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 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	201	4
KS2 value added was broadly average or above in all subjects.	National Floor Star	ndards School
• KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special	Level 4+ RWM	<mark>65%</mark> 100%
educational needs.	EP reading	<mark>94%</mark> 100%
• The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.	EP writing	<mark>96%</mark> 100%
 Attendance was high (in the highest 10% of all mainstream schools nationally). 	EP mathematics	<mark>93%</mark> 100%
 Persistent absence was below average. 	Floor standards mo	et?
Weaknesses in 2015		

• Attendance was low for the group(s): FSM (in the lowest 10% of all mainstream schools nationally).

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.

Reading expected progress, more than expected progress and closing the gaps

Charts for all pupils show whether school proportions are close to national for all pupils (within one pupil from it) by giving the number of pupils represented by the gap. 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 with that starting point.



% of cohort displayed 100

National

other %

86

85

83

96

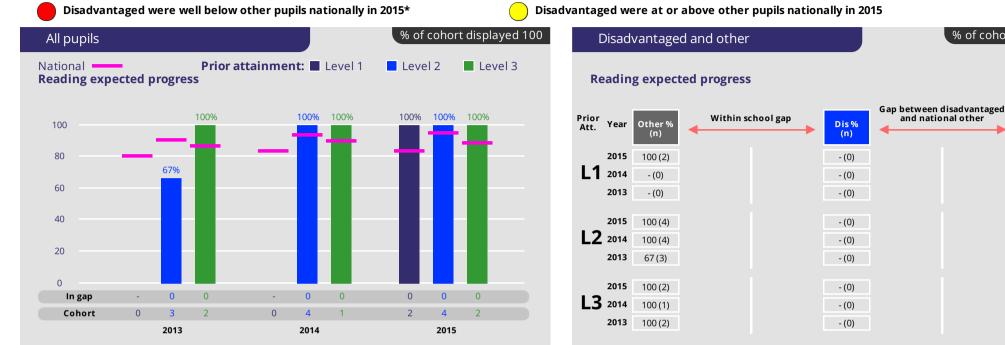
95

93

90

91

88



Reading more than expected progress



Reading more than expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis% (n)	Gap between dis and nationa	advantaged al other	National other %
	2015	100 (2)		- (0)			64
L1	2014	- (0)		- (0)			64
	2013	- (0)		- (0)			56
L2	2015 2014 2013	25 (4) 100 (4) 33 (3)		- (0) - (0) - (0)			45 47 40
L3	2015 2014 2013	0 (2) 0 (1) 0 (2)		- (0) - (0) - (0)			1 1 2
L3	2014	0(1)		- (0)			1

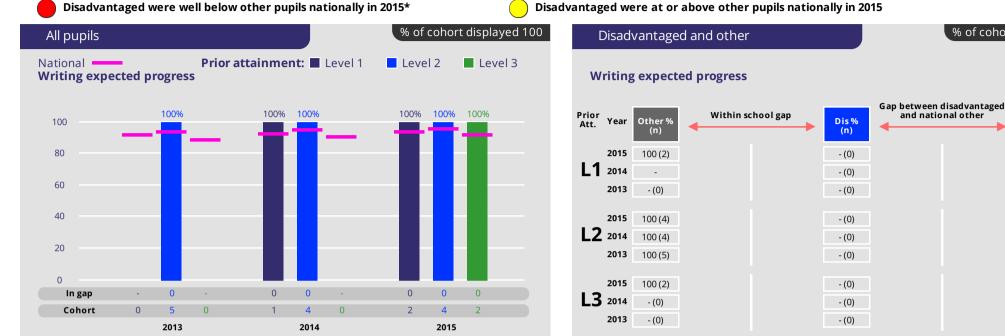
*well below means that the gap relates to one pupil or more

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Writing expected progress, more than expected progress and closing the gaps

Charts for all pupils show whether school proportions are close to national for all pupils (within one pupil from it) by giving the number of pupils represented by the gap. 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 with that starting point.





Writing more than expected progress



Writing more than expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis% (n)	Gap between disadvantaged and national other	National other %
	2015	50 (2)		- (0)		60
L1	2014	-		- (0)		56
	2013	- (0)		- (0)		51
L2	2015 2014	0 (4) 50 (4)		- (0) - (0)		39 36
	2013	40 (5)		- (0)		32
	2015	0 (2)		- (0)		13
L3	2014	- (0)		- (0)		12
	2013	- (0)		- (0)		10

*well below means that the gap relates to one pupil or more

Disadvantaged were at or above other pupils nationally in 2015

% of cohort displayed 100

National

other %

95

94

93

97

96

95

93

92

90

and national other

Mathematics expected progress, more than expected progress and closing the gaps

Charts for all pupils show whether school proportions are close to national for all pupils (within one pupil from it) by giving the number of pupils represented by the gap. 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 with that starting point.



% of cohort displayed 100

National

other %

83

84

82

93

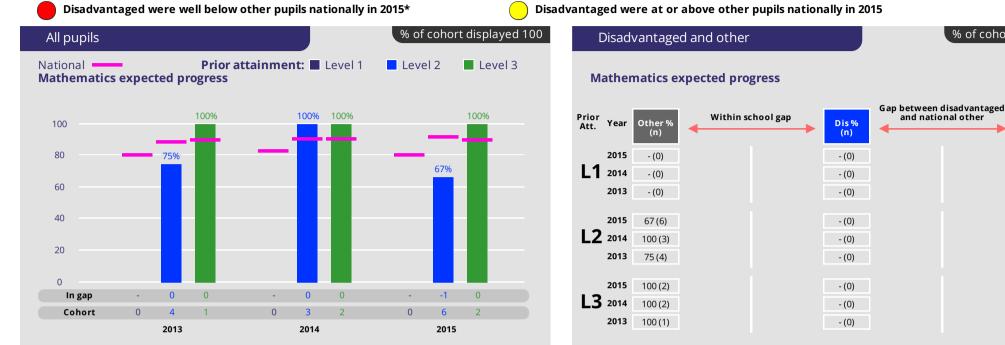
93

91

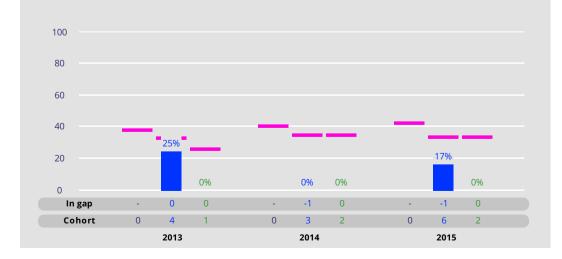
91

92

91



Mathematics more than expected progress



Mathematics more than expected progress

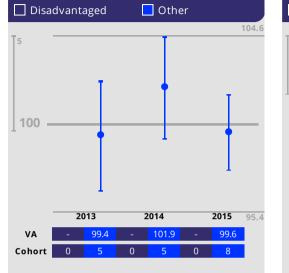
Prior Att. Year Other (n)	% Within school gap	Dis% (n)	Gap between disadvantaged and national other	National other %
2015 - (0)		- (0)		44
L1 2014 - (0)		- (0)		43
2013 - (0)		- (0)		39
2015 17 (6 L2 2014 0 (3) 2013 25 (4))	- (0) - (0) - (0)		38 38 36
2015 0 (2) L3 2014 0 (2) 2013 0 (1))	- (0) - (0) - (0)		36 37 27

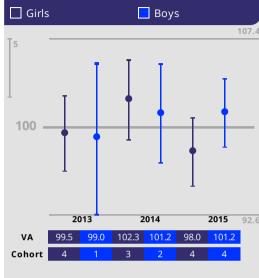
*well below means that the gap relates to one pupil or more

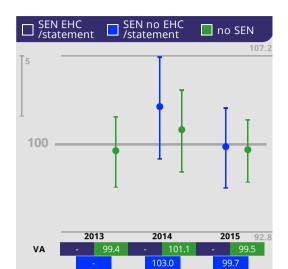
Value added

The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 100 line, the VA is significantly above average (sig+). If it is wholly below the 100 line, the VA is significantly below average (sig-). Otherwise, the VA is not significantly different from 100, or broadly average. Each chart uses a different scale based on the widest confidence interval shown. EHC represents education, health and care plan.

All Pupils 102.4 100 100 100 2013 2014 2015 97.6 VA 99.7 100.8 99.8 Cohort 5 5 8

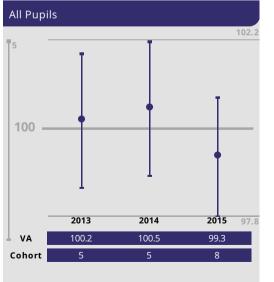


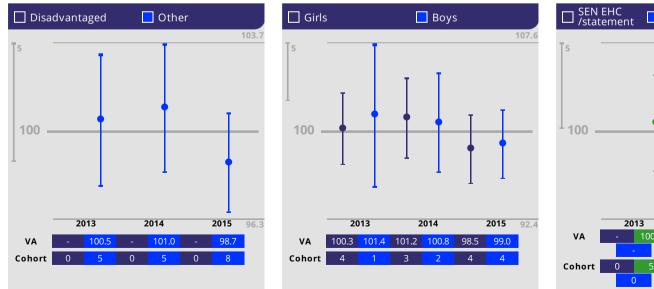


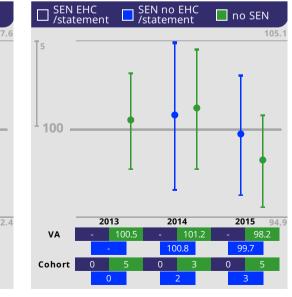


Cohort

Writing





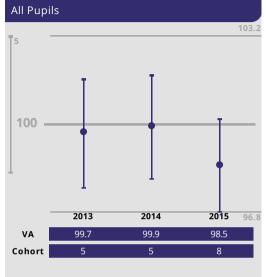




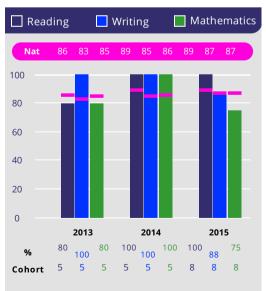
Lees Hill CofE School Value added and KS2 thresholds

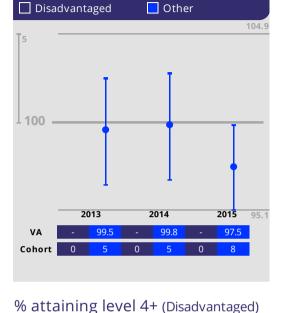
For threshold data, statistically significant results are highlighted for all pupils only. They are denoted by a green (sig+) or red (sig-) symbol.

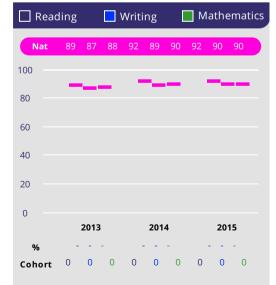
Mathematics

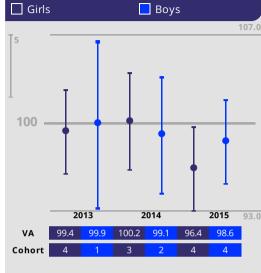


% attaining level 4+ (All pupils)

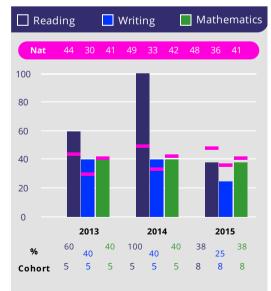


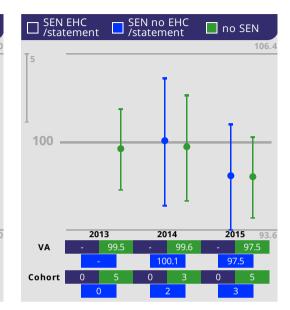




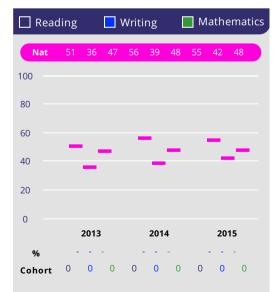


% attaining level 5+ (All pupils)





% attaining level 5+ (Disadvantaged)





Lees Hill CofE School KS2 average point score

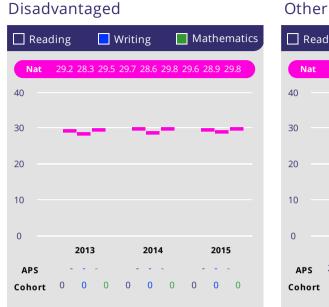
Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

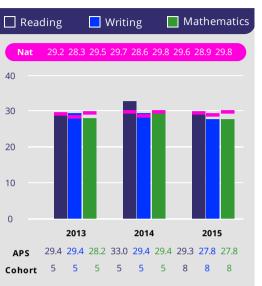


Mathematics









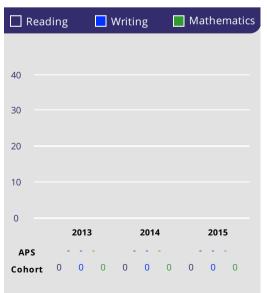
40 30 20 10 2013 2014 2015 33.0 33.0 33.0 30.0 30.0 28.5 25.5 27.0

Cohort 1 1 1 2 2 2 4 4 4

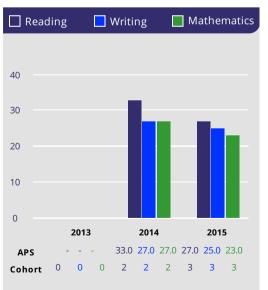
Writing

28.1 26.6 28.9 28.6 27.0 29.2 28.5 27.3 29.3

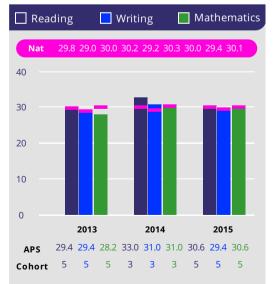
SEN EHC/statement



SEN no EHC/statement



No SEN

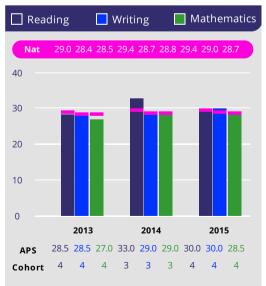


Girls

Boys

Reading

Nat



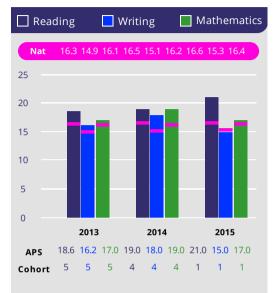
KS1 average point score and closing the gaps

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.

Mathematics

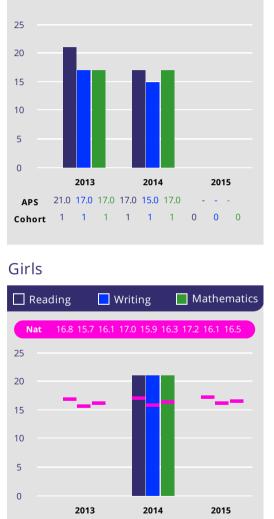


All pupils



Boys





21.0 21.0 21.0

0 0

0 0 1 1 1 0

APS

Cohort

0

SEN no EHC/statement

Writing

Reading

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
2015	21.0(1)		- (0)		17.1
Reading 2014	19.0 (4)		- (0)		17.0
2013	18.6 (5)		- (0)		16.8
2015	15.0(1)		- (0)		15.8
Writing 2014	18.0 (4)		- (0)		15.6
2013	16.2 (5)		- (0)		15.5
2015	17.0 (1)		- (0)		16.9
Maths 2014	19.0 (4)		- (0)		16.7
2013	17.0 (5)		- (0)		16.5
2013	17.0 (5)		- (0)		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

Lees Hill CofE School KS1 thresholds

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

Reading

Nat

100

80

60

40

20

0

%

Cohort

2013

0

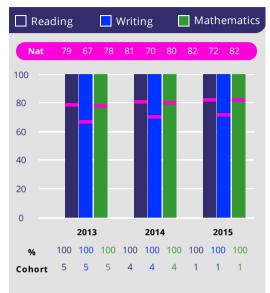
60

5

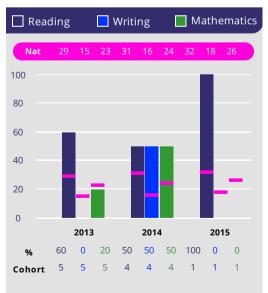
Disadvantaged



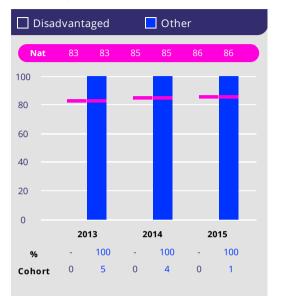
% attaining level 2B+ (All pupils)



% attaining level 3+ (All pupils)



Reading



Other

2015

0

100

1

35

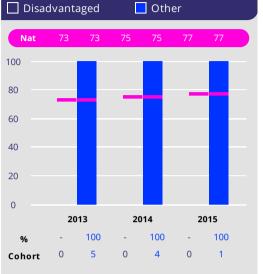
2014

0

50

4

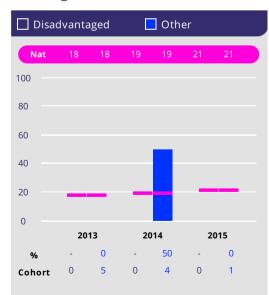
Writing



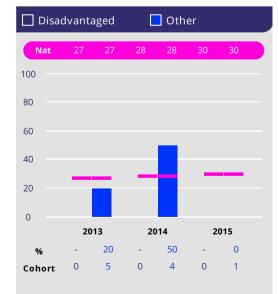
Mathematics



Writing



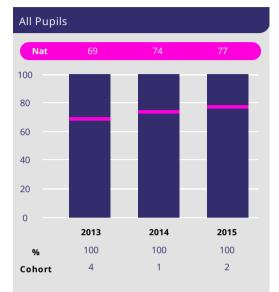
Mathematics

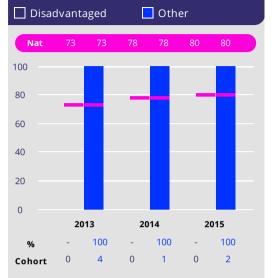


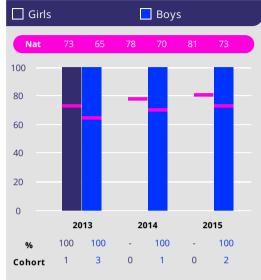
Lees Hill CofE School Phonics and Early Years Foundation Stage Profile

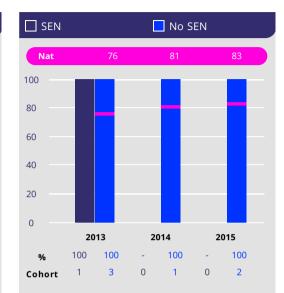
Charts display combined figures for SEN with an EHC plan/statement and SEN without an EHC plan/statement. The current format of Early Years Foundation Stage Profile data starts from 2013; the 2015 data are not yet available.

Phonics Year 1 % of pupils that met the expected standard

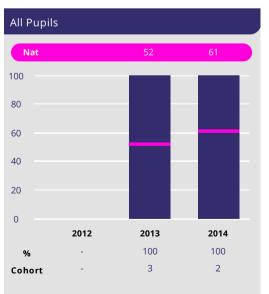


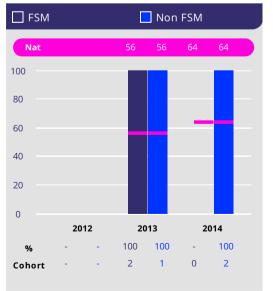


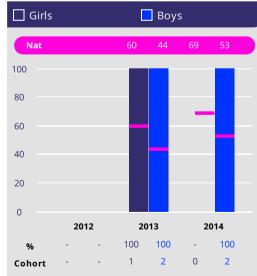


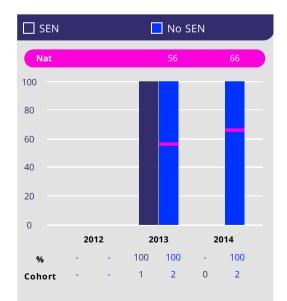


Early Years Foundation Stage Profile % of pupils that achieved a good level of development









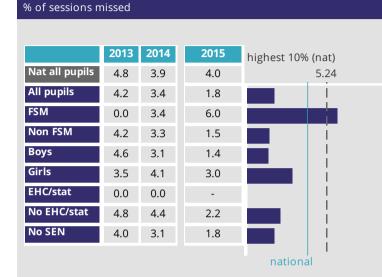


Absence. exclusions

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. 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

	2013	2014	2015		
Nat all pupils	3.6	2.8	2.7		
All pupils	2.8	3.1	0.0		
FSM	0.0	0.0	0.0		
Non FSM	2.9	3.6	0.0		
Boys	4.8	4.5	0.0		
Girls	0.0	0.0	0.0		
EHC/stat	0.0	0.0	-		
No EHC/stat	0.0	12.5	0.0		
No SEN	4.2	0.0	0.0		

Fixed term exclusions % and number of pupils excluded



Permanent exclusions

ll pupils	
n 2014, 0 pupils were permanently xcluded (below the national %)	
In comparison,	
0 pupils were excluded in 2013	
0 pupils were excluded in 2012	

2014

0

0.00 0.00

0

2013

0.00

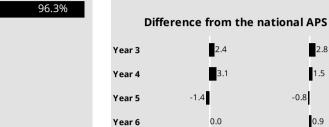
Lees Hill CofE School Context in 2015

Ethnicity

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.

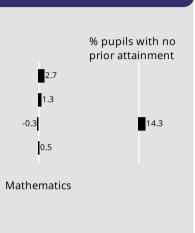
Number on roll up to year 6: 34

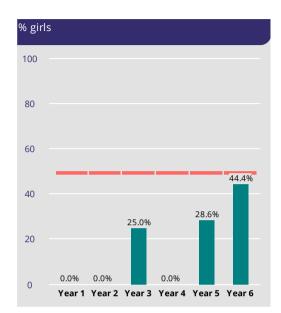
Prior attainment

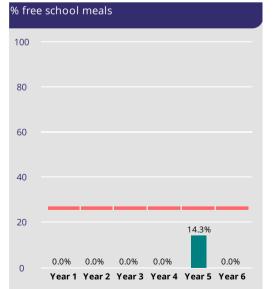


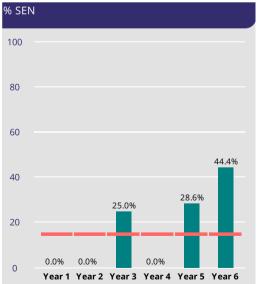
Reading

Writing









White any other White 3.7% background

White British

Any other ethnic group

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

Mixed any other mixed background

Mixed White & Asian

Mixed White & Black African

Mixed White & Black Caribbean

Parent/pupil preferred not to say

White Irish

White Romany or Gypsy

White Traveller of Irish heritage

