

Secondary Inspection Data Summary Report

Denmark Road High School	URN: 136666 Laestab: 9164002
Headteacher: Miss Claire Giblin	Type of education: Academy Converter
Local authority: Gloucestershire	Phase of education: Secondary
Pupils: 896	Academy trust or sponsor: DENMARK ROAD HIGH SCHOOL
Gender: Girls	Date open/converted: 01/04/2011
Admissions policy: Selective	Chair of governors/trustees: Katie Tucker
Ages: 11-18	School website: http://www.denmarkroad.org/
Denomination: None	Postcode: GL1 3JN

Areas of interest

Release information: Provisional 2019 KS4 - **Release date:** 22 November 2019

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Subjects Guidance

- The average number of KS4 qualifications pupils were entered for in 2019 was 11. In 2018, the average was 10 and in 2017 it was 11.
- The school entered pupils into 11 of the 17 available KS4 subject clusters in 2019.
- For the following EBacc subject(s), the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: English language (7.1), English literature (7.1), French (7.0), Spanish (6.5), chemistry (7.7), geography (7.7), physics (7.5), biology (7.8), history (7.0), German (6.5), mathematics (7.3).
- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 90%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (94%).
- Science value added (1.0) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- A sentence for languages value added has not been triggered because the criteria have not been met.
- Humanities value added (1.0) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Attainment of grade 4+ in science (100%), languages (93%) and humanities (99%) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: religious studies (7.6), sociology (7.1), economics (6.6), physical education (6.2), applied art & design (7.8), music (8.0).

Progress 8 Guidance

- Overall Progress 8 (0.9) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- The English element of Progress 8 (0.8) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The mathematics element of Progress 8 (0.5) was significantly **above** the national average and in the **highest** 20% of all schools in 2019.
- The EBacc element of Progress 8 (1.0) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The open element of Progress 8 (1.1) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Mathematics Progress 8 has **improved** between 2018 and 2019.
- Mathematics Progress 8 has **declined** between 2017 and 2018.

Attainment 8 Guidance

- Overall Attainment 8 (75.9) as well as the English (15.1), mathematics (14.5), EBacc (23.4) and open (22.9) elements were in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

Pupil movement Guidance

Absence (whole school) Guidance

- Overall absence (3.8%) was in the **lowest** 20% of all schools in 2019.
- Persistent absence (5.8%) was in the **lowest** 20% of all schools in 2019.
- The rates of overall absence (3.8%) and persistent absence (5.8%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

Exclusions (whole school) Guidance

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rates of total fixed period or repeat exclusions compared with schools with a similar level of deprivation has not been triggered because the criteria have not been met.
- There were no permanent exclusions in 2017/18. The national average for this year was 2. There were no permanent exclusions in the previous two years either.

Destinations Guidance

■ Significantly above the national average ■ Significantly below the national average x Small cohort

	Sustained education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2016/17	98%	1%	95%	1%	2%	0%	0%
2015/16	98%	3%	92%	x	x	x	x
2014/15	99%	2%	94%	x	x	x	x

Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentence are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- No sentences about performance data have been generated for pupil groups
- Persistent absence for pupils with special educational needs (6.3%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.

School and local context

School level Guidance

		Datayear			Low Quintile High				
		2017	2018	2019	Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	820	884	896	■	■	■	■	■
	Nat	951	961	978					
% FSM6 pupils	Sch	5	5	5	■	■	■	■	■
	Nat	28	28	28					
SEND support	Sch	1.6	2.0	1.5	■	■	■	■	■
	Nat	10.7	10.6	10.8					
% SEND EHC plan	Sch	0.0	0.1	0.1	■	■	■	■	■
	Nat	1.7	1.6	1.7					
% of EAL	Sch	10	14	16	■	■	■	■	■
	Nat	16	17	17					
% Stability	Sch	94	93	93	■	■	■	■	■
	Nat	92	92	92					

MAT/LA level information Guidance

As at November 2019:

- This school is an academy but is not part of a MAT.
- The latest overall effectiveness grade for this school is outstanding.

School workforce Guidance

As at November 2018, there were:

- no teachers with at least one period of sickness absence compared with a national average of 54%.
- no days lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 16 out of 17 possible ethnic groups. Those with 5% or more are:
 - 66%: White - British
 - 12%: Asian or Asian British - Indian

Local area Guidance

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, this school received £4,008,000 in grant funding, £1,356,890 less than the national average.
- In 2017/18, this school had a negative in-year balance (£-118,000), the second year in a row in which expenditure has exceeded income.
- In 2017/18, this school had a per pupil spend of £4,855.

Year group context (Secondary)

Characteristics Guidance

Year group markedly above average of others ■

Year group markedly below average of others ■

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Y7	149	NA	NA	NA	5	29	25	16
Y8	154	NA	NA	NA	6	29	20	16
Y9	149	NA	NA	NA	5	28	19	17
Y10	128	0	1	118	4	27	13	17
Y11	131	0	1	110	5	25	13	17

Prior attainment Guidance

Well above national ■

Well below national ■

In line with national -

Small cohort x

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	Above	Above	Above	Above	Above
Writing	Above	Above	-	Above	Above
Mathematics	Above	Above	Above	Above	Above

SEND characteristics Guidance

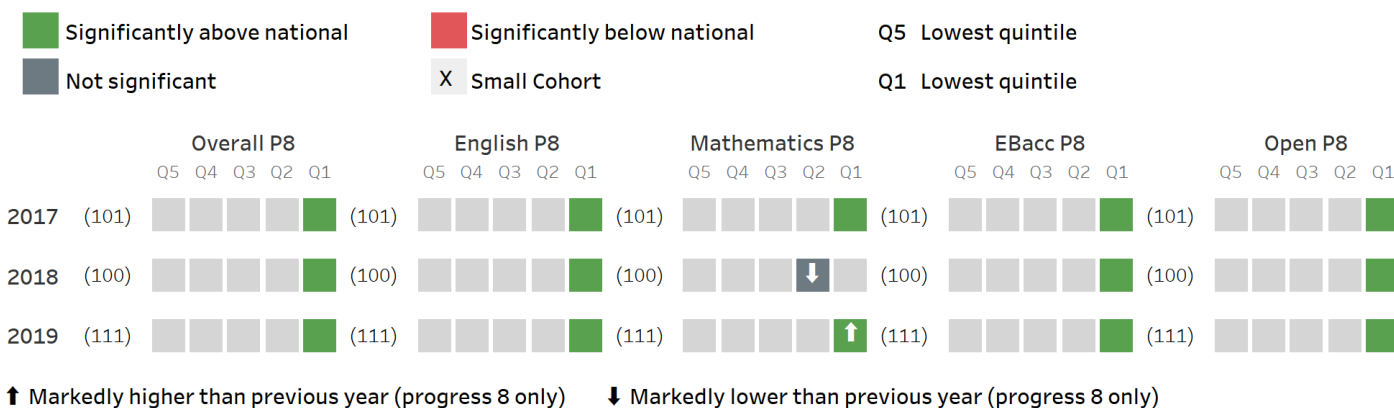
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 1

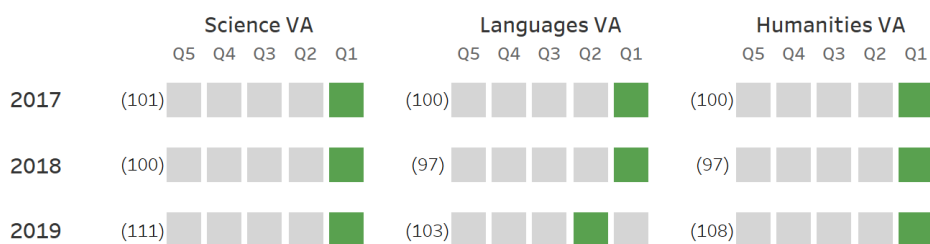
	SEND need					SEND Support (8)					EHC Plan (1)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	0	1	2	3	2	0	1	0	0	0	0	0	0	0	0

Progress and attainment trend

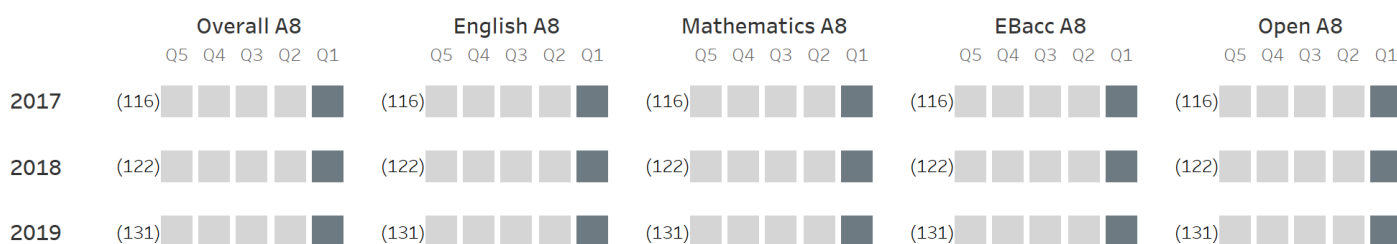
Progress 8 three-year trend Guidance



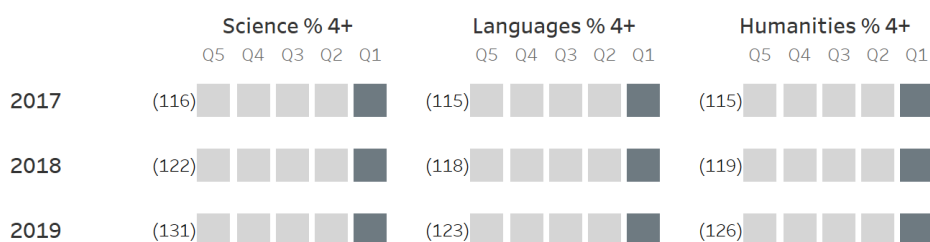
EBacc pillar VA three-year trend Guidance



Attainment 8 three-year trend Guidance



EBacc pillar grade 4+ three-year trend Guidance



() represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

Significance is only flagged for progress measures and cohorts greater than 10.