

Areas to investigate

Overall Progress 8

- In 2017, Progress 8 was significantly* above average and in the highest 10% for the following groups of pupils: low prior attainers.

Qualification entry

- In 2017, there was one subject, european computer driving licence, with a high proportion of entries (over 80%) and high attainment.

*statistical significance based on a 95% confidence interval

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report.

2016	School	Floor	Coasting
Progress 8	-0.30	(-0.5)	(-0.25)

and top of confidence interval below 0

Below floor standards in 2016? **No**

A school will be below the floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average.

School coasting in 2016? **Yes**

The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2014 and 2015 had fewer than 60% of children achieving 5+ A*-C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and mathematics; and
- in 2016 the Progress 8 measure falls below -0.25.

Coasting element **2014 2015 2016**

For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

Areas to investigate

- No areas to investigate from the IDSR data have been generated for this provider. This is either because the cohorts were small, or the data did not meet the sentence criteria.

Notes

- The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts or entries of more than 10.
- Performance measures data based on ten or fewer learners/entries will be displayed in grey throughout the report.
- Statistical significance is based on a 95% confidence interval.
- Guidance relating to this Inspection Data Summary Report is available here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-16-to-19>.

	2016
Academic value added (Minimum standard value)	-0.3 (-0.5)
Applied general value added (Minimum standard value)	0.3 (-0.75)
Tech level completion and attainment (Minimum standard value)	-0.1 (-0.9)

Below minimum standard

Phase of education: Secondary
Headteacher: Bryn Heeley
Pupils: 1506
Gender: Mixed
Special needs provision:

Local authority: Cheshire West and Chester
Admissions policy: Comprehensive (secondary)
Ages: 11-18
Denomination: None

School level trends

2017 Quintile

Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

School	49	49	48	
National	50	50	50	

% eligible for FSM at any time during the past 6 years

School	23	25	24	
National	29	29	28	

% of pupils first language not/believed not to be English

School	2	3	3	
National	15	16	16	

% of pupils with SEN support

School	20.5	10.6	13.1	
National	12.4	11.0	10.7	

% of pupils with a SEN statement or EHC plan

School	1.8	1.4	1.1	
National	1.8	1.7	1.7	

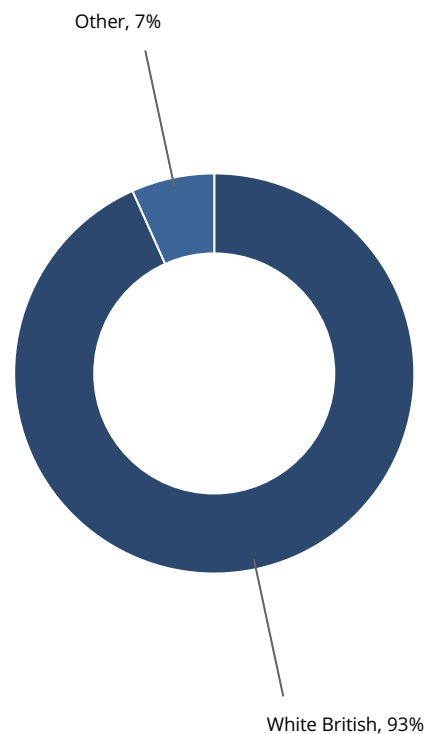
School deprivation indicator

School	0.2	0.2	0.2	
National	0.2	0.2	0.2	

Schools details as of 3 January 2018

Ethnicity

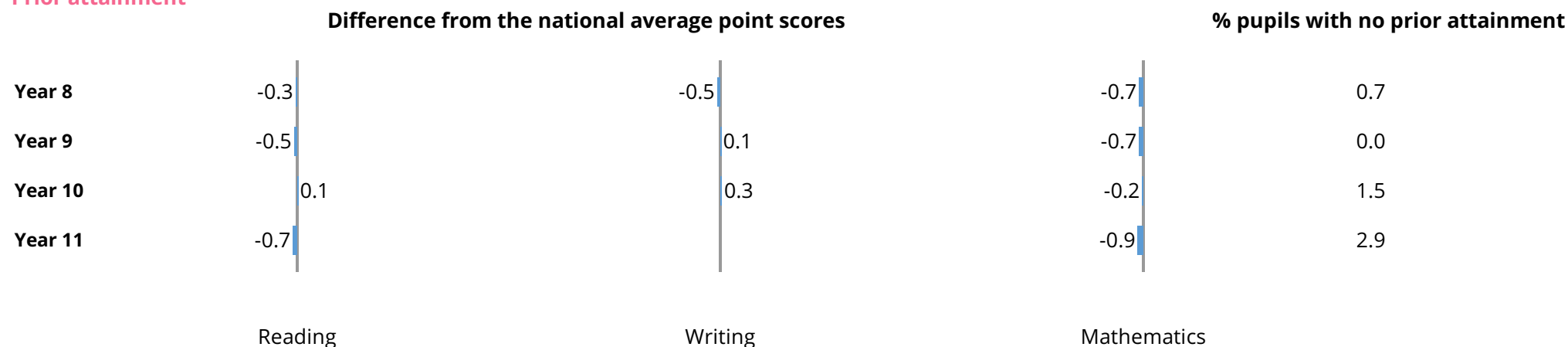
This school has 15 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 7	278	50	49	26	31	4	16	18	15	3
Year 8	267	46	49	26	30	3	16	15	14	3
Year 9	268	49	49	24	28	1	16	17	13	2
Year 10	265	48	49	19	28	3	16	18	13	0
Year 11	245	46	50	25	26	5	16	10	12	4

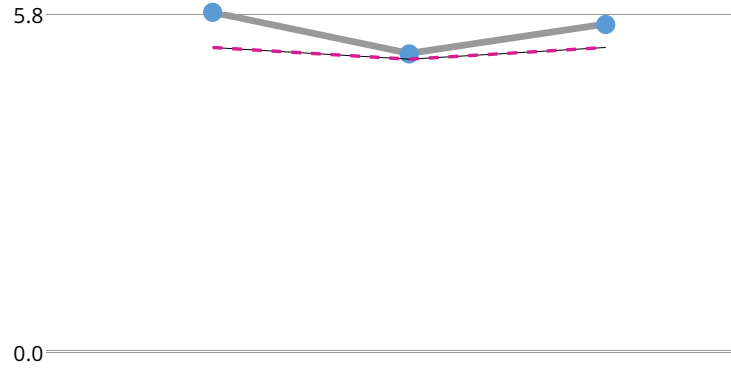
Prior attainment



Underlined once: more than one standard deviation from national
 Underlined twice: more than two standard deviations from national

Absence

% of sessions missed

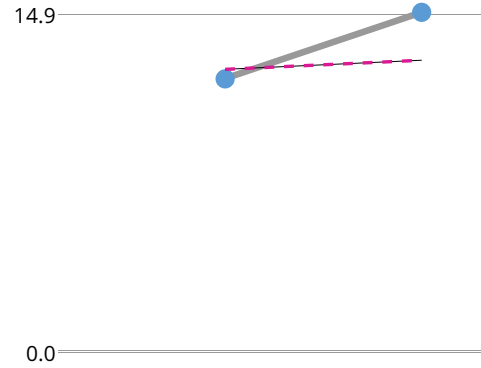


2015 2016 2017

School %	5.8	5.1	5.6
Nat %	5.2	5.0	5.2
Cohort	1339	1330	1345

Persistent absence

% of pupils who missed 10% or more sessions



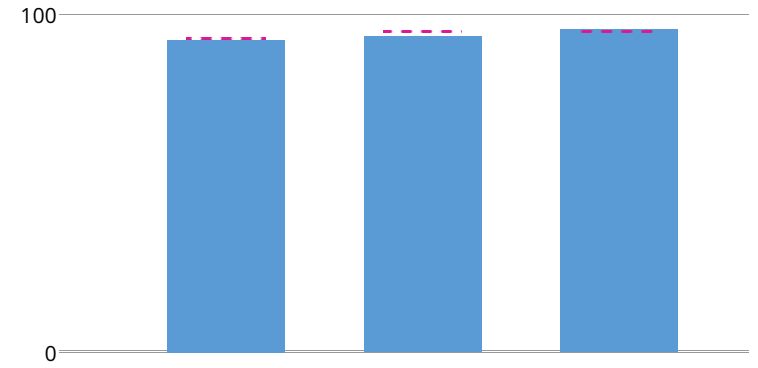
2016 2017

School %	12.0	14.9
Nat %	12.4	12.8
Cohort	1330	1345

■ School ■ National

Destinations

% in sustained education, employment or training

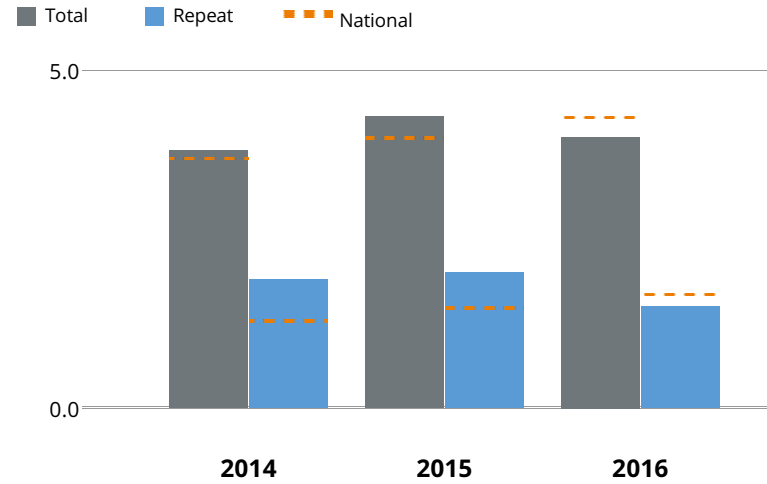


2013 2014 2015

School %	92	93	95
Nat %	92	94	94
Cohort	276	273	267

Fixed term exclusions

% of pupils excluded



	2014		2015		2016	
School %	3.8	1.9	4.3	2.0	4.0	1.5
National %	3.7	1.3	4.0	1.5	4.3	1.7
Number	60	30	66	31	61	23

Permanent exclusions

= 1 pupil



Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

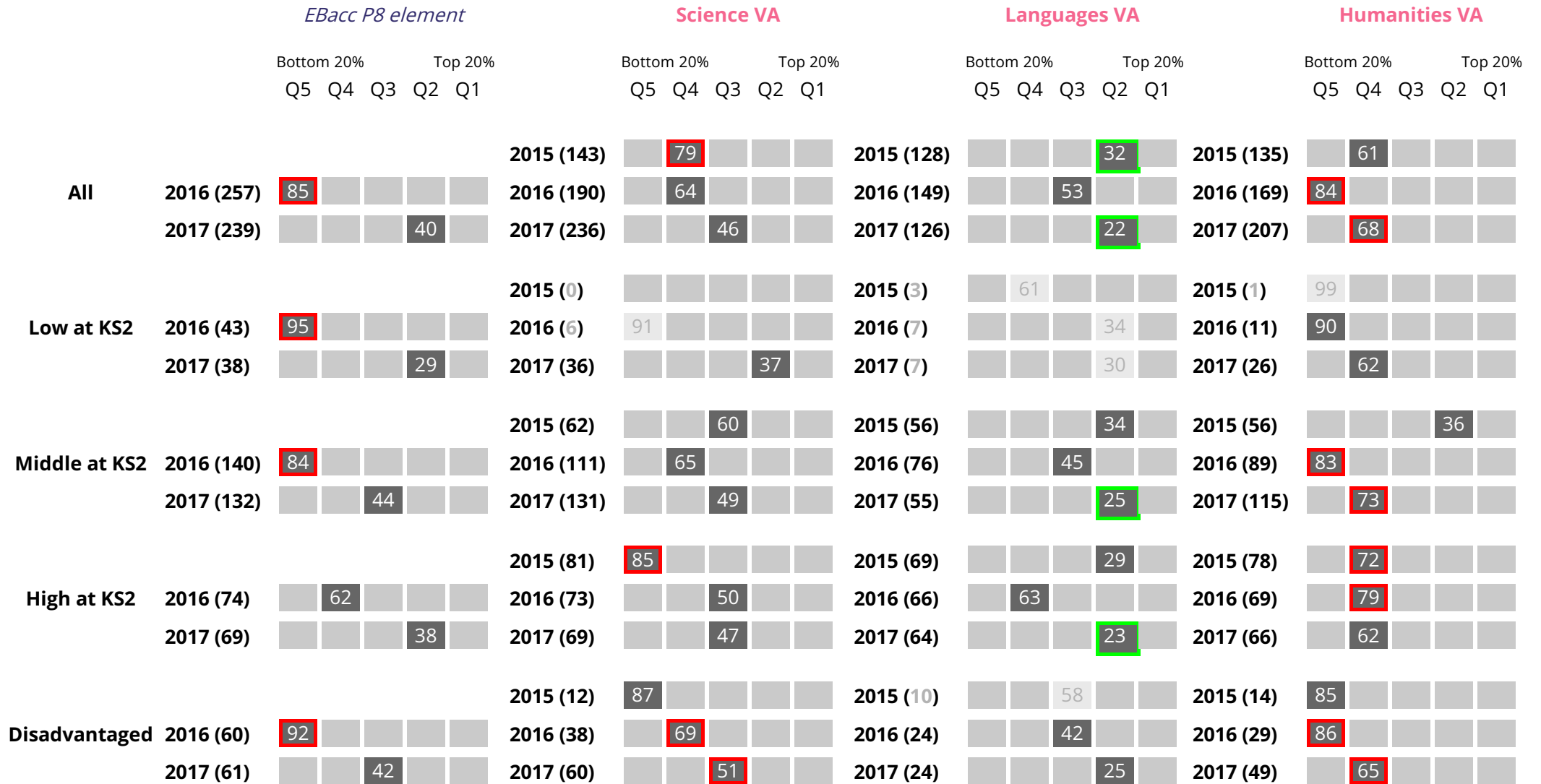
		Overall					English P8 element					Mathematics P8 element					Open P8 element							
		Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%					
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1			
All	2016 (257)		80				2016 (257)	94					2016 (257)		79				2016 (257)				33	
	2017 (239)					18	2017 (239)		66				2017 (239)			48			2017 (239)					3
Low at KS2	2016 (43)	90					2016 (43)	95					2016 (43)		72				2016 (43)			56		
	2017 (38)					10	2017 (38)				34		2017 (38)				26		2017 (38)					4
Middle at KS2	2016 (140)		80				2016 (140)	94					2016 (140)	85					2016 (140)				29	
	2017 (132)				25		2017 (132)		75				2017 (132)		66				2017 (132)					3
High at KS2	2016 (74)			56			2016 (74)	82					2016 (74)			54			2016 (74)				26	
	2017 (69)				22		2017 (69)			58			2017 (69)				31		2017 (69)					5
Disadvantaged	2016 (60)	90					2016 (60)	97					2016 (60)	91					2016 (60)			56		
	2017 (61)				23		2017 (61)		61				2017 (61)			53			2017 (61)					4

Note: 2016 and 2017 quintiles are based on Progress 8 measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

() Cohort Significantly below national Significantly above national Change in methodology or calculations -----

Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

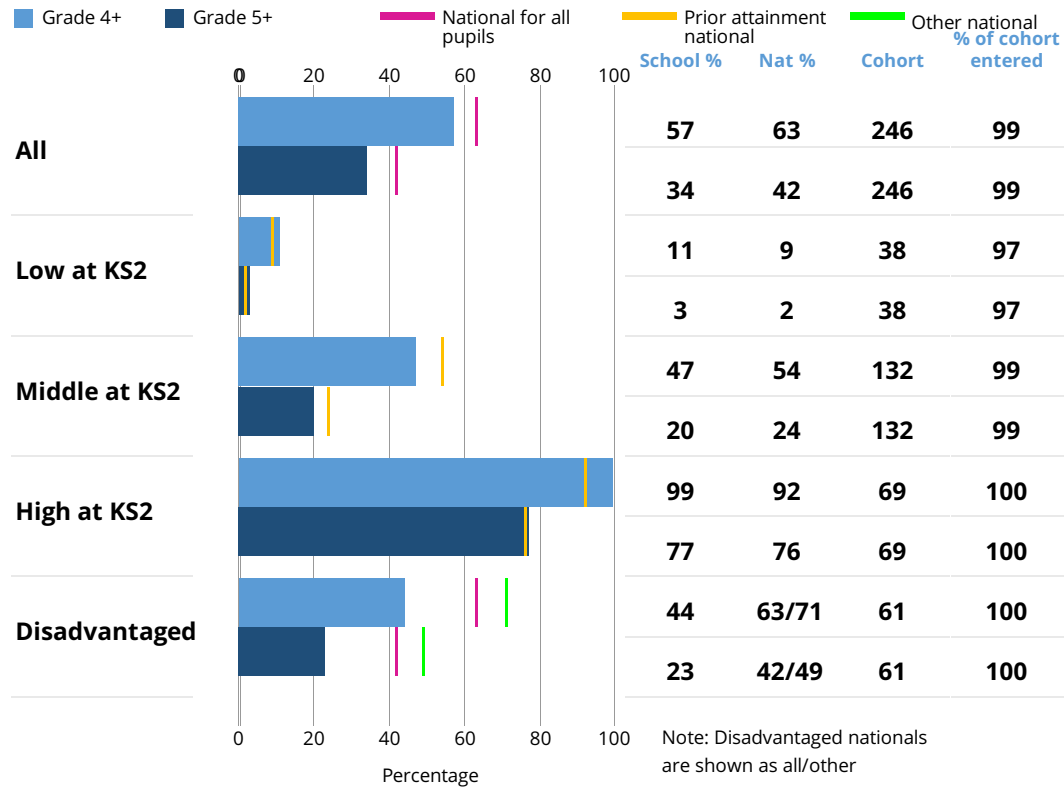


Note: For EBacc P8 element, 2016 and 2017 quintiles are based on Progress 8 measures. () represents eligible cohorts for P8 and entries for VA.
 For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

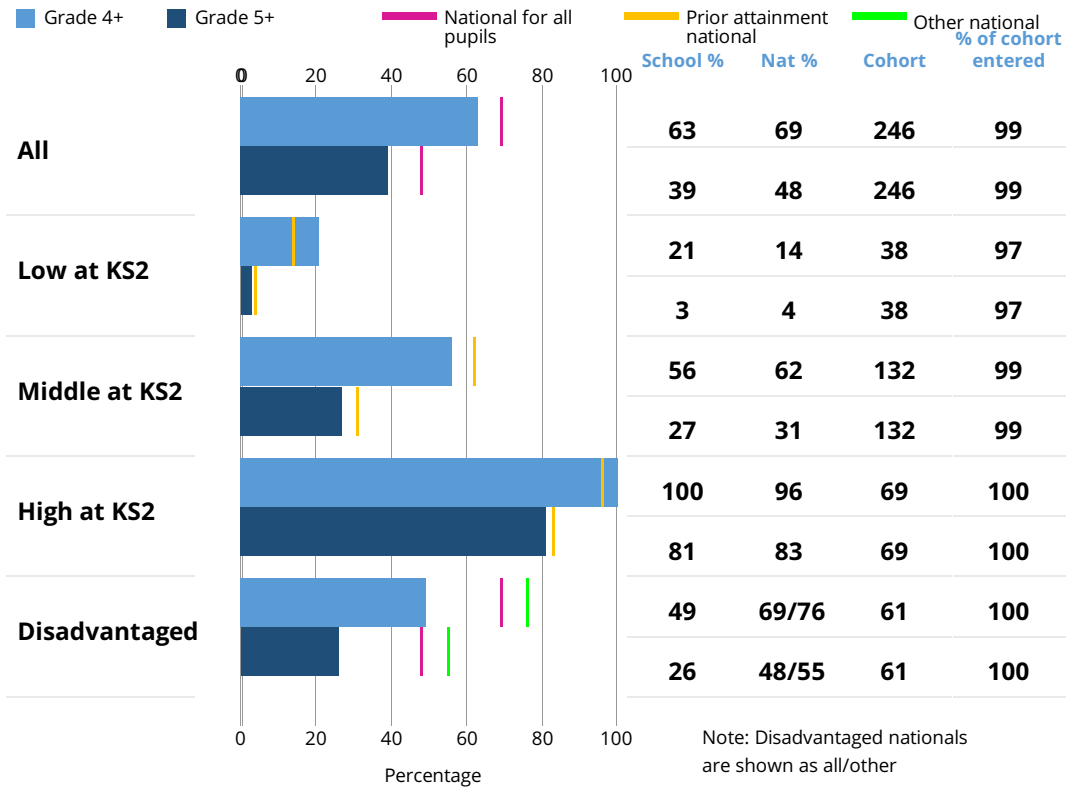
Significantly below national | Significantly above national | Change in methodology or calculations -----

GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English and mathematics

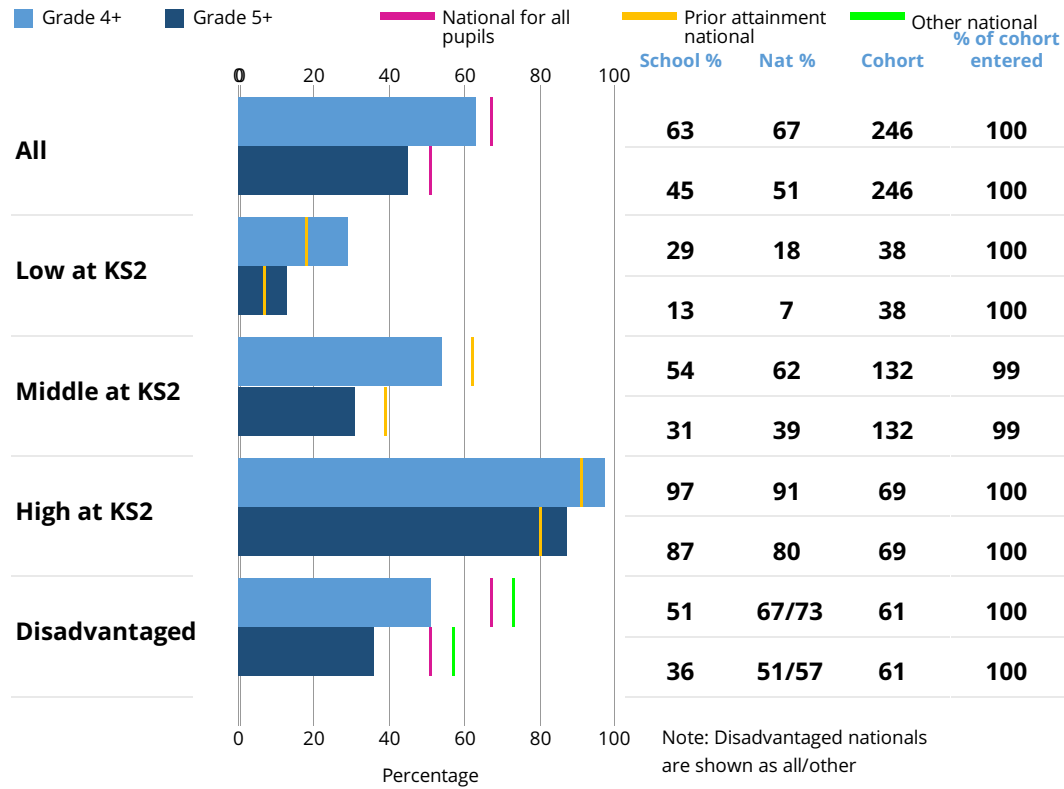


Pupils achieving grade 4+ and 5+ in mathematics

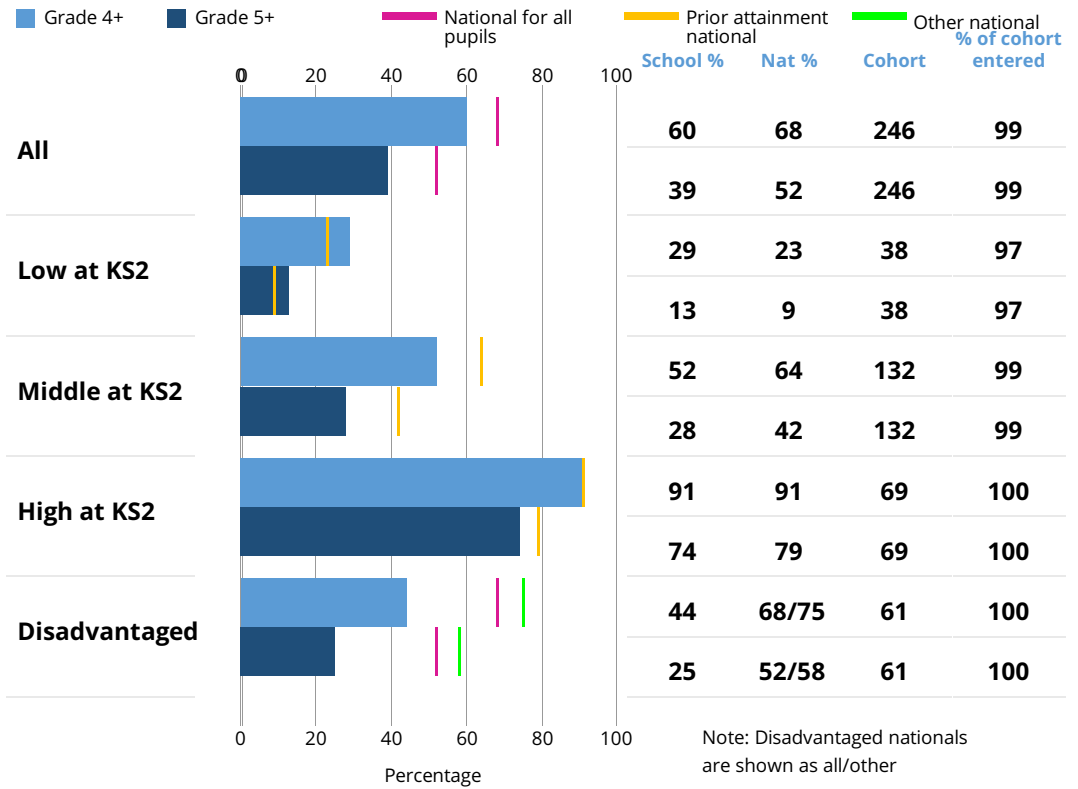


GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English language

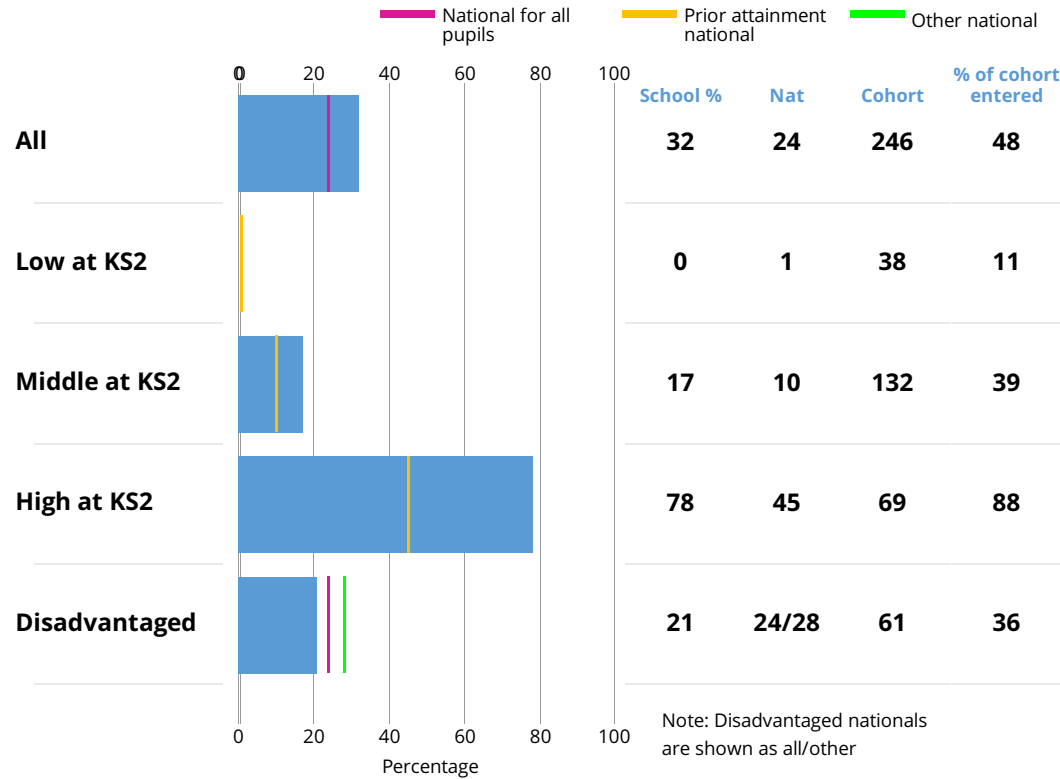


Pupils achieving grade 4+ and 5+ in English literature



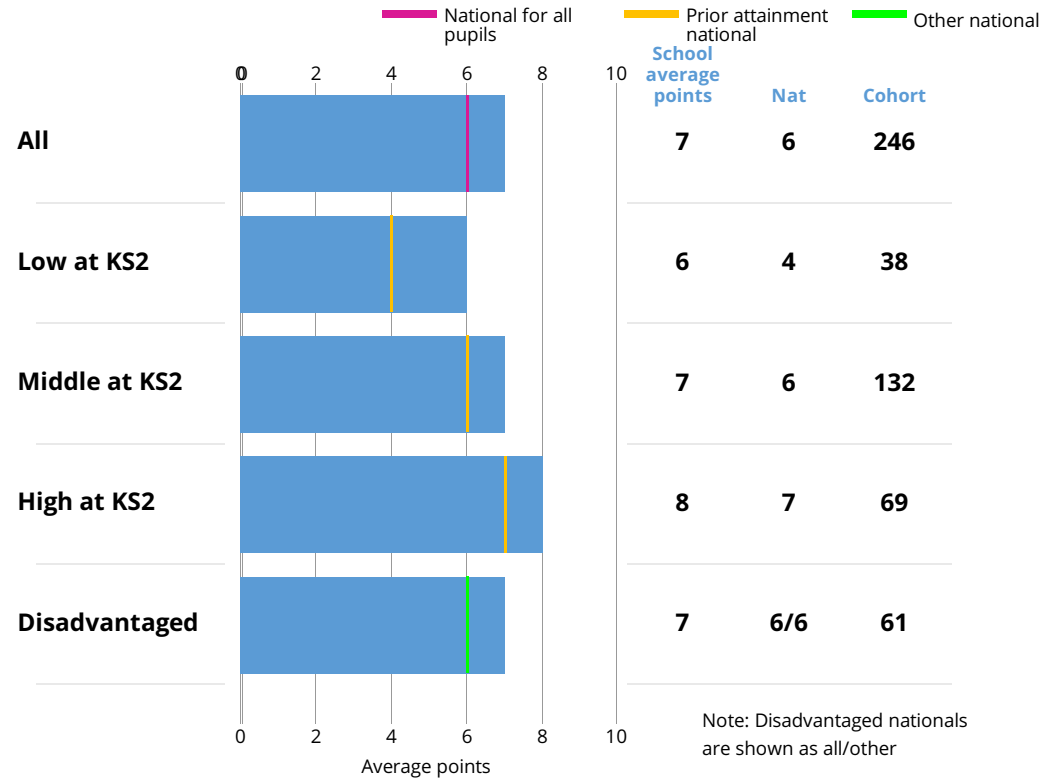
GCSE and equivalent results

Pupils achieving the English Baccalaureate*



* A pupil is considered to have 'achieved' the English Baccalaureate if they got a grade 4/C or better in the following subjects: English, maths, sciences, a language and either history or geography.

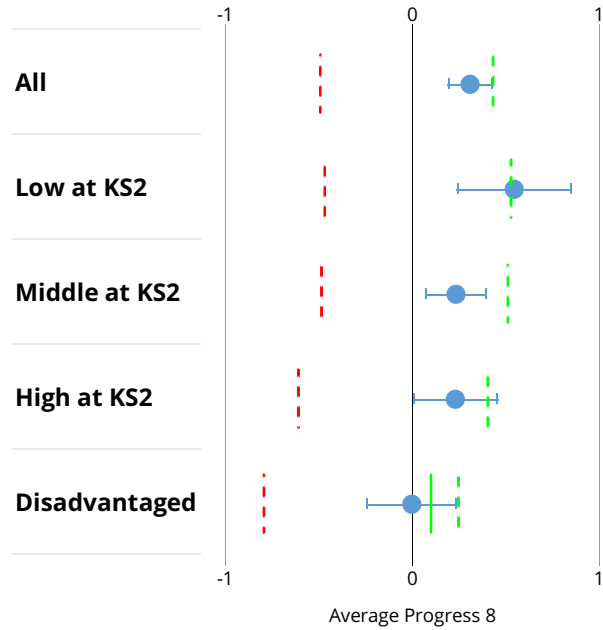
Non GCSE average attainment*



*this excludes GCSEs, AS levels, free standing mathematics and asset languages

Overall Progress 8

--- Bottom 10% - - - Top 10% — Other national



P8 score	National	Number of pupils included
0.4	0.0	239
0.7	0.0	38
0.3	0.0	132
0.3	0.0	69
0.0	0.0/0.1	61

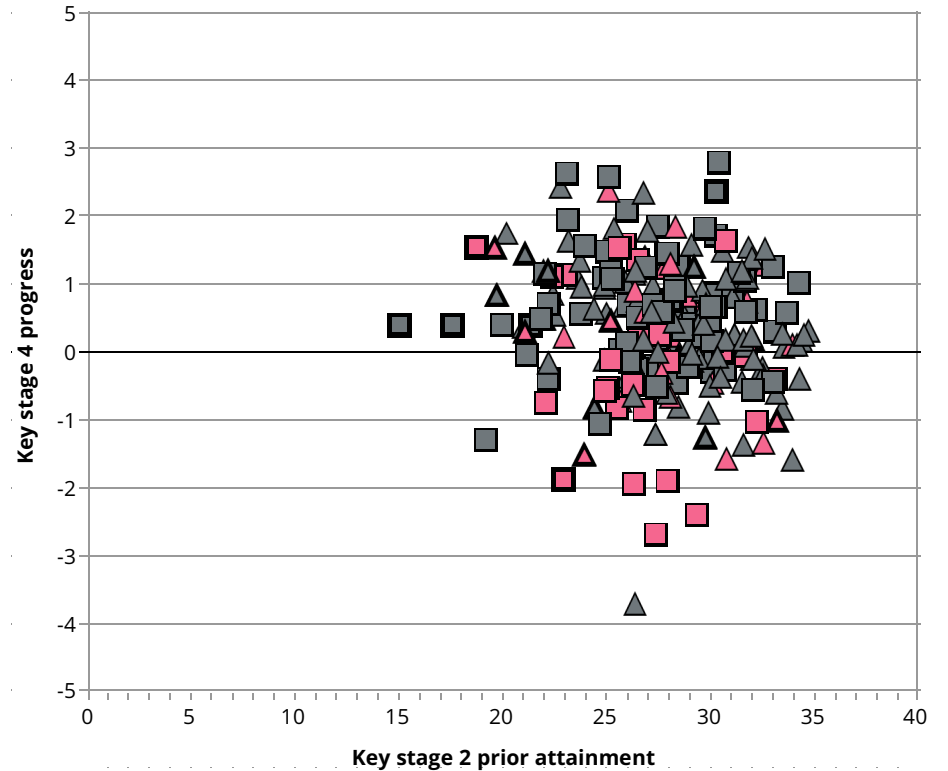
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

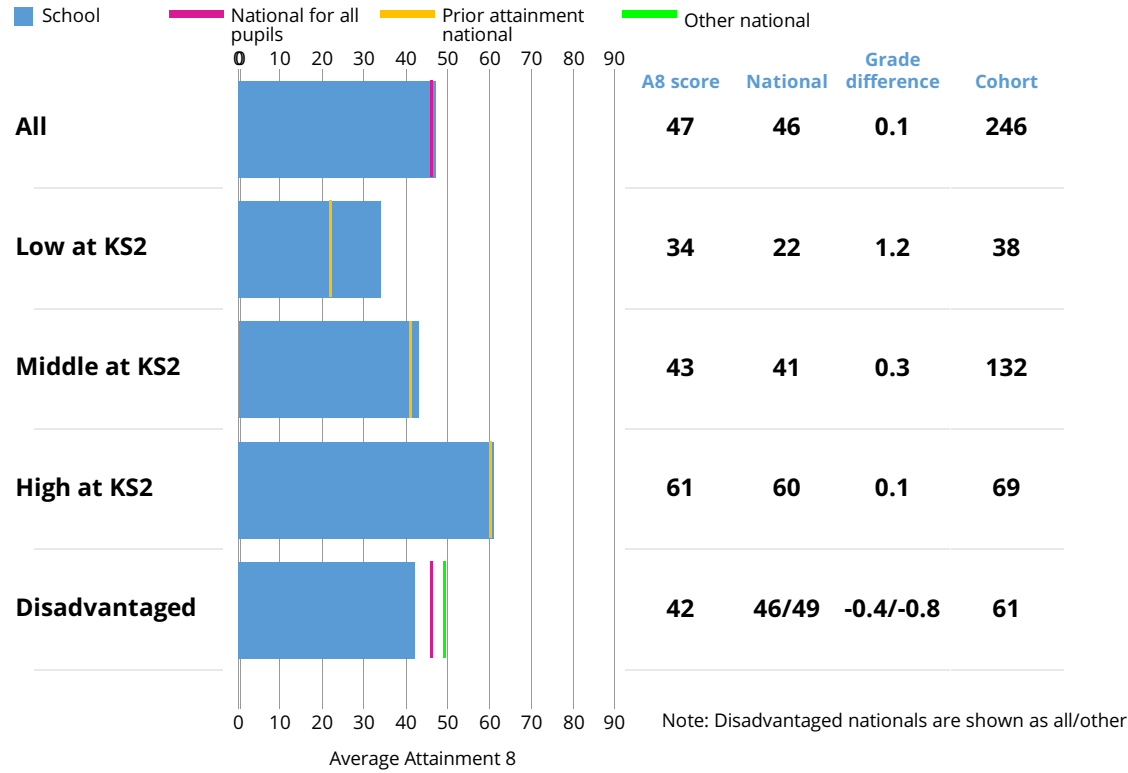
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Overall Progress 8 scatterplot

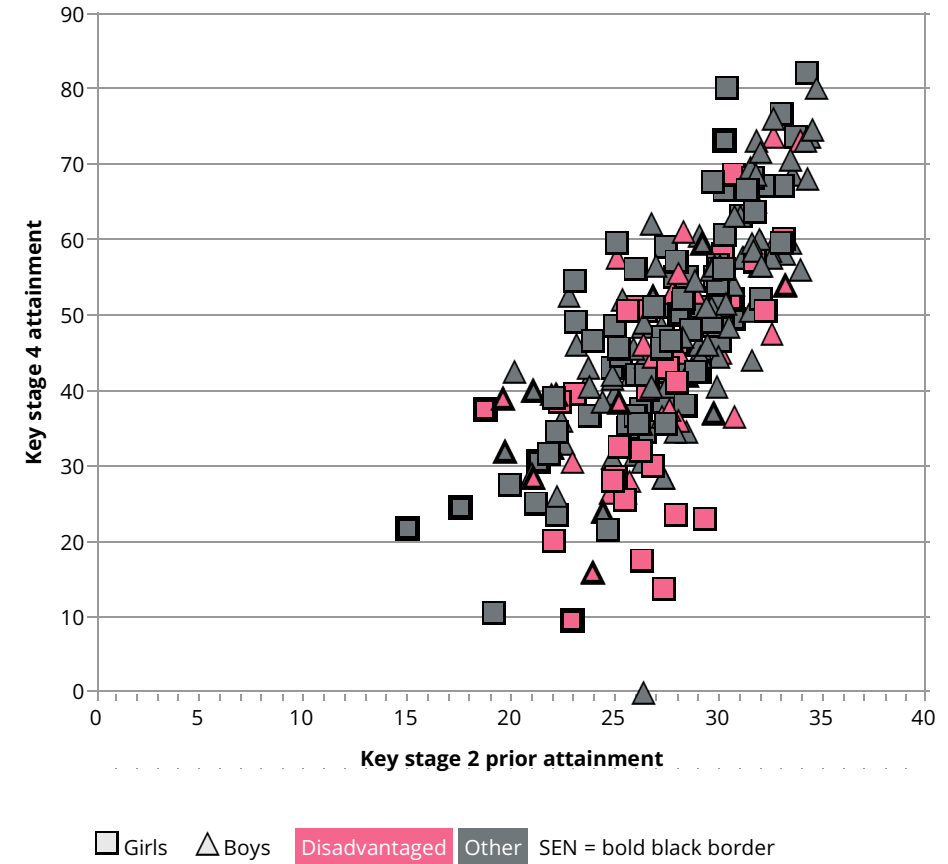


□ Girls △ Boys Disadvantaged Other SEN = bold black border

Overall Attainment 8

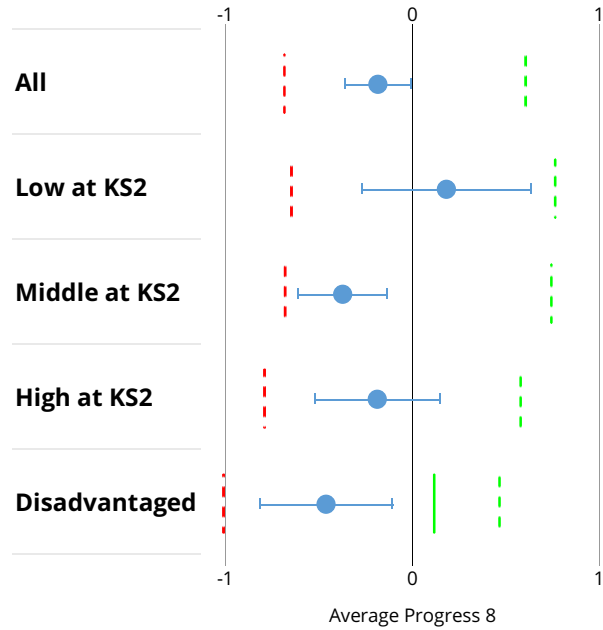


Overall Attainment 8 scatterplot



English element of Progress 8

--- Bottom 10% - - - Top 10% — Other national



	P8 score	National	Number of pupils included
All	-0.2	0.0	239
Low at KS2	0.2	0.0	38
Middle at KS2	-0.4	0.0	132
High at KS2	-0.2	0.0	69
Disadvantaged	-0.5	0.0/0.1	61

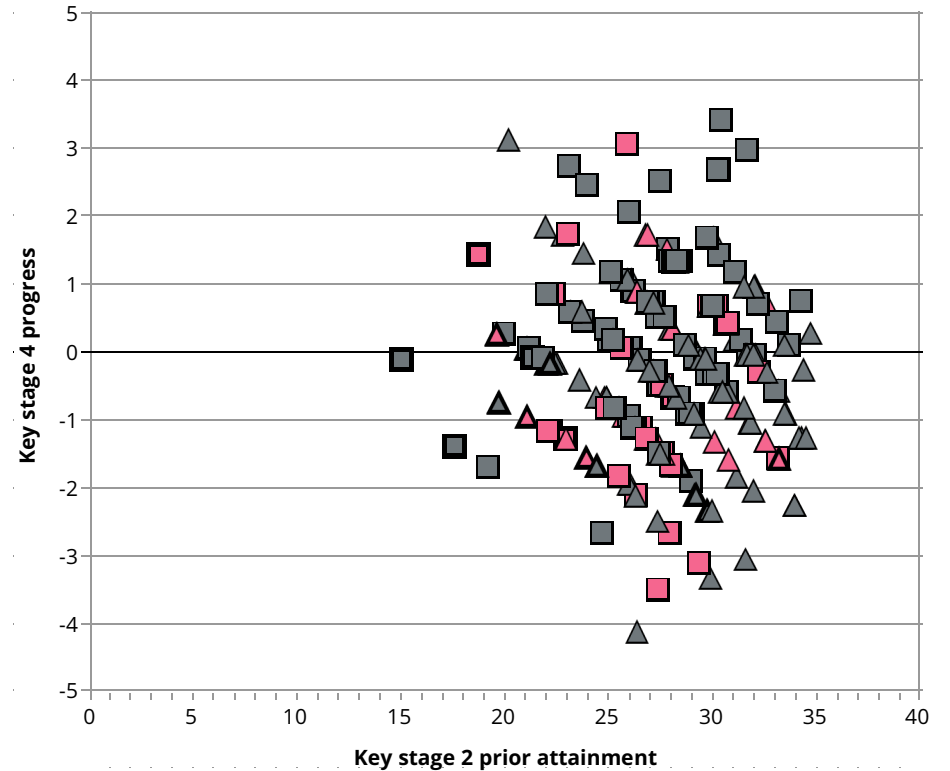
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

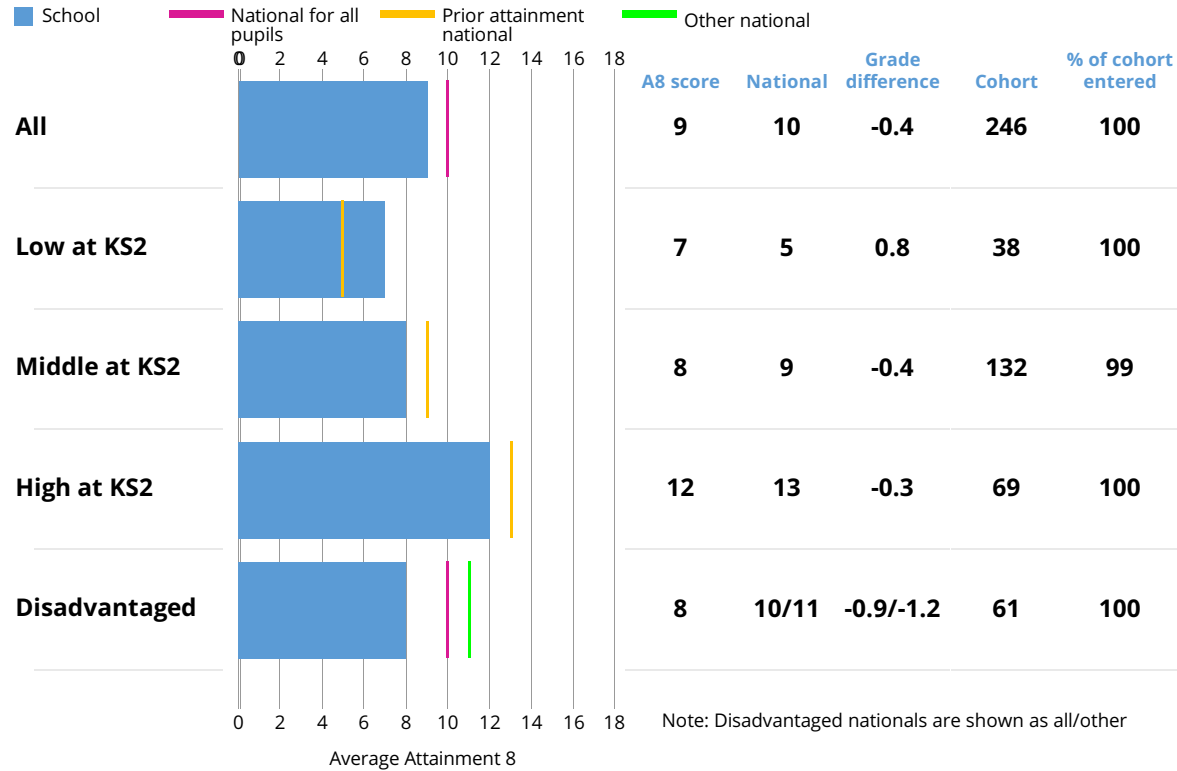
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

English Progress 8 scatterplot

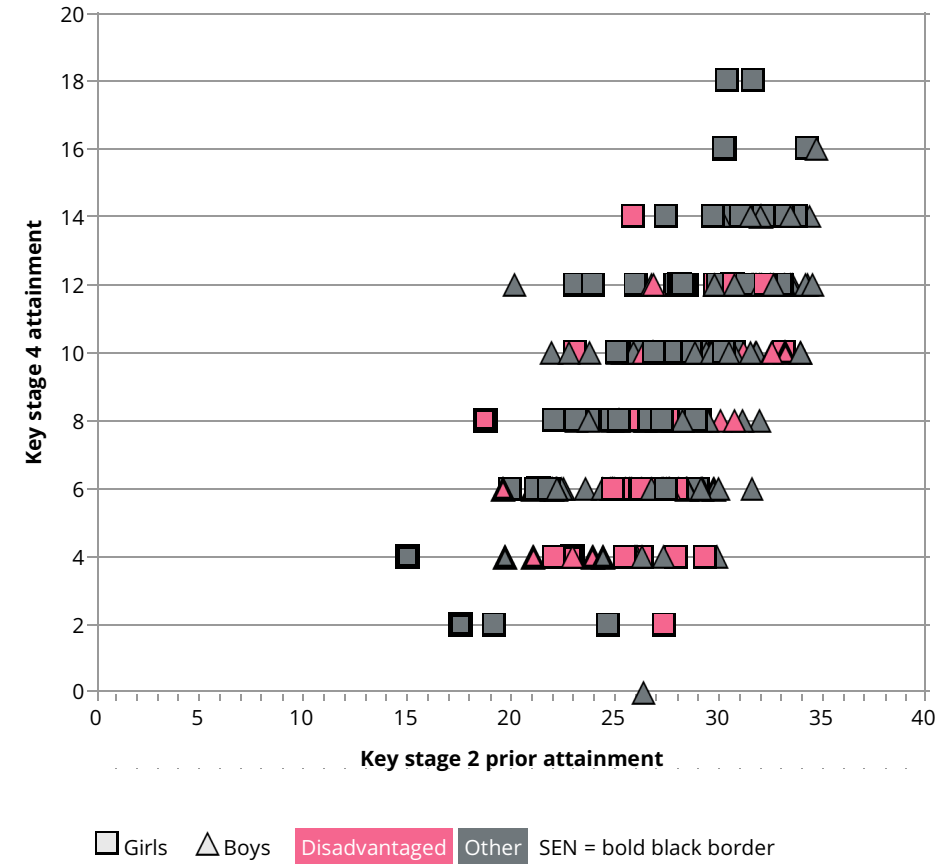


□ Girls △ Boys Disadvantaged Other SEN = bold black border

English element of Attainment 8

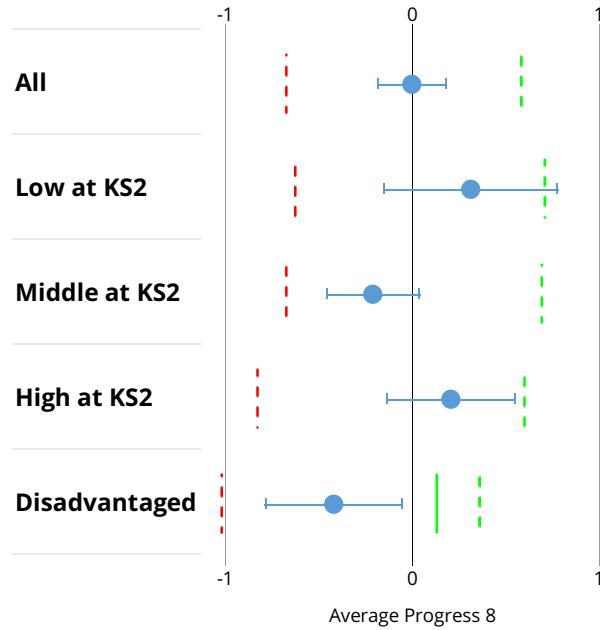


English Attainment 8 scatterplot



Mathematics element of Progress 8

--- Bottom 10% - - - Top 10% — Other national



	P8 score	National	Number of pupils included
All	0.0	0.0	239
Low at KS2	0.3	0.0	38
Middle at KS2	-0.2	0.0	132
High at KS2	0.2	0.0	69
Disadvantaged	-0.4	0.0/0.1	61

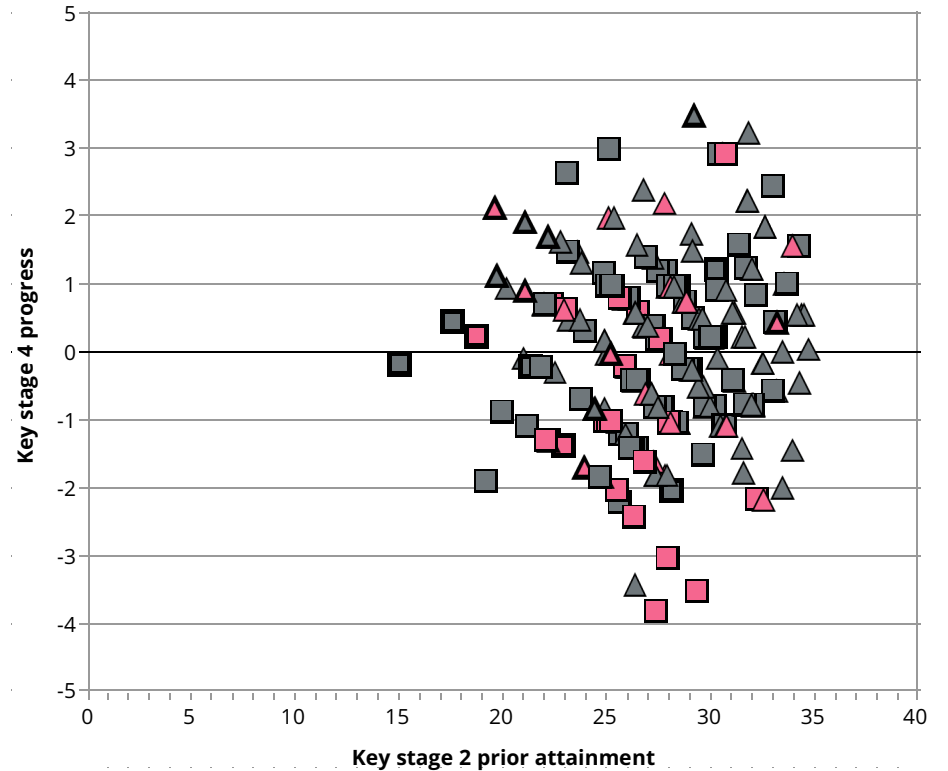
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

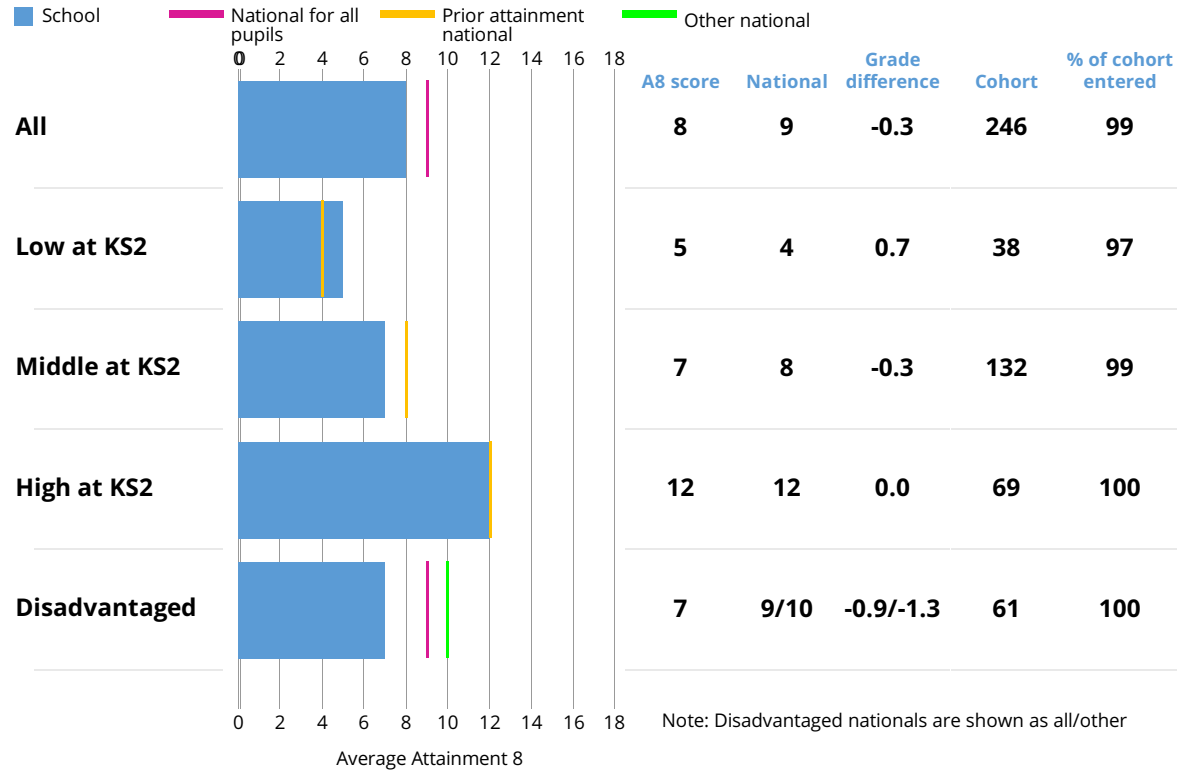
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics Progress 8 scatterplot

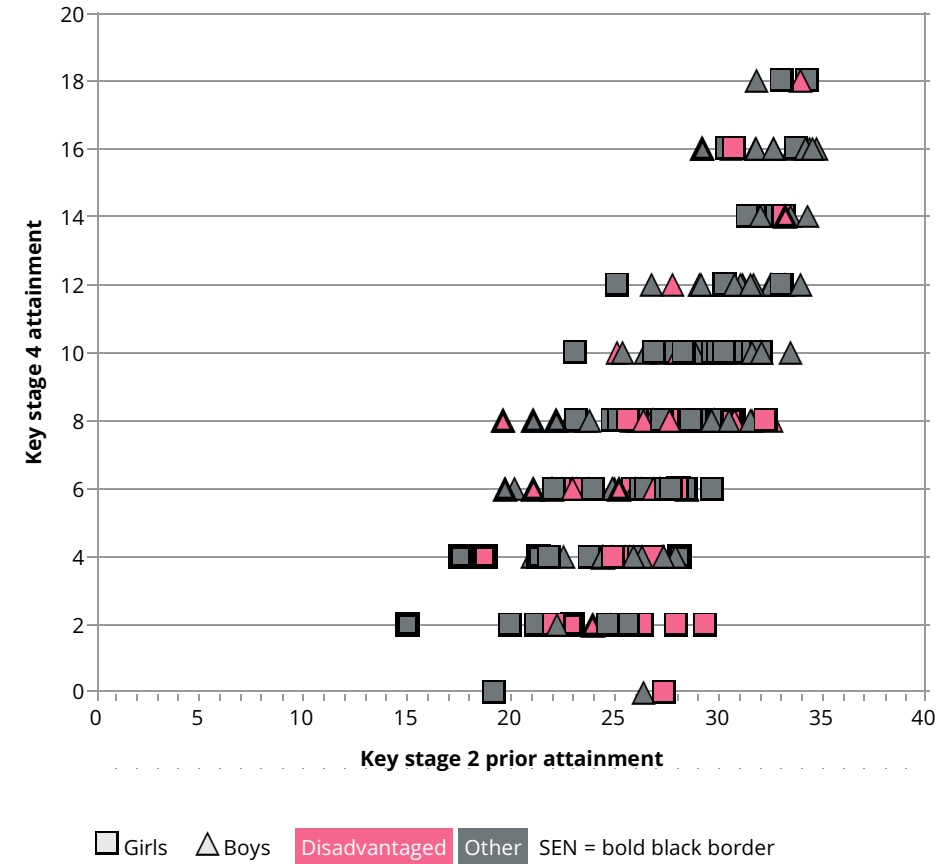


□ Girls △ Boys Disadvantaged Other SEN = bold black border

Mathematics element of Attainment 8

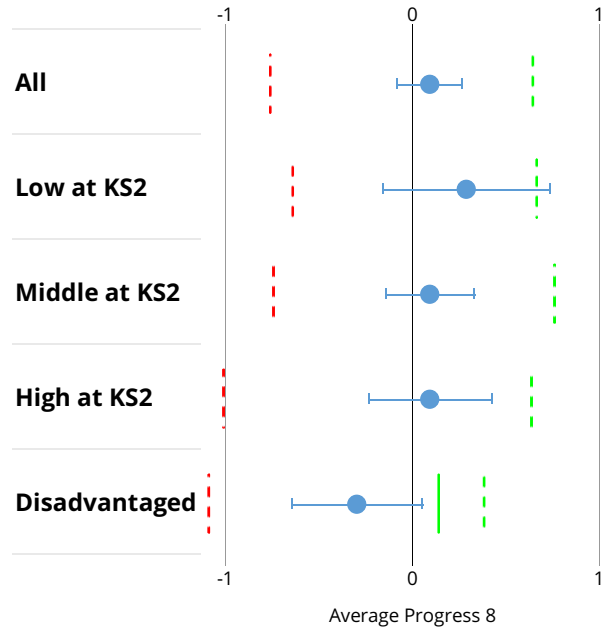


Mathematics Attainment 8 scatterplot



EBacc element of Progress 8

--- Bottom 10% - - - Top 10% — Other national



	P8 score	National	Number of pupils included
All	0.1	0.0	239
Low at KS2	0.3	0.0	38
Middle at KS2	0.1	0.0	132
High at KS2	0.1	0.0	69
Disadvantaged	-0.3	0.0/0.1	61

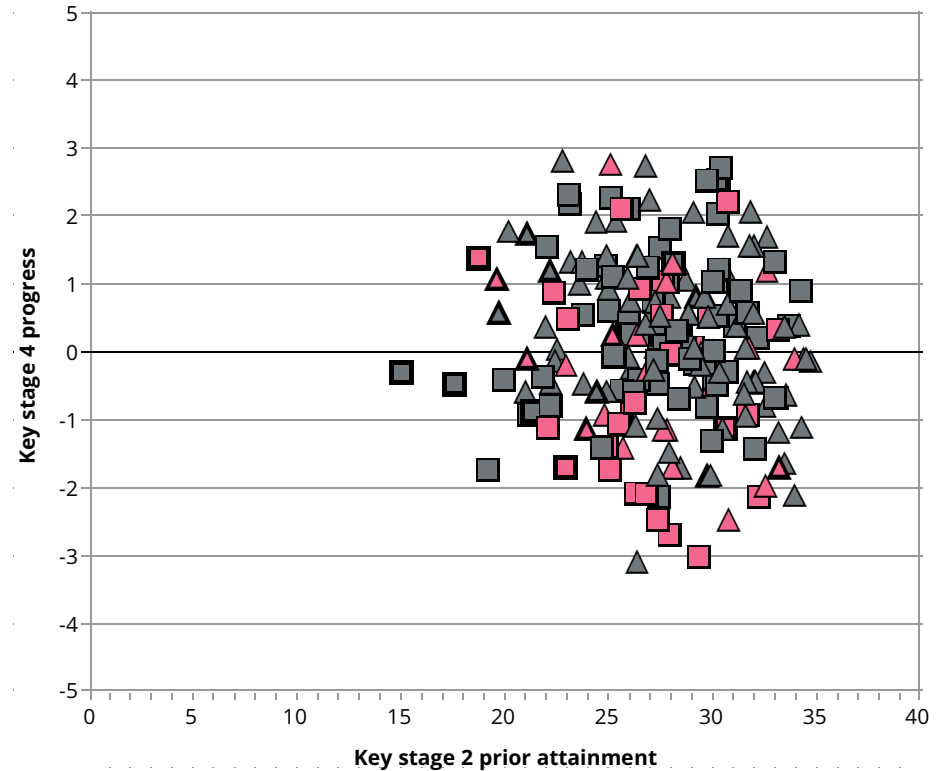
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Significantly below national and in bottom 10%

Significantly above national and in top 10%

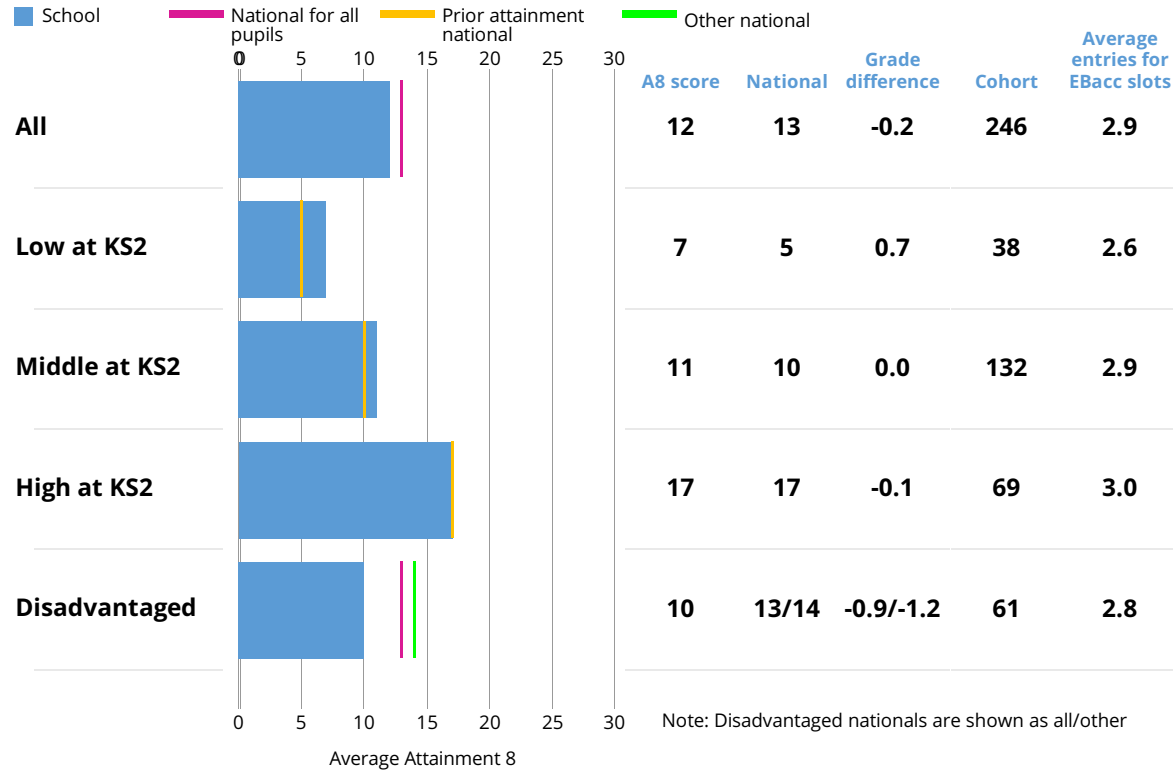
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

EBacc Progress 8 scatterplot

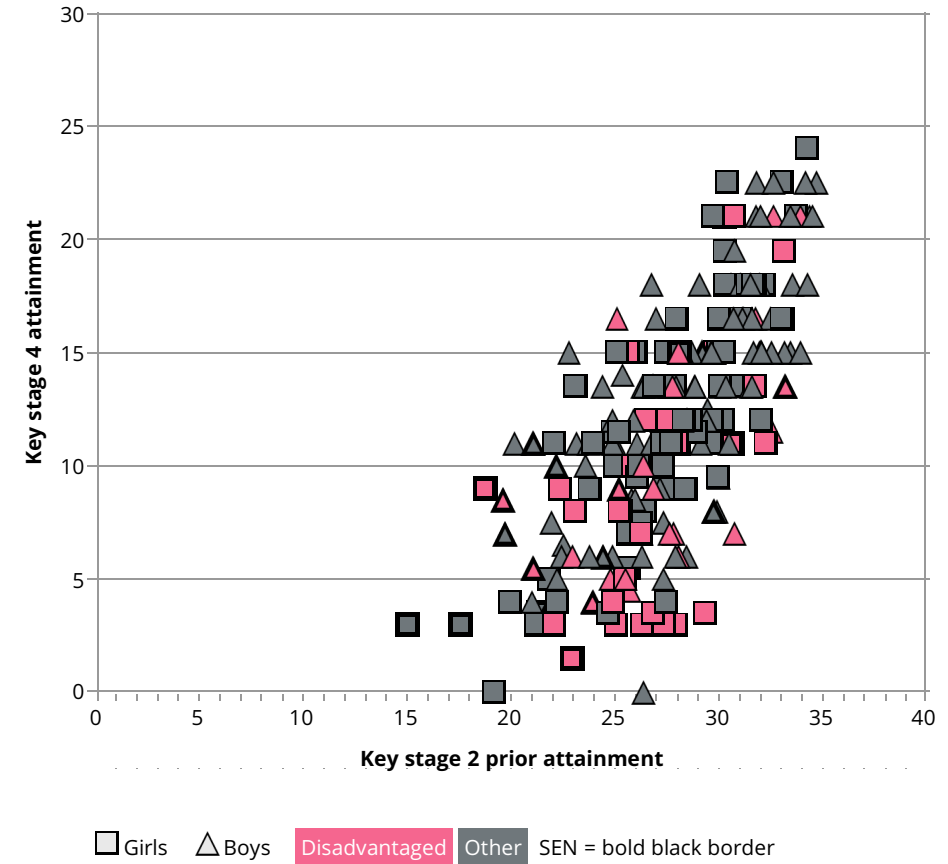


□ Girls △ Boys Disadvantaged Other SEN = bold black border

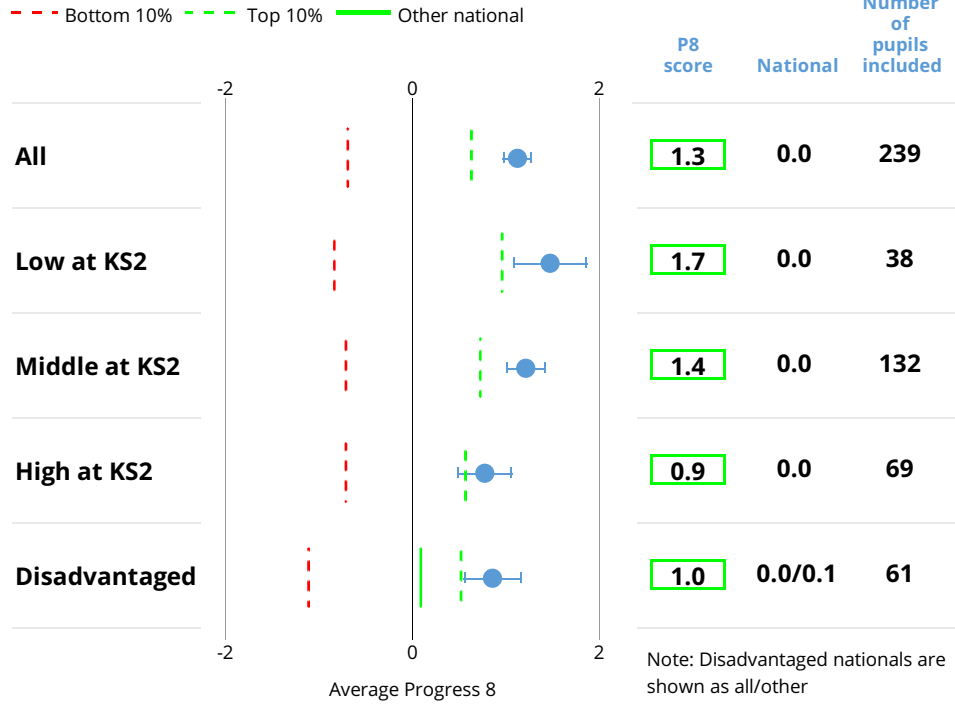
EBacc element of Attainment 8



EBacc Attainment 8 scatterplot



Open element of Progress 8

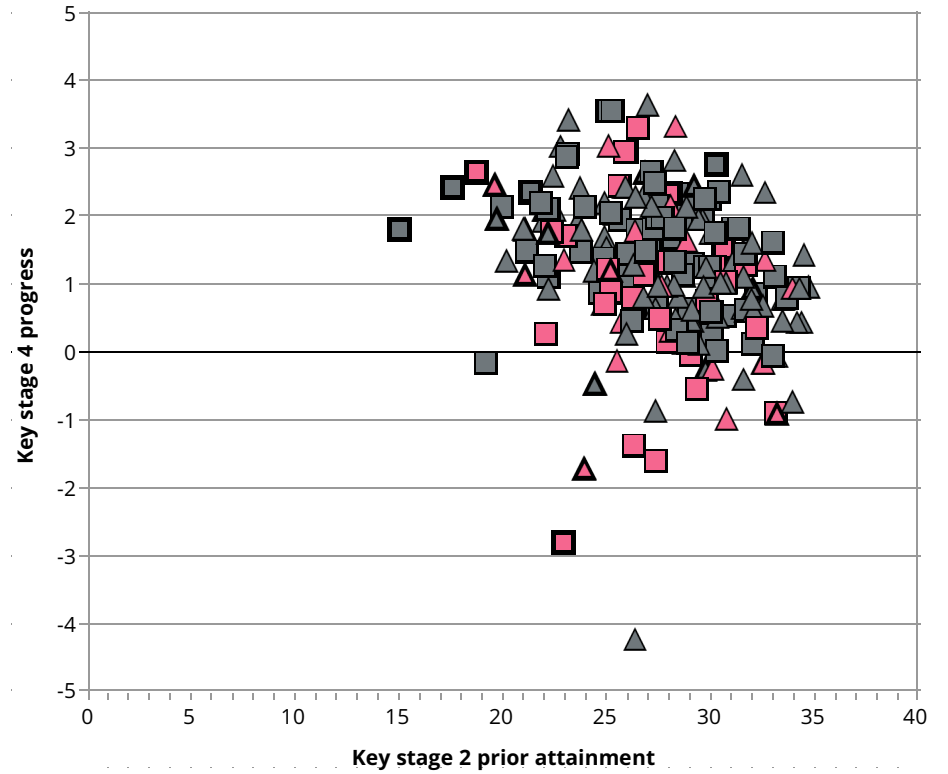


Significantly below national and in bottom 10%

Significantly above national and in top 10%

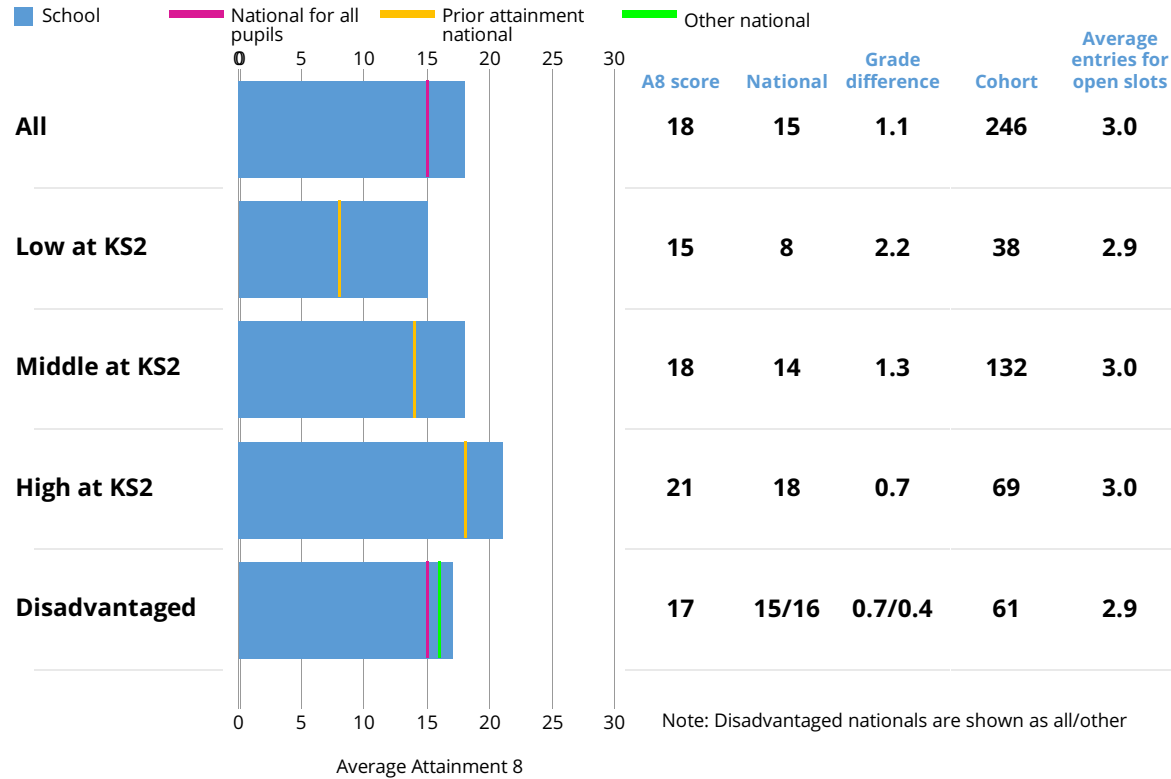
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Open Progress 8 scatterplot

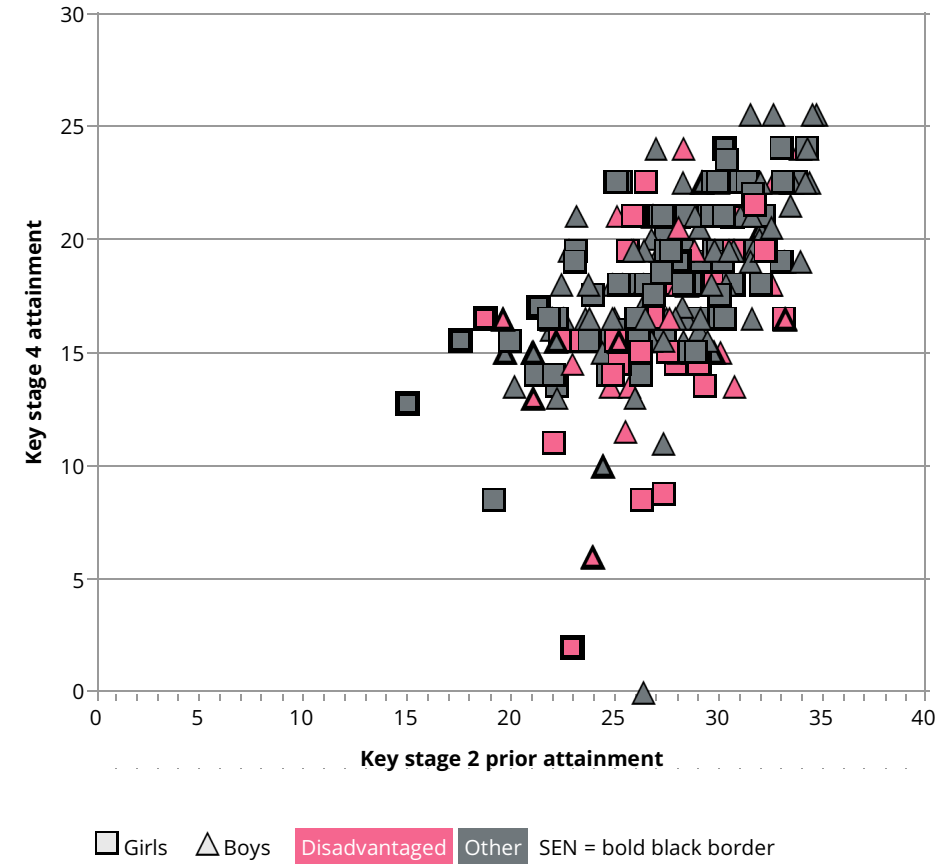


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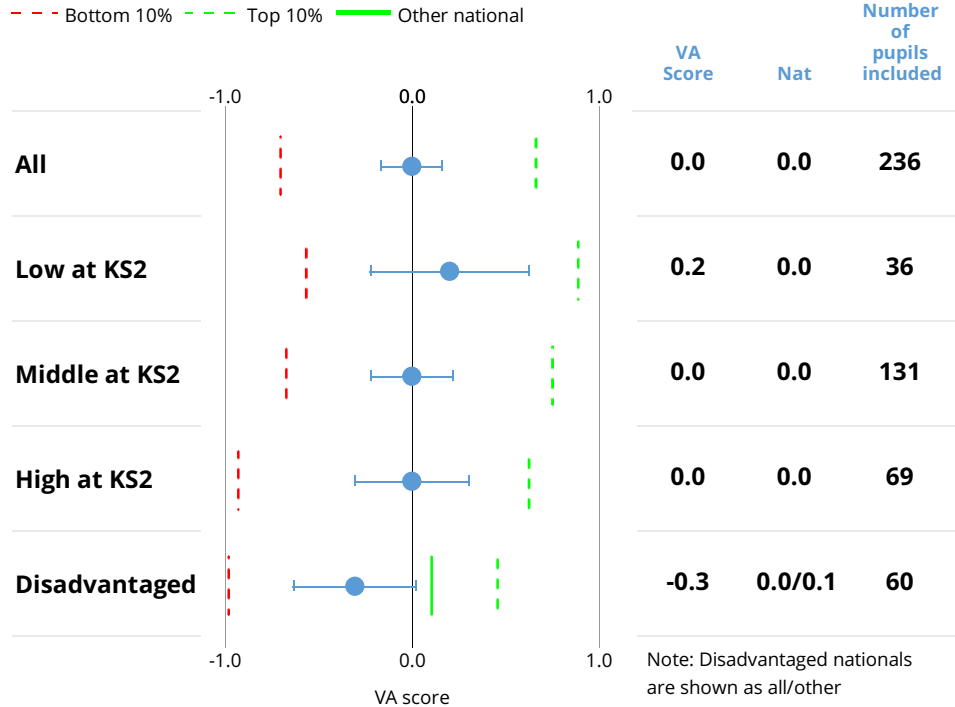
Open element of attainment 8



Open Attainment 8 scatterplot



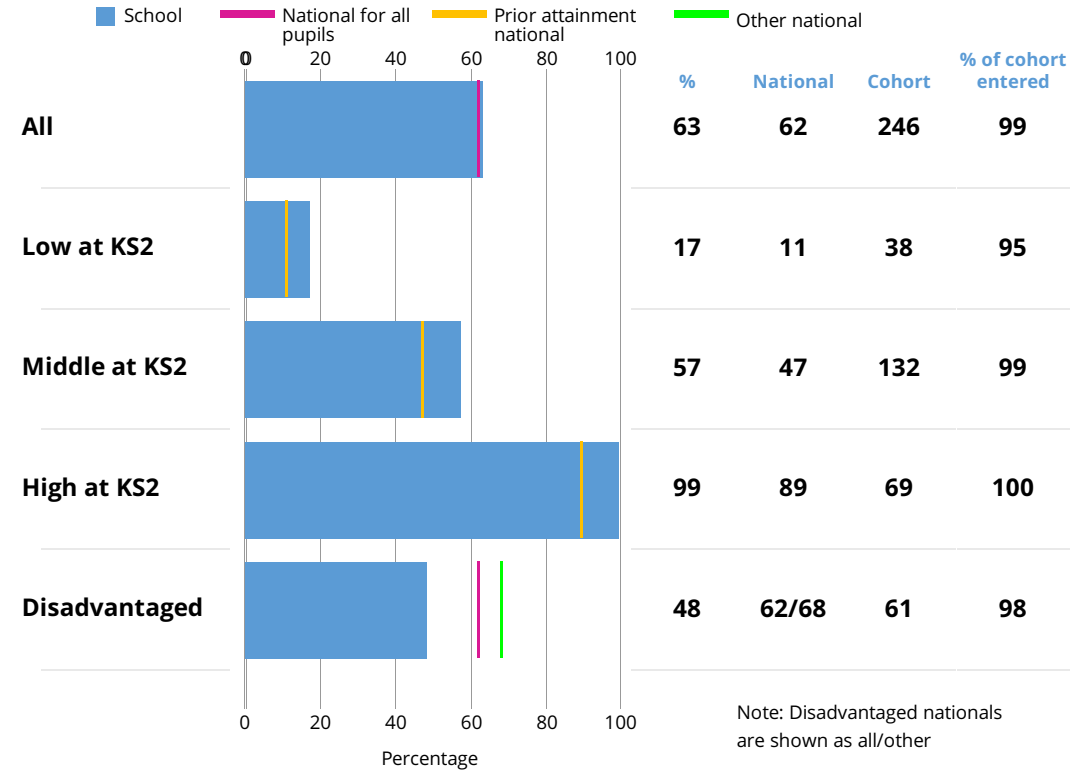
Science Value Added



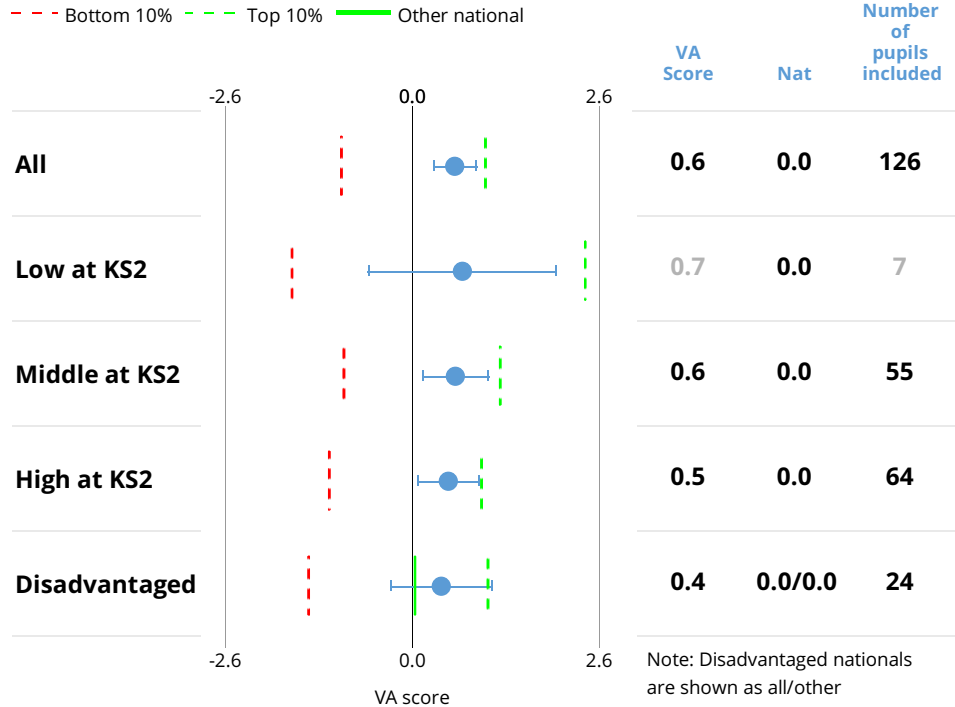
Significantly below national and in bottom 10%

Significantly above national and in top 10%

Science % attained grade C or above



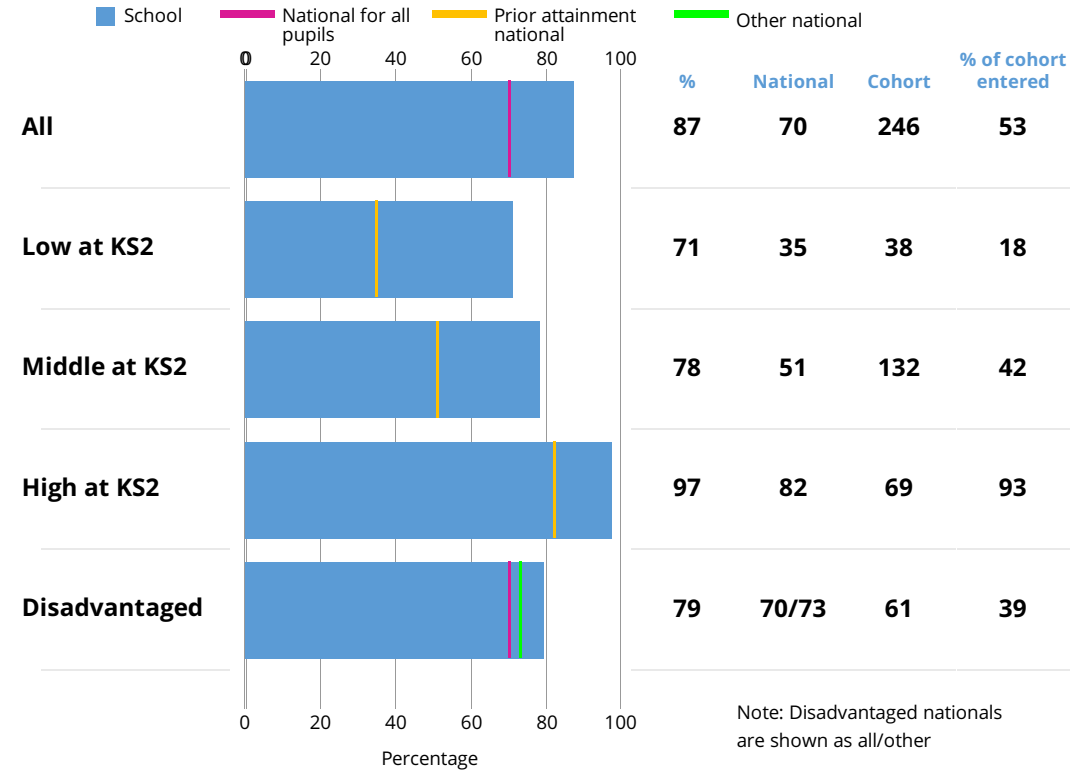
Languages Value Added



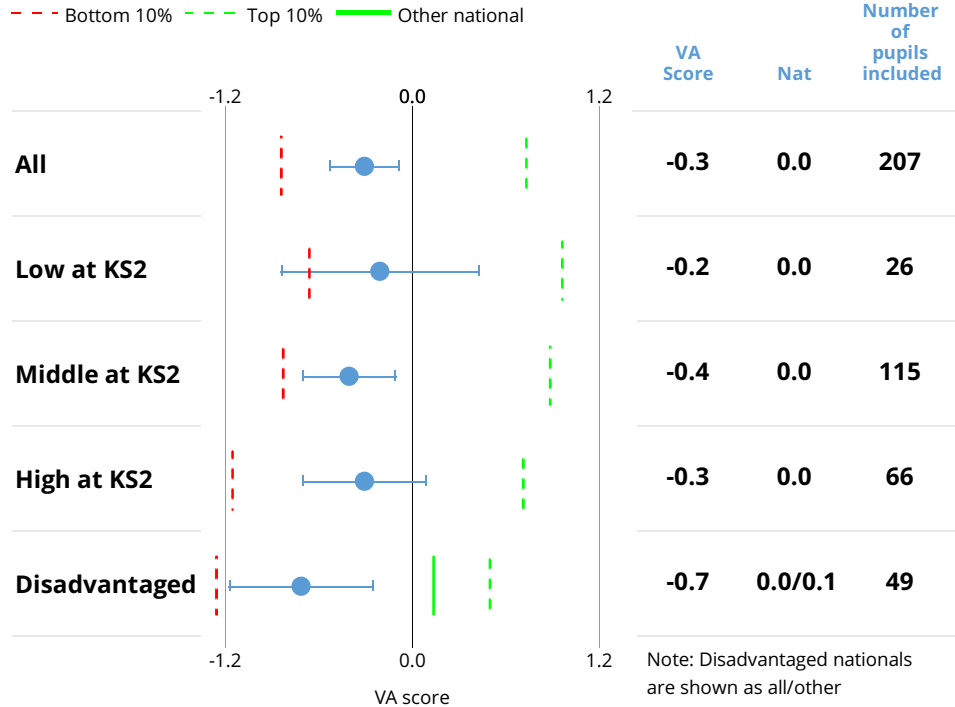
Significantly below national and in bottom 10%

Significantly above national and in top 10%

Languages % attained grade C or above



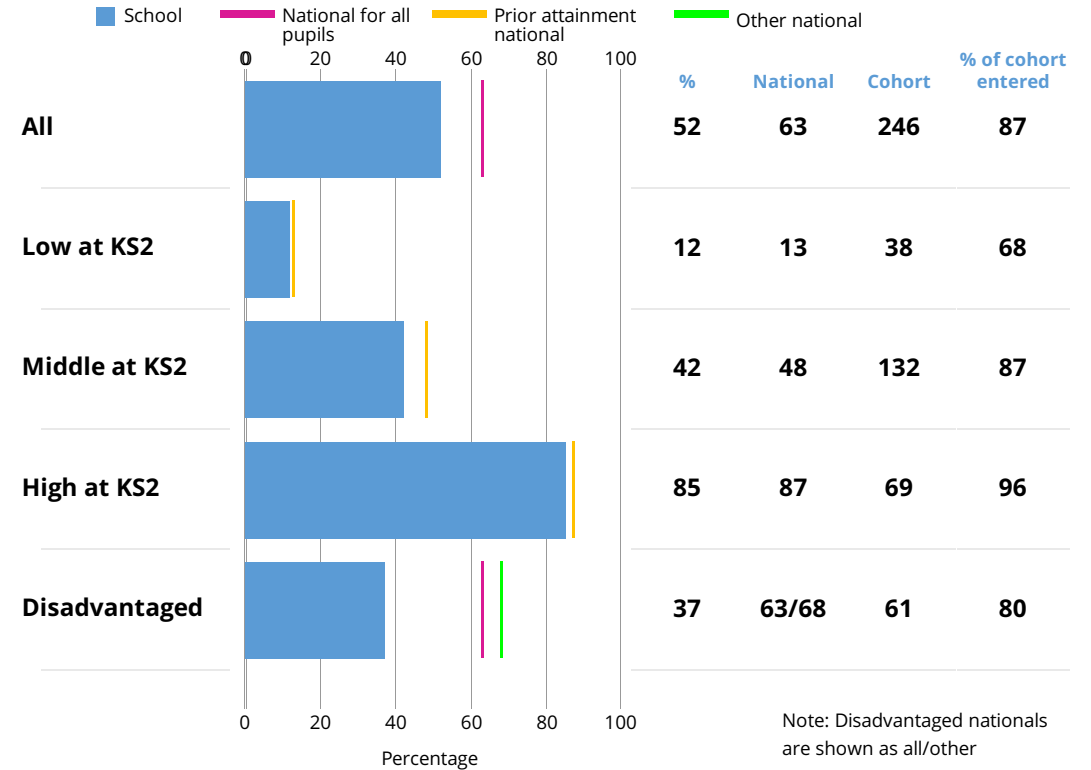
Humanities Value Added



Significantly below national and in bottom 10%

Significantly above national and in top 10%

Humanities % attained grade C or above



Learner characteristics

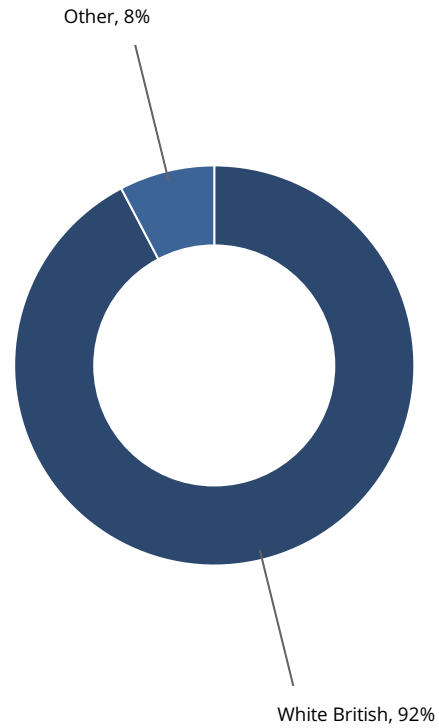
Data from DfE census, January 2017

	Number on roll	% Males	% Females	% English additional language	% Special educational needs	% who continued
All	183	49	51	2	2	-
Year 12	100	54	46	2	1	96
Year 13	83	43	57	2	4	100
Year 14	0	-	-	-	-	-

Note: '% who continued' refers to the percentage of students who continued after completing the previous academic year at this provider.

Ethnicity

Learners from 11 of the 17 ethnic groups recorded by DfE are studying at this provider.



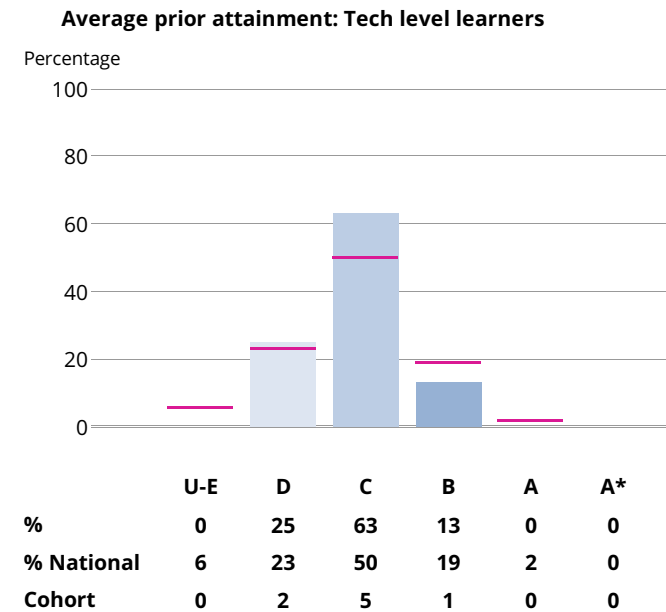
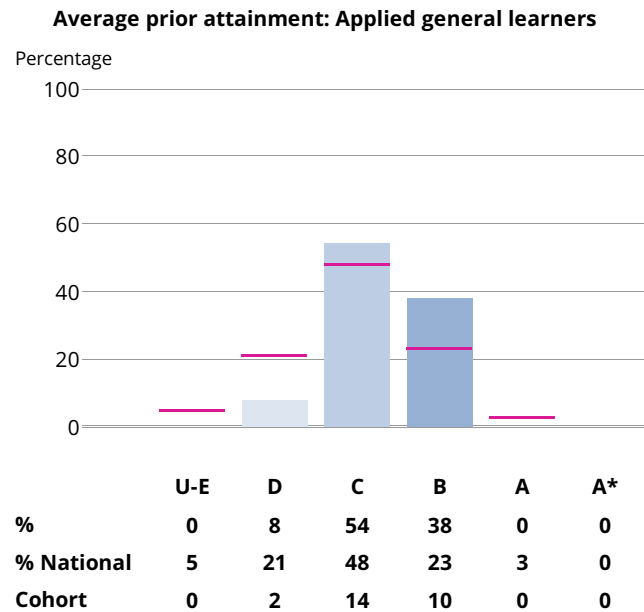
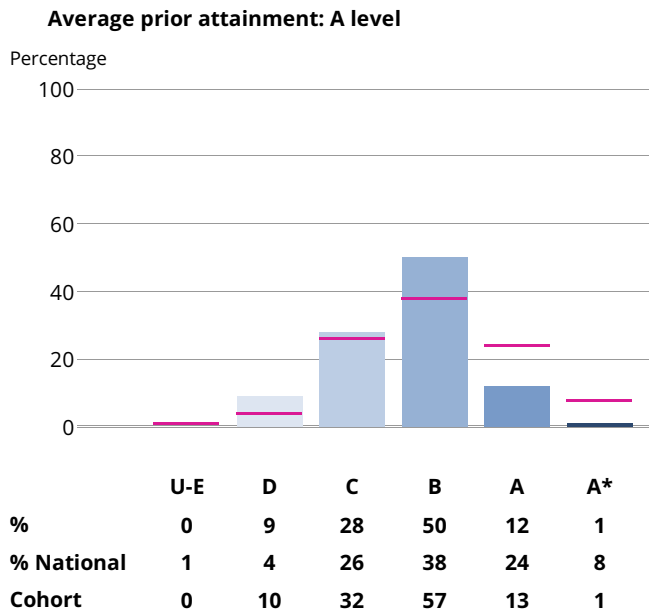
Qualification type and learner characteristics

Qualification type cohort	Number of learners	Characteristics (end of KS4)	Percentage of learners	Without A*-C in GCSE English/mathematics	Number of learners
A level	113	Disadvantaged	10	English	9
Academic (including A levels)	113	Eligible for FSM	10	Mathematics	17
Applied general	26	First language not English	2	Both English and Mathematics	2
Tech level	8	SEN support	10		
Other level 3	0	SEN statement or EHC plan	2		
Tech certificate	0	Number of children looked after	0		
Other Level 2 qualification	5				

Note: A learner may be counted in more than one qualification type cohort so figures may not add up to the total number of learners. The guidance contains information about the various qualification types that make up the academic cohort.

Prior attainment grade distribution

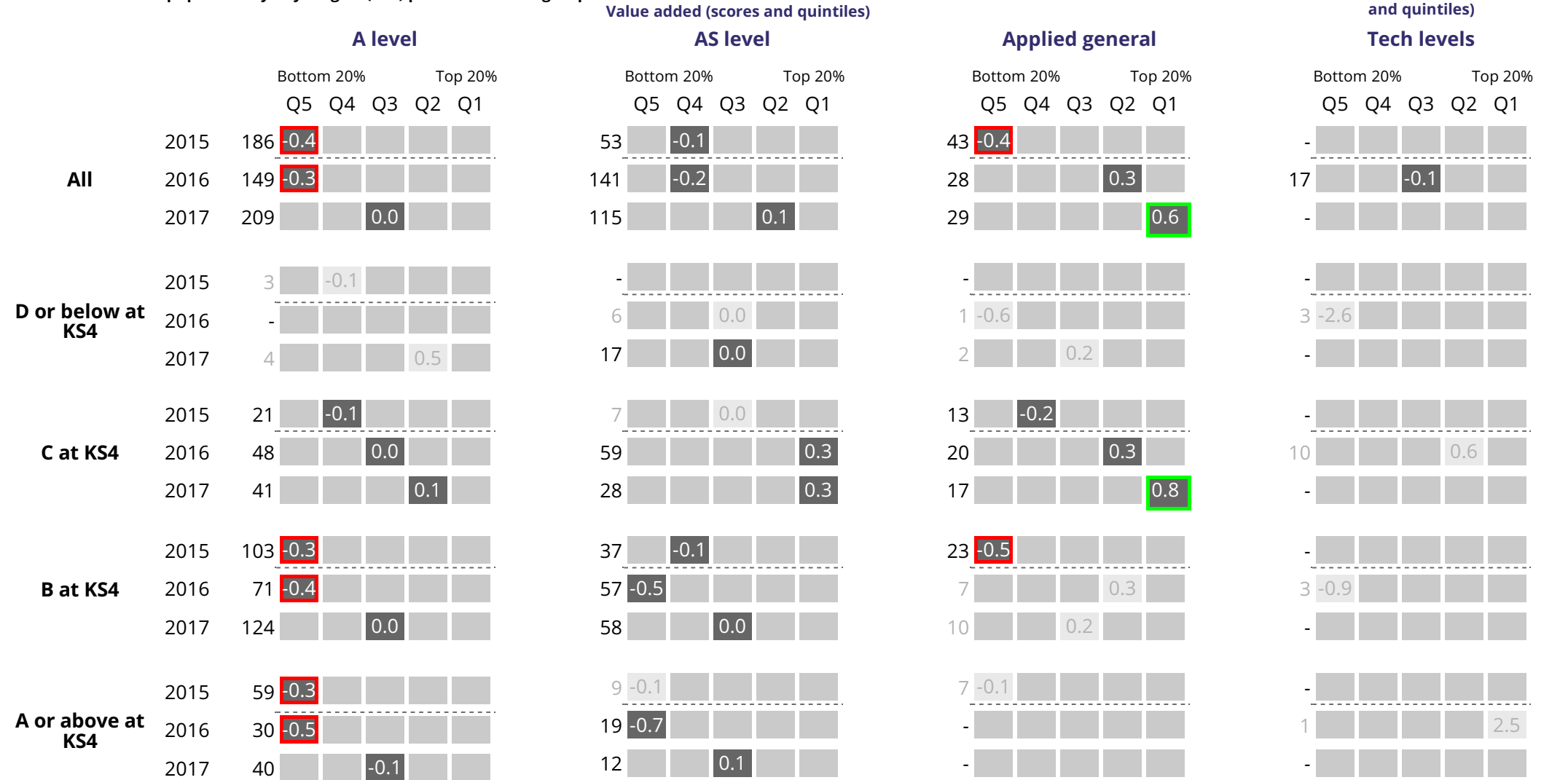
At key stage 4 National



Note: Prior attainment for A level learners is only based on GCSEs. For applied general and Tech level students all KS4 qualifications are included.

Trends over time for level 3 study programmes

Quintiles are based on value added scores for A level, AS level and Applied general, and completion and attainment scores for Tech levels. Data is shown for all pupils and by Key Stage 4 (KS4) prior attainment groups.

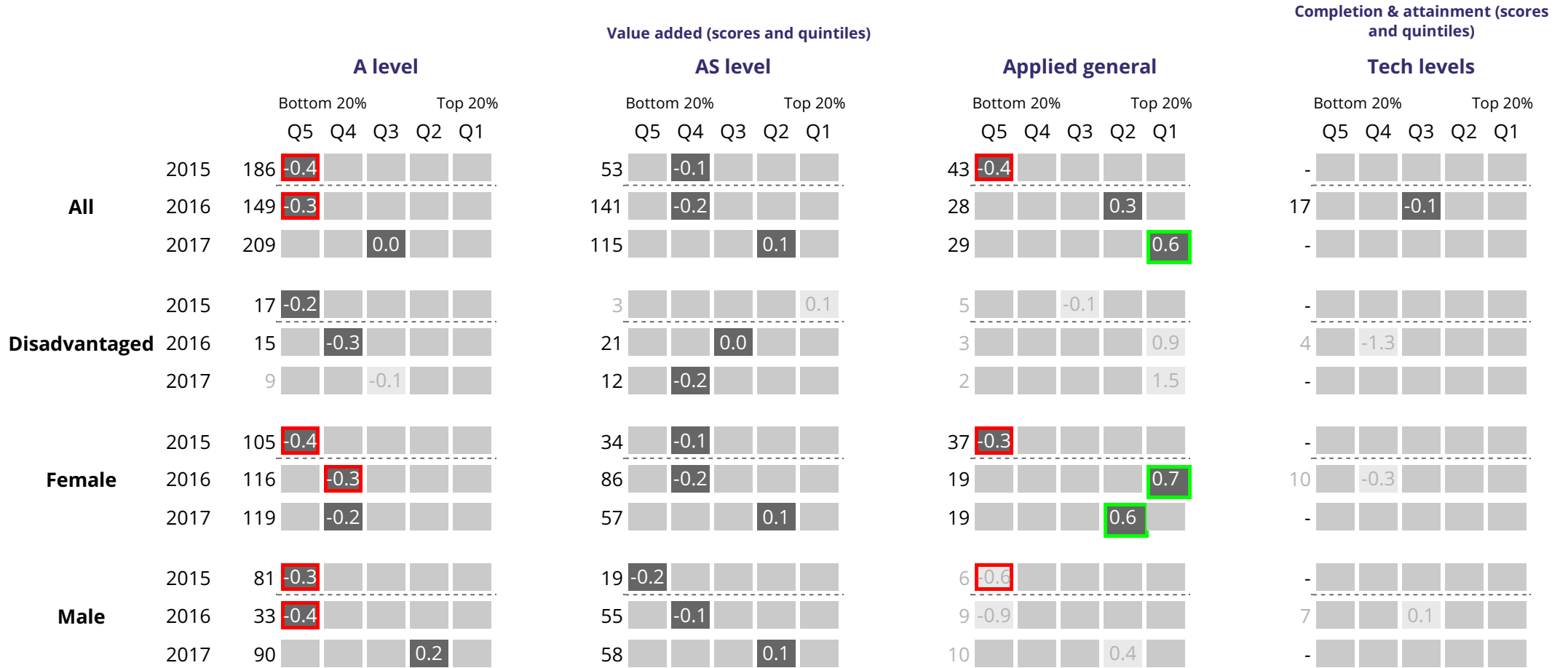


Notes: Details of the methodology used to calculate the scores and quintiles is available in the the guidance document. Data based on ten or fewer learners/entries is displayed in grey. Information on the quintile boundaries is available here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-16-to-19>.

() Entries [] Aims Significantly below national Significantly above national Change in methodology or calculations -----

Trends over time for level 3 study programmes

Quintiles are based on value added scores for A level, AS level and Applied general, and completion and attainment scores for Tech levels.
Data is shown for all pupils and by characteristics.



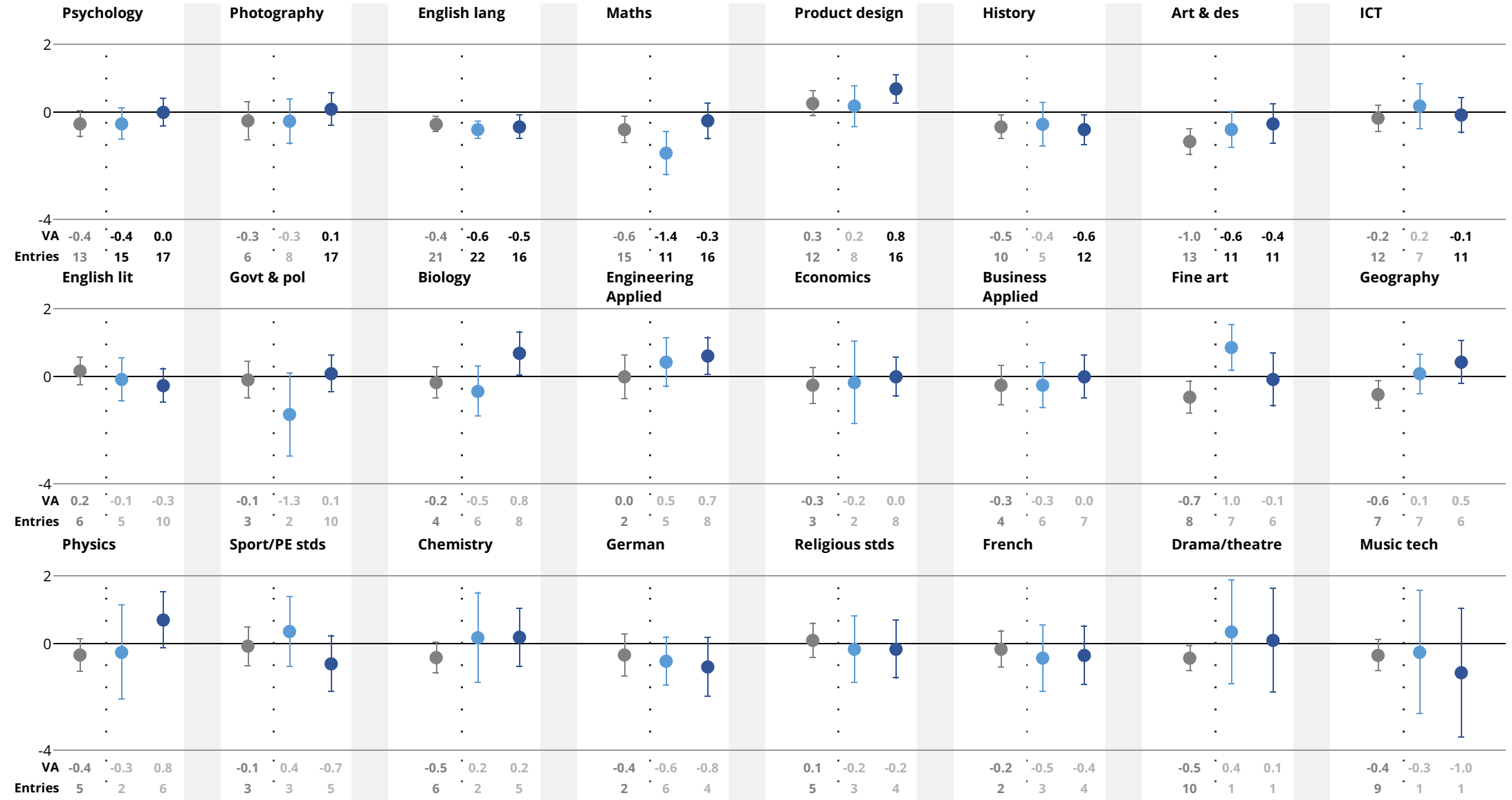
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Information on the quintile boundaries is available here: <https://www.gov.uk/government/publications/using-ofsted-inspection-dashboard-16-to-19>.

() Entries [] Aims Significantly below national Significantly above national Change in methodology or calculations -----

Value added by subject: A-level size and above

Subjects are in descending order of 2017 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).

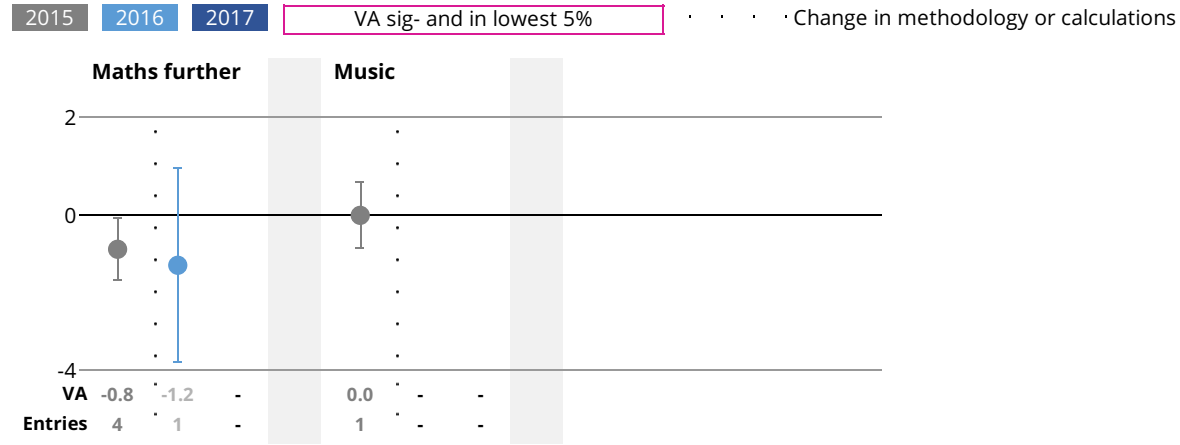
2015 2016 2017 VA sig- and in lowest 5% Change in methodology or calculations



Note: Other qualifications are applied, Cambridge Pre-U and International Baccalaureate. Data based on ten or fewer learners/entries is displayed in grey.

Value added by subject: A-level size and above

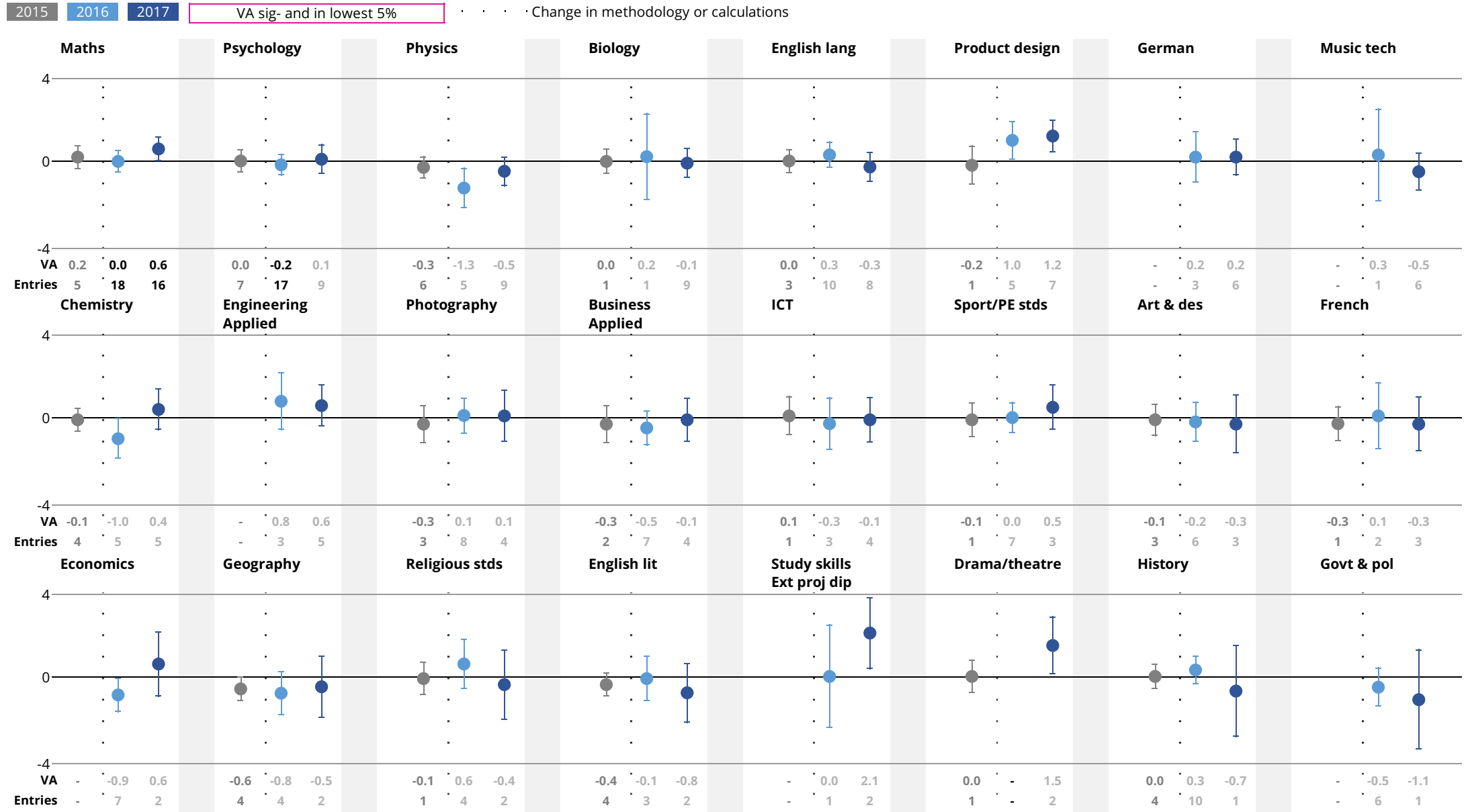
Subjects are in descending order of 2017 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).



Note: Other qualifications are applied, Cambridge Pre-U and International Baccalaureate. Data based on ten or fewer learners/entries is displayed in grey.

Value added by subject: AS-level size and below

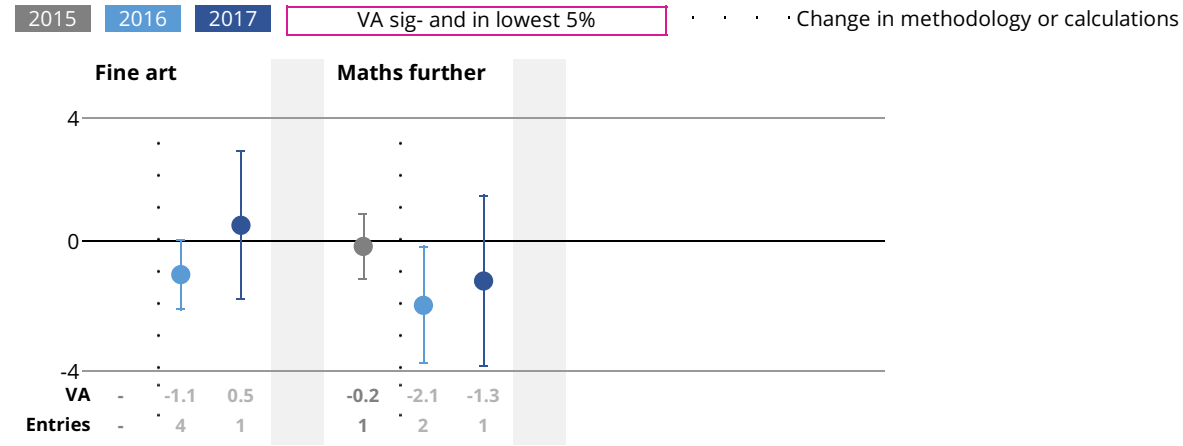
Subjects are in descending order of 2017 entry. Qualification type is AS-level unless otherwise stated in the subject title (see notes).



Notes: Other qualifications are applied, Cambridge Pre-U, Free-standing Mathematics Qualifications, Extended Project, Core Mathematics and International Baccalaureate. Data based on ten or fewer learners/entries is displayed in grey.

Value added by subject: AS-level size and below

Subjects are in descending order of 2017 entry. Qualification type is AS-level unless otherwise stated in the subject title (see notes).

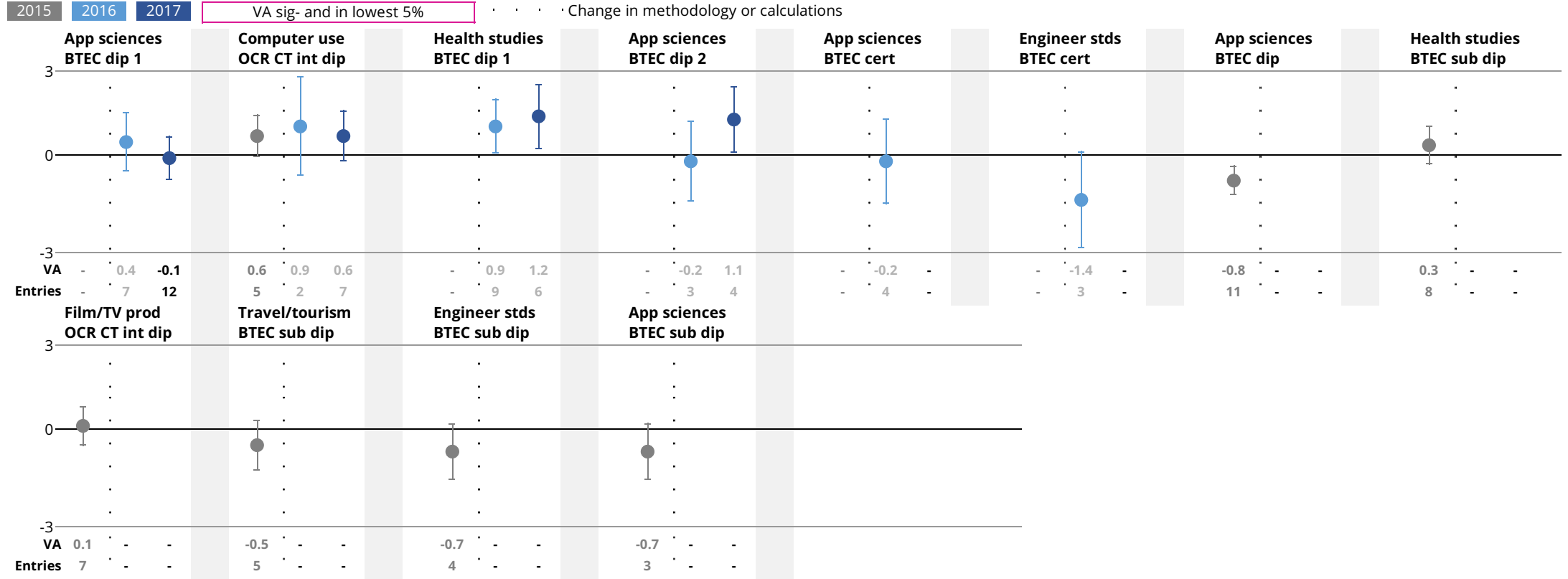


Notes: Other qualifications are applied, Cambridge Pre-U, Free-standing Mathematics Qualifications, Extended Project, Core Mathematics and International Baccalaureate.

Value added by subject: Applied general

Subjects are in descending order of 2017 entry. Qualification titles are given below subject names.

2015 data is presented in grey and is separate from 2016 and 2017 data. This is because subject names changed in 2016.



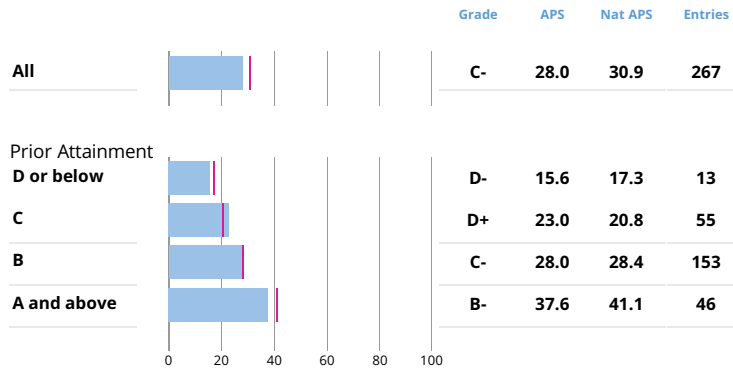
Notes: Data based on ten or fewer learners/entries is displayed in grey.

Attainment by KS4 prior attainment: Level 3

■ 2017 ■ National

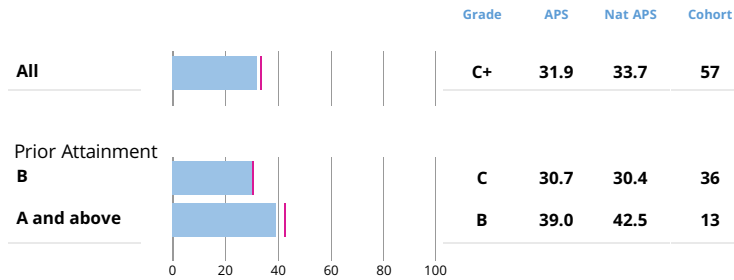
A level

Average point score (APS) per entry



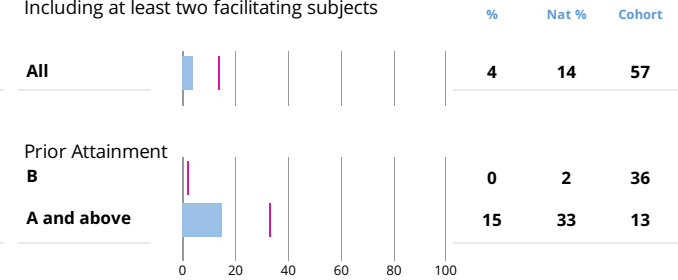
A level

Average point score per entry for best 3 A levels



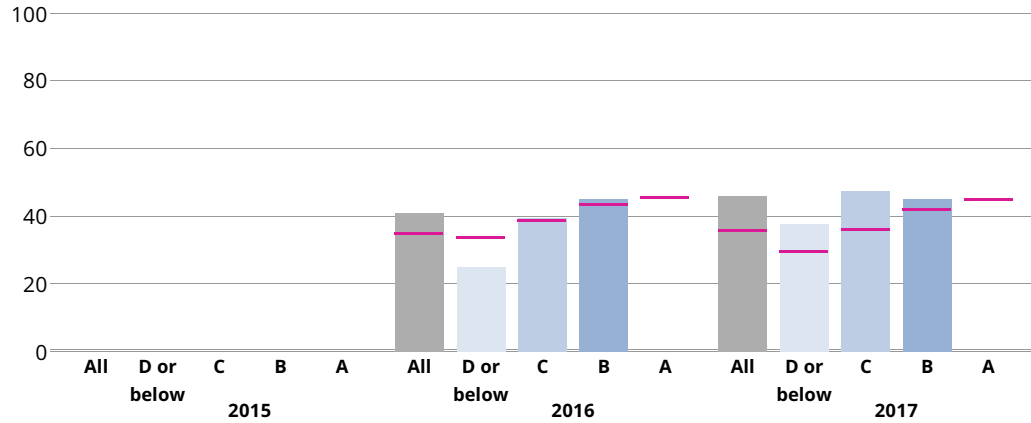
A level

Percentage of A level learners attaining AAB Including at least two facilitating subjects



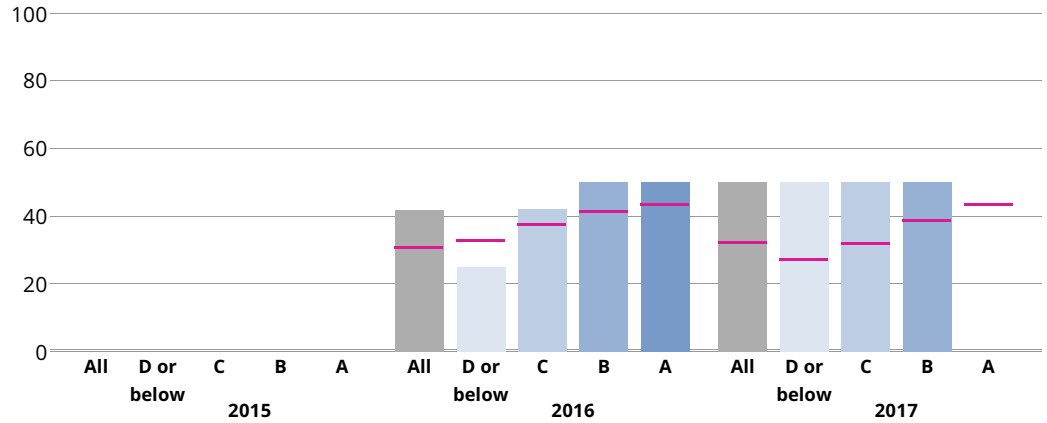
Applied general

Average point score per entry



Tech level

Average point score per entry



Grade	-	-	-	-	-	Dist+	Merit	Dist+	Dist*	-	Dist*	Dist+	Dist*	Dist*	-
APS	-	-	-	-	-	40.7	25.0	39.4	45.0	-	45.8	37.5	47.1	45.0	-
Nat APS	-	-	-	-	-	34.7	33.6	38.5	43.4	45.3	35.6	29.4	35.9	41.8	44.7
Entries	-	-	-	-	-	28	1	18	9	-	33	2	19	12	-

Grade	-	-	-	-	-	Dist*	Merit	Dist*	Dist*	Dist*	Dist*	Dist*	Dist*	Dist*	-
APS	-	-	-	-	-	41.8	25.0	41.9	50.0	50.0	50.0	50.0	50.0	50.0	-
Nat APS	-	-	-	-	-	30.8	32.8	37.3	41.4	43.4	32.2	27.3	32.0	38.6	43.5
Entries	-	-	-	-	-	11	1	8	1	1	8	2	5	1	-

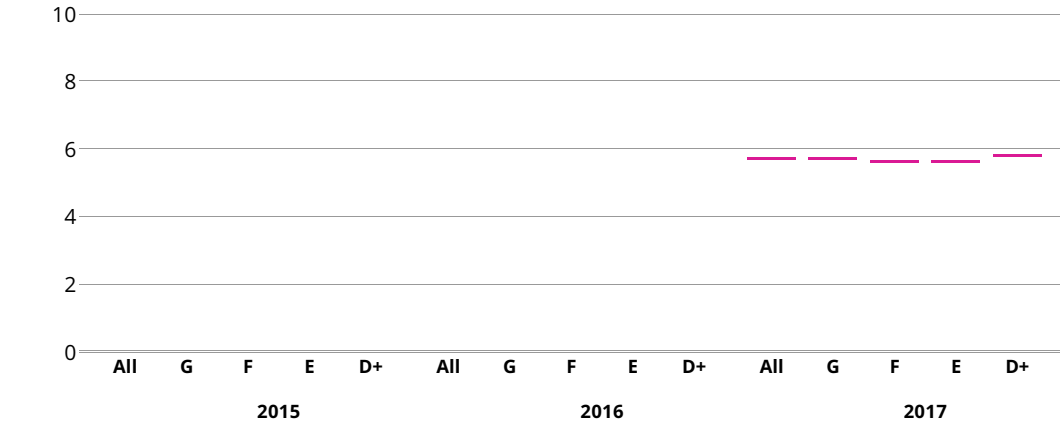
Note: Data based on ten or fewer learners/entries is displayed in grey.

Attainment by KS4 prior attainment: Level 2

National

Technical certificate

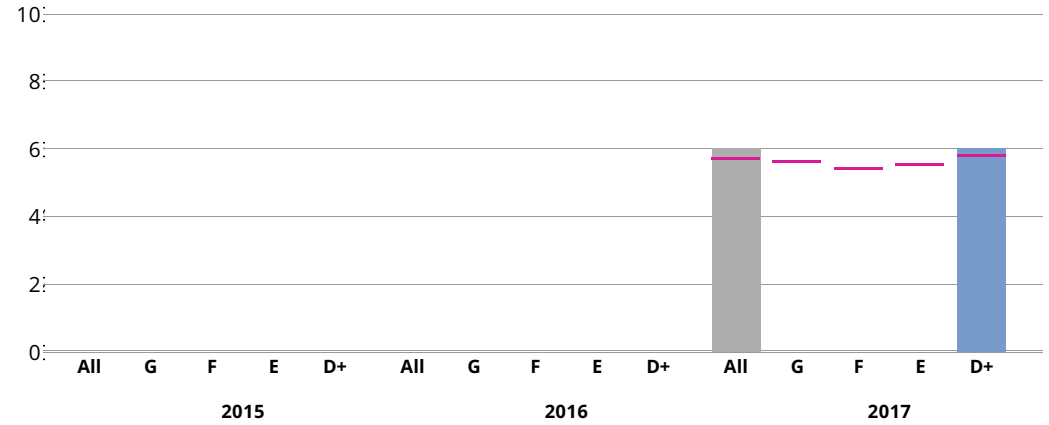
Average point score per entry



	All	G	F	E	D+
Grade	-	-	-	-	-
APS	-	-	-	-	-
Nat APS	-	-	-	-	-
Entries	-	-	-	-	-

Level 2 vocational

Average point score per entry

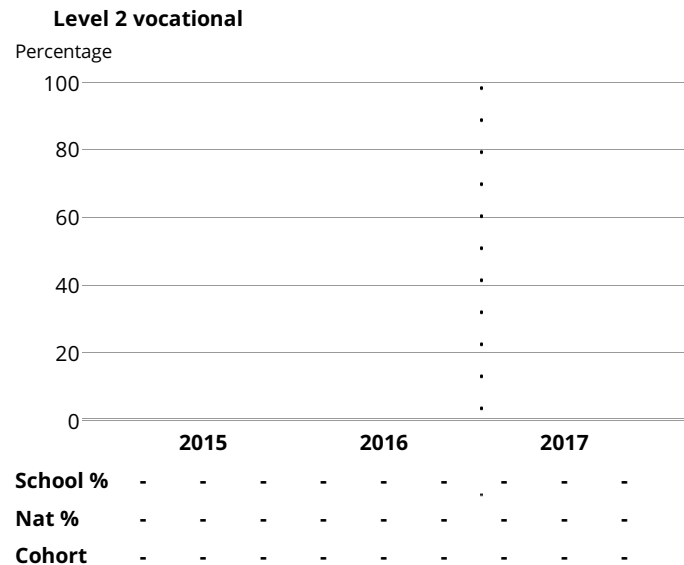
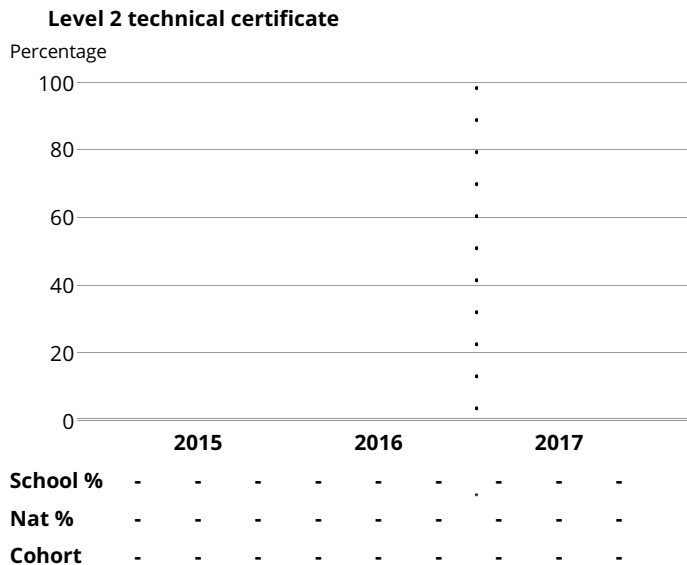
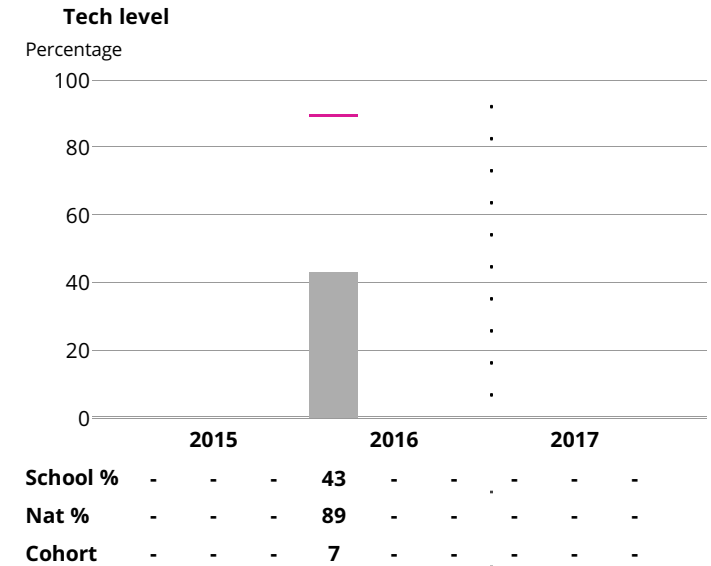
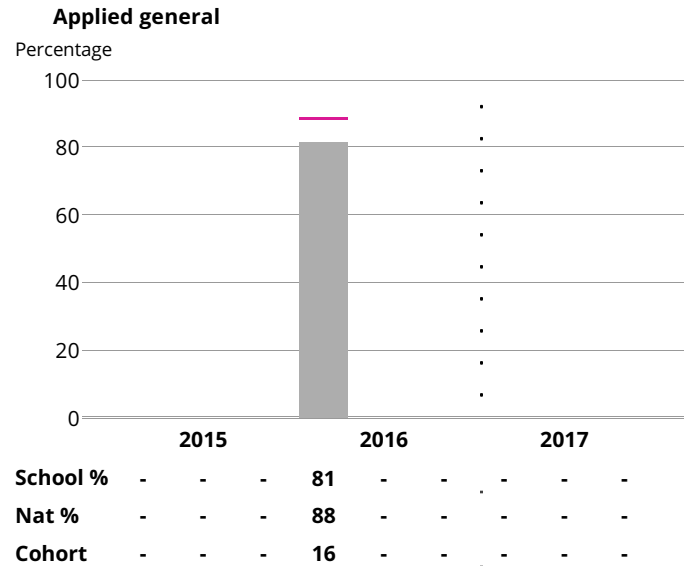
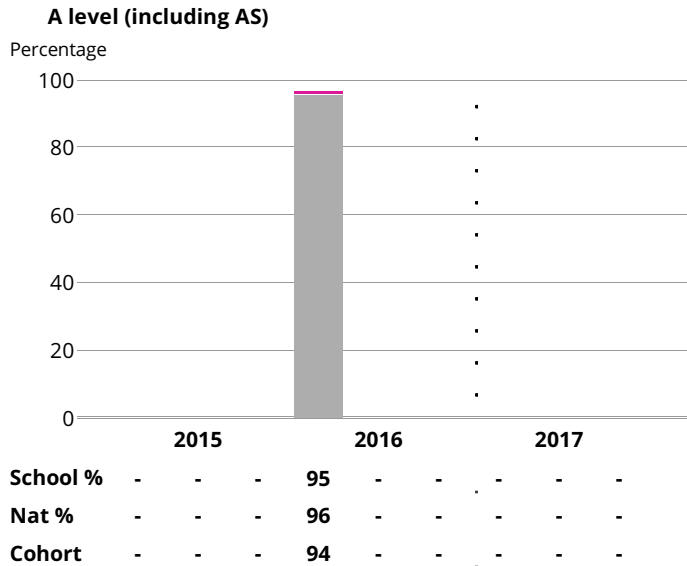


	All	G	F	E	D+
Grade	L2 Merit	-	-	-	L2 Merit
APS	6.0	-	-	-	6.0
Nat APS	5.7	5.6	5.4	5.5	5.8
Entries	14	-	-	-	14

Note: Data based on ten or fewer learners/entries is displayed in grey.

Retention ■ Retained ■ Retained for second year (level 3 only) ■ Retained and assessed ■ National Change in methodology or calculation

Based on learner's core aim (see notes).



Definitions

Retained - The percentage of students who complete their main programme of study. Introduced in 2016.

Retained for second year (level 3 only) - The percentage of students who return and complete a second year, completing an aim of size equivalent to at least one A level. Introduced in 2017.

Retained and assessed - The percentage of students who complete their main programme of study and are assessed at the end of their course. Introduced in 2017.

Note: Learner's core aims are the substantive qualifications being undertaken in a student's programme.

For more information on core aims and retention measures see guidance <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>

Level 2 qualifications are a 1 year qualification.

Data based on ten or fewer learners/entries is displayed in grey.

English progress

All learners

Key stage 4 prior attainment	Outcomes - students at the end of 16-18 studies											
	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally	Gained grade C and above ²	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally
Fail	-	-	-	62%	-	-	3%	-	0.6	-	-	35%
Entry level and level 1 ESOL and functional skills	-	-	-	29%	-	-	5%	-	0.1	-	-	43%
GCSE grades F to G	-	-	-	37%	-	-	2%	-	-0.1	-	-	26%
GCSE grade E	-	-	-	32%	-	-	9%	-	-0.1	-	-	22%
GCSE grade D and level 2 ESOL and functional skills	9	6	67%	35%	6	67%	35%	0.7	0.0	0	0%	15%
Total	9	6	67%	34%	6	67%	22%	0.7	0.0	0	0%	19%

Disadvantaged learners

Key stage 4 prior attainment	Outcomes - students at the end of 16-18 studies											
	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally	Gained grade C and above ²	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally
Fail	-	-	-	62% (65%)	-	-	3% (4%)	-	0.6 (0.8)	-	-	35% (33%)
Entry level and level 1 ESOL and functional skills	-	-	-	29% (35%)	-	-	5% (7%)	-	0.1 (0.3)	-	-	43% (38%)
GCSE grades F to G	-	-	-	37% (41%)	-	-	2% (3%)	-	-0.1 (0.0)	-	-	26% (24%)
GCSE grade E	-	-	-	32% (36%)	-	-	9% (11%)	-	-0.1 (0.0)	-	-	22% (19%)
GCSE grade D and level 2 ESOL and functional skills	2	1	50%	35% (38%)	1	50%	35% (38%)	0.5	0.0 (0.1)	0	0%	15% (13%)
Total	2	1	50%	34% (38%)	1	50%	22% (26%)	0.5	0.0 (0.1)	0	0%	19% (17%)

1. Grade C or the equivalent grade 4 in the reformed GCSE grading system.

2. The figure in brackets presents the 'other national'. This is the figure for learners who were not classified as disadvantaged at the end of year 11.

Note: Data based on ten or fewer learners/entries is displayed in grey.

1/3 of a grade or more below national

1/2 of a grade up to 3/4 of a grade above national

1/4 of a grade up to 1/3 of a grade below national

3/4 of a grade or more above national

Mathematics progress

All learners

Key stage 4 prior attainment	Outcomes - students at the end of 16-18 studies											
	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally	Gained grade C and above ²	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally
Fail	-	-	-	70%	-	-	0%	-	0.4	-	-	23%
Entry level and level 1 functional skills and use of maths and FSM ¹	-	-	-	21%	-	-	3%	-	-0.1	-	-	41%
GCSE grades F to G	2	1	50%	40%	0	0%	1%	0.0	0.0	1	50%	21%
GCSE grade E	-	-	-	24%	-	-	5%	-	-0.2	-	-	20%
GCSE grade D and level 2 functional skills and use of maths and FSM ¹	15	7	47%	37%	7	47%	37%	0.4	0.1	0	0%	12%
Total	17	8	47%	37%	7	41%	18%	0.4	0.0	1	6%	18%

Disadvantaged learners

Key stage 4 prior attainment	Outcomes - students at the end of 16-18 studies											
	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally	Gained grade C and above ²	% that gained grade C and above	% that gained grade C and above nationally	Average progress score	Average progress score nationally	Number not entered	% not entered	% not entered nationally
Fail	-	-	-	70% (71%)	-	-	0% (0%)	-	0.4 (0.5)	-	-	23% (22%)
Entry level and level 1 functional skills and use of maths and FSM ¹	-	-	-	21% (26%)	-	-	3% (5%)	-	-0.1 (0.1)	-	-	41% (37%)
GCSE grades F to G	-	-	-	40% (44%)	-	-	1% (1%)	-	0.0 (0.0)	-	-	21% (19%)
GCSE grade E	-	-	-	24% (27%)	-	-	5% (6%)	-	-0.2 (-0.1)	-	-	20% (18%)
GCSE grade D and level 2 functional skills and use of maths and FSM ¹	-	-	-	37% (41%)	-	-	37% (41%)	-	0.1 (0.1)	-	-	12% (10%)
Total	-	-	-	37% (40%)	-	-	18% (22%)	-	0.0 (0.1)	-	-	18% (15%)

1. Includes AQA use of maths and free standing maths (FSM).

2. Grade C or the equivalent grade 4 in the reformed GCSE grading system.

3. The figure in brackets presents the 'other national'. This is the figure for learners who were not classified as disadvantaged at the end of year 11.

Note: Data based on ten or fewer learners/entries is displayed in grey.

1/3 of a grade or more below national

1/2 of a grade up to 3/4 of a grade above national

1/4 of a grade up to 1/3 of a grade below national

3/4 of a grade or more above national

Destinations

Destinations are shown for learners who finished their study programme, having entered at least one level 3 qualification.

	End of KS5	Number of learners	Education or employment / training destination				Destination not sustained	Activity not captured in data
			Apprenticeship	of which:		UK higher education		
				Any education destination				
All learners	2015	88	95%	10%	73%	48%	x	x
	2014	91	97%	18%	84%	44%	3%	0%
	2013	80	79%	7%	76%	35%	15%	5%
Disadvantaged	2015	10	x	x	x	x	x	x
	2014	9	x	x	x	x	x	x
	2013	x	x	x	x	x	x	x
Female	2015	55	100%	11%	80%	53%	x	x
	2014	55	96%	16%	x	40%	x	x
	2013	50	77%	x	75%	35%	19%	x
Male	2015	35	88%	9%	61%	39%	x	x
	2014	36	97%	19%	x	50%	x	x
	2013	40	81%	x	78%	33%	x	x
National	2015	366145	89%	7%	66%	51%	8%	3%
	2014	363040	88%	7%	65%	48%	6%	3%
	2013	358978	73%	5%	65%	48%	10%	15%