Areas to investigate

Progress 8 elements

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

EBacc value added

- Science value added for all pupils was in the bottom quintile (20%) for the latest two years. Languages value added for all pupils was in the top quintile (20%) for the latest two years.

Context

- Between year 9 in 2016 and year 10 in 2017, 11 pupils left this school.

Absence and exclusions

- Overall absence in 2016/17 was low for all pupils (in the lowest 10%).
- Overall absence was low (in the lowest 10%) for the latest three years for all pupils.

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. The DfE announced in January, that a methodology change to the way Progress 8 is calculated for 2018 results will be made to better account for extreme scores, or 'outliers', and that this will change the progress scores of approximately 1% of pupils nationally (https://www.gov.uk/government/publications/progress-8-school-performance-measure). In the meantime, Ofsted has carried out initial modelling, and indicated where extreme scores occur based on the 2017 data. This has been indicated in the IDSR areas to investigate.

Areas to investigate (2017)

- Value added was significantly below average and in the bottom 10% for A levels.

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.

Ofsted

Ormiston Sandwell Community Academy

URN: 135979 **LAESTAB:** 3336910

Phase of education: Secondary
Headteacher: Marie McMahon
Pupils: 981
Gender: Mixed
Special needs provision:

Local authority: Sandwell
Admissions policy: Comprehensive (secondary)
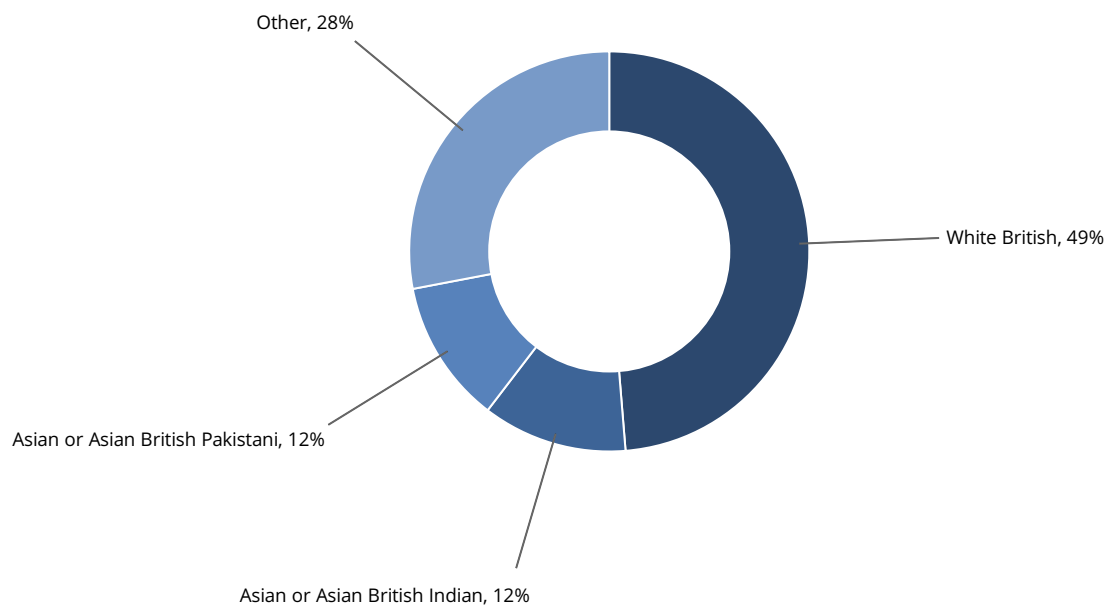**Ages:** 11-19
Denomination: Does not apply

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.

Other, 28%
White British, 49%
Asian or Asian British Pakistani, 12%
Asian or Asian British Indian, 12%

School level trends

2017 Quintile

Lowest 20% | Highest 20%

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% girls								
School	53	53	51				■	
National	50	50	50					
% eligible for FSM at any time during the past 6 years								
School	41	42	42				■	
National	29	29	28					
% of pupils first language not/believed not to be English								
School	32	34	33					■
National	15	16	16					
% of pupils with SEN support								
School	25.4	19.5	19.5				■	
National	12.4	11.0	10.7					
% of pupils with a SEN statement or EHC plan								
School	0.9	1.1	1.0		■			
National	1.8	1.7	1.7					
School deprivation indicator								
School	0.3	0.3	0.3				■	
National	0.2	0.2	0.2					
Number on roll								
School	902	938	981			■		
National	945	944	959					

Ormiston Sandwell Community Academy

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 7	209	47	49	38	31	26	16	18	15	0
Year 8	198	51	49	47	30	29	16	17	14	0
Year 9	200	54	49	42	28	38	16	29	13	0
Year 10	163	52	49	44	28	42	16	26	13	2
Year 11	178	49	50	41	26	30	16	16	12	2

Prior attainment

Difference from the national average point scores

% pupils with no prior attainment

	Reading	Writing	Mathematics	% pupils with no prior attainment
Year 8	-0.6	-0.5	-0.7	2.5
Year 9	-1.4	-1.1	-1.2	5.5
Year 10	-0.6	-0.7	-0.1	9.8
Year 11	-0.7		-0.1	8.4
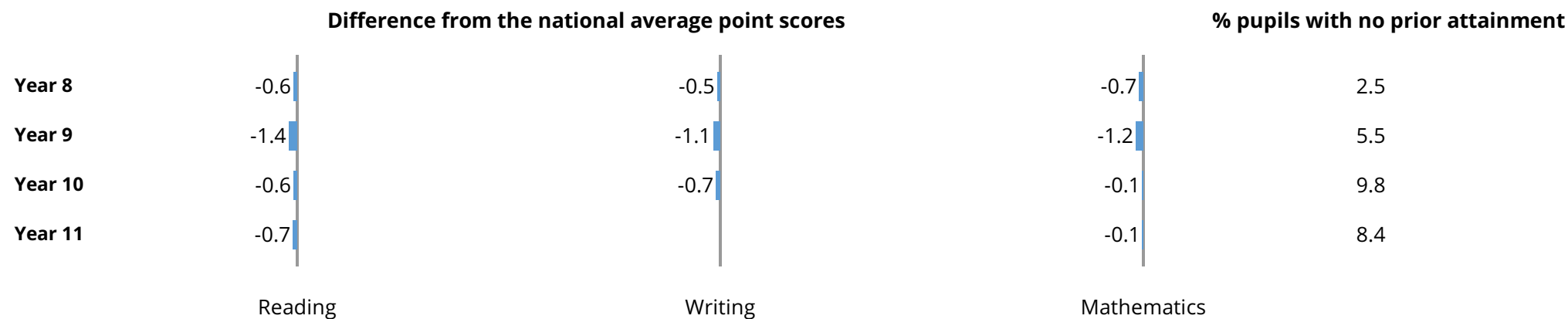
Underlined once: more than one standard deviation from national
Underlined twice: more than two standard deviations from national
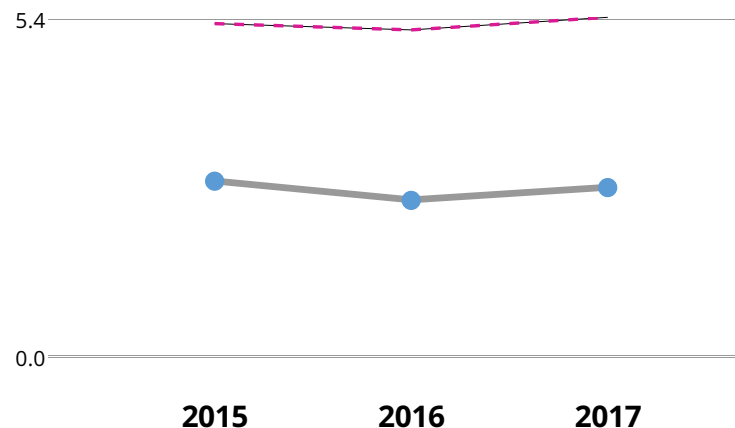This is historic data for pupils at January 2017, for example current year 11 pupils will have been year 10 in 2017.
For year 11 there is no writing data because there was no separate reading and writing outcomes at key stage 2 in 2012.

Ormiston Sandwell Community Academy   URN: 135979   LAESTAB: 3336910

Absence
% of sessions missed

Persistent Absence
% of pupils who missed 10% or more sessions

Destinations
% in sustained education, employment or training

	2015	2016	2017
School %	2.8	2.5	2.7
Nat %	5.3	5.2	5.4
Cohort	858	935	988
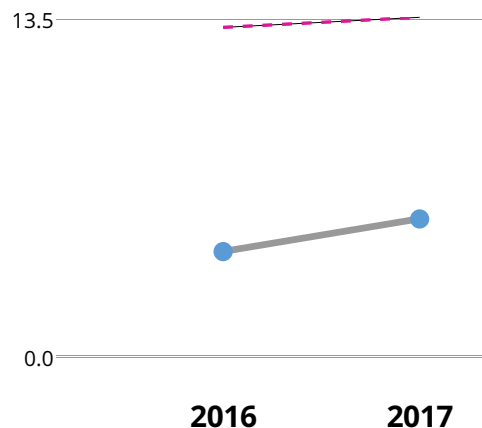
	2016	2017
School %	4.2	5.5
Nat %	13.1	13.5
Cohort	935	988
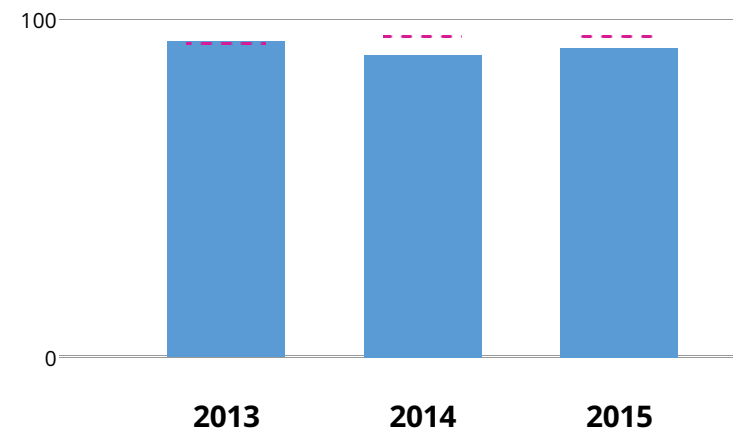
	2013	2014	2015
School %	93	89	91
Nat %	92	94	94
Cohort	147	150	161

■ School   ▪▪▪ National

All absence indicators are based on three terms of data for mainstream and special schools. Nationals are displayed as per the school phase of education. Special schools have been compared with the national for secondary schools. For boarding schools only day pupils are included.

Ormiston Sandwell Community Academy   **URN:** 135979   **LAESTAB:** 3336910

Fixed term exclusions
% of pupils excluded

Total   Repeat   National
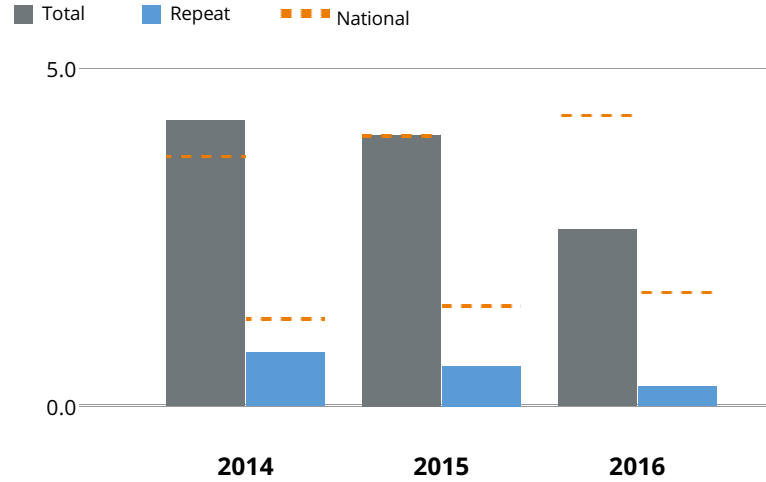
	2014		**2015**		**2016**	
School %	4.2	0.8	4.0	0.6	2.6	0.3
National %	3.7	1.3	4.0	1.5	4.3	1.7
Number	36	7	36	5	24	3

Permanent exclusions

= 1 pupil

	Nat	
2016	(2)	👤👤👤👤
2015	(1)	👤

The national for fixed term exclusions is based on phase of education, such as primary or secondary.
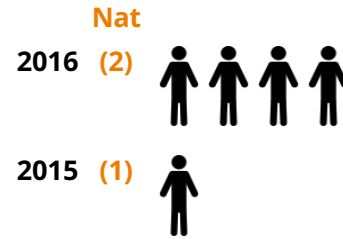
The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

Ormiston Sandwell Community Academy URN: 135979 LAESTAB: 3336910

Trends over time

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

Quintile columns run from Bottom 20% (Q5) to Top 20% (Q1): Q5 Q4 Q3 Q2 Q1

Overall

Group	Year (Cohort)	Q5	Q4	Q3	Q2	Q1
All	2016 (155)			46		
All	2017 (161)			42		
Low at KS2	2016 (30)			31		
Low at KS2	2017 (19)			29		
Middle at KS2	2016 (90)		53			
Middle at KS2	2017 (79)			33		
High at KS2	2016 (35)		50			
High at KS2	2017 (63)		60			
Disadvantaged	2016 (53)			37		
Disadvantaged	2017 (69)		**44** (significantly below national)			

English P8 element

Group	Year (Cohort)	Q5	Q4	Q3	Q2	Q1
All	2016 (155)			48		
All	2017 (161)		64			
Low at KS2	2016 (30)			26		
Low at KS2	2017 (19)		77			
Middle at KS2	2016 (90)			57		
Middle at KS2	2017 (79)			54		
High at KS2	2016 (35)			53		
High at KS2	2017 (63)		67			
Disadvantaged	2016 (53)			42		
Disadvantaged	2017 (69)			**60** (significantly below national)		

Mathematics P8 element

Group	Year (Cohort)	Q5	Q4	Q3	Q2	Q1
All	2016 (155)			56		
All	2017 (161)		64			
Low at KS2	2016 (30)			38		
Low at KS2	2017 (19)		69			
Middle at KS2	2016 (90)			60		
Middle at KS2	2017 (79)		51			
High at KS2	2016 (35)		61			
High at KS2	2017 (63)		**72** (significantly below national)			
Disadvantaged	2016 (53)			44		
Disadvantaged	2017 (69)		**73** (significantly below national)			

Open P8 element

Group	Year (Cohort)	Q5	Q4	Q3	Q2	Q1
All	2016 (155)					**9** (significantly above national)
All	2017 (161)					**7** (significantly above national)
Low at KS2	2016 (30)					**15** (significantly above national)
Low at KS2	2017 (19)					**7** (significantly above national)
Middle at KS2	2016 (90)					**12** (significantly above national)
Middle at KS2	2017 (79)					**9** (significantly above national)
High at KS2	2016 (35)					**11** (significantly above national)
High at KS2	2017 (63)					**10** (significantly above national)
Disadvantaged	2016 (53)					**10** (significantly above national)
Disadvantaged	2017 (69)					**12** (significantly above national)

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-ofsteds-inspection-dashboard.
Statistical significance for disadvantaged pupils is against the national for other pupils.

() 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)

EBacc P8 element

Bottom 20% — Top 20% (Q5 Q4 Q3 Q2 Q1)

Group	Year (cohort)	Q5	Q4	Q3	Q2	Q1
All	2016 (155)	81				
All	2017 (161)		77			
Low at KS2	2016 (30)		66			
Low at KS2	2017 (19)			54		
Middle at KS2	2016 (90)	82				
Middle at KS2	2017 (79)		64			
High at KS2	2016 (35)		76			
High at KS2	2017 (63)	84				
Disadvantaged	2016 (53)		74			
Disadvantaged	2017 (69)		72			

Science VA

Bottom 20% — Top 20% (Q5 Q4 Q3 Q2 Q1)

Group	Year (cohort)	Q5	Q4	Q3	Q2	Q1
All	2015 (80)				32	
All	2016 (141)	84				
All	2017 (157)	83				
Low at KS2	2015 (1)					8
Low at KS2	2016 (19)		62			
Low at KS2	2017 (18)		73			
Middle at KS2	2015 (38)					15
Middle at KS2	2016 (87)	89				
Middle at KS2	2017 (76)		68			
High at KS2	2015 (41)			55		
High at KS2	2016 (35)		76			
High at KS2	2017 (63)	91				
Disadvantaged	2015 (29)					10
Disadvantaged	2016 (45)		78			
Disadvantaged	2017 (65)	84				

Languages VA

Bottom 20% — Top 20% (Q5 Q4 Q3 Q2 Q1)

Group	Year (cohort)	Q5	Q4	Q3	Q2	Q1
All	2015 (16)					7
All	2016 (13)					2
All	2017 (24)					10
Low at KS2	2015 (0)					
Low at KS2	2016 (1)					3
Low at KS2	2017 (1)					1
Middle at KS2	2015 (7)					5
Middle at KS2	2016 (4)					4
Middle at KS2	2017 (7)					4
High at KS2	2015 (9)					12
High at KS2	2016 (8)					1
High at KS2	2017 (16)				35	
Disadvantaged	2015 (9)					13
Disadvantaged	2016 (1)					4
Disadvantaged	2017 (10)					18

Humanities VA

Bottom 20% — Top 20% (Q5 Q4 Q3 Q2 Q1)

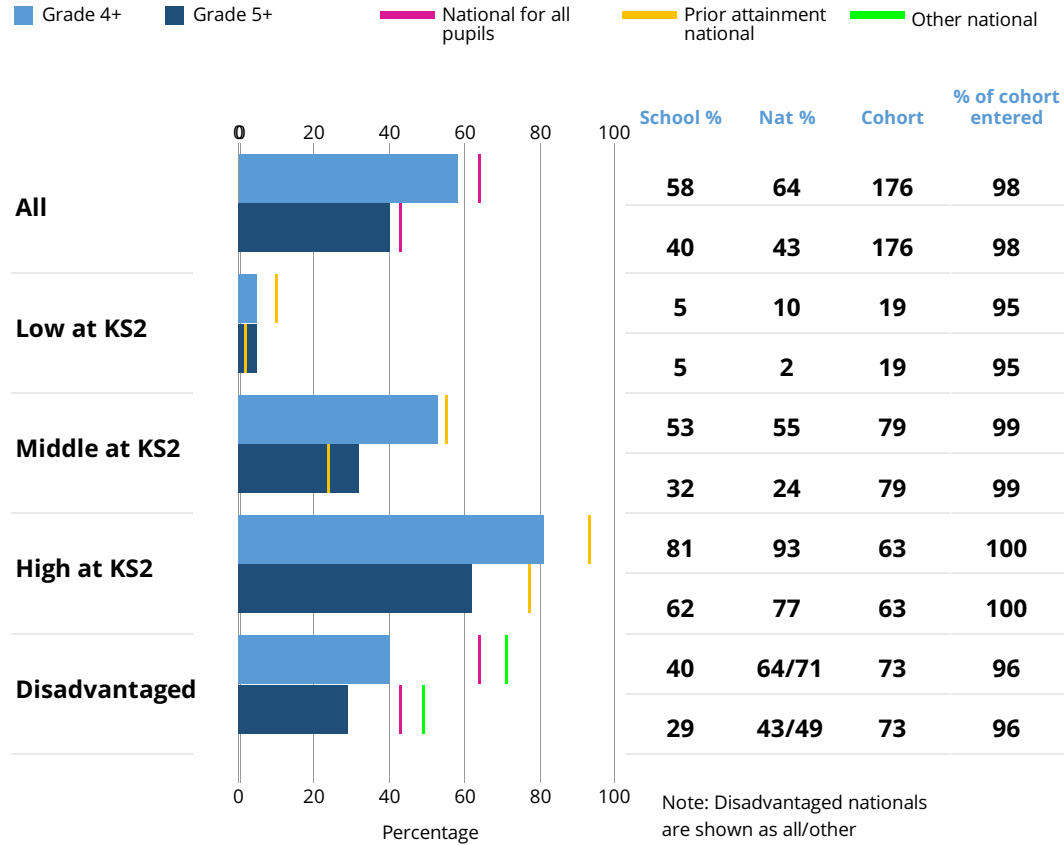| Group	Year (cohort)	Q5	Q4	Q3	Q2	Q1
All	2015 (69)	91				
All	2016 (108)		76			
All	2017 (84)			54		
Low at KS2	2015 (1)	91				
Low at KS2	2016 (18)		73			
Low at KS2	2017 (6)			35		
Middle at KS2	2015 (32)	91				
Middle at KS2	2016 (64)		79			
Middle at KS2	2017 (43)		66			
High at KS2	2015 (36)	89				
High at KS2	2016 (26)		65			
High at KS2	2017 (35)			42		
Disadvantaged	2015 (25)	82				
Disadvantaged	2016 (32)		75			
Disadvantaged	2017 (35)			45		

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-ofsteds-inspection-dashboard.
Statistical significance for disadvantaged pupils is against the national for other pupils.

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

Ormiston Sandwell Community Academy

GCSE and equivalent results

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

Legend: Grade 4+ | Grade 5+ | National for all pupils | Prior attainment national | Other national

	School %	Nat %	Cohort	% of cohort entered
All	58	64	176	98
	40	43	176	98
Low at KS2	5	10	19	95
	5	2	19	95
Middle at KS2	53	55	79	99
	32	24	79	99
High at KS2	81	93	63	100
	62	77	63	100
Disadvantaged	40	64/71	73	96
	29	43/49	73	96

Note: Disadvantaged nationals are shown as all/other

Pupils achieving grade 4+ and 5+ in mathematics

Legend: Grade 4+ | Grade 5+ | National for all pupils | Prior attainment national | Other national

	School %	Nat %	Cohort	% of cohort entered
All	62	69	176	98
	44	49	176	98
Low at KS2	5	14	19	95
	5	4	19	95
Middle at KS2	58	63	79	99
	34	31	79	99
High at KS2	84	96	63	100
	65	83	63	100
Disadvantaged	42	69/76	73	96
	29	49/56	73	96

Note: Disadvantaged nationals are shown as all/other

Ormiston Sandwell Community Academy
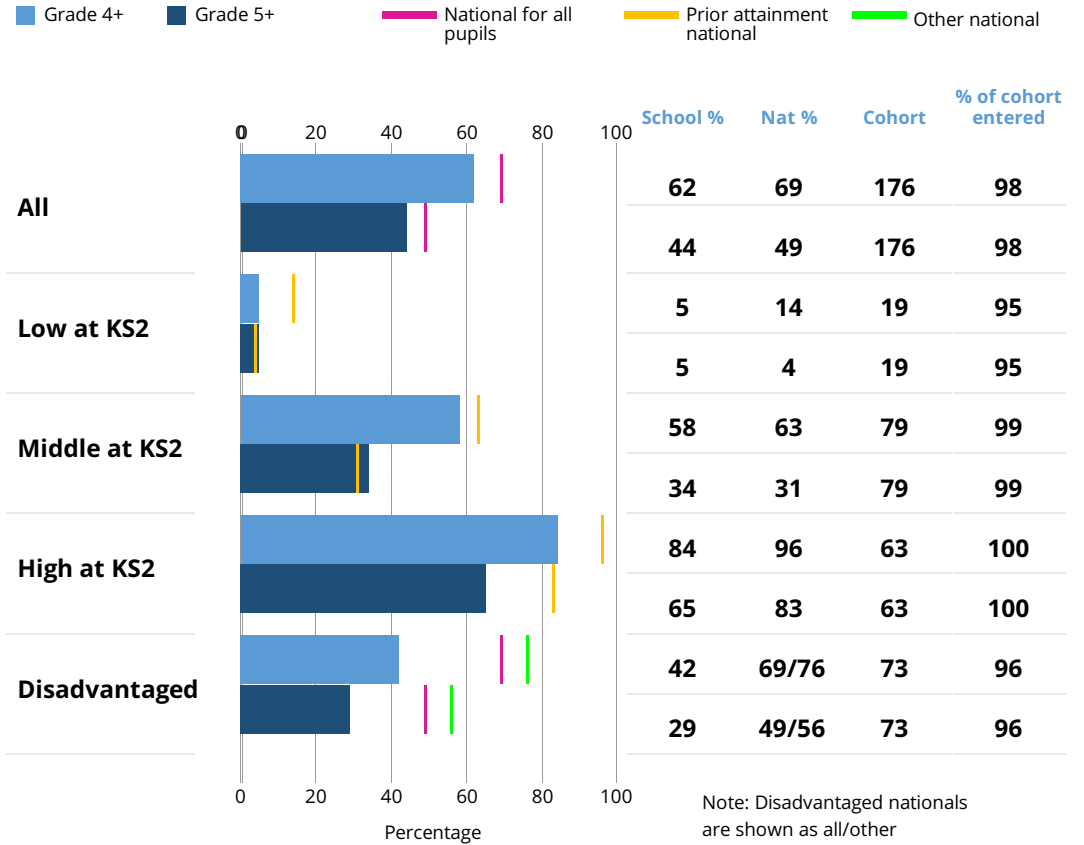
GCSE and equivalent results

Pupils achieving grade 4+ and 5+ in English language

■ Grade 4+ ■ Grade 5+ ▬ National for all pupils ▬ Prior attainment national ▬ Other national

	School %	Nat %	Cohort	% of cohort entered
All	60	68	176	98
	44	52	176	98
Low at KS2	11	19	19	95
	11	7	19	95
Middle at KS2	53	64	79	99
	34	41	79	99
High at KS2	86	92	63	100
	70	81	63	100
Disadvantaged	47	68/75	73	96
	34	52/58	73	96

Note: Disadvantaged nationals are shown as all/other
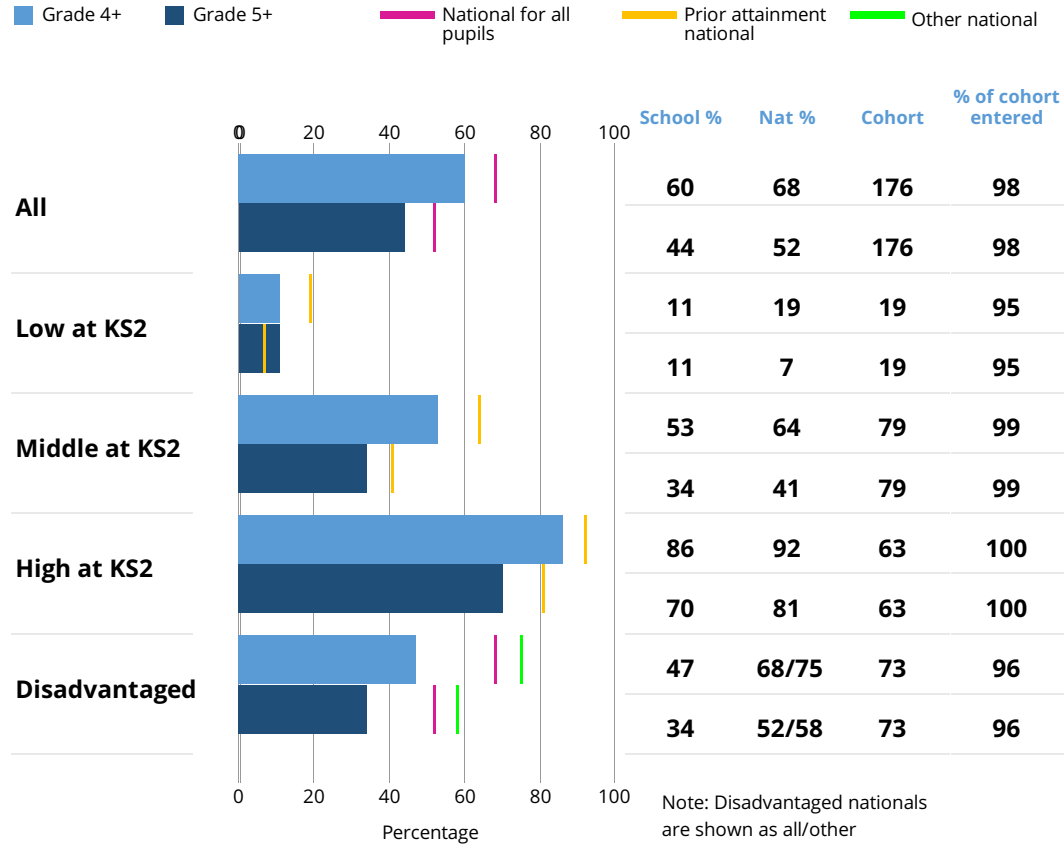
Pupils achieving grade 4+ and 5+ in English literature

■ Grade 4+ ■ Grade 5+ ▬ National for all pupils ▬ Prior attainment national ▬ Other national

	School %	Nat %	Cohort	% of cohort entered
All	68	69	176	98
	53	53	176	98
Low at KS2	11	23	19	95
	5	10	19	95
Middle at KS2	65	65	79	99
	51	42	79	99
High at KS2	90	91	63	100
	76	80	63	100
Disadvantaged	55	69/75	73	96
	40	53/59	73	96

Note: Disadvantaged nationals are shown as all/other

Ormiston Sandwell Community Academy

URN: 135979 LAESTAB: 3336910

GCSE and equivalent results

Pupils achieving the English Baccalaureate*

Grade 4+ Grade 5+ National for all pupils Prior attainment national Other national

	School %	Nat	Cohort	% of cohort entered
All	7	24	176	9
	7	21	176	9
Low at KS2	0	1	19	5
	0	0	19	5
Middle at KS2	1	11	79	1
	1	8	79	1
High at KS2	13	46	63	13
	11	43	63	13
Disadvantaged	10	24/28	73	10
	8	21/26	73	10

Note: Disadvantaged nationals are shown as all/other
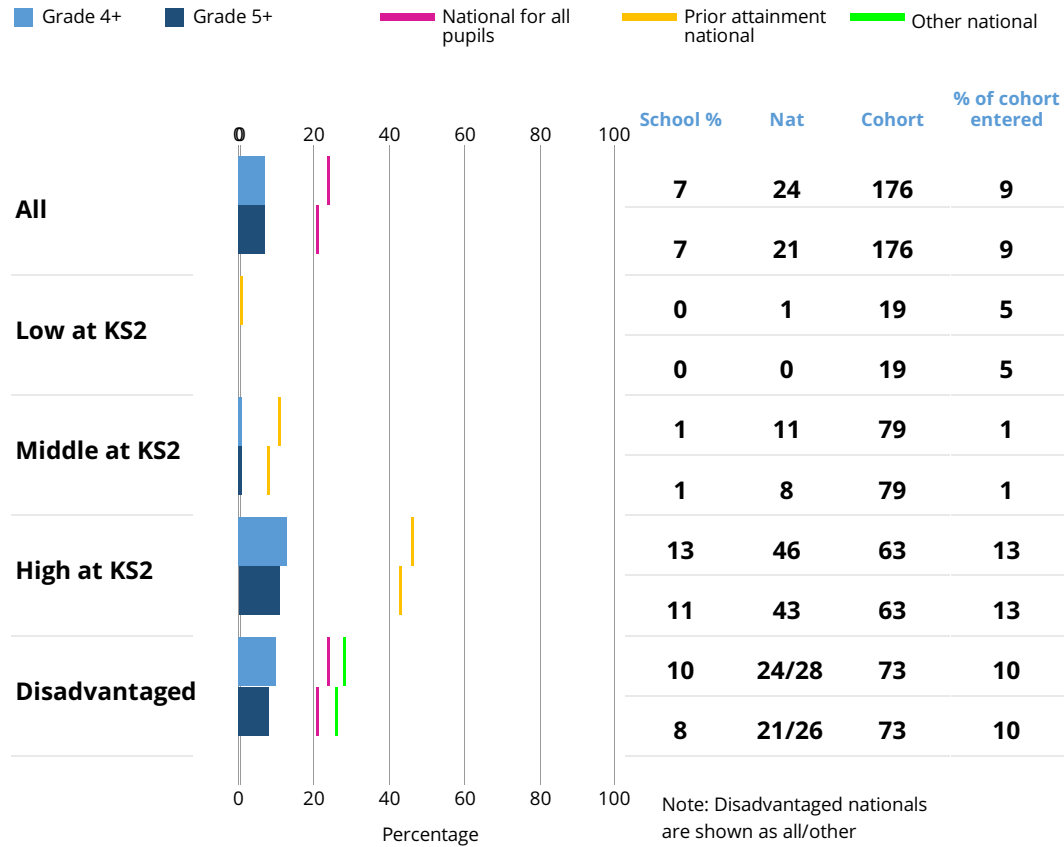
*The English Baccalaureate is based on the following subjects: English, maths, sciences, a language and either history or geography. Grade 5/C in the new grading is a similar level of achievement to a high grade C or low grade B in the old grading.

Non GCSE average attainment*

National for all pupils Prior attainment national Other national

	School average points	Nat	Cohort
All	6	6	176
Low at KS2	5	4	19
Middle at KS2	6	6	79
High at KS2	7	7	63
Disadvantaged	6	6/6	73

Note: Disadvantaged nationals are shown as all/other
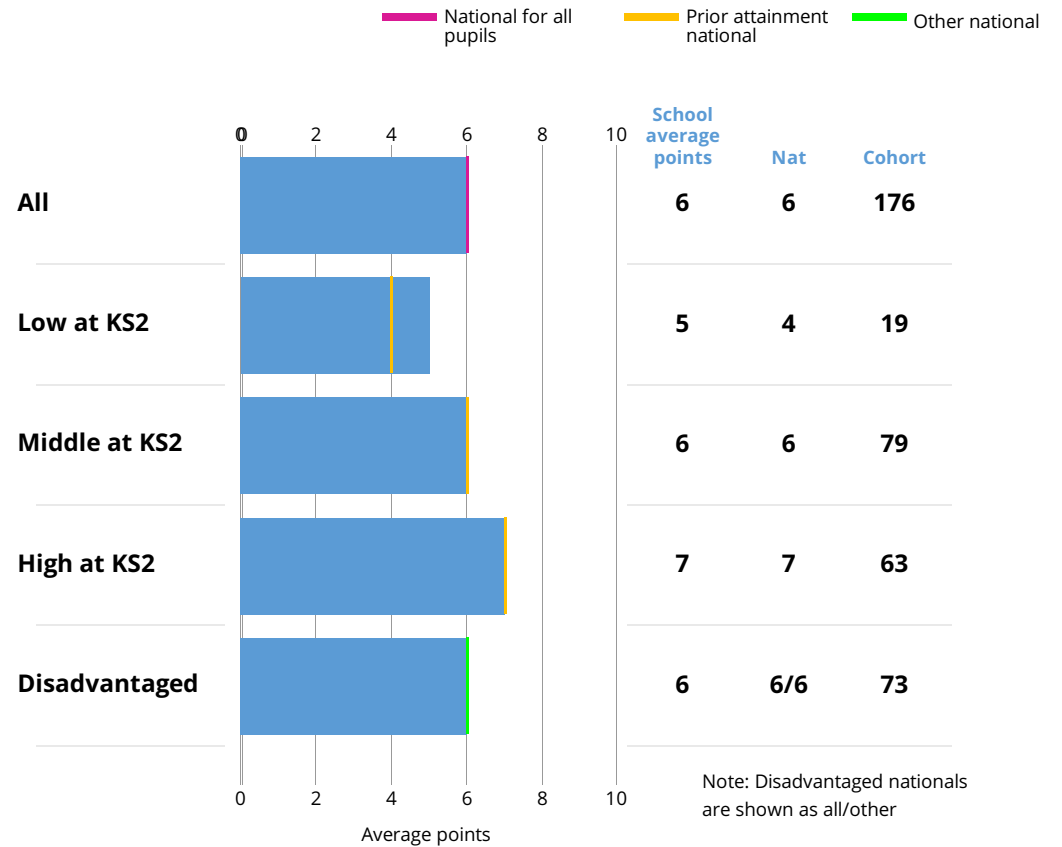
*this excludes GCSEs, AS levels, free standing mathematics and asset languages

Overall Progress 8

- - - Bottom 10%   - - - Top 10%   —— Other national
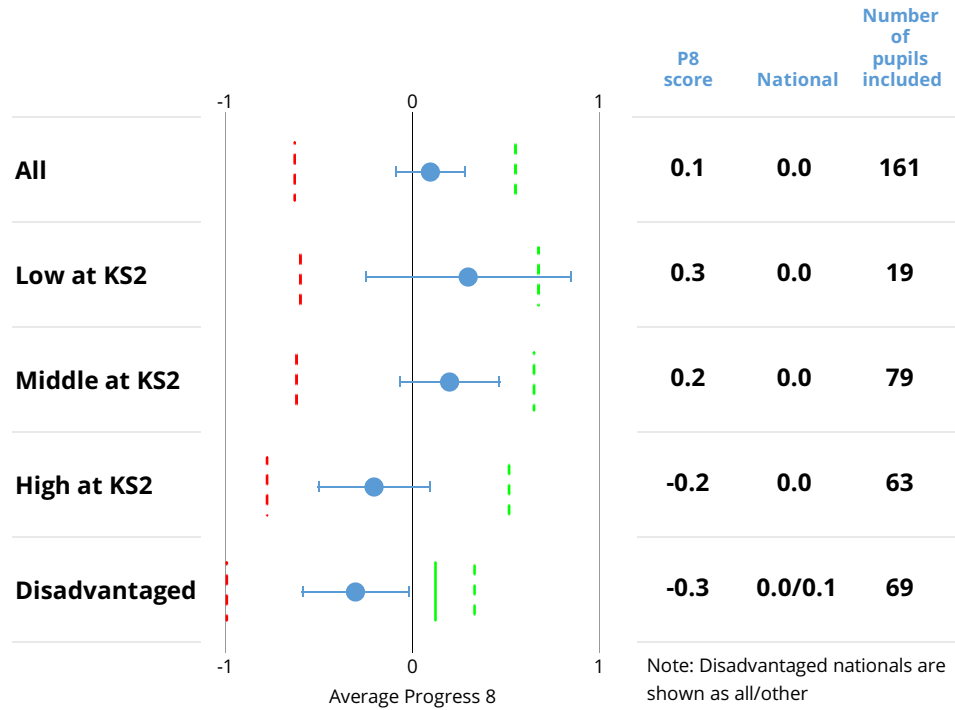
	P8 score	National	Number of pupils included
All	0.1	0.0	161
Low at KS2	0.3	0.0	19
Middle at KS2	0.2	0.0	79
High at KS2	-0.2	0.0	63
Disadvantaged	-0.3	0.0/0.1	69

Note: Disadvantaged nationals are shown as all/other

Average 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.

Overall Progress 8 scatterplot
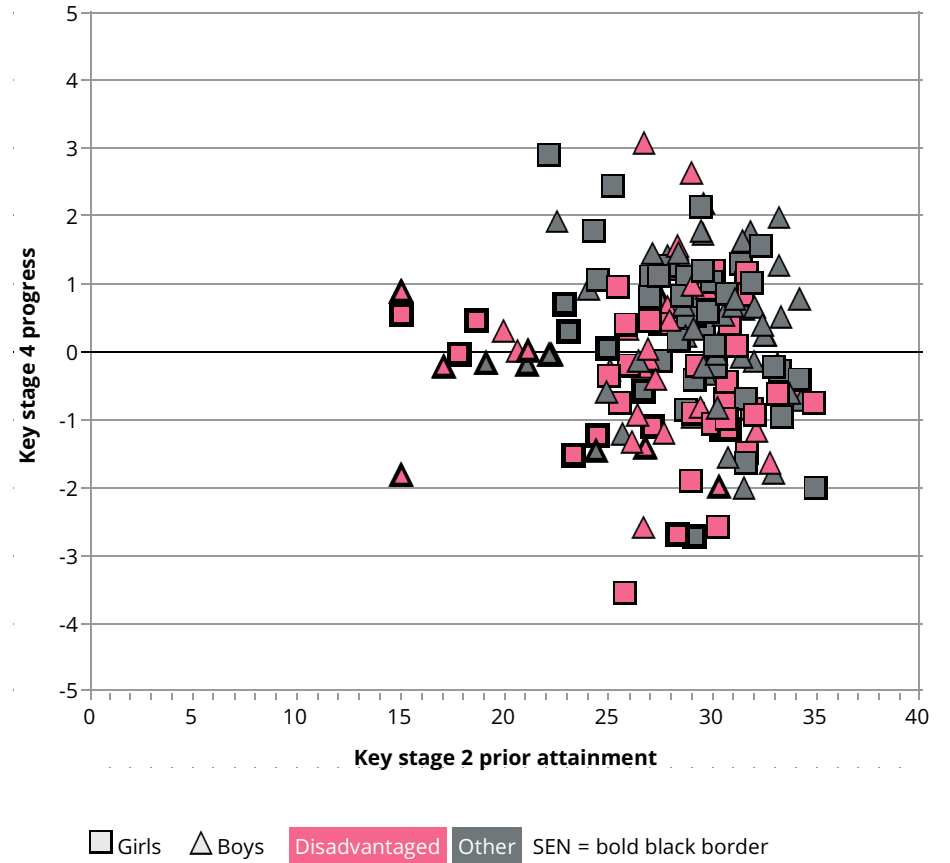
☐ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Overall Attainment 8
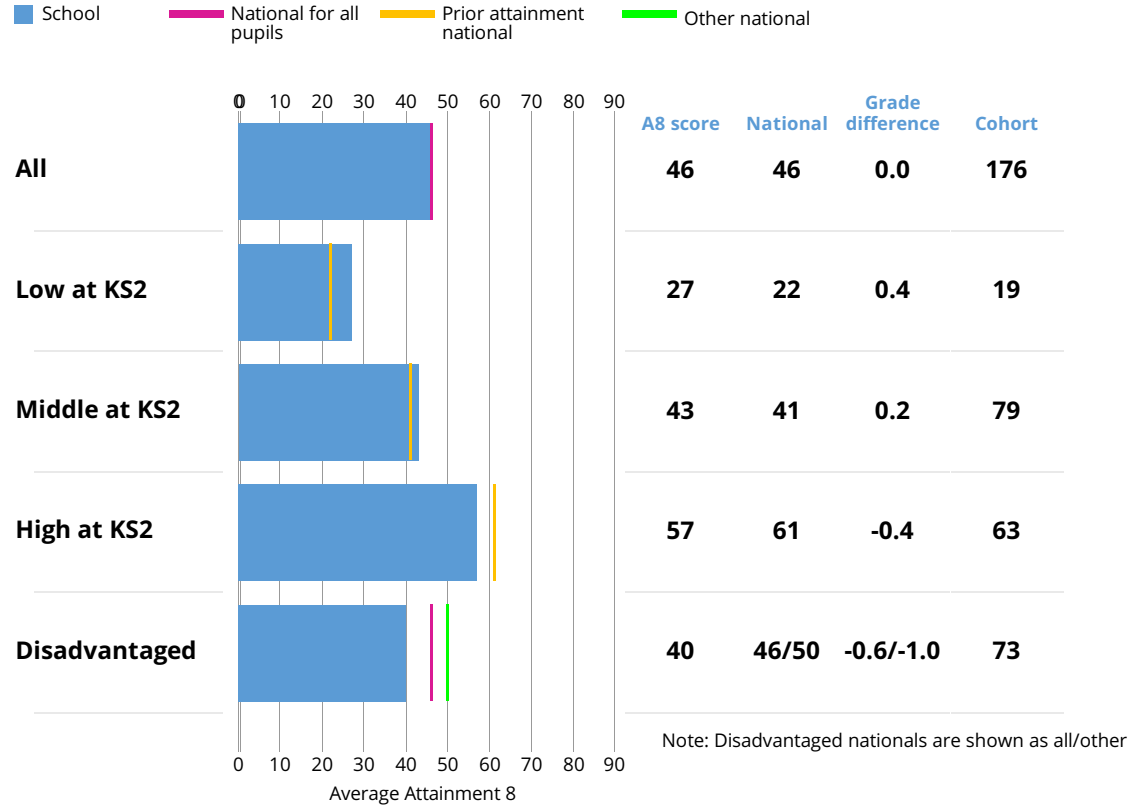
■ School   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	A8 score	National	Grade difference	Cohort
All	46	46	0.0	176
Low at KS2	27	22	0.4	19
Middle at KS2	43	41	0.2	79
High at KS2	57	61	-0.4	63
Disadvantaged	40	46/50	-0.6/-1.0	73

Note: Disadvantaged nationals are shown as all/other

Average Attainment 8

Overall Attainment 8 scatterplot
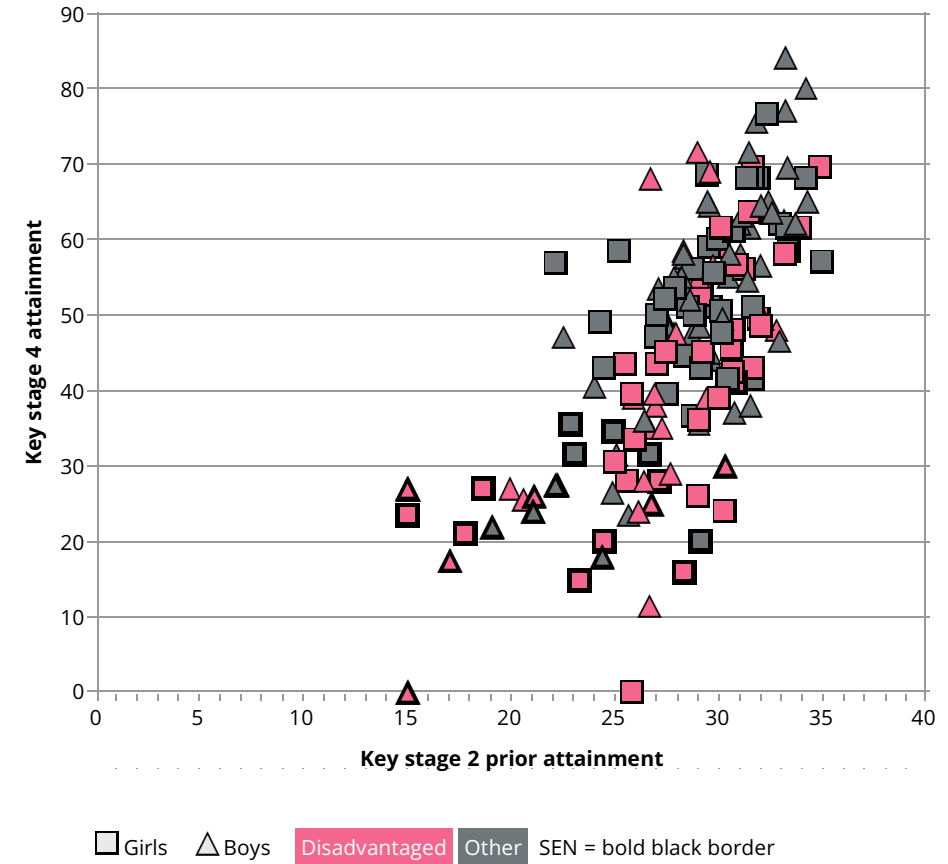
□ Girls   △ Boys   ■ Disadvantaged   ■ Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment. Grade difference is the difference between the school's or group's attainment and national average attainment. This is shown as the average difference in grade for all pupils (across all eight subjects for Attainment 8).
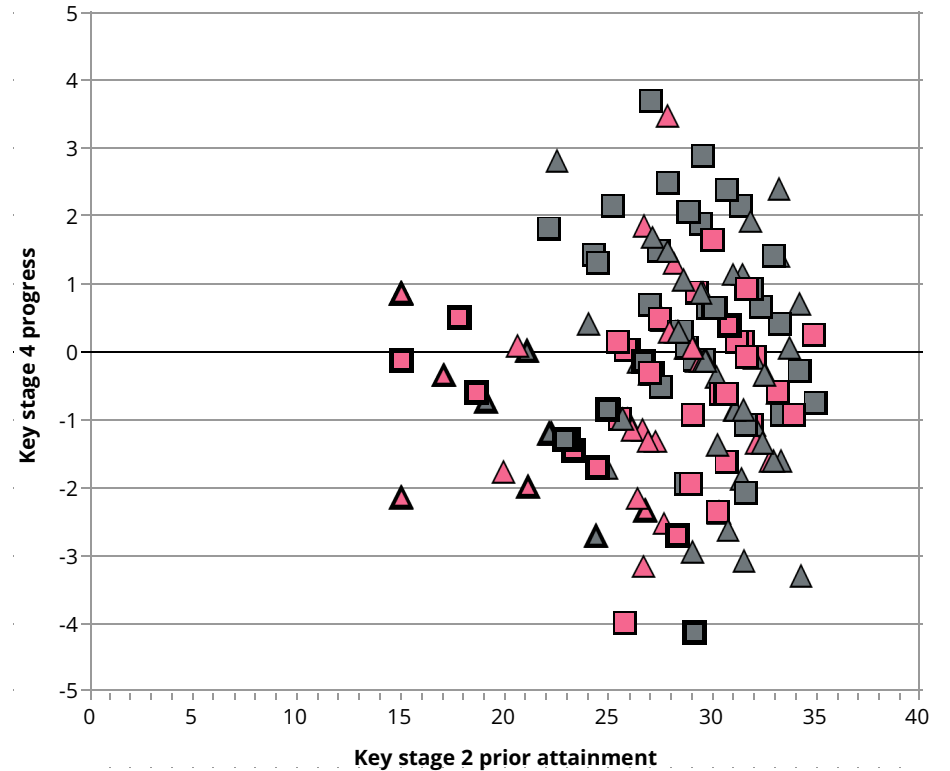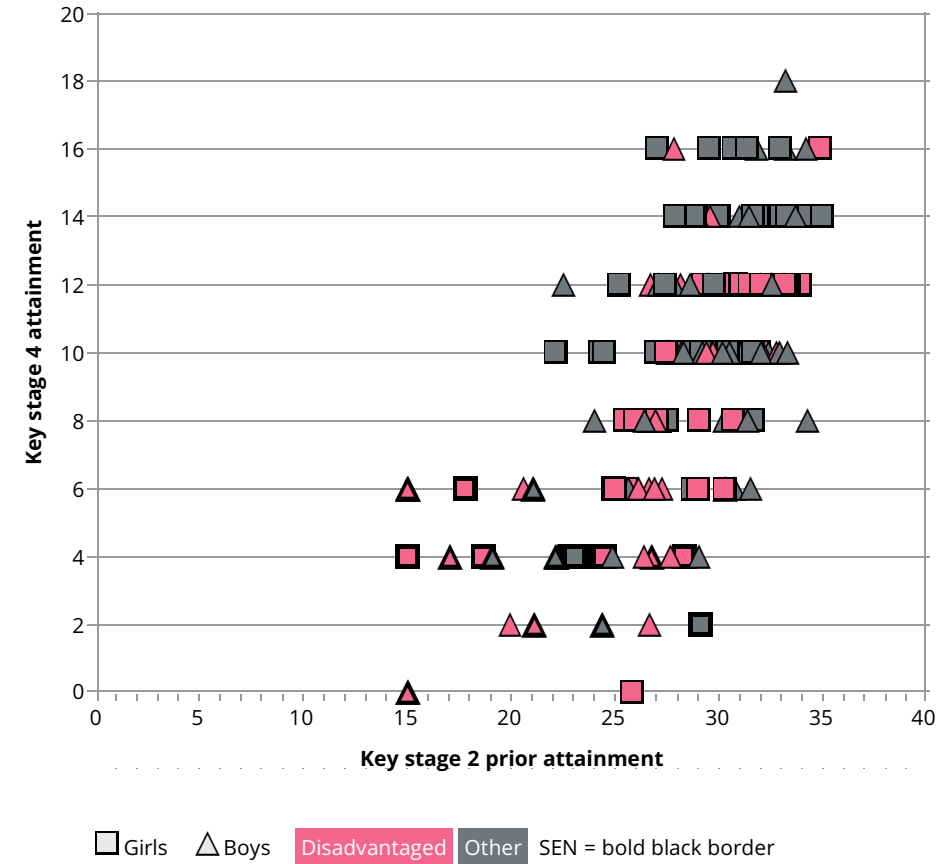
English element of Progress 8
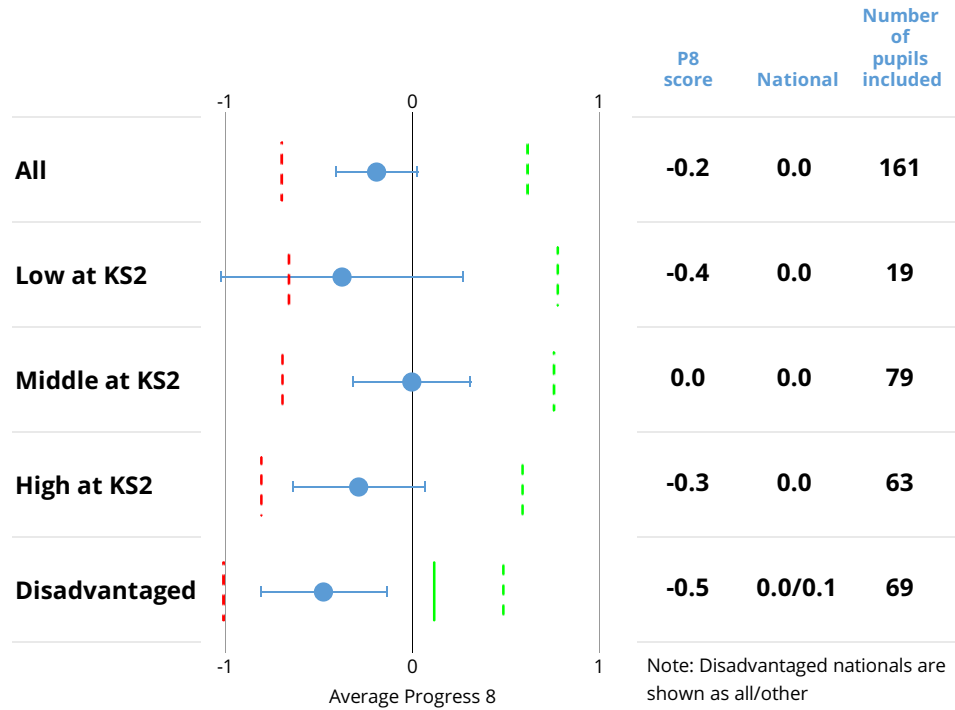
Legend: Bottom 10% (red dashed), Top 10% (green dashed), Other national (green solid)

	P8 score	National	Number of pupils included
All	-0.2	0.0	161
Low at KS2	-0.4	0.0	19
Middle at KS2	0.0	0.0	79
High at KS2	-0.3	0.0	63
Disadvantaged	-0.5	0.0/0.1	69

Note: Disadvantaged nationals are shown as all/other

Average 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.

English Progress 8 scatterplot

Key stage 4 progress vs Key stage 2 prior attainment

□ Girls   △ Boys   ▣ Disadvantaged   ▣ Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Ormiston Sandwell Community Academy
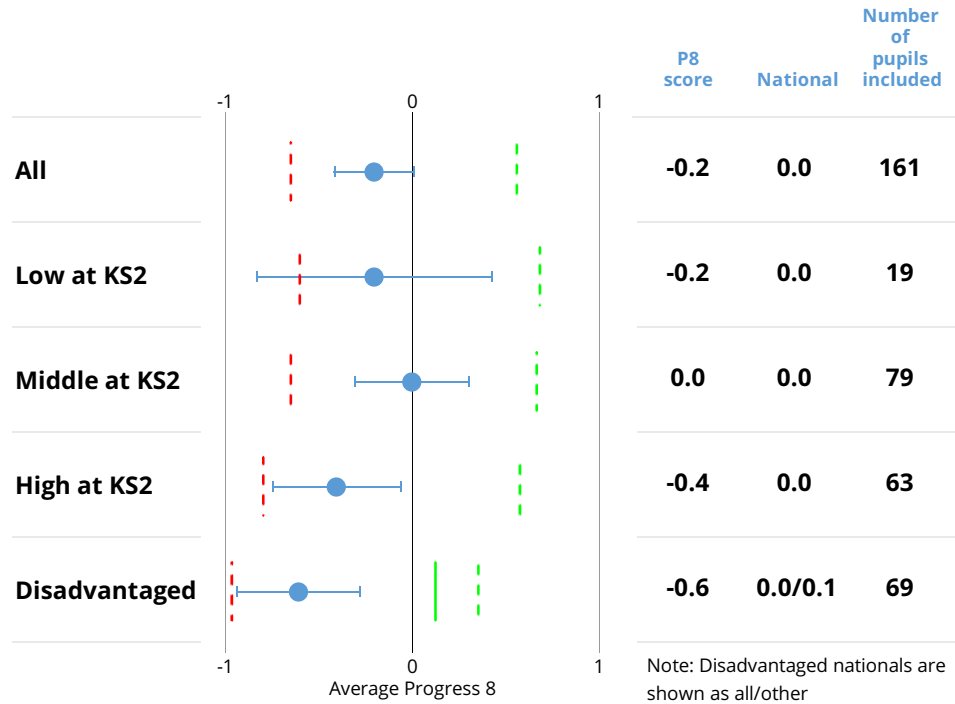
English element of Attainment 8

■ School   — National for all pupils   — Prior attainment national   — Other national

	A8 score	National	Grade difference	Cohort	% of cohort entered
All	9	10	-0.2	176	98
Low at KS2	5	5	-0.2	19	95
Middle at KS2	9	9	0.0	79	99
High at KS2	12	13	-0.5	63	100
Disadvantaged	8	10/11	-0.8/-1.2	73	96

Note: Disadvantaged nationals are shown as all/other

Average Attainment 8
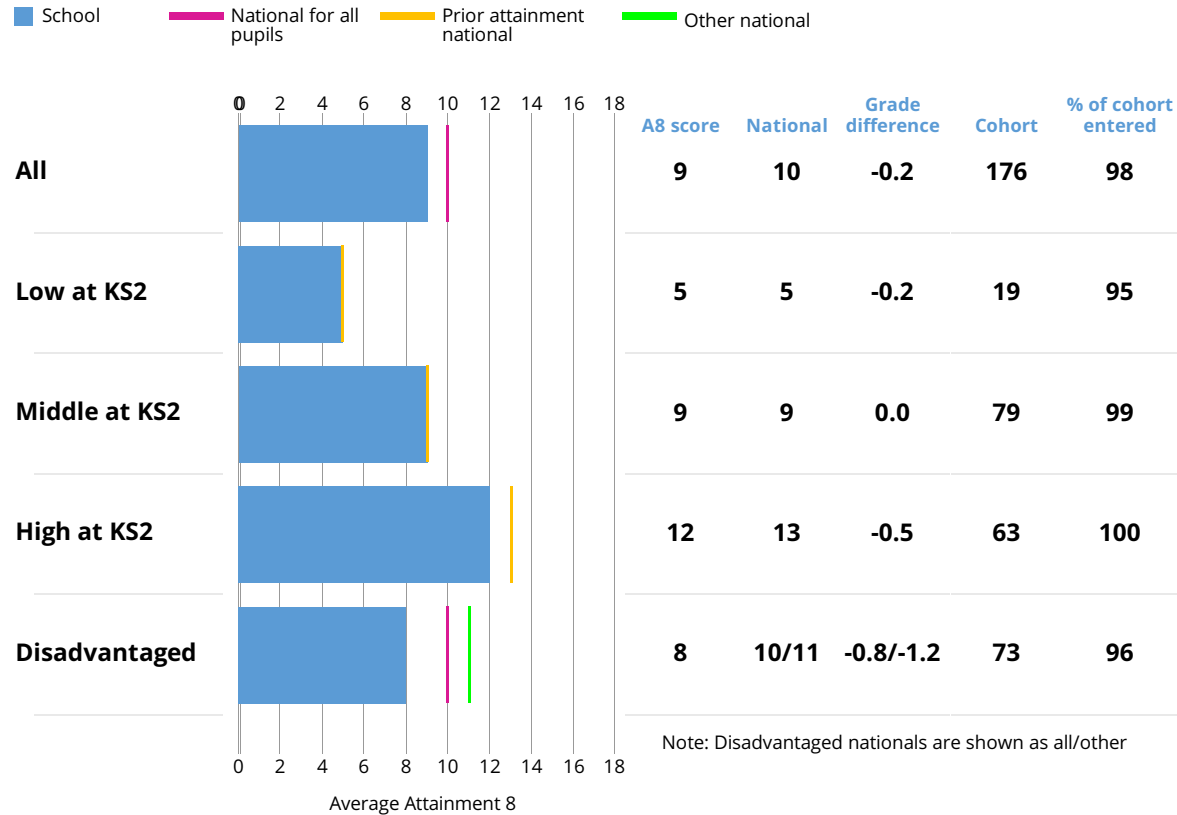
English Attainment 8 scatterplot

Key stage 4 attainment

Key stage 2 prior attainment

□ Girls   △ Boys   ■ Disadvantaged   ■ Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment. Grade difference is the difference between the school's or group's attainment and national average attainment. This is shown as the average difference in grade for all pupils.

Ormiston Sandwell Community Academy

Mathematics element of Progress 8

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

	P8 score	National	Number of pupils included
All	-0.2	0.0	161
Low at KS2	-0.2	0.0	19
Middle at KS2	0.0	0.0	79
High at KS2	-0.4	0.0	63
Disadvantaged	-0.6	0.0/0.1	69

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
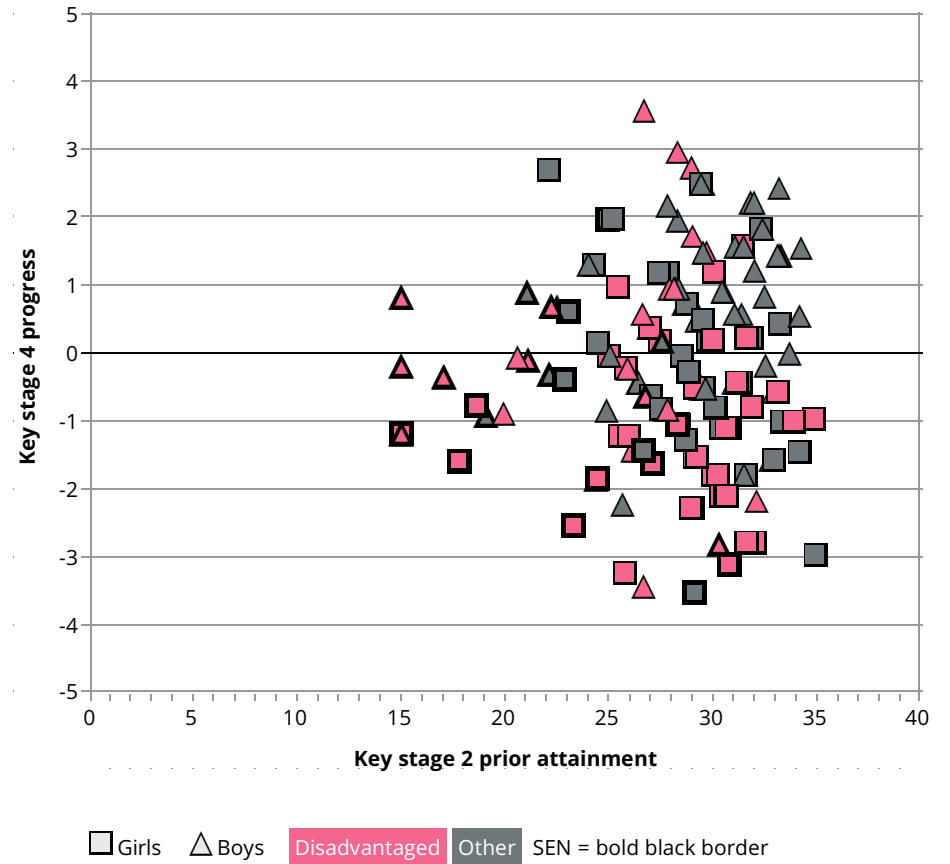
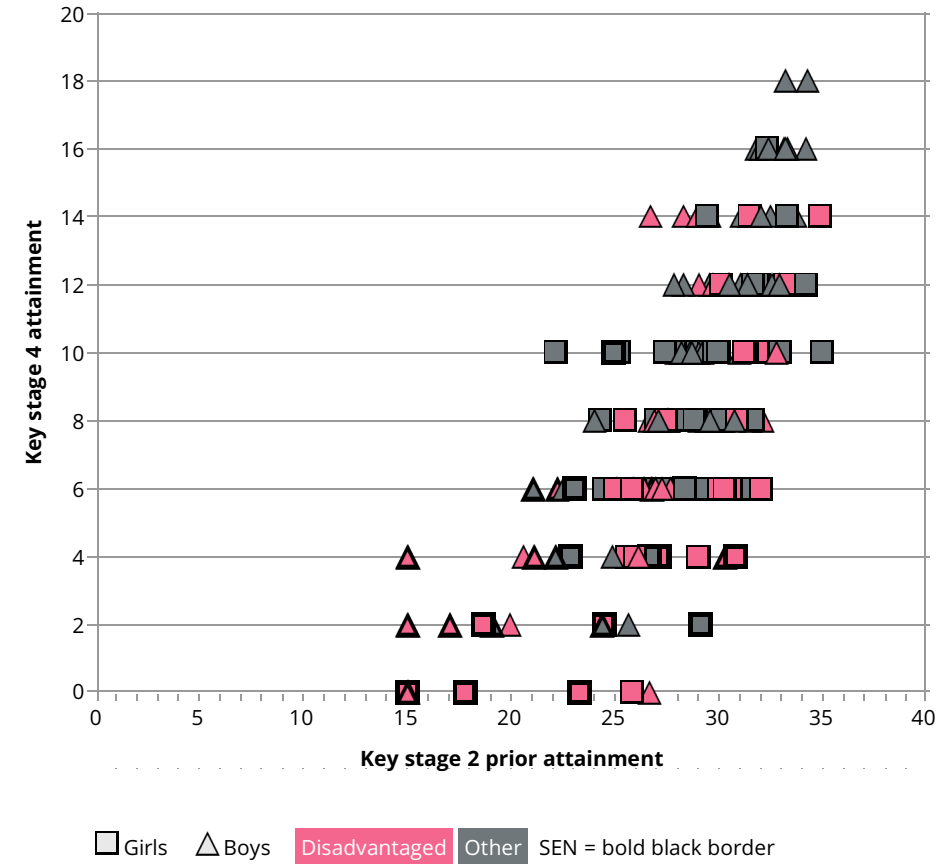☐ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.
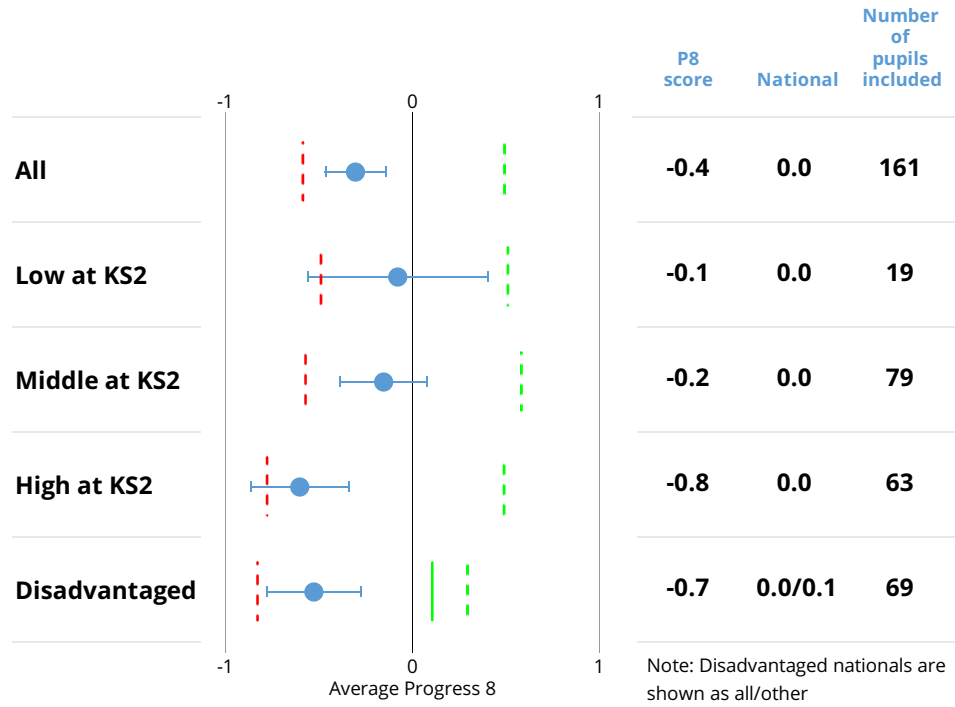
Ormiston Sandwell Community Academy

Mathematics element of Attainment 8

■ School   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	A8 score	National	Grade difference	Cohort	% of cohort entered
All	9	9	-0.2	176	98
Low at KS2	3	4	-0.1	19	95
Middle at KS2	8	8	0.0	79	99
High at KS2	11	12	-0.6	63	100
Disadvantaged	7	9/10	-1.0/-1.4	73	96

Note: Disadvantaged nationals are shown as all/other
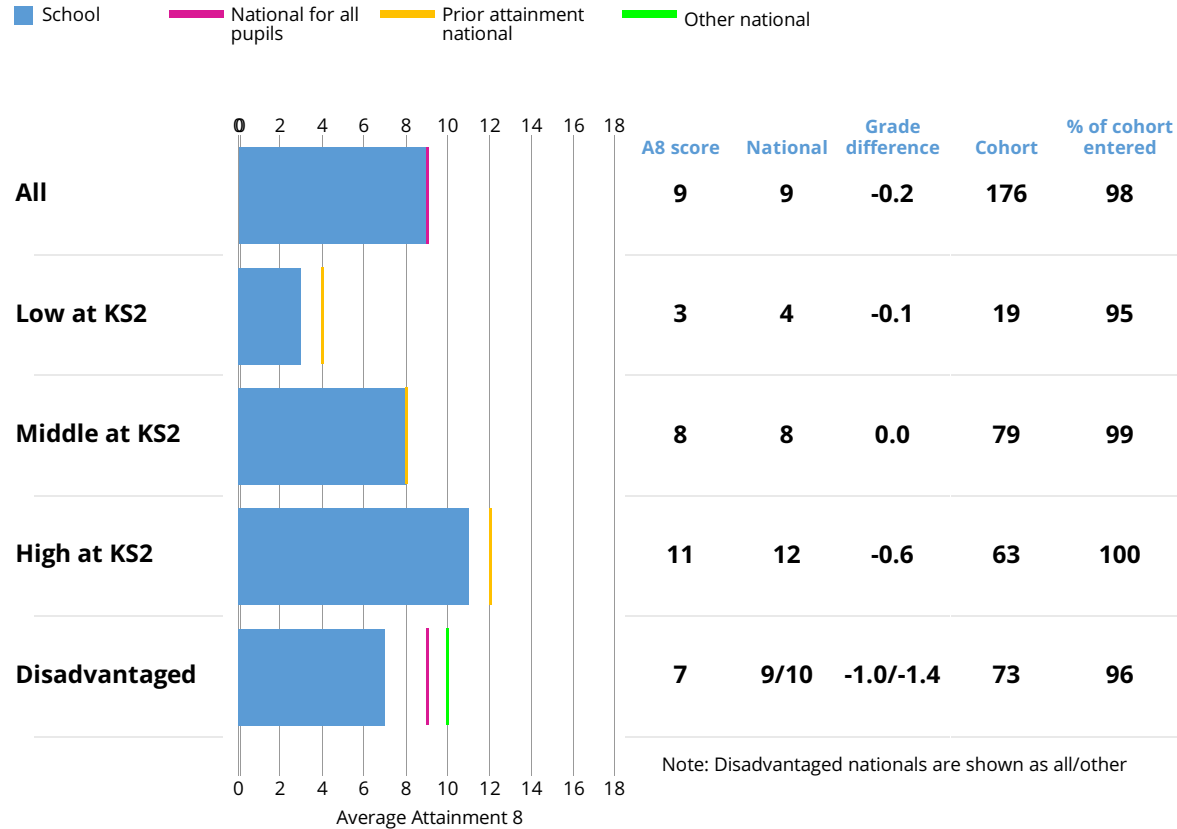
Mathematics Attainment 8 scatterplot

□ Girls   △ Boys   ■ Disadvantaged   ■ Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment. Grade difference is the difference between the school's or group's attainment and national average attainment. This is shown as the average difference in grade for all pupils.

EBacc element of Progress 8

- - - Bottom 10%   - - - Top 10%   ▬▬ Other national

	P8 score	National	Number of pupils included
All	-0.4	0.0	161
Low at KS2	-0.1	0.0	19
Middle at KS2	-0.2	0.0	79
High at KS2	-0.8	0.0	63
Disadvantaged	-0.7	0.0/0.1	69

Average Progress 8

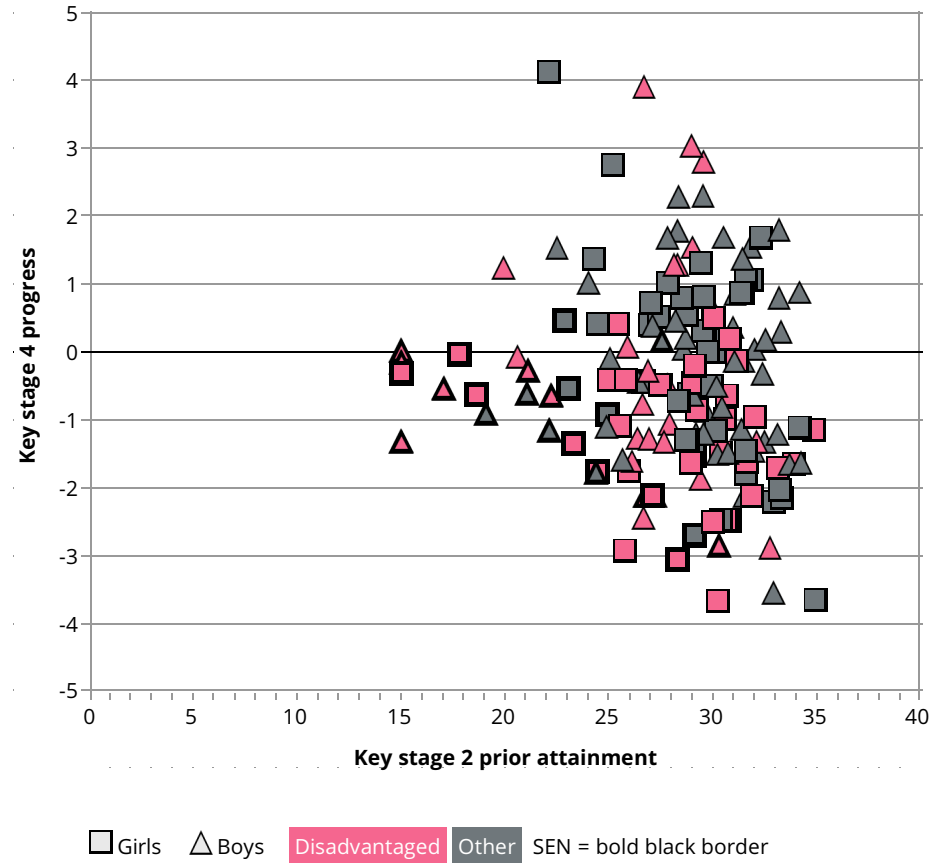Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%   Significantly above national and in top 10%
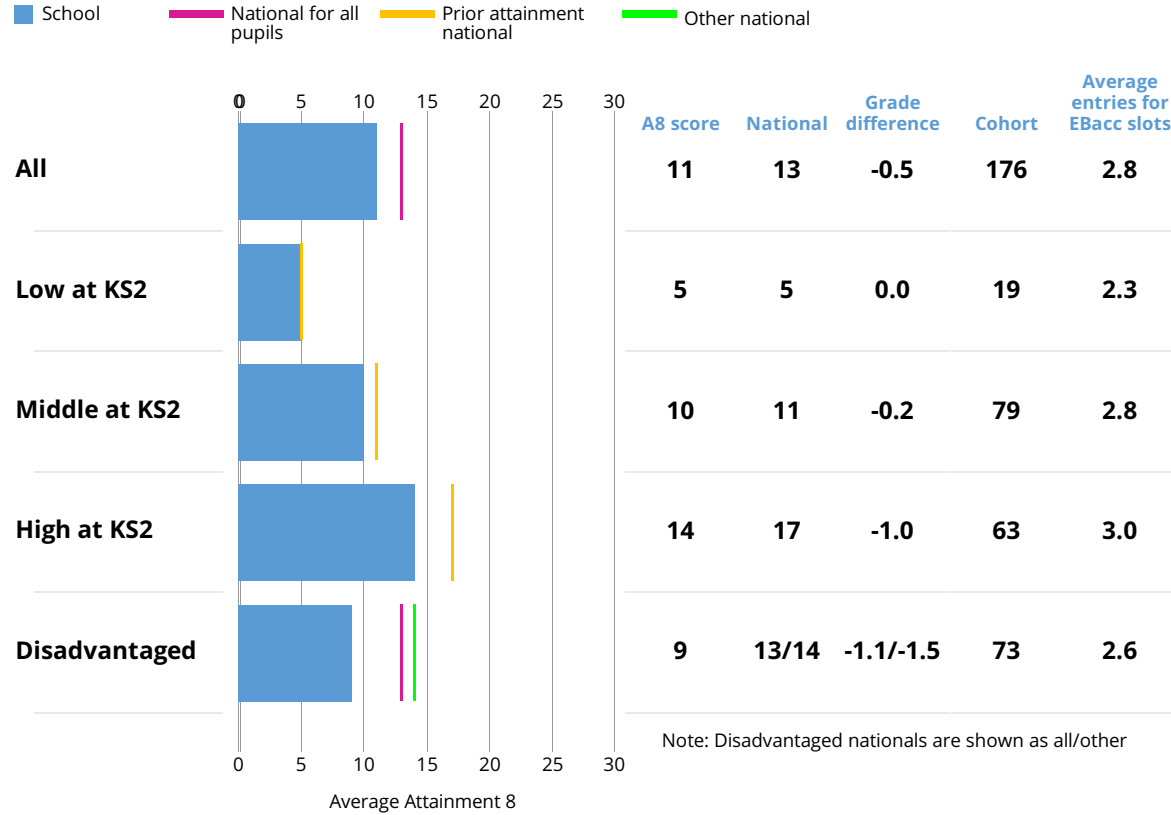
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

EBacc Progress 8 scatterplot

Key stage 4 progress

Key stage 2 prior attainment

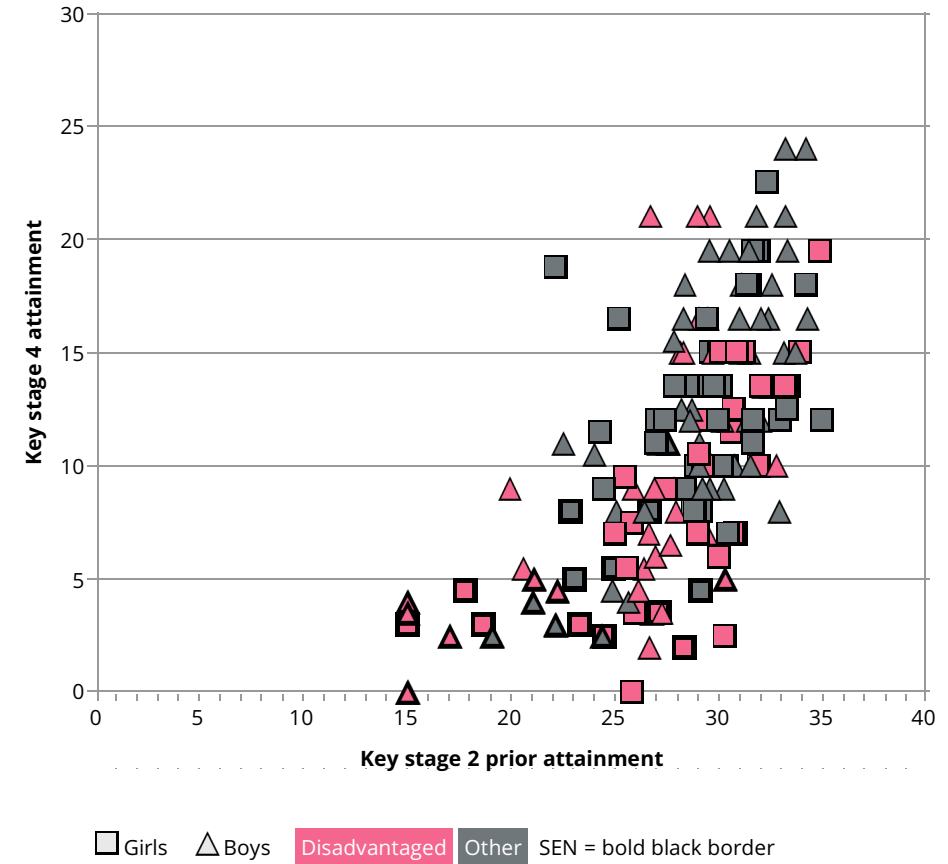□ Girls   △ Boys   ■ Disadvantaged   ■ Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.
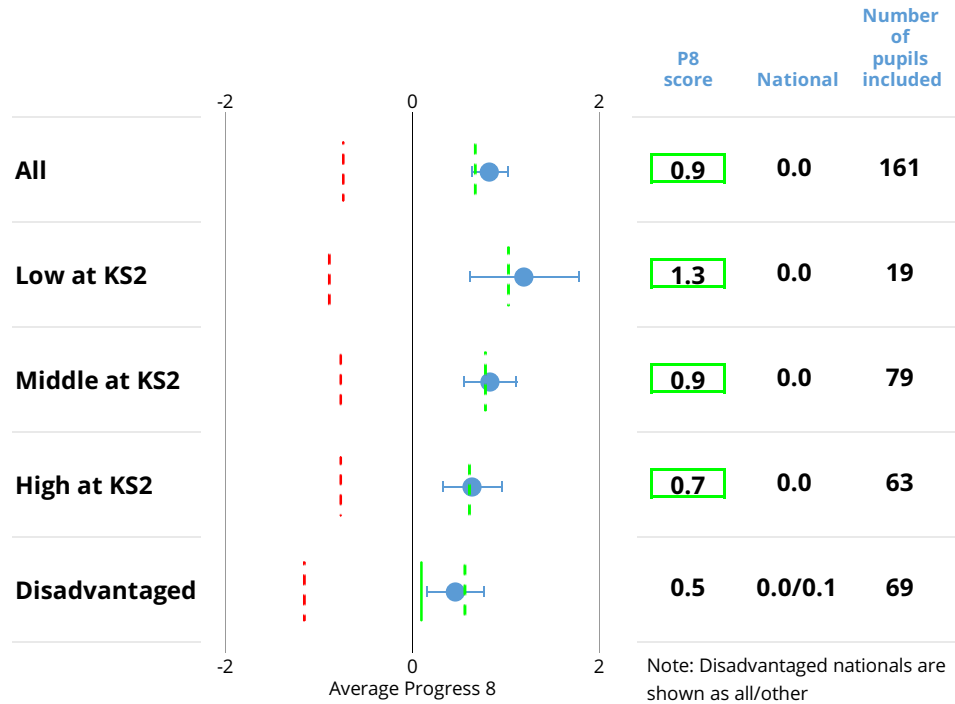
EBacc element of Attainment 8

■ School ▬ National for all pupils ▬ Prior attainment national ▬ Other national

Average Attainment 8

	A8 score	National	Grade difference	Cohort	Average entries for EBacc slots
All	11	13	-0.5	176	2.8
Low at KS2	5	5	0.0	19	2.3
Middle at KS2	10	11	-0.2	79	2.8
High at KS2	14	17	-1.0	63	3.0
Disadvantaged	9	13/14	-1.1/-1.5	73	2.6

Note: Disadvantaged nationals are shown as all/other

EBacc Attainment 8 scatterplot

Key stage 4 attainment vs Key stage 2 prior attainment

□ Girls △ Boys ■ Disadvantaged ■ Other SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment. Grade difference is the difference between the school's or group's attainment and national average attainment. This is shown as the average difference in grade for all pupils.

Open element of Progress 8

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

	P8 score	National	Number of pupils included
All	0.9	0.0	161
Low at KS2	1.3	0.0	19
Middle at KS2	0.9	0.0	79
High at KS2	0.7	0.0	63
Disadvantaged	0.5	0.0/0.1	69

Average Progress 8

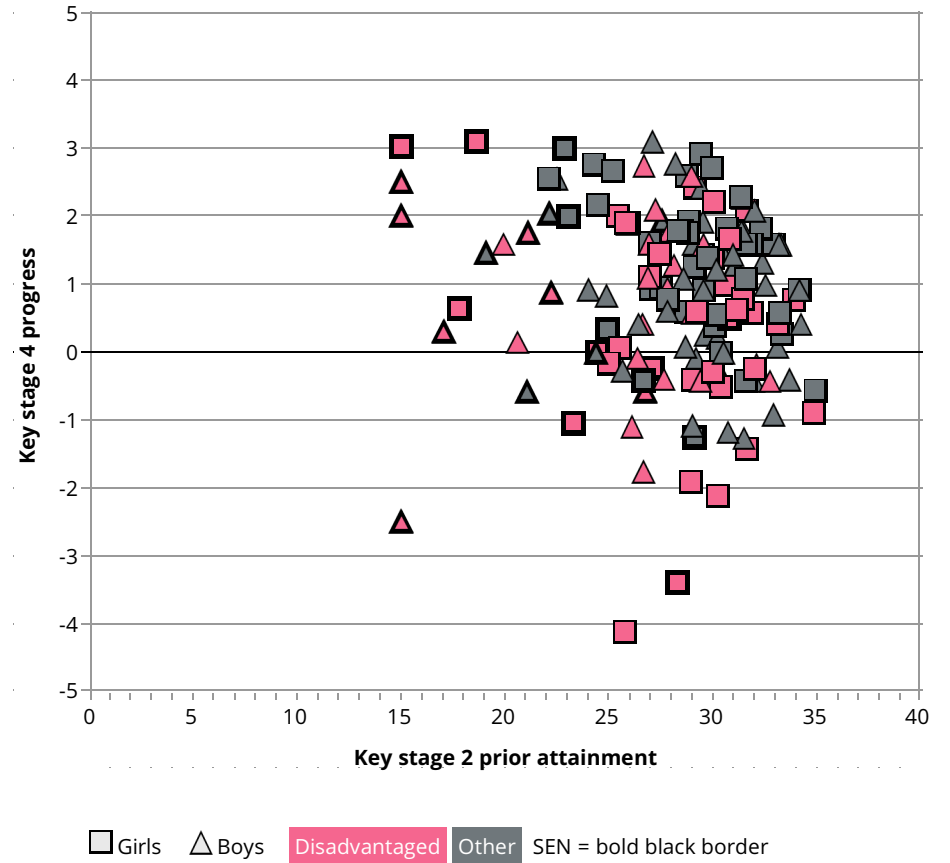Note: Disadvantaged nationals are shown as all/other

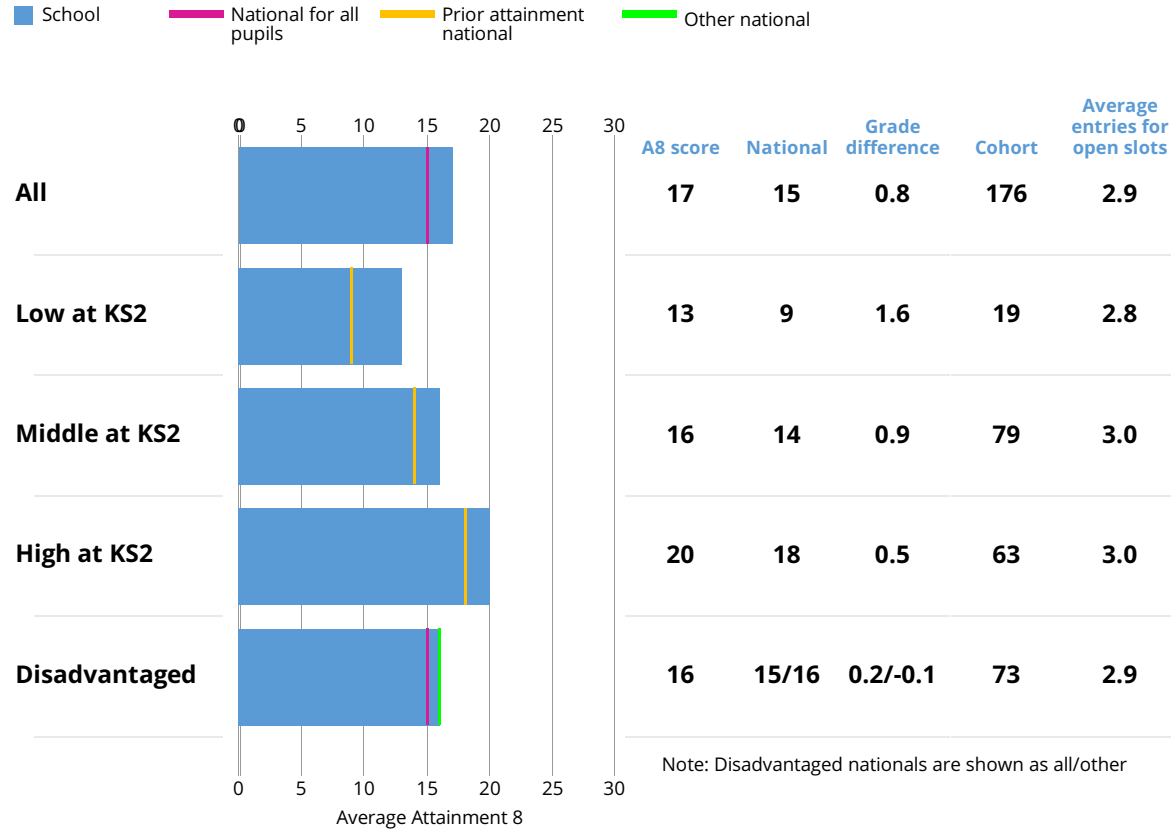Significantly below national and in bottom 10%

Significantly above national and in top 10%

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

Open Progress 8 scatterplot

□ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Key stage 2 prior attainment

Key stage 4 progress

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Open element of attainment 8

■ School   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	A8 score	National	Grade difference	Cohort	Average entries for open slots
All	17	15	0.8	176	2.9
Low at KS2	13	9	1.6	19	2.8
Middle at KS2	16	14	0.9	79	3.0
High at KS2	20	18	0.5	63	3.0
Disadvantaged	16	15/16	0.2/-0.1	73	2.9

Note: Disadvantaged nationals are shown as all/other

Open Attainment 8 scatterplot

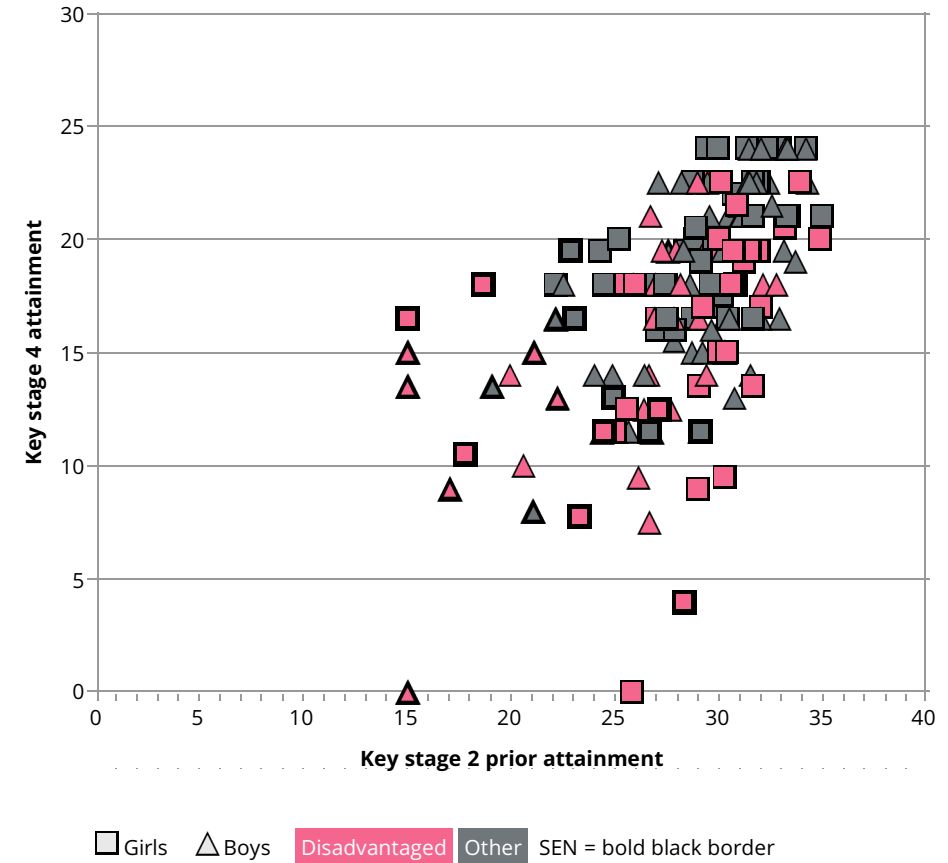□ Girls   △ Boys   ■ Disadvantaged ■ Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment. Grade difference is the difference between the school's or group's attainment and national average attainment. This is shown as the average difference in grade for all pupils.

Science Value Added

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

	VA Score	Nat	Number of pupils included
All	-0.5	0.0	157
Low at KS2	-0.3	0.0	18
Middle at KS2	-0.2	0.0	76
High at KS2	-0.9	0.0	63
Disadvantaged	-0.8	0.0/0.1	65

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Science % attained grade C or above

Legend: ■ School   ▮ National for all pupils   ▮ Prior attainment national   —— Other national

	%	National	Cohort	% of cohort entered
All	49	62	176	97
Low at KS2	0	11	19	95
Middle at KS2	41	48	79	96
High at KS2	71	89	63	100
Disadvantaged	35	62/68	73	93

Note: Disadvantaged nationals are shown as all/other
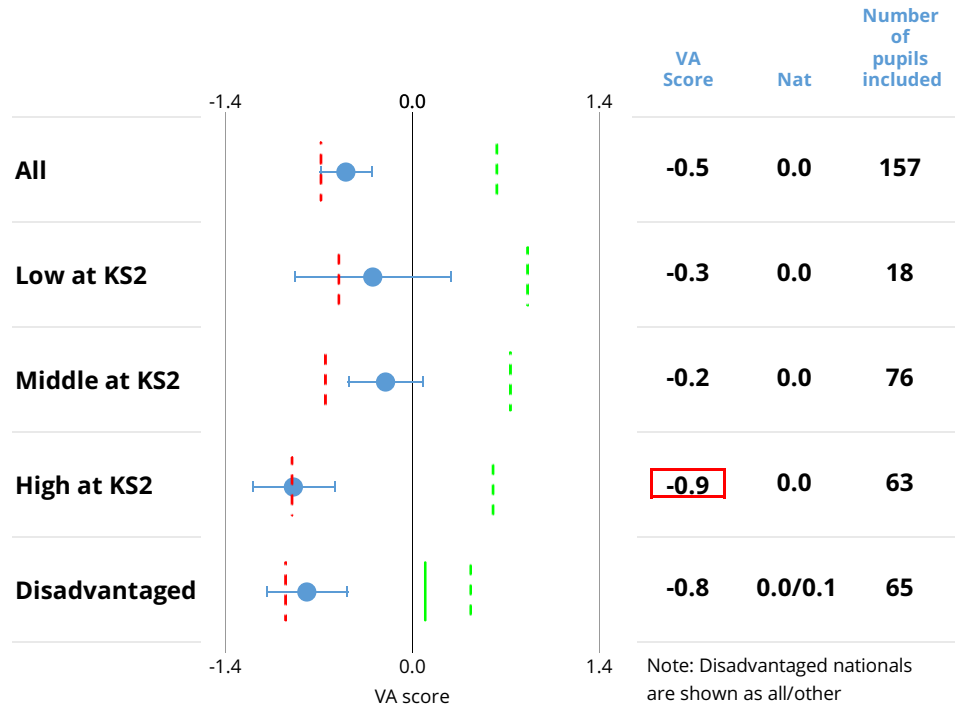
Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Ormiston Sandwell Community Academy

Languages Value Added

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

	VA Score	Nat	Number of pupils included
All	1.0	0.0	24
Low at KS2	7.4	0.0	1
Middle at KS2	1.9	0.0	7
High at KS2	0.2	0.0	16
Disadvantaged	0.7	0.0/0.0	10

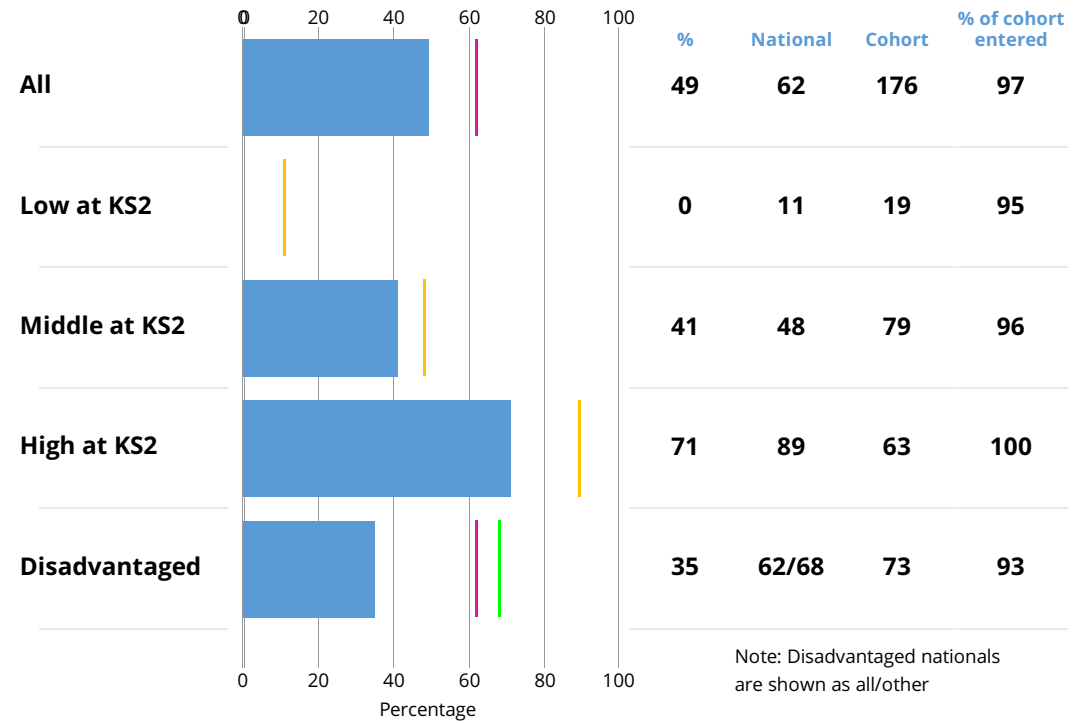Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Languages % attained grade C or above

- ■ School — National for all pupils — Prior attainment national — Other national

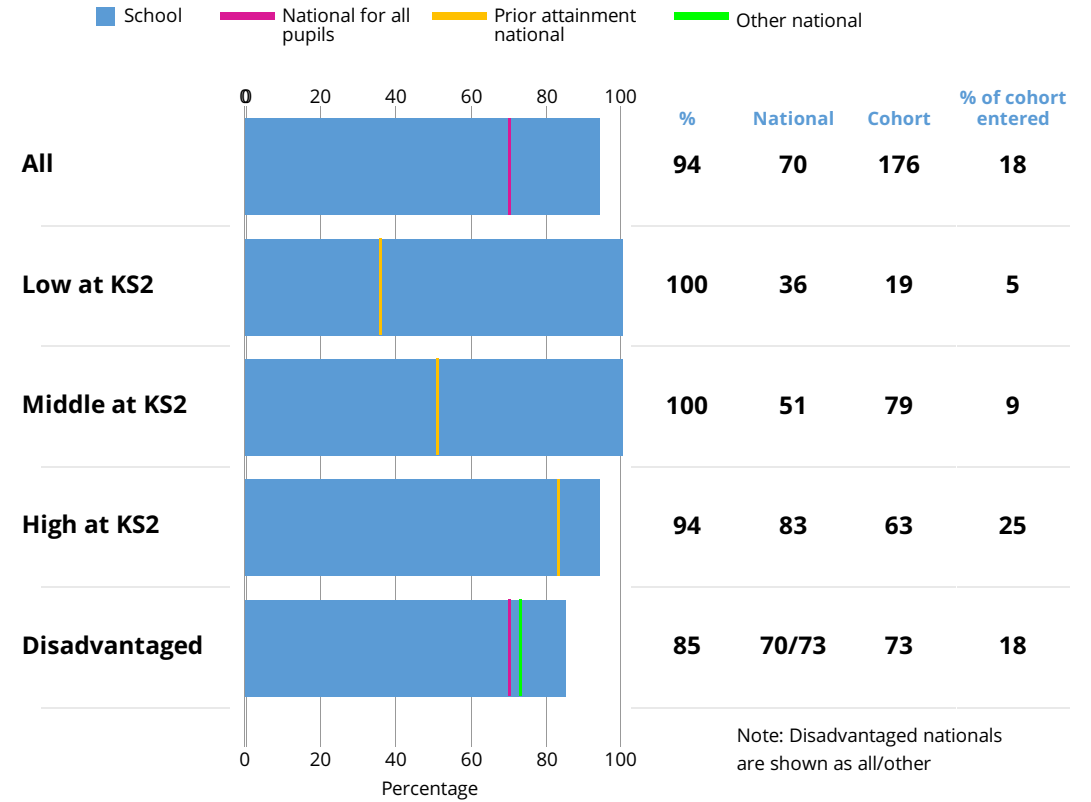|	%	National	Cohort	% of cohort entered
All	94	70	176	18
Low at KS2	100	36	19	5
Middle at KS2	100	51	79	9
High at KS2	94	83	63	25
Disadvantaged	85	70/73	73	18

Note: Disadvantaged nationals are shown as all/other

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Key stage 4 in 2017
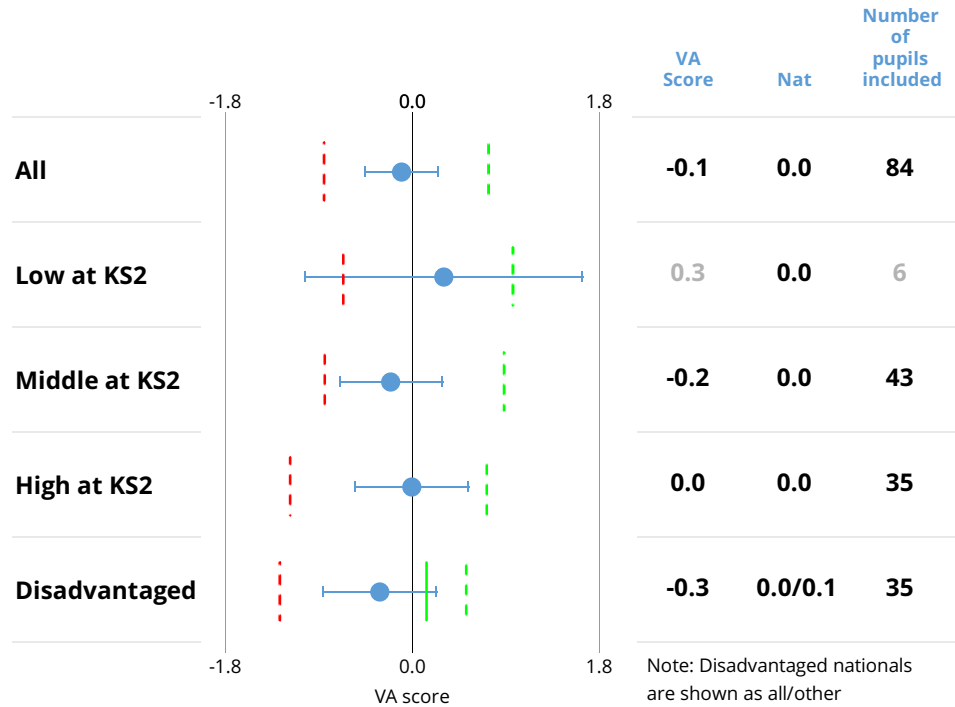
Ofsted

Ormiston Sandwell Community Academy

URN: 135979 **LAESTAB:** 3336910

Humanities Value Added

Humanities % attained grade C or above

	VA Score	Nat	Number of pupils included
All	-0.1	0.0	84
Low at KS2	0.3	0.0	6
Middle at KS2	-0.2	0.0	43
High at KS2	0.0	0.0	35
Disadvantaged	-0.3	0.0/0.1	35

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

	%	National	Cohort	% of cohort entered
All	63	63	176	53
Low at KS2	33	13	19	32
Middle at KS2	40	49	79	54
High at KS2	97	87	63	56
Disadvantaged	58	63/69	73	52

Note: Disadvantaged nationals are shown as all/other

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4. The values displayed above are rounded to one decimal place, however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS2 attainment.

Inspection Data Summary Report, amended (KS4), final (KS5) 2017, 10 August 2018   **Page 24**

Ormiston Sandwell Community Academy

URN: 135979   **LAESTAB:** 3336910

Learner characteristics

Data from DfE census, January 2017

	Number on roll	% Males	% Females	% English additional language	% Special educational needs	% who continued
All	33	30	70	52	6	-
Year 12	8	13	88	63	0	75
Year 13	25	36	64	48	8	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 5 of the 17 ethnic groups recorded by DfE are studying at this provider.

Ethnic groups with 5% or more of the total are shown in the pie chart

Other, 6%

Asian or Asian British Any other Asian background, 9%

White British, 39%

Asian or Asian British Pakistani, 33%

Asian or Asian British Indian, 12%

Ormiston Sandwell Community Academy

URN: 135979   **LAESTAB:** 3336910
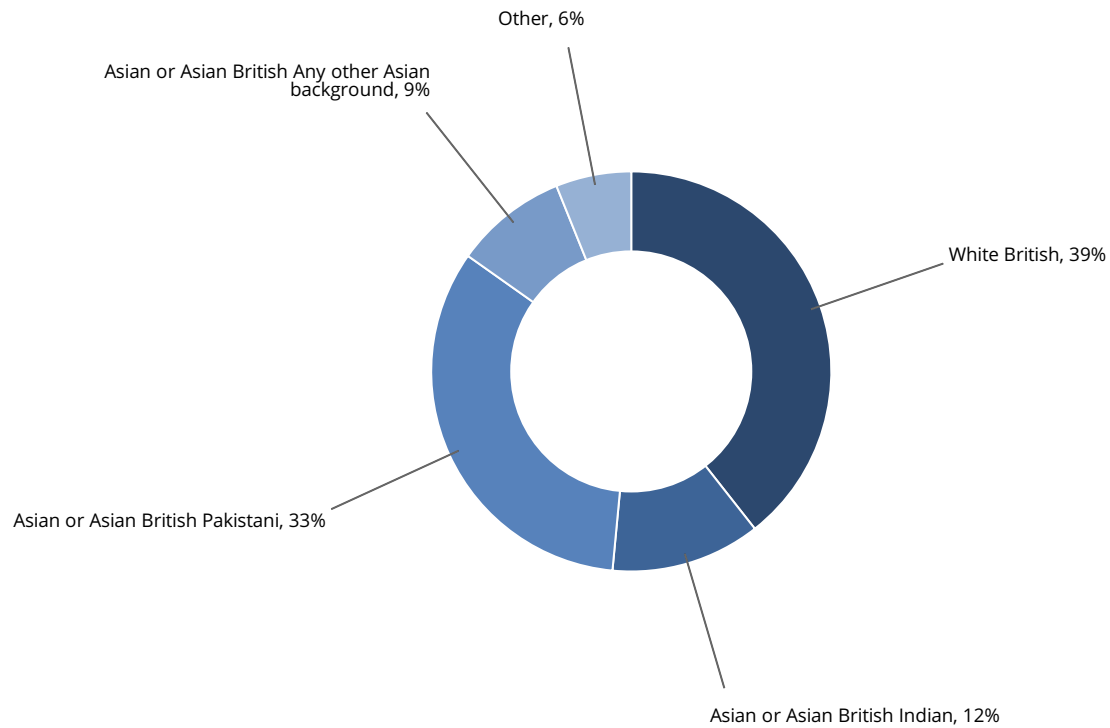
Qualification type and learner characteristics

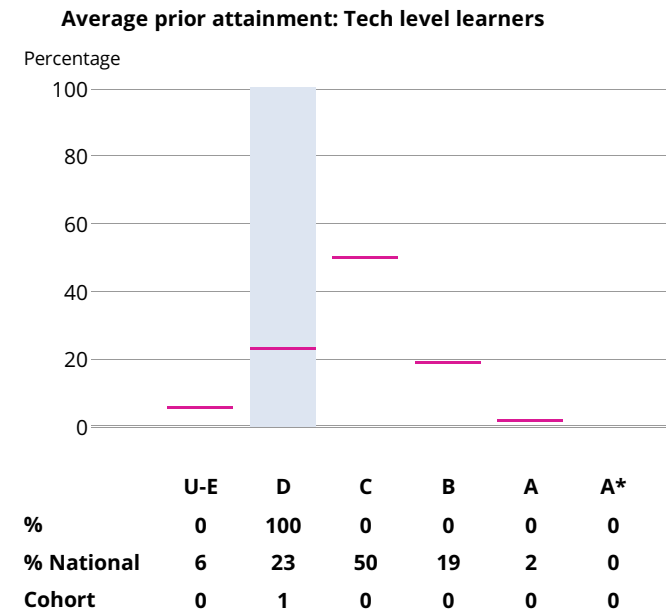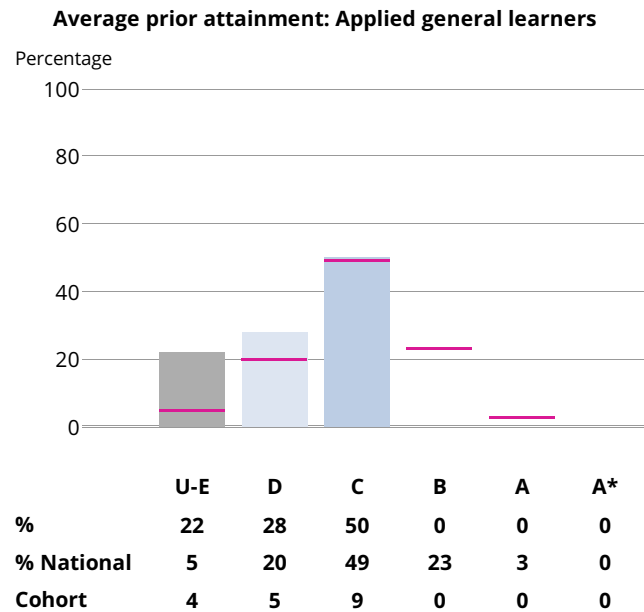| Qualification type cohort	Number of learners	Characteristics (end of KS4)	Percentage of learners	Without A*-C in GCSE English/mathematics	Number of learners
A level	24	Disadvantaged	42	English	8
Academic (including A levels)	24	Eligible for FSM	42	Mathematics	13
Applied general	18	First language not English	47	Both English and Mathematics	4
Tech level	1	SEN support	8		
Other level 3	0	SEN statement or EHC plan	0		
Tech certificate	0	Number of children looked after	0		
Other Level 2 qualification	0				

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

Average prior attainment: A level

	U-E	D	C	B	A	A*
%	4	8	58	25	4	0
% National	1	4	28	39	23	6
Cohort	1	2	14	6	1	0

Average prior attainment: Applied general learners

	U-E	D	C	B	A	A*
%	22	28	50	0	0	0
% National	5	20	49	23	3	0
Cohort	4	5	9	0	0	0

Average prior attainment: Tech level learners

	U-E	D	C	B	A	A*
%	0	100	0	0	0	0
% National	6	23	50	19	2	0
Cohort	0	1	0	0	0	0
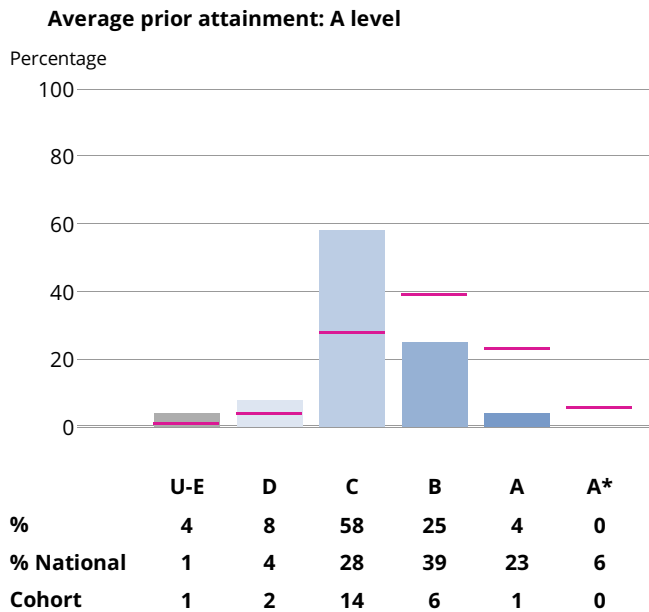
Note: Prior attainment for A level learners is only based on GCSEs. For applied general and Tech level students all KS4 qualifications are included.

Ofsted

Ormiston Sandwell Community Academy

URN: 135979   **LAESTAB:** 3336910

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.

Value added (scores and quintiles)

Completion & attainment (scores and quintiles)

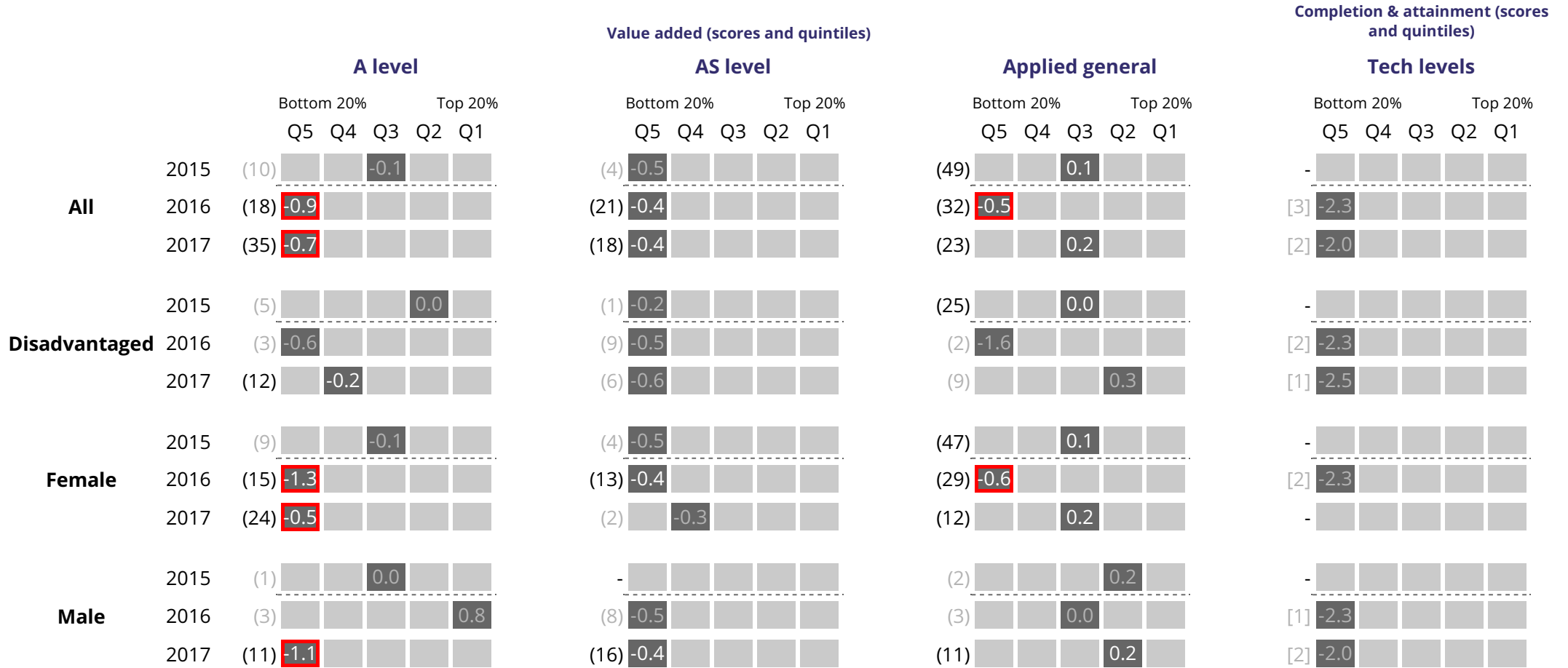|		A level						AS level						Applied general						Tech levels				
		Bottom 20%			Top 20%			Bottom 20%			Top 20%			Bottom 20%			Top 20%			Bottom 20%			Top 20%	
		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1
All	2015	(10)		-0.1			(4)	-0.5					(49)			0.1			-					
	2016	(18) -0.9					(21) -0.4						(32) -0.5						[3] -2.3					
	2017	(35) -0.7					(18) -0.4						(23)		0.2				[2] -2.0					
D or below at KS4	2015	-					-						(5) -0.3						-					
	2016	-					(1) -1.5						(2) -0.6						[3] -2.3					
	2017	(3)	-0.6				(1) -1.1						(13)			0.5			[2] -2.0					
C at KS4	2015	(2)		0.0			(1) -0.2						(25)	-0.1					-					
	2016	(13) -0.7					(19) -0.4						(19) -0.6						-					
	2017	(19) -0.5					(9) -0.3						(10)	-0.2					-					
B at KS4	2015	(8)	-0.1				(3) -0.4						(19)			0.3			-					
	2016	(4) -1.4					(1)				0.9		(9)	-0.4					-					
	2017	(10) -1.0					(8) -0.5						-						-					
A or above at KS4	2015	-					-						-						-					
	2016	(1) -2.0					-						(2) -0.4						-					
	2017	(3) -1.0					-						-						-					

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 --------------

Ormiston Sandwell Community Academy

URN: 135979 LAESTAB: 3336910

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.

Value added (scores and quintiles) — Completion & attainment (scores and quintiles)

A level

Bottom 20% — Top 20%

		Q5	Q4	Q3	Q2	Q1
All	2015	(10)		-0.1		
	2016	(18) -0.9				
	2017	(35) -0.7				
Disadvantaged	2015	(5)		0.0		
	2016	(3) -0.6				
	2017	(12)	-0.2			
Female	2015	(9)		-0.1		
	2016	(15) -1.3				
	2017	(24) -0.5				
Male	2015	(1)		0.0		
	2016	(3)			0.8	
	2017	(11) -1.1				

AS level

Bottom 20% — Top 20%

		Q5	Q4	Q3	Q2	Q1
All	2015	(4) -0.5				
	2016	(21) -0.4				
	2017	(18) -0.4				
Disadvantaged	2015	(1) -0.2				
	2016	(9) -0.5				
	2017	(6) -0.6				
Female	2015	(4) -0.5				
	2016	(13) -0.4				
	2017	(2)	-0.3			
Male	2015	-				
	2016	(8) -0.5				
	2017	(16) -0.4				

Applied general

Bottom 20% — Top 20%

		Q5	Q4	Q3	Q2	Q1
All	2015	(49)		0.1		
	2016	(32) -0.5				
	2017	(23)		0.2		
Disadvantaged	2015	(25)		0.0		
	2016	(2) -1.6				
	2017	(9)			0.3	
Female	2015	(47)		0.1		
	2016	(29) -0.6				
	2017	(12)		0.2		
Male	2015	(2)			0.2	
	2016	(3)		0.0		
	2017	(11)		0.2		

Tech levels

Bottom 20% — Top 20%

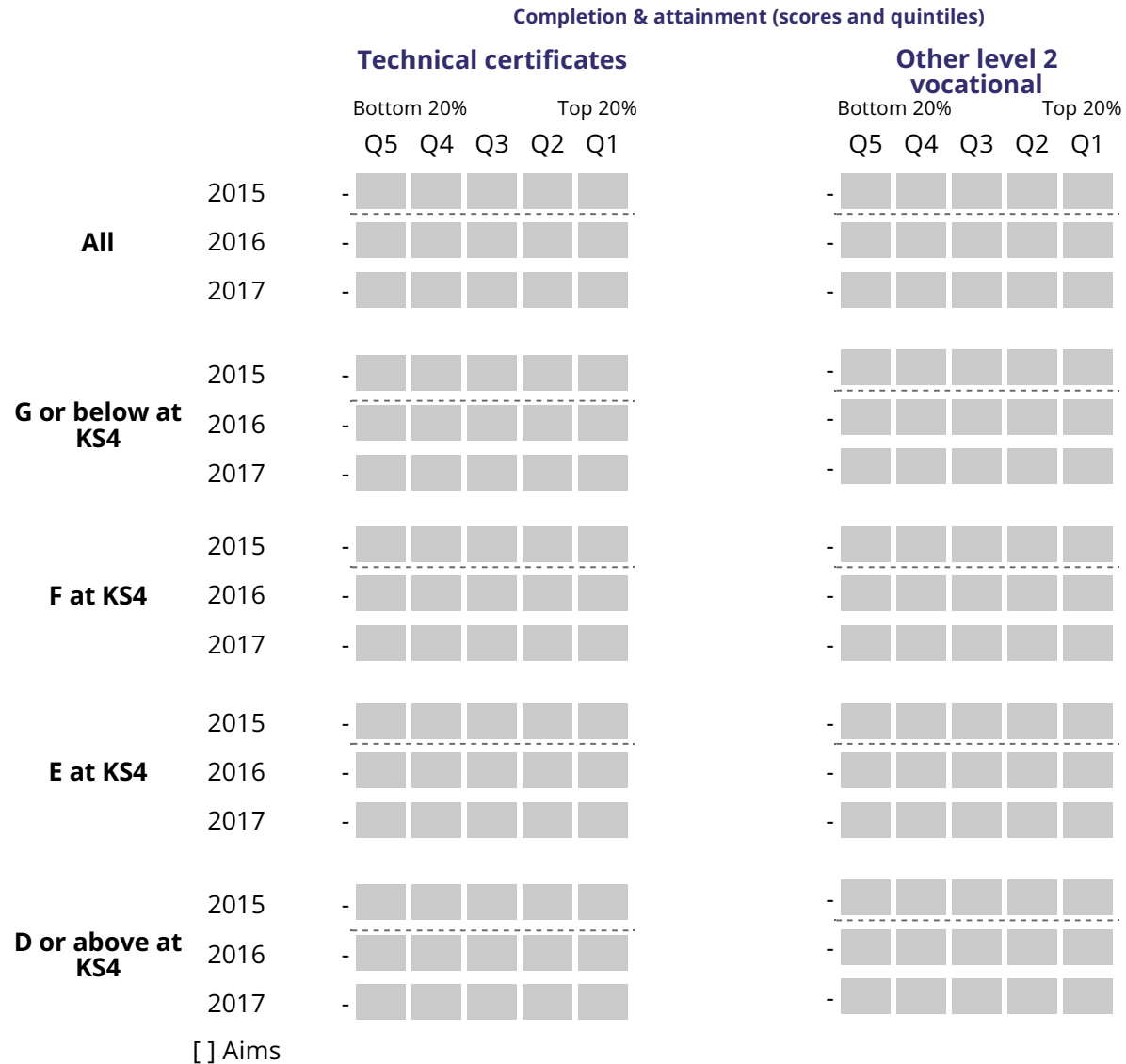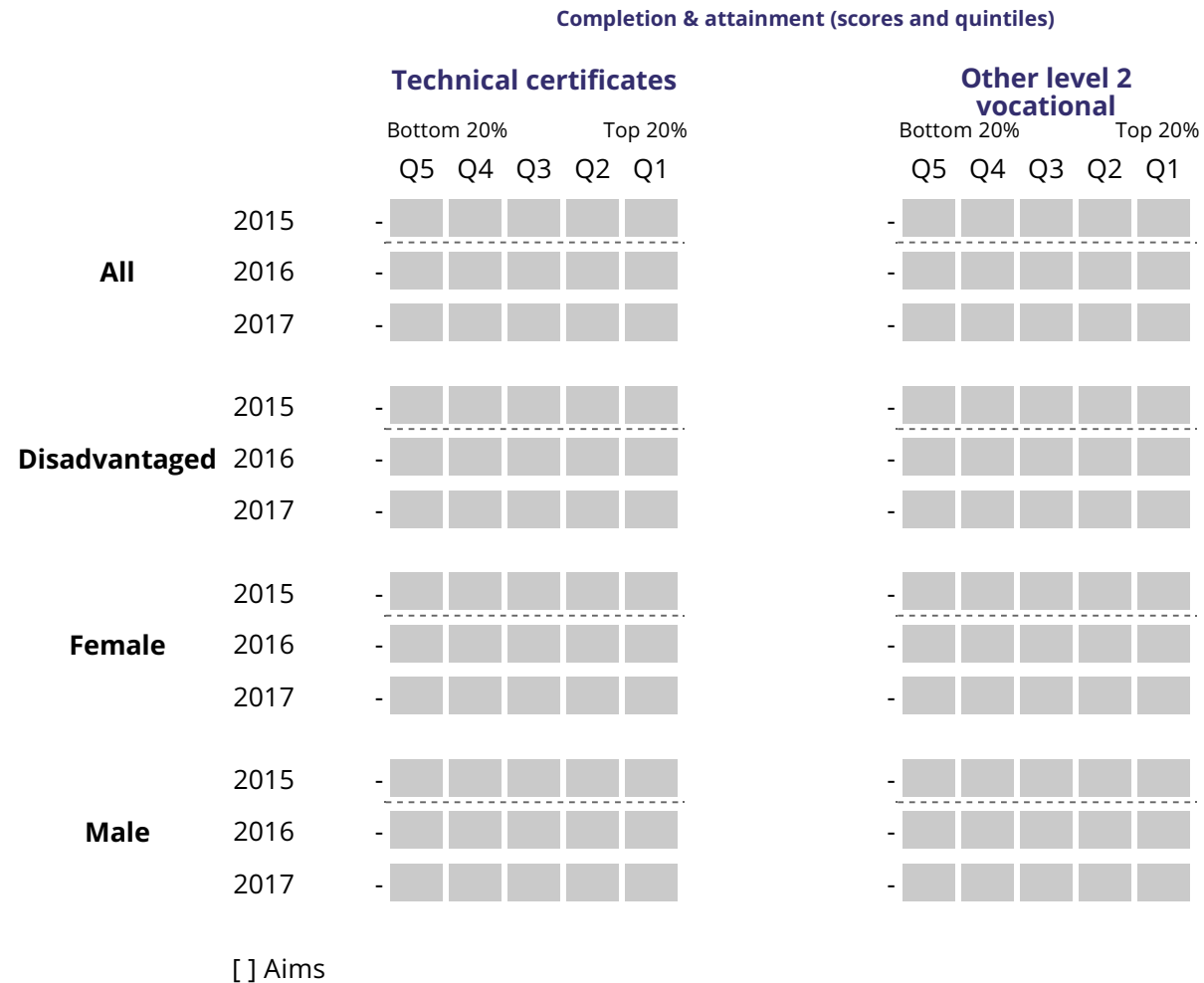|		Q5	Q4	Q3	Q2	Q1
All	2015	-				
	2016	[3] -2.3				
	2017	[2] -2.0				
Disadvantaged	2015	-				
	2016	[2] -2.3				
	2017	[1] -2.5				
Female	2015	-				
	2016	[2] -2.3				
	2017	-				
Male	2015	-				
	2016	[1] -2.3				
	2017	[2] -2.0				

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 -------------

Ormiston Sandwell Community Academy

URN: 135979   **LAESTAB:** 3336910

Trends over time for level 2 study programmes

Quintiles are based on completion and attainment scores for Technical certificates and Other level 2 vocational. Data is shown for all pupils and by characteristics.

Completion & attainment (scores and quintiles)

	Technical certificates	Other level 2 vocational
	Bottom 20% ... Top 20%	Bottom 20% ... Top 20%
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1

All: 2015, 2016, 2017

Disadvantaged: 2015, 2016, 2017

Female: 2015, 2016, 2017

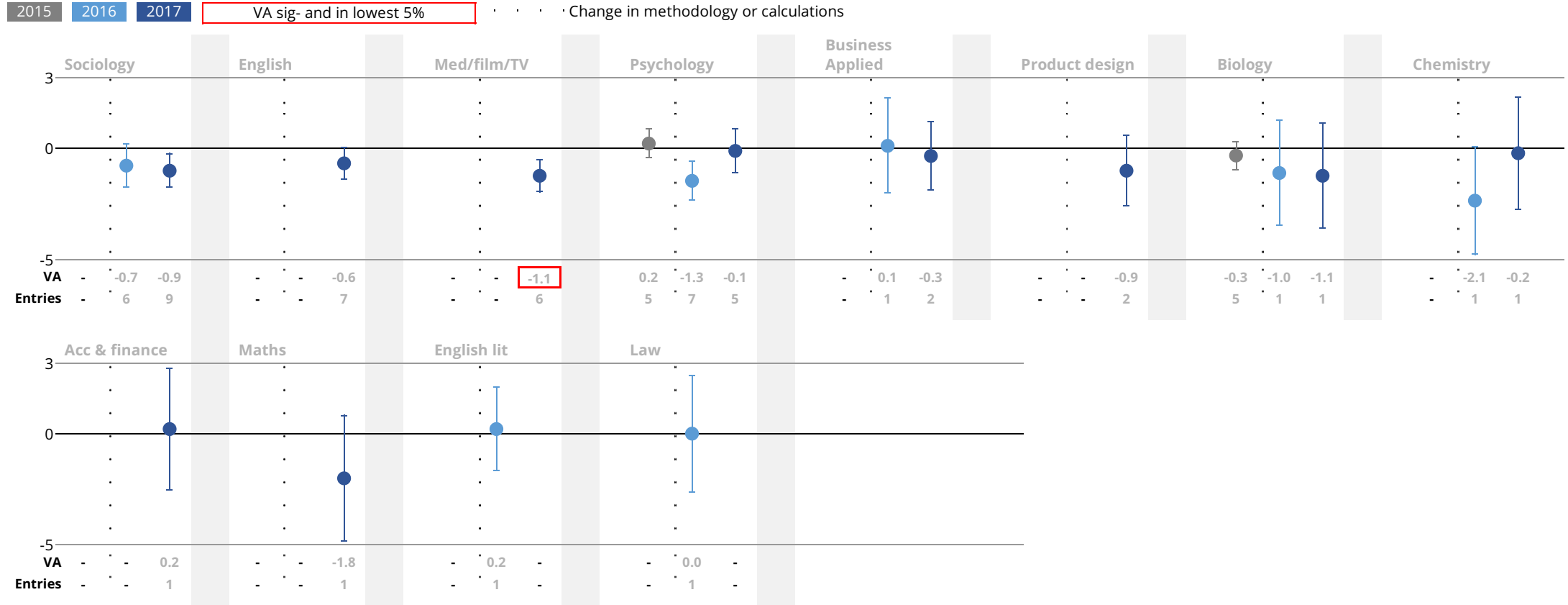**Male**: 2015, 2016, 2017

[ ] Aims

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

Ormiston Sandwell Community Academy
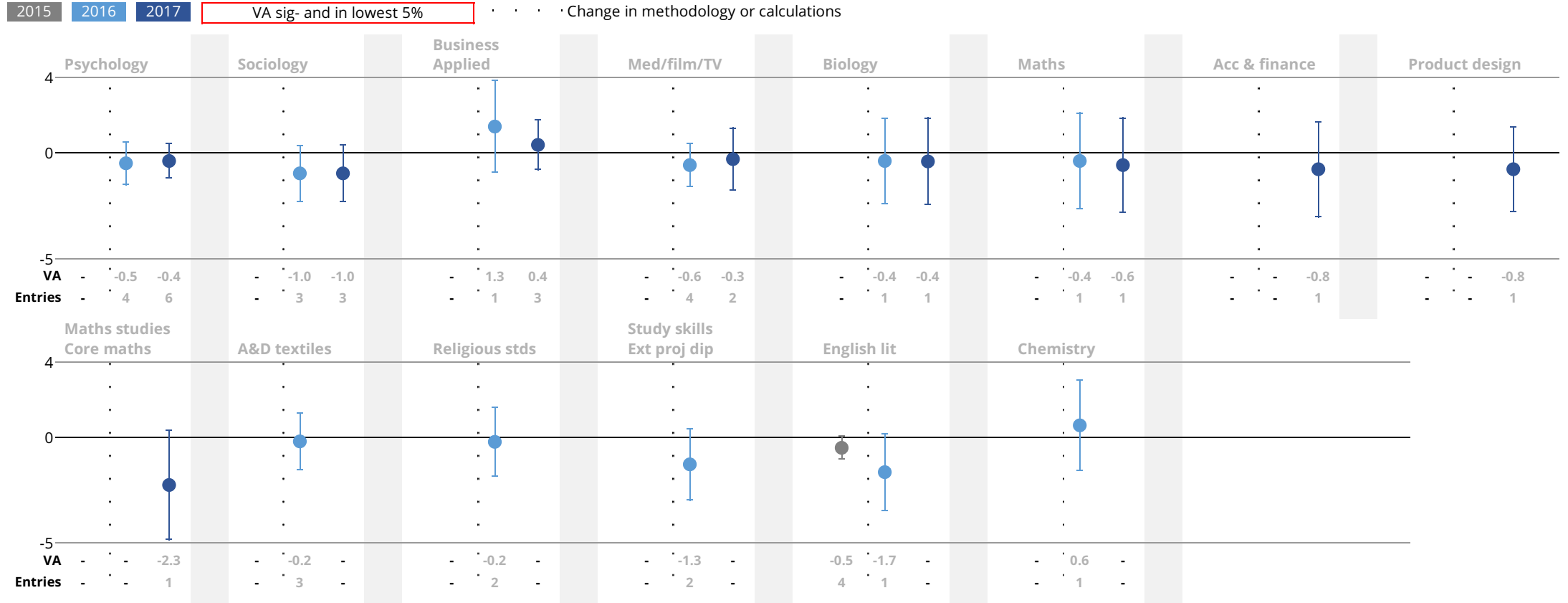
Value added by subject: A-level size and above

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 |

	Sociology			English			Med/film/TV			Psychology			Business Applied			Product design			Biology			Chemistry		
VA	-	-0.7	-0.9	-	-	-0.6	-	-	-1.1	0.2	-1.3	-0.1	-	0.1	-0.3	-	-	-0.9	-0.3	-1.0	-1.1	-	-2.1	-0.2
Entries	-	6	9	-	-	7	-	-	6	5	7	5	-	1	2	-	-	2	5	1	1	-	1	1

	Acc & finance			Maths			English lit			Law		
VA	-	-	0.2	-	-	-1.8	-	0.2	-	-	0.0	-
Entries	-	-	1	-	-	1	-	1	-	-	1	-

Note: Other qualifications are applied, Cambridge Pre-U and International Baccalaureate. Data based on ten or fewer learners/entries is displayed in grey. All data for subjects with no entries in 2017 is also displayed in grey.

Ormiston Sandwell Community Academy

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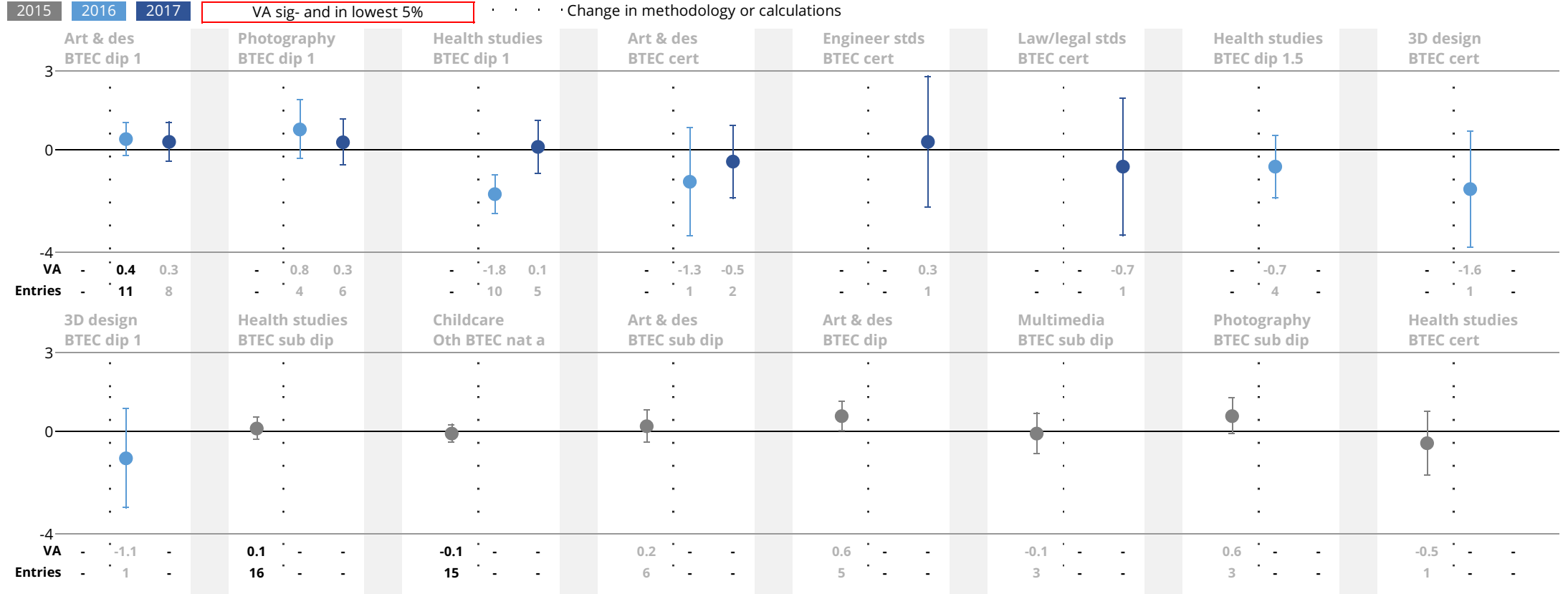
2015   2016   2017   VA sig- and in lowest 5%   · · · ·   Change in methodology or calculations

	Psychology			Sociology			Business Applied			Med/film/TV			Biology			Maths			Acc & finance			Product design		
VA	-	-0.5	-0.4	-	-1.0	-1.0	-	1.3	0.4	-	-0.6	-0.3	-	-0.4	-0.4	-	-0.4	-0.6	-	-	-0.8	-	-	-0.8
Entries	-	4	6	-	3	3	-	1	3	-	4	2	-	1	1	-	1	1	-	-	1	-	-	1

	Maths studies Core maths			A&D textiles			Religious stds			Study skills Ext proj dip			English lit			Chemistry		
VA	-	-	-2.3	-	-0.2	-	-	-0.2	-	-	-1.3	-	-0.5	-1.7	-	-	0.6	-
Entries	-	-	1	-	3	-	-	2	-	-	2	-	4	1	-	-	1	-

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.

Ormiston Sandwell Community Academy

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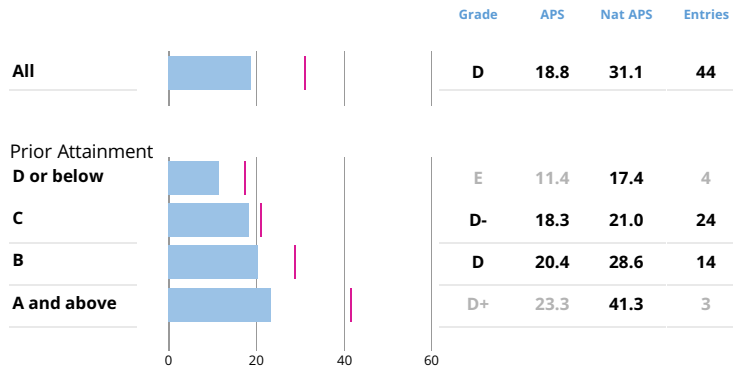
2015 | 2016 | 2017 | VA sig- and in lowest 5% | Change in methodology or calculations

	Art & des BTEC dip 1		Photography BTEC dip 1		Health studies BTEC dip 1		Art & des BTEC cert		Engineer stds BTEC cert		Law/legal stds BTEC cert		Health studies BTEC dip 1.5		3D design BTEC cert
VA	-	**0.4**	0.3	-	0.8	0.3	-	-1.8	0.1	-	-1.3	-0.5	-	0.3	-	-0.7	-	-0.7	-	-	-1.6	-
Entries	-	**11**	8	-	4	6	-	10	5	-	1	2	-	1	-	1	-	4	-	-	1	-

	3D design BTEC dip 1		Health studies BTEC sub dip		Childcare Oth BTEC nat a		Art & des BTEC sub dip		Art & des BTEC dip		Multimedia BTEC sub dip		Photography BTEC sub dip		Health studies BTEC cert
VA	-	-1.1	-	**0.1**	-	-	**-0.1**	-	-	0.2	-	-	0.6	-	-	-0.1	-	-	0.6	-	-	-0.5	-	-
Entries	-	1	-	**16**	-	-	**15**	-	-	6	-	-	5	-	-	3	-	-	3	-	-	1	-	-

Notes: Data based on ten or fewer learners/entries is displayed in grey. All data for subjects with no entries in 2017 is also displayed in grey.

Inspection Data Summary Report, amended (KS4), final (KS5) 2017, 10 August 2018 **Page 33**

Ormiston Sandwell Community Academy

Attainment by KS4 prior attainment: Level 3

■ 2017   ▬ National

A level
Average point score (APS) per entry

	Outcomes		
Grade	APS	Nat APS	Entries
All			
D	18.8	31.1	44
Prior Attainment			
E	11.4	17.4	4
D-	18.3	21.0	24
D	20.4	28.6	14
D+	23.3	41.3	3

Prior Attainment
D or below
C
B
A and above

A level
Average point score per entry for best 3 A levels

	Outcomes		
Grade	APS	Nat APS	Cohort
All			
D+	21.9	34.1	9
Prior Attainment			
D	20.0	30.8	4
D+	23.3	42.8	1

Prior Attainment
B
A and above
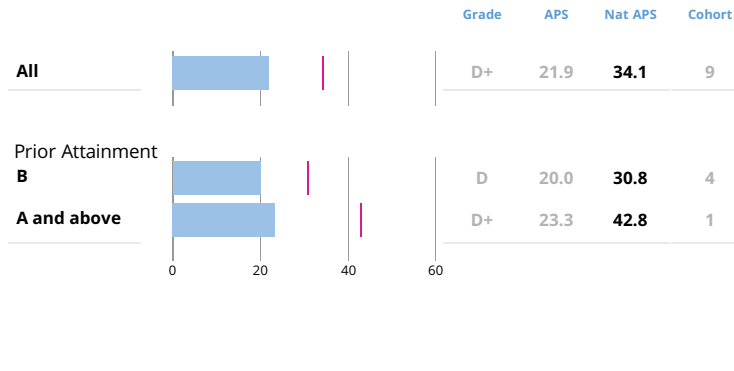
A level
Percentage of A level learners attaining AAB
Including at least two facilitating subjects

	Outcomes		
	%	Nat %	Cohort
All	0	14	9
Prior Attainment			
B	0	2	4
A and above	0	33	1
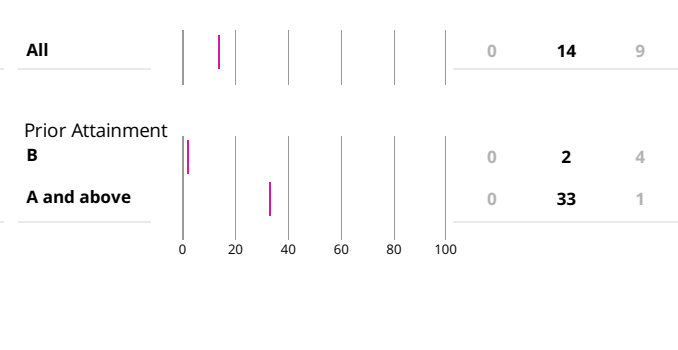
Applied general
Average point score per entry
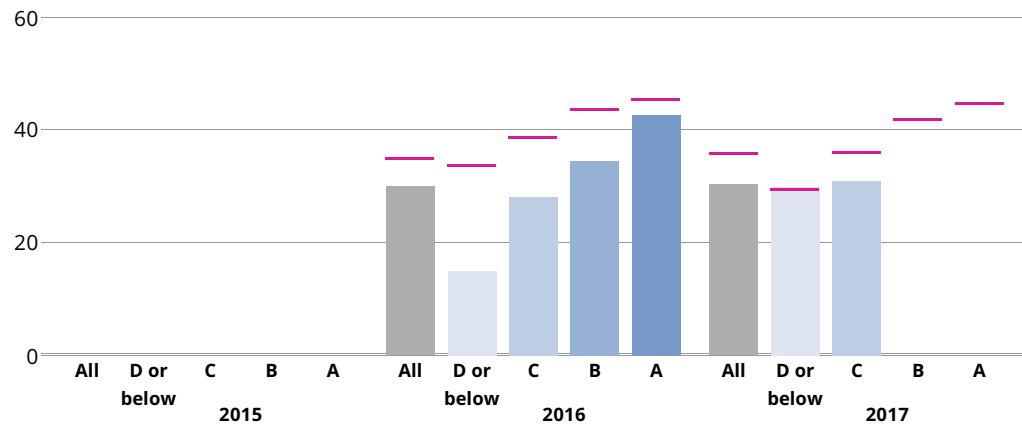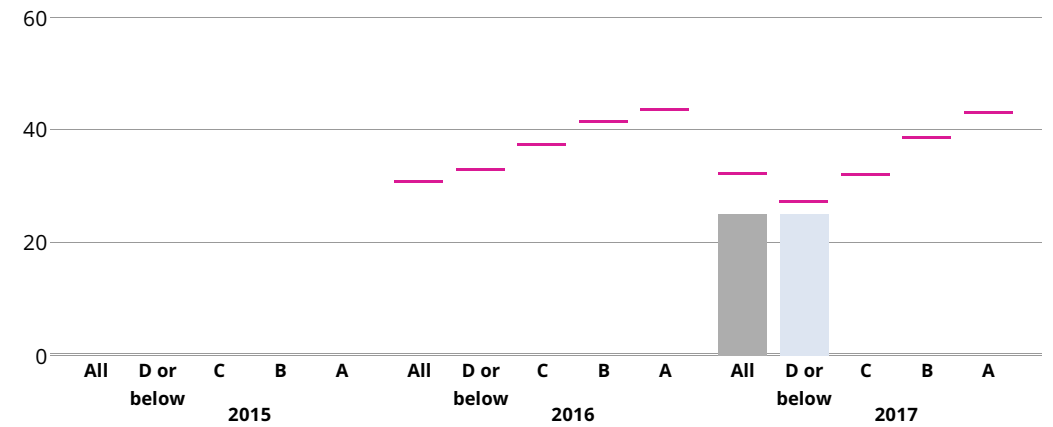
Grade	-	-	-	-	-	Merit+	Pass	Merit+	Dist	Dist*-	Dist-	Merit+	Dist-	-	-
APS	-	-	-	-	-	29.9	15.0	28.1	34.4	42.5	30.2	29.8	30.8	-	-
Nat APS	-	-	-	-	-	34.7	33.6	38.5	43.4	45.3	35.7	29.3	35.9	41.7	44.6
Entries	-	-	-	-	-	33	2	20	9	2	21	12	10	-	-

Tech level
Average point score per entry

Grade	-	-	-	-	-	-	-	-	-	-	Merit	Merit	-	-	-
APS	-	-	-	-	-	-	-	-	-	-	25.0	25.0	-	-	-
Nat APS	-	-	-	-	-	30.8	32.8	37.3	41.4	43.4	32.3	27.3	32.0	38.6	43.0
Entries	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-

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

Ormiston Sandwell Community Academy

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Attainment by KS4 prior attainment: Level 2

—— National

Technical certificate
Average point score per entry

	2015					2016					2017				
	All	G	F	E	D+	All	G	F	E	D+	All	G	F	E	D+
Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
APS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nat APS	-	-	-	-	-	-	-	-	-	-	5.8	5.7	5.6	5.6	5.8
Entries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Level 2 vocational
Average point score per entry

	2015					2016					2017				
	All	G	F	E	D+	All	G	F	E	D+	All	G	F	E	D+
Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
APS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nat APS	-	-	-	-	-	-	-	-	-	-	5.7	5.6	5.4	5.5	5.8
Entries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Ormiston Sandwell Community Academy

Retention

Legend: Retained | Retained for second year (level 3 only) | Retained and assessed | National | Change in methodology or calculation
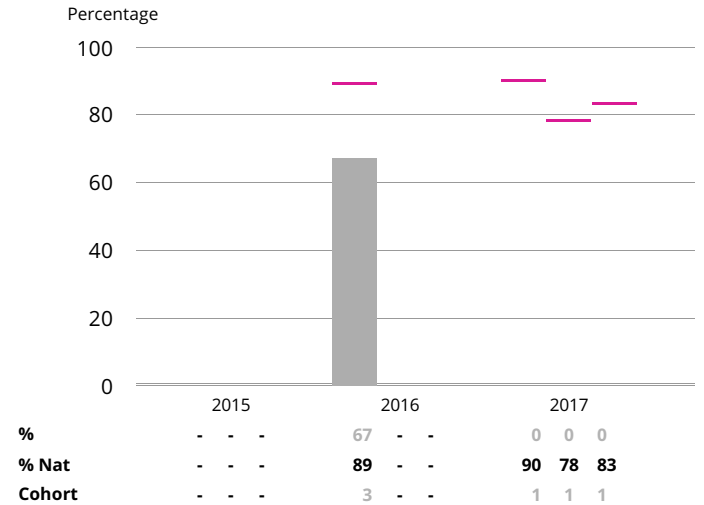
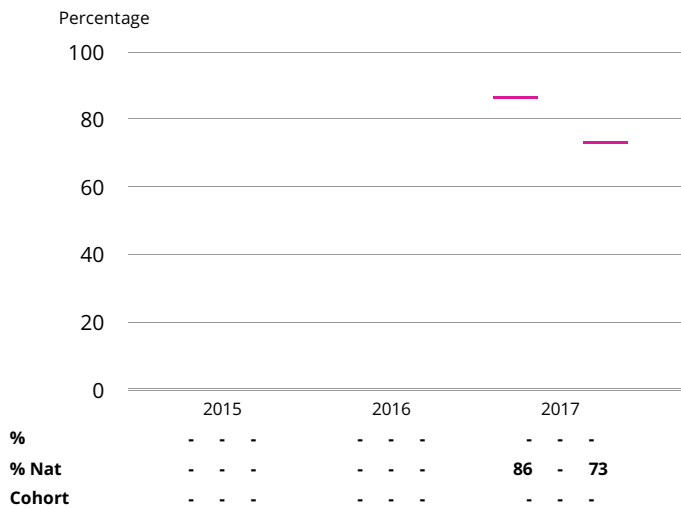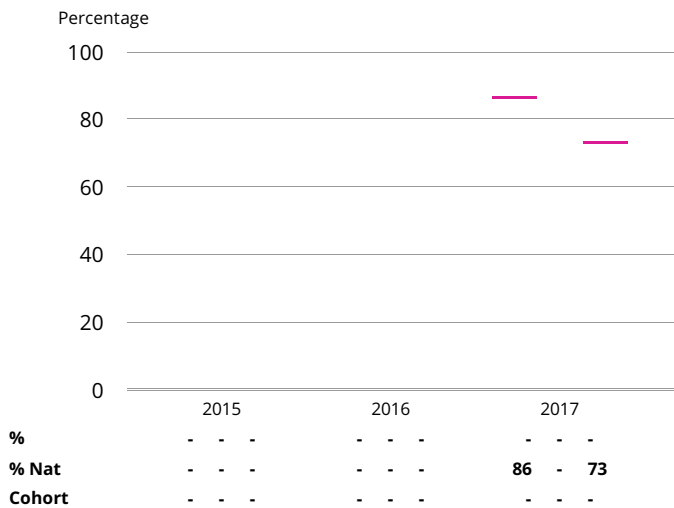**Based on learner's core aim (see notes).**

A-Level (including AS)
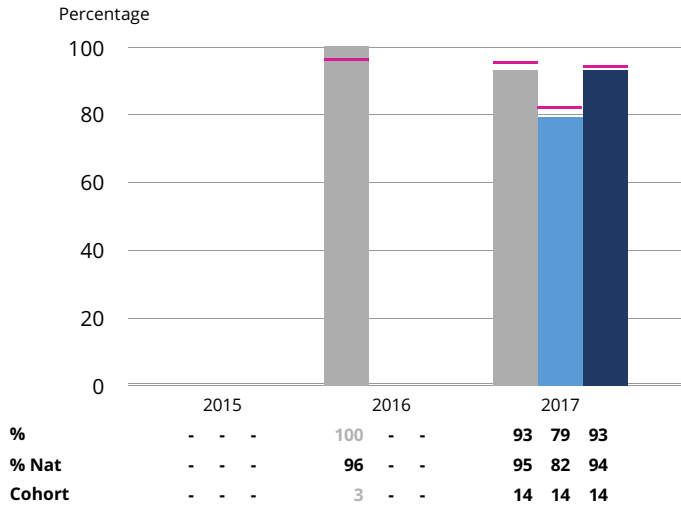
Percentage

%	2015			2016			2017		
%	-	-	-	100	-	-	93	79	93
% Nat	-	-	-	96	-	-	95	82	94
Cohort	-	-	-	3	-	-	14	14	14

Applied general

Percentage

	2015			2016			2017		
%	-	-	-	71	-	-	56	56	56
% Nat	-	-	-	88	-	-	89	71	80
Cohort	-	-	-	21	-	-	16	16	16

Tech level

Percentage

	2015			2016			2017		
%	-	-	-	67	-	-	0	0	0
% Nat	-	-	-	89	-	-	90	78	83
Cohort	-	-	-	3	-	-	1	1	1

Level 2 technical certificate

Percentage

	2015			2016			2017		
%	-	-	-	-	-	-	-	-	-
% Nat	-	-	-	-	-	-	86	-	73
Cohort	-	-	-	-	-	-	-	-	-

Level 2 vocational

Percentage

	2015			2016			2017		
%	-	-	-	-	-	-	-	-	-
% Nat	-	-	-	-	-	-	86	-	73
Cohort	-	-	-	-	-	-	-	-	-
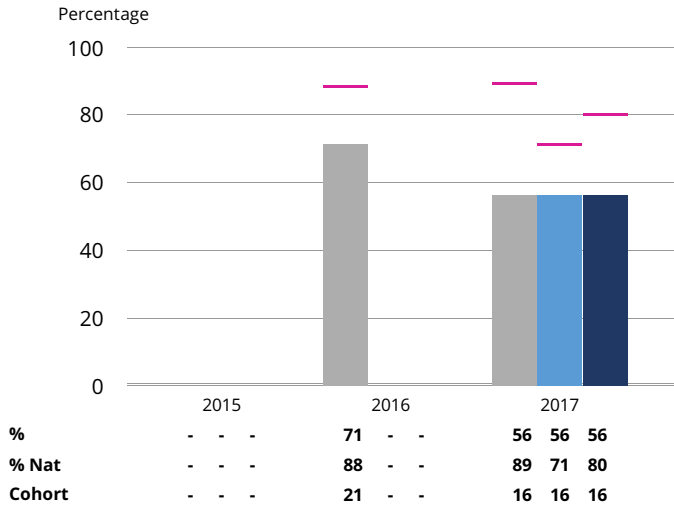
Definitions

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. Level 2 qualifications are a 1 year qualification.
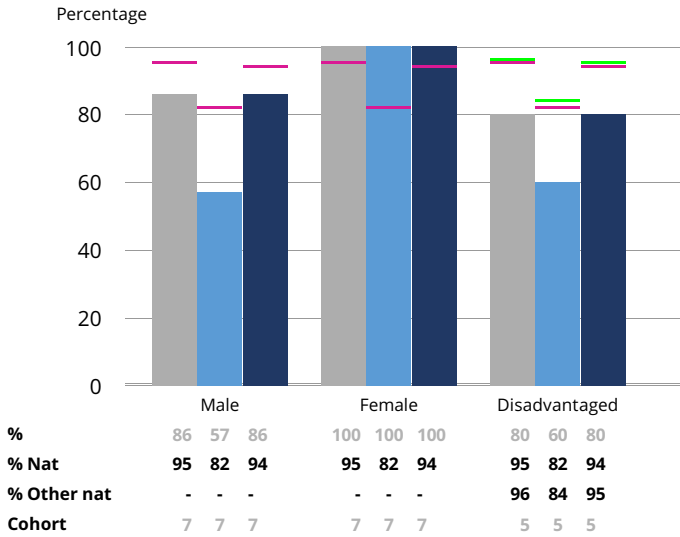   For more information on core aims and retention measures see guidance https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard   Data based on ten or fewer learners/entries is displayed in grey.

Ormiston Sandwell Community Academy　　　　　　　　　　URN: 135979　LAESTAB: 3336910
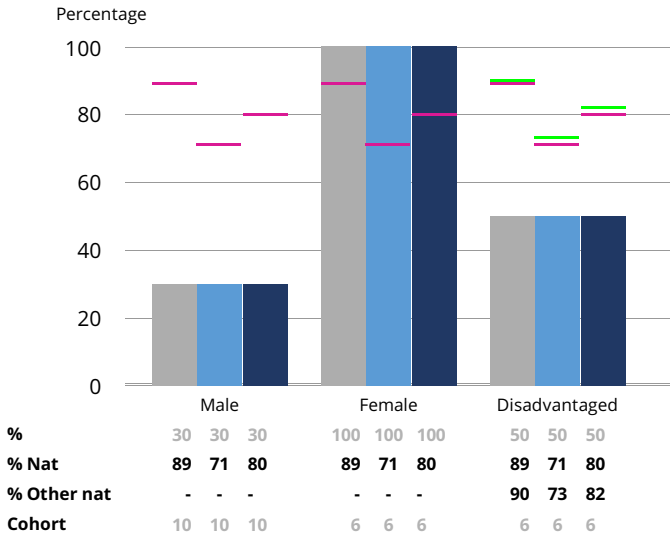
Retention 2

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

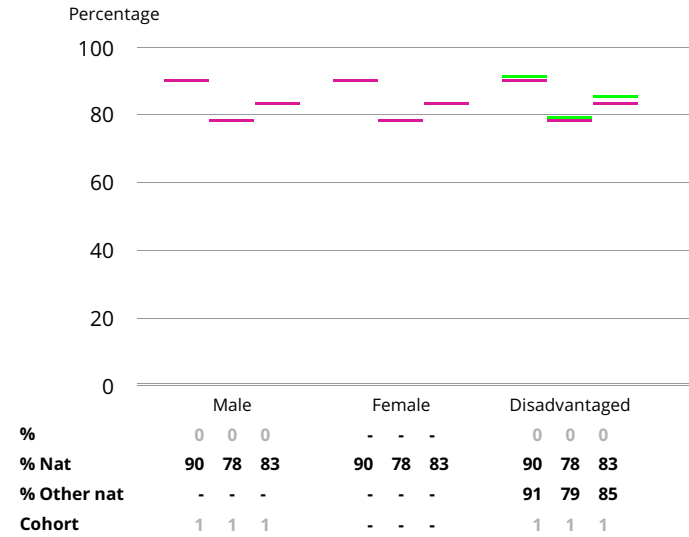■ Retained　■ Retained for second year (level 3 only)　■ Retained and assessed　▬ National　▬ Other National
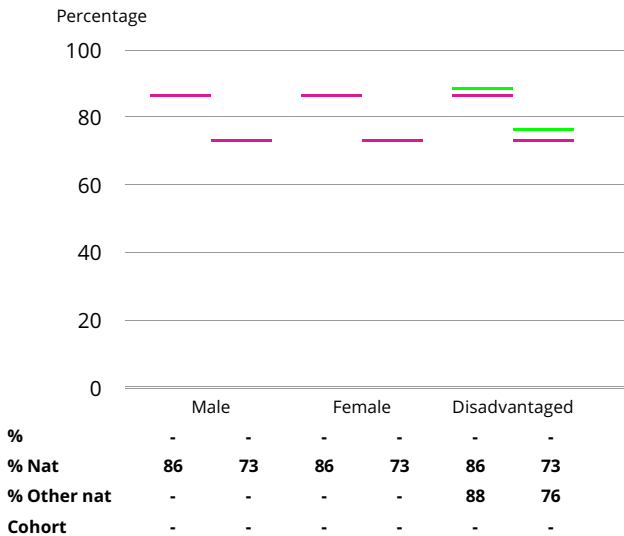
A-Level (including AS)

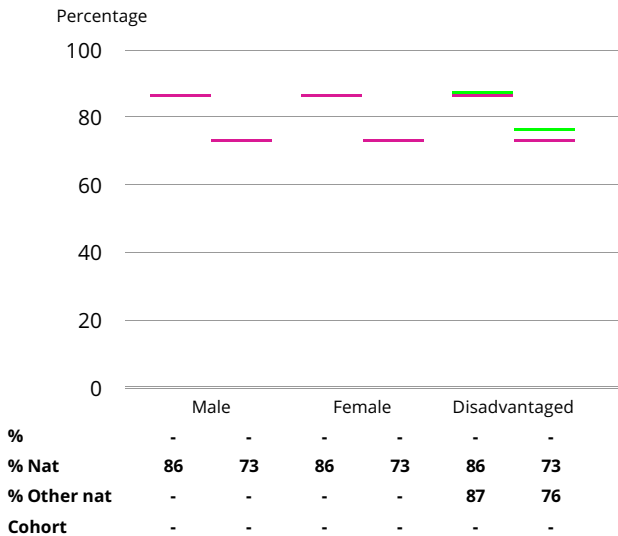| %	86	57	86	100	100	100	80	60	80
% Nat	95	82	94	95	82	94	95	82	94
% Other nat	-	-	-	-	-	-	96	84	95
Cohort	7	7	7	7	7	7	5	5	5

(Male, Female, Disadvantaged)

Applied general

%	30	30	30	100	100	100	50	50	50
% Nat	89	71	80	89	71	80	89	71	80
% Other nat	-	-	-	-	-	-	90	73	82
Cohort	10	10	10	6	6	6	6	6	6

(Male, Female, Disadvantaged)

Tech level

%	0	0	0	-	-	-	0	0	0
% Nat	90	78	83	90	78	83	90	78	83
% Other nat	-	-	-	-	-	-	91	79	85
Cohort	1	1	1	-	-	-	1	1	1

(Male, Female, Disadvantaged)

Level 2 technical certificate

%	-	-	-	-	-	-
% Nat	86	73	86	73	86	73
% Other nat	-	-	-	-	88	76
Cohort	-	-	-	-	-	-

(Male, Female, Disadvantaged)

Level 2 vocational

%	-	-	-	-	-	-
% Nat	86	73	86	73	86	73
% Other nat	-	-	-	-	87	76
Cohort	-	-	-	-	-	-

(Male, Female, Disadvantaged)

Notes: Other national is the retention rate for learners who were not classified as disadvantaged at the end of year 11. Data based on ten or fewer learners/entries is displayed in grey.

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English progress

All learners

Key stage 4 prior attainment				Outcomes - learners at the end of 16-18 studies							
Prior attainment qualification type	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally	Gained grade C and above [1]	% 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	-	-	-	61%	-	-	2%	-	0.6	-	-	36%
Entry level and level 1 ESOL and functional skills	-	-	-	29%	-	-	5%	-	0.1	-	-	43%
GCSE grades F to G	-	-	-	37%	-	-	2%	-	-0.1	-	-	27%
GCSE grade E	2	1	50%	31%	0	0%	8%	0.5	-0.1	0	0%	23%
GCSE grade D and level 2 ESOL and functional skills	6	5	83%	34%	5	83%	34%	0.8	0.0	0	0%	16%
Total	8	6	75%	34%	5	63%	22%	0.8	0.0	0	0%	20%

Disadvantaged learners

Key stage 4 prior attainment				Outcomes - learners at the end of 16-18 studies							
Prior attainment qualification type	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally [2]	Gained grade C and above	% 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	-	-	-	61% (63%)	-	-	2% (3%)	-	0.6 (0.8)	-	-	36% (34%)
Entry level and level 1 ESOL and functional skills	-	-	-	29% (35%)	-	-	5% (7%)	-	0.1 (0.3)	-	-	43% (39%)
GCSE grades F to G	-	-	-	37% (41%)	-	-	2% (3%)	-	-0.1 (0.0)	-	-	27% (24%)
GCSE grade E	1	0	0%	31% (35%)	0	0%	8% (10%)	0.0	-0.1 (0.0)	0	0%	23% (20%)
GCSE grade D and level 2 ESOL and functional skills	3	2	67%	34% (37%)	2	67%	34% (37%)	0.7	0.0 (0.1)	0	0%	16% (14%)
Total	4	2	50%	34% (37%)	2	50%	22% (26%)	0.5	0.0 (0.1)	0	0%	20% (18%)

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

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Mathematics progress

All learners

Key stage 4 prior attainment	Outcomes - learners at the end of 16-18 studies											
Prior attainment qualification type	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	1	0	0%	69%	0	0%	0%	0.0	0.4	0	0%	24%
Entry level and level 1 functional skills and use of maths and FSM [1]	-	-	-	21%	-	-	3%	-	-0.1	-	-	41%
GCSE grades F to G	4	2	50%	38%	0	0%	1%	0.5	-0.1	0	0%	23%
GCSE grade E	2	0	0%	24%	0	0%	5%	0.0	-0.2	0	0%	21%
GCSE grade D and level 2 functional skills and use of maths and FSM [1]	6	1	17%	36%	1	17%	36%	0.2	0.1	0	0%	13%
Total	13	3	23%	36%	1	8%	17%	0.2	0.0	0	0%	19%

Disadvantaged learners

Key stage 4 prior attainment	Outcomes - learners at the end of 16-18 studies											
Prior attainment qualification type	Learners in scope	Improved grade	% that improved grade	% that improved grade nationally [3]	Gained grade C and above	% 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	1	0	0%	69% (70%)	0	0%	0% (0%)	0.0	0.4 (0.4)	0	0%	24% (23%)
Entry level and level 1 functional skills and use of maths and FSM	-	-	-	21% (26%)	-	-	3% (5%)	-	-0.1 (0.1)	-	-	41% (37%)
GCSE grades F to G	2	1	50%	38% (42%)	0	0%	1% (1%)	0.5	-0.1 (0.0)	0	0%	23% (20%)
GCSE grade E	2	0	0%	24% (26%)	0	0%	5% (6%)	0.0	-0.2 (-0.2)	0	0%	21% (20%)
GCSE grade D and level 2 functional skills and use of maths and FSM	1	0	0%	36% (40%)	0	0%	36% (40%)	0.0	0.1 (0.1)	0	0%	13% (11%)
Total	6	1	17%	36% (39%)	0	0%	17% (21%)	0.2	0.0 (0.1)	0	0%	19% (16%)

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

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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	Apprenticeship	*of which:* Any education destination	UK higher education	Destination not sustained	Activity not captured in data
All learners	2015	23	91%	x	70%	52%	x	x
	2014	14	86%	x	x	x	x	x
	2013	10	75%	0%	67%	25%	x	x
Disadvantaged	2015	12	92%	x	x	42%	x	x
	2014	5	x	x	x	x	x	x
	2013	x	x	x	x	x	x	x
Female	2015	22	x	x	x	x	x	x
	2014	4	x	x	x	x	x	x
	2013	10	70%	0%	60%	x	x	x
Male	2015	1	x	x	x	x	x	x
	2014	10	x	x	x	x	x	x
	2013	x	x	x	x	x	x	x
National	2015	366145	89%	7%	66%	51%	8%	3%
	2014	362930	88%	7%	65%	48%	9%	3%
	2013	358970	73%	5%	65%	48%	10%	15%

x denotes that data has been suppressed.