

## Areas to investigate

### KS2 progress

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

### KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for groups: middle, high prior attainment and disadvantaged.
- In 2018, 89% of pupils achieved the expected standard in reading, writing and mathematics, 24 percentage points above the national proportion. This was a statistically significant difference.
- The three-year average reading attainment score (109.5) was in the top 10%. The three-year average mathematics attainment score (109.6) was in the top 10%.

### KS1 attainment

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

## Areas to investigate

### Phonics in 2018

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

### EYFS

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

### Behaviour

- In 2017/18, the rate of overall absence (4.60%) was slightly below the national average for schools with a similar level of deprivation (4.73%).
- 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:** Aaron Meredith  
**Pupils:** 478  
**Gender:** Mixed  
**Deprivation Quintile:** Highest 20% (0.3)

**Local authority:** Plymouth  
**Admissions policy:** Not applicable  
**Ages:** 2-11  
**Denomination:** Does not apply  
**Special needs provision:**

**Ever 6 FSM %:** 37.0  
**English additional language %:** 1.8  
**SEN support %:** 13.0  
**SEN with EHC plan %:** 1.5

### Ethnicity

- The largest ethnic groups are: White - British (95.2%), White - any other White background (2.1%), Mixed - White & Black Caribbean (0.3%), Mixed - White & Black African (0.9%), Mixed - White & Asian (1.2%), Parent/pupil preferred not to say (0.3%).
- 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

- The school was in the top 20% of all schools for the number of pupils (478).
- The number of pupils in year 4 (47) was lower than all other year groups.
- There was a larger than average increase in the total number of pupils, from 451 pupils in 2017 to 478 in 2018.

### Girls

- The percentage of girls in year 3 (61%) was higher than all other year groups.
- The percentage of girls in year 1 (34%) was lower than all other year groups.

### Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (37.0%).
- The percentage of FSM in year 4 (49%) and year 6 (53%) was higher than all other year groups.
- The percentage of FSM in year 1 (24%) and year 2 (31%) was lower than all other year groups.
- There were four 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](http://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

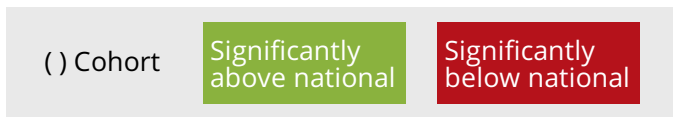
- There was nothing significant to report for this group.

### Prior Attainment

- There was nothing significant to report for this group.

# Relative progress for the past three years

Progress quintiles based on rank of progress score

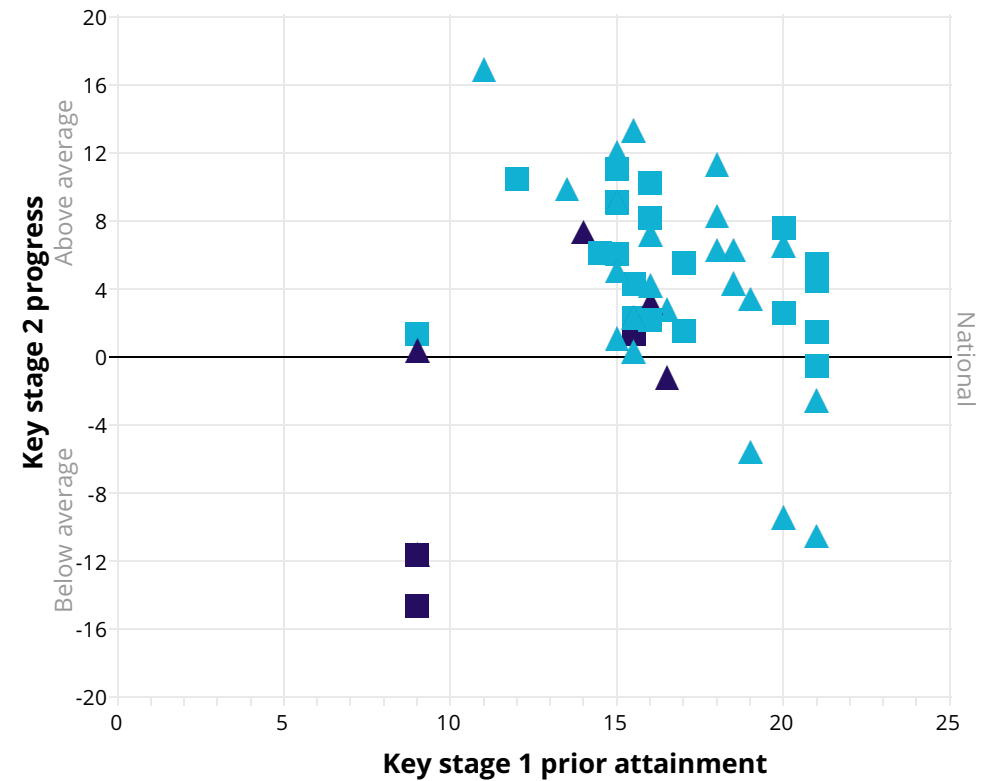
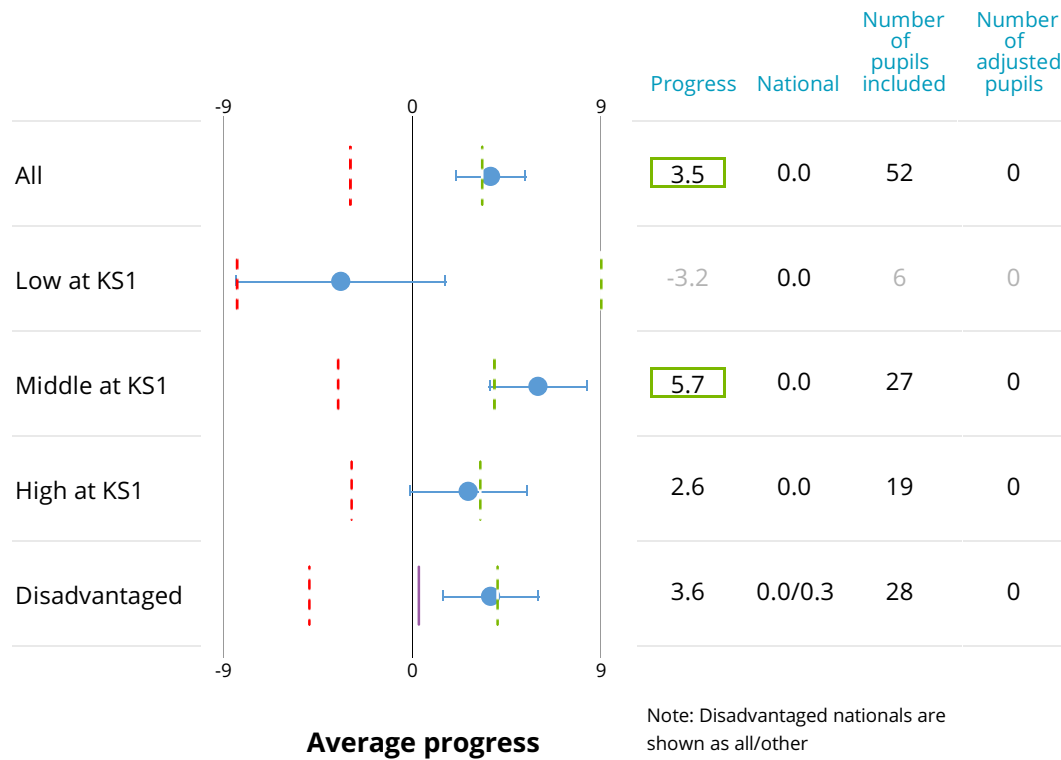


			Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%						
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(51)						(51)						(51)					
	2017	(47)						(47)						(47)					
	2018	(52)						(53)						(53)					
Low at KS1	2016	(2)						(2)						(2)					
	2017	(3)						(3)						(3)					
	2018	(6)						(7)						(7)					
Middle at KS1	2016	(37)						(37)						(37)					
	2017	(30)						(30)						(30)					
	2018	(27)						(27)						(27)					
High at KS1	2016	(12)						(12)						(12)					
	2017	(14)						(14)						(14)					
	2018	(19)						(19)						(19)					
Disadvantaged	2016	(26)						(26)						(26)					
	2017	(27)						(27)						(27)					
	2018	(28)						(28)						(28)					

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

# Reading progress in 2018

# Reading progress scatterplot



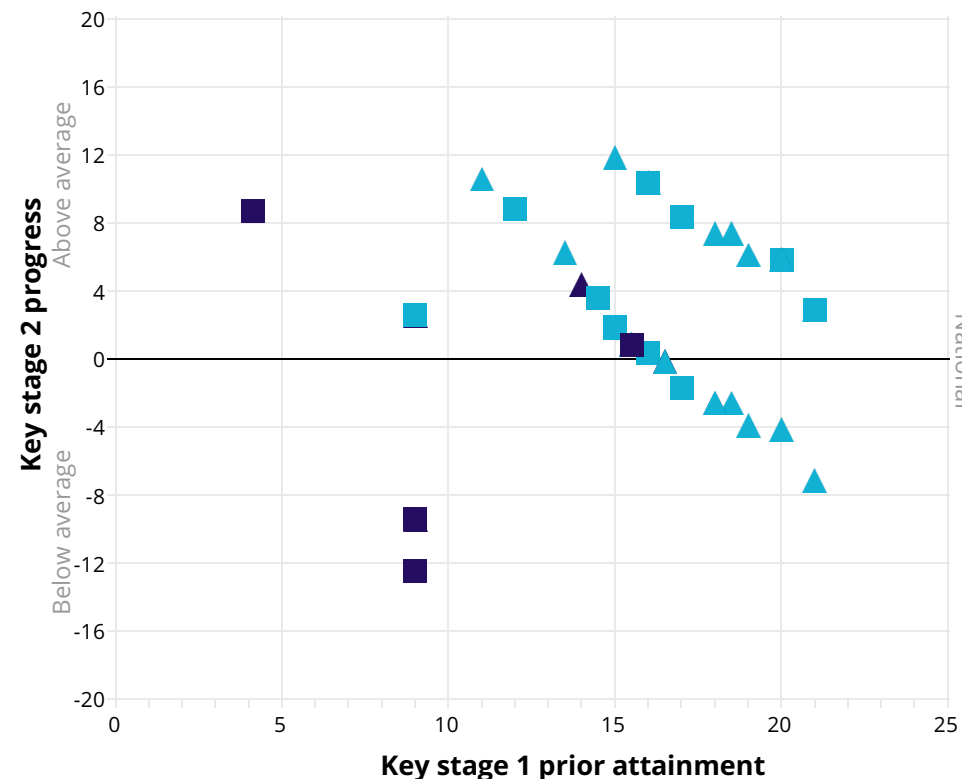
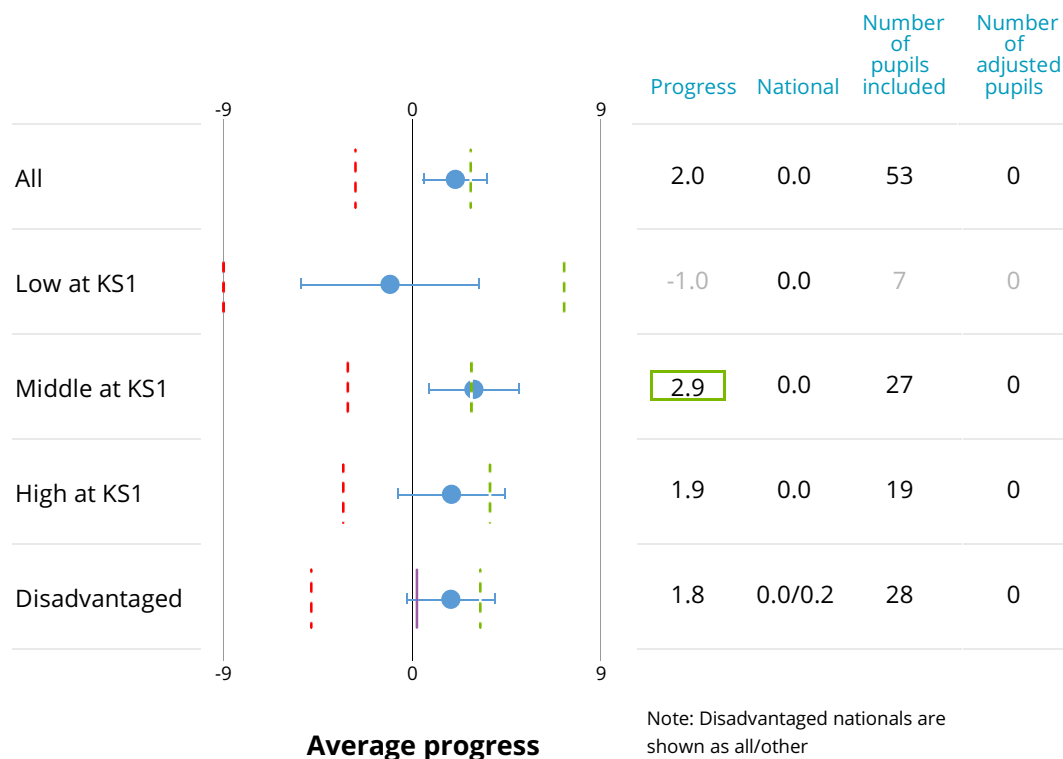
**Notes:** Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

# Writing progress in 2018

# Writing progress scatterplot

- - - Bottom 10%   
 - - - Top 10%   
 — Other national   
   Significantly above national and in top 10%   
   Significantly below national and in bottom 10%

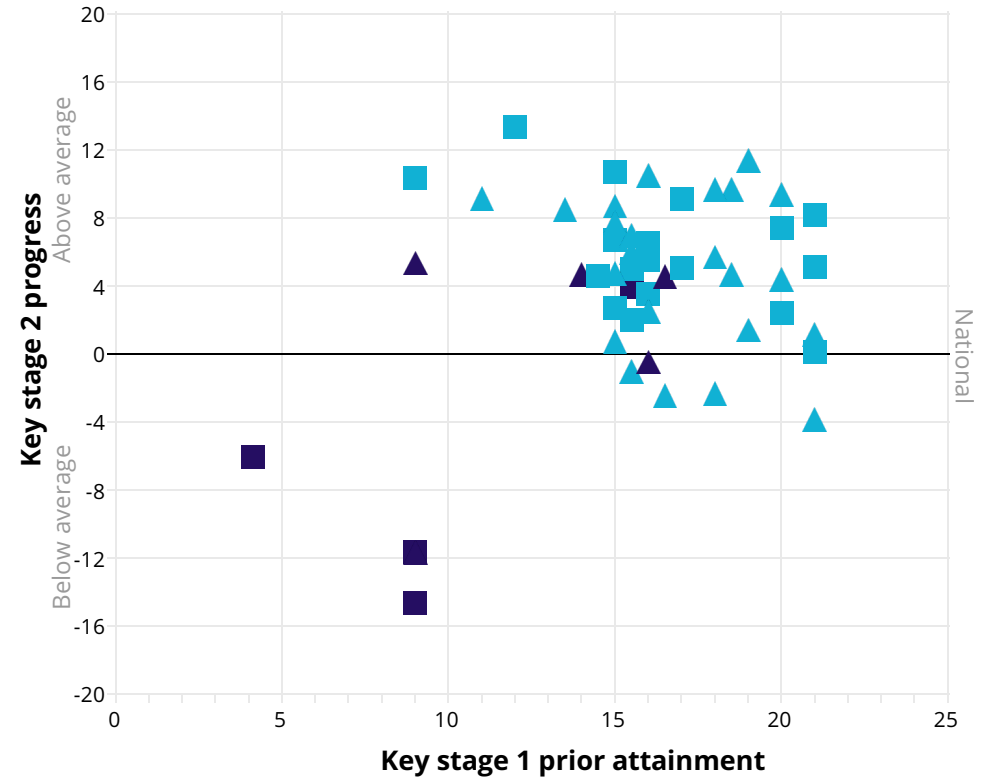
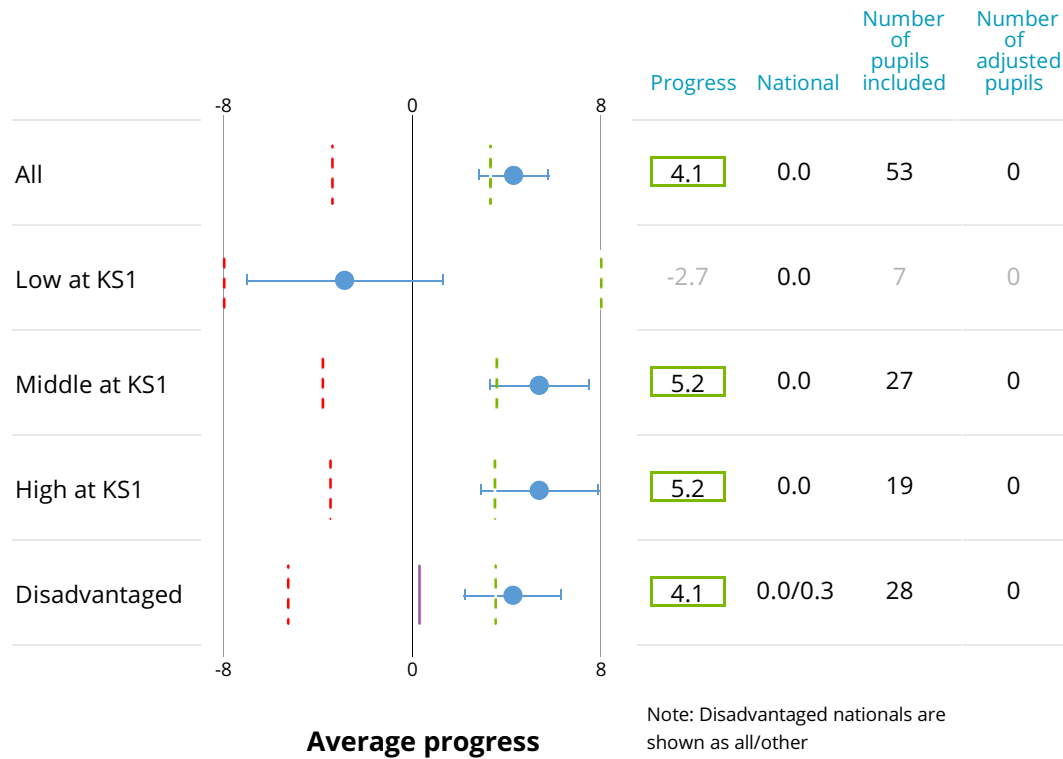
△ Disadvantaged   
 □ Other   
SEN   
Not SEN



**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)

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



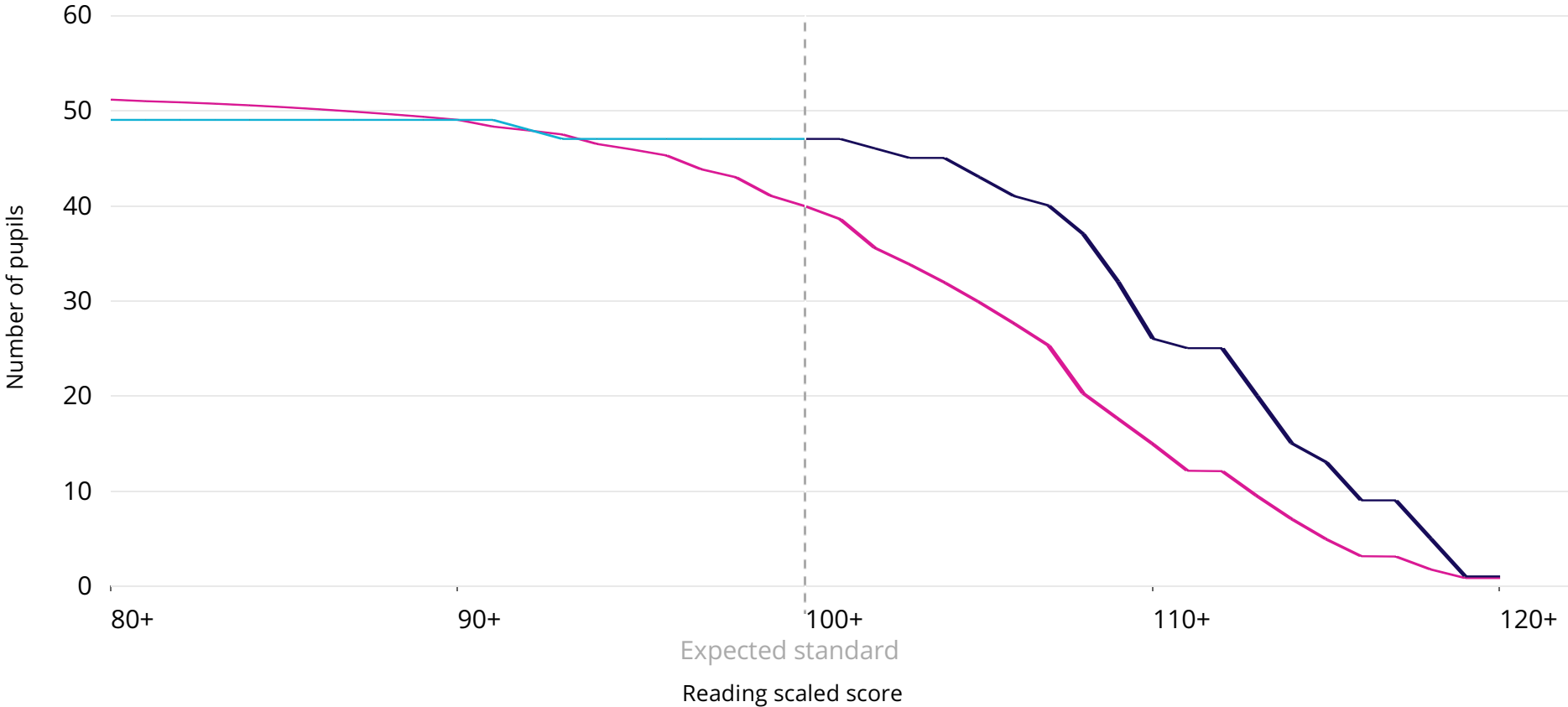
# Reading scaled scores 2018

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

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

Cohort = 53    One pupil relates to 1.9 percentage points.

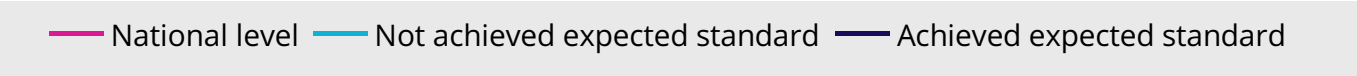
In 2018, 89% of pupils achieved the expected standard, 13 percentage points above the national. This was a statistically significant difference.



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

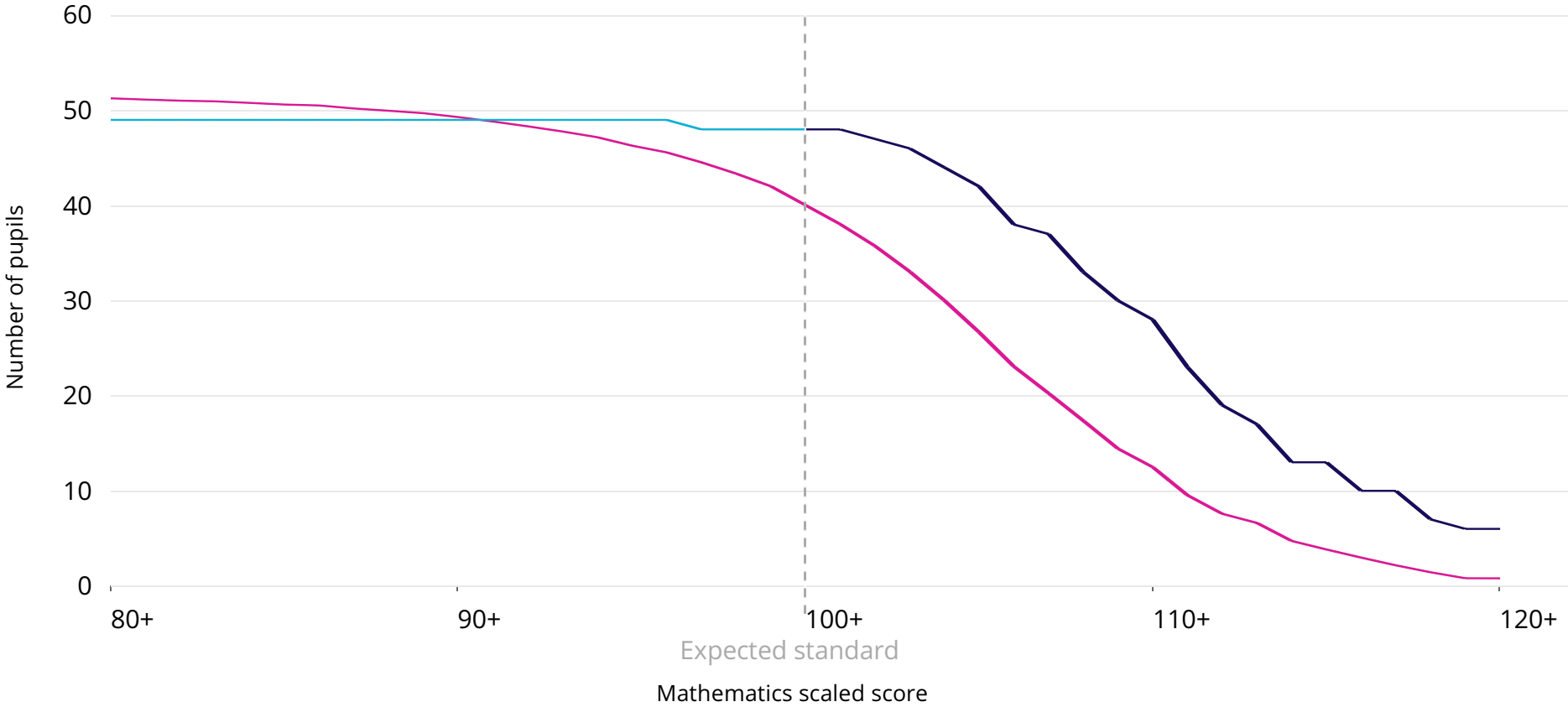
# Mathematics scaled scores 2018

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



Cohort = 53 One pupil relates to 1.9 percentage points.

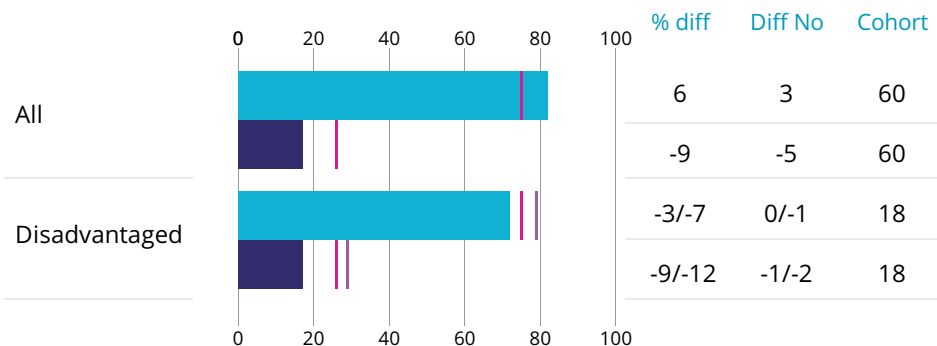
In 2018, 91% of pupils achieved the expected standard, 15 percentage points above the national. This was a statistically significant difference.



**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)

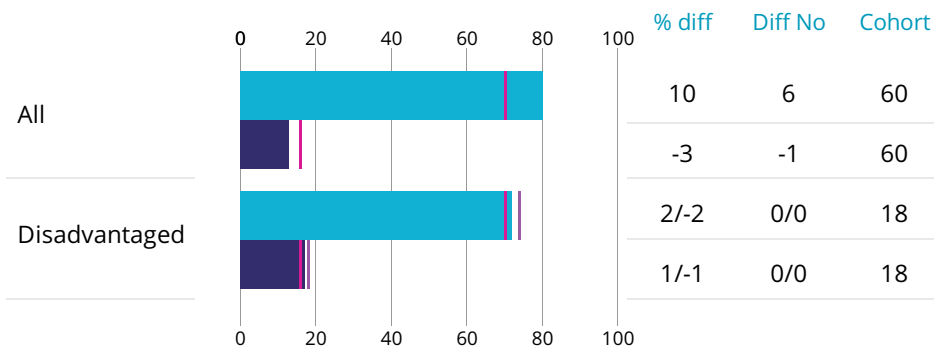
## Reading

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



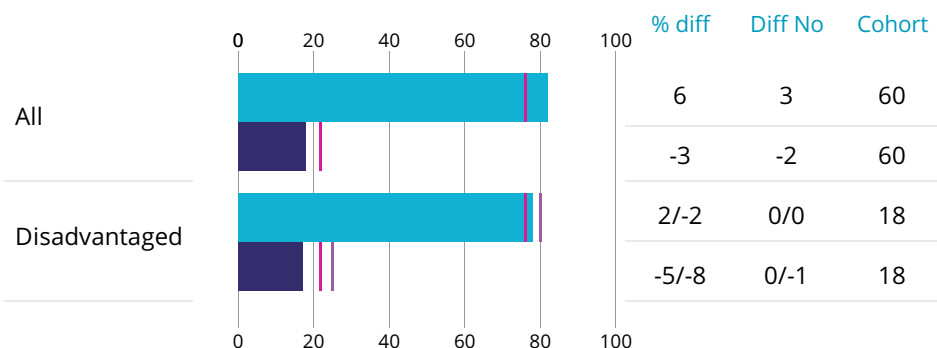
## Writing

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



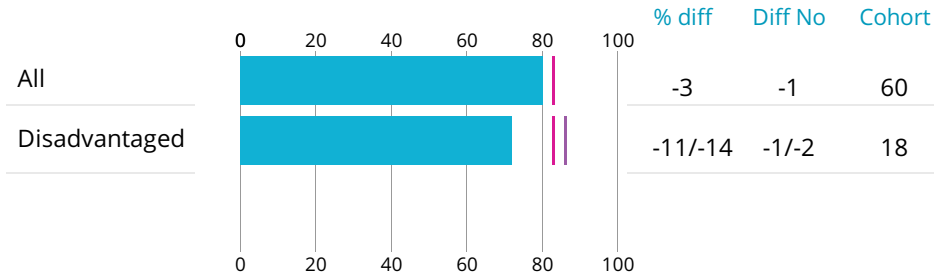
## Mathematics

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

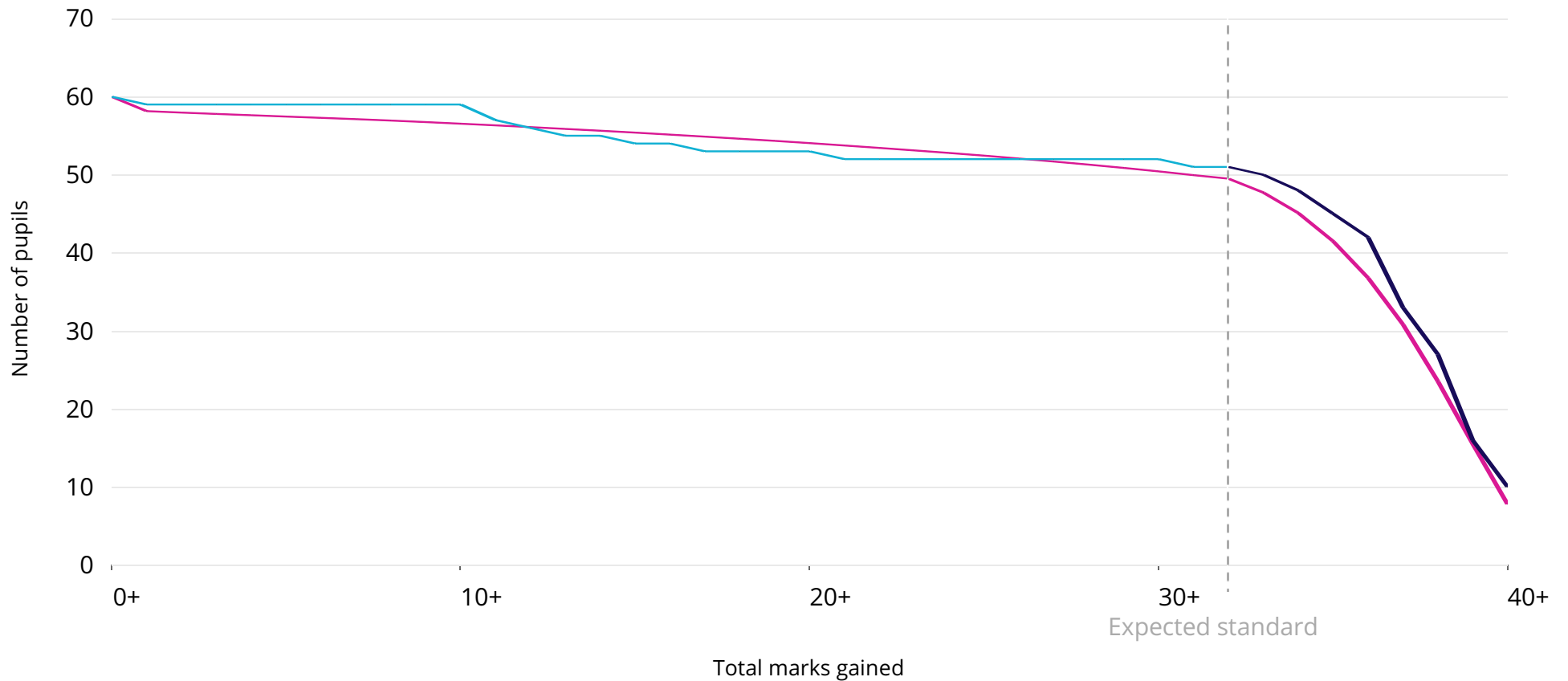
## Year 1 phonics marks 2018

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 = 60 One pupil relates to 1.7 percentage points.

In 2018, 85% of pupils achieved the expected standard, 2 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)