

Inspection Dashboard


The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. Note that the major changes to KS4 performance measures in 2014 render comparison with prior years impossible. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

Strengths in 2015

- Overall KS4 value added was significantly above average.
- KS4 value added was significantly above average in all subject areas.
- Overall KS4 value added was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From each starting point, the proportions of KS4 pupils making and exceeding expected progress in English & in mathematics were above national figures.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS4 pupils had an average point score equal to or above the national score for other pupils overall, in English & mathematics.
- The proportion of disadvantaged KS4 pupils that attained 5ACEM was equal to or above the national figure for other pupils.
- The proportion of disadvantaged KS4 pupils that attained the EBacc was equal to or above the national figure for other pupils.
- Attendance was high (in the highest 10% of all mainstream schools nationally).
- Persistent absence was below average.
- No group had low attendance (in the lowest 10% of all mainstream schools nationally).

2015		
National Floor Standards		School
5A*-C with E&M	40%	74%
EP in English	73%	87%
EP in Mathematics	68%	78%
Floor standards met? 		

Weaknesses in 2015

- No weaknesses were identified in this dataset

Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

16 to 19 study programmes inspection dashboard

The 16 to 19 study programmes inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance in level 3 qualifications and in GCSE English and mathematics. This release is produced for all providers of level 3 qualifications using data supplied by the Department for Education (DfE), although the interim retention measure and some of the context data are currently available for only school sixth forms. It contains validated progress data, final attainment data, revised destination data and 2015 retention data for schools. New additions are subject value added data for all sizes of level 3 academic and vocational qualification, and vocational value added by prior attainment. The GCSE English and mathematics data will be available in a later release.

The dashboard contains a brief overview of published data for learners at the end of 16 to 19 study programmes, provided for the last three years, where available. It is additional to the fuller data already available to providers. It shows progress first, including from different starting points, alongside which retention should be considered.

It includes the key groups: learners who were eligible for free school meals (FSM) or children looked after (CLA) when in Year 11, females and males. Cohort sizes are shown; data for very small groups should be treated with caution. National figures in the red bars at the top of charts are for all state funded schools and colleges unless otherwise stated.

The FSM/CLA group is learners for whom the pupil premium provided support when they were in Year 11, because they had been eligible for free school meals at any point in the last six years or were in care. Attainment data for this group and value added (VA) data for the FSM part of this group are provided from 2014. Learners for whom FSM or FSM/CLA status in Year 11 is not known are included in charts for all learners but not in charts for the groups: FSM, FSM/CLA, non-FSM and non-FSM/CLA, so totals for cohorts or entries may differ.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015 across qualification types, subjects, starting points and groups. The weaknesses highlight particularly low progress in comparison with all 16 to 19 providers in qualification types, by groups and in subjects.

Strengths in 2015

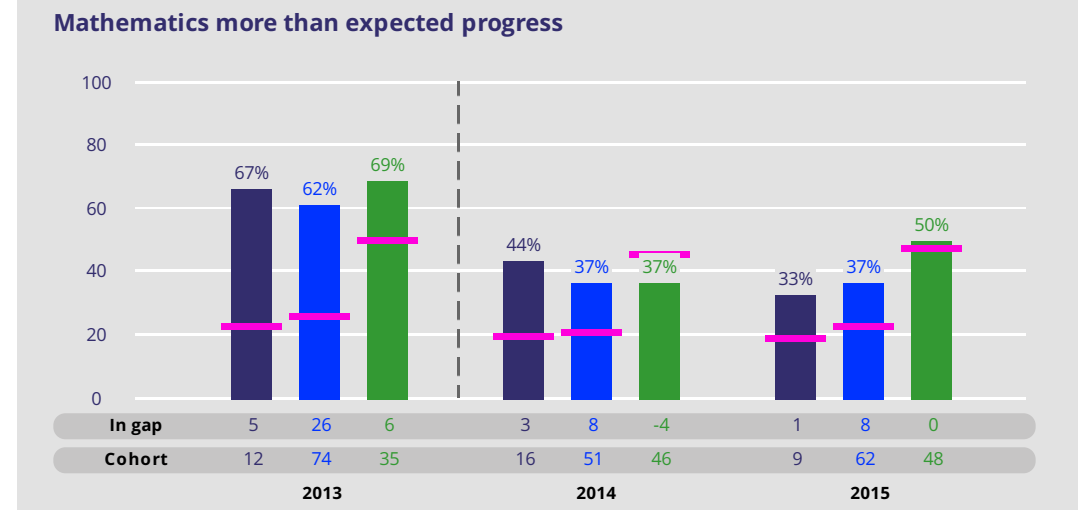
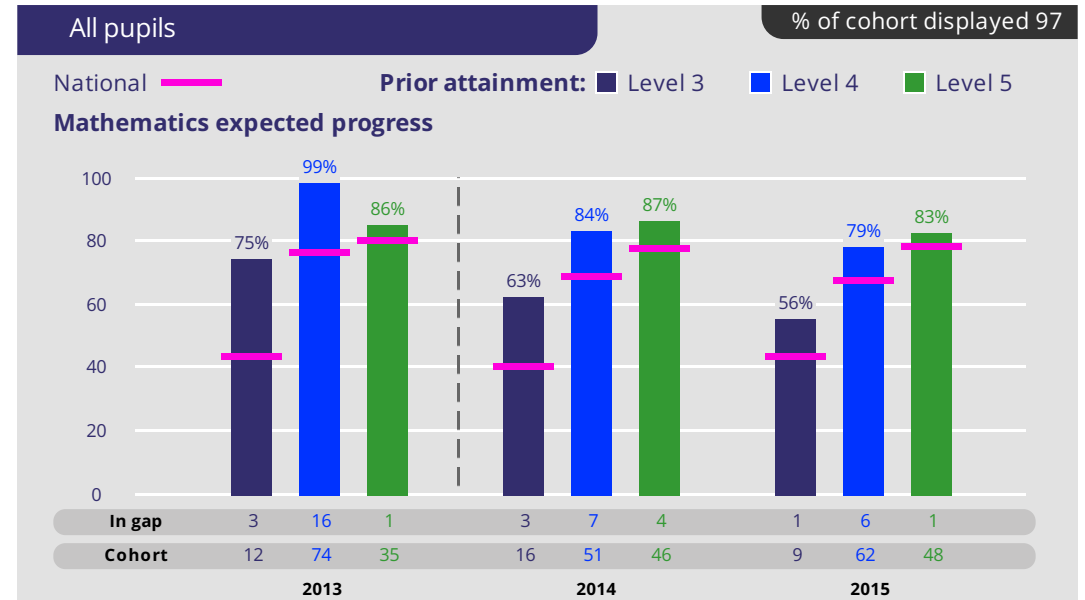
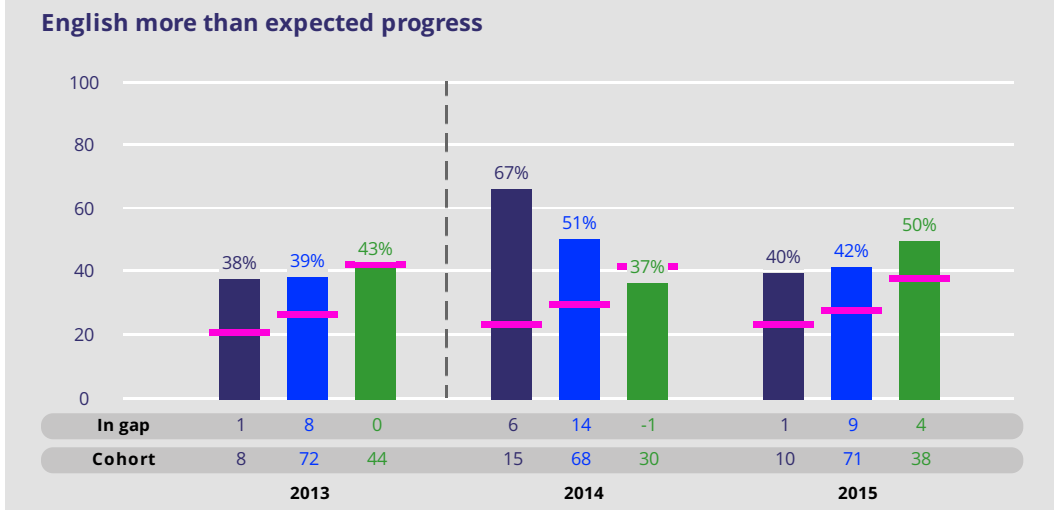
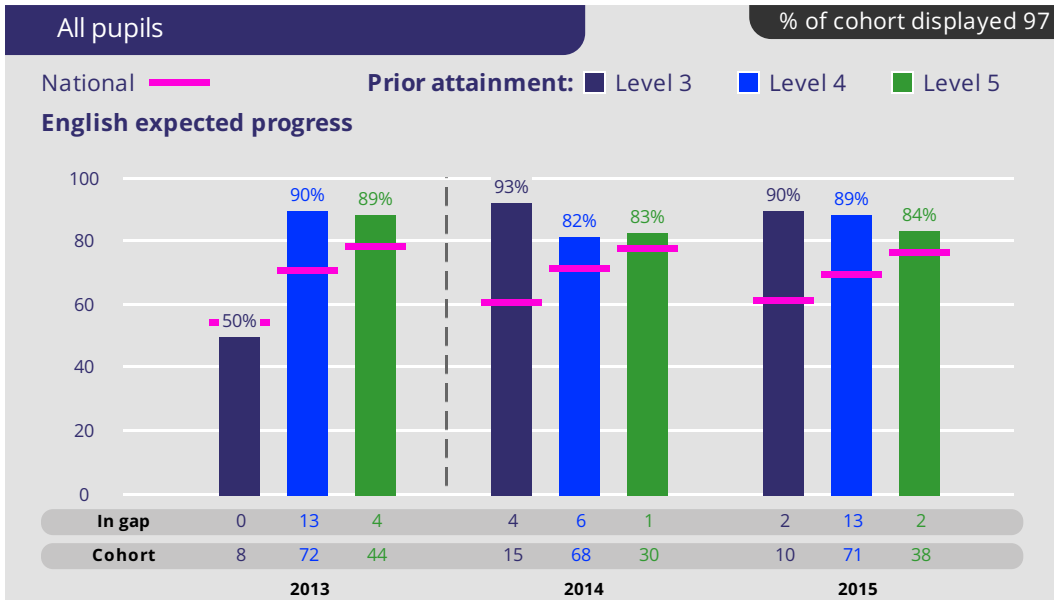
- Value added was significantly above average for the qualification type: vocational.
- For FSM learners, value added was significantly above average for the qualification type: vocational.
- Vocational value added was significantly above average for learners with prior attainment grade: D or below.
- For FSM learners, vocational value added was significantly above average for those with prior attainment grade: D or below.
- A-level size and above value added was significantly above average or not significantly different from average in all subjects.
- AS-level size and below value added was significantly above average or not significantly different from average in all subjects.
- Vocational value added was significantly above average in a quarter or more subjects and not significantly different from average in all others.

Weaknesses in 2015

- No weaknesses were identified in this dataset

Where a FSM or gender group is identified as in the lowest 10%, it has been compared with the lowest 10% of all providers based on the figures for all learners, and not the figures for the group nationally.

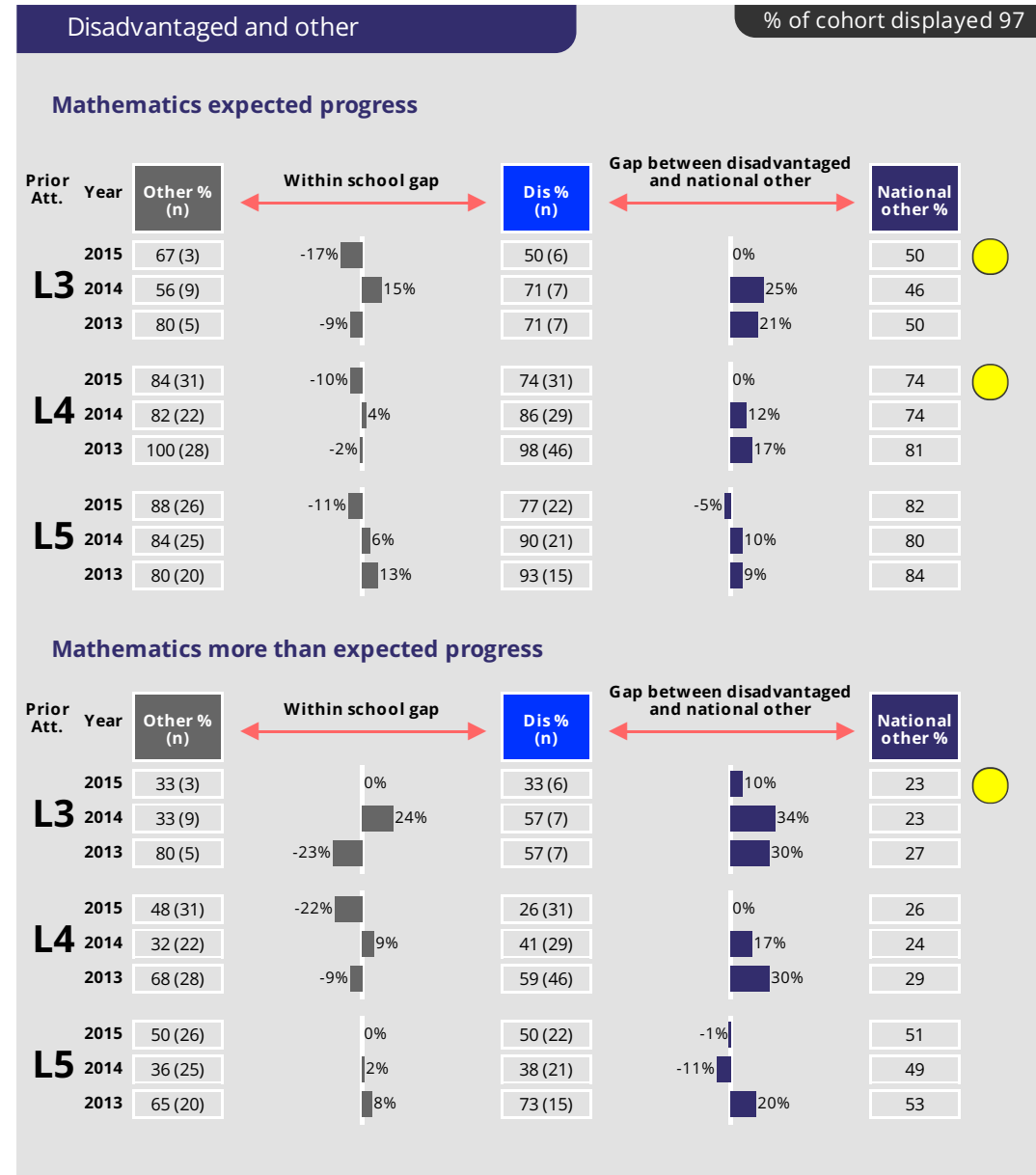
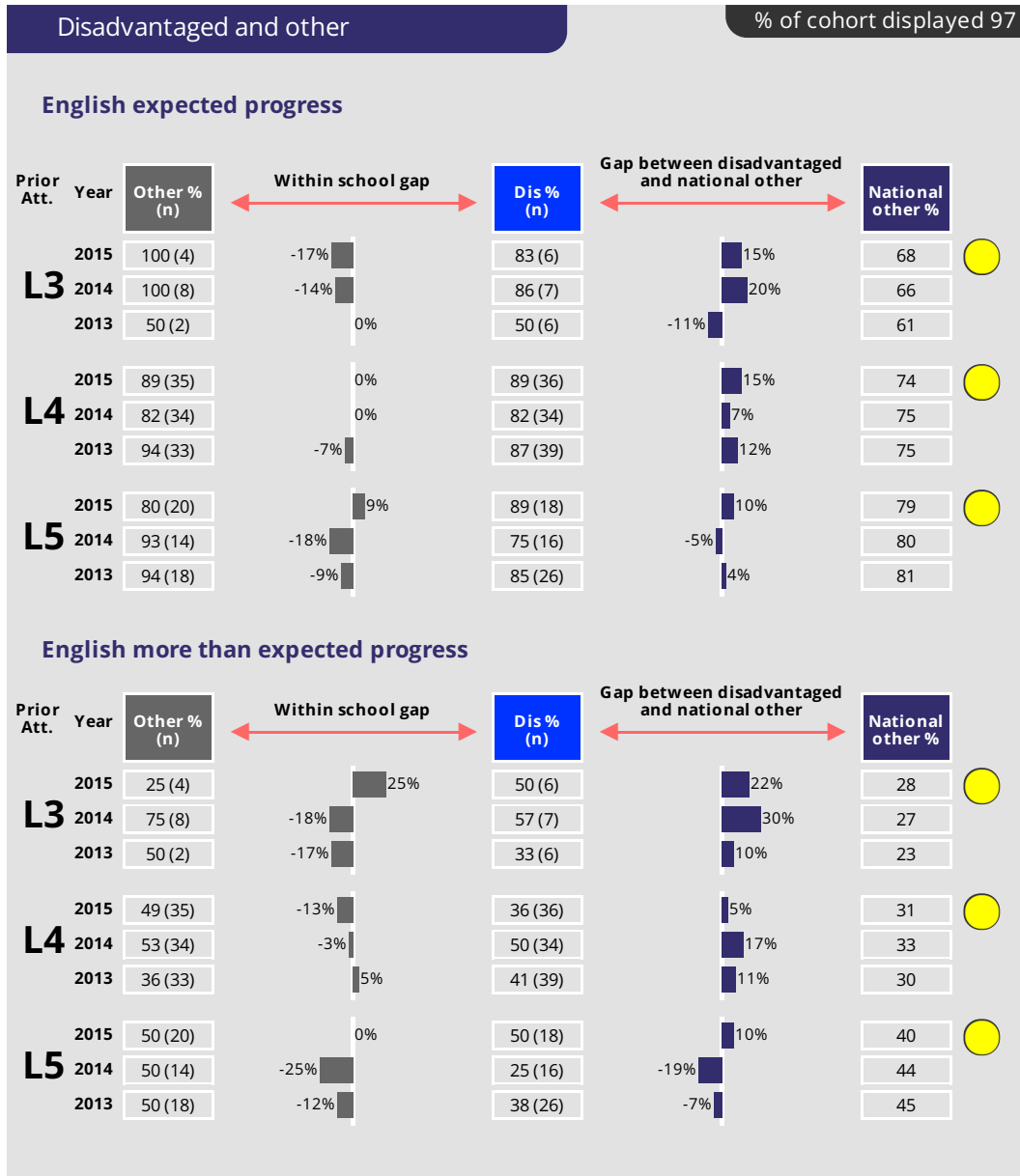
Charts show whether school proportions are close to national (within one pupil from it) by giving the number of pupils represented by the gap.



Charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils.

● Disadvantaged were well below other pupils nationally in 2015*

● Disadvantaged were at or above other pupils nationally in 2015

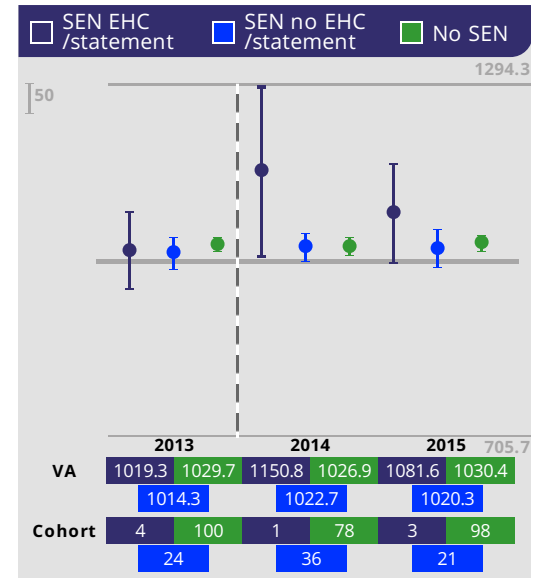
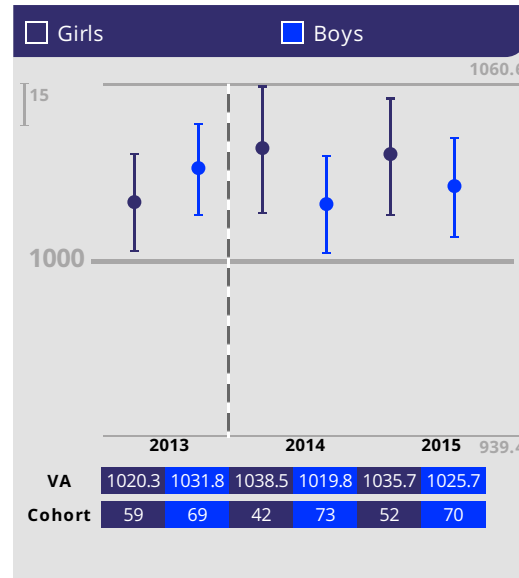
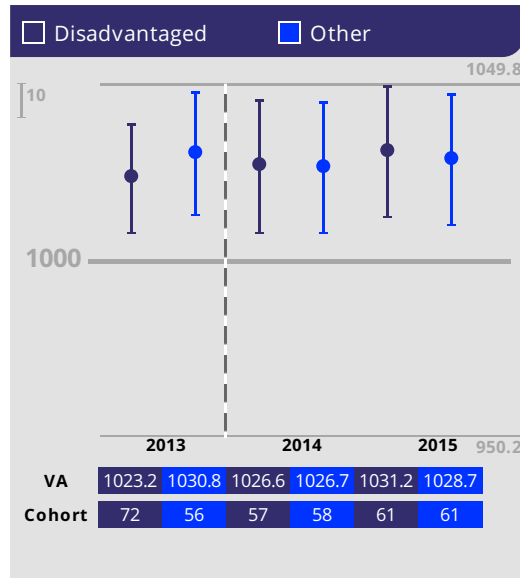
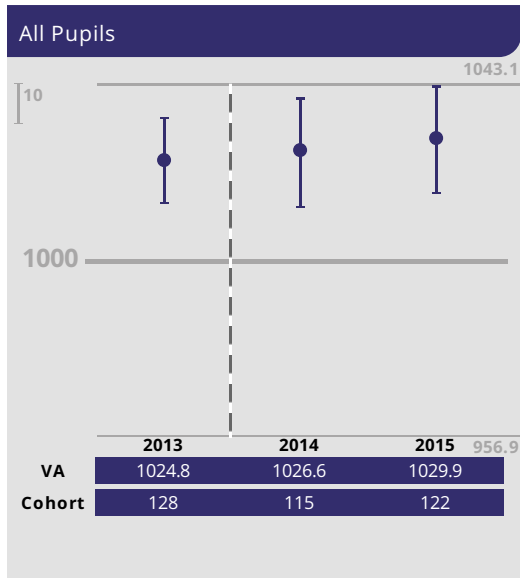


*well below means that the gap relates to three pupils or more

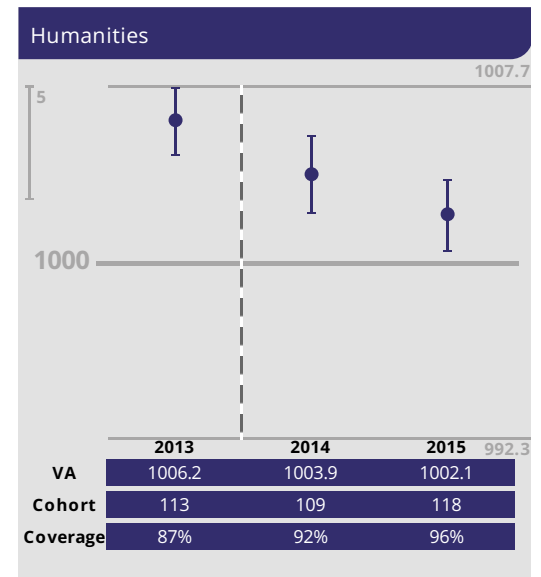
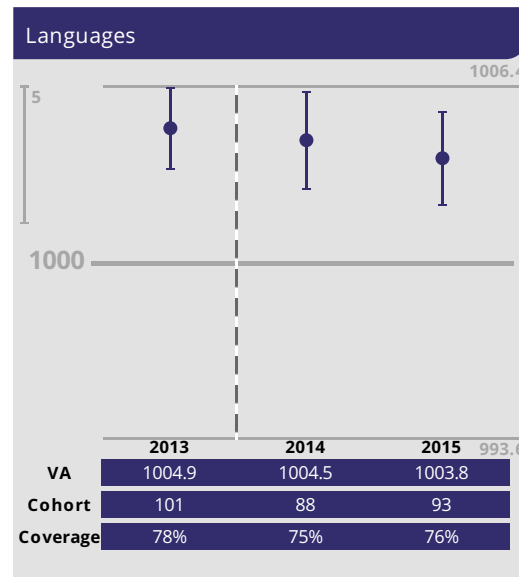
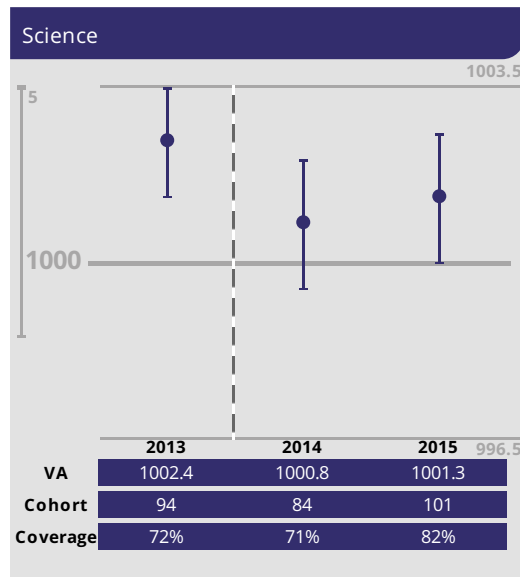
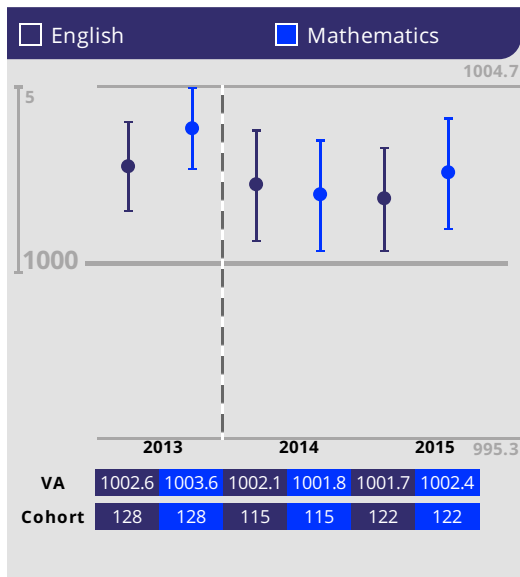
Value added

The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 1000 line, the VA is significantly above average (sig+). If it is wholly below the 1000 line, the VA is significantly below average (sig-). Otherwise, the VA is not significantly different from 1000, which can be described as broadly average. Each chart uses a different scale based on the widest confidence interval to be shown.

Best 8

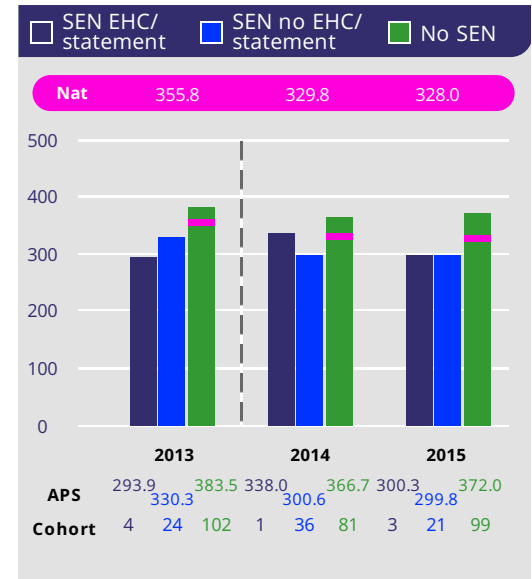
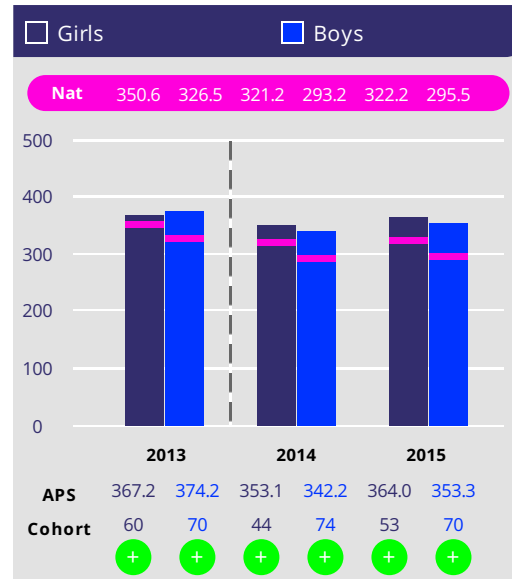
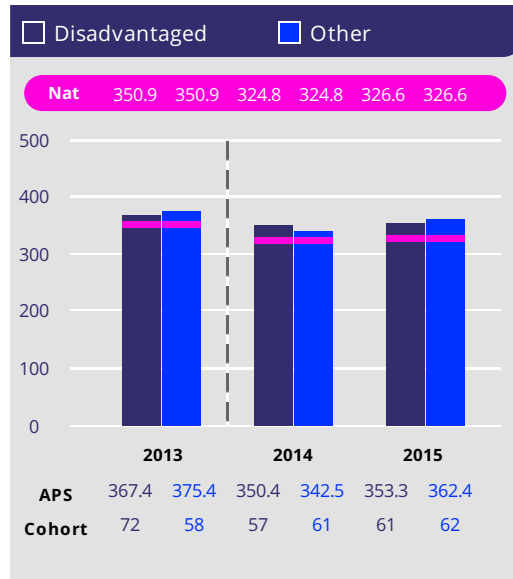
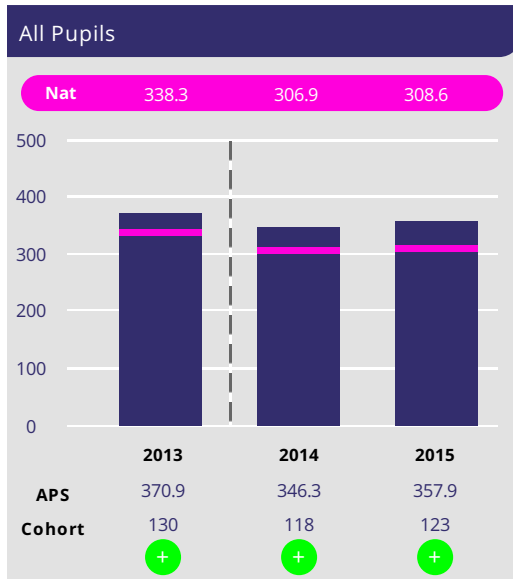


Subject

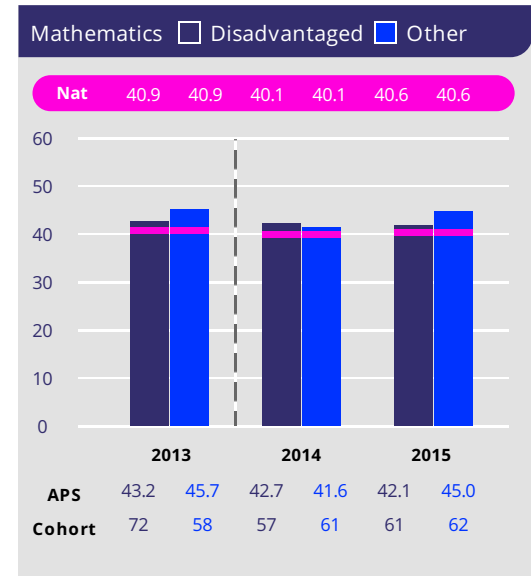
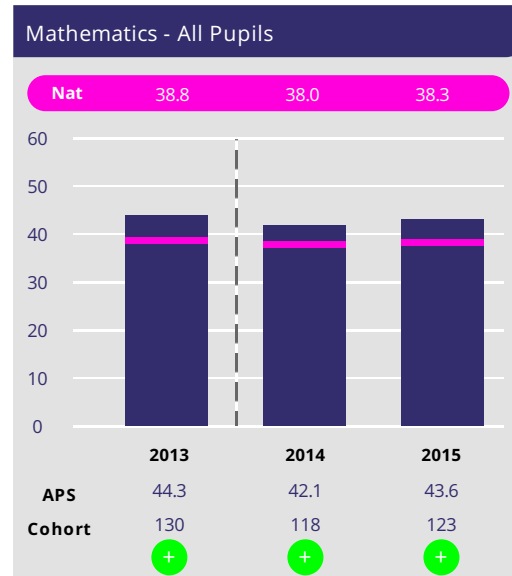
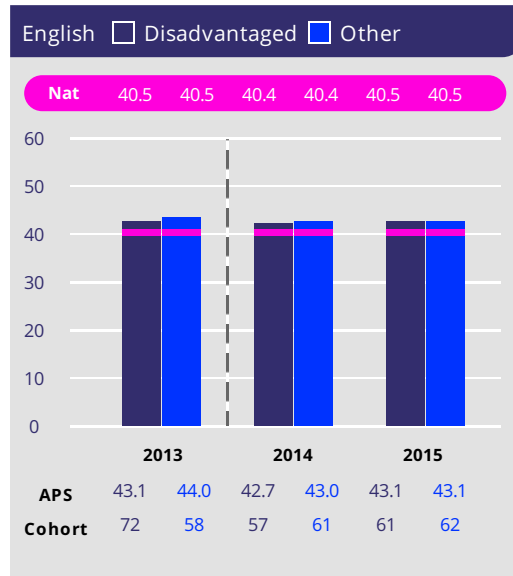
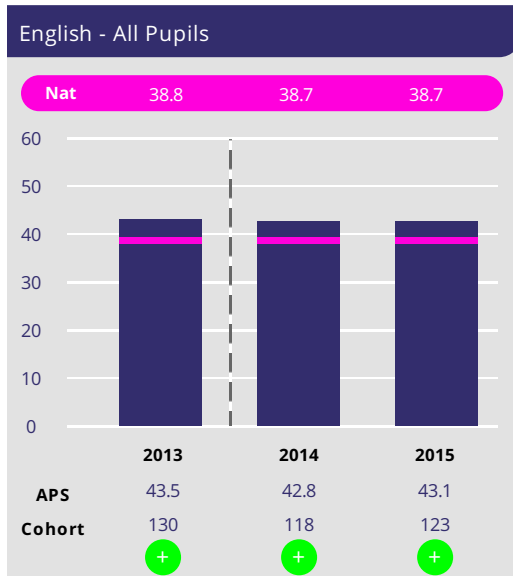


Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

Best 8

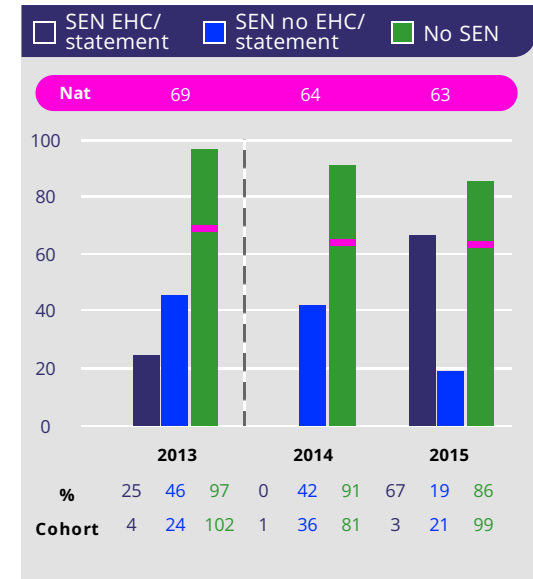
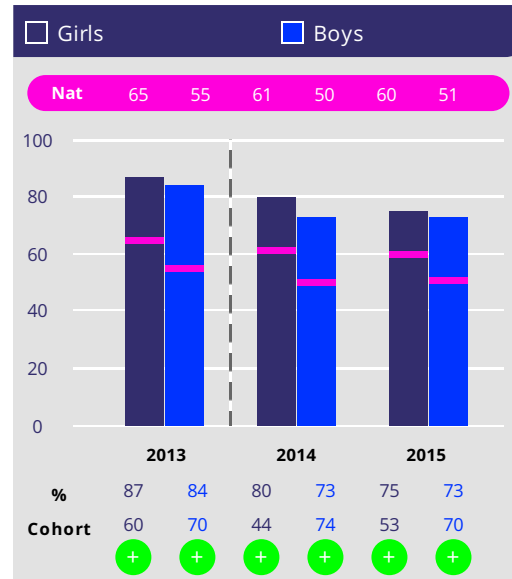
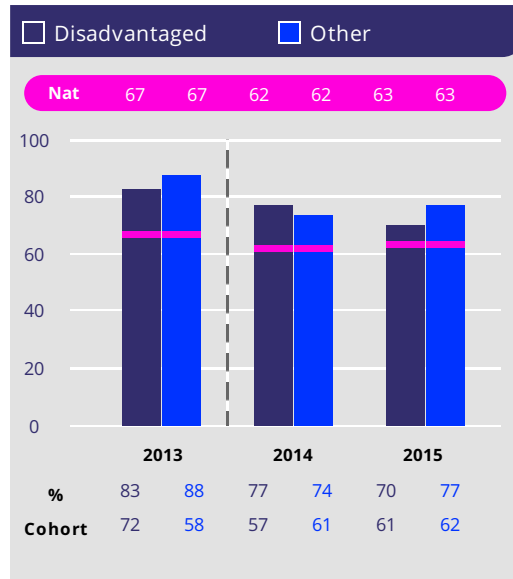
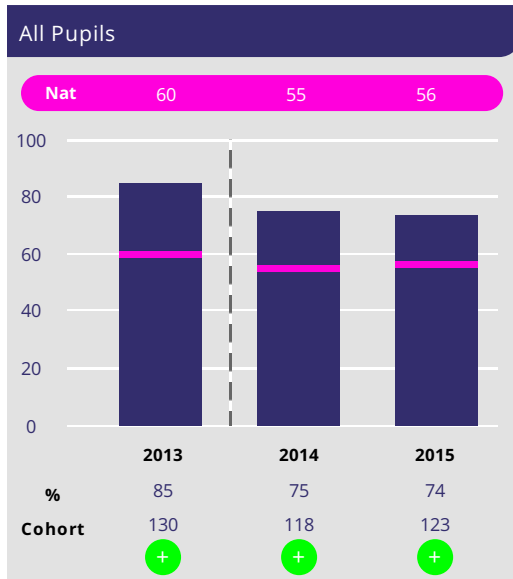


Subject

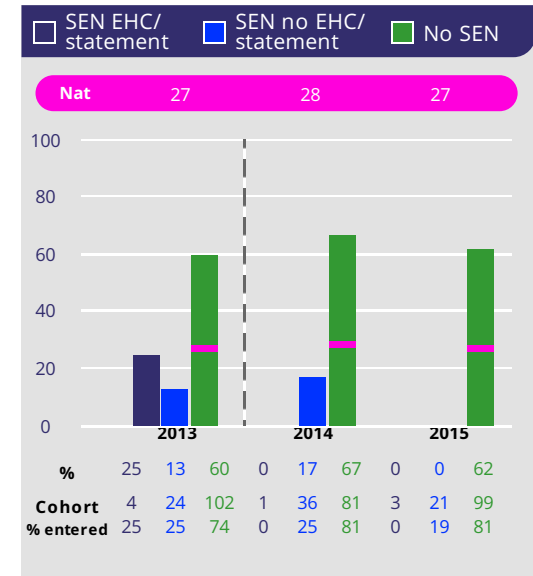
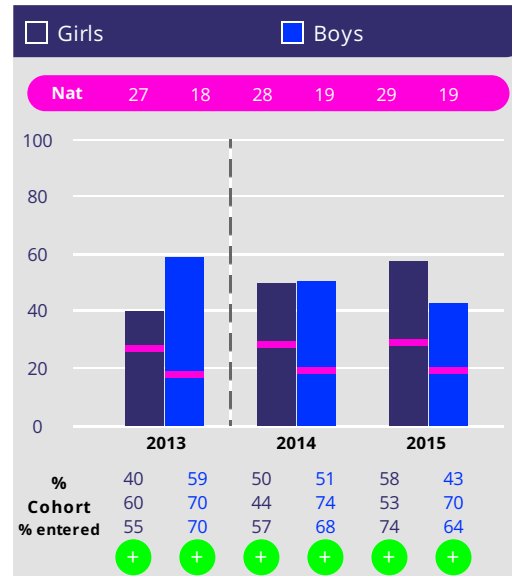
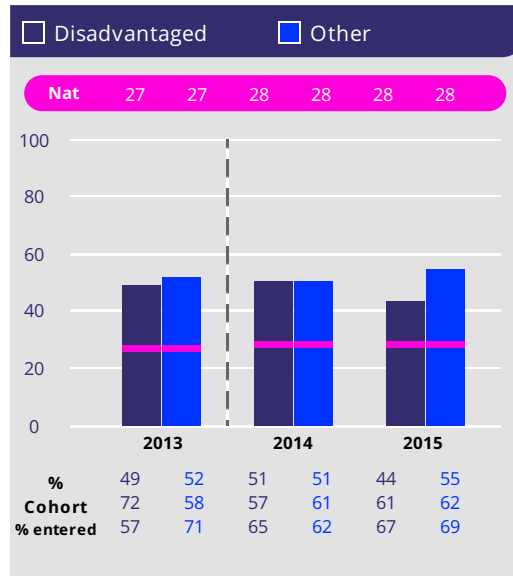
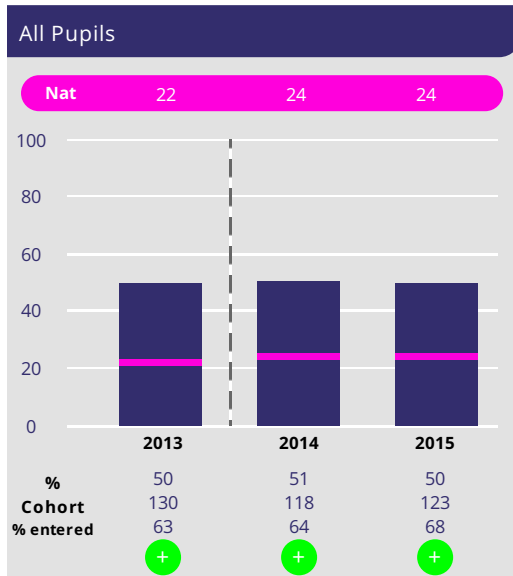


Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

Percentage attaining 5 A* to C including English and Mathematics



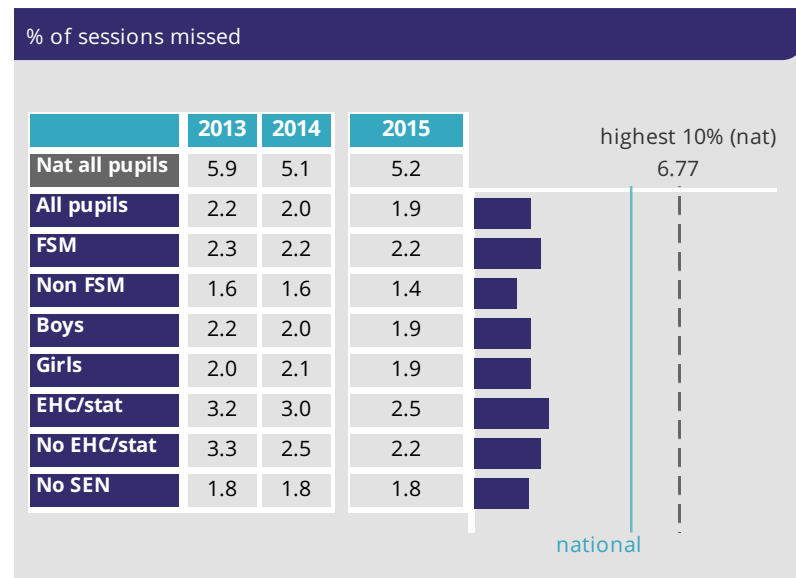
Percentage attaining EBacc



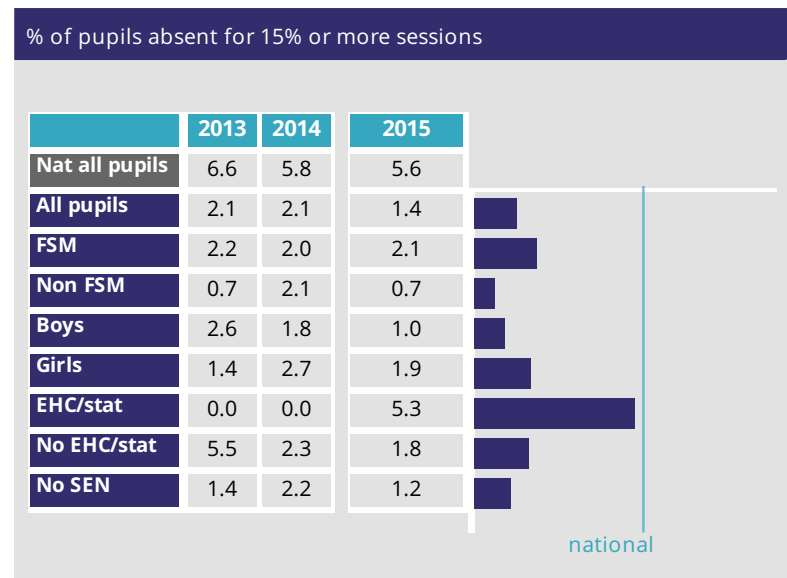
Absence, exclusions, destinations

On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Destinations shown are those sustained in the year after pupils finished Key Stage 4. Exclusion and destination data relate to earlier years than other data. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.

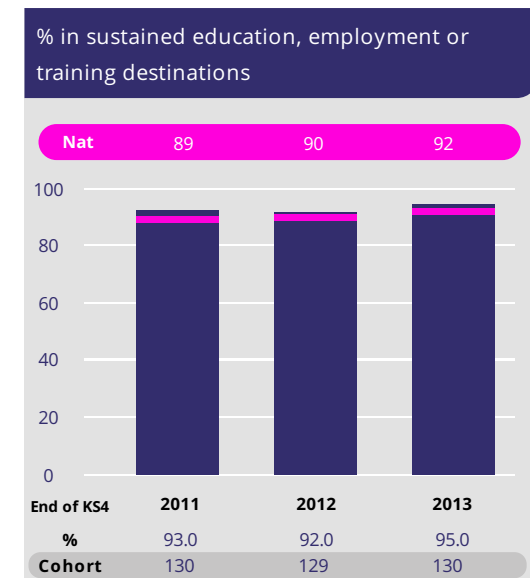
Absence



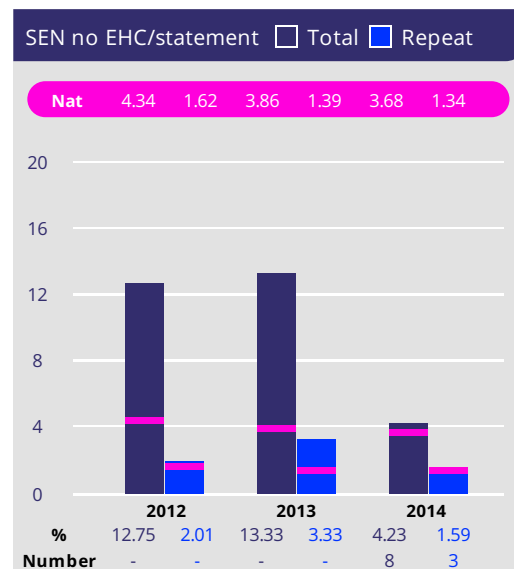
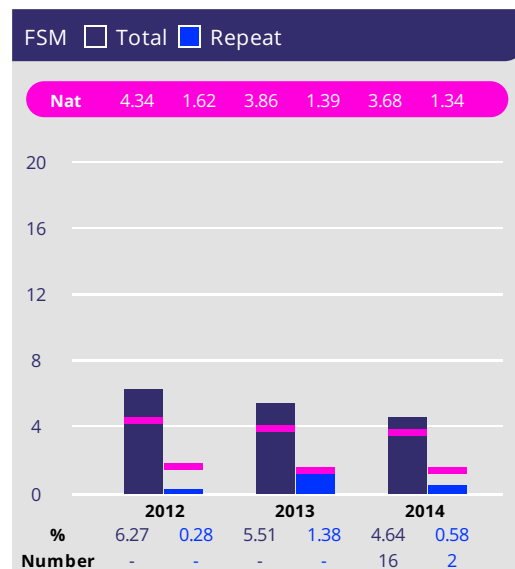
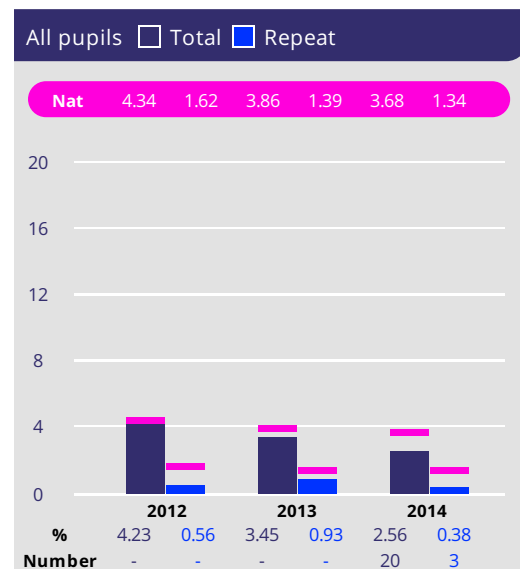
Persistent absence



Destinations



Fixed term exclusions % and number of pupils excluded



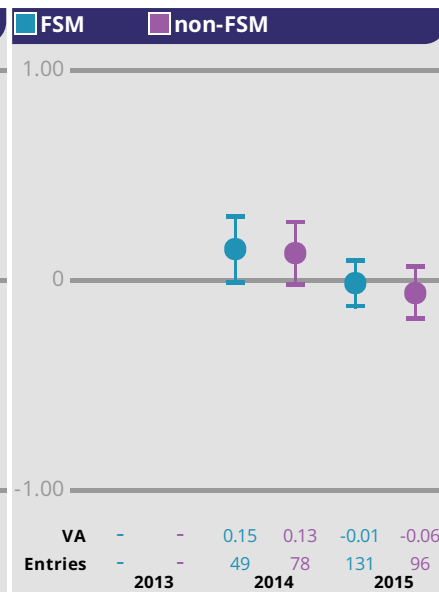
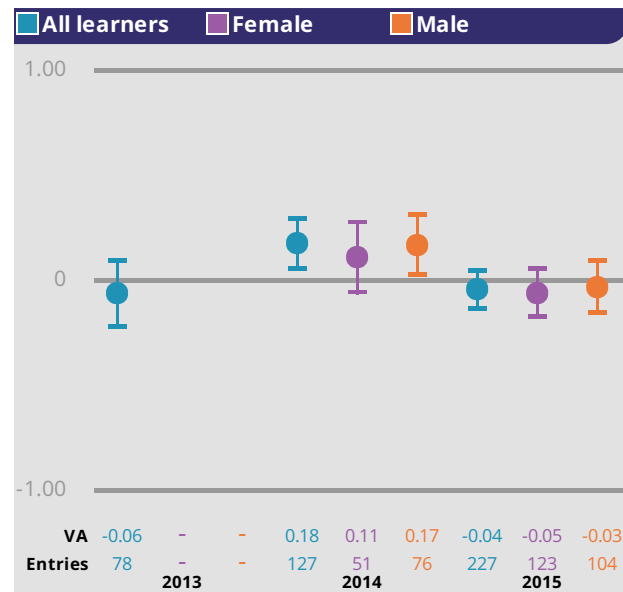
Permanent exclusions



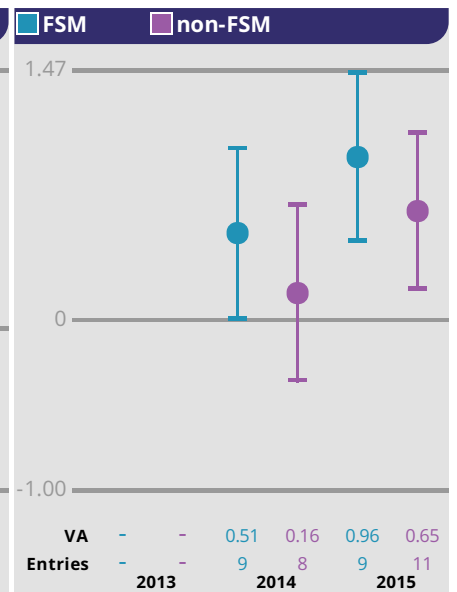
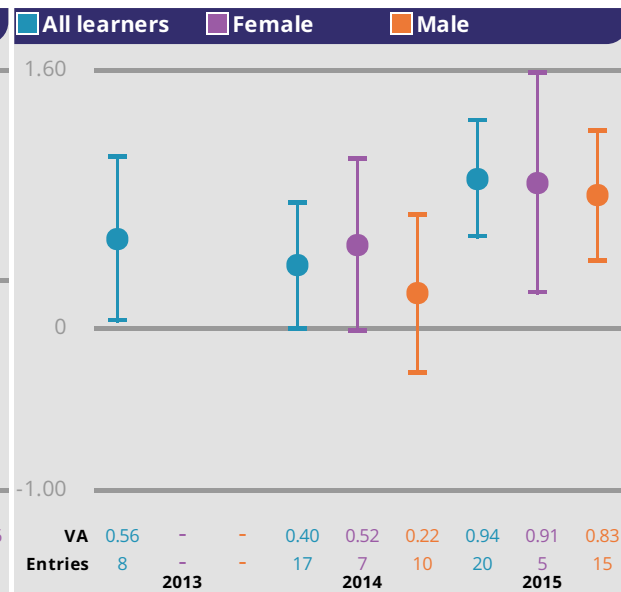
Value added

Charts use level 3 VA data. The only AS levels included are those not continued to A2. In 2013, VA is available only for all learners. The confidence interval (CI) is shown by the bar above and below the plotted VA score. Where the whole CI is above the zero line, VA is significantly above average (sig+). If it is wholly below the zero line, VA is significantly below average (sig-). Otherwise, VA is not significantly different from zero.

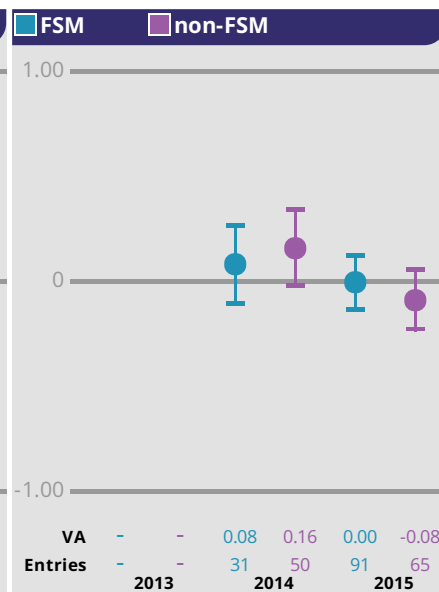
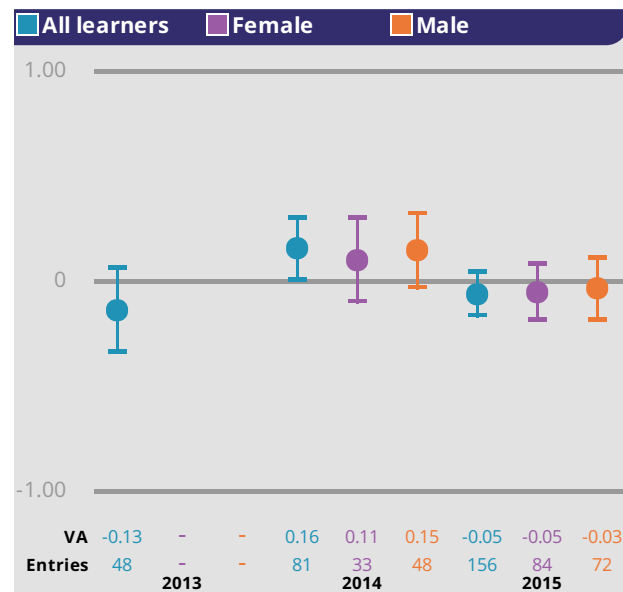
Academic



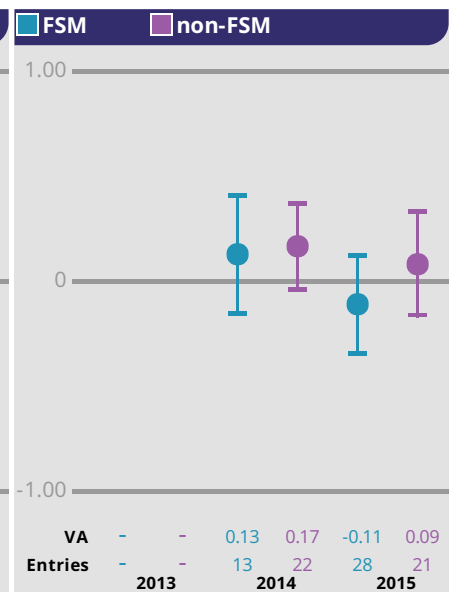
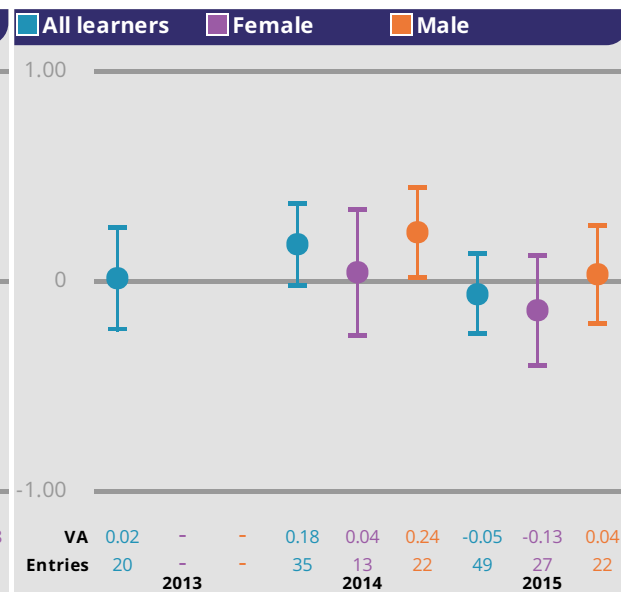
Vocational



GCE A Level



GCE AS Level

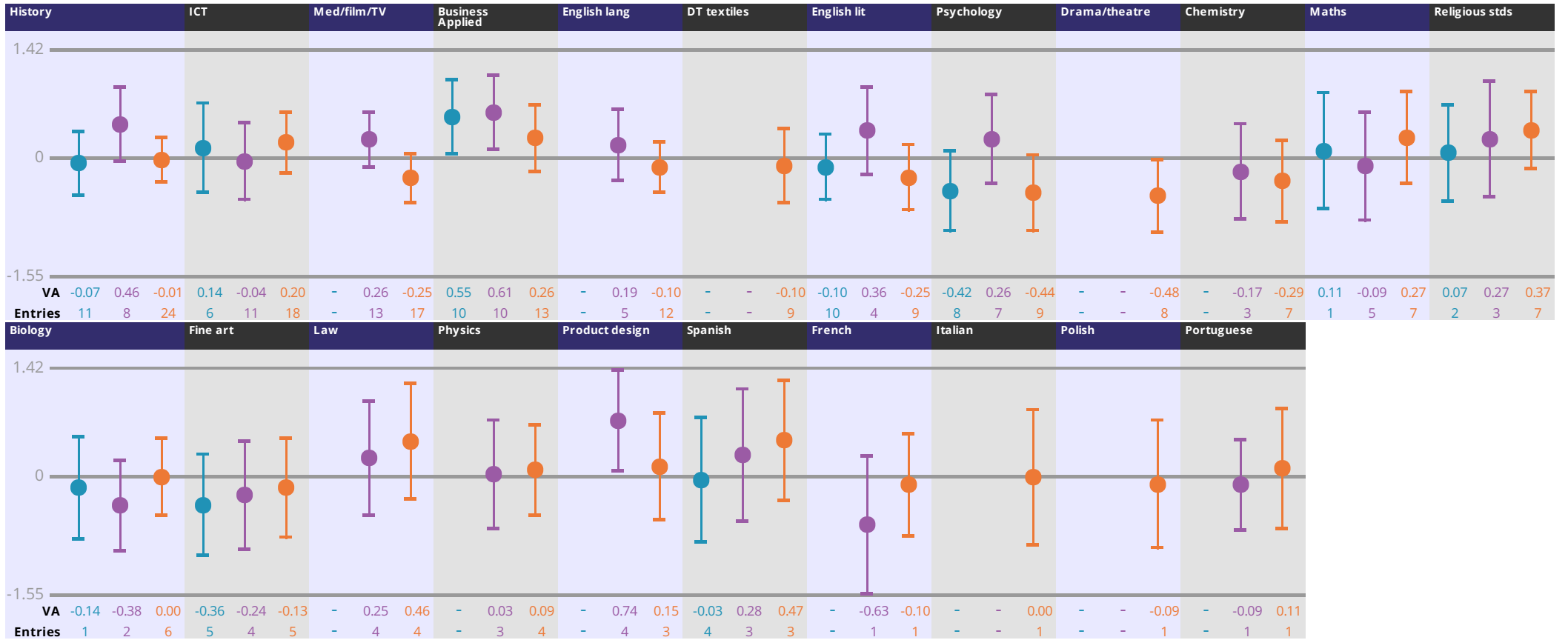


St Michael's Catholic College

Academic value added by subject: A-level size and above

Subjects are in descending order of 2015 entry. Qualification is given for applied, Pre-U and IB, but blank for GCE A level. For VA by prior attainment, see L3VA scatterplots.

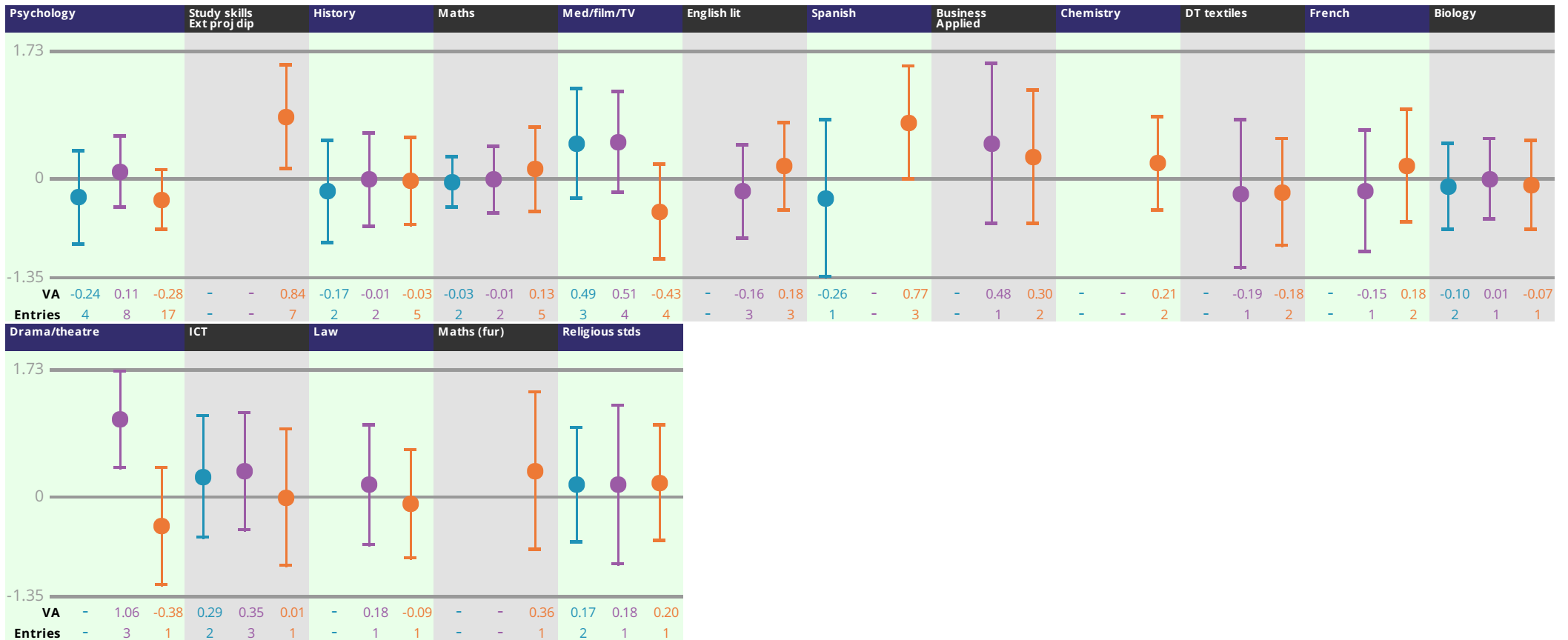
2013 2014 2015



St Michael's Catholic College
Academic value added by subject: AS-level size and below

Subjects are in descending order of 2015 entry. Qualification is given for applied, Pre-U, FSMQ, Extended project and IB, but blank for GCE AS level.

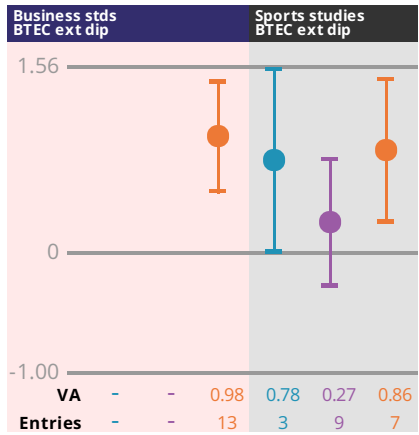
2013 2014 2015



St Michael's Catholic College
Vocational value added by subject

Subjects are in descending order of 2015 entry, with qualification titles given below subject names. For VA by prior attainment, see L3VA scatterplots.

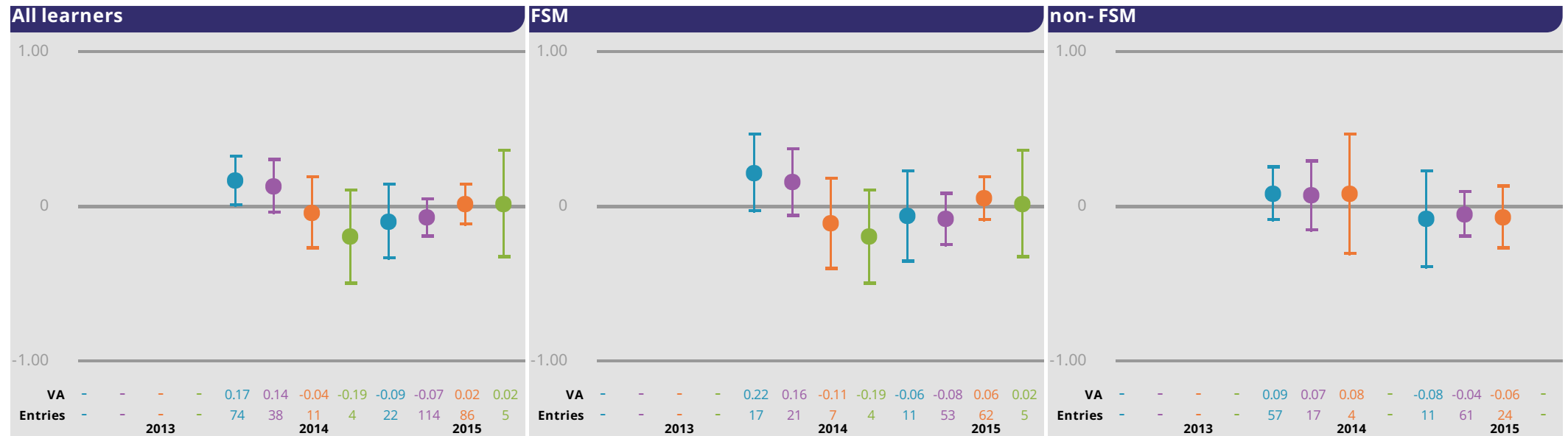
2013 2014 2015



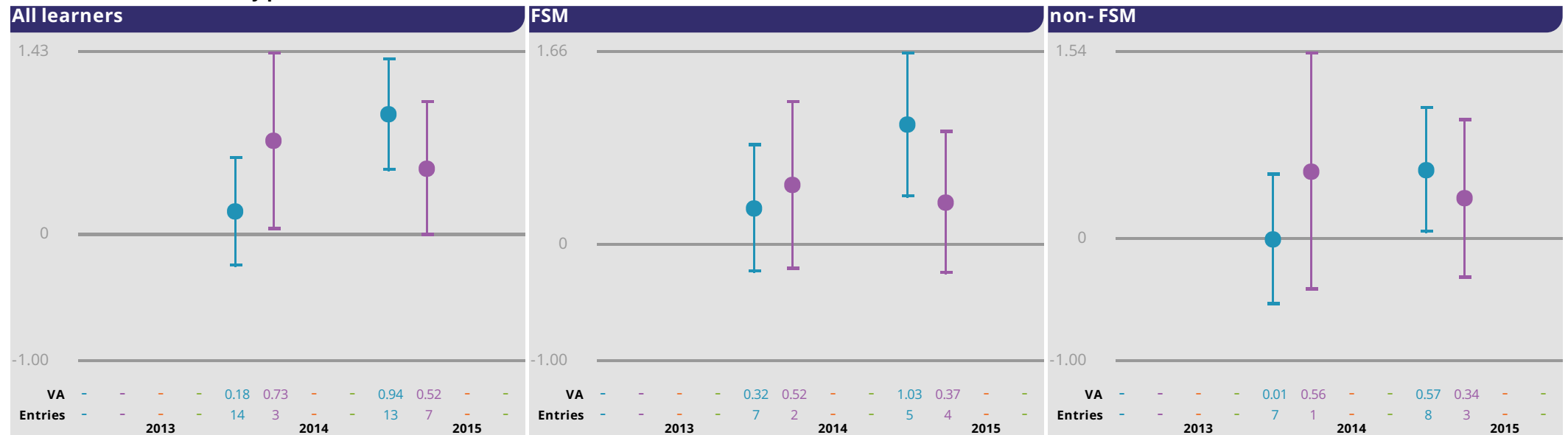
VA data by prior attainment is not available for 2013.

Academic value added by prior attainment

Prior attainment grade at GCSE and equivalent: D or below C B A and above



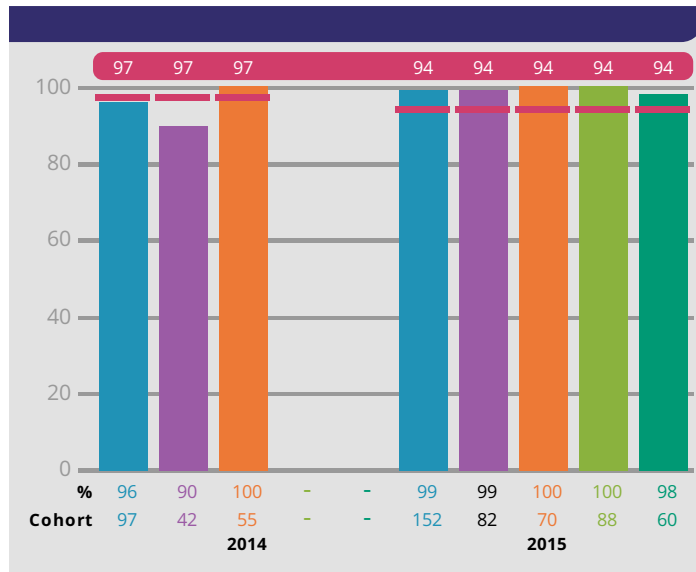
Vocational value added by prior attainment



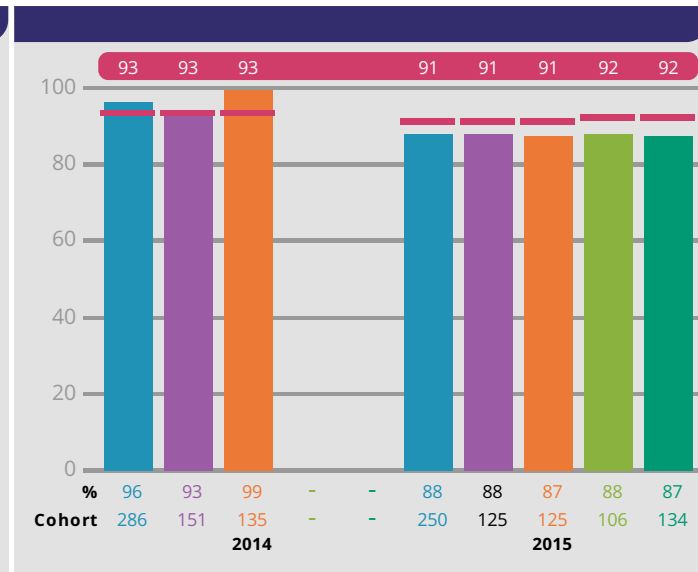
Charts show experimental statistics for the interim retention measure for school sixth forms, using the national figures for school sixth forms published by the DfE. They are based on census data for aims due for completion in that year by learners aged 16 to 18. Data is not available for 2013 or for FSM in 2014. For female and male groups, retention is compared with the national figures for the same groups. For FSM and non-FSM groups, it is compared with national non-FSM figures.

All Female Male FSM non FSM

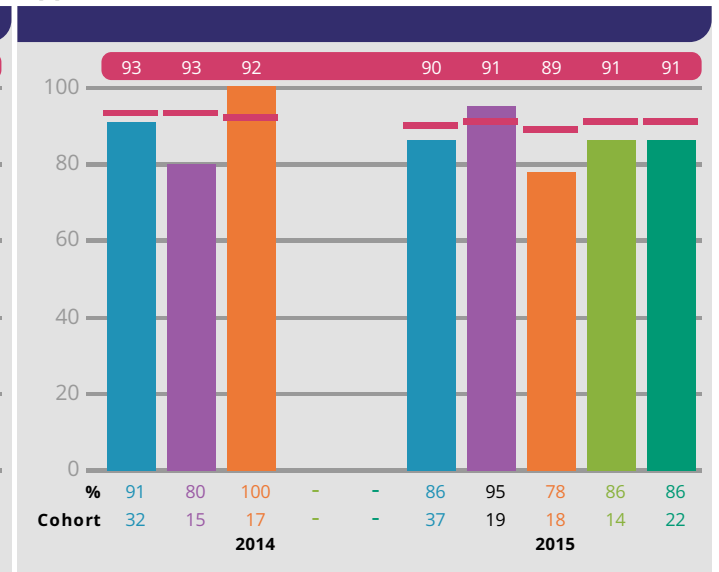
GCE A level



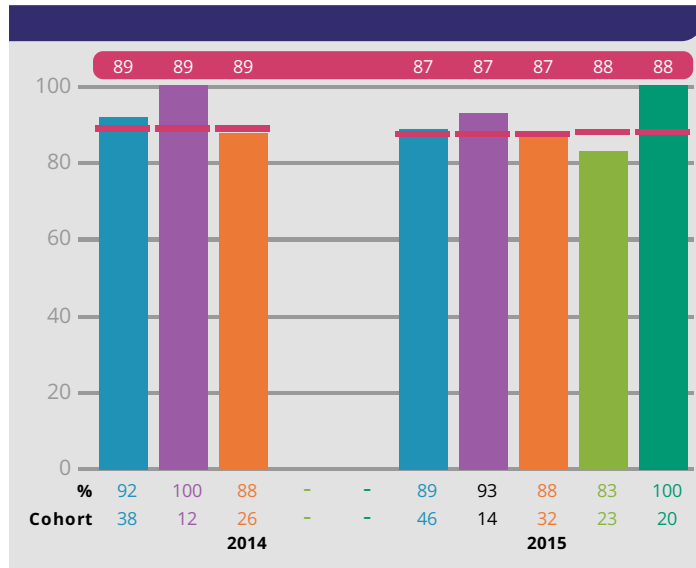
GCE AS level



Applied GCE



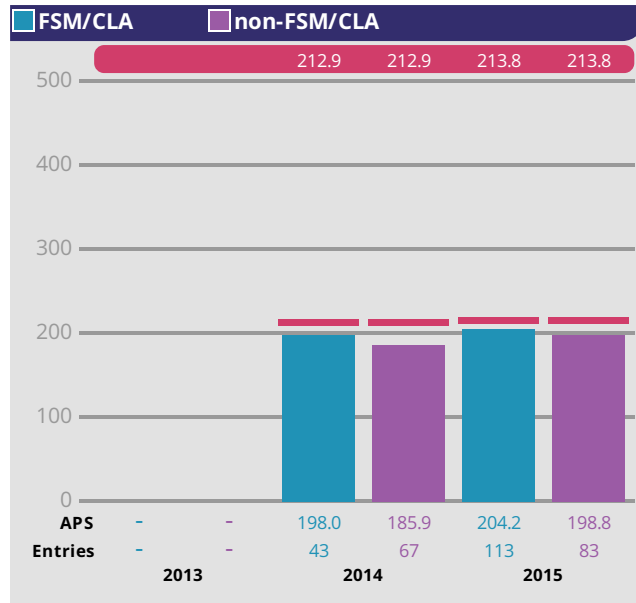
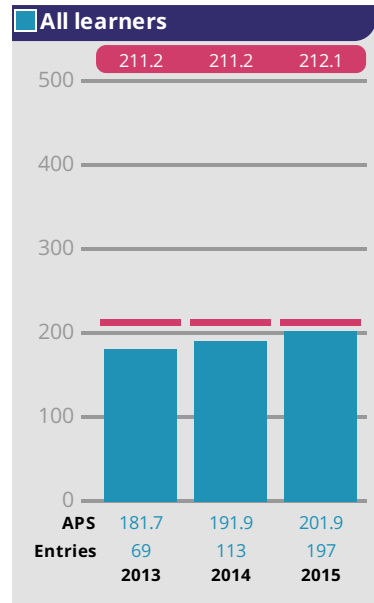
Other qualifications



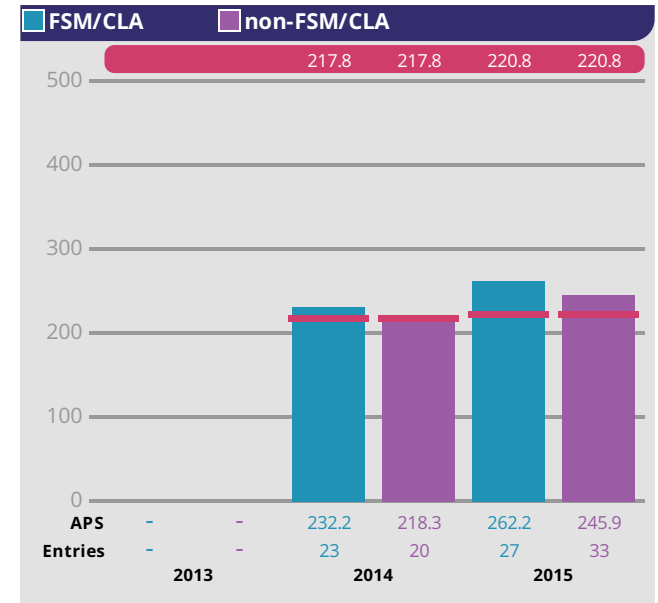
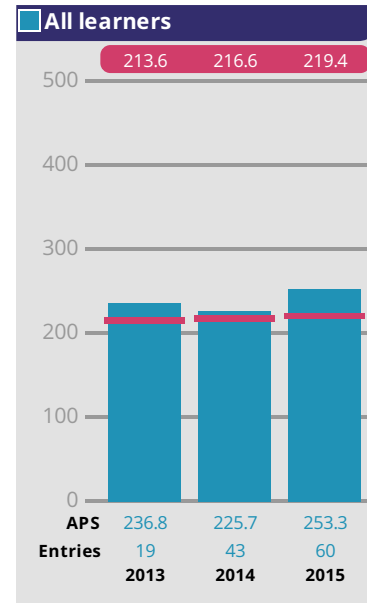
Average point scores (APS) for FSM/CLA learners are compared with national figures for non-FSM/CLA. Percentages attaining AAB are of those who took at least one A-level qualification; prior attainment is at GCSE and equivalent. Interim minimum standards charts show the percentages of learners with APS per entry of at least 172 points in academic qualifications and 194 points in vocational qualifications. Black lines show the required 40% then 45%. For cohorts fewer than 11, NE (no entries) is shown.

Average point score per entry

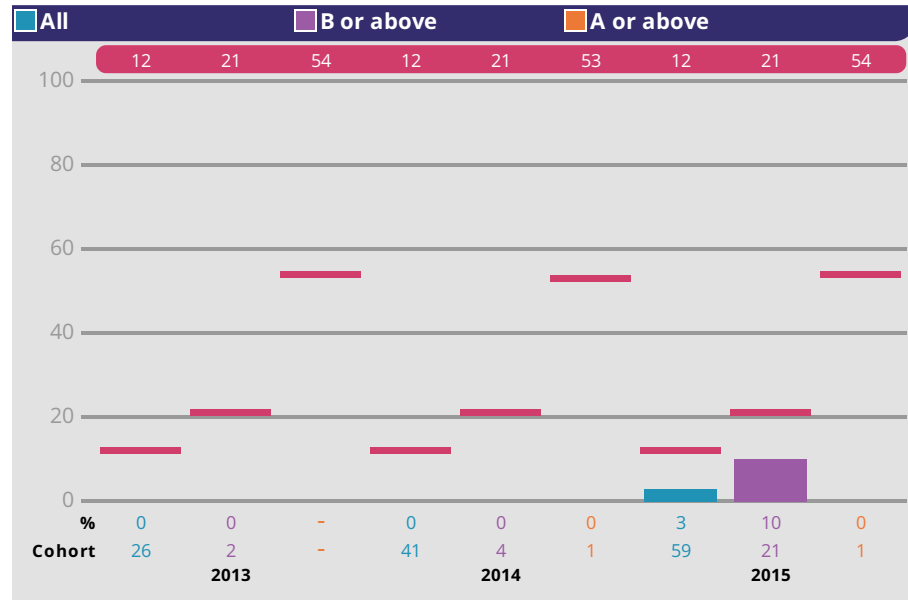
Academic



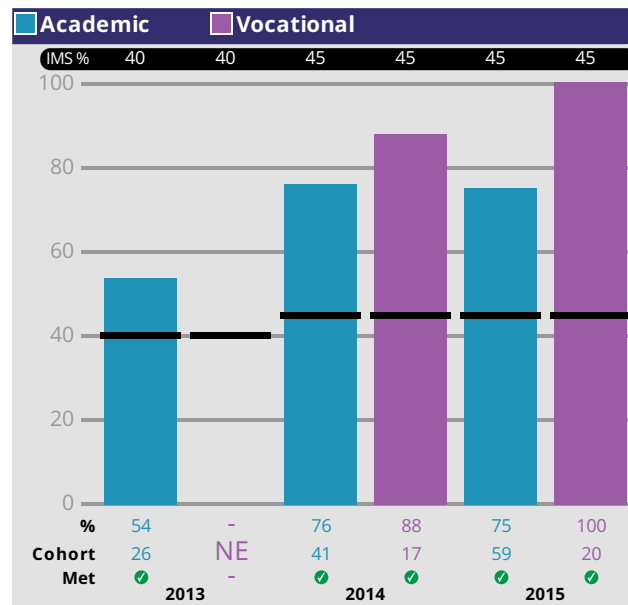
Vocational



Percentage of A-level learners attaining AAB* by prior attainment



Interim minimum standards

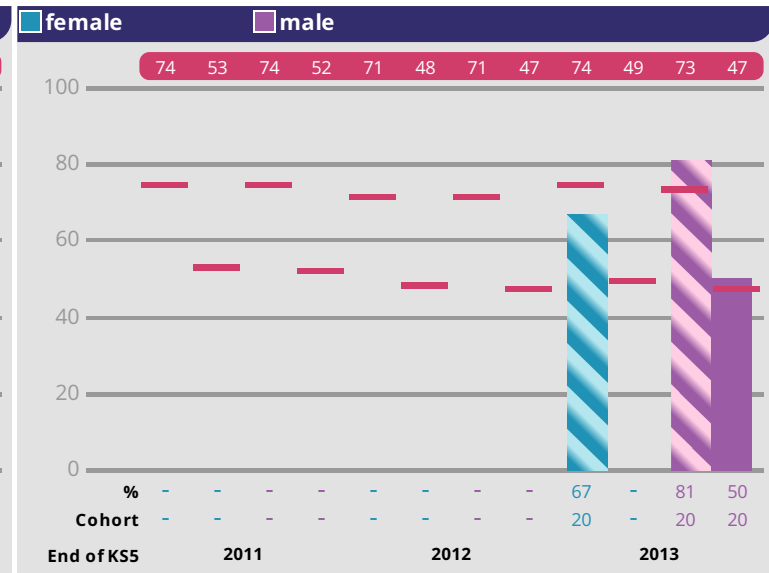
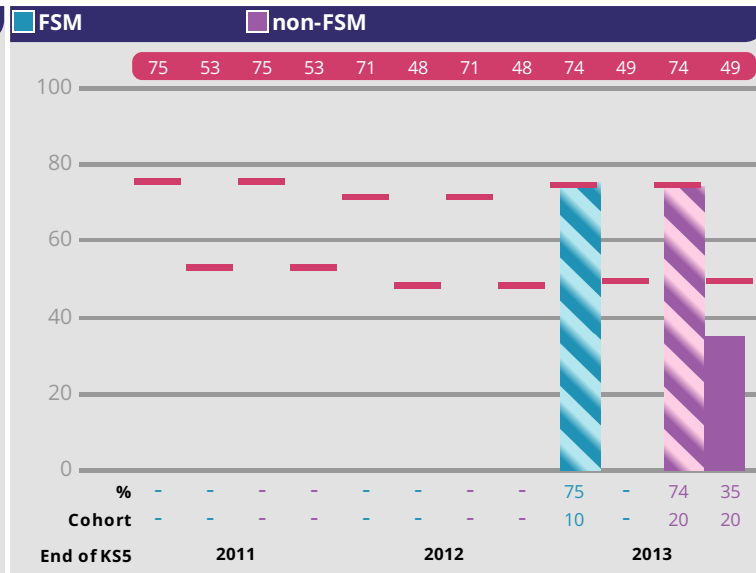
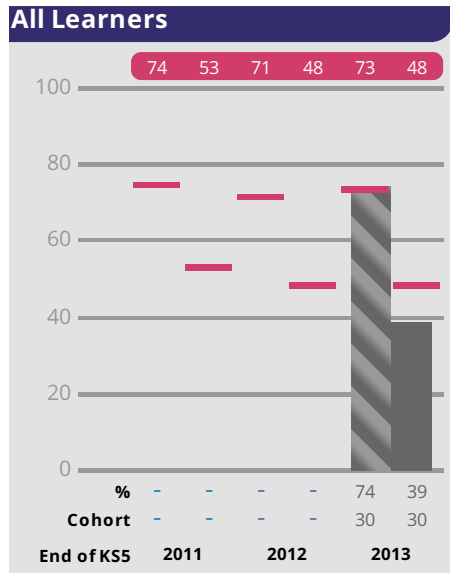


*including in two facilitating subjects

Destinations

Destinations shown are those sustained in the year after learners finished their study programme having entered at least one level 3 qualification. For example, the bars in the chart for End of KS5 2013 are for the destinations sustained during the year 2013/14 by those learners who finished their study programme in 2013. Destination data relates to earlier years than other data. It is from experimental statistics published by the DfE, so suppresses numbers fewer than 6 and rounds numbers of learners to the nearest 10. Destinations of the FSM group are compared with the national figures for non-FSM learners. Destinations of female and male groups are compared with the national figures for the same groups.

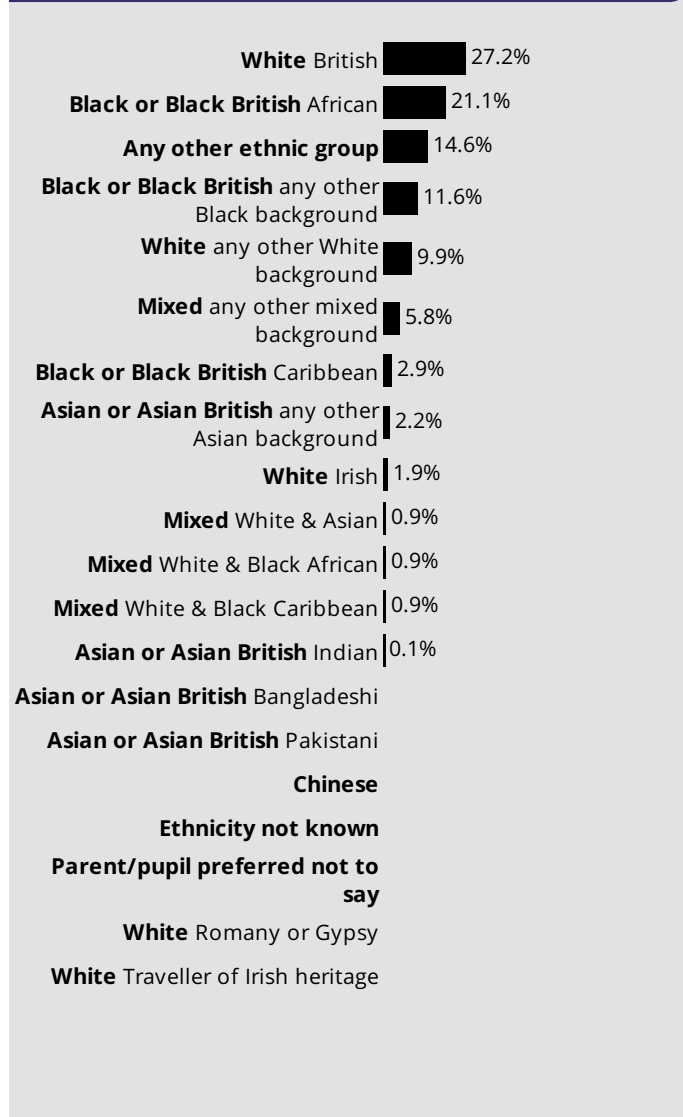
% in sustained education, employment or training desinations EET % in sustained higher education destinations HEI



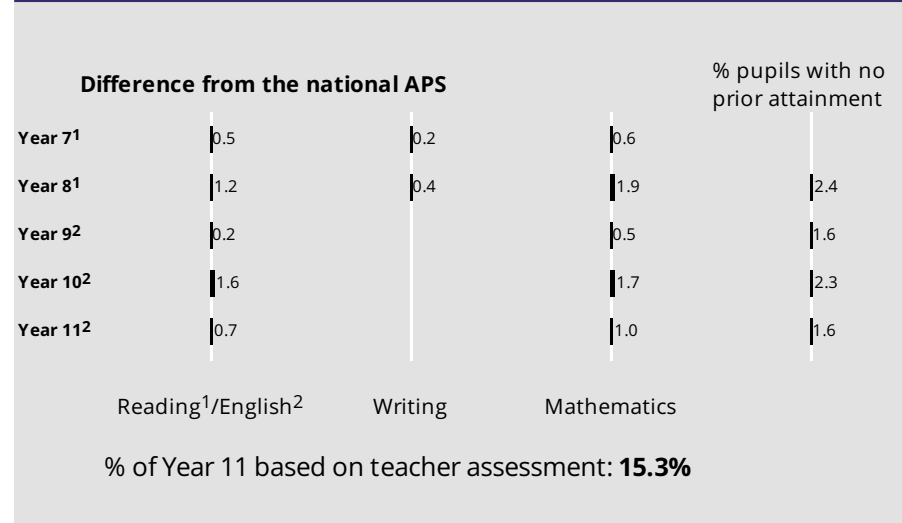
Prior attainment for reading and writing in Years 7 and 8 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national figure for secondary schools overall, not for each year group. Progress measures for pupils whose KS2 prior attainment is based on teacher assessment should be interpreted with caution as it is not as fine grained as KS2 test results.

Number on roll: **636** in year 7 to 11

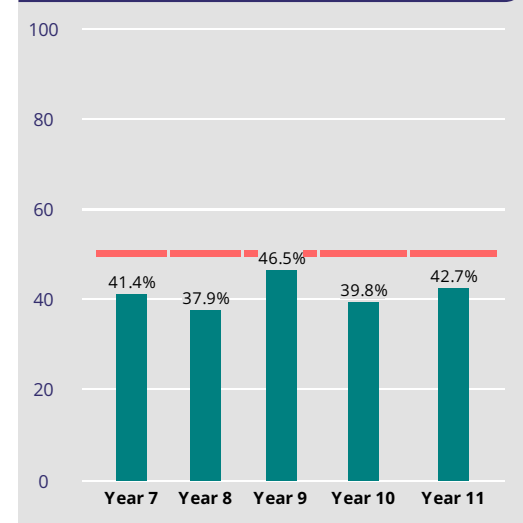
Ethnicity



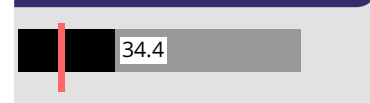
Prior attainment



% girls



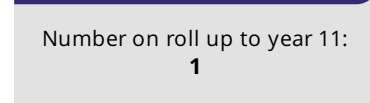
% first language not English



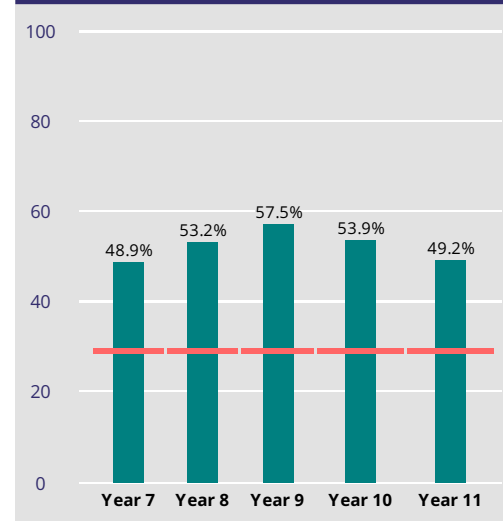
% stability



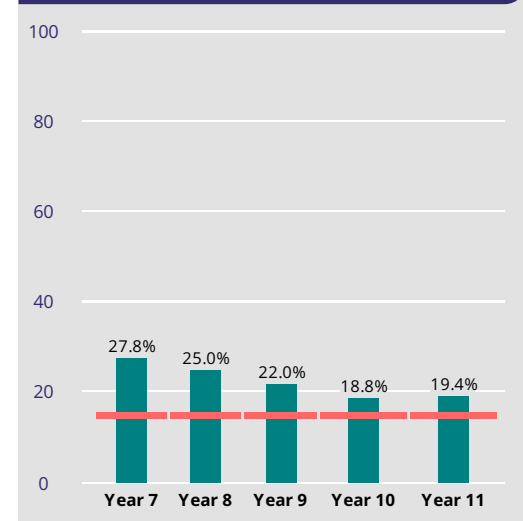
CLA pupils



% free school meals



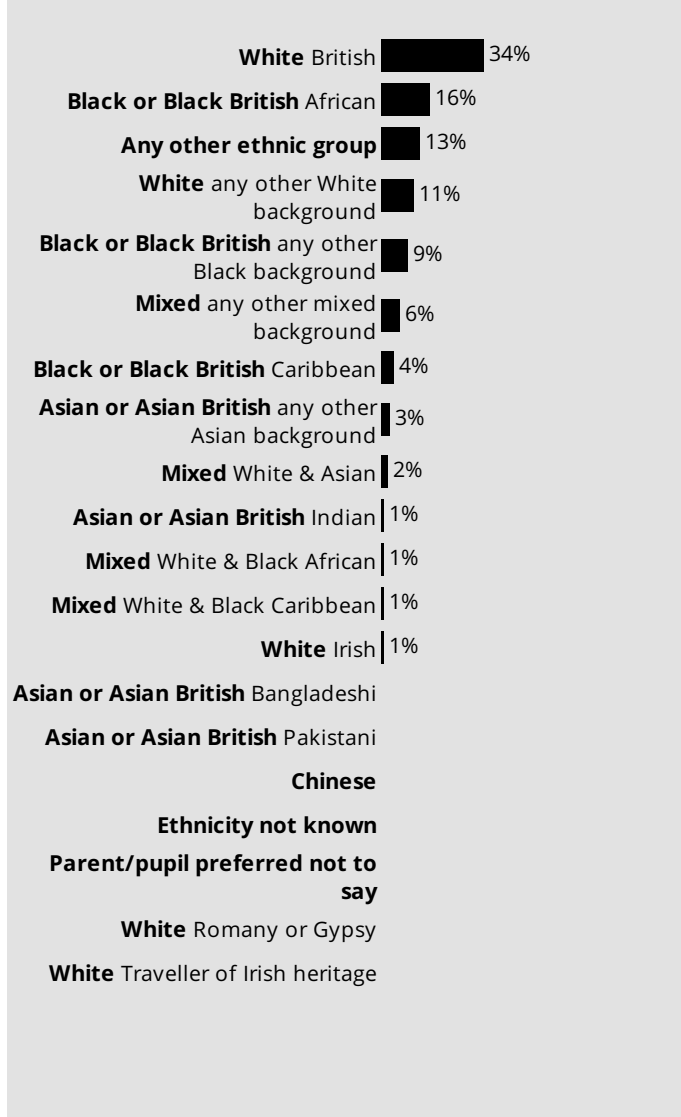
% SEN



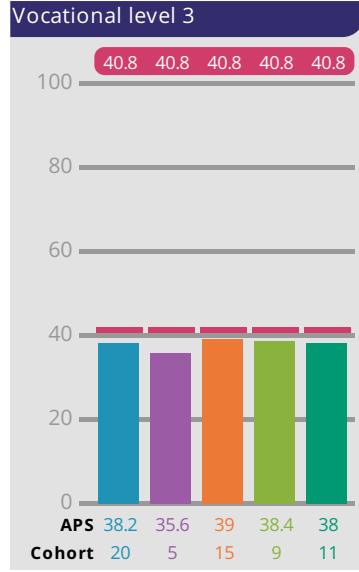
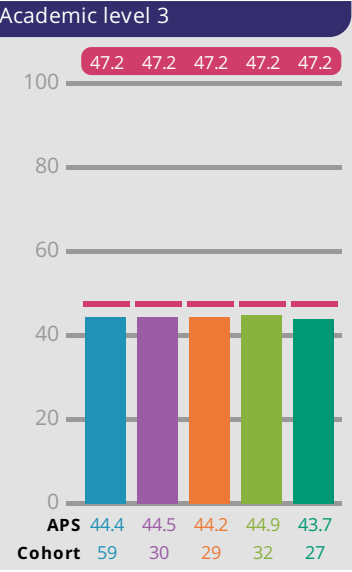
Prior attainment shows the APS for all KS4 qualifications taken by learners who entered at least one academic level 3 qualification and by learners who entered at least one vocational level 3 qualification. A red line shows the national APS for all such learners. The GCSE and equivalent grade distribution is for learners who entered at least one qualification at level 3 or above. FSM/CLA figures are for the same cohort. Other context data is for Years 12 to 14 learners and shown for only school sixth forms.

Prior attainment in GCSE and equivalent

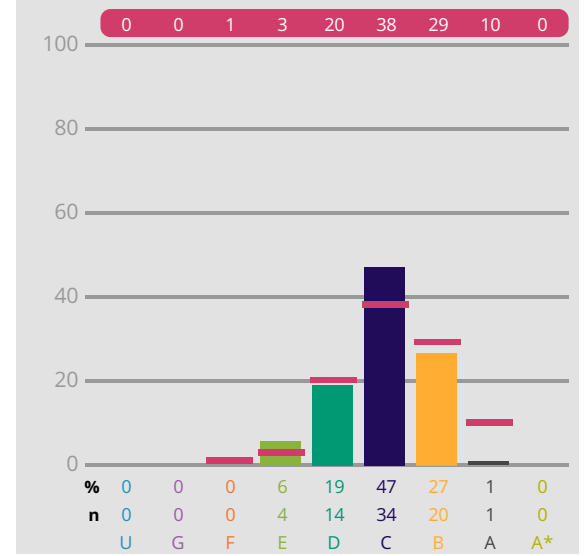
Ethnicity



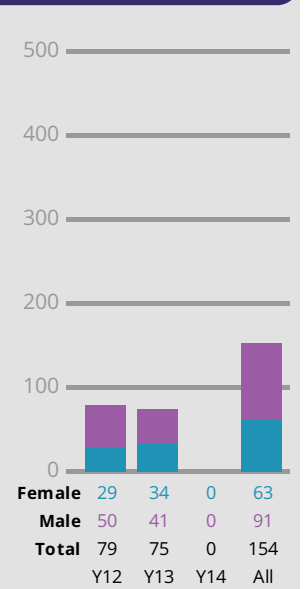
All learners Female Male FSM non-FSM



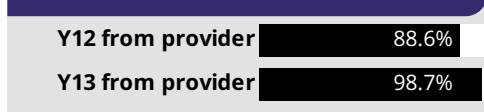
Grade distribution



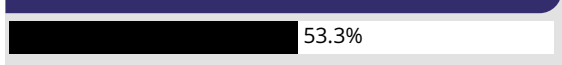
Number on roll



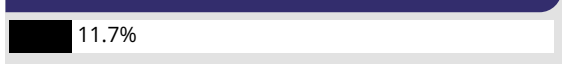
% of year group from provider



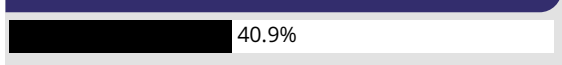
% FSM/CLA



% SEN



% first language not English



Number of CLA learners: 0