## Shenfield High School

## 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


## 2014

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

## 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.

Key Stage 4


English more than expected progress


All pupils
National Mathematics expected progress


Mathematics more than expected progress


## 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.

Key Stage 4

## Disadvantaged were well below other pupils nationally in 2015* <br> 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

| $\begin{aligned} & \text { Prior Year } \\ & \text { Att. } \end{aligned}$ | Other \% (n) | Within school gap | Dis \% (n) | Gap between disadvantaged and national other | National other \% |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2015 | 17 (23) | -17\% | 0 (7) | -28\% | 28 |
| L3 2014 | 29 (24) | -9\% | 20 (10) | -7\% | 27 |
| 2013 | 17 (23) | -7\% | 10 (10) | -13\% | 23 |
| 2015 | 33 (104) | -18\% | 15 (26) | -16\% | 31 |
| L4 2014 | 28 (131) | -10\% | 18(28) | -15\% | 33 |
| 2013 | 28 (138) | -16\% | 12 (25) | -18\% | 30 |
| 2015 | 29 (51) | -4\%\| | 25 (4) | -15\% | 40 |
| 52014 | 34 (70) | -14\% | 20 (5) | -24\% | 44 |
| 2013 | 53 (64) | -53\% | 0 (3) | -45\% | 45 |

Disadvantaged and other
Mathematics expected progress

| $\begin{aligned} & \text { Prior } \\ & \text { Att. Year } \end{aligned}$ | Other \% <br> (n) |  | $\underset{\substack{\text { Dis } \% \\(n)}}{ }$ | Gap between disadvantaged and national other | National other \% |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2015 | 58 (26) | -8\% | 50 (10) | 0\% | 50 |
| L3 2014 | 50 (24) | -19\% | 31 (13) | -15\% | 46 |
| 2013 | 35 (26) | \|5\% | 40 (10) | -10\% | 50 |
| 2015 | 79 (80) | -31\% | 48 (23) | -26\% | 74 |
| L4 2014 | 79(118) | -23\% | 56 (25) | -18\% | 74 |
| 2013 | 65 (106) | -35\% | 30 (20) | -51\% | 81 |
| 2015 | 72 (74) | -1\%\| | 71 (7) | -11\% | 82 |
| L5 2014 | 80 (83) | -40\% | 40(5) | -40\% | 80 |
| 2013 | 68 (91) | -18\% | 50(6) | -34\% | 84 |

Mathematics more than expected progress


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## 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



Subject


## 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

| All Pupils |  |  |  |
| :---: | :---: | :---: | :---: |
| Nat | 338.3 | 306.9 | 308.6 |
| 500 |  |  |  |
| 400 |  |  |  |
|  |  |  |  |
| 300 |  |  |  |
| 200 |  |  |  |
| 100 |  |  |  |
| 0 |  |  |  |
|  | 2013 | 2014 | 2015 |
| APS | 341.4 | 315.7 | 314.2 |
| Cohort | 267 | 277 | 236 |



Subject





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## 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 $5 \mathrm{~A}^{*}$ to C including English and Mathematics

| All Pupils |  |  |  |
| :---: | :---: | :---: | :---: |
| Nat | 60 | 55 | 56 |
| 100 |  |  |  |
|  |  |  |  |
| 80 |  |  |  |
|  |  |  |  |
| 60 |  |  |  |
| 40 |  |  |  |
| 20 |  |  |  |
| 0 |  |  |  |
|  | 2013 | 2014 | 2015 |
| \% | 56 | 57 | 55 |
| Cohort | 267 | 277 | 236 |





Percentage attaining EBacc

| All Pupils |  |  |  |
| :---: | :---: | :---: | :---: |
| Nat | 22 | 24 | 24 |
| 100 |  |  |  |
| 80 |  |  |  |
|  |  |  |  |
| 60 |  |  |  |
|  |  |  |  |
|  |  |  |  |
| 20 |  |  |  |




## 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.


Fixed term exclusions \% and number of pupils excluded




Destinations


## Permanent exclusions

## 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

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## 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.
Number on roll: 788 in year 7 to 11
Ethnicity
White British
Black or Black British African $\mid 2.2 \%$
White any other White
background $| 1.6 \%$

\% of Year 11 based on teacher assessment: 16.5\%


## CLA pupils

Number on roll up to year 11: 2


