

## Areas to investigate

### Overall Progress 8

- Progress 8 mathematics, EBacc elements were in the top quintile (20%) for the last two years.

### EBacc

- Science value added for all pupils was in the top quintile (20%) for the latest two years.
- It is the government's ambition that 75% of all pupils should begin studying the full set of EBacc subjects by 2022. While there is some time to go until 2022, the EBacc entry rate in this school is 44% in 2018: significantly below 75%. The following subject area(s) have the lowest entry rates: Languages at 60%.

### Overall Attainment 8

- Attainment 8 was in the top quintile (20%) for at least the past two years.
- In 2018, Attainment 8 was in the highest 10% of all schools.

### Subject entry and/or attainment

- In 2018, there was one subject, mathematics, with a high proportion of entries (over 80%) and high attainment.

### Behaviour

- In 2017/18, the rate of overall absence (4.10%) was below the national average for schools with a similar level of deprivation (5.04%).
- In 2016/17, the rate of total fixed term exclusions (2.22%) was below the national average for schools with a similar level of deprivation (2.71%).
- In 2016/17, the rate of repeat exclusions (0.67%) was below the national average for schools with a similar level of deprivation (0.95%).
- There was 1 permanent exclusion in 2016/17 compared with a national average of 2. There were none in 2015/16 (national average of 2) but there was 1 in 2014/15 (national average of 1).

### Destinations

- There were no meaningful trends or differences for this measure.

---

**Notes:** The majority of 'areas to investigate' will not appear for small cohorts, and some are based on data not contained in this report. Progress measures are based on adjusted progress scores for overall Progress 8 only.

## Secondary school context in 2018

<b>Phase of education:</b> Secondary	<b>Local authority:</b> Lancashire	<b>Ever 6 FSM %:</b> 11.3
<b>Headteacher:</b> Chris Morris	<b>Admissions policy:</b> Non-selective	<b>English additional language %:</b> 2.5
<b>Pupils:</b> 902	<b>Ages:</b> 11-16	<b>SEN support %:</b> 5.3
<b>Gender:</b> Mixed	<b>Denomination:</b> Does not apply	<b>SEN with EHC plan %:</b> 1.3
<b>Deprivation Quintile:</b> Lowest 20% (0.1)	<b>Special needs provision:</b>	

### Ethnicity

- The largest ethnic groups are: White - British (80.8%), Mixed - White & Asian (1.9%), Asian or Asian British - Indian (7.4%), Asian or Asian British - Pakistani (2.9%), Asian or Asian British - any other Asian background (2.1%) ,.
- This school has 14 out of 17 possible ethnic groups. The average number of groups for this phase of education is 13.

### Number on roll

- There was nothing significant to report.

### Girls

- The percentage of girls in year 11 (37%) was lower than all other year groups.

### Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (11.3%).
- There were four children looked after in the school.

### English as an Additional Language

- There was nothing significant to report for this group.

**Notes:** Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

## Secondary school context 2018

### Special Educational Needs

- The school was in the lowest 20% of all schools for the proportion of SEN support (5.3%).

### Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 7, year 8, year 10), Writing (year 7, year 8, year 10, year 11), Mathematics (all year groups)

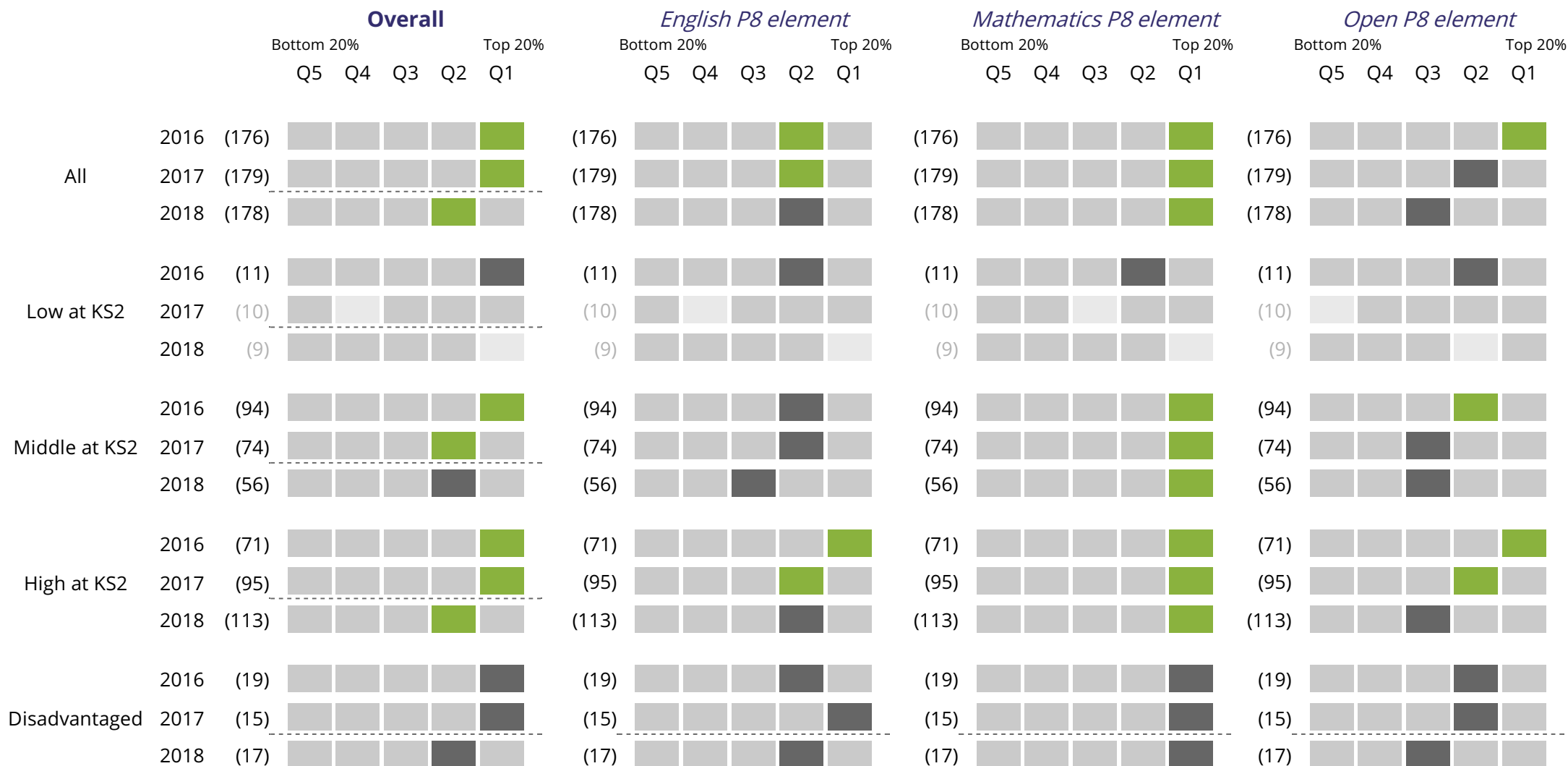
## Relative progress for the past three years

Progress quintiles based on rank of progress score

( ) Cohort

Significantly  
above national

Significantly  
below national



**Notes:** Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles are based on unadjusted progress scores apart from overall Progress 8 in 2018. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. For further information on methodology see [www.gov.uk/government/collections/using-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

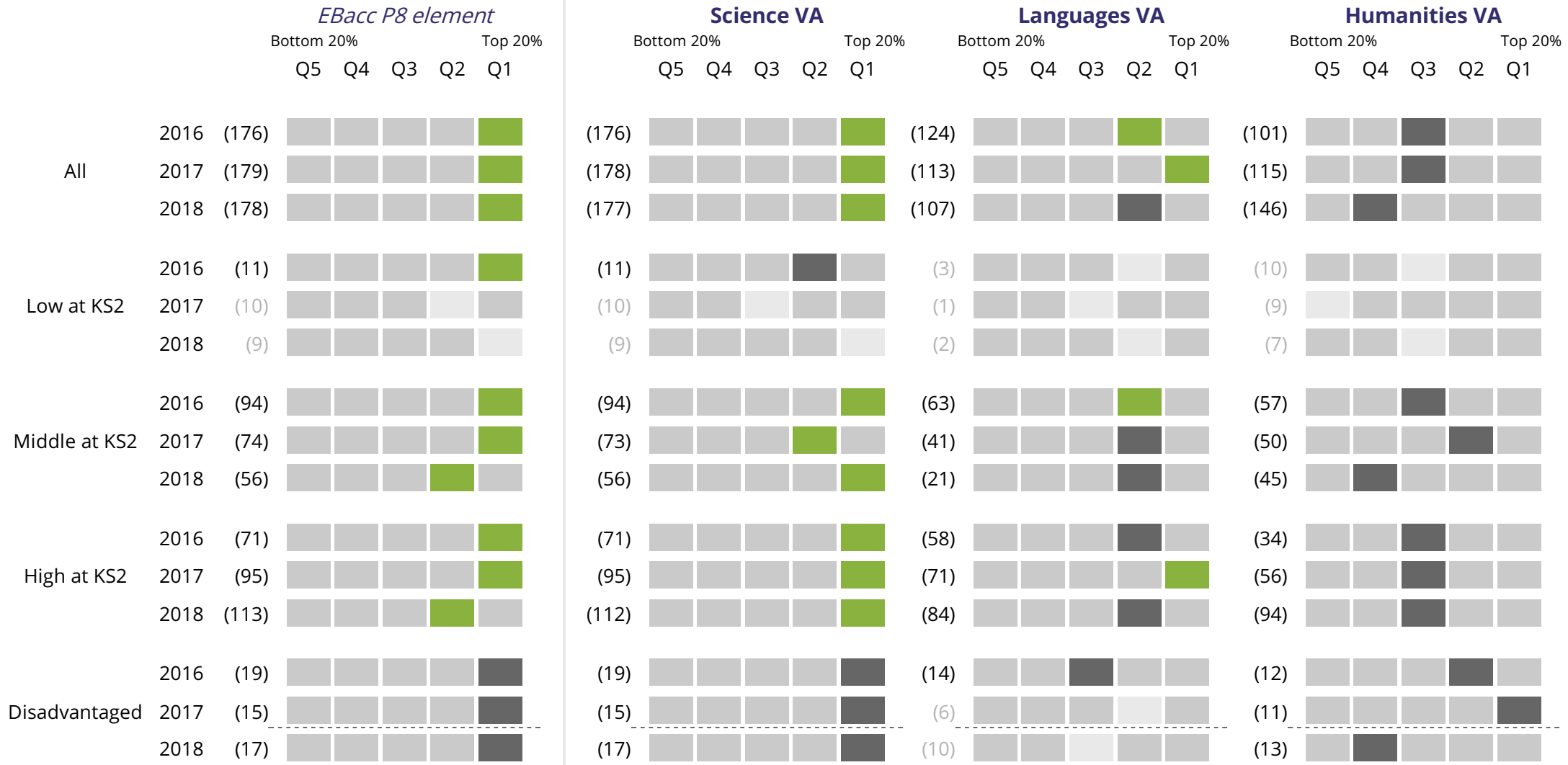
## Relative progress for the past three years

Progress quintiles based on rank of progress score

( ) Cohort

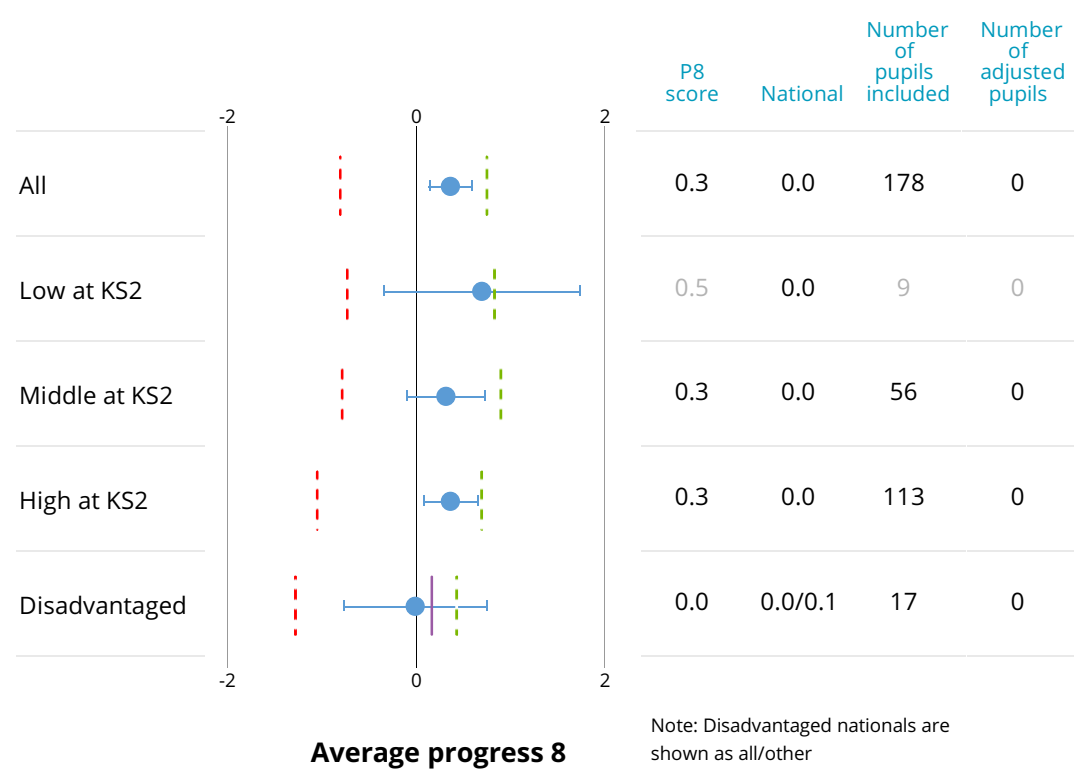
Significantly  
above national

Significantly  
below national

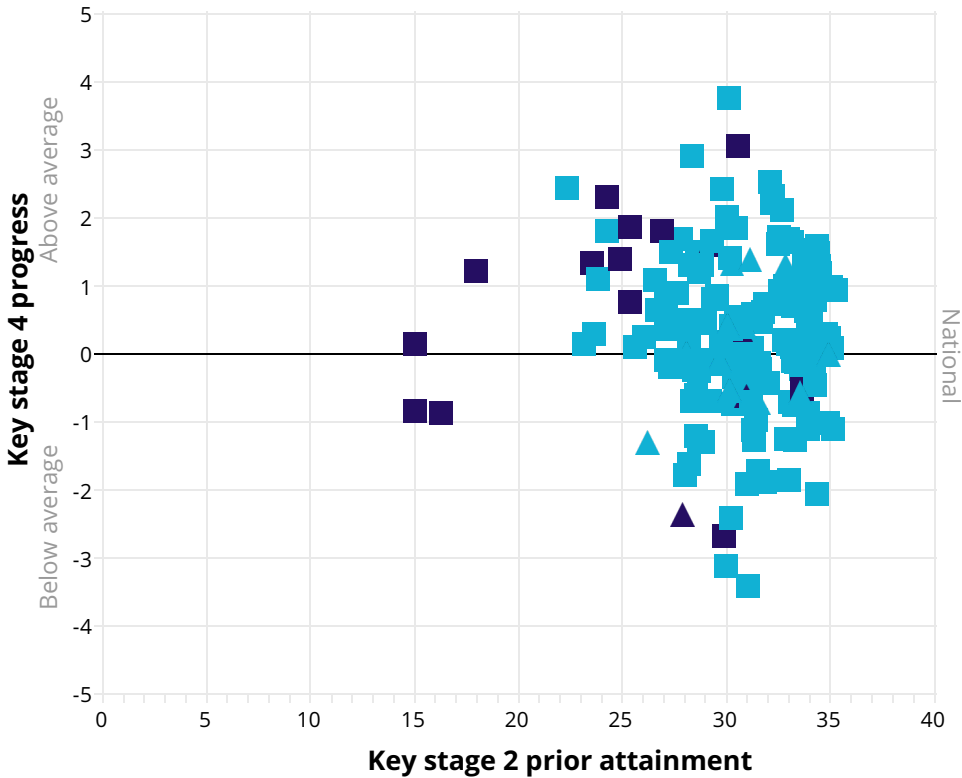


**Notes:** Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles are based on unadjusted progress scores apart from overall Progress 8 in 2018. ( ) represents eligible cohorts for Progress 8 and entries for VA. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

Overall Progress 8

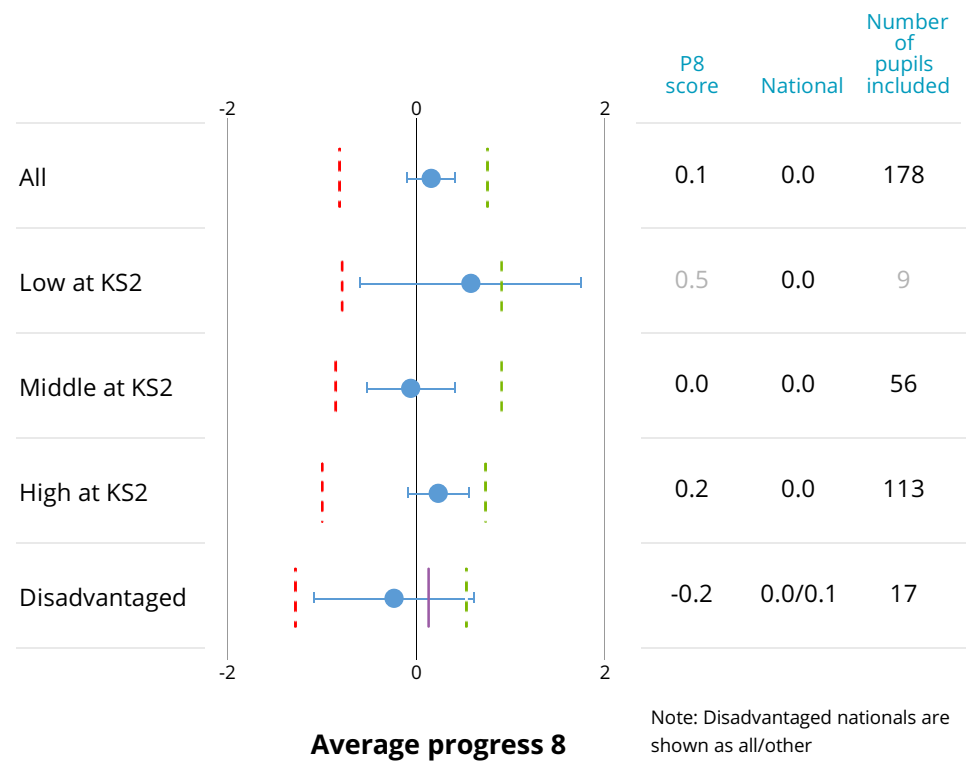


Overall Progress 8 scatterplot

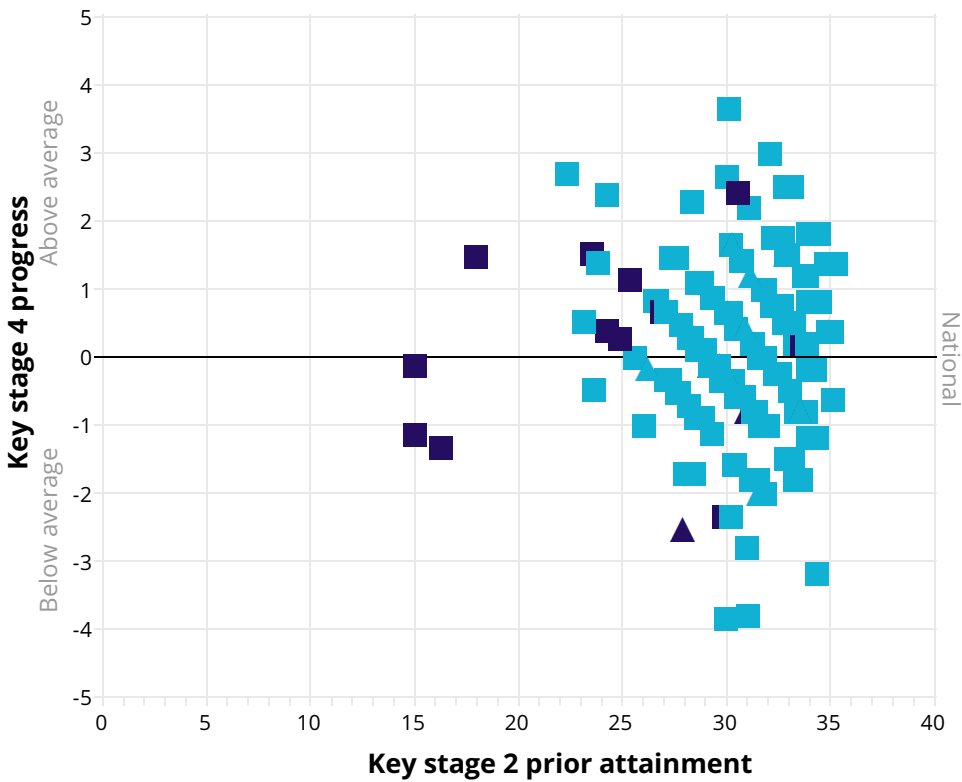


**Notes:** Overall Progress 8 is based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

English element of Progress 8

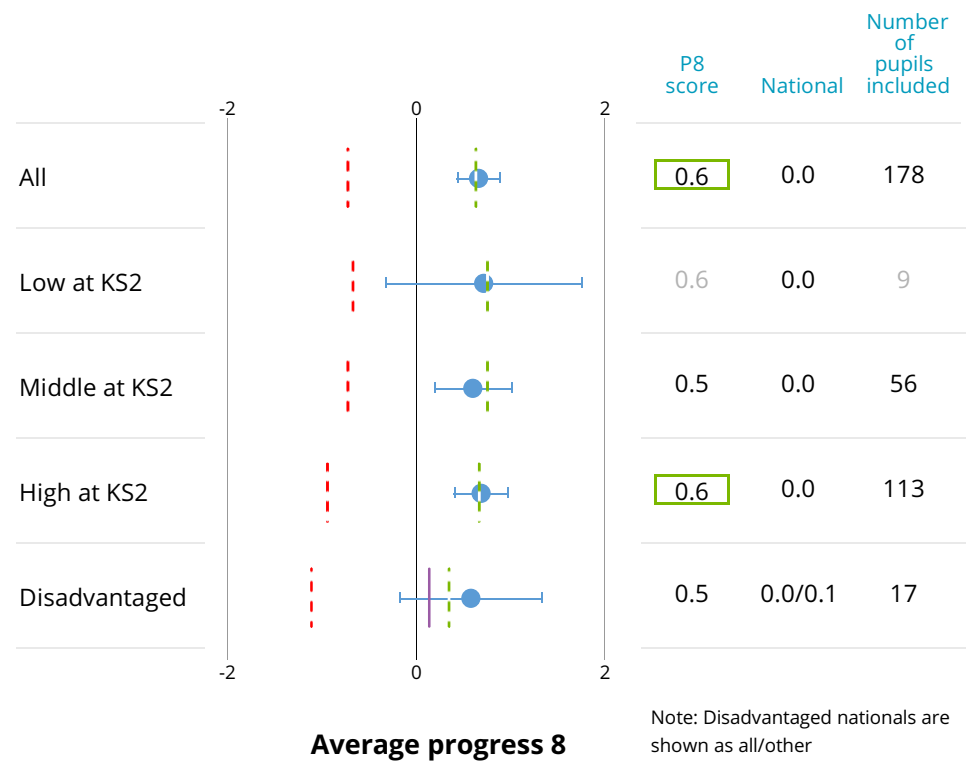


English Progress 8 scatterplot

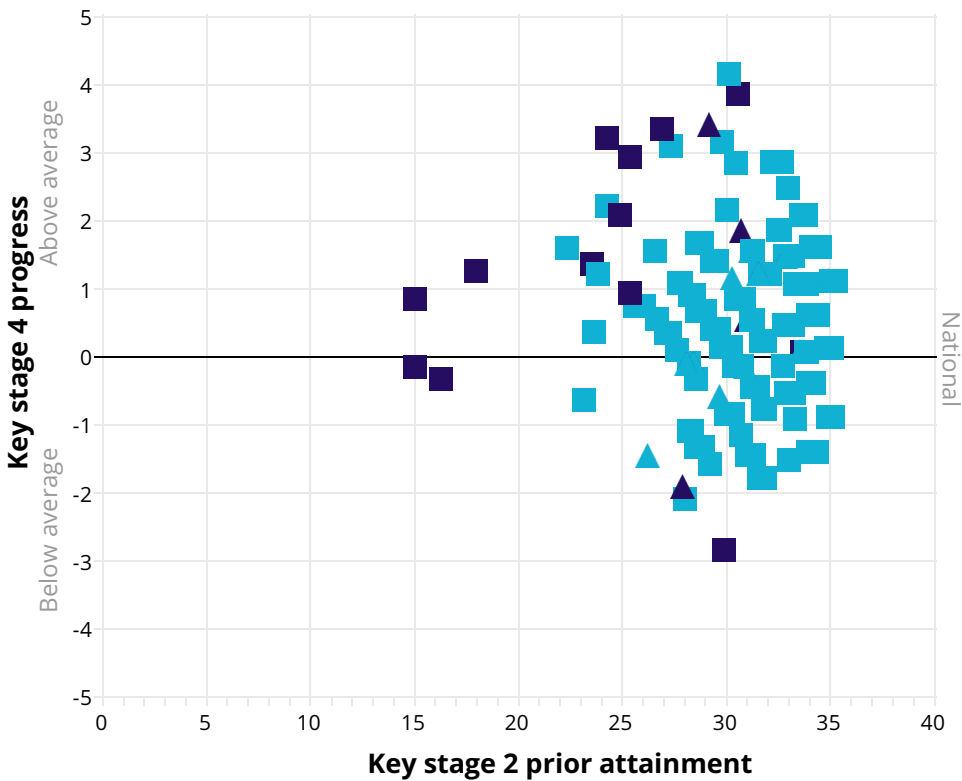


**Notes:** The English element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

Mathematics element of Progress 8



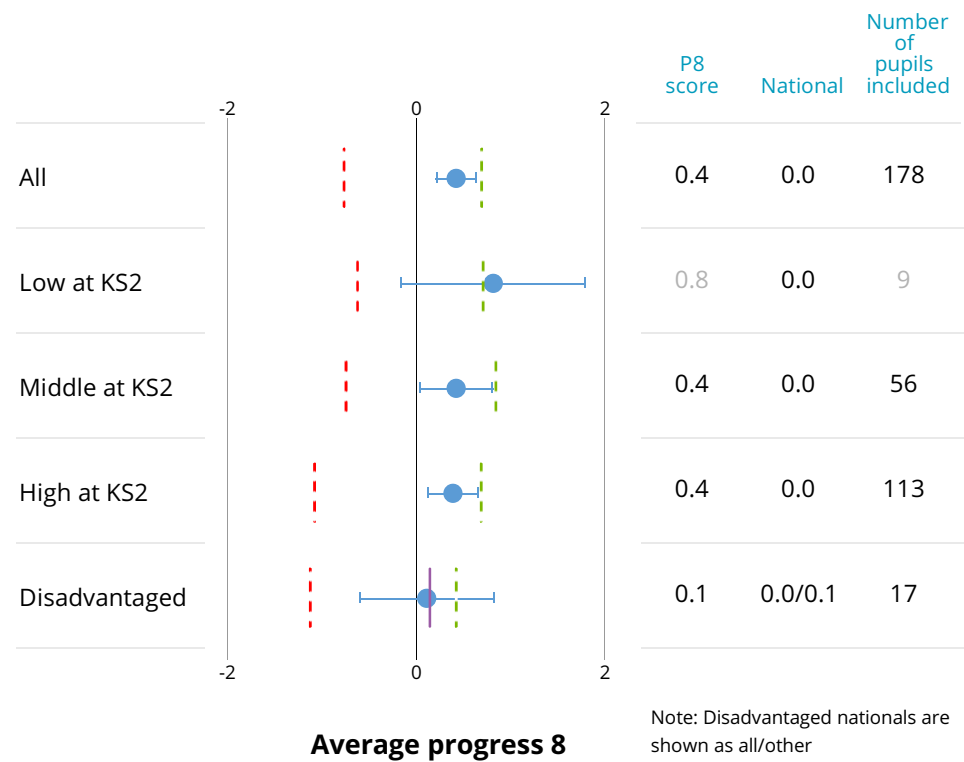
Mathematics Progress 8 scatterplot



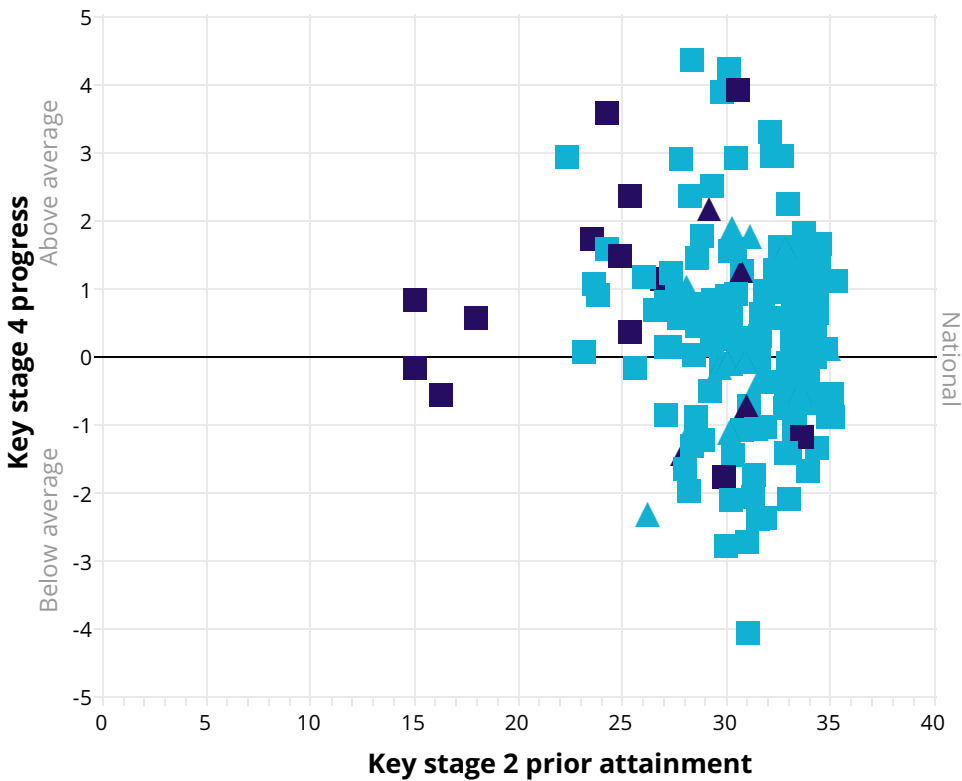
**Notes:** The mathematics element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)



# EBacc element of Progress 8

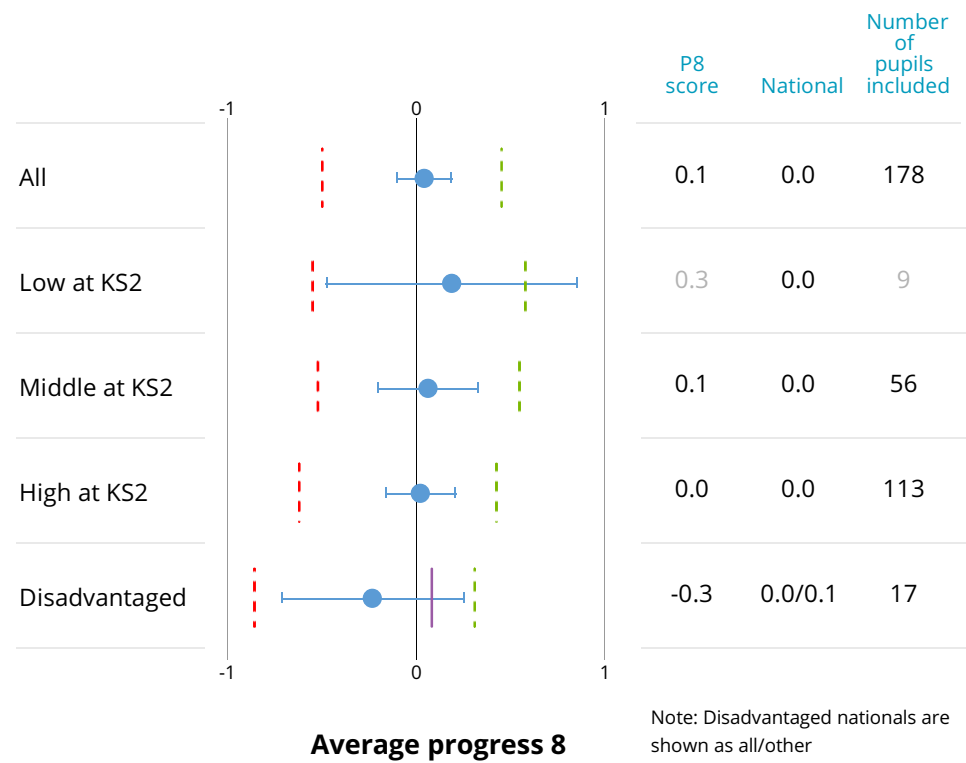


# EBacc Progress 8 scatterplot

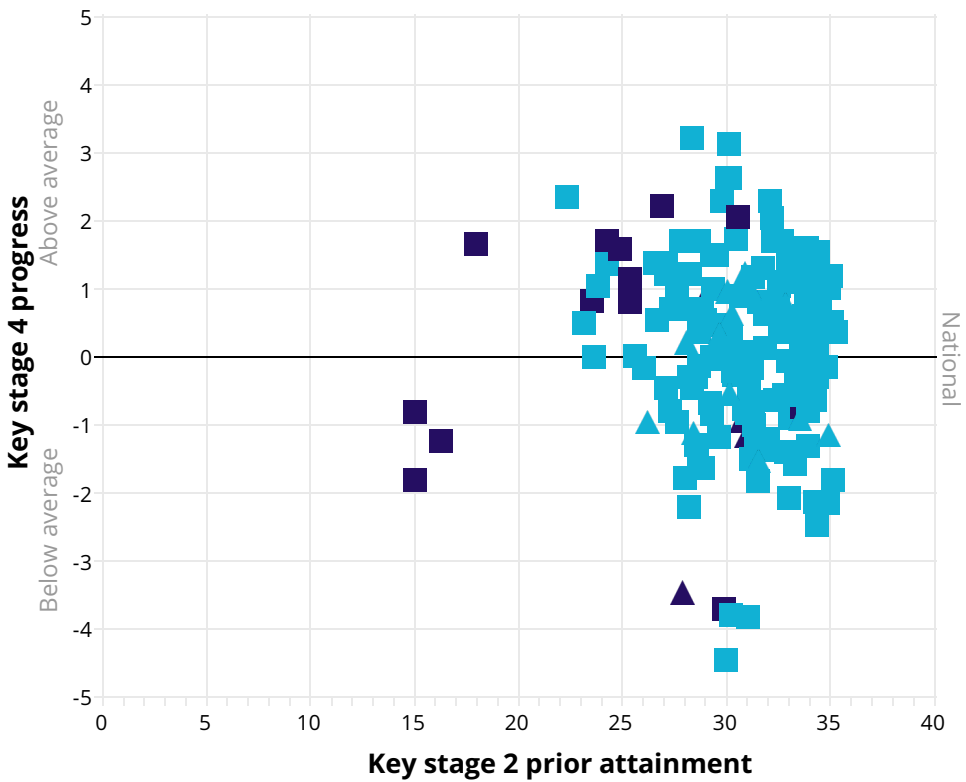


**Notes:** The EBacc element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

Open element of Progress 8



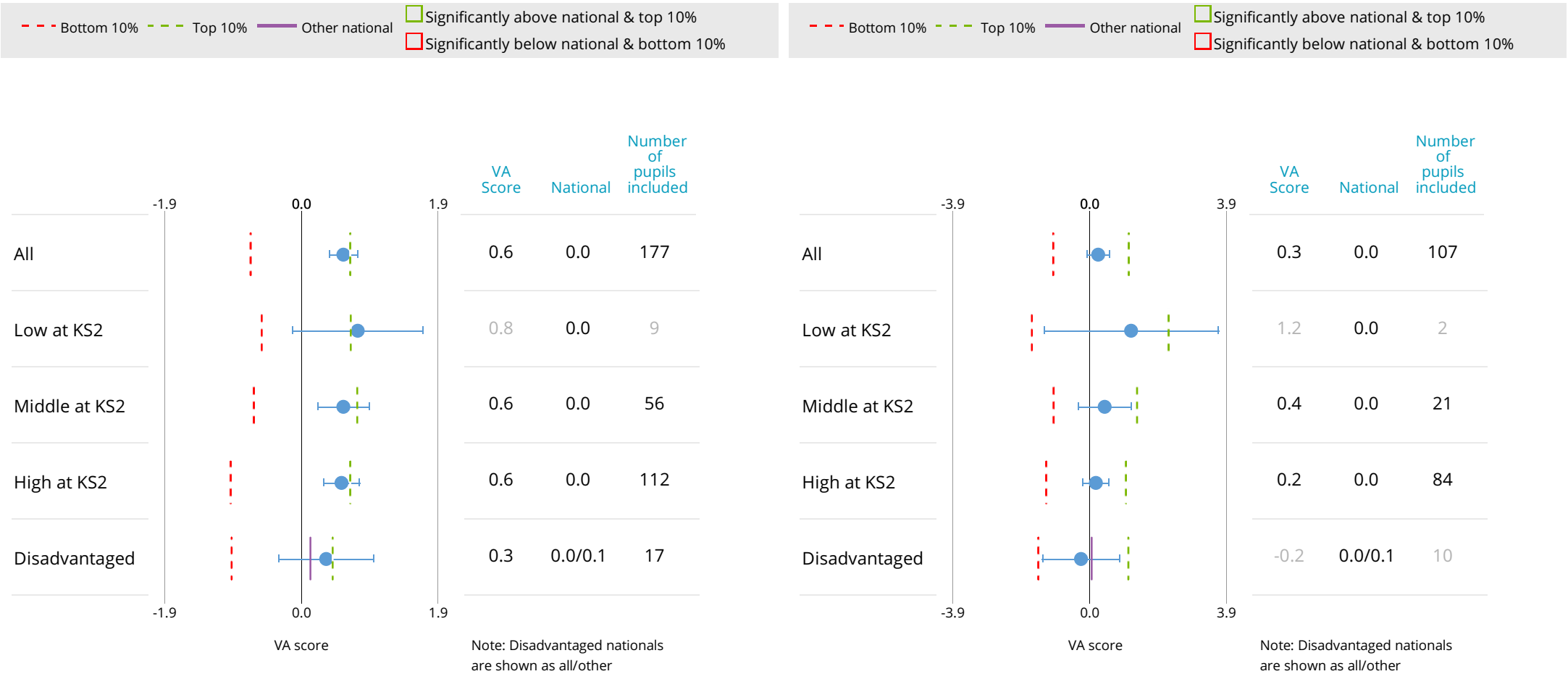
Open Progress 8 scatterplot



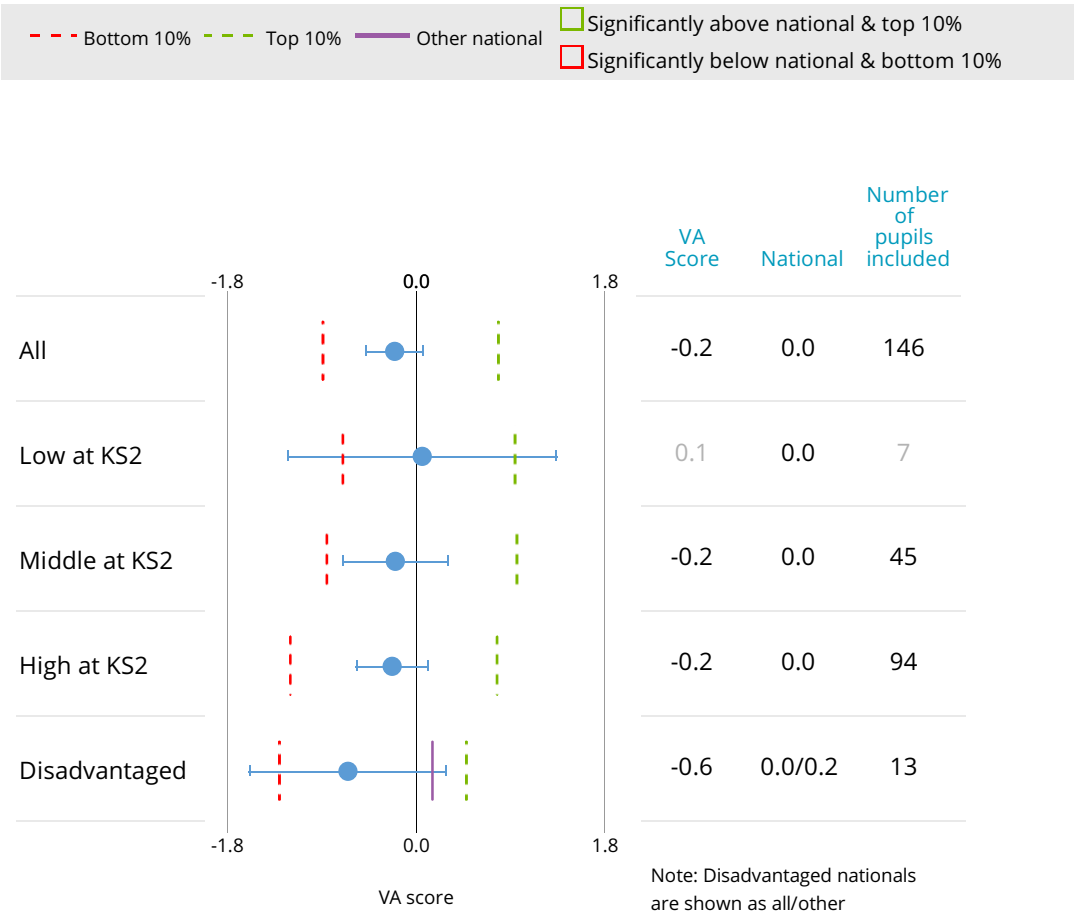
**Notes:** The open element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

Science Value Added

Languages Value Added

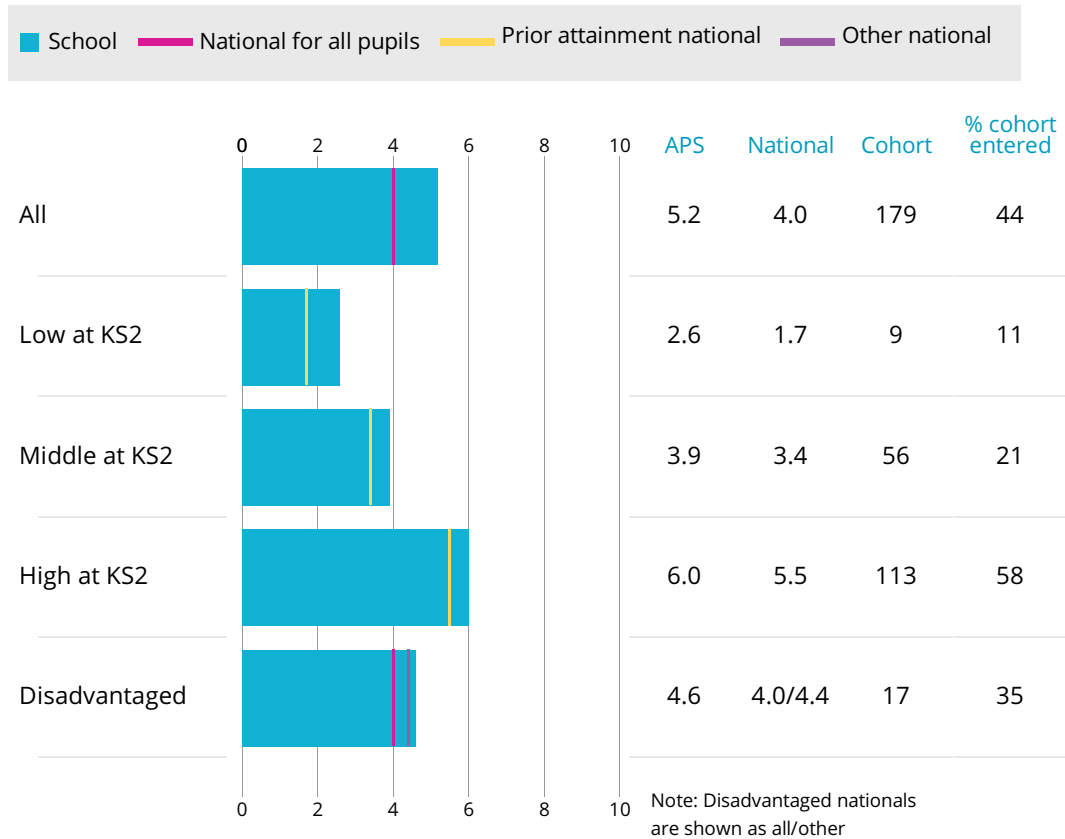


# Humanities Value Added

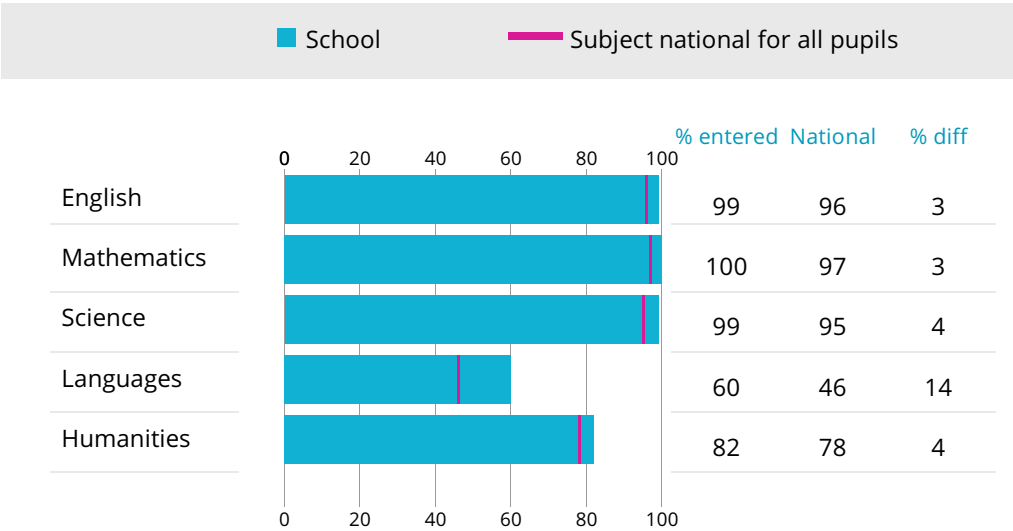


# EBacc entry and attainment

## English Baccalaureate APS



## Percentage of pupils entered for EBacc subject pillars



## Percentage of pupils entered for the EBacc - 3 year trend

