

# 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 progress and attainment for 2016 and other data for the last three years. 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, overall and by prior attainment. SEN group progress is compared with the national for all pupils, which is zero.

The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2016, highlighting consistency across starting points and subjects.

## Strengths in 2016

- Progress 8 was significantly above average overall and not significantly below average for any prior attainment group.
- Disadvantaged pupils' Progress 8 was not significantly below national other\* overall or for any prior attainment group.\*and not well below average.
- Progress 8 was significantly above average in English and mathematics overall and not significantly below average for any prior attainment group.
- Progress for all pupils was significantly above average across the curriculum (EBacc and open elements and science, languages and humanities).
- Disadvantaged pupils' progress was not significantly below national other\* across the curriculum (for EBacc or open elements, science, languages or humanities).\*and not well below average.

2015		
National Floor Standards		School
5A*-C with E&M	40%	84%
EP in English	73%	88%
EP in Mathematics	68%	91%
Floor standards met?		

## Weaknesses in 2016

- Attendance was low for the groups: FSM, SEN support (in the lowest 10%).
- Persistent absence was high for the groups: FSM, SEN with EHC/statement, SEN support (in the highest 10%).

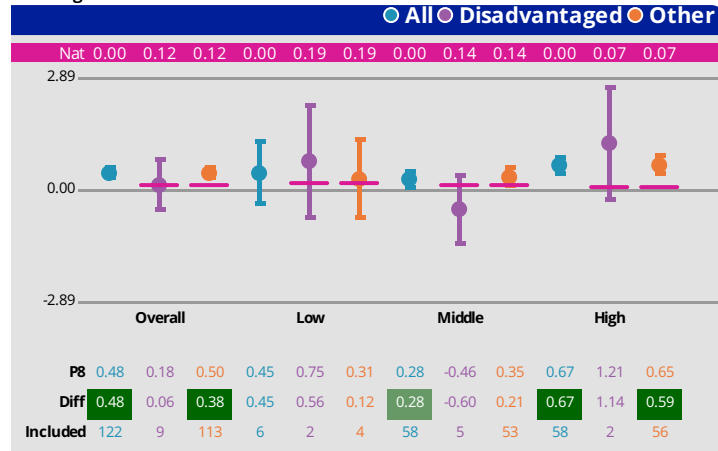
Weaknesses are indicated for cohorts of at least six. Data for very small groups should be treated with caution. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where progress is said to be 'not well below average', it is not in the lowest 10%. In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.

# Overall Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

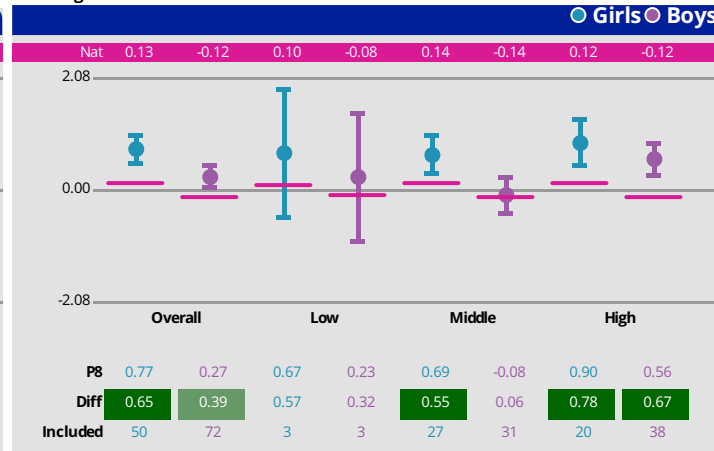
## Progress 8

Coverage ● 85% ● 100% ● 84%

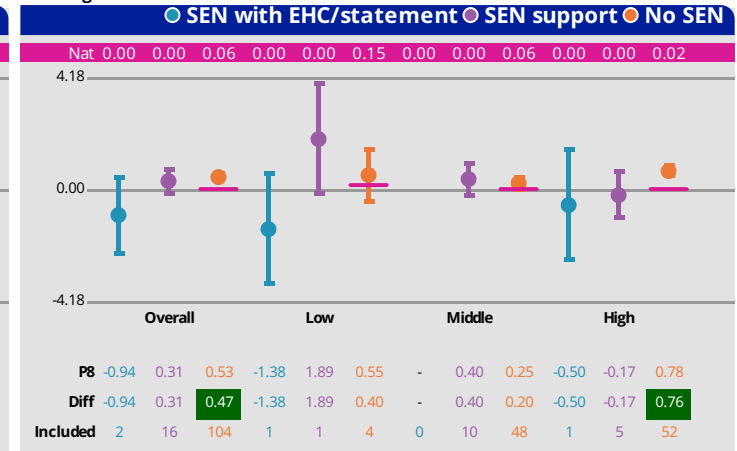


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

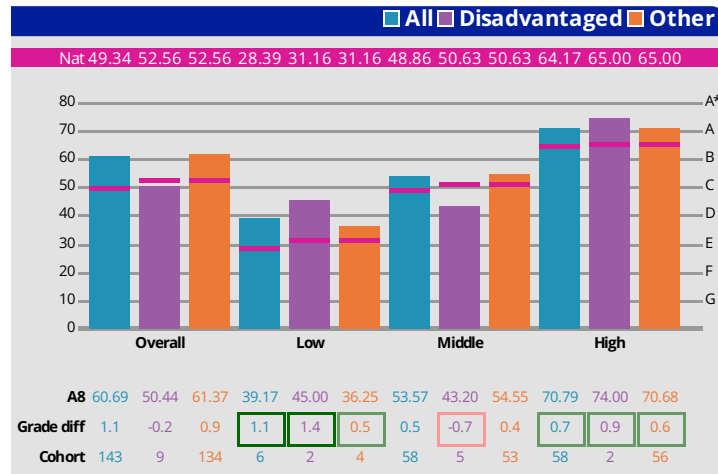
Coverage ● 91% ● 82%



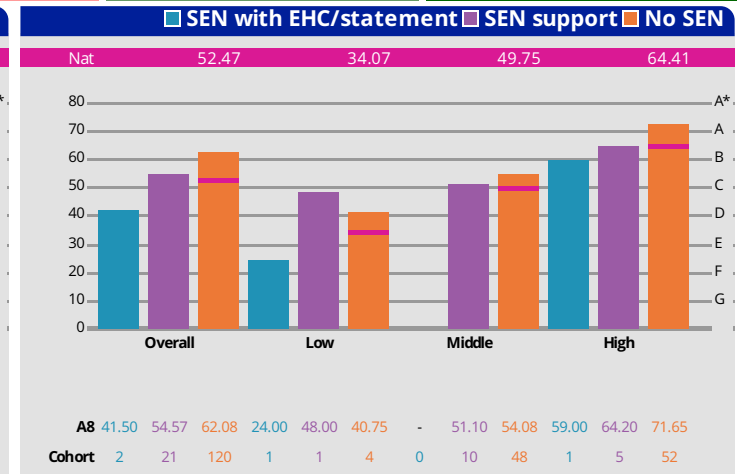
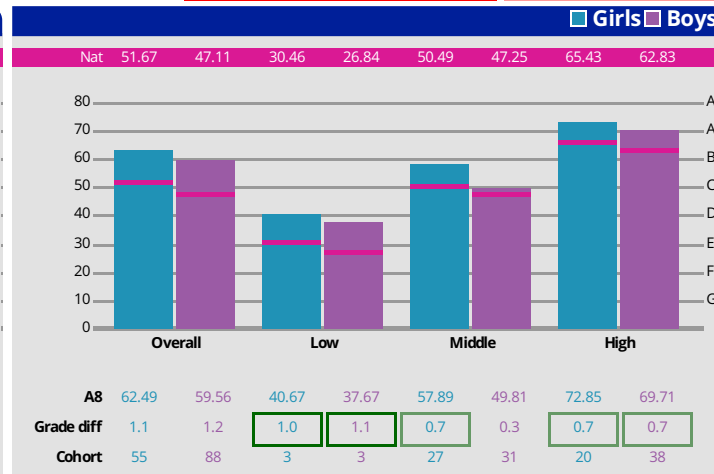
Coverage ● 100% ● 76% ● 87%



## Attainment 8



1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national

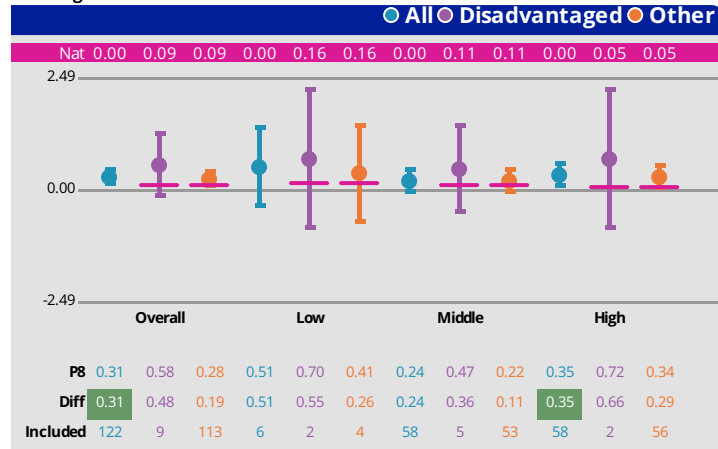


# English element Progress 8 and Attainment 8

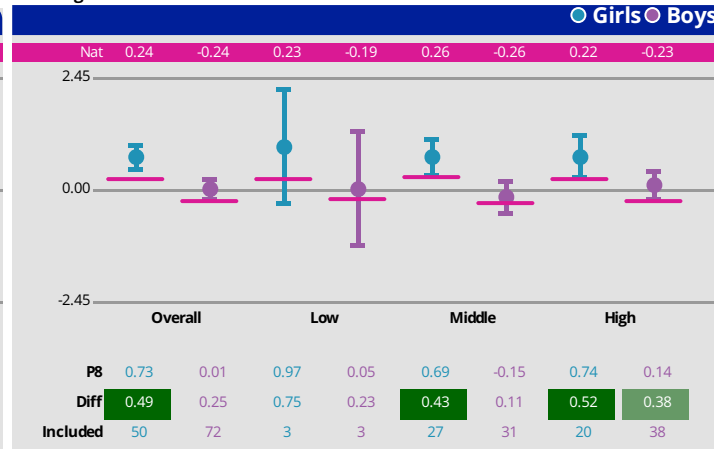
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

## Progress 8

Coverage ● 85% ● 100% ● 84%

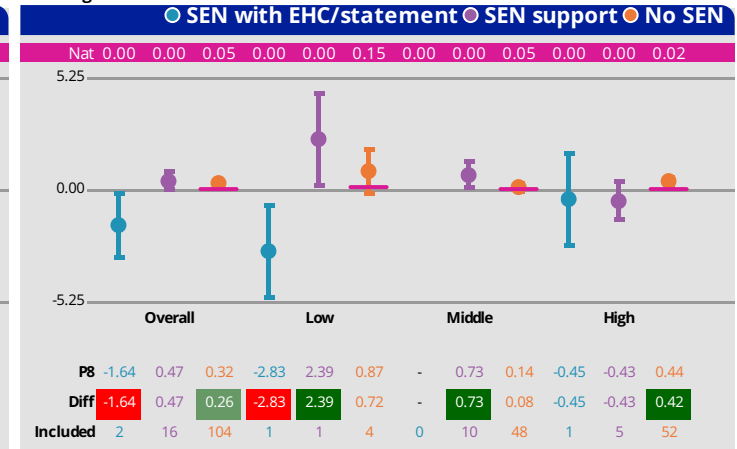


Coverage ● 91% ● 82%

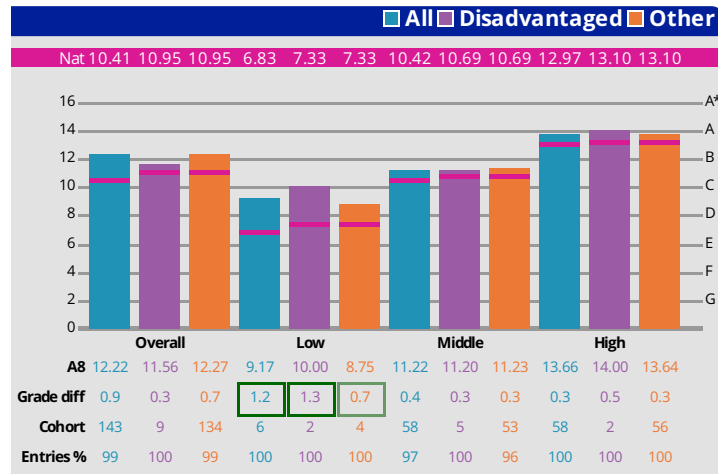


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

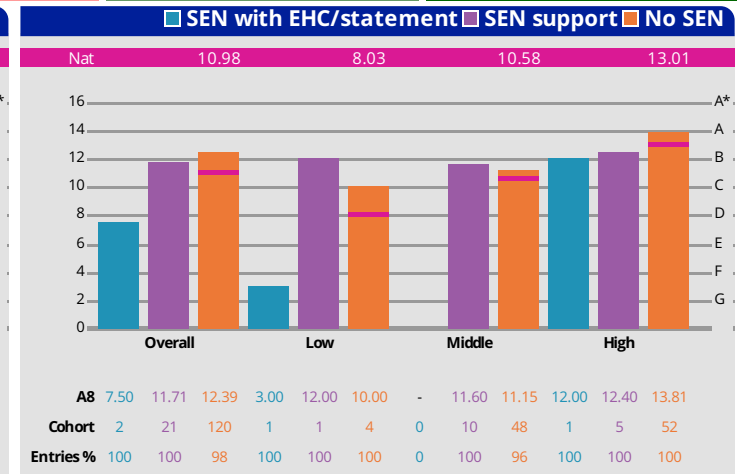
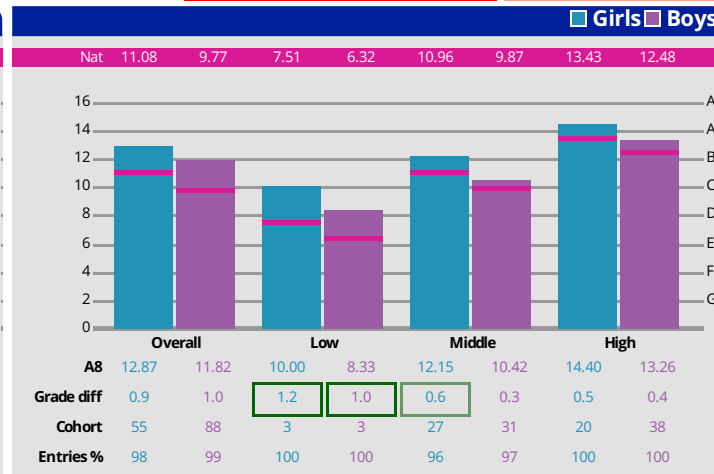
Coverage ● 100% ● 76% ● 87%



## Attainment 8



1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national

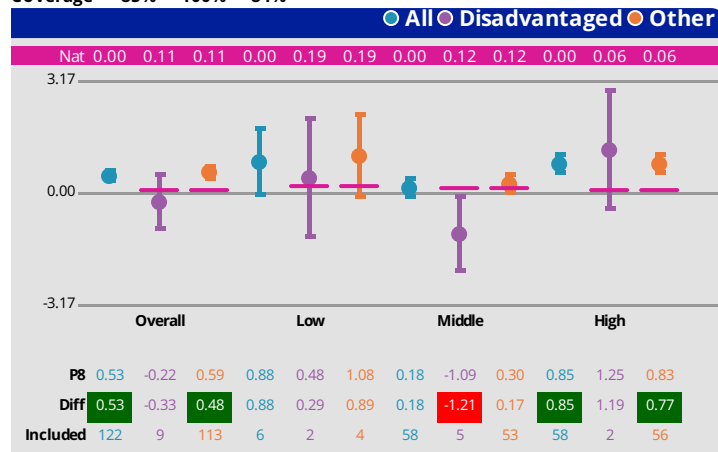


# Mathematics element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

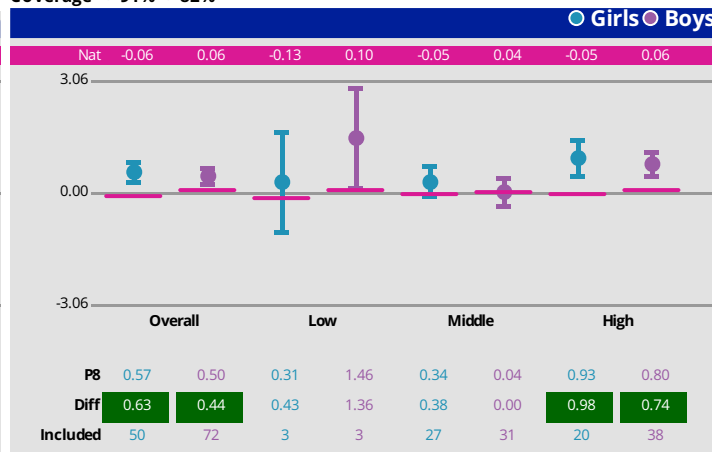
## Progress 8

Coverage ● 85% ● 100% ● 84%

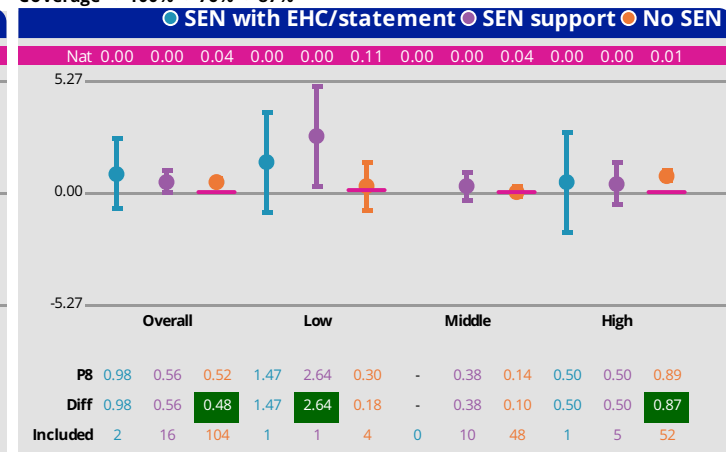


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

Coverage ● 91% ● 82%

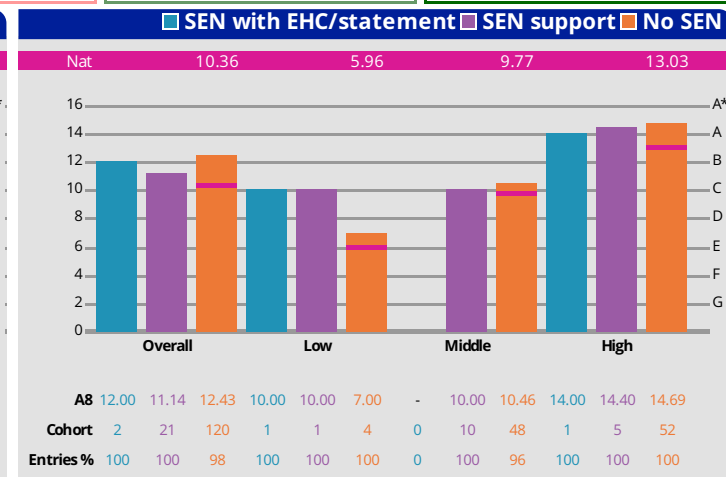
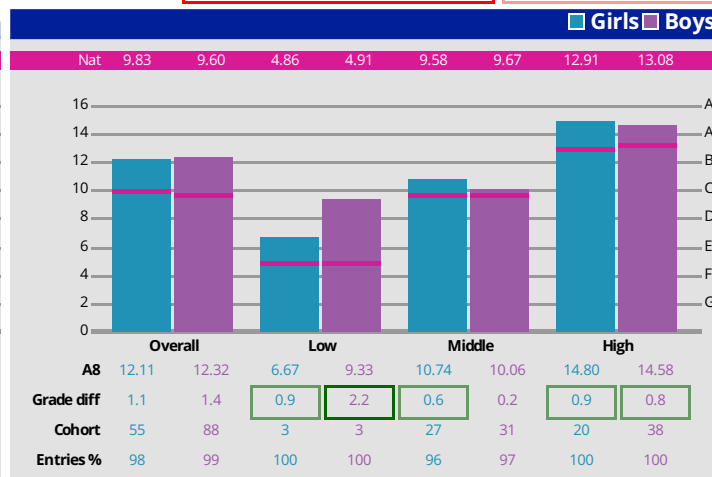
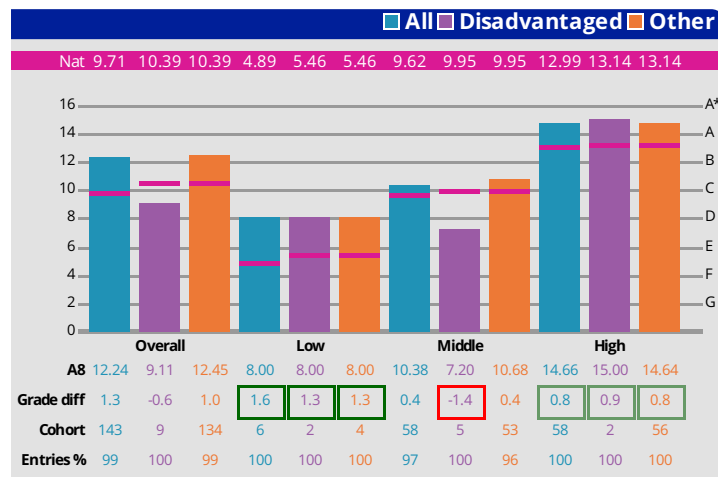


Coverage ● 100% ● 76% ● 87%



## Attainment 8

1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national

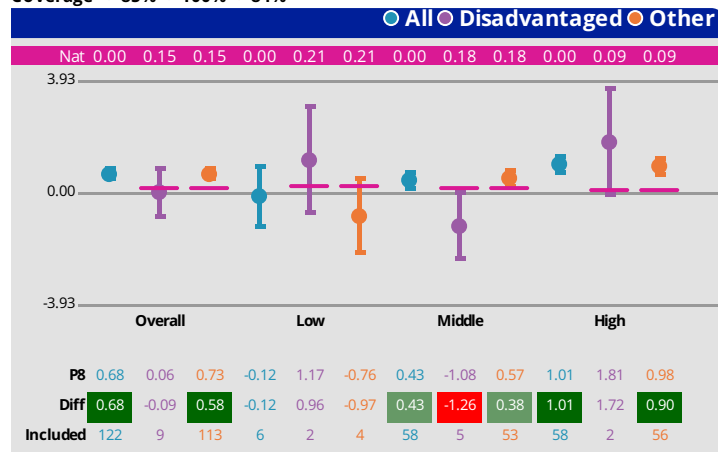


# EBacc element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

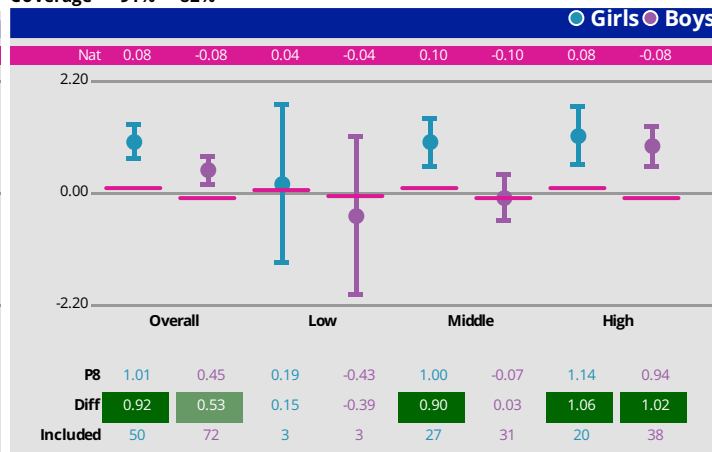
## Progress 8

Coverage ● 85% ● 100% ● 84%

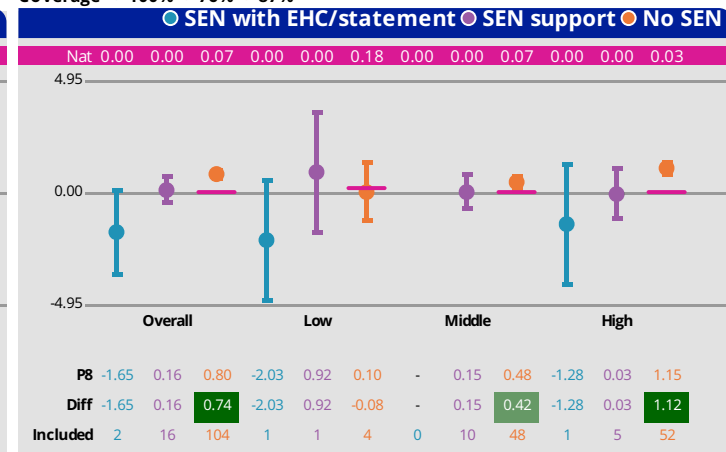


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

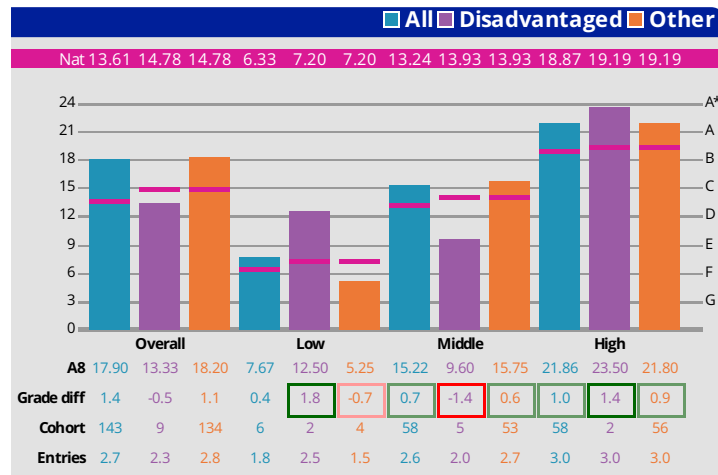
Coverage ● 91% ● 82%



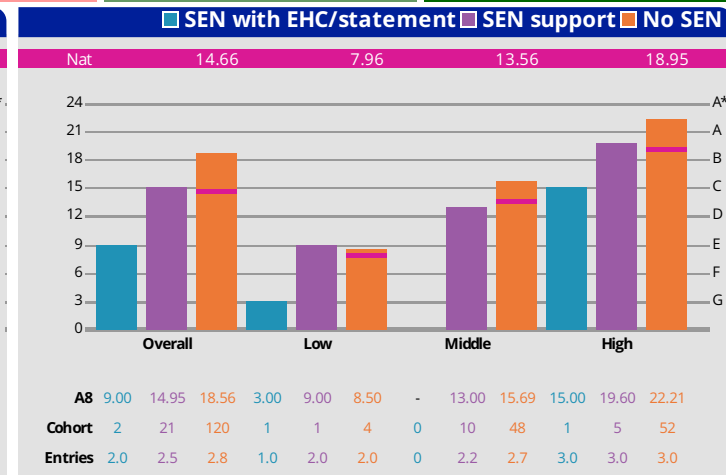
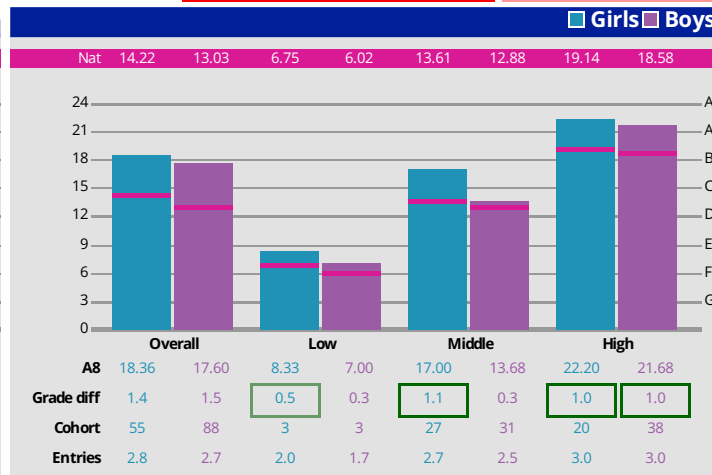
Coverage ● 100% ● 76% ● 87%



## Attainment 8



1 or more grades below national    0.5 to <1 grade below national    0.5 to <1 grade above national    1 or more grades above national

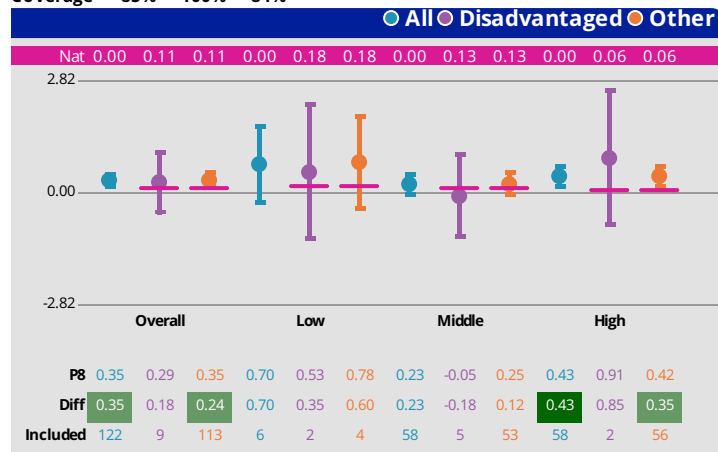


# Open element Progress 8 and Attainment 8

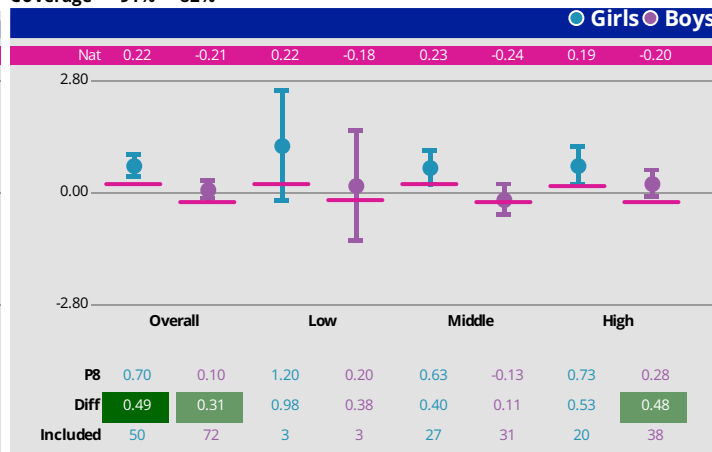
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

## Progress 8

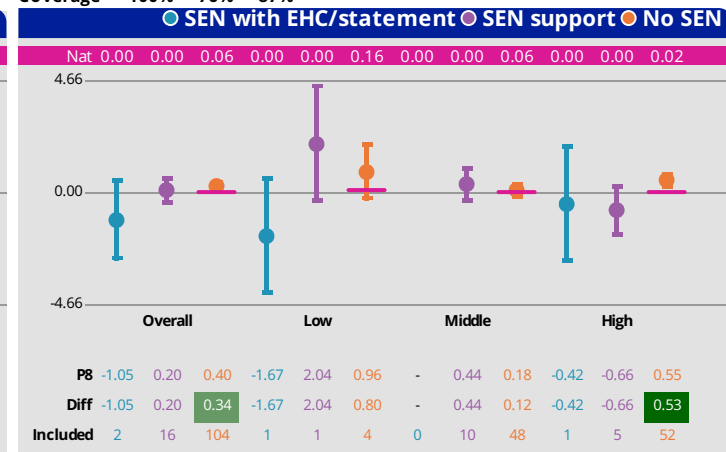
Coverage ● 85% ● 100% ● 84%



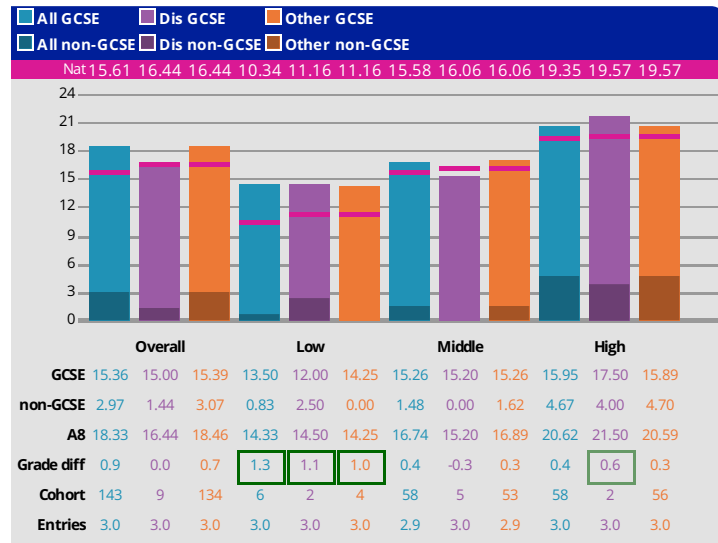
Coverage ● 91% ● 82%



Coverage ● 100% ● 76% ● 87%



## Attainment 8

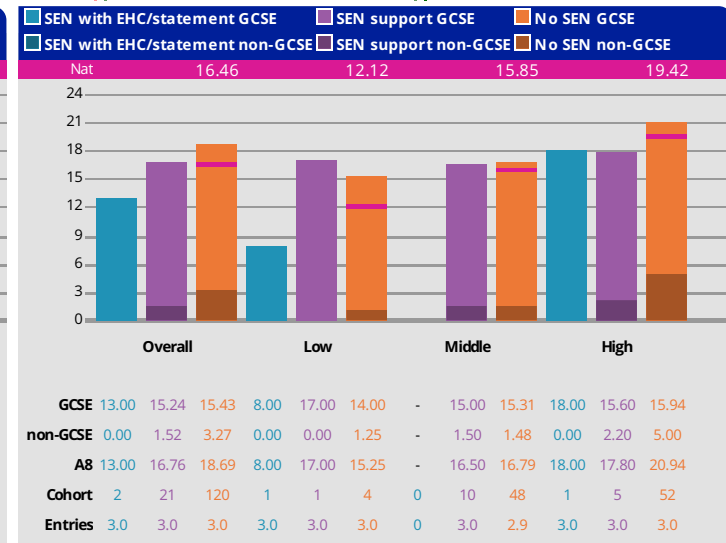
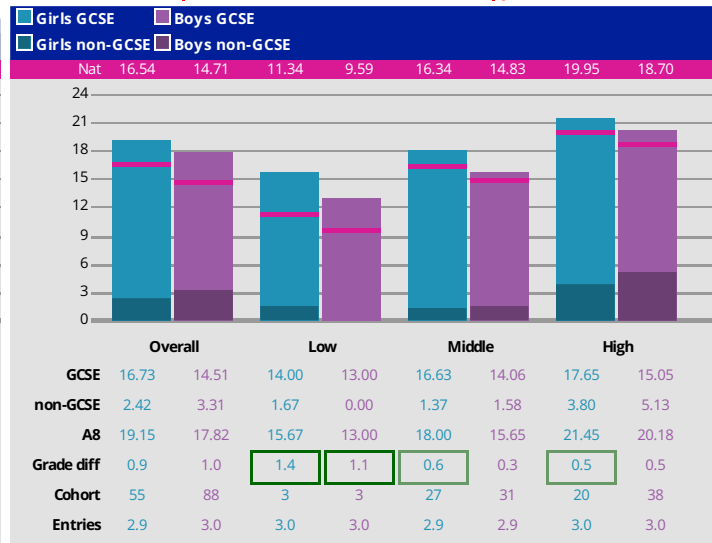


1 or more grades below national

0.5 to <1 grade below national

0.5 to <1 grade above national

1 or more grades above national

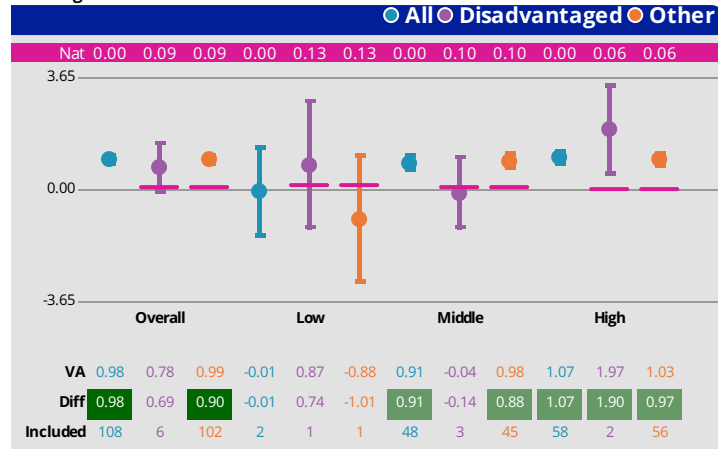


# Science value added and attainment

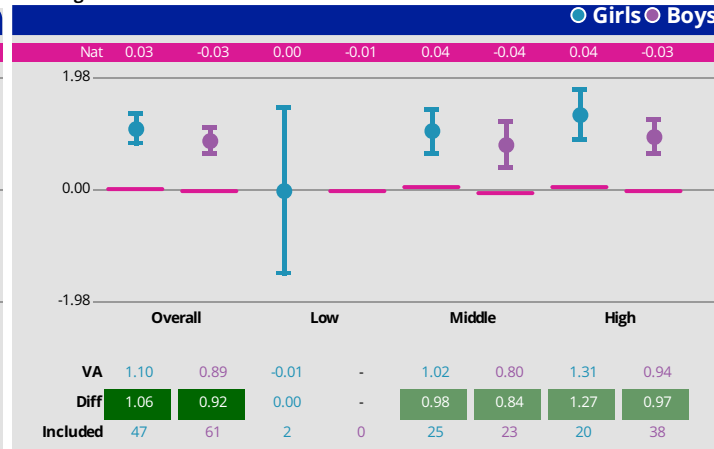
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

## Value added

Coverage ● 76% ● 67% ● 76%

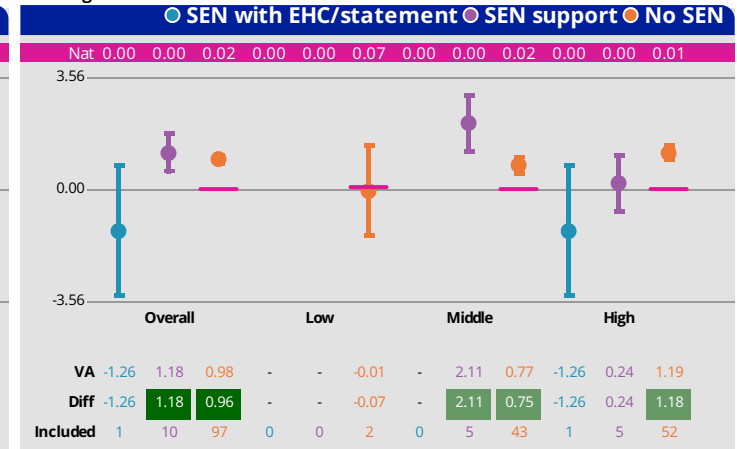


Coverage ● 85% ● 69%

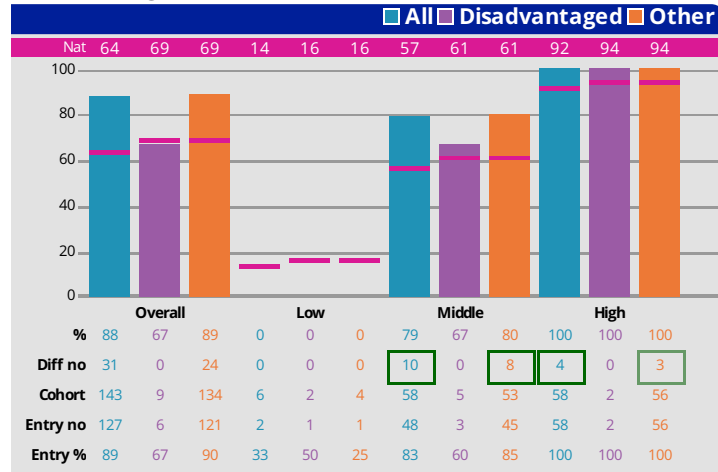


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

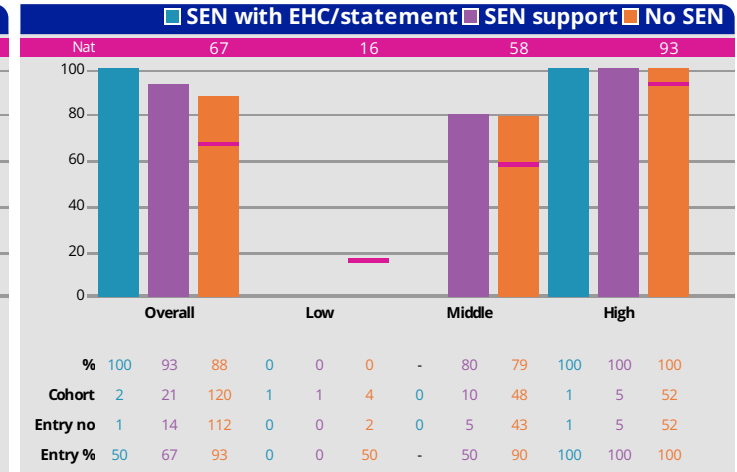
Coverage ● 50% ● 48% ● 81%



## % attained grade C threshold



Four or more pupils below national    Three pupils below national    Three pupils above national    Four or more pupils above national

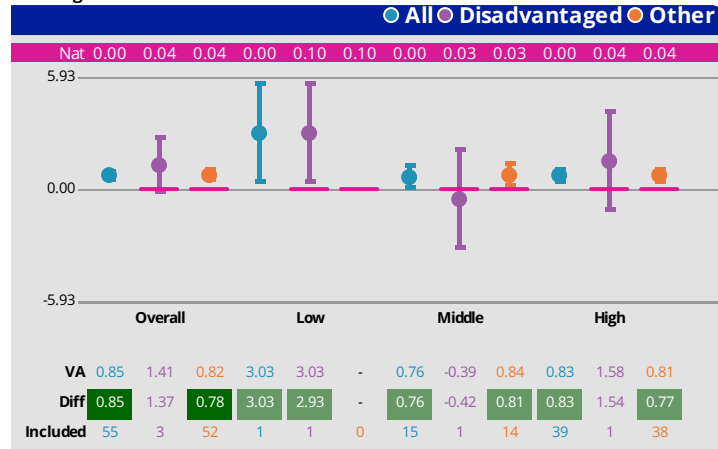


## Languages value added and attainment

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

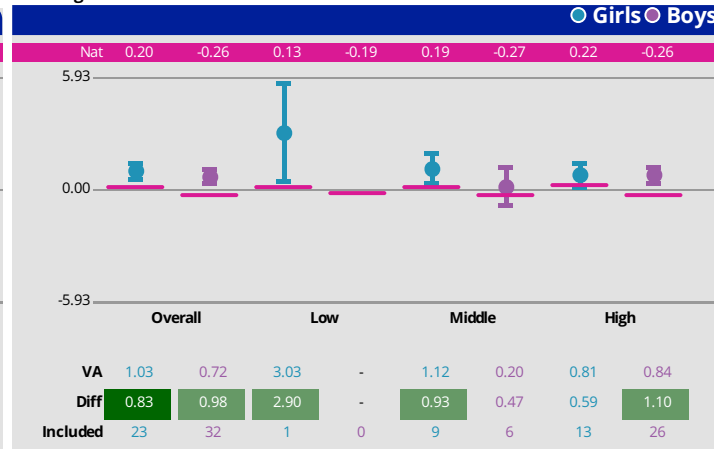
### Value added

Coverage ● 38% ● 33% ● 39%

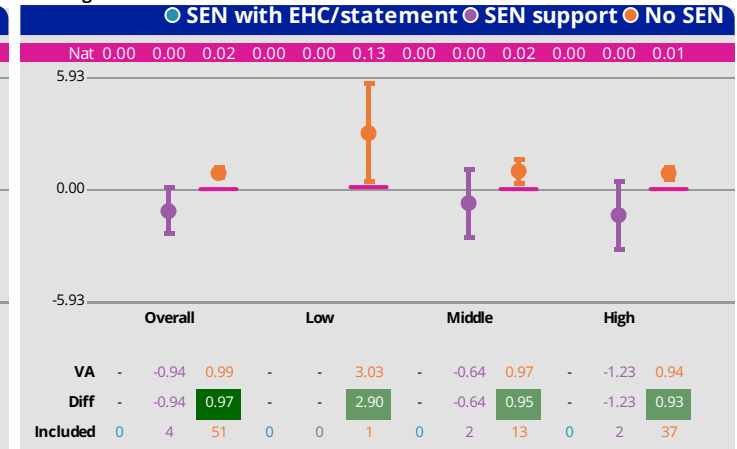


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

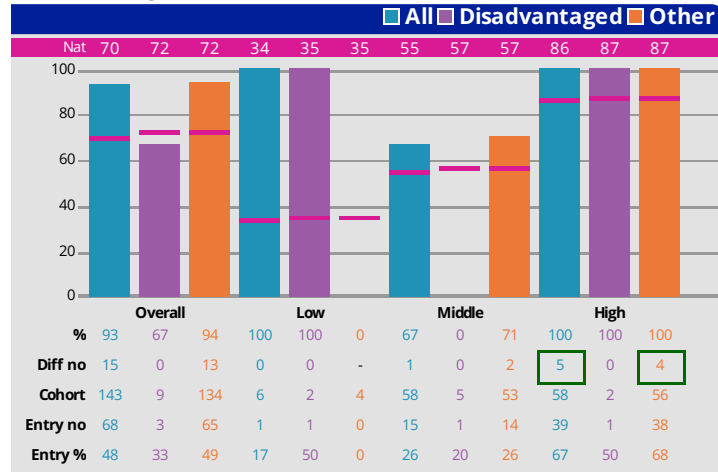
Coverage ● 42% ● 36%



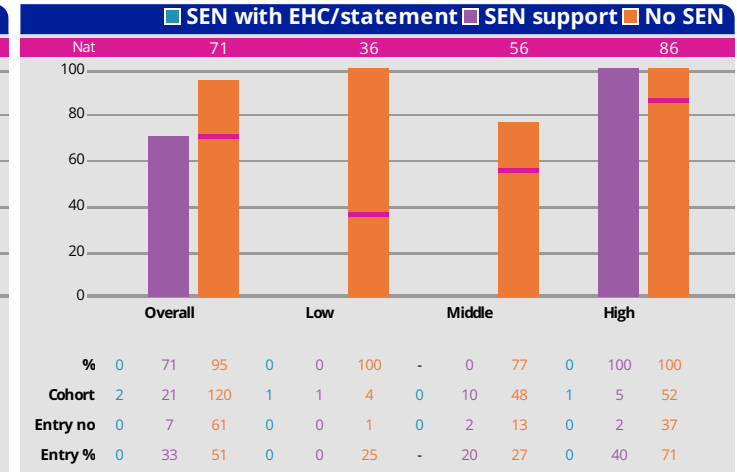
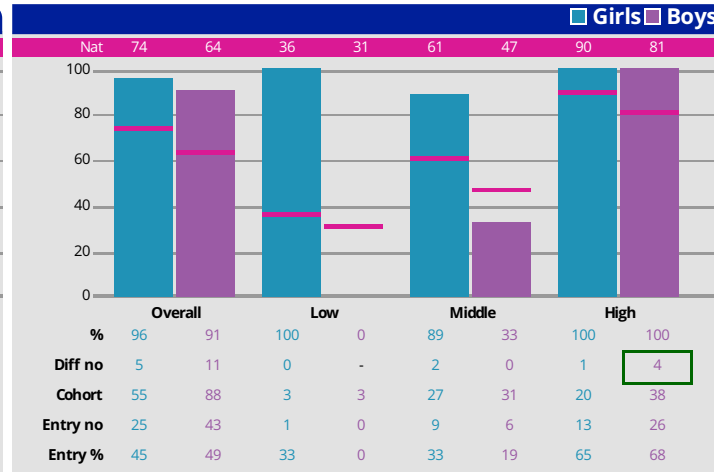
Coverage ● 0% ● 19% ● 43%



### % attained grade C threshold



Four or more pupils below national    Three pupils below national    Three pupils above national    Four or more pupils above national





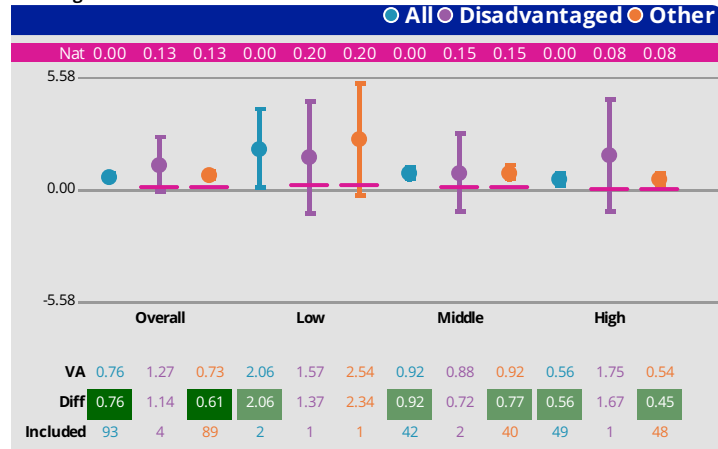
# Yavneh College

## Humanities value added and attainment

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

### Value added

Coverage ● 65% ● 44% ● 66%

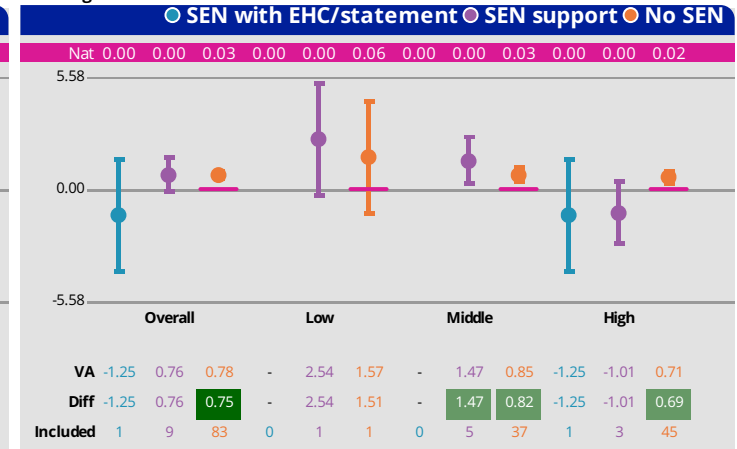


Coverage ● 73% ● 60%

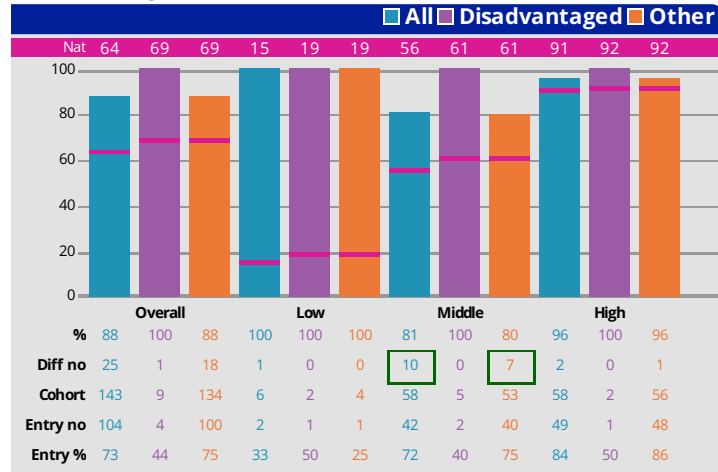


Sig- and in bottom 10%    Sig- and not in bottom 10%    Sig+ and not in top 10%    Sig+ and in top 10%

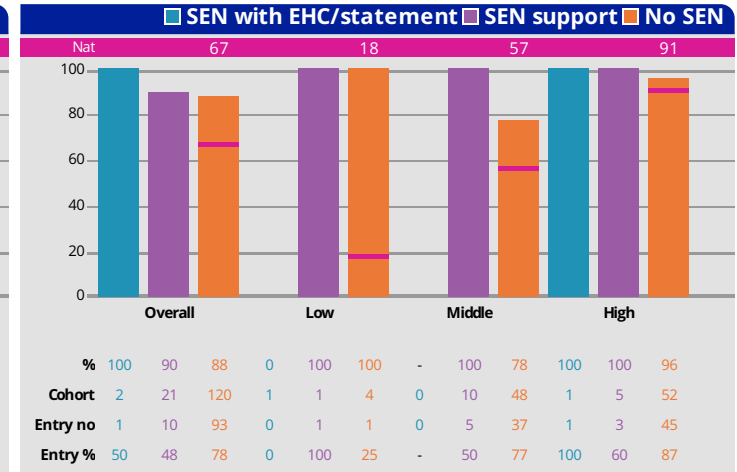
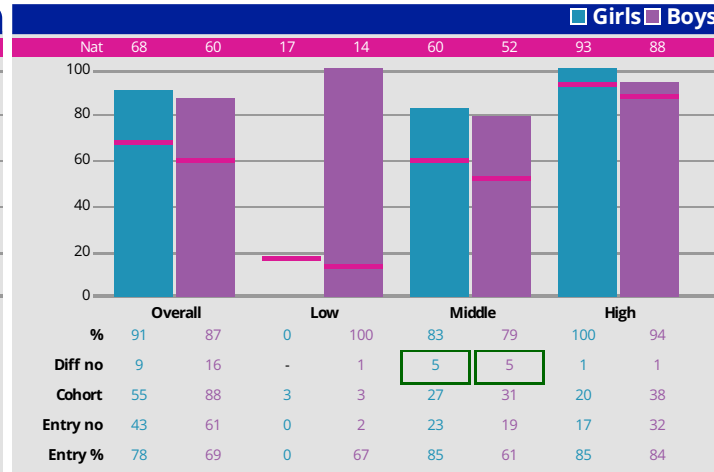
Coverage ● 50% ● 43% ● 69%



### % attained grade C threshold

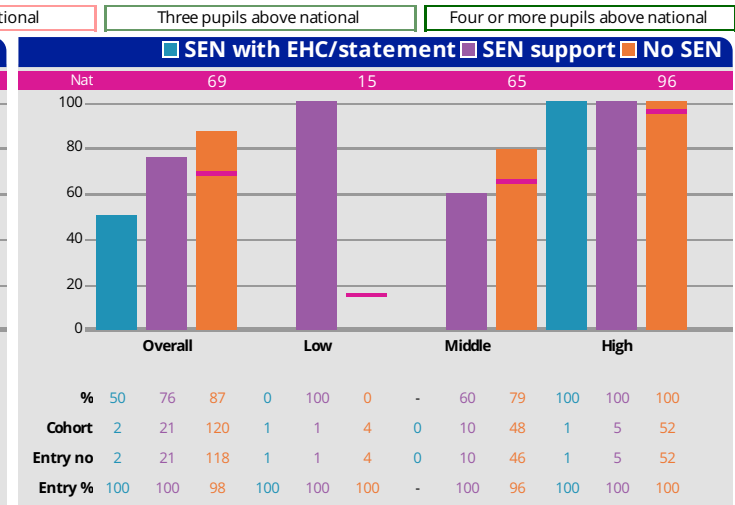
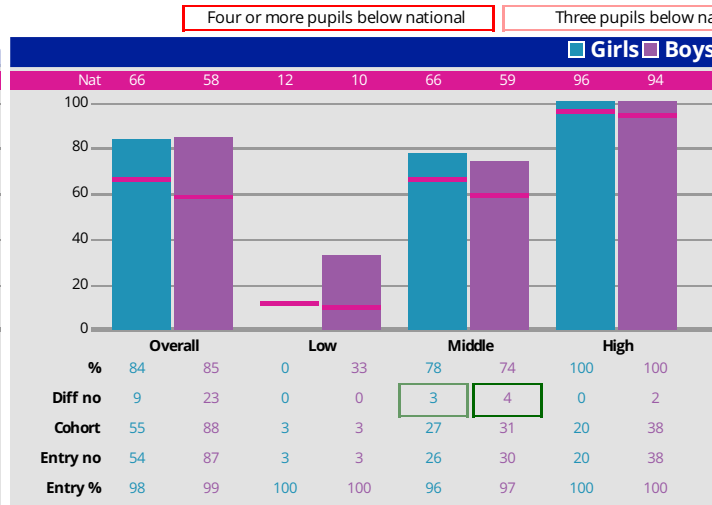
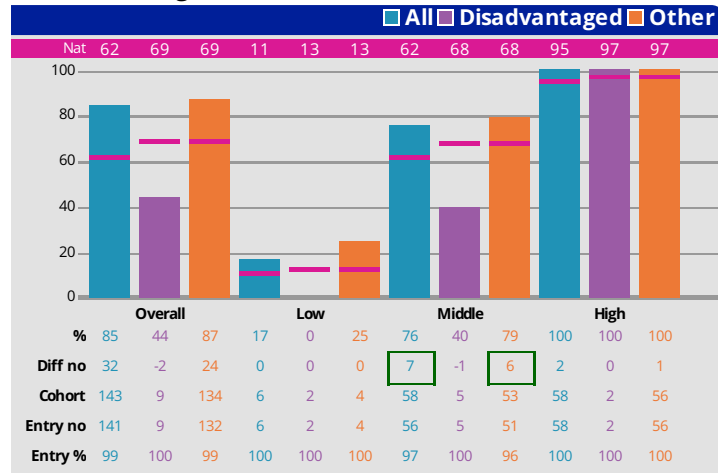


Four or more pupils below national    Three pupils below national    Three pupils above national    Four or more pupils above national

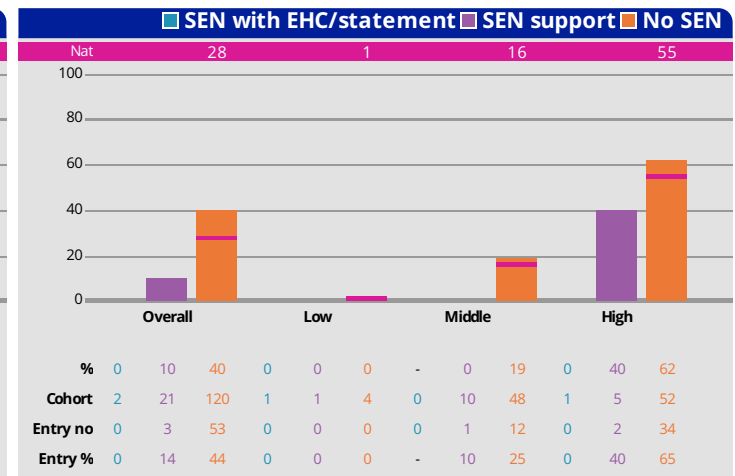
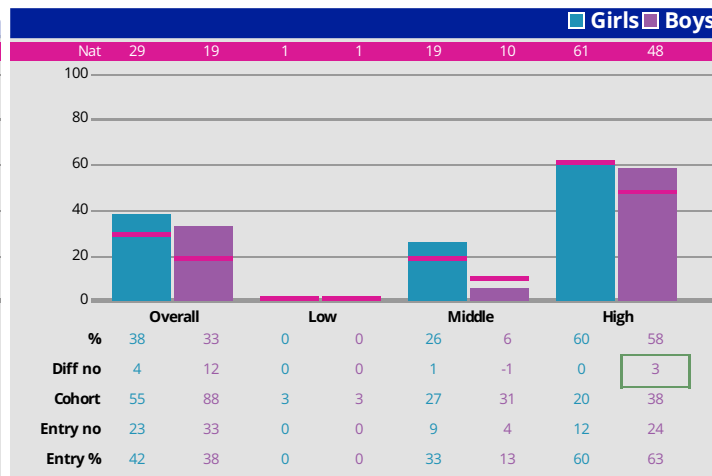
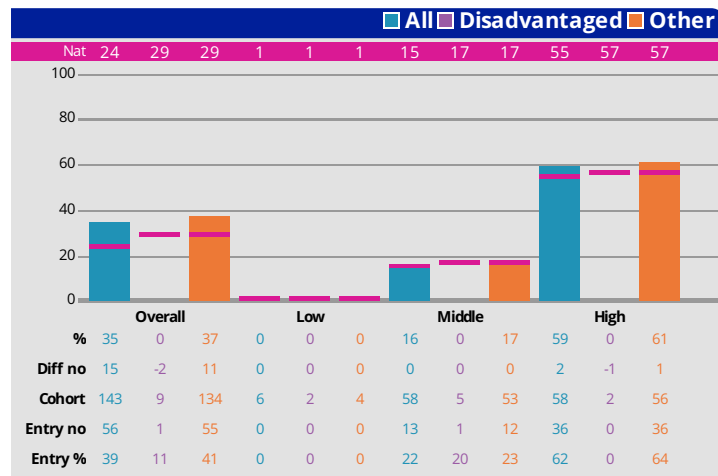


In each group, data is shown overall and for pupils with low, middle and high prior attainment. National figures are shown by horizontal bars. The tables show the percentage of the cohort that attained the grade C threshold. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below.

**% attained English & mathematics**



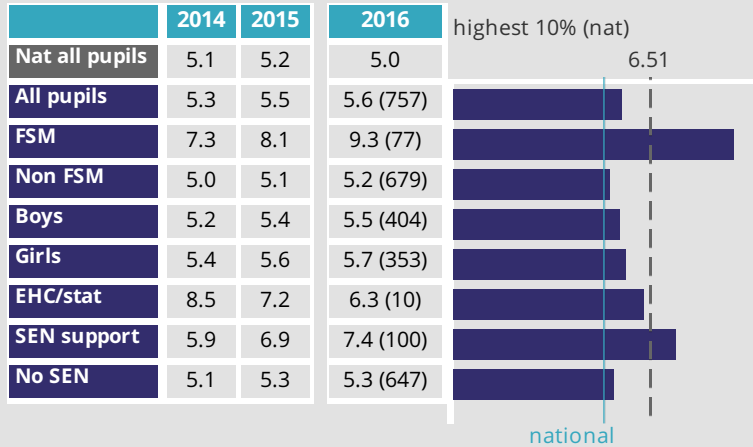
**% attained EBacc**



Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.

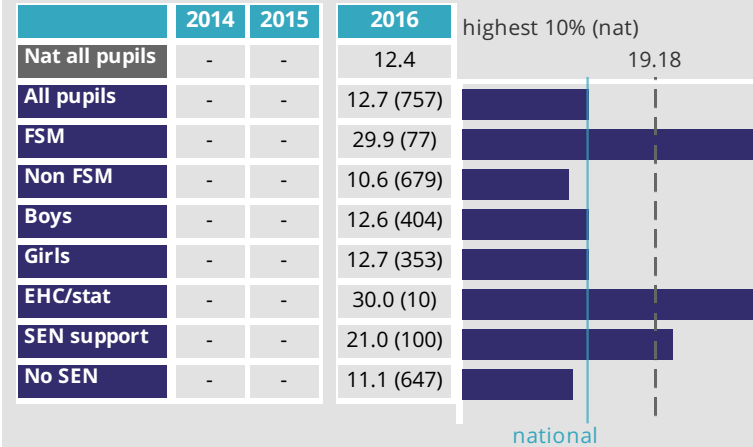
### Absence

% of sessions missed (cohort)



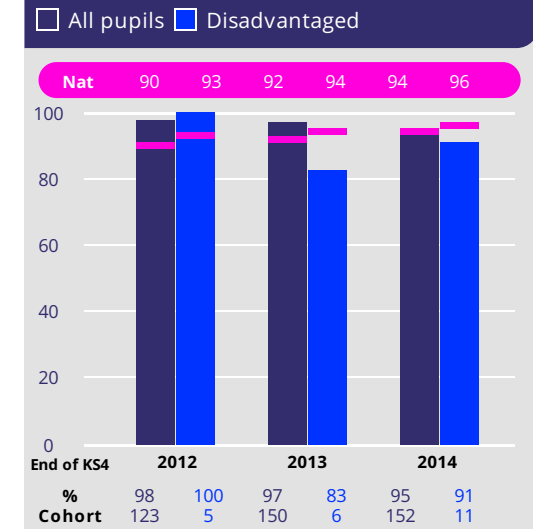
### Persistent absence

% of pupils absent for 10% or more sessions (cohort)

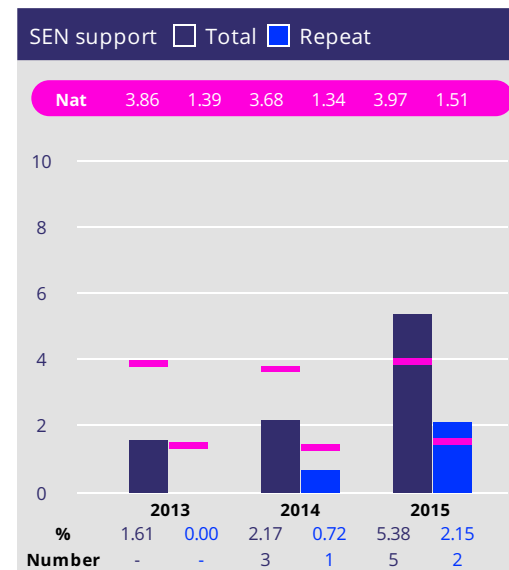
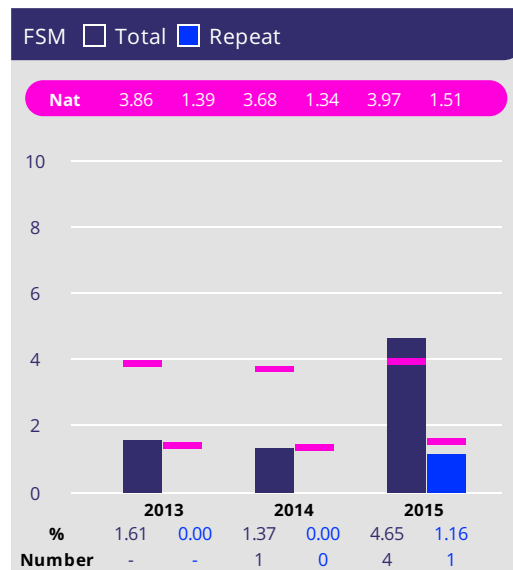
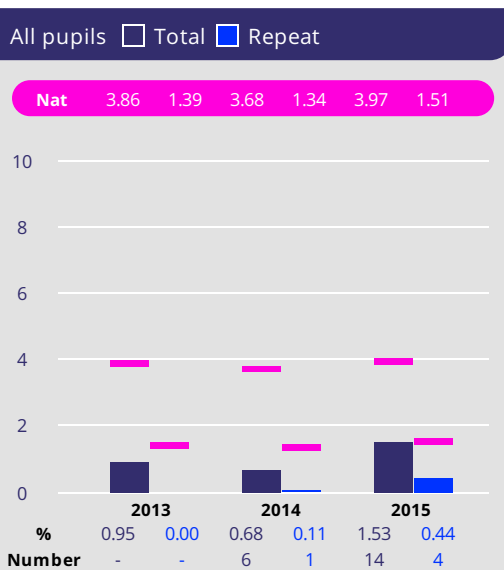


### Destinations

% in sustained education, employment or training



### Fixed term exclusions % and number of pupils excluded



### Permanent exclusions

All pupils

**In 2015, 0 pupils were permanently excluded (below the national %)**

In comparison,

0 pupils were excluded in 2014

0 pupils were excluded in 2013

Prior attainment for reading and writing in Years 7, 8 and 9 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.

Number on roll: **755** in year 7 to 11

