

# 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 progress and attainment for 2016 and other data for the last three years. 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, overall and by prior attainment. SEN group progress is compared with the national for all pupils, which is zero.

The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2016, highlighting consistency across starting points and subjects.

## Strengths in 2016

- Progress 8 was significantly above average overall and not significantly below average for any prior attainment group.
- Disadvantaged pupils' Progress 8 was not significantly below national other\* overall or for any prior attainment group.\*and not well below average.
- Progress 8 was not significantly below average\* overall or for any prior attainment group in English or mathematics.\*and not well below average.
- Progress for all pupils was not significantly below average\* across the curriculum (for EBacc or open elements, science, languages or humanities).\*and not well below average.

	School	National	
		Floor	Coasting
<b>2016</b>			
Progress 8	0.26	-0.5	-0.25
Above?			
Coasting elements	2014	2015	2016
Above?			

## Weaknesses in 2016

- Progress 8 in English or mathematics was significantly below average and in the lowest 10% for the group: SEN support middle.
- Progress was significantly below average and in the lowest 10% in at least one of EBacc or open elements or science, languages or humanities for the group: SEN support low, SEN support middle.
- Attendance was low for the group: SEN support (in the lowest 10%).
- Persistent absence was high for the groups: SEN with EHC/statement, SEN support (in the highest 10%).

Weaknesses are indicated for cohorts of at least six. Data for very small groups should be treated with caution. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where progress is said to be 'not well below average', it is not in the lowest 10%. In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.

# 16 to 19 study programmes inspection dashboard

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance in level 3 qualifications. It is produced for all providers for whom the Department for Education (DfE) provided data. It contains level 3 value added (VA), attainment and destinations data. From 2016, data is for learners entered for at least one AS-level-sized qualification. The inspection dashboard supplement shows details of English and mathematics progress and destinations.

New are: lines at minimum standards on VA charts, shading for each subject with sig- VA in the lowest 5%, and attainment charts showing grade equivalents, best three A levels and grade B (instead of B+) prior attainment. A vertical dotted line on charts shows that data is not comparable between the latest and previous years due to changes in methodology, which also affect strengths and weaknesses. Cohort sizes and entries are shown; treat data for very small groups with caution. National figures for attainment are for all state-funded schools and colleges.

Key groups shown are: learners who attracted pupil premium funding when in Year 11 (disadvantaged), females and males. VA and destinations for previous years are shown for the free school meals (FSM) members of the disadvantaged group. Learners for whom disadvantaged status is not known are included in charts for all learners but not in disadvantaged group charts, so totals for cohorts or entries may differ. Data for the disadvantaged group is compared with the national figures for non-disadvantaged learners.

The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance across qualification types, subjects, starting points and groups. The weaknesses highlight particularly low progress in comparison with all 16 to 19 providers.

## Strengths in 2016

- Value added was significantly above average for the qualification type: GCE AS level.
- Academic value added was significantly above average for learners with prior attainment grade: D or below.
- Applied general value added was significantly above average for learners with prior attainment grade: C.
- AS-level size and below value added was significantly above average in a tenth or more subjects and not significantly different from average in all others.
- Applied general value added was significantly above average or not significantly different from average in all subjects.

## Weaknesses in 2016

- No weaknesses were identified in this dataset

Where a disadvantaged 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.

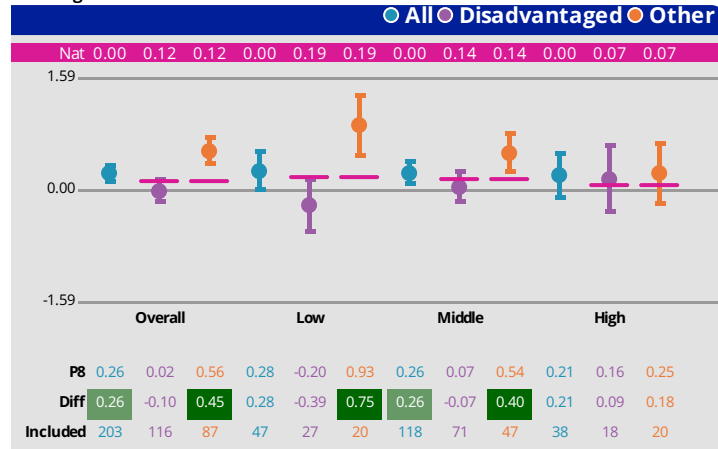
# Whalley Range 11-18 High School

## Overall Progress 8 and Attainment 8

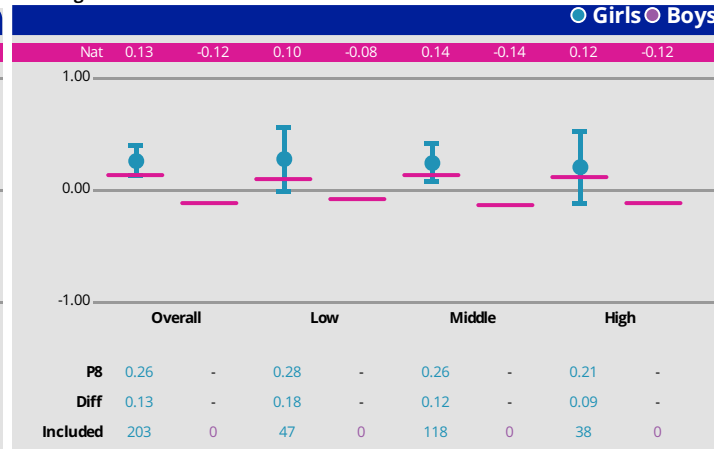
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

### Progress 8

Coverage ● 80% ● 83% ● 76%

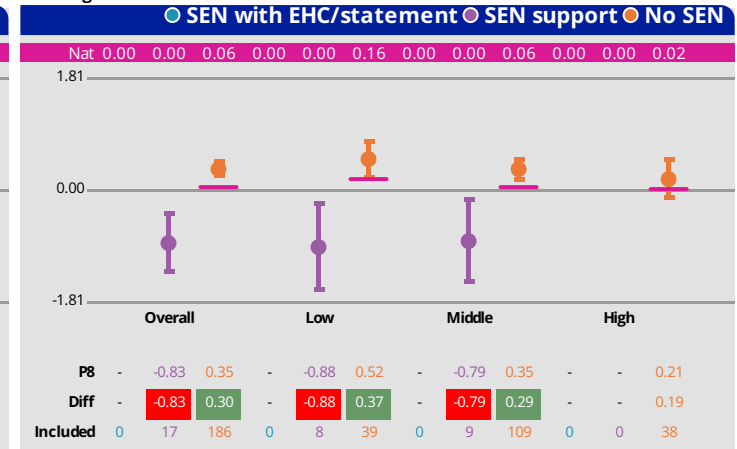


Coverage ● 80%

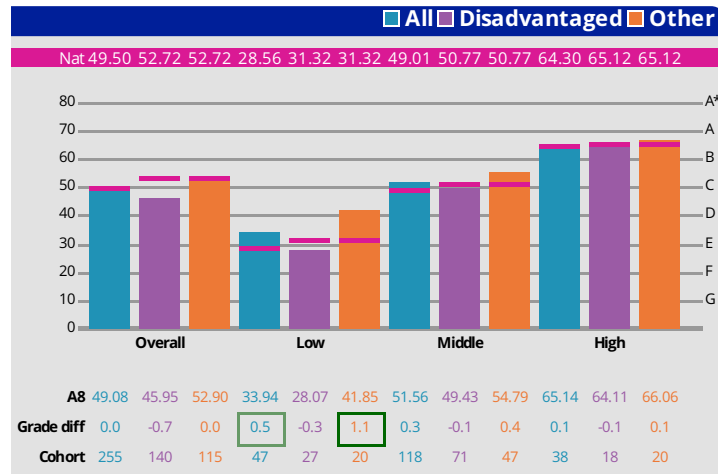


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

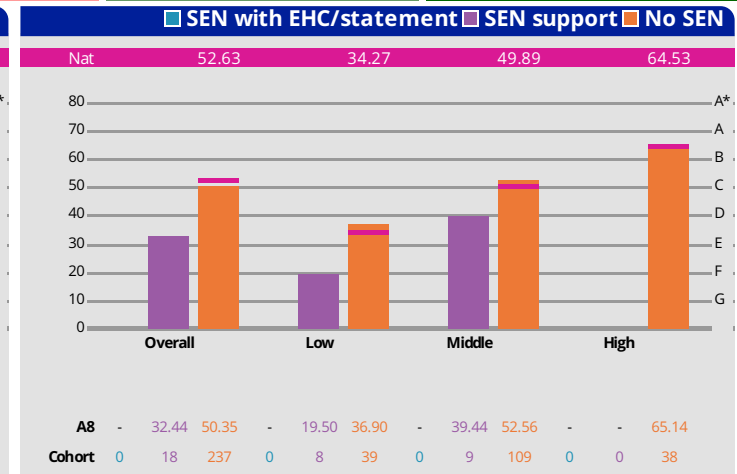
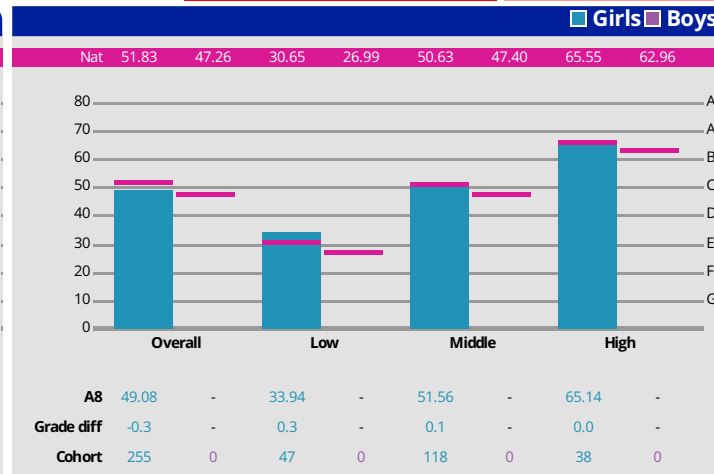
Coverage ● 94% ● 78%



### Attainment 8



1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national



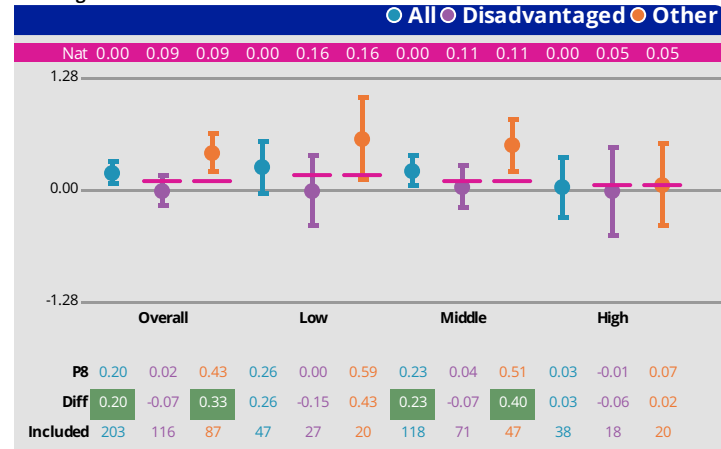
# Whalley Range 11-18 High School

## English element Progress 8 and Attainment 8

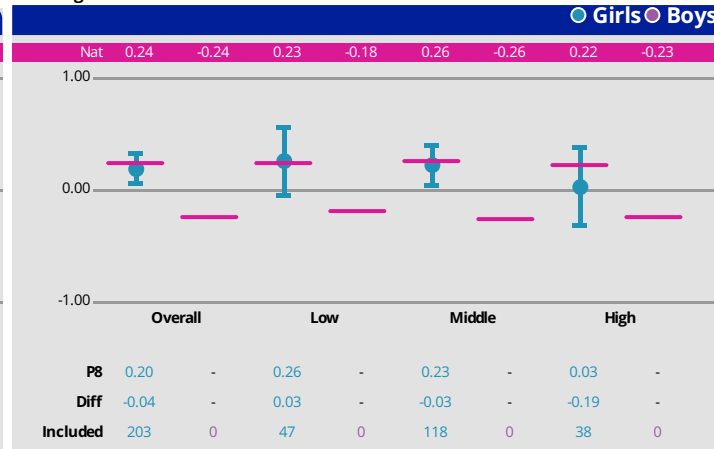
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

### Progress 8

Coverage ● 80% ● 83% ● 76%

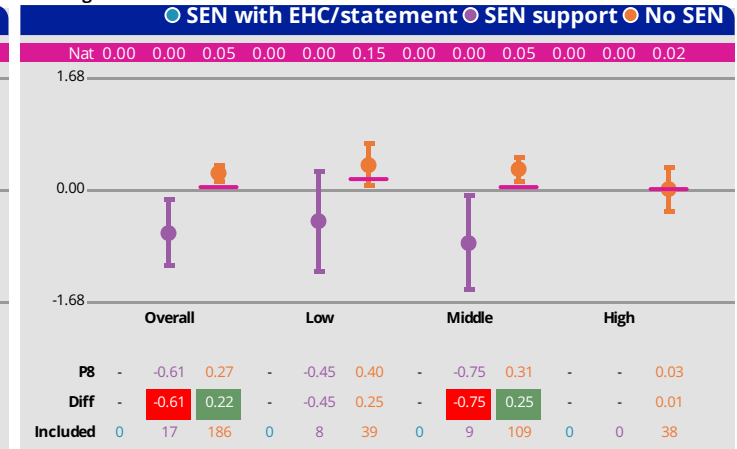


Coverage ● 80%

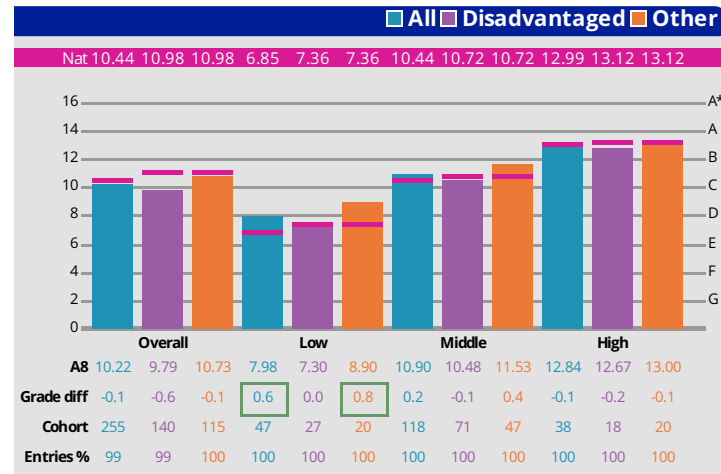


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

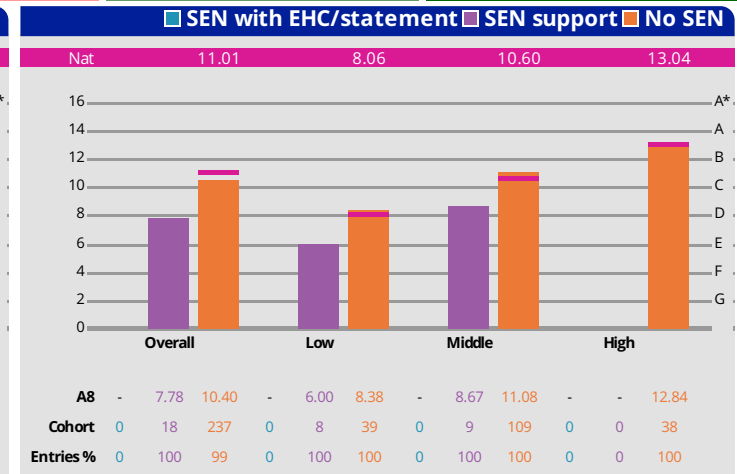
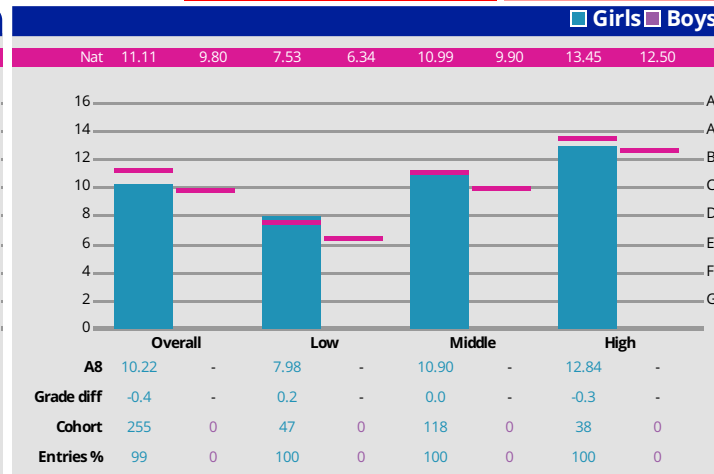
Coverage ● 94% ● 78%



### Attainment 8



1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national

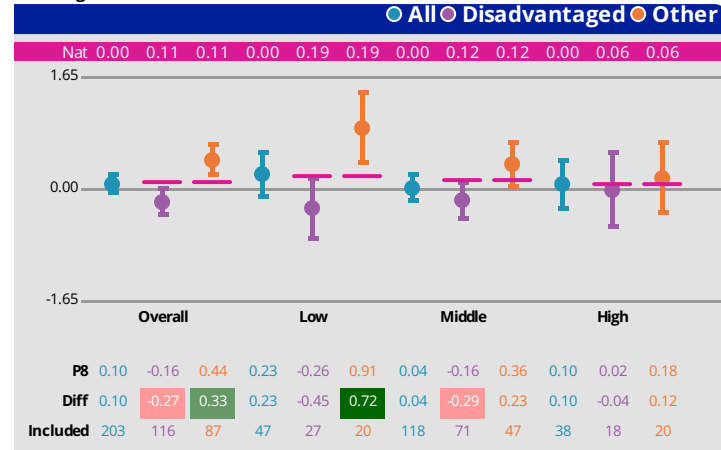


Mathematics element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

Progress 8

Coverage ● 80% ● 83% ● 76%

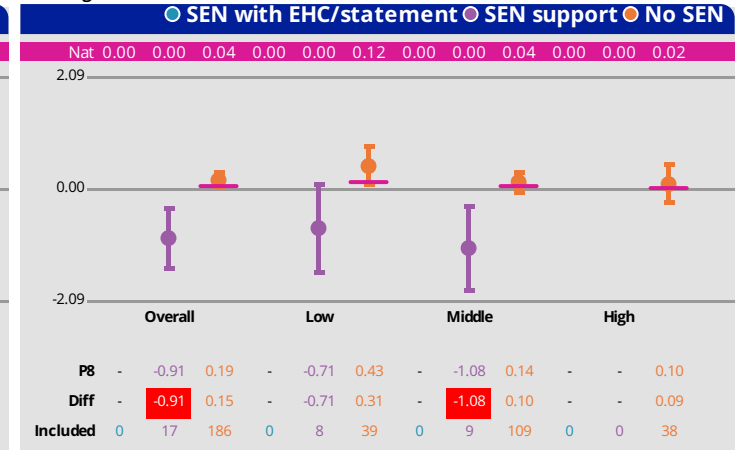


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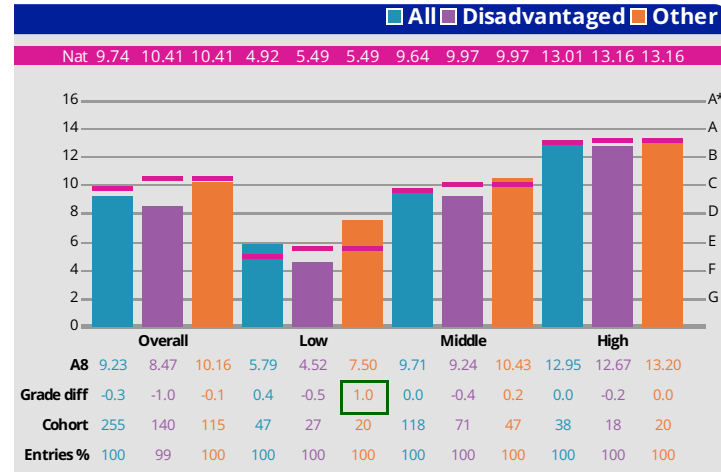
Coverage ● 80%



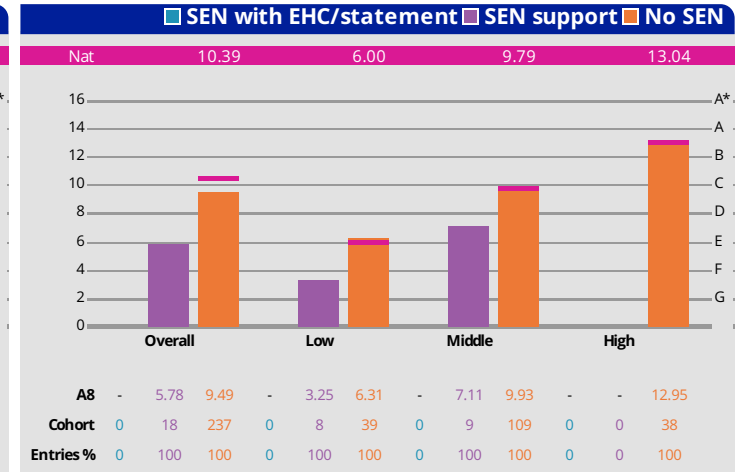
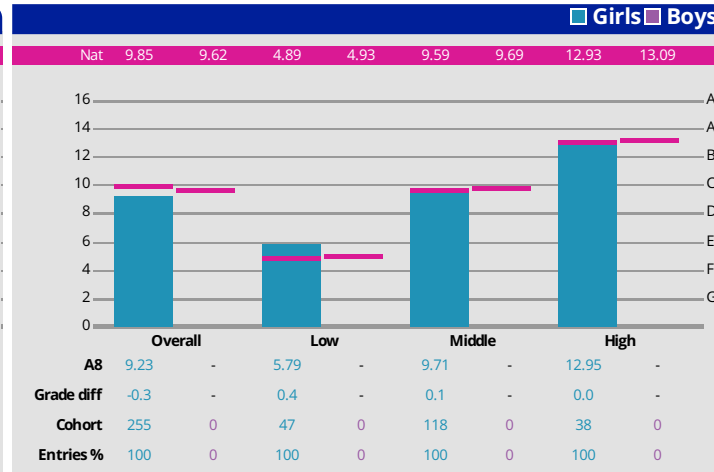
Coverage ● 94% ● 78%



Attainment 8



1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national

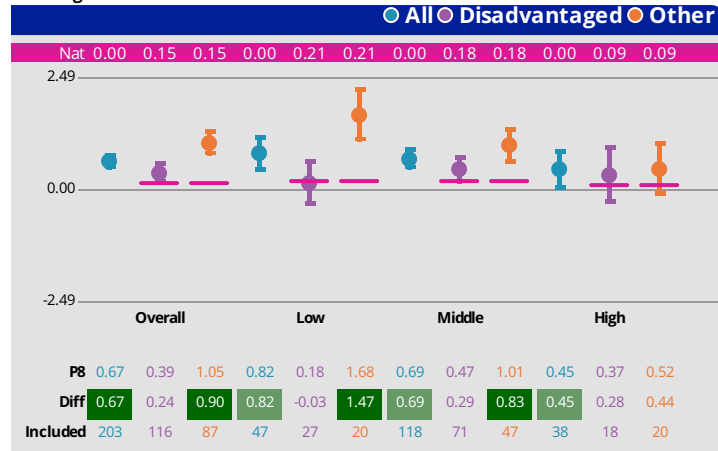


EBacc element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

Progress 8

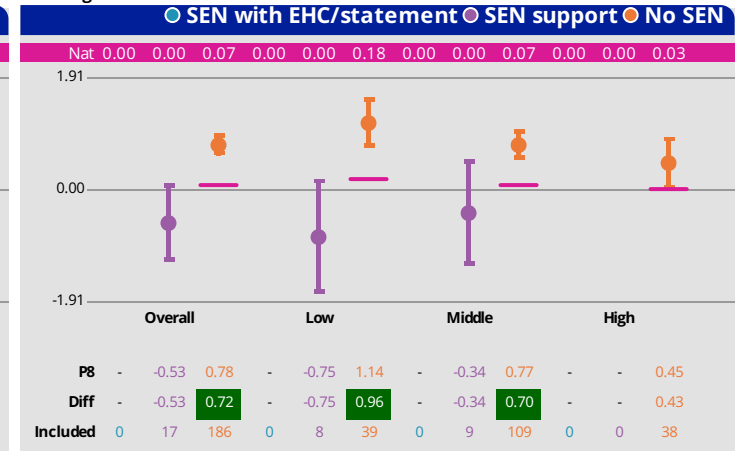
Coverage 80% 83% 76%



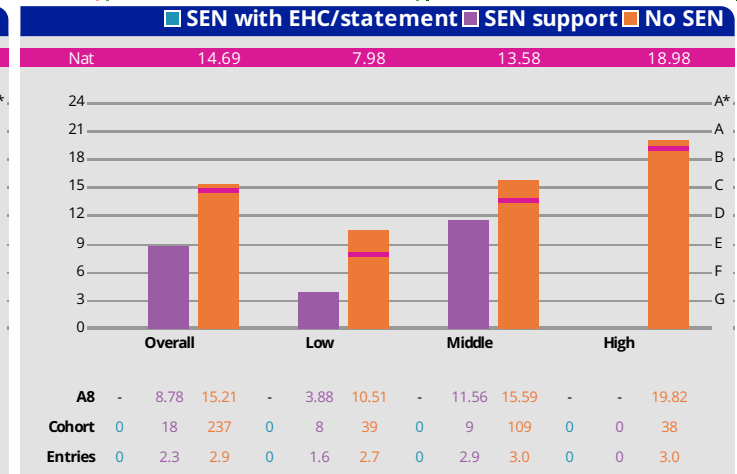
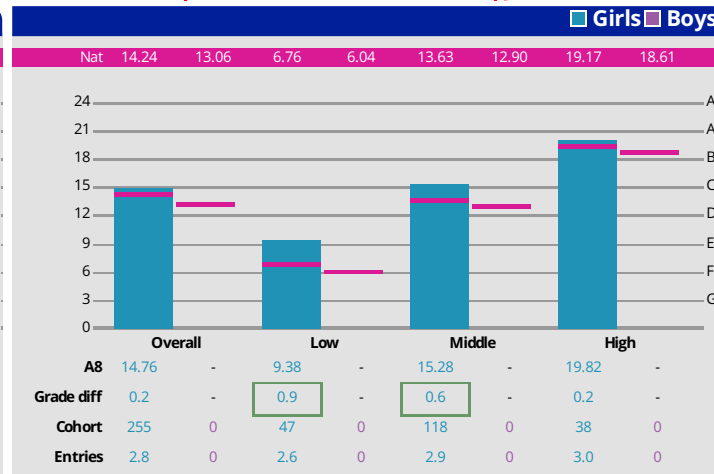
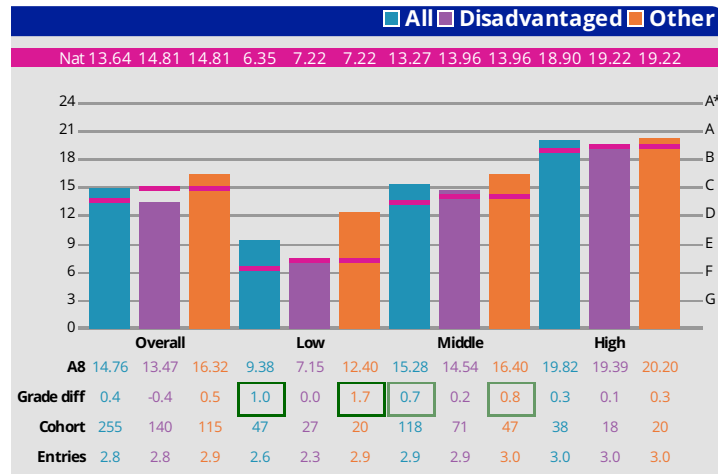
Coverage 80%



Coverage 94% 78%



Attainment 8



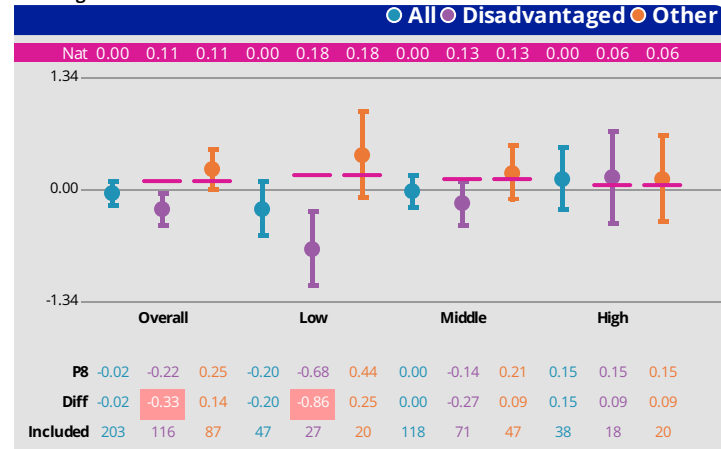
# Whalley Range 11-18 High School

## Open element Progress 8 and Attainment 8

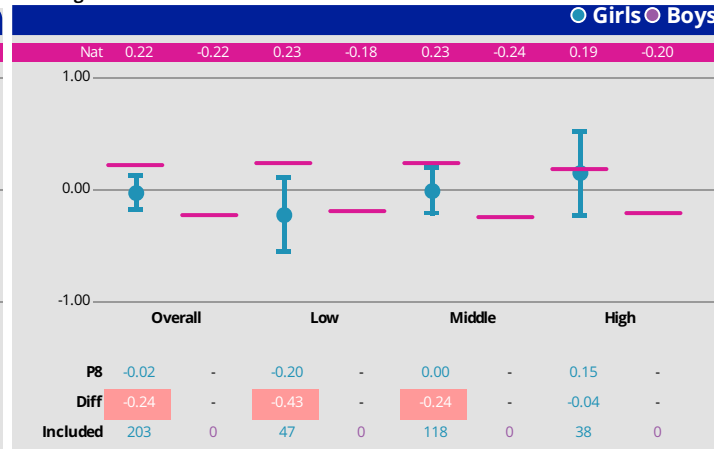
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

### Progress 8

Coverage ● 80% ● 83% ● 76%

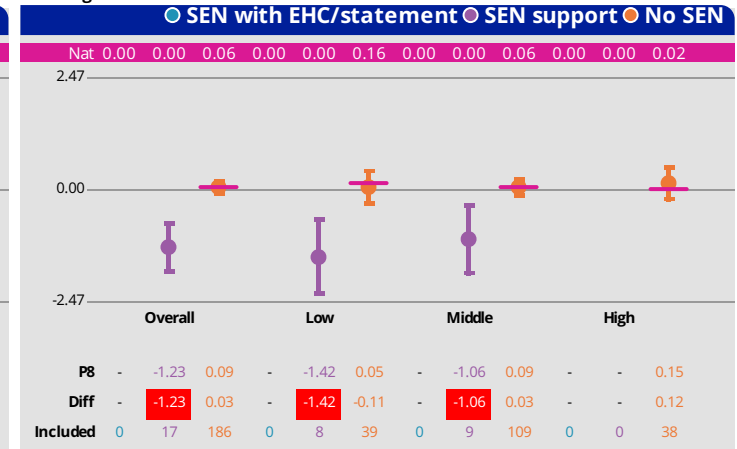


Coverage ● 80%

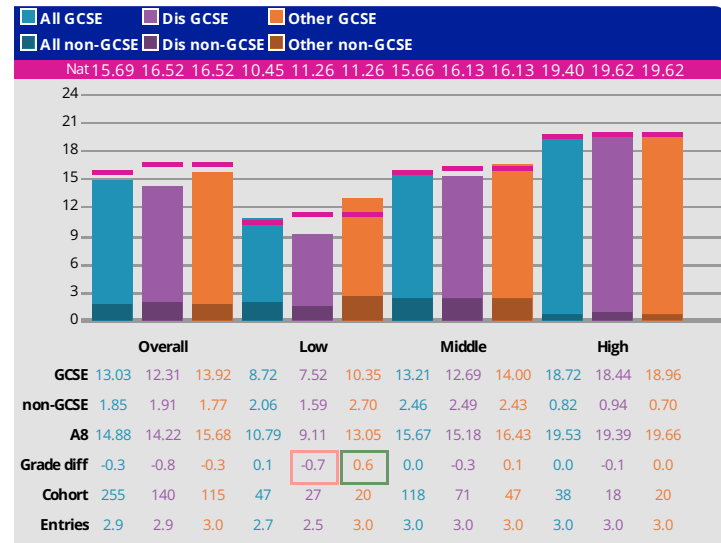


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

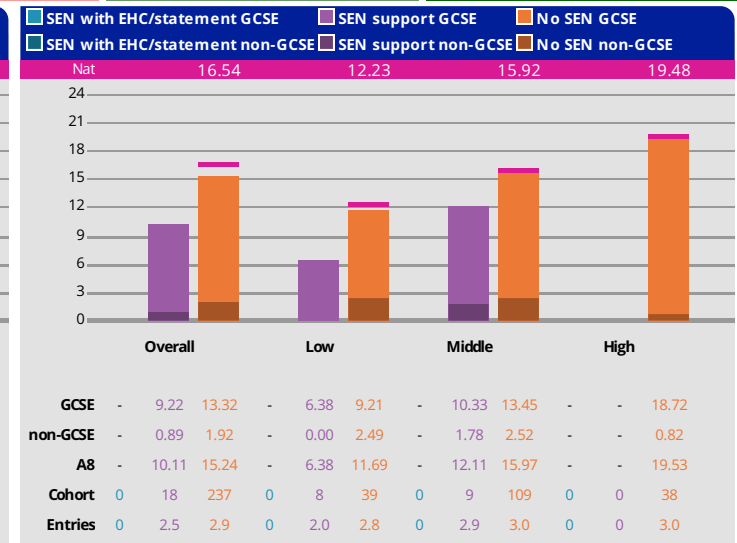
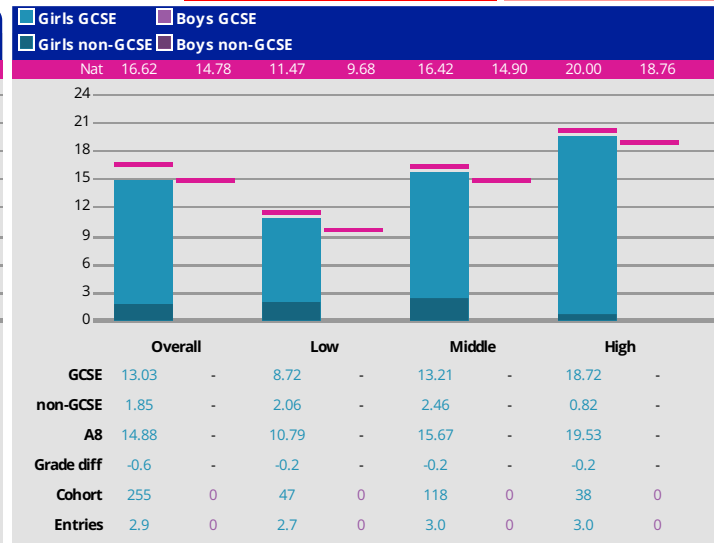
Coverage ● 94% ● 78%



### Attainment 8



1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national



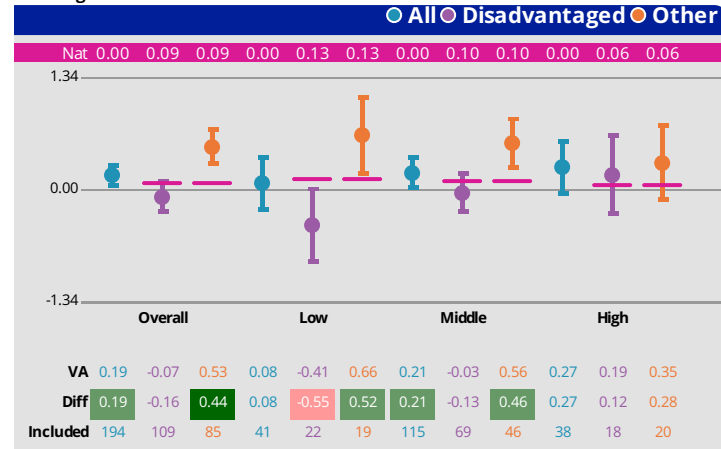
# Whalley Range 11-18 High School

## Science value added and attainment

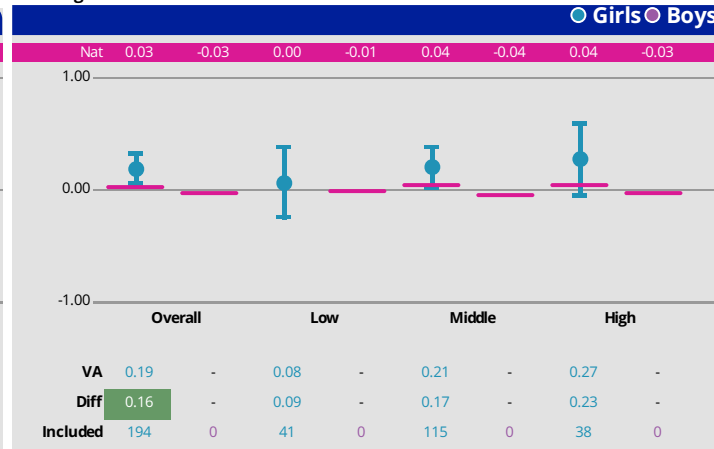
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

### Value added

Coverage ● 76% ● 78% ● 74%

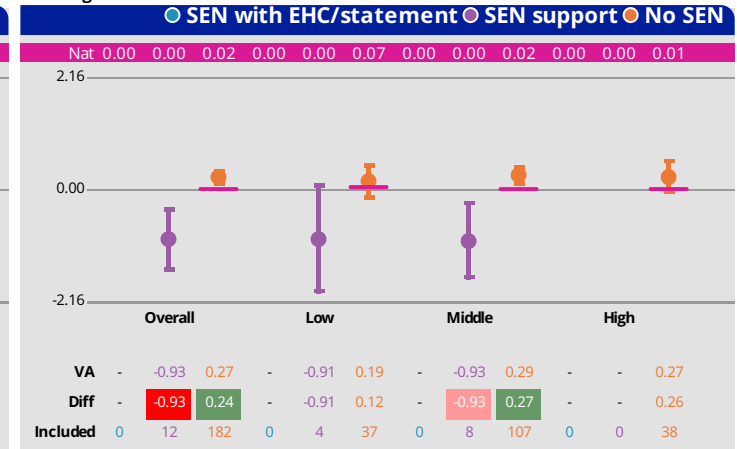


Coverage ● 76%

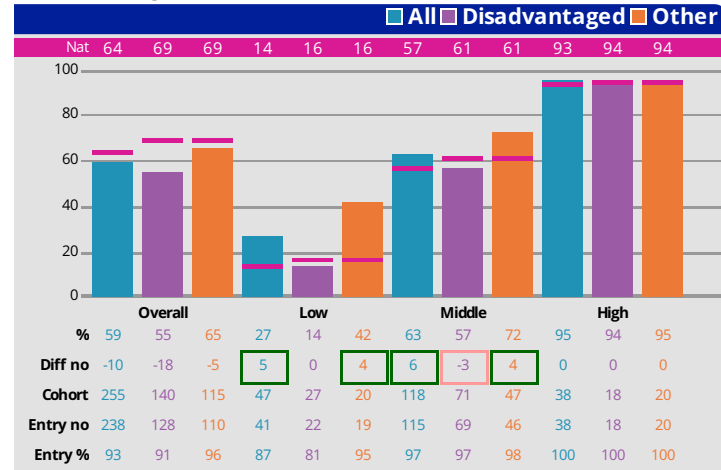


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

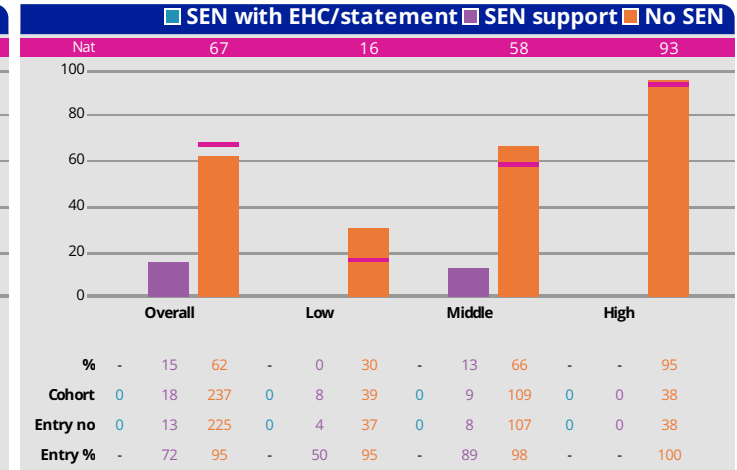
Coverage ● 67% ● 77%



### % attained grade C threshold



Four or more pupils below national    Three pupils below national    Three pupils above national    Four or more pupils above national





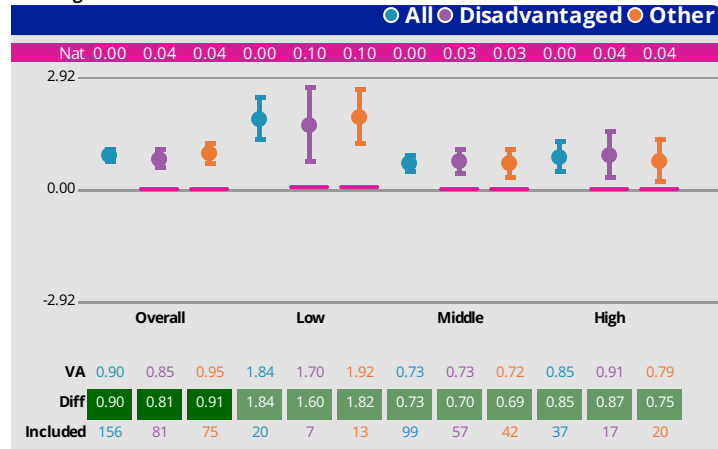
# Whalley Range 11-18 High School

## Languages value added and attainment

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

### Value added

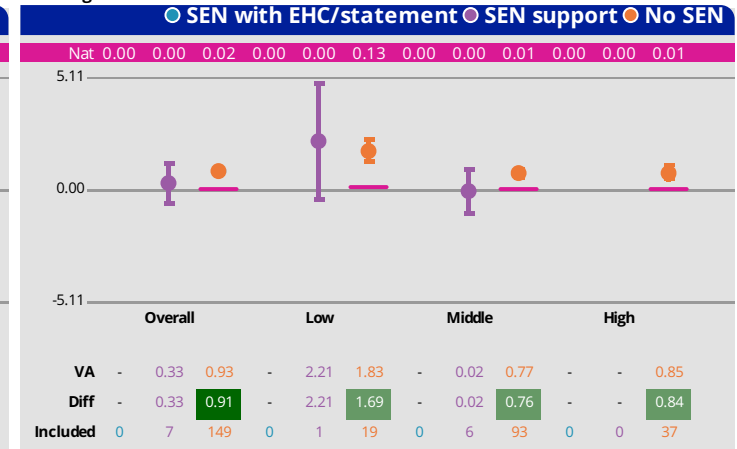
Coverage ● 61% ● 58% ● 65%



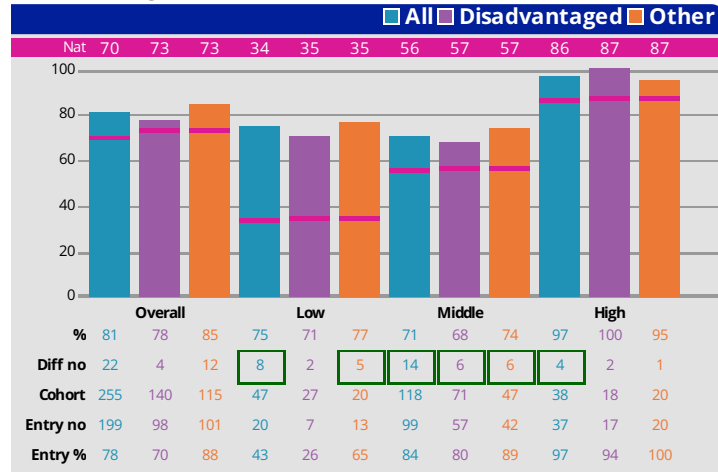
Coverage ● 61%



Coverage ● 39% ● 63%



### % attained grade C threshold

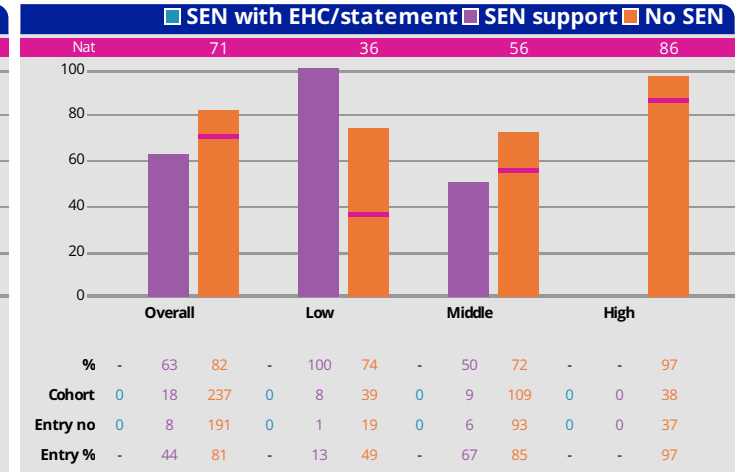


Four or more pupils below national

Three pupils below national

Three pupils above national

Four or more pupils above national



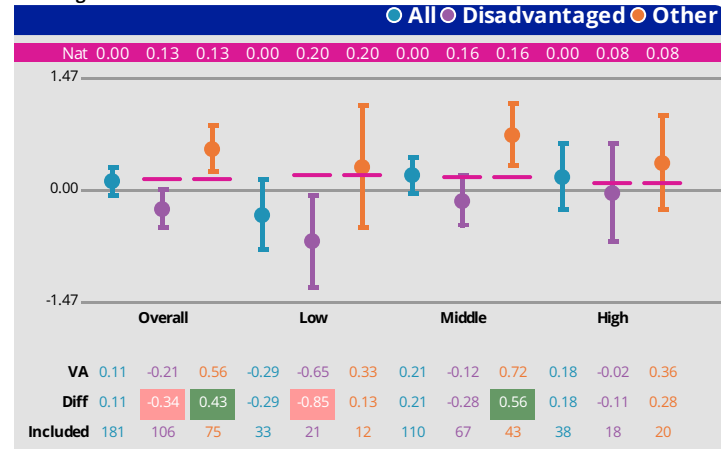
# Whalley Range 11-18 High School

## Humanities value added and attainment

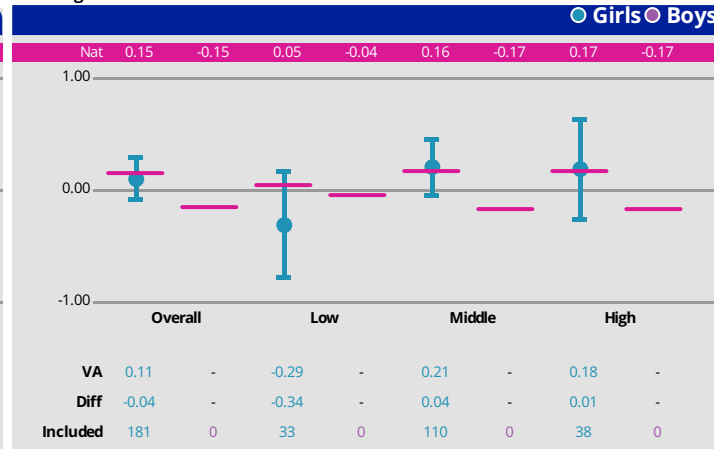
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

### Value added

Coverage ● 71% ● 76% ● 65%

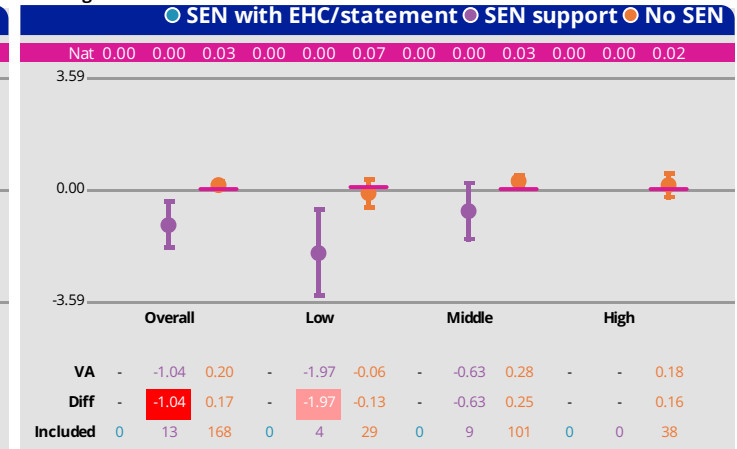


Coverage ● 71%

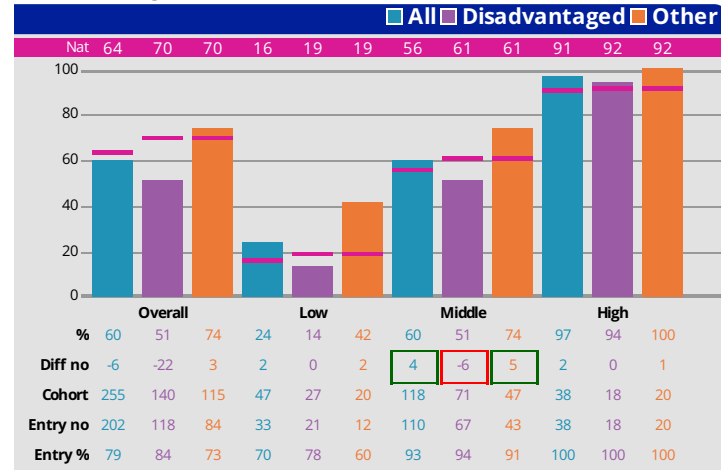


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

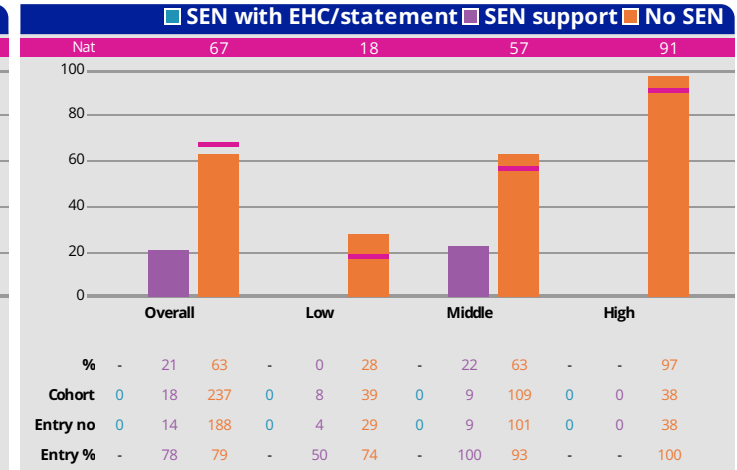
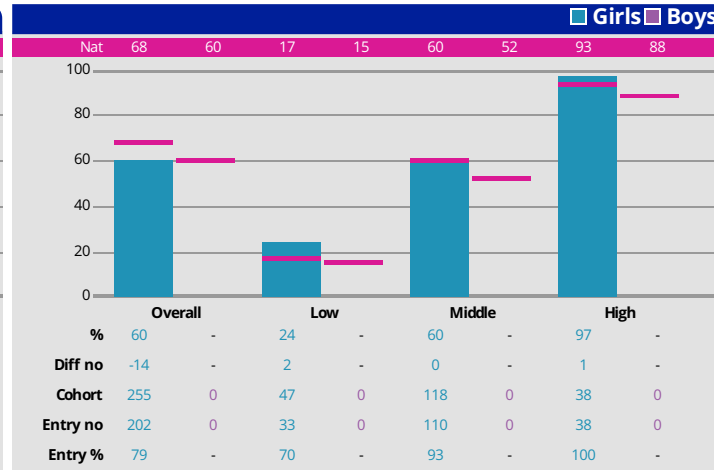
Coverage ● 72% ● 71%



### % attained grade C threshold



Four or more pupils below national    Three pupils below national    Three pupils above national    Four or more pupils above national

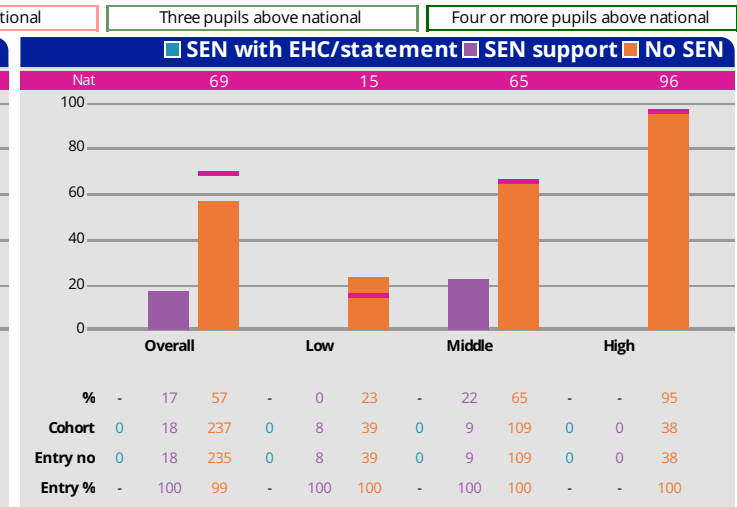
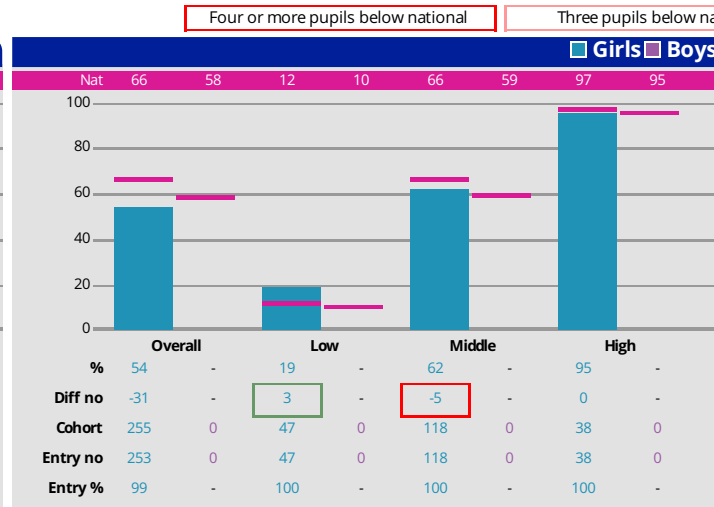
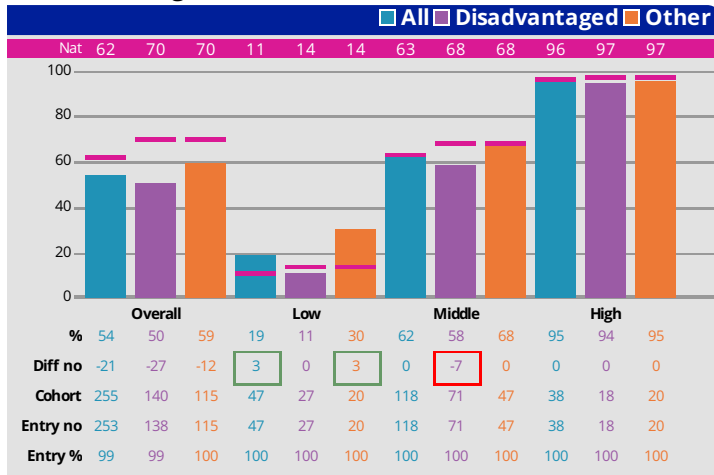


# Whalley Range 11-18 High School

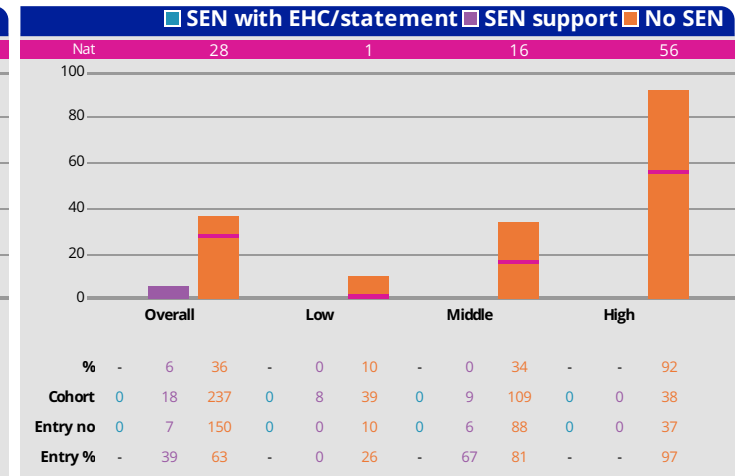
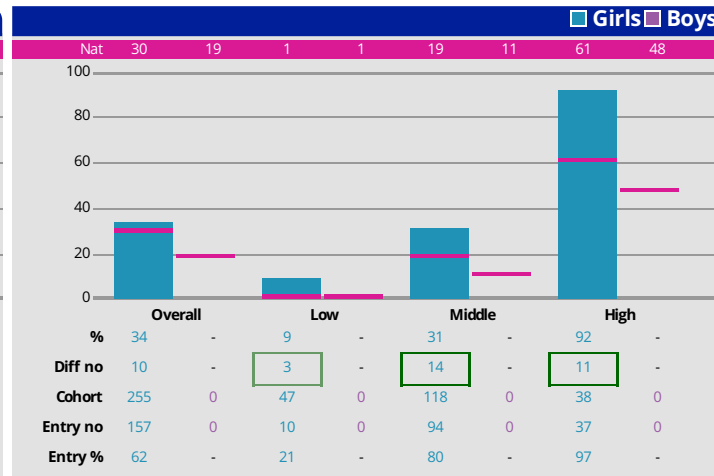
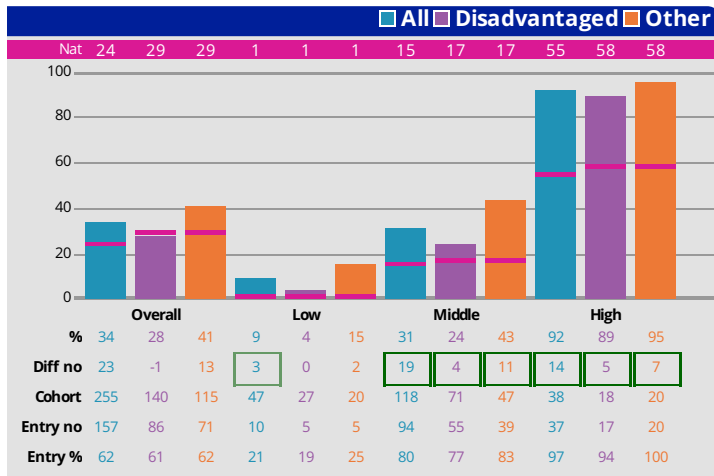
## Thresholds

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National figures are shown by horizontal bars. The tables show the percentage of the cohort that attained the grade C threshold. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below.

### % attained English & mathematics



### % attained EBacc



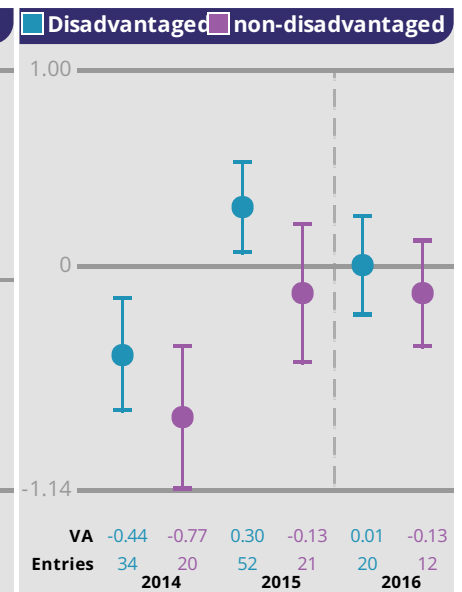
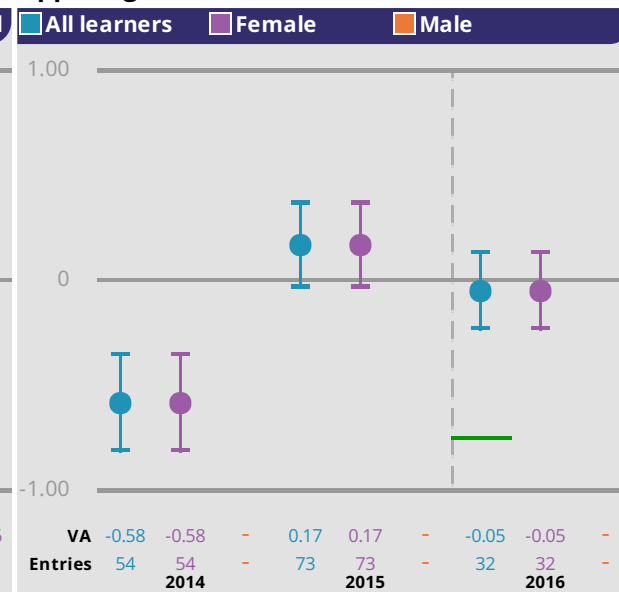
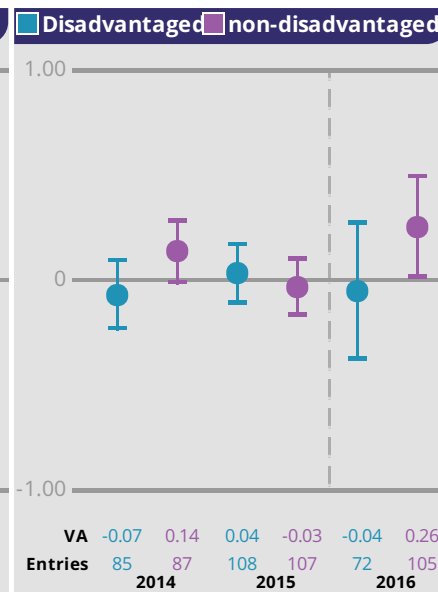
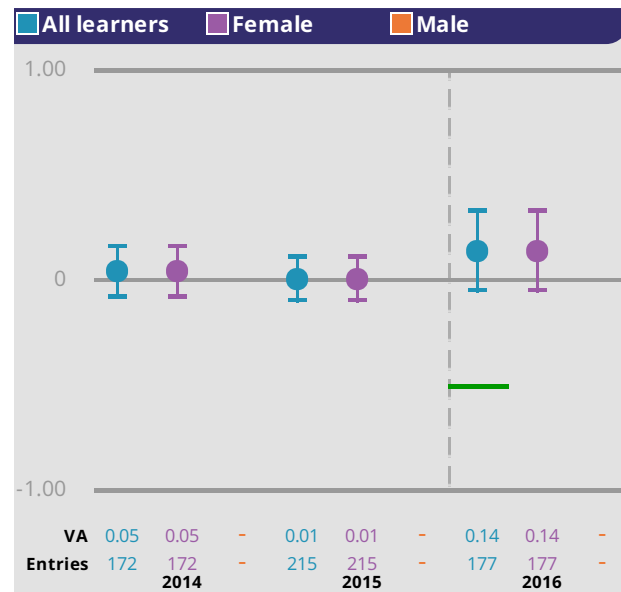
Value added

Charts use level 3 VA data. The only AS levels included are those not continued to A2. 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 average. Green lines show the minimum standards thresholds (academic -0.5 and applied general -0.75).

Minimum standard threshold

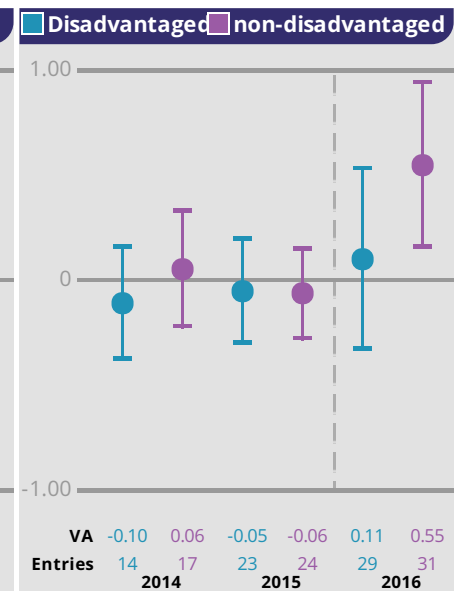
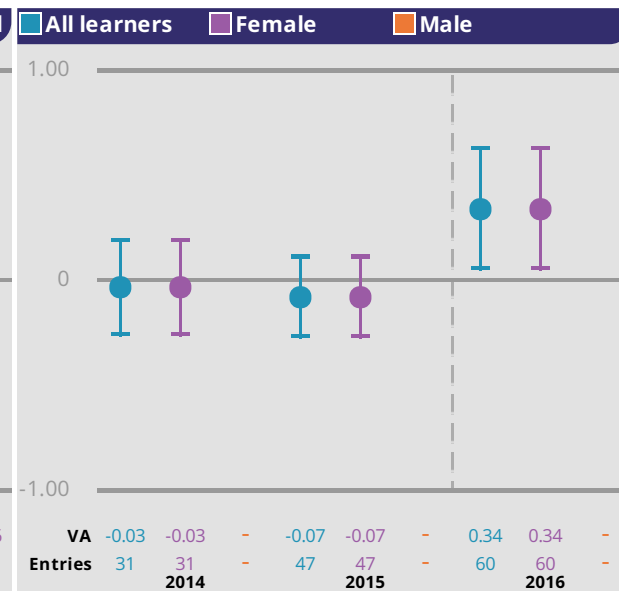
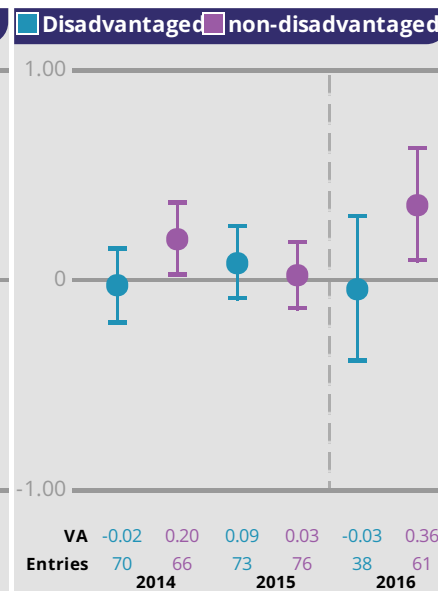
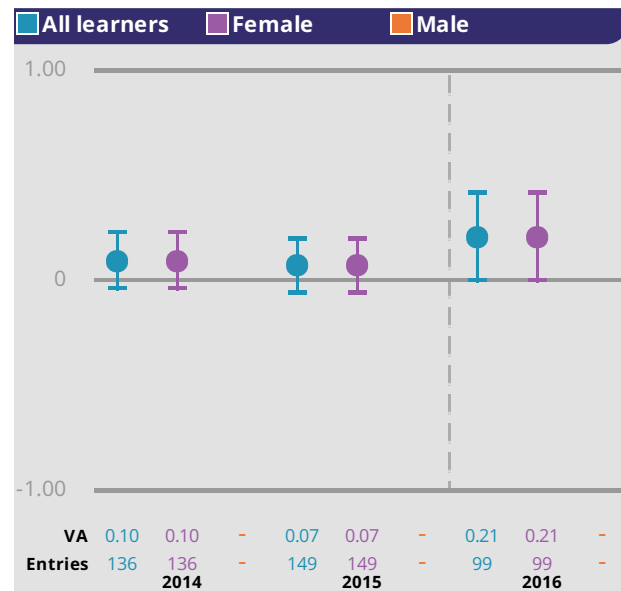
Academic

Applied general



GCE A level

GCE AS level



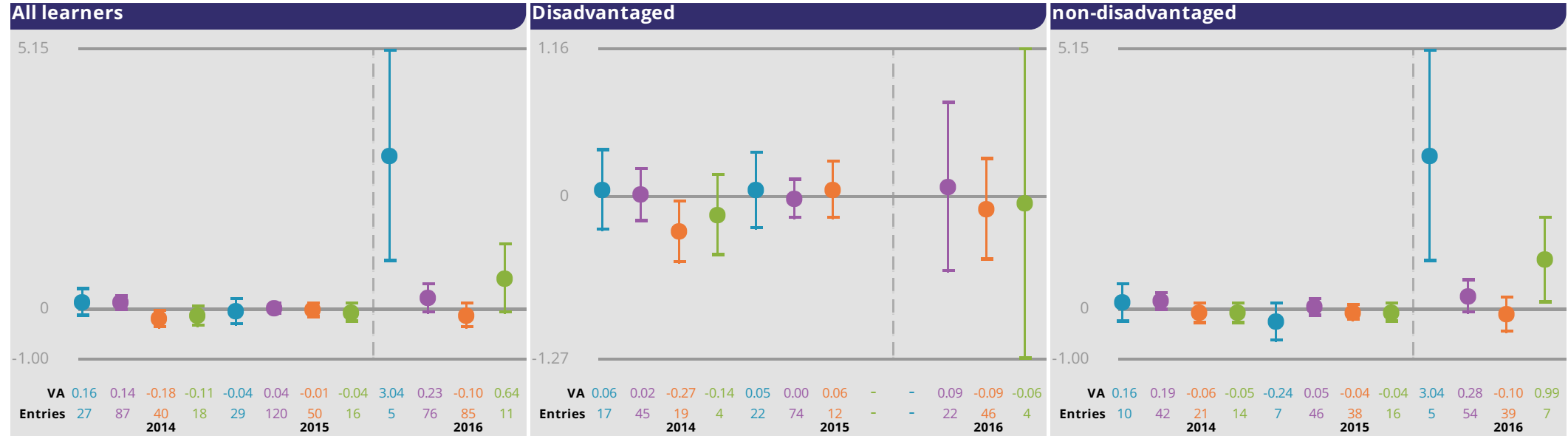
# Whalley Range 11-18 High School

## Value added by prior attainment

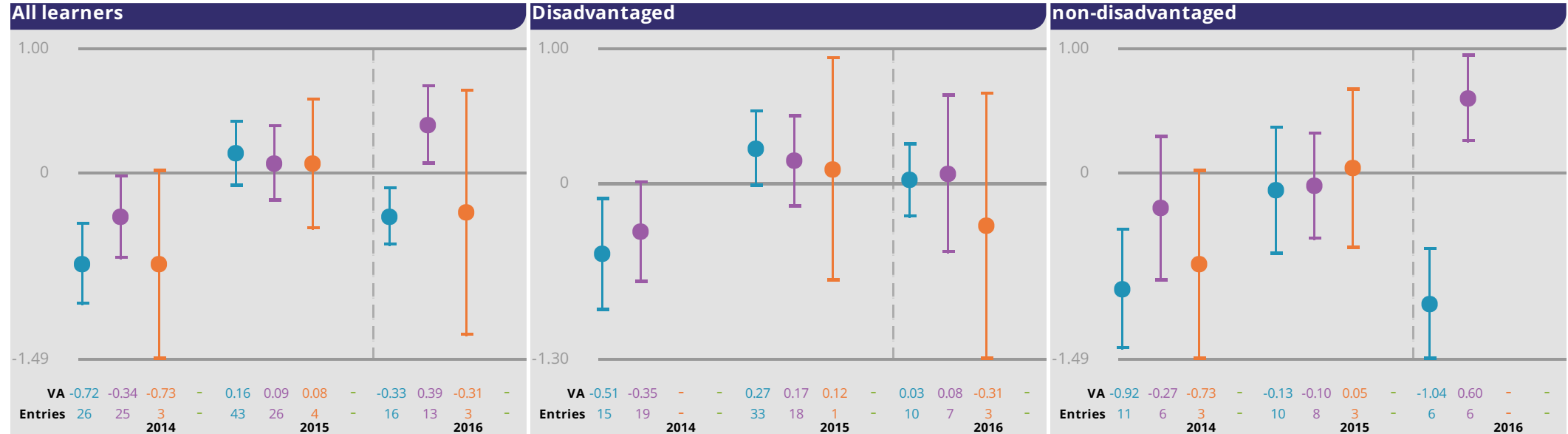
Charts show four groups based on the prior attainment used in calculating VA: GCSE grades for the academic cohort, GCSE and equivalent grades for the applied general cohort.

### Academic value added by prior attainment

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



### Applied general value added by prior attainment

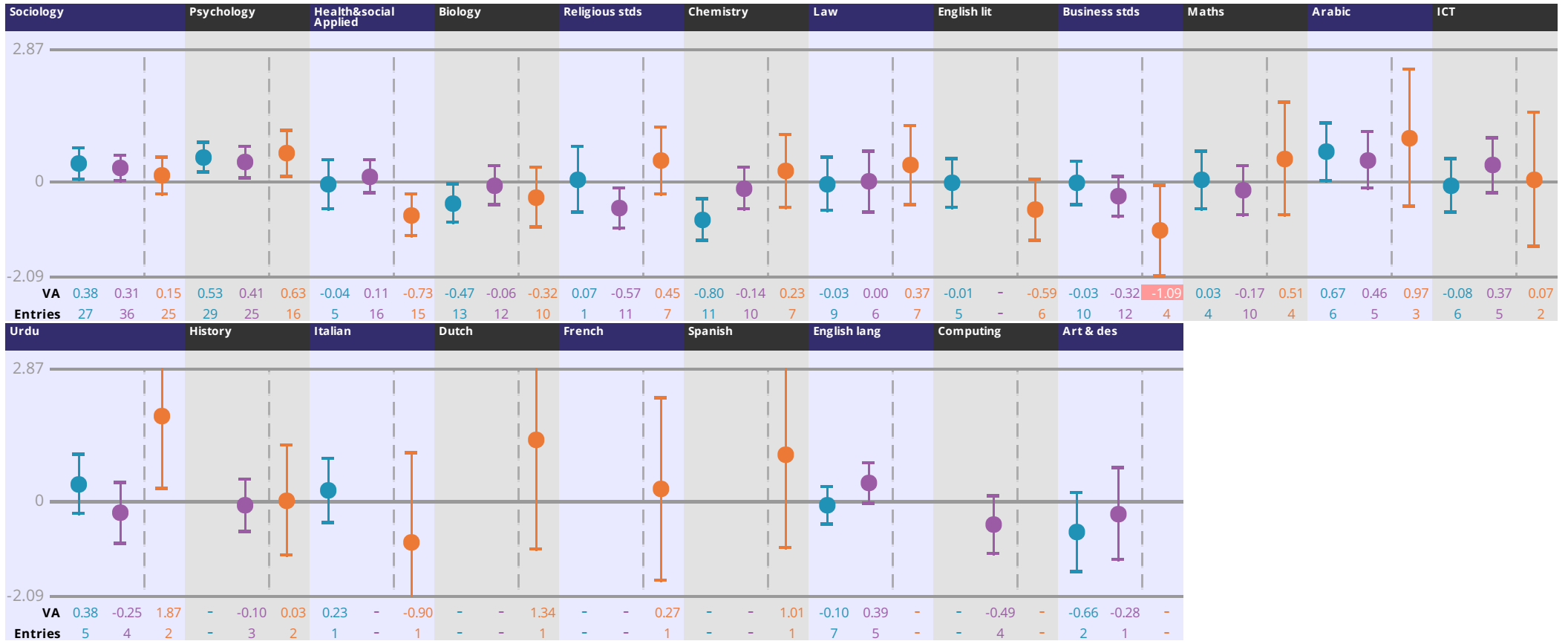


# Whalley Range 11-18 High School

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

Subjects are in descending order of 2016 entry. Qualification is given for applied, Pre-U and IB, but blank for GCE A level.

2014 2015 2016 VA sig. and in lowest 5%

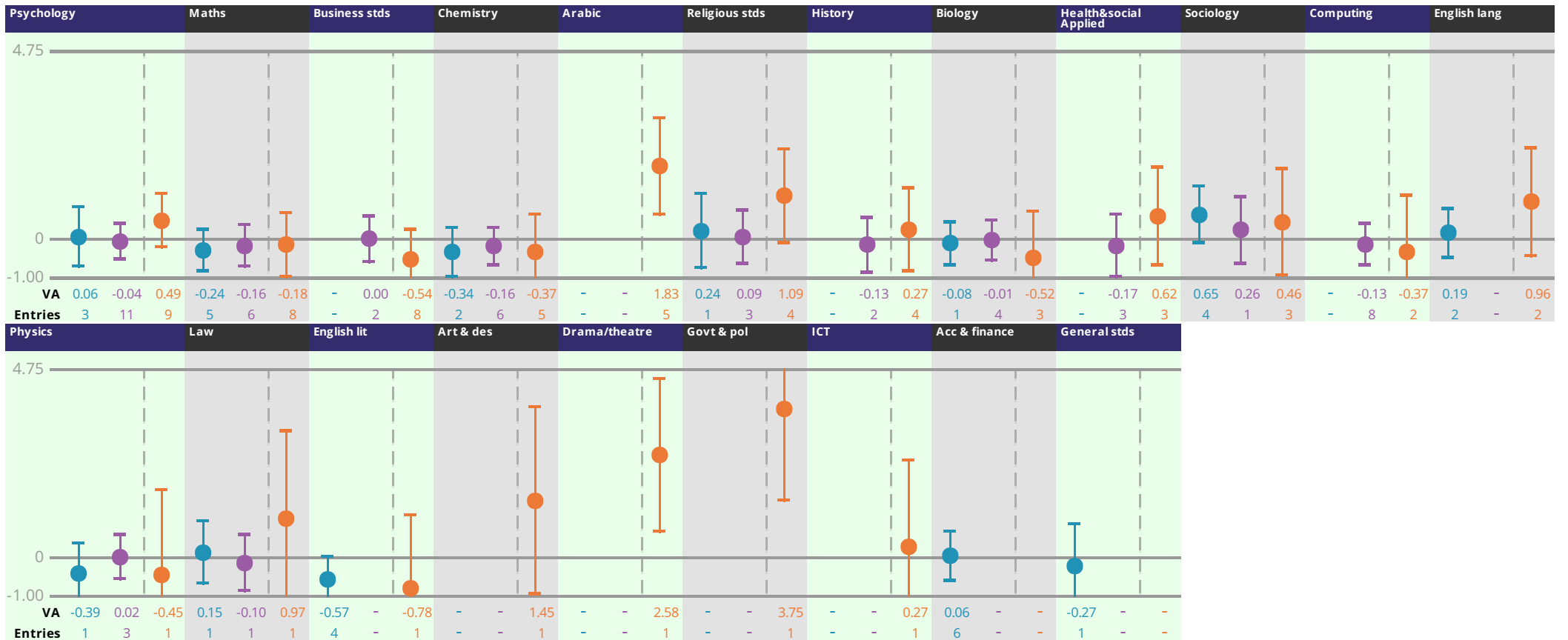


# Whalley Range 11-18 High School

## Academic value added by subject: AS-level size and below

Subjects are in descending order of 2016 entry. Qualification is given for applied, Pre-U, FSMQ, extended project, core mathematics and IB, but blank for GCE AS level.

2014 2015 2016 VA sig. and in lowest 5%

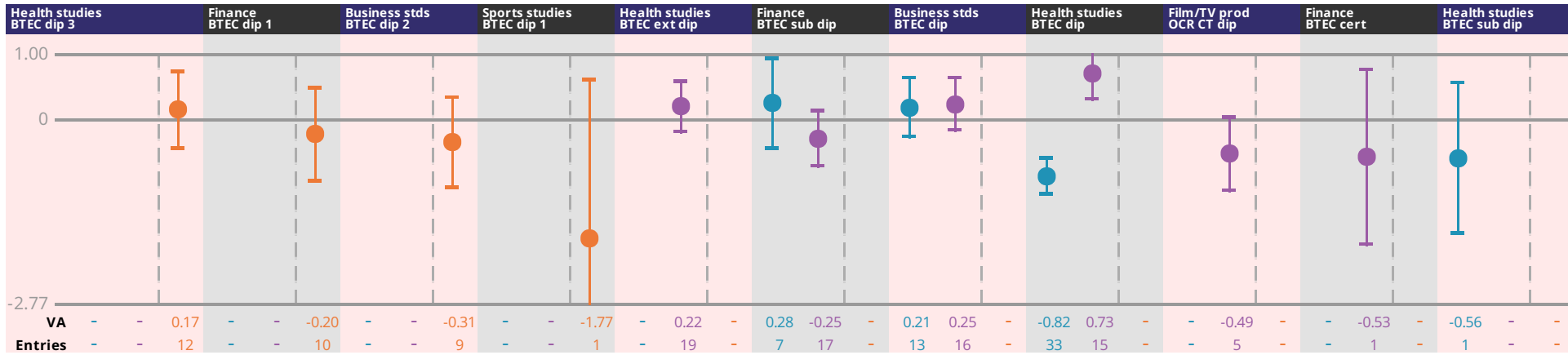


# Whalley Range 11-18 High School

## Applied general value added by subject

Subjects are in descending order of 2016 entry, with 2016 separate from 2015 and 2014 as titles have changed. Qualification titles are given below subject names.

2014 2015 2016 VA sig. and in lowest 5%

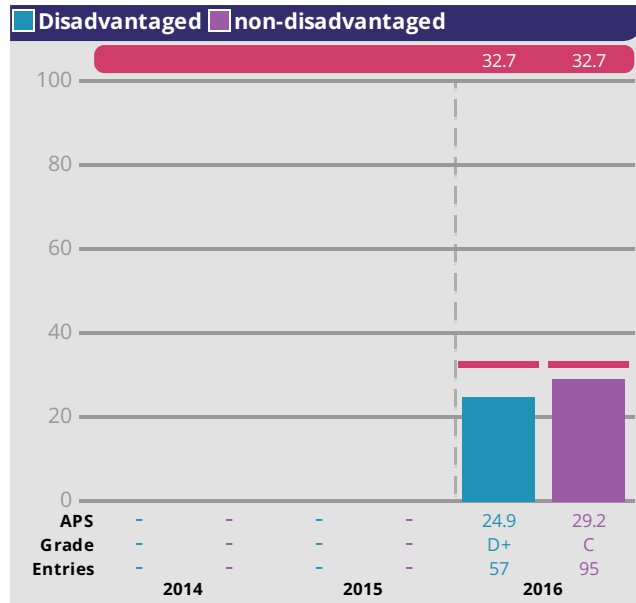
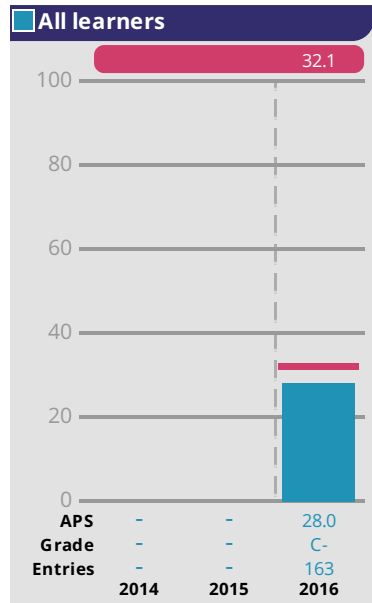




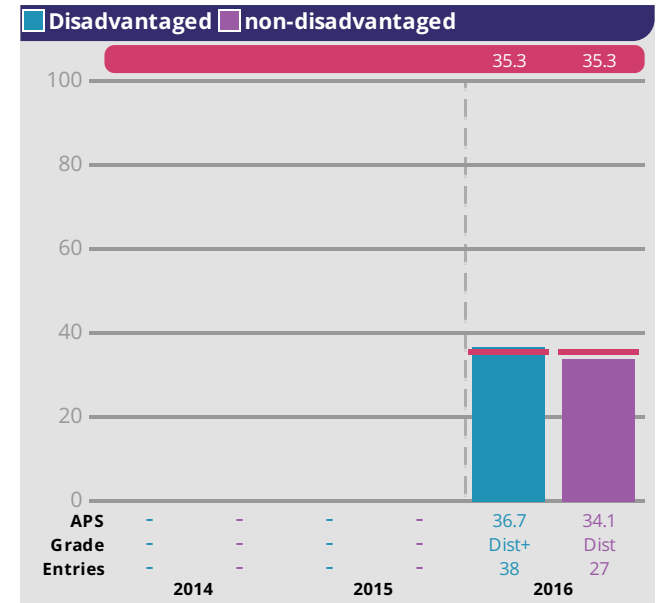
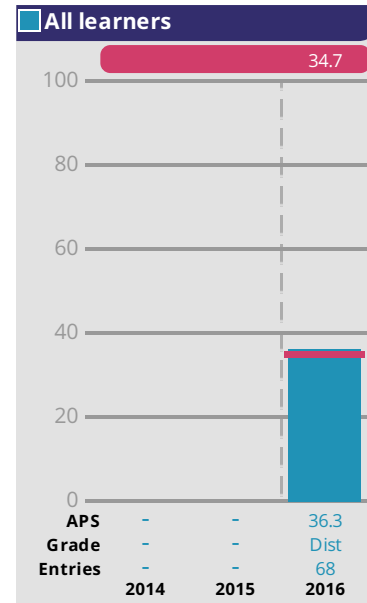
Average point scores (APS) for 2016 use much lower point scores than previous years, so are not directly comparable. Attainment for previous years is shown in the 2015 dashboard. A-level charts include only learners who took at least one A level and were not entered for other qualifications of greater size than an A level; their prior attainment is at GCSE. Data for disadvantaged learners is compared with national figures for non-disadvantaged.

**Average point score per entry**

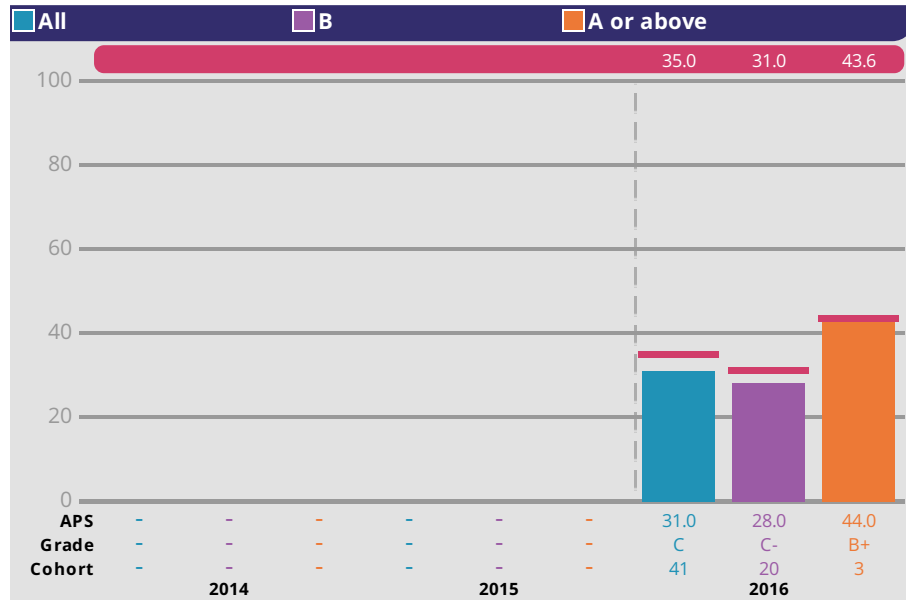
**Academic**



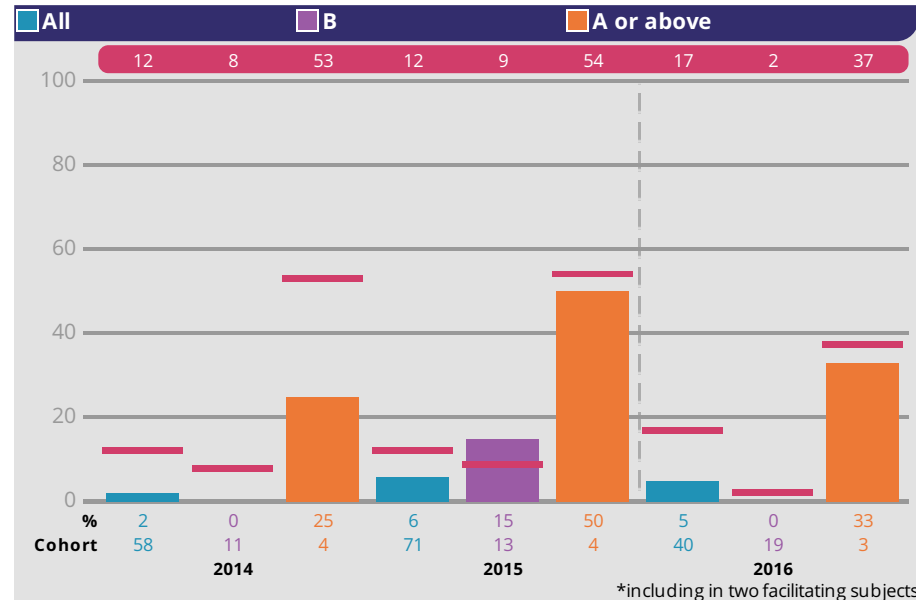
**Applied general**



**APS per entry for best 3 A levels by prior attainment**



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

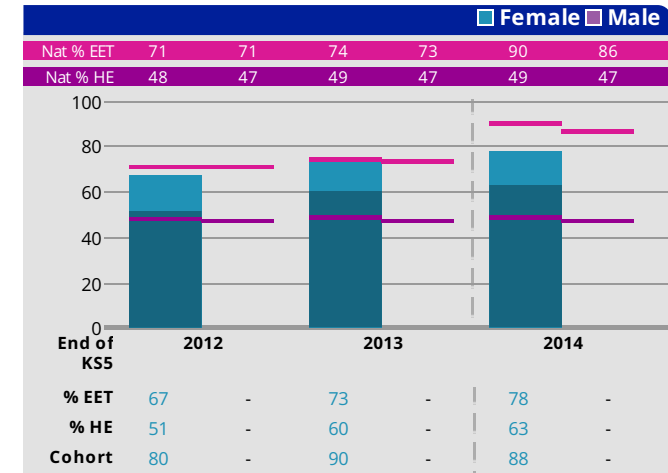
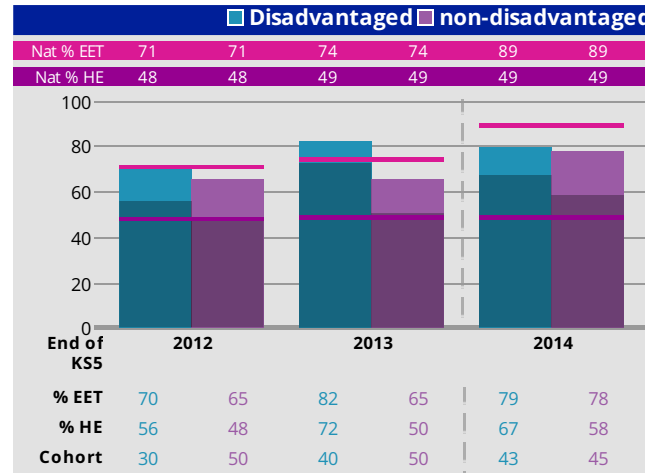
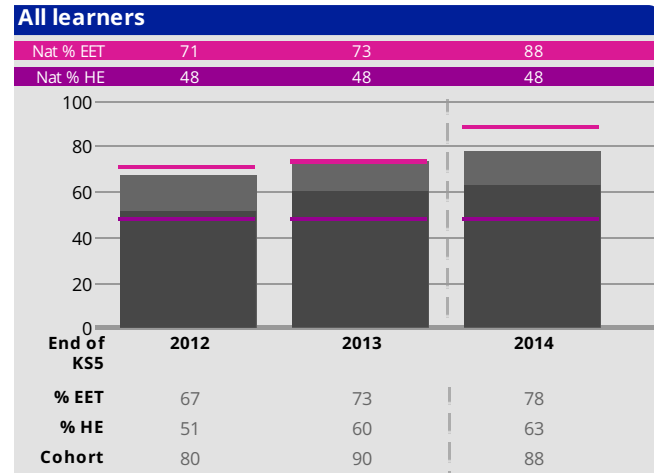


\*including in two facilitating subjects

Destinations

For 2014, data contributed by HMRC/DWP enabled a higher national percentage of destinations to be shown, so figures are not comparable with earlier years. Data is from revised statistics published by the DfE and shown for only groups of 11 or more and where 3 or more were in a category. Destinations shown are those sustained in the year after learners finished their study programme having entered at least one level 3 qualification. For example, figures for end of KS5 2014 show destinations in the year 2014/15 of learners who finished their study programme in 2014. Disadvantaged group data is compared with national figures for non-disadvantaged learners; gender group data is compared with national figures for the same gender. National figures are for state-funded mainstream schools and colleges and special schools.

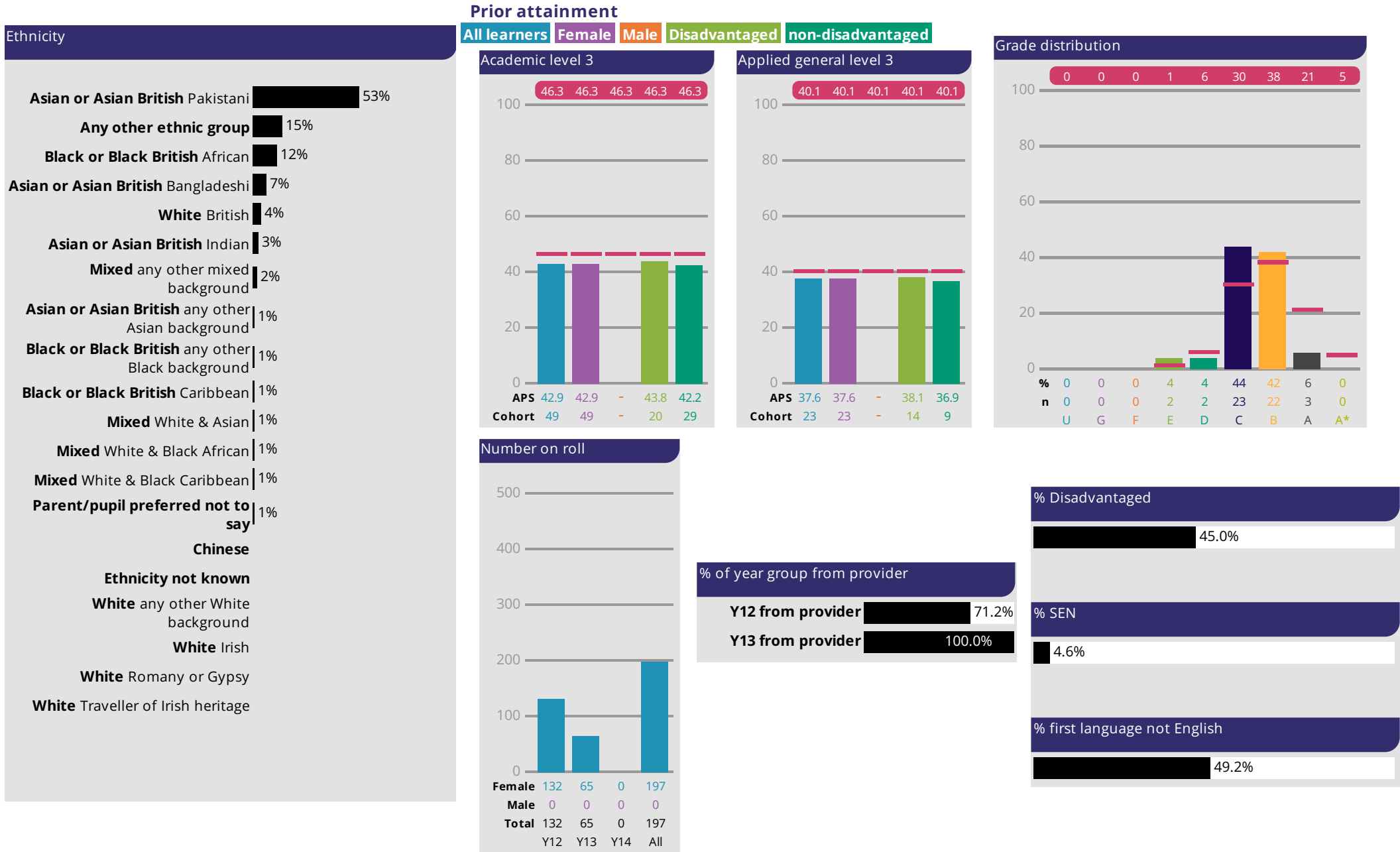
Destinations Overall bar shows % in sustained education, employment or training destinations (EET). Darker part shows % in sustained higher education destinations (HE).



# Whalley Range 11-18 High School

## 16 to 19 context in 2016

For learners who entered at least one level 3 qualification, charts show the prior attainment used in calculating VA: GCSE for the academic cohort, GCSE and equivalent for the applied general cohort. For comparison, average point score (APS) charts also show national figures for all learners. GCSE grade distribution is shown for the academic cohort. The disadvantaged percentage is for the VA cohort. Other context data is for Years 12 to 14 learners and shown for only school sixth forms.

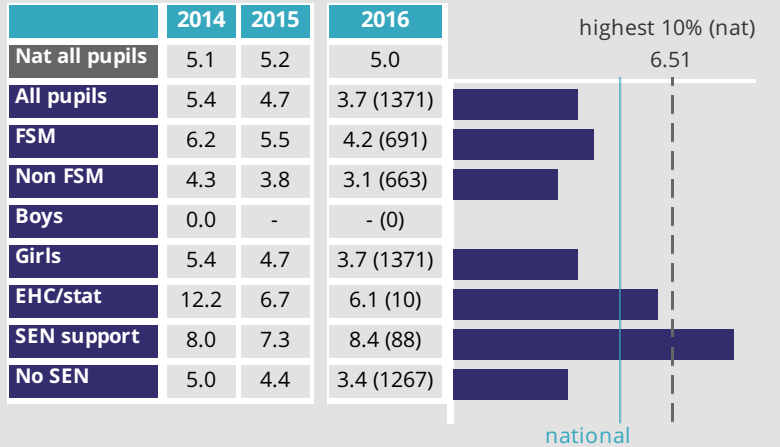


### Absence, exclusions

Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.

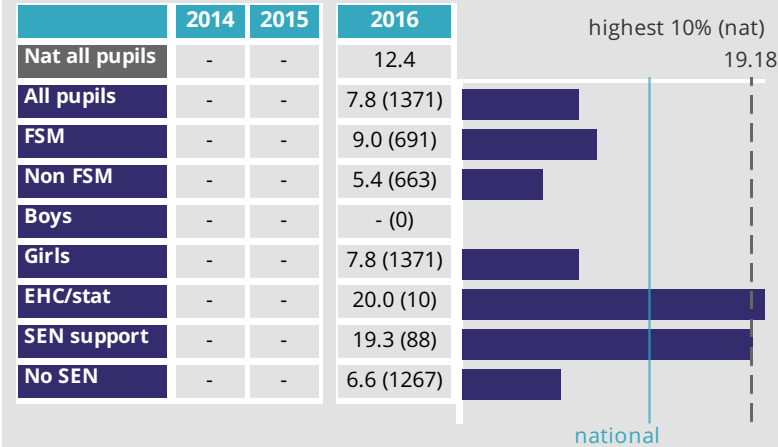
#### Absence

% of sessions missed (cohort)



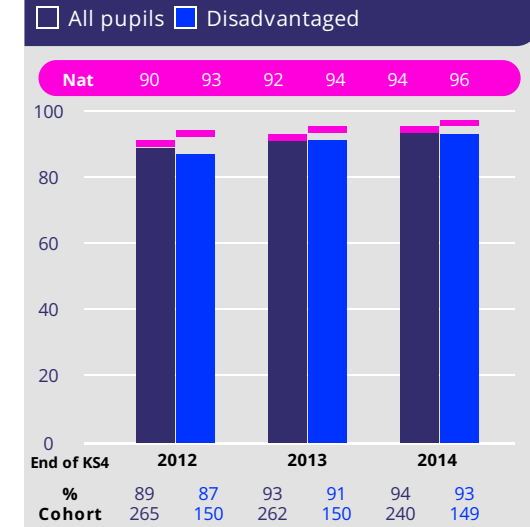
#### Persistent absence

% of pupils absent for 10% or more sessions (cohort)



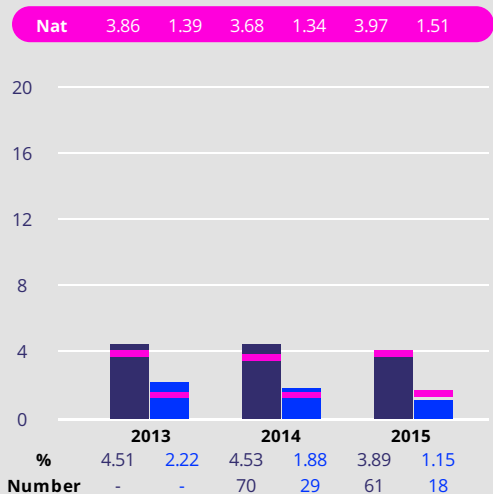
#### Destinations

% in sustained education, employment or training

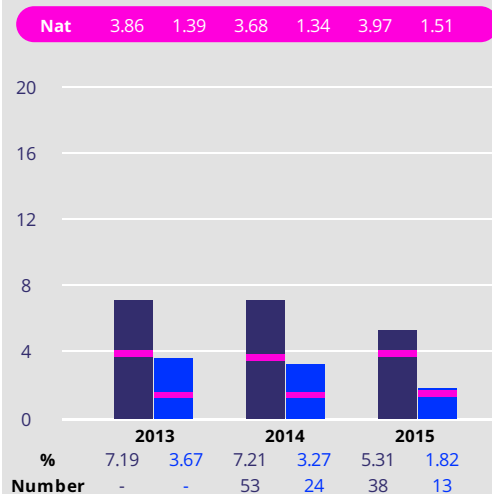


#### Fixed term exclusions % and number of pupils excluded

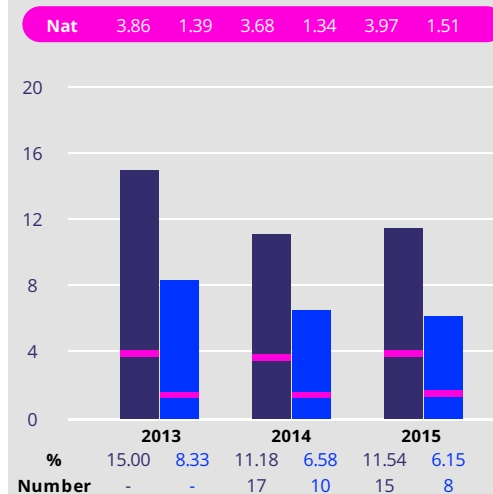
All pupils □ Total □ Repeat



FSM □ Total □ Repeat



SEN support □ Total □ Repeat



#### Permanent exclusions

All pupils

In 2015, 0 pupils were permanently excluded (below the national %)

In comparison,

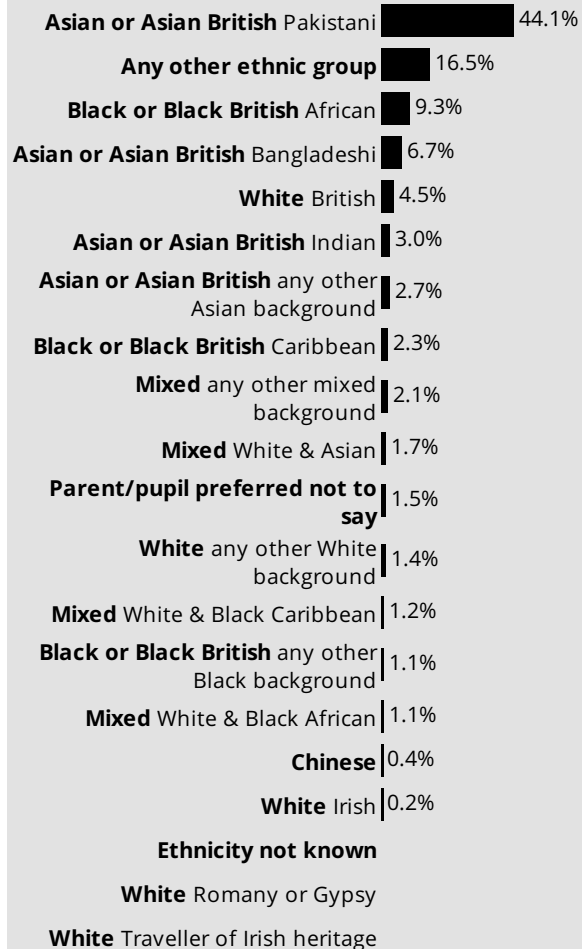
0 pupils were excluded in 2014

1 pupil was excluded in 2013

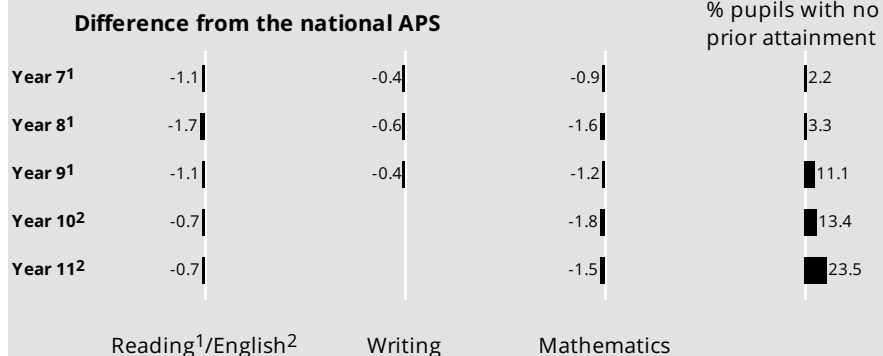
Prior attainment for reading and writing in Years 7, 8 and 9 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national figure for secondary schools overall, not for each year group. The numbers of CLA and pupils who left care through adoption or another formal route are shown.

Number on roll: **1346** in Year 7 to 11

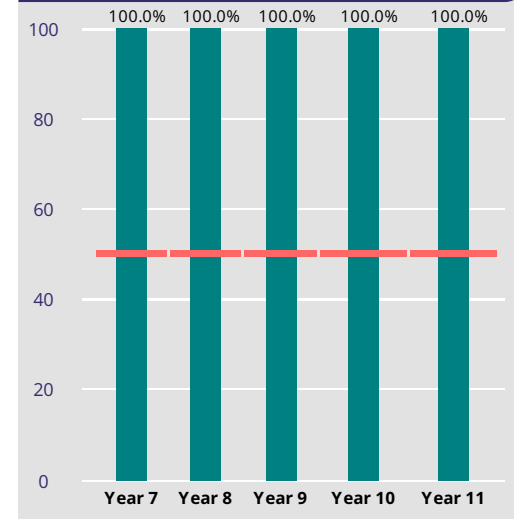
**Ethnicity**



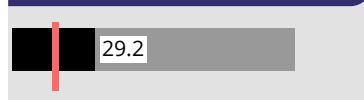
**Prior attainment**



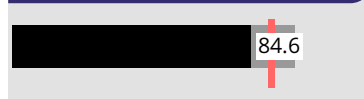
**% girls**



**% first language not English**



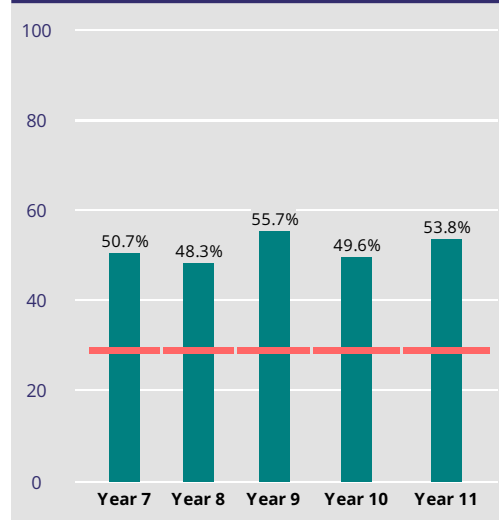
**% stability**



**CLA and left care**

Number on roll in Year 7 to 11	
CLA	4
Left care	1

**% free school meals**



**% SEN**

