

## 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 middle prior attainment group.
- In 2018, 76% of pupils achieved the expected standard in reading, writing and mathematics, 12 percentage points above the national proportion. This difference was not statistically significant.

### KS1 attainment

- In 2018, attainment of the expected standard in mathematics (92%) was above average and in the highest 10%.

### 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 0.27%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.13%.

## School context in 2018

<b>Phase of education:</b> Primary	<b>Local authority:</b> Wiltshire	<b>Ever 6 FSM %:</b> 13.3
<b>Headteacher:</b> Richard Hearn	<b>Admissions policy:</b> Not applicable	<b>English additional language %:</b> 2.4
<b>Pupils:</b> 90	<b>Ages:</b> 4-11	<b>SEN support %:</b> 7.8
<b>Gender:</b> Mixed	<b>Denomination:</b> Church of England	<b>SEN with EHC plan %:</b> 1.1
<b>Deprivation Quintile:</b> Lowest 20% (0.1)	<b>Special needs provision:</b>	

### Ethnicity

- The largest ethnic groups are: White - British (91.8%), White - any other White background (2.4%), Mixed - White & Black Caribbean (1.2%), Mixed - any other mixed background (2.4%), Any other ethnic group (1.2%), Parent/pupil preferred not to say (1.2%).
- 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

- The school was in the lowest 20% of all schools for the number of pupils (90).

### Girls

- The percentage of girls in year 2 (58%) and year 6 (65%) was higher than all other year groups.
- The percentage of girls in year 4 (29%) and year 5 (40%) was lower than all other year groups.

### Disadvantaged

- The percentage of FSM in year 4 (29%) was higher than all other year groups.
- There were no children looked after in the school.

### English as an Additional Language

- The percentage of EAL in year 5 (13%) was higher than all other year groups.

## School context 2018

### Special Educational Needs

- The percentage of SEN across all years was variable: year 1 (27% ), year 2 (8%), year 3 (22%), year 4 (0%), year 5 (0%), year 6 (0%).

### Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Writing (Year 3), Mathematics (Year 3)
- Pupil prior attainment was well above the national comparator for the following: Reading (year 4, year 5), Writing (year 5, year 6), Mathematics (year 4, year 5, year 6)

# Relative progress for the past three years

Progress quintiles based on rank of progress score

() Cohort

Significantly  
above national

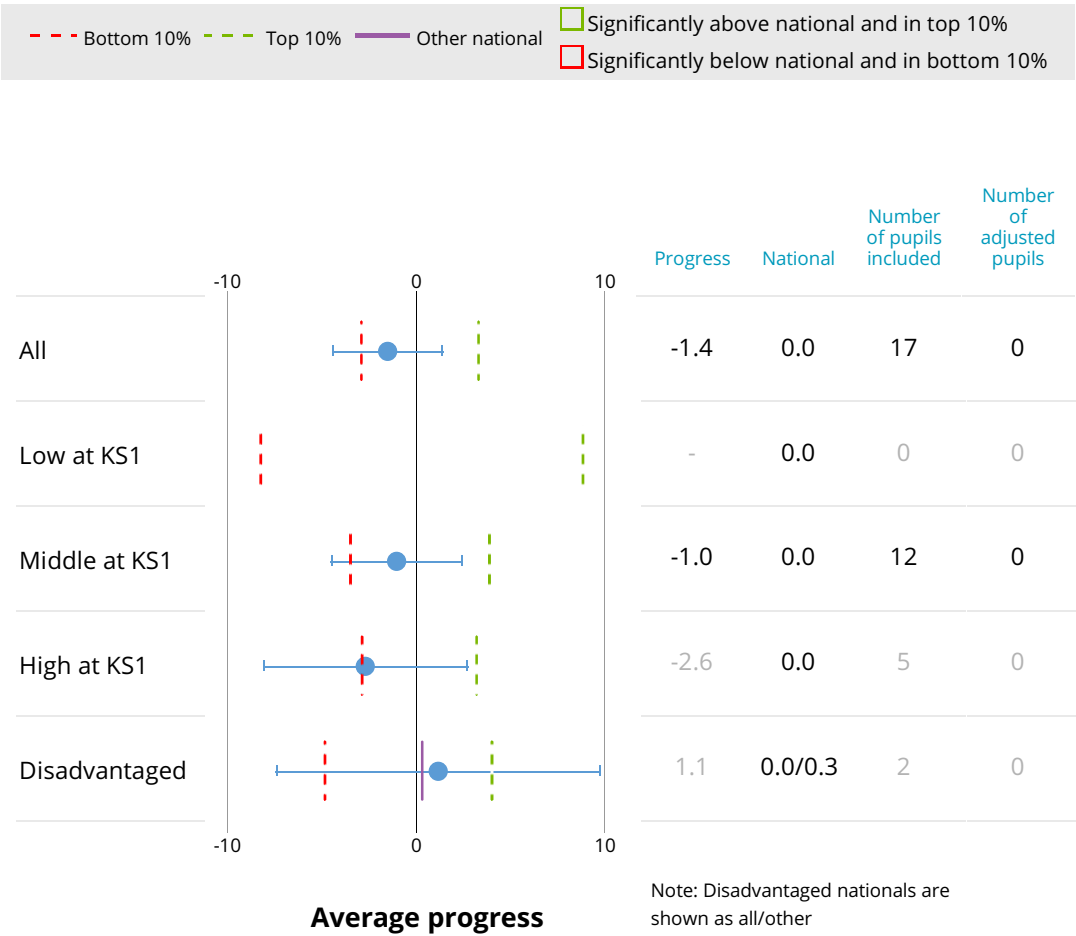
Significantly  
below national

			Reading					Writing					Mathematics				
			Bottom 20%					Bottom 20%					Bottom 20%				
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Overall	2016	(10)						(10)					(10)				
	2017	(11)						(11)					(11)				
	2018	(17)						(17)					(17)				
Low at KS1	2016	()						()					()				
	2017	()						()					()				
	2018	()						()					()				
Middle at KS1	2016	(3)						(3)					(3)				
	2017	(6)						(6)					(6)				
	2018	(12)						(12)					(12)				
High at KS1	2016	(7)						(7)					(7)				
	2017	(5)						(5)					(5)				
	2018	(5)						(5)					(5)				
Disadvantaged	2016	()						()					()				
	2017	(3)						(3)					(3)				
	2018	(2)						(2)					(2)				

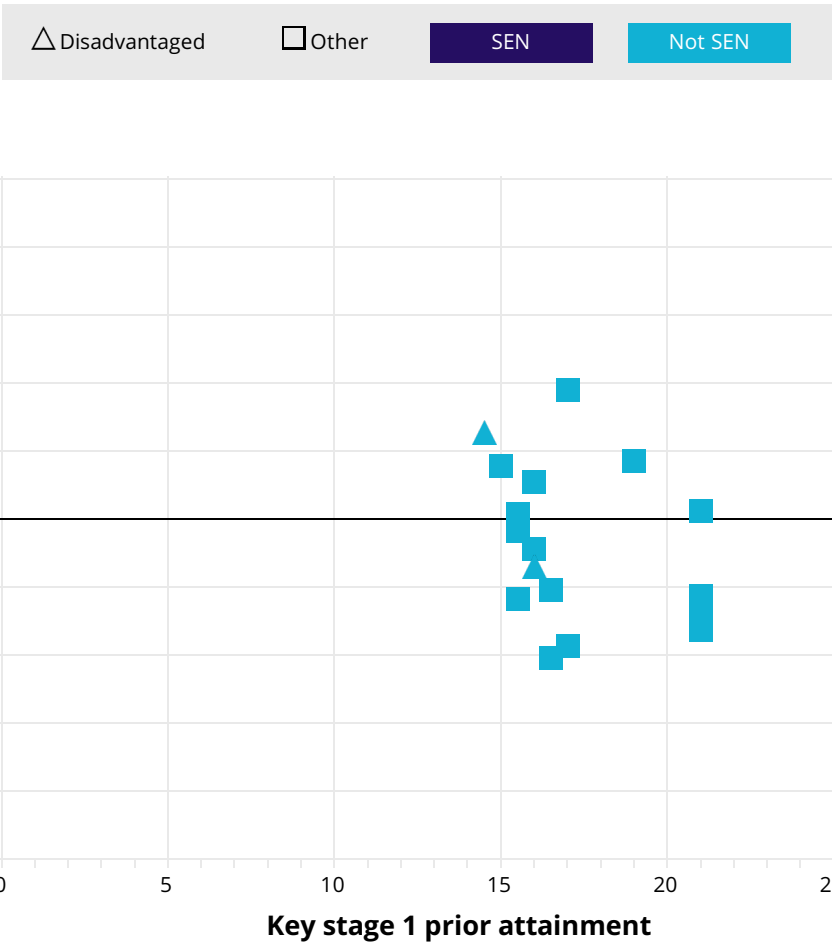
**Notes:** Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for 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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

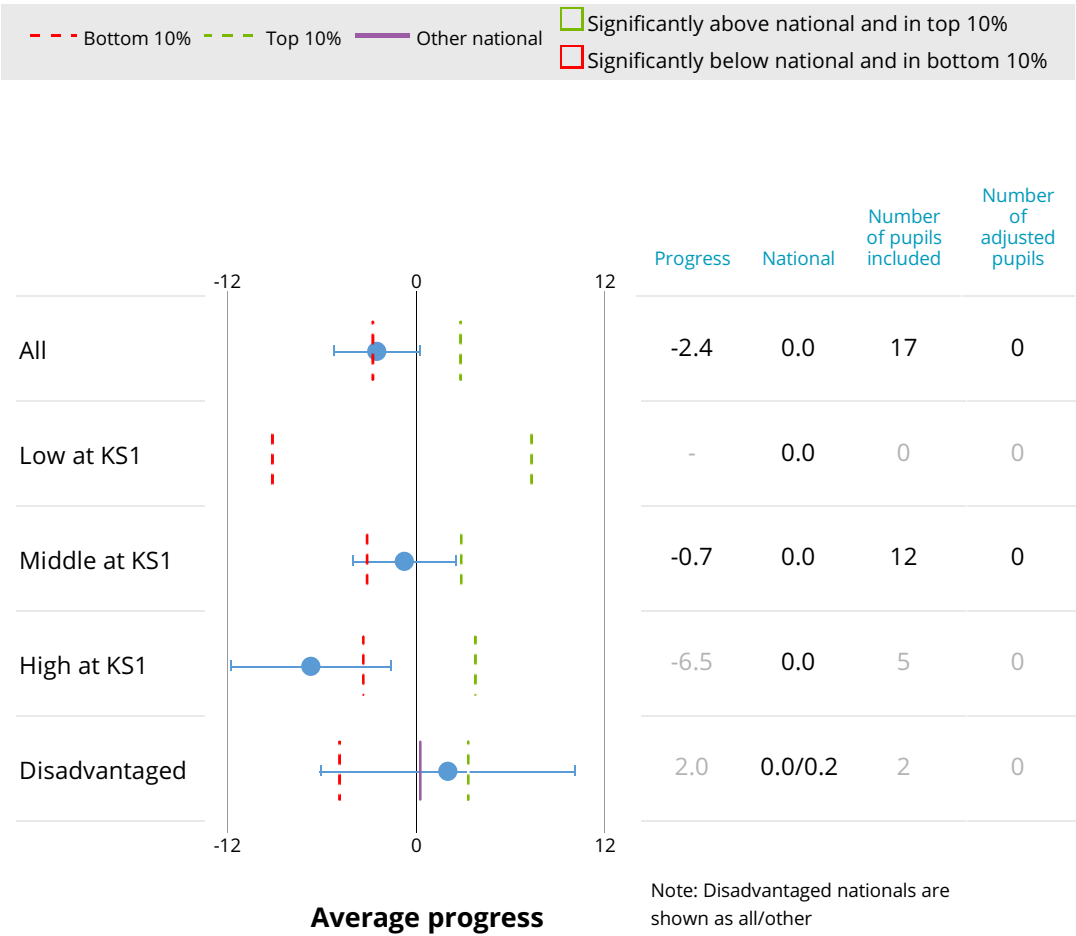
Reading progress in 2018



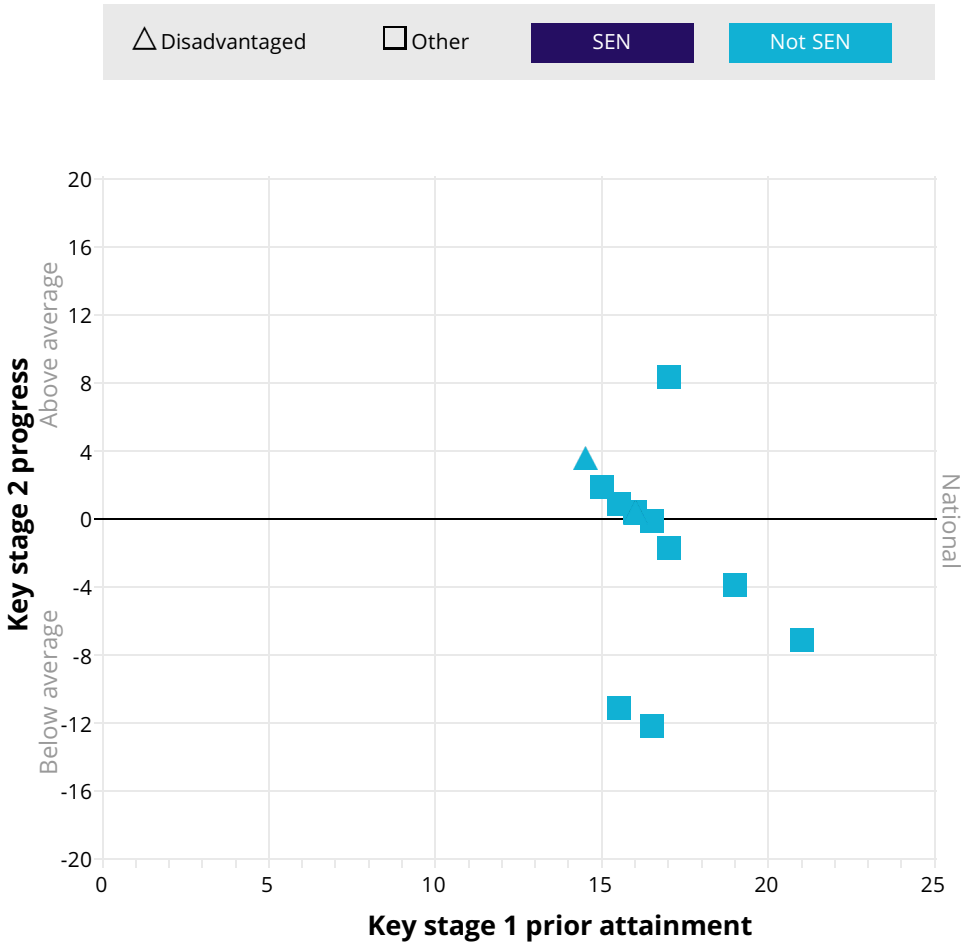
Reading progress scatterplot



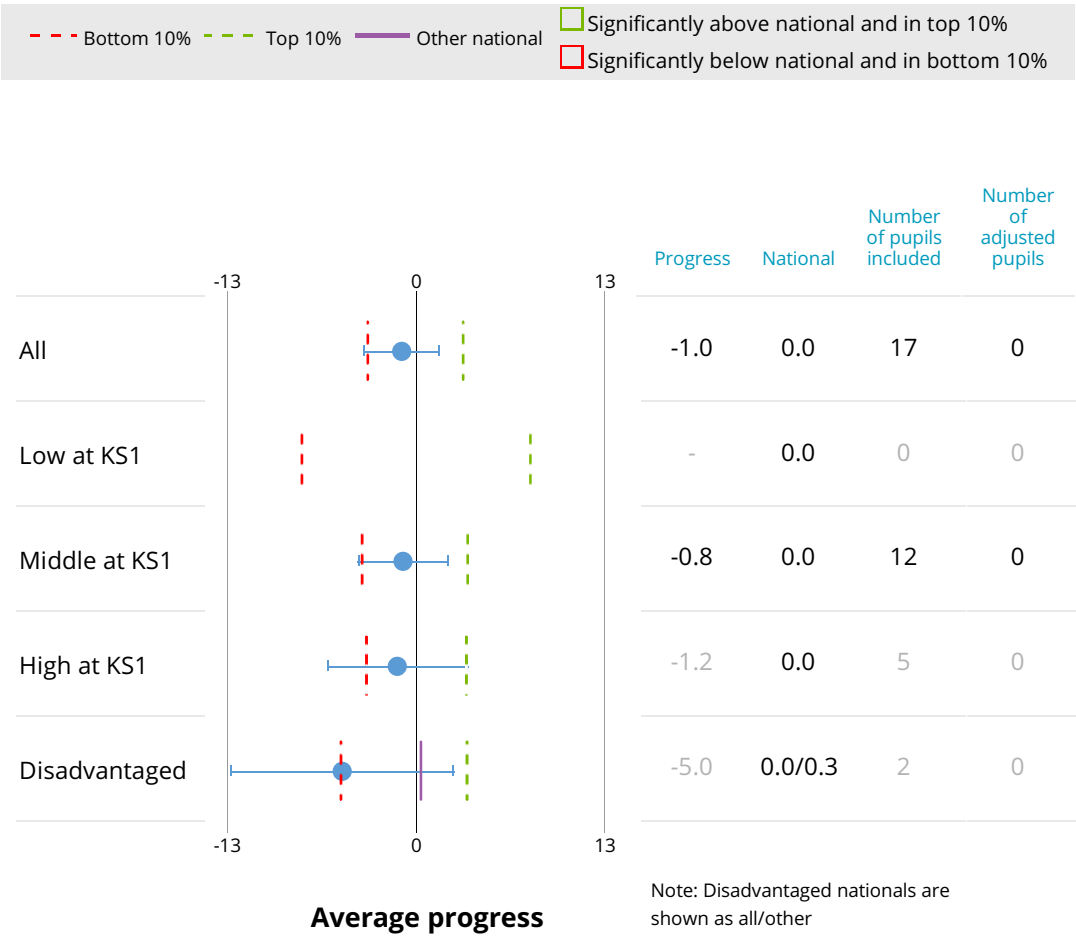
Writing progress in 2018



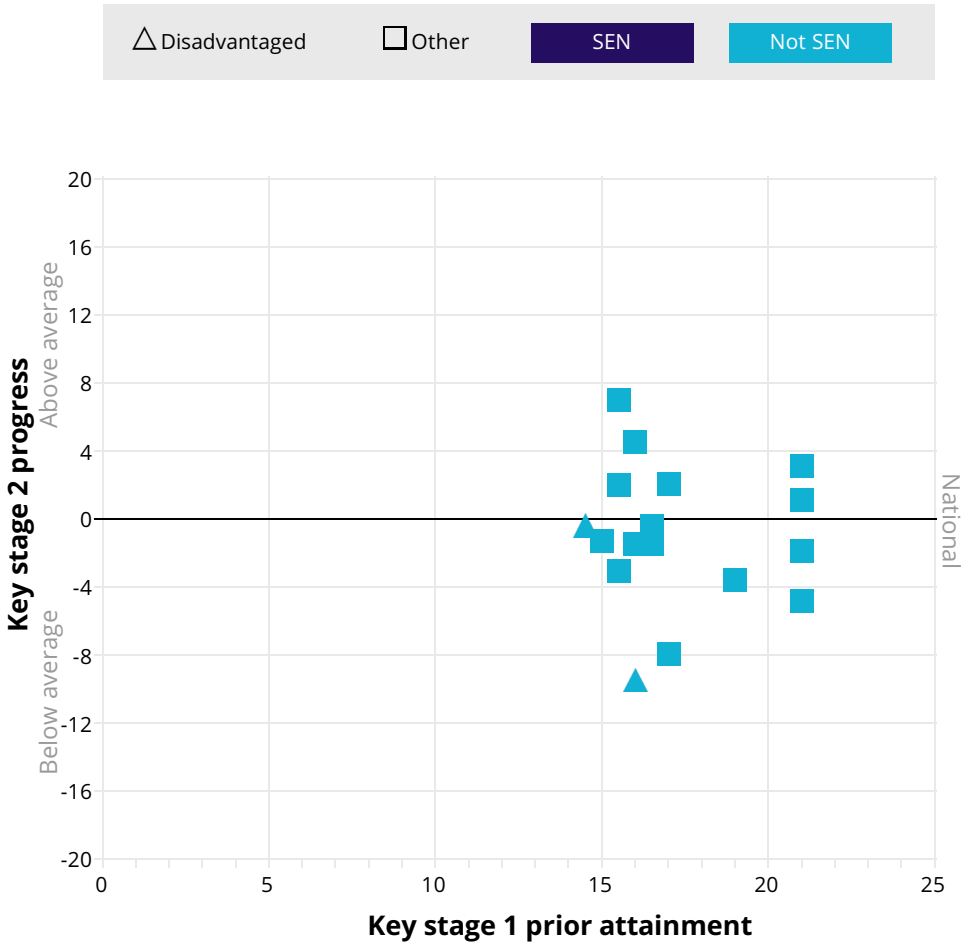
Writing progress scatterplot



Mathematics progress in 2018

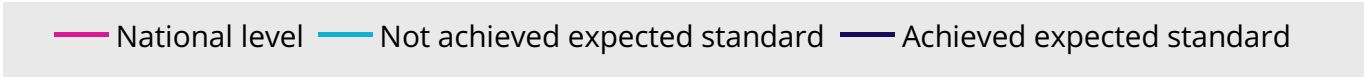


Mathematics progress scatterplot



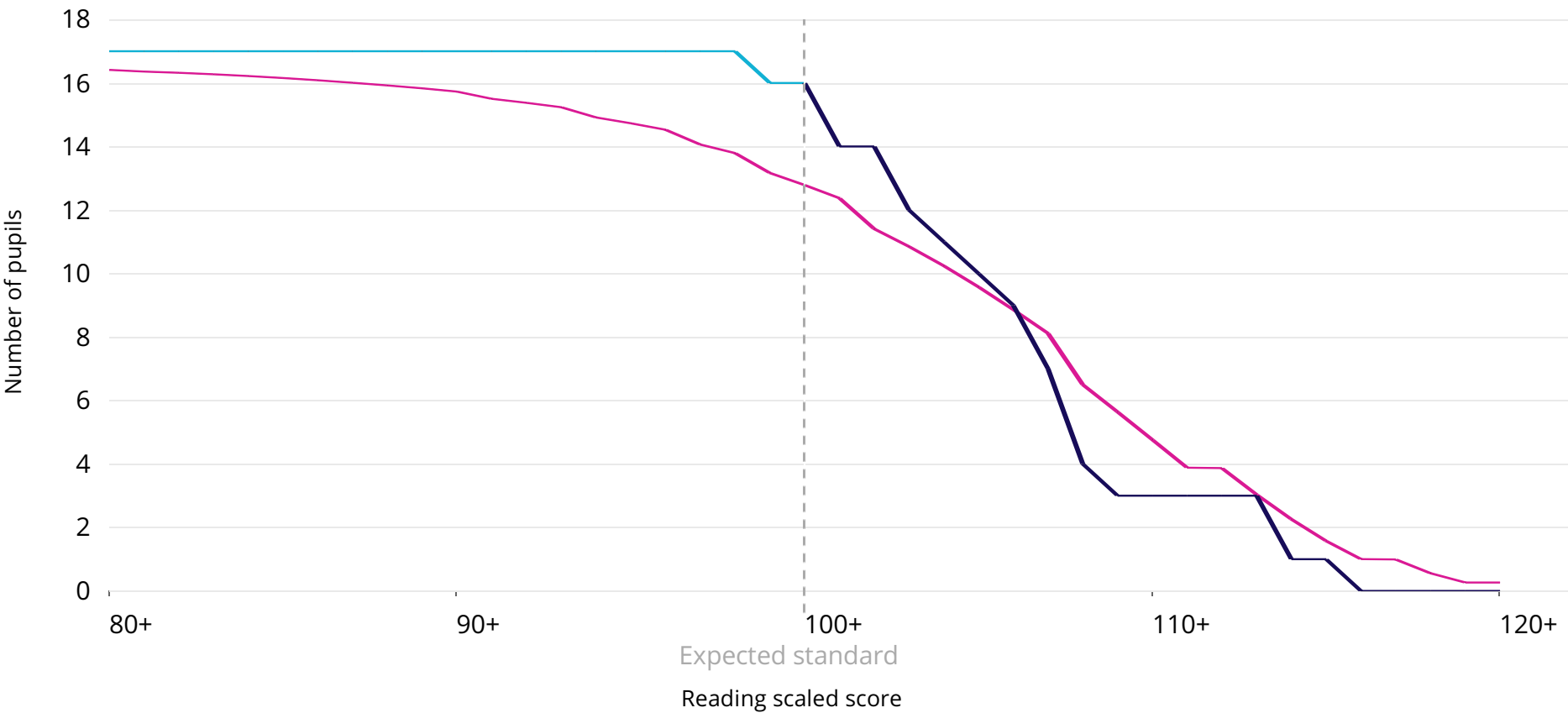
# Reading scaled scores 2018

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



Cohort = 17    One pupil relates to 5.9 percentage points.

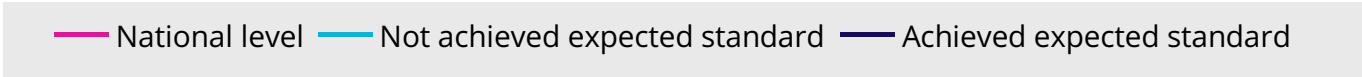
In 2018, 94% of pupils achieved the expected standard, 19 percentage points above the national. This difference was not statistically significant.





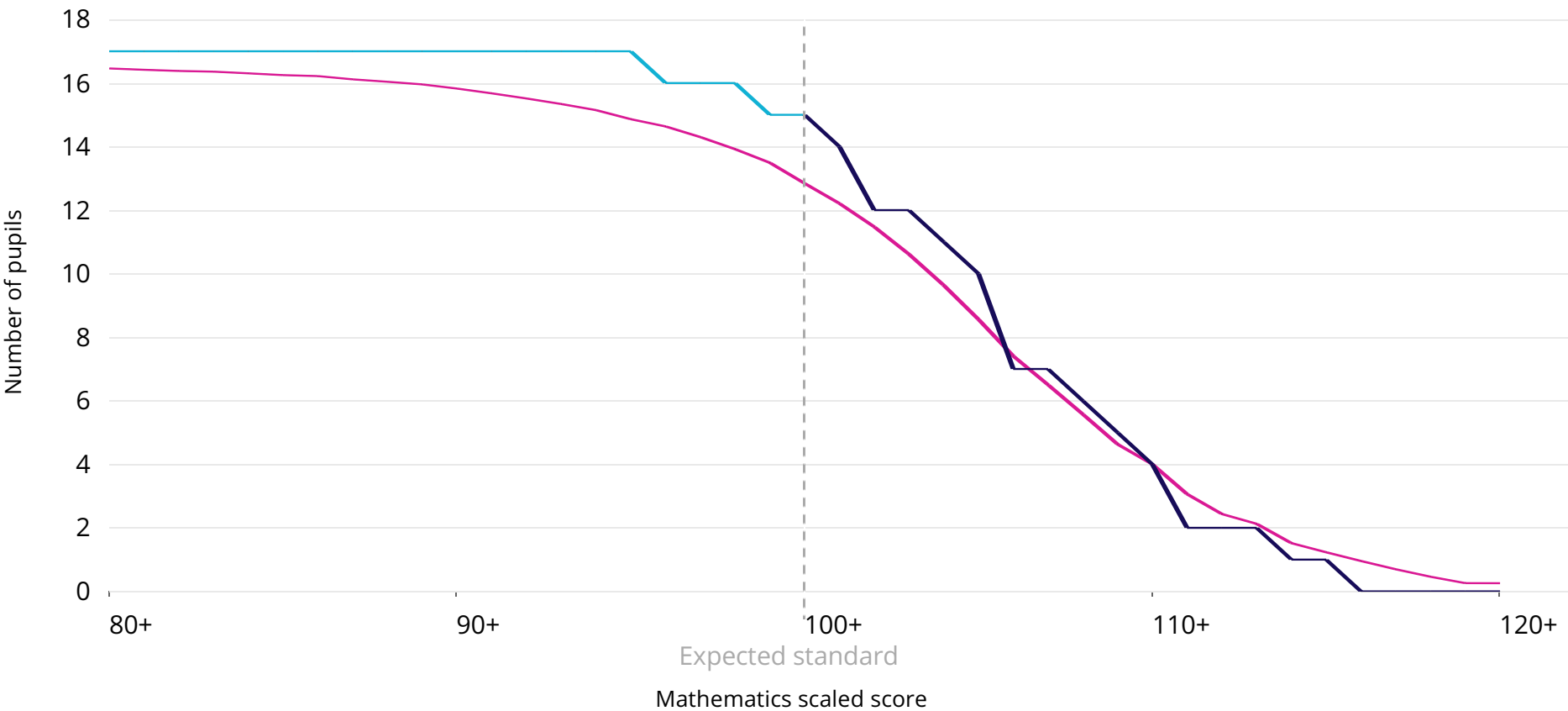
# Mathematics scaled scores 2018

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

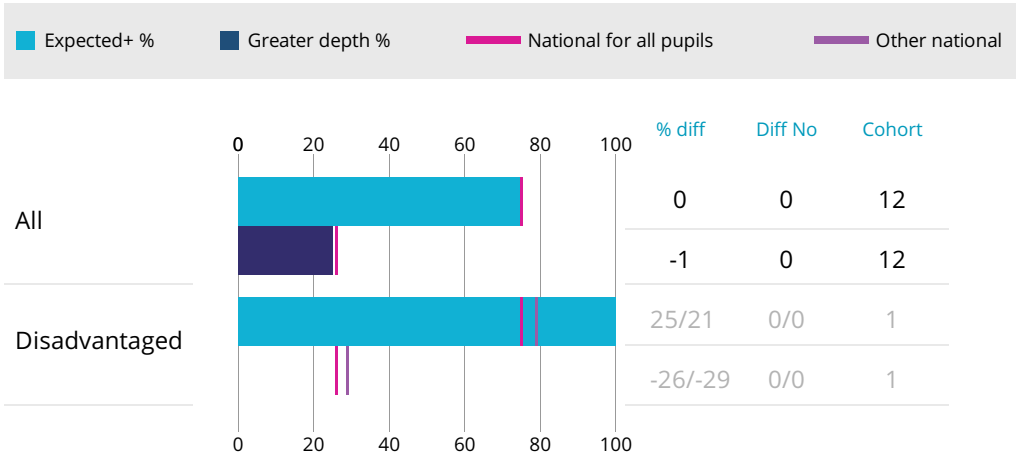


Cohort = 17    One pupil relates to 5.9 percentage points.

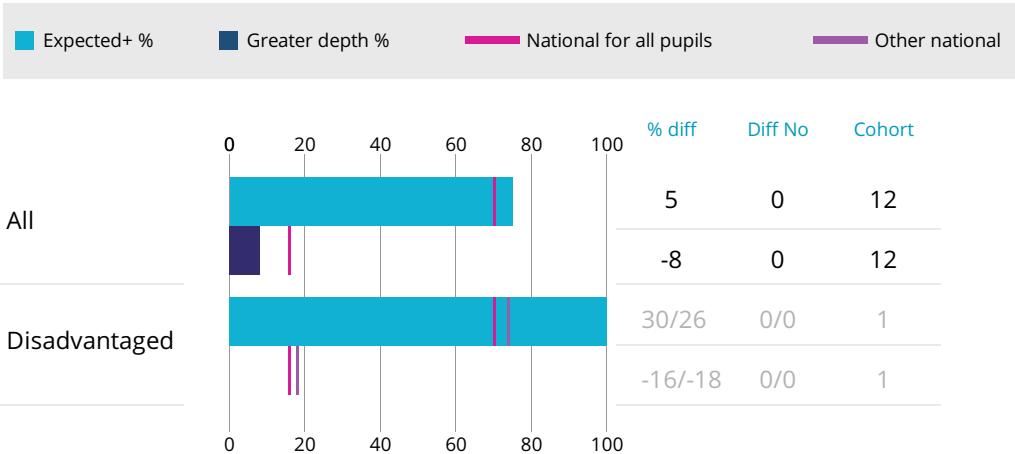
In 2018, 88% of pupils achieved the expected standard, 13 percentage points above the national. This difference was not statistically significant.



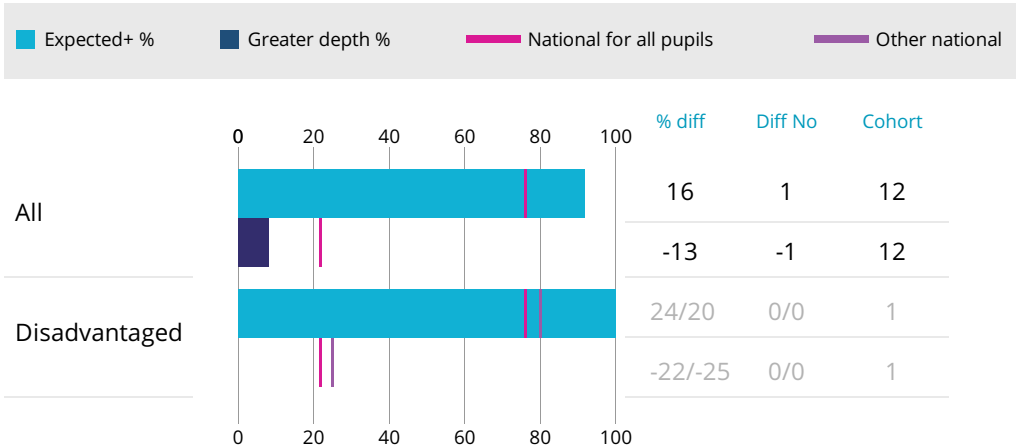
Reading



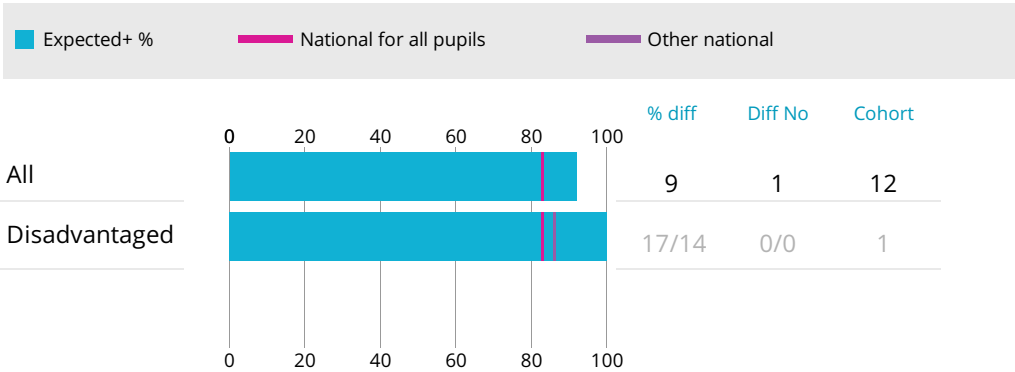
Writing



Mathematics

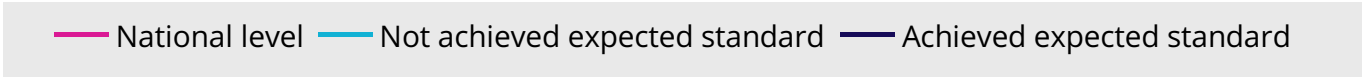


Science



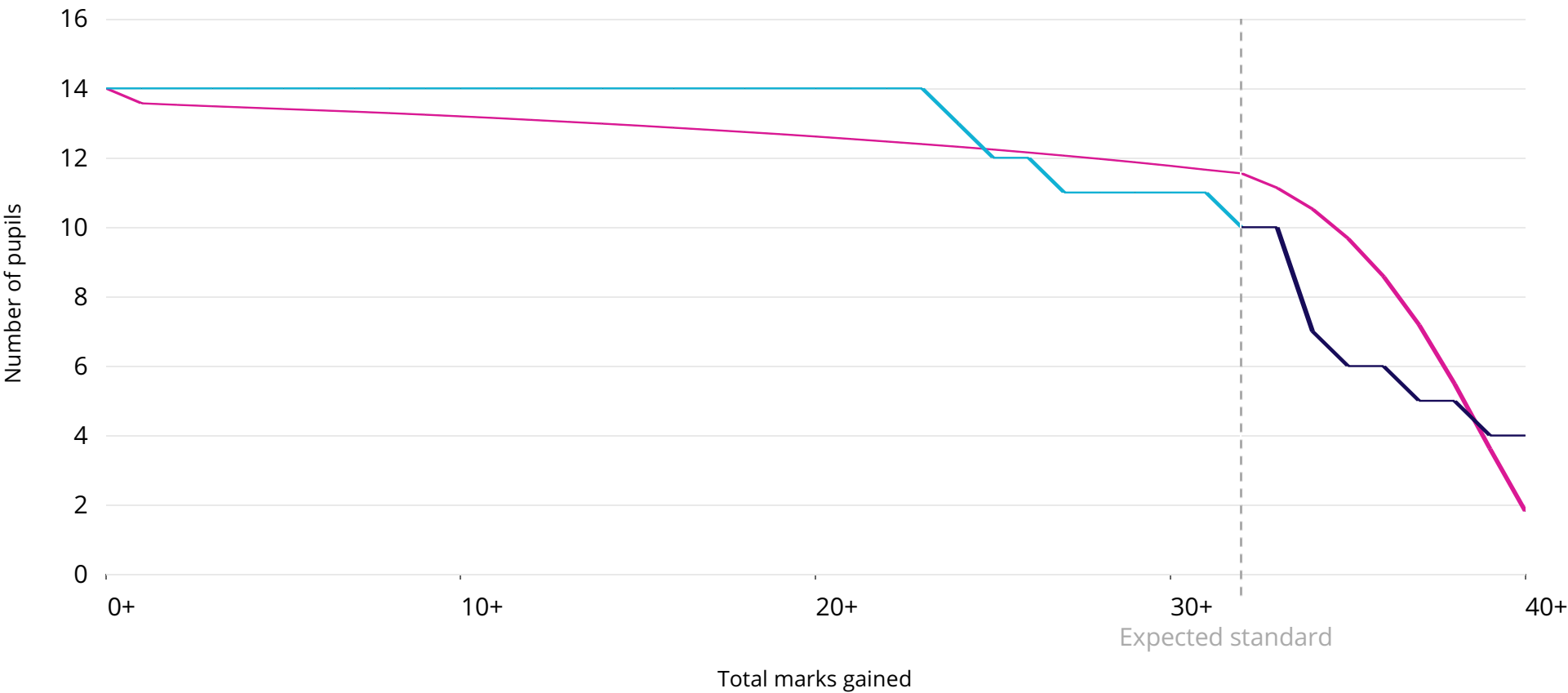
# Year 1 phonics marks 2018

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



Cohort = 14    One pupil relates to 7.1 percentage points.

In 2018, 71% of pupils achieved the expected standard, 11 percentage points below 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)