Areas to investigate

KS2 progress

- Progress in writing was significantly above average and in the highest 10%.

KS2 attainment

- In 2018, mathematics attainment of the expected standard was at or above national for the disadvantaged group.

KS1 attainment

- There were no meaningful trends or differences for this measure.

Phonics in 2018

- There were no meaningful trends or differences for this measure.

EYFS

- There were no meaningful trends or differences for this measure.

Behaviour

- In 2017/18, the rate of overall absence (5.50%) was above the national average for schools with a similar level of deprivation (4.67%).
- Overall absence was high (in the highest 10%) for the latest three years for all pupils.
- There were 3 permanent exclusions in 2016/17. There were none in 2015/16. The national average in both of these years was zero.
- In 2016/17, the rate of total fixed term exclusions (3.25%) was above the national average for schools with a similar level of deprivation (0.99%). In 2016/17, the rate of repeat exclusions (1.95%) was above the national average for schools with a similar level of deprivation (0.45%).

Notes: The majority of 'areas to investigate' will not appear for small cohorts, and some are based on data not contained in this report. Progress measures are based on adjusted progress scores.

Primary school context in 2018

Phase of education: Primary
Headteacher:
Pupils: 135
Gender: Mixed
Deprivation Quintile: Highest 20% (0.4)

Local authority:
Admissions policy: Not applicable
Ages:
Denomination: Does not apply
Special needs provision:

Ever 6 FSM %:
English additional language %: 21.7
SEN support %: 33.3
SEN with EHC plan %: 2.2

Ethnicity

- The largest ethnic groups are: White - British (67.5%), White - any other White background (13.3%), Black or Black British - African (3.3%), Any other ethnic group (3.3%), Ethnicity not known (5.0%).
- This school has 8 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- The school was in the lowest 20% of all schools for the number of pupils (135).
- There was a larger than average decrease in the total number of pupils, from 154 pupils in 2017 to 135 in 2018.

Girls

- The percentage of girls in year 2 (68%) was higher than all other year groups.
- The percentage of girls in year 3 (41%) and year 5 (41%) was lower than all other year groups.

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (51.1%).
- The percentage of FSM in year 6 (92%) was higher than all other year groups.
- The percentage of FSM in year 1 (42%) and year 2 (41%) was lower than all other year groups.
- There were no children looked after in the school.

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Primary school context 2018

English as an Additional Language

- The percentage of EAL in year 2 (32%) was higher than all other year groups.
- The percentage of EAL in year 6 (8%) was lower than all other year groups.

Special Educational Needs

- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.2%).
- The school was in the top 20% of all schools for the proportion of SEN support (33.3%).
- The percentage of SEN in year 5 (48%) and year 6 (58%) was higher than all other year groups.
- The percentage of SEN in year 2 (14%) was lower than all other year groups.

Prior Attainment

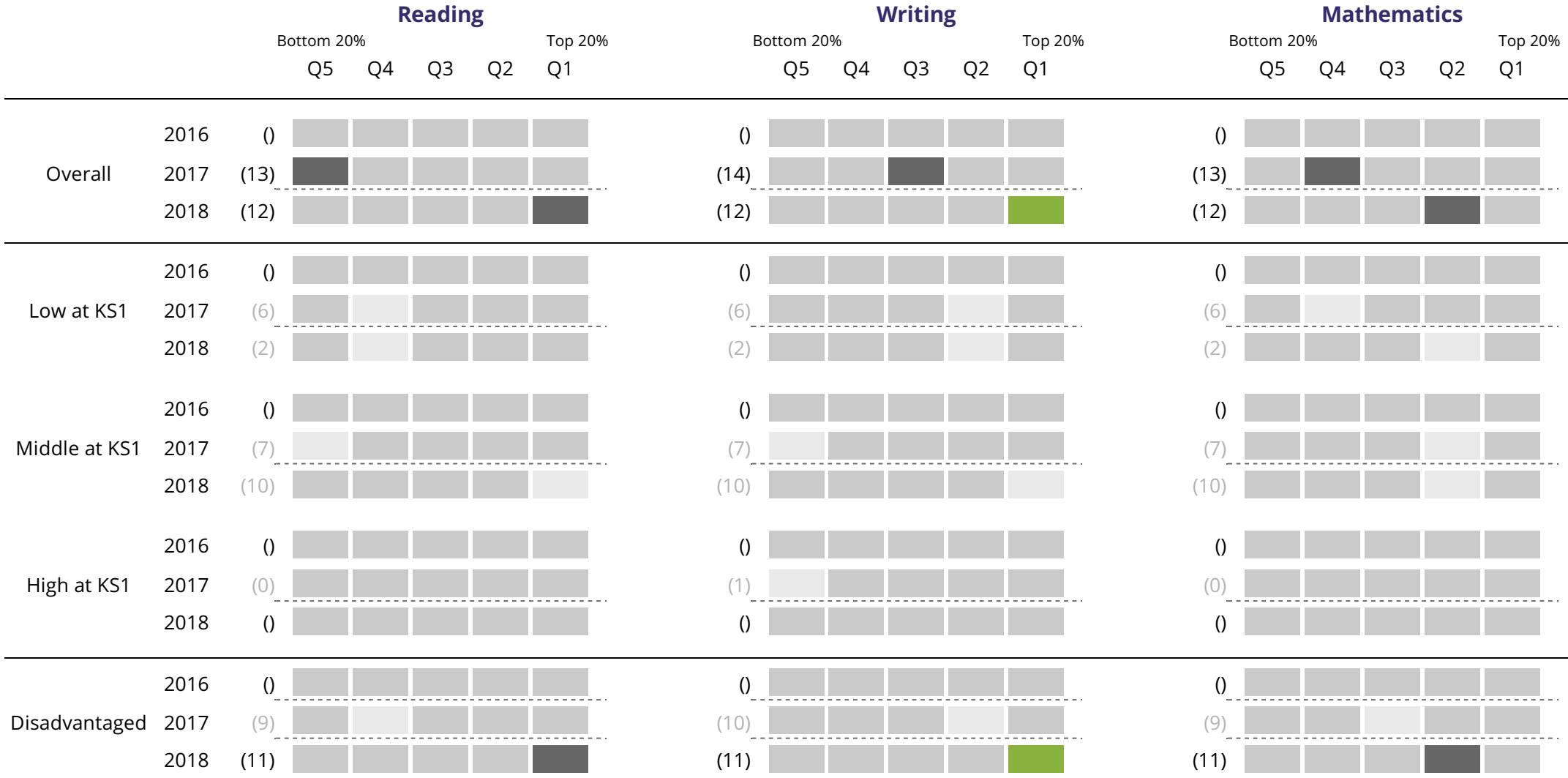
- Pupil prior attainment was well below the national comparator for the following: Reading (year 1, year 3, year 5, year 6), Writing (year 3, year 5, year 6), Mathematics (year 3, year 4, year 5, year 6)

Ofsted

Relative progress for the past three years

Progress quintiles based on rank of progress score

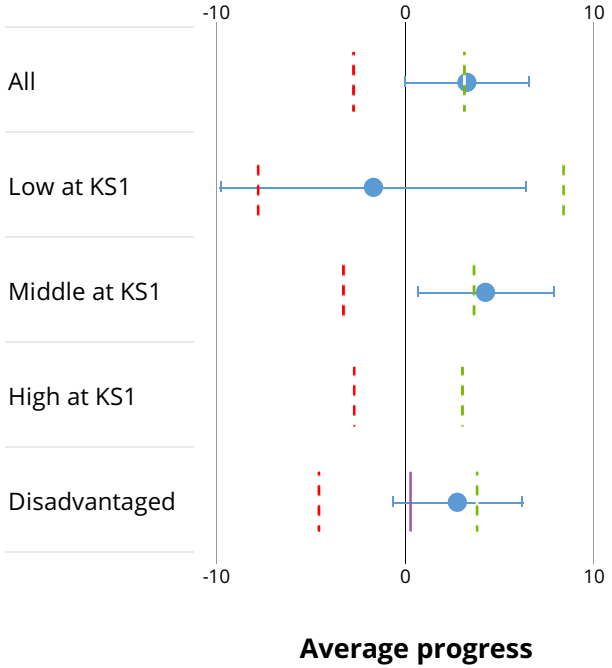
( ) Cohort | Significantly above national | Significantly below national



Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is greyed out. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Reading progress in 2018

Bottom 10% Top 10% Other national Significantly above national and in top 10% Significantly below national and in bottom 10%

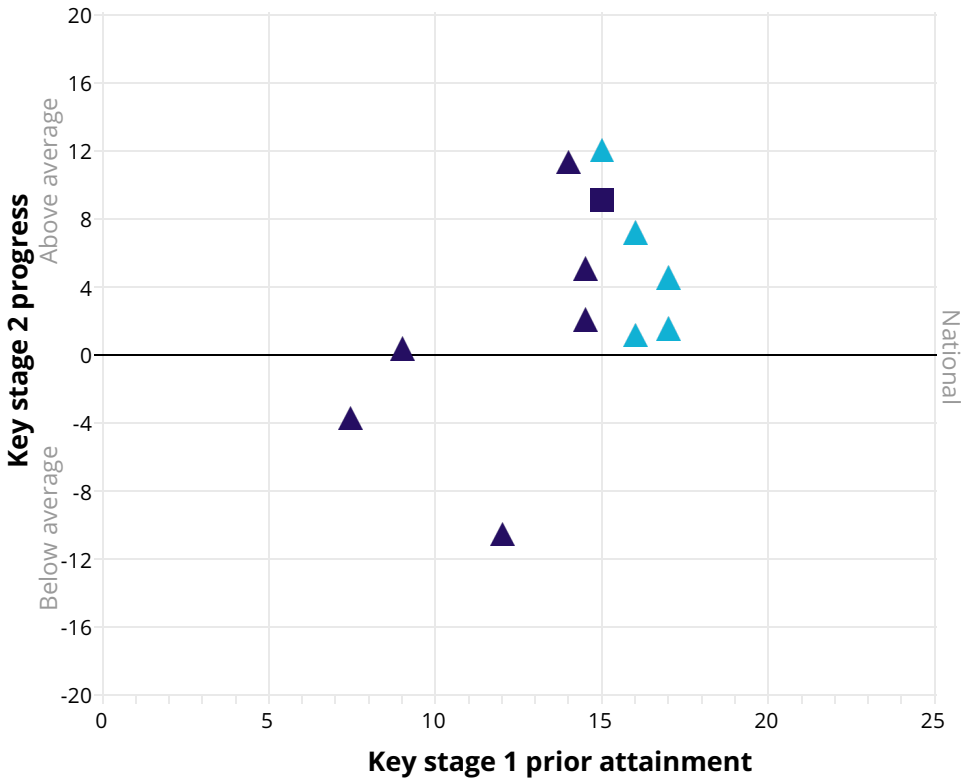


	Progress	National	Number of pupils included	Number of adjusted pupils
All	3.3	0.0	12	0
Low at KS1	-1.7	0.0	2	0
Middle at KS1	4.4	0.0	10	0
High at KS1	-	0.0	0	0
Disadvantaged	2.8	0.0/0.3	11	0

Note: Disadvantaged nationals are shown as all/other

Reading progress scatterplot

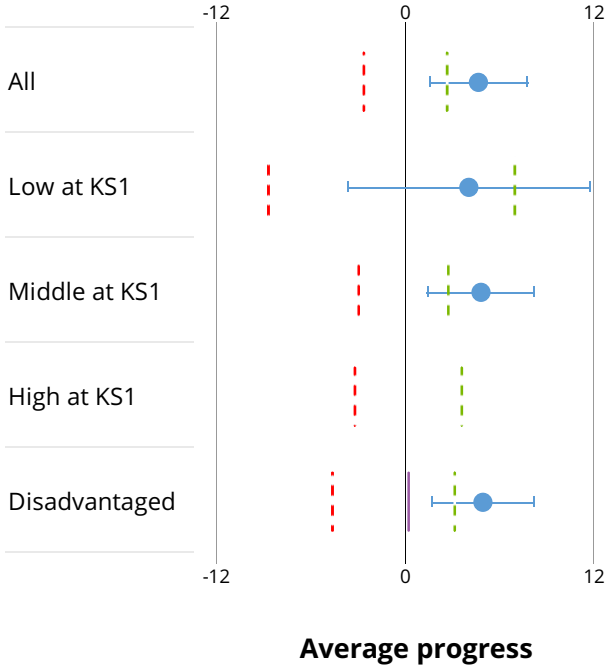
Disadvantaged Other SEN Not SEN



Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Writing progress in 2018

Bottom 10% | Top 10% | Other national | Significantly above national and in top 10% | Significantly below national and in bottom 10%

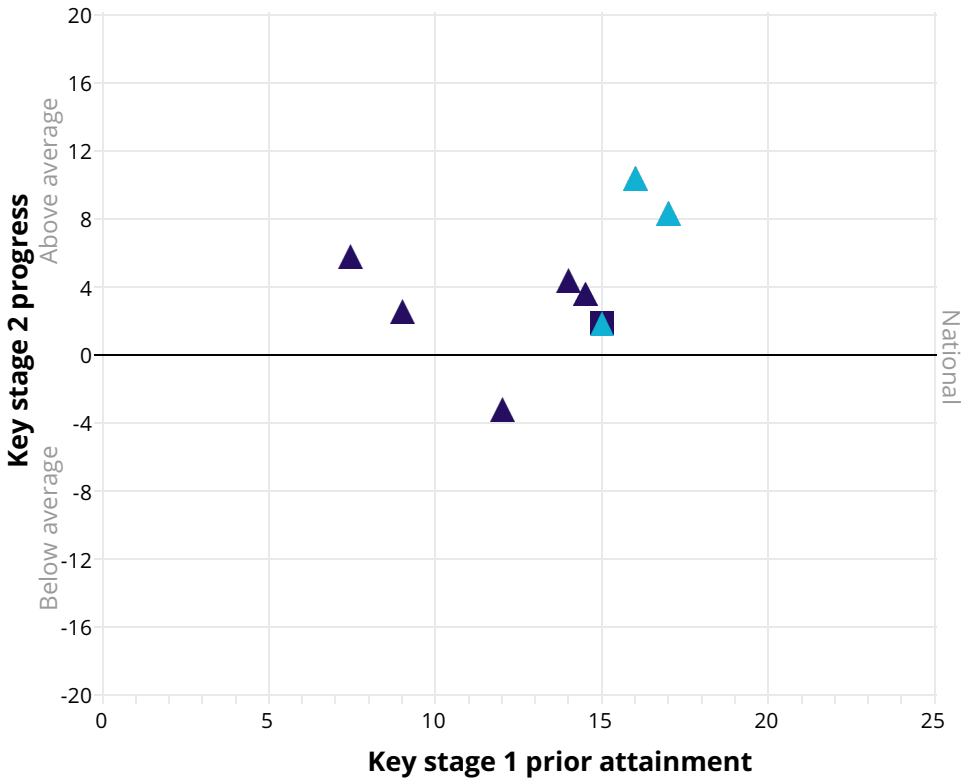


	Progress	National	Number of pupils included	Number of adjusted pupils
All	4.8	0.0	12	0
Low at KS1	4.2	0.0	2	0
Middle at KS1	4.9	0.0	10	0
High at KS1	-	0.0	0	0
Disadvantaged	5.1	0.0/0.2	11	0

Note: Disadvantaged nationals are shown as all/other

Writing progress scatterplot

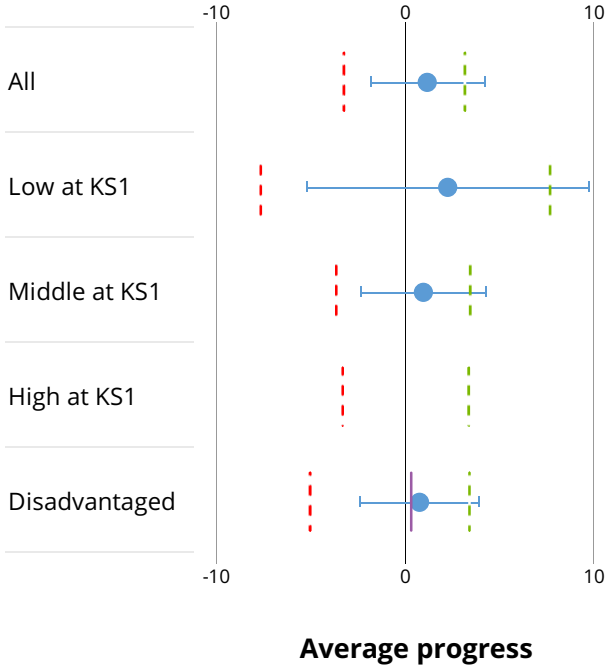
Disadvantaged | Other | SEN | Not SEN



Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Mathematics progress in 2018

Bottom 10% Top 10% Other national Significantly above national and in top 10% Significantly below national and in bottom 10%

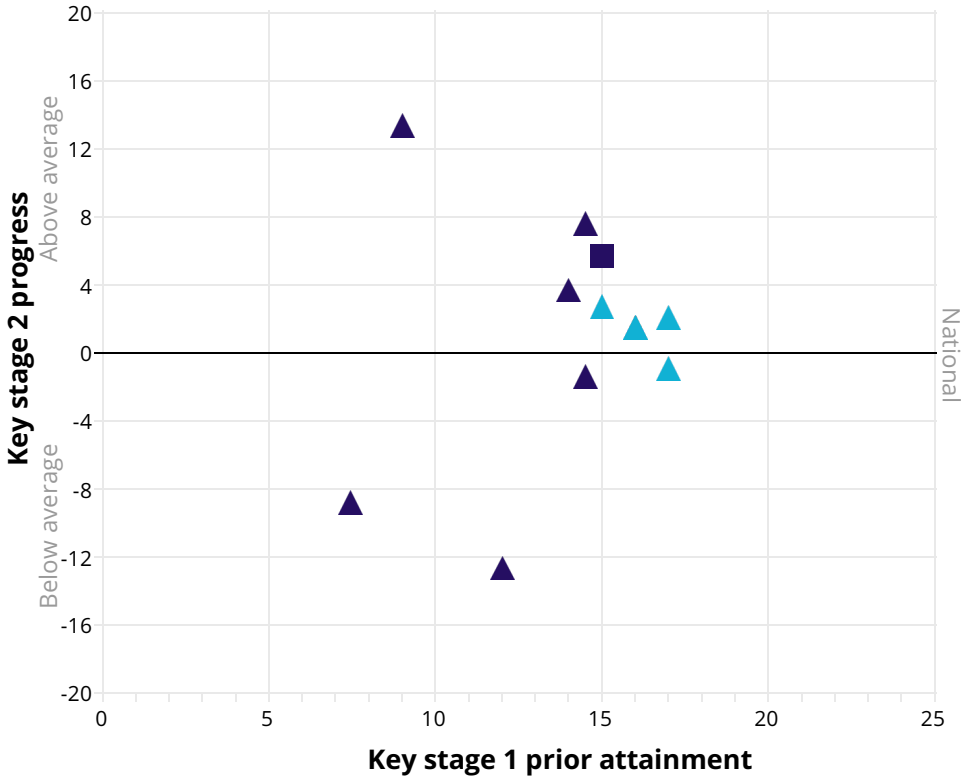


	Progress	National	Number of pupils included	Number of adjusted pupils
All	1.2	0.0	12	0
Low at KS1	2.3	0.0	2	0
Middle at KS1	1.0	0.0	10	0
High at KS1	-	0.0	0	0
Disadvantaged	0.8	0.0/0.3	11	0

Note: Disadvantaged nationals are shown as all/other

Mathematics progress scatterplot

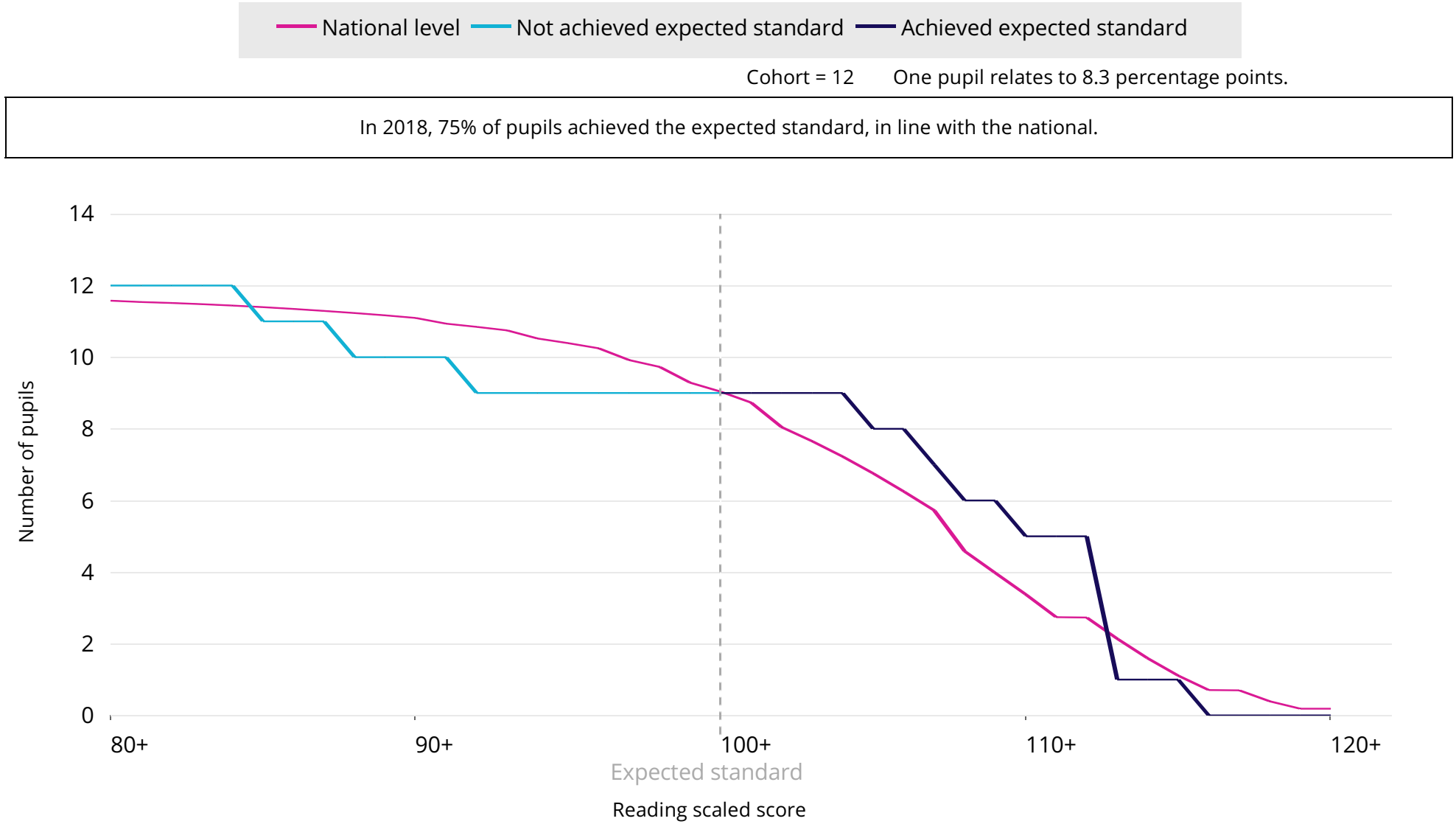
△ Disadvantaged □ Other SEN Not SEN



Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Reading scaled scores 2018

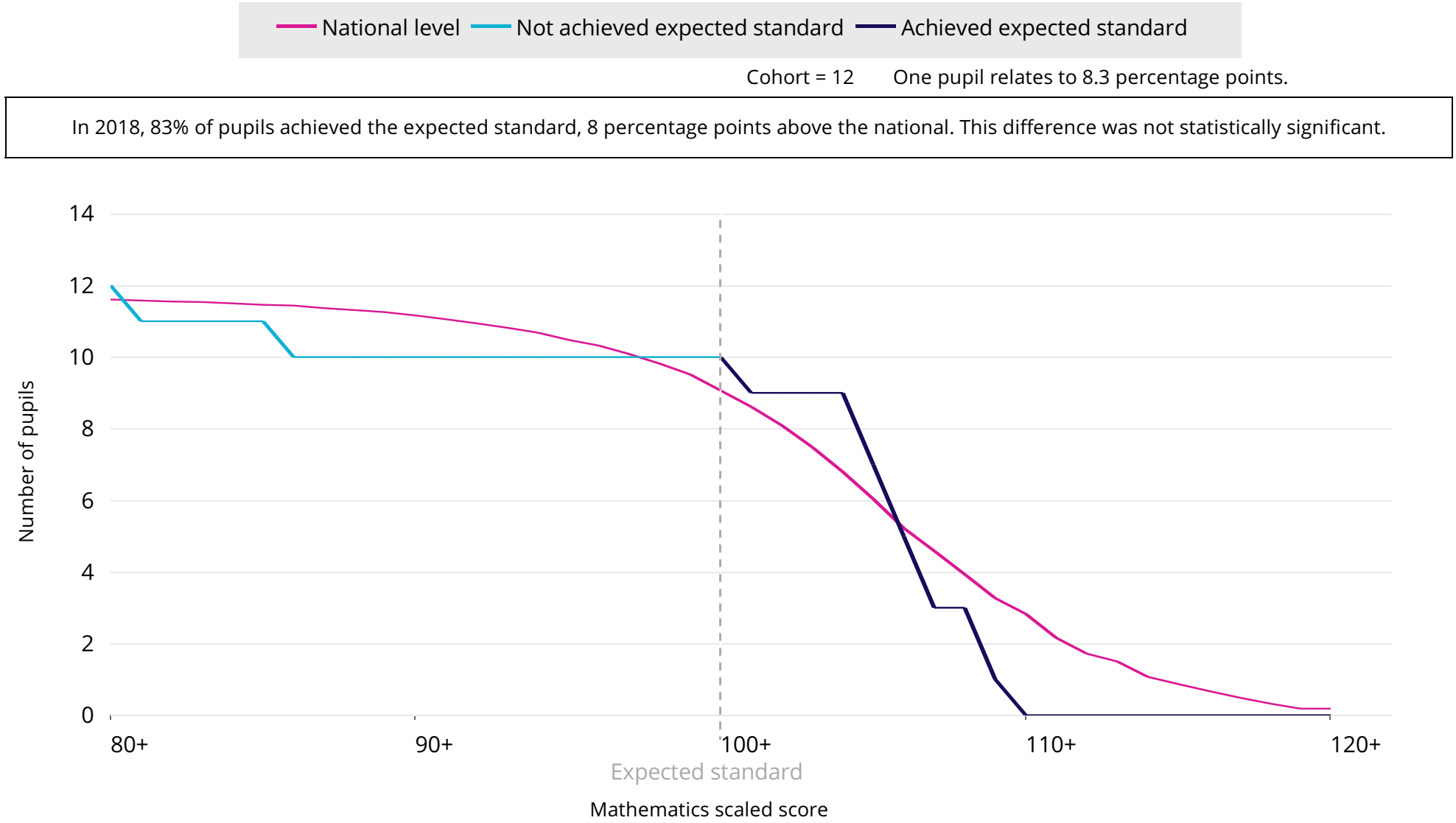
This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



Notes: The plotted national line is the national reading percentage multiplied by the school reading attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Mathematics scaled scores 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

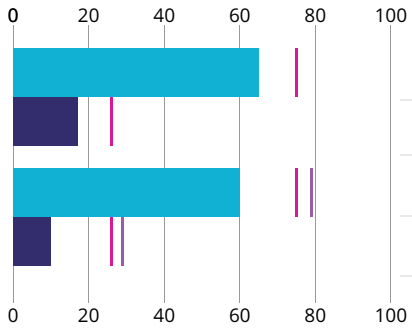


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Sample **URN: ABCDEF LAESTAB: ABCDEFG**

Reading

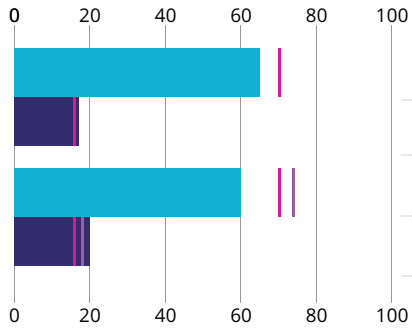
Expected+ % | Greater depth % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	-10	-2	23
	-8	-1	23
Disadvantaged	-15/-19	-1/-1	10
	-16/-19	-1/-1	10

Writing

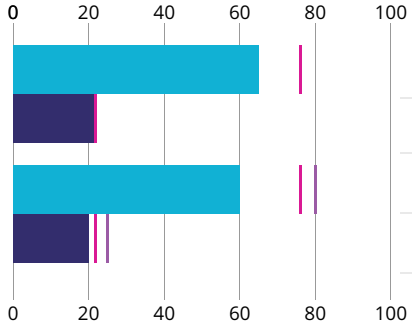
Expected+ % | Greater depth % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	-5	-1	23
	2	0	23
Disadvantaged	-10/-14	0/-1	10
	4/2	0/0	10

Mathematics

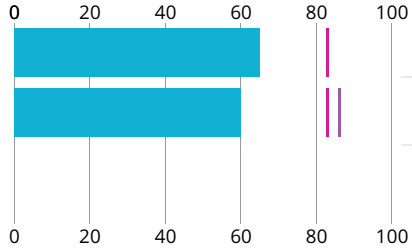
Expected+ % | Greater depth % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	-11	-2	23
	0	0	23
Disadvantaged	-16/-20	-1/-1	10
	-2/-5	0/0	10

Science

Expected+ % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	-18	-4	23
Disadvantaged	-23/-26	-2/-2	10

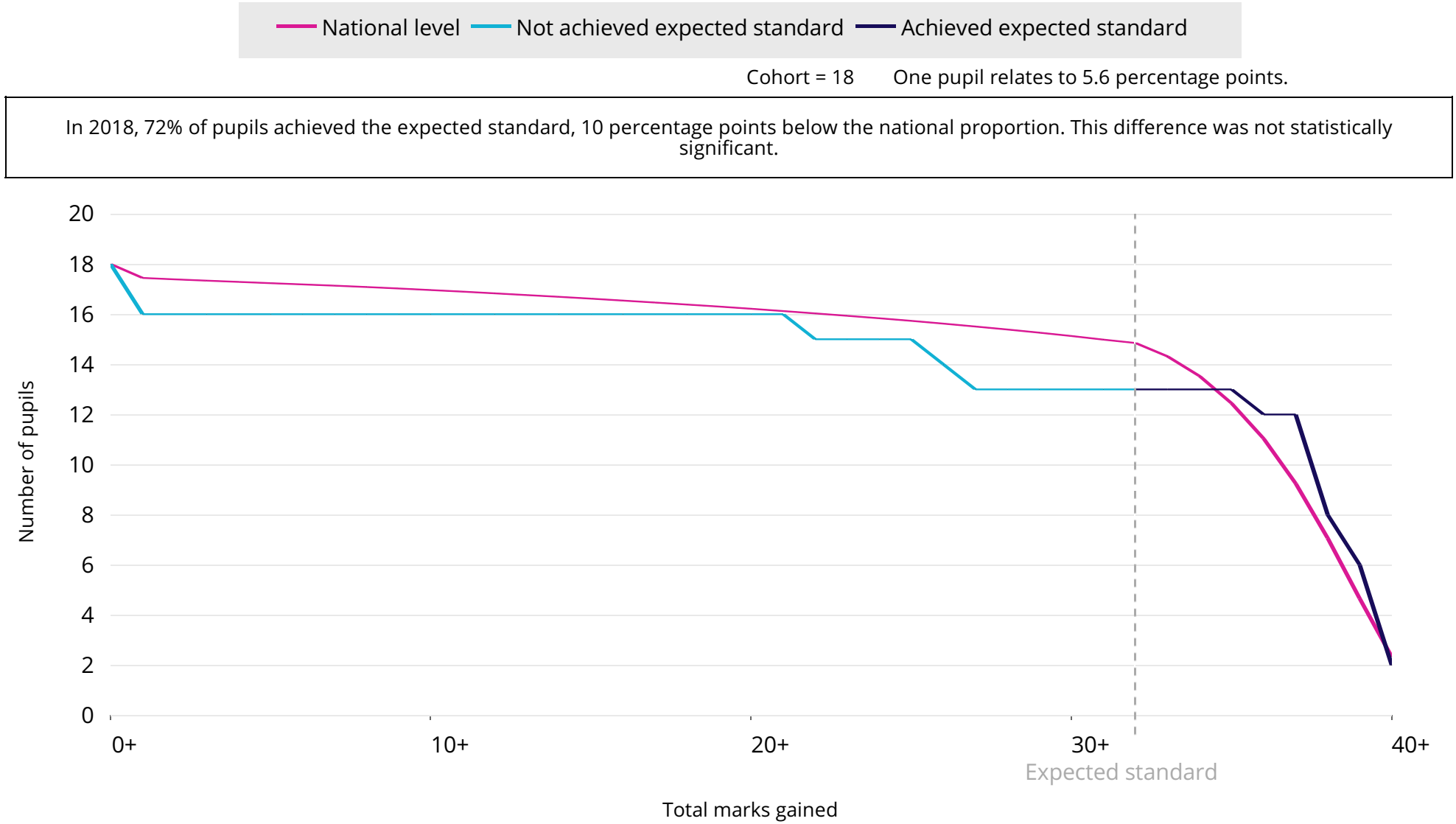
Note: 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Disadvantaged nationals are shown as all/other (other relates to pupils who are not defined as disadvantaged). For science the only outcome of the teacher assessment was whether pupils met the expected standard. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Ofsted

Sample URN: ABCDEF LAESTAB: ABCDEFG

Year 1 phonics marks 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



Notes: The plotted national line is the national phonics attainment percentage at each phonics mark multiplied by the whole school phonics attainment cohort. The expected standard for phonics is 32+. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard