

# 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 published data for the last three years. Note that the major changes to KS4 performance measures in 2014 render comparison with prior years impossible. 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. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2014 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2014, highlighting consistency across starting points, subjects or groups.

## Strengths in 2014

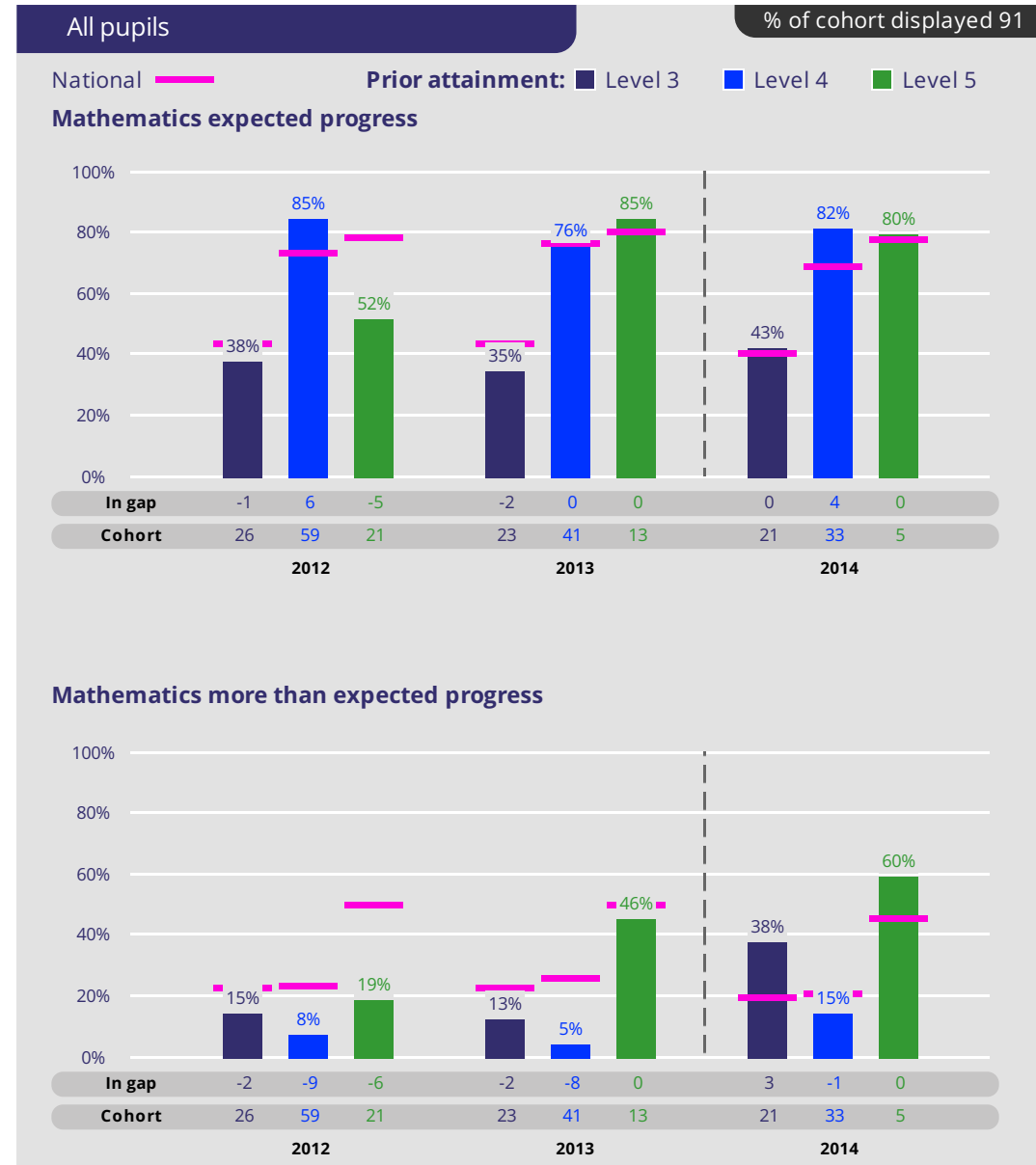
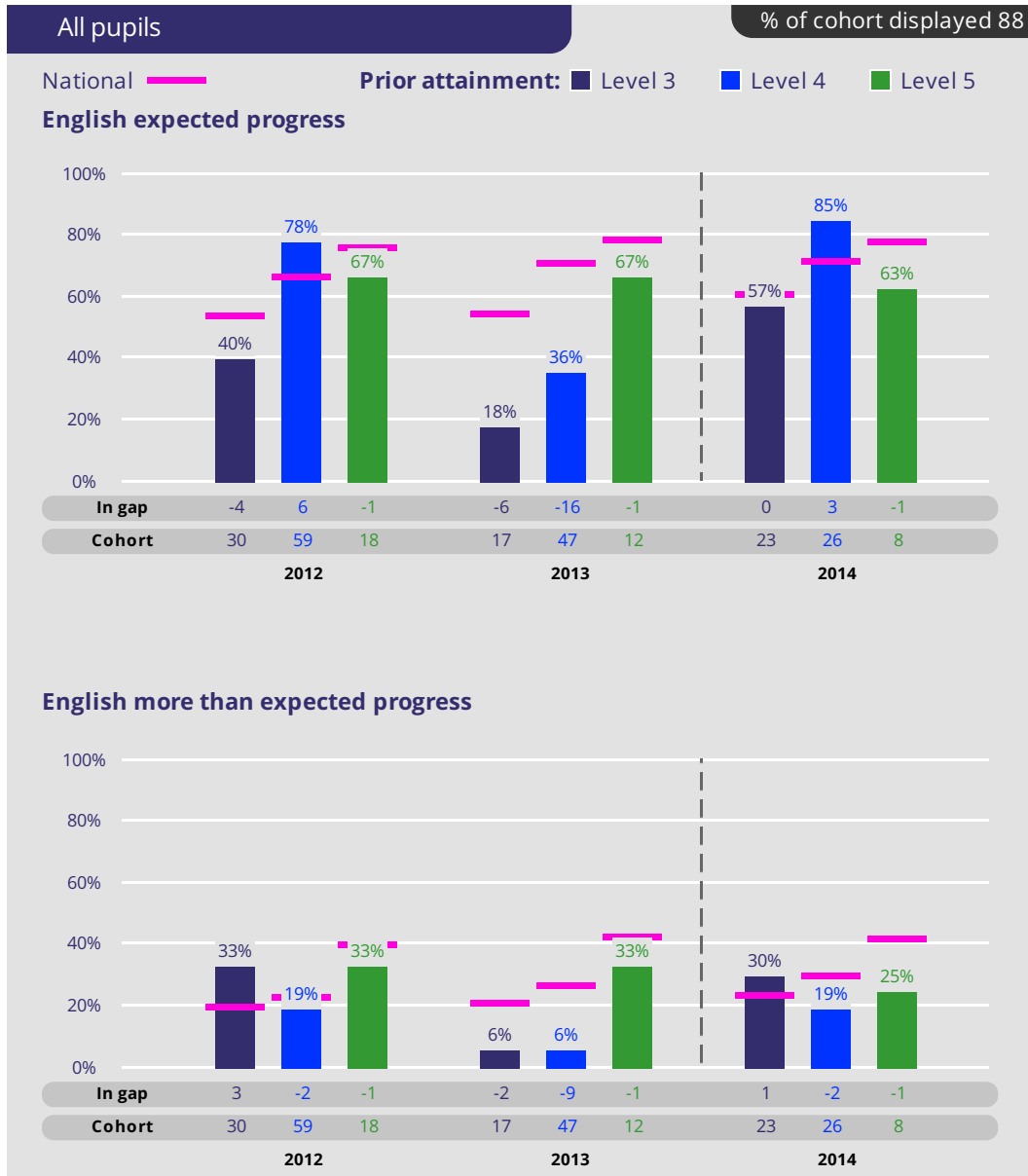
- Overall KS4 value added was significantly above average.
- KS4 value added was significantly above average in nearly all (4 out of 5) subject areas.
- Overall KS4 value added was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English & in mathematics was similar to that of other pupils nationally.

2014		
National Floor Standards		School
5A*-C with E&M	40%	46%
EP in English	74%	70%
EP in Mathematics	67%	65%
Floor standards met?		

## Weaknesses in 2014

- Attendance was low for the group(s): FSM, girls, SEN without statement (in the lowest 10% of all mainstream schools nationally).

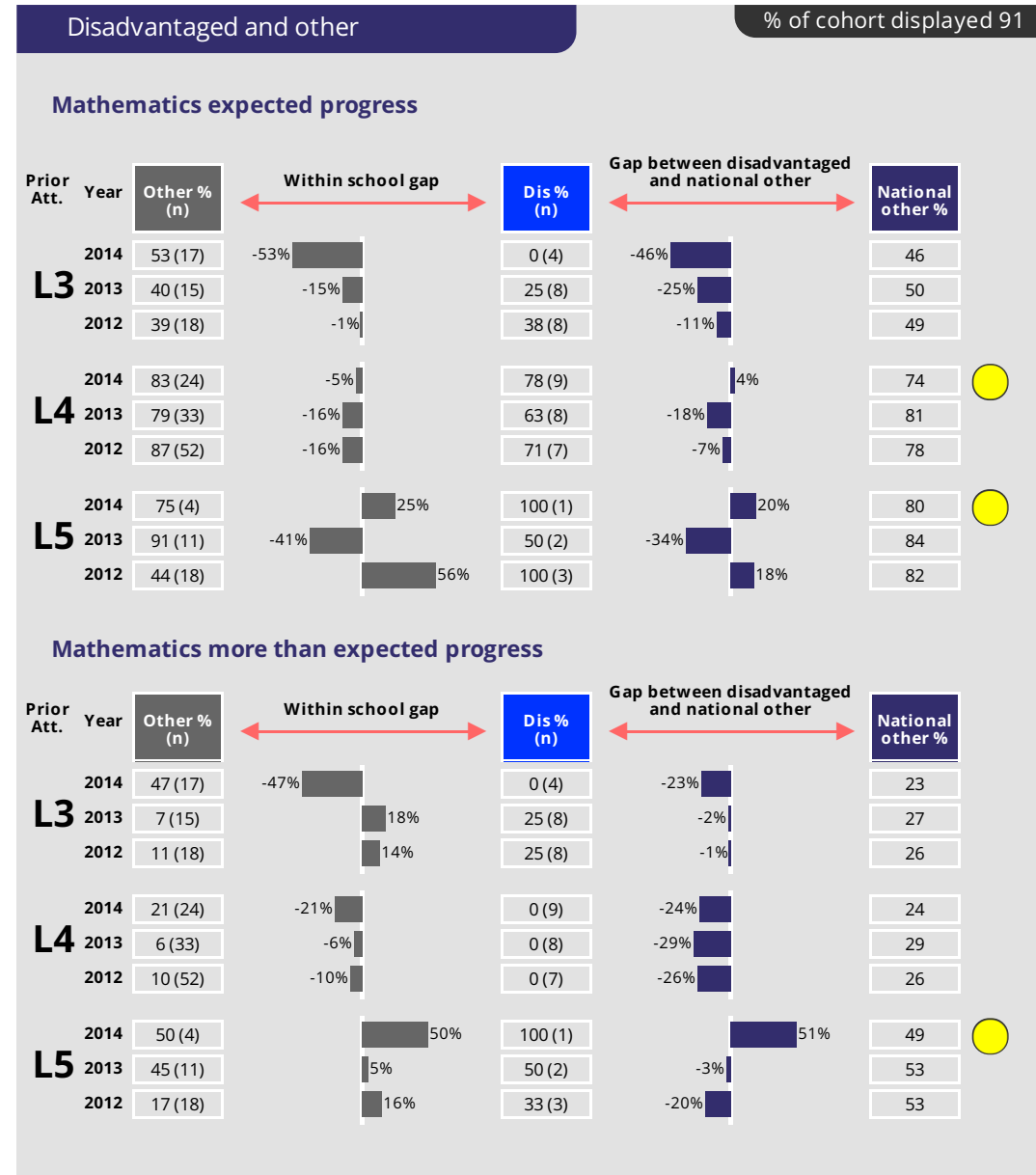
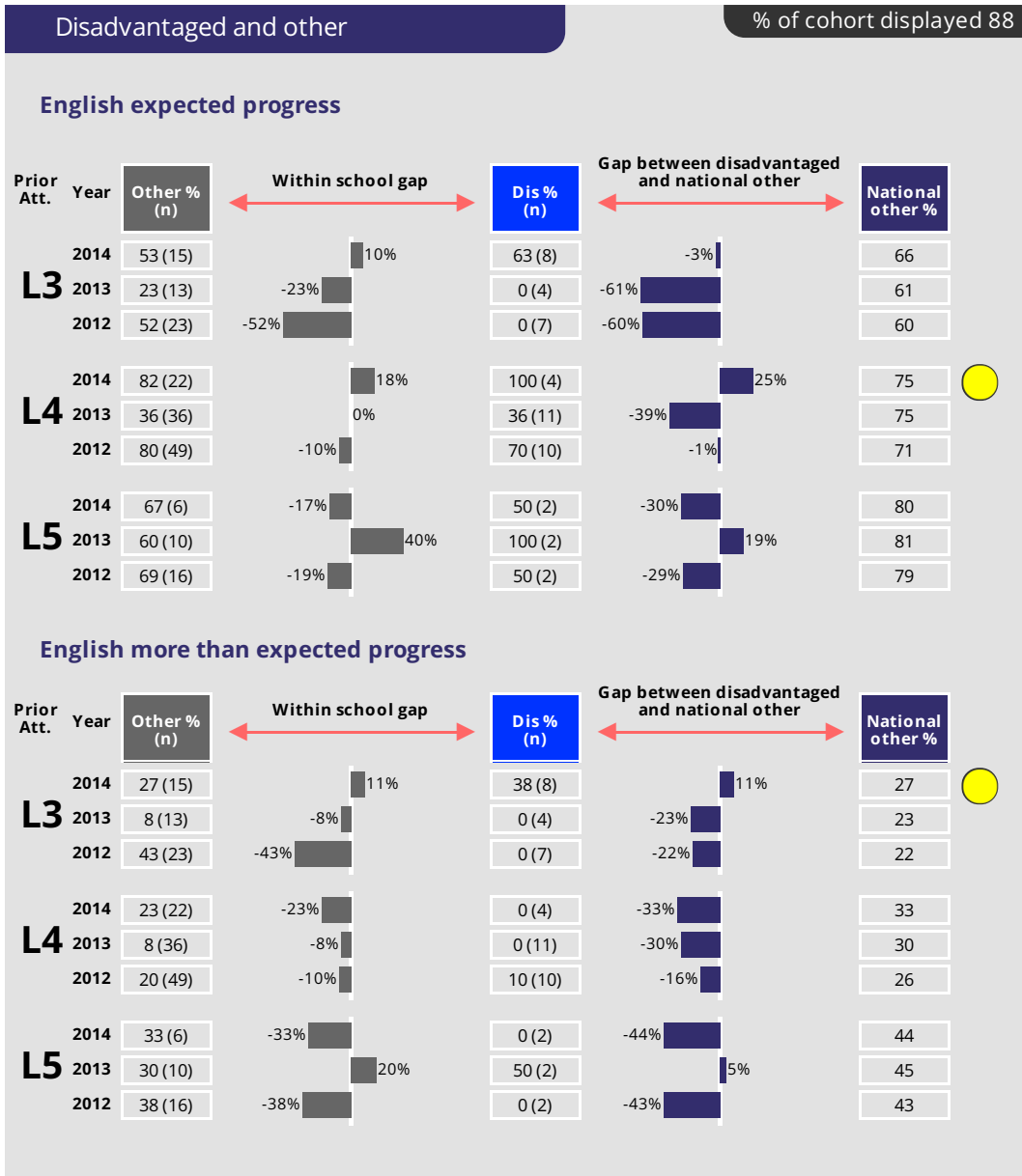
Charts show whether school proportions are close to national (within one pupil from it) by giving the number of pupils represented by the gap.



Charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils.

● Disadvantaged were well below other pupils nationally in 2014\*

● Disadvantaged were at or above other pupils nationally in 2014

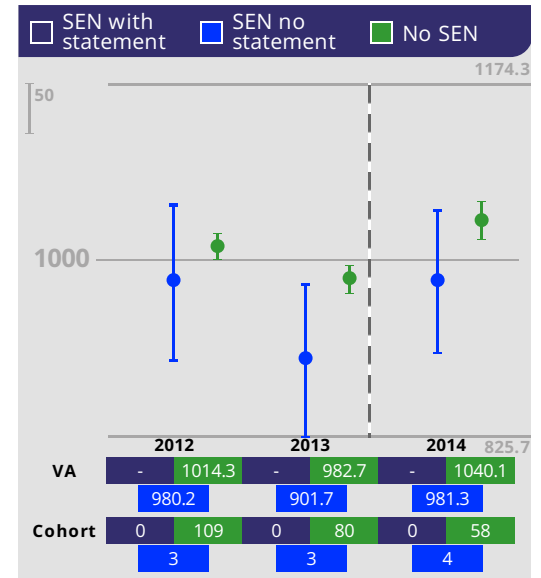
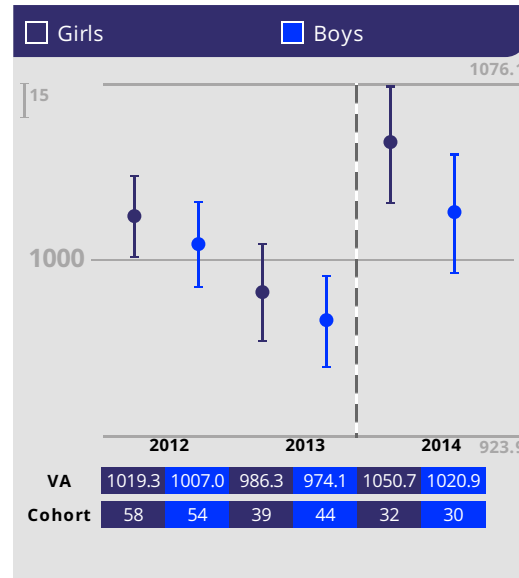
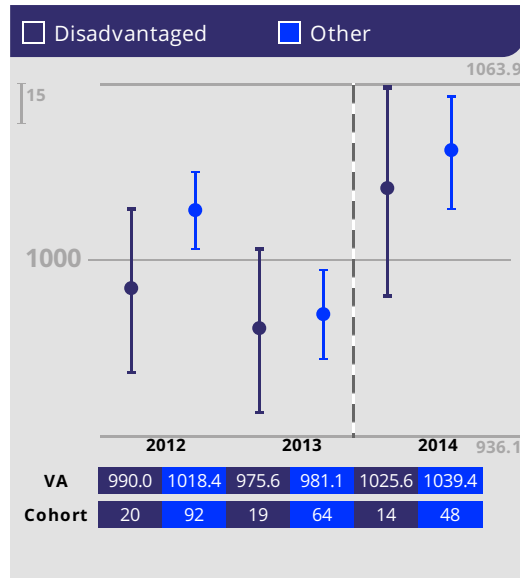
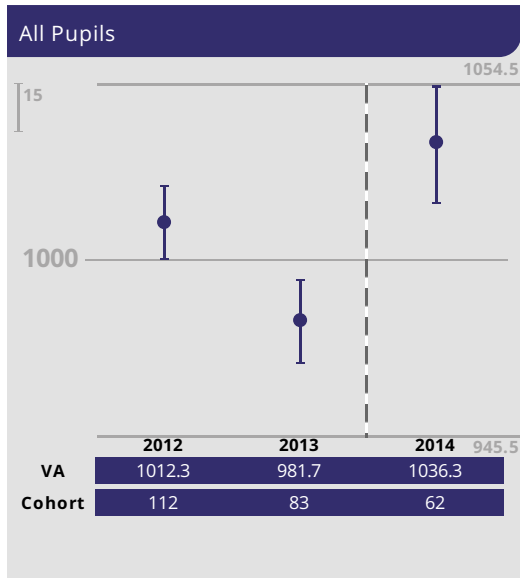


\*well below means that the gap relates to three pupils or more

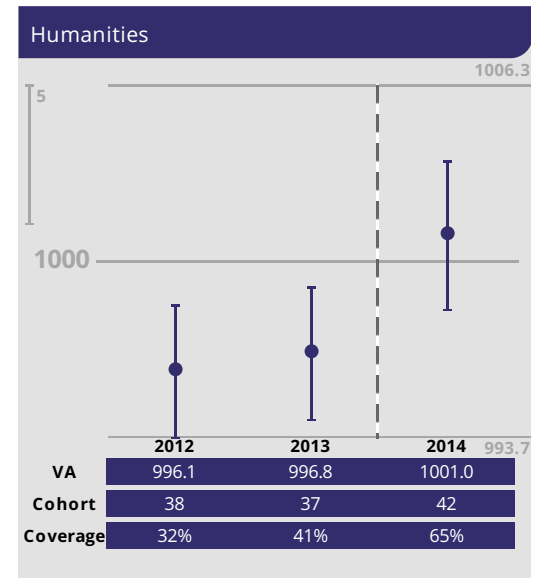
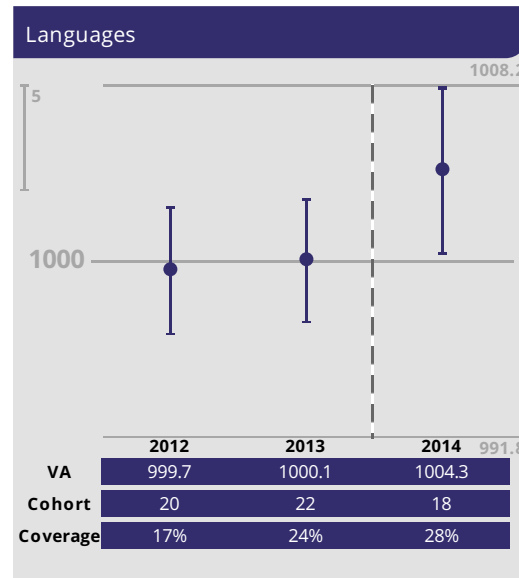
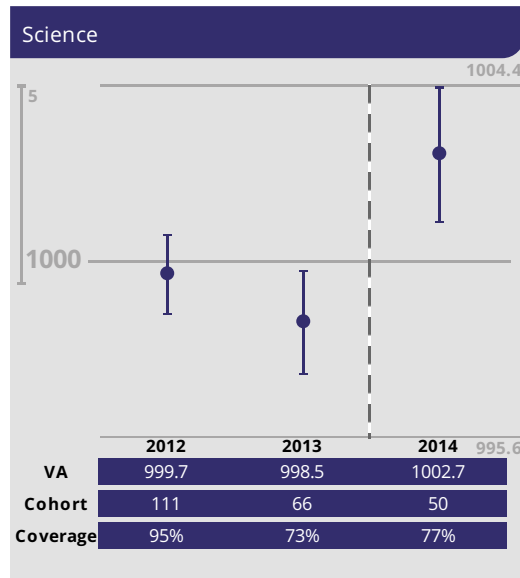
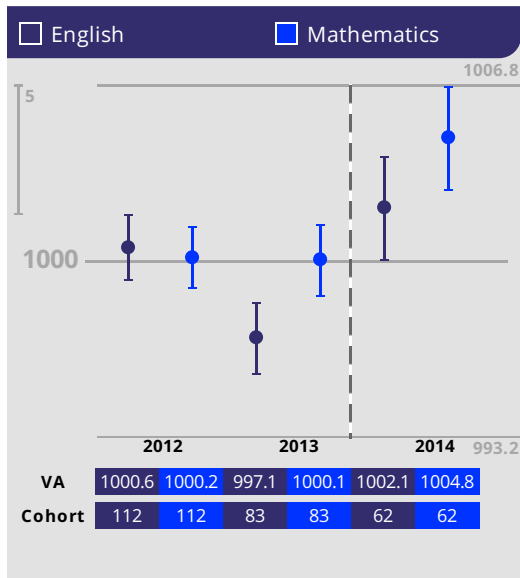
Value added

The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 1000 line, the VA is significantly above average (sig+). If it is wholly below the 1000 line, the VA is significantly below average (sig-). Otherwise, the VA is not significantly different from 1000, which can be described as broadly average.

Best 8

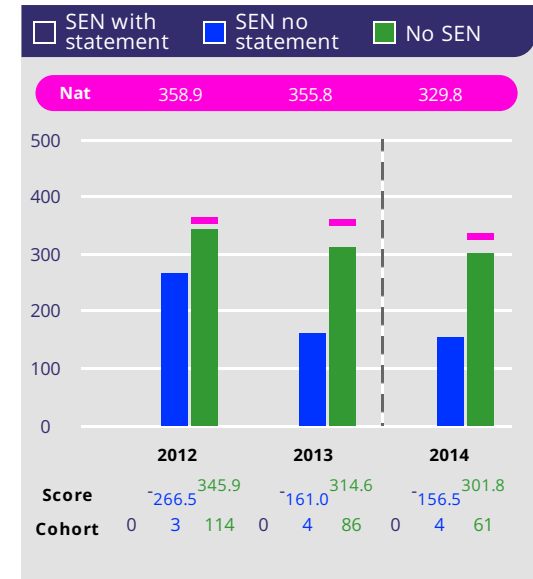
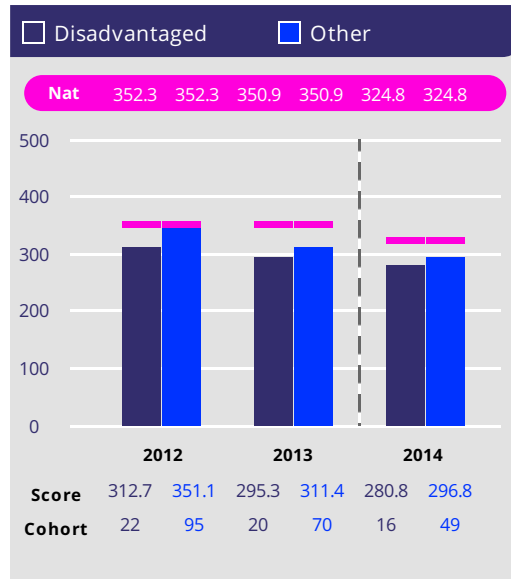
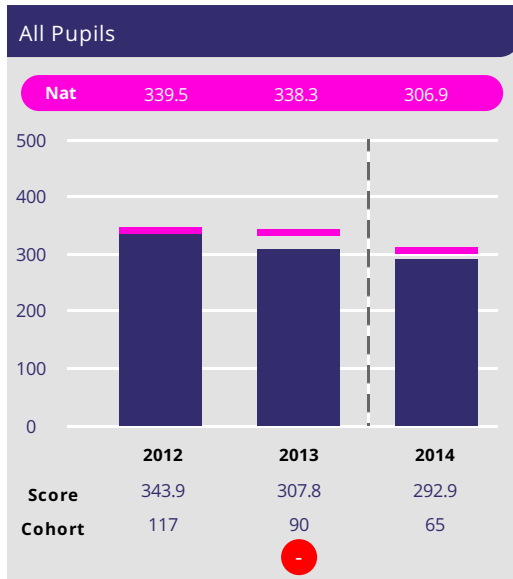


Subject

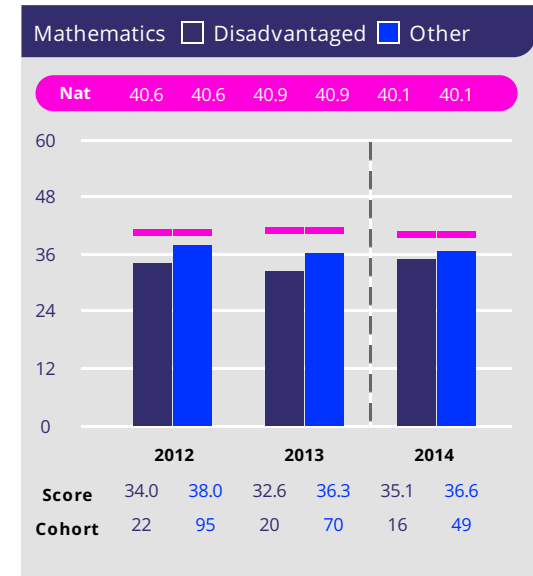
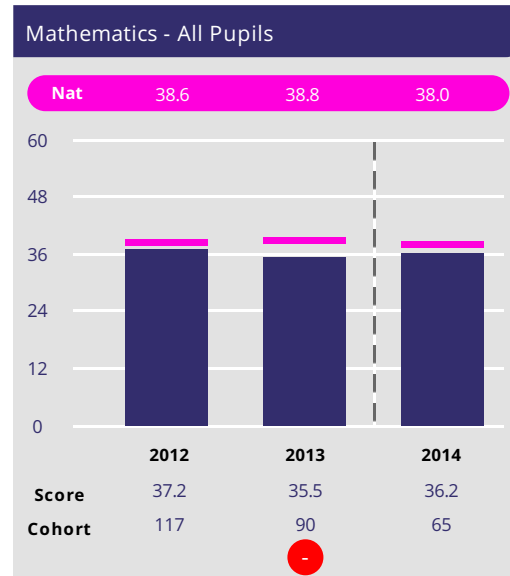
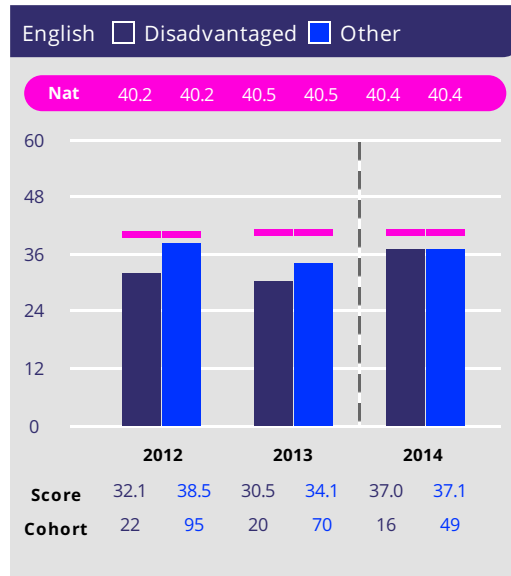
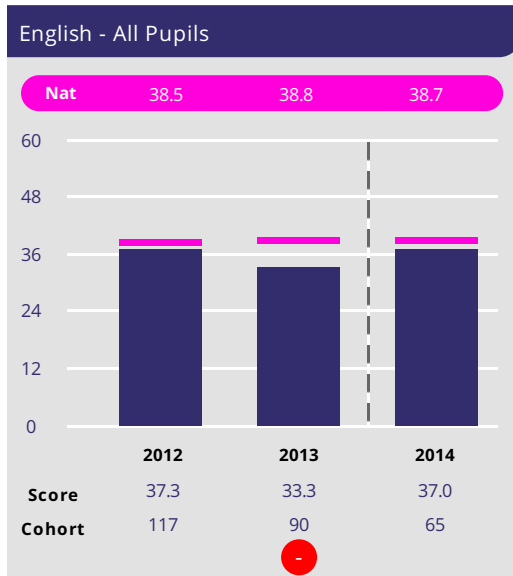


Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

**Best 8**

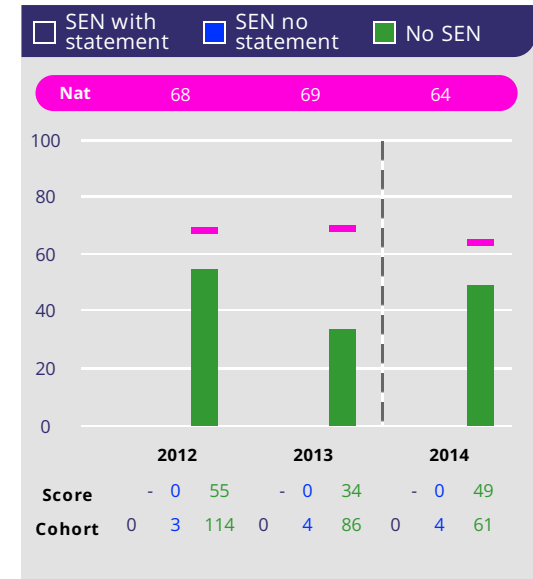
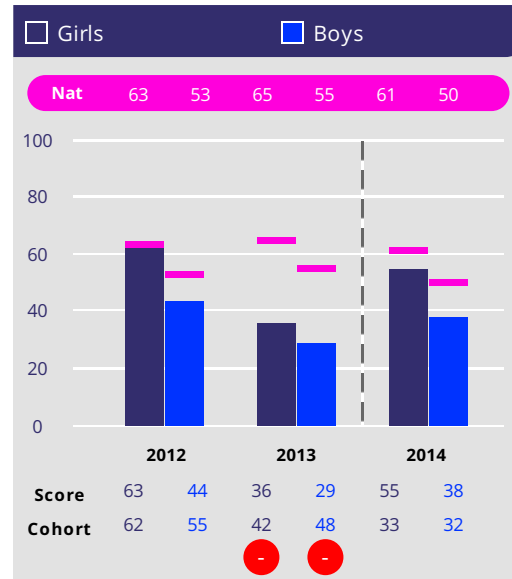
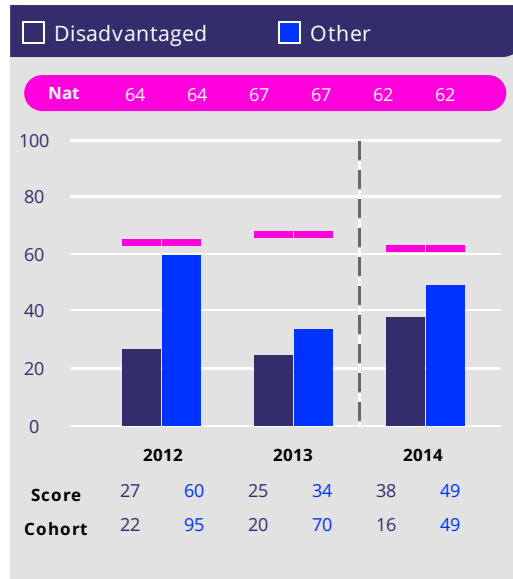
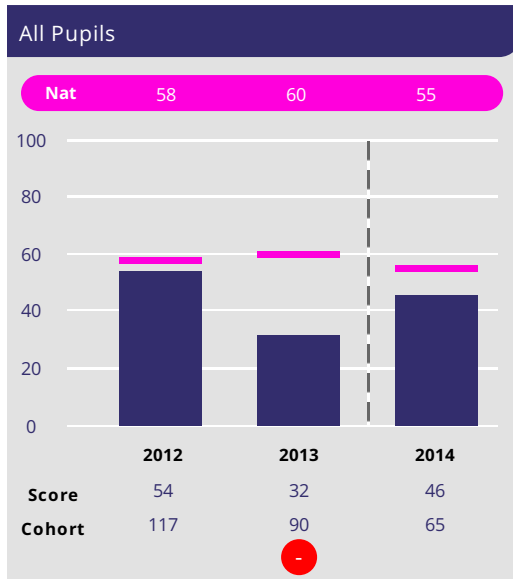


**Subject**

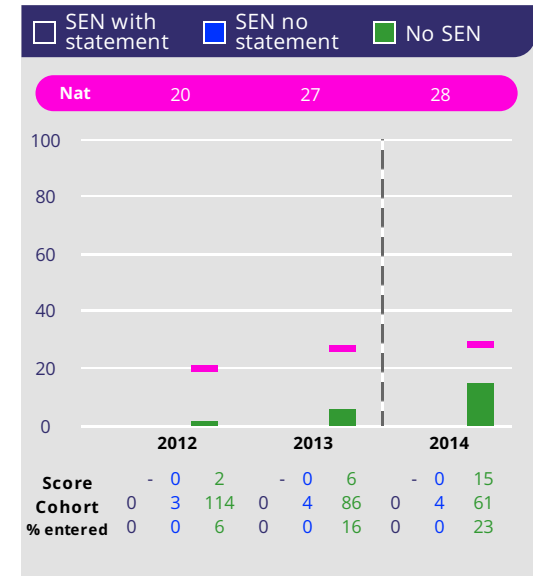
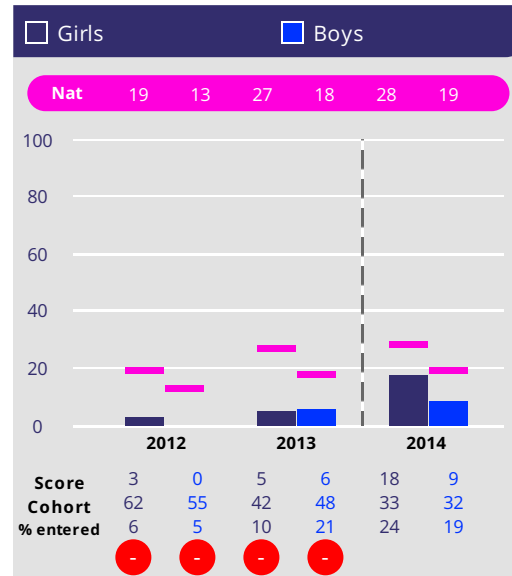
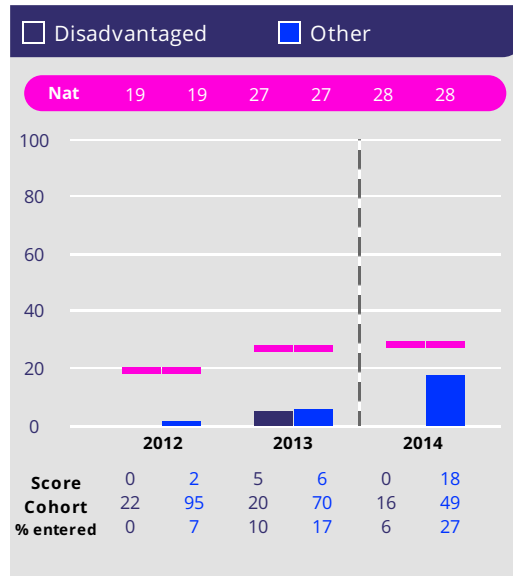
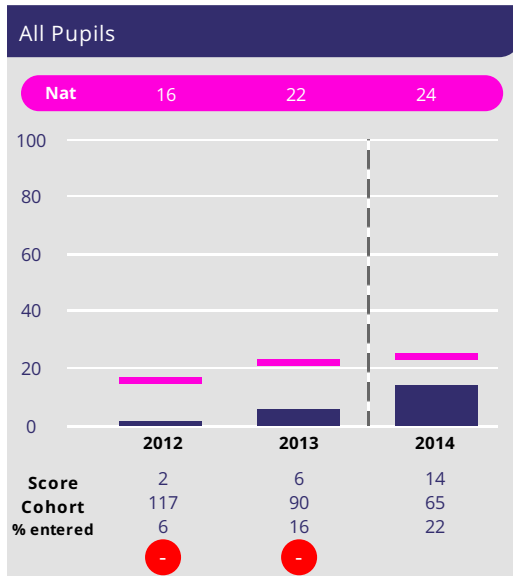


Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

**Percentage attaining 5 A\* to C including English and Mathematics**

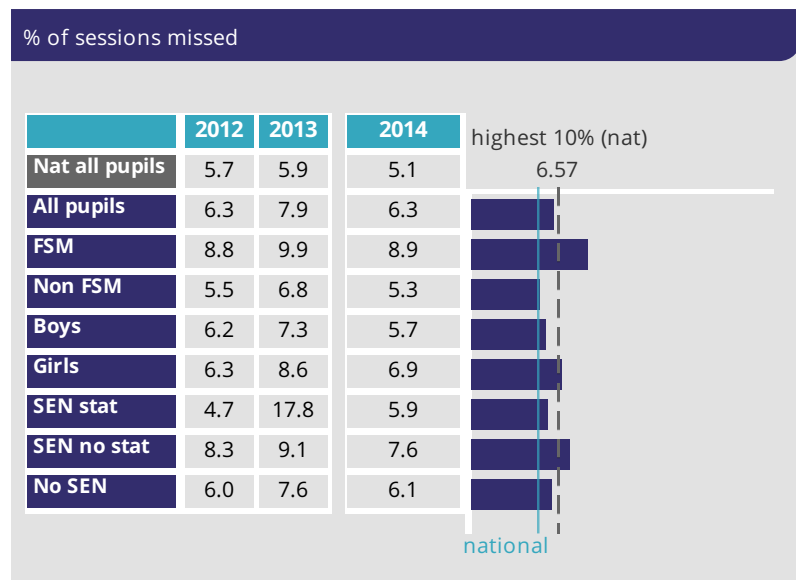


**Percentage attaining EBacc**

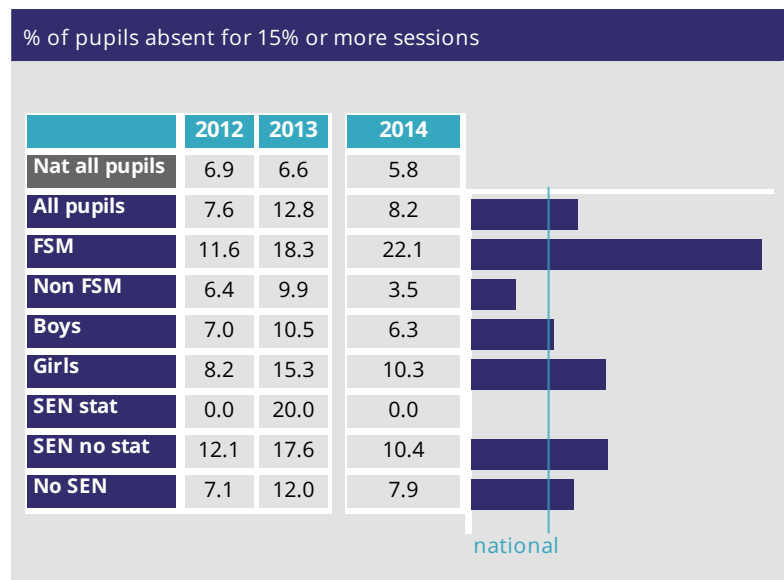


On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Destinations shown are those sustained in the year after pupils finished Key Stage 4. Exclusion and destination data relate to earlier years than other data.

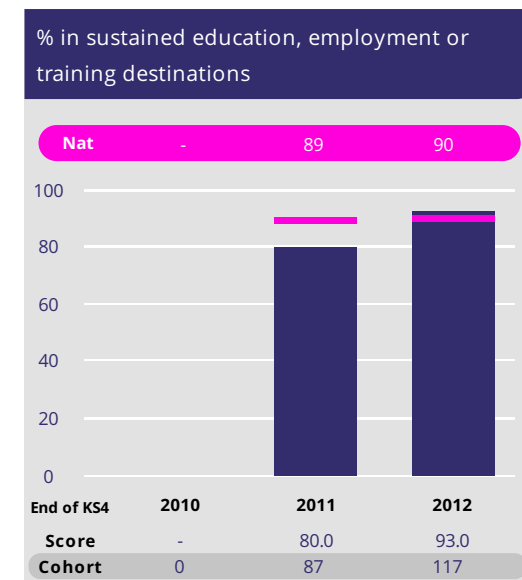
### Absence



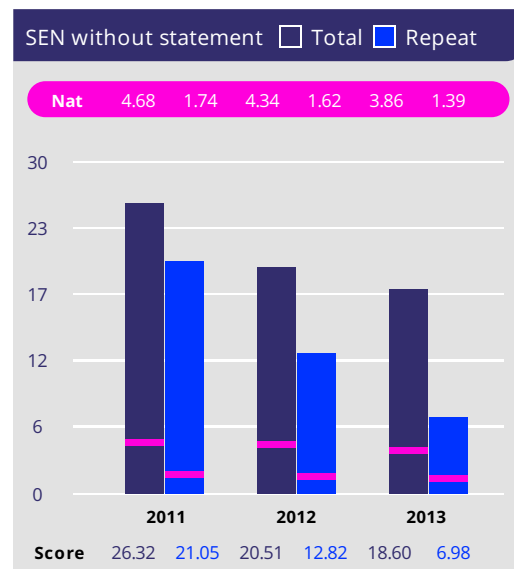
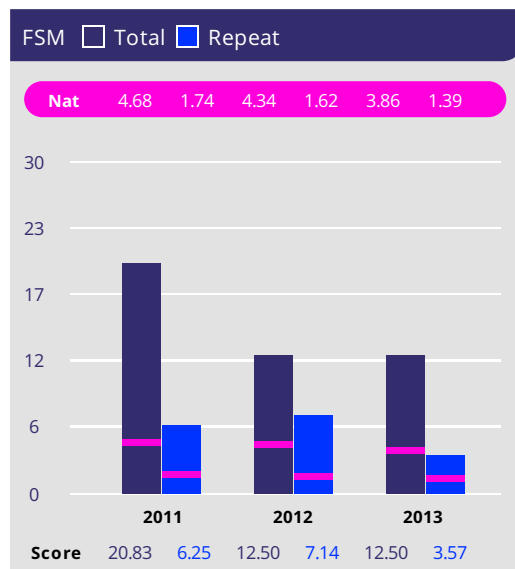
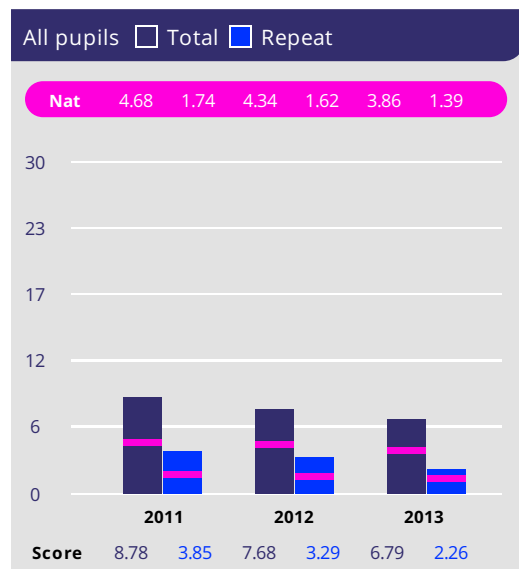
### Persistent absence



### Destinations



### Fixed term exclusions % of pupils excluded



### Permanent exclusions

All pupils

**In 2013, 0 pupils were permanently excluded (below the national %)**

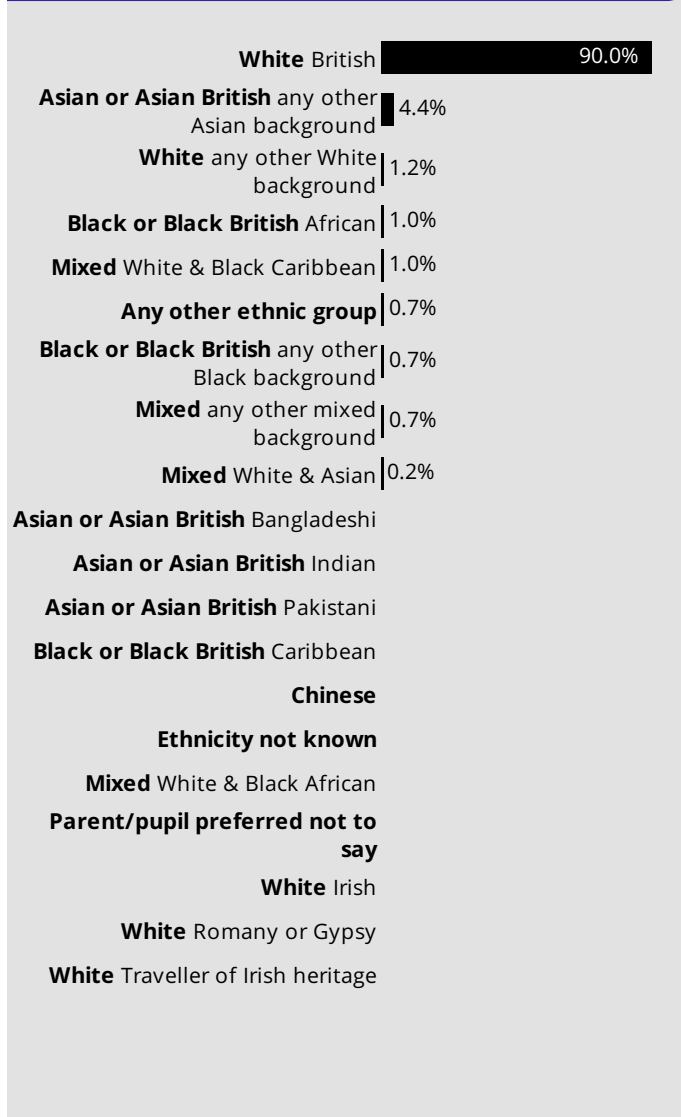
In comparison,

- 3 pupils were excluded in 2012
- 1 pupil was excluded in 2011

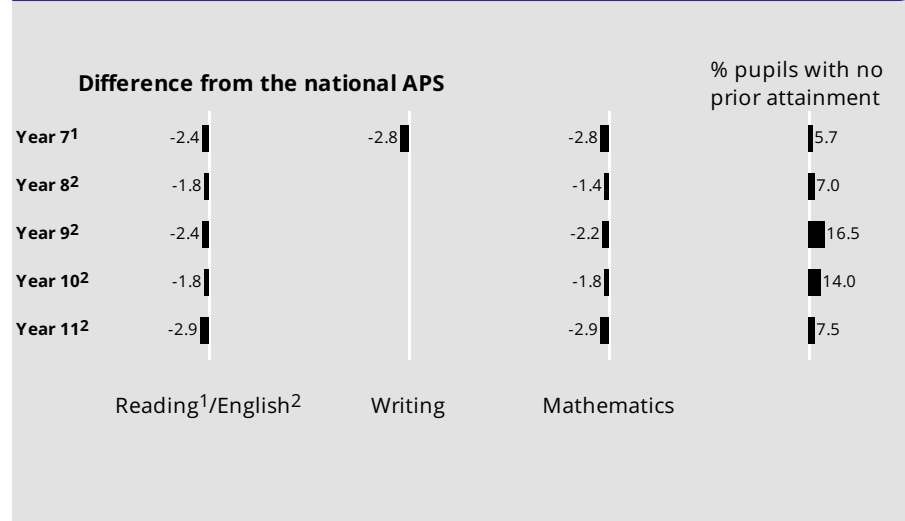
Prior attainment for reading and writing in Year 7 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national average for secondary schools overall, not for each year group.

Number on roll: **408** in year 7 to 11

Ethnicity



Prior attainment



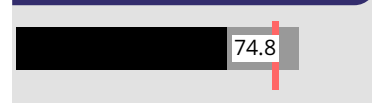
% girls



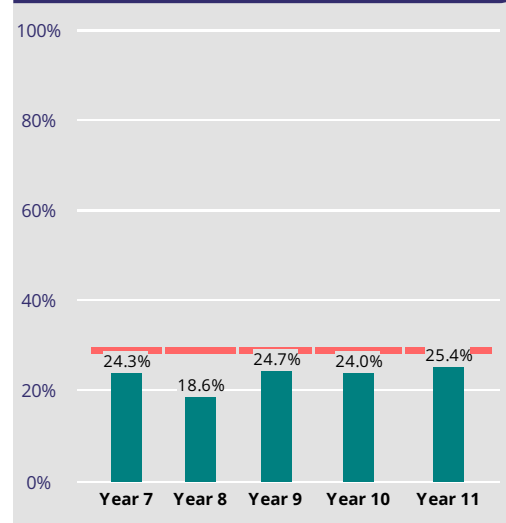
% first language not English



% stability



% free school meals



% SEN

