

# 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 KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading & mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 5 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 mathematics.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

2014		
National Floor Standards		School
Level 4+ RWM	65%	92%
EP reading	94%	96%
EP writing	96%	94%
EP mathematics	93%	92%
Floor standards met?		

## Weaknesses in 2015

- KS2 value added was significantly below average and in the lowest 10% in writing for the group(s): boys, SEN without EHC/statement.
- KS2 value added was significantly below average and in the lowest 10% in mathematics for the group(s): girls.
- At least twice, KS2 expected progress (or more than expected progress) from starting points for disadvantaged pupils was well below\* other pupils nationally in mathematics. \*by an amount equivalent to one or more pupils.

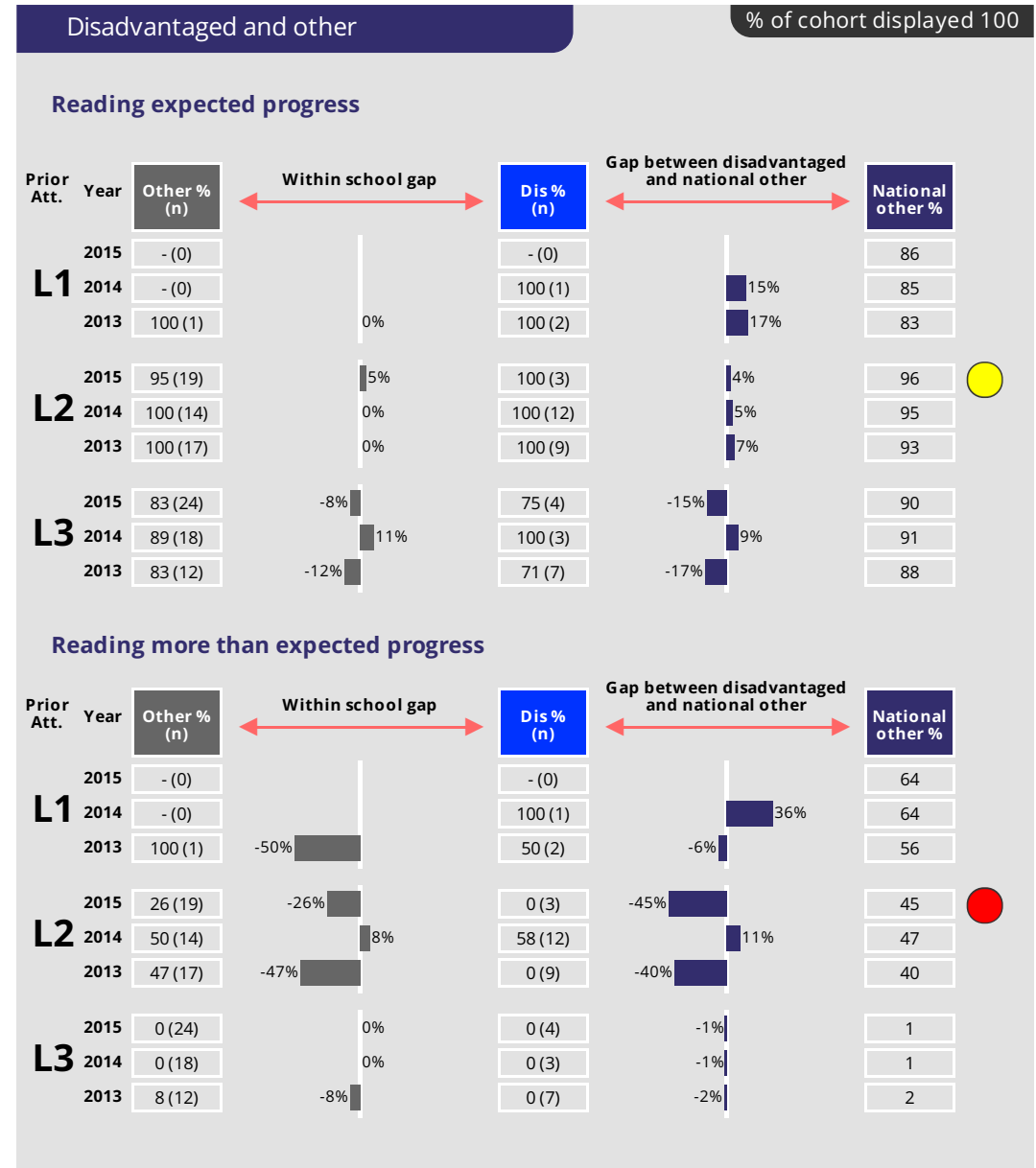
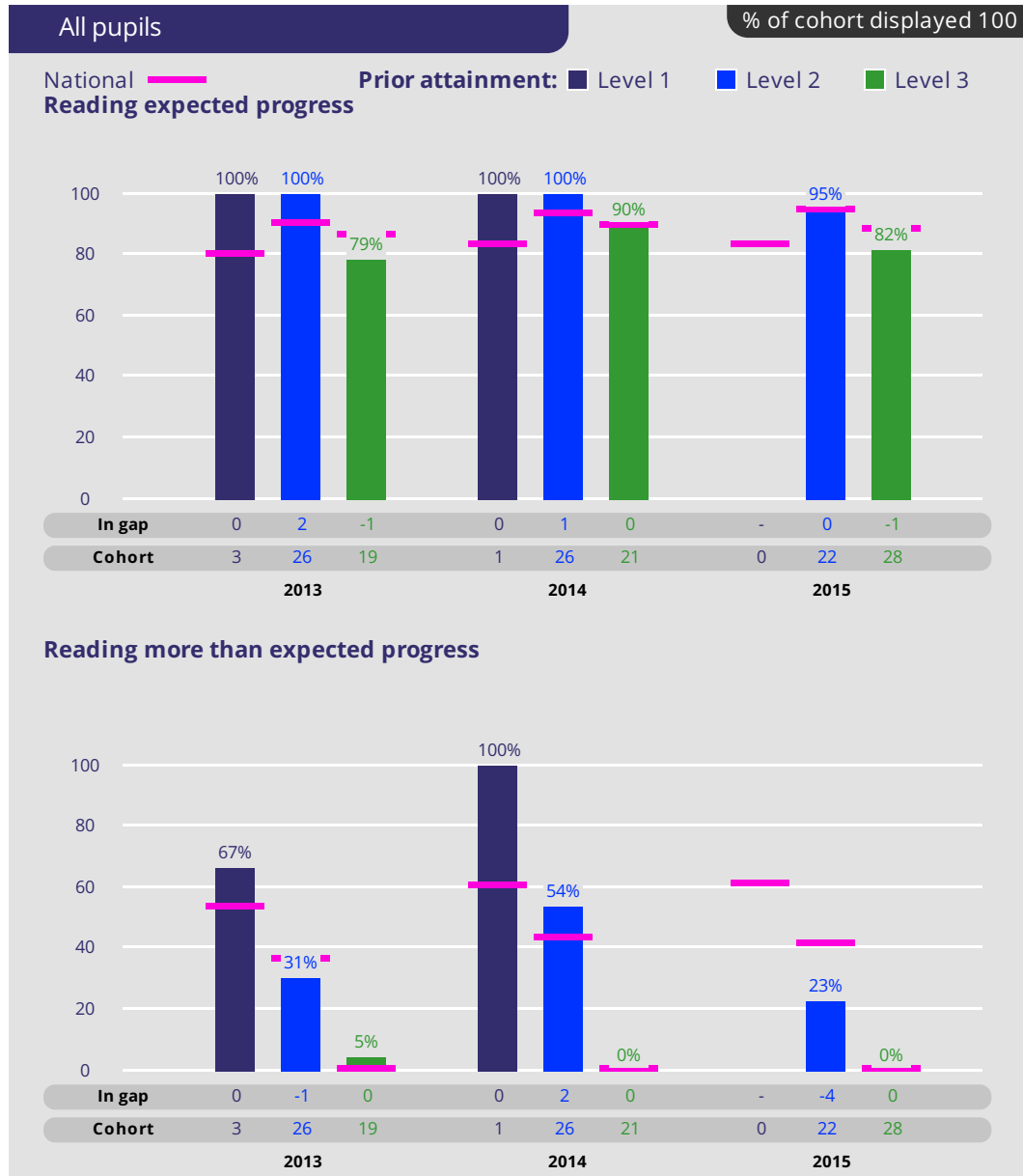
Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

## 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.

● Disadvantaged were well below other pupils nationally in 2015\*

● Disadvantaged were at or above other pupils nationally in 2015



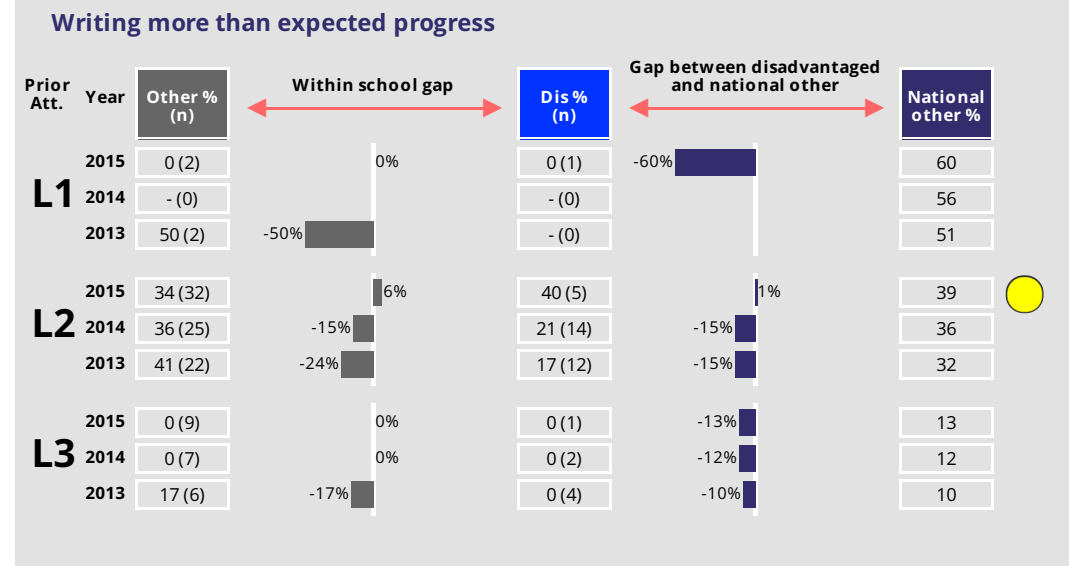
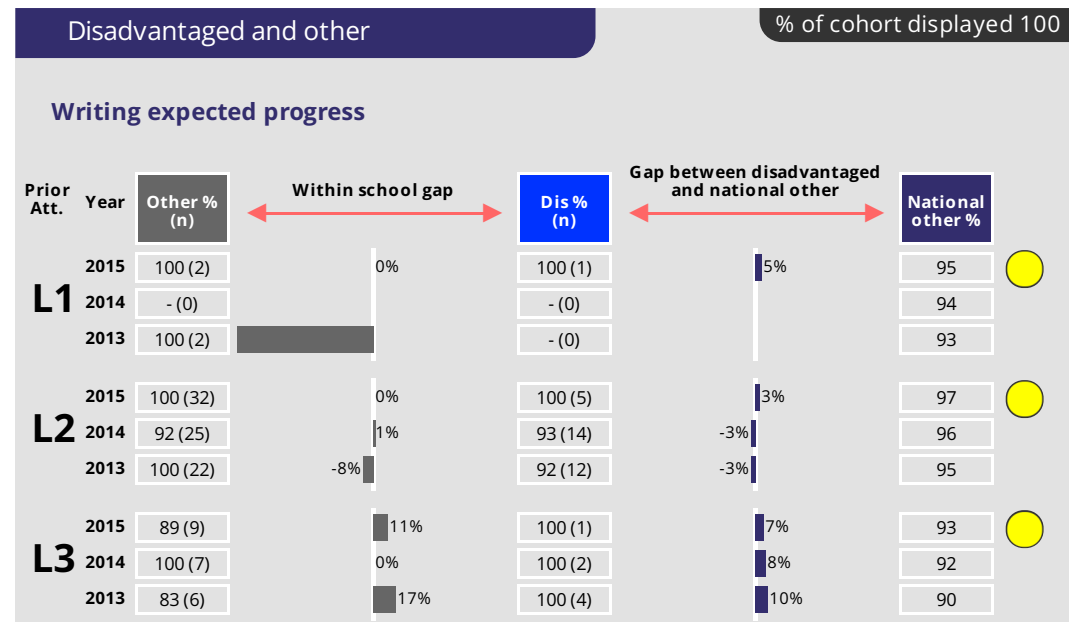
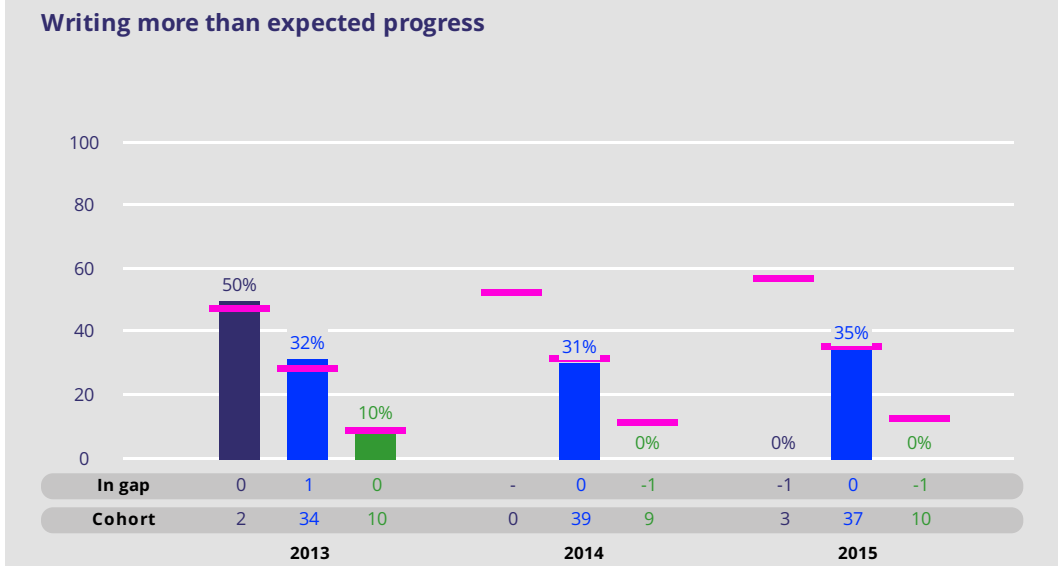
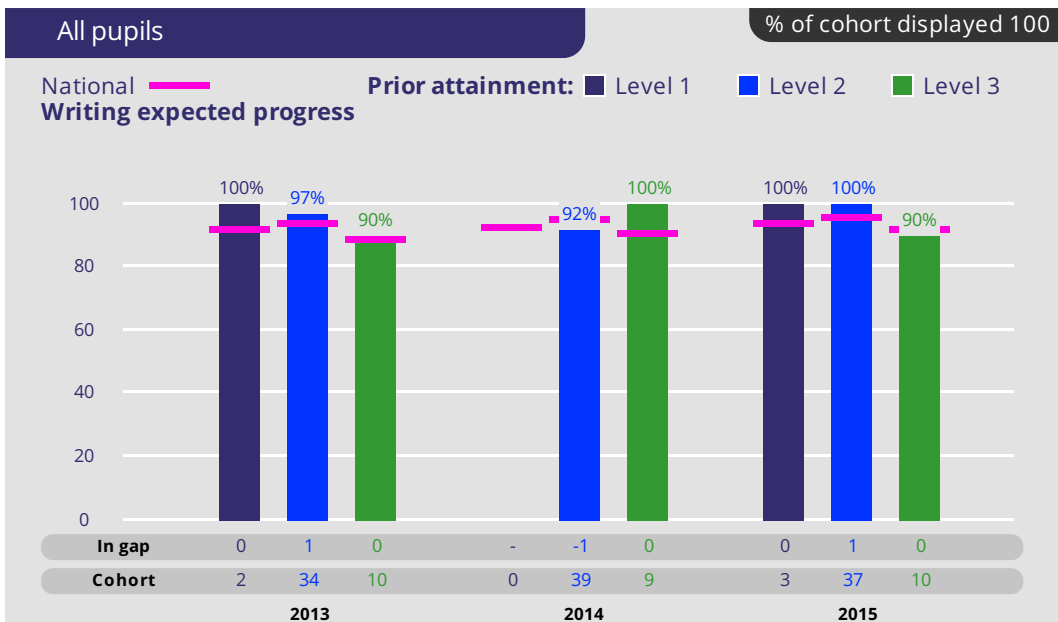
\*well below means that the gap relates to one pupil or more

## 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.

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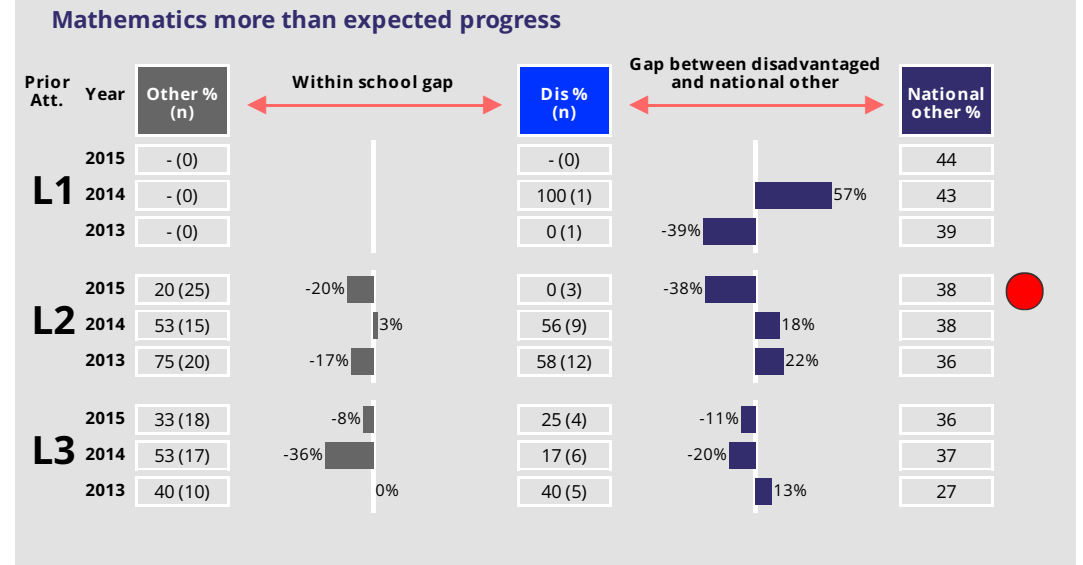
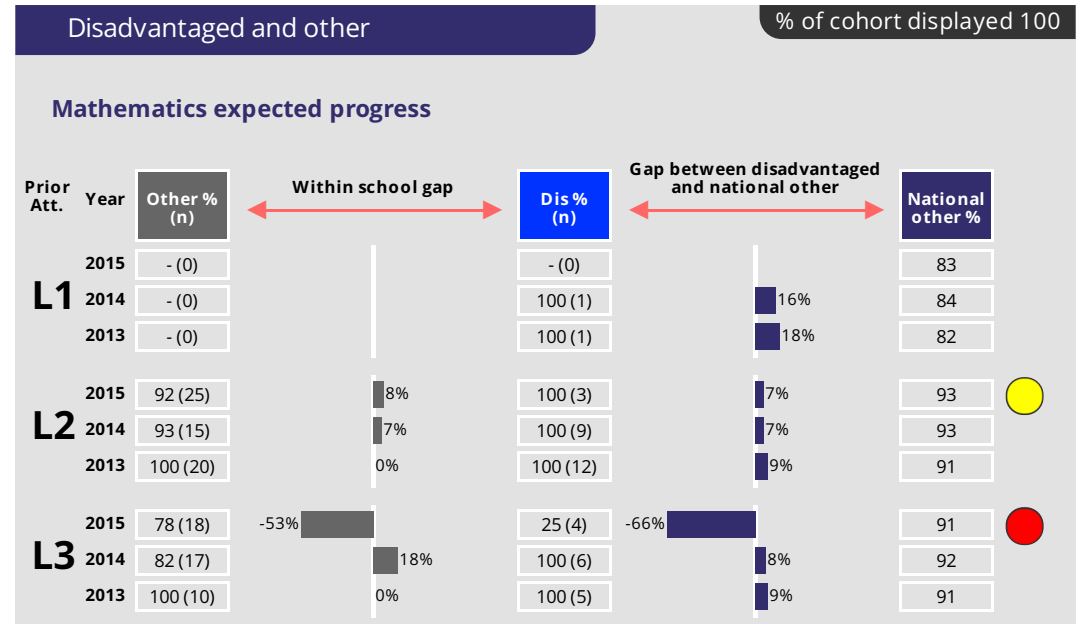
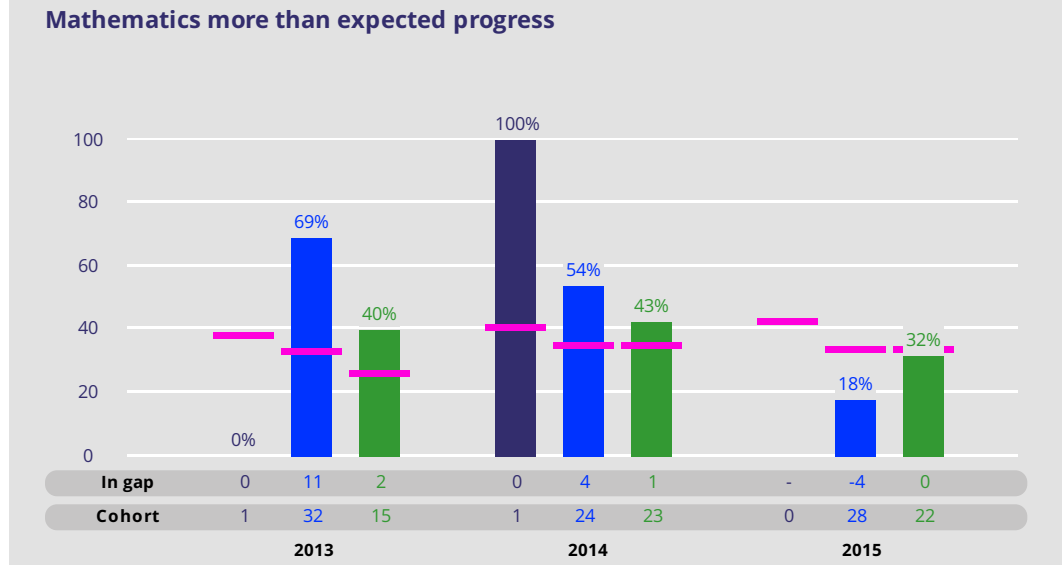
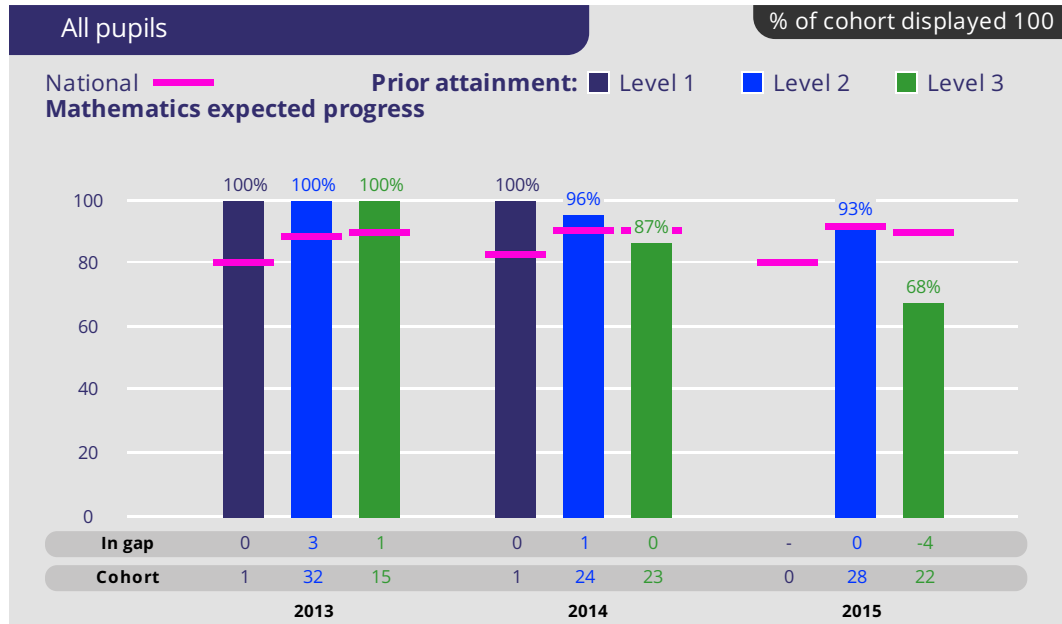
\*well below means that the gap relates to one pupil or more

### 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.

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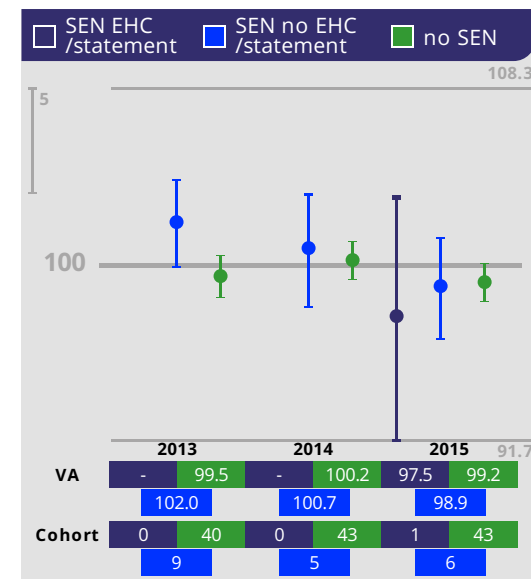
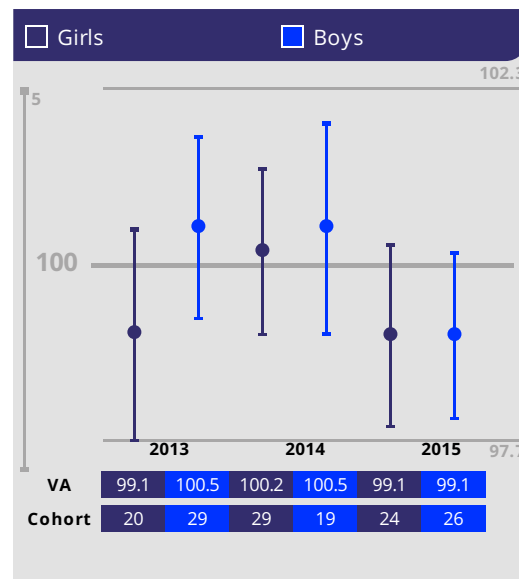
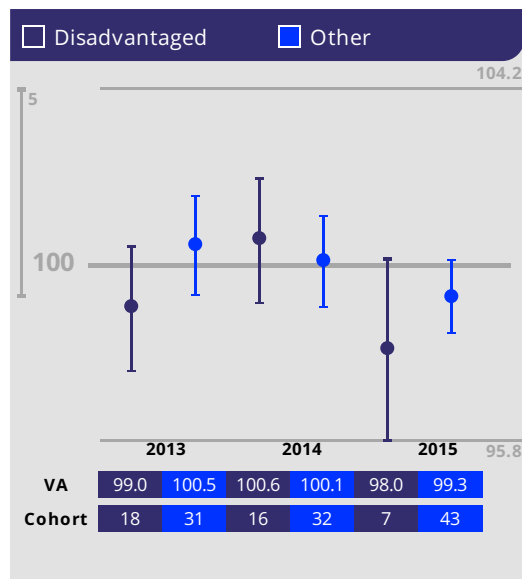
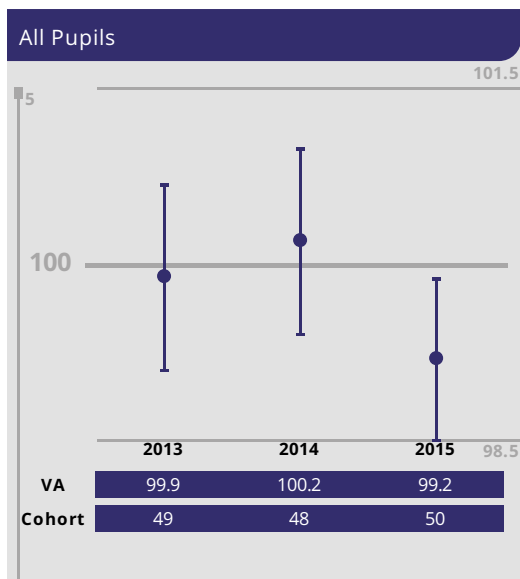


\*well below means that the gap relates to one pupil or more

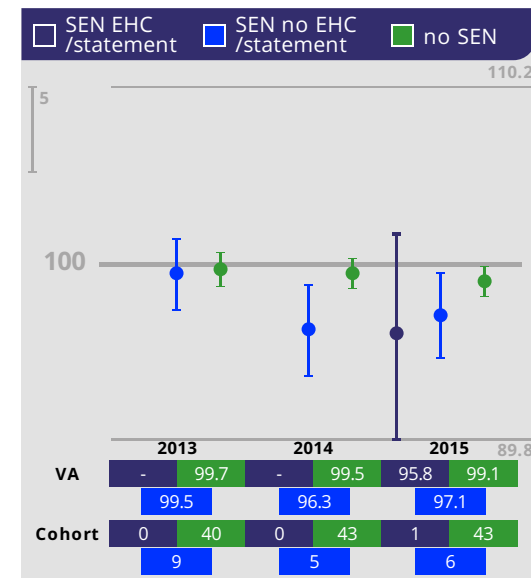
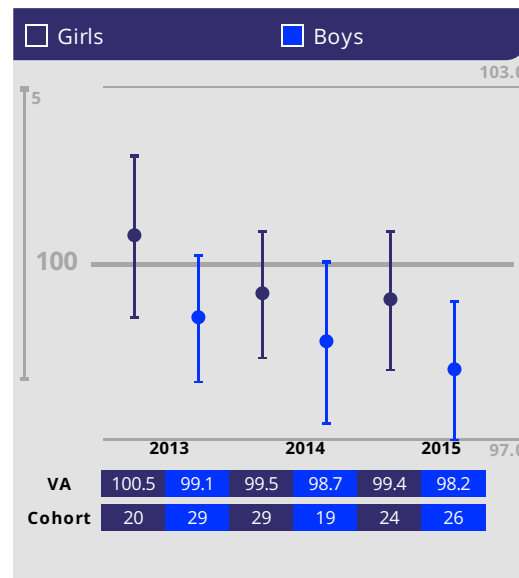
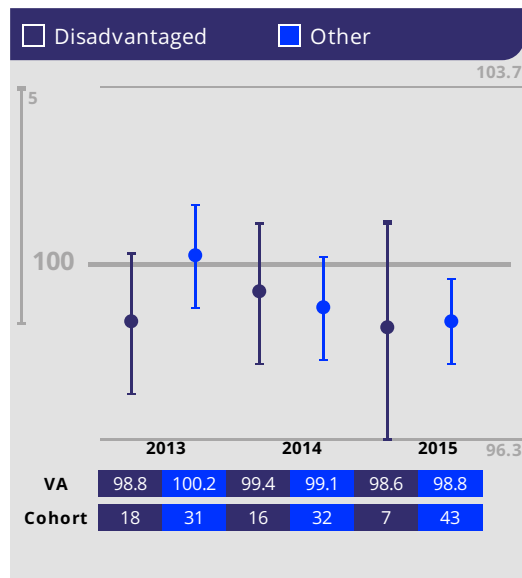
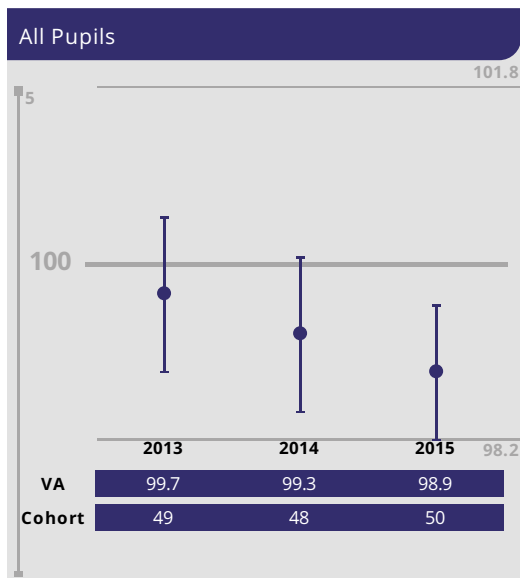
**Value added**

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.

**Reading**

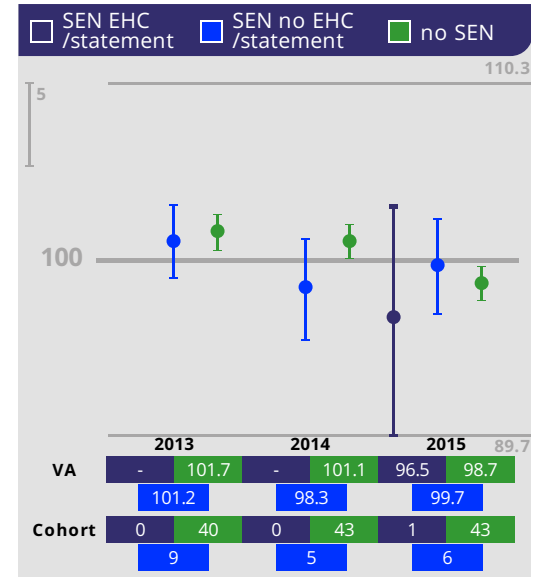
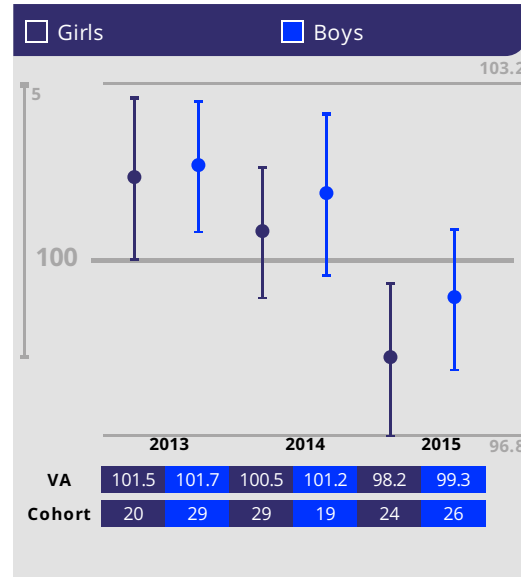
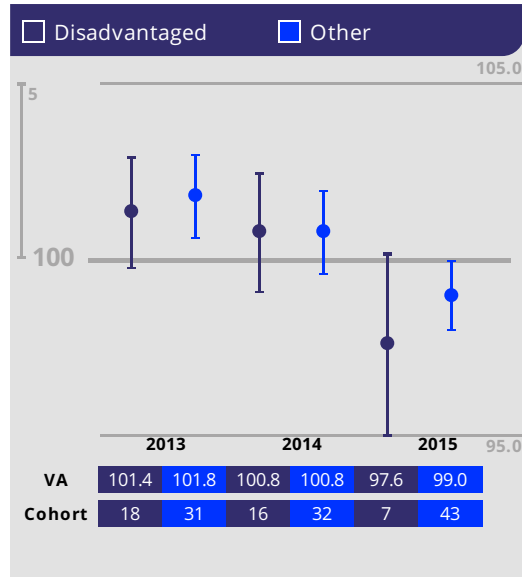
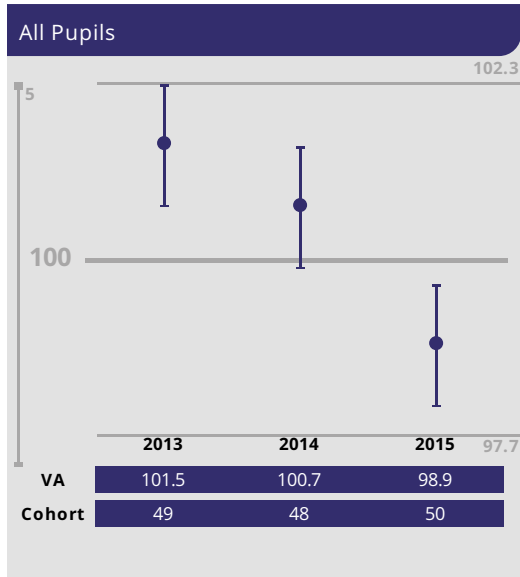


**Writing**

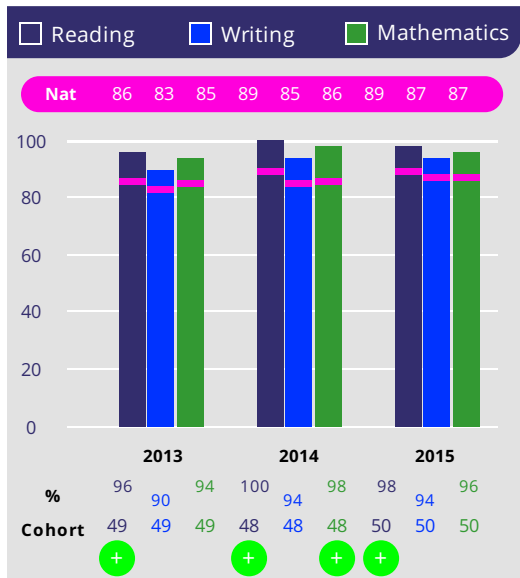


For threshold data, statistically significant results are highlighted for all pupils only. They are denoted by a green (sig+) or red (sig-) symbol.

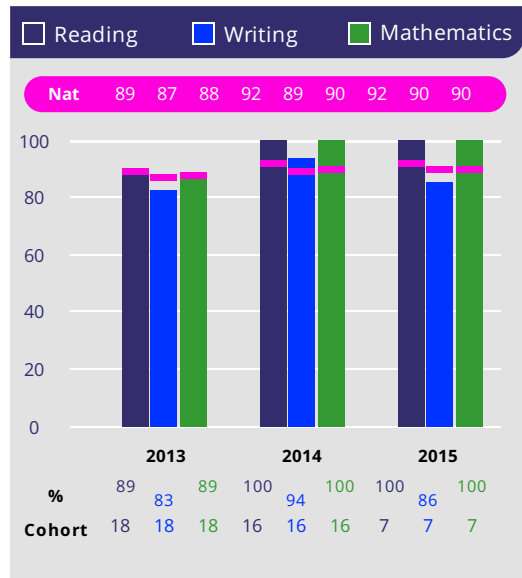
## Mathematics



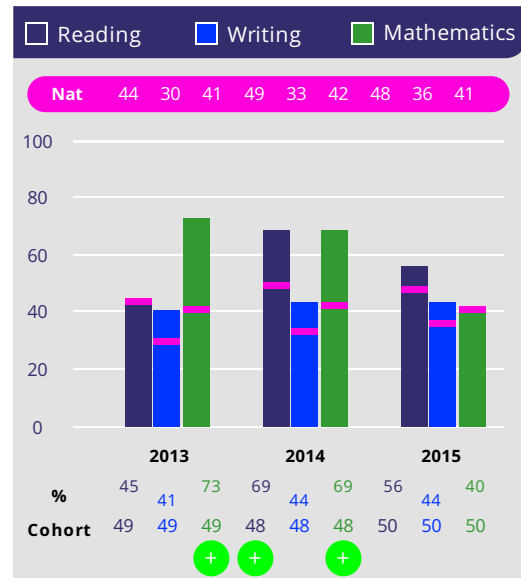
### % attaining level 4+ (All pupils)



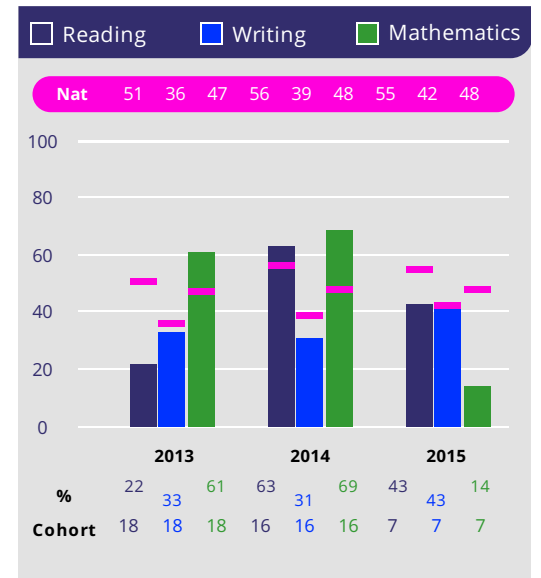
### % attaining level 4+ (Disadvantaged)



### % attaining level 5+ (All pupils)



### % attaining level 5+ (Disadvantaged)

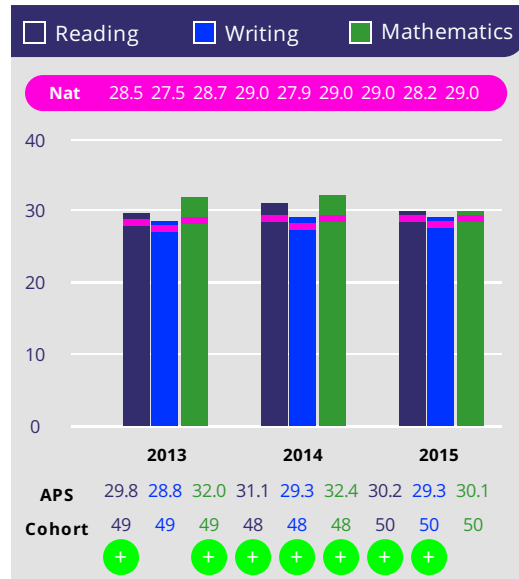


# Hoyland Common Primary School

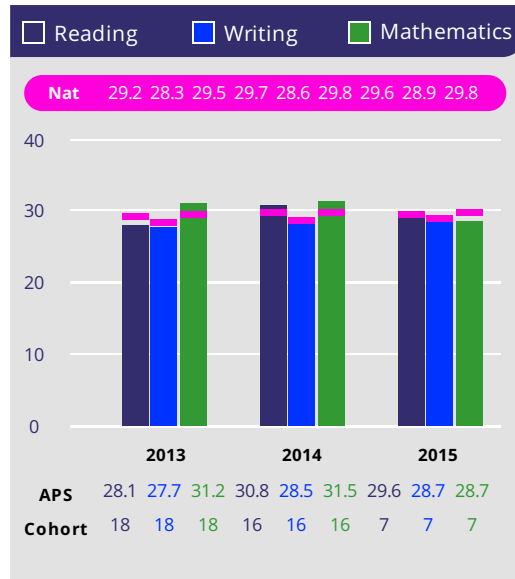
## KS2 average point score

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

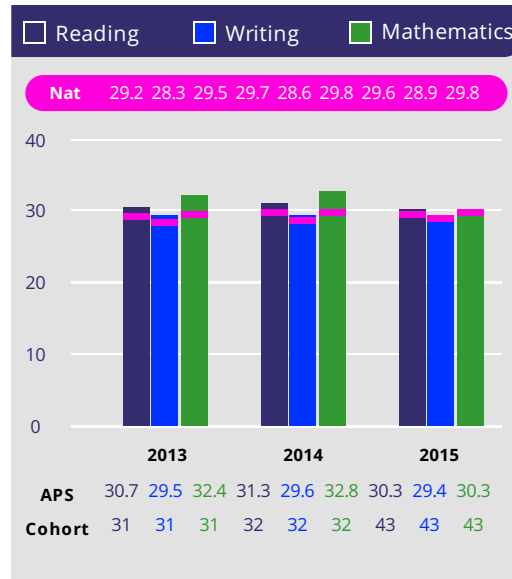
### All pupils



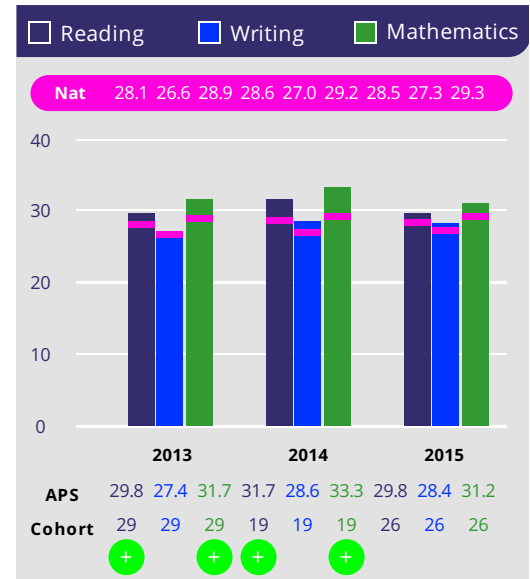
### Disadvantaged



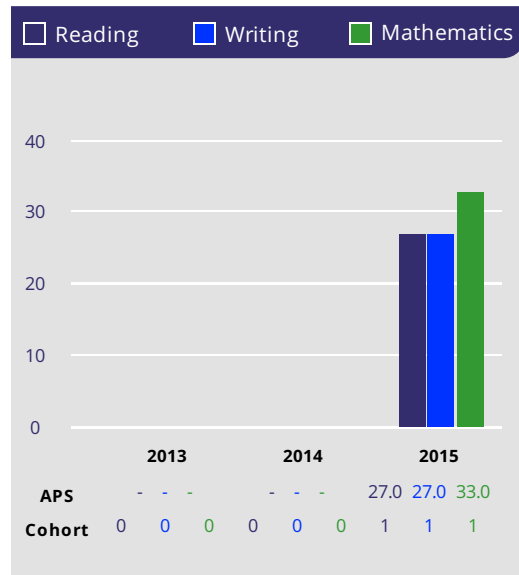
### Other



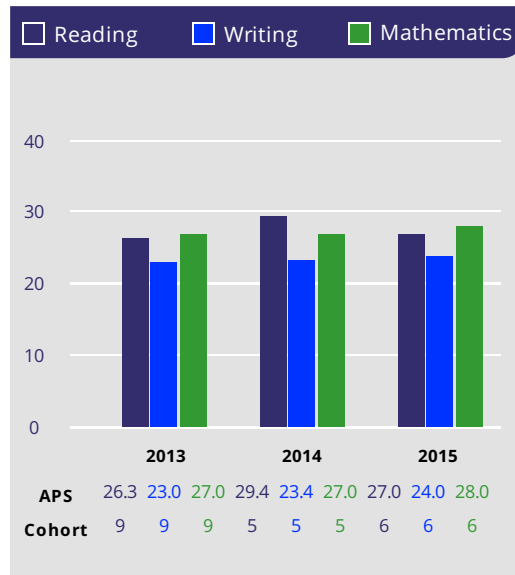
### Boys



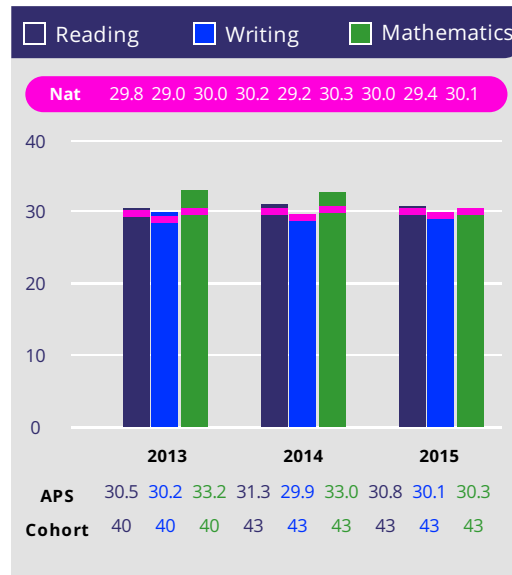
### SEN EHC/statement



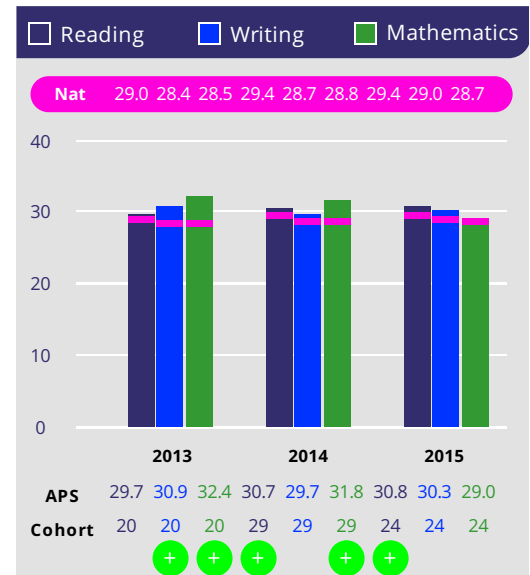
### SEN no EHC/statement



### No SEN



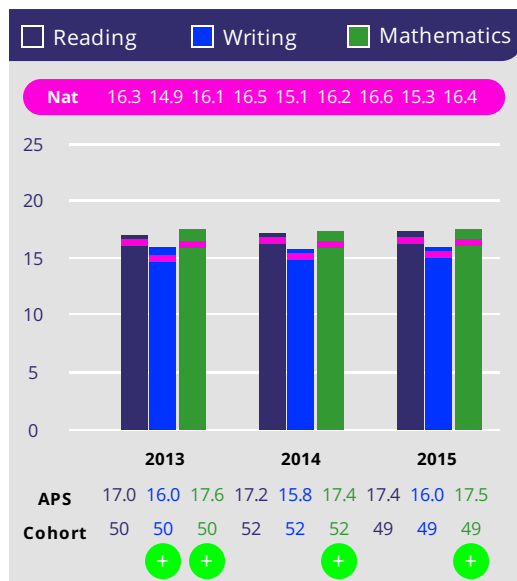
### Girls



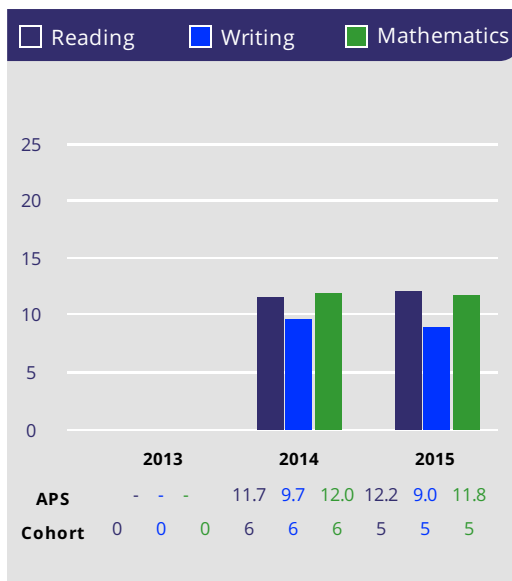
### KS1 average point score and closing the gaps

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.

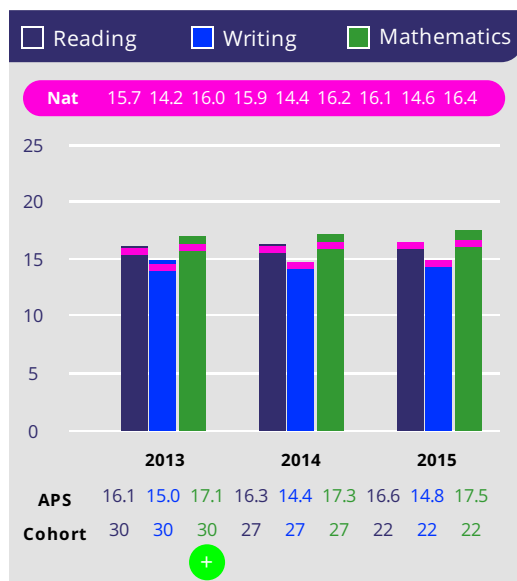
#### All pupils



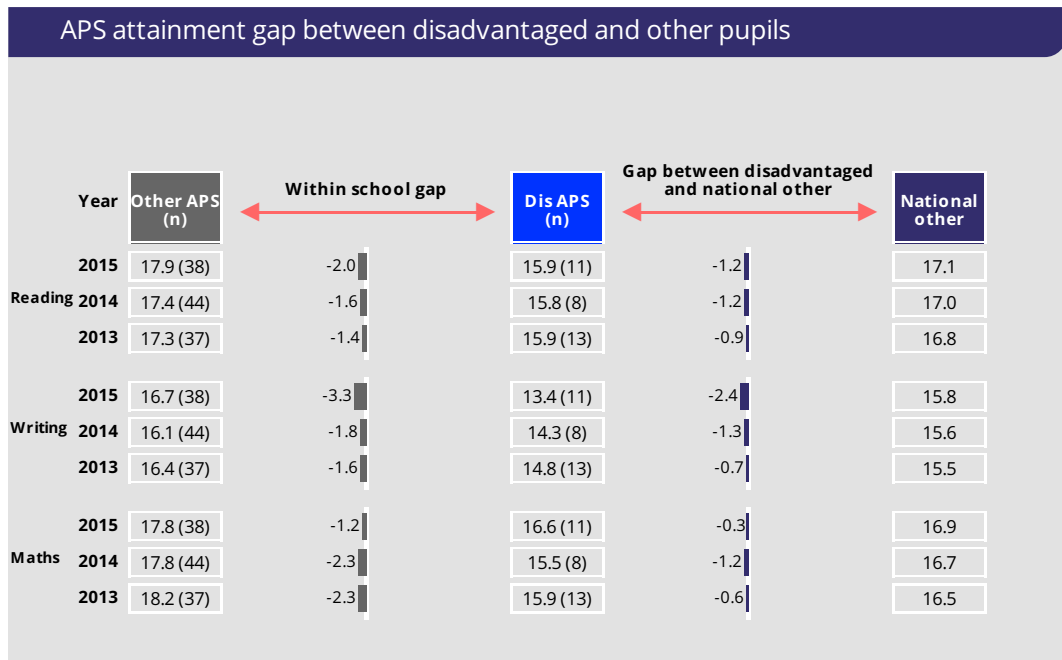
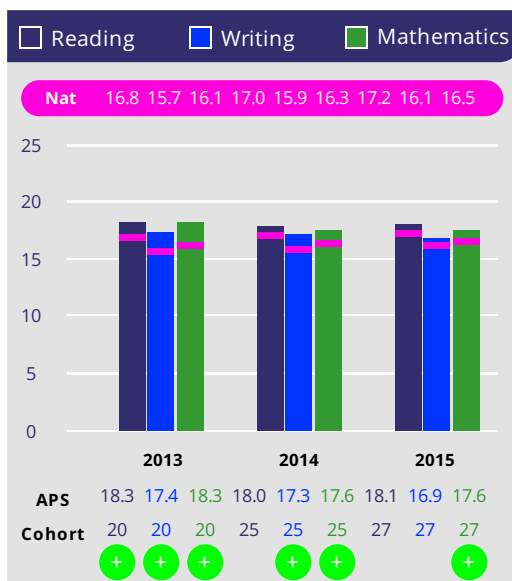
#### SEN no EHC/statement



#### Boys



#### Girls



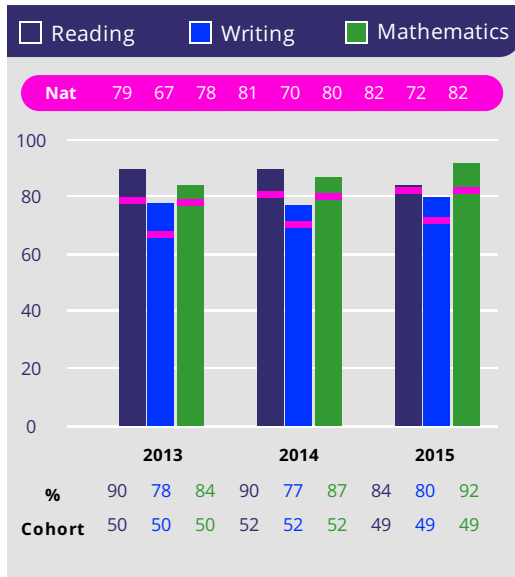
- Disadvantaged were well below other pupils nationally in 2015\*
- Disadvantaged were at or above other pupils nationally in 2015

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

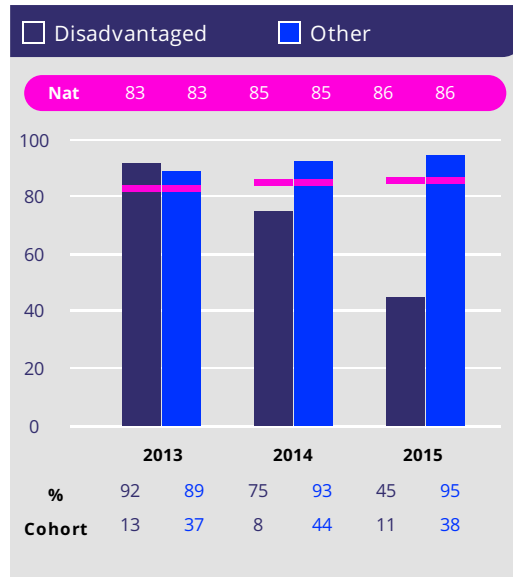


Statistically significant results are highlighted for all pupils only. They are denoted by a green (sig+) or red (sig-) symbol.

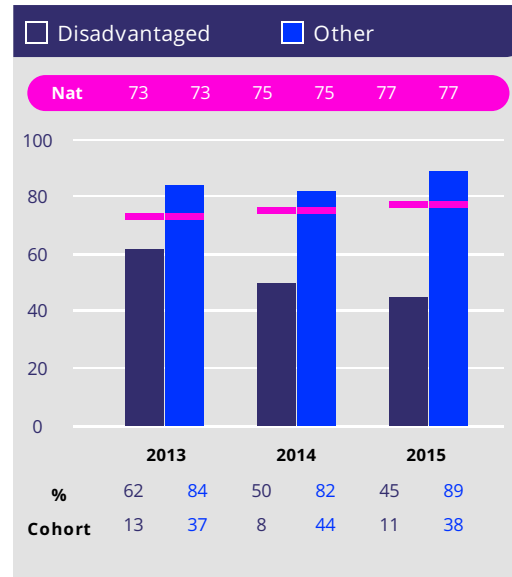
**% attaining level 2B+ (All pupils)**



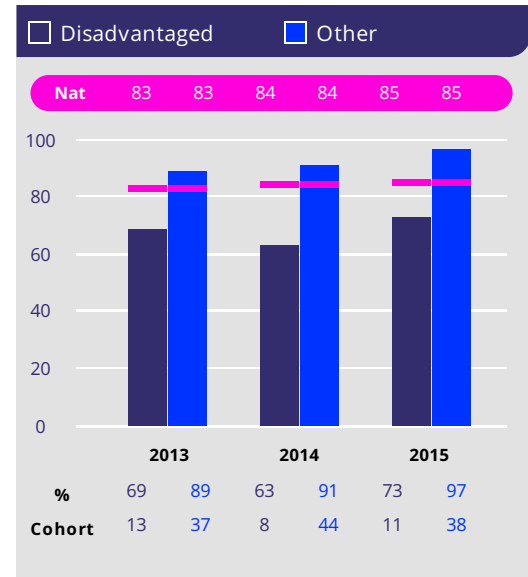
**Reading**



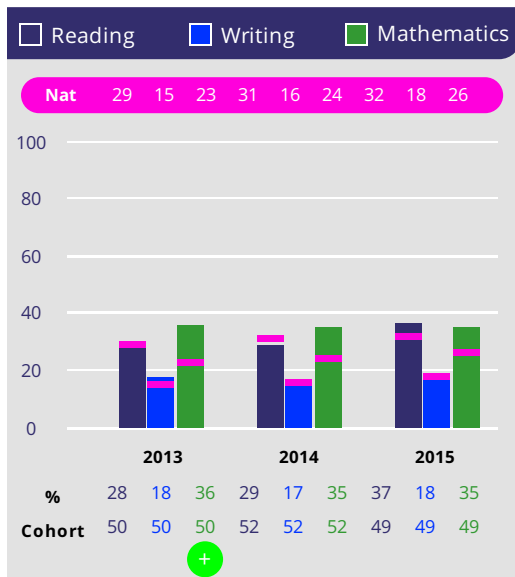
**Writing**



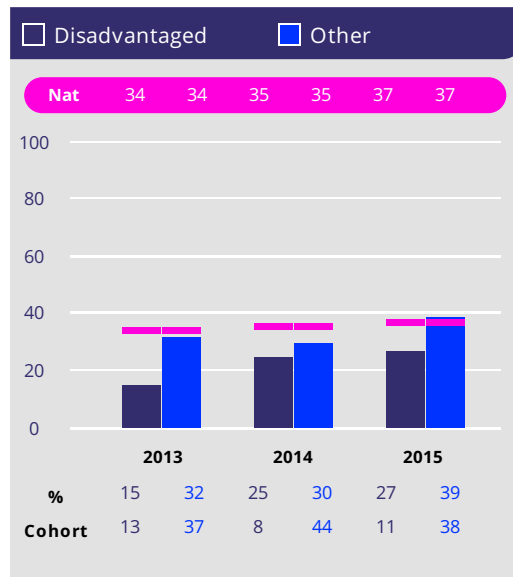
**Mathematics**



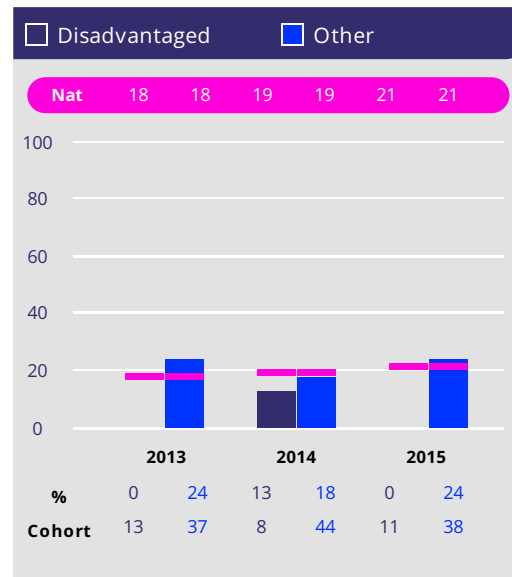
**% attaining level 3+ (All pupils)**



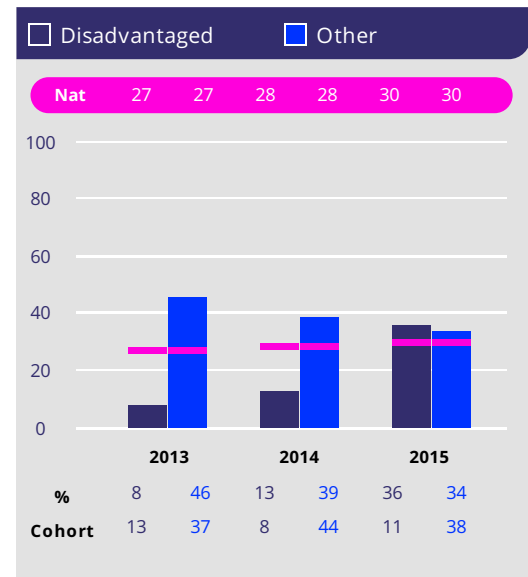
**Reading**



**Writing**



**Mathematics**

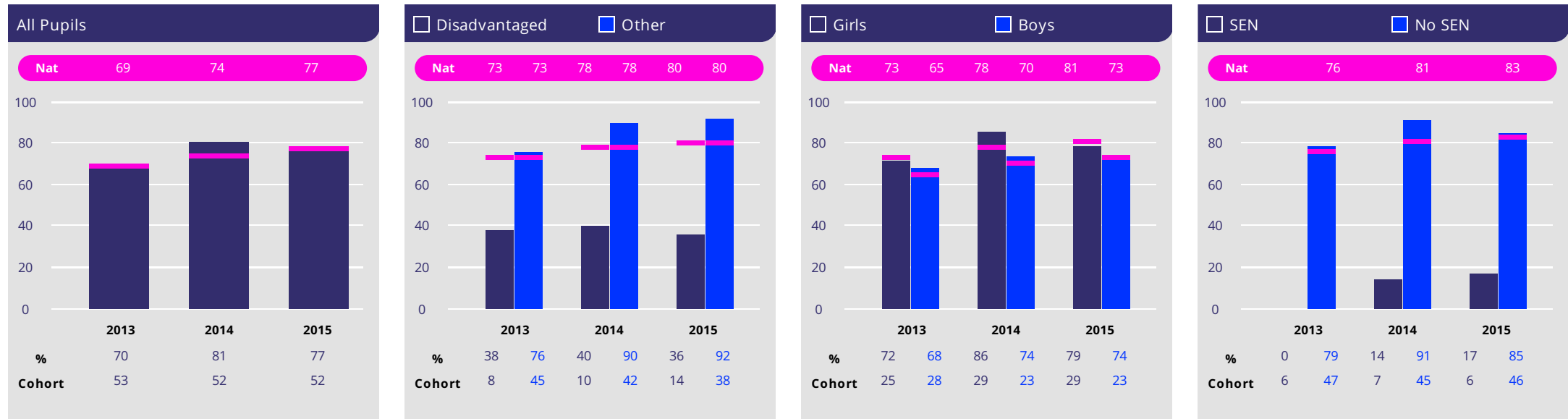


# Hoyland Common Primary School

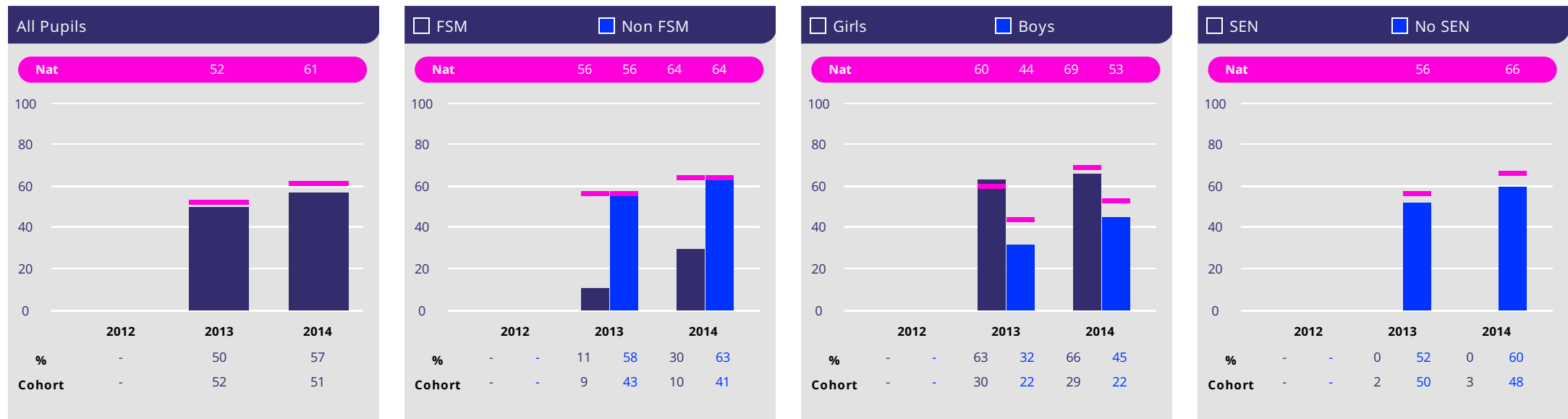
## Phonics and Early Years Foundation Stage Profile

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



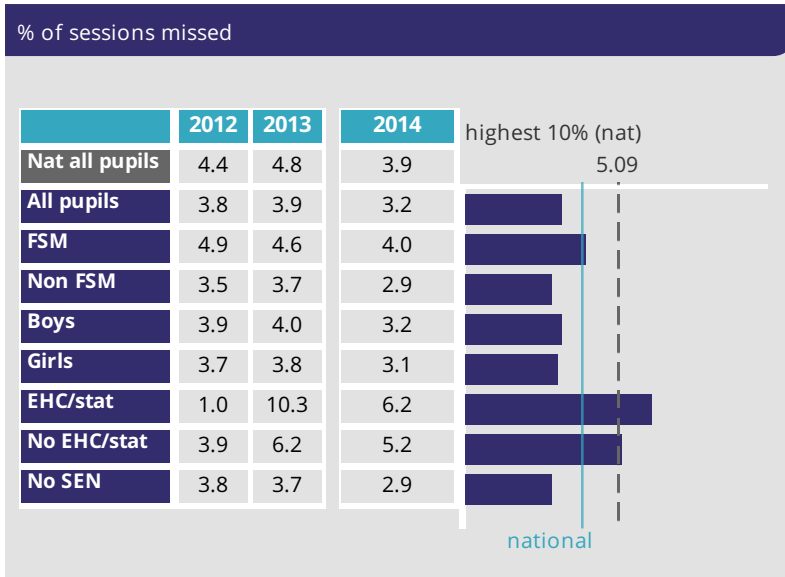
### Early Years Foundation Stage Profile % of pupils that achieved a good level of development



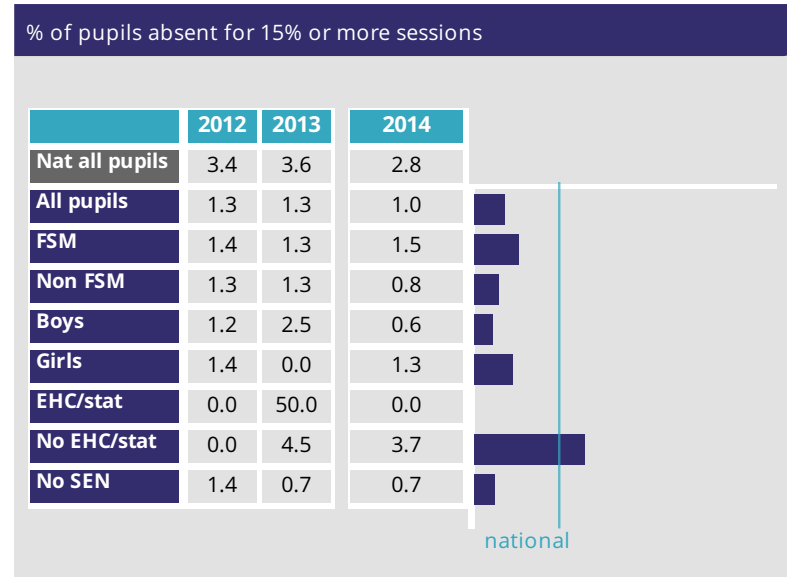
### Absence, exclusions

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. 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.

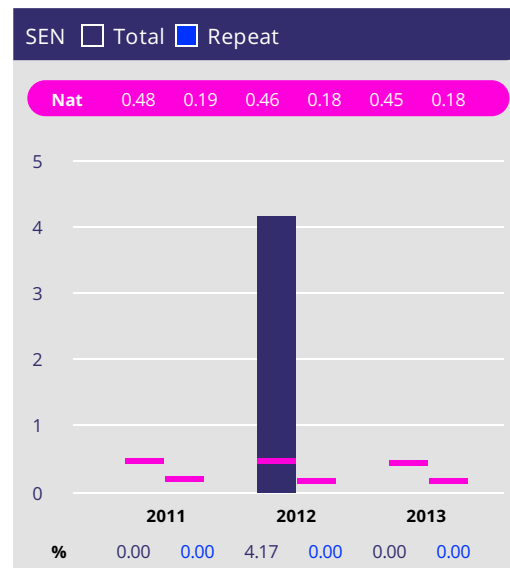
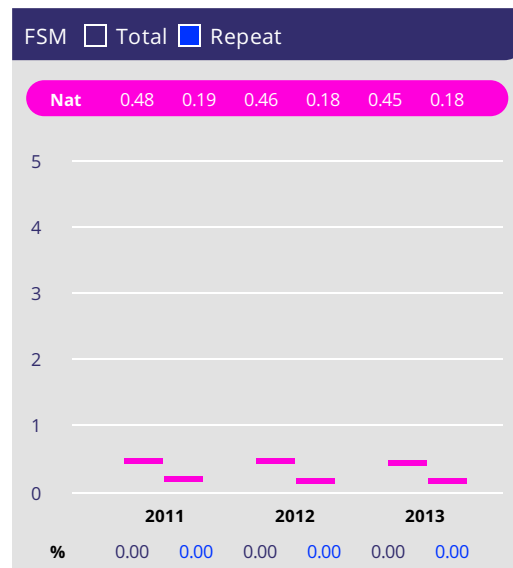
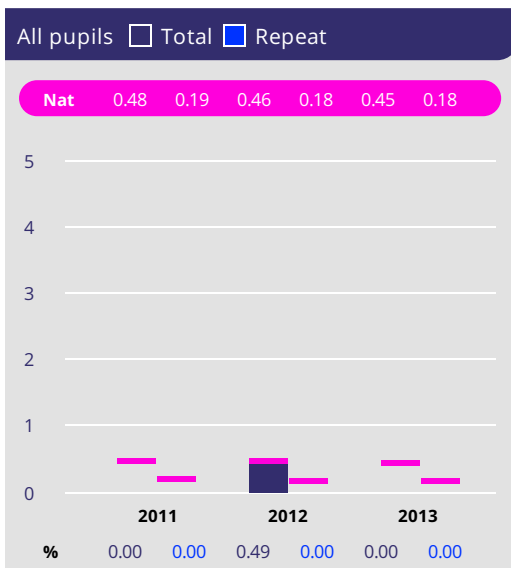
#### Absence



#### Persistent Absence



#### Fixed term exclusions % of pupils excluded



#### 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

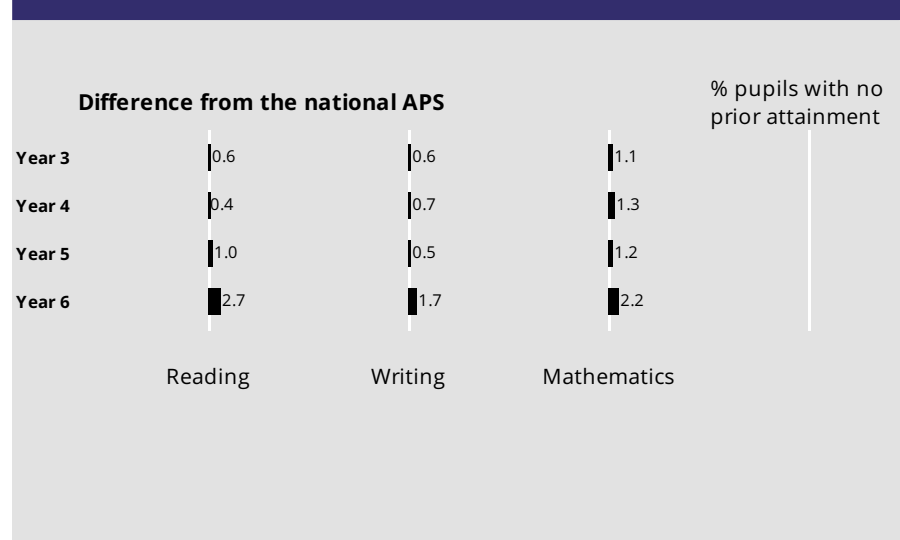
Prior attainment is calculated using points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group.

Number on roll up to year 6: **409**

**Ethnicity**

<b>White British</b>	<b>96.8%</b>
<b>Mixed White &amp; Black Caribbean</b>	1.3%
<b>Mixed any other mixed background</b>	0.6%
<b>Black or Black British any other Black background</b>	0.3%
<b>Mixed White &amp; Asian</b>	0.3%
<b>Mixed White &amp; Black African</b>	0.3%
<b>White any other White background</b>	0.3%
<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 Caribbean</b>	
<b>Chinese</b>	
<b>Ethnicity not known</b>	
<b>Parent/pupil preferred not to say</b>	
<b>White Irish</b>	
<b>White Romany or Gypsy</b>	
<b>White Traveller of Irish heritage</b>	

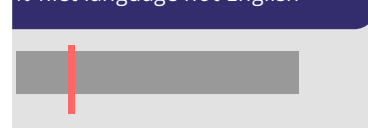
**Prior attainment**



**% girls**



**% first language not English**



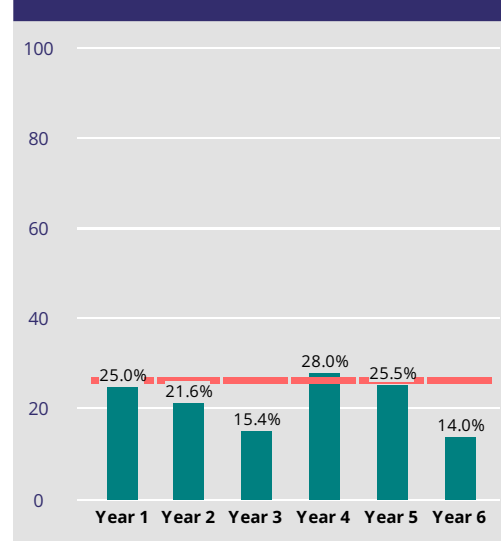
**% stability**



**CLA pupils**

Number on roll up to year 6:  
**1**

**% free school meals**



**% SEN**

