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Secondary Inspection Data Summary Report

Mullion School	URN: 143993 Laestab: 9084164
Headteacher: Mr Wayne Randle	Type of education: Academy Converter
Local authority: Cornwall	Phase of education: Secondary
Pupils: 568	Academy trust or sponsor: Southerly Point Co-Operative Multi-Academy Trust
Gender: Mixed	Date open/converted: 01/06/2017
Admissions policy: Non-selective	Chair of governors/trustees: Neil Gunnell
Ages: 11-16	School website: http://www.mullionschool.org.uk
Denomination: Does not apply	Postcode: TR12 7EB

Areas of interest

Release information: Provisional 2019 KS4 - **Release date:** 22 November 2019

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Subjects Guidance

- The average number of KS4 qualifications pupils were entered for in 2019 was 9. In 2018, the average was 9 and in 2017 it was 10.

- The school entered pupils into 11 of the 17 available KS4 subject clusters in 2019.

- A sentence for attainment in EBacc subjects has not been triggered because the criteria have not been met.

- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 28%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (34%).

- A sentence for EBacc value added has not been triggered because the criteria have not been met.

- A sentence for EBacc attainment of grade 4+ has not been triggered because the criteria have not been met.

- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: physical education (3.8), religious studies (3.7), sport studies (3.0).

Progress 8 Guidance

- A sentence for overall Progress 8 and all elements has not been triggered because the criteria have not been met.

- Overall Progress 8 has **declined** between 2018 and 2019. Open Progress 8 has **declined** between 2018 and 2019.

- Mathematics Progress 8 has **declined** between 2017 and 2018. Open Progress 8 has **declined** between 2017 and 2018.

Attainment 8 Guidance

- A sentence for overall Attainment 8 and all elements has not been triggered because the criteria have not been met.

Pupil movement Guidance

Absence (whole school) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.

- A sentence for persistent absence has not been triggered because the criteria have not been met.

- The rate of persistent absence (16.8%) in 2018/19 was in the **highest** 20% of schools with a similar level of deprivation. An equivalent sentence for overall absence has not been triggered because the criteria have not been met.

Exclusions (whole school) Guidance

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met.

- A sentence for the rate of repeat period exclusions has not been triggered because the criteria have not been met.

- A sentence for the rates of total fixed period or repeat exclusions compared with schools with a similar level of deprivation has not been triggered because the criteria have not been met.

- Of the 22 pupils with at least one fixed period exclusion in 2017/18, 18% were excluded on more than one occassion and none received 10 or more fixed period exclusions during the year.

- Of the 28 fixed period exclusions in 2017/18, 9 were for **physical assault against a pupil**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: verbal abuse/threatening behaviour against a pupil (3); persistent disruptive behaviour (7); unspecified reasons (4).

- There were no permanent exclusions in 2017/18. The national average for this year was 2. However, there were 2 permanent exclusions in 2016/17 and 1 in 2015/16.

Destinations Guidance

■ Significantly above the national average   ■ Significantly below the national average   x Small cohort

	Sustained education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2016/17	94%	82%	5%	0%	0%	2%	5%
2015/16	96%	86%	5%	x	x	x	x
2014/15	96%	78%	12%	0%	3%	3%	4%

Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentence are generated for FSM, SEND and EAL. They will be displayed

where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For low prior attainers, the English element of Attainment 8 (7.2) was in the **highest** 20% of all schools in 2019. The mathematics element of Attainment 8 (5.5) was in the **highest** 20% of all schools in 2019.

- For middle prior attainers, the open element of Progress 8 (-0.6) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019. The open element of Attainment 8 (10.8) was in the **lowest** 20% of all schools in 2019.

- Persistent absence for pupils in receipt of free school meals (32.7%) was in the **highest** 20% of all schools in 2019 as well as in 2018.

- Persistent absence for pupils with special educational needs (28.7%) was in the **highest** 20% of all schools in 2019.

School and local context

School level Guidance

		Datayear			Low Quintile High				
		2017	2018	2019	Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	536	556	568	■	■	■	■	■
	Nat	951	961	978					
% FSM6 pupils	Sch	24	20	20	■	■	■	■	■
	Nat	28	28	28					
SEND support	Sch	16.6	16.5	16.0	■	■	■	■	■
	Nat	10.7	10.6	10.8					
% SEND EHC plan	Sch	3.0	2.9	2.3	■	■	■	■	■
	Nat	1.7	1.6	1.7					
% of EAL	Sch	1	0	1	■	■	■	■	■
	Nat	16	17	17					
% Stability	Sch	86	88	89	■	■	■	■	■
	Nat	92	92	92					

MAT/LA level information Guidance

As at November 2019:

- This school is part of Southerly Point Co-Operative Multi-Academy Trust which contains 17 primary schools, 2 secondary schools, no special schools and no pupil referral units.

- The latest overall effectiveness grade for this school is outstanding. The MAT grade profile as at 1 November 2019 was:

  - Outstanding - 3

  - Good - 15

  - Requires improvement - 1

  - Inadequate - 0

  - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 10.8% of teachers with at least one period of sickness absence compared with a national average of 54%.

- 3.1 days on average lost to teacher sickness absence compared with a national average of 4.0.

- no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 8 out of 17 possible ethnic groups. Those with 5% or more are:

  - 92%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 3 (average) of all schools.

- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, this school received £2,968,917 in grant funding, £2,395,973 less than the national average.

- In 2017/18, this school had a negative in-year balance (£-21,384), the second year in a row in which expenditure has exceeded income.

- In 2017/18, this school had a per pupil spend of £5,585.

Year group context (Secondary)

Characteristics Guidance

Year group markedly above average of others ▆   Year group markedly below average of others ▆

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Y7	111	NA	NA	NA	29	29	0	16
Y8	121	NA	NA	NA	12	29	0	16
Y9	117	NA	NA	NA	16	28	0	17
Y10	113	12	54	45	20	27	2	17
Y11	106	12	56	34	23	25	1	17

Prior attainment Guidance

Well above national ▆   Well below national ▆   In line with national │ - │   Small cohort │ X │

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	-	-	-	-	-
Writing	Below	-	-	-	-
Mathematics	-	-	-	-	-

SEND characteristics Guidance

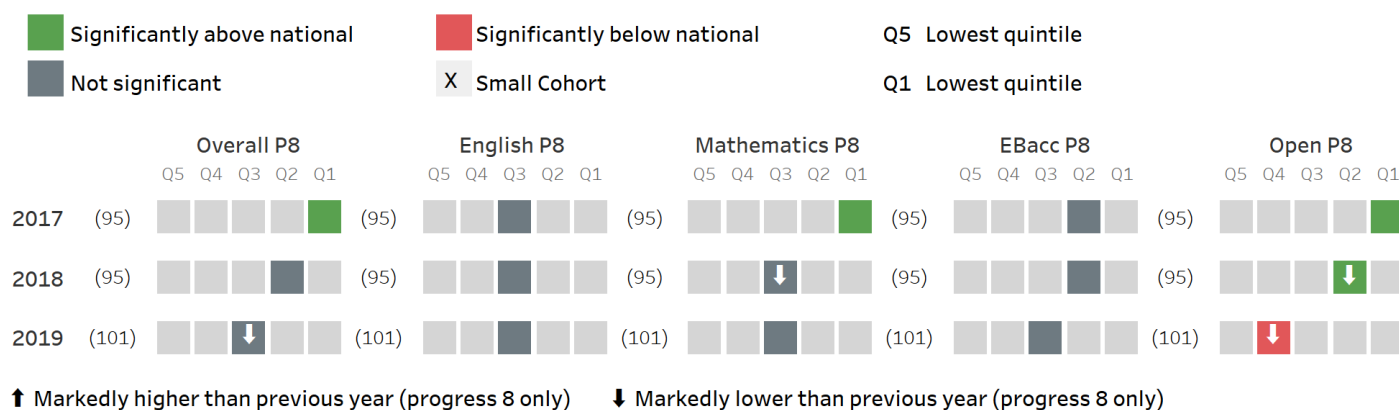Type of resourced provision:

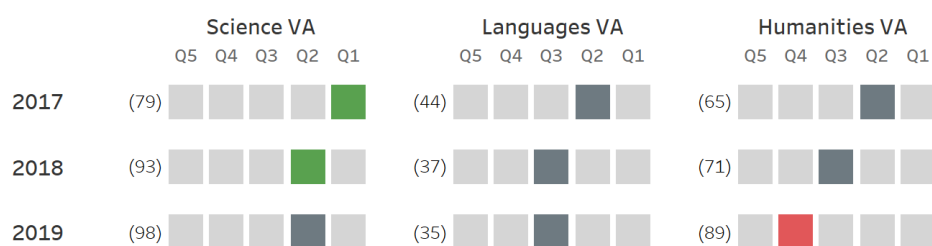Number of pupils with SEND who are also disadvantaged: 29

SEND need	SEND Support (91)					EHC Plan (13)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	7	9	4	5	8	0	0	0	0	0
Moderate Learning Difficulty	6	6	6	4	3	0	0	1	0	1
Severe Learning Difficulty	0	0	0	0	0	0	0	1	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	3	3	2	3	4	1	0	0	2	0
Speech, Language and Communication Needs	2	1	3	4	2	2	2	0	0	0
Hearing Impairment	0	0	0	0	1	0	0	0	0	1
Visual Impairment	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	1	0	0	0	0	1	0
Autistic Spectrum Disorder	0	0	0	2	0	0	0	1	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	1	1	0	0	0	0	0	0	0	0
Year group totals	19	20	15	19	18	3	2	3	3	2

Progress and attainment trend

Progress 8 three-year trend Guidance

- 🟩 Significantly above national
- 🟥 Significantly below national
- Q5 Lowest quintile
- ⬛ Not significant
- X Small Cohort
- Q1 Lowest quintile

	Overall P8 (Q5 Q4 Q3 Q2 Q1)	English P8 (Q5 Q4 Q3 Q2 Q1)	Mathematics P8 (Q5 Q4 Q3 Q2 Q1)	EBacc P8 (Q5 Q4 Q3 Q2 Q1)	Open P8 (Q5 Q4 Q3 Q2 Q1)
2017	(95) Q1 green	(95) Q3 not sig	(95) Q1 green	(95) Q2 not sig	(95) Q1 green
2018	(95) Q2 not sig	(95) Q3 not sig	(95) Q2 not sig ⬇	(95) Q3 not sig	(95) Q2 green ⬇
2019	(101) Q3 not sig ⬇	(101) Q3 not sig	(101) Q3 not sig	(101) Q3 not sig	(101) Q4 red ⬇

⬆ Markedly higher than previous year (progress 8 only)   ⬇ Markedly lower than previous year (progress 8 only)

EBacc pillar VA three-year trend Guidance

	Science VA (Q5 Q4 Q3 Q2 Q1)	Languages VA (Q5 Q4 Q3 Q2 Q1)	Humanities VA (Q5 Q4 Q3 Q2 Q1)
2017	(79) Q1 green	(44) Q2 not sig	(65) Q2 not sig
2018	(93) Q2 green	(37) Q3 not sig	(71) Q3 not sig
2019	(98) Q2 not sig	(35) Q3 not sig	(89) Q4 red

Attainment 8 three-year trend Guidance

	Overall A8 (Q5 Q4 Q3 Q2 Q1)	English A8 (Q5 Q4 Q3 Q2 Q1)	Mathematics A8 (Q5 Q4 Q3 Q2 Q1)	EBacc A8 (Q5 Q4 Q3 Q2 Q1)	Open A8 (Q5 Q4 Q3 Q2 Q1)
2017	(99) Q2	(99) Q3	(99) Q2	(99) Q3	(99) Q1
2018	(99) Q2	(99) Q2	(99) Q2	(99) Q3	(99) Q2
2019	(105) Q5	(105) Q3	(105) Q5	(105) Q4	(105) Q4
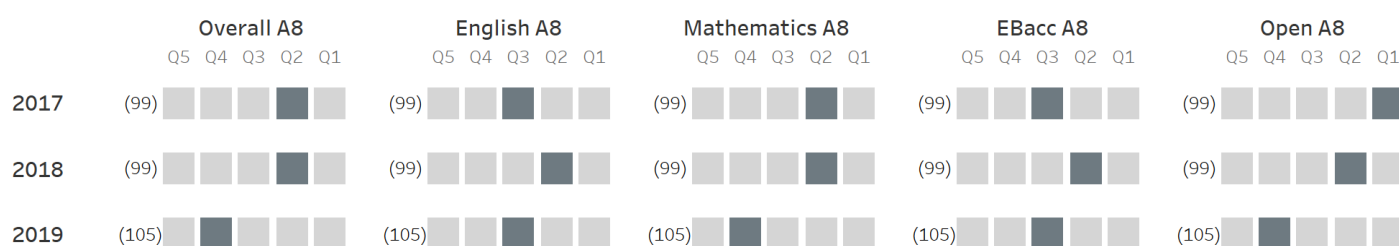
EBacc pillar grade 4+ three-year trend Guidance

	Science % 4+ (Q5 Q4 Q3 Q2 Q1)	Languages % 4+ (Q5 Q4 Q3 Q2 Q1)	Humanities % 4+ (Q5 Q4 Q3 Q2 Q1)
2017	(83) Q1	(47) Q3	(67) Q2
2018	(97) Q2	(39) Q2	(75) Q2
2019	(102) Q3	(36) Q3	(92) Q3
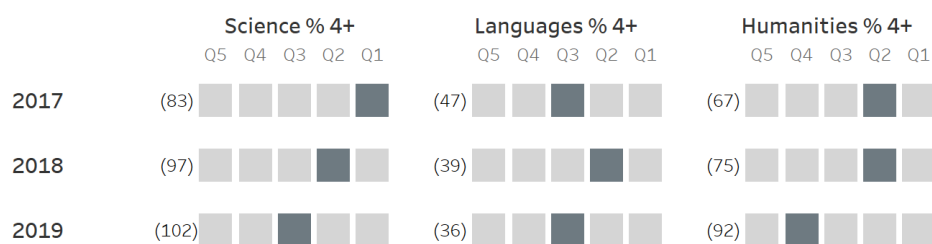
( ) represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

Significance is only flagged for progress measures and cohorts greater than 10.