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

- 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.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.

Weaknesses in 2016

- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+, GD).
- KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+).
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+).
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: disadvantaged expected, girls expected, boys expected.
- Persistent absence was high for the group: FSM (in the highest 10%).

Weaknesses are indicated for cohorts of at least three (six for absence & phonics). 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.

2015	5	
National Floor Stan	dards	School
Level 4+ RWM	65%	85%
EP reading	94%	98%
EP writing	97%	100%
EP mathematics	93%	94%
Floor standards me	t?	

Reading

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.



Attainment School National

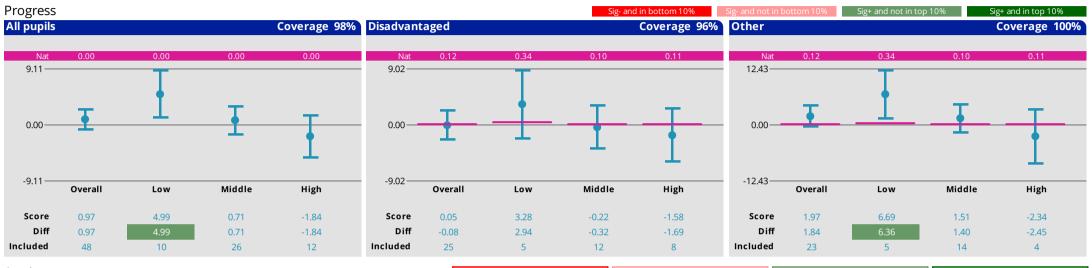
All pupils	Ave	erage scaled score	Disadvantaged	Aver	age scaled score	Other		Average scaled score
Cohort	▼100.4		Cohort	▼101.0		Cohort	▼99.8	
80	100 102.6	120	80	100 103.8	120	80	100 103.8	120

ional One pupil below national One pupil above national Two or more pupils above national
□ % expected+□ % high Other □ % expected+□ % high
68 11 97 52 Nat 71 23 20 1 68 11 97 52
80
ading middle Reading high Overall Reading low Reading middle Reading high
64 0 100 33 % 43 4 0 0 50 0 50 25
0 -1 0 -1 Diffno -6 -4 0 0 -2 -1 -1 -1
14 14 6 6 Cohort 23 23 3 3 16 16 4 4



Beechwood Primary School Writing

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.







Mathematics

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.



Attainment School National

All pupils	Ave	rage scaled score	Disadvantaged	Ave	rage scaled score	Other	А	verage scaled score
Cohort			Cohort			Cohort		
49	103.0		26	▼103.0		23	▼103.0	
80	100 103.0	120	80	100 104.1	120	80	100 104.1	120

											Two	or more pi	upils below	national		One pu	pil below natio	nal	0	ne pupil al	bove natio	nal	Two	or more p	upils abov	e national
All pupils						% expe	cted+	🔳 % high	Disadvan	taged					% expe	ected+	🔳 % high	Other						% expe	cted+	🛾 % high
	70	47		0	60	0	0.0	54		76	20	4.6		70	4.0	0.0	50		76	20	4.6		70	4.0	0.0	50
Nat 100	70		14	U	69	ŏ	98	51	Nat 100 —	75	20	16		73	10	99	53	Nat 100—	75	20	16		73	10	99	53
80—									80—									80-								
60 —					-				60 —									60-	-							_
40—					-		-		40—							-		40-	-				_			_
20—			_		_				20—		_							20-	_				_			
0—									0—									0-								
0—	Ove	erall	Mathei lo			matics Idle		matics gh	0	Ove	erall		ematics ow	Mather mid		Mathe hig	matics gh	0-	Ove	erall		matics		matics dle	Mathen hig	
%	73	18	20	0	83	13	100	63	%	73	23	20	0	79	14	100	67	%	74	13	20	0	88	13	100	50
Diffno	1	0	0	0	4	1	0	0	Diffno	0	0	0	0	0	0	0	0	Diffno	0	-1	0	0	2	0	0	0
Cohort	49	49	10	10	30	30	8	8	Cohort	26	26	5	5	14	14	6	6	Cohort	23	23	5	5	16	16	2	2



Beechwood Primary School 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.

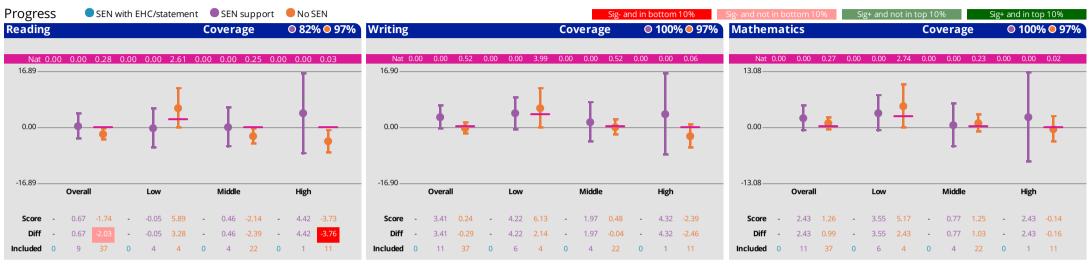




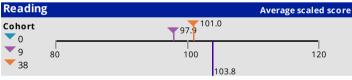
SEN groups

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.



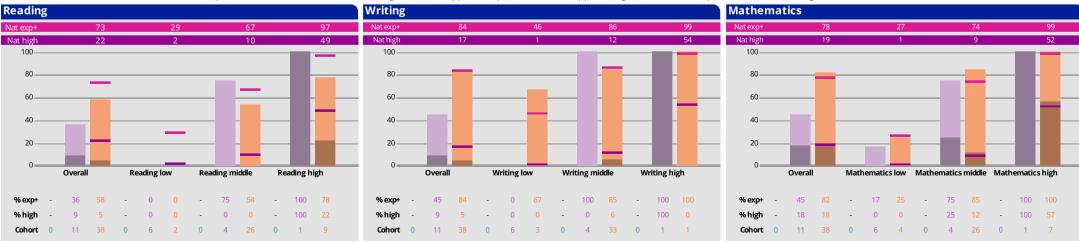


Attainment VEN with EHC/statement VEN support VO SEN No SEN National



Mathematics		Average scaled score
Cohort	98.5	
11 80 38	100	120

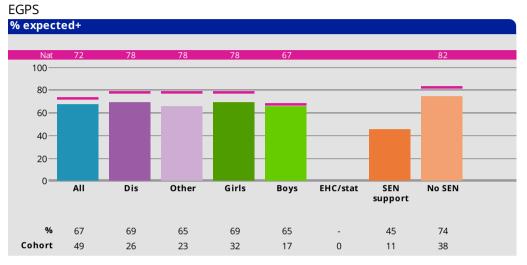
📕 SEN with EHC/statement % expected 🛛 📕 SEN with EHC/statement % high 📄 SEN support % expected 🚽 SEN support % high 📃 No SEN % expected 📕 No SEN % high



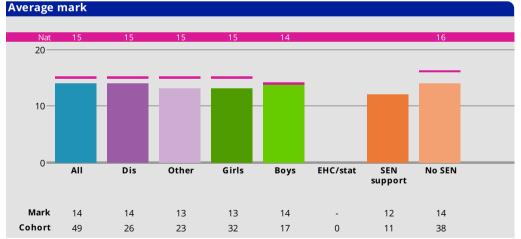
Beechwood Primary School Other subjects

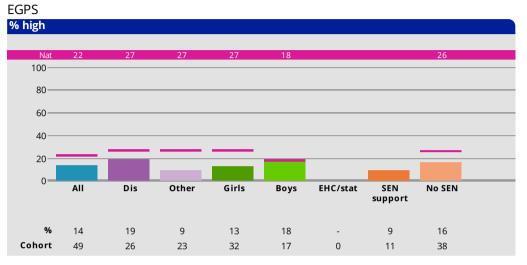
Attainment for each group is shown in English grammar, punctuation and spelling, and in science. Spelling shows the average mark out of a maximum of 20.



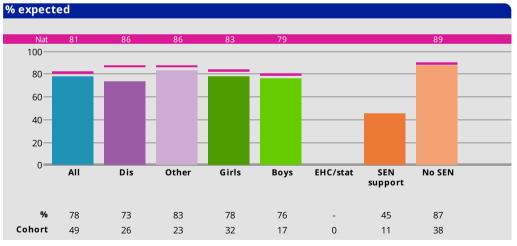


Spelling





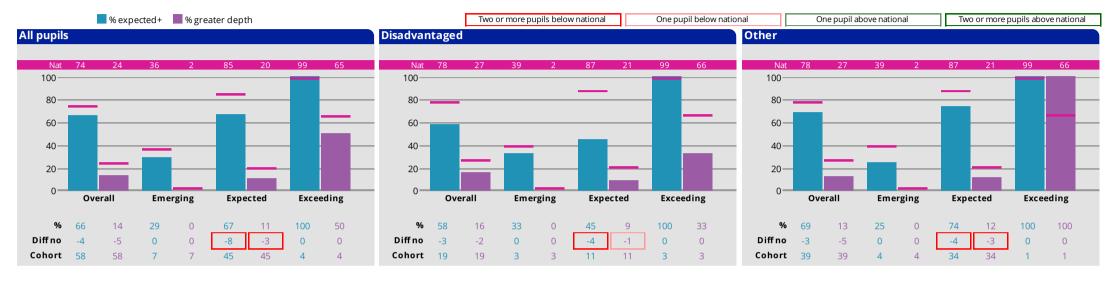


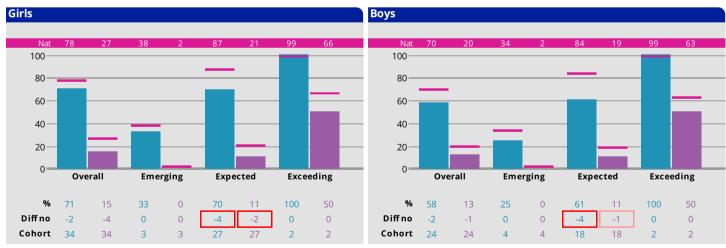


Reading

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.



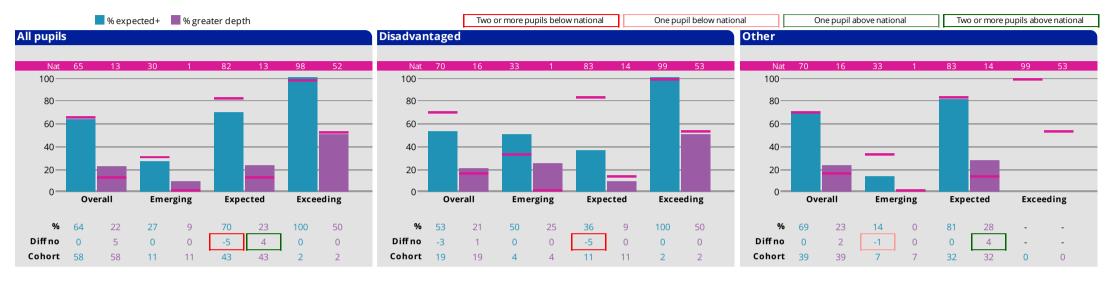


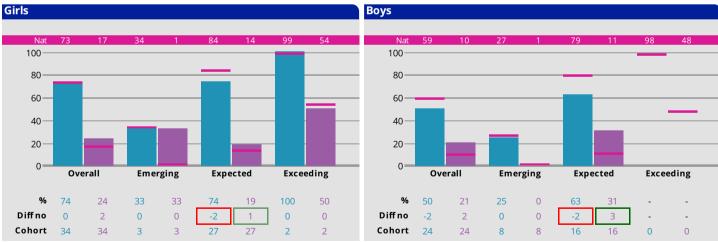


Beechwood Primary School Writing

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.



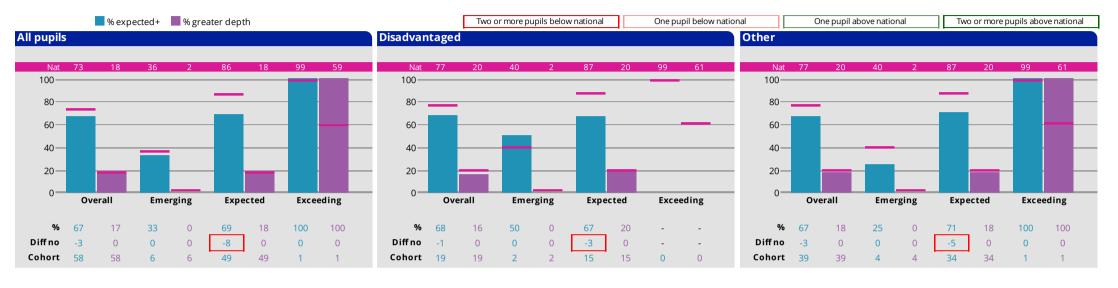


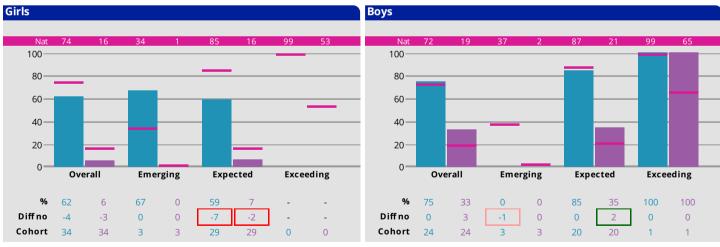


Mathematics

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.







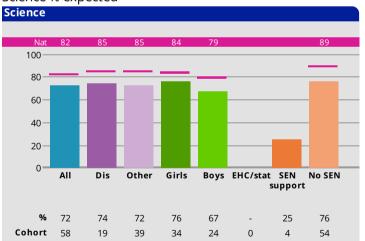
SEN groups and science

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 SEN with EHC/statement % expected SEN with EHC/statement % high SEN support % expected SEN support % high No SEN % expected SEN support % high Mathematics Reading Writing Nat exp+ Nat exp+ 40 Nat gtr Nat gtr 65 Nat gtr 100 -100-100-80 80 80 60 60 60 40 40 20 0 0 0 Overall Expected Exceeding Overall Exceeding Overall Expected Exceeding Emerging Emerging Expected Emerging 50 % exp+ 25 50 % exp+ 25 50 % exp+ 50 50 . 50 % gtr % gtr % gtr . depth depth depth Cohort 0 4 54 Cohort 0 41 Cohort 0 0 47 0 0 1 43 0 0 0 2

Science % expected

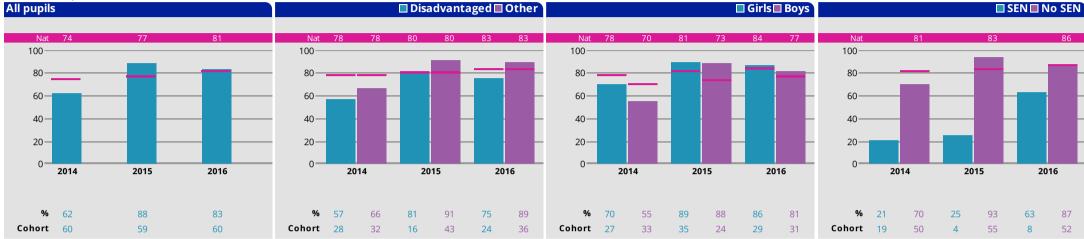


Beechwood Primary School Phonics

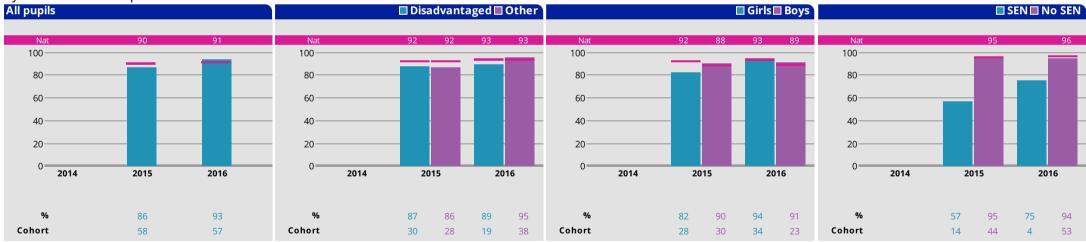
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.



Year 1 % expected



By end of Year 2 % expected

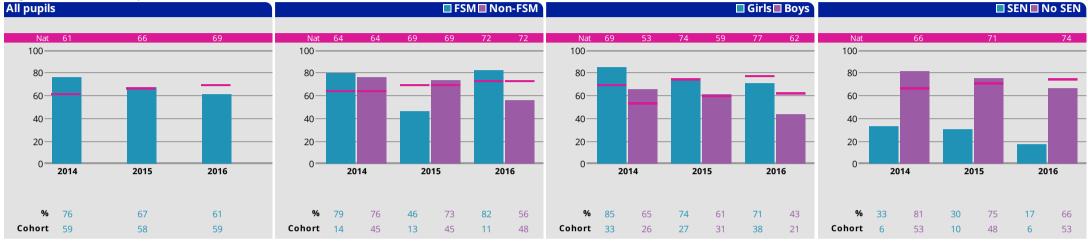


Early Years Foundation Stage Profile

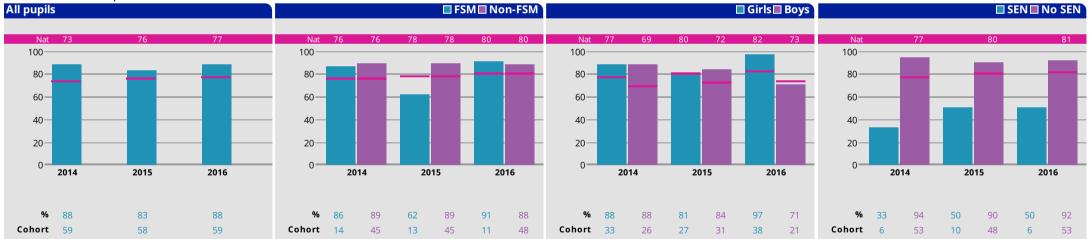
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the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



% good level of development



Mathematics % expected+

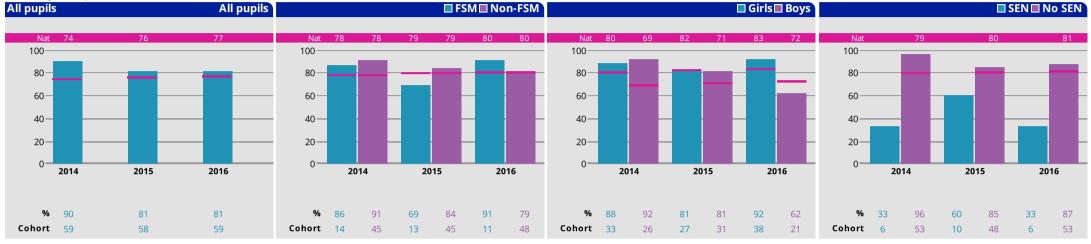


Beechwood Primary School Early Years Foundation Stage Profile

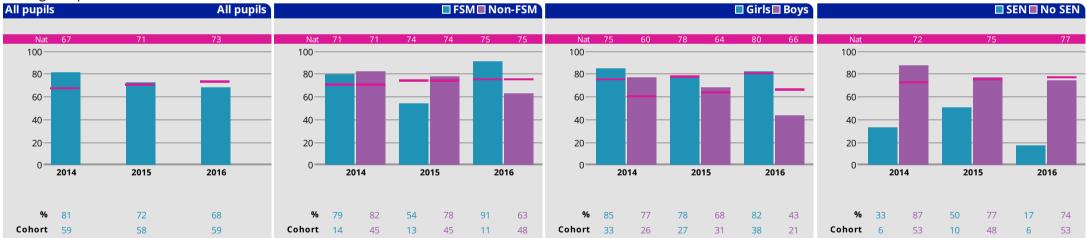
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.



Reading % expected+



Writing % expected+



Absence, exclusions

% of sessions missed (cohort)

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.



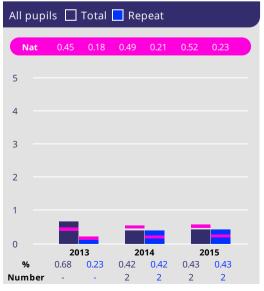
Absence

	2014	2015	2016	highest 10% (nat
Nat all pupils	3.9	4.0	3.9	5.08
All pupils	4.2	4.5	4.5 (346)	
FSM	4.8	5.3	4.8 (154)	
Non FSM	3.5	3.8	4.3 (190)	
Boys	3.9	4.2	4.6 (165)	
Girls	4.5	4.7	4.5 (181)	
EHC/stat	6.0	3.1	2.1 (3)	
SEN support	4.4	4.1	5.0 (50)	
No SEN	4.1	4.6	4.5 (290)	
				national

Persistent Absence

% of pupils absent for 10% or more sessions (cohort)									
	2014	2015	2016	highest 10% (nat)					
Nat all pupils	-	-	8.8	14.57					
All pupils	-	-	11.8 (346)						
FSM	-	-	15.6 (154)						
Non FSM	-	-	8.9 (190)						
Boys	-	-	12.7 (165)						
Girls	-	-	11.0 (181)						
EHC/stat	-	-	0.0 (3)						
SEN support	-	-	14.0 (50)						
No SEN	-	-	11.7 (290)						
				I national					

Fixed term exclusions % and number of pupils excluded







Permanent exclusions

All pupils
n 2015, 0 pupils were permanently excluded (below the national %)
In comparison,
0 pupils were excluded in 2014
0 pupils were excluded in 2013

Beechwood Primary School Context in 2016

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.

% first language not English

80.5

Number on roll up to year 6:

2

0.9

% stability

CLA pupils

0%



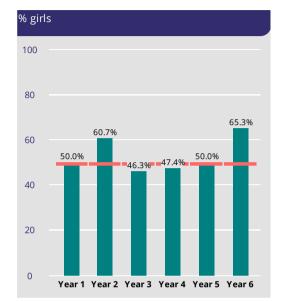
Number on roll up to year 6: **471**

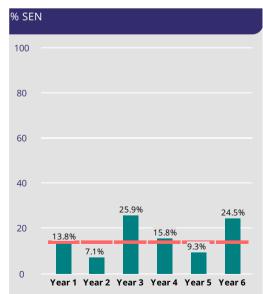
Ethnicity

White British	96
Mixed White & Asian	1.2%
White any other White background	1.2%
Mixed White & Black African	0.6%
Any other ethnic group	0.3%
Mixed any other mixed background	0.3%
Mixed White & Black Caribbean	0.3%
Asian or Asian British any other Asian background	
Asian or Asian British Bangladeshi	
Asian or Asian British Indian	
Asian or Asian British Pakistani	
Black or Black British African	
Black or Black British any other Black background	
Black or Black British Caribbean	
Chinese	
Ethnicity not known	
Parent/pupil preferred not to say	
White Irish	
White Romany or Gypsy	
White Traveller of Irish heritage	

I		% pupils with no prior attainment		
Year 1	3.3	0.3	5.2	
Year 2	13.0	12.7	16.3	3.4
D	ifference from na	tional APS		% pupils with no prior attainment
Year 3	-1.1	-1.7	-0.9	
Year 4	-0.8	-0.6	-0.5	1.8
Year 5	-0.1	-0.3	0.1	1.9
Year 6	-0.5	-0.7	-1.0	2.0
	Reading	Writing	Mathematics	







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