

Strengths and weaknesses for 2016 dashboards

Secondary

Measure	Strength	Weaknesses
KS4 Progress 8	<p>Progress 8 was significantly above average overall and for all prior attainment groups.</p> <p>Progress 8 was significantly above average overall and not significantly below average for any prior attainment group.</p> <p>Progress 8 was not significantly below average* overall or for any prior attainment group. *and not well below average</p> <p>One sentence</p>	<p>Progress 8 was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).</p> <p>One sentence</p> <p><i>Excluding cohorts of five or fewer</i></p>
KS4 disadvantaged Progress 8	<p>Disadvantaged pupils' Progress 8 was significantly above national other overall and for all prior attainment groups.</p> <p>Disadvantaged pupils' Progress 8 was significantly above national other overall and not significantly below average for any prior attainment group.</p> <p>Disadvantaged pupils' Progress 8 was not significantly below national other* overall or for any prior attainment group. *and not well below average</p> <p>One sentence</p>	<p>Disadvantaged pupils' Progress 8 was significantly below national other and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).</p> <p>One sentence</p> <p><i>Excluding cohorts of five or fewer</i></p>
KS4 Progress 8 English and mathematics	<p>Progress 8 was significantly above average in English and mathematics overall and for all prior attainment groups.</p> <p>Progress 8 was significantly above average in English and mathematics overall and not significantly below average for any prior attainment group.</p> <p>Progress 8 was not significantly below average* overall or for any prior attainment group in English or mathematics. *and not well below average</p> <p>One sentence</p>	<p>Progress 8 in English/ mathematics was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).</p> <p>Two sentences</p> <p><i>Excluding cohorts of five or fewer</i></p>
KS4 group Progress 8	<p>Disadvantaged pupils' Progress 8 was significantly above national other in</p>	<p>Progress 8 in English or mathematics was significantly below average and in the</p>

<p>English and mathematics</p>	<p>English and mathematics overall and for all prior attainment groups.</p> <p>Disadvantaged pupils' Progress 8 was significantly above national other in English and mathematics overall and not significantly below average for any prior attainment group.</p> <p>Disadvantaged pupils' Progress 8 was not significantly below national other* overall or for any prior attainment group in English or mathematics. *and not well below average</p> <p>One sentence</p> <p>For pupils who have special educational needs, Progress 8 was significantly above average in English and mathematics overall and for all prior attainment groups.</p> <p>For pupils who have special educational needs, Progress 8 was significantly above average in English and mathematics overall and not significantly below average for any prior attainment group.</p> <p>For pupils who have special educational needs, Progress 8 was not significantly below average* overall or for any prior attainment group in English or mathematics. *and not well below average</p> <p>One sentence</p>	<p>lowest 10% for the group(s): disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high, SEN with EHC/statement low, SEN with EHC/statement middle, SEN with EHC/statement high, SEN support low, SEN support middle, SEN support high.</p> <p>One sentence</p> <p><i>Excluding cohorts of five or fewer</i></p>
<p>KS4 progress across the curriculum</p>	<p>Progress for all pupils was significantly above average across the curriculum (EBacc and open elements and science, languages and humanities).</p> <p>Progress for all pupils was not significantly below average* across the curriculum (for EBacc or open elements, science, languages or humanities). *and not well below average</p> <p>One sentence</p>	<p>Progress was significantly below average overall and in the lowest 10% for EBacc element/ open element/ science/ languages/ humanities.</p> <p>One sentence</p> <p><i>Excluding cohorts of five or fewer</i></p>
<p>KS4 group progress across the curriculum</p>	<p>Disadvantaged pupils' progress was significantly above national other across the curriculum (EBacc and open elements and science, languages and humanities).</p>	<p>Progress was significantly below average and in the lowest 10% in at least one of EBacc or open elements or science, languages or humanities for the group(s): disadvantaged, disadvantaged low, disadvantaged middle,</p>

	<p>Disadvantaged pupils' progress was not significantly below national other* across the curriculum (for EBacc or open elements, science, languages or humanities). *and not well below average</p> <p>One sentence</p> <p>For pupils who have special educational needs, progress was significantly above average across the curriculum (EBacc and open elements and science, languages and humanities).</p> <p>For pupils who have special educational needs, progress was not significantly below average* across the curriculum (for EBacc or open elements or science, languages or humanities). *and not well below average</p> <p>One sentence</p>	<p>disadvantaged high, SEN with EHC/statement low, SEN with EHC/statement middle, SEN with EHC/statement high, SEN support low, SEN support middle, SEN support high</p> <p>One sentence</p> <p><i>Excluding cohorts of five or fewer</i></p>
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Primary

Measure	Strength	Weaknesses
<p>KS2 subject progress by prior attainment group</p>	<p>KS2 progress in all subjects was significantly above average overall and for all prior attainment groups.</p> <p>KS2 progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.</p> <p>KS2 progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3</p> <p>One sentence possible</p>	<p>KS2 progress in reading/ writing/ mathematics was significantly below average and in the lowest 10% overall/ for the low/ middle/ high prior attainment group(s).</p> <p>Three sentences – one for each subject</p> <p><i>Excluding cohorts of five or fewer</i></p>
<p>KS2 group progress (disadvantaged, SEN and gender)</p>	<p>Disadvantaged KS2 pupils' progress in all subjects was significantly above national other overall and for all prior attainment groups.</p> <p>Disadvantaged KS2 pupils' progress in all subjects was significantly above national other overall and not significantly below average for any prior attainment group.</p> <p>Disadvantaged KS2 pupils' progress was not significantly below national other* overall or for any prior</p>	<p>KS2 progress was significantly below average and in the lowest 10% in at least one subject for the group(s): disadvantaged, disadvantaged low, disadvantaged middle, disadvantaged high, girls, girls low, girls middle, girls high, boys, boys low, boys middle, boys high, SEN with EHC/statement low, SEN with EHC/statement middle, SEN with EHC/statement high, SEN support low, SEN support middle, SEN support high.</p> <p>One sentence</p> <p><i>Excluding cohorts of five or fewer</i></p>

	<p>attainment group in any subject. *and not below -3</p> <p>One sentence possible</p> <p>For KS2 pupils who have special educational needs, progress in all subjects was significantly above average overall and for all prior attainment groups.</p> <p>For KS2 pupils who have special educational needs, progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.</p> <p>For KS2 pupils who have special educational needs, progress was not significantly below average* overall or for any prior attainment group in any subject.</p> <p>*and not below -3 One sentence possible</p>	
KS2 average scaled score	<p>Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading/ in mathematics.</p> <p>One sentence</p>	
KS1 subject attainment by EYFS development group	<p>KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures.</p> <p>KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures.</p> <p>KS1 attainment of greater depth in all subjects for all EYFS development groups was above national figures.</p> <p>KS1 attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures.</p> <p>*within one pupil below national</p> <p>Two possible sentences (expected/greater depth)</p>	<p>KS1 reading/ writing/ mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group(s): emerging (E+,GD), expected (E+, GD), exceeding (E+,GD).</p> <p>Three sentences – one for each subject</p> <p><i>Where attainment is identified as well below the national figure, this is by an amount equivalent to two or more pupils.</i></p> <p><i>Excluding cohorts of five or fewer</i></p>

<p>KS1 group attainment (disadvantaged and gender)</p>	<p>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.</p> <p>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.</p> <p>For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was above national figures for other pupils.</p> <p>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.</p> <p>* within one pupil below national</p> <p>Two possible sentences (expected/greater depth for disadvantaged)</p>	<p>KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the group(s): disadvantaged emerging, disadvantaged expected, disadvantaged exceeding, girls emerging, girls expected, girls exceeding, boys emerging, boys expected, boys exceeding.</p> <p>One sentence</p> <p><i>Where attainment is identified as well below the national figure, this is by an amount equivalent to two or more pupils.</i></p> <p><i>Excluding cohorts of five or fewer</i></p>
<p>Phonics</p>	<p>The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.</p> <p>The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.</p> <p>Two sentences</p>	<p>Fewer than 70% of all pupils/ disadvantaged pupils met the expected standard in phonics in year 1.</p> <p>Fewer than 80% of all pupils/ disadvantaged pupils met the expected standard in phonics in year 2.</p> <p>Two sentences</p> <p><i>Excluding cohorts of five or fewer</i></p>
<p>Early Years Foundation Stage Profile</p>	<p>The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.</p> <p>All children achieved a good level of development in the Early Years Foundation Stage Profile.</p> <p>Two sentences</p>	<p>Fewer than half of the children achieved a good level of development in the Early Years Foundation Stage Profile.</p> <p>One sentence</p> <p><i>Excluding cohorts of five or fewer</i></p>

Absence

<p>Attendance (all schools)</p>	<p>Attendance for all pupils and the FSM group was high (in the highest 10%) and no group had low attendance (in</p>	<p>Attendance was low for all pupils/ the group(s): FSM /non-FSM /boys /girls /SEN with EHC/statement /SEN support</p>
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	<p>the lowest 10%).</p> <p>Attendance for all pupils and the FSM group was above the national all figure and no group had low attendance (in the lowest 10%).</p> <p>One sentence</p>	<p>/no SEN (in the lowest 10%).</p> <p><i>Excluding enrolments of five or fewer</i></p> <p>One sentence</p>
Persistent absence	<p>Persistent absence was low for all pupils and the FSM group (in the lowest 10%) and no group had high persistent absence (in the highest 10%).</p> <p>Persistent absence for all pupils and the FSM group was below the national all figure and no group had high persistent absence (in the highest 10%).</p> <p>One sentence</p>	<p>Persistent absence was high for all pupils/ the group(s): FSM /non-FSM /boys /girls /SEN with EHC/statement /SEN support /no SEN (in the highest 10%).</p> <p><i>Excluding enrolments of five or fewer</i></p> <p>One sentence</p>