

Areas to investigate

Overall Progress 8

- Progress 8 was significantly* below the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.

Progress 8 elements

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

EBacc value added

- Languages value added for all pupils was in the top quintile (20%) for the latest two years.

Qualification entry

- In 2017, there were 5 subjects with a high proportion of entries (over 80%) and low attainment. These were English literature, English language, personal finance, additional science, core science.
- In 2017, there was one subject, european computer driving licence, with a high proportion of entries (over 80%) and high attainment.

Context

- Between year 10 in 2016 and year 11 in 2017, 9 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).

*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

0.16 (-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: Rod Hughes
Pupils: 900
Gender: Mixed
Special needs provision:

Local authority: Stoke-on-Trent
Admissions policy: Comprehensive (secondary)
Ages: 11-18
Denomination: None

School level trends

2017 Quintile

Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

School	50	51	49	
National	50	50	50	

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

School	51	46	44	
National	29	29	28	

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

School	2	2	3	
National	15	16	16	

% of pupils with SEN support

School	19.9	11.3	16.7	
National	12.4	11.0	10.7	

% of pupils with a SEN statement or EHC plan

School	3.3	2.3	2.0	
National	1.8	1.7	1.7	

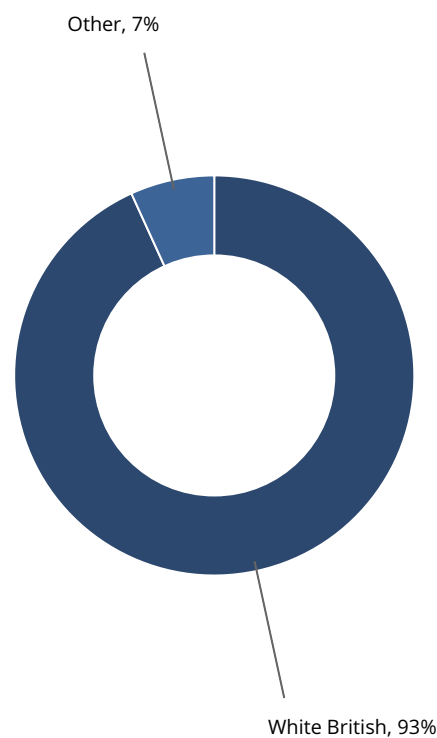
School deprivation indicator

School	0.4	0.3	0.3	
National	0.2	0.2	0.2	

Schools details as of 3 January 2018

Ethnicity

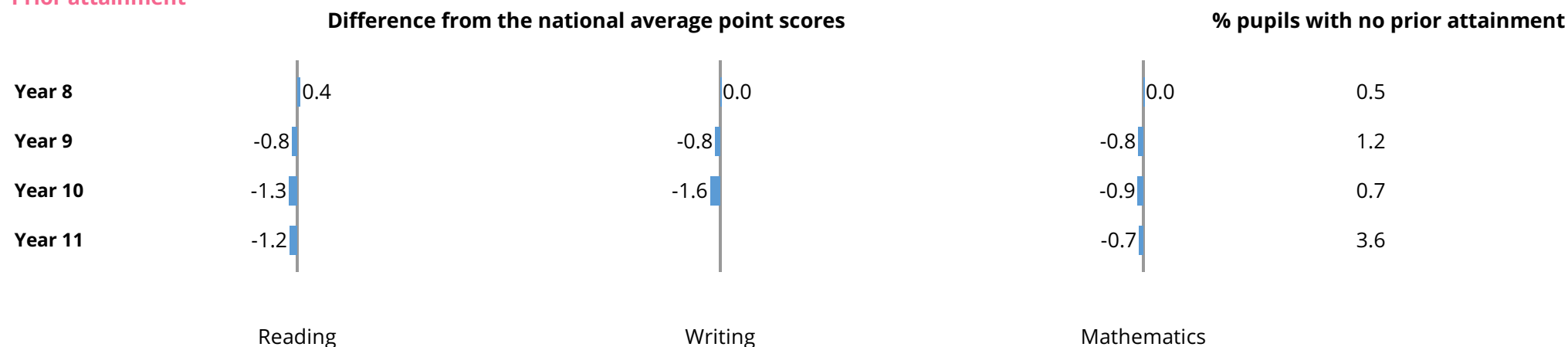
This school has 14 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 7	211	47	49	48	31	5	16	24	15	2
Year 8	203	49	49	41	30	2	16	22	14	1
Year 9	171	54	49	45	28	3	16	11	13	3
Year 10	141	52	49	42	28	4	16	15	13	1
Year 11	110	44	50	43	26	2	16	22	12	1

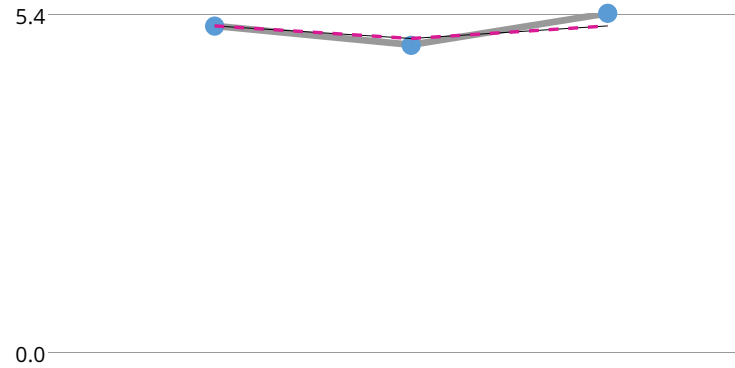
Prior attainment



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

Absence

% of sessions missed

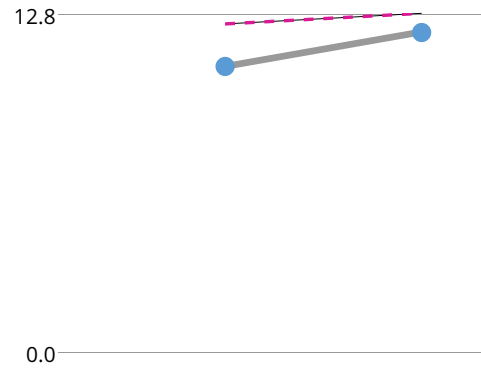


2015 2016 2017

School %	5.2	4.9	5.4
Nat %	5.2	5.0	5.2
Cohort	659	767	869

Persistent absence

% of pupils who missed 10% or more sessions



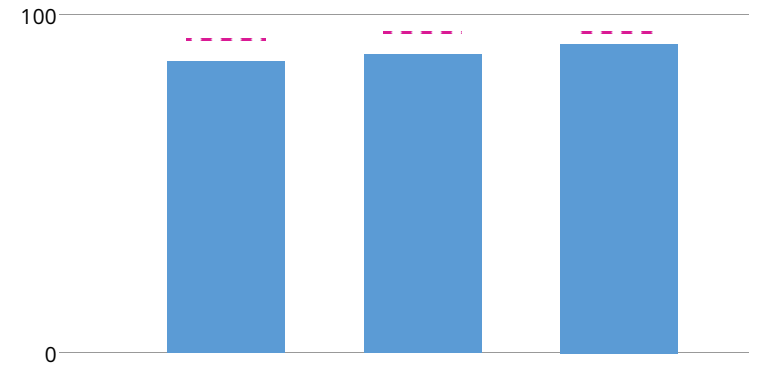
2016 2017

School %	10.8	12.1
Nat %	12.4	12.8
Cohort	767	869

■ School ■ National

Destinations

% in sustained education, employment or training

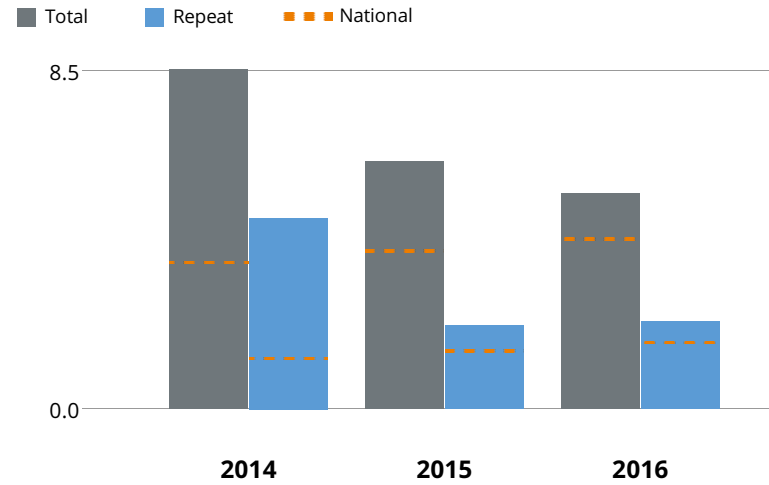


2013 2014 2015

School %	86	88	91
Nat %	92	94	94
Cohort	117	97	93

Fixed term exclusions

% of pupils excluded



	2014		2015		2016	
School %	8.5	4.8	6.2	2.1	5.4	2.2
National %	3.7	1.3	4.0	1.5	4.3	1.7
Number	51	29	41	14	42	17

Permanent exclusions

= 1 pupil

Nat

2016 (2)

2015 (1) No permanent exclusions

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 (106)				32				48						34						6
	2017 (106)		77					93					71								19
Low at KS2	2016 (33)					10				26						11					4
	2017 (17)				30		82									12				22	
Middle at KS2	2016 (54)			58				71					61								14
	2017 (54)		75					90					74							23	
High at KS2	2016 (19)			52						35			76							32	
	2017 (35)		87					95					86								16
Disadvantaged	2016 (50)			50				68					61								13
	2017 (45)		66					92					64								18

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>.

() 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)

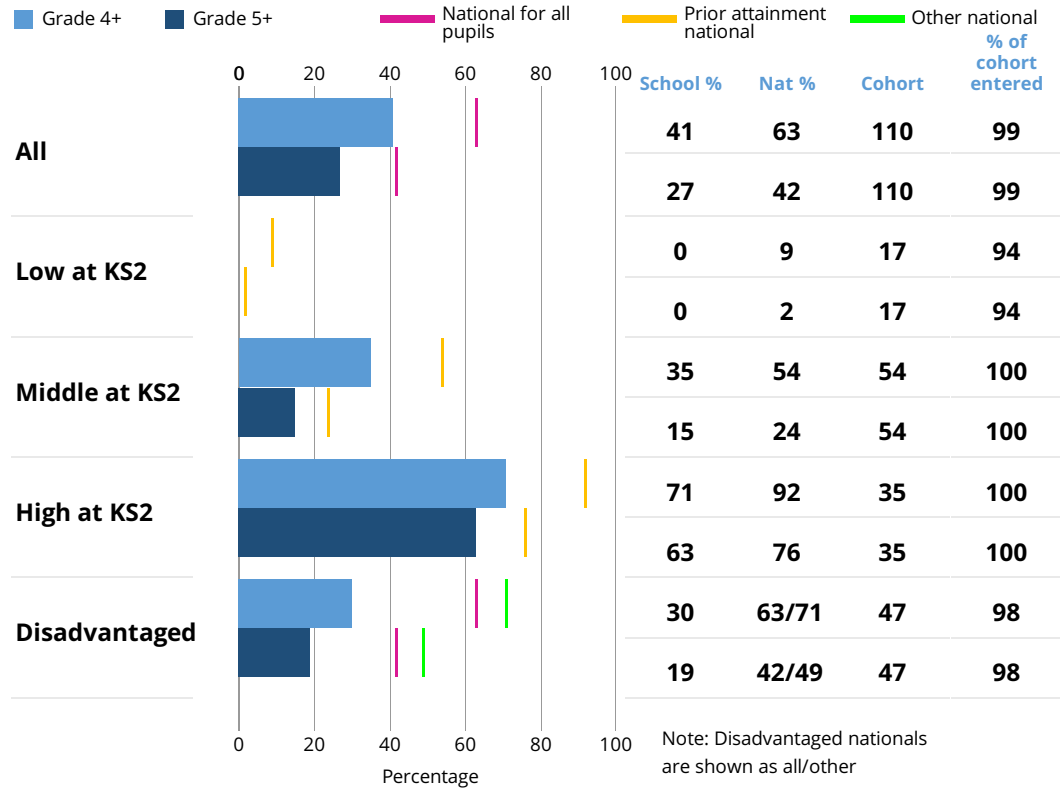
	EBacc P8 element					Science VA					Languages VA					Humanities VA					
	Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%			
	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	
All	2015 (66)					91					2015 (24)				10		2015 (34)	87			
	2016 (106)		71				70				2016 (20)				14		2016 (67)		80		
	2017 (106)	92				97					2017 (12)				20		2017 (66)	81			
Low at KS2	2015 (6)					88					2015 (0)						2015 (4)				29
	2016 (33)			48				57			2016 (0)						2016 (23)		74		
	2017 (17)				37			54			2017 (0)						2017 (12)				33
Middle at KS2	2015 (32)					85					2015 (5)				5		2015 (10)			54	
	2016 (54)	81					76				2016 (5)				3		2016 (26)		79		
	2017 (54)	91				97					2017 (2)			25		2017 (41)	85				
High at KS2	2015 (28)					92					2015 (19)				13		2015 (20)	96			
	2016 (19)		62				65				2016 (15)				23		2016 (18)	91			
	2017 (35)	96				98					2017 (10)				19		2017 (13)	92			
Disadvantaged	2015 (38)					90					2015 (10)				10		2015 (18)		61		
	2016 (50)		77				77				2016 (7)				14		2016 (28)	84			
	2017 (45)	91				97					2017 (6)			22		2017 (25)	81				

Note: For EBacc P8 element, 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>.

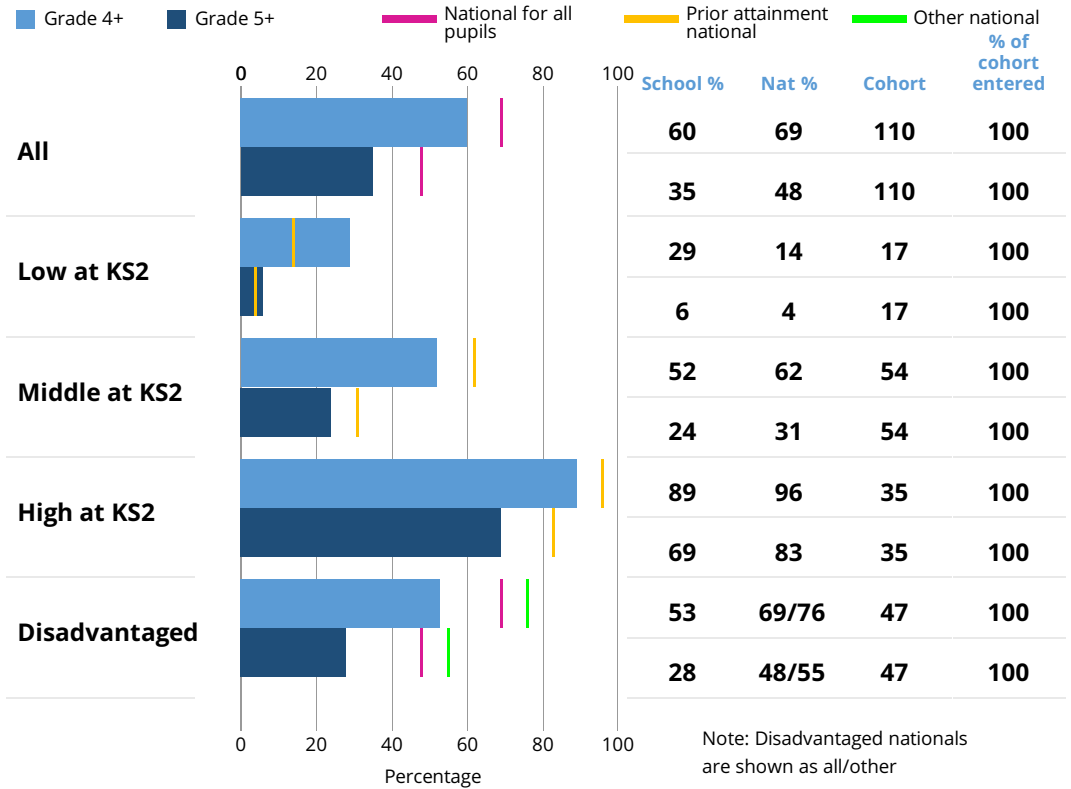
() Cohort Significantly below national Significantly above national Change in methodology or calculations -----

GCSE and equivalent results

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

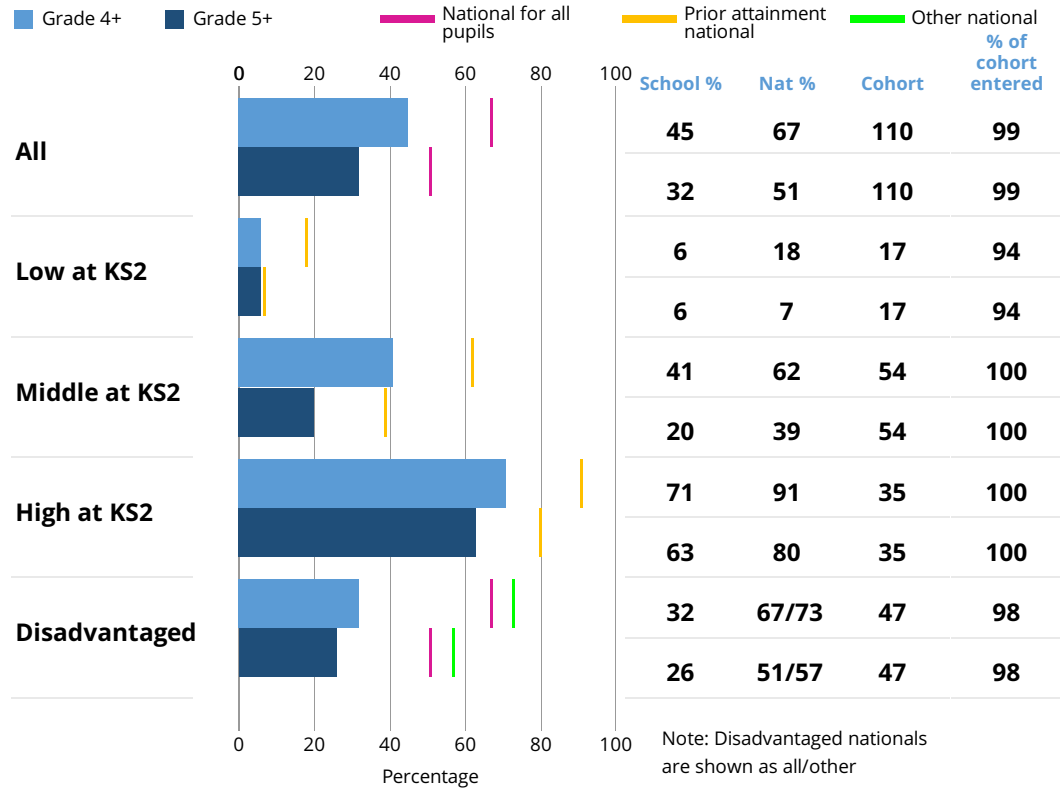


Pupils achieving grade 4+ and 5+ in mathematics

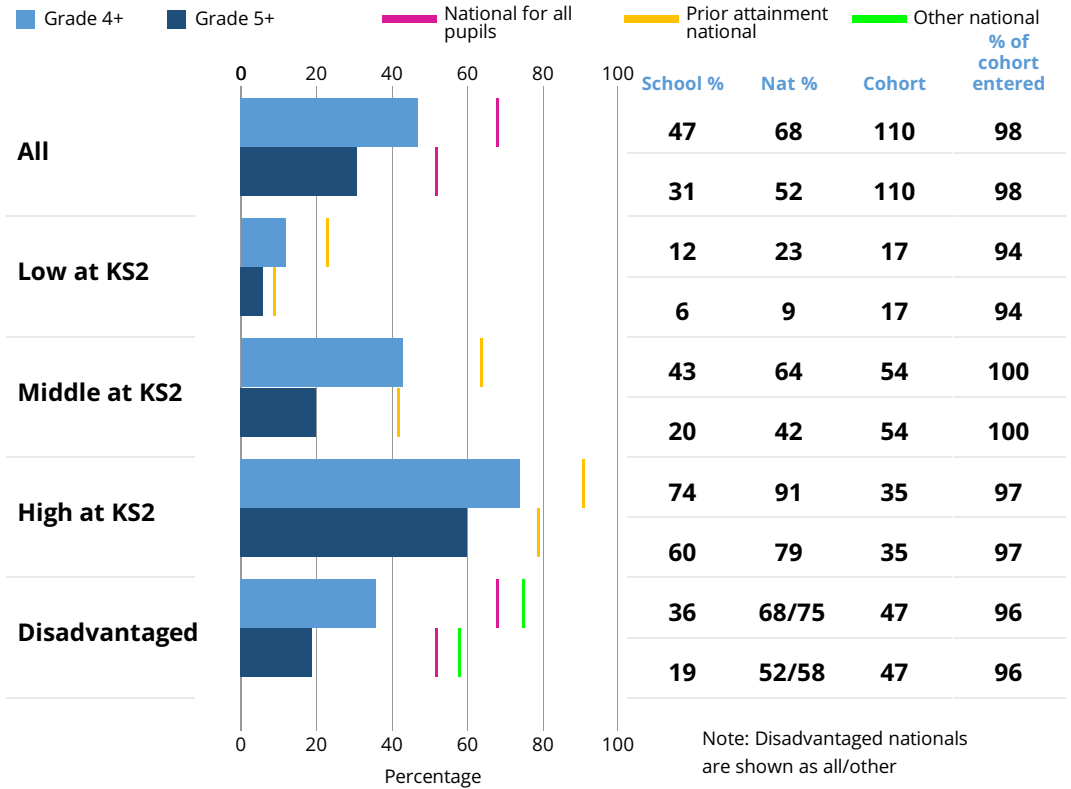


GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English language

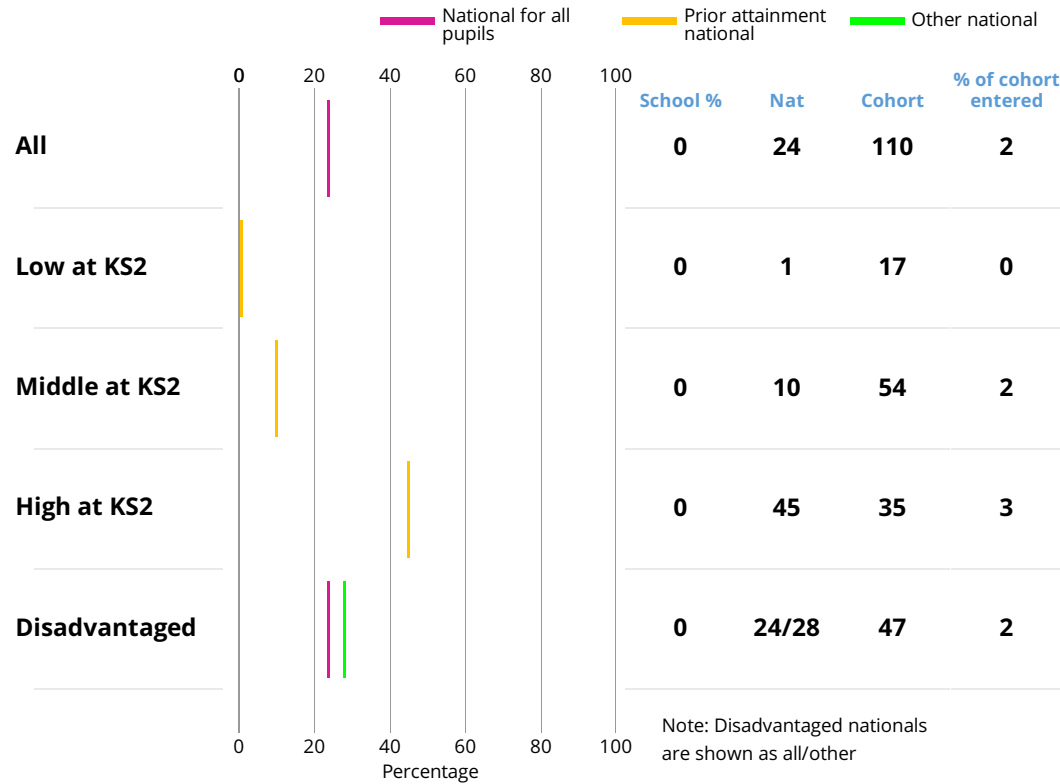


Pupils achieving grade 4+ and 5+ in English literature



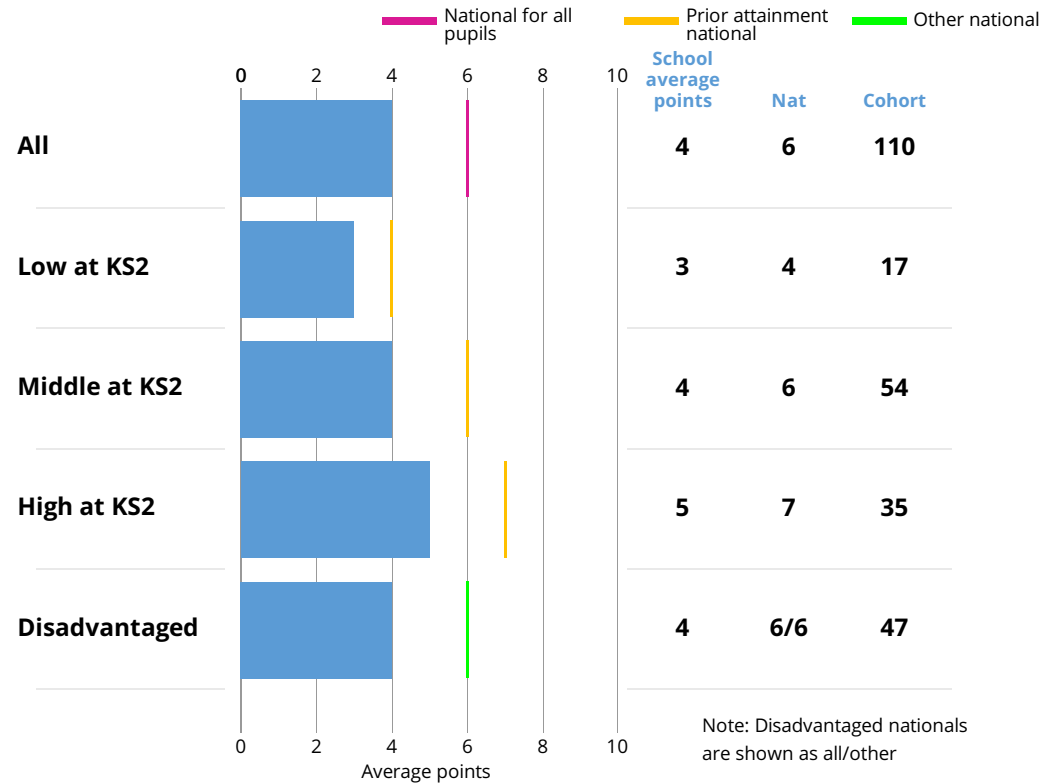
GCSE and equivalent results

Pupils achieving the English Baccalaureate*



* 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.

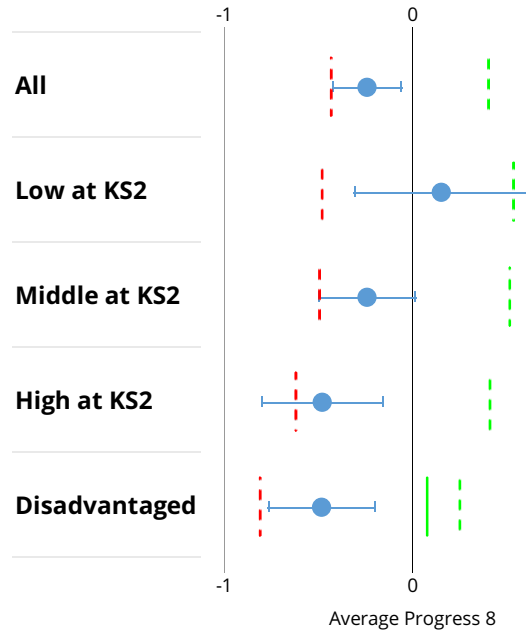
Non GCSE average attainment*



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

Overall Progress 8

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



	P8 score	National	Number of pupils included
All	-0.3	0.0	106
Low at KS2	0.2	0.0	17
Middle at KS2	-0.3	0.0	54
High at KS2	-0.6	0.0	35
Disadvantaged	-0.6	0.0/0.1	45

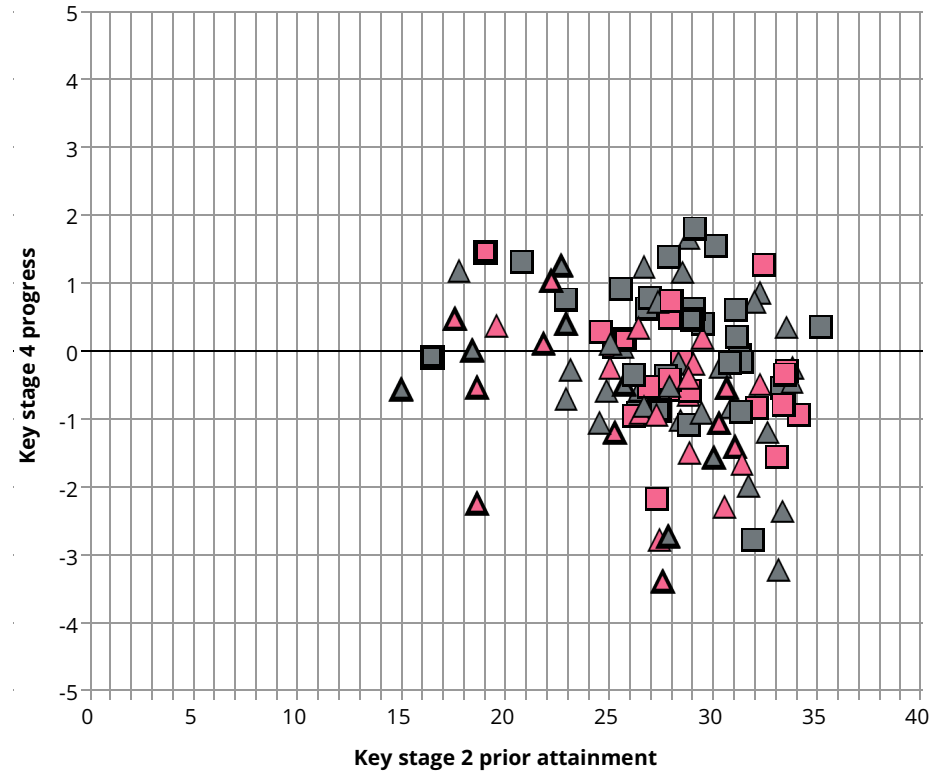
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

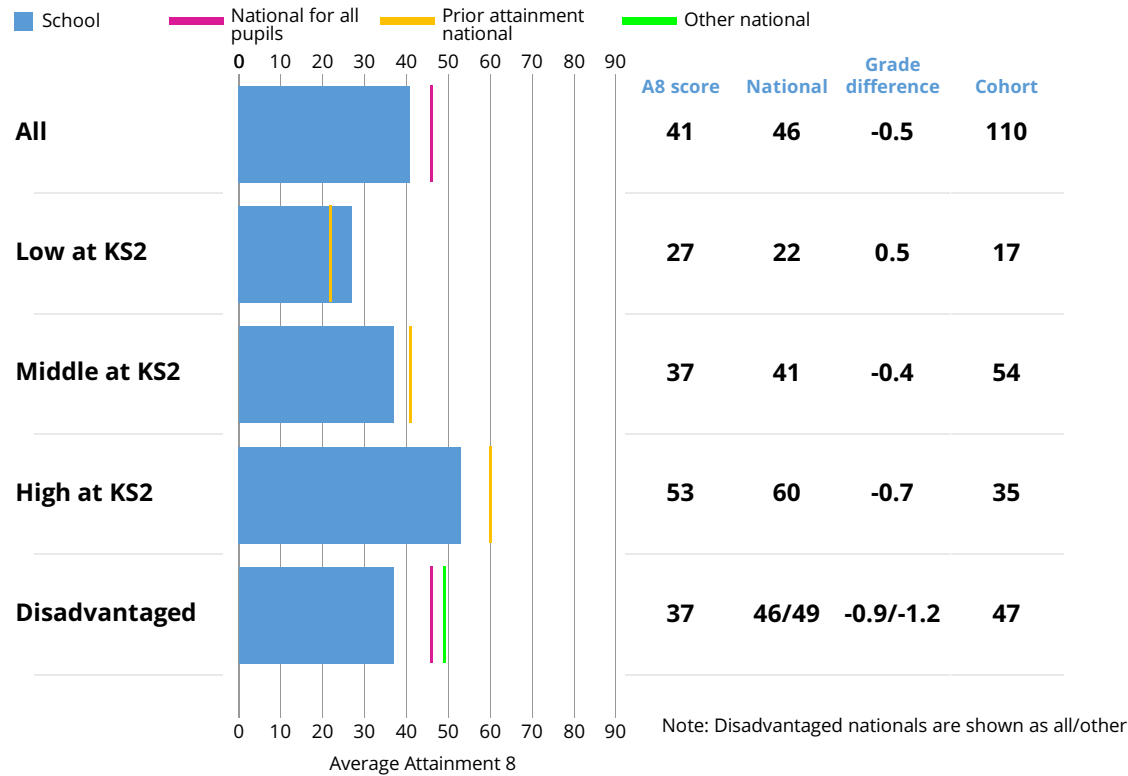
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Overall Progress 8 scatterplot

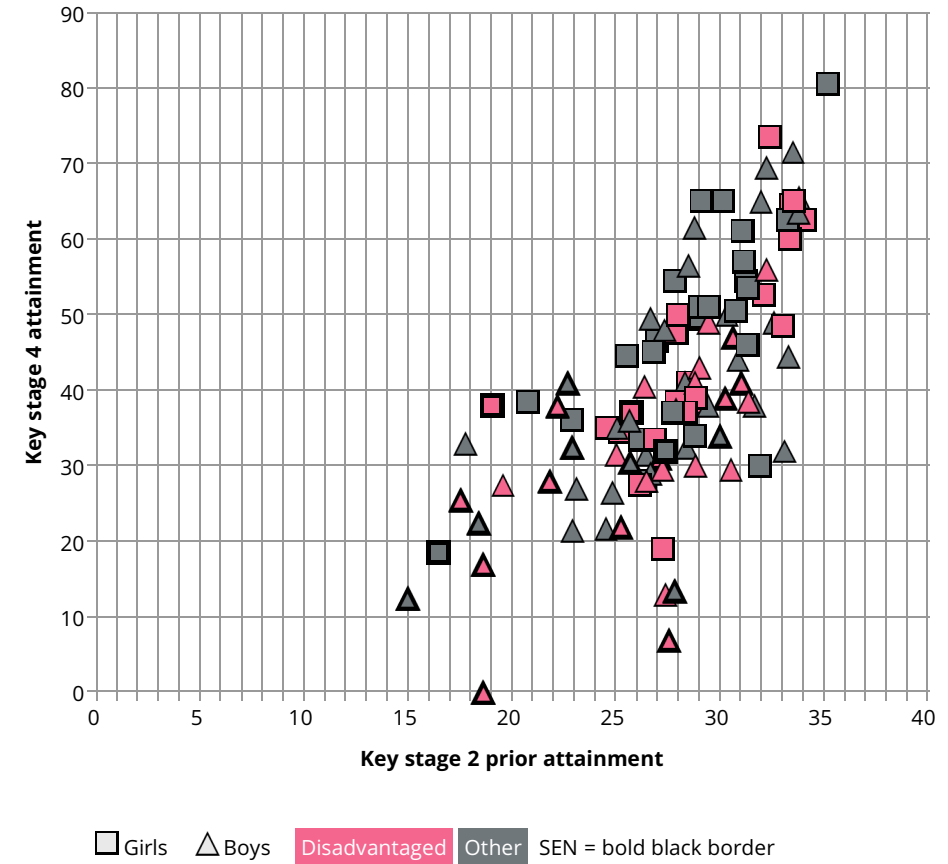


□ Girls △ Boys Disadvantaged Other SEN = bold black border

Overall Attainment 8

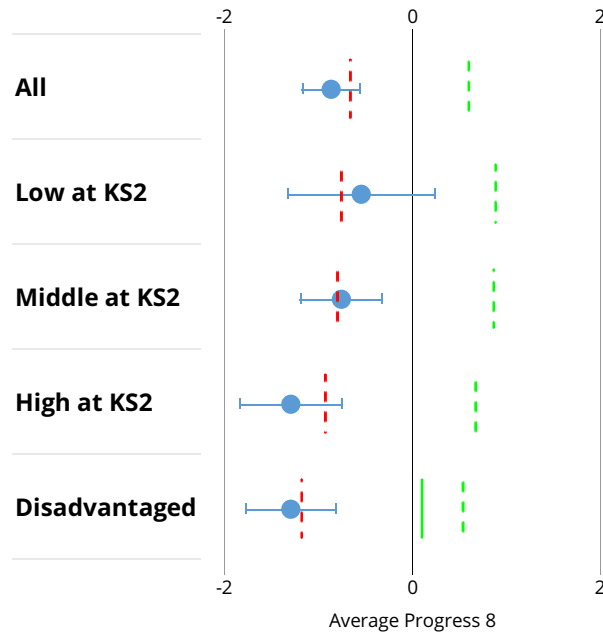


Overall Attainment 8 scatterplot



English element of Progress 8

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



P8 score	National	Number of pupils included
-0.8	0.0	106
-0.5	0.0	17
-0.7	0.0	54
-1.2	0.0	35
-1.2	0.0/0.1	45

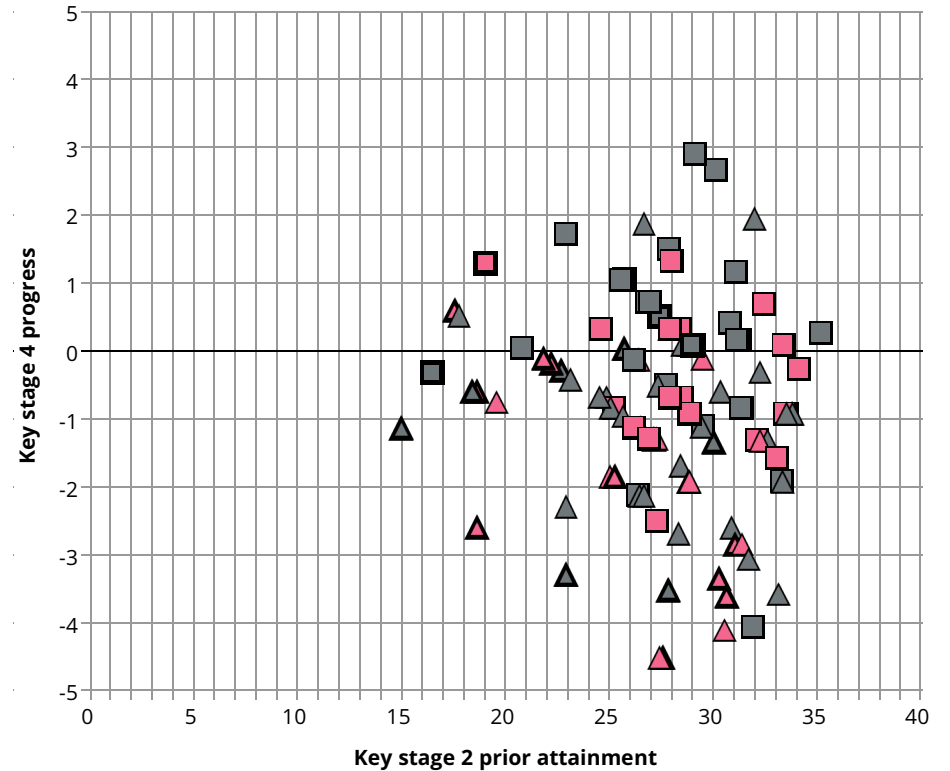
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Significantly above national and in top 10%

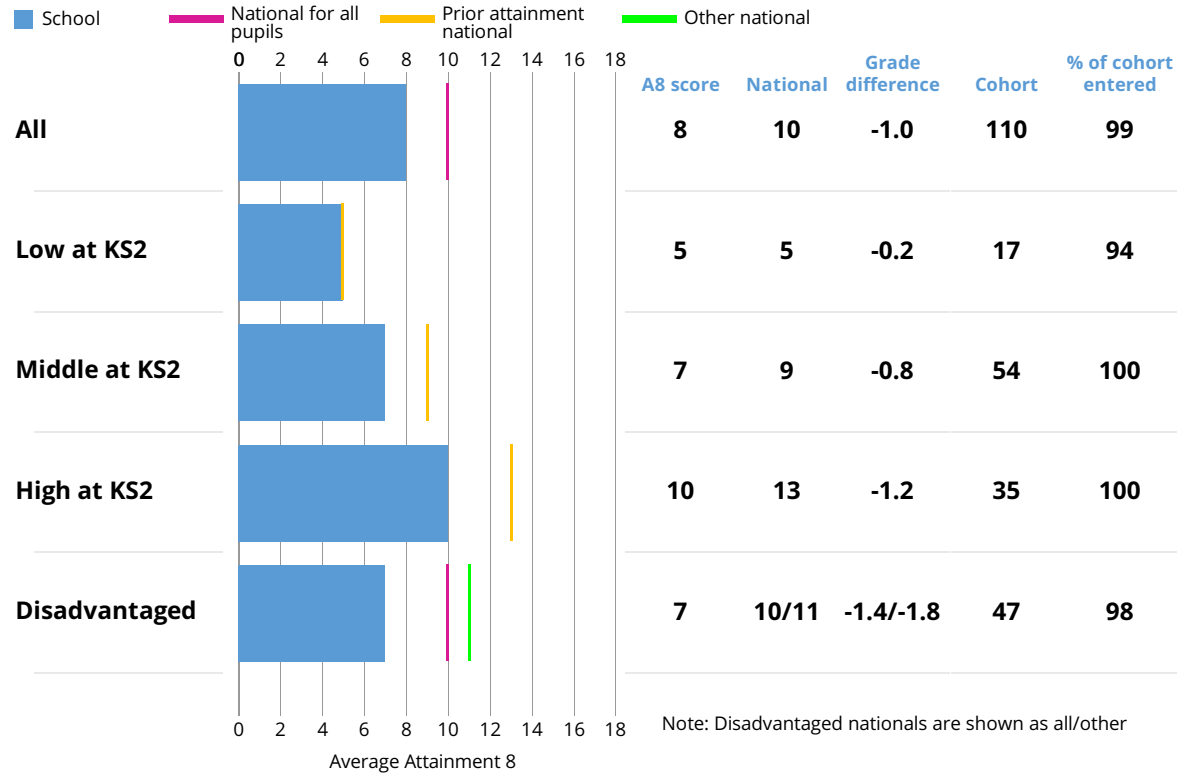
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

English Progress 8 scatterplot

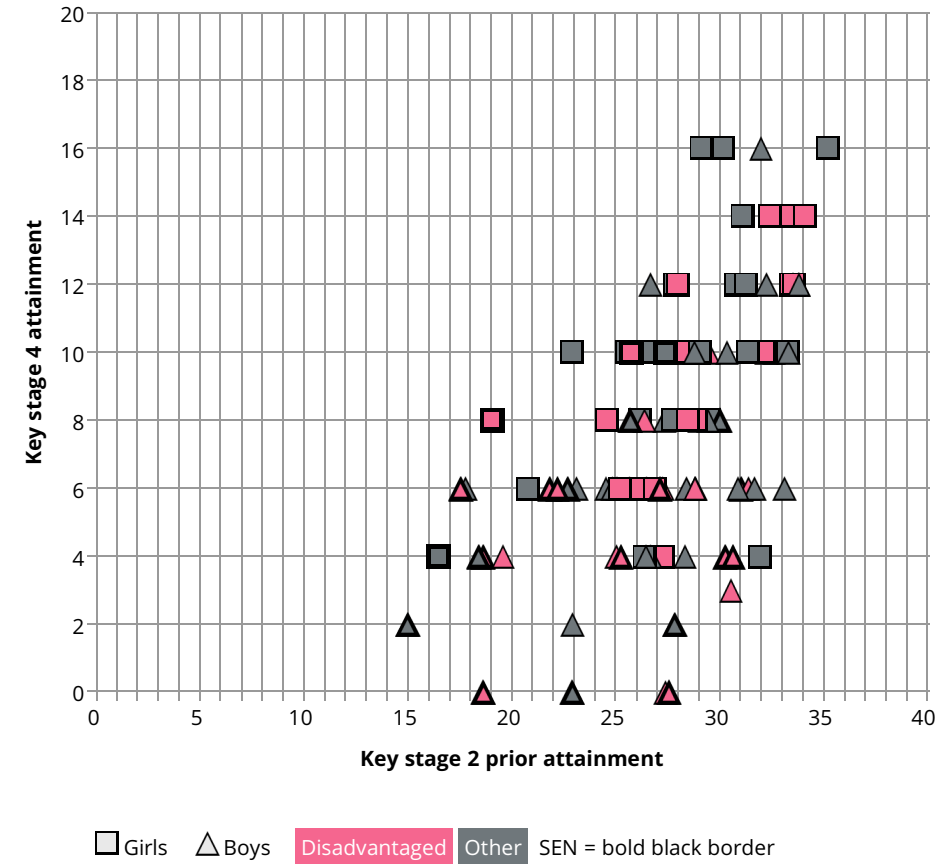


□ Girls △ Boys Disadvantaged Other SEN = bold black border

English element of Attainment 8

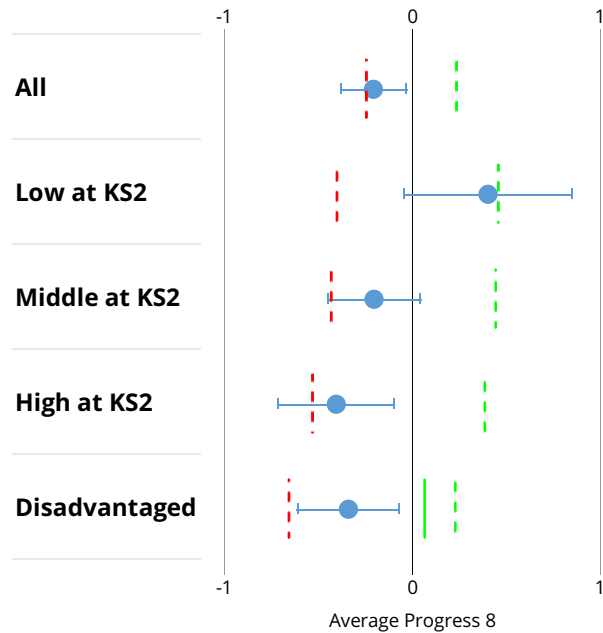


English Attainment 8 scatterplot



Mathematics element of Progress 8

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



	P8 score	National	Number of pupils included
All	-0.3	0.0	106
Low at KS2	0.6	0.0	17
Middle at KS2	-0.3	0.0	54
High at KS2	-0.6	0.0	35
Disadvantaged	-0.5	0.0/0.1	45

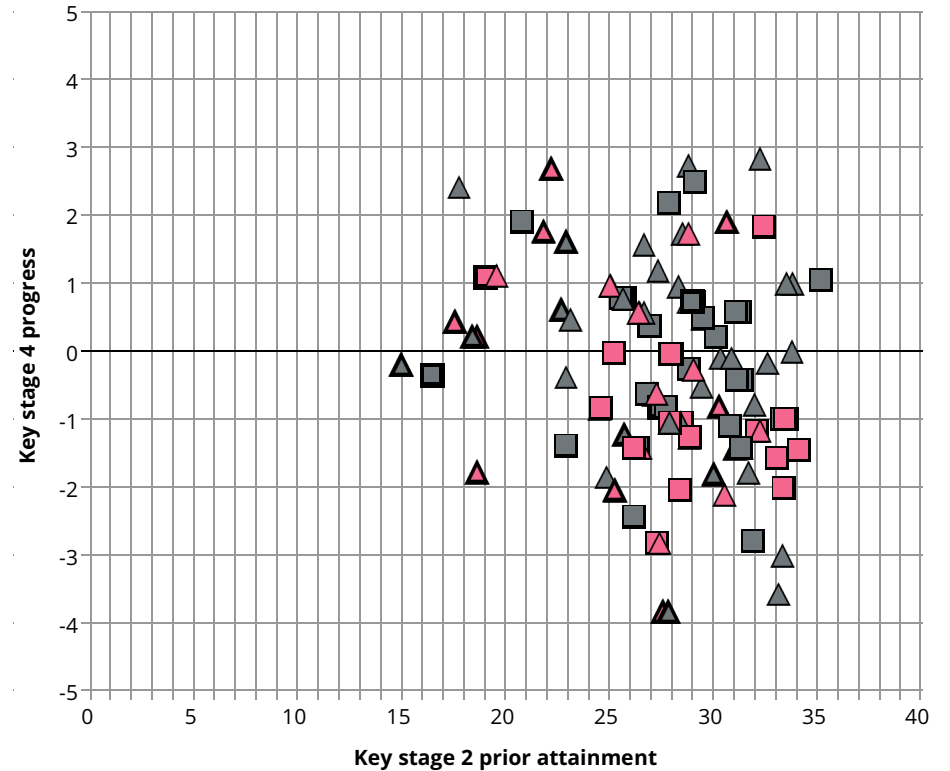
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Significantly below national and in bottom 10%

Significantly above national and in top 10%

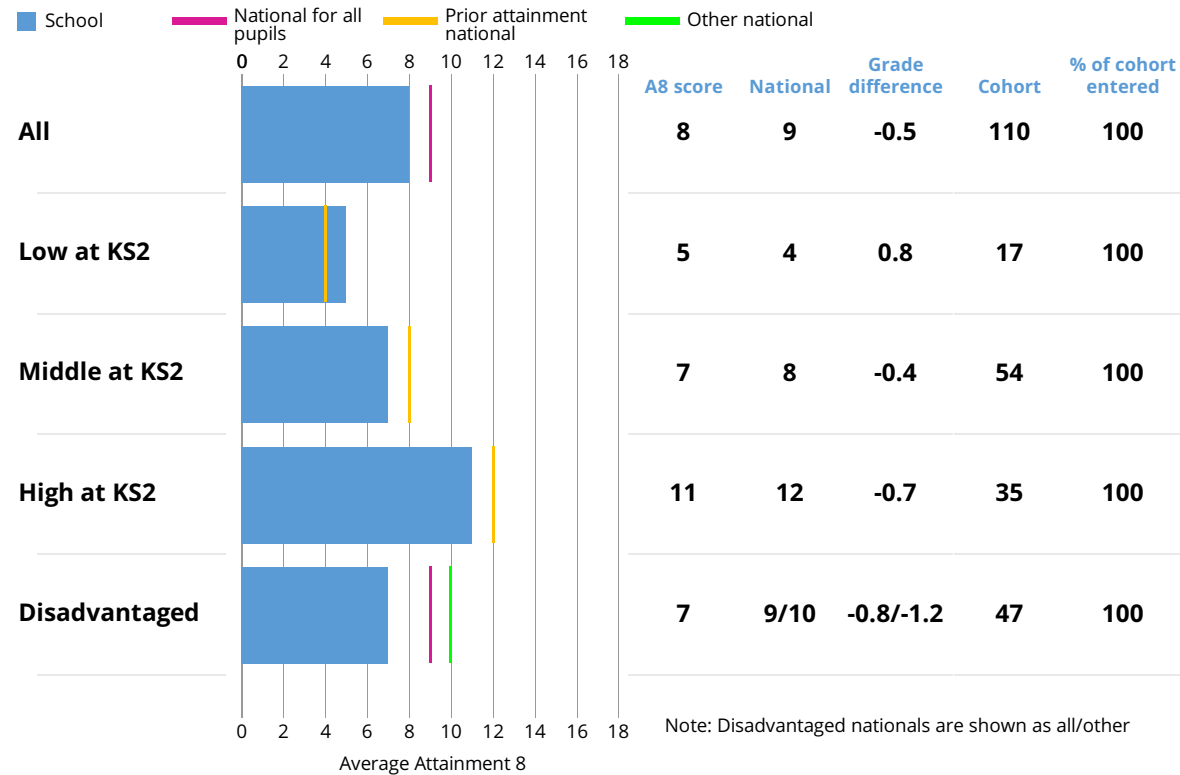
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics Progress 8 scatterplot

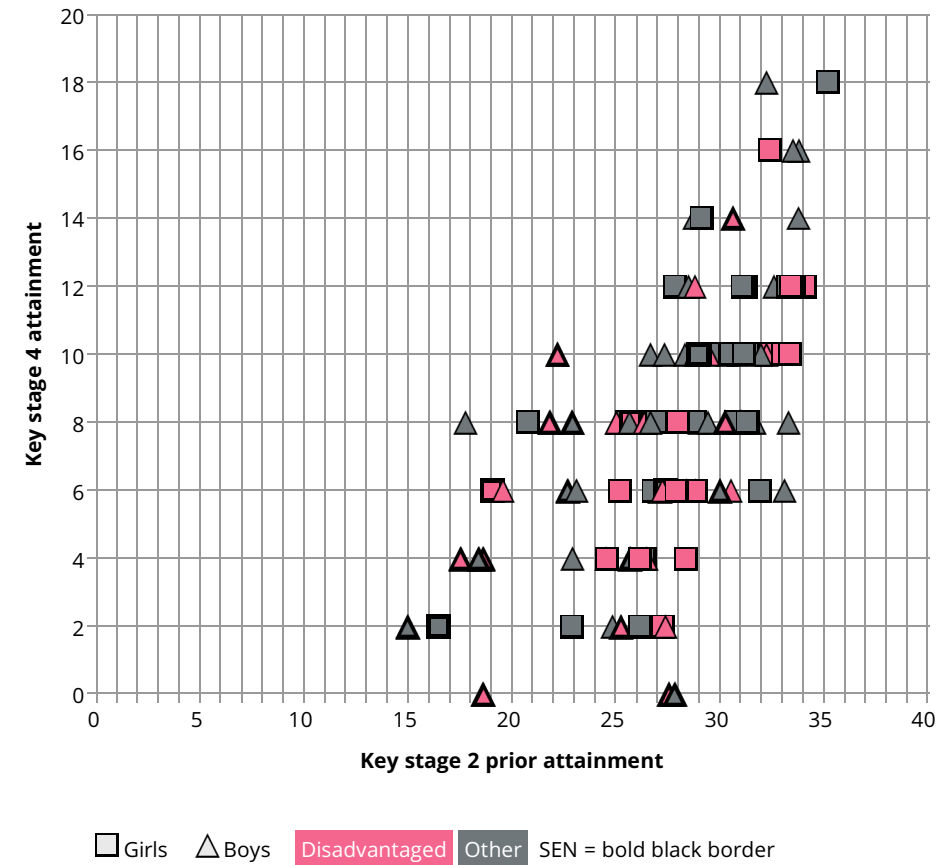


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Mathematics element of Attainment 8

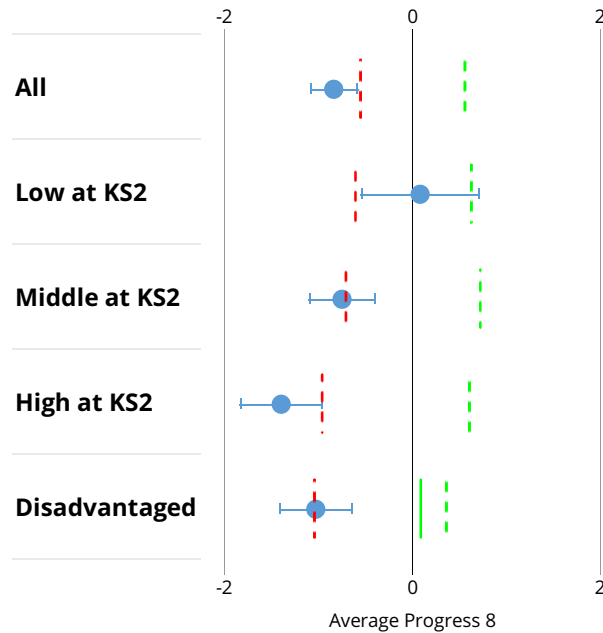


Mathematics Attainment 8 scatterplot



EBacc element of Progress 8

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



	P8 score	National	Number of pupils included
All	-0.9	0.0	106
Low at KS2	0.1	0.0	17
Middle at KS2	-0.8	0.0	54
High at KS2	-1.5	0.0	35
Disadvantaged	-1.1	0.0/0.1	45

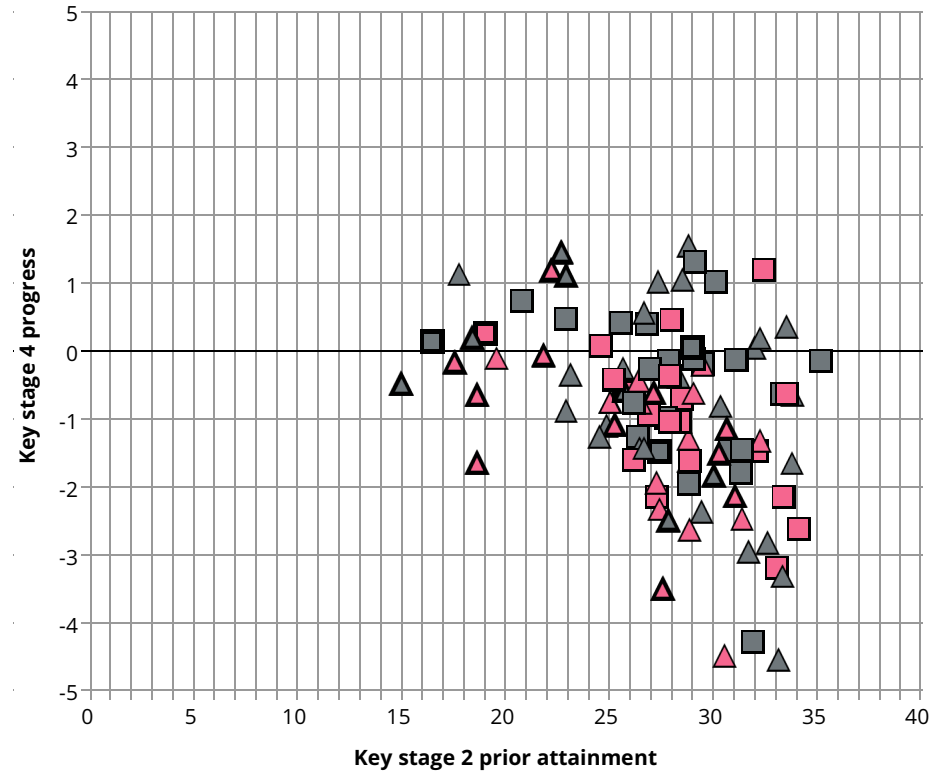
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Significantly above national and in top 10%

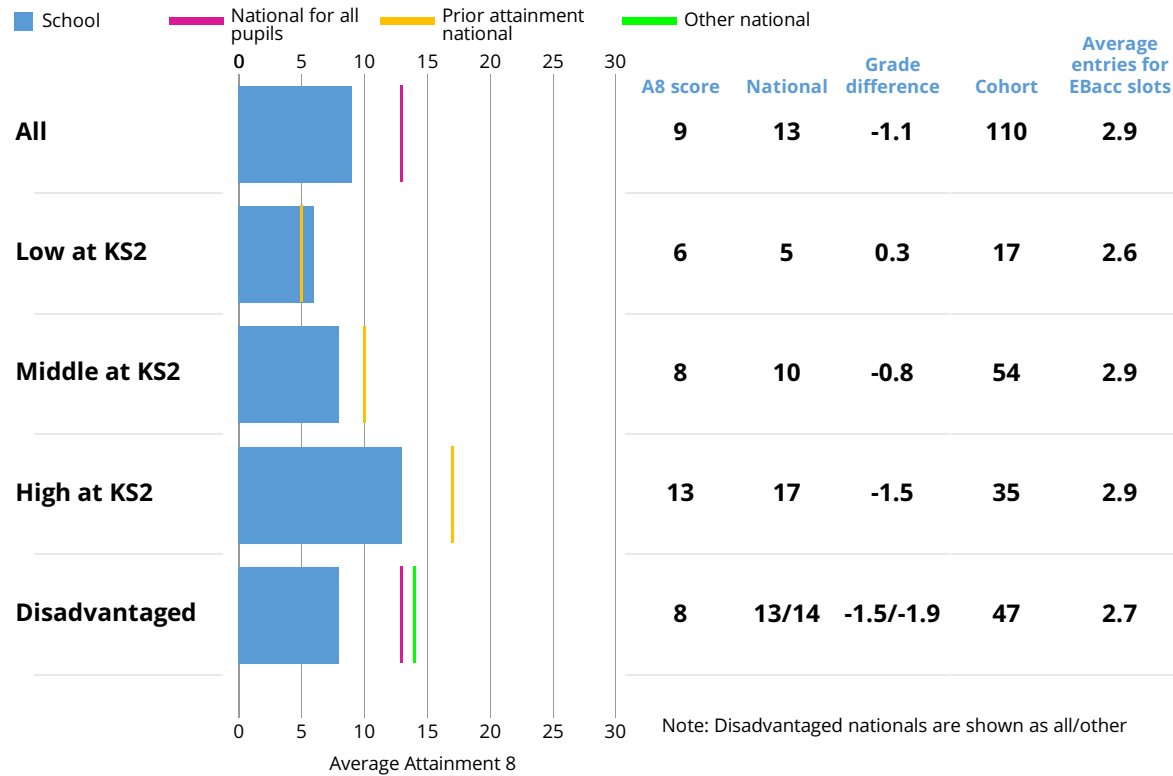
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

EBacc Progress 8 scatterplot

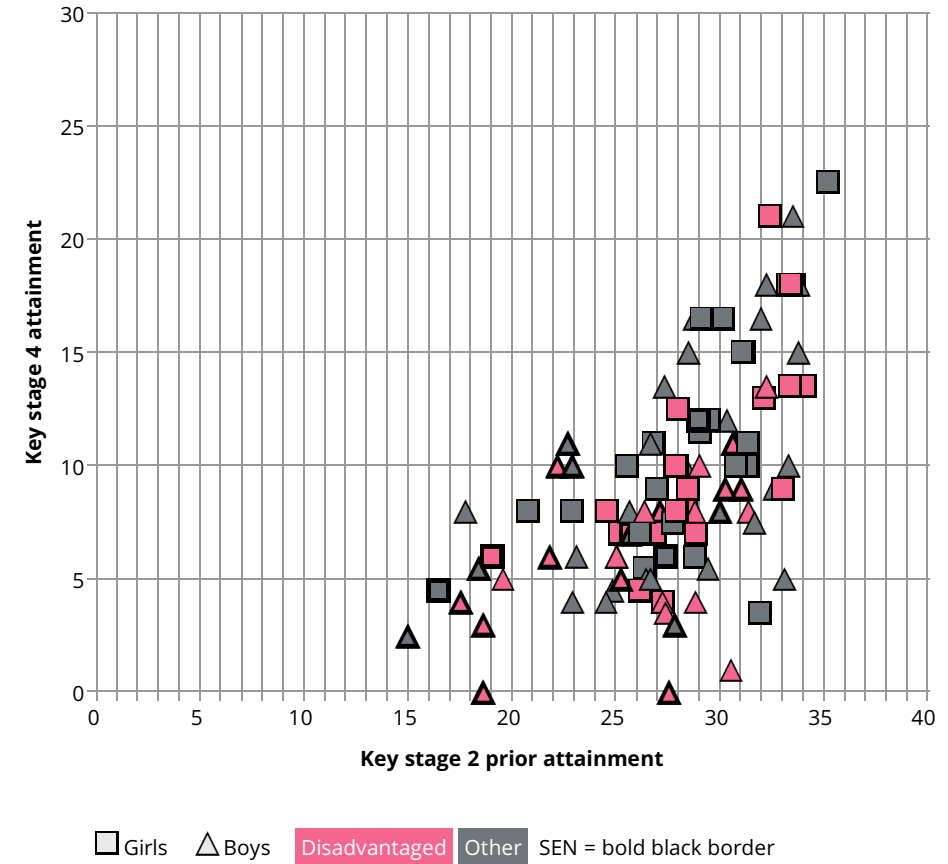


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EBacc element of Attainment 8

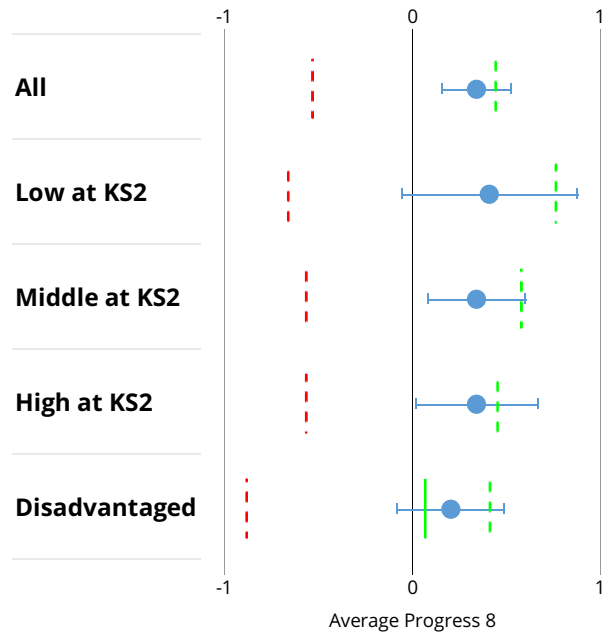


EBacc Attainment 8 scatterplot



Open element of Progress 8

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



	P8 score	National	Number of pupils included
All	0.5	0.0	106
Low at KS2	0.6	0.0	17
Middle at KS2	0.5	0.0	54
High at KS2	0.5	0.0	35
Disadvantaged	0.3	0.0/0.1	45

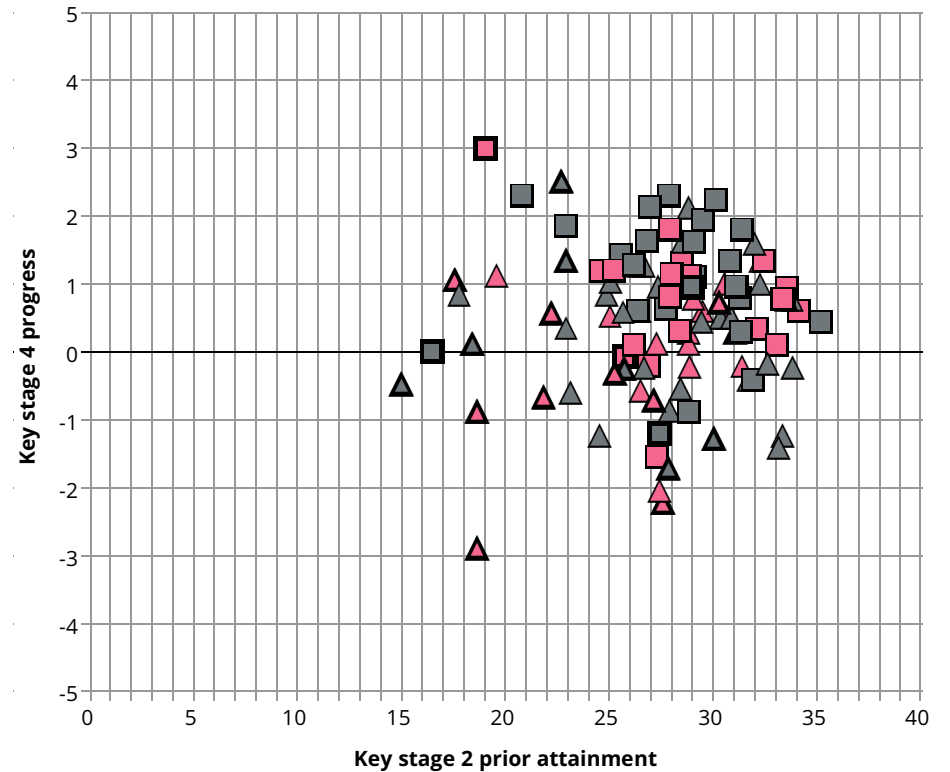
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Significantly above national and in top 10%

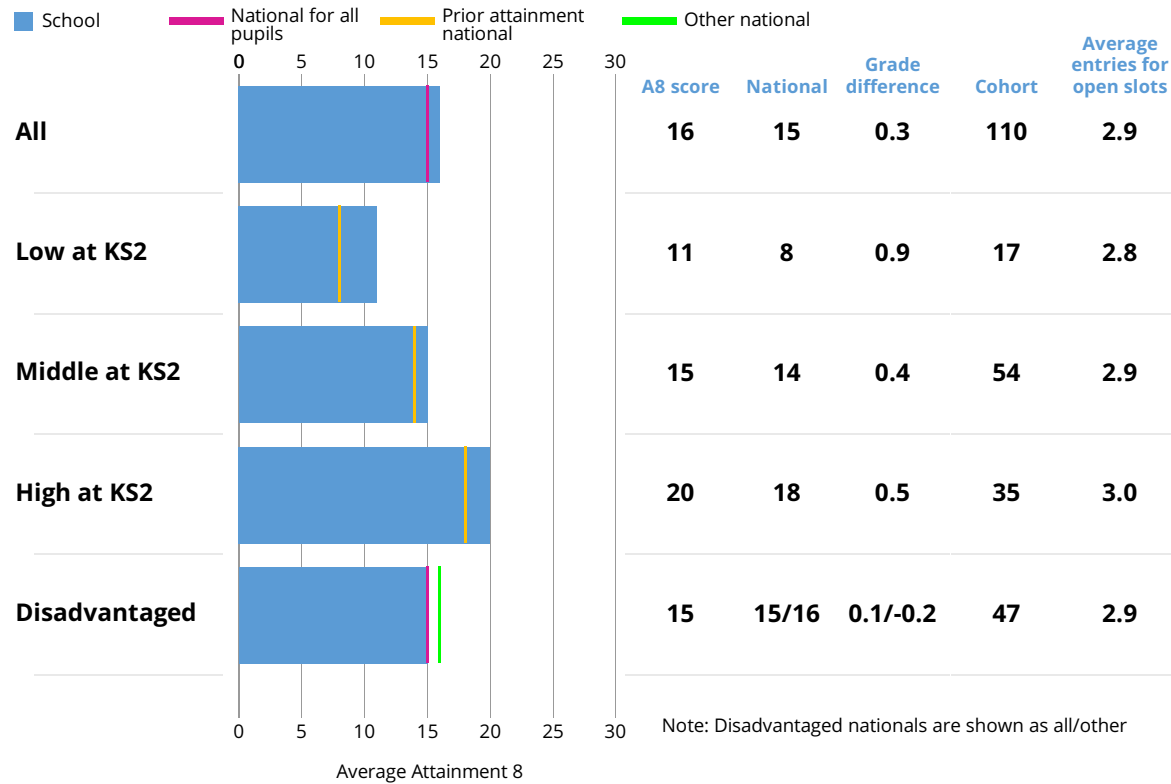
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Open Progress 8 scatterplot

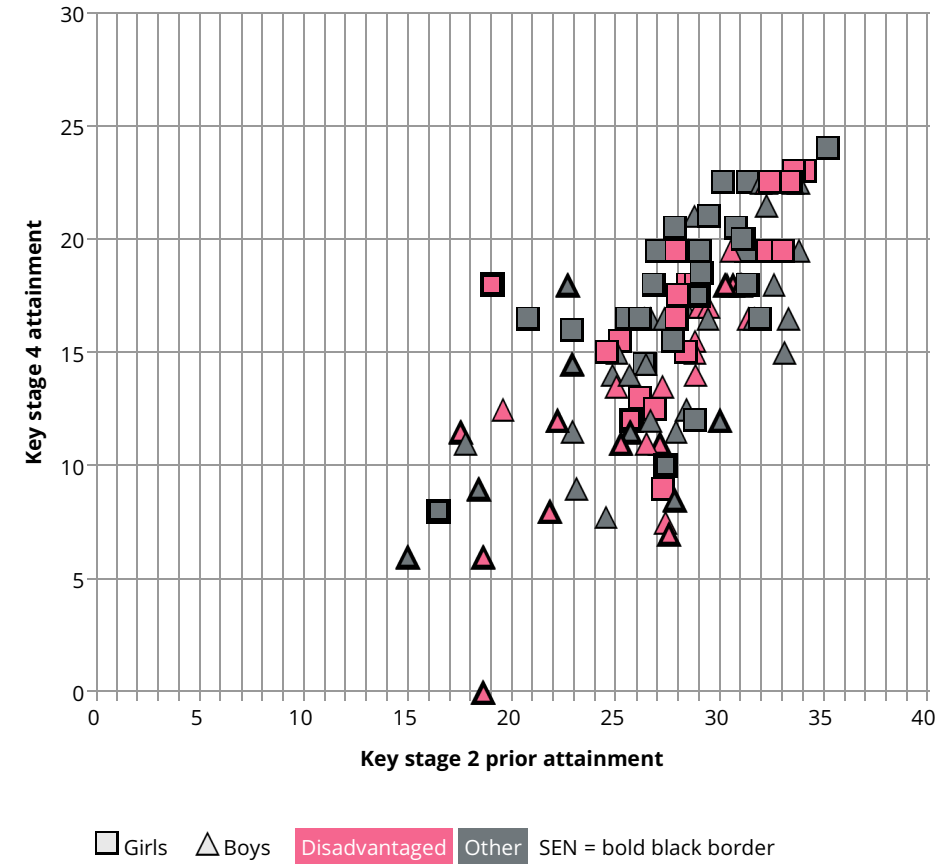


□ Girls △ Boys Disadvantaged Other SEN = bold black border

Open element of attainment 8

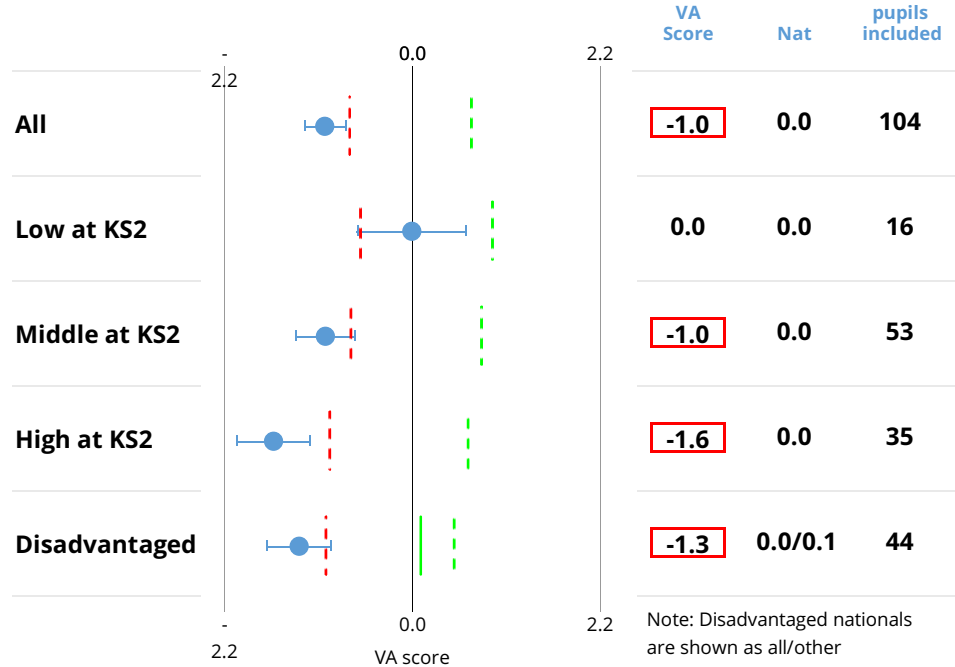


Open Attainment 8 scatterplot



Science Value Added

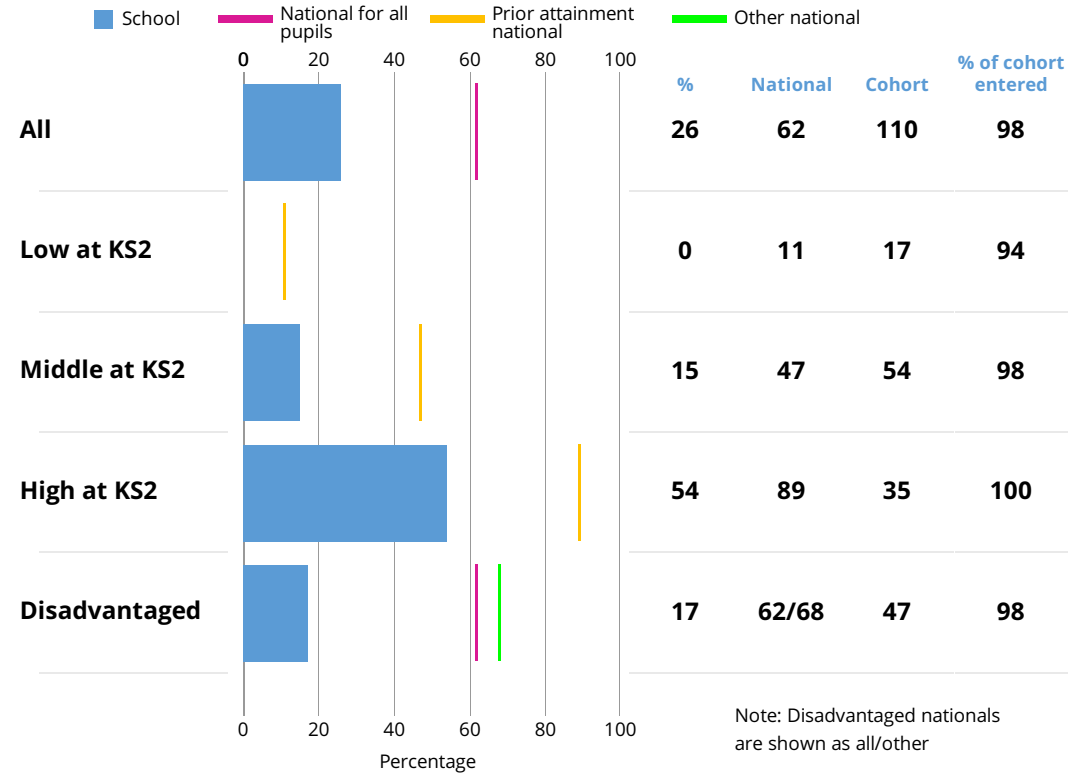
--- Bottom 10% --- Top 10% --- Other national



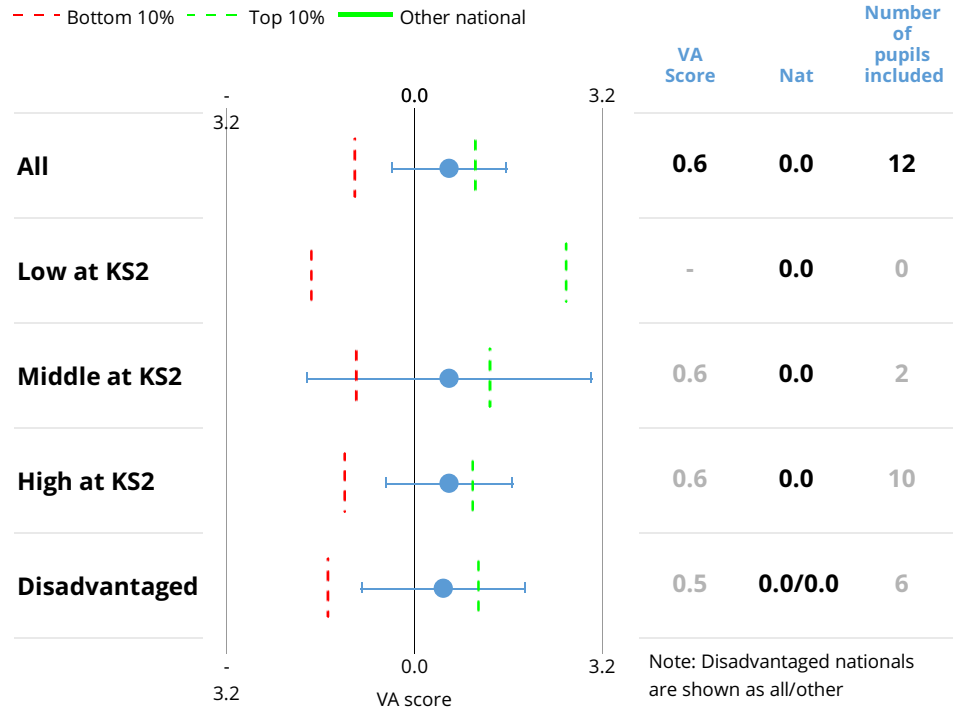
Significantly below national and in bottom 10%

Significantly above national and in top 10%

Science % attained grade C or above



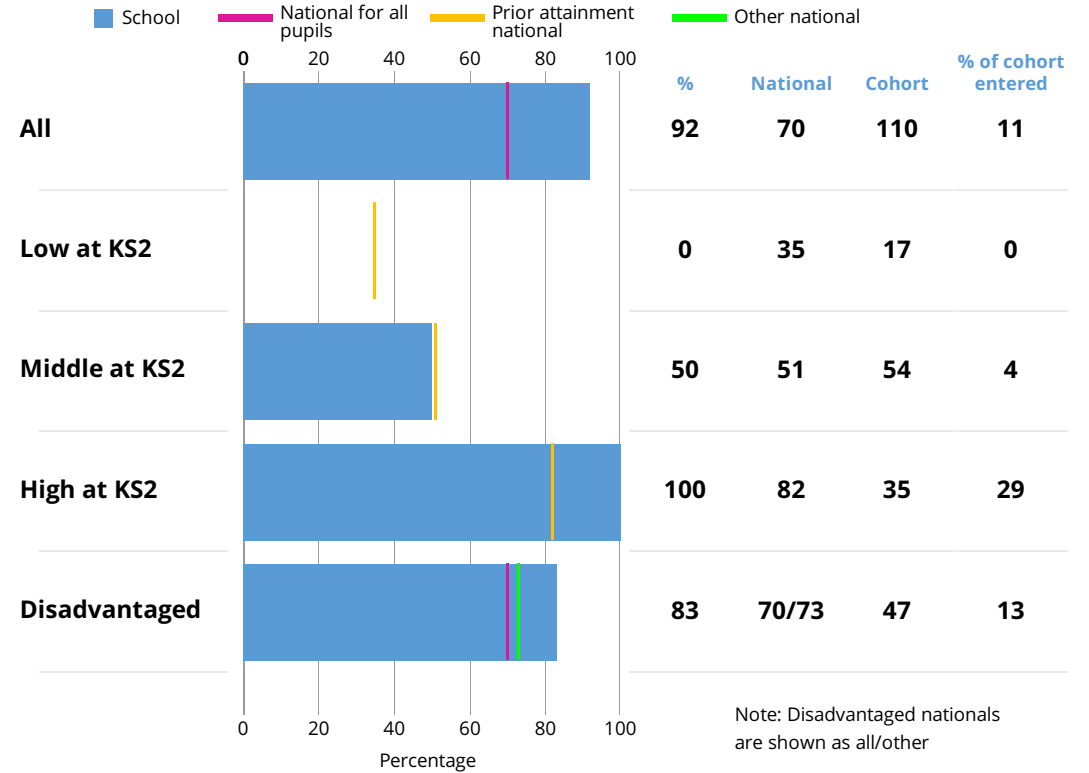
Languages Value Added



Significantly below national and in bottom 10%

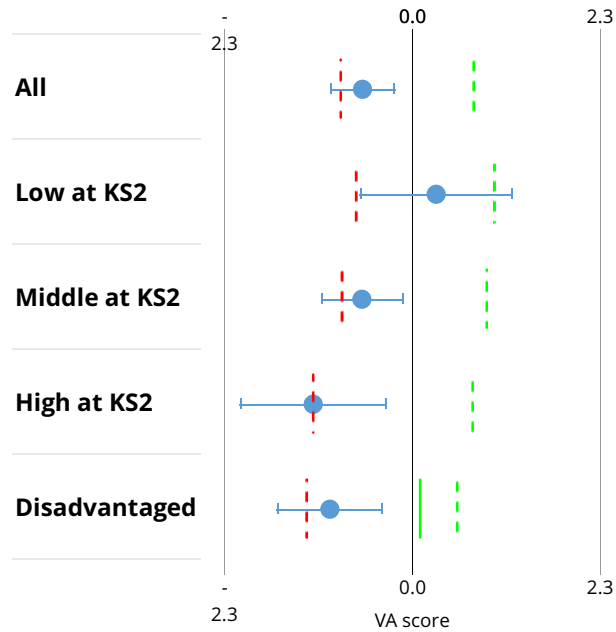
Significantly above national and in top 10%

Languages % attained grade C or above



Humanities Value Added

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



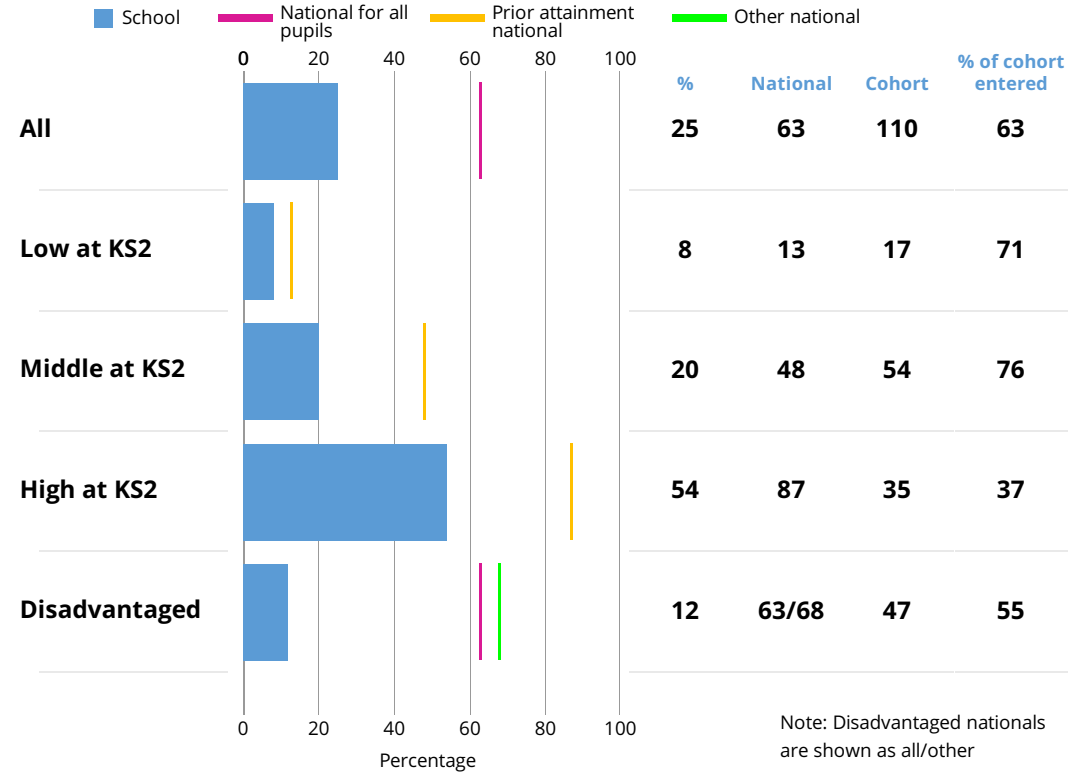
VA Score Nat Number of pupils included

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Humanities % attained grade C or above



% National Cohort % of cohort entered

Note: Disadvantaged nationals are shown as all/other