

# Secondary Inspection Data Summary Report

<b>Broughton High School</b>	<b>URN: 119759 Laestab: 8884232</b>
<b>Headteacher:</b> Mr Chris Morris	<b>Type of education:</b> Community School
<b>Local authority:</b> Lancashire	<b>Phase of education:</b> Secondary
<b>Pupils:</b> 906	<b>Academy trust or sponsor:</b>
<b>Gender:</b> Mixed	<b>Date open/converted:</b>
<b>Admissions policy:</b> Non-selective	<b>Chair of governors/trustees:</b> Judith Fawbert
<b>Ages:</b> 11-16	<b>School website:</b> <a href="http://www.broughtonhigh.co.uk">http://www.broughtonhigh.co.uk</a>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> PR3 5JJ

## 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 8. In 2018, the average was 8 and in 2017 it was 9.
- The school entered pupils into 14 of the 17 available KS4 subject clusters in 2019.
- For the following EBacc subject(s), the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: French (5.9), chemistry (7.5), mathematics (5.8), biology (7.3), English literature (5.6), English language (5.7), geography (5.4), physics (7.3).
- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 35%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (56%).
- Science value added (0.5) 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.
- The percentage achieving grade 4+ in science (88%) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- A sentence for the percentage achieving grade 4+ in languages has not been triggered because the criteria have not been met.
- The percentage achieving grade 4+ in humanities (78%) was in the **highest** 20% of all schools in 2019.
- 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: physical education (6.2), engineering (5.8).

## 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.
- The mathematics element of Progress 8 (0.4) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The EBacc element of Progress 8 (0.4) 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 the open element of Progress 8 has not been triggered because the criteria have not been met.

## Attainment 8 Guidance

- Overall Attainment 8 (57.6) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The English element of Attainment 8 (12.0) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The mathematics element of Attainment 8 (11.6) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The EBacc element of Attainment 8 (17.2) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The open element of Attainment 8 (16.8) was in the **highest** 20% of all schools in 2019 as well as in 2018.

## Pupil movement Guidance

### Absence (whole school) Guidance

- Overall absence (3.1%) was in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Persistent absence (4.7%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- The rates of overall absence (3.1%) and persistent absence (4.7%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

### 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 13 pupils with at least one fixed period exclusion in 2017/18, 23% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 16 fixed period exclusions in 2017/18, 10 were for **unspecified reasons**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against a pupil (5).

- There were 3 permanent exclusions in 2017/18. The national average for this year was 2. There was also 1 in 2016/17 but none in 2015/16.
- Of the 3 permanent exclusions in 2017/18, 2 were for **unspecified reasons**. Other reasons for permanent exclusions in 2017/18 were: physical assault against a pupil (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	96%	54%	2%	31%	0%	4%	6%
2015/16	97%	28%	x	57%	x	x	x
2014/15	92%	44%	2%	40%	0%	6%	11%































## 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.

- For high prior attainers, the English element of Progress 8 (0.4) was significantly **above** the national average and in the **highest** 20% of all schools in 2019.

## School and local context

### School level Guidance

		Datayear			Low Quintile High				
		2017	2018	2019	Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	901	902	906					
	Nat	951	961	978					
% FSM6 pupils	Sch	11	11	11					
	Nat	28	28	28					
SEND support	Sch	5.9	5.3	4.1					
	Nat	10.7	10.6	10.8					
% SEND EHC plan	Sch	1.4	1.3	0.9					
	Nat	1.7	1.6	1.7					
% of EAL	Sch	4	3	2					
	Nat	16	17	17					
% Stability	Sch	98	98	97					
	Nat	92	92	92					

### MAT/LA level information Guidance

As at November 2019:

- This school is maintained by Lancashire local authority which maintains 467 primary schools, 50 secondary schools, 29 special schools, 9 pupil referral units and 24 nursery schools.
- The latest overall effectiveness grade for this school is outstanding. The LA grade profile as at 1 November 2019 was:
  - Outstanding - 125
  - Good - 406
  - Requires improvement - 44
  - Inadequate - 4
  - Not yet inspected - 0

### School workforce Guidance

As at November 2018, there were:

- 44.2% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 3.9 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 13 out of 17 possible ethnic groups. Those with 5% or more are:
  - 81%: White - British
  - 7%: Asian or Asian British - Indian

### Local area Guidance


- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.


### Finance Guidance

- In 2017/18, this school received £4,556,414 in grant funding, £608,065 less than the national average.
- In 2017/18, this school had a positive in-year balance (£134,805), the second year in a row in which income has exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £5,376.

## 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
<b>Y7</b>	183	NA	NA	NA	9	29	3	16
<b>Y8</b>	185	NA	NA	NA	12	29	1	16
<b>Y9</b>	181	NA	NA	NA	9	28	2	17
<b>Y10</b>	180	9	51	117	16	27	3	17
<b>Y11</b>	177	4	54	116	9	25	1	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
<b>Reading</b>	Above	Above	Above	-	Above
<b>Writing</b>	-	Above	Above	-	-
<b>Mathematics</b>	Above	Above	Above	Above	Above

### SEND characteristics Guidance

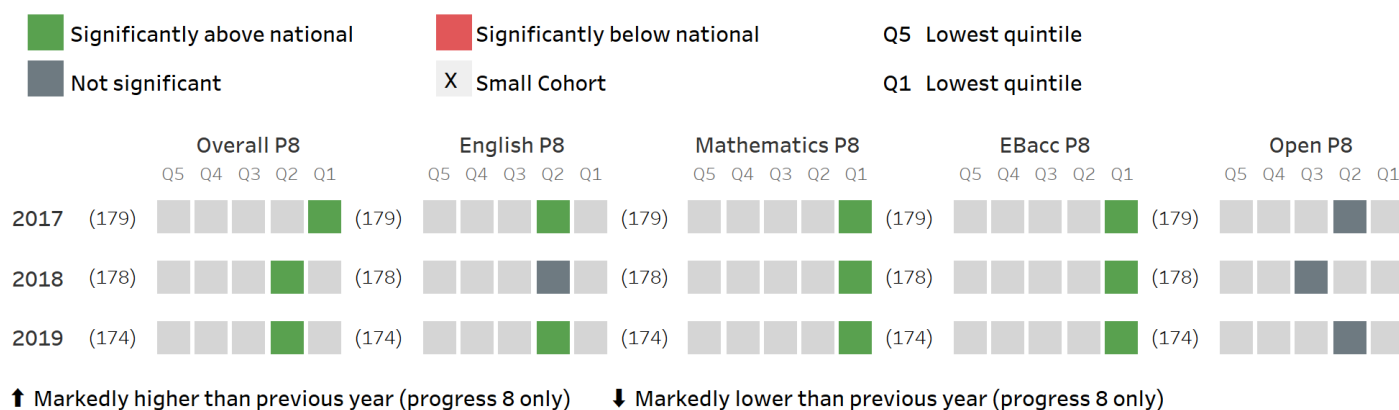
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 9

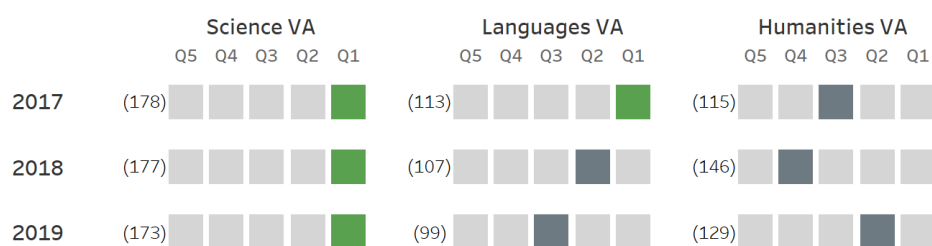
	SEND need					SEND Support (37)					EHC Plan (8)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	1	2	3	3	3	0	0	2	0	1	0	0	2	0	1
Moderate Learning Difficulty	1	1	1	2	1	0	0	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	1	0	0	2	0	0	1	0	0	0	0	1	0	0	0
Speech, Language and Communication Needs	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1
Multi-Sensory Impairment	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	3	0	2	0	1	0	1	1	0	1	0	1	1	0
School Support NSA	0	0	0	0	1	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
<b>Year group totals</b>	<b>3</b>	<b>12</b>	<b>5</b>	<b>9</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>

## Progress and attainment trend

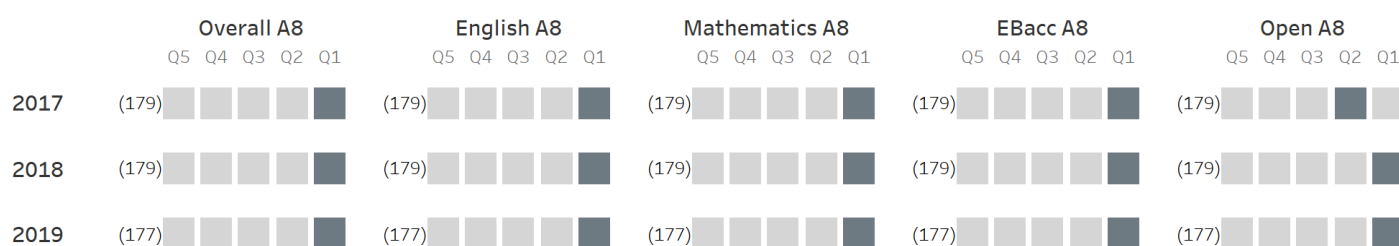
### Progress 8 three-year trend Guidance



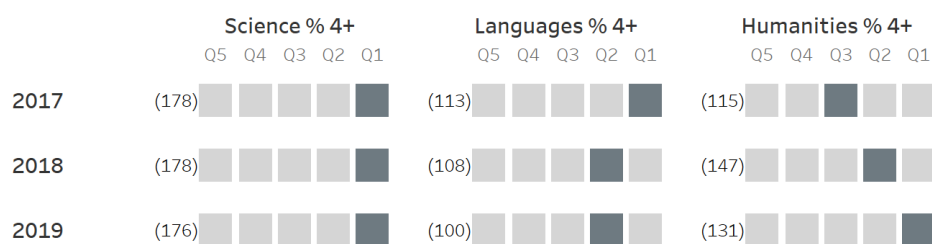
### EBacc pillar VA three-year trend Guidance



### 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.