

## Areas to investigate

### KS2 attainment

- Reading and mathematics attainment was in the bottom 20% for at least two years for all pupils.

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report.

2016	School Floor Coasting		
Expected+ RWM %	29	(65)	(85)
Reading progress	-3.6	(-5)	(-2.5)
Writing progress	-0.7	(-7)	(-3.5)
Maths progress	-2.6	(-5)	(-2.5)

**Below floor standards in 2016?** **No**

To be above the floor, the school needs to meet either the attainment or all of the progress element.

**School coasting in 2016?** **Yes**

The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2014 and 2015, fewer than 85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics, and
- in 2016, fewer than 85% of children achieved the new expected standard and average progress made by pupils in reading or writing or mathematics was below the level set against the new primary progress measures (shown in pink above).

**Coasting element** **2014** **2015** **2016**

For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

Ethnicity

School level trends

	2015	2016	2017	2017 Quintile				
				Bottom 20% Q5	Q4	Q3	Q2	Top 20% Q1
<b>% girls</b>								
School	45	46	-					
National	49	49	49					
<b>% of pupils known to be eligible for FSM</b>								
School	18	16	-					
National	16	15	24					
<b>% of pupils first language not/believed not to be English</b>								
School	27	29	-					
National	19	20	21					
<b>% of pupils with SEN support</b>								
School	5.6	5.5	-					
National	13.0	12.1	12.2					
<b>% of pupils with a SEN statement or EHC plan</b>								
School	0.4	0.0	-					
National	1.4	1.3	1.3					
<b>School deprivation indicator</b>								
School	0.2	0.2	-					
National	0.2	0.2	0.2					

**Year group data**

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
<b>Year 1</b>	-	-	49	-	19	-	21	-	12	-
<b>Year 2</b>	-	-	49	-	22	-	21	-	14	-
<b>Year 3</b>	-	-	49	-	26	-	21	-	15	-
<b>Year 4</b>	-	-	49	-	28	-	21	-	16	-
<b>Year 5</b>	-	-	49	-	30	-	20	-	16	-
<b>Year 6</b>	-	-	49	-	31	-	20	-	17	-

**Prior attainment**

Reading

Writing

Mathematics

Underlined once: more than one standard deviation from national  
 Underlined twice: more than two standard deviations from national

**Trends over time**

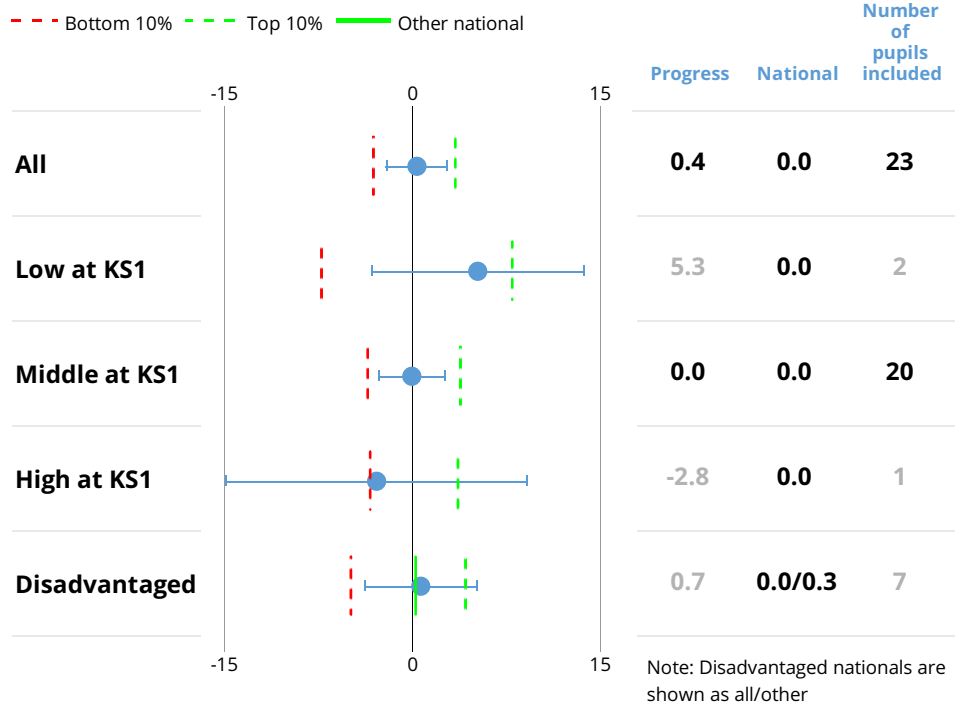
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

		Reading					Writing					Mathematics				
		Bottom 20%			Top 20%		Bottom 20%			Top 20%		Bottom 20%			Top 20%	
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
All	2015 (20)	84						78								
	2016 (20)	93						62								
	2017 (23)			47					45					75		
Low at KS1	2015 (9)		71					85					94			
	2016 (3)		61							33					36	
	2017 (2)					20					18			42		
Middle at KS1	2015 (7)		80							30			98			
	2016 (14)	96						62					87			
	2017 (20)			52					55					76		
High at KS1	2015 (4)		78						58				97			
	2016 (3)			51				91					93			
	2017 (1)		87										88			
Disadvantaged	2015 (8)	91						90					94			
	2016 (7)	92						72					97			
	2017 (7)				35					25				55		

Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

( ) Cohort Significantly below national Significantly above national Change in methodology or calculations -----

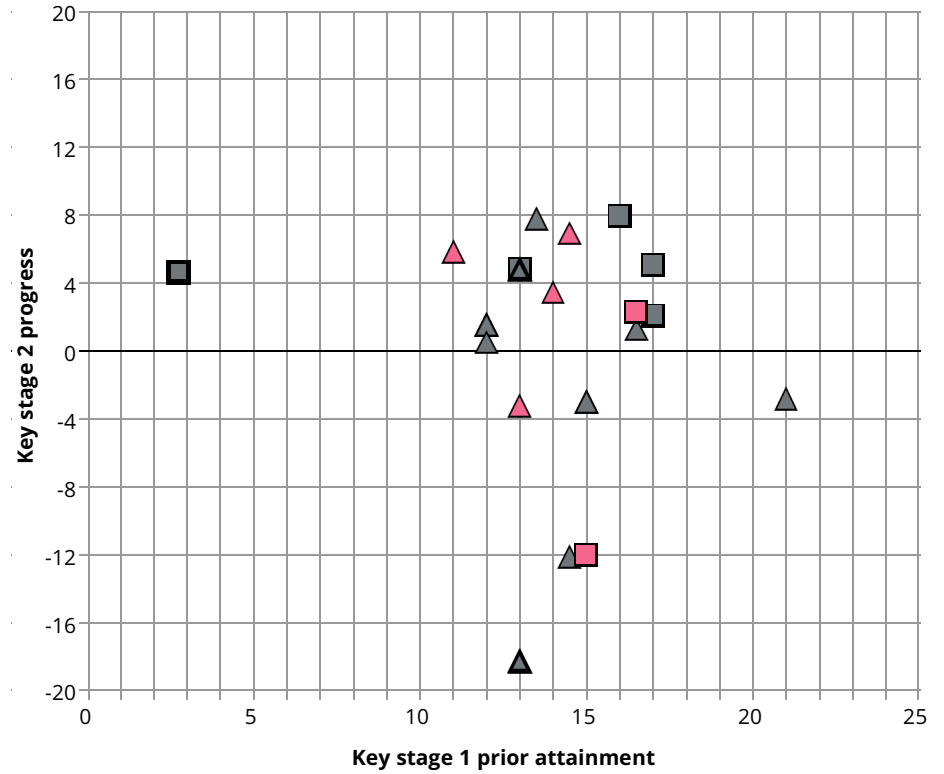
Reading progress in 2017



Significantly below national and in bottom 10%

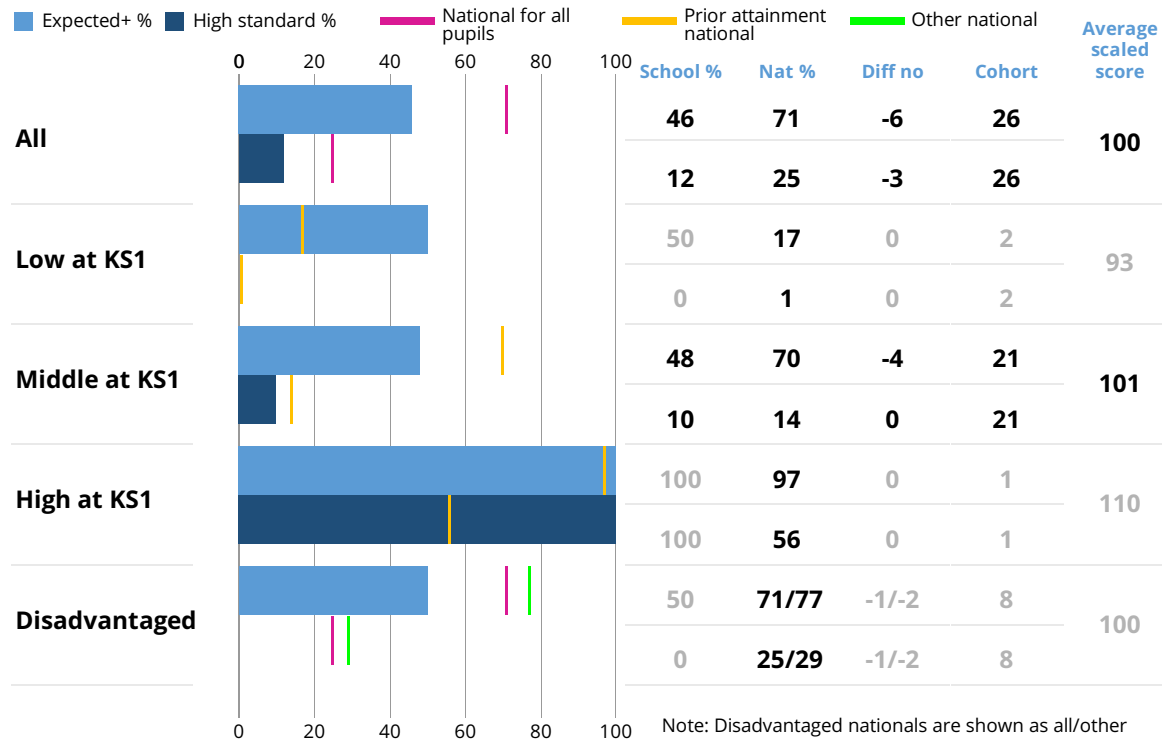
Significantly above national and in top 10%

Reading progress scatterplot

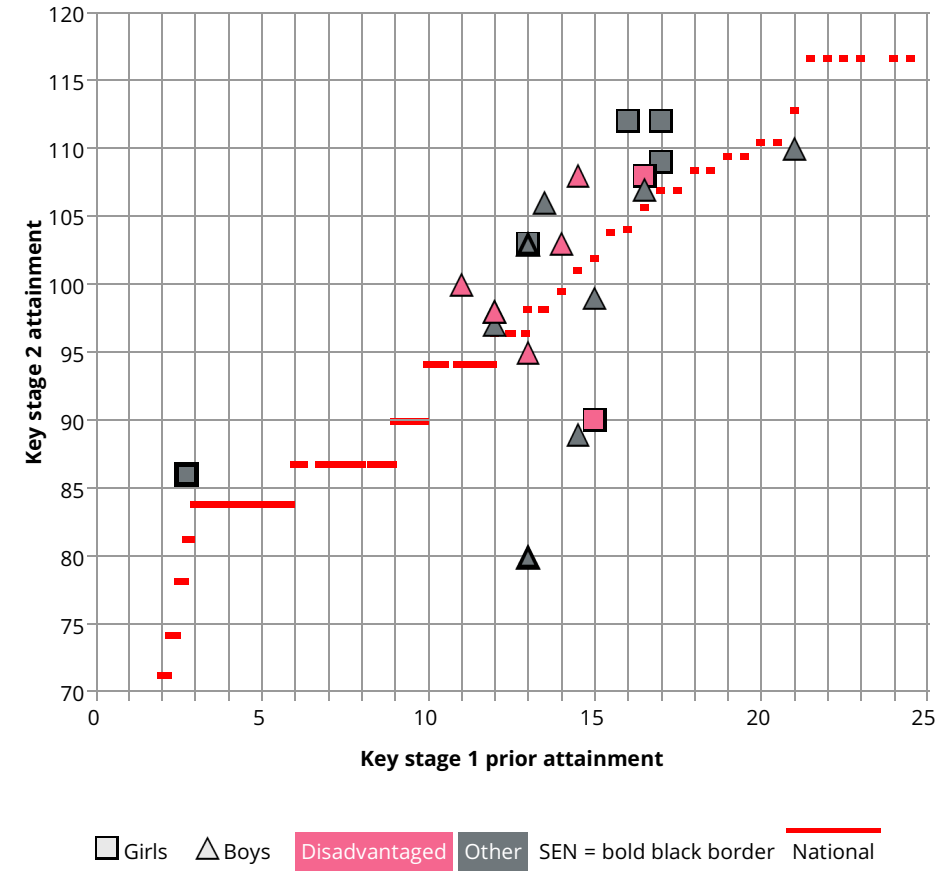


□ Girls  
 △ Boys  
 □ Disadvantaged  
 □ Other  
 SEN = bold black border

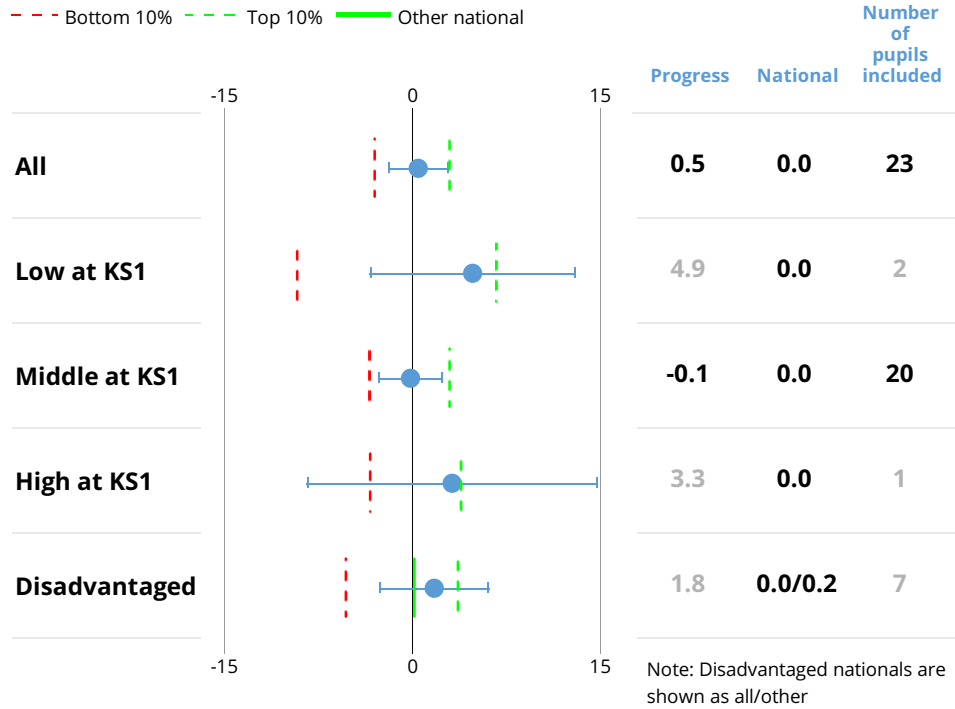
Reading attainment in 2017



Reading attainment scatterplot



Writing (teacher assessment) progress in 2017

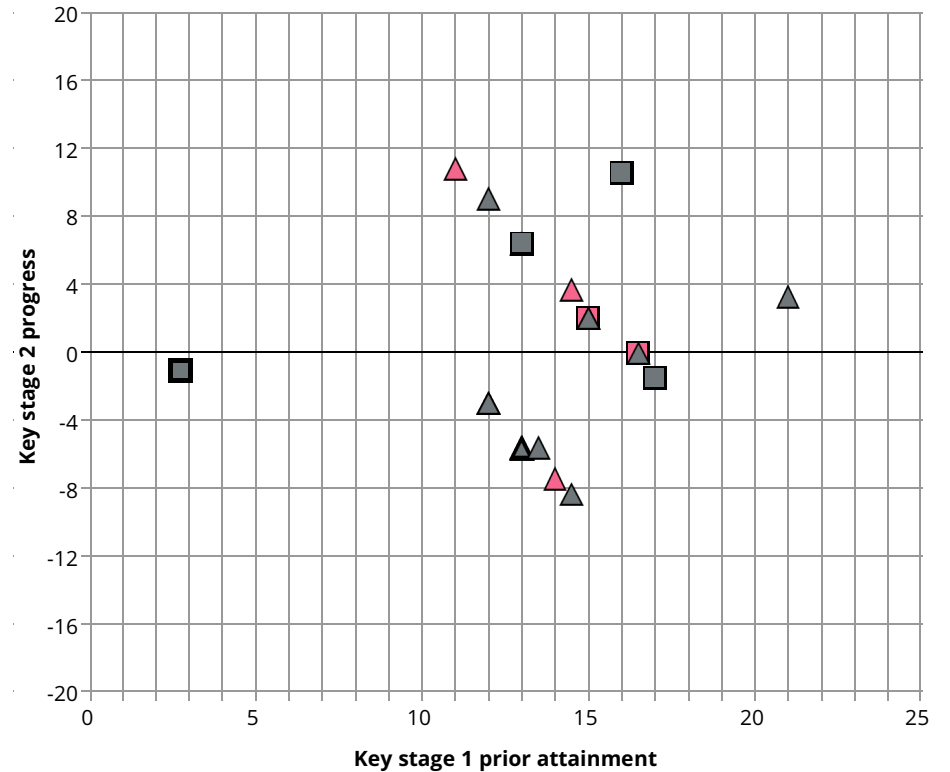


Significantly below national and in bottom 10%

Significantly above national and in top 10%

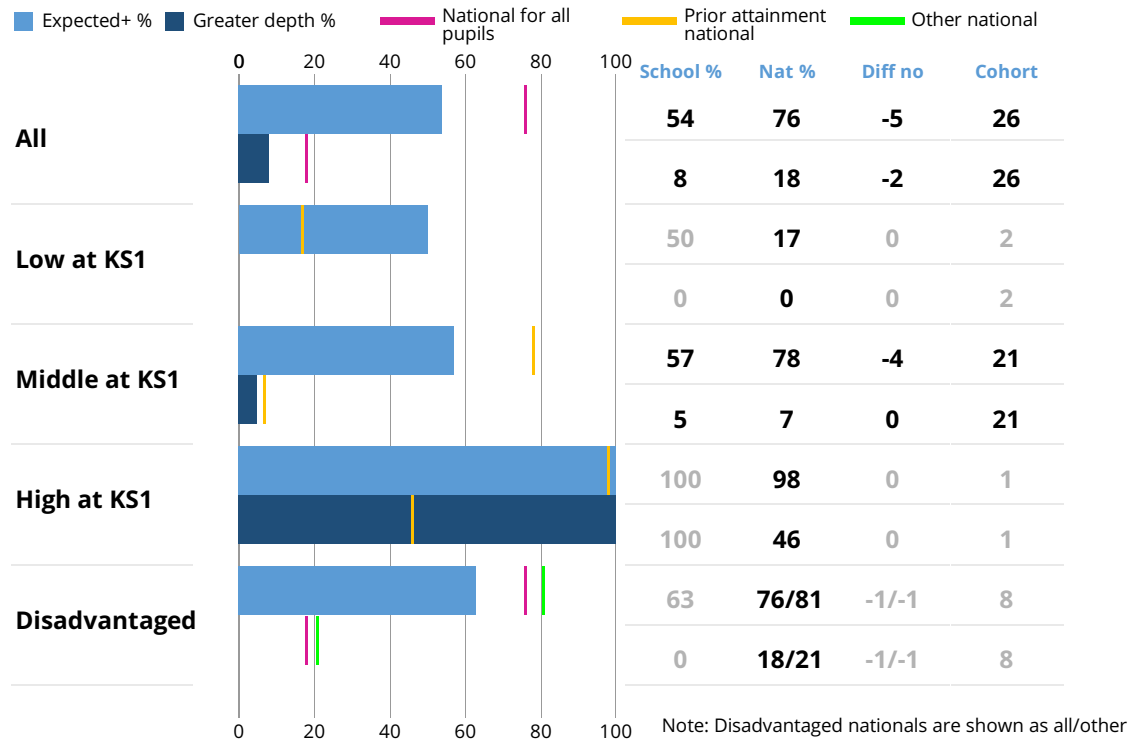
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



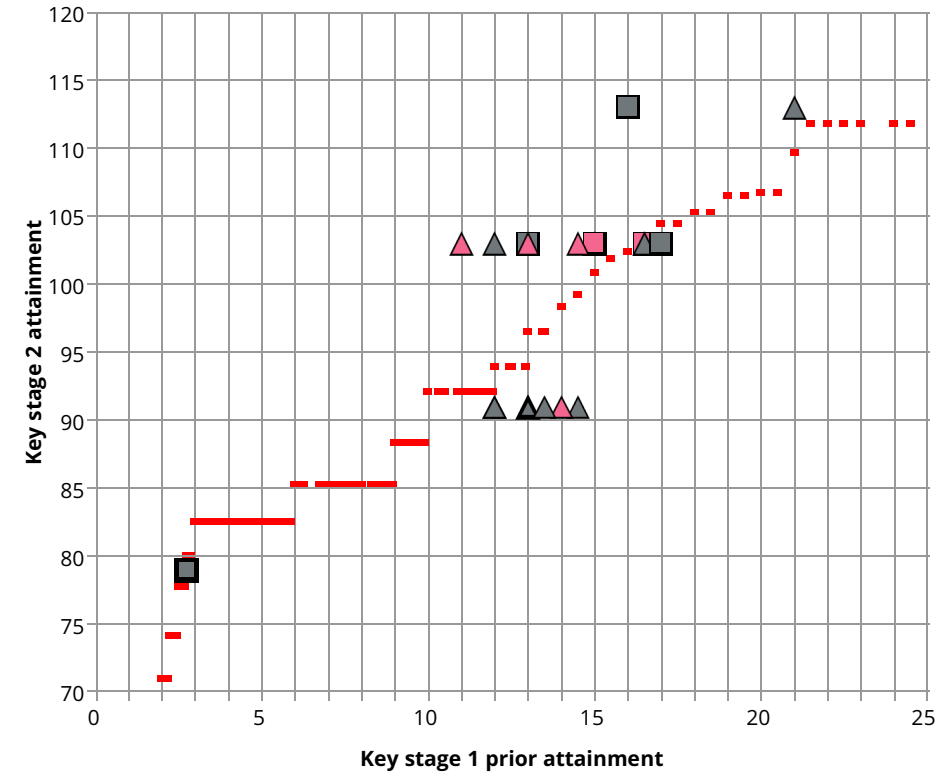
□ Girls  
 △ Boys  
 Disadvantaged  
 Other  
 SEN = bold black border

### Writing (teacher assessment) attainment in 2017



Writing data is based on teacher assessments. Users should be cautious when using this data.

### Writing (teacher assessment) attainment scatterplot

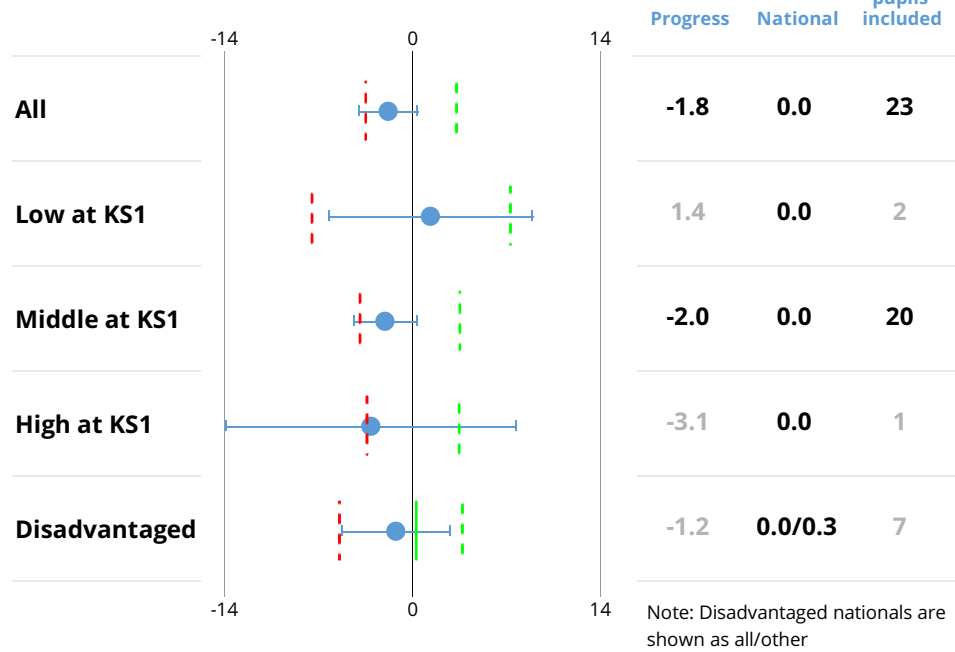


Girls
 
 Boys
 
 Disadvantaged
 
 Other
 
 SEN = bold black border
 
 National



### Mathematics progress in 2017

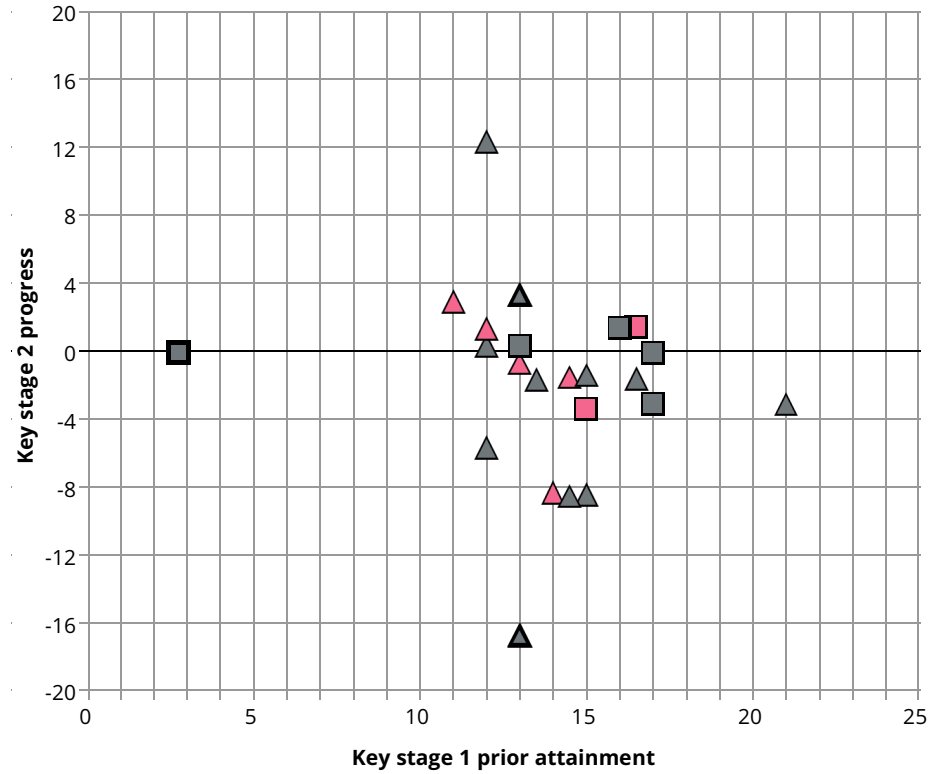
--- Bottom 10%    - - - Top 10%    — Other national



Significantly below national and in bottom 10%

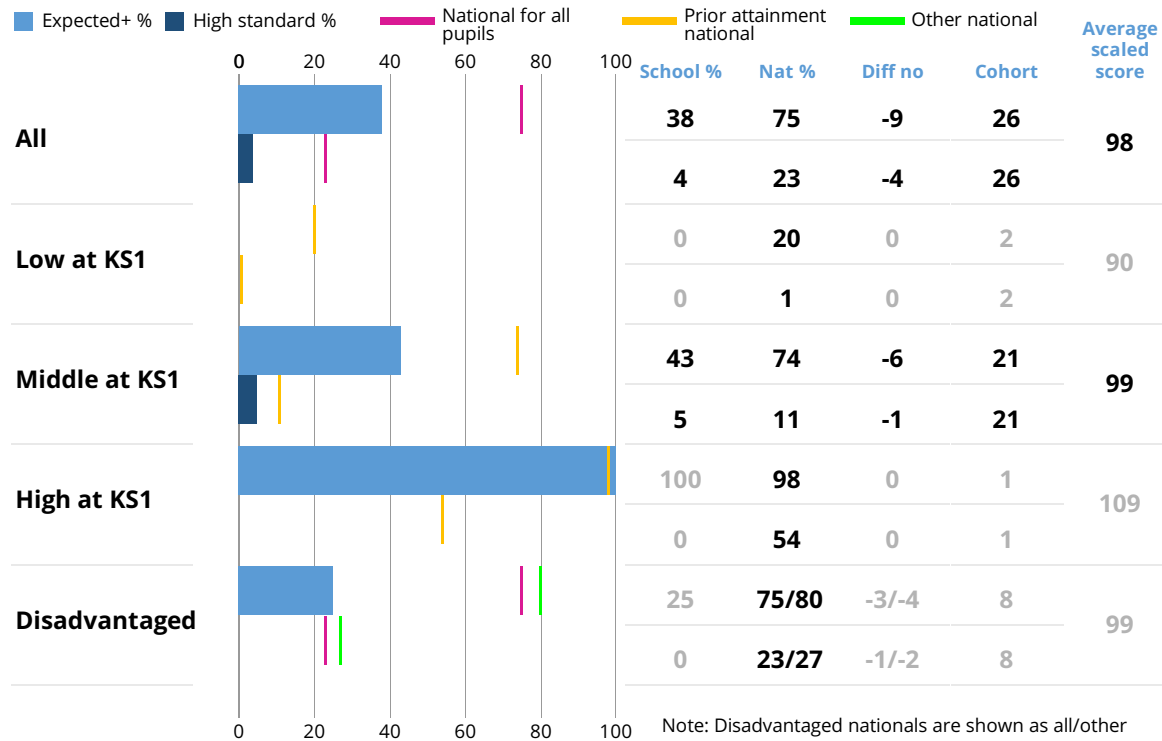
Significantly above national and in top 10%

### Mathematics progress scatterplot

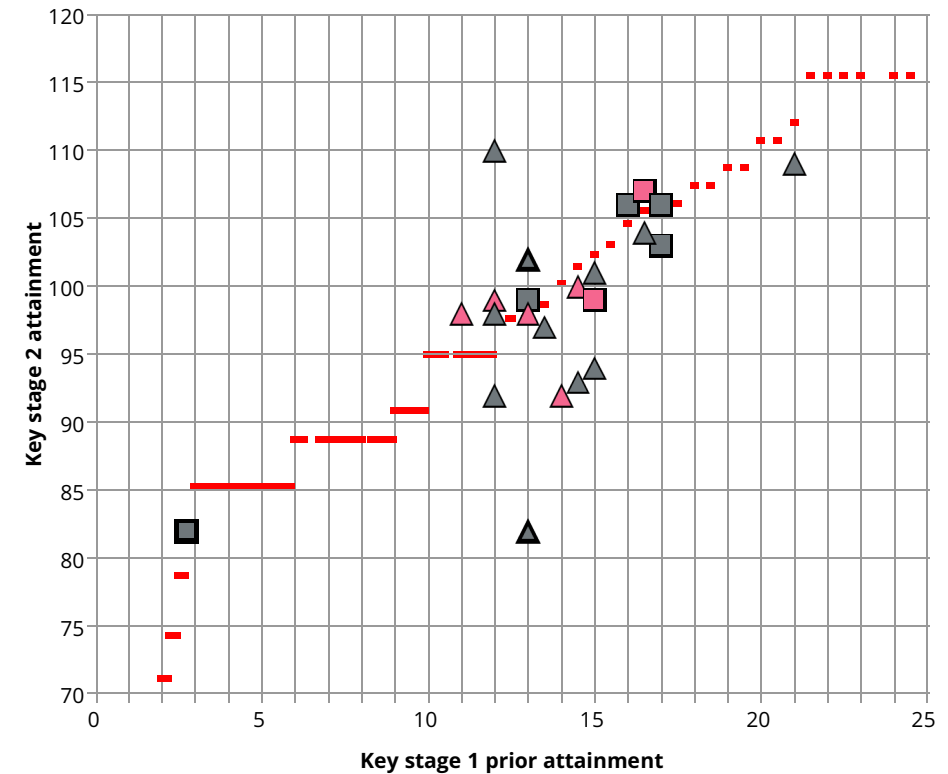


□ Girls    △ Boys    Disadvantaged    Other    SEN = bold black border

### Mathematics attainment in 2017

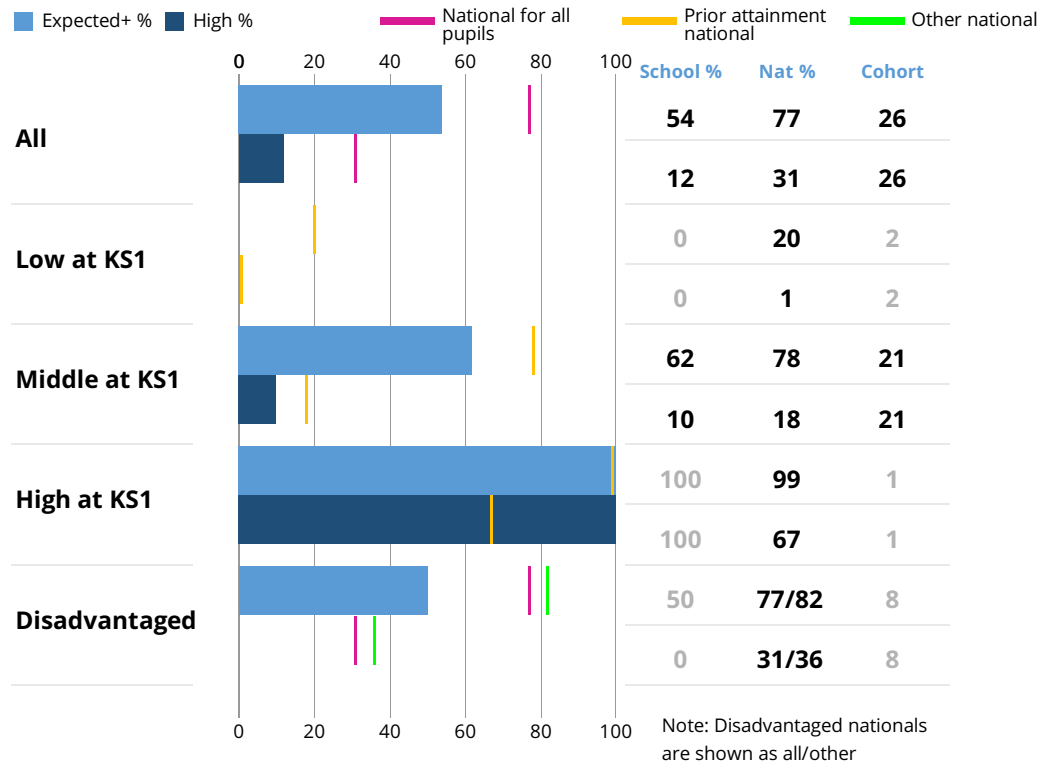


### Mathematics attainment scatterplot

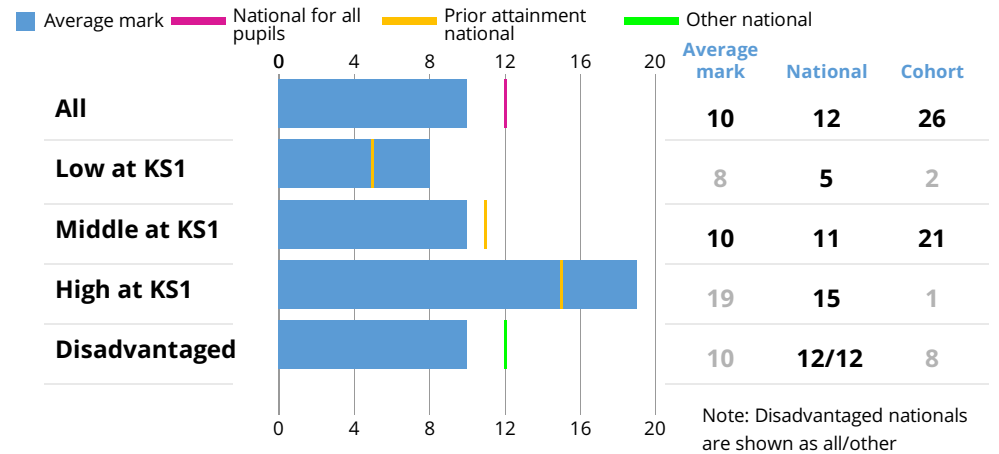


□ Girls  
 △ Boys  
 Disadvantaged  
 Other  
 SEN = bold black border  
  National

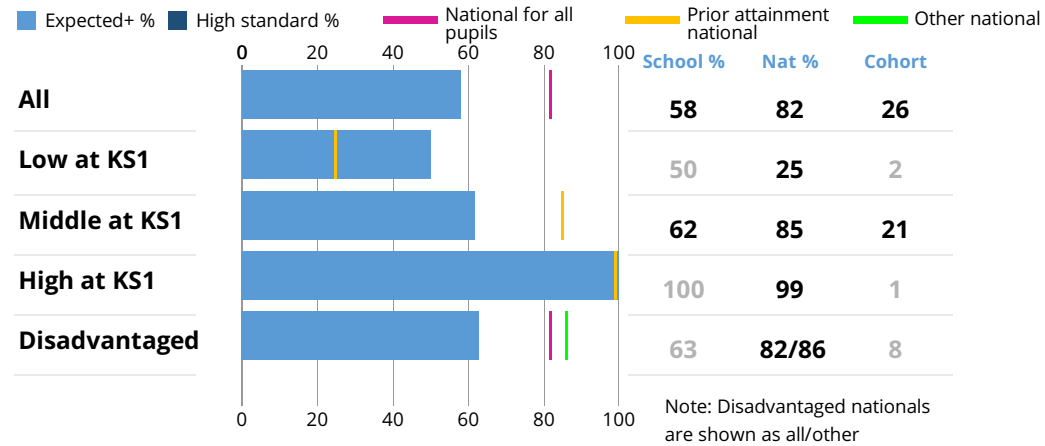
### English grammar, punctuation and spelling (EGPS) in 2017



### Spelling

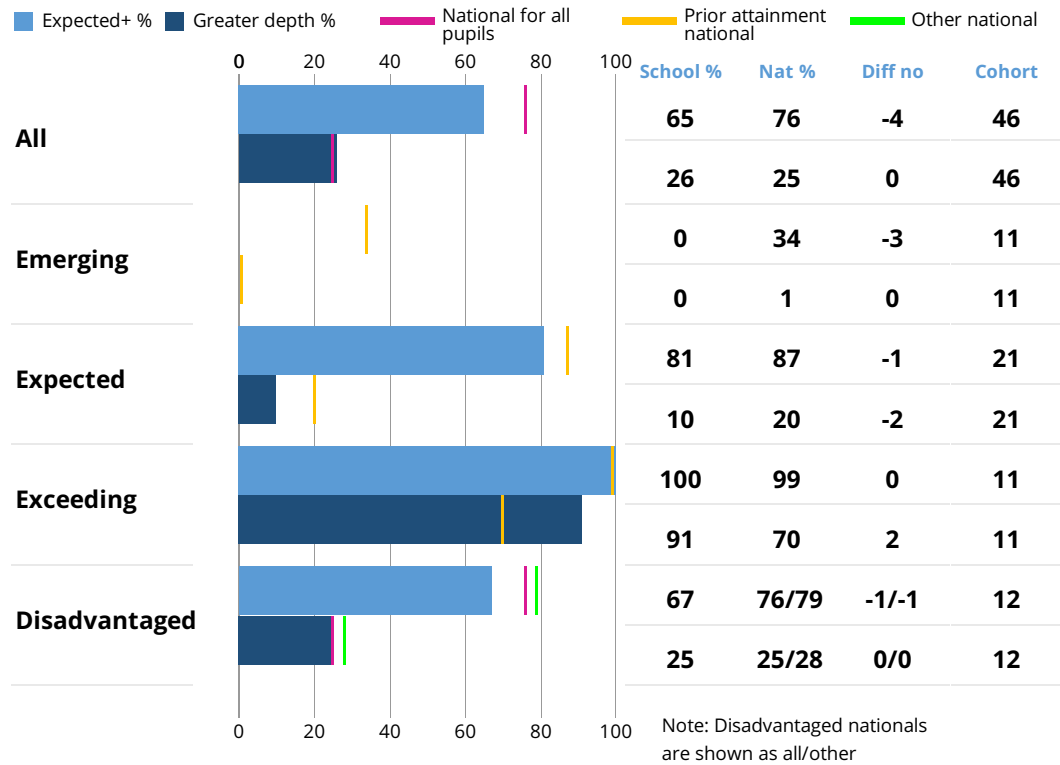


### Science attainment in 2017

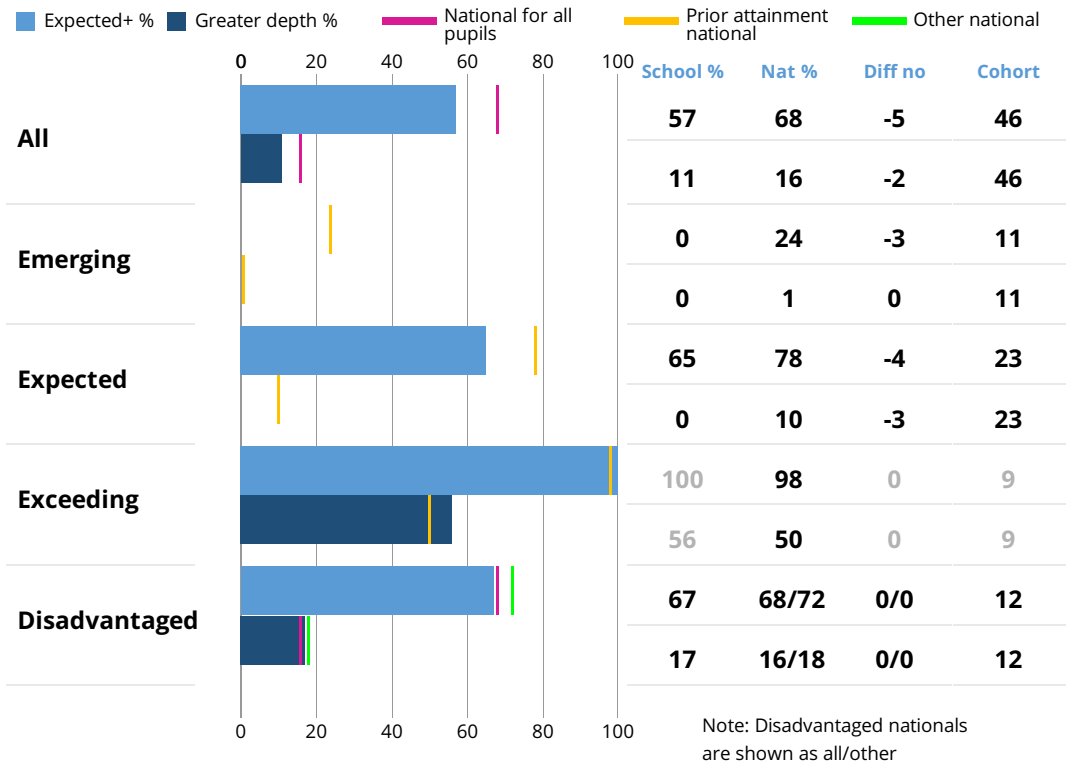


Science data is based on teacher assessments. Users should be cautious when using this data.

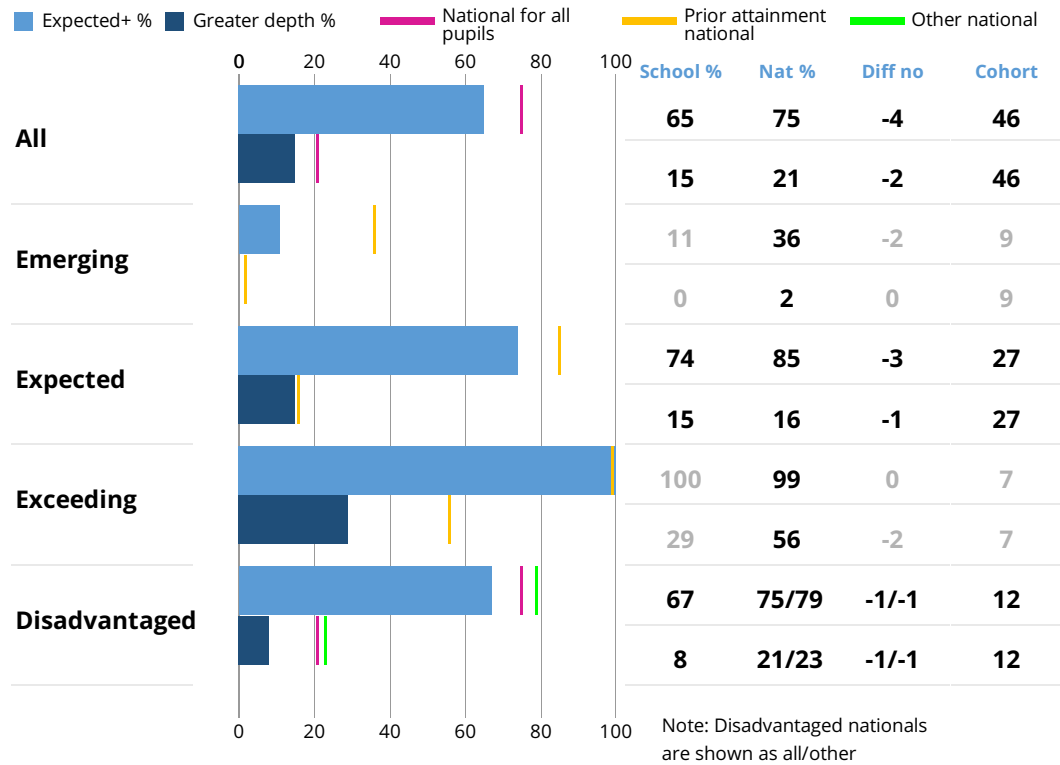
### Reading in 2017



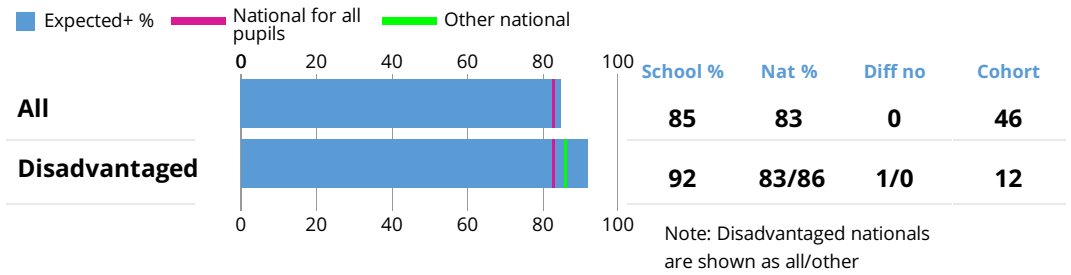
### Writing in 2017



### Mathematics in 2017



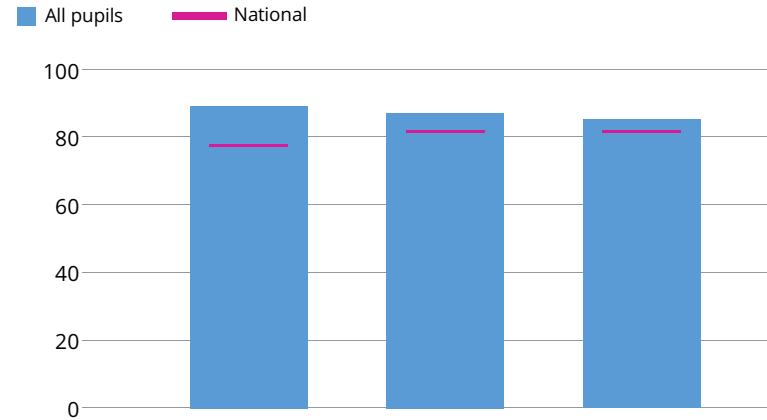
### Science in 2017



Phonics in 2017

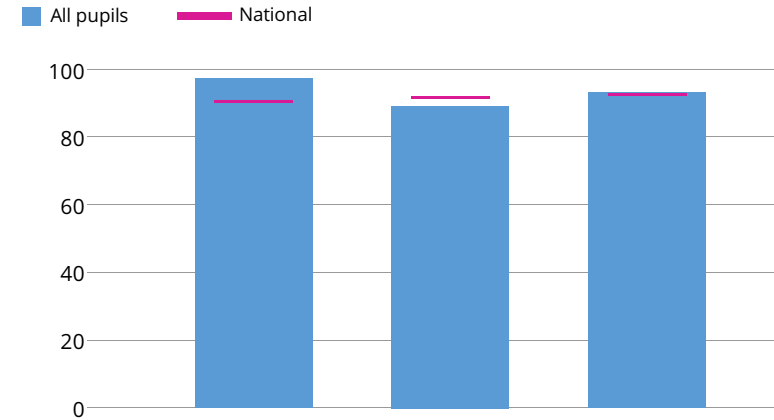
Proportion meeting the expected standard

Year 1



	2015	2016	2017
<b>School %</b>	<b>89</b>	<b>87</b>	<b>85</b>
<b>Nat %</b>	<b>77</b>	<b>81</b>	<b>81</b>
<b>Cohort</b>	<b>55</b>	<b>55</b>	<b>47</b>

By end of year 2



	2015	2016	2017
<b>School %</b>	<b>97</b>	<b>89</b>	<b>93</b>
<b>Nat %</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>Cohort</b>	<b>30</b>	<b>53</b>	<b>46</b>