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

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

In 2018, 75% of pupils achieved the expected standard in reading, writing and mathematics, 11 percentage points above the national proportion. This difference was not statistically significant.

There were no meaningful trends or differences for this measure.

There were no meaningful trends or differences for this measure.

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%).

**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.
- In 2018, 75% of pupils achieved the expected standard in reading, writing and mathematics, 11 percentage points above the national proportion. This difference was not statistically significant.

**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.

**Behaviour**
- 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%).
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.

Ethnicity
- 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.
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)
### Relative progress for the past three years

**Progress quintiles based on rank of progress score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Bottom 20%</th>
<th>Top 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q5</td>
<td>Q4</td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
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<tr>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 less information is greyed out.

### Reading progress in 2018

#### Average progress

<table>
<thead>
<tr>
<th>Group</th>
<th>Progress</th>
<th>National</th>
<th>Number of pupils included</th>
<th>Number of adjusted pupils</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>3.3</td>
<td>0.0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Low at KS1</td>
<td>-1.7</td>
<td>0.0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Middle at KS1</td>
<td>4.4</td>
<td>0.0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>High at KS1</td>
<td>-</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>2.8</td>
<td>0.0/0.3</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Disadvantaged nationals are shown as all/other

#### Reading progress scatterplot

**Key stage 1 prior attainment**

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

**Key stage 2 progress**

- **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](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)
Example school

**Writing progress in 2018**

<table>
<thead>
<tr>
<th>All</th>
<th>Low at KS1</th>
<th>Middle at KS1</th>
<th>High at KS1</th>
<th>Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>-12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-12</td>
</tr>
</tbody>
</table>

**Average progress**

<table>
<thead>
<tr>
<th>Progress</th>
<th>National</th>
<th>Number of pupils included</th>
<th>Number of adjusted pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8</td>
<td>0.0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>4.1</td>
<td>0.0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4.9</td>
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<td>10</td>
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</tr>
<tr>
<td>-</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Writing progress scatterplot**

Key stage 2 progression

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

**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](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)
Mathematics progress in 2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Progress</th>
<th>National</th>
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</thead>
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<td>All</td>
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</tr>
<tr>
<td>Low at KS1</td>
<td>2.2</td>
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<td>2</td>
<td>0</td>
</tr>
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<td>10</td>
<td>0</td>
</tr>
<tr>
<td>High at KS1</td>
<td>0.8</td>
<td>0.0/0.3</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Disadvantaged nationals are shown as all/other

**Average progress**

**Mathematics progress scatterplot**

**Key stage 1 prior attainment**

**Key stage 2 progress**

**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](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)
Key stage 2 in 2018

Example school
URN: ABCDEF  LAESTAB: ABCDEFG

Reading scaled scores 2018
This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

- National level
- Not achieved expected standard
- Achieved expected standard

Cohort = 12  One pupil relates to 8.3 percentage points.

In 2018, 75% of pupils achieved the expected standard, in line with 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
In 2018, 83% of pupils achieved the expected standard, 8 percentage points above the national. This difference was not statistically significant.

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
## Key stage 1 in 2018

**Example school**

**URN:** ABCDEF  **LAESTAB:** ABCDEFG

### Reading

<table>
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<th>Expected+ %</th>
<th>Greater depth %</th>
<th>National for all pupils</th>
<th>Other national</th>
</tr>
</thead>
<tbody>
<tr>
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### Writing

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<th>National for all pupils</th>
<th>Other national</th>
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### Mathematics

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<th>Greater depth %</th>
<th>National for all pupils</th>
<th>Other national</th>
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### Science

<table>
<thead>
<tr>
<th></th>
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<th>Greater depth %</th>
<th>National for all pupils</th>
<th>Other national</th>
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<tr>
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**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](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard).
In 2018, 72% of pupils achieved the expected standard, 10 percentage points below the national proportion. This difference was not statistically significant.

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](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

**Year 1 phonics marks 2018**

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