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

- 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.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils 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

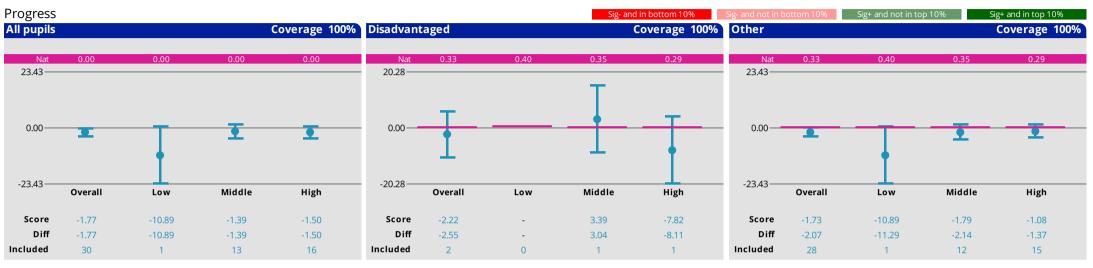
- KS2 progress in writing was significantly below average and in the lowest 10% overall and for the high prior attainment group.
- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: girls high, boys, boys middle.
- KS1 writing was well below the 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 groups: girls expected, boys expected.
- Attendance was low for the group: FSM (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.

2016	National						
	School	Floor	Coasting				
Expected+ RWM	60%	65%	85%				
Reading progress	-1.8	-5	-2.5				
Writing progress	-3.8	-7	-3.5				
Maths progress	-1.4	-5	-2.5				
Above?		V					
Coasting element	s 2014	201	5 2016				
Above?	\checkmark	\checkmark	×				

Clore Shalom 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

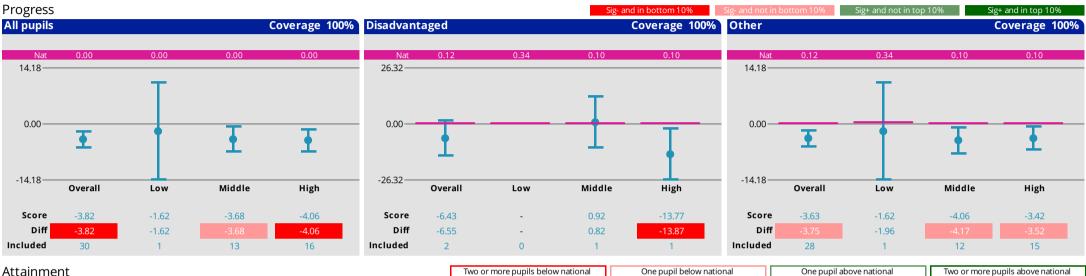
All pupils	Average s	caled score Di	isadvantaged		Average scaled score	Other			Average scaled score
Score Cohort Nat 104.3 30 102.6 80	100	120	Score Cohort Nat 102.5 2 103.8 80	100	120	Score Coho 104.5 28	rt Nat 103.8 80	100	120

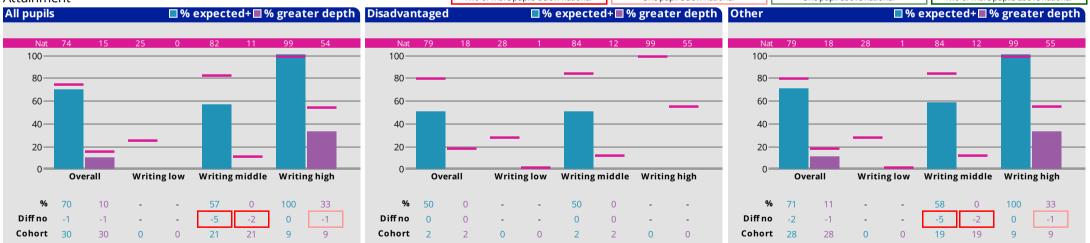
											Two	or more pi	upils belov	w national		One pu	pil below natio	onal		One pupil a	bove natic	nal	Two	or more p	upils abov	e national
All pupils]% exp	ected+	🛯 🖉 🔲 🔲	Disadvan	tageo	d				% expe	ected+	🔳 % high	Other						% expe	cted+	∎% high
		40	10		<i>C</i> 1		07	40		70	22	20		60		07	50			22	20		<u> </u>		07	50
Nat 100	66	19	18	1	64	9	97	49	Nat 100	72	23	20	1	68	11	97	52	Na 100		23	20		68	11	97	52
80—									80—									- 80								
						_			00																	
60 —					-				60 —									60	-							
40—					-		-		40—					-				40	-				-		-	
20—									20—									- 20					_			
						—			0																	
0	Ove	erall	Readir	glow	Readin	gmiddle	Readi	ng high	0—	Ove	erall	Readi	nglow	Reading	middle	Readin	ig high	0	0\	verall	Readi	nglow	Reading	middle	Readin	g high
%	70	23	0	0	62	0	81	44	%	50	0	_	_	100	0	0	0	9	6 71	25	0	0	58	0	87	47
Diffno	1	1	0	0	0	-1	-2	0	Diffno	0	0	-	-	0	0	0	0	Diffn		0	0	0	-1	-1	-1	0
Cohort	30	30	1	1	13	13	16	16	Cohort	2	2	0	0	1	1	1	1	Cohor	t 28	28	1	1	12	12	15	15



Clore Shalom 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.

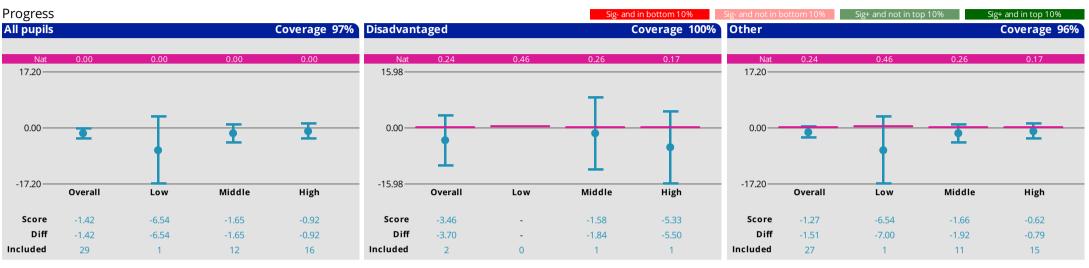






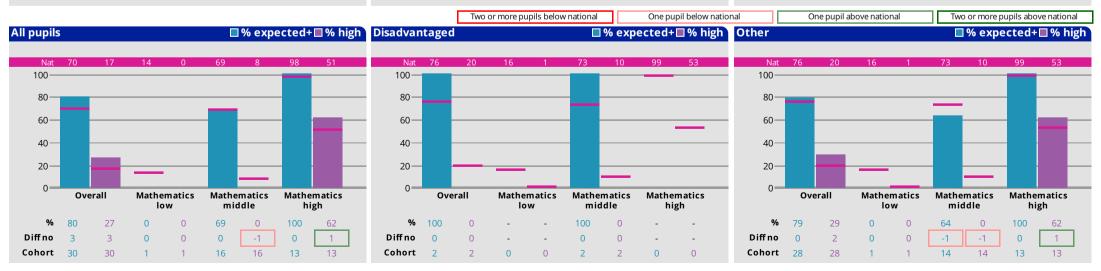
Mathematics

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 score	Disadvantaged	Average scaled score	Other	Average scaled score
Score Cohort Nat 104.8 29 103.0 80	100 120	Score Cohort Nat 101.5 2 104.1 80	100 120	Score Cohort Nat 105.0 27 104.1 80	100 120



Clore Shalom 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.

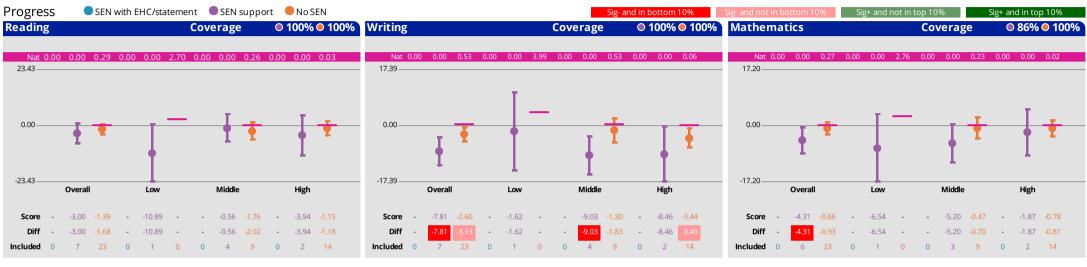




SEN groups

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.



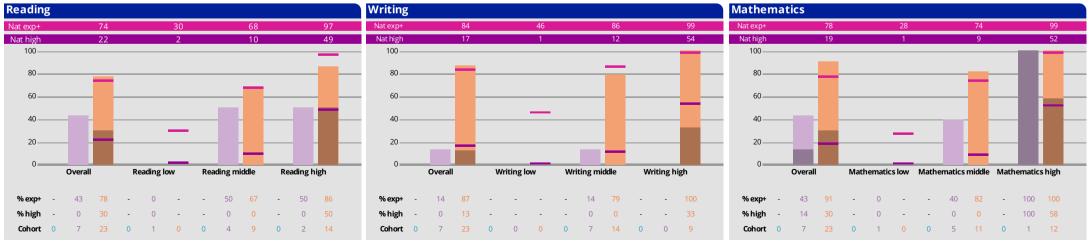


Attainment VSEN with EHC/statement VSEN support VNo SEN No SEN National



Math	nem	atics				Average scaled score				
S	core	Cohort	Nat		T	T				
•	- 98.0	6		80	100	120				
▼ 1	06.5	23	104.1							

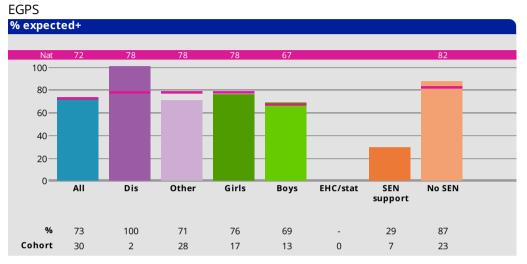
🗾 SEN with EHC/statement % expected 📲 SEN with EHC/statement % high 📄 SEN support % expected 📲 SEN support % high 📒 No SEN % expected 📕 No SEN % high



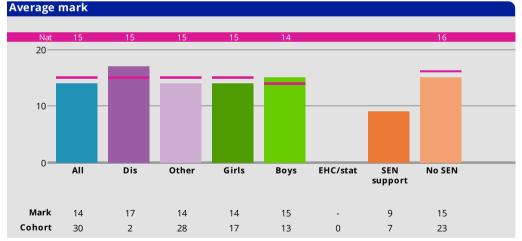
Clore Shalom School Other subjects

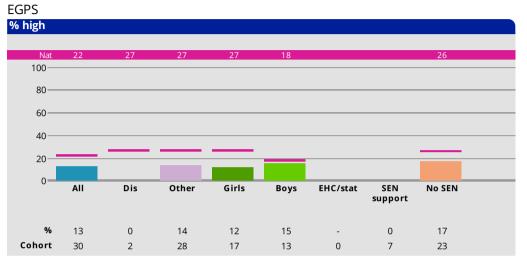
Attainment for each group is shown in English grammar, punctuation and spelling, and in science. Spelling shows the average mark out of a maximum of 20.



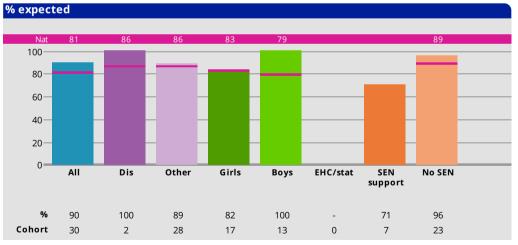


Spelling





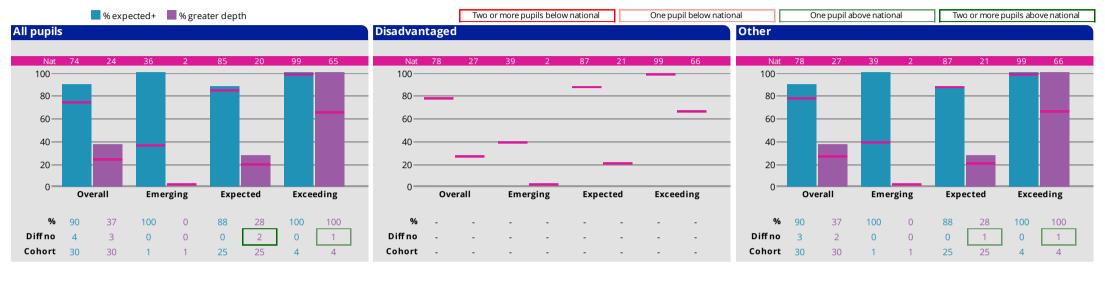


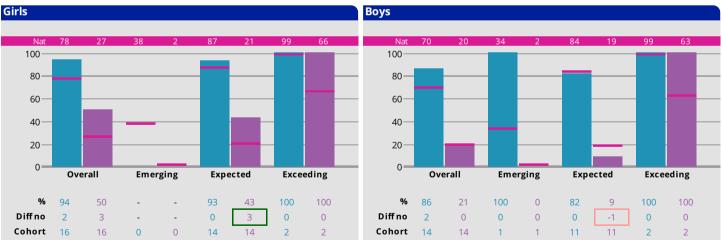


Clore Shalom School Reading

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.



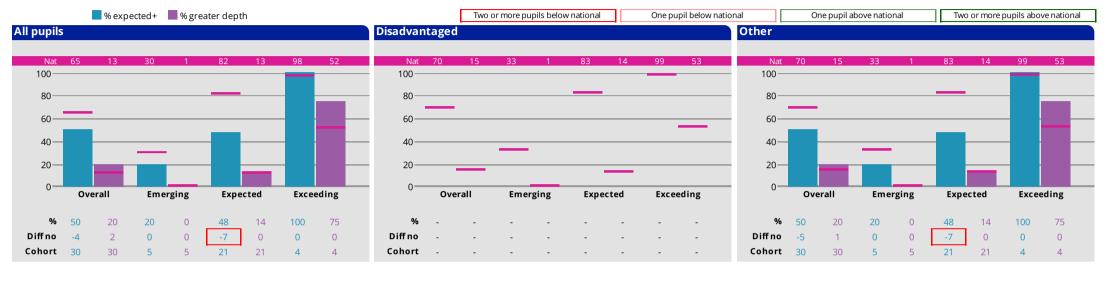


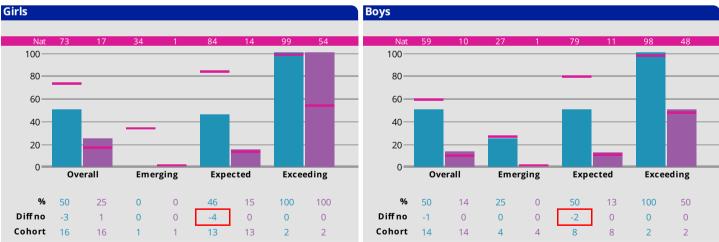


Clore Shalom School Writing

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.



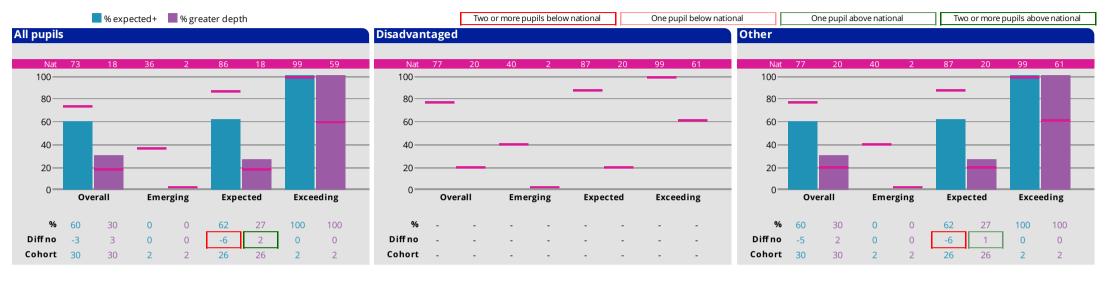


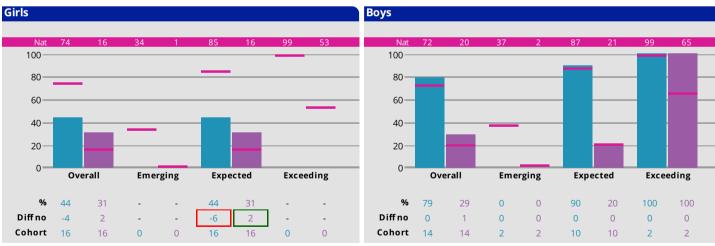


Clore Shalom School Mathematics

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.



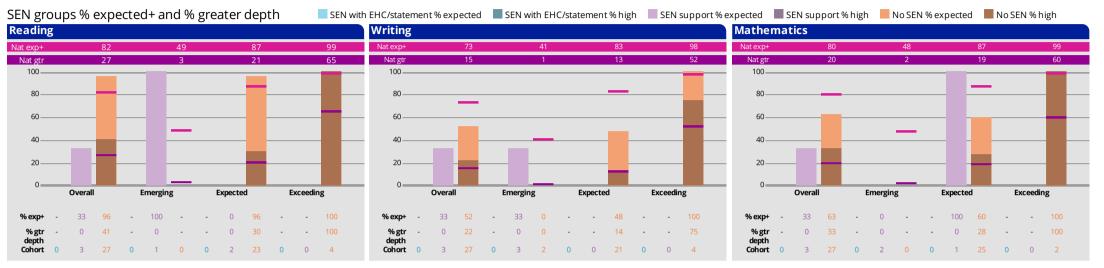




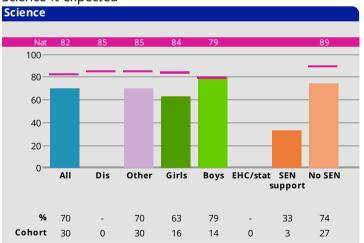
SEN groups and science

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

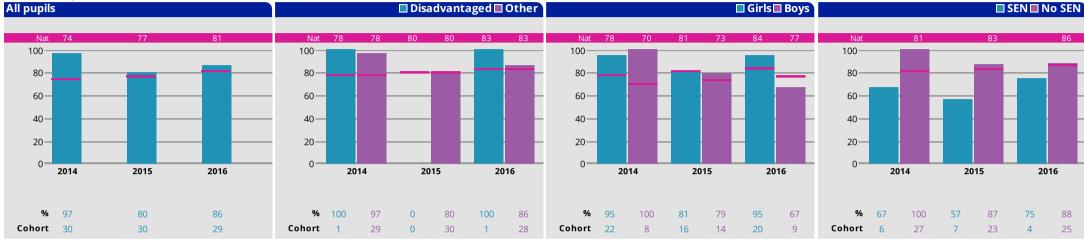


Clore Shalom School Phonics

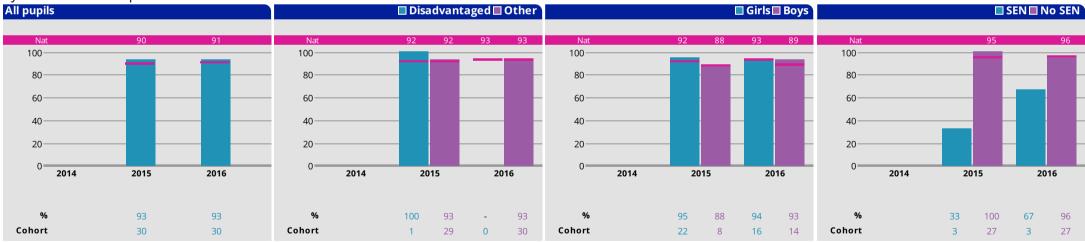
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.



Year 1 % expected



By end of Year 2 % expected

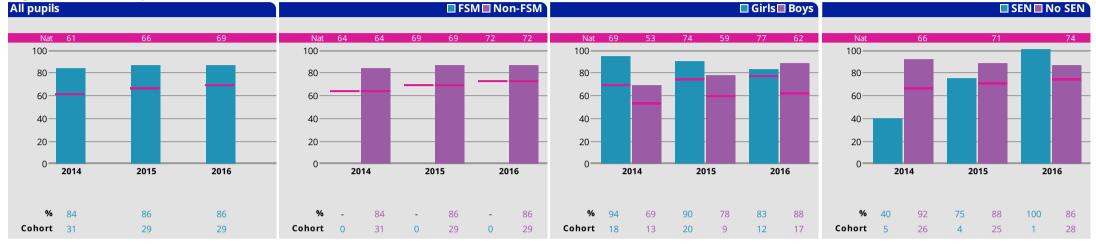


Early Years Foundation Stage Profile

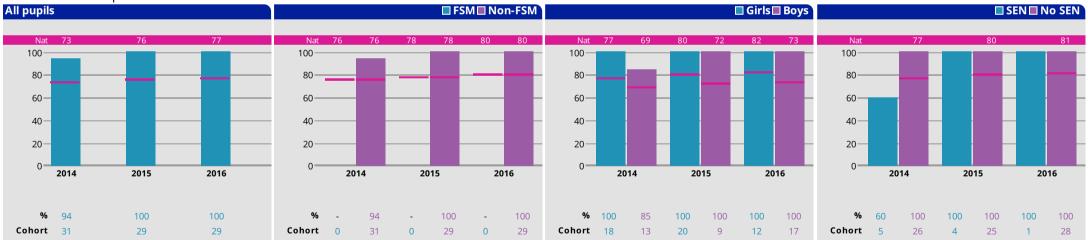
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the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



% good level of development



Mathematics % expected+

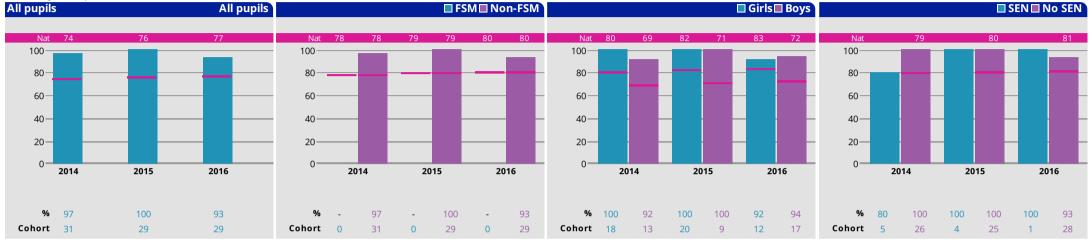


Clore Shalom School Early Years Foundation Stage Profile

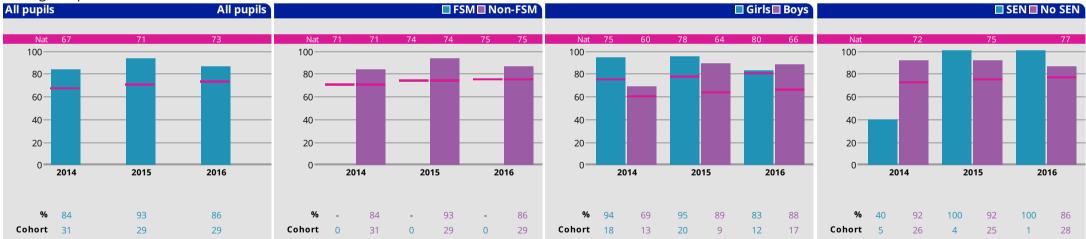
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.



Reading % expected+



Writing % expected+



Absence, exclusions

% of sessions missed (cohort)

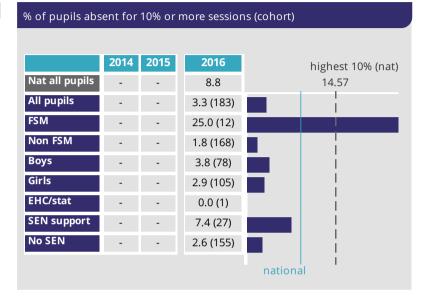
Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions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



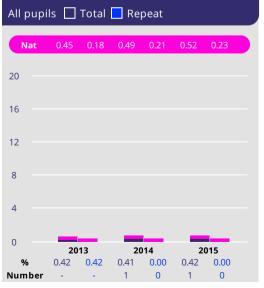
Absence

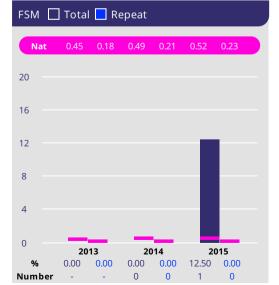
	2014	2015	2016	highest 10% (nat
Nat all pupils	3.9	4.0	3.9	5.08
All pupils	3.1	3.5	3.1 (183)	
FSM	3.1	4.2	7.8 (12)	
Non FSM	3.1	3.4	2.8 (168)	
Boys	3.1	3.2	3.1 (78)	
Girls	3.1	3.7	3.1 (105)	
EHC/stat	0.0	-	0.8 (1)	
SEN support	4.4	4.2	4.1 (27)	
No SEN	2.9	3.4	2.9 (155)	
				national

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								

Clore Shalom 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

2.3

% stability

CLA and left care

CLA

Left care



Number on roll up to Year 6: 234

Ethnicity

White British White any other White 5.6% background Mixed White & Black African 0.6%

93.8%

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 & Asian

Mixed White & Black Caribbean

Parent/pupil preferred not to say

White Irish

White Romany or Gypsy

White Traveller of Irish heritage

Diffe		% pupils with no prior attainment		
Year 1	23.3	21.5	23.6	3.4
Year 2	22.1	15.7	20.3	
Differ		% pupils with no prior attainment		
Year 3	2.1	2.4	1.0	
Year 4	1.0	1.3	1.1	
Year 5	1.2	2.6	1.5	
Year 6	2.2	2.0	2.2	
Y6 P scales no.*	0	0	0	
	Reading	Writing	Mathematics	r 6 pupils on P scales at

