

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. 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 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

Strengths in 2015

- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in mathematics.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.
- Attendance was above average.
- Persistent absence was below average.
- No group had low attendance (in the lowest 10% of all mainstream schools nationally).

Weaknesses in 2015

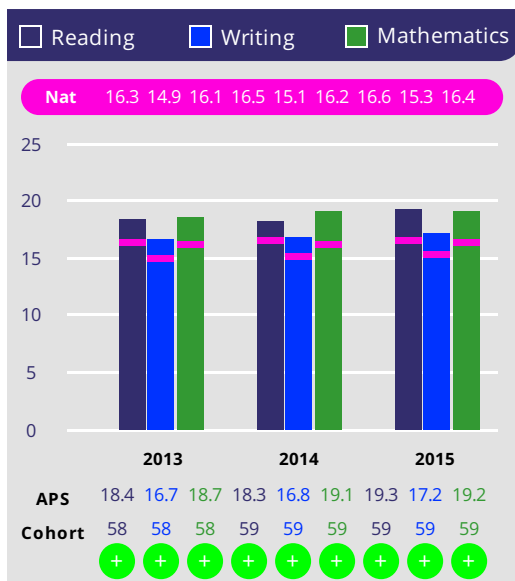
- No weaknesses were identified in this dataset

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.

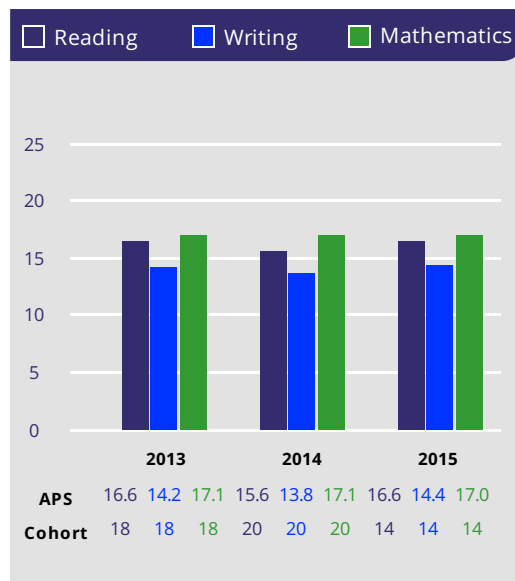
KS1 average point score and closing the gaps

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

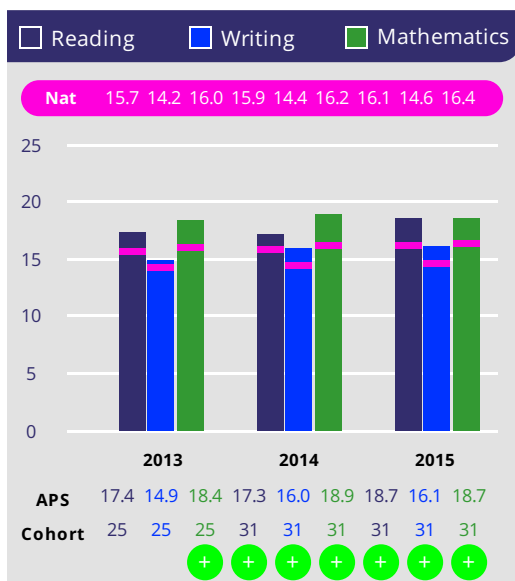
All pupils



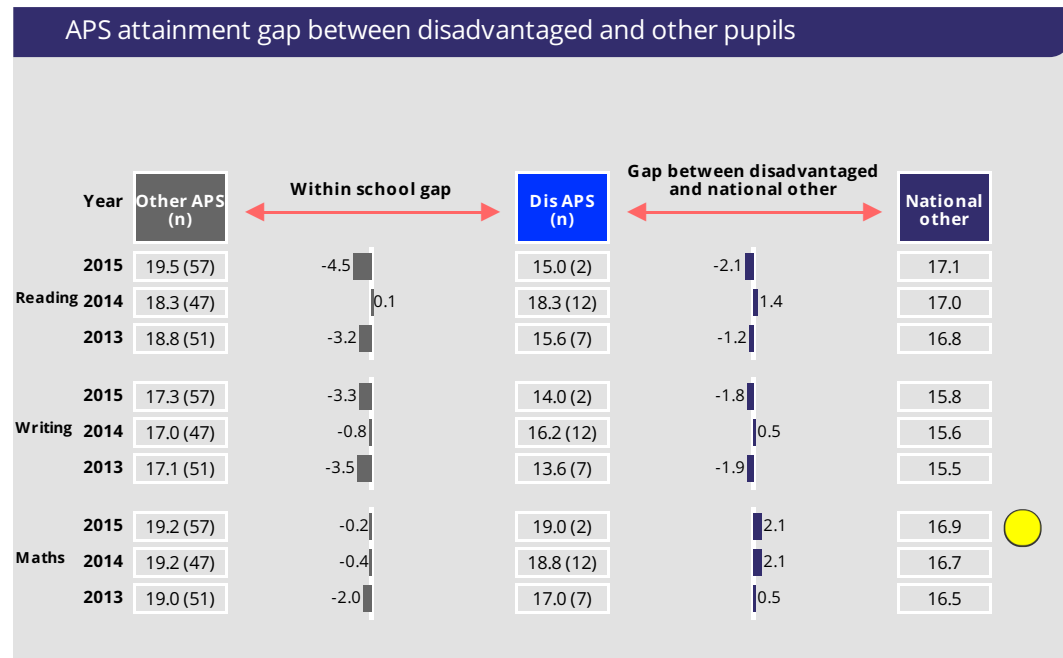
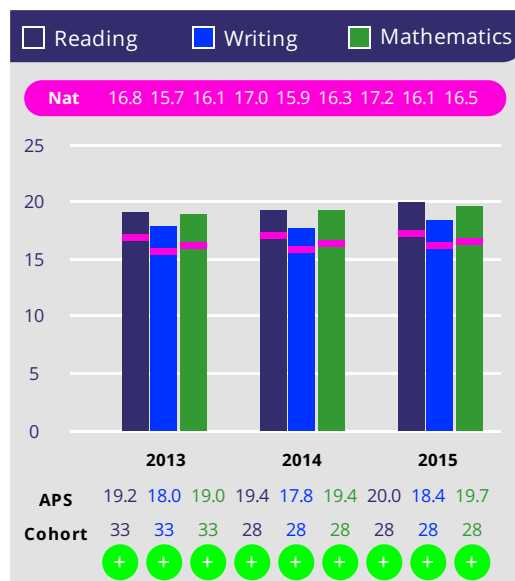
SEN no EHC/statement



Boys



Girls

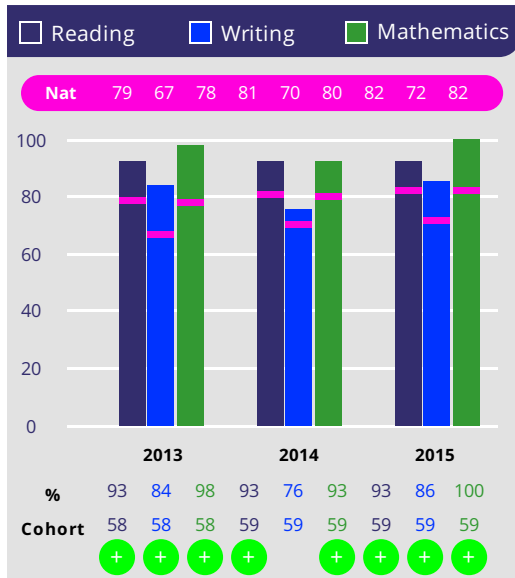


- Disadvantaged were well below other pupils nationally in 2015*
- Disadvantaged were at or above other pupils nationally in 2015

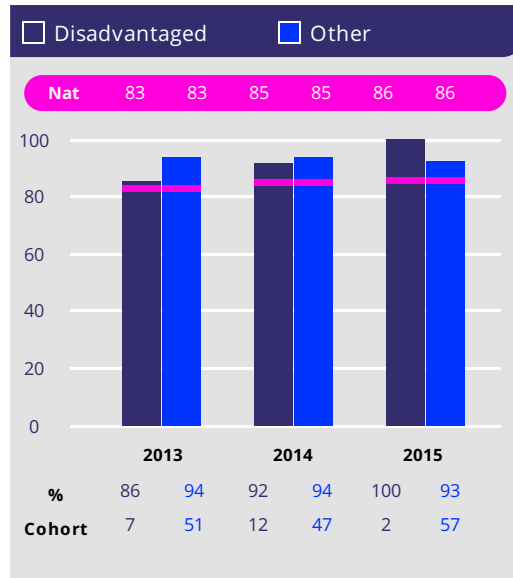
*well below means that the gap is 4 points or more

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

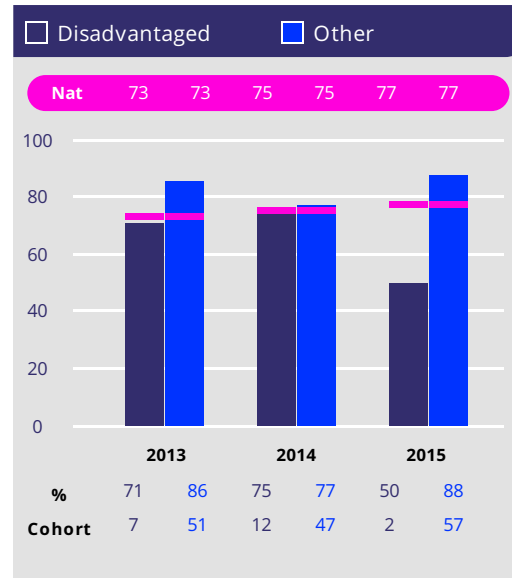
% attaining level 2B+ (All pupils)



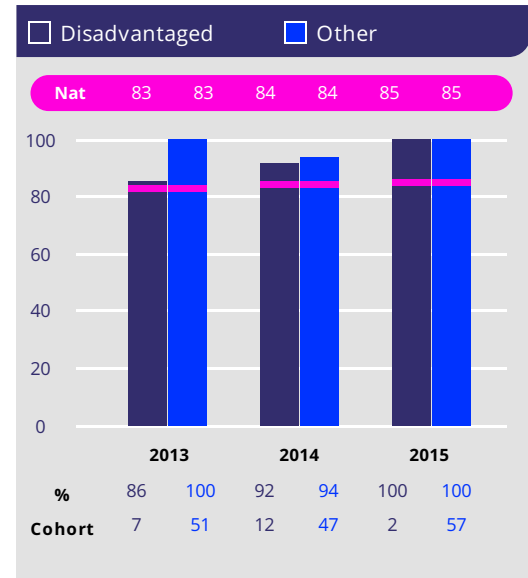
Reading



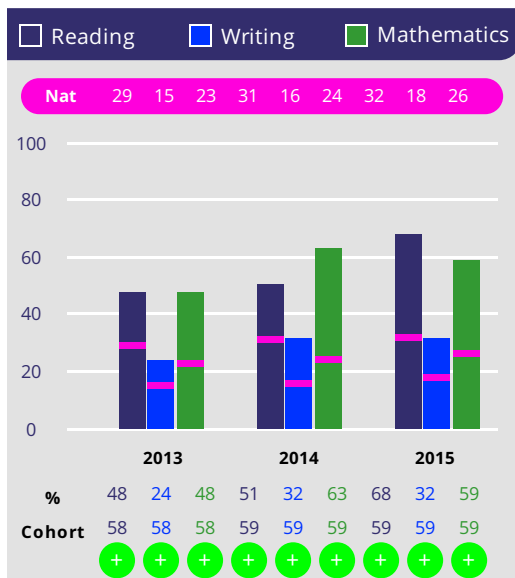
Writing



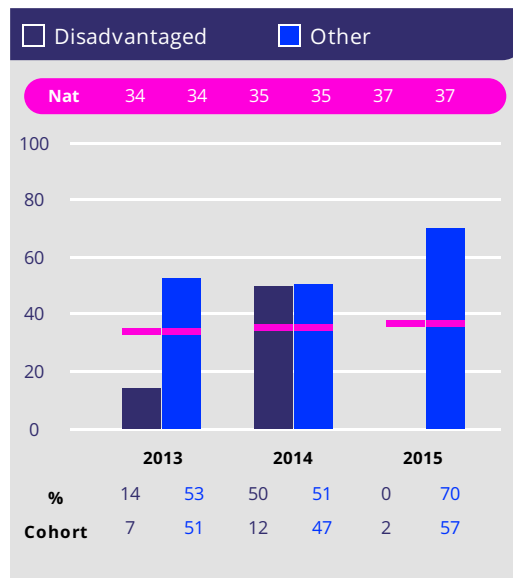
Mathematics



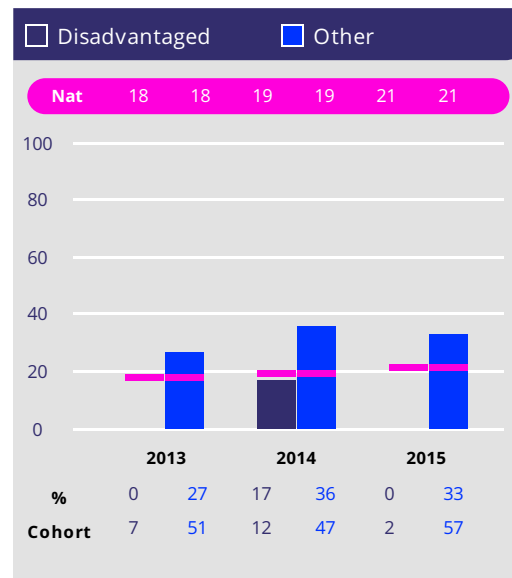
% attaining level 3+ (All pupils)



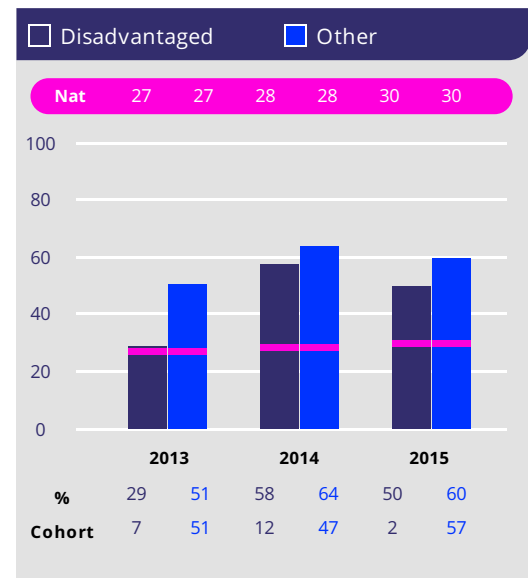
Reading



Writing

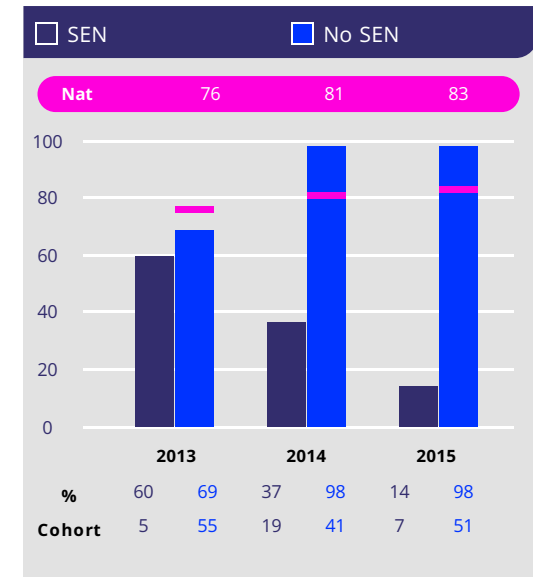
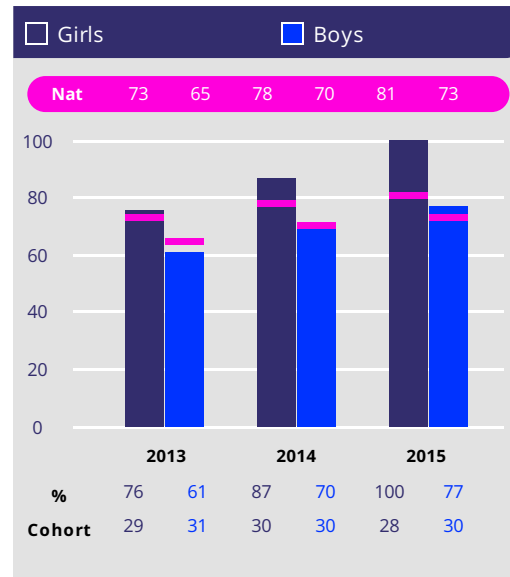
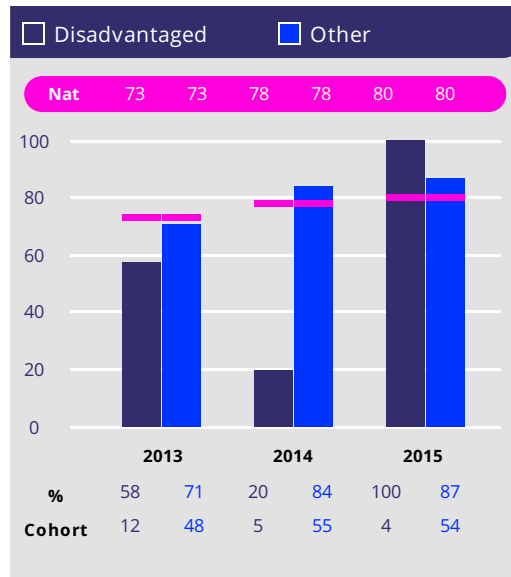
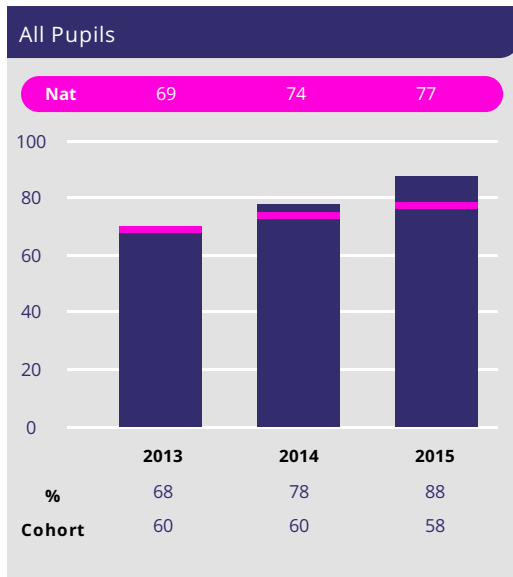


Mathematics

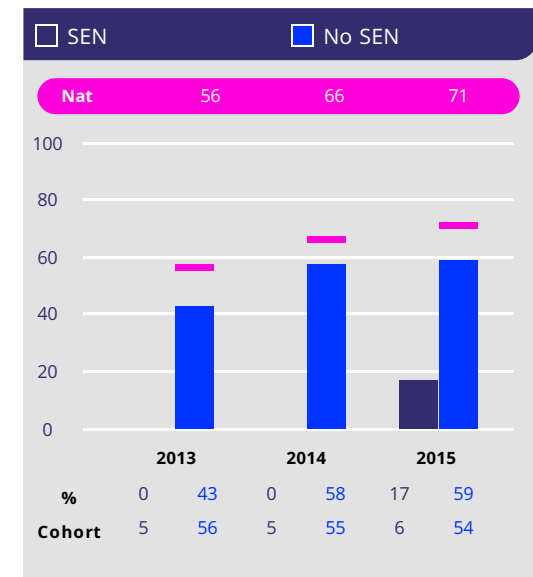
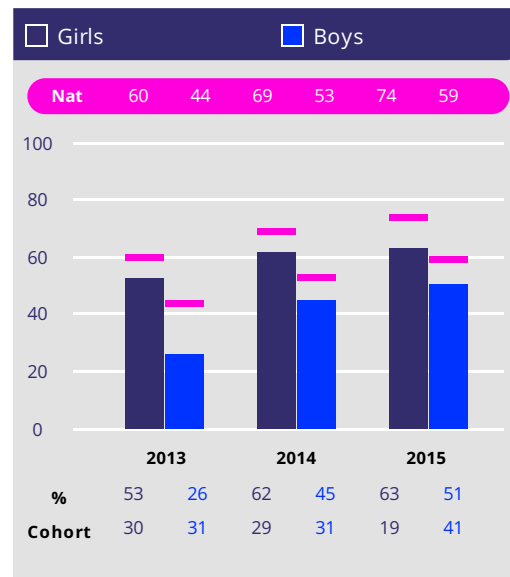
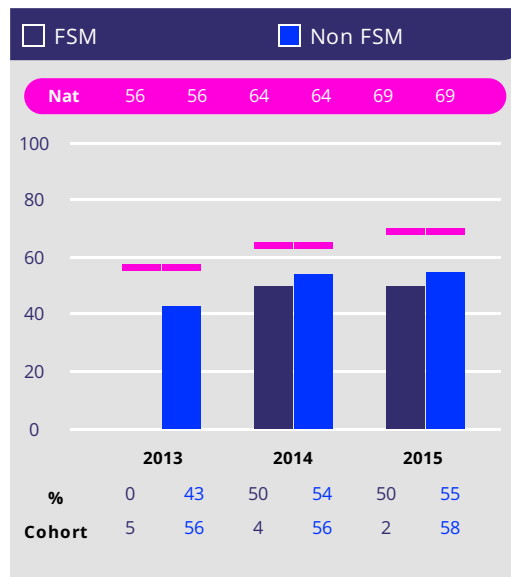
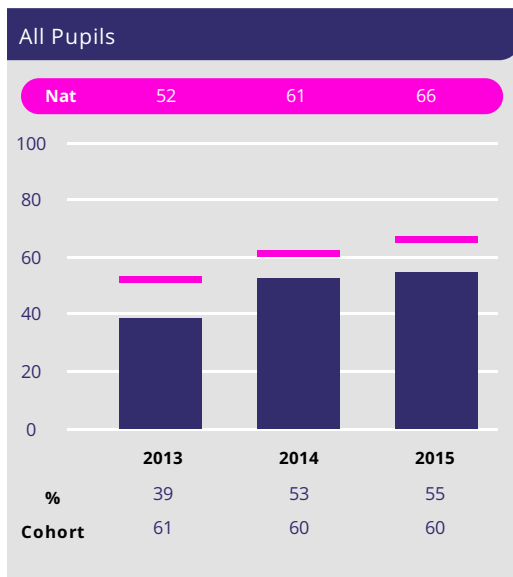


Charts display combined figures for SEN with an EHC plan/statement and SEN without an EHC plan/statement.

Phonics Year 1 % of pupils that met the expected standard



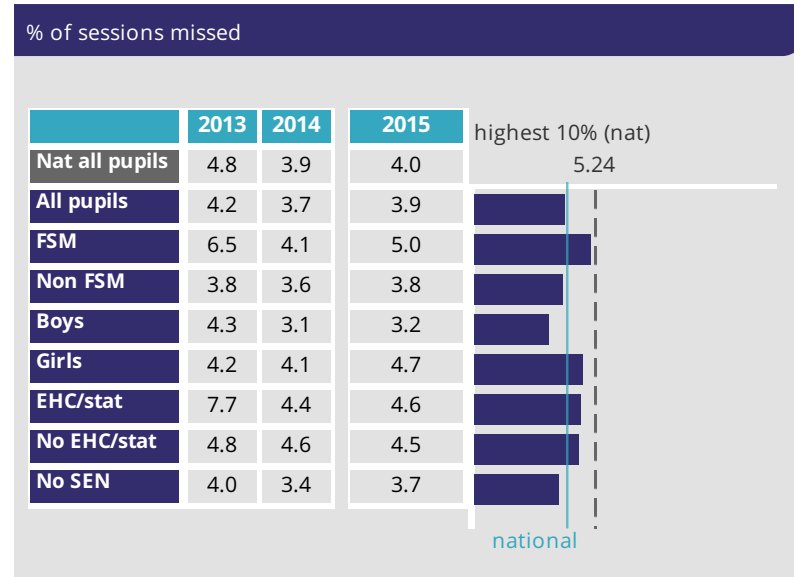
Early Years Foundation Stage Profile % of pupils that achieved a good level of development



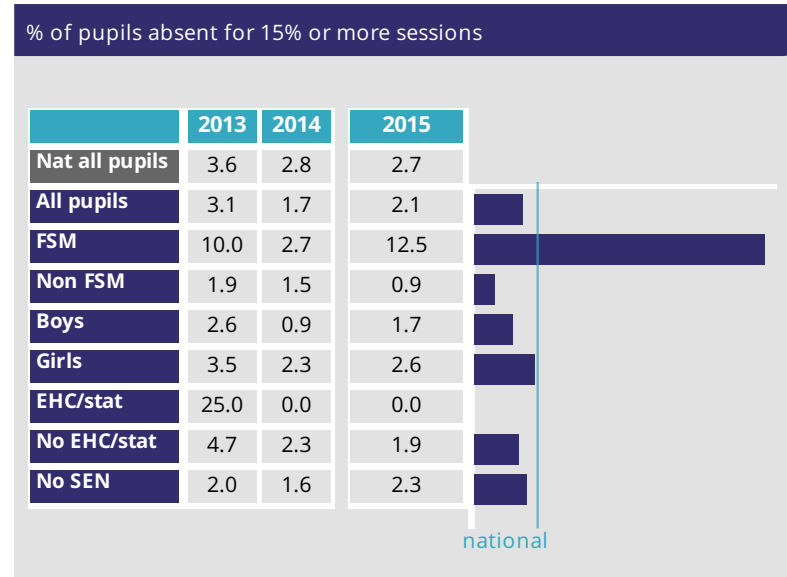
Absence, exclusions

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.

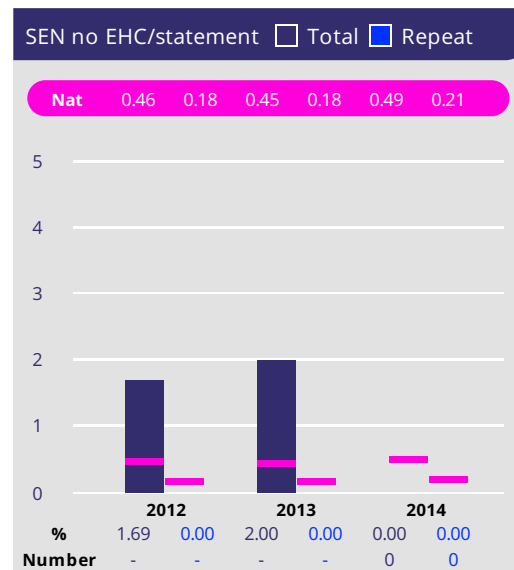
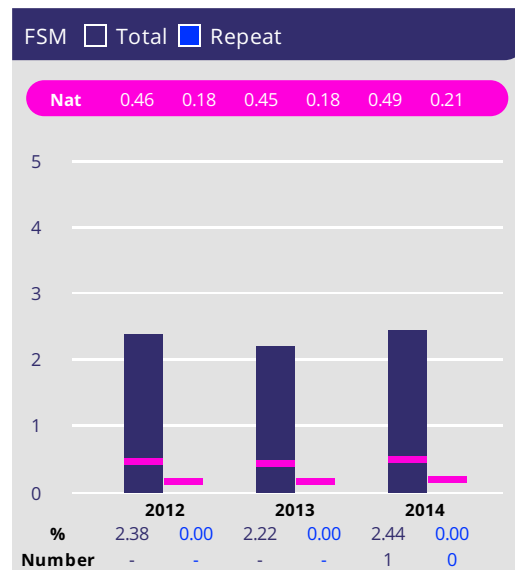
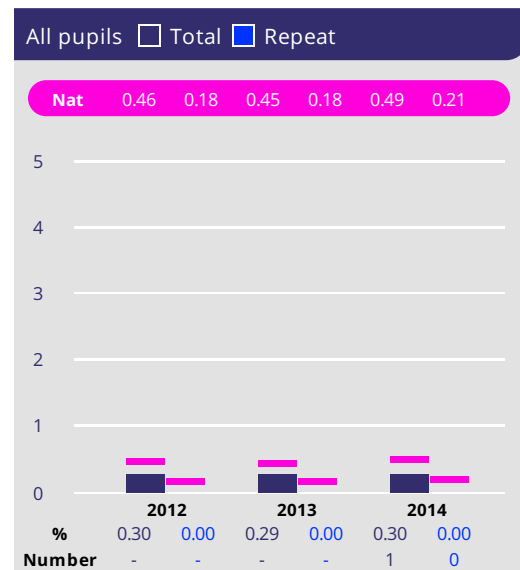
Absence



Persistent Absence



Fixed term exclusions % and number of pupils excluded



Permanent exclusions

All pupils

In 2014, 0 pupils were permanently excluded (below the national %)

In comparison,

0 pupils were excluded in 2013

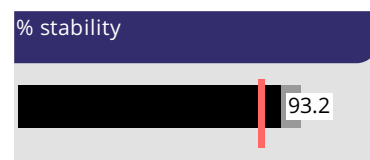
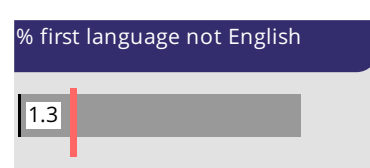
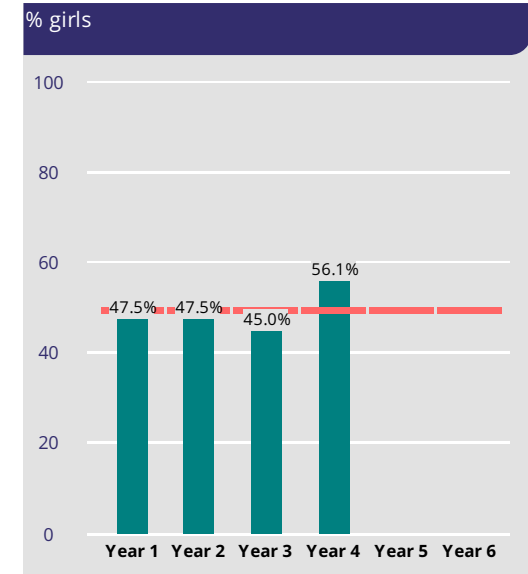
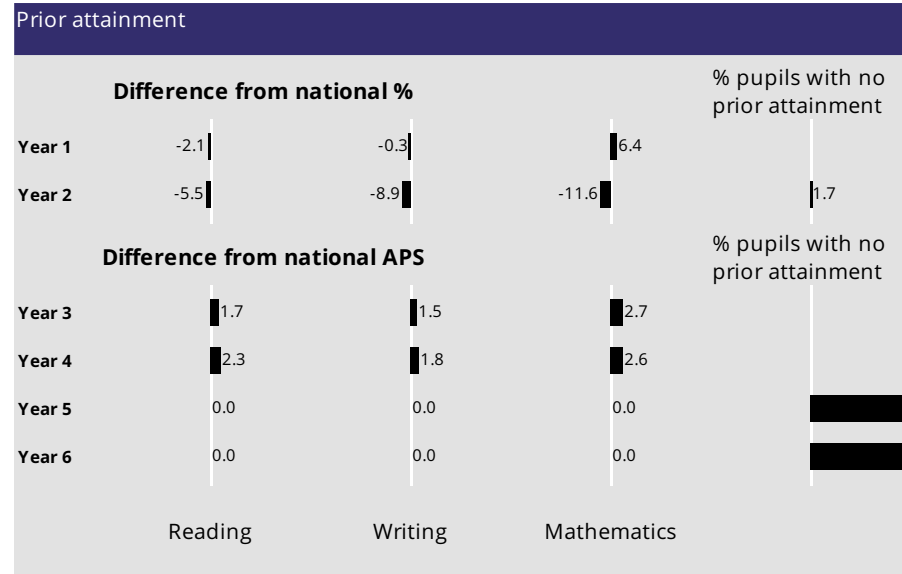
0 pupils were excluded in 2012

Context in 2015

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: **323**

Ethnicity	
White British	87.2%
Mixed White & Black Caribbean	2.6%
White any other White background	2.6%
Mixed any other mixed background	2.1%
Black or Black British Caribbean	1.3%
Asian or Asian British Indian	0.9%
Mixed White & Asian	0.9%
Mixed White & Black African	0.9%
White Irish	0.9%
Asian or Asian British Bangladeshi	0.4%
Asian or Asian British Pakistani	0.4%
Any other ethnic group	
Asian or Asian British any other Asian background	
Black or Black British African	
Black or Black British any other Black background	
Chinese	
Ethnicity not known	
Parent/pupil preferred not to say	
White Romany or Gypsy	
White Traveller of Irish heritage	



CLA pupils

Number on roll up to year 6:
1

