

# 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

- 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 above national figures for other pupils.
- 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.

## Weaknesses in 2016

- No weaknesses were identified in this dataset

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

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.

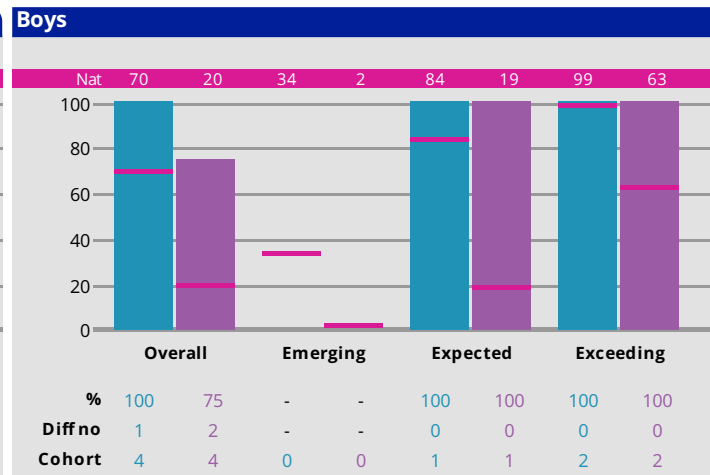
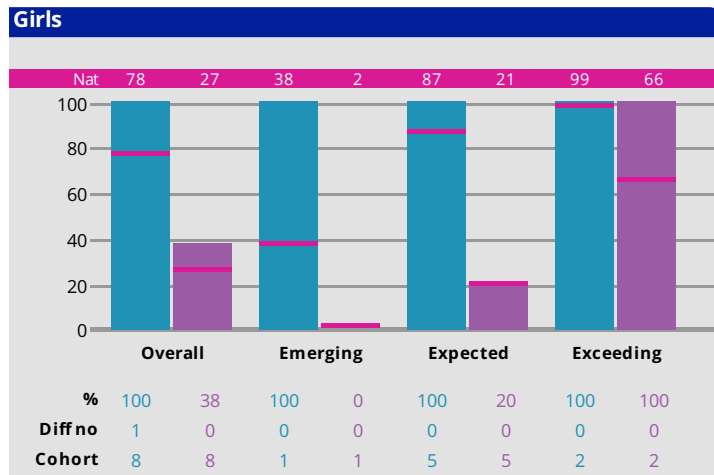
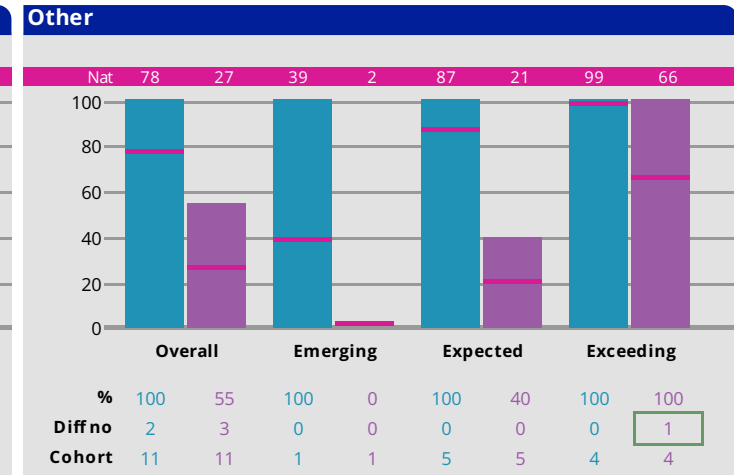
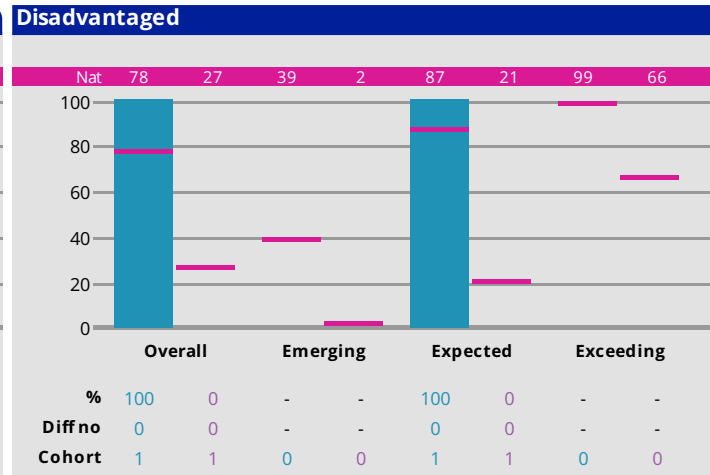
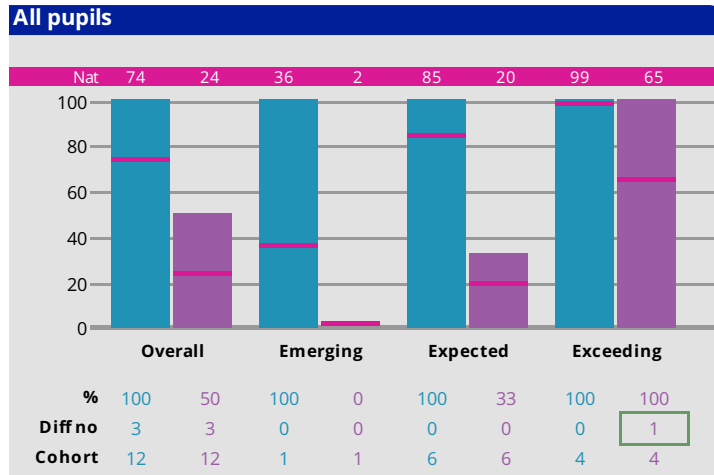
■ % expected+ ■ % greater depth

Two or more pupils below national

One pupil below national

One pupil above national

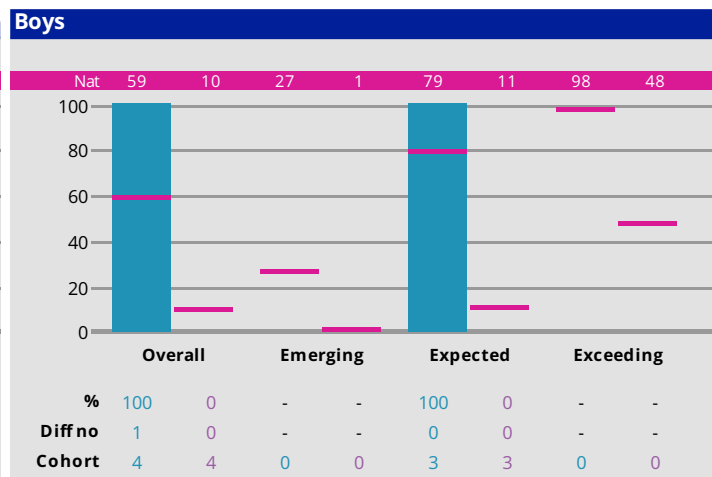
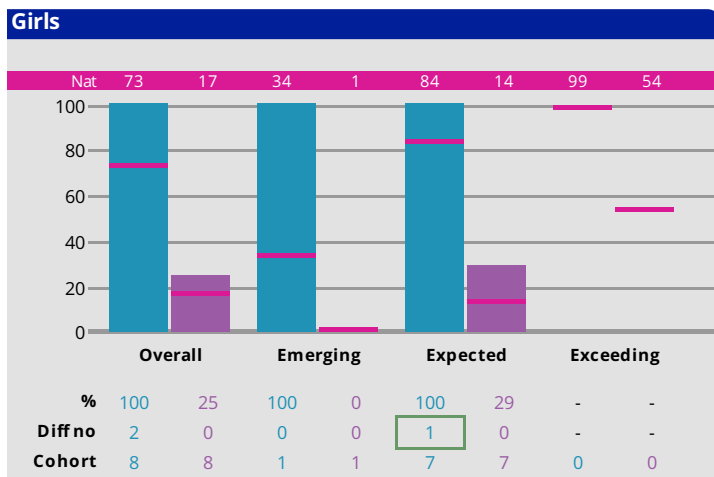
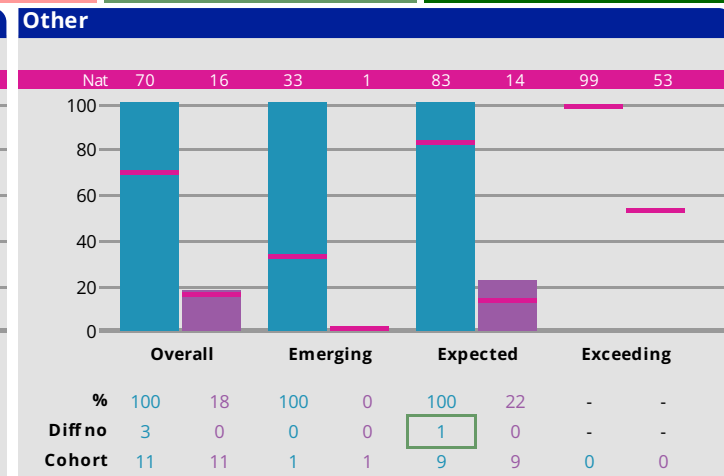
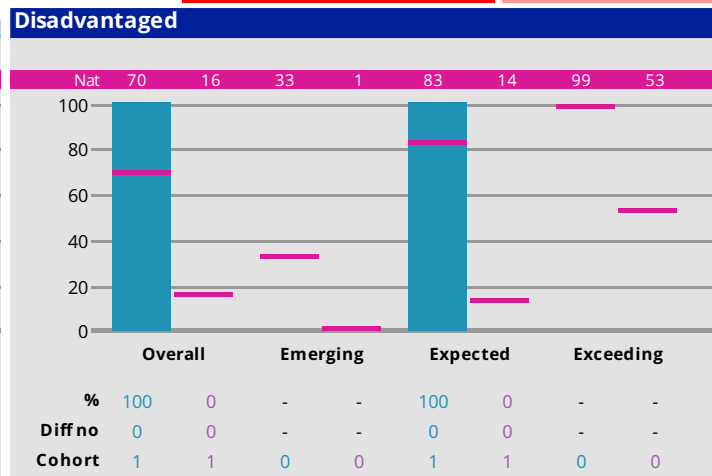
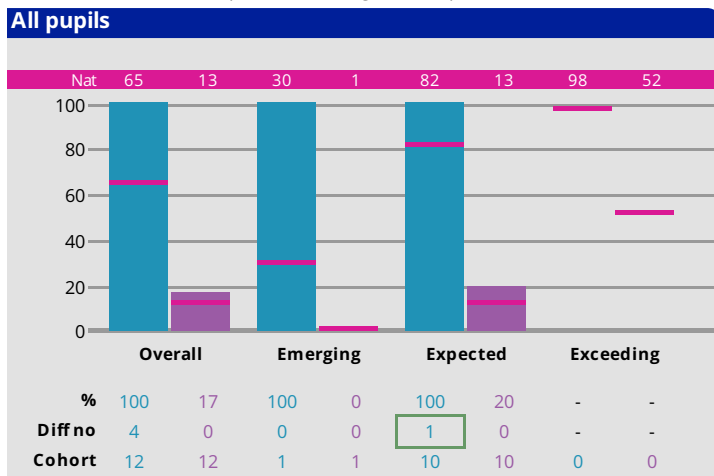
Two or more pupils above national



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.

■ % expected+ ■ % greater depth

Two or more pupils below national One pupil below national One pupil above national Two or more pupils above national



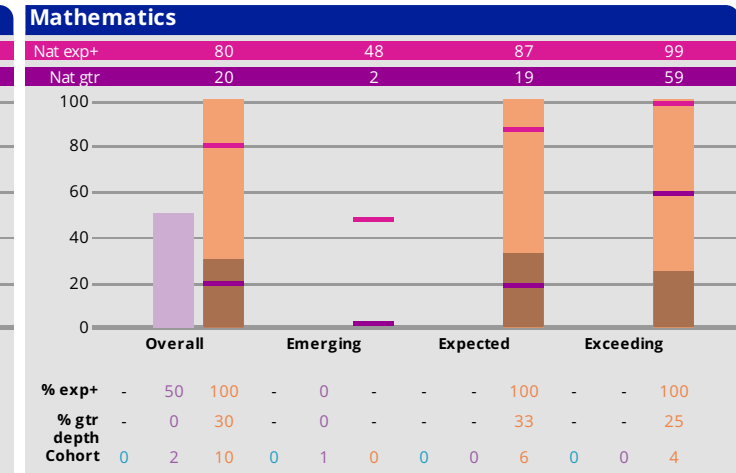
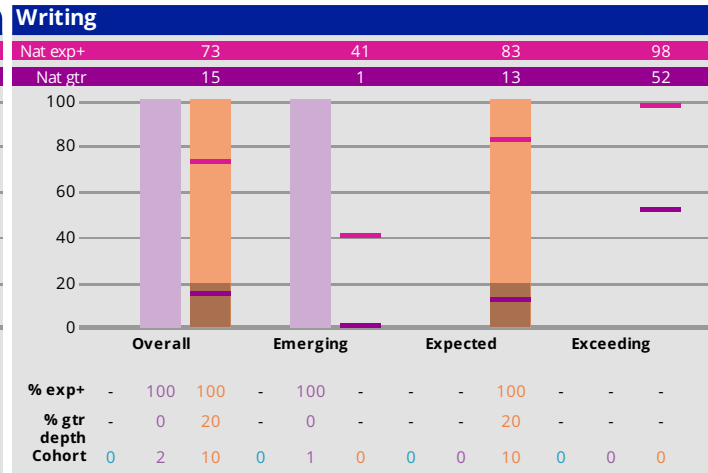
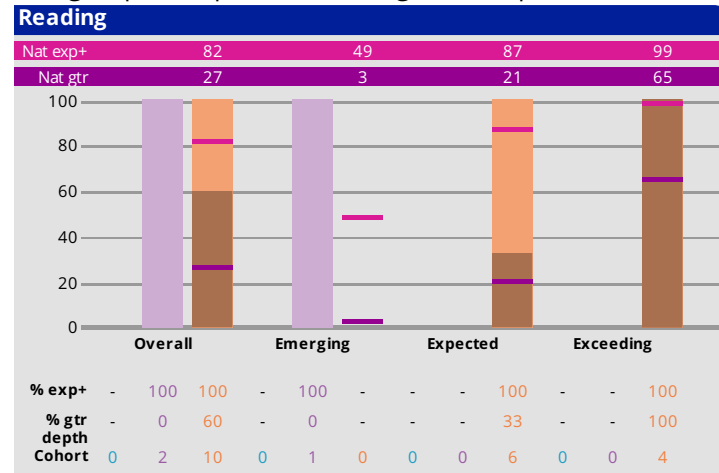
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the mathematics early learning goal. National values are shown by horizontal bars. The difference from national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



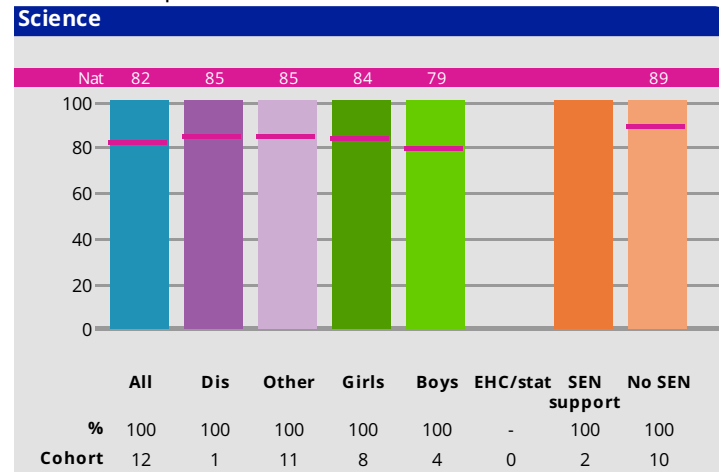
Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN group are shown by horizontal bars. In science, the percentage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

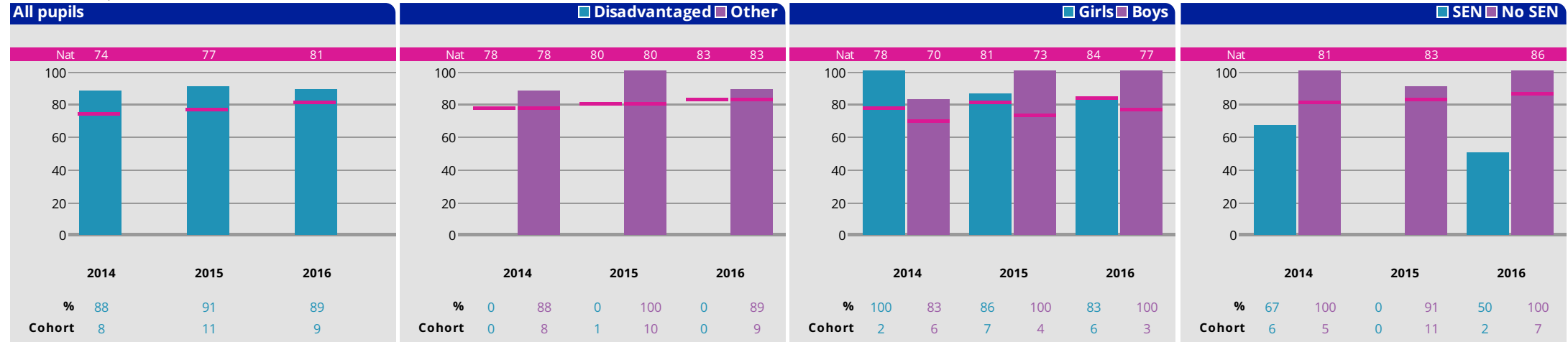


**Science % expected**

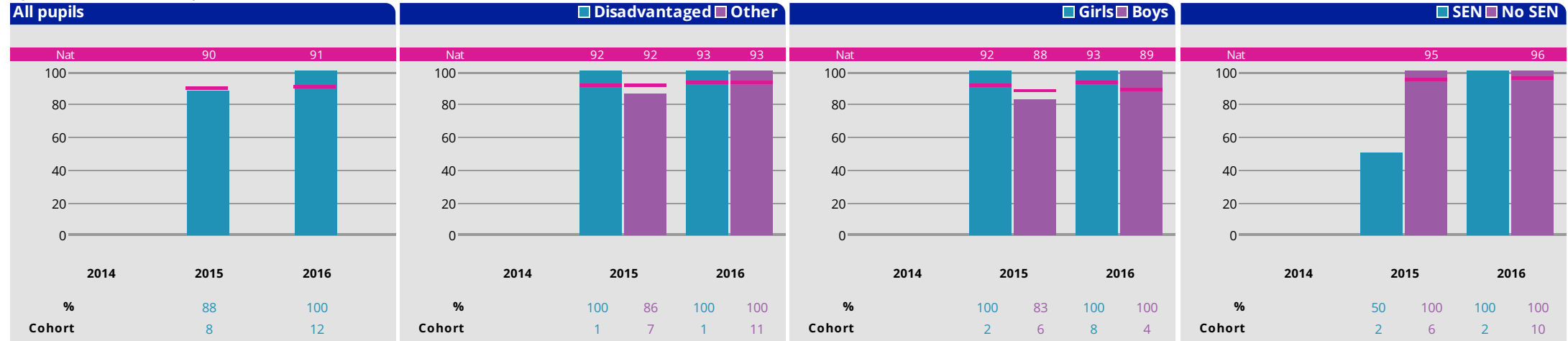


Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.

**Year 1 % expected**



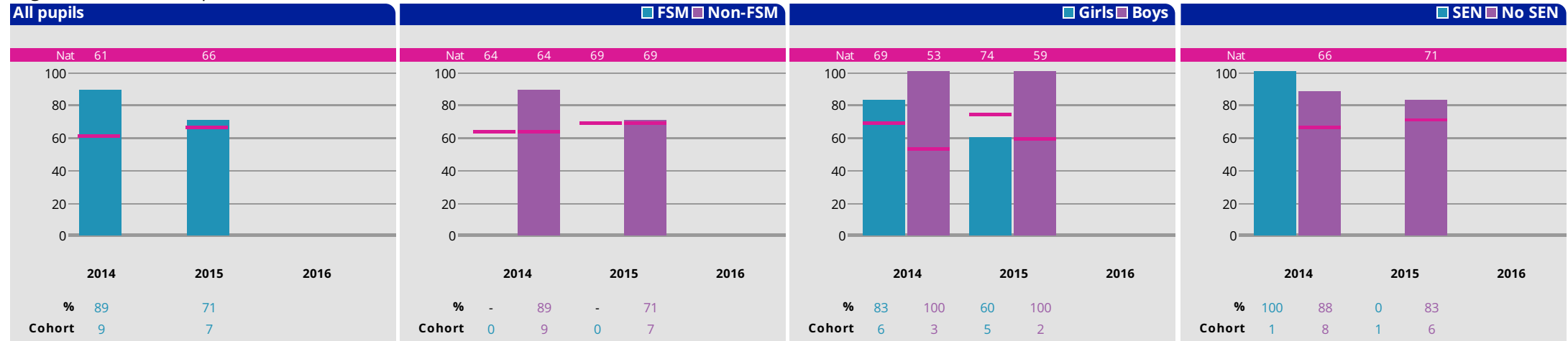
**By end of Year 2 % expected**



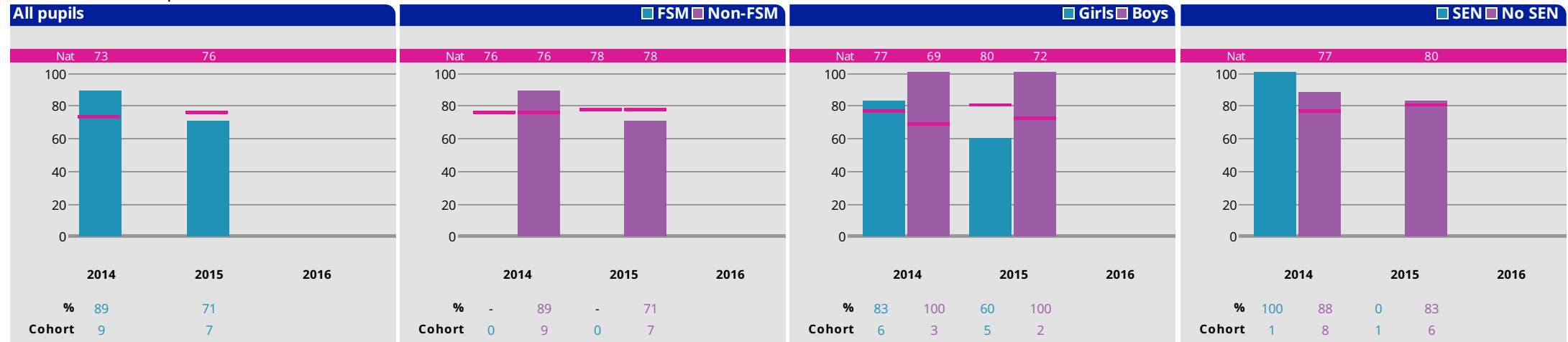
### Early Years Foundation Stage Profile

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+

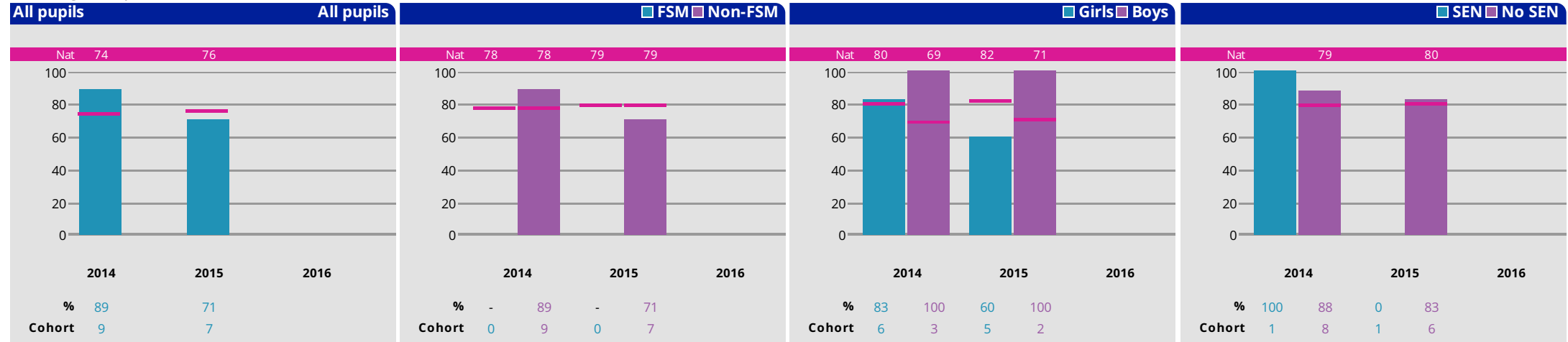


# Cambo First School

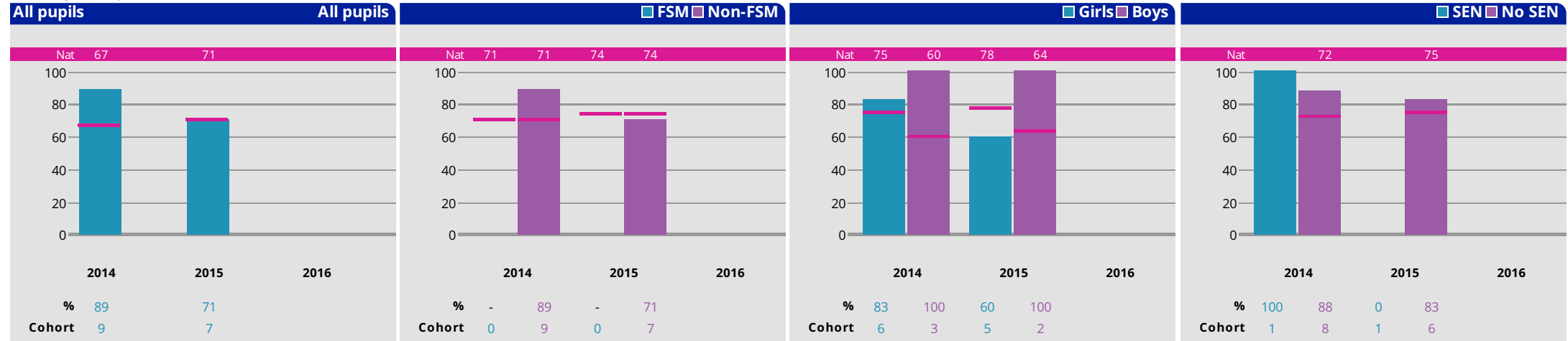
## Early Years Foundation Stage Profile

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+



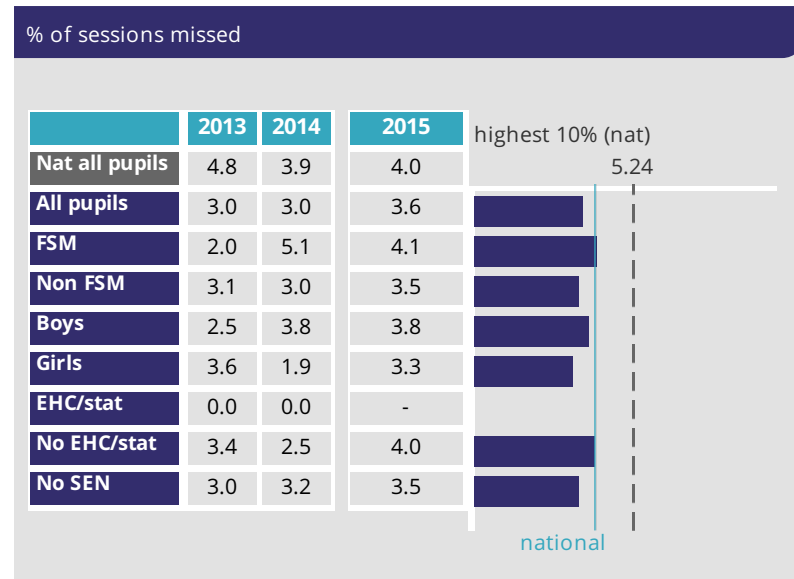
### Writing % expected+



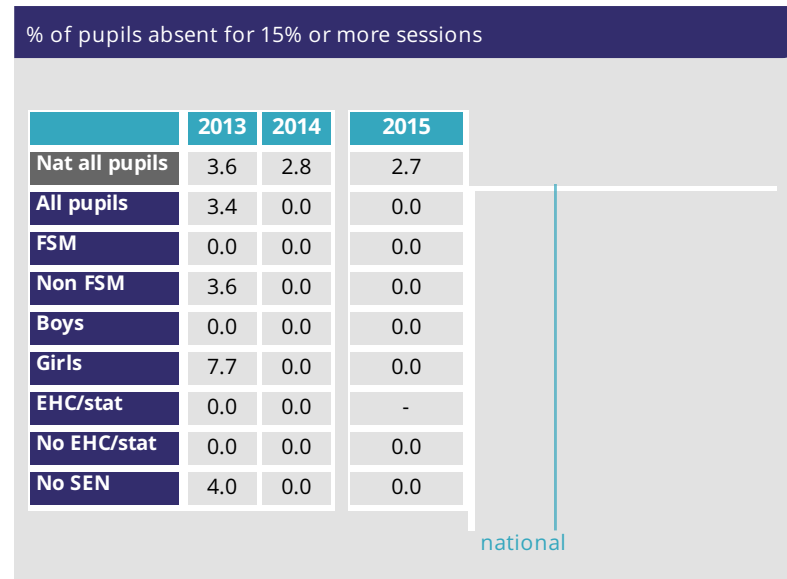


On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.

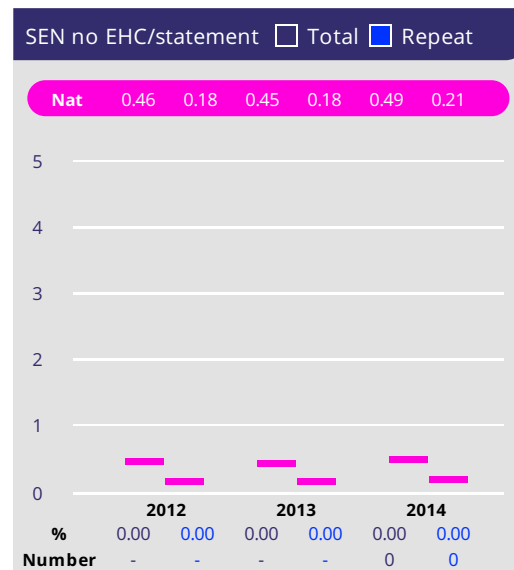
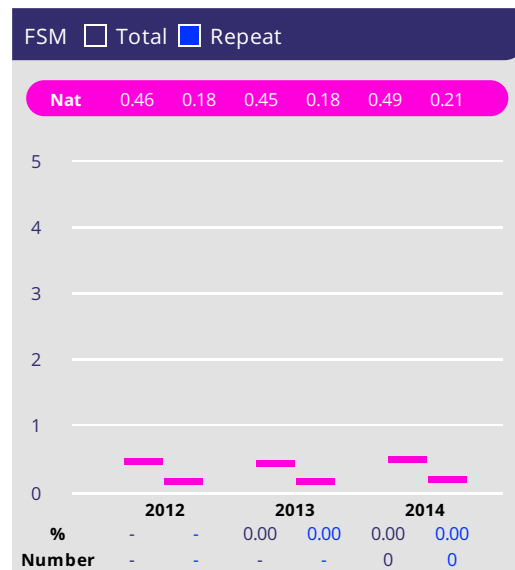
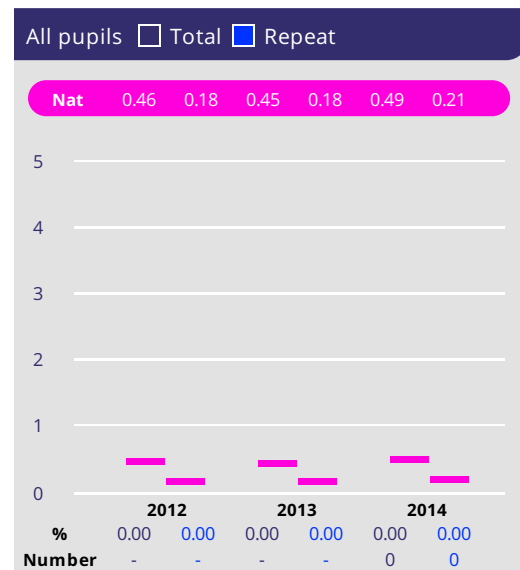
### Absence



### 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

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: **41**

Ethnicity	
<b>White British</b>	97.0%
<b>Mixed any other mixed background</b>	3.0%
<b>Any other ethnic group</b>	
<b>Asian or Asian British any other Asian background</b>	
<b>Asian or Asian British Bangladeshi</b>	
<b>Asian or Asian British Indian</b>	
<b>Asian or Asian British Pakistani</b>	
<b>Black or Black British African</b>	
<b>Black or Black British any other Black background</b>	
<b>Black or Black British Caribbean</b>	
<b>Chinese</b>	
<b>Ethnicity not known</b>	
<b>Mixed White &amp; Asian</b>	
<b>Mixed White &amp; Black African</b>	
<b>Mixed White &amp; Black Caribbean</b>	
<b>Parent/pupil preferred not to say</b>	
<b>White any other White background</b>	
<b>White Irish</b>	
<b>White Romany or Gypsy</b>	
<b>White Traveller of Irish heritage</b>	

