

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 and middle prior attainers.
- 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.

2016

Progress 8

School Floor Coasting

0.45 (-0.5) (-0.25)

Below floor standards in 2016?

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 2016?

No

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

- in 2014 and 2015 had fewer than 60% of children achieving 5+ A*-C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and mathematics; and
- in 2016 the Progress 8 measure falls below -0.25.

Coasting element

2014 2015 2016

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

Phase of education: Secondary

Headteacher: Thomas Quinn

Pupils: 1520

Gender: Mixed

Special needs provision:

Local authority: Wirral

Admissions policy: Comprehensive (secondary)

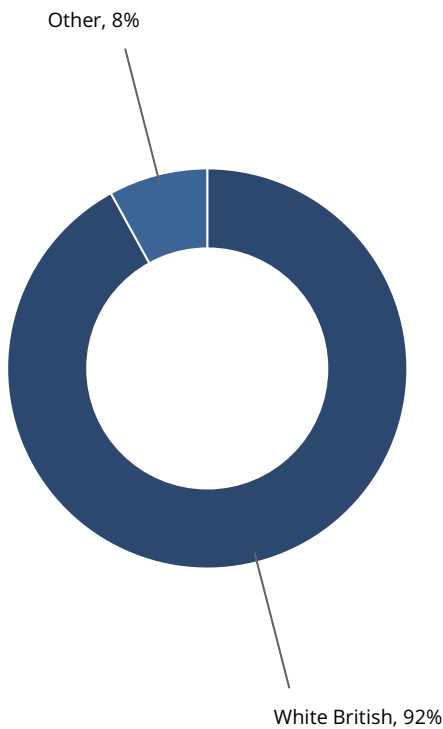
Ages: 11-18

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.

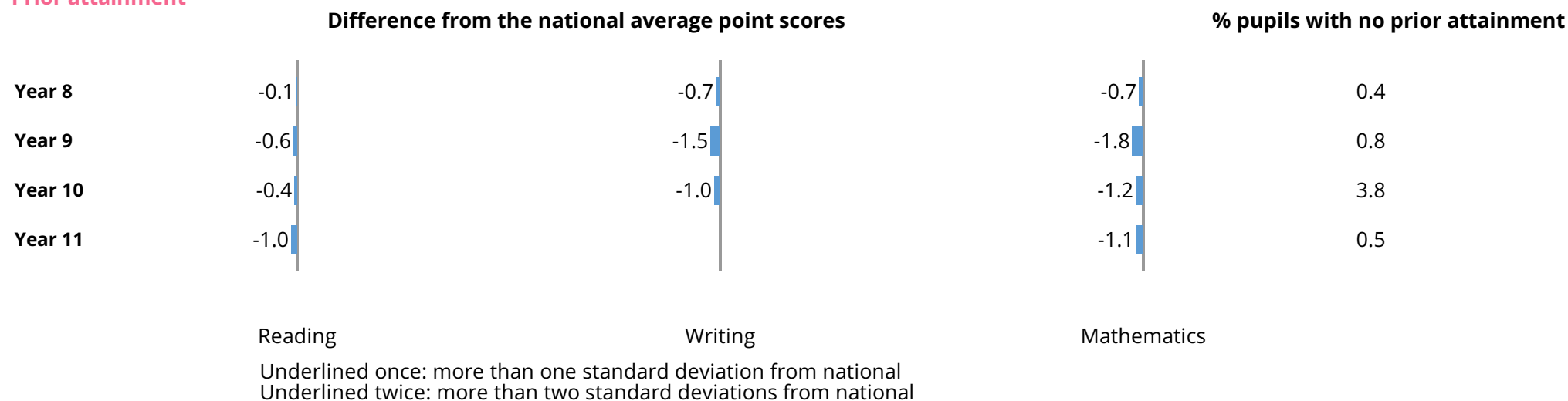


School level trends

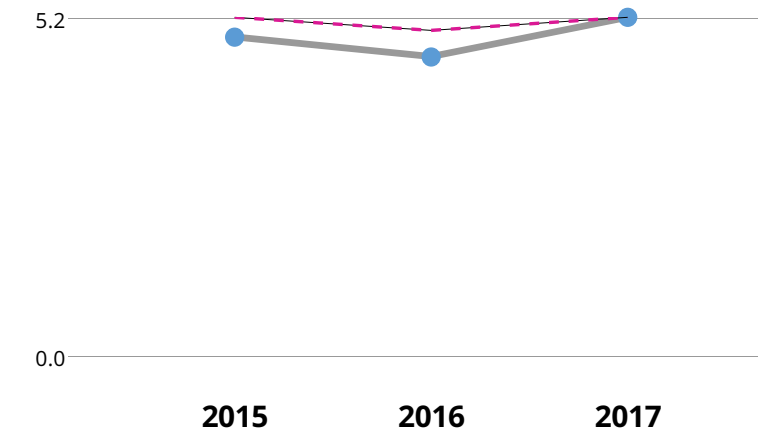
2017 Quintile

	2015	2016	2017	Bottom 20% Top 20%				
				Q5	Q4	Q3	Q2	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	% 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

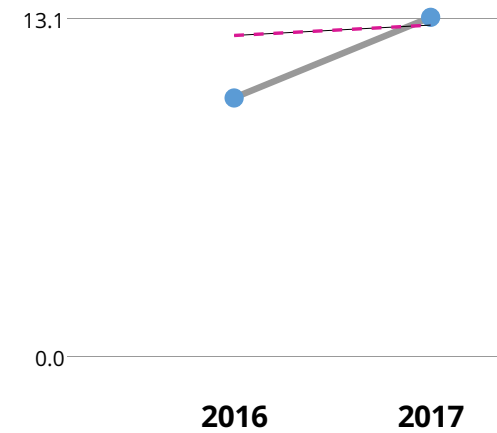


Absence
% of sessions missed



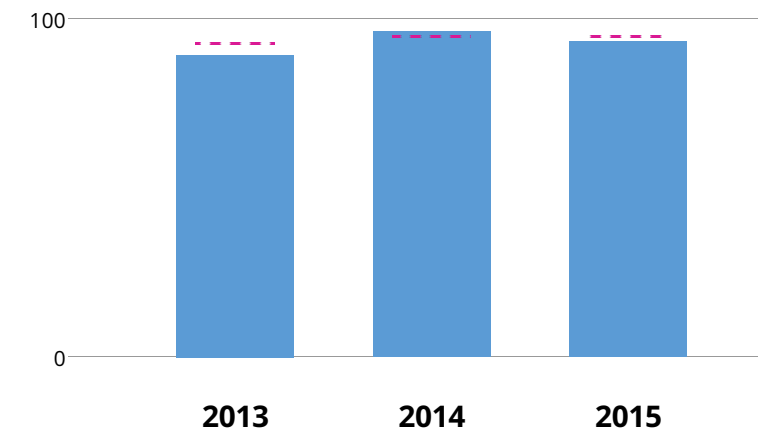
School %	4.9	4.6	5.2
Nat %	5.2	5.0	5.2
Cohort	1195	1215	1232

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

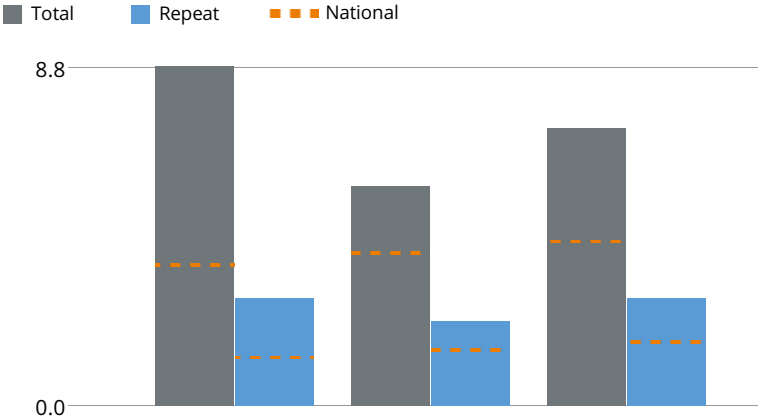


School %	89	96	93
Nat %	92	94	94
Cohort	212	231	222

School National


Fixed term exclusions

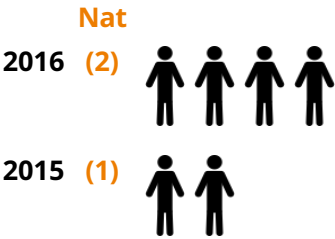
% of pupils excluded



	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

Permanent exclusions

 = 1 pupil



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 (214)					7	2017 (214)				30	2017 (214)				38	2017 (214)					1
Low at KS2	2016 (29)					8	2016 (29)				22	2016 (29)		62			2016 (29)					5
	2017 (26)					6	2017 (26)				32	2017 (26)			47		2017 (26)					2
Middle at KS2	2016 (141)					10	2016 (141)				27	2016 (141)				35	2016 (141)					5
	2017 (122)					8	2017 (122)				31	2017 (122)				40	2017 (122)					1
High at KS2	2016 (46)				37		2016 (46)		68			2016 (46)				35	2016 (46)					18
	2017 (66)					13	2017 (66)				36	2017 (66)				38	2017 (66)					3
Disadvantaged	2016 (69)					11	2016 (69)				32	2016 (69)				32	2016 (69)					6
	2017 (78)					10	2017 (78)				35	2017 (78)			43		2017 (78)					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>.() 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)

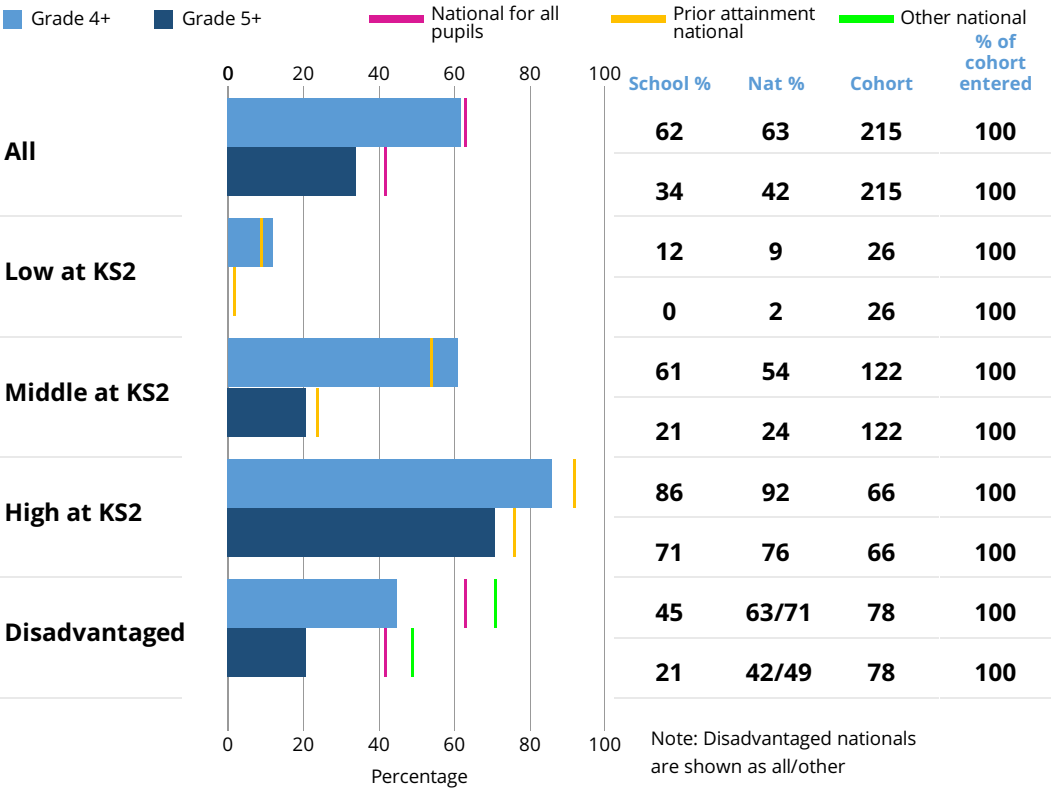
		EBacc P8 element					Science VA					Languages VA					Humanities VA					
		Bottom 20%			Top 20%		Bottom 20%			Top 20%		Bottom 20%			Top 20%		Bottom 20%			Top 20%		
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	
All	2015 (129)										9	2015 (125)				25		2015 (89)				4
	2016 (216)					13	2016 (196)				16	2016 (175)			50		2016 (211)			54		
	2017 (214)				22		2017 (185)				27	2017 (177)			47		2017 (211)				39	
Low at KS2	2015 (8)					6	2015 (9)				19	2015 (11)					3					
	2016 (29)					10	2016 (19)				13	2016 (12)			40		2016 (26)			48		
	2017 (26)				23		2017 (14)				14	2017 (8)		66			2017 (26)			43		
Middle at KS2	2015 (89)					14	2015 (85)				32	2015 (61)					16					
	2016 (141)					14	2016 (131)				15	2016 (120)			53		2016 (141)			55		
	2017 (122)				26		2017 (105)				26	2017 (104)			60		2017 (120)			49		
High at KS2	2015 (32)					21	2015 (31)				33	2015 (17)					3					
	2016 (46)			45			2016 (46)			47		2016 (43)			50		2016 (44)		66			
	2017 (66)				22		2017 (66)				39	2017 (65)				27	2017 (65)			26		
Disadvantaged	2015 (46)					12	2015 (49)				24	2015 (35)					4					
	2016 (69)					14	2016 (58)				14	2016 (50)			51		2016 (66)			51		
	2017 (78)				26		2017 (59)				29	2017 (57)			52		2017 (75)			36		

Note: For EBacc P8 element, 2016 and 2017 quintiles are based on Progress 8 measures.

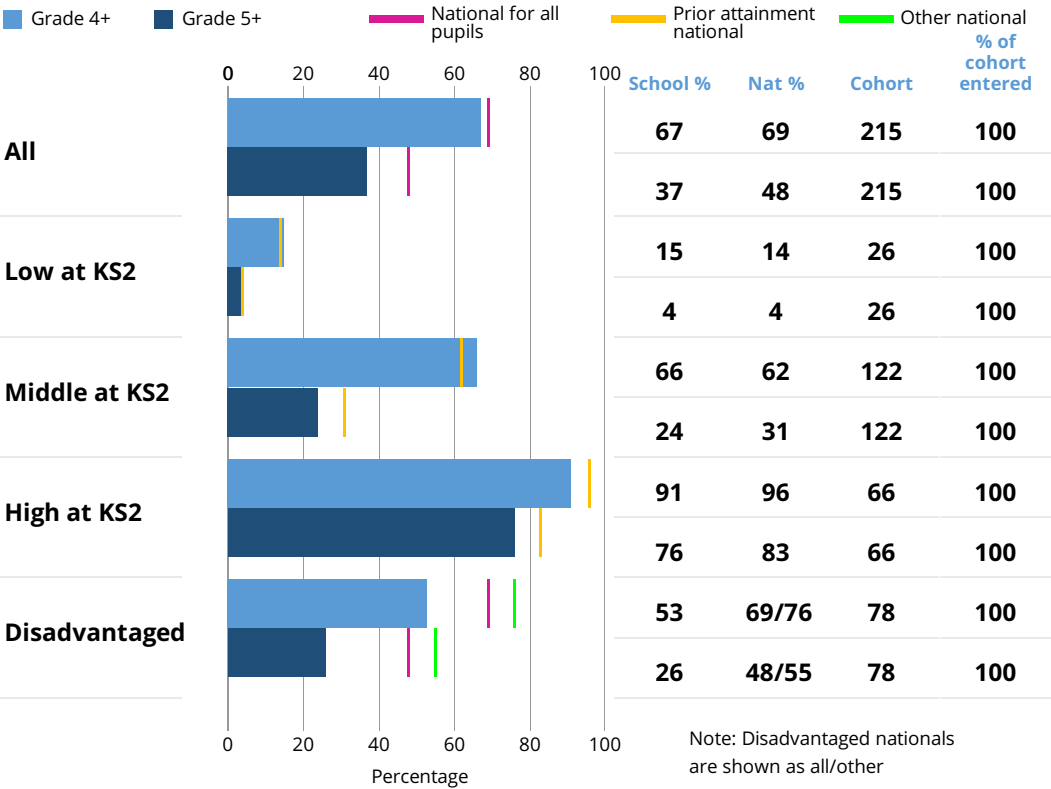
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GCSE and equivalent results

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

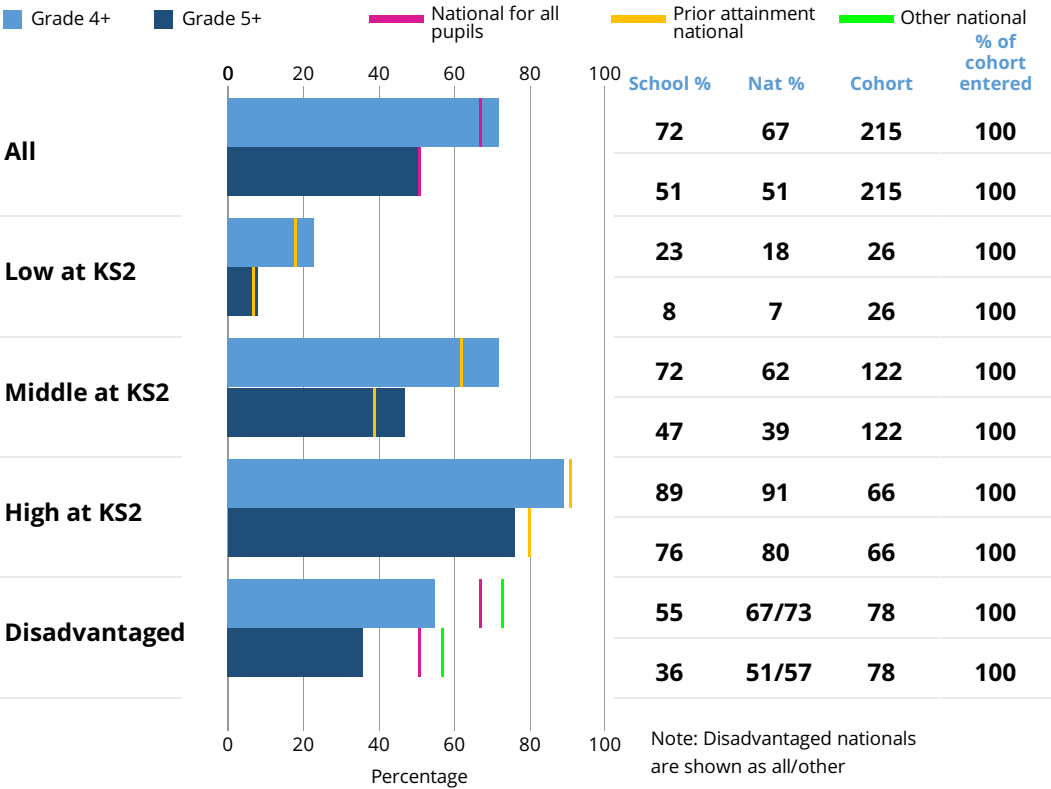


Pupils achieving grade 4+ and 5+ in mathematics

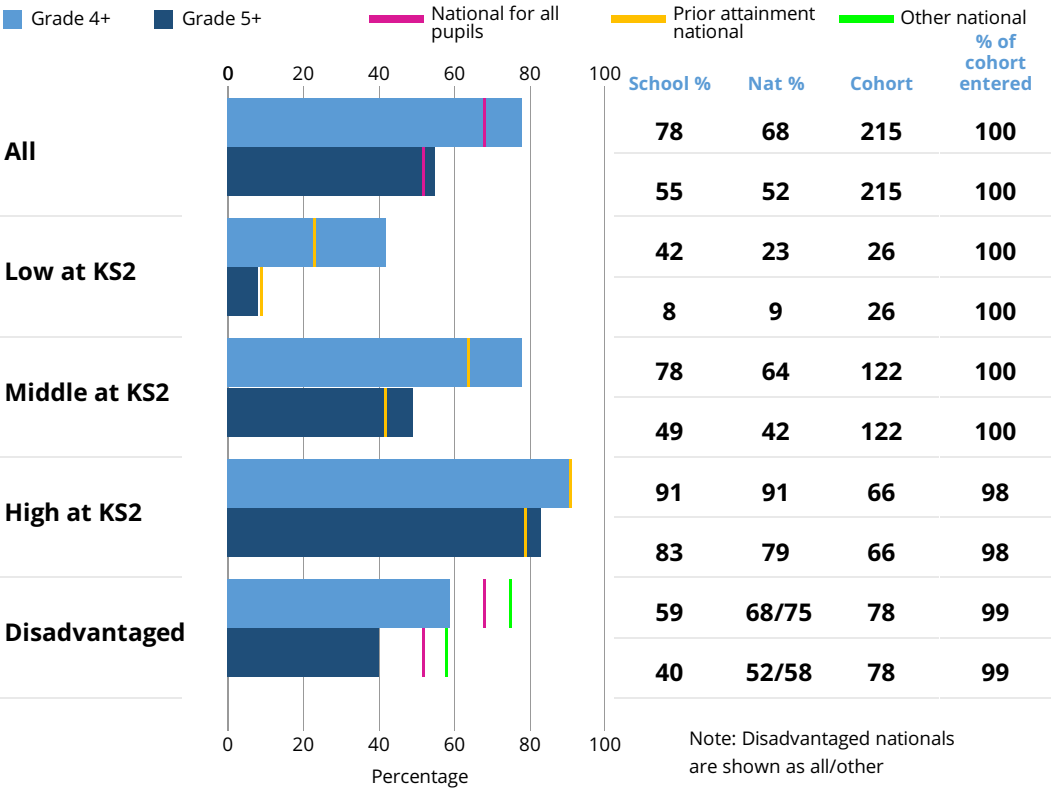


GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English language

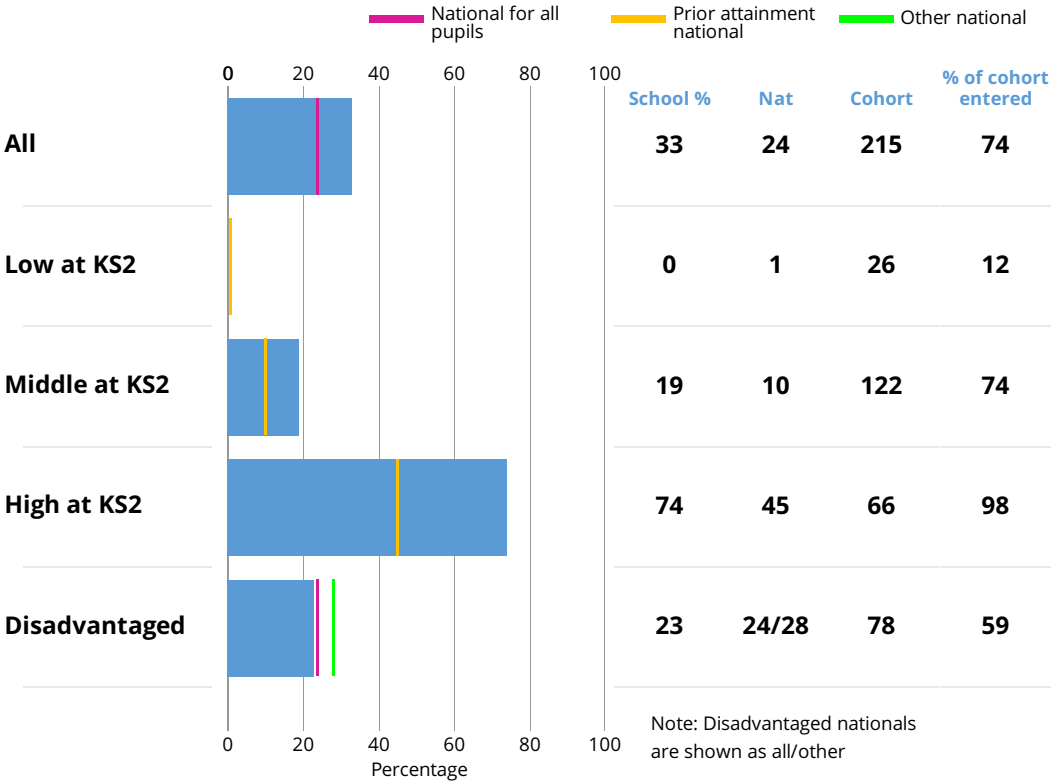


Pupils achieving grade 4+ and 5+ in English literature



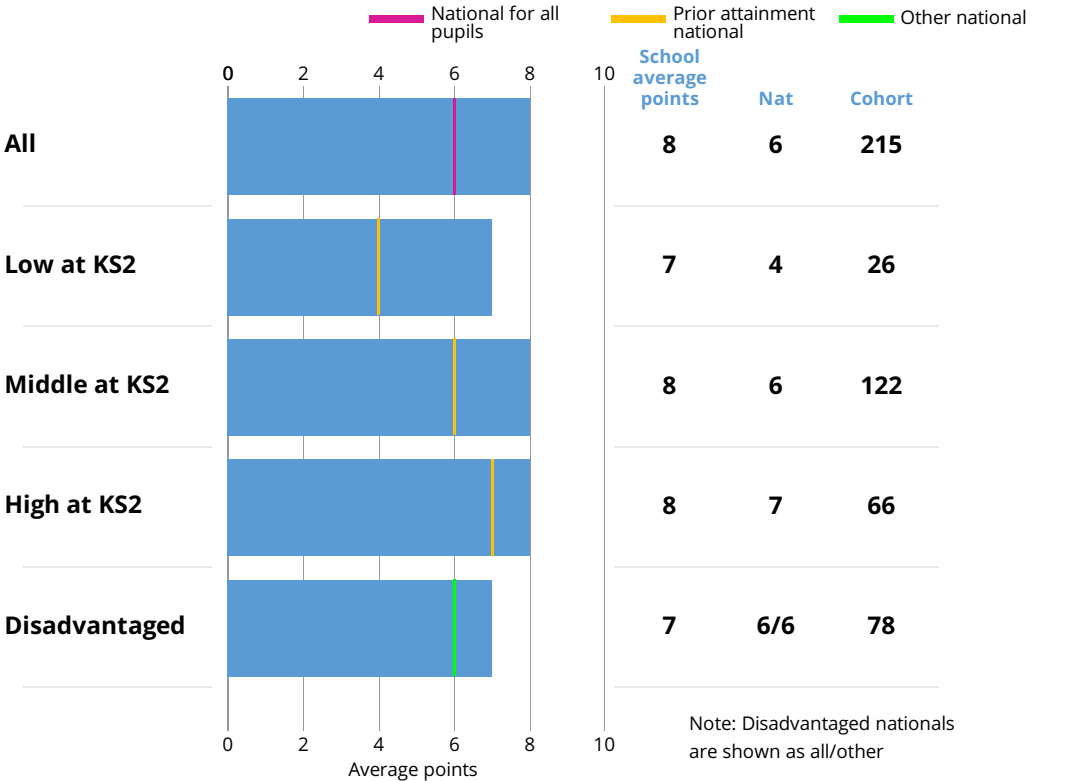
GCSE and equivalent results

Pupils achieving the English Baccalaureate*



* A pupil is considered to have 'achieved' the English Baccalaureate if they got a grade 4/C or better in the following subjects: English, maths, sciences, a language and either history or geography.

Non GCSE average attainment*

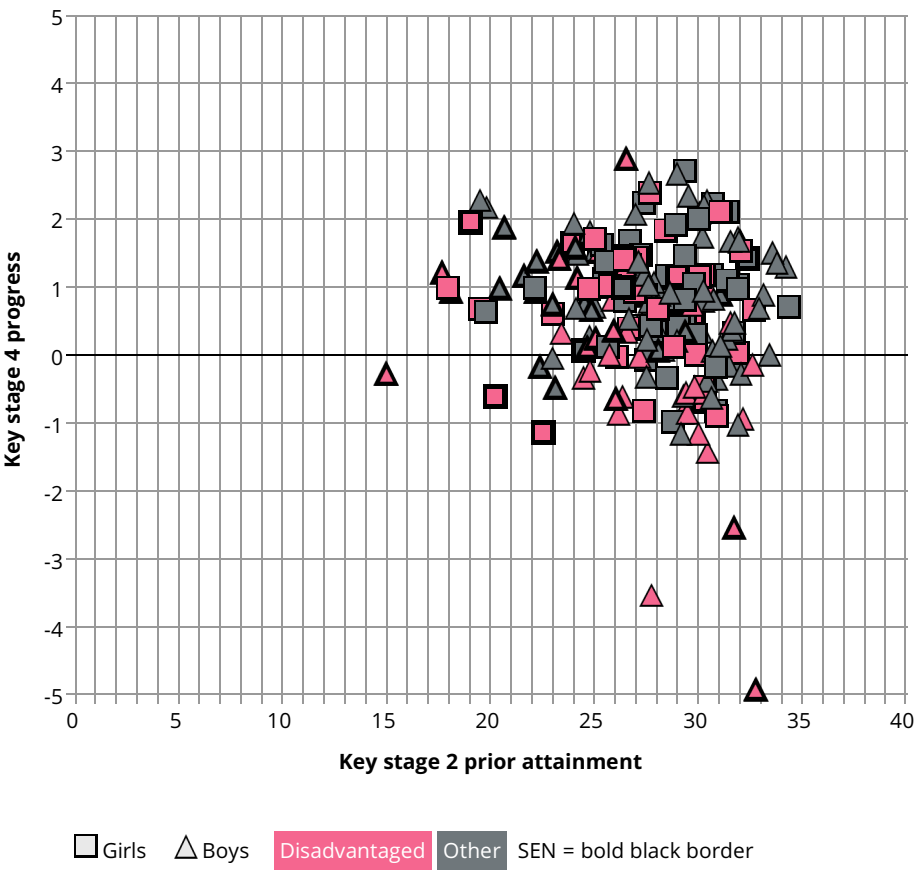


*this excludes GCSEs, AS levels, free standing mathematics and asset languages

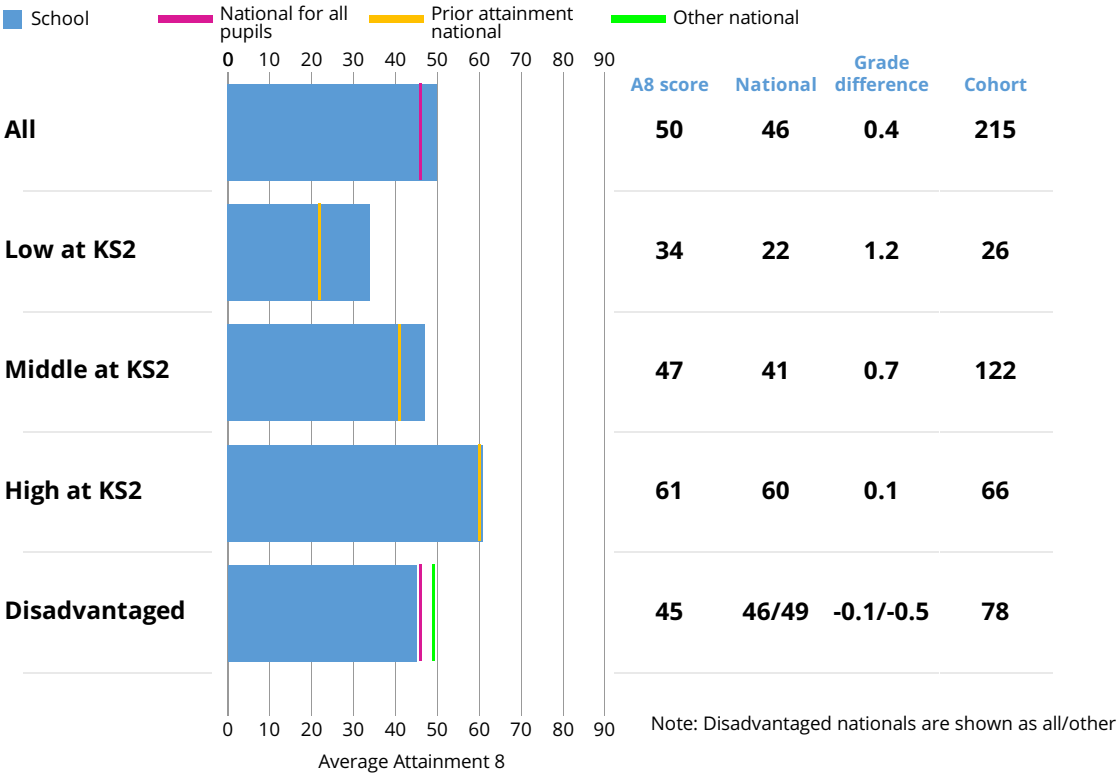
Overall Progress 8



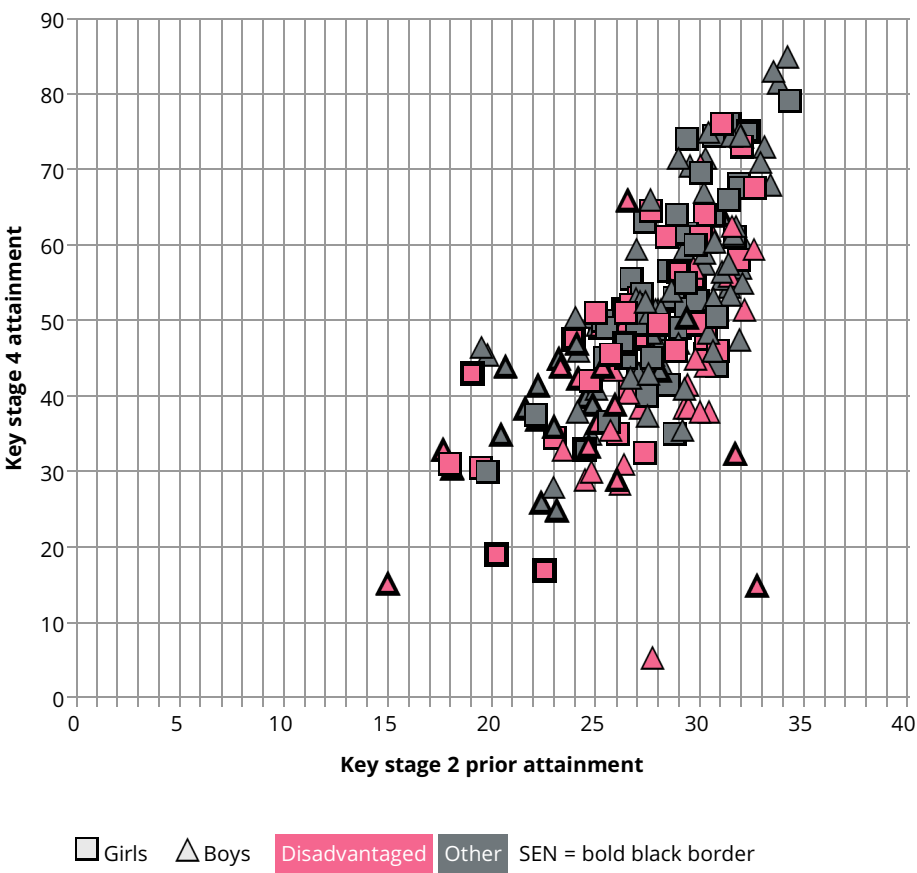
Overall Progress 8 scatterplot



Overall Attainment 8

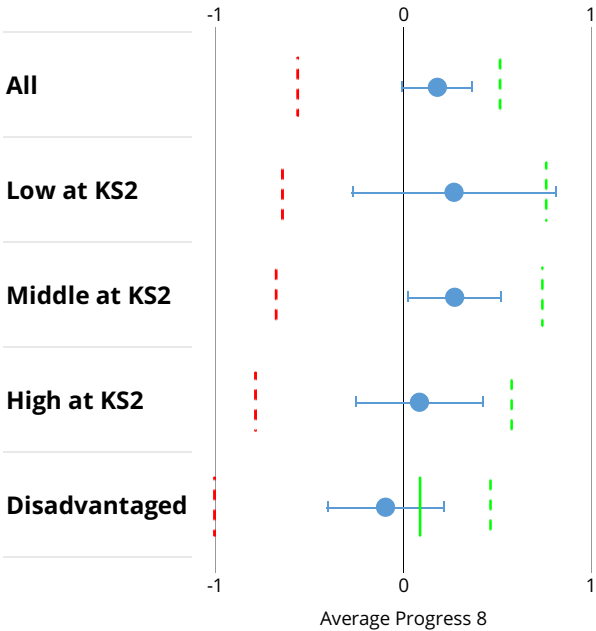


Overall Attainment 8 scatterplot



English element of Progress 8

Bottom 10% Top 10% Other national



P8 score	National	Number of pupils included
0.2	0.0	214
0.3	0.0	26
0.3	0.0	122
0.1	0.0	66
-0.1	0.0/0.1	78

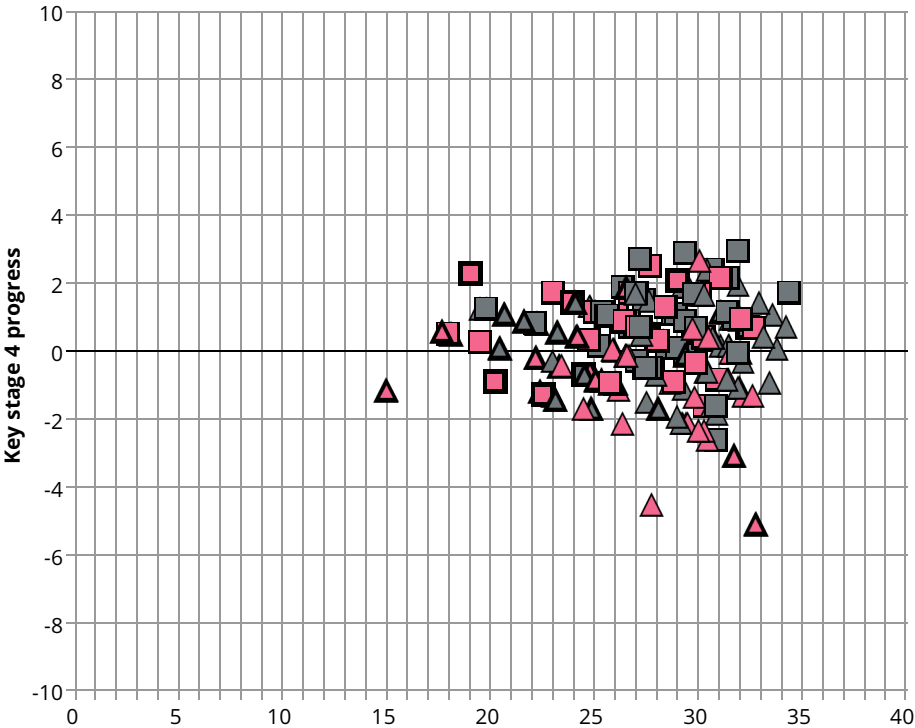
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

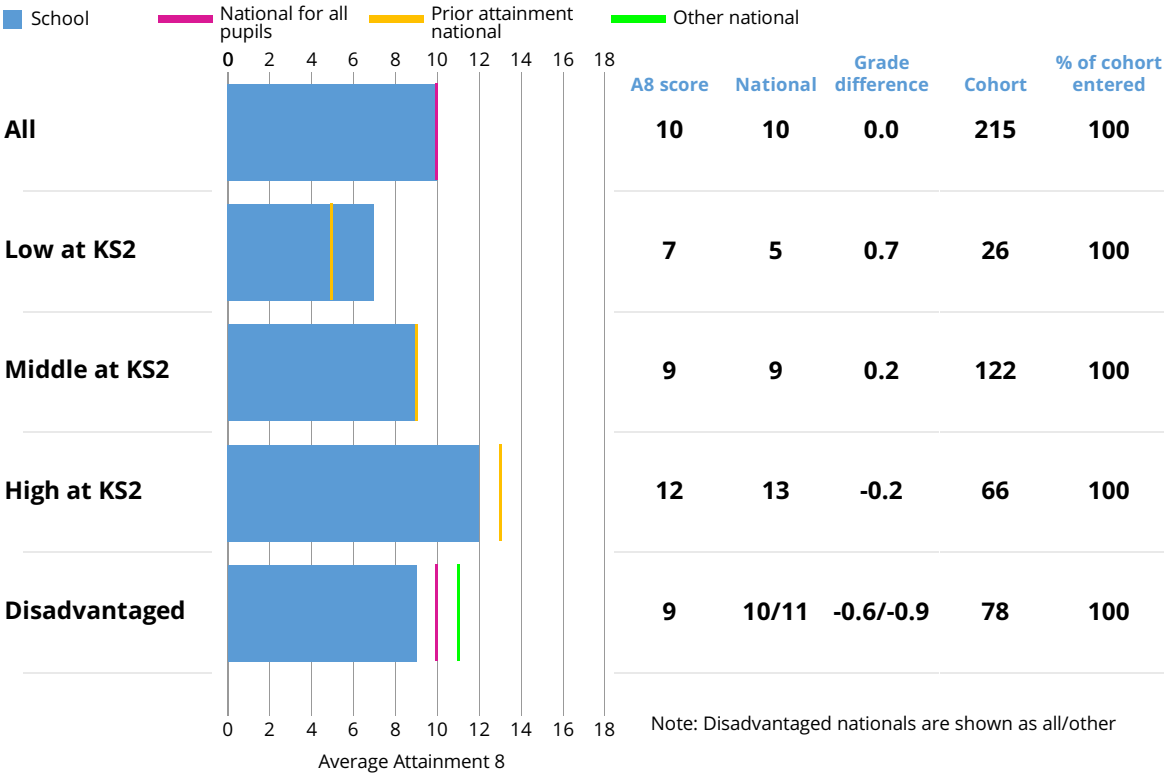
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

English Progress 8 scatterplot



Girls Boys Disadvantaged Other SEN = bold black border

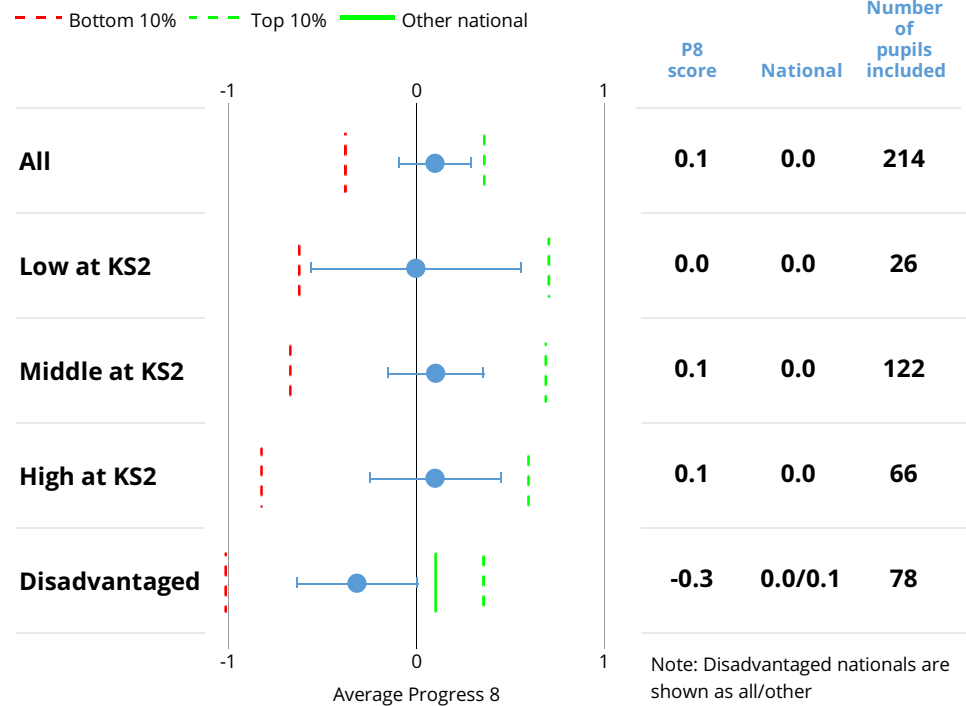
English element of Attainment 8



English Attainment 8 scatterplot



Mathematics element of Progress 8

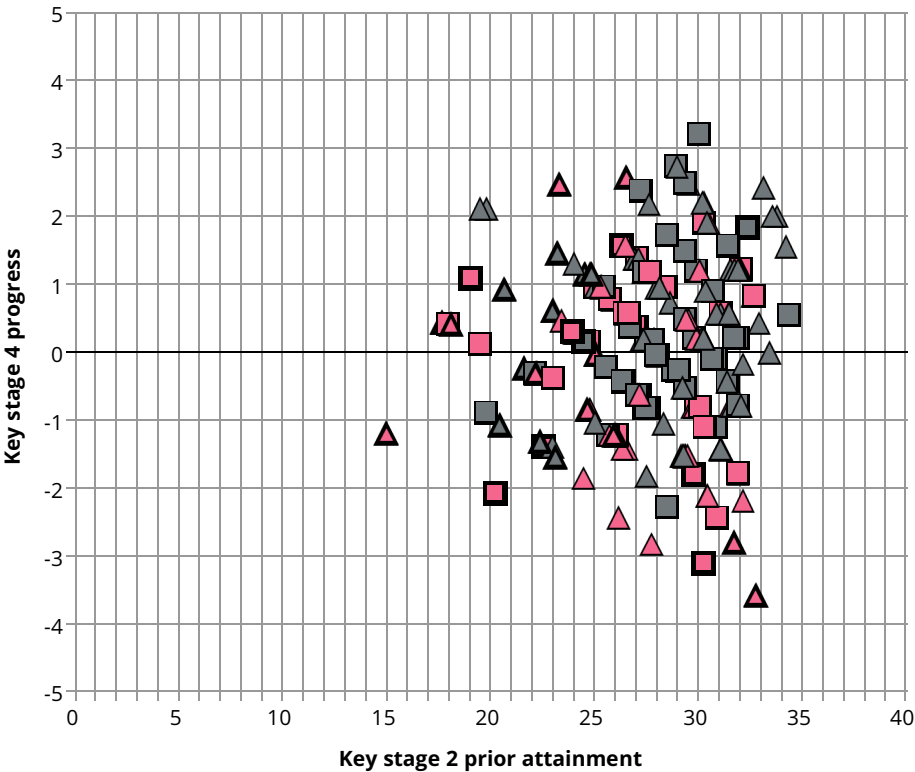


Significantly below national and in bottom 10%

Significantly above national and in top 10%

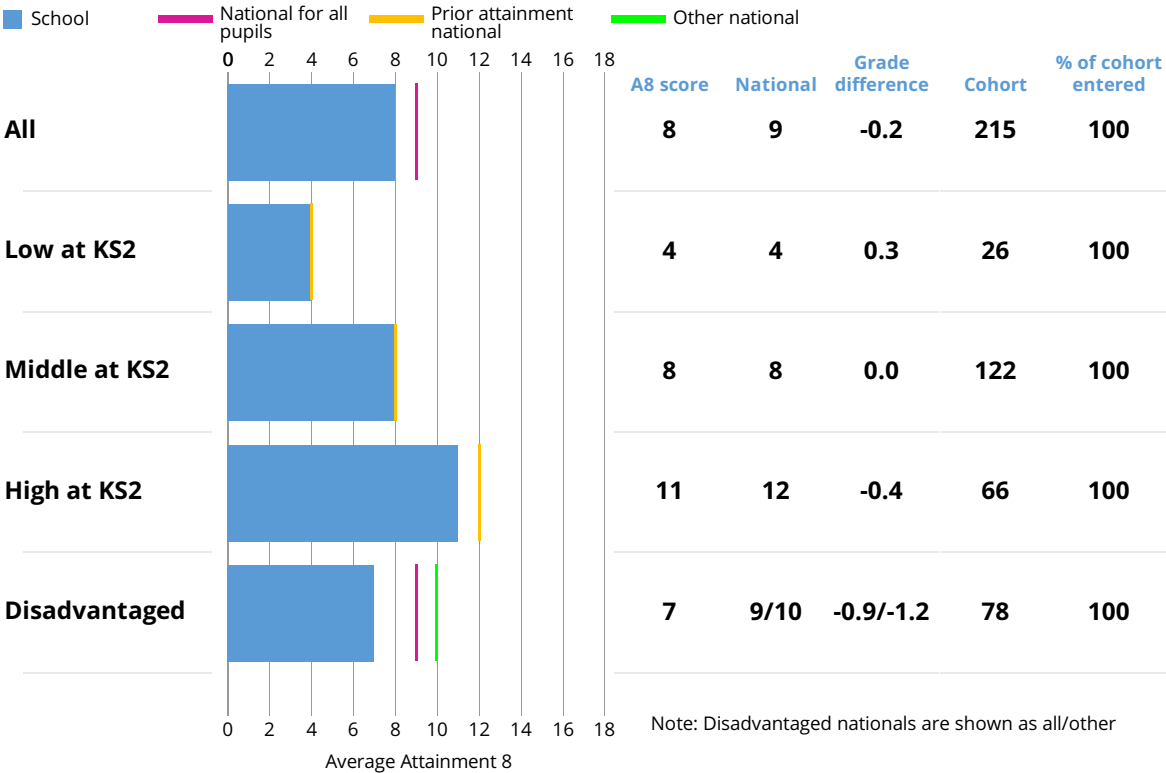
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics Progress 8 scatterplot

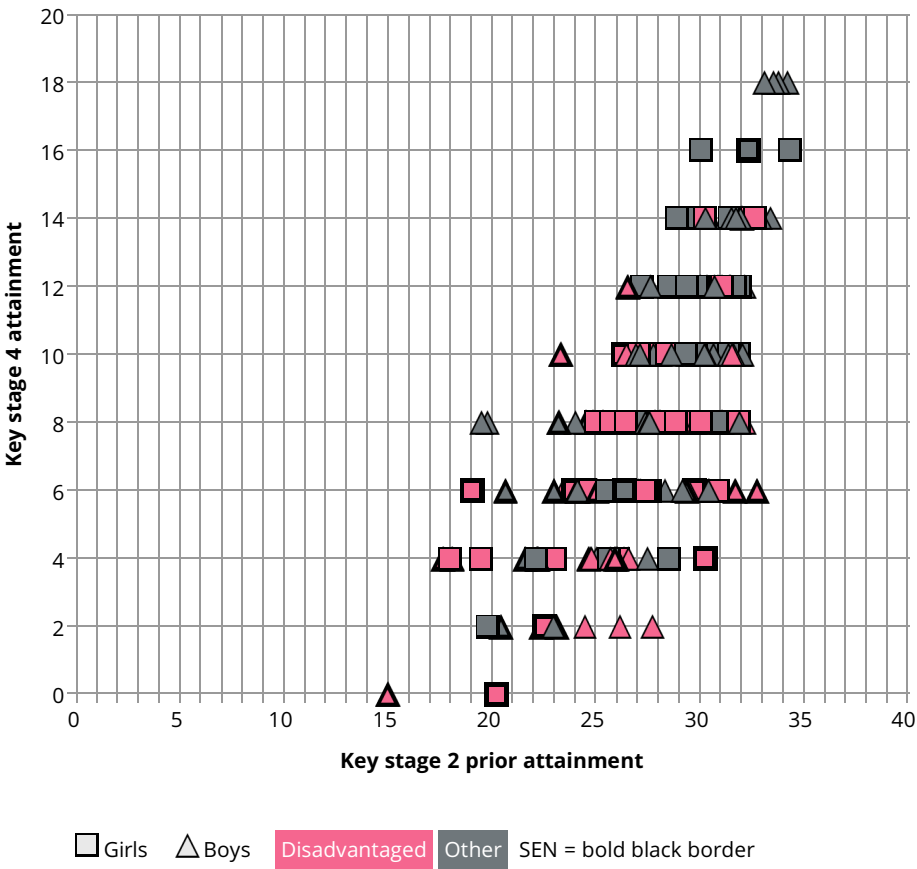


□ Girls △ Boys Disadvantaged Other SEN = bold black border

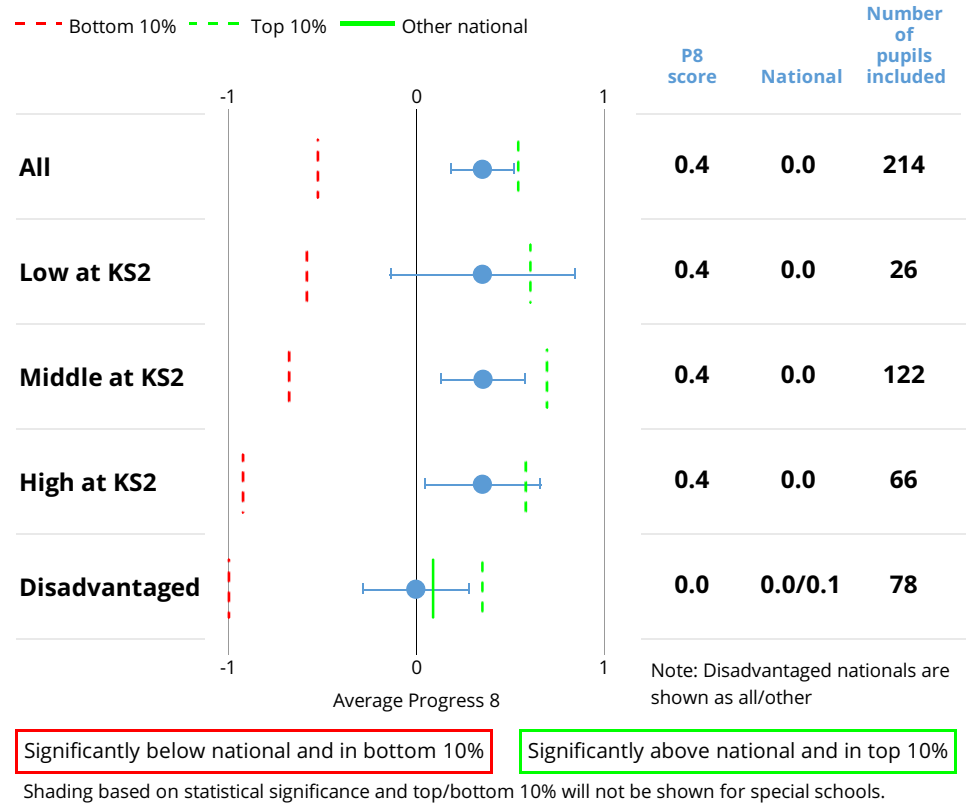
Mathematics element of Attainment 8



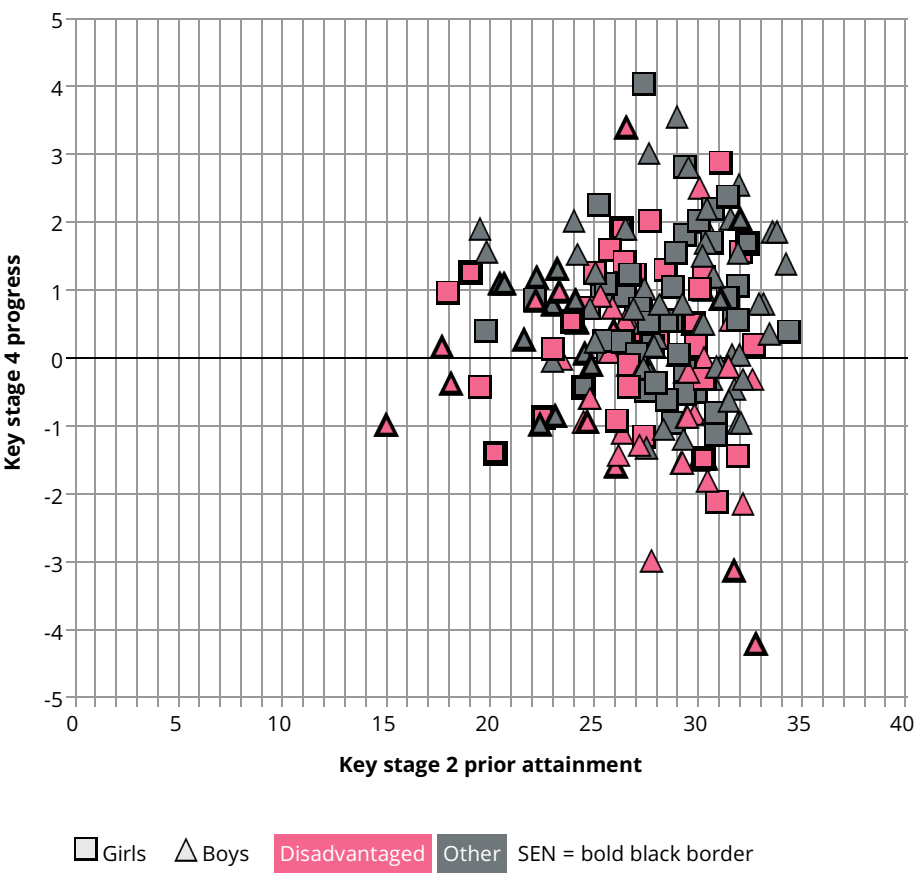
Mathematics Attainment 8 scatterplot



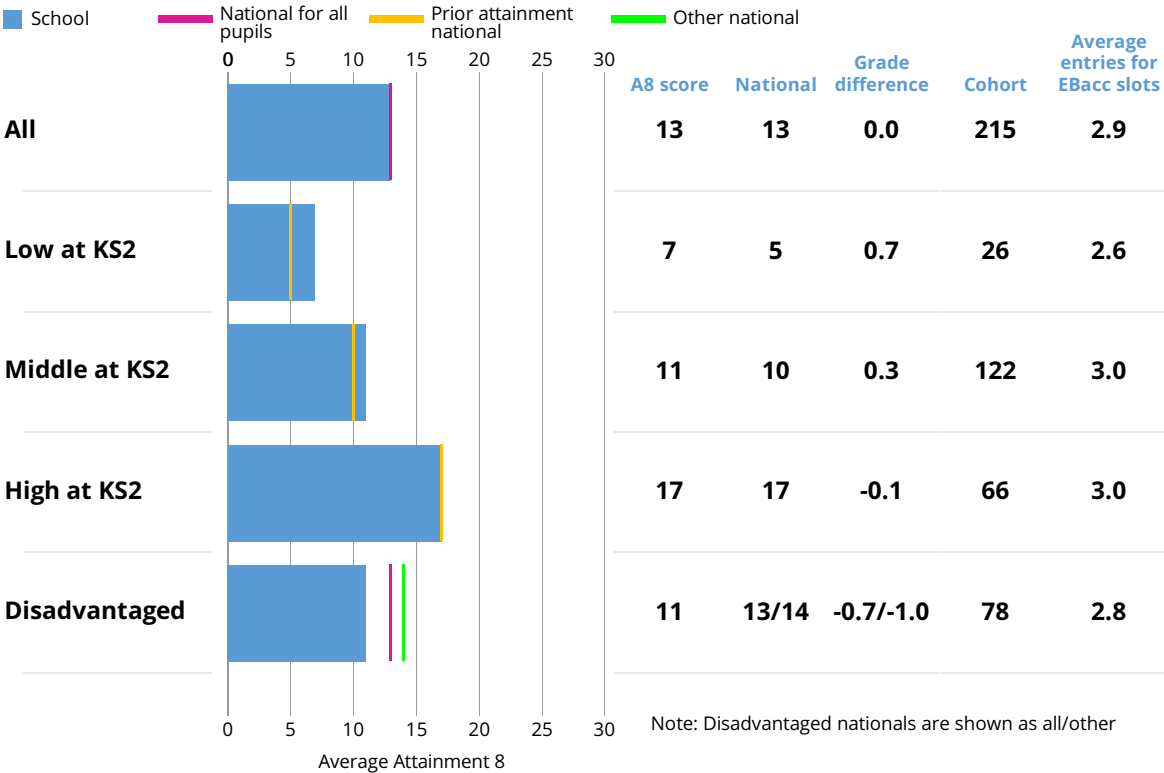
EBacc element of Progress 8



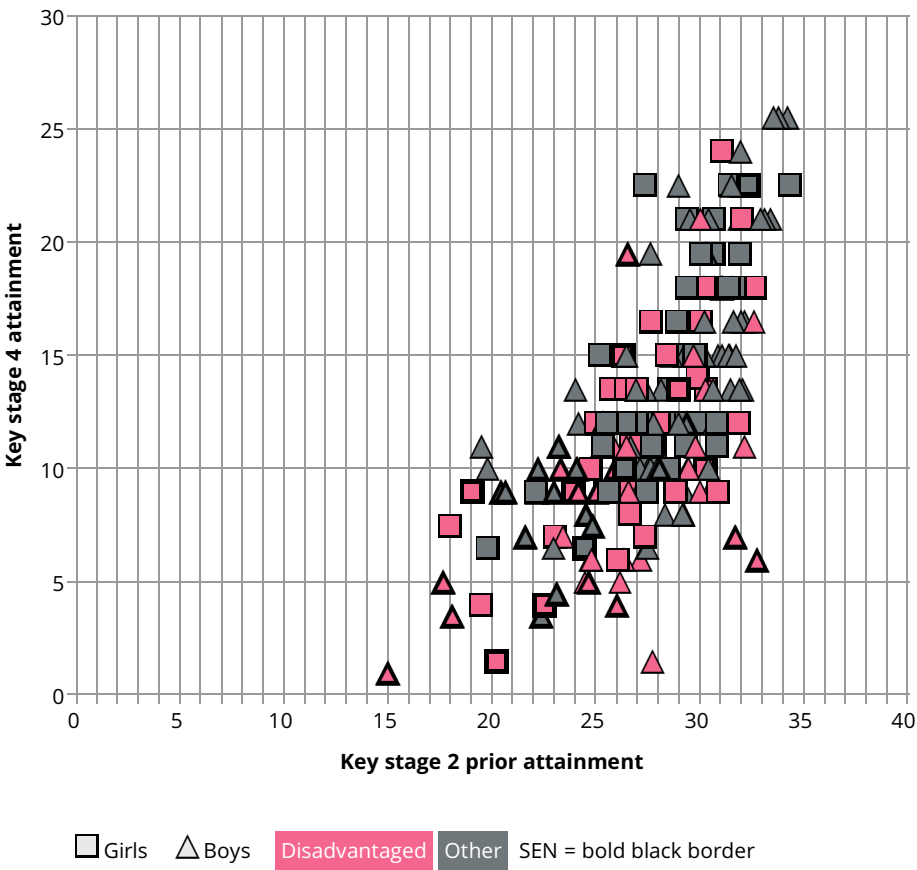
EBacc Progress 8 scatterplot



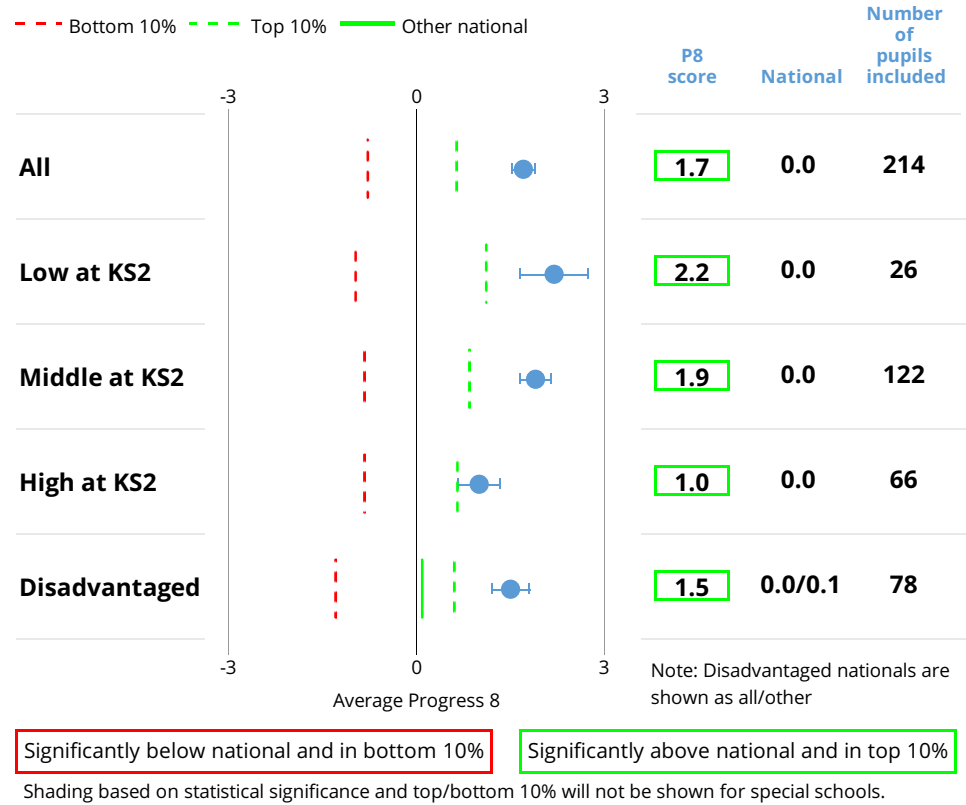
EBacc element of Attainment 8



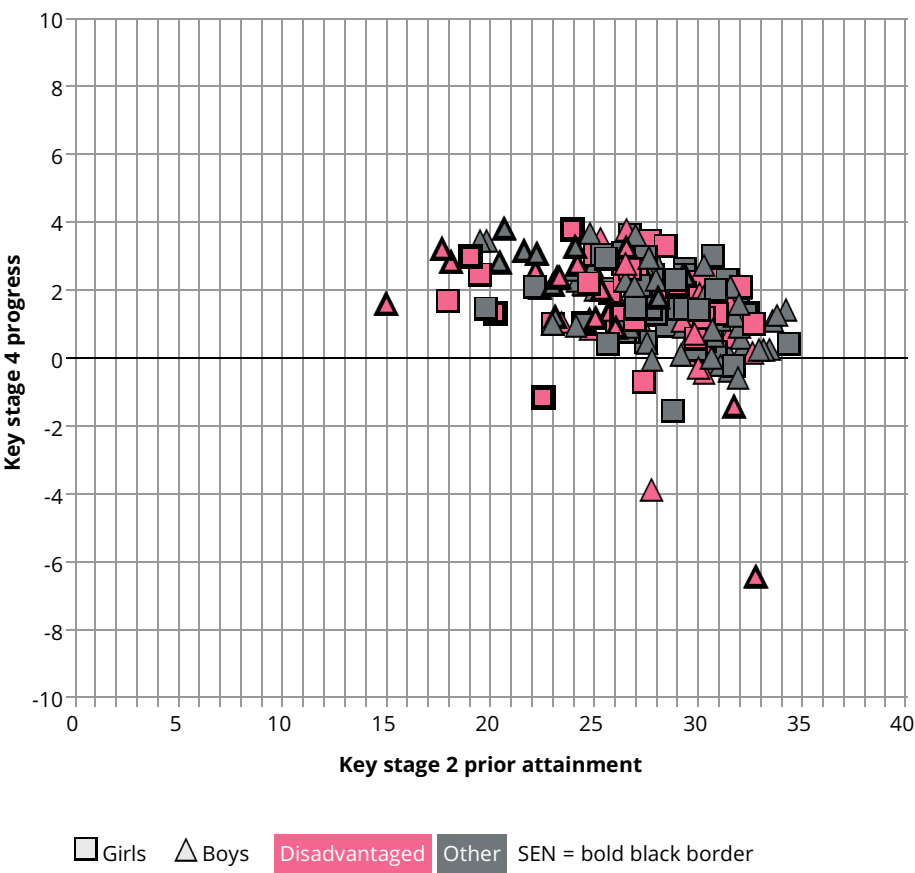
EBacc Attainment 8 scatterplot



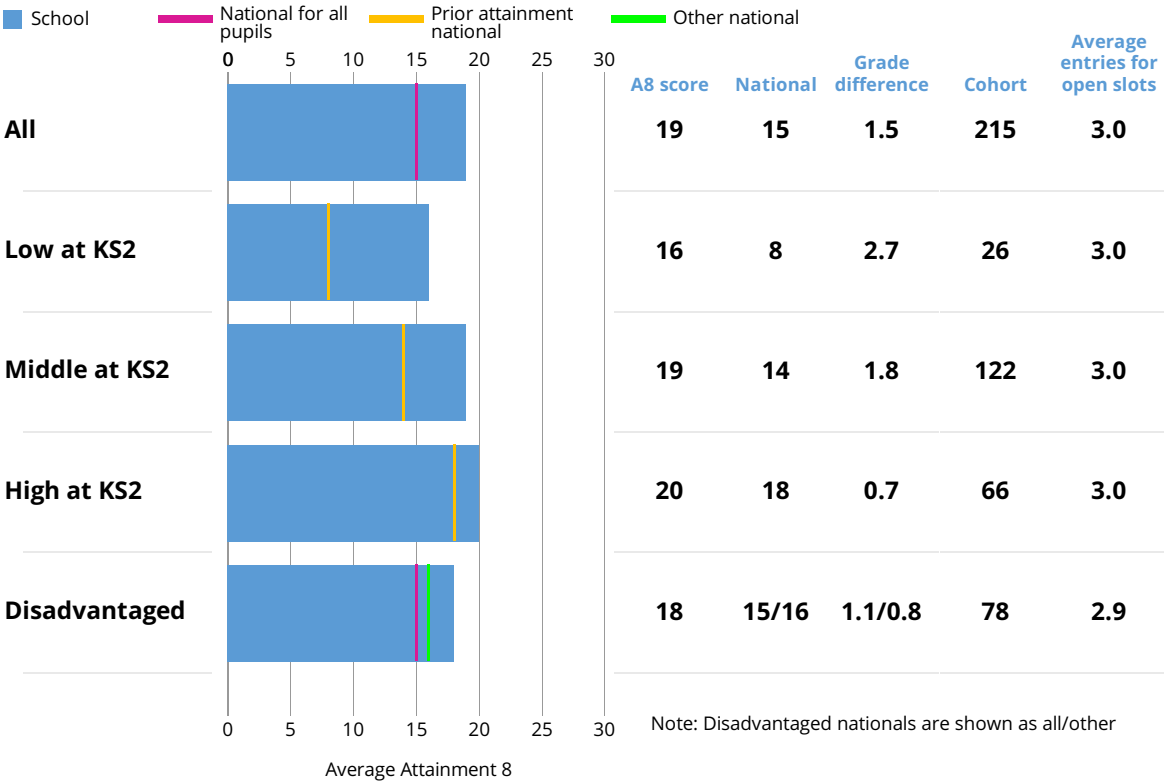
Open element of Progress 8



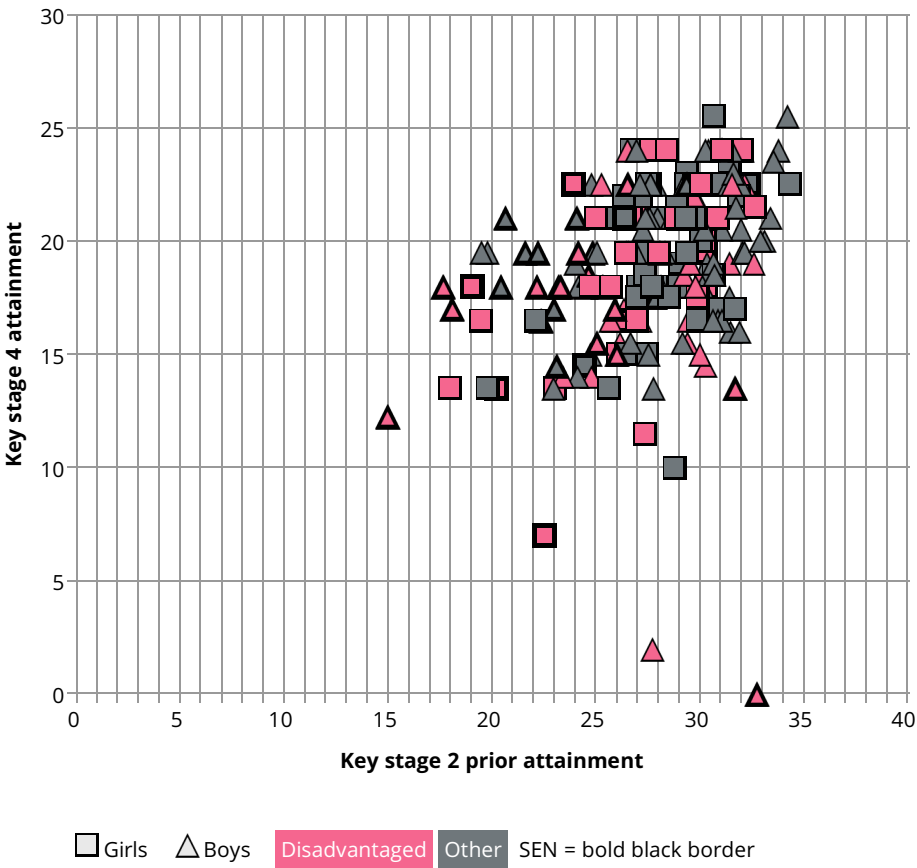
Open Progress 8 scatterplot



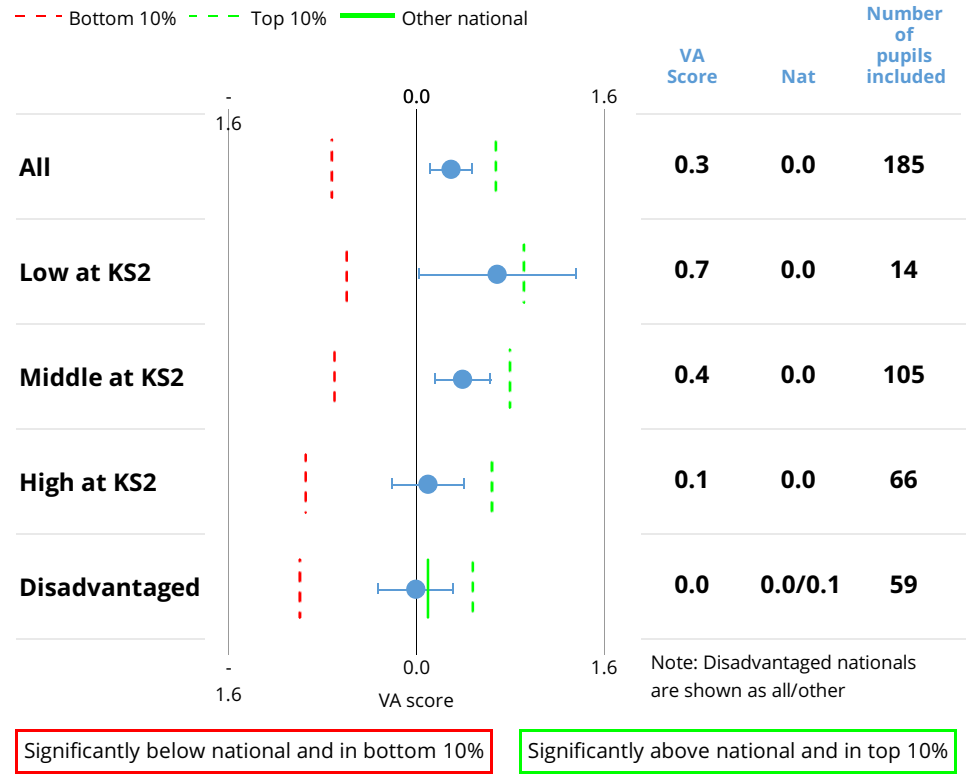
Open element of attainment 8



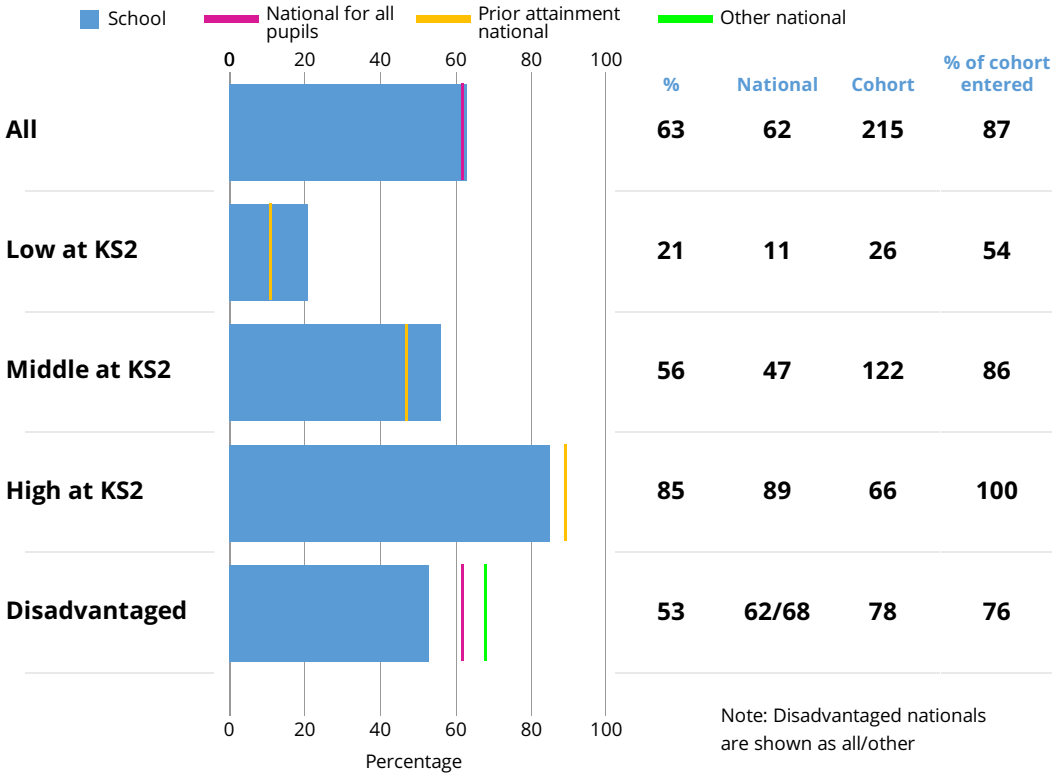
Open Attainment 8 scatterplot



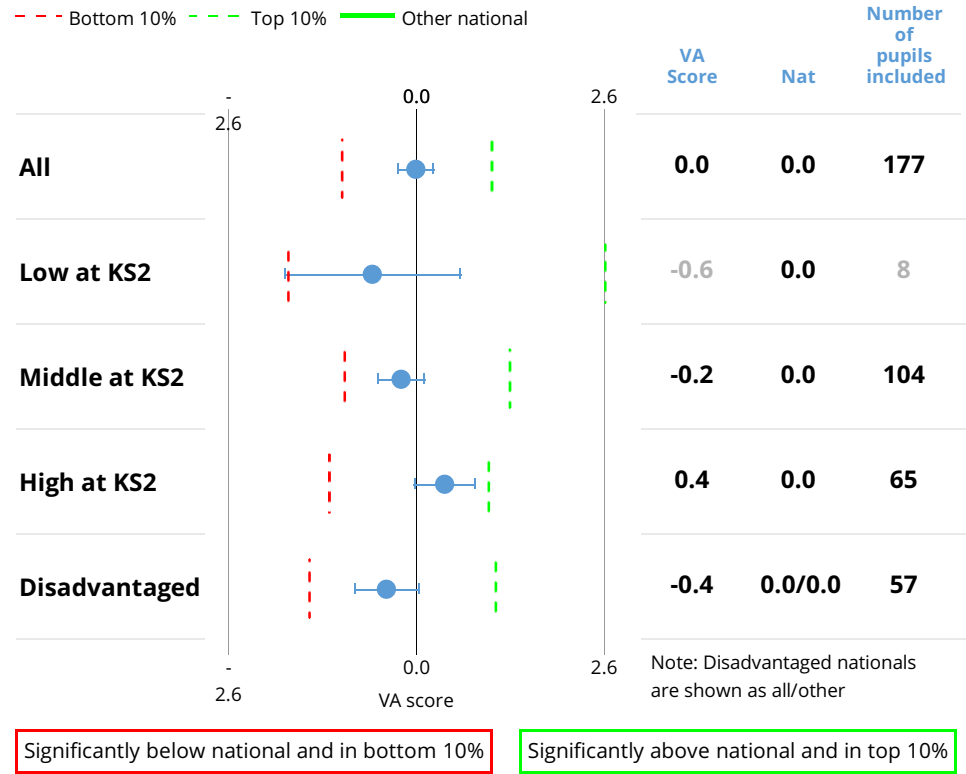
Science Value Added



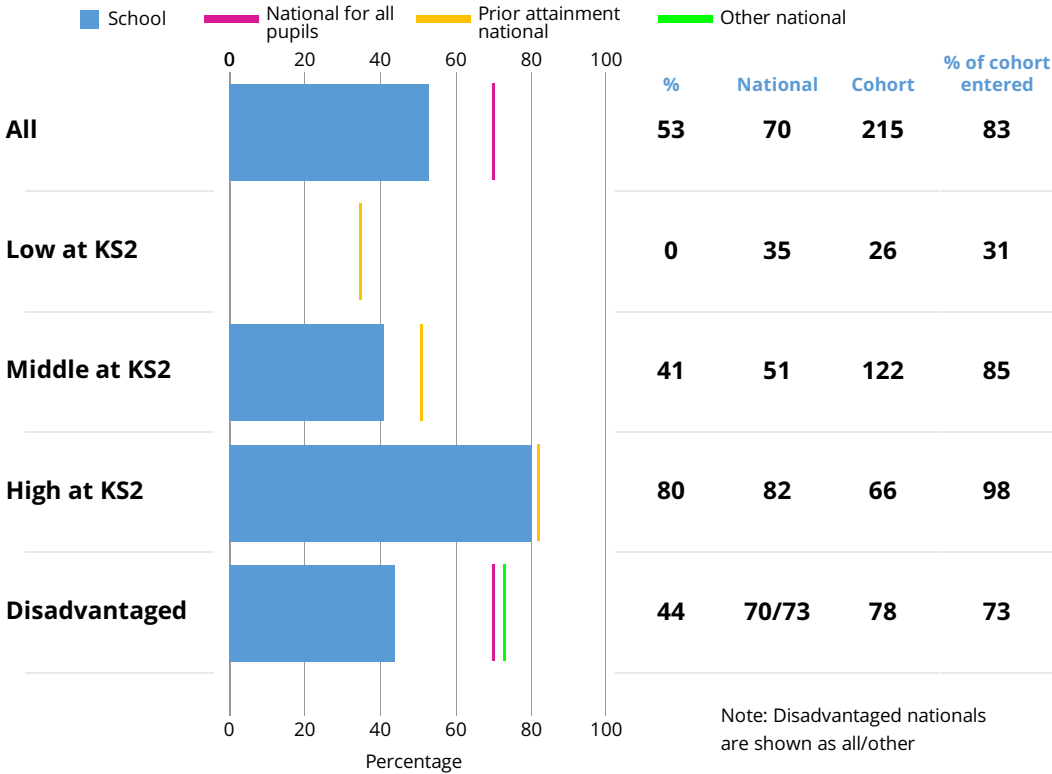
Science % attained grade C or above



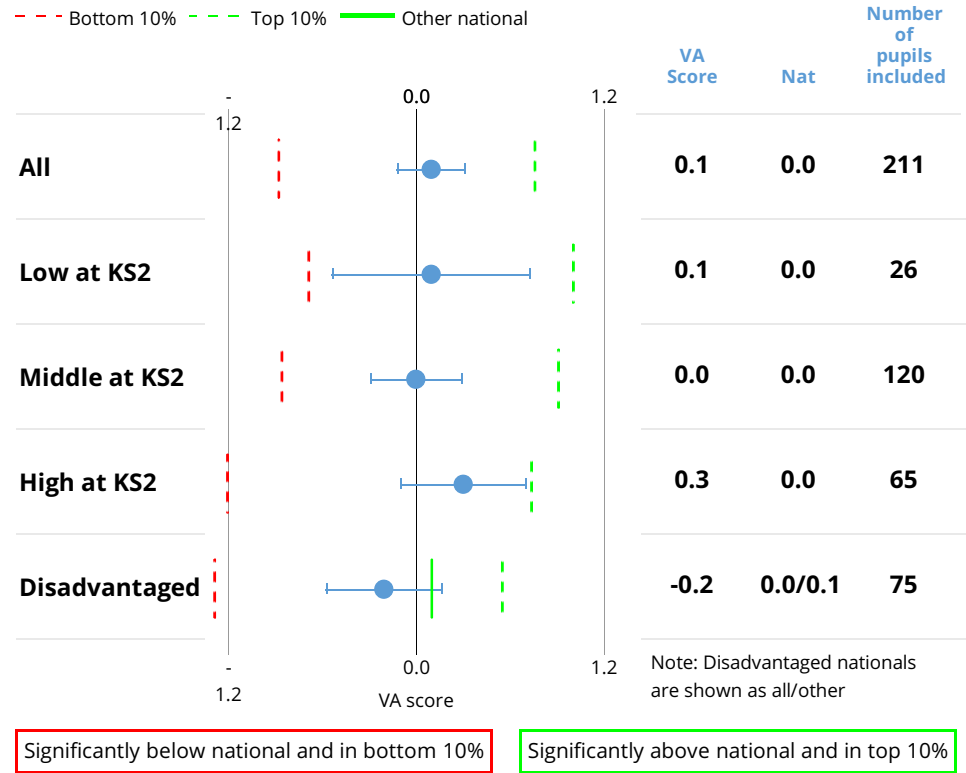
Languages Value Added



Languages % attained grade C or above



Humanities Value Added



Humanities % attained grade C or above

