# **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

- KS2 progress was not significantly below average\* overall or for any prior attainment group in any subject. \*and not below -3.
- Disadvantaged KS2 pupils' progress was not significantly below national other\* overall or for any prior attainment group in any subject. \*and not below -3.
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading.

## Weaknesses in 2016

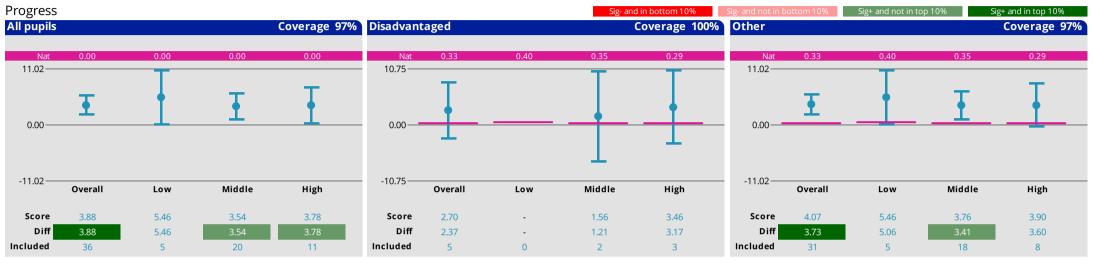
- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: expected (E+, GD), exceeding (GD).
- KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: emerging (E+), exceeding (GD).
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+, GD).
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: girls expected, boys emerging, boys expected.
- 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.

2016		Nat	ional
	School	Floor	Coasting
Expected+ RWM	76%	65%	85%
Reading progress	3.9	-5	-2.5
Writing progress	1.1	-7	-3.5
Maths progress	0.3	-5	-2.5
Above?		V	
Coasting element	<b>s</b> 2014	201	5 2016
Above?	$\checkmark$	$\checkmark$	$\checkmark$

### West Kirby Primary School Reading

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in reading for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.



#### Attainment School National



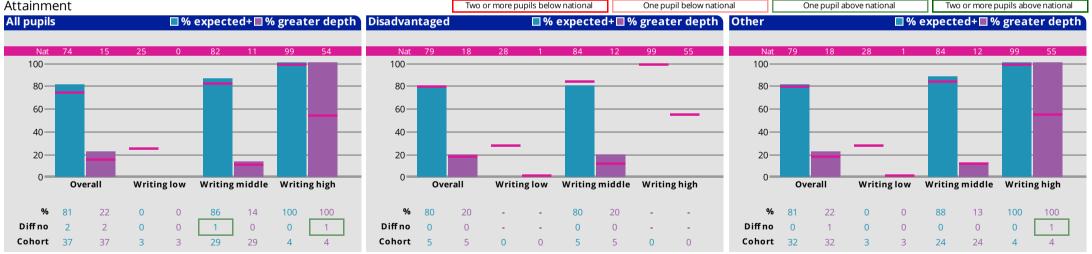




# West Kirby Primary School Writing

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in writing for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

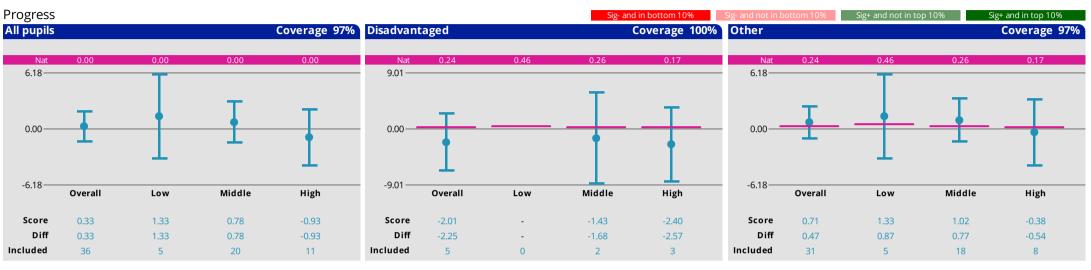






# West Kirby Primary School Mathematics

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in mathematics for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.



#### Attainment School National

All pupils	Average scaled s	ore Disadvantaged		Average scale	ed score	Other		Average scaled score
Score Cohort Nat 103.2 37 103.0 80	100	Score Cohort 102.0 5 120	t Nat 104.1 80	100	120	Score Col 103.3 3	100	120





### West Kirby Primary School Girls and boys

Progress and attainment in reading, writing and mathematics are shown for girls and boys. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the table shows the percentage attaining at least the expected standard and the bars split this into % expected and % high. The difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.



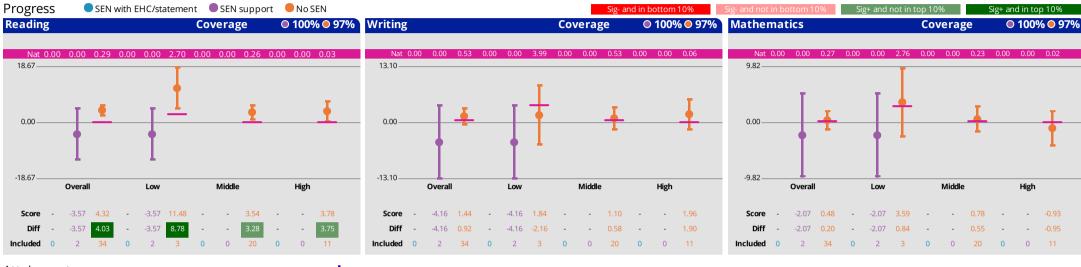


#### West Kirby Primary School

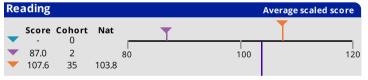
### **SEN groups**

Progress and attainment in reading, writing and mathematics are shown for SEN groups. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; national figures for the no SEN group are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the table shows the percentage attaining at least the expected standard and the bars split this into % expected and % high. The difference from national is shown as the number (no) of pupils it represents. Coverage is shown for each group overall.



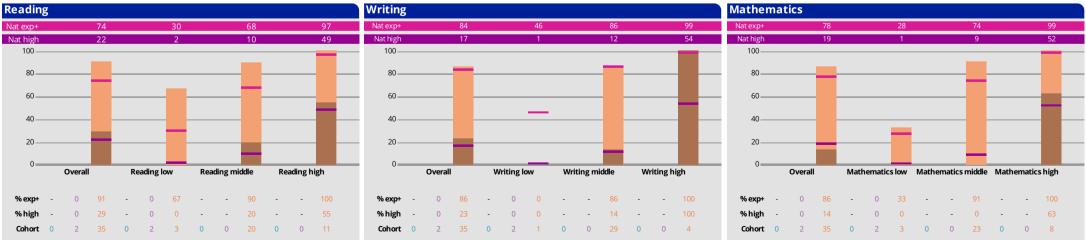


#### Attainment VSEN with EHC/statement VSEN support VNo SEN No SEN National



Math	em	atics				Average scaled score
So	ore	Cohort	Nat		T	T
÷ g	- 0.0	2		80	100	120
- 1	03.9	35	104.1			

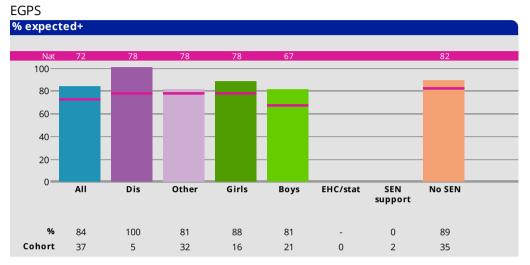
🗾 SEN with EHC/statement % expected 📲 SEN with EHC/statement % high 📄 SEN support % expected 📲 SEN support % high 📒 No SEN % expected 📕 No SEN % high



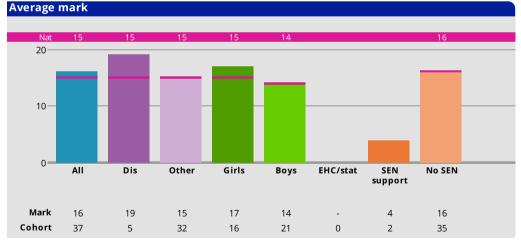
# West Kirby Primary School Other subjects

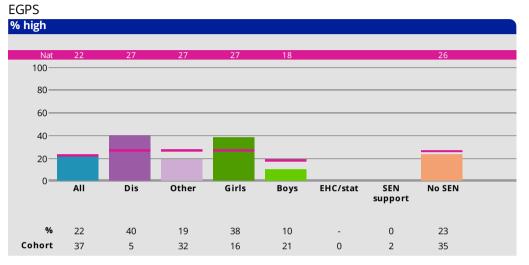
Attainment for each group is shown in English grammar, punctuation and spelling, and in science. Spelling shows the average mark out of a maximum of 20.



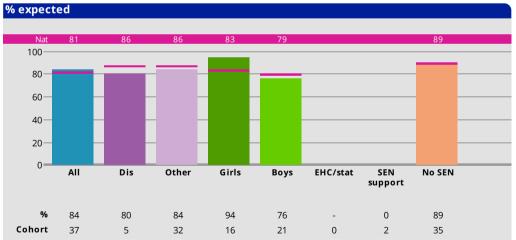


#### Spelling





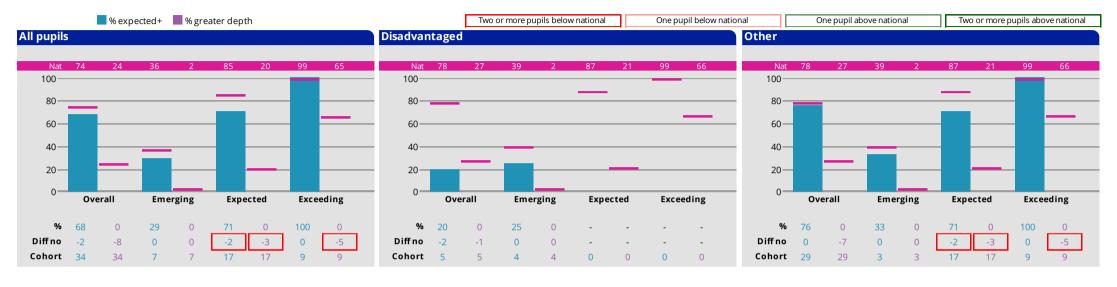
#### Science

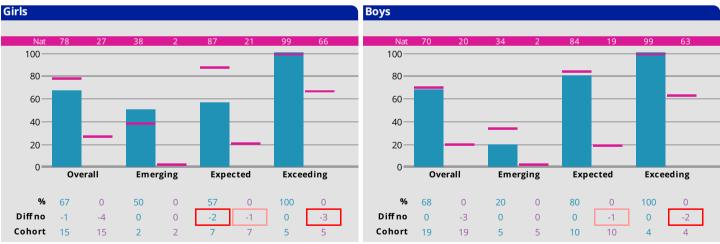


# West Kirby Primary School Reading

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.



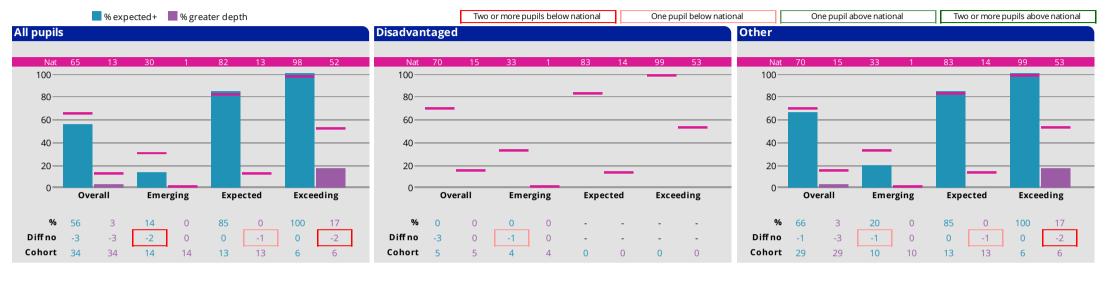


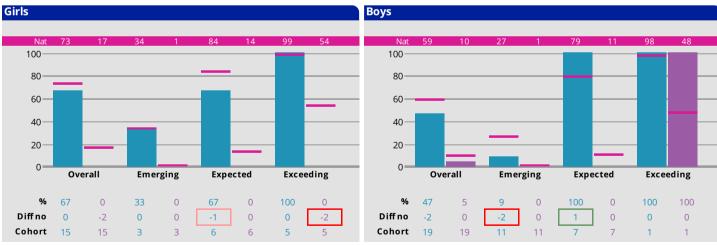


# West Kirby Primary School Writing

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.



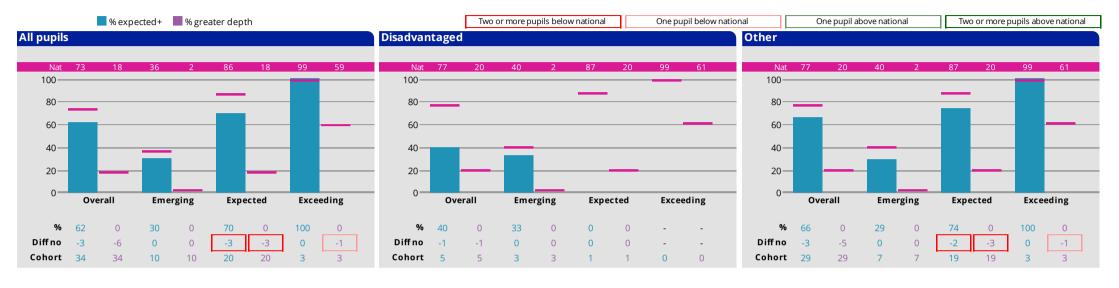


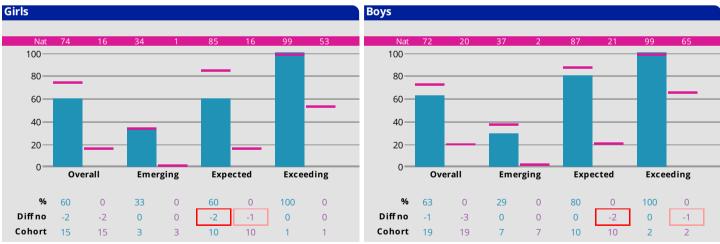


# West Kirby Primary School Mathematics

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.



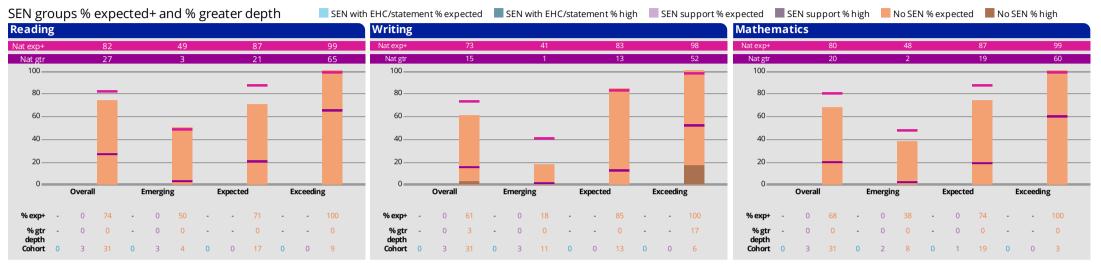




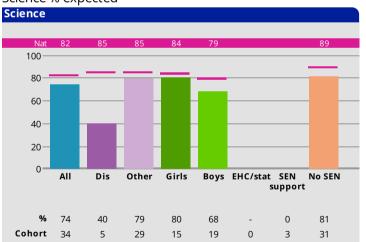
# West Kirby Primary School SEN groups and science

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.





#### Science % expected

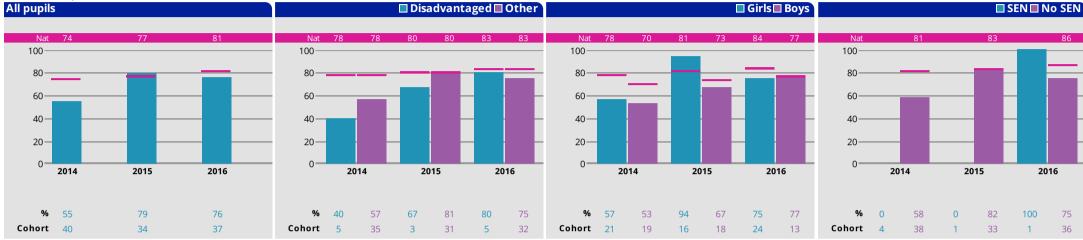


# West Kirby Primary School Phonics

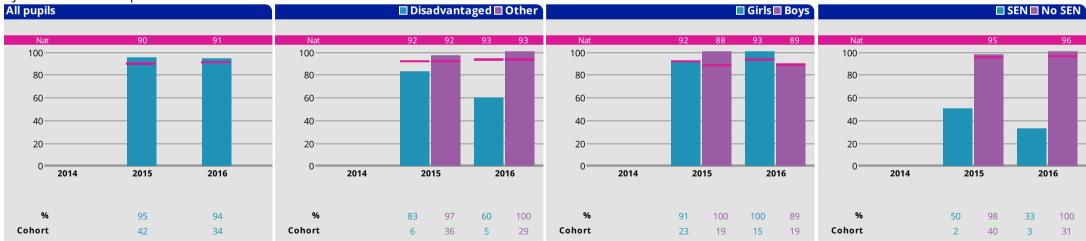
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.



### Year 1 % expected



### By end of Year 2 % expected

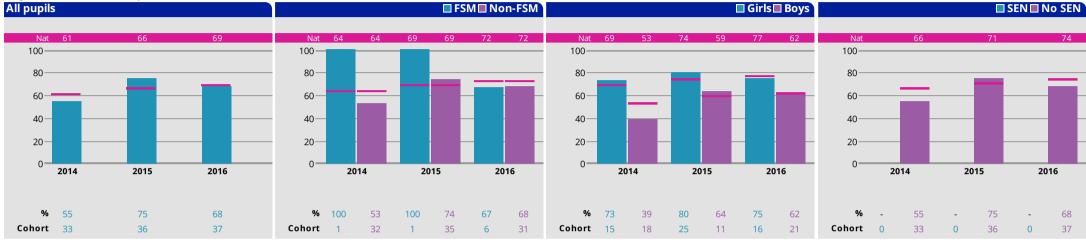


### West Kirby Primary School Early Years Foundation Stage Profile

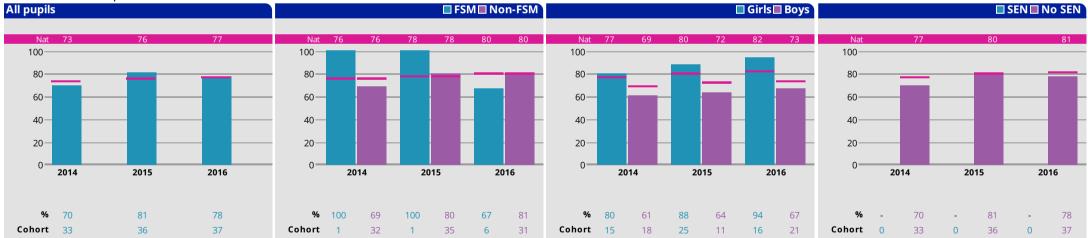
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the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



### % good level of development



#### Mathematics % expected+

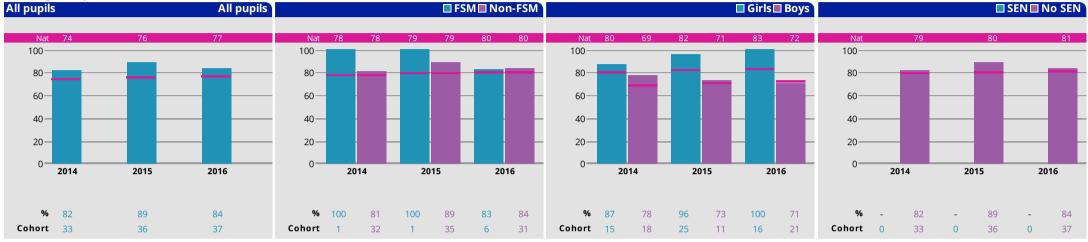


## West Kirby Primary School Early Years Foundation Stage Profile

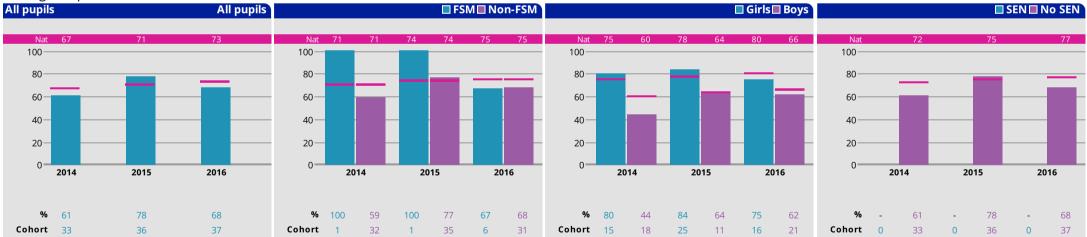
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.



#### Reading % expected+



#### Writing % expected+



### West Kirby Primary School

## Absence, exclusions

% of sessions missed (cohort)

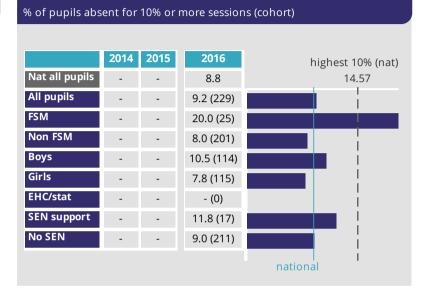
Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions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



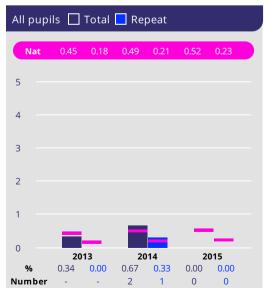
## Absence

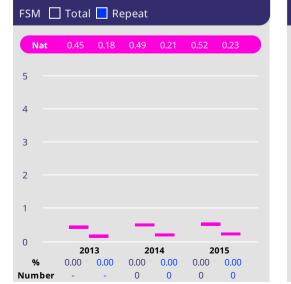
	2014	2015	2016	highest 10% (nat)
Nat all pupils	3.9	4.0	3.9	5.08
All pupils	3.8	3.4	4.1 (229)	
FSM	4.8	5.6	4.8 (25)	
Non FSM	3.6	3.1	4.1 (201)	
Boys	3.5	3.5	4.3 (114)	
Girls	4.1	3.4	4.0 (115)	
EHC/stat	0.0	-	- (0)	
SEN support	4.2	3.7	3.3 (17)	
No SEN	3.7	3.4	4.2 (211)	
				national

# 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,
<b>0</b> pupils were excluded in 2014
<b>0</b> pupils were excluded in 2013

### West Kirby Primary 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.

3.2

CLA

Left care

% stability



#### Number on roll up to Year 6: 281

# Ethnicity

A

Asia

Δ

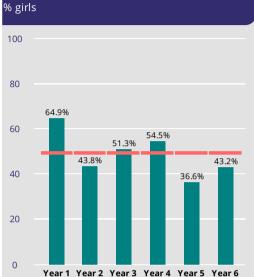
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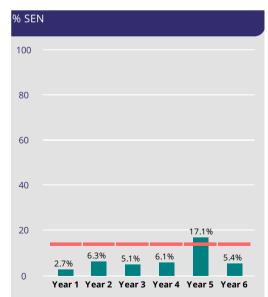
Bla

White British 83.1%
Ethnicity not known 4.1%
Mixed any other mixed 3.7% background
Mixed White & Asian 2.7%
White any other White 2.3% background
Any other ethnic group 0.9%
sian or Asian British any other 0.9% Asian background
White Irish 0.9%
Asian or Asian British Indian 0.5%
<b>/lixed</b> White & Black Caribbean 0.5%
arent/pupil preferred not to <sub> 0.5%</sub> say
<b>n or Asian British</b> Bangladeshi
<b>sian or Asian British</b> Pakistani
Black or Black British African
<b>ack or Black British</b> any other Black background
ack or Black British Caribbean
Chinese
Mixed White & Black African
White Romany or Gypsy
Vhite Traveller of Irish heritage

Differ	% pupils with no prior attainment			
Year 1	12.5	7.0	4.7	
Year 2	4.3	-10.0	-3.3	2.9
Differe	nce from na	ational APS		% pupils with no prior attainment
Year 3	0.8	1.0	0.4	
Year 4	2.1	1.2	1.6	
Year 5	-0.4	-0.2	0.0	4.9
Year 6	0.4	0.4	0.0	2.7
Y6 P scales no.*	1	1	1	
F	Reading	Writing	Mathematics	
			*number of Year	r 6 pupils on P scales at







#### URN:105023 LAESTAB: 3442221

12.2% 10.8%