

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 significantly above average in English and mathematics 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 in English or mathematics.*and not well below average.
- For pupils who have special educational needs, 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 significantly above average across the curriculum (EBacc and open elements and science, languages and humanities).
- Disadvantaged pupils' progress was not significantly below national other* across the curriculum (for EBacc or open elements, science, languages or humanities).*and not well below average.

	School	National	
		Floor	Coasting
Progress 8	0.50	-0.5	-0.25
Above?			
Coasting elements	2014	2015	2016
Above?			

Weaknesses in 2016

- No weaknesses were identified in this dataset

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.

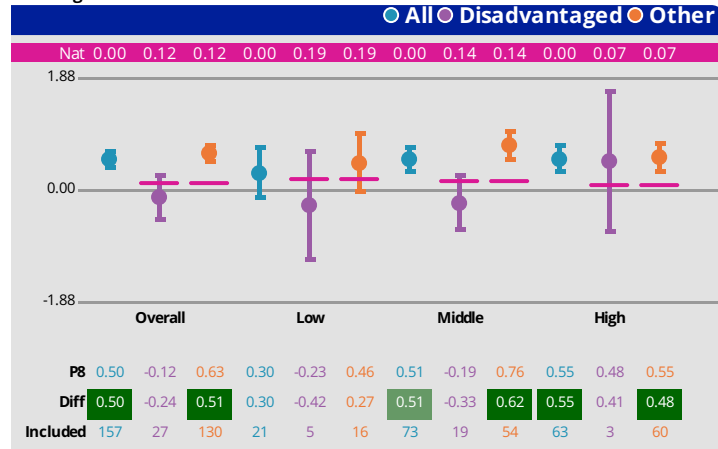
Chesterton Community College

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 ● 89% ● 96% ● 87%

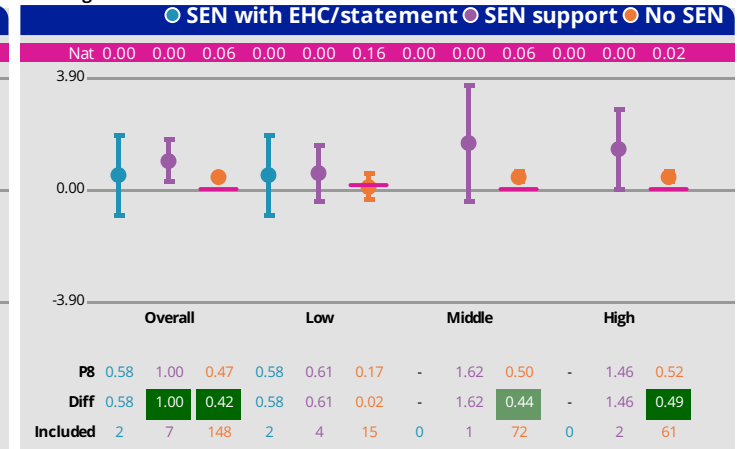


Coverage ● 88% ● 90%

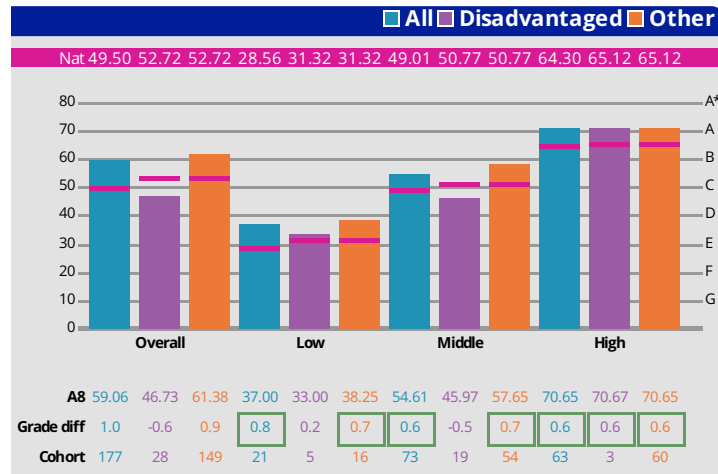


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

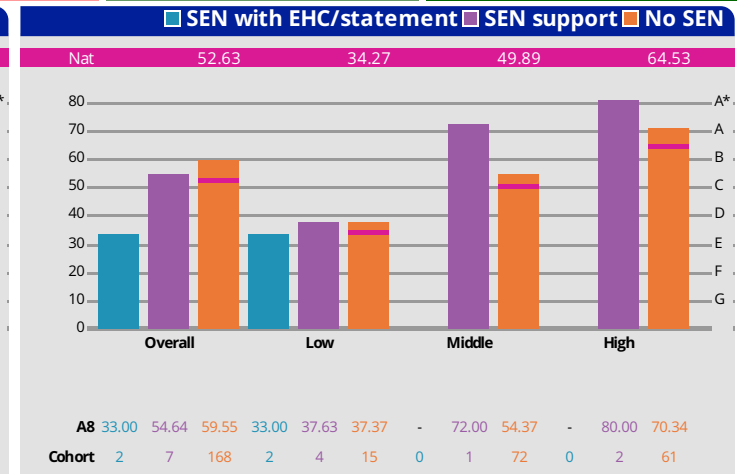
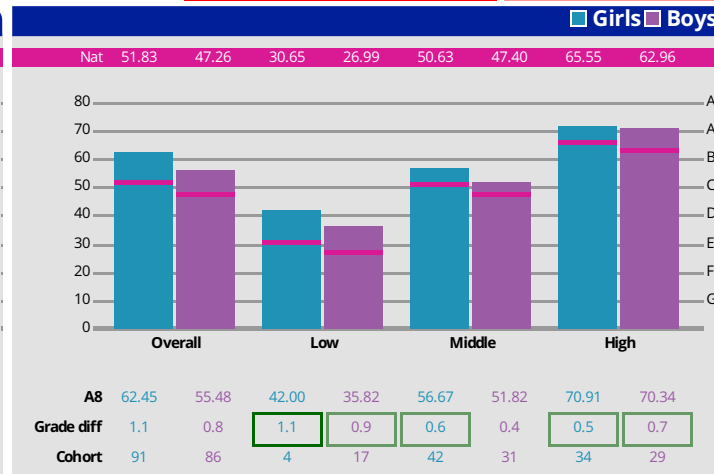
Coverage ● 100% ● 100% ● 88%



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



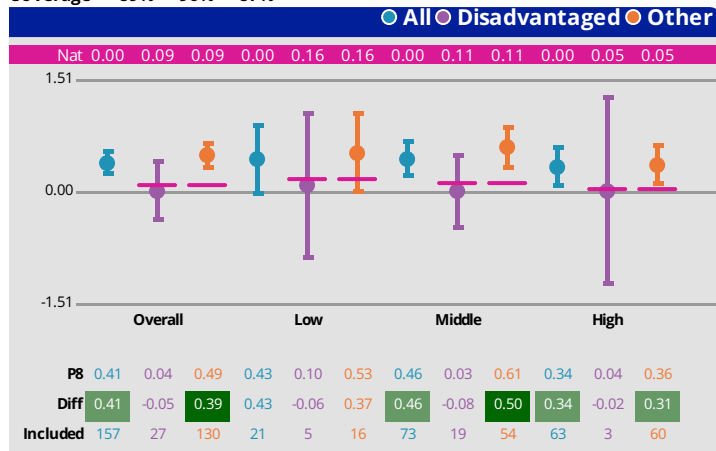
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English element Progress 8 and Attainment 8

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 ● 89% ● 96% ● 87%

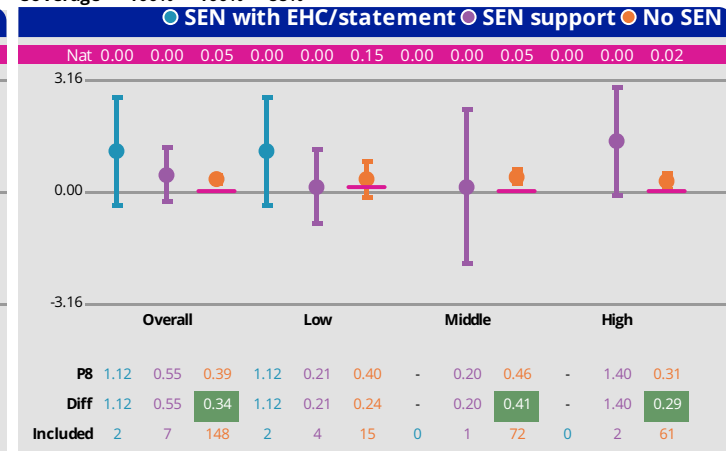


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

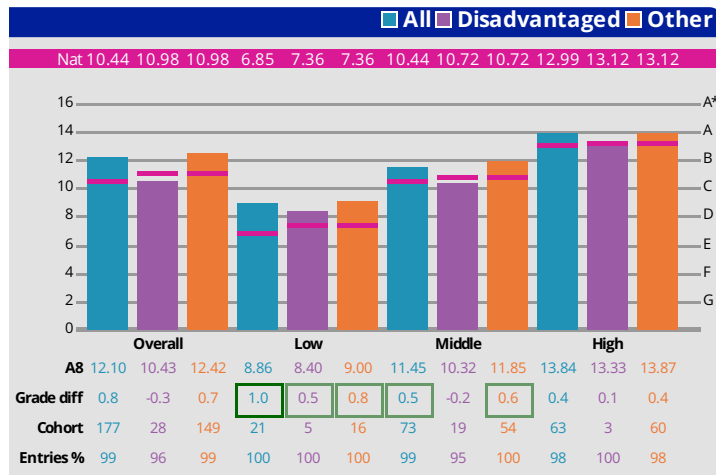
Coverage ● 88% ● 90%



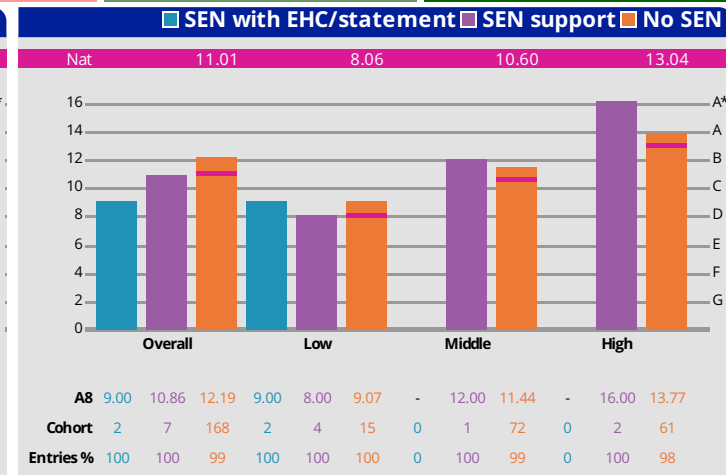
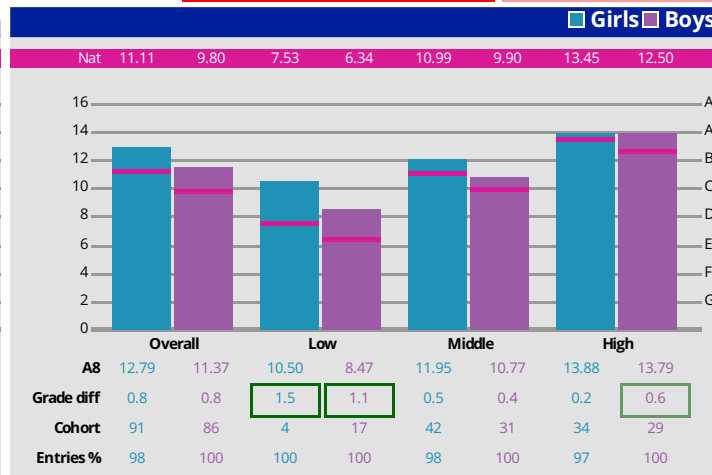
Coverage ● 100% ● 100% ● 88%



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



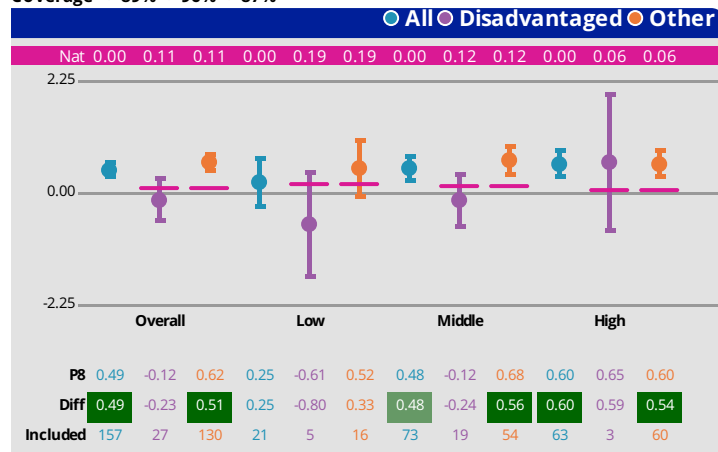
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Mathematics element Progress 8 and Attainment 8

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.

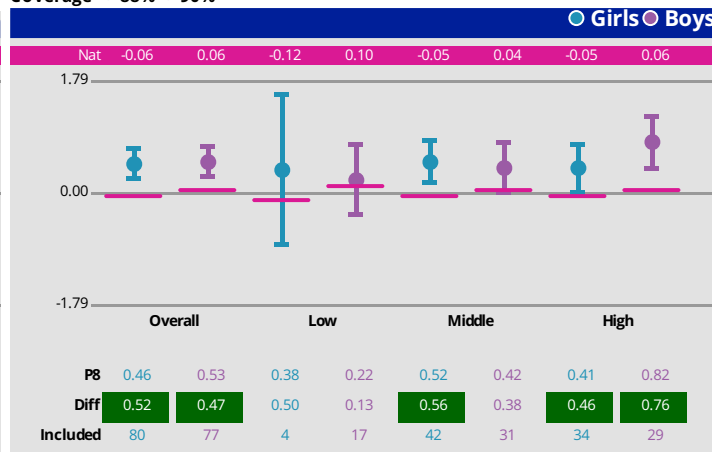
Progress 8

Coverage ● 89% ● 96% ● 87%

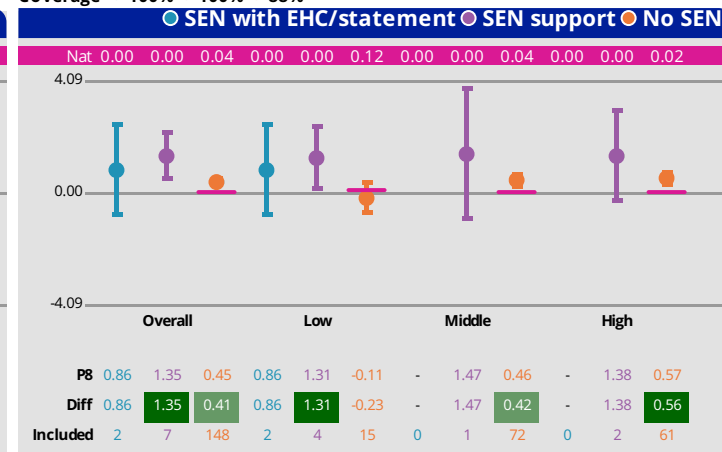


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

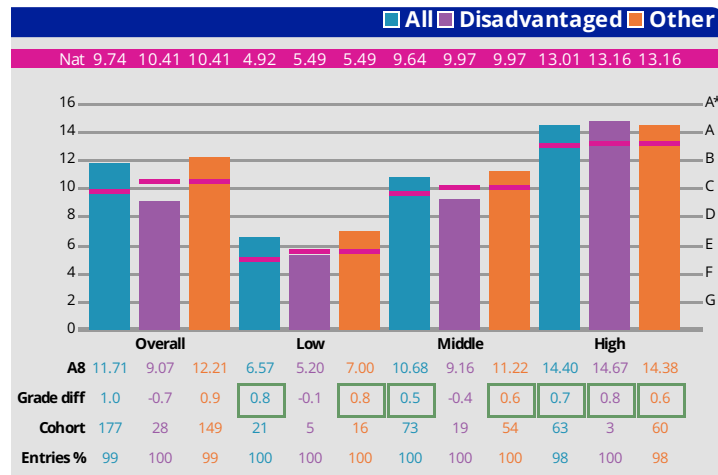
Coverage ● 88% ● 90%



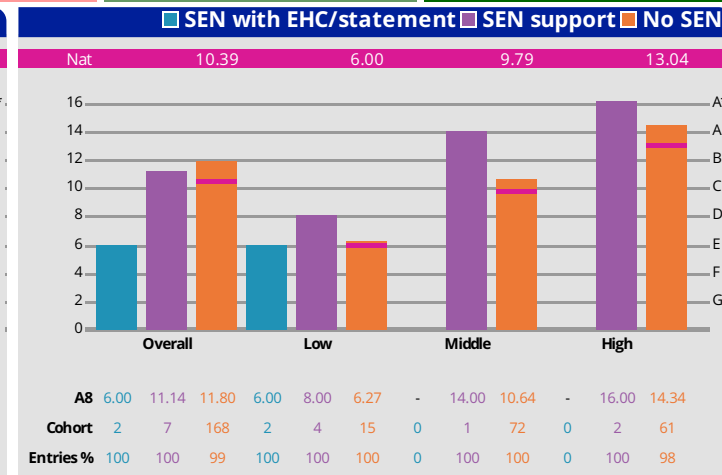
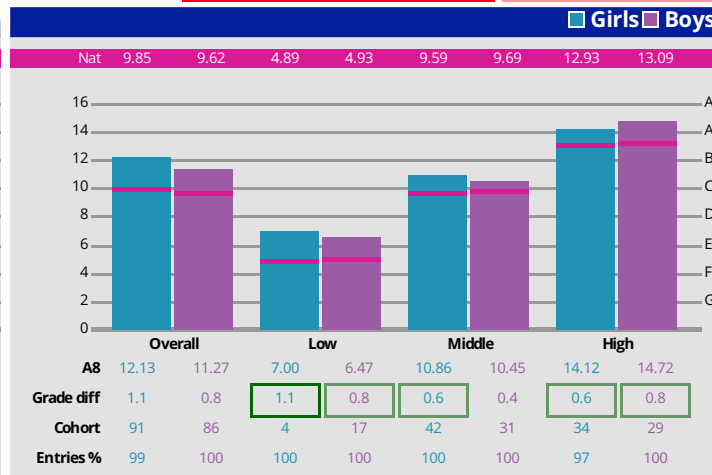
Coverage ● 100% ● 100% ● 88%



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



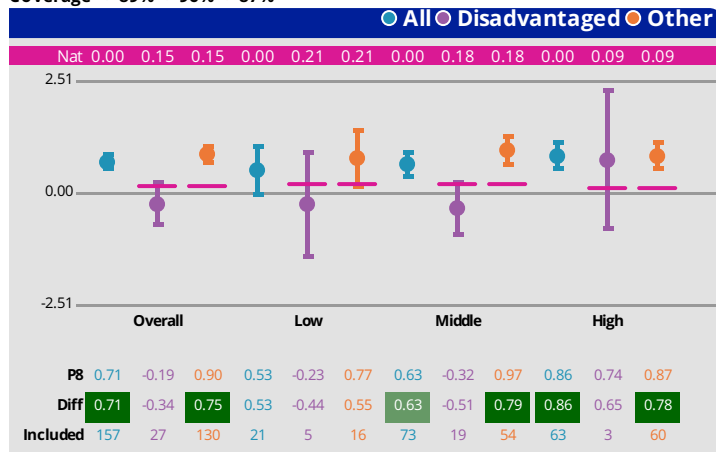
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EBacc element Progress 8 and Attainment 8

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 ● 89% ● 96% ● 87%

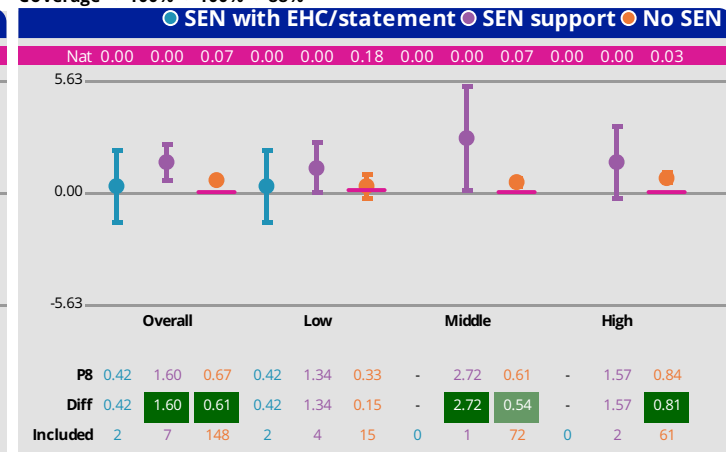


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

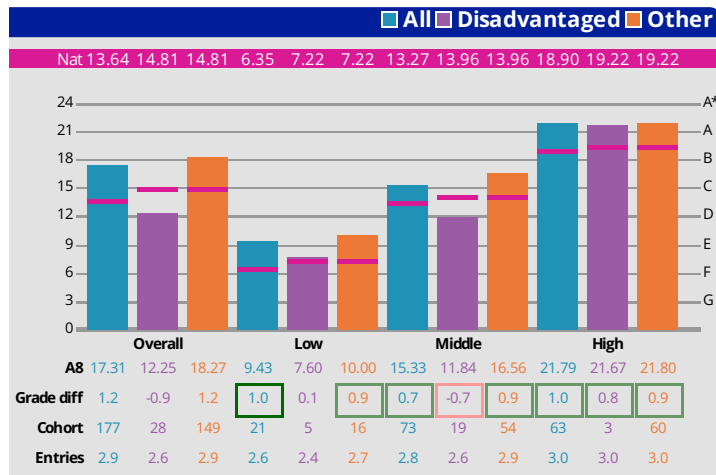
Coverage ● 88% ● 90%



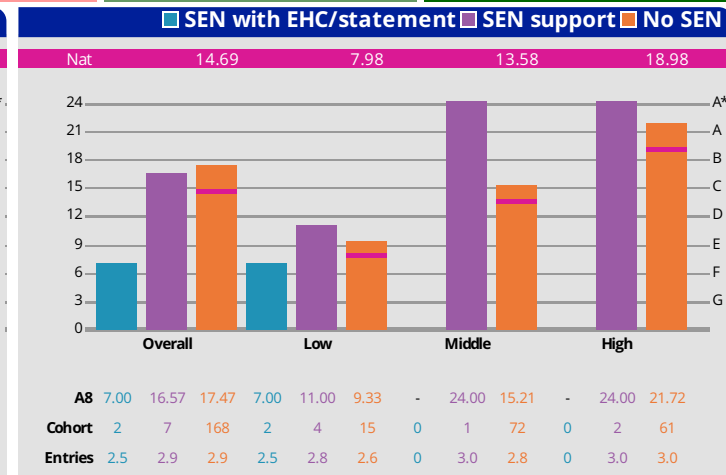
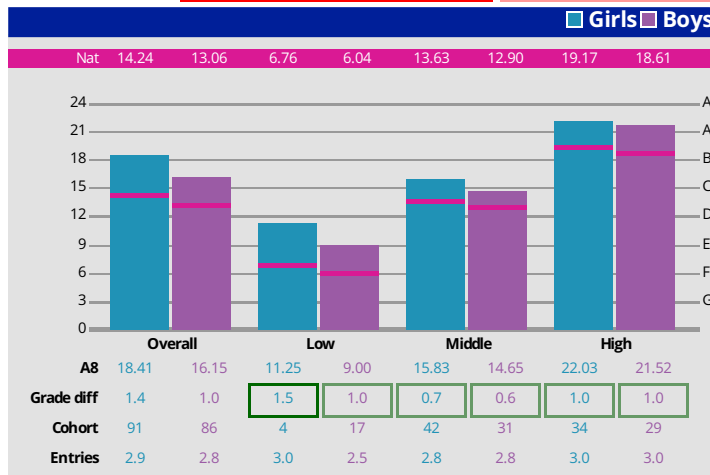
Coverage ● 100% ● 100% ● 88%



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



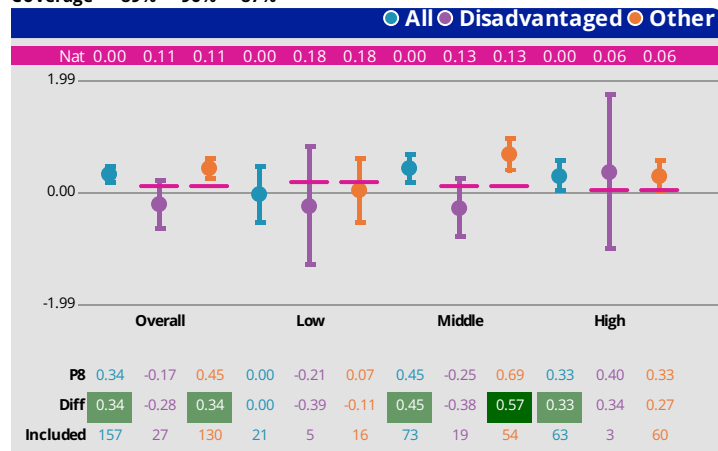
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Open element Progress 8 and Attainment 8

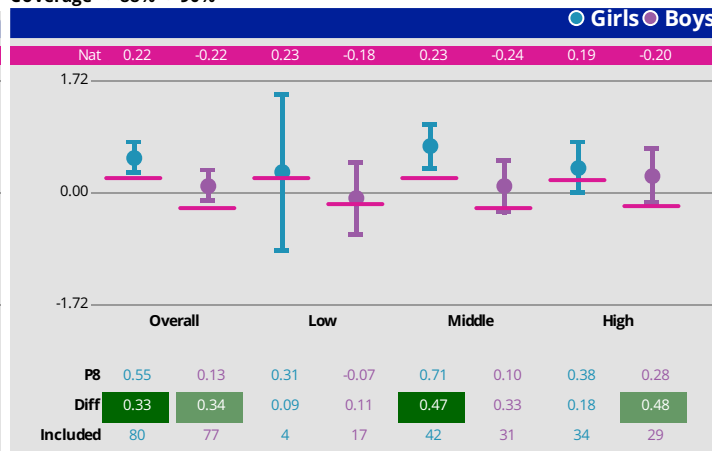
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Progress 8

Coverage ● 89% ● 96% ● 87%

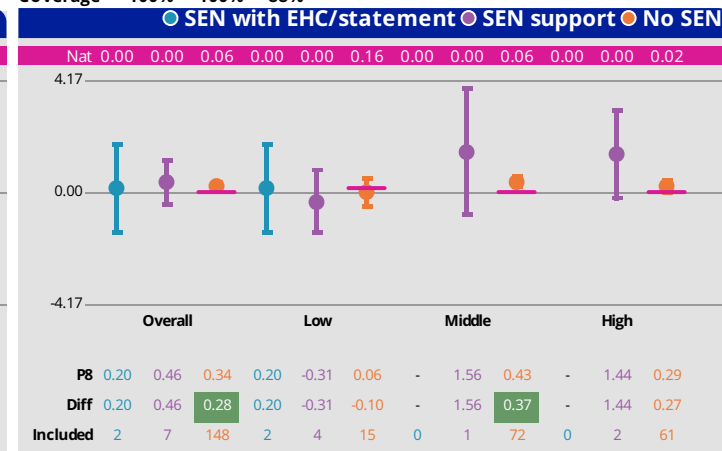


Coverage ● 88% ● 90%

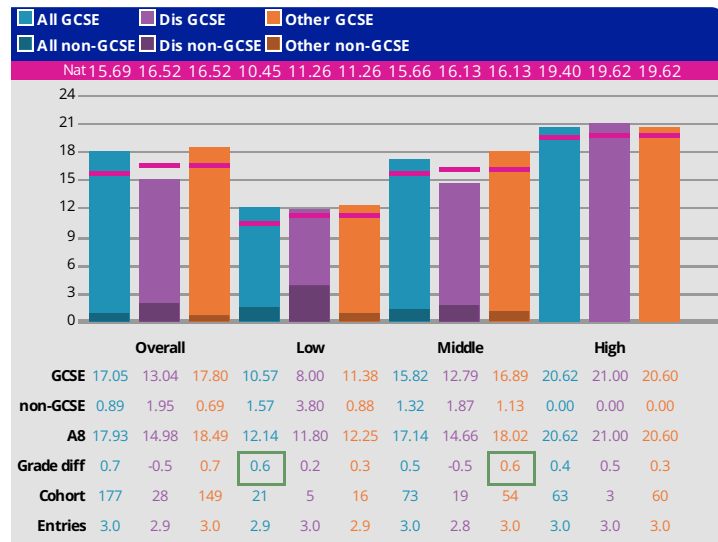


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

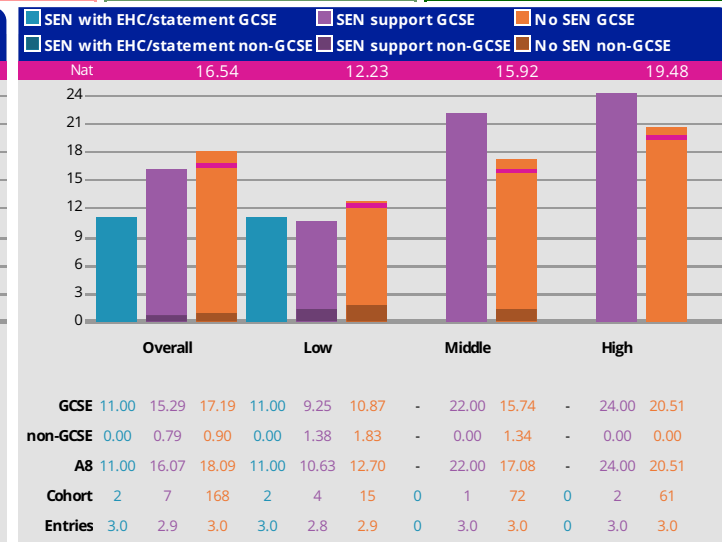
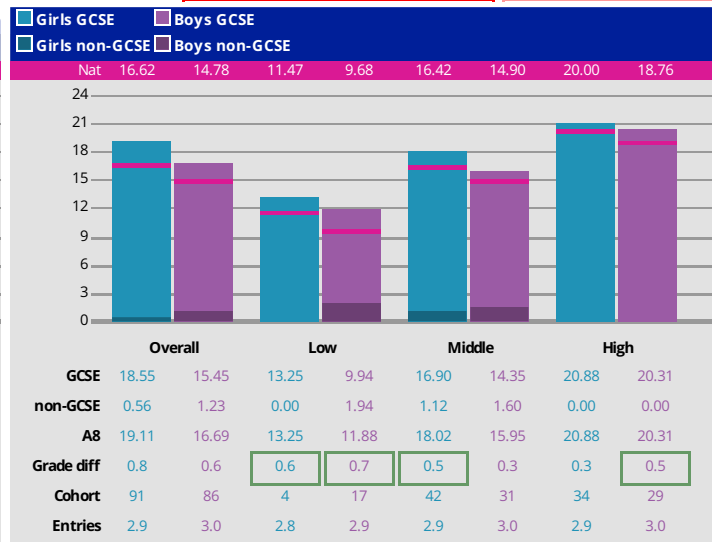
Coverage ● 100% ● 100% ● 88%



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



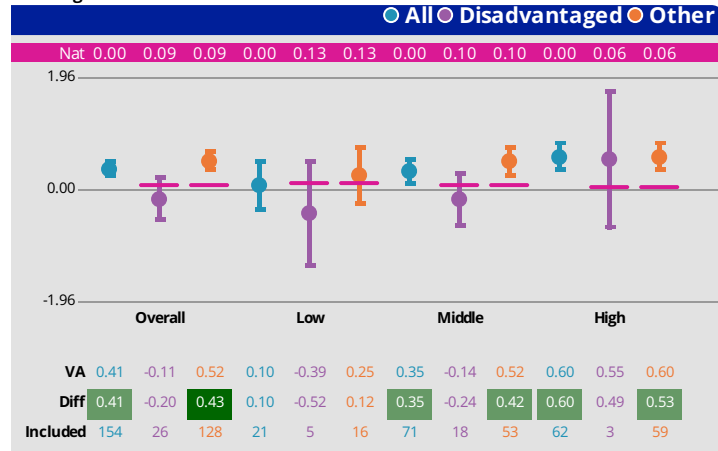
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Science value added and attainment

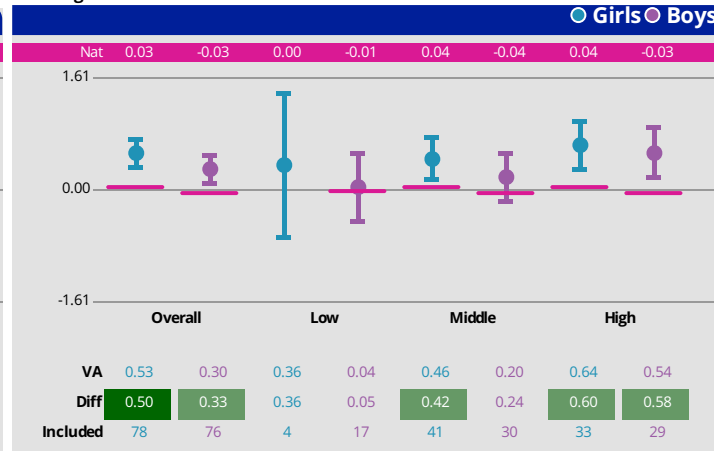
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Value added

Coverage ● 87% ● 93% ● 86%

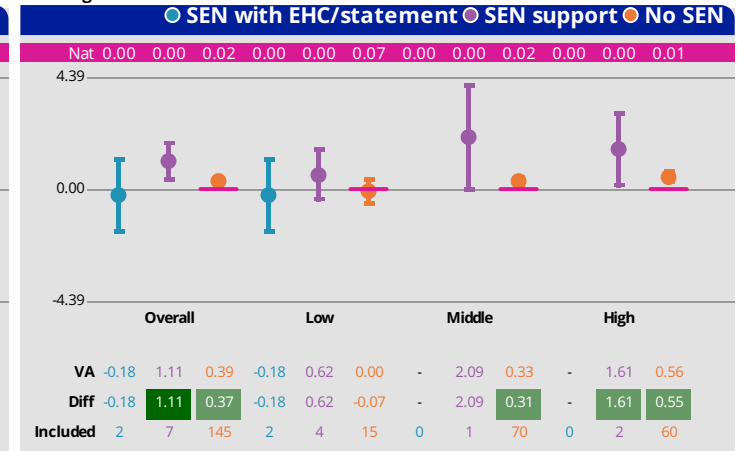


Coverage ● 86% ● 88%

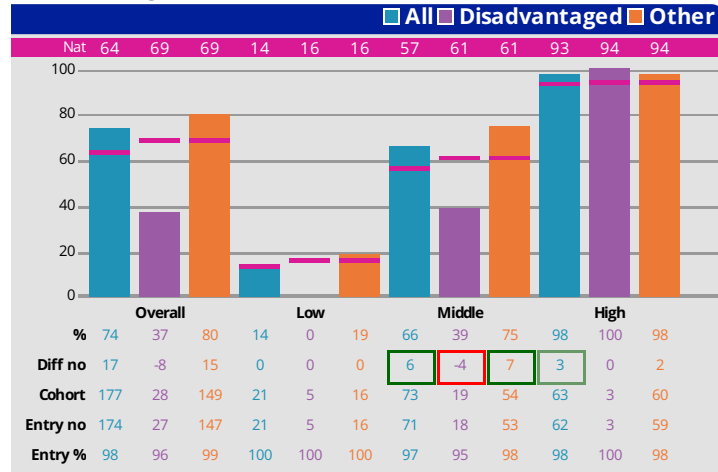


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

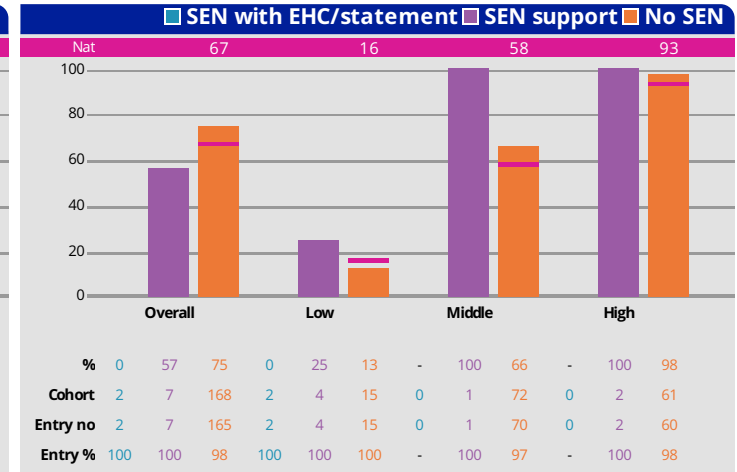
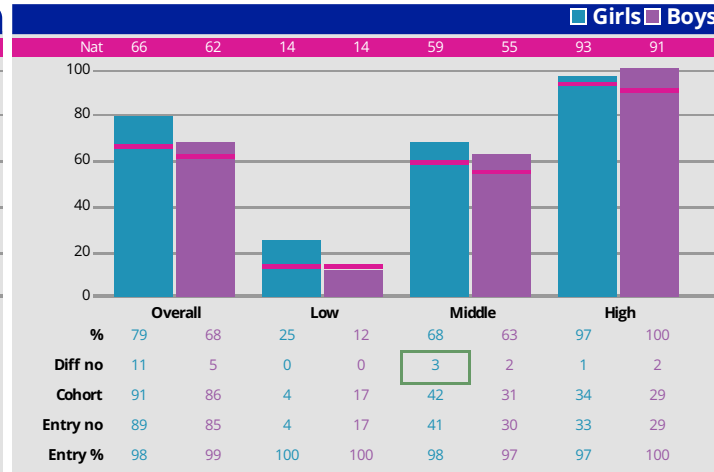
Coverage ● 100% ● 100% ● 86%



% attained grade C threshold



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



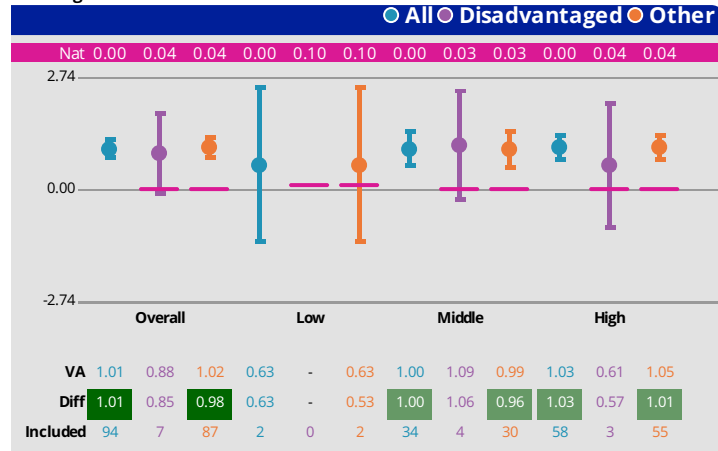
Chesterton Community College

Languages value added and attainment

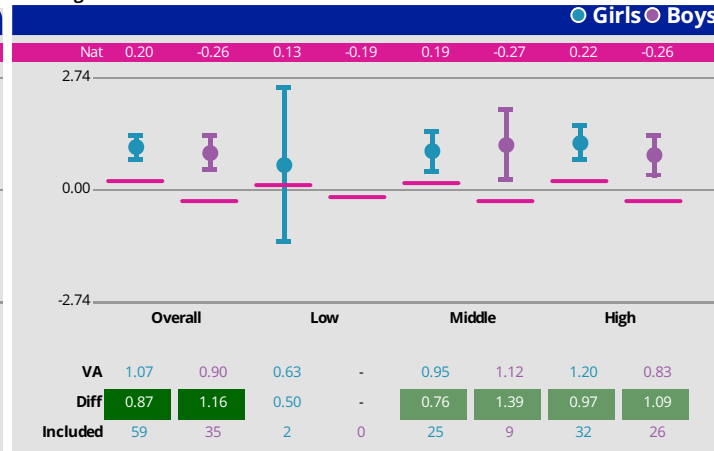
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Value added

Coverage ● 53% ● 25% ● 58%

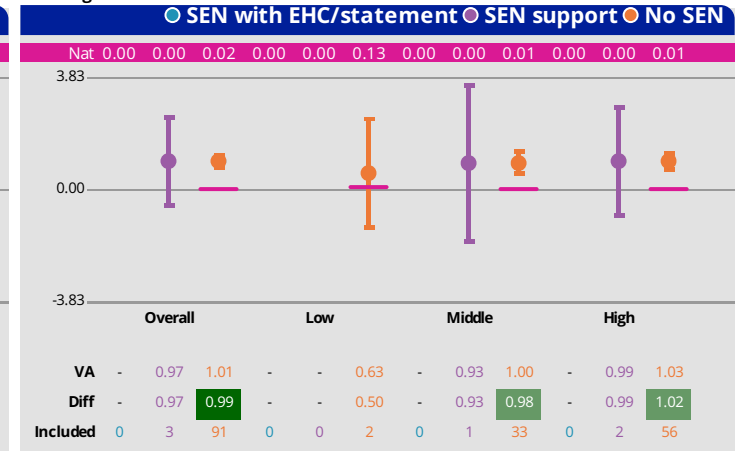


Coverage ● 65% ● 41%

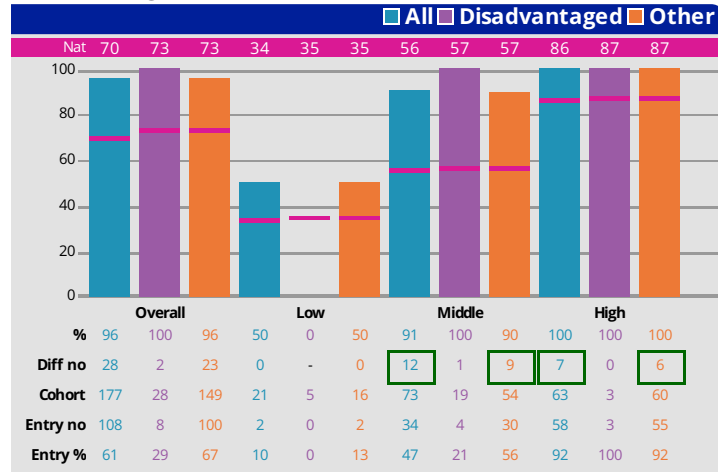


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

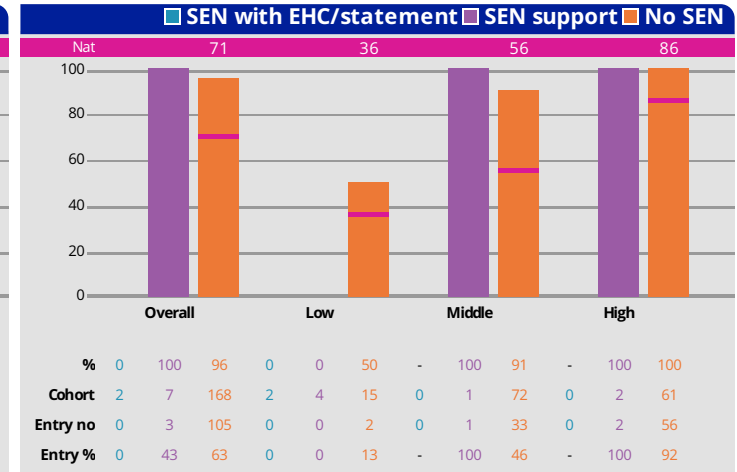
Coverage ● 0% ● 43% ● 54%



% attained grade C threshold



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



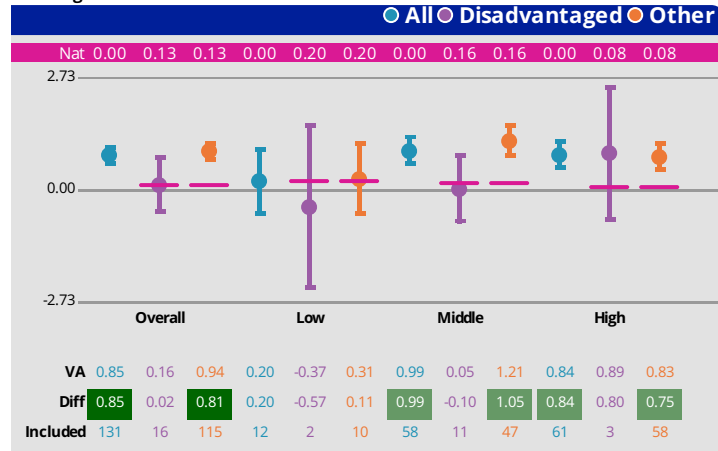
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Humanities value added and attainment

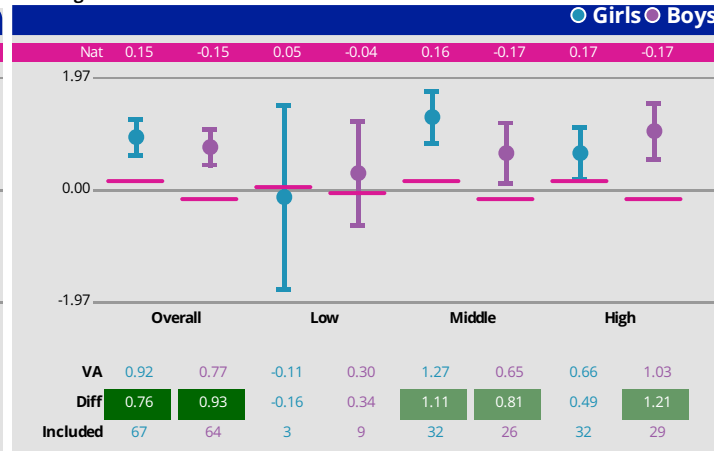
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Value added

Coverage ● 74% ● 57% ● 77%

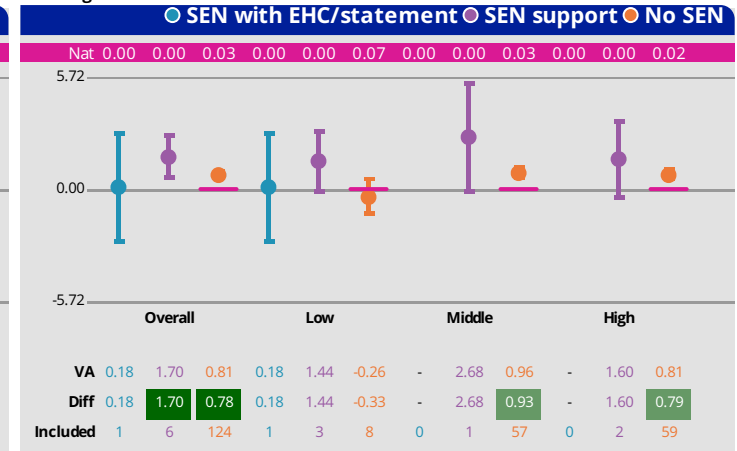


Coverage ● 74% ● 74%

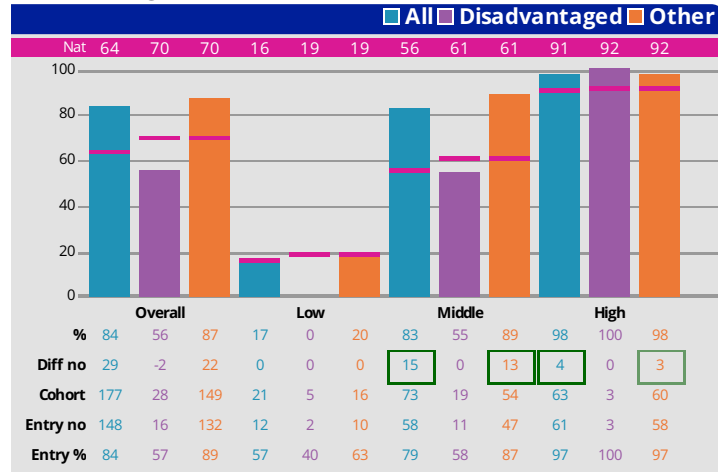


Sig- and in bottom 10% Sig- and not in bottom 10% Sig+ and not in top 10% Sig+ and in top 10%

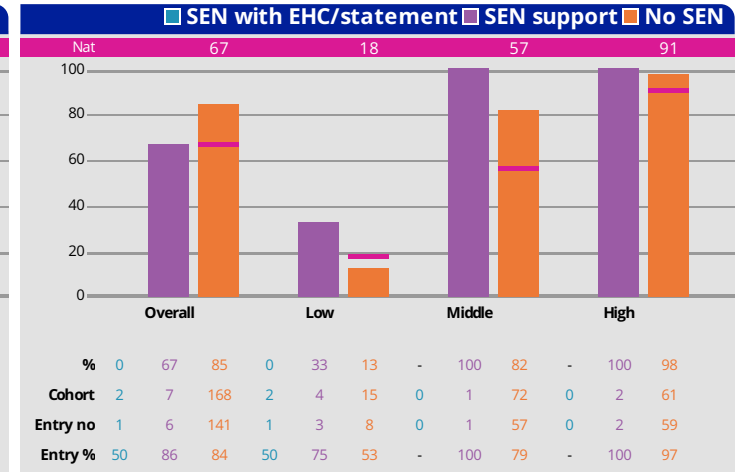
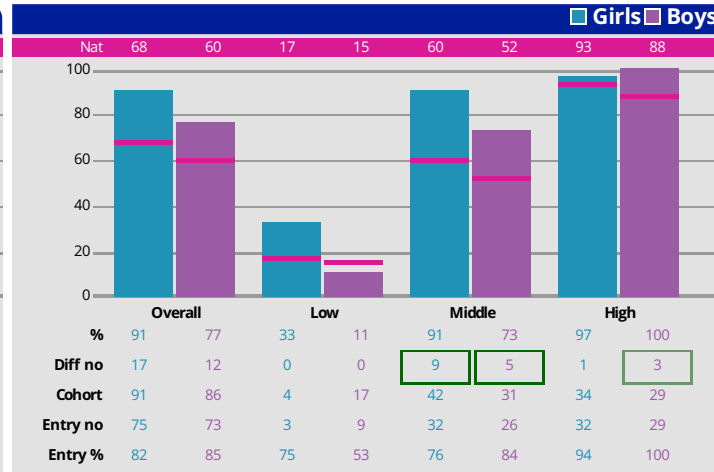
Coverage ● 50% ● 86% ● 74%



% attained grade C threshold

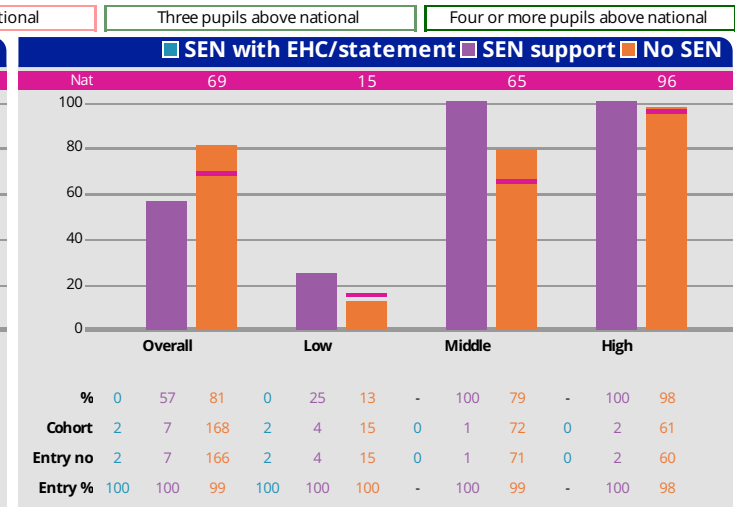
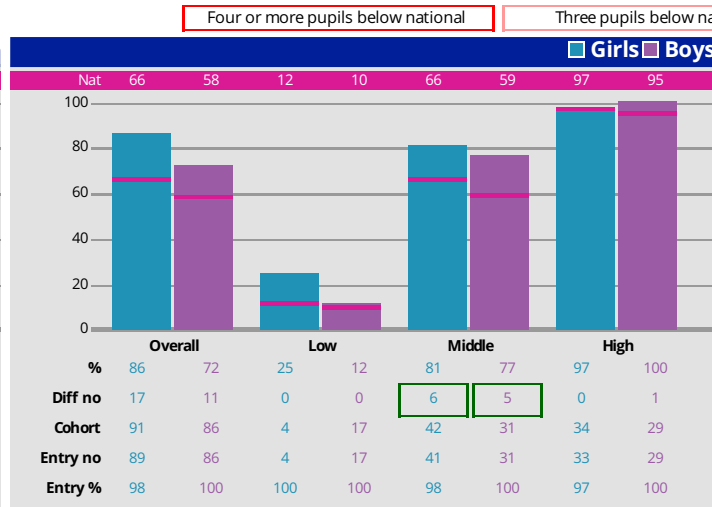
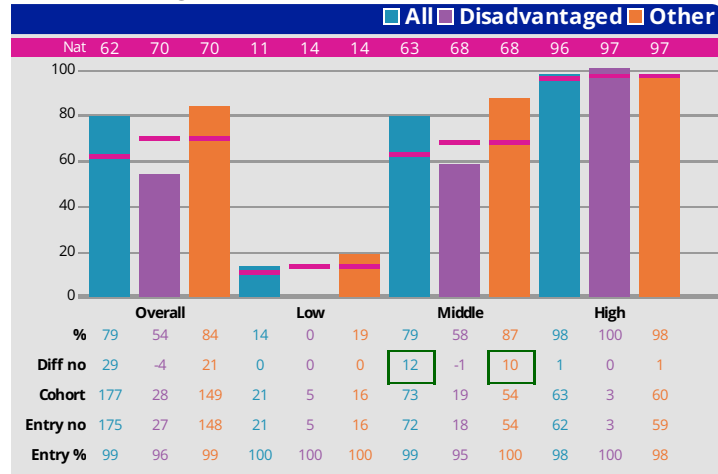


Four or more pupils below national Three pupils below national Three pupils above national Four or more pupils above national

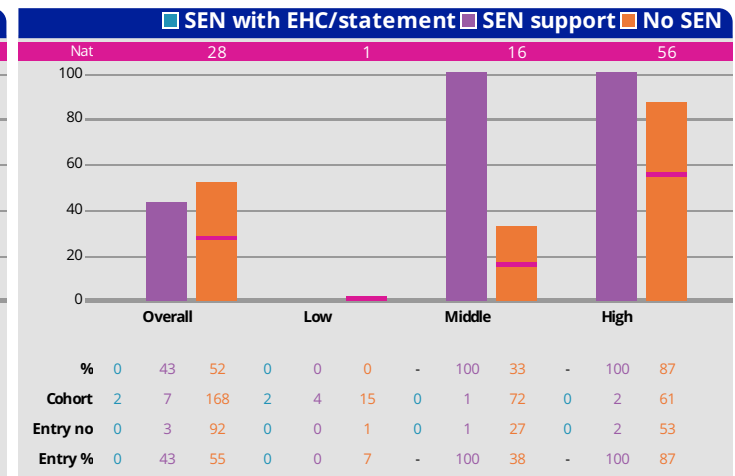
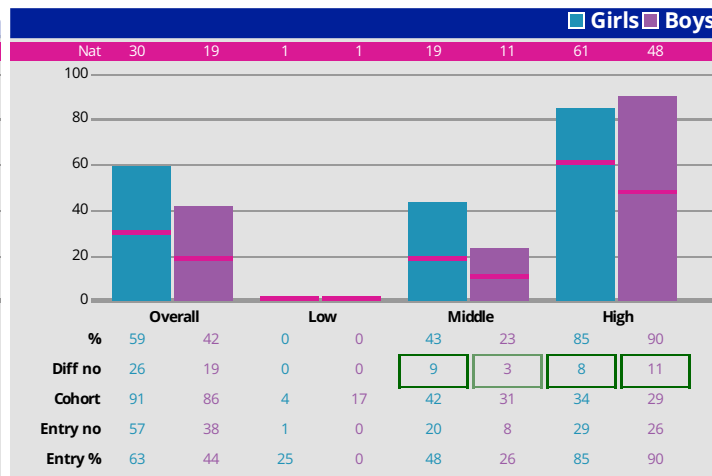
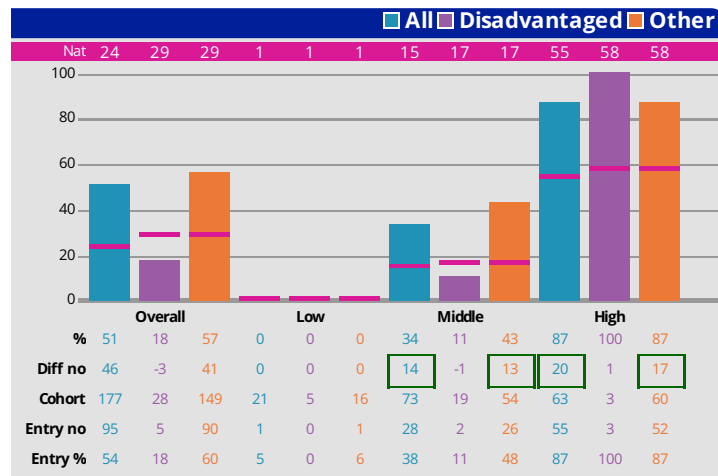


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% attained English & mathematics



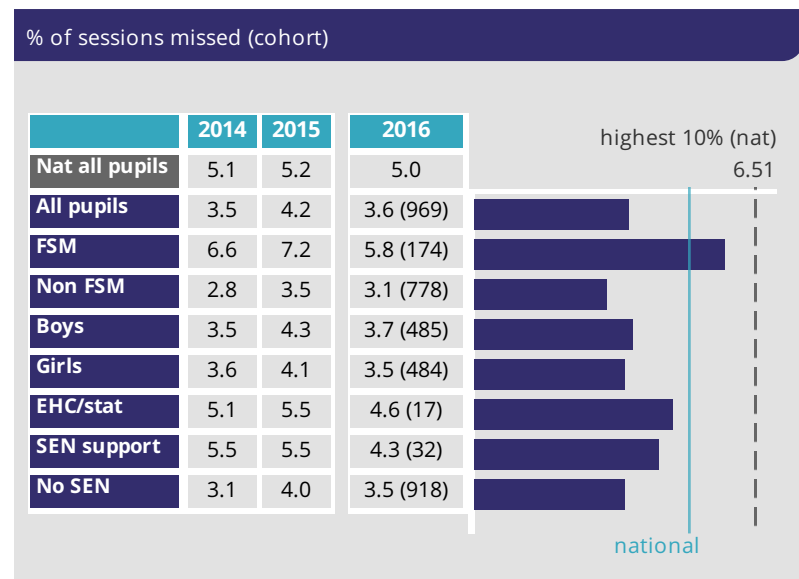
% attained EBacc



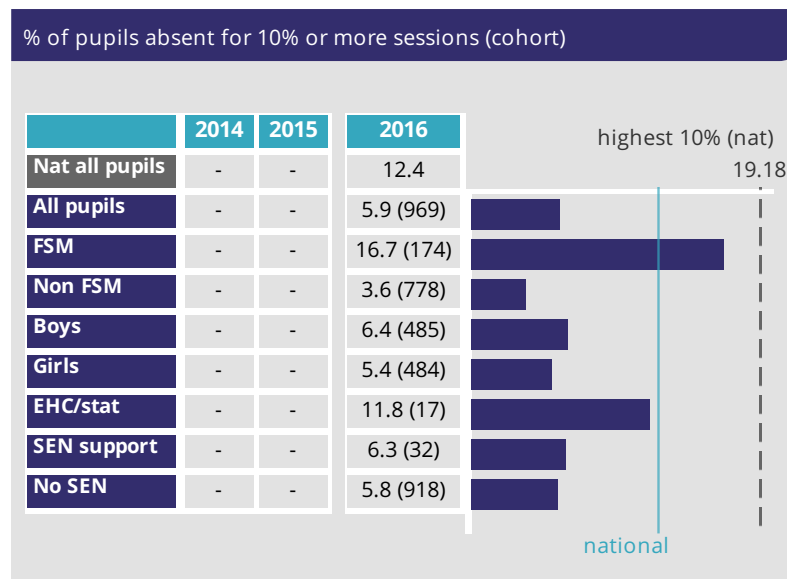
Absence, exclusions

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.

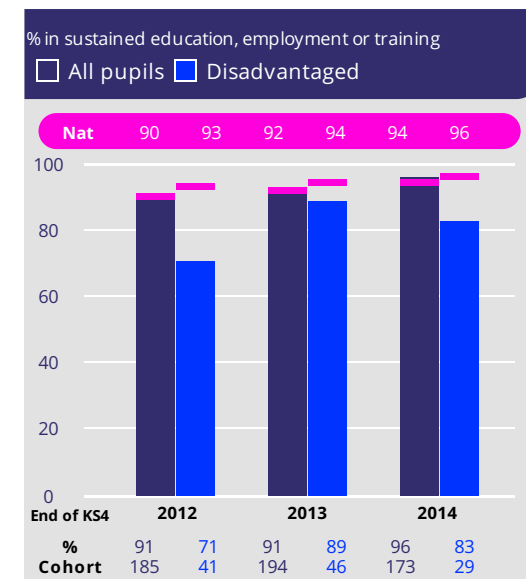
Absence



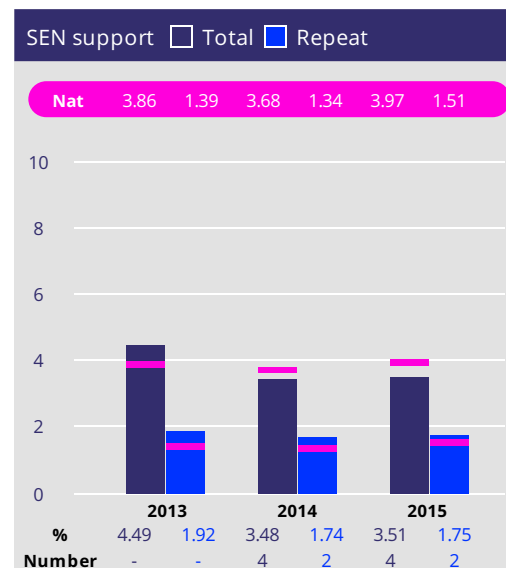
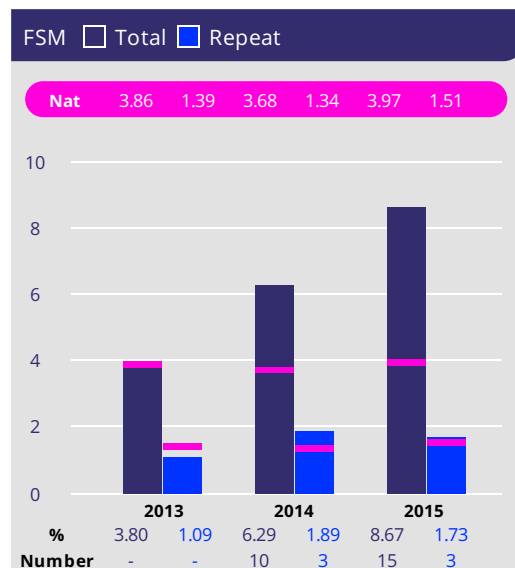
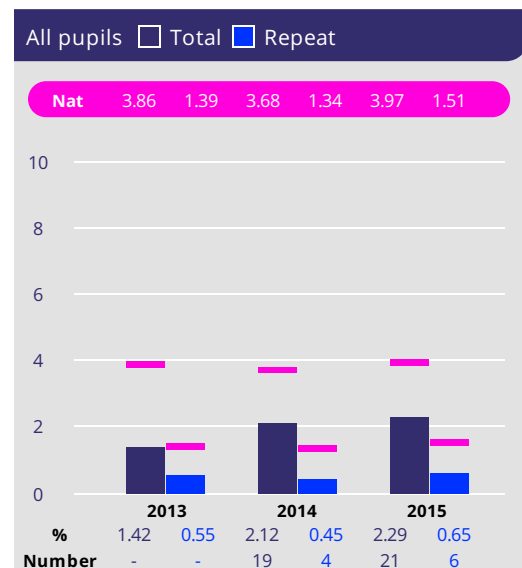
Persistent absence



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. The numbers of CLA and pupils who left care through adoption or another formal route are shown.

Number on roll: **940** in Year 7 to 11

