

# 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

- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to\* or above national figures.\*within one pupil below national.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.
- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.
- Attendance for all pupils and the FSM group was above the national all figure and no group had low attendance (in the lowest 10%).
- Persistent absence was low for all pupils and the FSM group (in the lowest 10%) and no group had high persistent absence (in the highest 10%).

|                   | School | National  |          |
|-------------------|--------|---|----------|
|                   |        | Floor   | Coasting |
| Expected+ RWM     | 75%    | 65%   | 85%      |
| Reading progress  | -0.4   | -5  | -2.5     |
| Writing progress  | -2.5   | -7  | -3.5     |
| Maths progress    | 1.0    | -5  | -2.5     |
| Above?            |        |  | NA       |
| Coasting elements | 2014   | 2015  | 2016     |
| Above?            | NA     | NA  | NA       |

## Weaknesses in 2016

- No weaknesses were identified in this dataset

Weaknesses are indicated for cohorts of at least six. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or 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.

