

# 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.
- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils.
- All children achieved a good level of development in the Early Years Foundation Stage Profile.

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

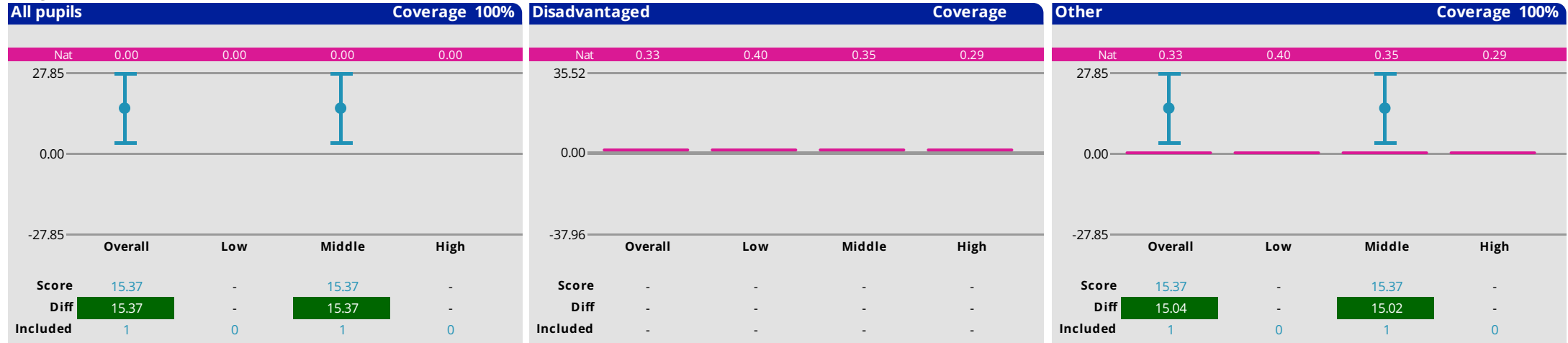
## Weaknesses in 2016

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

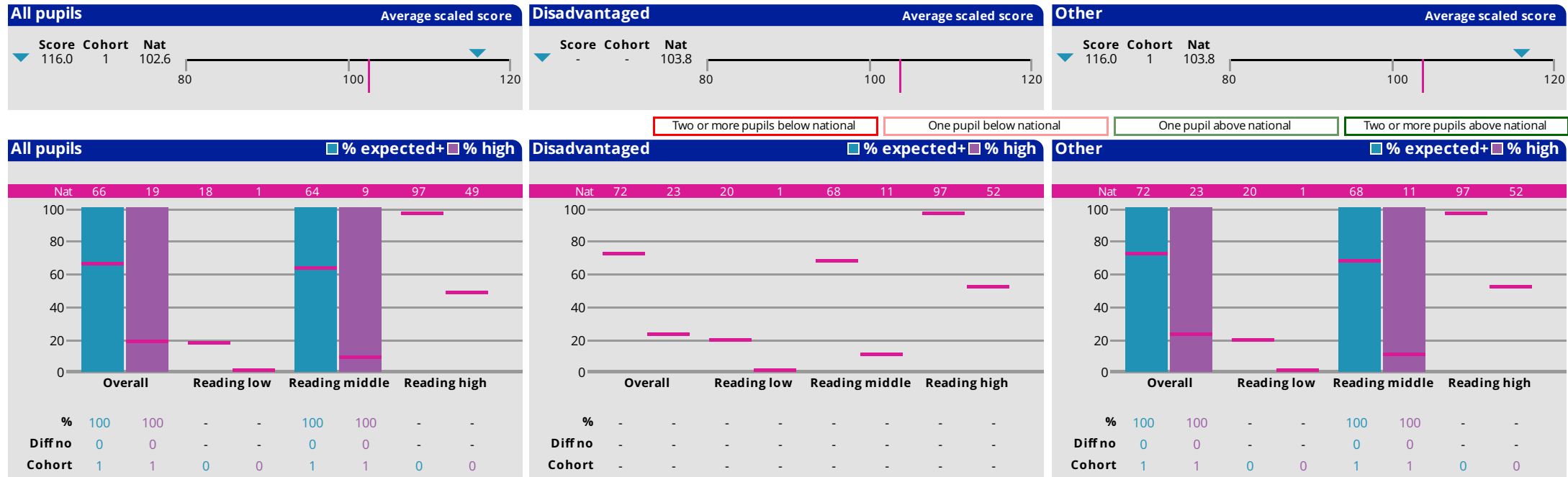
Weaknesses are indicated for cohorts of at least six. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where attainment is identified as well below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

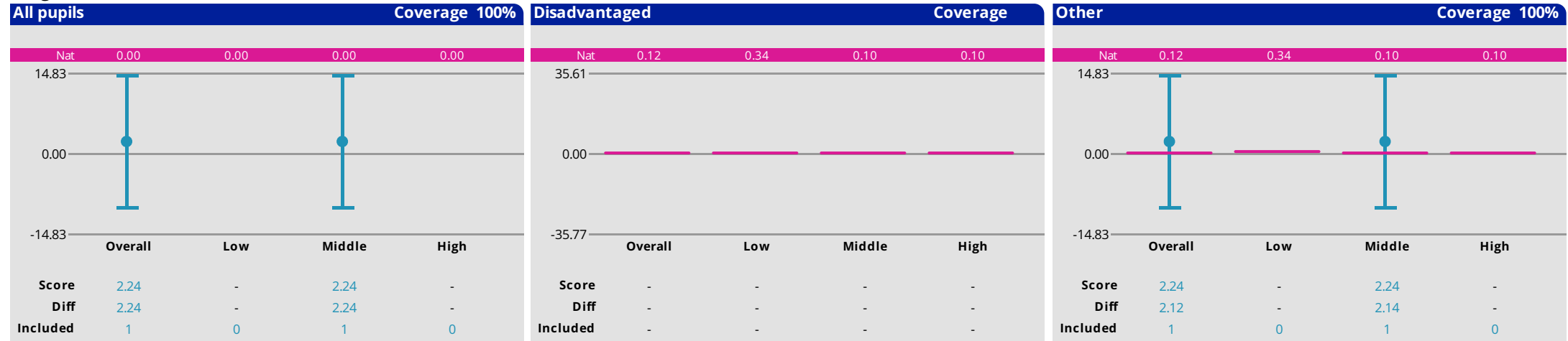


Attainment

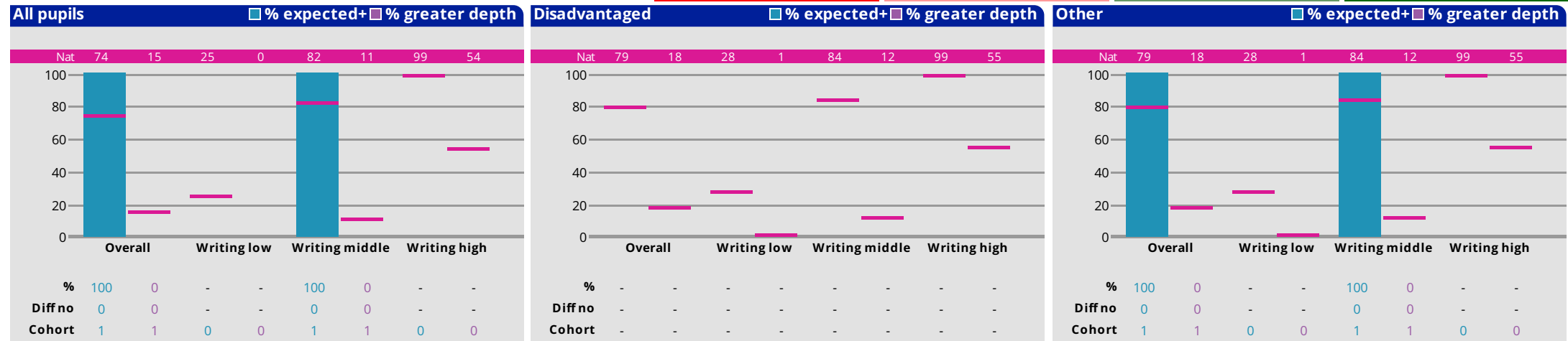


Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in writing for attainment. Note that attainment tables in RAISEonline show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

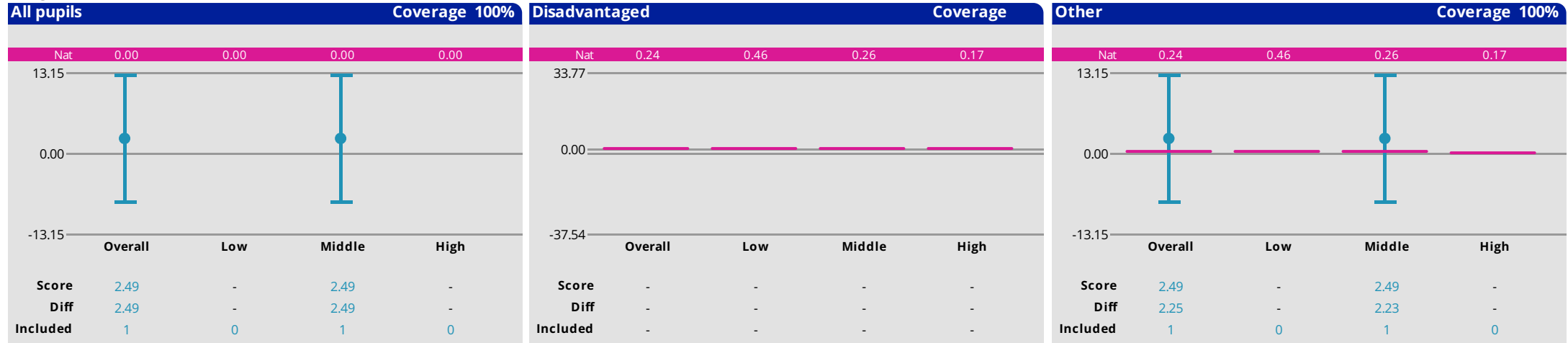


Attainment

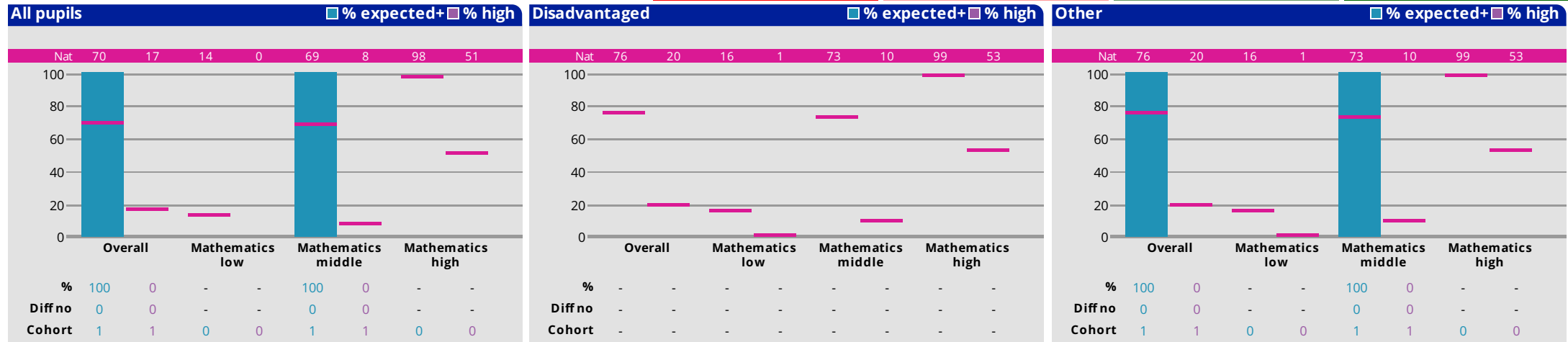
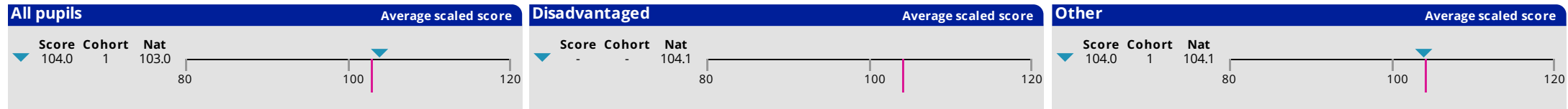


Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in mathematics for attainment. Note that attainment tables in RAISEonline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

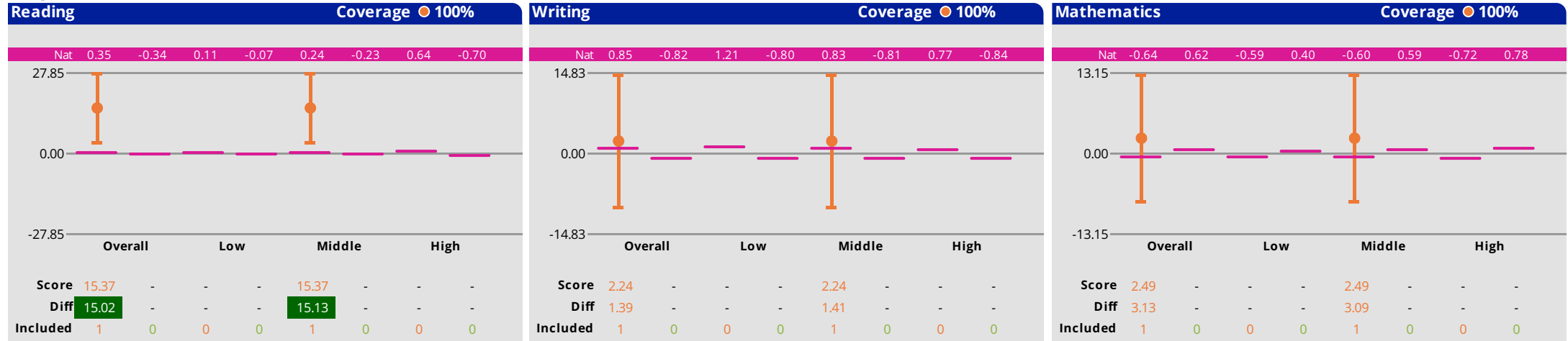


Attainment

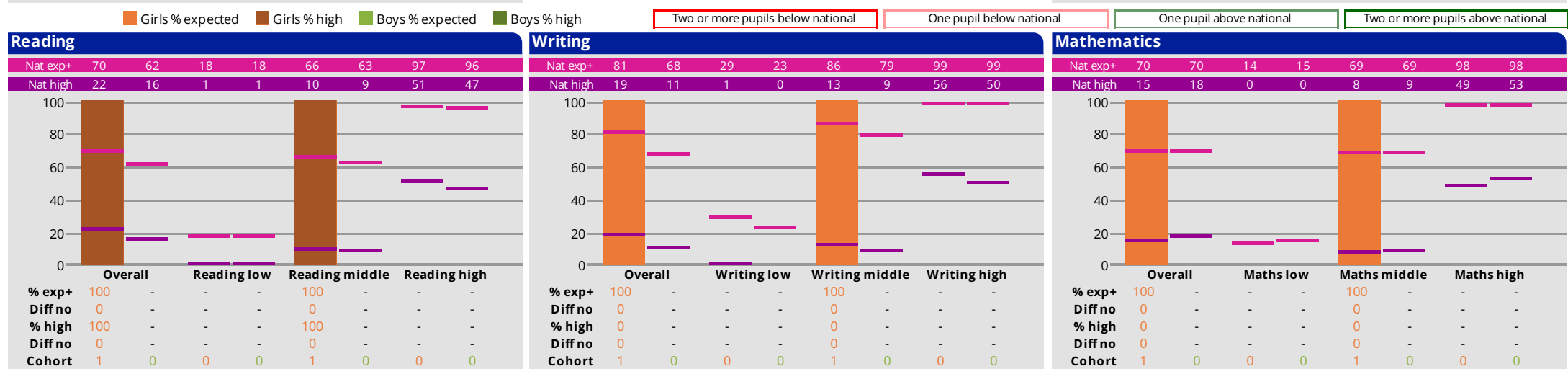
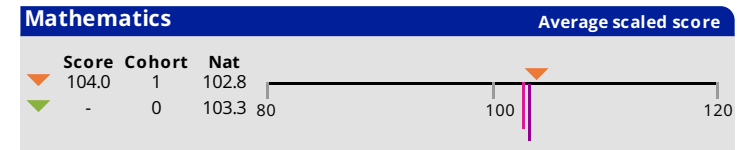
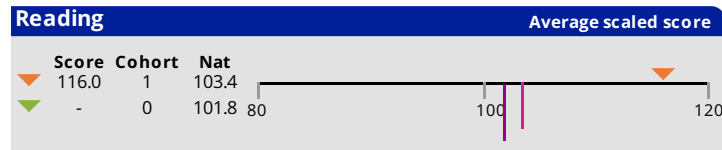


Progress and attainment in reading, writing and mathematics are shown for girls and boys. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline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

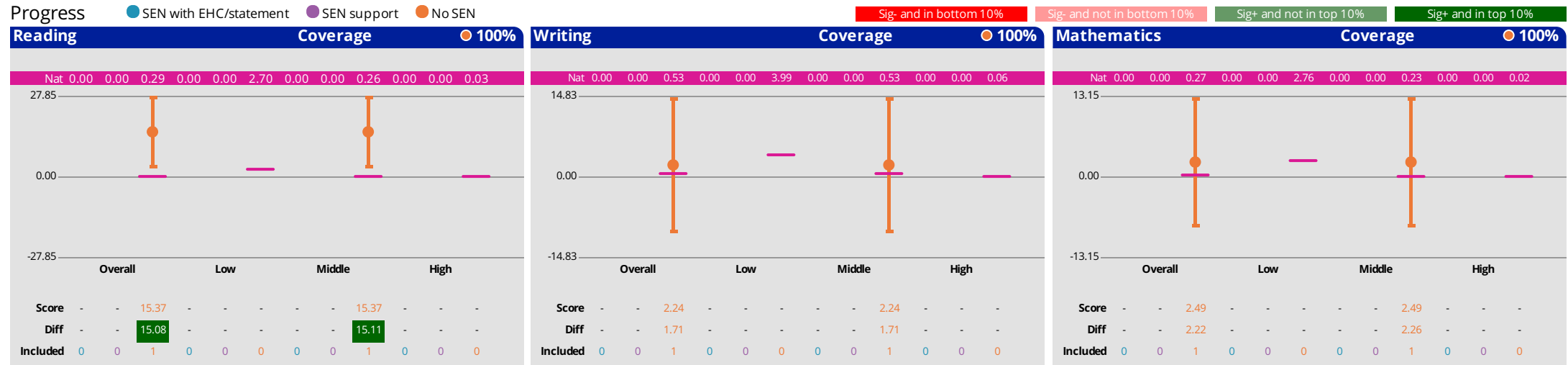


Attainment ▼ Girls ▼ Boys | National Girls | National Boys

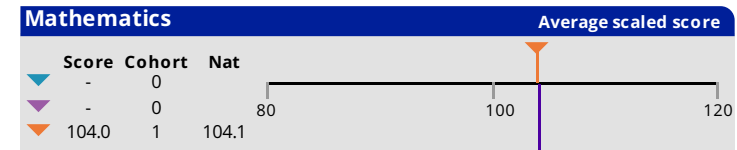
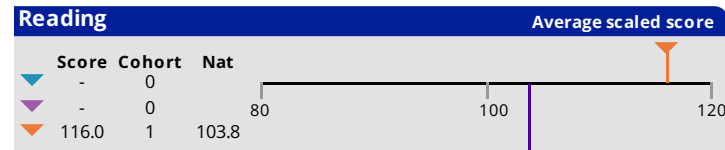


SEN groups

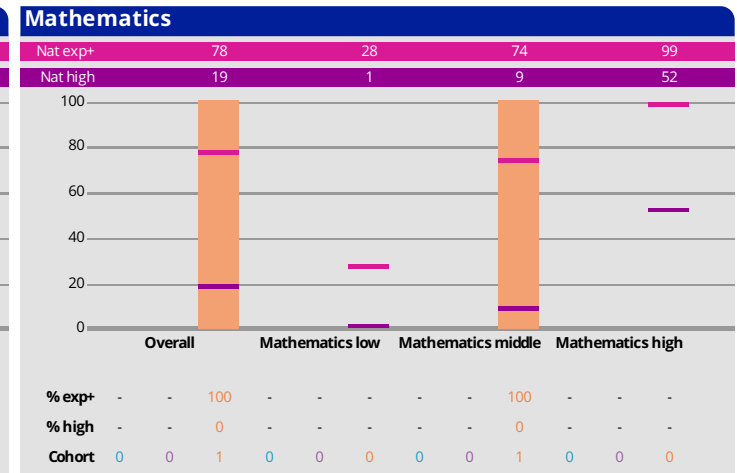
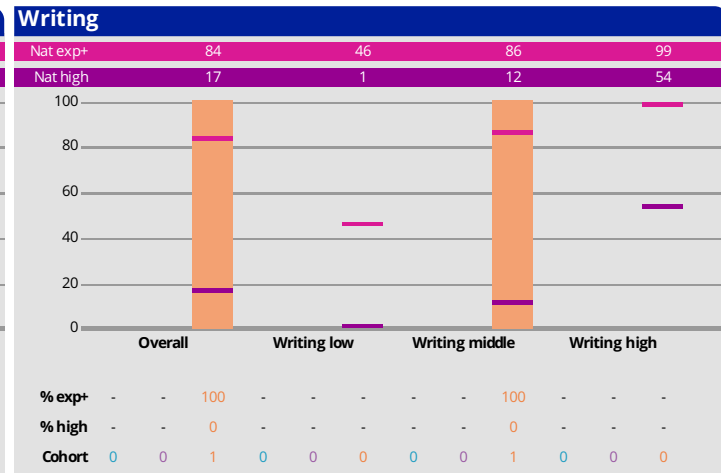
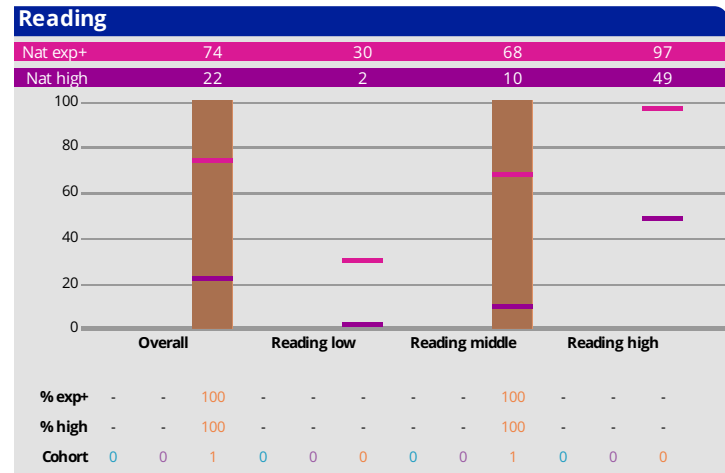
Progress and attainment in reading, writing and mathematics are shown for SEN groups. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline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



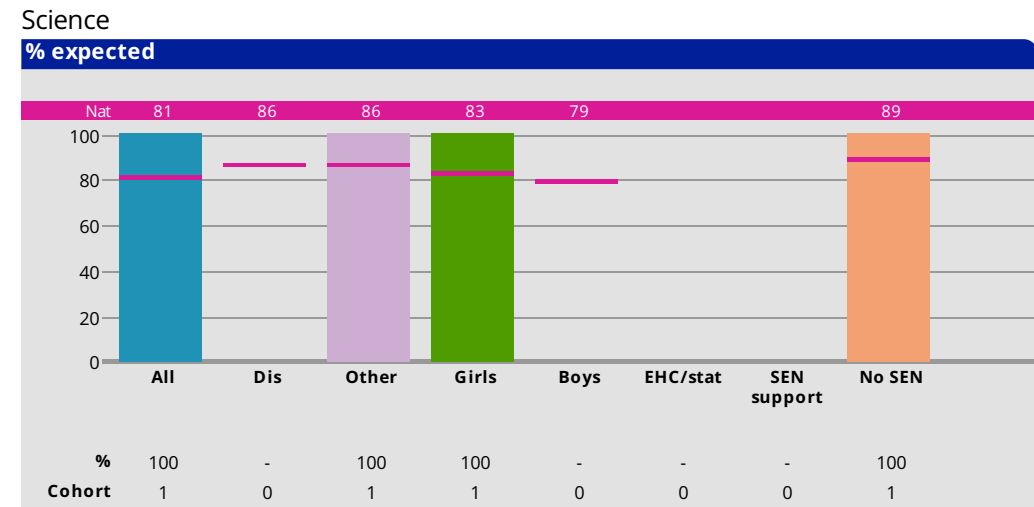
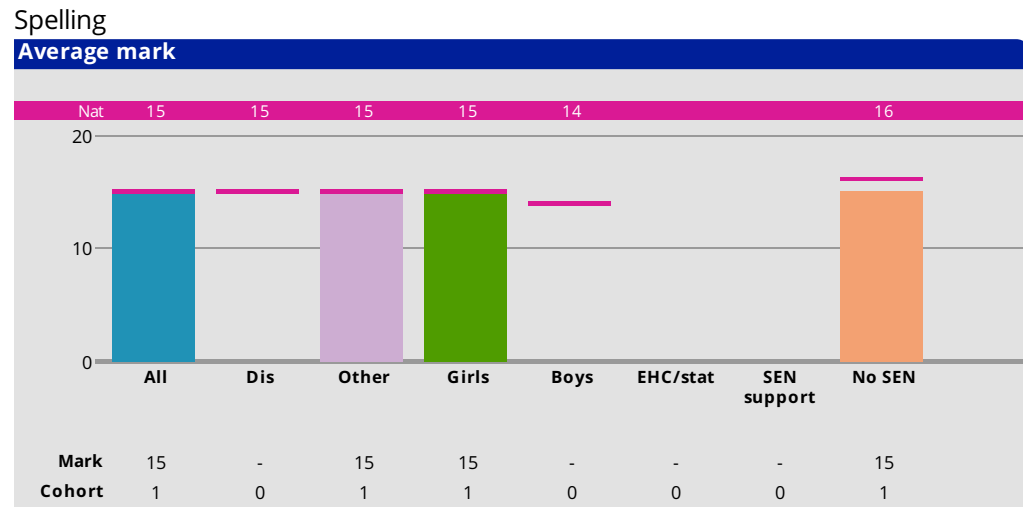
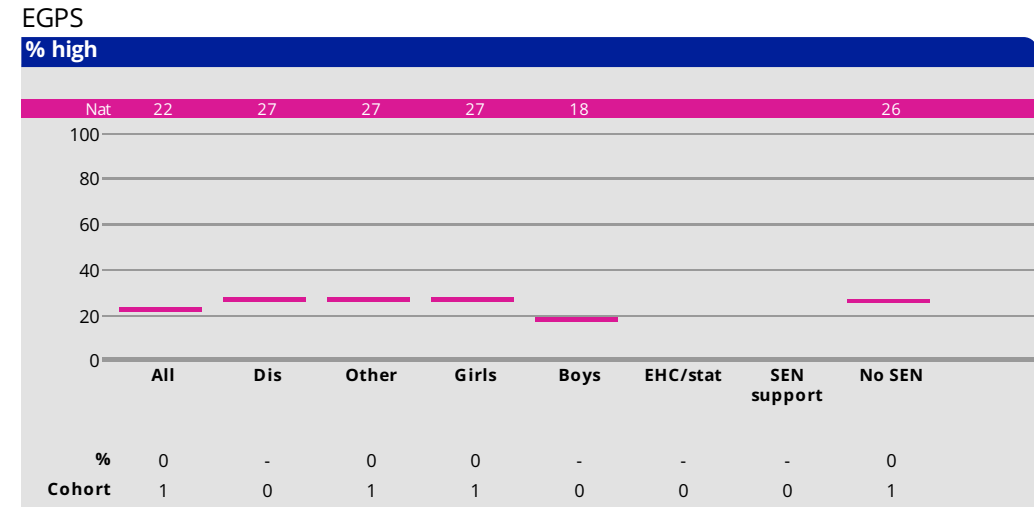
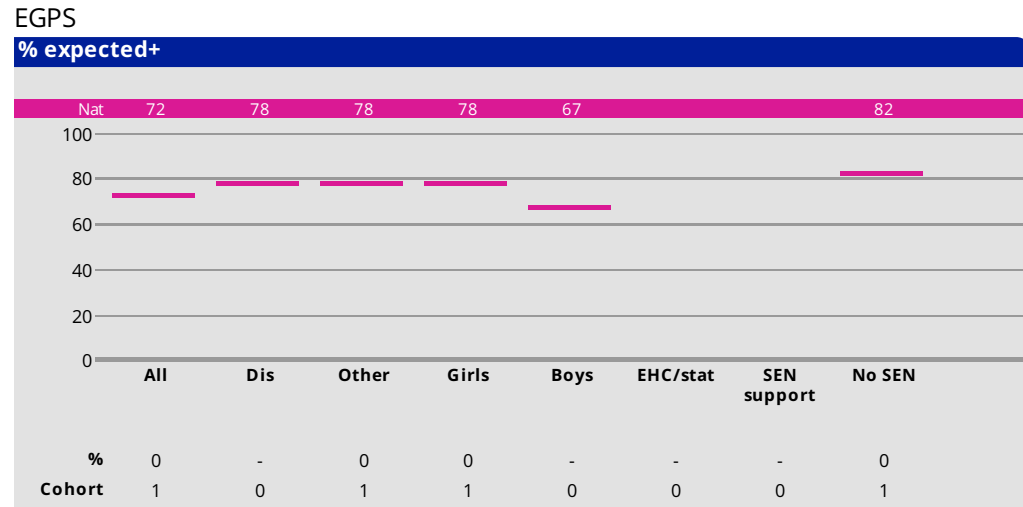
**Attainment** ▼ SEN with EHC/statement ▼ SEN support ▼ No SEN | No SEN National



■ SEN with EHC/statement % expected ■ SEN with EHC/statement % high ■ SEN support % expected ■ SEN support % high ■ No SEN % expected ■ No SEN % high



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.

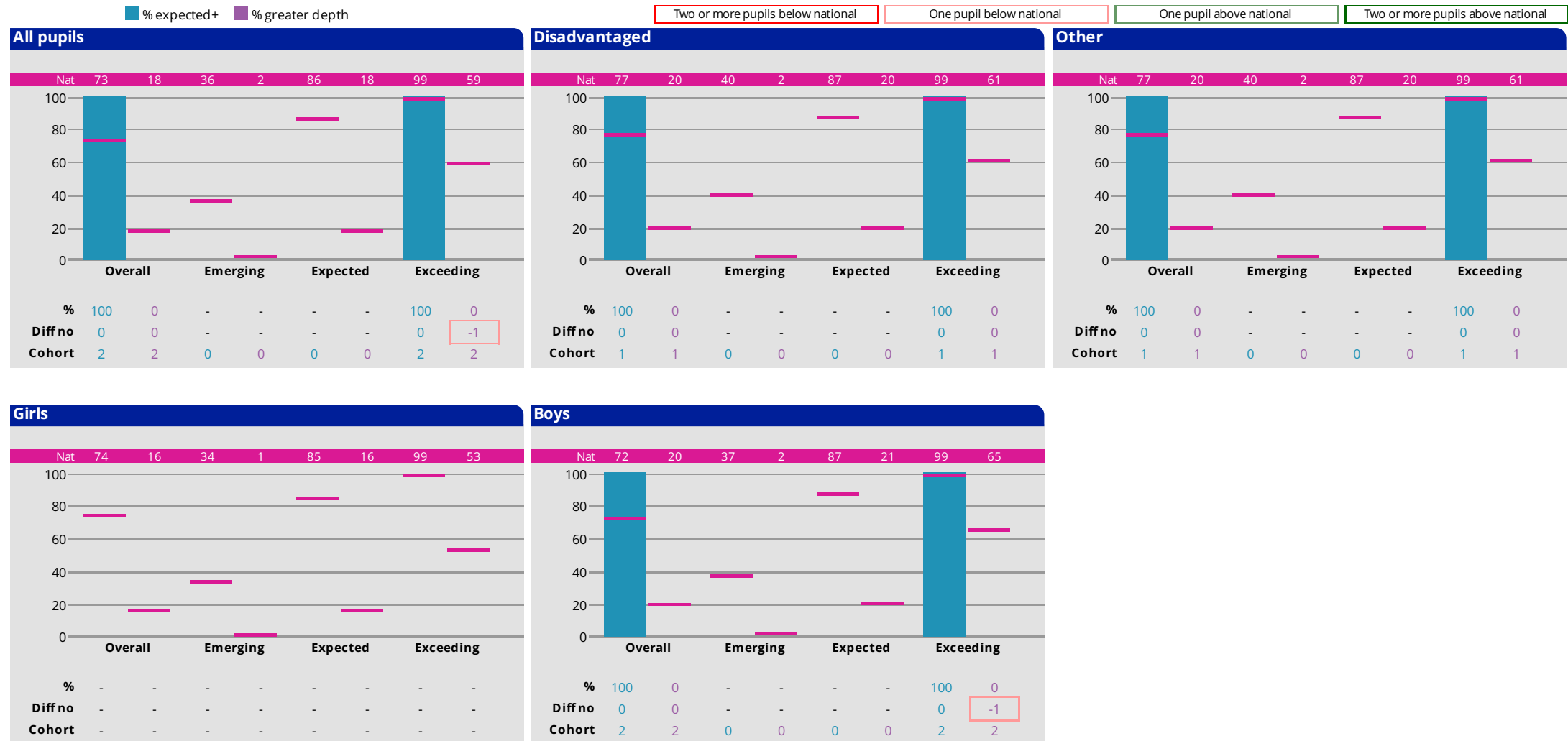




Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the writing early learning goal. National values are shown by horizontal bars. The difference from national is shown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



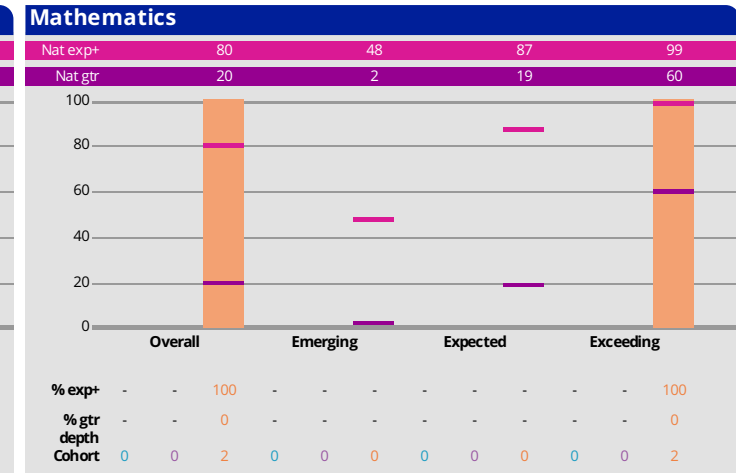
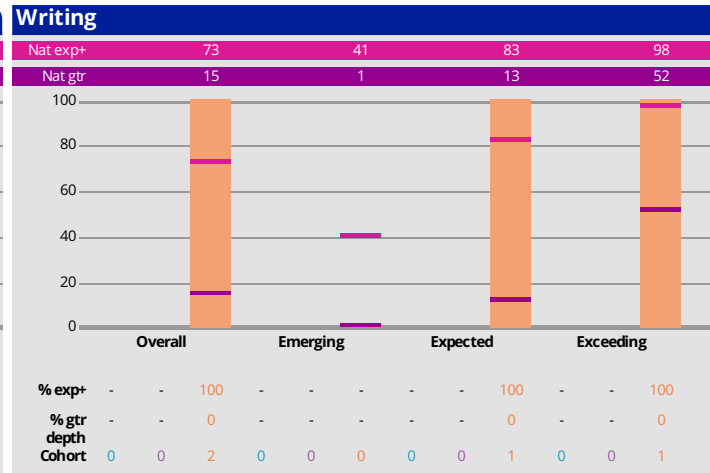
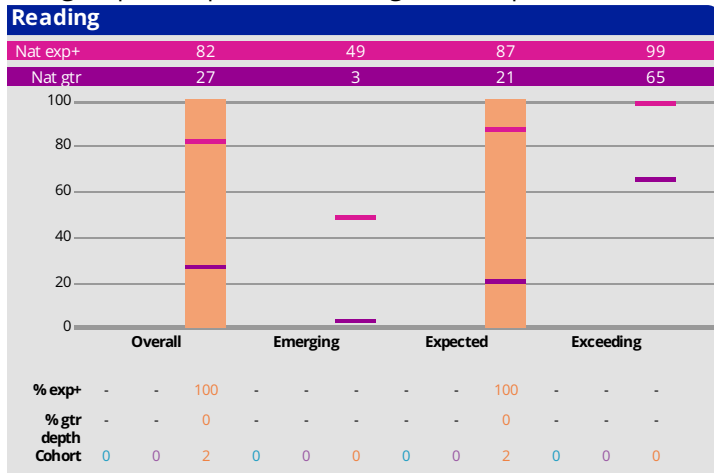
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the mathematics early learning goal. National values are shown by horizontal bars. The difference from national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



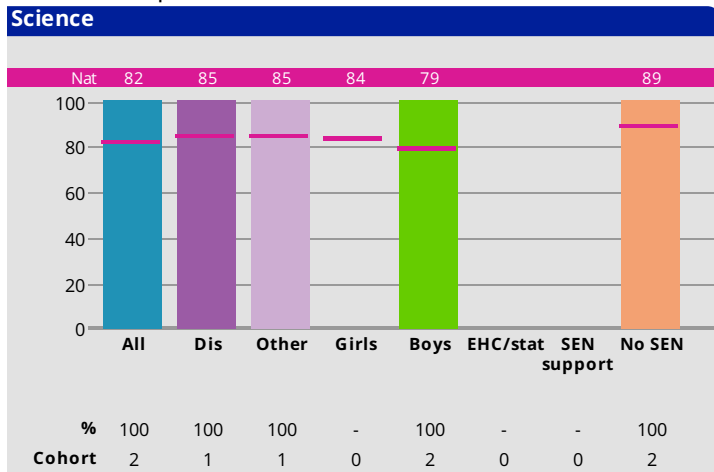
Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN group are shown by horizontal bars. In science, the percentage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

**SEN groups % expected+ and % greater depth**

SEN with EHC/statement % expected    SEN with EHC/statement % high    SEN support % expected    SEN support % high    No SEN % expected    No SEN % high

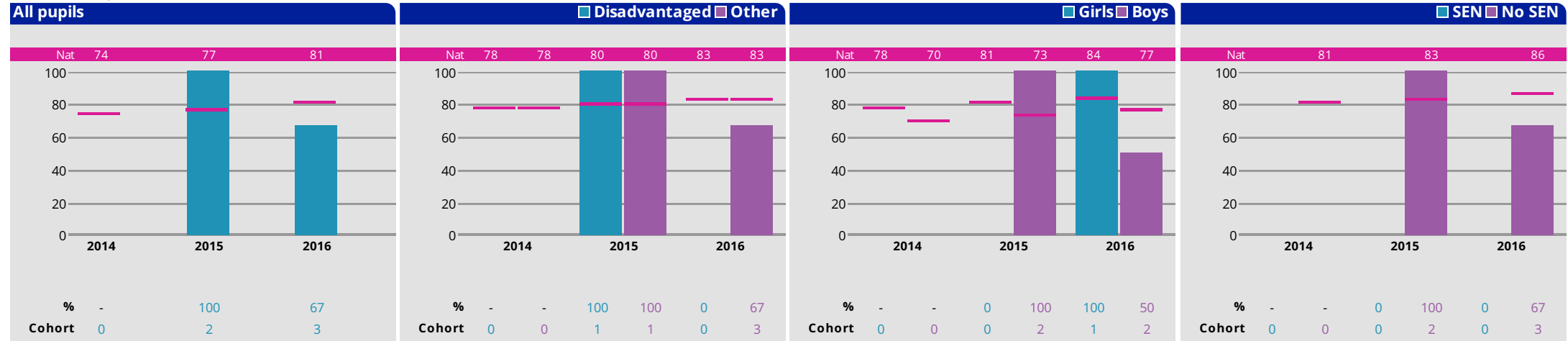


**Science % expected**

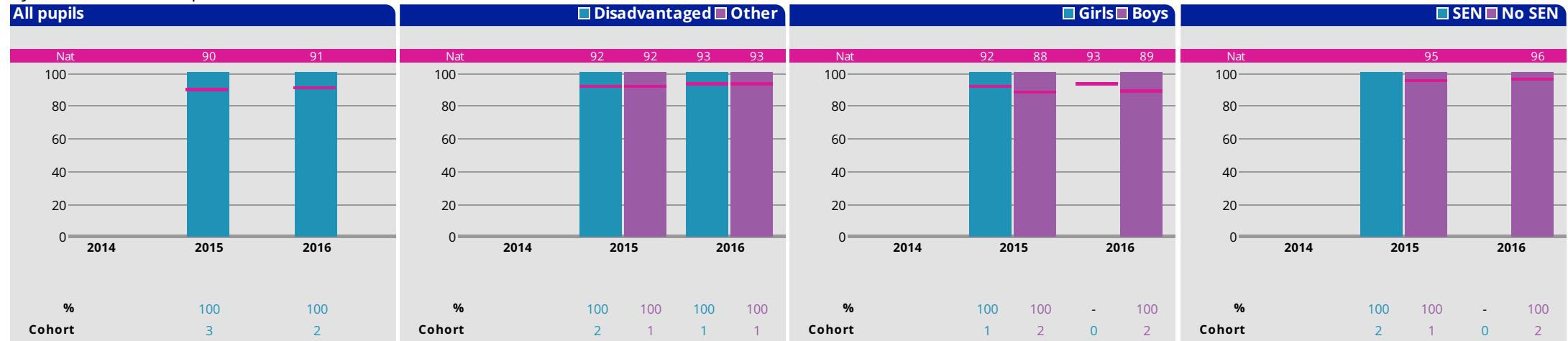


Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.

Year 1 % expected



By end of Year 2 % expected

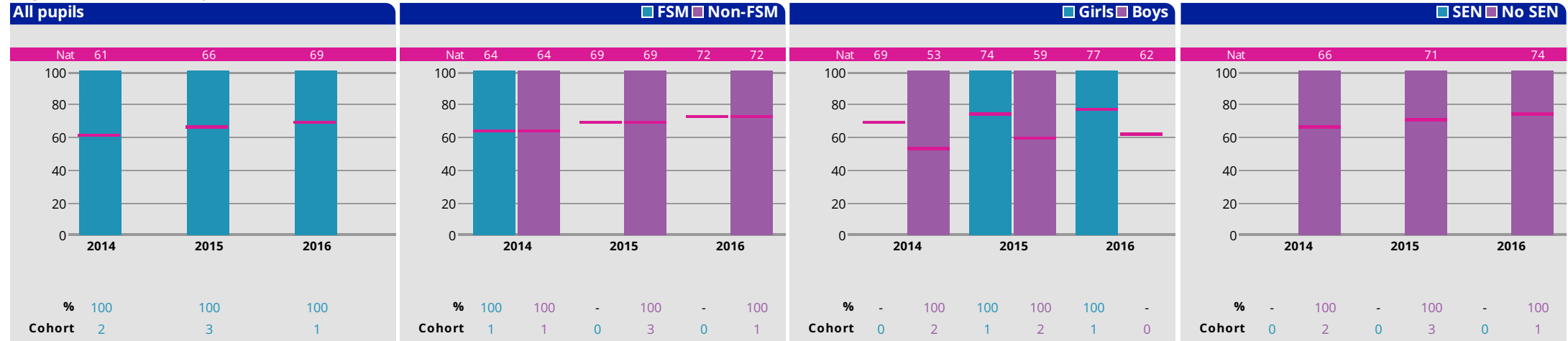


# Allonby Primary School

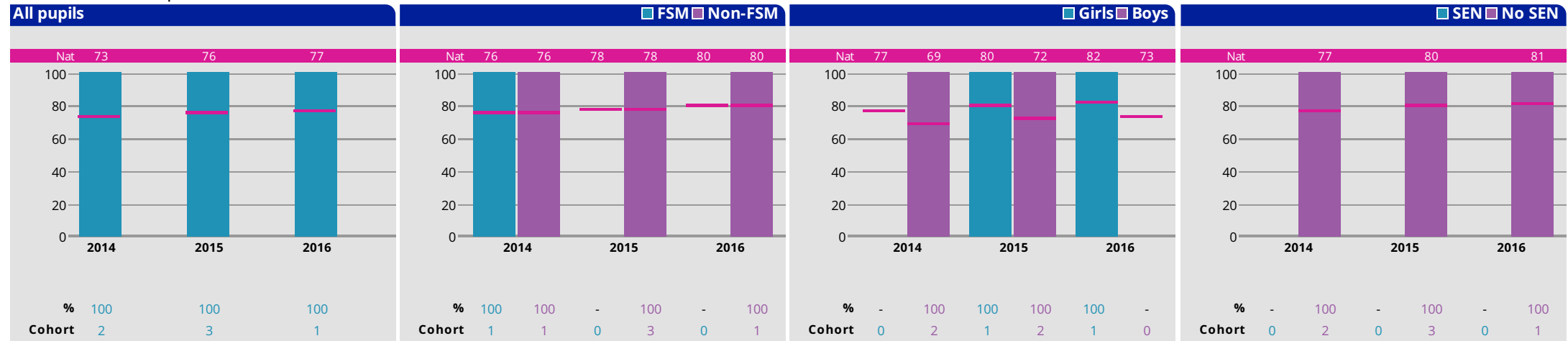
## Early Years Foundation Stage Profile

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+

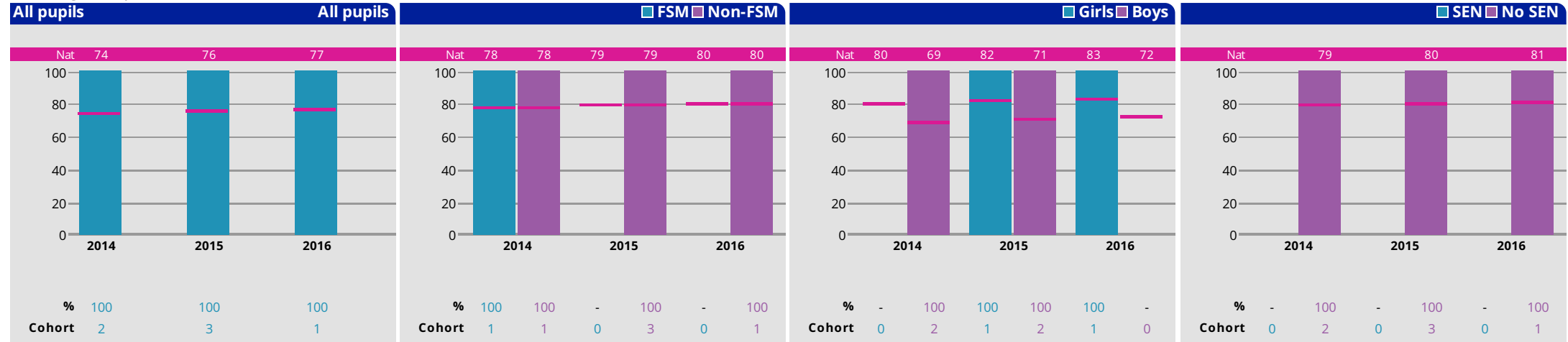


# Allonby Primary School

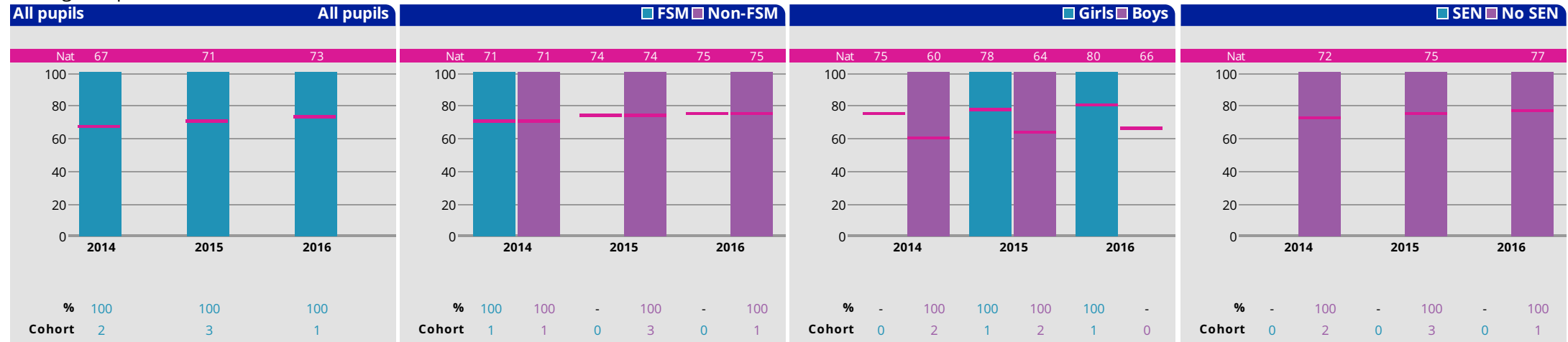
## Early Years Foundation Stage Profile

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.

### Reading % expected+



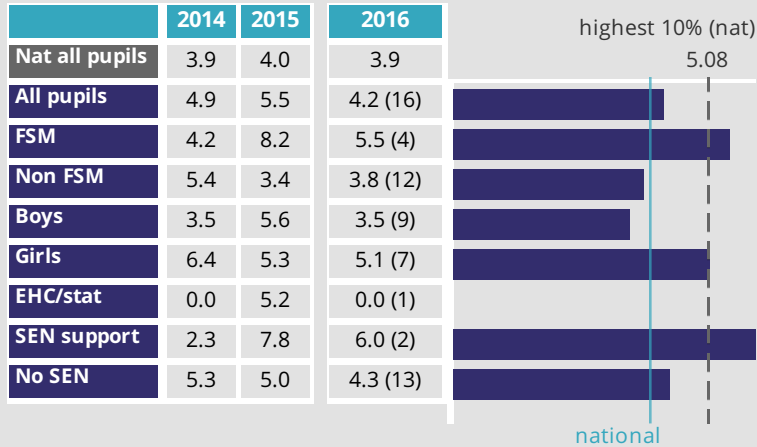
### Writing % expected+



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.

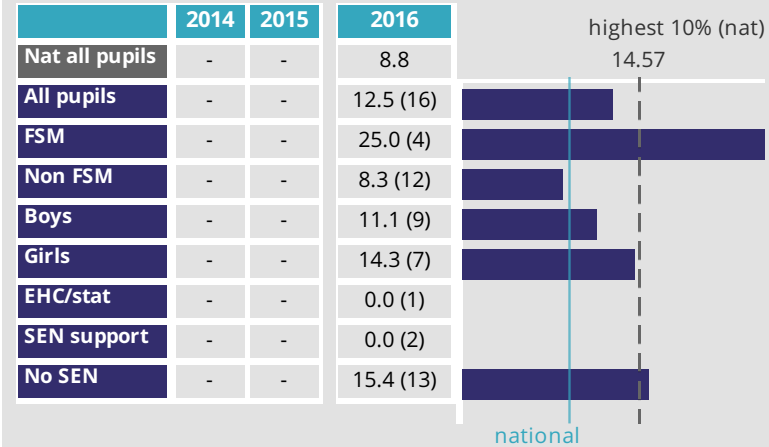
### Absence

% of sessions missed (cohort)



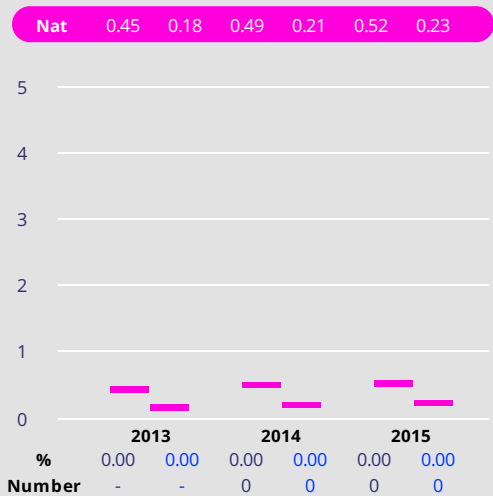
### Persistent Absence

% of pupils absent for 10% or more sessions (cohort)

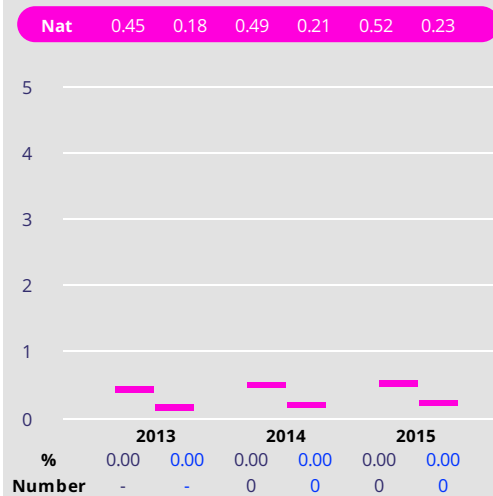


### Fixed term exclusions % and number of pupils excluded

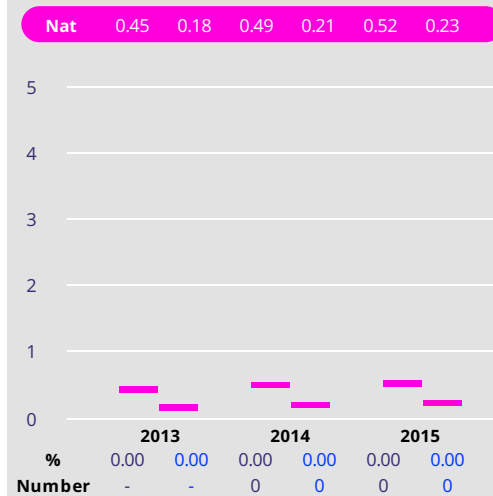
All pupils  Total  Repeat



FSM  Total  Repeat



SEN support  Total  Repeat



### Permanent exclusions

All pupils

In 2015, 0 pupils were permanently excluded (below the national %)

In comparison,

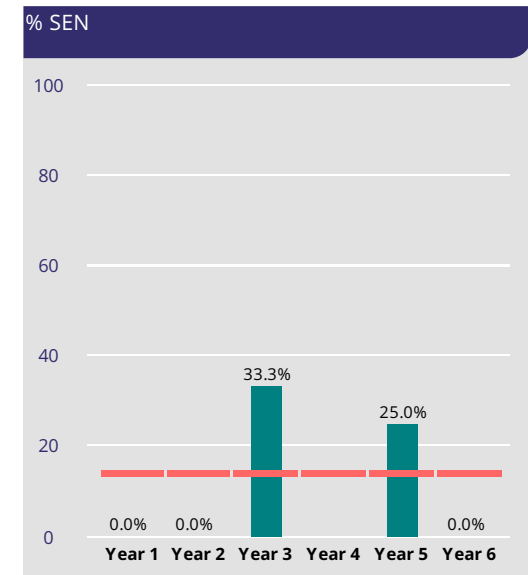
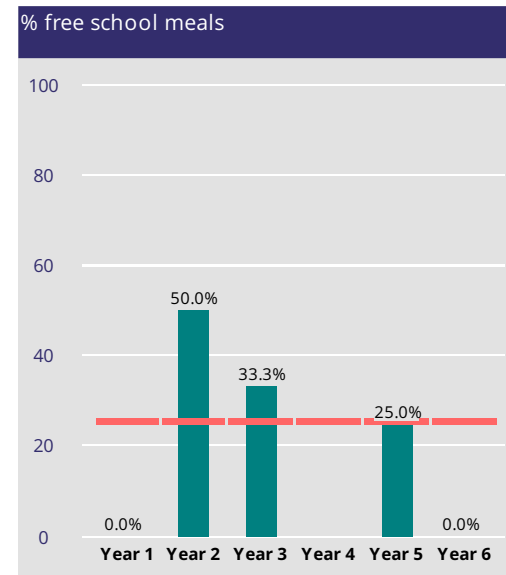
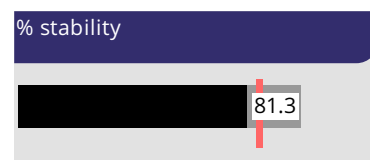
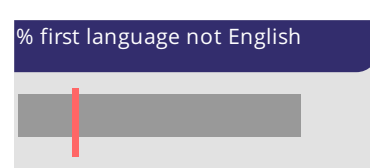
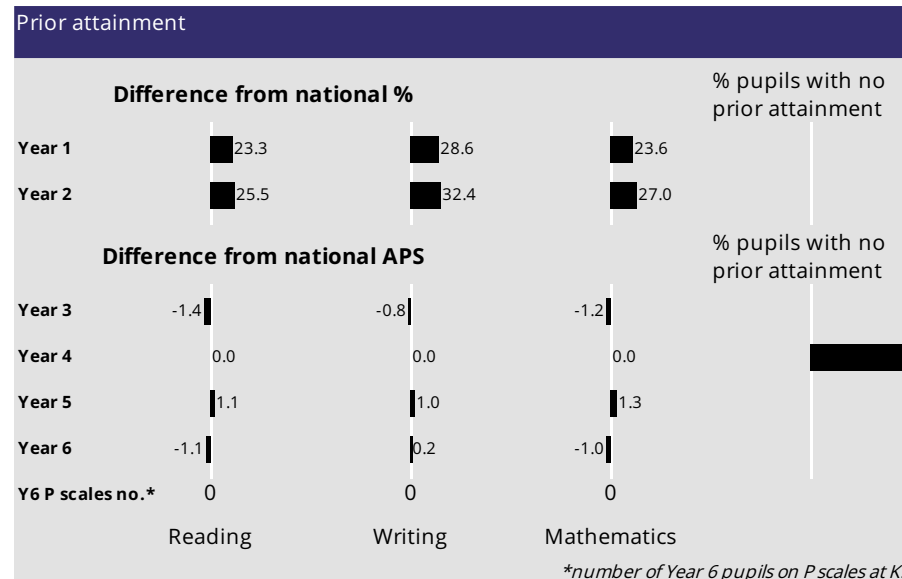
0 pupils were excluded in 2014

0 pupils were excluded in 2013

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: **18**

Ethnicity	
<b>White British</b>	100.0%
<b>Any other ethnic group</b>	
<b>Asian or Asian British</b> any other Asian background	
<b>Asian or Asian British</b> Bangladeshi	
<b>Asian or Asian British</b> Indian	
<b>Asian or Asian British</b> Pakistani	
<b>Black or Black British</b> African	
<b>Black or Black British</b> any other Black background	
<b>Black or Black British</b> Caribbean	
<b>Chinese</b>	
<b>Ethnicity not known</b>	
<b>Mixed</b> any other mixed background	
<b>Mixed</b> White & Asian	
<b>Mixed</b> White & Black African	
<b>Mixed</b> White & Black Caribbean	
<b>Parent/pupil preferred not to say</b>	
<b>White</b> any other White background	
<b>White</b> Irish	
<b>White</b> Romany or Gypsy	
<b>White</b> Traveller of Irish heritage	



**CLA and left care**

Number on roll up to Year 6	
<b>CLA</b>	0
<b>Left care</b>	0