

Areas to investigate

Overall Progress 8

- Progress 8 was in the top quintile (20%) for at least two years for all pupils, low prior attainers, middle prior attainers and disadvantaged pupils.
- In 2017, Progress 8 was significantly* above average and in the highest 10% for the following groups of pupils: all, low prior attainers, middle prior attainers, high prior attainers and disadvantaged.
- Progress 8 for SEN support middle prior attainers was significantly* above the national for all pupils over the last two years.

Progress 8 elements

- Progress 8 open element was in the top quintile (20%) for the last two years.

Context

- Between year 10 in 2016 and year 11 in 2017, 22 pupils left this school.

Absence and exclusions

- The proportion of total fixed term exclusions was at or above national for three years (2013/14 to 2015/16). The proportion of repeat exclusions was at or above national for three years (2013/14 to 2015/16).
- Over 80% of pupils with fixed term exclusions in 2015/16 were boys.

*statistical significance based on a 95% confidence interval

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report. The DfE announced in January, that a methodology change to the way Progress 8 is calculated for 2018 results will be made to better account for extreme scores, or 'outliers', and that this will change the progress scores of approximately 1% of pupils nationally (<https://www.gov.uk/government/publications/progress-8-school-performance-measure>). In the meantime, Ofsted has carried out initial modelling, and indicated where extreme scores occur based on the 2017 data. This has been indicated in the IDSR areas to investigate.

2017

Progress 8

School Floor Coasting
0.7 (-0.5) (-0.25)

Below floor standards in 2017?

No

A school will be below the floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average.

School coasting in 2017?

No

The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths; and
- in 2016/17 the Progress 8 measure falls below -0.25.

Coasting element

2015 2016 2017

For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

Areas to investigate (2017)

- Value added was significantly above average and in the top 10% for Applied general.
- For disadvantaged learners, value added was significantly above average and in the top 10% for Applied general.
- Value added was significantly above average and in the top 10% for Applied general learners with prior attainment grade: C.
- Progress score in English was at least three quarters of a grade above average.

Notes

- The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts or entries of more than 10.
- Performance measures data based on ten or fewer learners/entries will be displayed in grey throughout the report.
- Statistical significance is based on a 95% confidence interval.
- When score is below floor standard, this is highlighted in red.
- Guidance relating to this Inspection Data Summary Report is available here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-16-to-19>.

	2016	2017
Academic value added	0.2	0.1
(Minimum standard value)	(-0.5)	(-0.52)
Applied general value added	1.2	0.8
(Minimum standard value)	(-0.75)	(-0.65)
Tech level completion and attainment	-	-
(Minimum standard value)	(-0.9)	(-)

Key:

Below minimum standard

Phase of education: Secondary
Headteacher: Thomas Quinn
Pupils: 1520
Gender: Mixed
Special needs provision:

Local authority: Wirral
Admissions policy: Comprehensive (secondary)
Ages: 11-18
Denomination: Roman Catholic

School level trends

2017 Quintile
 Lowest 20% Highest 20%
 Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

School	44	45	46	
National	50	50	50	

% eligible for FSM at any time during the past 6 years

School	38	36	36	
National	29	29	28	

% of pupils first language not/believed not to be English

School	4	4	4	
National	15	16	16	

% of pupils with SEN support

School	19.6	19.2	16.6	
National	12.4	11.0	10.7	

% of pupils with a SEN statement or EHC plan

School	2.1	2.0	2.2	
National	1.8	1.7	1.7	

School deprivation indicator

School	0.3	0.3	0.3	
National	0.2	0.2	0.2	

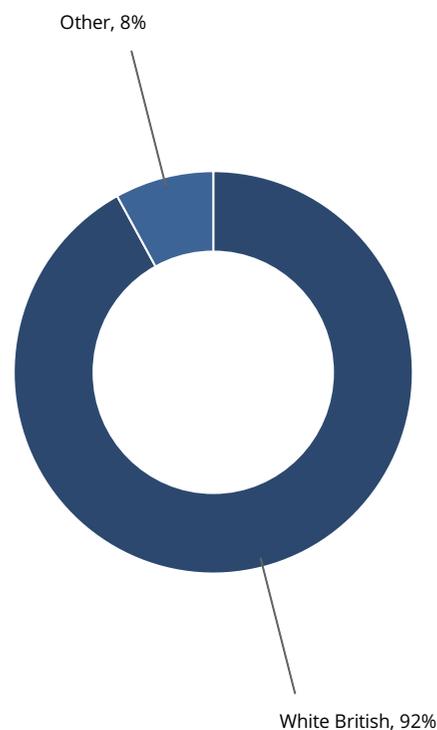
Number on roll

School	1456	1508	1520	
National	945	944	959	

Schools details as of 3 January 2018

Ethnicity

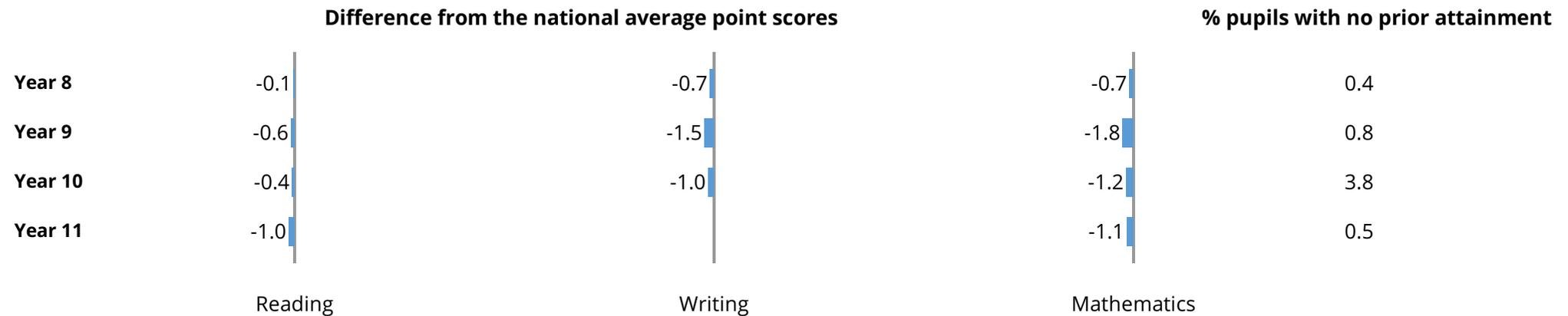
This school has 13 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 7	259	44	49	33	31	4	16	21	15	7
Year 8	254	47	49	36	30	4	16	22	14	4
Year 9	240	45	49	40	28	4	16	18	13	5
Year 10	240	49	49	34	28	3	16	19	13	4
Year 11	216	39	50	36	26	4	16	19	12	4

Prior attainment



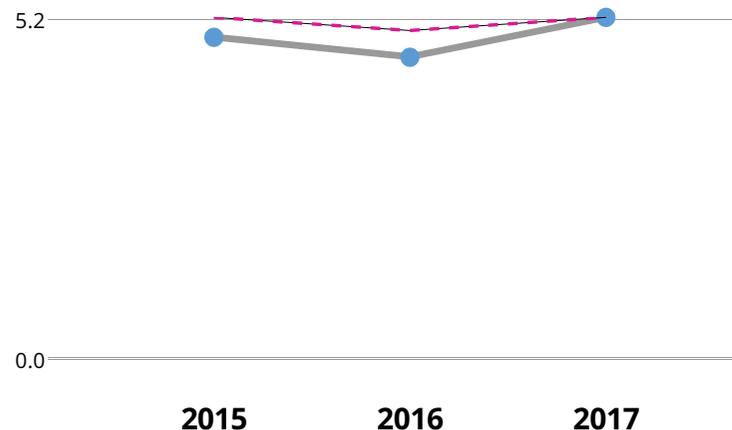
Underlined once: more than one standard deviation from national
 Underlined twice: more than two standard deviations from national

This is historic data for pupils at January 2017, for example current year 11 pupils will have been year 10 in 2017.

For year 11 there is no writing data because there was no separate reading and writing outcomes at key stage 2 in 2012.

Absence

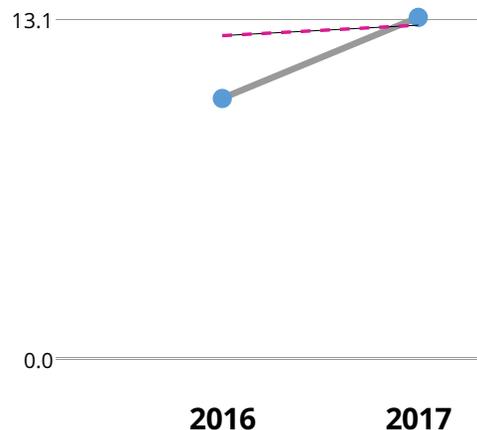
% of sessions missed



	2015	2016	2017
School %	4.9	4.6	5.2
Nat %	5.2	5.0	5.2
Cohort	1195	1215	1232

Persistent Absence

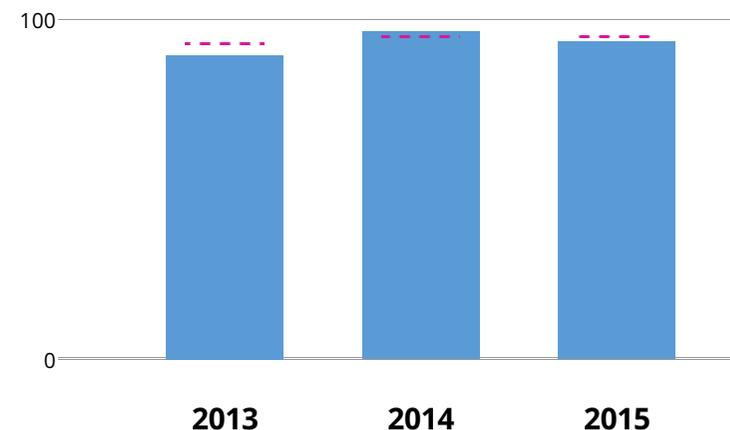
% of pupils who missed 10% or more sessions



	2016	2017
School %	10.0	13.1
Nat %	12.4	12.8
Cohort	1215	1232

Destinations

% in sustained education, employment or training



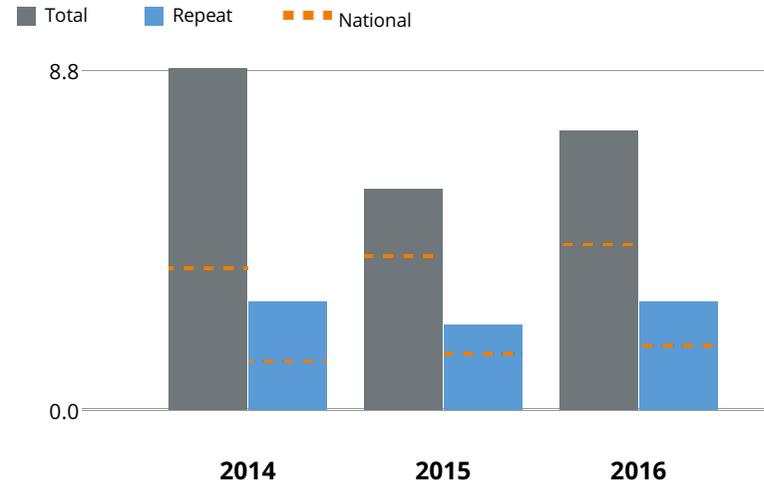
	2013	2014	2015
School %	89	96	93
Nat %	92	94	94
Cohort	212	231	222

■ School ■ National

Absence indicators for 2015 and 2016 are based on two terms of data (autumn and spring) for mainstream schools and three terms of data for special schools. For 2017 absence indicators are based on two terms of data (autumn and spring) for both maintained and special schools.

Fixed term exclusions

% of pupils excluded

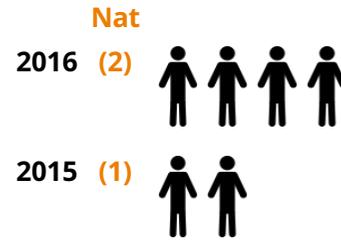


	2014		2015		2016	
School %	8.8	2.8	5.7	2.2	7.2	2.8
National %	3.7	1.3	4.0	1.5	4.3	1.7
Number	128	41	83	32	109	42

The national for fixed term exclusions is based on phase of education, such as primary or secondary.

Permanent exclusions

= 1 pupil



The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

		Overall					English P8 element					Mathematics P8 element					Open P8 element							
		Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%					
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1			
All	2016 (216)					9	2016 (216)				31		2016 (216)				38		2016 (216)					4
	2017 (213)					6	2017 (213)				25		2017 (213)				38		2017 (213)					1
Low at KS2	2016 (29)					8	2016 (29)				22		2016 (29)		62				2016 (29)					5
	2017 (26)					6	2017 (26)				27		2017 (26)			48			2017 (26)					2
Middle at KS2	2016 (141)					10	2016 (141)				27		2016 (141)				35		2016 (141)					5
	2017 (122)					8	2017 (122)				29		2017 (122)			41			2017 (122)					1
High at KS2	2016 (46)				37		2016 (46)		68				2016 (46)				35		2016 (46)					18
	2017 (65)					9	2017 (65)				26		2017 (65)				34		2017 (65)					2
Disadvantaged	2016 (69)					11	2016 (69)				32		2016 (69)				32		2016 (69)					6
	2017 (77)					9	2017 (77)				31		2017 (77)			41			2017 (77)					1

Note: 2016 and 2017 quintiles are based on Progress 8 measures.

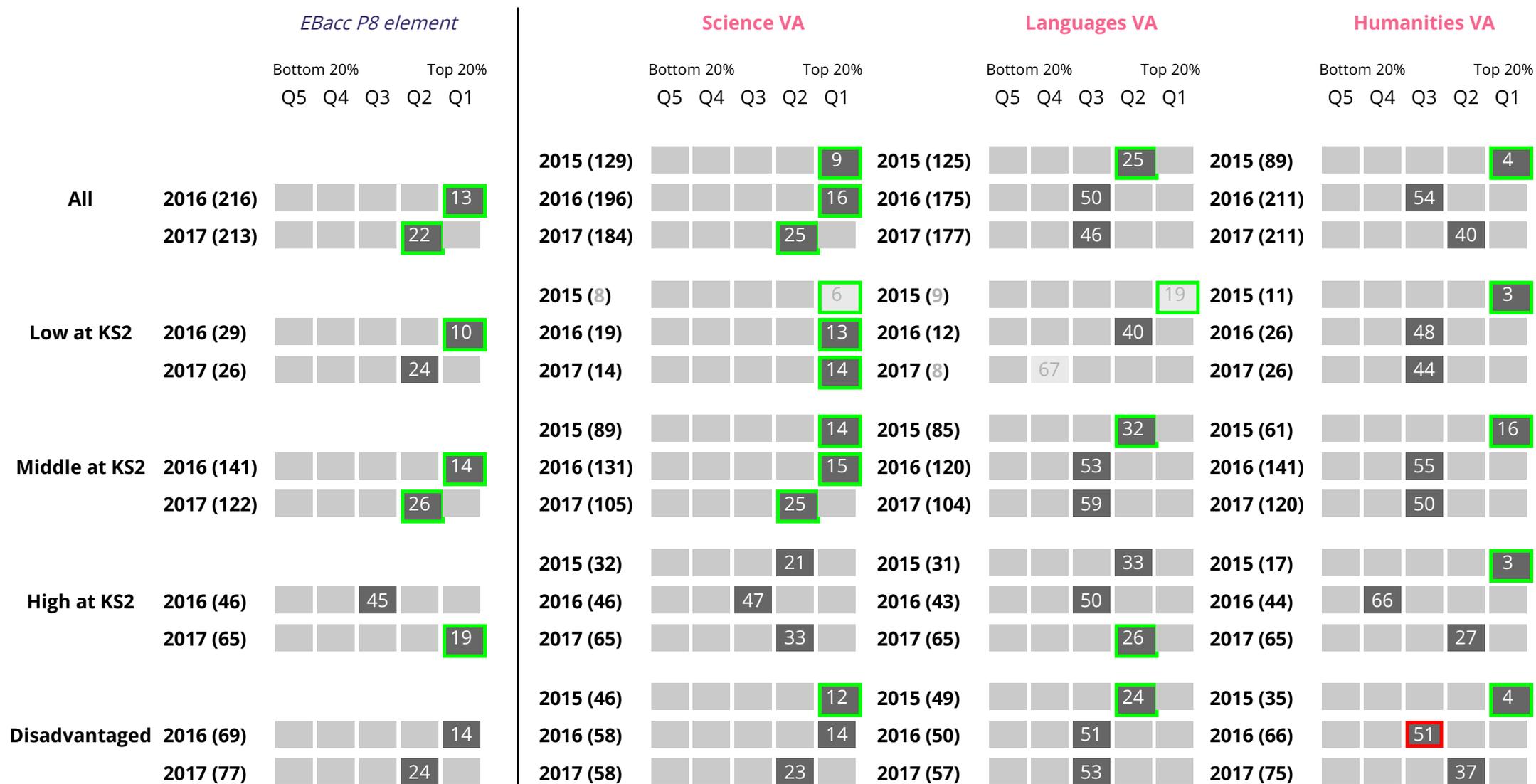
For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>.

Statistical significance for disadvantaged pupils is against the national for other pupils.

() Cohort Significantly below national Significantly above national Change in methodology or calculations -----

Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Note: For EBacc P8 element, 2016 and 2017 quintiles are based on Progress 8 measures. (.) represents eligible cohorts for P8 and entries for VA.

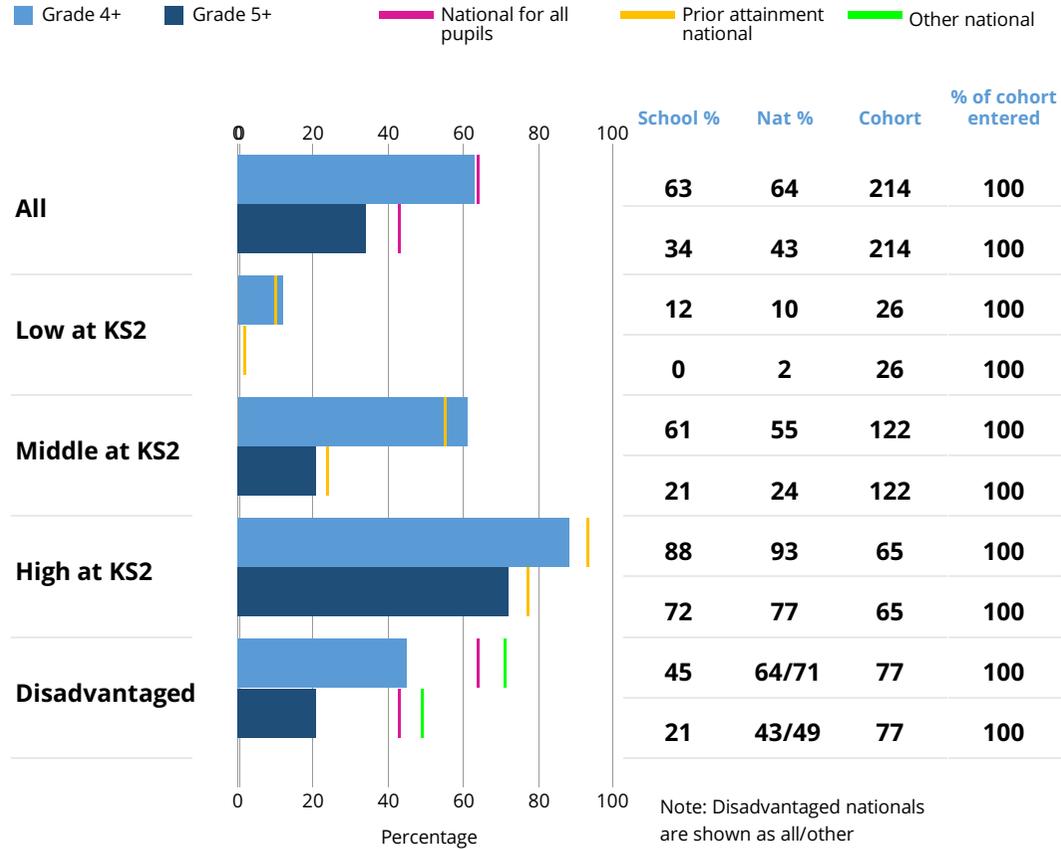
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Statistical significance for disadvantaged pupils is against the national for other pupils.

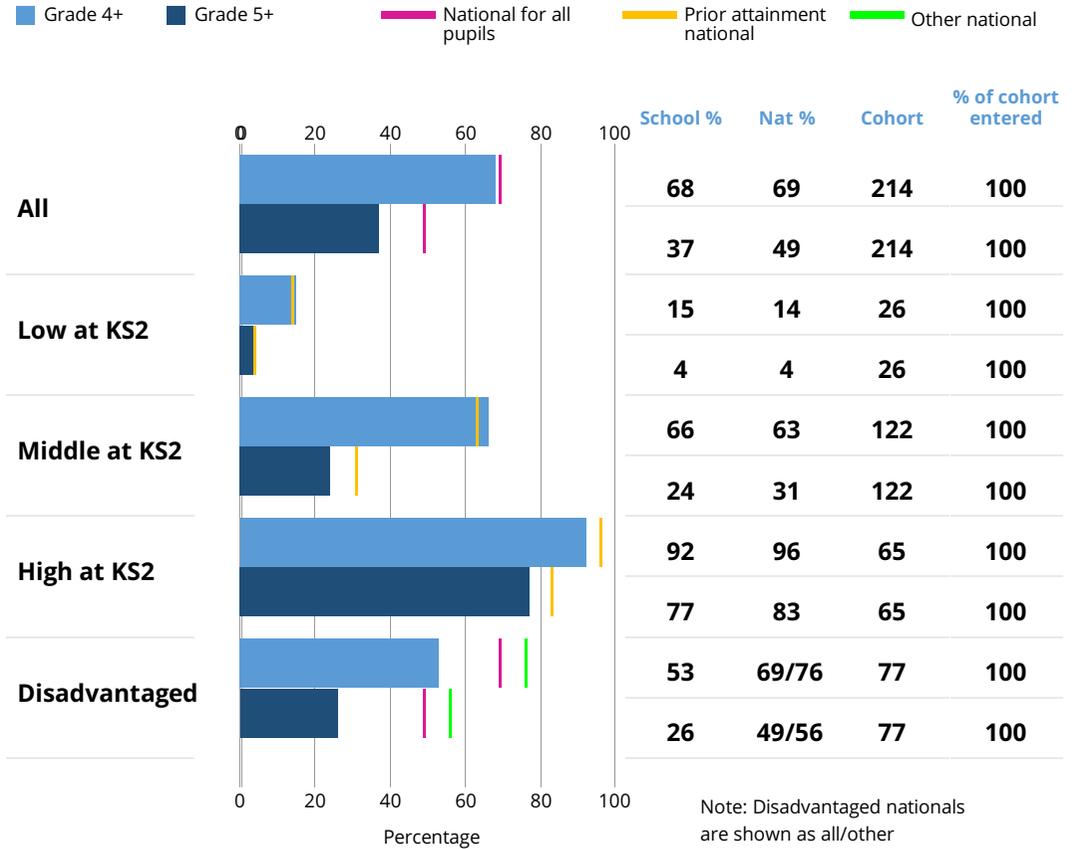
Significantly below national | Significantly above national | Change in methodology or calculations -----

GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English and mathematics

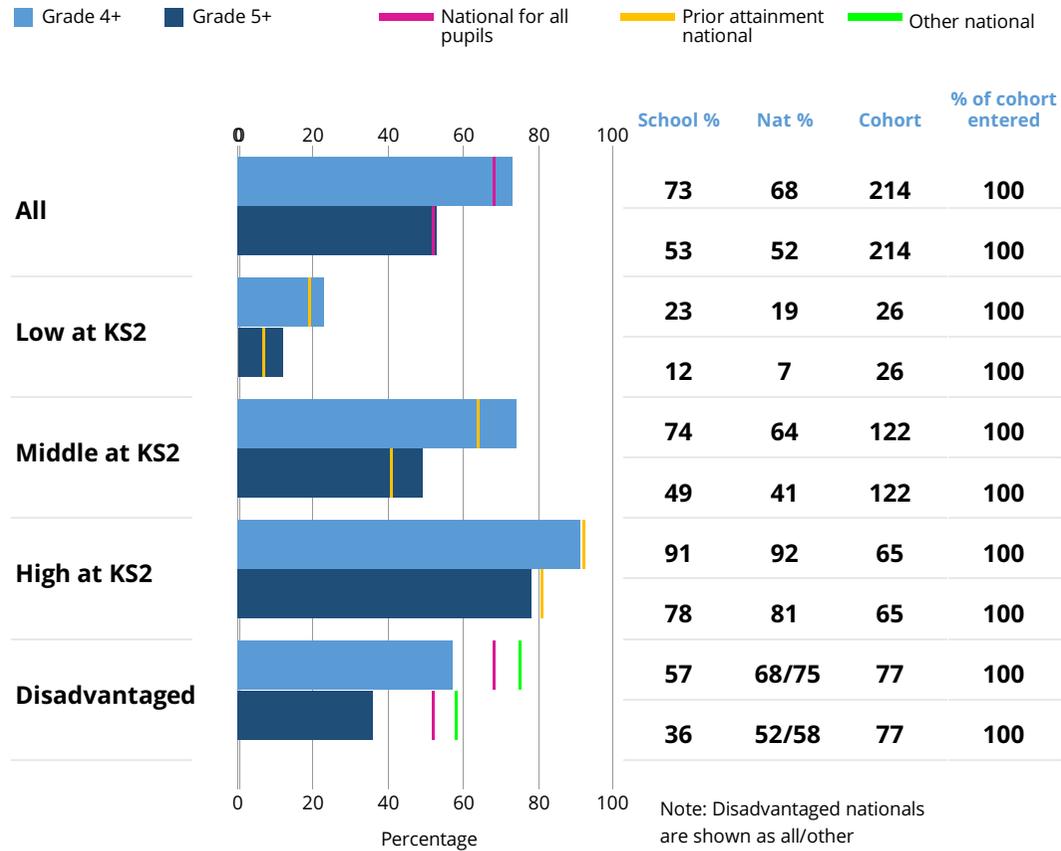


Pupils achieving grade 4+ and 5+ in mathematics

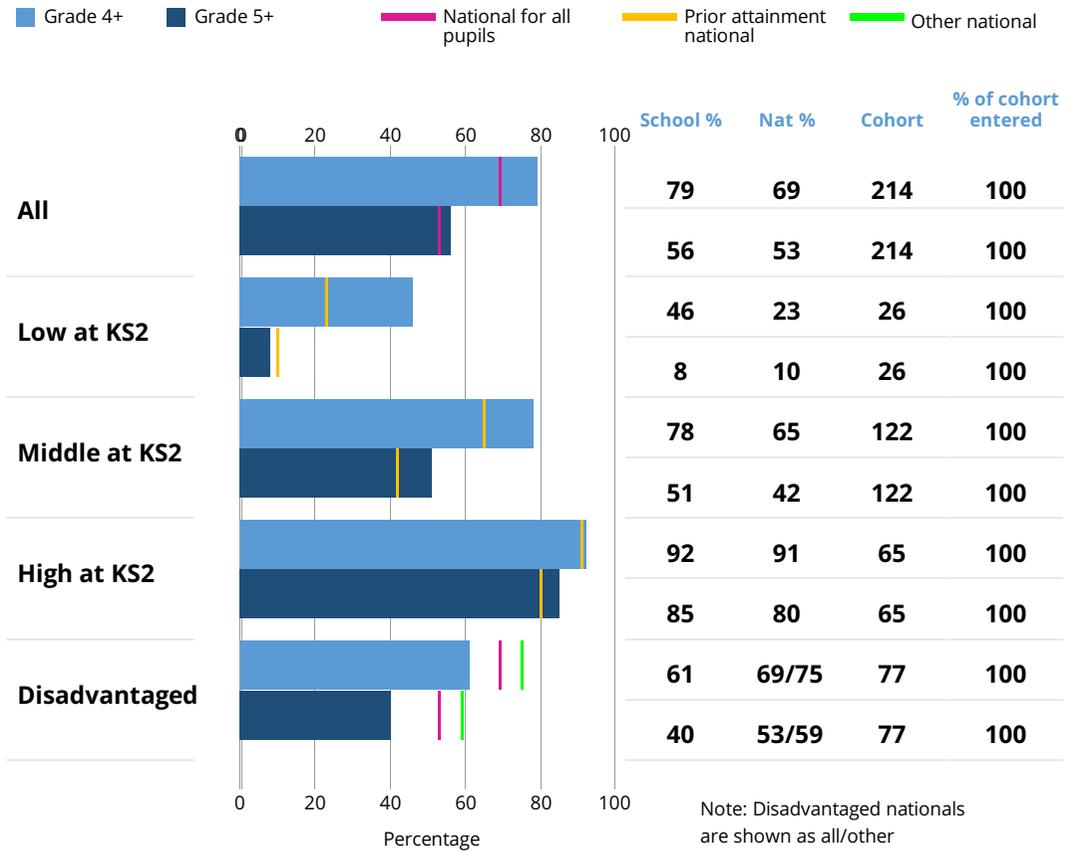


GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English language

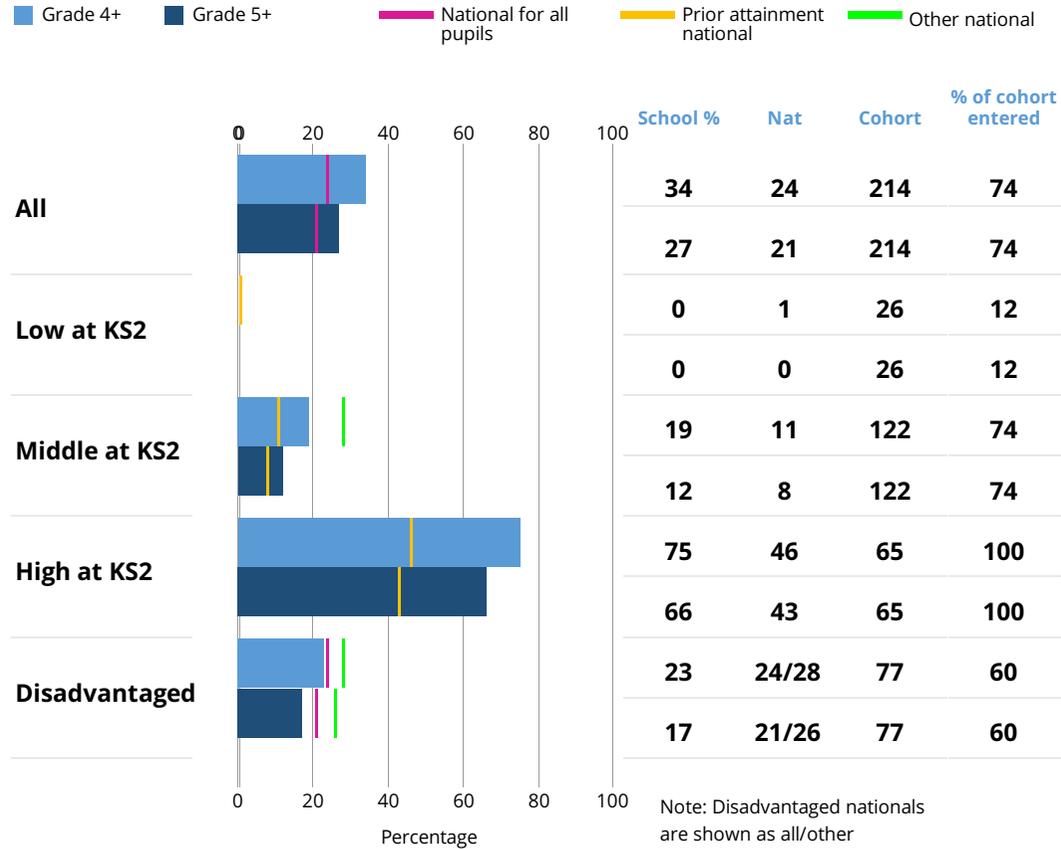


Pupils achieving grade 4+ and 5+ in English literature



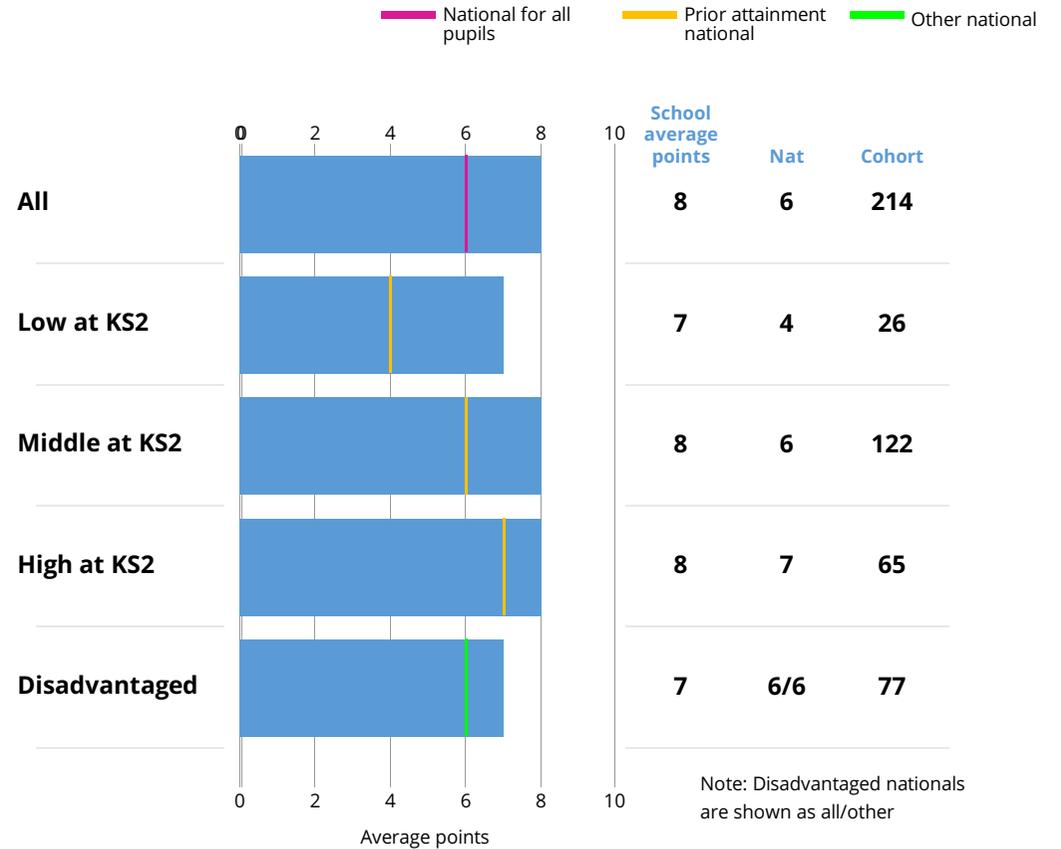
GCSE and equivalent results

Pupils achieving the English Baccalaureate*



*The English Baccalaureate is based on the following subjects: English, maths, sciences, a language and either history or geography. Grade 5/C in the new grading is a similar level of achievement to a high grade C or low grade B in the old grading.

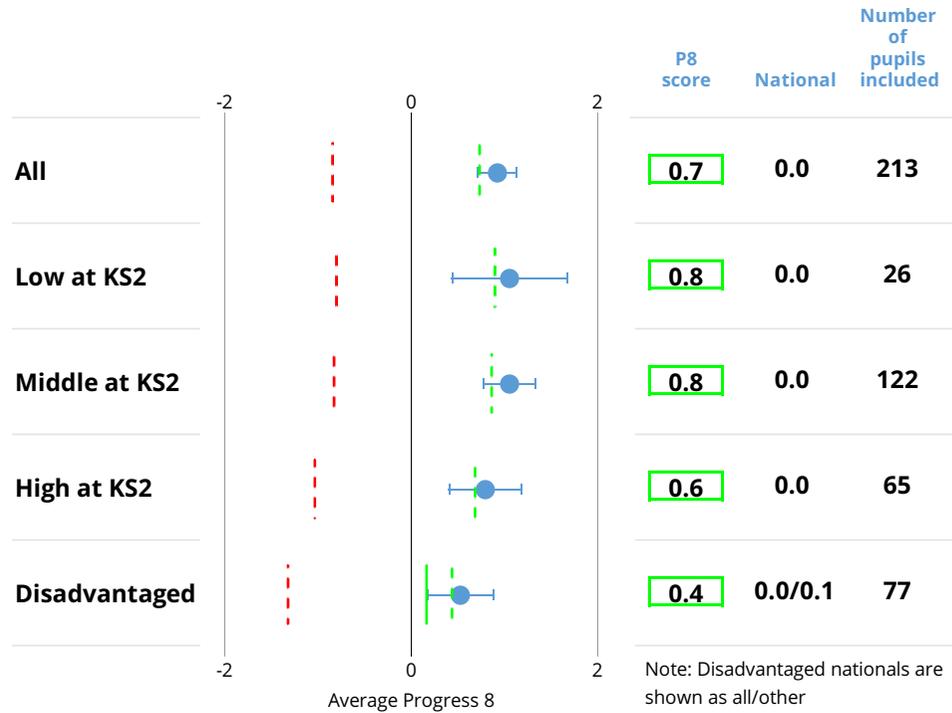
Non GCSE average attainment*



*this excludes GCSEs, AS levels, free standing mathematics and asset languages

Overall Progress 8

--- Bottom 10% - - - Top 10% — Other national

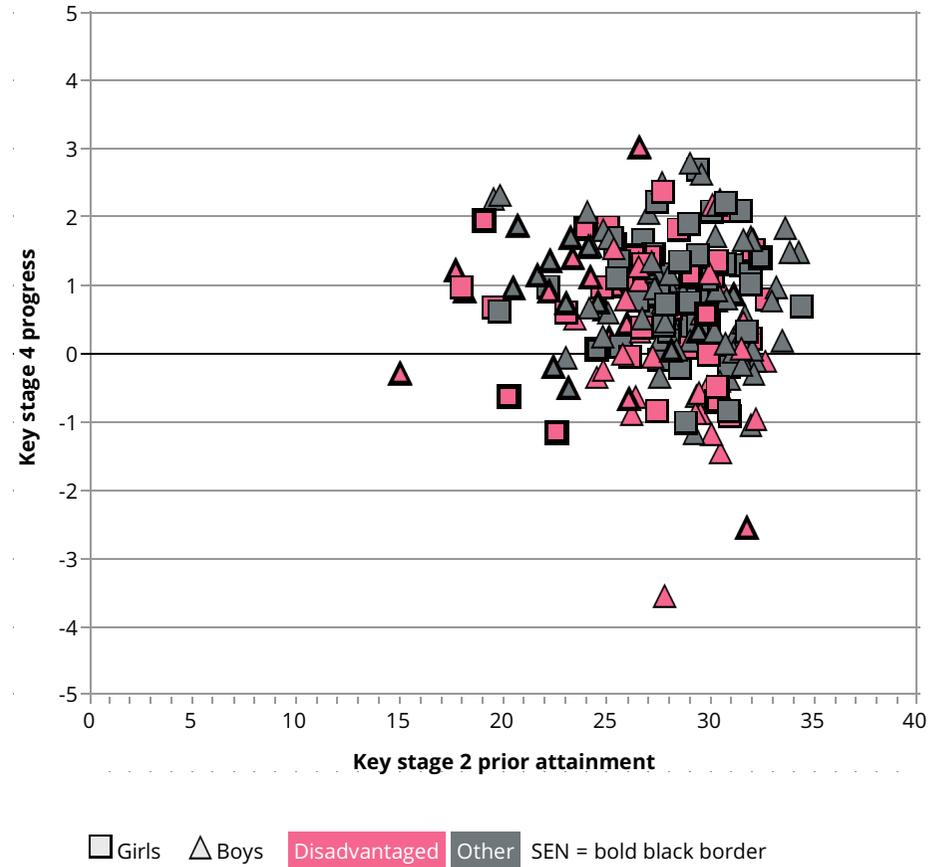


Significantly below national and in bottom 10%

Significantly above national and in top 10%

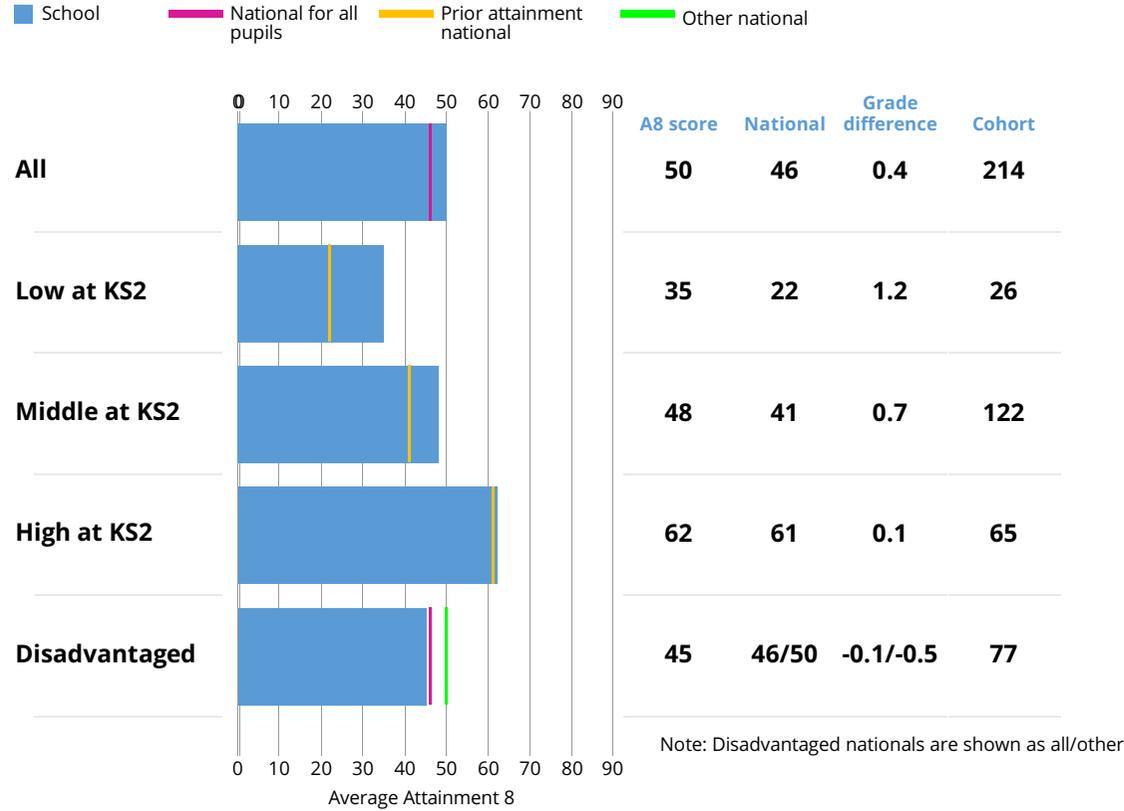
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Overall Progress 8 scatterplot

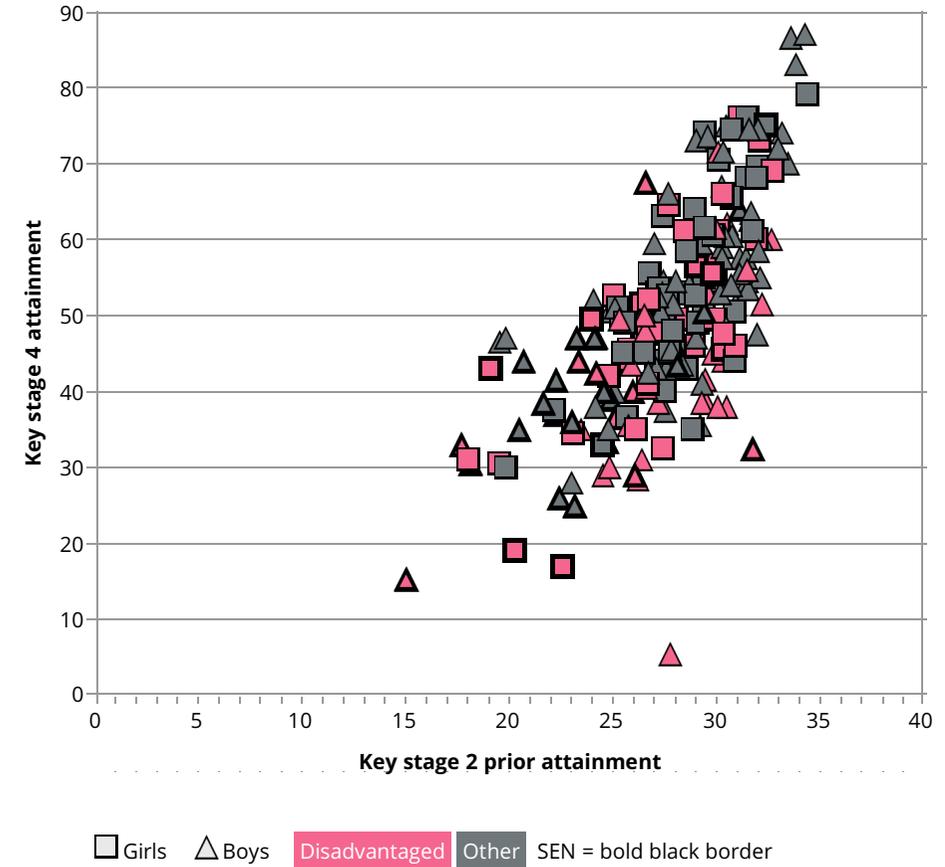


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Overall Attainment 8



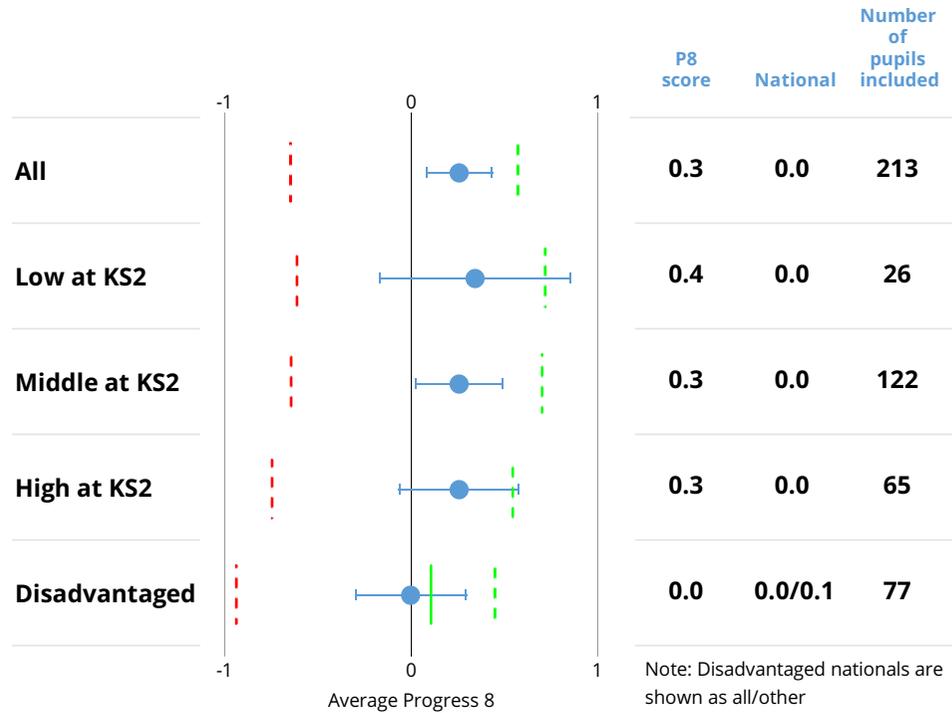
Overall Attainment 8 scatterplot



Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment. Grade difference is the difference between the school's or group's attainment and national average attainment. This is shown as the average difference in grade for all pupils (across all eight subjects for Attainment 8).

English element of Progress 8

--- Bottom 10% --- Top 10% — Other national

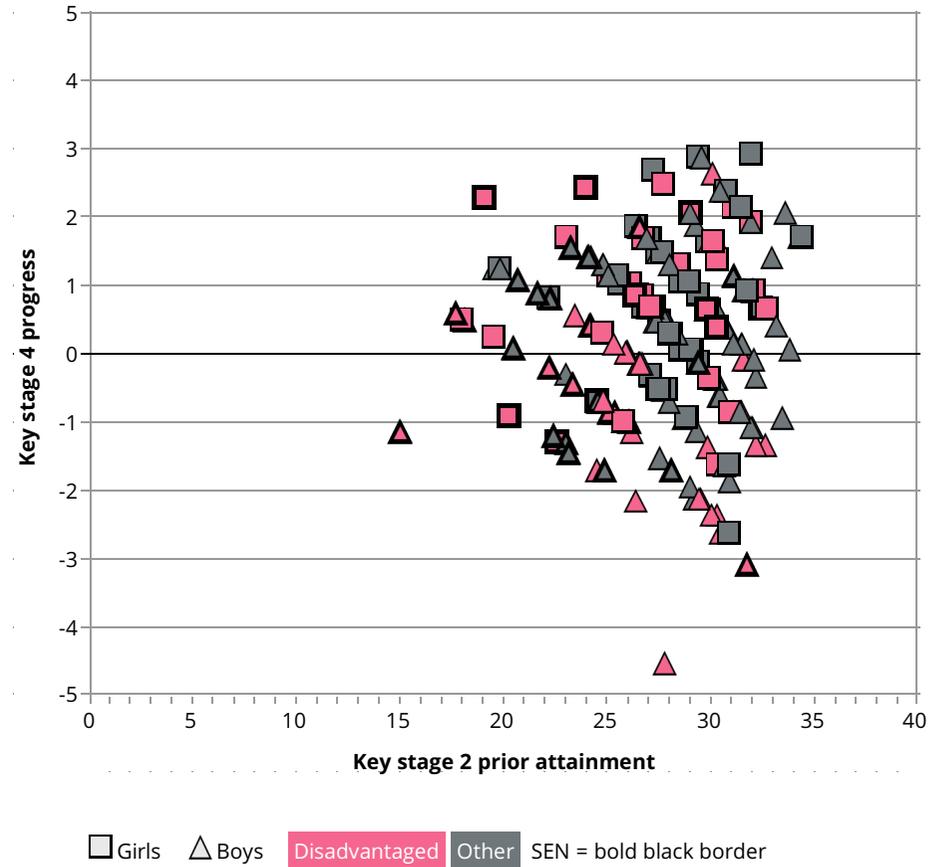


Significantly below national and in bottom 10%

Significantly above national and in top 10%

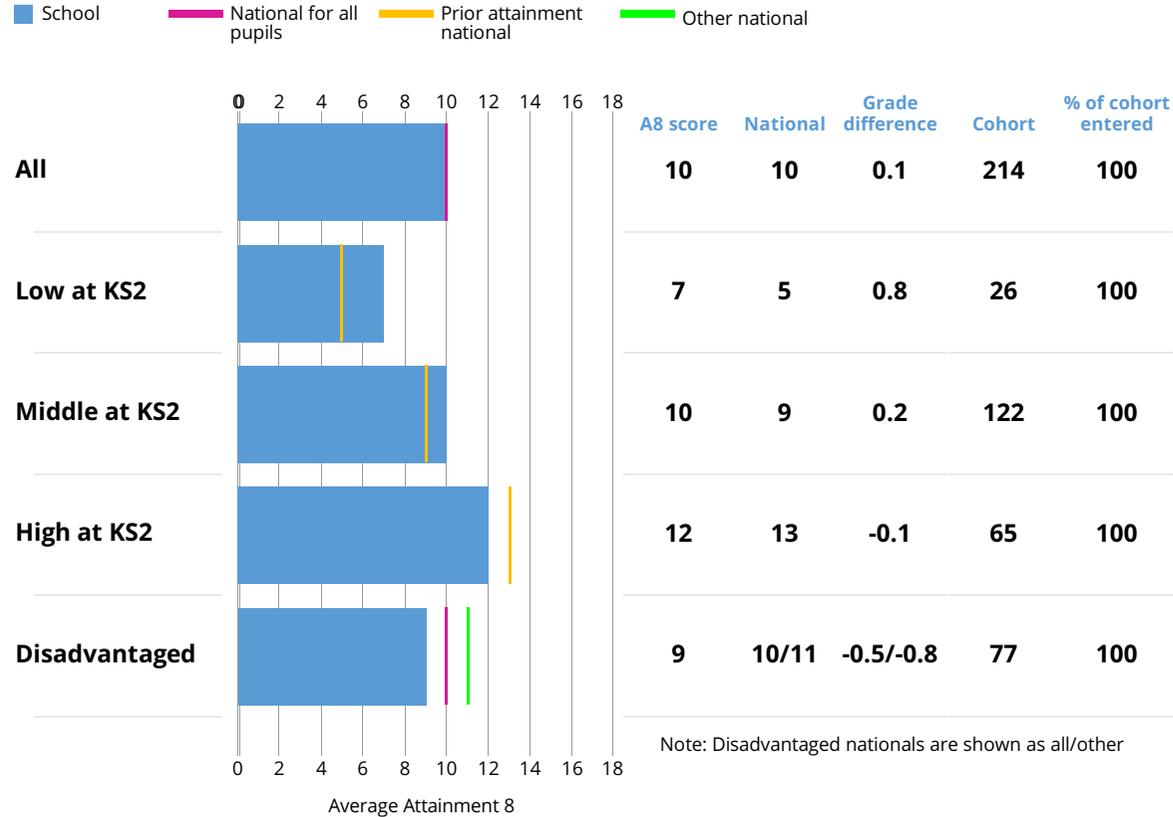
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

English Progress 8 scatterplot

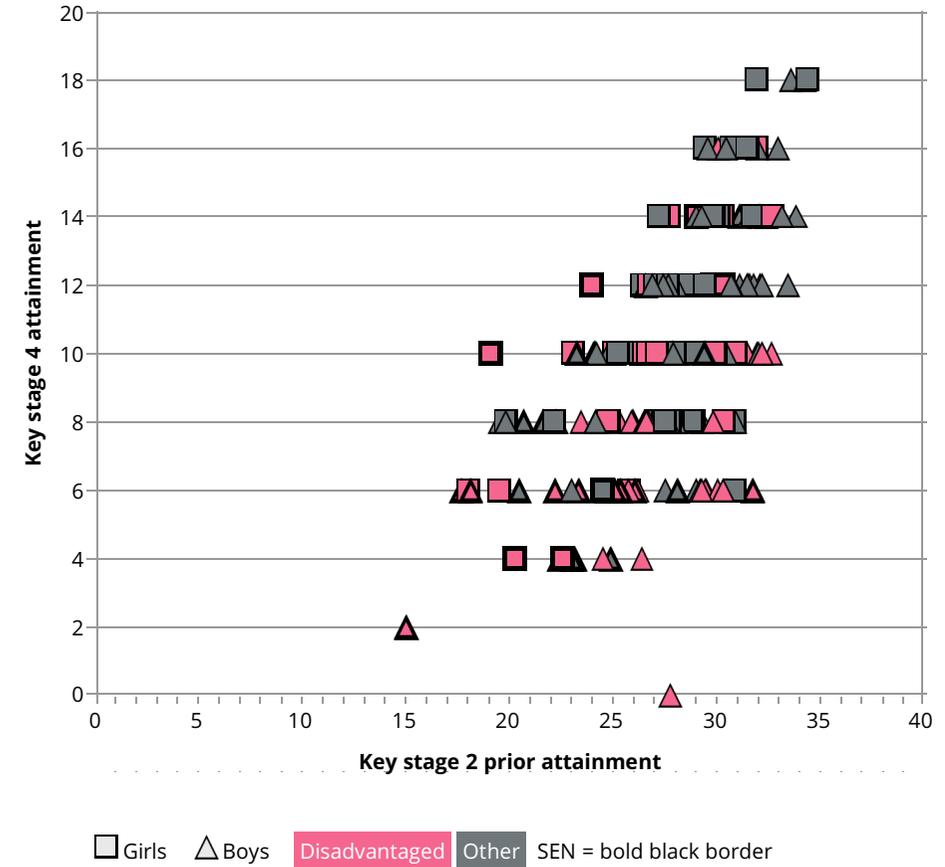


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English element of Attainment 8



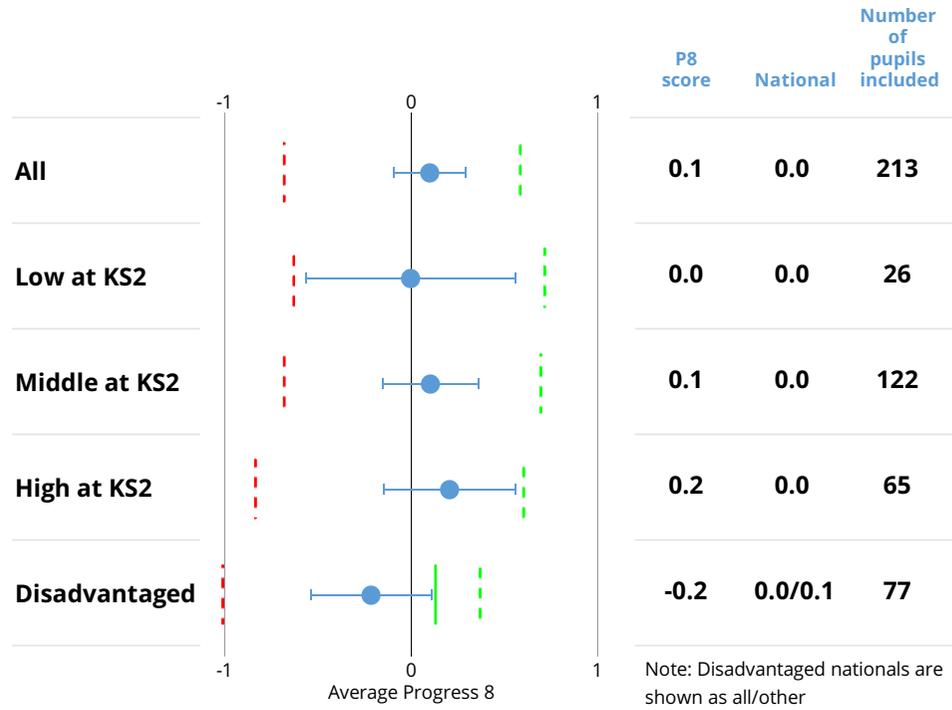
English Attainment 8 scatterplot



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Mathematics element of Progress 8

--- Bottom 10% --- Top 10% — Other national

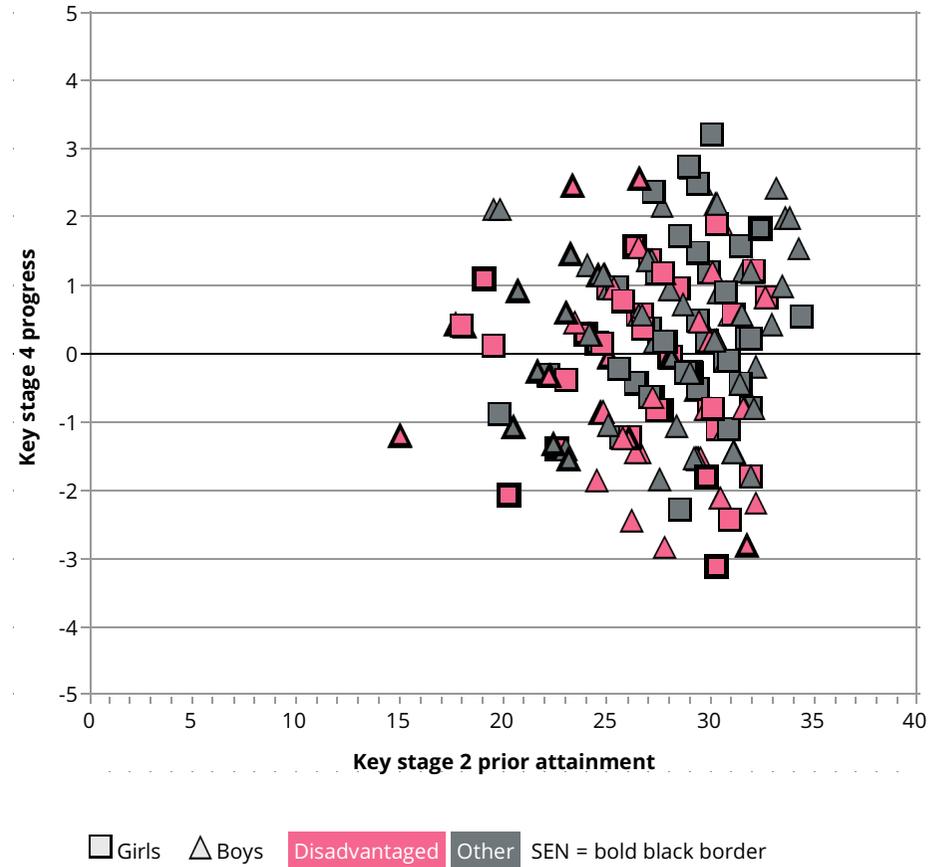


Significantly below national and in bottom 10%

Significantly above national and in top 10%

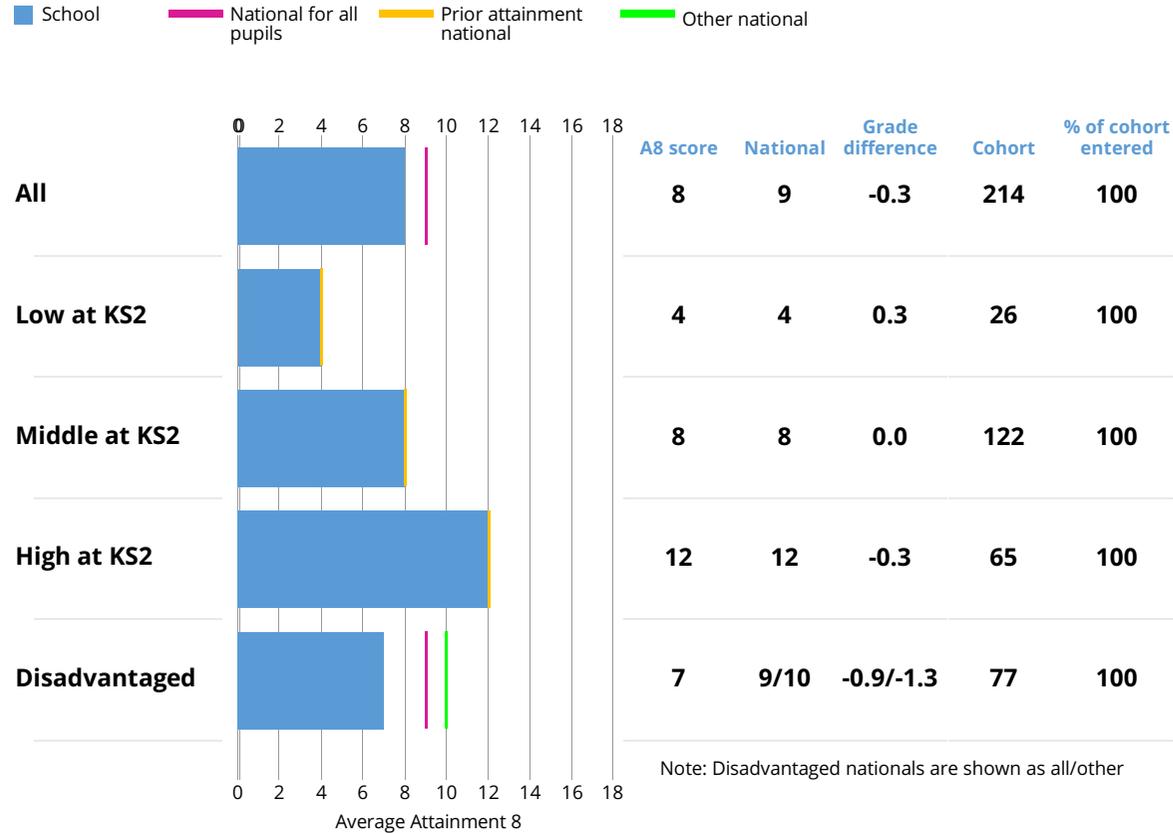
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics Progress 8 scatterplot

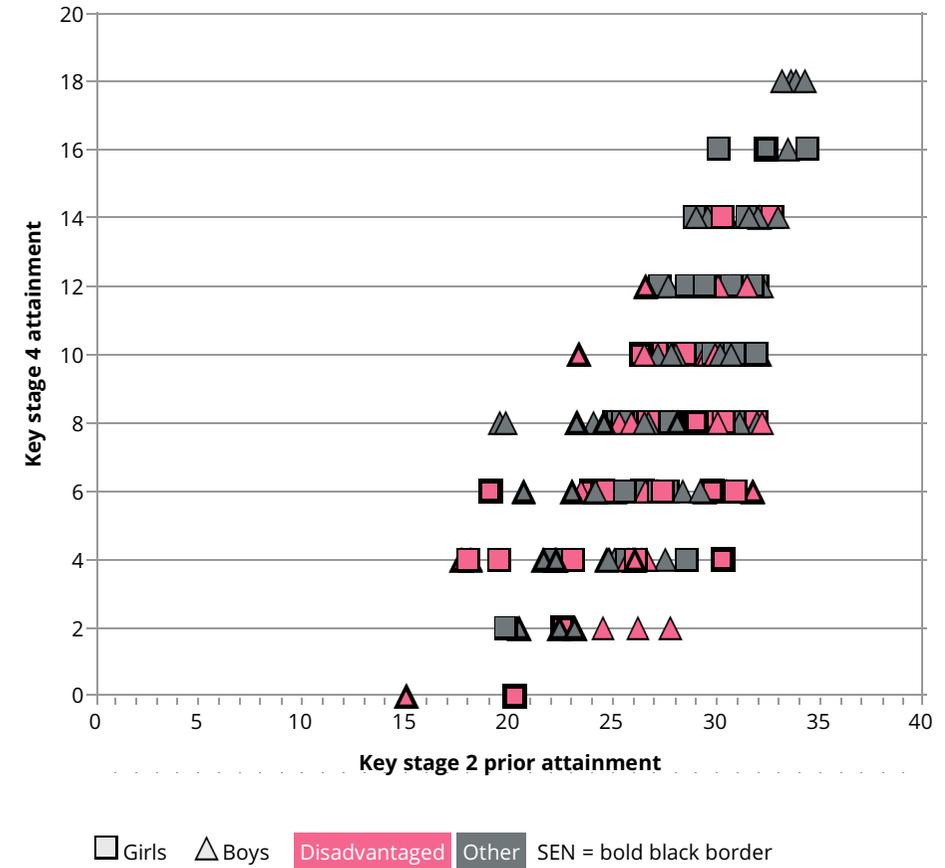


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Mathematics element of Attainment 8



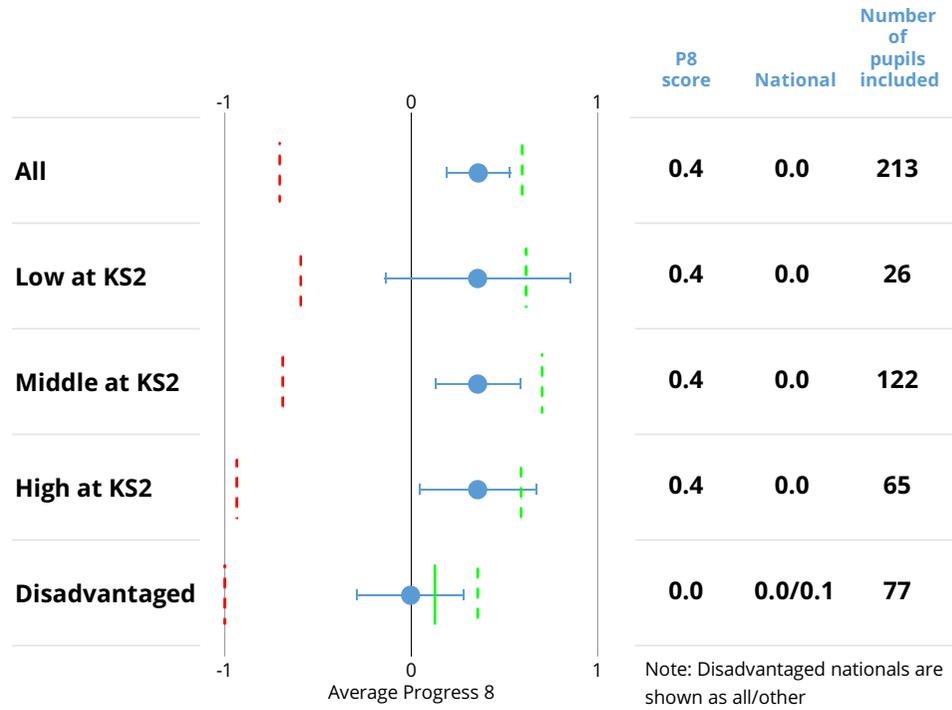
Mathematics Attainment 8 scatterplot



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EBacc element of Progress 8

--- Bottom 10% --- Top 10% — Other national

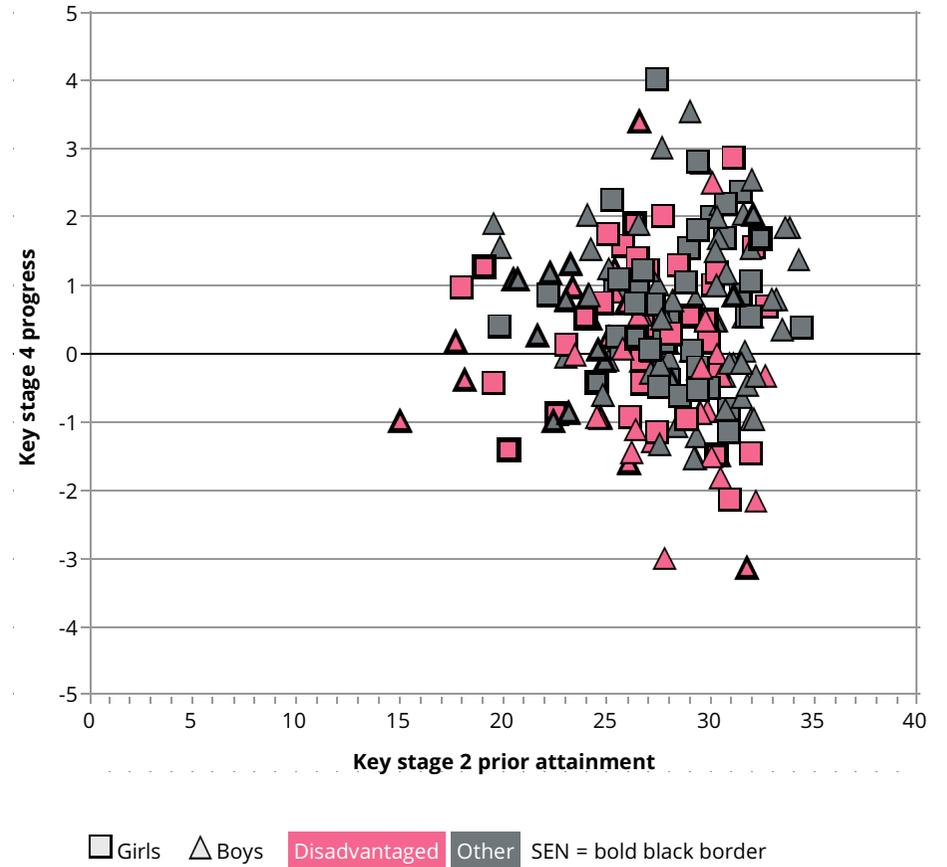


Significantly below national and in bottom 10%

Significantly above national and in top 10%

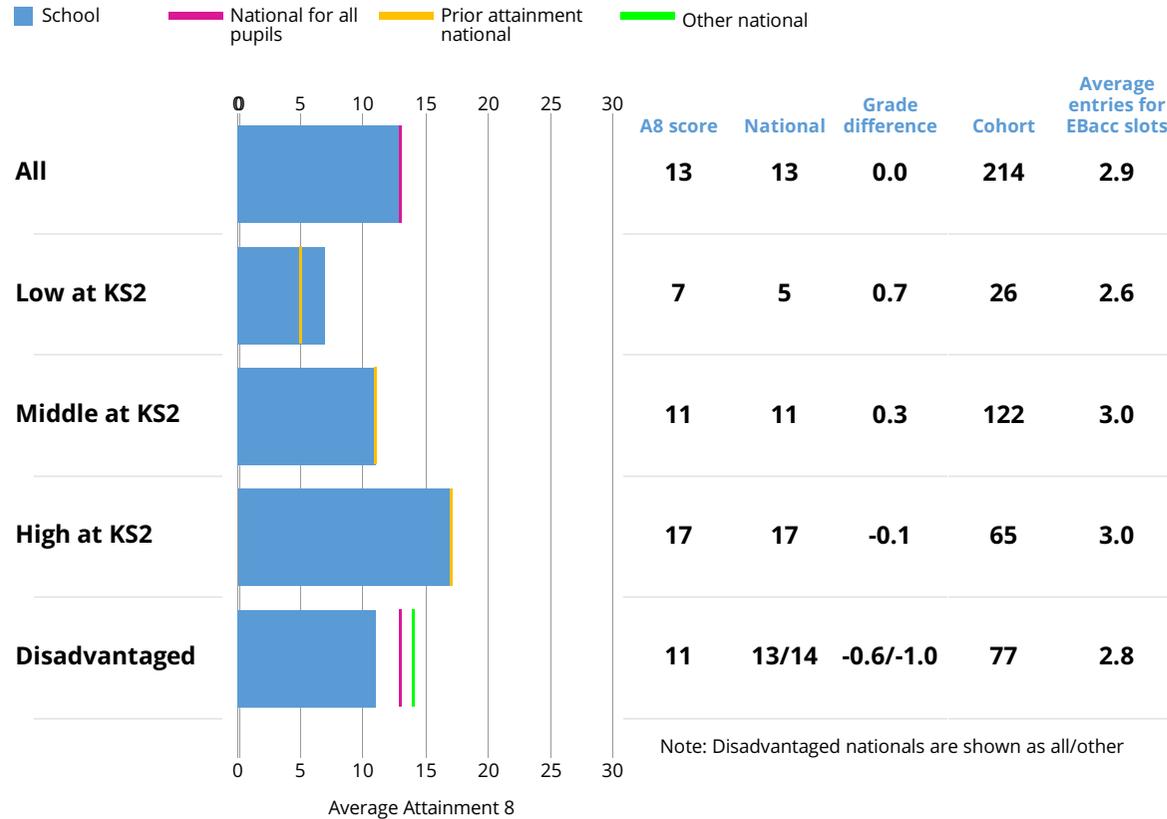
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

EBacc Progress 8 scatterplot

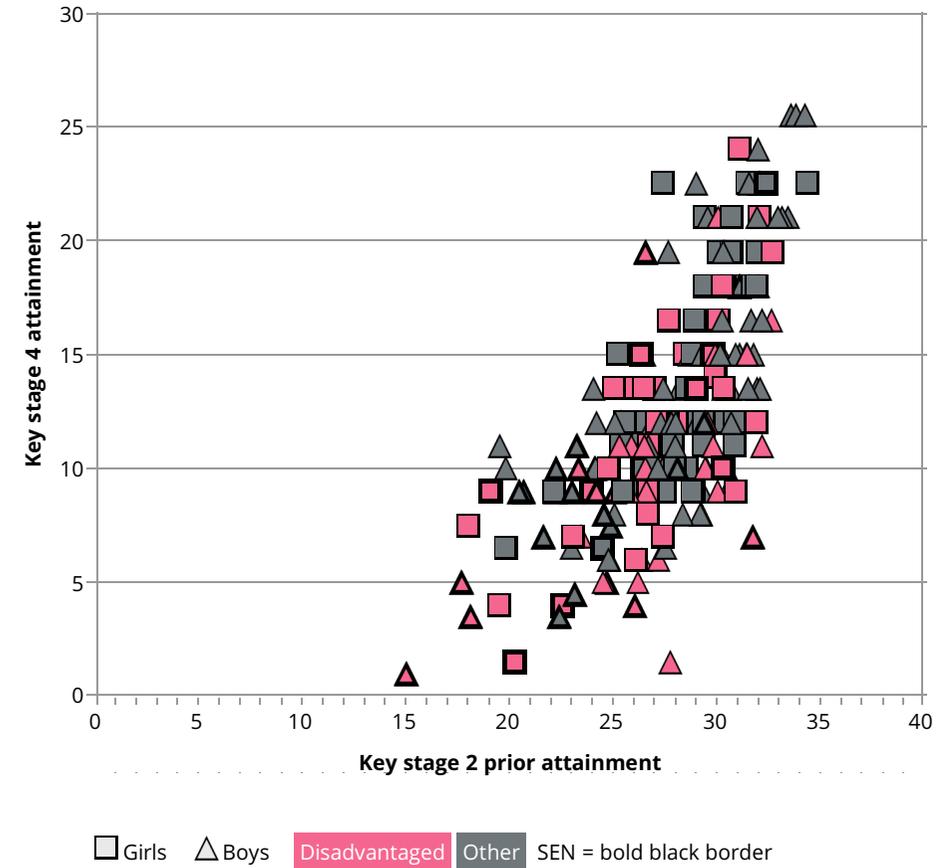


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EBacc element of Attainment 8



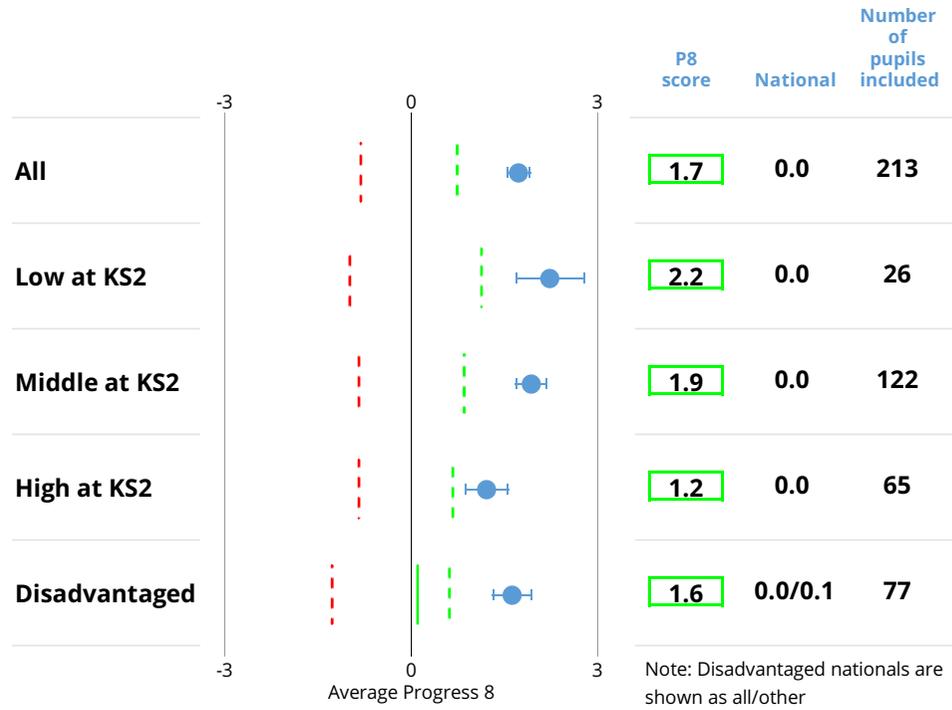
EBacc Attainment 8 scatterplot



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Open element of Progress 8

--- Bottom 10% - - - Top 10% — Other national

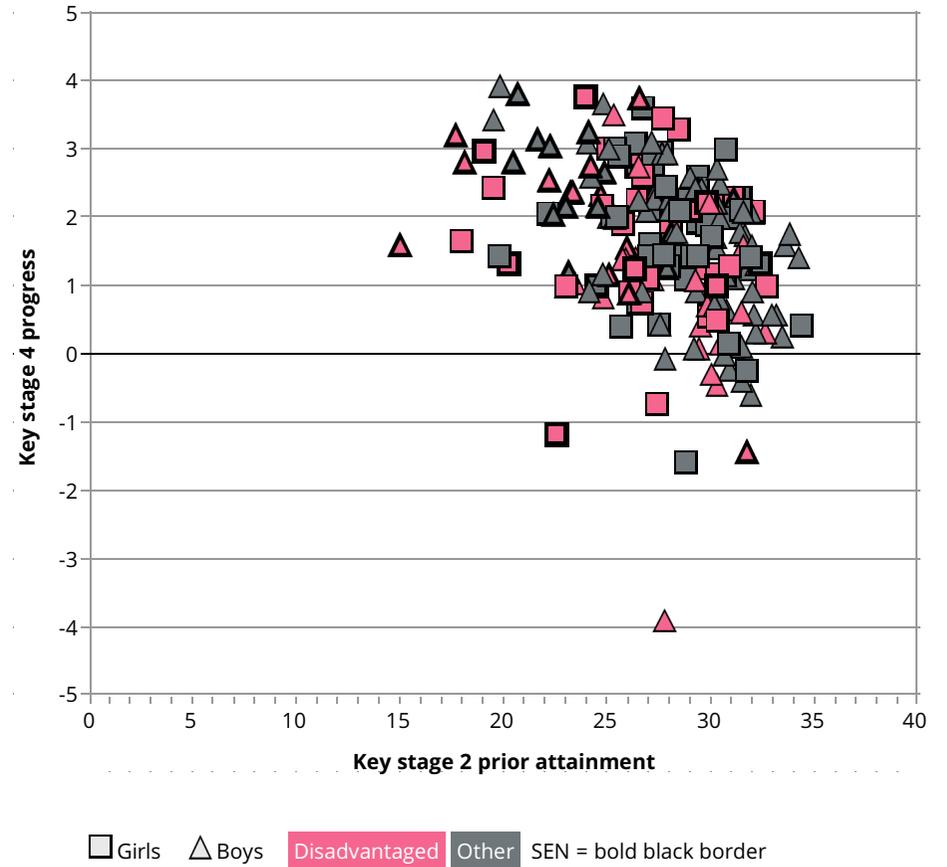


Significantly below national and in bottom 10%

Significantly above national and in top 10%

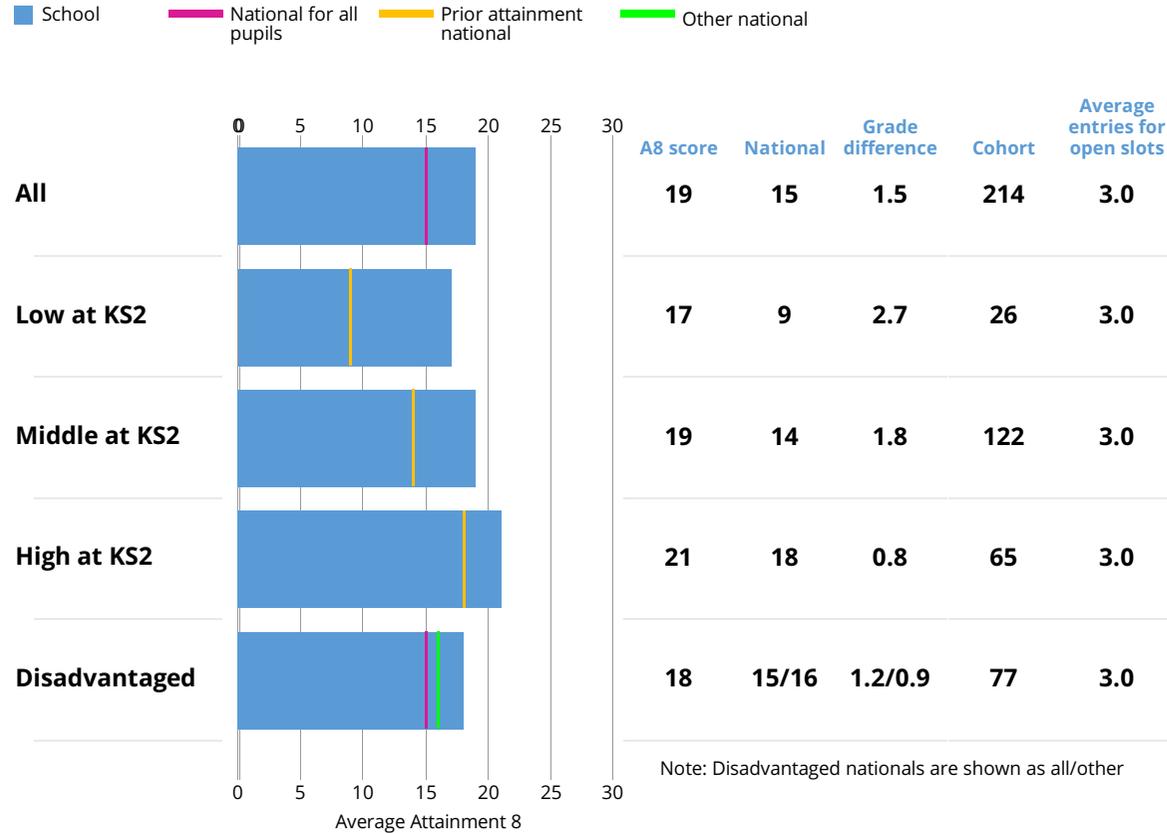
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Open Progress 8 scatterplot

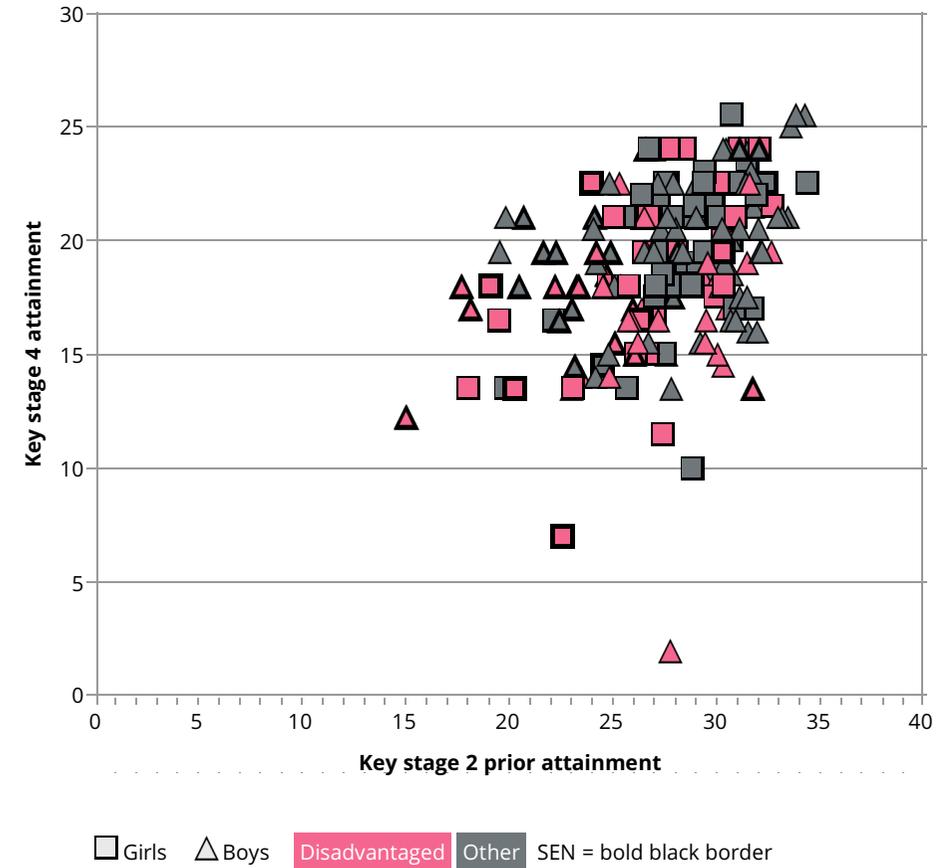


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Open element of attainment 8

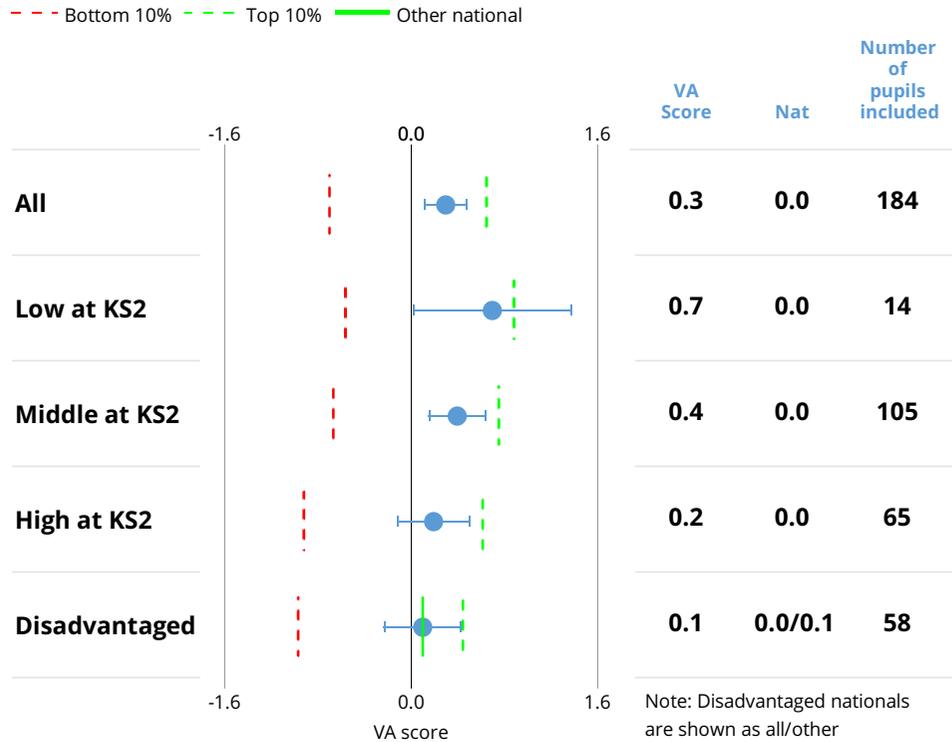


Open Attainment 8 scatterplot



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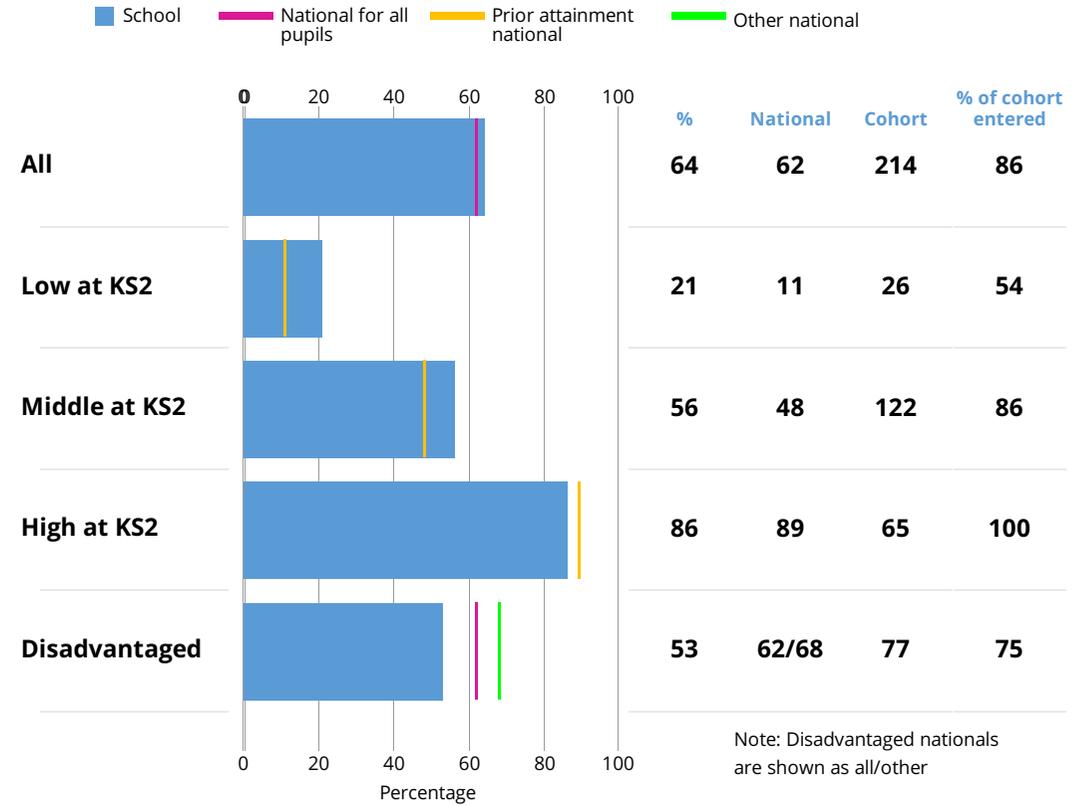
Science Value Added



Significantly below national and in bottom 10%

Significantly above national and in top 10%

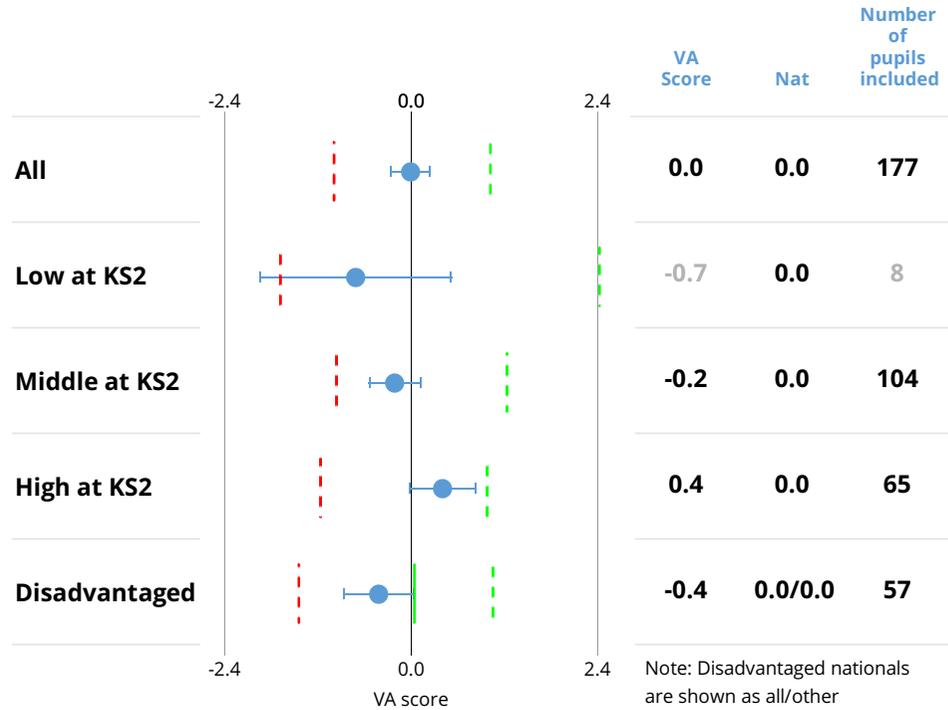
Science % attained grade C or above



Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Languages Value Added

--- Bottom 10% --- Top 10% — Other national

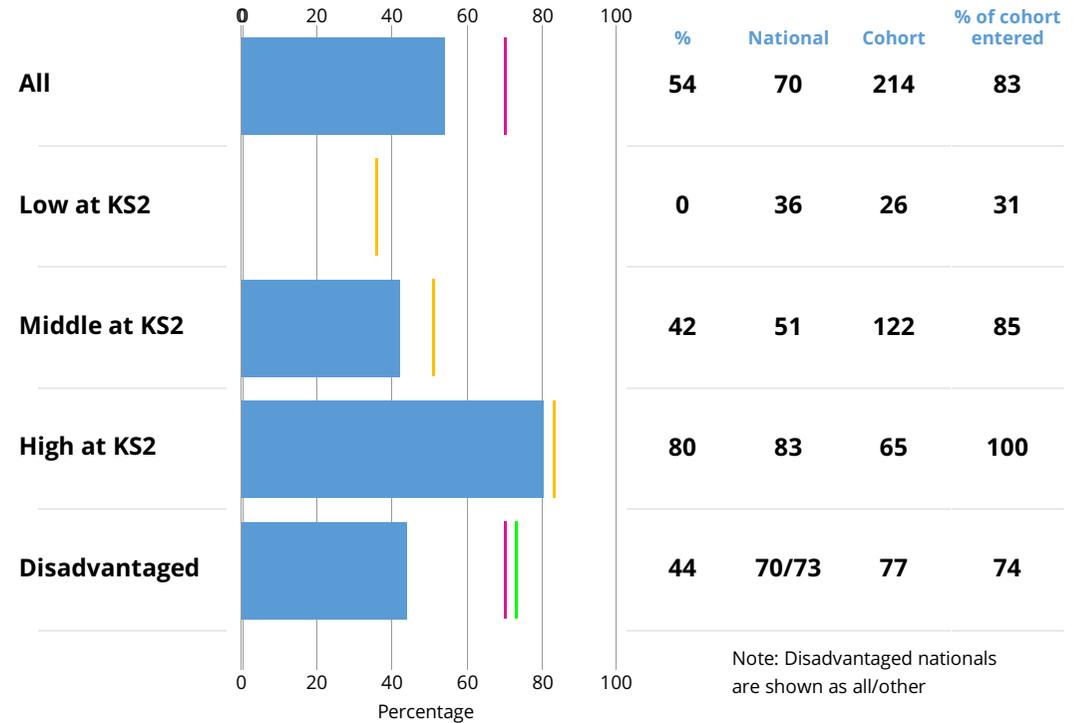


Significantly below national and in bottom 10%

Significantly above national and in top 10%

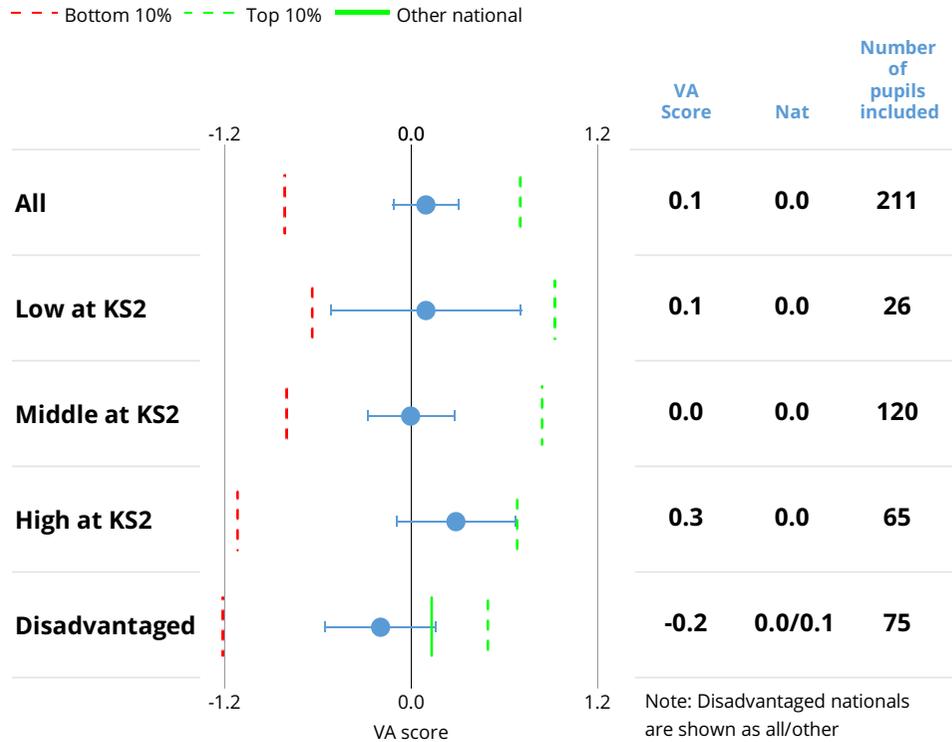
Languages % attained grade C or above

■ School ■ National for all pupils ■ Prior attainment national ■ Other national



Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

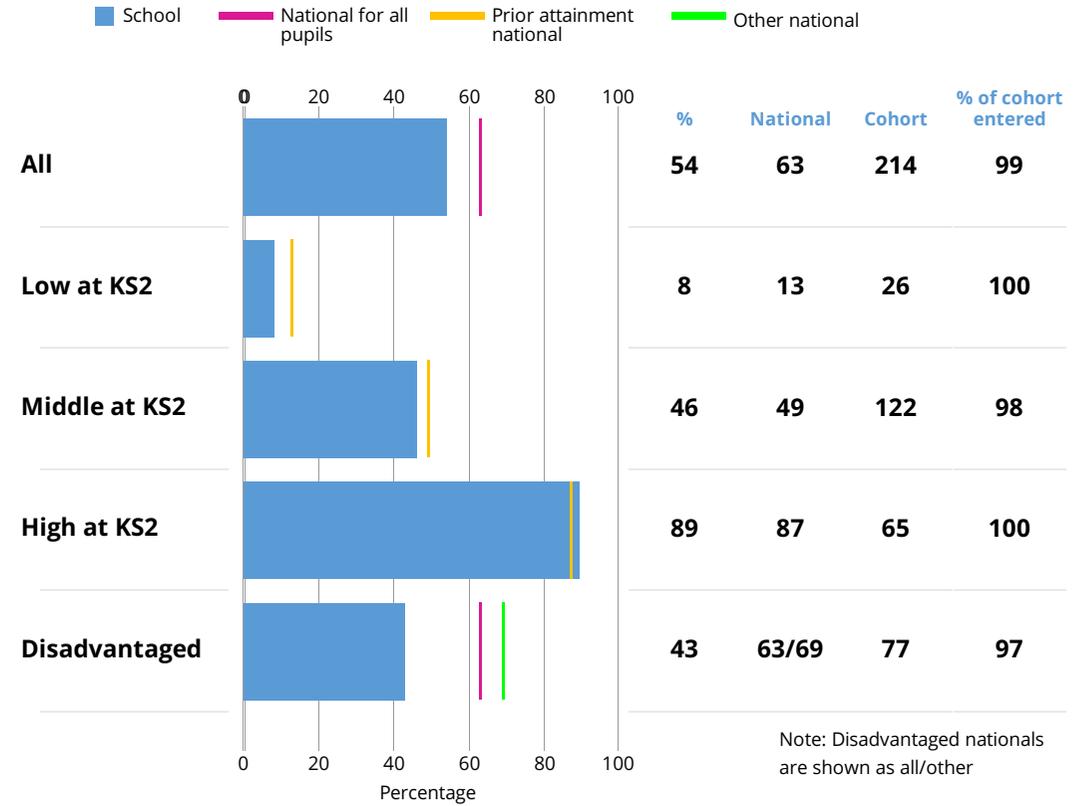
Humanities Value Added



Significantly below national and in bottom 10%

Significantly above national and in top 10%

Humanities % attained grade C or above



Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

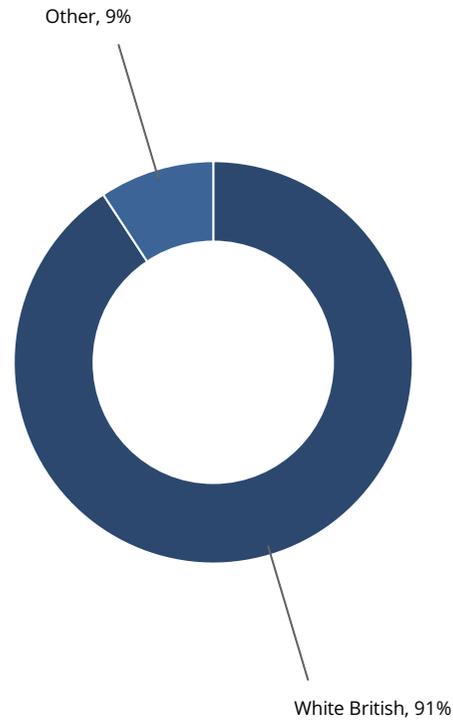
Data from DfE census, January 2017

	Number on roll	% Males	% Females	% English additional language	% Special educational needs	% who continued
All	311	49	51	6	15	-
Year 12	177	49	51	7	18	84
Year 13	134	49	52	4	12	100
Year 14	0	-	-	-	-	-

Note: '% who continued' refers to the percentage of students who continued after completing the previous academic year at this provider.

Learners from 9 of the 17 ethnic groups recorded by DfE are studying at this provider.

Ethnic groups with 5% or more of the total are shown in the pie chart



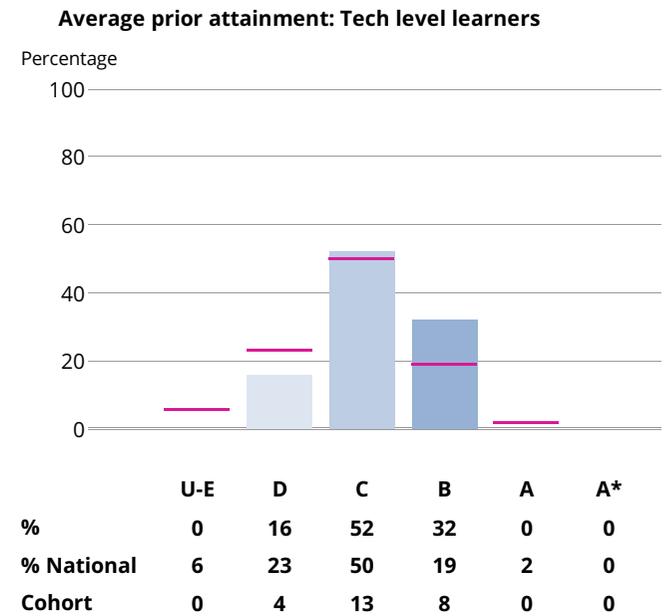
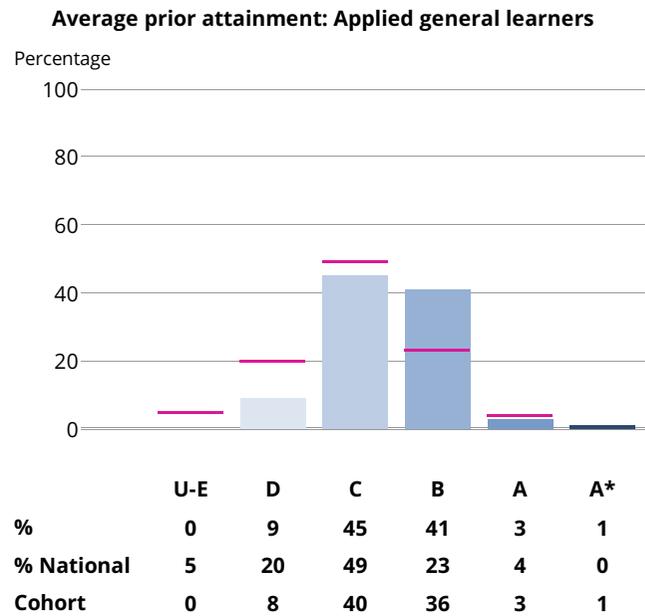
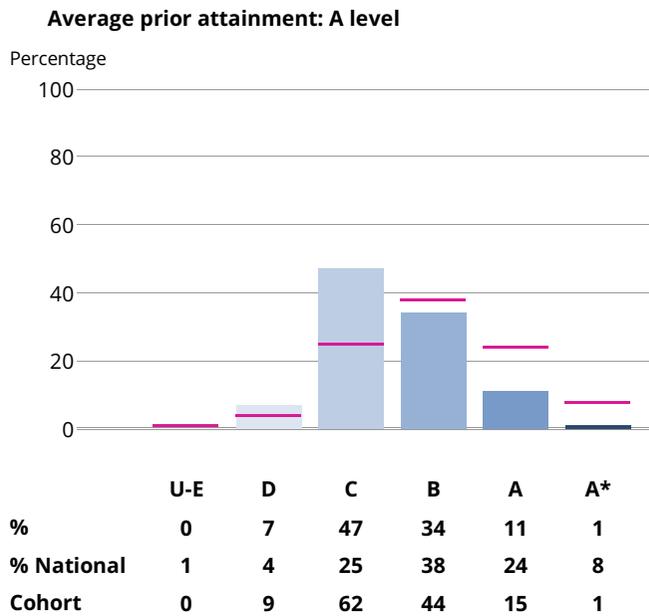
Qualification type and learner characteristics

Qualification type cohort	Number of learners	Characteristics (end of KS4)	Percentage of learners	Without A*-C in GCSE English/mathematics	Number of learners
A level	131	Disadvantaged	38	English	13
Academic (including A levels)	131	Eligible for FSM	35	Mathematics	26
Applied general	88	First language not English	3	Both English and Mathematics	8
Tech level	25	SEN support	12		
Other level 3	0	SEN statement or EHC plan	1		
Tech certificate	1	Number of children looked after	0		
Other Level 2 qualification	2				

Note: A learner may be counted in more than one qualification type cohort so figures may not add up to the total number of learners. The guidance contains information about the various qualification types that make up the academic cohort.

Prior attainment grade distribution

At key stage 4 ■ National

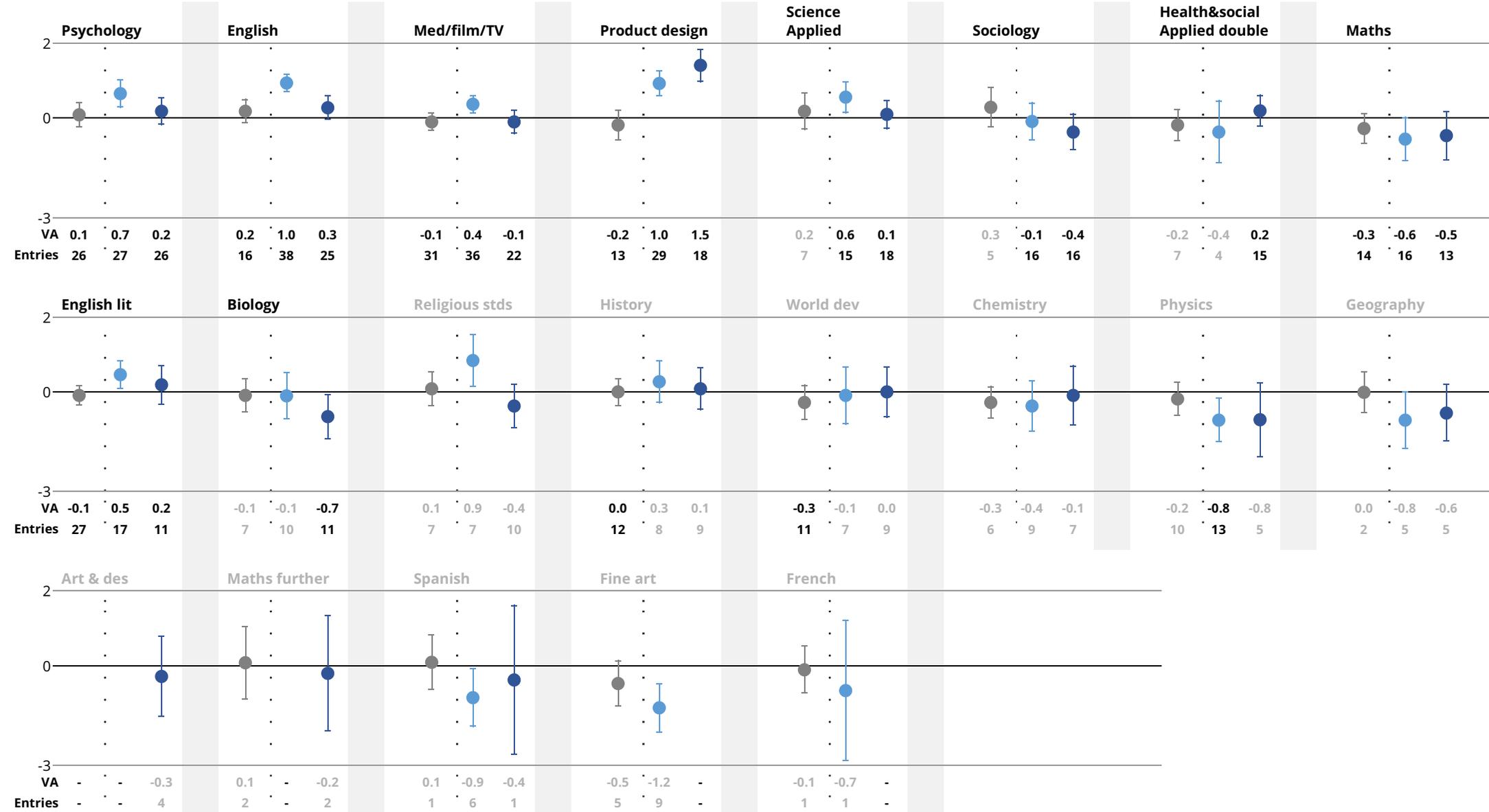


Note: Prior attainment for A level learners is only based on GCSEs. For applied general and Tech level students all KS4 qualifications are included.

Value added by subject: A-level size and above

Subjects are in descending order of 2017 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).

2015 2016 2017 VA sig- and in lowest 5% Change in methodology or calculations

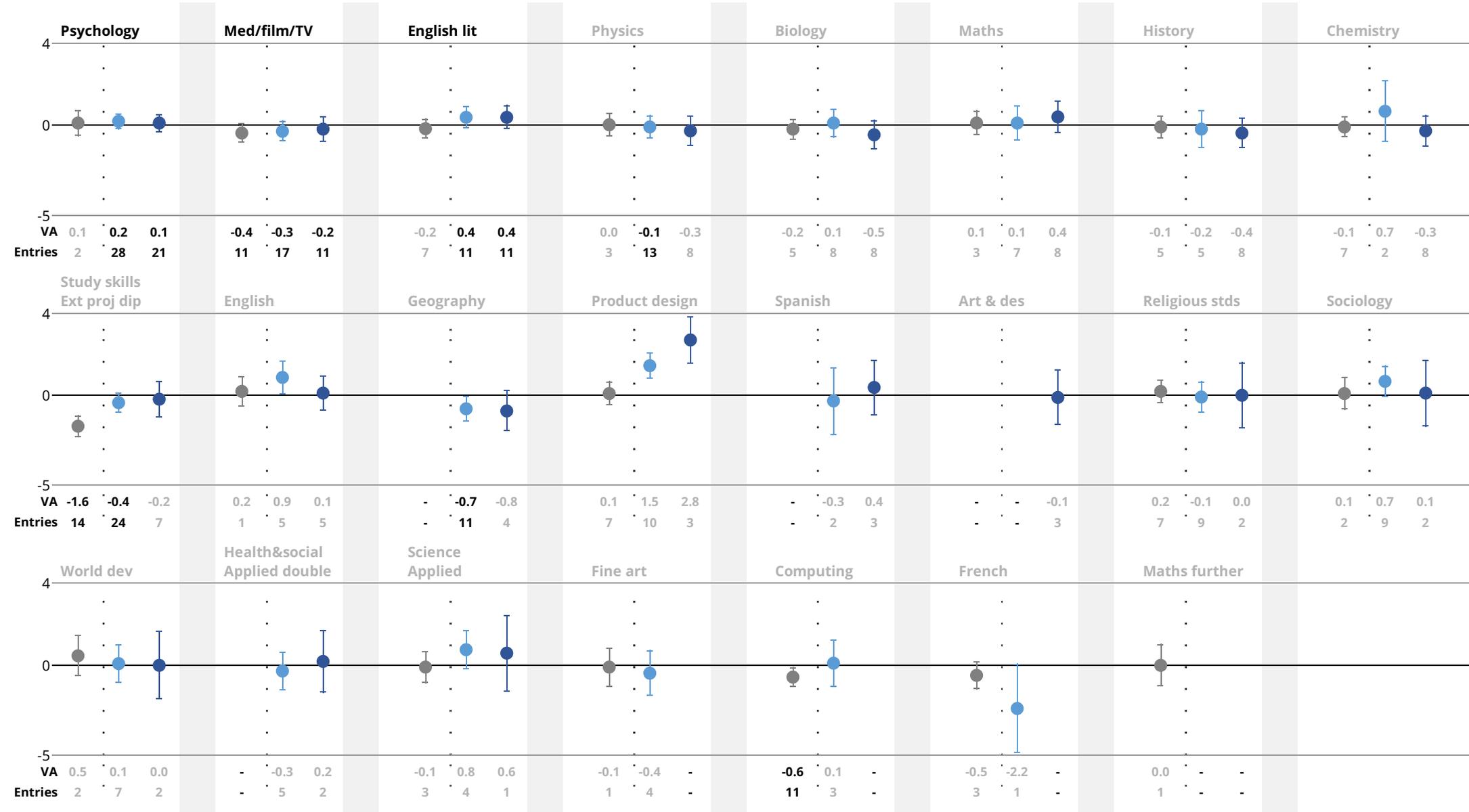


Note: Other qualifications are applied, Cambridge Pre-U and International Baccalaureate. Data based on ten or fewer learners/entries is displayed in grey. All data for subjects with no entries in 2017 is also displayed in grey.

Value added by subject: AS-level size and below

Subjects are in descending order of 2017 entry. Qualification type is AS-level unless otherwise stated in the subject title (see notes).

2015 2016 2017 VA sig- and in lowest 5% Change in methodology or calculations

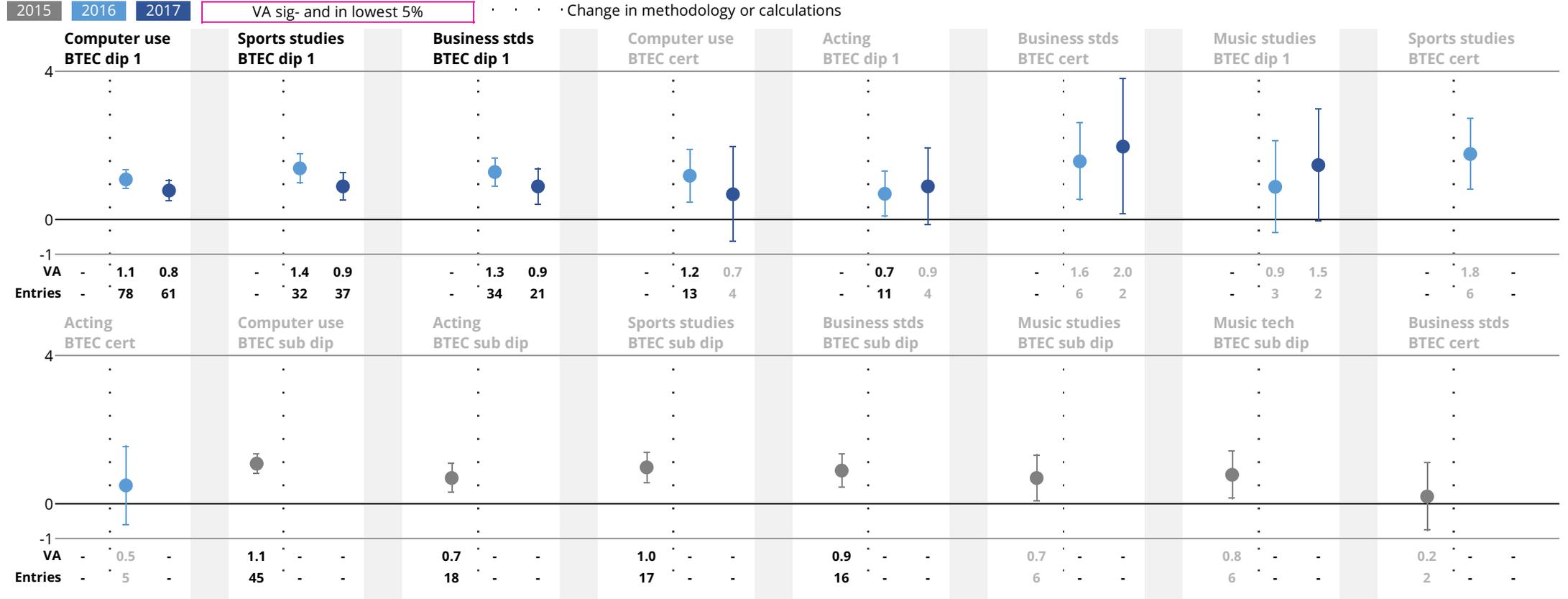


Notes: Other qualifications are applied, Cambridge Pre-U, Free-standing Mathematics Qualifications, Extended Project, Core Mathematics and International Baccalaureate. Data based on ten or fewer learners/entries is displayed in grey.

Value added by subject: Applied general

Subjects are in descending order of 2017 entry. Qualification titles are given below subject names.

2015 data is presented in grey and is separate from 2016 and 2017 data. This is because subject names changed in 2016.



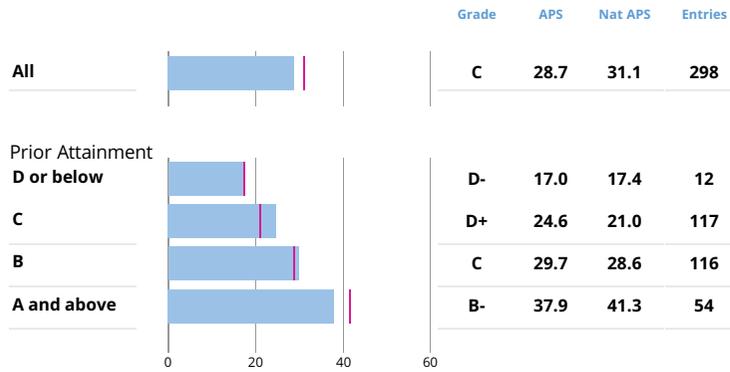
Notes: Data based on ten or fewer learners/entries is displayed in grey. All data for subjects with no entries in 2017 is also displayed in grey.

Attainment by KS4 prior attainment: Level 3

■ 2017 ■ National

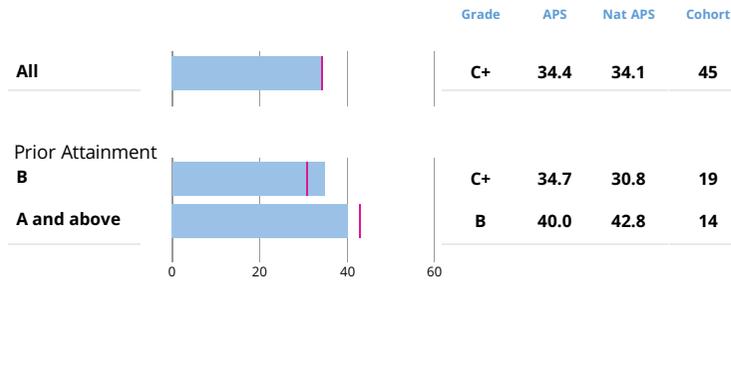
A level

Average point score (APS) per entry



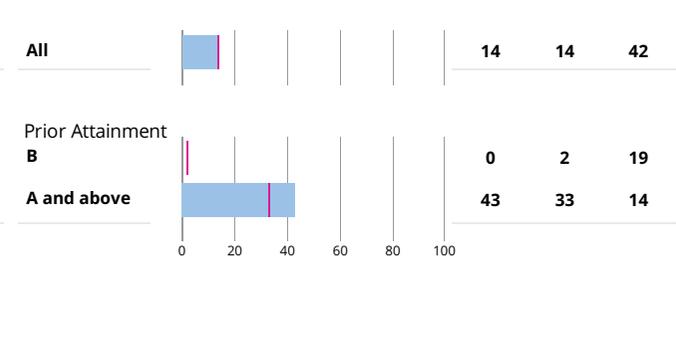
A level

Average point score per entry for best 3 A levels



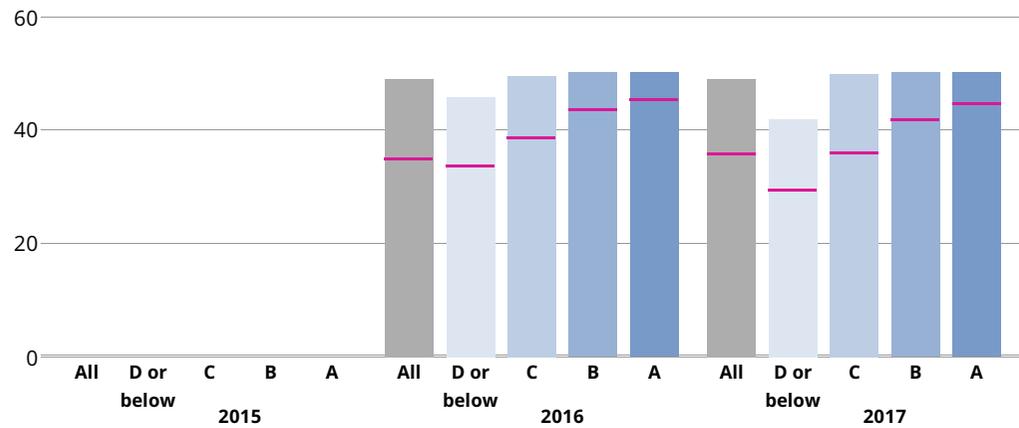
A level

Percentage of A level learners attaining AAB Including at least two facilitating subjects



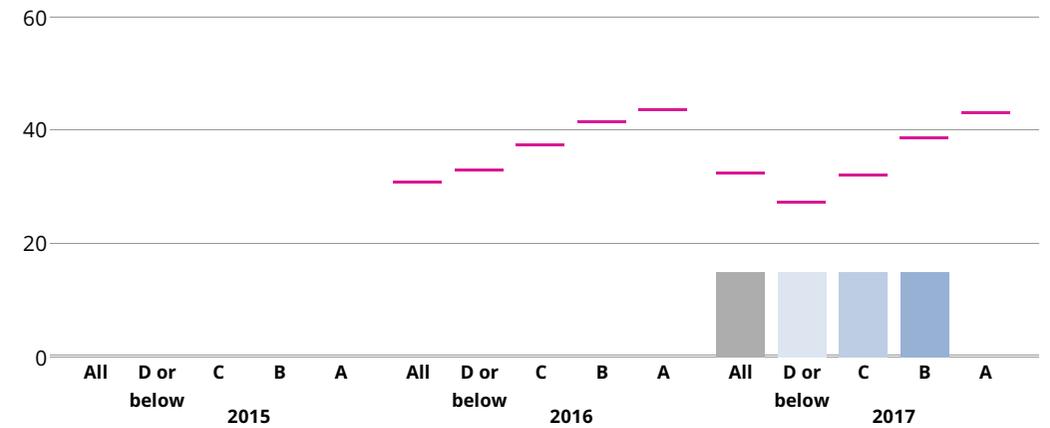
Applied general

Average point score per entry



Tech level

Average point score per entry



Grade	-	-	-	-	-	Dist*	48.9	45.7	49.4	50.0	50.0	Dist*	48.9	41.8	49.8	50.0	50.0	Dist*	48.9	41.8	49.8	50.0	50.0
APS	-	-	-	-	-	-	48.9	45.7	49.4	50.0	50.0	-	48.9	41.8	49.8	50.0	50.0	-	48.9	41.8	49.8	50.0	50.0
Nat APS	-	-	-	-	-	-	34.7	33.6	38.5	43.4	45.3	-	35.7	29.3	35.9	41.7	44.6	-	35.7	29.3	35.9	41.7	44.6
Entries	-	-	-	-	-	-	173	31	93	44	6	-	128	16	63	46	4	-	128	16	63	46	4

Grade	-	-	-	-	-	Pass	15.0	15.0	15.0	15.0	-	Pass	15.0	15.0	15.0	15.0	-	Pass	15.0	15.0	15.0	15.0	-
APS	-	-	-	-	-	-	15.0	15.0	15.0	15.0	-	-	15.0	15.0	15.0	15.0	-	-	15.0	15.0	15.0	15.0	-
Nat APS	-	-	-	-	-	-	30.8	32.8	37.3	41.4	43.4	-	32.3	27.3	32.0	38.6	43.0	-	32.3	27.3	32.0	38.6	43.0
Entries	-	-	-	-	-	-	-	-	-	-	-	-	25	4	13	8	-	-	25	4	13	8	-

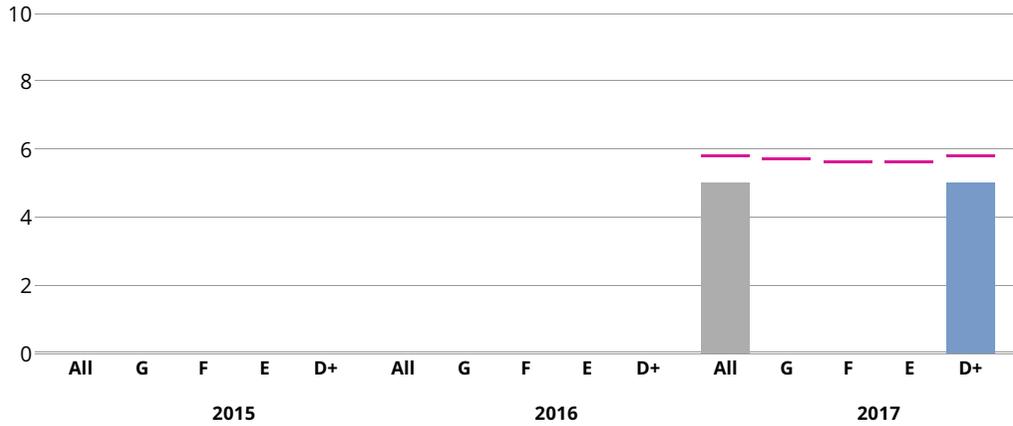
Note: Data based on ten or fewer learners/entries is displayed in grey.

Attainment by KS4 prior attainment: Level 2

— National

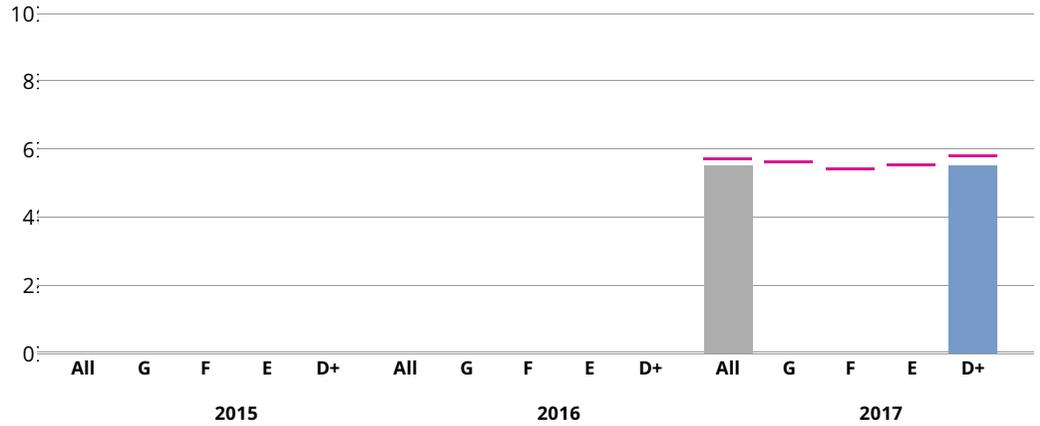
Technical certificate

Average point score per entry



Level 2 vocational

Average point score per entry



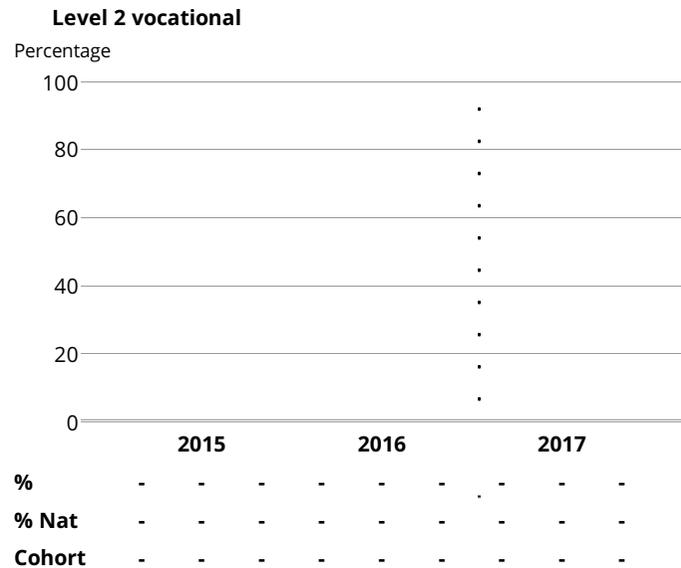
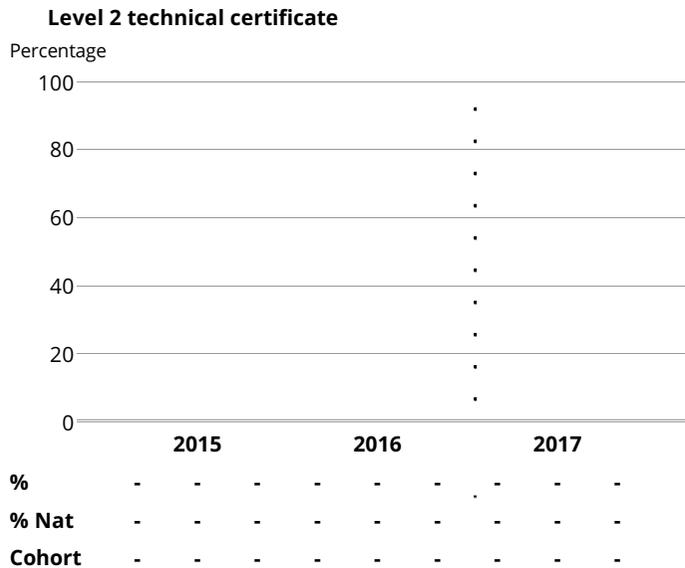
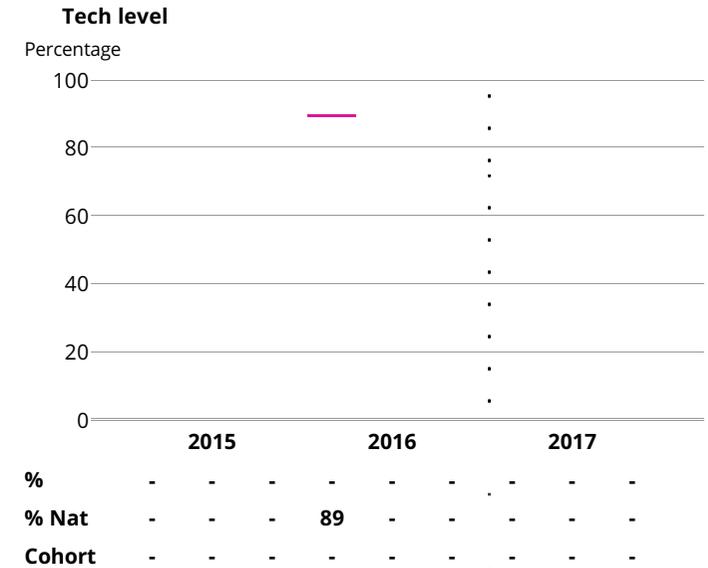
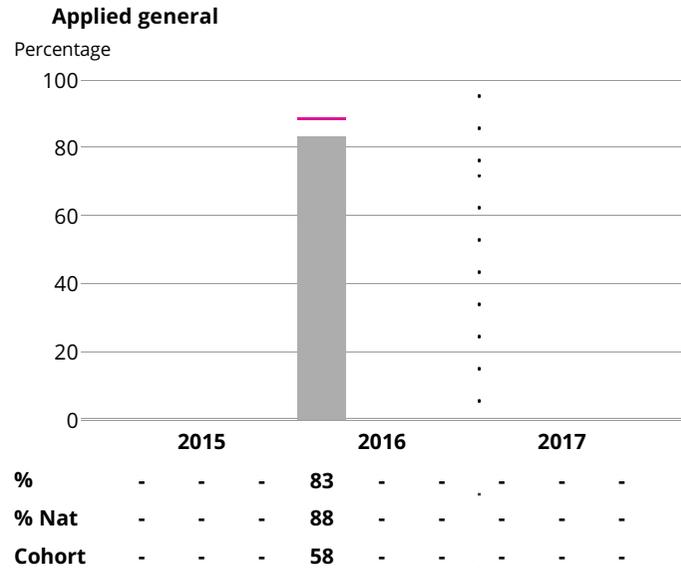
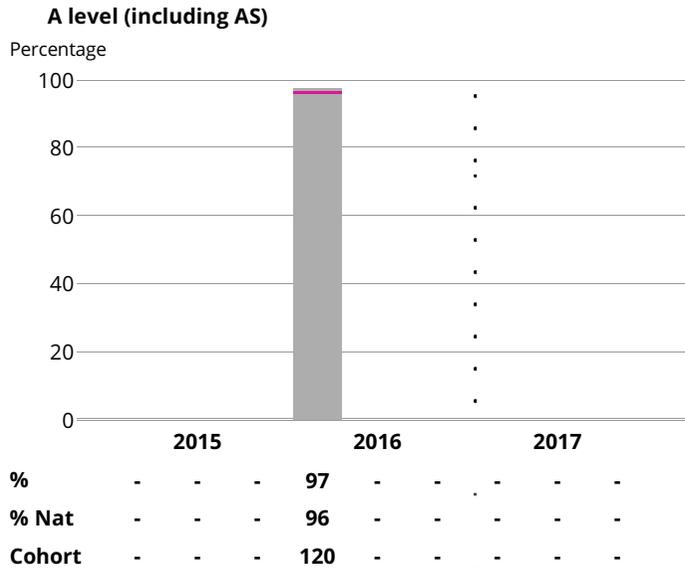
	2015					2016					2017				
Grade	-	-	-	-	-	-	-	-	-	-	L2 Pass	-	-	-	L2 Pass
APS	-	-	-	-	-	-	-	-	-	-	5.0	-	-	-	5.0
Nat APS	-	-	-	-	-	-	-	-	-	-	5.8	5.7	5.6	5.6	5.8
Entries	-	-	-	-	-	-	-	-	-	-	4	-	-	-	4

	2015					2016					2017				
Grade	-	-	-	-	-	-	-	-	-	-	L2 Pass+	-	-	-	L2 Pass+
APS	-	-	-	-	-	-	-	-	-	-	5.5	-	-	-	5.5
Nat APS	-	-	-	-	-	-	-	-	-	-	5.7	5.6	5.4	5.5	5.8
Entries	-	-	-	-	-	-	-	-	-	-	8	-	-	-	8

Note: Data based on ten or fewer learners/entries is displayed in grey.

Retention ■ Retained ■ Retained for second year (level 3 only) ■ Retained and assessed ■ National Change in methodology or calculation

Based on learner's core aim (see notes).



Definitions

Retained - The percentage of students who complete their main programme of study. Introduced in 2016.

Retained for second year (level 3 only) - The percentage of students who return and complete a second year, completing an aim of size equivalent to at least one A level. Introduced in 2017.

Retained and assessed - The percentage of students who complete their main programme of study and are assessed at the end of their course. Introduced in 2017.

Note: Learner's core aims are the substantive qualifications being undertaken in a student's programme. Level 2 qualifications are a 1 year qualification.

For more information on core aims and retention measures see guidance <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard> Data based on ten or fewer learners/entries is displayed in grey.

English progress

All learners

Key stage 4 prior attainment	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally	Outcomes - learners at the end of 16-18 studies								
					Gained grade C and above ¹	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally	
Prior attainment qualification type													
Fail	-	-	-	61%	-	-	2%	-	0.6	-	-	-	36%
Entry level and level 1 ESOL and functional skills	-	-	-	29%	-	-	5%	-	0.1	-	-	-	43%
GCSE grades F to G	1	0	0%	37%	0	0%	2%	-1.0	-0.1	1	100%	27%	
GCSE grade E	3	3	100%	31%	2	67%	8%	1.7	-0.1	0	0%	23%	
GCSE grade D and level 2 ESOL and functional skills	9	9	100%	34%	9	100%	34%	1.0	0.0	0	0%	16%	
Total	13	12	92%	34%	11	85%	22%	1.0	0.0	1	8%	20%	

Disadvantaged learners

Key stage 4 prior attainment	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally ²	Outcomes - learners at the end of 16-18 studies								
					Gained grade C and above	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally	
Prior attainment qualification type													
Fail	-	-	-	61% (63%)	-	-	2% (3%)	-	0.6 (0.8)	-	-	36% (34%)	
Entry level and level 1 ESOL and functional skills	-	-	-	29% (35%)	-	-	5% (7%)	-	0.1 (0.3)	-	-	43% (39%)	
GCSE grades F to G	-	-	-	37% (41%)	-	-	2% (3%)	-	-0.1 (0.0)	-	-	27% (24%)	
GCSE grade E	3	3	100%	31% (35%)	2	67%	8% (10%)	1.7	-0.1 (0.0)	0	0%	23% (20%)	
GCSE grade D and level 2 ESOL and functional skills	6	6	100%	34% (37%)	6	100%	34% (37%)	1.0	0.0 (0.1)	0	0%	16% (14%)	
Total	9	9	100%	34% (37%)	8	89%	22% (26%)	1.2	0.0 (0.1)	0	0%	20% (18%)	

1. Grade C or the equivalent grade 4 in the reformed GCSE grading system.

2. The figure in brackets presents the 'other national'. This is the figure for learners who were not classified as disadvantaged at the end of year 11.

Note: Data based on ten or fewer learners/entries is displayed in grey.

1/3 of a grade or more below national

1/2 of a grade up to 3/4 of a grade above national

1/4 of a grade up to 1/3 of a grade below national

3/4 of a grade or more above national

Mathematics progress

All learners

Key stage 4 prior attainment	Outcomes - learners at the end of 16-18 studies											
	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally	Gained grade C and above ²	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally
Prior attainment qualification type												
Fail	-	-	-	69%	-	-	0%	-	0.4	-	-	24%
Entry level and level 1 functional skills and use of maths and FSM ¹	-	-	-	21%	-	-	3%	-	-0.1	-	-	41%
GCSE grades F to G	3	3	100%	38%	0	0%	1%	1.3	-0.1	0	0%	23%
GCSE grade E	4	2	50%	24%	0	0%	5%	0.0	-0.2	0	0%	21%
GCSE grade D and level 2 functional skills and use of maths and FSM ¹	19	4	21%	36%	4	21%	36%	0.2	0.1	0	0%	13%
Total	26	9	35%	36%	4	15%	17%	0.3	0.0	0	0%	19%

Disadvantaged learners

Key stage 4 prior attainment	Outcomes - learners at the end of 16-18 studies											
	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally ³	Gained grade C and above	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally
Prior attainment qualification type												
Fail	-	-	-	69% (70%)	-	-	0% (0%)	-	0.4 (0.4)	-	-	24% (23%)
Entry level and level 1 functional skills and use of maths and FSM	-	-	-	21% (26%)	-	-	3% (5%)	-	-0.1 (0.1)	-	-	41% (37%)
GCSE grades F to G	2	2	100%	38% (42%)	0	0%	1% (1%)	1.0	-0.1 (0.0)	0	0%	23% (20%)
GCSE grade E	2	1	50%	24% (26%)	0	0%	5% (6%)	0.0	-0.2 (-0.2)	0	0%	21% (20%)
GCSE grade D and level 2 functional skills and use of maths and FSM	11	2	18%	36% (40%)	2	18%	36% (40%)	0.2	0.1 (0.1)	0	0%	13% (11%)
Total	15	5	33%	36% (39%)	2	13%	17% (21%)	0.3	0.0 (0.1)	0	0%	19% (16%)

1. Includes AQA use of maths and free standing maths (FSM).

2. Grade C or the equivalent grade 4 in the reformed GCSE grading system.

3. The figure in brackets presents the 'other national'. This is the figure for learners who were not classified as disadvantaged at the end of year 11.

Note: Data based on ten or fewer learners/entries is displayed in grey.

1/3 of a grade or more below national

1/2 of a grade up to 3/4 of a grade above national

1/4 of a grade up to 1/3 of a grade below national

3/4 of a grade or more above national

Destinations

Destinations are shown for learners who finished their study programme, having entered at least one level 3 qualification.

	End of KS5	Number of learners	Education or employment / training destination				Destination not sustained	Activity not captured in data
			Apprenticeship	of which:		UK higher education		
				Any education destination				
All learners	2015	107	84%	6%	67%	63%	9%	7%
	2014	124	92%	8%	76%	68%	8%	0%
	2013	100	86%	10%	77%	62%	8%	3%
Disadvantaged	2015	37	78%	x	62%	59%	14%	8%
	2014	33	97%	15%	73%	70%	x	x
	2013	20	83%	x	83%	57%	x	x
Female	2015	51	88%	x	76%	73%	x	x
	2014	58	95%	7%	79%	72%	5%	0%
	2013	50	94%	x	84%	72%	x	x
Male	2015	56	80%	x	59%	54%	x	x
	2014	66	89%	9%	73%	64%	11%	0%
	2013	50	79%	12%	71%	52%	13%	x
National	2015	366145	89%	7%	66%	51%	8%	3%
	2014	362930	88%	7%	65%	48%	9%	3%
	2013	358970	73%	5%	65%	48%	10%	15%

x denotes that data has been suppressed.