Inspection Dashboard

Ofsted

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.

- KS1 attainment of greater depth 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.

- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.

Weaknesses in 2016

- Attendance was low for the groups: FSM, SEN support (in the lowest 10%).

- Persistent absence was high for the group: FSM (in the highest 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.

Braywood CofE 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.

Ofsted
Key stage 1

Legend: ■ % expected+ ■ % greater depth

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

All pupils

Nat	74	24	36	2	85	20	99	65
	Overall		**Emerging**		**Expected**		**Exceeding**	
%	89	44	50	0	100	17	93	67
Diff no	4	5	0	0	0	0	0	0
Cohort	27	27	2	2	6	6	15	15

Disadvantaged

Nat	78	27	39	2	87	21	99	66
	Overall		**Emerging**		**Expected**		**Exceeding**	
%	100	33	-	-	100	50	-	-
Diff no	0	0	-	-	0	0	-	-
Cohort	3	3	0	0	2	2	0	0

Other

Nat	78	27	39	2	87	21	99	66
	Overall		**Emerging**		**Expected**		**Exceeding**	
%	88	46	50	0	100	0	93	67
Diff no	2	4	0	0	0	0	0	0
Cohort	24	24	2	2	4	4	15	15

Girls

Nat	78	27	38	2	87	21	99	66
	Overall		**Emerging**		**Expected**		**Exceeding**	
%	92	50	-	-	100	0	90	60
Diff no	1	2	-	-	0	0	0	0
Cohort	12	12	0	0	1	1	10	10

Boys

Nat	70	20	34	2	84	19	99	63
	Overall		**Emerging**		**Expected**		**Exceeding**	
%	87	40	50	0	100	20	100	80
Diff no	2	2	0	0	0	0	0	0
Cohort	15	15	2	2	5	5	5	5

Braywood CofE 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.

Ofsted
Key stage 1

Legend: ■ % expected+   ■ % greater depth

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

All pupils

Nat	65	13	30	1	82	13	98	52

	Overall		Emerging		Expected		Exceeding	
%	81	26	40	0	90	10	100	63
Diff no	4	3	0	0	0	0	0	0
Cohort	27	27	5	5	10	10	8	8

Disadvantaged

Nat	70	15	33	1	83	14	99	53

	Overall		Emerging		Expected		Exceeding	
%	100	33	100	0	100	100	-	-
Diff no	0	0	0	0	0	0	-	-
Cohort	3	3	1	1	1	1	0	0

Other

Nat	70	15	33	1	83	14	99	53

	Overall		Emerging		Expected		Exceeding	
%	79	25	25	0	89	0	100	63
Diff no	2	2	0	0	0	-1	0	0
Cohort	24	24	4	4	9	9	8	8

Girls

Nat	73	17	34	1	84	14	99	54

	Overall		Emerging		Expected		Exceeding	
%	83	33	50	0	80	0	100	100
Diff no	1	1	0	0	0	0	0	1
Cohort	12	12	2	2	5	5	4	4

Boys

Nat	59	10	27	1	79	11	98	48

	Overall		Emerging		Expected		Exceeding	
%	80	20	33	0	100	20	100	25
Diff no	3	1	0	0	1	0	0	0
Cohort	15	15	3	3	5	5	4	4

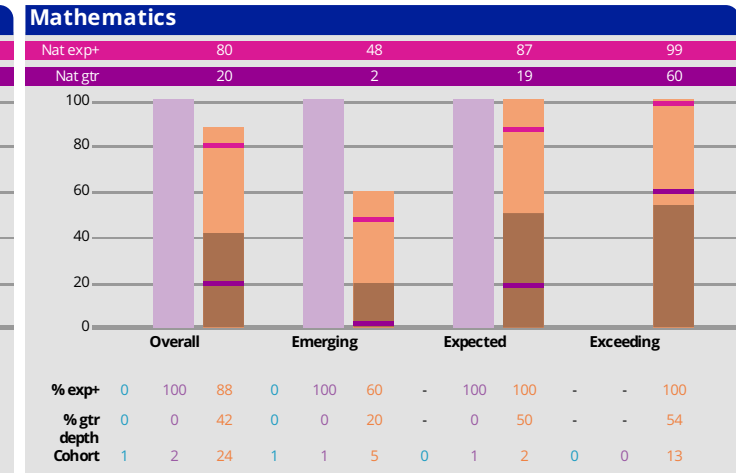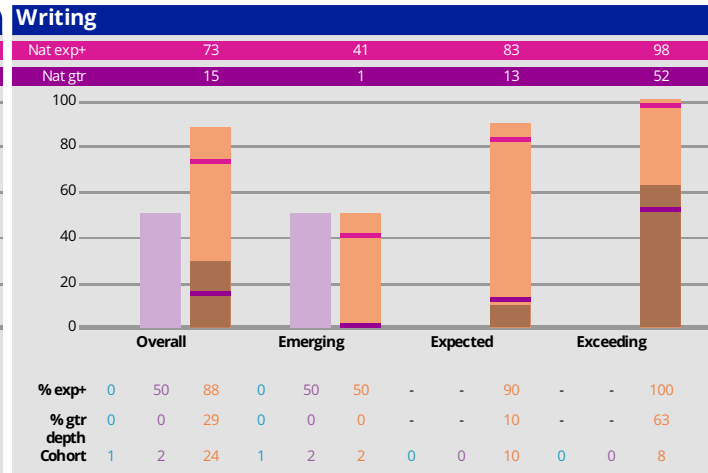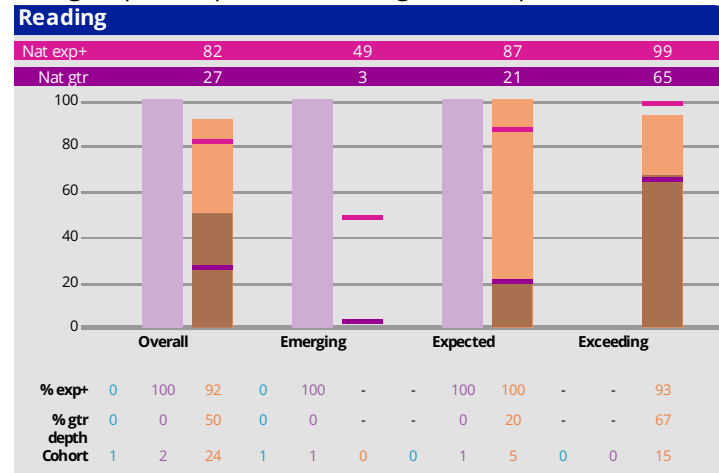# Braywood CofE First School
Mathematics

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.

Ofsted

Key stage 1

Legend: ■ % expected+ ■ % greater depth

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

All pupils

	Overall		Emerging		Expected		Exceeding	
Nat	73	18	36	2	86	18	99	59

	Overall		Emerging		Expected		Exceeding	
%	85	37	57	14	100	33	100	54
Diff no	3	5	1	0	0	0	0	0
Cohort	27	27	7	7	3	3	13	13

Disadvantaged

	Overall		Emerging		Expected		Exceeding	
Nat	77	20	40	2	87	20	99	61

	Overall		Emerging		Expected		Exceeding	
%	100	33	100	50	-	-	-	-
Diff no	0	0	1	0	-	-	-	-
Cohort	3	3	2	2	0	0	0	0

Other

	Overall		Emerging		Expected		Exceeding	
Nat	77	20	40	2	87	20	99	61

	Overall		Emerging		Expected		Exceeding	
%	83	38	40	0	100	33	100	54
Diff no	1	4	0	0	0	0	0	0
Cohort	24	24	5	5	3	3	13	13

Girls

	Overall		Emerging		Expected		Exceeding	
Nat	74	16	34	1	85	16	99	53

	Overall		Emerging		Expected		Exceeding	
%	83	33	33	0	100	0	100	57
Diff no	1	2	0	0	0	0	0	0
Cohort	12	12	3	3	1	1	7	7

Boys

	Overall		Emerging		Expected		Exceeding	
Nat	72	20	37	2	87	21	99	65

	Overall		Emerging		Expected		Exceeding	
%	87	40	75	25	100	50	100	50
Diff no	2	3	1	0	0	0	0	0
Cohort	15	15	4	4	2	2	6	6

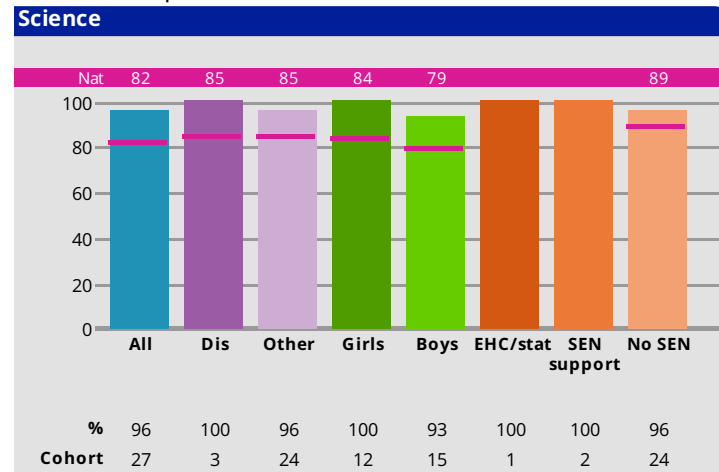**Braywood CofE First School**
SEN groups and science
Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN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

Ofsted

Key stage 1

SEN groups % expected+ and % greater depth

Legend: SEN with EHC/statement % expected | SEN with EHC/statement % high | SEN support % expected | SEN support % high | No SEN % expected | No SEN % high
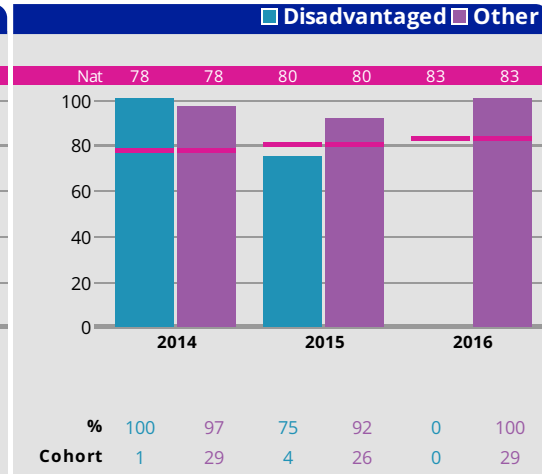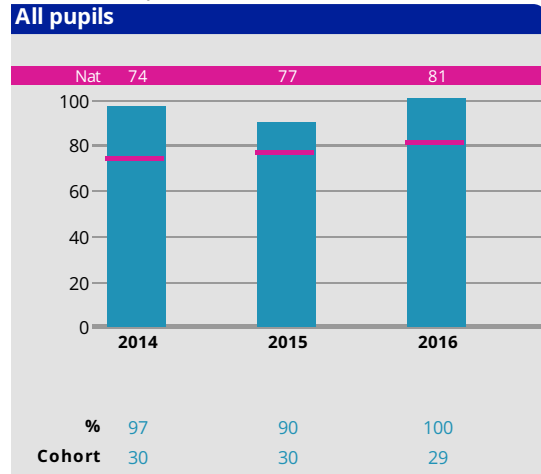
Reading

	Overall			Emerging			Expected			Exceeding		
Nat exp+		82			49			87			99	
Nat gtr		27			3			21			65	
% exp+	0	100	92	0	100	-	-	100	100	-	-	93
% gtr depth	0	0	50	0	0	-	-	0	20	-	-	67
Cohort	1	2	24	1	1	0	0	1	5	0	0	15

Writing

	Overall			Emerging			Expected			Exceeding		
Nat exp+		73			41			83			98	
Nat gtr		15			1			13			52	
% exp+	0	50	88	0	50	50	-	-	90	-	-	100
% gtr depth	0	0	29	0	0	0	-	-	10	-	-	63
Cohort	1	2	24	1	2	2	0	0	10	0	0	8

Mathematics

	Overall			Emerging			Expected			Exceeding		
Nat exp+		80			48			87			99	
Nat gtr		20			2			19			60	
% exp+	0	100	88	0	100	60	-	100	100	-	-	100
% gtr depth	0	0	42	0	0	20	-	50	-	-	54
Cohort	1	2	24	1	1	5	0	1	2	0	0	13

Science % expected

Science

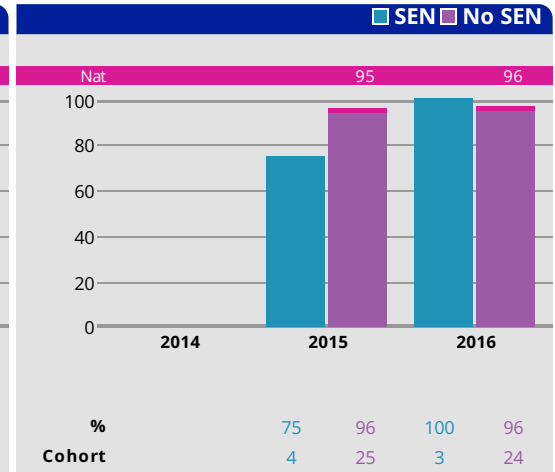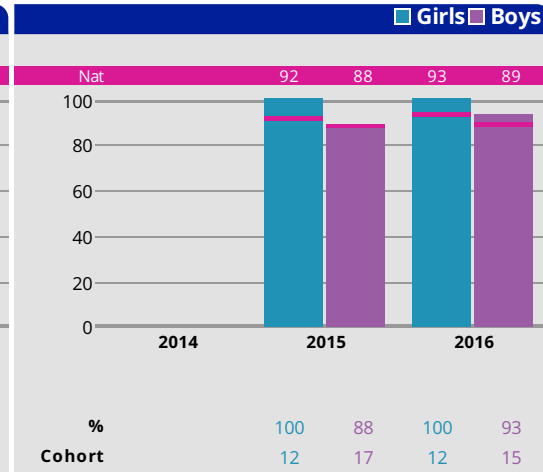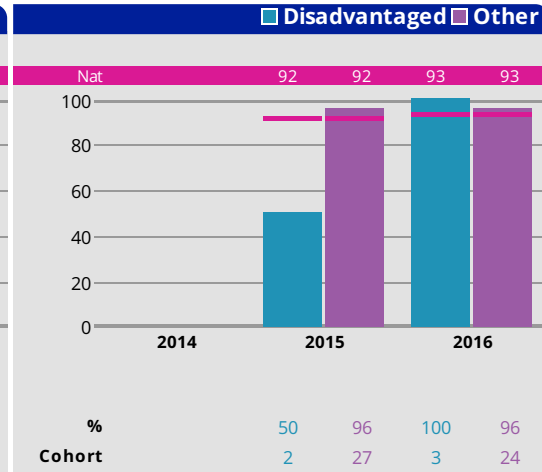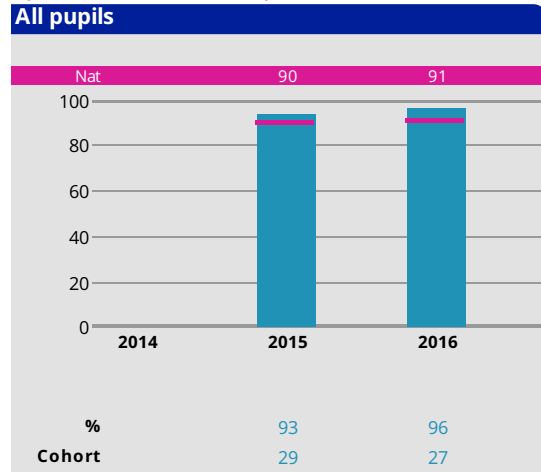|	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
Nat	82	85	85	84	79			89
%	96	100	96	100	93	100	100	96
Cohort	27	3	24	12	15	1	2	24

Braywood CofE 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.
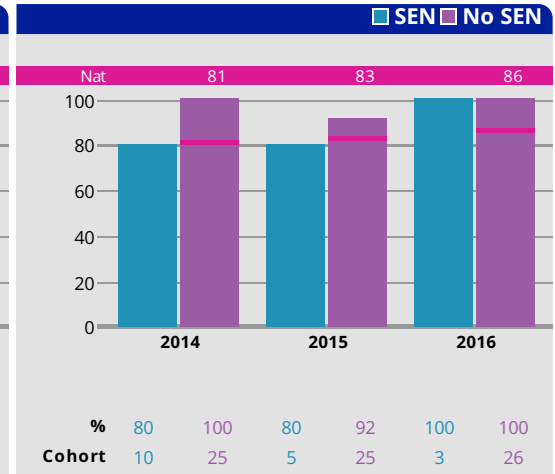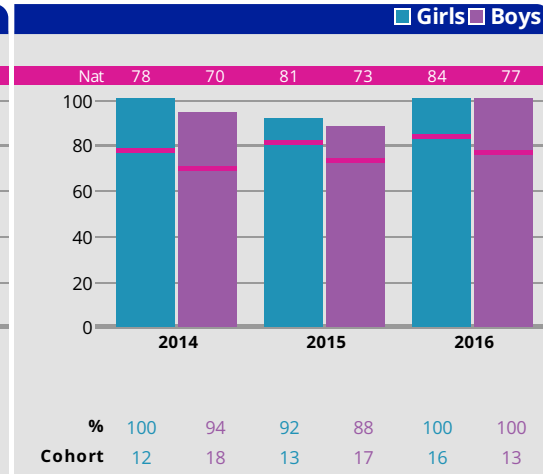
Ofsted
Key stage 1

Year 1 % expected

All pupils

	2014	2015	2016
Nat	74	77	81
%	97	90	100
Cohort	30	30	29

Disadvantaged / Other

	2014		2015		2016	
Nat	78	78	80	80	83	83
%	100	97	75	92	0	100
Cohort	1	29	4	26	0	29

Girls / Boys

	2014		2015		2016	
Nat	78	70	81	73	84	77
%	100	94	92	88	100	100
Cohort	12	18	13	17	16	13

SEN / No SEN

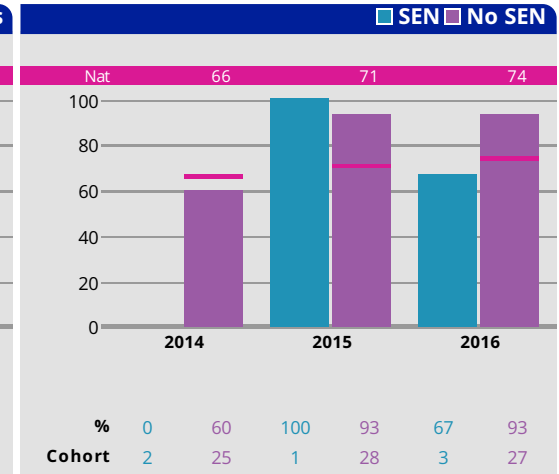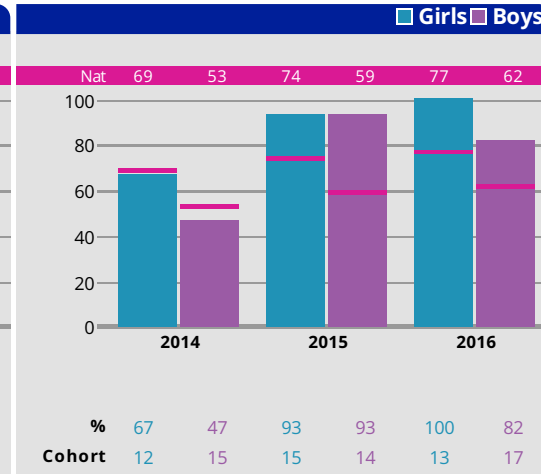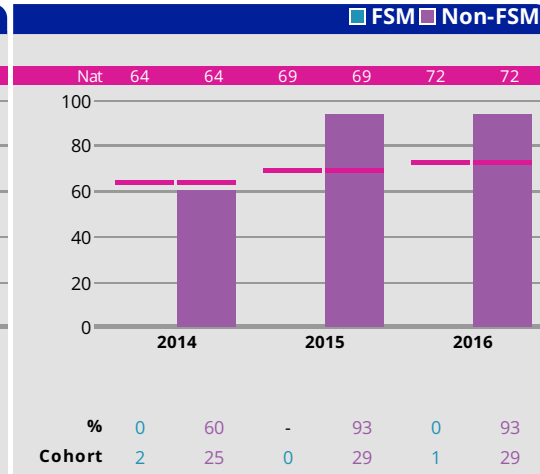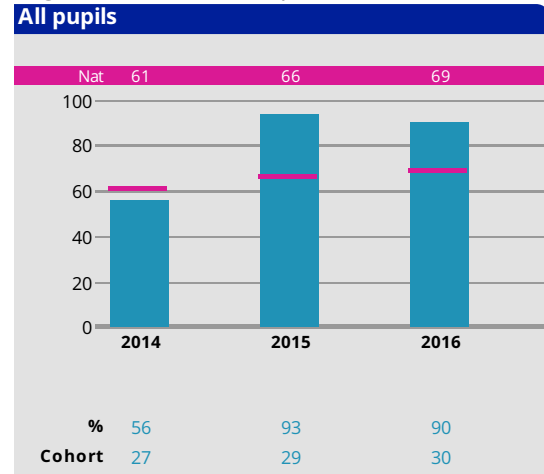|	2014		2015		2016	
Nat	81		83		86	
%	80	100	80	92	100	100
Cohort	10	25	5	25	3	26

By end of Year 2 % expected

All pupils

	2014	2015	2016
Nat		90	91
%		93	96
Cohort		29	27

Disadvantaged / Other

	2014		2015		2016	
Nat			92	92	93	93
%			50	96	100	96
Cohort			2	27	3	24

Girls / Boys

	2014		2015		2016	
Nat			92	88	93	89
%			100	88	100	93
Cohort			12	17	12	15

SEN / No SEN

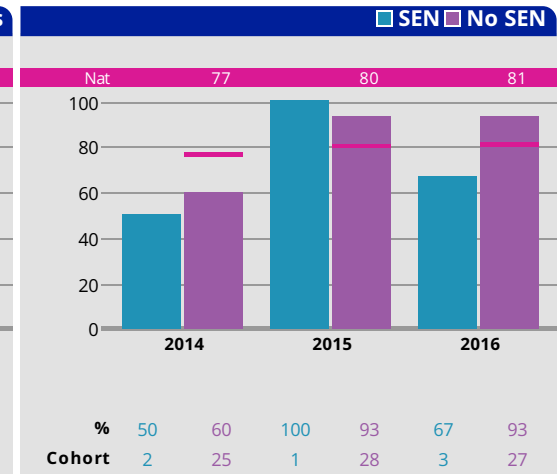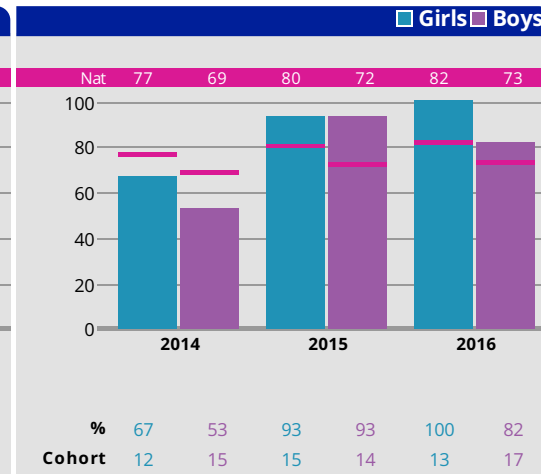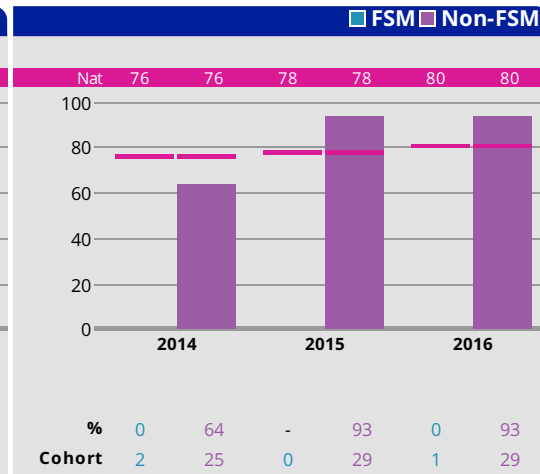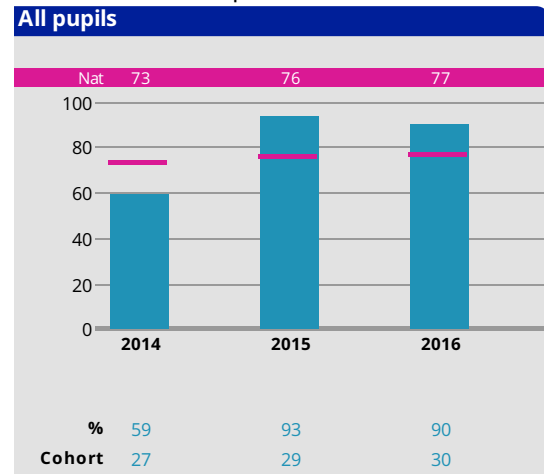|	2014		2015		2016	
Nat			95		96	
%			75	96	100	96
Cohort			4	25	3	24

Braywood CofE 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.

Ofsted

Key stage 1

% good level of development

All pupils

	2014	2015	2016
Nat	61	66	69
%	56	93	90
Cohort	27	29	30

FSM / Non-FSM

	FSM 2014	Non-FSM 2014	FSM 2015	Non-FSM 2015	FSM 2016	Non-FSM 2016
Nat	64	64	69	69	72	72
%	0	60	-	93	0	93
Cohort	2	25	0	29	1	29

Girls / Boys

	Girls 2014	Boys 2014	Girls 2015	Boys 2015	Girls 2016	Boys 2016
Nat	69	53	74	59	77	62
%	67	47	93	93	100	82
Cohort	12	15	15	14	13	17

SEN / No SEN

	SEN 2014	No SEN 2014	SEN 2015	No SEN 2015	SEN 2016	No SEN 2016
Nat	66	66	71	71	74	74
%	0	60	100	93	67	93
Cohort	2	25	1	28	3	27

Mathematics % expected+

All pupils

	2014	2015	2016
Nat	73	76	77
%	59	93	90
Cohort	27	29	30

FSM / Non-FSM

	FSM 2014	Non-FSM 2014	FSM 2015	Non-FSM 2015	FSM 2016	Non-FSM 2016
Nat	76	76	78	78	80	80
%	0	64	-	93	0	93
Cohort	2	25	0	29	1	29

Girls / Boys

	Girls 2014	Boys 2014	Girls 2015	Boys 2015	Girls 2016	Boys 2016
Nat	77	69	80	72	82	73
%	67	53	93	93	100	82
Cohort	12	15	15	14	13	17

SEN / No SEN

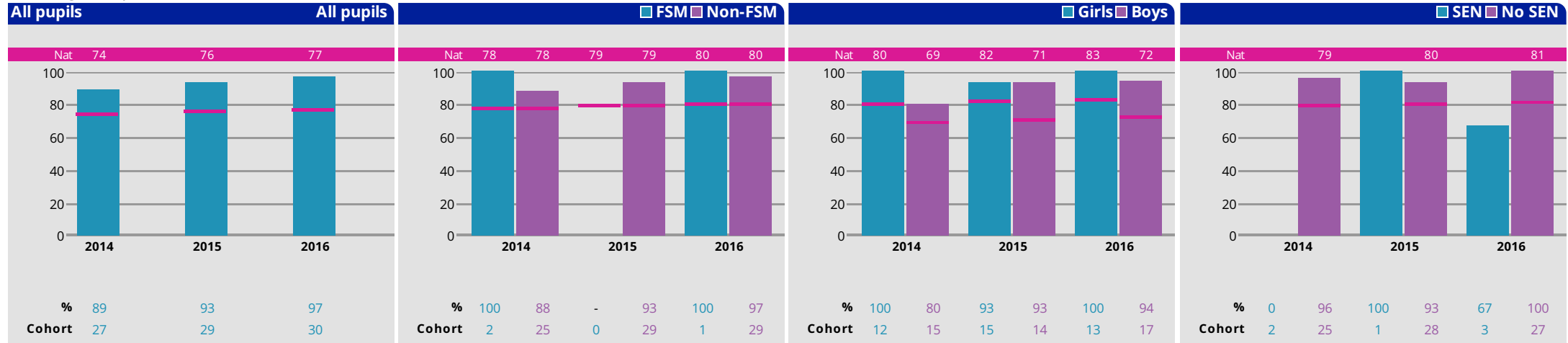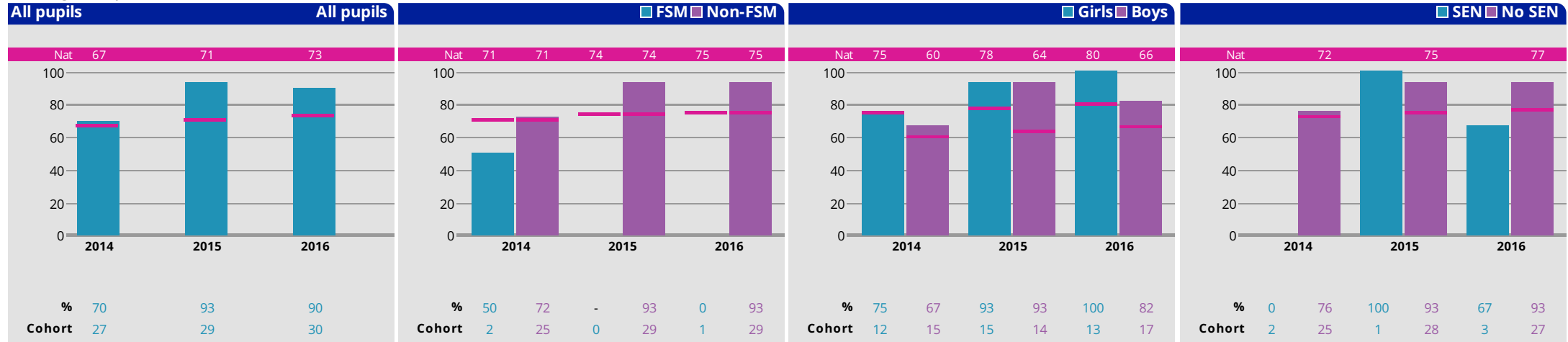|	SEN 2014	No SEN 2014	SEN 2015	No SEN 2015	SEN 2016	No SEN 2016
Nat	77	77	80	80	81	81
%	50	60	100	93	67	93
Cohort	2	25	1	28	3	27

Braywood CofE 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.

Ofsted
Key stage 1

Reading % expected+

All pupils			All pupils
Nat	74	76	77

	2014	2015	2016
%	89	93	97
Cohort	27	29	30

All pupils					☐ FSM ☐ Non-FSM
Nat	78	78	79	79	80	80

	2014		2015		2016	
%	100	88	-	93	100	97
Cohort	2	25	0	29	1	29

					☐ Girls ☐ Boys
Nat	80	69	82	71	83	72

	2014		2015		2016	
%	100	80	93	93	100	94
Cohort	12	15	15	14	13	17

					☐ SEN ☐ No SEN
Nat	79		80		81	

	2014		2015		2016	
%	0	96	100	93	67	100
Cohort	2	25	1	28	3	27

Writing % expected+

All pupils			All pupils
Nat	67	71	73

	2014	2015	2016
%	70	93	90
Cohort	27	29	30

All pupils					☐ FSM ☐ Non-FSM
Nat	71	71	74	74	75	75

	2014		2015		2016	
%	50	72	-	93	0	93
Cohort	2	25	0	29	1	29

					☐ Girls ☐ Boys
Nat	75	60	78	64	80	66

	2014		2015		2016	
%	75	67	93	93	100	82
Cohort	12	15	15	14	13	17

					☐ SEN ☐ No SEN
Nat	72		75		77	

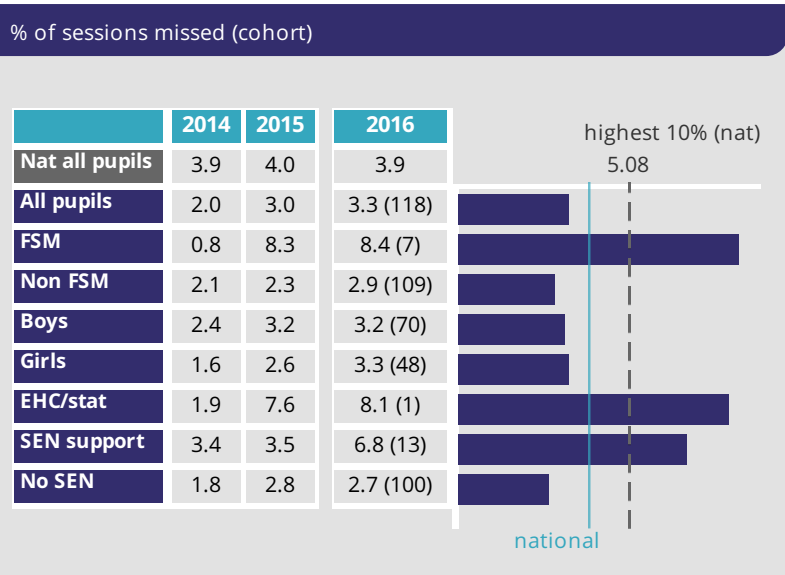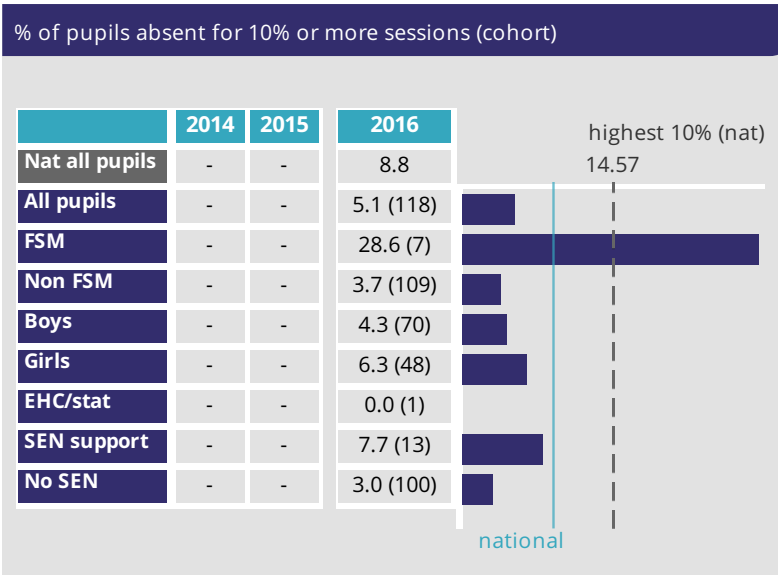|	2014		2015		2016	
%	0	76	100	93	67	93
Cohort	2	25	1	28	3	27

Absence, exclusions

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.
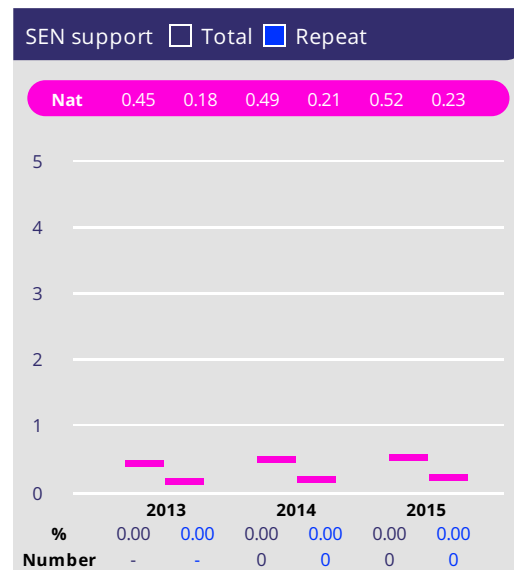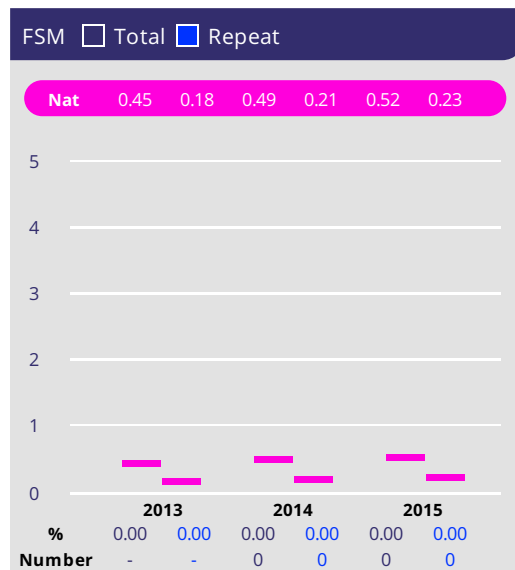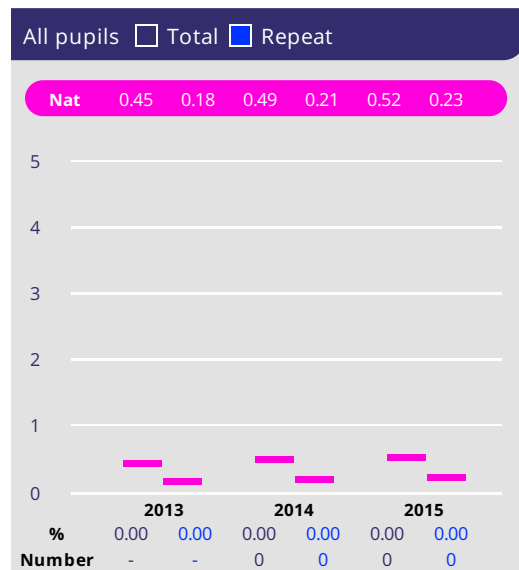
Absence

% of sessions missed (cohort)

	2014	2015	2016	
Nat all pupils	3.9	4.0	3.9	highest 10% (nat) 5.08
All pupils	2.0	3.0	3.3 (118)	
FSM	0.8	8.3	8.4 (7)	
Non FSM	2.1	2.3	2.9 (109)	
Boys	2.4	3.2	3.2 (70)	
Girls	1.6	2.6	3.3 (48)	
EHC/stat	1.9	7.6	8.1 (1)	
SEN support	3.4	3.5	6.8 (13)	
No SEN	1.8	2.8	2.7 (100)	

national

Persistent Absence

% of pupils absent for 10% or more sessions (cohort)

	2014	2015	2016	
Nat all pupils	-	-	8.8	highest 10% (nat) 14.57
All pupils	-	-	5.1 (118)	
FSM	-	-	28.6 (7)	
Non FSM	-	-	3.7 (109)	
Boys	-	-	4.3 (70)	
Girls	-	-	6.3 (48)	
EHC/stat	-	-	0.0 (1)	
SEN support	-	-	7.7 (13)	
No SEN	-	-	3.0 (100)	

national

Fixed term exclusions % and number of pupils excluded

All pupils ☐ Total ■ Repeat

Nat	0.45	0.18	0.49	0.21	0.52	0.23

	2013	2014	2015
%	0.00 0.00	0.00 0.00	0.00 0.00
Number	- -	0 0	0 0

FSM ☐ Total ■ Repeat

Nat	0.45	0.18	0.49	0.21	0.52	0.23

	2013	2014	2015
%	0.00 0.00	0.00 0.00	0.00 0.00
Number	- -	0 0	0 0

SEN support ☐ Total ■ Repeat

Nat	0.45	0.18	0.49	0.21	0.52	0.23

	2013	2014	2015
%	0.00 0.00	0.00 0.00	0.00 0.00
Number	- -	0 0	0 0

Permanent exclusions

All pupils

In 2015, 0 pupils were permanently excluded (below the national %)

In comparison,

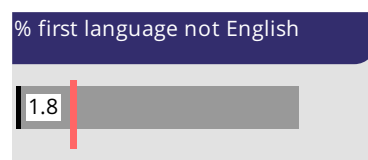**0** pupils were excluded in 2014

0 pupils were excluded in 2013

Braywood CofE 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.

Number on roll up to Year 6: **139**

Ethnicity

White British	79.3%
Mixed any other mixed background	7.2%
Asian or Asian British Indian	6.3%
White any other White background	2.7%
Asian or Asian British Pakistani	1.8%
White Irish	1.8%
Mixed White & Black African	0.9%
Any other ethnic group	
Asian or Asian British any other Asian background	
Asian or Asian British Bangladeshi	
Black or Black British African	
Black or Black British any other Black background	
Black or Black British Caribbean	
Chinese	
Ethnicity not known	
Mixed White & Asian	
Mixed White & Black Caribbean	
Parent/pupil preferred not to say	
White Romany or Gypsy	
White Traveller of Irish heritage	

Prior attainment

Difference from national %

	Reading	Writing	Mathematics	% pupils with no prior attainment
Year 1	19.8	25.0	20.0	3.4
Year 2	16.8	10.7	-3.4	14.8

Difference from national APS

	Reading	Writing	Mathematics	% pupils with no prior attainment
Year 3	2.2	1.9	1.8	3.4
Year 4	1.8	2.5	2.8	4.2
Year 5	0.0	0.0	0.0	
Year 6	0.0	0.0	0.0	

Y6 P scales no.*

*number of Year 6 pupils on P scales at KS1

% girls

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
53.3%	46.4%	41.4%	25.0%		

% first language not English

1.8

% stability

91.0

CLA and left care

Number on roll up to Year 6	
CLA	0
Left care	0

% free school meals

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0.0%	14.3%	3.4%	8.3%		

% SEN

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
13.3%	17.9%	17.2%	12.5%		