

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 published 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. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

Strengths in 2015

- KS2 value added was broadly average or above in all subjects.
- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in reading & writing.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in reading & writing.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.
- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.
- Persistent absence was below average.

2015		
National Floor Standards	School	
Level 4+ RWM	65%	72%
EP reading	94%	100%
EP writing	97%	100%
EP mathematics	93%	83%
Floor standards met?		

Weaknesses in 2015

- Attendance was low for the group(s): SEN with EHC/statement (in the lowest 10% of all mainstream schools nationally).

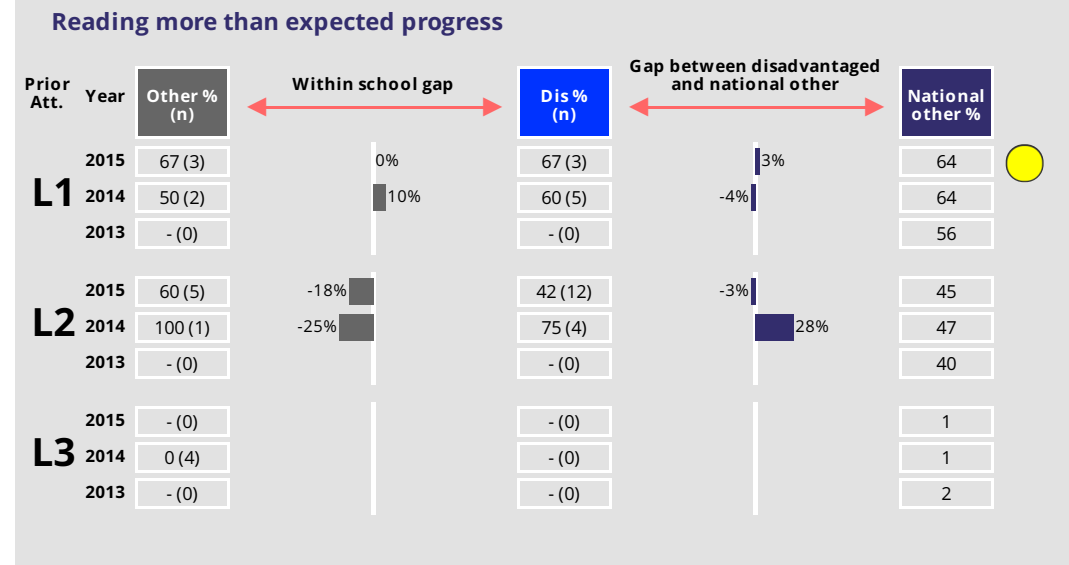
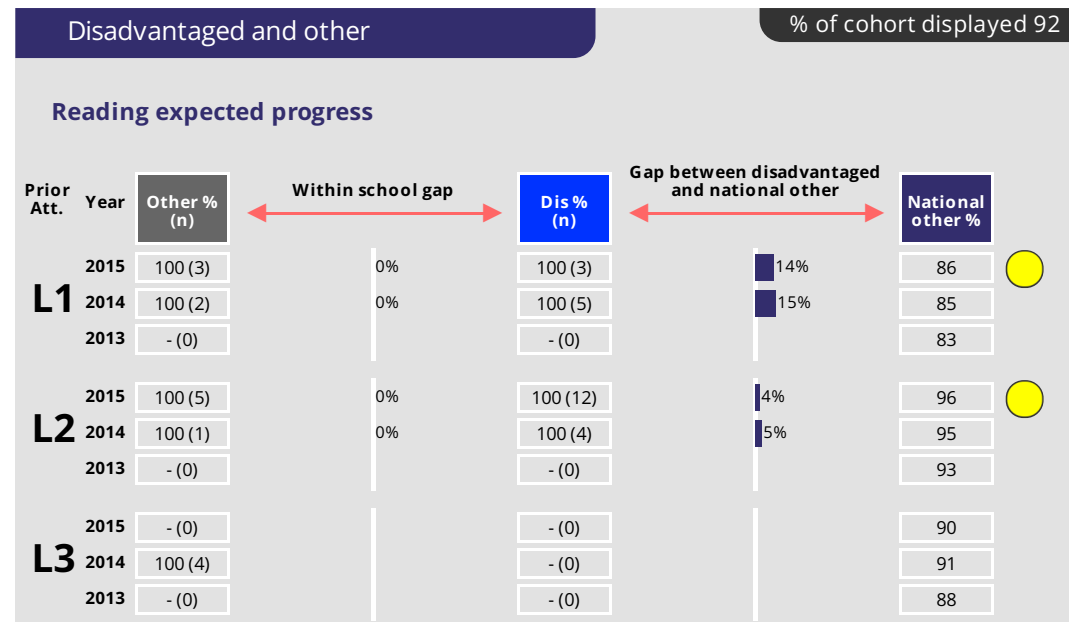
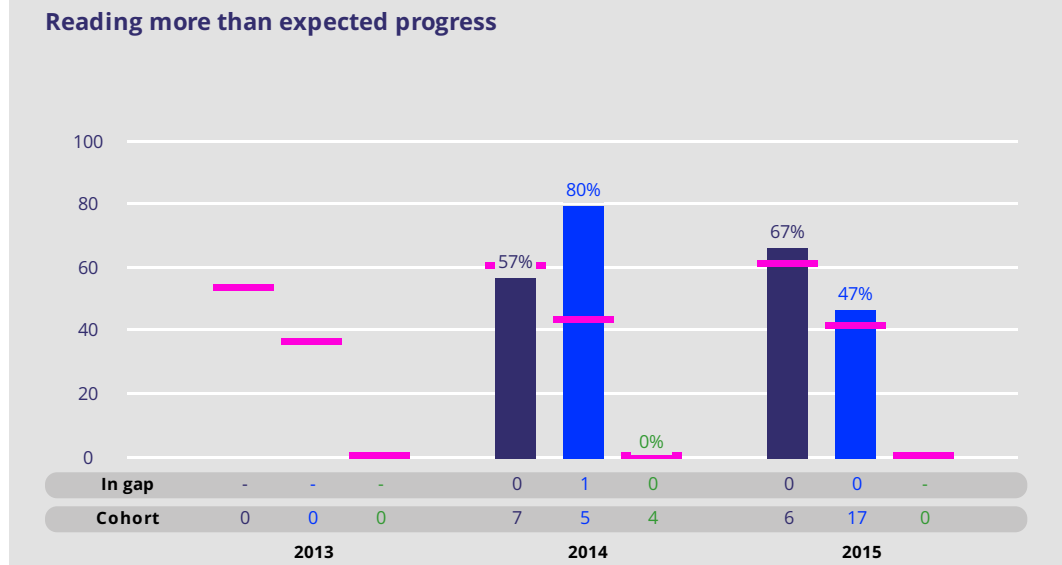
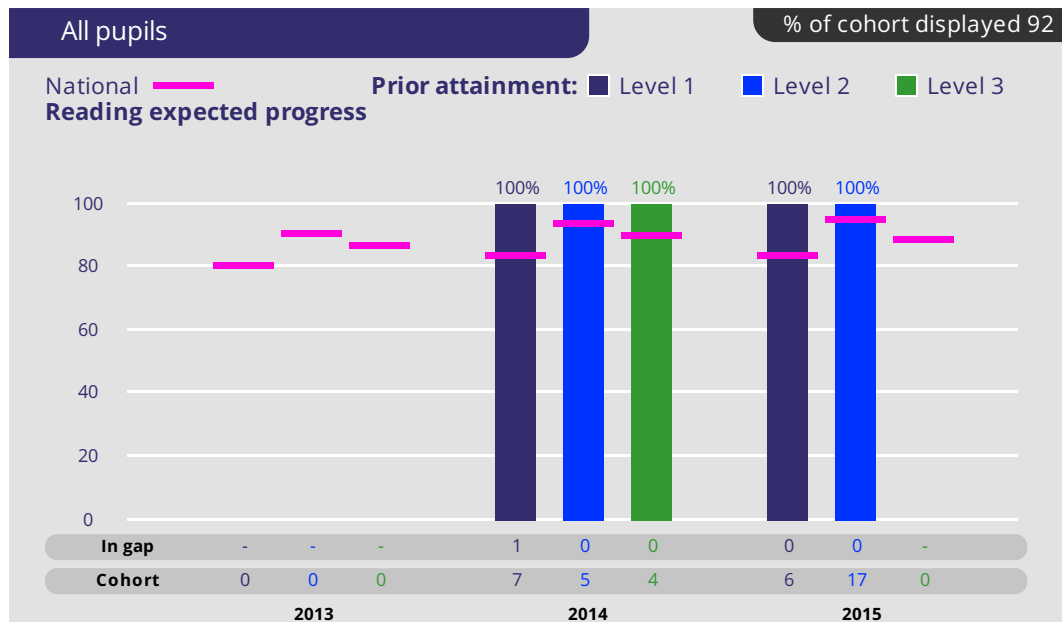
Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

Reading expected progress, more than expected progress and closing the gaps

Charts for all pupils show whether school proportions are close to national for all pupils (within one pupil from it) by giving the number of pupils represented by the gap. Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils with that starting point.

● Disadvantaged were well below other pupils nationally in 2015*

● Disadvantaged were at or above other pupils nationally in 2015



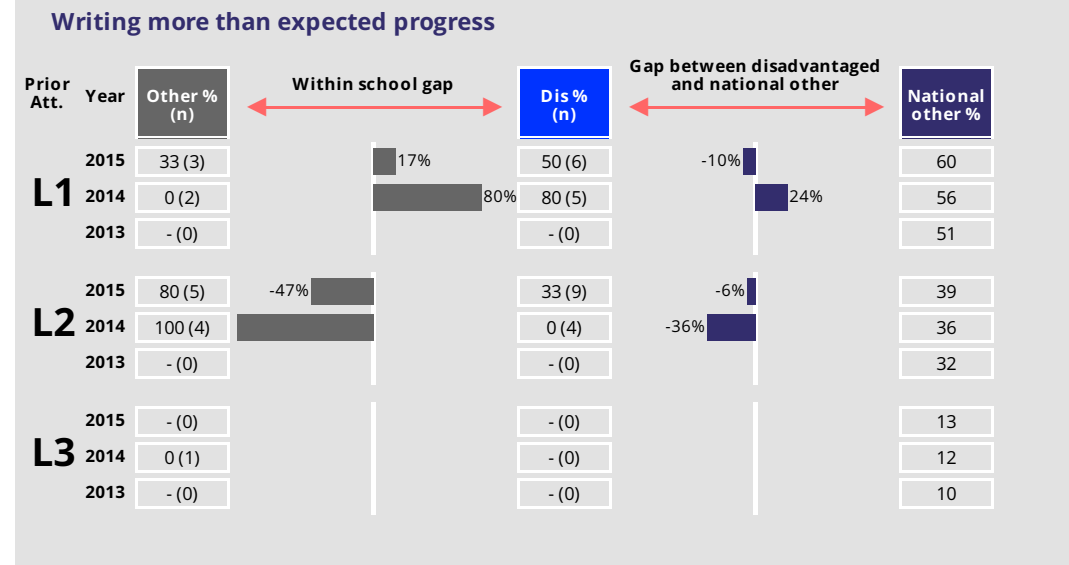
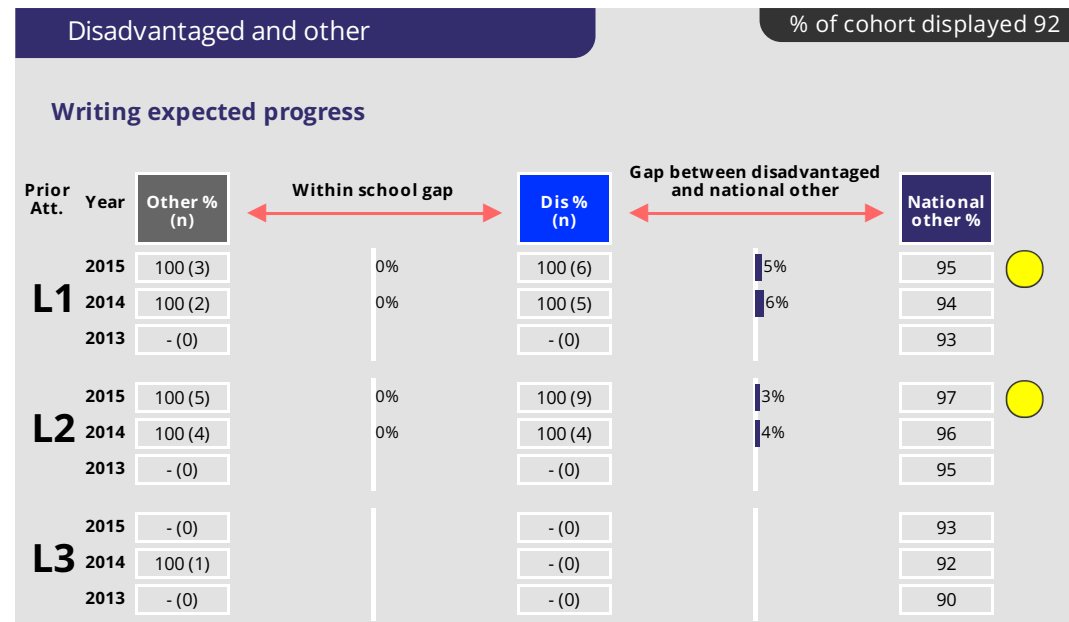
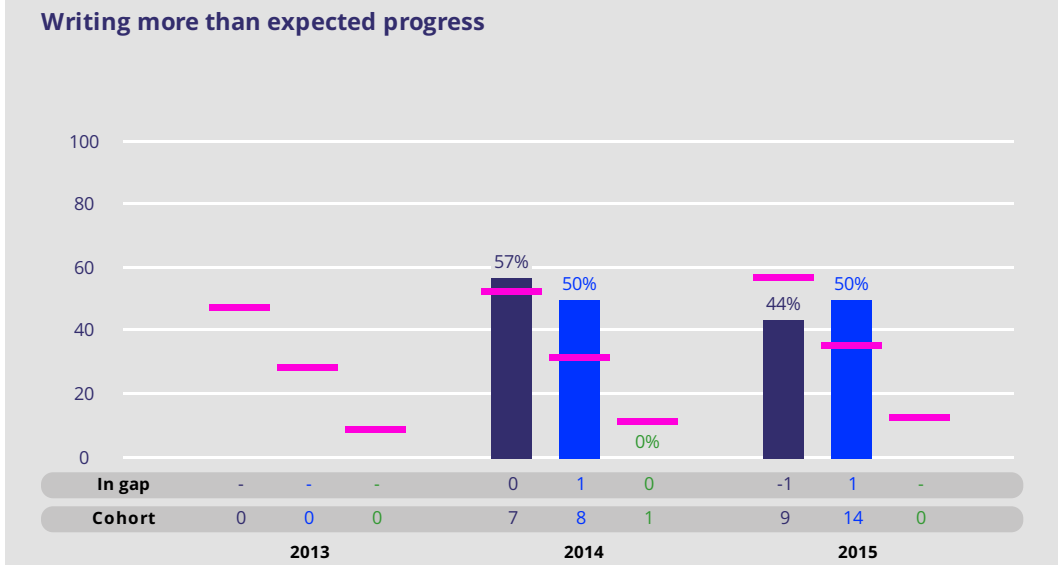
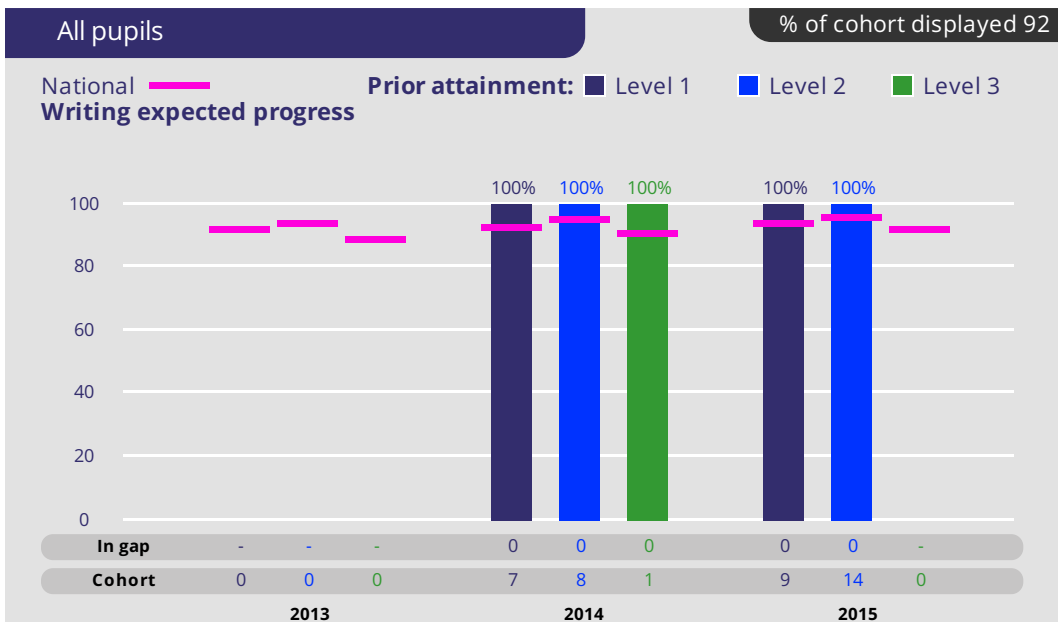
*well below means that the gap relates to one pupil or more

Writing expected progress, more than expected progress and closing the gaps

Charts for all pupils show whether school proportions are close to national for all pupils (within one pupil from it) by giving the number of pupils represented by the gap. Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils with that starting point.

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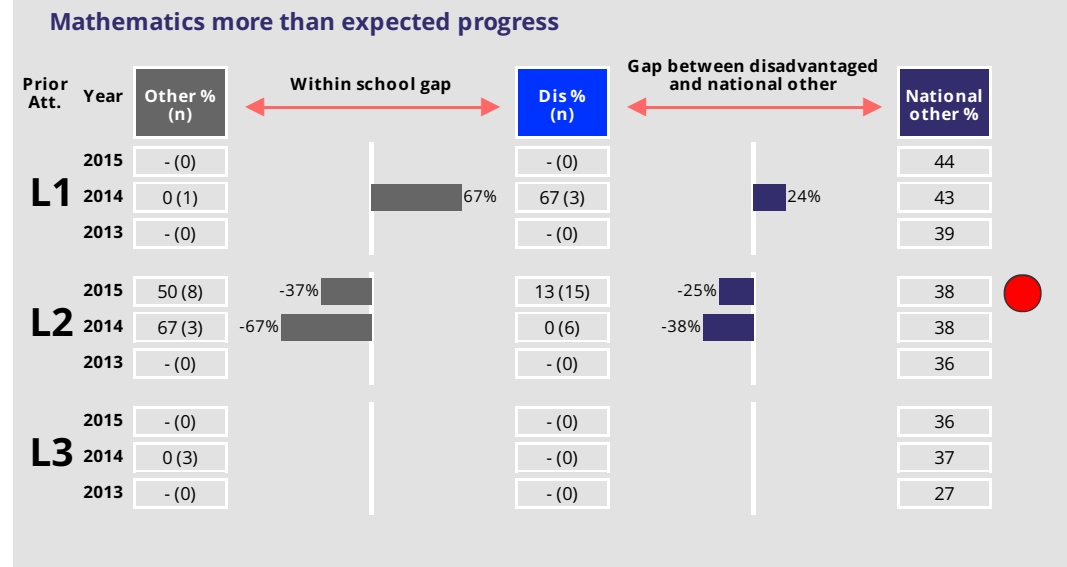
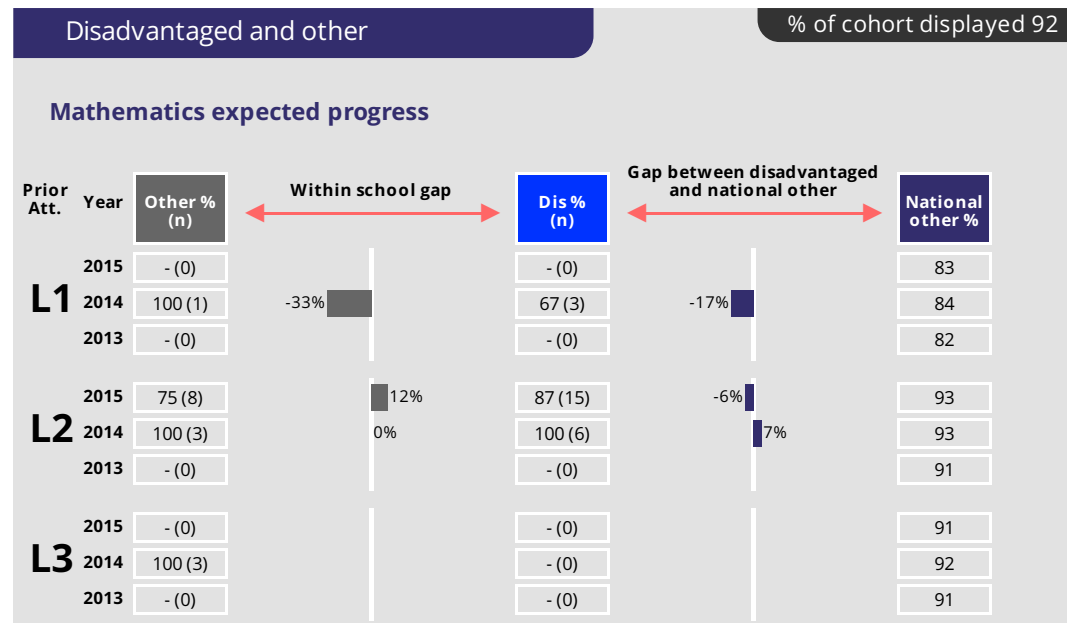
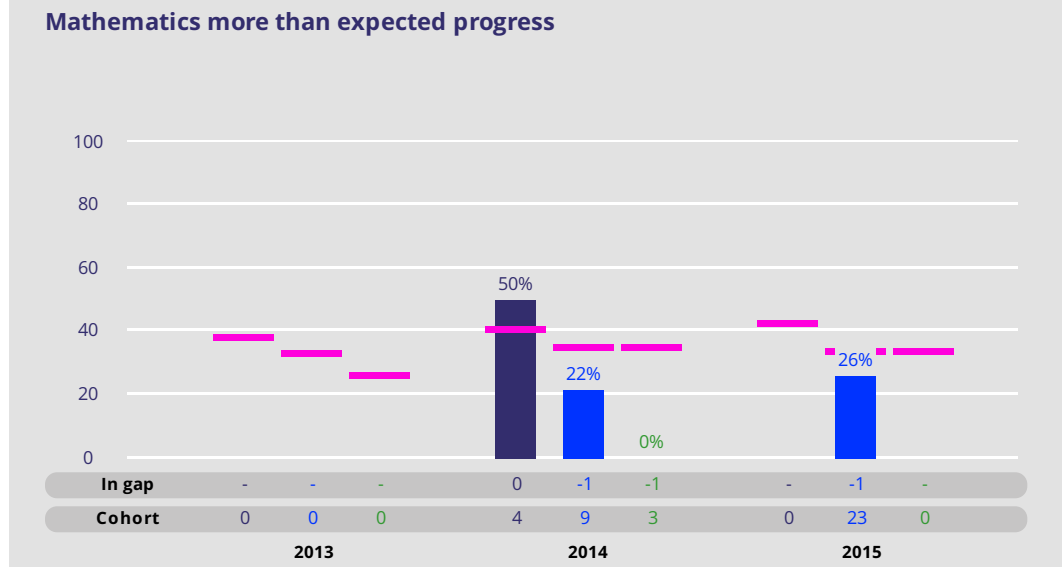
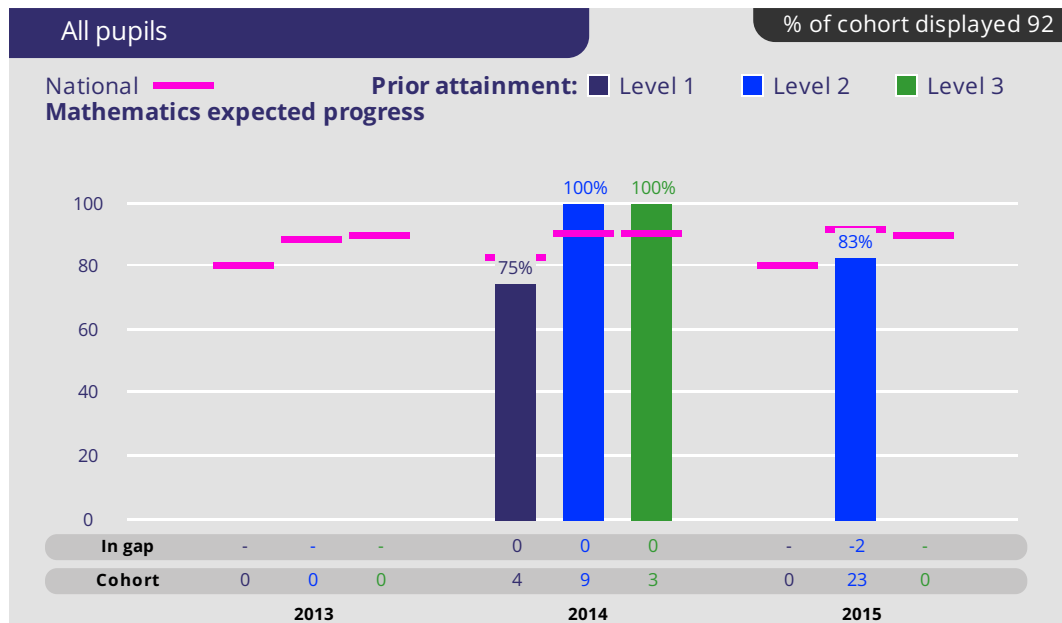
*well below means that the gap relates to one pupil or more

Mathematics expected progress, more than expected progress and closing the gaps

Charts for all pupils show whether school proportions are close to national for all pupils (within one pupil from it) by giving the number of pupils represented by the gap. Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils with that starting point.

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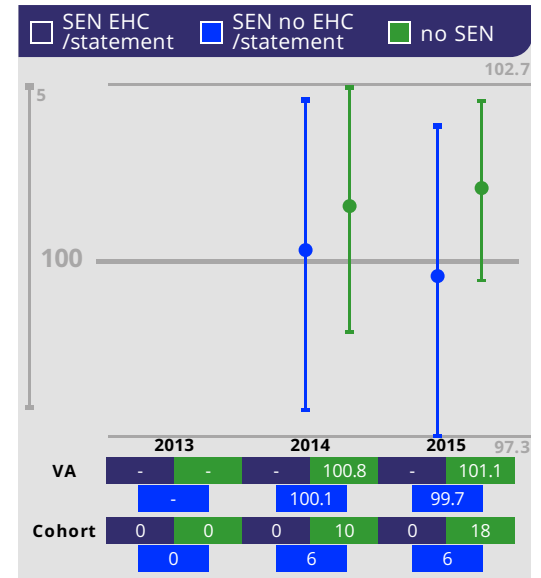
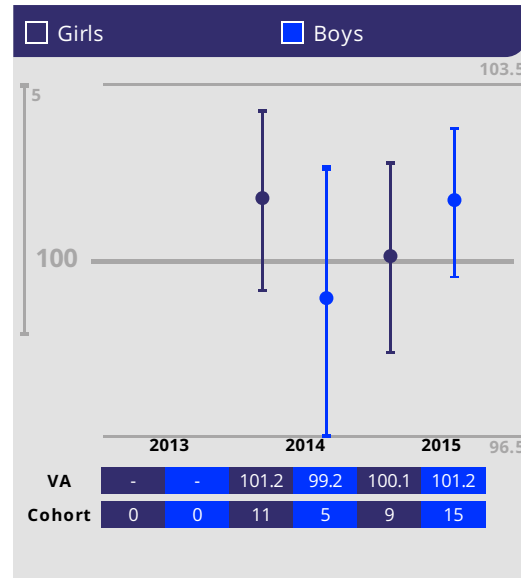
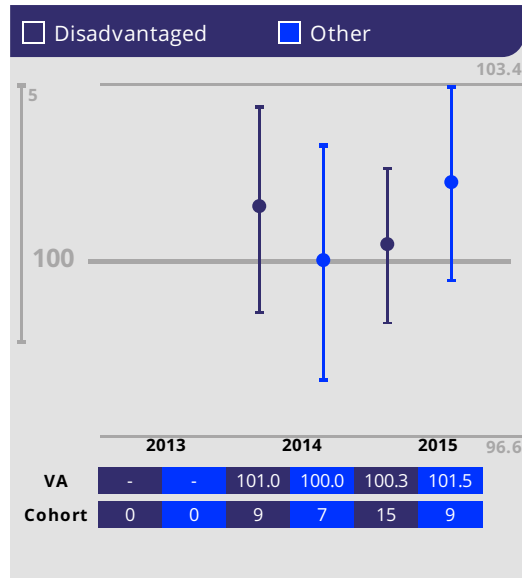
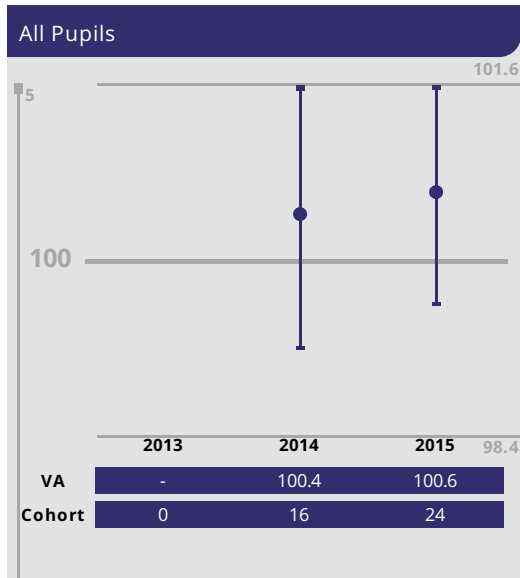


*well below means that the gap relates to one pupil or more

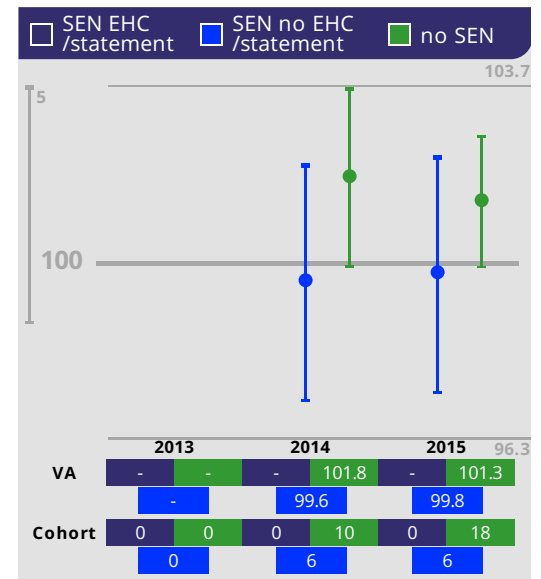
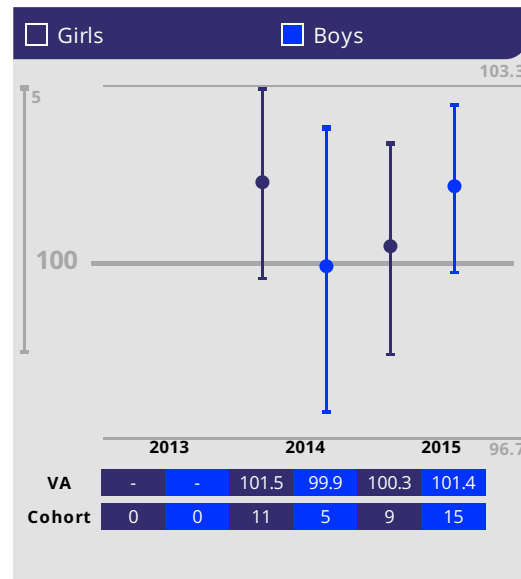
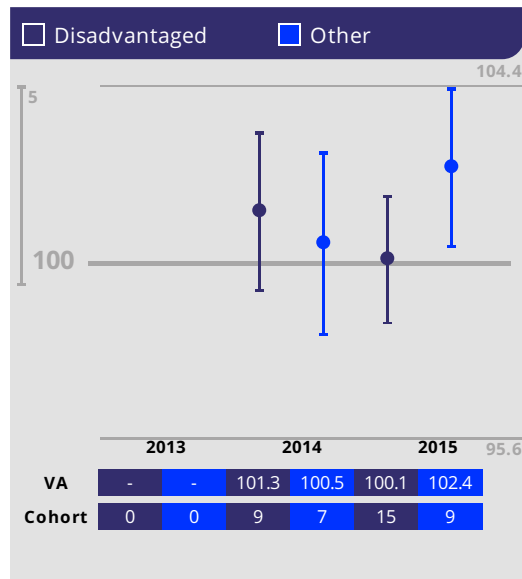
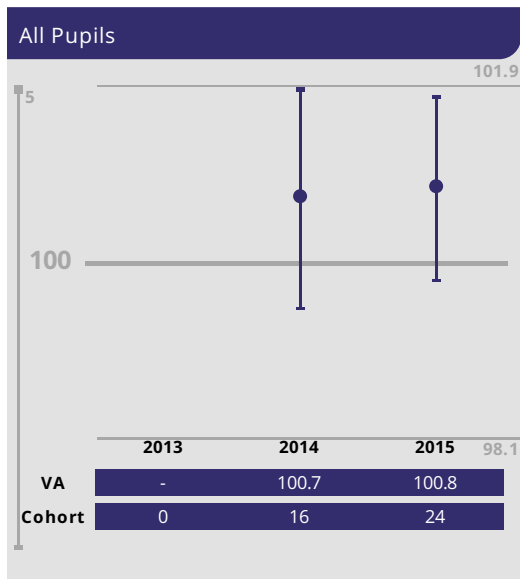
Value added

The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 100 line, the VA is significantly above average (sig+). If it is wholly below the 100 line, the VA is significantly below average (sig-). Otherwise, the VA is not significantly different from 100, or broadly average. Each chart uses a different scale based on the widest confidence interval shown. EHC represents education, health and care plan.

Reading

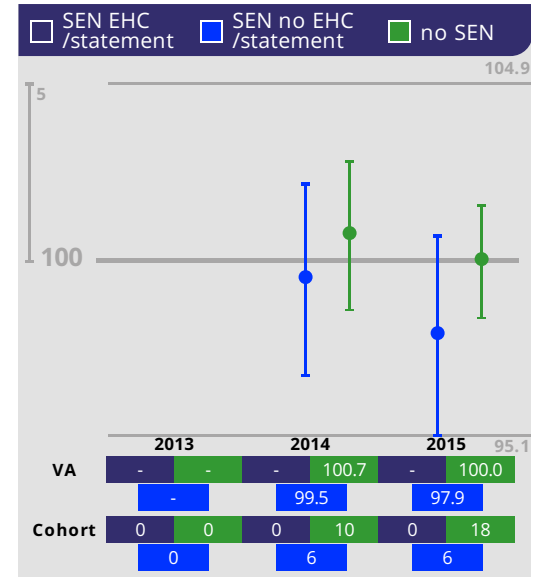
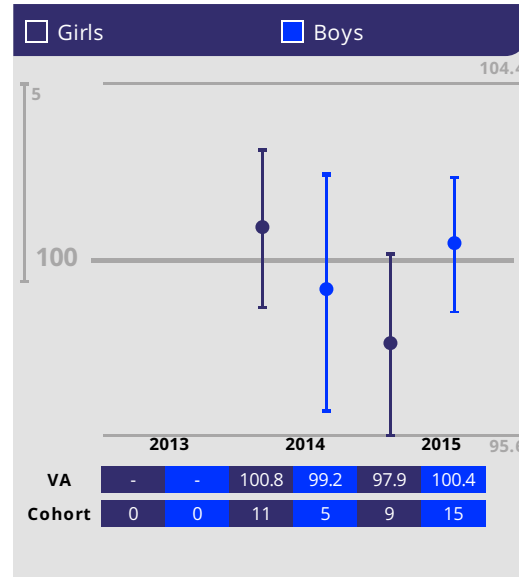
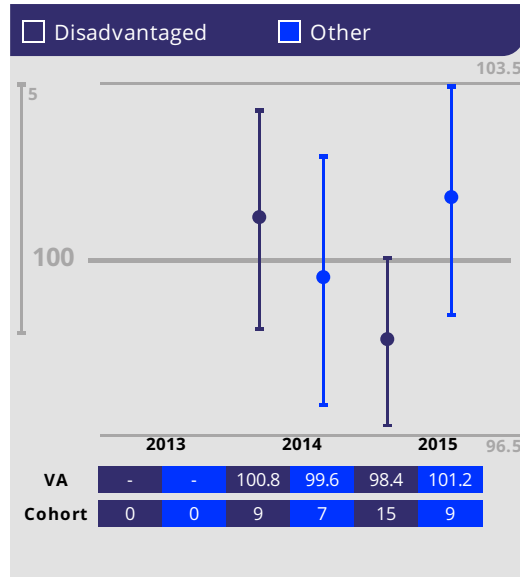
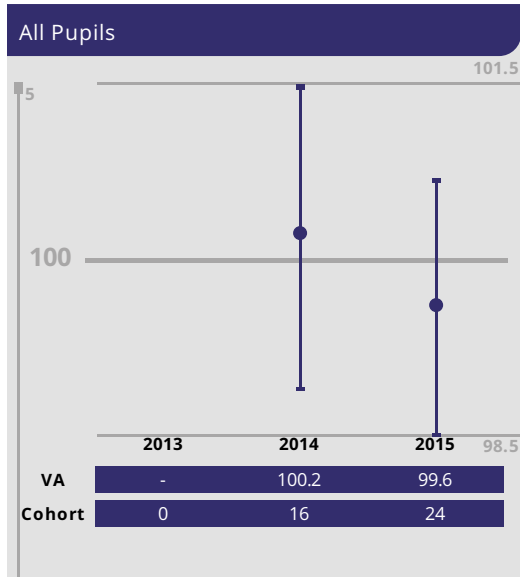


Writing

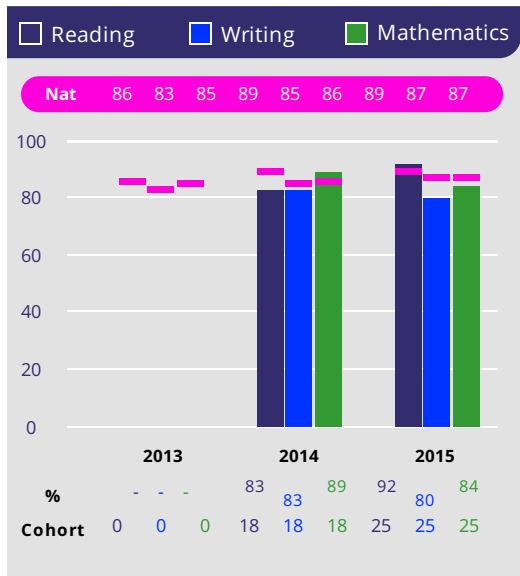


For threshold data, statistically significant results are highlighted for all pupils only. They are denoted by a green (sig+) or red (sig-) symbol.

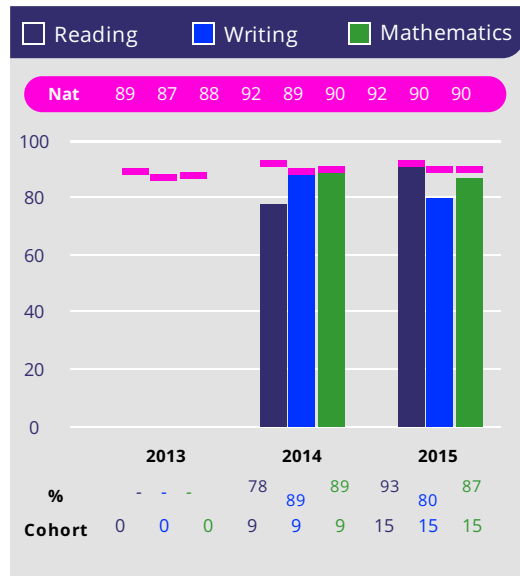
Mathematics



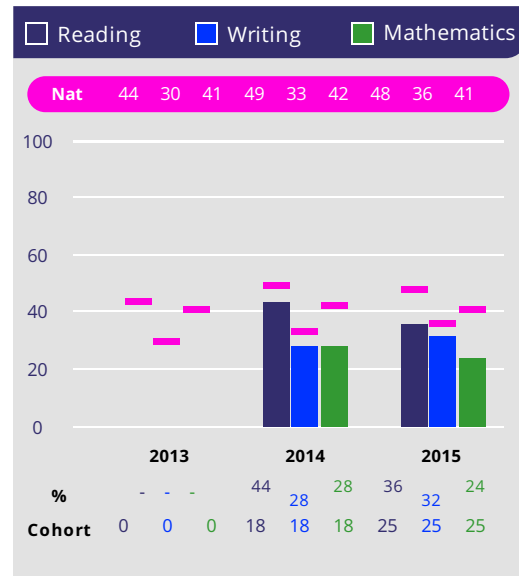
% attaining level 4+ (All pupils)



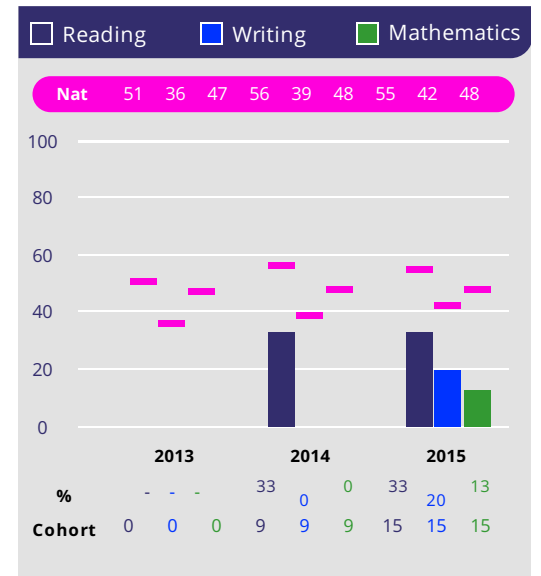
% attaining level 4+ (Disadvantaged)



% attaining level 5+ (All pupils)



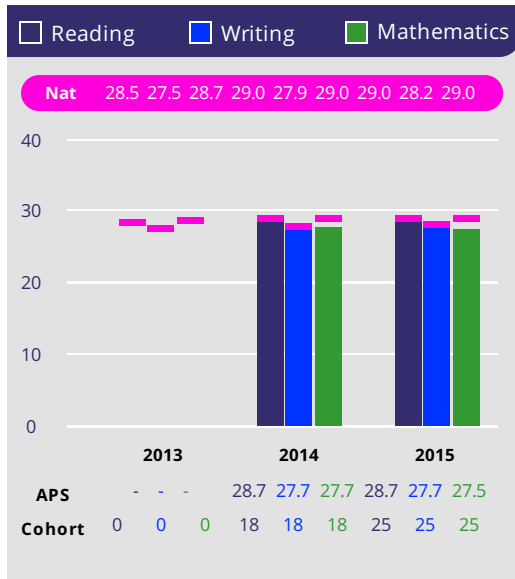
% attaining level 5+ (Disadvantaged)



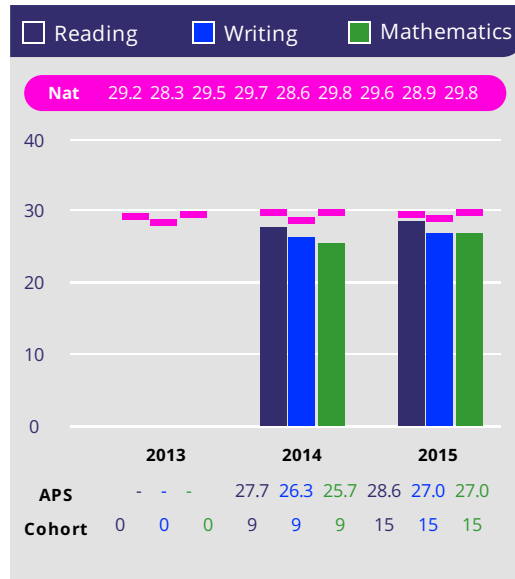
Fir Tree Primary School and Nursery KS2 average point score

Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

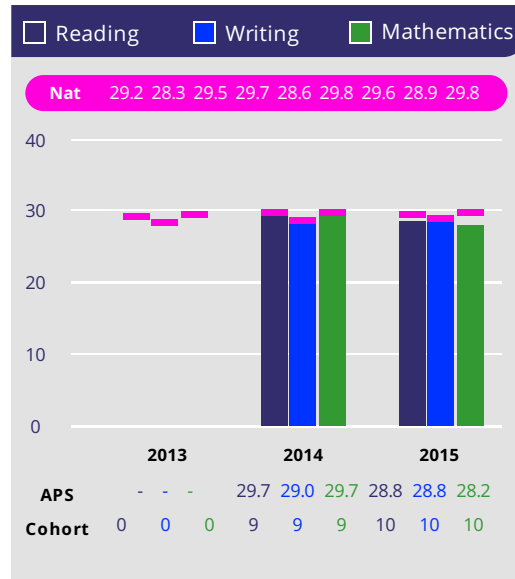
All pupils



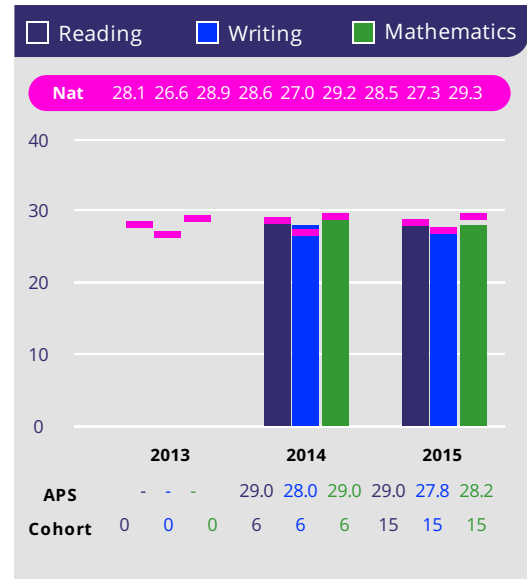
Disadvantaged



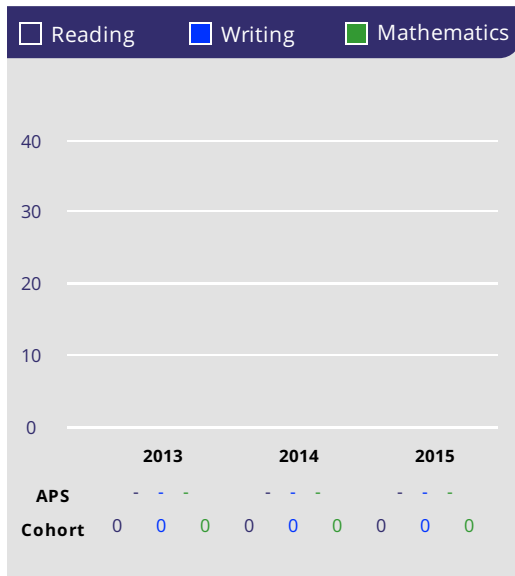
Other



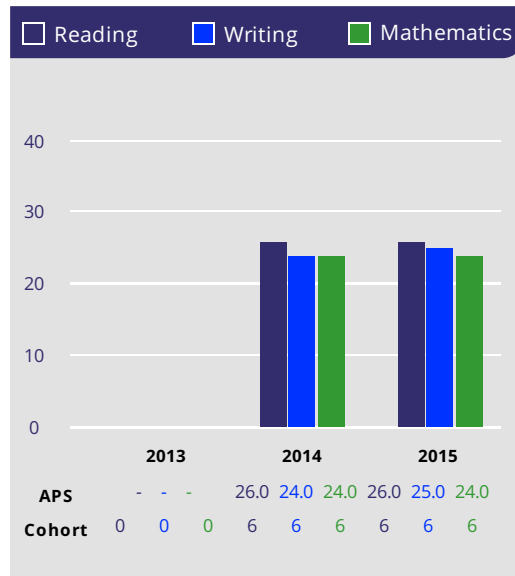
Boys



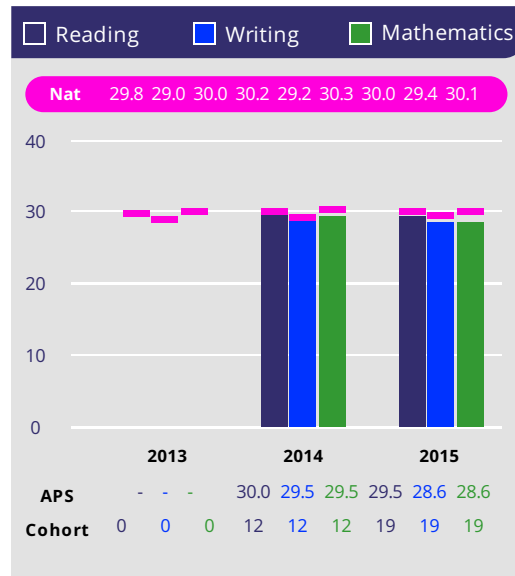
SEN EHC/statement



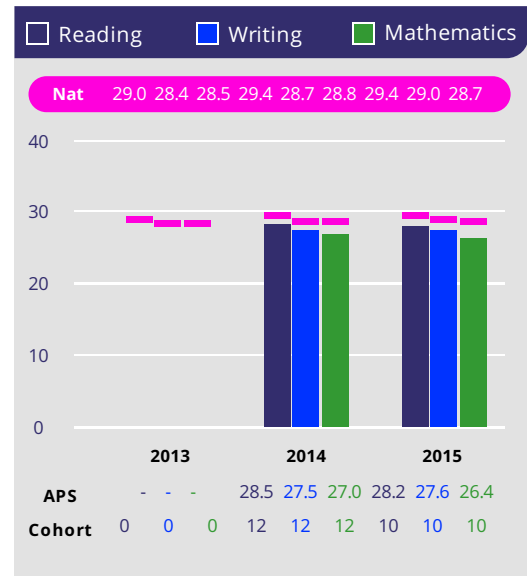
SEN no EHC/statement



No SEN



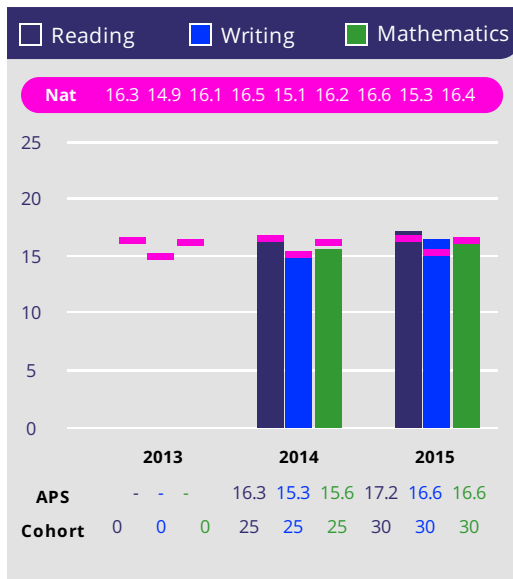
Girls



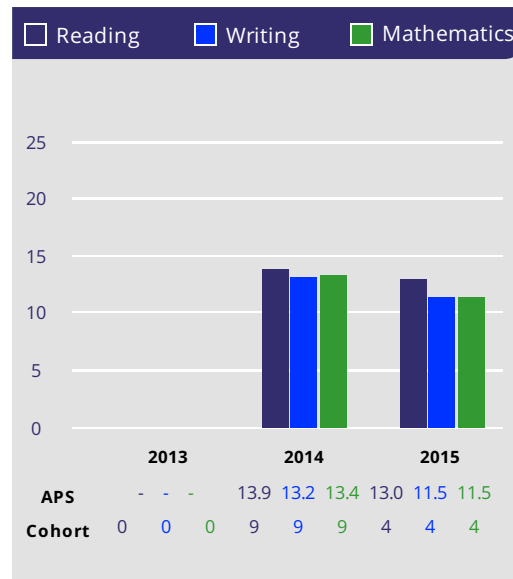
KS1 average point score and closing the gaps

Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol. Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils.

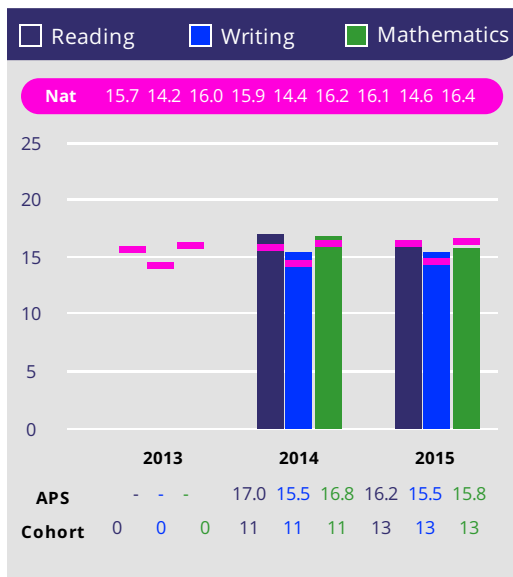
All pupils



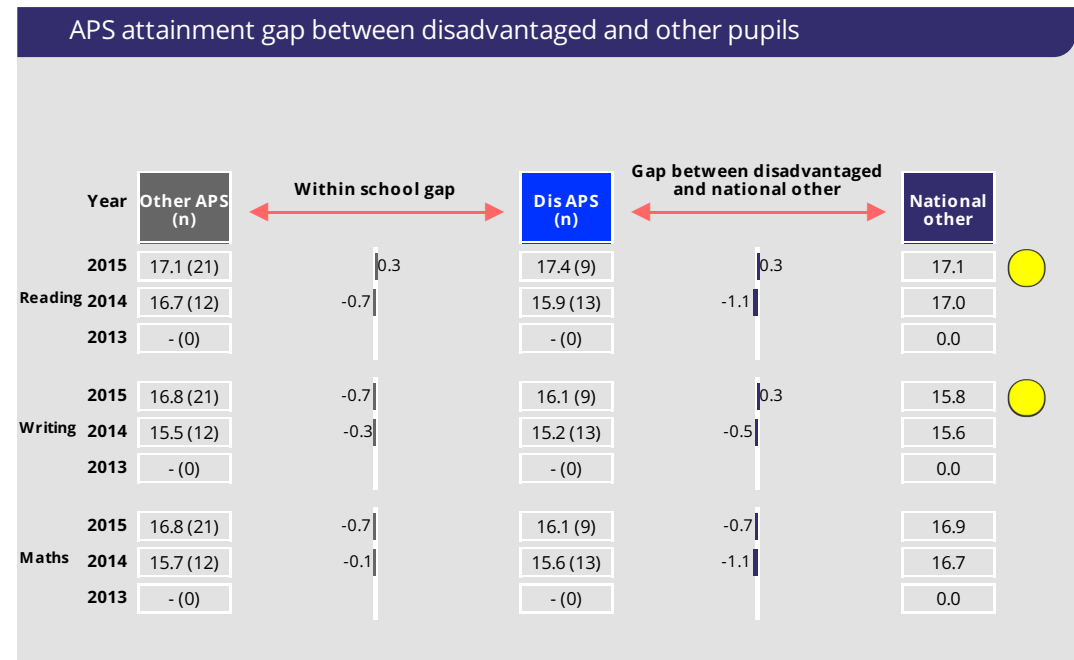
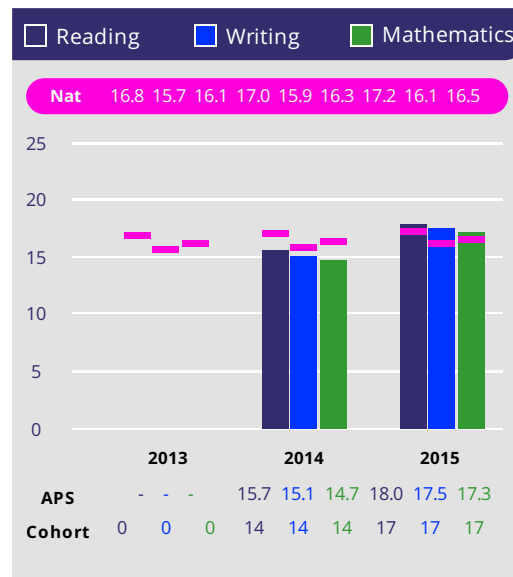
SEN no EHC/statement



Boys



Girls



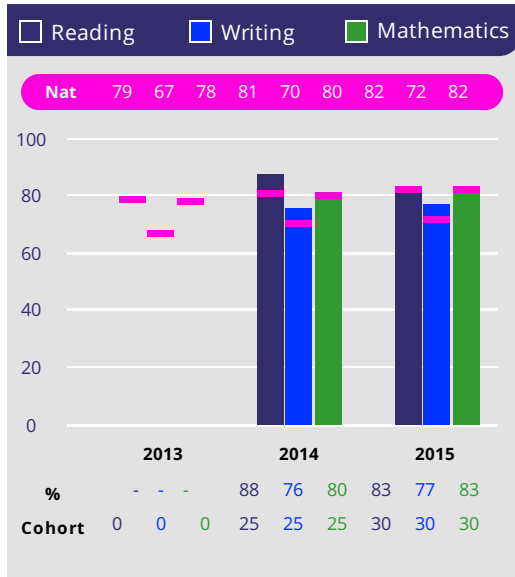
- Disadvantaged were well below other pupils nationally in 2015*
- Disadvantaged were at or above other pupils nationally in 2015

*well below means that the gap is 4 points or more

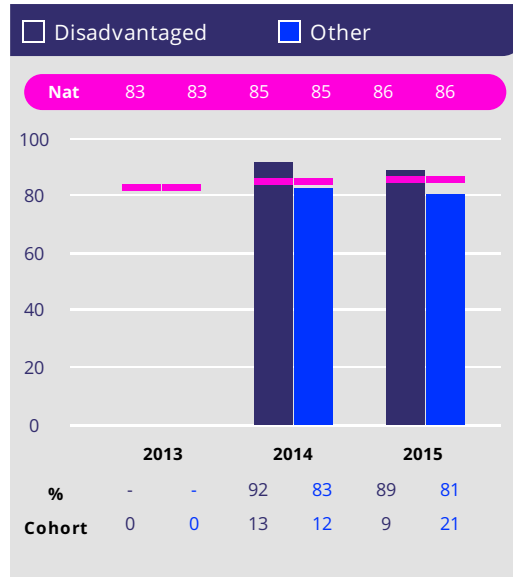
Fir Tree Primary School and Nursery KS1 thresholds

Statistically significant results are highlighted for all pupils only. They are denoted by a green (sig+) or red (sig-) symbol.

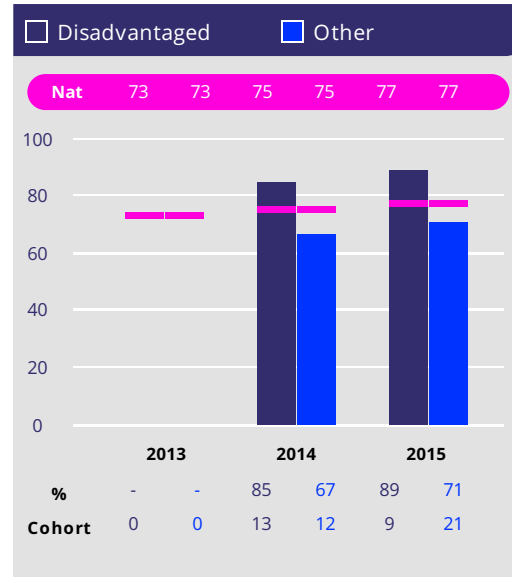
% attaining level 2B+ (All pupils)



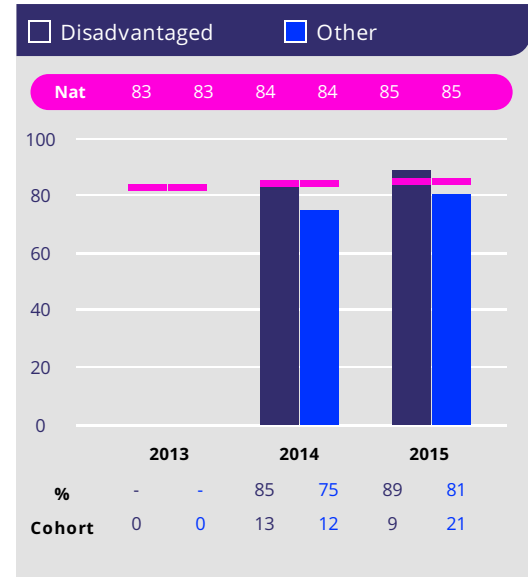
Reading



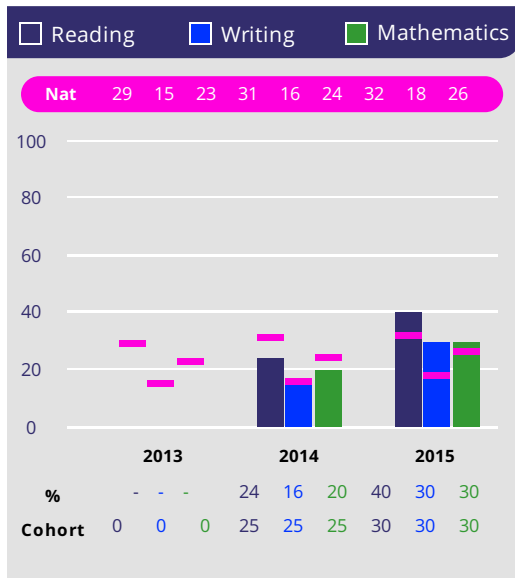
Writing



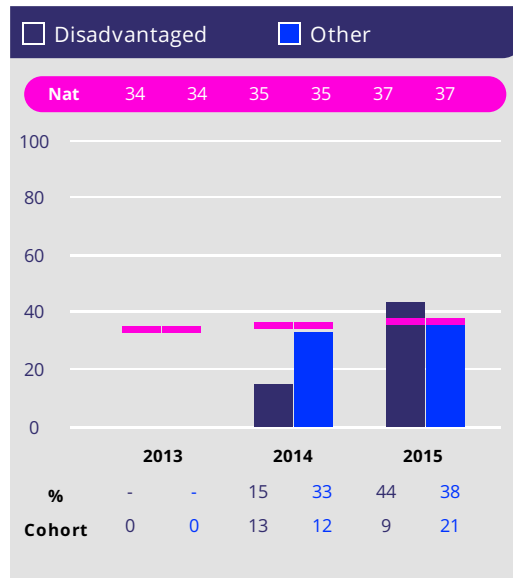
Mathematics



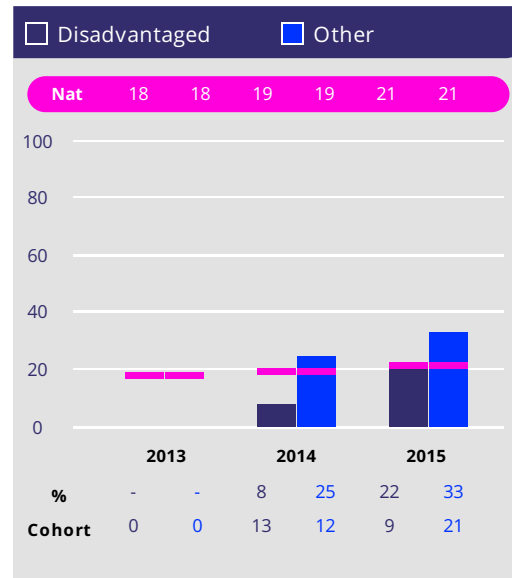
% attaining level 3+ (All pupils)



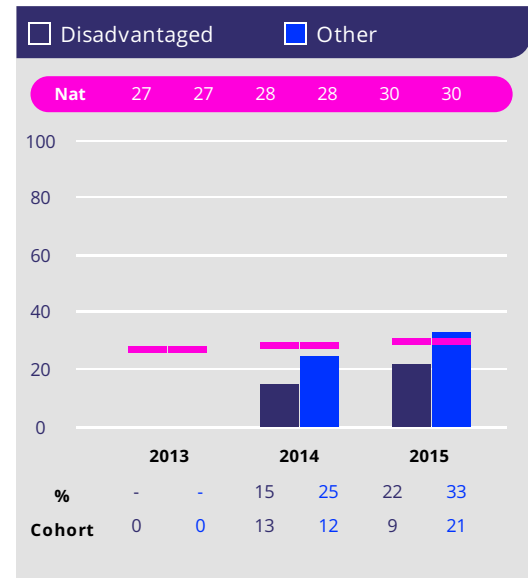
Reading



Writing



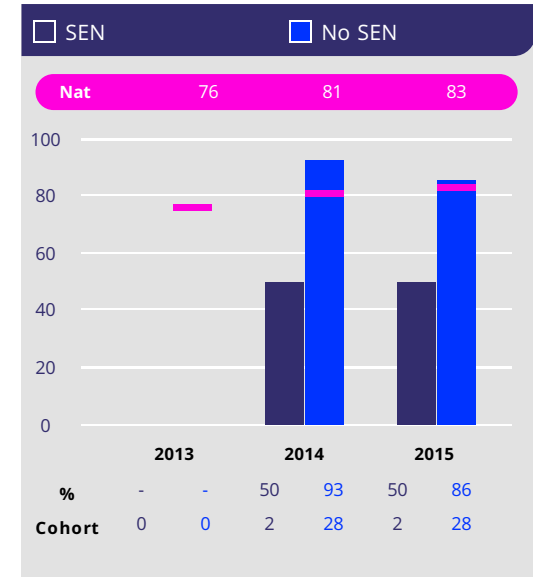
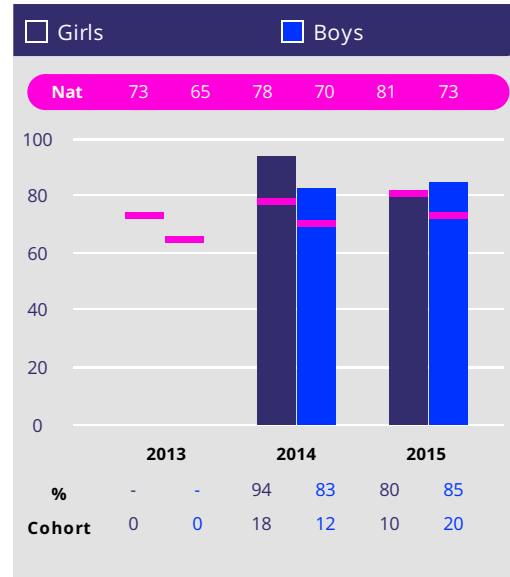
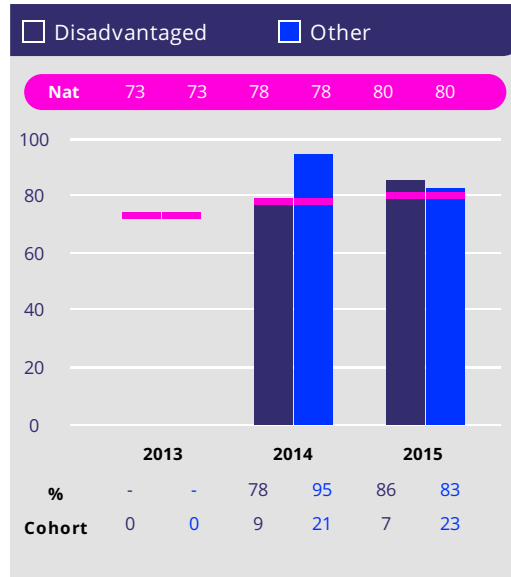
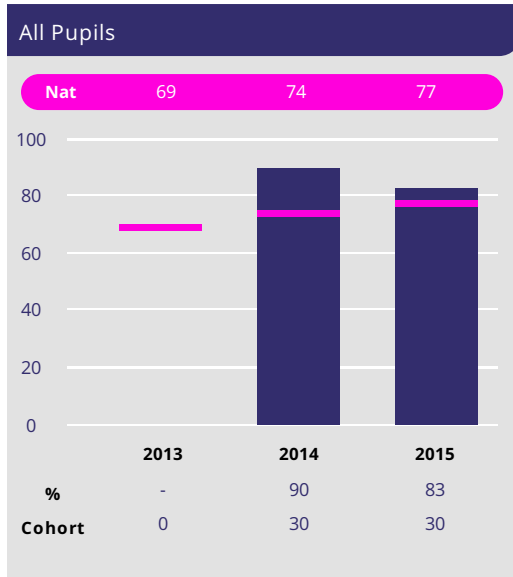
Mathematics



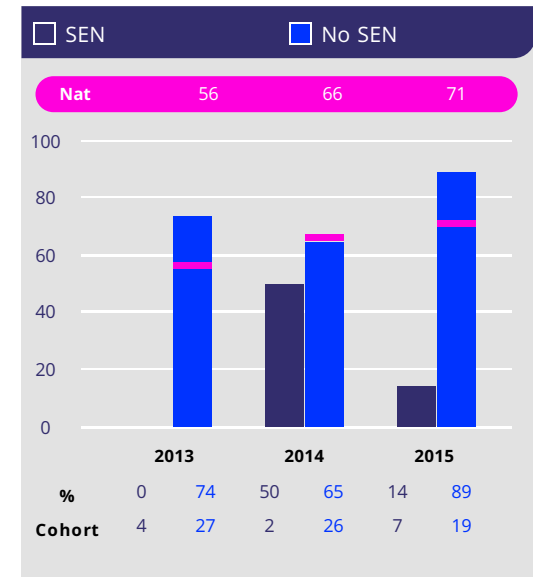
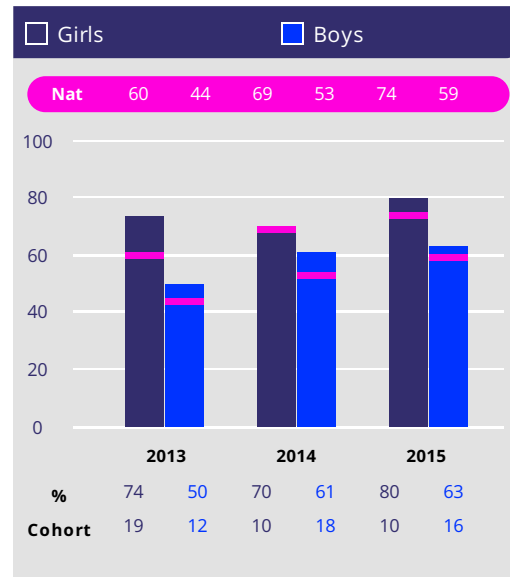
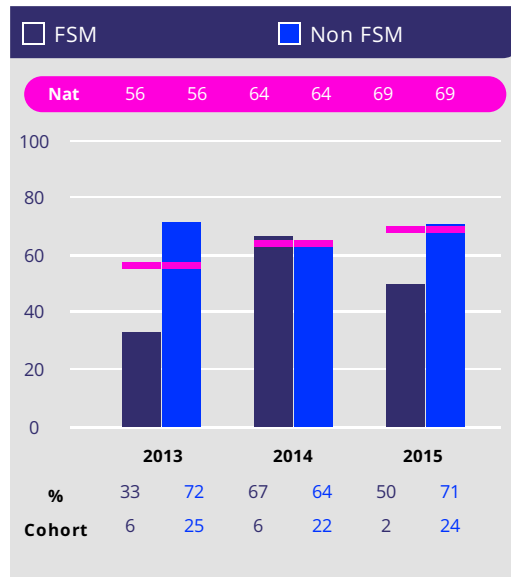
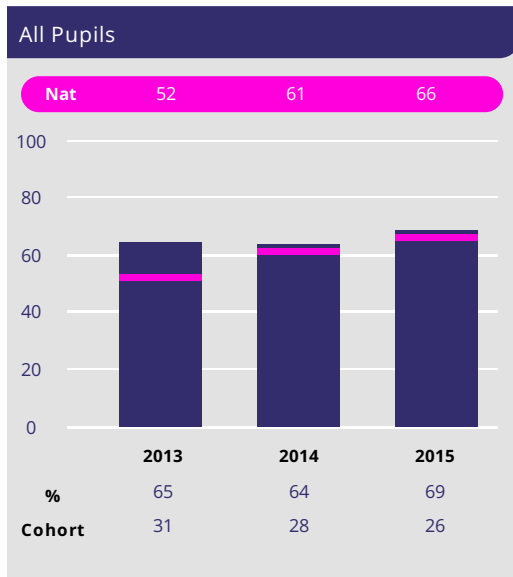
Fir Tree Primary School and Nursery Phonics and Early Years Foundation Stage Profile

Charts display combined figures for SEN with an EHC plan/statement and SEN without an EHC plan/statement.

Phonics Year 1 % of pupils that met the expected standard



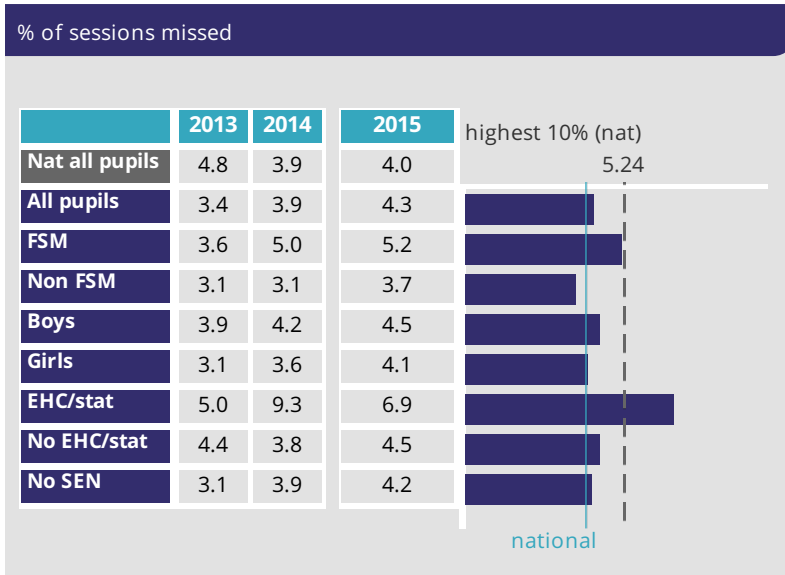
Early Years Foundation Stage Profile % of pupils that achieved a good level of development



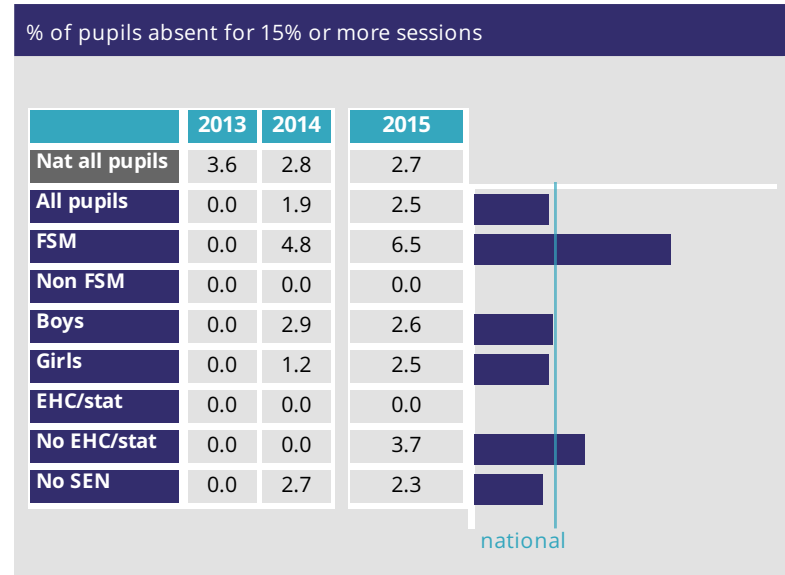
Absence, exclusions

On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. 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. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.

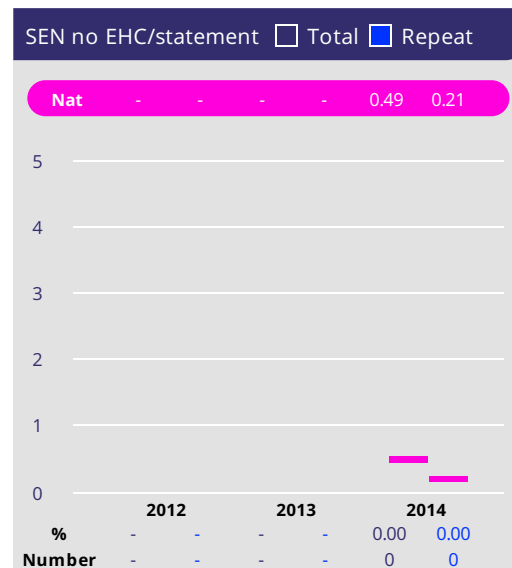
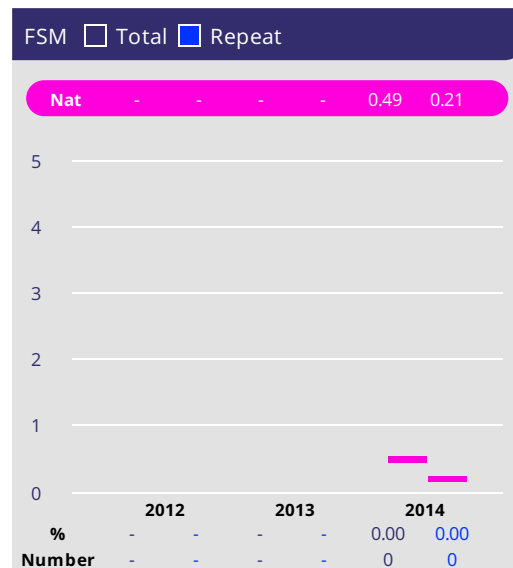
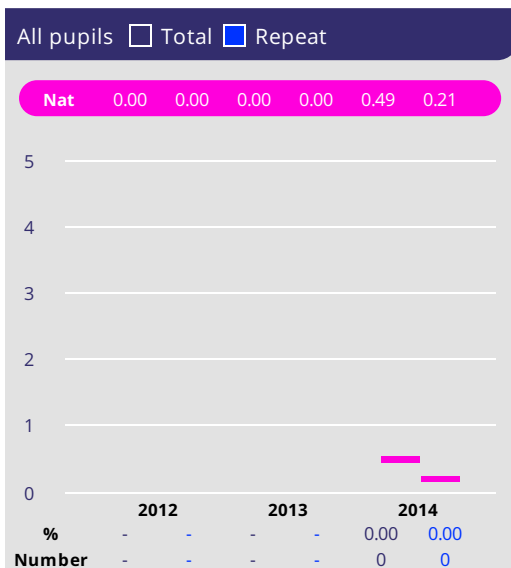
Absence



Persistent Absence



Fixed term exclusions % and number of pupils excluded



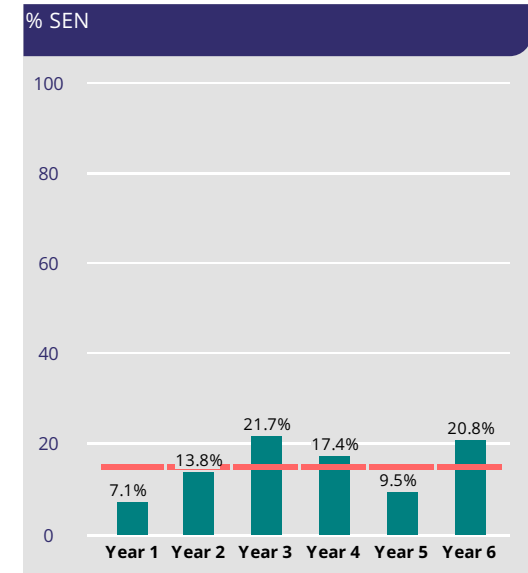
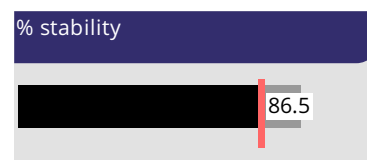
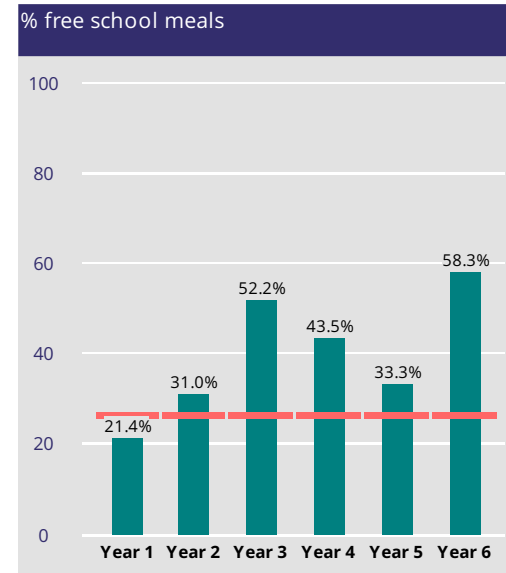
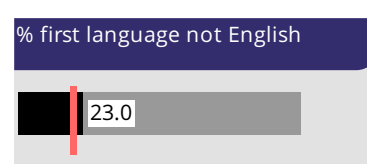
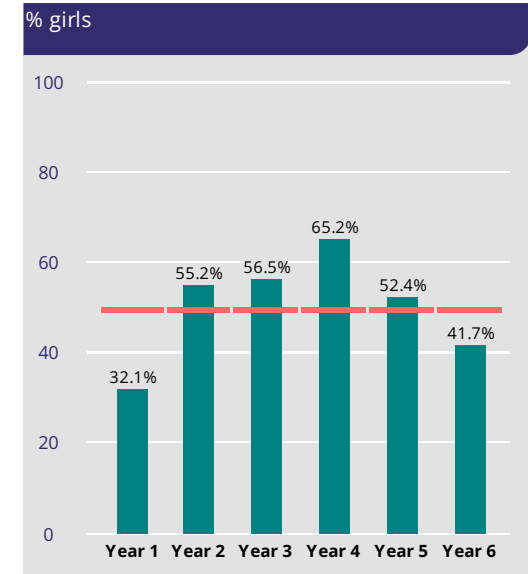
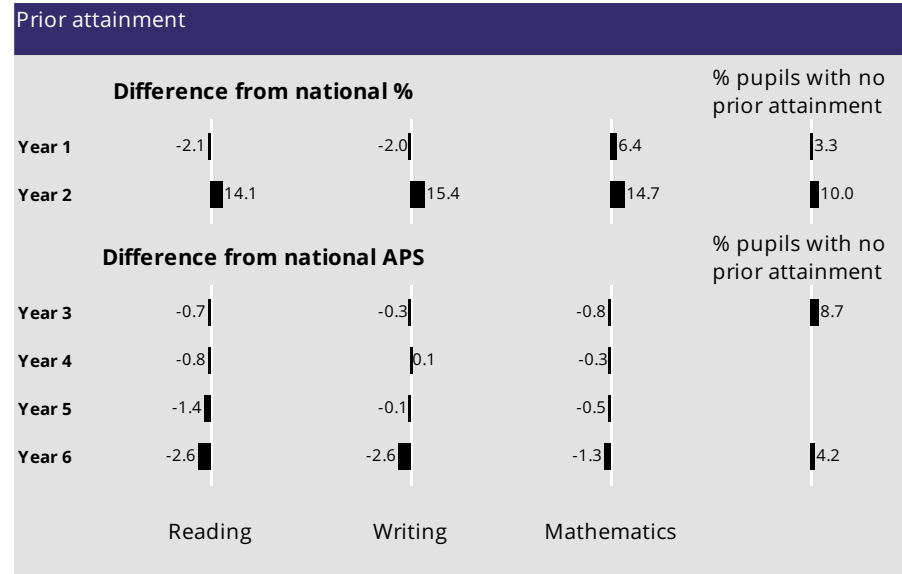
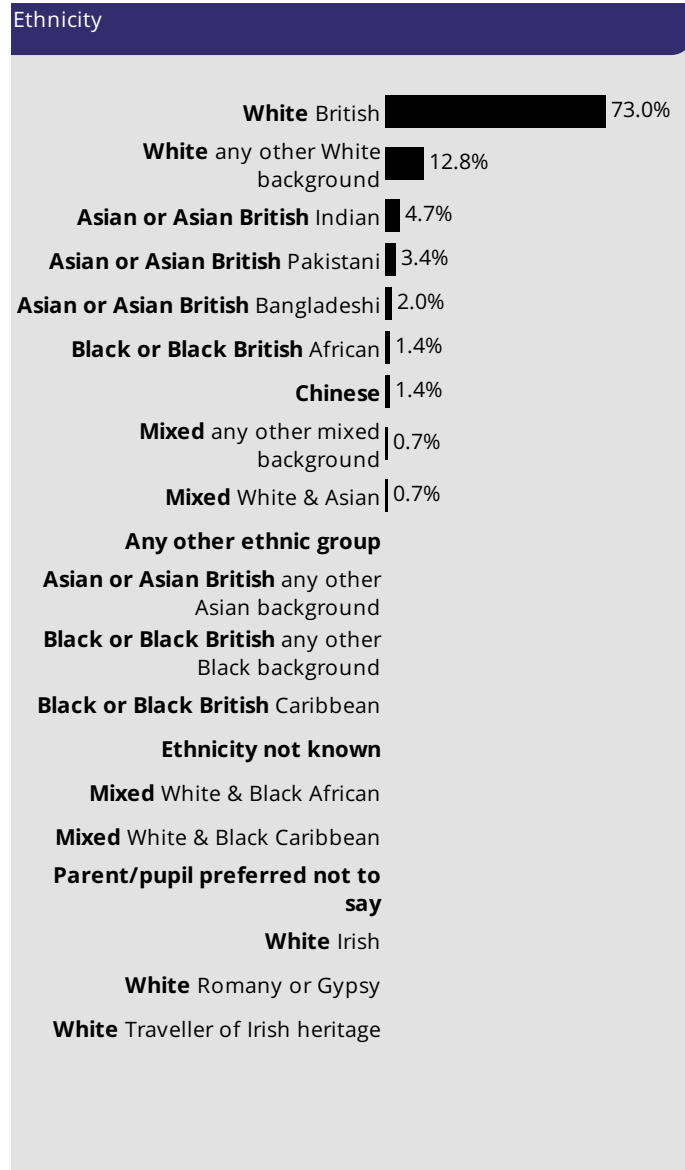
Permanent exclusions



Context in 2015

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.

Number on roll up to year 6: **203**



CLA pupils

Number on roll up to year 6:
1