

## Areas to investigate

### Retention (2017)

- All students were retained for second year in: Tech level.

## 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-ofsteds-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

We estimate that between 45% to 50% of the total learners at this provider are included in the IDSR.

Total number of learners is taken from the R14 2017/18 ILR returns. For more information, please see guidance document.

## Qualification type and learner characteristics

Qualification type cohort	Number of learners
A level	717
Academic (including A levels)	719
Applied general	0
Tech level	0
Other level 3	0
Tech certificate	12
Other level 2 vocational	109

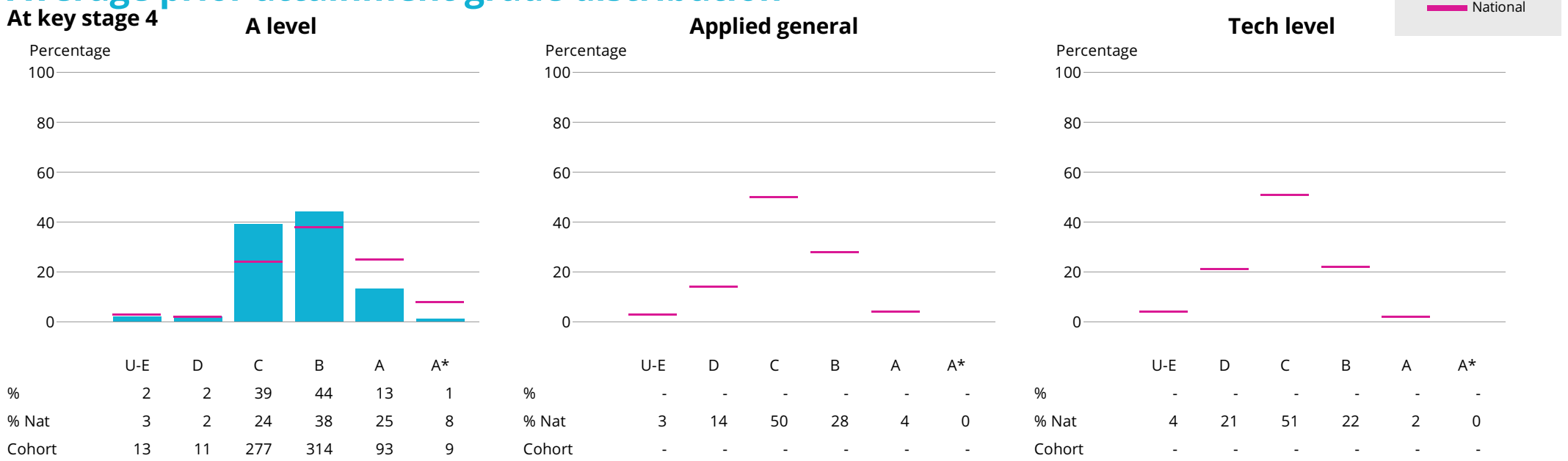
Proportion studying approved qualifications	Percentage of learners
Applied general	0
Tech level	0

Characteristics (end of KS4)	Percentage of learners
Disadvantaged	19
Eligible for FSM	18
English additional language	13
SEN support	5
SEN statement or EHC plan	1
<b>Number of learners</b>	
Children looked after	8

Without A*-C in GCSE English/mathematics	Number of learners
English	57
Mathematics	105
Both English and mathematics	25

**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



**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 Significantly above national Significantly below national  
 [ ] Aims

## Value added (scores and quintiles)

## Completion & attainment (scores and quintiles)

	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 (1461)			-0.1					0.1		(277)		-0.1			-											
	2017 (1412)		-0.2					0.0			(311)			0.1		[61]		-0.5									
	2018 (1501)			-0.1					-0.1		-					-											
D or below at KS4	2016 (57)			0.1						0.4	(118)					0.0											
	2017 (27)									0.9	(52)					0.7					[4]				0.6		
	2018 (10)									0.5	(8)					0.2						-					
C at KS4	2016 (441)			0.0							(298)					-0.4											
	2017 (413)			-0.1							(352)					-0.1						[35]				-0.3	
	2018 (463)			-0.1							(157)					-0.1						-					
B at KS4	2016 (604)			-0.1							(295)					0.0											
	2017 (616)			-0.2							(300)					-0.1						[18]					-0.8
	2018 (723)									0.0	(115)					-0.2						-					
A or above at KS4	2016 (359)			-0.1							(113)					-0.1											
	2017 (356)			-0.3							(100)					-0.2						[4]					-1.8
	2018 (305)									0.0	(22)																

**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 (1461)			-0.1			(824)				0.1			(277)		-0.1					-					
	2017 (1412)			-0.2			(804)				0.0			(311)				0.1			[61]					-0.5
	2018 (1501)					-0.1		(302)				-0.1			-							-				
Disadvantaged	2016 (173)				0.0		(142)				0.0			(55)			-0.2				-					
	2017 (211)				-0.2		(131)				0.0			(61)				0.0			[13]					-0.8
	2018 (195)					0.0		(75)				0.3		-							-					

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## 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	[14]				0.4	[112]				0.9
	2018	-					-				
G or below at KS4	2016	-					-				
	2017	-					-				
	2018	-					-				
F at KS4	2016	-					-				
	2017	[1]	-1.2				[1]	-1.1			
	2018	-					-				
E at KS4	2016	-					-				
	2017	[3]		-0.5			[13]			0.1	
	2018	-					-				
D or above at KS4	2016	-					-				
	2017	[10]				0.8	[96]				0.9
	2018	-					-				

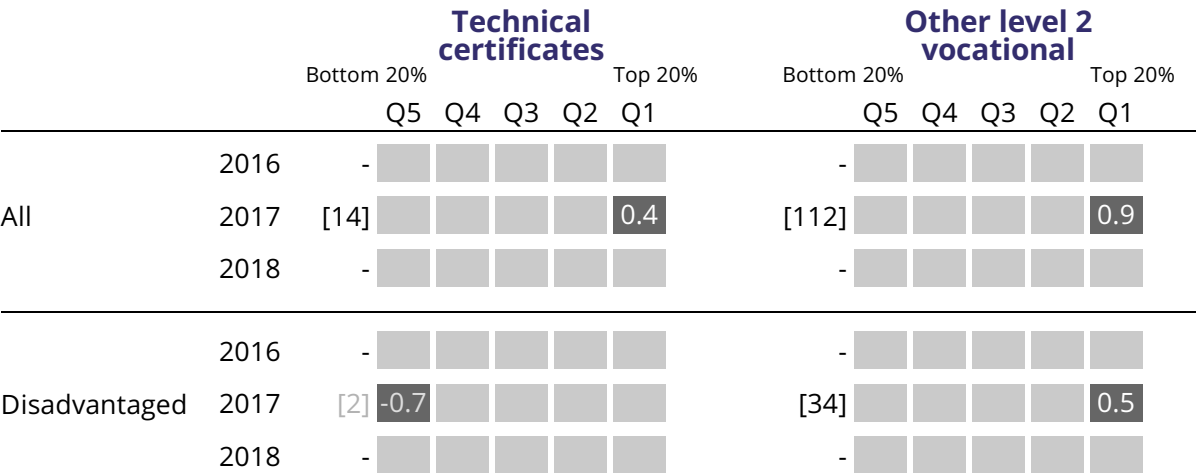
**Notes:** Details of the methodology used to calculate the scores and quintiles is available in the the guidance document. Data based on ten or fewer learners/entries is displayed in grey. Information on the quintile boundaries is available here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-16-to-19>.

# 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.

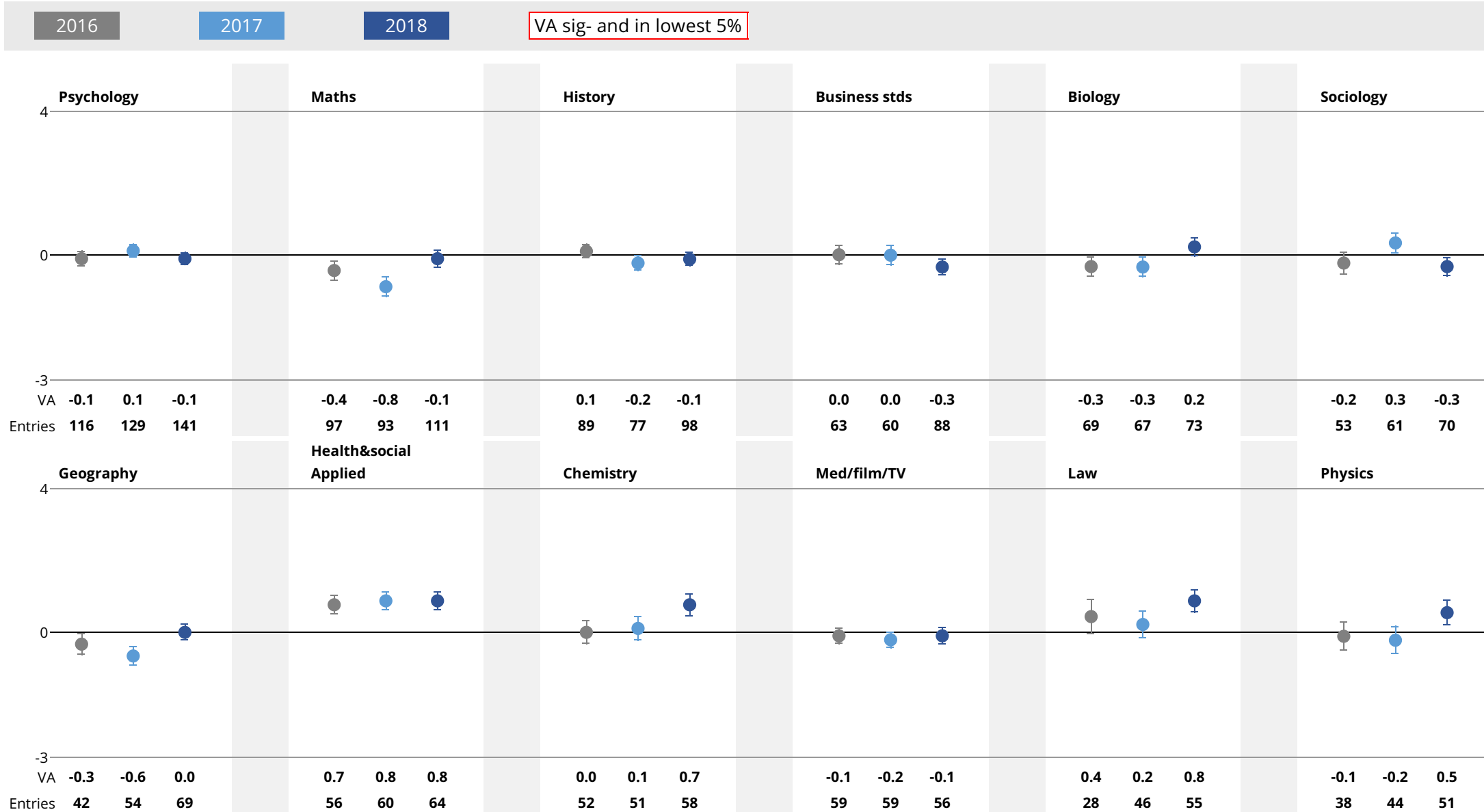
## Completion & attainment (scores and quintiles)



**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

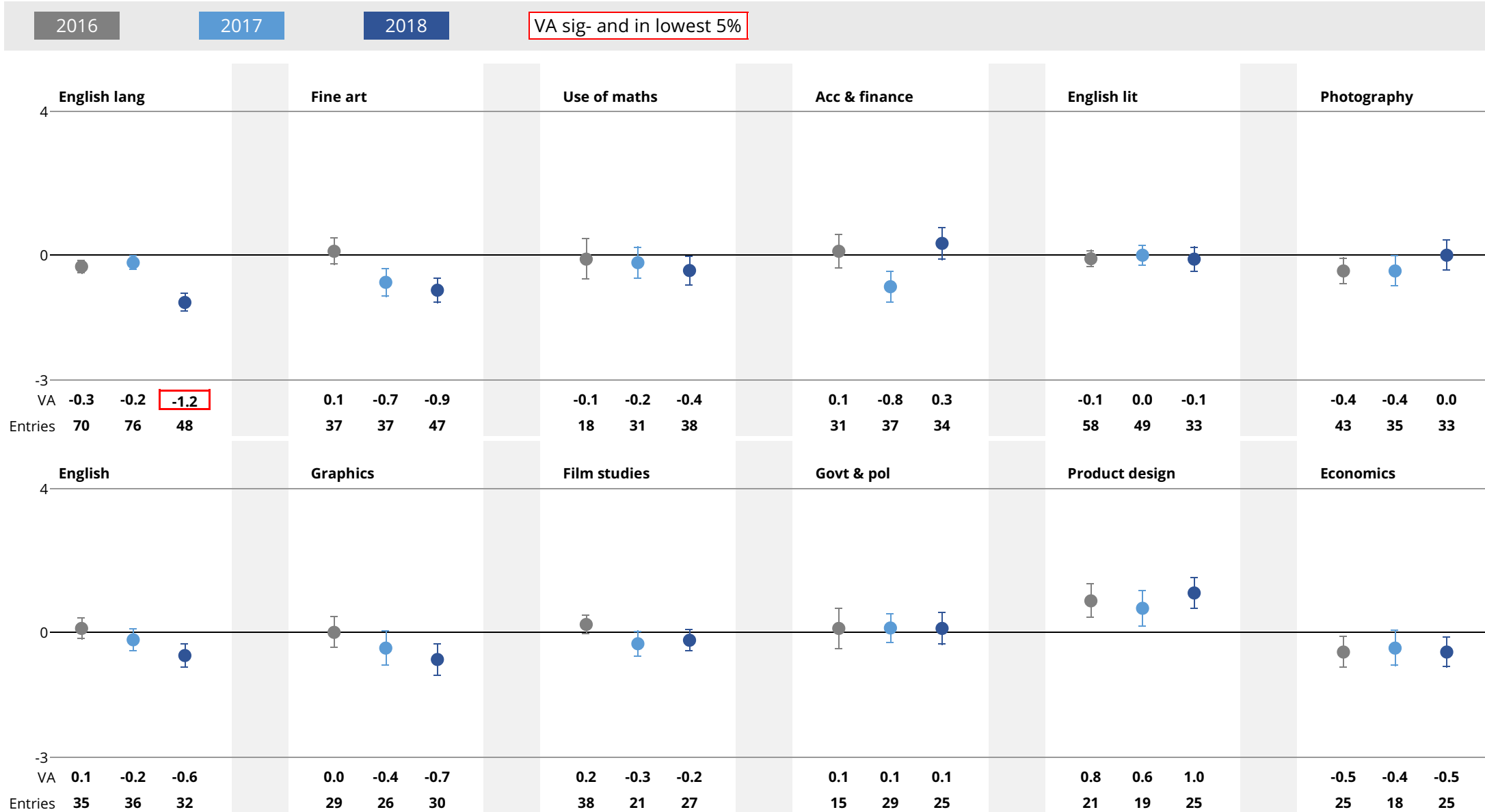
Subjects are in descending order of 2018 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).



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

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

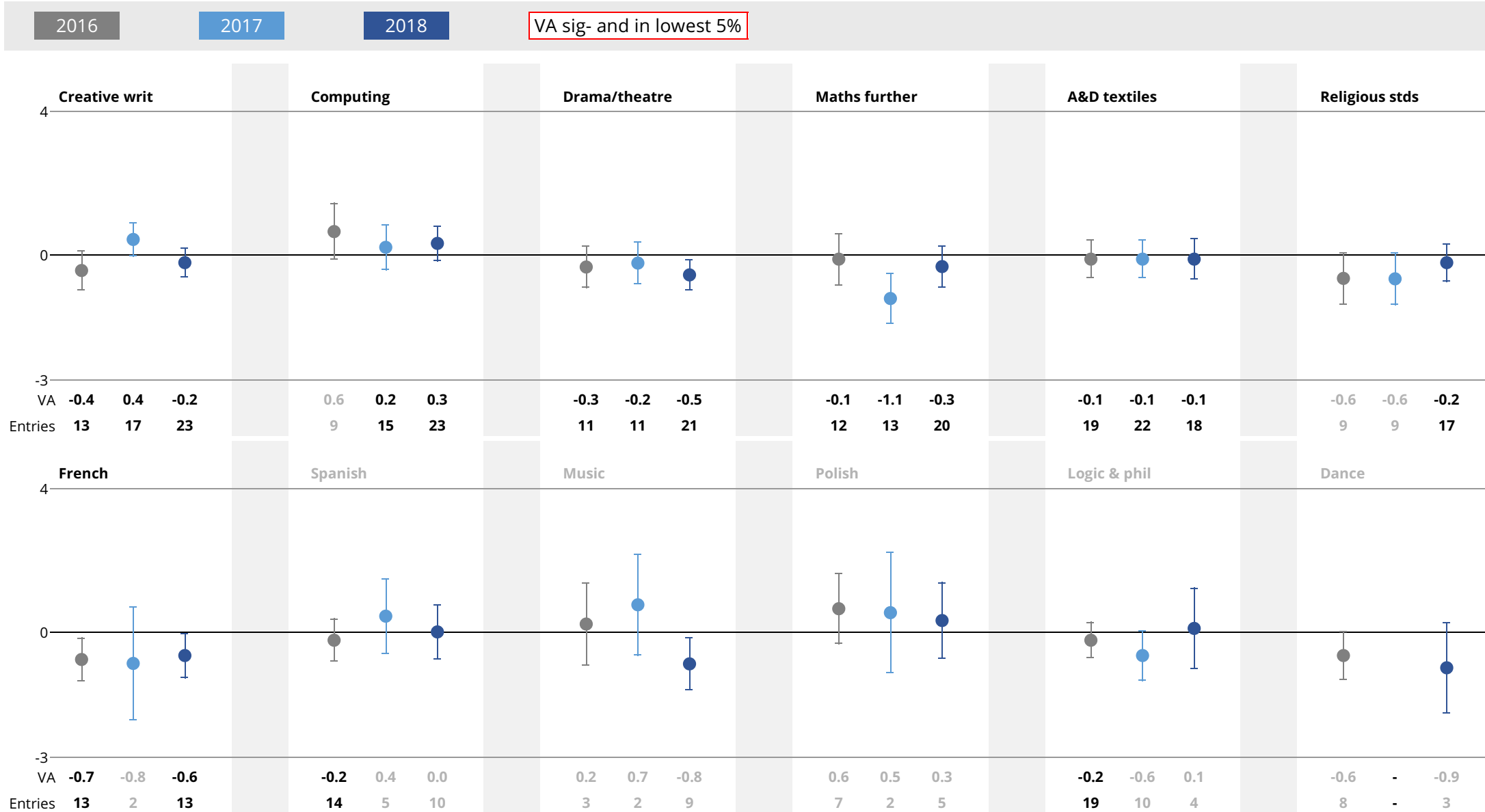


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## Value added by subject: A-level size and above

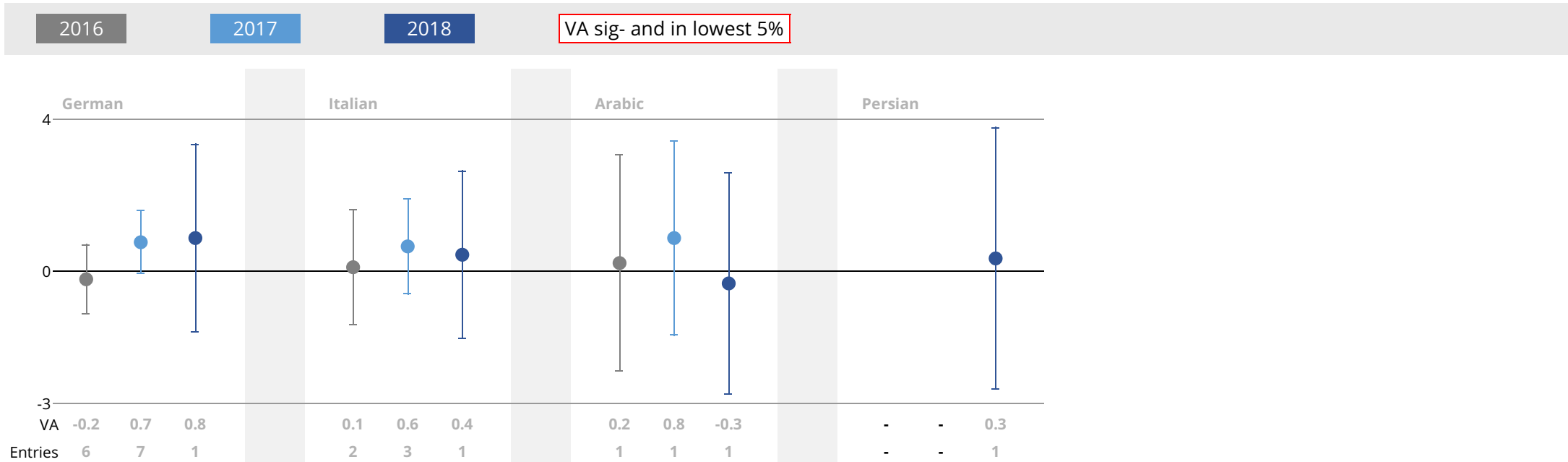
Subjects are in descending order of 2018 entry. Qualification type is A-level unless otherwise stated in the subject title (see notes).



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# Level 3 attainment by prior attainment at KS4



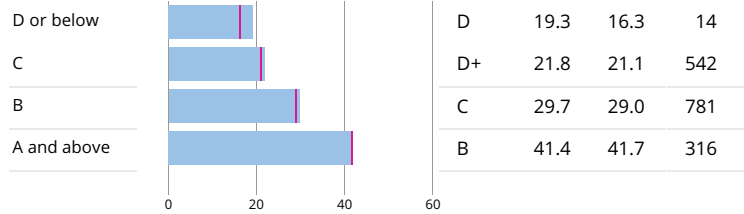
## All A levels

Average point score (APS) per entry

Outcomes



Prior Attainment



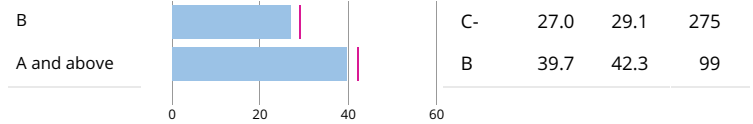
## Best 3 A levels

Average point score (APS) per entry

Outcomes



Prior Attainment



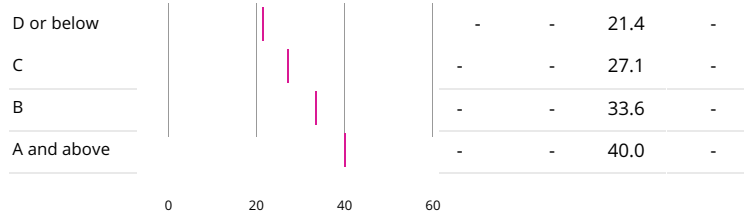
## Applied general

Average point score (APS) per entry

Outcomes



Prior Attainment



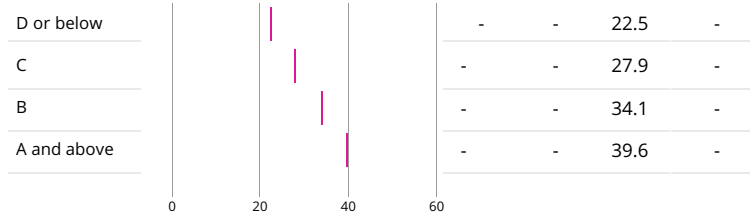
## Tech levels

Average point score (APS) per entry

Outcomes



Prior Attainment



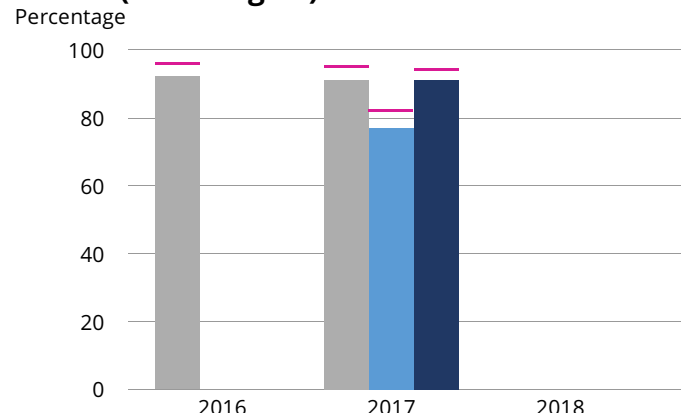
**Notes:** Data based on ten or fewer learners/entries is displayed in grey.

# Retention

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

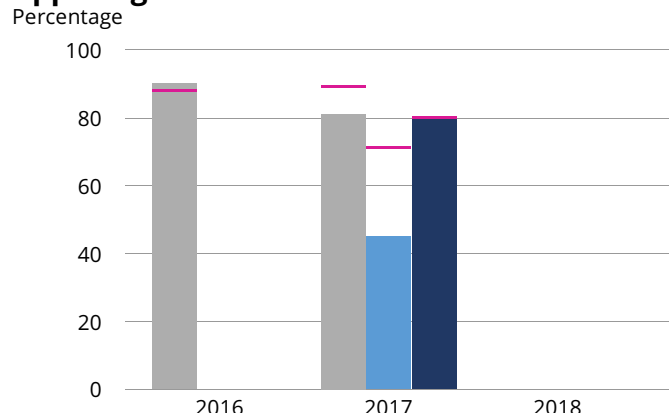


## A level (including AS)



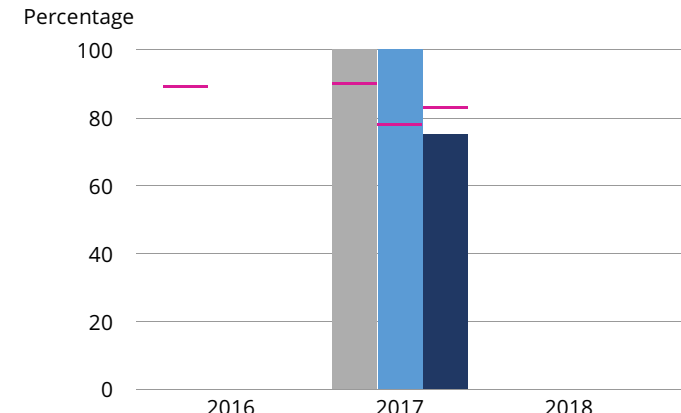
Cohort	629	-	-	682	673	682	-	-	-
Not retained	50	-	-	59	156	61	-	-	-

## Applied general



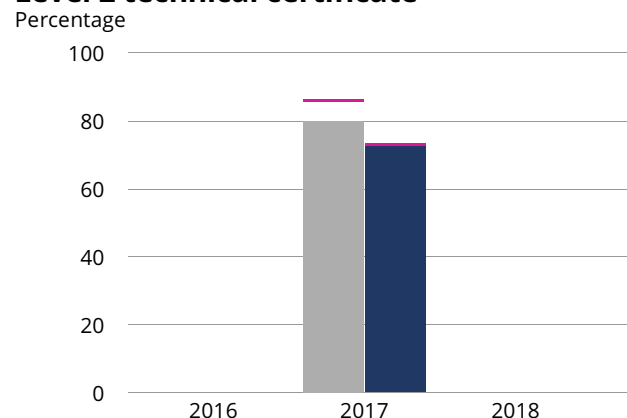
Cohort	183	-	-	150	149	150	-	-	-
Not retained	18	-	-	28	82	30	-	-	-

## Tech level



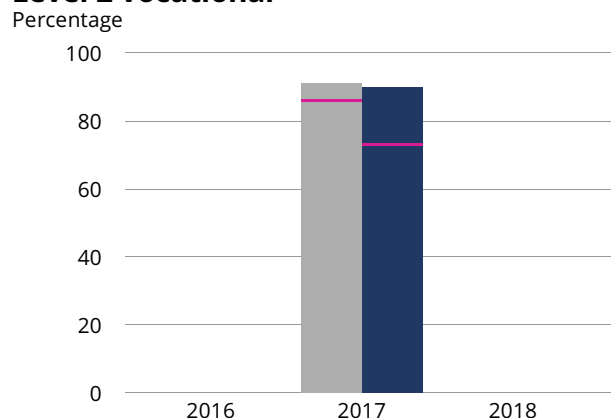
Cohort	-	-	-	12	12	12	-	-	-
Not retained	-	-	-	0	0	3	-	-	-

## Level 2 technical certificate



Cohort	-	-	15	15	-	-
Not retained	-	-	3	4	-	-

## Level 2 vocational



Cohort	-	-	109	109	-	-
Not retained	-	-	10	11	-	-

### 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

#### Prior attainment qualification type

Fail
Entry level and level 1 ESOL and functional skills
GCSE grades F to G
GCSE grade E
GCSE grade D and level 2 ESOL and functional skills
Total
Disadvantaged learners <sup>2</sup>

### Outcomes - learners at the end of 16-18 studies

Learners in scope	% that improved grade	% that improved grade nationally	% that gained grade 4 and above <sup>1</sup>	% that gained grade 4 and above nationally <sup>1</sup>	Average progress score	Average progress score nationally	% not entered	% not entered nationally
-	-	60%	-	2%	-	0.5	-	36%
-	-	33%	-	6%	-	0.3	-	36%
2	100%	38%	50%	2%	2.9	-0.1	0%	24%
1	100%	36%	100%	11%	2.0	0.0	0%	20%
54	61%	38%	61%	38%	0.5	0.1	6%	12%
57	63%	37%	61%	24%	0.6	0.1	5%	17%
14	50%	37% (42%)	43%	24% (28%)	0.4	0.1 (0.2)	14%	17% (15%)

## Mathematics progress

### Key stage 4 prior attainment

#### Prior attainment qualification type

Fail
Entry level and level 1 functional skills and use of maths and FSM <sup>3</sup>
GCSE grades F to G
GCSE grade E
GCSE grade D and level 2 functional skills and use of maths and FSM <sup>3</sup>
Total
Disadvantaged learners <sup>2</sup>

### Outcomes - learners at the end of 16-18 studies

Learners in scope	% that improved grade	% that improved grade nationally	% that gained grade 4 and above <sup>1</sup>	% that gained grade 4 and above nationally <sup>1</sup>	Average progress score	Average progress score nationally	% not entered	% not entered nationally
-	-	71%	-	0%	-	0.5	-	21%
-	-	25%	-	4%	-	0.0	-	36%
10	90%	42%	0%	1%	1.2	0.0	10%	18%
14	43%	26%	14%	5%	0.2	-0.1	21%	18%
81	63%	37%	63%	37%	0.5	0.1	0%	10%
105	63%	39%	50%	19%	0.5	0.1	4%	15%
28	75%	39% (42%)	64%	19% (23%)	0.6	0.1 (0.2)	7%	15% (13%)

- Grade 4 in the reformed GCSE grading system or grade C in the previous grading system.
- 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.
- 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		
<b>All learners</b>	<b>2016</b>	<b>679</b>	<b>90%</b>	<b>11%</b>	<b>53%</b>	<b>40%</b>	<b>8%</b>	<b>3%</b>
	<b>2015</b>	<b>664</b>	<b>92%</b>	<b>11%</b>	<b>61%</b>	<b>42%</b>	<b>6%</b>	<b>2%</b>
	<b>2014</b>	<b>647</b>	<b>90%</b>	<b>9%</b>	<b>59%</b>	<b>35%</b>	<b>8%</b>	<b>1%</b>
Disadvantaged	2016	97	87%	8%	53%	32%	x	x
	2015	88	94%	10%	72%	40%	x	x
	2014	83	86%	4%	51%	27%	14%	0%
Female	2016	411	91%	9%	55%	43%	7%	2%
	2015	391	93%	10%	64%	48%	6%	2%
	2014	397	91%	8%	60%	37%	x	x
Male	2016	268	88%	13%	50%	36%	9%	3%
	2015	273	90%	12%	56%	34%	7%	3%
	2014	250	89%	10%	57%	32%	x	x
National	2016	372255	89%	6%	61%	50%	8%	4%
	2015	366145	89%	7%	66%	51%	8%	3%
	2014	362930	88%	7%	65%	48%	9%	3%