

Provisional Data **SEC Report: Penponds School (DfE: 2213)**

Most Recent OFSTED: Outstanding **Previous OFSTED: Good**
 Last Inspection: 28/11/2011 (Full) Previous Inspection: 09/06/2009 (Full)

Report last run on: 15/11/2019

Absence (Nat)	Year	Overall		Persistent	
	2016	3.9%	(4.0%)	5.4%	(8.2%)
2017	3.1%	(4.0%)	4.3%	(8.3%)	
2018	3.8%	(4.2%)	3.2%	(8.7%)	

SCHOOL EFFECTIVENESS CORNWALL (SEC)

Exclusions	Year	Permanent	Fixed (% NOR)	
	2016	0	0	(0%)
2017	1	0	(0%)	
2018	0	0	(0%)	

Fixed Exclusions: No. of fixed exclusions (% No. on roll).

Early Years: % GLD (Nat)*

Year	Cohort	Year	Cohort	Year	Cohort
2017	17	2018	17	2019	19
65%	(71%)	94%	(72%)	74%	(72%)

*The 2019 national comparator used for Early Years & Phonics is the NCER Indicative value.

Phonics: % WA in Year 1 (Nat)*

Year	Cohort	Year	Cohort	Year	Cohort
2017	16	2018	19	2019	17
88%	(81%)	84%	(82%)	88%	(82%)

Key Stage 1 : % EXS+

Year	Cohort	Reading (Nat)	Writing (Nat)	Maths (Nat)	Science (Nat)
2017	19	89% (76%)	74% (68%)	79% (75%)	95% (83%)
2018	16	75% (75%)	75% (70%)	81% (76%)	94% (83%)
2019	18	83% (75%)	78% (69%)	72% (76%)	94% (82%)

Changes made within the KS1 2017/18 writing TA frameworks mean that judgements in 2018 & 2019 are not directly comparable to those made in 2017.

DfE Provisional Data **Key Stage 2: % EXS+**

Year	Cohort	Reading (Nat)	Writing (Nat)	Maths (Nat)	Science (Nat)	GPS (Nat)	RWM (Nat)
2017	17	76% (72%)	82% (76%)	59% (75%)	88% (82%)	65% (77%)	53% (61%)
2018	15	100% (76%)	80% (79%)	100% (76%)	93% (83%)	87% (78%)	80% (65%)
2019	14	93% (73%)	86% (78%)	79% (79%)	86% (83%)	93% (78%)	79% (65%)

Changes made within the KS2 2017/18 writing TA frameworks mean that judgements in 2018 & 2019 are not directly comparable to those made in 2017.

Year		Av. Reading Scaled Score	Av. GPS Scaled Score	Av. Maths Scaled Score
2017	School	107.0	102.5	101.9
	Nat	(104.1)	(106.0)	(104.2)
2018	School	110.2	108.7	109.6
	Nat	(105.0)	(106.2)	(104.4)
2019	School	109.1	104.7	104.1
	Nat	(104.4)	(106.3)	(105.0)

Scaled scores taken from ASP, and are correct as at 29/10/2019. Significance testing does not apply to scaled scores.

Year	Av. Reading Progress	Av. Writing Progress	Av. Maths Progress
2017	0:4	0:9	-2:9
2018	3:5	0:7	4:0
2019	3:1	1:0	-2:2

2018 & 2019 progress scores are capped in line with new DfE methodology. Progress scores for 2017 are uncapped. For progress, the '≥ 1 Pupil Above/Below National' indicator does not apply. Significance testing is applied.

Key Sig - (< National) ≥ 1 Pupil Below National ≥ 1 Pupil Above National Sig+ (Above Nat)

National comparators are sourced from the DfE SFR and include all State Funded Schools. Highlighted comparisons against national averages are a guide and take cohort size into account. School values outside the 95% confidence interval are highlighted in bold green/red (statistically significant). If the cohort size is too small and/or the national figure is close to 0% or 100%, significance testing is invalid and is not included. Light green/red shading indicates a % difference above or below the national average equivalent to one whole pupil or more. Small cohorts are highlighted in red text.

SEC Categorisation Analysis: Guidance Notes

The **SEC Categorisation Analysis (Primary Schools)** supports the School Effectiveness Cornwall (SEC) team in critical tasks including: identification of schools causing concern; intervention in schools causing concern by the commissioning of support; and monitoring of progress made by schools causing concern. The analysis is updated **twice a year** based on the latest data available at that point in time. Cohort sizes are included. **Please use caution when considering the outcomes for small cohorts.**

OFSTED Outcomes are sourced from OFSTED Management Information, released 31st July 2019. They may not reflect the outcomes of very recent inspections. Where a school has had a short inspection since academisation, the school's previous inspection outcome will be taken into account. Where a school continues to be 'Good' following a short inspection that has occurred since January 2018, a '-' indicates a further inspection is required and a '+' indicates that no further inspection is required (see table).

Absence & Exclusions: Total absence is the combined number of authorised and unauthorised sessions as a % of the total number of possible sessions. The persistent absence rate is the % of pupils who are absent for 10% or more of all sessions. The number of permanent exclusions and the total number of fixed exclusions are reported alongside the number of fixed exclusions as a % of the number of pupils on roll (NOR).

Early Years, Phonics & Key Stage 1: % GLD is the % achieving a 'Good Level of Development', i.e. the expected standard in 12 of 17 aspects in the Early Years Foundation Stage Profile. Absent pupils are excluded from EYFSP cohort sizes and percentages, in line with DfE methodology. Results also include the % of pupils achieving the expected standard in phonics at the end of Year 1 and reading, writing, maths and science at the end of Year 2. A dark blue flag appears if KS1 was moderated in 2019.

Key Stage 2 is DfE Provisional Data (September 2019): The % of pupils achieving the expected standard in reading, writing, maths, science, grammar, punctuation and spelling (GPS) and reading, writing and maths combined (RWM) are reported alongside scaled scores and progress scores. Scaled Scores range from 80-120. 100 is the expected national standard. There is no scaled score equivalent for writing. Progress scores from 2018 onwards are capped in line with new DfE methodology. Progress scores for 2017 are uncapped. A progress score of 0 is equivalent to the national average. A dark blue flag appears if KS2 was moderated in 2019.

National Comparison (Nat) Figures are sourced from the DfE SFR and include all State Funded Schools. Note that 2019 national comparators for Early Years and Phonics are NCER indicative, and may vary from the official DfE data when it is released.

OFSTED Outcomes:

Inadequate	Outcome of most recent or previous full inspection.
Requires improvement	Outcome of most recent or previous full inspection.
Good-	Short inspection since January 2018; continues to be good & full inspection required within 2 years.
Good+	Short or full inspection since January 2018. If Short, continues to be good & no further inspection needed.
Good	Outcome of most recent or previous full inspection prior to January 2018.
Outstanding	Outcome of most recent or previous full inspection.

Highlighted Comparisons / Significance Testing:

School values outside of the 95% confidence interval are highlighted as significantly above or below National:

Sig - (<National)	Significantly below National
Sig+ (>National)	Significantly above National

If the cohort size is too small and/or the national figure is close to 0% or 100%, significance testing is invalid and is not included.

School percentages equivalent to at least one pupil above or below National percentages are also highlighted:

≥ 1 Pupil Above National	≥ 1 Pupil Below National
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