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Ormiston Chadwick Academy

Liverpool Road, Widnes, WA8 7HU

Release information: Final 2022 KS4

Release date: 7 June 2023

URN	140864
LAESTAB	8764001
Local authority	Halton
Phase of education	Secondary
Type of education	Academy Sponsor Led

▶ [Important information](#)

Areas of interest

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*).

! **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic.

Subjects

Subject entries at key stage 4 – 2022

- For the following EBacc subject(s), the average point score was in the **lowest** 20% and the proportion of entries was at or above the national average: Geography (3.6).
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2022 was 25%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (32%).
- *There is nothing to highlight for EBacc value added in 2022.*
- *There is nothing to highlight for EBacc attainment of grade 4+ in 2022.*
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% and the proportion of entries was at or above the national average: Engineering Studies (5.3), Sports Studies (6.7).
- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% and the proportion of entries was at or above the national average: Music (3.4).

Progress

Progress at key stage 4 - 2022

- *There is nothing to highlight for overall Progress 8 in 2022.*
- *There is nothing to highlight for the English element of Progress 8 in 2022.*
- *There is nothing to highlight for the mathematics element of Progress 8 in 2022.*
- *There is nothing to highlight for the EBacc element of Progress 8 in 2022.*
- The open element of Progress 8 (0.6) was significantly **above** national and in the **highest** 20% in 2022.

▶ [Progress at key stage 4 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment

Attainment at key stage 4 - 2022

- *There is nothing to highlight for Attainment 8 and all elements in 2022.*

▶ [Attainment at key stage 4 – 2019 to 2017 (not directly comparable to 2022)](#)

Pupil movement

- *This school did not have exceptional pupil movements in Year 10 to 11 across the time periods below.*
  - *Between 2022 and 2021, 26 pupils left the school. Of these, 7 pupils left the school between Years 10 and 11 (4% of the Year 10 cohort). There is no recorded information in the January 2022 census for 8 of these 26 pupil(s), 3 of whom left between Years 10 and 11.*
  - *Between 2021 and 2020, 19 pupils left the school. Of these, 5 pupils left the school between Years 10 and 11 (3% of the Year 10 cohort). There is no recorded information in the January 2021 census for 5 of these 19 pupil(s), 1 of whom left between Years 10 and 11.*

- *There is nothing significant or exceptional to highlight about the number of pupils that moved into alternative provision from this school.*

Absence

Absence for 2021/22

- Overall absence (11.4%) was in the **highest** 20% of all schools in 2021/22. *There is nothing to highlight for overall absence compared to schools with a similar level of deprivation in 2021/22.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

▶ [Absence for summer 2021 and earlier](#)

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to either all schools or schools with a similar level of deprivation in 2020/21, therefore no conclusions can be drawn from this data.*
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to either all schools or schools with a similar level of deprivation in 2020/21, therefore no conclusions can be drawn from this data.*
- Of the 19 pupils in the whole school with at least one suspension in 2020/21, 16% were suspended on more than one occasion and none received 10 or more suspensions during the year.
- Of the 22 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **physical assault against a pupil** (7), drug or alcohol related (6), verbal abuse/threatening behaviour against an adult (4).
- There was 1 permanent exclusion in the whole school in 2020/21. The national average for this year was 1. There were also 2 in 2019/20 and 6 in 2018/19.
- The 1 permanent exclusion in the whole school in 2020/21 was **drug or alcohol related**.

Destinations

Key stage 4

	2017/18 (124 pupils in scope)		2018/19 (123 pupils in scope)		2019/20 (133 pupils in scope)	
Sustained education, employment or training	Average	94%	Sig below	89%	Average	92%
Any sustained education	Average	83%	Average	83%	Average	84%
Further education	Sig above	80%	Sig above	76%	Sig above	78%
School sixth form	Sig below	2%	Sig below	1%	Sig below	3%
Sixth form college	Sig below	2%	Sig below	6%	Sig below	3%
Other education	Average	0%	Average	0%	Average	0%
Sustained employment	Average	6%	Average	4%	Average	5%
Sustained apprenticeship	Average	5%	Average	2%	Average	3%
Destination not sustained	Average	6%	Sig above	10%	Average	6%
Activity not captured	Average	0%	Average	1%	Average	2%

Pupil groups

Key stage 4

- For low prior attainers, the open element of Attainment 8 (12.6) was significantly **above** national and in the **highest** 20% in 2022.

Absence

- *No sentences about absence have been generated for pupil groups.*

School and local context

School characteristics

	2020	**2021**	**2022**
School number on roll	Below average 862	Close to average 917	Close to average 948
School % FSM	Well above average 47	Well above average 47	Well above average 46
School % SEND support	Well above average 26	Well above average 19	Well above average 20
School % EHC plan	Close to average 1.4	Below average 1.4	Close to average 1.7
School % EAL	Well below average 3	Well below average 3	Well below average 3
School % stability	Close to average 92	Close to average 93	Above average 94

Trust information

As of May 2023:

- this school is part of Ormiston Academies Trust which contains 6 primary schools, 32 secondary schools, 1 special school, 4 alternative providers and no pupil referral units.
- the latest overall effectiveness grade for this school is outstanding. As of 1 May 2023, the MAT grade profile was:

  - outstanding graded - 2
  - good graded - 18
  - requires improvement graded - 4
  - inadequate graded - 2
  - not yet received graded or ungraded inspection - 2
  - ungraded, improving (good) - 1
  - ungraded, school remains outstanding - 1
  - ungraded, school remains good - 11
  - ungraded, school remains good (concerns) - S5 Next - 1
  - ungraded, school remains outstanding (concerns) - S5 Next - 1

Staff absence

During 2020/21:

- *There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (37%) in 2020/21. There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (42%) in 2018/19.*
- *There is nothing to highlight for days lost to teacher absence (2 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher

absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there was 1 full-time vacant teacher post in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Finance

- In 2021/22, the academy trust had a revenue reserve of £20.0m.
- In 2021/22, this school had a positive in-year balance (£500k). This data sets out the position for this specific school, however many trusts pool budget across schools. As such, this may not give the full picture of the budgets and inspectors will want to ascertain the wider context when inspecting.
- In 2021/22, this school had a per pupil spend of £6.5k.
- In 2021/22, this school received £6.5m in grant funding, £290k less than the national average.

Local area and school links

- 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.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:

▶ [Expand to view providers](#)

Ethnicity whole school

This school has 11 out of 17 possible ethnic groups. Those with 5% or more are:

- 93%: White - British

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 7	188	48	3
Year 8	188	Above other years 55	2
Year 9	Above other years 199	Below other years 37	1
Year 10	194	43	5
Year 11	Below other years 179	46	4

Prior attainment

	Reading	Writing	Mathematics
Year 7	No data	No data	No data
Year 8	No data	No data	No data
Year 9	Close to national	Close to national	Close to national
Year 10	Close to national	Close to national	Close to national
Year 11	Close to national	Close to national	Close to national

SEND characteristics

Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 124

SEND primary need	SEND support (190)					
	Y7	Y8	Y9	Y10	Y11	Total
Specific Learning Difficulty	13	6	3	8	4	34
Moderate Learning Difficulty	8	9	20	13	15	65
Social, Emotional and Mental Health	8	9	5	9	5	36
Speech, Language and Communication Needs	6	6	7	2	3	24
Hearing Impairment	0	3	0	0	0	3
Visual Impairment	0	0	1	0	0	1
Multi-Sensory Impairment	1	0	0	0	0	1
Physical Disability	1	0	1	2	0	4
Autistic Spectrum Disorder	2	0	1	5	0	8
School Support NSA	3	0	0	0	0	3
Other Difficulty/Disability	0	4	2	5	0	11
Year group totals	**42**	**37**	**40**	**44**	**27**	**190**

SEND primary need	EHC plan (16)					
	Y7	Y8	Y9	Y10	Y11	Total
Specific Learning Difficulty	0	0	0	1	0	1
Moderate Learning Difficulty	2	0	0	0	1	3
Social, Emotional and Mental Health	2	2	1	2	1	8
Speech, Language and Communication Needs	0	1	1	0	0	2
Physical Disability	0	0	0	0	1	1
Autistic Spectrum Disorder	0	1	0	0	0	1
Year group totals	**4**	**4**	**2**	**3**	**3**	**16**

Progress and attainment charts

Progress 8 - 2022

	Overall P8	English P8	Mathematics P8	EBacc P8	Open P8
Significance	In line with national (171 pupils)	In line with national (171 pupils)	In line with national (171 pupils)	In line with national (171 pupils)	Sig above national (171 pupils)
Highest/lowest 20%	–	–	–	–	Highest 20%

▶ [Progress 8 three-year trend – 2019 to 2017 (not directly comparable to 2022)](#)

Value added - 2022

	Science VA	Languages VA	Humanities VA
Significance	In line with national [166 entries]	In line with national [54 entries]	In line with national [142 entries]
Highest/lowest 20%	–	–	–

▶ [Value added three-year trend – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment 8 - 2022

	Overall A8	English A8	Mathematics A8	EBacc A8	Open A8
Significance	In line with national (179 pupils)	In line with national (179 pupils)	In line with national (179 pupils)	Sig below national (179 pupils)	Sig above national (179 pupils)
Highest/lowest 20%	–	–	–	–	–

▶ [Attainment 8 three-year trend – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment thresholds - 2022

	Science % 4+	Languages % 4+	Humanities % 4+	A level AAB %
Significance	Sig below national (174 pupils)	In line with national (57 pupils)	Sig below national (147 pupils)	N/A
Highest/lowest 20%	–	–	–	N/A

▶

Subject entries

Subject entries at key stage 4

A darker shade of purple indicates a higher number of entries for the subject.

2019 cohort = 123; 2021 cohort = 147; 2022 cohort = 179

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Agriculture, horticulture and animal care	Animal Care (Non-Agricultural)	Level 1/2		24	26
Art & design	Applied art & design	GCSE	67		
	Art & design	Level 2	1		
	Art & Design	Level 1			1
	Art & Design (3d Studies)	GCSE		11	8
	Art & Design (Fine Art)	GCSE		40	40
	Art & Design (Textiles)	GCSE			21
Business, administration & finance	Business studies	Level 1/2	114		
	Business Studies: Single	GCSE	2		
	Small Business Management	Level 1/2		40	
Construction, engineering & manufacturing	Construction	Level 1/2	9		
	Engineering	Level 1/2	29		
	Engineering Studies	Level 1/2		29	30
Design & technology	D&T Food Technology	GCSE			1
	Food technology	Level 2	19		
English	English Language	EBacc GCSE	123	144	179
	English Literature	EBacc GCSE	123	139	173
Health, public services and care	Childcare skills	Level 2	1		1
	Hair & beauty	Level 2	6		
	Hairdressing Services	Level 2		14	15
	Hospitality/Catering Studies	Level 1/2		27	31
Humanities	Geography	EBacc GCSE	64	68	85
	History	EBacc GCSE	41	53	79
ICT	Computer Appreciation /	Level 1/2			16

	Introduction				
Languages, literature and culture	French	EBacc GCSE		9	13
	Spanish	EBacc GCSE	24	31	44
Mathematics & statistics	Mathematics	EBacc GCSE	123	144	179
Performing arts	Dance	GCSE	12		
	Dance: General	Level 1/2		13	12
	Drama & Theatre Studies	GCSE	21	21	24
	Music	GCSE		9	16
	Music Technology (Electronic)	Level 2		14	1
Physical education & sport	Physical Education/Sports Studies	GCSE	9		
	Sports Studies	Level 1/2	106	127	159
Science	Biology	EBacc GCSE	19	25	27
	Chemistry	EBacc GCSE	17	24	24
	Computer Studies/Computing	EBacc GCSE	8	30	23
	Physics	EBacc GCSE	17	24	24
	Science Double Award	EBacc GCSE	104	116	151
Social studies	Psychology	GCSE	1	1	
	Social Science: Citizenship	GCSE			1

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