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 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

Strengths in 2015

• KS4 value added was broadly average or above in nearly all (4 out of 5) subject areas.

Weaknesses in 2015

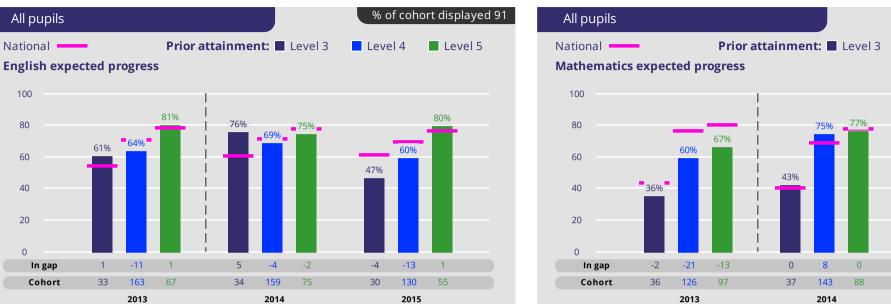
- KS4 value added was significantly below average and in the lowest 10% in English.
- Overall KS4 value added was significantly below average and in the lowest 10% for the group(s): disadvantaged, SEN without EHC/statement.
- At least twice, KS4 expected progress (or more than expected progress) from starting points for disadvantaged pupils was well below* other pupils nationally in English & mathematics. *by an amount equivalent to three or more pupils.
- Attendance was low for the group(s): FSM, SEN with EHC/statement, SEN without EHC/statement (in the lowest 10% of all mainstream schools nationally).

Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

2014						
National Floor Standards Sch						
5A*-C with E&M	40%	57%				
EP in English	74%	71%				
EP in Mathematics	67%	71%				
Floor standards met?						

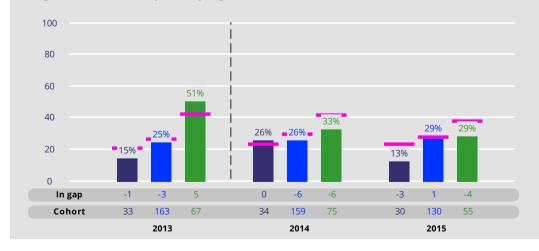
Shenfield High School Expected progress and more than expected progress

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

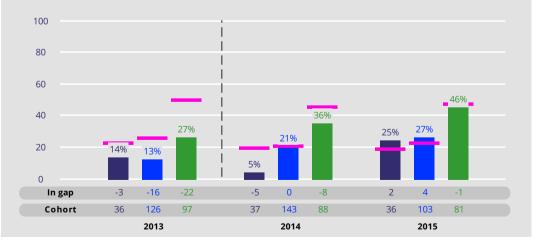


Level 4 Level 5 **72%** 72% 56% 4 4 -5 81 36 103 2015

English more than expected progress



Mathematics more than expected progress



% of cohort displayed 93

Shenfield High School Closing the gaps

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.



% of cohort displayed 93

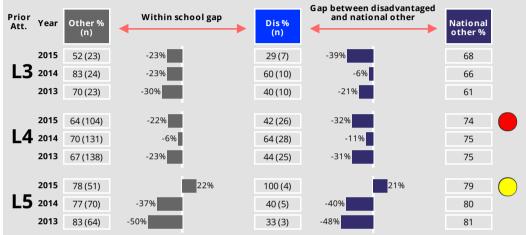
Disadvantaged were well below other pupils nationally in 2015*

Disadvantaged were at or above other pupils nationally in 2015

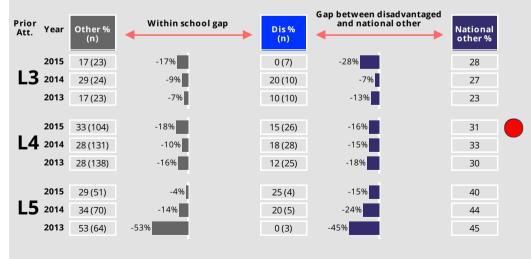
Disadvantaged and other

% of cohort displayed 91

English expected progress

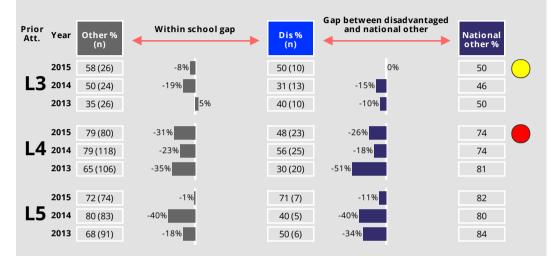


English more than expected progress



Mathematics expected progress

Disadvantaged and other



Mathematics more than expected progress

Prior Att. Year	Other % (n)	Within school gap	Dis% (n)	Gap between disadvantaged and national other	National other %	
2015	27 (26)	-7%	20 (10)	-3%	23	
L3 2014	0 (24)	15%	15 (13)	-8%	23	
2013	15 (26)	-5%	10 (10)	-17%	27	
2015 L4 2014 2013	33 (80) 25 (118) 15 (106)	-24% -21% -10%	9 (23) 4 (25) 5 (20)	-17% -20% -24%	26 24 29	•
2015 L5 2014 2013	45 (74) 39 (83) 27 (91)	-39% -12% -10%	57 (7) 0 (5) 17 (6)	-49%	51 49 53	\bigcirc

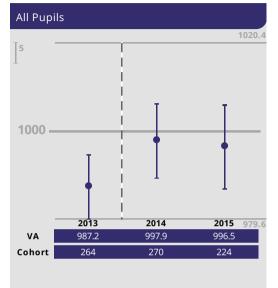
*well below means that the gap relates to three pupils or more

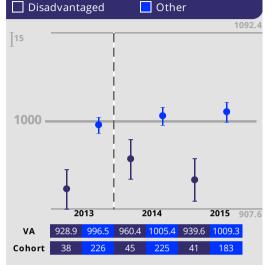
Shenfield High School Value added

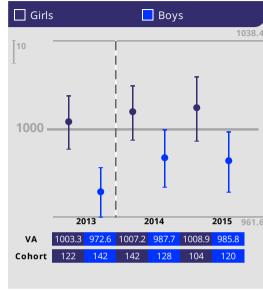
The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 1000 line, the VA is significantly above average (sig+). If it is wholly below the 1000 line, the VA is significantly below average (sig-). Otherwise,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

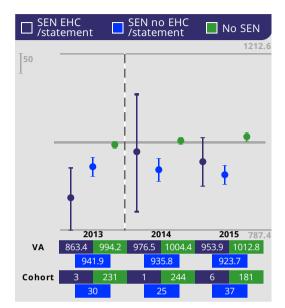


Best 8



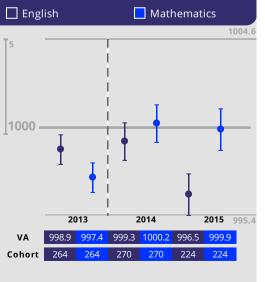


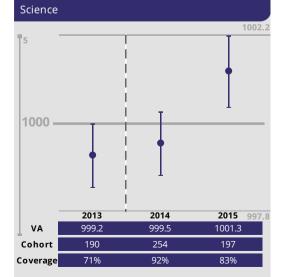


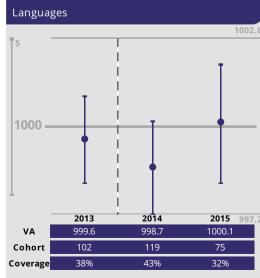


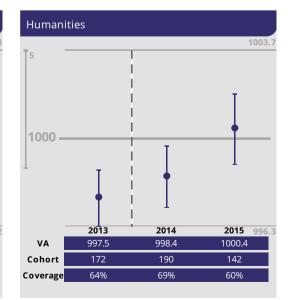
Key Stage 4

Subject









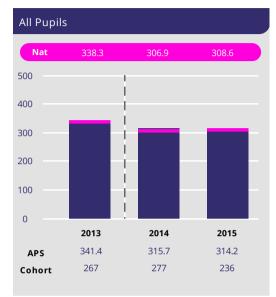
URN:137877 LAESTAB:8815467

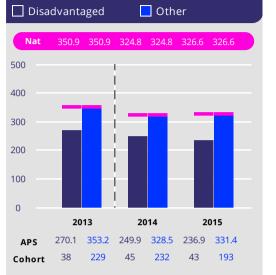
Shenfield High School Average point score

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

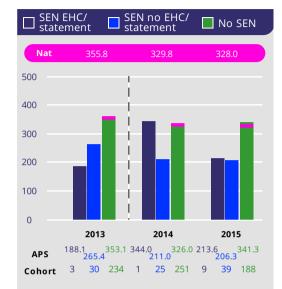


Best 8



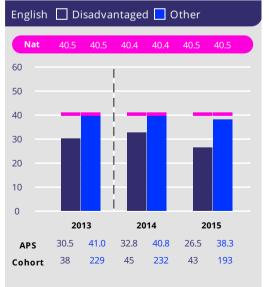


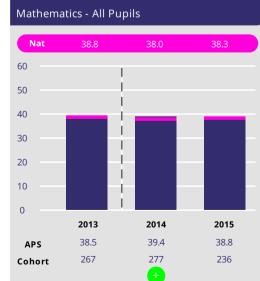


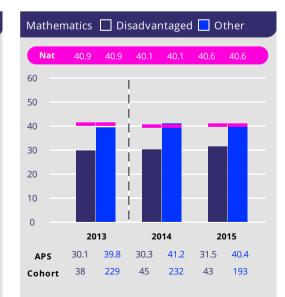


Subject









Shenfield High School Attainment thresholds

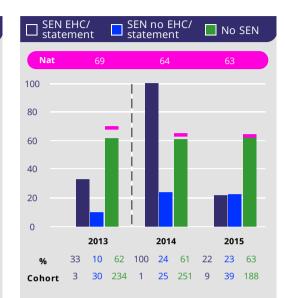
Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

Percentage attaining 5 A* to C including English and Mathematics



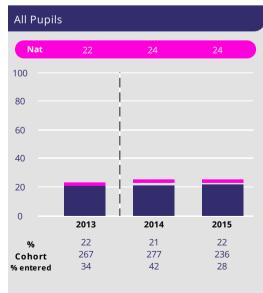


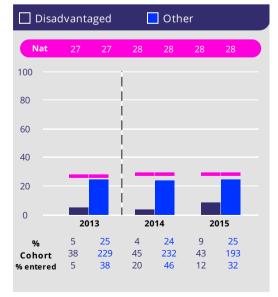




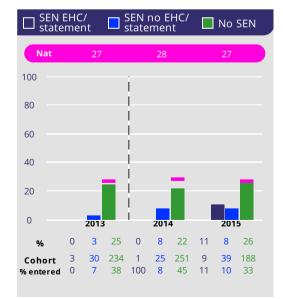
Key Stage 4

Percentage attaining EBacc









Shenfield High School

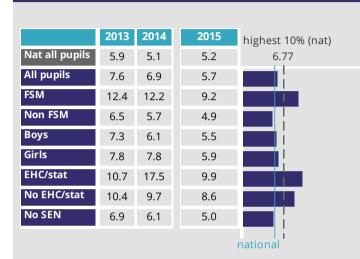
Absence, exclusions, destinations

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. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.



Absence

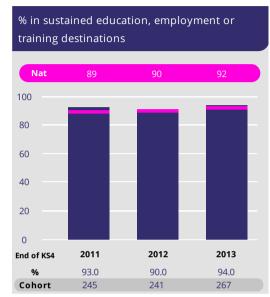
% of sessions missed



Persistent absence

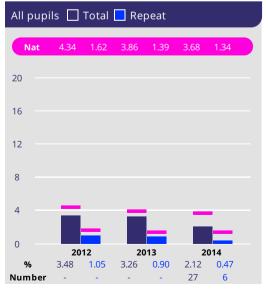
% of pupils absent for 15% or more sessions				
	2013	2014	2015	
Nat all pupils	6.6	5.8	5.6	
All pupils	10.7	10.5	6.0	
FSM	24.9	26.5	16.2	
Non FSM	7.6	7.2	3.8	
Boys	10.3	8.6	6.1	
Girls	11.2	12.5	6.0	
EHC/stat	12.0	37.5	25.0	
No EHC/stat	19.1	17.9	17.6	
No SEN	9.1	8.4	3.1	
				nationa

Destinations



Permanent exclusions

Fixed term exclusions % and number of pupils excluded







All pupils

In 2014, 1 pupil was permanently excluded (in line with national %)

In comparison,

0 pupils were excluded in 2013

0 pupils were excluded in 2012

Shenfield High School Context in 2015

Prior attainment for reading and writing in Years 7 and 8 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. Progress measures for pupils whose KS2 prior attainment is based on teacher assessment should be interpreted with caution as it is not as fine grained as KS2 test results.

% first language not English

2

91.6

3.4

% stability

CLA pupils



Number on roll: **788** in year 7 to 11

Ethnicity

White British Black or Black British African 2.2% White any other White 1.6% background 88.3%

Mixed any other mixed 1.3% background

Mixed White & Black Caribbean 1.0%

Black or Black British Caribbean 0.8%

Mixed White & Asian 0.8%

Asian or Asian British any other Asian background 0.7%

Asian or Asian British Bangladeshi 0.6%

Asian or Asian British Indian 0.6%

Parent/pupil preferred not to 0.6%

Asian or Asian British Pakistani 0.4%

Black or Black British any other 0.4% Black background

Mixed White & Black African 0.3%

Any other ethnic group 0.2%

Chinese 0.2%

Ethnicity not known 0.1%

White Traveller of Irish heritage 0.1%

White Irish

White Romany or Gypsy

