

## Areas to investigate

### Overall Progress 8

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

### EBacc

- 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 68% in 2018: significantly below 75%. The following subject area(s) have the lowest entry rates: Languages at 70%.

### 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 (4.60%) was below the national average for schools with a similar level of deprivation (5.16%).
- The rate of total fixed term exclusions was above national for three years (2014/15 to 2016/17).
- In 2016/17, the rate of total fixed term exclusions (4.78%) was above the national average for schools with a similar level of deprivation (3.65%).
- In 2016/17, the rate of repeat exclusions (1.78%) was above the national average for schools with a similar level of deprivation (1.39%).
- 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) but none 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

<b>Phase of education:</b> Secondary	<b>Local authority:</b> Bradford	<b>Ever 6 FSM %:</b> 22.0
<b>Headteacher:</b> Luke Weston	<b>Admissions policy:</b> Non-selective	<b>English additional language %:</b> 18.1
<b>Pupils:</b> 1814	<b>Ages:</b> 11-18	<b>SEN support %:</b> 10.4
<b>Gender:</b> Mixed	<b>Denomination:</b> None	<b>SEN with EHC plan %:</b> 0.9
<b>Deprivation Quintile:</b> Lowest 40% (0.2)	<b>Special needs provision:</b>	

### Ethnicity

- The largest ethnic groups are: White - British (56.7%), Mixed - White & Asian (0.9%), Asian or Asian British - Indian (0.9%), Asian or Asian British - Pakistani (31.9%), Asian or Asian British - Bangladeshi (4.6%), Asian or Asian British - any other Asian background (1.0%) ,.
- This school has 14 out of 17 possible ethnic groups. The average number of groups for this phase of education is 13.

### Number on roll

- The school was in the top 20% of all schools for the number of pupils (1814).

### Girls

- The school was in the lowest 20% of all schools for the proportion of girls (45.4%).

### Disadvantaged

- There were eight children looked after in the school.

### English as an Additional Language

- There was nothing significant to report for this group.

### Special Educational Needs

- There was nothing significant to report for this group.

**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

## Secondary school context 2018

### Prior Attainment

- There was nothing significant to report for this group.

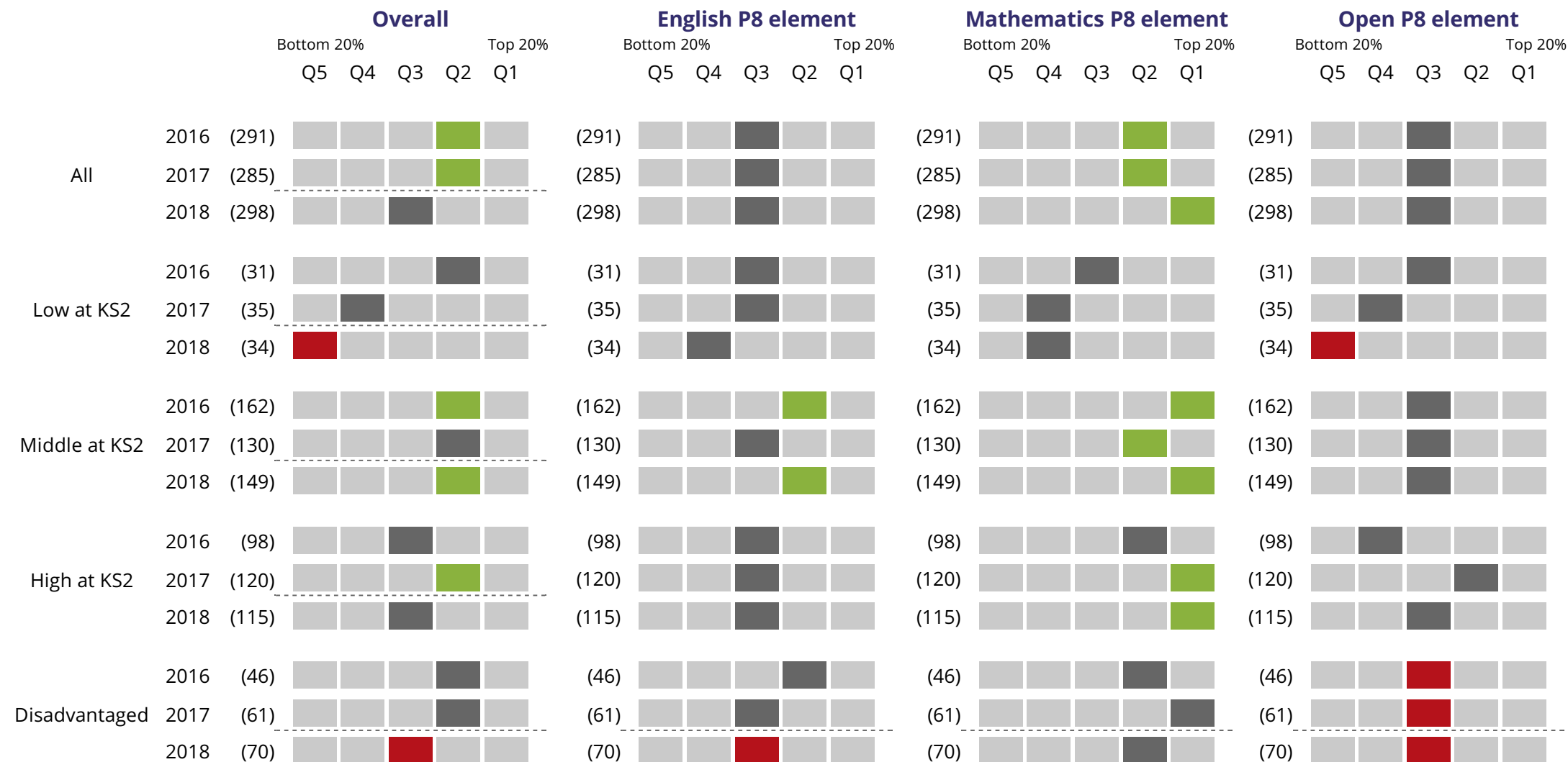
## Relative progress for the past three years

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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

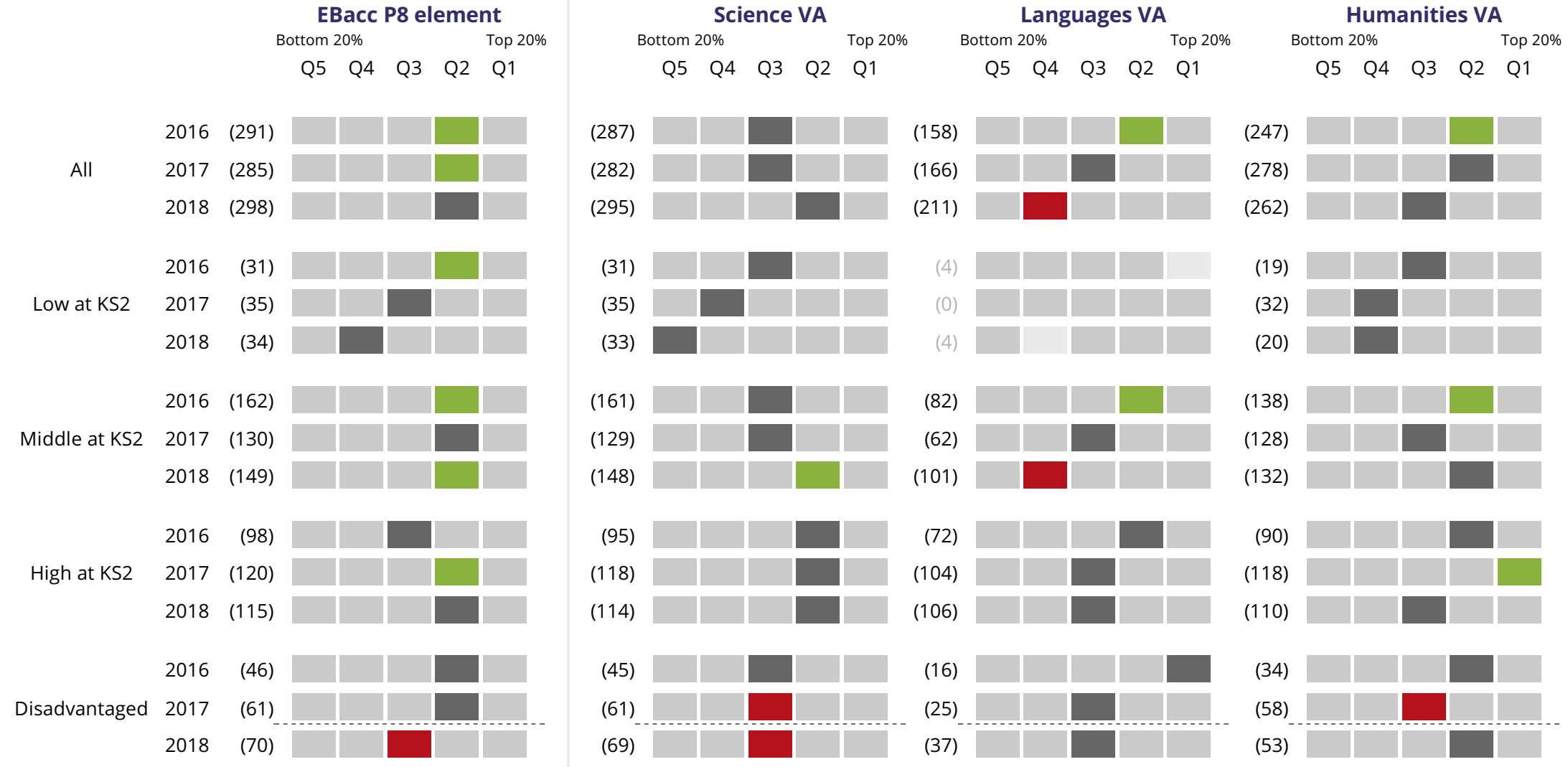
## Relative progress for the past three years

Progress quintiles based on rank of progress score

( ) Cohort

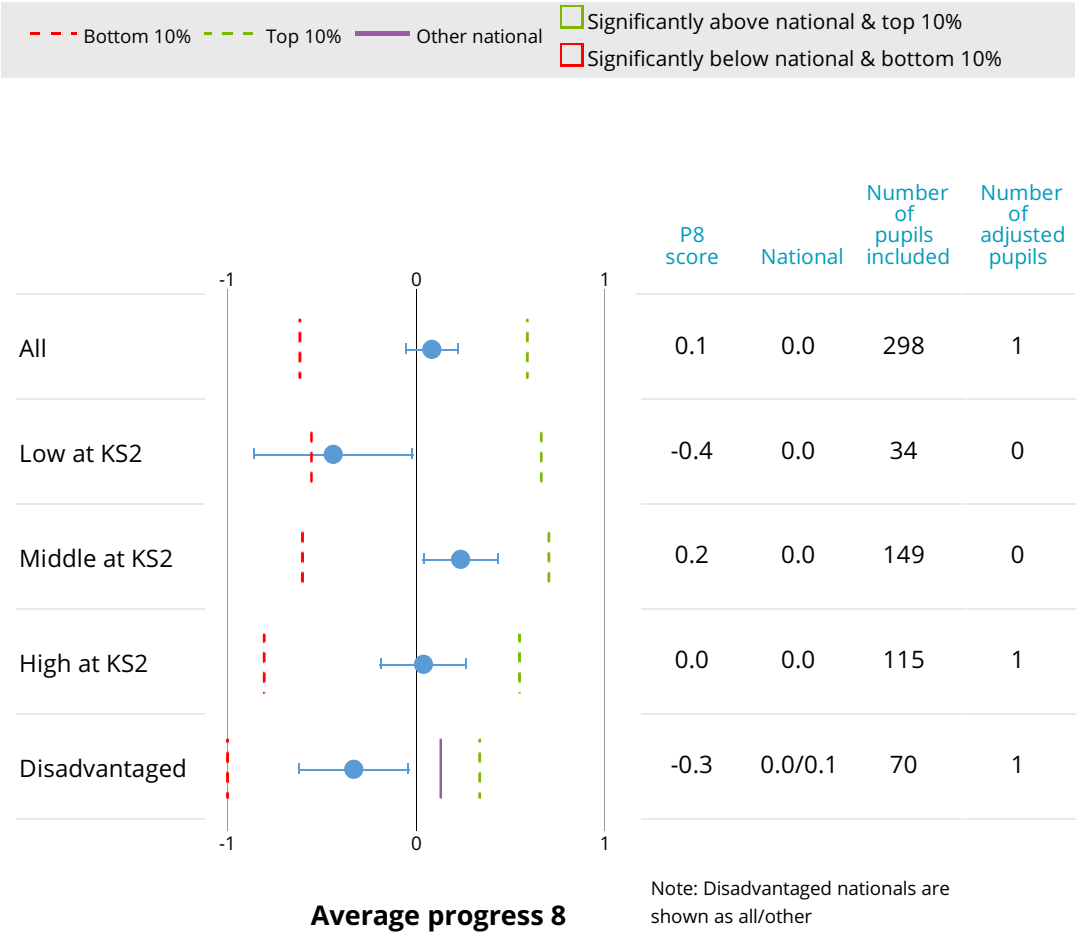
Significantly  
above national

Significantly  
below national

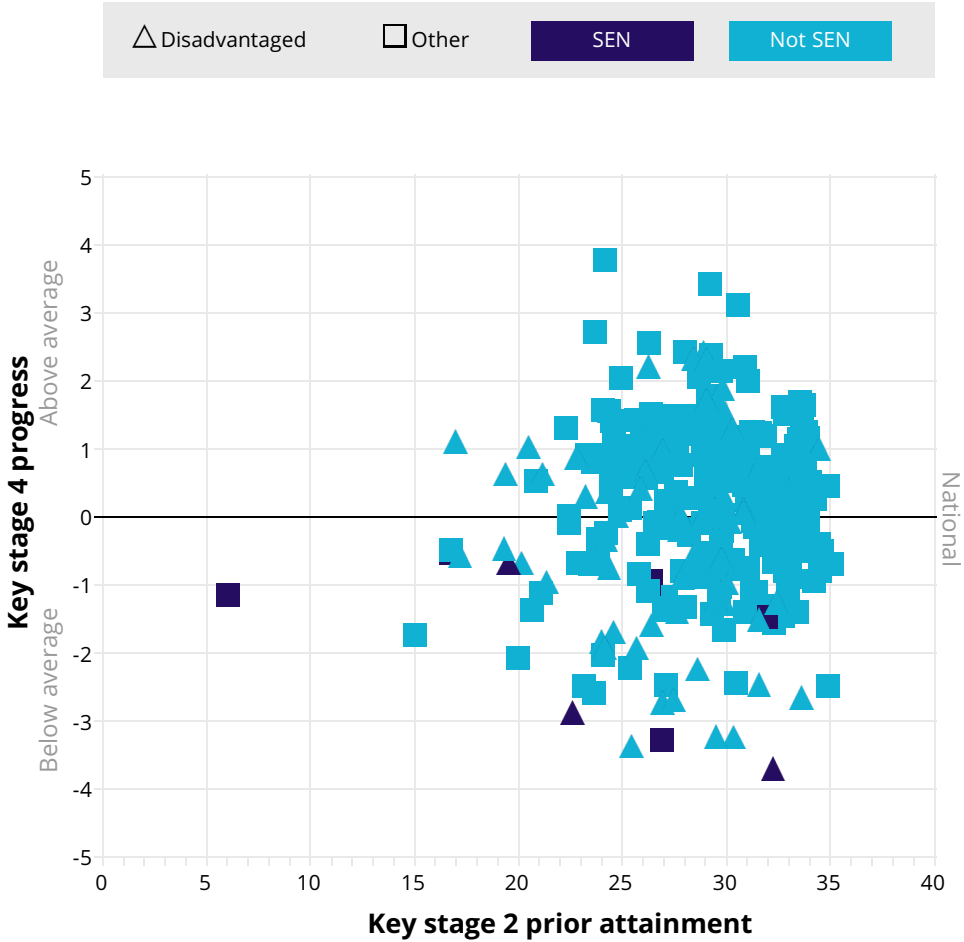


**Notes:** Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles are based on unadjusted progress scores apart from overall Progress 8 in 2018. ( ) represents eligible cohorts for Progress 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-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

Overall Progress 8



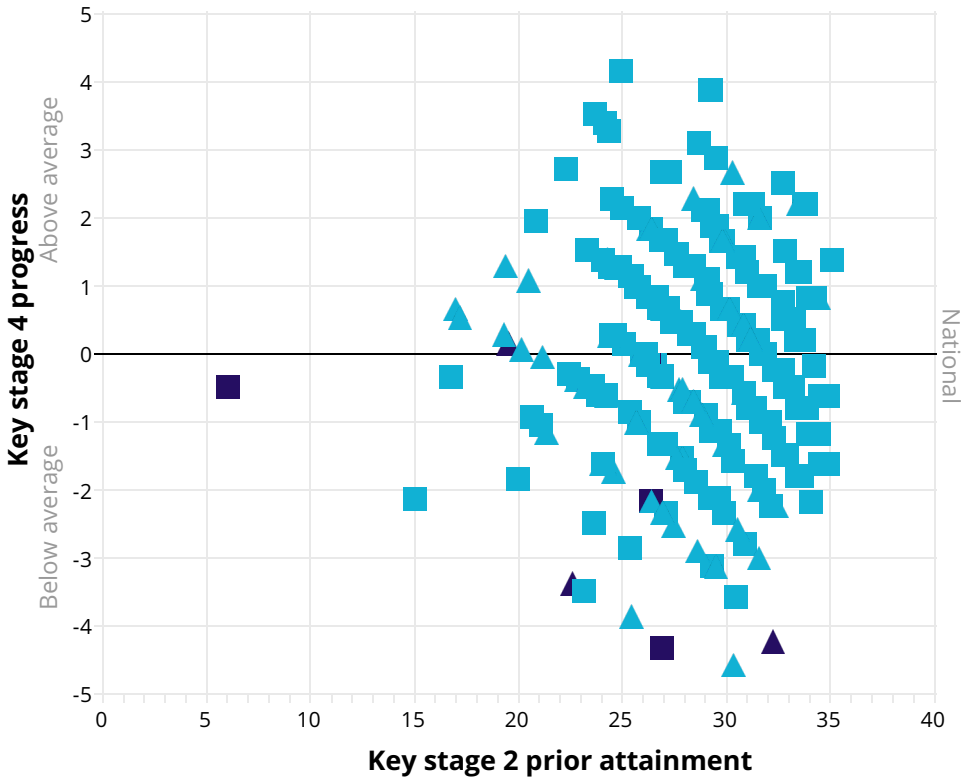
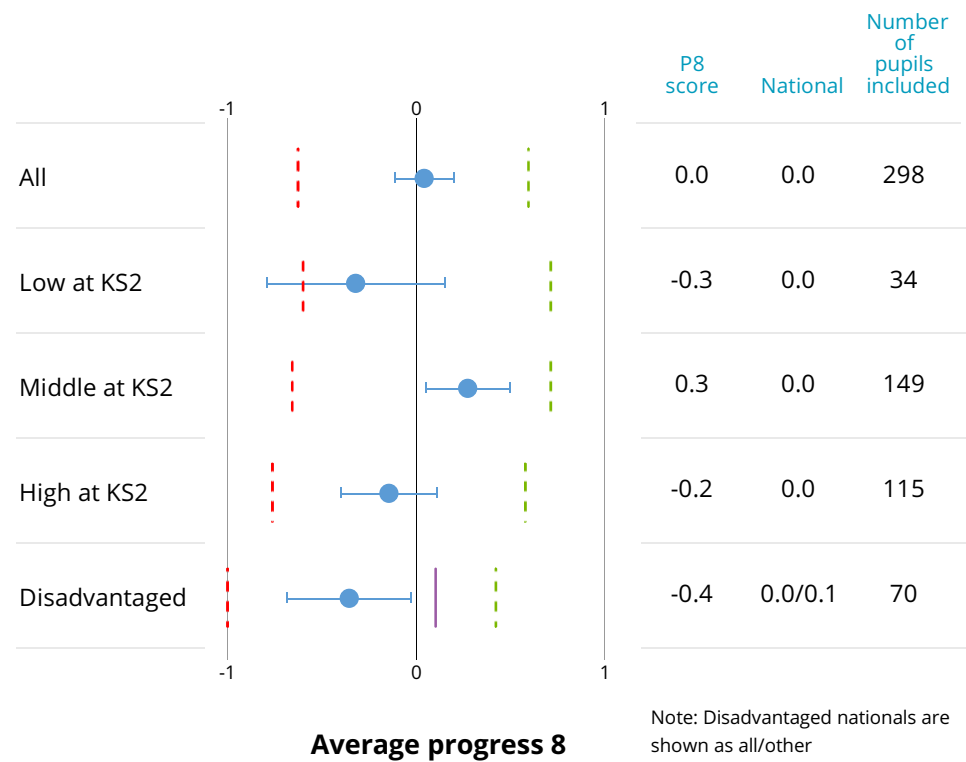
Overall Progress 8 scatterplot



**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-s-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-s-inspection-dashboard)

English element of Progress 8

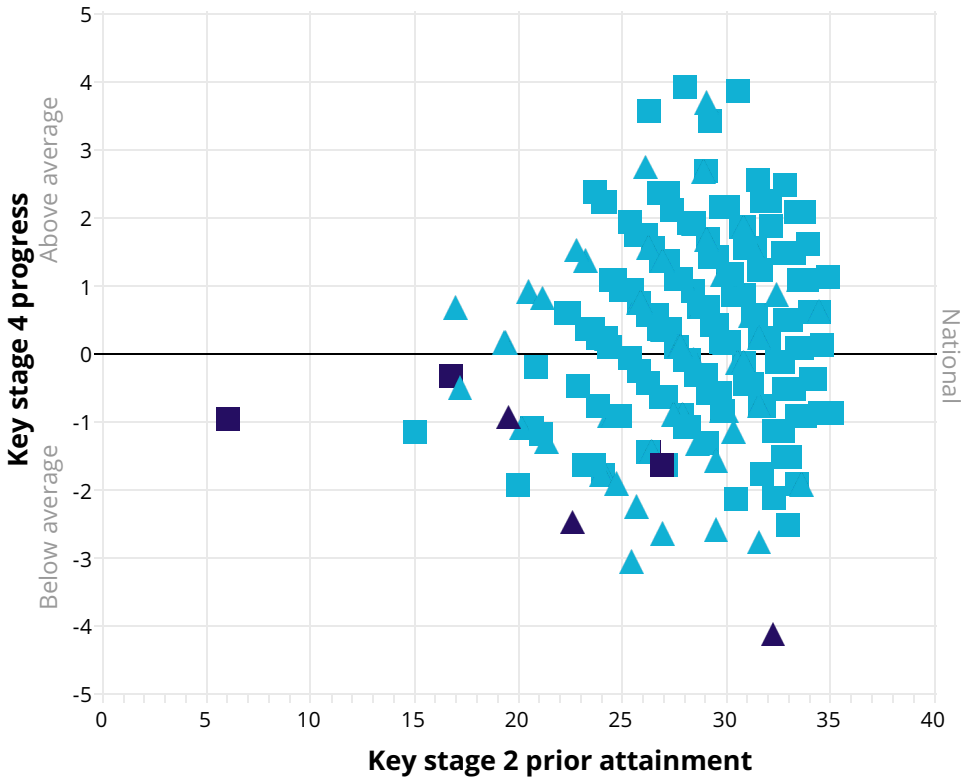
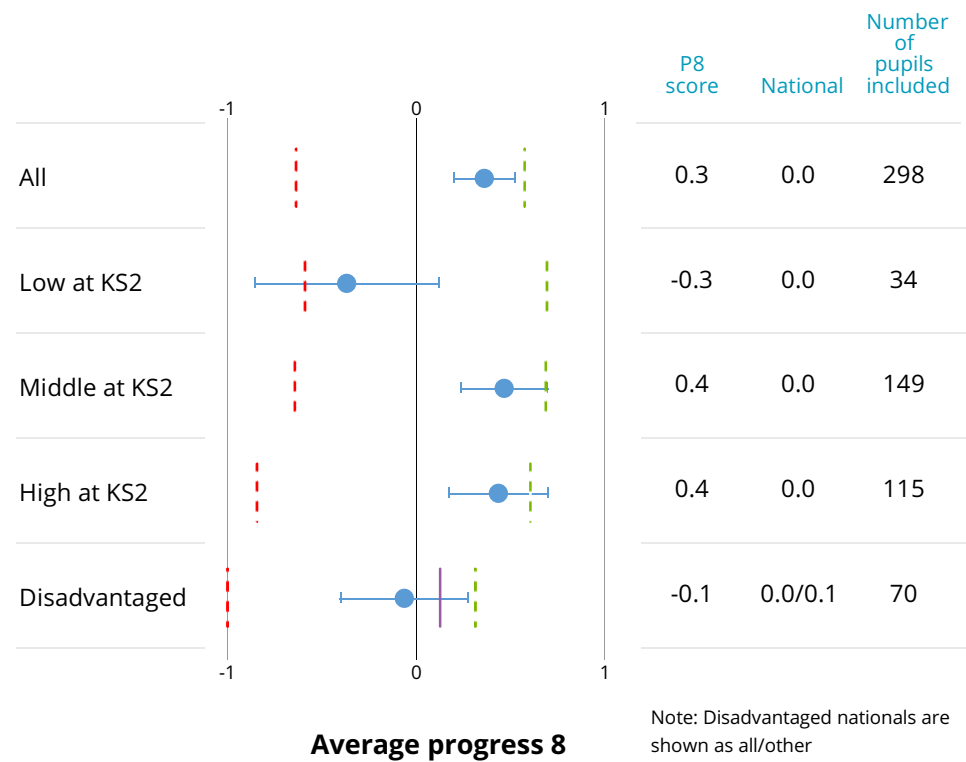
English Progress 8 scatterplot





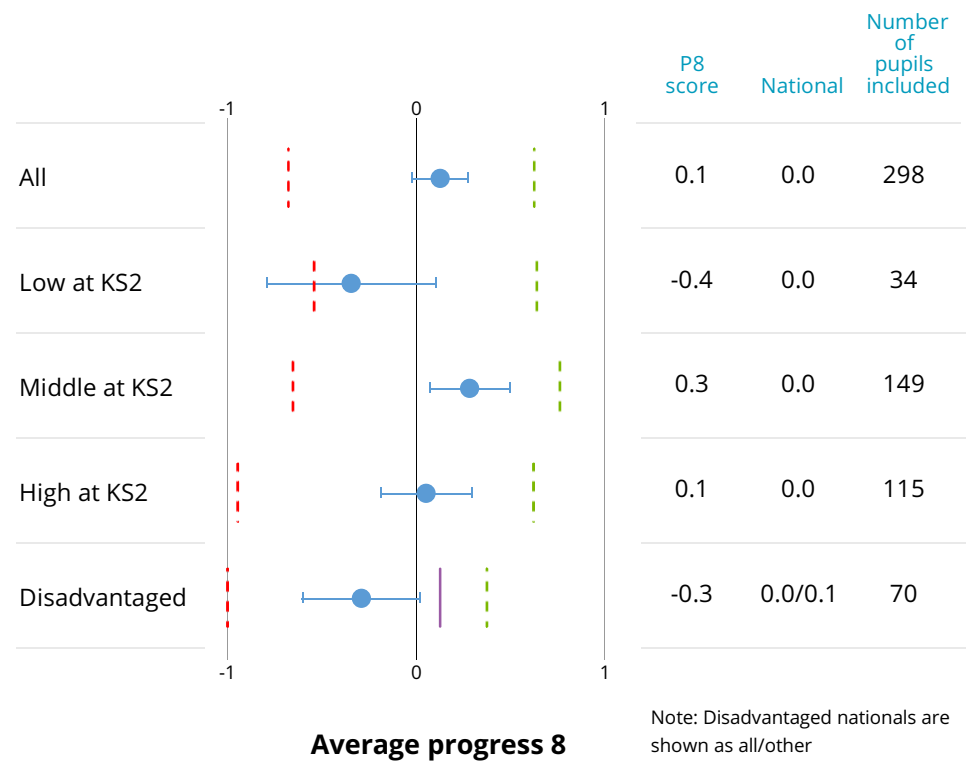
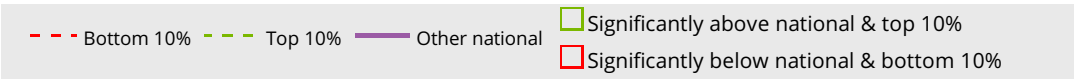
Mathematics element of Progress 8

Mathematics Progress 8 scatterplot

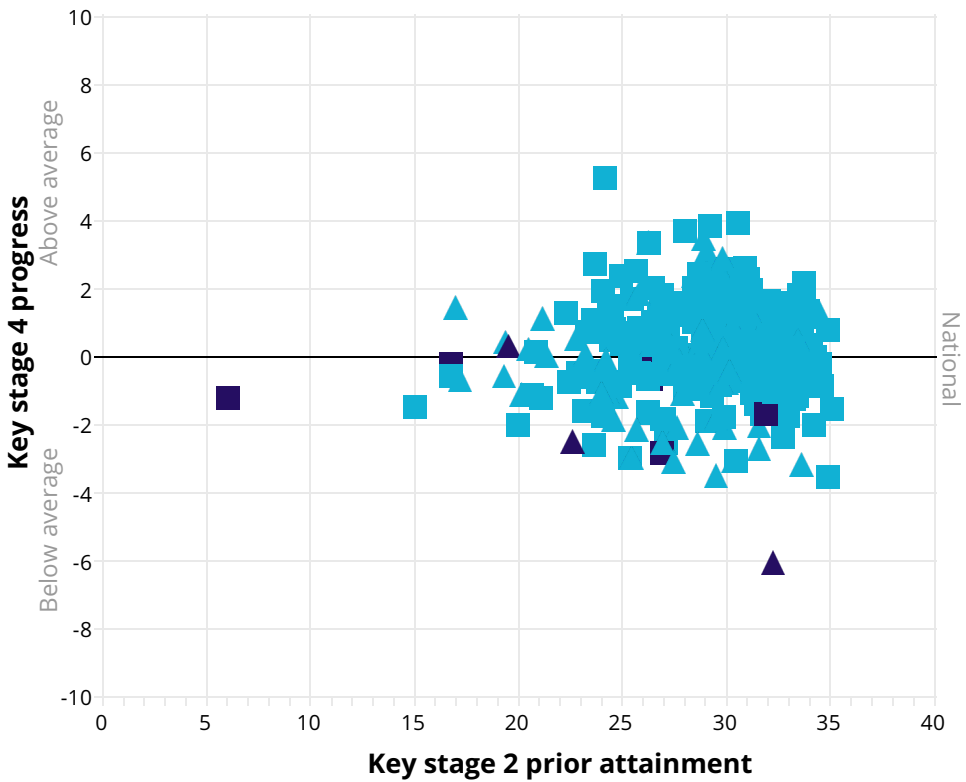


**Notes:** The mathematics element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see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

EBacc element of Progress 8

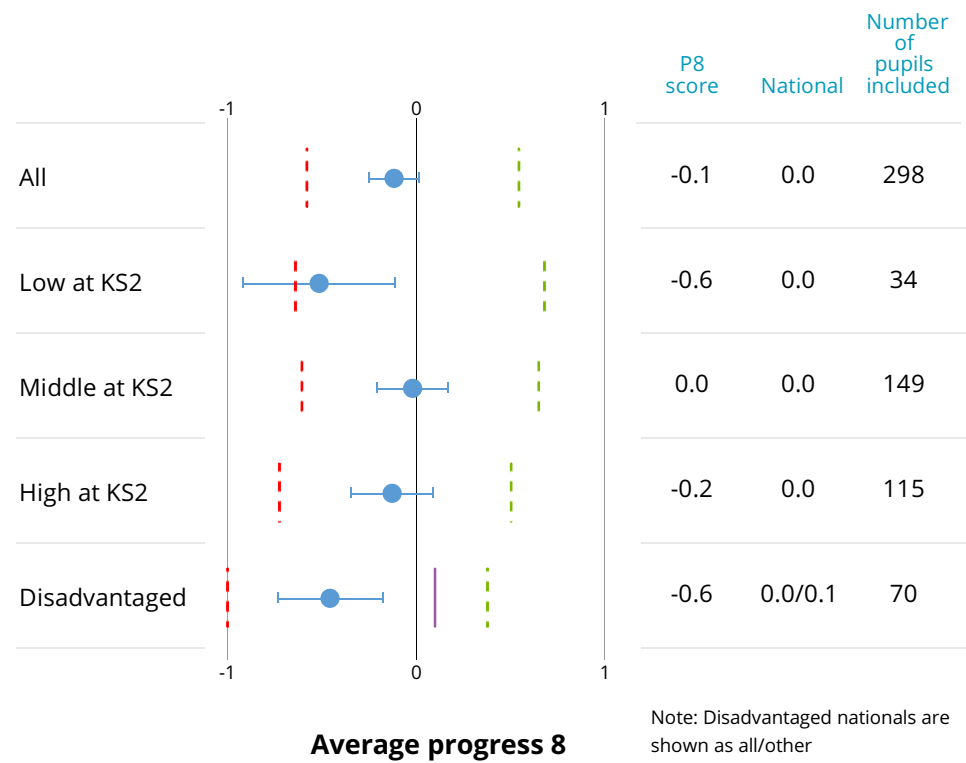


EBacc Progress 8 scatterplot

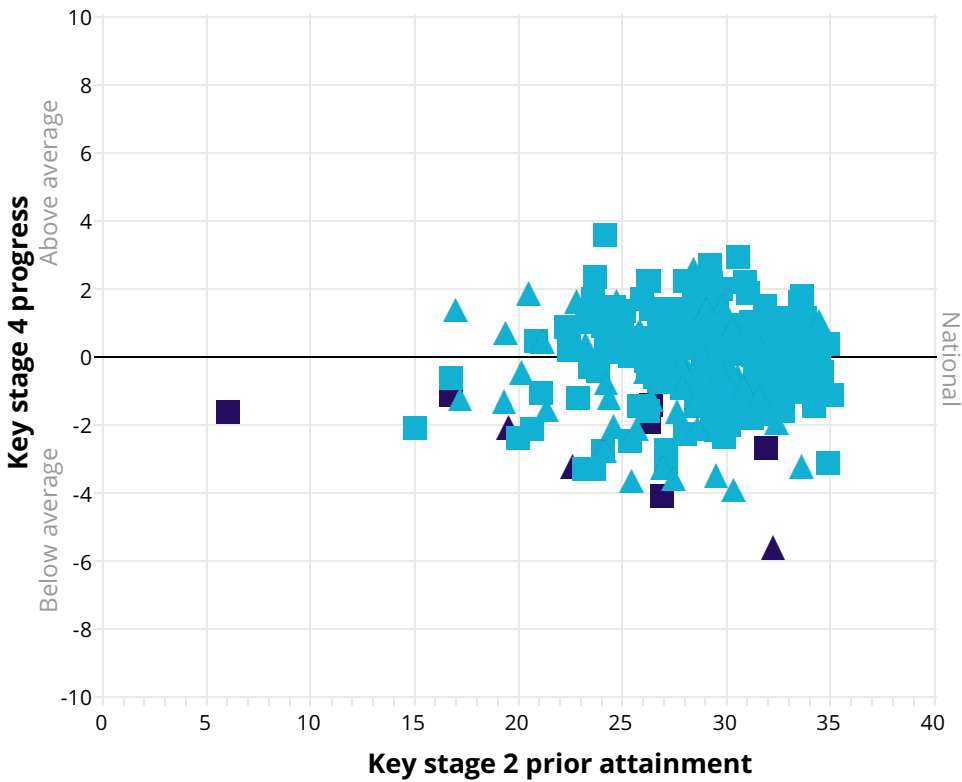


**Notes:** The EBacc element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsted-inspection-dashboard]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

Open element of Progress 8



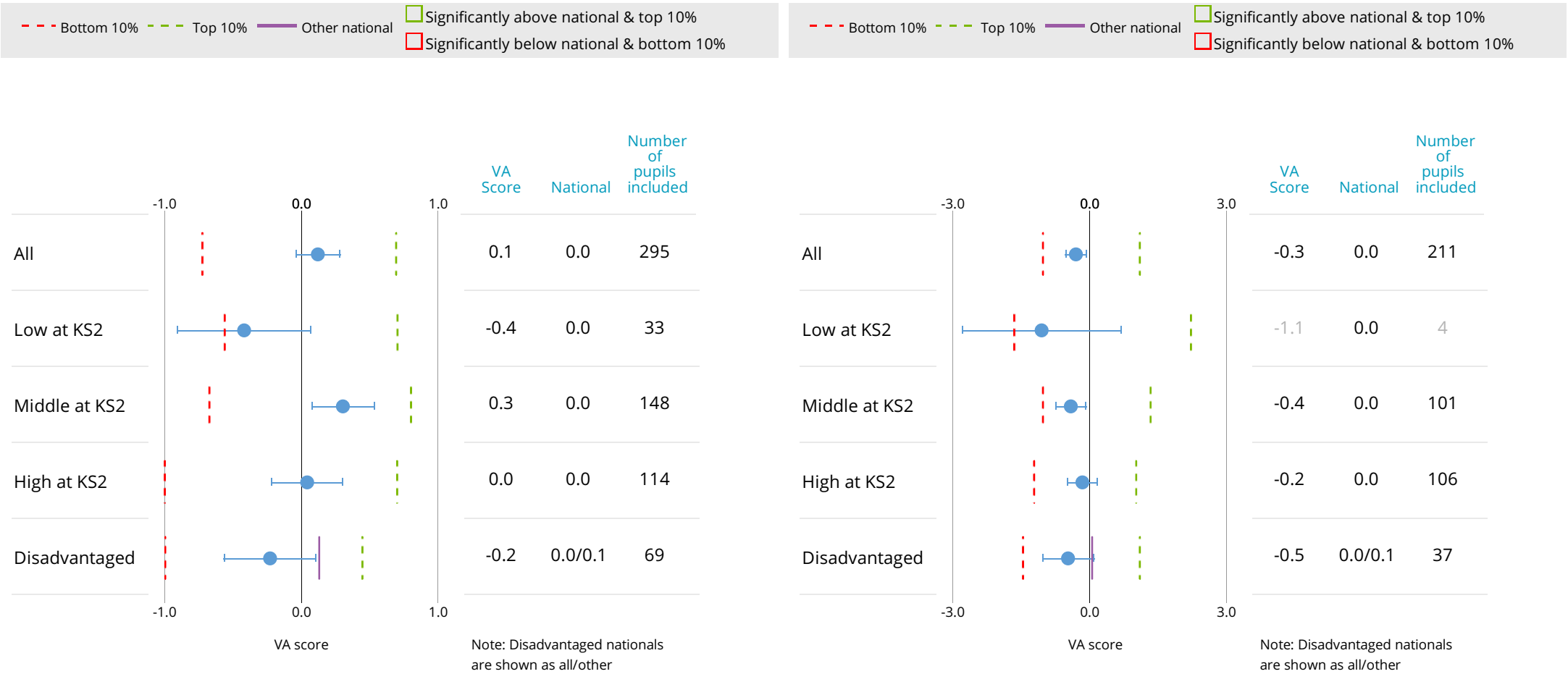
Open Progress 8 scatterplot



**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](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

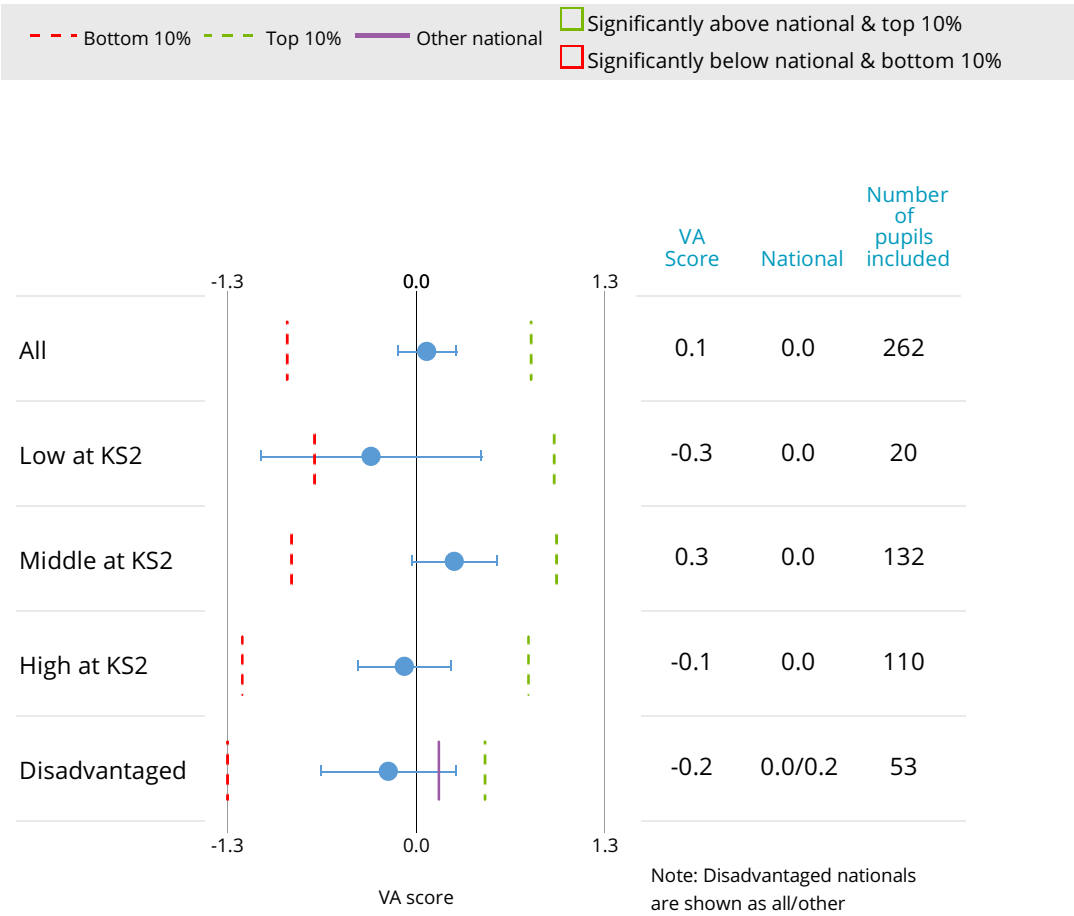
Science Value Added

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-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

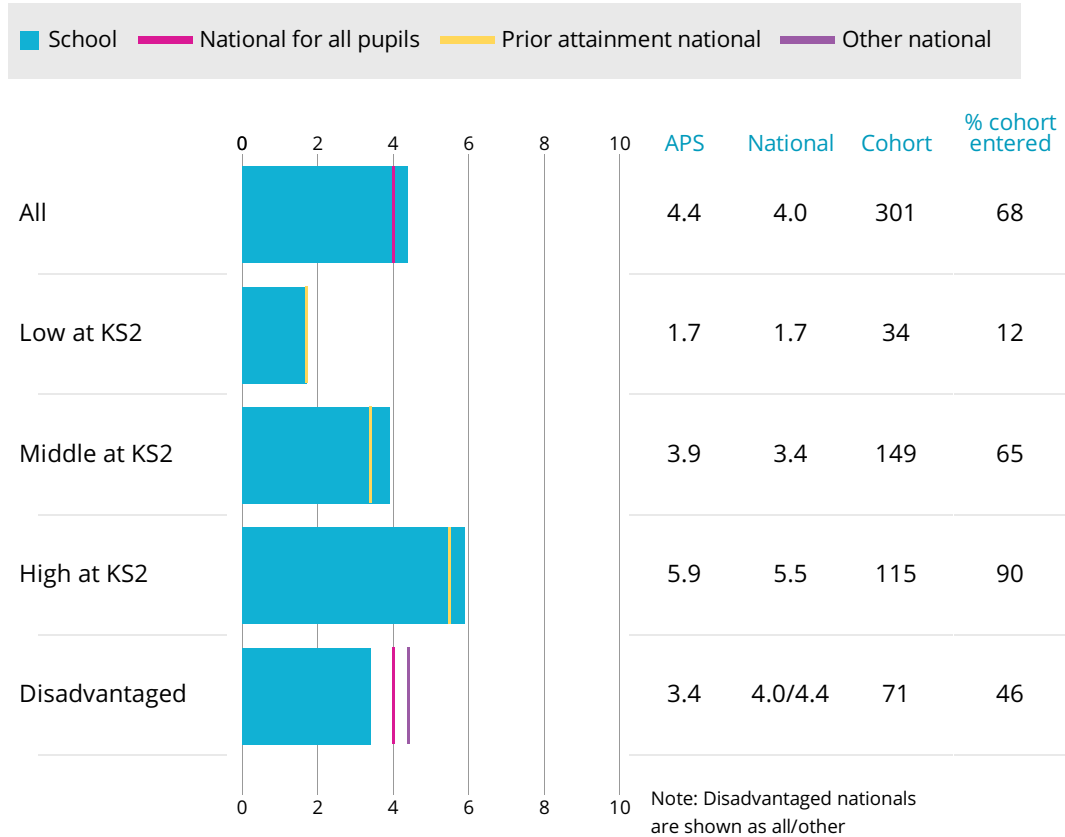
# Humanities Value Added



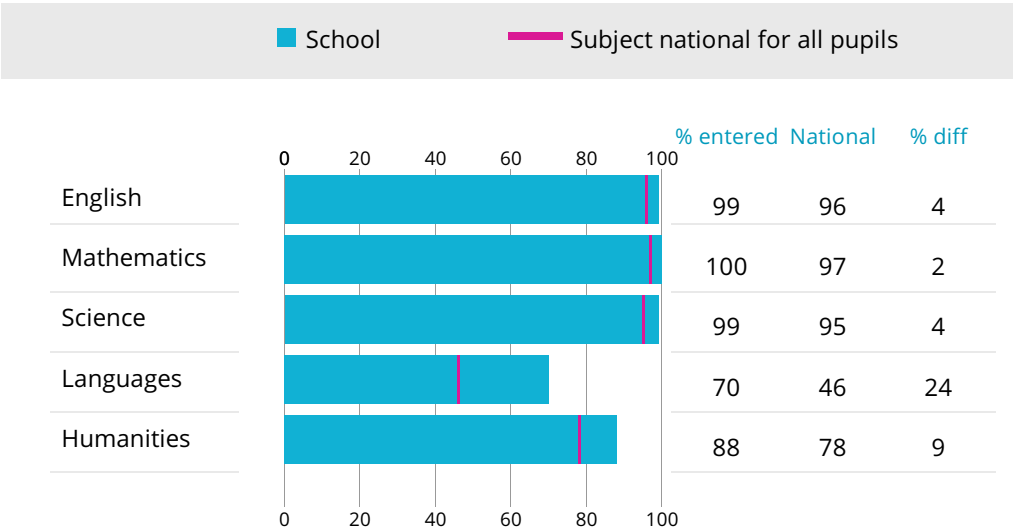
**Notes:** Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashbo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

# 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

