**Summary of Raiseonline 2015**

**Attendance (page 14)**

Huge improvements regarding attendance. Persistent absentees in 2015 dropped from 10.5 to 6.0, very close to national of 5.6. Overall % sessions missed is also declining, now at 5.7 compare to previous year of 6.9.

**Destinations (page 19)**

Our overall % going to sustained education employment or training is above national across most groups. 92% of our disadvantage pupil go onto sustained education or employment compared to just 85% nationally.

**Prior attainment (page 20)**

Increase in average KS2 point score for years coming up, also better coverage. Important in terms of new Progress 8 measures. Varying profile of cohorts in terms of attainment bands a general trend toward a higher proportion of middle band, though data suggests our current Year 9 have a large cohort of “high” (43.1%).

**5 A\*-C Maths and English - will still be relevant in new Progress 8 measures – (page 21)**

Decline on previous years, compounded by a national incline. The English iGCSE is the defining factor in this data set.

**Capped 8 (page 22)**

Fluctuation across the 3 years, significant drop in 2014 with a marginal drop in 2015. 2014 & 2015 capped 8 scores are above the national figure.

**5A\*-G (page 23)**

3 year trend of decline. In 2014 we performed well relatively in comparsion to national decline. 2015 we dropped to 90% compared to a national figure of 93%. The complexity of the particular cohort and alternative provisions necessary accounts for this figure.

**Summary of subject performance (page 26-29)**

Green subjects (performing significantly above national average) at **C** grade or above:

Art, BTEC Business Studies, IT, Drama, Additional Science, Core Science, Media Studies

Green subjects (performing significantly above national average) at **A** grade or above:

BTEC Health and Social Care, Media Studies

Blue subjects (performing significantly below national average) at **C** grade or above:

Geography, Hospitality and Catering, Further Additional Science

Blue subjects at **A** grade or above: Geography

**Non table approved qualifications (page 32)**

Area of concern is Free Standing Maths L2 and Functional Skills L1.

**KS4 APS by characteristics (page 36-37)**

Across majority of ‘characteristic’ categories our students’ total point score was higher than national. For Boys, Middle, EAL and Asian it was significantly above the national figure.

Areas for further focus (although not significantly below national) are FSM, Disadvantages and SEN support.

**English Baccalaureate by pupil groups**

19% of girls take Ebacc which is significantly lower than 29% nationally.

All groups (other than Ethnic minorities) performed significantly below national in English.

Science performed significantly above national in Male and Middle category.

Language performed significantly above national in Male category.

**Maths grade explanation (page 41-42)**

Highest proportion of C’s and above. We did not do early entry

**Value added (page 43 & 46)**

2013 was a particularly poor year. Gains have been made in many areas since that point. Science is now significantly above national average. English again highlighted as area significantly below national average.

Our value added is significantly below national average for Disadvantages Pupils, Low and SEN support.

**Expected progress matrixes (page 50-57)**

30 students did not make expected progress in English, 137 made expected (3LP) and 58 made more than expected (4LP). 20 made did not make expected progress, 18 Disadvantaged students made 3LP and 5 made 4LP. Data suggests we perform the best with 4A students across measures.

9 students did not make expected progress in Maths, 153 students made 3LP, 74 made 4LP. 14 disadvantaged students did not make expected progress, 21 made 3LP and 8 made 4LP. Data suggests again we perform best with 4A students across measures.

**Closing the gap (page 60-64)**

There is still a gap between disadvantaged and non-disadvantaged student performance across all measures. Regarding value added the gap is presented as less but still remains. Average Point Score gap is present in every measure the same is true of the threshold measures.

The gap is most evident with disadvantaged students that come to us with higher KS2 levels. Gaps have closed with disadvantaged students who arrive with L5 but only regarding expected levels of progress in English and above expected levels of progress in maths, it should be noted these gains only represent 11 students.

For English disadvantaged students making expected levels of progress is 32% lower that national. 16% lower regarding above expected levels of progress.

For Maths disadvantaged students making expected levels of progress is 26% lower than national, 17% lower regarding above expected levels of progress.