

## Analyse School Performance (ASP) Summary

On 31<sup>st</sup> July 2017 the DfE closed Raise Online and introduced ASP to replace it.

As with Raise Online comparisons are drawn against national expected outcomes and therefore analysis of our school data does not give a fully informed picture. There is useful data to be drawn from it and this document summarises the key points for Governors.

### **Basic characteristics trends: analysis over three years 2015, 2016, 2017**

- Gender – the percentage of males to females has remained static over the three years at 66%/34% +/- 1%
- Ever 6 FSM (pupils who have been entitled to FSM at any time over the previous 6 years): there was a dip in 2016 to 39.8% from the 2015 level of 44.0% which rose again in 2017 to 45.8%
- Minority ethnic groups have remained static at around 10%; the 2017 percentage is 9.3%. The IDSR (Inspection Dashboard Summary Reports) identifies that Meadowfield has 11 of the 17 ethnic groups.
- Numbers on roll are increasing year on year.
- The percentage of pupils with English as an additional language has increased from 0.9% in 2015, to 1.4% in 2016 to 2.2% in 2017.
- Stability: stability is a measure of the percentage of pupils who were admitted to the school at a time later than the standard time of admission. The rate of stability has increased from 50% in 2015, to 53% in 2016 to 56.1% in 2017.
- The school deprivation indicator is defined as pupils living in an area of income deprived families. This has increased year on year against the national from equal to national in 2015 at 0.22 to 0.24 against a national of 0.20 in 2016 to 0.25 against a national on 0.20 in 2017.

### Attendance

Sessions missed due to absence is lower than the national average 8.8% against the national average of 9.7%. Persistent absence is also lower than national average at 24.6% against 28.2%, we recognise that the vast majority of pupils with persistent absence is due to medical needs.

There is a slight rise in both absence and persistence absence from 2015/16 to 2016/17 from absence of 8% rising to 8.8% and persistence absence from 21.8% to 24.6% however this reflects the increasing school role and increasingly complex needs of the pupils. Absence is closely monitored by Jill Palmer.

## **Key Points from Key Stages**

### KS4

- The school has above the national and local authority average percentage for pupils staying in education with 100% against 94% for local and national.
- While attainment is well below national expected outcomes the ASP verifies our analysis that disadvantaged pupils are doing as well or better than their peers in both English and maths.

### KS2

- Writing: in previous years there has been a significant gap between reading and writing. The ASP now shows a difference of just .01 evidencing the gap has closed.
- While attainment is well below national expected outcomes the ASP verifies our analysis that disadvantaged pupils are doing as well or better than their peers in both English and maths.

### KS1

- Phonic screening test: 5% achieved the national expected school which evidences the impact of the sustained phonic intervention programmes and should be celebrated.

### Early Years

- All pupils are at 'emerging' this is as we would expect.