

Areas to investigate

Absence and exclusions

- Overall absence in 2016/17 was high for all pupils (in the highest 10%).

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.

Areas to investigate

Absence and exclusions

- Overall absence in 2016/17 was high for all pupils (in the highest 10%).

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. Please note some areas to investigate are based on data not contained in this report. The DfE announced in January, that a methodology change to the way key stage 2 progress 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/primary-school-accountability>). 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.

Areas to investigate (2017)

- No areas to investigate from the IDSR data have been generated for this provider. This is either because the cohorts were small, or the data did not meet the sentence criteria.

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	-	-
(Minimum standard value)	(-0.5)	(-0.52)
Applied general value added	-	-
(Minimum standard value)	(-0.75)	(-0.65)
Tech level completion and attainment	-	-
(Minimum standard value)	(-0.9)	(-)

Key:

Below minimum standard

Phase of education: Special
Headteacher: Jill Palmer
Pupils: 257
Gender: Mixed
Special needs provision:

Local authority: Kent
Admissions policy: Not applicable
Ages: 4-19
Denomination: Does not apply

School level trends

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

2015 2016 2017

% girls

School	36	35	35	
National	50	50	50	

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

School	44	40	46	
National	29	29	28	

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

School	1	1	2	
National	15	16	16	

% of pupils with SEN support

School	7.0	4.1	6.6	
National	12.4	11.0	10.7	

% of pupils with a SEN statement or EHC plan

School	93.0	95.9	93.4	
National	1.8	1.7	1.7	

School deprivation indicator

School	0.2	0.2	0.2	
National	0.2	0.2	0.2	

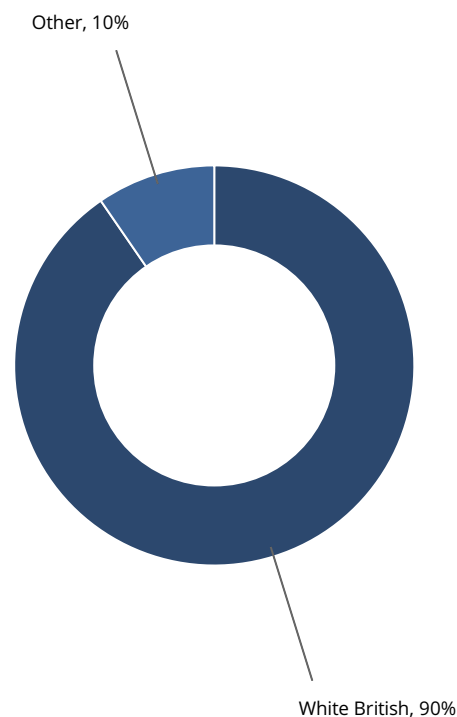
Number on roll

School	243	242	257	
National	945	944	959	

Schools details as of 3 January 2018

Ethnicity

This school has 11 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.

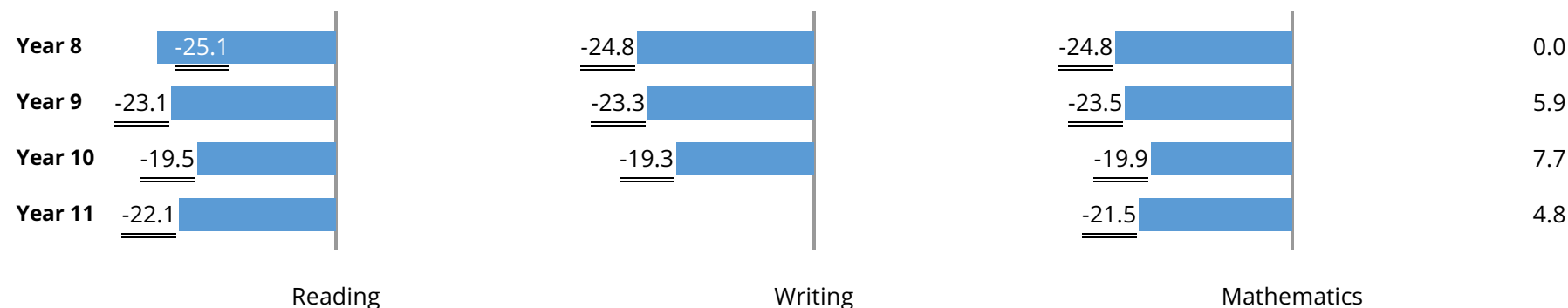


Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 7	15	60	49	60	31	0	16	100	15	3
Year 8	18	50	49	50	30	0	16	100	14	2
Year 9	17	47	49	29	28	0	16	100	13	3
Year 10	13	39	49	85	28	0	16	100	13	1
Year 11	21	33	50	71	26	0	16	100	12	2

Prior attainment

Difference from the national average point scores



% pupils with no prior attainment

Year 8	0.0
Year 9	5.9
Year 10	7.7
Year 11	4.8

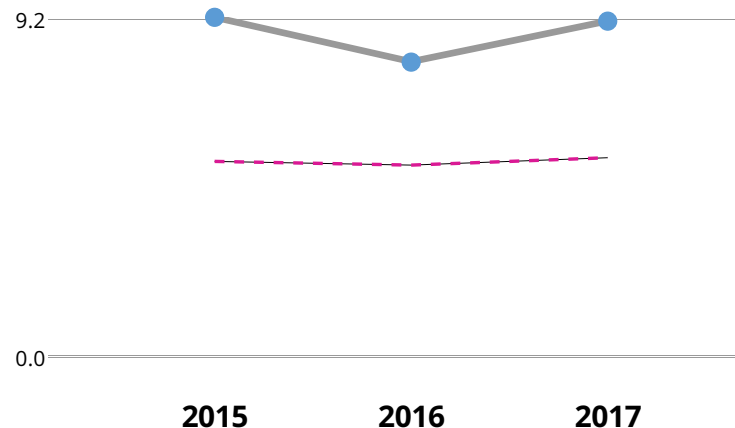
Underlined once: more than one standard deviation from national
 Underlined twice: more than two standard deviations from national

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.

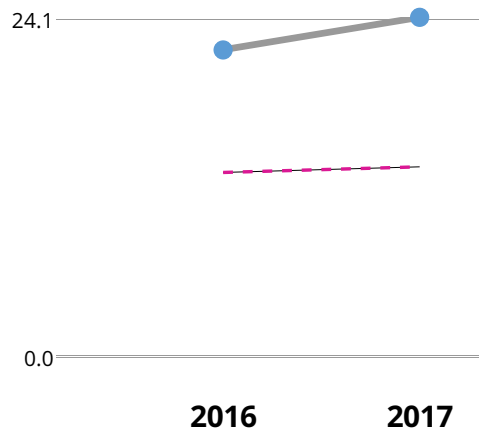
Absence

% of sessions missed



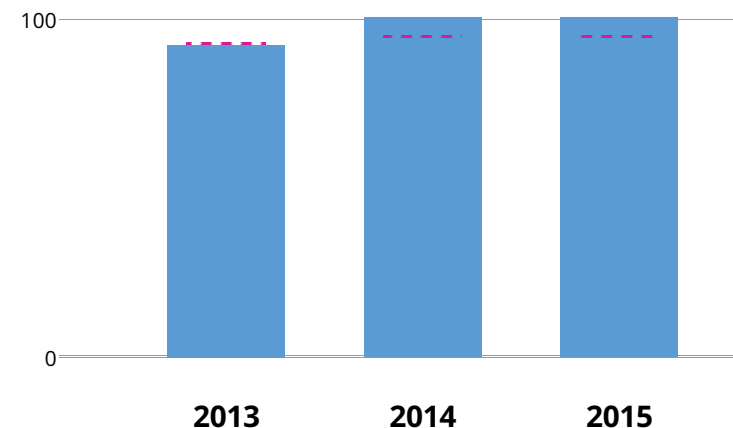
Persistent Absence

% of pupils who missed 10% or more sessions



Destinations

% in sustained education, employment or training



	2015	2016	2017
School %	9.2	8.0	9.1
Nat %	5.3	5.2	5.4
Cohort	178	170	187

	2016	2017
School %	21.8	24.1
Nat %	13.1	13.5
Cohort	170	187

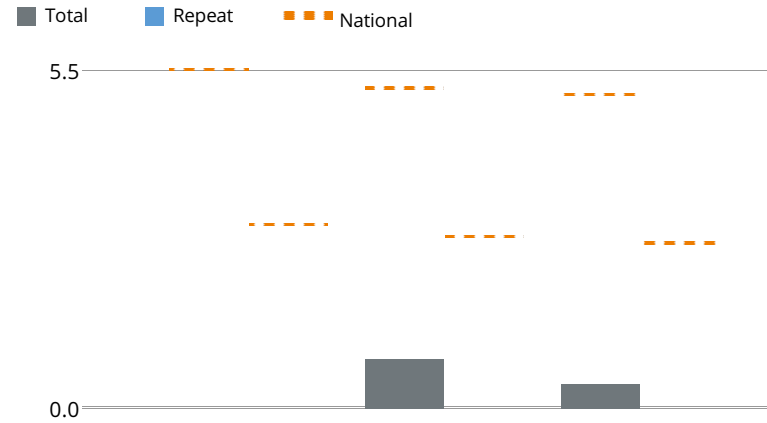
	2013	2014	2015
School %	92	100	100
Nat %	92	94	94
Cohort	13	16	22

■ School ■ National

All absence indicators are based on three terms of data for mainstream and special schools. Nationals are displayed as per the school phase of education. Special schools have been compared with the national for secondary schools. For boarding schools only day pupils are included.

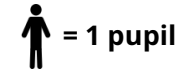
Fixed term exclusions

% of pupils excluded



	2014		2015		2016	
School %	0.0	0.0	0.8	0.0	0.4	0.0
National %	5.5	3.0	5.2	2.8	5.1	2.7
Number	0	0	2	0	1	0

Permanent exclusions



Nat

2016 (0) No permanent exclusions

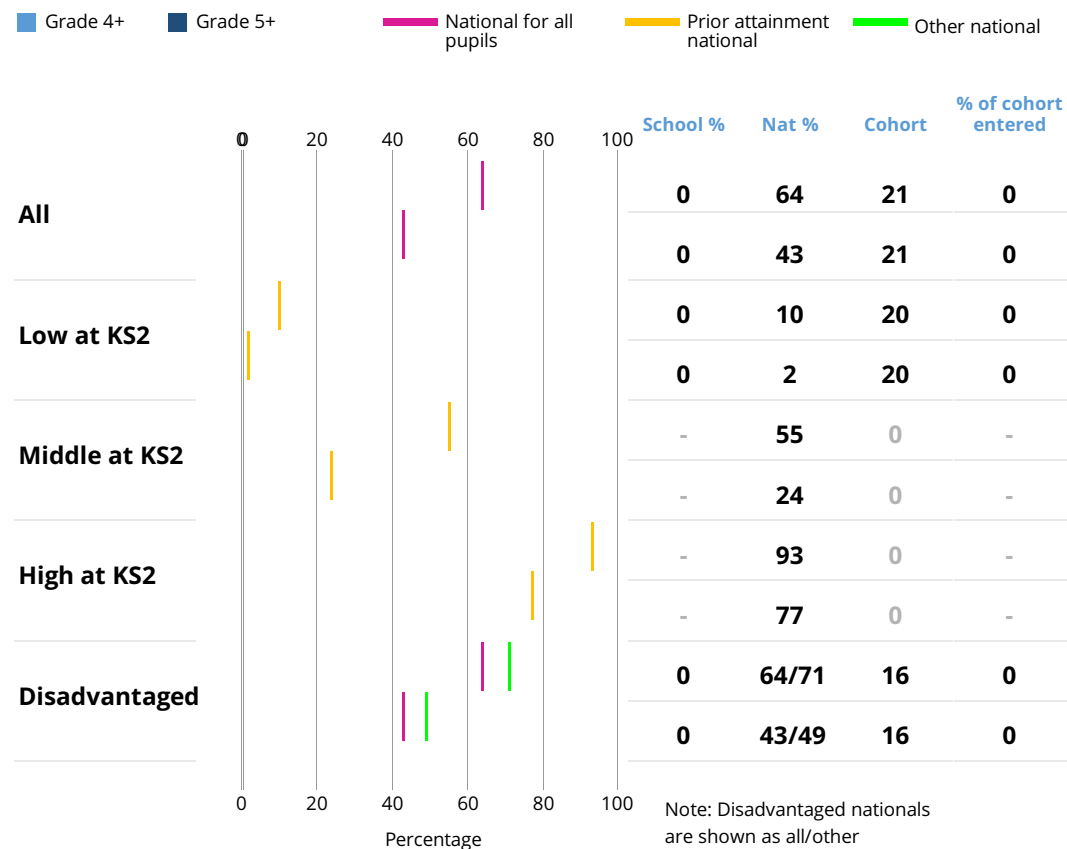
2015 (0) No permanent exclusions

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

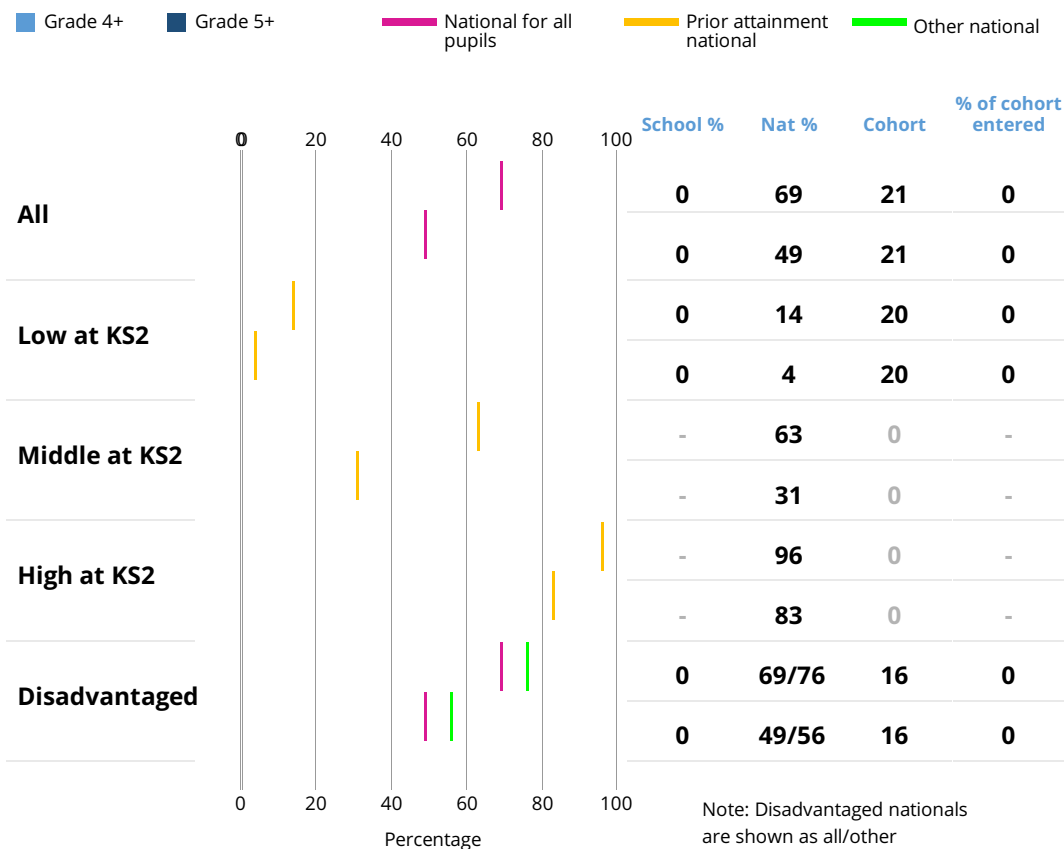
The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

GCSE and equivalent results

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

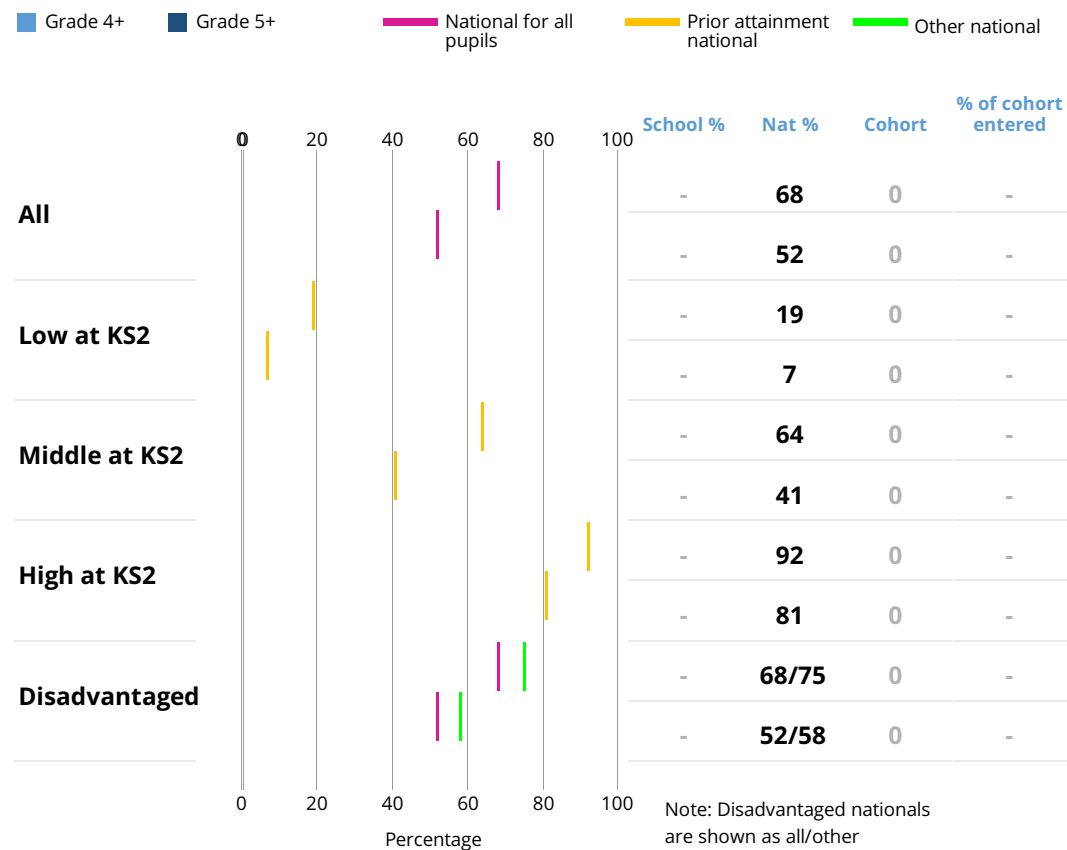


Pupils achieving grade 4+ and 5+ in mathematics

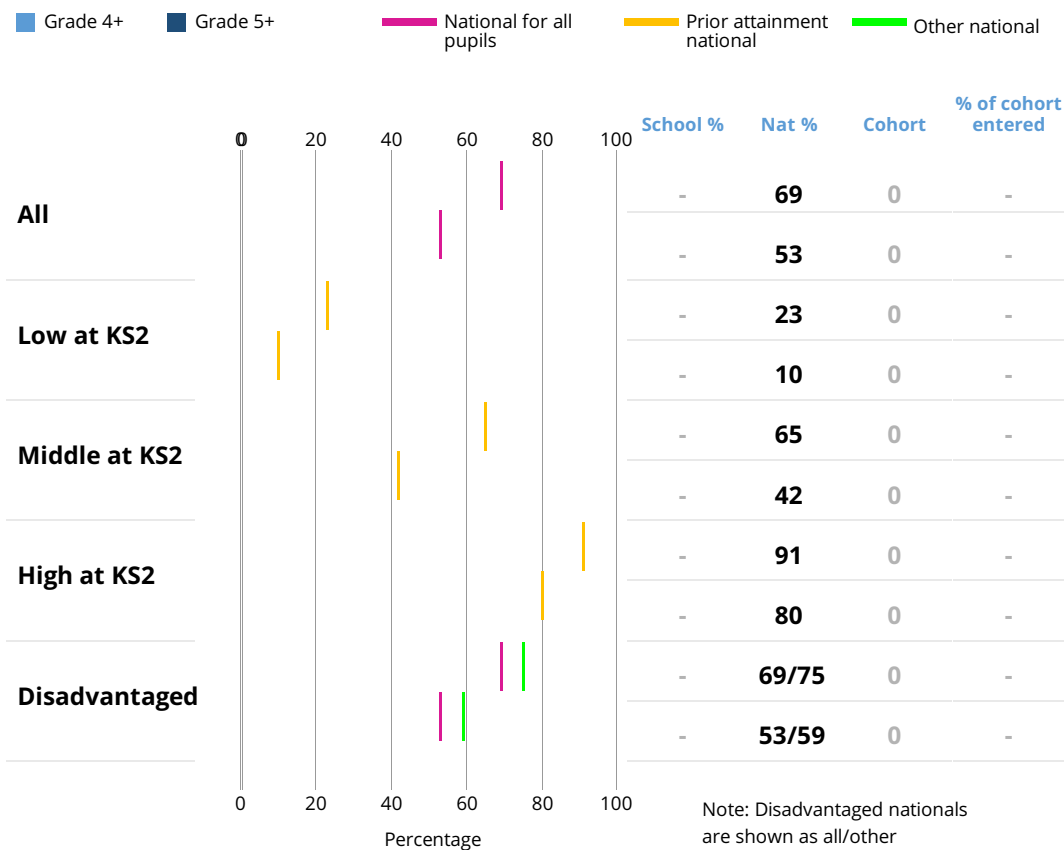


GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English language

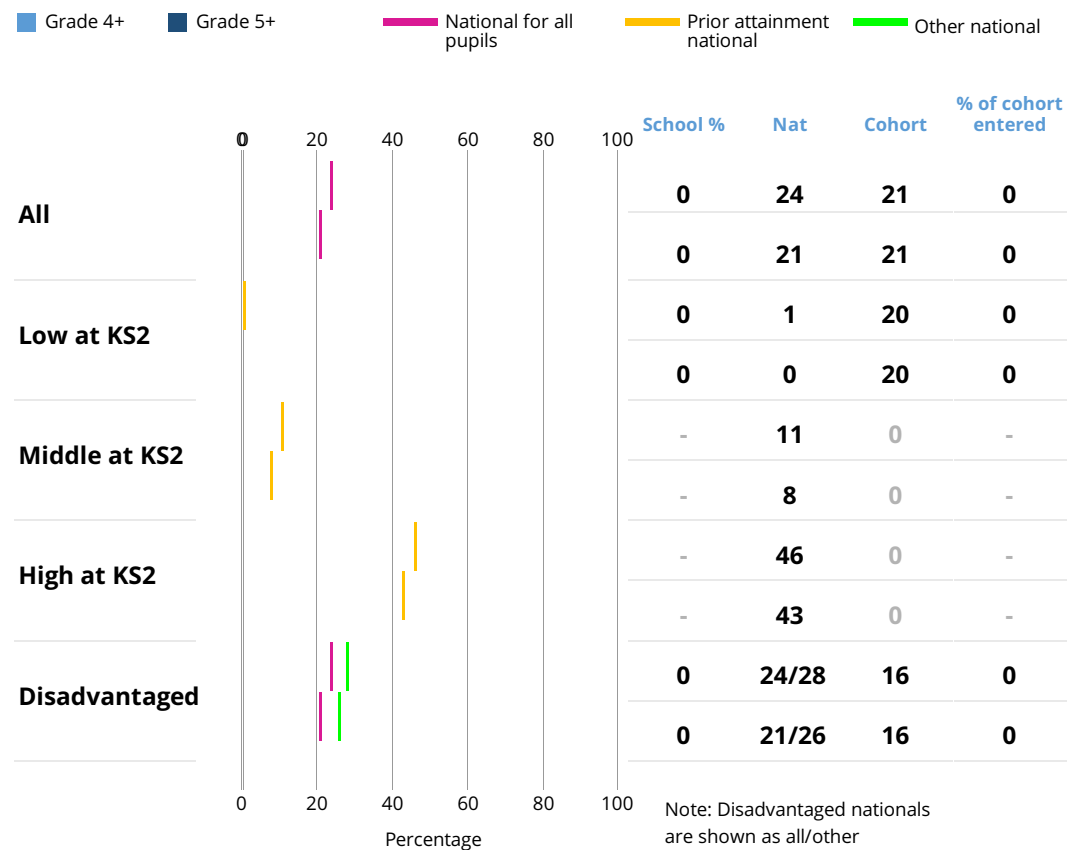


Pupils achieving grade 4+ and 5+ in English literature



GCSE and equivalent results

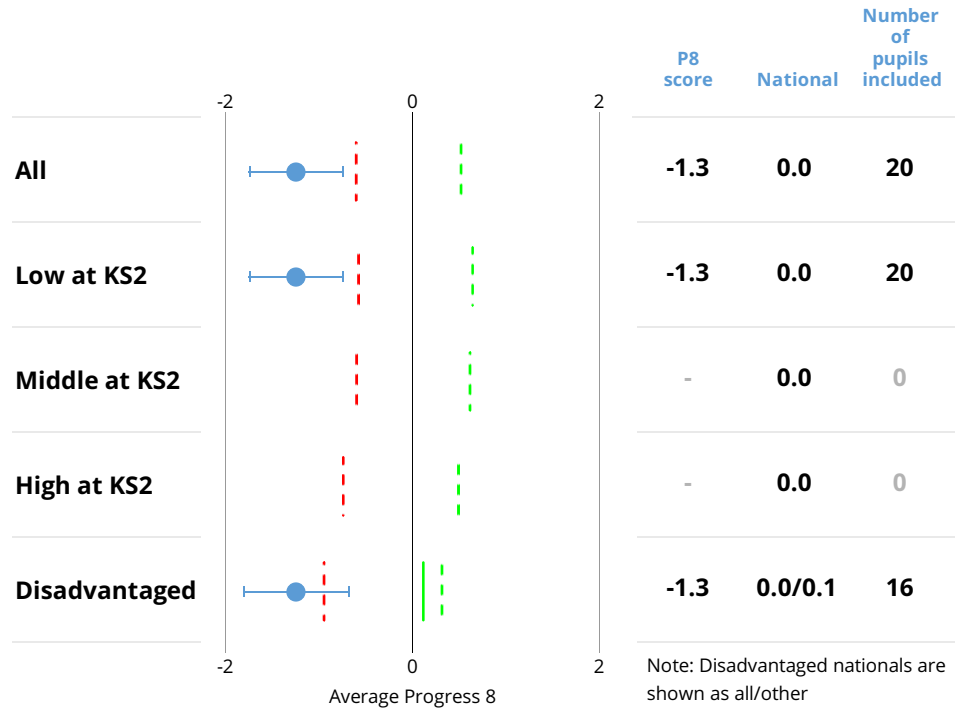
Pupils achieving the English Baccalaureate*



*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.

Overall Progress 8

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

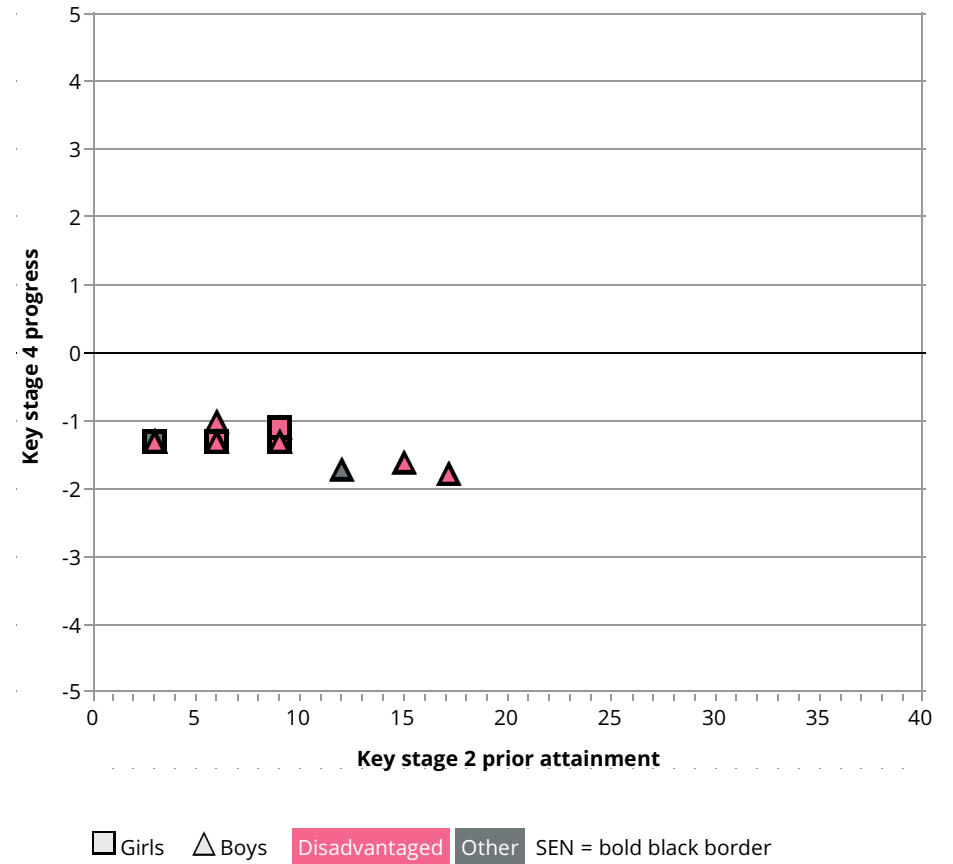


Significantly below national and in bottom 10%

Significantly above national and in top 10%

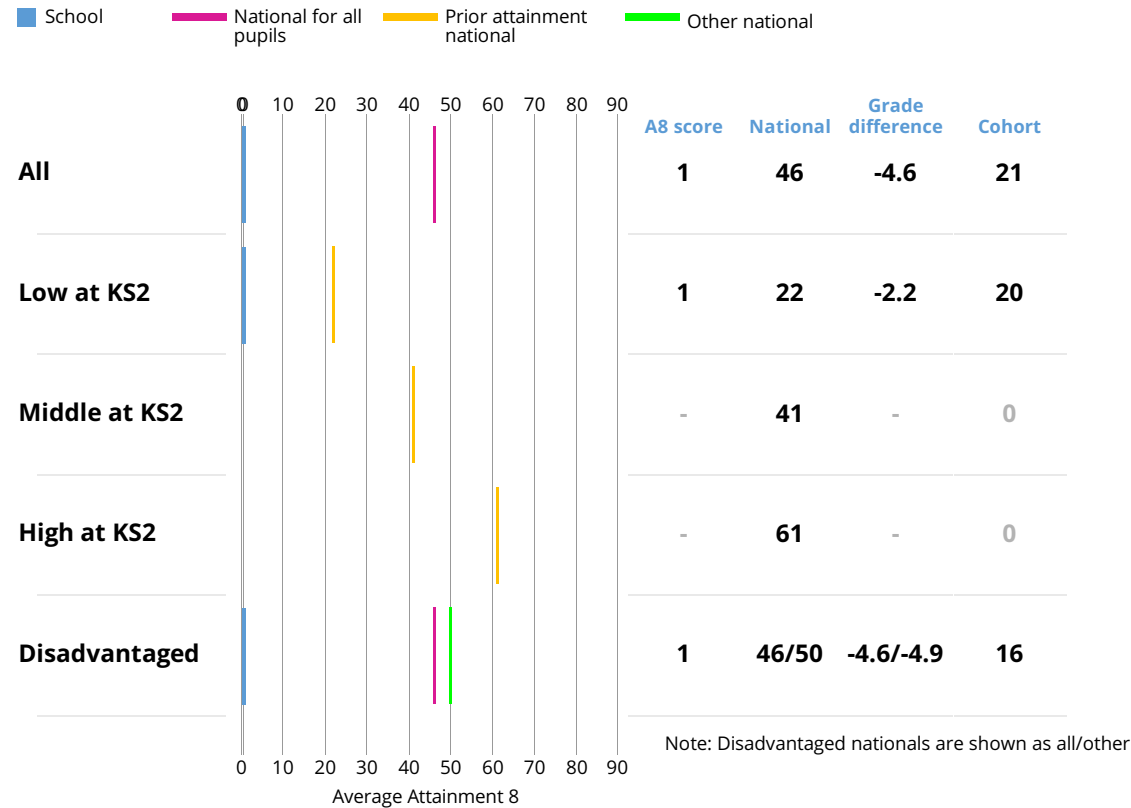
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Overall Progress 8 scatterplot

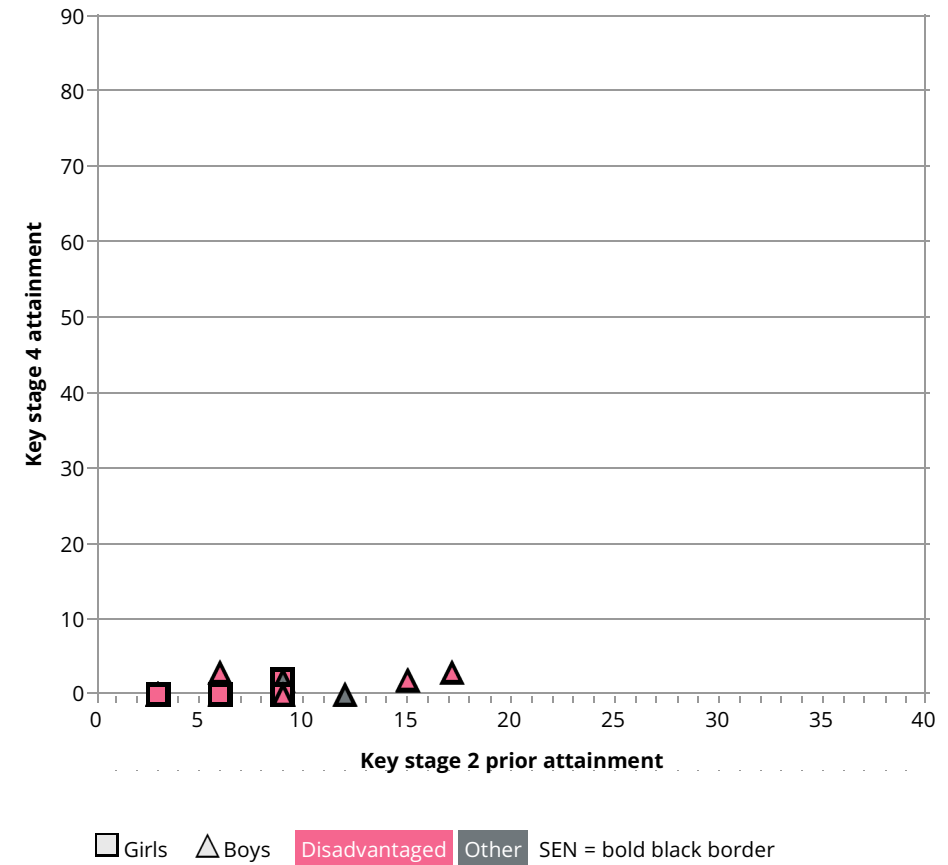


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

Overall Attainment 8



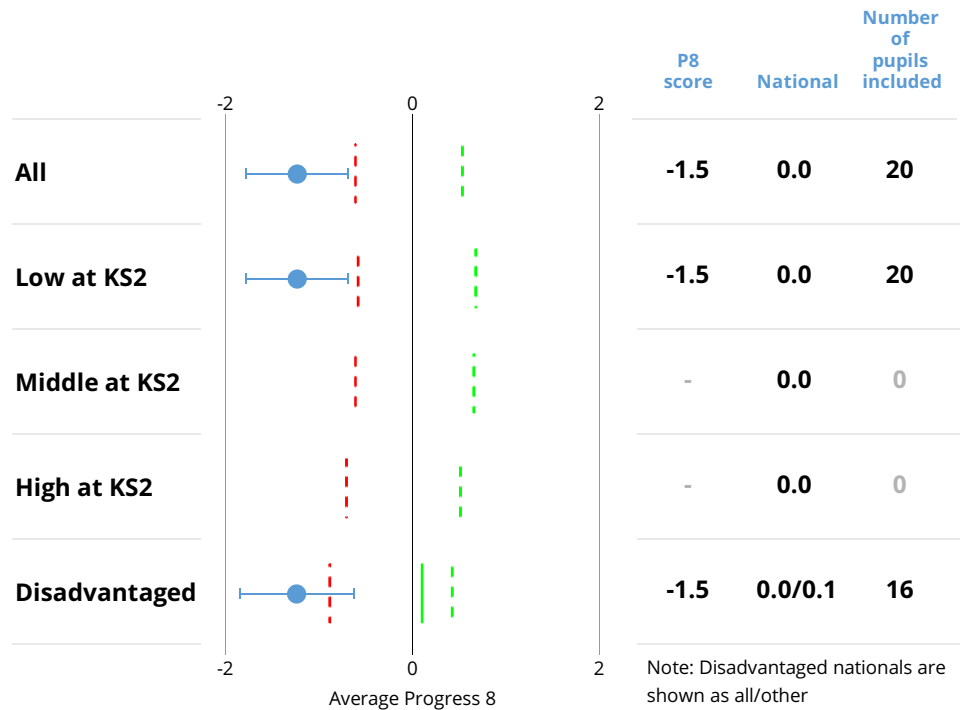
Overall Attainment 8 scatterplot



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

English element of Progress 8

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

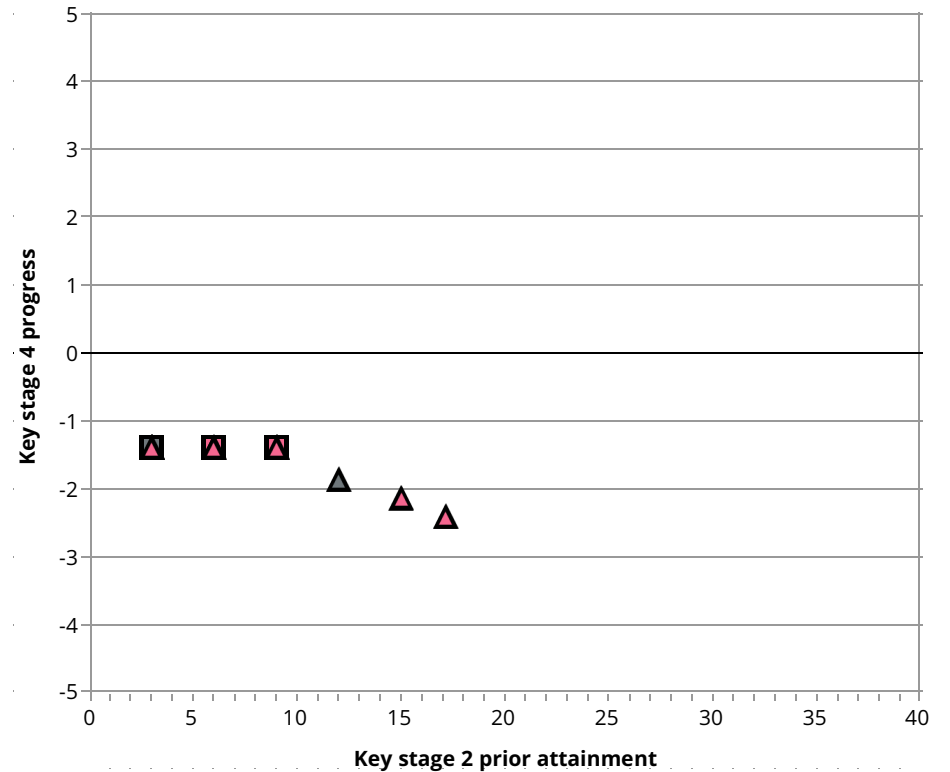


Significantly below national and in bottom 10%

Significantly above national and in top 10%

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

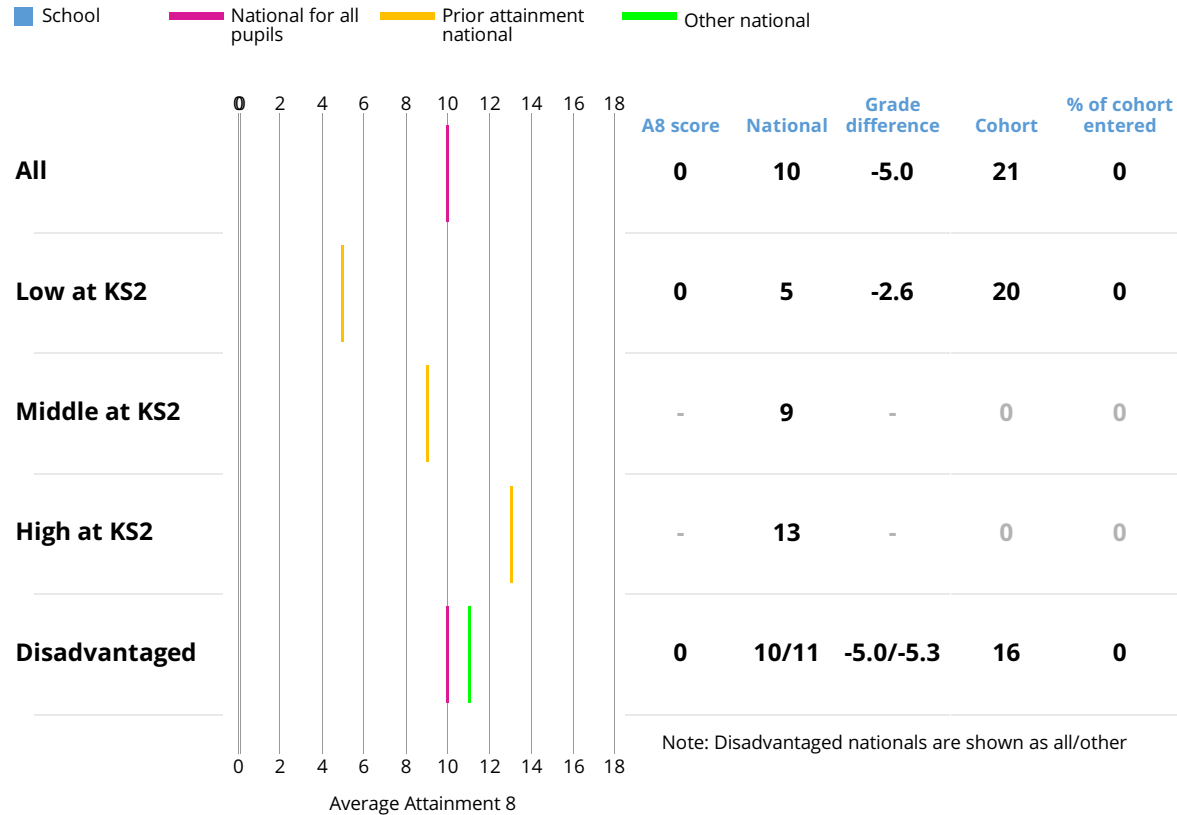
English Progress 8 scatterplot



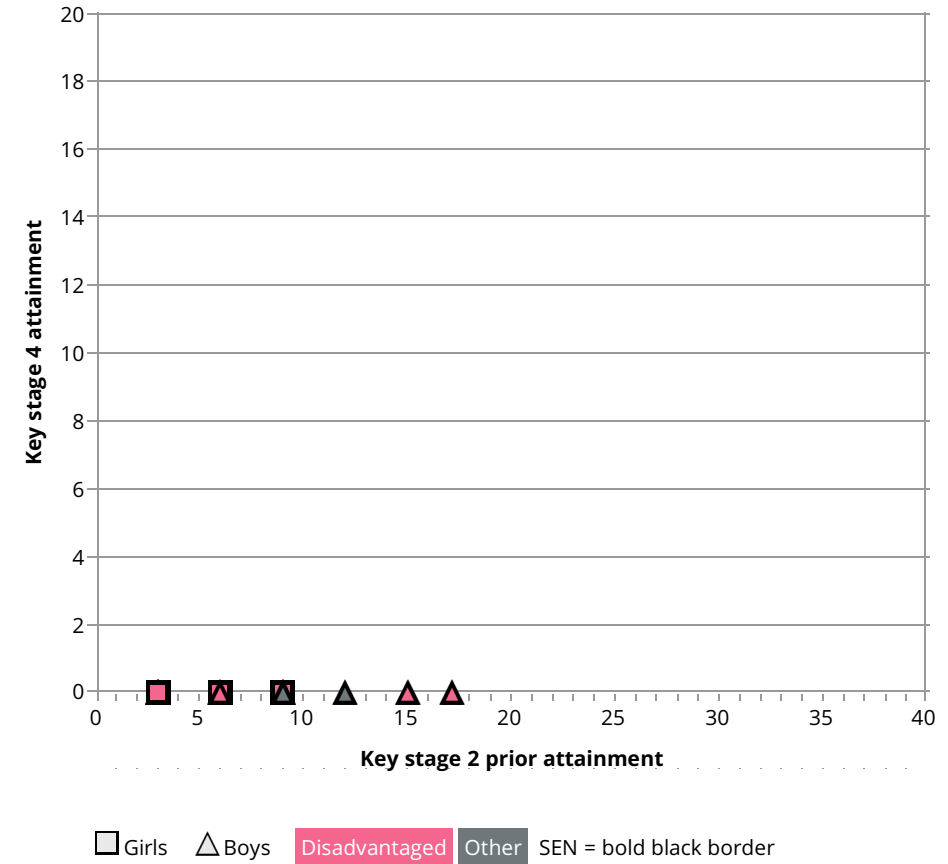
□ Girls △ Boys Disadvantaged Other SEN = bold black border

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



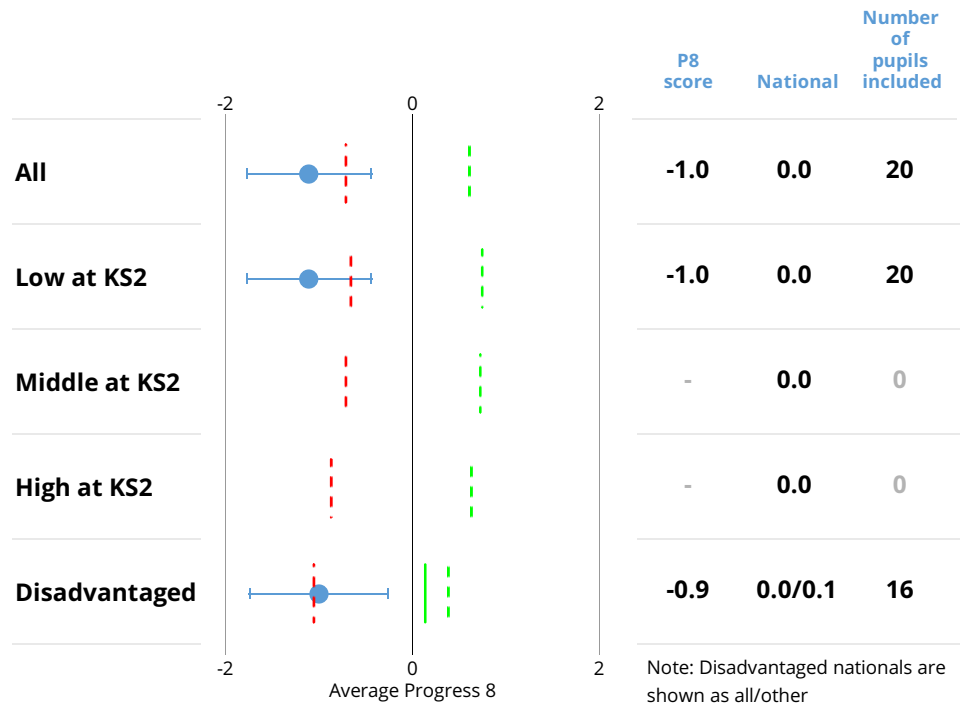
English Attainment 8 scatterplot



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

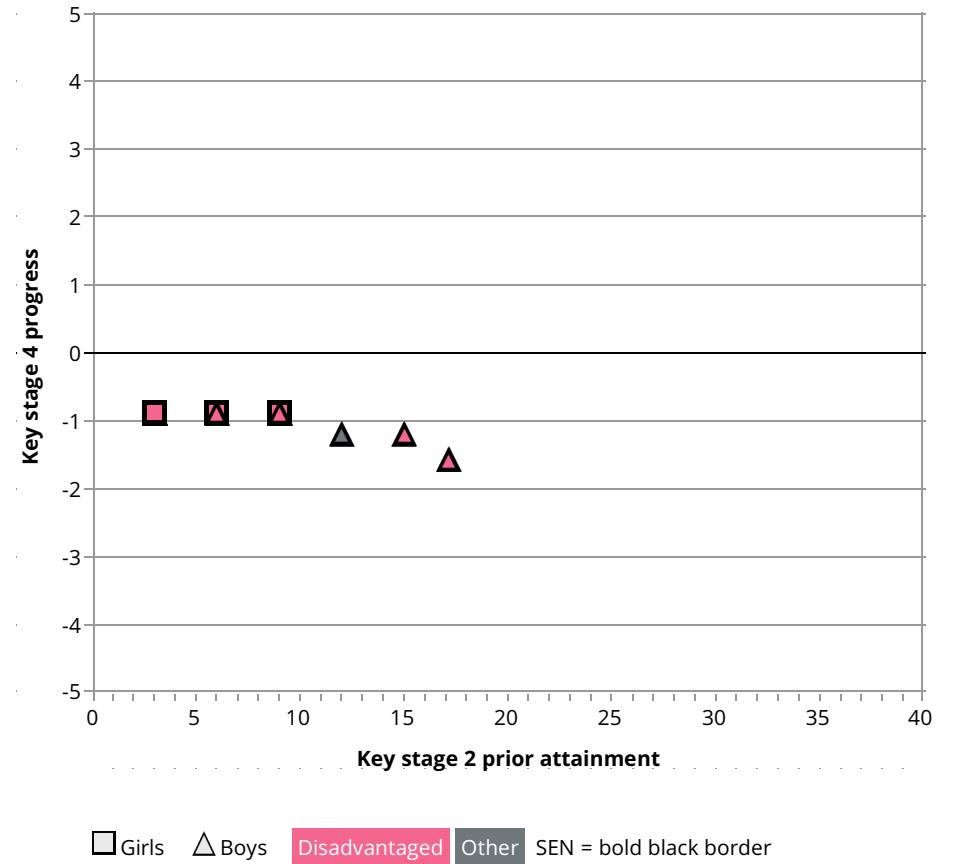


Significantly below national and in bottom 10%

Significantly above national and in top 10%

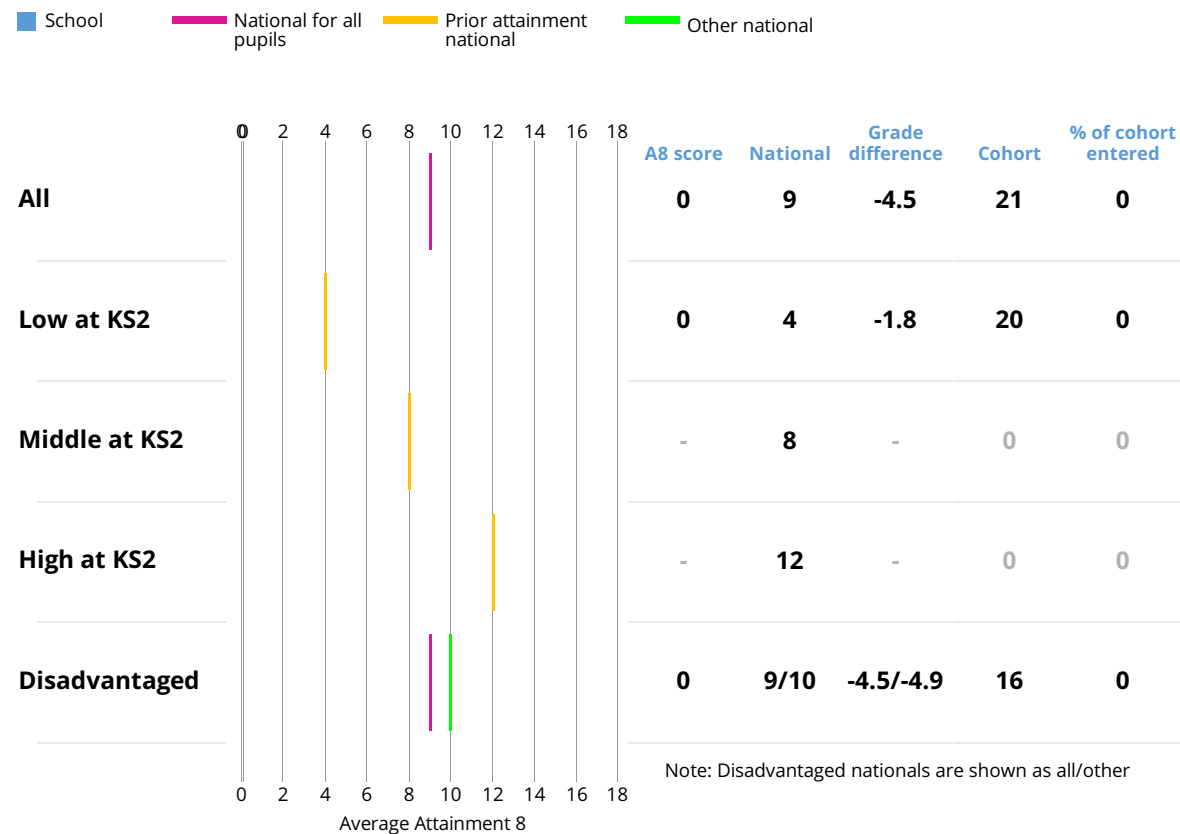
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics Progress 8 scatterplot

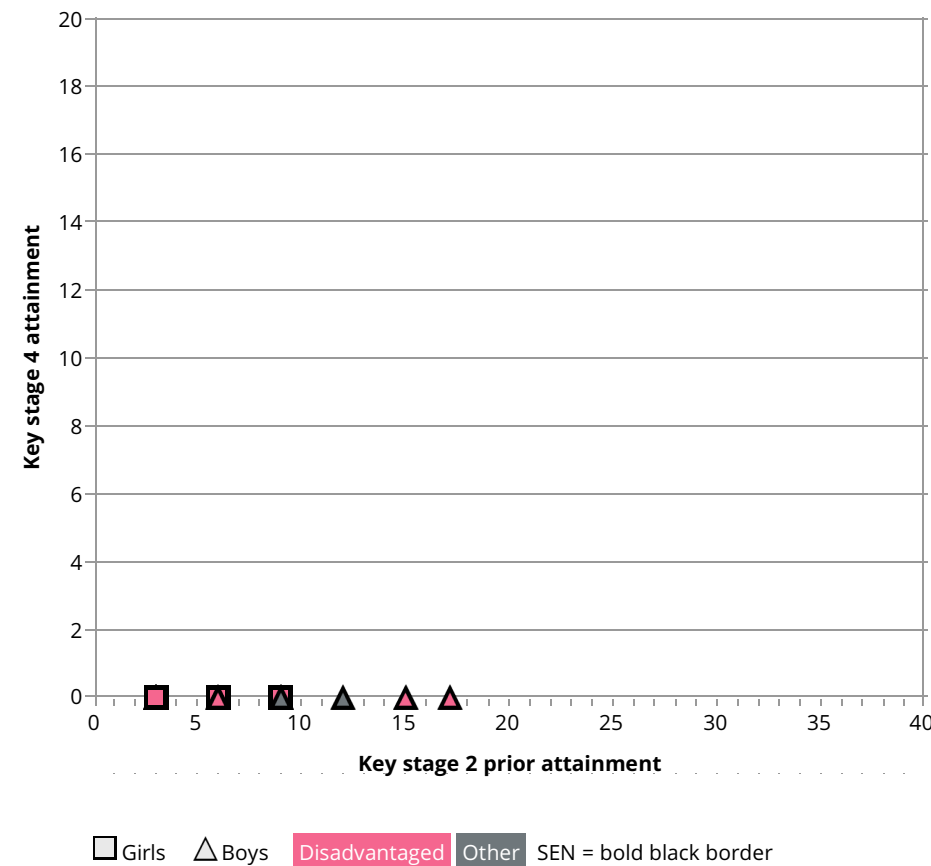


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Mathematics element of Attainment 8



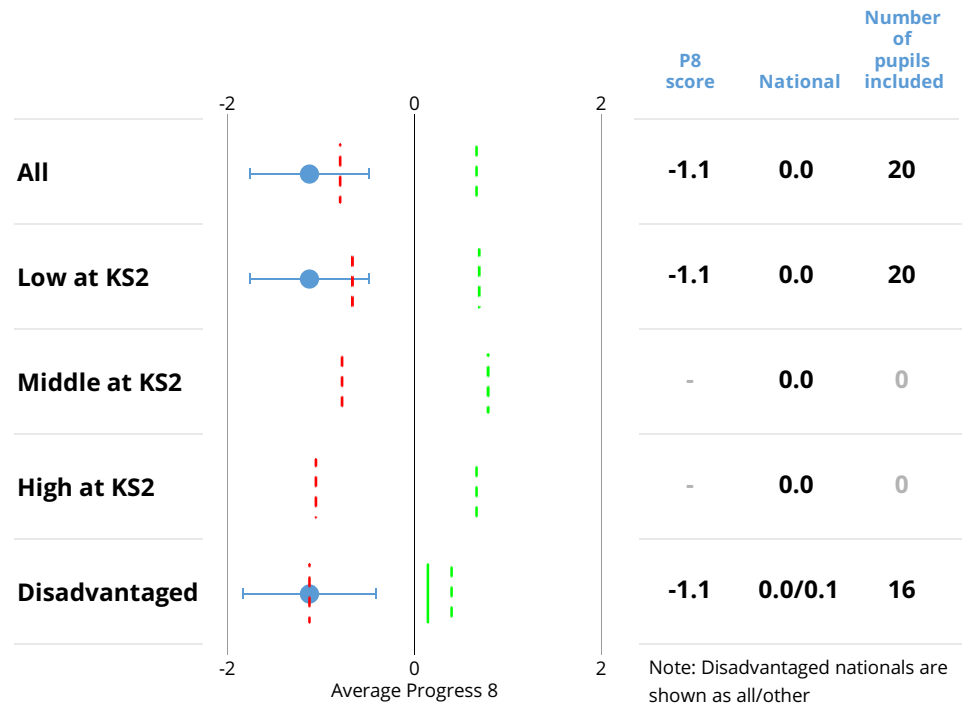
Mathematics Attainment 8 scatterplot



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EBacc element of Progress 8

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

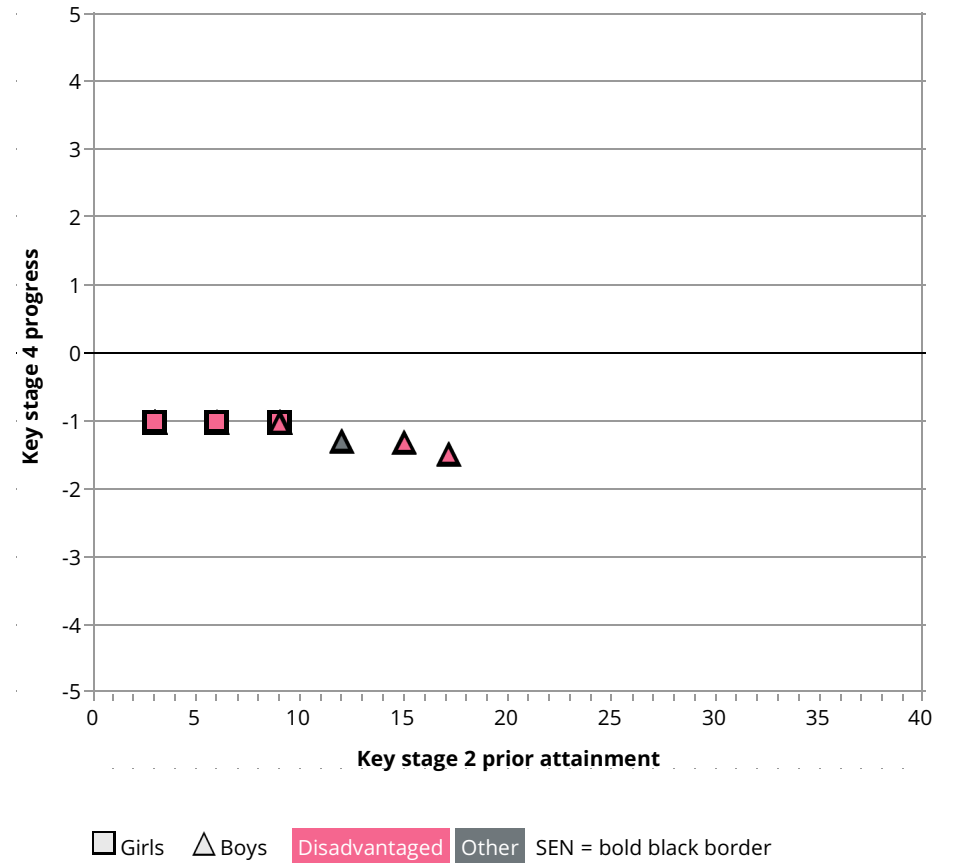


Significantly below national and in bottom 10%

Significantly above national and in top 10%

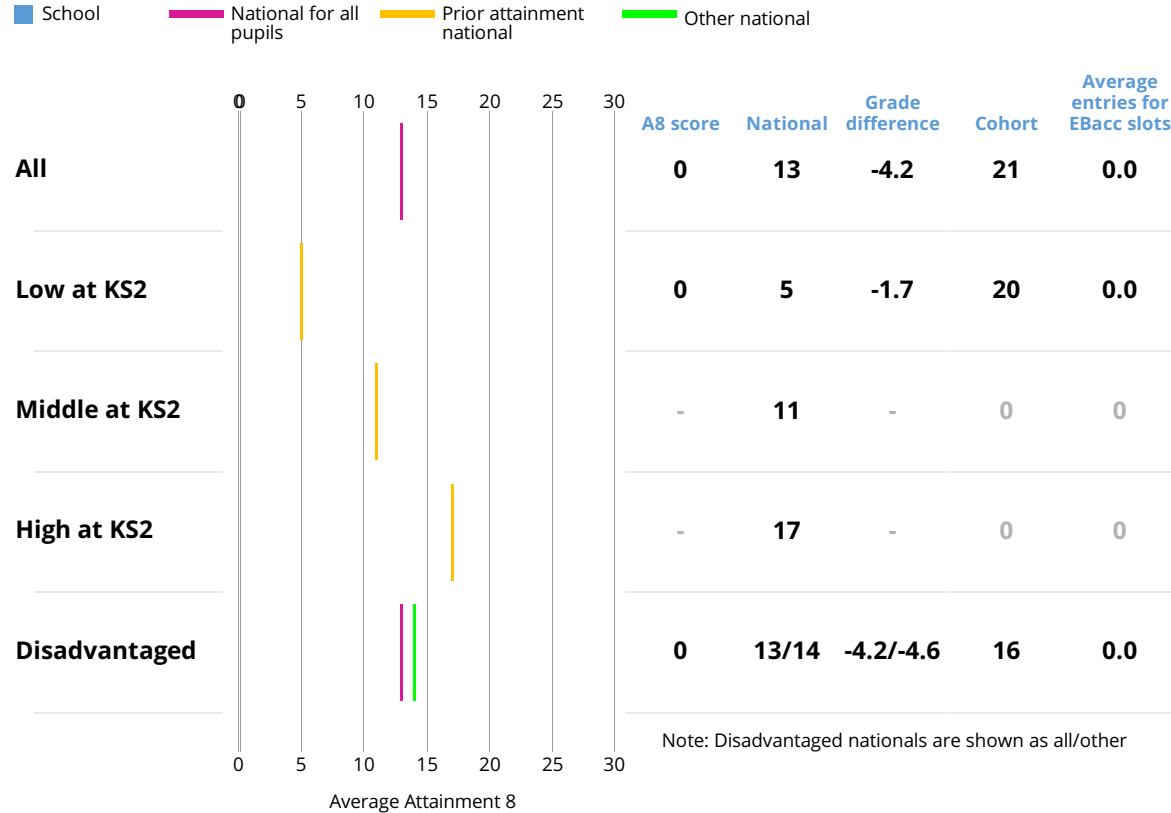
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

EBacc Progress 8 scatterplot

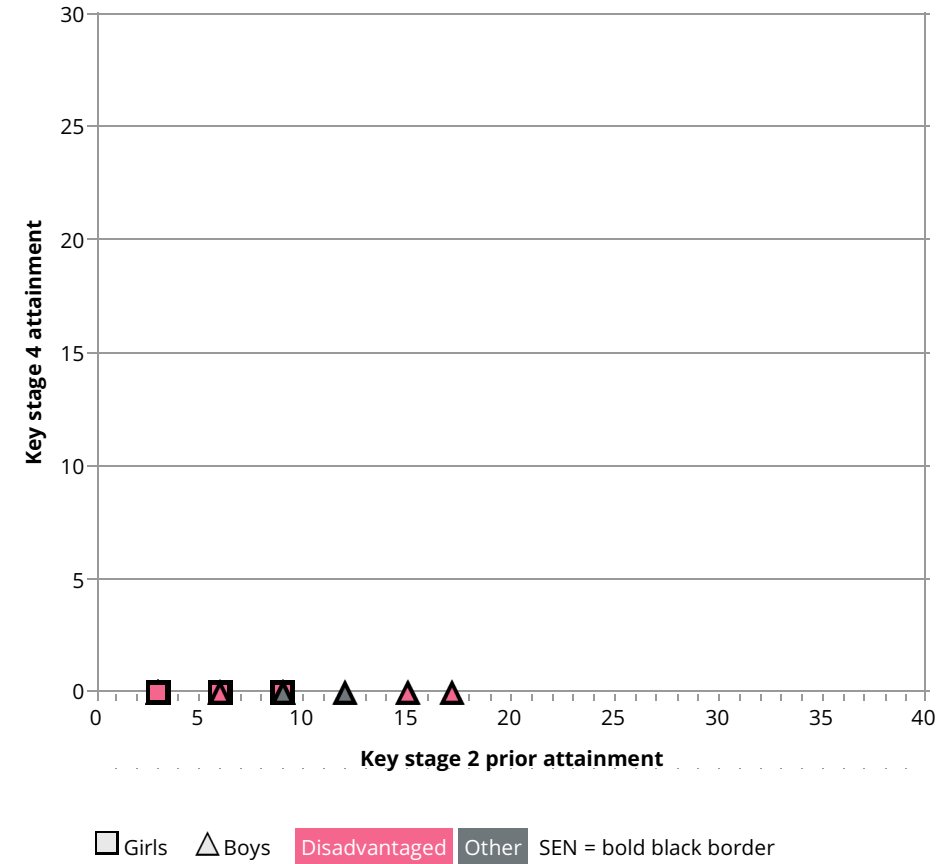


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

EBacc element of Attainment 8



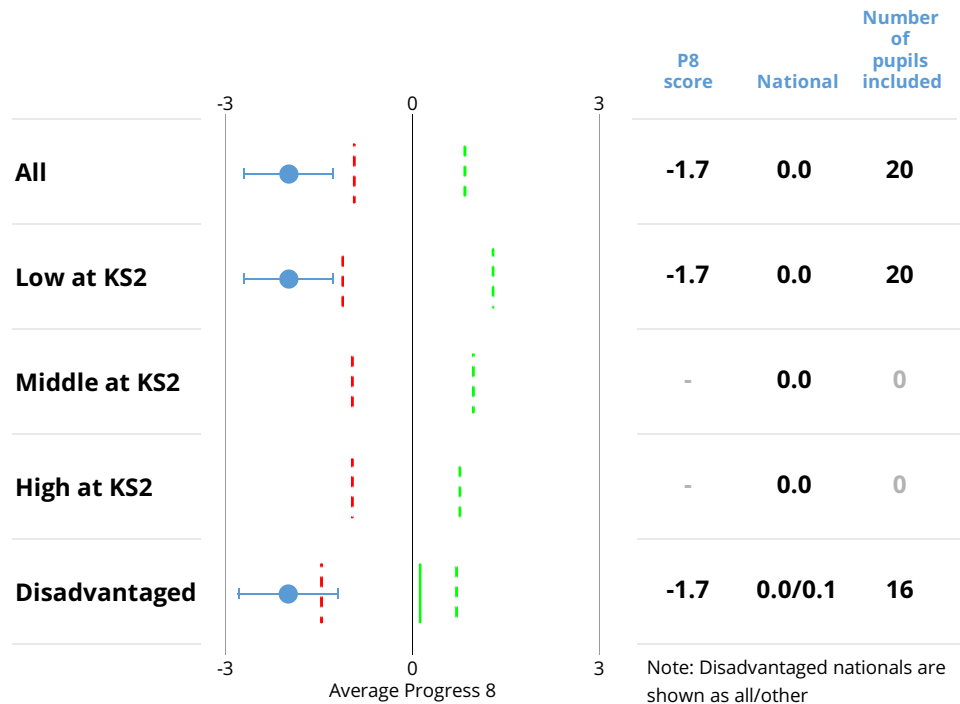
EBacc Attainment 8 scatterplot



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

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

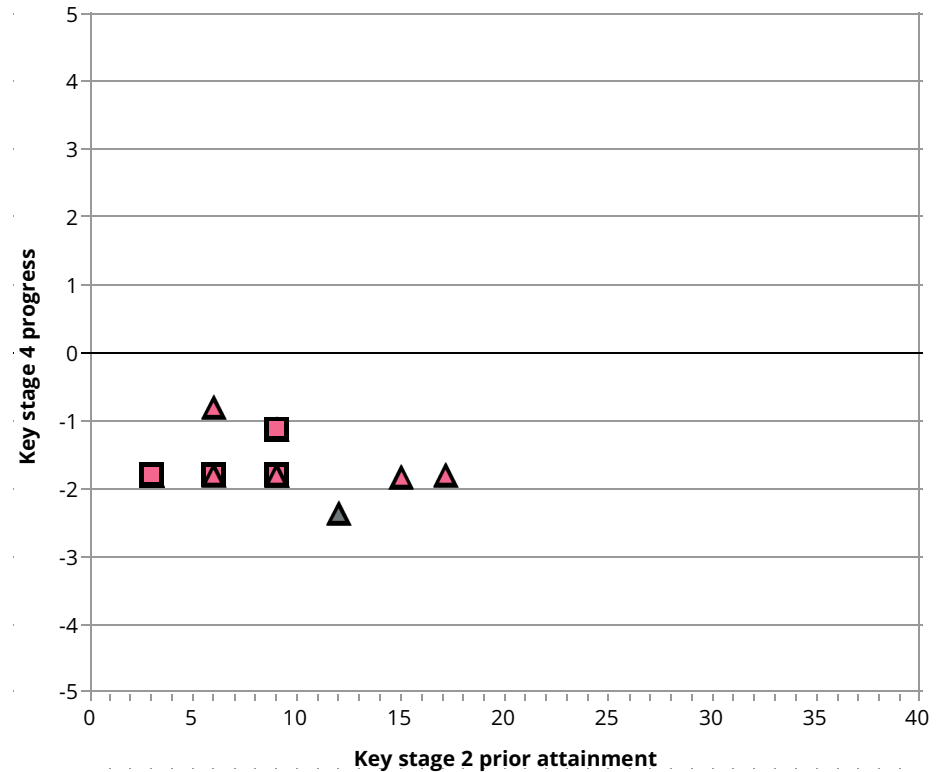


Significantly below national and in bottom 10%

Significantly above national and in top 10%

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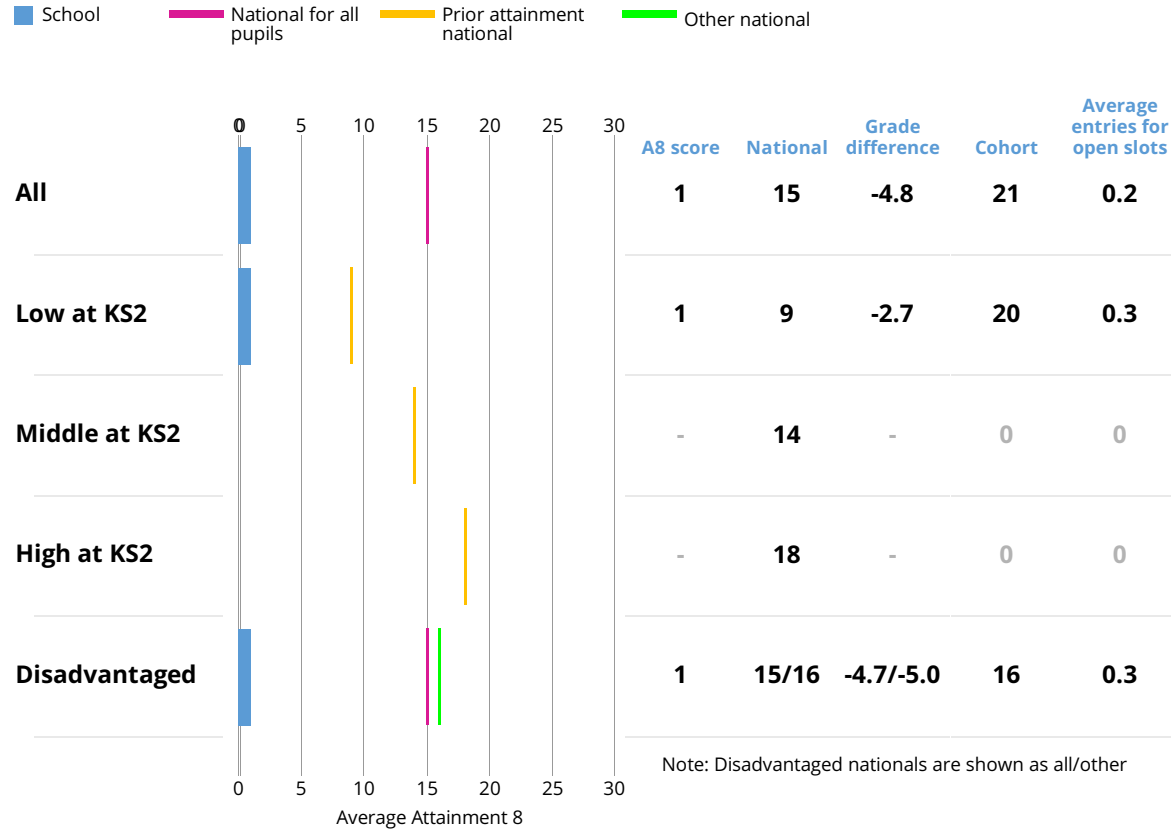
Open Progress 8 scatterplot



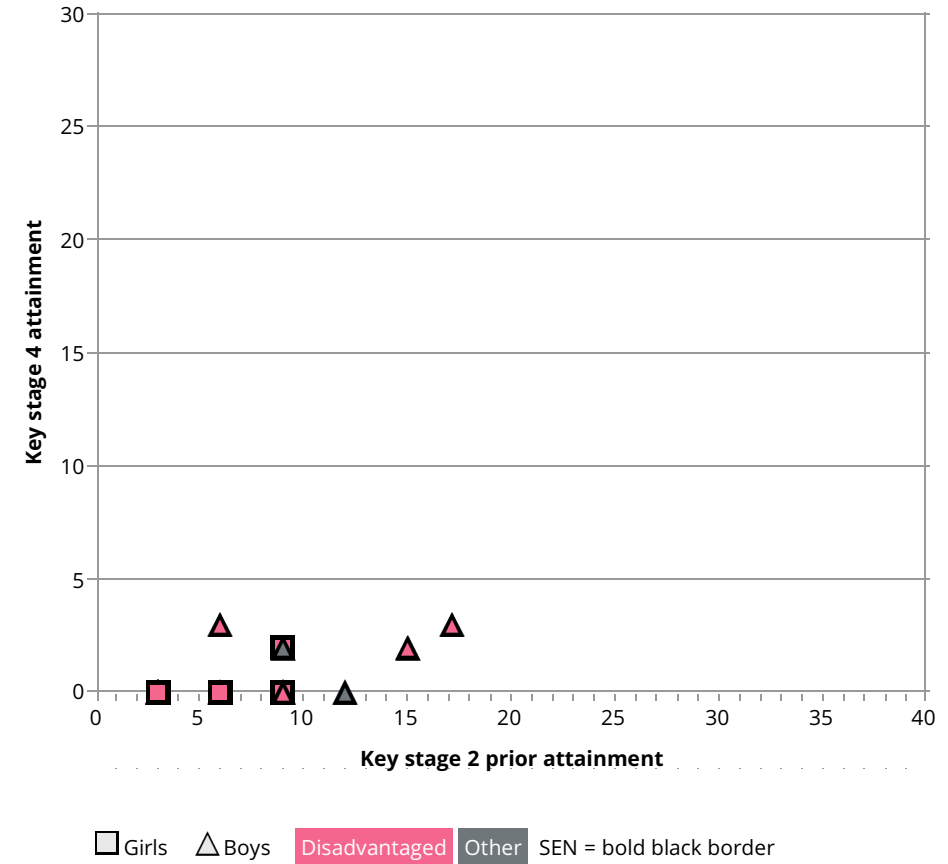
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Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>.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

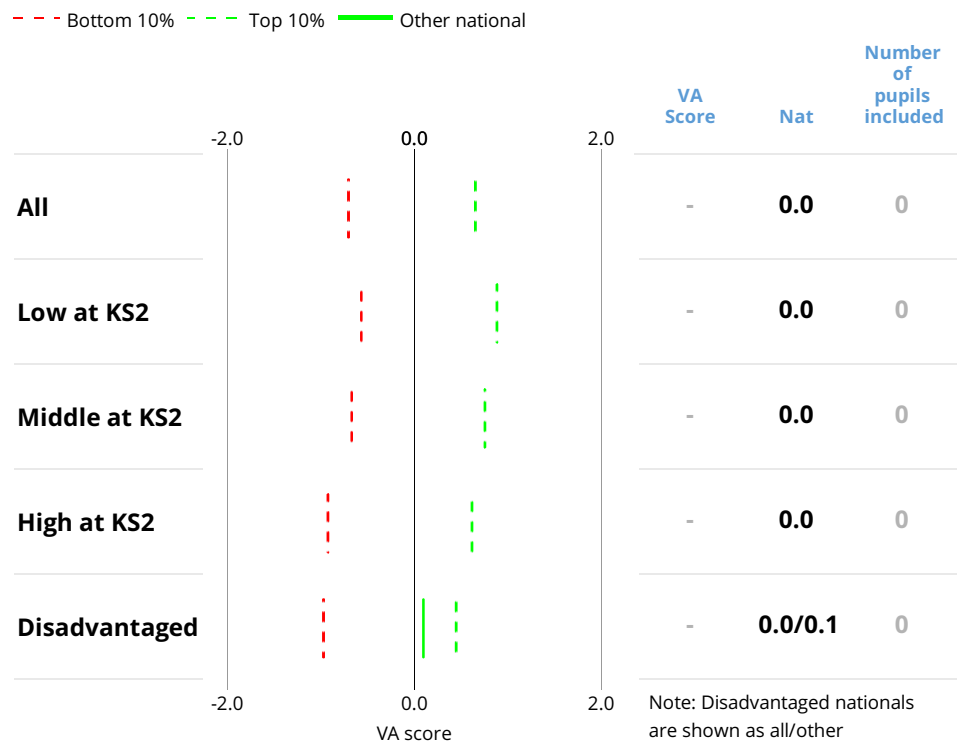


Open Attainment 8 scatterplot



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.

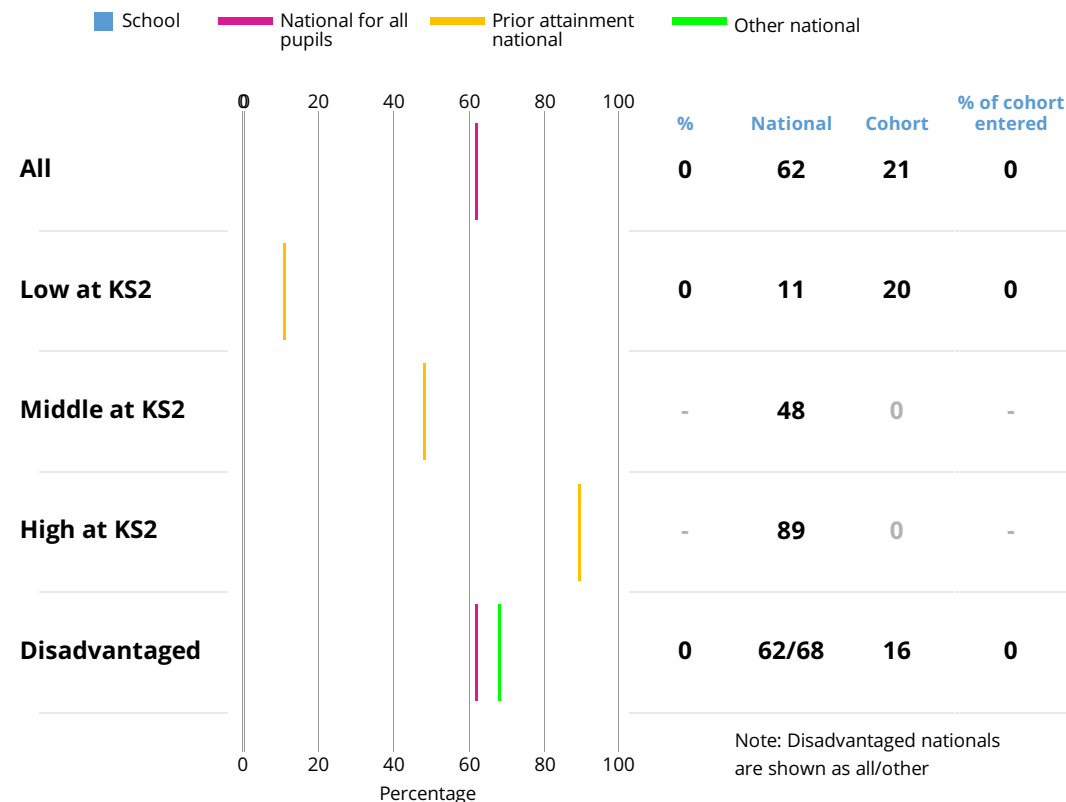
Science Value Added



Significantly below national and in bottom 10%

Significantly above national and in top 10%

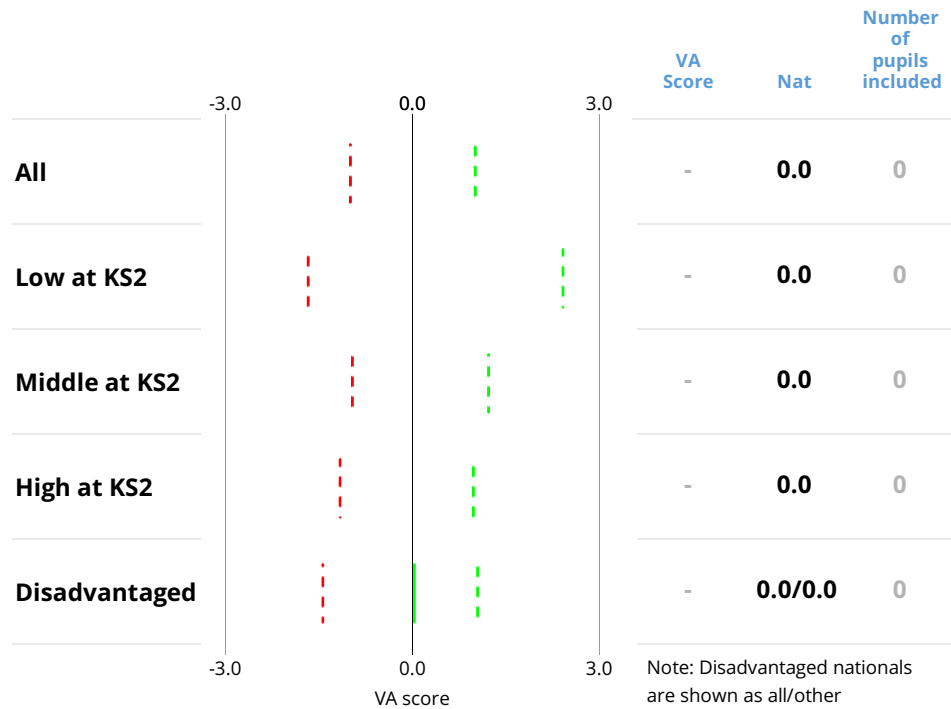
Science % attained grade C or above



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

Languages Value Added

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

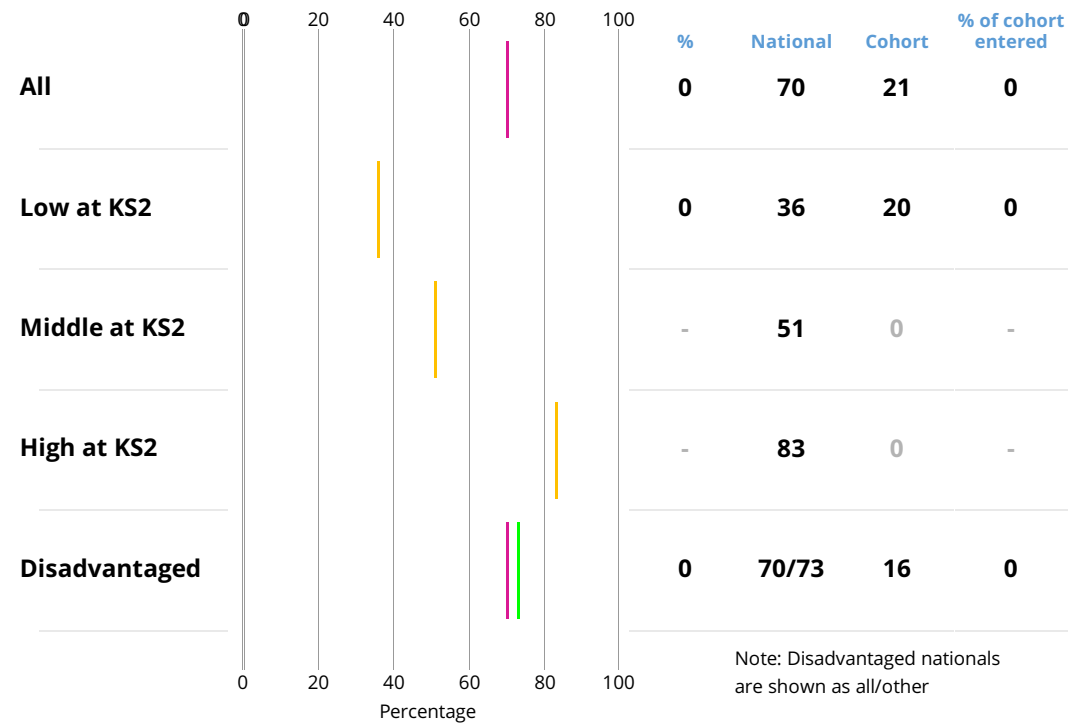


Significantly below national and in bottom 10%

Significantly above national and in top 10%

Languages % attained grade C or above

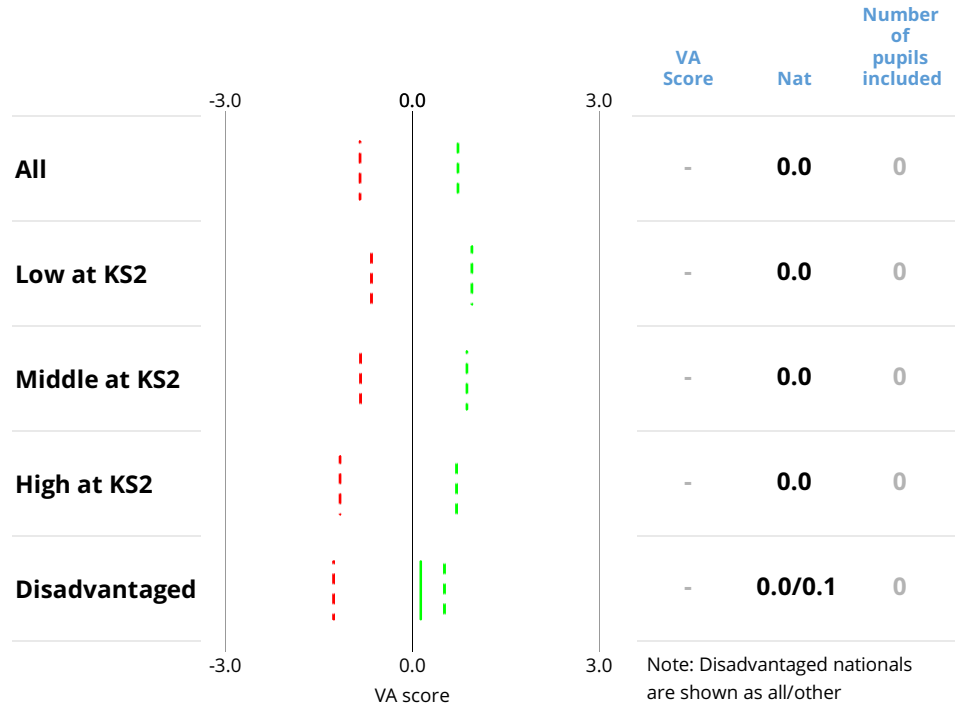
■ School ■ National for all pupils ■ Prior attainment national ■ Other national



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

Humanities Value Added

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

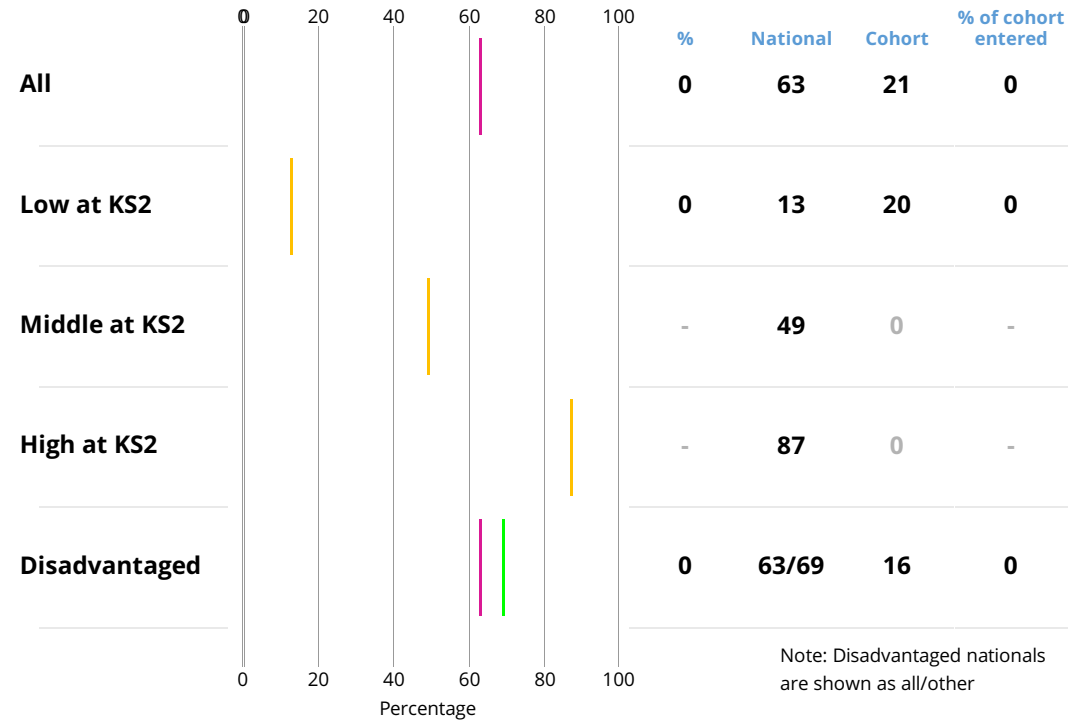


Significantly below national and in bottom 10%

Significantly above national and in top 10%

Humanities % attained grade C or above

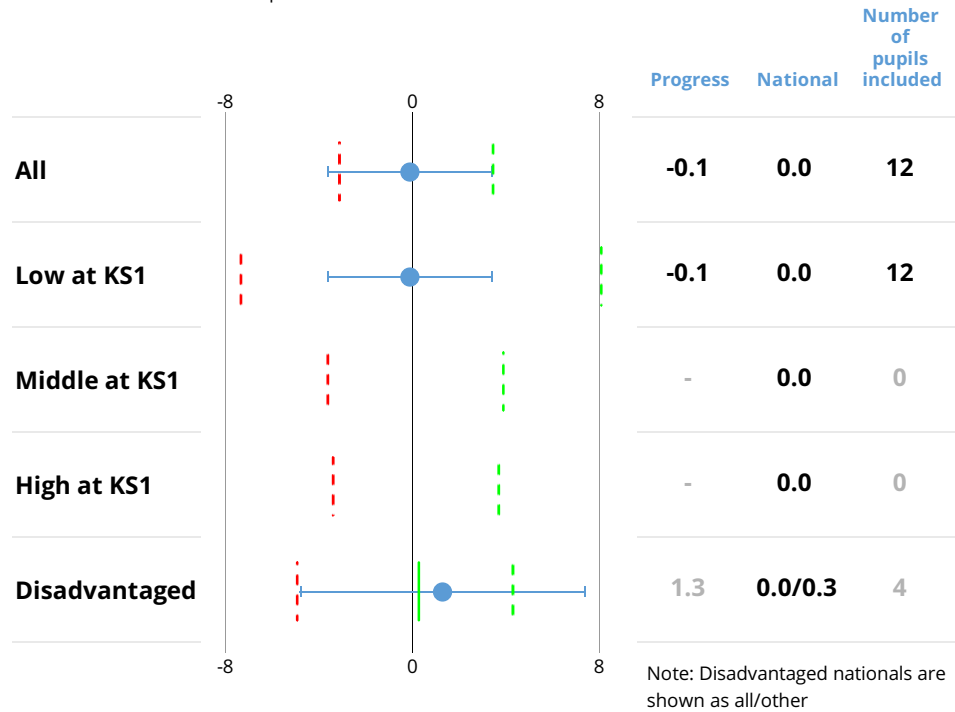
■ School ■ National for all pupils ■ Prior attainment national ■ Other national



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

Reading progress in 2017

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

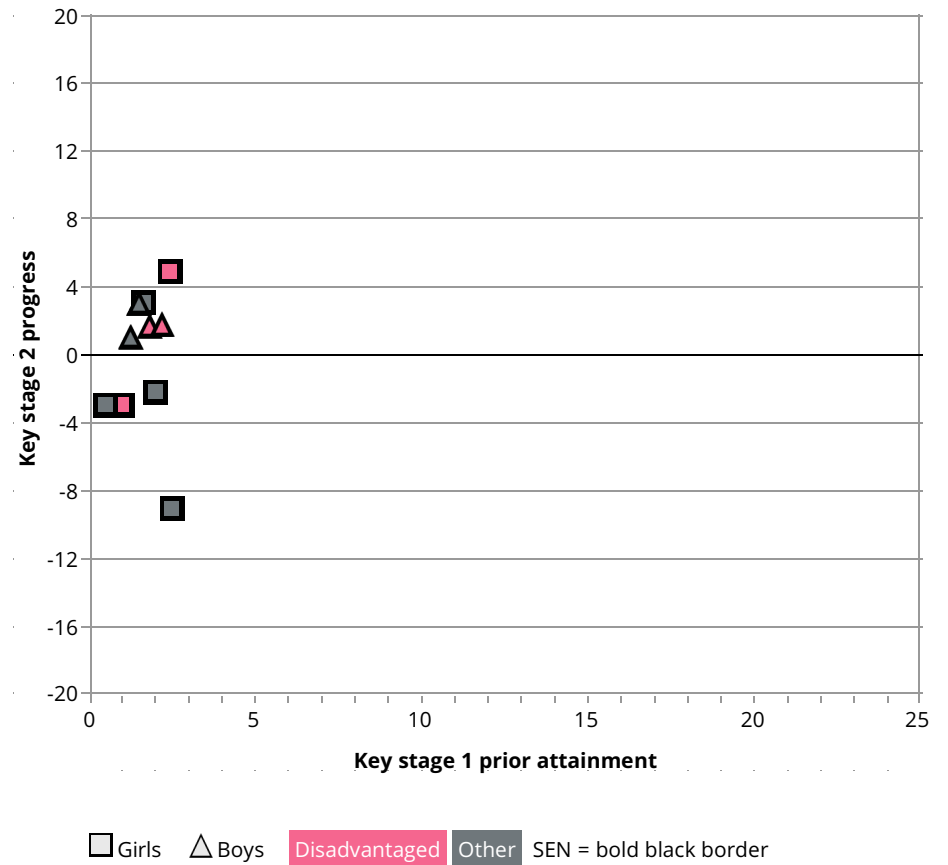


Significantly below national and in bottom 10%

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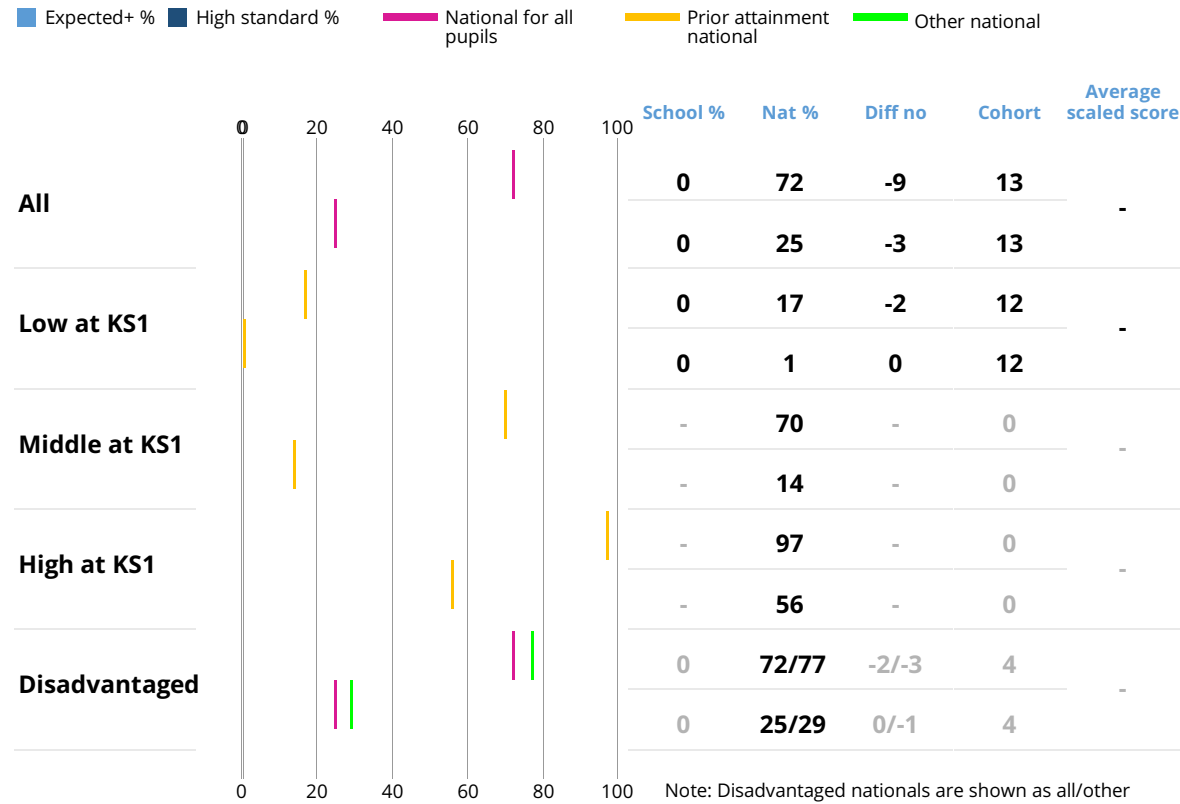
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

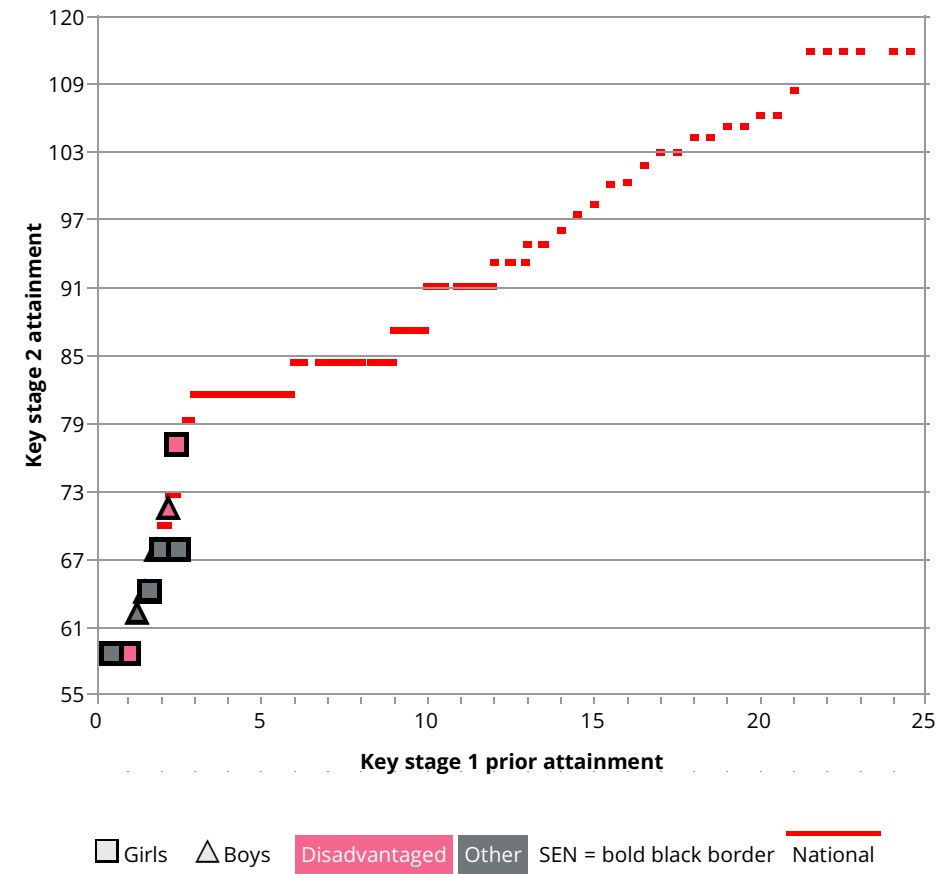


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Reading attainment in 2017



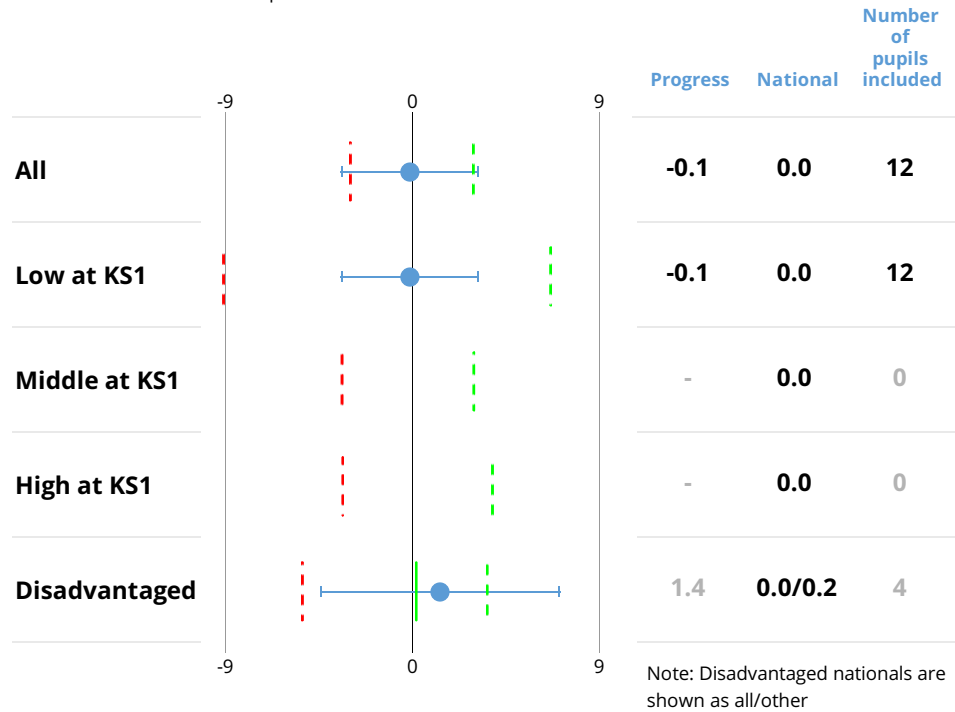
Reading attainment scatterplot



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Writing (teacher assessment) progress in 2017

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



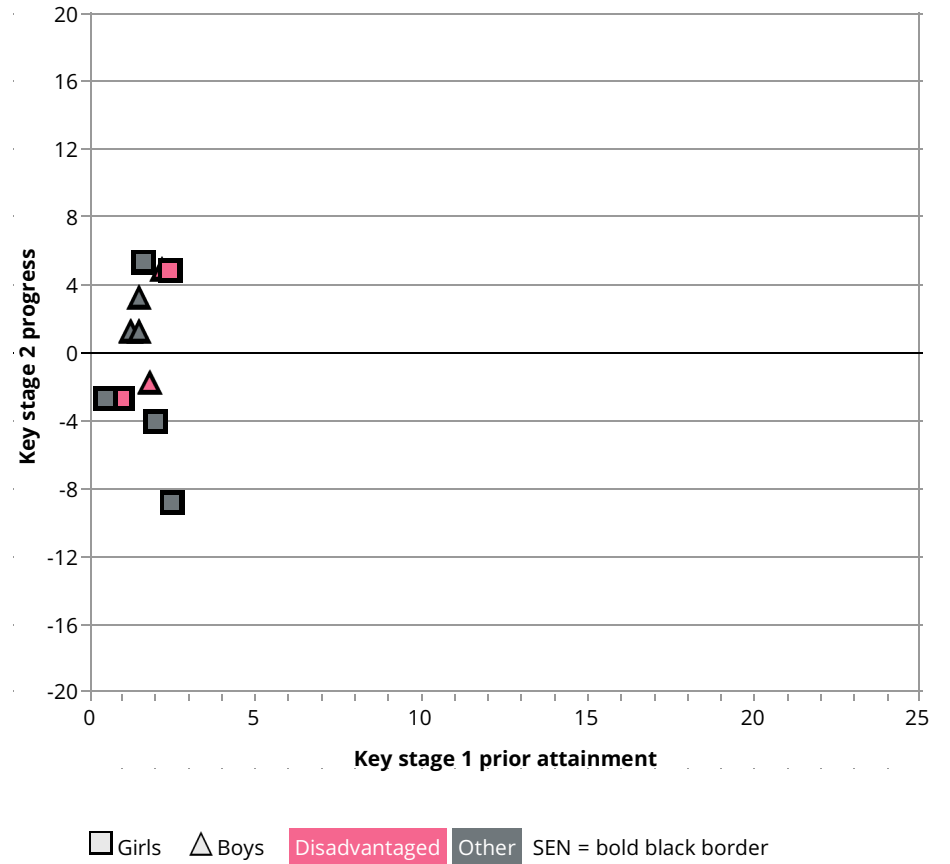
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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

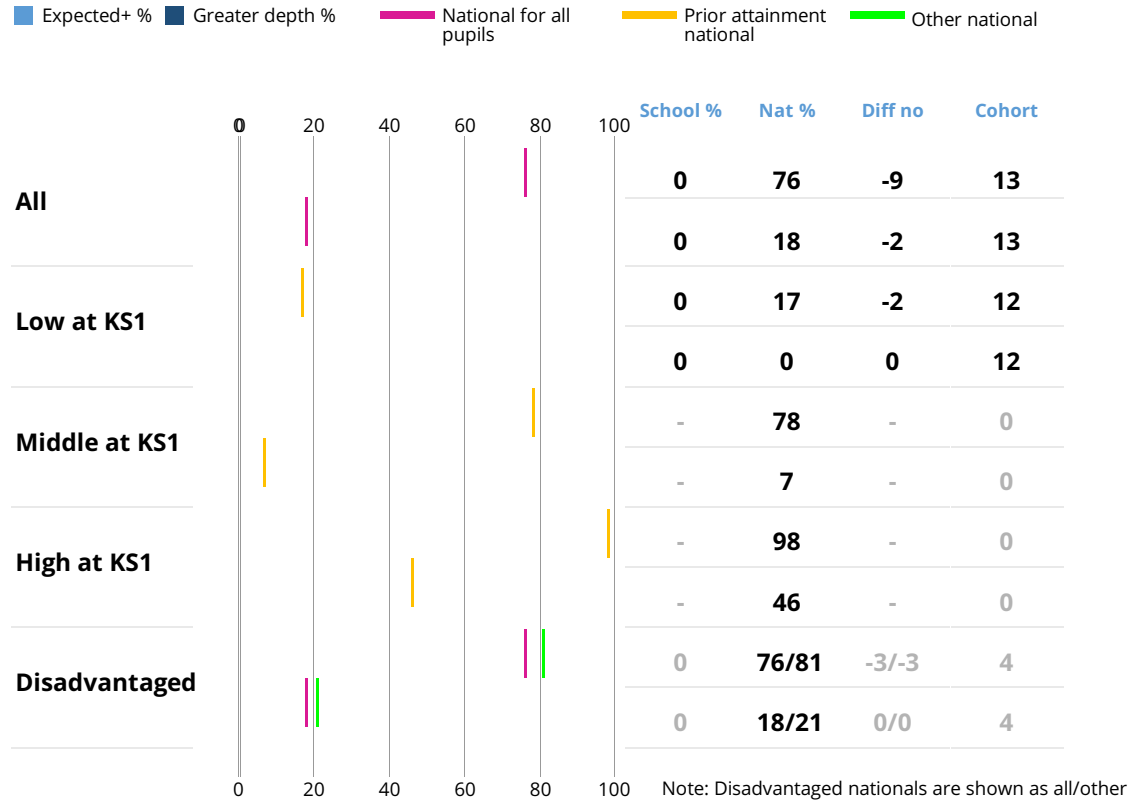
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress 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 KS1 attainment.

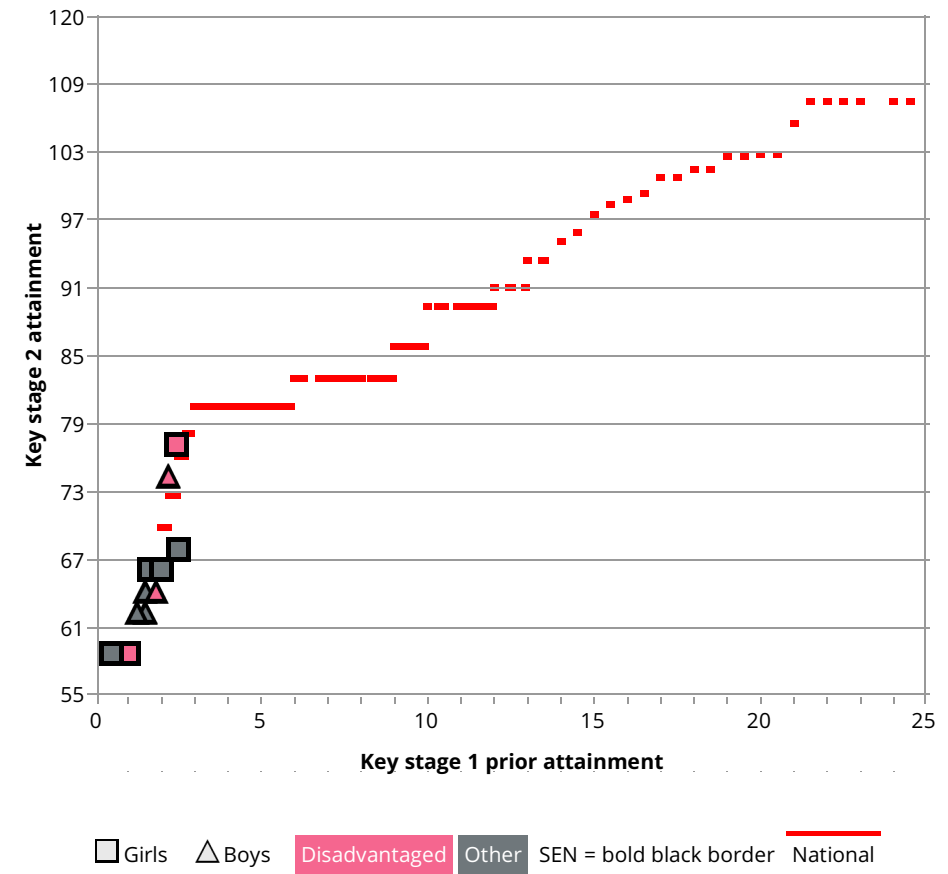
Writing (teacher assessment) attainment in 2017



Writing data is based on teacher assessments. Users should be cautious when using this data.

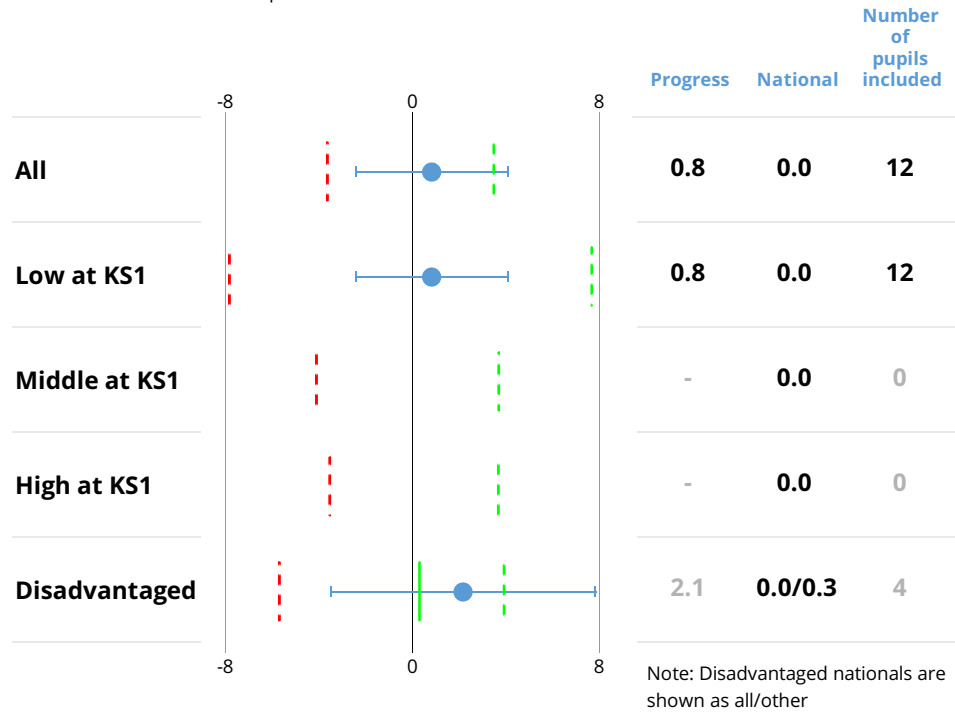
The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Writing (teacher assessment) attainment scatterplot



Mathematics progress in 2017

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

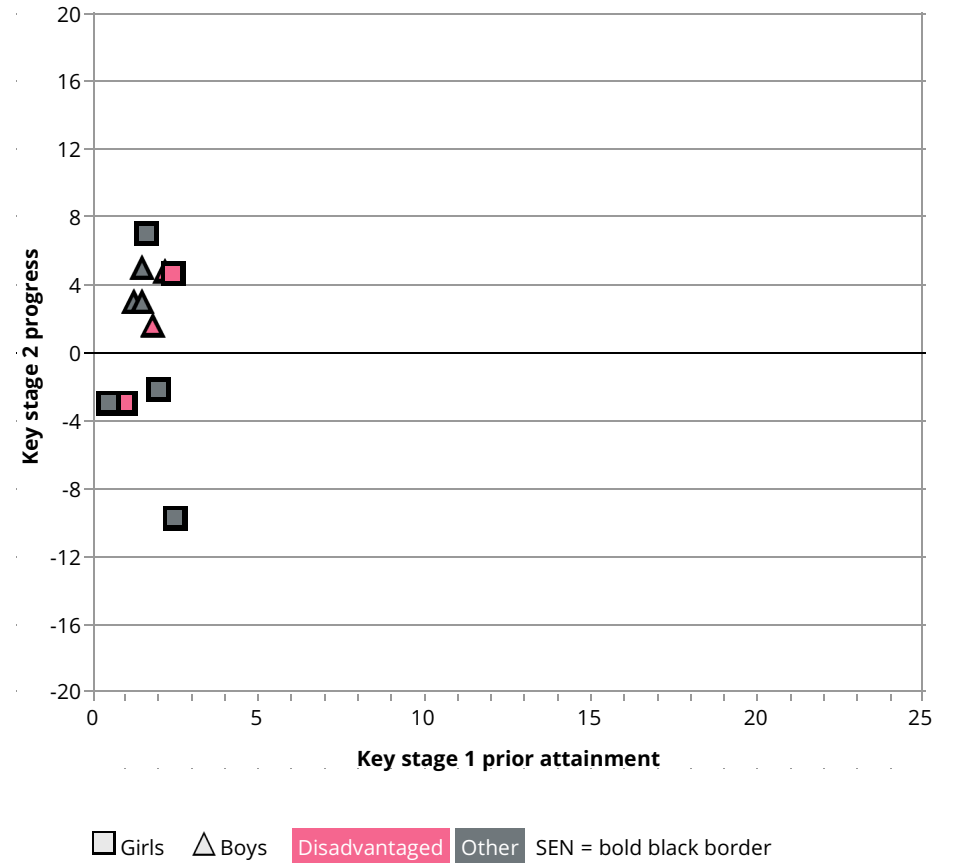


Significantly below national and in bottom 10%

Significantly above national and in top 10%

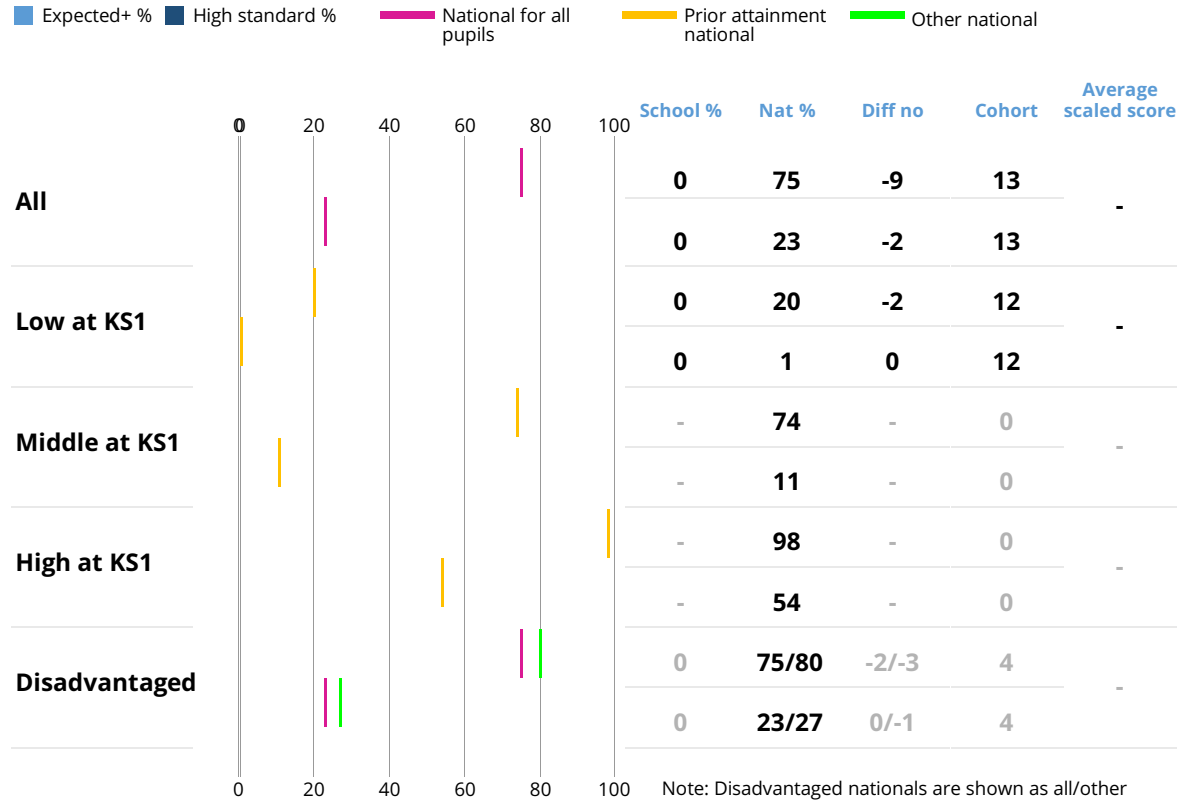
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

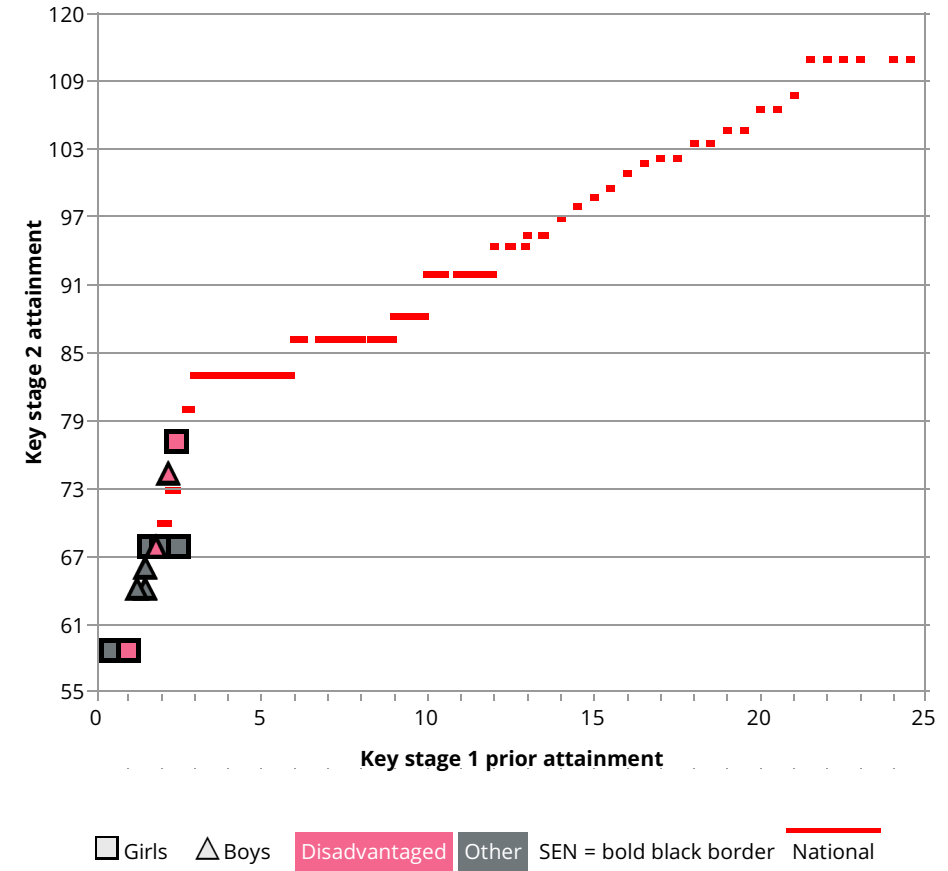


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Mathematics attainment in 2017

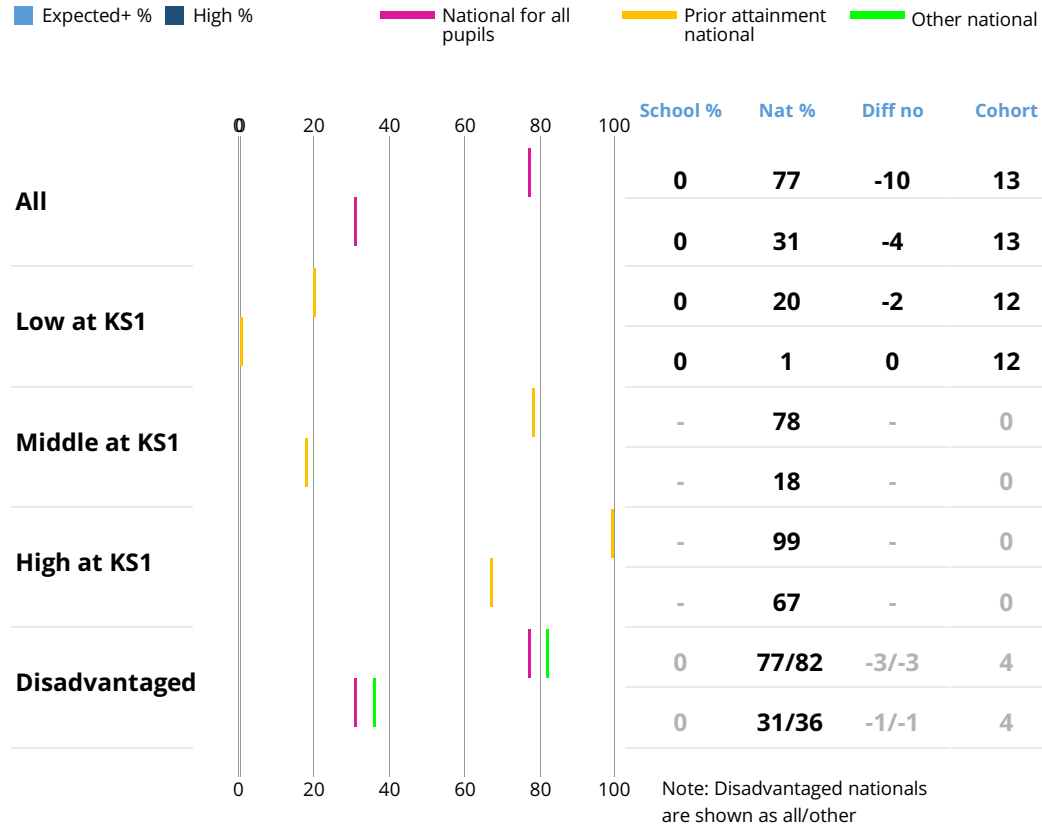


Mathematics attainment scatterplot

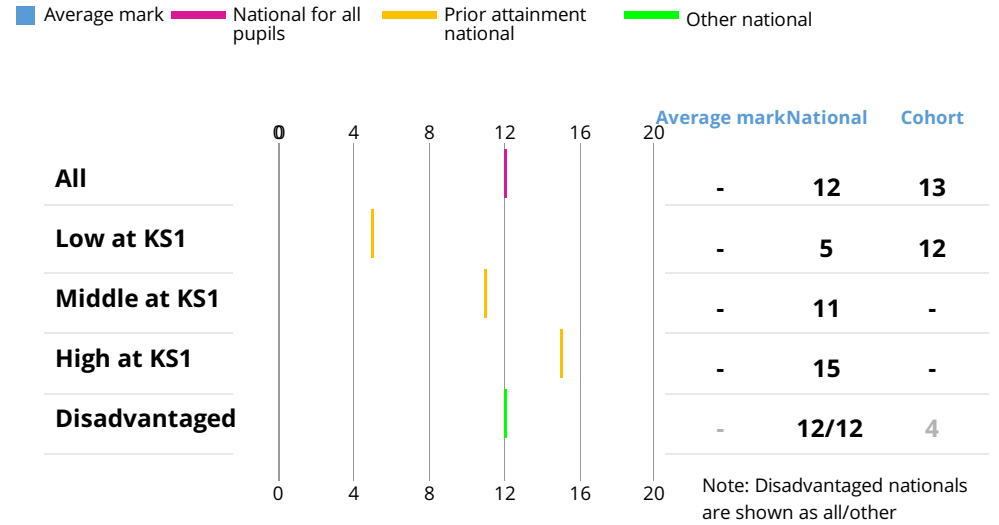


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

English grammar, punctuation and spelling (EGPS) in 2017

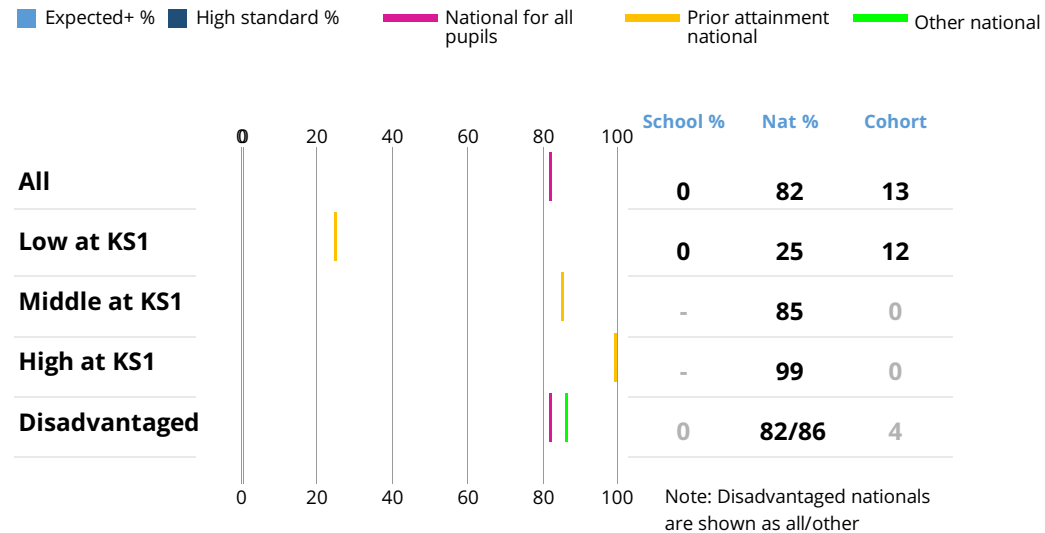


Spelling



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Science attainment in 2017

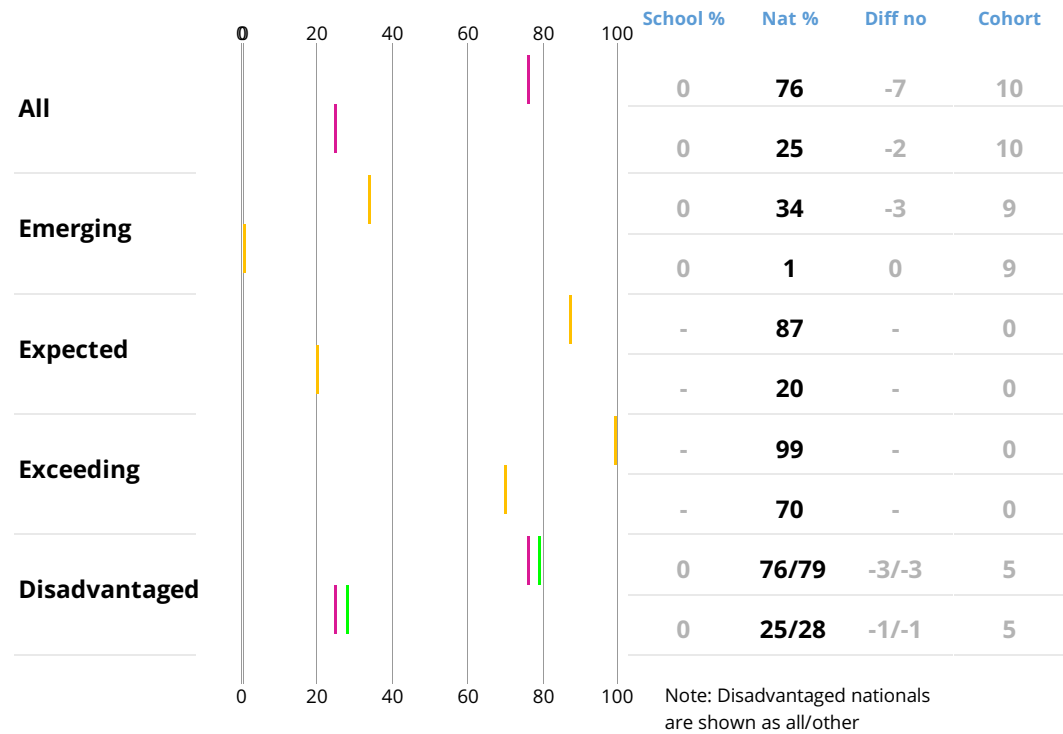


Science data is based on teacher assessments. Users should be cautious when using this data.

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 KS1 attainment.

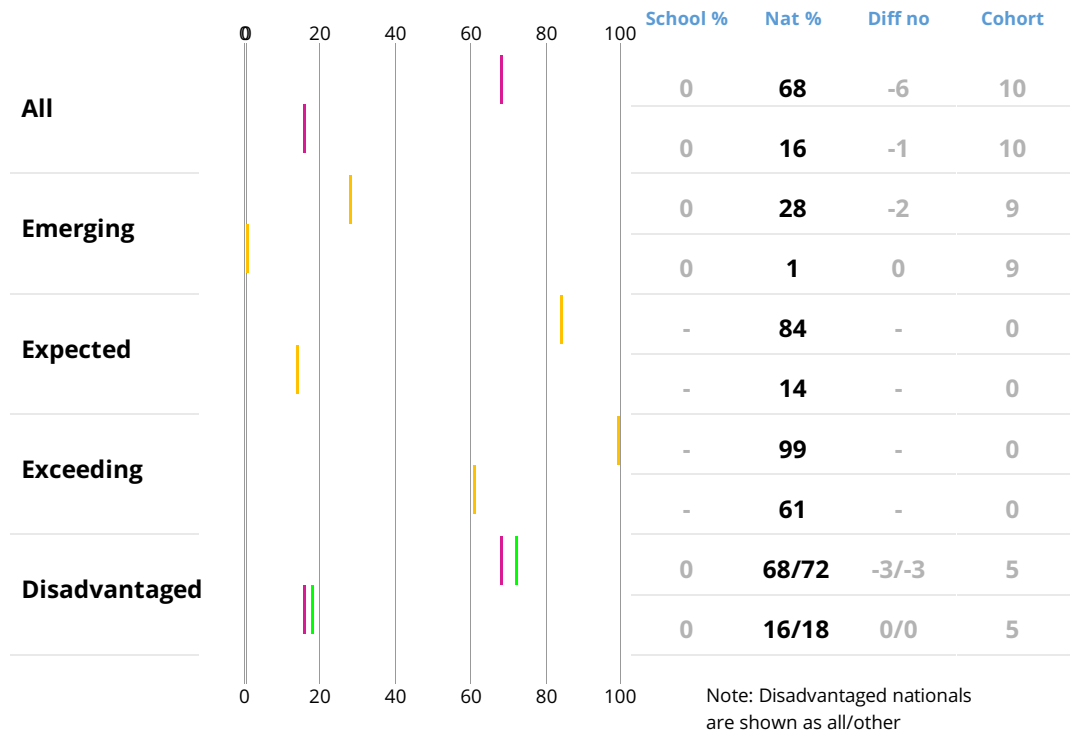
Reading in 2017

Expected+ % Greater depth % National for all pupils Prior attainment national Other national



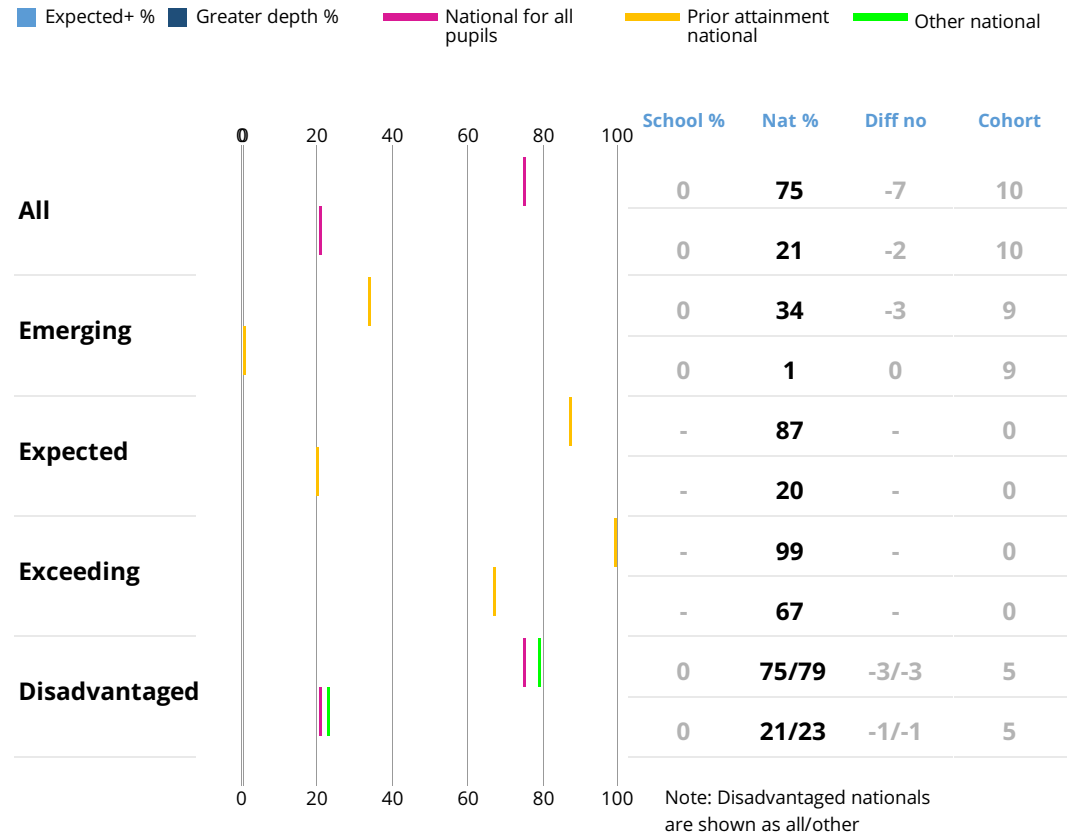
Writing in 2017

Expected+ % Greater depth % National for all pupils Prior attainment national Other national

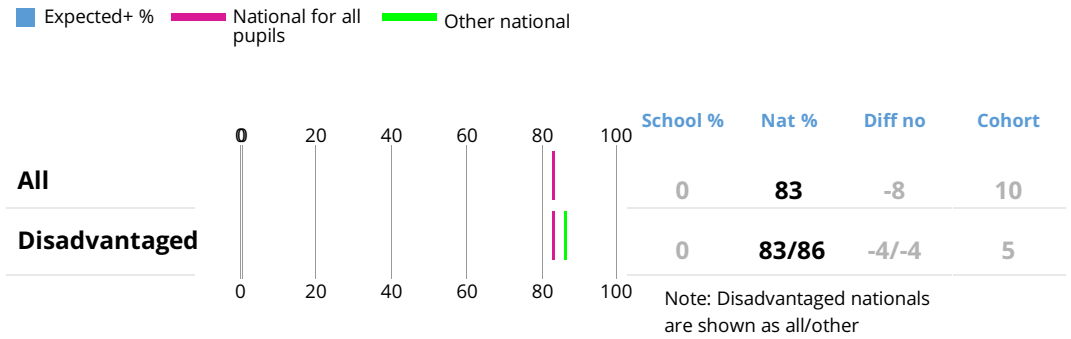


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Mathematics in 2017



Science in 2017

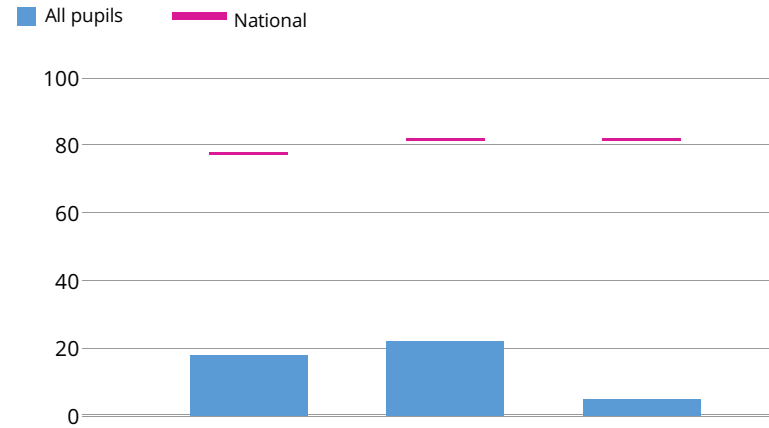


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Phonics in 2017

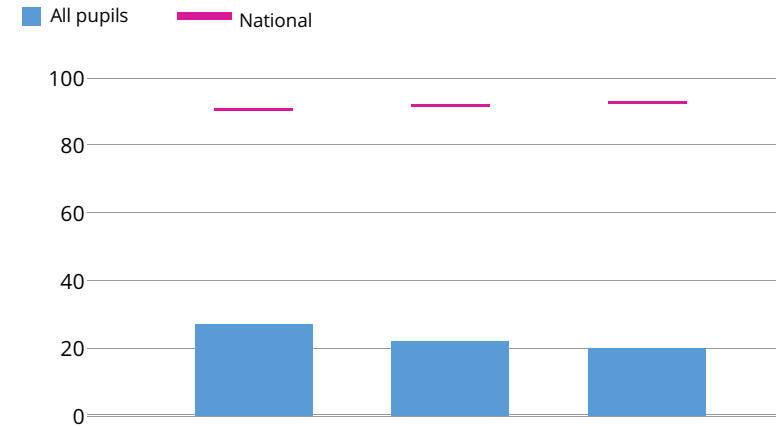
Proportion meeting the expected standard

Year 1



	2015	2016	2017
School %	18	22	5
Nat %	77	81	81
Cohort	17	9	21

By end of year 2

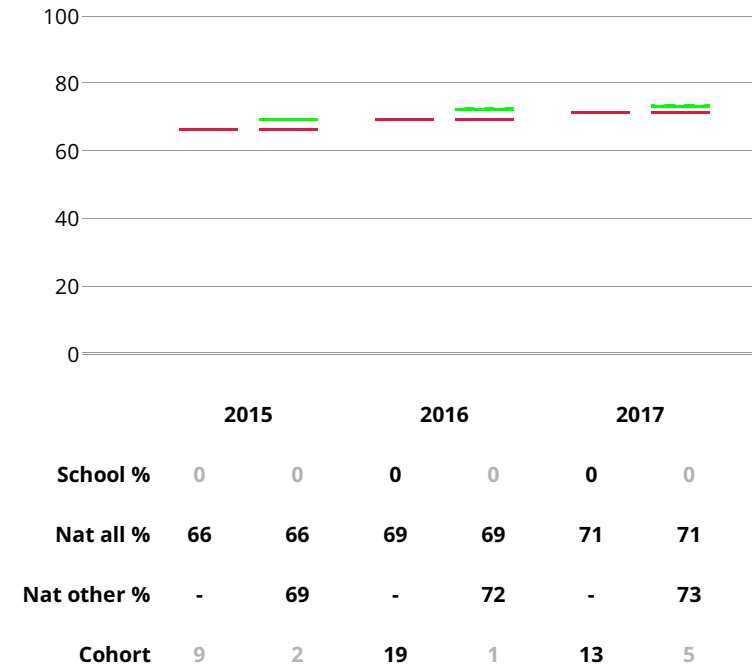


	2015	2016	2017
School %	27	22	20
Nat %	90	91	92
Cohort	15	18	10

Early Years Foundation Stage Profile

■ All pupils ■ FSM ■ National for all pupils ■ Other national

% good level of development



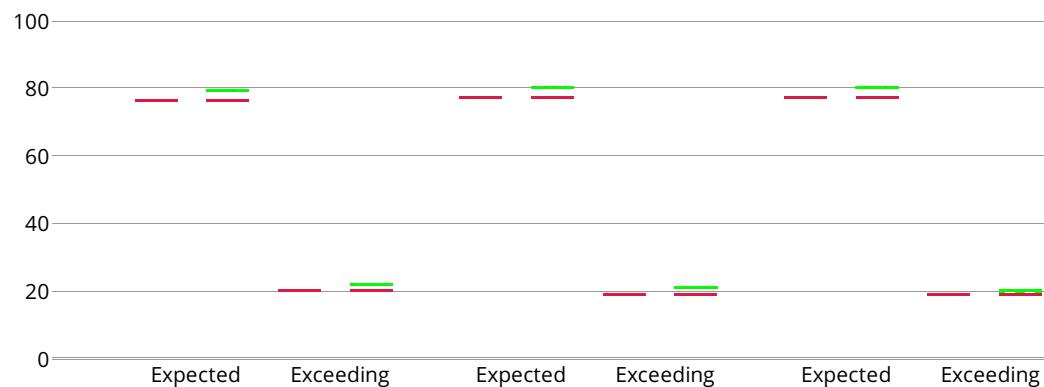
Mathematics early learning goals



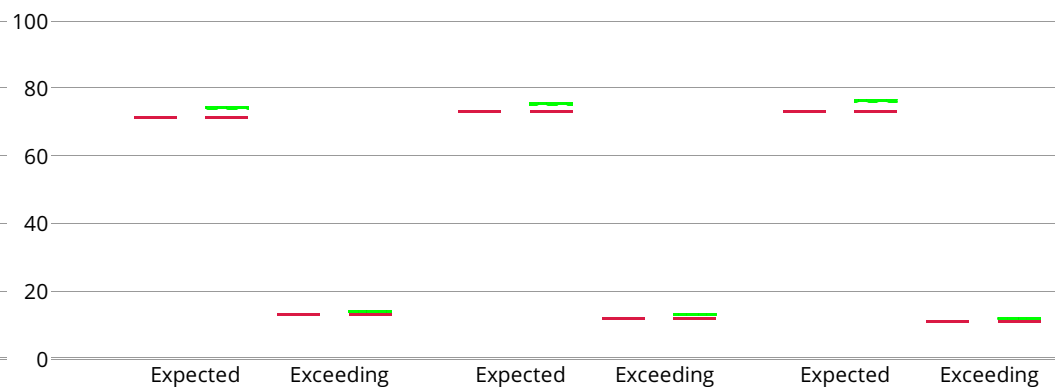
Early Years Foundation Stage Profile

■ All pupils ■ FSM ■ National for all pupils ■ Other national

Reading early learning goals



Writing early learning goals



	2015				2016				2017				2015				2016				2017			
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding		
School %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nat all %	76	76	20	20	77	77	19	19	77	77	19	19	71	71	13	13	73	73	12	12	73	73	11	11
Nat other %	-	79	-	22	-	80	-	21	-	80	-	20	-	74	-	14	-	75	-	13	-	76	-	12
Cohort	9	2	9	2	19	1	19	1	13	5	13	5	9	2	9	2	19	1	19	1	13	5	13	5

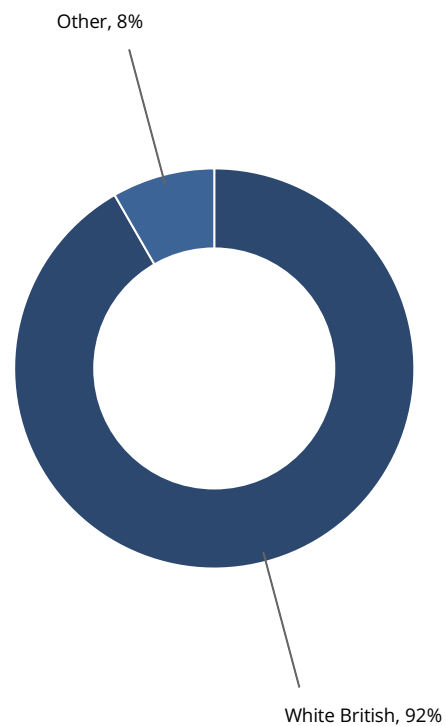
Data from DfE census, January 2017

	Number on roll	% Males	% Females	% English additional language	% Special educational needs	% who continued
All	48	69	31	2	100	-
Year 12	18	72	28	0	100	89
Year 13	20	80	20	5	100	100
Year 14	10	40	60	0	100	-

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

Learners from 3 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



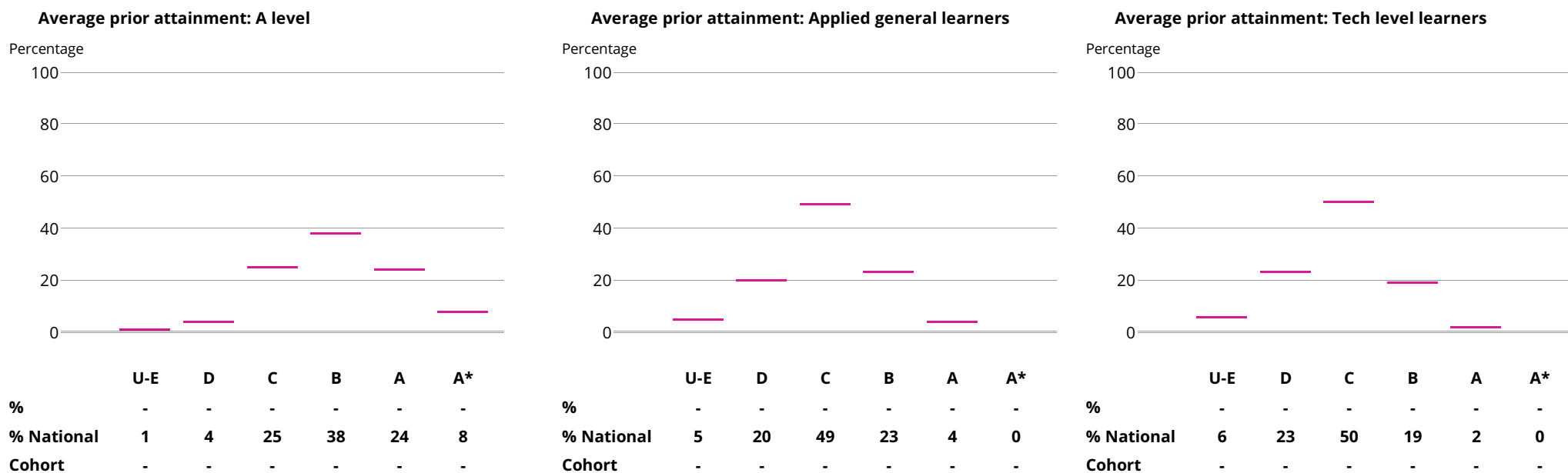
Qualification type and learner characteristics

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	0	Disadvantaged	57	English	0
Academic (including A levels)	0	Eligible for FSM	52	Mathematics	0
Applied general	0	First language not English	5	Both English and Mathematics	0
Tech level	0	SEN support	0		
Other level 3	0	SEN statement or EHC plan	100		
Tech certificate	0	Number of children looked after	4		
Other Level 2 qualification	0				

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

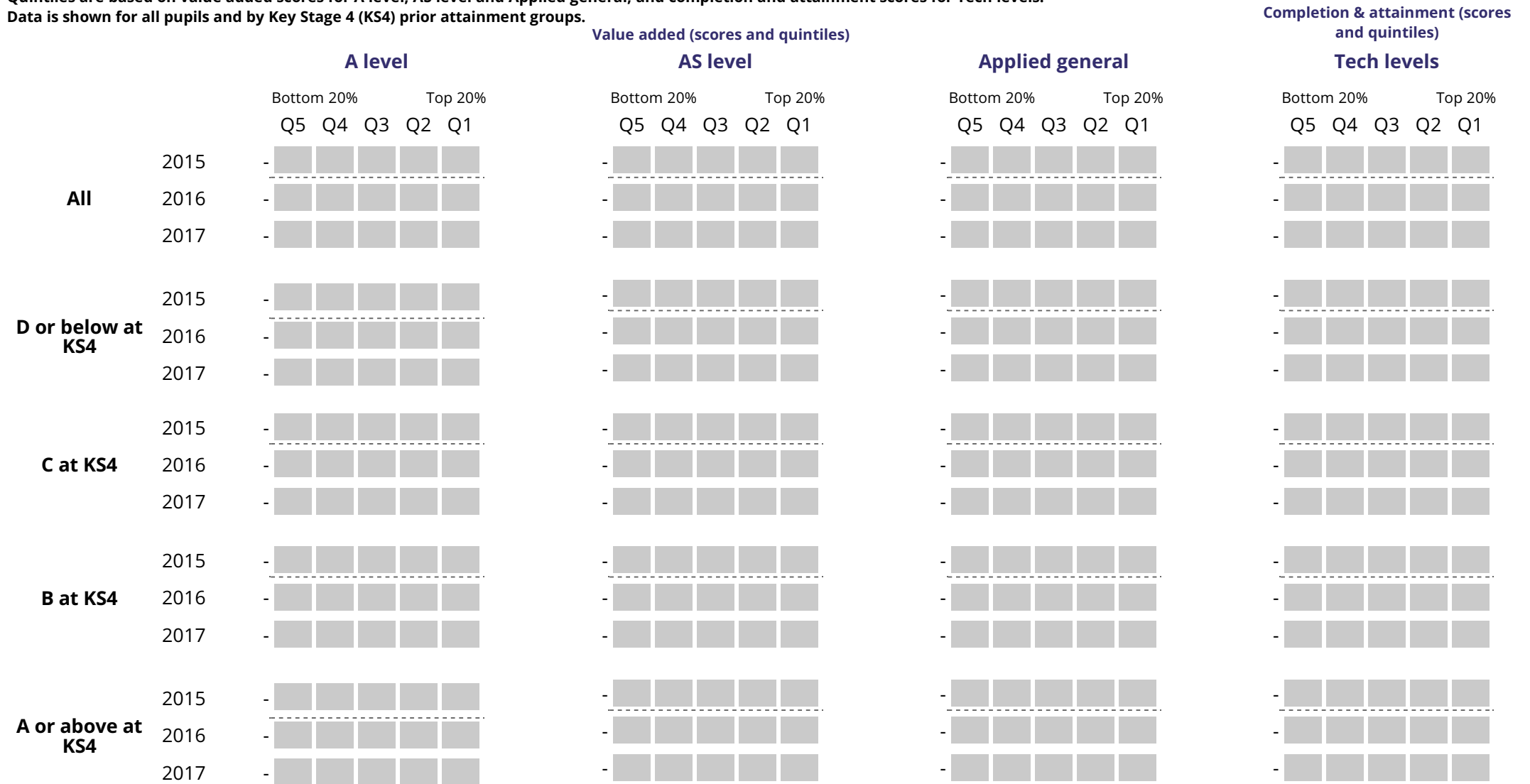
At key stage 4 ■ National



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.

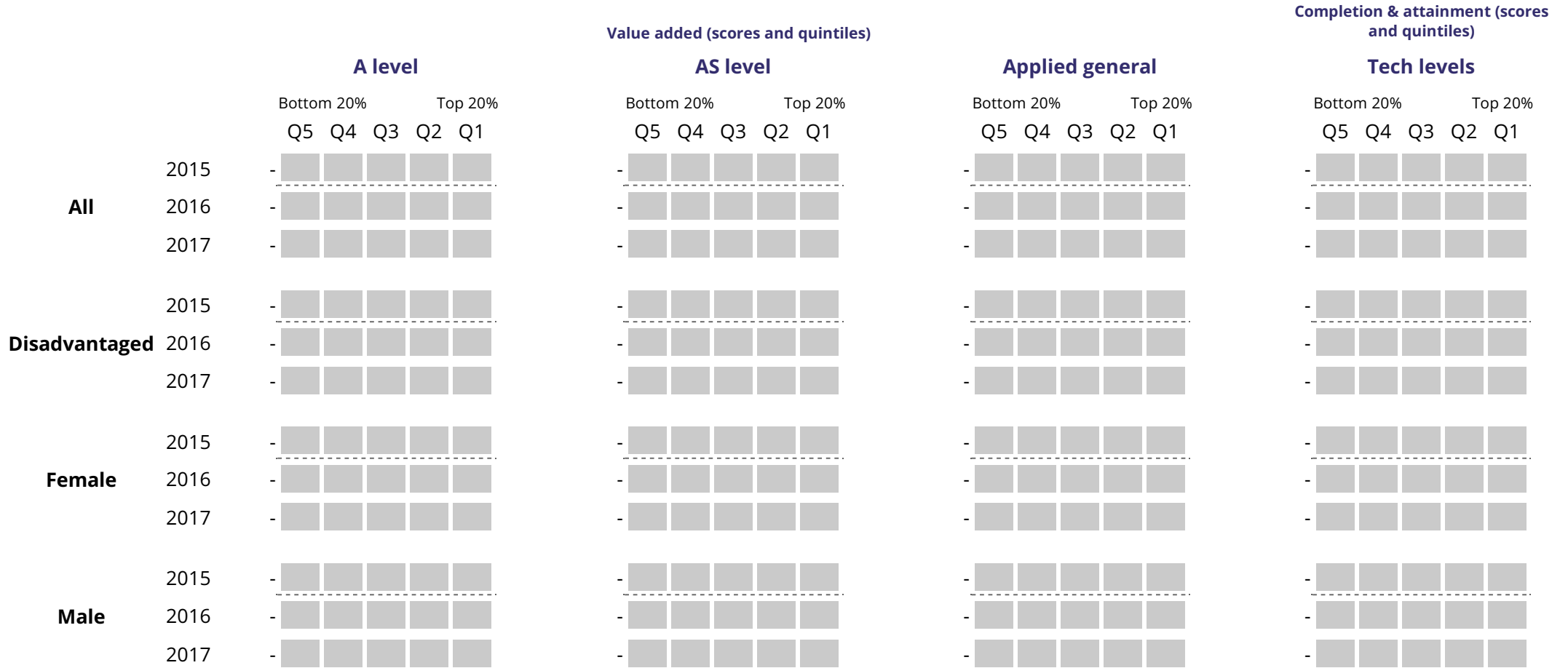


Notes: Details of the methodology used to calculate the scores and quintiles is available in the the guidance document. Data based on ten or fewer learners/entries is displayed in grey. Information on the quintile boundaries is available here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-16-to-19>.

() 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.



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>.

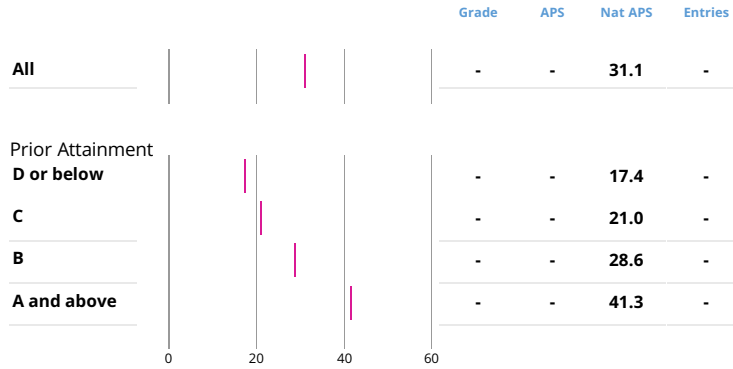
() Entries [] Aims Significantly below national Significantly above national Change in methodology or calculations -----

Attainment by KS4 prior attainment: Level 3

2017 National

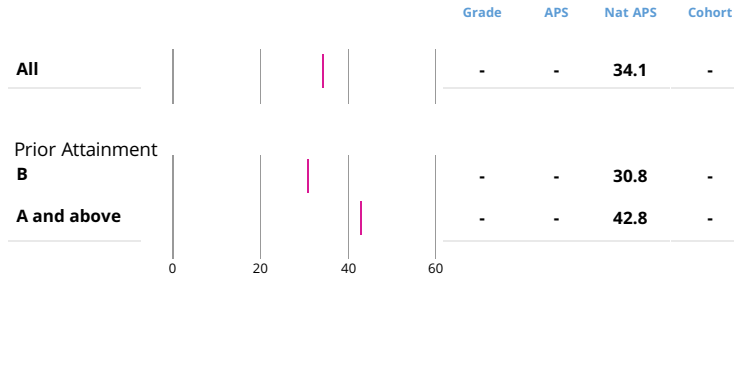
A level

Average point score (APS) per entry



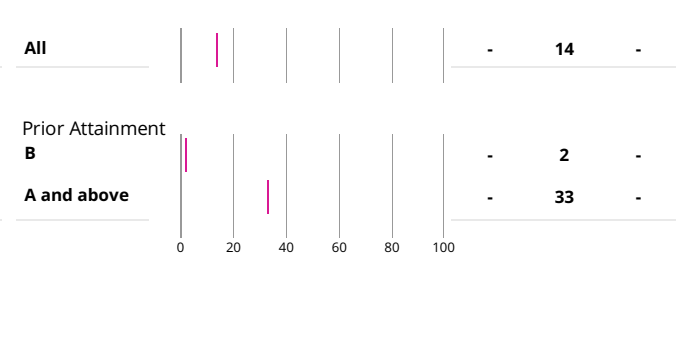
A level

Average point score per entry for best 3 A levels



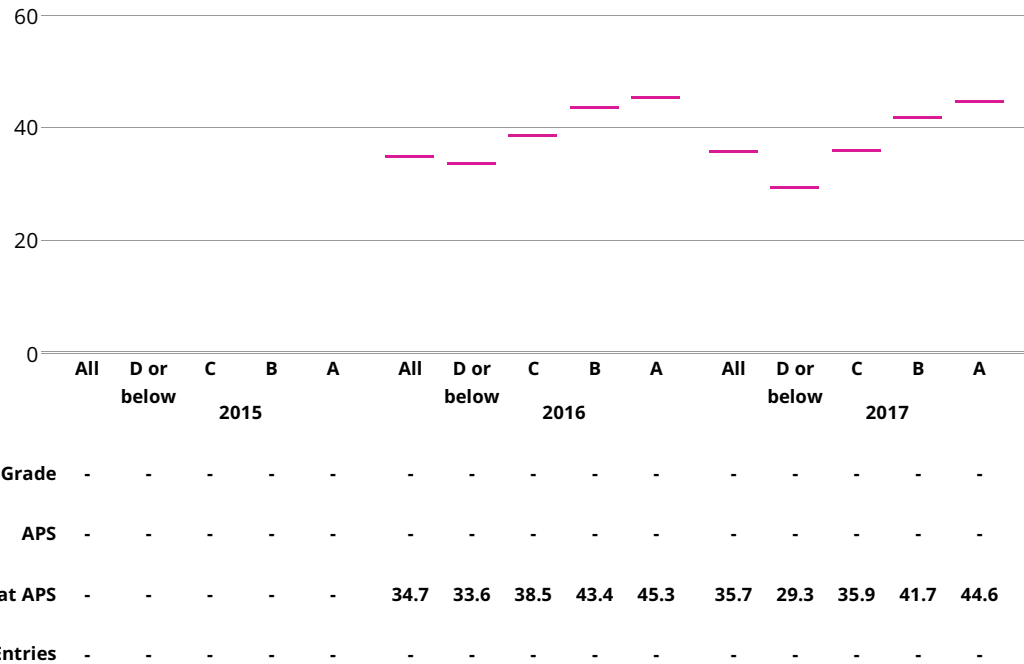
A level

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



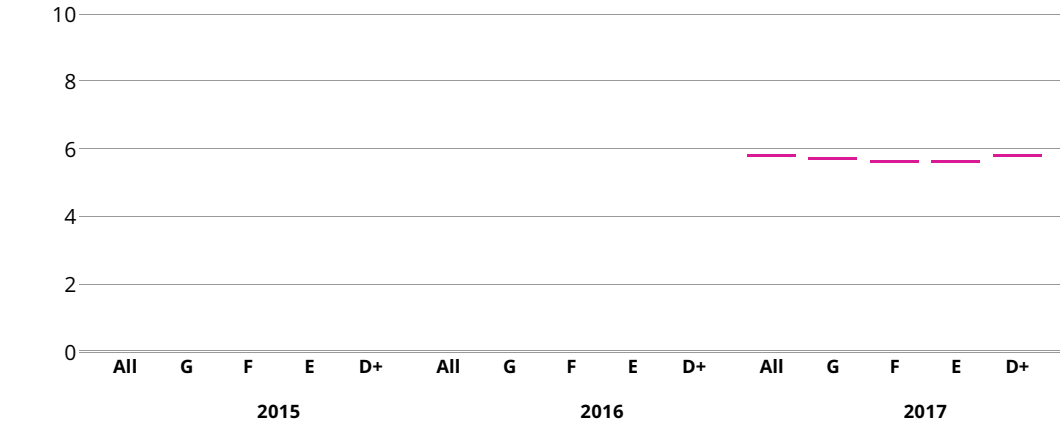
Note: Data based on ten or fewer learners/entries is displayed in grey.

Attainment by KS4 prior attainment: Level 2

■ National

Technical certificate

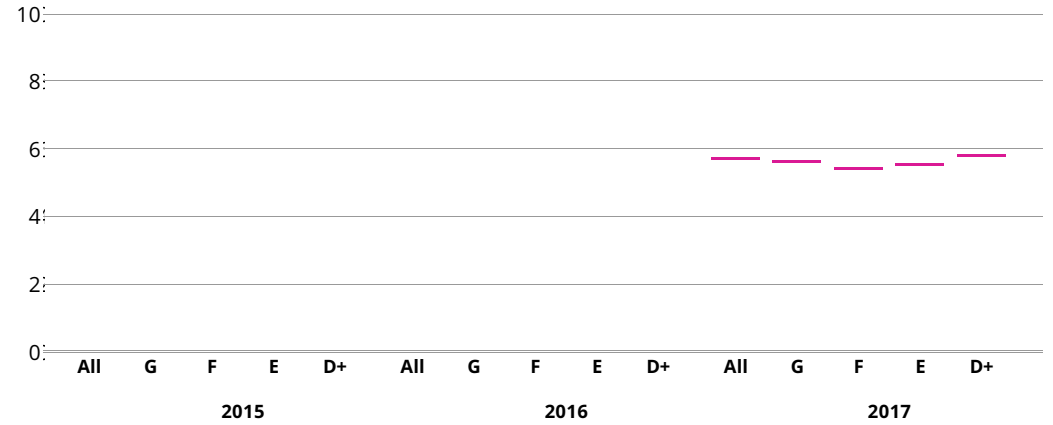
Average point score per entry



	All	G	F	E	D+
Grade	-	-	-	-	-
APS	-	-	-	-	-
Nat APS	-	-	-	-	-
Entries	-	-	-	-	-

Level 2 vocational

Average point score per entry

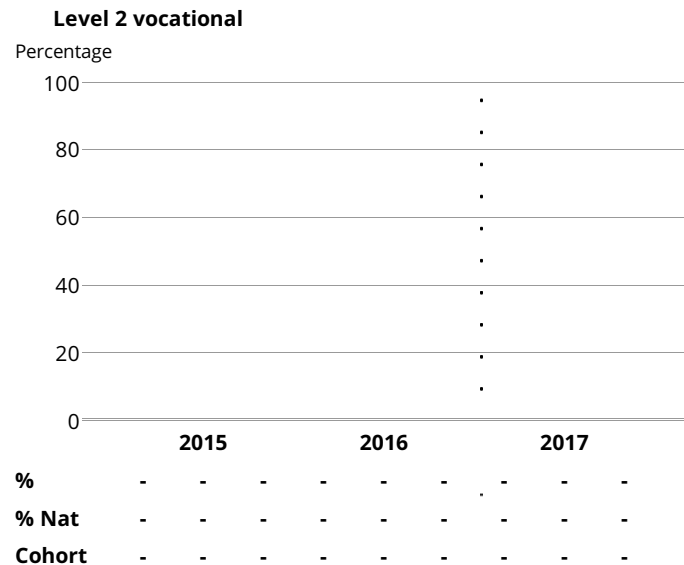
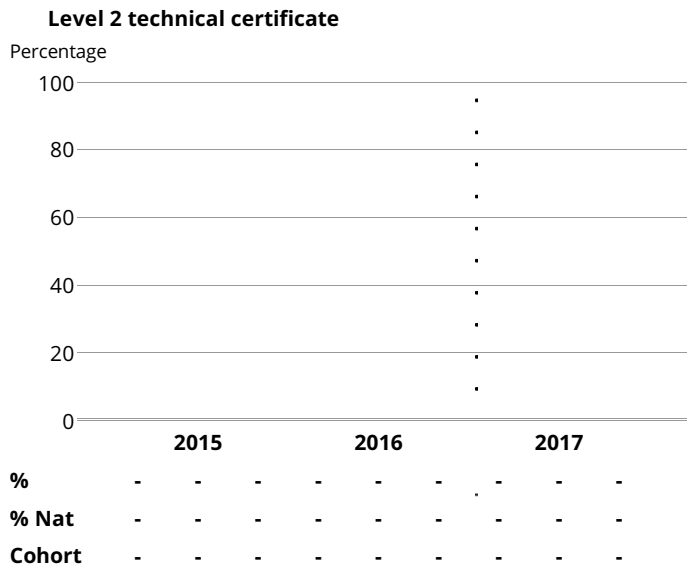
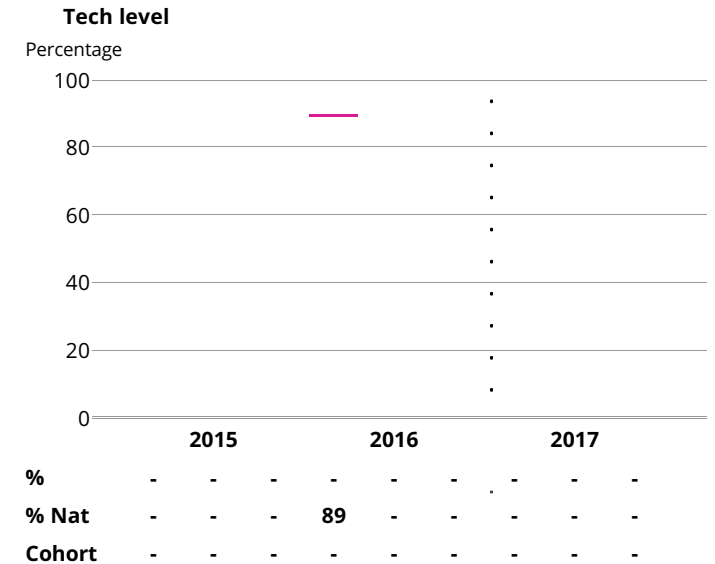
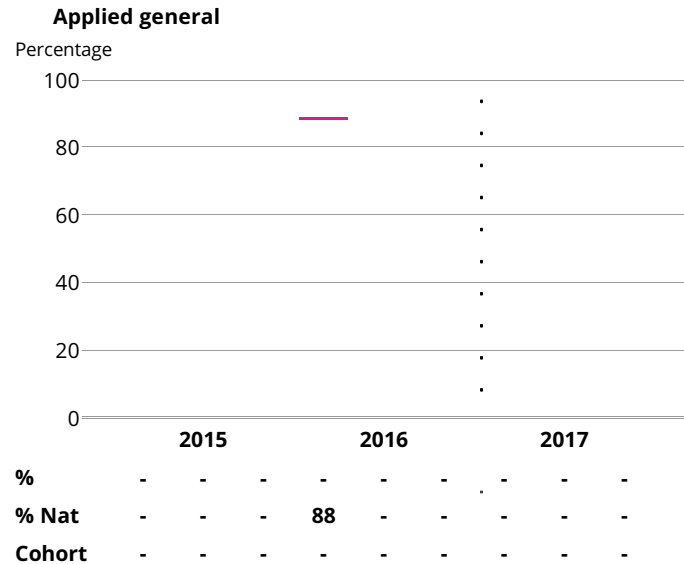
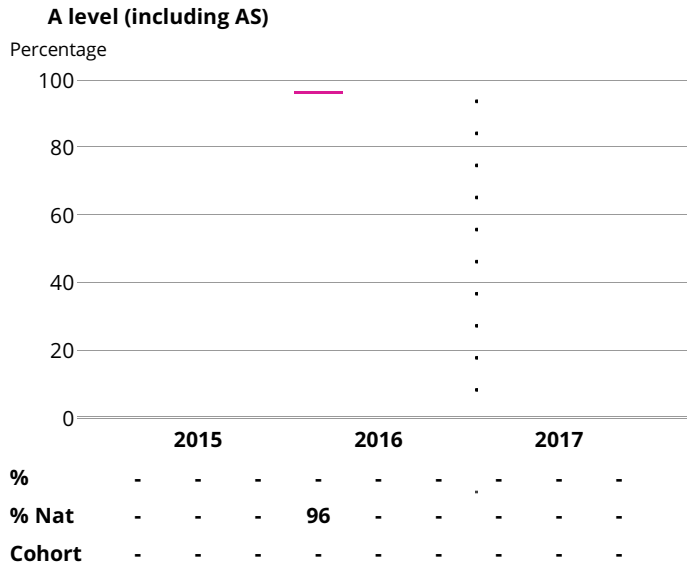


	All	G	F	E	D+
Grade	-	-	-	-	-
APS	-	-	-	-	-
Nat APS	-	-	-	-	-
Entries	-	-	-	-	-

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

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

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



Definitions

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

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

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

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

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

English progress

All learners

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

Disadvantaged learners

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

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

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

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

1/3 of a grade or more below national

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

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

3/4 of a grade or more above national

Mathematics progress

All learners

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

Disadvantaged learners

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

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

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

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

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

1/3 of a grade or more below national

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

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

3/4 of a grade or more above national

Destinations

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

	End of KS5	Number of learners	Education or employment / training destination				Destination not sustained	Activity not captured in data
			Education or employment / training destination	Apprenticeship	of which:			
					Any education destination	UK higher education		
All learners	2015	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-
Disadvantaged	2015	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-
Female	2015	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-
Male	2015	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-
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.