

## Areas to investigate

### Overall Progress 8

- Progress 8 open element was in the top quintile (20%) for the last two years.

### EBacc

- 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 51% in 2018: significantly below 75%. The following subject area(s) have the lowest entry rates: Languages at 53%.

### Overall Attainment 8

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

### Subject entry and/or attainment

- In 2018, around 8% of pupils were entered for the English for speakers of other languages (ESOL) qualification, at least double the proportion of EAL pupils in year 11.

### Behaviour

- In 2017/18, the rate of overall absence (6.10%) was above the national average for schools with a similar level of deprivation (5.39%).
- In 2016/17, the rate of total fixed term exclusions (3.19%) was below the national average for schools with a similar level of deprivation (4.53%).
- In 2016/17, the rate of repeat exclusions (1.20%) was below the national average for schools with a similar level of deprivation (1.73%).
- The rate of fixed term exclusions for the following group(s) was at least ten percentage points above the corresponding national in 2016/17: pupils with special educational needs (42% vs 31%).
- There were 2 permanent exclusions in 2016/17 compared with a national average of 2. There were also 2 in 2015/16 (national average of 2) but none in 2014/15 (national average of 1).

**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.

## Areas to investigate

### Destinations

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

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## Secondary school context in 2018

**Phase of education:** Secondary

**Headteacher:** Bryn Heeley

**Pupils:** 1531

**Gender:** Mixed

**Deprivation Quintile:** Middle 20% (0.2)

**Local authority:** Cheshire West and Chester

**Admissions policy:** Non-selective

**Ages:** 11-18

**Denomination:** None

**Special needs provision:**

**Ever 6 FSM %:** 23.0

**English additional language %:** 2.5

**SEN support %:** 14.8

**SEN with EHC plan %:** 1.2

### Ethnicity

- The largest ethnic groups are: White - British (93.5%), White - any other White background (1.4%), Mixed - White & Black African (0.7%), Mixed - any other mixed background (0.7%), Chinese (0.7%).
- 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

- The school was in the top 20% of all schools for the number of pupils (1531).
- The number of pupils in year 7 (281) was higher than all other year groups.
- The number of pupils in year 11 (260) was lower than all other year groups.

- There was a larger than average increase in the total number of pupils, from 1506 pupils in 2017 to 1531 in 2018.

### Girls

- There was nothing significant to report for this group.

### Disadvantaged

- There were 11 children looked after in the school.

## Secondary school context 2018

### English as an Additional Language

- There was nothing significant to report for this group.

### Special Educational Needs

- There was nothing significant to report for this group.

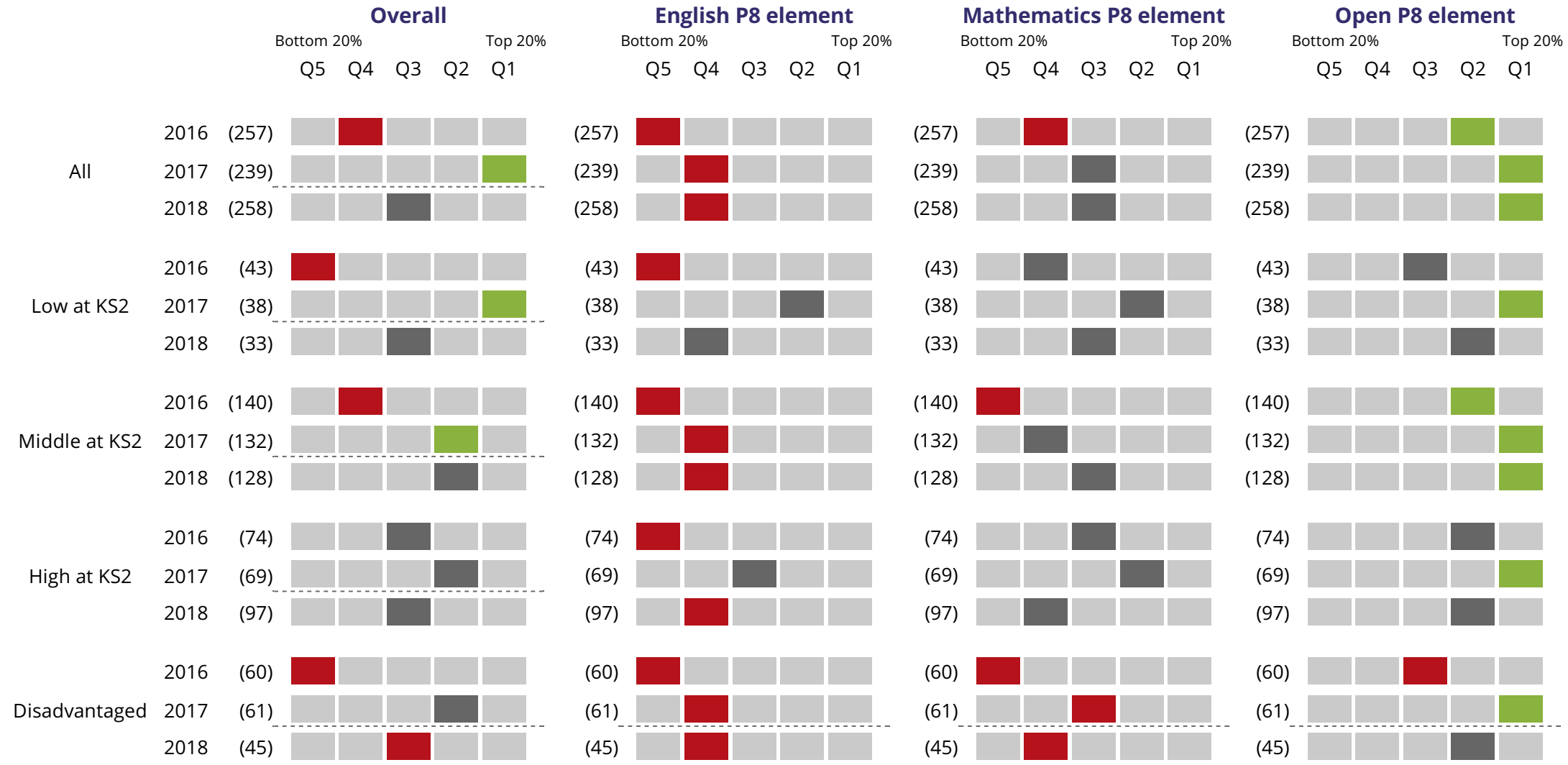
### Prior Attainment

- There was nothing significant to report for this group.

# Relative progress for the past three years

Progress quintiles based on rank of progress score

( ) Cohort    Significantly above national    Significantly below national

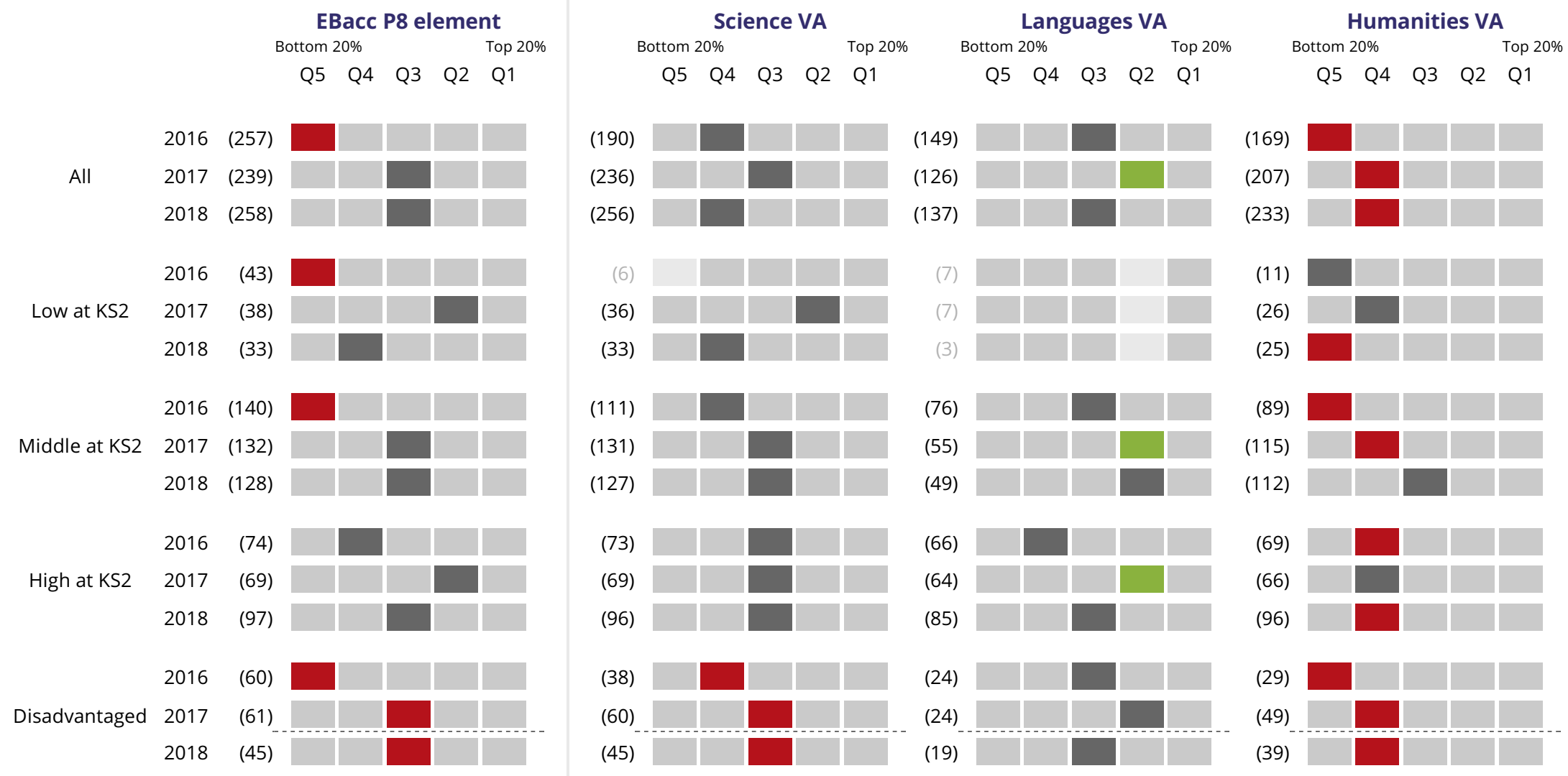


**Notes:** Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles are based on unadjusted progress scores apart from overall Progress 8 in 2018. Significance is only flagged for cohorts 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

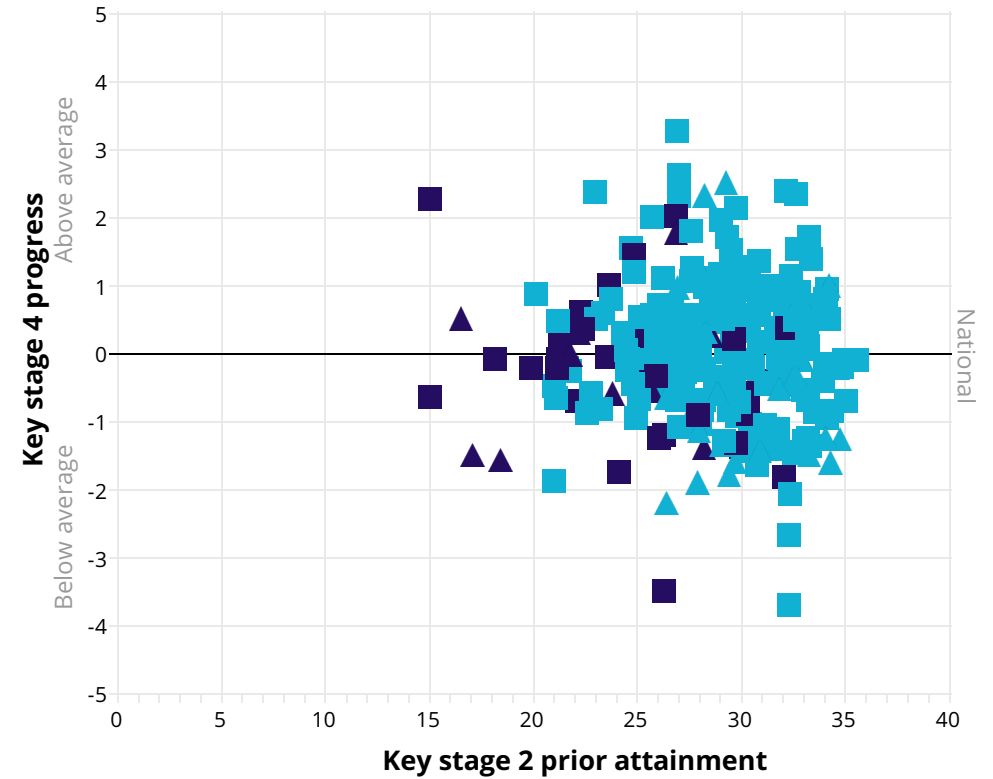
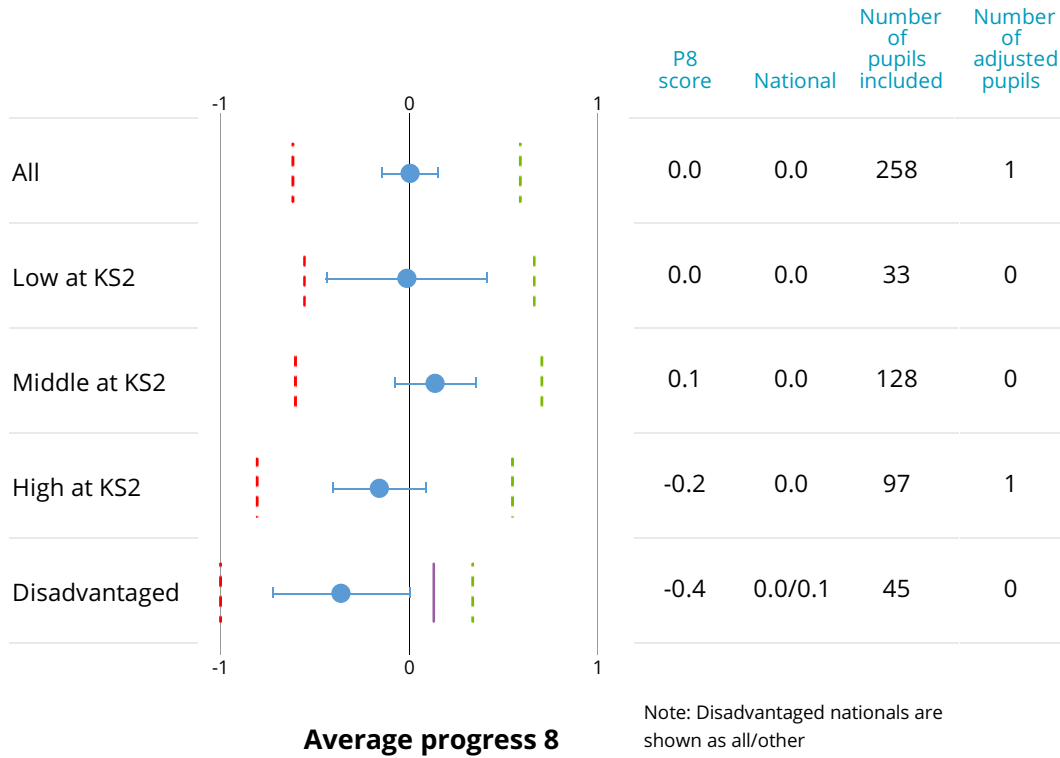
( ) Cohort    Significantly above national    Significantly below national



**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

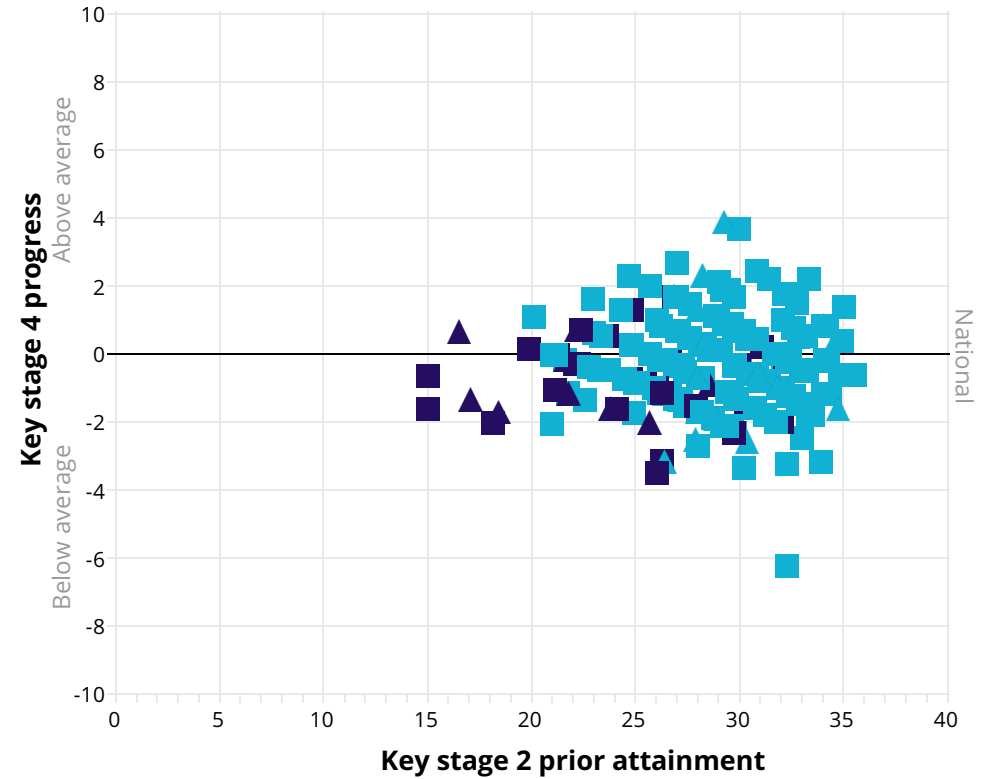
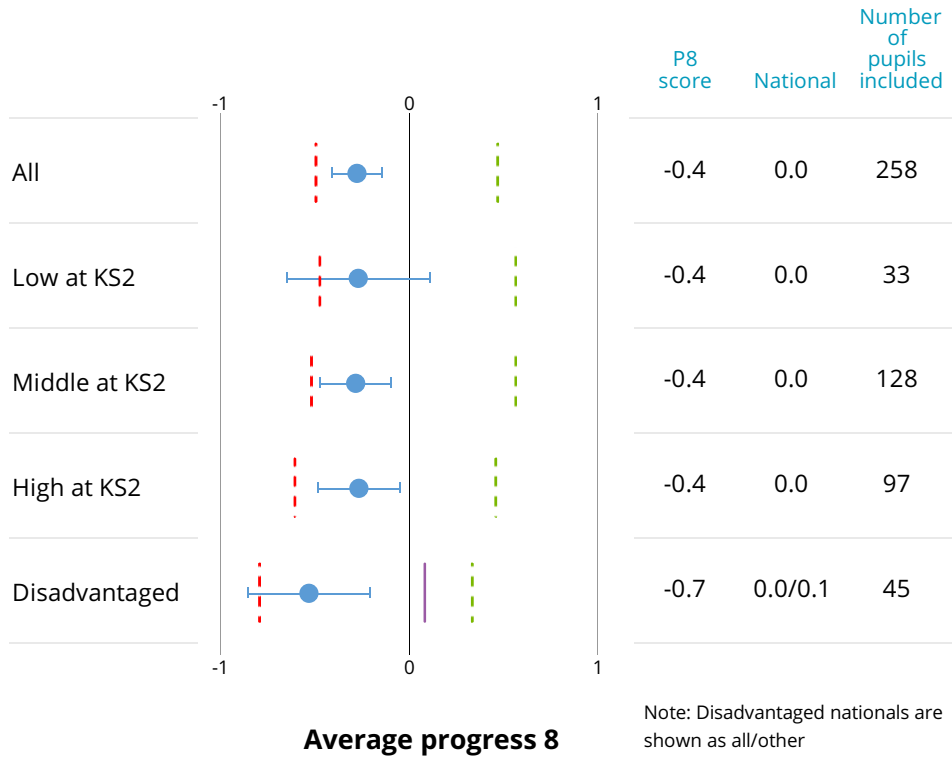
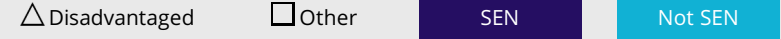
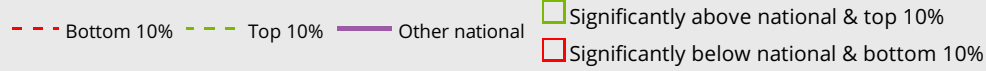
# Overall Progress 8 scatterplot



**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

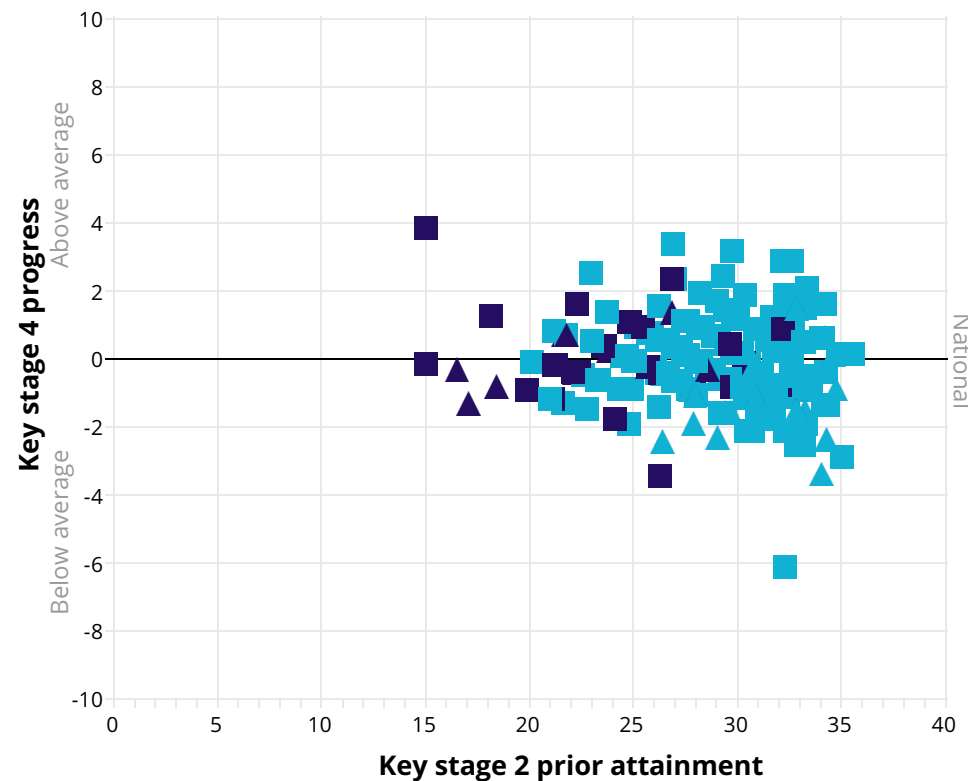
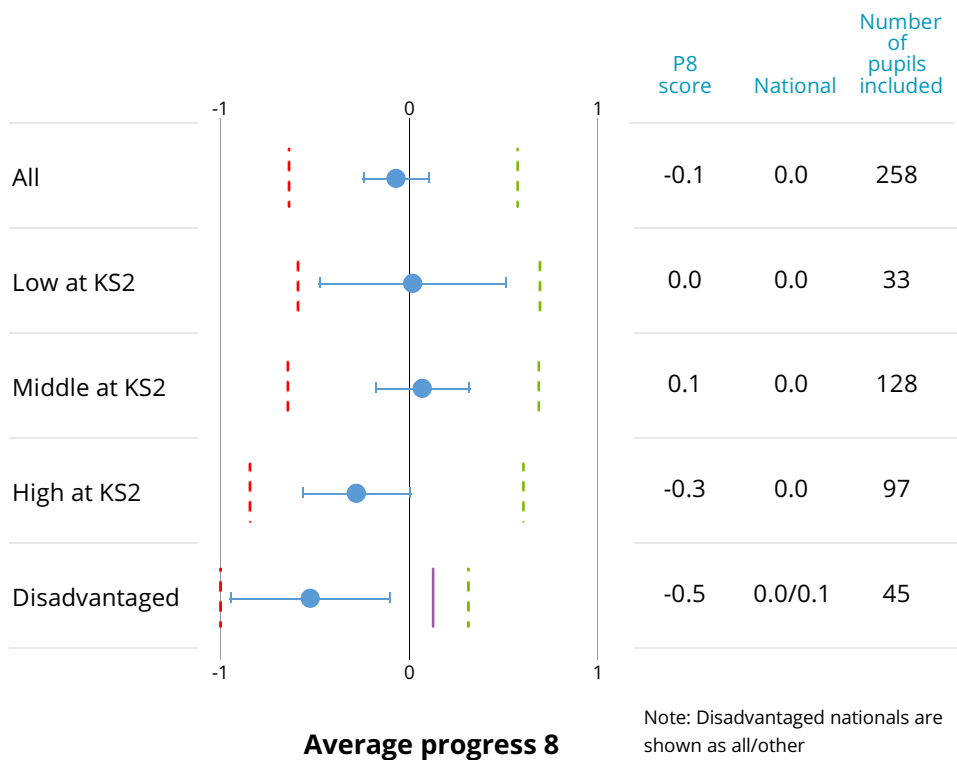
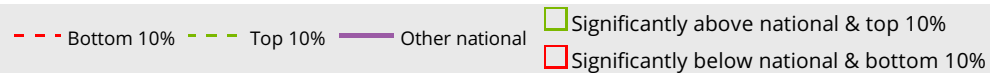


**Notes:** The English element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboa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



# Mathematics element of Progress 8

# Mathematics Progress 8 scatterplot



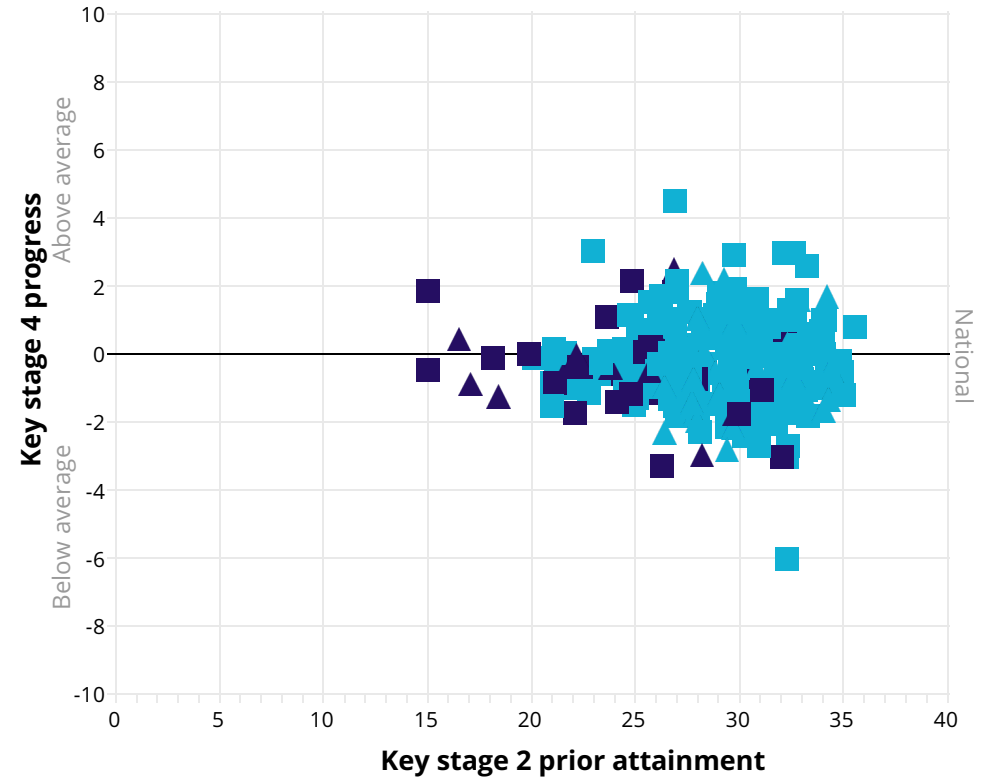
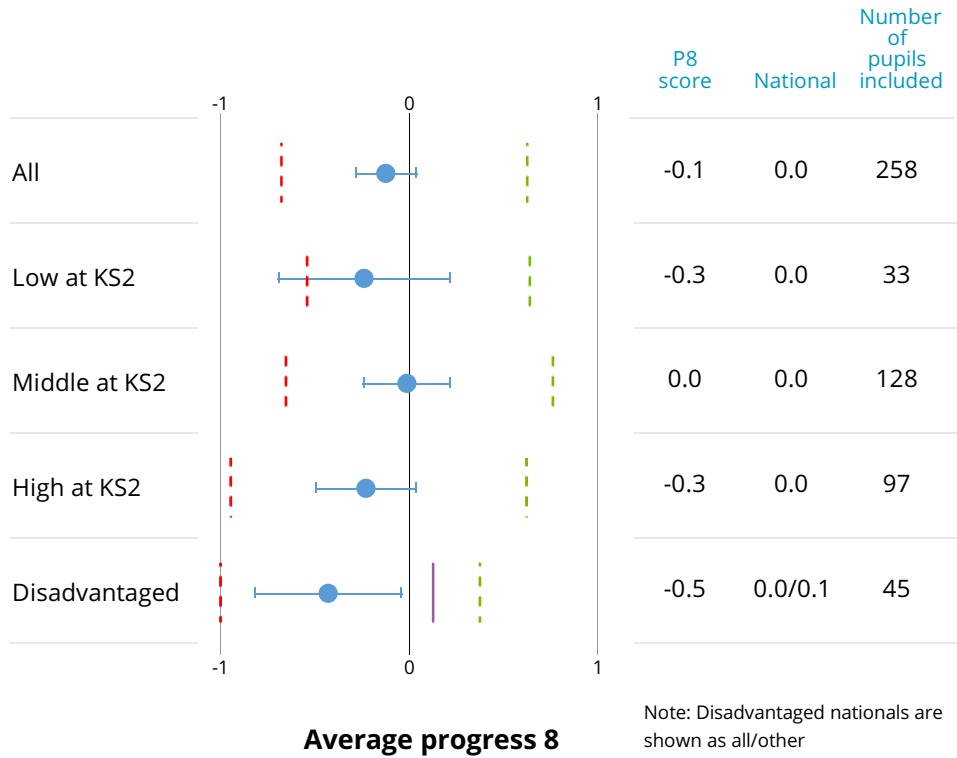
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# EBacc element of Progress 8

# EBacc Progress 8 scatterplot

- - - Bottom 10%  
 - - - Top 10%  
 — Other national  
  Significantly above national & top 10%  
  Significantly below national & bottom 10%

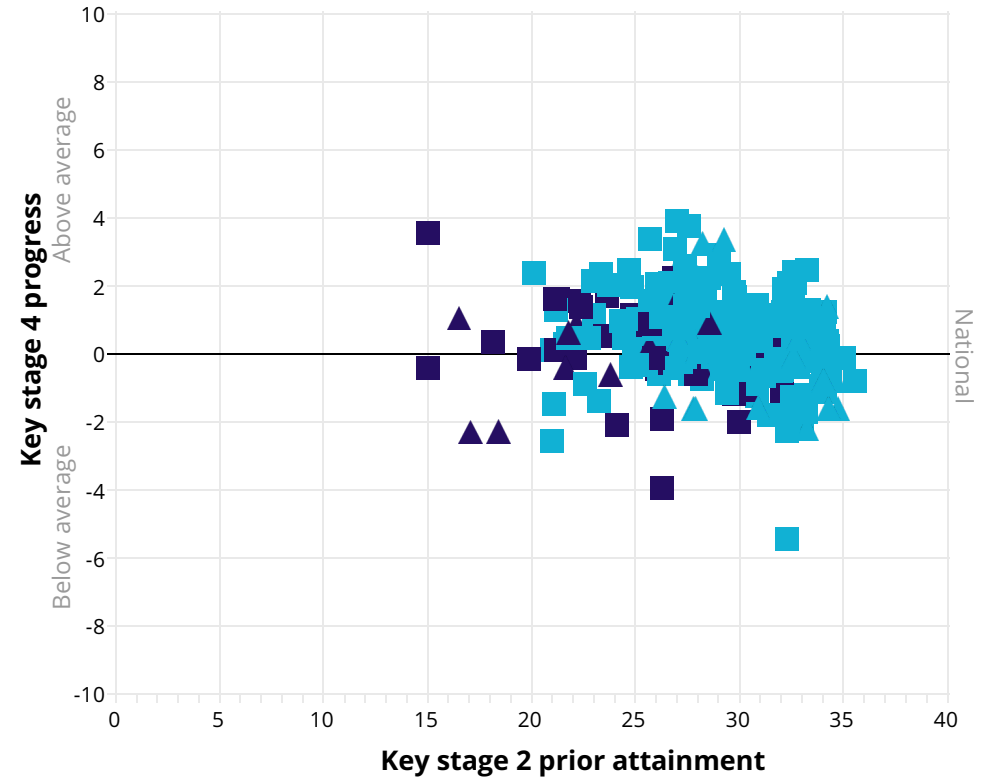
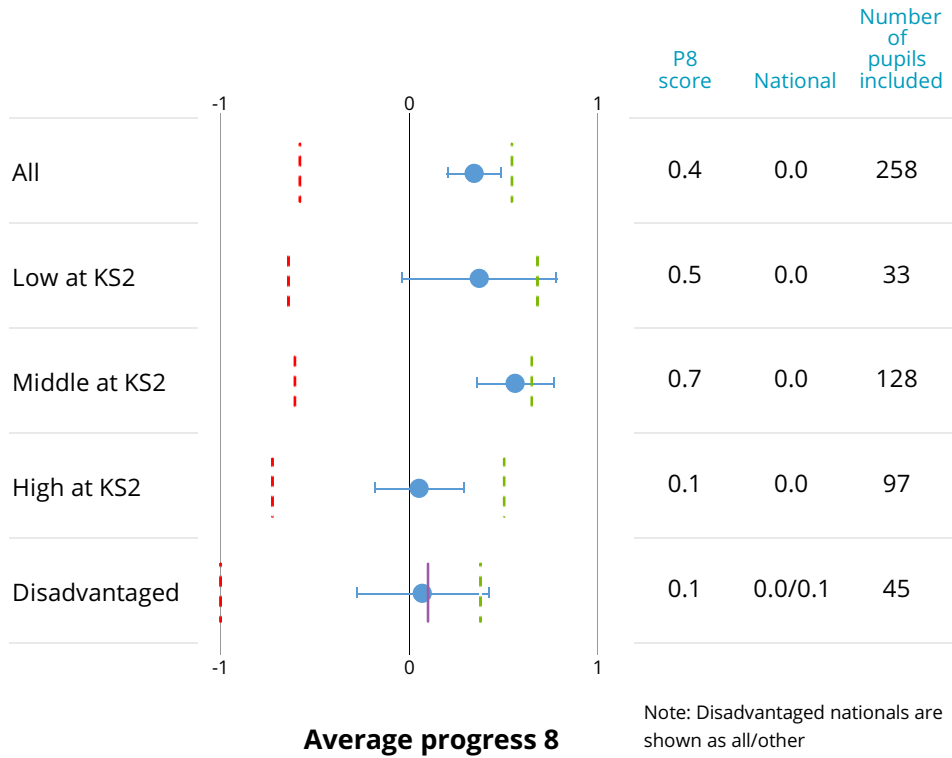
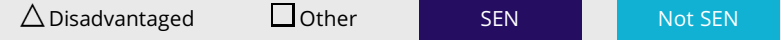
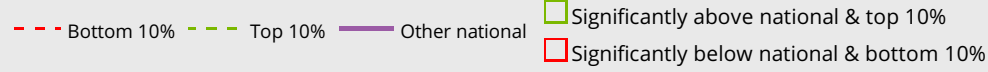
Disadvantaged  
  Other  
 SEN  
 Not SEN



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# Open element of Progress 8

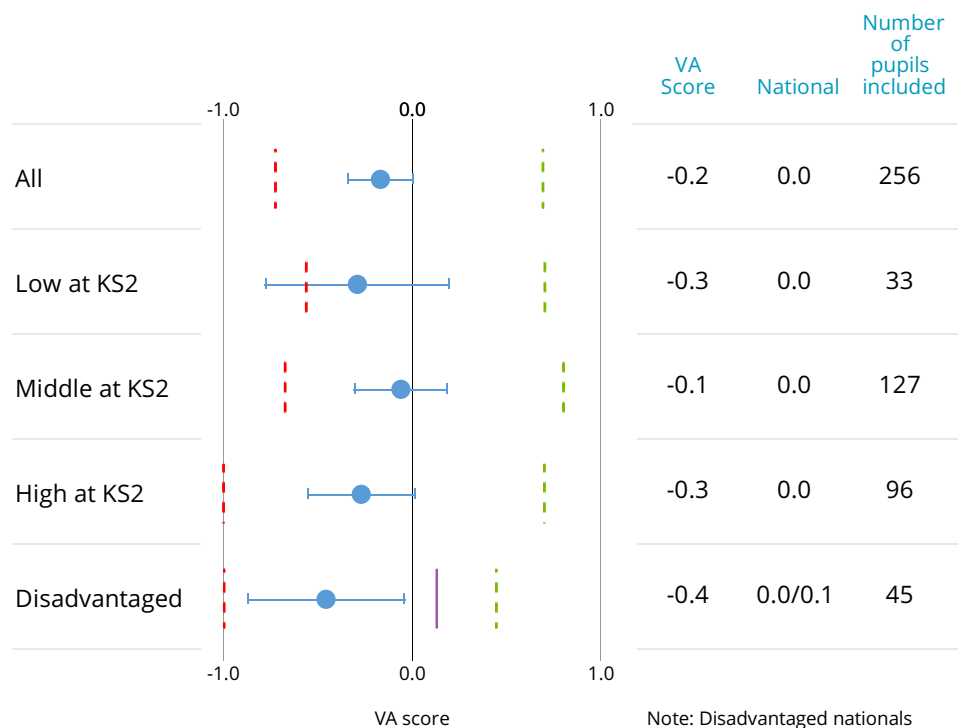
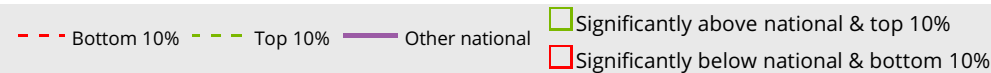
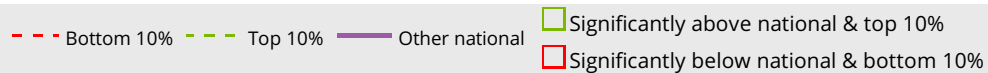
# Open Progress 8 scatterplot



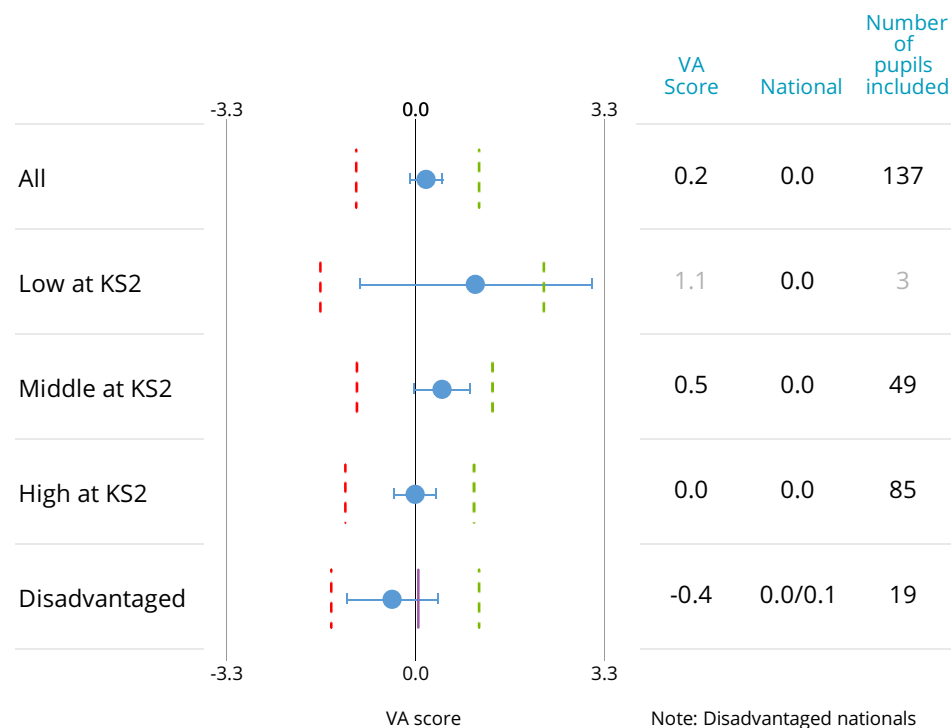
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## Science Value Added

## Languages Value Added



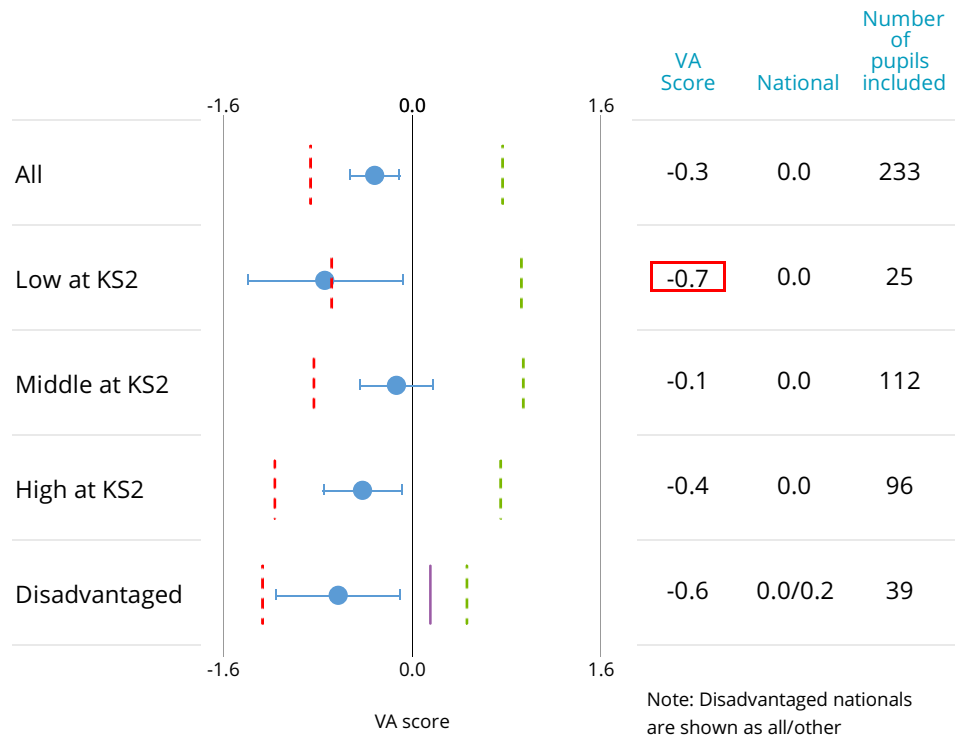
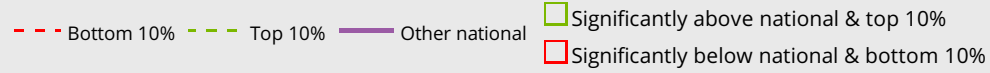
Note: Disadvantaged nationals are shown as all/other



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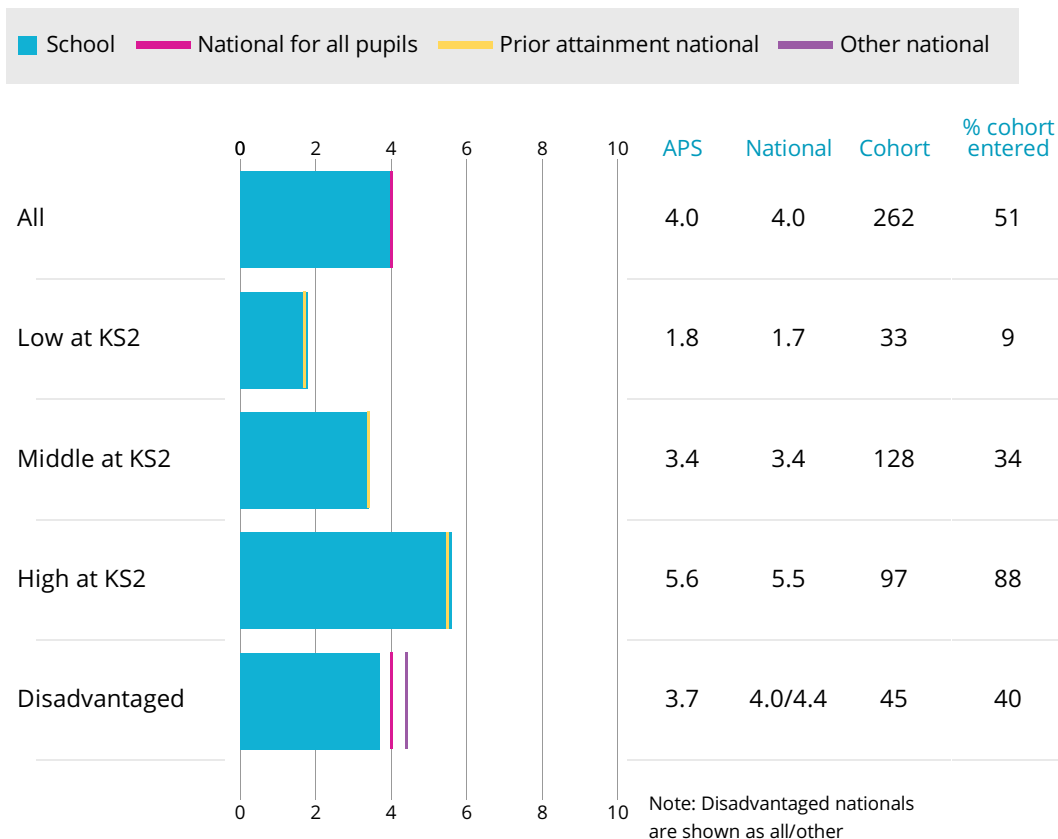
# Humanities Value Added



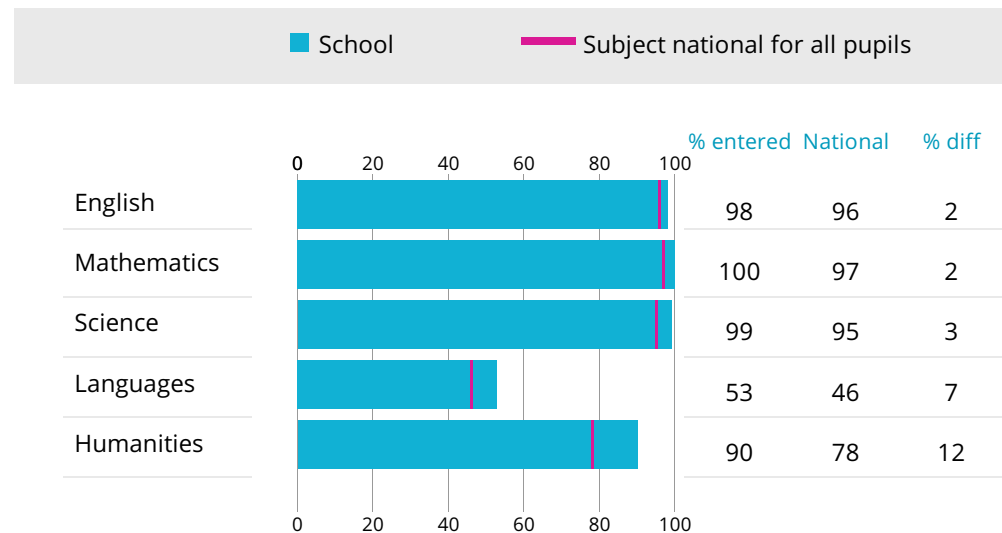
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# EBacc entry and attainment

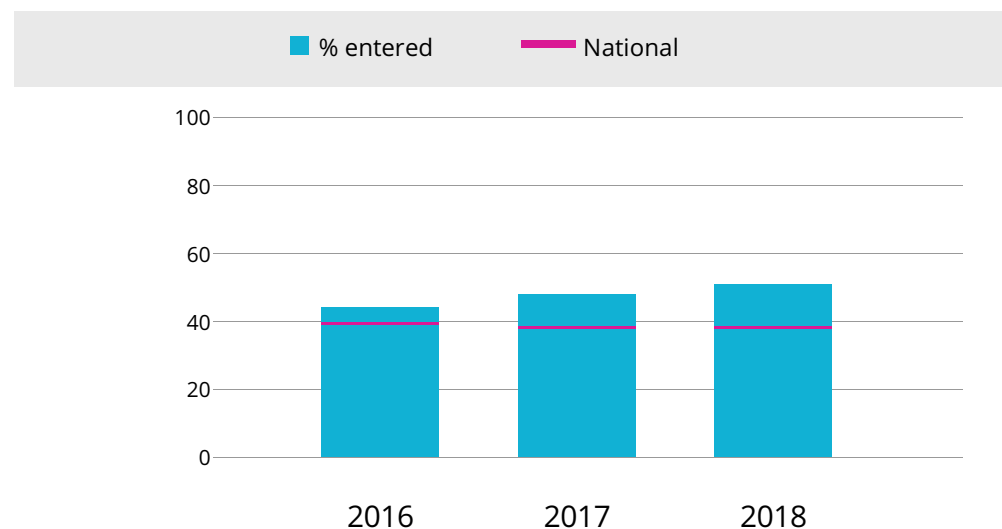
## English Baccalaureate APS



## Percentage of pupils entered for EBacc subject pillars



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



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