

Areas to investigate

Overall Progress 8

- Progress 8 was in the top quintile (20%) for at least two years for all pupils and high prior attainers.
- In 2018, Progress 8 was significantly above average and in the highest 10% for the following groups of pupils: all and high prior attainers.
- Progress 8 English, open, EBacc elements were in the top quintile (20%) for the last two years.

EBacc

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

- It is the government's ambition that 75% of all pupils should begin studying the full set of EBacc subjects by 2022. While there is some time to go until 2022, the EBacc entry rate in this school is 95% in 2018: significantly above 75%.

Overall Attainment 8

- Attainment 8 was in the top quintile (20%) for at least the past two years.
- In 2018, Attainment 8 was in the highest 10% of all schools.

Subject entry and/or attainment

- In 2018, there were seven subjects with a high proportion of entries (over 80%) and high attainment. These were biology, chemistry, mathematics, physics, English language, history, English literature.

Behaviour

- In 2017/18, the rate of overall absence (3.80%) was below the national average for schools with a similar level of deprivation (5.16%).
- Overall absence was low (in the lowest 10%) for the latest two years for all pupils.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 3.65%.
- In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 1.39%.

Notes: The majority of 'areas to investigate' will not appear for small cohorts, and some are based on data not contained in this report. Progress measures are based on adjusted progress scores for overall Progress 8 only.

Areas to investigate

- There were no permanent exclusions in the last three years compared with a national average of two in both 2016/17 and 2015/16, and of 1 in 2014/15.

Destinations

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

Secondary school context in 2018

Phase of education: Secondary

Headteacher: Claire Giblin

Pupils: 884

Gender: Girls

Deprivation Quintile: Lowest 40% (0.1)

Local authority: Gloucestershire

Admissions policy: Selective

Ages: 11-18

Denomination: None

Special needs provision:

Ever 6 FSM %: 4.9

English additional language %: 13.9

SEN support %: 2.0

SEN with EHC plan %: 0.1

Ethnicity

- The largest ethnic groups are: White - British (70.2%), White - any other White background (3.4%), Mixed - any other mixed background (2.1%), Asian or Asian British - Indian (10.2%), Asian or Asian British - any other Asian background (4.4%) ,.
- This school has 15 out of 17 possible ethnic groups. The average number of groups for this phase of education is 13.

Number on roll

- The number of pupils in year 7 (152) was higher than all other year groups.
- The number of pupils in year 11 (122) was lower than all other year groups.
- There was a larger than average increase in the total number of pupils, from 820 pupils in 2017 to 884 in 2018.

Girls

- The school was in the top 20% of all schools for the proportion of girls (96.4%).

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (4.9%).
- There was one child looked after in the school.

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Secondary school context 2018

English as an Additional Language

- There was a larger than average increase in the percentage of EAL pupils between 2017 and 2018.

Special Educational Needs

- The school was in the lowest 20% of all schools for the proportion of SEN with EHC/statement (0.1%).
- The school was in the lowest 20% of all schools for the proportion of SEN support (2.0%).

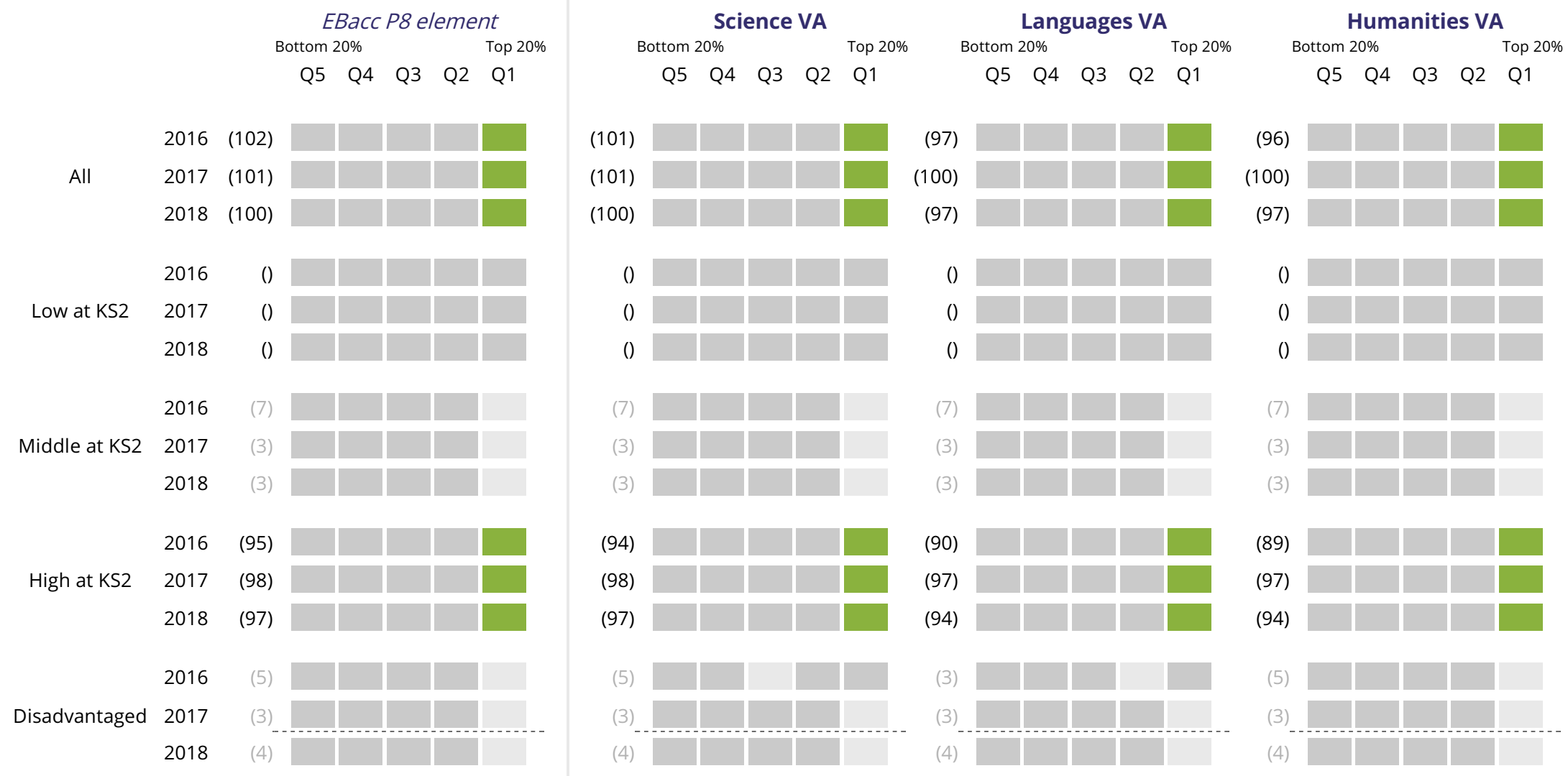
Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (all year groups), Writing (year 7, year 9, year 10, year 11), Mathematics (all year groups)

Relative progress for the past three years

Progress quintiles based on rank of progress score

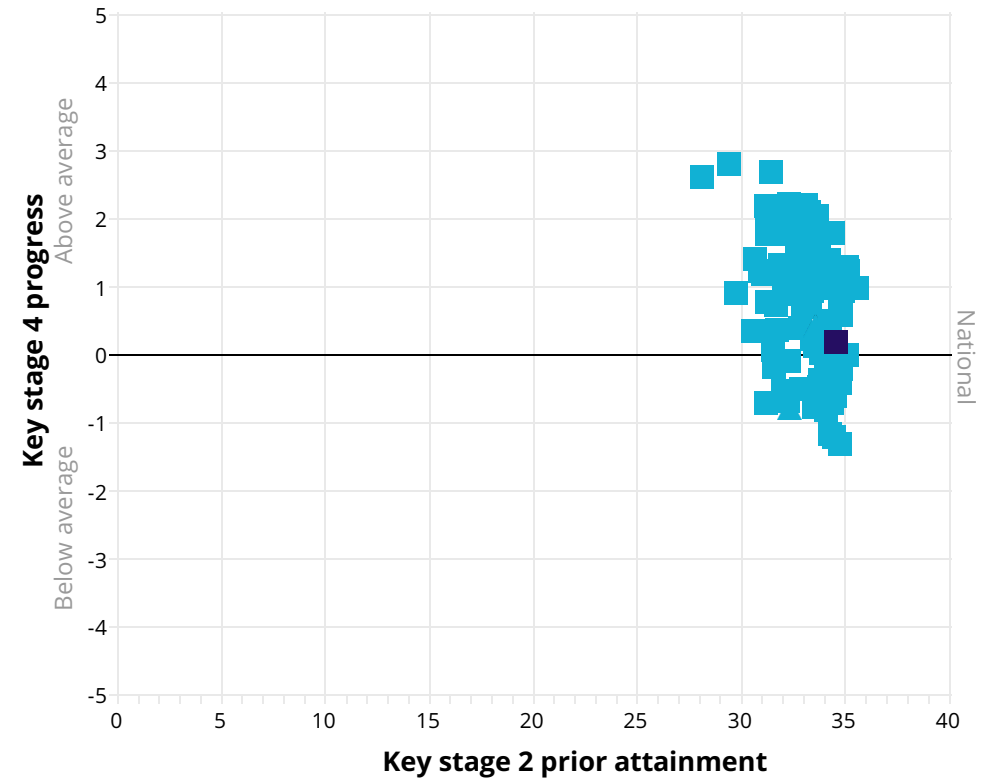
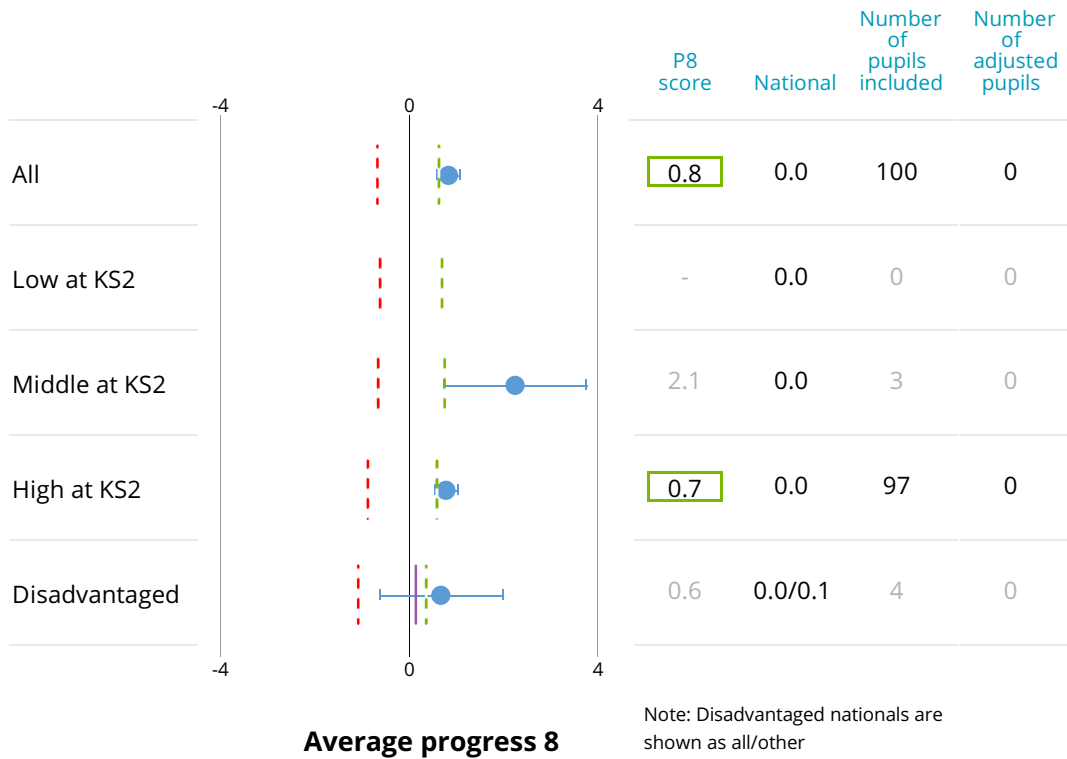
() Cohort Significantly above national Significantly below national



Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles are based on unadjusted progress scores apart from overall Progress 8 in 2018. () represents eligible cohorts for Progress 8 and entries for VA. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Overall Progress 8

Overall Progress 8 scatterplot



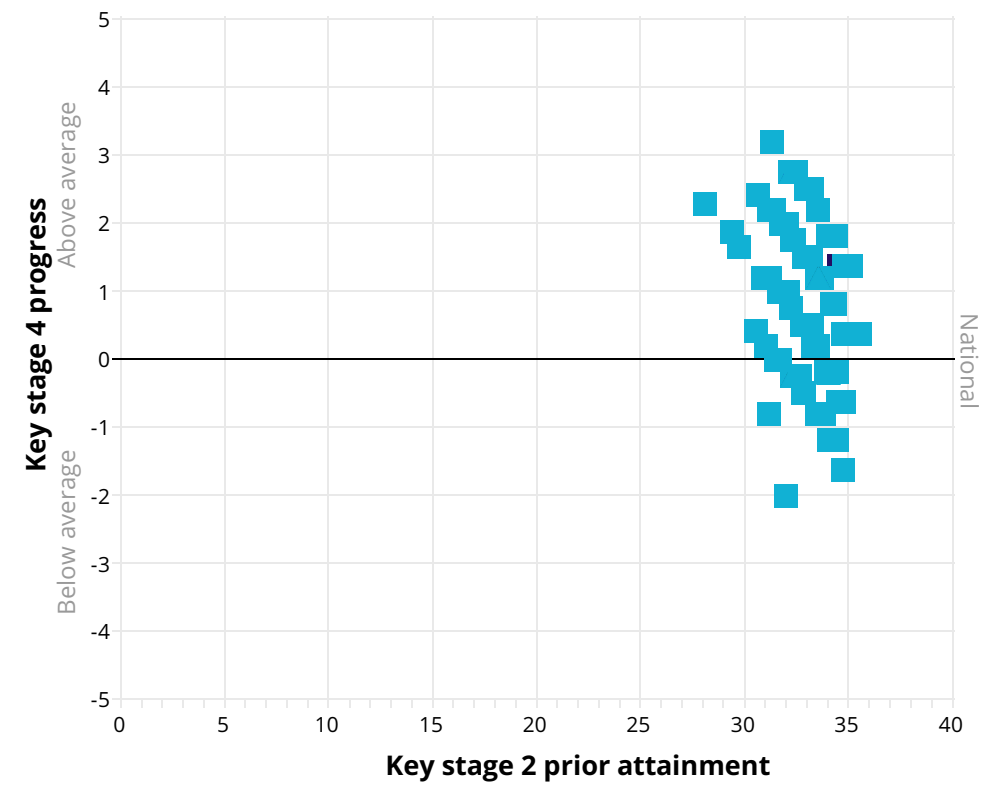
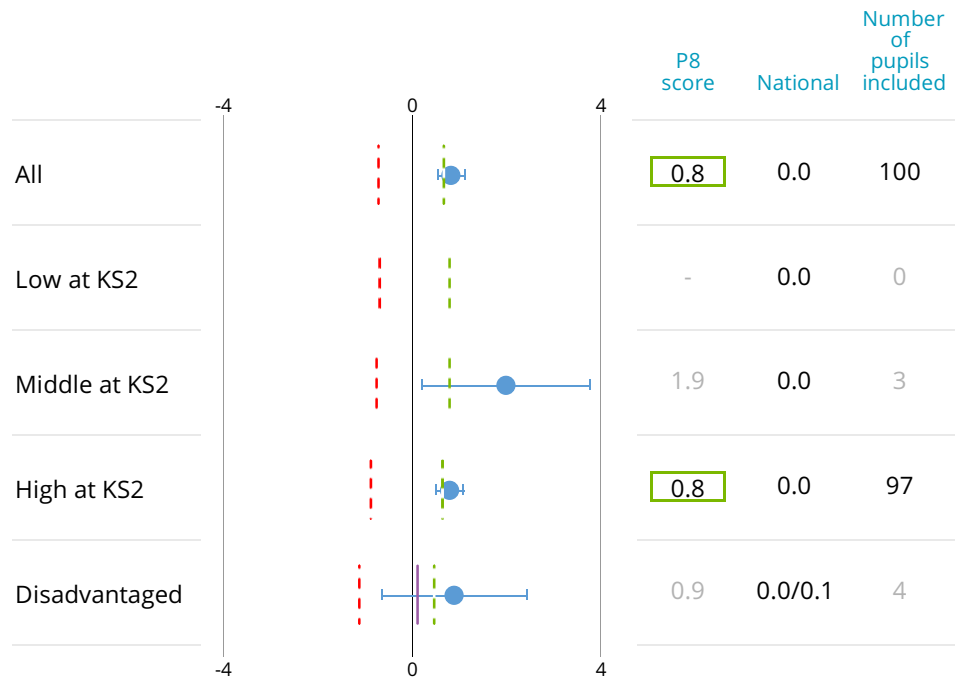
Notes: Overall Progress 8 is based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

English element of Progress 8

English Progress 8 scatterplot

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

△ Disadvantaged
 □ Other
 SEN
 Not SEN



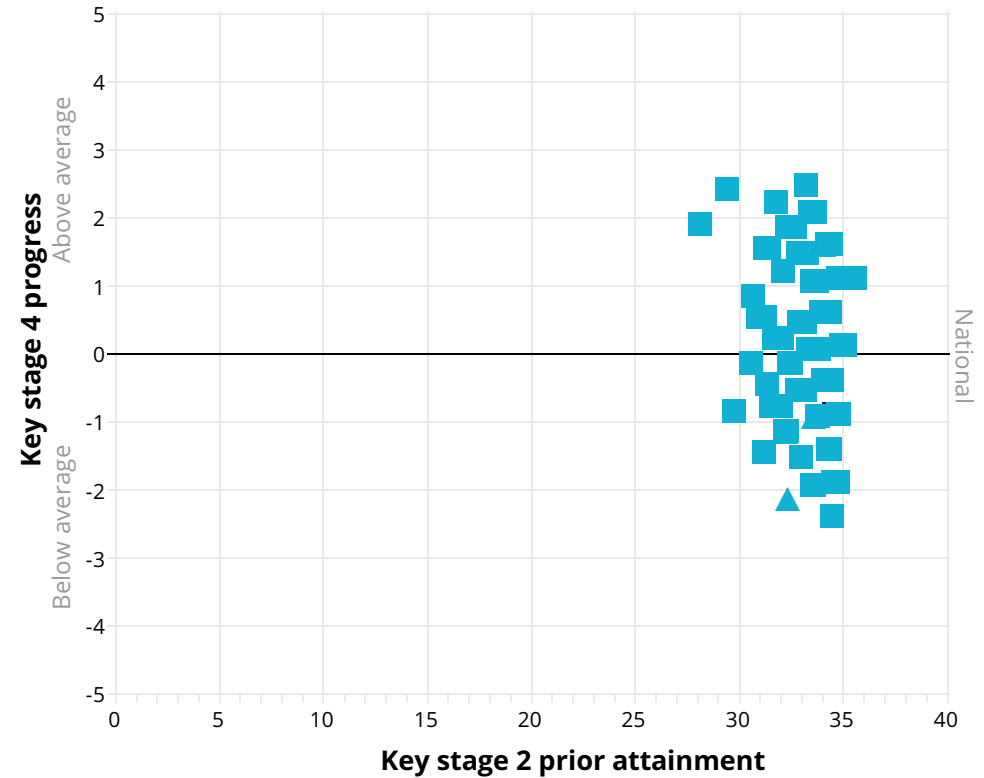
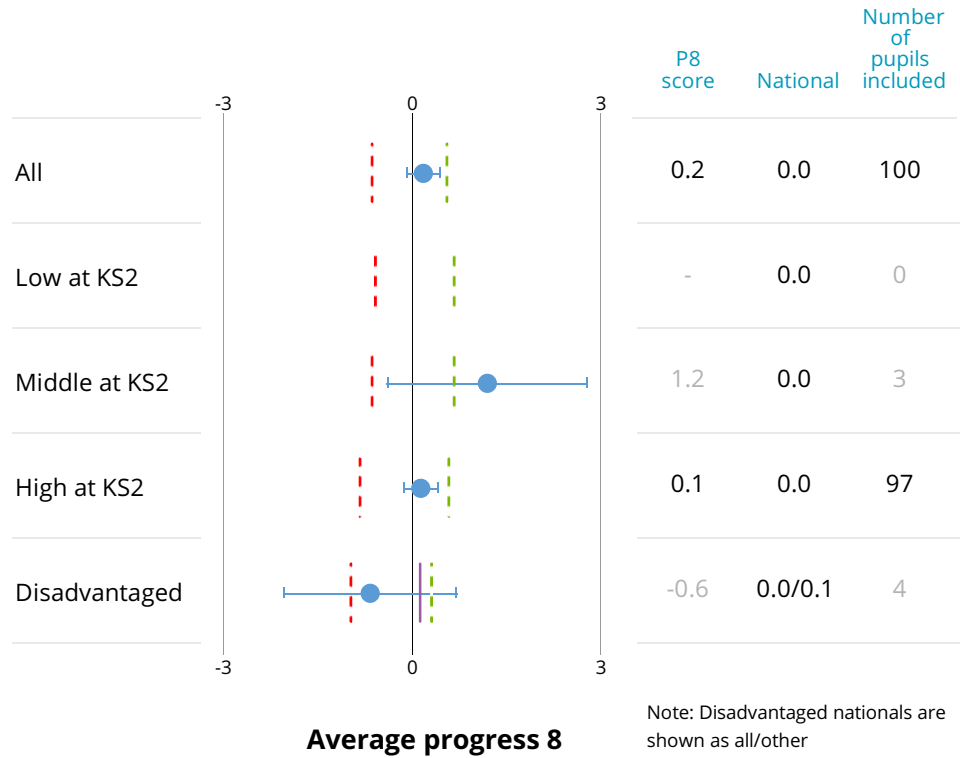
Notes: The English element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Mathematics element of Progress 8

Mathematics Progress 8 scatterplot

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

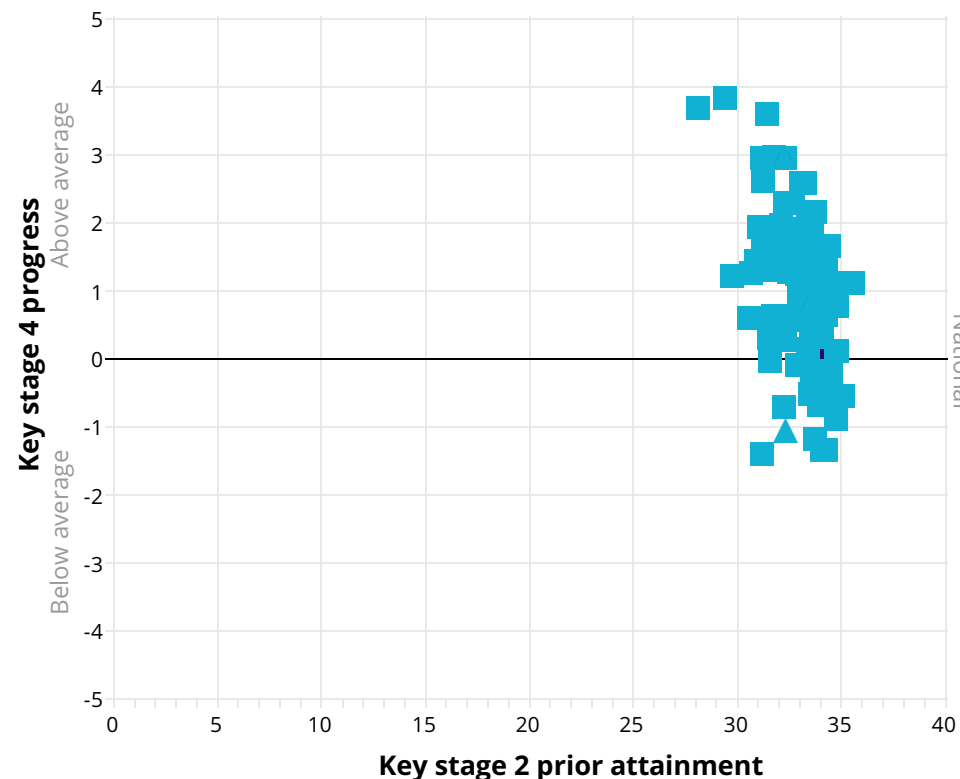
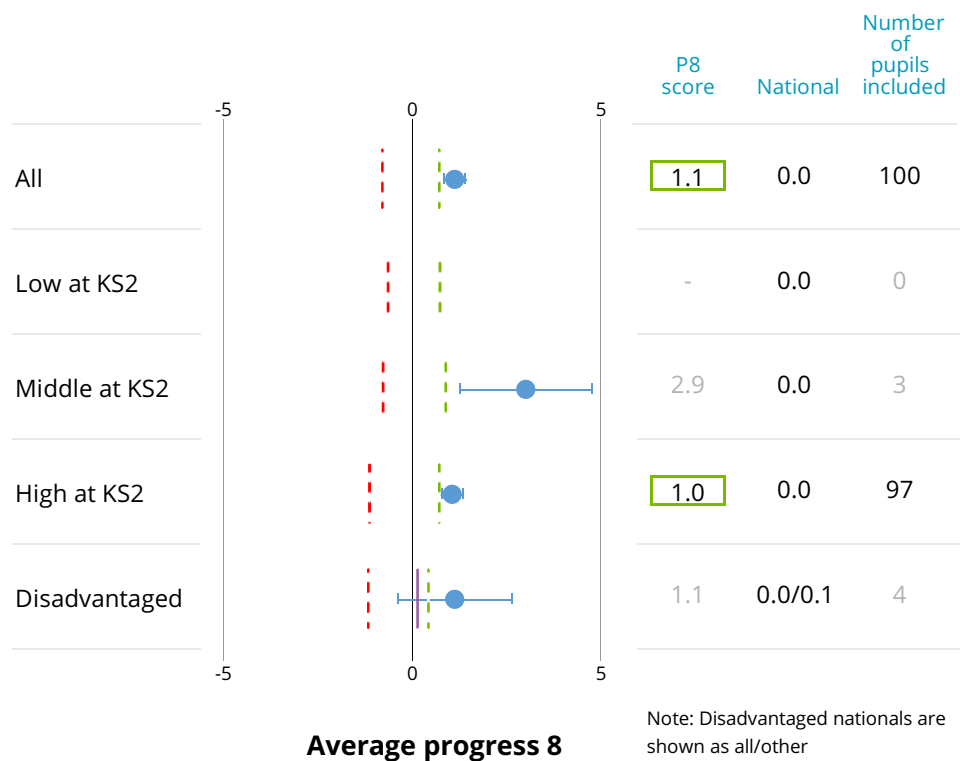
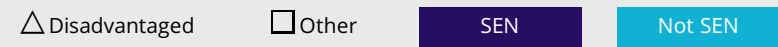
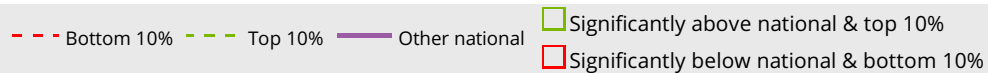
△ Disadvantaged
 □ Other
SEN
Not SEN



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

EBacc element of Progress 8

EBacc Progress 8 scatterplot



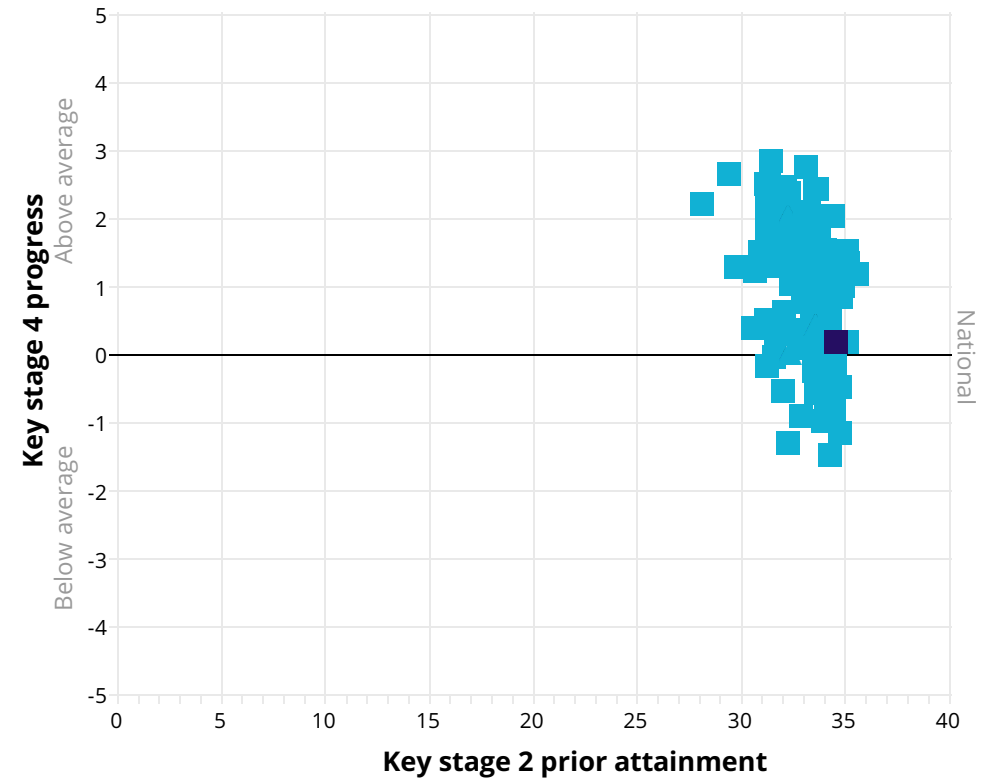
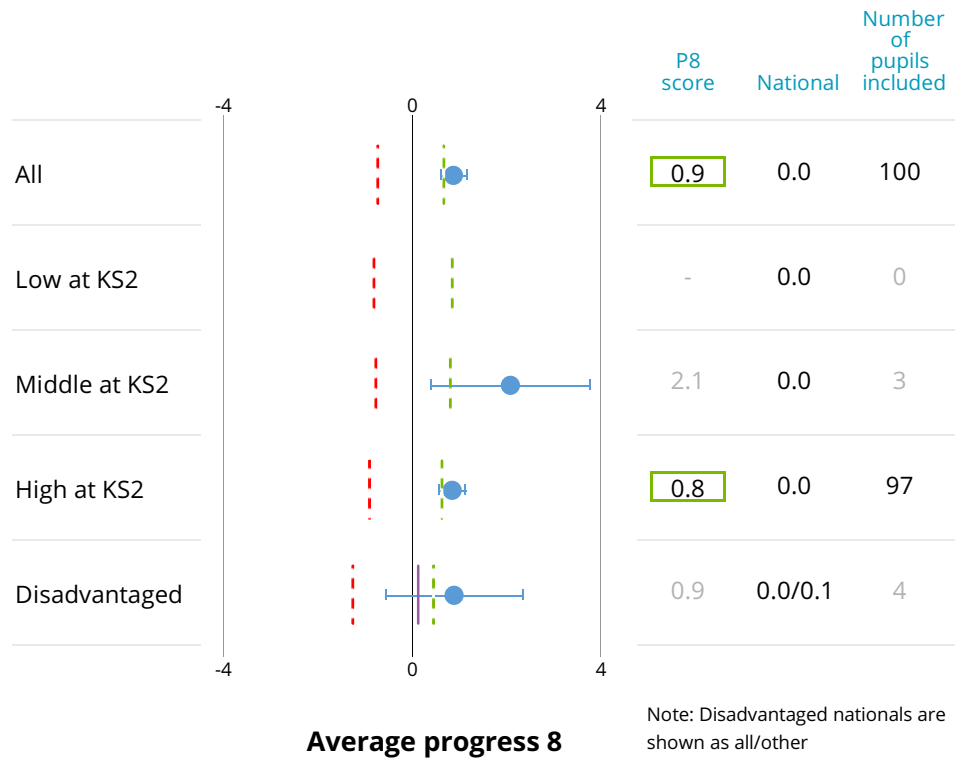
Notes: The EBacc element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Open element of Progress 8

Open Progress 8 scatterplot

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

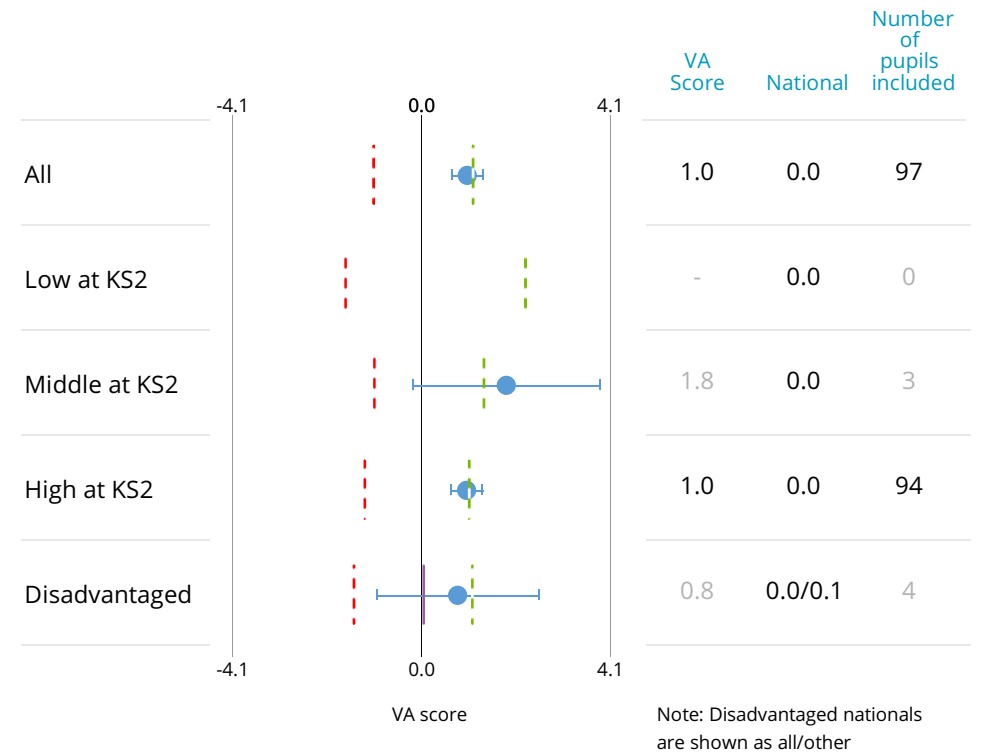
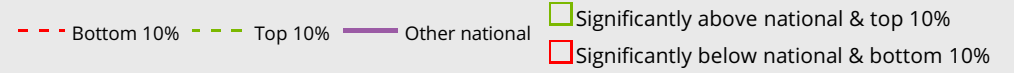
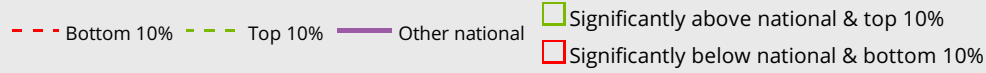
△ Disadvantaged
 □ Other
 SEN
 Not SEN



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

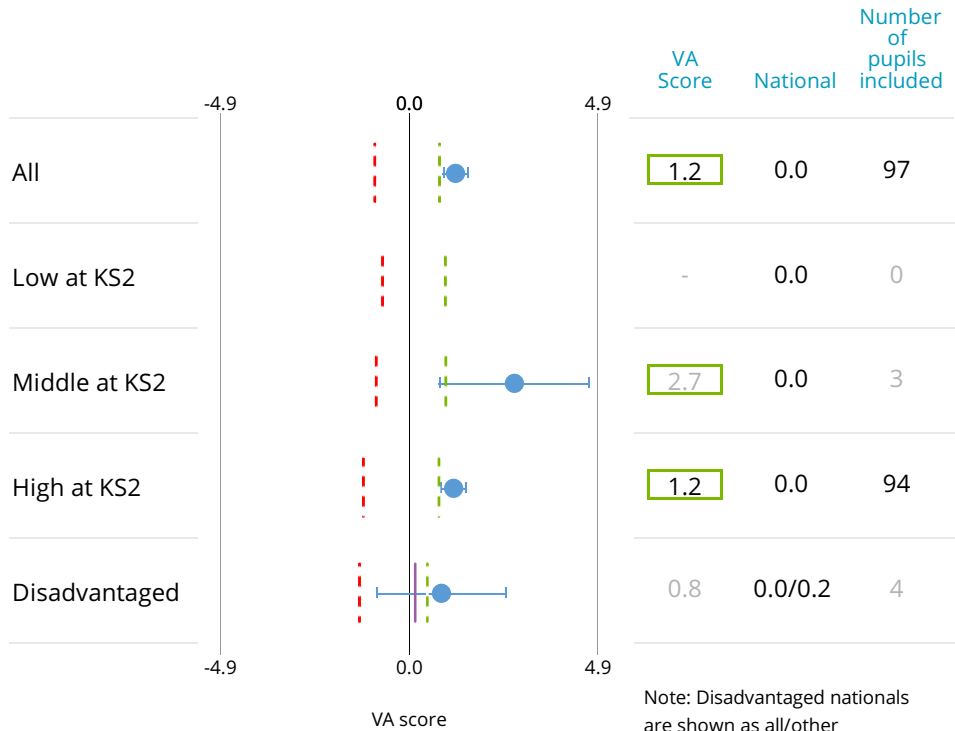
Science Value Added

Languages Value Added



Notes: Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Humanities Value Added

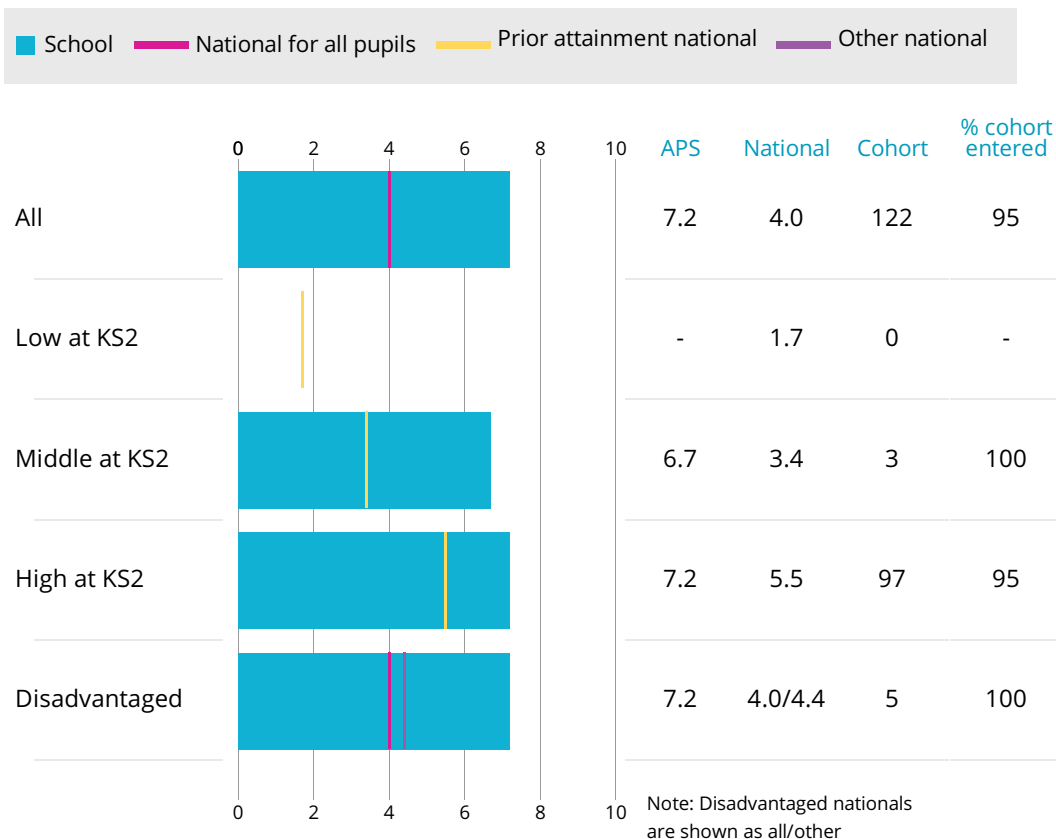


Note: Disadvantaged nationals are shown as all/other

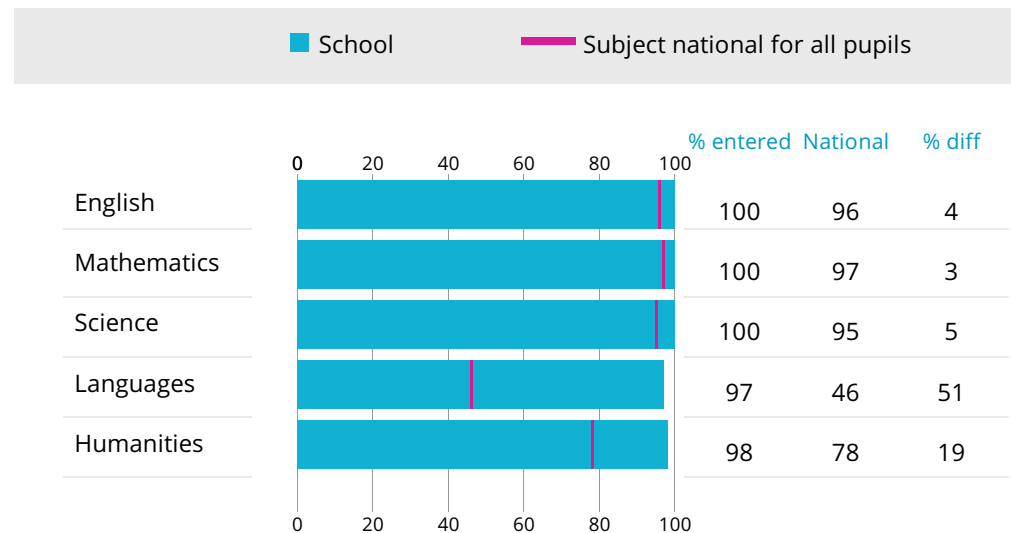
Notes: Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

EBacc entry and attainment

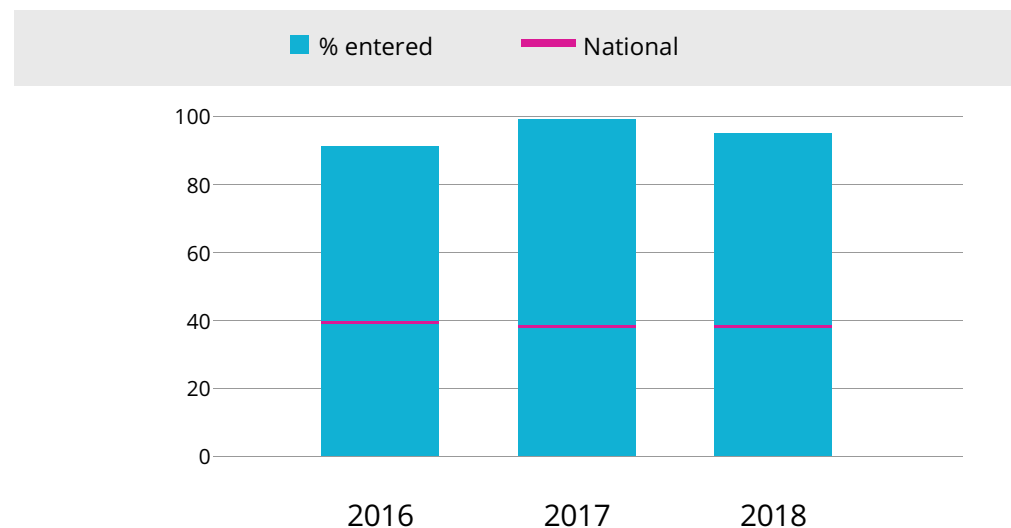
English Baccalaureate APS



Percentage of pupils entered for EBacc subject pillars



Percentage of pupils entered for the EBacc - 3 year trend



Notes: For cohorts of 10 or fewer, information is shown in grey. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Areas to investigate

Value added (2018)

- For disadvantaged learners, 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 ten.
- 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 on GOV.UK here:
<https://www.gov.uk/government/publications/using-ofsted-inspection-dashboard-16-to-19>

The DfE technical guidance is available here:
<https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide>

Coverage estimation

Coverage estimation is not available for this provider

Learner characteristics

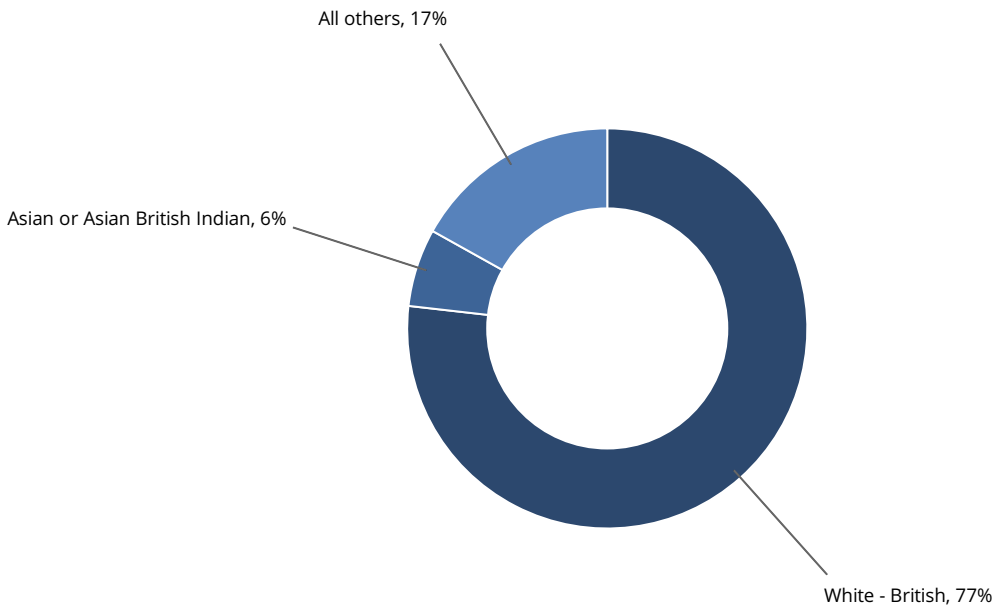
Data from DfE census, January 2018.

	Number on roll	% Males	% Females	% English additional language	% Special educational needs	% who continued
All	207	16	85	7	2	-
Year 12	100	15	85	10	2	63
Year 13	107	16	84	4	2	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 12 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.

Qualification type and learner characteristics

Qualification type cohort	Number of learners
A level	100
Academic (including A levels)	100
Applied general	0
Tech level	0
Other level 3	0
Tech certificate	0
Other level 2 vocational	0

Proportion studying approved qualifications	Percentage of learners
Applied general	0
Tech level	0

Characteristics (end of KS4)	Percentage of learners
Disadvantaged	6
Eligible for FSM	6
English additional language	7
SEN support	1
SEN statement or EHC plan	0

	Number of learners
Children looked after	0

Without A*-C in GCSE English/mathematics	Number of learners
English	0
Mathematics	0
Both English and mathematics	0

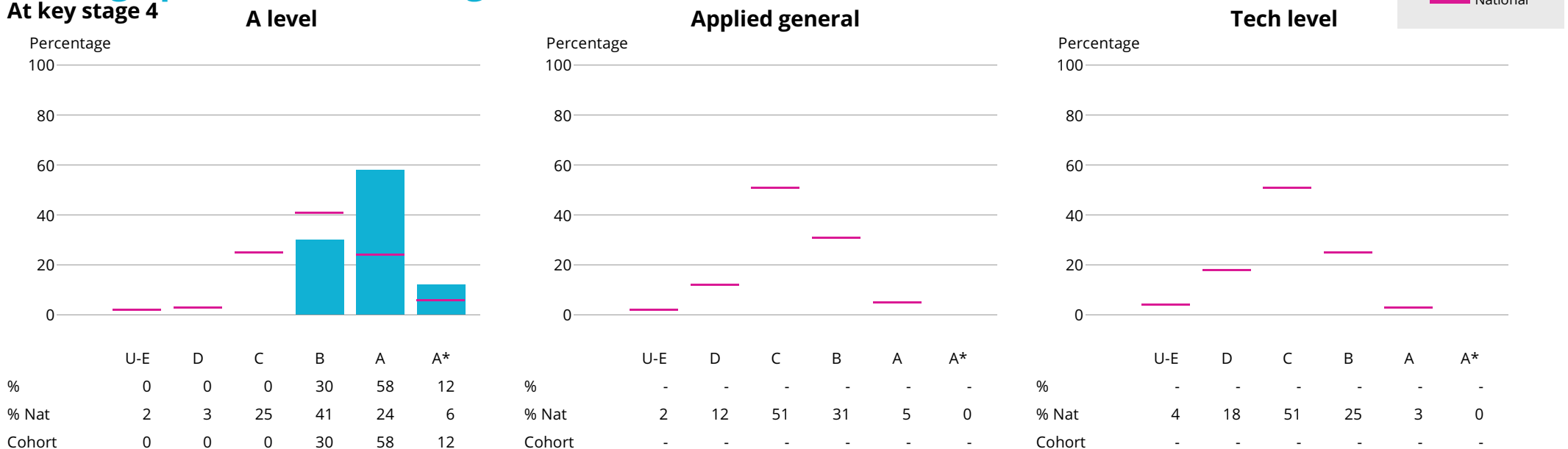
Notes: Proportion refers to the proportion of level 3 vocational students that are studying approved applied general or tech level qualifications.

A learner may be counted in more than one qualification so figures may not add up to the total number of learners.

The IDSR guidance on GOV.UK contains information about how the vocational cohort coverage is calculated and which qualifications make up the academic cohort.

Average prior attainment grade distribution

At key stage 4



Notes: 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

() Entries
[] Aims

Significantly above national

Significantly below national

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	2016	(243)			-0.1		(128)			-0.1		-					-				
	2017	(231)	-0.4				(76)				0.2		-				-				
	2018	(298)		-0.1			(17)					0.4		-			-				
D or below at KS4	2016	-					-					-					-				
	2017	-					-					-					-				
	2018	-					-					-					-				
C at KS4	2016	-					-					-					-				
	2017	(3)	-0.4				(1)				1.6		-				-				
	2018	-					-						-				-				
B at KS4	2016	(43)				0.1	(32)			-0.1		-					-				
	2017	(79)		-0.3			(42)			0.0		-					-				
	2018	(84)			-0.1		(7)					0.3		-			-				
A or above at KS4	2016	(200)			-0.1		(96)			-0.1		-					-				
	2017	(149)	-0.5				(33)					0.4		-			-				
	2018	(214)		-0.2			(10)					0.4		-			-				

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>.

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 disadvantaged pupils.

() Entries
 [] Aims

Significantly above national

Significantly below national

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	2016	(243)			-0.1		(128)			-0.1		-					-				
	2017	(231)	-0.4				(76)				0.2						-				
	2018	(298)		-0.1			(17)					0.4					-				
Disadvantaged	2016	(16)				0.3	(10)			-0.2		-					-				
	2017	(6)	-0.8				(4)				0.6						-				
	2018	(18)	-0.8				(1)		-0.3								-				

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>.

Trends over time for level 2 study programmes

[] Aims

Quintiles are based on completion and attainment scores for Technical certificates and Other level 2 vocational. Data is shown for all pupils and by Key Stage 4 (KS4) prior attainment groups.

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	2016	-	█	█	█	█	-	█	█	█	█
	2017	-	█	█	█	█	-	█	█	█	█
	2018	-	█	█	█	█	-	█	█	█	█
G or below at KS4	2016	-	█	█	█	█	-	█	█	█	█
	2017	-	█	█	█	█	-	█	█	█	█
	2018	-	█	█	█	█	-	█	█	█	█
F at KS4	2016	-	█	█	█	█	-	█	█	█	█
	2017	-	█	█	█	█	-	█	█	█	█
	2018	-	█	█	█	█	-	█	█	█	█
E at KS4	2016	-	█	█	█	█	-	█	█	█	█
	2017	-	█	█	█	█	-	█	█	█	█
	2018	-	█	█	█	█	-	█	█	█	█
D or above at KS4	2016	-	█	█	█	█	-	█	█	█	█
	2017	-	█	█	█	█	-	█	█	█	█
	2018	-	█	█	█	█	-	█	█	█	█

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>.

Trends over time for level 2 study programmes

[] Aims

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.

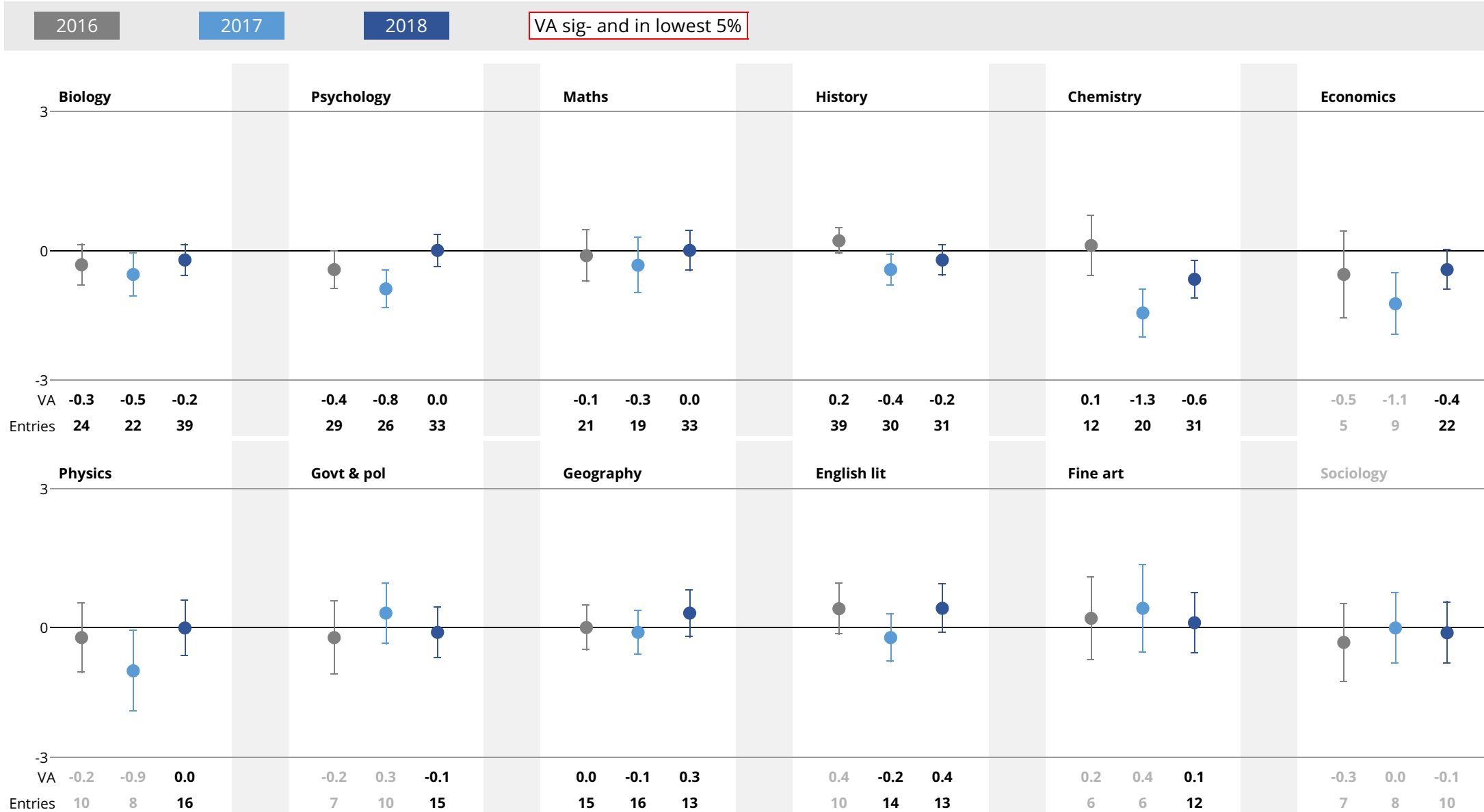
Completion & attainment (scores and quintiles)

		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	2016	-					-				
	2017	-					-				
	2018	-					-				
Disadvantaged	2016	-					-				
	2017	-					-				
	2018	-					-				

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>.

Value added by subject: A-level size and above

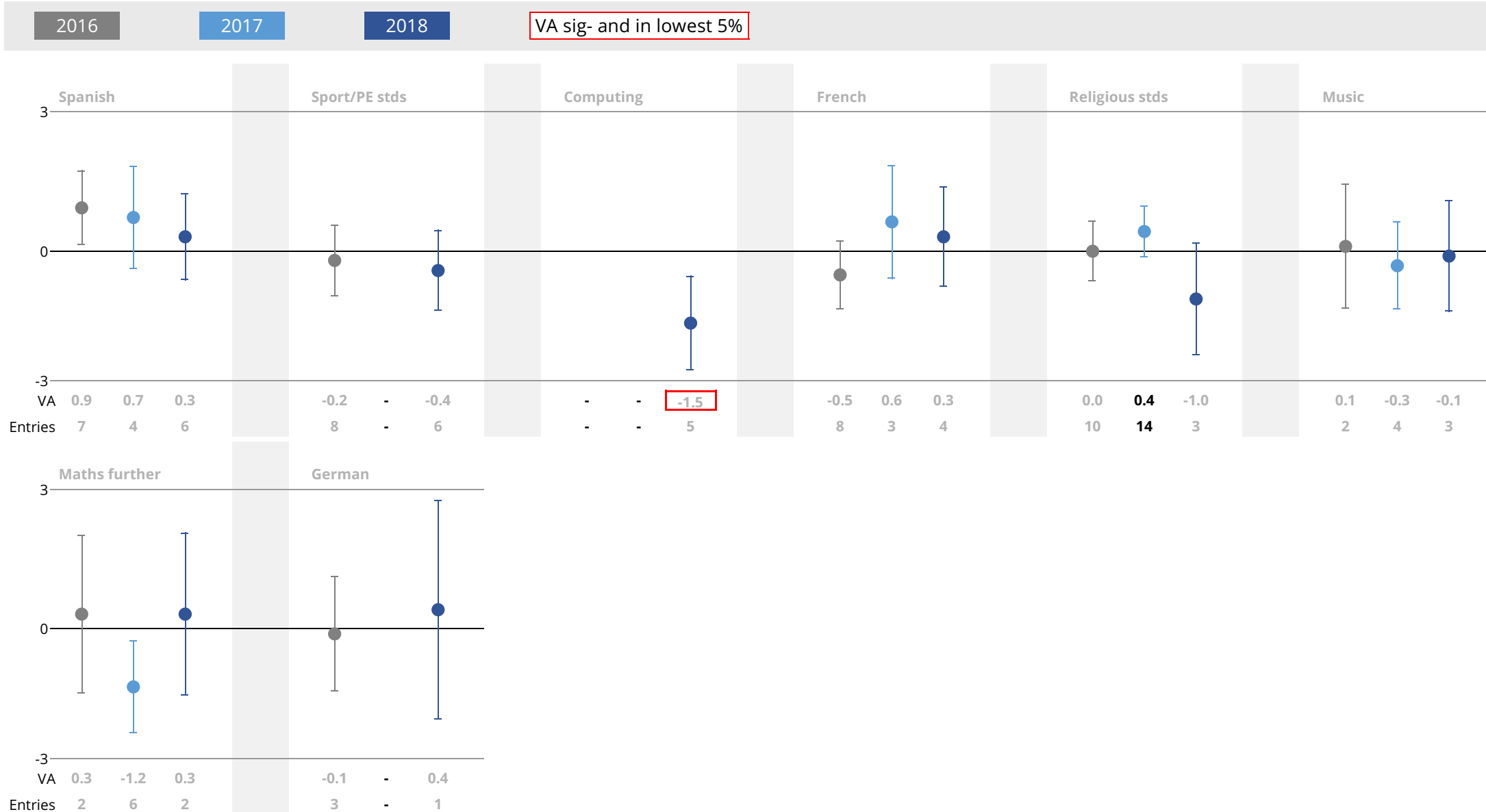
Subjects are in descending order of 2018 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).



Notes: 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 2018 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).



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

Level 3 attainment by prior attainment at KS4



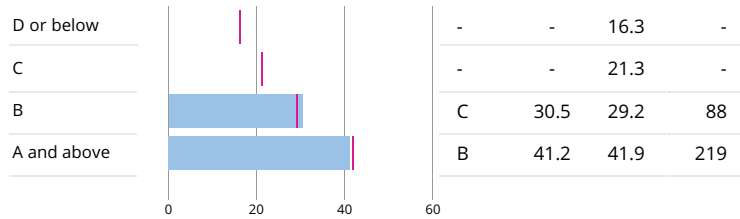
All A levels

Average point score (APS) per entry

Outcomes



Prior Attainment



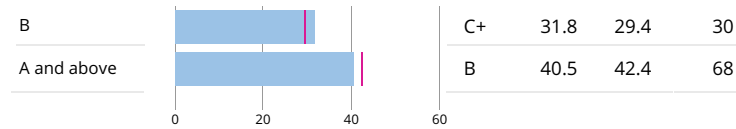
Best 3 A levels

Average point score (APS) per entry

Outcomes



Prior Attainment



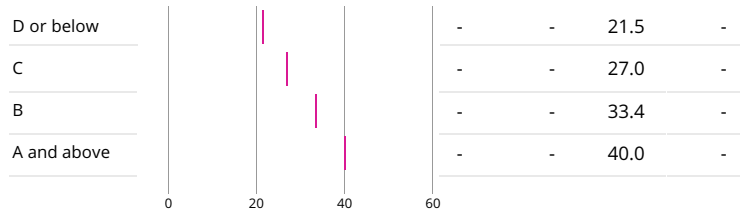
Applied general

Average point score (APS) per entry

Outcomes



Prior Attainment



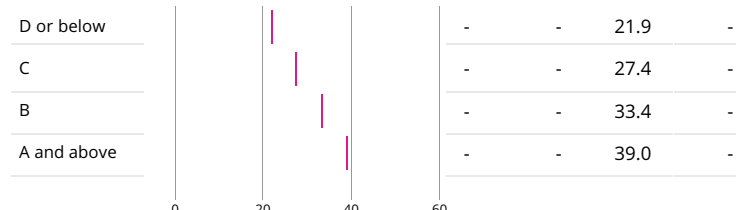
Tech levels

Average point score (APS) per entry

Outcomes

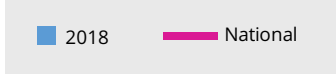


Prior Attainment



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

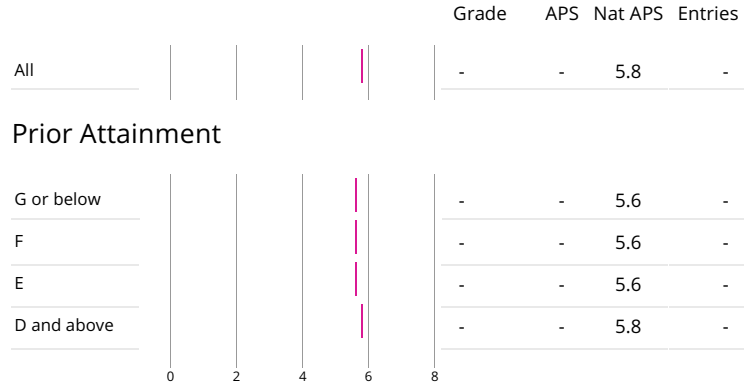
Level 2 attainment by prior attainment at KS4



Technical certificate

Average point score (APS) per entry

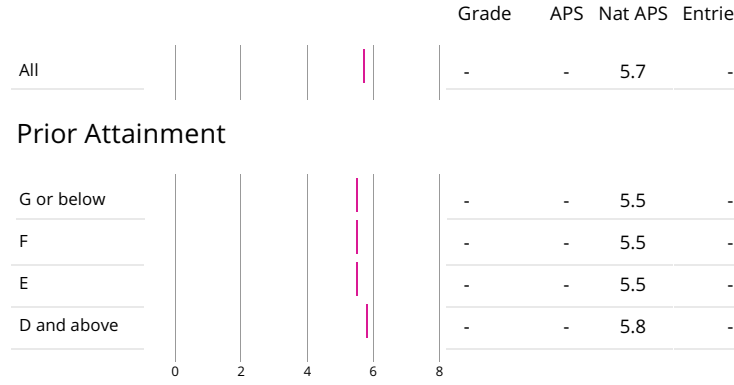
Outcomes



Level 2 vocational

Average point score (APS) per entry

Outcomes

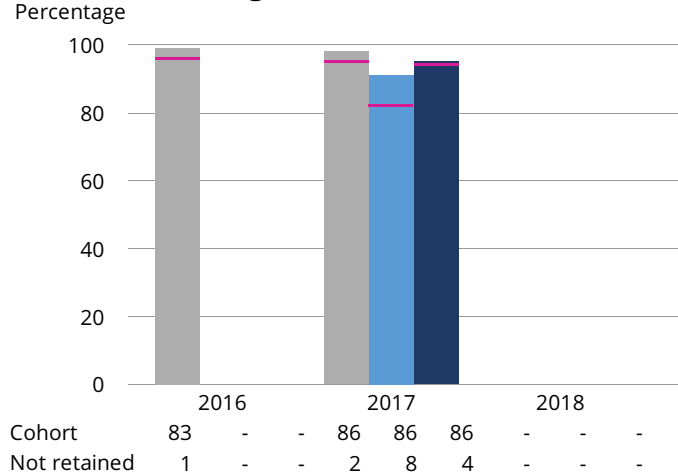


Notes: Data based on ten or fewer learners/entries is displayed in grey.

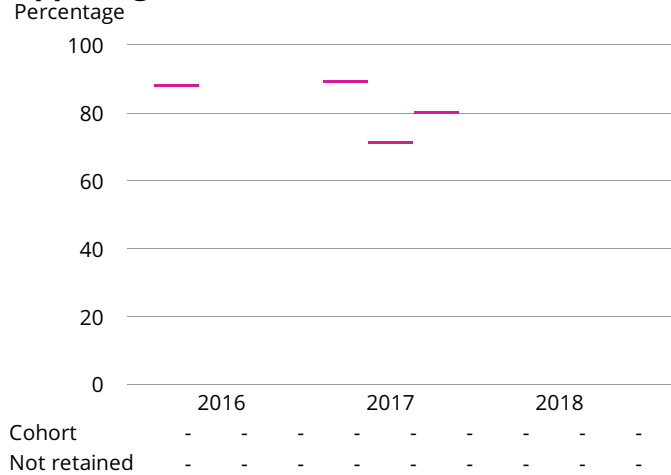
Retention

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

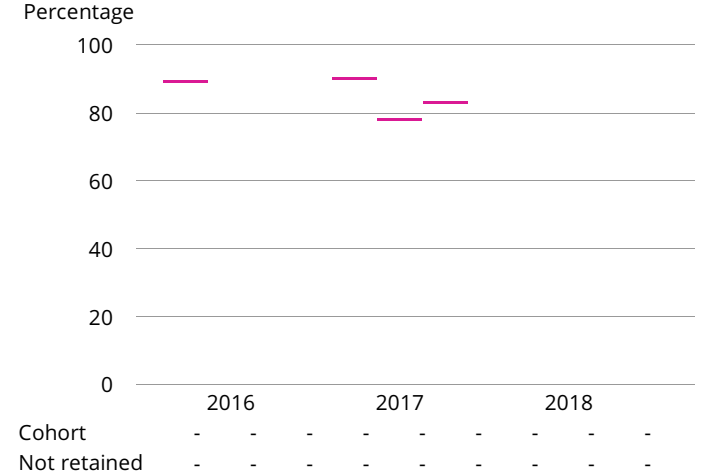
A level (including AS)



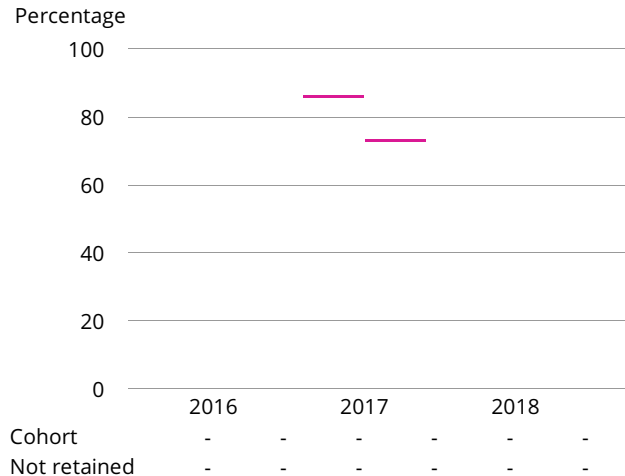
Applied general



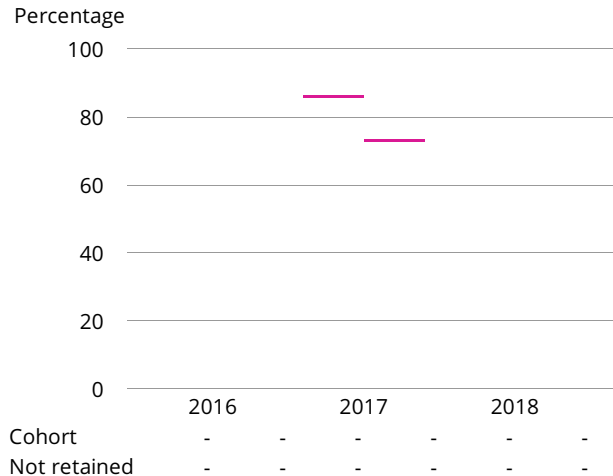
Tech level



Level 2 technical certificate



Level 2 vocational



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.

Notes: 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 on GOV.UK. Not retained is the number of learners who were not retained. Data based on ten or fewer learners/entries is displayed in grey.

3/4 of a grade or more
above national1/3 of a grade or more
below national

English progress

Key stage 4 prior attainment

Outcomes - learners at the end of 16-18 studies

Prior attainment qualification type	Learners in scope	% that improved grade	% that improved grade nationally	% that gained grade 4 and above ¹	% that gained grade 4 and above nationally ¹	Average progress score	Average progress score nationally	% not entered	% not entered nationally
Fail	-	-	60%	-	2%	-	0.5	-	36%
Entry level and level 1 ESOL and functional skills	-	-	33%	-	6%	-	0.3	-	37%
GCSE grades F to G	-	-	37%	-	2%	-	-0.1	-	25%
GCSE grade E	-	-	35%	-	10%	-	0.0	-	21%
GCSE grade D and level 2 ESOL and functional skills	-	-	37%	-	37%	-	0.1	-	13%
Total	-	-	37%	-	24%	-	0.1	-	18%
Disadvantaged learners ²	-	-	37% (41%)	-	24% (28%)	-	0.1 (0.2)	-	18% (16%)

Mathematics progress

Key stage 4 prior attainment

Outcomes - learners at the end of 16-18 studies

Prior attainment qualification type	Learners in scope	% that improved grade	% that improved grade nationally	% that gained grade 4 and above ¹	% that gained grade 4 and above nationally ¹	Average progress score	Average progress score nationally	% not entered	% not entered nationally
Fail	-	-	70%	-	0%	-	0.5	-	23%
Entry level and level 1 functional skills and use of maths and FSM ³	-	-	24%	-	4%	-	0.0	-	37%
GCSE grades F to G	-	-	41%	-	1%	-	0.0	-	19%
GCSE grade E	-	-	26%	-	4%	-	-0.2	-	19%
GCSE grade D and level 2 functional skills and use of maths and FSM ³	-	-	37%	-	37%	-	0.1	-	11%
Total	-	-	38%	-	19%	-	0.0	-	16%
Disadvantaged learners ²	-	-	38% (41%)	-	19% (23%)	-	0.0 (0.1)	-	16% (14%)

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

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

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

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	<i>of which:</i>				Destination not sustained	Activity not captured in data	
		Education or employment / training destination	Apprenticeship	Any education destination	UK higher education			
All learners	2016	84	96%	4%	74%	64%	x	x
	2015	120	98%	x	86%	73%	x	x
	2014	121	91%	x	79%	68%	4%	5%
Disadvantaged	2016	6	x	x	x	x	x	x
	2015	5	x	x	x	x	x	x
	2014	2	x	x	x	x	x	x
Female	2016	74	x	x	x	x	x	x
	2015	101	97%	x	87%	75%	x	x
	2014	102	91%	x	79%	69%	x	x
Male	2016	10	x	x	x	x	x	x
	2015	19	100%	x	79%	63%	x	x
	2014	19	89%	x	74%	63%	x	x
National	2016	372255	89%	6%	61%	50%	7%	4%
	2015	366145	89%	7%	66%	51%	8%	3%
	2014	362930	88%	7%	65%	48%	9%	3%