

The school context

Level 2+ including	Level 2+ FSM	Level 2	Level 1	CSI	English	Maths	Science
English and Maths					-		
44% (40% in 2014)	34% (13% in	59% (63% in	94% (94% in	42% (40% in	59% (53% in	50% (48% in	81% (92% in
	2014)	2014)	2014)	2014)	2014)	2014)	2014)

In 2014, the school was categorised as 'Red', judged to be group 4 for Standards and D for capacity to improve. In 2015, the performance of FSM students improved to % L2+ and every performance indicator improved. However, the improvements have not been significant enough as yet and therefore the school will continue to be categorised as 'Red' and 4D for the forthcoming year. National Reading and Numeracy test data is poor and sits mainly in quartile 4. Key Stage 3 benchmarking data also places the school primarily in the lowest quartile compared to similar schools.

The school has been financially stable, with well managed financial procedures in place. The balance at the end of the 2014-15 financial year was £54,939. The school population is fairly stable and staffing levels are also stable.

Staffing Levels	Teaching	LSAs	General Assistants	Admin.	Caretaker Cleaners	Midday Supervisors	Total	
	81	37	11	21	20	-	170	

No. on Roll	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
All Pupils	207	218	210	242	233	84	76	1270
FSM	65	59	53	59	53	13	6	308

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
	1242	4	4	3	3	14

SEN	No. of pupils			No. of pupils	
Register		313	FSM		308
	% of school			% of school	
	roll	25%		roll	24%

Whole School Performance Indicators

Indicator	2015-16	2016-17				
Level 2 including English and maths	54%	57%				
Level 2 including English and maths (FSM)	38%	40%				
Level 2	86%	90%				
% 5 A*-G	99%	99.5%				
CSI A*-C	54%	57%				
Capped Points Score	345	355				
Maths	62%	63%				
English	63%	67%				
Science	85%	92%				
Attendance	93.2%	93.5%				
Fixed term exclusions	270 days	160 days				
	To achieve positive value added residuals	To achieve positive value added residuals				
All GCSE subjects	through FFT Aspire analysis for A*-C, A*-A	through FFT Aspire analysis for A*-C, A*-A				
	and average points score (tolerance of -5%)	and average points score (tolerance of -5%)				

Monitoring Progress - Post Inspection Action Plans

Recommendation	Jan- Feb	Feb- Mar	Apr- May	June -July	Sept -Oct	Nov- Dec	Jan- Feb	Feb- Mar	Apr- May	June -July	Sept -Oct	Nov- Dec
R1 Raise standards, particularly in key stage 4 and improve pupils' literacy and numeracy skills												
R2 Ensure that curriculum arrangements meet the needs of all pupils												
R3 Improve the quality of teaching and the effectiveness of assessment												
R4 Strengthen arrangements for the care, support and guidance of pupils and meet the statutory requirement to provide a daily act of collective worship												
R5 Improve the effectiveness of leadership at all levels to ensure clear direction, high expectations and accountability in all areas of the school's work												
R6 Strengthen self-evaluation and improvement planning arrangements												
Main Accountability Groups:	Recommendation discussed and progress rating											
	Jan- Feb	Feb- Mar	Apr- May	June -July	Sept -Oct	Nov- Dec	Jan- Feb	Feb- Mar	Apr- May	June -July	Sept -Oct	Nov- Dec
Governing Body Meetings	R2											
Standards Sub-Committee												
Accelerated Improvement Board	R1											