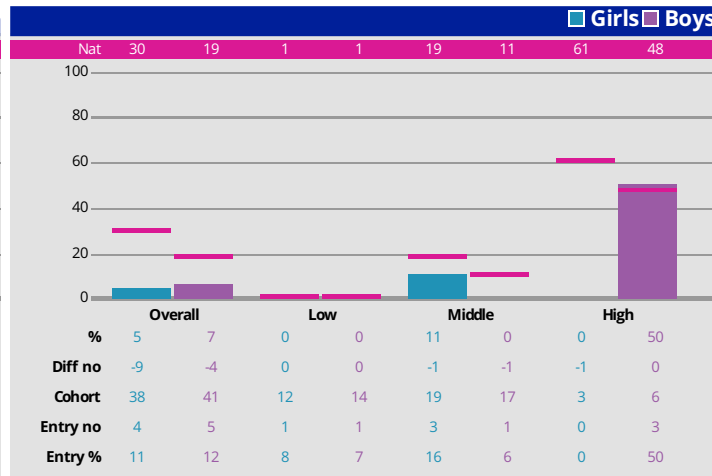
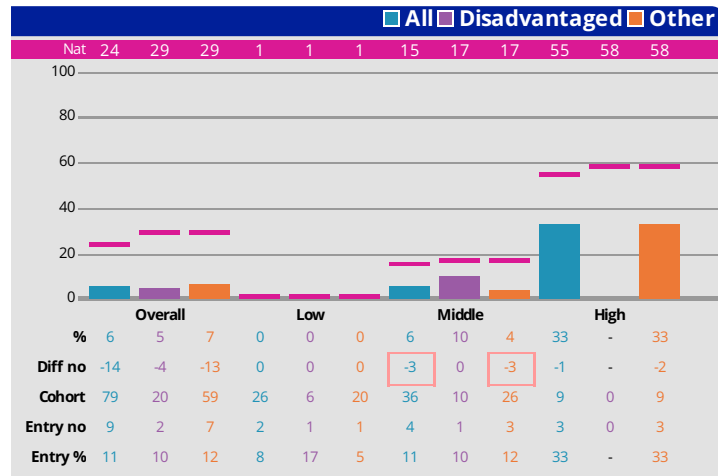
Thresholds

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National figures are shown by horizontal bars. The tables show the percentage of the cohort that attained the grade C threshold. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below.

% attained English & mathematics



% attained EBacc

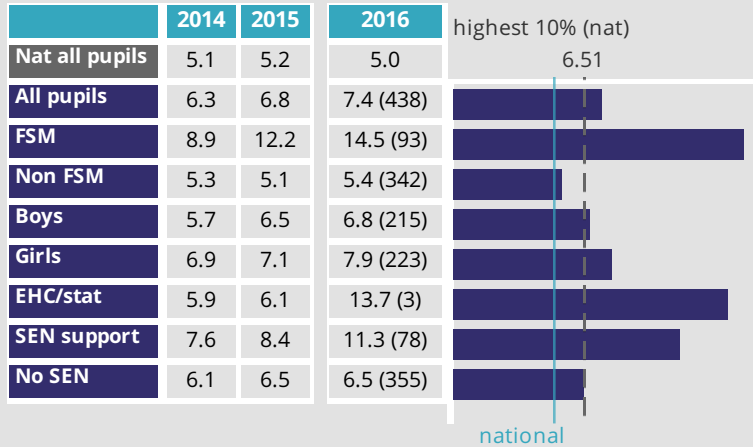


Absence, exclusions

Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.

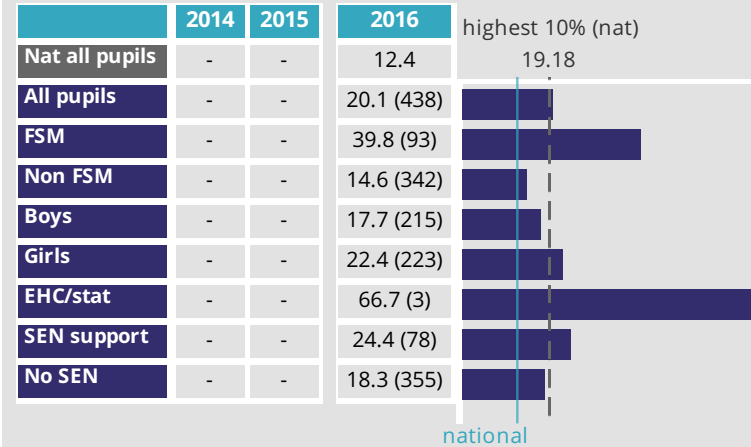
Absence

% of sessions missed (cohort)



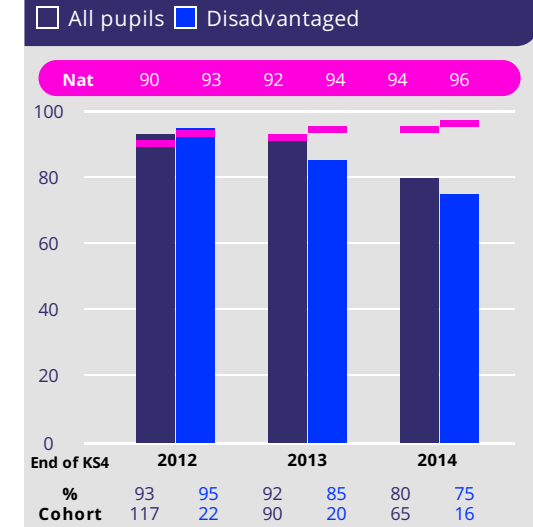
Persistent absence

% of pupils absent for 10% or more sessions (cohort)

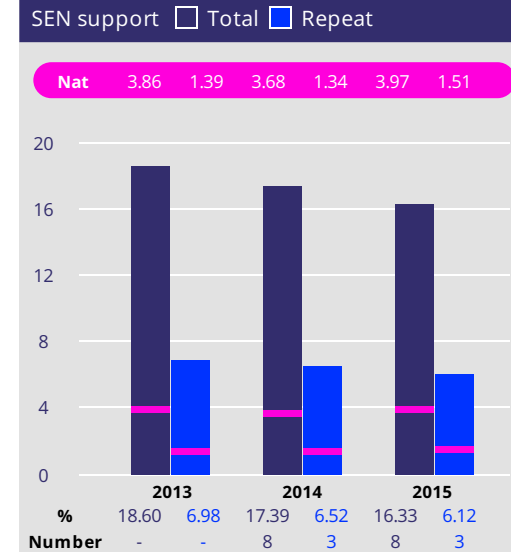
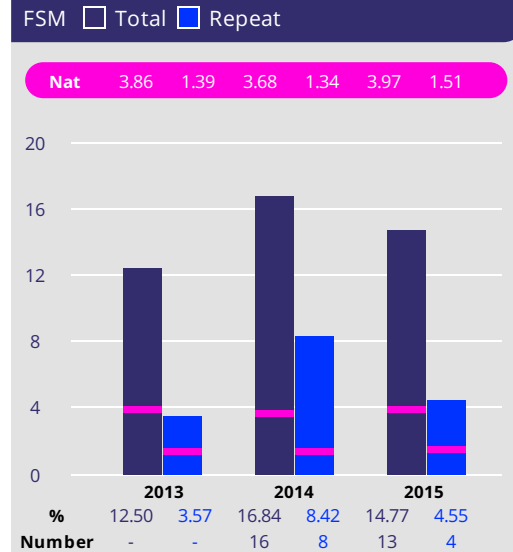
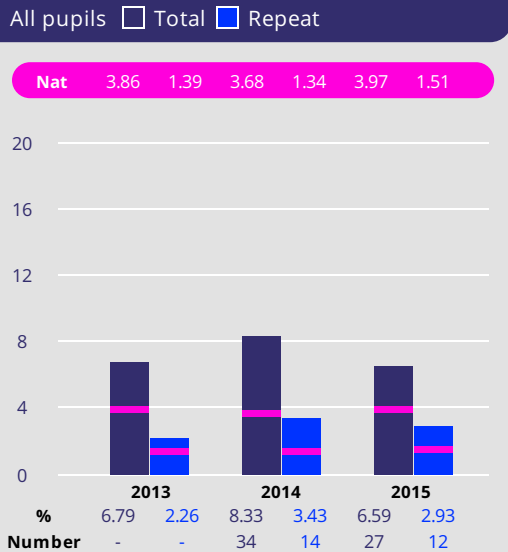


Destinations

% in sustained education, employment or training



Fixed term exclusions % and number of pupils excluded



Permanent exclusions

All pupils

In 2015, 2 pupils were permanently excluded (three times the national %)

In comparison,

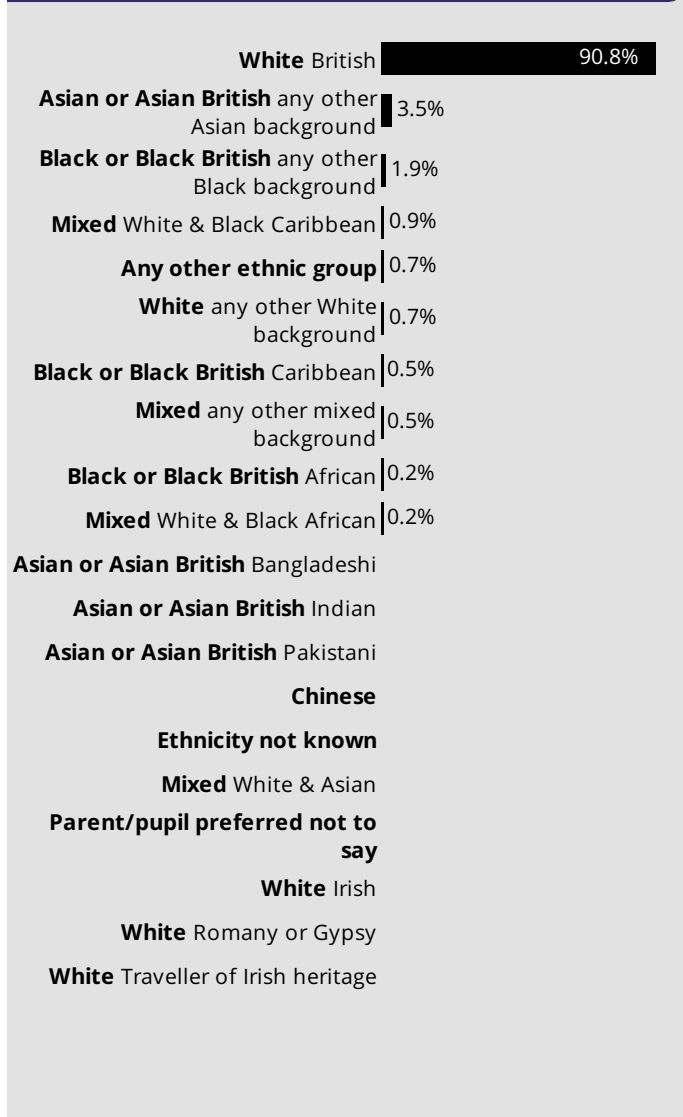
0 pupils were excluded in 2014

0 pupils were excluded in 2013

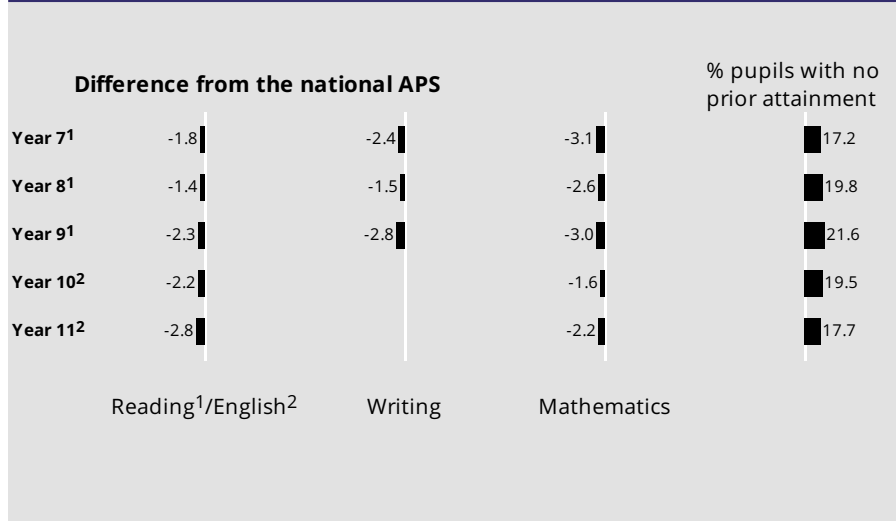
Prior attainment for reading and writing in Years 7, 8 and 9 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national figure for secondary schools overall, not for each year group. The numbers of CLA and pupils who left care through adoption or another formal route are shown.

Number on roll: **424** in Year 7 to 11

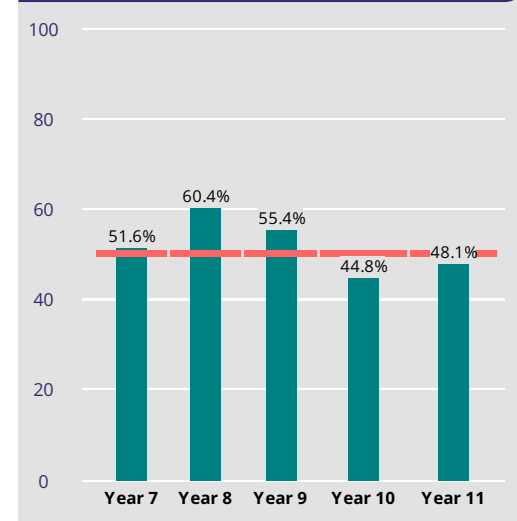
Ethnicity



Prior attainment



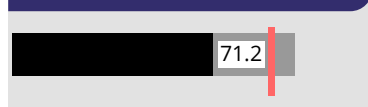
% girls



% first language not English



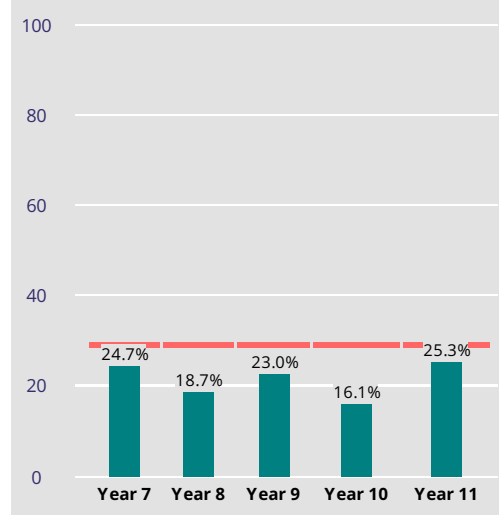
% stability



CLA and left care

Number on roll in Year 7 to 11	
CLA	2
Left care	3

% free school meals



% SEN

