

## Areas to investigate

### KS2 progress

- Writing progress was in the top quintile (20%) for at least two years for all pupils, high prior attainers and disadvantaged pupils.
- Progress in reading was significantly above average and in the highest 10%.

### KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for the middle prior attainment group.
- In 2018, 87% of pupils achieved the expected standard in reading, writing and mathematics, 23 percentage points above the national proportion. This was a statistically significant difference.

### 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 no permanent exclusions in the last three years. The national average in each of these years was zero.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.54%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.25%.

## School context in 2018

**Phase of education:** Primary

**Headteacher:** Shane Owen

**Pupils:** 232

**Gender:** Mixed

**Deprivation Quintile:** Middle 20% (0.2)

**Local authority:** Essex

**Admissions policy:** Not applicable

**Ages:** 3-11

**Denomination:** None

**Special needs provision:**

**Ever 6 FSM %:** 25.4

**English additional language %:** 1.1

**SEN support %:** 6.9

**SEN with EHC plan %:** 4.3

### Ethnicity

- The largest ethnic groups are: White - British (95.7%), Mixed - White & Black Caribbean (0.5%), Mixed - White & Black African (0.5%), Asian or Asian British - Indian (1.1%), Asian or Asian British - Bangladeshi (0.5%), Any other ethnic group (0.5%), Parent/pupil preferred not to say (0.5%), Ethnicity not known (0.5%).
- This school has 5 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

### Number on roll

- There was nothing significant to report.

### Girls

- The percentage of girls in year 3 (58%) was higher than all other year groups.

- The percentage of girls in year 1 (34%) was lower than all other year groups.

### Disadvantaged

- The percentage of FSM in year 3 (35%) was higher than all other year groups.
- There was a larger than average decrease in the percentage of disadvantaged pupils between 2017 and 2018.
- There were no children looked after in the school.

## School context 2018

### English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (1.1%).

### Special Educational Needs

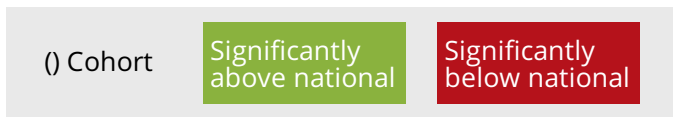
- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (4.3%).
- The school was in the lowest 20% of all schools for the proportion of SEN support (6.9%).

### Prior Attainment

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

# Relative progress for the past three years

Progress quintiles based on rank of progress score

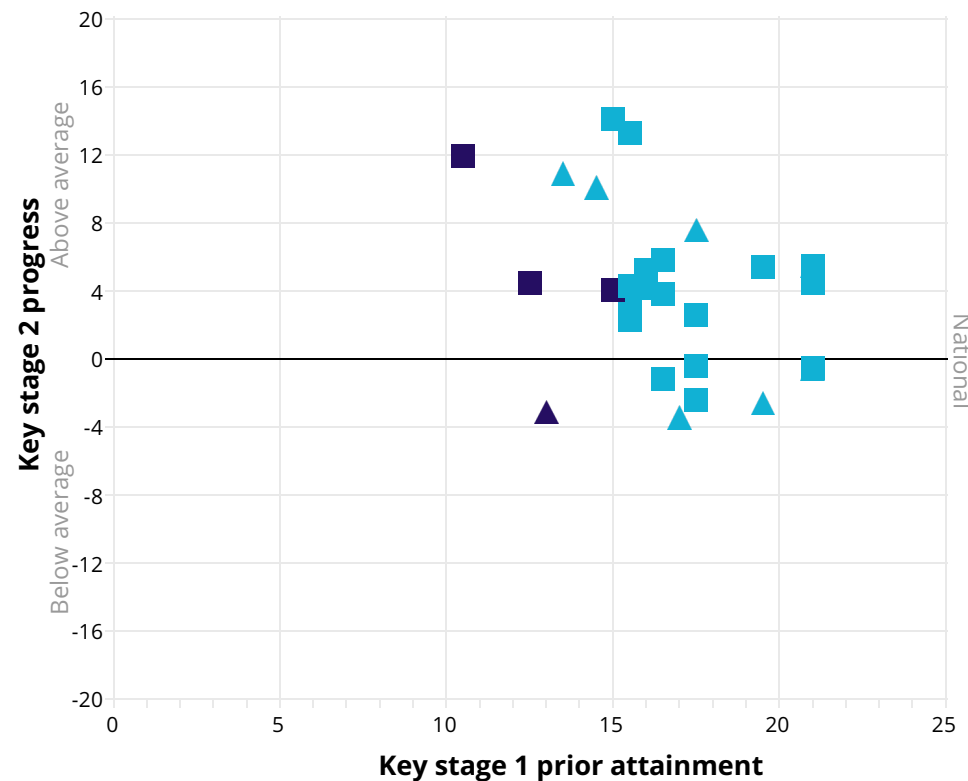
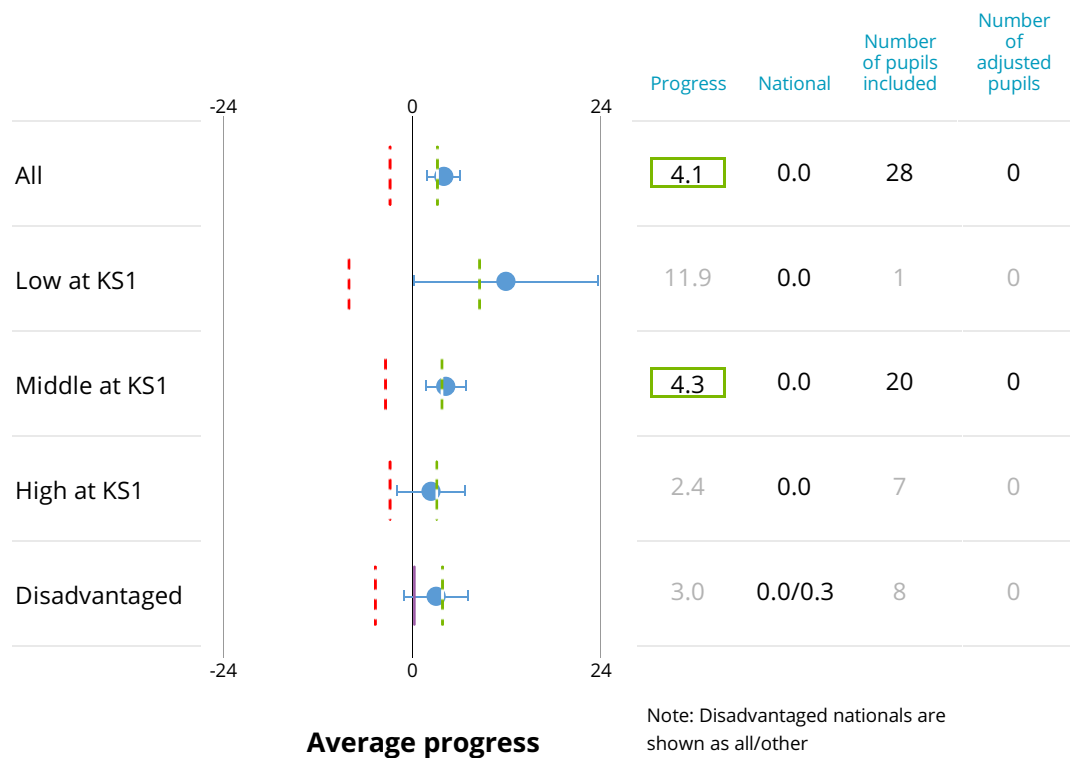
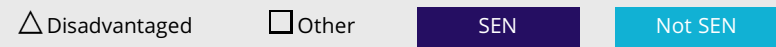


	Year	Cohort	Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%						
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(32)						(32)											
	2017	(30)						(30)											
	2018	(28)						(28)											
Low at KS1	2016	(4)						(4)											
	2017	(2)						(2)											
	2018	(1)						(1)											
Middle at KS1	2016	(19)						(19)											
	2017	(21)						(21)											
	2018	(20)						(20)											
High at KS1	2016	(9)						(9)											
	2017	(7)						(7)											
	2018	(7)						(7)											
Disadvantaged	2016	(10)						(10)											
	2017	(13)						(13)											
	2018	(8)						(8)											

**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. For further information on methodology see [www.gov.uk/government/collections/using-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

# Reading progress in 2018

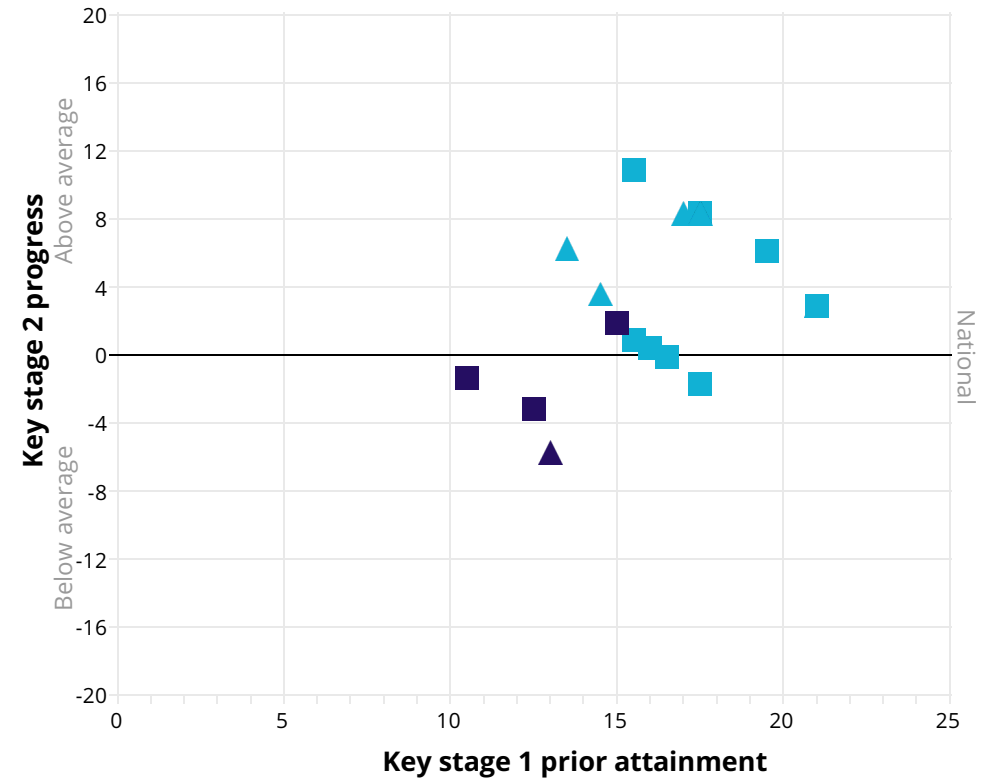
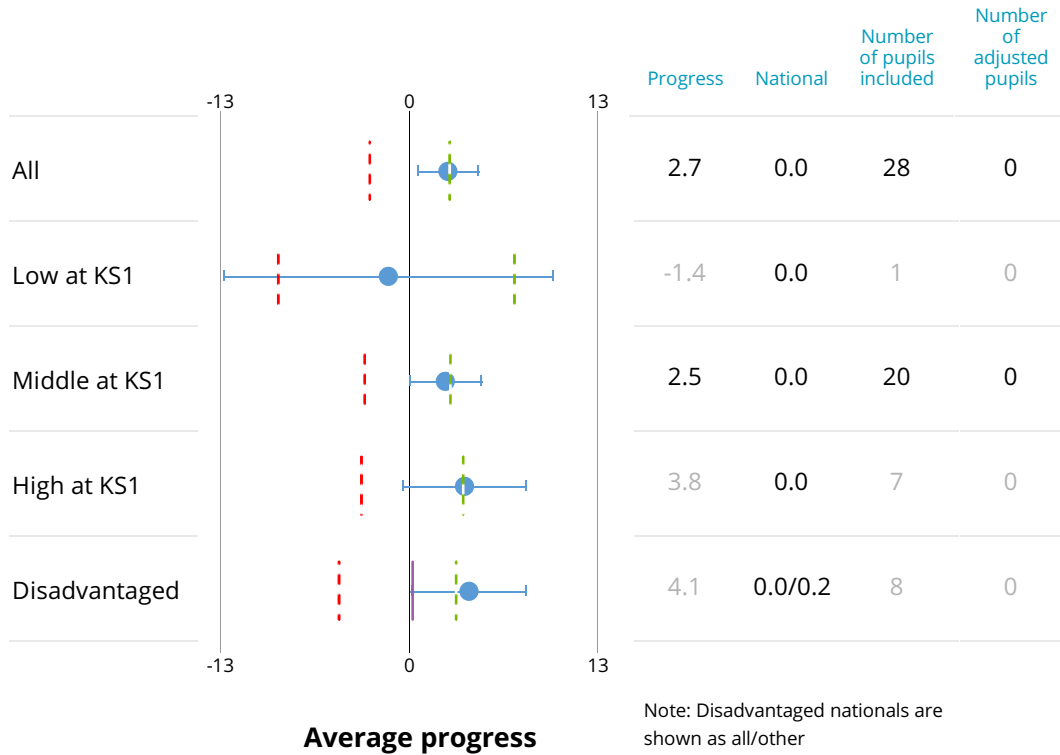
# Reading progress scatterplot



**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)

# Writing progress in 2018

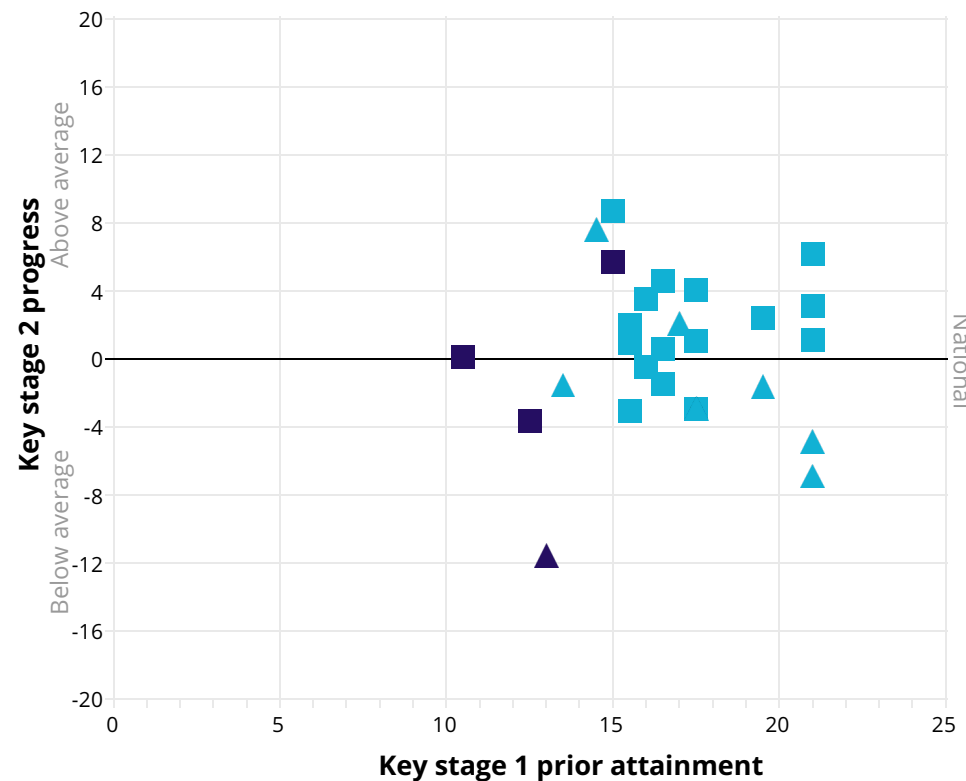
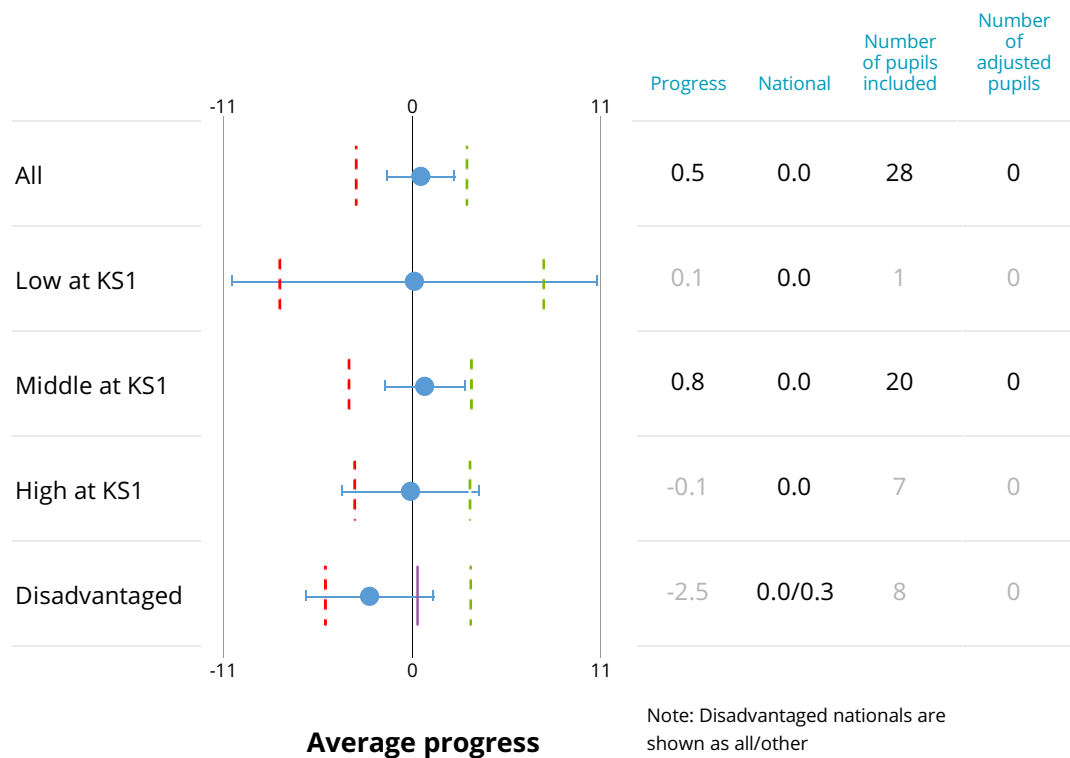
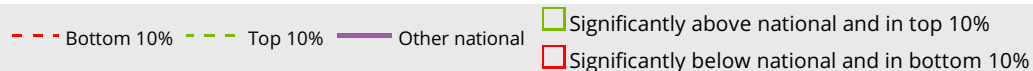
# Writing progress scatterplot



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

# Mathematics progress in 2018

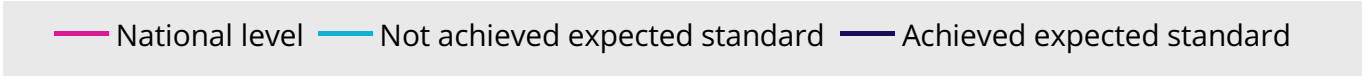
# Mathematics progress scatterplot



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

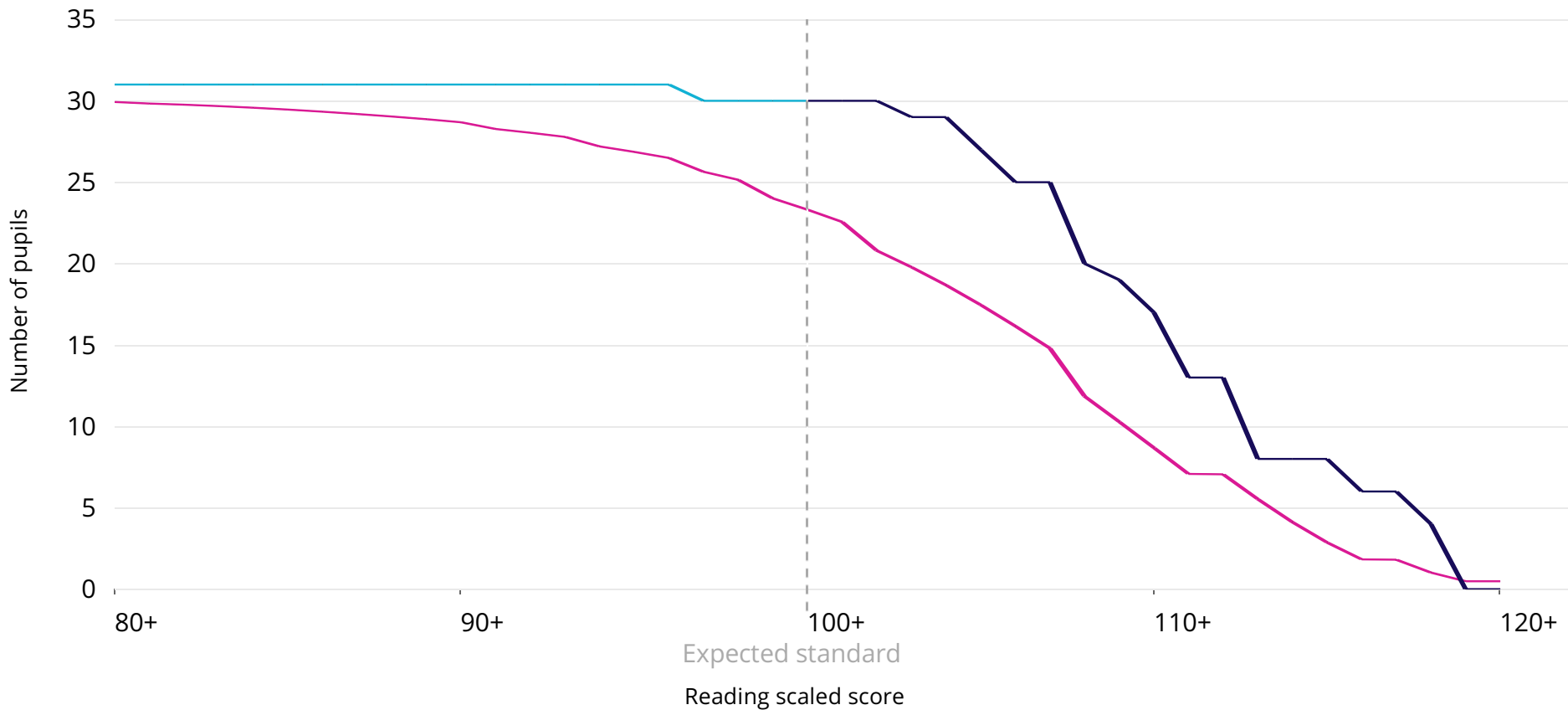
# Reading scaled scores 2018

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



Cohort = 31 One pupil relates to 3.2 percentage points.

In 2018, 97% of pupils achieved the expected standard, 22 percentage points above the national. This was a statistically significant difference.

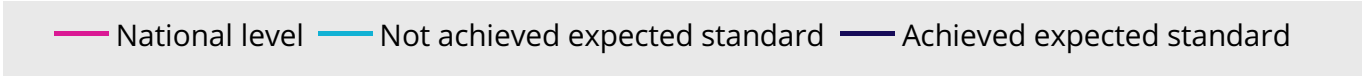


**Notes:** The plotted national line is the national reading percentage multiplied by the school reading attainment cohort at each average scaled score interval. For further information on methodology see [www.gov.uk/government/collections/using-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)



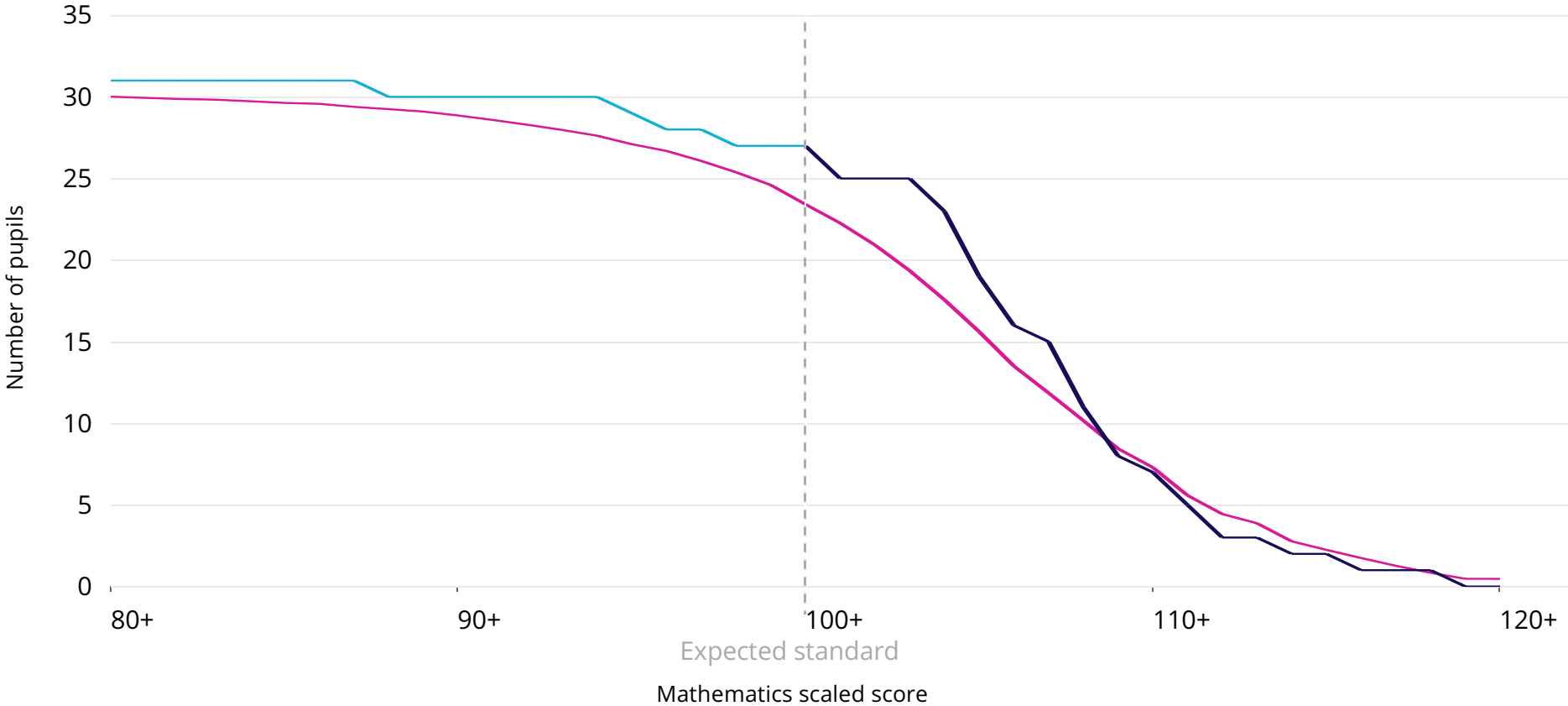
# Mathematics scaled scores 2018

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



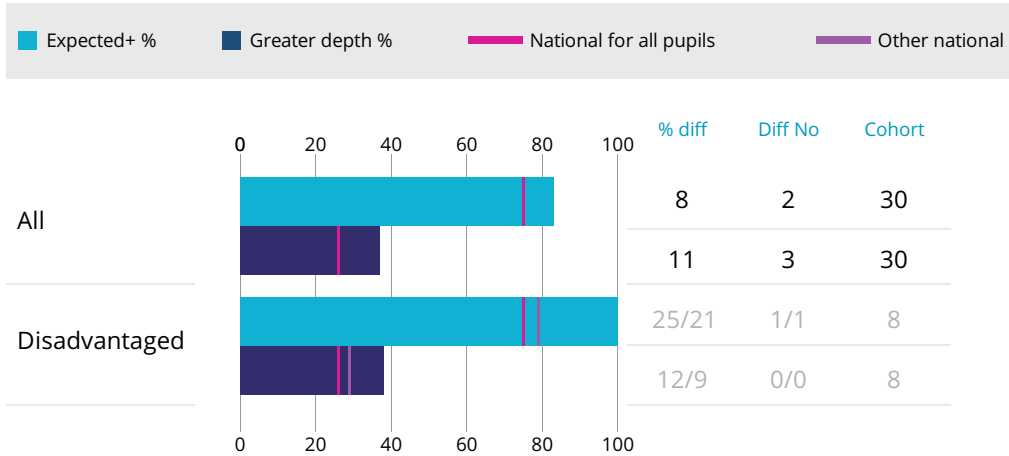
Cohort = 31 One pupil relates to 3.2 percentage points.

In 2018, 87% of pupils achieved the expected standard, 12 percentage points above the national. This difference was not statistically significant.

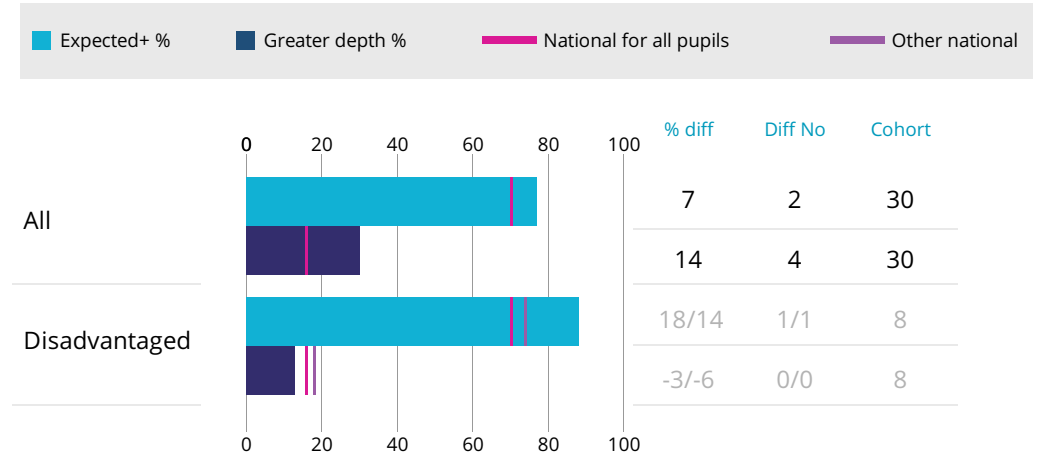


**Notes:** The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

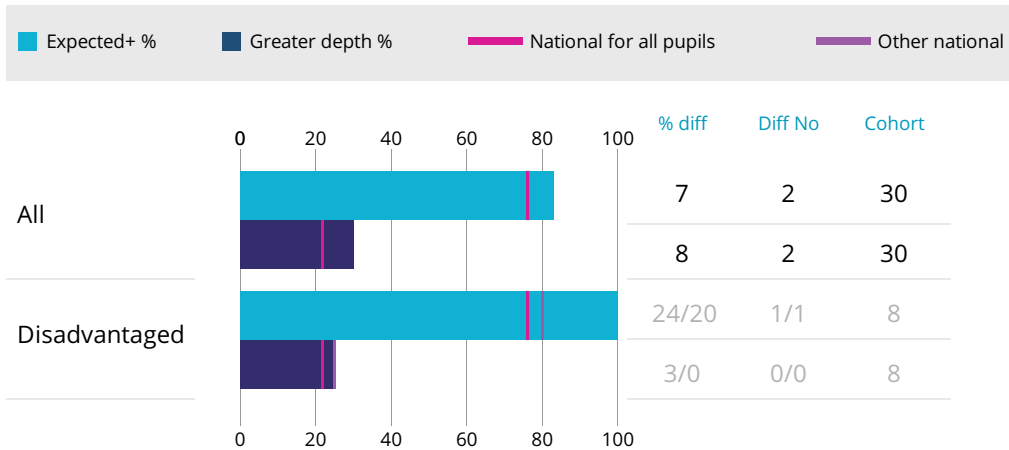
## Reading



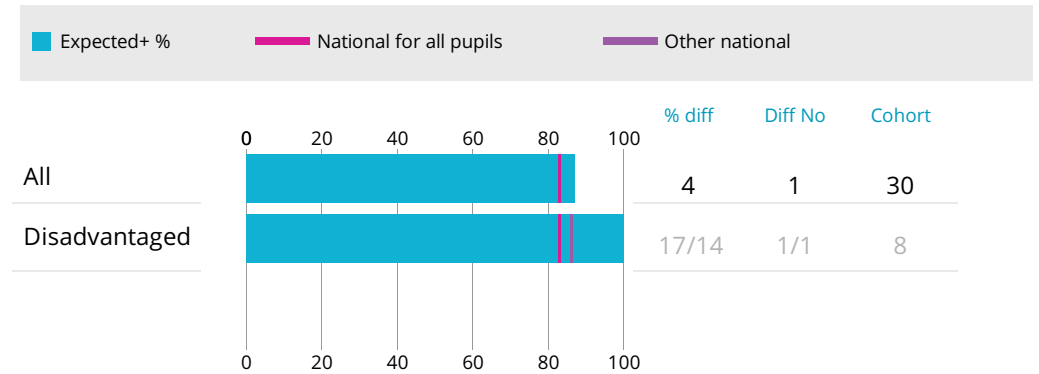
## Writing



## Mathematics



## Science



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

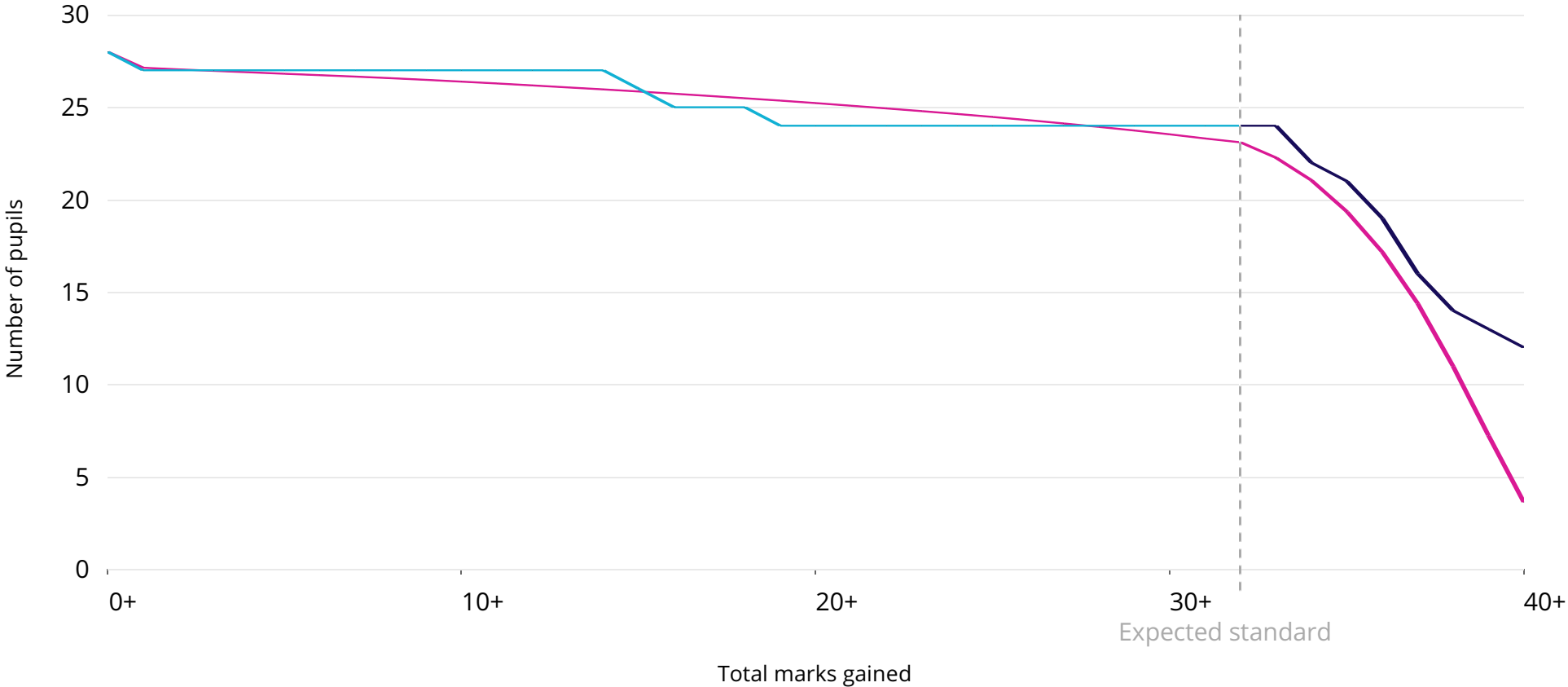
# Year 1 phonics marks 2018

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

— National level — Not achieved expected standard — Achieved expected standard

Cohort = 28    One pupil relates to 3.6 percentage points.

In 2018, 86% of pupils achieved the expected standard, 3 percentage points above 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-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)