Secondary Inspection Data Summary Report

The John Fisher School	URN: 103009 Laestab: 3195402
Headteacher: Mr P E McCullagh	**Type of education**: Voluntary Aided School
Local authority: Sutton	**Phase of education**: Secondary
Pupils: 1113	**Academy trust or sponsor**:
Gender: Boys	**Date open/converted**:
Admissions policy: Non-selective	**Chair of governors/trustees**: Emerson Samuels
Ages: 11-18	**School website**: http://www.johnfisherschool.org/
Denomination: Roman Catholic	**Postcode**: CR8 3YP

Areas of interest

Release information: Revised 2019 KS4, KS5 - **Release date:** 5 March 2020

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 KS4 qualifications pupils were entered for in 2019 was 10. In 2018, the average was 9 and in 2017 it was 10.

- The school entered pupils into 13 of the 17 available KS4 subject clusters in 2019.

- For the following EBacc subject(s), the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: chemistry (7.1), mathematics (5.8).

- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 58%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (65%).

- A sentence for EBacc value added has not been triggered because the criteria have not been met.

- The percentage achieving grade 4+ in science (83%) was in the **highest** 20% of all schools in 2019.

- A sentence for the percentage achieving grade 4+ in languages has not been triggered because the criteria have not been met.

- The percentage achieving grade 4+ in humanities (79%) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- A sentence for attainment in subjects outside of the EBacc has not been triggered because the criteria have not been met.

Progress 8 Guidance

- A sentence for overall Progress 8 has not been triggered because the criteria have not been met.

- A sentence for the English element of Progress 8 has not been triggered because the criteria have not been met.

- The mathematics element of Progress 8 (0.7) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018.

- A sentence for the EBacc element of Progress 8 has not been triggered because the criteria have not been met.

- A sentence for the open element of Progress 8 has not been triggered because the criteria have not been met.

- Overall Progress 8 has **improved** between 2018 and 2019. English Progress 8 has **improved** between 2018 and 2019.

- Mathematics Progress 8 has **improved** between 2017 and 2018.

Attainment 8 Guidance

- Overall Attainment 8 (54.5) was in the **highest** 20% of all schools in 2019.

- A sentence for the English element of Attainment 8 has not been triggered because the criteria have not been met.

- The mathematics element of Attainment 8 (11.6) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- The EBacc element of Attainment 8 (16.2) was in the **highest** 20% of all schools in 2019.

- A sentence for the open element of Attainment 8 has not been triggered because the criteria have not been met.

Pupil movement Guidance

- Between 2017 and 2018, 18 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) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.

- A sentence for persistent absence has not been triggered because the criteria have not been met.

- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have not been triggered because the criteria have not been met.

Exclusions (whole school) Guidance

- A sentence for the rate of total fixed period exclusions has not been triggered because the criteria have not been met.

- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.

- A sentence for the rates of total or repeat fixed period exclusions compared with schools with a similar level of deprivation has not been triggered because the criteria have not been met.

- Of the 29 pupils with at least one fixed period exclusion in 2017/18, 28% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.

- Of the 38 fixed period exclusions in 2017/18, 9 were for **verbal abuse/threatening behaviour against an adult**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against a pupil (7); verbal abuse/threatening behaviour against a pupil (5); theft (7); unspecified reasons (8).

- There were no permanent exclusions in 2017/18. The national average for this year was 2. There were no permanent exclusions in the previous two years either.

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
2016/17	99%	20%	73%	1%	1%	1%	4%
2015/16	100%	13%	79%	8%	x	x	x
2014/15	97%	13%	79%	x	x	x	x

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 disadvantaged pupils, the EBacc element of Attainment 8 (15.9) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. The open element of Attainment 8 (15.3) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- Overall absence for pupils in receipt of free school meals (4.5%) was in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017. Persistent absence for pupils in receipt of free school meals (11.0%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.

School and local context

School level Guidance

		2017	2018	2019	Low Q5	Q4	Quintile Q3	Q2	High Q1
Number on roll	Sch	1038	1063	1113	☐	☐	☐	■	☐
	Nat	951	961	978					
% FSM6 pupils	Sch	12	14	14	■	☐	☐	☐	☐
	Nat	28	28	28					
% SEND support	Sch	11.2	14.3	14.5	☐	☐	☐	■	☐
	Nat	10.7	10.6	10.8					
% SEND EHC plan	Sch	1.6	2.2	1.6	☐	☐	■	☐	☐
	Nat	1.7	1.6	1.7					
% of EAL	Sch	13	15	17	☐	☐	☐	■	☐
	Nat	16	17	17					
% Stability	Sch	98	97	97	☐	☐	☐	☐	■
	Nat	92	92	92					

MAT/LA level information Guidance

As at January 2020:

- this school is maintained by Sutton local authority which maintains 21 primary schools, 2 secondary schools, 1 special school, 1 pupil referral unit and 2 nursery schools.

- the latest overall effectiveness grade for this school is good. As at 1 Jan 2020, the LA grade profile was:

  - outstanding - 8

  - good - 19

  - requires improvement - 0

  - inadequate - 0

  - not yet inspected - 0

School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 61.5% of teachers had at least one period of sickness absence compared with a national average of 54%.

- in 2017/18, 3.1 days on average were lost to teacher sickness absence compared with a national average of 4.0.

- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:

  - 42%: White - British

  - 19%: Black or Black British - African

  - 7%: Asian or Asian British - any other Asian background

  - 6%: White - any other White background

Local area Guidance

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.

- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the school had a revenue reserve of £-220,988.

- In 2018/19, this school had a negative in-year balance (£-40,383), the second year in a row in which expenditure has exceeded income.

- In 2018/19, this school had a per pupil spend of £5,844, an increase of £216 per pupil from the previous year.

- In 2018/19, this school received £5,650,301 in grant funding, £248,123 more than the national average.

Year group context (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
Y7	189	NA	NA	NA	13	29	21	16
Y8	188	NA	NA	NA	17	29	20	16
Y9	185	NA	NA	NA	14	28	15	17
Y10	156	8	52	94	15	27	16	17
Y11	155	7	54	91	11	25	19	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	Above	Above	-	-	-
Writing	-	-	-	-	-
Mathematics	Above	Above	Above	Above	Above

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 25

SEND primary need	SEND Support (134)					EHC Plan (16)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	3	8	8	8	9	0	1	0	1	0
Moderate Learning Difficulty	6	4	7	3	0	0	0	0	1	1
Severe Learning Difficulty	0	1	0	1	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	4	3	2	4	3	0	1	0	0	0
Speech, Language and Communication Needs	9	6	5	2	1	0	1	1	0	2
Hearing Impairment	0	0	0	1	0	0	0	0	0	0
Visual Impairment	0	0	0	0	1	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	1	0	1	0	0	0	0	0	0
Autistic Spectrum Disorder	0	3	1	0	0	1	2	1	0	1
School Support NSA	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	10	3	2	2	12	0	0	1	1	0
Year group totals	32	29	25	22	26	1	5	3	3	4

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

Quintile columns: Q5 Q4 Q3 Q2 Q1

Year	Overall P8	English P8	Mathematics P8	EBacc P8	Open P8
2017	(152) Q3 Not significant	(152) Q4 Not significant	(152) Q2 Significantly above	(152) Q2 Significantly above	(152) Q4 Not significant
2018	(151) Q3 Not significant	(151) Q5 Significantly below	(151) Q2 Significantly above ↑	(151) Q3 Not significant	(151) Q5 Significantly below
2019	(151) Q2 Significantly above ↑	(151) Q4 Not significant ↑	(151) Q2 Significantly above	(151) Q2 Significantly above	(151) Q3 Not significant

↑ Markedly higher than previous year (progress 8 only) ↓ Markedly lower than previous year (progress 8 only)

EBacc pillar VA three-year trend Guidance

Quintile columns: Q5 Q4 Q3 Q2 Q1

Year	Science VA	Languages VA	Humanities VA
2017	(151) Q1 Significantly above	(107) Q3 Not significant	(125) Q3 Not significant
2018	(151) Q3 Not significant	(97) Q4 Not significant	(120) Q2 Not significant
2019	(151) Q2 Significantly above	(97) Q4 Not significant	(132) Q3 Not significant
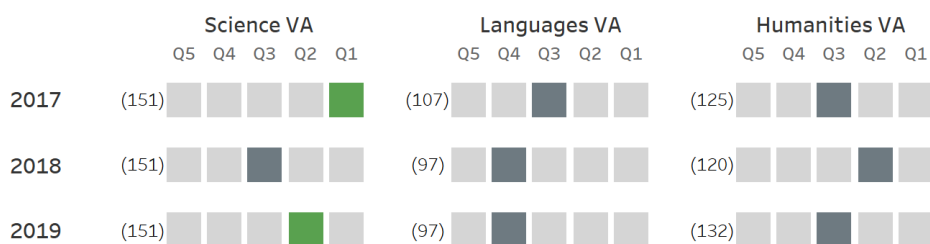
Attainment 8 three-year trend Guidance

Quintile columns: Q5 Q4 Q3 Q2 Q1

Year	Overall A8	English A8	Mathematics A8	EBacc A8	Open A8
2017	(153) Q1	(153) Q2	(153) Q1	(153) Q1	(153) Q2
2018	(156) Q2	(156) Q2	(156) Q2	(156) Q2	(156) Q2
2019	(154) Q1	(154) Q2	(154) Q2	(154) Q1	(154) Q2
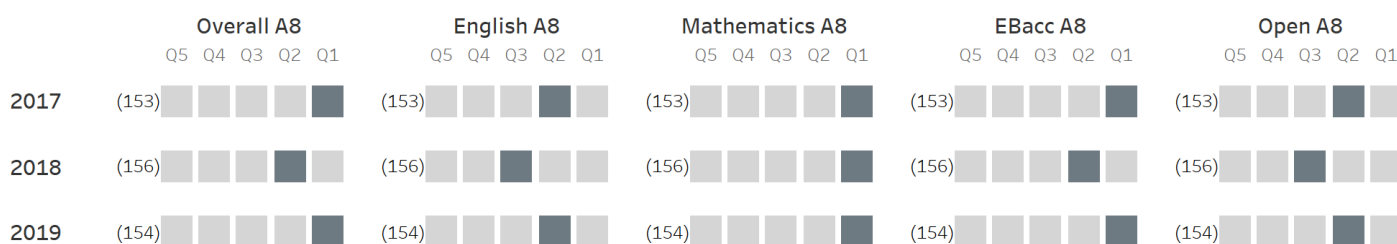
EBacc pillar grade 4+ three-year trend Guidance

Quintile columns: Q5 Q4 Q3 Q2 Q1

Year	Science % 4+	Languages % 4+	Humanities % 4+
2017	(152) Q1	(108) Q2	(126) Q1
2018	(156) Q2	(99) Q3	(124) Q1
2019	(154) Q1	(100) Q4	(135) Q1
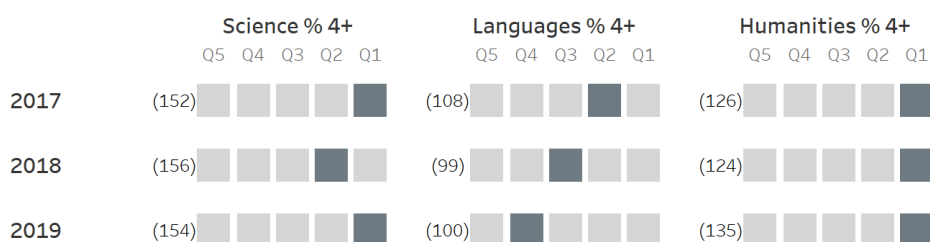
( ) represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

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

Provider context for 16 to 19 study programmes

Coverage estimation Guidance

■ We are not able to estimate what proportion of learners are included in this IDSR.

Funding allocation Guidance

■ No funding allocation data available for 2018/19

Qualification type cohort Guidance

		Number of learners	% of learners
Level 3 qualification	A level	97	84
	Applied General	12	10
	Tech Level	0	0
Level 2 qualification	Tech Certificate	0	0
Learners not taking any L3 or L2 DfE approved qualification		17	15
Total learners at end of study programmes		116	

■ Proportion studying DfE approved L3 vocational qualifications: Applied general **27**% and Tech level **0**%

Areas of interest

The following sections draw attention to only those areas that are meaningful or where statistical testing shows there is something significant to note (if there is no meaningful text, this will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Level 3 value added Guidance

■ A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Level 3 value added by subject Guidance

■ A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Completion and attainment (2018) Guidance

■ A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

English and mathematics progress Guidance

■ A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11, or the criteria have not been met.

Attainment Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11, or the criteria have not been met.

Retention (2018) Guidance

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Destinations Guidance

- The proportion of learners who were in sustained education or employment/training was significantly **higher** than national.

Learner groups Guidance

- No sentences have been generated for learner groups.

Learner context

Learner characteristics (end of KS4) Guidance

Disadvantaged:	9% of learners were disadvantaged.
	0 children were looked after.
Special educational needs (SEN):	8% of learners were SEN support.
	3% of learners were SEN statement or EHC plan.
English as an additional language (EAL):	9% of learners were EAL.

Ethnicity Guidance

The largest ethnic groups with 5% or more were:

- **White British** - 52%
- **Black or Black British African** - 15%
- **White Irish** - 6%
- **Asian or Asian British Any other Asian background** - 5%

There were learners from **10** of the 17 ethnic groups.

GCSE English/mathematics Guidance

Learners without grade 4 or above in GCSE English/mathematics at end of key stage 4:

- **4** in English
- **2** in mathematics

- **0** in both English and mathematics

Prior attainment Guidance

Average prior attainment grade distribution at KS4. Percentage of learners in each band by qualification type.

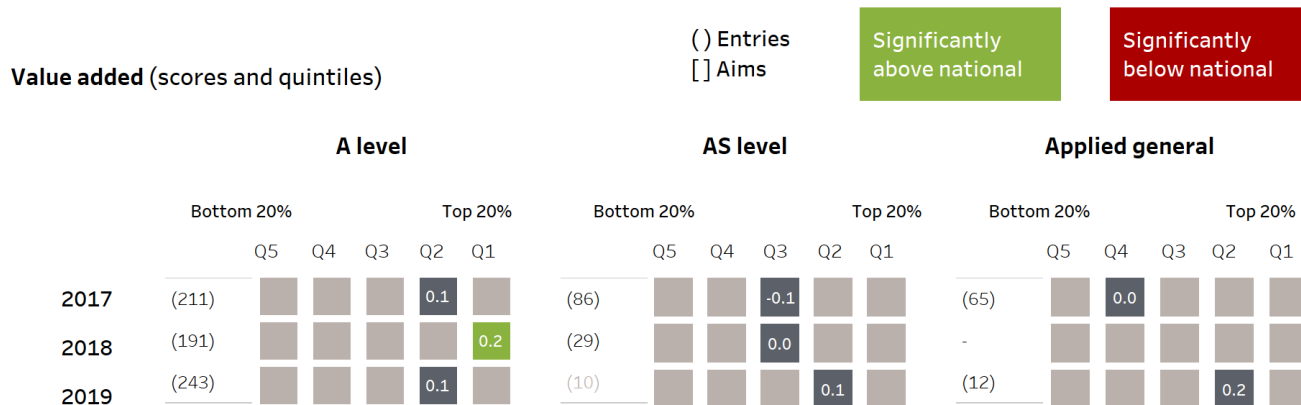<div style="display:inline-block; background:#F5A623; padding:2px 8px;">Well above national</div>   <div style="display:inline-block; background:#5B9BD5; padding:2px 8px;">Well below national</div>

	A level %	Applied general %	Tech level %
GCSE grades U-2	0	0	-
GCSE grade 3	1	0	-
GCSE grade 4	24	42	-
GCSE grades 5-6	53	58	-
GCSE grades 7-9	23	0	-

Trends over time for study programmes Guidance

Quintiles are based on value-added scores for A level, AS level and applied general, and completion and attainment scores for tech levels (level 3) and technical certificates (level 2). Data is shown for all learners.

() Entries
[] Aims

Significantly above national

Significantly below national

Value added (scores and quintiles)

A level

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1
2017 (211)				0.1	
2018 (191)					0.2
2019 (243)				0.1	

AS level

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1
2017 (86)			-0.1		
2018 (29)			0.0		
2019 (10)				0.1	

Applied general

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1
2017 (65)		0.0			
2018 -					
2019 (12)				0.2	

Completion & attainment (scores and quintiles)

Tech level (L3)

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1
2017 [1]			0.2		
2018 -					
2019 -					

Technical certificate (L2)

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1
2017 -					
2018 -					
2019 -					
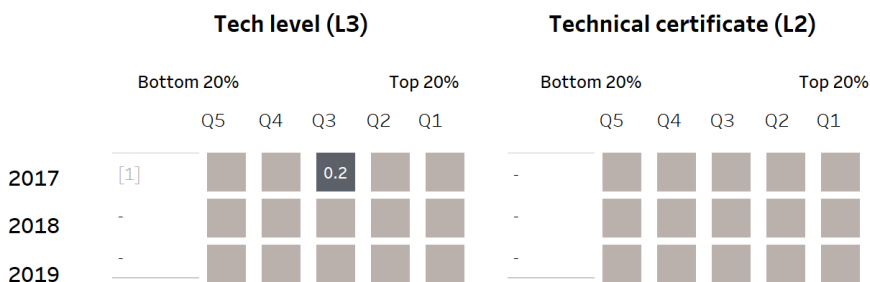
English and mathematics progress table Guidance

Overall score 1/3 of a grade or more below national	Overall score 3/4 of a grade or more above national

English

Key stage 4 prior attainment   **Outcomes - learners at the end of 16-18 studies**

Prior attainment qualification type	Learners in scope	% That Gained Grade 4 And Above[1]	% That Improved Grade	Average progress score	Entered %
All other grades	-	-	-	-	-
GCSE grade D and level 2 ESOL and functional skills	4	100%		1.0	100%
Total	4	100%	100%	1.0	100%

Mathematics

Key stage 4 prior attainment   **Outcomes - learners at the end of 16-18 studies**

Prior attainment qualification type	Learners in scope	% That Gained Grade 4 And Above[1]	% That Improved Grade	Average progress score	Entered %
All other grades	1	0%	100%	1.0	100%
GCSE grade D and level 2 functional skills and use of maths an..	1	100%		1.0	100%
Total	2	50%	100%	1.0	100%

Notes:

1. Grade 4 in the reformed GCSE grading system or grade C in the previous grading sytem.
2. Includes AQA use of maths and freestanding maths (FSM).

Retention Guidance

Cohort and the number not retained by qualification types. Data is shown for all learners. ☐ Not retained

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained	2018	93 [9]	-	-	-
	2019	-	-	-	-

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained for second year	2018	93 [14]	-	-	-
	2019	-	-	-	-

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained and assessed	2018	93 [9]	-	-	-
	2019	-	-	-	-

Definitions:

Retained – Students who complete their main programme of study. Introduced in 2016.

Retained for second year (level 3 only) – Students who return and complete a second year, completing an aim of size equivalent to at least one A level. Introduced in 2017.

Retained and assessed – Students who complete their main programme of study and are assessed at the end of their course. Introduced in 2017.

Attainment Guidance

() Entries
[] Cohort

	A level APS						Best 3 A levels APS						A level AAB %					
	Bottom 20%				Top 20%		Bottom 20%				Top 20%		Bottom 20%				Top 20%	
	Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1	
2018	(206)			■		[80]		■				[80]					■	
2019	(248)			■		[84]			■			[84]			■			

	Applied general APS						Tech level (L3) APS						Tech certificate (L2) APS					
	Bottom 20%				Top 20%		Bottom 20%				Top 20%		Bottom 20%				Top 20%	
	Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1	
2018	(-)					(-)						(-)						
2019	(12)				■	(-)						(-)						

Note: A level AAB is the percentage of A level learners attaining AAB in at least two facilitating subjects.

Destinations Guidance

Level studied on completion of study programmes	Learners in scope	% sustained education or employment/ training	% apprenticeships	% any education (of which % higher education)	% activity not captured (% national)	% destination not sustained (% national)
Level 3	112	90%	4%	63% (57%)	4% (5%)	6% (8%)
Level 2	0	-	-	-	- (8%)	- (19%)
Entry/level 1 and other	1	x	x	x (x)	x (14%)	x (28%)
Total	113	90%	4%	64%	4% (7%)	6% (12%)

Level 3 VA by subject Guidance

Entries - Value added score significantly above national	Entries - Value added score significantly below national

A level size subjects	Entries	
	2019	2018
Maths	29	26
Biology	27	16
Economics	22	17
Geography	20	20
Psychology	20	15
Business stds	17	17
Chemistry	16	14
Govt & pol	14	8
History	12	9
Physics	12	12
Fine art	9	8
Med/film/TV	8	10
Religious stds	8	0
English	6	0
English lit	6	2
French	5	1
Spanish	5	4
Maths further	3	7
Product design	2	2
Arabic	1	0
Music	1	1

Entries - Value added score significantly above national	Entries - Value added score significantly below national

	Entries	
Applied general subjects	2019	2018
Sports studies- BTEC Nat Ex Cer	11	0
Computer use- BTEC Nat Ex Cer	1	0

Note: Subjects are shown in descending order of the latest year entry. Data based on ten or fewer entries is displayed in grey.