

Secondary Inspection Data Summary Report

Broughton High School	URN: 119759 Laestab: 8884232
Headteacher: Mr David Botes	Type of education: Community School
Local authority: Lancashire	Phase of education: Secondary
Pupils: 912	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Non-selective	Chair of governors/trustees: Judith Fawbert
Ages: 11-16	School website: http://www.broughtonhigh.co.uk
Denomination: Does not apply	Postcode: PR3 5JJ

Report information [Guidance](#)

Release information: Revised 2019 KS4

Release date: 7 June 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 COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

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.

Subjects [Guidance](#)

- The average number of key stage 4 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 key stage 4 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: English language (5.7), geography (5.4), physics (7.4), French (5.9), chemistry (7.5), English literature (5.7), mathematics (5.8), biology (7.3).
- 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 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.
- 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.

- 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.
- There is nothing significant or exceptional to highlight for the percentage achieving grade 4+ in languages in 2019, therefore no conclusions can be drawn from this data.
- 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), design & technology (5.5).

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.
- 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.
- 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.

Attainment 8 Guidance

- Overall Attainment 8 (57.8) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The English element of Attainment 8 (12.1) 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 (17.3) 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

- Between 2019 and 2020, 7 pupils left the school. Of these, 1 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 9,396 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 (3.4%) was in the **lowest** 20% of all schools.
- Persistent absence in autumn 2020 (8.8%) was in the **lowest** 20% of all schools.

- The rates of overall absence (3.4%) and persistent absence (8.8%) in autumn 2020 were in the **lowest** 20% of schools with a similar level of deprivation.

Absence (whole school 2018/19 and earlier) Guidance

- Overall absence (3.3%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (4.9%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18.
- The rates of overall absence (3.3%) and persistent absence (4.9%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for total fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.
- Of the 14 pupils with at least one fixed period exclusion in 2018/19, 14% 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 2018/19, the following reasons each accounted for more than 10%: **unspecified reasons** (14).
- There were no permanent exclusions in 2018/19. The national average for this year was 2. However, there were 3 permanent exclusions in 2017/18 and 1 in 2016/17.

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
2017/18	97%	32%	0%	53%	0%	6%	6%
2016/17	97%	54%	2%	31%	1%	4%	6%
2015/16	97%	28%	x	57%	x	x	x

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.

- 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

		2018	2019	2020	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	902	906	912					
	Nat	961	978	1000					
% FSM6 pupils	Sch	11	11	11					
	Nat	28	28	27					
% SEND support	Sch	5.3	4.1	3.2					
	Nat	10.6	10.8	11.1					
% SEND EHC plan	Sch	1.3	0.9	0.7					
	Nat	1.6	1.7	1.8					
% of EAL	Sch	3	2	3					
	Nat	17	17	17					
% Stability	Sch	98	97	98					
	Nat	92	92	91					

MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Lancashire local authority which maintains 462 primary schools, 46 secondary schools, 29 special schools, 8 pupil referral units and 24 nursery schools.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Dec 2020, the LA grade profile was:
 - outstanding - 121
 - good - 400
 - requires improvement - 43
 - inadequate - 5
 - not yet inspected - 0

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 27.8% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 2.2 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:
 - 80%: White - British
 - 8%: Asian or Asian British - Indian

Local area Guidance


- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.


Finance Guidance

- In 2018/19, the school had a revenue reserve of £631,017.
- In 2018/19, this school had a positive in-year balance (£117,233), the second year in a row in which income has exceeded expenditure.
- In 2018/19, this school had a per pupil spend of £5,951, an increase of £576 per pupil from the previous year.
- In 2018/19, this school received £4,701,996 in grant funding, £700,182 less 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	183	NA	NA	NA	9	29	3	16
Year 8	185	NA	NA	NA	12	29	1	16
Year 9	181	NA	NA	NA	9	28	2	17
Year 10	180	9	51	117	16	27	3	17
Year 11	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
Reading	Above	Above	Above	-	Above
Writing	-	Above	Above	-	-
Mathematics	Above	Above	Above	Above	Above

SEND characteristics Guidance

Type of resourced provision:


Number of pupils with SEND who are also disadvantaged: 9

	SEND Support (37)					EHC Plan (8)				
SEND primary need	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	1	2	3	3	3	0	0	2	0	1
Moderate Learning Difficulty	1	1	1	2	1	0	0	0	0	0
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	1	0	0	2	0	0	1	0	0	0
Speech, Language and Communication Needs	0	2	1	0	0	0	0	0	0	0
Hearing Impairment	0	1	0	0	1	0	0	0	0	0
Visual Impairment	0	2	0	0	0	0	0	0	0	1
Multi-Sensory Impairment	0	0	0	0	1	0	0	0	0	0
Physical Disability	0	1	0	0	1	0	0	0	0	0
Autistic Spectrum Disorder	0	3	0	2	0	1	0	1	1	0
School Support NSA	0	0	0	0	1	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0
Year group totals	3	12	5	9	8	1	1	3	1	2

Year group context 2020 (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	181	NA	NA	NA	10	29	4	17
Year 8	182	NA	NA	NA	7	28	3	17
Year 9	186	NA	NA	NA	12	27	1	17
Year 10	184	NA	NA	NA	8	26	2	17
Year 11	179	9	51	116	16	25	3	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	-	Above	Above	Above	-
Writing	-	-	Above	Above	-
Mathematics	-	Above	Above	Above	Above

SEND characteristics Guidance

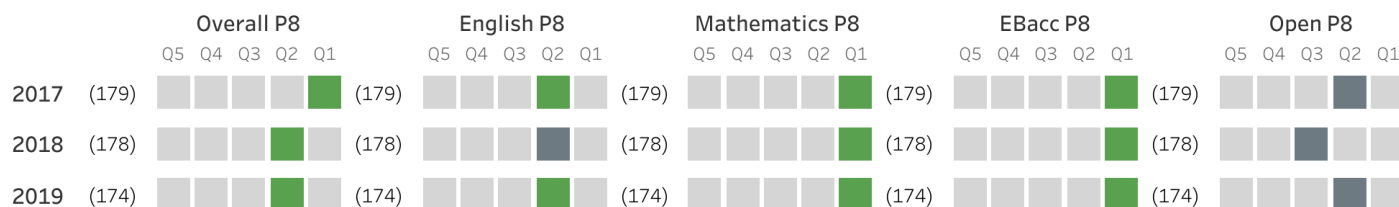
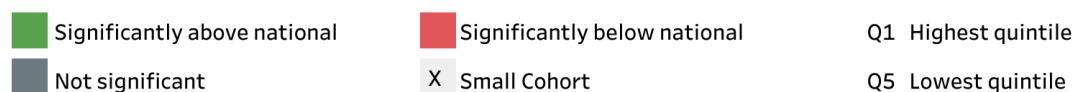
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 6

	SEND primary need					SEND Support (29)					EHC Plan (6)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	0	1	2	3	3	0	0	0	2	0	0	0	0	2	0
Moderate Learning Difficulty	0	1	1	1	2	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	0	1	0	0	2	0	0	1	0	0	0	0	1	0	0
Speech, Language and Communication Needs	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	2	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	3	0	2	0	1	0	1	1	0	1	0	1	1
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	0	3	12	5	9	0	1	1	3	1	0	1	1	3	1

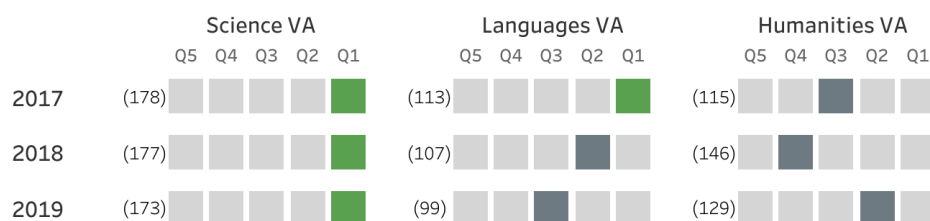
Progress and attainment trend

Progress 8 three-year trend Guidance

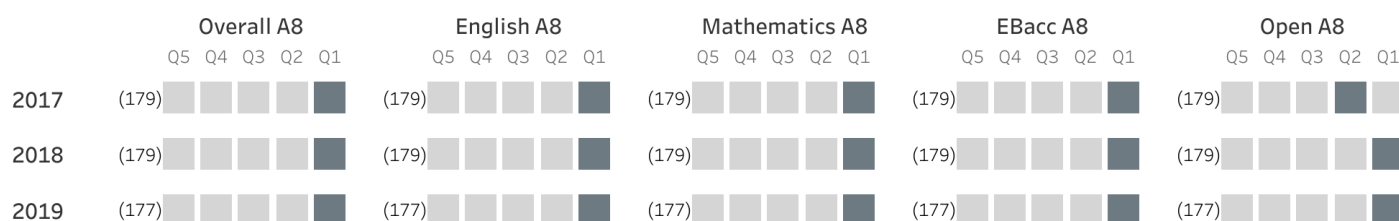


↑ Markedly higher than previous year (progress 8 only) ↓ Markedly lower than previous year (progress 8 only)

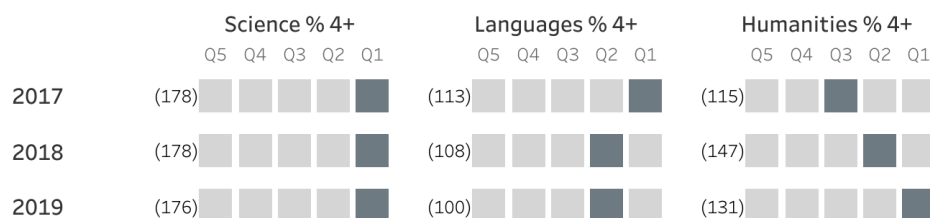
EBacc pillar VA three-year trend Guidance



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.