

## 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** 0.7 **Floor** (-0.5) **Coasting** (-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               |         |         |

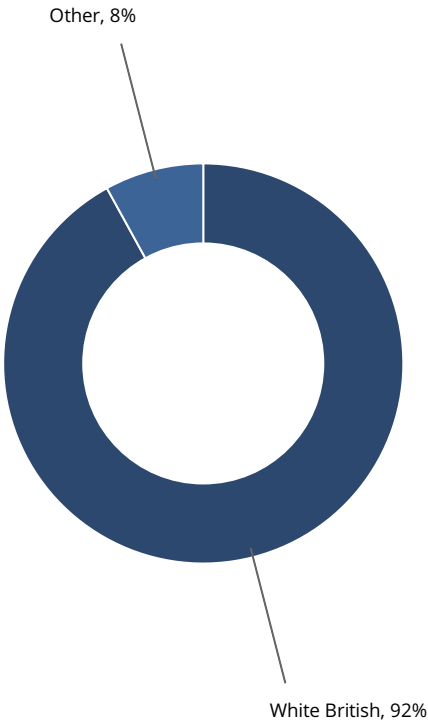
**Phase of education:** Secondary  
**Headteacher:** Thomas Quinn  
**Pupils:** 1520  
**Gender:** Mixed  
**Special needs provision:**

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

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.



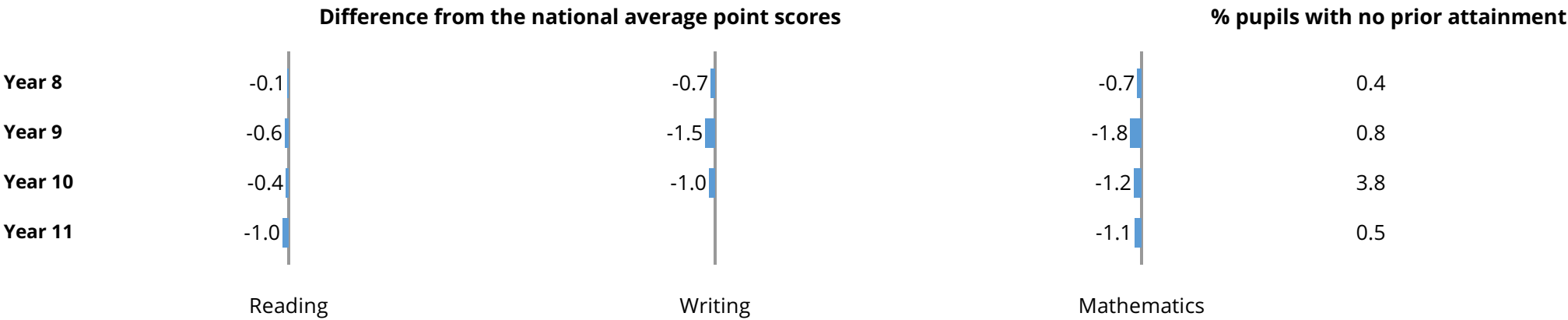
School level trends

|   | 2015 | 2016 | 2017 | 2017 Quintile |    |    |    |                |
|---|------|------|------|---------------|----|----|----|----------------|
|   |      |      |      | Lowest 20% Q5 | Q4 | Q3 | Q2 | Highest 20% Q1 |
| % 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  |               |    |    |    |                |

Year group data

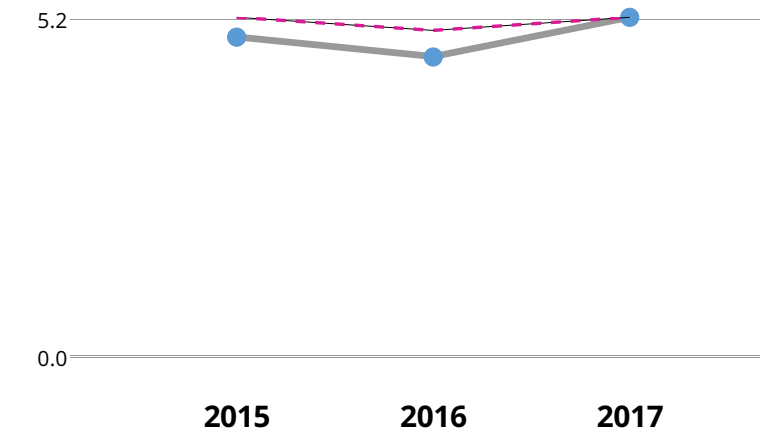
|         | Number on roll | % girls | Nat | % FSM | Nat | % EAL | Nat | % SEN | Nat | Number of CLA |
|---------|----------------|---------|-----|-------|-----|-------|-----|-------|-----|---------------|
| Year 7  | 259            | 44      | 49  | 33    | 31  | 4     | 16  | 21    | 15  | 7             |
| 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



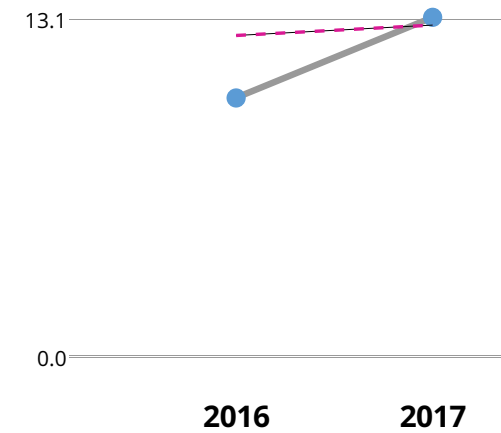
Underlined once: more than one standard deviation from national  
Underlined twice: more than two standard deviations from national  
This is historic data for pupils at January 2017, for example current year 11 pupils will have been year 10 in 2017.  
For year 11 there is no writing data because there was no separate reading and writing outcomes at key stage 2 in 2012.

Absence  
% of sessions missed



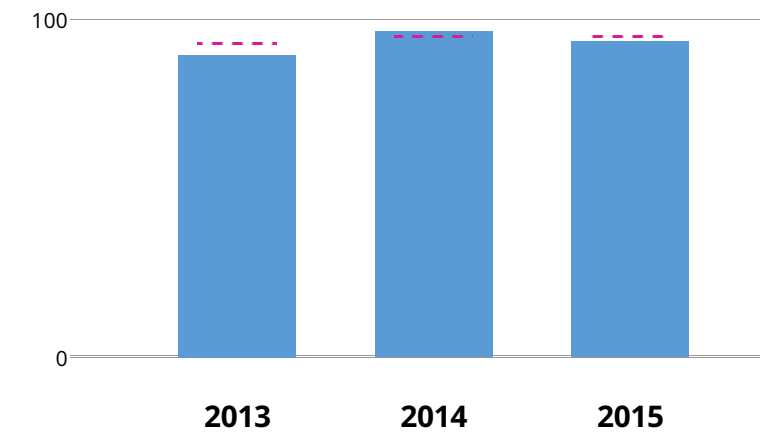
|          |      |      |      |
|----------|------|------|------|
| School % | 4.9  | 4.6  | 5.2  |
| Nat %    | 5.2  | 5.0  | 5.2  |
| Cohort   | 1195 | 1215 | 1232 |

Persistent Absence  
% of pupils who missed 10% or more sessions



|          |      |      |
|----------|------|------|
| School % | 10.0 | 13.1 |
| Nat %    | 12.4 | 12.8 |
| Cohort   | 1215 | 1232 |

Destinations  
% in sustained education, employment or training



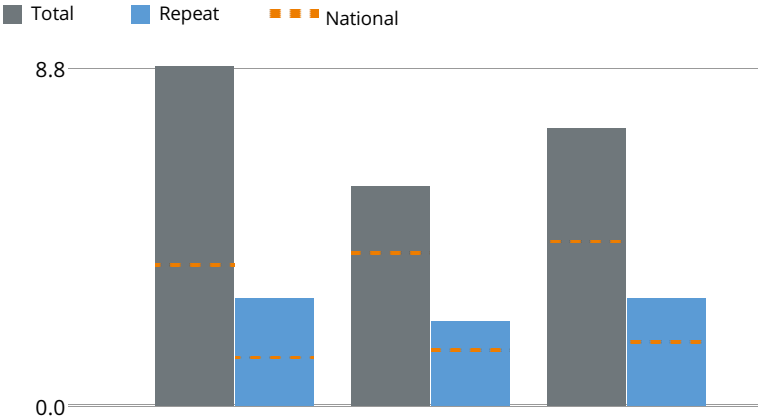
|          |     |     |     |
|----------|-----|-----|-----|
| School % | 89  | 96  | 93  |
| Nat %    | 92  | 94  | 94  |
| Cohort   | 212 | 231 | 222 |

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

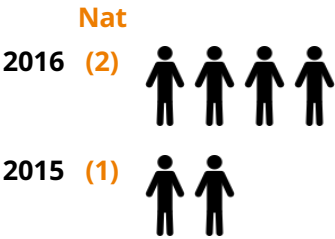


|            |      |     |      |     |      |     |
|------------|------|-----|------|-----|------|-----|
|            | 2014 |     | 2015 |     | 2016 |     |
| School %   | 8.8  | 2.8 | 5.7  | 2.2 | 7.2  | 2.8 |
| National % | 3.7  | 1.3 | 4.0  | 1.5 | 4.3  | 1.7 |
| Number     | 128  | 41  | 83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

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

Permanent exclusions

1 person icon = 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-ofsted-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)

|               |            | EBacc P8 element |    |         |    |    | Science VA |    |         |    |    | Languages VA |    |         |    |    | Humanities VA |    |         |    |    |
|---------------|------------|------------------|----|---------|----|----|------------|----|---------|----|----|--------------|----|---------|----|----|---------------|----|---------|----|----|
|               |            | 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           | 2015 (129) |                  |    |         |    | 9  |            |    |         |    |    |              |    | 25      |    |    |               |    |         |    | 4  |
|               | 2016 (196) |                  |    |         |    | 16 |            |    |         |    |    |              |    | 50      |    |    |               |    | 54      |    |    |
|               | 2017 (213) |                  |    |         | 22 |    |            |    | 25      |    |    |              |    | 46      |    |    |               |    |         | 40 |    |
| Low at KS2    | 2015 (8)   |                  |    |         |    | 6  |            |    |         |    |    |              |    |         | 19 |    |               |    |         |    | 3  |
|               | 2016 (19)  |                  |    |         |    | 13 |            |    |         |    |    |              |    | 40      |    |    |               |    | 48      |    |    |
|               | 2017 (26)  |                  |    |         | 24 |    |            |    |         | 14 |    |              | 67 |         |    |    |               |    | 44      |    |    |
| Middle at KS2 | 2015 (89)  |                  |    |         |    | 14 |            |    |         |    |    |              |    | 32      |    |    |               |    |         |    | 16 |
|               | 2016 (131) |                  |    |         |    | 15 |            |    |         |    |    |              |    | 53      |    |    |               |    | 55      |    |    |
|               | 2017 (105) |                  |    |         | 25 |    |            |    |         |    |    |              |    | 59      |    |    |               |    | 50      |    |    |
| High at KS2   | 2015 (32)  |                  |    |         | 21 |    |            |    |         |    |    |              |    | 33      |    |    |               |    |         |    | 3  |
|               | 2016 (46)  |                  |    | 45      |    |    |            |    | 47      |    |    |              |    | 50      |    |    |               |    | 66      |    |    |
|               | 2017 (65)  |                  |    |         |    | 19 |            |    |         | 33 |    |              |    | 26      |    |    |               |    |         | 27 |    |
| Disadvantaged | 2015 (46)  |                  |    |         |    | 12 |            |    |         |    |    |              |    | 24      |    |    |               |    |         |    | 4  |
|               | 2016 (58)  |                  |    |         |    | 14 |            |    |         |    |    |              |    | 51      |    |    |               |    | 51      |    |    |
|               | 2017 (77)  |                  |    |         | 24 |    |            |    | 23      |    |    |              |    | 53      |    |    |               |    |         | 37 |    |

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

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.

Significantly below national

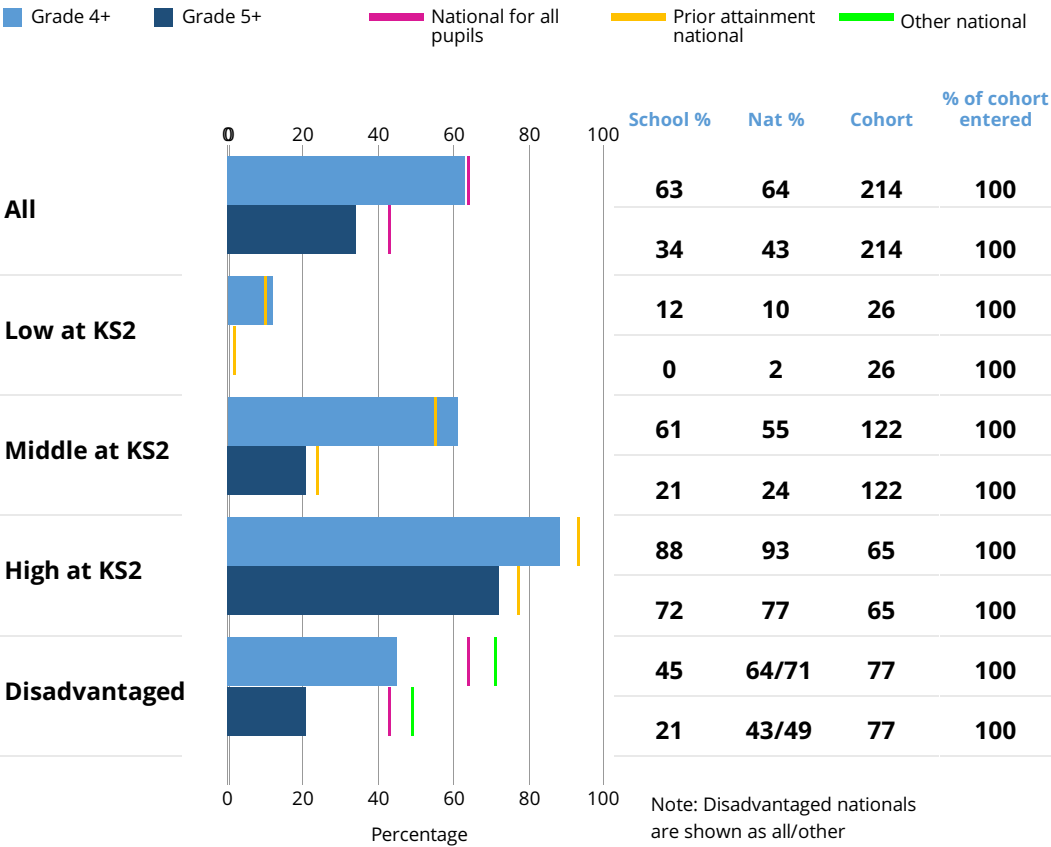
Significantly above national

Change in methodology or calculations -----

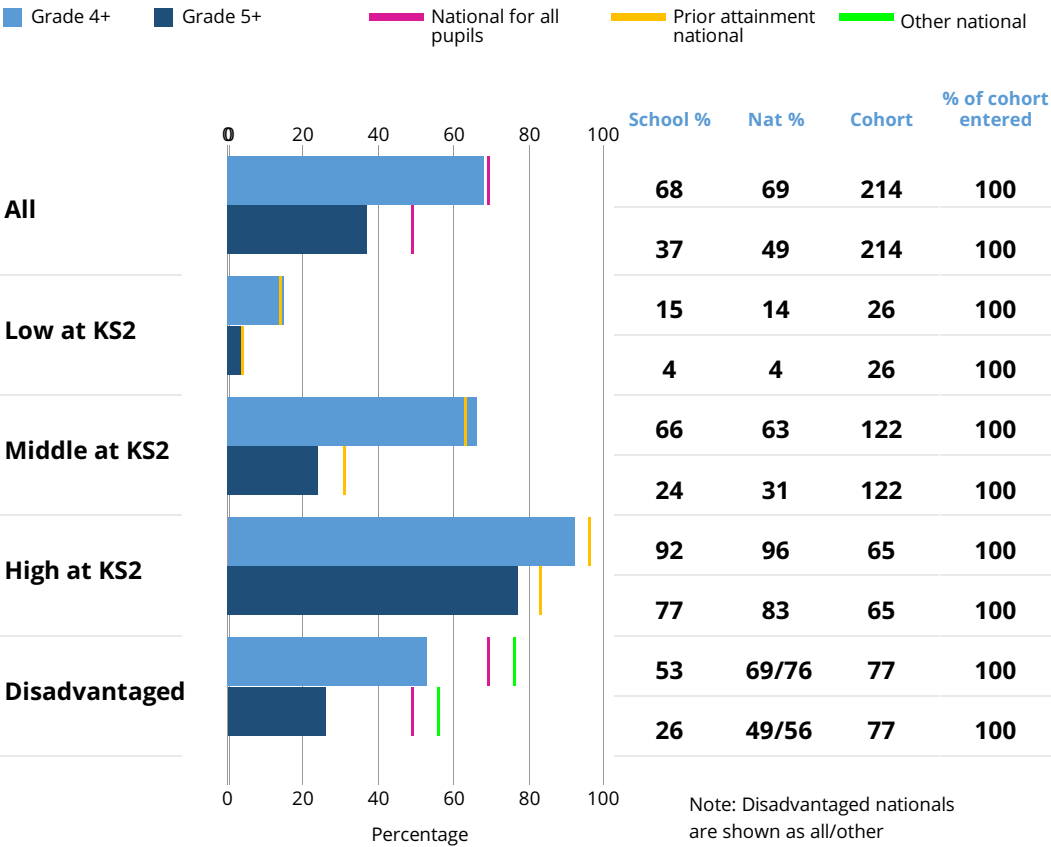


GCSE and equivalent results

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

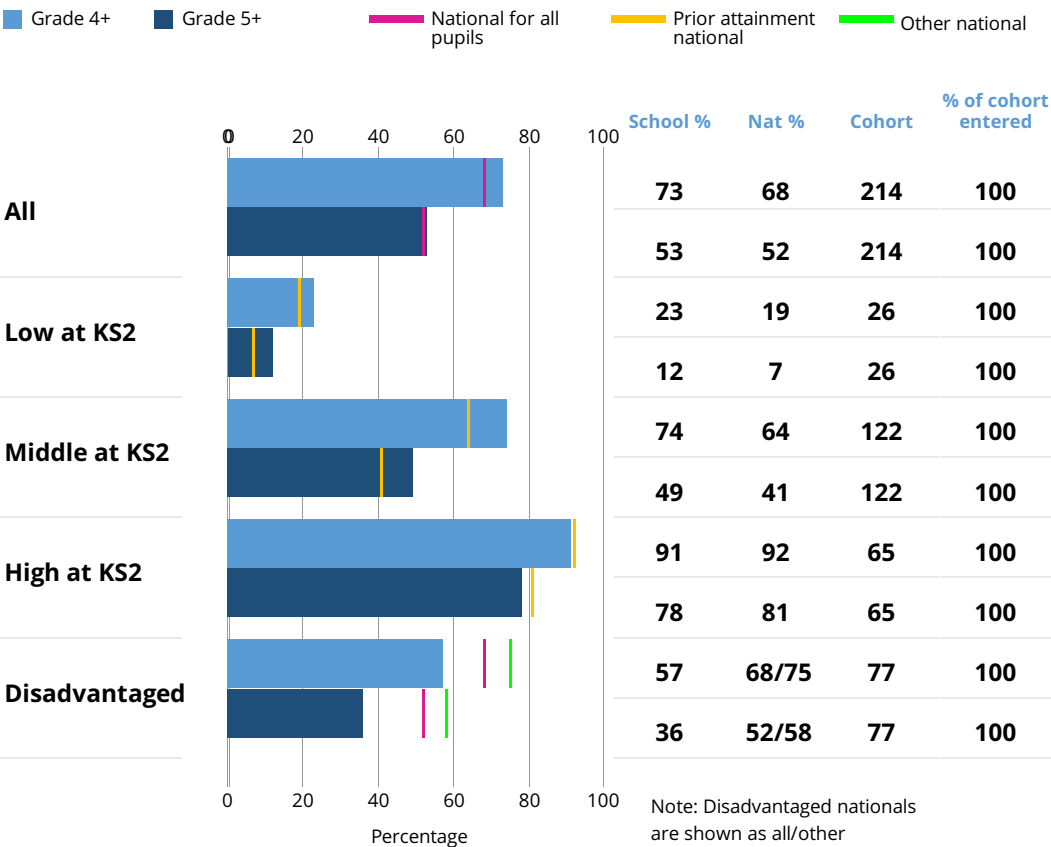


Pupils achieving grade 4+ and 5+ in mathematics

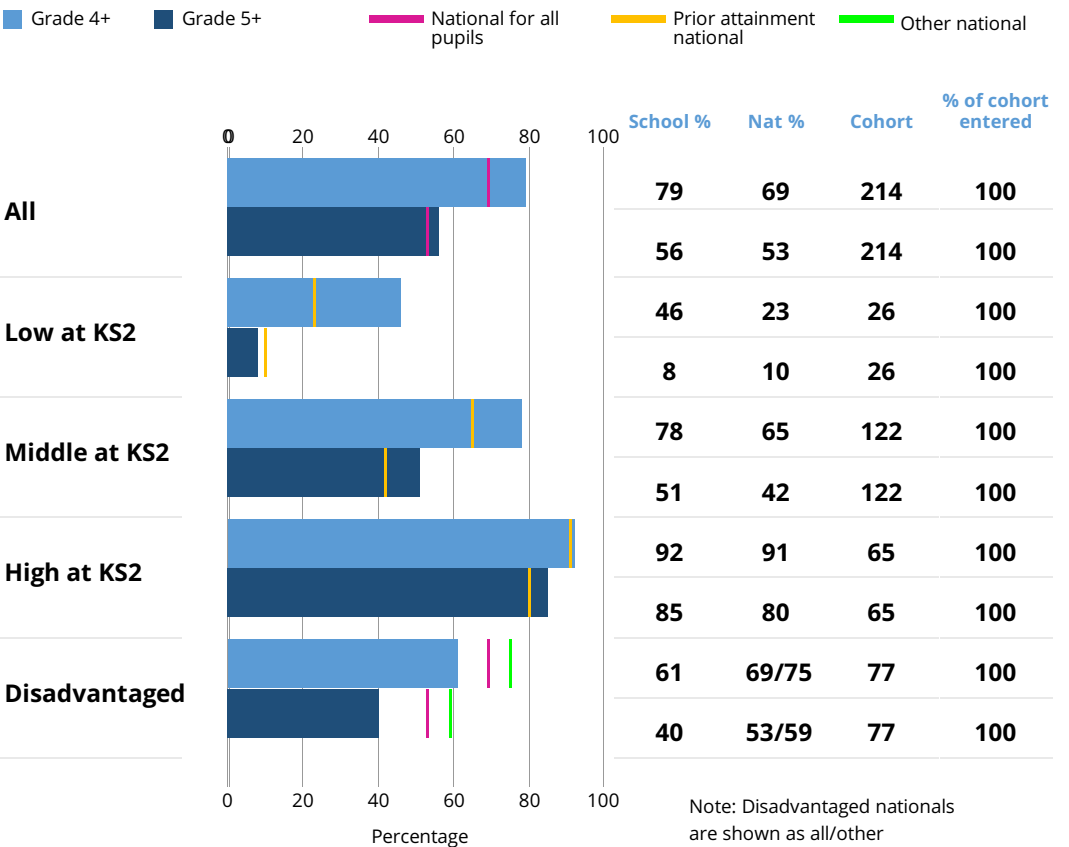


GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English language

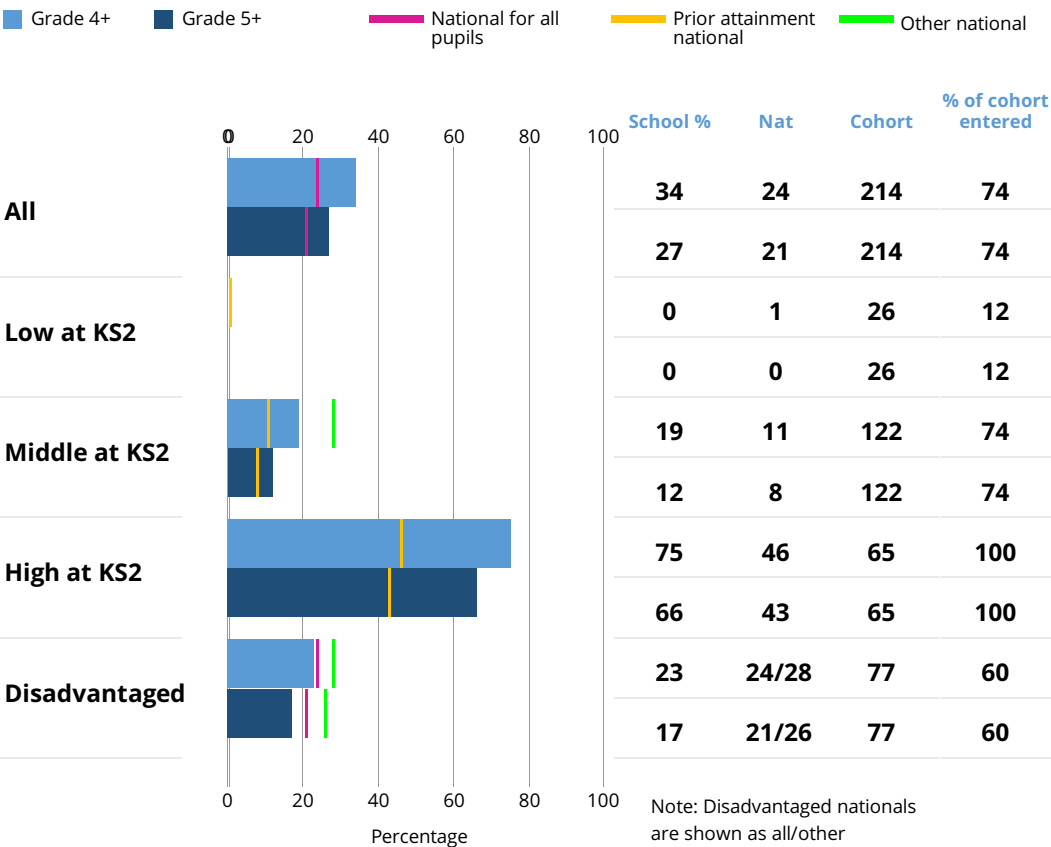


Pupils achieving grade 4+ and 5+ in English literature



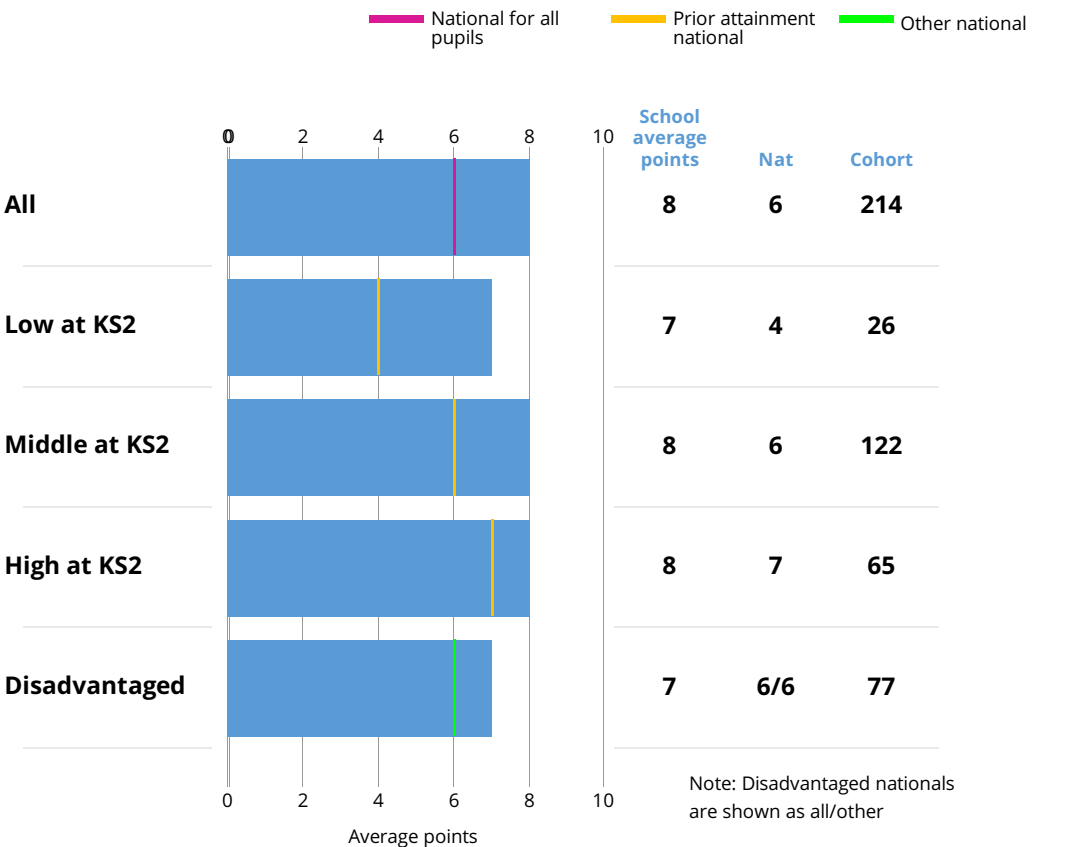
GCSE and equivalent results

Pupils achieving the English Baccalaureate\*



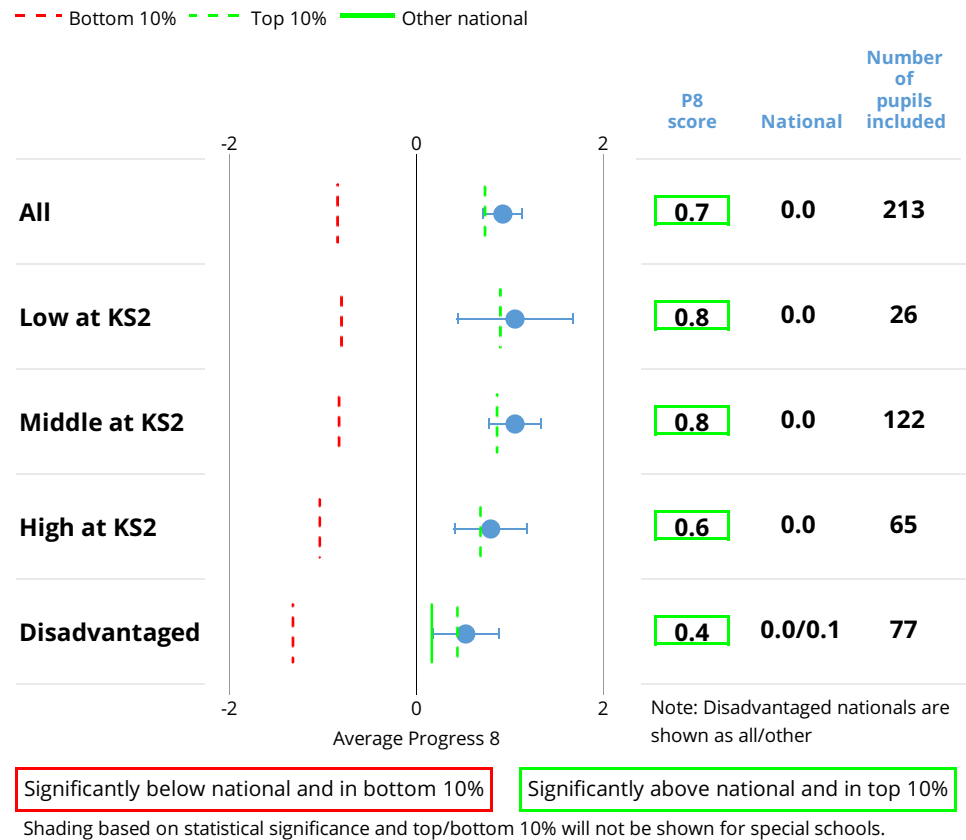
\*The English Baccalaureate is based on the following subjects: English, maths, sciences, a language and either history or geography. Grade 5/C in the new grading is a similar level of achievement to a high grade C or low grade B in the old grading.

Non GCSE average attainment\*

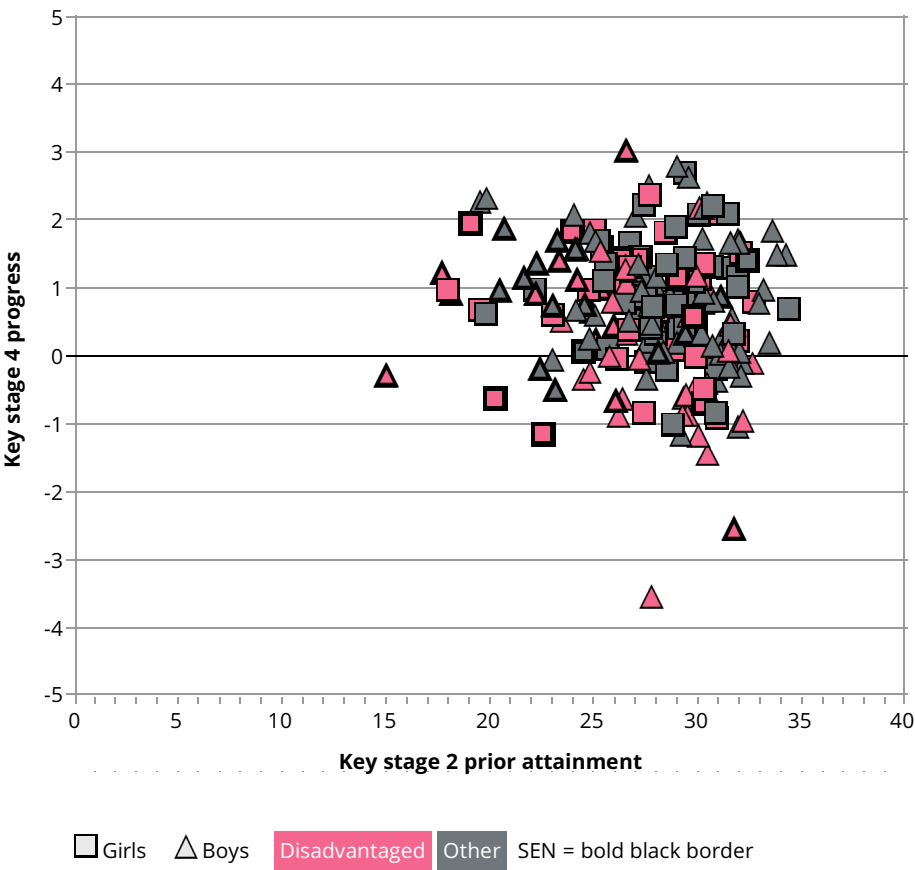


\*this excludes GCSEs, AS levels, free standing mathematics and asset languages

Overall Progress 8

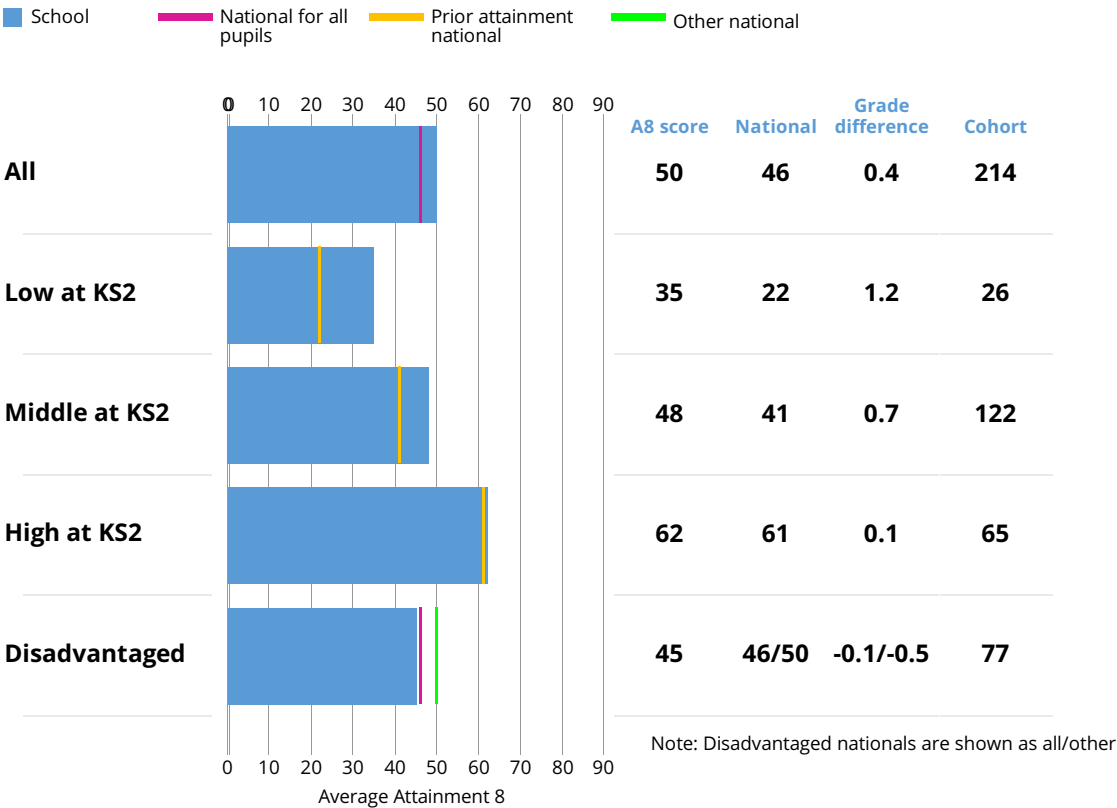


Overall Progress 8 scatterplot

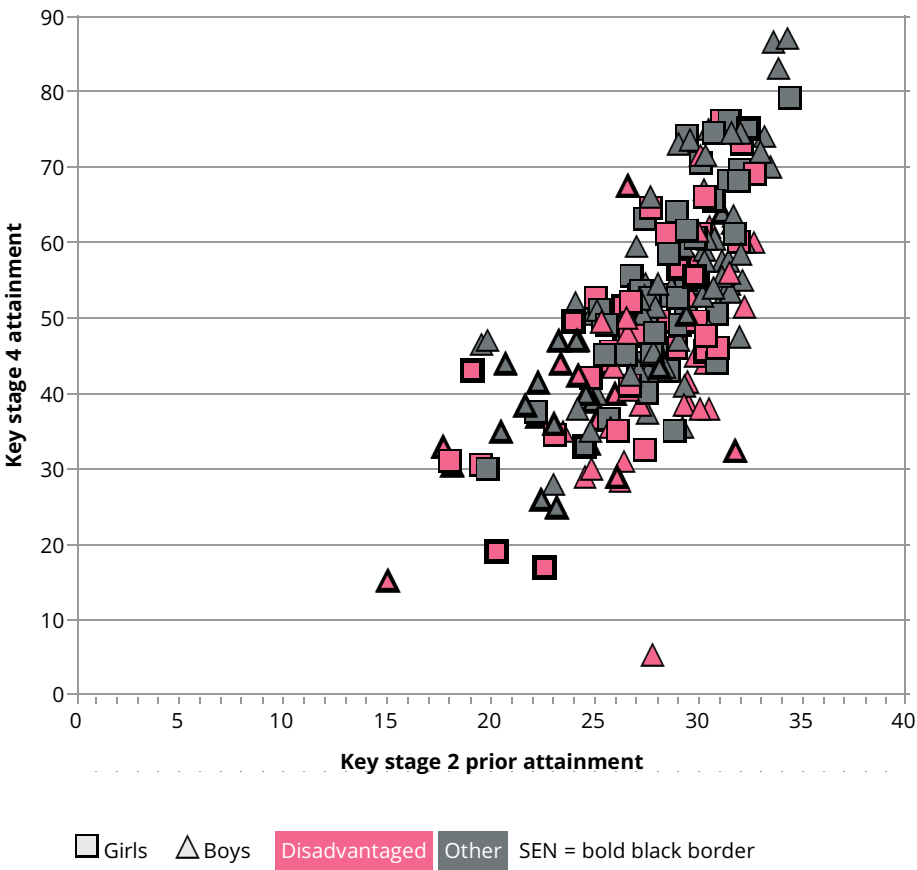


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

Overall Attainment 8



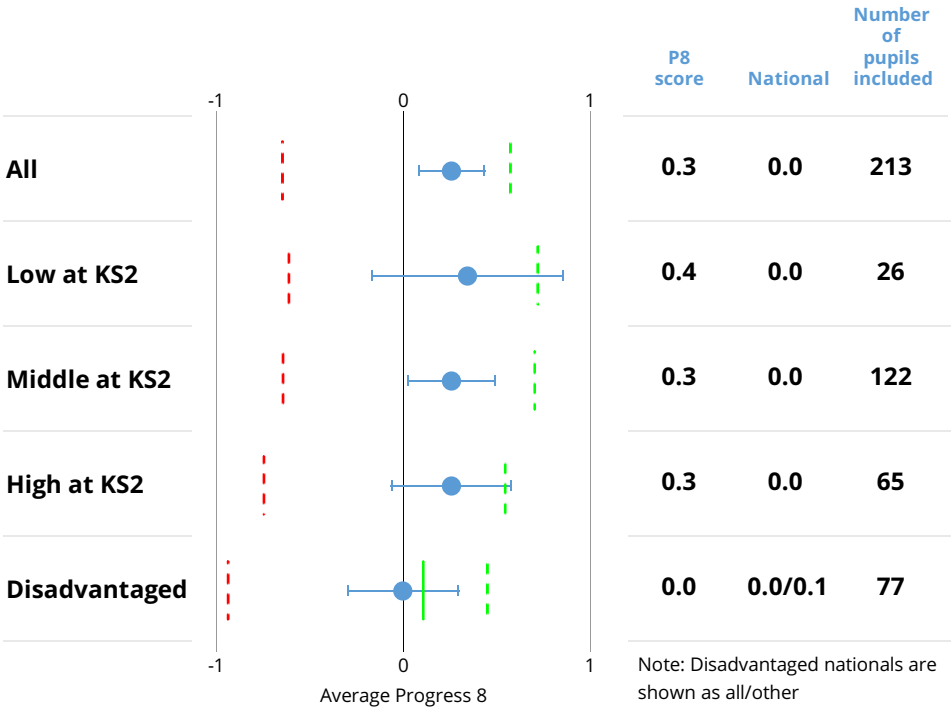
Overall Attainment 8 scatterplot



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

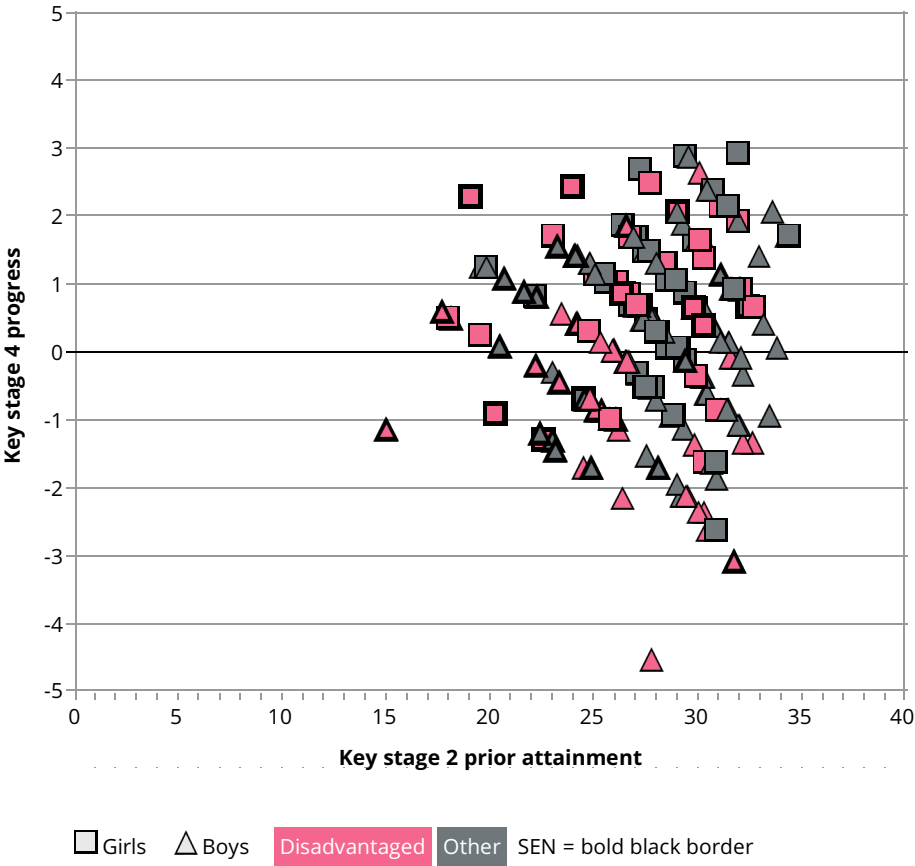
Bottom 10% Top 10% Other national



Significantly below national and in bottom 10% Significantly above national and in top 10%

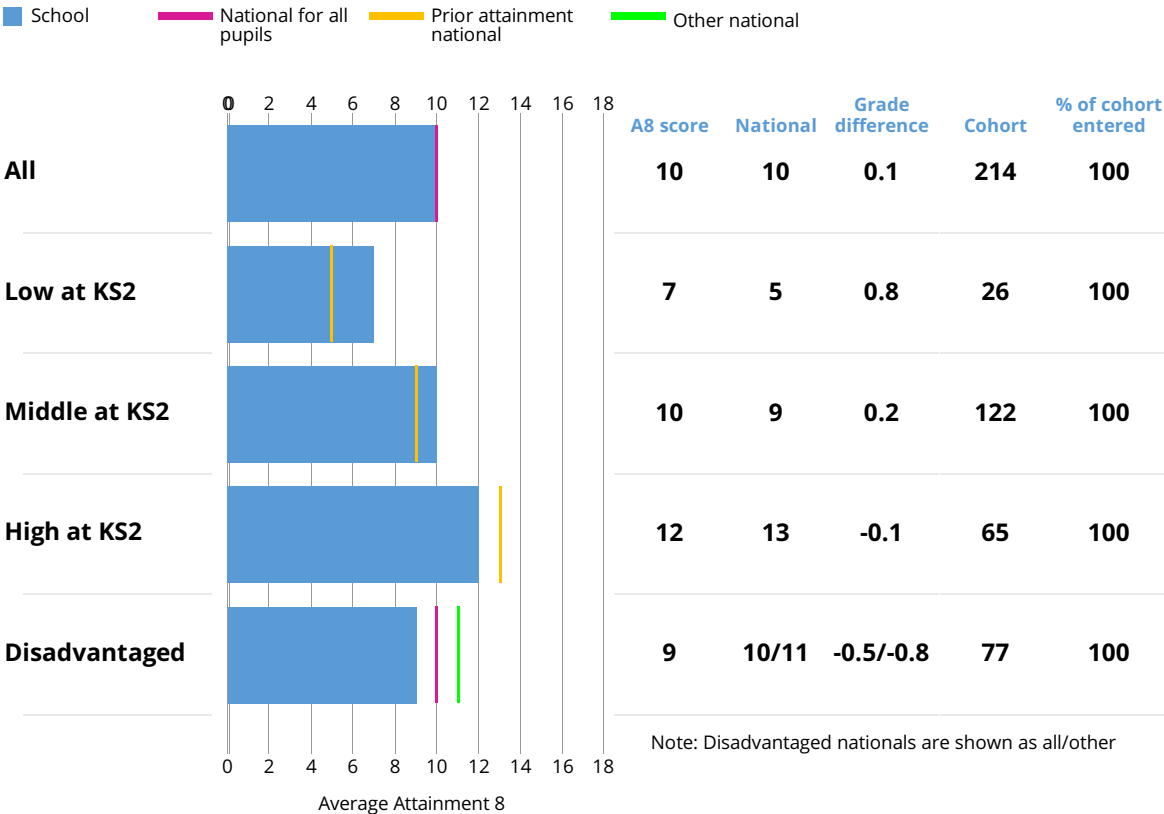
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

English Progress 8 scatterplot

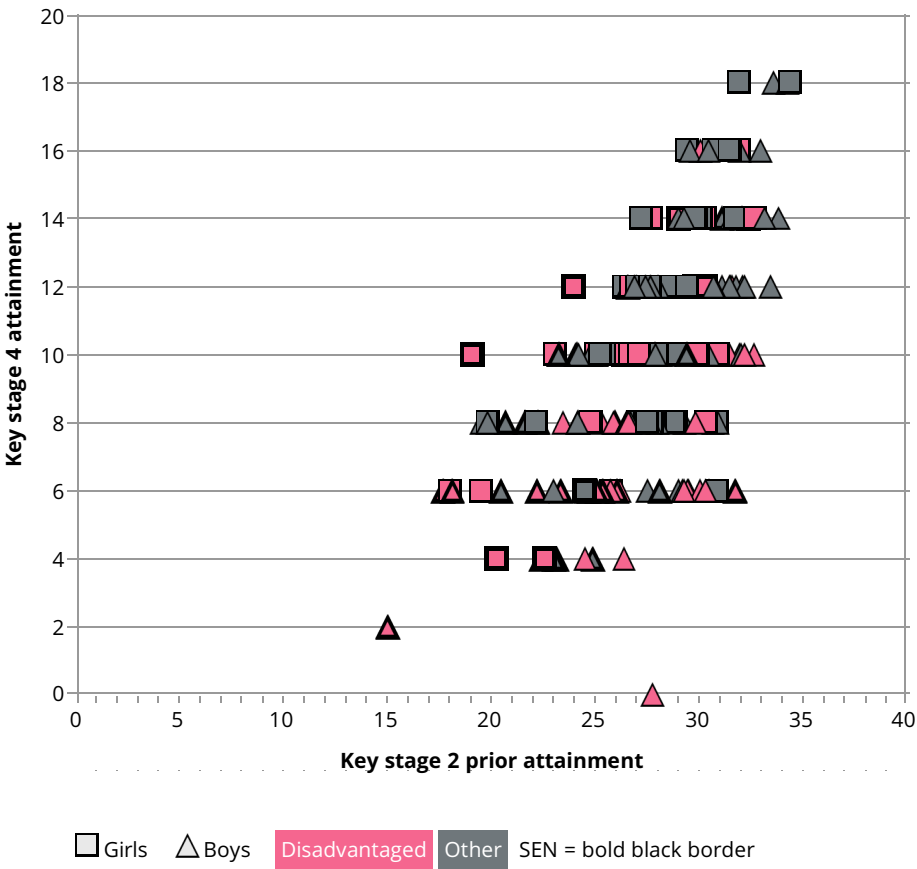


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

English element of Attainment 8



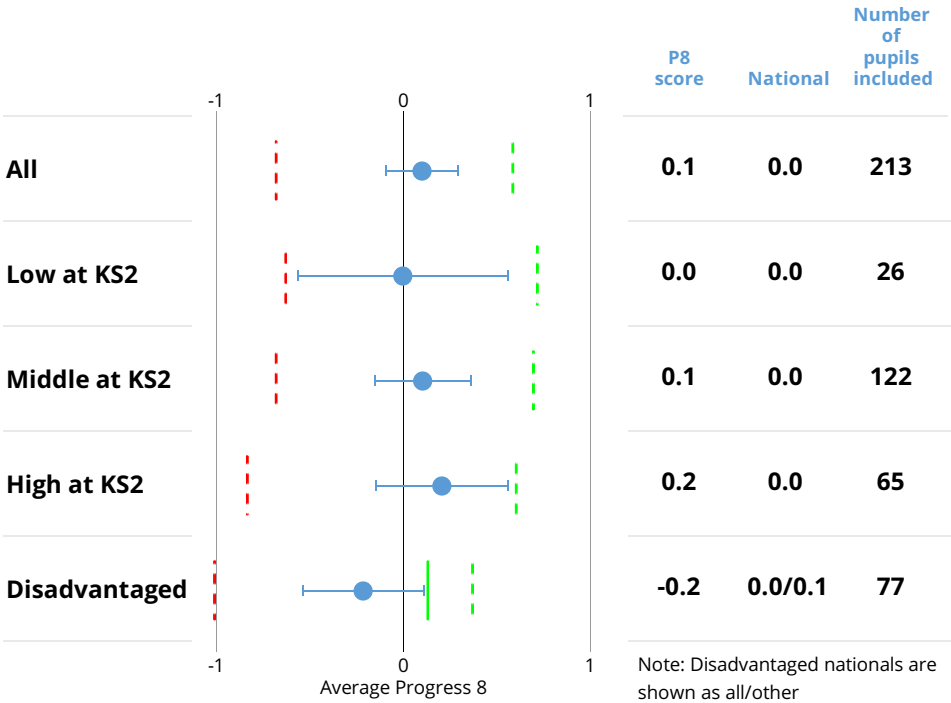
English Attainment 8 scatterplot



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.

Mathematics element of Progress 8

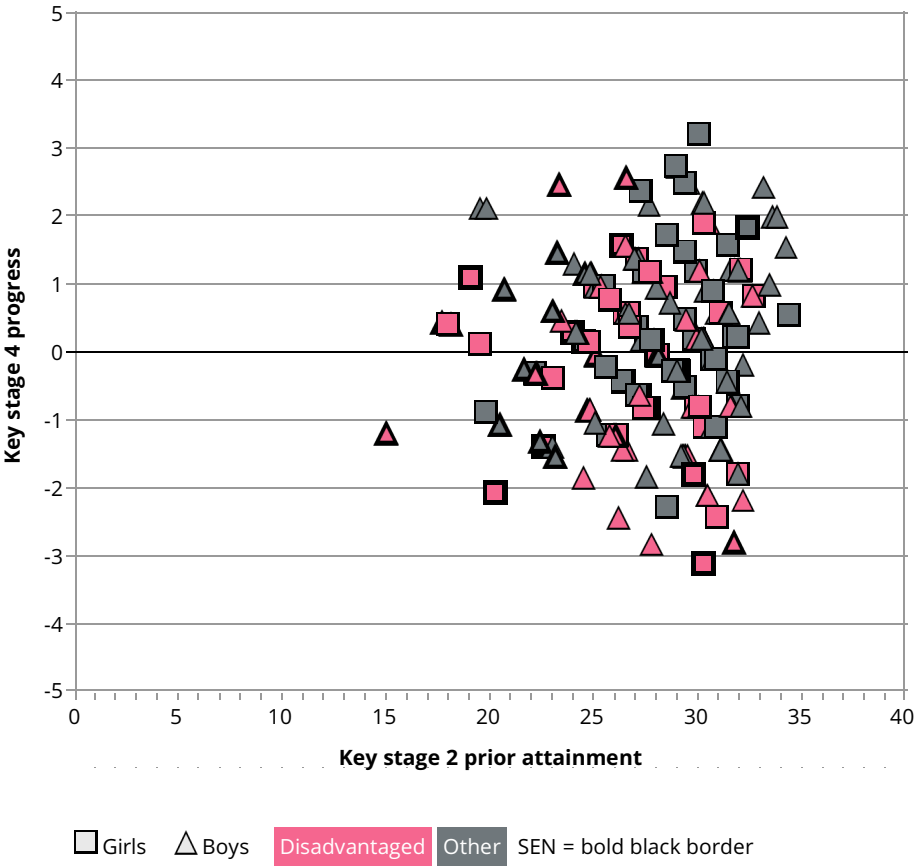
Bottom 10% Top 10% Other national



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.

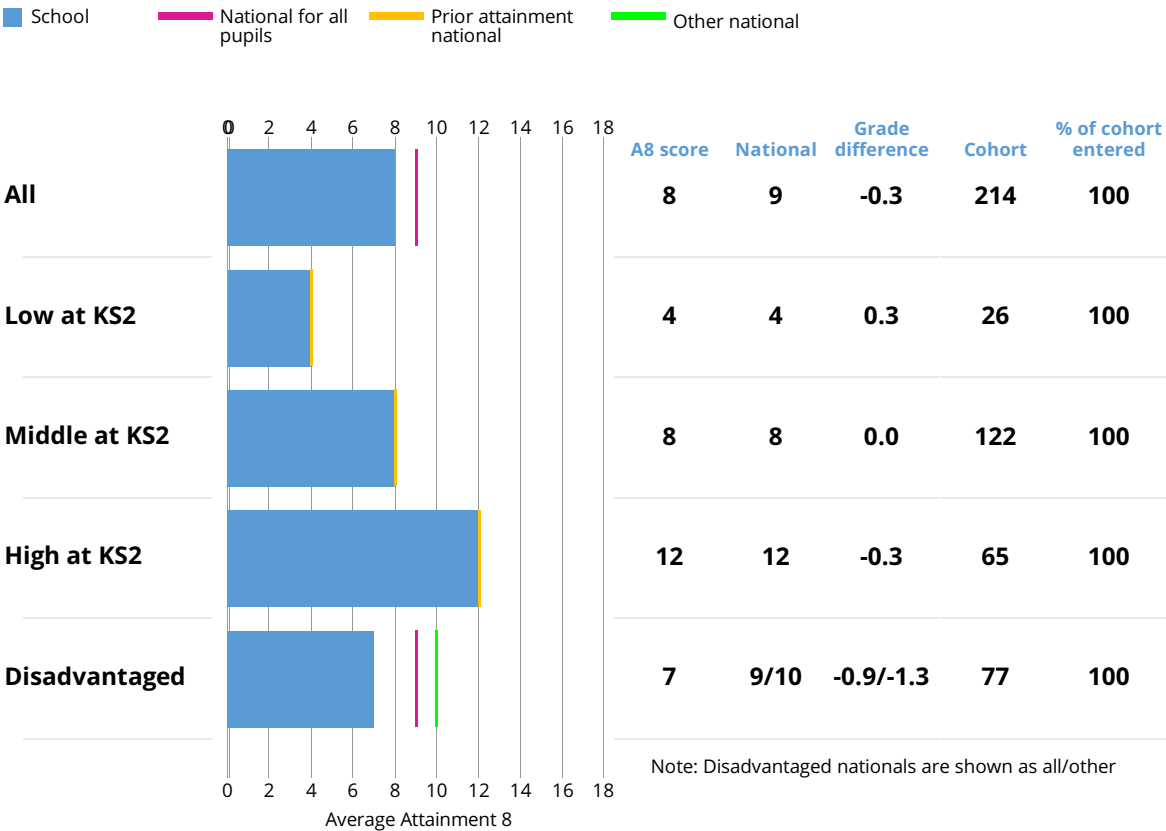
Mathematics Progress 8 scatterplot



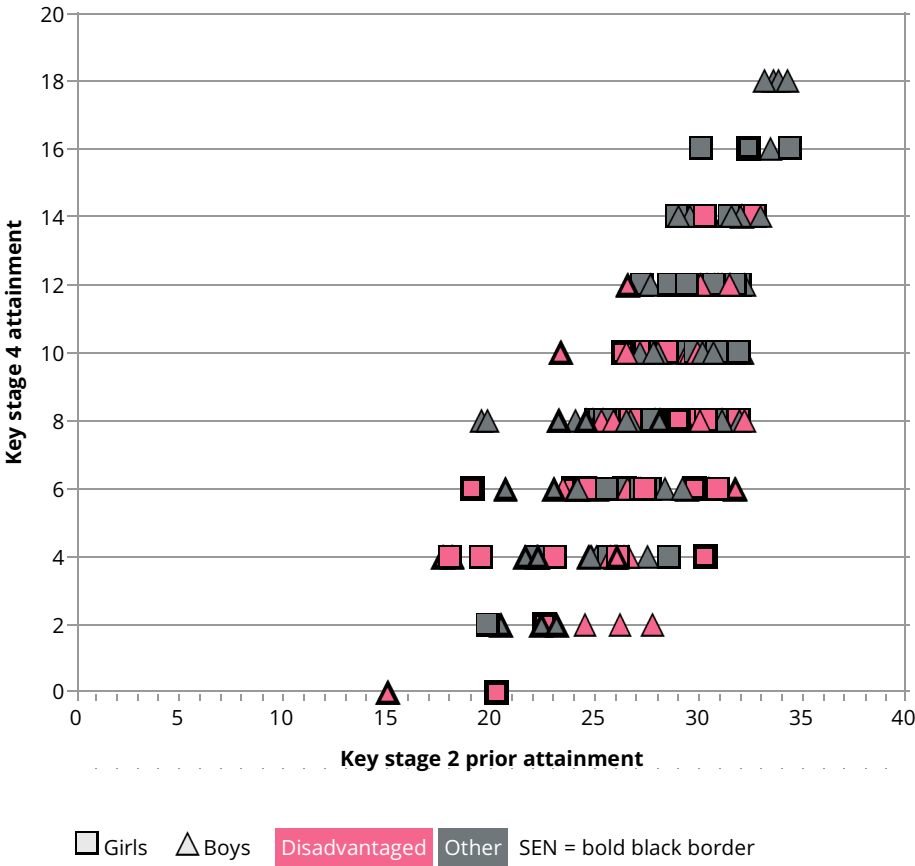
Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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



Mathematics element of Attainment 8



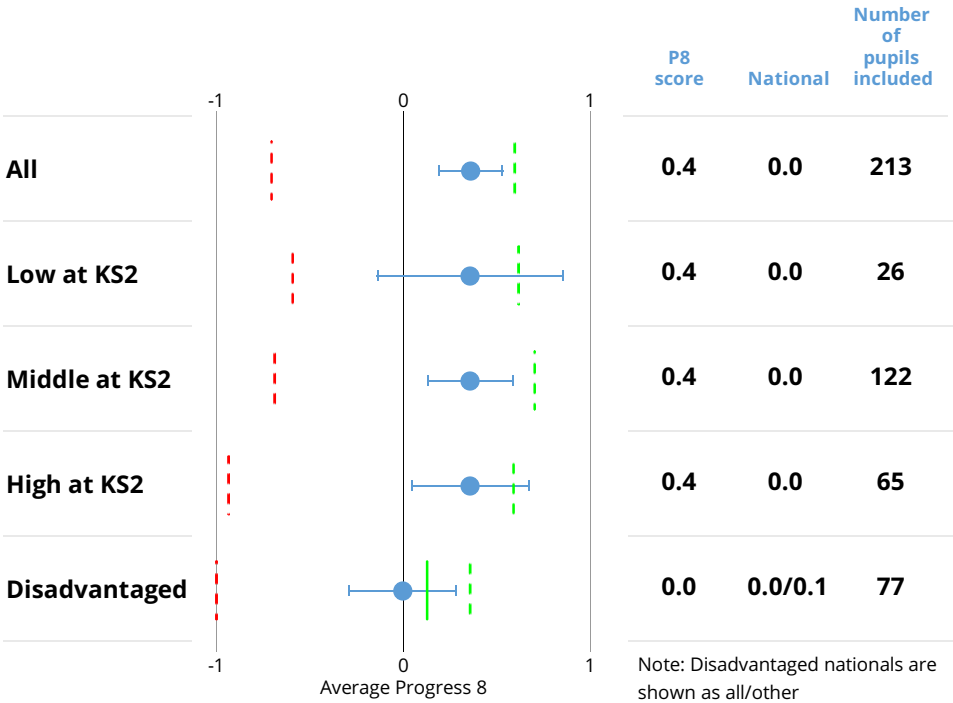
Mathematics Attainment 8 scatterplot



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.

EBacc element of Progress 8

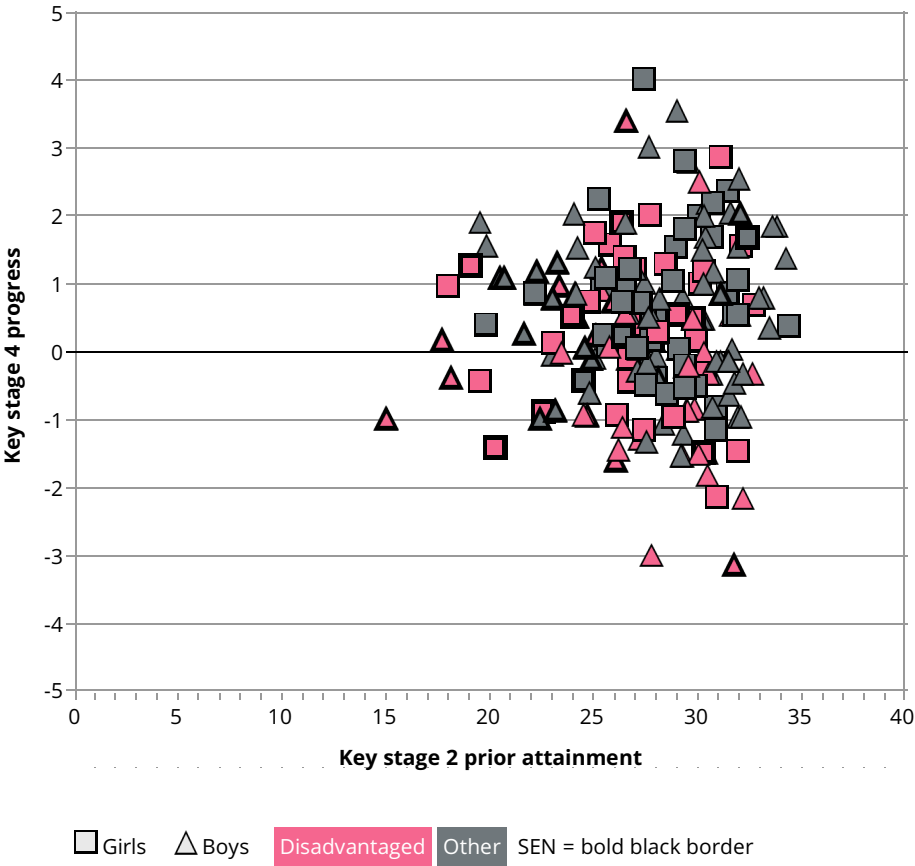
Bottom 10% Top 10% Other national



Significantly below national and in bottom 10% Significantly above national and in top 10%

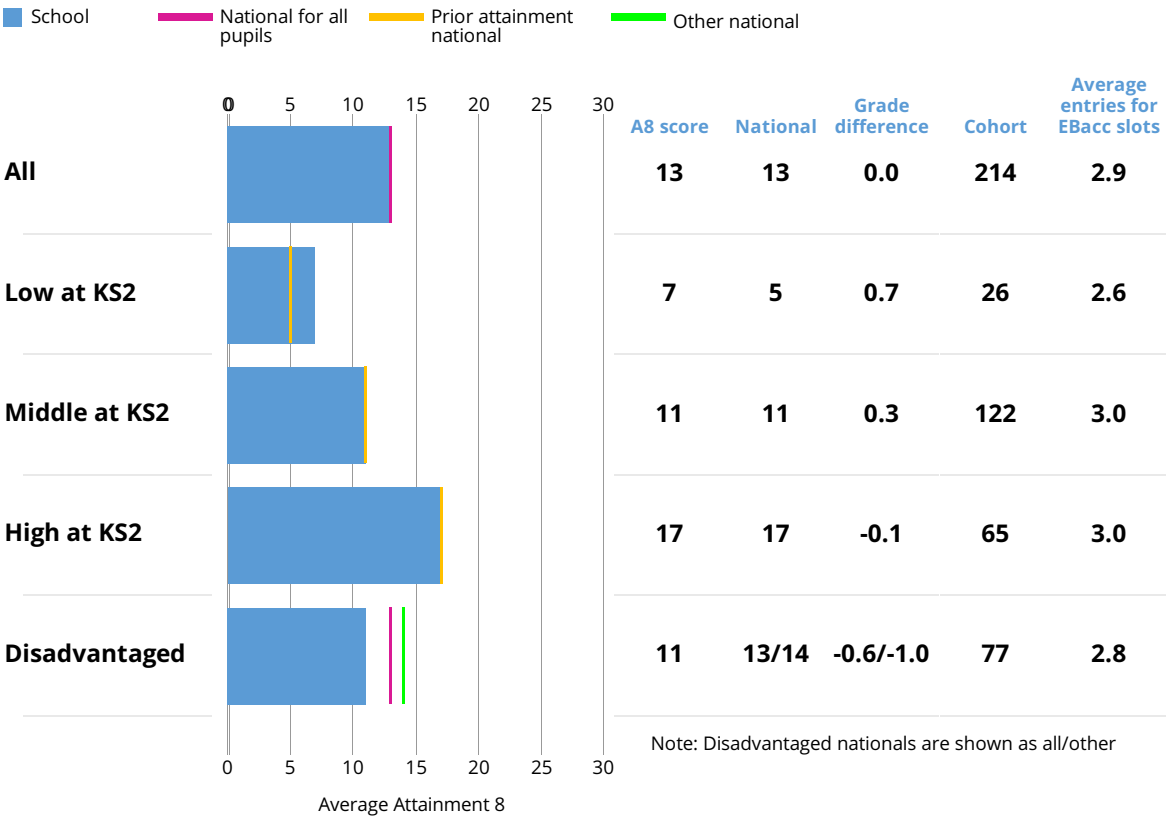
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

EBacc Progress 8 scatterplot

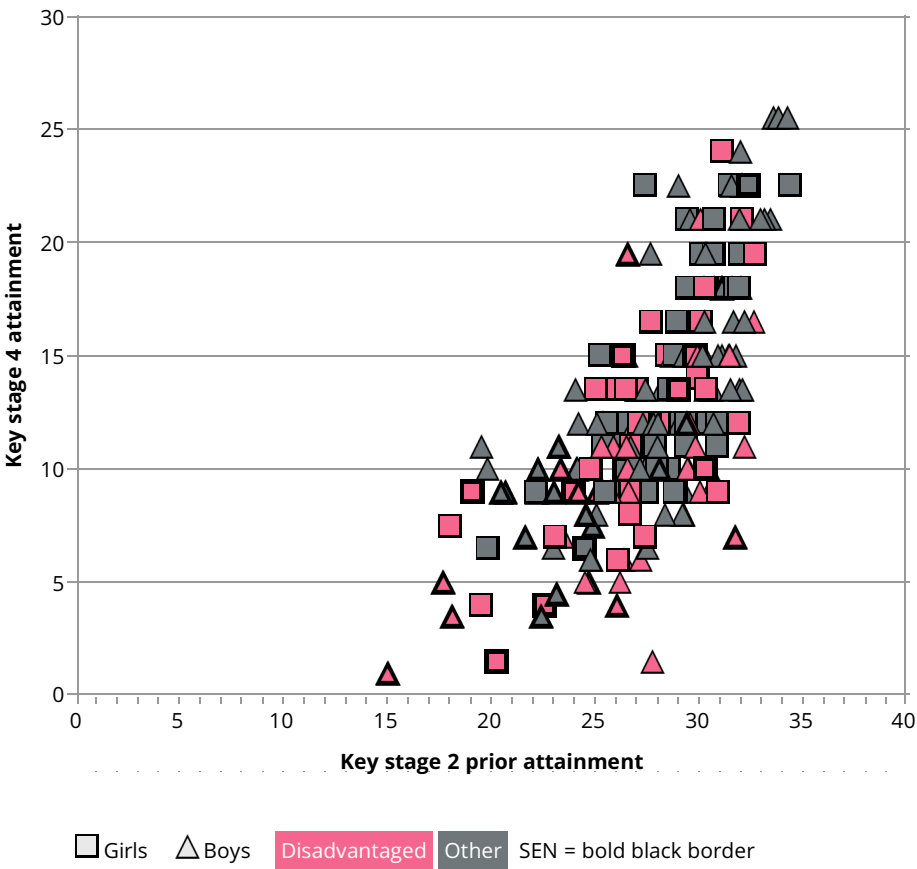


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

EBacc element of Attainment 8

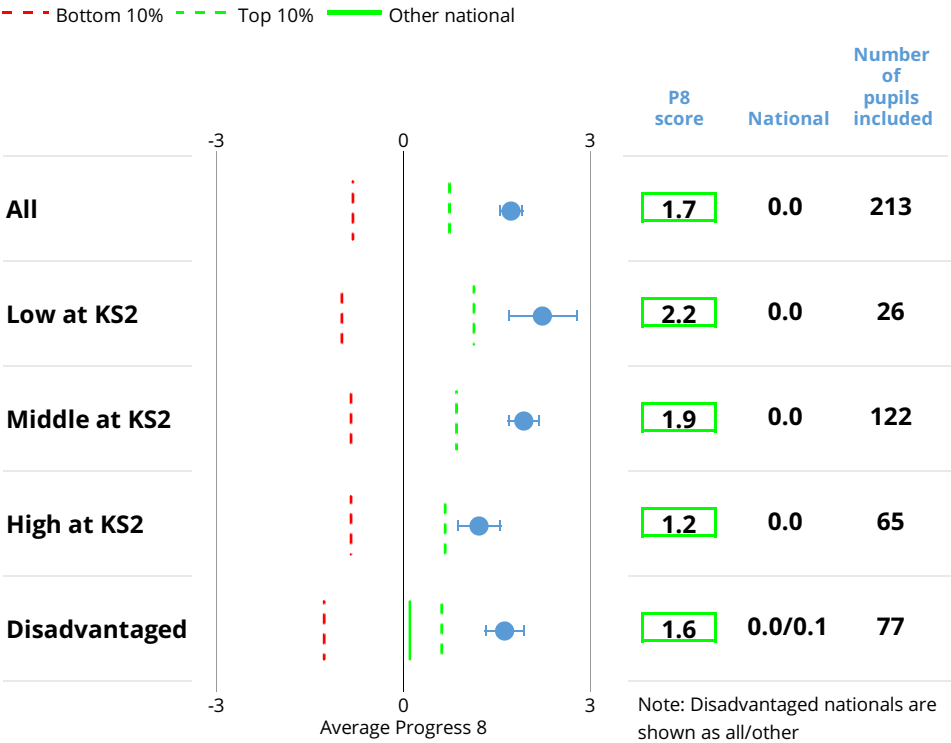


EBacc Attainment 8 scatterplot



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.

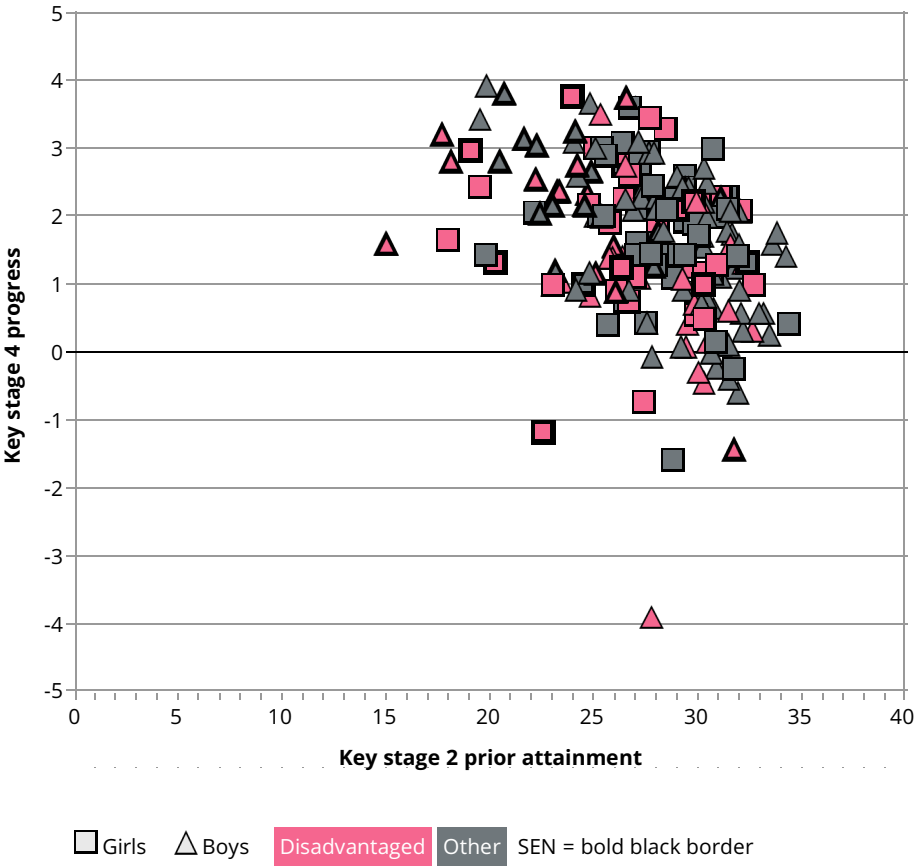
Open element of Progress 8



Significantly below national and in bottom 10%    Significantly above national and in top 10%

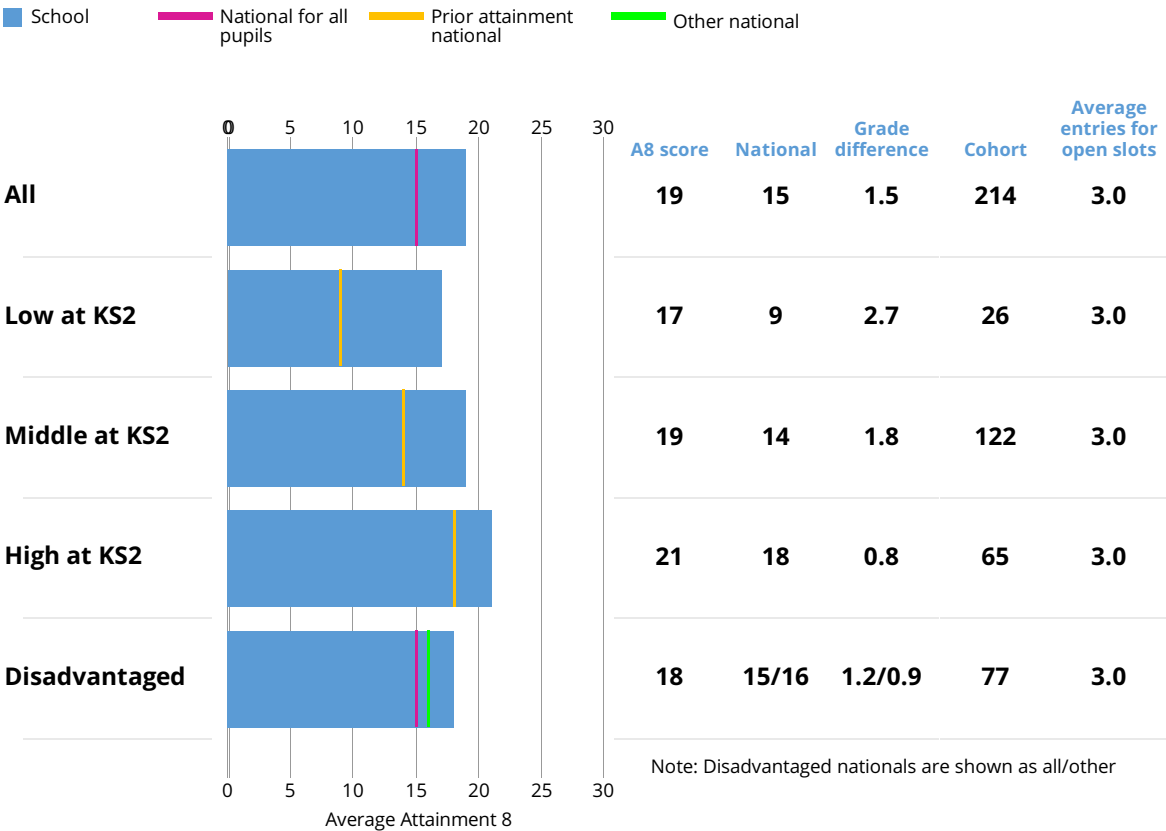
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Open Progress 8 scatterplot

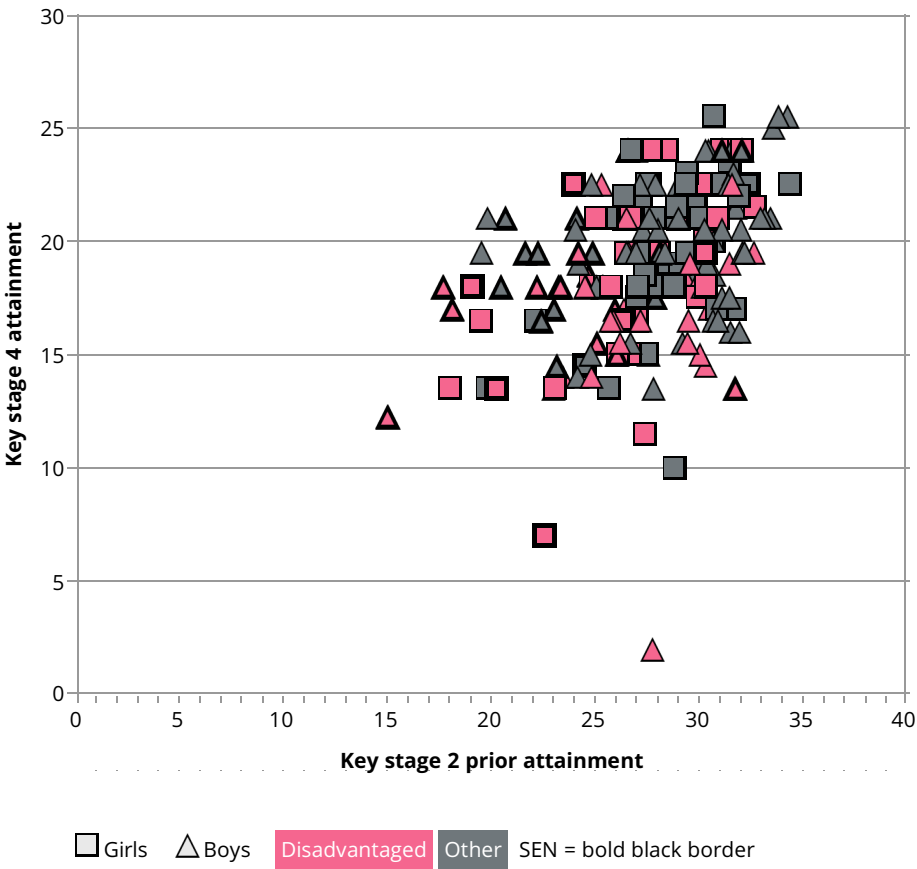


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

Open element of attainment 8

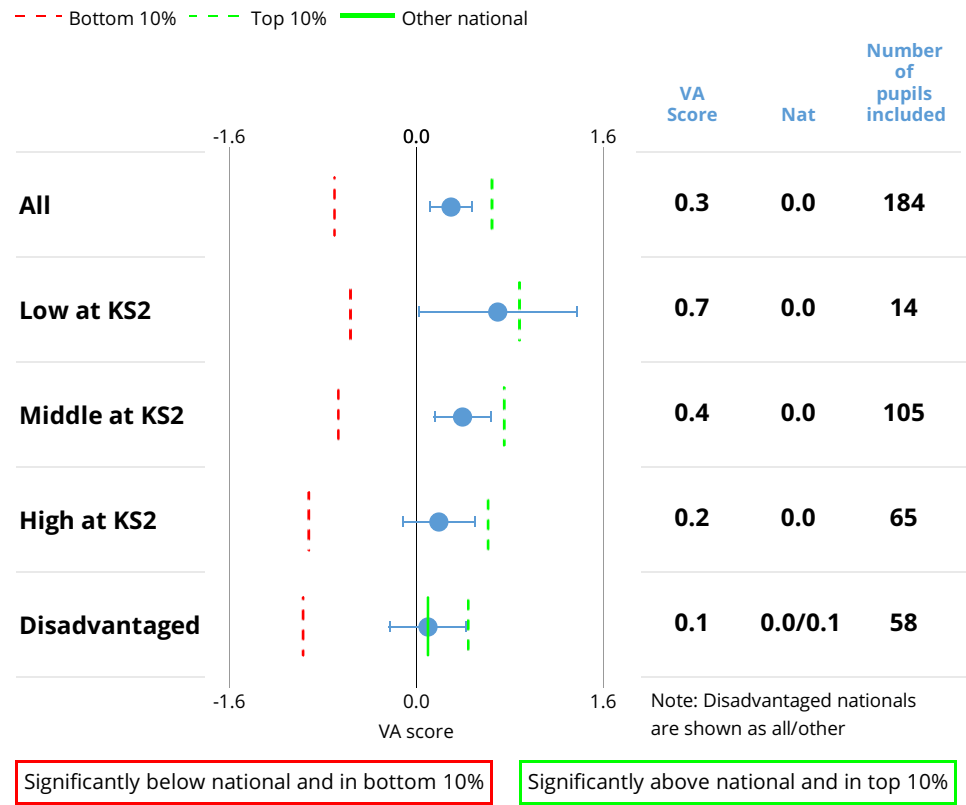


Open Attainment 8 scatterplot

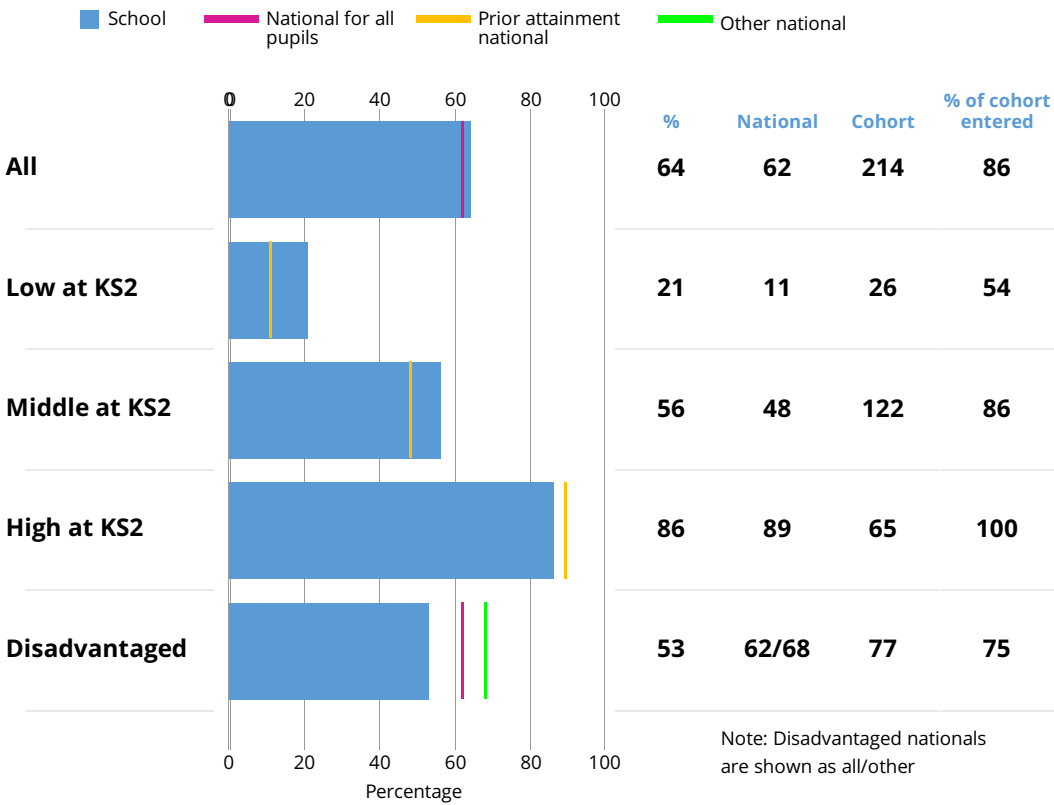


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one 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.

Science Value Added

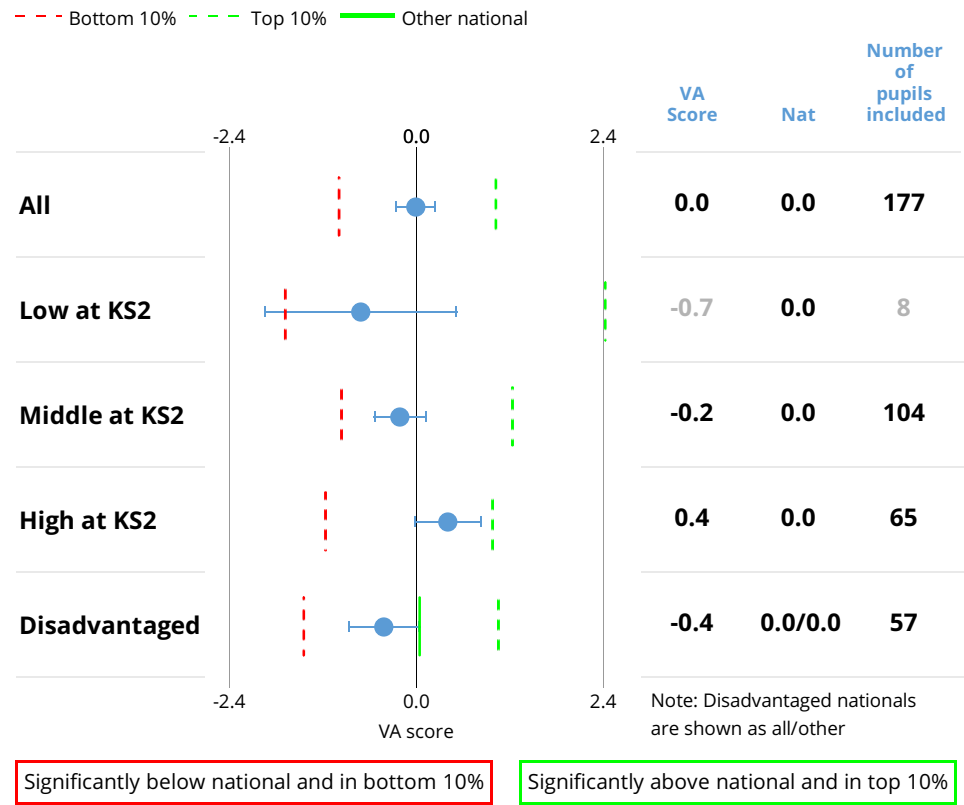


Science % attained grade C or above

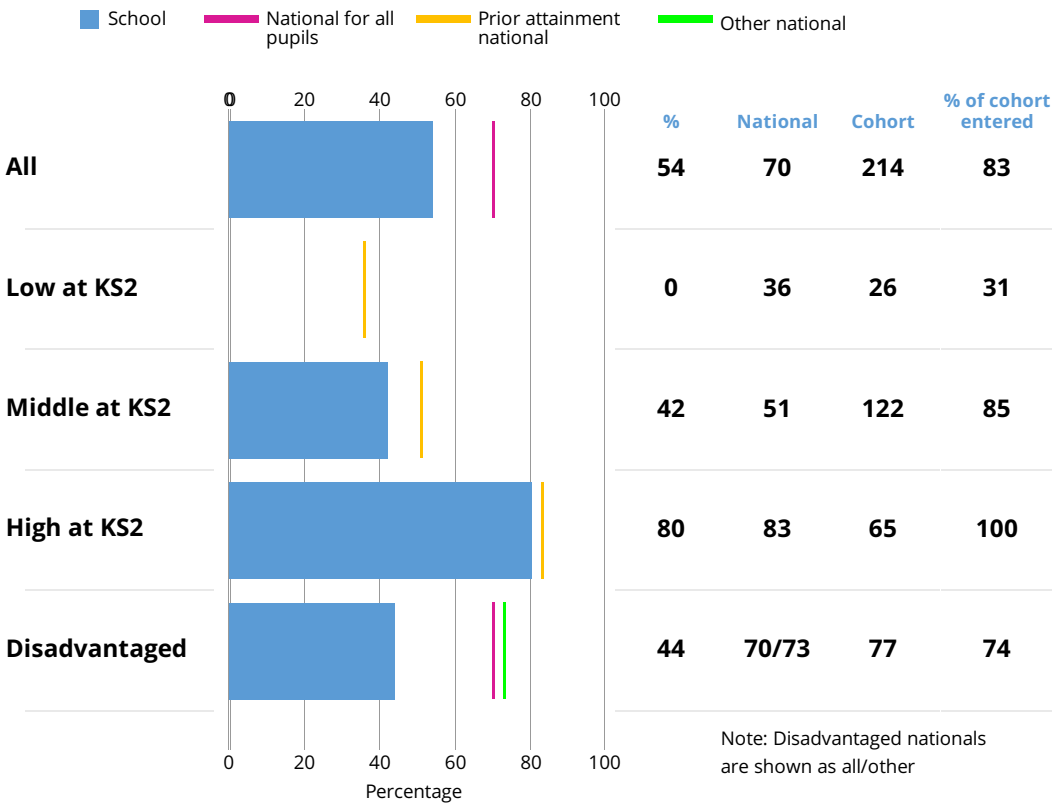


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

Languages Value Added

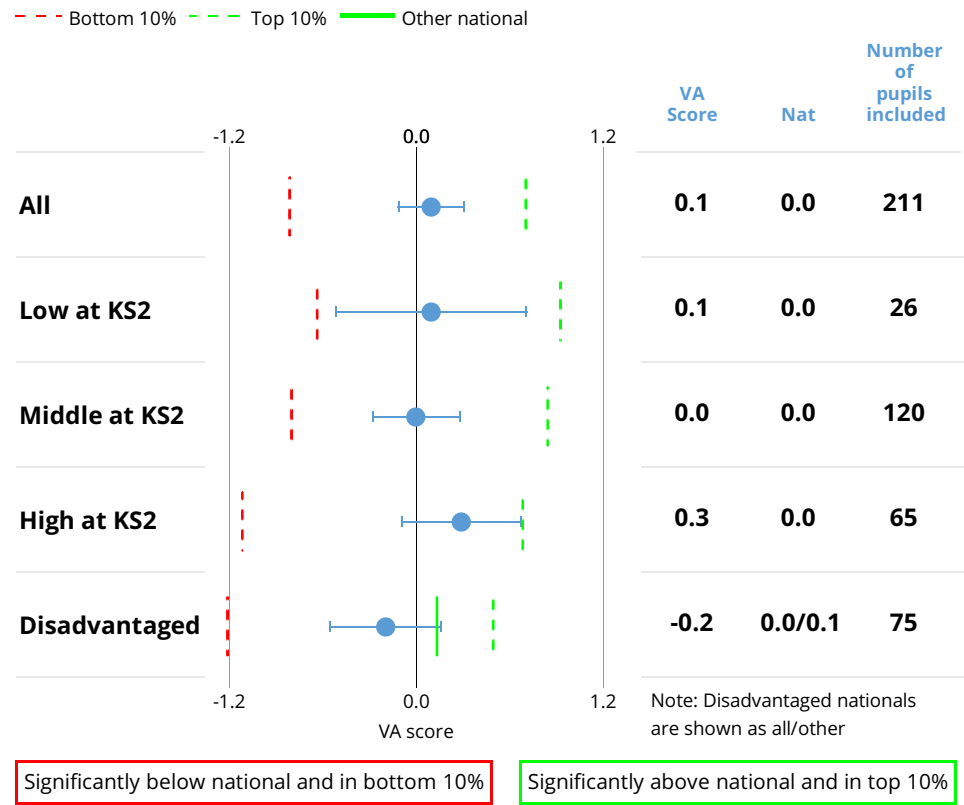


Languages % attained grade C or above

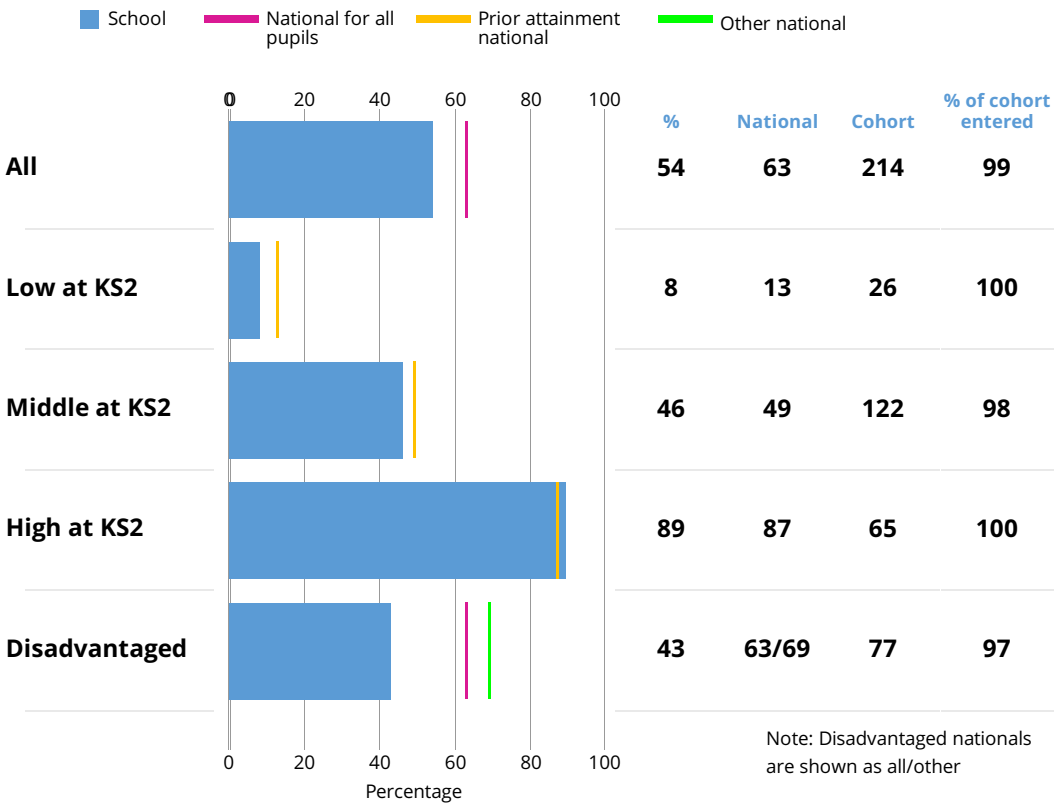


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

Humanities Value Added



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.



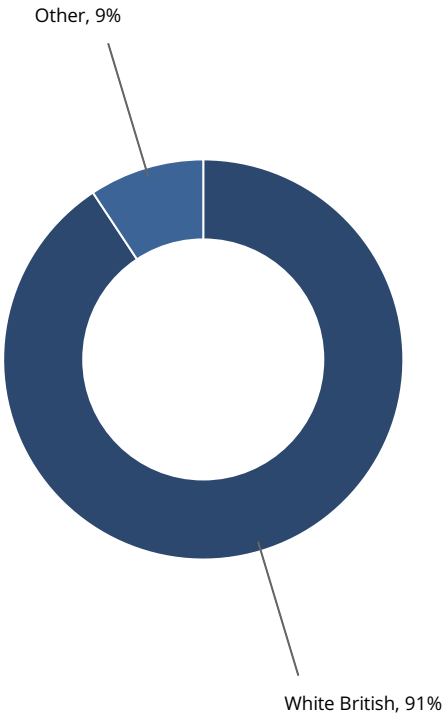
Data from DfE census, January 2017

|         | 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



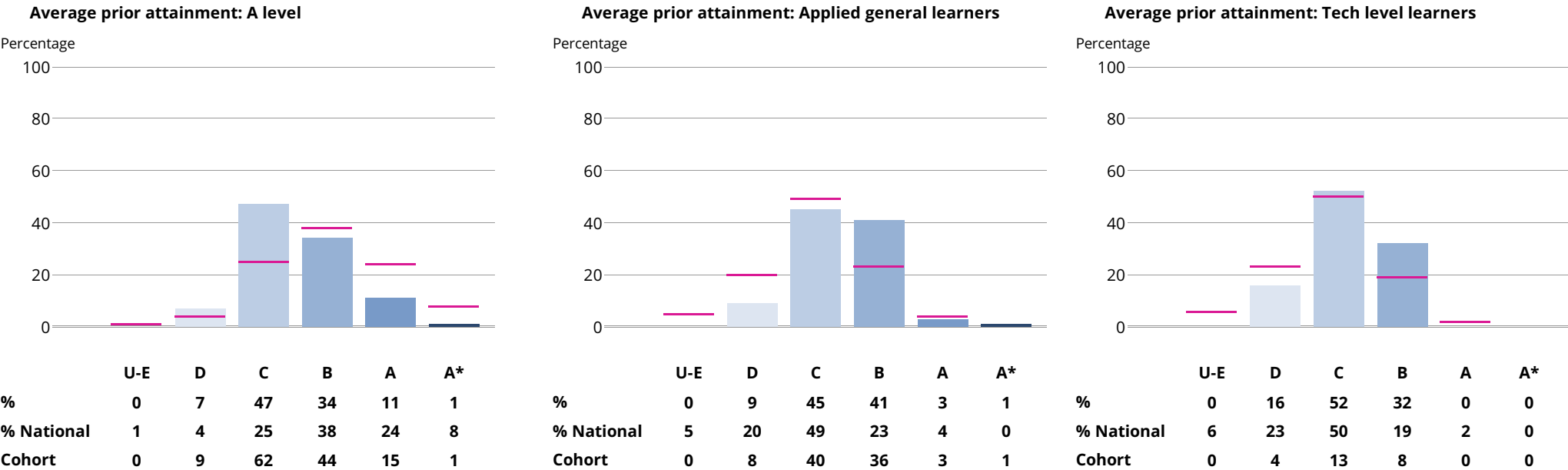
Qualification type and learner characteristics

| 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.

## Trends over time for level 3 study programmes

Quintiles are based on value added scores for A level, AS level and Applied general, and completion and attainment scores for Tech levels.

Data is shown for all pupils and by Key Stage 4 (KS4) prior attainment groups.

|                   |      | Value added (scores and quintiles) |      |         |      |     |            |      |         |      |     | Completion & attainment (scores and quintiles) |    |         |     |     |             |    |         |    |    |
|-------------------|------|------------------------------------|------|---------|------|-----|------------|------|---------|------|-----|--|----|---------|-----|-----|-------------|----|---------|----|----|
|                   |      | A level                            |      |         |      |     | AS level   |      |         |      |     | Applied general                                |    |         |     |     | Tech levels |    |         |    |    |
|                   |      | 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               | 2015 | (210)                              |      |         | -0.1 |     | (81)       |      | -0.1    |      |     | (110)  |    |         |     | 0.9 | -           |    |         |    |    |
|                   | 2016 | (273)                              |      |         |      | 0.3 | (161)      |      |         | 0.1  |     | (188)  |    |         |     | 1.2 | -           |    |         |    |    |
|                   | 2017 | (227)                              |      |         |      | 0.1 | (110)      |      |         | 0.0  |     | (131)  |    |         |     | 0.8 | -           |    |         |    |    |
| D or below at KS4 | 2015 | (6)                                |      |         | -0.1 |     | (3)        |      |         | 0.0  |     | (14)   |    |         |     | 1.2 | -           |    |         |    |    |
|                   | 2016 | (24)                               |      |         |      | 0.6 | (28)       |      |         | 0.3  |     | (35)   |    |         |     | 1.7 | -           |    |         |    |    |
|                   | 2017 | (8)                                |      | -0.2    |      |     | (3)        |      |         |      | 0.6 | (16)   |    |         |     | 1.1 | -           |    |         |    |    |
| C at KS4          | 2015 | (58)                               |      | -0.1    |      |     | (25)       | -0.2 |         |      |     | (45)   |    |         |     | 0.9 | -           |    |         |    |    |
|                   | 2016 | (91)                               |      |         |      | 0.5 | (63)       |      |         | 0.1  |     | (101)  |    |         |     | 1.3 | -           |    |         |    |    |
|                   | 2017 | (84)                               |      |         |      | 0.1 | (45)       |      |         | 0.1  |     | (65)   |    |         |     | 1.1 | -           |    |         |    |    |
| B at KS4          | 2015 | (101)                              |      |         | 0.0  |     | (40)       |      | -0.1    |      |     | (47)   |    |         |     | 0.5 | -           |    |         |    |    |
|                   | 2016 | (113)                              |      |         |      | 0.1 | (52)       |      |         | 0.0  |     | (46)   |    |         |     | 0.6 | -           |    |         |    |    |
|                   | 2017 | (88)                               |      |         |      | 0.1 | (49)       |      |         | -0.1 |     | (46)   |    |         |     | 0.5 | -           |    |         |    |    |
| A or above at KS4 | 2015 | (45)                               | -0.2 |         |      |     | (13)       |      |         | 0.0  |     | (4)  |    |         | 0.0 |     | -           |    |         |    |    |
|                   | 2016 | (45)                               |      | -0.2    |      |     | (18)       |      |         | 0.1  |     | (6)  |    |         | 0.3 |     | -           |    |         |    |    |
|                   | 2017 | (47)                               |      | -0.2    |      |     | (13)       |      |         | 0.1  |     | (4)  |    |         | 0.1 |     | -           |    |         |    |    |

Notes: Details of the methodology used to calculate the scores and quintiles is available in the the guidance document. Data based on ten or fewer learners/entries is displayed in grey.

Information on the quintile boundaries is available here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-16-to-19>.

( ) Entries [ ] Aims Significantly below national Significantly above national Change in methodology or calculations -----

## Trends over time for level 3 study programmes

Quintiles are based on value added scores for A level, AS level and Applied general, and completion and attainment scores for Tech levels.

Data is shown for all pupils and by characteristics.

|               |      | Value added (scores and quintiles) |    |         |      |     |            |    |         |     |     | Completion & attainment (scores and quintiles) |    |         |    |     |             |    |         |    |    |
|---------------|------|------------------------------------|----|---------|------|-----|------------|----|---------|-----|-----|--|----|---------|----|-----|-------------|----|---------|----|----|
|               |      | A level                            |    |         |      |     | AS level   |    |         |     |     | Applied general                                |    |         |    |     | Tech levels |    |         |    |    |
|               |      | 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           | 2015 | (210)                              |    |         | -0.1 |     | (81)       |    | -0.1    |     |     | (110)  |    |         |    | 0.9 | -           |    |         |    |    |
|               | 2016 | (273)                              |    |         |      | 0.3 | (161)      |    |         | 0.1 |     | (188)  |    |         |    | 1.2 | -           |    |         |    |    |
|               | 2017 | (227)                              |    |         |      | 0.1 | (110)      |    |         | 0.0 |     | (131)  |    |         |    | 0.8 | -           |    |         |    |    |
| Disadvantaged | 2015 | (67)                               |    | -0.1    |      |     | (24)       |    | -0.1    |     |     | (42)   |    |         |    | 0.8 | -           |    |         |    |    |
|               | 2016 | (59)                               |    |         |      | 0.1 | (45)       |    |         |     | 0.3 | (43)   |    |         |    | 1.3 | -           |    |         |    |    |
|               | 2017 | (70)                               |    |         |      | 0.3 | (31)       |    |         | 0.2 |     | (61)   |    |         |    | 1.0 | -           |    |         |    |    |
| Female        | 2015 | (103)                              |    |         |      | 0.0 | (35)       |    |         | 0.0 |     | (46)   |    |         |    | 0.6 | -           |    |         |    |    |
|               | 2016 | (127)                              |    |         |      | 0.3 | (72)       |    |         | 0.1 |     | (48)   |    |         |    | 1.0 | -           |    |         |    |    |
|               | 2017 | (131)                              |    |         |      | 0.1 | (51)       |    |         | 0.0 |     | (54)   |    |         |    | 0.8 | -           |    |         |    |    |
| Male          | 2015 | (107)                              |    | -0.2    |      |     | (46)       |    | -0.2    |     |     | (64)   |    |         |    | 0.9 | -           |    |         |    |    |
|               | 2016 | (146)                              |    |         |      | 0.2 | (89)       |    |         | 0.1 |     | (140)  |    |         |    | 1.2 | -           |    |         |    |    |
|               | 2017 | (96)                               |    |         |      | 0.1 | (59)       |    |         | 0.0 |     | (77)   |    |         |    | 0.9 | -           |    |         |    |    |

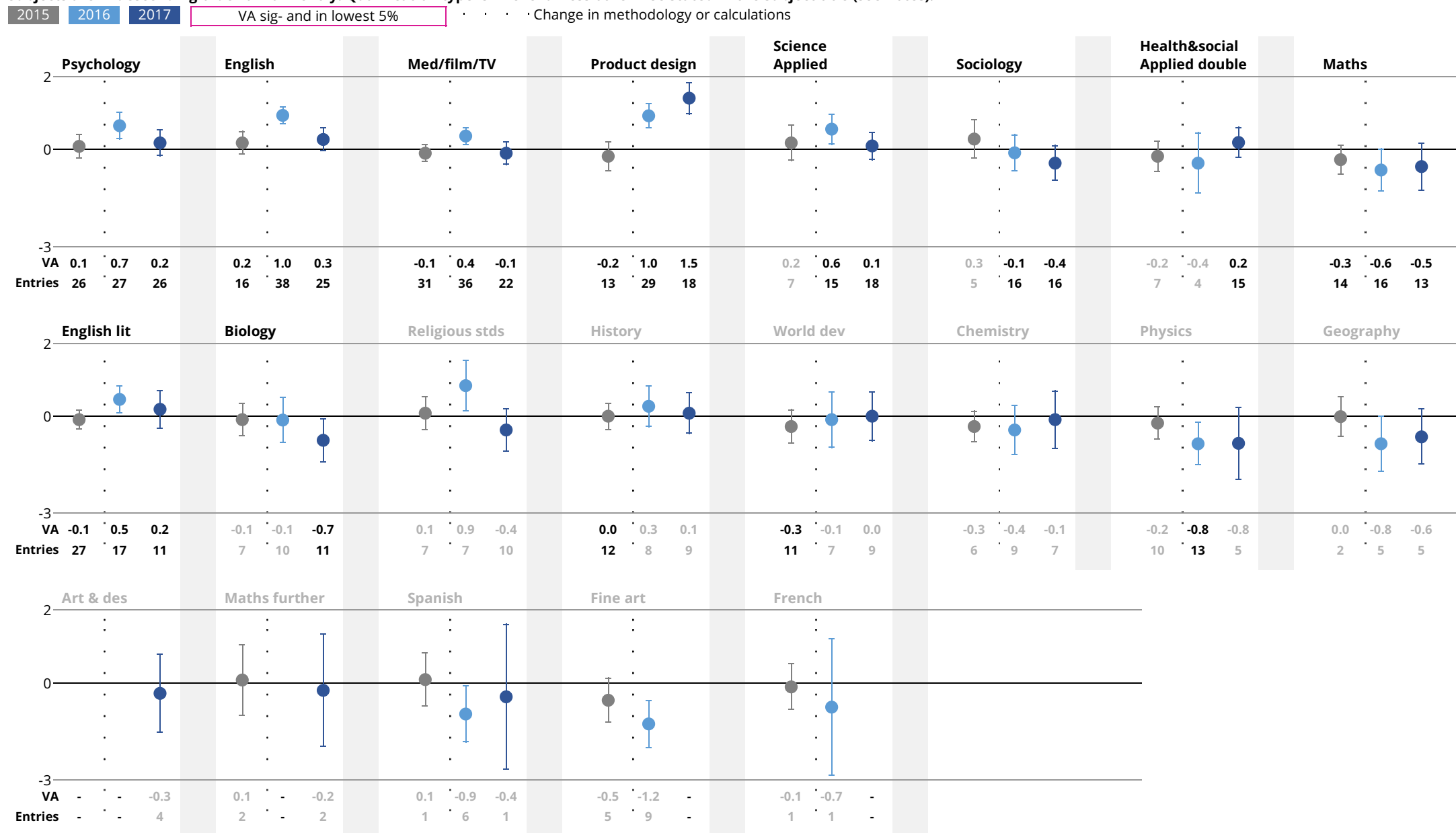
Notes: Details of the methodology used to calculate the scores and quintiles is available in the the guidance document. Data based on ten or fewer learners/entries is displayed in grey.

Information on the quintile boundaries is available here: <https://www.gov.uk/government/publications/using-ofsted-inspection-dashboard-16-to-19>.

() Entries [ ] Aims Significantly below national Significantly above national Change in methodology or calculations -----

## Value added by subject: A-level size and above

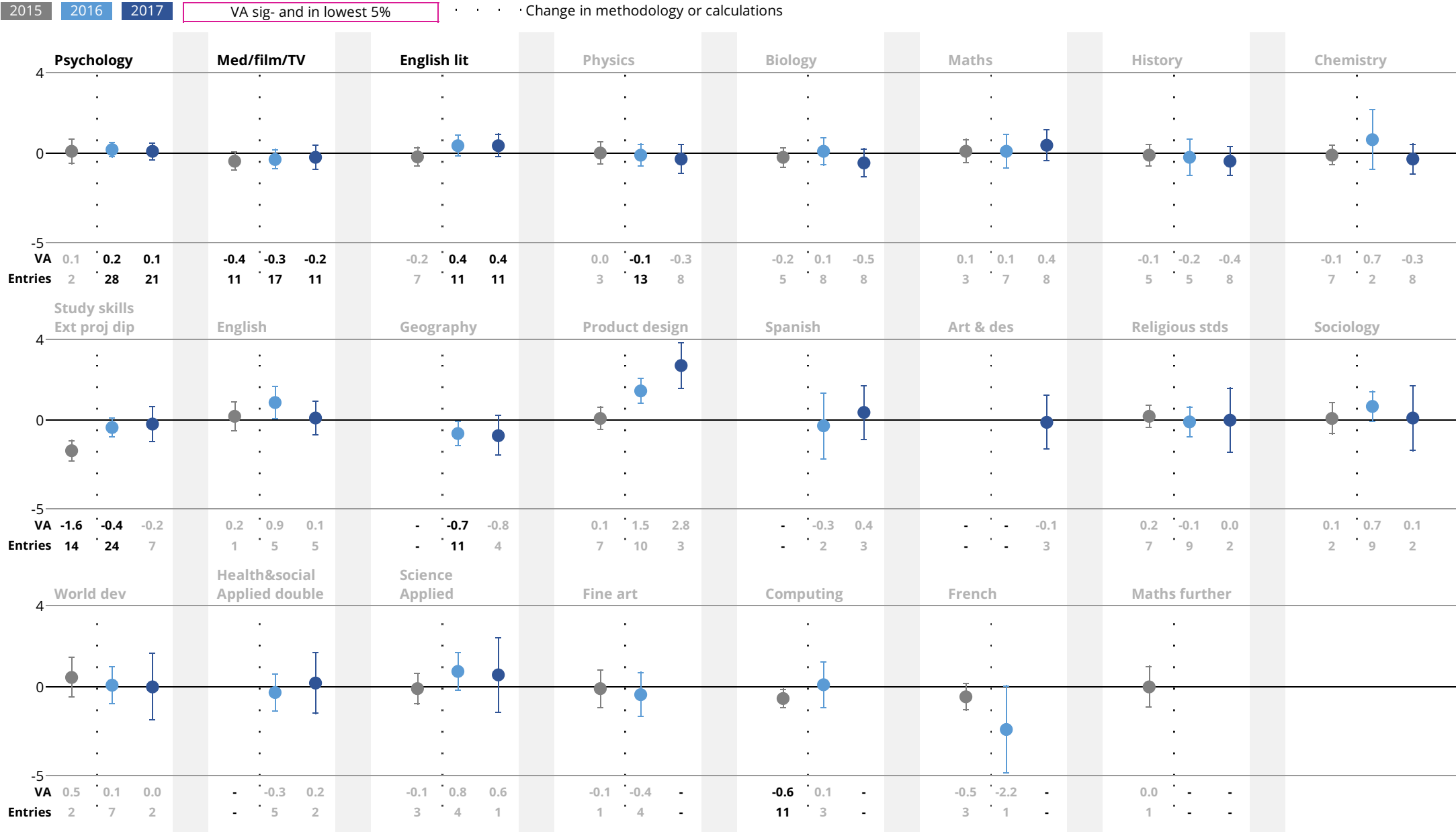
Subjects are in descending order of 2017 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).



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

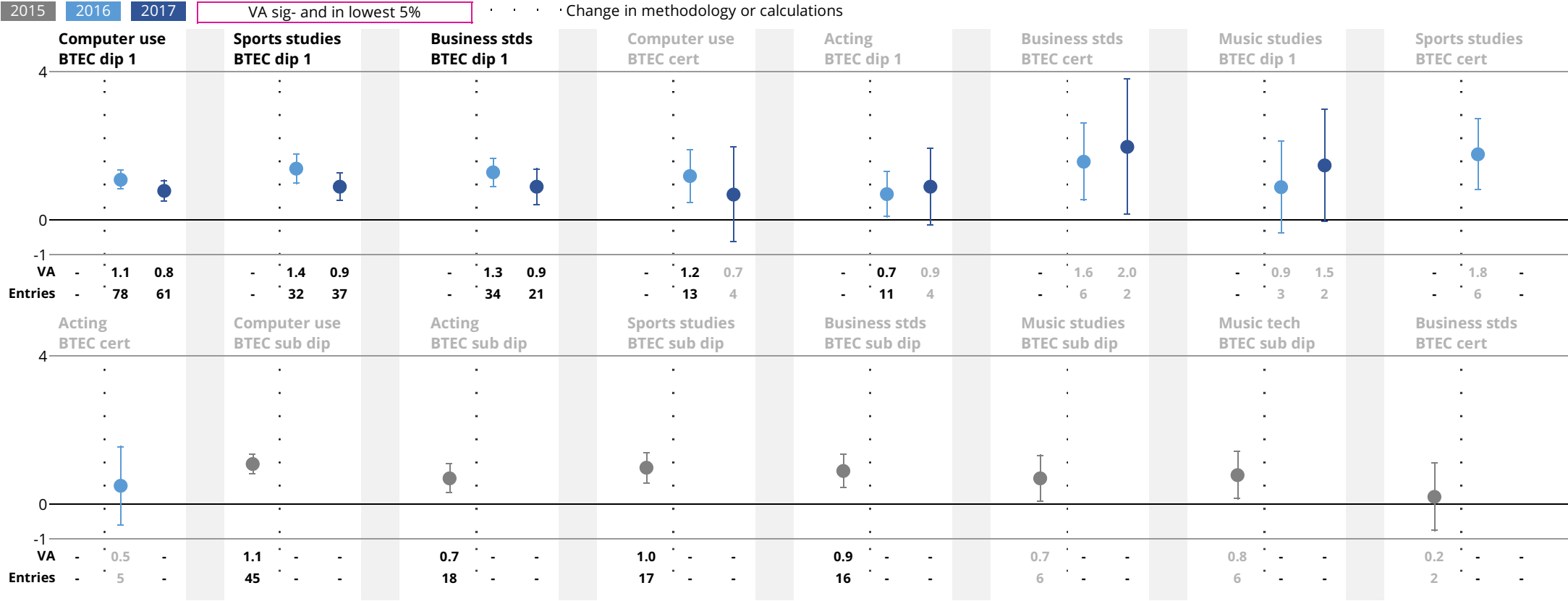
Subjects are in descending order of 2017 entry. Qualification type is AS-level unless otherwise stated in the subject title (see notes).



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.

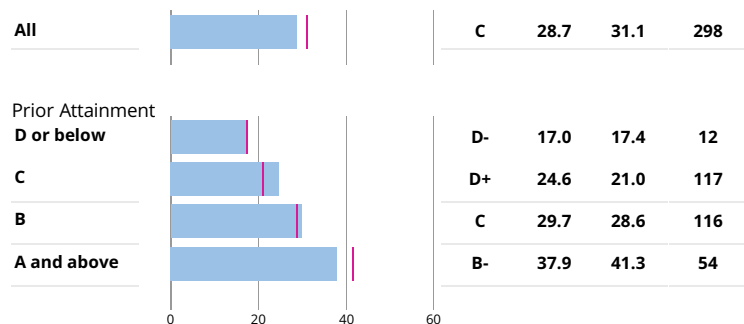


## Attainment by KS4 prior attainment: Level 3

■ 2017 ■ National

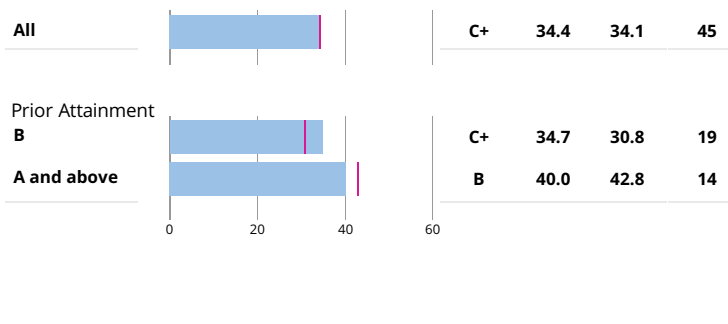
## A level

Average point score (APS) per entry



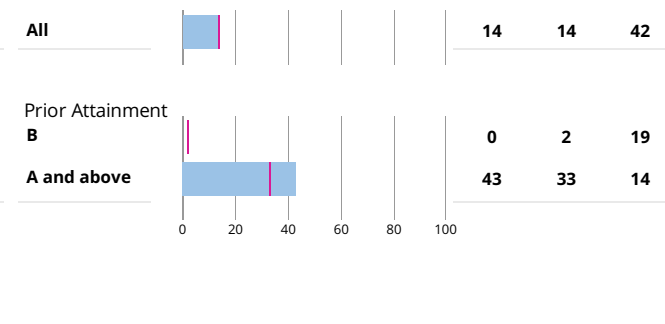
## A level

Average point score per entry for best 3 A levels



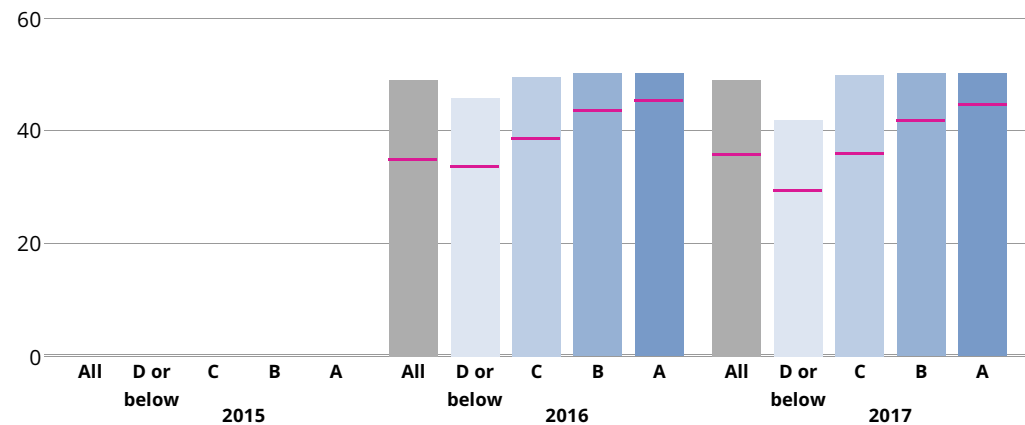
## A level

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



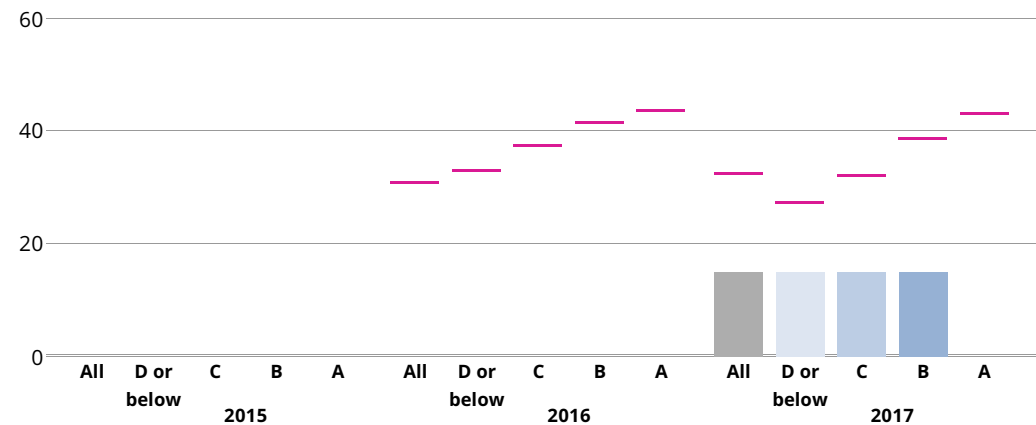
## Applied general

Average point score per entry



## Tech level

Average point score per entry



| Grade   | - | - | - | - | - | Dist* | Dist*- | Dist* | Dist* | Dist* | Dist* | Dist*- | Dist* | Dist* | Dist* |
|---------|---|---|---|---|---|-------|--------|-------|-------|-------|-------|--------|-------|-------|-------|
| APS     | - | - | - | - | - | 48.9  | 45.7   | 49.4  | 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  |
| Entries | - | - | - | - | - | 173   | 31     | 93    | 44    | 6     | 128   | 16     | 63    | 46    | 4     |

| Grade   | - | - | - | - | - | -    | -    | -    | -    | -    | Pass | Pass | Pass | Pass | -    |
|---------|---|---|---|---|---|------|------|------|------|------|------|------|------|------|------|
| APS     | - | - | - | - | - | -    | -    | -    | -    | -    | 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 |
| Entries | - | - | - | - | - | -    | -    | -    | -    | -    | 25   | 4    | 13   | 8    | -    |

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

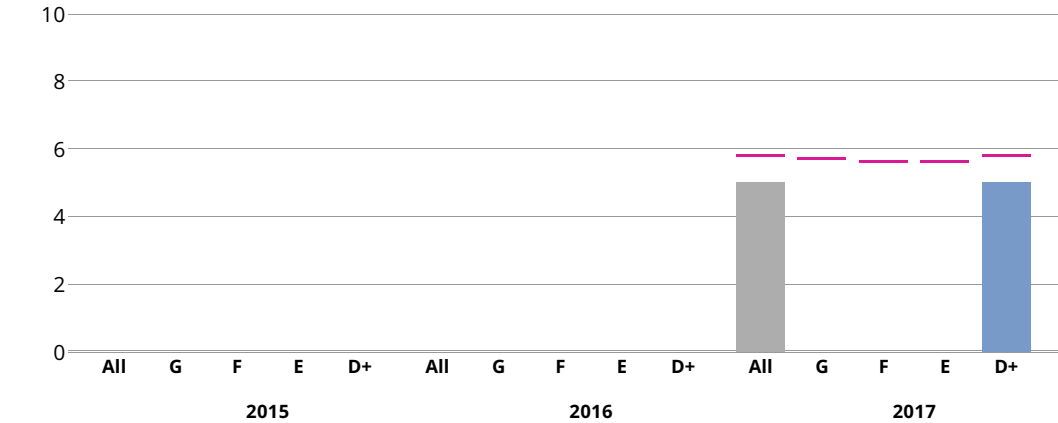


Attainment by KS4 prior attainment: Level 2

National

Technical certificate

Average point score per entry



|         |   |   |   |   |   |   |   |   |   |   |         |     |     |     |         |
|---------|---|---|---|---|---|---|---|---|---|---|---------|-----|-----|-----|---------|
| 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       |

Level 2 vocational

Average point score per entry

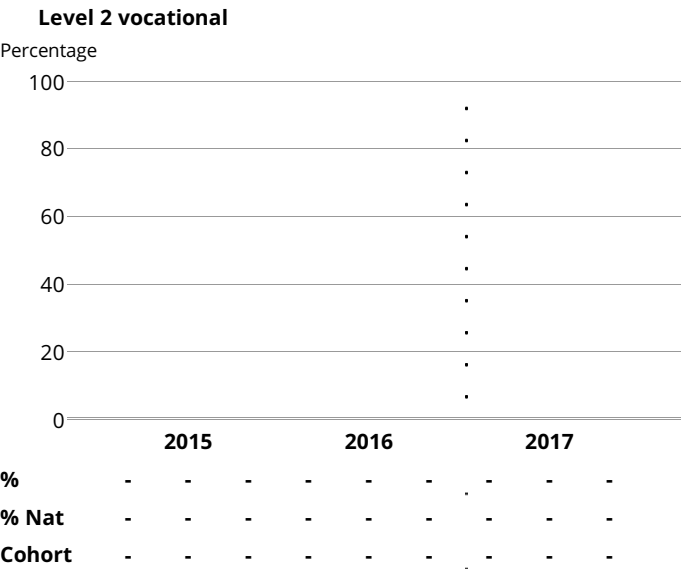
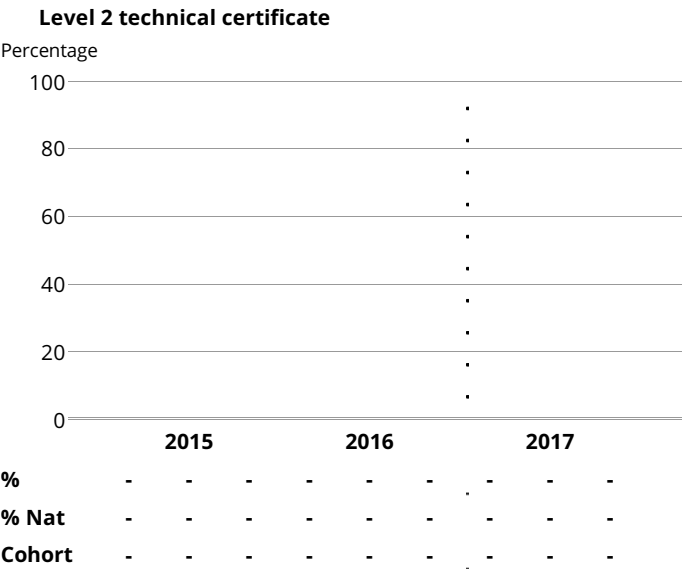
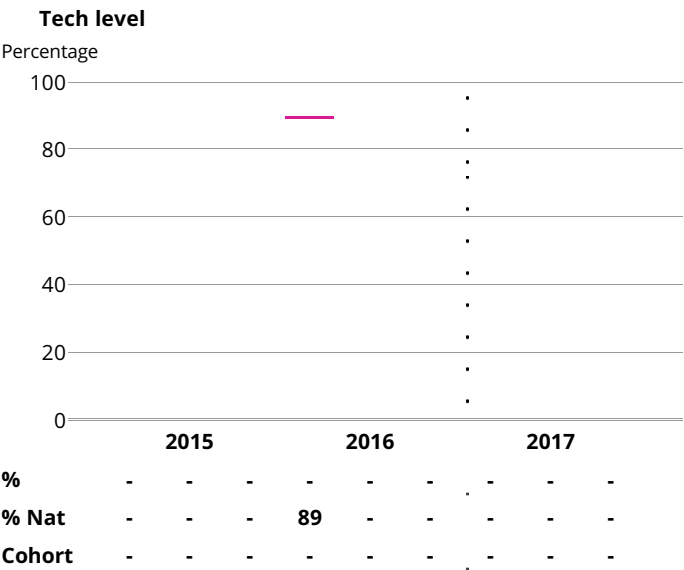
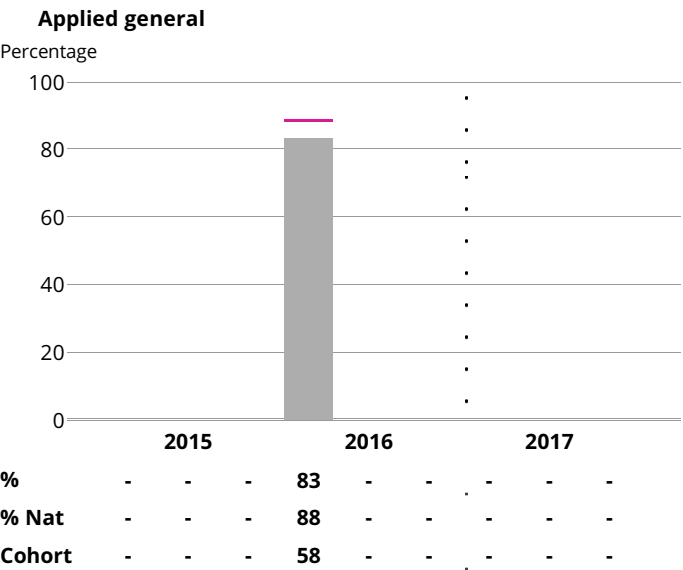
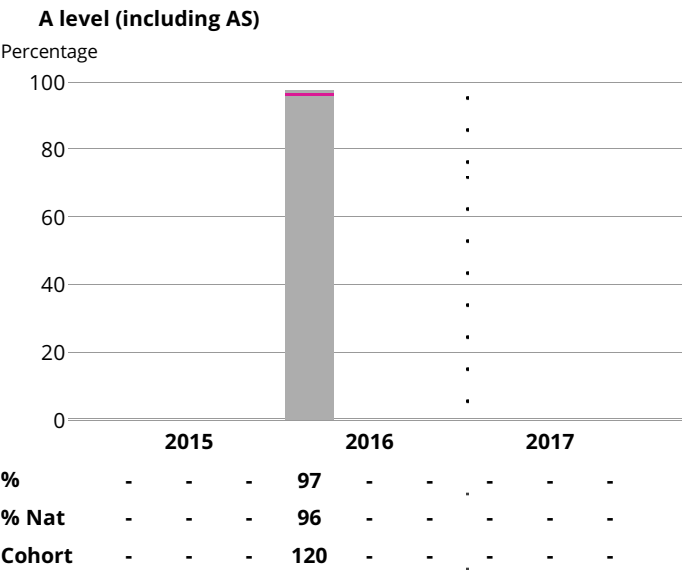


|         |   |   |   |   |   |   |   |   |   |   |          |     |     |     |          |
|---------|---|---|---|---|---|---|---|---|---|---|----------|-----|-----|-----|----------|
| Grade   | - | - | - | - | - | - | - | - | - | - | L2 Pass+ | -   | -   | -   | L2 Pass+ |
| APS     | - | - | - | - | - | - | - | - | - | - | 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                        | 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 <sup>1</sup> | % 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                        | Outcomes - learners at the end of 16-18 studies |                |                       |   |                          |                                 |  |                        |                                   |                    |               |                          |
|---|---|----------------|-----------------------|---|--------------------------|---------------------------------|--|------------------------|-----------------------------------|--------------------|---------------|--------------------------|
|   | Learners in scope                               | Improved grade | % that improved grade | % that improved grade nationally <sup>2</sup> | 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 <sup>2</sup> | % 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 <sup>1</sup>  | -   | -              | -                     | 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 <sup>1</sup> | 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 <sup>3</sup> | 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

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

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

|               |            |                    | <i>of which:</i>                               |                |                           |                     |                           |                               |
|---------------|------------|--------------------|--|----------------|---------------------------|---------------------|---------------------------|-------------------------------|
|               | End of KS5 | Number of learners | Education or employment / training destination | Apprenticeship | Any education destination | UK higher education | Destination not sustained | Activity not captured in data |
| 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.