

Areas to investigate

Overall Progress 8

- Progress 8 was significantly below the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.

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 28% in 2018: significantly below 75%. The following subject area(s) have the lowest entry rates: Languages at 39%.

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 (6.50%) was above the national average for schools with a similar level of deprivation (5.16%).
- In 2016/17, the rate of total fixed term exclusions (2.24%) was below the national average for schools with a similar level of deprivation (3.65%).
- In 2016/17, the rate of repeat exclusions (0.56%) was below the national average for schools with a similar level of deprivation (1.39%).
- The rate of fixed term exclusions for the following group(s) was at least ten percentage points above the corresponding national in 2016/17: boys (92% vs 70%); pupils with special educational needs (42% vs 31%).
- There were 2 permanent exclusions 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.

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Secondary school context in 2018

Phase of education: Secondary	Local authority: Cornwall	Ever 6 FSM %: 20.0
Headteacher: Wayne Randle	Admissions policy: Non-selective	English additional language %: 0.4
Pupils: 556	Ages: 11-16	SEN support %: 16.5
Gender: Mixed	Denomination: Does not apply	SEN with EHC plan %: 2.9
Deprivation Quintile: Lowest 40% (0.1)	Special needs provision:	

Ethnicity

- The largest ethnic groups are: White - British (91.4%), White - any other White background (1.1%), Mixed - any other mixed background (1.4%), Parent/pupil preferred not to say (0.9%), Ethnicity not known (2.9%).
- This school has 9 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 lowest 20% of all schools for the number of pupils (556).
- The number of pupils in year 7 (123) was higher than all other year groups.
- The number of pupils in year 11 (99) was lower than all other year groups.

- There was a larger than average increase in the total number of pupils, from 536 pupils in 2017 to 556 in 2018.

Girls

- There was nothing significant to report for this group.

Disadvantaged

- There was a larger than average decrease in the percentage of disadvantaged pupils between 2017 and 2018.
- There were four children looked after in the school.

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

Secondary school context 2018

English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (0.4%).

Special Educational Needs

- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.9%).
- The school was in the top 20% of all schools for the proportion of SEN support (16.5%).

Prior Attainment

- There was nothing significant to report for this group.

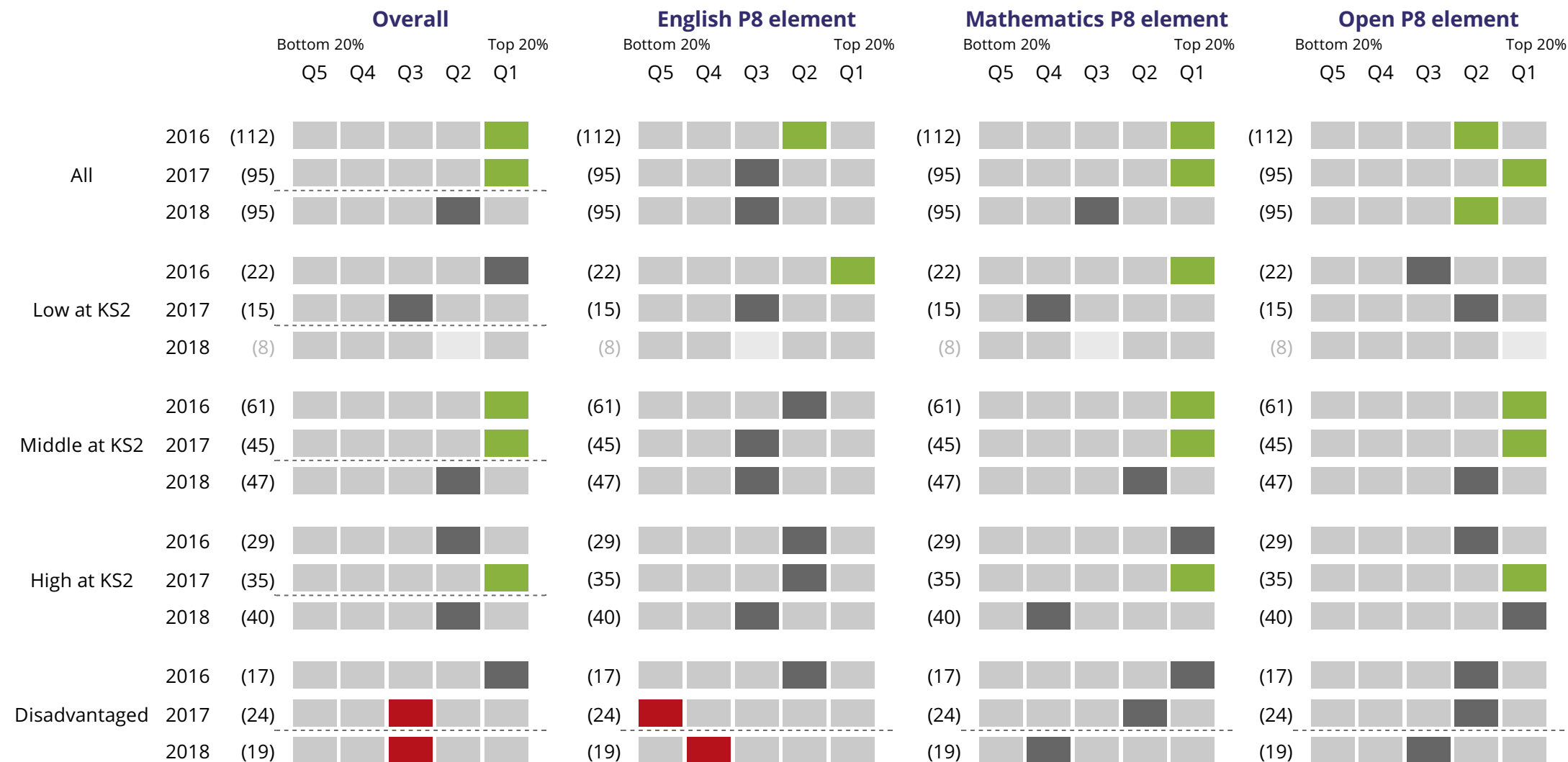
Relative progress for the past three years

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

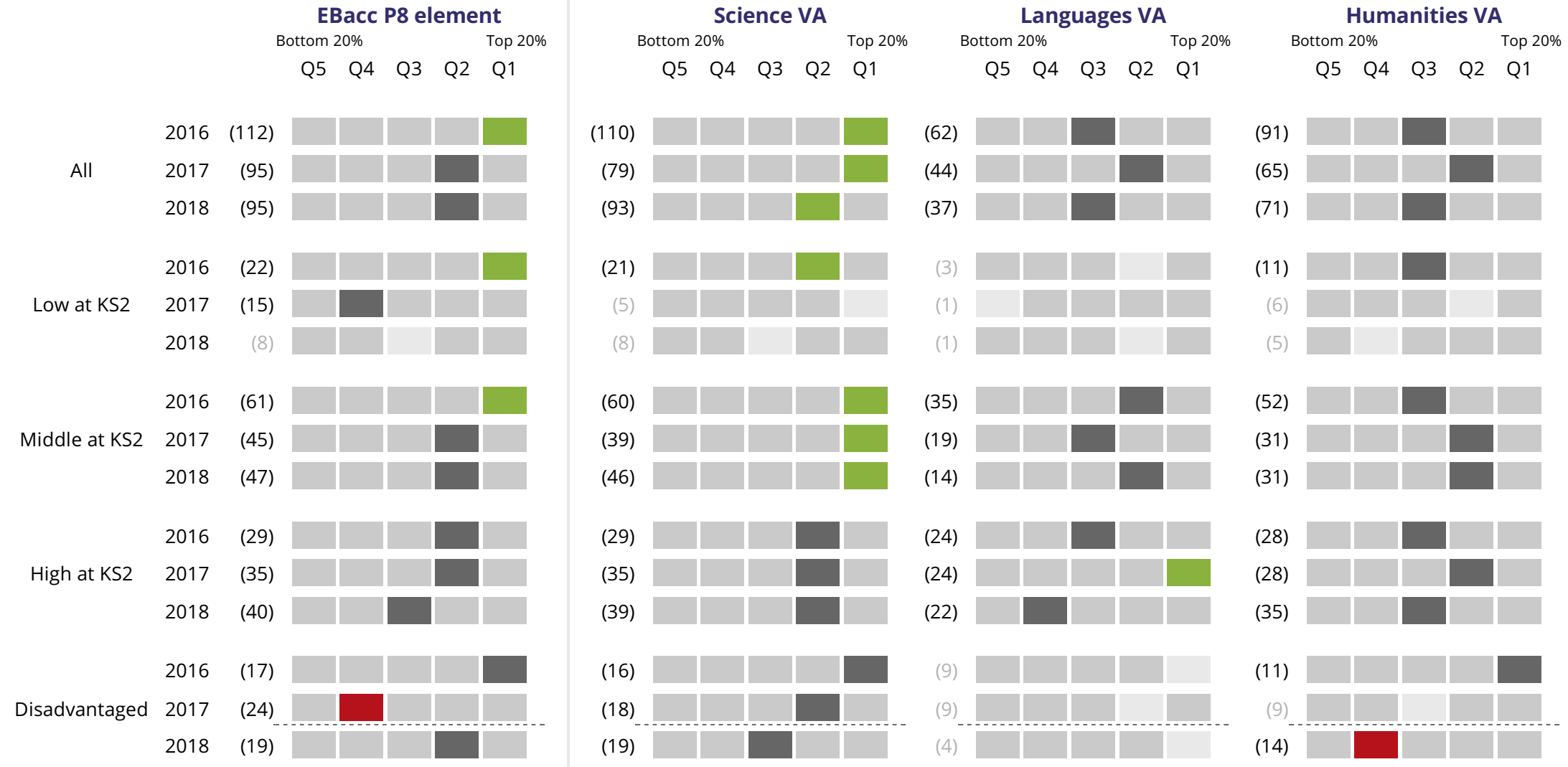
Relative progress for the past three years

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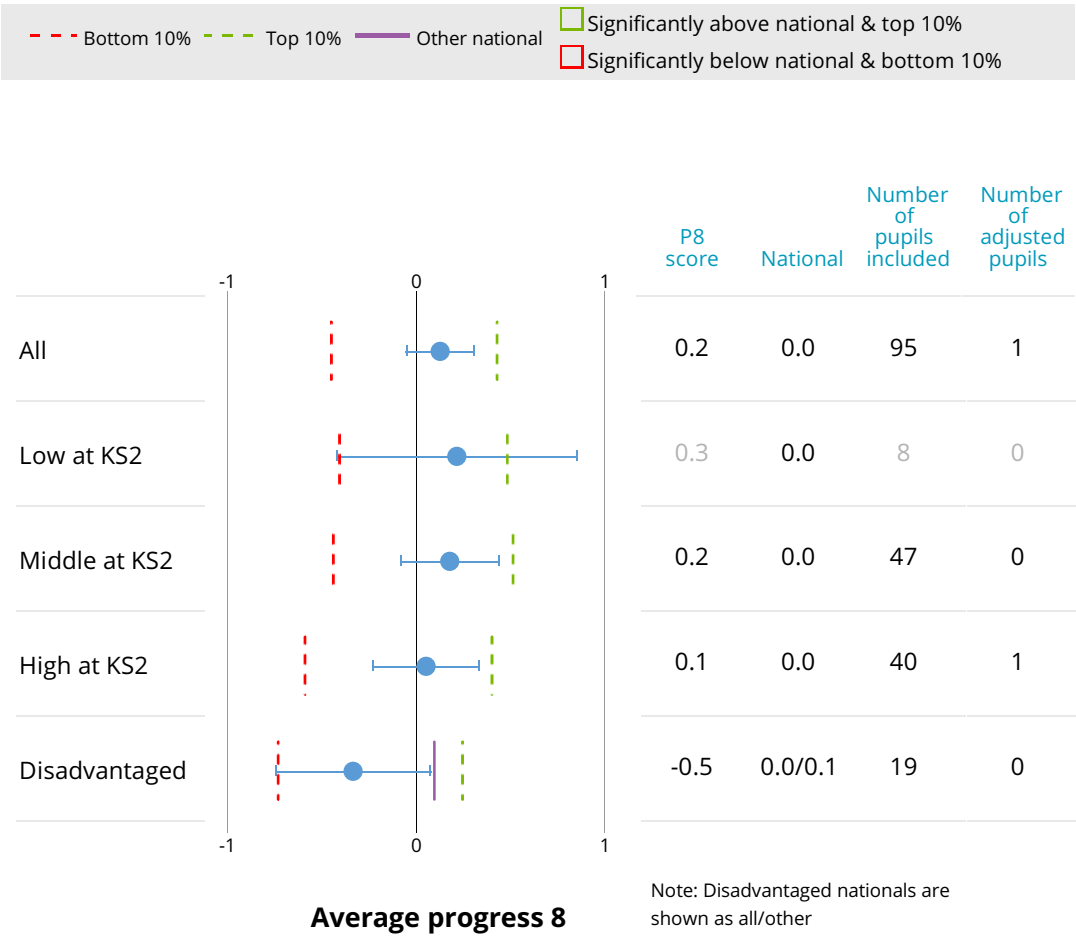
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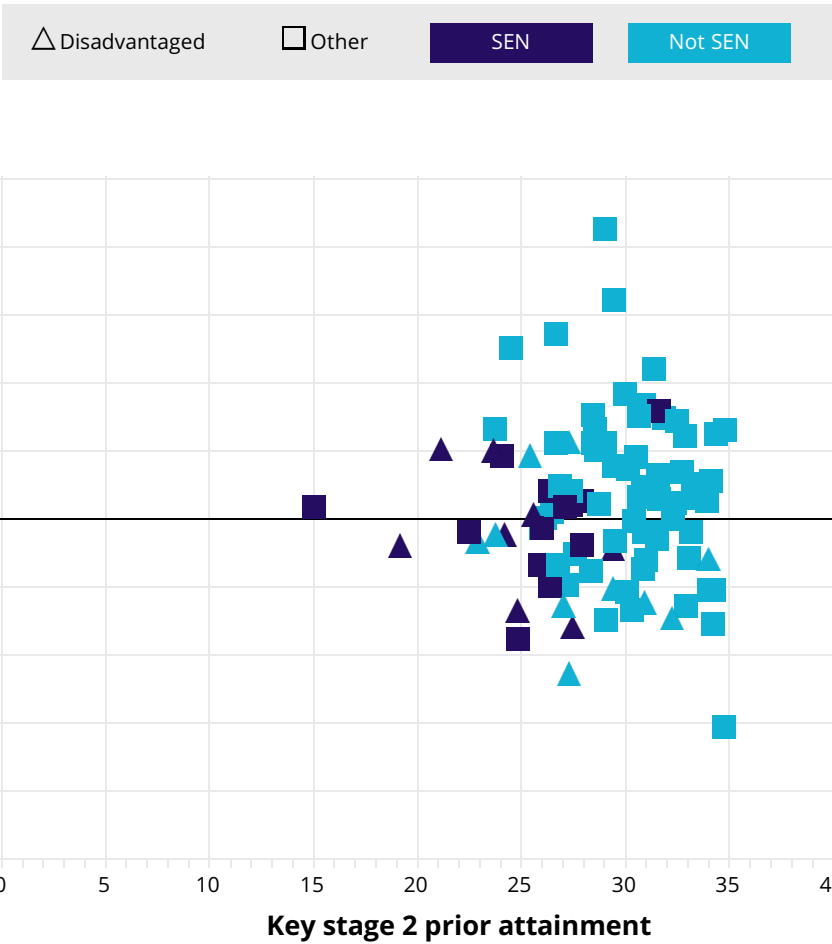


Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles are based on unadjusted progress scores apart from overall Progress 8 in 2018. () represents eligible cohorts for Progress 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-ofsteds-inspection-dashboard

Overall Progress 8

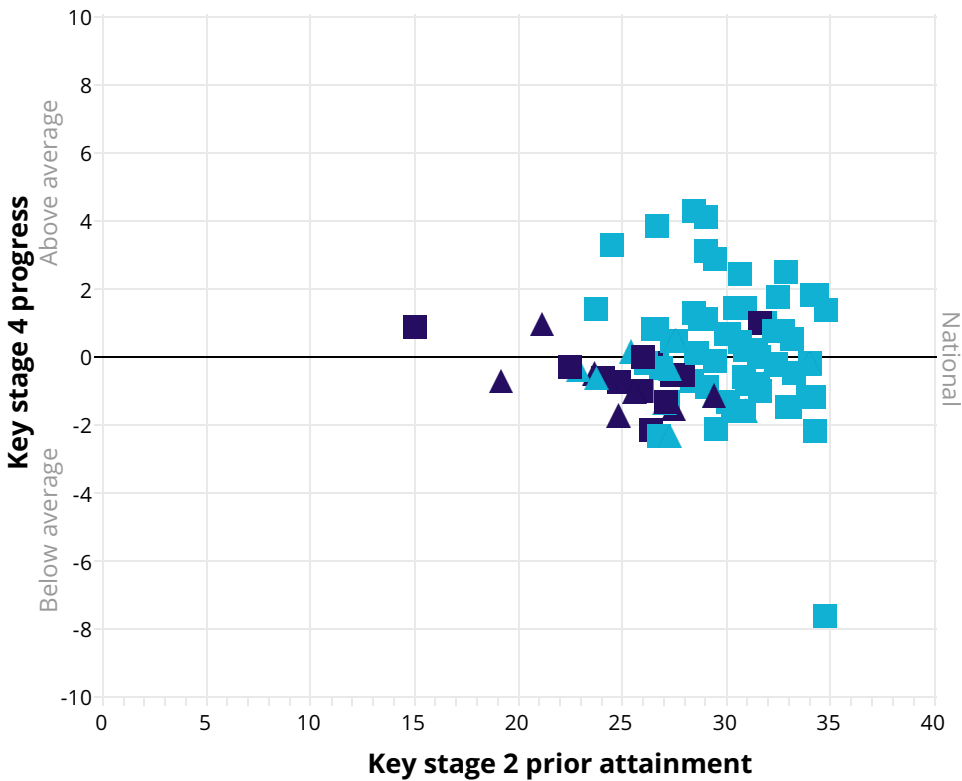
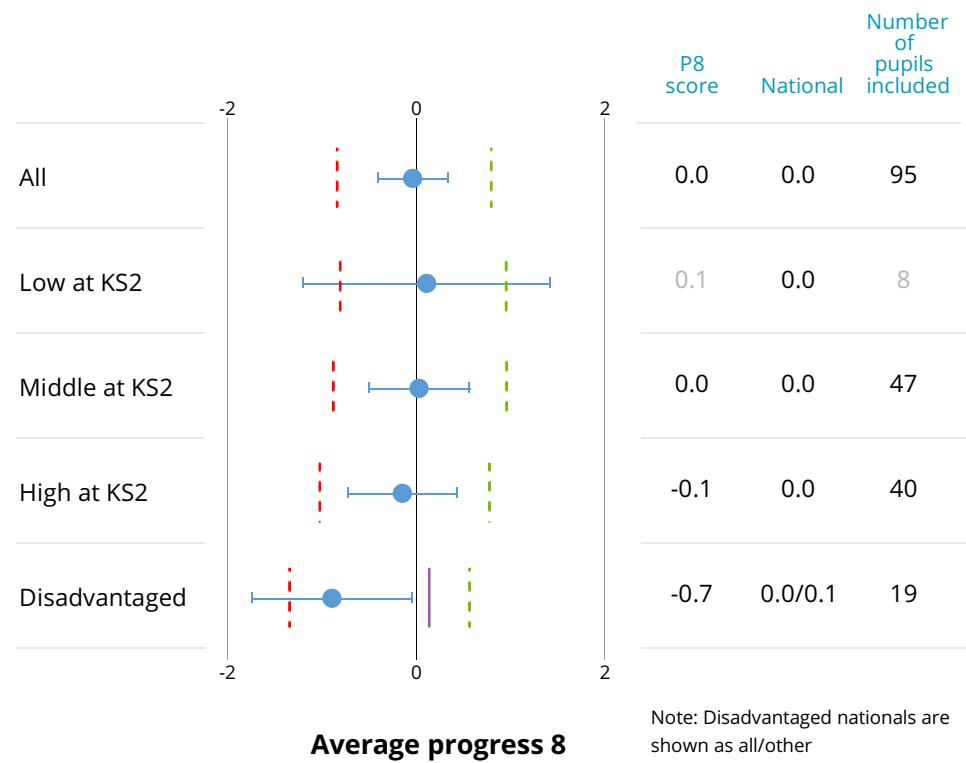


Overall Progress 8 scatterplot

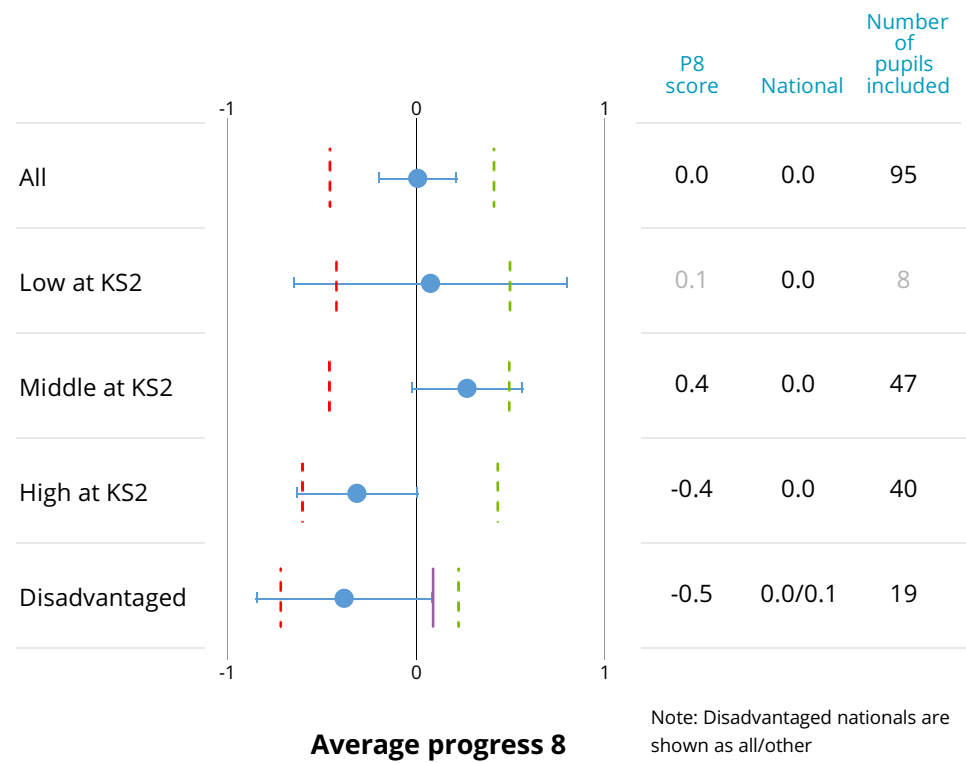


English element of Progress 8

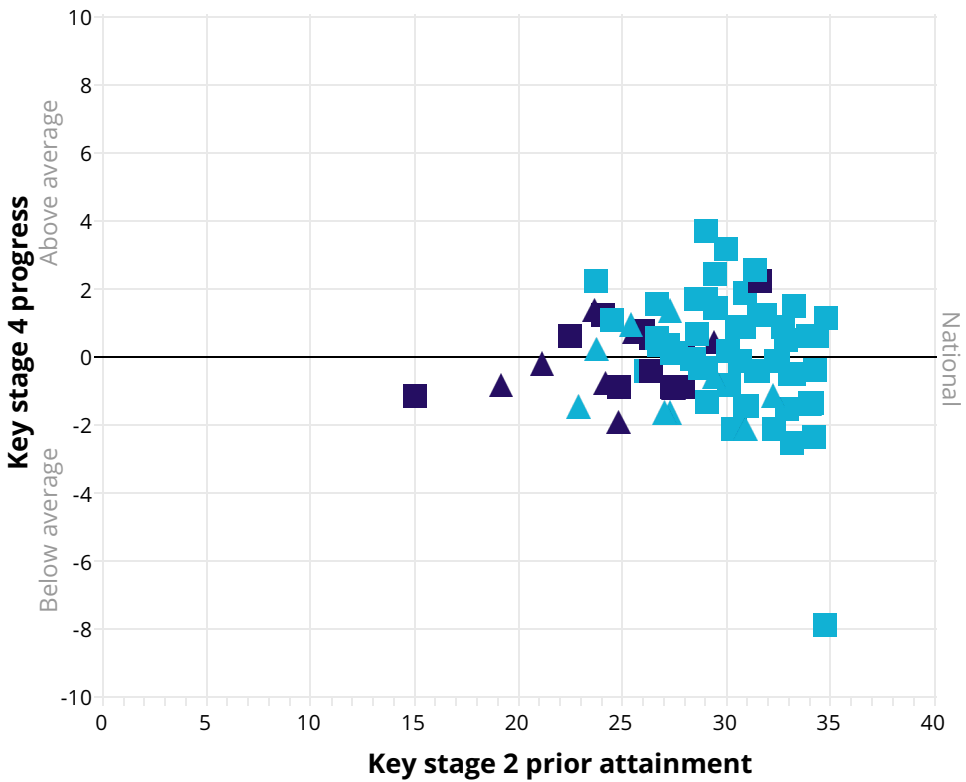
English Progress 8 scatterplot



Mathematics element of Progress 8

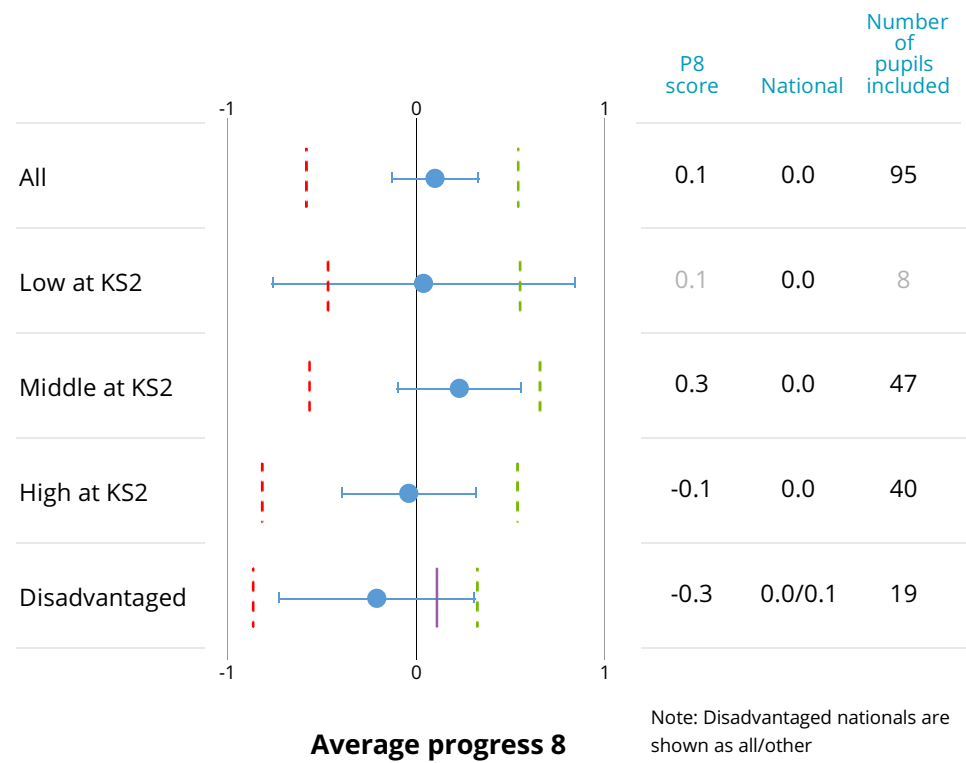


Mathematics Progress 8 scatterplot

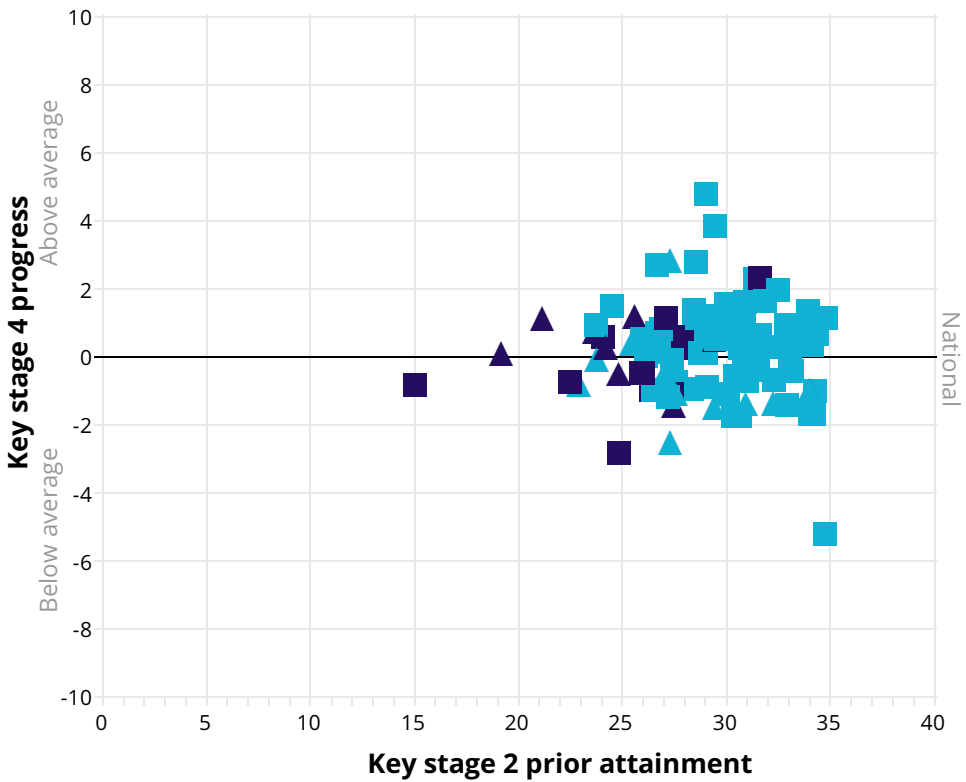


Notes: The mathematics element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboar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

EBacc element of Progress 8

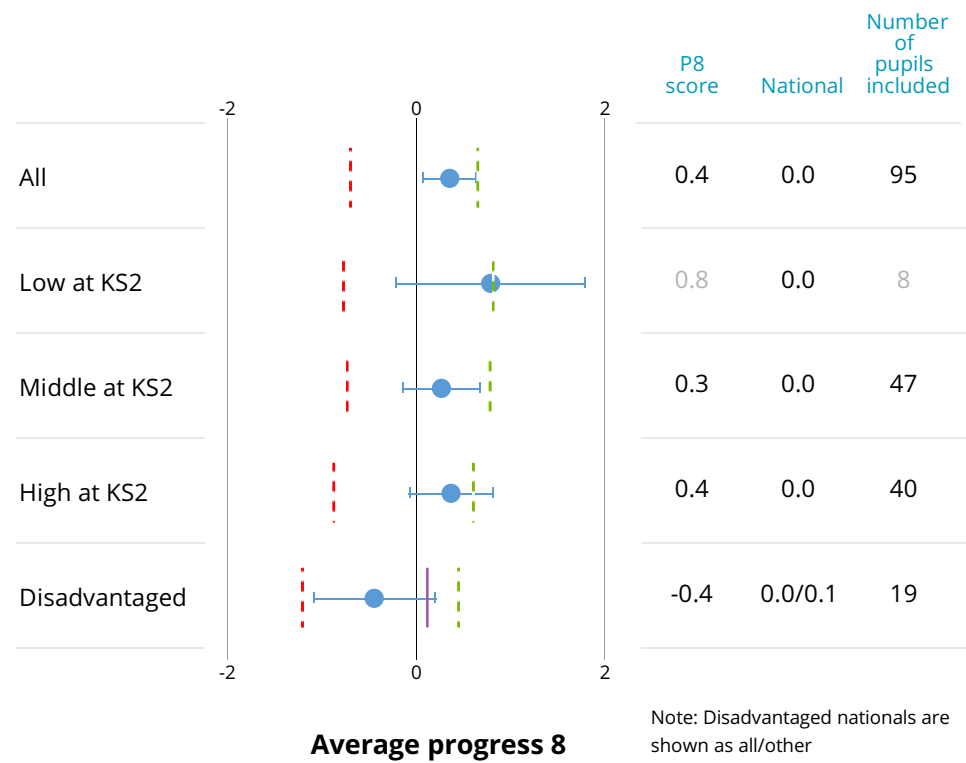


EBacc Progress 8 scatterplot

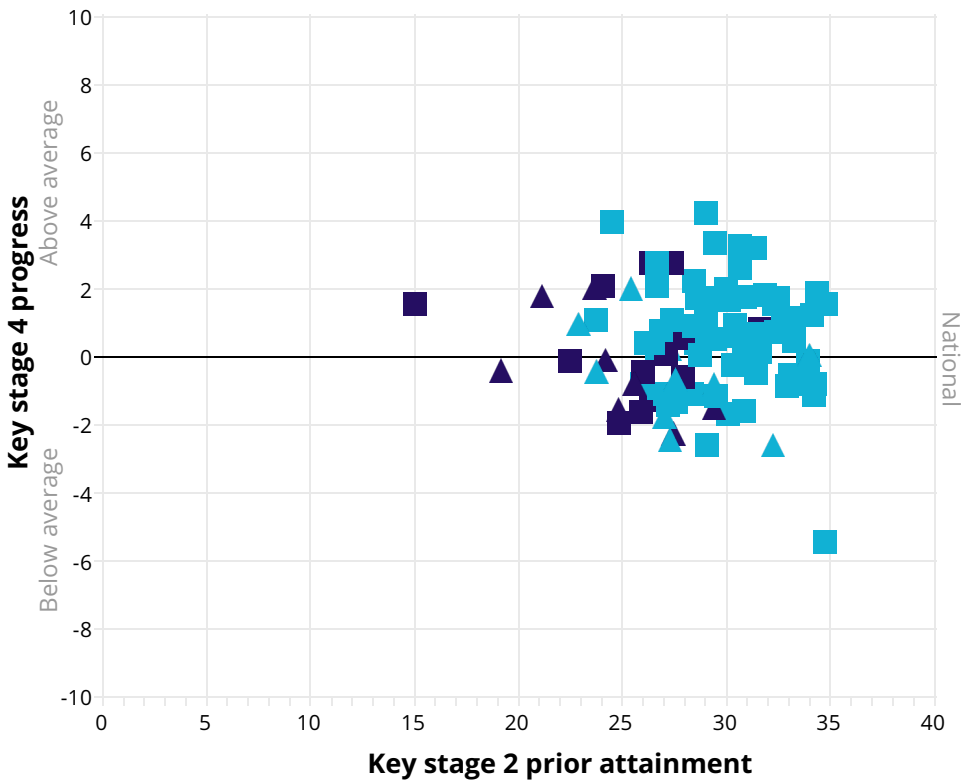


Notes: The EBacc element of Progress 8 is based on unadjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Open element of Progress 8



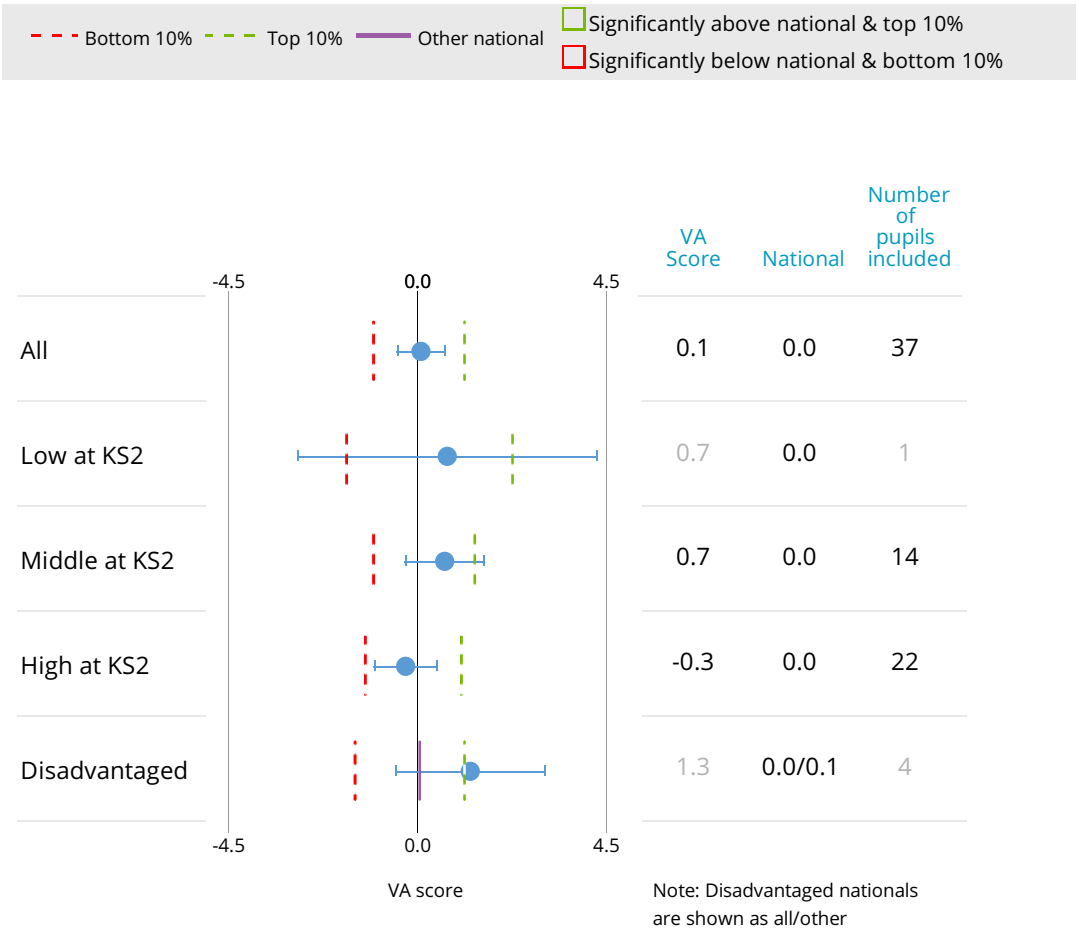
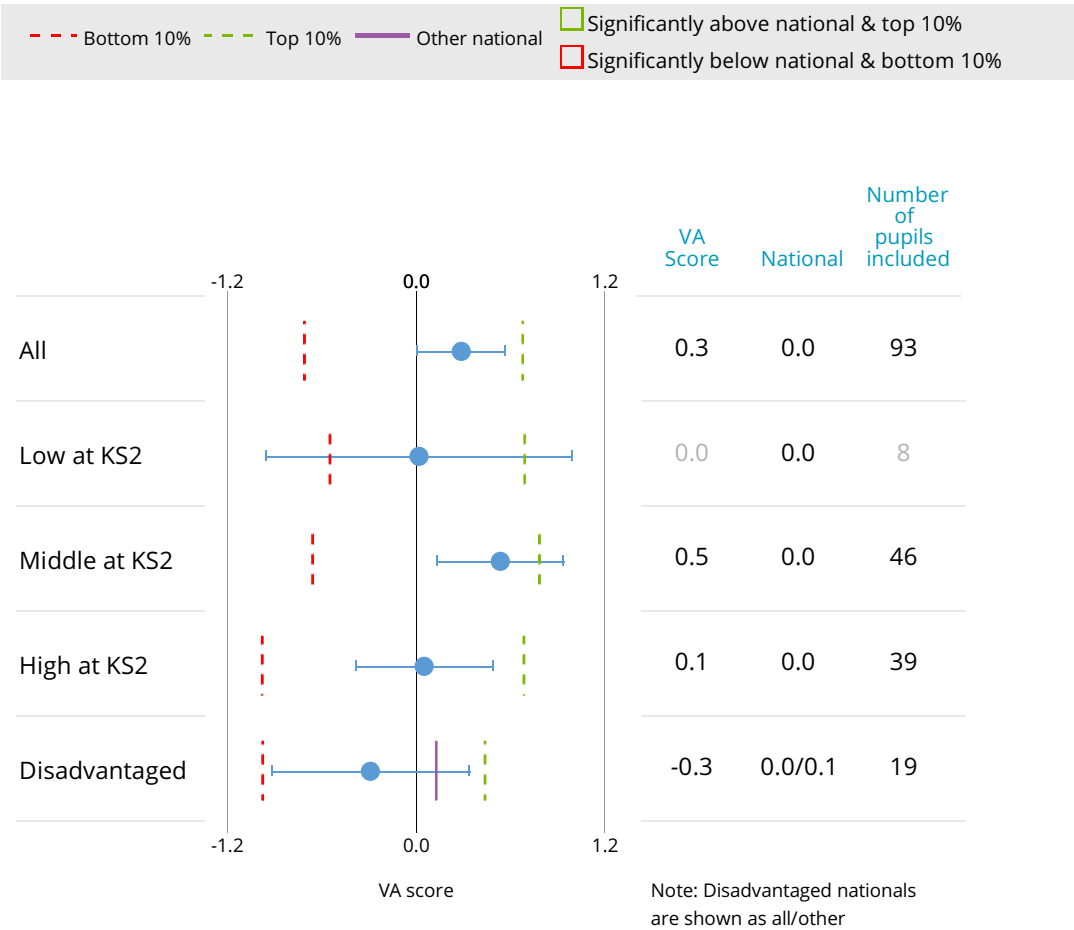
Open Progress 8 scatterplot



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

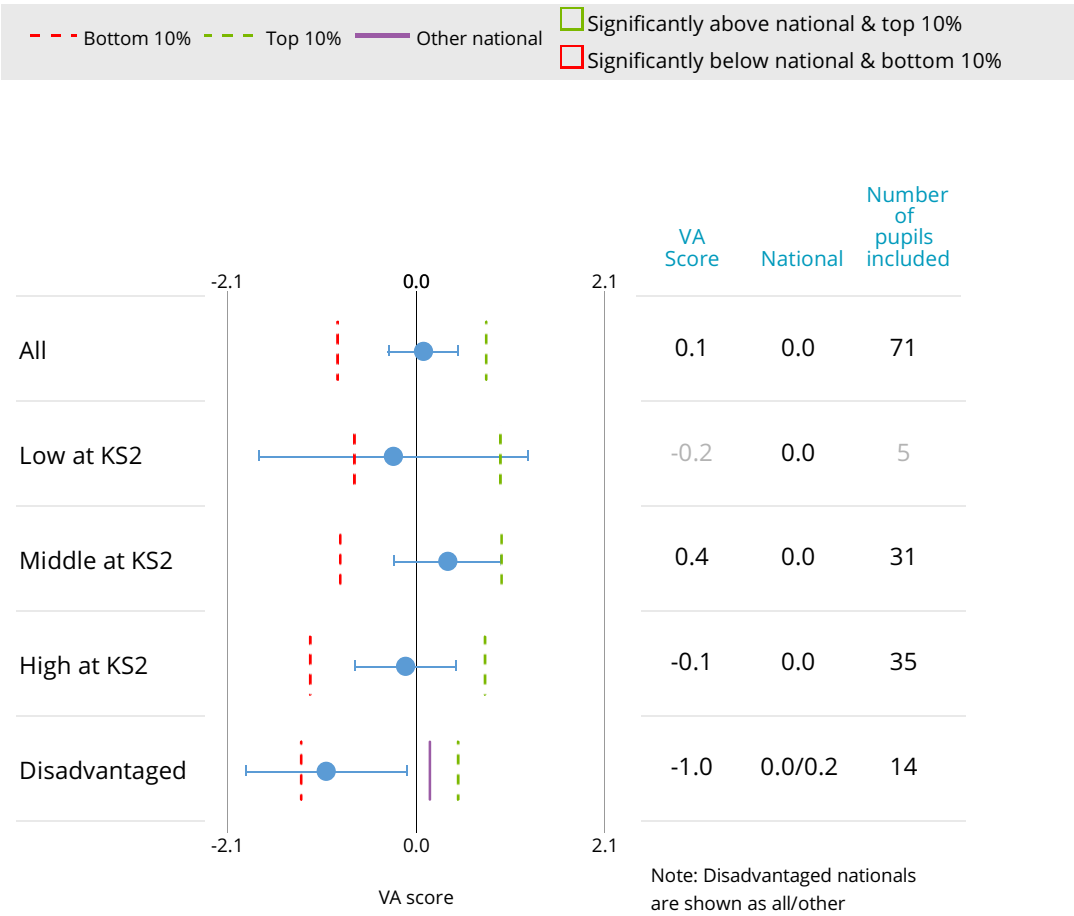
Science Value Added

Languages Value Added



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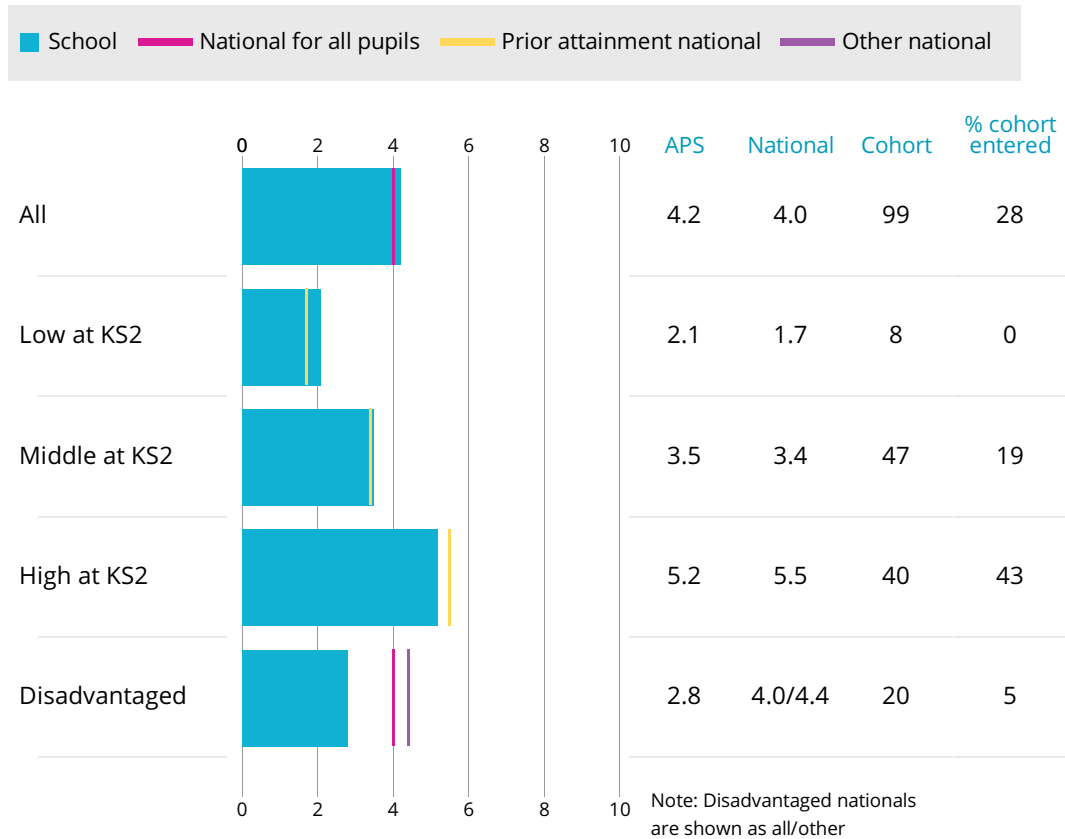
Humanities Value Added



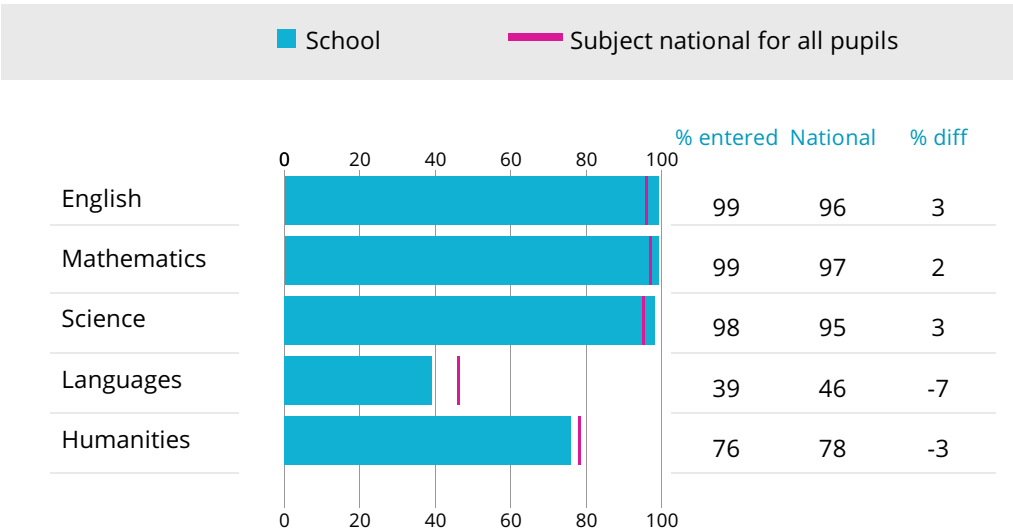
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EBacc entry and attainment

English Baccalaureate APS



Percentage of pupils entered for EBacc subject pillars



Percentage of pupils entered for the EBacc - 3 year trend

