

Areas to investigate

KS2 progress trend

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

KS2 progress in 2017

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

KS2 progress outliers in 2017

- In 2017, there was one positive outlier in reading. This had an impact of +0.7 on the average progress score.

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.

KS2 attainment

- In 2017, reading and writing attainment of the expected standard was at or above national for the middle prior attainment group.
- In 2017, mathematics attainment of the expected standard was at or above national for groups: middle prior attainment and disadvantaged.

*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.

2016

	School	Floor	Coasting
Expected+ RWM %	47	(65)	(85)
Reading progress	1.8	(-5)	(-2.5)
Writing progress	4.9	(-7)	(-3.5)
Maths progress	1.2	(-5)	(-2.5)

Below floor standards in 2016?

No

To be above the floor, the school needs to meet either the attainment or all of the progress element.

School coasting in 2016?

No

The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2014 and 2015, fewer than 85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics, and
- in 2016, fewer than 85% of children achieved the new expected standard and average progress made by pupils in reading or writing or mathematics was below the level set against the new primary progress measures (shown in pink above).

Coasting element

2014 2015 2016

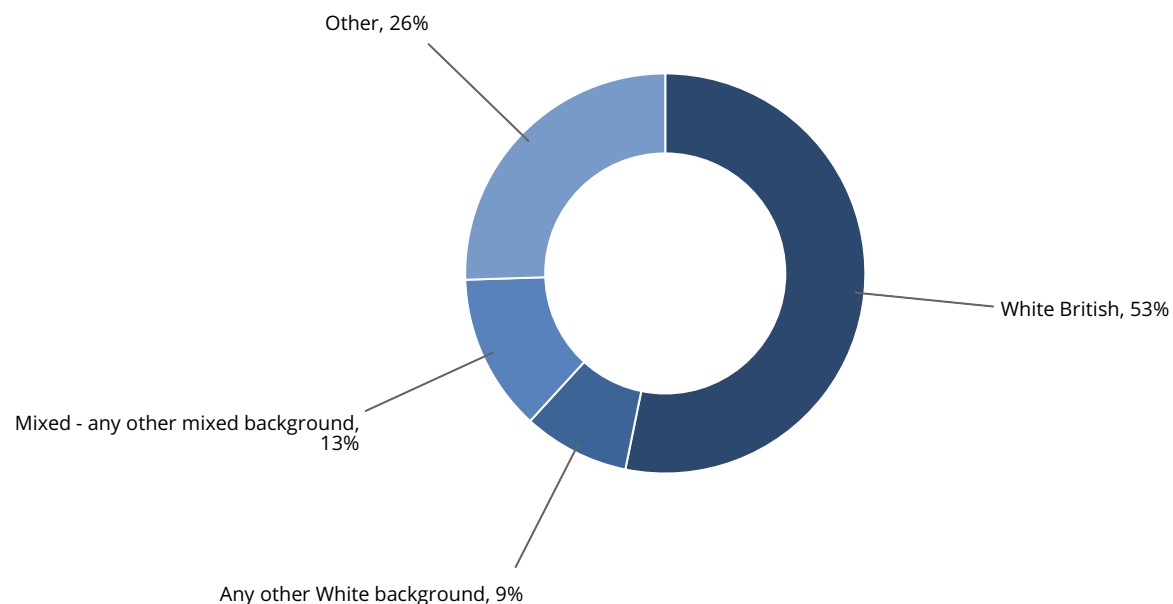
For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

Phase of education: Primary
Headteacher: Samantha Robson
Pupils: 369
Gender: Mixed
Special needs provision:
 SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder

Local authority: Newcastle upon Tyne
Admissions policy: Non-selective
Ages: 0-11
Denomination: Does not apply

Ethnicity

This school has 14 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



School level trends

2017 Quintile

Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	51	47	50	█	█	█	█	█
National	49	49	49	█	█	█	█	█

% of pupils known to be eligible for FSM

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	58	48	43	█	█	█	█	█
National	16	15	24	█	█	█	█	█

% of pupils first language not/believed not to be English

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	32	34	41	█	█	█	█	█
National	19	20	21	█	█	█	█	█

% of pupils with SEN support

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	19.0	21.4	22.5	█	█	█	█	█
National	13.0	12.1	12.2	█	█	█	█	█

% of pupils with a SEN statement or EHC plan

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	2.6	1.2	1.4	█	█	█	█	█
National	1.4	1.3	1.3	█	█	█	█	█

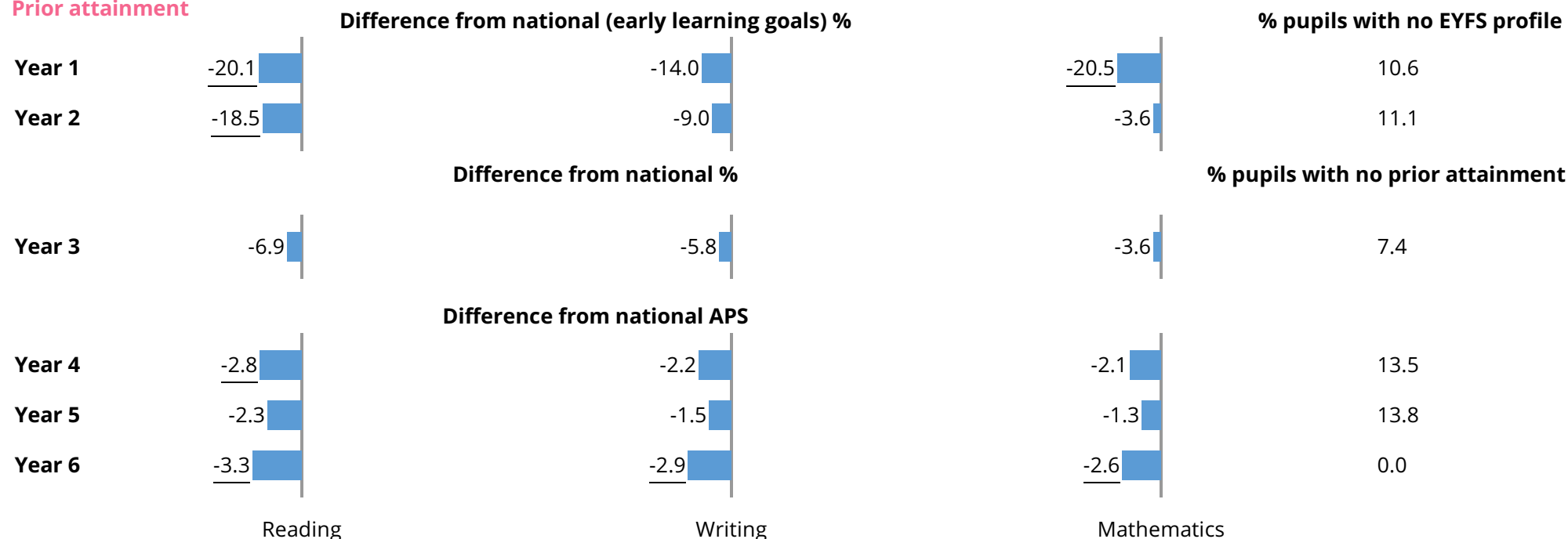
School deprivation indicator

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	0.5	0.4	0.4	█	█	█	█	█
National	0.2	0.2	0.2	█	█	█	█	█

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	65	39	49	48	19	45	21	22	12	1
Year 2	53	53	49	62	22	30	21	21	14	1
Year 3	54	61	49	57	26	48	21	19	15	0
Year 4	37	51	49	76	28	51	21	22	16	0
Year 5	29	59	49	79	30	35	20	28	16	0
Year 6	29	52	49	76	31	31	20	38	17	0

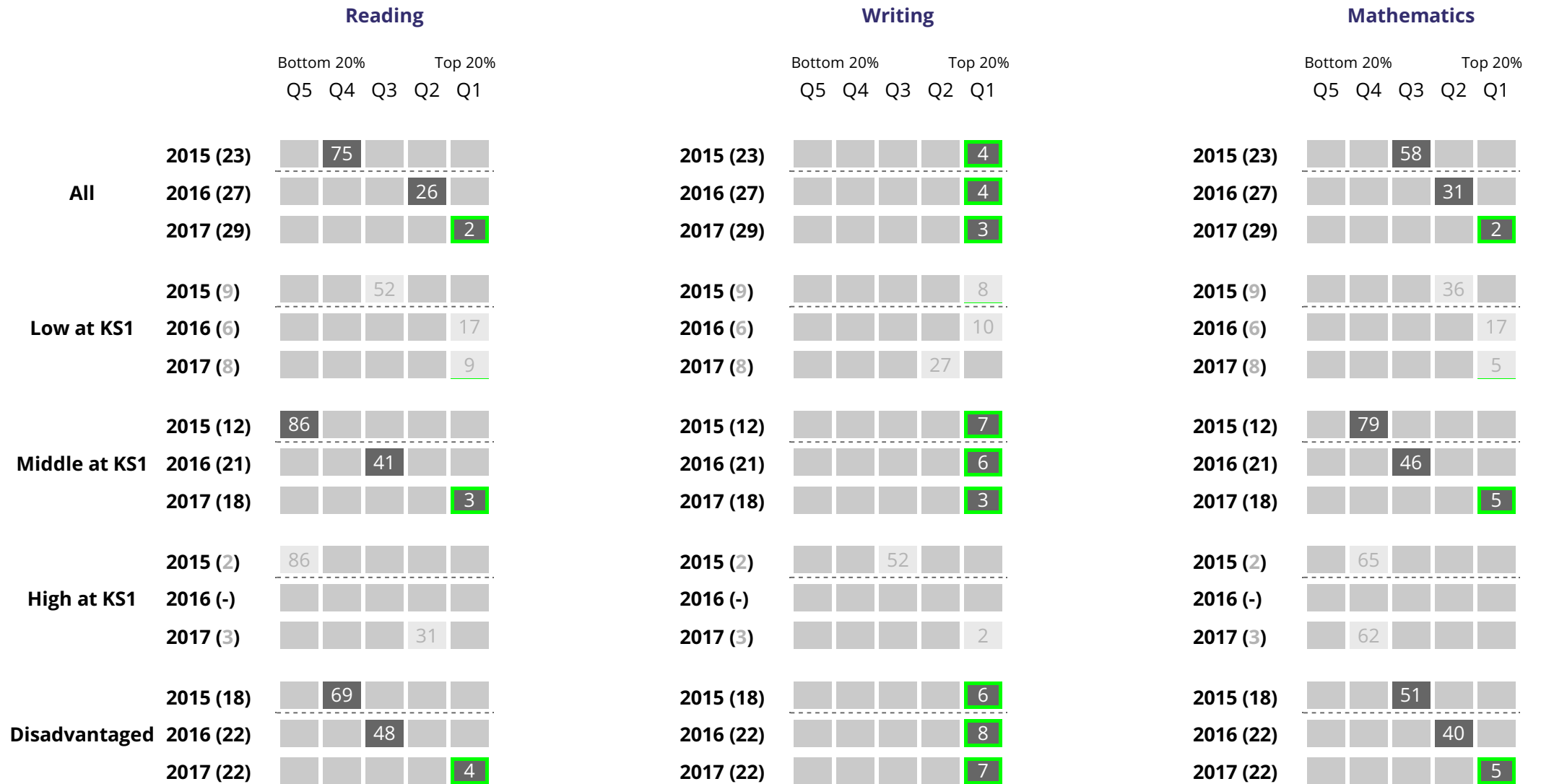
Prior attainment



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

Trends over time

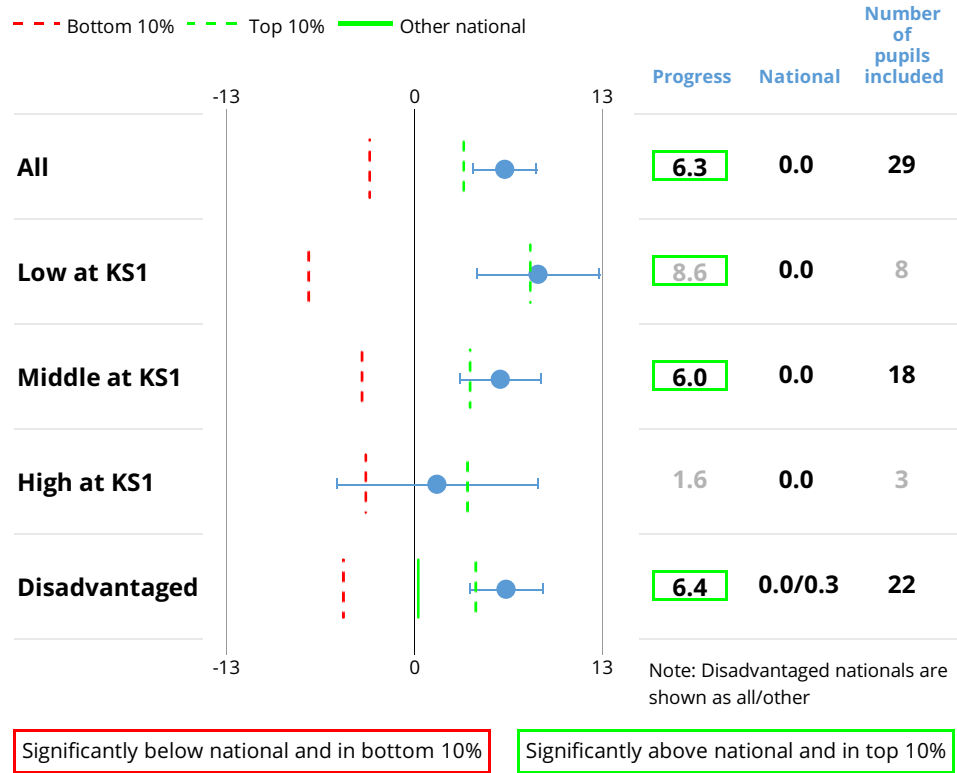
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



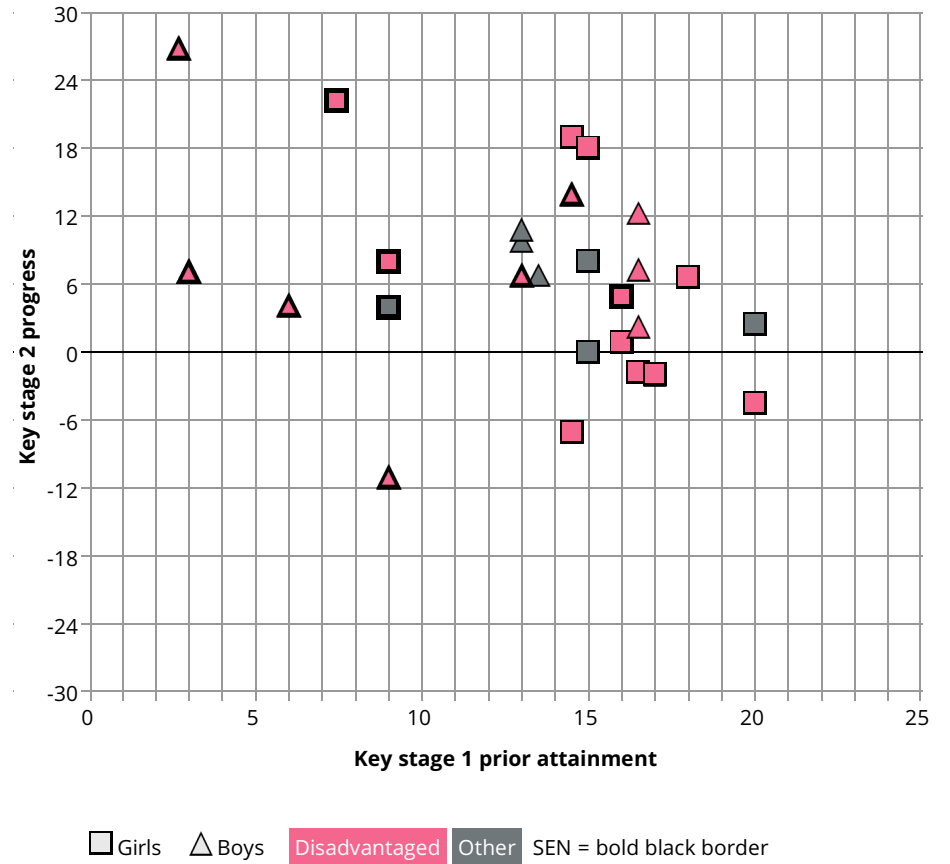
Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

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

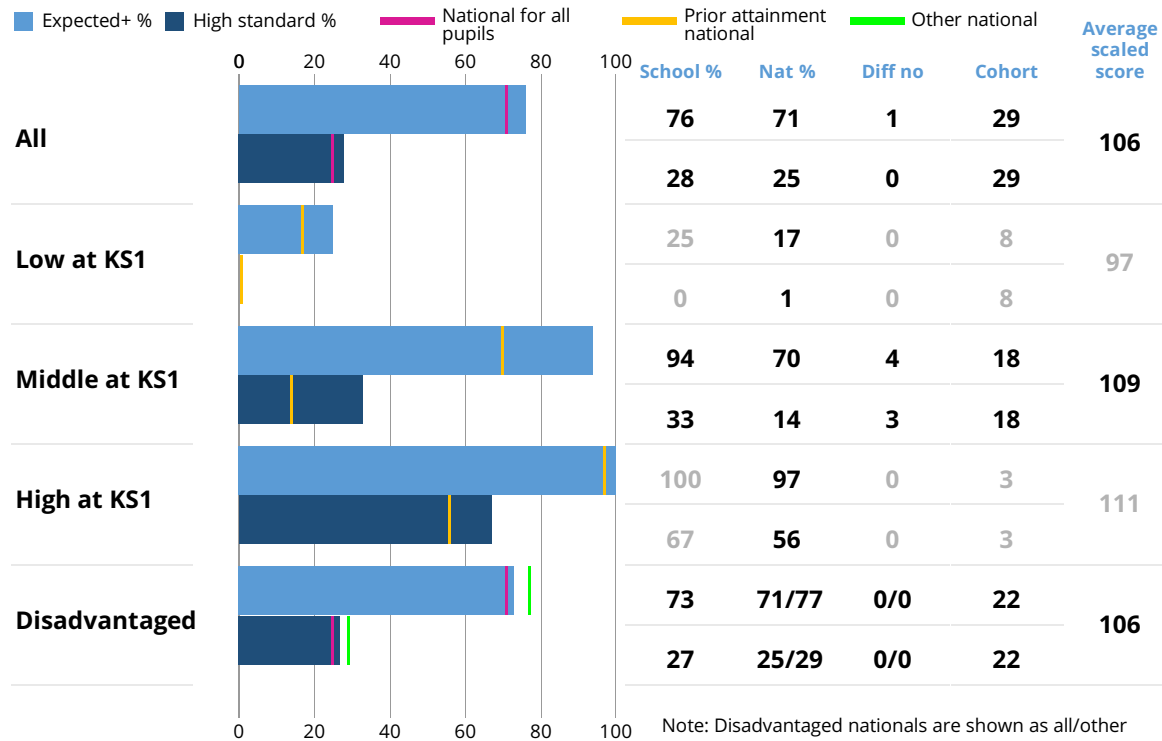
Reading progress in 2017



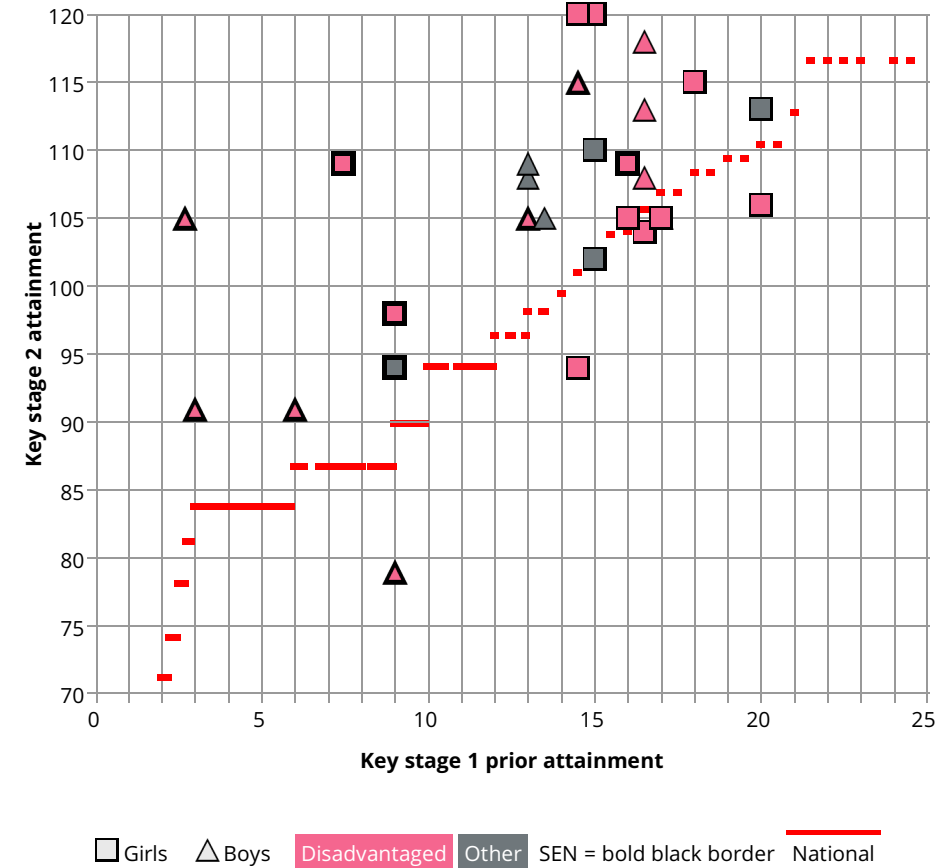
Reading progress scatterplot



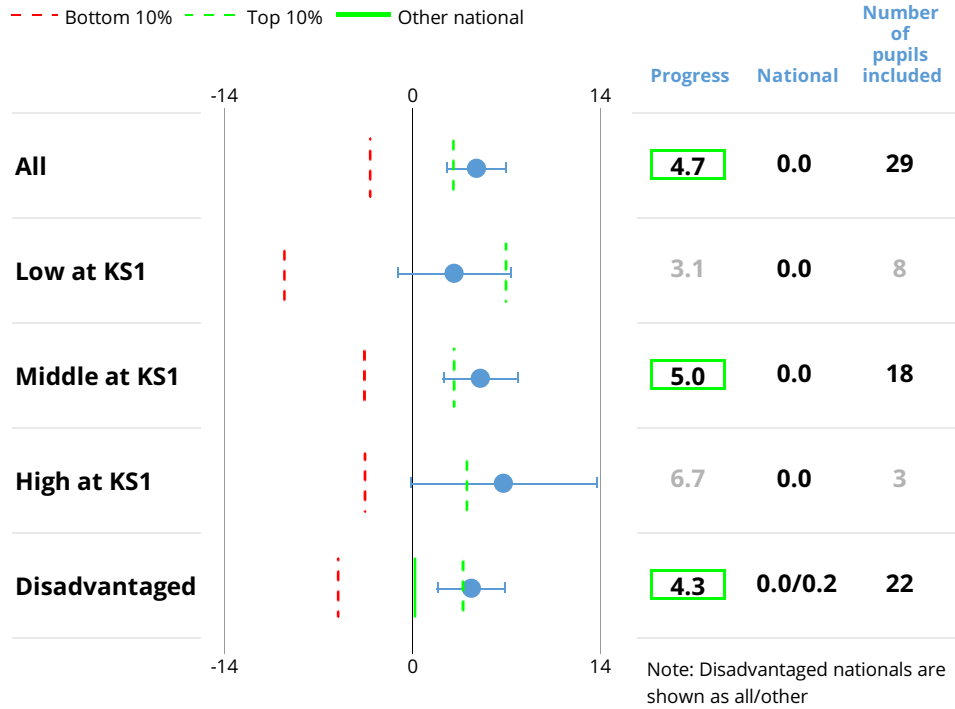
Reading attainment in 2017



Reading attainment scatterplot



Writing (teacher assessment) progress in 2017

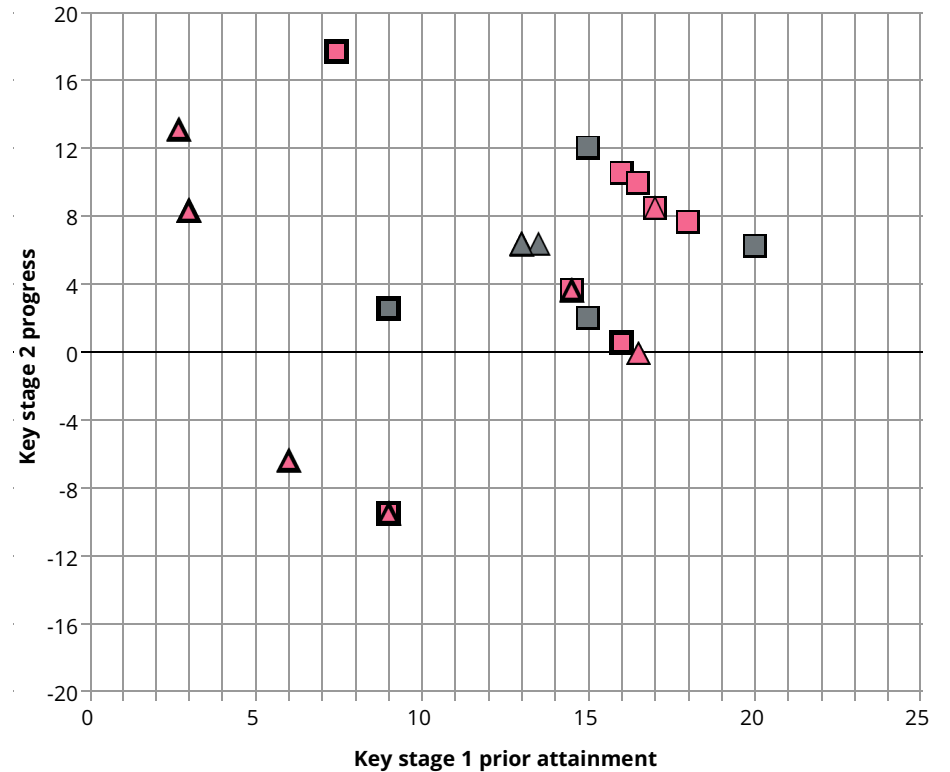


Significantly below national and in bottom 10%

Significantly above national and in top 10%

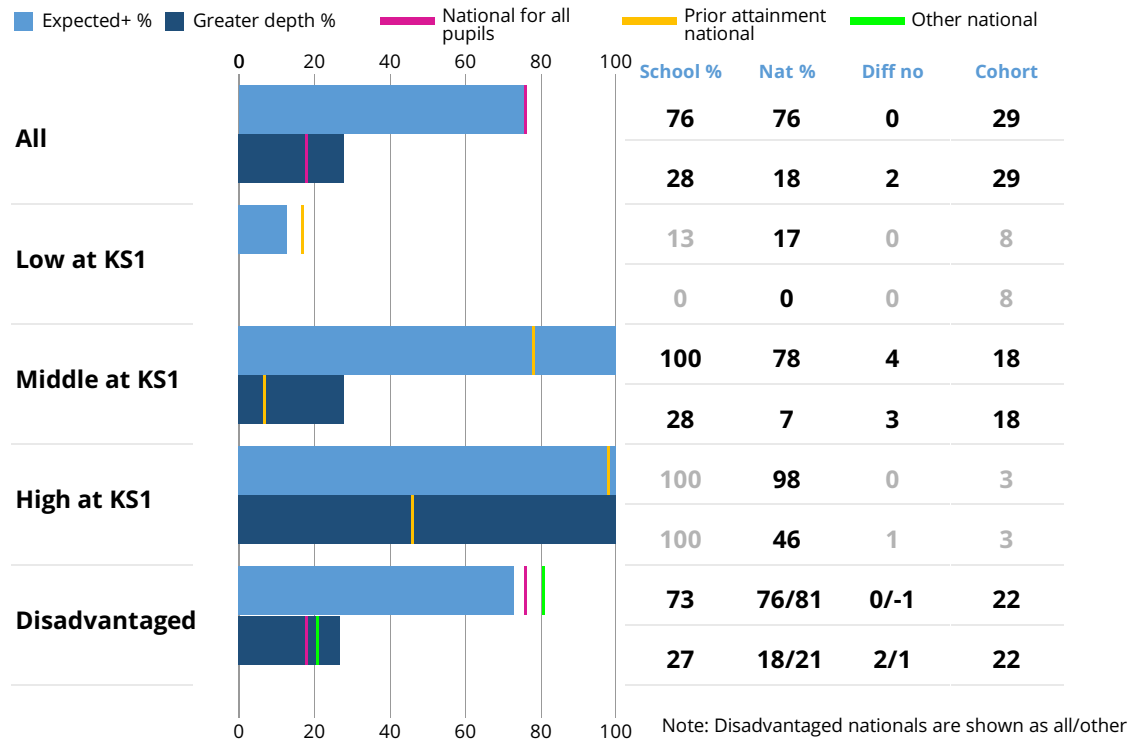
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



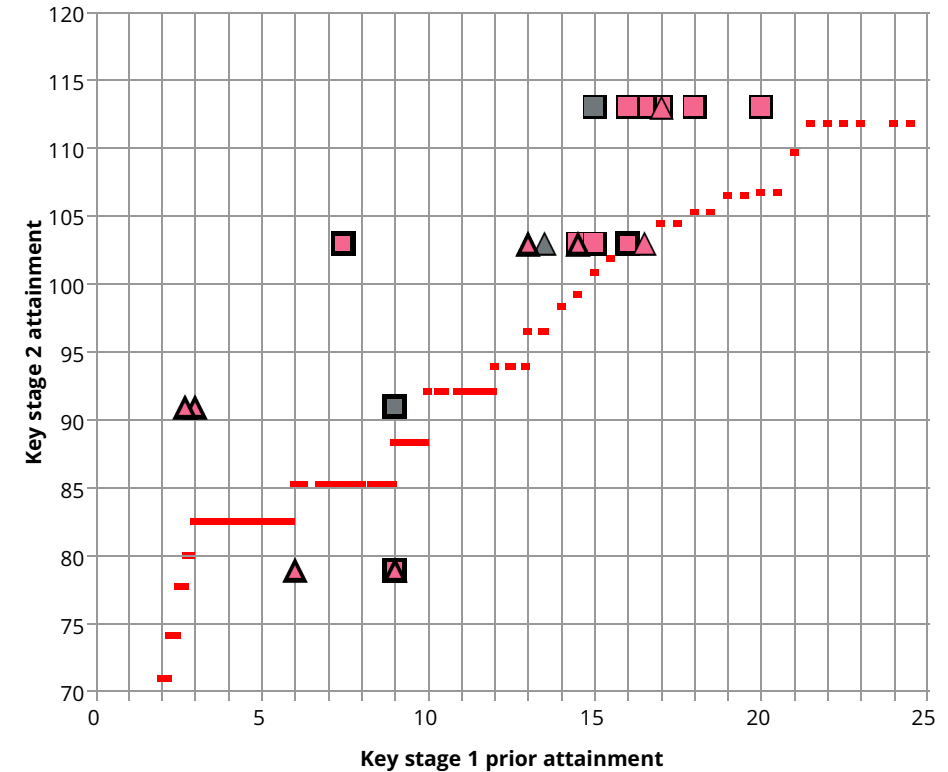
□ Girls △ Boys Disadvantaged Other SEN = bold black border

Writing (teacher assessment) attainment in 2017



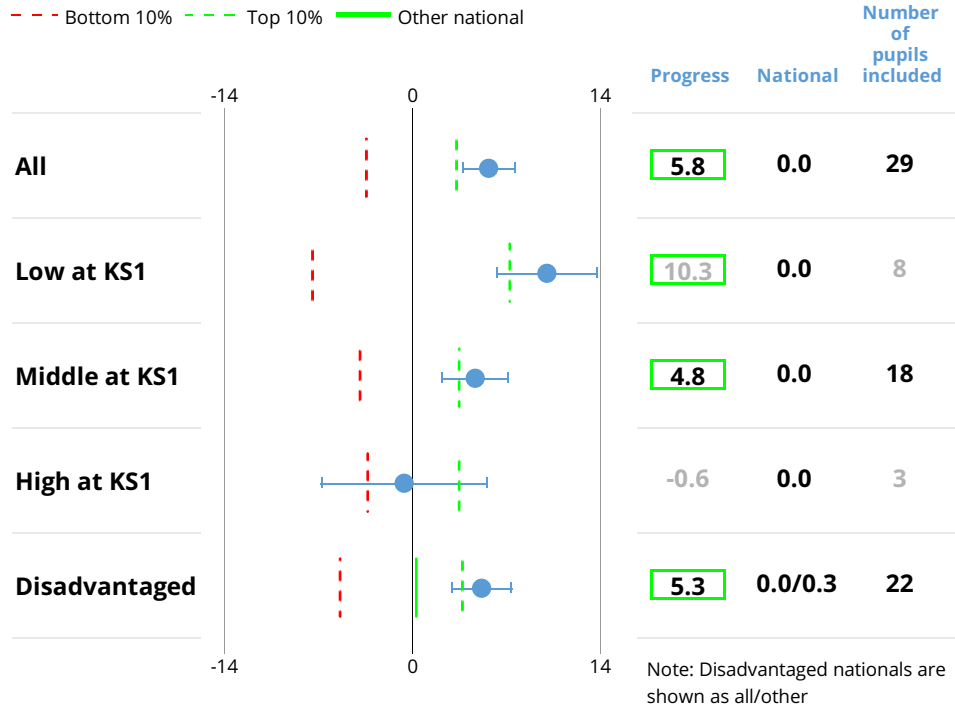
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) attainment scatterplot



Girls
 Boys
 Disadvantaged
 Other
 SEN = bold black border
 — National

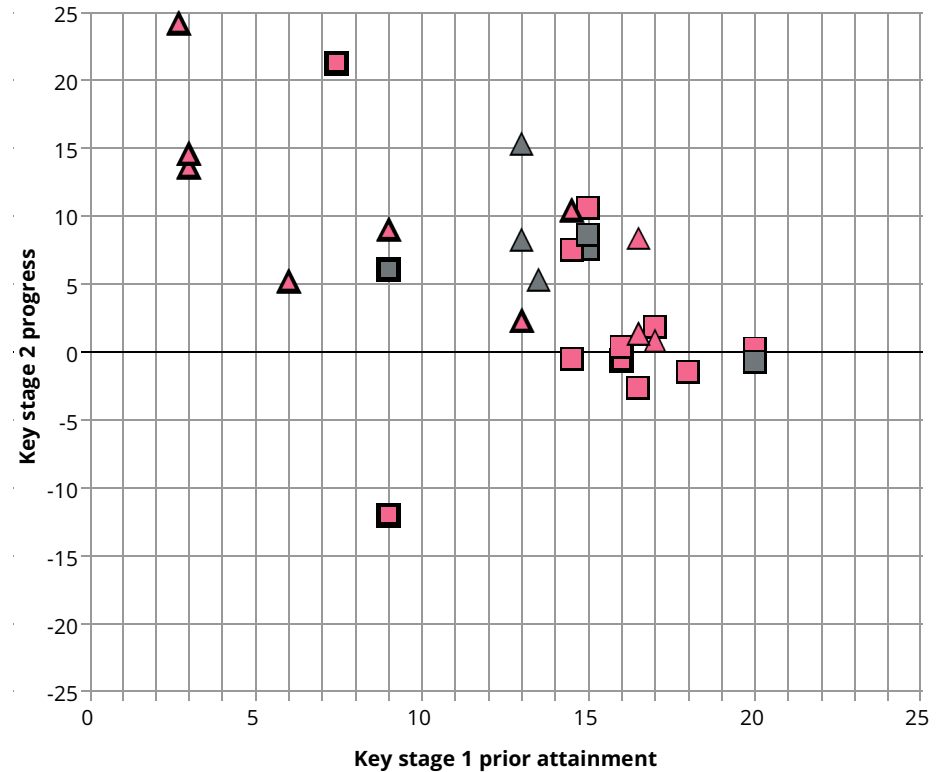
Mathematics progress in 2017



Significantly below national and in bottom 10%

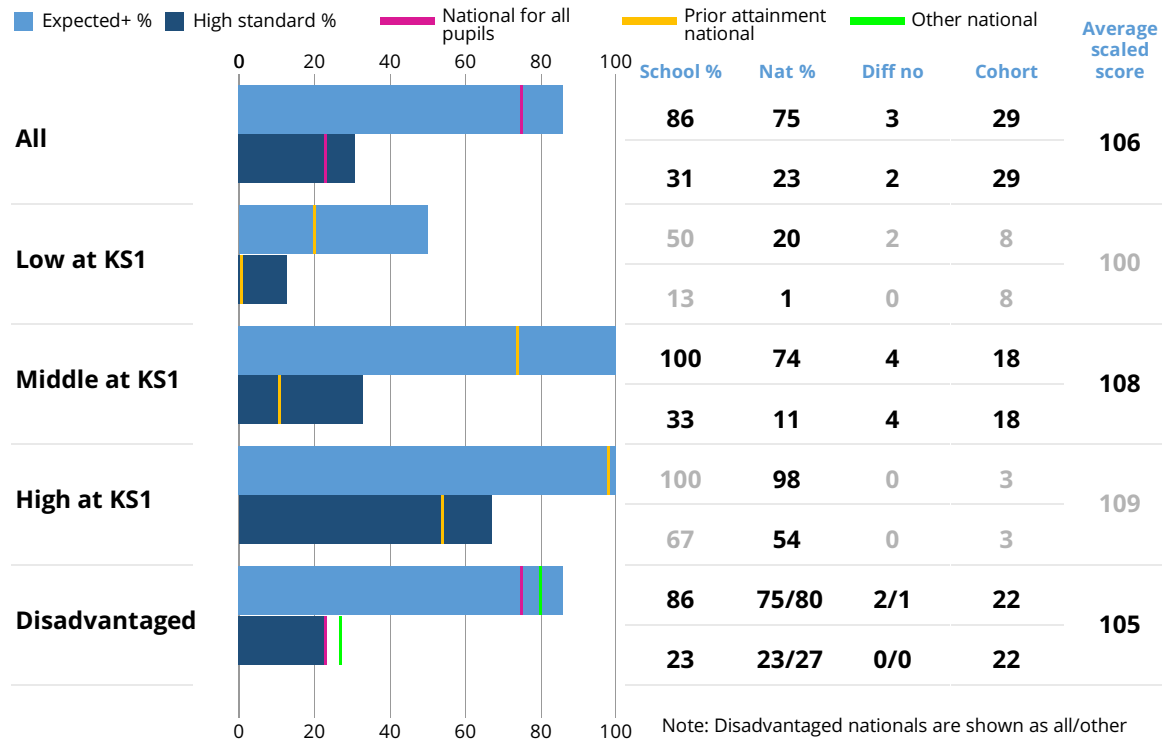
Significantly above national and in top 10%

Mathematics progress scatterplot

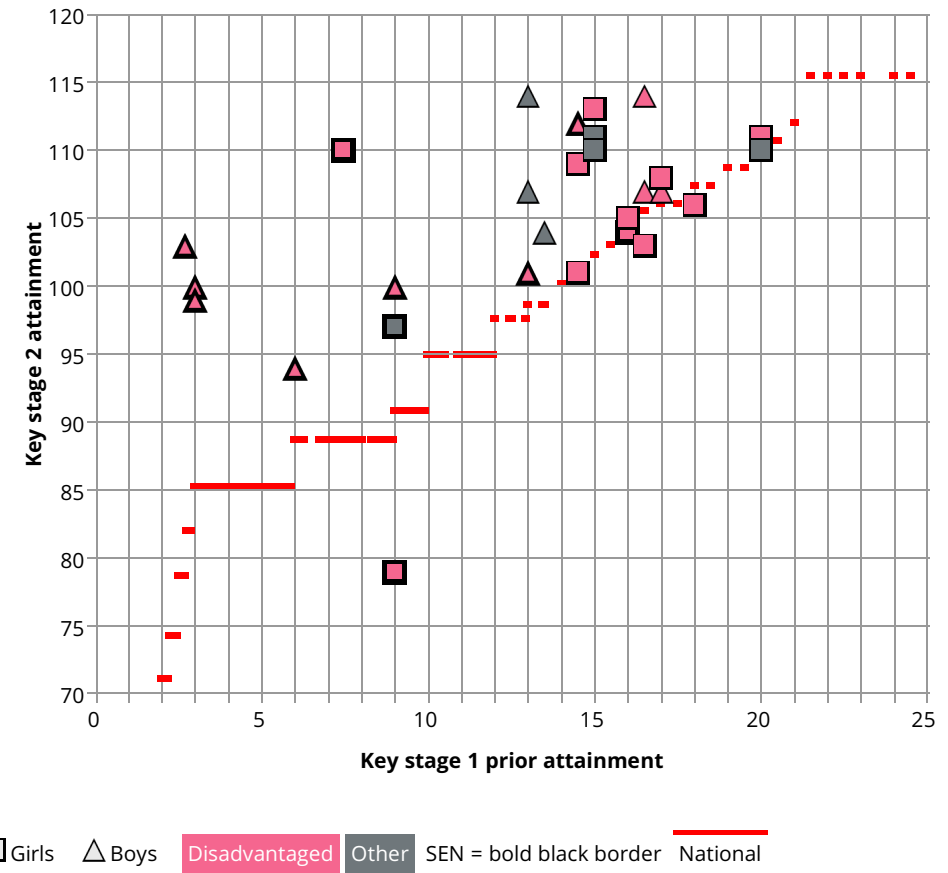


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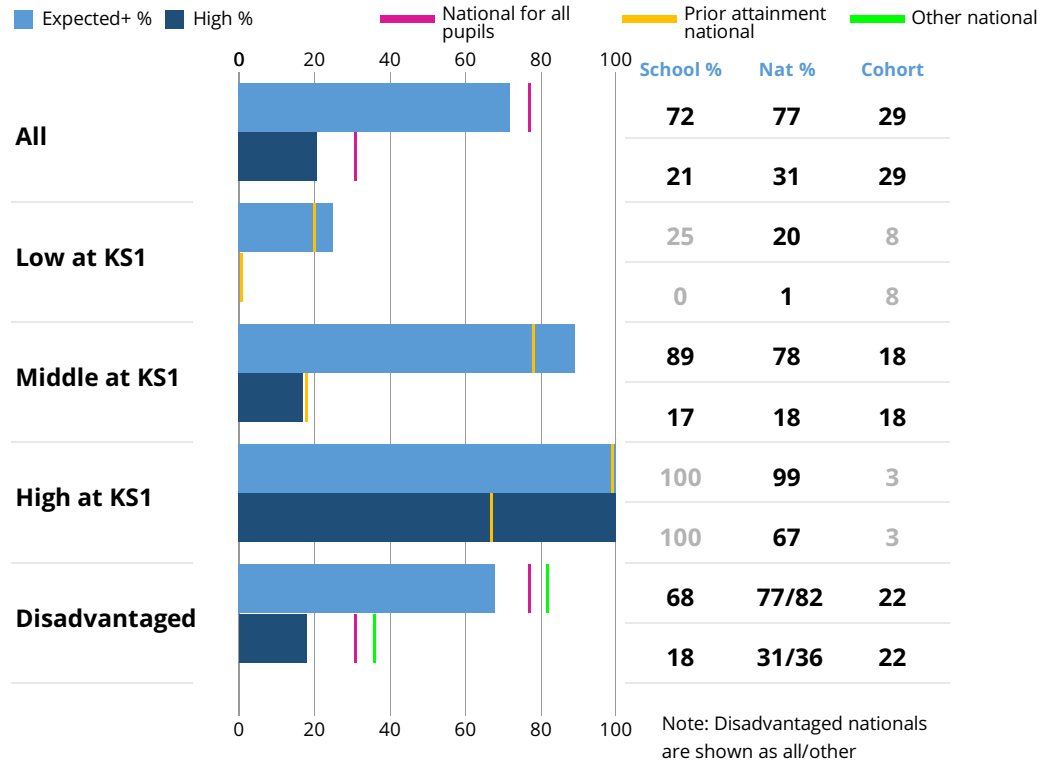
Mathematics attainment in 2017



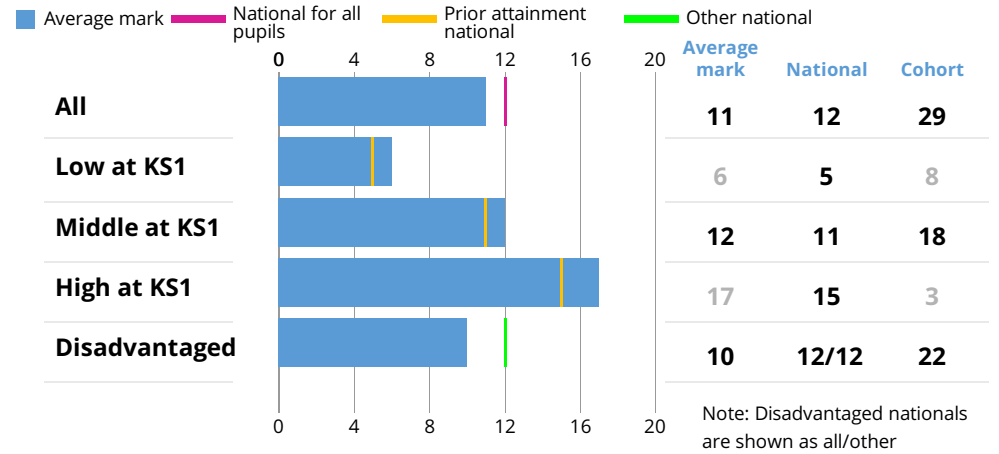
Mathematics attainment scatterplot



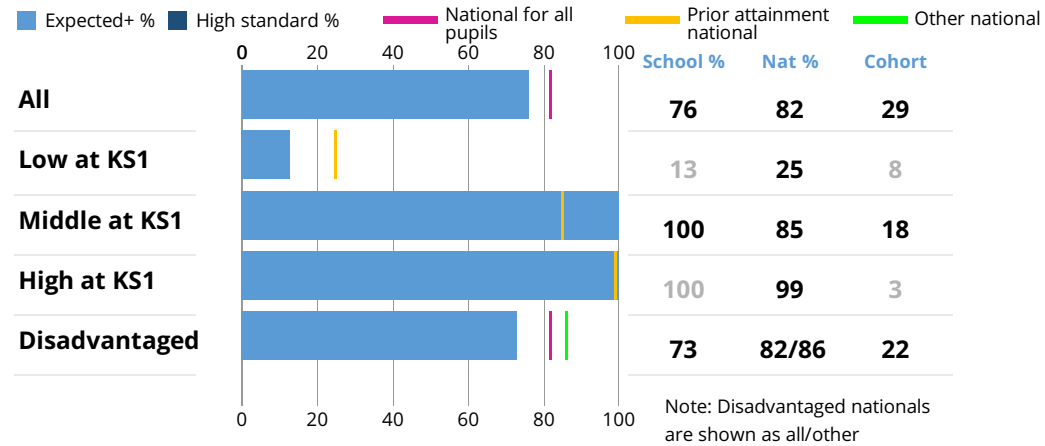
English grammar, punctuation and spelling (EGPS) in 2017



Spelling

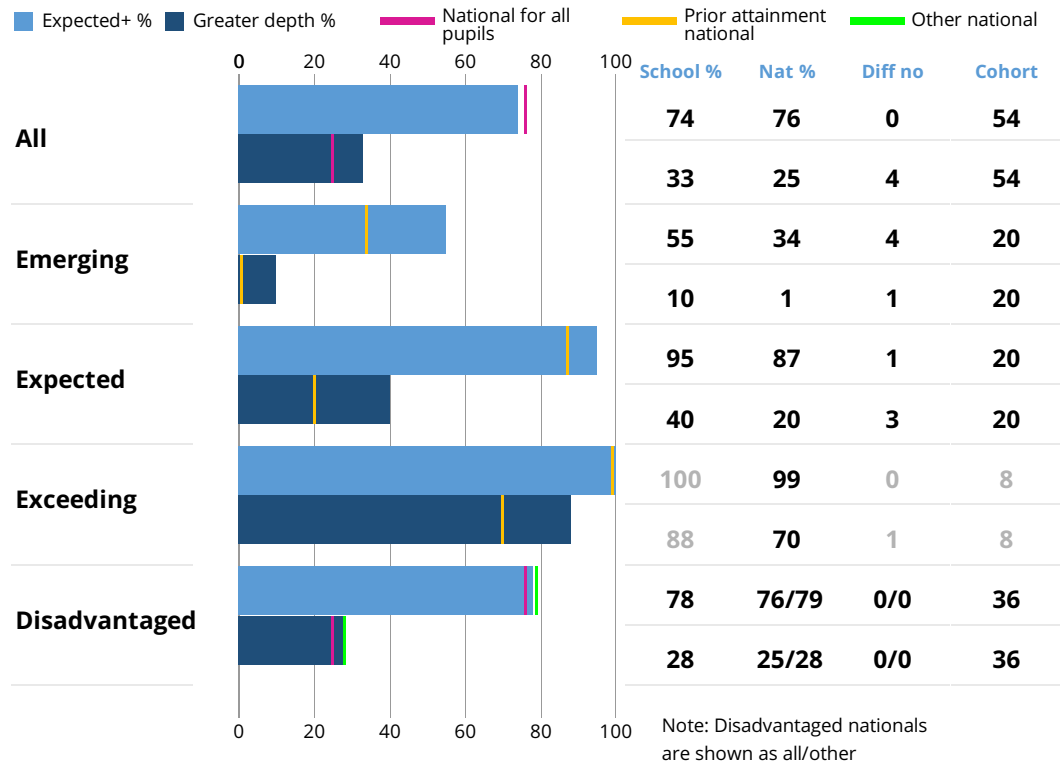


Science attainment in 2017

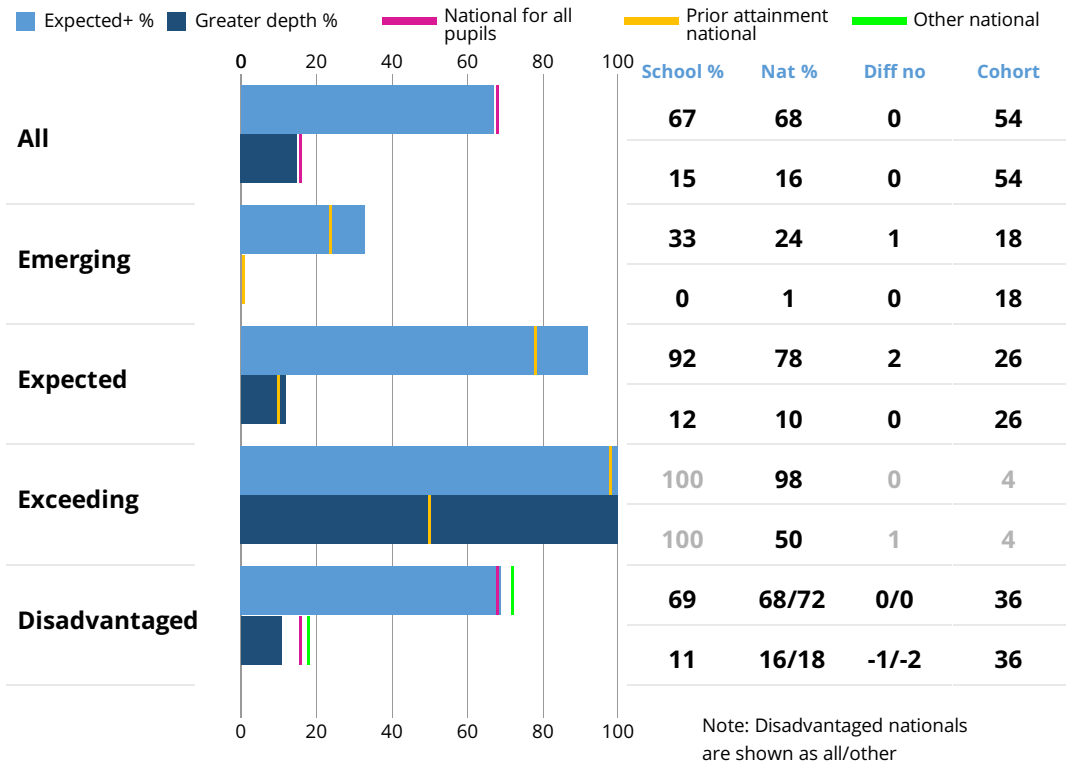


Science data is based on teacher assessments. Users should be cautious when using this data.

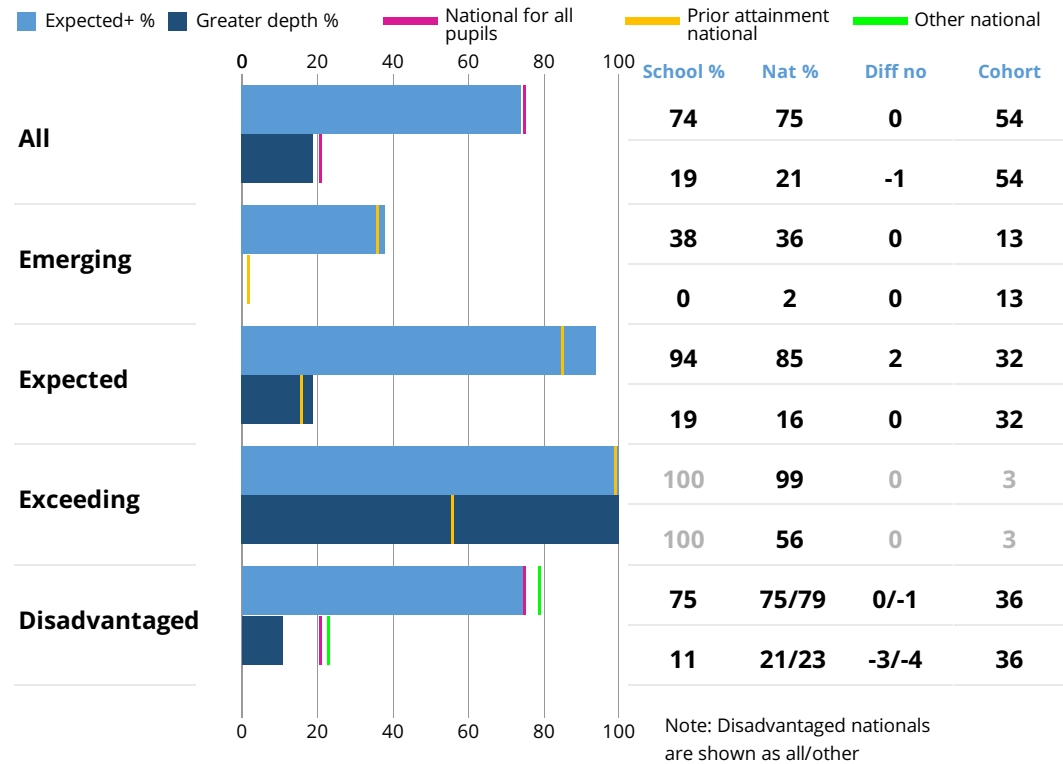
Reading in 2017



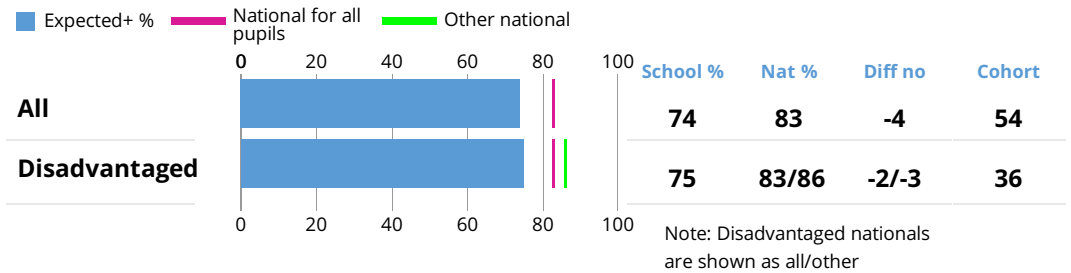
Writing in 2017



Mathematics in 2017



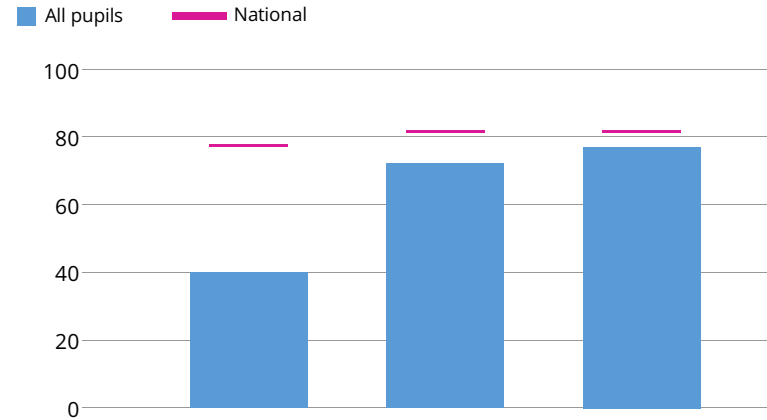
Science in 2017



Phonics in 2017

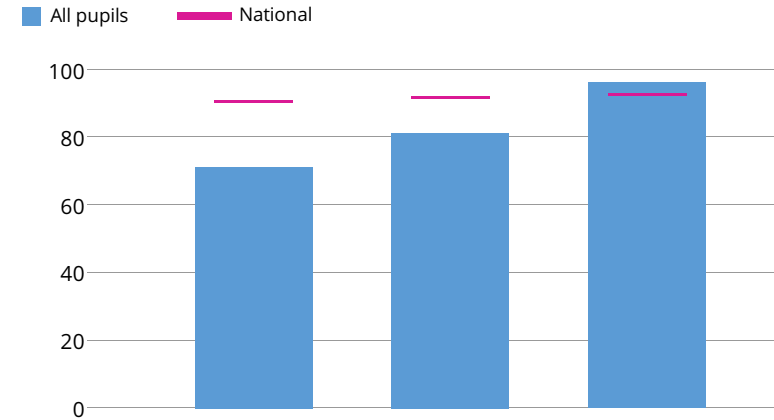
Proportion meeting the expected standard

Year 1



	2015	2016	2017
School %	40	72	77
Nat %	77	81	81
Cohort	58	57	66

By end of year 2



	2015	2016	2017
School %	71	81	96
Nat %	90	91	92
Cohort	34	52	54