

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 most (3 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 proportions of KS4 pupils making and exceeding expected progress in English & in mathematics were close to or above national figures.
- 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.
- Disadvantaged KS4 pupils had an average point score equal to or above the national score for other pupils in English.
- Attendance was above average.
- Persistent absence was below average.

2014		
National Floor Standards		School
5A*-C with E&M	40%	56%
EP in English	74%	83%
EP in Mathematics	67%	69%
Floor standards met?		

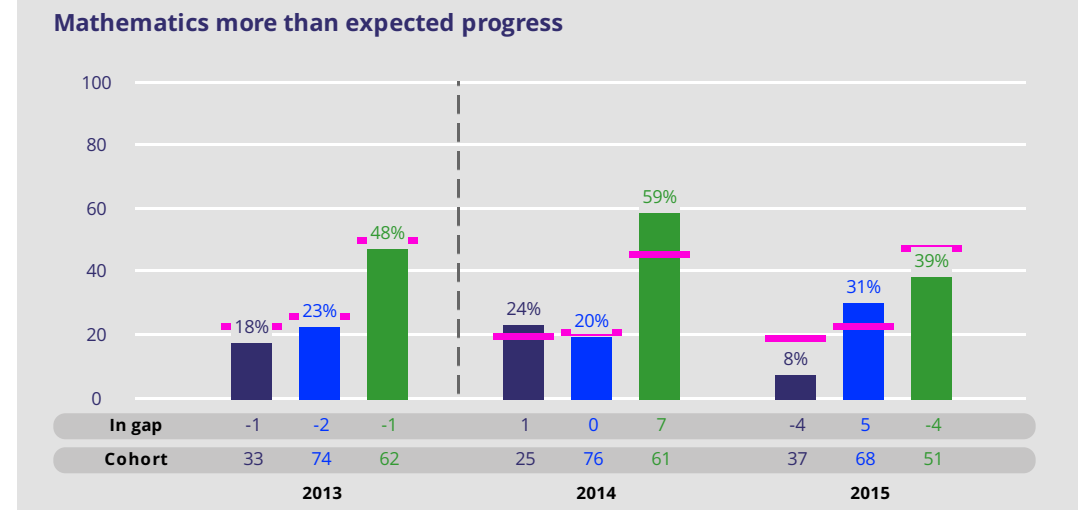
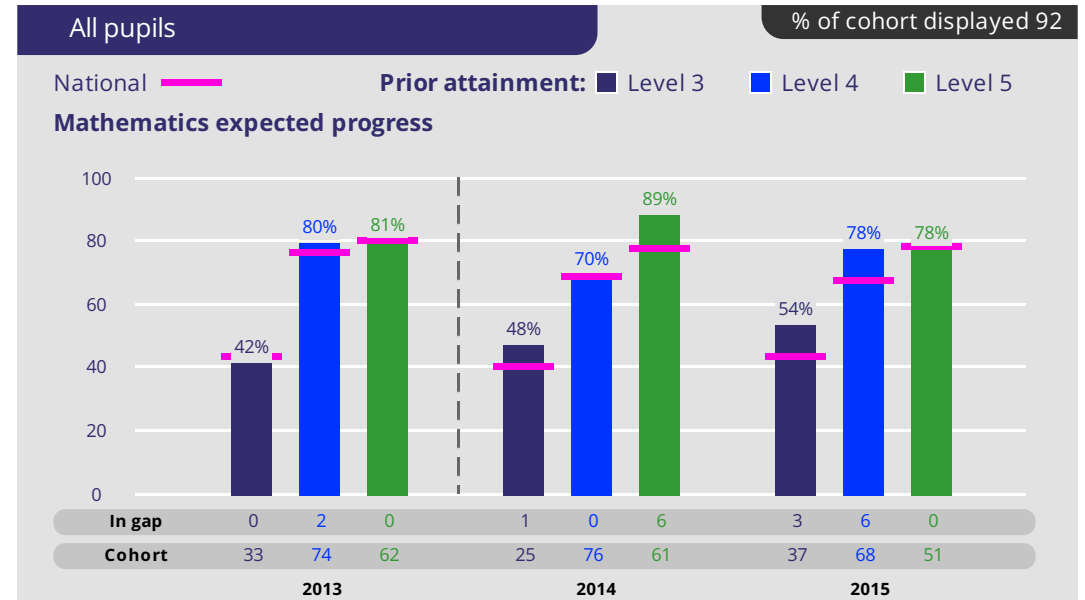
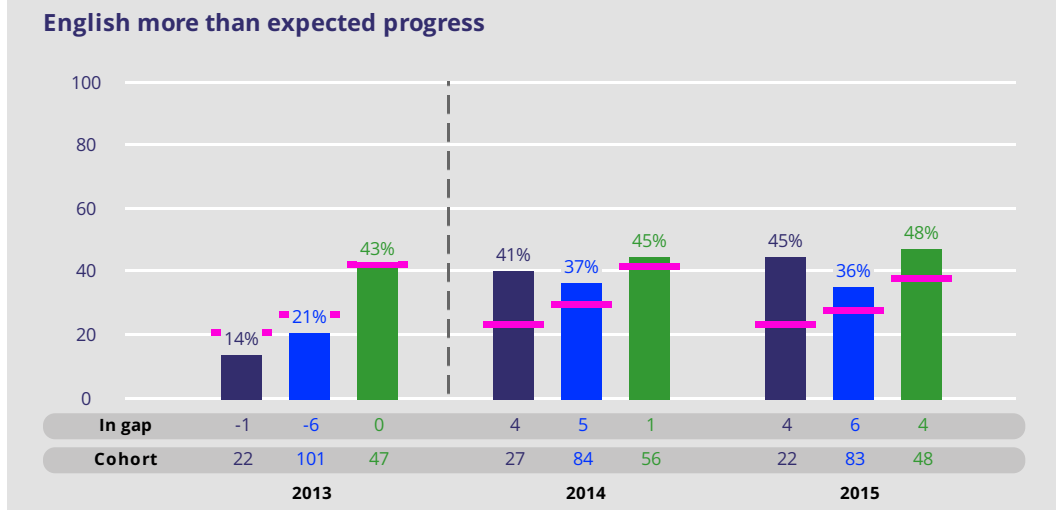
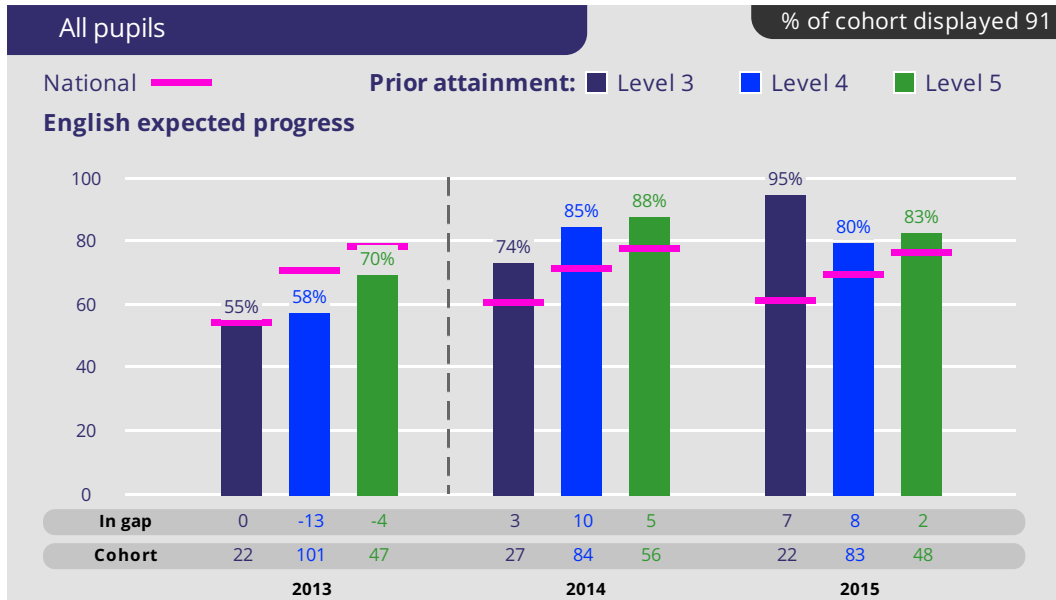
Weaknesses in 2015

- Attendance was low for the group(s): FSM, 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.

Park House School
Expected progress and more than expected progress

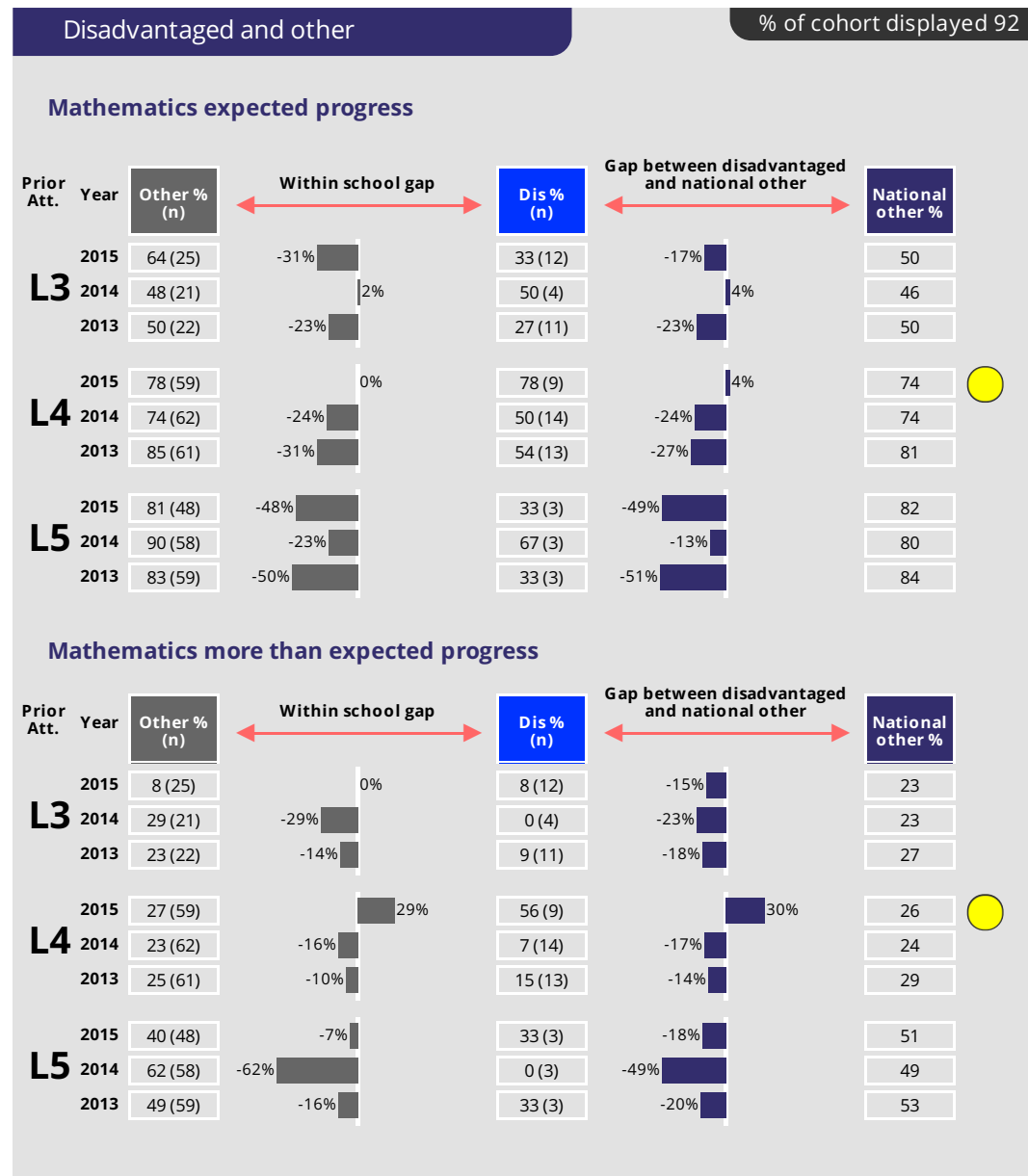
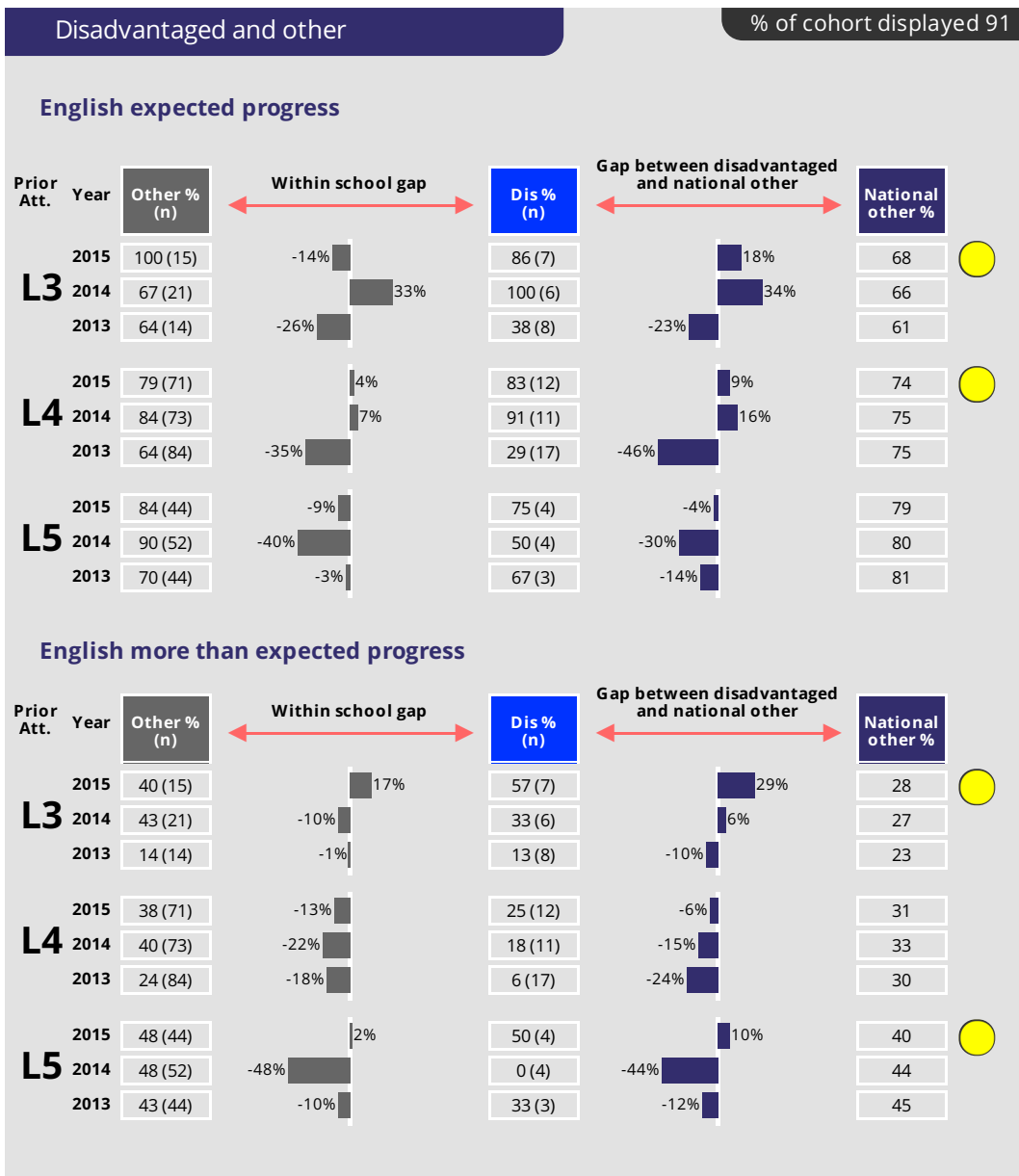
Charts show whether school proportions are close to national (within one pupil from it) by giving the number of pupils represented by the gap.



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 2015*

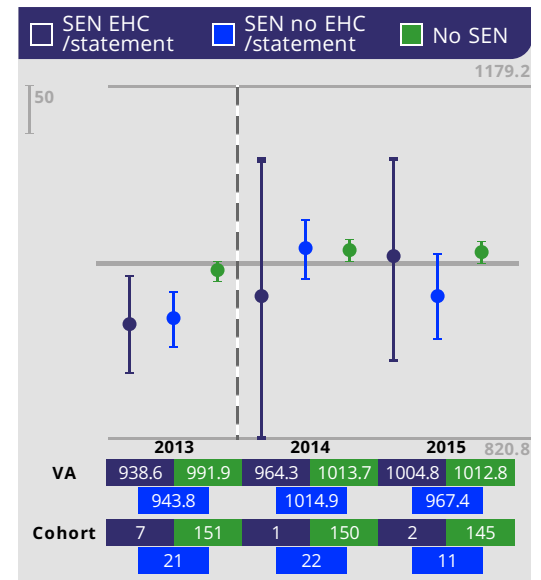
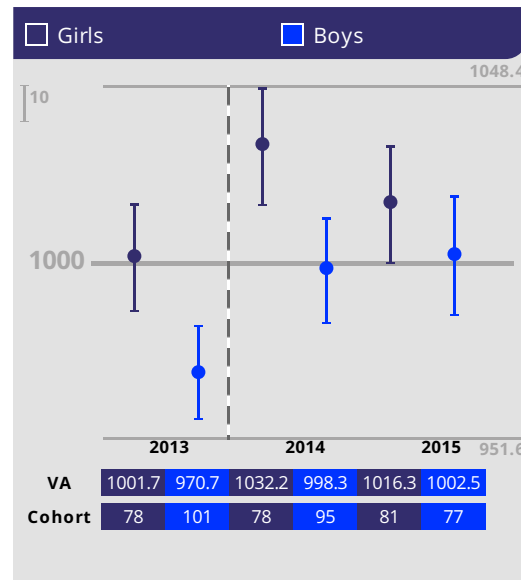
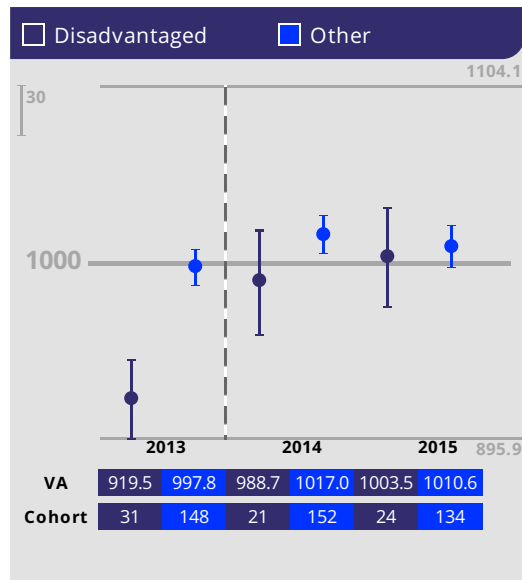
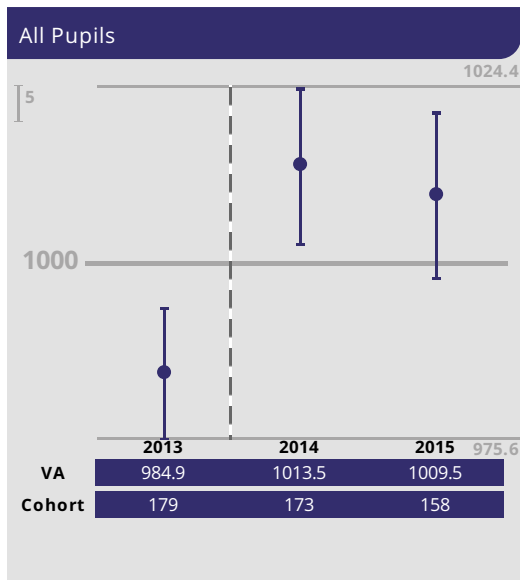
● Disadvantaged were at or above other pupils nationally in 2015



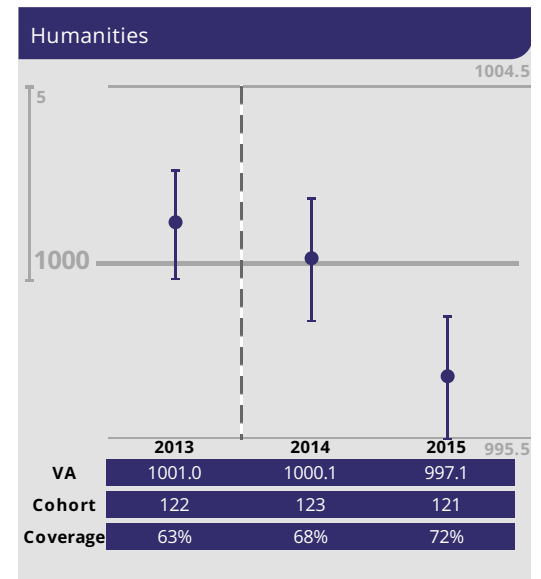
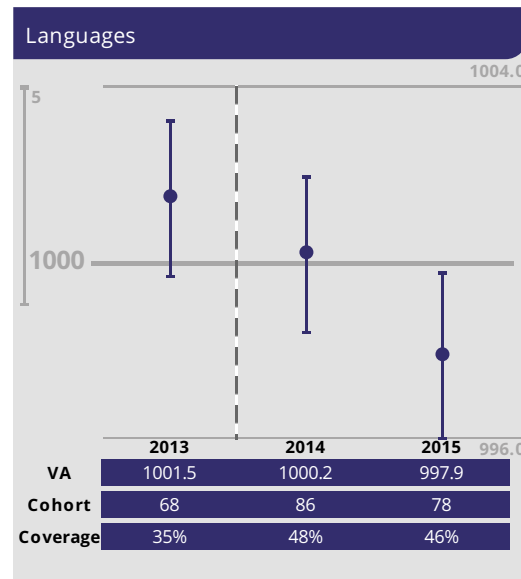
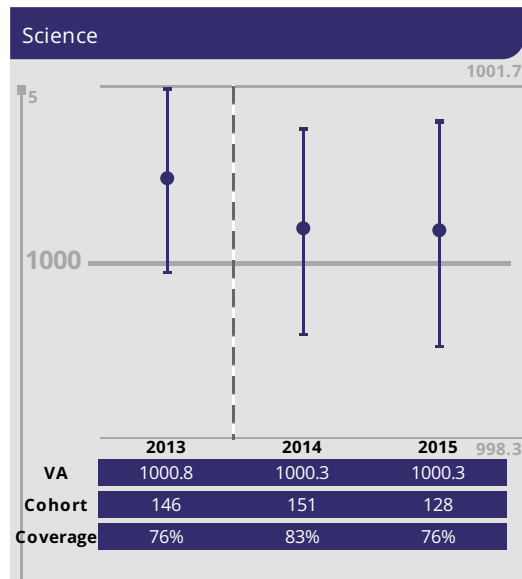
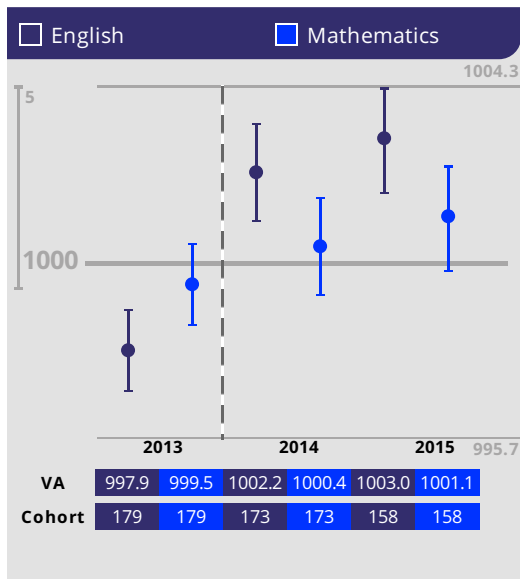
*well below means that the gap relates to three pupils or more

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

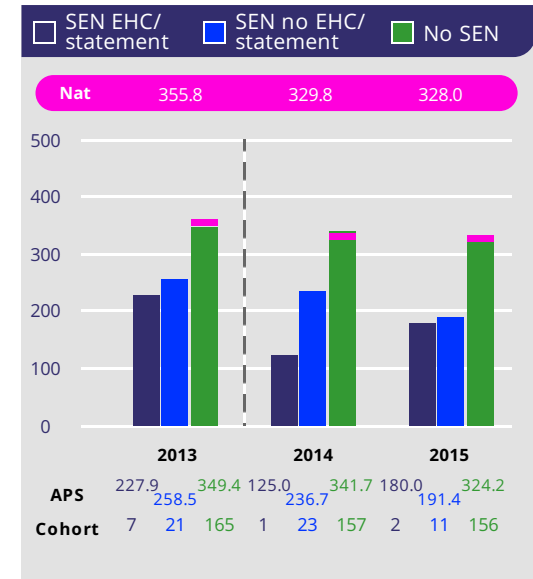
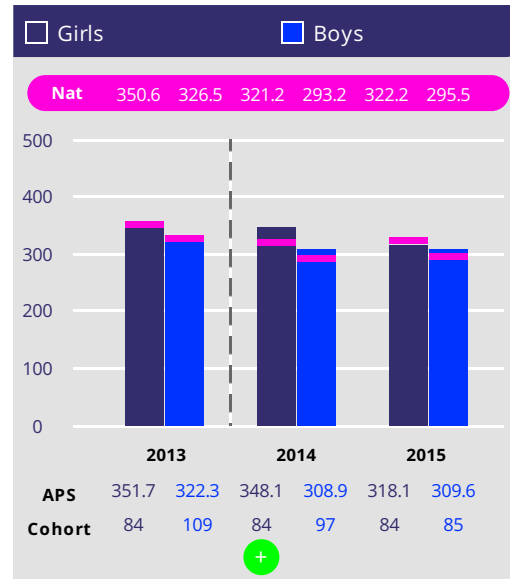
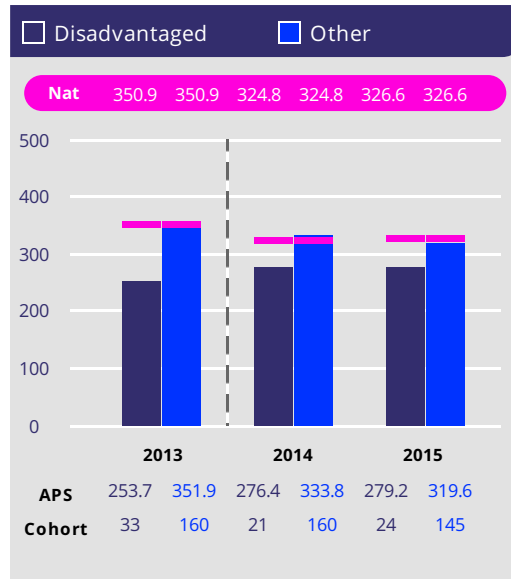
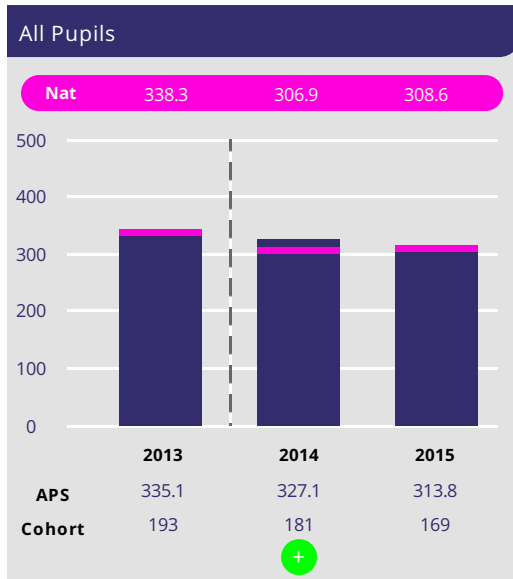


Subject

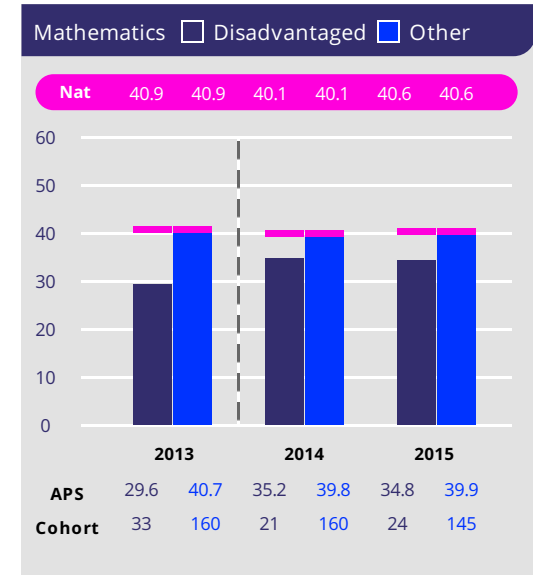
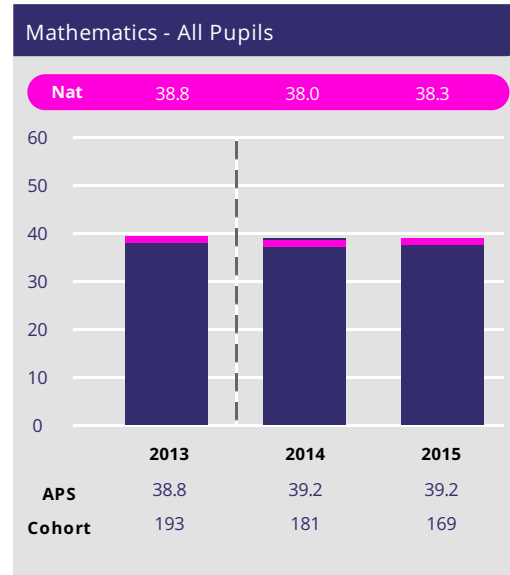
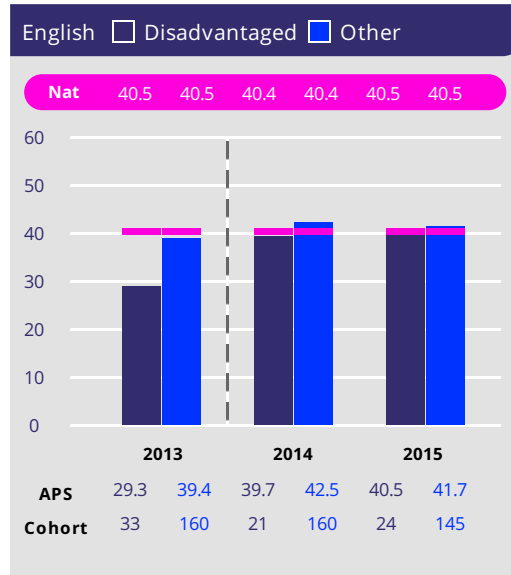
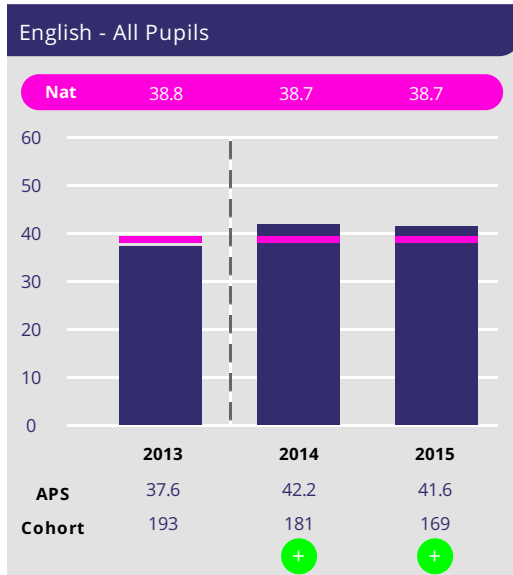


Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

Best 8

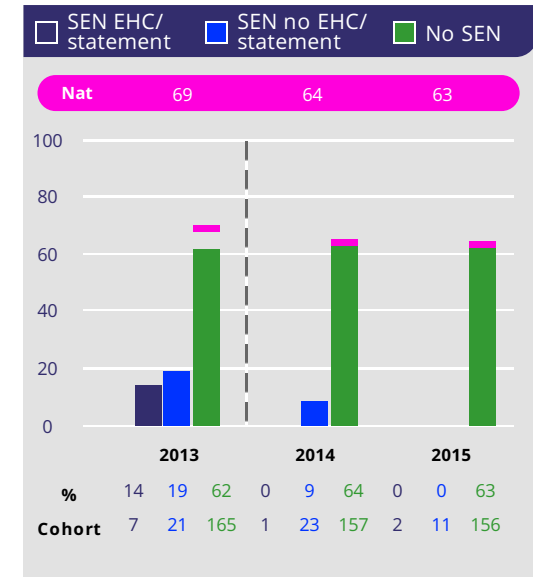
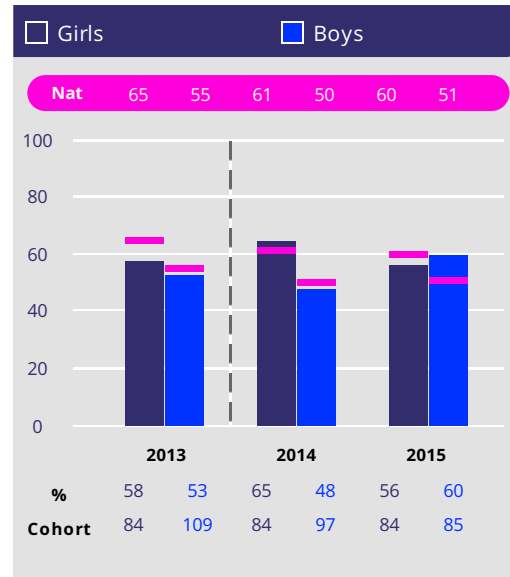
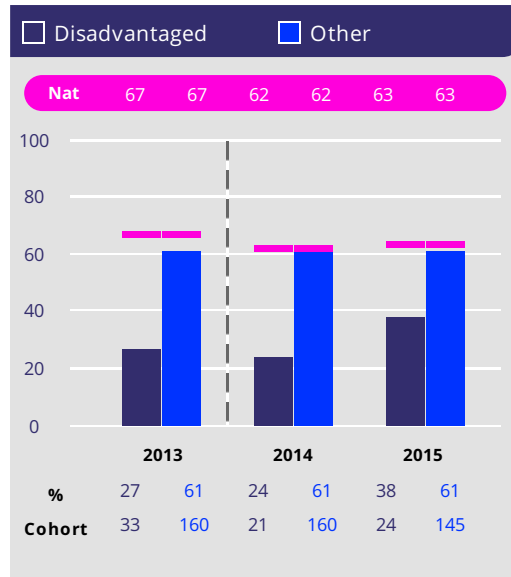
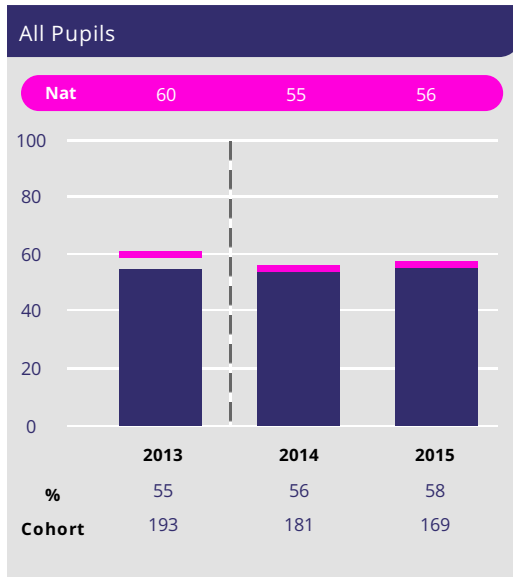


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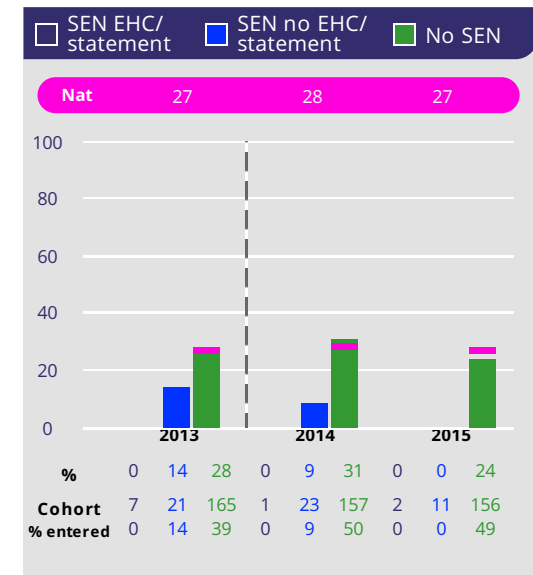
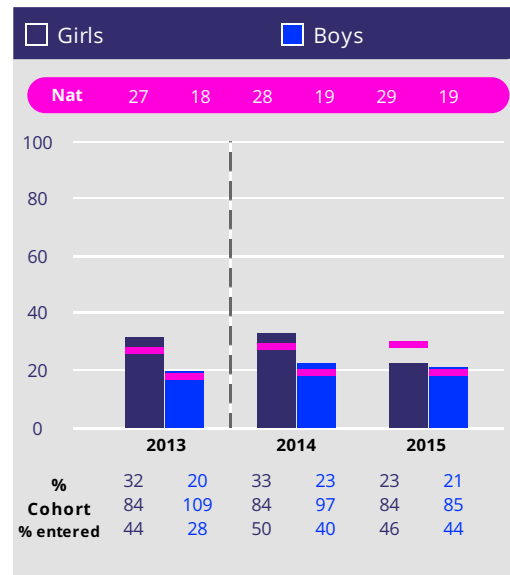
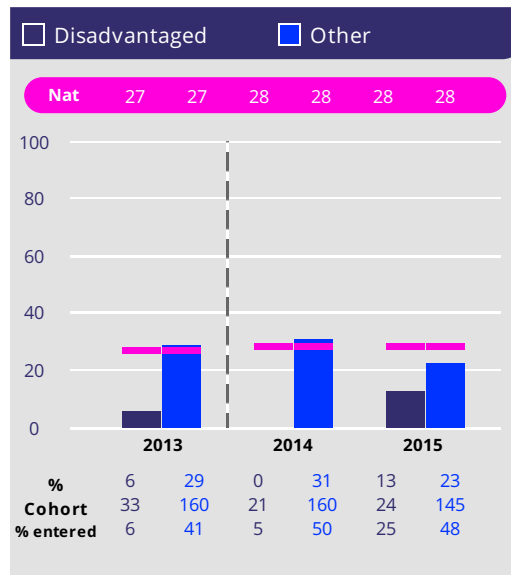
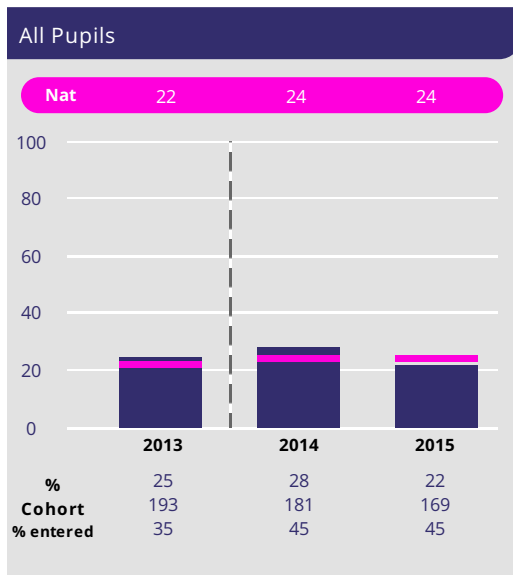


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Percentage attaining 5 A* to C including English and Mathematics



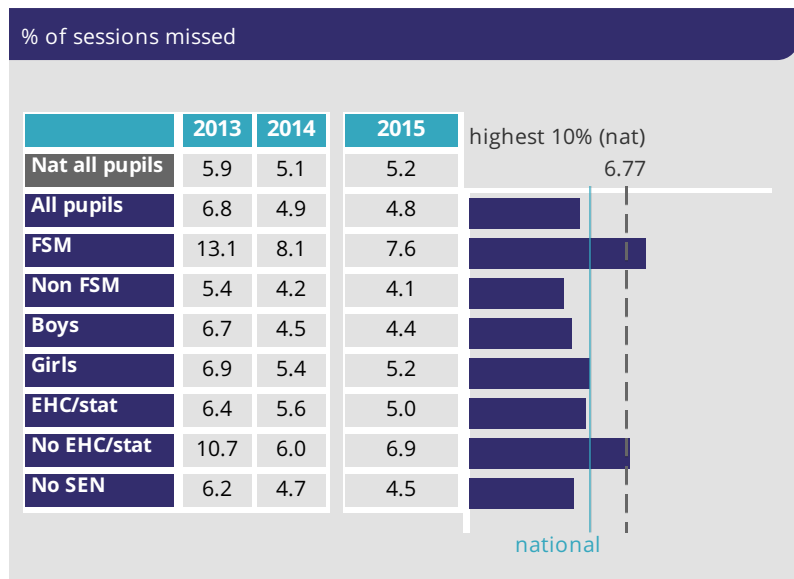
Percentage attaining EBacc



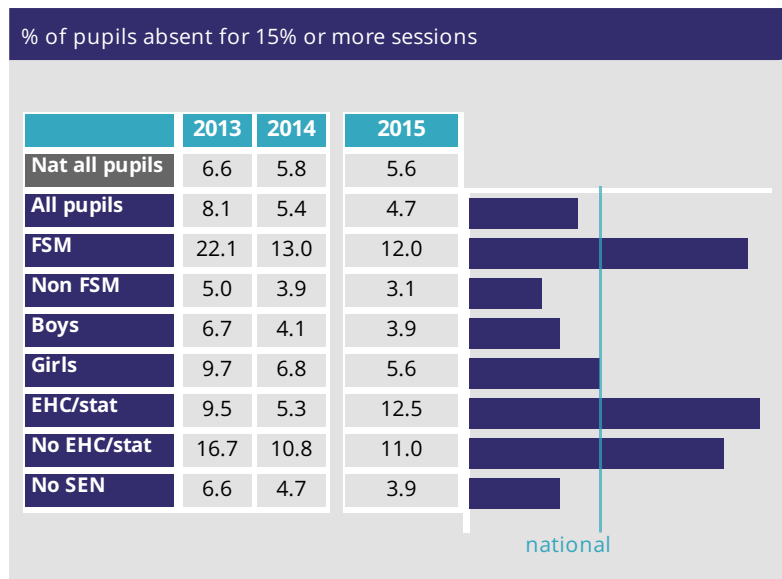
Absence, exclusions, destinations

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.

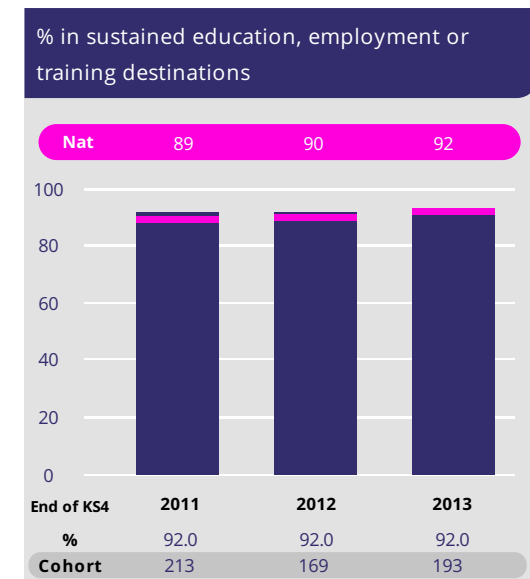
Absence



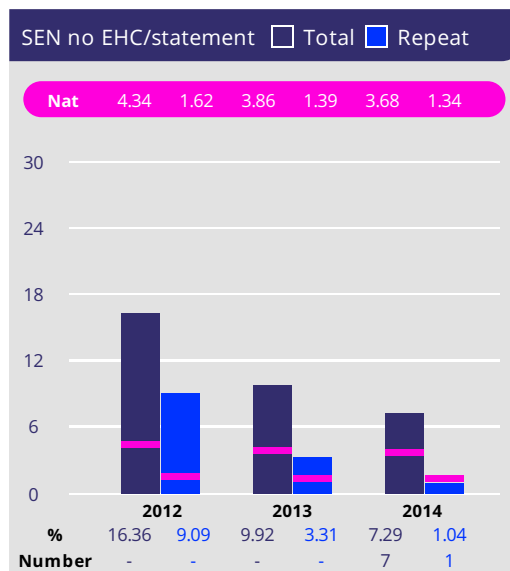
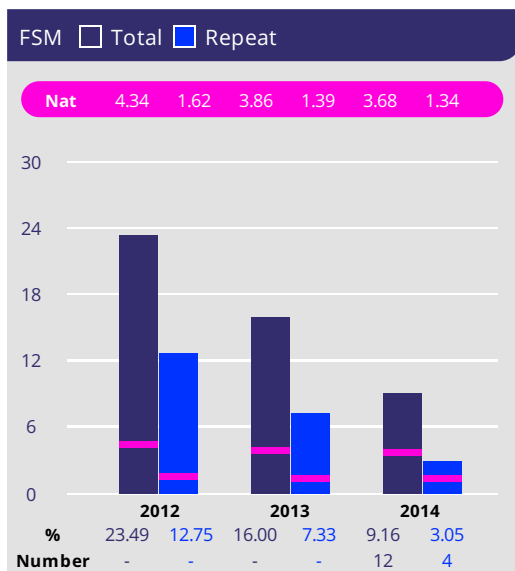
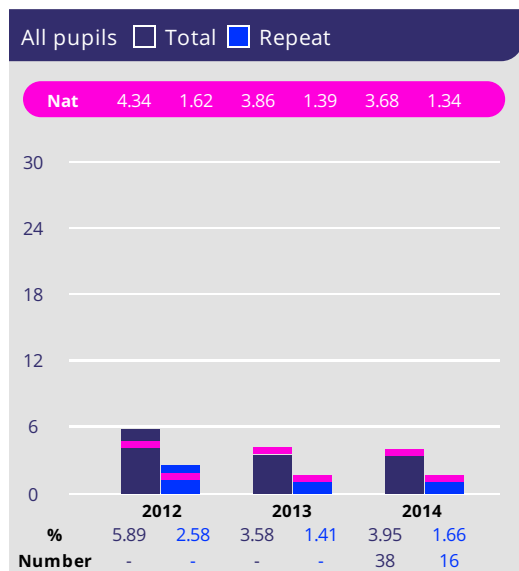
Persistent absence



Destinations



Fixed term exclusions % and number of pupils excluded



Permanent exclusions

All pupils

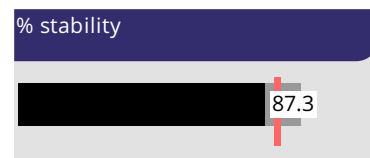
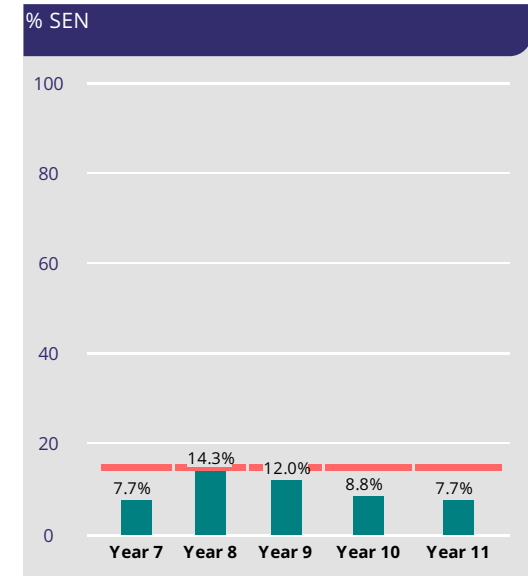
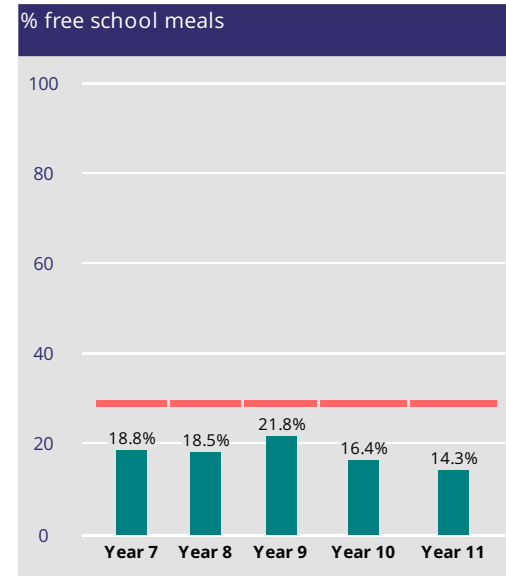
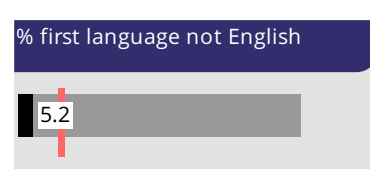
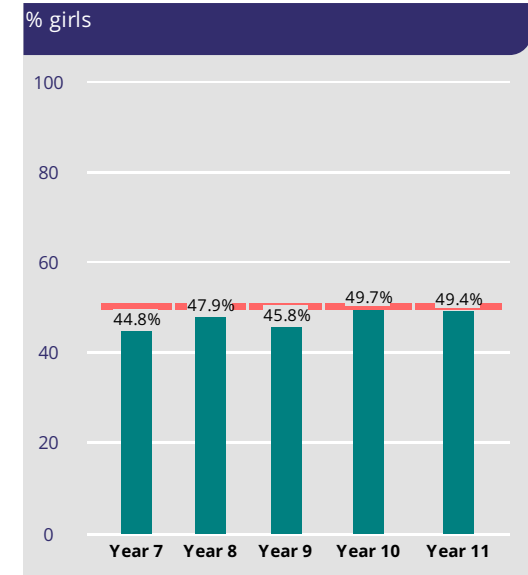
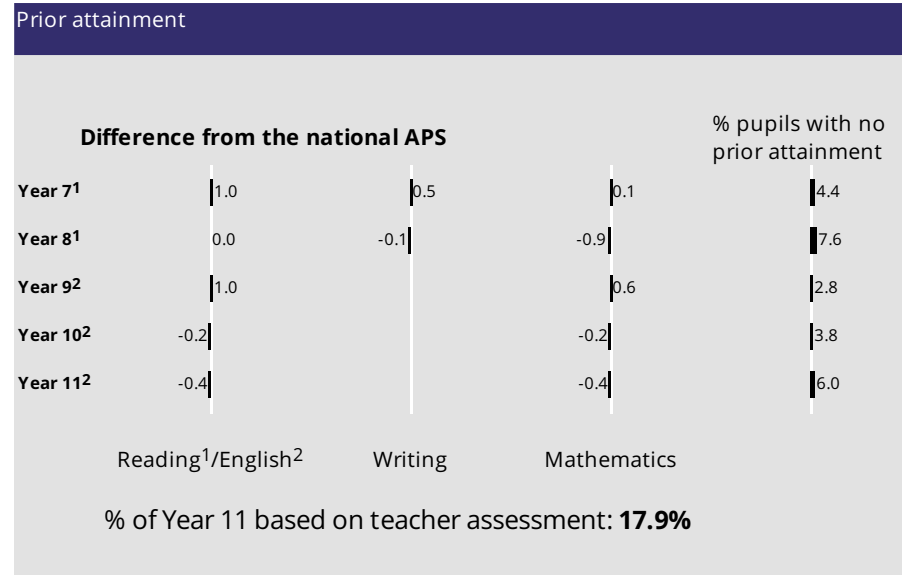
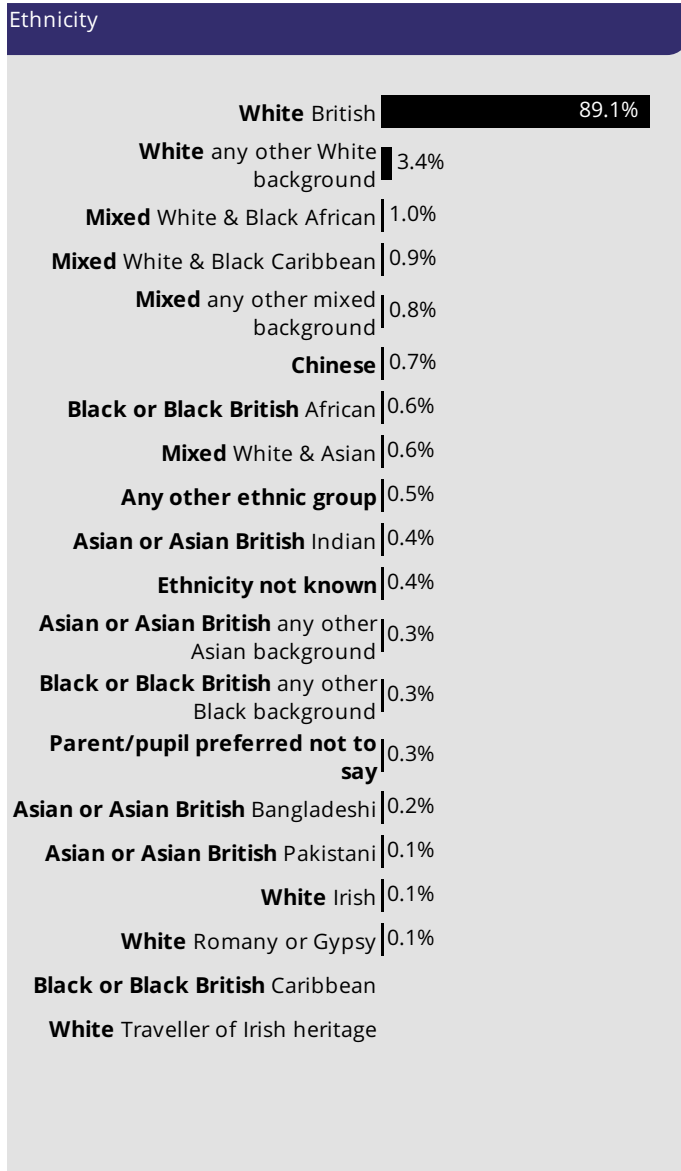
In 2014, 6 pupils were permanently excluded (five times the national %)

In comparison,

- 6 pupils were excluded in 2013
- 4 pupils were excluded in 2012

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: **769** in year 7 to 11



CLA pupils

Number on roll up to year 11:
6