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.
- 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.

2015

	National Floor Standards	School
Level 4+ RWM	65%	88%
EP reading	94%	100%
EP writing	97%	71%
EP mathematics	93%	57%
Floor standards met?	NA	

Weaknesses in 2016

- No weaknesses were identified in this dataset

Weaknesses are indicated for cohorts of at least three (six for phonics). 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. 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.

Laughton Community Primary School

Reading

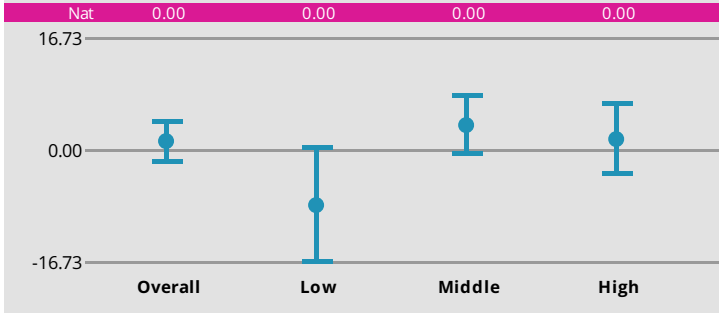
Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in reading for attainment. Note that attainment tables in RAISEonline show 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.

Ofsted Key stage 2

Progress

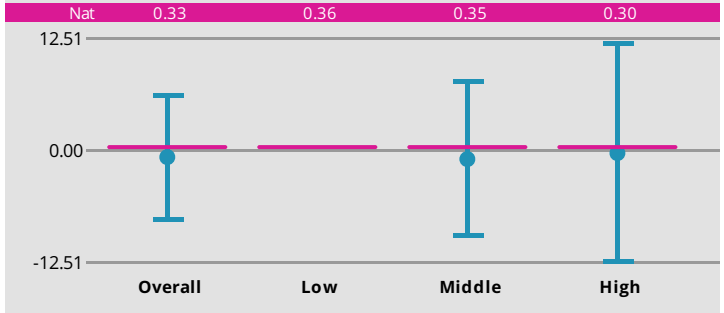
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

All pupils — Coverage 93%



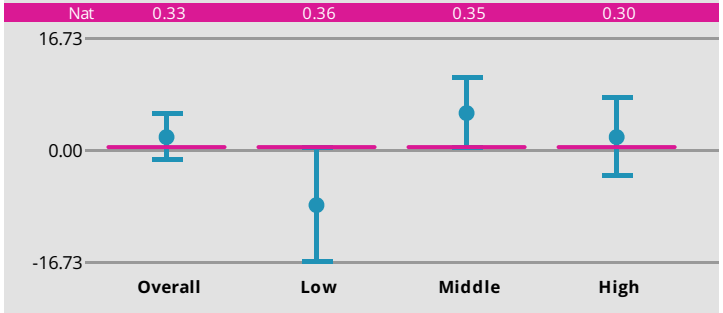
	Overall	Low	Middle	High
Score	1.41	-7.86	3.78	1.81
Diff	1.41	-7.86	3.78	1.81
Included	14	2	7	5

Disadvantaged — Coverage 100%



	Overall	Low	Middle	High
Score	-0.66	-	-0.97	-0.04
Diff	-0.99	-	-1.32	-0.34
Included	3	0	2	1

Other — Coverage 92%

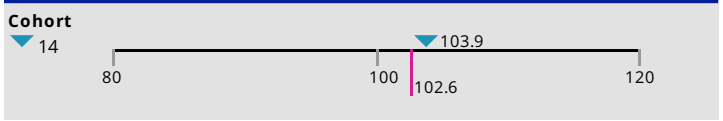


	Overall	Low	Middle	High
Score	1.98	-7.86	5.68	2.27
Diff	1.65	-8.22	5.33	1.97
Included	11	2	5	4

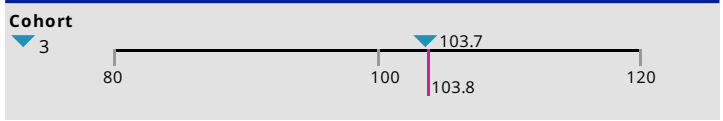
Attainment

School | National

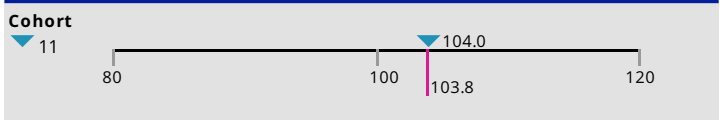
All pupils — Average scaled score



Disadvantaged — Average scaled score

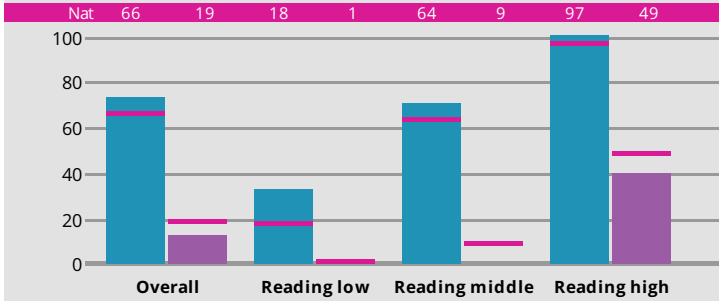


Other — Average scaled score



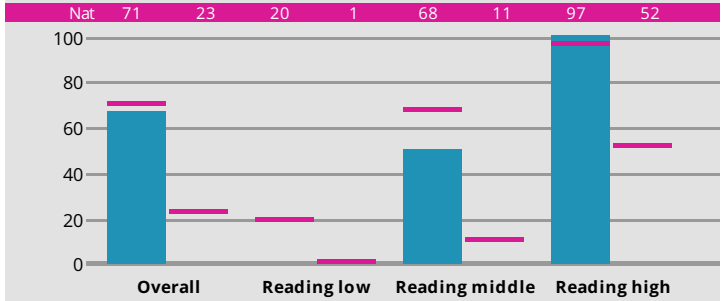
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils — % expected+ % high



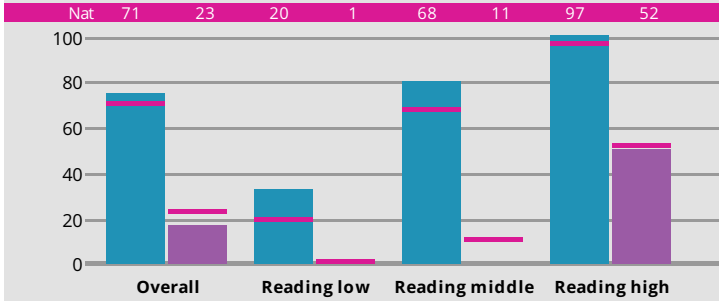
%	73	13	33	0	71	0	100	40
Diff no	1	0	0	0	0	0	0	0
Cohort	15	15	3	3	7	7	5	5

Disadvantaged — % expected+ % high



%	67	0	-	-	50	0	100	0
Diff no	0	0	-	-	0	0	0	0
Cohort	3	3	0	0	2	2	1	1

Other — % expected+ % high



%	75	17	33	0	80	0	100	50
Diff no	0	0	0	0	0	0	0	0
Cohort	12	12	3	3	5	5	4	4

Laughton Community Primary School

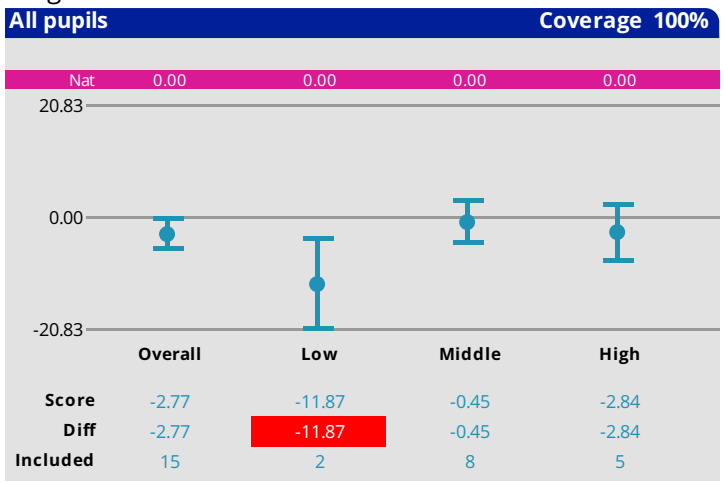
Writing

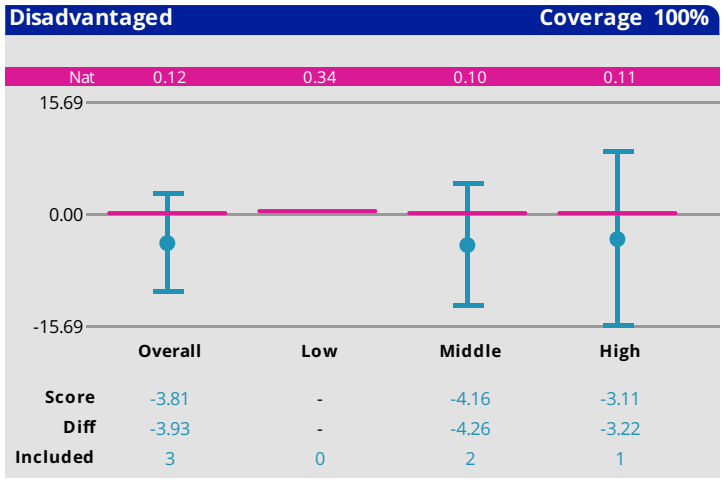
Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in writing for attainment. Note that attainment tables in RAISEonline show 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.

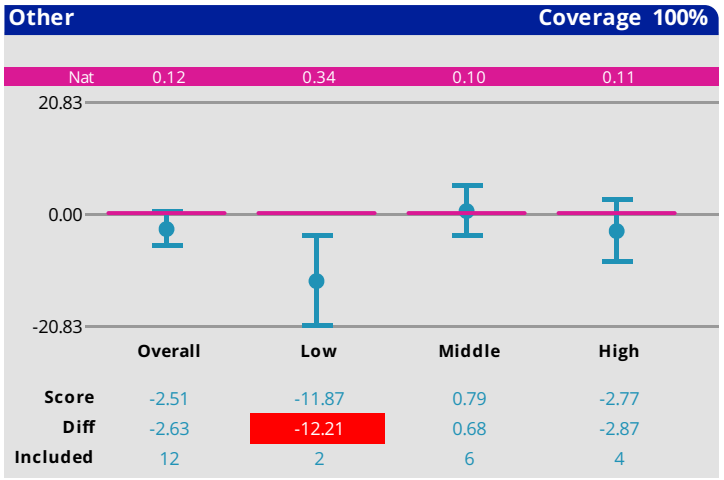
Ofsted Key stage 2

Progress

Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

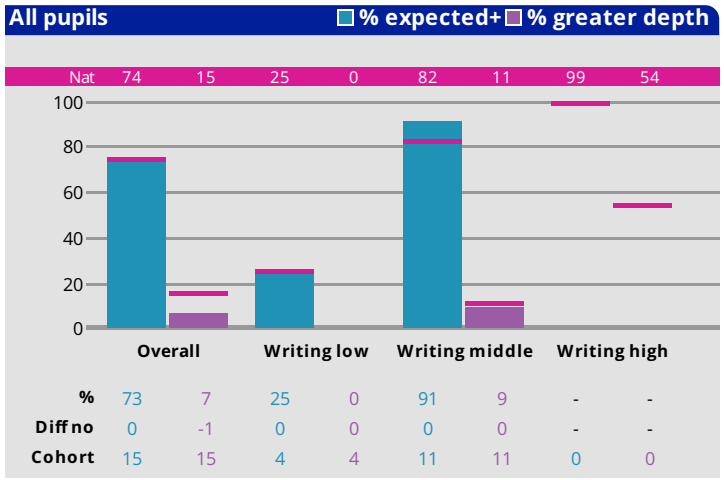


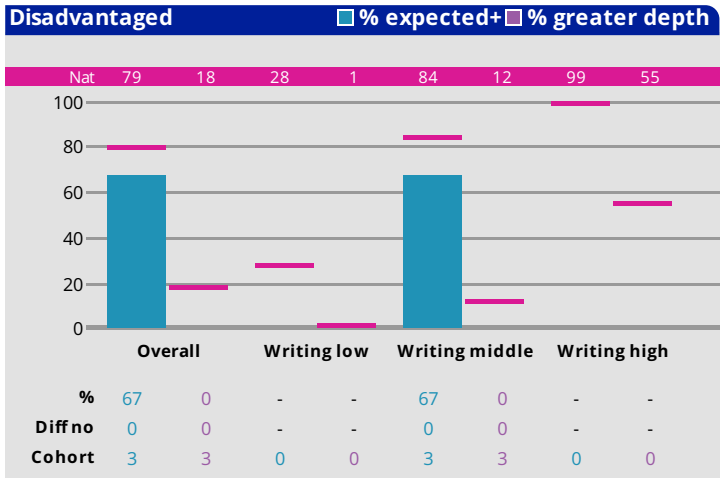


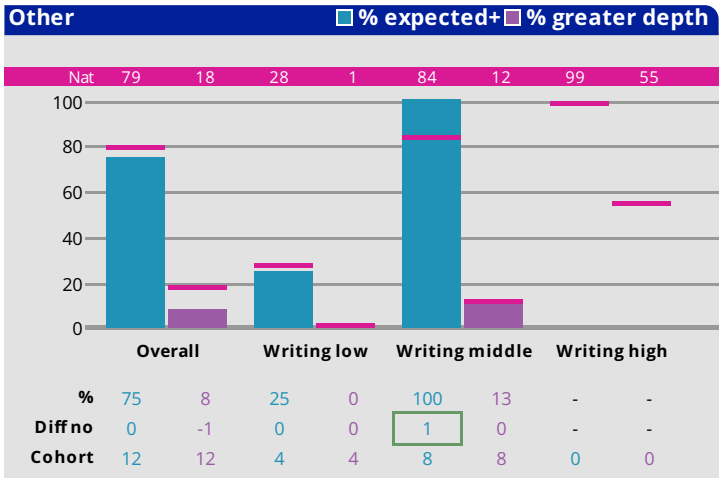


Attainment

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







Mathematics

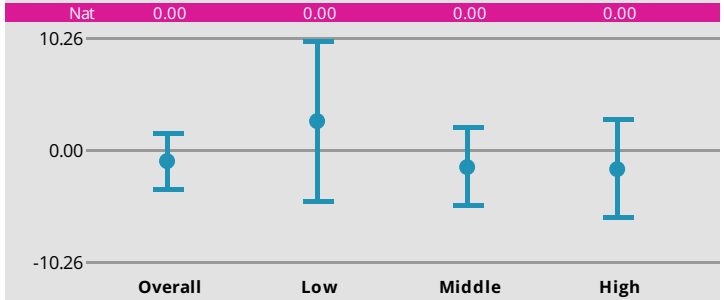
Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in mathematics for attainment. Note that attainment tables in RAISEonline 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.

Ofsted Key stage 2

Progress

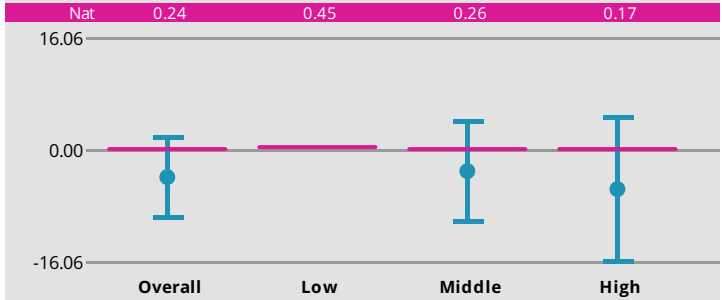
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

All pupils — Coverage 100%



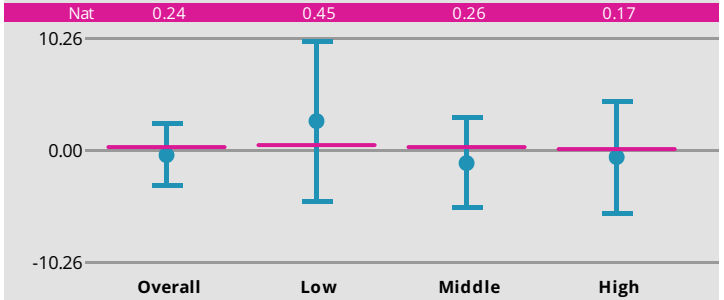
	Overall	Low	Middle	High
Score	-0.96	2.67	-1.48	-1.59
Diff	-0.96	2.67	-1.48	-1.59
Included	15	2	8	5

Disadvantaged — Coverage 100%



	Overall	Low	Middle	High
Score	-3.72	-	-2.87	-5.41
Diff	-3.96	-	-3.13	-5.58
Included	3	0	2	1

Other — Coverage 100%

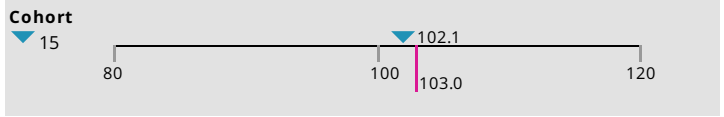


	Overall	Low	Middle	High
Score	-0.28	2.67	-1.02	-0.64
Diff	-0.52	2.22	-1.27	-0.81
Included	12	2	6	4

Attainment

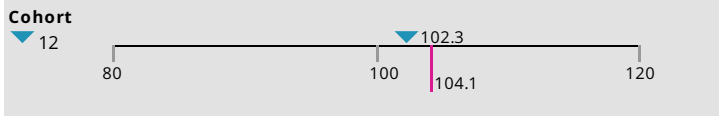
School | National

All pupils — Average scaled score



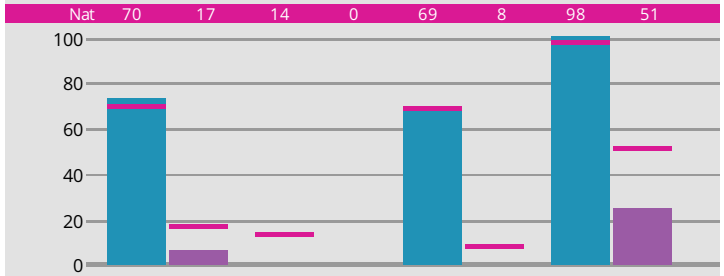
Disadvantaged — Average scaled score

Other — Average scaled score



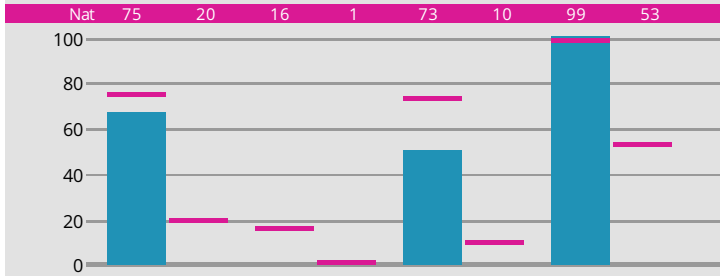
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils — % expected+ % high



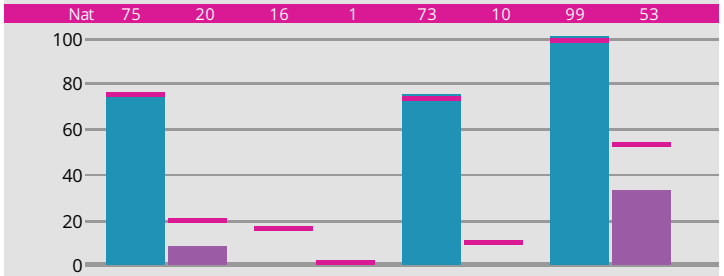
	Overall		Mathematics low		Mathematics middle		Mathematics high	
%	73	7	0	0	70	0	100	25
Diff no	0	-1	0	0	0	0	0	-1
Cohort	15	15	1	1	10	10	4	4

Disadvantaged — % expected+ % high



	Overall		Mathematics low		Mathematics middle		Mathematics high	
%	67	0	-	-	50	0	100	0
Diff no	0	0	-	-	0	0	0	0
Cohort	3	3	0	0	2	2	1	1

Other — % expected+ % high



	Overall		Mathematics low		Mathematics middle		Mathematics high	
%	75	8	0	0	75	0	100	33
Diff no	0	-1	0	0	0	0	0	0
Cohort	12	12	1	1	8	8	3	3

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.

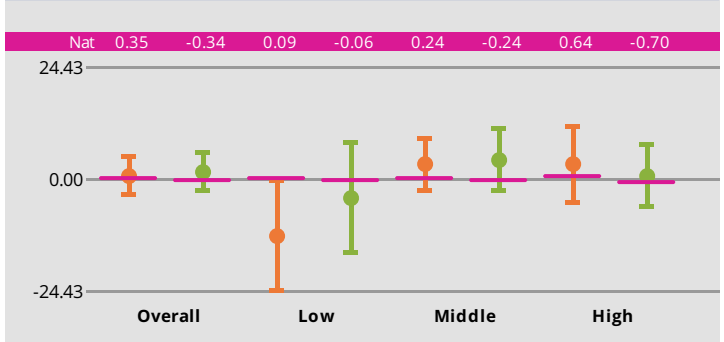
Ofsted Key stage 2

Progress

Girls Boys

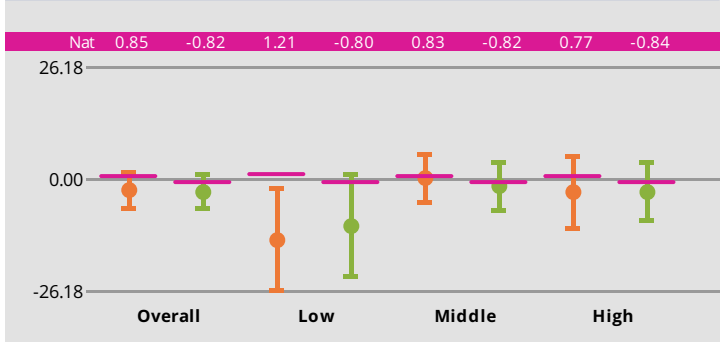
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

Reading — Coverage 100% 88%



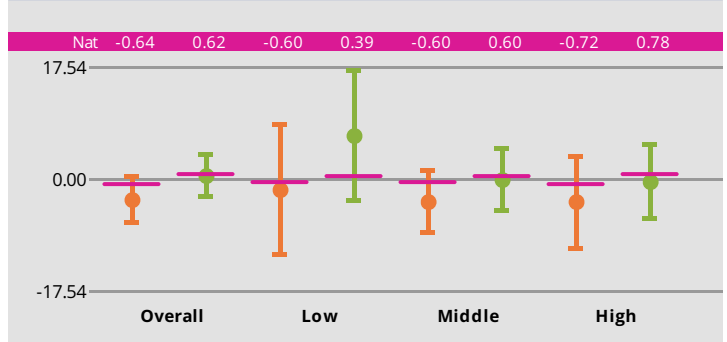
	Overall		Low		Middle		High	
Score	1.19	1.64	-11.96	-3.76	3.34	4.37	3.46	0.70
Diff	0.84	1.98	-12.05	-3.70	3.10	4.61	2.82	1.40
Included	7	7	1	1	4	3	2	3

Writing — Coverage 100% 100%



	Overall		Low		Middle		High	
Score	-2.61	-2.91	-13.60	-10.14	0.39	-1.29	-3.11	-2.65
Diff	-3.46	-2.08	-14.81	-9.34	-0.44	-0.47	-3.88	-1.81
Included	7	8	1	1	4	4	2	3

Mathematics — Coverage 100% 100%

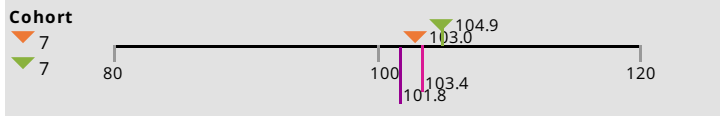


	Overall		Low		Middle		High	
Score	-3.01	0.83	-1.55	6.89	-3.18	0.22	-3.41	-0.38
Diff	-2.37	0.21	-0.95	6.50	-2.57	-0.38	-2.69	-1.16
Included	7	8	1	1	4	4	2	3

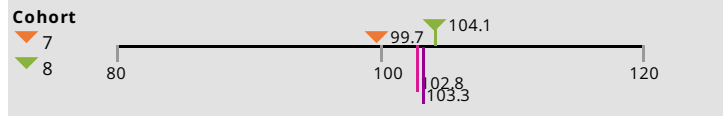
Attainment

Girls Boys National Girls National Boys

Reading — Average scaled score



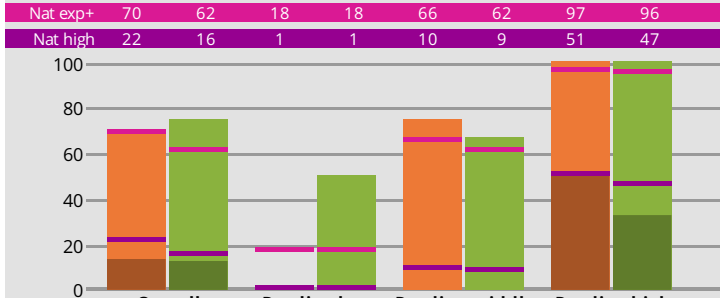
Mathematics — Average scaled score



Girls % expected | Girls % high | Boys % expected | Boys % high

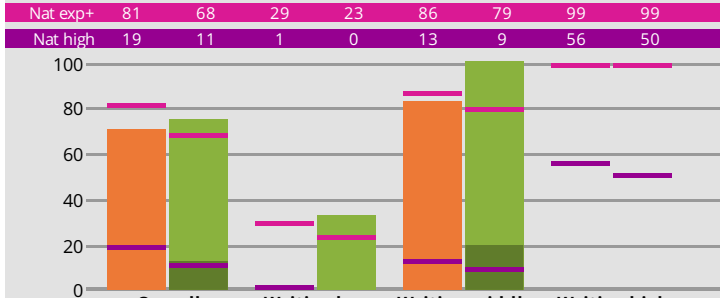
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

Reading



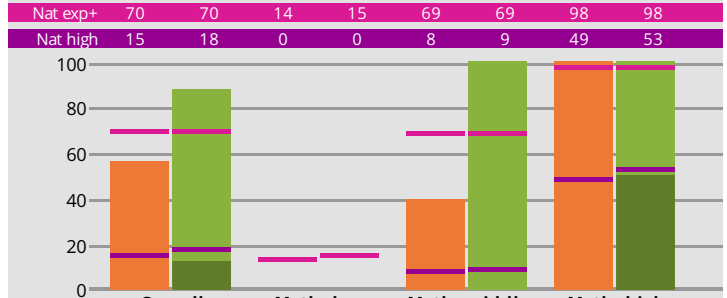
	Overall		Reading low		Reading middle		Reading high	
% exp+	71	75	0	50	75	67	100	100
Diff no	0	1	0	0	0	0	0	0
% high	14	13	0	0	0	0	50	33
Diff no	0	0	0	0	0	0	0	0
Cohort	7	8	1	2	4	3	2	3

Writing



	Overall		Writing low		Writing middle		Writing high	
% exp+	71	75	0	33	83	100	-	-
Diff no	0	0	0	0	0	1	-	-
% high	0	13	0	0	0	20	-	-
Diff no	-1	0	0	0	0	0	-	-
Cohort	7	8	1	3	6	5	0	0

Mathematics



	Overall		Maths low		Maths middle		Maths high	
% exp+	57	88	-	0	40	100	100	100
Diff no	0	1	-	0	-1	1	0	0
% high	0	13	-	0	0	0	0	50
Diff no	-1	0	-	0	0	0	0	0
Cohort	7	8	0	1	5	5	2	2

SEN groups

Key stage 2

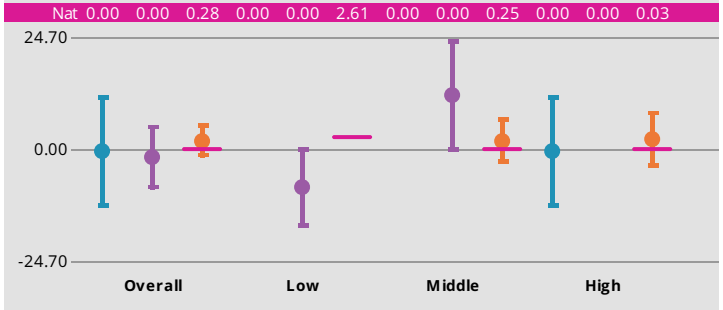
Progress and attainment in reading, writing and mathematics are shown for SEN groups. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline 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.

Progress

SEN with EHC/statement | SEN support | No SEN

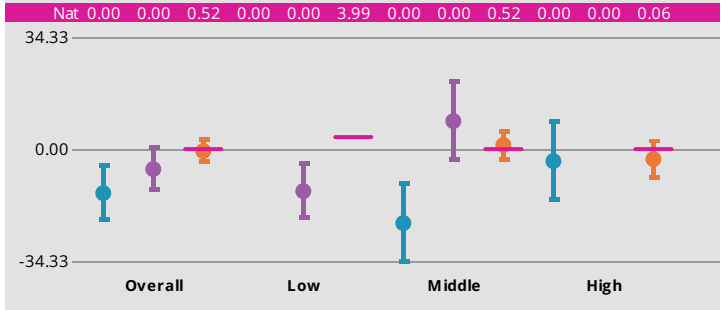
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

Reading — Coverage 50% 100% 100%



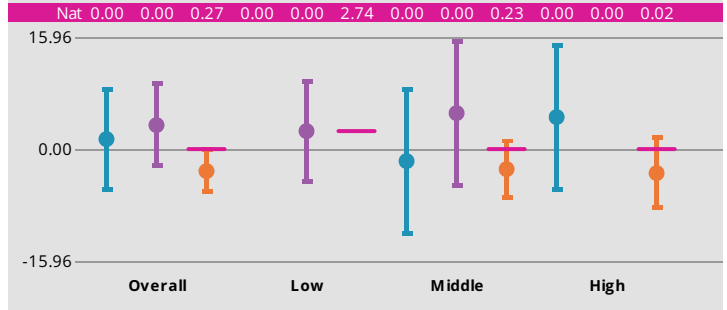
Score	-0.04	-1.16	2.33	-	-7.86	-	-	12.23	2.37	-0.04	-	2.27
Diff	-0.04	-1.16	2.05	-	-7.86	-	-	12.23	2.12	-0.04	-	2.24
Included	1	3	10	0	2	0	0	1	6	1	0	4

Writing — Coverage 100% 100% 100%



Score	-12.43	-4.98	-0.17	-	-11.87	-	-21.75	8.79	1.56	-3.11	-	-2.77
Diff	-12.43	-4.98	-0.70	-	-11.87	-	-21.75	8.79	1.04	-3.11	-	-2.83
Included	2	3	10	0	2	0	1	1	6	1	0	4

Mathematics — Coverage 100% 100% 100%

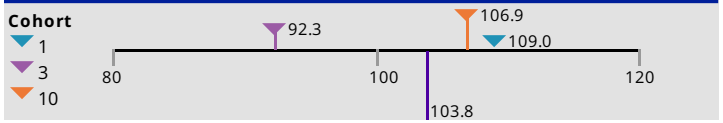


Score	1.55	3.55	-2.82	-	2.67	-	-1.50	5.31	-2.61	4.59	-	-3.14
Diff	1.55	3.55	-3.09	-	2.67	-	-1.50	5.31	-2.83	4.59	-	-3.16
Included	2	3	10	0	2	0	1	1	6	1	0	4

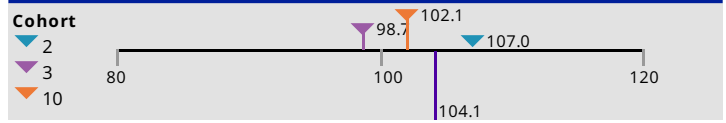
Attainment

SEN with EHC/statement | SEN support | No SEN | No SEN National

Reading — Average scaled score

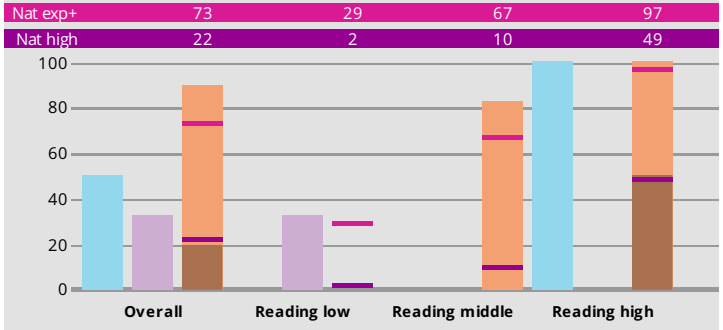


Mathematics — Average scaled score



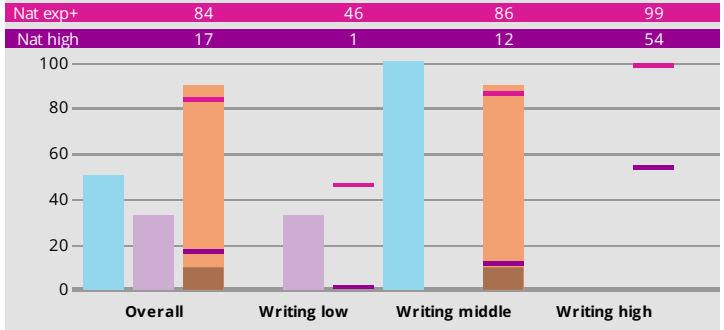
SEN with EHC/statement % expected | SEN with EHC/statement % high | SEN support % expected | SEN support % high | No SEN % expected | No SEN % high

Reading



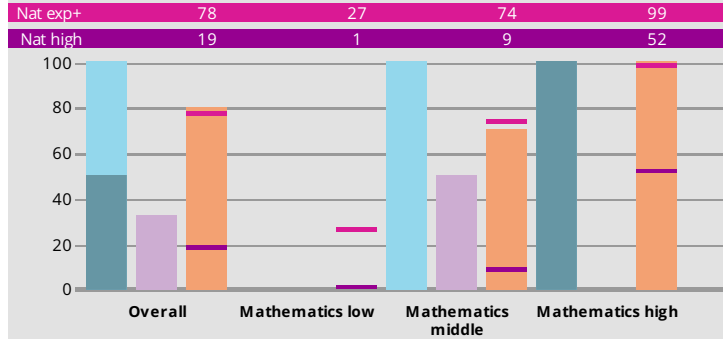
% exp+	50	33	90	-	33	-	0	-	83	100	-	100
% high	0	0	20	-	0	-	0	-	0	0	-	50
Cohort	2	3	10	0	3	0	1	0	6	1	0	4

Writing



% exp+	50	33	90	0	33	-	100	-	90	-	-	-
% high	0	0	10	0	0	-	0	-	10	-	-	-
Cohort	2	3	10	1	3	0	1	0	10	0	0	0

Mathematics



% exp+	100	33	80	-	0	-	100	50	71	100	-	100
% high	50	0	0	-	0	-	0	0	0	100	-	0
Cohort	2	3	10	0	1	0	1	2	7	1	0	3

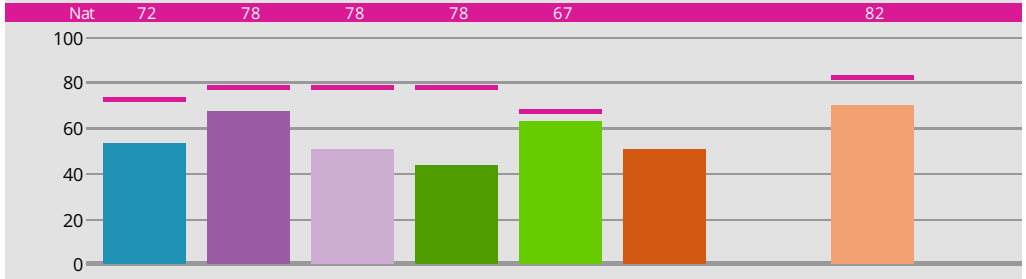
Other subjects

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.

Key stage 2

EGPS

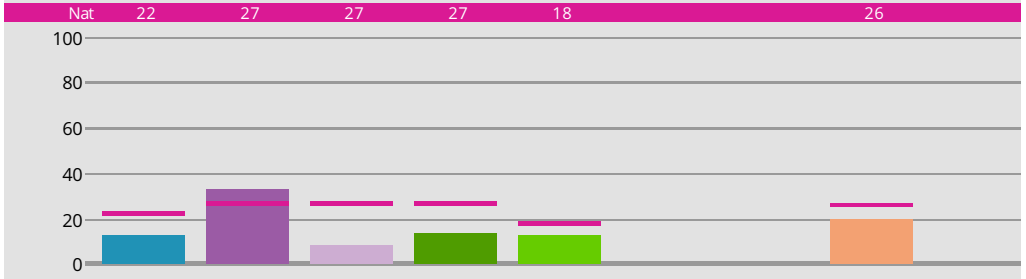
% expected+



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
%	53	67	50	43	63	50	0	70
Cohort	15	3	12	7	8	2	3	10

EGPS

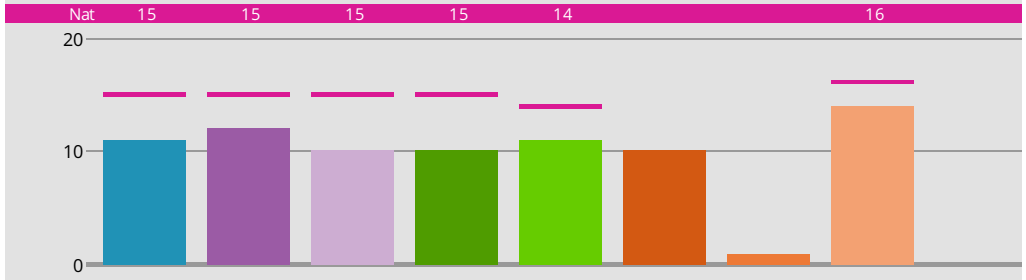
% high



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
%	13	33	8	14	13	0	0	20
Cohort	15	3	12	7	8	2	3	10

Spelling

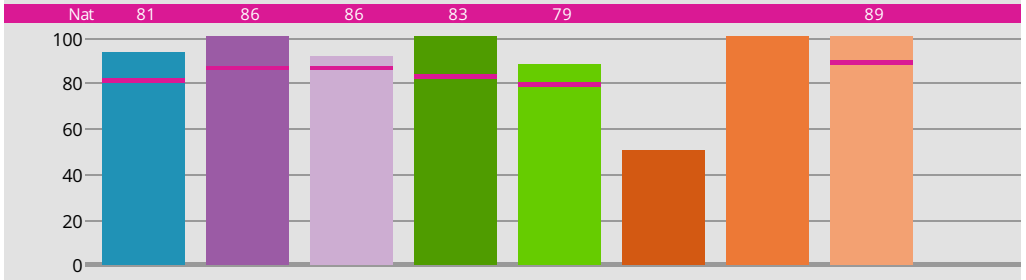
Average mark



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
Mark	11	12	10	10	11	10	1	14
Cohort	15	3	12	7	8	2	3	10

Science

% expected



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
%	93	100	92	100	88	50	100	100
Cohort	15	3	12	7	8	2	3	10

Reading

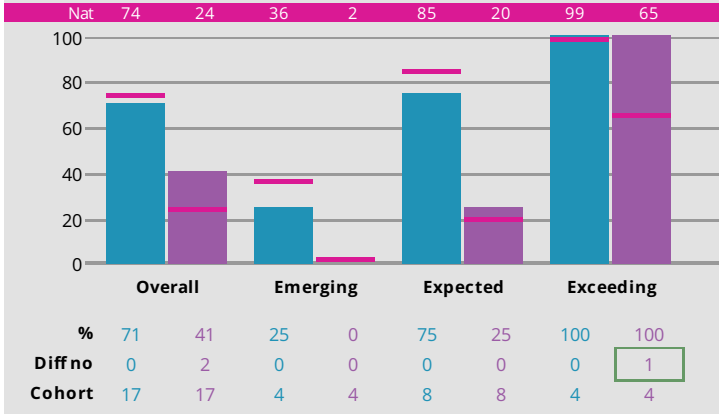
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the reading early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Ofsted Key stage 1

% expected+ % greater depth

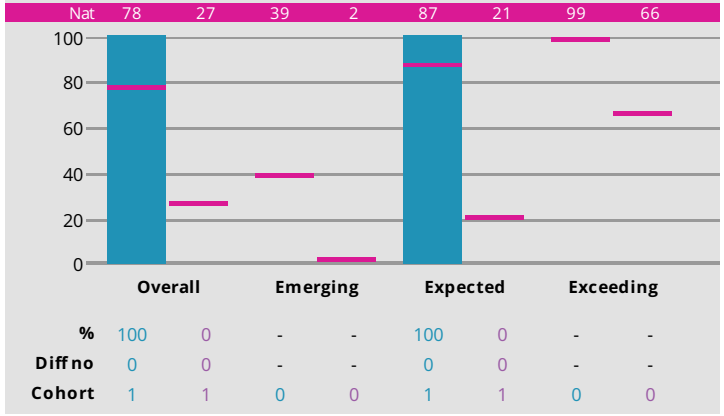
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils



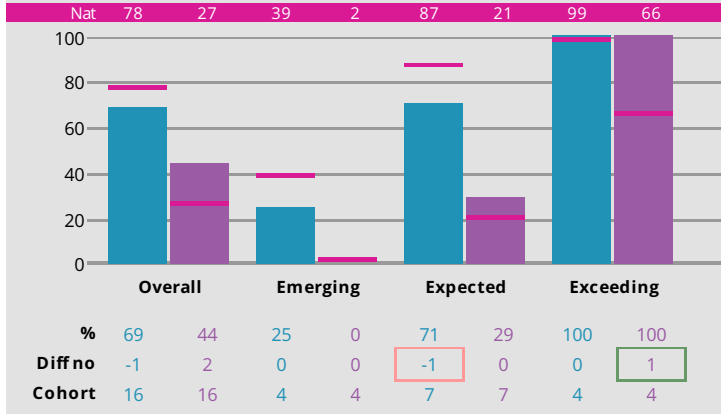
%	71	41	25	0	75	25	100	100
Diff no	0	2	0	0	0	0	0	1
Cohort	17	17	4	4	8	8	4	4

Disadvantaged



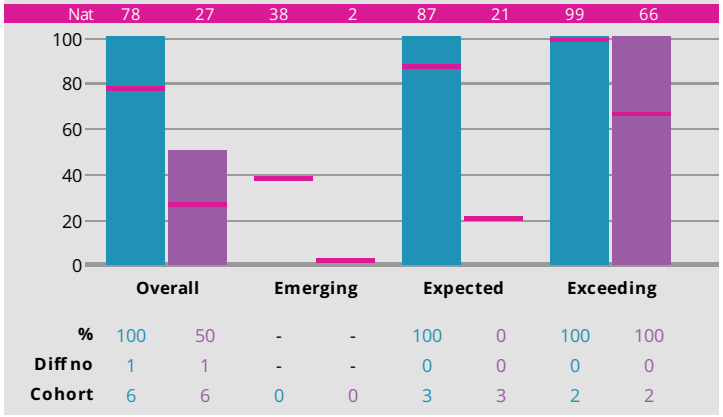
%	100	0	-	-	100	0	-	-
Diff no	0	0	-	-	0	0	-	-
Cohort	1	1	0	0	1	1	0	0

Other



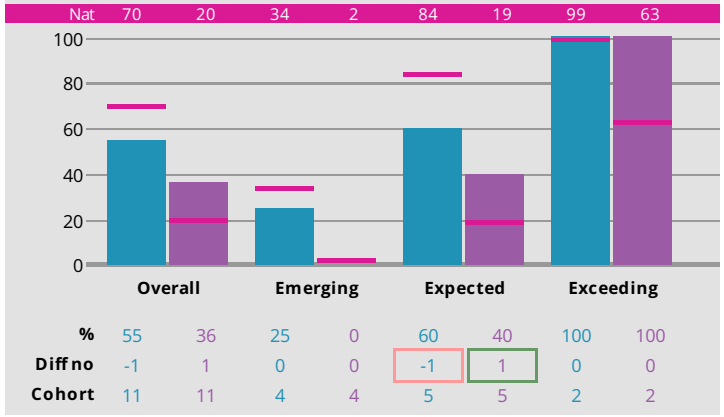
%	69	44	25	0	71	29	100	100
Diff no	-1	2	0	0	-1	0	0	1
Cohort	16	16	4	4	7	7	4	4

Girls



%	100	50	-	-	100	0	100	100
Diff no	1	1	-	-	0	0	0	0
Cohort	6	6	0	0	3	3	2	2

Boys



%	55	36	25	0	60	40	100	100
Diff no	-1	1	0	0	-1	1	0	0
Cohort	11	11	4	4	5	5	2	2

Writing

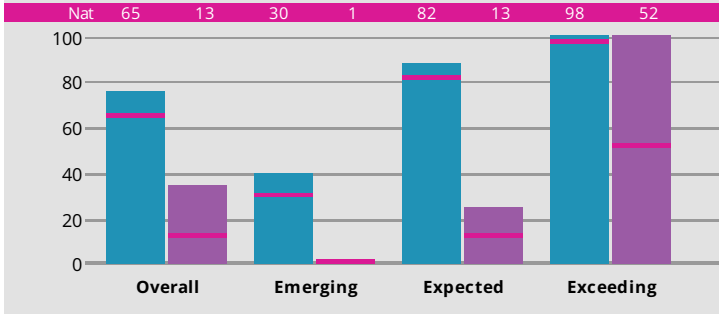
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the writing early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Ofsted Key stage 1

% expected+ % greater depth

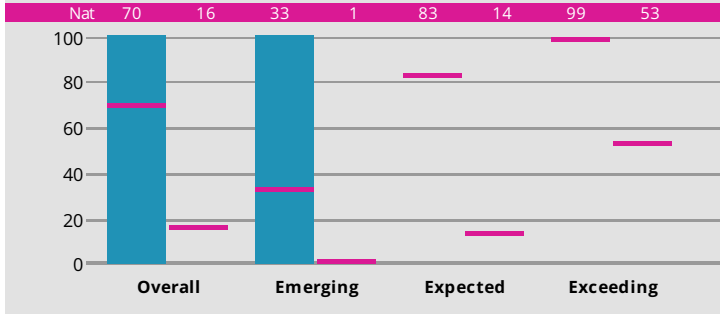
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils



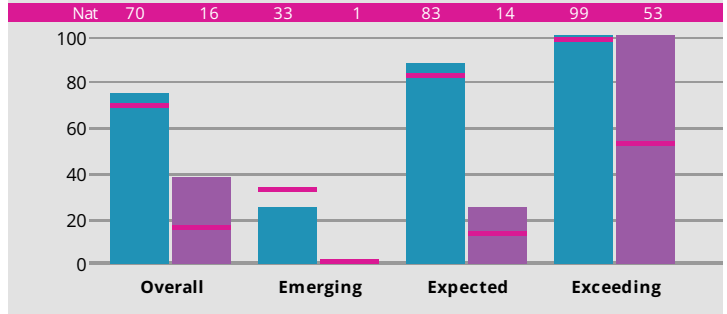
%	76	35	40	0	88	25	100	100
Diff no	1	3	0	0	0	0	0	1
Cohort	17	17	5	5	8	8	3	3

Disadvantaged



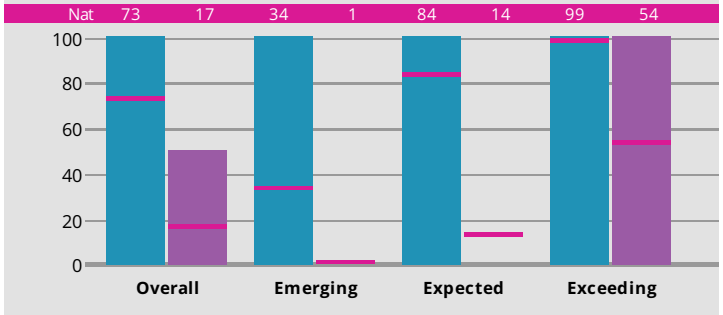
%	100	0	100	0	-	-	-	-
Diff no	0	0	0	0	-	-	-	-
Cohort	1	1	1	1	0	0	0	0

Other



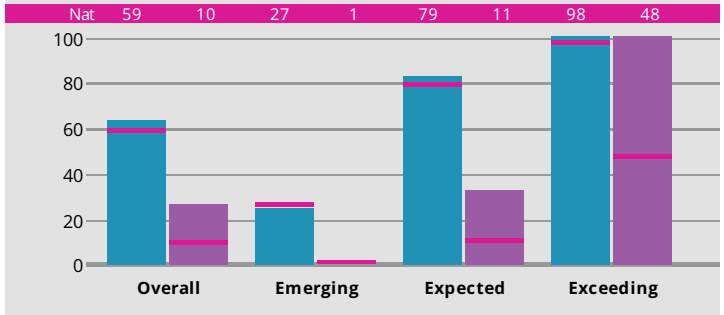
%	75	38	25	0	88	25	100	100
Diff no	0	3	0	0	0	0	0	1
Cohort	16	16	4	4	8	8	3	3

Girls



%	100	50	100	0	100	0	100	100
Diff no	1	1	0	0	0	0	0	0
Cohort	6	6	1	1	2	2	2	2

Boys



%	64	27	25	0	83	33	100	100
Diff no	0	1	0	0	0	1	0	0
Cohort	11	11	4	4	6	6	1	1

Mathematics

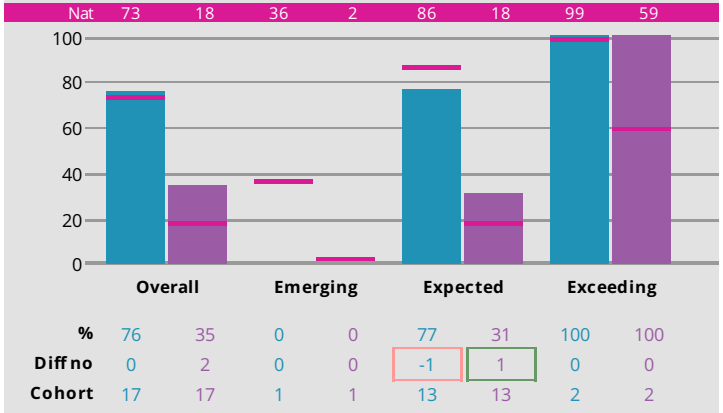
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the mathematics early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Ofsted Key stage 1

% expected+ % greater depth

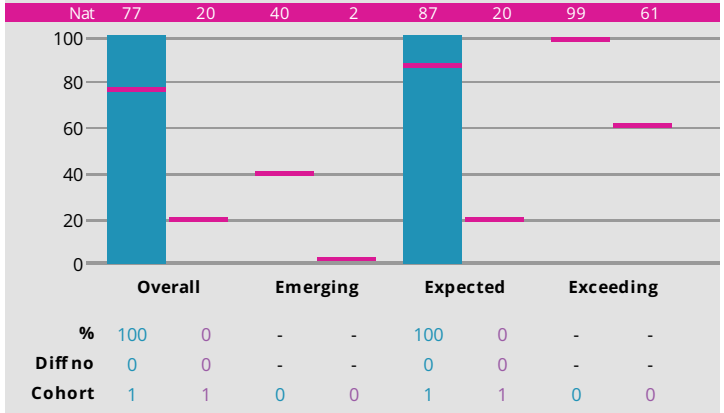
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils



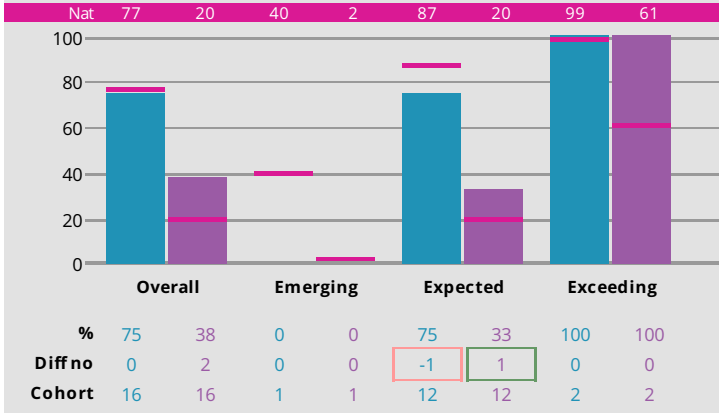
	Overall		Emerging		Expected		Exceeding	
%	76	35	0	0	77	31	100	100
Diff no	0	2	0	0	-1	1	0	0
Cohort	17	17	1	1	13	13	2	2

Disadvantaged



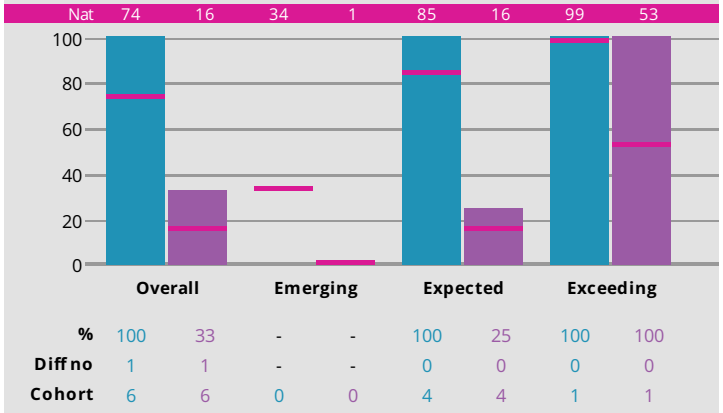
	Overall		Emerging		Expected		Exceeding	
%	100	0	-	-	100	0	-	-
Diff no	0	0	-	-	0	0	-	-
Cohort	1	1	0	0	1	1	0	0

Other



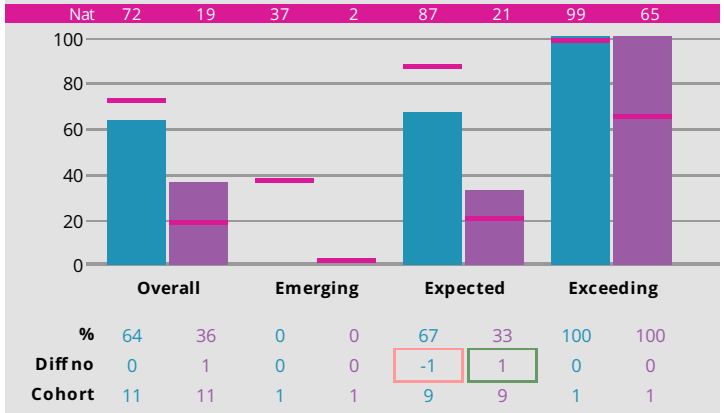
	Overall		Emerging		Expected		Exceeding	
%	75	38	0	0	75	33	100	100
Diff no	0	2	0	0	-1	1	0	0
Cohort	16	16	1	1	12	12	2	2

Girls



	Overall		Emerging		Expected		Exceeding	
%	100	33	-	-	100	25	100	100
Diff no	1	1	-	-	0	0	0	0
Cohort	6	6	0	0	4	4	1	1

Boys



	Overall		Emerging		Expected		Exceeding	
%	64	36	0	0	67	33	100	100
Diff no	0	1	0	0	-1	1	0	0
Cohort	11	11	1	1	9	9	1	1

SEN groups and science

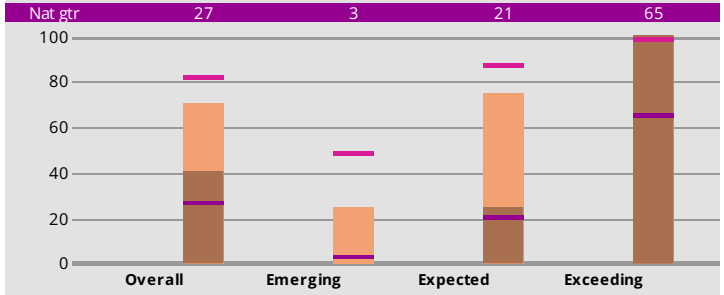
Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN group are shown by horizontal bars. In science, the percentage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

Key stage 1

SEN groups % expected+ and % greater depth

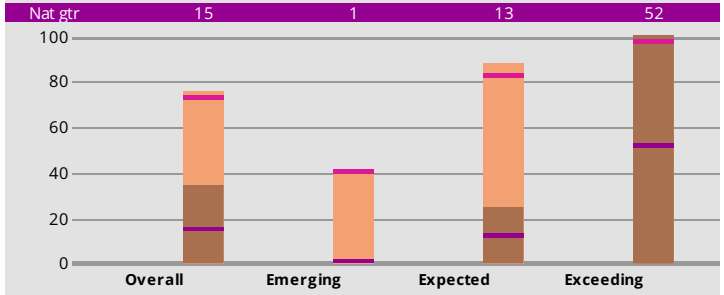
SEN with EHC/statement % expected | SEN with EHC/statement % high | SEN support % expected | SEN support % high | No SEN % expected | No SEN % high

Reading



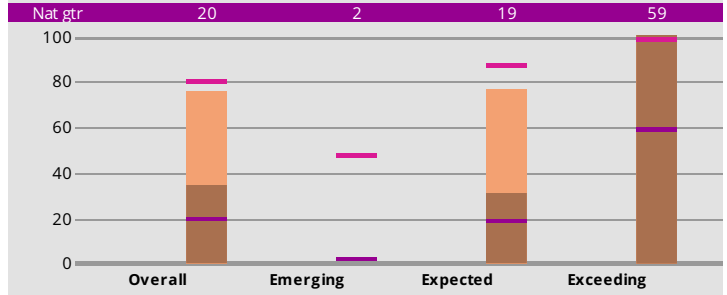
	Overall			Emerging			Expected			Exceeding		
% exp+	-	-	71	-	-	25	-	-	75	-	-	100
% gtr depth	-	-	41	-	-	0	-	-	25	-	-	100
Cohort	0	0	17	0	0	4	0	0	8	0	0	4

Writing



	Overall			Emerging			Expected			Exceeding		
% exp+	-	-	76	-	-	40	-	-	88	-	-	100
% gtr depth	-	-	35	-	-	0	-	-	25	-	-	100
Cohort	0	0	17	0	0	5	0	0	8	0	0	3

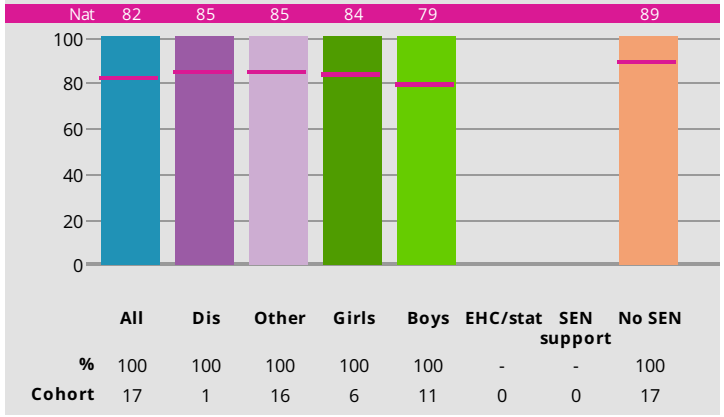
Mathematics



	Overall			Emerging			Expected			Exceeding		
% exp+	-	-	76	-	-	0	-	-	77	-	-	100
% gtr depth	-	-	35	-	-	0	-	-	31	-	-	100
Cohort	0	0	17	0	0	1	0	0	13	0	0	2

Science % expected

Science



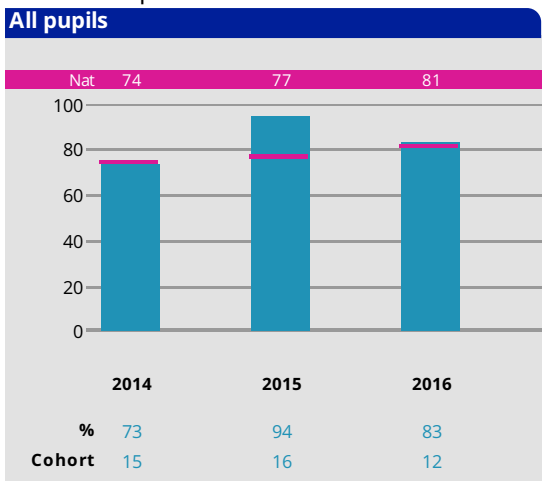
	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
%	100	100	100	100	100	-	-	100
Cohort	17	1	16	6	11	0	0	17

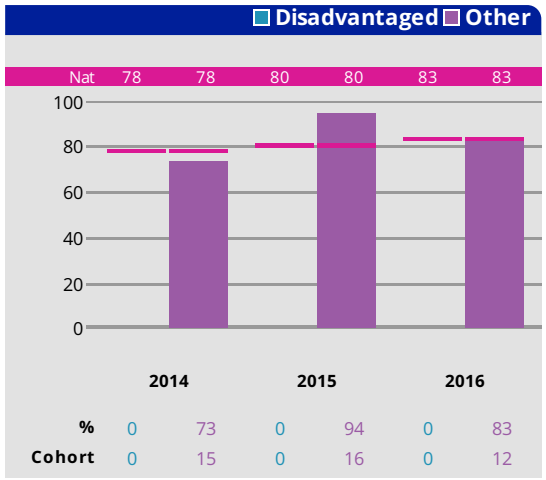
Phonics

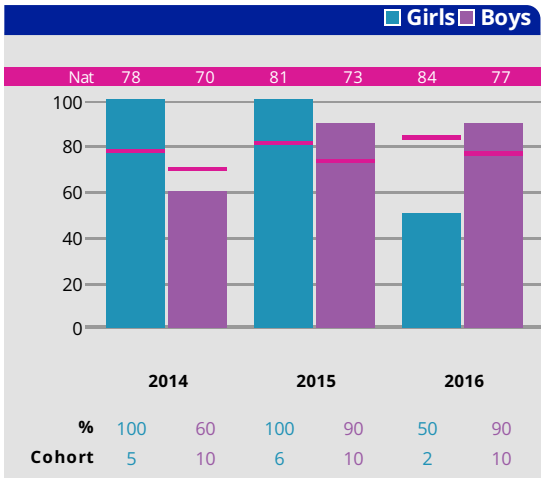
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.

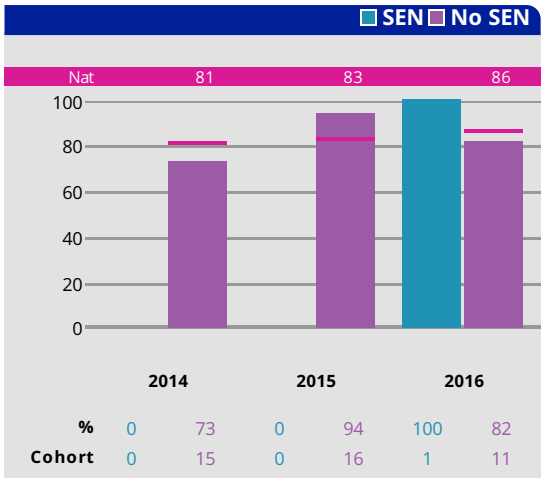
Key stage 1

Year 1 % expected

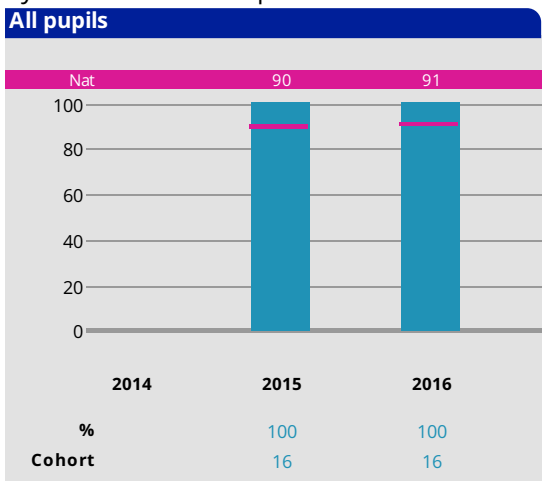


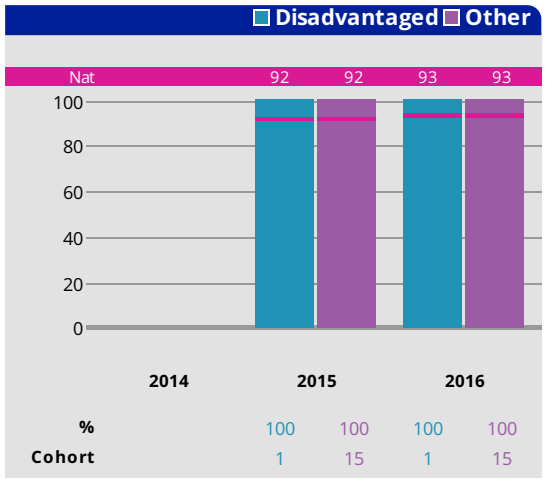


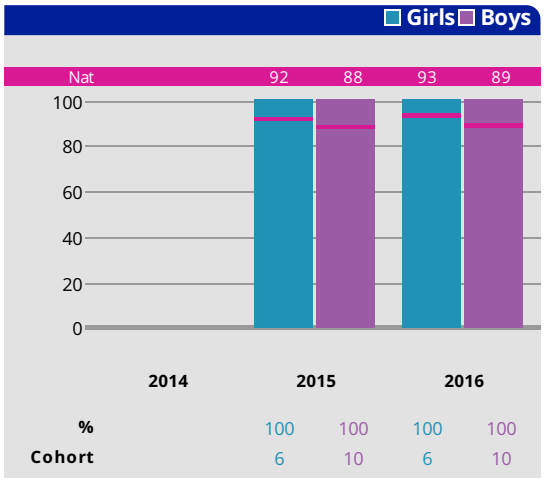


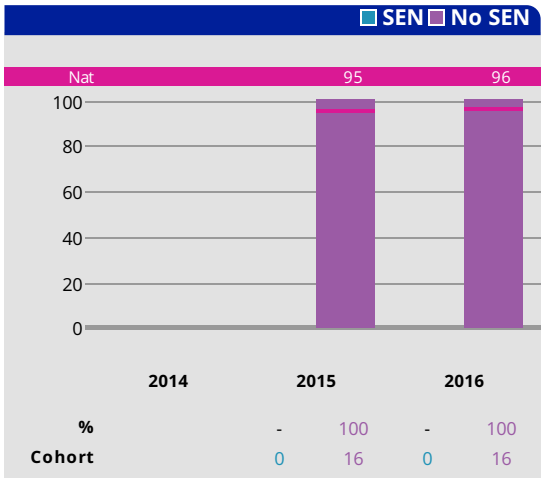


By end of Year 2 % expected







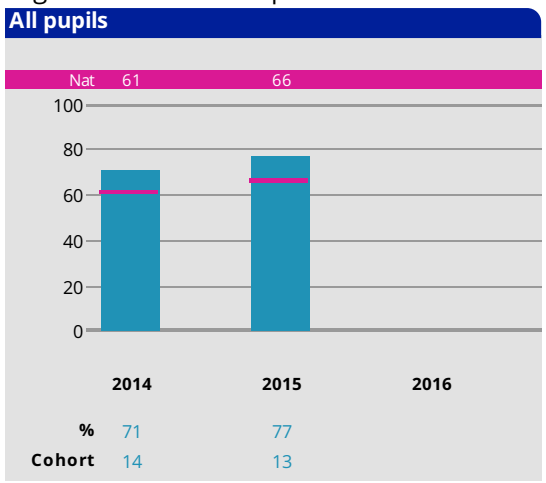


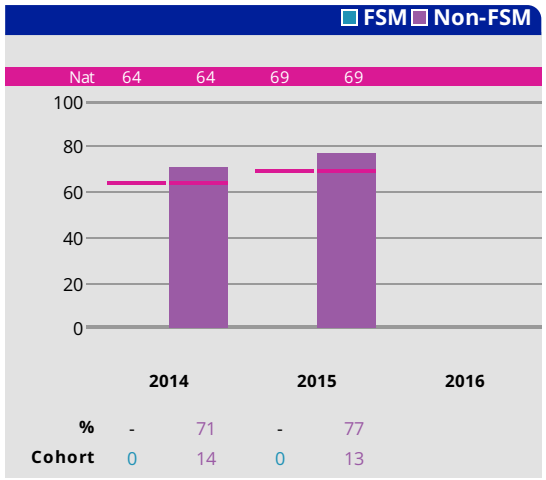
Early Years Foundation Stage Profile

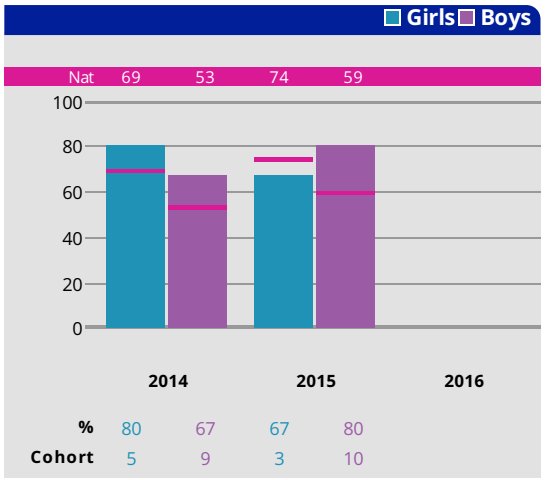
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the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

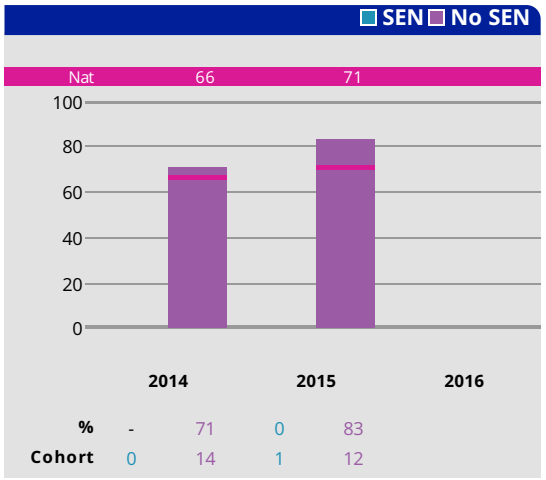
Ofsted
Key stage 1

% good level of development

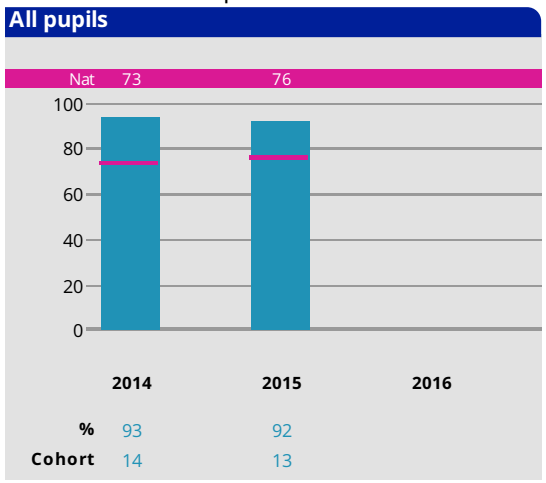


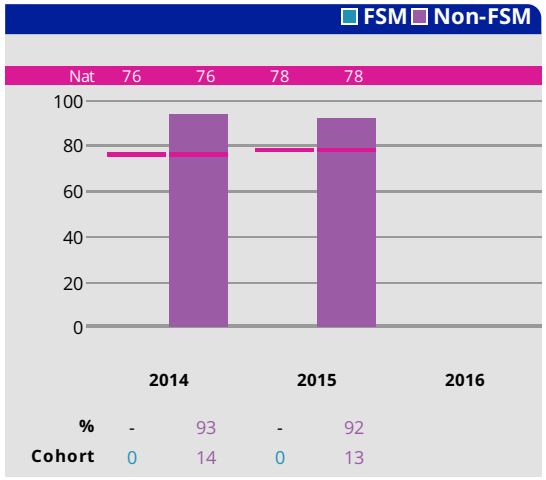


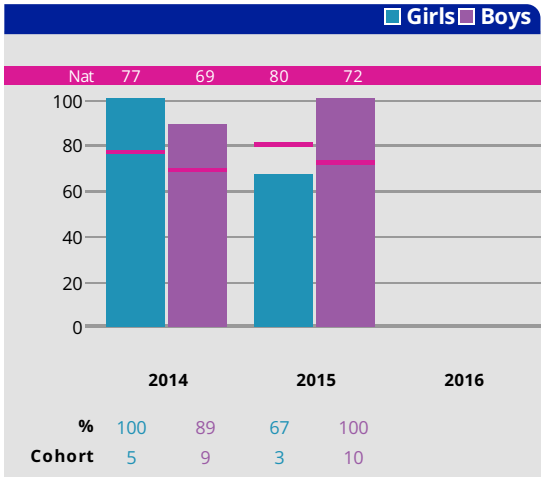


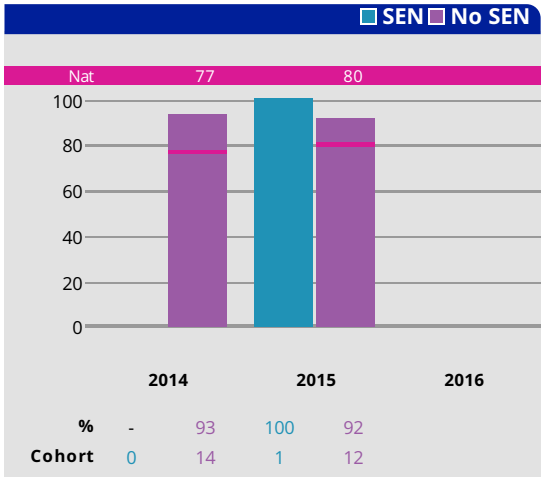


Mathematics % expected+







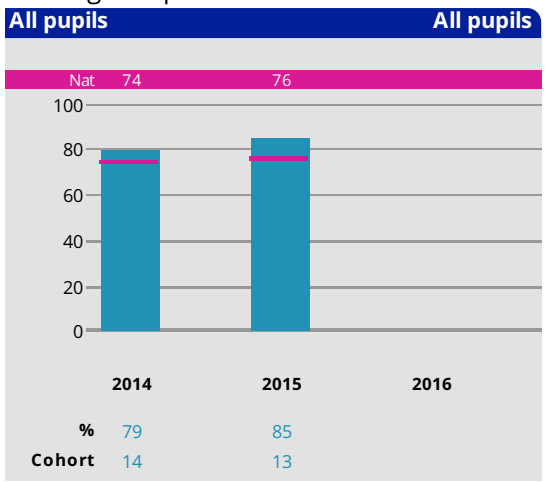


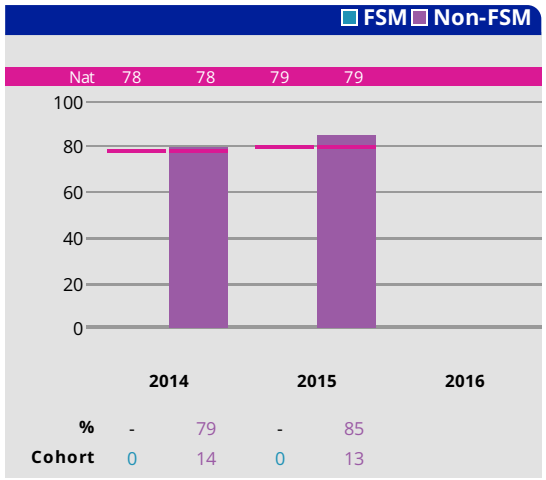
Early Years Foundation Stage Profile

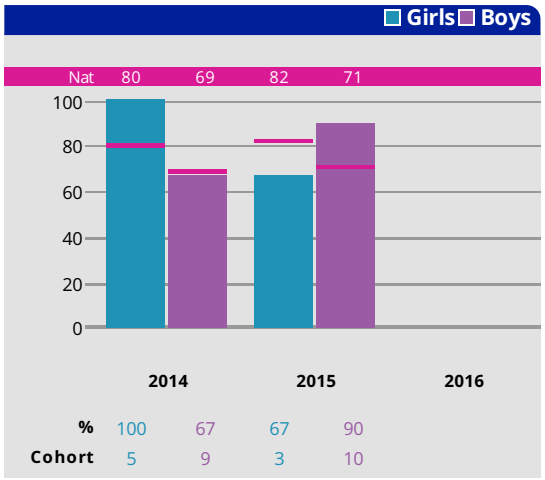
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.

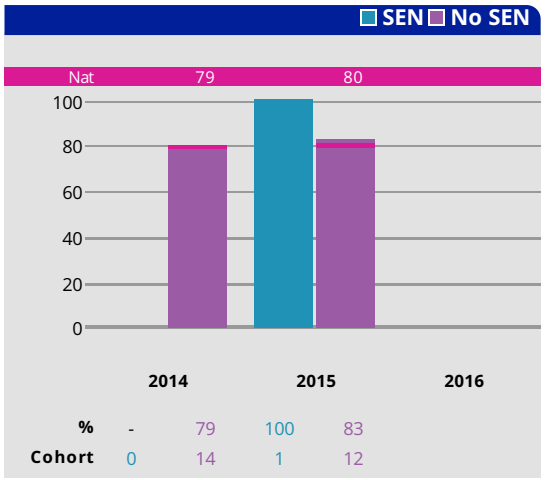
Key stage 1

Reading % expected+

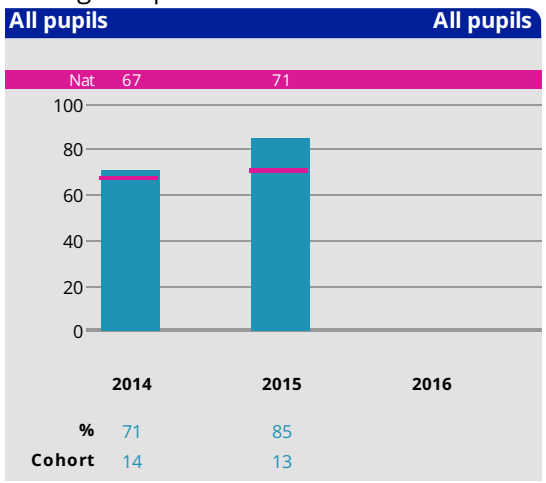


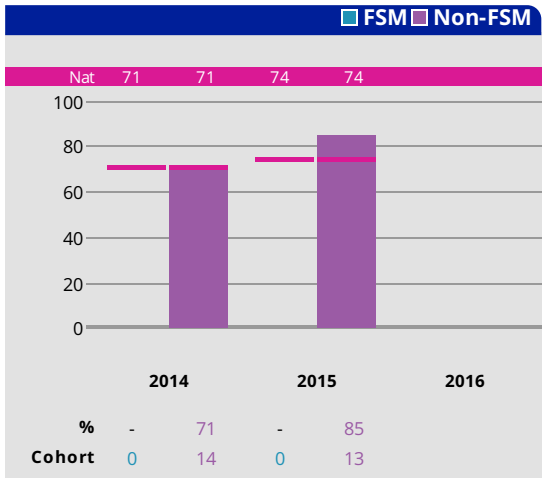


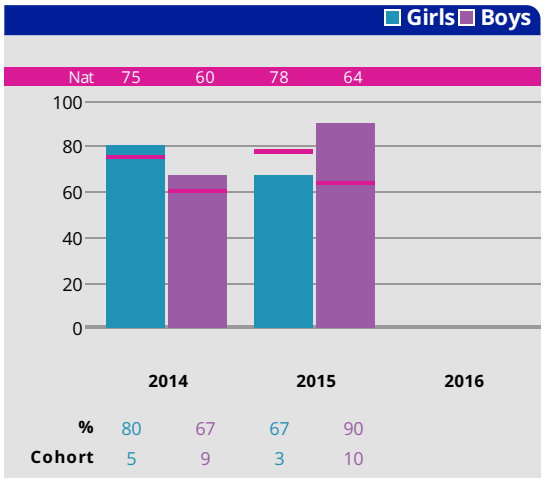


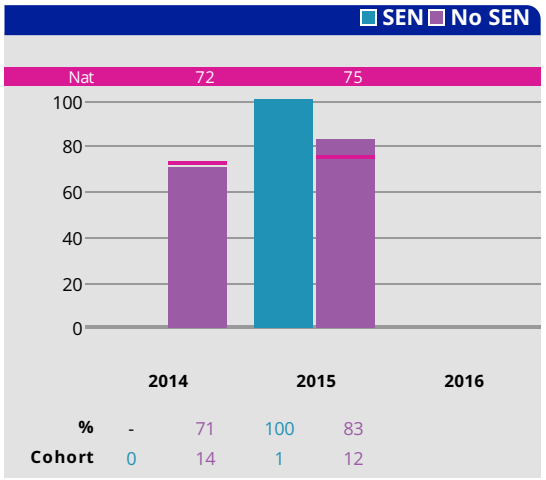


Writing % expected+









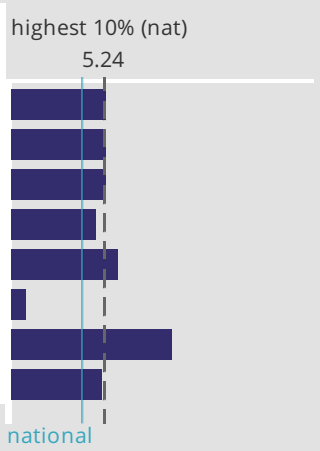
Absence, exclusions

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

% of sessions missed

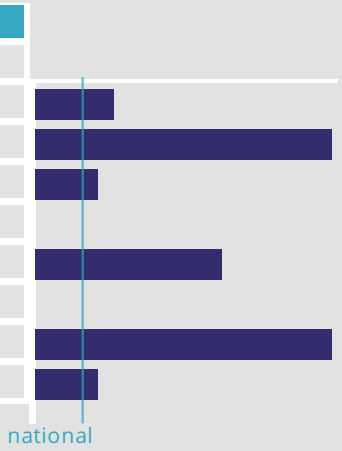
	2013	2014	2015
Nat all pupils	4.8	3.9	4.0
All pupils	4.4	4.4	5.3
FSM	8.1	5.7	5.4
Non FSM	4.1	4.2	5.3
Boys	3.9	4.2	4.8
Girls	5.1	4.7	6.0
EHC/stat	0.0	0.0	0.8
No EHC/stat	7.5	5.7	9.1
No SEN	3.8	4.2	5.1



Persistent Absence

% of pupils absent for 15% or more sessions

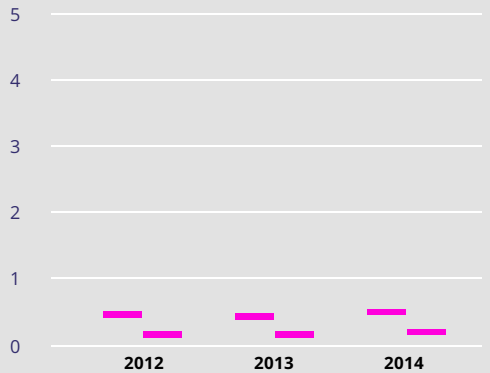
	2013	2014	2015
Nat all pupils	3.6	2.8	2.7
All pupils	2.1	2.2	4.4
FSM	14.3	0.0	16.7
Non FSM	1.1	2.4	3.5
Boys	3.6	2.0	0.0
Girls	0.0	2.5	10.5
EHC/stat	0.0	0.0	0.0
No EHC/stat	12.5	0.0	16.7
No SEN	0.0	2.6	3.6



Fixed term exclusions % and number of pupils excluded

All pupils ☐ Total ☑ Repeat

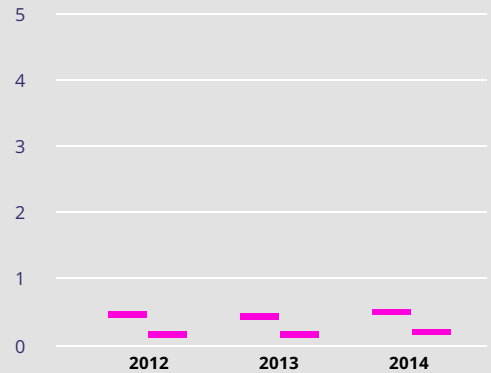
Nat	0.46	0.18	0.45	0.18	0.49	0.21



	2012		2013		2014	
%	0.00	0.00	0.00	0.00	0.00	0.00
Number	-	-	-	-	0	0

FSM ☐ Total ☑ Repeat

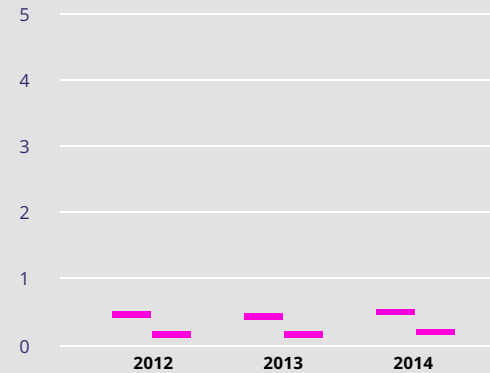
Nat	0.46	0.18	0.45	0.18	0.49	0.21



	2012		2013		2014	
%	0.00	0.00	0.00	0.00	0.00	0.00
Number	-	-	-	-	0	0

SEN no EHC/statement ☐ Total ☑ Repeat

Nat	0.46	0.18	0.45	0.18	0.49	0.21



	2012		2013		2014	
%	0.00	0.00	0.00	0.00	0.00	0.00
Number	-	-	-	-	0	0

Permanent exclusions

All pupils

In 2014, 0 pupils were permanently excluded (below the national %)

In comparison,

0 pupils were excluded in 2013

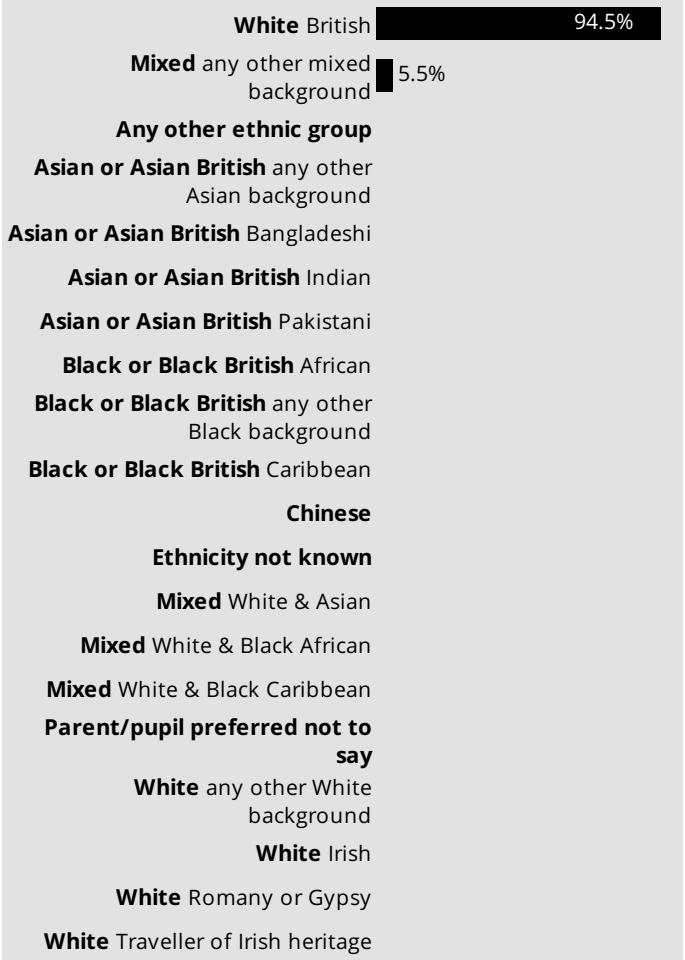
0 pupils were excluded in 2012

Context in 2016

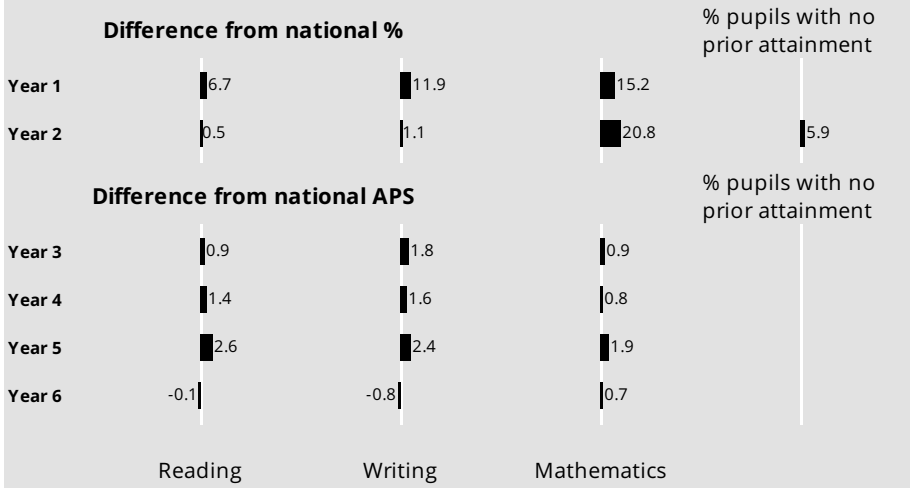
Prior attainment for Years 1 and 2 uses the percentage achieving at least expected in reading and in writing early learning goals and in both mathematics early learning goals. Prior attainment for Years 3 to 6 uses APS calculated with points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group.

Number on roll up to year 6: **107**

Ethnicity



Prior attainment



% girls

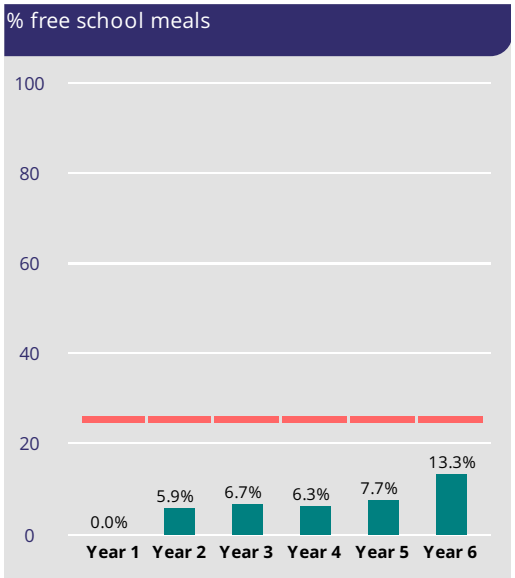
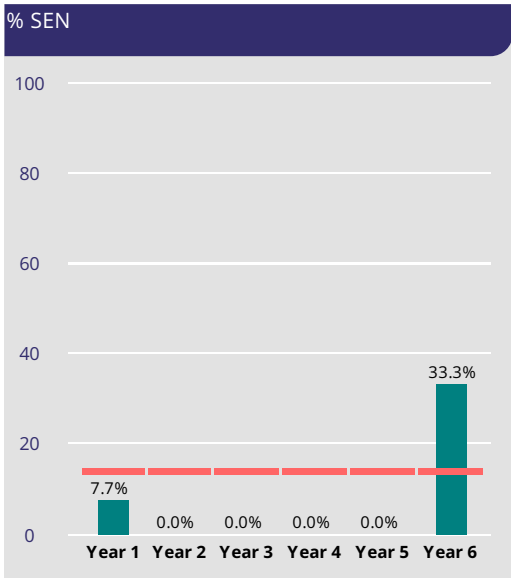
% first language not English

% stability

CLA pupils

-

% free school meals



% SEN