

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 not significantly below average* 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.

Weaknesses in 2016

- Progress was significantly below average overall and in the lowest 10% for EBacc element.
- 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: disadvantaged, disadvantaged middle.
- Attendance was low for the groups: FSM, SEN with EHC/statement, SEN support (in the lowest 10%).
- Persistent absence was high for the groups: FSM, 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.

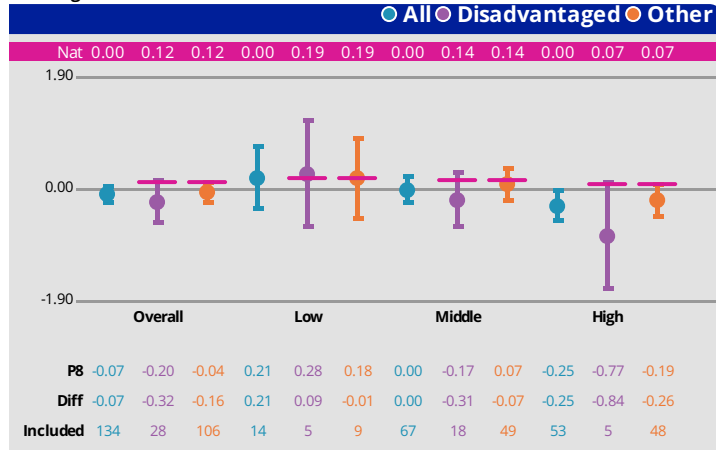
2015		
National Floor Standards	School	
5A*-C with E&M	40%	70%
EP in English	73%	87%
EP in Mathematics	68%	76%
Floor standards met?		

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.

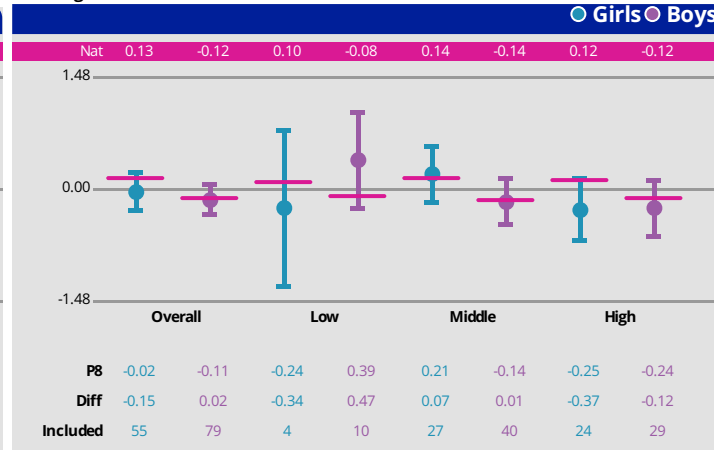
Progress 8

Coverage ● 100% ● 100% ● 100%

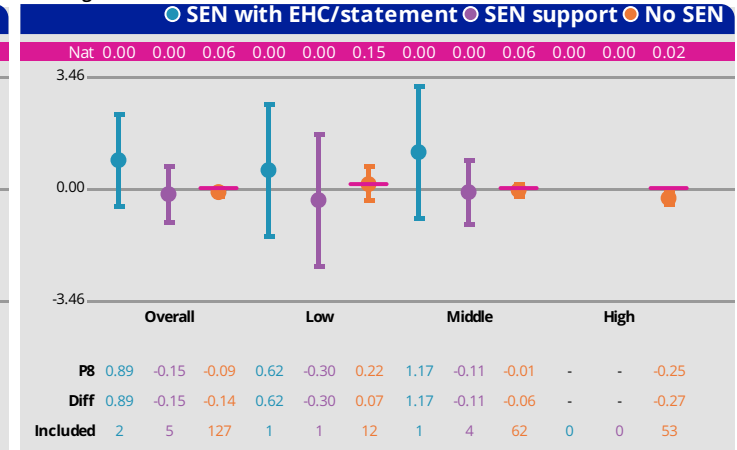


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

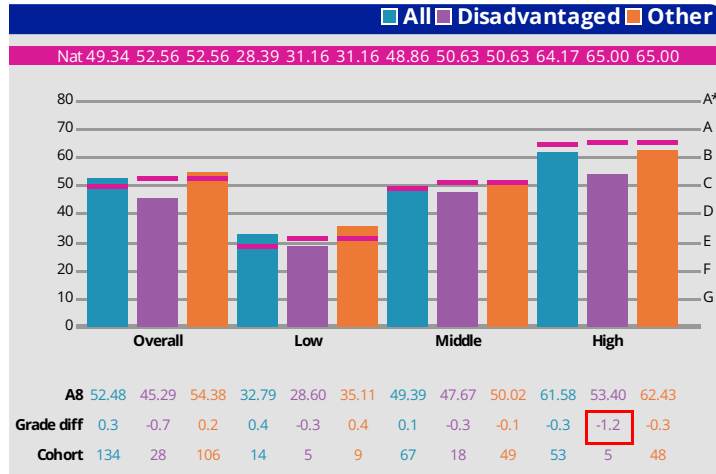
Coverage ● 100% ● 100%



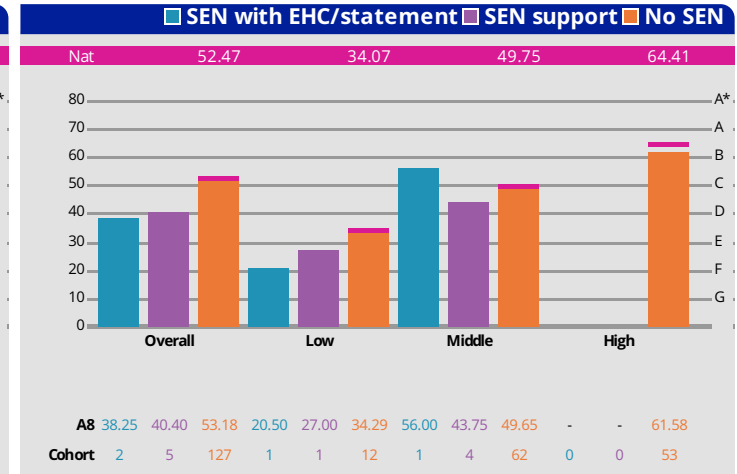
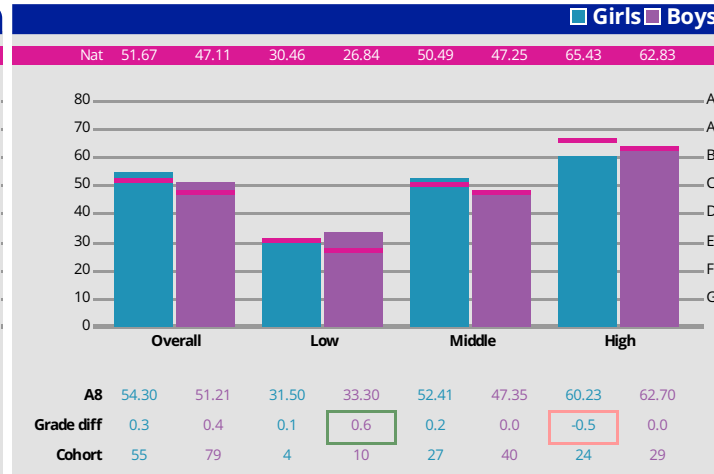
Coverage ● 100% ● 100% ● 100%



Attainment 8



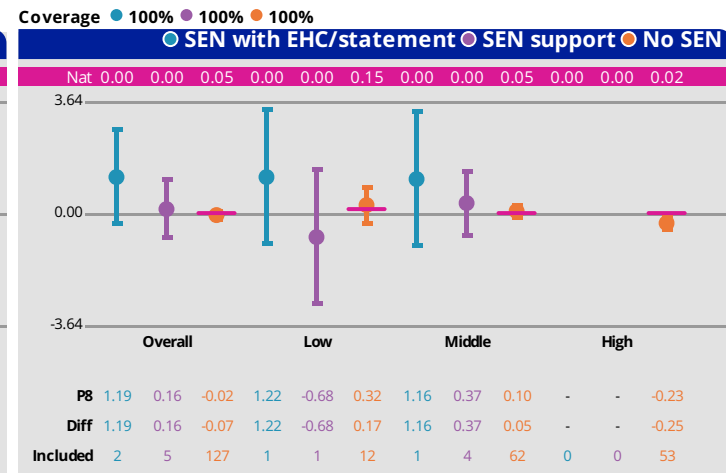
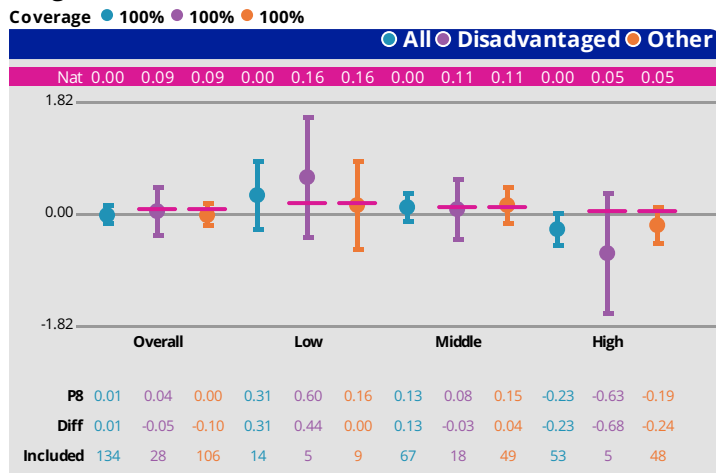
1 or more grades below national 0.5 to <1 grade below national 0.5 to <1 grade above national 1 or more grades above national



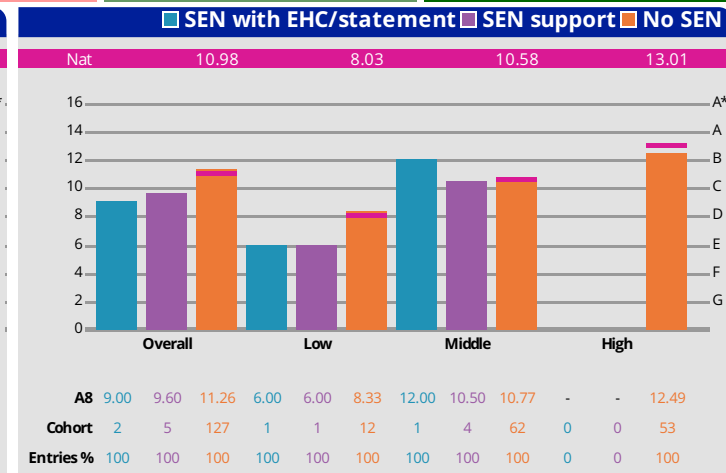
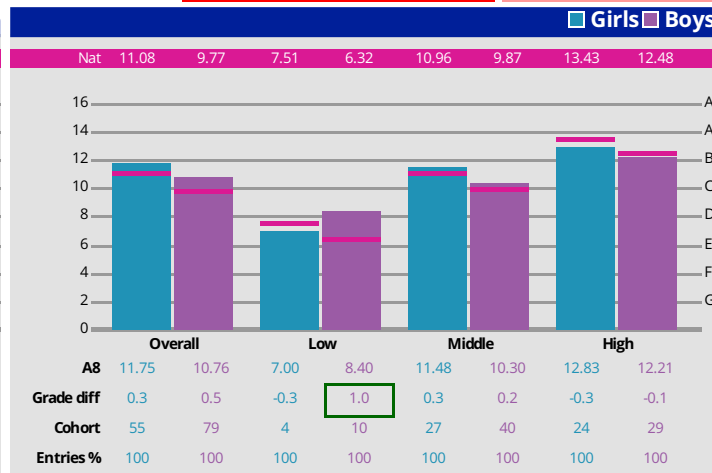
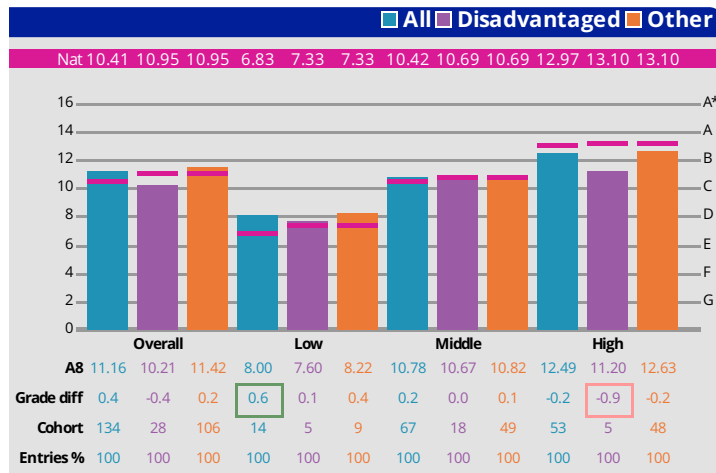
English element Progress 8 and Attainment 8

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



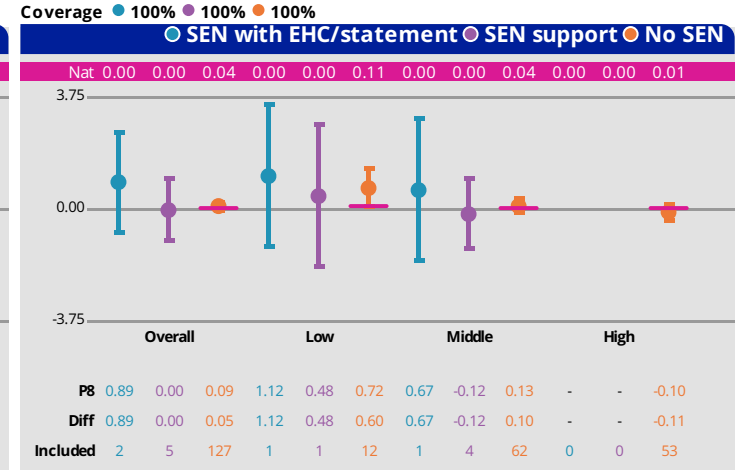
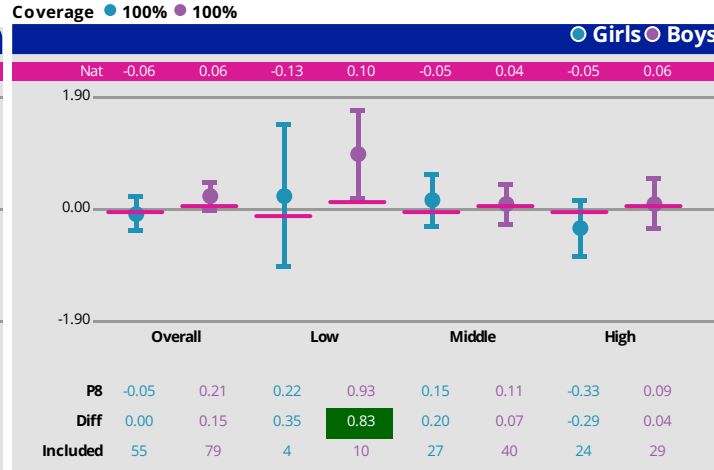
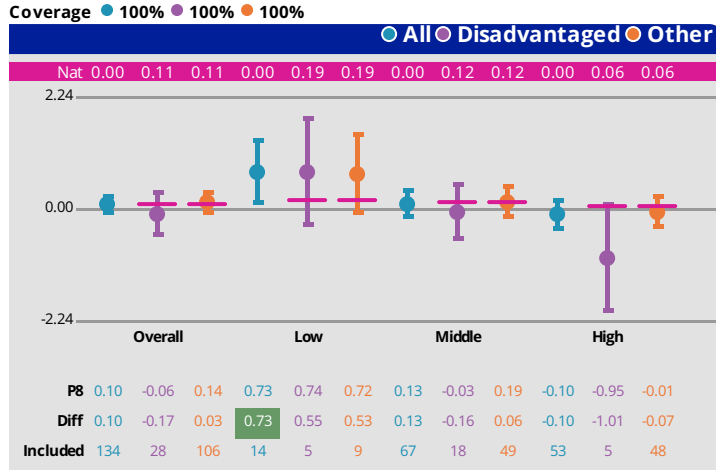
Attainment 8



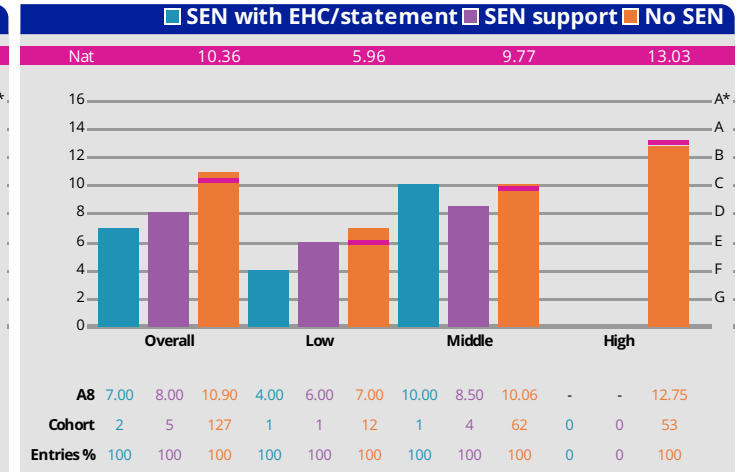
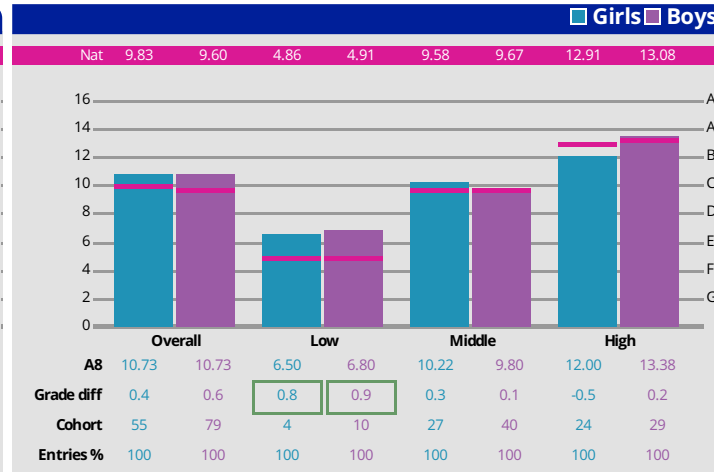
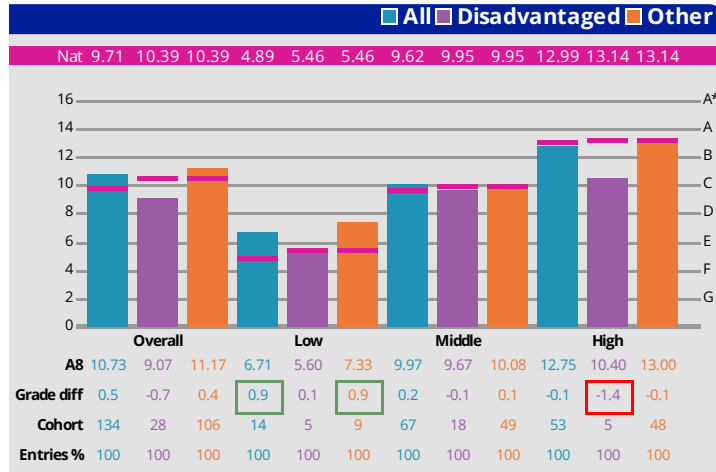
Mathematics element Progress 8 and Attainment 8

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



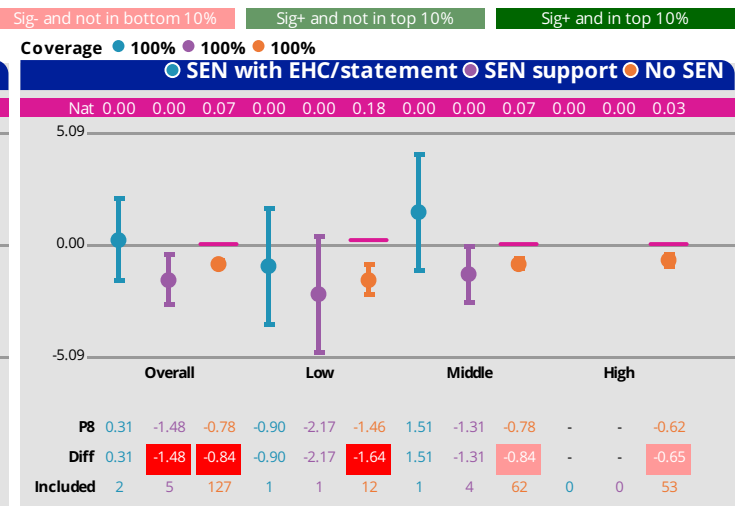
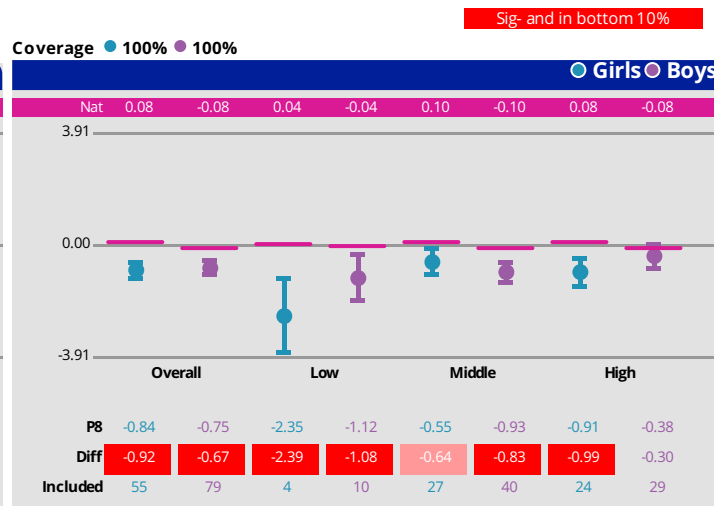
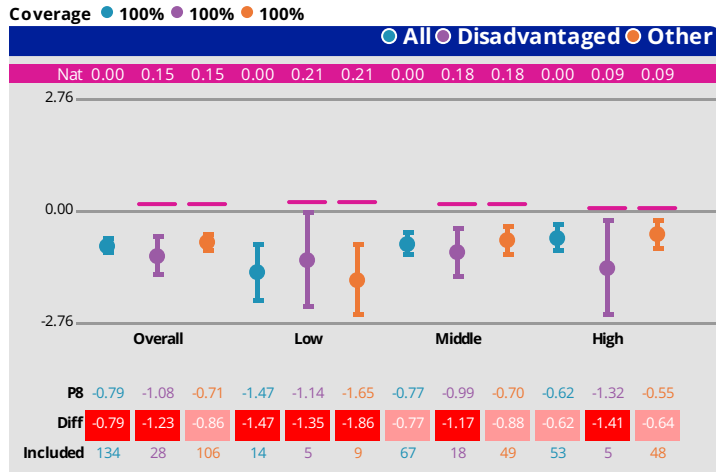
Attainment 8



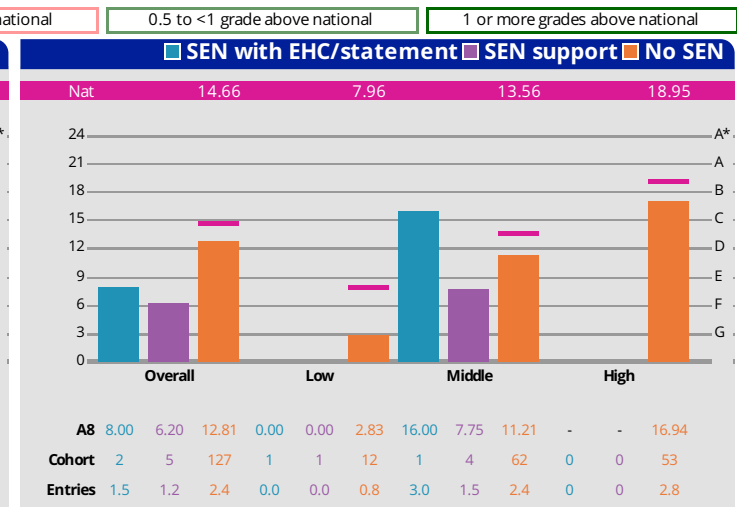
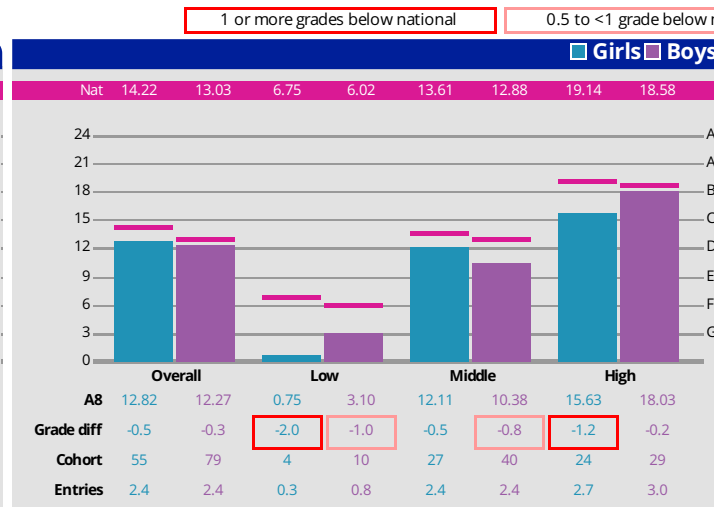
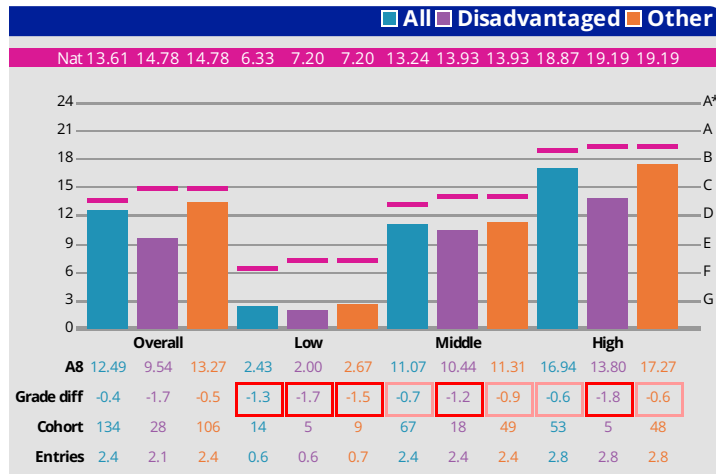
EBacc element Progress 8 and Attainment 8

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Progress 8



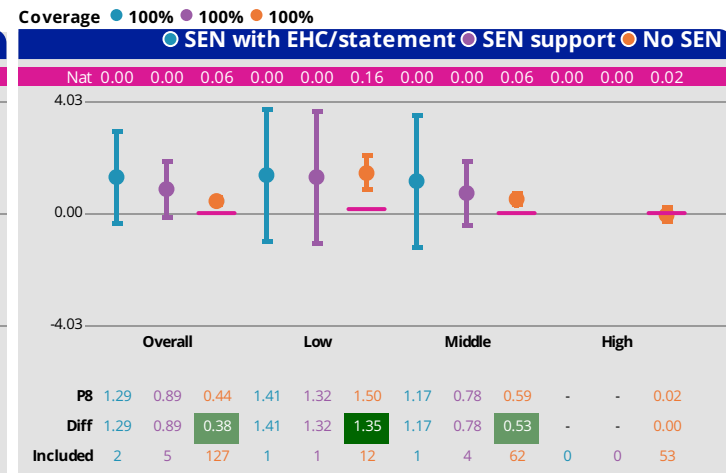
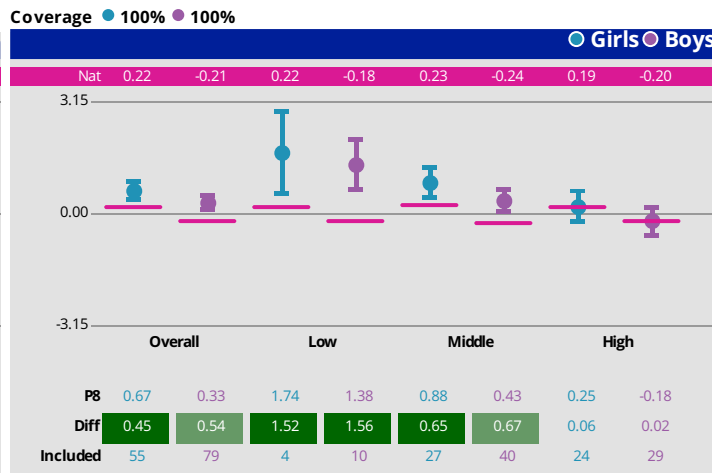
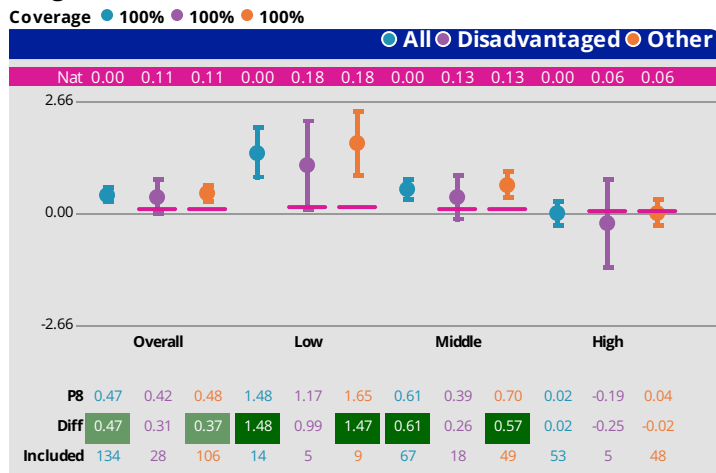
Attainment 8



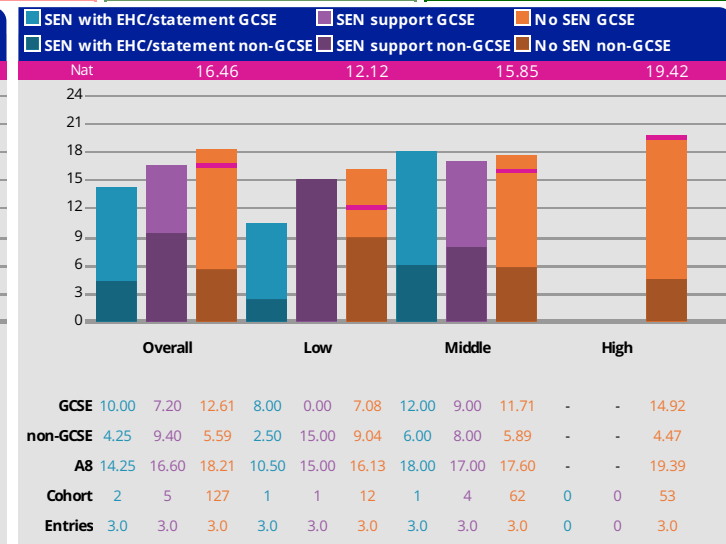
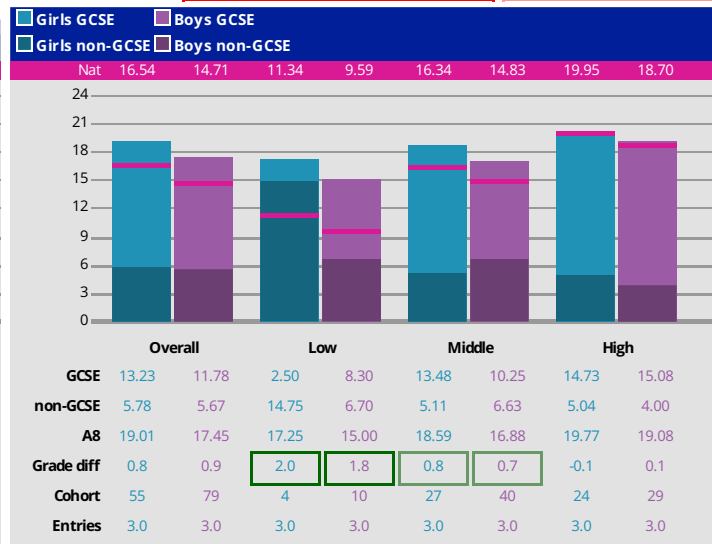
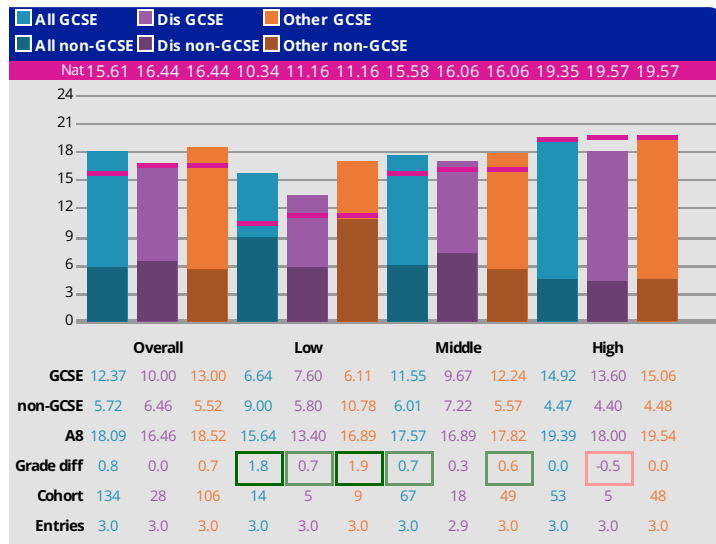
Open element Progress 8 and Attainment 8

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



Attainment 8



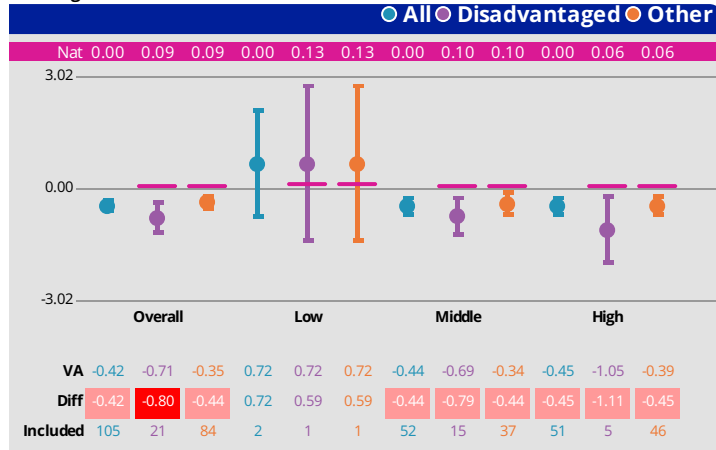
Hurworth School

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

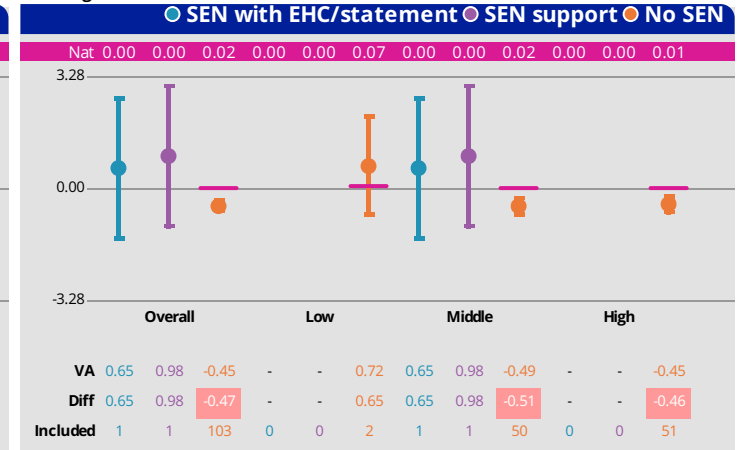
Coverage ● 78% ● 75% ● 79%



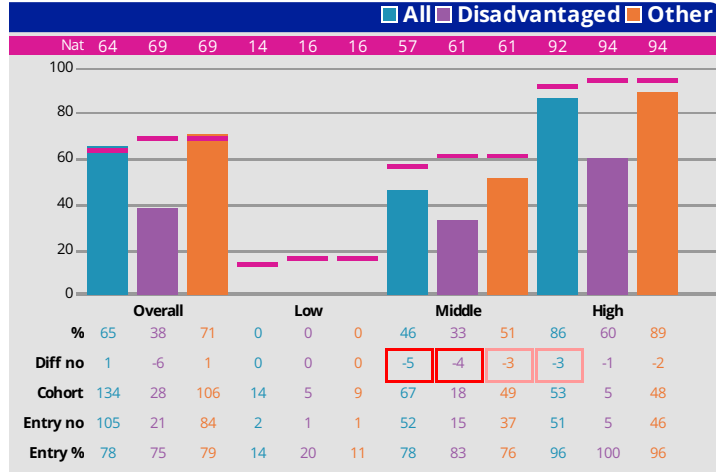
Coverage ● 82% ● 76%



Coverage ● 50% ● 20% ● 81%



% attained grade C threshold

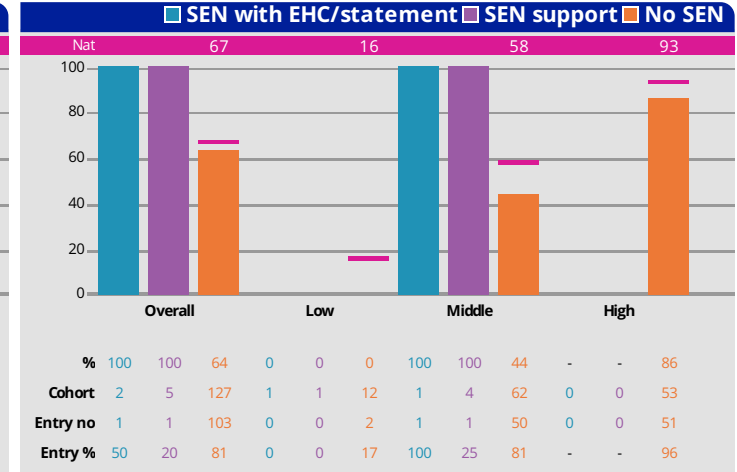
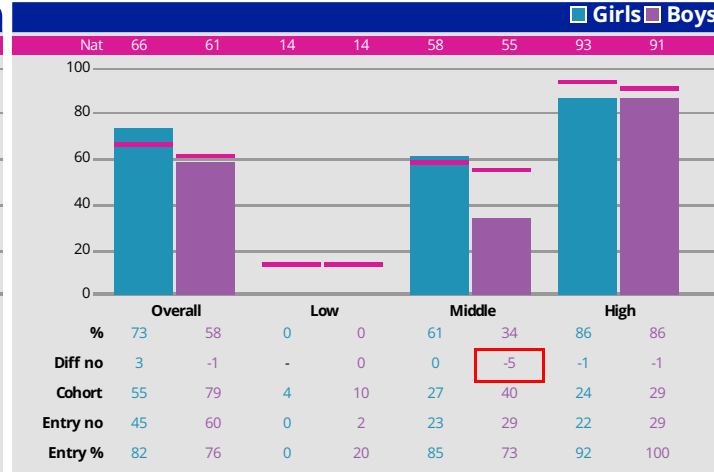


Four or more pupils below national

Three pupils below national

Three pupils above national

Four or more pupils above national

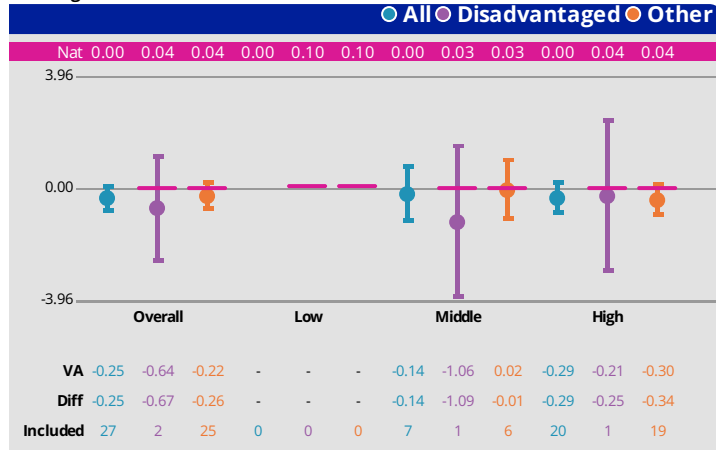


Languages value added and attainment

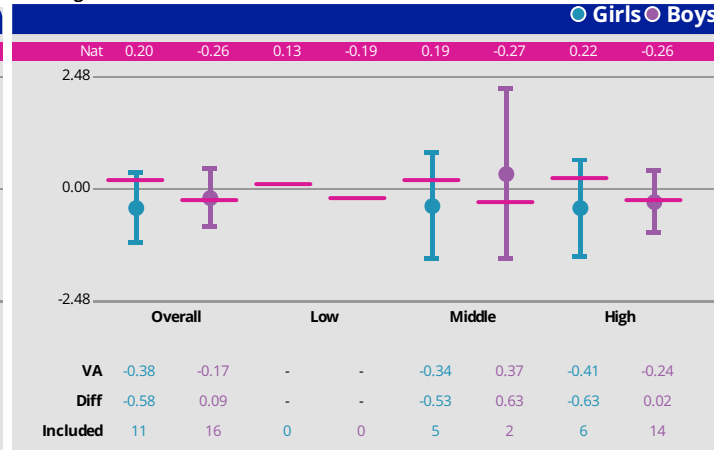
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Value added

Coverage ● 20% ● 7% ● 24%

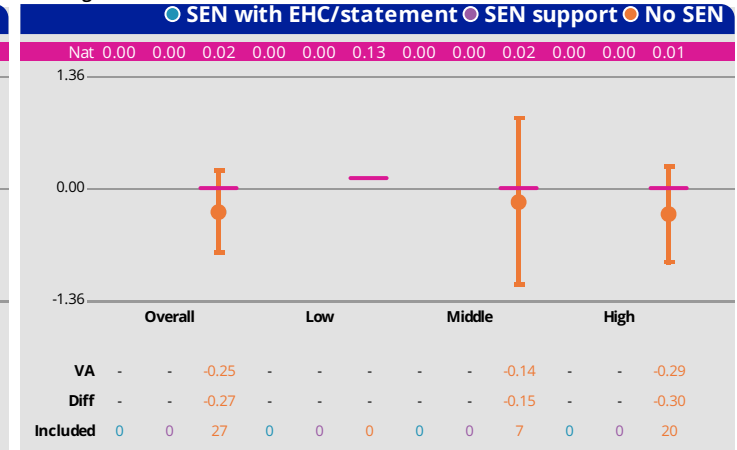


Coverage ● 20% ● 20%

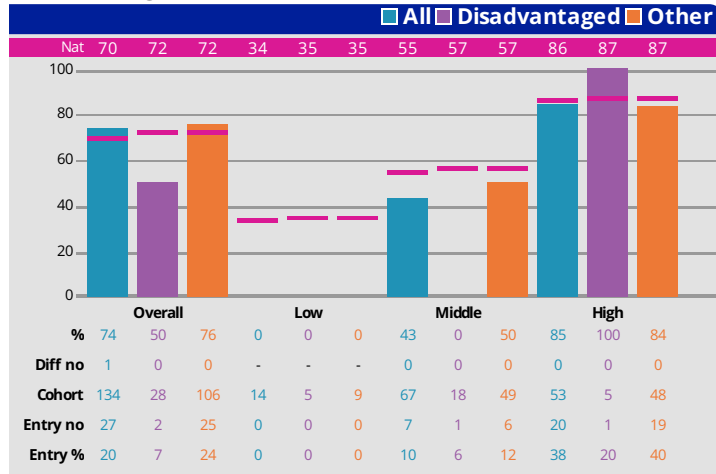


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

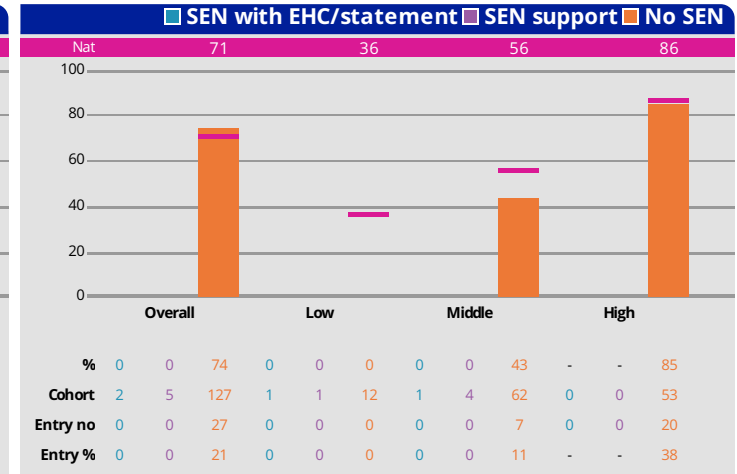
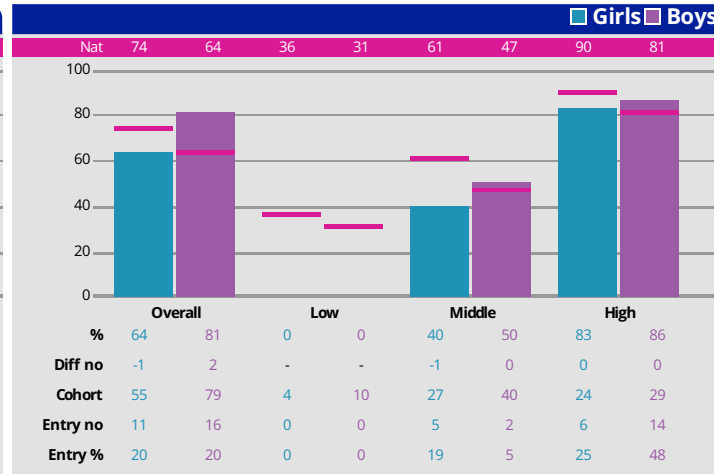
Coverage ● 0% ● 0% ● 21%



% attained grade C threshold



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



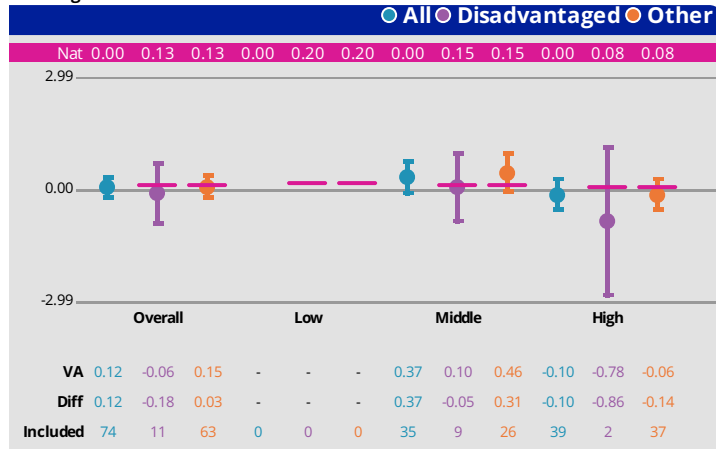
Hurworth School

Humanities value added and attainment

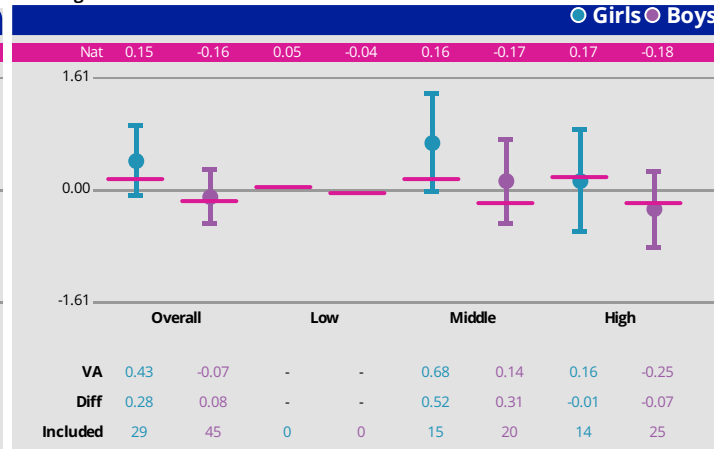
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Value added

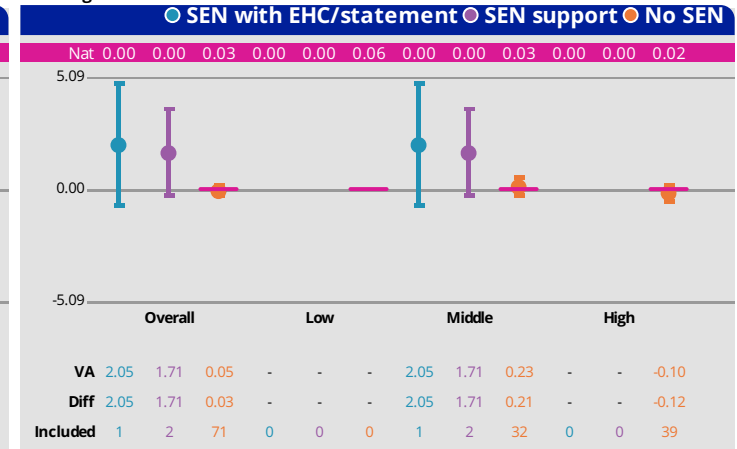
Coverage ● 55% ● 39% ● 59%



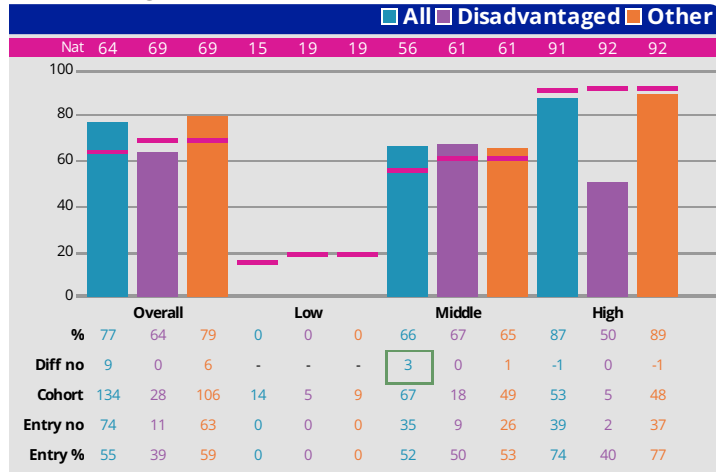
Coverage ● 53% ● 57%



Coverage ● 50% ● 40% ● 56%



% attained grade C threshold

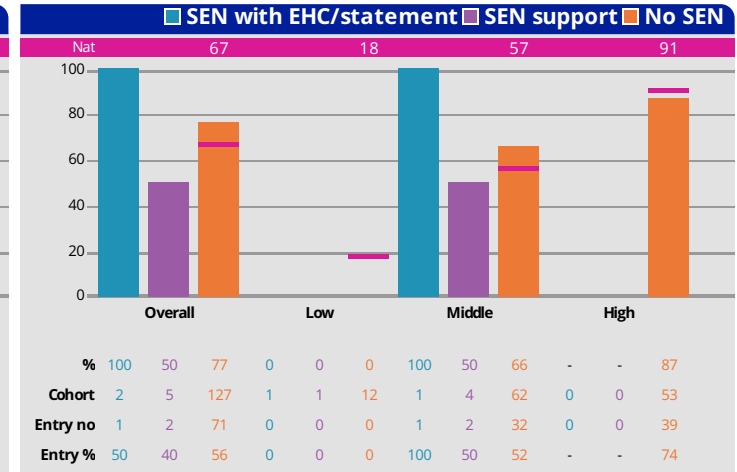


Four or more pupils below national

Three pupils below national

Three pupils above national

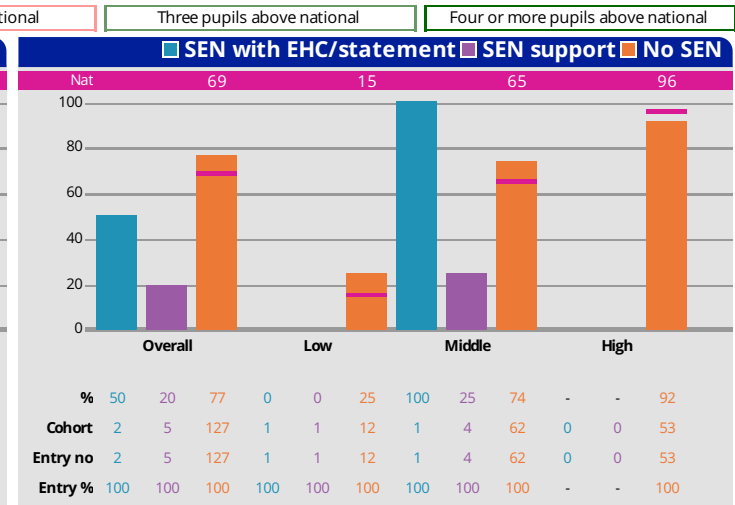
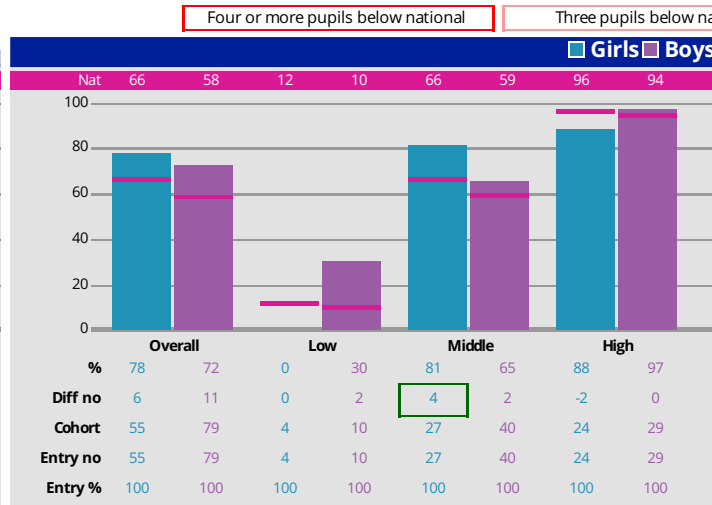
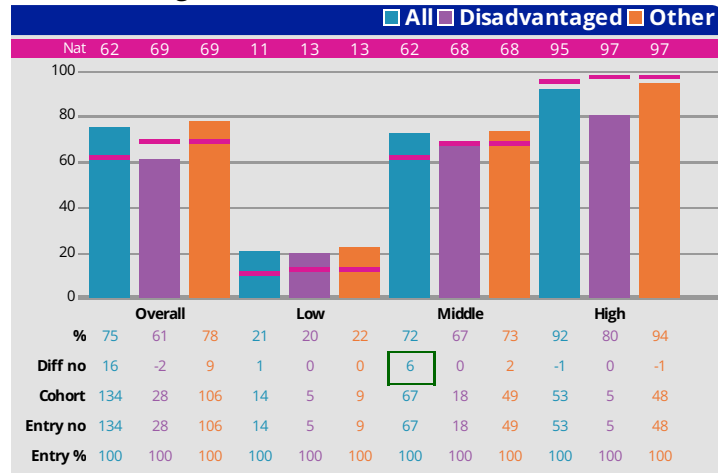
Four or more pupils above national



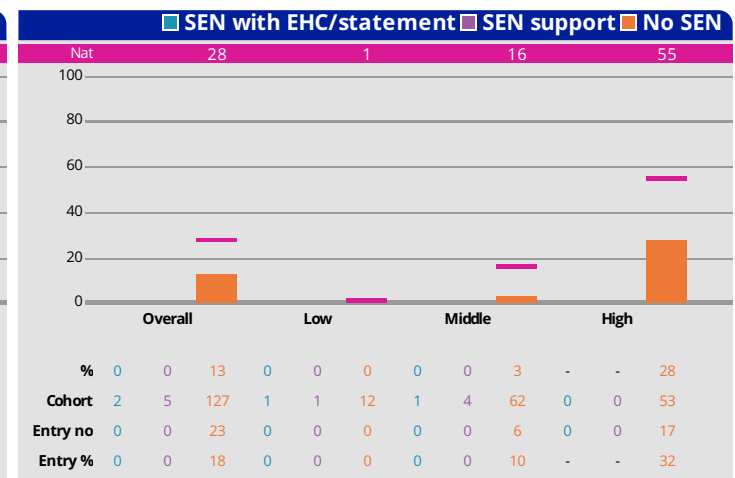
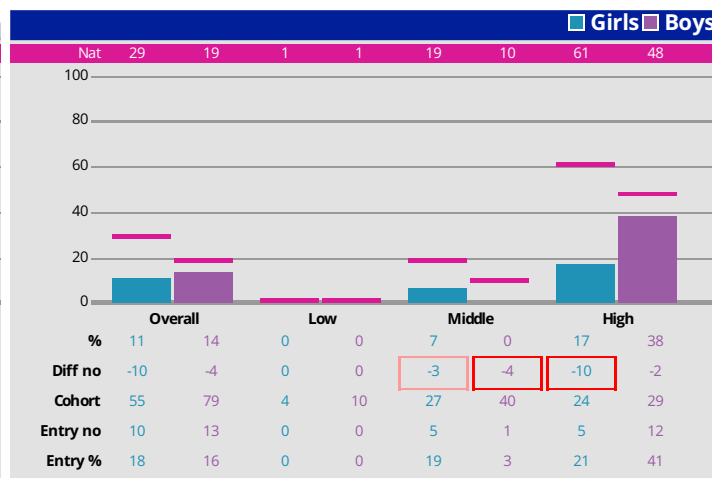
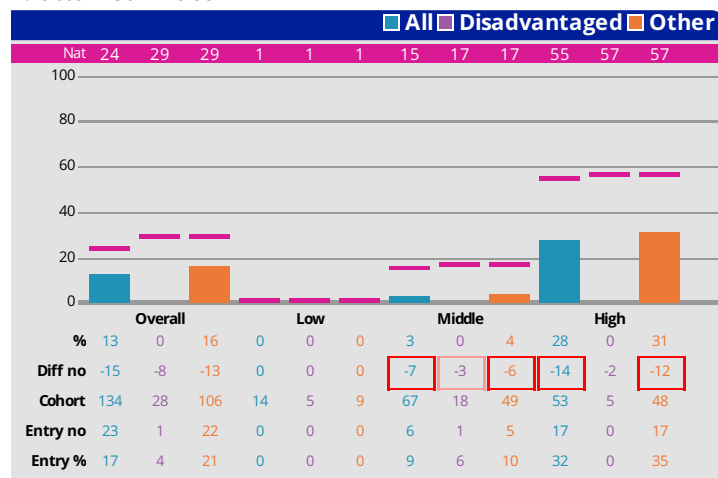
Hurworth School Thresholds

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

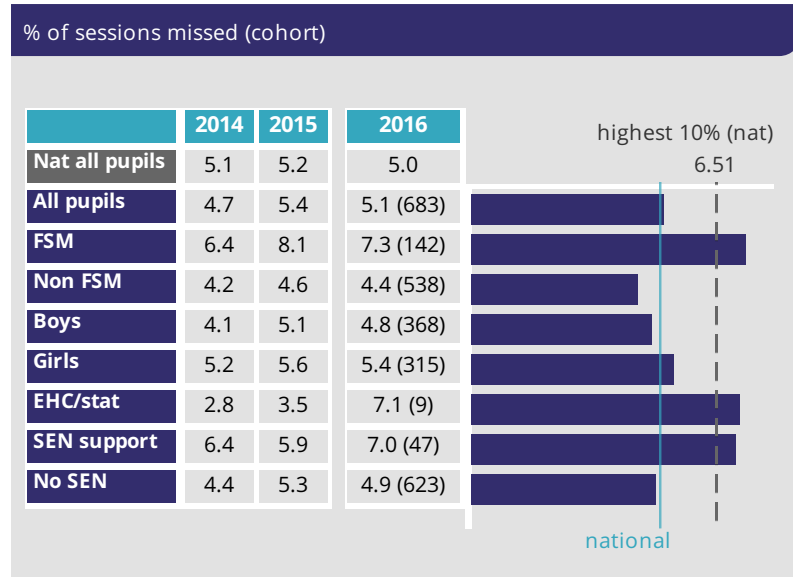


% attained EBacc

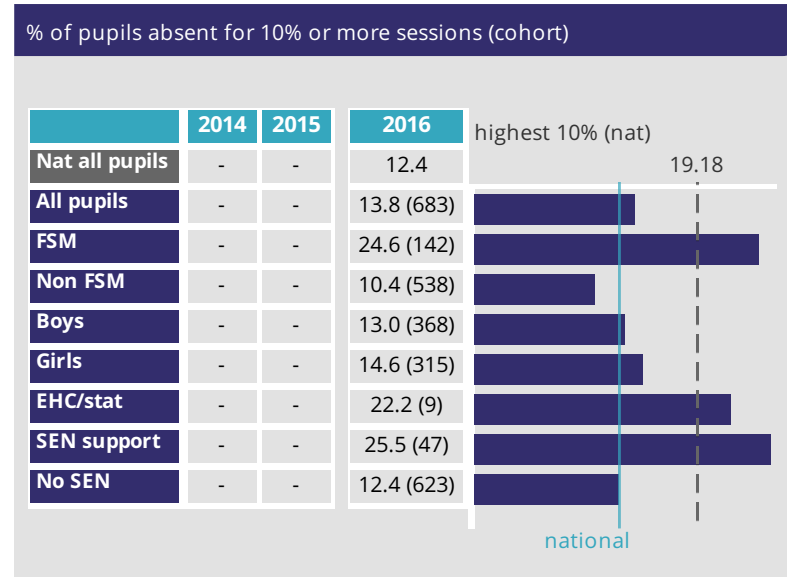


Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions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

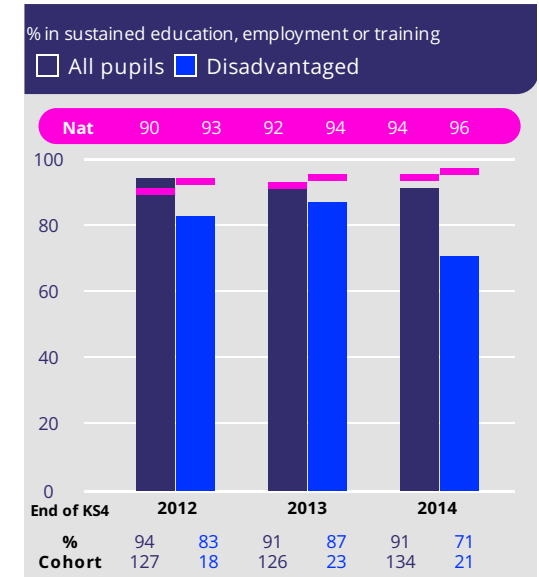
Absence



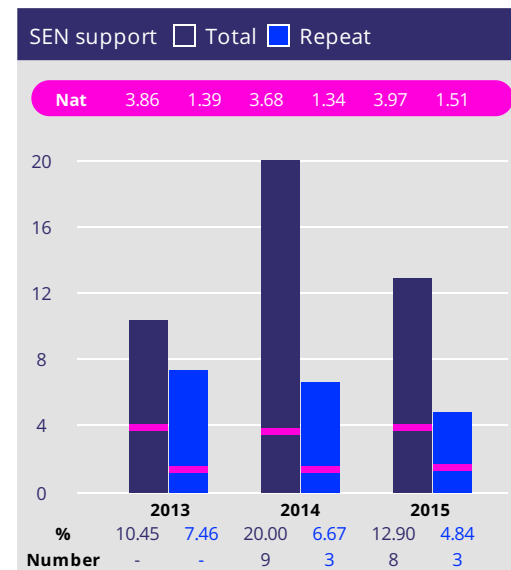
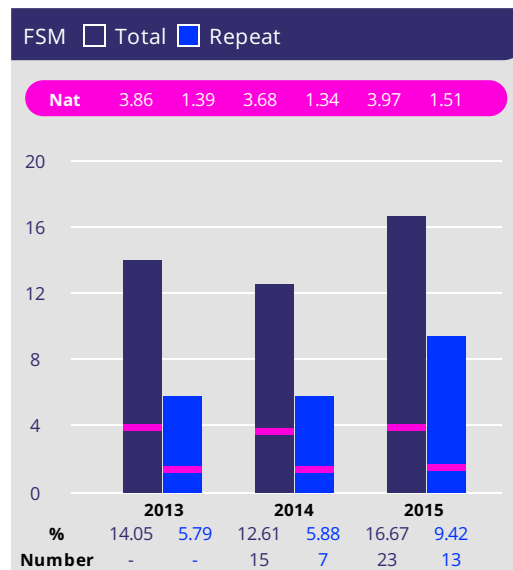
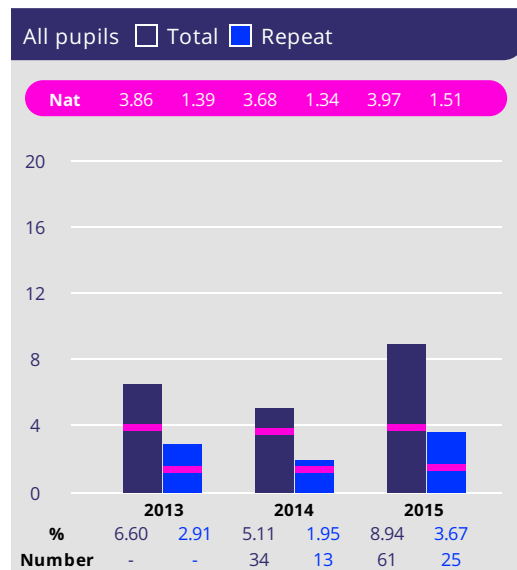
Persistent absence



Destinations



Fixed term exclusions % and number of pupils excluded



Permanent exclusions

All pupils

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

In comparison,

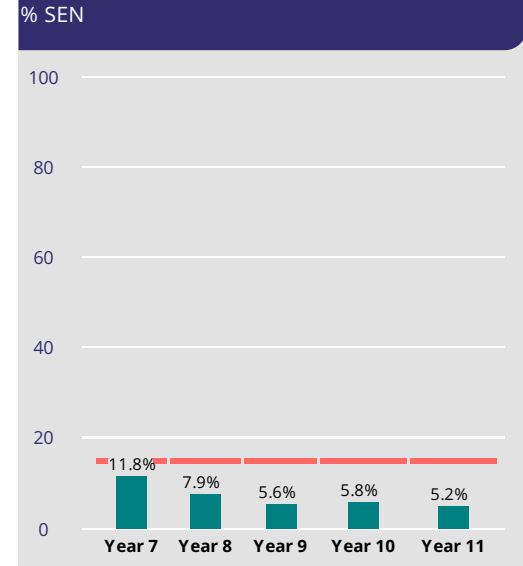
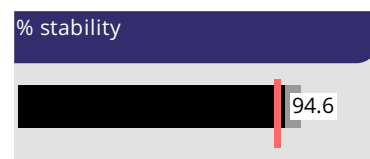
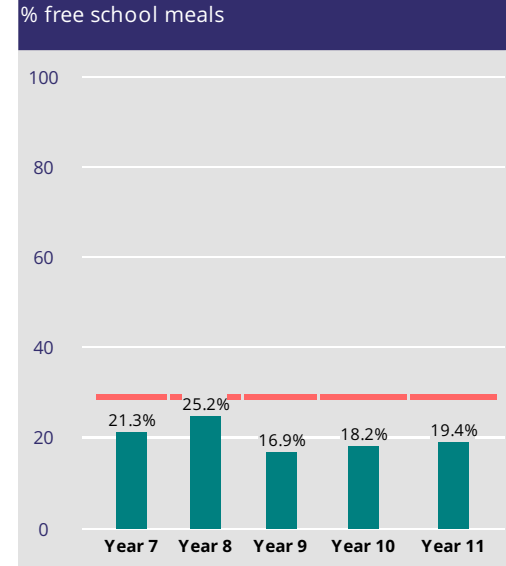
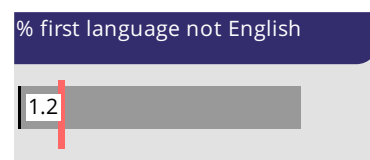
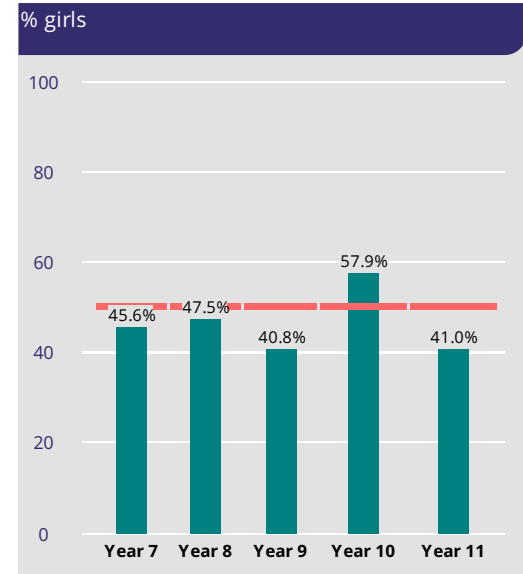
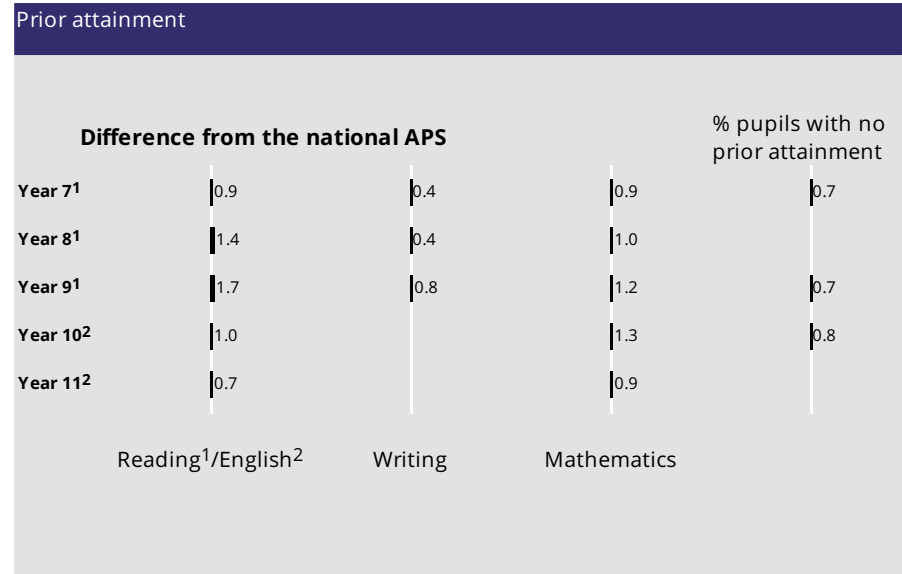
0 pupils were excluded in 2014

0 pupils were 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.

Number on roll: **672** in year 7 to 11

Ethnicity	
White British	94.5%
White any other White background	1.3%
Mixed White & Asian	1.0%
Any other ethnic group	0.4%
Asian or Asian British Indian	0.4%
Mixed White & Black Caribbean	0.4%
White Romany or Gypsy	0.4%
Black or Black British African	0.3%
Mixed White & Black African	0.3%
Parent/pupil preferred not to say	0.3%
Black or Black British Caribbean	0.1%
Chinese	0.1%
White Irish	0.1%
Asian or Asian British any other Asian background	
Asian or Asian British Bangladeshi	
Asian or Asian British Pakistani	
Black or Black British any other Black background	
Ethnicity not known	
Mixed any other mixed background	
White Traveller of Irish heritage	



CLA pupils

Number on roll up to year 11:
7