## Windmill Hill Academy

## 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

- KS2 progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- For KS2 pupils who have special educational needs, progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups
was close to* or above national figures for other pupils. *within one pupil below national.


## 2015

National Floor Standards School

| Level 4+ RWM | $65 \%$ | $85 \%$ |
| :--- | ---: | ---: |
| EP reading | $94 \%$ | $100 \%$ |
| EP writing | $97 \%$ | $96 \%$ |
| EP mathematics | $93 \%$ | $96 \%$ |
| Floor standards met? |  |  |

## Weaknesses in 2016

- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD).

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.

## Windmill Hill Academy

## 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

Key stage 2 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 $\nabla$ School I National

| All pupils |  |  | Average scaled score |
| :---: | :---: | :---: | :---: |
| Cohort 29 |  | 102.4 |  |
| $\begin{array}{r}80 \\ \hline\end{array}$ | 100 | 102.6 | 120 |


Other

Average scaled score



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## 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.


## Windmill Hill Academy

## 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

Key stage 2 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 |
| :--- | :--- | :--- | :---: |
| Cohort |  |  |  |
| 80 | 80 | 100 |  |



Other

Cohort
Cohor



## Windmill Hill Academy

## 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.

| Progress Girls Boys |  |  |  |  |  |  |  |  |  |  |  |  |  | Sig- and in bottom 10\% |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | Coverage ○ 100\% ○ 91\% |  |  |  |  |  |  |  | Writing |  |  |  |  | Coverage ○ 100\% ○ 91\% |  |  |  |
| Nat | 0.35 | -0,34 | 0.09 | -0.06 | 0.24 | -0.24 | 0.64 | -0.70 | Nat | 0.85 | -0.82 | 21 | -0.80 | 0.83 | -0.82 | 0.77 | -0.84 |
| 25.71 |  |  |  |  |  |  |  |  | 14.44 |  |  |  |  |  |  |  |  |
| 0.00 |  |  |  |  |  |  | T |  | 0.00 |  |  |  |  |  |  |  |  |
| -25.71 | Overall |  | Low |  | Middle |  | High |  | -14.44 | Overall |  | Low |  | Middle |  | High |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Score | -0.69 | -0.76 | - | 13.24 | -0.62 | 1.02 | -0.89 | -4.98 | Score | -1.62 | -0.78 | - | 1.86 | -1.41 | 1.06 | -2.22 | -2.77 |
| Diff | -1.04 | -0.42 | - | 13.30 | -0.86 | 1.26 | -1.53 | -4.28 | Diff | -2.47 | 0.05 | - | 2.66 | -2.24 | 1.87 | -2.99 | -1.93 |
| Included | 19 | 10 | 0 | 1 | 14 | 4 | 5 | 5 | Included | 19 | 10 | 0 | 1 | 14 | 4 | 5 | 5 |

Key stage 2

Attainment $\nabla$ Girls $\nabla$ Boys I National Girls I National Boys

| Reading |  | Average scaled score |
| :---: | :---: | :---: |
| Cohort | -101.8.8.7 |  |
| $\checkmark 1080$ | $\left.100\right\|_{101.8 .4}$ | 120 |

Mathematics
Average scaled score

| Cohort 19 | - 101.6 ${ }^{105.1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 80 | 100 | ${ }_{1023}^{103}$ | 120 |



## Sig and not in bottom $10 \%$ Sigt and not in top 10\% Sigt and in top 10\% Mathematics Coverage O 100\% O 91\%

| $\mathbf{- 1 5 . 5 4}$ | Overall |  | Low |  | Middle | High |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Score | -1.39 | 1.55 | - | 4.89 | -1.96 | -0.07 | 0.21 | 2.18 |
| Diff | -0.75 | 0.93 | - | 4.50 | -1.36 | -0.66 | 0.93 | 1.40 |
| Included | 19 | 10 | 0 | 1 | 14 | 4 | 5 | 5 |



## Windmill Hill Academy

## 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

Key stage 2 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 $\quad$ SEN with EHC/statement $\nabla$ SEN support $\quad$ NoSEN I NoSEN National


$\square$ SEN with EHC/statement \% expected $\square$ SEN with EHC/statement \% high $\quad \square$ SEN support \% expected $\square$ SEN support \% high $\quad \square$ No SEN \% expected $\quad \square$ No SEN \% high



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## 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


Spelling

## Average mark




## Science <br> \% expected



## Windmill Hill Academy

## 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.



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## 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


## Windmill Hill Academy

## 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.

Key stage 1



## Windmill Hill Academy

## 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


Science \% expected

## Science

| Nat | 82 | 85 | 85 | 84 | 79 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 100 |  |  |  |  |  |  |  |  |  |

## Windmill Hill Academy

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.


By end of Year 2\% expected

| All pupils |  |  |
| :---: | :---: | :---: |
| Nat | 90 | 91 |
| 100 |  |  |
| 80 |  |  |
| $60 \square$ |  |  |
| $40 \square$ |  |  |
| 20 |  |  |
| 0 |  |  |
| 2014 | 2015 | 2016 |
| \% | 100 | 93 |
| Cohort | 30 | 28 |




2016

Cohort

| 2014 | 2015 |  | 2016 |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 100 | 100 | 67 | 96 |
|  | 7 | 23 | 3 | 25 |

## Windmill Hill Academy

## 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.

Key stage 1
\% good level of development

| All pupils |  |  |  |
| :---: | :---: | :---: | :---: |
| Nat | 61 | 66 |  |
| 100 |  |  |  |
| 80 |  |  |  |
| 60 |  |  |  |
| 40 |  |  |  |
| 20 |  |  |  |
|  |  |  |  |
| 2014 |  | 2015 | 2016 |
| \% | 40 | 55 |  |
| Cohort | 30 | 31 |  |


$\square$ Girls $\quad$ Boys
पSENDNo SEN



Mathematics \% expected+

| All pupils |  |  |  |
| :---: | :---: | :---: | :---: |
| Nat | 73 | 76 |  |
| 100 |  |  |  |
| 80 |  |  |  |
| 60 |  |  |  |
|  |  |  |  |
|  |  |  |  |
| 20 |  |  |  |
| 0 |  |  |  |
|  | 2014 | 2015 | 2016 |
| \% | 53 | 68 |  |
| Cohort | 30 | 31 |  |


$\square$ SENDNo SEN


## Windmill Hill Academy

## 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


Writing \% expected +

| All pupils |  |  | All pupils |
| :---: | :---: | :---: | :---: |
| Nat | 67 | 71 |  |
| 100 |  |  |  |
| 80 |  |  |  |
| 60 |  |  |  |
| 40 |  |  |  |
| 20 |  |  |  |
| 20 |  |  |  |
| 0 |  |  |  |
| 2014 |  | 2015 | 2016 |
| cohort | 47 | 61 |  |
|  | 30 | 31 |  |




## Windmill Hill Academy

## 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.

Persistent Absence

## $\%$ of pupils absent for $15 \%$ or more sessions



| Absence |  |  |  |  | Persistent Absence |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \% of sessions missed |  |  |  |  | \% of pupils absent for 15\% or more sessions |  |  |  |  |  |
|  | 2013 | 2014 | 2015 | highest 10\% (nat) |  | 2013 | 2014 | 2015 |  |  |
| Nat all pupils | 4.8 | 3.9 | 4.0 | 5.24 | Nat all pupils | 3.6 | 2.8 | 2.7 |  |  |
| All pupils | 5.7 | 4.2 | 4.5 | $1$ | All pupils | 6.6 | 2.2 | 3.3 |  |  |
| FSM | 8.3 | 5.7 | 6.3 |  | FSM | 17.5 | 7.7 | 7.0 |  |  |
| Non FSM | 5.0 | 3.8 | 3.9 | I | Non FSM | 3.6 | 0.7 | 2.2 |  |  |
| Boys | 5.9 | 4.7 | 4.9 | 1 | Boys | 7.0 | 2.3 | 4.7 |  |  |
| Girls | 5.6 | 3.6 | 4.0 | I | Girls | 6.3 | 2.2 | 2.1 |  |  |
| EHC/stat | 3.1 | 3.9 | 4.6 | I | EHC/stat | 0.0 | 0.0 | 0.0 |  |  |
| No EHC/stat | 8.6 | 8.4 | 6.7 |  | No EHC/stat | 16.0 | 11.1 | 5.9 |  |  |
| No SEN | 5.3 | 3.7 | 4.2 | - \| | No SEN | 5.3 | 1.3 | 3.1 |  |  |
|  |  |  |  | national |  |  |  |  |  |  |

Fixed term exclusions \% and number of pupils excluded

| All pupils $\quad \square$ Total $\square$ Repeat |
| :--- |
| Nat $\quad 0.46$ |




## Permanent exclusions

## All pupils

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

In comparison,
0 pupils were excluded in 2013
1 pupil was excluded in 2012

## Windmill Hill Academy

## 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: 205

| Ethnicity |
| :--- |
| White British any other Whiter |
| background |

Asian or Asian British Indian
Asian or Asian British Pakistani
Black or Black British African
Black or Black British any other Black background Black or Black British Caribbean

## Chinese

Mixed White \& Black Caribbean Parent/pupil preferred not to
say

## White Irish

White Romany or Gypsy
White Traveller of Irish heritage






