

# 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 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

- Progress 8 was significantly above average overall and for all prior attainment groups.
- Disadvantaged pupils' Progress 8 was not significantly below national other\* overall or for any prior attainment group.\*and not well below average.
- Progress 8 was not significantly below average\* overall or for any prior attainment group in English or mathematics.\*and not well below average.
- Disadvantaged pupils' Progress 8 was not significantly below national other\* overall or for any prior attainment group in English or mathematics.\*and not well below average.
- For pupils who have special educational needs, Progress 8 was not significantly below average\* overall or for any prior attainment group in English or mathematics.\*and not well below average.
- Progress for all pupils was not significantly below average\* across the curriculum (for EBacc or open elements, science, languages or humanities).\*and not well below average.
- Disadvantaged pupils' progress was not significantly below national other\* across the curriculum (for EBacc or open elements, science, languages or humanities).\*and not well below average.

|                   | School  | National  |   |
|-------------------|---|---|---|
|                   |   | Floor   | Coasting  |
| <b>2016</b>       |   |   |   |
| Progress 8        | 0.60  | -0.5  | -0.25   |
| Above?            |   |  |  |
| Coasting elements | 2014  | 2015  | 2016  |
| Above?            |  |  |  |

## Weaknesses in 2016

- Attendance was low for the groups: FSM, SEN support (in the lowest 10%).
- Persistent absence was high for the group: FSM (in the highest 10%).

Weaknesses are indicated for cohorts of at least six. Data for very small groups should be treated with caution. 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 progress is said to be 'not well below average', it is not in the lowest 10%. In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.