

Ullswater Community College



Self Evaluation
2018

School Context	Revision date: January 2019	Author: N Ellery 
Students	<p>Ullswater Community College is an 11–18 comprehensive school with 1392 pupils (193 in the Sixth Form), which serves the largest catchment area in England (600 square miles) and shares that with Cumbria LA's only selective Grammar School. According to its KS2 results, the academic profile of UCC students on entry is significantly below national averages in English and mathematics as a result of the impact of the selective system operating in the area, although this profile is improving as an increasing percentage of parents see the school as first choice. Last year's Year 11 had entry profiles that were 1.3 points below the expected level, the current Year 11 are –1.0, Year 10 are –1.0, Year 9 are –1.0 and the current Years 7 and 8 are likely to be at a similar level in comparison with the national average.</p> <p>The largest deficits in the proportions of each attainment band occur in the high-ability cohorts, which are significantly lower than expected as a result of the selective system in the town.</p> <p>Ullswater Community College has a Resourced Provision for a small number of students with Severe and Profound Multiple Learning Difficulties. The number of students varies in each year group but there are currently 18 students across all key stages.</p>	
Staffing	<p>The school has recently employed a new Headteacher (September 2017) and the SMT has undergone a review and re-assignment of roles and responsibilities. This was reviewed during the Summer term 2018.</p> <p>The school employs 104 teachers of which 19 are part time staff. This is a growing trend for staff returning from maternity leave and those approaching retirement.</p> <p>Staffing is stable, with a sickness level of 4%, which is less than the national average of 8%.</p> <p>The full time equivalent (FTE) figure for teaching staff is 91.7 and the pupil:teacher ratio is 15.2:1</p> <p>All staff are subject specialists and we do not have employees teaching in core or foundation subjects who are not subject specialists.</p>	
Curriculum and Timetable	<p>We organise ourselves on a 5-period day over a 2-week timetable. Periods are 1 hour long with 20 minutes registration and a 15-minute break; lunch is 1 hour long. The school day is organised as follows:</p> <p>Registration, Period 1, Period 2, Break, Period 3, Lunch, Period 4, Period 5</p> <p>The number of lessons per fortnight for each subject in Key Stage 3 is as follows:</p> <p>Yr7 – En 8, Ma 8, Sc 6, RE 2, PE 4, Hi 3, Gg 3, Computing/ICT 2, Te 4, Ar 2, PA 4, MFL 4 Yr8 – En 7, Ma 7, Sc 6, RE 2, PE 4, Hi 3, Gg 3, Computing/ICT 2, Te 4, Ar 2, PA 4, MFL 4, Citz 2 Yr9 – En 8, Ma 8, Sc 6, RE 2, PE 4, Hi 3, Gg 3, Computing/ICT 2, Te 4, Ar 2, PA 4, MFL 4</p> <p>The number of lessons in each subject in Key Stage 4 is as follows:</p> <p>Yr10 – En 9, Ma 9, Sc 9, RE 1, PE 4, ICT 3, three option subjects 5 lessons each Yr11 – En 10, Ma 9, Sc 9, RE 1, PE 4, ICT 2, three option subjects 5 lessons each</p>	

Setting

In Year 7 Maths, English and French are set in half year groups from the start of Year 7. Science/Geography and History set from October half term in Year 7. Every other subject teaches in either mixed ability groups or registration groups.

In Year 8 Maths, English and French are set in half year groups from the start of Year 8. Science/Geography and History are set in half Years from the beginning of Year 8. Every other subject teaches in either mixed groups or registration groups

In Year 9 Maths, English and science are set linearly across the whole Year group. French, Geography and History is set in half Year groups. Performing arts and technology are set based on options chosen at the start of Year 9 within these subject areas and set within half Year groups. Every other subject teaches in registration groups

In Years 10&11 Maths and science are set linearly across the whole Year group. English, ICT, PE and critical thinking is set as half Year group. Option subjects are set across the whole Year group.

In Year 12&13 subjects are based upon option blocks and are not set. Generally each block gets 10 hours of teaching in Year 12 and 9 hours in Year 13. Students now pursue 3 GCE/L3 options or equivalent for a 2 year duration. Enrichment time is built in to each student's timetable and is equivalent to four hours per fortnight.

We are the only school in Cumbria to share its catchment area with a selective grammar school. The impact of selection is to concentrate any social, domestic or educational difficulties within this school as against an equal distribution of two schools' worth of difficulty between the schools involved. This is reflected in UCC prior attainment information from the Inspection Data Summary Report (see below)

Prior attainment

Difference from the national average point scores

% pupils with no prior attainment



Underlined once: more than one standard deviation from national
 Underlined twice: more than two standard deviations from national

Other features

The previous OFSTED report (Spring 2014) identified the following main issues to secure school improvement:

What does the school need to do to improve further?

- Improve the overall quality of teaching from good to outstanding by:
 - increasing the proportion of outstanding teaching and eliminating any which requires improvement
 - using the current outstanding classroom practice to show teachers how it is possible to reach the highest levels of effectiveness in the classroom
 - ensuring that teaching always stretches students' thinking and pushes all to do their best, particularly the most able
 - ensuring marking provides clear guidance on how to improve and that effective systems are established for checking that students follow the advice given and improve their work.

Overall effectiveness: 2

Evidence:

Outcomes for pupils, teaching, learning and assessment, personal development, behaviour and welfare, and leadership and management are all judged 'good'. Progress 8 was -0.2 in 2016 and + 0.09 in 2017. Results in 2018 suggest that the Progress 8 score remains average, slightly below zero. Attainment in English is good for the last 3 years – either well above or around national average for attainment and securing positive progress indicators of between zero and positive 0.2 for the last 2 years. Attainment in maths is good over the last 3 years - either on or slightly above the national average and also securing positive progress indicators of between zero and 0.15 over the last 2 years. . A*-C/9-4 in both English and maths are positive and show a consistent 3 year trend. Outcomes are well above the levels expected by the profile of ability on entry to the school. Outcomes in science show a positive improvement, with an increase (58.9% v 52.9%) securing 2 standard passes. The school has been successful in securing good outcomes for students across the ability range including those in the strategically resourced provision.

Disadvantaged pupils' outcomes are still an issue for improvement and show a relative degree of volatility over recent years. Upper-ability boys continue to underperform, although progress in both English and maths improvement significantly in 2018 compared to previous years, with an improvement of approximately 0.5 and 0.4 in their progress scores respectively.

Outcomes at A-Level are good, with an ALPS grade of 6 and English language, media, history, psychology and sociology showing very positive ALPS scores for large cohorts. Outcomes in biology, chemistry, physics, English literature and mathematics are weaker.

Assessment process has been refined to a 'flat line' expectation set across years 7 – 11.

Behaviour graded 2 in the last two inspections and continues to improve as pupils embrace the higher standard of teaching and outcomes. The introduction of an ATL grade (attitudinal criteria) has supported teacher expectations.

Heads of Year are strong, reflect the ethos of the College and are student centred.

Personal development is of fundamental importance to the school's ethos. Assemblies, the pastoral programme and Citizenship courses deal with a range of personal and developmental issues.

There is a whole-school Moral, Spiritual Development framework which includes collective worship. Students show a real interest in Moral and Spiritual issues. The programme of visits to locations involving other faiths is strong. UCC is a lead school for the development of Prayer Spaces in conjunction with the joint Christian Ministries.

Areas for improvement:

- Outcomes for Upper-ability boys in 2018 remain an area for improvement. Current internal data would suggest that this is still a key focus area for UCC
- Pupil premium results show a degree of volatility over recent years and there is a need to close the progress gap further. The UCC strategy for closing the gap will be redefined to work with the teaching and learning re-launch (stretch & challenge of all students) and a focus on individual learning needs through support plans and 1v1 mentoring across all year groups.
- Outcomes for students in some facilitating subjects at A-Level require improvement
- Eliminating low-level disruption by ensuring teaching engages all students
- Improve the leadership and management skills in ICT in order to ensure that there are improved outcomes for students.
- The school will re-launch our teaching and learning strategy (UCC pillars) to ensure consistent progress of all ability groups across all subjects
- The new assessment, recording and reporting system has been implemented for one year and further development is necessary to ensure consistency of understanding and application.
- Further develop the delivery of SMSC and British values across all subjects and the pastoral curriculum in the coming year.
- Develop and refine schemes of work across years 7 – 11 to provide greater continuity and differentiation over five years.

Effectiveness of leadership and management: 2

Evidence:

Leadership across the school has been responsible for rapid improvement in standards through active monitoring, evaluation and review.

Behaviour in the school is good and pupils subscribe to the ethos of the school wholeheartedly.

Governors are well informed about the issues which face the school and they actively challenge and monitor developments.

The school has a very good reputation in the area and is increasingly seen as the natural school of choice despite sharing the catchment area with Cumbria's only selective Grammar School.

Parent View responses are very positive with 97% of parents reporting that they feel the school is well led and managed and 99% of parents reporting that they would recommend the school to another parent.

Tracking systems provide an accurate and clear picture of pupils' progress across the school. These are used to identify any pupils not making satisfactory progress, and heads of department and class teachers are then accountable for improving their progress.

The achievements of pupils have continued to follow an upward trend to 2018, In 2016, Progress 8 was -0.2 and in 2017 P8 was 0.09 with a P8 figure of slightly below zero in 2018, with a corresponding figure of 9-4 maths/English of 63%.

The SMT are focused upon outcomes. Structured assessment procedures are embedded in the school and this means that there is robust data tracking conducted on interim data. The school has a proven ability to accurately predict outcomes and acts purposefully on any areas of weakness. A focus upon assessment post KS3 National curriculum and GCSE reform is well underway and will require further development with all staff.

The Governing Body hold the SMT and Middle Leaders to account through regular Standards' Reviews requesting reports on areas of development and by conducting a mid/end of year review on student progress in each curricular area.

Governors play a full part in identifying the school's main priorities. They frequently measure progress towards the measurable targets in the school development plan and challenge the school to improve.

They are tenacious in following up any areas where the school is not on track to meet its targets. They keep a close eye on the budget, and have an excellent understanding of how the funds made available through the pupil premium are being used to raise achievement for such pupils. Governors have a sound knowledge of data used by the school. They are aware of how such data is used to judge the performance of subjects, and know how this links to school data. An intensive intervention strategy addresses individual student progress issues.

To improve further we track the standards of all our teacher's performance to ensure that CPD is personalised and meets the needs of the school.

Teachers whose performance causes concern are supported through the coaching programme.

Learning walks, lesson observations and planner/book checks and student voice discussions are a part of regular scheduled practice, followed by the publication of findings to highlight areas of strength and those that require further focus.

Areas for improvement:

- Further develop strong middle and senior leadership supported by external CPD through the NPQML, NPQSL and NPQH qualifications
- Further develop pastoral leadership and systems in school to support student welfare, progress and attitude to learning
- Restructure performance management target setting process to provide more coherence to the school improvement priorities
- Further develop subject leadership in those areas where progress for students show a negative or declining value

Quality of teaching, learning and assessment: 2

Evidence:

The curriculum is diverse and truly inclusive. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

Student voice conducted as integral part of MER along with lesson observations and work scrutiny show that student learning is good and response to feedback and advice is satisfactory and will require a further focus in 2017-18.

Homework policy and practice will require further review and evaluation to determine best practice and improved coherence.

Lesson observations show that teachers and other adults who support learning have high expectations of their students.

Extensive programmes of intervention and support during the weekends and holidays ensure that all pupils have the opportunity to extend their learning beyond the normal school day in pursuit of even higher standards.

Positive discipline and authenticity are at the heart of everything we do and this breeds high standards for staff and pupils which is evidenced in the good behaviour and attitudes seen in lessons across the school.

Progress has been made in developing active and cooperative learning along with more effective Assessment for Learning Strategies, differentiation – including stretch and challenge – and in our support for our least able.

CPD is now focused on Stretch and challenge for all students, including differentiation /

Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

Weekly Wednesday morning briefing sessions provide a regular opportunity for staff to lead on T&L techniques, and reflect the whole school T&L priorities.

Teaching of reading & writing in English is good.

The development of skills across the curriculum is developing.

The improvement of literacy across and within departments has been a key strategy for whole school improvement.

A wide variety of initiatives through the LRC and the work of the Assistant Headteacher (Intervention) supports the development of positive attitudes to reading for pleasure and the development of good literacy skills across all Key Stages.

An outstanding assessment schedule which is calendared and includes standardisation, marking, moderation and grade allocation, followed up by line management discussions and intervention activity enables the school to have a very firm grip on assessment information which leads to an accurate understanding of the outcomes each year in external examinations. The school has embarked enthusiastically on the development of its own in-house assessment and tracking system for KS3. This has involved regular CPD and HOD discussions and a Half-day conference to examine the principles inherent in a 'mastery' based approach to learning.

High-quality reporting and sharing of assessment information with parents is a strong feature of school practice.

Areas for improvement:

- Ensure that stretch and challenge for all ability groups is an integral part of teaching in the school (lead teacher appointment to oversee stretch & challenge)
- Further develop consistently high standards of presentation of work in all books with high quality marking in line with school policy
- The quality and consistency of high quality feedback and provision of opportunities for students to act upon feedback.
- The purpose, quality and of homework requires further review and development.
- The quality and differentiation of assessment resources to support formative and summative assessment

Personal development, behaviour and welfare: 2

Evidence:

During the last two Ofsted inspections in Nov 2012 and March 2014 behaviour was graded 2 and there was discussion about it being 1. The passivity of a small number of students in some lessons is an issue and attitude to learning grades are a framework to drive up the standards expected in lessons for full engagement.

In all external evaluations of pupil behaviour the outcomes have been positive. Students are considerate, respectful and courteous and respond well to behaviour systems.

Disruption to lessons is rare and frowned on by students and teachers alike. Overwhelmingly students' attitudes and behaviour in lessons are good.

83% of students state that they get on well with other pupils at school. There are positive attitudes to teachers, learning and each other.

Marked improvements over time are evident for any pupils with behaviour problems because of the capacity of the school to address these issues and the quality of the curriculum offer.

Pupils overwhelmingly feel safe at school. It is safe and well-ordered. Pupils are well aware of different forms of bullying and take active steps to prevent them.

Parents' confidence that their child is not bullied or harassed has improved significantly from 62% to 84% in the last 5 years. 84% of pupils' state that they feel safe in lessons and 73% state that they feel safe at break times.

Following consultation with staff, parents and students, the school has published a combined Bullying and Behaviour Policy.

There is strategic monitoring of bullying through centralised record keeping.

The school has continued to make attendance a focus for improvement and has invested in an additional attendance officer to support the body of work in 11-16 and also have a stronger sixth form focus during 2017-18.

Implementation and development of the new whole-school approach to safeguarding and multi-agency work is now implemented (17-18). The Pastoral team, Special Educational Needs (SEN) and Attendance and Student Support teams are trialling the new approaches with staff training scheduled and all staff CPD to address strategy and practice was incorporated in whole-school INSET in spring 2018.

Attendance is 0.2 above the National average and robust measures are in place to drive attendance levels up in the most persistent cases with Attendance Panels and regular home visits by the schools own attendance team.

A purposeful programme of individual 1:1 IAG interviews is held for all pupils at transition points in Years 9, 11 and 13.

Planned 1v1 academic and social mentoring for students is a feature of the pastoral programme in all year groups.

There is a whole school social, moral, spiritual and cultural Development framework which includes collective worship. A fortnightly focus, when members of the local clergy attend and deliver assemblies to each year group, centres on moral or spiritual issues and SEAL. This framework encourages personal reflection throughout the school day from pupils and staff and impacts positively on behaviour and the school's sense of community.

This is supported by an active and purposeful PSHE programme delivered through the pastoral curriculum.

Areas for improvement:

- A review of the role of pastoral tutors and support tutors to be preceded by a whole school revisit to role specification and expectations of tutoring accompanied by greater monitoring and accountability.
- Eliminate low-level disruption by ensuring teaching engages all pupils.
- Refine and develop the PSHE scheme delivered through the pastoral curriculum.
- Extend the IAG programme using the pastoral programme within UCC to give greater continuity and coherence from years 7 -11.
- A review and strategy to raise the importance and profile of attendance in UCC will be conducted in the coming term with a whole school focus through assemblies / reports / parental communication and targeted work by pastoral tutors.
- Percentage PA has risen slightly during the last three years and a personalised action plan to work with these students will be developed.
- Punctuality to assemblies, registration and lessons continues to be a focus for school development.

Outcomes for children and learners (2017): 2

Evidence:

Attainment indicators from 2017 show a positive attainment for English and mathematics.

Overall, the school is in the 39th percentile for overall progress, an improvement from the 73rd percentile.

The school has continued to make progress in English (50th percentile, an improvement of 15%, significant improvement with the upper-ability students, from 76th to 49th percentile) & mathematics (41st percentile, an increase of 14%, significant improvement with lower-ability students: 79th to 57th percentile).

All sub groups improved from 2016. The highest performing were: Middle ability / Girls / No SEN whilst Upper ability / and FSM continue to be an area for further focus. Progress 8 overall was an improvement of +0.31 to a final figure of +0.09.

The progress gap of disadvantaged students v National data has closed considerably but will remain a focus for the strategic planning of UCC. The disadvantaged improved from the 70th to the 35th percentile. Within both English and maths, the disadvantaged were in a higher percentile group than all students.

The performance and progress of subjects in the 'open basket' is a clear strength with Graphics, PE, ICT and Music returning high progress indicators coupled with the strong performance of ECDL. The open basket went from the 80th to 22nd percentile.

A small improvement overall of 5 percentage points from the 65th to the 60th percentile. The humanities subjects performed best and are in the 47th percentile nationally but still perform weakest with the upper ability. Languages have dipped to the 59th percentile with the middle ability particularly low. The Science component has increased to the 69th percentile but low progress with the lower-ability students.

The work of our very experienced SENCO ensures that pupils in the Resourced Provision make increasingly better progress (significant progress in 2017).

Internal assessment data shows strong upward trends and impact of improvements in departmental leadership and organisation of SEN teaching and support.

The progress gap between PP (-0.24) students and non-PP (0.17) students is 0.41. Prior attainment upon entry is sig-

Overall, disadvantaged P8 scores are: Boys: -0.535 / Girls: 0.08 / Overall: -0.24

EAL performance has historically been very strong

Outcomes for girls are strong with a progress score of 0.23; outcomes for boys have been more problematic since the reduction in value of vocational provision and their progress score was -0.014.

Progress indicators for disadvantaged students show improved outcomes in almost all subjects.

P8 SEN Support was -0.078 & SEN EHC -0.566; Negative P8 scores are largely attributable to those pupils with Social Emotional and Behavioural difficulties.

Progress of disadvantaged students has improved in all subjects with the exception of Languages.

Science and ICT have been priorities for improvement and have made good progress.

Pupil progress is significantly negative in Italian, ELBS, iMedia, Religious Studies, Drama, Biology, Health and Social Care, Science A & Construction.

Italian and science remain areas of concern; SMT have worked with these departments and the IAG process has impacted upon current cohorts to show strengthening progress in these curriculum areas.

NEETs figures are consistently less than 1% at the end of Year 11 and progression rates in the Sixth Form are significantly higher than the national average.

Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Areas for improvement:

- Improvement of 5-9 measure in both maths and English and a further focus on low ability in both subjects in addition to high ability boys in English.
- EBacc P8 is negative and performance of disadvantaged along with low and high ability is a focus area.
- Further focus upon the 'middle basket' subjects (science, humanities and French/Italian) will be necessary.
- Raise the percentage of pupils entering the Ebacc.
- Whole school intervention strategy

Outcomes for children and learners (2018): 2/3

Evidence:

Key Stage 4: Compared to 2017, average KS2 attainment on entry is lower in 2018 at 4.57.

Attainment indicators from 2018 show a positive attainment for English and mathematics.

The school has continued to make progress in English with attainment increasing in both English Language and English Literature. The percentage of 9-4 passes in English language rose from 69.2% in 2017 to 72.4% in 2018. In English Literature, the percentage of 9-4 passes increased from 67.9% in 2017 to 77% in 2018. Improvements were also seen in the percentage of students achieving grades 9-5 in both English and Maths. %9-5 English rose from 57.8% in 2017 to 59.6% in 2018. %9-5 in Maths rose from 45.4% in 2017 to 45.8% in 2018. Furthermore, the proportion of students achieving grades 9-5 in both English and Maths rose from 37.2% in 2017 to 39.9% in 2018.

We have seen gains in P8 in English and EBacc elements.

In both English and Maths, we have seen improvement in the progress of upper-ability students.

The highest-performing were: middle ability / girls / no SEN; upper ability and FSM continue to be areas for further focus. Overall, P8 fell to -0.17.

Attainment of disadvantaged students is down compared to 2017. Average A8 for disadvantaged students fell by 8.5 to 31.1.

Outcomes in the 'open basket' were less favourable than 2017. Although many subjects in this basket returned good outcomes for students, the overall outcomes in the basket were negatively affected by underperformance in CIDA. Furthermore, some vocational qualifications such as iMedia, construction and sport did not return outcomes at the levels expected. Moreover, our curriculum offer which is designed to support and provide opportunities for students within the School's local context by offering vocational qualifications in agriculture, hair & beauty and motor vehicle reduces coverage in basket three.

Attainment in the EBacc basket rose slightly in 2018 with an average grade of 3.97 compared to 3.78 in 2017. This was due, in part, to much improved attainment in MFL with increases in 9-4 passes of 19.6% in French and 4.7% in Italian.

The work of our very experienced Senco ensures that pupils in the Resourced Provision make progress. Internal assessment data show strong upward trends and the impact of improvements in departmental leadership and organisation of SEN teaching and support. EAL performance has historically been very strong.

Science has been a priority for improvement and has made progress in improving outcomes for double-award students.

NEETs figures are consistently less than 1% at the end of Year 11 and progression rates in the Sixth Form are significantly higher than the national average.

Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Key Stage 5: Outcomes for students at Key Stage 5 remained stable, maintaining an average grade per entry of C. This is set in the context of a 10% increase in the number of students embarking on A Levels and a 25% decrease in the number of students embarking on vocational qualification. We have seen improvements in VA for both academic and vocational qualifications post-16.

The school remained at ALPS grade 6, which matches 2017. A variety of subjects have positive outcomes in the ALPS analysis with Product Design, History, Physical Education, Religious Education, Sociology, CACHE and Performing Arts all gaining ALPS grade 1,2 or 3. English Literature, Graphic Comms, Physics, L3 Business and L3 ICT were all awarded ALPS 8 or 9.

Areas for improvement:

- Improvement of 4-9 / 5-9 basics measure (English and Maths)
- Improve outcomes for disadvantaged learners and close the progress gap.
- EBacc P8 is negative and performance of disadvantaged along with low and high ability is a focus area.
- Further curriculum and teaching & learning focus upon the 'middle basket' subjects particularly in history, Italian and separate sciences.
- Improve outcomes for students in vocational qualifications such as CIDA, iMedia, Construction and Sport.
- Tackle underachievement in subjects with an underperformance trend at Key Stage 5 including, English Literature, maths, biology, chemistry and physics.
- Raise the percentage of pupils entering the EBacc.
- Whole school intervention strategy

Outcomes for the Sixth Form:

Evidence:

Attainment:

2018 average point score per A level entry was 27.15, equivalent to a C- grade and up slightly from 27.01 in 2017.

The average point score per applied general entry was 30.56, equivalent to a Distinction – grade and down from 33.1 in 2017.

The average point score per tech level entry was 34.4, equivalent to a Distinction grade and down from 37.14 in 2017.

However, the 2018 cohort had a lower average expected grade than the year before. The average expected point score for A level students in 2018 was 27.04, compared to 29.53 in 2017.

66% of A level students achieved A* - C grades whilst 95% achieved A* - E grades. There were 28 A*/A grades against an expectation of 13.

100% of applied general students passed their courses. 11 grades were Dist*/Dist against an expectation of 3.

Progress:

In 2017 A level progress was -0.1 and applied general progress was -0.39. In 2018 A level progress was -0.06 and applied general progress was 0.29.

Retention:

Sixth form standards continue to be the focus for the sixth form team, attendance and retention being key priorities. Whilst there have been improvements, the legacy of poor student retention still had an impact on attainment and progress headline figures this year.

In 2017, the percentage of students completing their A level courses was 93.5%, applied general courses 66.7% and tech level courses 100%.

Disadvantaged:

The average point score per A level entry for the 13 disadvantaged students was 25.16, down from 30.77 in 2017.

The average point score per applied general entry for disadvantaged students was 32.5. In 2017 there were insufficient numbers of students for statistical significance.

English and Maths:

In 2018 the average progress made in English for 5 students was -0.2 and the average progress made in maths for 9 students was 0.11. In 2017 the average progress made in English for 10 students was -0.02 and in maths for 16 students was 0.

Destinations:

Nearly ¾ of sixth formers applied to undergraduate courses this year with 73 out of 100 students going on to higher education. The majority of these were northern universities and/or former polytechnics with a strong showing in more vocationally related degrees such as journalism or teaching. 11 students went to the University of Cumbria, 8 to UCLAN, 6 to Carlisle College, 4 to Liverpool John Moores, 3 to Leeds Beckett, 3 to Leeds Trinity, 3 to Manchester Met and 3 to York St John. This year 7 students were successful applicants to Russell Group universities, 3 to Newcastle, 1 to Manchester, 1 to Sheffield, 1 to York and 1 to Leeds. 1 student was offered a place at Cambridge; despite achieving 3 A grades he was unsuccessful and is now studying history at Sheffield University. 1 student will be studying medicine at Manchester University next year after her gap year teaching chemistry in Zambia. 2 students have started degree apprenticeships with Nestlé, something I hope we will see more of in years to come.

Overall:

Outcomes for students at Key Stage 5 remained stable, maintaining an average grade per entry of C-. This is set in the context of a 10% increase in the number of students embarking on A levels and a 25% decrease in the number of students embarking on vocational qualifications.

The school remained at ALPS grade 6 which matches 2017.

There are a variety of subjects that have positive outcomes in the ALPS analysis with Product Design, History, Physical Education, Religious Education, Sociology, CACHE and Performing Arts all gaining ALPS grades 1, 2 or 3. English Literature, Graphic Comms, Physics, L3 Business and L3 ICT were all awarded ALPS 8 or 9.

The head teacher and SMT continue to support the development of the sixth form focus on high quality teaching and learning. A school wide audit of study support for sixth form students will combine the pastoral and academic calendars into one coherent overview of intervention and assessments throughout the year. The stretch and

challenge focus will aid the sharing of good practice between departments and the county funded A level progress pilot will aid the sharing of good practice between schools.

The sixth form team continues to promote working in partnerships throughout the pastoral calendar through guest speakers, alumni, visits, residential and volunteering and leadership opportunities. Promoting career advice and guidance is key to this, as evidenced by the high number of students, 73%, embarking on higher education courses this year.

Areas for improvement:

- Improve progress made by upper ability pupils on facilitating A levels
- Tackle underachievement in subjects with an underperformance trend at Key Stage 5 including English literature, maths, biology, chemistry and physics
- Improve recruitment of Year 11 pupils with a focus on applied general courses
- Continue to focus on retention of students, particularly on applied general courses