

Areas to investigate

KS2 progress trend

- Writing and mathematics progress was in the top 20% for at least two years for all pupils, low prior attainers, middle prior attainers, disadvantaged pupils.

KS2 progress in 2017

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

KS2 progress of disadvantaged pupils

- Writing progress was significantly* above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.
- Mathematics progress was significantly* above the national for other pupils for at least two years for the following groups: overall disadvantaged.

KS2 attainment

- In 2017, writing and mathematics attainment of the expected standard was at or above national for prior attainment groups: low, middle.
- Reading attainment was in the bottom 20% for at least two years for all and disadvantaged pupils.

KS1 attainment

- In 2017, attainment in all subjects was below average and in the lowest 10% for all pupils.
- Reading, writing and mathematics attainment was in the bottom 20% for at least two years for all pupils.

Phonics in 2017

- The average mark for pupils not meeting the phonics expected standard in year 1 was 16.

Absence and exclusions

- Overall absence in 2016/17 was high for all pupils (in the highest 10%).
- Overall absence was high (in the highest 10%) for the latest three years for all pupils.

*statistical significance based on a 95% confidence interval

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. Please note some areas to investigate are based on data not contained in this report. The DfE announced in January, that a methodology change to the way key stage 2 progress is calculated for 2018 results will be made to better account for extreme scores, or 'outliers', and that this will change the progress scores of approximately 1% of pupils nationally (<https://www.gov.uk/government/publications/primary-school-accountability>). In the meantime, Ofsted has carried out initial modelling, and indicated where extreme scores occur based on the 2017 data. This has been indicated in the IDSR areas to investigate.

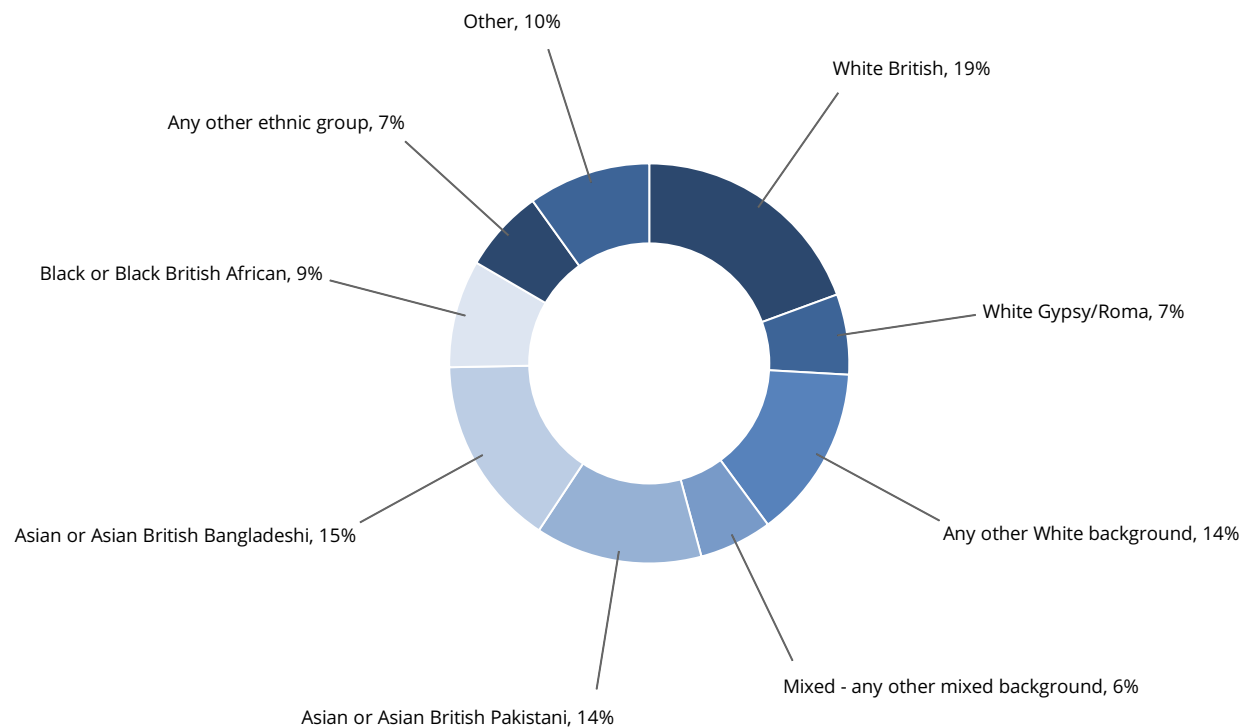
Phase of education: Primary
Headteacher: Linda Hall
Pupils: 508
Gender: Mixed
Special needs provision:

Local authority: Newcastle upon Tyne
Admissions policy: Not applicable
Ages: 2-11
Denomination: Does not apply

Schools details as of 3 January 2018

Ethnicity

This school has 13 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



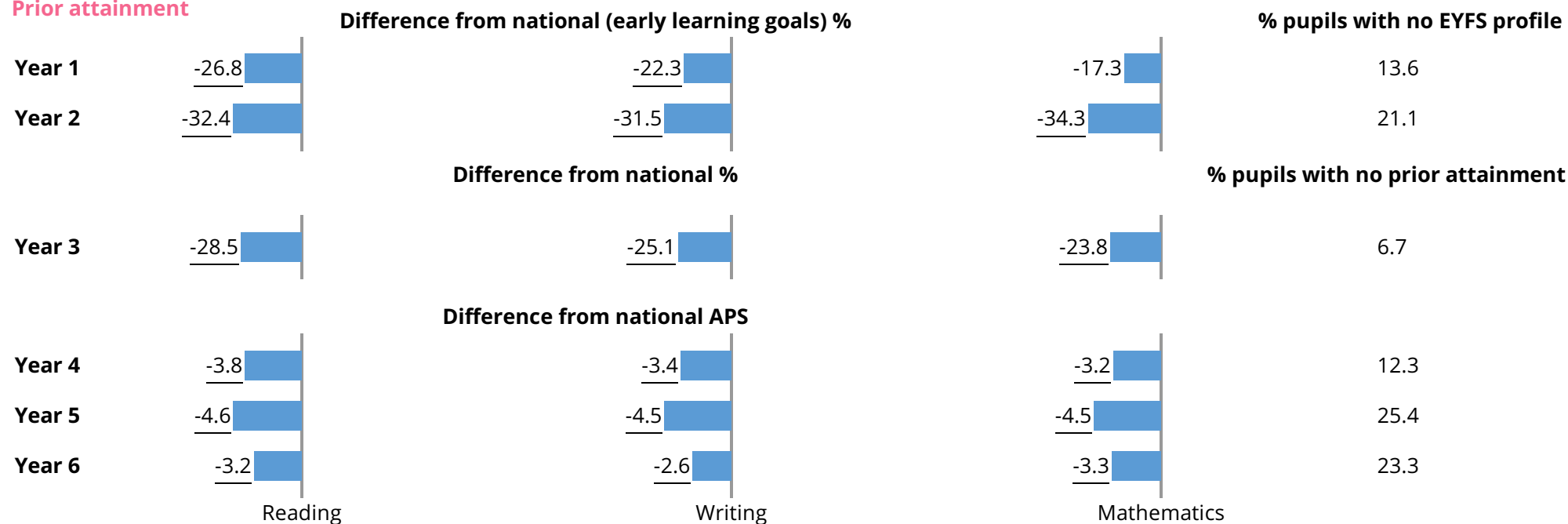
School level trends

	2015	2016	2017	2017 Quintile				
				Lowest 20% Q5	Q4	Q3	Q2	Highest 20% Q1
% girls								
School	50	49	47					
National	49	49	49					
% eligible for FSM at any time during the past 6 years								
School	45	41	35					
National	26	25	24					
% of pupils first language not/believed not to be English								
School	66	63	67					
National	19	20	21					
% of pupils with SEN support								
School	23.4	19.2	17.1					
National	13.0	12.1	12.2					
% of pupils with a SEN statement or EHC plan								
School	0.0	0.0	0.2					
National	1.4	1.3	1.3					
School deprivation indicator								
School	0.5	0.3	0.3					
National	0.2	0.2	0.2					
Number on roll								
School	492	490	508					
National	269	275	279					

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	61	59	49	25	19	67	21	12	12	0
Year 2	58	48	49	24	22	64	21	17	14	0
Year 3	60	45	49	33	26	72	21	18	15	0
Year 4	57	35	49	56	28	54	21	26	16	1
Year 5	59	49	49	31	30	73	20	29	16	0
Year 6	60	43	49	50	31	72	20	17	17	0

Prior attainment

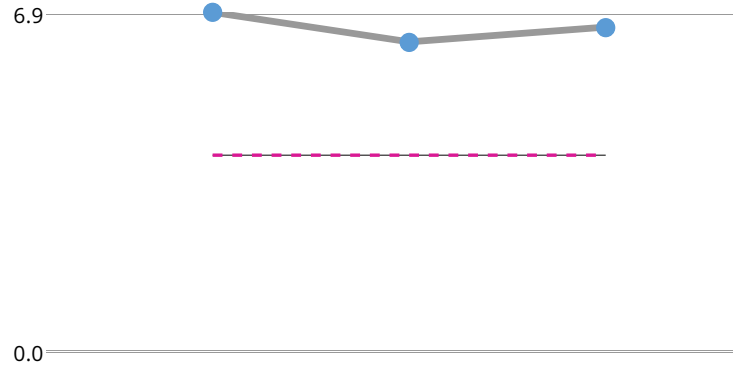


Underlined once: more than one standard deviation from national
 Underlined twice: more than two standard deviations from national

This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

Absence

% of sessions missed

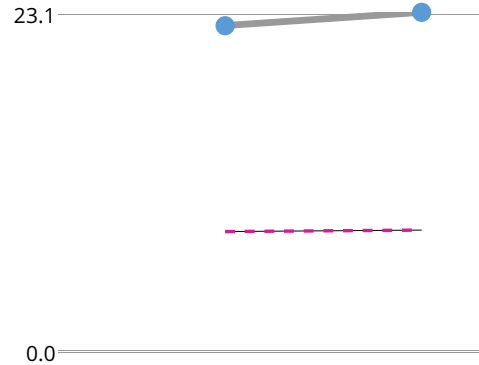


2015 2016 2017

School %	6.9	6.3	6.6
Nat %	4.0	4.0	4.0
Cohort	389	396	399

Persistent Absence

% of pupils who missed 10% or more sessions



2016 2017

School %	22.2	23.1
Nat %	8.2	8.3
Cohort	396	399

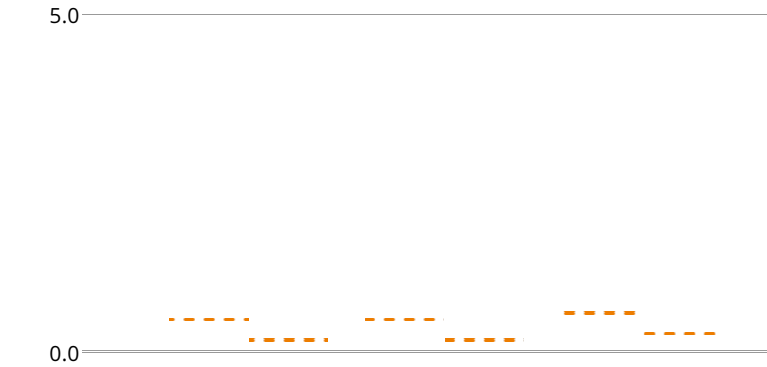
■ School ■ National

All absence indicators are based on three terms of data for mainstream and special schools. Nationals are displayed as per the school phase of education. Special schools have been compared with the national for secondary schools. For boarding schools only day pupils are included.

Fixed term exclusions

% of pupils excluded

■ Total ■ Repeat ■ National



	2014		2015		2016	
School %	0.0	0.0	0.0	0.0	0.0	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	0	0	0	0	0	0

The national for fixed term exclusions is based on phase of education, such as primary or secondary.

Permanent exclusions

= 1 pupil

Nat

2016 (0) No permanent exclusions

2015 (0) No permanent exclusions

The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

Trends over time

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

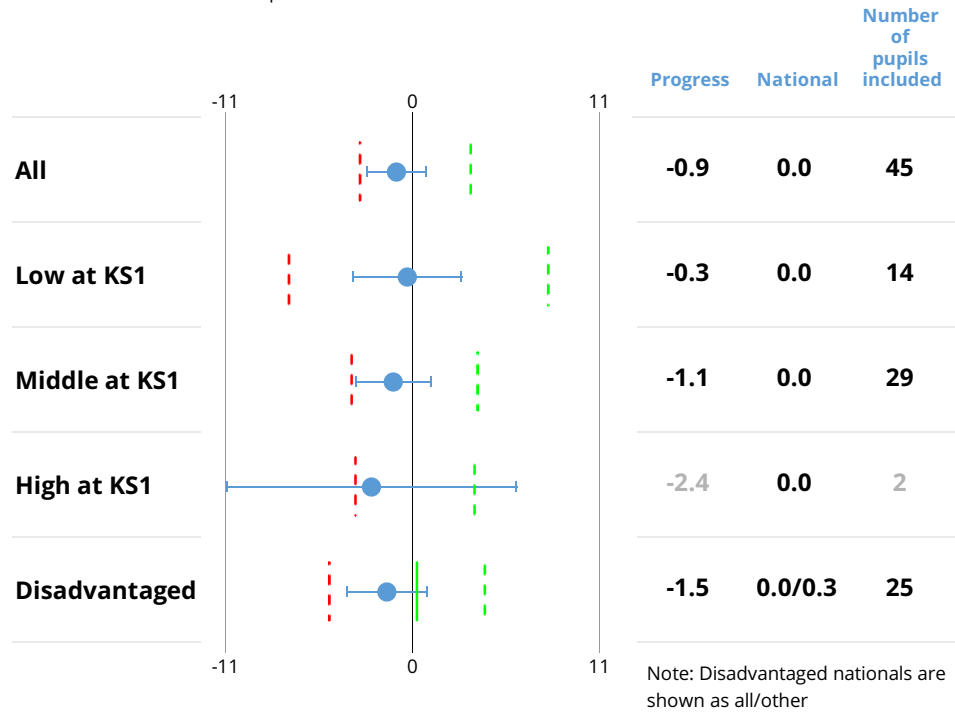
		Reading					Writing					Mathematics				
		Bottom 20%			Top 20%		Bottom 20%			Top 20%		Bottom 20%			Top 20%	
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
All	2015 (50)				32						18					8
	2016 (47)				37						1					6
	2017 (45)		67								1					5
Low at KS1	2015 (26)			49					56						24	
	2016 (21)				37						5					14
	2017 (14)			53							7					7
Middle at KS1	2015 (24)				26						5					10
	2016 (26)			45							7					12
	2017 (29)		67								1					15
High at KS1	2015 (-)															
	2016 (-)															
	2017 (2)	83									1				37	
Disadvantaged	2015 (32)			50						35					22	
	2016 (33)				31						1					4
	2017 (25)		62								2					9

Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. Rank for the disadvantaged section is based on all schools' disadvantaged pupil groups, except for 2016 where it is based on RAISEonline methodology, which measured the group against all pupils. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>. Statistical significance for disadvantaged pupils is against the national for other pupils.

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

Reading progress in 2017

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

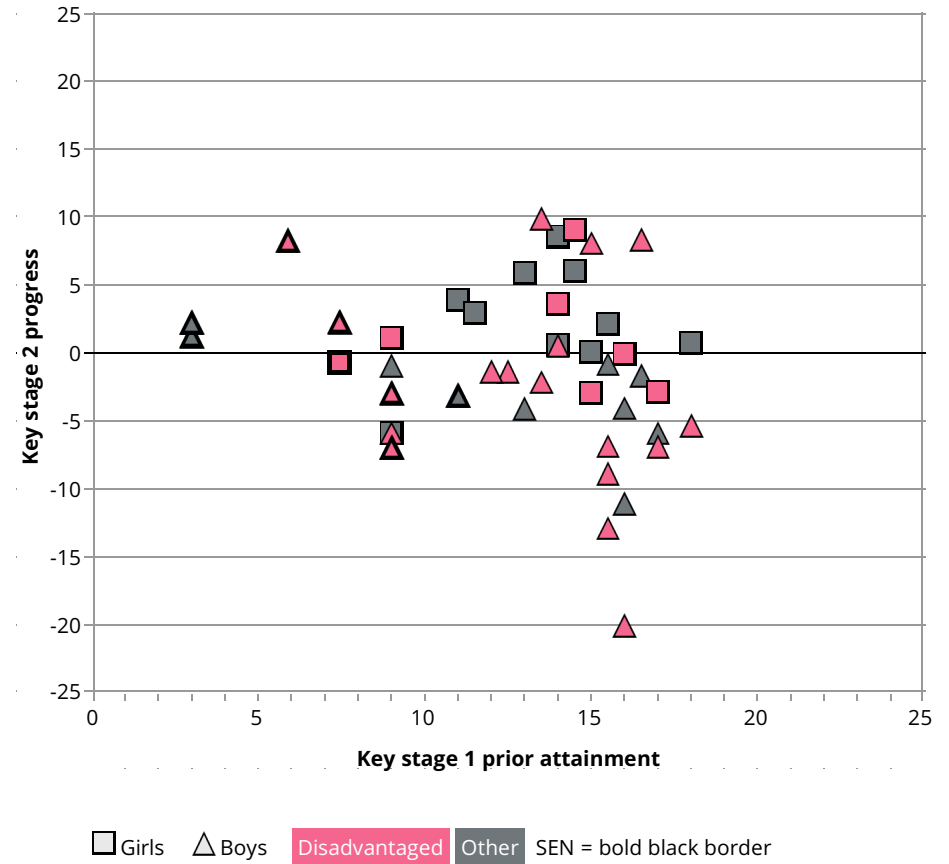


Significantly below national and in bottom 10%

Significantly above national and in top 10%

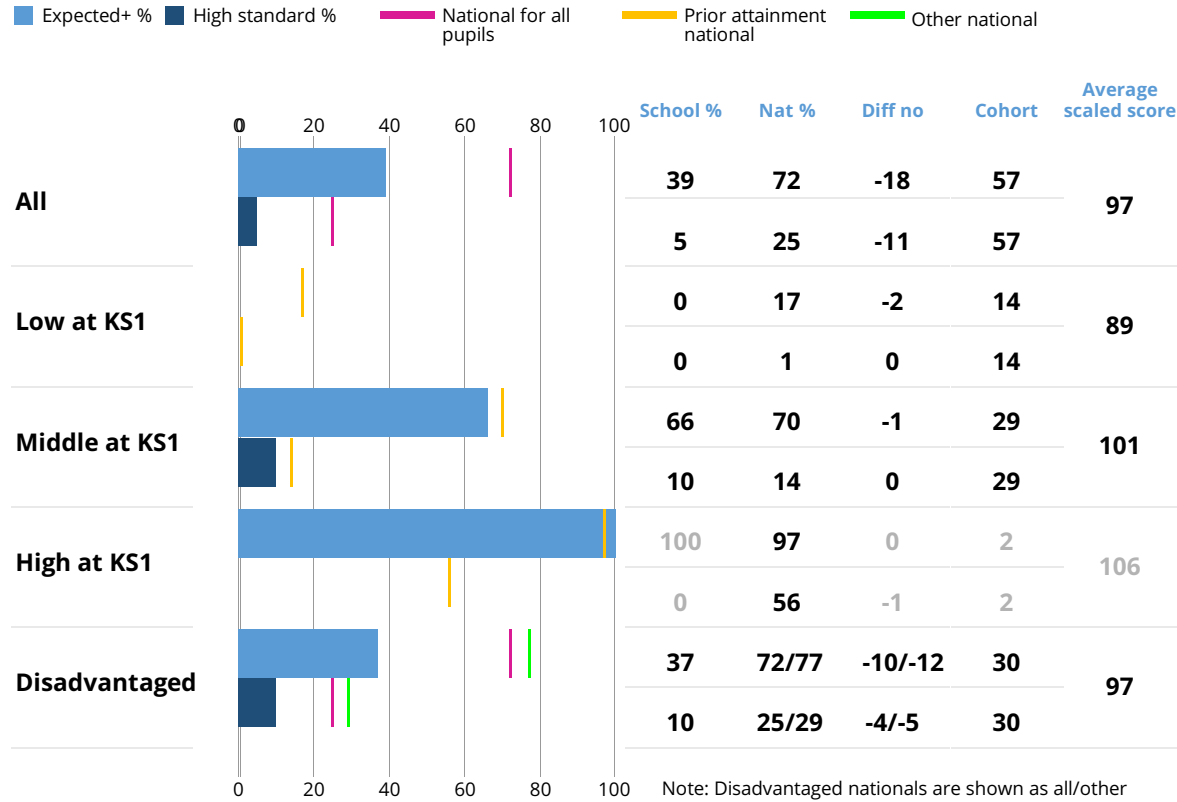
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

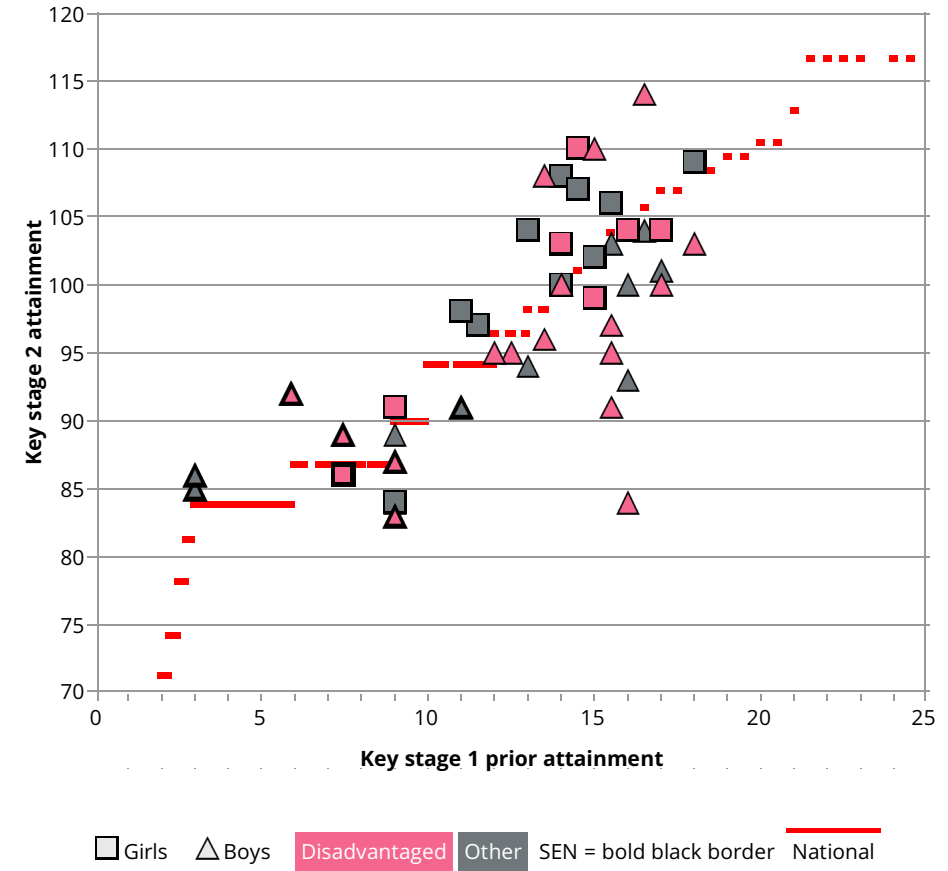


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Reading attainment in 2017



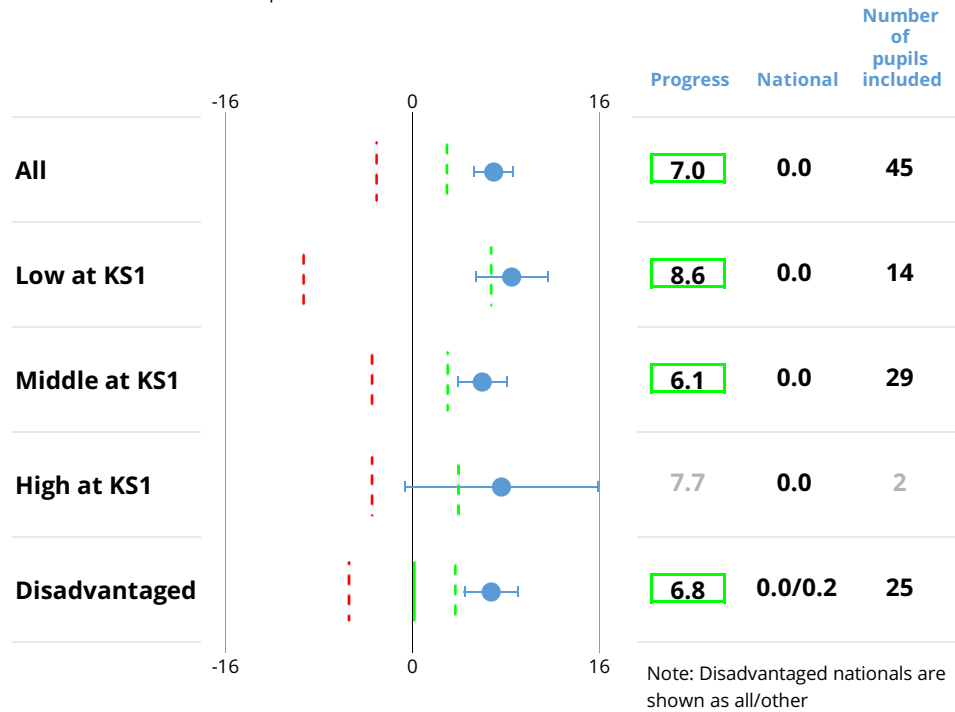
Reading attainment scatterplot



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The '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. Prior attainment is based on overall KS1 attainment.

Writing (teacher assessment) progress in 2017

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



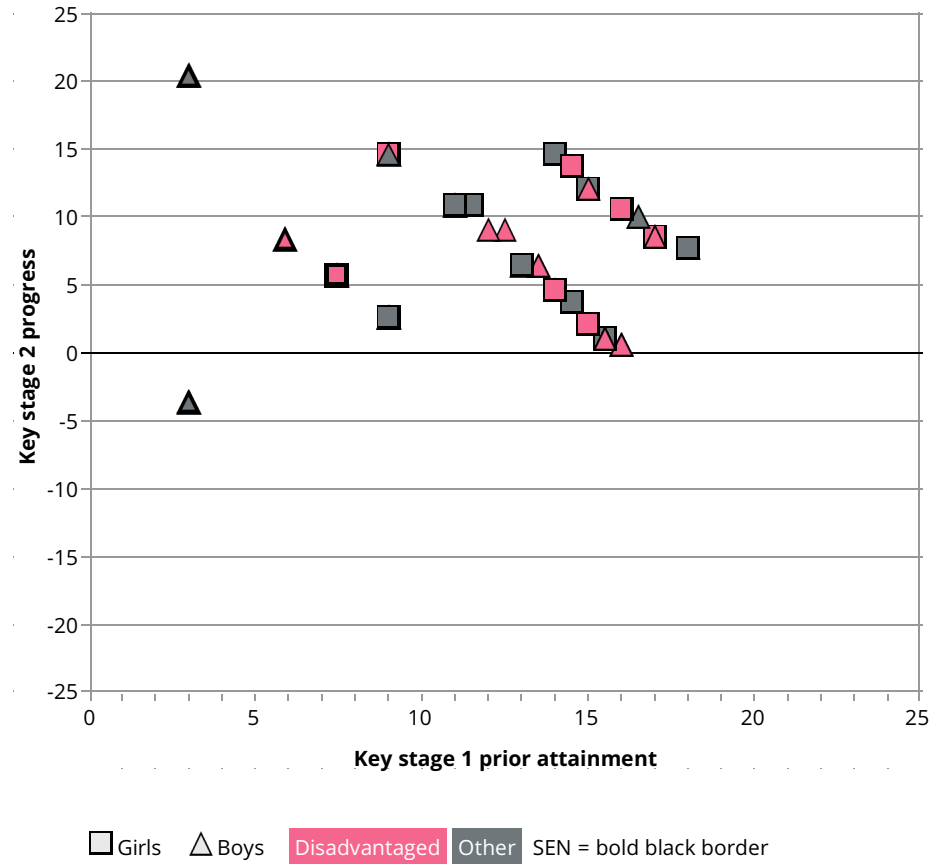
Significantly below national and in bottom 10%

Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

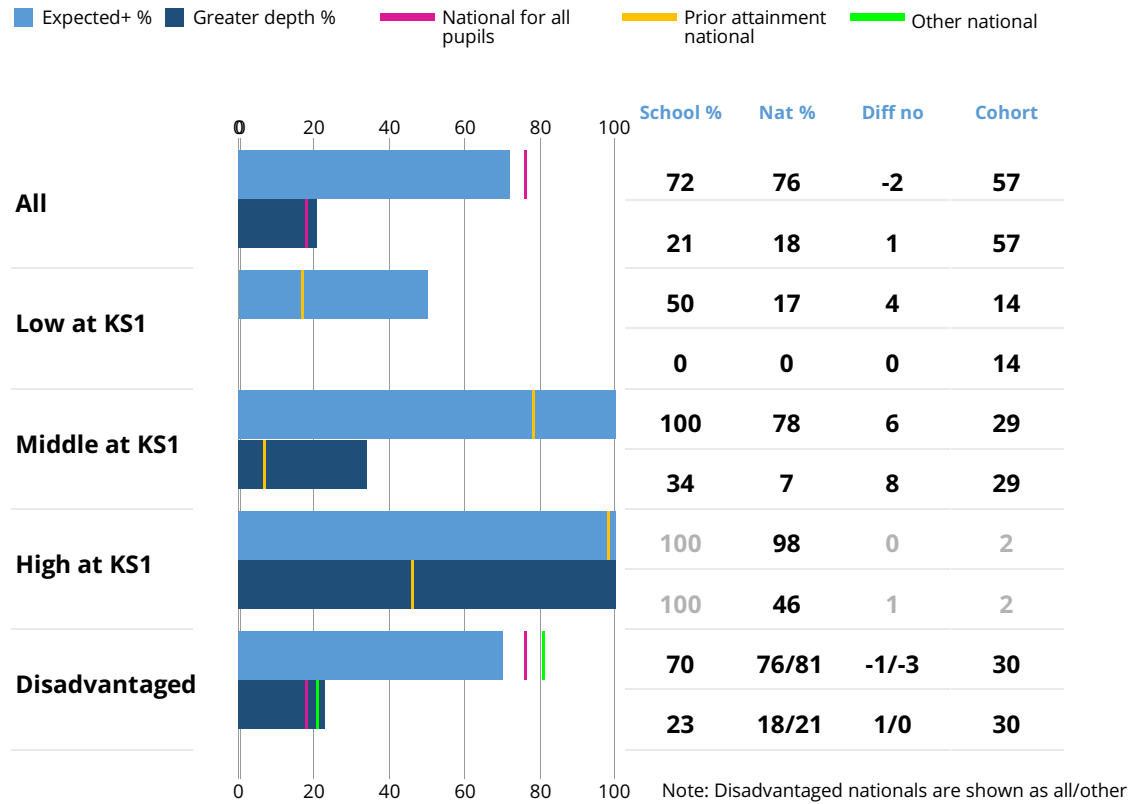
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

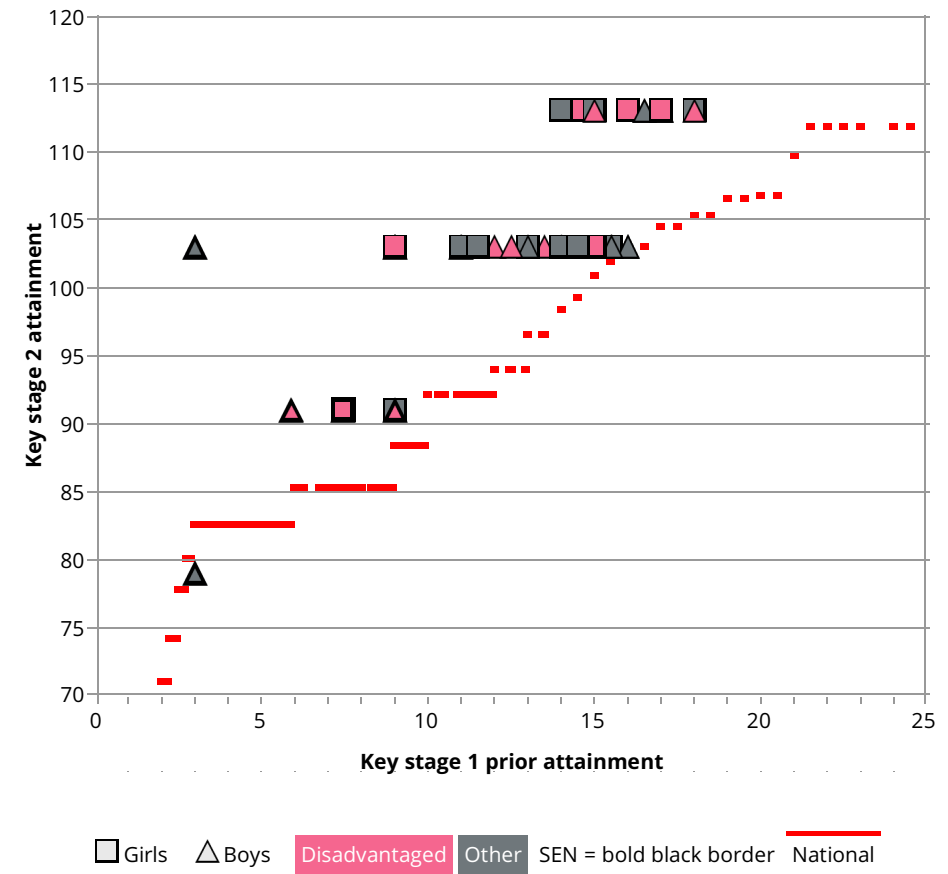
Writing (teacher assessment) attainment in 2017



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

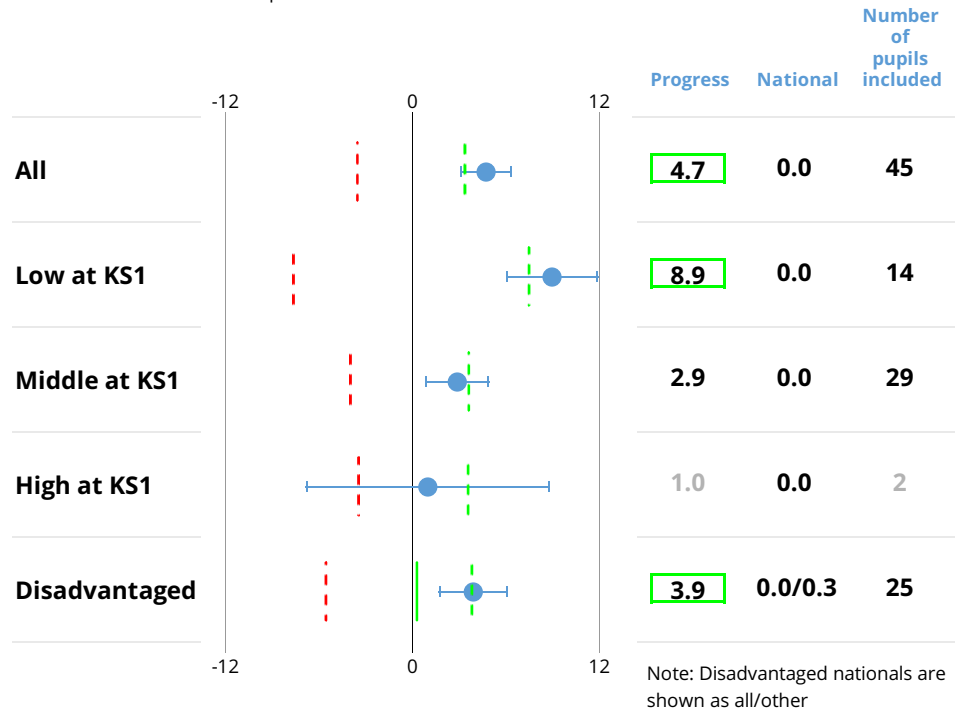
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Writing (teacher assessment) attainment scatterplot



Mathematics progress in 2017

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

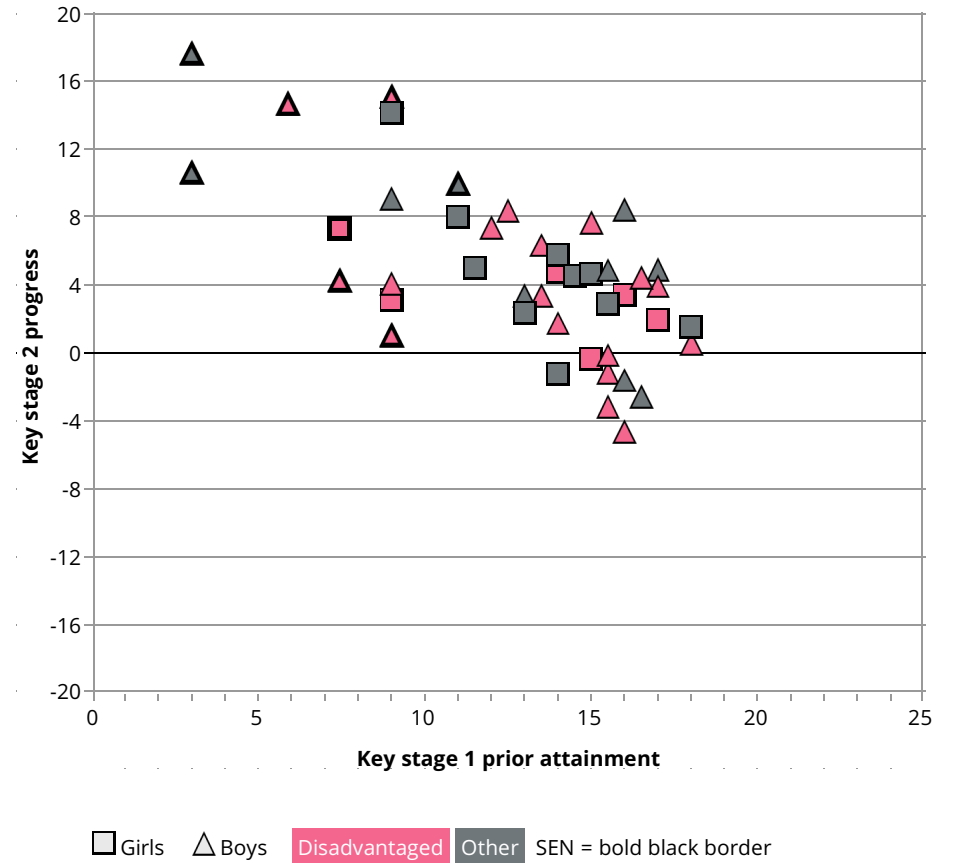


Significantly below national and in bottom 10%

Significantly above national and in top 10%

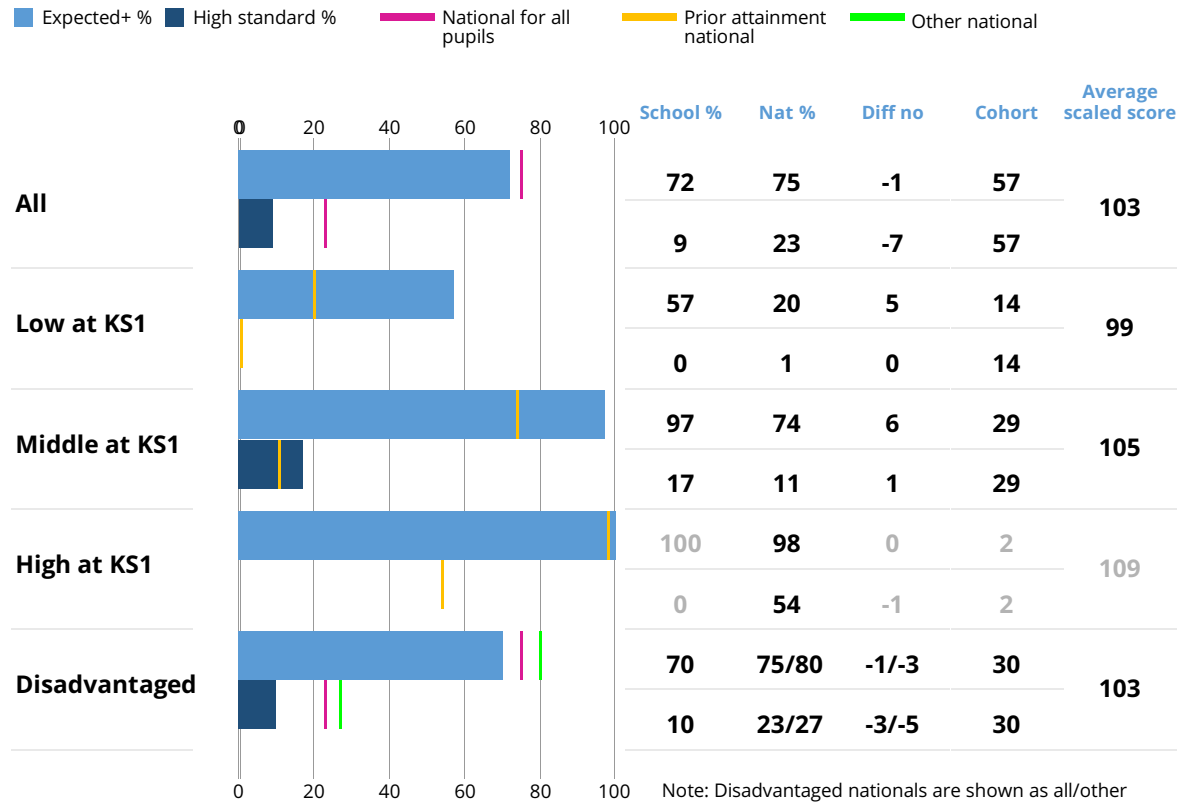
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

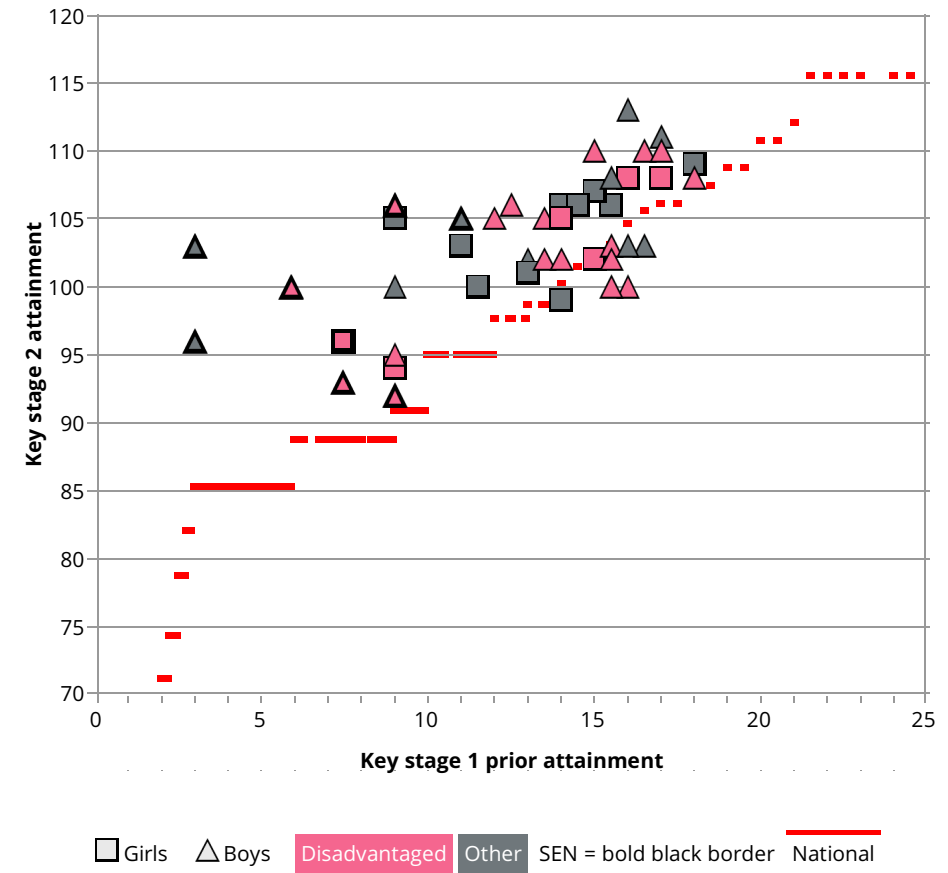


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Mathematics attainment in 2017

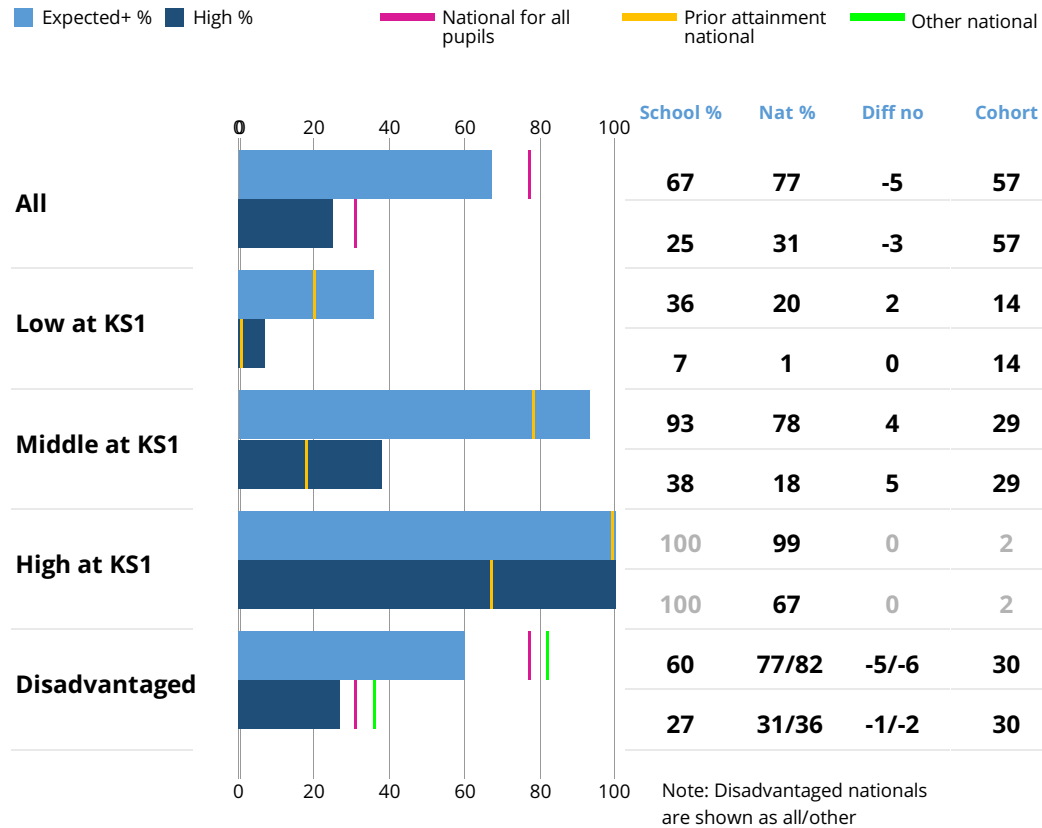


Mathematics attainment scatterplot

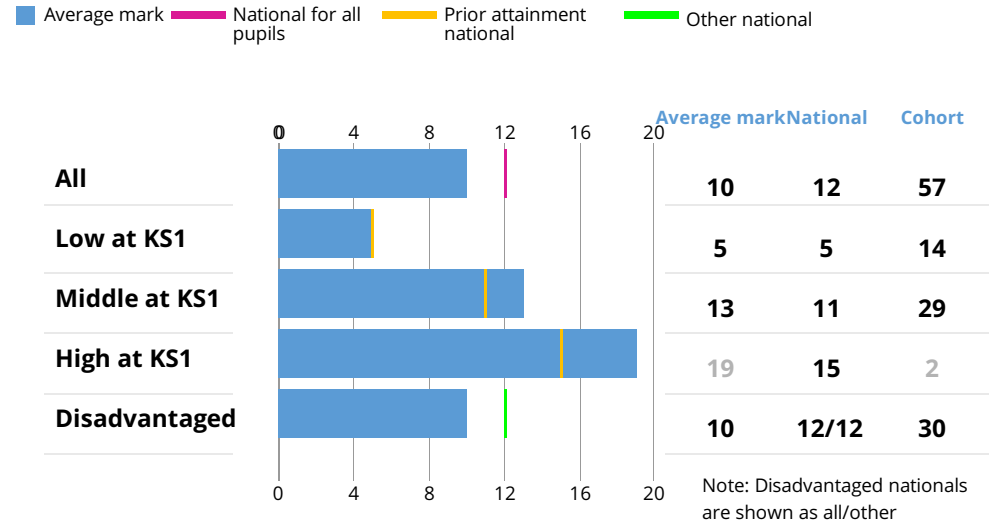


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

English grammar, punctuation and spelling (EGPS) in 2017

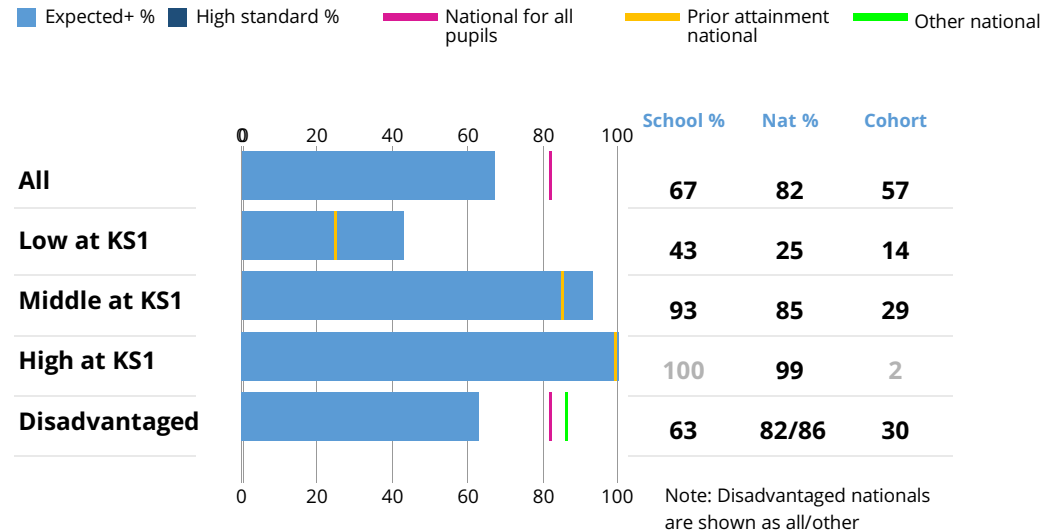


Spelling



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The '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. Prior attainment is based on overall KS1 attainment.

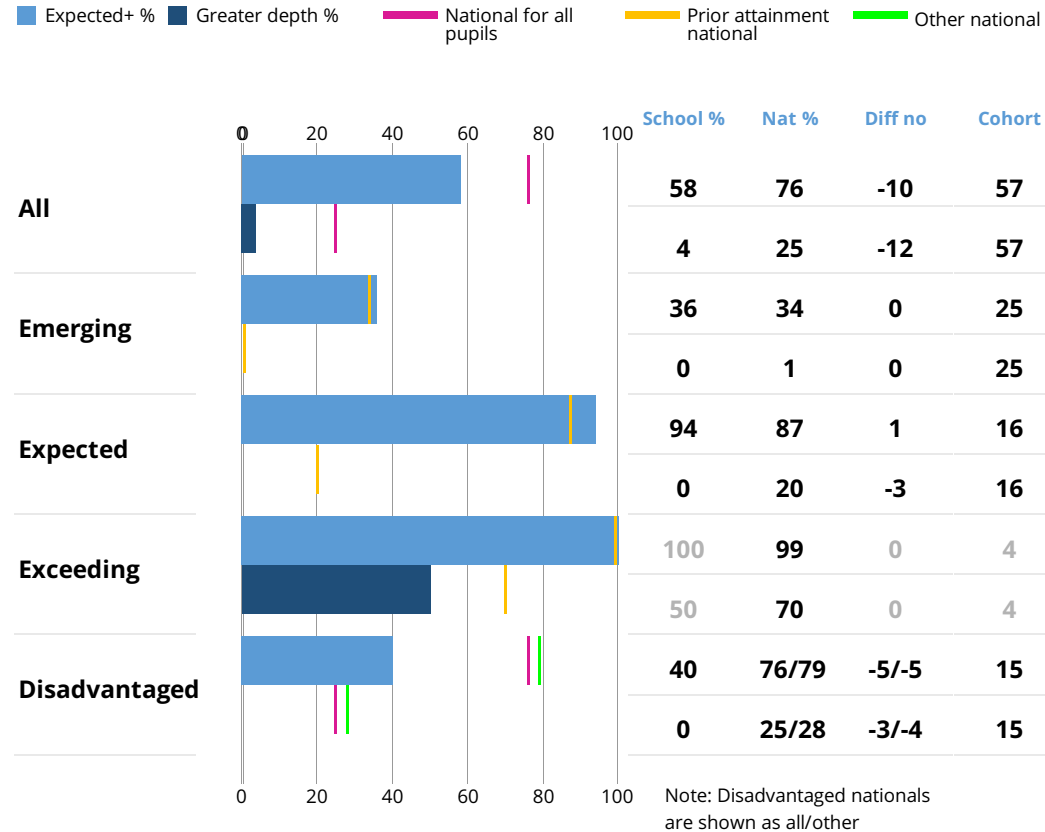
Science attainment in 2017



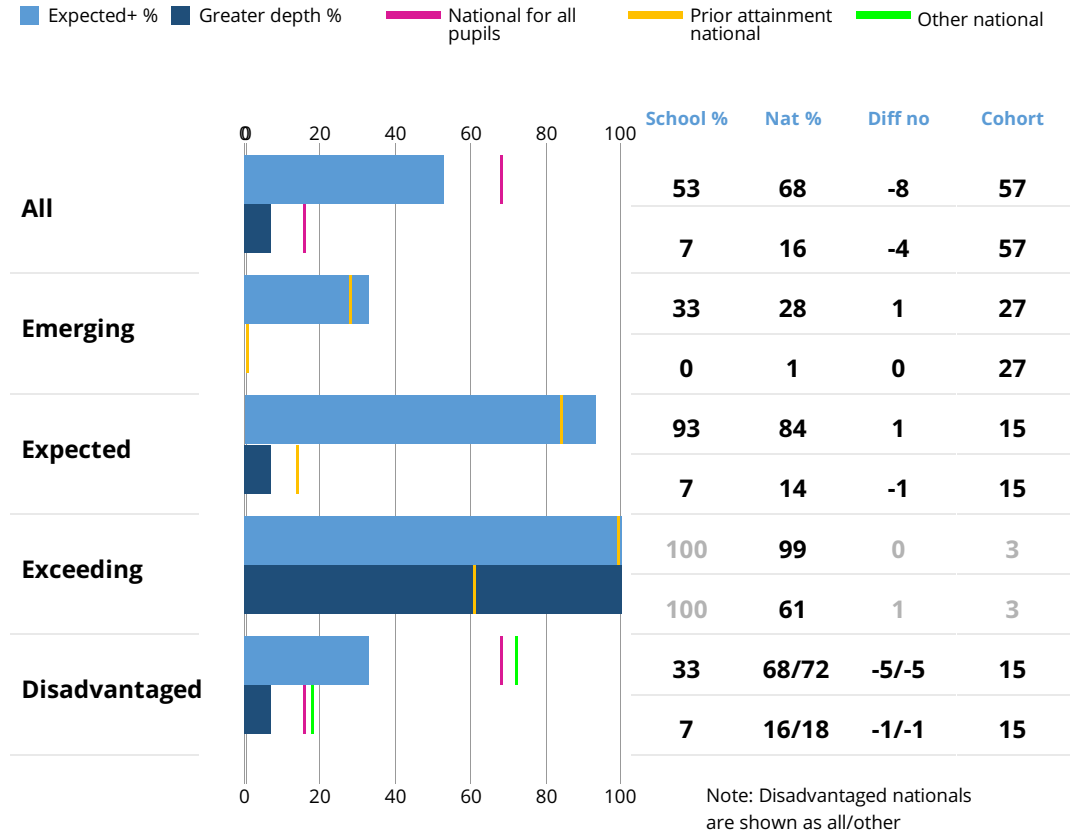
Science data is based on teacher assessments. Users should be cautious when using this data.

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Reading in 2017



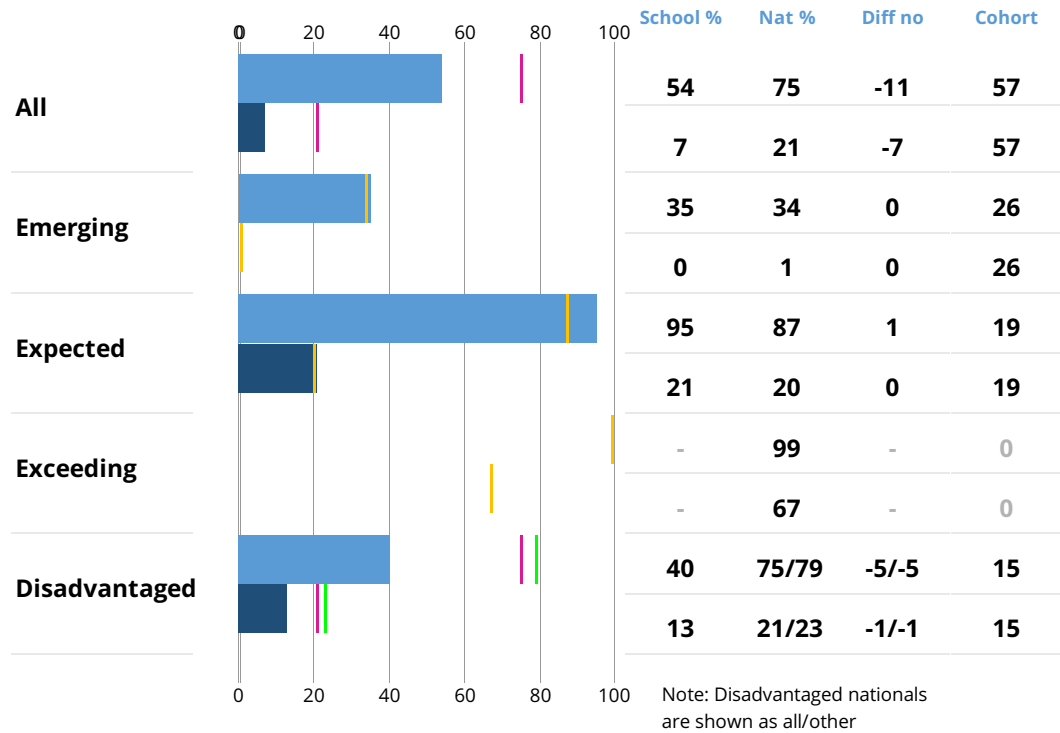
Writing in 2017



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The '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.

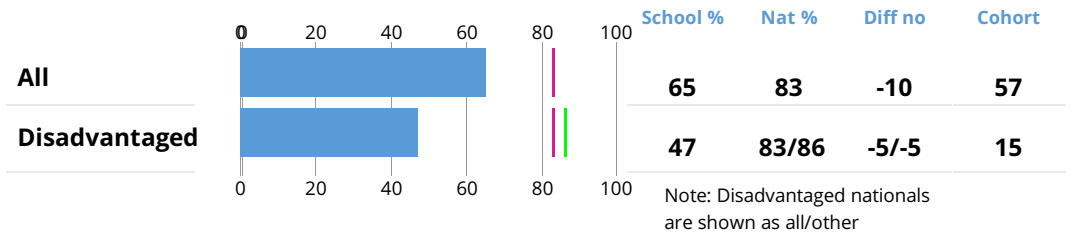
Mathematics in 2017

Expected+ % Greater depth % National for all pupils Prior attainment national Other national



Science in 2017

Expected+ % National for all pupils Other national

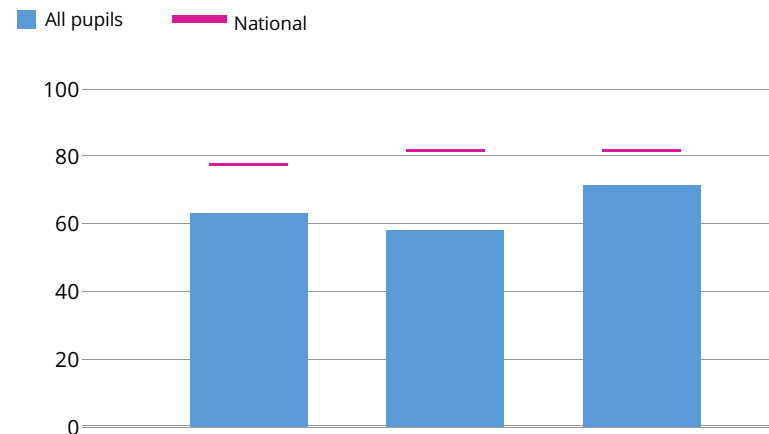


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Phonics in 2017

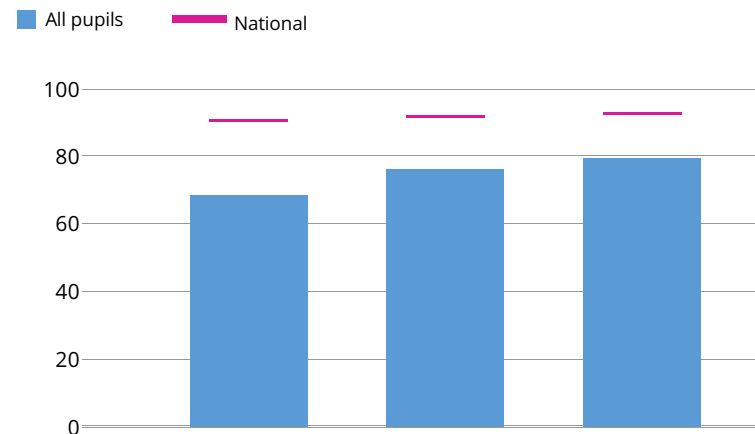
Proportion meeting the expected standard

Year 1



	2015	2016	2017
School %	63	58	71
Nat %	77	81	81
Cohort	60	59	59

By end of year 2

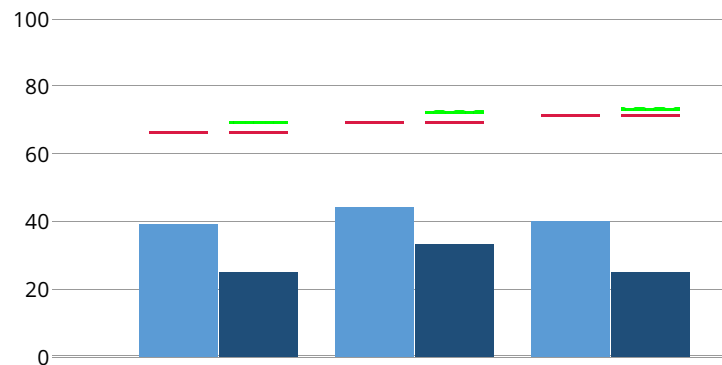


	2015	2016	2017
School %	68	76	79
Nat %	90	91	92
Cohort	60	59	57

Early Years Foundation Stage Profile

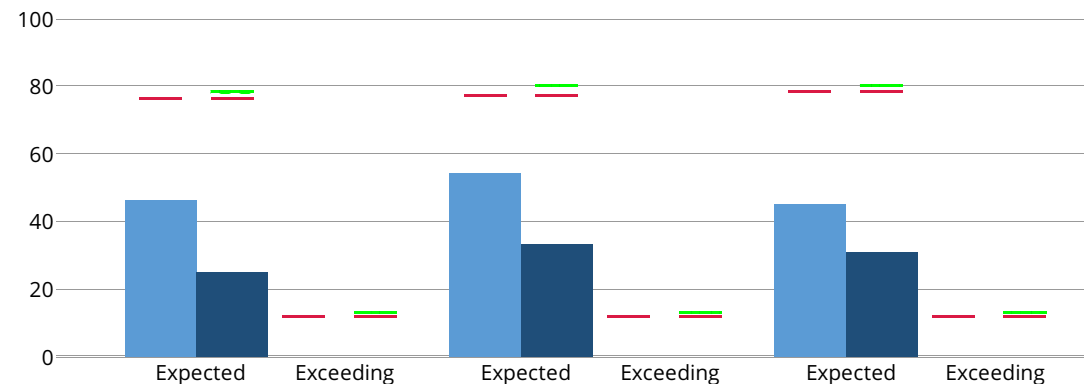
■ All pupils ■ FSM ■ National for all pupils ■ Other national

% good level of development



	2015		2016		2017	
School %	39	25	44	33	40	25
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	54	12	59	15	58	16

Mathematics early learning goals

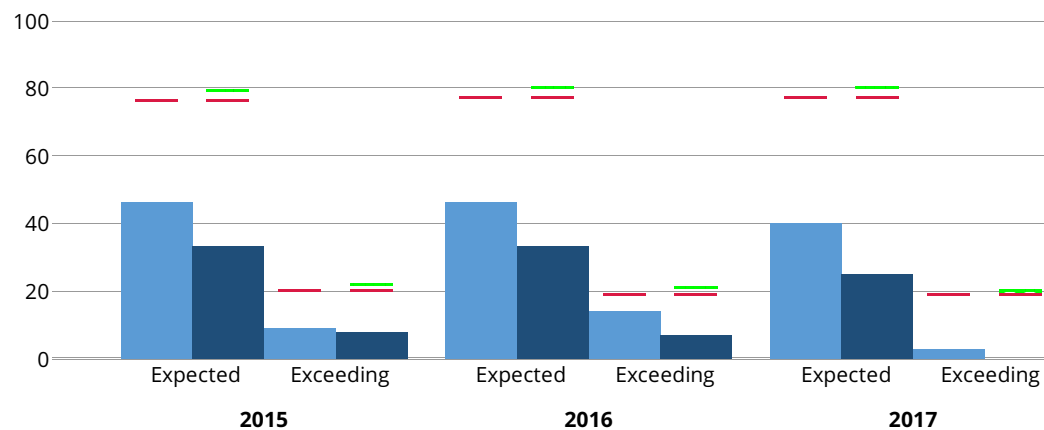


	2015				2016				2017			
School %	46	25	0	0	54	33	0	0	45	31	0	0
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	54	12	54	12	59	15	59	15	58	16	58	16

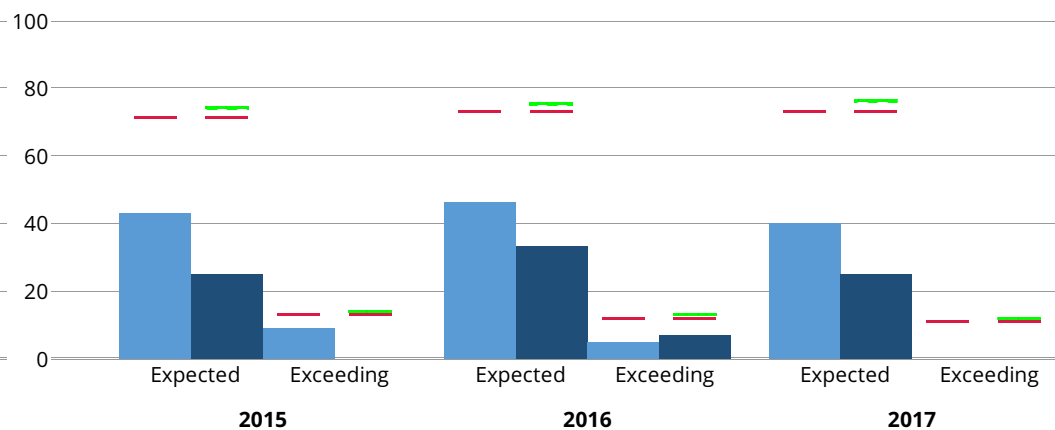
Early Years Foundation Stage Profile

■ All pupils ■ FSM ■ National for all pupils ■ Other national

Reading early learning goals



Writing early learning goals



	2015				2016				2017				2015				2016				2017				
School %	46	33	9	8	46	33	14	7	40	25	3	0	School %	43	25	9	0	46	33	5	7	40	25	0	0
Nat all %	76	76	20	20	77	77	19	19	77	77	19	19	Nat all %	71	71	13	13	73	73	12	12	73	73	11	11
Nat other %	-	79	-	22	-	80	-	21	-	80	-	20	Nat other %	-	74	-	14	-	75	-	13	-	76	-	12
Cohort	54	12	54	12	59	15	59	15	58	16	58	16	Cohort	54	12	54	12	59	15	59	15	58	16	58	16