

Areas to investigate

KS2 progress

- Reading progress was in the top quintile (20%) for at least two years for middle prior attainers and disadvantaged pupils.
- Writing progress was in the top quintile (20%) for at least two years for all pupils, middle prior attainers, high prior attainers and disadvantaged pupils.
- Mathematics progress was in the top quintile (20%) for at least two years for all pupils, middle prior attainers and disadvantaged pupils.
- Progress in reading and writing was significantly above average and in the highest 10%.
- Reading and mathematics progress was significantly above the national for other pupils for at least two years for the following groups: disadvantaged middle.
- 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 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, 97% of pupils achieved the expected standard in reading, writing and mathematics, 32 percentage points above the national proportion. This was a statistically significant difference.
- The three-year average reading attainment score (108.3) was in the top 10%. The three-year average mathematics attainment score (107.4) was in the top 10%.

KS1 attainment

- In 2018, attainment of the expected standard in all subjects was above average and in the highest 10% for all pupils.
- In 2018, reading, writing and mathematics attainment of the expected standard was above national for the disadvantaged group.

Areas to investigate

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.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.70%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.33%.

School context in 2018

Phase of education: Primary

Headteacher: Anita Cliff

Pupils: 574

Gender: Mixed

Deprivation Quintile: Highest 40% (0.3)

Local authority: Wolverhampton

Admissions policy: Not applicable

Ages: 3-11

Denomination: Does not apply

Special needs provision:

Ever 6 FSM %: 19.0

English additional language %: 12.1

SEN support %: 12.2

SEN with EHC plan %: 1.0

Ethnicity

- The largest ethnic groups are: White - British (57.2%), Mixed - White & Asian (2.6%), Asian or Asian British - Indian (23.2%), Black or Black British - Caribbean (3.1%), Black or Black British - African (3.3%).
- This school has 15 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 (574).
- The number of pupils across all years was variable: year 1 (90), year 2 (90), year 3 (61), year 4 (61), year 5 (60), year 6 (61).
- There was a larger than average increase in the total number of pupils, from 535 pupils in 2017 to 574 in 2018.

Girls

- The percentage of girls in year 3 (64%) and year 4 (62%) was higher than all other year groups.
- The percentage of girls in year 1 (39%) and year 5 (40%) was lower than all other year groups.

Disadvantaged

- The percentage of FSM in year 1 (10%) was lower than all other year groups.
- There were three children looked after in the school.

School context 2018

English as an Additional Language

- There was nothing significant to report for this group.

Special Educational Needs

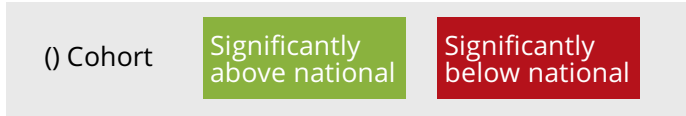
- There was nothing significant to report for this group.

Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 1, year 2, year 3, year 4), Writing (year 1, year 2, year 3, year 4), Mathematics (year 2, year 3, year 4)

Relative progress for the past three years

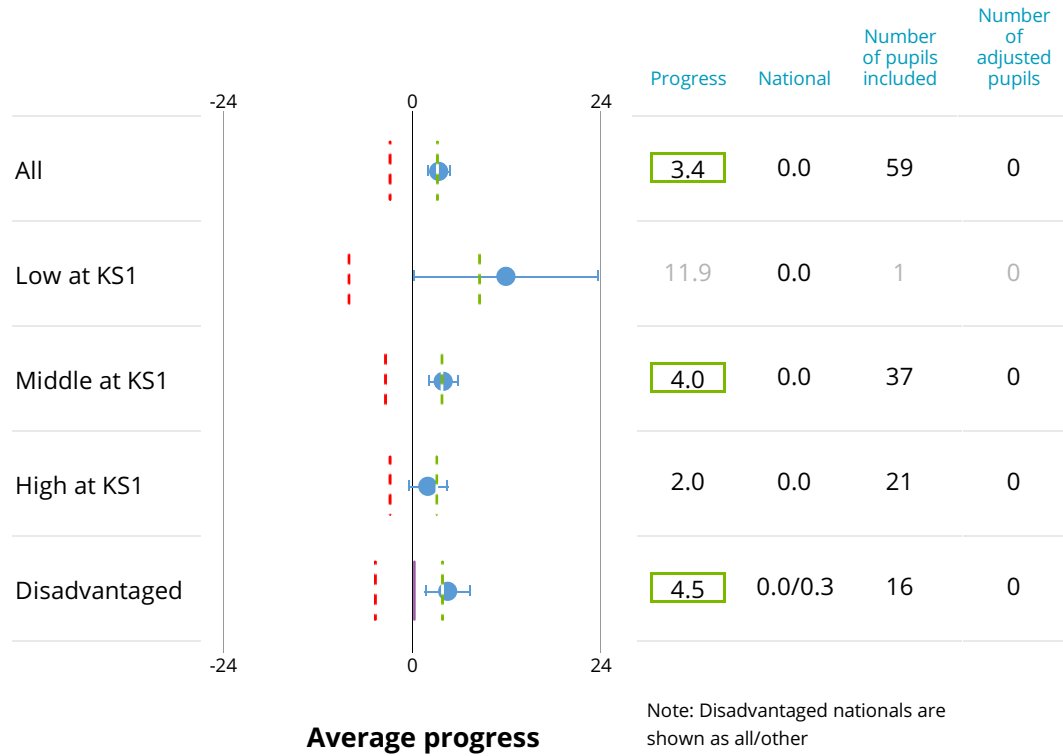
Progress quintiles based on rank of progress score



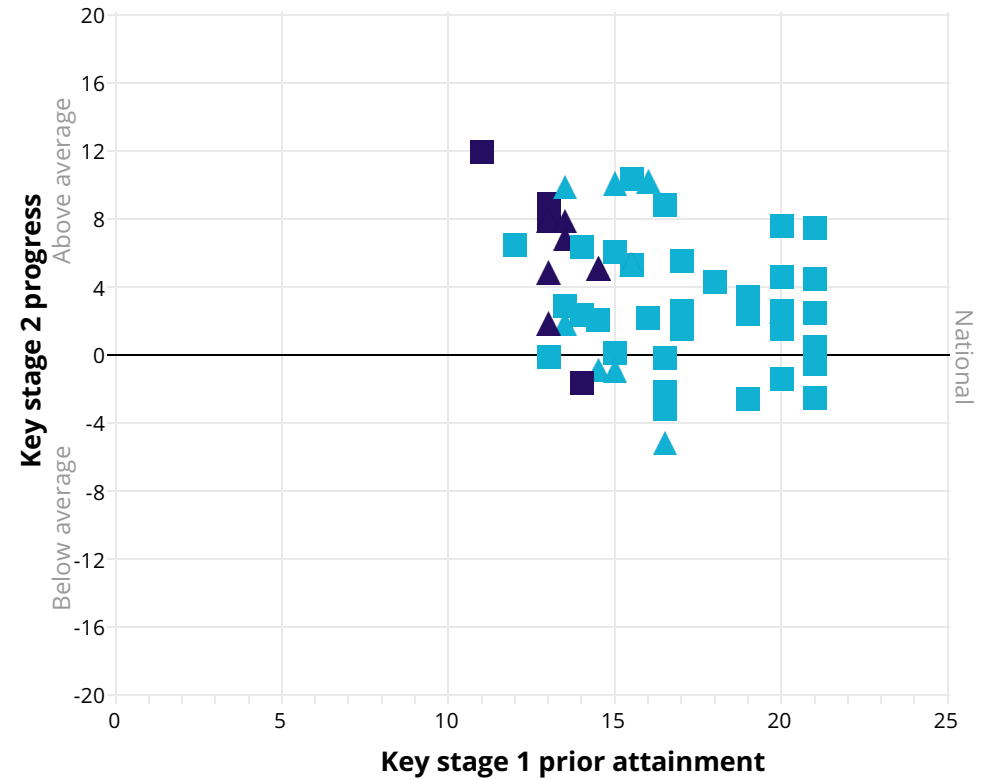
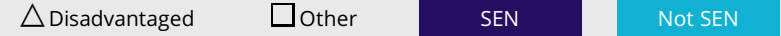
			Reading					Writing					Mathematics				
			Bottom 20%					Bottom 20%					Bottom 20%				
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Overall	2016	(59)															
	2017	(59)															
	2018	(59)															
Low at KS1	2016	(2)															
	2017	(1)															
	2018	(1)															
Middle at KS1	2016	(37)															
	2017	(37)															
	2018	(37)															
High at KS1	2016	(20)															
	2017	(21)															
	2018	(21)															
Disadvantaged	2016	(21)															
	2017	(17)															
	2018	(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 less information is greyed out. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Reading progress in 2018



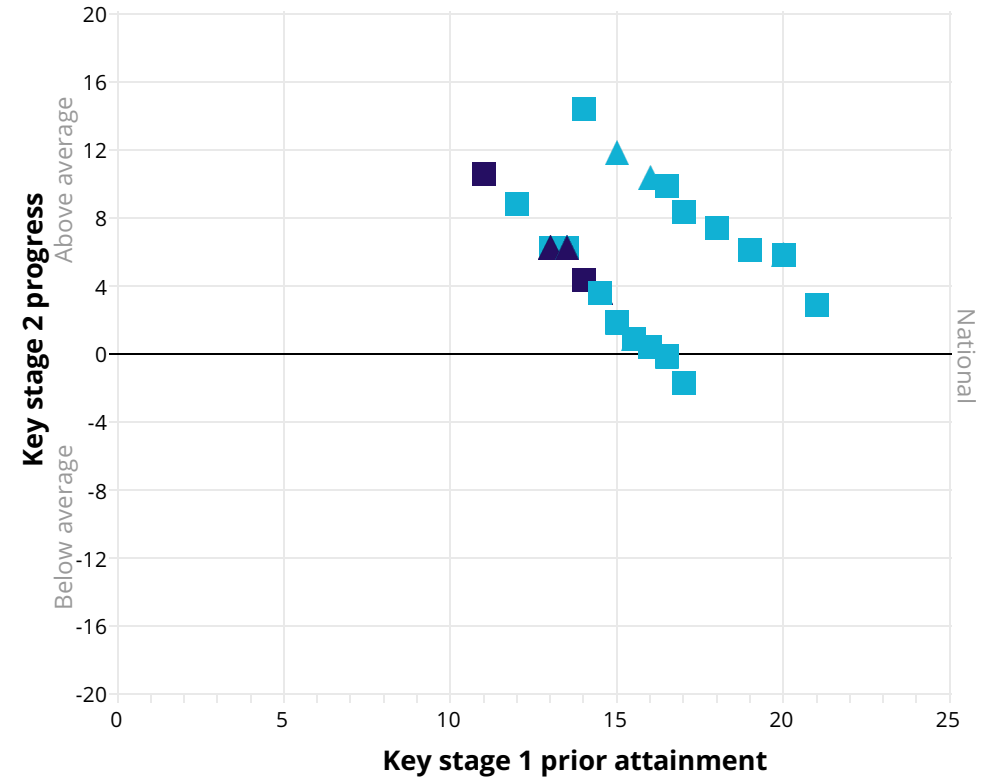
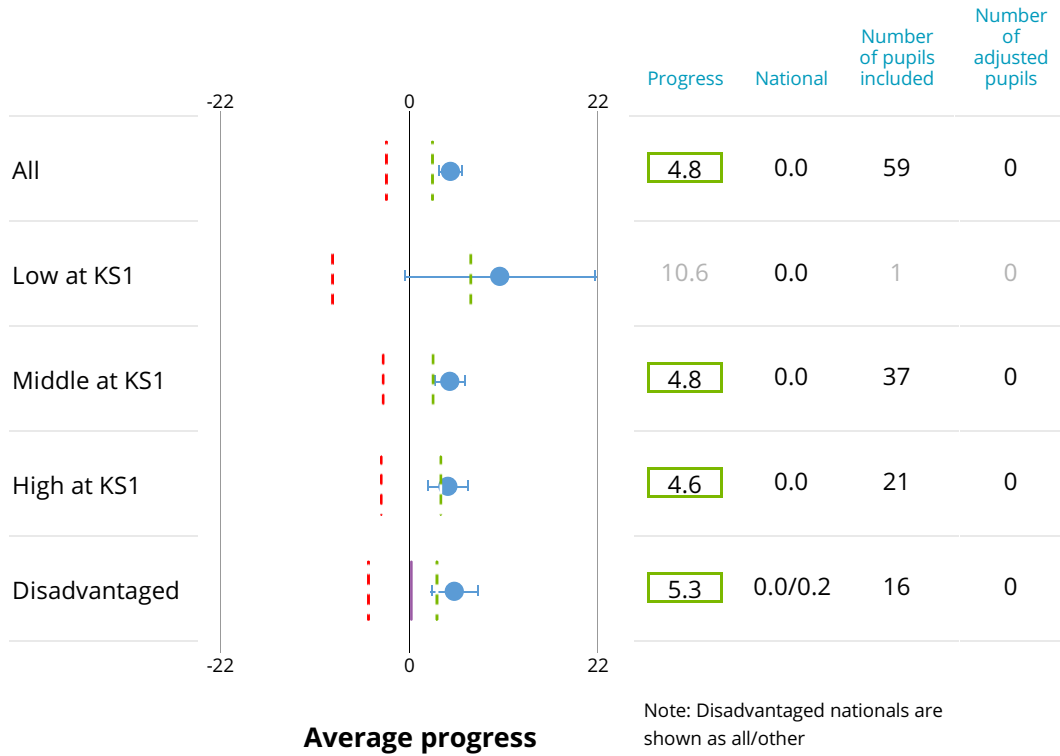
Reading progress scatterplot



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

Writing progress in 2018

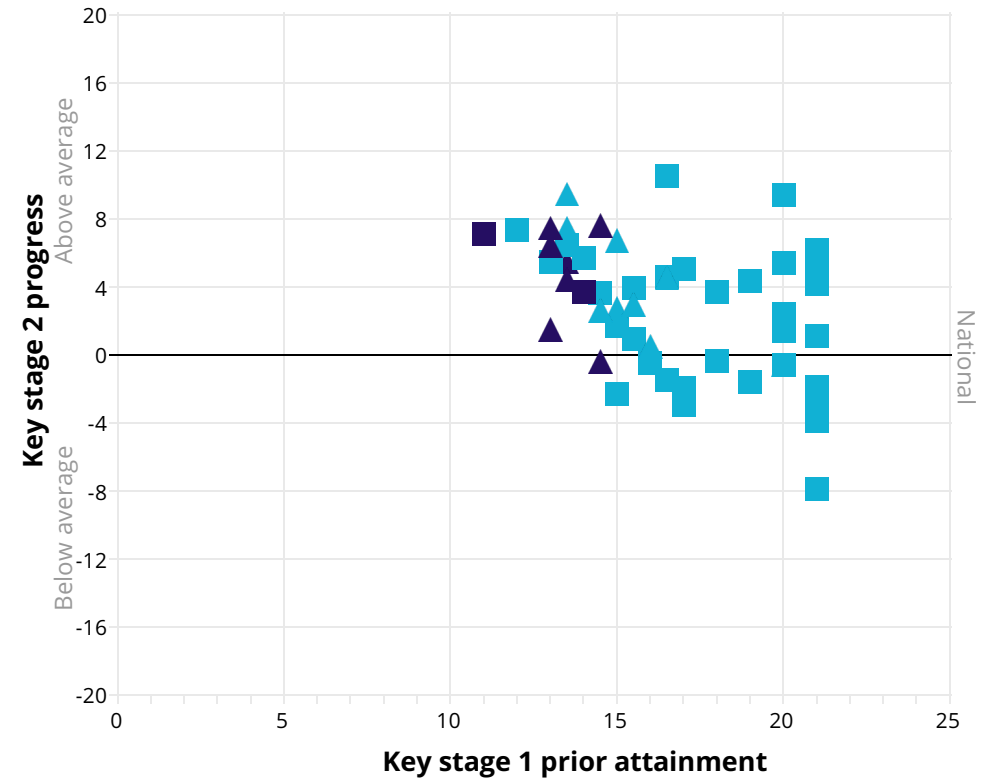
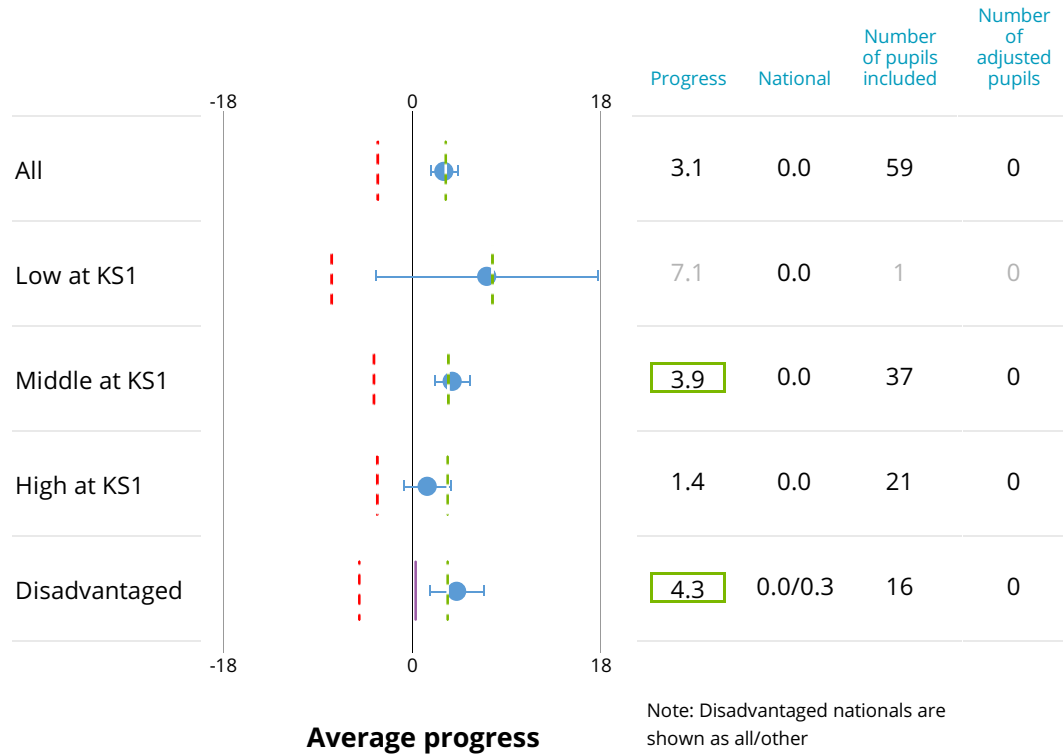
Writing progress scatterplot



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

Mathematics progress in 2018

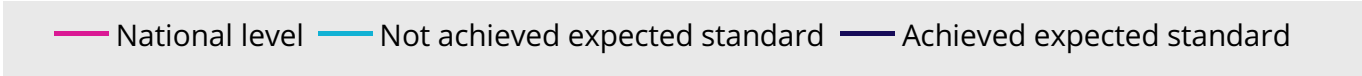
Mathematics progress scatterplot



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-ofsted-inspection-dashboard

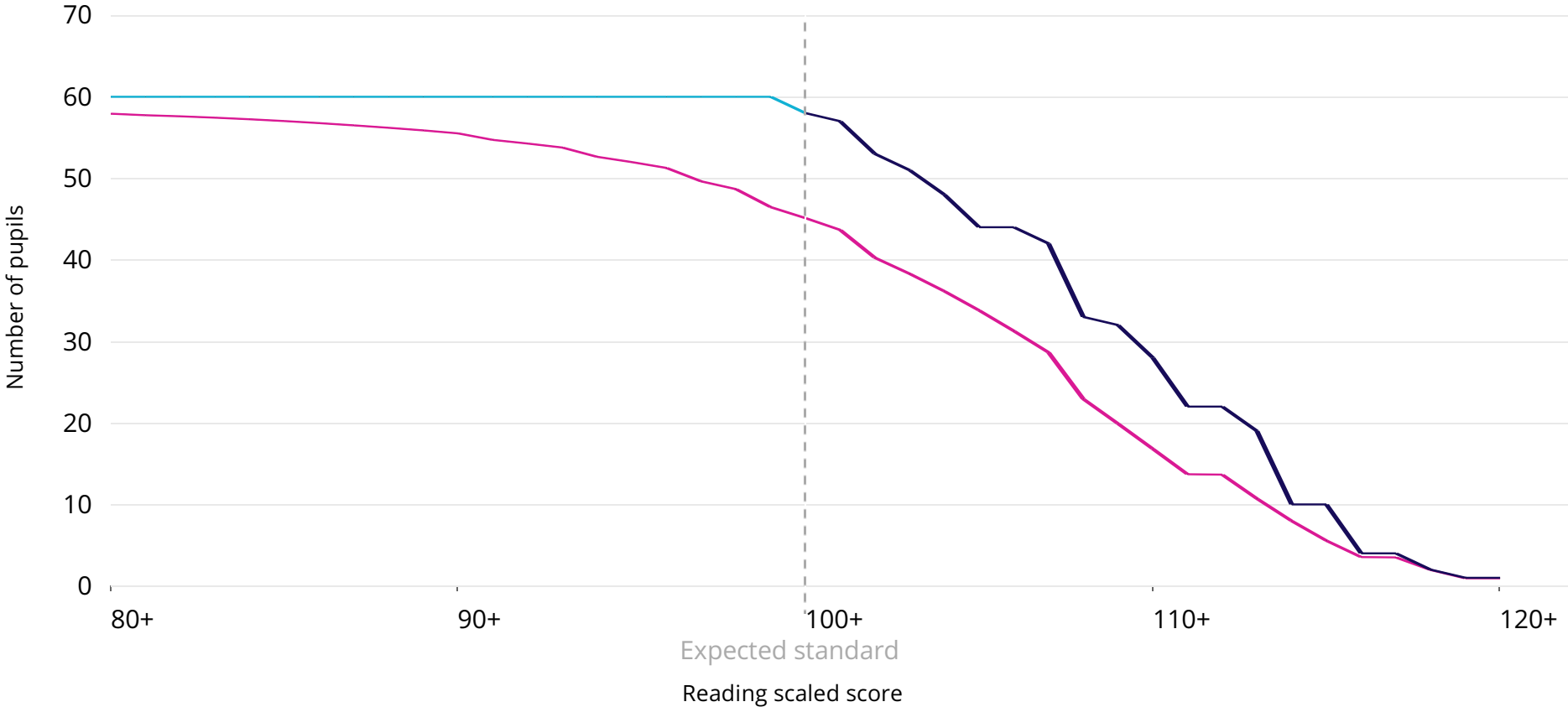
Reading scaled scores 2018

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



Cohort = 60 One pupil relates to 1.7 percentage points.

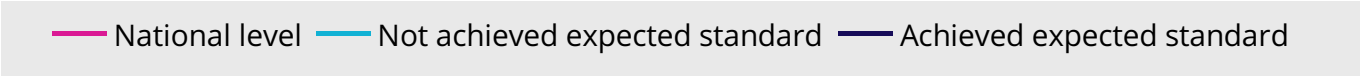
In 2018, 97% of pupils achieved the expected standard, 21 percentage points above the national. This was a statistically significant difference.



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

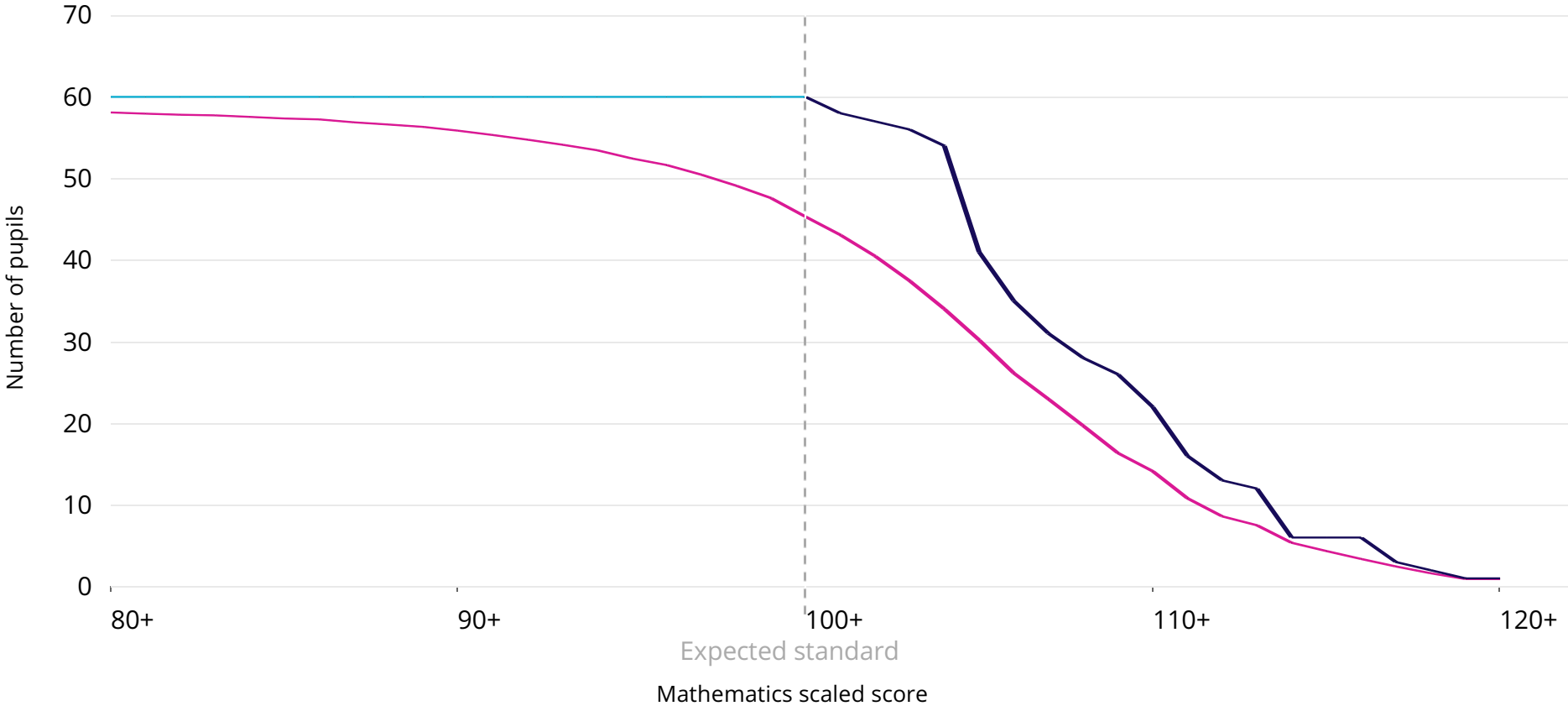
Mathematics scaled scores 2018

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



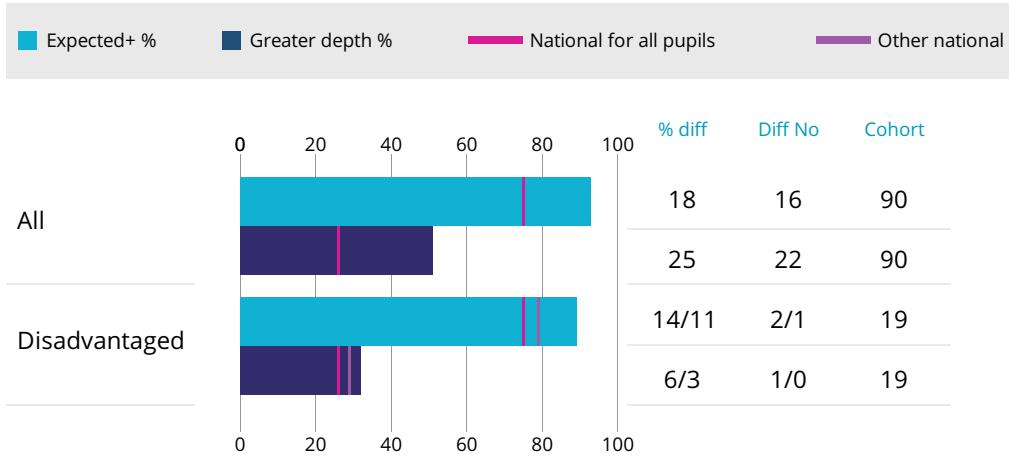
Cohort = 60 One pupil relates to 1.7 percentage points.

In 2018, 100% of pupils achieved the expected standard, 24 percentage points above the national. This was a statistically significant difference.

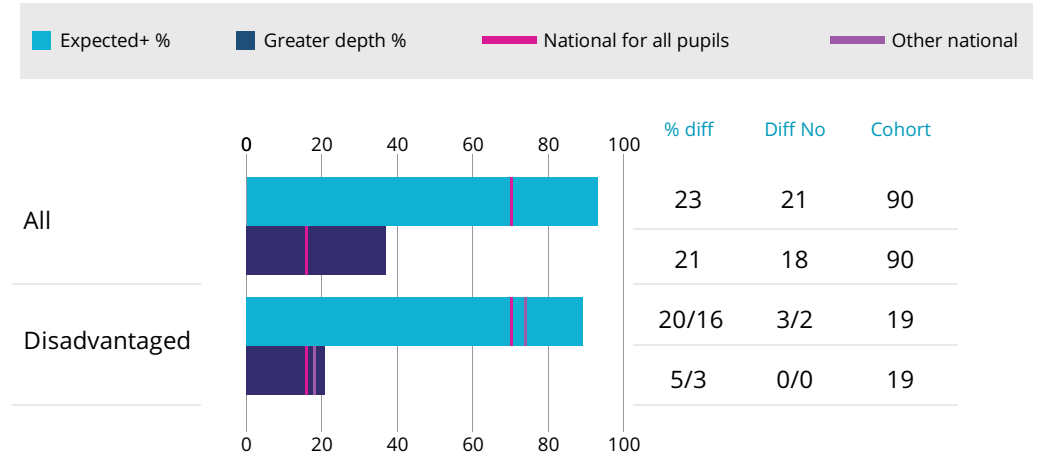


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

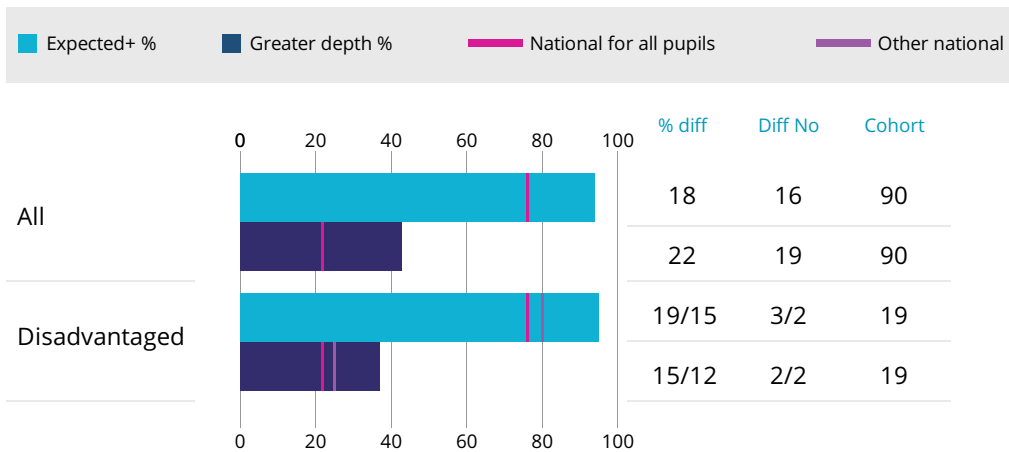
Reading



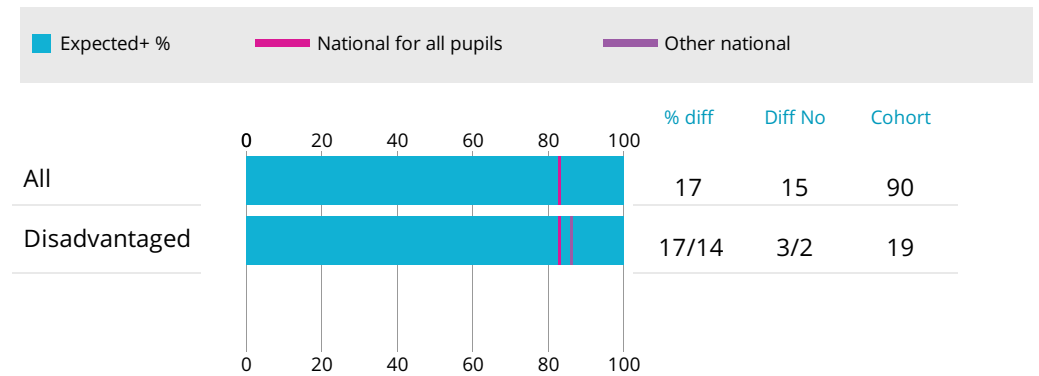
Writing



Mathematics



Science



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

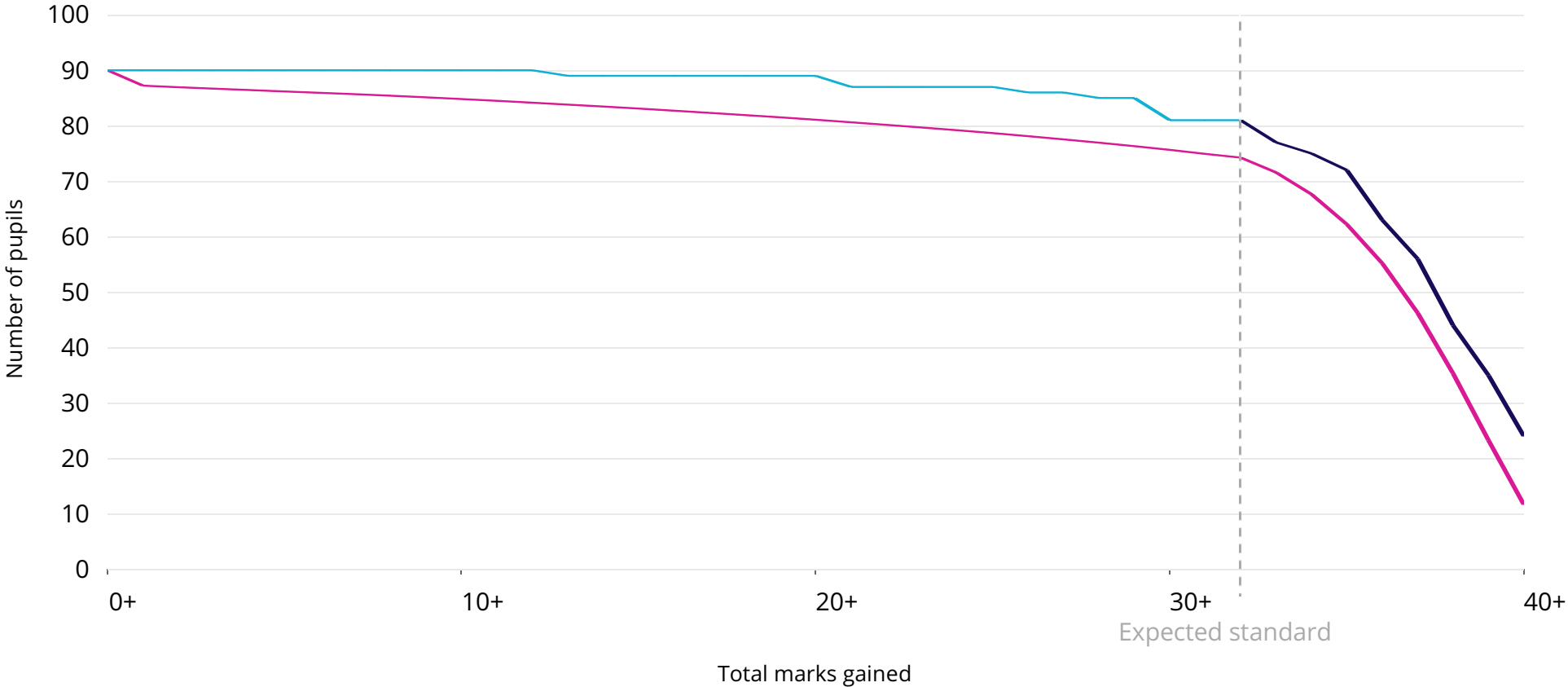
Year 1 phonics marks 2018

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 = 90 One pupil relates to 1.1 percentage points.

In 2018, 90% of pupils achieved the expected standard, 7 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