

Areas to investigate

KS2 attainment

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

Phonics in 2017

- The vast majority of pupils (97%) met the phonics expected standard in year 1.

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 %	65	(65)	(85)
Reading progress	-0.2	(-5)	(-2.5)
Writing progress	-0.5	(-7)	(-3.5)
Maths progress	0.6	(-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: Victoria Marsh
Pupils: 464
Gender: Mixed
Special needs provision:

Local authority: Bexley
Admissions policy: Not applicable
Ages: 3-11
Denomination: Does not apply

School level trends

2017 Quintile

Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

School	48	48	49	
National	49	49	49	

% of pupils known to be eligible for FSM

School	10	7	8	
National	16	15	24	

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

School	19	22	16	
National	19	20	21	

% of pupils with SEN support

School	10.0	10.1	9.7	
National	13.0	12.1	12.2	

% of pupils with a SEN statement or EHC plan

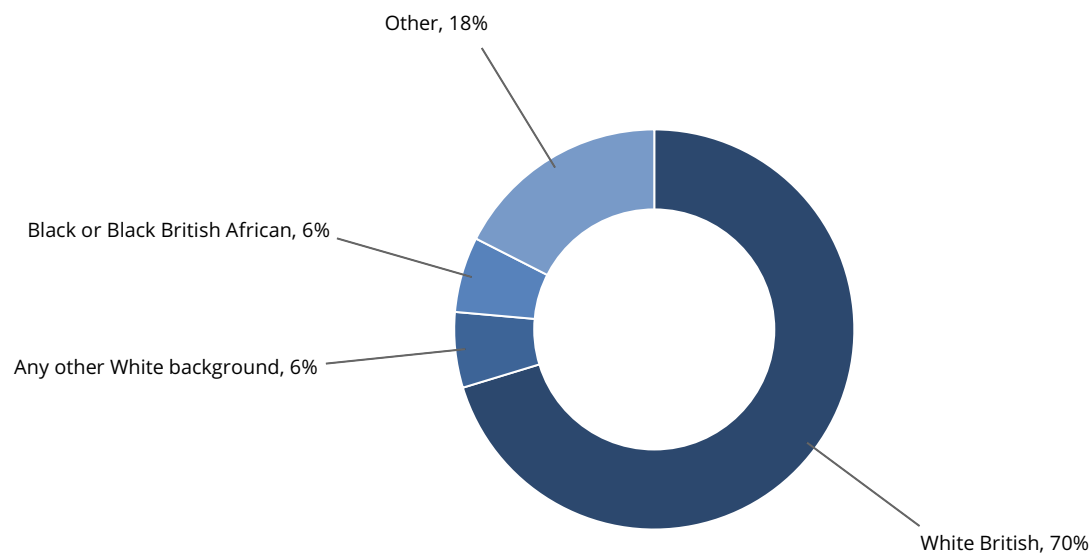
School	0.7	0.8	0.9	
National	1.4	1.3	1.3	

School deprivation indicator

School	0.2	0.2	0.2	
National	0.2	0.2	0.2	

Ethnicity

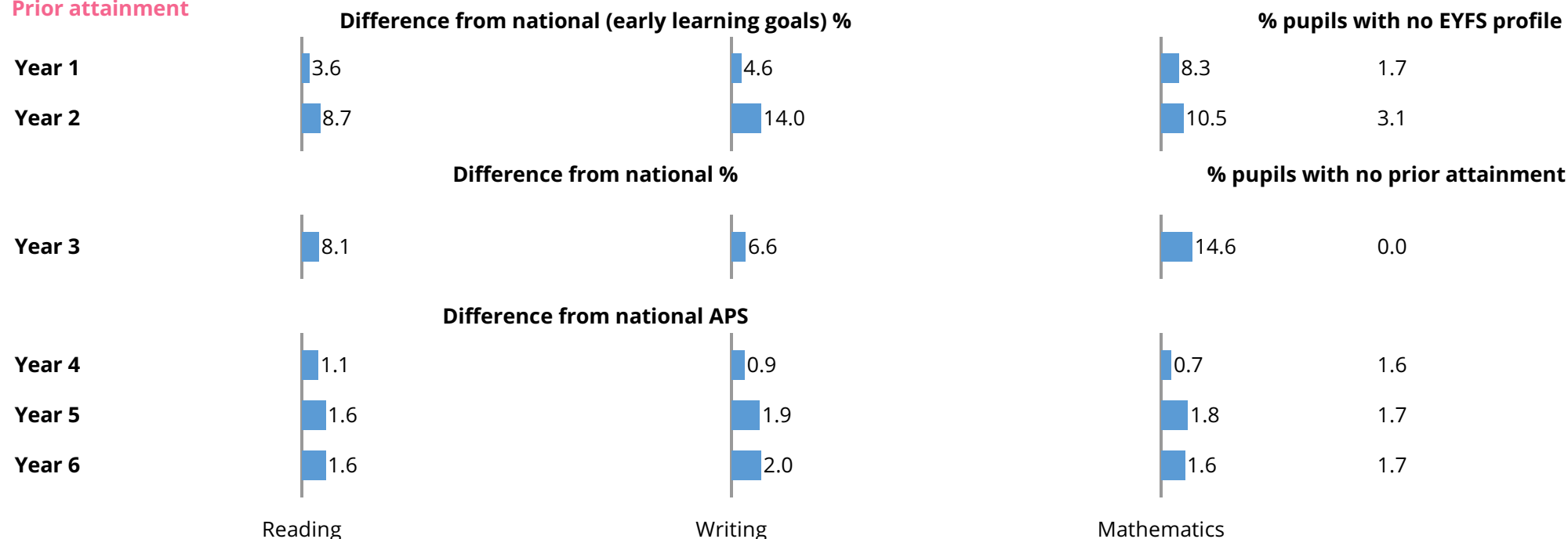
This school has 14 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	60	50	49	10	19	10	21	5	12	0
Year 2	60	47	49	20	22	22	21	8	14	0
Year 3	60	40	49	20	26	12	21	17	15	2
Year 4	61	53	49	20	28	16	21	8	16	0
Year 5	60	50	49	18	30	12	20	15	16	2
Year 6	59	53	49	24	31	24	20	15	17	0

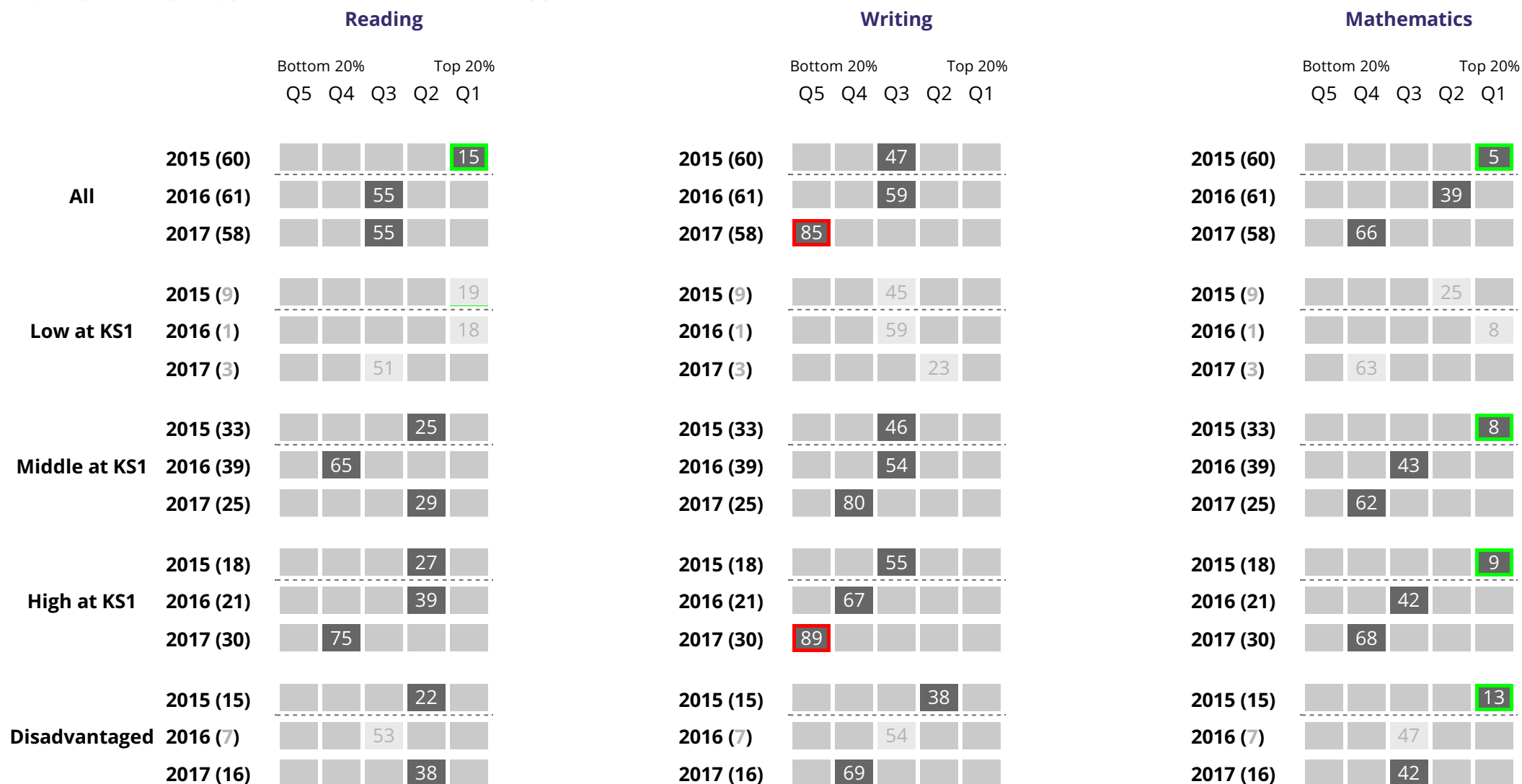
Prior attainment



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

Trends over time

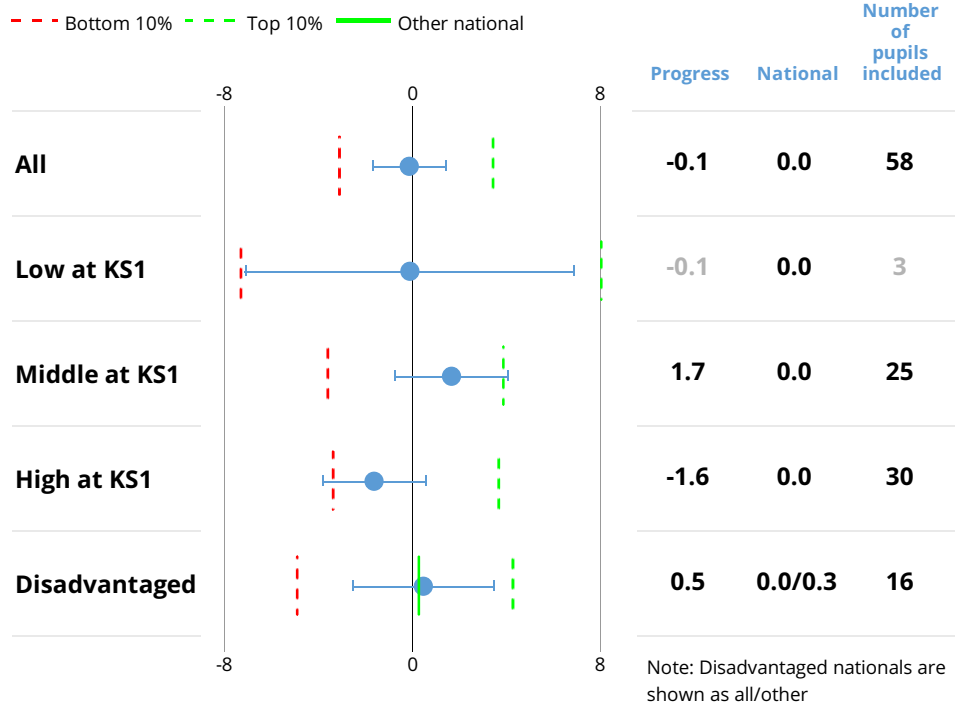
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



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 -----

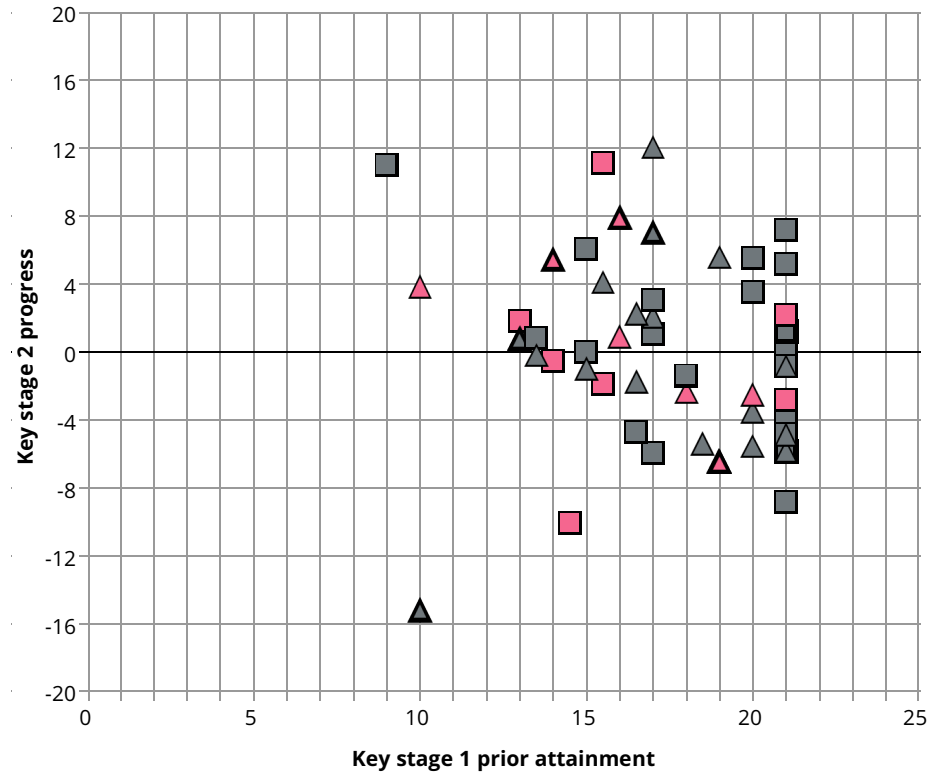
Reading progress in 2017



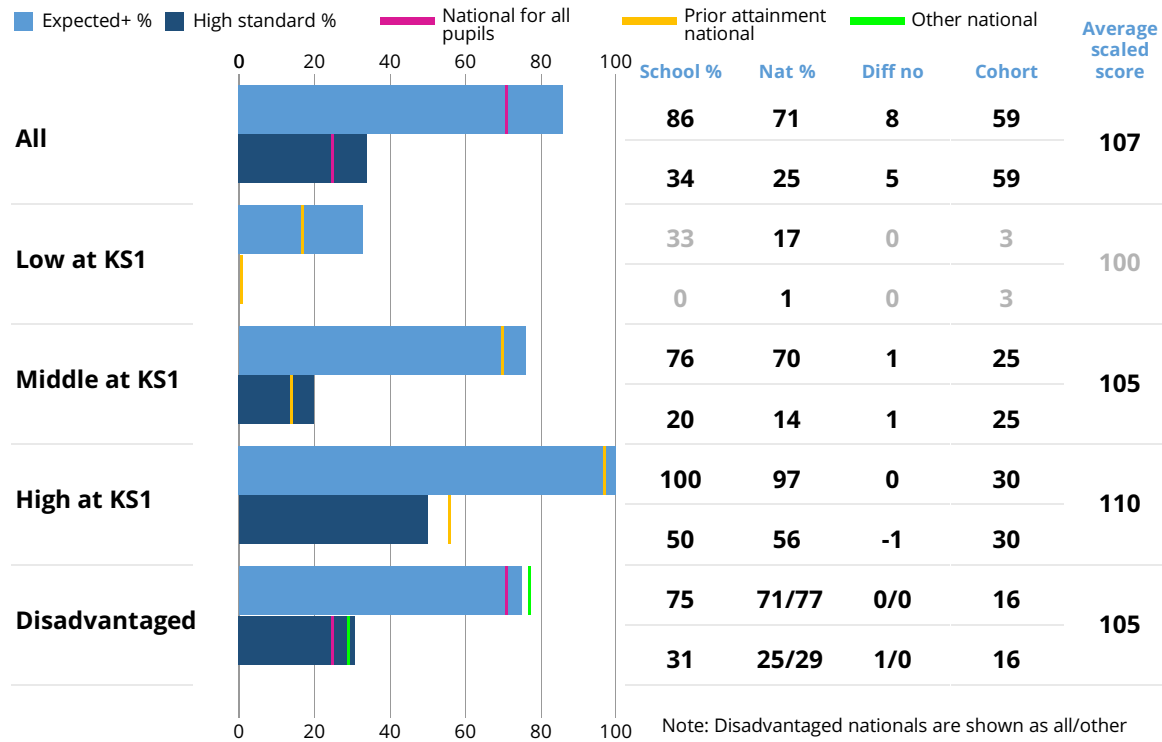
Significantly below national and in bottom 10%

Significantly above national and in top 10%

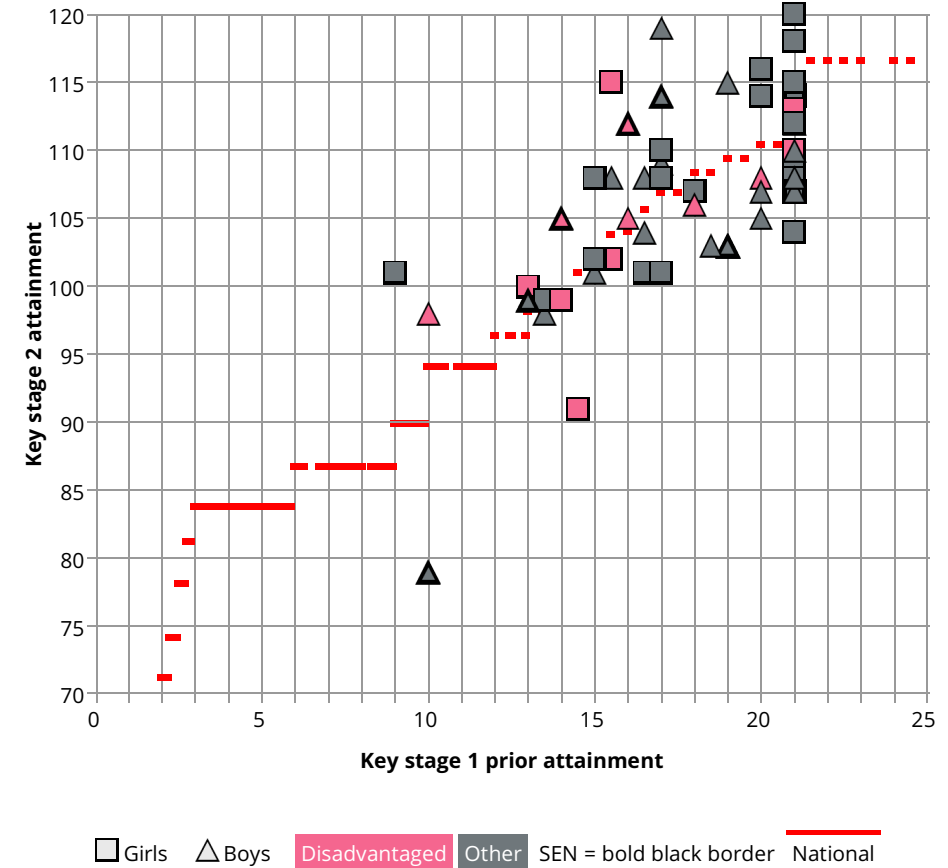
Reading progress scatterplot



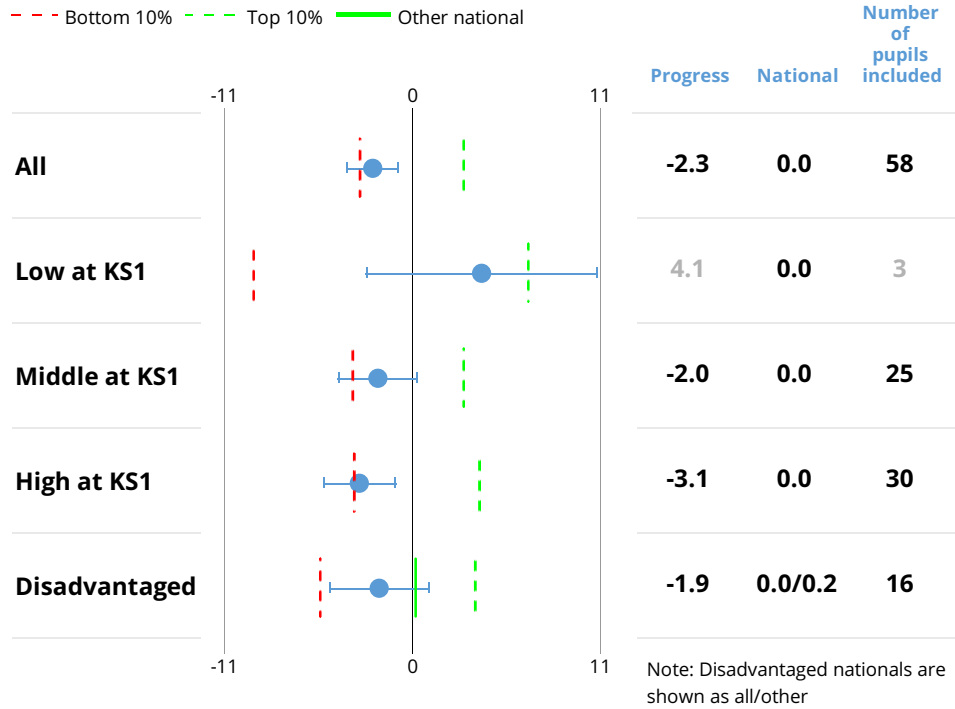
Reading attainment in 2017



Reading attainment scatterplot



Writing (teacher assessment) progress in 2017

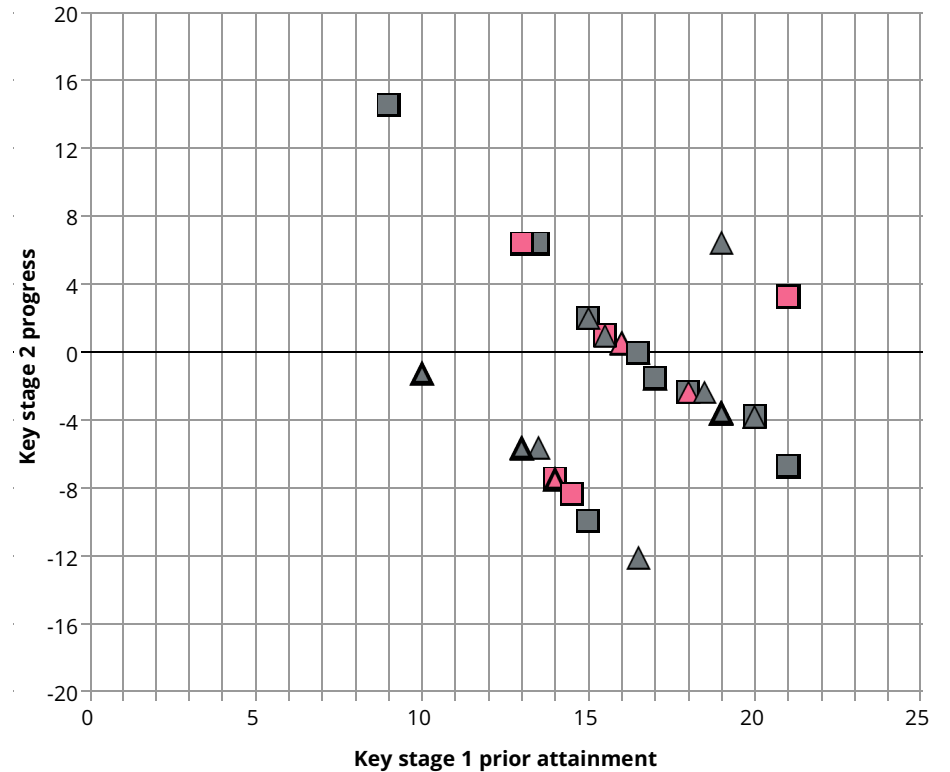


Significantly below national and in bottom 10%

Significantly above national and in top 10%

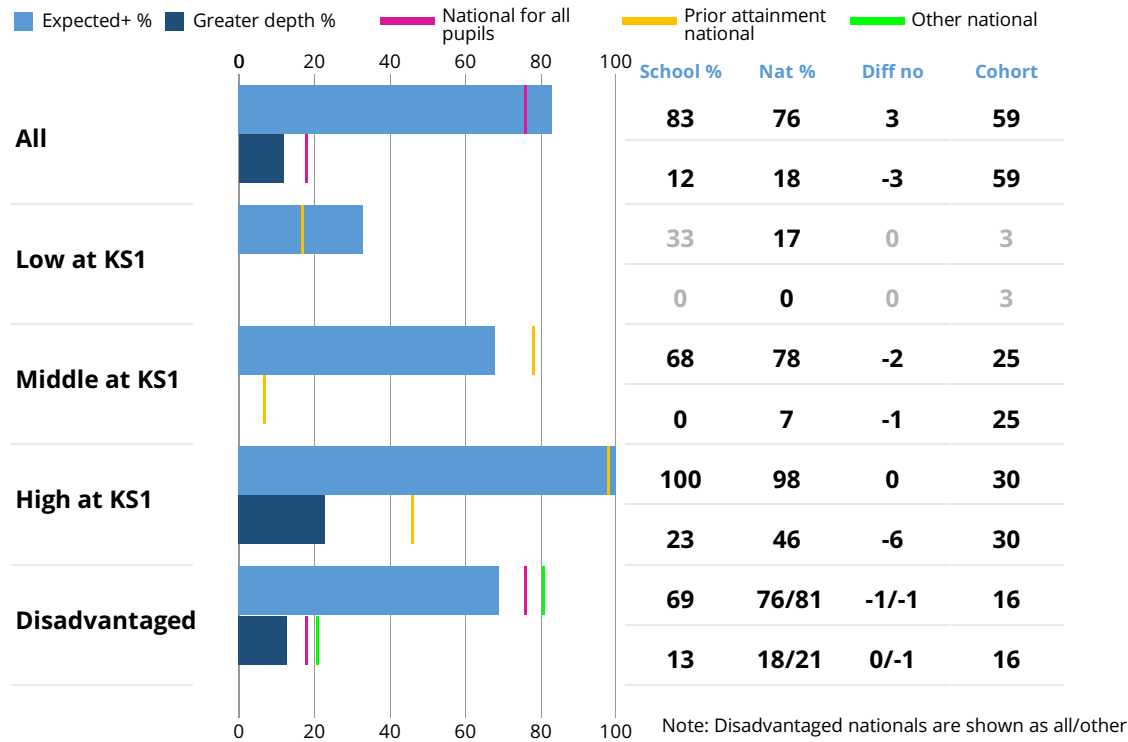
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



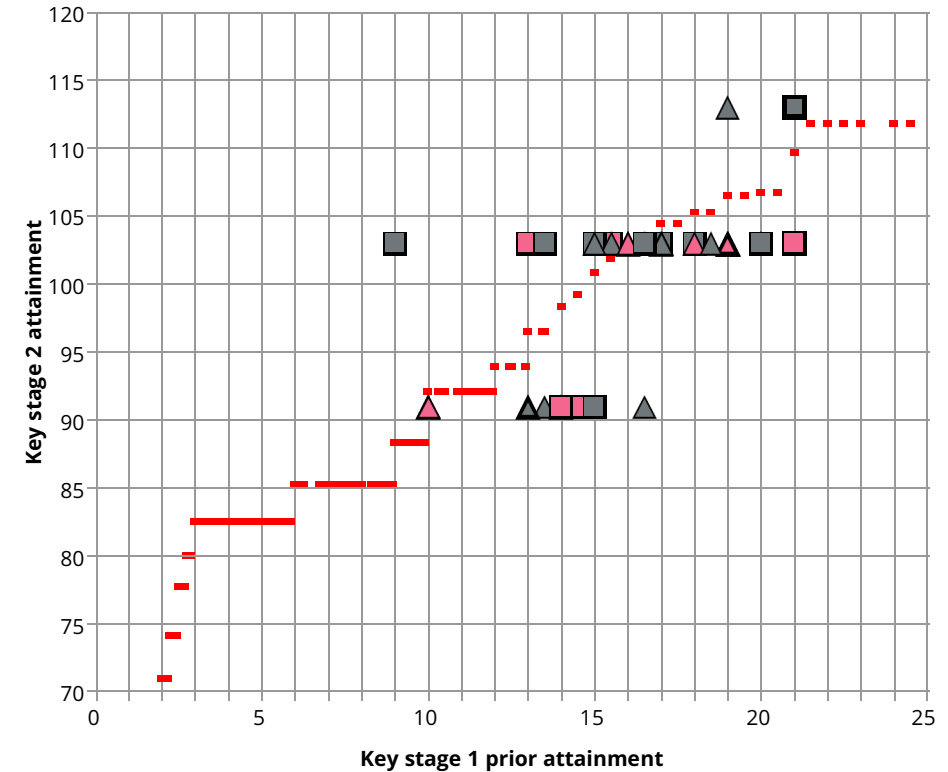
□ Girls △ Boys Disadvantaged Other SEN = bold black border

Writing (teacher assessment) attainment in 2017



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

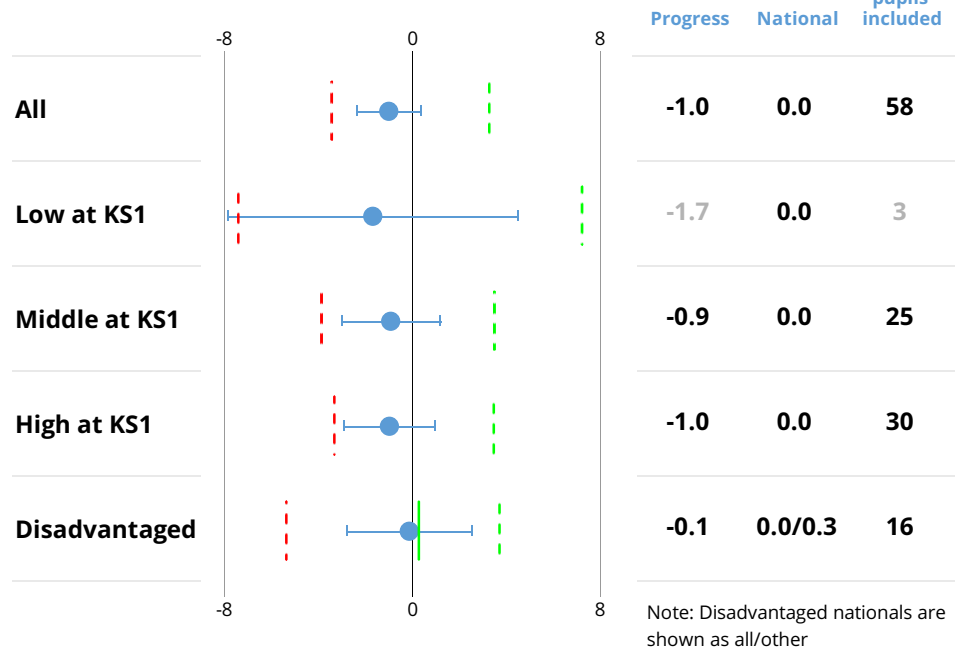
Writing (teacher assessment) attainment scatterplot



□ Girls
 △ Boys
 Disadvantaged
 Other
 SEN = bold black border
 — National

Mathematics progress in 2017

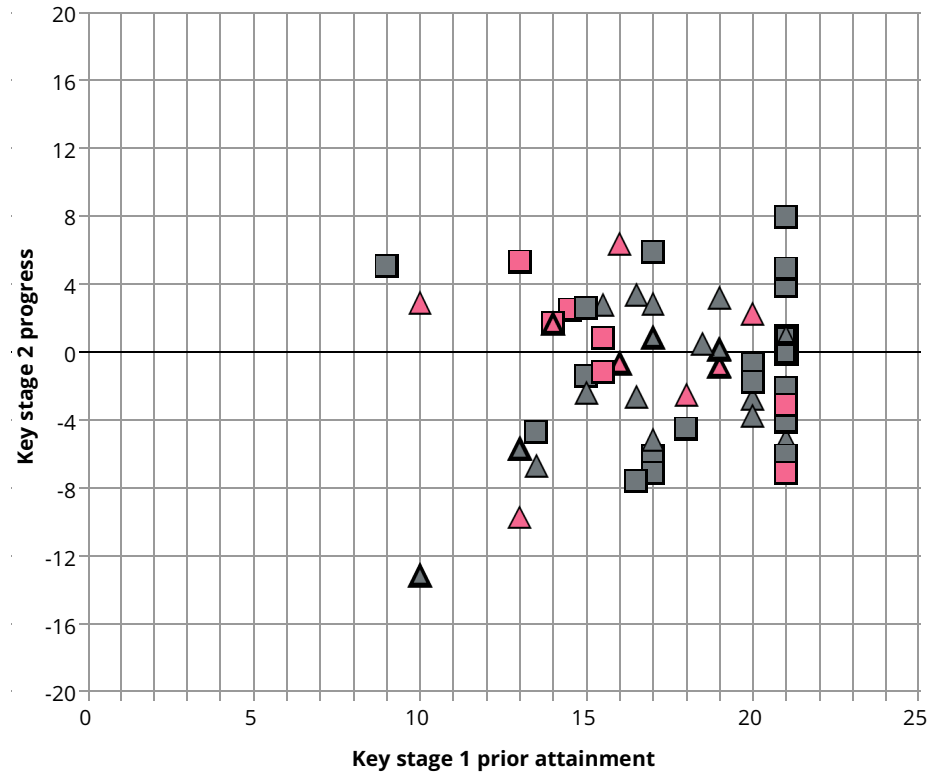
--- Bottom 10% - - - Top 10% — Other national



Significantly below national and in bottom 10%

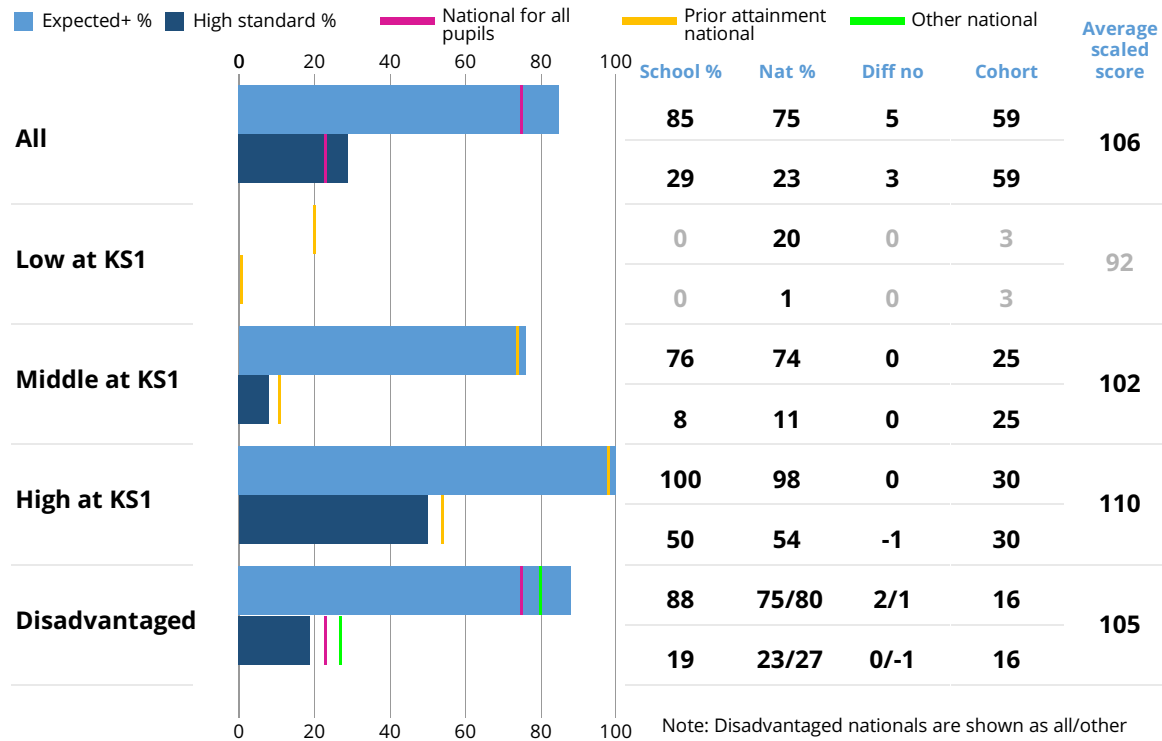
Significantly above national and in top 10%

Mathematics progress scatterplot

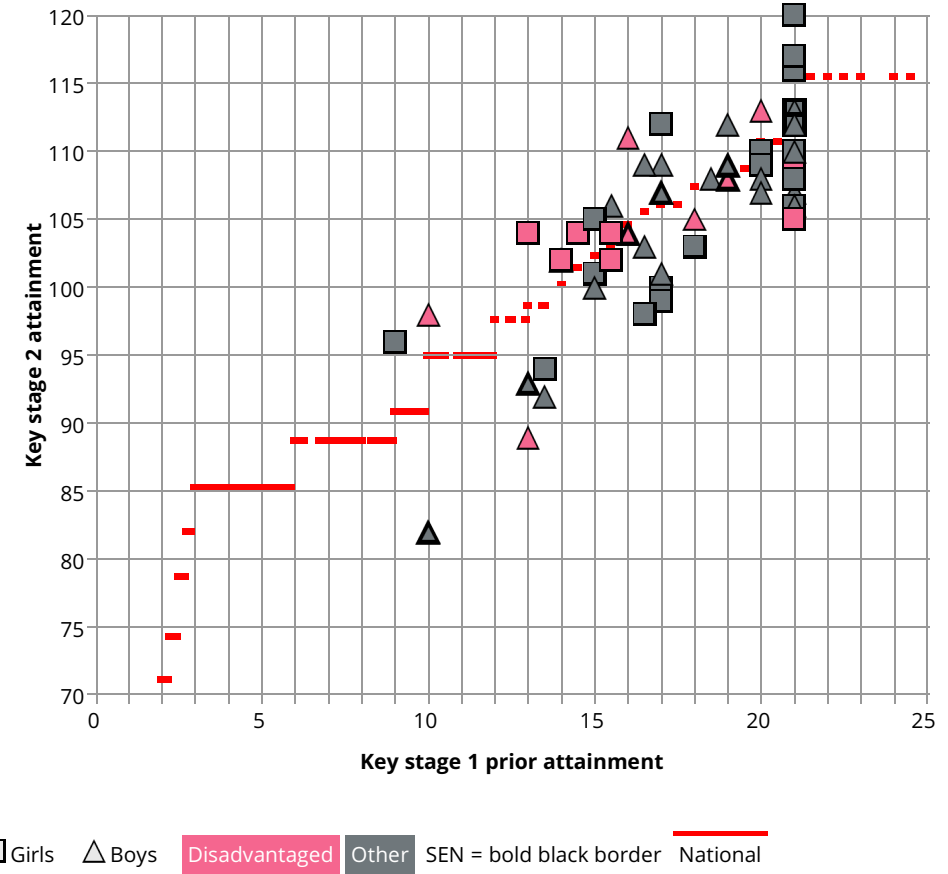


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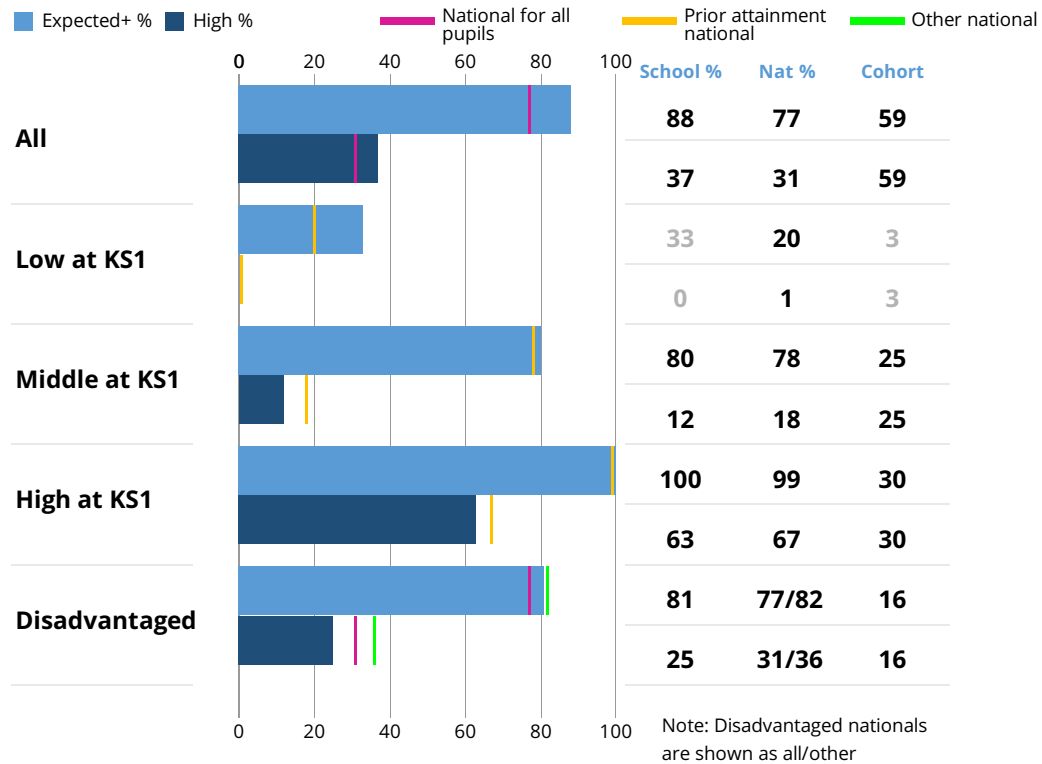
Mathematics attainment in 2017



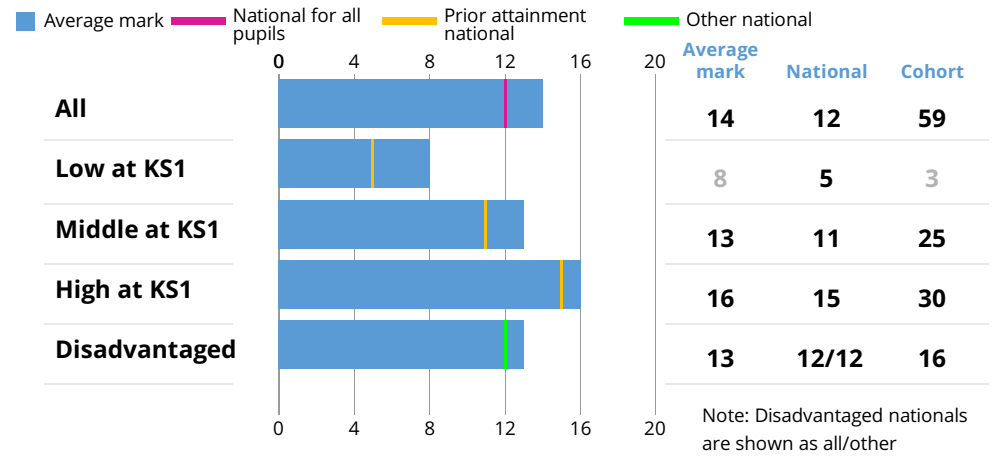
Mathematics attainment scatterplot



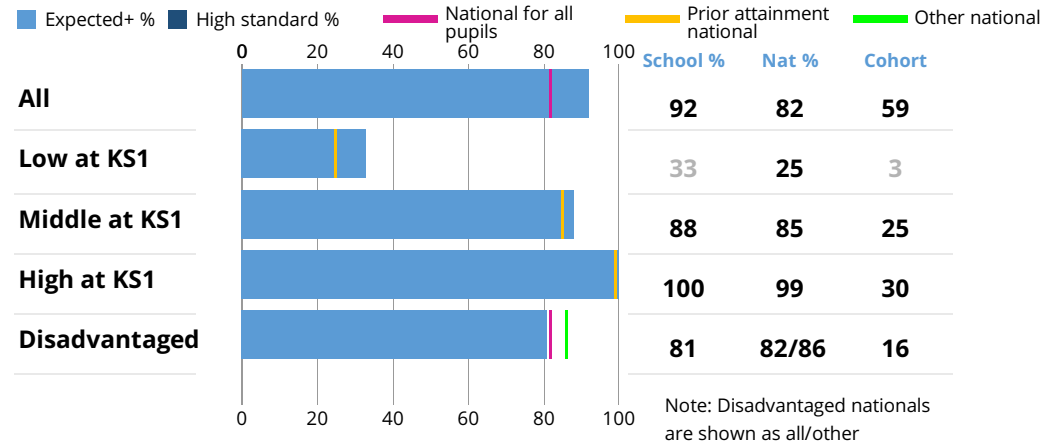
English grammar, punctuation and spelling (EGPS) in 2017



Spelling

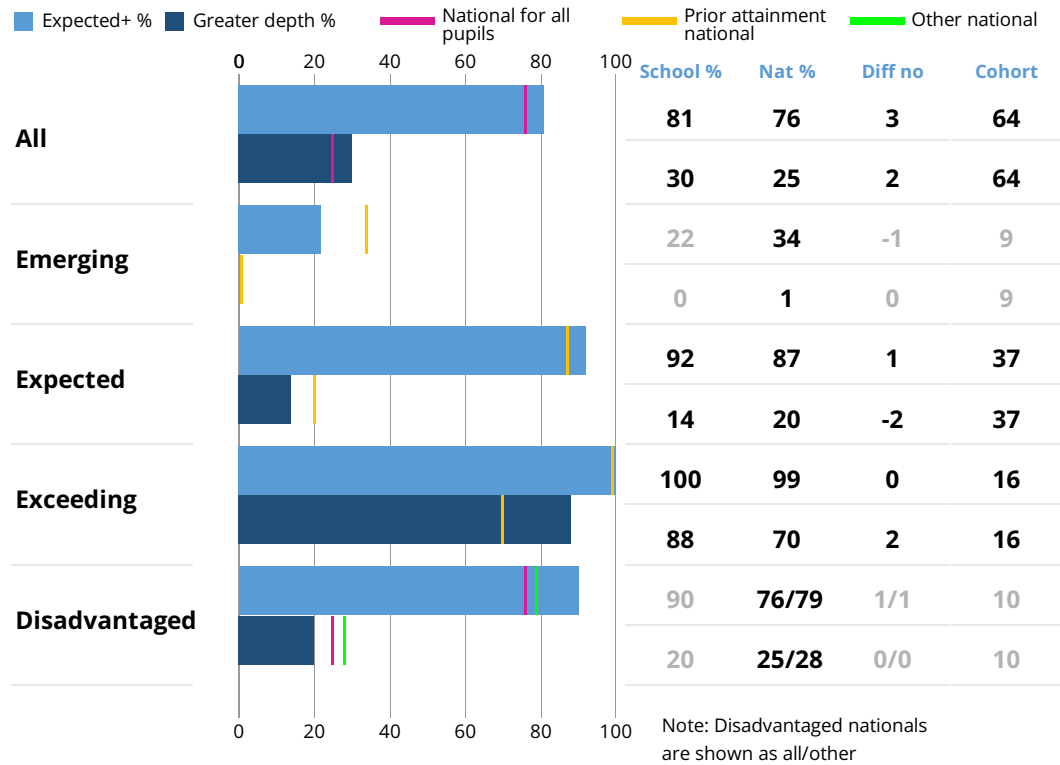


Science attainment in 2017

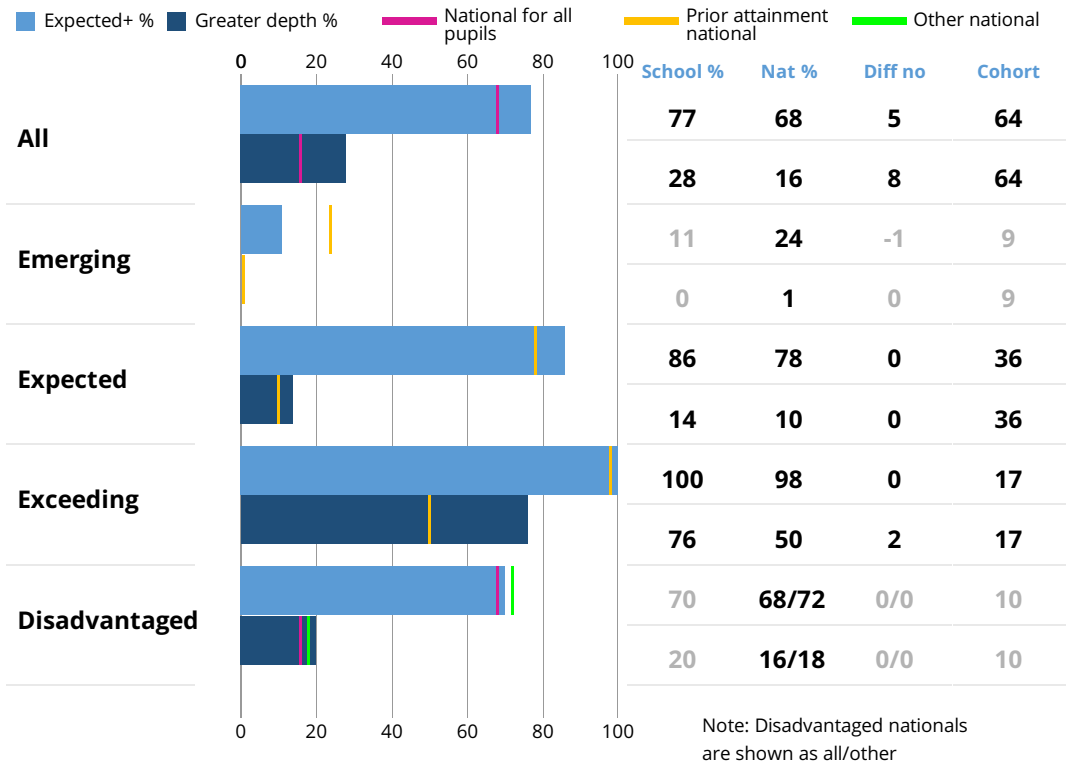


Science data is based on teacher assessments. Users should be cautious when using this data.

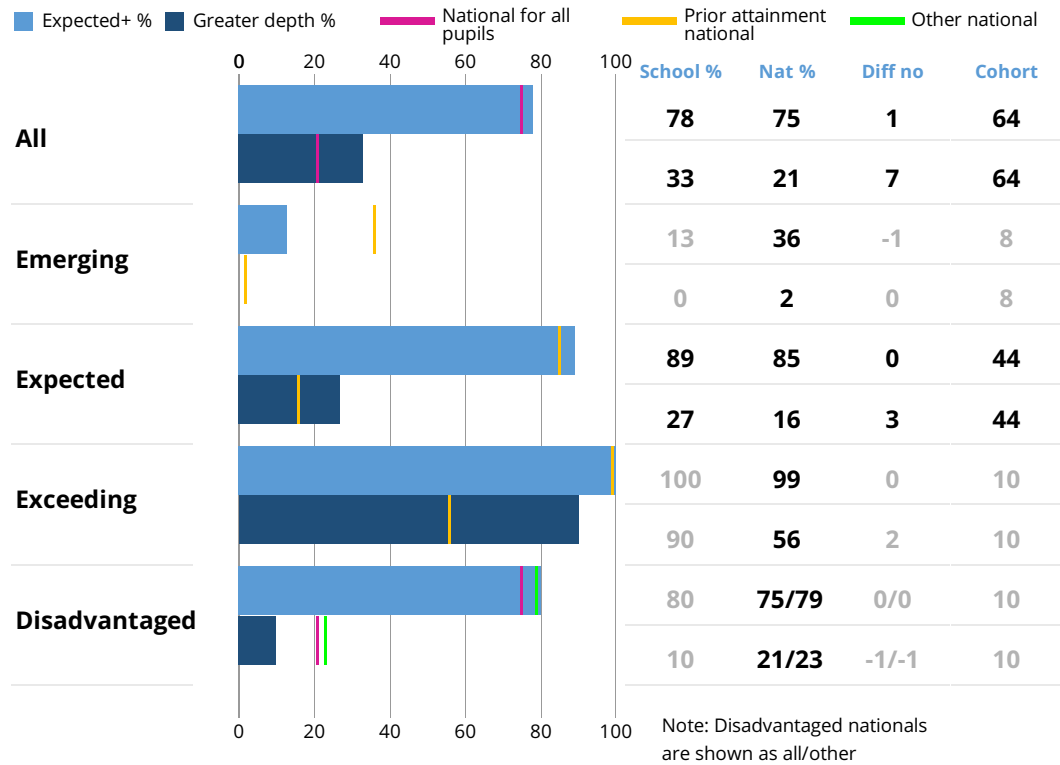
Reading in 2017



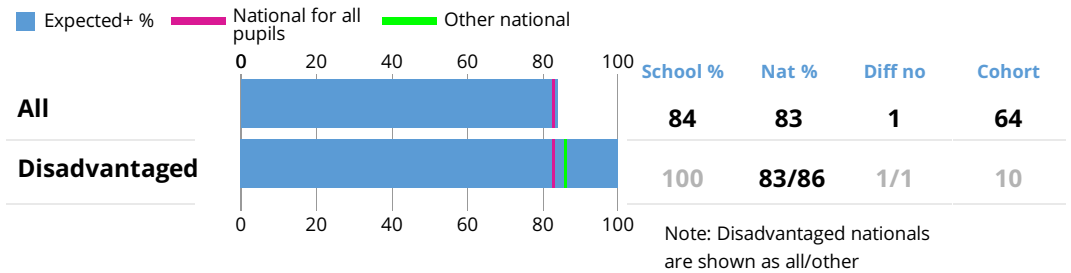
Writing in 2017



Mathematics in 2017

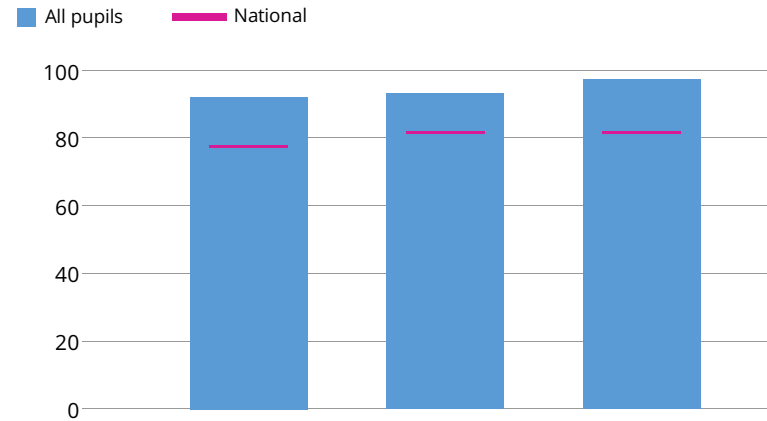


Science in 2017



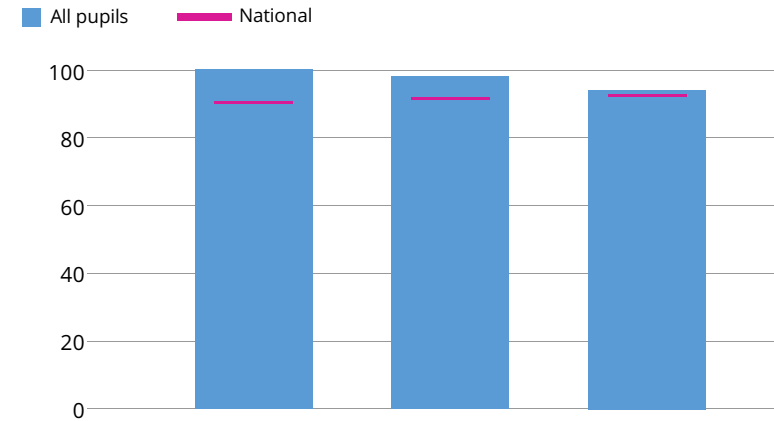
Phonics in 2017

Proportion meeting the expected standard Year 1



	2015	2016	2017
School %	92	93	97
Nat %	77	81	81
Cohort	62	59	60

By end of year 2



	2015	2016	2017
School %	100	98	94
Nat %	90	91	92
Cohort	60	61	64