

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:	

Areas of interest

Release information: Provisional 2019 KS4 - **Release date:** 22 November 2019

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.

Subjects Guidance

- The average number of KS4 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 KS4 subject clusters in 2019.
- A sentence for attainment in EBacc subjects has not been triggered because the criteria have not been met.
- The subjects of the EBacc form a strong academic foundation for the KS4 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.
- A sentence for languages value added has not been triggered because the criteria have not been met.
- A sentence for humanities value added has not been triggered because the criteria have not been met.
- A sentence for EBacc attainment of grade 4+ has not been triggered because the criteria have not been met.
- 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).

Progress 8 Guidance

- A sentence for overall Progress 8 has not been triggered because the criteria have not been met.
- A sentence for the English element of Progress 8 has not been triggered because the criteria have not been met.

- A sentence for the mathematics element of Progress 8 has not been triggered because the criteria have not been met.
- The EBacc element of Progress 8 (0.5) was significantly **above** the national average and in the **highest** 20% of all schools in 2019.
- A sentence for the open element of Progress 8 has not been triggered because the criteria have not been met.
- English Progress 8 has **declined** between 2018 and 2019.

Attainment 8 Guidance

- A sentence for overall Attainment 8 and all elements has not been triggered because the criteria have not been met.

Pupil movement Guidance

- Between 2017 and 2018, 42 pupils left the school. Of these, 5 left between years 10 and 11. This was not significantly above the number anticipated for this school this year.

Absence (whole school) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.
- A sentence for persistent absence has not been triggered because the criteria have not been met.
- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have not been triggered because the criteria have not been met.

Exclusions (whole school) Guidance

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rates of total fixed period or repeat exclusions compared with schools with a similar level of deprivation has not been triggered because the criteria have not been met.
- Of the 48 pupils with at least one fixed period exclusion in 2017/18, 27% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 68 fixed period exclusions in 2017/18, 26 were for **verbal abuse/threatening behaviour against an adult**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: unspecified reasons (17).
- There were 4 permanent exclusions in 2017/18. The national average for this year was 2. There were also 6 in 2016/17 and 4 in 2015/16.
- Of the 4 permanent exclusions in 2017/18, 2 were for **persistent disruptive behaviour**. Other reasons for permanent exclusions in 2017/18 were: physical assault against an adult (1); verbal abuse/threatening behaviour against an adult (1).

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
2016/17	94%	34%	47%	0%	x	4%	8%
2015/16	93%	37%	44%	2%	3%	4%	4%
2014/15	94%	47%	39%	x	x	7%	15%

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 sentence 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

		Datayear			Low Quintile High				
		2017	2018	2019	Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	1380	1425	1536	■	■	■	■	■
	Nat	951	961	978					
% FSM6 pupils	Sch	27	29	28	■	■	■	■	■
	Nat	28	28	28					
SEND support	Sch	4.5	5.1	4.8	■	■	■	■	■
	Nat	10.7	10.6	10.8					
% SEND EHC plan	Sch	2.1	1.8	1.6	■	■	■	■	■
	Nat	1.7	1.6	1.7					
% of EAL	Sch	5	5	7	■	■	■	■	■
	Nat	16	17	17					
% Stability	Sch	93	93	94	■	■	■	■	■
	Nat	92	92	92					

MAT/LA level information Guidance

As at November 2019:

- This school is part of The Wensum Trust 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. The MAT grade profile as at 1 November 2019 was:
 - Outstanding - 2
 - Good - 8
 - Requires improvement - 1
 - Inadequate - 0
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 62.5% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 4.8 days on average lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 15 out of 17 possible ethnic groups. Those with 5% or more are:
 - 89%: 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 2017/18, this school received £6,908,133 in grant funding, £1,543,243 more than the national average.
- In 2017/18, this school had a negative in-year balance (£-524,116), the second year in a row in which expenditure has exceeded income.
- In 2017/18, this school had a per pupil spend of £5,546.

Year group context (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
Y7	253	NA	NA	NA	26	29	9	16
Y8	238	NA	NA	NA	37	29	9	16
Y9	245	NA	NA	NA	28	28	7	17
Y10	267	30	110	123	27	27	6	17
Y11	235	28	107	95	23	25	7	17

Prior attainment Guidance

Well above national ■

Well below national ■

In line with national -

Small cohort x

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

SEND characteristics Guidance

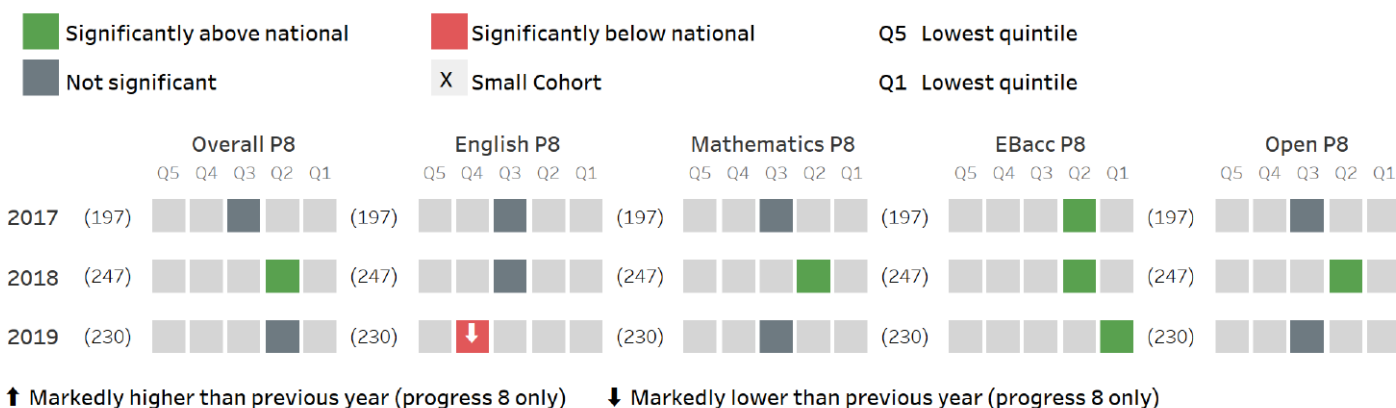
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 39

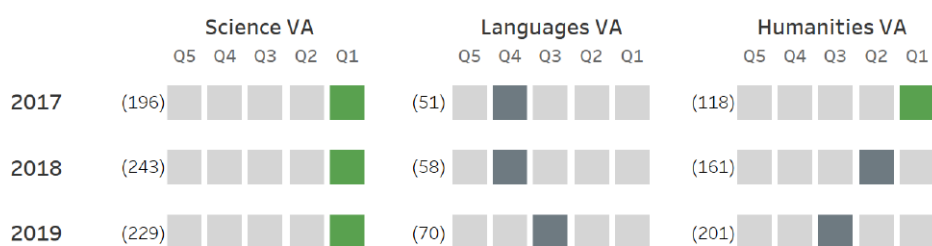
	SEND need					SEND Support (69)					EHC Plan (23)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	4	10	0	1	0	1	0	0	0	0	1	0	0	0	0
Moderate Learning Difficulty	8	1	10	4	4	0	2	0	2	1	0	2	0	2	1
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple 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

Progress and attainment trend

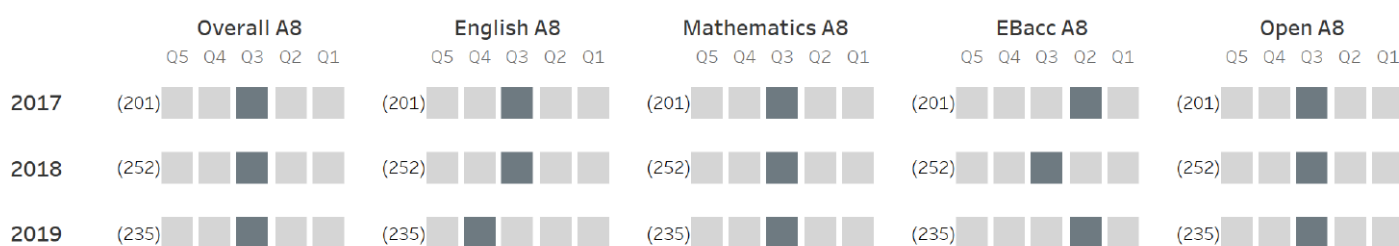
Progress 8 three-year trend Guidance



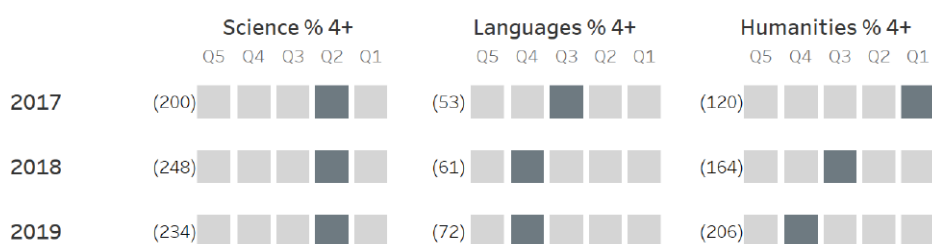
EBacc pillar VA three-year trend Guidance



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.