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 published 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. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard, so cannot include absence or EYFSP until their 2015 data are shown in a later release. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

Strengths in 2015

- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in writing.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in reading.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

Weaknesses in 2015

- No weaknesses were identified in this dataset

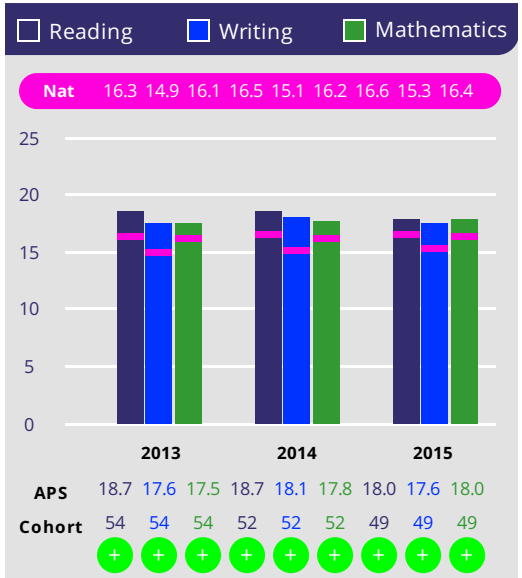
Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

KS1 average point score and closing the gaps

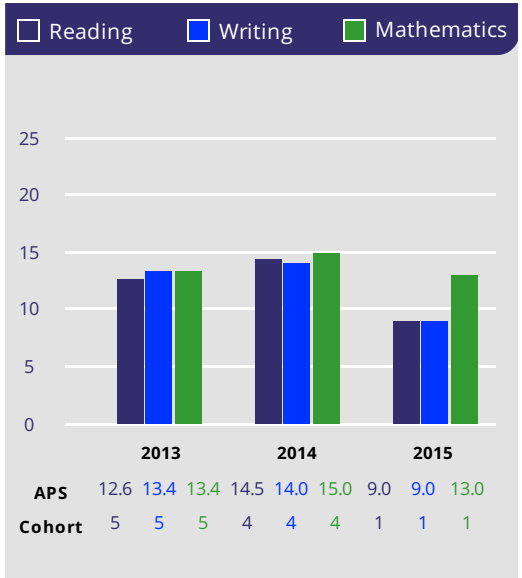
Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol. Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils.

Ofsted Key Stage 1

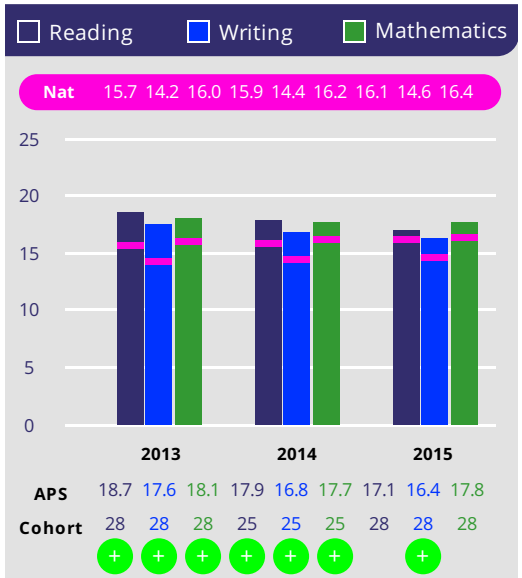
All pupils



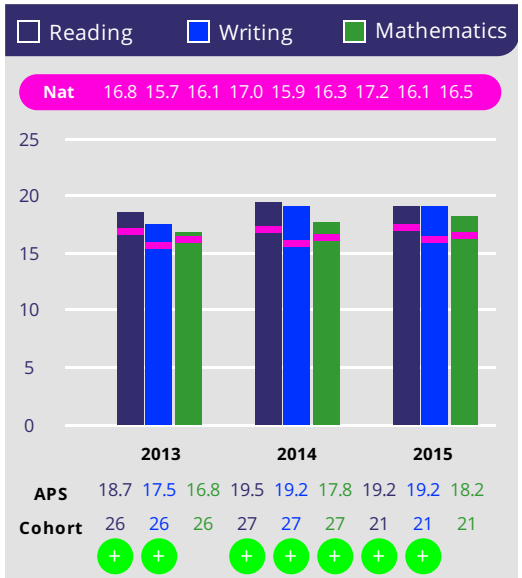
SEN no EHC/statement



Boys



Girls



APS attainment gap between disadvantaged and other pupils

	Year	Other APS (n)	Within school gap	Dis APS (n)	Gap between disadvantaged and national other	National other
Reading	2015	18.3 (44)	-2.9	15.4 (5)	-1.7	17.1
	2014	18.8 (49)	-0.5	18.3 (3)	1.3	17.0
	2013	18.9 (51)	-3.9	15.0 (3)	-1.8	16.8
Writing	2015	18.0 (44)	-3.4	14.6 (5)	-1.2	15.8
	2014	18.1 (49)	-1.1	17.0 (3)	1.4	15.6
	2013	17.7 (51)	-3.4	14.3 (3)	-1.2	15.5
Maths	2015	18.3 (44)	-2.9	15.4 (5)	-1.5	16.9
	2014	17.9 (49)	-2.2	15.7 (3)	-1.0	16.7
	2013	17.7 (51)	-3.4	14.3 (3)	-2.2	16.5

Disadvantaged were well below other pupils nationally in 2015*

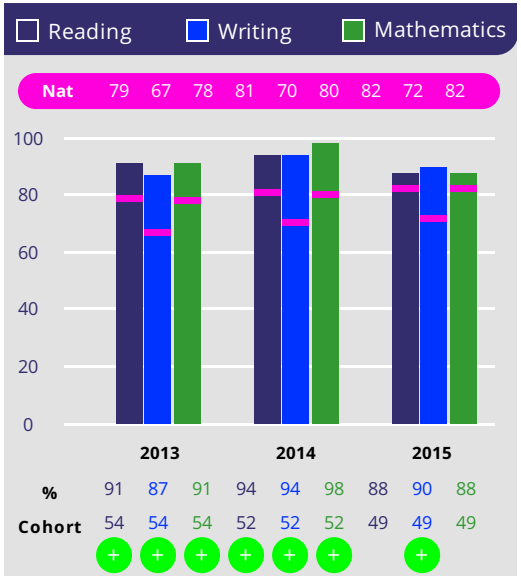
Disadvantaged were at or above other pupils nationally in 2015

*well below means that the gap is 4 points or more

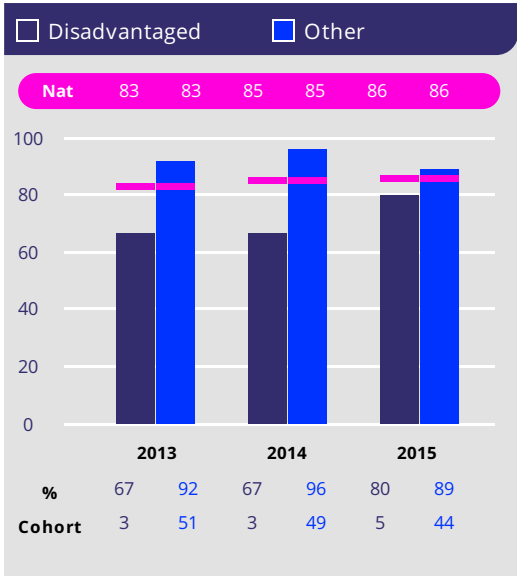
Statistically significant results are highlighted for all pupils only. They are denoted by a green (sig+) or red (sig-) symbol.

Key Stage 1

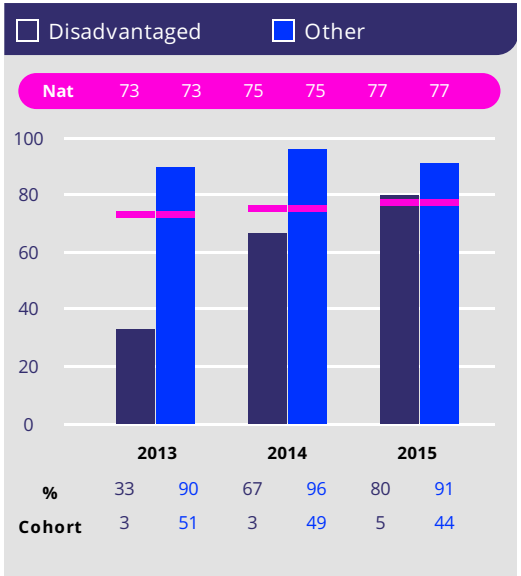
% attaining level 2B+ (All pupils)



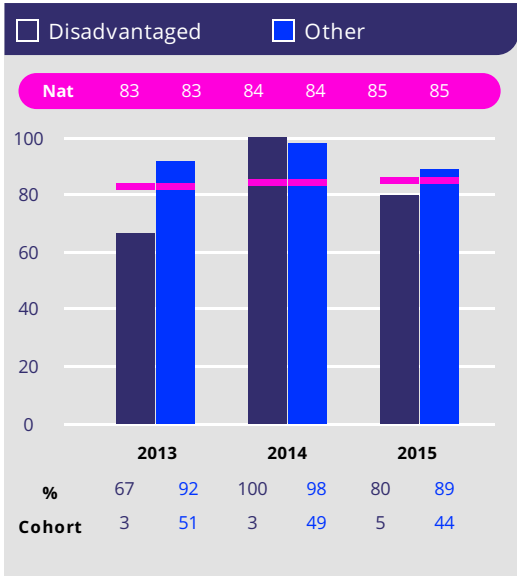
Reading



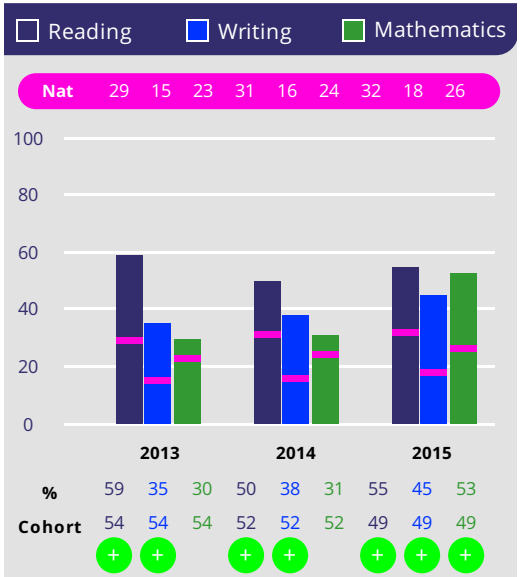
Writing



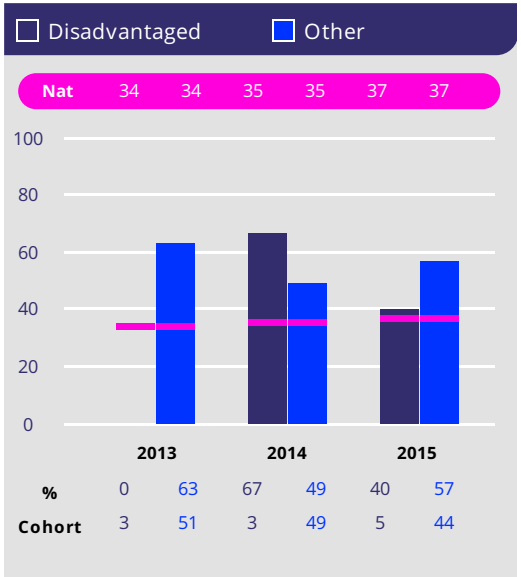
Mathematics



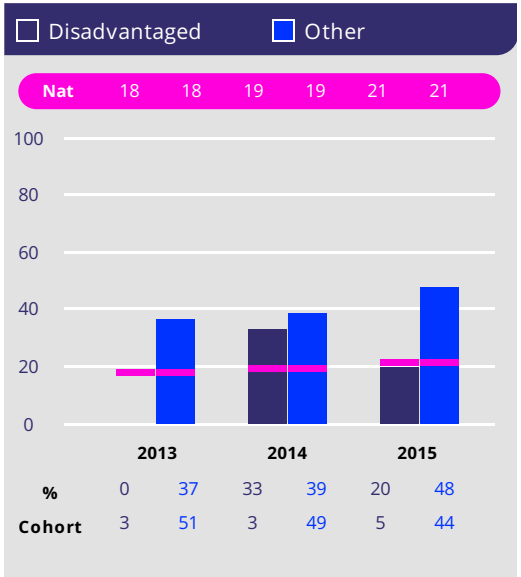
% attaining level 3+ (All pupils)



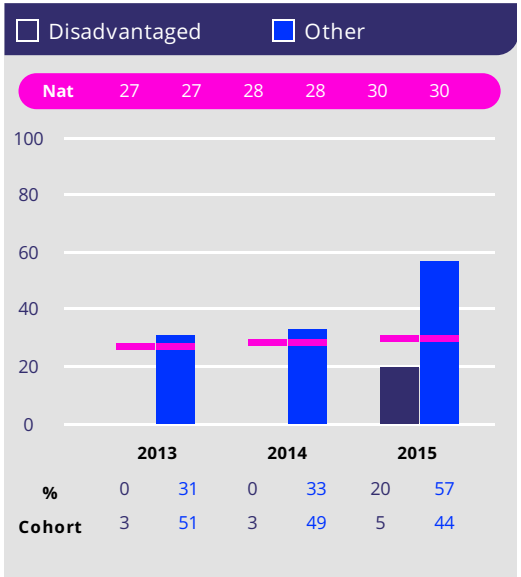
Reading



Writing



Mathematics



Russell Lower School

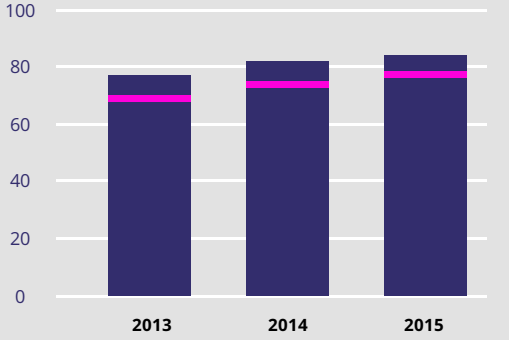
Phonics and Early Years Foundation Stage Profile

Key Stage 1

Charts display combined figures for SEN with an EHC plan/statement and SEN without an EHC plan/statement. The current format of Early Years Foundation Stage Profile data starts from 2013; the 2015 data are not yet available.

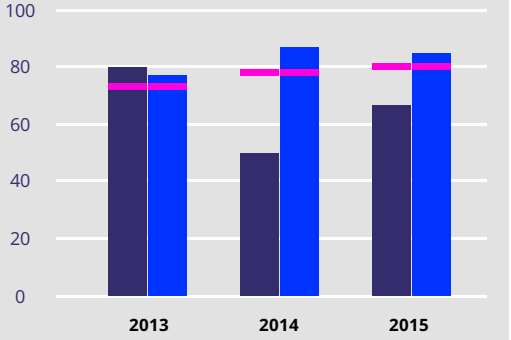
Phonics Year 1 % of pupils that met the expected standard

All Pupils



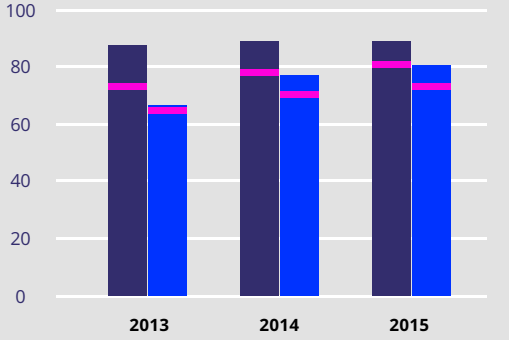
	2013	2014	2015
%	77	82	84
Cohort	48	45	58

Disadvantaged / Other



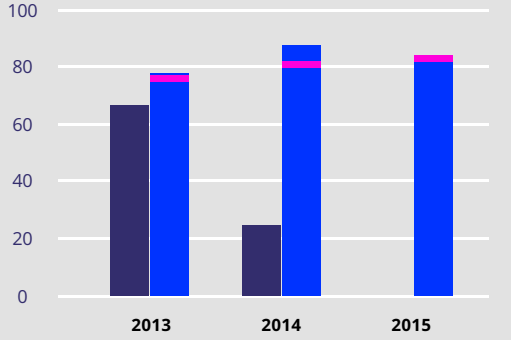
	2013		2014		2015	
%	80	77	50	87	67	85
Cohort	5	43	6	39	3	55

Girls / Boys



	2013		2014		2015	
%	88	67	89	77	89	81
Cohort	24	24	19	26	27	31

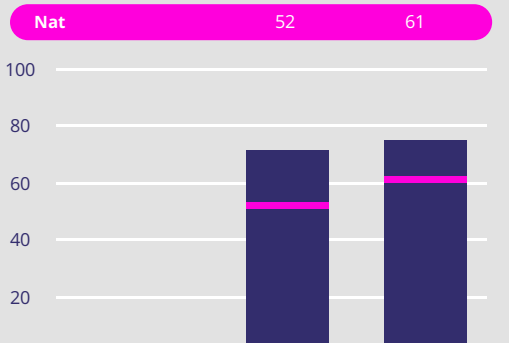
SEN / No SEN



	2013		2014		2015	
%	67	78	25	88	-	84
Cohort	3	45	4	41	0	58

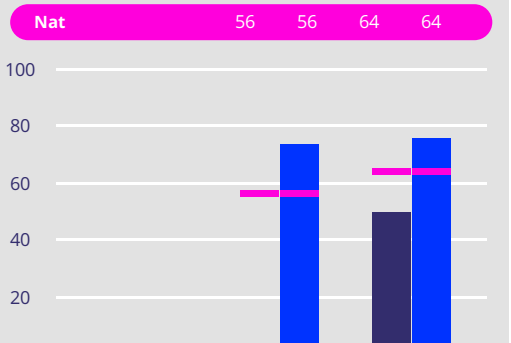
Early Years Foundation Stage Profile % of pupils that achieved a good level of development

All Pupils



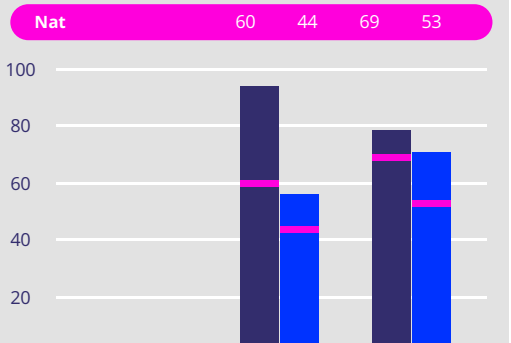
	2012	2013	2014
%	-	72	75
Cohort	-	43	60

FSM / Non FSM



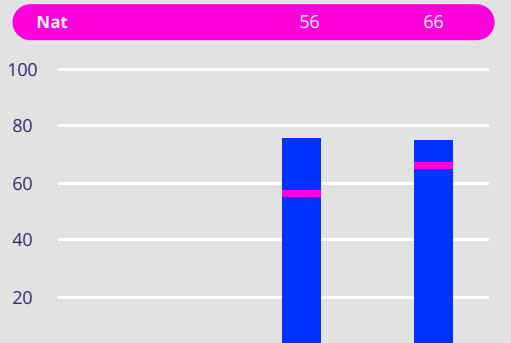
	2012		2013		2014	
%	-	-	0	74	50	76
Cohort	-	-	1	42	2	58

Girls / Boys



	2012		2013		2014	
%	-	-	94	56	79	71
Cohort	-	-	18	25	29	31

SEN / No SEN



	2012		2013		2014	
%	-	-	0	76	-	75
Cohort	-	-	2	41	0	60

Absence, exclusions

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. Data showing absence in 2015 and exclusions in 2014 will be available in the December release. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.

Absence

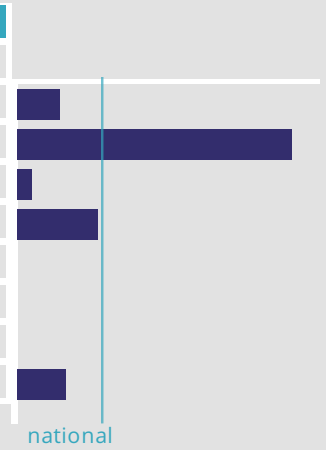
% of sessions missed

	2012	2013	2014
Nat all pupils	4.4	4.8	3.9
All pupils	3.3	3.8	3.5
FSM	3.4	4.9	6.4
Non FSM	3.3	3.6	3.1
Boys	3.2	4.0	3.7
Girls	3.4	3.5	3.2
EHC/stat	3.6	3.5	0.0
No EHC/stat	4.1	4.0	3.4
No SEN	3.2	3.7	3.5

Persistent Absence

% of pupils absent for 15% or more sessions

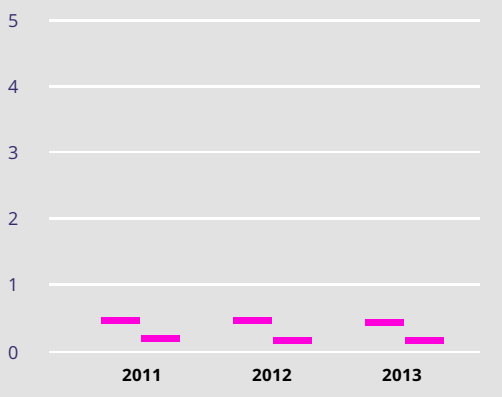
	2012	2013	2014
Nat all pupils	3.4	3.6	2.8
All pupils	0.0	0.5	1.4
FSM	0.0	0.0	9.1
Non FSM	0.0	0.5	0.5
Boys	0.0	0.9	2.7
Girls	0.0	0.0	0.0
EHC/stat	0.0	0.0	0.0
No EHC/stat	0.0	0.0	0.0
No SEN	0.0	0.5	1.6



Fixed term exclusions % of pupils excluded

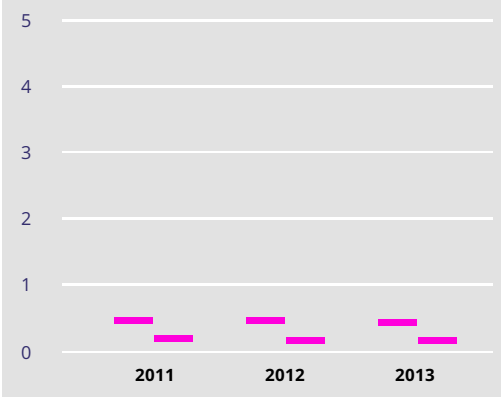
All pupils ☐ Total ☐ Repeat

Nat	0.48	0.19	0.46	0.18	0.45	0.18
%	0.00	0.00	0.00	0.00	0.00	0.00



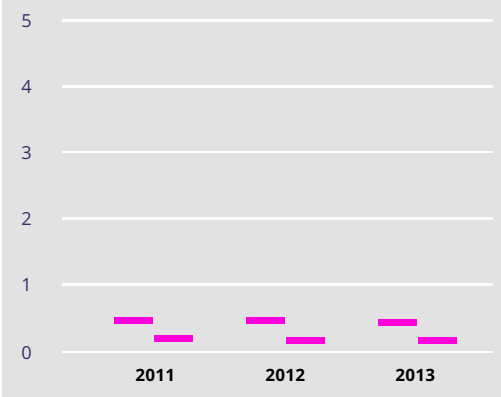
FSM ☐ Total ☐ Repeat

Nat	0.48	0.19	0.46	0.18	0.45	0.18
%	0.00	0.00	0.00	0.00	0.00	0.00



SEN ☐ Total ☐ Repeat

Nat	0.48	0.19	0.46	0.18	0.45	0.18
%	0.00	0.00	0.00	0.00	0.00	0.00



Permanent exclusions

All pupils

In 2013, 0 pupils were permanently excluded (below the national %)

In comparison,

0 pupils were excluded in 2012

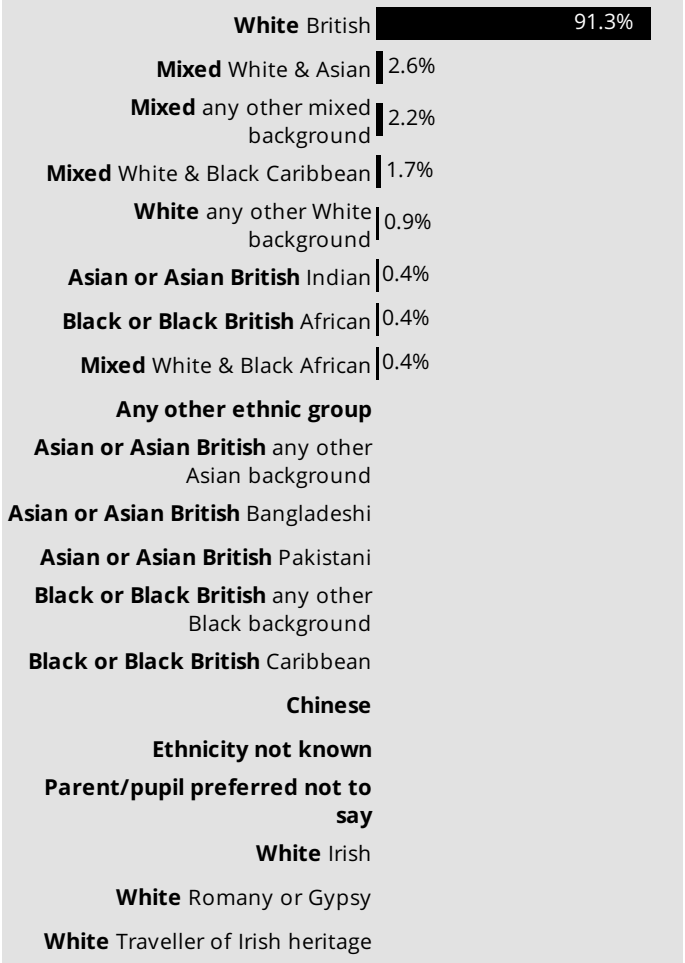
0 pupils were excluded in 2011

Context in 2015

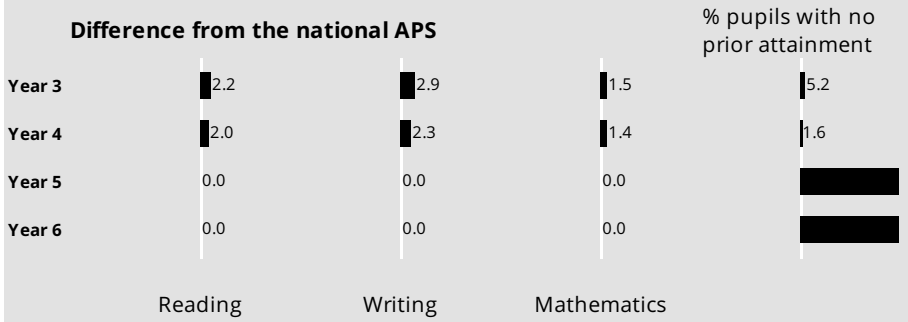
Prior attainment is calculated using points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group.

Number on roll up to year 6: **288**

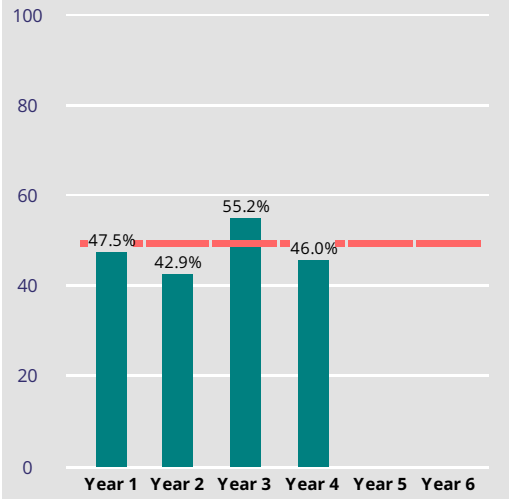
Ethnicity



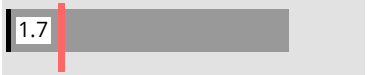
Prior attainment



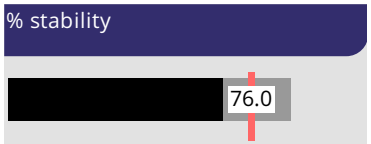
% girls



% first language not English



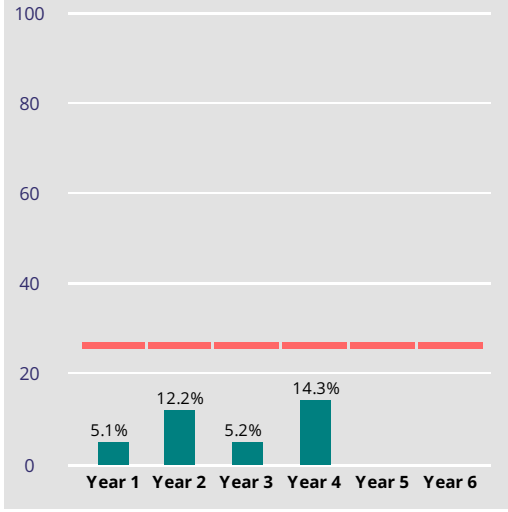
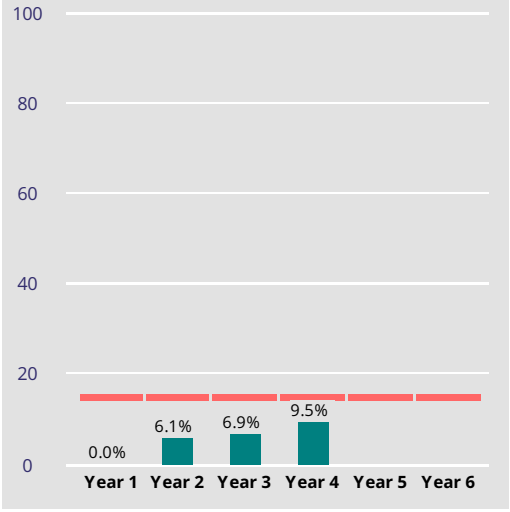
% stability



CLA pupils

Number on roll up to year 6: **0**

% free school meals



% SEN