

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

- KS2 progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- Disadvantaged KS2 pupils’ progress was not significantly below national other* overall or for any prior attainment group in any subject. *and not below -3.
- For KS2 pupils who have special educational needs, progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- 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.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *within one pupil below national.
- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *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 children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.

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

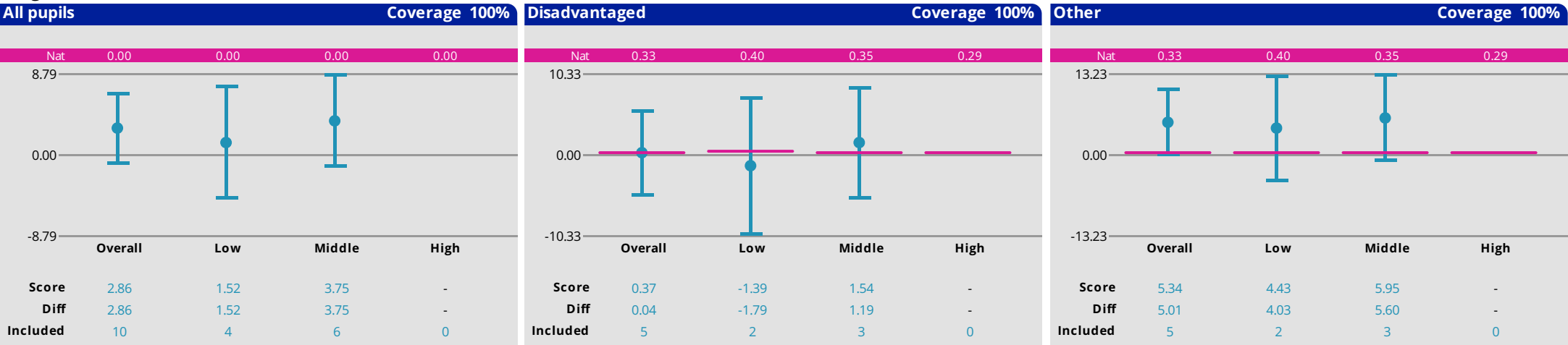
Weaknesses in 2016

- Attendance was low for the groups: FSM, girls, SEN support (in the lowest 10%).
- Persistent absence was high for the groups: FSM, girls, no SEN (in the highest 10%).

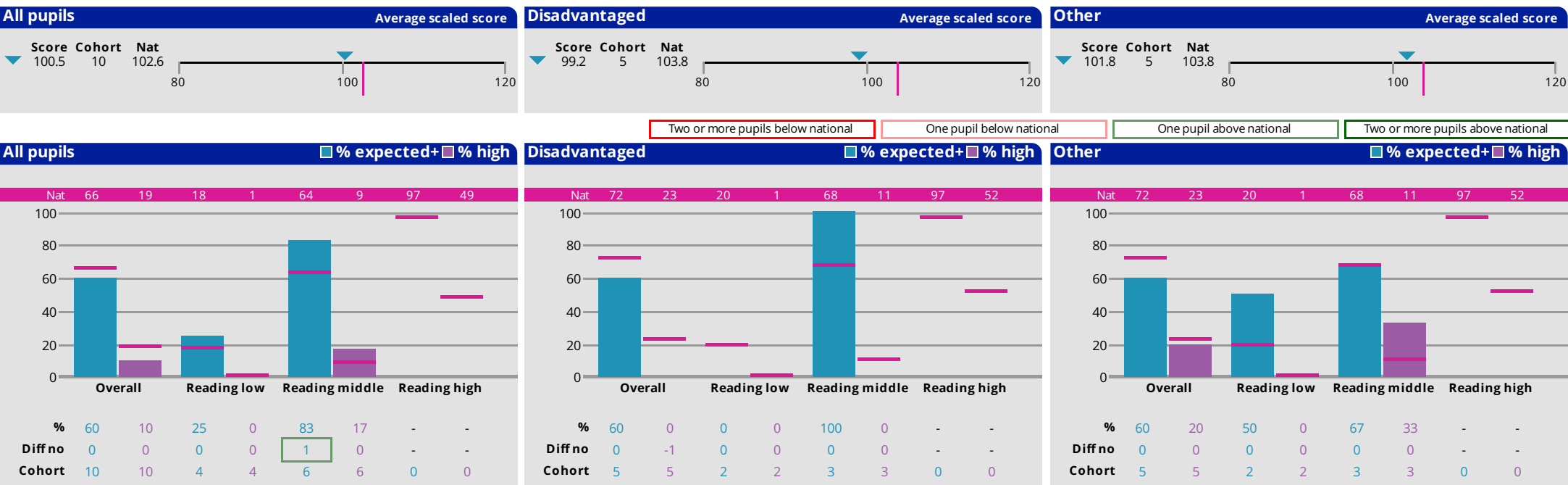
Weaknesses are indicated for cohorts of at least six. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where attainment is identified as well below 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.

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

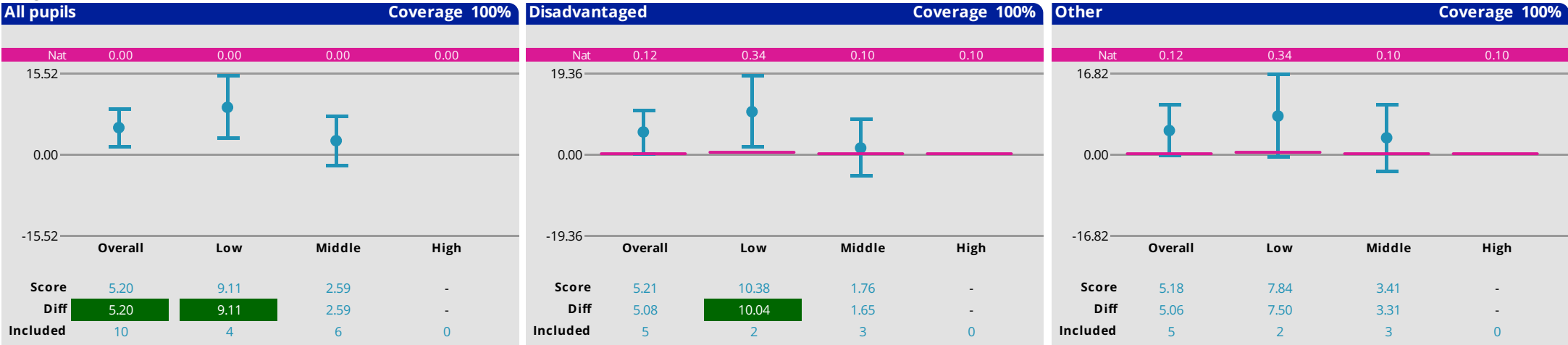


Attainment

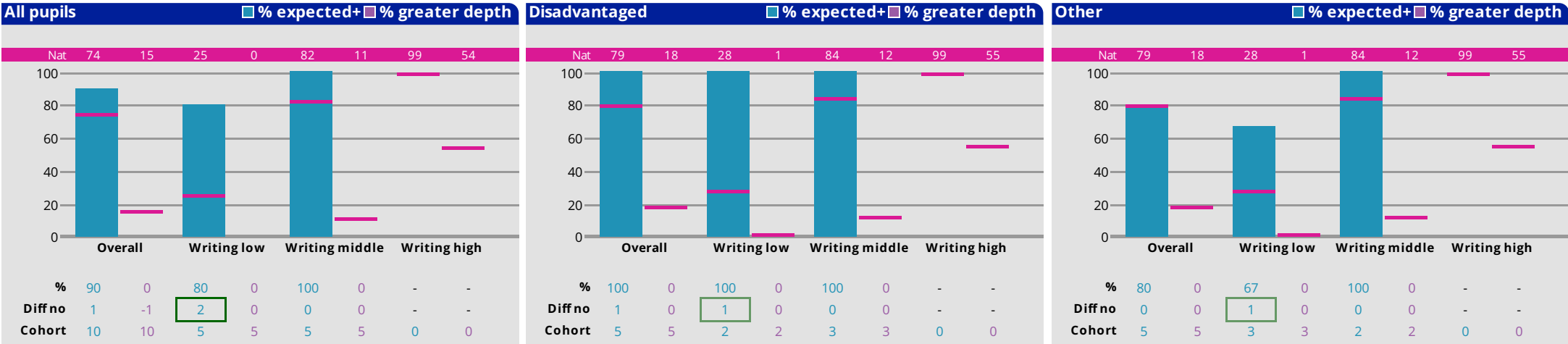


Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in writing for attainment. Note that attainment tables in RAISEonline show 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

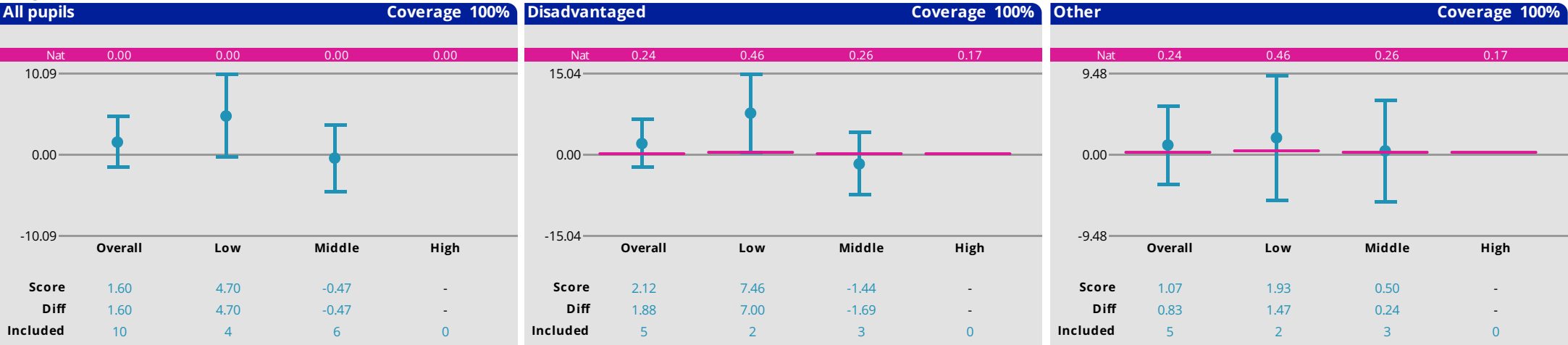


Attainment

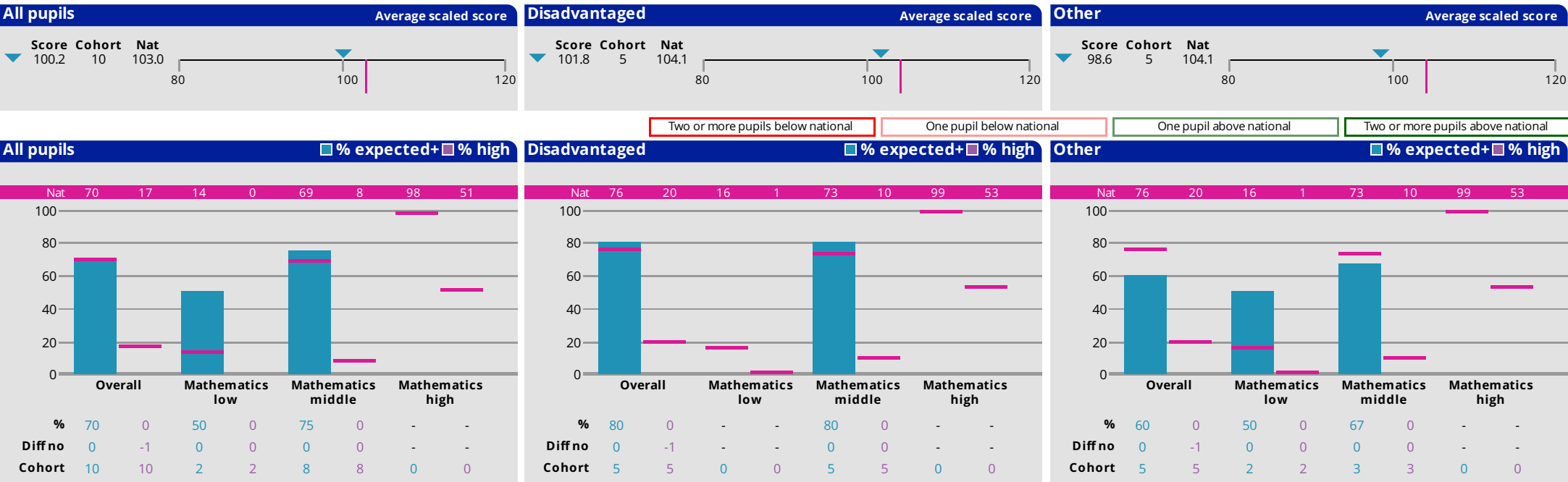


Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in mathematics for attainment. Note that attainment tables in RAISEonline 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

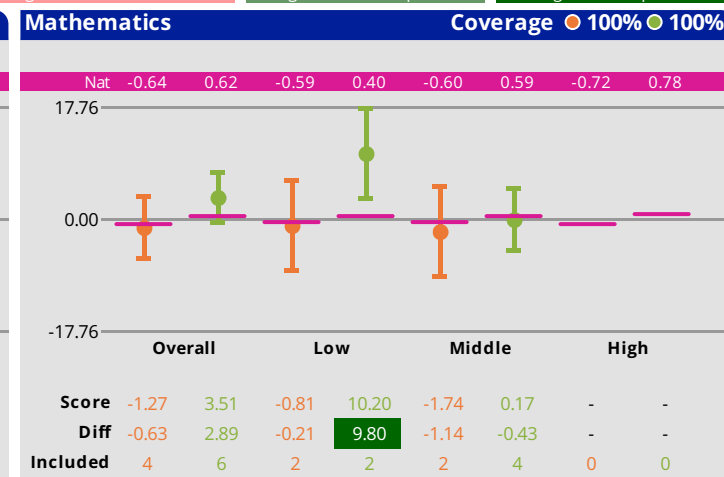
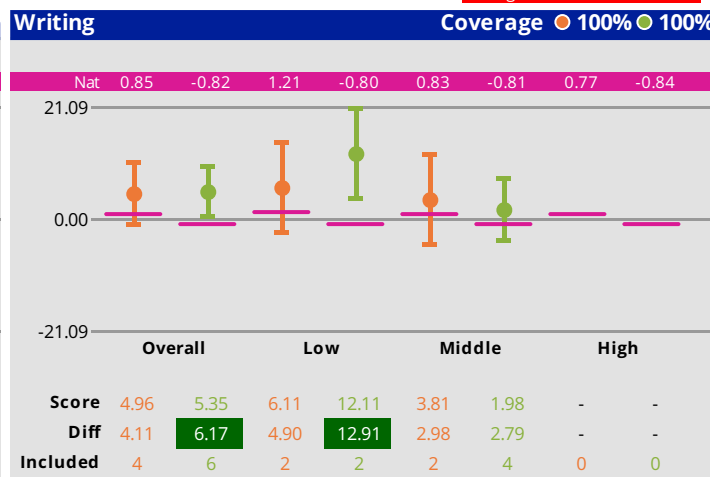
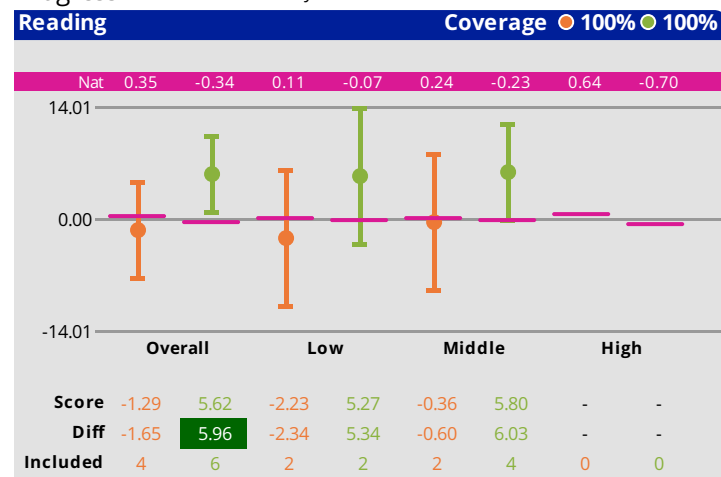


Girls and boys

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.

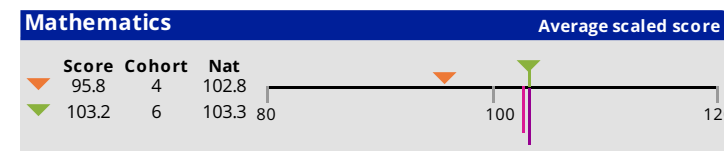
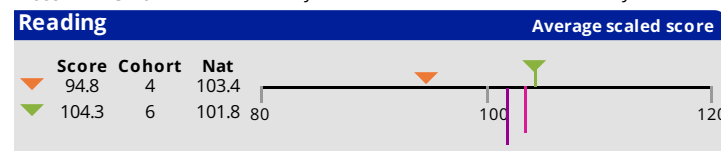
Progress

Girls Boys

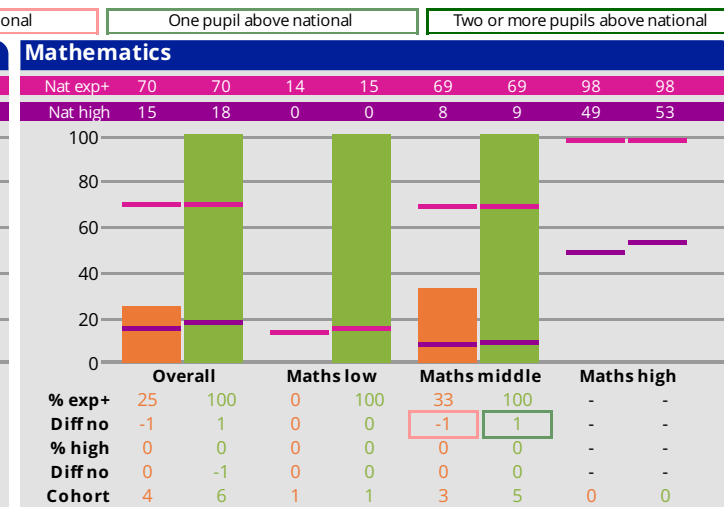
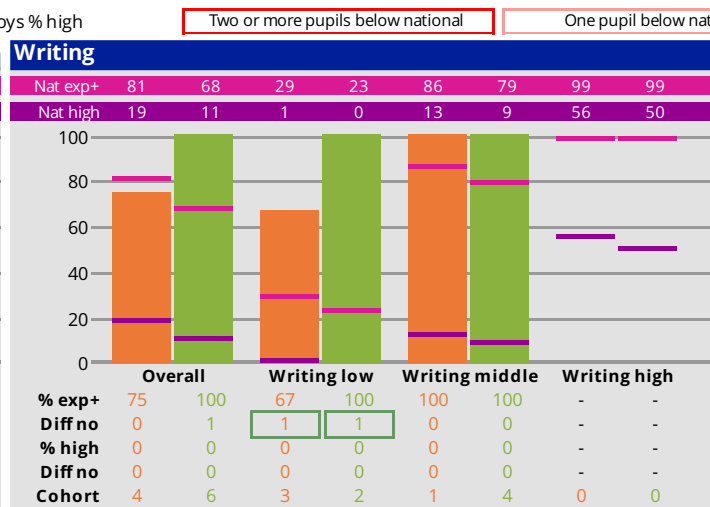
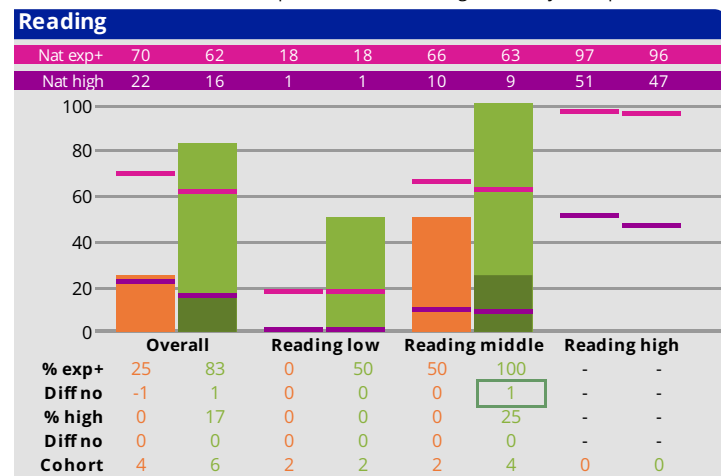


Attainment

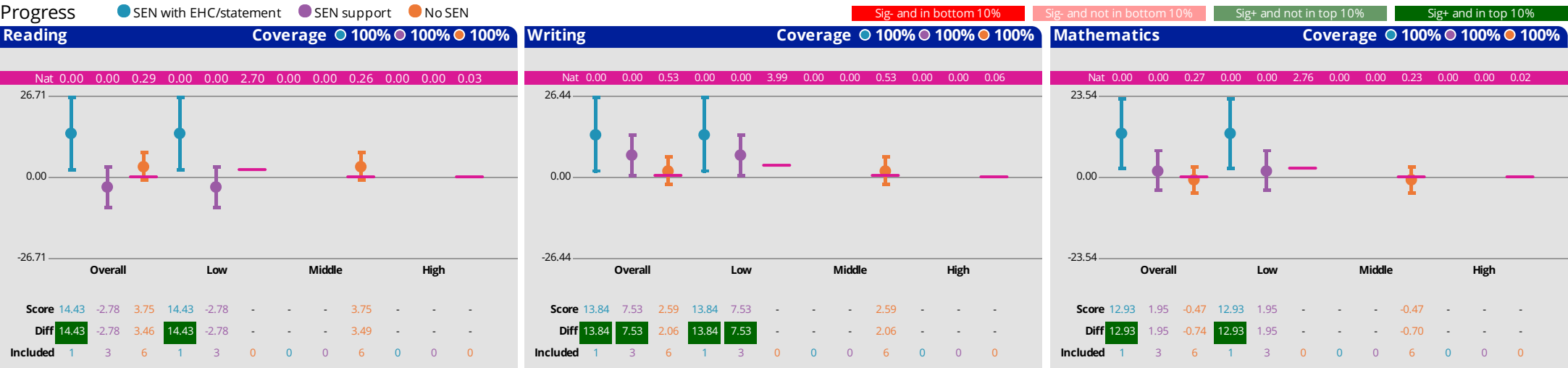
Girls Boys National Girls National Boys



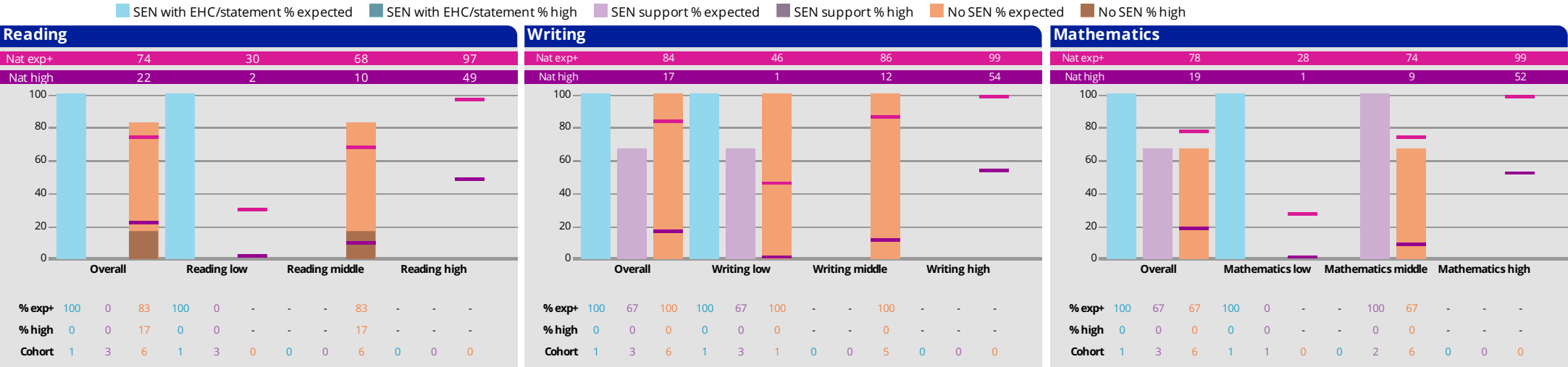
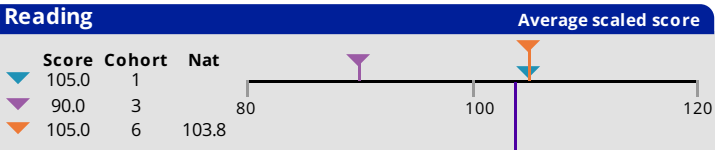
Girls % expected Girls % high Boys % expected Boys % high



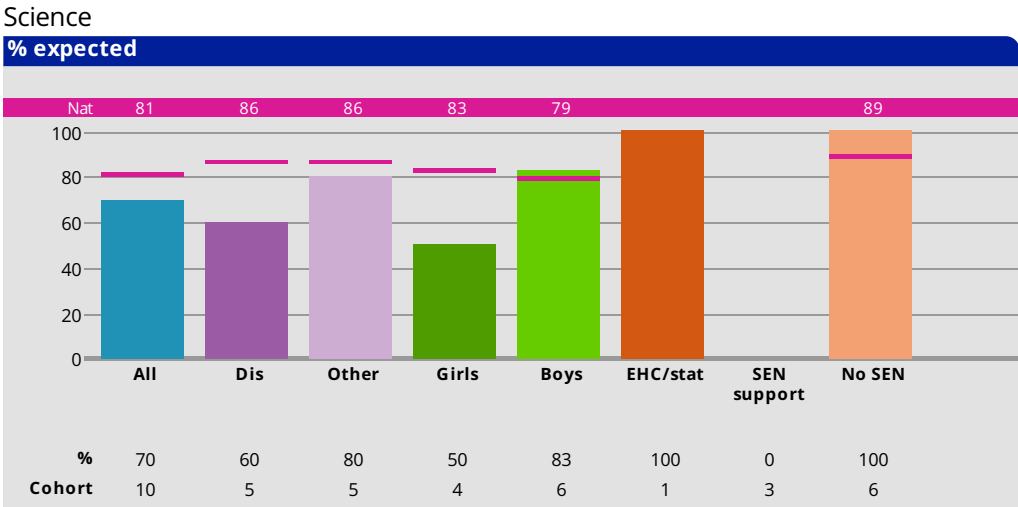
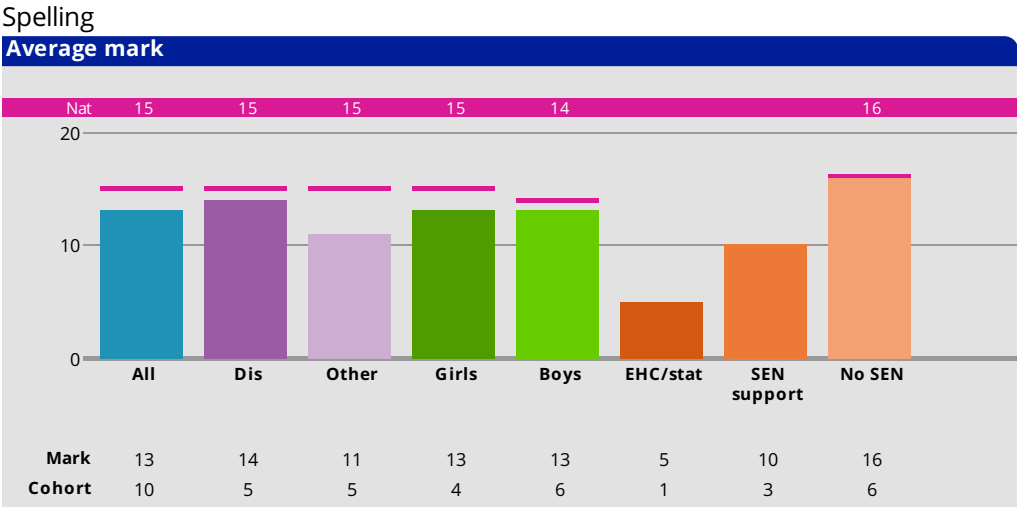
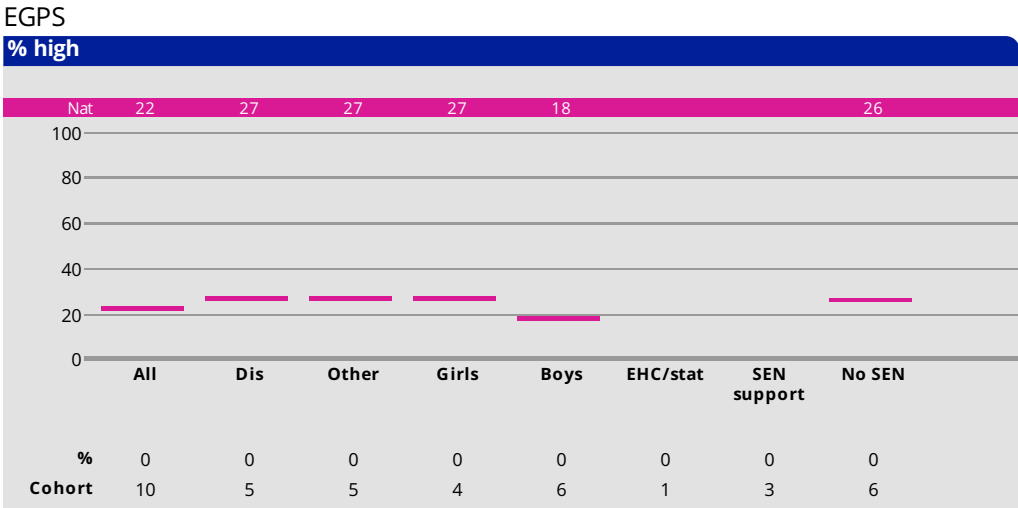
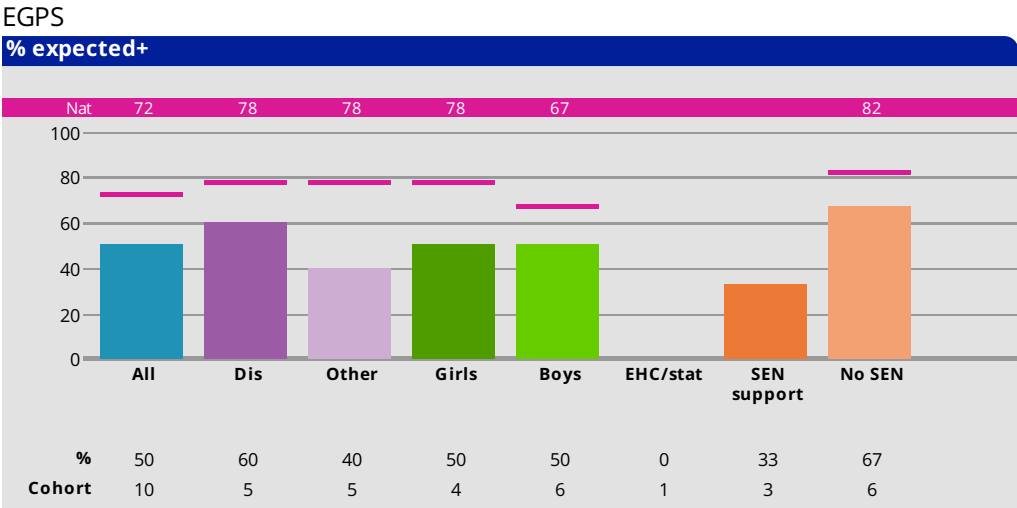
Progress and attainment in reading, writing and mathematics are shown for SEN groups. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline 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.



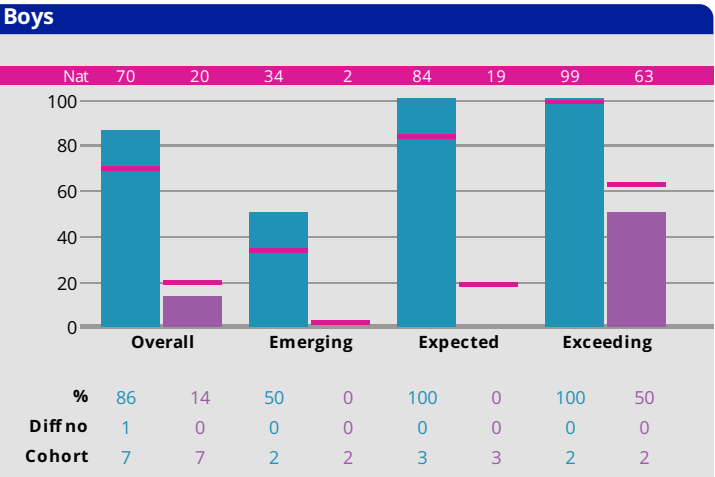
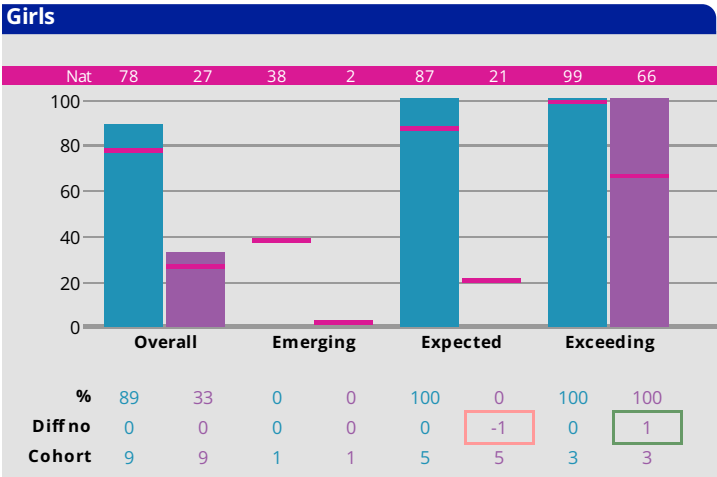
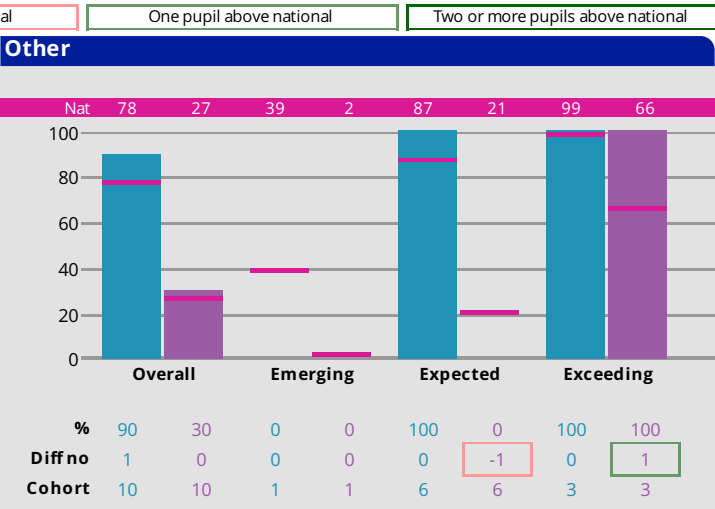
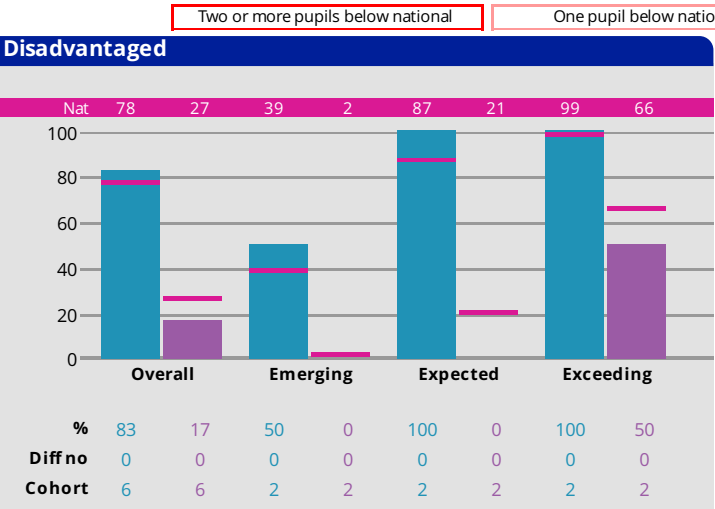
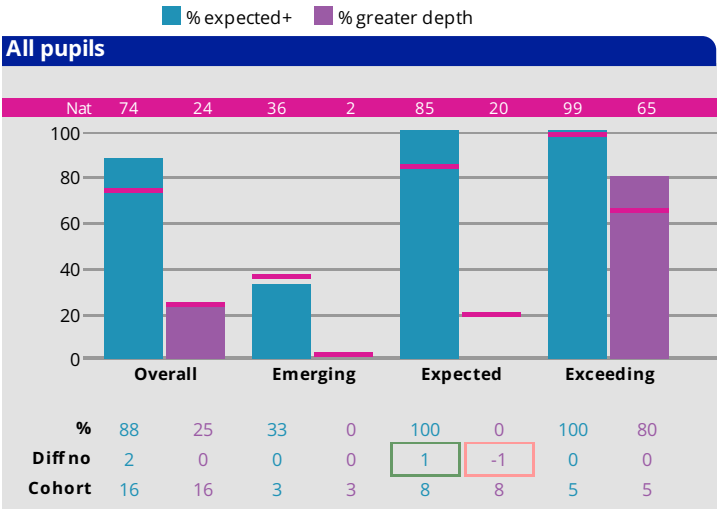
Attainment SEN with EHC/statement SEN support No SEN No SEN National



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.



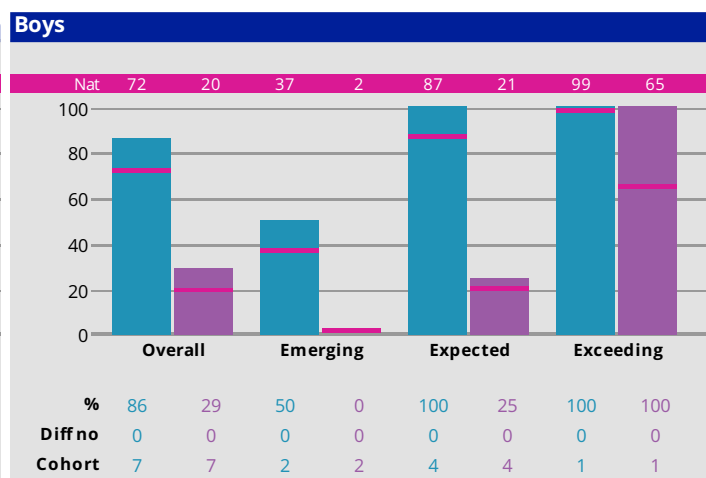
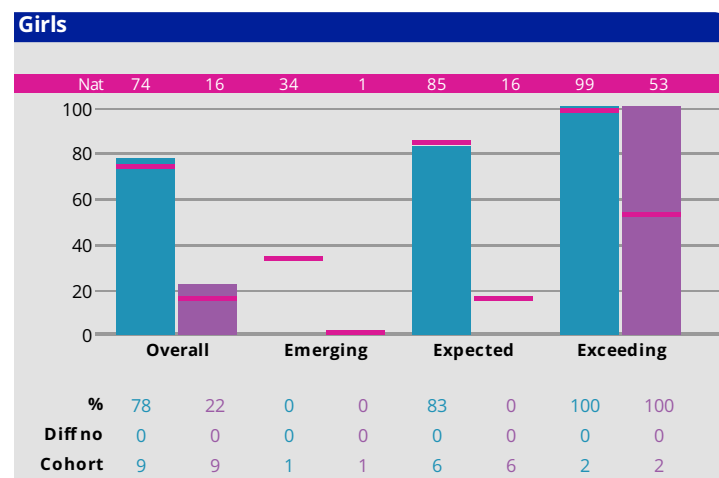
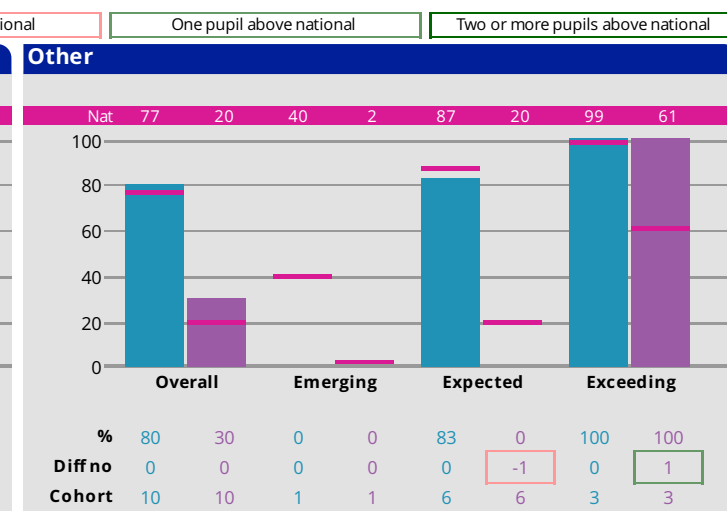
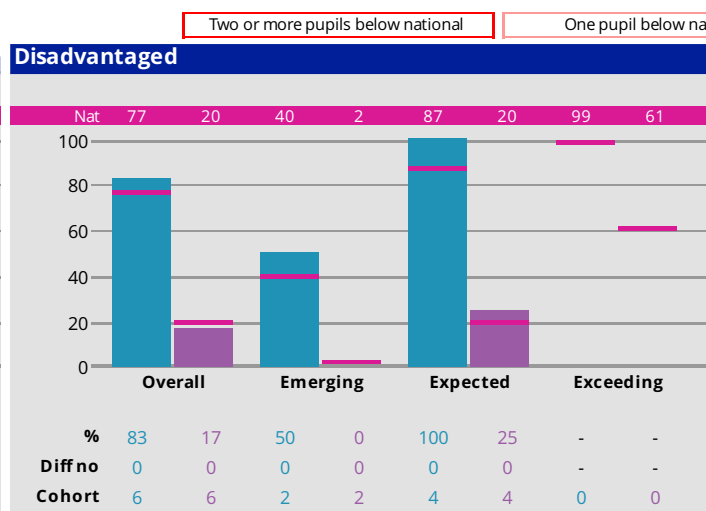
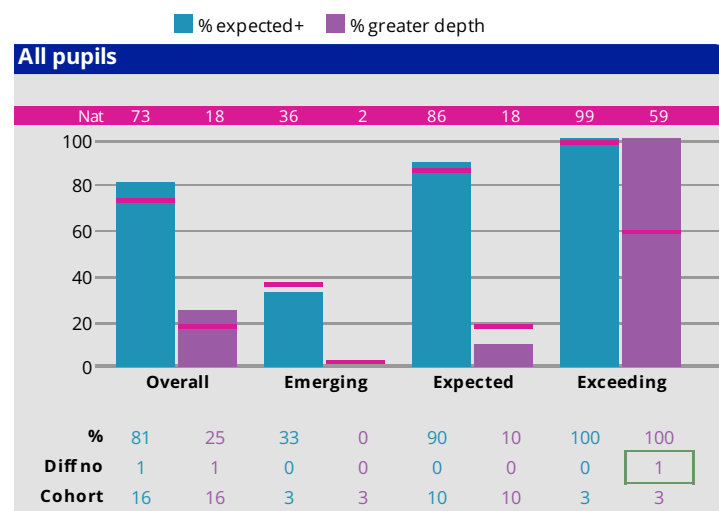
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the reading early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.



Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the writing early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.



Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the mathematics early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

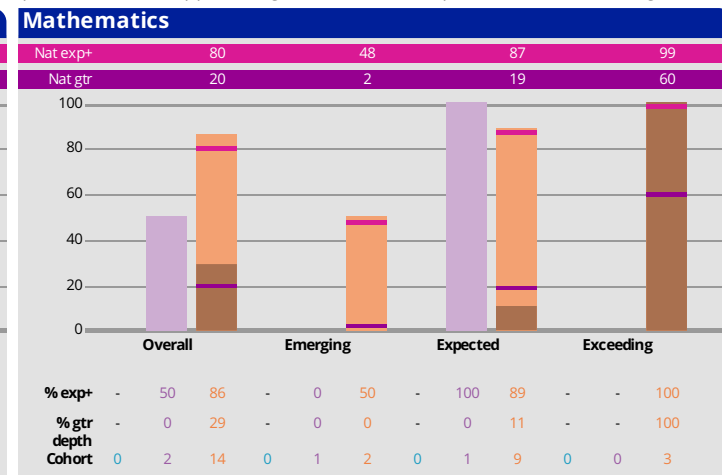
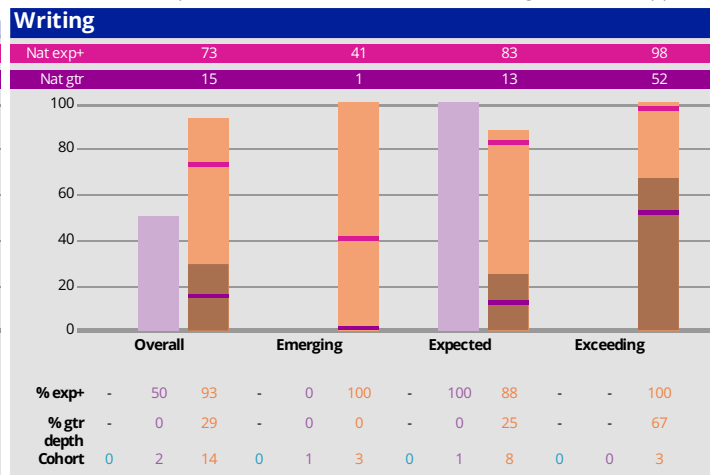
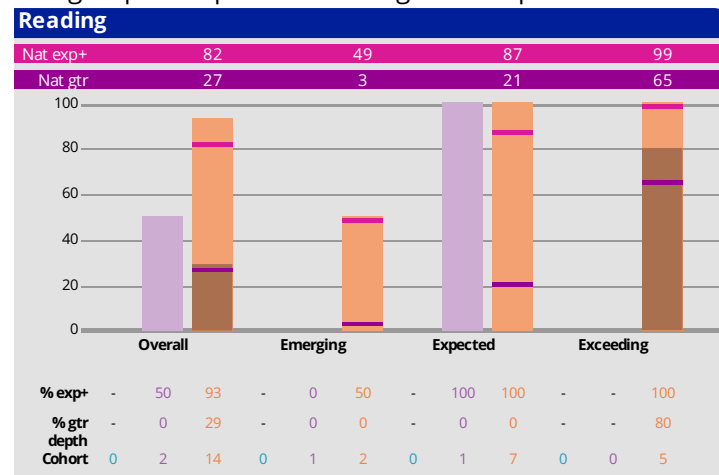


Chiddingly Primary School

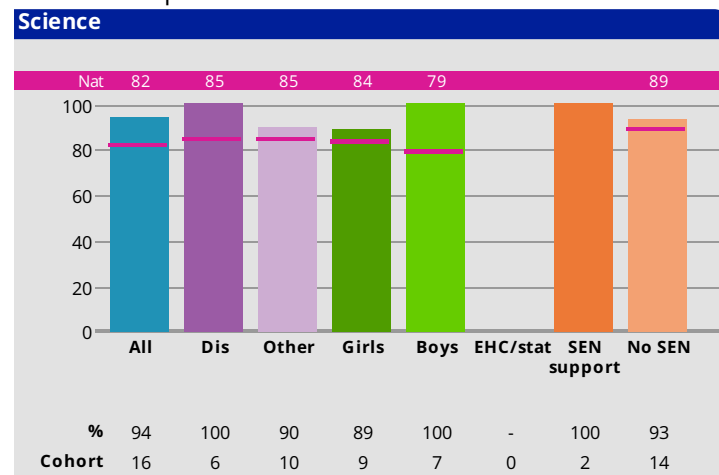
SEN groups and science

Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN group are shown by horizontal bars. In science, the percentage of pupils attaining the expected standard is shown for each group.

SEN groups % expected+ and % greater depth

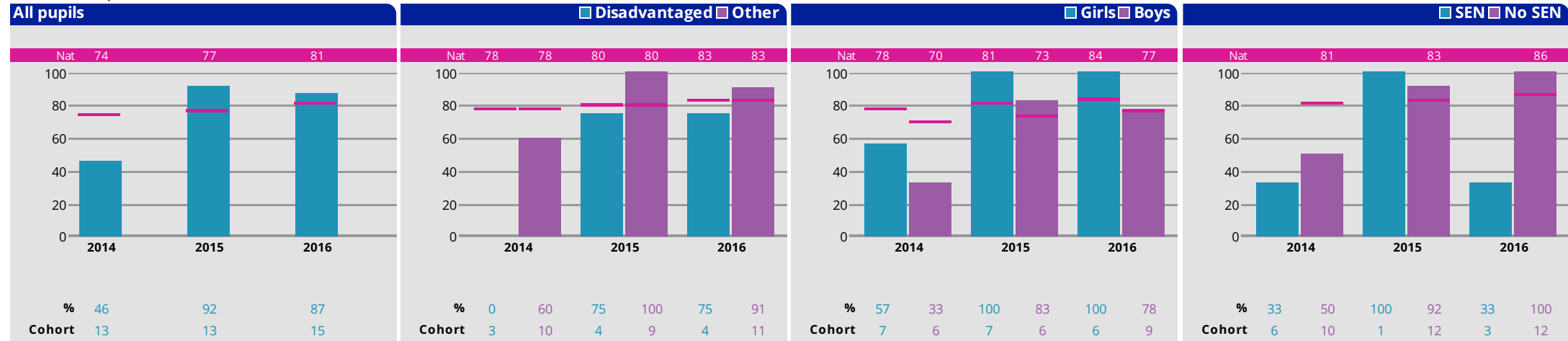


Science % expected

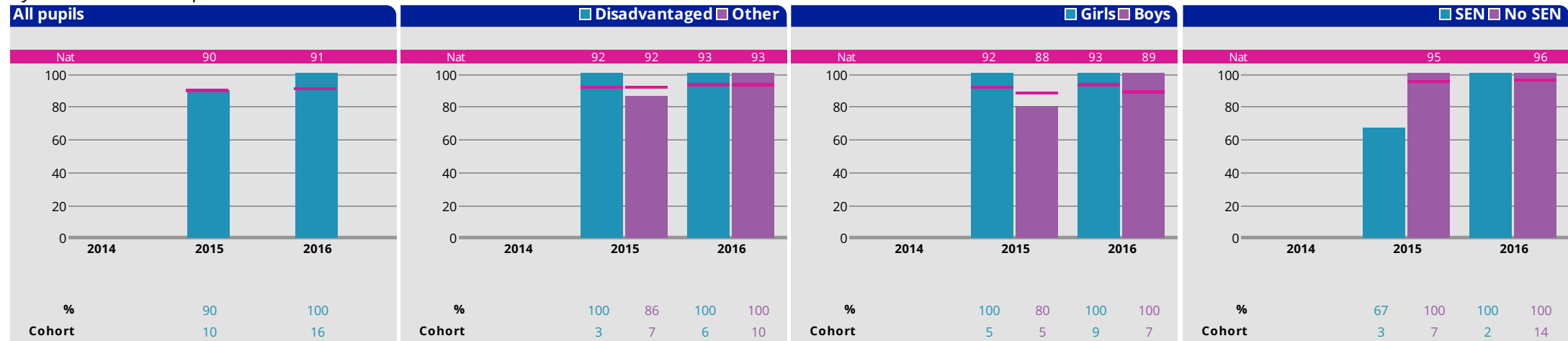


Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.

Year 1 % expected



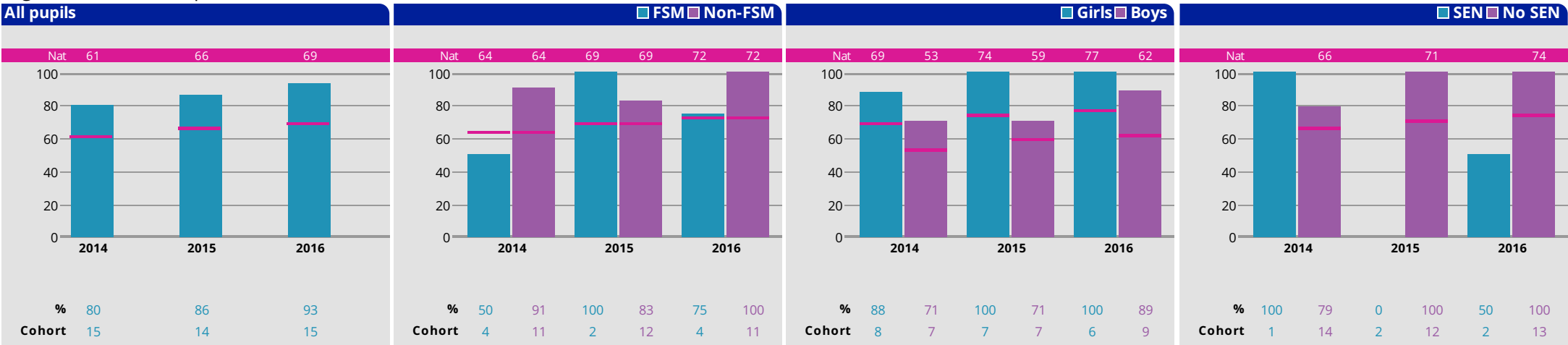
By end of Year 2 % expected



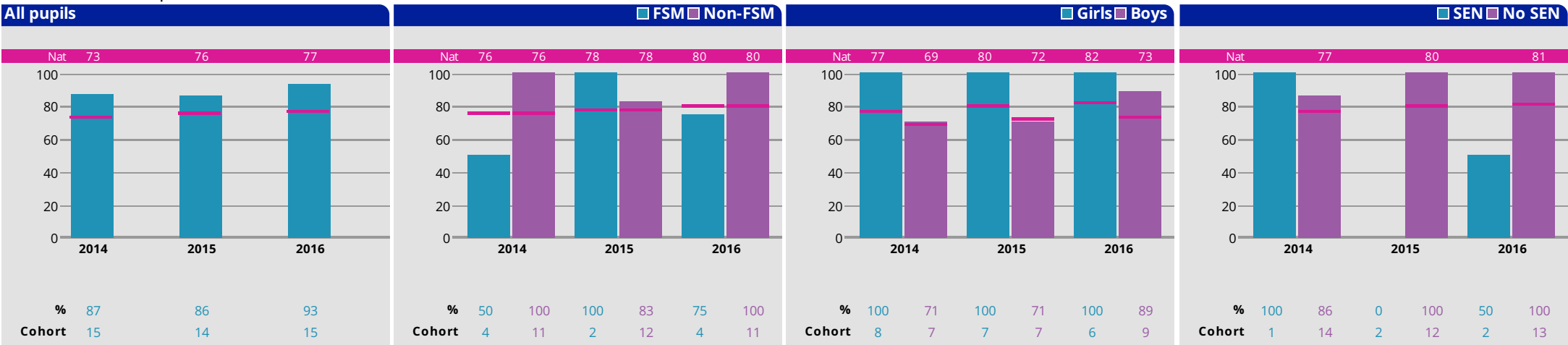
Chiddingly Primary School
Early Years Foundation Stage Profile

Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the mathematics early learning goals.

% good level of development



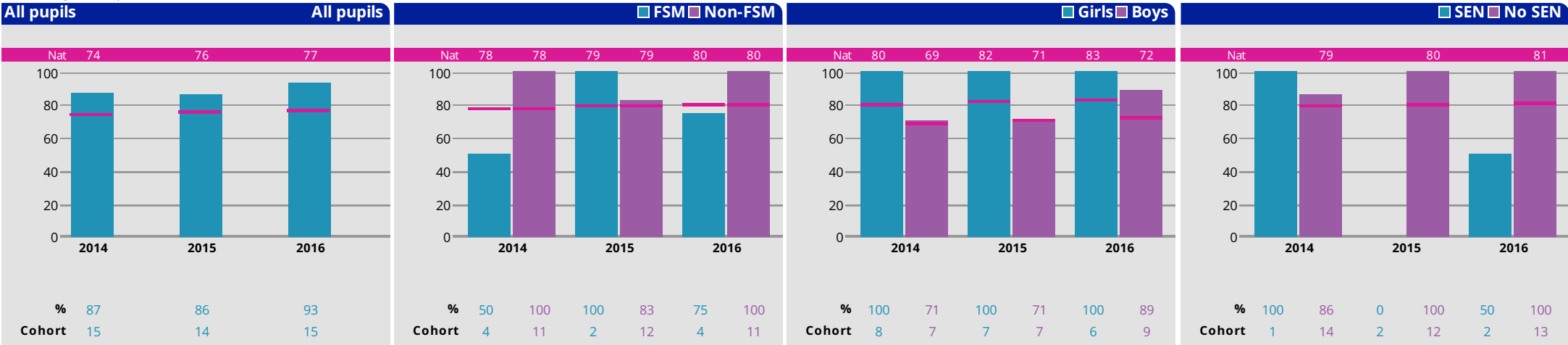
Mathematics % expected+



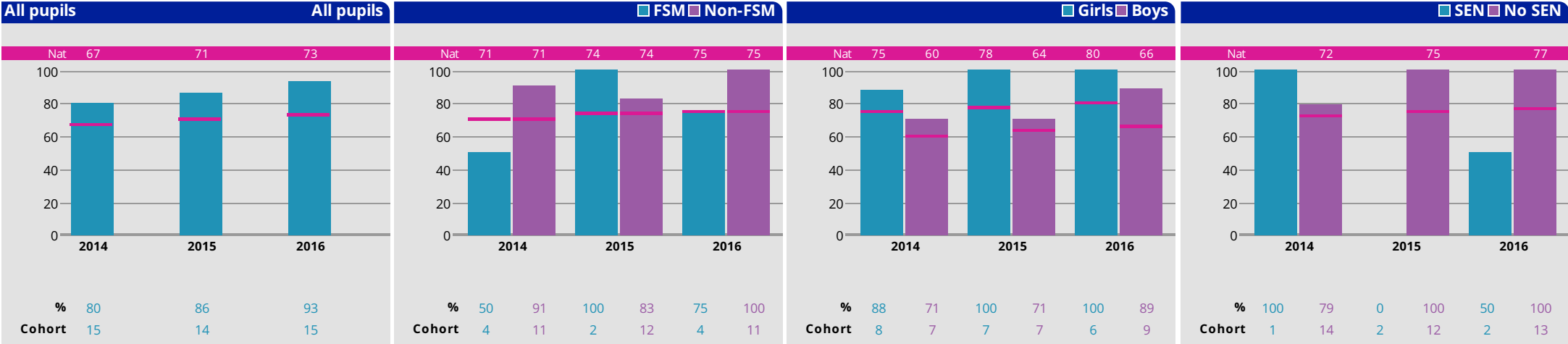
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Early Years Foundation Stage Profile

Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.

Reading % expected+

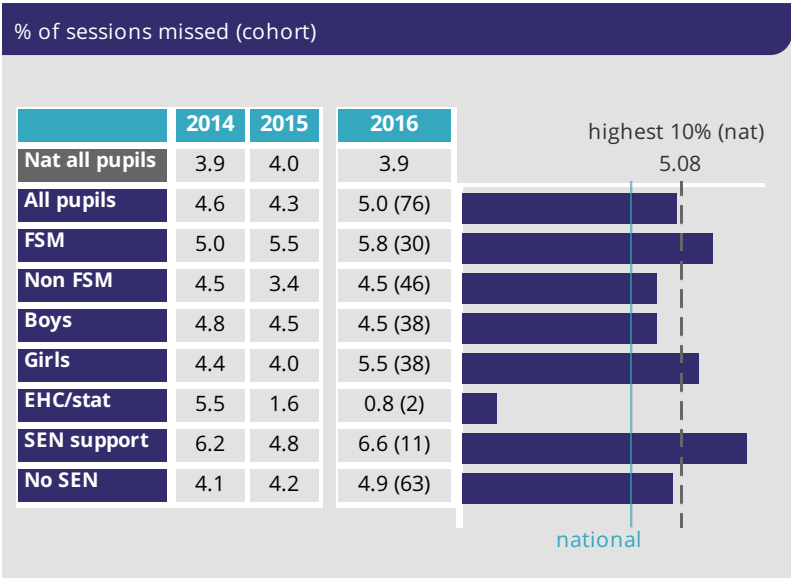


Writing % expected+

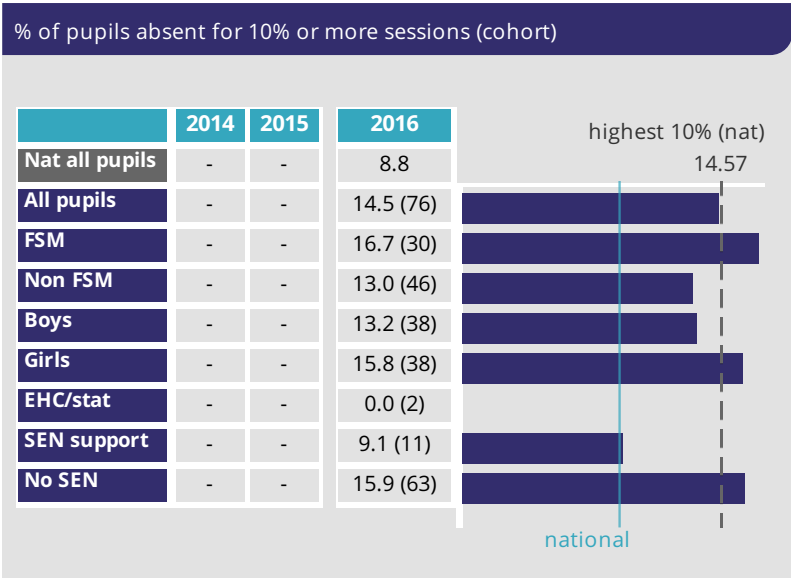


Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.

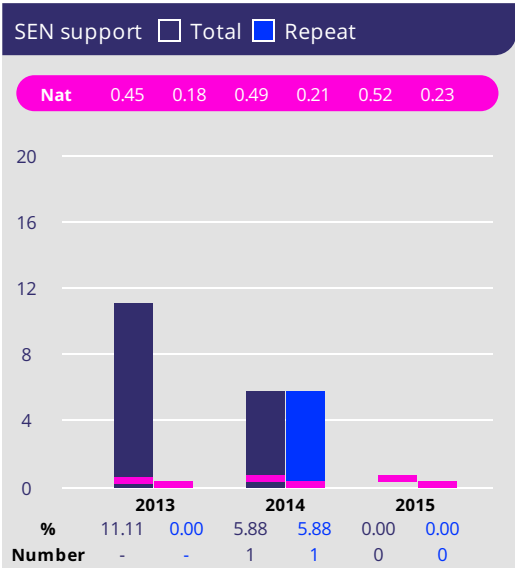
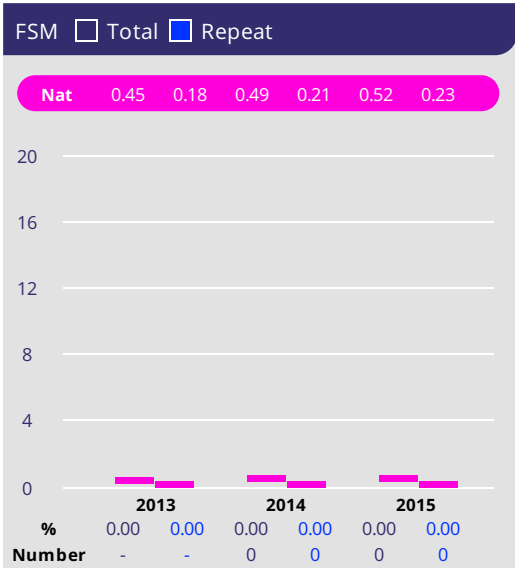
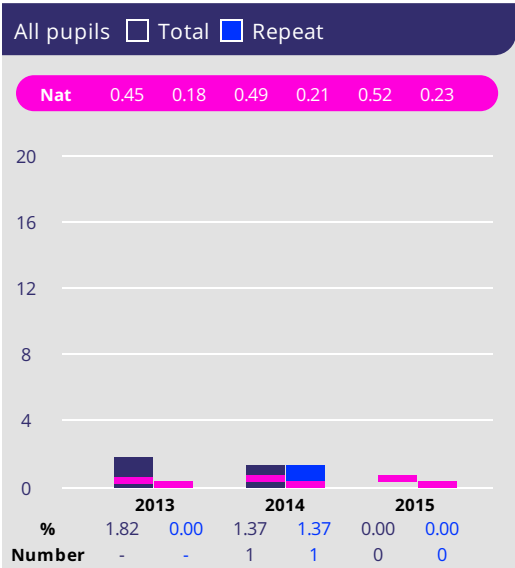
Absence



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. The numbers of CLA and pupils who left care through adoption or another formal route are shown.

Number on roll up to Year 6: 87

