

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 2014 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2014, highlighting consistency across starting points, subjects or groups.

Strengths in 2014

- No strengths were identified in this dataset

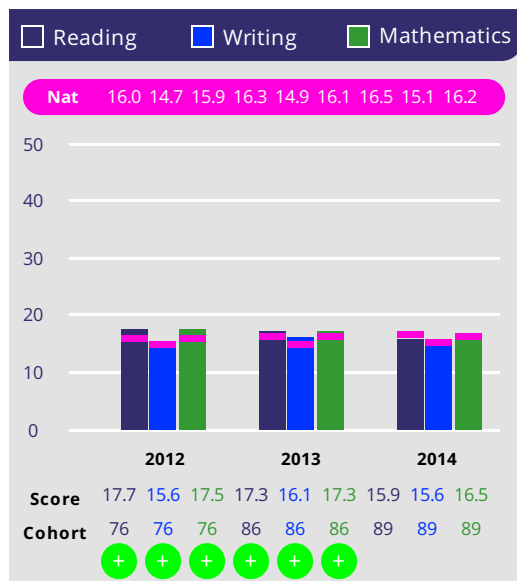
Weaknesses in 2014

- Fewer than half of the children achieved a good level of development in the Early Years Foundation Stage Profile.
- Attendance was low for the group(s): FSM (in the lowest 10% of all mainstream schools nationally).

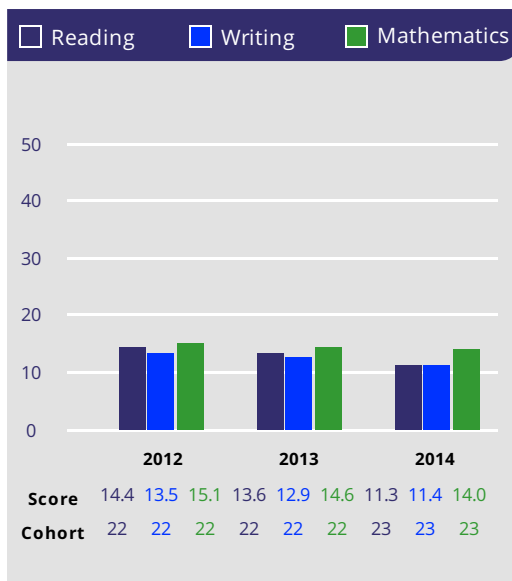
KS1 average point score and closing the gaps

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.

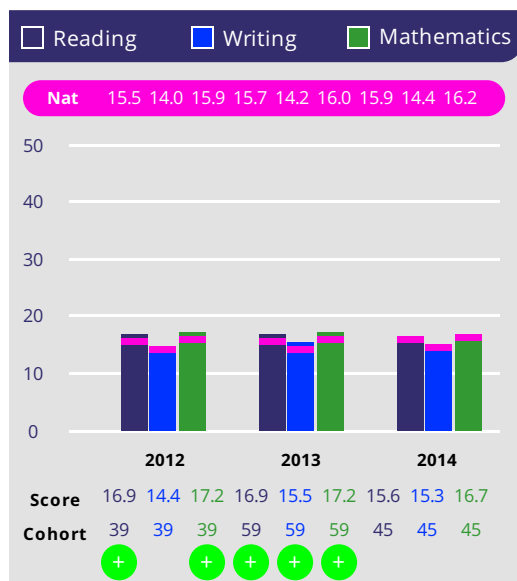
All pupils



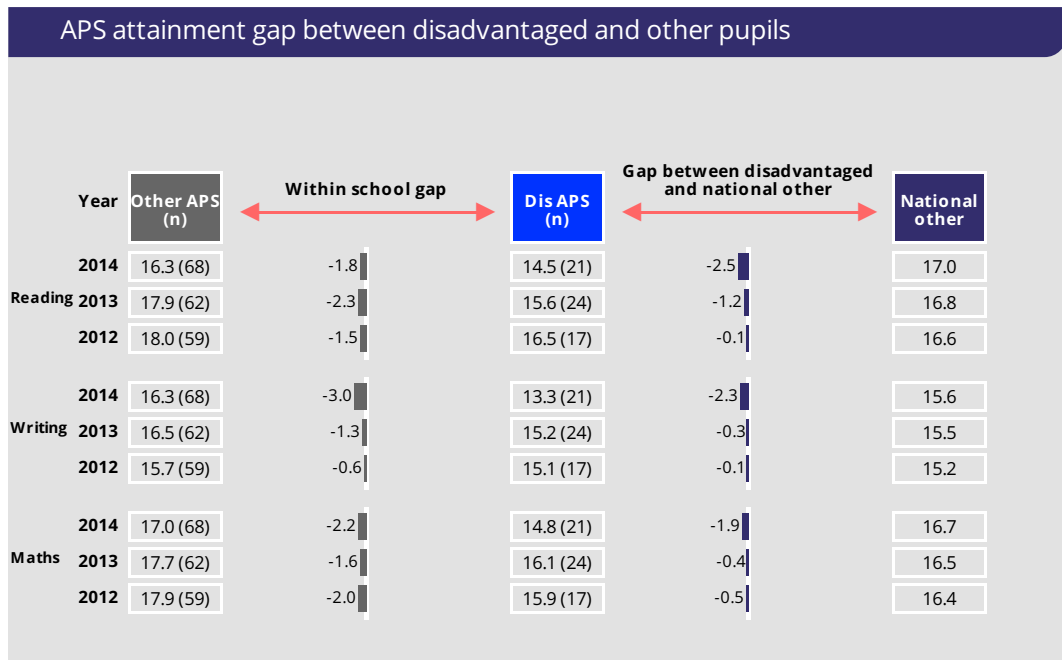
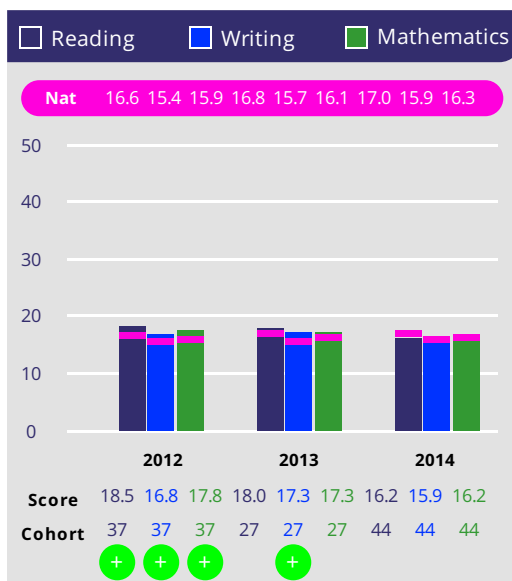
SEN without statement



Boys



Girls

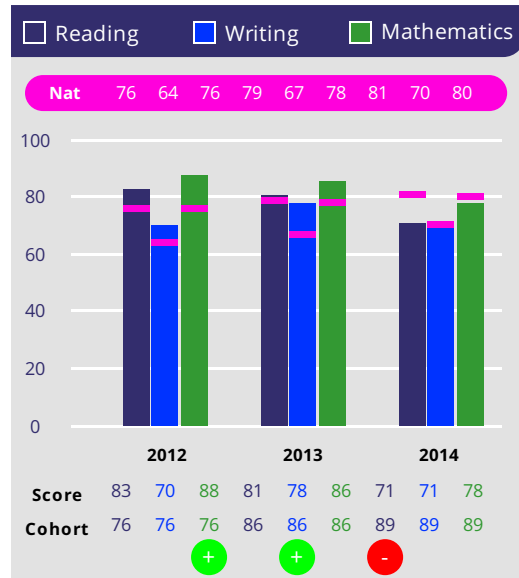


- Disadvantaged were well below other pupils nationally in 2014*
- Disadvantaged were at or above other pupils nationally in 2014

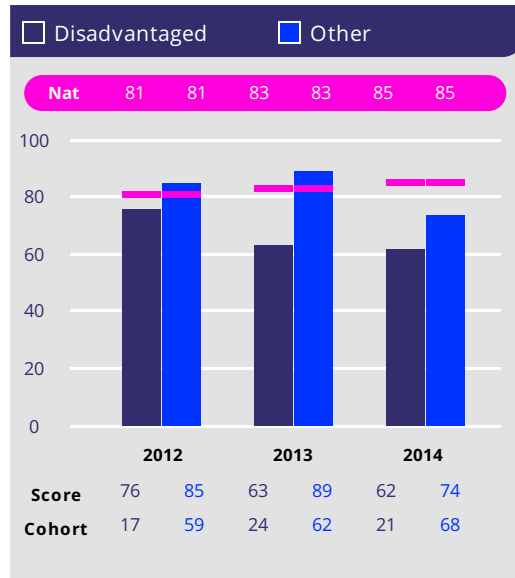
*well below means that the gap is 4 points or more

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

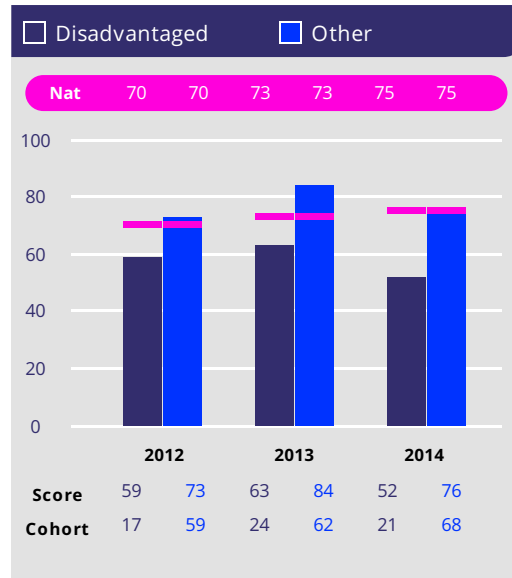
% attaining level 2B+ (All pupils)



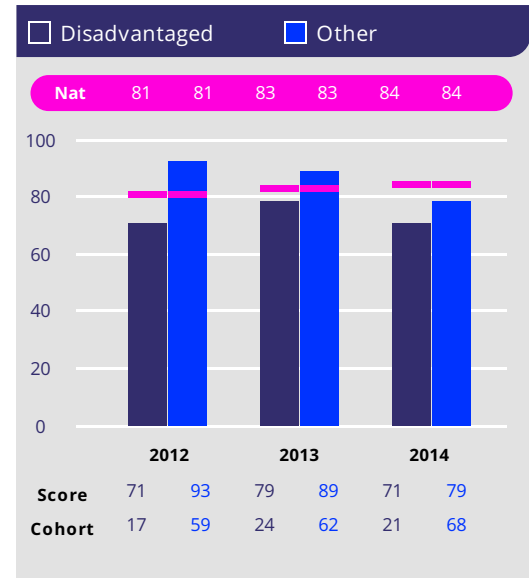
Reading



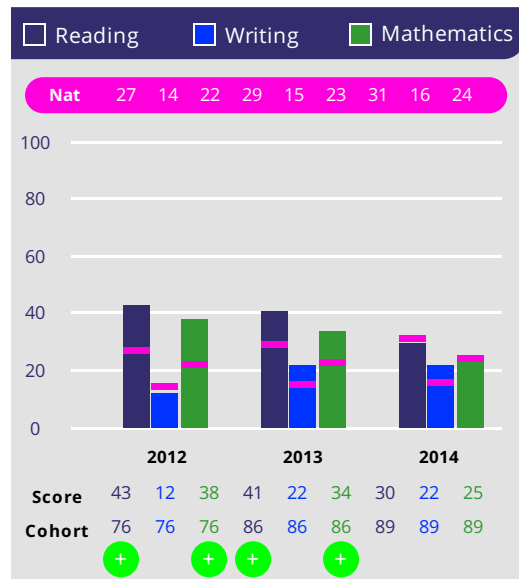
Writing



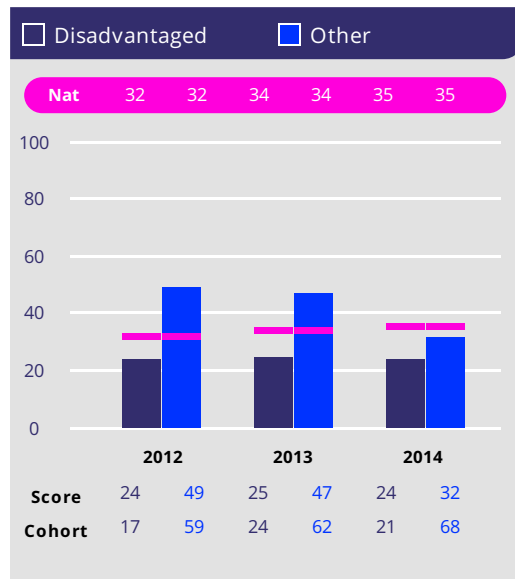
Mathematics



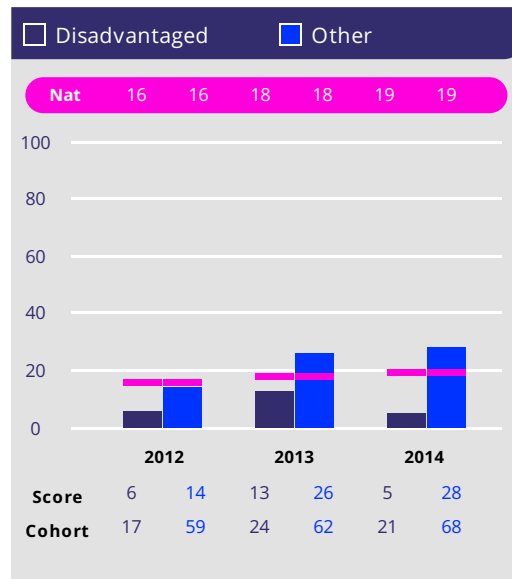
% attaining level 3+ (All pupils)



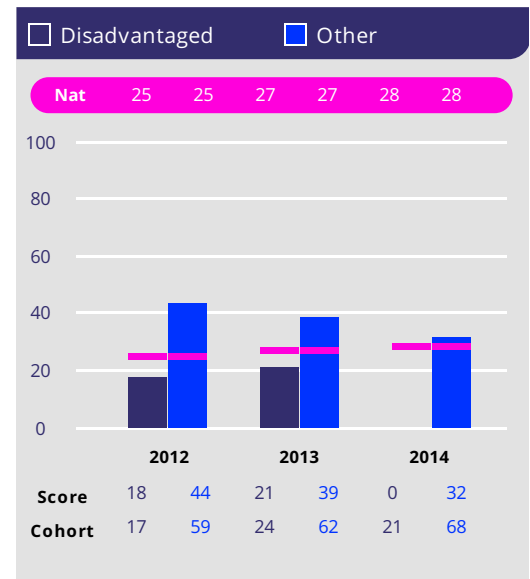
Reading



Writing



Mathematics

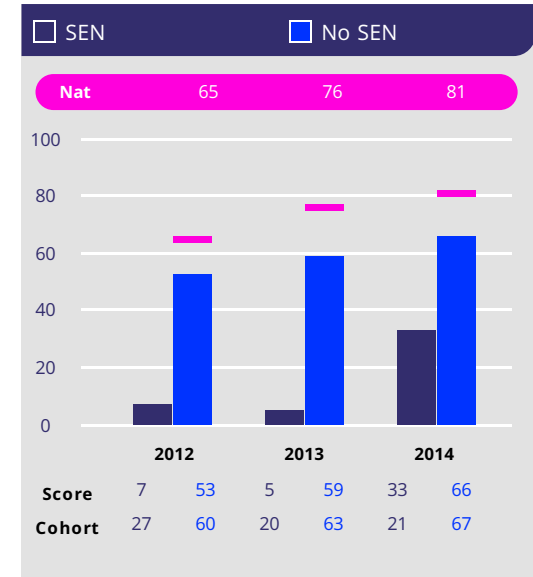
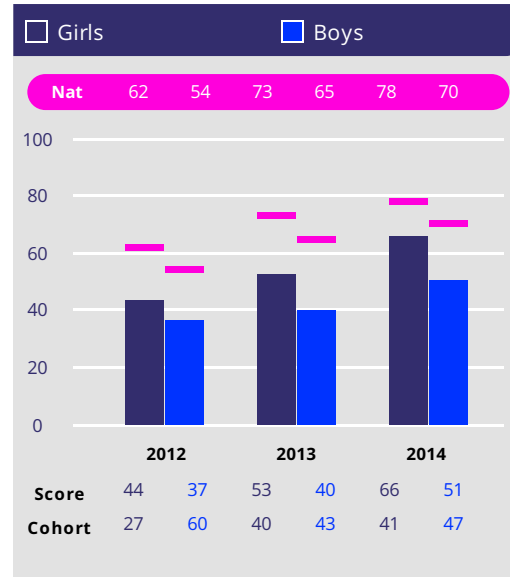
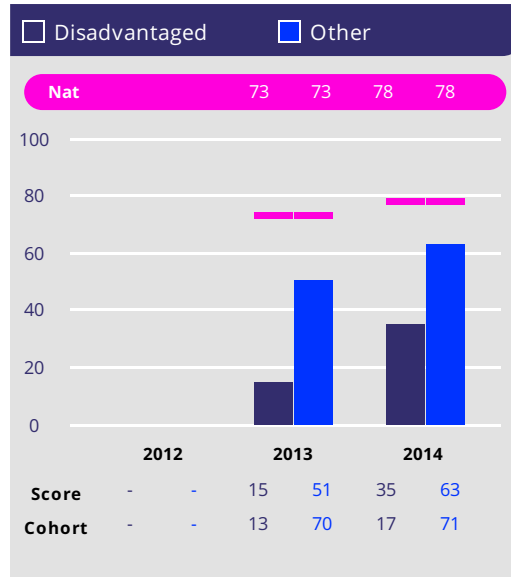
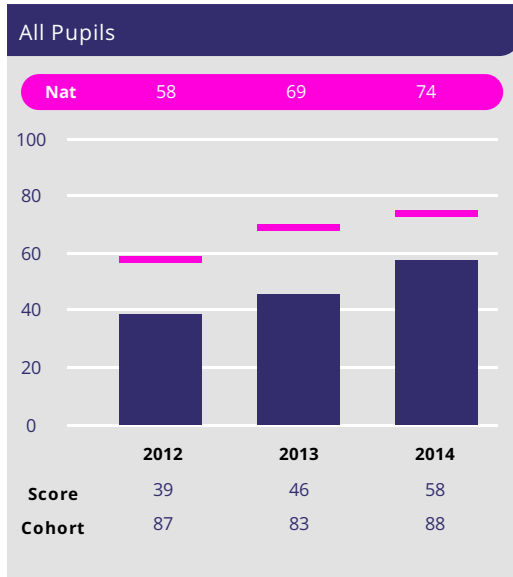


Beechcroft Infant School

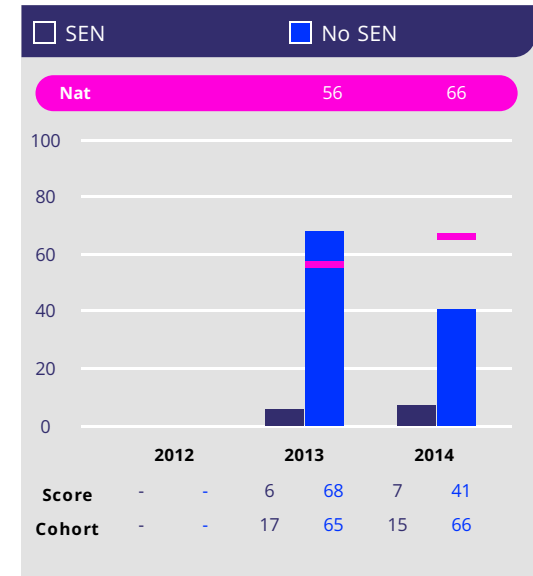
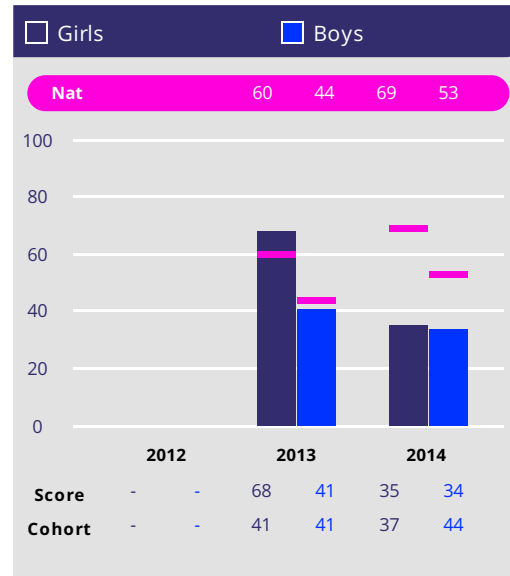
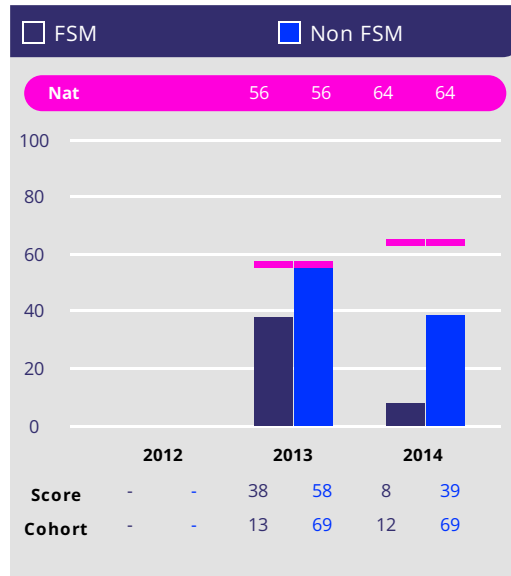
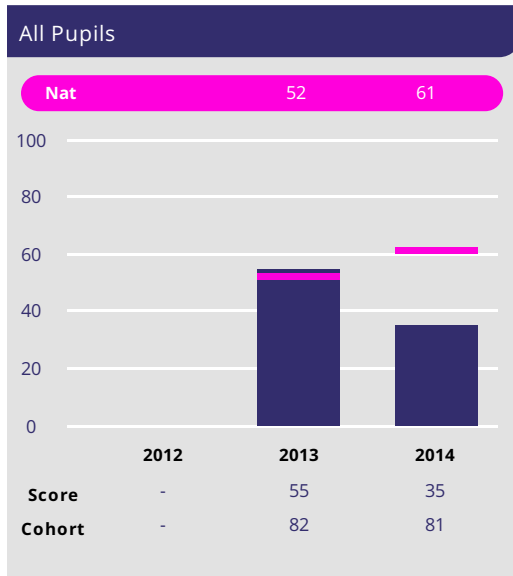
Phonics and Early Years Foundation Stage Profile

Charts display combined figures for SEN with a statement and SEN without a statement. In 2012, no phonics data were available nationally for disadvantaged pupils. The current format of Early Years Foundation Stage Profile data starts from 2013.

Phonics Year 1 % of pupils that met the expected standard

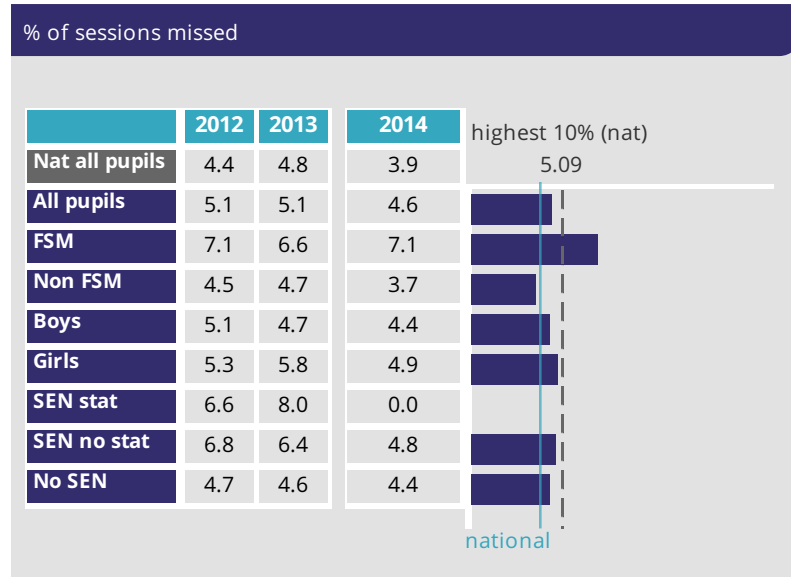


Early Years Foundation Stage Profile % of pupils that achieved a good level of development

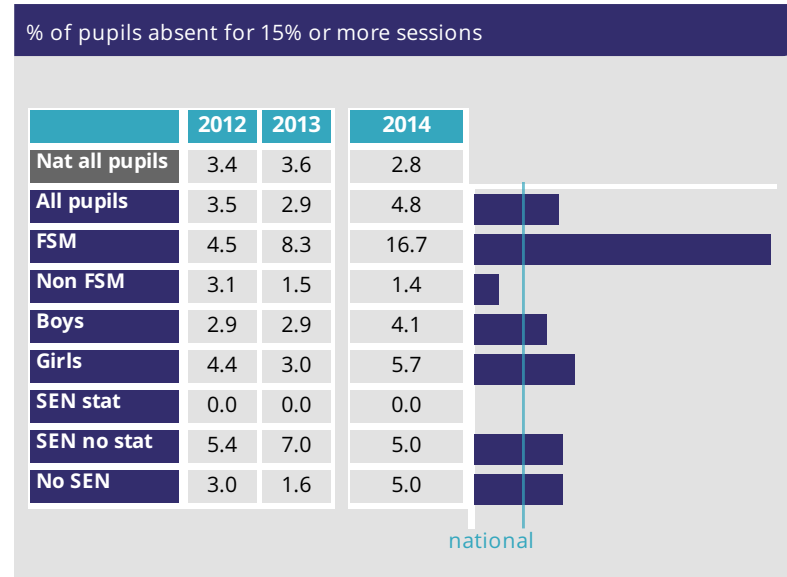


On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.

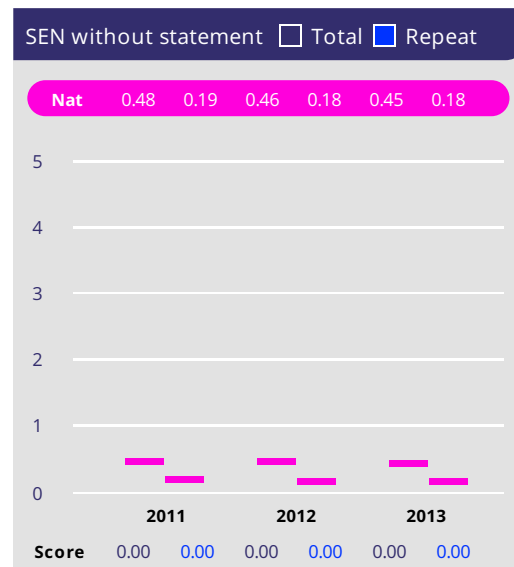
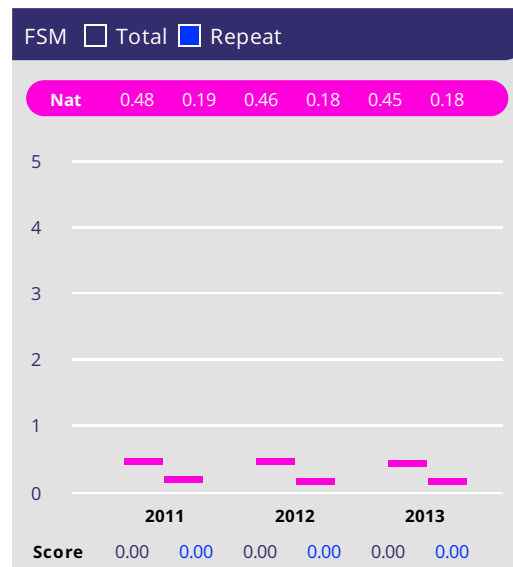
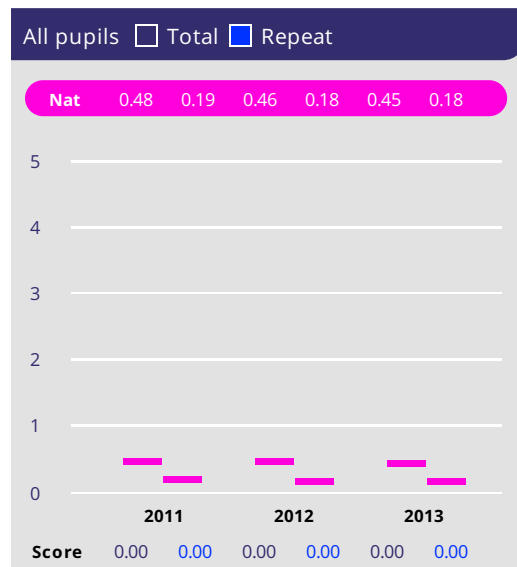
Absence



Persistent Absence



Fixed term exclusions % of pupils excluded



Permanent exclusions

All pupils

In 2013, 0 pupils were permanently excluded (below the national %)

In comparison,

- 0 pupils were excluded in 2012
- 0 pupils were excluded in 2011

Prior attainment is calculated using points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national average for primary schools overall, not for each year group.

Number on roll up to year 6: **253**

Ethnicity



Data Unavailable

