## **Inspection Dashboard**



89%

97%

97%

94%

**Floor standards met?** 

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 2015 National Floor Standards School • KS2 progress was not significantly below average\* overall or for any prior attainment group in any subject. \*and not below -3. Level 4+ RWM 65% • KS1 attainment of greater depth in all subjects for all EYFS development groups was close to\* or above national **EP** reading 94% figures.\*within one pupil below national. **EP** writing 97% • The proportion of pupils that met the expected standard in phonics was above the national figure in year 1. **EP** mathematics 93%

### Weaknesses in 2016

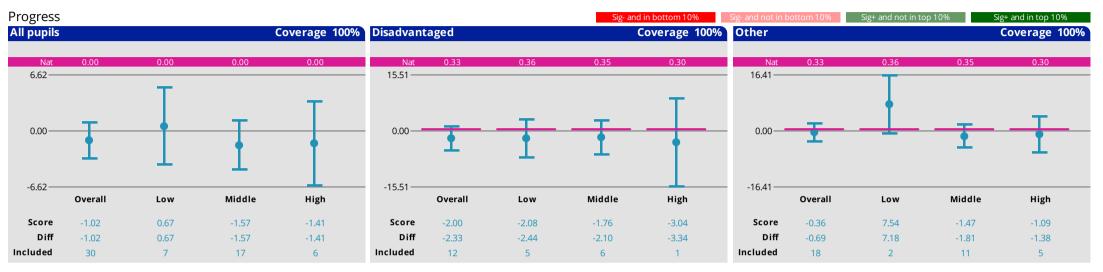
- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: SEN support low, SEN support middle.
- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+).
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: emerging (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 emerging.

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.

# Hanwell Fields Community 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

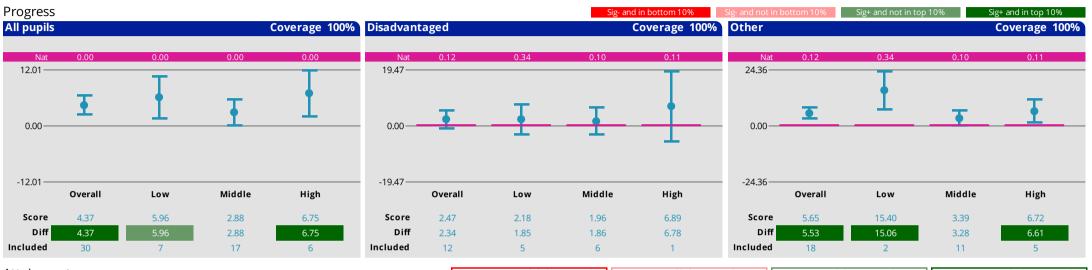
All pupils	Ave	erage scaled score	Disadvantaged	Av	erage scaled score	Other		Average scaled score
Cohort			Cohort			Cohort	- 102.1	
30	99.8		12	▼96.3		18	▼102.1	
80	100 102.6	120	80	<sup>100</sup> 103.8	120	80	<sup>100</sup> 103.8	120

											Two	or more p	upils belov	w national		One pu	ıpil below natio	nal	0	ne pupil al	bove natio	nal	Two	or more p	upils above	national
All pupils						∎% exp	ected	l+∎% high	Disadvan	tageo	ł				% expe	cted+	🔳 % high	Other						% expe	cted+	% high
	66	19	18	1	64	9	97	49	Nat 100 —	71	23	20	1	68	11	97	52	Nat	71	23	20	1	68	11	97	52
100									100-									100-								
80							-		80 —									80—							-	
60 —					_				60 —									60-								
																									-	
40 —					-				40 —					-				40—					-		-	
20—					_		_		20—					_				20-	-				_			
0									0—									0								
0	Ove	rall	Readir	nglow	Readir	ng middle	Read	ling high	0—	Ove	erall	Readi	nglow	Reading	middle	Readir	ng high	0-	Ove	erall	Readi	nglow	Reading	middle	Reading	high
07	60	7	0	0	60	0	00	25	0/	12	0	0	0	57	0	100	0	04	70	11	0	0	70	0	06	20
% Diff no	60	/	0	0	69	0	88	25	% Diff no	42	0	0	0	57	0	100 0	0	% Diffno	72	11	0	0	78 0	0	86	29
Cohort	- I 30	-3 30	-1	0	16	-1	0	-1	Cohort	-3 12	-2 12	0	0	7	7	1	0	Cohort	0 18	-2 18	0	0	0	0	0	-1
conort	30	30	6	6	16	16	8	õ	Conort	12	12	4	4	/	/		1	conort	18	18	2	2	9	9	/	/



# Hanwell Fields Community 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.

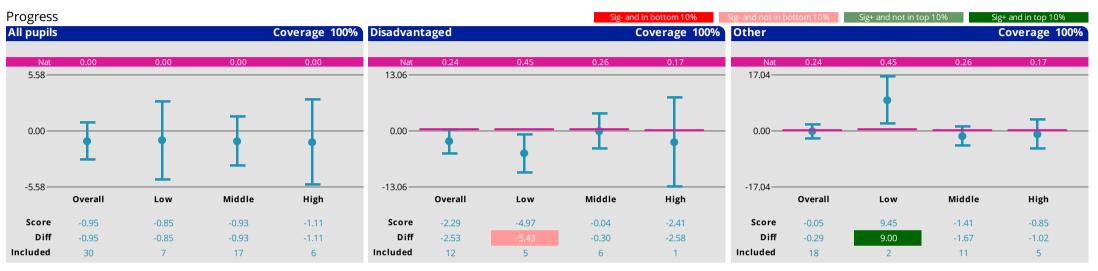






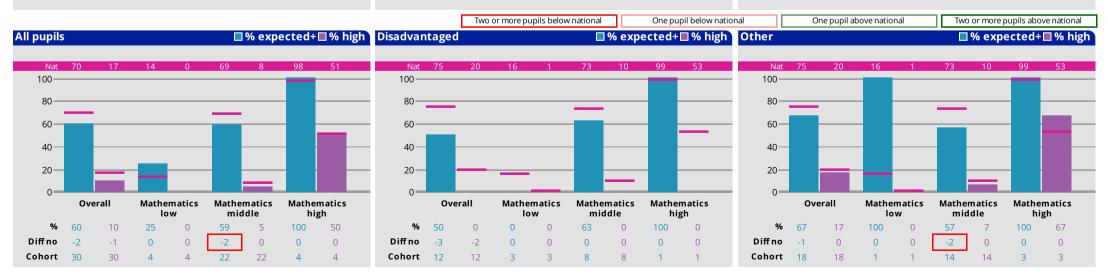
# Hanwell Fields Community School Mathematics

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



#### Attainment School National

All pupils	Average scaled score Di	Disadvantaged	Ave	rage scaled score	Other	Ave	erage scaled score
Cohort	Co	ohort			Cohort		
▼30 <u>▼100.5</u>		12	▼96.8		<b>1</b> 8	102.9	
80 100 103.0	120	80	<sup>100</sup> 104.1	120	80	100 104.1	120



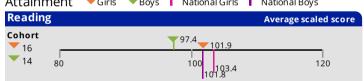


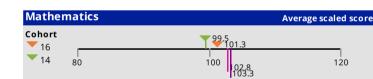
### Hanwell Fields Community School Girls and boys

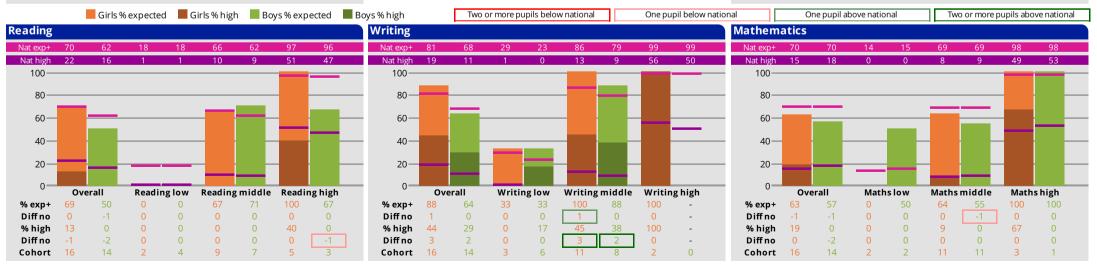
Progress and attainment in reading, writing and mathematics are shown for girls and boys. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline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









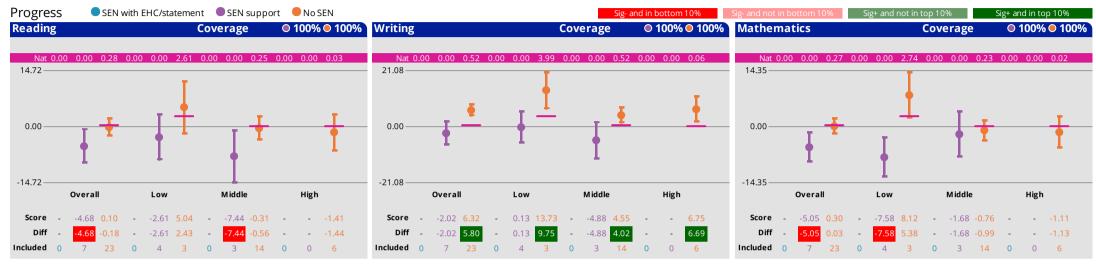


#### Hanwell Fields Community School

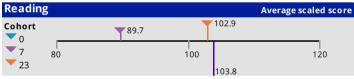
#### **SEN groups**

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



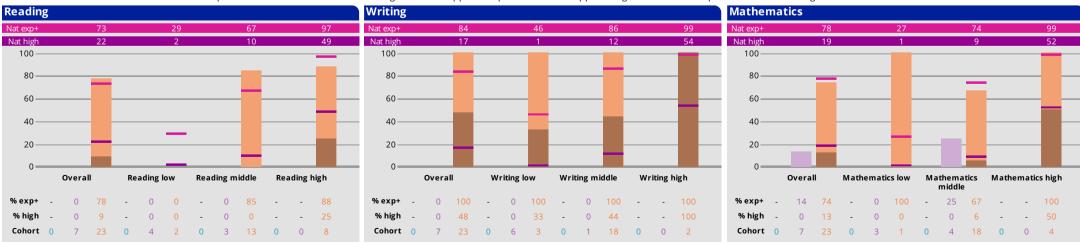


Attainment VSEN with EHC/statement VSEN support VNo SEN No SEN National



Mathem	natics				Average scaled score
Cohort		90.9		103.4	
7 23	 80		100	104.1	120

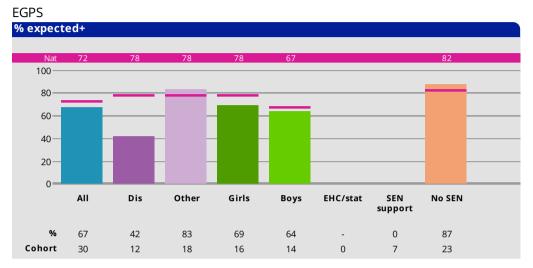
📃 SEN with EHC/statement % expected 🛛 📕 SEN with EHC/statement % high 📄 SEN support % expected 📄 SEN support % high 📃 No SEN % expected 📕 No SEN % high



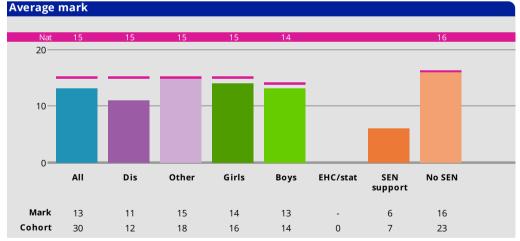
# Hanwell Fields Community School Other subjects

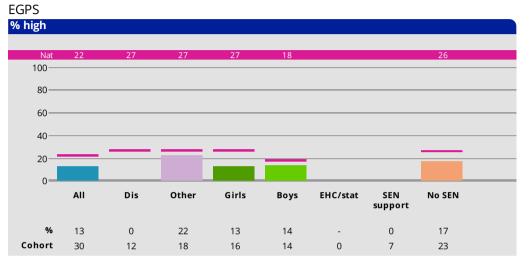
Attainment for each group is shown in English grammar, punctuation and spelling, and in science. Spelling shows the average mark out of a maximum of 20.



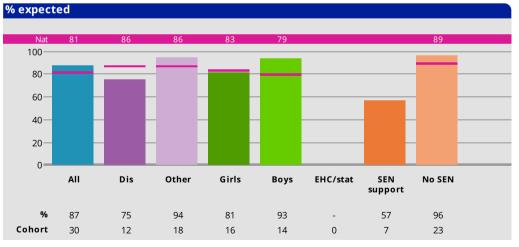


#### Spelling





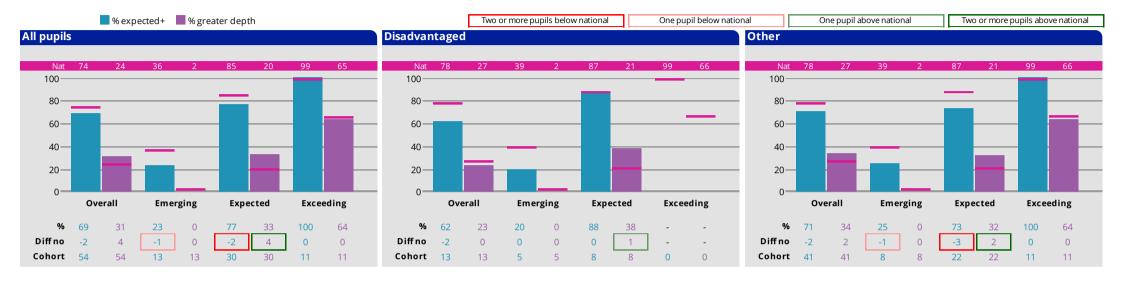


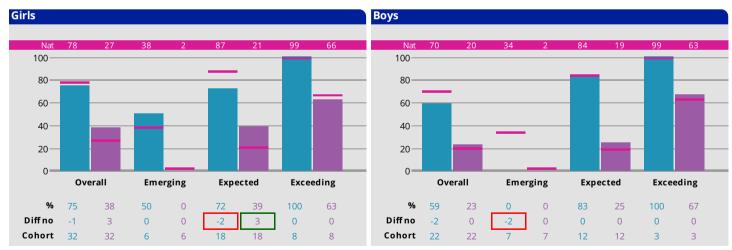


# Hanwell Fields Community School Reading

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.



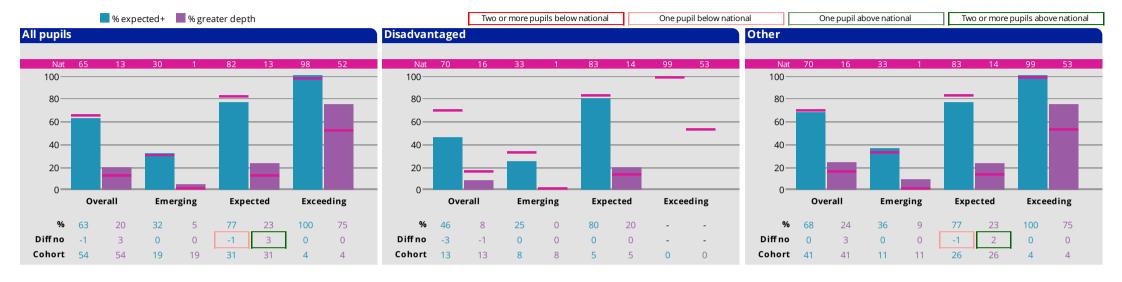


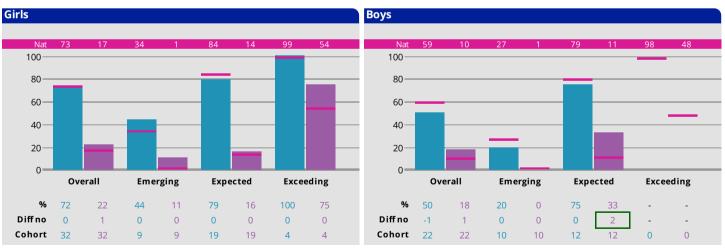


### Hanwell Fields Community School Writing

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.



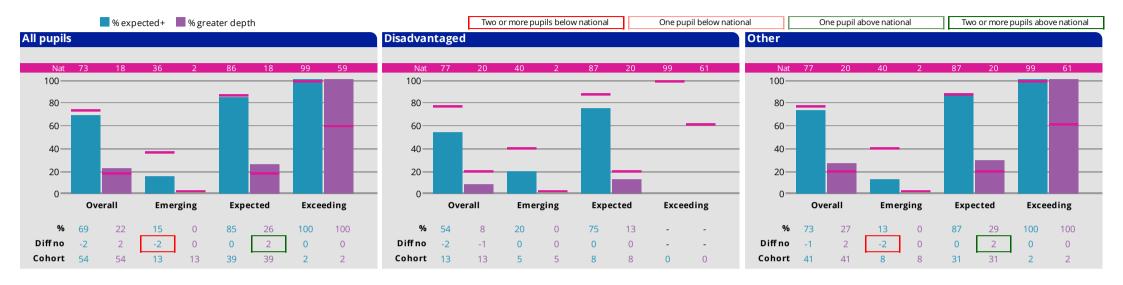


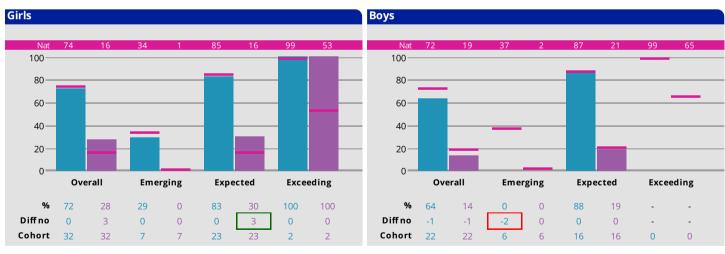


# Hanwell Fields Community School Mathematics

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.



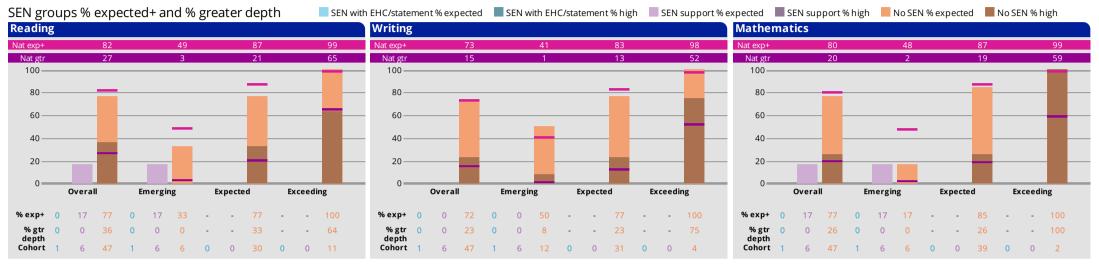




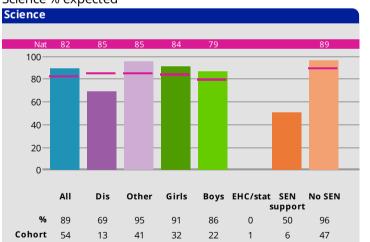
### Hanwell Fields Community School SEN groups and science

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





#### Science % expected

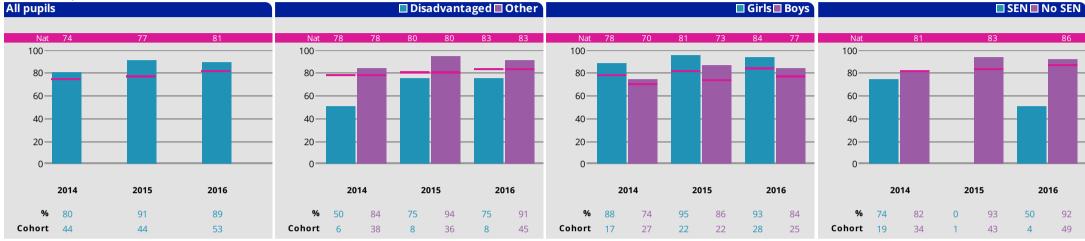


# Hanwell Fields Community School **Phonics**

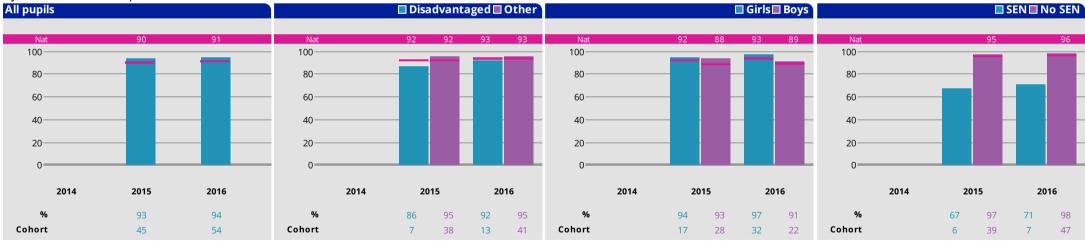
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.



### Year 1 % expected



#### By end of Year 2 % expected

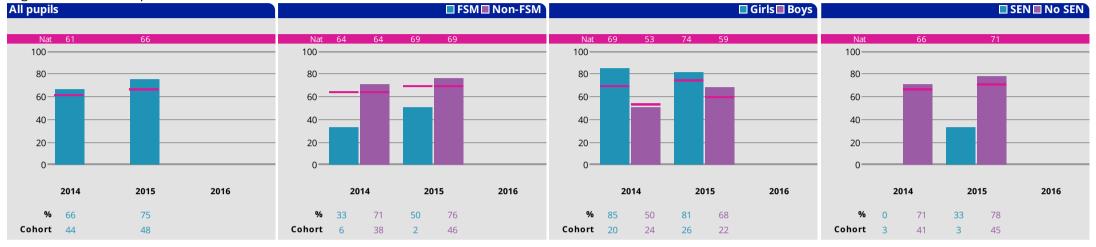


#### Hanwell Fields Community School Early Years Foundation Stage Profile

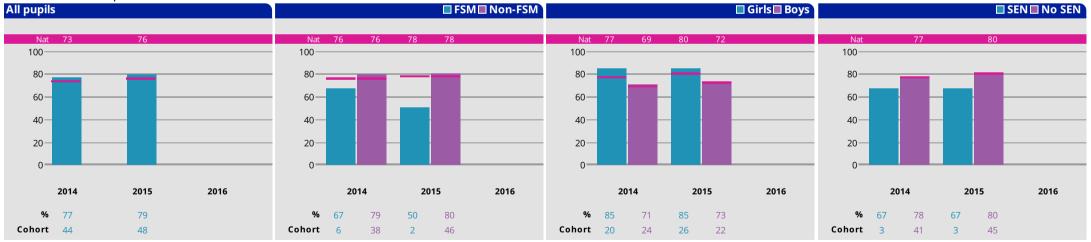
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the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



#### % good level of development



#### Mathematics % expected+

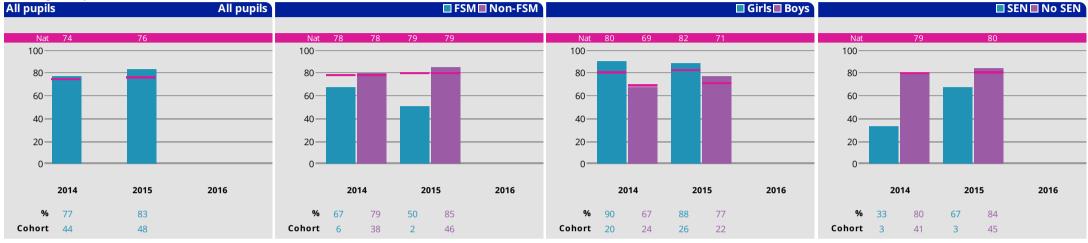


### Hanwell Fields Community School Early Years Foundation Stage Profile

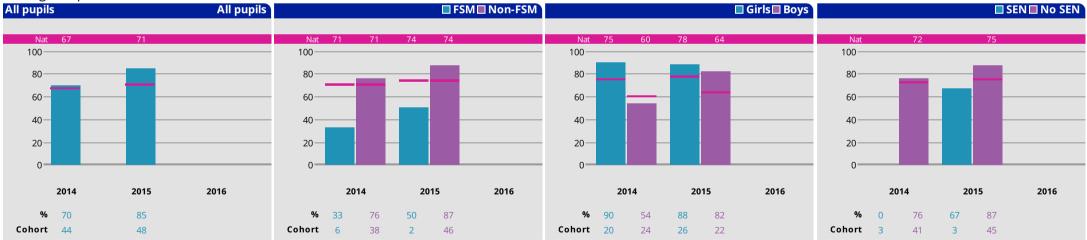
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.



#### Reading % expected+



#### Writing % expected+



#### Hanwell Fields Community School

#### 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.

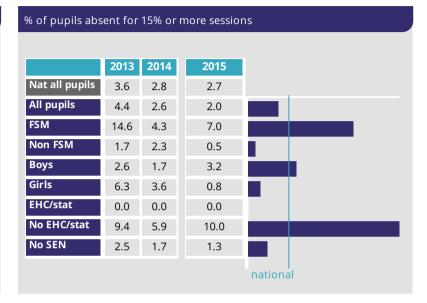


### Absence

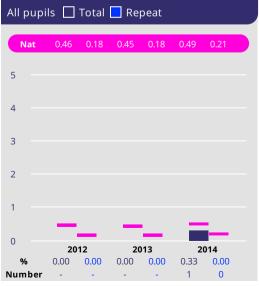
% of sessions missed

#### 2013 2014 2015 highest 10% (nat) Nat all pupils 4.8 3.9 4.0 5.24 All pupils 4.9 3.9 3.8 FSM 8.2 5.8 5.9 Non FSM 4.0 3.3 3.1 Boys 4.4 4.1 3.8 Girls 5.3 3.7 3.8 EHC/stat 3.3 6.2 6.5 No EHC/stat 6.3 4.7 6.6 No SEN 4.3 3.6 3.5 national

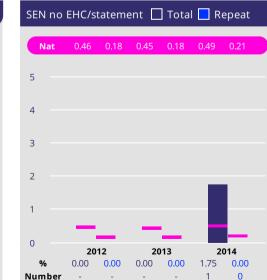
## Persistent Absence



### Fixed term exclusions % and number of pupils excluded







### Permanent exclusions

All pupils
n 2014, 0 pupils were permanently excluded (below the national %)
In comparison,
<b>0</b> pupils were excluded in 2013
<b>0</b> pupils were excluded in 2012

#### URN:137910 LAESTAB:9313837

#### Hanwell Fields Community 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.

76.6%



#### Number on roll up to year 6: 383

#### Ethnicity

White British White any other White 8.4% background Mixed White & Black Caribbean 3.3% Mixed White & Asian 2.6% Mixed White & Black African 1.8% Asian or Asian British any other 1.5% Asian background Black or Black British African 1.5% Asian or Asian British Indian 1.1% Asian or Asian British Pakistani 0.7% Black or Black British Caribbean 0.7% Mixed any other mixed 0.7% background Any other ethnic group 0.4% Chinese 0.4% White Romany or Gypsy 0.4% Asian or Asian British Bangladeshi Black or Black British any other Black background Ethnicity not known Parent/pupil preferred not to say White Irish White Traveller of Irish heritage

ſ	% pupils with no prior attainment							
rear 1	2.2	9.4	-1.4	1.9				
Year 2	1.4	-2.8	2.9					
D	Difference from national APS							
Year 3	0.5	0.5	1.0					
Year 4	0.8	0.8	1.4	2.0				
Year 5	-0.6	0.0	-0.4	5.0				
Year 6	-0.9	-1.2	-0.7					
	Reading	Writing	Mathematics					





