

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 2014 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2014, highlighting consistency across starting points, subjects or groups.

Strengths in 2014

- KS4 value added was significantly above average in nearly all (4 out of 5) subject areas.
- 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.
- Attendance was above average.
- Persistent absence was below average.

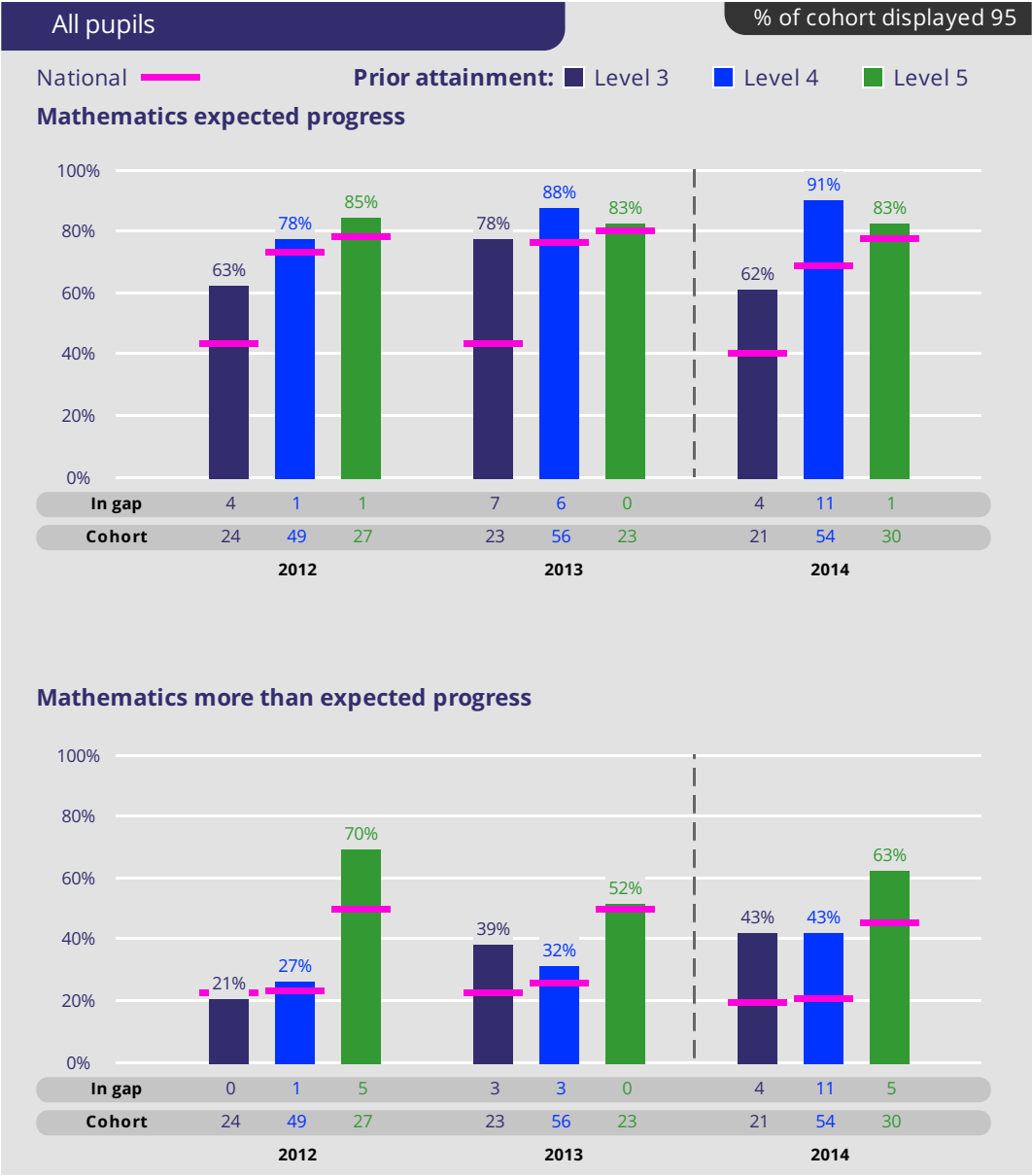
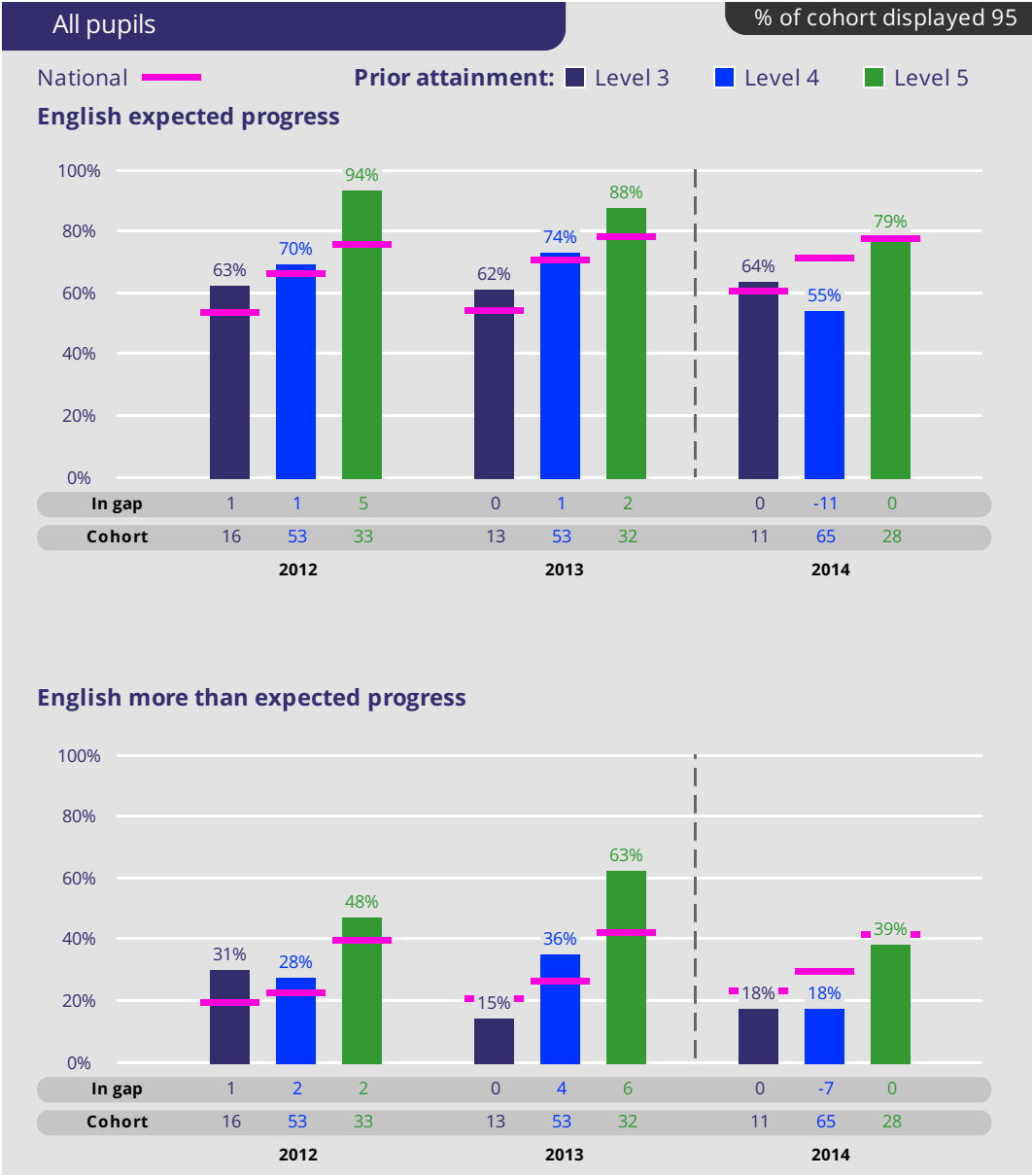
2014		
National Floor Standards	School	
5A*-C with E&M	40%	56%
EP in English	74%	63%
EP in Mathematics	67%	83%
Floor standards met?		

Weaknesses in 2014

- Overall KS4 value added was significantly below average and in the lowest 10% for the group(s): SEN without statement.
- Attendance was low for the group(s): FSM, SEN with statement, SEN without statement (in the lowest 10% of all mainstream schools nationally).

Mullion School
Expected progress and more than expected progress

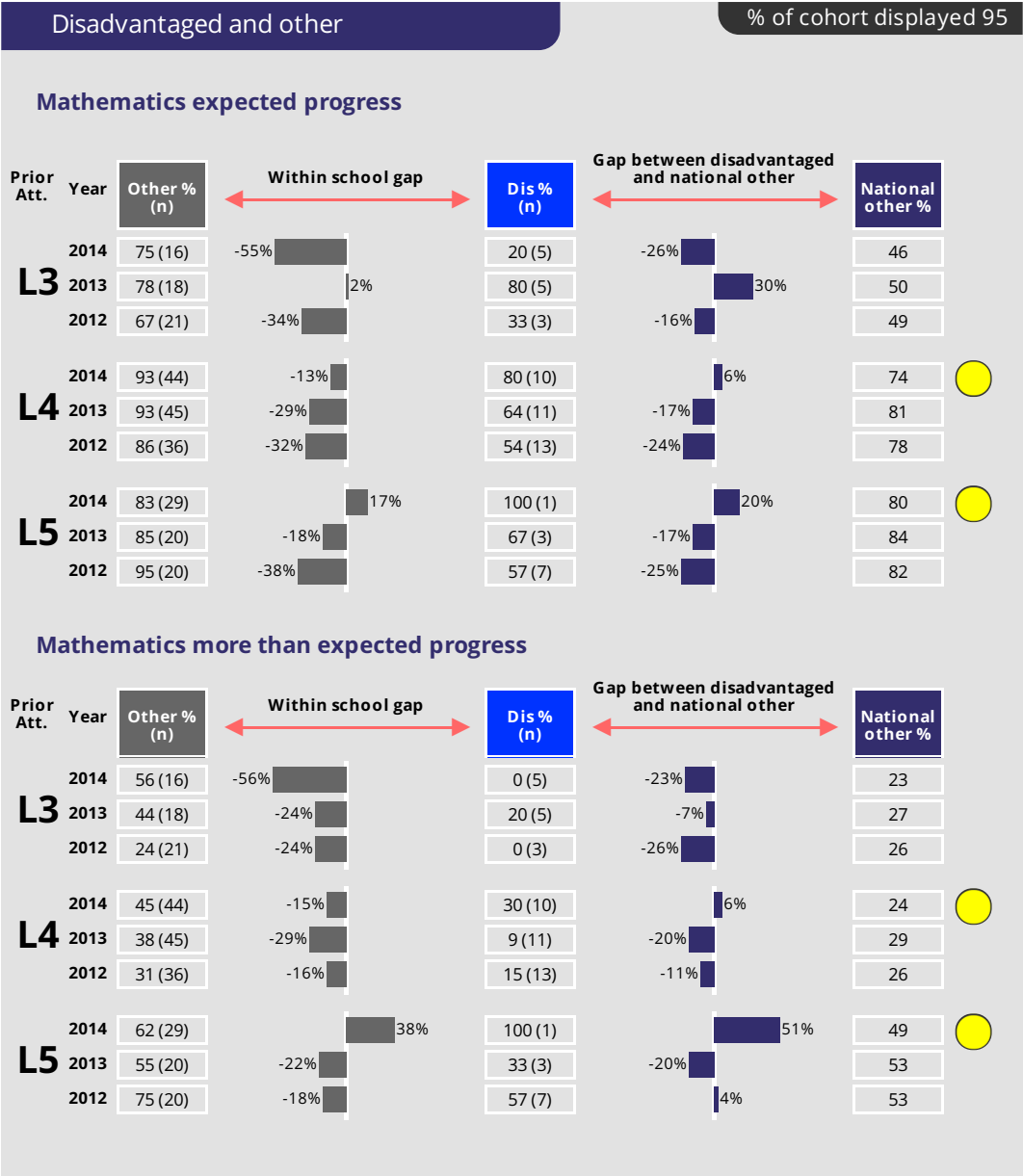
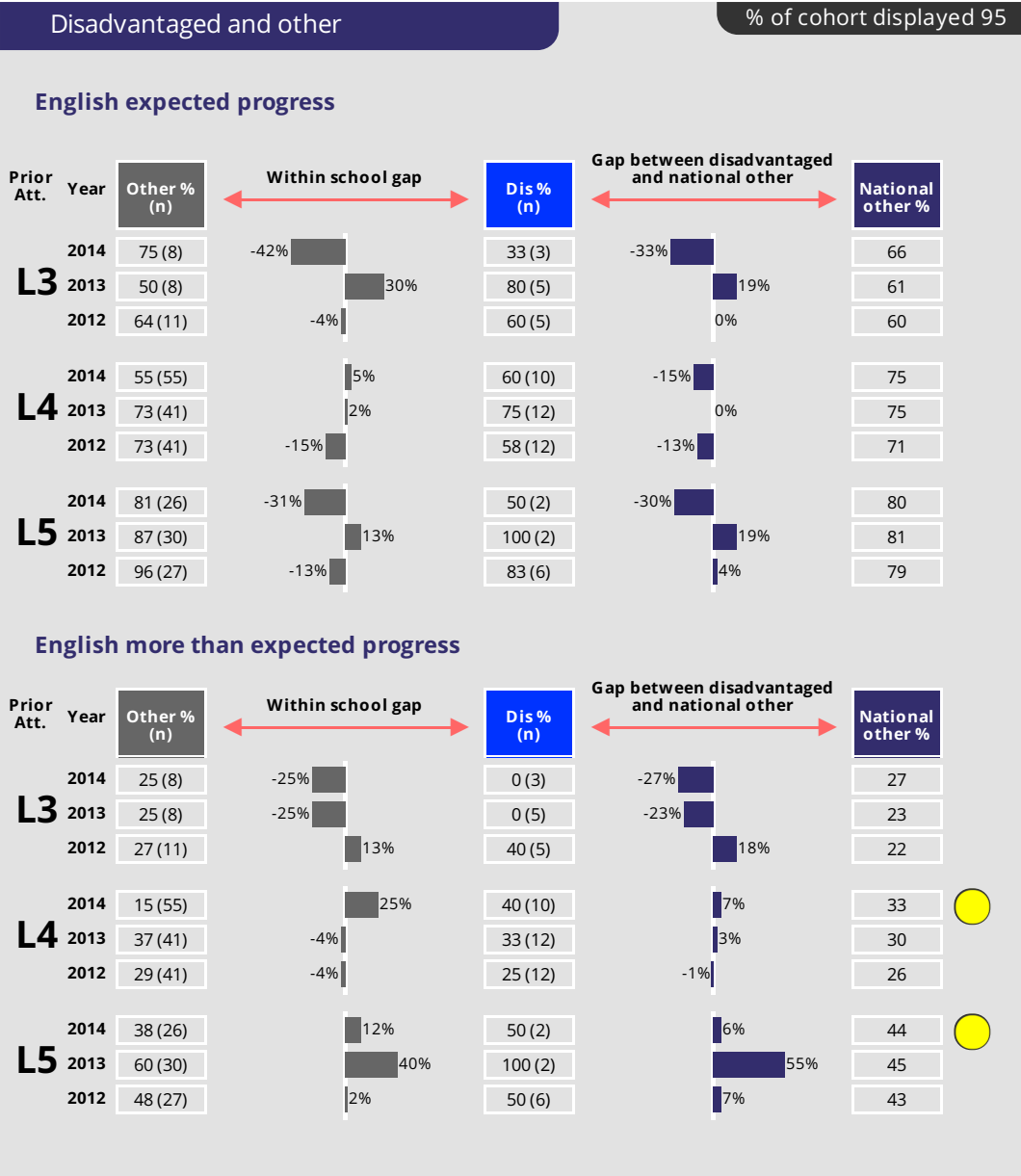
Charts show whether school proportions are close to national (within one pupil from it) by giving the number of pupils represented by the gap.



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 2014*

Disadvantaged were at or above other pupils nationally in 2014

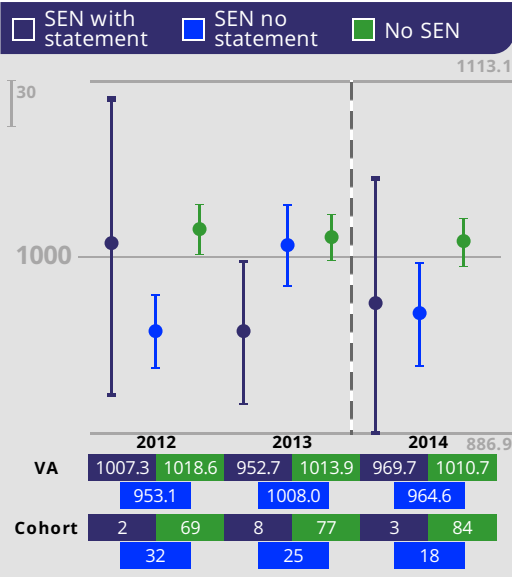
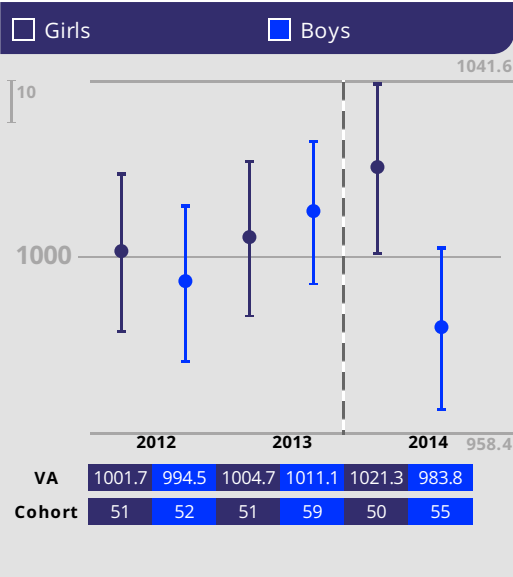
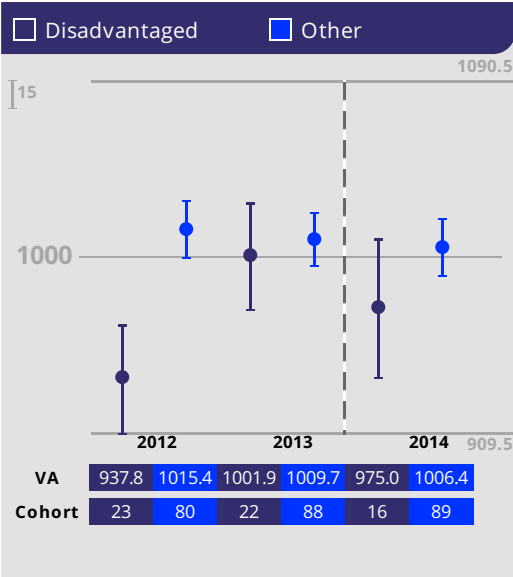
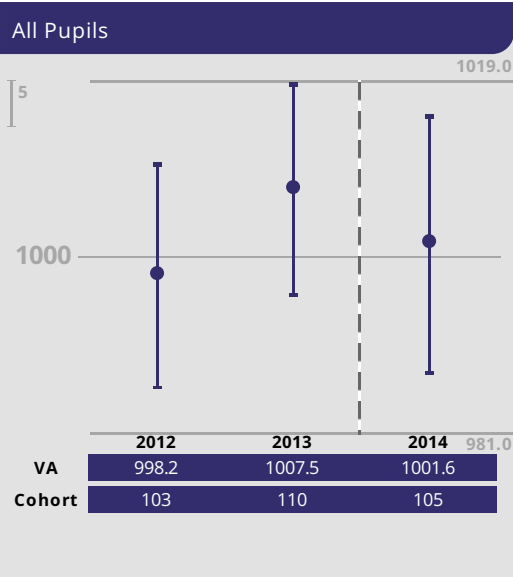


*well below means that the gap relates to three pupils or more

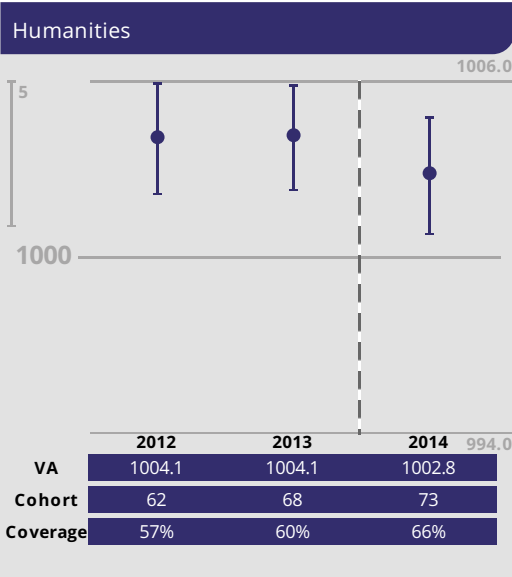
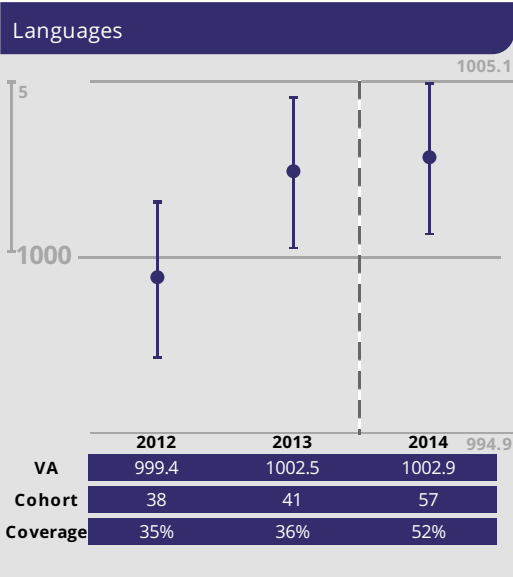
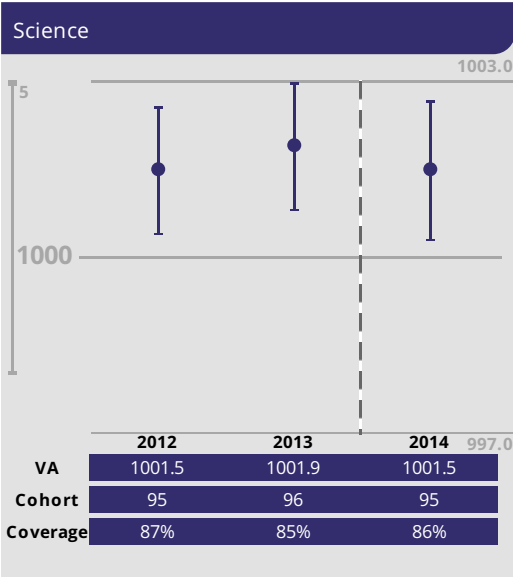
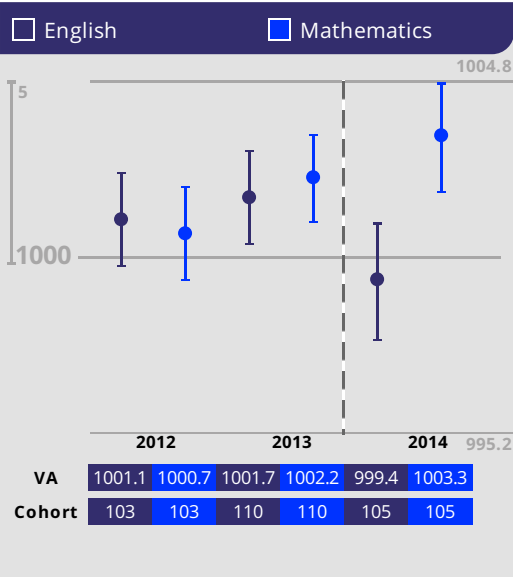
Mullion School
Value added

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.

Best 8



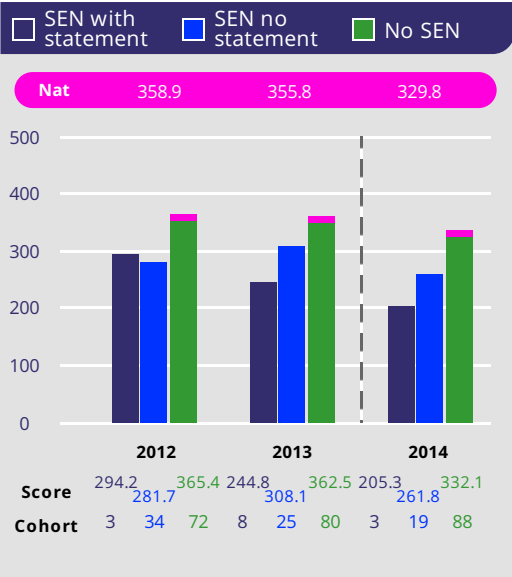
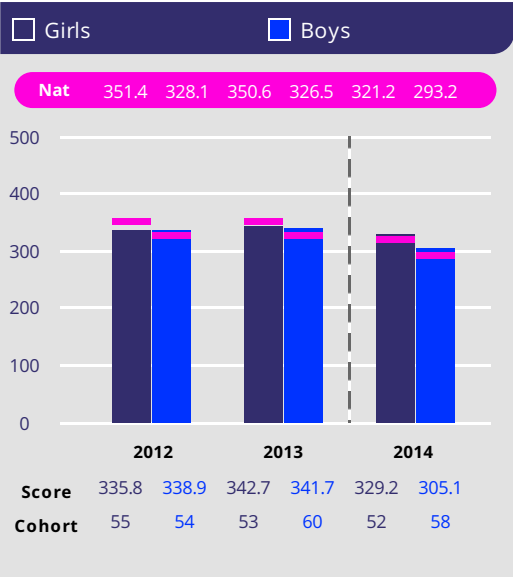
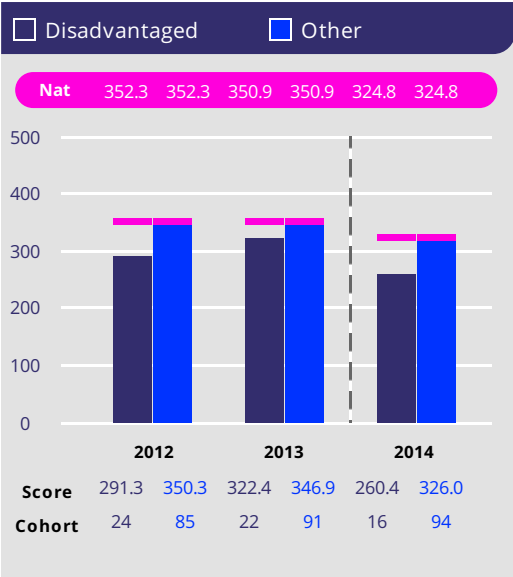
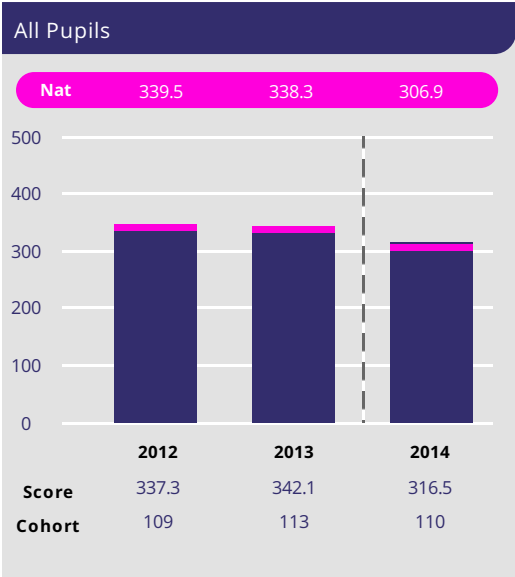
Subject



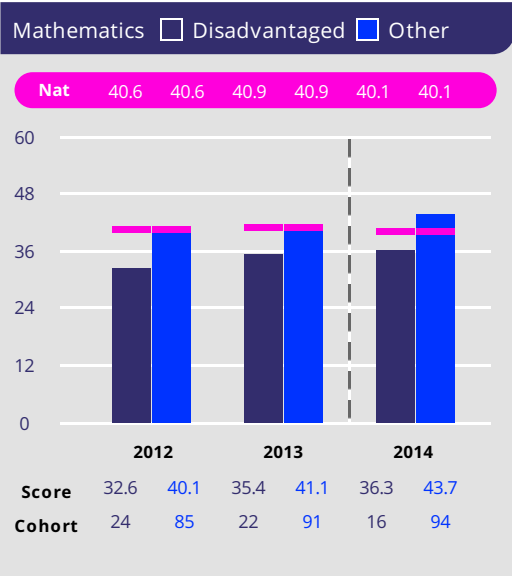
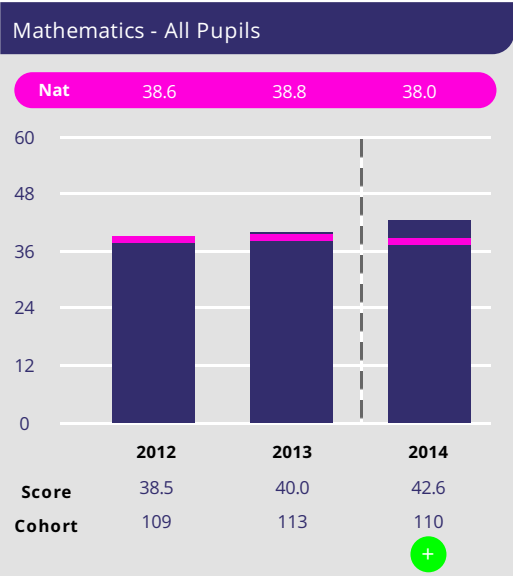
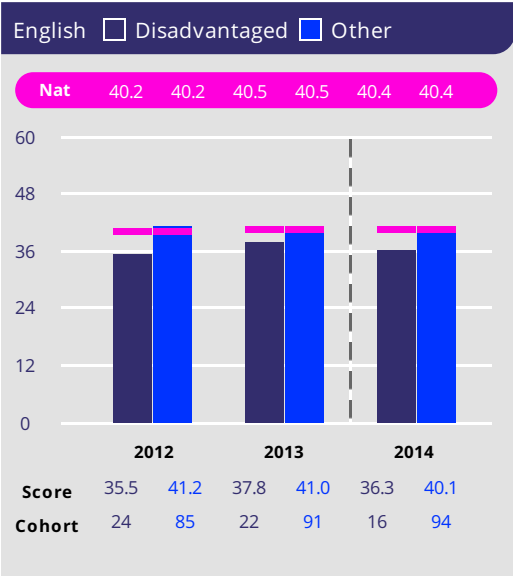
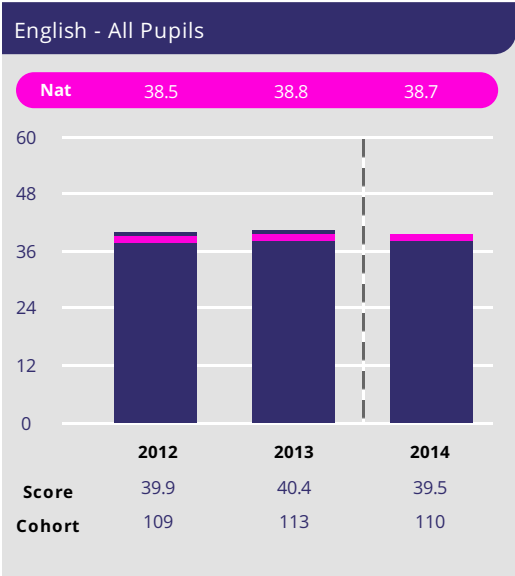
Mullion School
Average point score

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

Best 8

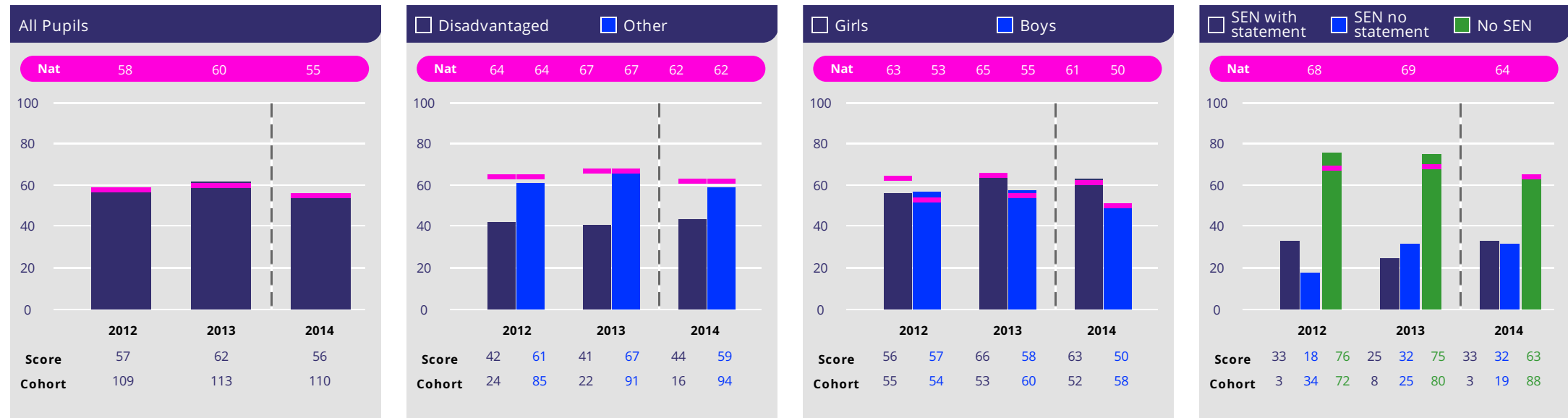


Subject

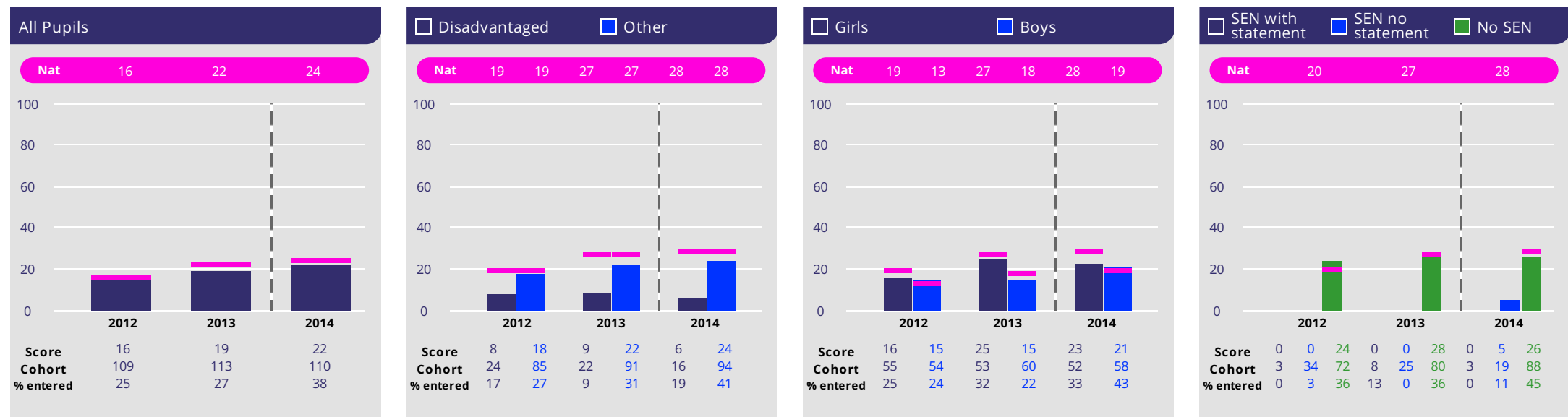


Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

Percentage attaining 5 A* to C including English and Mathematics



Percentage attaining EBacc

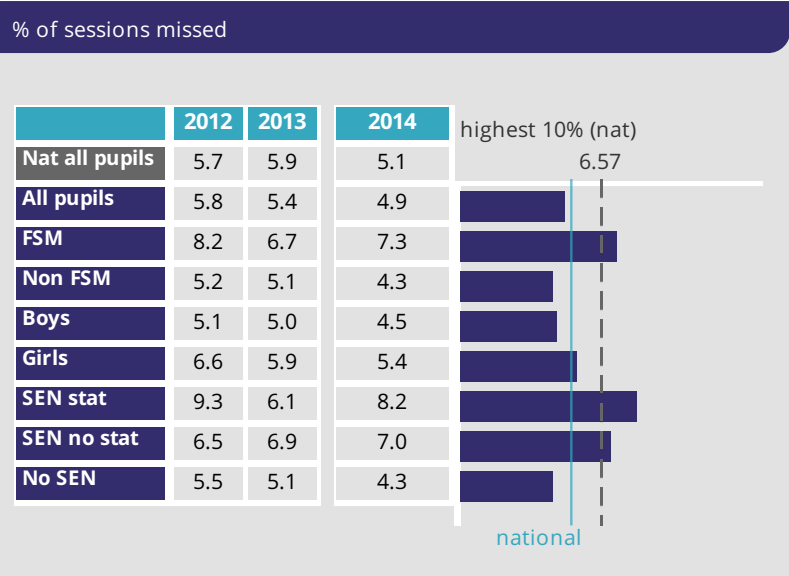


Absence, exclusions, destinations

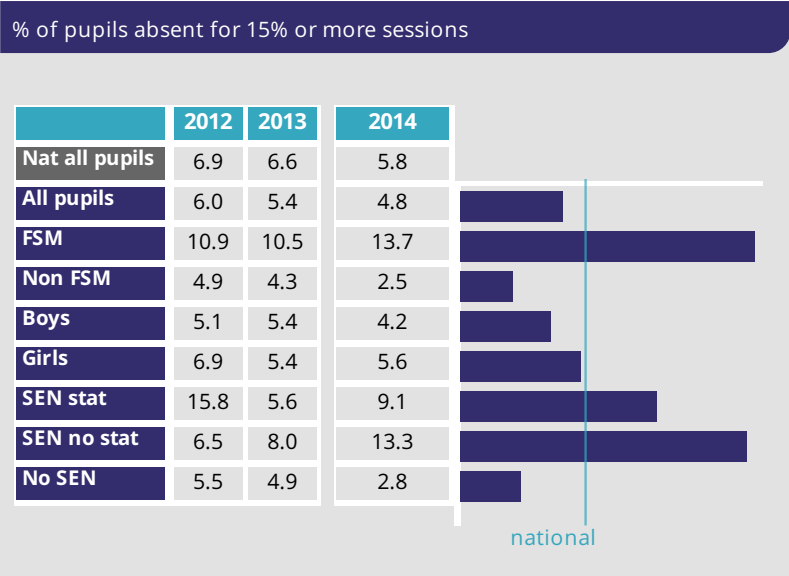
On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Destinations shown are those sustained in the year after pupils finished Key Stage 4. Exclusion and destination data relate to earlier years than other data.



Absence



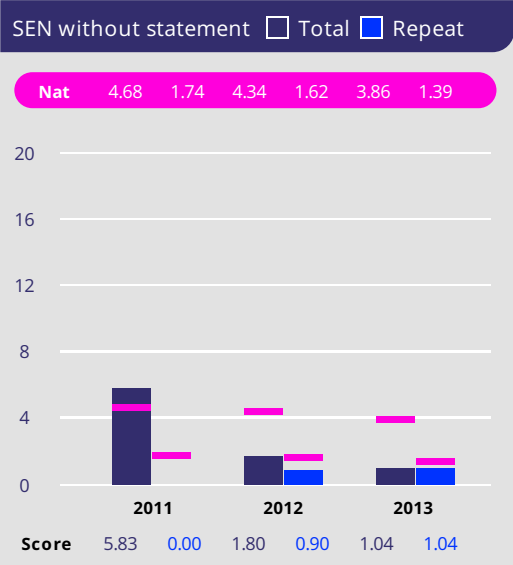
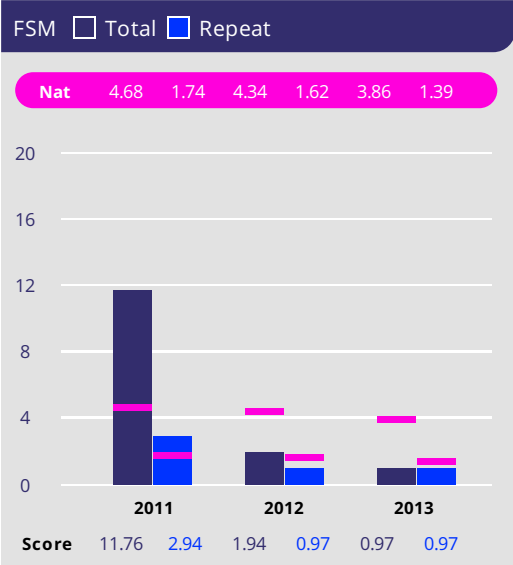
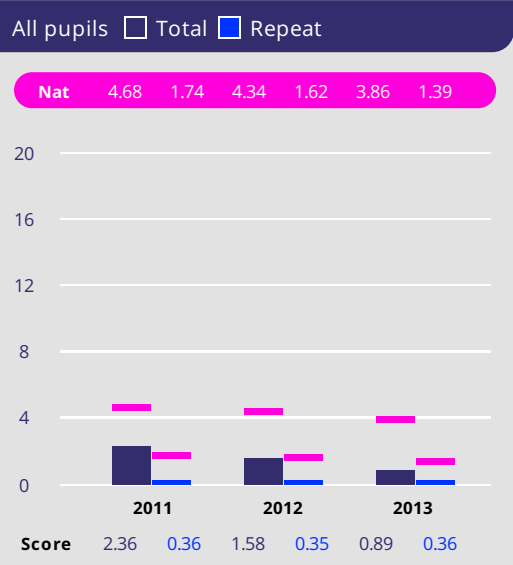
Persistent absence



Destinations



Fixed term exclusions % of pupils excluded



Permanent exclusions



Mullion School
Context in 2014



Prior attainment for reading and writing in Year 7 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 average for secondary schools overall, not for each year group.

Number on roll: **533** in year 7 to 11

