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

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *within one pupil below national.
- 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

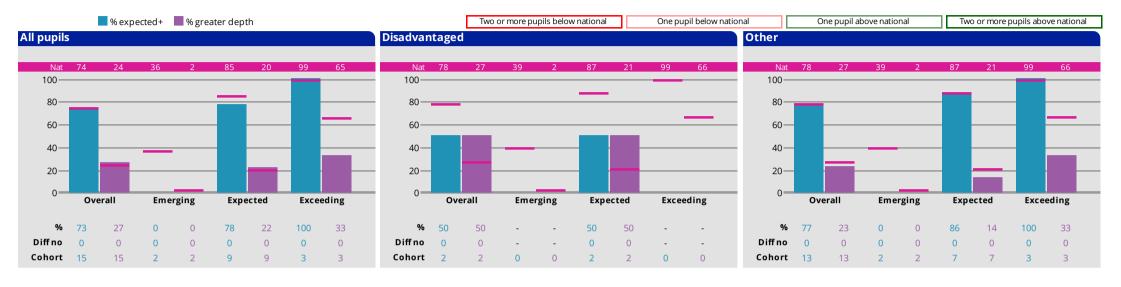
- KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+).
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+).
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the group: boys expected.
- Attendance was low for the group: FSM (in the lowest 10%).

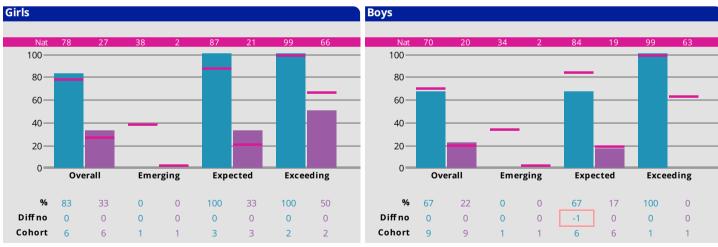
Weaknesses are indicated for cohorts of at least six. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where attainment is identified as well below 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.

Milborne St Andrew First School 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.



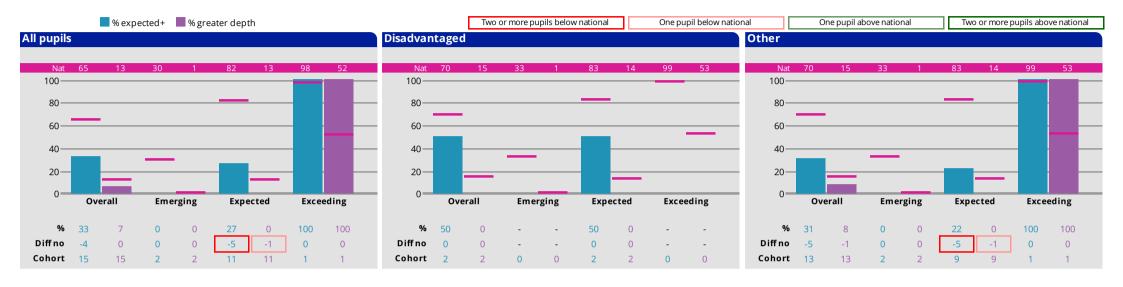


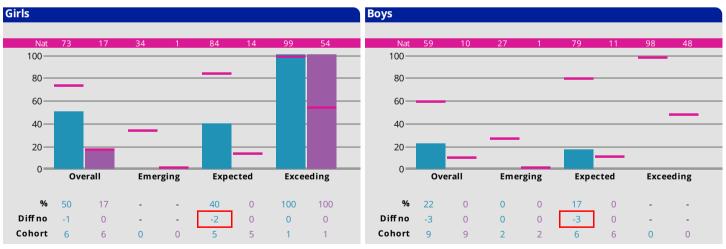


Milborne St Andrew First School Writing

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.



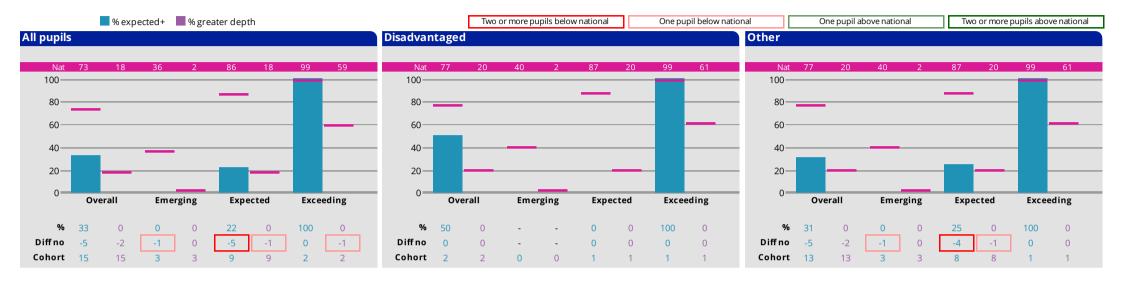


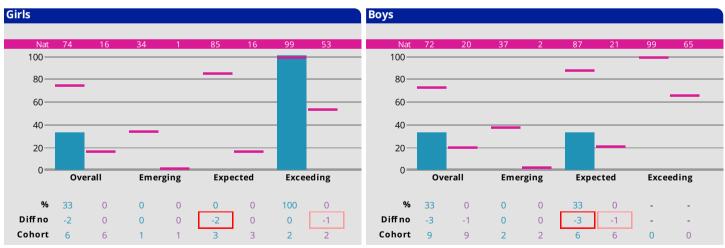


Milborne St Andrew First School Mathematics

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.







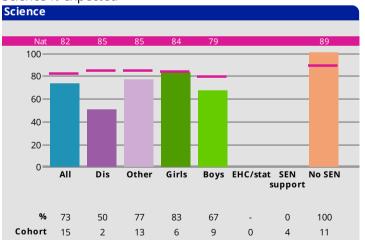
Milborne St Andrew First School SEN groups and science

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+ 49 Nat gtr Nat gtr 52 Nat gtr 65 60 100 -100-100-80 80 80 60 60 60 40 40 40 20 20 20 0 0 -0 Overall Expected Exceeding Overall Exceeding Overall Emerging Expected Exceeding Emerging Emerging Expected % exp+ 50 % exp+ % exp+ % gtr % gtr % gtr depth depth depth Cohort 0 Cohort 0 9 Cohort 0 8 0 0 2 4 0 0 0

Science % expected

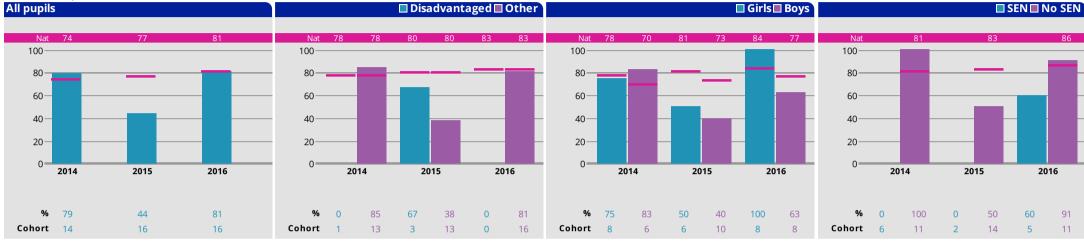


Milborne St Andrew First School **Phonics**

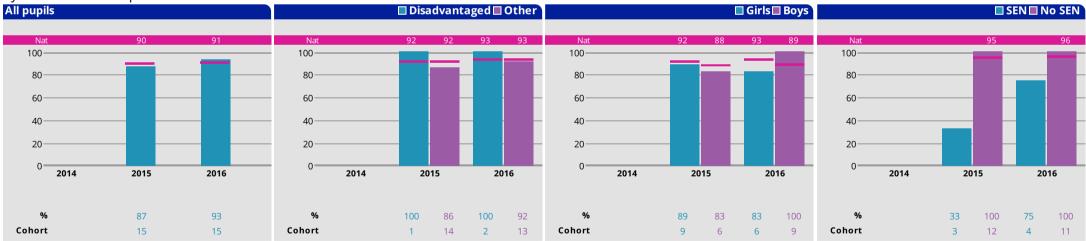
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.



Year 1 % expected



By end of Year 2 % expected

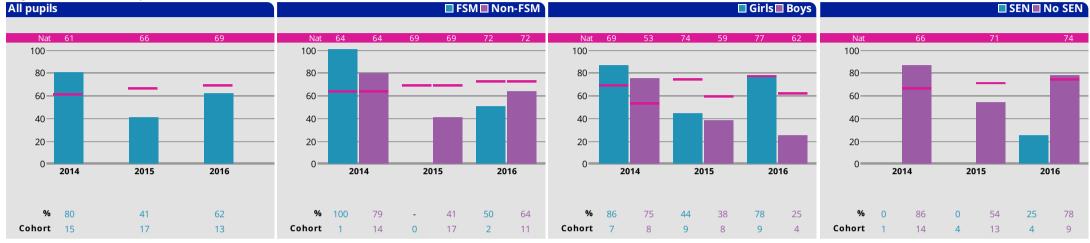


Milborne St Andrew First School Early Years Foundation Stage Profile

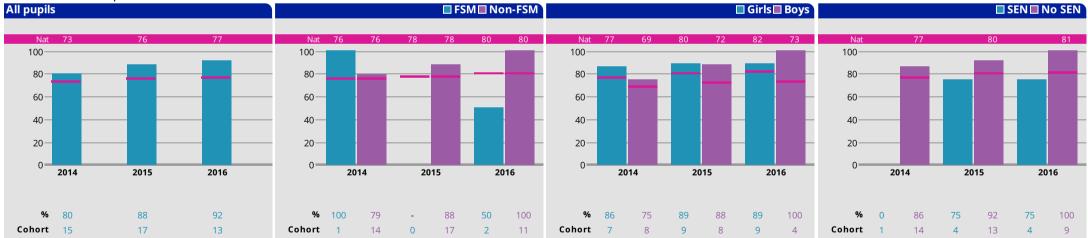
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the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



% good level of development



Mathematics % expected+

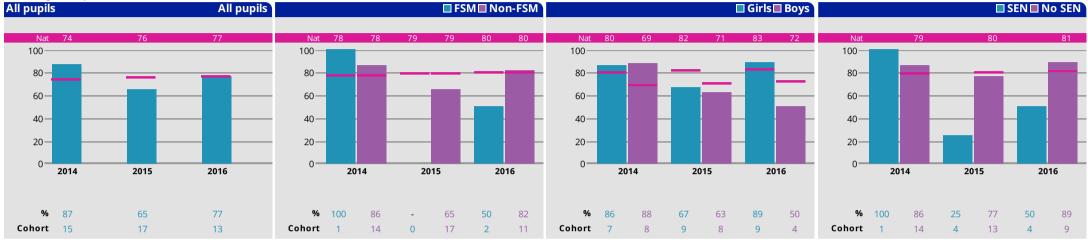


Milborne St Andrew First School Early Years Foundation Stage Profile

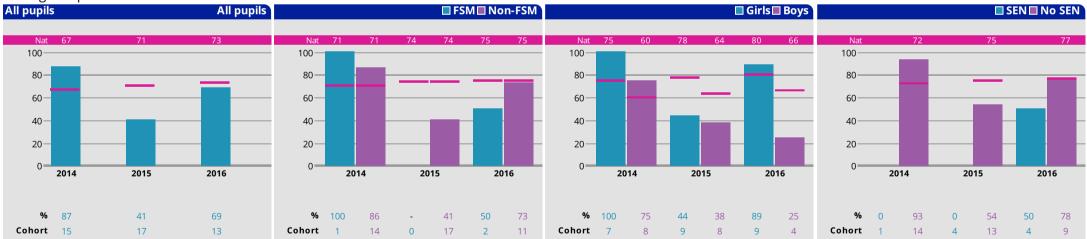
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.



Reading % expected+



Writing % expected+



Milborne St Andrew First School

Absence, exclusions

% of sessions missed (cohort)

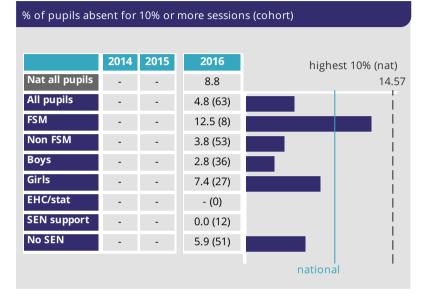
Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.



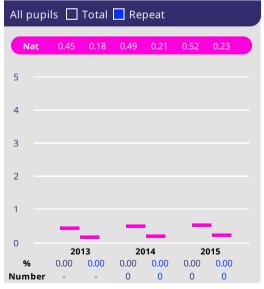
Absence

	2014	2015	2016	highest 10% (nat
Nat all pupils	3.9	4.0	3.9	5.08
All pupils	3.9	3.8	3.8 (63)	
FSM	4.9	7.0	5.3 (8)	
Non FSM	3.7	3.4	3.6 (53)	
Boys	4.3	3.6	3.5 (36)	
Girls	3.3	4.1	4.2 (27)	
EHC/stat	0.0	-	- (0)	
SEN support	2.6	5.0	3.2 (12)	
No SEN	4.1	3.6	4.0 (51)	
				national

Persistent Absence



Fixed term exclusions % and number of pupils excluded







Permanent exclusions

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

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Milborne St Andrew First 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. The numbers of CLA and pupils who left care through adoption or another formal route are shown.

% first language not English

91.8

% stability

CLA and left care

CLA

Left care

Number on roll up to Year 6



Number on roll up to Year 6:75

Ethnicity

White British White any other White background Mixed White & Asian 1.6% 95.1%

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 & Black African

Mixed White & Black Caribbean

Parent/pupil preferred not to say

White Irish

White Romany or Gypsy

White Traveller of Irish heritage

