

Secondary Inspection Data Summary Report

	URN:	Laestab:
Headteacher:	Type of education:	
Local authority:	Phase of education:	
Pupils:	Academy trust or sponsor:	
Gender:	Date open/converted:	
Admissions policy:	Chair of governors/trustees:	
Ages:	School website:	
Denomination:	Postcode:	

Report information [Guidance](#)

Release information: Revised 2019 KS4, KS5

Release date: 12 November 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The IDSR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

Areas of interest [Guidance](#)

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Subject entry data for 2021 [Guidance](#)

- The average number of key stage 4 qualifications pupils were entered for in 2021 was 8.
- The school entered pupils into 15 of the 16 available key stage 4 subject clusters in 2021.
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2021 was 54%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (56%).

Subject data for 2019 and earlier [Guidance](#)

- The average number of key stage 4 qualifications pupils were entered for in 2019 was 9. In 2018, the average was 8 and in 2017 it was 9.
- The school entered pupils into 15 of the 17 available key stage 4 subject clusters in 2019.
- There is nothing significant or exceptional to highlight for attainment in EBacc subjects in 2019, therefore no conclusions can be drawn from this data.

- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2019 was 23%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (31%).
- Science value added (0.6) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- There is nothing significant or exceptional to highlight for languages value added in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for humanities value added in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for EBacc attainment of grade 4+ in 2019, therefore no conclusions can be drawn from this data.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: applied information technology (5.2).
- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: home economics: food (3.4), music performance (6.0).

Progress 8 Guidance

- There is nothing significant or exceptional to highlight for overall Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the English element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the mathematics element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- The EBacc element of Progress 8 (0.4) was significantly **above** the national average and in the **highest** 20% of all schools in 2019.
- There is nothing significant or exceptional to highlight for the open element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- English Progress 8 has **declined** between 2018 and 2019.

Attainment 8 Guidance

- There is nothing significant or exceptional to highlight for overall Attainment 8 in 2019, therefore no conclusions can be drawn from this data.

Pupil movement Guidance

- Between 2019 and 2020, 44 pupils left the school. Of these, 6 left between Years 10 and 11. This was not significantly above the number anticipated for this school this year.

Absence (whole school autumn 2020) Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 6,161 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

- Overall absence in autumn 2020 (7.4%) was in the **highest** 20% of all schools. It was also in the **highest** 20% of schools with a similar level of deprivation.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020 when compared with all schools or schools with a similar level of deprivation, therefore no conclusions can be drawn from this data.

Absence (whole school 2018/19 and earlier) Guidance

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total suspensions in 2019/20, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat suspensions in 2019/20, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for total suspensions compared to schools with a similar level of deprivation in 2019/20, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat suspensions compared to schools with a similar level of deprivation in 2019/20, therefore no conclusions can be drawn from this data.
- Of the 71 pupils with at least one suspension in 2019/20, 49% were suspended on more than one occasion and none received 10 or more suspensions during the year.
- Of the 165 suspensions in 2019/20, the following reasons each accounted for more than 10%: **verbal abuse/threatening behaviour against an adult** (72), unspecified reasons (53).
- There were 2 permanent exclusions in 2019/20. The national average for this year was 1. There were also 4 in 2018/19 and 4 in 2017/18.
- Of the 2 permanent exclusions in 2019/20, both were for **persistent disruptive behaviour**.

Destinations Guidance

Significantly above the national average
 Significantly below the national average
 x Small cohort

	Sustained education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2018/19	94%	38%	47%	0%	0%	5%	3%
2017/18	94%	37%	48%	x	x	3%	6%
2016/17	94%	34%	47%	0%	x	4%	8%

Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- No sentences about performance data have been generated for pupil groups

School and local context

School level Guidance

		2019	2020	2021	Low Q5	Quintile Q4 Q3 Q2	High Q1
Number on roll	Sch	1536	1571	1548	■	■	■
	Nat	978	1000	1024			
% FSM6 pupils	Sch	28	27	26	■	■	■
	Nat	28	27	27			
% SEND support	Sch	4.8	5.2	5.6	■	■	■
	Nat	10.8	11.1	11.5			
% SEND EHC plan	Sch	1.6	1.5	1.6	■	■	■
	Nat	1.7	1.8	2.0			
% of EAL	Sch	7	8	9	■	■	■
	Nat	17	17	17			
% Stability	Sch	94	94	94	■	■	■
	Nat	92	91	92			

MAT/LA level information Guidance

As at October 2021:

- this school is part of [REDACTED] which contains 8 primary schools, 3 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is good. As at 1 Oct 2021, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
 - outstanding - 2
 - good - 8
 - requires improvement - 1
 - inadequate - 0
 - not yet inspected - 0

School workforce Guidance

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- There is nothing significant or exceptional to highlight for staff turnover in 2018/19.

Ethnicity Guidance

- This school has 17 out of 17 possible ethnic groups. The top 5 representing 5% or more are:
 - 87%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

Finance Guidance

- In 2019/20, the academy trust had a revenue reserve of £344,000.
- In 2019/20, this school had a positive in-year balance (£126,637), following a year in which expenditure exceeded income.
- In 2019/20, this school had a per pupil spend of £5,387.
- In 2019/20, this school received £8,318,109 in grant funding, £2,357,697 more than the national average.

Year group context 2019 (Secondary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Year 7	253	NA	NA	NA	26	29	9	16
Year 8	238	NA	NA	NA	37	29	9	16
Year 9	245	NA	NA	NA	28	28	7	17
Year 10	267	30	110	123	27	27	6	17
Year 11	235	28	107	95	23	25	7	17

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	-	-	-	-	-
Writing	-	-	Above	-	-
Mathematics	-	-	-	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 39

	SEND primary need					SEND Support (69)					EHC Plan (23)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	4	10	0	1	0	1	0	0	0	0	1	0	0	0	0
Moderate Learning Difficulty	8	1	10	4	4	0	2	0	2	1	0	2	0	2	1
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	3	2	1	2	2	3	2	2	2	1	3	2	2	2	1
Speech, Language and Communication Needs	3	6	0	4	2	0	1	1	0	0	0	1	1	0	0
Hearing Impairment	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	18	19	12	11	9	7	6	3	5	2	7	6	3	5	2

Year group context 2021 (Secondary)

Characteristics Guidance

Year group markedly above average of others



Year group markedly below average of others



	Number on Roll	% FSM	FSM Nat	% EAL	EAL Nat
Year 7	246	28	29	9	17
Year 8	247	29	28	10	17
Year 9	248	20	27	10	17
Year 10	226	30	26	10	17
Year 11	237	22	25	8	17

Prior attainment Guidance

Well above national



Well below national



In line with national



Small cohort



	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	-	-	-	-	-
Writing	-	-	-	Above	Above
Mathematics	-	-	-	-	-

* Year 7 prior attainment data is not available due to Covid-19.

SEND characteristics Guidance

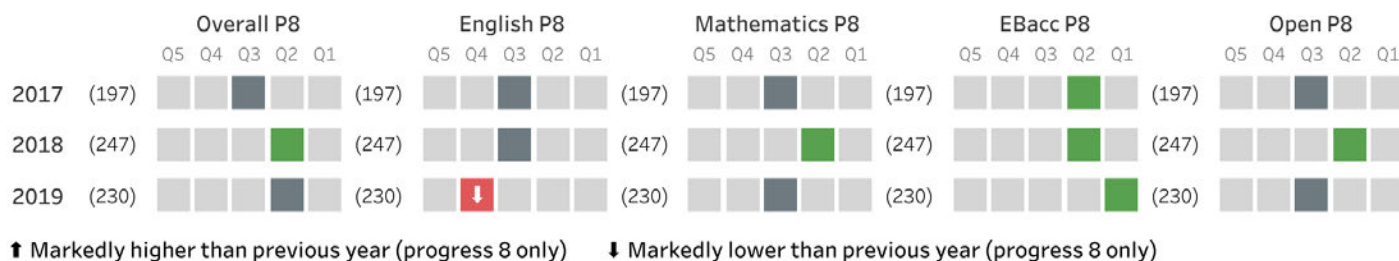
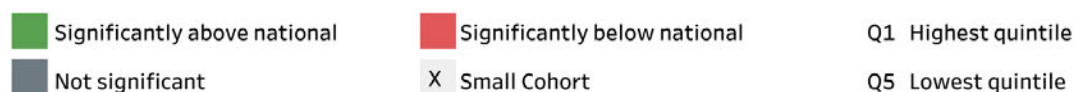
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 39

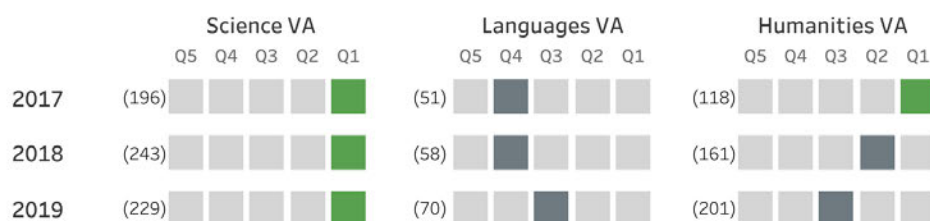
SEND primary need	SEND Support (77)					EHC Plan (25)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	12	13	4	7	2	1	2	1	1	0
Moderate Learning Difficulty	0	0	8	0	9	0	0	0	2	1
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	3	0	4	1	1	2	1	3	1	0
Speech, Language and Communication Needs	3	0	2	3	0	0	1	1	0	1
Hearing Impairment	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	1	2	0	1	0	0
Autistic Spectrum Disorder	1	2	1	0	0	2	0	2	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0
Year group totals	19	15	19	11	13	7	4	8	4	2

Progress and attainment trend

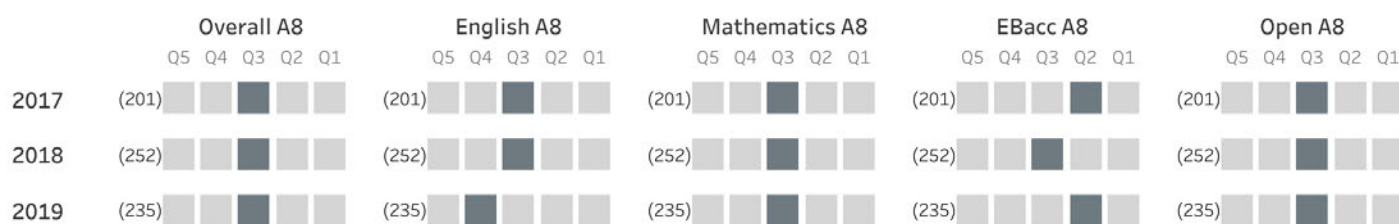
Progress 8 three-year trend Guidance



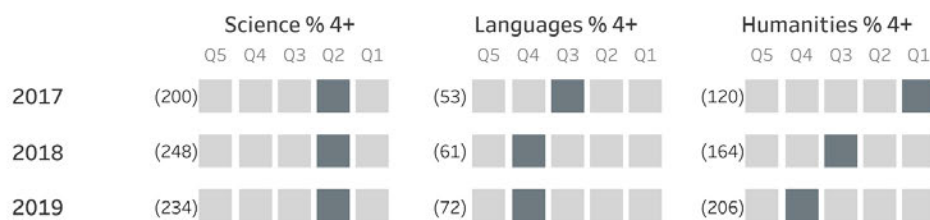
EBacc pillar VA three-year trend Guidance



Attainment 8 three-year trend Guidance



EBacc pillar grade 4 three-year trend Guidance



() represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

Significance is only flagged for progress measures and cohorts greater than 10.

Report information [Guidance](#)

Release information: 2019 KS5

Release date: 22 January 2021

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Provider context for 16 to 19 study programmes

Coverage estimation [Guidance](#)

- We are not able to estimate what proportion of learners are included in this IDSR.

Funding allocation [Guidance](#)

- No funding allocation data available for 2018/19

Qualification type cohort [Guidance](#)

		Number of learners	% of learners
Level 3 qualification	A level	87	71
	Applied General	23	19
	Tech Level	6	5
Level 2 qualification	Tech Certificate	0	0
Learners not taking any L3 or L2 DfE approved qualification		35	28
Total learners at end of study programmes		123	

- Proportion studying DfE approved L3 vocational qualifications: Applied general **49%** and Tech level **20%**

Areas of interest

The following sections draw attention to only those areas that are meaningful or where statistical testing shows there is something significant to note (if there is no meaningful text, this will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Level 3 value added [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Level 3 value added by subject [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Completion and attainment Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

English and mathematics progress Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11, or the criteria have not been met.

Attainment Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11, or the criteria have not been met.

Retention Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Destinations Guidance

- The proportion of learners who were in sustained education or employment/training was significantly **higher** than national.

Learner groups Guidance

- No sentences have been generated for learner groups.

Learner context

Learner characteristics (end of KS4) Guidance

Disadvantaged:	14% of learners were disadvantaged. 0 children were looked after.
Special educational needs (SEN):	3% of learners were SEN support. 0% of learners were SEN statement or EHC plan.
English as an additional language (EAL):	3% of learners were EAL.

Ethnicity Guidance

The largest ethnic groups with 5% or more were:

- **White British** - 88%

There were learners from **5** of the 17 ethnic groups.

GCSE English/mathematics Guidance

Learners without grade 4 or above in GCSE English/mathematics at end of key stage 4:

- 5 in English
- 6 in mathematics
- 1 in both English and mathematics

Prior attainment Guidance

Average prior attainment grade distribution at KS4. Percentage of learners in each band by qualification type.

Well above national

Well below national

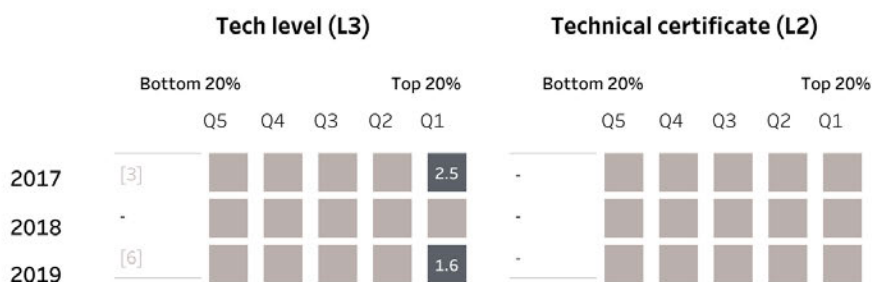
	A level %	Applied general %	Tech level %
GCSE grades U-2	0	0	0
GCSE grade 3	2	0	0
GCSE grade 4	20	39	50
GCSE grades 5-6	44	39	33
GCSE grades 7-9	34	22	17

Trends over time for study programmes [Guidance](#)

Quintiles are based on value-added scores for A level, AS level and applied general, and completion and attainment scores for tech levels (level 3) and technical certificates (level 2). Data is shown for all learners.



Completion & attainment (scores and quintiles)



English and mathematics progress table [Guidance](#)

Overall score 1/3 of a grade or more below nat..

Overall score 3/4 of a grade or more above na..

English

Key stage 4 prior attainment

Outcomes - learners at the end of 16-18 studies

Prior attainment qualification type	Learners in scope	% That Gained Grade 4 And Above ¹	% That Improved Grade	Average progress score	Entered %
All other grades	-	-	-	-	-
GCSE grade D and level 2 ESOL and functional skills	5	40%		-0.1	40%
Total	5	40%	40%	-0.1	40%

Mathematics

Key stage 4 prior attainment

Outcomes - learners at the end of 16-18 studies

Prior attainment qualification type	Learners in scope	% That Gained Grade 4 And Above ¹	% That Improved Grade	Average progress score	Entered %
All other grades	1	0%	0%	0.0	100%
GCSE grade D and level 2 functional skills and use of maths an..	5	60%		0.2	60%
Total	6	50%	50%	0.2	67%

Notes:

1. Grade 4 in the reformed GCSE grading system or grade C in the previous grading system.
2. Includes AQA use of maths and freestanding maths (FSM).

Retention Guidance

Cohort and the number not retained by qualification types. Data is shown for all learners.

□ Not retained

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained	2018	83 [3]	6 [0]	-	-
	2019	91 [9]	4 [1]	-	-

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained for second year	2018	82 [21]	6 [0]	-	-
	2019	91 [17]	4 [1]	-	-

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained and assessed	2018	83 [4]	6 [0]	-	-
	2019	91 [9]	4 [1]	-	-

Definitions:

Retained – Students who complete their main programme of study. Introduced in 2016.

Retained for second year (level 3 only) – 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 – Students who complete their main programme of study and are assessed at the end of their course. Introduced in 2017.

Attainment Guidance

() Entries
[] Cohort

A level APS						Best 3 A levels APS						A level AAB %					
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	
2018	(246)					[52]						[52]					
2019	(219)					[55]						[55]					

Applied general APS						Tech level (L3) APS						Tech certificate (L2) APS					
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	
2018	(28)					(-)						(-)					
2019	(25)					(6)						(-)					

Note: A level AAB is the percentage of A level learners attaining AAB in at least two facilitating subjects.

Destinations Guidance

Level studied on completion of study programmes	Learners in scope	% sustained education or employment/training	% apprenticeships	% any education (of which % higher education)	% activity not captured (% national)	% destination not sustained (% national)
Level 3	80	91%	5%	61% (49%)	3% (4%)	6% (8%)
Level 2	1	x	x	x (x)	x (6%)	x (19%)
Entry/level 1 and other	2	x	x	x (x)	x (13%)	x (30%)
Total	83	92%	6%	60%	2% (6%)	6% (13%)

Level 3 VA by subject [Guidance](#)

Entries - Value added score significantly above national

Entries - Value added score significantly below national

A level size subjects	Entries	
	2019	2018
Psychology	28	12
Biology	22	13
Maths	22	19
Chemistry	19	11
Physics	18	10
Geography	13	6
History	13	11
Sociology	13	5
Sport/PE stds	9	4
Drama/theatre	7	8
Photography	7	7
Religious stds	7	4
English lit	6	4
Graphics	6	0
Business stds	5	4
Economics	4	11
Fine art	4	8
Med/film/TV	3	15
Spanish	1	3

Level 3 VA by subject

Entries - Value added score significantly above national

Entries - Value added score significantly below national

Applied general subjects	Entries	
	2019	2018
Comp Arch/Sys- BTEC Nat Ex Cer	11	11
Health studies- BTEC Nat Ex Cer	7	6
Business stds- BTEC Nat Ex Cer	4	4
Comp Arch/Sys- BTEC Nat Cert	2	1
Health studies- BTEC Nat Dip	1	3

Note: Subjects are shown in descending order of the latest year entry. Data based on ten or fewer entries is displayed in grey.