

## Areas to investigate

### KS2 progress

- Writing progress was in the top quintile (20%) for at least two years for all pupils, middle prior attainers and disadvantaged pupils.
- Mathematics progress was in the top quintile (20%) for at least two years for all pupils, low prior attainers, middle prior attainers and disadvantaged pupils.
- Progress in writing and mathematics was significantly above average and in the highest 10%.
- Writing and mathematics progress was significantly above the national for other pupils for at least two years for the following groups: overall disadvantaged.

### KS2 attainment

- In 2018, writing and mathematics attainment of the expected standard was at or above national for prior attainment groups: low, middle.

- In 2018, 36% of pupils achieved the expected standard in reading, writing and mathematics, 28 percentage points below the national proportion. This was a statistically significant difference.
- Reading attainment was in the bottom quintile (20%) for at least two years for all pupils and disadvantaged pupils.
- The three-year average reading attainment score (97.7) was in the bottom 10%.

### KS1 attainment

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

## Areas to investigate

### Phonics in 2018

- Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 16.

### Behaviour

- In 2017/18, the rate of overall absence (6.40%) 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 no permanent exclusions in the last three years. The national average in each of these years was zero.
- In 2016/17, the rate of total fixed term exclusions (0.20%) was below the national average for schools with a similar level of deprivation (0.99%). In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.45%.

## Primary school context in 2018

**Phase of education:** Primary

**Headteacher:** Linda Hall

**Pupils:** 486

**Gender:** Mixed

**Deprivation Quintile:** Highest 20% (0.3)

**Local authority:** Newcastle upon Tyne

**Admissions policy:** Not applicable

**Ages:** 2-11

**Denomination:** Does not apply

**Special needs provision:**

**Ever 6 FSM %:** 41.9

**English additional language %:** 67.1

**SEN support %:** 19.5

**SEN with EHC plan %:** 0.4

### Ethnicity

- The largest ethnic groups are: White - British (17.6%), White - any other White background (11.5%), Asian or Asian British - Pakistani (13.5%), Asian or Asian British - Bangladeshi (18.2%), Black or Black British - African (9.1%).
- This school has 14 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 top 20% of all schools for the number of pupils (486).
- There was a larger than average decrease in the total number of pupils, from 508 pupils in 2017 to 486 in 2018.

### Girls

- The percentage of girls in year 5 (38%) was lower than all other year groups.

### Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (41.9%).
- The percentage of FSM in year 5 (61%) was higher than all other year groups.
- There was a larger than average increase in the percentage of disadvantaged pupils between 2017 and 2018.
- There were two children looked after in the school.

## Primary school context 2018

### English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (67.1%).
- The percentage of EAL in year 6 (76%) was higher than all other year groups.
- The percentage of EAL in year 3 (59%) and year 5 (57%) 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 support (19.5%).
- The percentage of SEN in year 6 (39%) was higher than all other year groups.

### Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (all year groups), Writing (all year groups), Mathematics (all year groups)

# Relative progress for the past three years

Progress quintiles based on rank of progress score

( ) Cohort    Significantly above national    Significantly below national

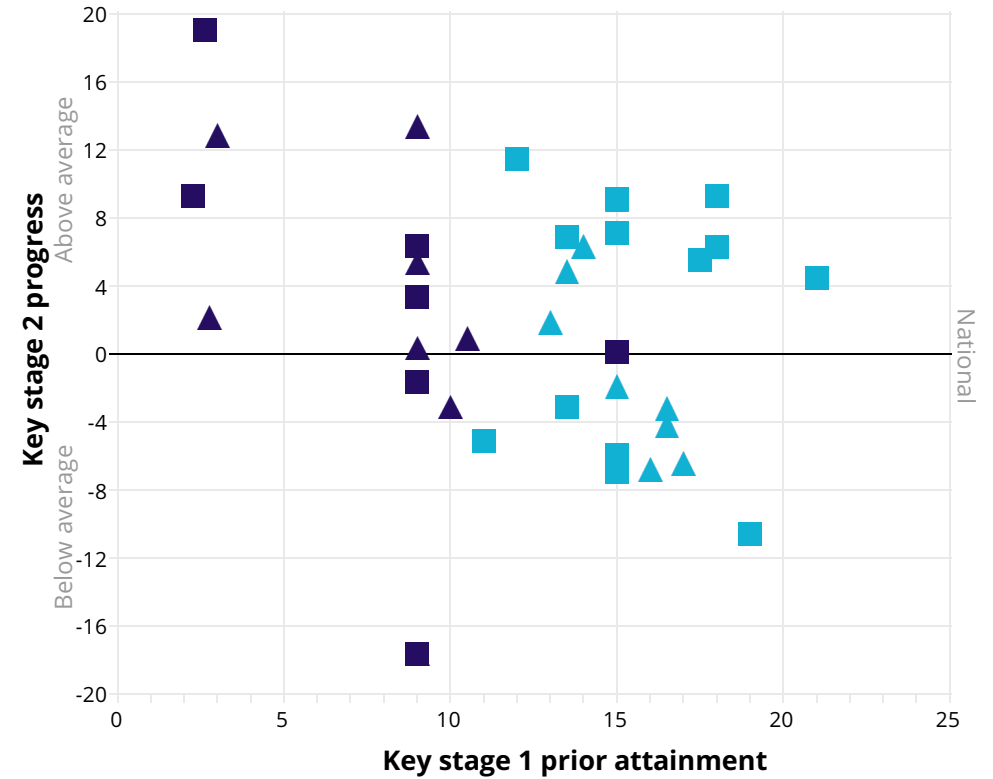
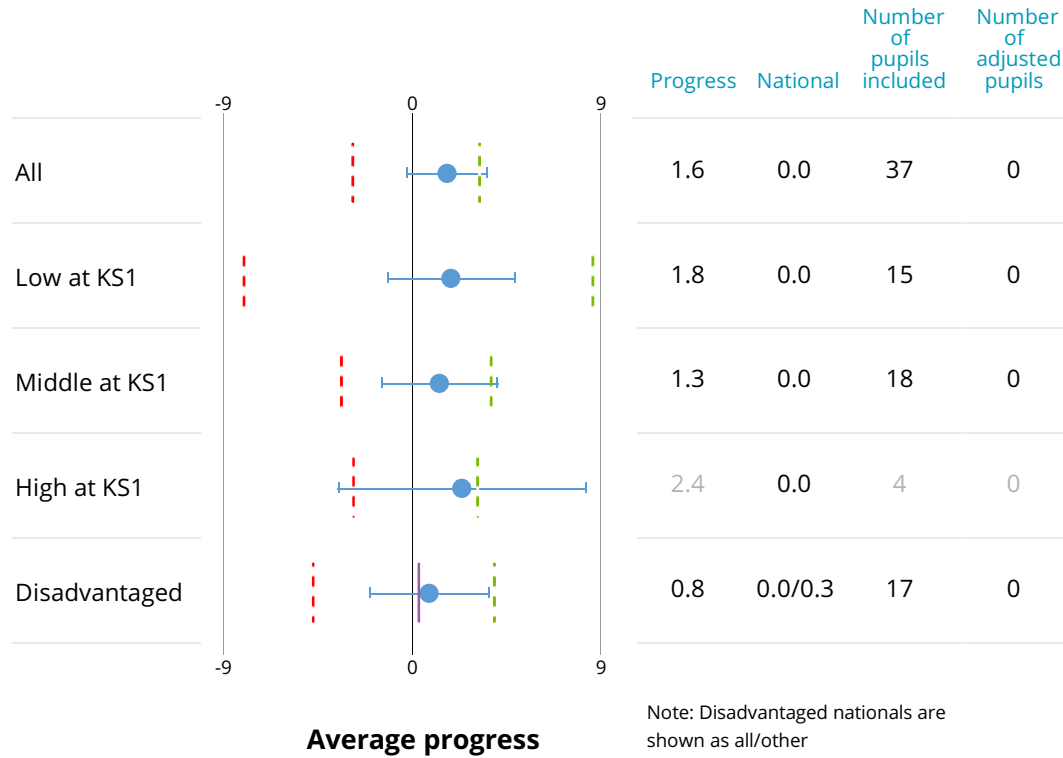
			Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%						
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(47)						(48)						(48)					
	2017	(45)						(45)						(45)					
	2018	(37)						(38)						(35)					
Low at KS1	2016	(21)						(22)						(22)					
	2017	(14)						(14)						(14)					
	2018	(15)						(15)						(13)					
Middle at KS1	2016	(26)						(26)						(26)					
	2017	(29)						(29)						(29)					
	2018	(18)						(19)						(18)					
High at KS1	2016	(0)						(0)						(0)					
	2017	(2)						(2)						(2)					
	2018	(4)						(4)						(4)					
Disadvantaged	2016	(33)						(34)						(34)					
	2017	(25)						(25)						(25)					
	2018	(17)						(17)						(16)					

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

# Reading progress in 2018

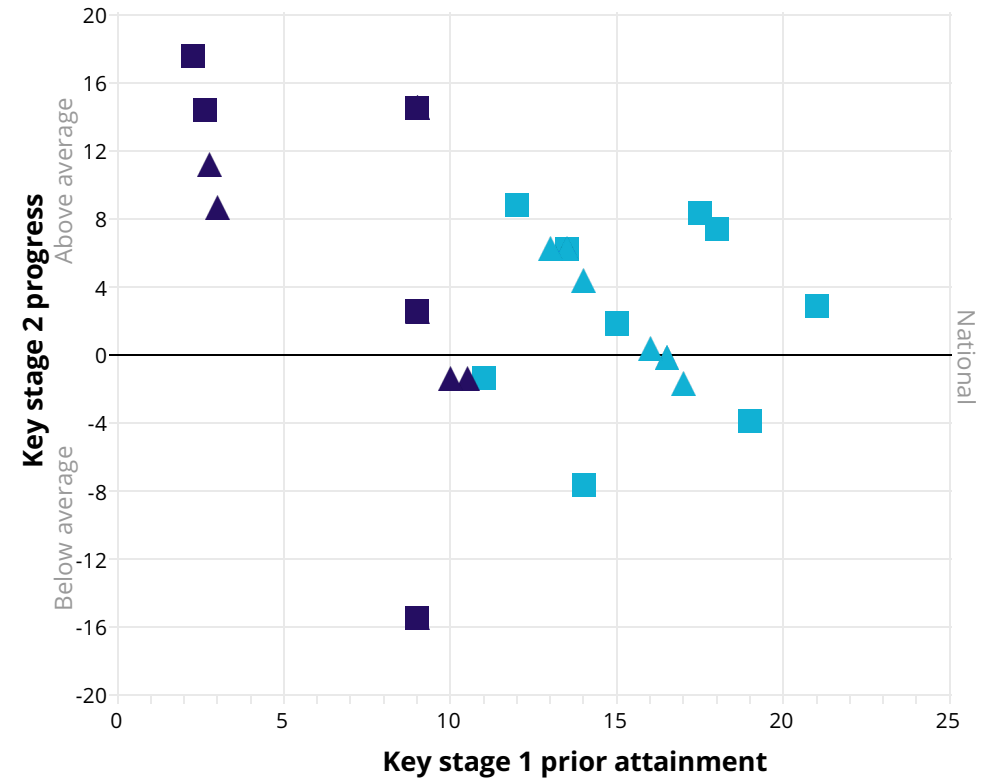
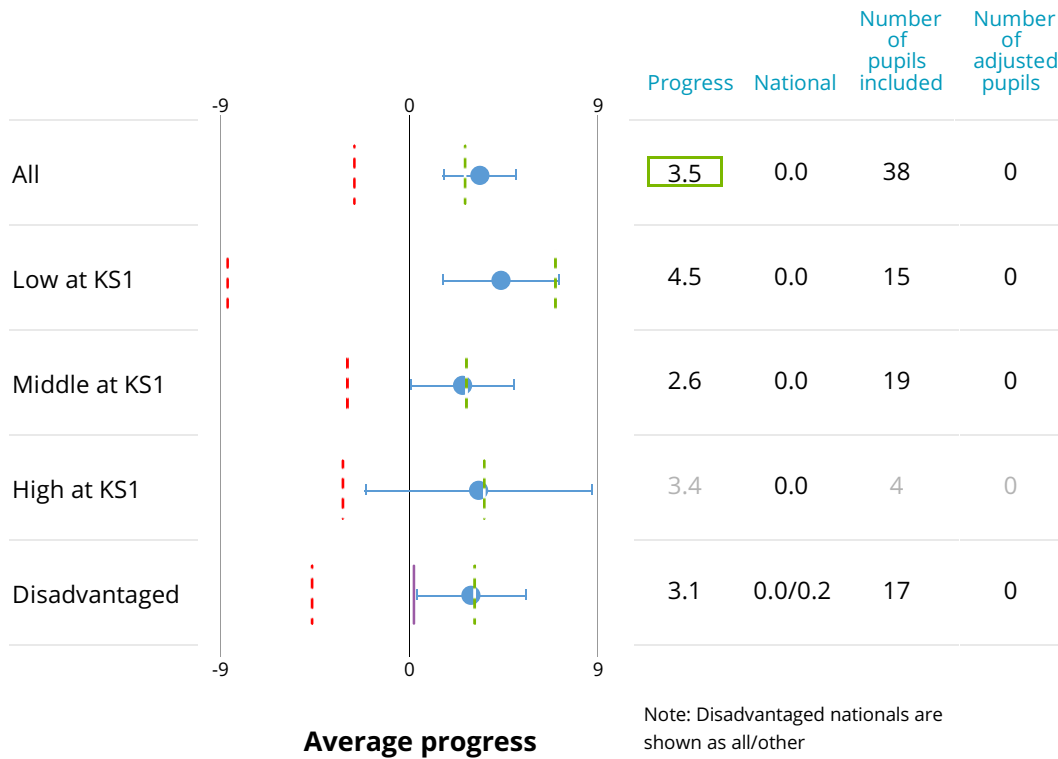
# Reading progress scatterplot



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

# Writing progress in 2018

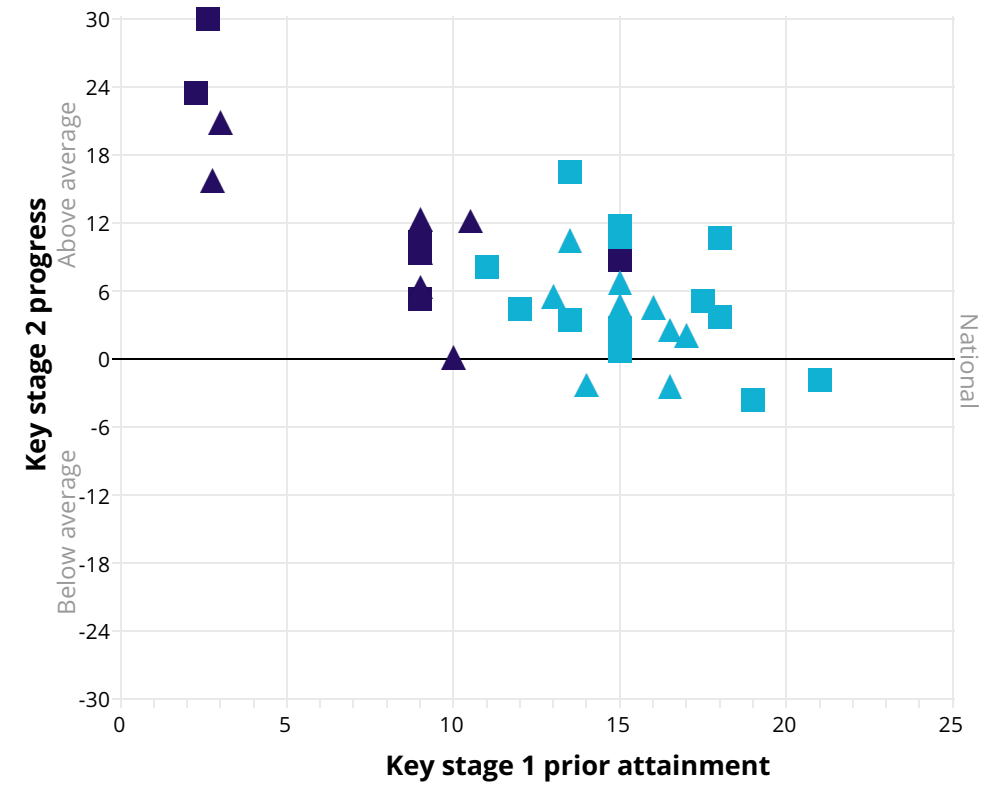
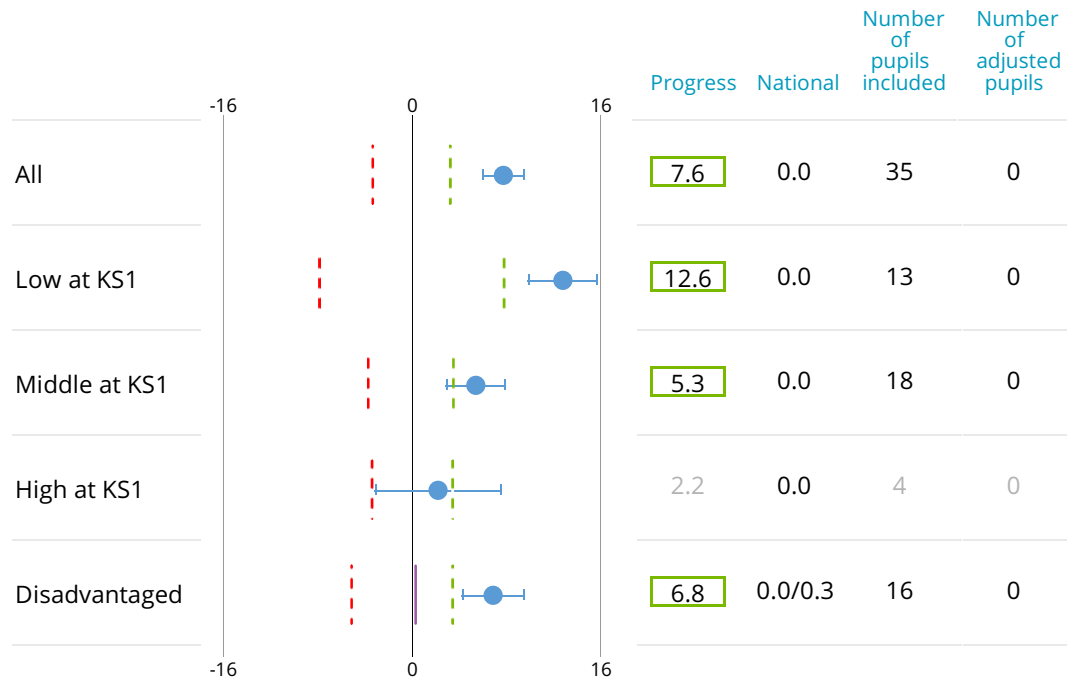
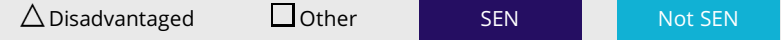
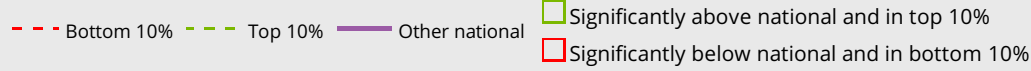
# Writing progress scatterplot



**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



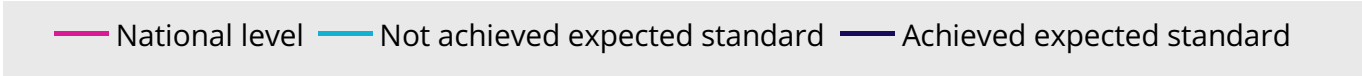
Note: Disadvantaged nationals are shown as all/other

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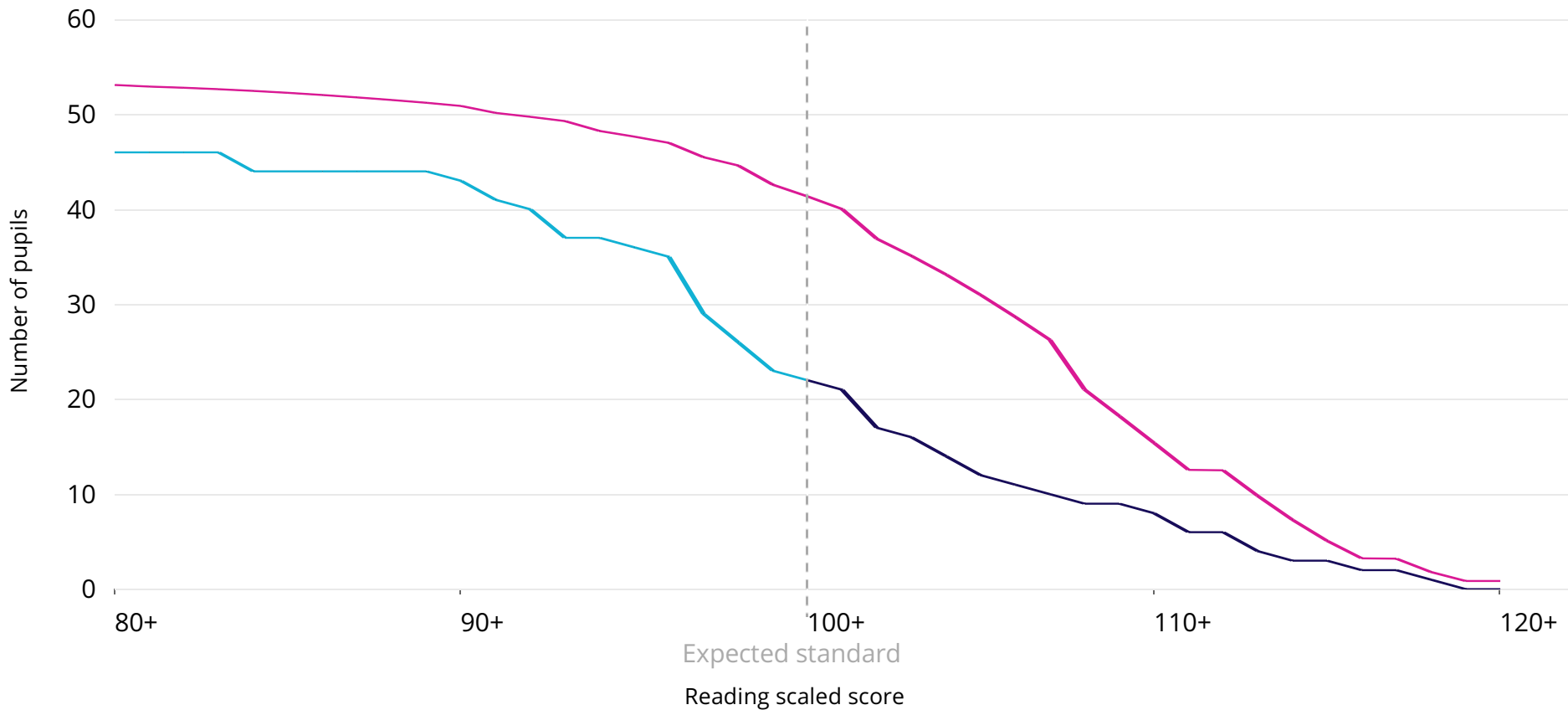
# Reading scaled scores 2018

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



Cohort = 55 One pupil relates to 1.8 percentage points.

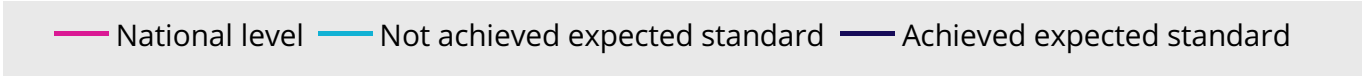
In 2018, 40% of pupils achieved the expected standard, 35 percentage points below the national. This was a statistically significant difference.



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

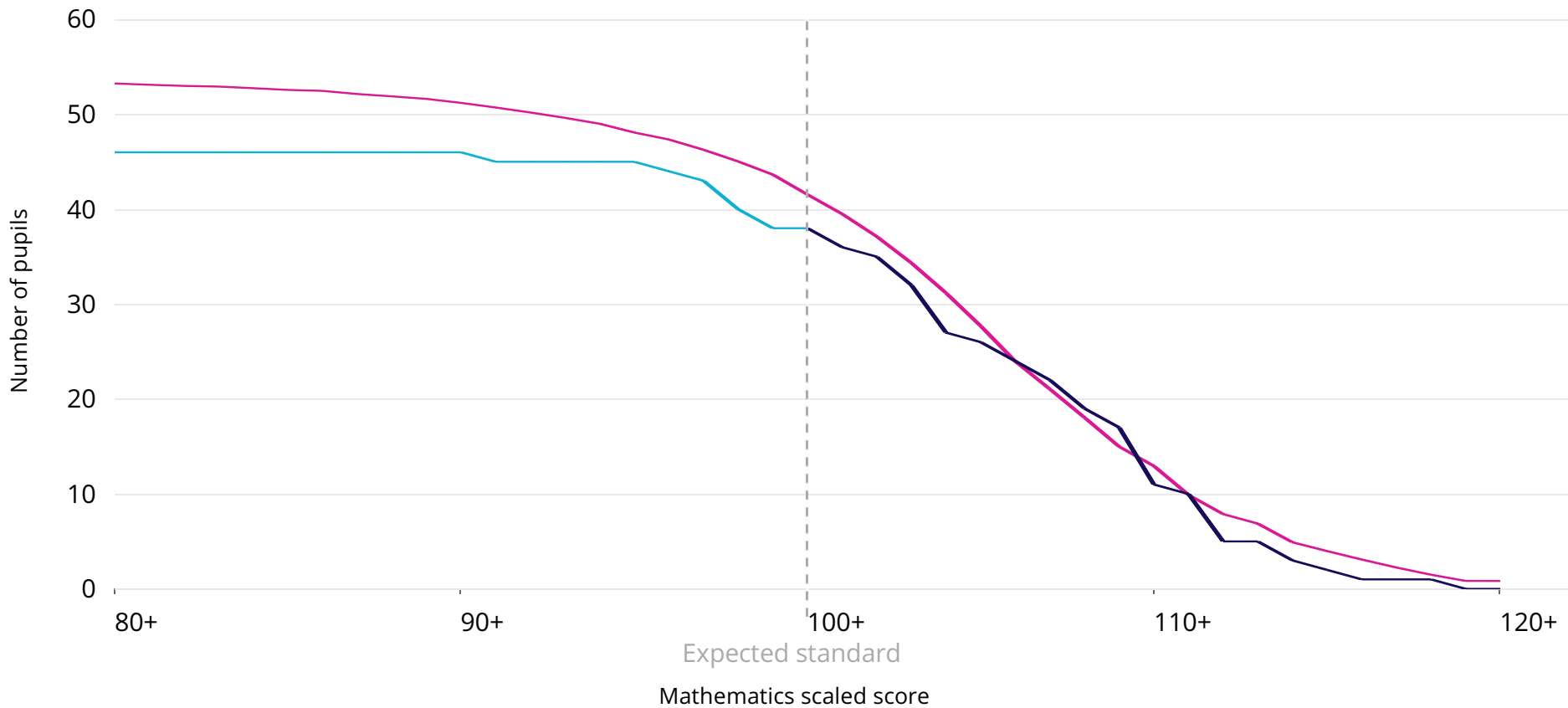
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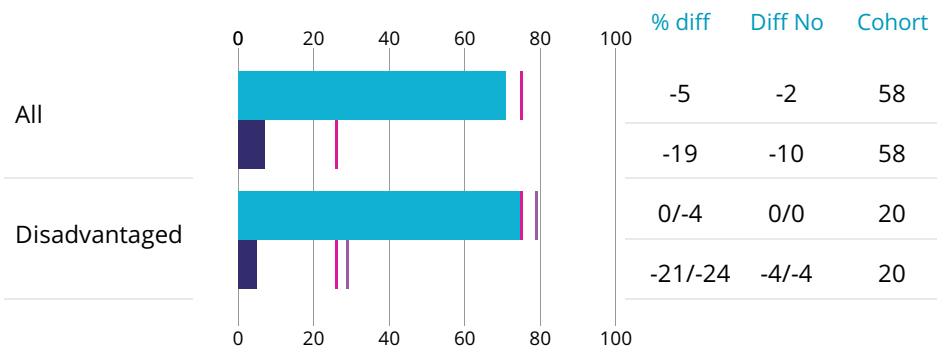
In 2018, 69% of pupils achieved the expected standard, 6 percentage points below the national. This difference was not statistically significant.



**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)

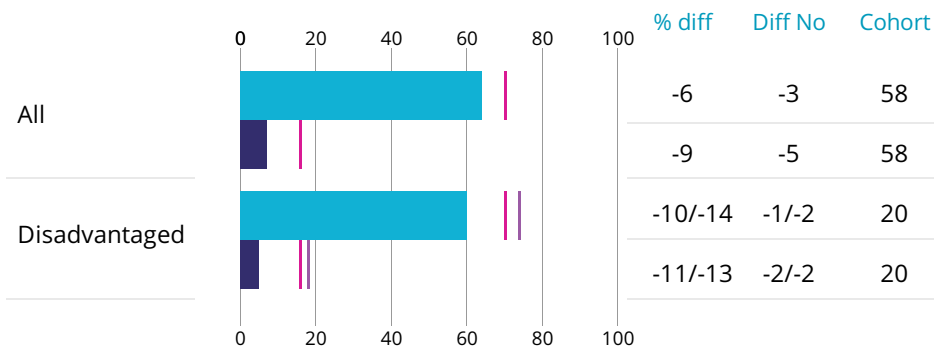
## Reading

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



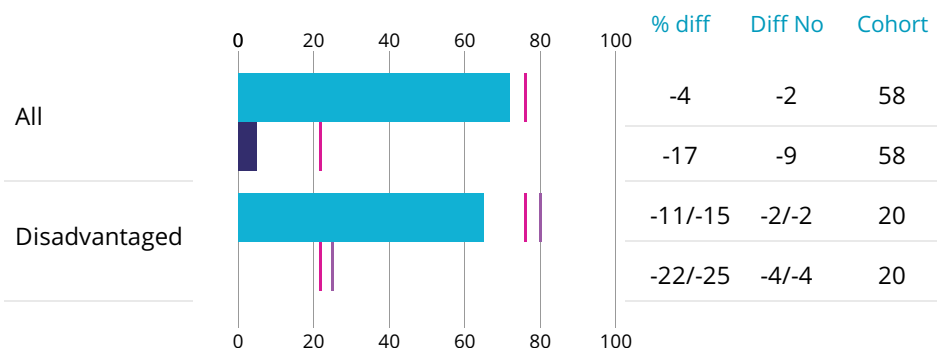
## Writing

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



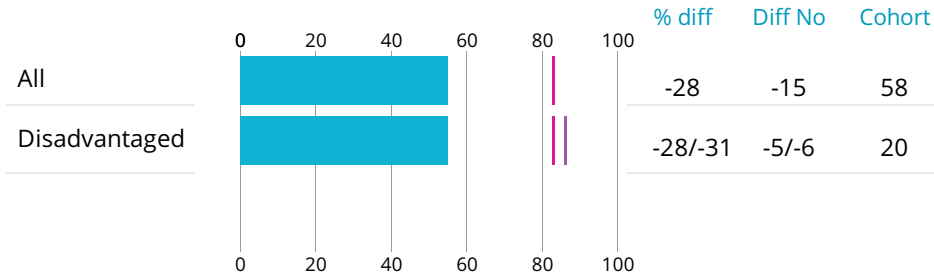
## Mathematics

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



## Science

Expected+ % National for all pupils Other national



**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)

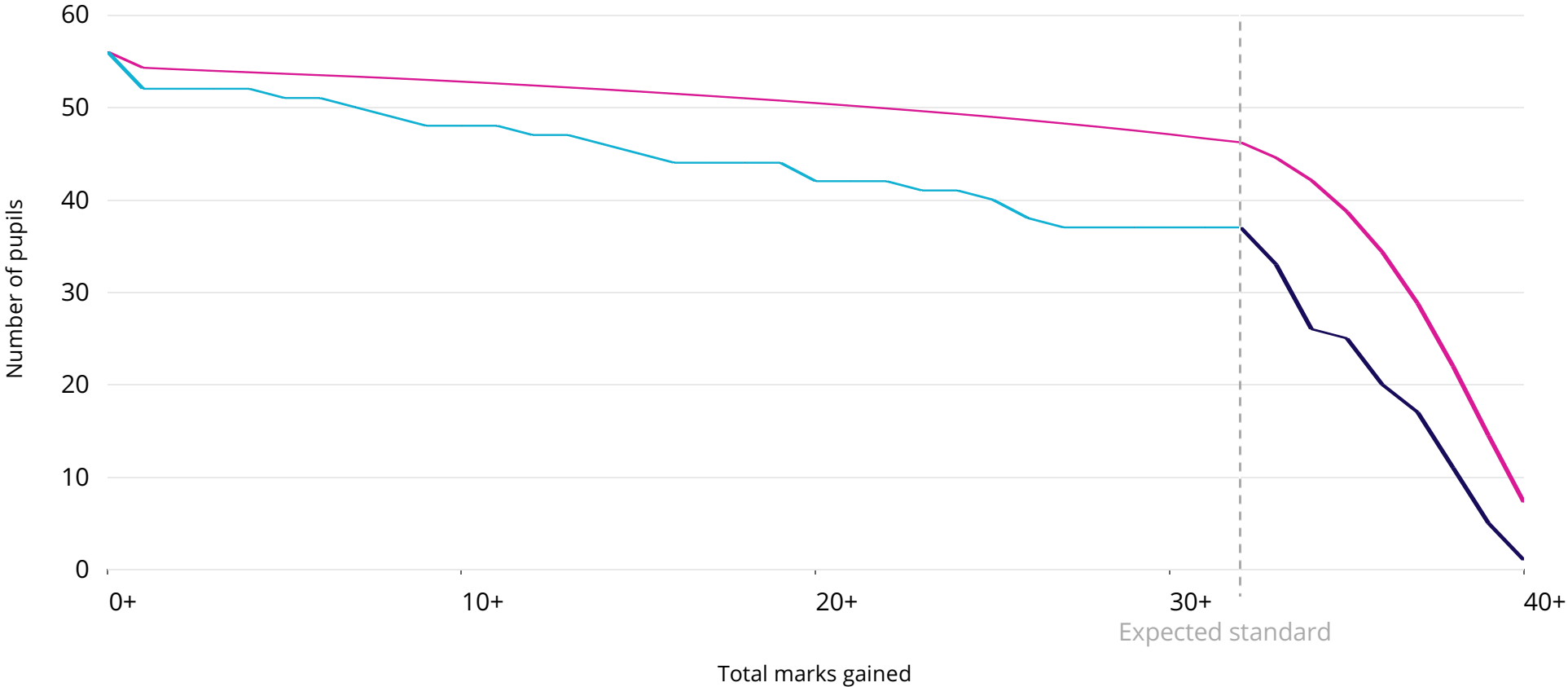
# Year 1 phonics marks 2018

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 = 56 One pupil relates to 1.8 percentage points.

In 2018, 66% of pupils achieved the expected standard, 16 percentage points below the national proportion. This was a statistically significant difference.



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)