

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 at key stages 1 and 2 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

- No strengths were identified in this dataset

Weaknesses in 2016

- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: disadvantaged high, boys low, SEN support middle.

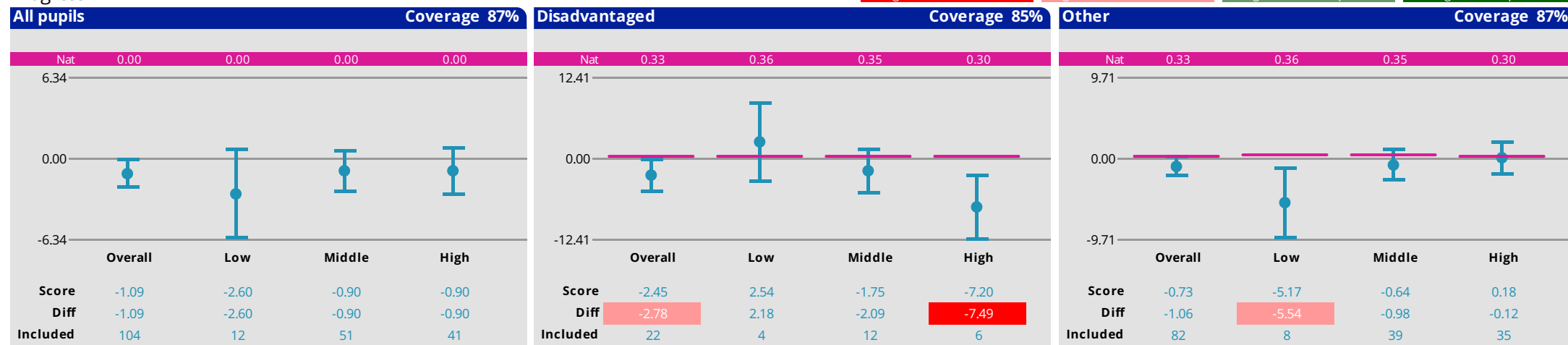
Weaknesses are indicated for cohorts of at least three (six for phonics). Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils and not the figures for the group nationally. Where attainment is identified as well below the national figure, this is by an amount equivalent to two or more pupils. Data for very small groups should be treated with caution. In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.

2015		
National Floor Standards		School
Level 4+ RWM	65%	77%
EP reading	94%	88%
EP writing	97%	90%
EP mathematics	93%	87%
Floor standards met?		

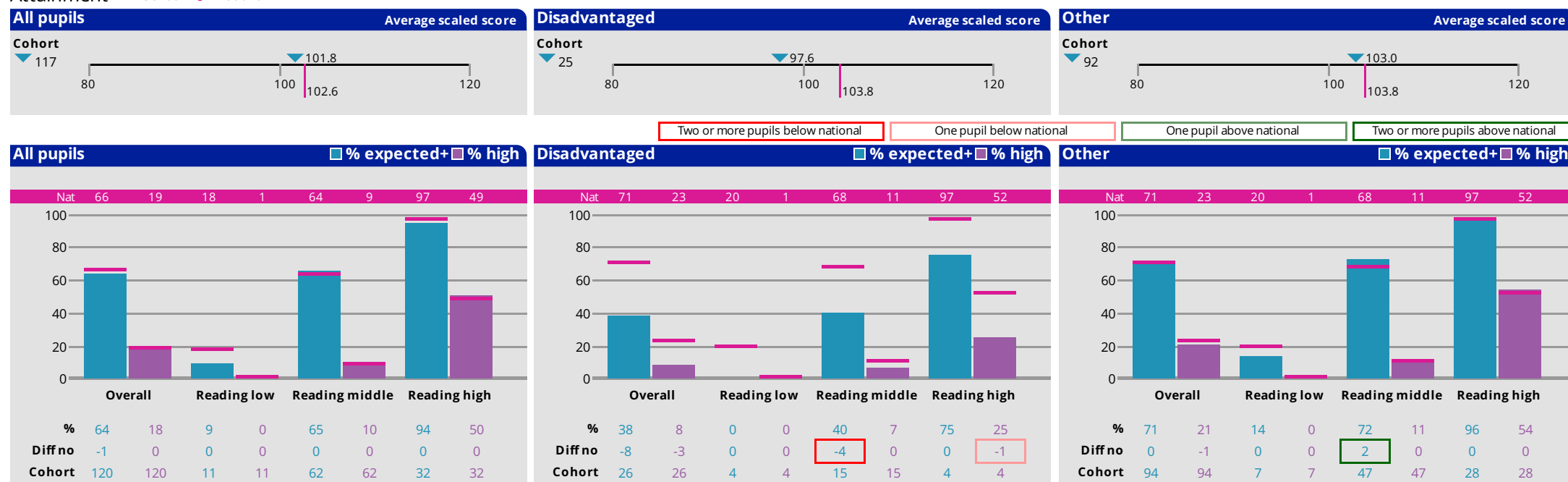
Reading

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in reading for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. 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 is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

Progress

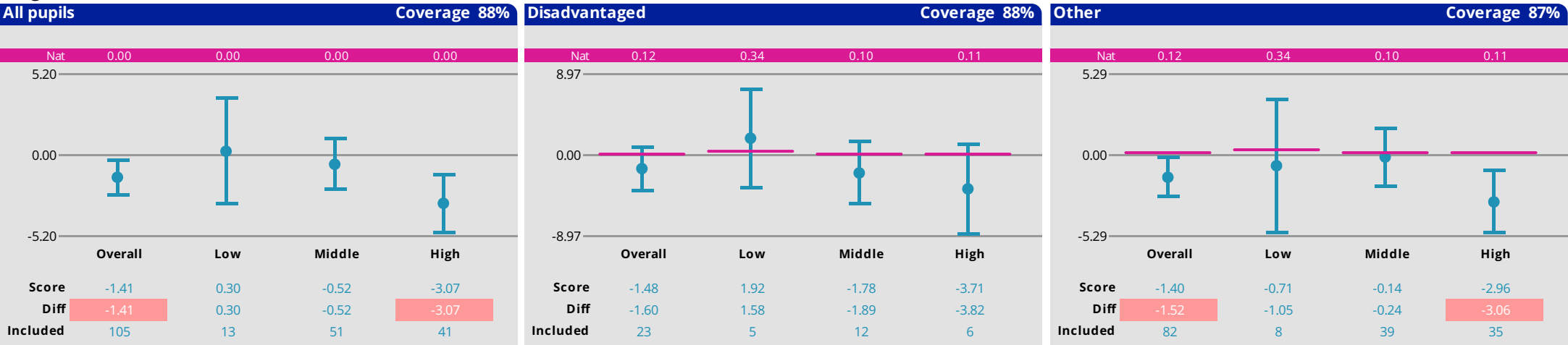


Attainment

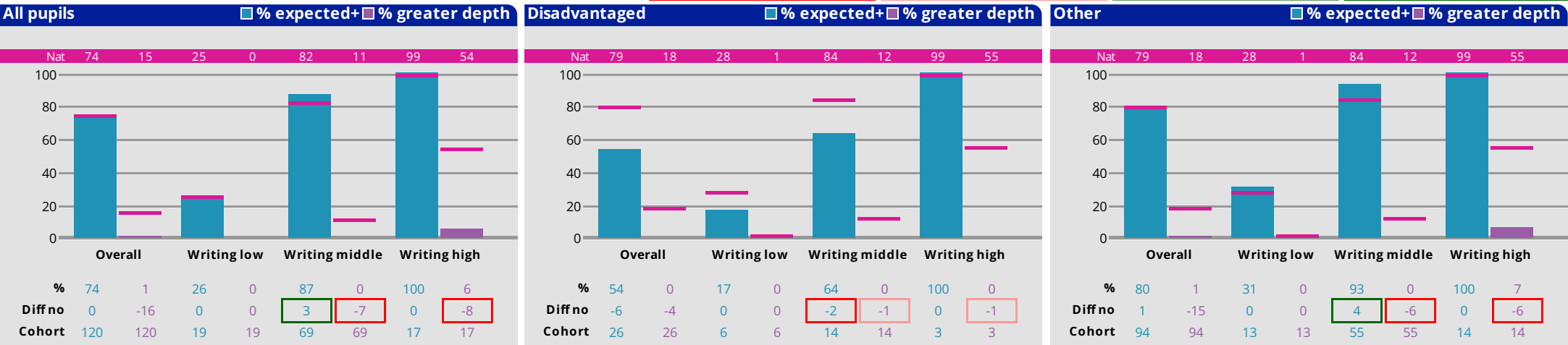


Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in writing for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. 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 is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

Progress

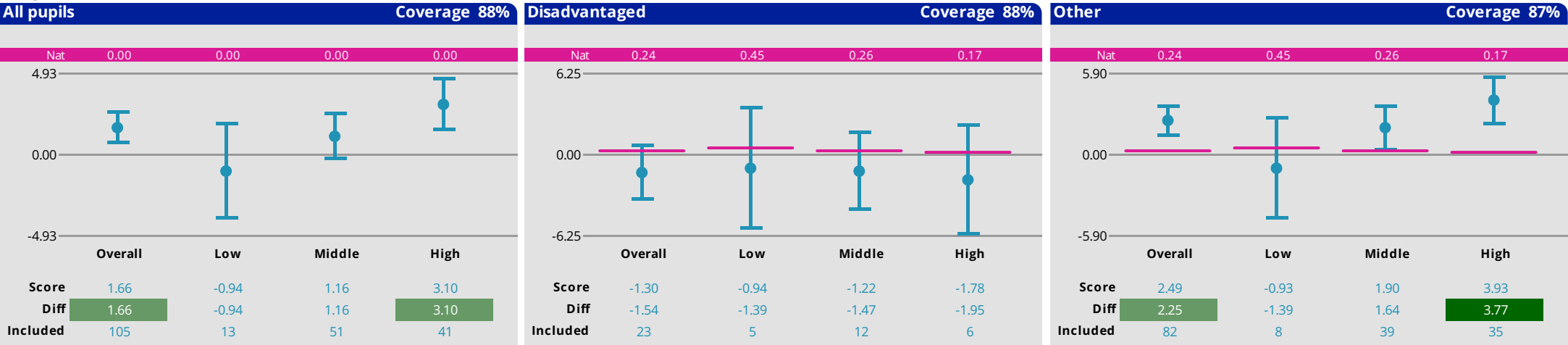


Attainment

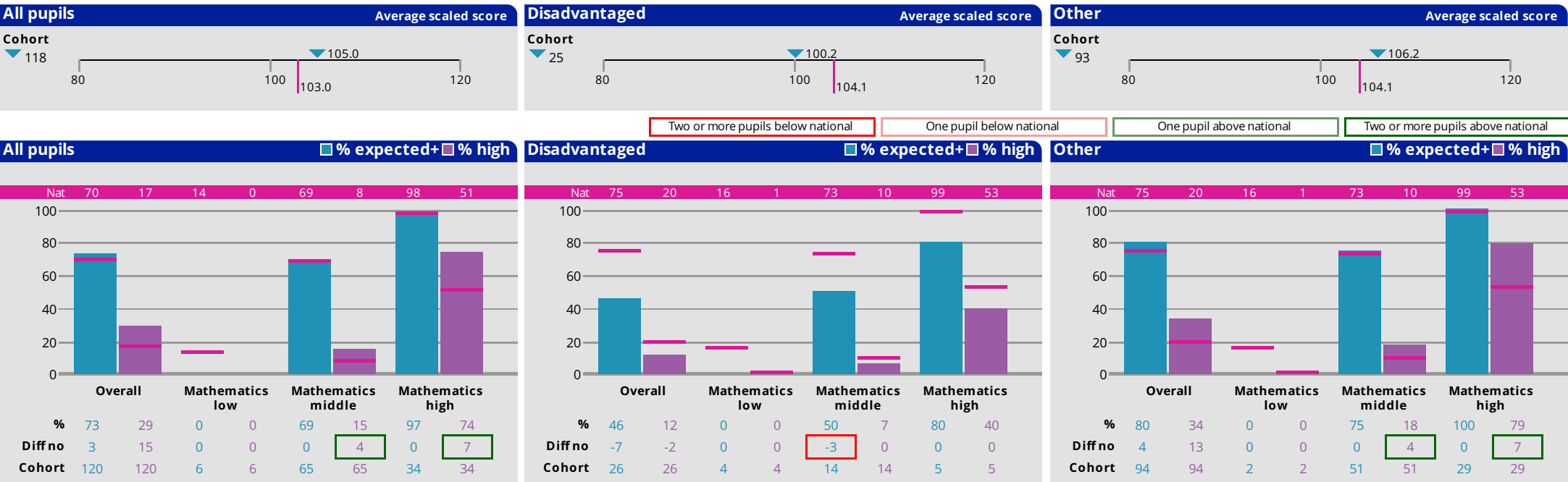


Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in mathematics for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. 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 is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

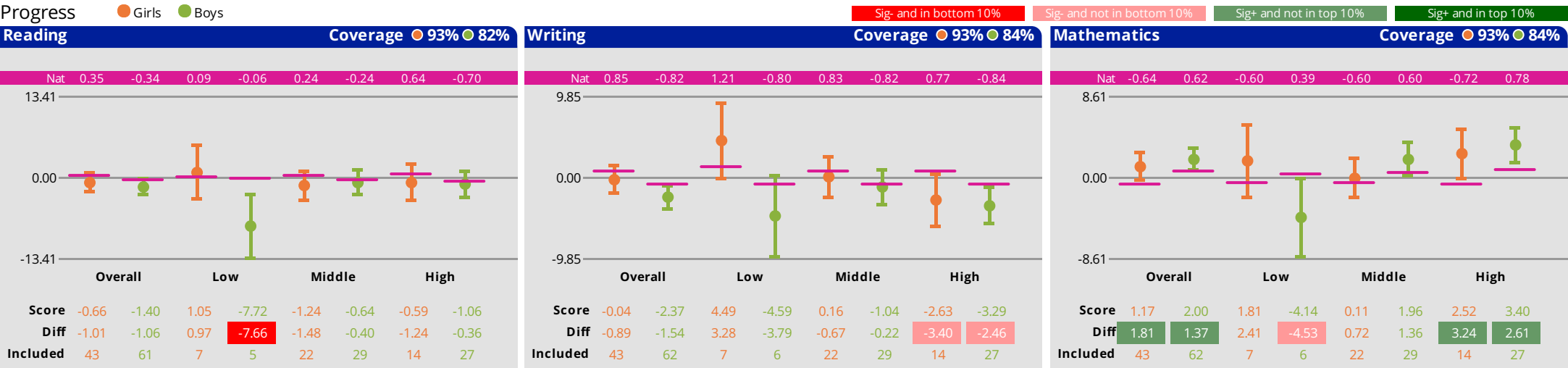
Progress



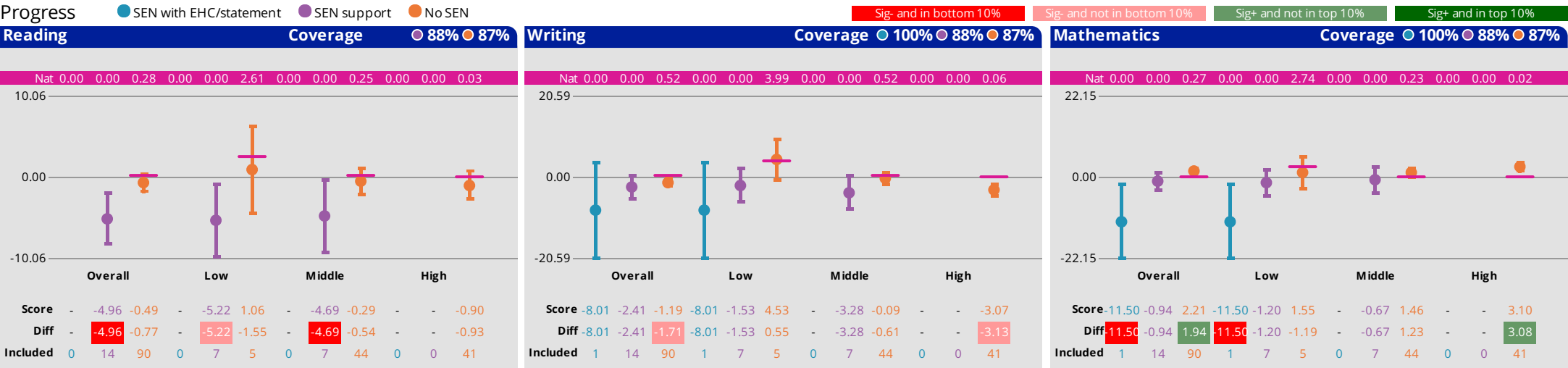
Attainment



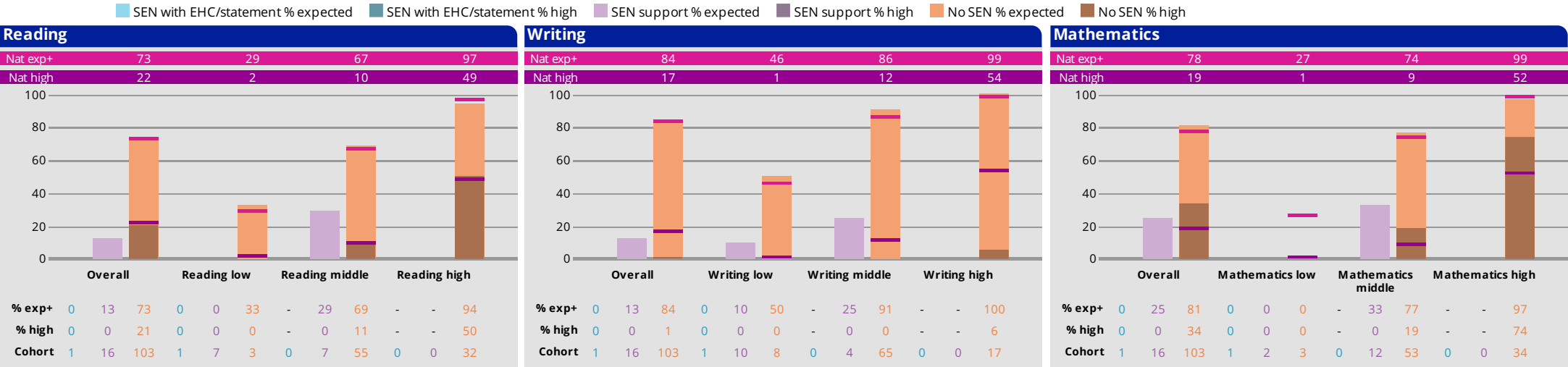
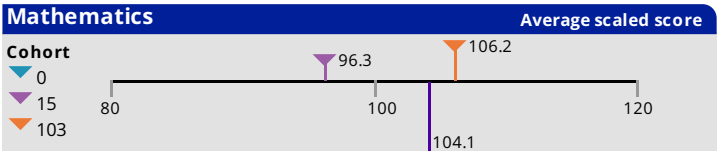
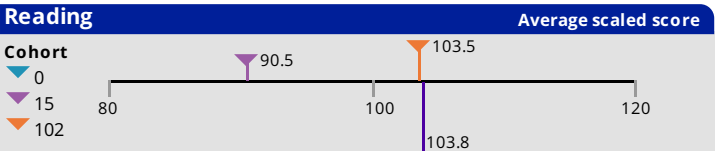
Progress and attainment in reading, writing and mathematics are shown for girls and boys. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. 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 table shows the percentage attaining at least the expected standard and the bars split this into % expected and % high. The difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.



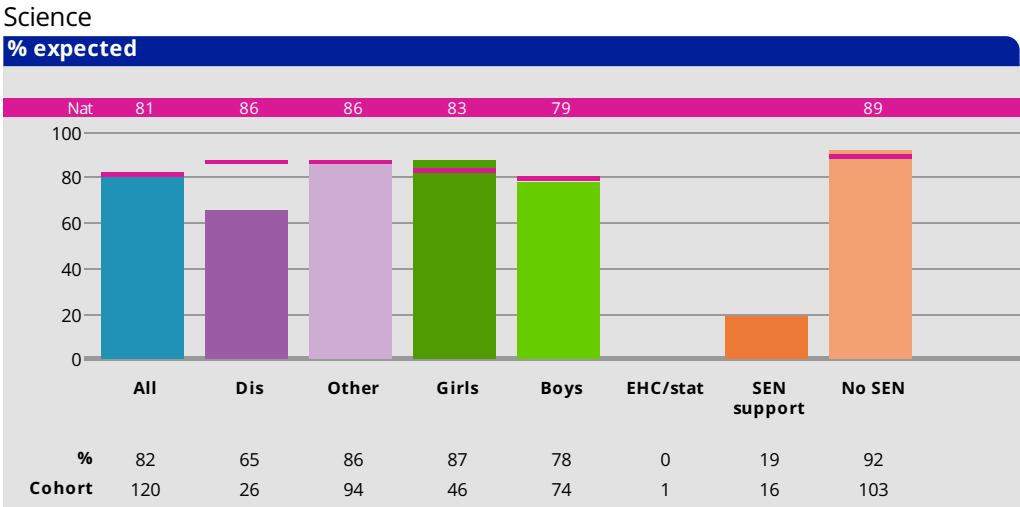
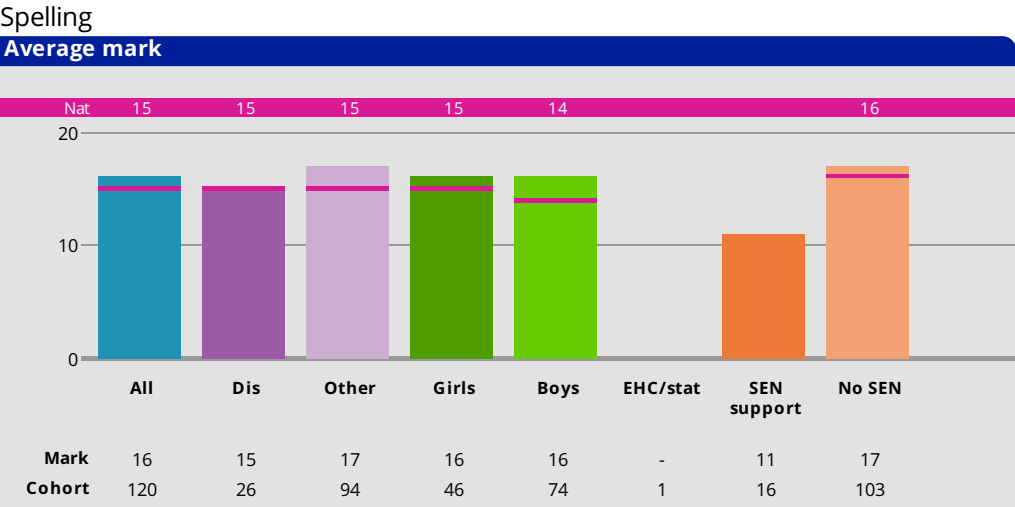
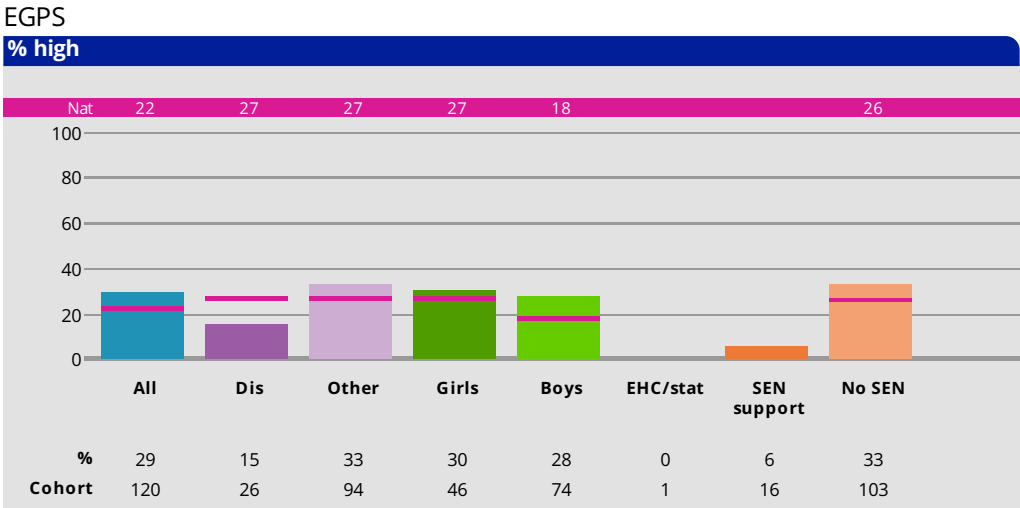
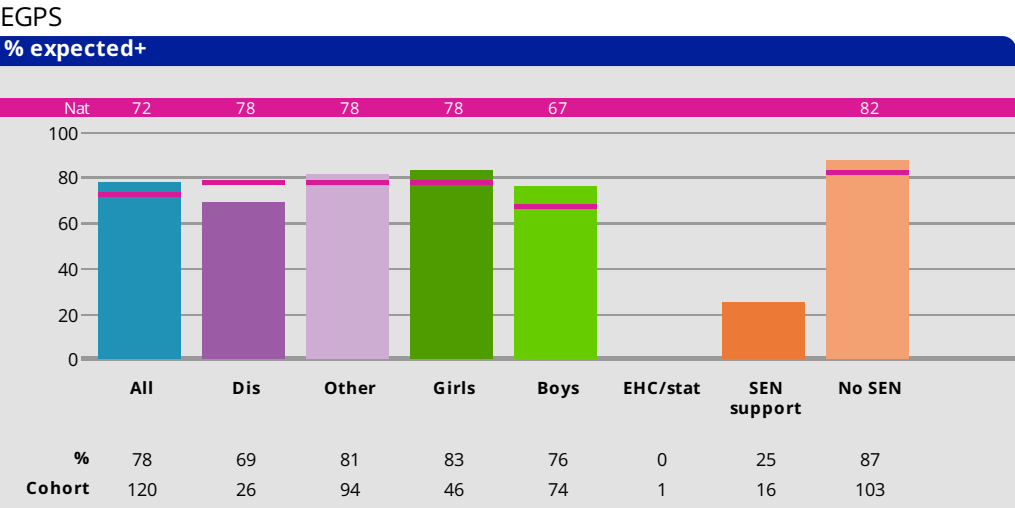
Progress and attainment in reading, writing and mathematics are shown for SEN groups. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; national figures for the no SEN group are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the table shows the percentage attaining at least the expected standard and the bars split this into % expected and % high. The difference from national is shown as the number (no) of pupils it represents. Coverage is shown for each group overall.



Attainment SEN with EHC/statement SEN support No SEN No SEN National

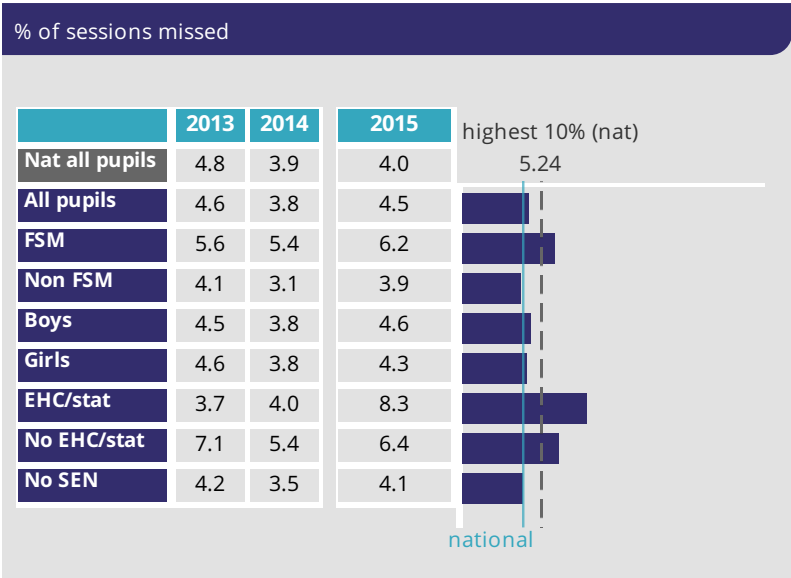


Attainment for each group is shown in English grammar, punctuation and spelling, and in science. Spelling shows the average mark out of a maximum of 20.

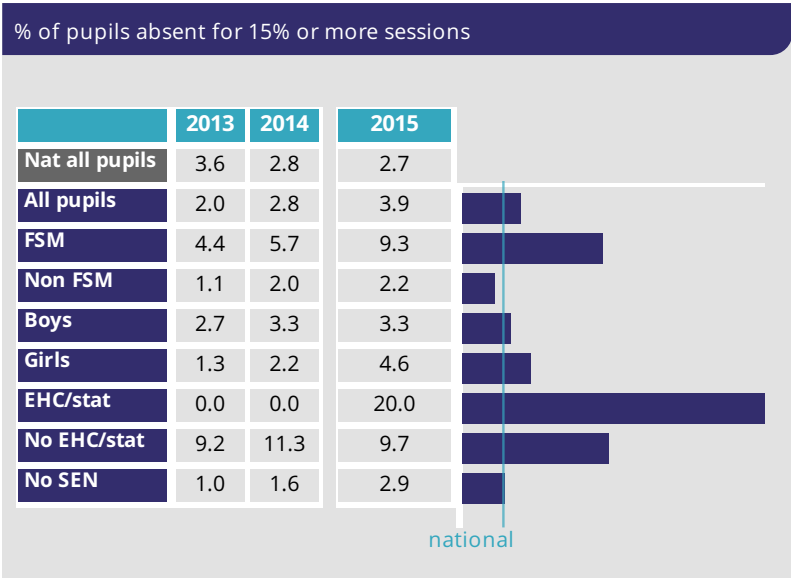


On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.

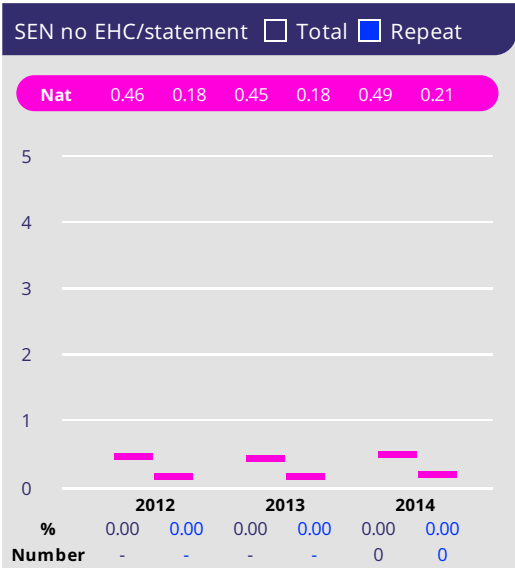
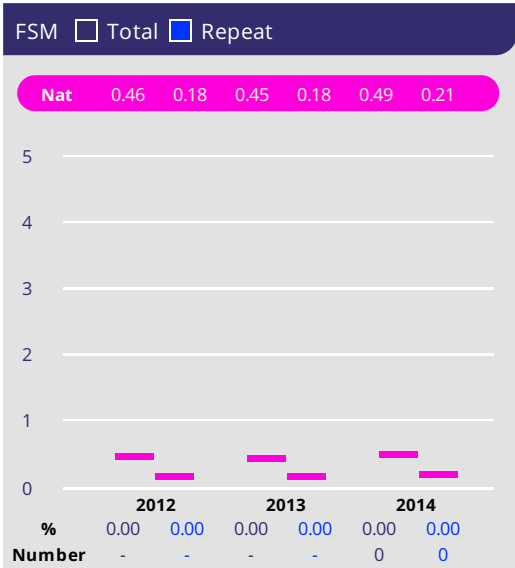
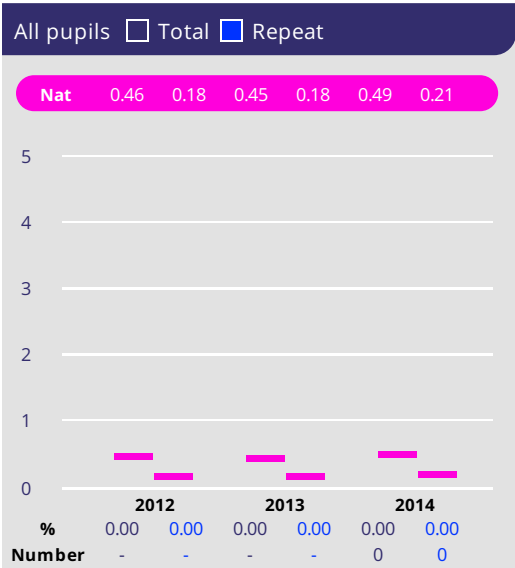
Absence



Persistent Absence



Fixed term exclusions % and number of pupils excluded



Permanent exclusions



Prior attainment for Years 1 and 2 uses the percentage achieving at least expected in reading and in writing early learning goals and in both mathematics early learning goals. Prior attainment for Years 3 to 6 uses APS calculated with points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group.

Number on roll up to year 6: **476**

