

## Areas to investigate

### KS2 progress

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

### KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for the high prior attainment group.
- In 2018, 51% of pupils achieved the expected standard in reading, writing and mathematics, 13 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.

### KS1 attainment

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

### Phonics in 2018

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

### Behaviour

- There were no permanent exclusions in the last three years. The national average in each of these years was zero.
- The rate of total fixed term exclusions was above national for three years (2014/15 to 2016/17). In 2016/17, the rate of total fixed term exclusions (1.47%) was above the national average for schools with a similar level of deprivation (0.70%). In 2016/17, the rate of repeat exclusions (0.25%) was below the national average for schools with a similar level of deprivation (0.33%).

## School context in 2018

<b>Phase of education:</b> Primary	<b>Local authority:</b> Plymouth	<b>Ever 6 FSM %:</b> 34.5
<b>Headteacher:</b> Diggory Vowles	<b>Admissions policy:</b> Not applicable	<b>English additional language %:</b> 8.0
<b>Pupils:</b> 406	<b>Ages:</b> 5-11	<b>SEN support %:</b> 15.0
<b>Gender:</b> Mixed	<b>Denomination:</b> Does not apply	<b>SEN with EHC plan %:</b> 2.0
<b>Deprivation Quintile:</b> Highest 40% (0.3)	<b>Special needs provision:</b>	

### Ethnicity

- The largest ethnic groups are: White - British (88.0%), White - any other White background (5.2%), Mixed - White & Black Caribbean (0.9%), Black or Black British - African (1.4%), Any other ethnic group (0.9%).
- This school has 11 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 (40%) was lower than all other year groups.

### Disadvantaged

- The percentage of FSM in year 4 (55%) and year 6 (47%) was higher than all other year groups.
- The percentage of FSM in year 1 (15%) and year 3 (25%) was lower than all other year groups.
- There were four children looked after in the school.

### English as an Additional Language

- There was nothing significant to report for this group.

**Notes:** Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 5 in 2018 is the school's current year 6 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)

## School context 2018

### Special Educational Needs

- The percentage of SEN in year 4 (31%) was higher than all other year groups.

### Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (Year 4), Writing (Year 4), Mathematics (Year 4, Year 5)

# Relative progress for the past three years

Progress quintiles based on rank of progress score

() Cohort

Significantly  
above national

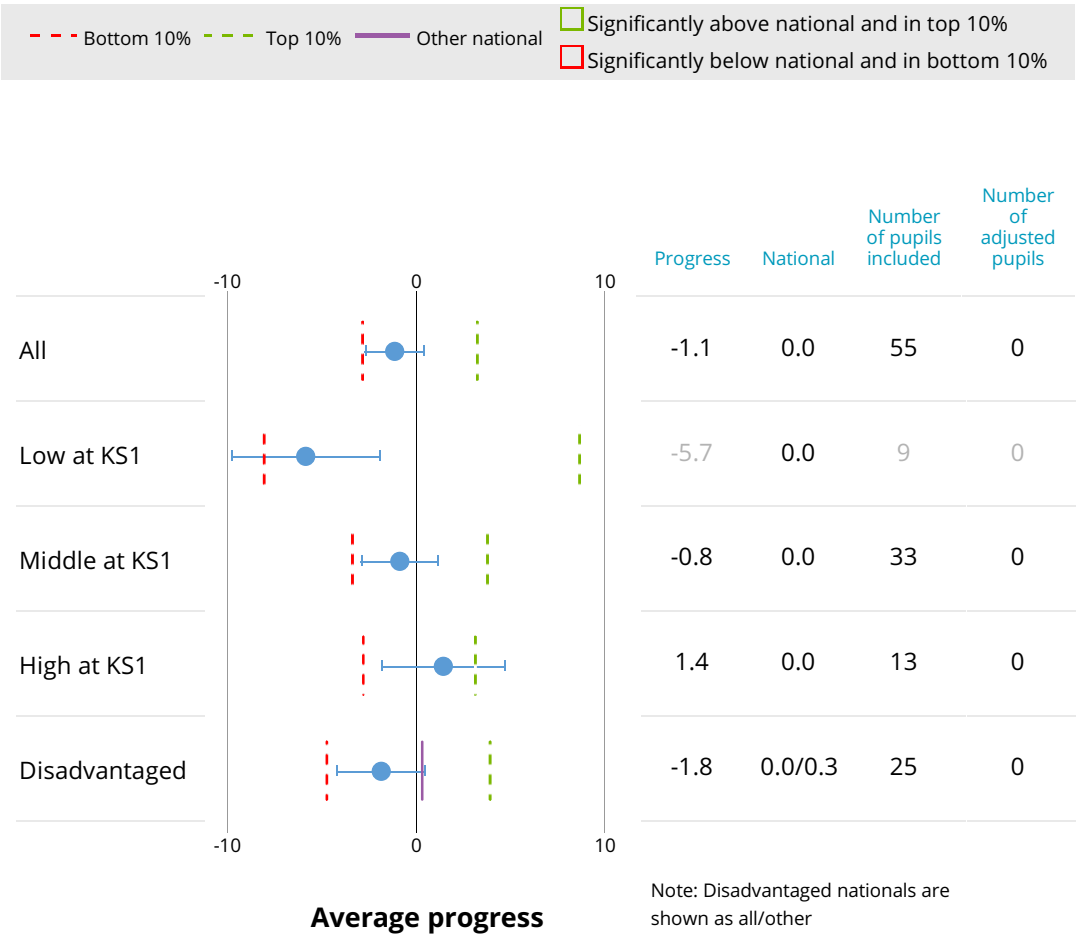
Significantly  
below national

		Reading					Writing					Mathematics				
		Bottom 20%				Top 20%	Bottom 20%				Top 20%	Bottom 20%				Top 20%
			Q5	Q4	Q3	Q2	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Overall	2016	(57)					(58)					(57)				
	2017	(57)					(57)					(57)				
	2018	(55)					(55)					(55)				
Low at KS1	2016	(9)					(9)					(9)				
	2017	(7)					(7)					(7)				
	2018	(9)					(9)					(9)				
Middle at KS1	2016	(39)					(40)					(39)				
	2017	(37)					(37)					(37)				
	2018	(33)					(33)					(33)				
High at KS1	2016	(9)					(9)					(9)				
	2017	(13)					(13)					(13)				
	2018	(13)					(13)					(13)				
Disadvantaged	2016	(17)					(18)					(17)				
	2017	(25)					(25)					(25)				
	2018	(25)					(25)					(25)				

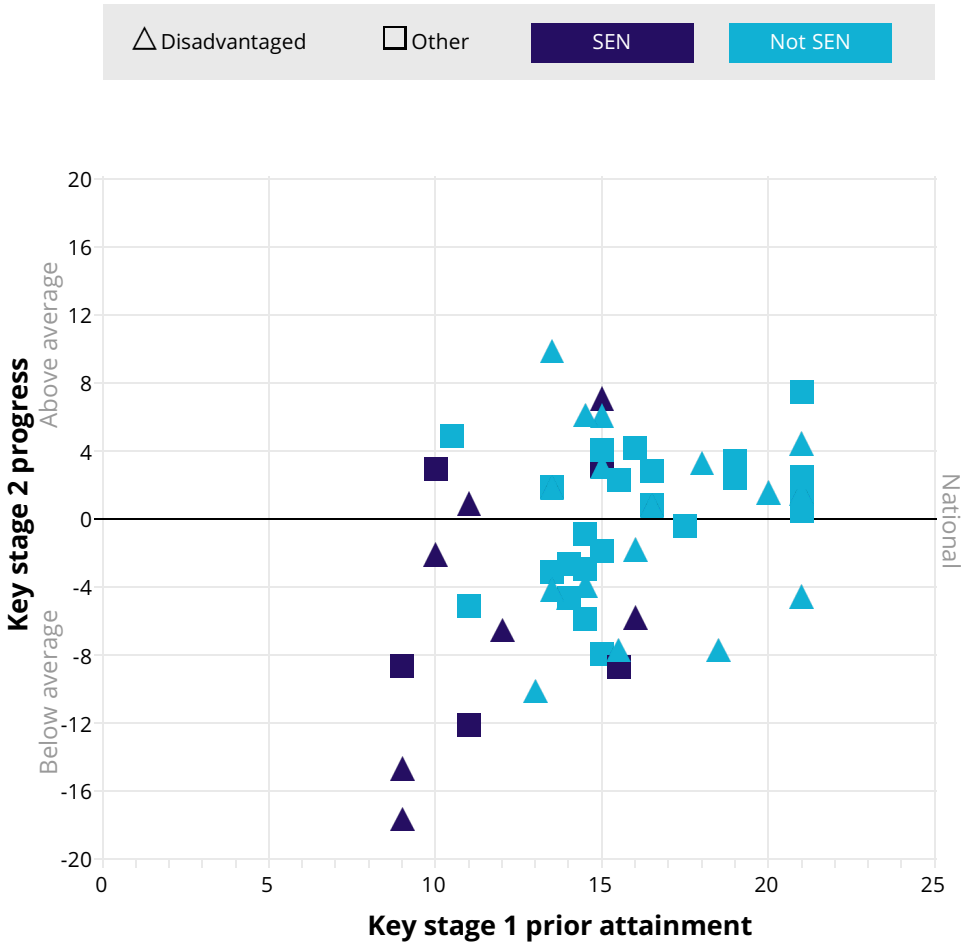
**Notes:** Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or less information is greyed out. For further information on methodology see

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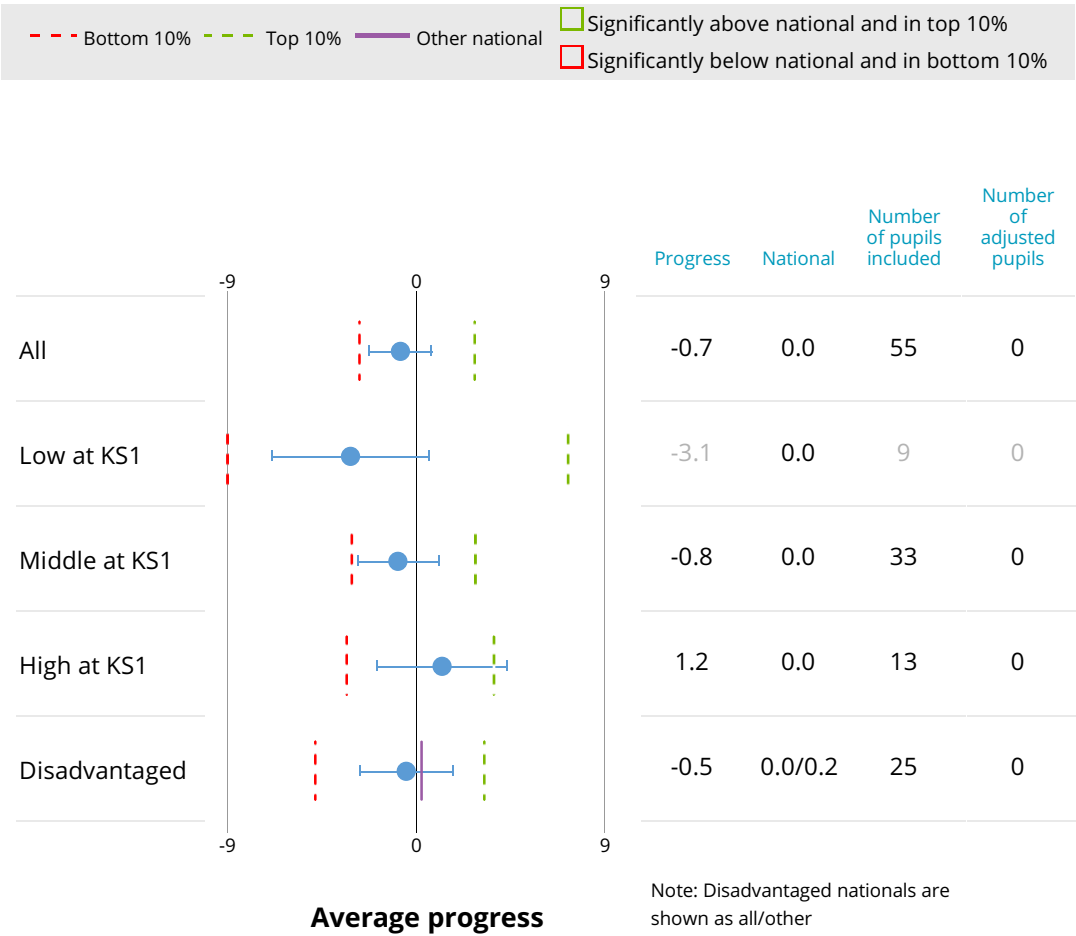
Reading progress in 2018



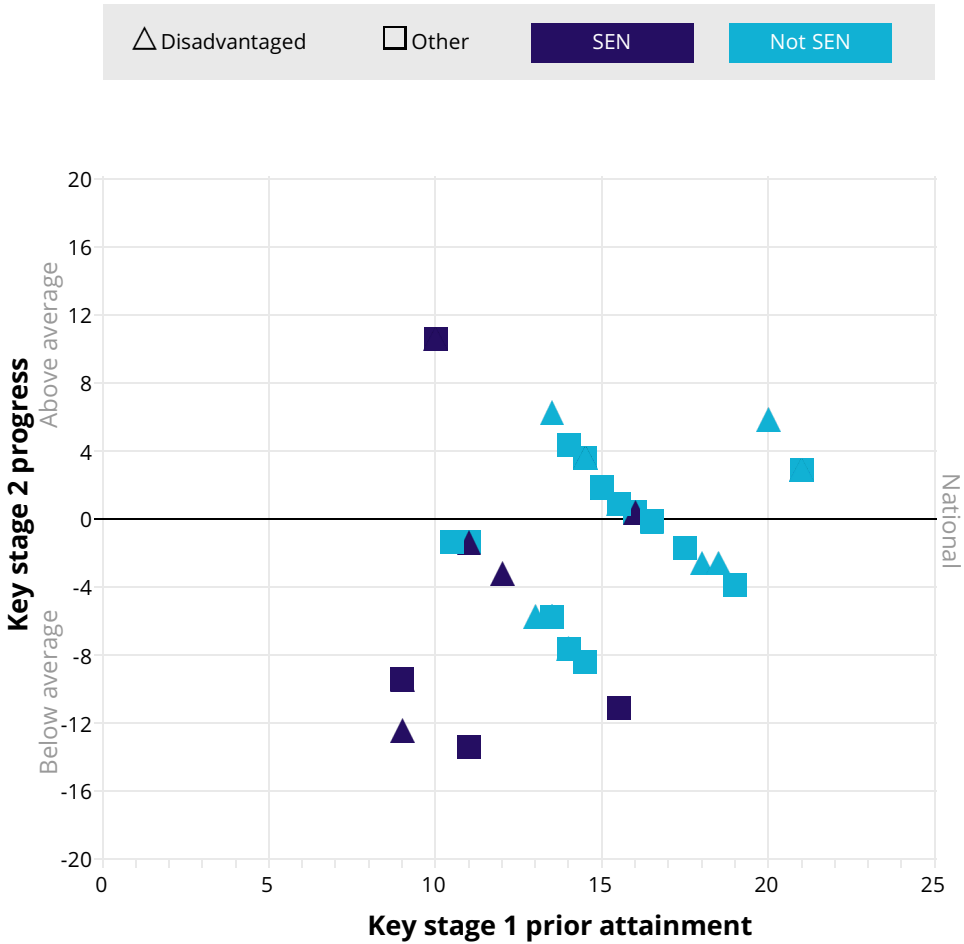
Reading progress scatterplot



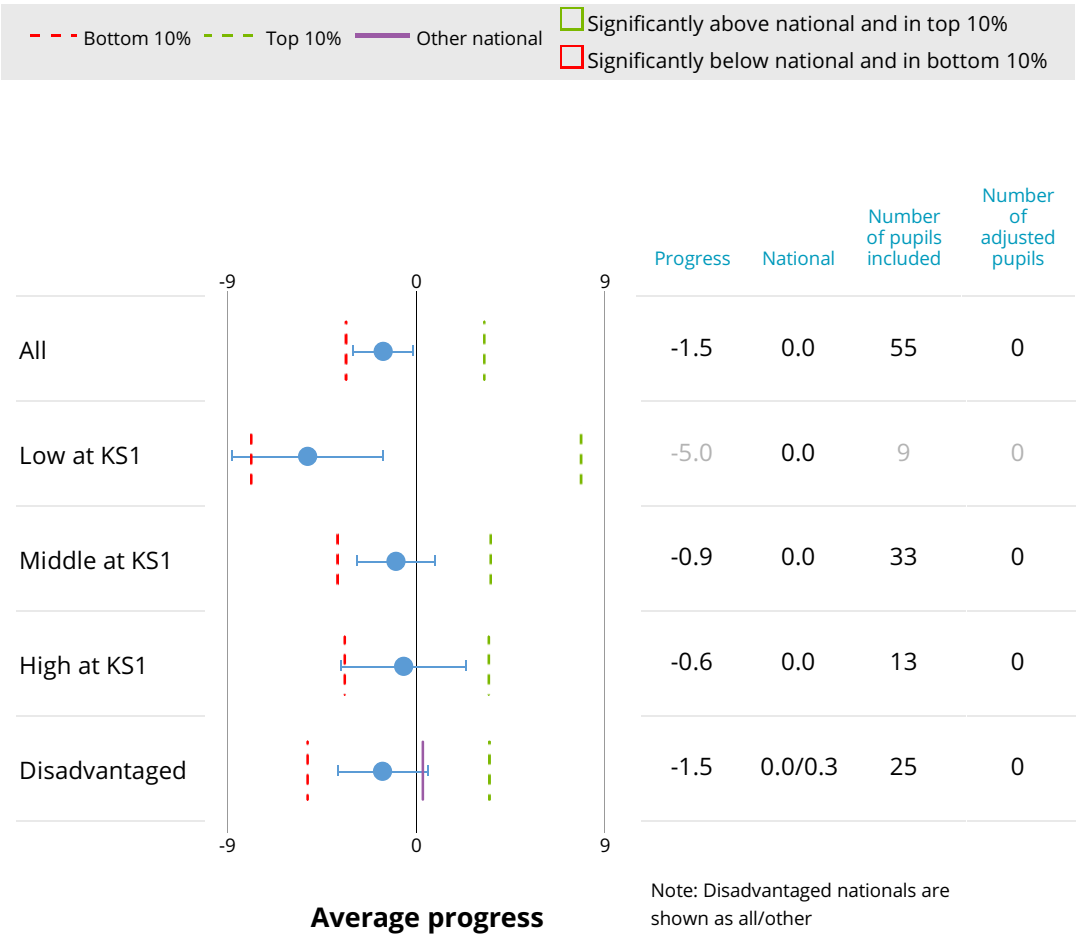
Writing progress in 2018



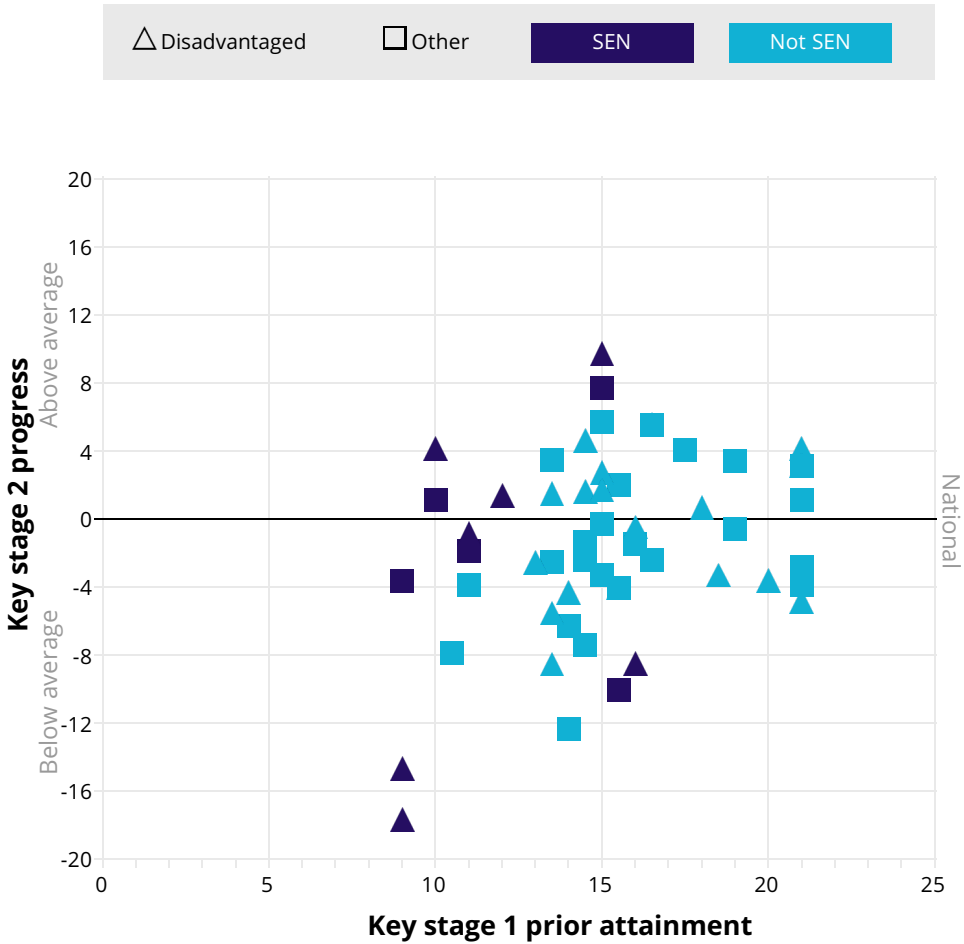
Writing progress scatterplot



Mathematics progress in 2018

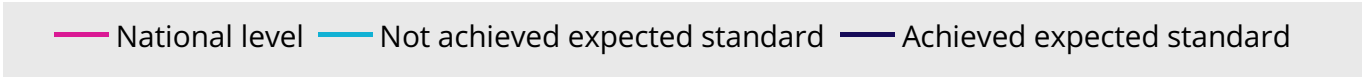


Mathematics progress scatterplot



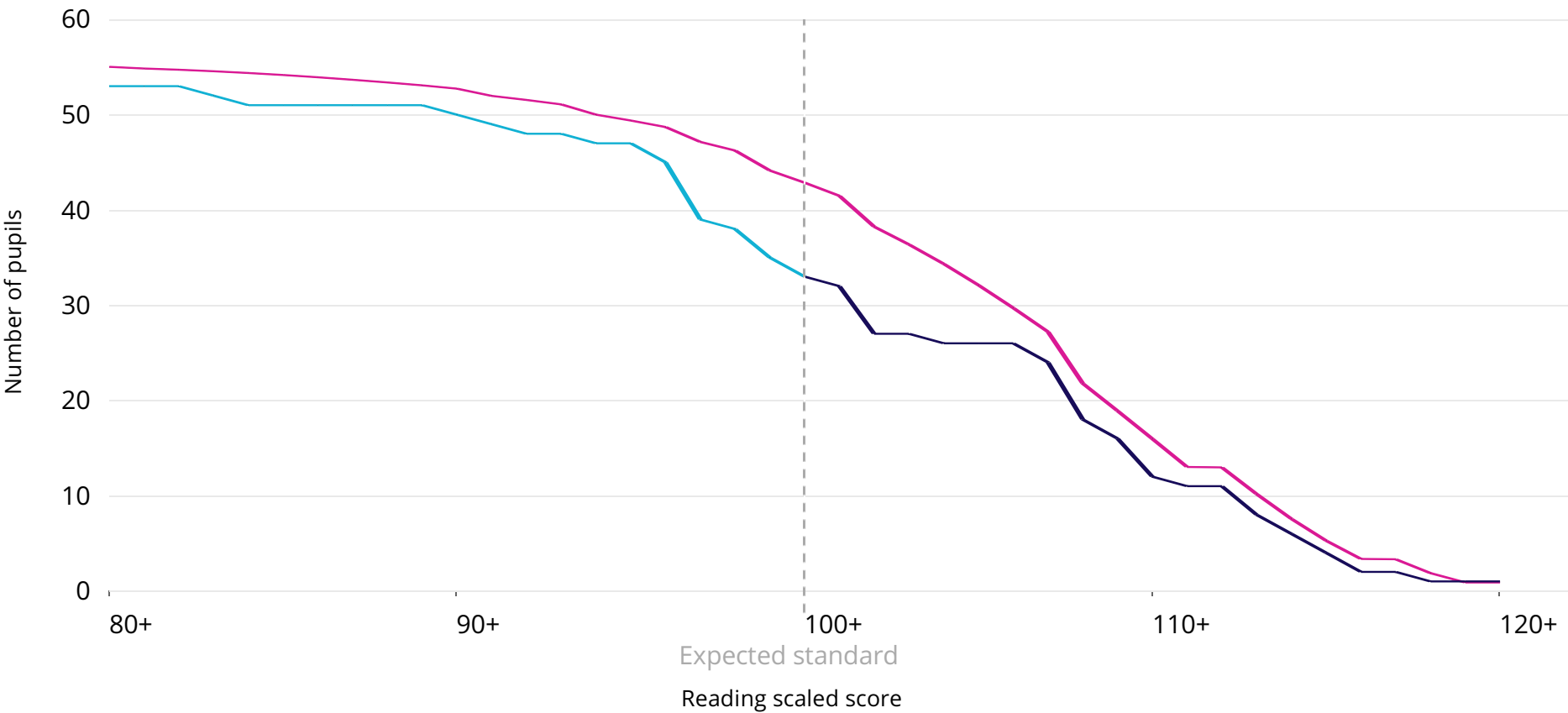
# Reading scaled scores 2018

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



Cohort = 57    One pupil relates to 1.8 percentage points.

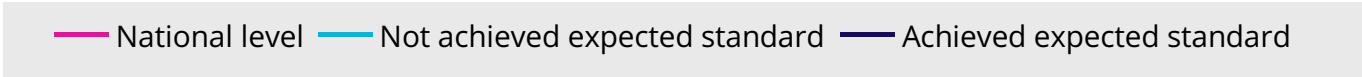
In 2018, 58% of pupils achieved the expected standard, 17 percentage points below the national. This was a statistically significant difference.





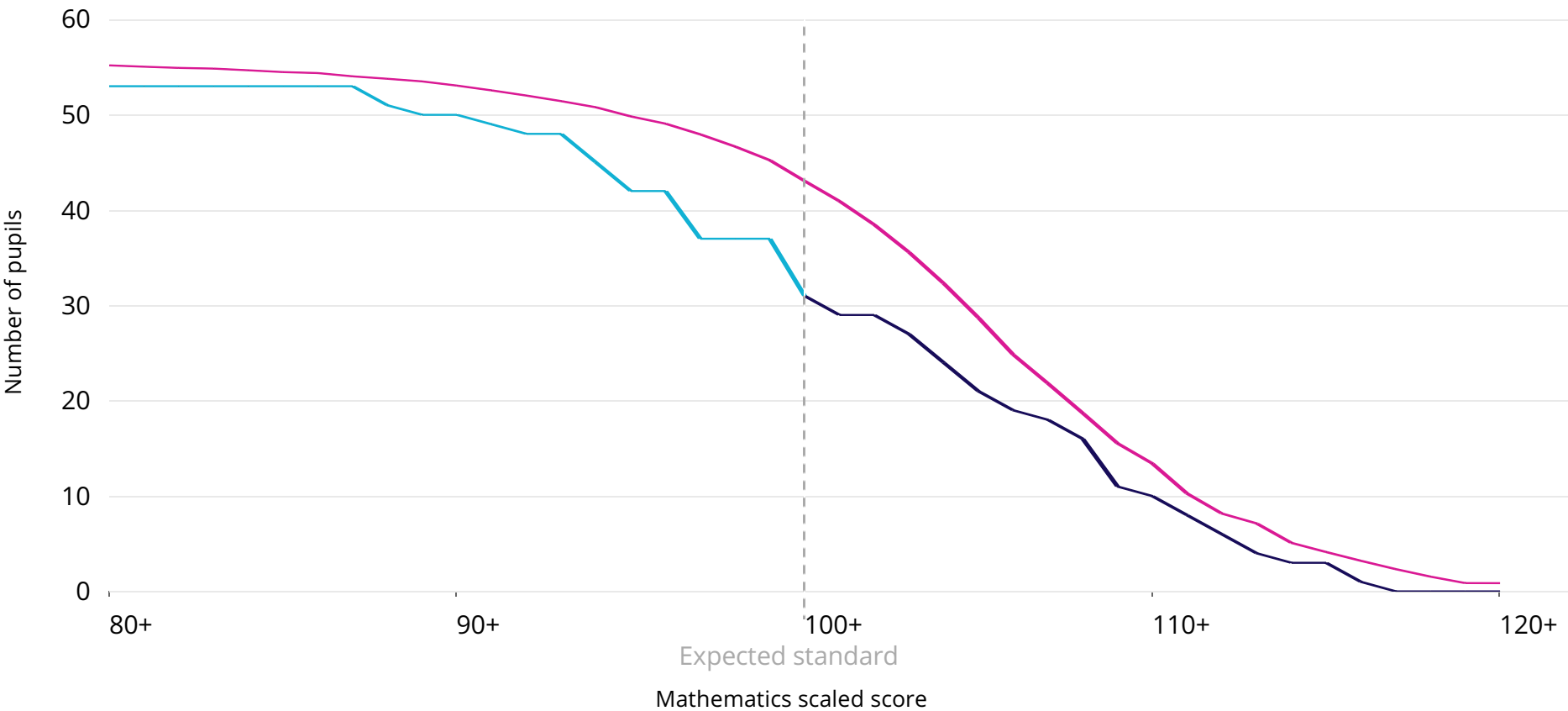
# Mathematics scaled scores 2018

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

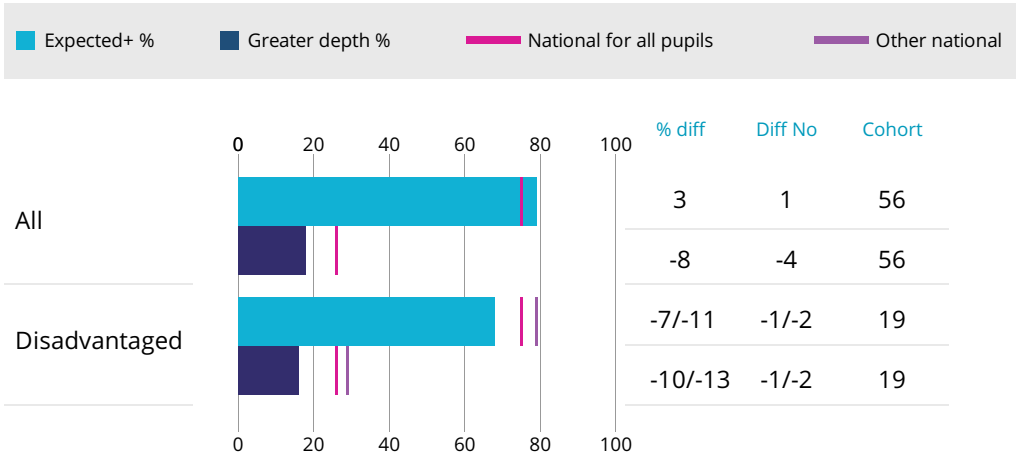


Cohort = 57    One pupil relates to 1.8 percentage points.

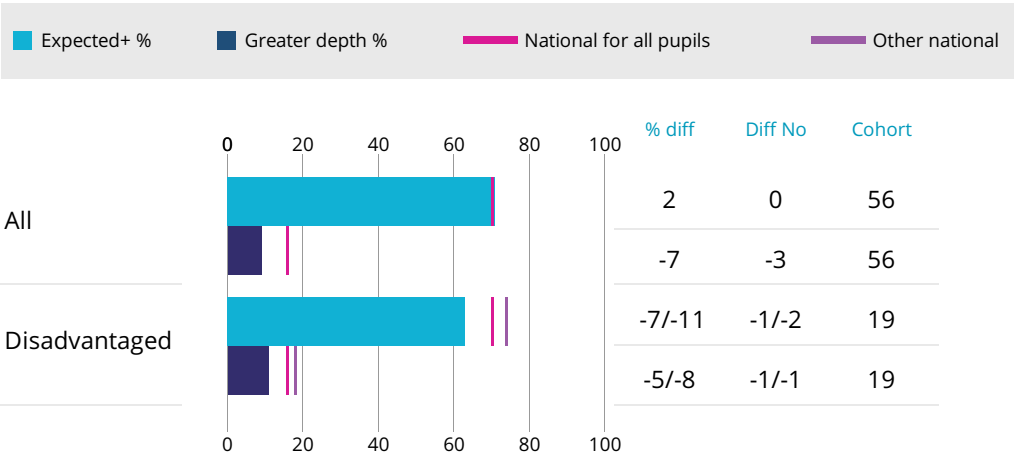
In 2018, 54% of pupils achieved the expected standard, 21 percentage points below the national. This was a statistically significant difference.



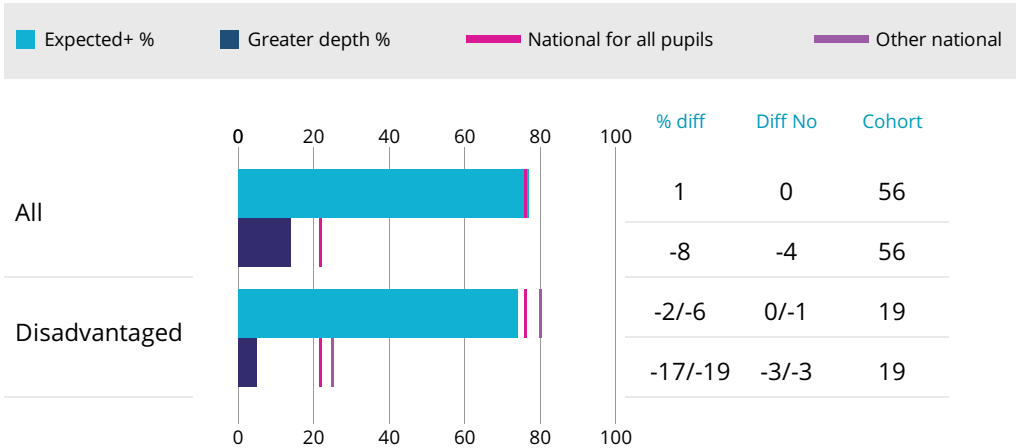
Reading



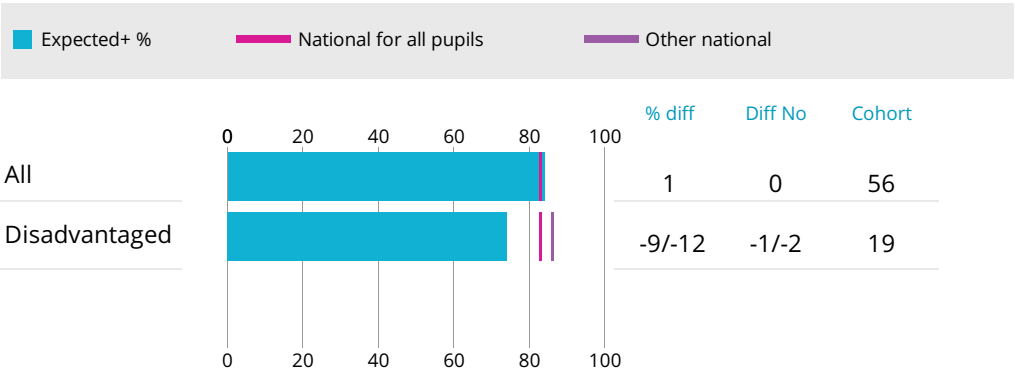
Writing



Mathematics

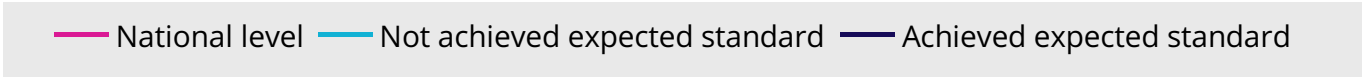


Science



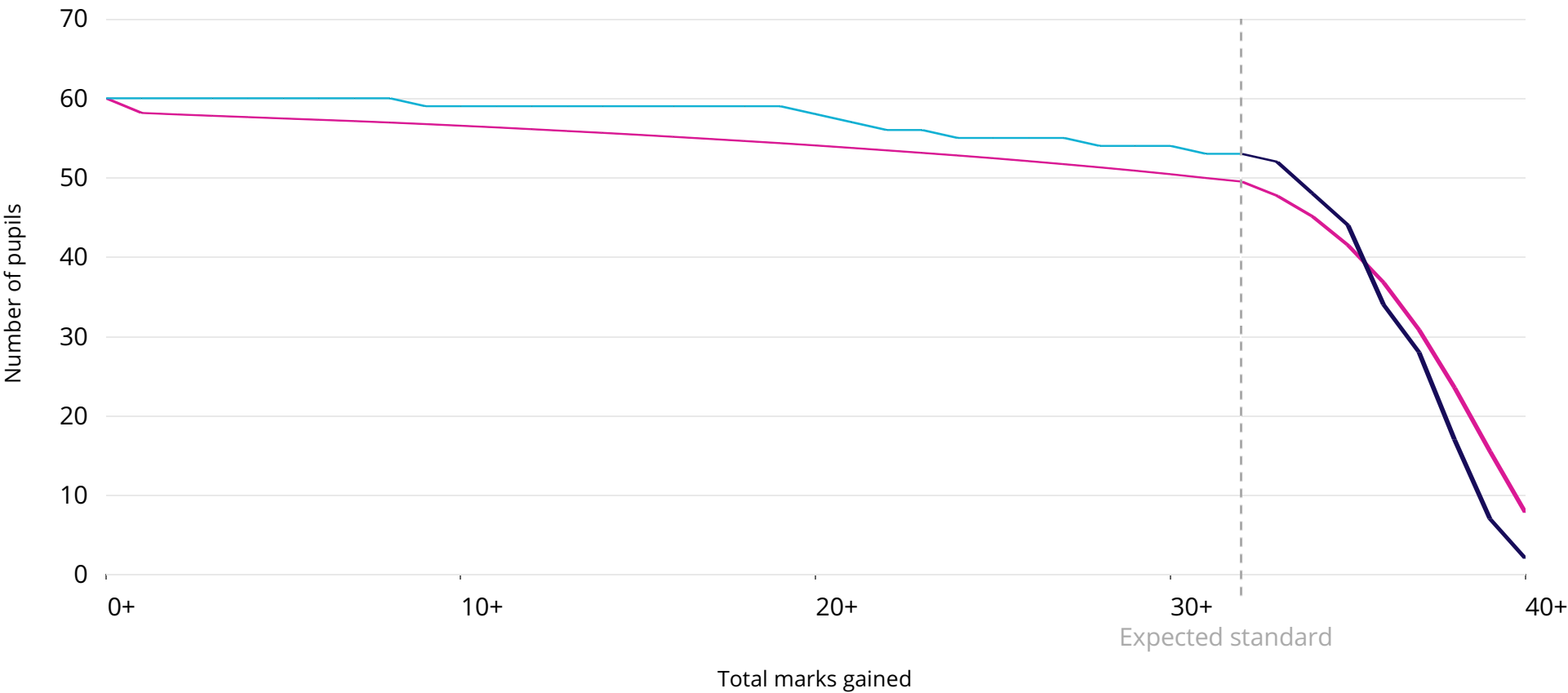
# Year 1 phonics marks 2018

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



Cohort = 60    One pupil relates to 1.7 percentage points.

In 2018, 88% of pupils achieved the expected standard, 6 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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)