

Areas to investigate

Overall Progress 8

- Progress 8 was in the top quintile (20%) for at least two years for low prior attainers.
- In 2018, Progress 8 was significantly above average and in the highest 10% for the following groups of pupils: low prior attainers.
- Progress 8 mathematics element was in the top quintile (20%) for the last two years.

EBacc

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

Overall Attainment 8

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

Subject entry and/or attainment

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

Behaviour

- In 2017/18, the rate of overall absence (5.10%) was slightly below the national average for schools with a similar level of deprivation (5.39%).
- In 2016/17, the rate of total fixed term exclusions (3.52%) was below the national average for schools with a similar level of deprivation (4.53%).
- In 2016/17, the rate of repeat exclusions (1.70%) was slightly below the national average for schools with a similar level of deprivation (1.73%).
- There was 1 permanent exclusion in 2016/17 compared with a national average of 2. There was also 1 in 2015/16 (national average of 2) and 2 in 2014/15 (national average of 1).

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

Destinations

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

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.

Secondary school context in 2018

Phase of education: Secondary

Headteacher: Amy Grashoff

Pupils: 876

Gender: Mixed

Deprivation Quintile: Middle 20% (0.2)

Local authority: Devon

Admissions policy: Non-selective

Ages: 11-16

Denomination: None

Special needs provision:

Ever 6 FSM %: 29.1

English additional language %: 14.3

SEN support %: 9.9

SEN with EHC plan %: 2.5

Ethnicity

- The largest ethnic groups are: White - British (82.0%), White - any other White background (5.9%), Mixed - any other mixed background (1.0%), Asian or Asian British - Indian (0.8%), Asian or Asian British - Bangladeshi (0.8%), Any other ethnic group (6.4%).
- This school has 13 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 (195) and year 8 (189) was higher than all other year groups.
- The number of pupils in year 11 (153) was lower than all other year groups.
- There was a larger than average increase in the total number of pupils, from 824 pupils in 2017 to 876 in 2018.

Girls

- There was a larger than average increase in the percentage of girls between 2017 and 2018 than most primary schools nationally.

Disadvantaged

- The percentage of FSM in year 11 (20%) was lower than all other year groups.
- There were 12 children looked after in the school.

Secondary school context 2018

English as an Additional Language

- There was nothing significant to report for this group.

Special Educational Needs

- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.5%).

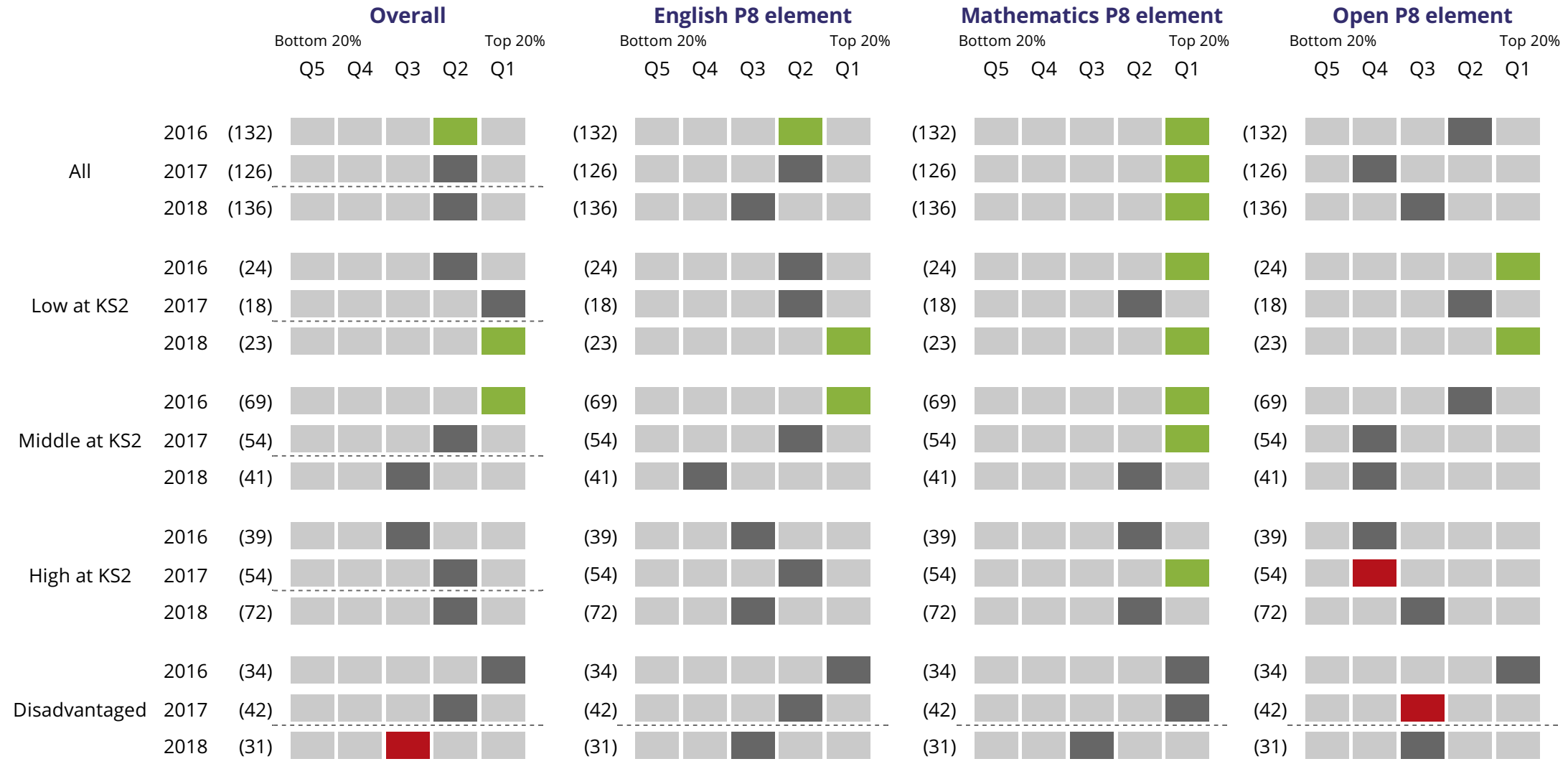
Prior Attainment

- There was nothing significant to report for this group.

Relative progress for the past three years

Progress quintiles based on rank of progress score

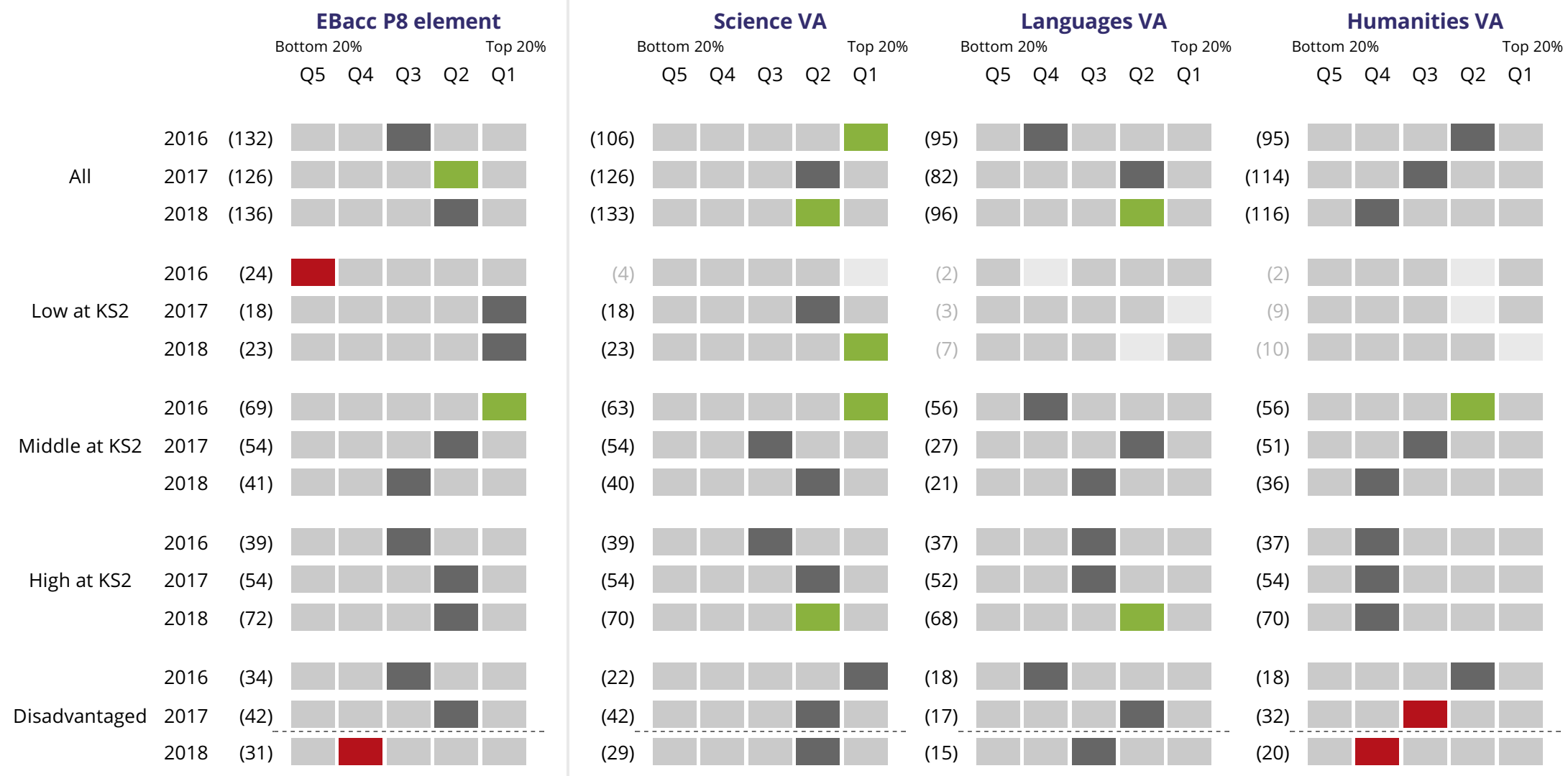
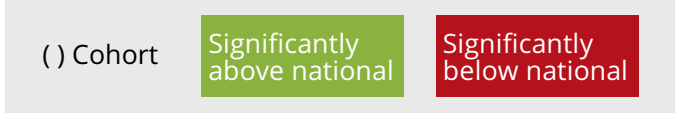
() Cohort Significantly above national Significantly below national



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. 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-ofsted-inspection-dashboard

Relative progress for the past three years

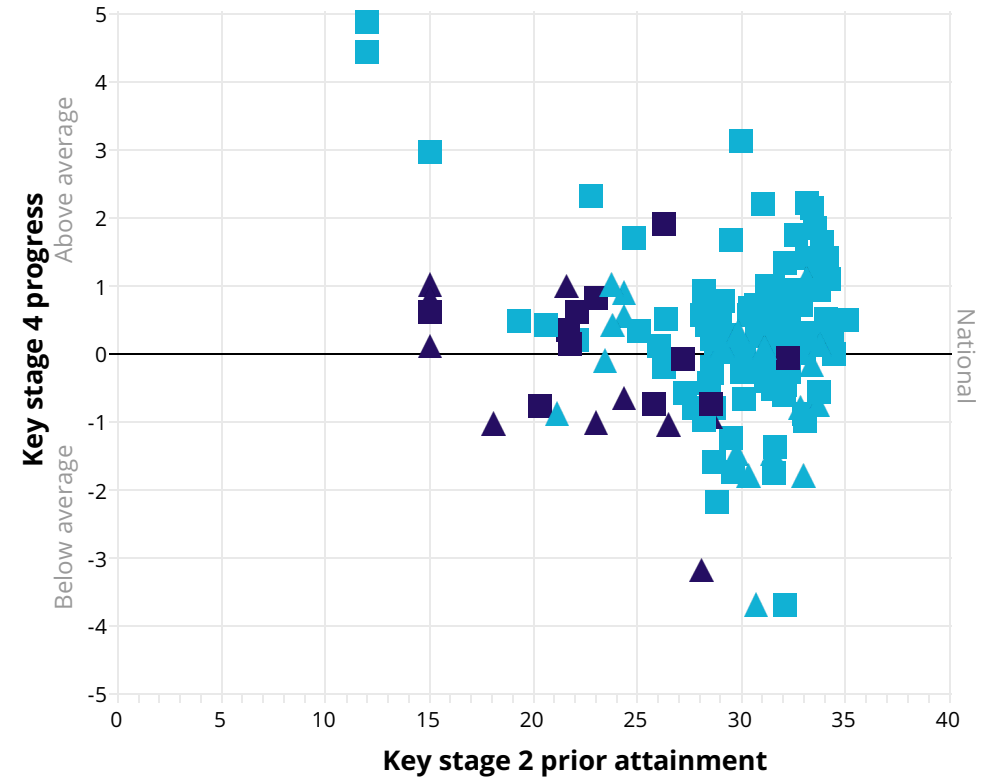
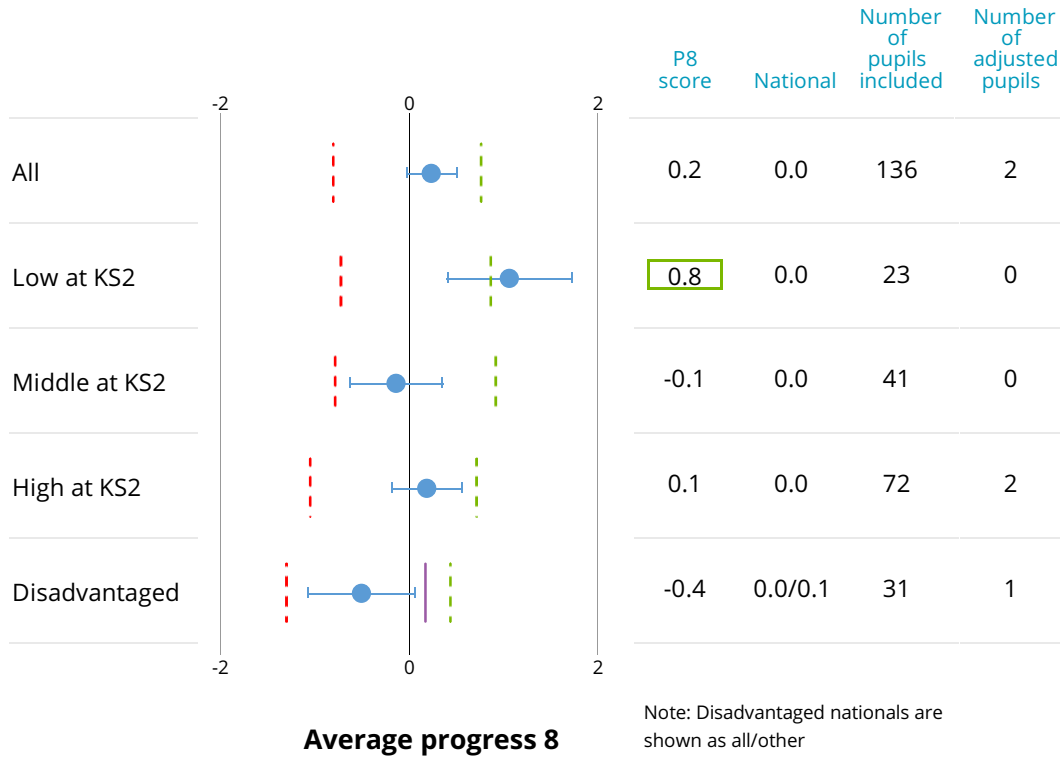
Progress quintiles based on rank of progress score



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-ofsted-inspection-dashboard

Overall Progress 8

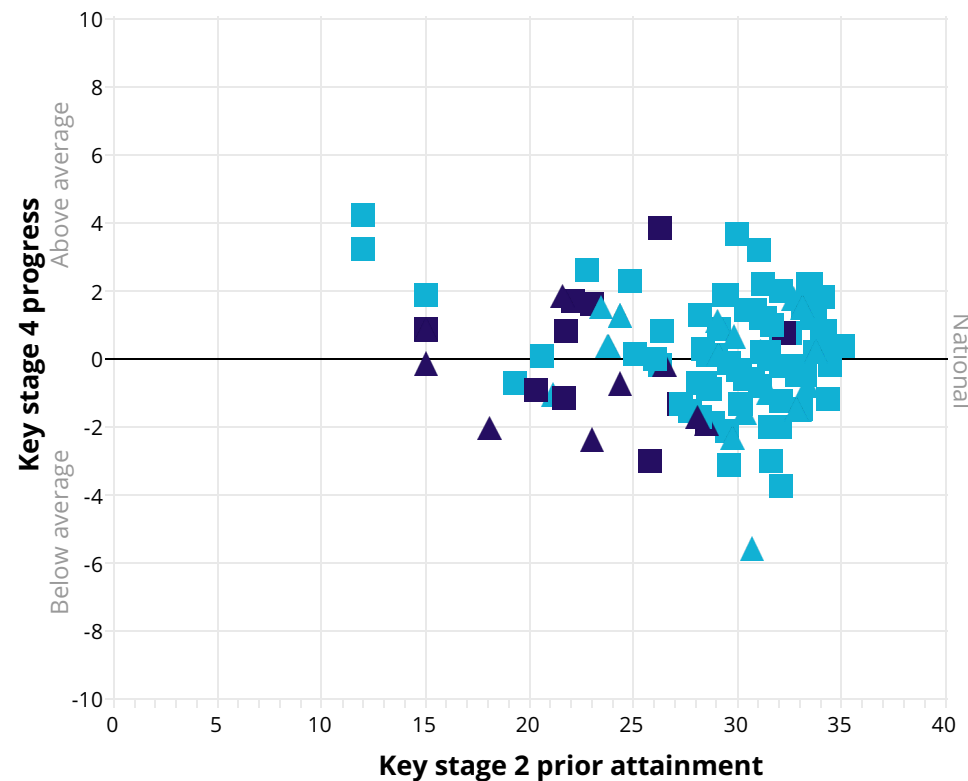
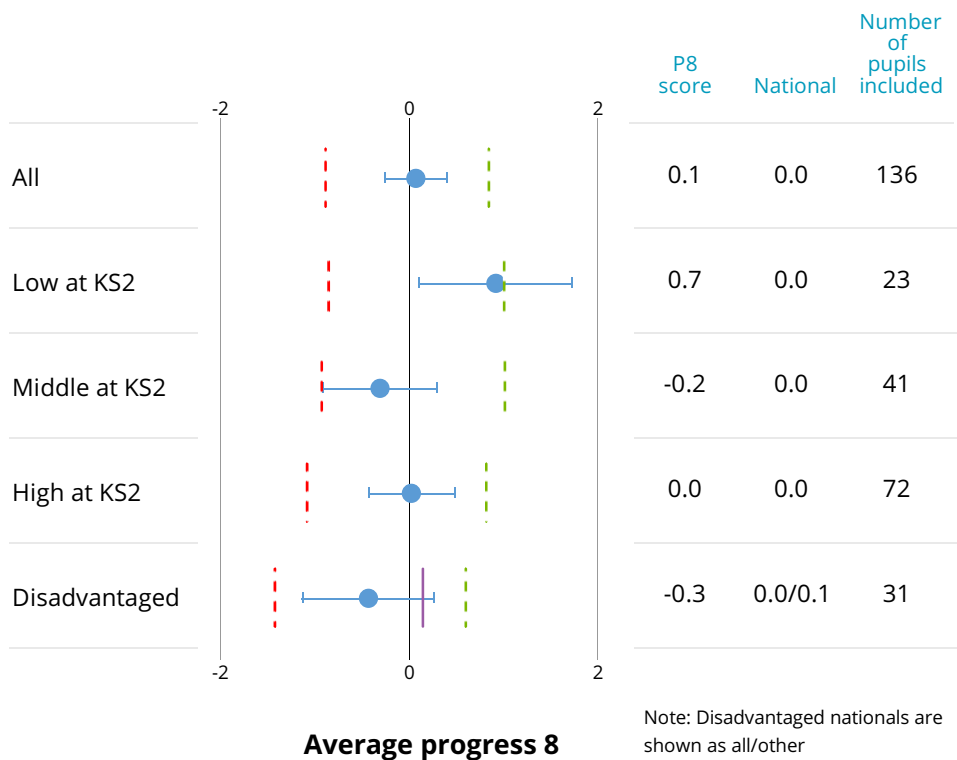
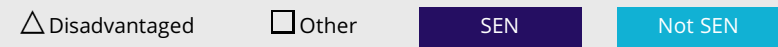
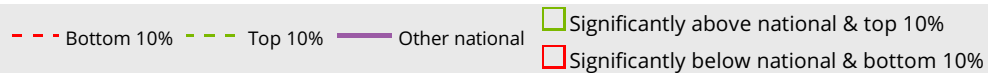
Overall Progress 8 scatterplot



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-ofsted-inspection-dashboard

English element of Progress 8

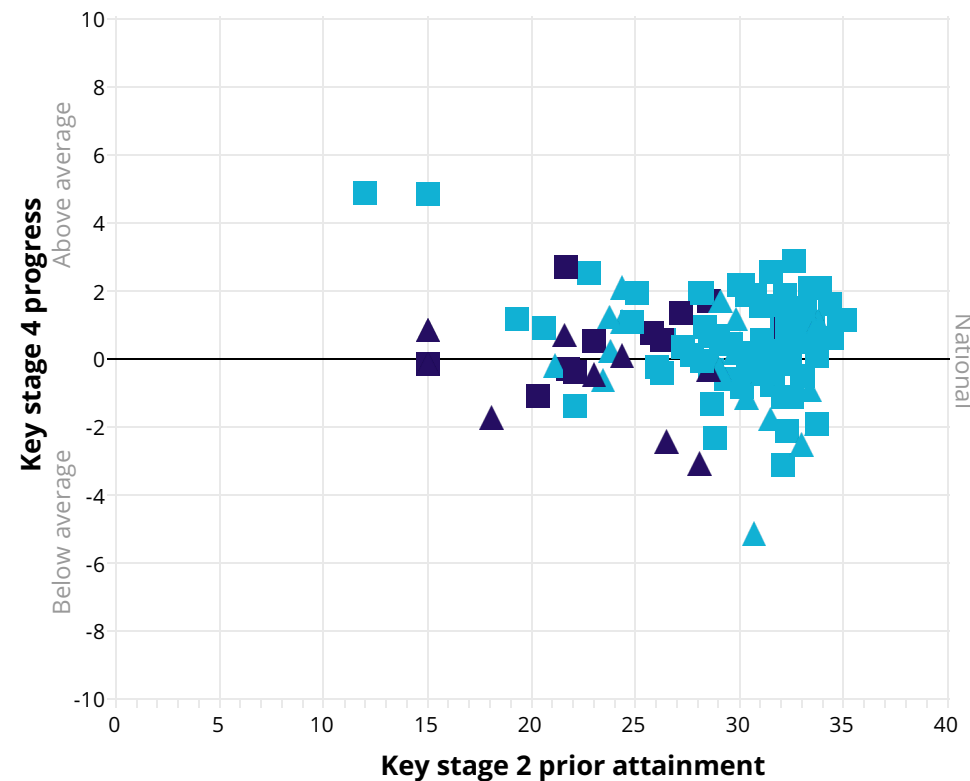
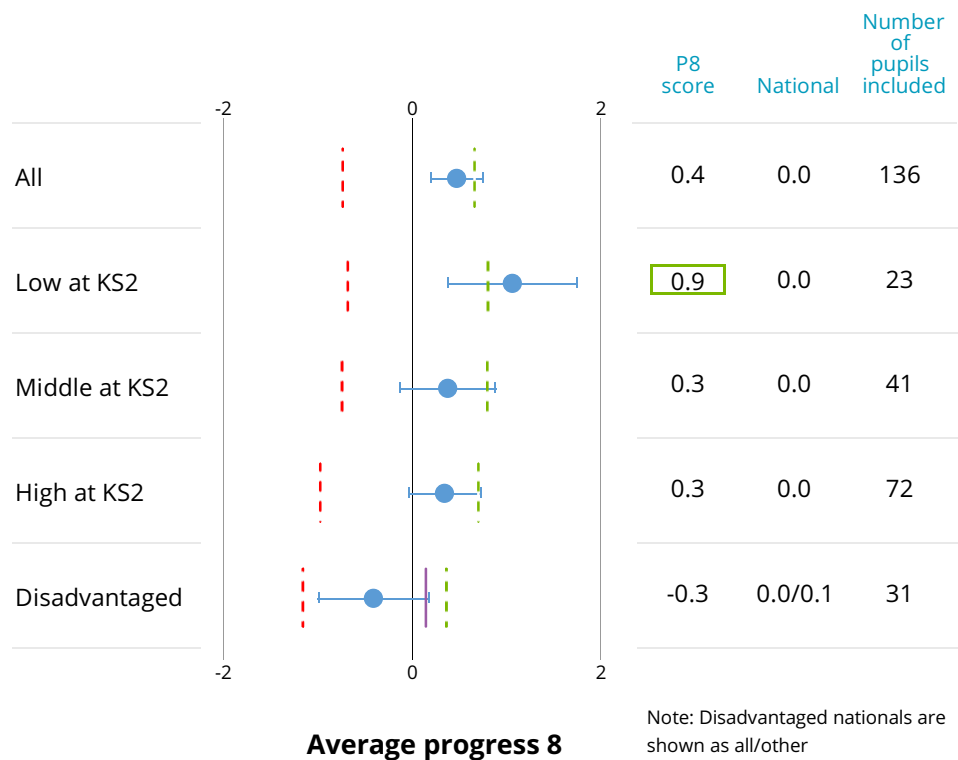
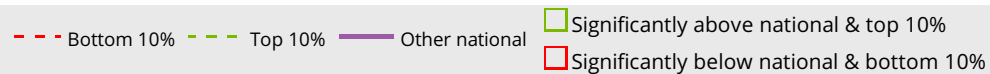
English Progress 8 scatterplot



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-ofsteds-inspection-dashboard

Mathematics element of Progress 8

Mathematics Progress 8 scatterplot



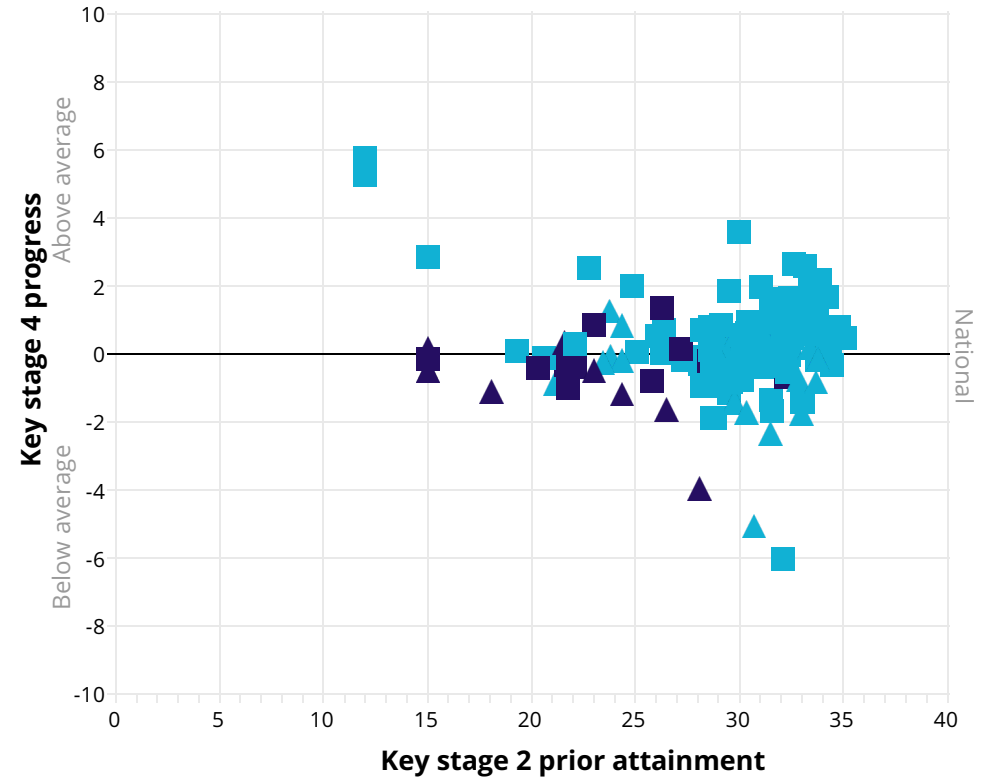
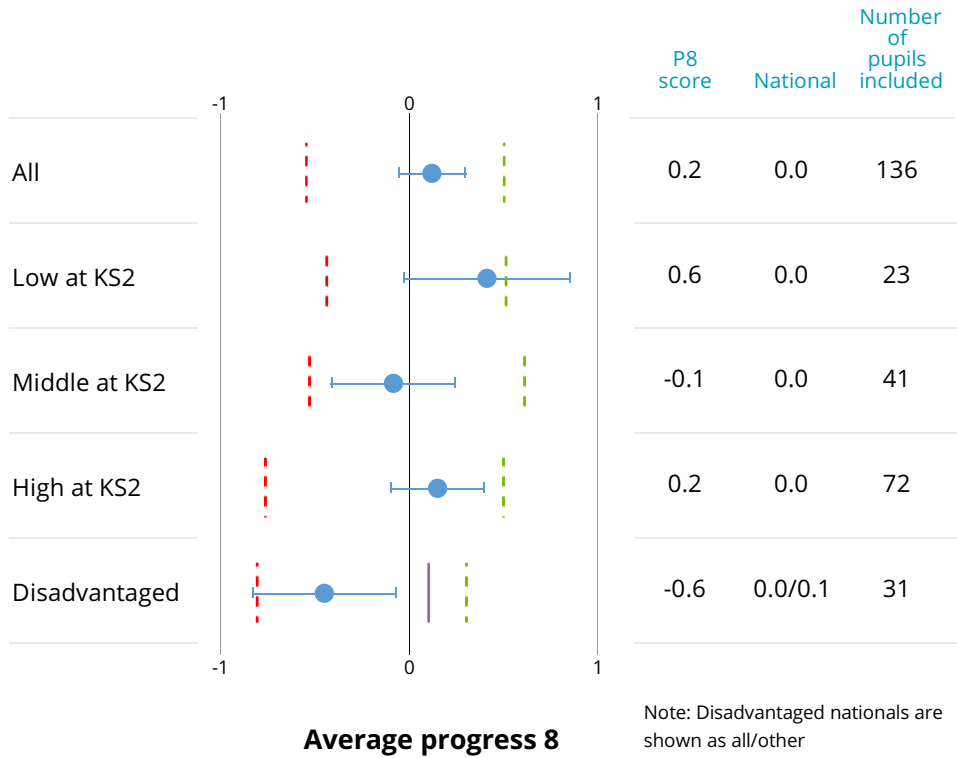
Notes: The mathematics element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboar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

EBacc element of Progress 8

EBacc Progress 8 scatterplot

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

Disadvantaged
 Other
SEN
Not SEN



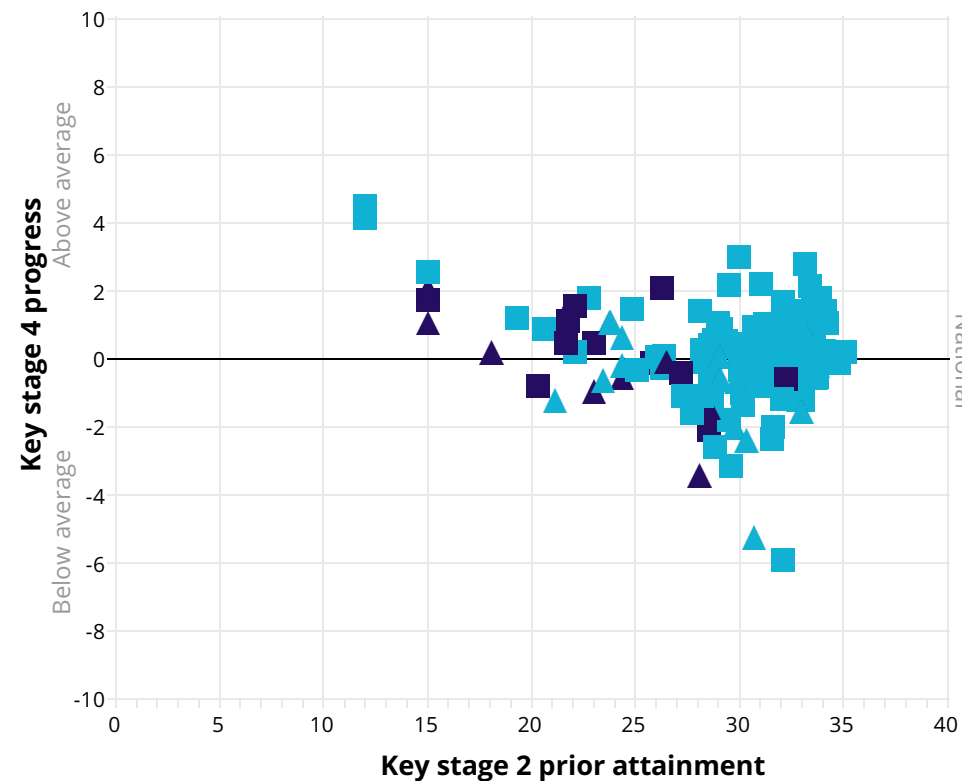
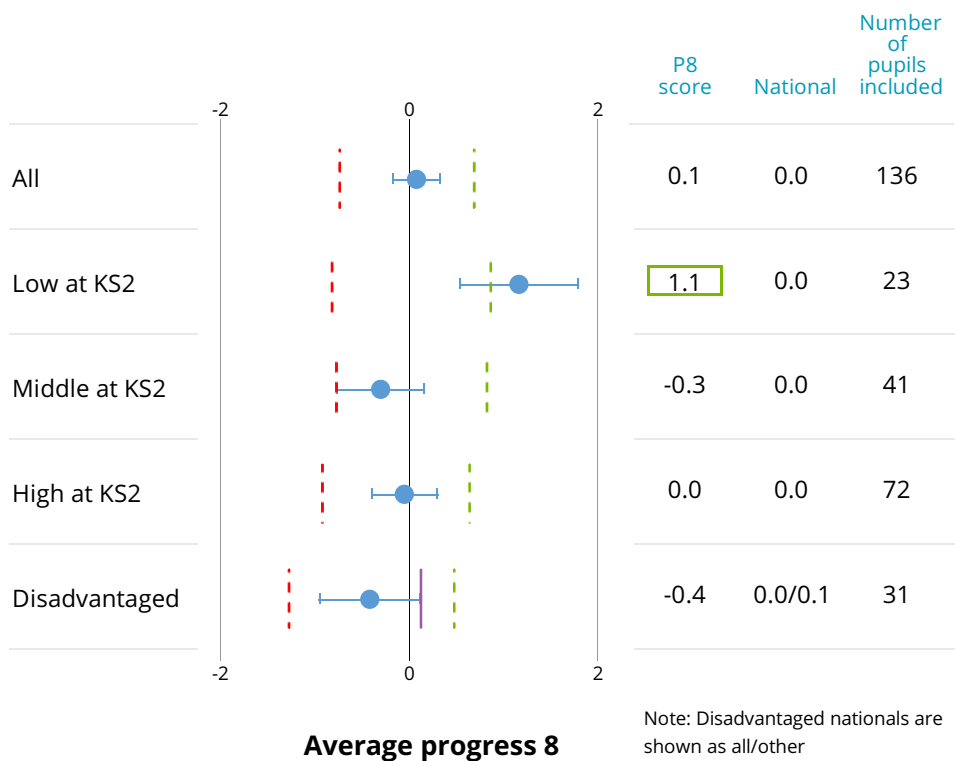
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Open element of Progress 8

Open Progress 8 scatterplot

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

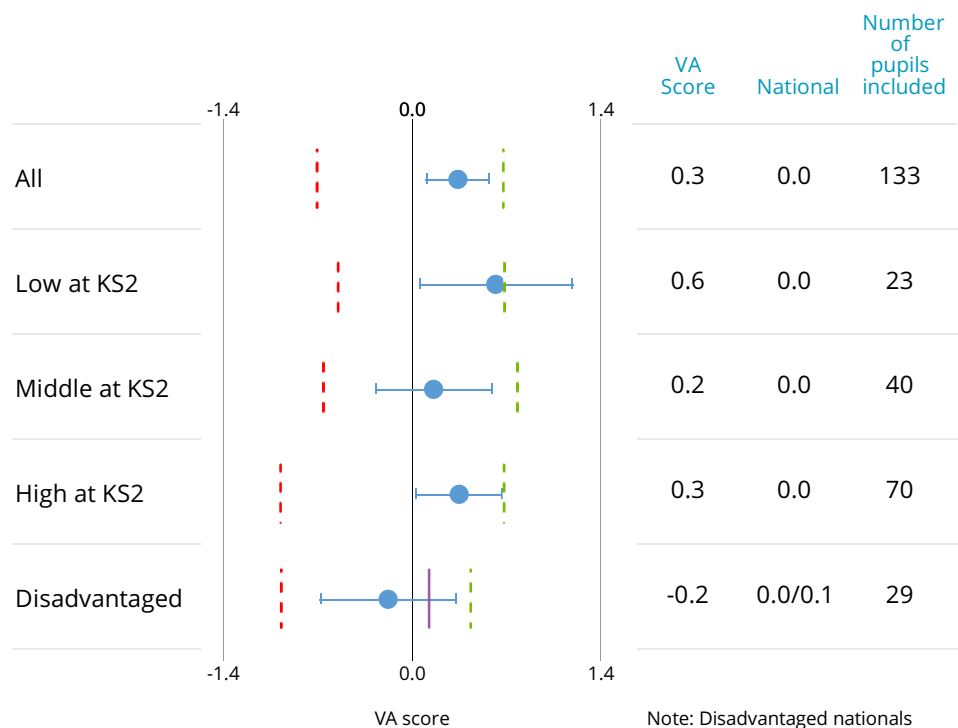
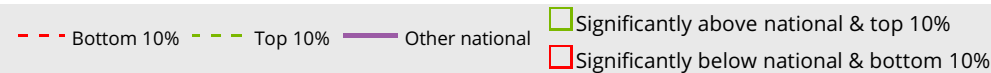
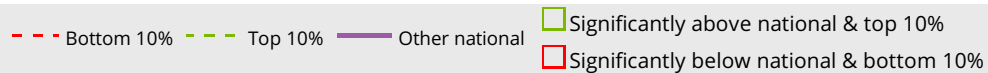
△ Disadvantaged
 □ Other
 SEN
 Not SEN



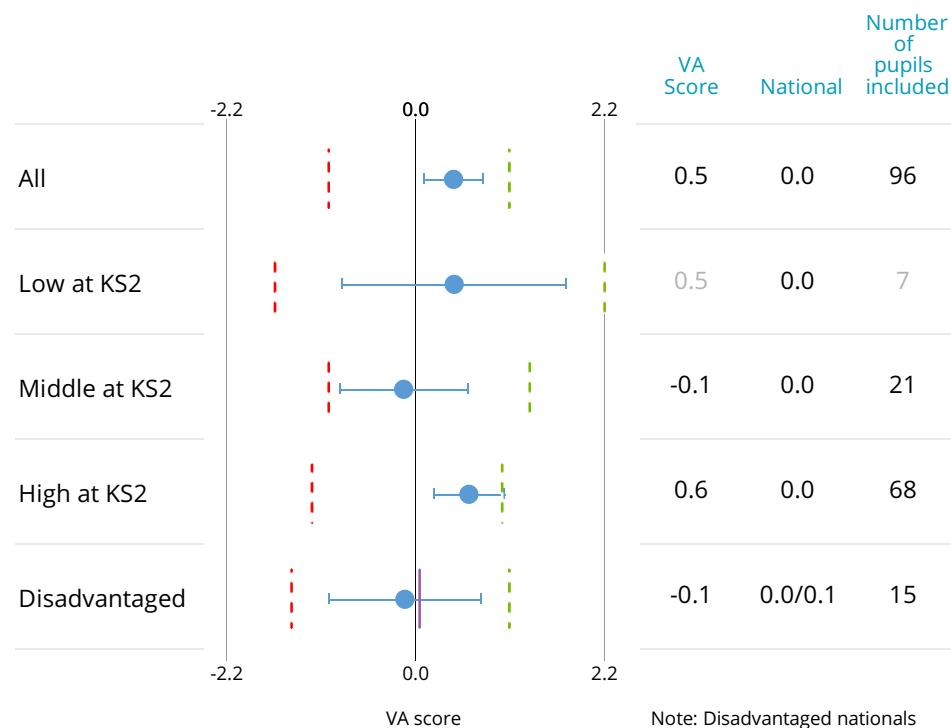
Notes: The open element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Science Value Added

Languages Value Added



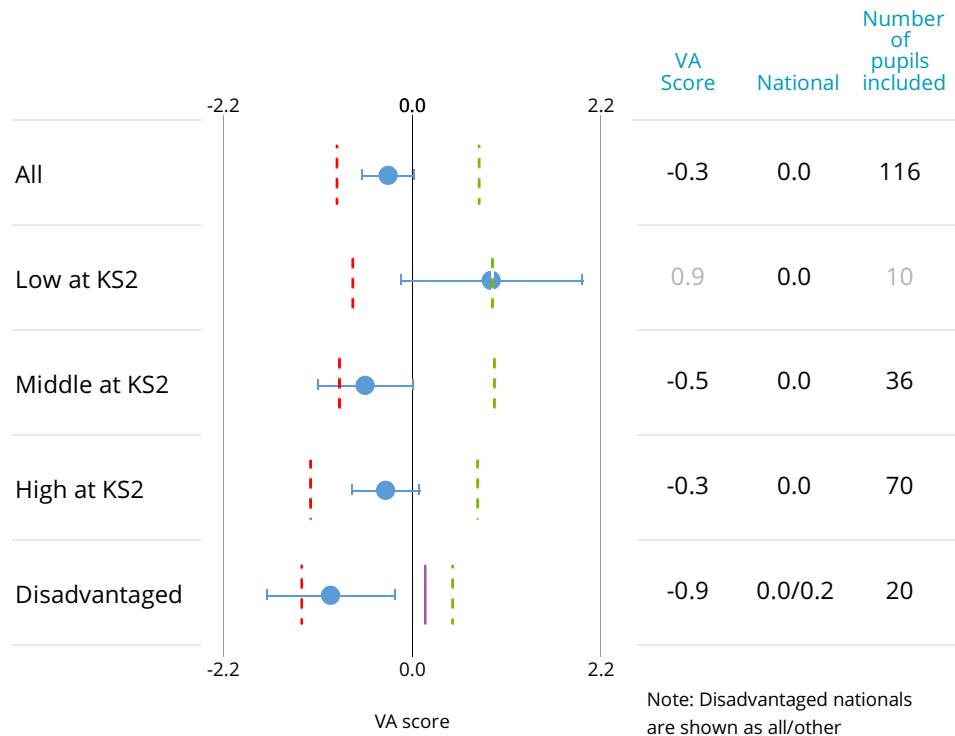
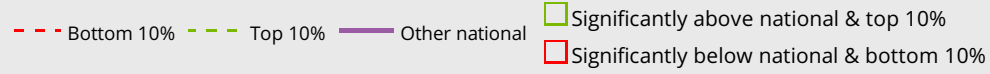
Note: Disadvantaged nationals are shown as all/other



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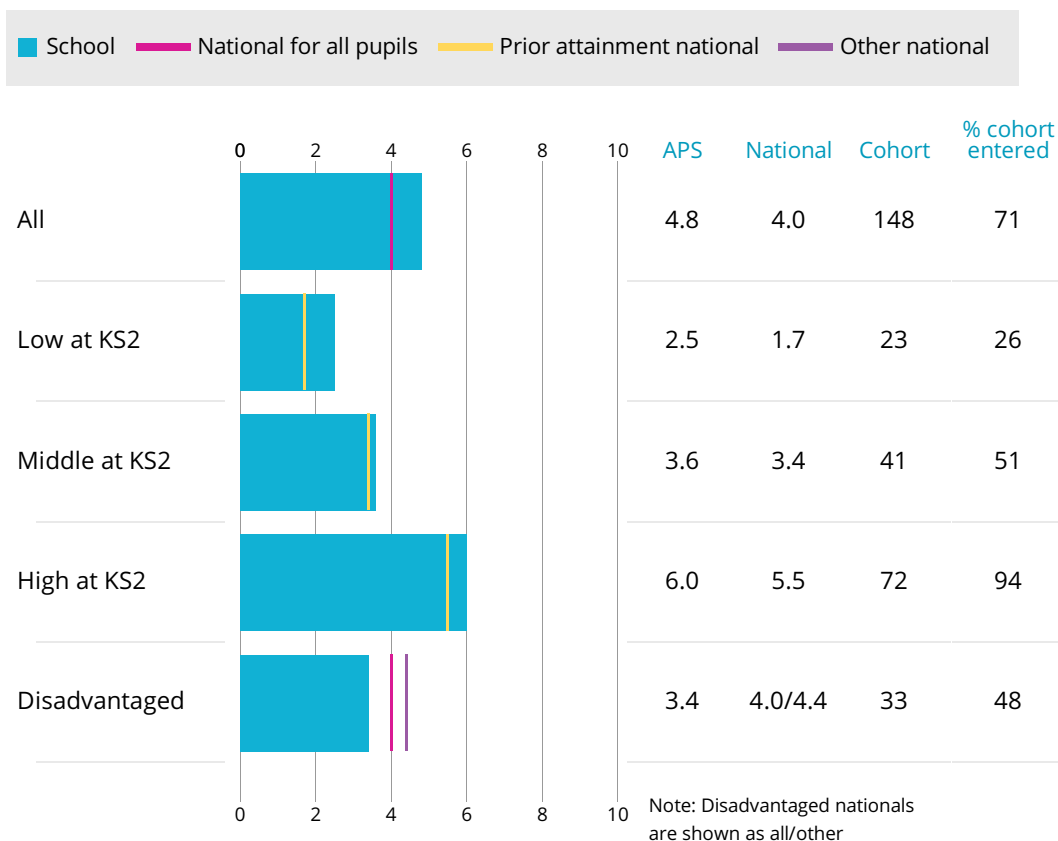
Humanities Value Added



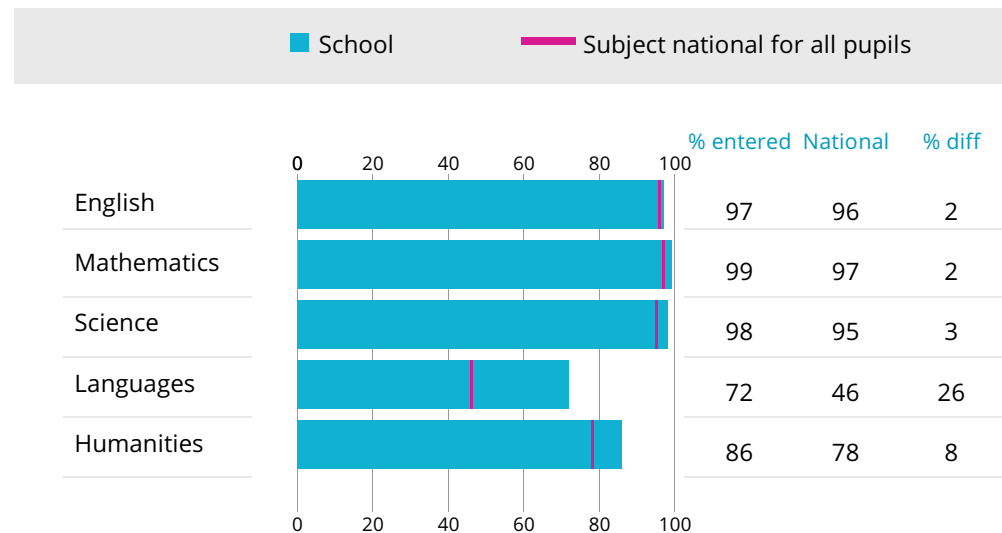
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EBacc entry and attainment

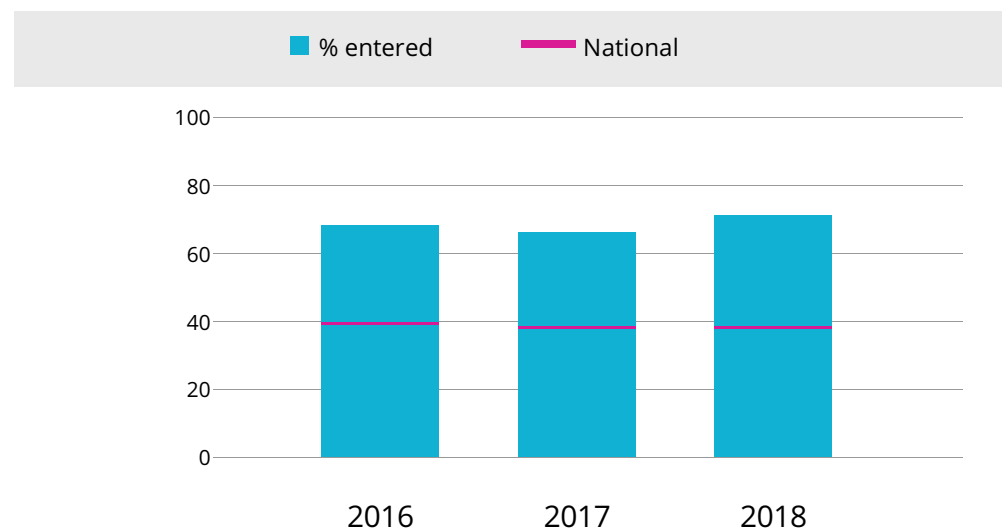
English Baccalaureate APS



Percentage of pupils entered for EBacc subject pillars



Percentage of pupils entered for the EBacc - 3 year trend



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