

PANDA PROOF

Anonymous Secondary School

21 February 2006

ATTENDANCE & ACHIEVEMENT

School: Anonymous Secondary School

Date of Report: 21-Feb-06

Guidance:

1. The analysis provided in this domain is based on the most recent PANDA made available to Cocentra by the school.
2. PANDA data provides an independent and factual set of data by which a school's performance can be judged. The data should highlight areas for investigation or concern but the data alone cannot confirm a problem or issue.
3. This analysis has been carried out by Cocentra to its high standards, but is simply one interpretation based on a desktop analysis of the data in the Panda. As a result it is not informed by other data and observations within school of Standards and Progress. Therefore any assessment of Standards and Progress for SEF or other purposes needs to take these other factors into account.
4. This analysis has been informed by the Ofsted guidance given to schools and to inspectors on analysing the Panda. However the grades and comments made herein are only Cocentra's interpretation of the data and may differ from an assessment made by Ofsted during an inspection.

Summary

	Cocentra Grade Evaluation	
Attendance	3	<ul style="list-style-type: none"> •Satisfactory attendance when compared to national average.
Standards	3	<ul style="list-style-type: none"> • Standards are broadly average across all subjects in KS3 & KS4, however certain subjects show some divergence and need investigation. Divergence between performance of boys and girl within subjects is noticeable. •Maths shows some signs of under-performance at KS3 &4, particularly when considered against the same cohorts performance in English. This is also true to a lesser extent for Science at KS3. •The data supports a grade 3 overall for Standards.
Key Stage 4	3	<ul style="list-style-type: none"> •KS4 performance is broadly average in most areas with English being close to national average. Standards in English and Maths show some difference which needs to be monitored. •A group of subjects (Information Technology, Design & Technology and Combined Science - Double Award) are demonstrating some under-performance against national averages and against the performance of the school in other subjects, and need to be investigated.
Key Stage 3	3	<ul style="list-style-type: none"> •KS3 performance is broadly average overall with a suggested Standards grade of 3. • Within the core subjects there is some variance in performance. English is demonstrating the strongest attainment while Maths and Science struggle slightly at L5+ and L6+.
Progress	3	<ul style="list-style-type: none"> •KS 2-4 carries more weight than CVA scores for KS 2-3 and KS 3-4. •Satisfactory CVA scores across the board between all key stages. • Areas for focus include: <ul style="list-style-type: none"> - Particular group of individuals (particularly boys) completing KS4 seem to have fallen below 90th percentile - Maths is progressing significantly below national average between each key stage - Given good progress in English between KS 2-3 when compared with progress between KS 3-4, further consideration is required.
KS 2-4 CVA	3	<ul style="list-style-type: none"> •All CVA measures suggest satisfactory progress, although Maths again suggests a slight under-performance. •The KS 2-4 scatter graph suggests there are a group of students who have significantly underperformed expectations and need investigating.
KS 2-3 CVA	3	<ul style="list-style-type: none"> • CVA measures support a satisfactory performance in value added, with exceptionally good measures in English which has reached the top 5%tile. •There are no significant negatives in any groups or significant number of individuals. •Maths value added between KS 2-3 has made insufficient progress and maybe an area for concern.
KS 3-4 CVA	3	<ul style="list-style-type: none"> • CVA measures support a satisfactory performance in value added, but the progress between these KS are not as secure as elsewhere. •Both English and Maths are significantly below national average. •The boys in this cohort seem to have made less than the expected progress which is reflected in the measure of Boys<L5 CVA. The scatter graph suggests there is a group of 11 boys who have not progressed as well as might have been expected.

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Secondary	Panda 2005 Reference	School Attainment	Statistical Significance sig+/0/sig-	School Exceptional test level	Exceptional Test	Evaluation grade	Review Comments
Attendance		School Attendance		National Average (NA)		3	•Satisfactory attendance when compared to national average.
Attendance - School rate	1.1.5	92.70%		92.20%		3	
						Based on review of tables	
Attendance - Trend	1.1.5					3	Trend up in last year but still close to national average.
Standards						3	<ul style="list-style-type: none"> Standards are broadly average across all subjects in KS3 & KS4, however certain subjects show some divergence and need investigation. Divergence between performance of boys and girl within subjects is noticeable. Maths shows some signs of under-performance at KS3 &4, particularly when considered against the same cohorts performance in English. This is also true to a lesser extent for Science at KS3. The data supports a grade 3 overall for Standards.
Key Stage 4						3	<ul style="list-style-type: none"> KS4 performance is broadly average in most areas with English being close to national average. Standards in English and Maths show some difference which needs to be monitored. A group of subjects (Information Technology, Design & Technology and Combined Science - Double Award) are demonstrating some under-performance against national averages and against the performance of the school in other subjects, and need to be investigated.
Attainment		% Achieving		Difference from NA			
Attainment - GCSE 5+ A* - C	3.4.1	51%	0	-5.90%	25%	3	
Attainment - GCSE 5+ A* - C (incl. Maths and English)	3.4.2	38%	-	-7.20%	25%	3	
Attainment - GCSE 5+ A* - G	3.4.4	93%	+	4.40%	7.50%	2	
Attainment - % achieving no passes	3.4.5	0%	0	-1.80%	3%	3	
		APS		Difference from NA			
Attainment - Uncapped point score	3.4.6	347.6	0	-7.3	48	3	
Attainment - Capped point score	3.4.7	285.6	0	-7.5	48	3	
Attainment - English Ave. Total Points	3.4.8	37.5	0	-0.7	6	3	
Attainment - Maths Ave. Total Points	3.4.9	33.8	-	-2.4	6	3	
Attainment -Core Subject Difference KS4				1.7		3	Divergence between Maths and English results when compared to their respective national averages should be monitored.
Attainment - Subject under-performance		APS		Difference from NA			
Information Technology	Attainment Summary page 10 & 11	29.1		8.1	6	4	Information Technology, Design & Technology and Combined Science - Double Award have sizeable cohorts and seem to be underperforming warranting further investigation. In particular boys seem to be significantly under-performing in %A*-C in IT.
Trends in Attainment						Based on review of tables	
Attainment Trend - GCSE 5+ A* - C	3.4.1					3	On average over 5 years trend appears to reflect National Trend but remains below it. Some quite erratic results need investigating
Attainment Trend - GCSE 5+ A* - C (incl. Maths and English)	3.4.2					3	Limited data but trend appears positive and closing on national average
Attainment Trend - GCSE 5+ A* - G	3.4.4					3	
Attainment Trend - % achieving no passes	3.4.5					3	
Attainment Trend - Uncapped point score	3.4.6					3	
Attainment Trend - Capped point score	3.4.7					3	
Attainment Trend - English Ave. Total Points	3.4.8					3	Slightly improving trend in last 3 years closing on national average
Attainment Trend - Maths Ave. Total Points	3.4.9					3	Slightly improving trend in last 3 years closing on national average

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Key Stage 3						3	<ul style="list-style-type: none"> •KS3 performance is broadly average overall with a suggested Standards grade of 3. • Within the core subjects there is some variance in performance. English is demonstrating the strongest attainment while Maths and Science struggle slightly at L5+ and L6+.
Attainment		APS		Difference from NA			
Attainment -All Subjects KS3	3.3.4	34.2	0	-0.4	3	3	
Attainment -English KS3	3.3.1	35.3	+	1.5	3	2	
Attainment -Maths KS3	3.3.2	34.4	-	-1.7	3	3	
Attainment -Science KS3	3.3.3	32.7	-	-0.9	3	3	
Attainment -Core Subject Difference KS3				3.2		4	Noticeable difference in performance between English and the other 2 core subjects
Attainment Thresholds		% Achieving		Difference from NA			
Attainment Thresholds - English L5+	3.3.5	79.10%	+	6.00%	15%	2	
Attainment Thresholds - English L6+	3.3.5	40.20%	0	5.80%	15%	3	
Attainment Thresholds - Maths L5+	3.3.6	67.20%	-	-6.10%	15%	3	Maths Threshold attainment appears to fall away significantly at L5+ & L6+
Attainment Thresholds - Maths L6+	3.3.6	40.10%	-	-12.70%	15%	3	
Attainment Thresholds - Science L5+	3.3.7	65.00%	0	-4.30%	15%	3	Science Threshold attainment appears to fall away at L5+ and significantly so at L6+
Attainment Thresholds - Science L6+	3.3.7	28.20%	-	-8.50%	15%	3	
Trends in Attainment						Based on review of tables	
Attainment Trend -All Subjects KS3	3.3.4					3	
Attainment Trend -English KS3	3.3.1					3	Trend is quite erratic and would bear investigation.
Attainment Trend -Maths KS3	3.3.2					3	
Attainment Trend -Science KS3	3.3.3					3	
Progress						3	<ul style="list-style-type: none"> •KS 2-4 carries more weight than CVA scores for KS 2-3 and KS 3-4. •Satisfactory CVA scores across the board between all key stages. • Areas for focus include: <ul style="list-style-type: none"> - Particular group of individuals (particularly boys) completing KS4 seem to have fallen below 90th percentile - Maths is progressing significantly below national average between each key stage - Given good progress in English between KS 2-3 when compared with progress between KS 3-4, further consideration is required.
KS 2-4 CVA						3	<ul style="list-style-type: none"> •All CVA measures suggest satisfactory progress, although Maths again suggests a slight under-performance. •The KS 2-4 scatter graph suggests there are a group of students who have significantly underperformed expectations and need
Contextual Value-Added KS 2 to 4		CVA score		Percentile			
CVA - All Subjects KS 2-4	2.3.1 & 2.3.5	1001.8	0	48%	10%	3	
CVA - English KS 2-4	2.3.2 & 2.3.9	999.8	0	50%	10%	3	
CVA - Maths KS 2-4	2.3.2 & 2.3.10	998.5	-	77%	10%	3	
Trends in Contextual Value-Added KS 2 to 4						Based on review of tables	
CVA Trend - All Subjects KS 2-4	3yr summary			Flat		3	
CVA Trend - English KS 2-4	3yr summary			Flat		3	2005 significant improvement trend still to be fully established.
CVA Trend - Maths KS 2-4	3yr summary			Slight decline		3	
Group Differences in Contextual Value-Added KS 2 to 4		CVA score		Difference from national average			
Girl's CVA - KS 2-4	2.3.15 & 2.3.16	1009.9	0	12.2	24	3	
Boy's CVA - KS 2-4	2.3.15 & 2.3.16	993.6	0	12	24	3	
Most significant negative Other Group CVA Performance							
None	2.3.15 & 2.3.16		-		24	0	There are no significantly under-performing groups
Pupil scatter graph (below 90%tile)				5.77%	5.00%	4	There seems to be a significant number of students (particularly boys) falling outside the 90th Percentile, which should be investigated.

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KS 2-3 CVA						3	<ul style="list-style-type: none"> CVA measures support a satisfactory performance in value added, with exceptionally good measures in English which has reached the 90th percentile. There are no significant negatives in any groups or significant number of individuals. Maths value added between KS 2-3 has made insufficient progress and maybe an area for concern.
Contextual Value-Added KS2 to 3		CVA score		Percentile			
CVA - All Subjects KS2-3	2.2.1 & 2.2.5	100.5	+	33%	10%	2	
CVA - English KS2-3	2.2.2 & 2.2.9	102.4	+	3%	10%	1	CVA outstanding
CVA - Maths KS2-3	2.2.2 & 2.2.10	99	-	83%	10%	3	
CVA - Science KS2-3	2.2.2 & 2.2.11	100.1	0	56%	10%	3	
Trends in Contextual Value-Added KS2 to 3						Based on review of tables	
CVA Trend - All Subjects KS2-3	3yr summary			Flat		3	
CVA Trend - English KS2-3	3yr summary			Upwards		2	School CVA in English has bounced back from a poor set of results in 2004.
CVA Trend - Maths KS2-3	3yr summary			Flat		3	
CVA Trend - Science KS2-3	3yr summary			Flat		3	
Group Differences in Contextual Value-Added KS 2 to 3		CVA score		Difference from national average			
Girl's CVA - KS 2-3	2.2.17	100.4	0	0.5	24	3	
Boy's CVA - KS2-3	2.2.17	100.5	+	0.4	24	2	
Most significant negative Other Group CVA Performance							
None	2.2.17 & 2.2.18				24	0	There are no significantly under-performing groups
Pupil scatter graph (below 90%tile)	2.2.19			3.76%	5.00%	0	No significant group of individuals under-performing
KS 3-4 CVA						3	<ul style="list-style-type: none"> CVA measures support a satisfactory performance in value added, but the progress between these KS are not as secure as elsewhere. Both English and Maths are significantly below national average. The boys in this cohort seem to have made less than the expected progress which is reflected in the measure of Boys <L5 CVA. The scatter graph suggests there is a group of 11 boys who have not progressed as well as might have been expected.
Contextual Value-Added KS 3 to 4		CVA score		Percentile			
CVA - All Subjects KS 3-4	2.4.1 & 2.4.5	996.1	0	62%	10%	3	Given performance of English and Maths (satisfactory) it would seem school adds significant value through its other subjects in this measure.
CVA - English KS 3-4	2.4.2 & 2.4.9	999	-	68%	10%	3	
CVA - Maths KS 3-4	2.4.2 & 2.4.10	999.1	-	67%	10%	3	
Trends in Contextual Value-Added KS 3 to 4						Based on review of tables	
CVA Trend - All Subjects KS 3-4	2.4.1 & 2.4.5					4	
Group Differences in Contextual Value-Added KS 3 to 4		CVA score		Difference from national average			
Girl's CVA - KS 3-4	2.4.15	1007.9	0	10	24	3	
Boy's CVA - KS 3-4	2.4.15	985	-	9.9	24	3	
Most significant negative Other Group CVA Performance							
Boys <L5	2.4.15 & 2.4.16	983.3	-	15.4	24	3	
Pupil scatter graph (below 90%tile)				5.53%	5.00%	4	Significant number of pupils, mainly boys fall outside 90th percentile.

COCENTRA GRADE EVALUATION CRITERIA (Based on interpretation of OFSTED judgement grades)				
	1	2	3	4
	Excellent	Good	Satisfactory	Poor
Attendance				
Attendance - School rate	Exceptional high (+4% national average).	High (between +2% and +4% greater than national average)	Around national average (+ or - 2%)	Low (-2% national average)
Attendance - Trend	Trend shows rapidly and consistent improving result in comparison to the trend in national average.	Trend shows improving results in comparison to the trend in national average.	Trend shows similar rate of improvement to the trend in national average.	Trend shows declining results in comparison to the trend in national average.
Standards	Exceptionally and Consistently High Highly positive on all measures. Sig+ on all measures if large cohort. Consistently high performance across key stages, subjects and groups.	Generally Above Average with None Significantly Below Average No example of exceptionally low or large negative for key stage, subject, group or individual - some positive. No examples of Sig - for groups and no other important examples of Sig -. No large variation, including substantially below average performance.	Broadly Average Only example of large negative being for very small group or a few individuals.	Exceptionally Low Large negative at a key stage or for a core subject, number of courses or any group of significant size. Sig - for large cohort or group. Consistently very low performance or varying with very low ks, subject, group or significant number of individuals.
Key Stage 4				
Attainment				
Attainment - GCSE 5+ A* - C	Sig + plus Exceptional high performance	Sig +	No significance or sig-	Sig - plus Exceptional low performance
Attainment - GCSE 5+ A* - C (incl. Maths and English)				
Attainment - GCSE 5+ A* - G				
Attainment - % achieving no passes				
Attainment - Uncapped point score				
Attainment - Capped point score				
Attainment - English Ave. Total Points				
Attainment - Maths Ave. Total Points	Less than 0.5 difference between core subjects in their variance from national average.	Between 0.5 and 1 difference between core subjects in their variance from national average.	Between 1 and 2 difference between core subjects in their variance from national average.	Greater than 2 difference between core subjects in their variance from national average.
Attainment - Core Subject Differences KS4				Any individual subject exhibiting exceptionally low performance.
Attainment - Subject under-performance				
Trends in Attainment				
Attainment Trend - GCSE 5+ A* - C	Trend shows rapidly and consistent improving result in comparison to the trend in national average.	Trend shows improving results in comparison to the trend in national average.	Trend shows similar rate of improvement to the trend in national average.	Trend shows declining results in comparison to the trend in national average.
Attainment Trend - GCSE 5+ A* - C (incl. Maths and English)				
Attainment Trend - GCSE 5+ A* - G				
Attainment Trend - % achieving no passes				
Attainment Trend - Uncapped point score				
Attainment Trend - Capped point score				
Attainment Trend - English Ave. Total Points				
Attainment Trend - Maths Ave. Total Points				

COCENTRA GRADE EVALUATION CRITERIA (Based on interpretation of OFSTED judgement grades)				
	1	2	3	4
	Excellent	Good	Satisfactory	Poor
Key Stage 3				
Attainment				
Attainment -All Subjects KS3	Sig + plus Exceptional high performance	Sig +	No significance or sig-	Sig - plus Exceptional low performance
Attainment -English KS3				
Attainment -Maths KS3				
Attainment -Science KS3				
Attainment -Core Subject Differences KS3	Less than 0.5 difference between core subjects in their variance from national average.	Between 0.5 and 1.0 difference between core subjects in their variance from national average.	Between 1.0 and 2.0 difference between core subjects in their variance from national average.	Greater than 2.0 difference between core subjects in their variance from national average.
Attainment Thresholds				
Attainment Thresholds - English L5+	Sig + plus Exceptional high performance	Sig +	No significance or sig-	Sig - plus Exceptional low performance
Attainment Thresholds - English L6+				
Attainment Thresholds - Maths L5+				
Attainment Thresholds - Maths L6+				
Attainment Thresholds - Science L5+				
Attainment Thresholds - Science L6+				
Trends in Attainment				
Attainment Trend -All Subjects KS3	Trend shows rapidly and consistent improving result in comparison to the trend in national average.	Trend shows improving results in comparison to the trend in national average.	Trend shows similar rate of improvement to the trend in national average.	Trend shows declining results in comparison to the trend in national average.
Attainment Trend -English KS3				
Attainment Trend -Maths KS3				
Attainment Trend -Science KS3				
Progress				
	Outstanding Highly positive on all measures. Sig+ on all measures if large cohort. Consistently high performance across key stages, subjects and groups.	Good No example of exceptionally low or large negative for key stage, subject, group or individual - some positive. No examples of Sig - for groups and no other important examples of Sig -. No large variation, including substantially below average performance.	Satisfactory Only example of large negative being for very small group or a few individuals.	Inadequate Large negative at a key stage or for a core subject, number of courses or any group of significant size. Sig - for large cohort or group. Consistently very low performance or varying with very low ks, subject, group or significant number of individuals.
KS 2-4 CVA				
Contextual Value-Added KS 2 to 4				
CVA - All Subjects KS 2-4	Sig+ and in top 10%tile	Sig+	No significance or sig-	Sig- and in bottom 10%tile
CVA - English KS 2-4				
CVA - Maths KS 2-4				
Trends in Contextual Value-Added KS 2 to 4				
CVA Trend - All Subjects KS 2-4	CVA score shows a significant and consistent improvement in percentile achieved over 3 years.	CVA score shows an improvement in percentile achieved over 3 years.	CVA score shows a consistency in percentile achieved over 3 years.	CVA score shows a decline in percentile achieved over 3 years.
CVA Trend - English KS 2-4				
CVA Trend - Maths KS 2-4				
Group Differences in Contextual Value-Added KS 2 to 4				
Girl's CVA - KS 2-4		Sig+	No significance or sig-	Sig - plus Exceptional low performance
Boy's CVA - KS 2-4				
Most significant negative Other Group CVA Performance				
None		Sig+	No significance or sig-	Sig - plus Exceptional low performance
Pupil scatter graph (below 90%tile)				Significant number of individuals below 90%tile

COCENTRA GRADE EVALUATION CRITERIA (Based on interpretation of OFSTED judgement grades)				
	1	2	3	4
	Excellent	Good	Satisfactory	Poor
KS 2-3 CVA				
Contextual Value-Added KS2 to 3				
CVA - All Subjects KS2-3	Sig+ and in top 10%tile	Sig+	No significance or sig-	Sig- and in bottom 10%tile
CVA - English KS2-3				
CVA - Maths KS2-3				
CVA - Science KS2-3				
Trends in Contextual Value-Added KS2 to 3				
CVA Trend - All Subjects KS2-3	CVA score shows a significant and consistent improvement in percentile achieved over 3 years.	CVA score shows an improvement in percentile achieved over 3 years.	CVA score shows a consistency in percentile achieved over 3 years.	CVA score shows a decline in percentile achieved over 3 years.
CVA Trend - English KS2-3				
CVA Trend - Maths KS2-3				
CVA Trend - Science KS2-3				
Group Differences in Contextual Value-Added KS 2 to 3				
Girl's CVA - KS 2-3		Sig+	No significance or sig-	Sig - plus Exceptional low performance
Boy's CVA - KS2-3				
Most significant negative Other Group CVA Performance				
None		Sig+	No significance or sig-	Sig - plus Exceptional low performance
Pupil scatter graph (below 90%tile)				Significant number of individuals below 90%tile
KS 3-4 CVA				
Contextual Value-Added KS 3 to 4				
CVA - All Subjects KS 3-4	Sig+ and in top 10%tile	Sig+	No significance or sig-	Sig- and in bottom 10%tile
CVA - English KS 3-4				
CVA - Maths KS 3-4				
Trends in Contextual Value-Added KS 3 to 4				
CVA Trend - All Subjects KS 3-4	CVA score shows a significant and consistent improvement in percentile achieved over 3 years.	CVA score shows an improvement in percentile achieved over 3 years.	CVA score shows a consistency in percentile achieved over 3 years.	CVA score shows a decline in percentile achieved over 3 years.
Group Differences in Contextual Value-Added KS 3 to 4				
Girl's CVA - KS 3-4		Sig+	No significance or sig-	Sig - plus Exceptional low performance
Boy's CVA - KS 3-4				
Most significant negative Other Group CVA Performance				
None		Sig+	No significance or sig-	Sig - plus Exceptional low performance
Pupil scatter graph (below 90%tile)				Significant number of individuals below 90%tile