Secondary Inspection Data Summary Report

Ormiston Chadwick Academy	URN: 140864 Laestab: 8764001
Headteacher: Mrs Jennifer Lowry-Johnson	**Type of education**: Academy Sponsor Led
Local authority: Halton	**Phase of education**: Secondary
Pupils: 862	**Academy trust or sponsor**: Ormiston Academies Trust
Gender: Mixed	**Date open/converted**: 01/09/2014
Admissions policy: Non-selective	**Chair of governors/trustees**: Helen Pitt
Ages: 11-16	**School website**: http://www.ormistonchadwickacademy.co.uk/
Denomination: Does not apply	**Postcode**: WA8 7HU

Report information Guidance

Release information: Revised 2019 KS4

Release date: 7 June 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

Areas of interest Guidance

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

Subjects Guidance

- The average number of key stage 4 qualifications pupils were entered for in 2019 was 9. In 2018, the average was 9 and in 2017 it was 10.
- The school entered pupils into 13 of the 17 available key stage 4 subject clusters in 2019.
- There is nothing significant or exceptional to highlight for attainment in EBacc subjects in 2019, therefore no conclusions can be drawn from this data.
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2019 was 10%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (20%).
- There is nothing significant or exceptional to highlight for EBacc value added in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for EBacc attainment of grade 4+ in 2019, therefore no conclusions can be drawn from this data.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: business studies (6.3), food technology (6.0), sport studies (6.5).

Progress 8 Guidance

- Overall Progress 8 (0.6) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- There is nothing significant or exceptional to highlight for the English element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the mathematics element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the EBacc element of Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- The open element of Progress 8 (1.7) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Mathematics Progress 8 has **declined** between 2018 and 2019.
- English Progress 8 has **improved** between 2017 and 2018. Mathematics Progress 8 has **improved** between 2017 and 2018.

Attainment 8 Guidance

- There is nothing significant or exceptional to highlight for overall Attainment 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the English element of Attainment 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the mathematics element of Attainment 8 in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the EBacc element of Attainment 8 in 2019, therefore no conclusions can be drawn from this data.
- The open element of Attainment 8 (17.9) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

Pupil movement Guidance

- Between 2019 and 2020, 28 pupils left the school. Of these, 4 left between Years 10 and 11. This was not significantly above the number anticipated for this school this year.

Absence (whole school autumn 2020) Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 8,634 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) – these did not count as absence within the data.

- Overall absence in autumn 2020 (8.8%) was in the **highest** 20% of all schools.
- Persistent absence in autumn 2020 (23.8%) was in the **highest** 20% of all schools.
- The rate of overall absence (8.8%) in autumn 2020 was in the **highest** 20% of schools with a similar level of deprivation. There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.

Absence (whole school 2018/19 and earlier) Guidance

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for total fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.
- Of the 27 pupils with at least one fixed period exclusion in 2018/19, 26% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 35 fixed period exclusions in 2018/19, the following reasons each accounted for more than 10%: **verbal abuse/threatening behaviour against an adult** (10), **persistent disruptive behaviour** (10), physical assault against an adult (5), unspecified reasons (4).
- There were 6 permanent exclusions in 2018/19. The national average for this year was 2. There was also 1 in 2017/18 and 4 in 2016/17.
- The 6 permanent exclusions in 2018/19 were for: **verbal abuse/threatening behaviour against an adult** (2), **drug or alcohol related** (2), physical assault against an adult (1), unspecified reasons (1).

Destinations Guidance

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

	Sustained education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2017/18	94%	80%	2%	2%	0%	6%	5%
2016/17	88%	75%	1%	4%	0%	2%	7%
2015/16	92%	70%	x	11%	x	4%	6%

Pupil groups Guidance

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

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

- For low prior attainers, Overall Attainment 8 (32.1) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- For middle prior attainers, Overall Attainment 8 (45.1) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Overall absence for pupils whose first language was not English (2.2%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. Persistent absence for pupils whose first language was not English (0.0%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Overall absence for pupils with special educational needs (10.2%) was in the **highest** 20% of all schools in 2018/19.

School and local context

School level Guidance

		2018	2019	2020	Low Quintile High Q5 Q4 Q3 Q2 Q1
Number on roll	Sch	690	787	862	
	Nat	961	978	1000	
% FSM6 pupils	Sch	53	50	47	
	Nat	28	28	27	
% SEND support	Sch	19.0	23.3	25.8	
	Nat	10.6	10.8	11.1	
% SEND EHC plan	Sch	0.6	1.0	1.4	
	Nat	1.6	1.7	1.8	
% of EAL	Sch	2	3	3	
	Nat	17	17	17	
% Stability	Sch	93	91	92	
	Nat	92	92	91	

MAT/LA level information Guidance

As at December 2020:

- this school is part of Ormiston Academies Trust which contains 7 primary schools, 32 secondary schools, 1 special school and no pupil referral units.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Dec 2020, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
  - outstanding - 4
  - good - 23
  - requires improvement - 9
  - inadequate - 4
  - not yet inspected - 0

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 42.3% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 1.7 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 10 out of 17 possible ethnic groups. Those with 5% or more are:
  - 94%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the academy trust had a revenue reserve of £5,336,000.
- In 2018/19, this school had a negative in-year balance (£-166,280), the second year in a row in which expenditure has exceeded income.
- In 2018/19, this school had a per pupil spend of £6,336.
- In 2018/19, this school received £4,632,461 in grant funding, £950,211 less than the national average.

Year group context 2019 (Secondary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Year 7	202	NA	NA	NA	44	29	2	16
Year 8	177	NA	NA	NA	50	29	3	16
Year 9	152	NA	NA	NA	55	28	3	17
Year 10	133	24	69	38	56	27	3	17
Year 11	123	23	64	31	49	25	2	17

Prior attainment Guidance

Well above national

Well below national

In line with national -

Small cohort x

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

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 133

SEND primary need	SEND Support (183)					EHC Plan (8)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	4	4	0	2	0	0	0	1	0	0
Moderate Learning Difficulty	14	13	16	8	7	0	2	0	0	0
Severe Learning Difficulty	0	1	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	24	18	12	15	5	0	1	0	1	0
Speech, Language and Communication Needs	3	8	3	3	1	0	1	0	0	0
Hearing Impairment	0	1	0	0	0	0	0	0	0	0
Visual Impairment	1	0	1	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	1	0	0	0	1	0	1	0	0	0
Autistic Spectrum Disorder	3	0	0	0	2	1	0	0	0	0
School Support NSA	1	1	0	0	0	0	0	0	0	0
Other Difficulty/Disability	3	2	1	2	2	0	0	0	0	0
Year group totals	54	48	33	30	18	1	5	1	1	0

Year group context 2020 (Secondary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Year 7	202	NA	NA	NA	38	29	0	17
Year 8	195	NA	NA	NA	43	28	3	17
Year 9	183	NA	NA	NA	49	27	4	17
Year 10	150	NA	NA	NA	55	26	3	17
Year 11	132	24	70	37	54	25	3	17

Prior attainment Guidance

Well above national

Well below national

In line with national -

Small cohort x

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

SEND characteristics Guidance

Type of resourced provision:

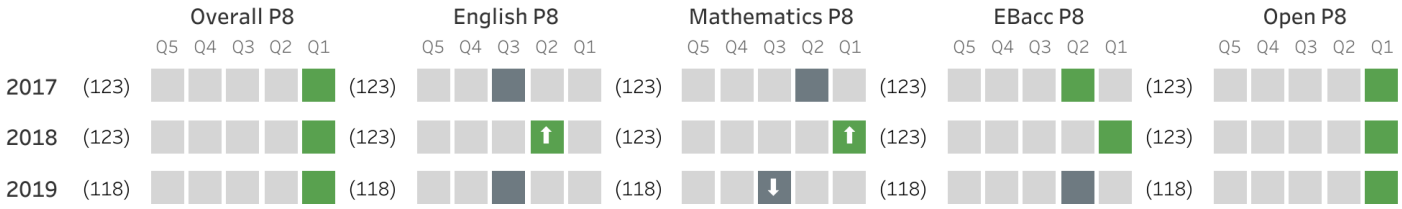
Number of pupils with SEND who are also disadvantaged: 155

SEND primary need	SEND Support (222)					EHC Plan (12)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	3	4	4	1	2	0	0	0	1	0
Moderate Learning Difficulty	17	18	15	20	13	0	0	2	0	0
Severe Learning Difficulty	0	0	1	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	13	18	15	11	17	2	0	0	2	1
Speech, Language and Communication Needs	10	3	8	3	4	0	0	0	1	0
Hearing Impairment	0	0	1	0	0	0	0	0	0	0
Visual Impairment	1	1	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	2	0	0	0	0	0	1	0	0
Autistic Spectrum Disorder	1	2	0	0	0	0	1	0	0	0
School Support NSA	1	1	1	0	0	0	0	0	0	0
Other Difficulty/Disability	2	3	2	2	2	0	1	0	0	0
Year group totals	48	52	47	37	38	2	2	3	4	1

Progress and attainment trend

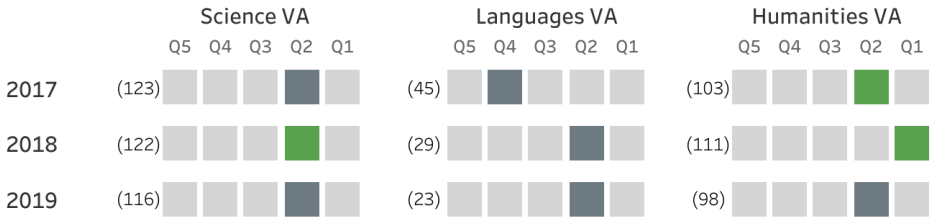
Progress 8 three-year trend Guidance

Significantly above national
Not significant
Significantly below national
X Small Cohort
Q1 Highest quintile
Q5 Lowest quintile

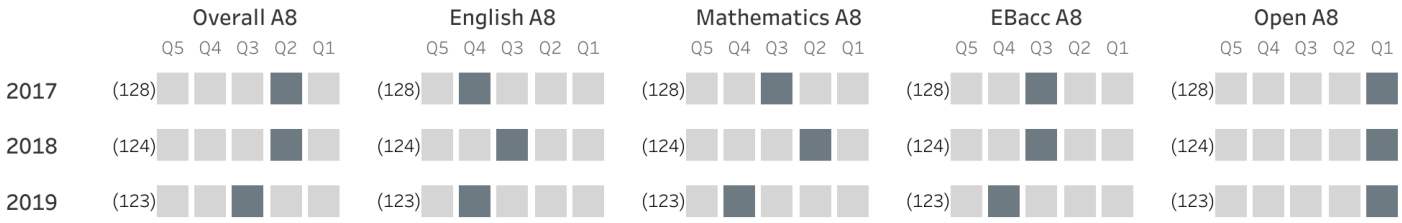


⬆ Markedly higher than previous year (progress 8 only)
⬇ Markedly lower than previous year (progress 8 only)

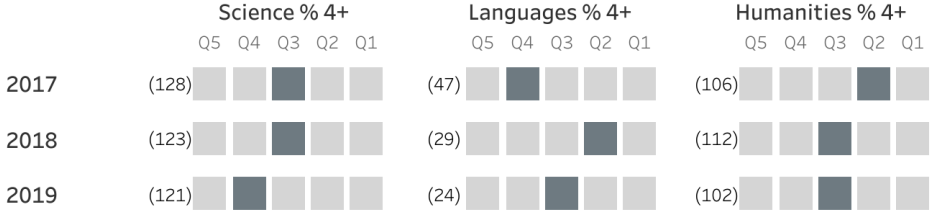
EBacc pillar VA three-year trend Guidance



Attainment 8 three-year trend Guidance



EBacc pillar grade 4 three-year trend Guidance



( ) represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

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