

Areas to investigate

KS2 progress

- Progress in reading, writing and mathematics was significantly below average and in the lowest 10%.

KS2 attainment

- In 2018, 31% of pupils achieved the expected standard in reading, writing and mathematics, 33 percentage points below the national proportion. This was a statistically significant difference.

KS1 attainment

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

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 15.

EYFS

- The percentage achieving a good level of development (50%) was significantly below average (72%).

Behaviour

- In 2017/18, the rate of overall absence (3.60%) was below the national average for schools with a similar level of deprivation (4.67%).
- 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 0.99%. 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: Rachel Butler

Pupils: 218

Gender: Mixed

Deprivation Quintile: Highest 20% (0.5)

Local authority: North Tyneside

Admissions policy: Not applicable

Ages: 2-11

Denomination: Does not apply

Special needs provision:

Ever 6 FSM %: 52.0

English additional language %: 2.1

SEN support %: 17.4

SEN with EHC plan %: 0.5

Ethnicity

- The largest ethnic groups are: White - British (95.2%), White - any other White background (2.1%), Mixed - White & Black African (2.1%), Mixed - White & Asian (0.7%).
- This school has 4 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 4 (61%) and year 6 (63%) was higher than all other year groups.

- The percentage of girls in year 2 (24%) and year 3 (33%) was lower than all other year groups.

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (52.0%).
- The percentage of FSM in year 6 (75%) was higher than all other year groups.
- The percentage of FSM in year 2 (38%) was lower than all other year groups.
- There were three children looked after in the school.

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Primary school context 2018

English as an Additional Language

- There was nothing significant to report for this group.

Special Educational Needs

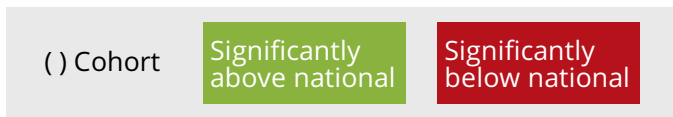
- The school was in the top 20% of all schools for the proportion of SEN support (17.4%).
- The percentage of SEN in year 6 (38%) was higher than all other year groups.
- The percentage of SEN in year 3 (11%) and year 5 (10%) was lower than all other year groups.

Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (year 1, year 4), Writing (year 1, year 4), Mathematics (year 1, year 4)

Relative progress for the past three years

Progress quintiles based on rank of progress score

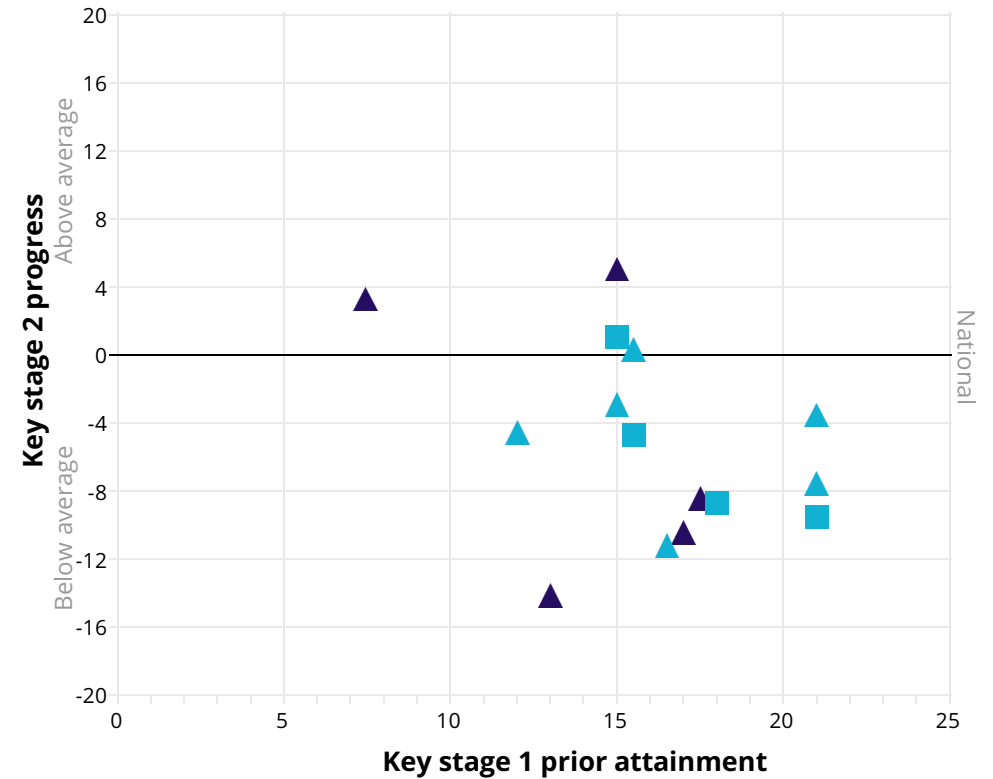
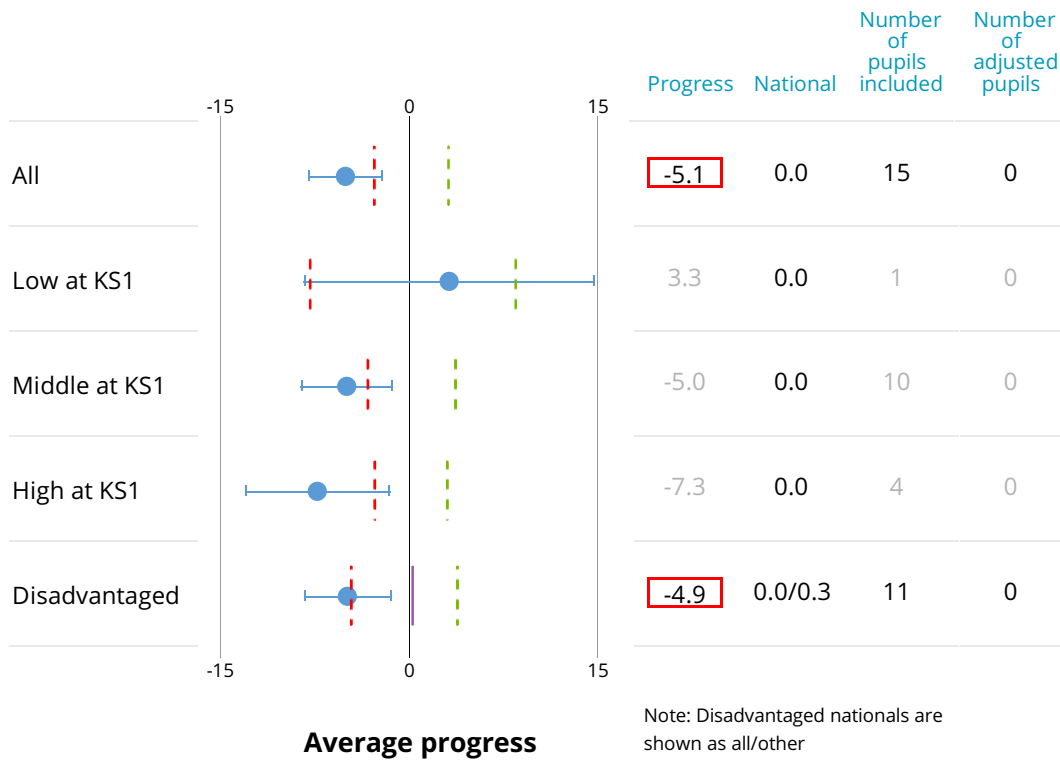


			Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%						
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(22)						(22)						(22)					
	2017	(25)						(25)						(25)					
	2018	(15)						(16)						(15)					
Low at KS1	2016	(2)						(2)						(2)					
	2017	(8)						(8)						(8)					
	2018	(1)						(1)						(1)					
Middle at KS1	2016	(15)						(15)						(15)					
	2017	(12)						(12)						(12)					
	2018	(10)						(11)						(10)					
High at KS1	2016	(5)						(5)						(5)					
	2017	(5)						(5)						(5)					
	2018	(4)						(4)						(4)					
Disadvantaged	2016	(13)						(13)						(13)					
	2017	(17)						(17)						(17)					
	2018	(11)						(12)						(11)					

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-ofsteds-inspection-dashboard

Reading progress in 2018

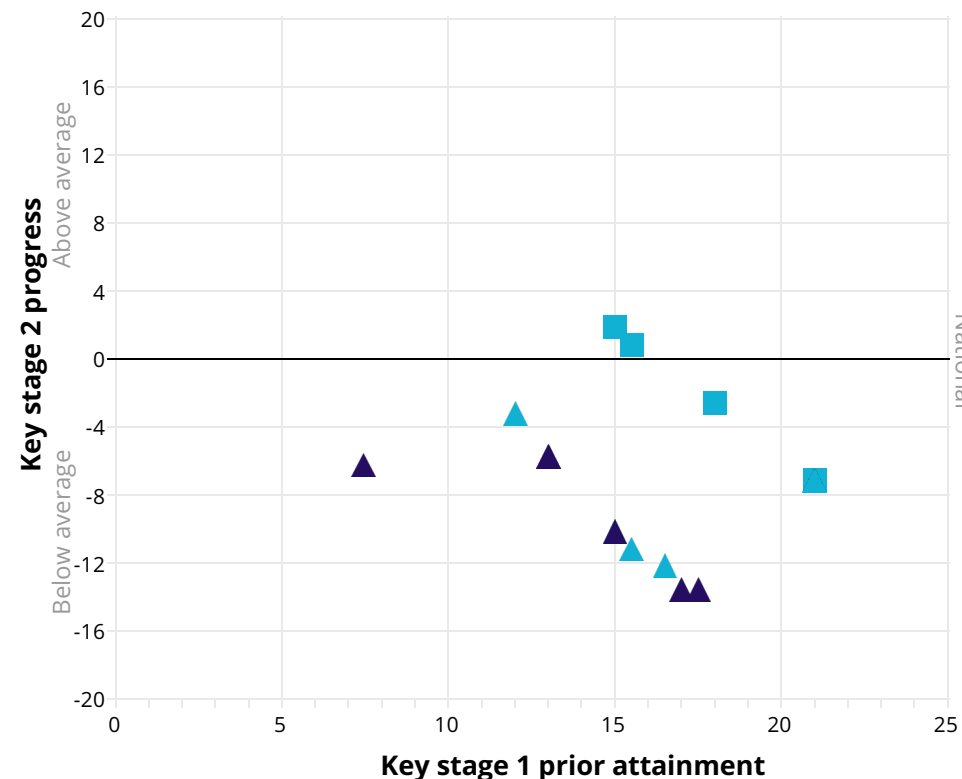
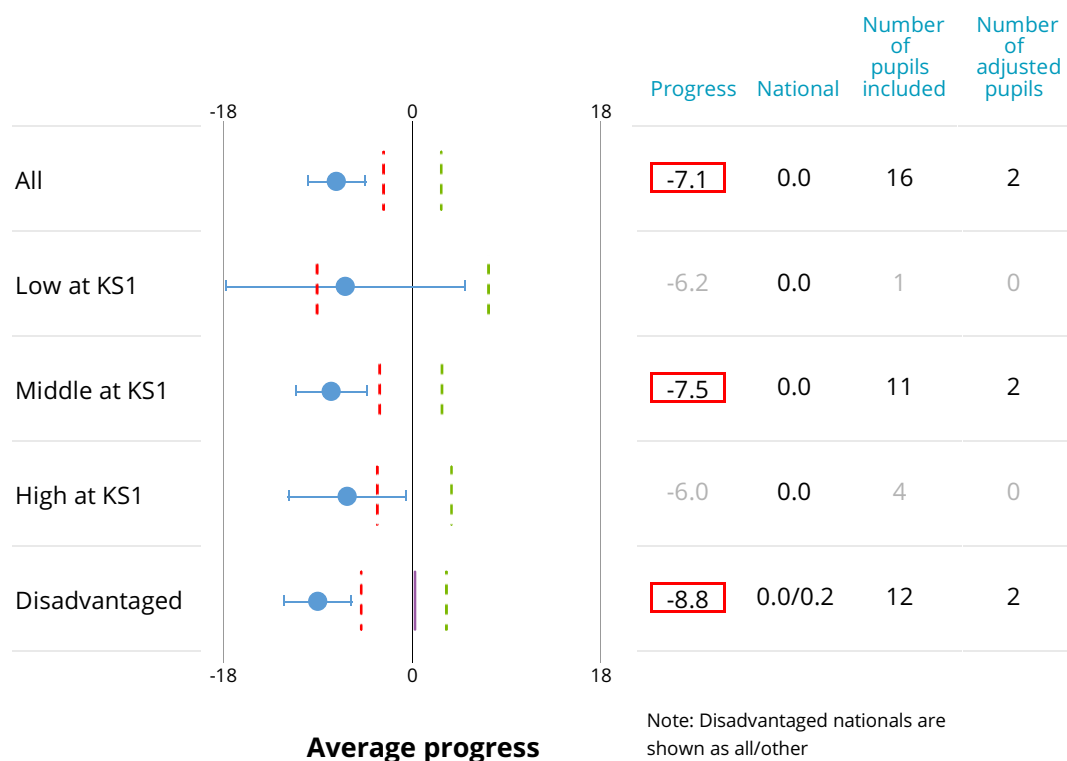
Reading progress scatterplot



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

Writing progress in 2018

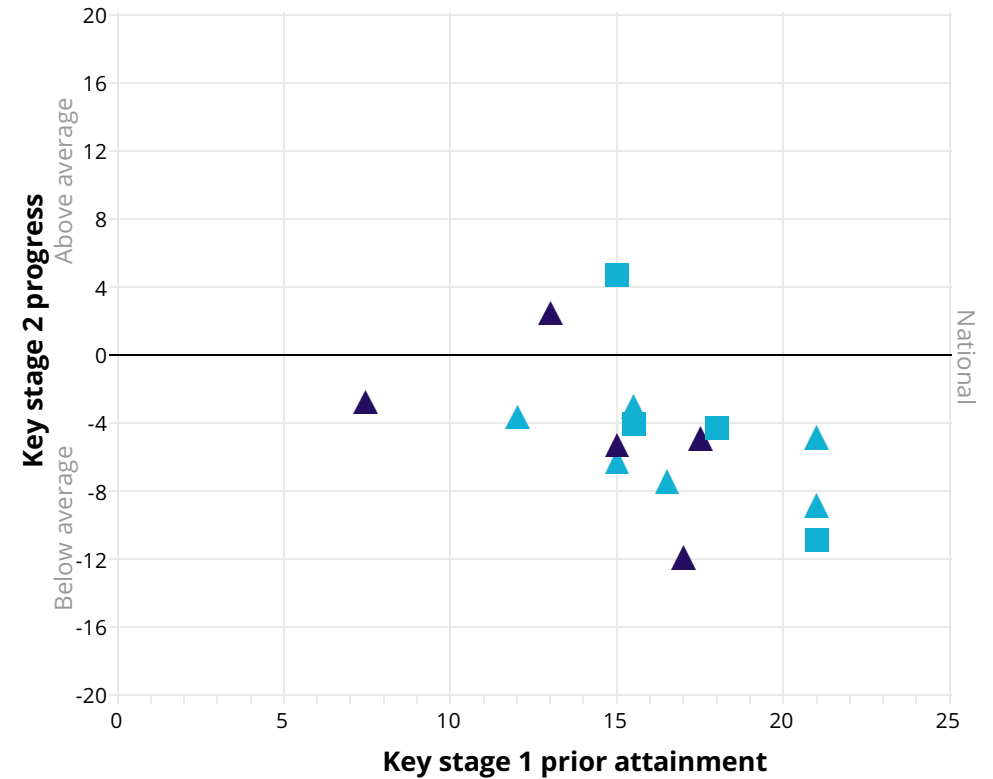
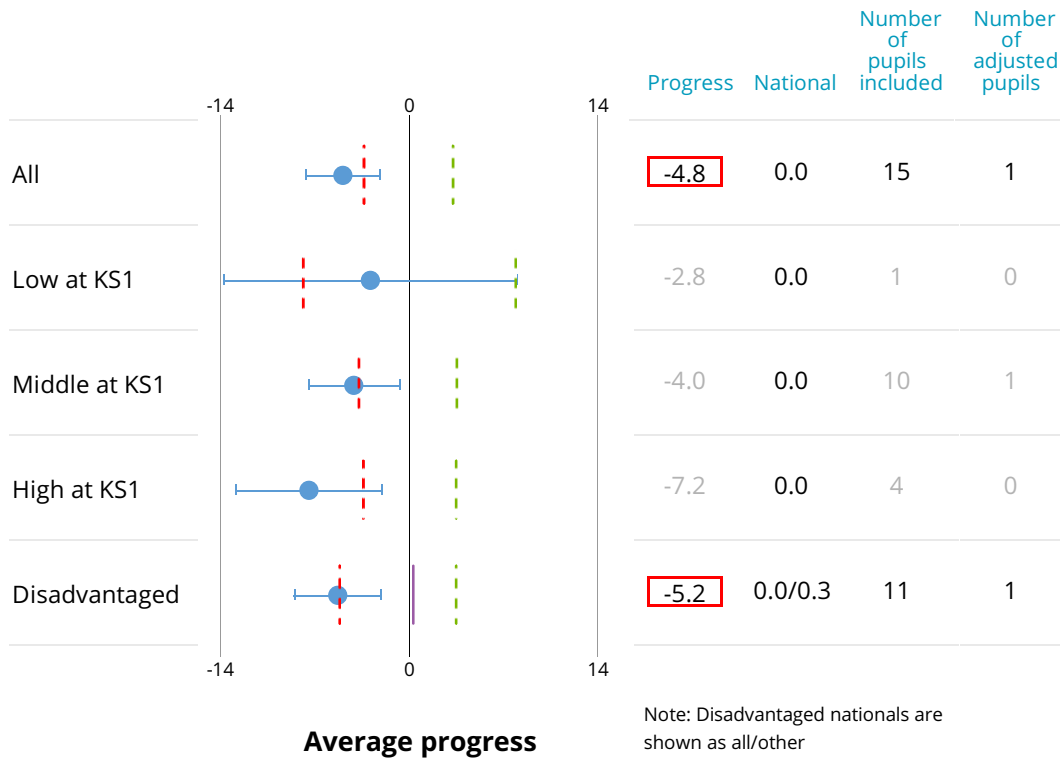
Writing progress scatterplot



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-ofsteds-inspection-dashboard

Mathematics progress in 2018

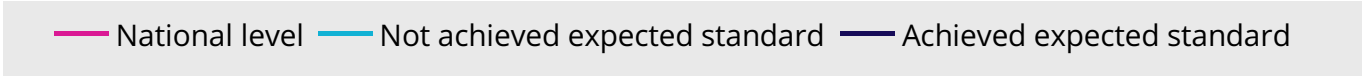
Mathematics progress scatterplot



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-ofsteds-inspection-dashboard

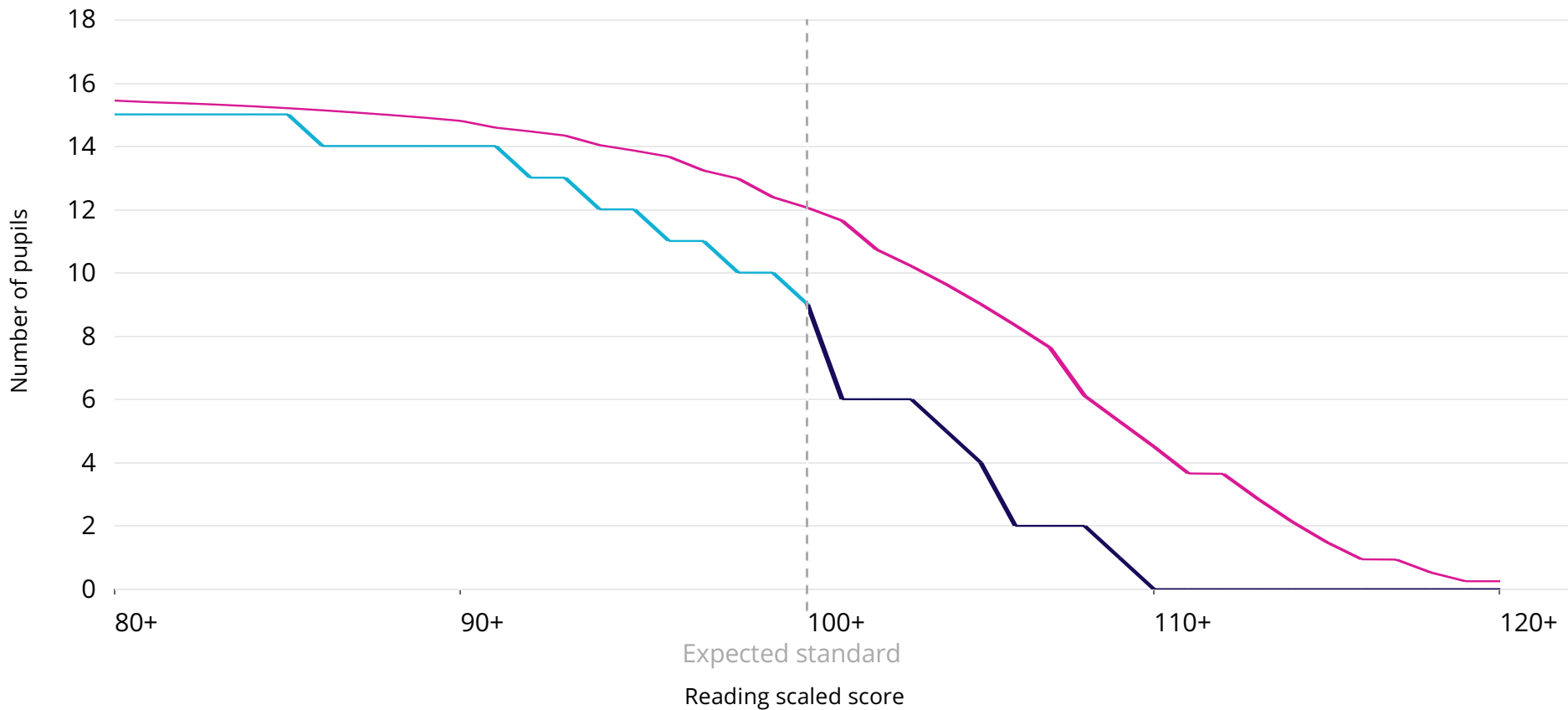
Reading scaled scores 2018

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



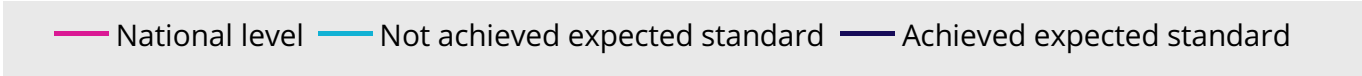
Cohort = 16 One pupil relates to 6.3 percentage points.

In 2018, 56% of pupils achieved the expected standard, 19 percentage points below the national. This difference was not statistically significant.



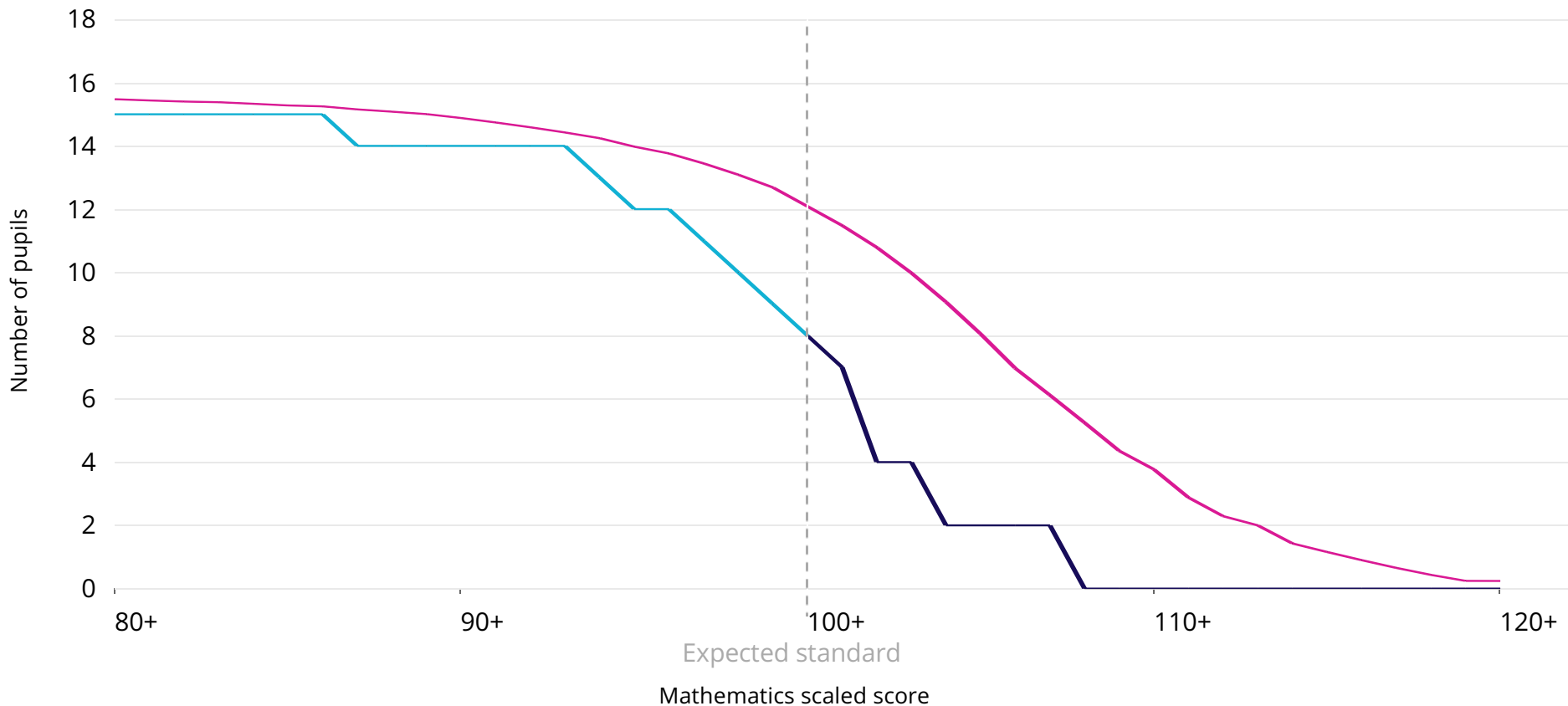
Mathematics scaled scores 2018

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



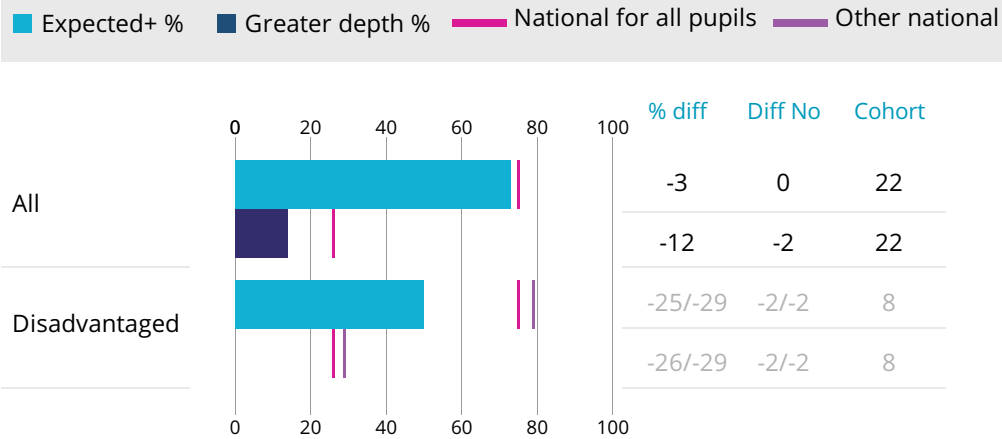
Cohort = 16 One pupil relates to 6.3 percentage points.

In 2018, 50% of pupils achieved the expected standard, 26 percentage points below the national. This difference was not statistically significant.

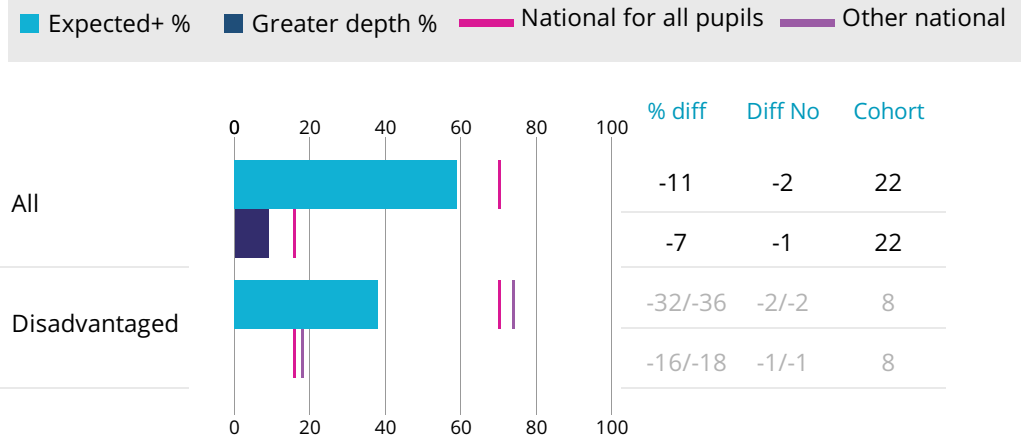


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

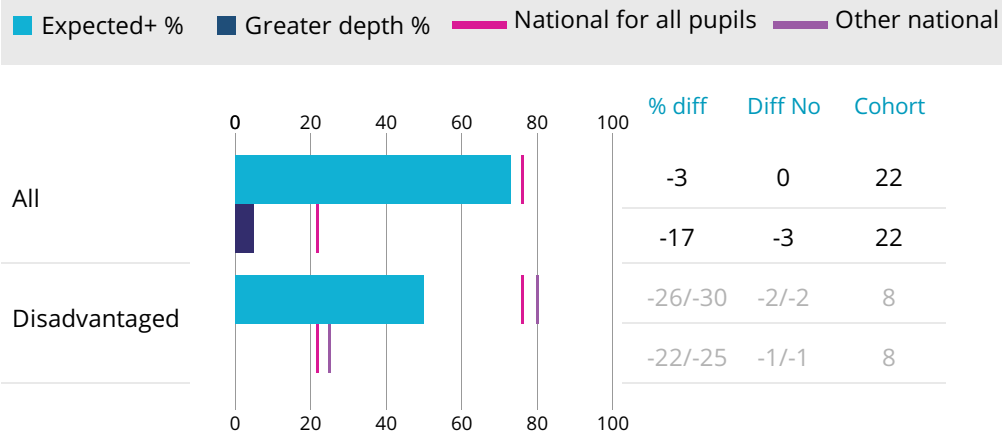
Reading



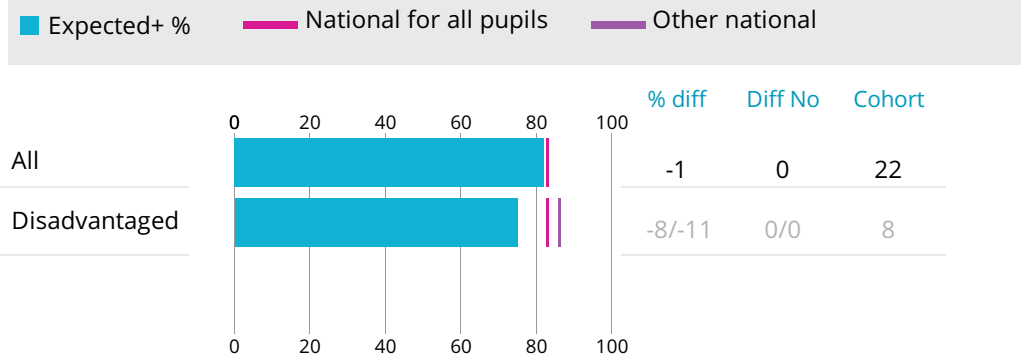
Writing



Mathematics

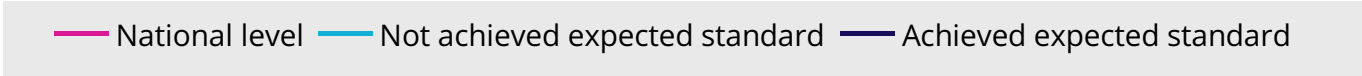


Science



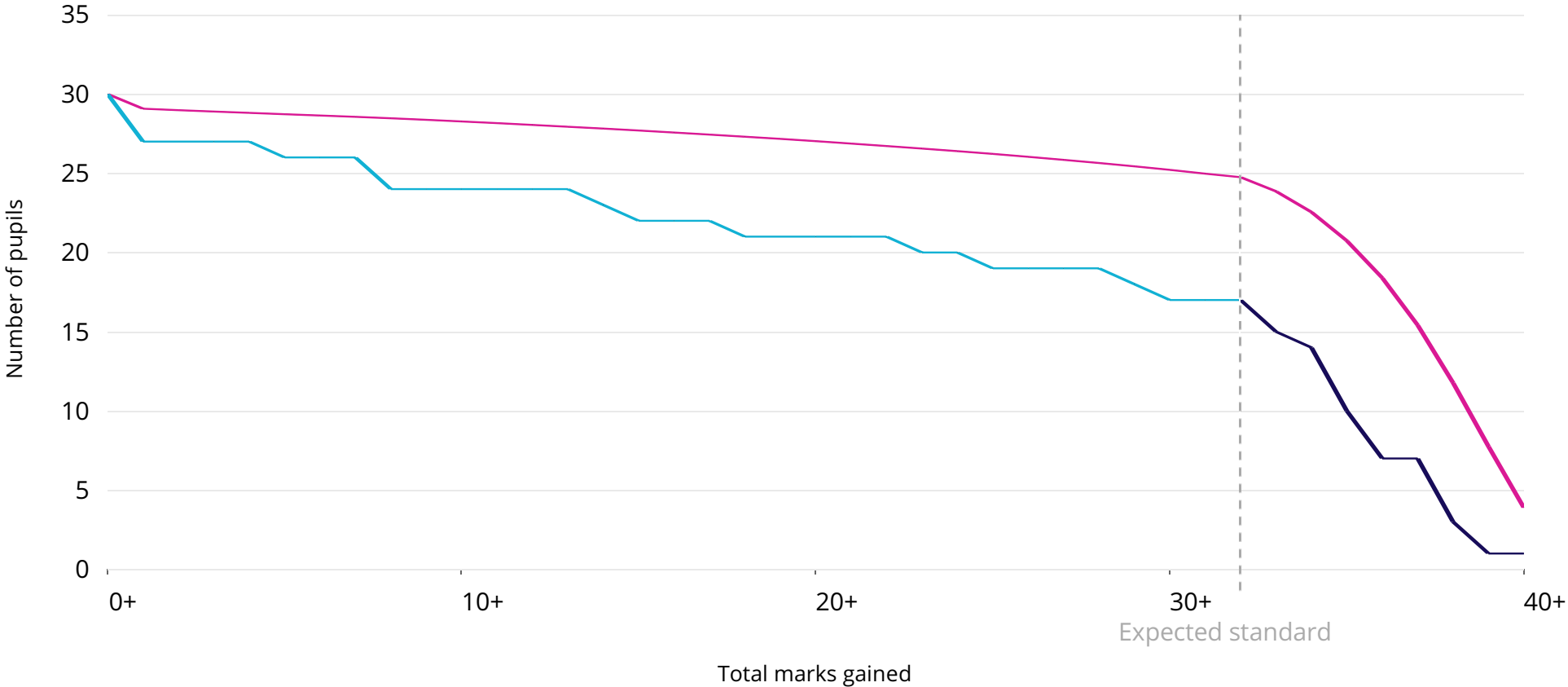
Year 1 phonics marks 2018

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



Cohort = 30 One pupil relates to 3.3 percentage points.

In 2018, 57% of pupils achieved the expected standard, 26 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