SEC REPORT: ST LEVAN COMMUNITY PRIMARY SCHOOL (2025)

OFSTED JUDGEMENT: GOOD+	SEC Categorisation: GREEN	**PREVIOUS SEC RATINGS** (MAR 2016, SEP 2017)	GREEN	GREEN

Report last run on: 28/09/2018

Floor/Coasting measures not applied to KS2 cohorts with <11 pupils in line with DfE Methodology. 'Above Coasting' refers to the coasting element for that year.

YEAR	ABOVE FLOOR	ABOVE COASTING
2016	-	-
2017	-	-
2018	-	-

YEAR	ABSENCE (Nat) OVERALL		ABSENCE (Nat) PERSISTENT		EXCLUSIONS PERM	EXCLUSIONS FIXED (% NOR)	
2015	5.7%	(4%)	-	-	0	0	(0%)
2016	4.3%	(4%)	8.0%	(8%)	0	1	(4%)
2017	5.0%	(4%)	7.1%	(8%)	0	0	(0%)

Persistent absence not available for 2015 due to change in methodology in 2016. Fixed Exclusions: No. of pupils with at least one fixed exclusion (% No. on roll).

EARLY YEARS: % GLD (Nat)

YEAR	Cohort	YEAR	Cohort	YEAR	Cohort
2016	(3)	2017	(5)	2018	-
67% (69%)		60% (71%)		- (72%)	

SCHOOL EFFECTIVENESS CORNWALL (SEC)

PHONICS: % WA in Yr 1 (Nat)

YEAR	Cohort	YEAR	Cohort	YEAR	Cohort
2016	(4)	2017	(4)	2018	(8)
75% (81%)		50% (81%)		88% (82%)	

KEY STAGE 1 : % EXS+

YEAR	Cohort	READING (Nat)	WRITING (Nat)	MATHS (Nat)	SCIENCE (Nat)
2016	4	100% (74%)	50% (65%)	50% (73%)	100% (82%)
2017	6	83% (76%)	50% (68%)	83% (75%)	100% (83%)
2018	4	50% (75%)	25% (70%)	50% (76%)	75% (83%)

Changes made within the KS1 2017/18 writing TA frameworks mean that judgements in 2018 are not directly comparable to those made in 2016 & 2017.

KEY STAGE 2: % EXS+

YEAR	Cohort	READING (Nat)	WRITING (Nat)	MATHS (Nat)	SCIENCE (Nat)	GPS (Nat)	RWM (Nat)
2016	4	25% (66%)	100% (74%)	75% (70%)	100% (81%)	25% (73%)	25% (53%)
2017	3	67% (72%)	100% (76%)	100% (75%)	67% (82%)	100% (77%)	67% (61%)
2018	7	86% (75%)	100% (78%)	100% (76%)	71% (82%)	100% (78%)	86% (64%)

Changes made within the KS2 2017/18 writing TA frameworks mean that judgements in 2018 are not directly comparable to those made in 2016 & 2017.

YEAR		AV. READING SCALED SCORE	WRITING % EXS+	AV. MATHS SCALED SCORE
2016	School	99	100%	103
	Nat	(103)	(74%)	(103)
2017	School	108	100%	106
	Nat	(104)	(76%)	(104)
2018	School	108	100%	109
	Nat	(105)	(78%)	(104)

Significance testing does not apply to scaled scores.

YEAR	AV. READING PROGRESS	AV. WRITING PROGRESS	AV. MATHS PROGRESS
2016	-1.4	3.1	1.6
2017	5.5	6.2	-2.7
2018	2.9	8.2	4.6

Progress scores in 2018 are capped in line with DfE methodology introduced in 2018. Progress scores for 2016 and 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)

Highlighted comparisons against national averages for state-funded schools 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)** aims to support the 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.

Understanding the Analysis

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 the OFSTED MIS released in August 2018 and 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).

Floor & Coasting Standards: A school is **above the floor standard** if at least 65% of pupils meet the expected standard in reading, writing and maths at KS2; or the school achieves sufficient progress in all three subjects: at least -5 in reading, -5 in maths and -7 in writing. A school is **above the coasting standard** for that year if 85% or more pupils achieve the expected standard in reading, writing and maths combined at KS2, or average progress is -2.5 or more in reading, -2.5 or more in maths and -3.5 in writing. For a school to be 'coasting' it must fall below this standard for 3 years in a row. Schools are excluded from floor and coasting if they have fewer than 11 pupils in Year 6; fewer than 50% of pupils with KS1 assessments for the progress measure; fewer than 6 pupils with KS2 results in a subject; or the school has closed and reopened as an academy during the academic year.

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 pupils with at least one fixed exclusion 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.

Key Stage 2: 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 for 2018 are capped, this is in line with DfE methodology introduced in 2018. Progress scores for 2016 & 2017 are uncapped. A progress score of 0 is equivalent to the national average.

National Comparison (Nat) Figures for 2018 are provisional and sourced from the DfE statistical releases (with the exception of EYFSP which is sourced from the National Consortium of Exam Results (NCER) and should be treated with caution. It is a reliable indicator of national averages but there may be some variation when the DfE release official national data). 2016 & 2017 figures are validated, sourced from DfE statistical releases. National figures are for all pupils attending state funded schools in England.

SEC Categorisation:

Red	OFSTED inspection outcome is 'Inadequate' **or** school is below floor standard in 2018.
Amber	Deemed coasting in 2018 (i.e. below the coasting standard for 3 years in a row).
Yellow	<65% pupils achieving expected standard in RWM **and** negative progress in reading, writing or maths.
Green	All other schools.

OFSTED Outcomes:

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

Highlighted Comparisons / Significance Testing:

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

Sig - (<National)	Signficantly below National
Sig+ (>National)	Signficantly 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