

Areas to investigate

KS2 progress

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

KS2 attainment

- The three-year average reading attainment score (110.3) was in the top 10%. The three-year average mathematics attainment score (108.0) was in the top 10%.

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.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.38%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.18%.

School context in 2018

Phase of education: Primary	Local authority: Gloucestershire	Ever 6 FSM %: 6.1
Headteacher: Andrew Milner	Admissions policy: Not applicable	English additional language %: 0.0
Pupils: 66	Ages: 5-11	SEN support %: 18.2
Gender: Mixed	Denomination: Church of England	SEN with EHC plan %: 0.0
Deprivation Quintile: Lowest 40% (0.1)	Special needs provision:	

Ethnicity

- The largest ethnic groups are: White - British (75.9%), White - Irish (3.4%), Mixed - any other mixed background (6.9%), Parent/pupil preferred not to say (5.2%), Ethnicity not known (3.4%).
- This school has 6 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 (66).

Girls

- The school was in the lowest 20% of all schools for the proportion of girls (43.9%).
- There was a larger than average increase in the percentage of girls between 2017 and 2018 than most primary schools nationally.

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (6.1%).
- There were no children looked after in the school.

English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (0.0%).

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

School context 2018

Special Educational Needs

- The school was in the lowest 20% of all schools for the proportion of SEN with EHC/statement (0.0%).
- The school was in the top 20% of all schools for the proportion of SEN support (18.2%).
- The percentage of SEN in year 6 (33%) was higher than all other year groups.
- The percentage of SEN in year 1 (11%) and year 2 (11%) was lower than all other year groups.
- There was a larger than average increase in the percentage of SEN support pupils between 2017 and 2018.

Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (Year 3)
- Pupil prior attainment was well above the national comparator for the following: Reading (year 5, year 6), Writing (year 2, year 5, year 6), Mathematics (year 2, 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

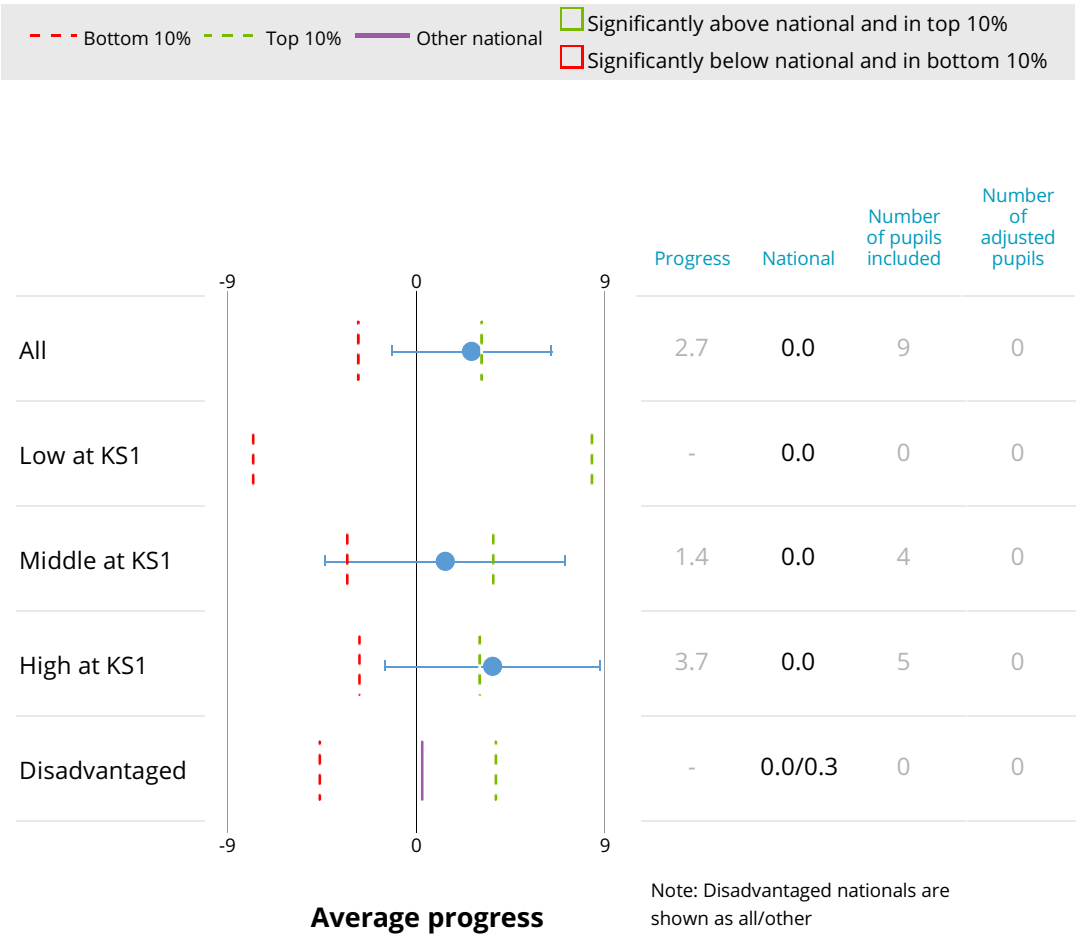
Significantly
below national

		Reading					Writing					Mathematics				
		Bottom 20%				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	(7)					(7)					(7)				
	2017	(7)					(7)					(7)				
	2018	(9)					(9)					(9)				
Low at KS1	2016	()					()					()				
	2017	()					()					()				
	2018	()					()					()				
Middle at KS1	2016	(1)					(1)					(1)				
	2017	(1)					(1)					(1)				
	2018	(4)					(4)					(4)				
High at KS1	2016	(6)					(6)					(6)				
	2017	(6)					(6)					(6)				
	2018	(5)					(5)					(5)				
Disadvantaged	2016	()					()					()				
	2017	(1)					(1)					(1)				
	2018	()					()					()				

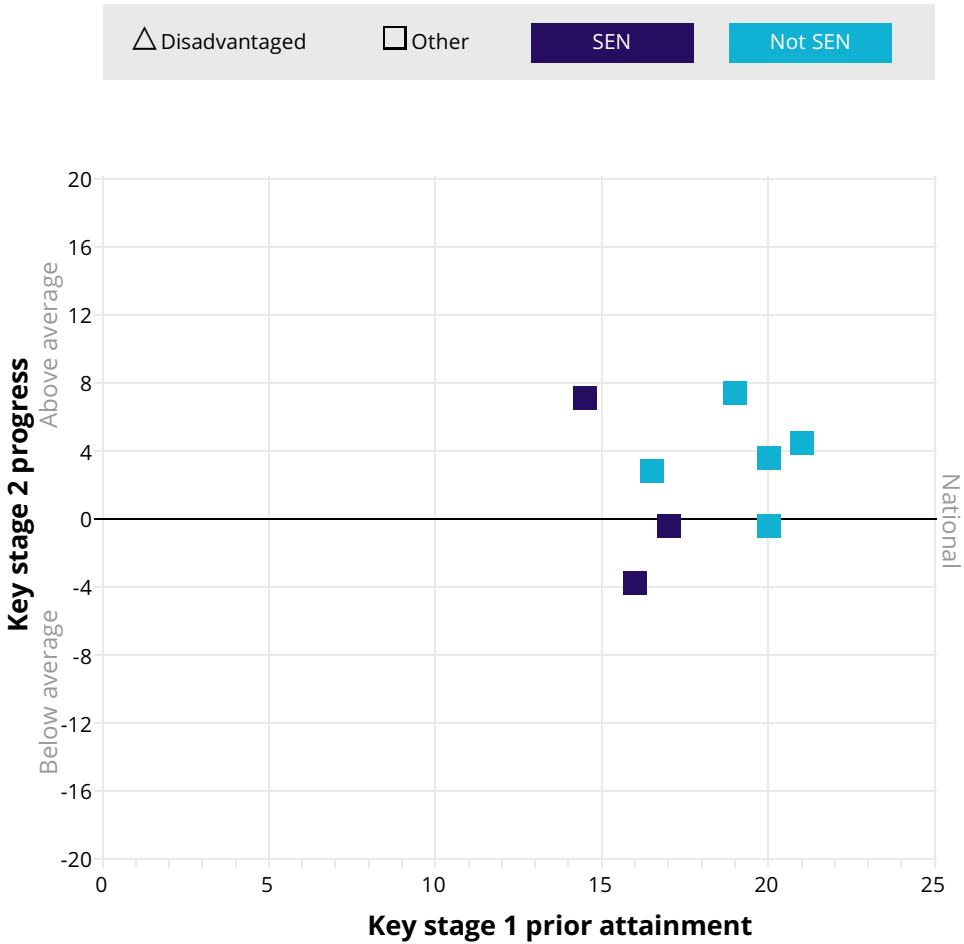
Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for cohorts 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

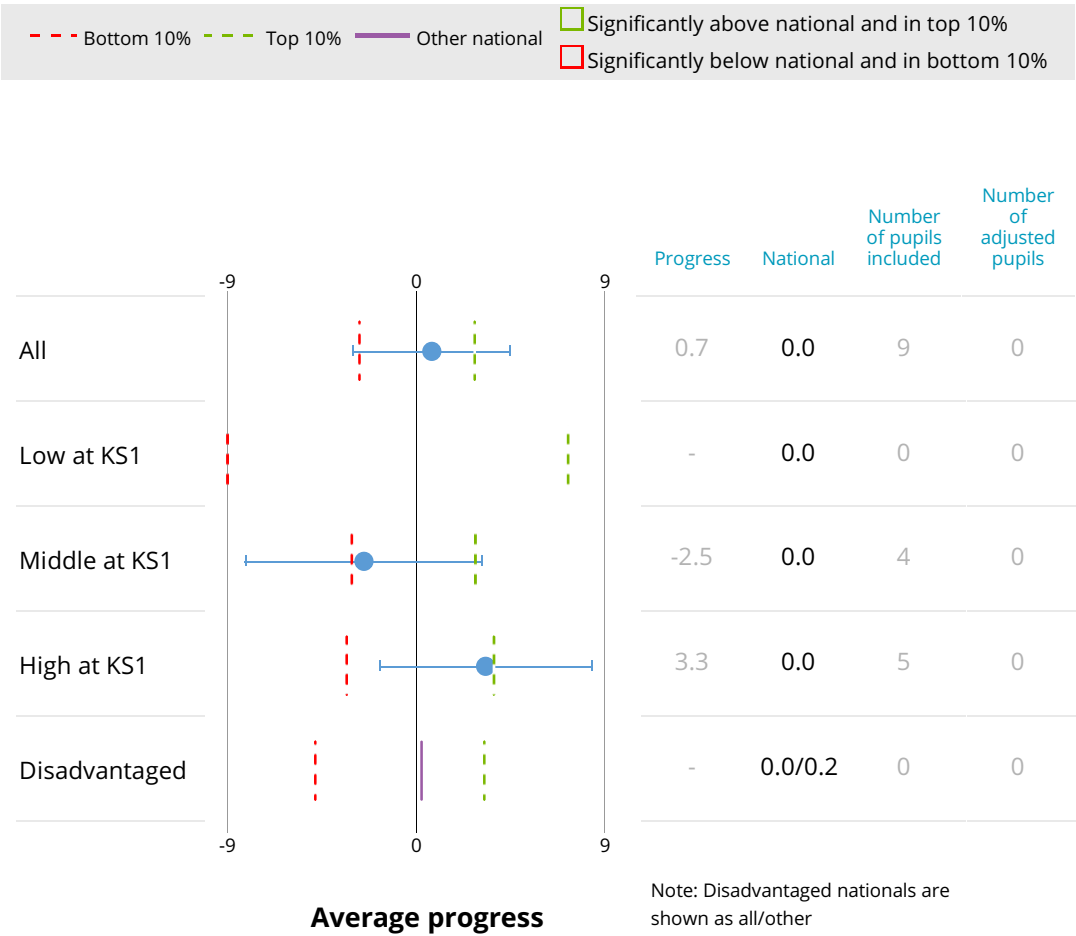
Reading progress in 2018



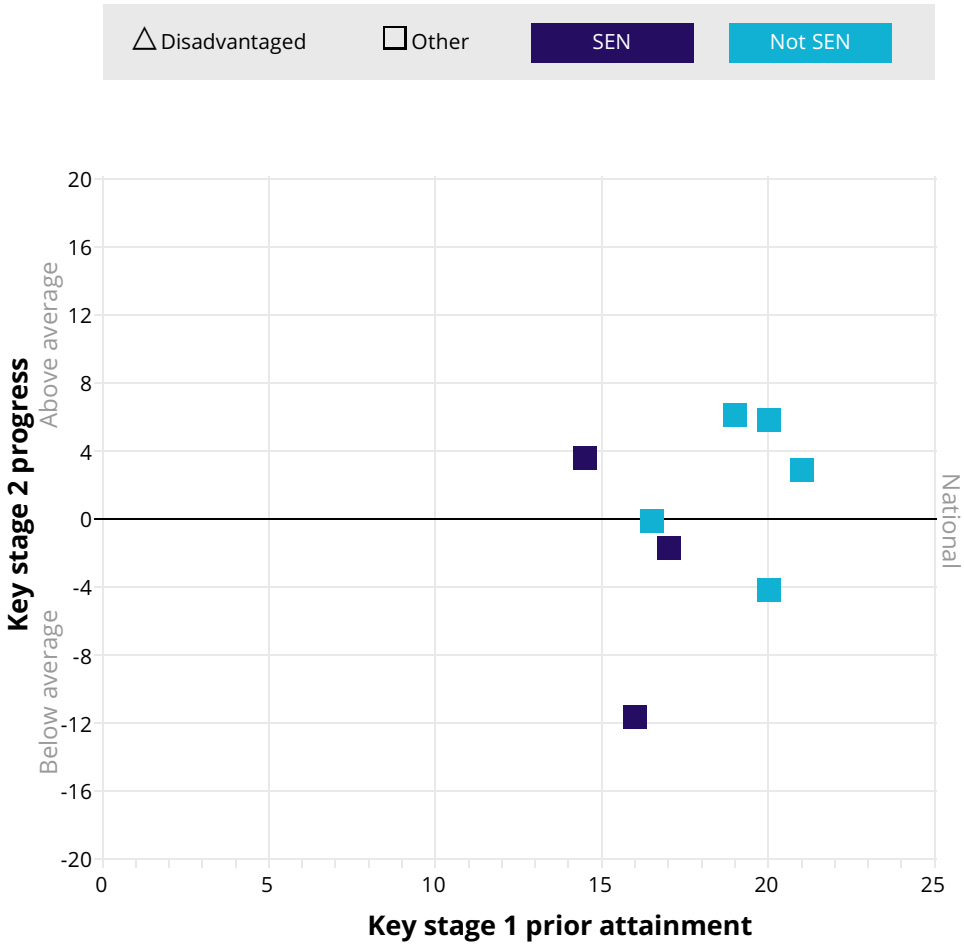
Reading progress scatterplot



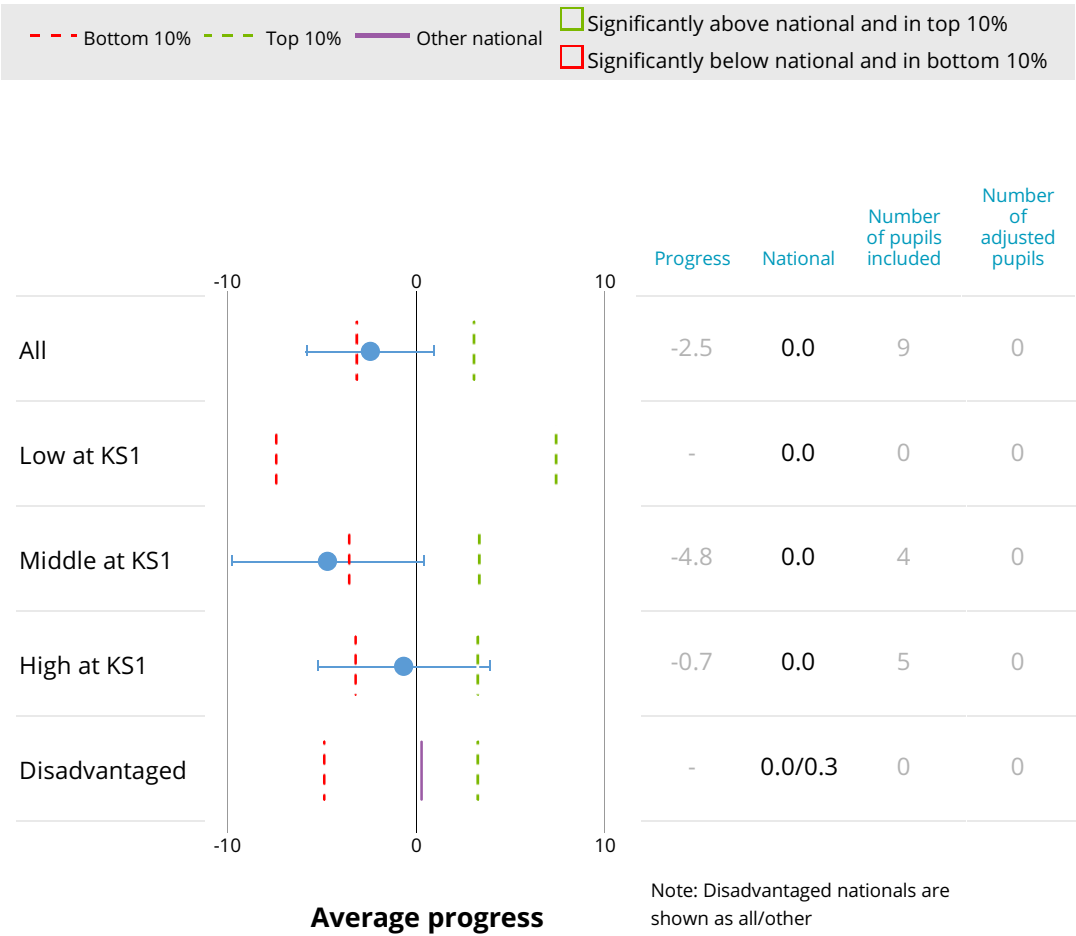
Writing progress in 2018



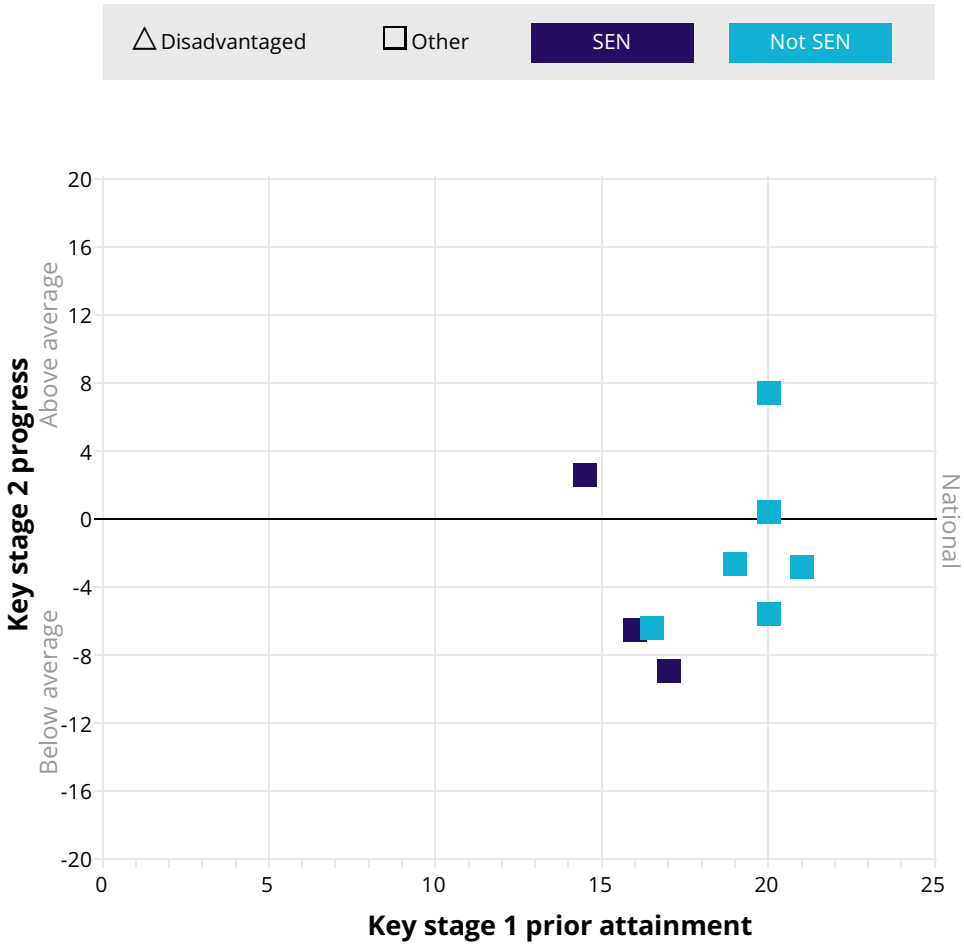
Writing progress scatterplot



Mathematics progress in 2018

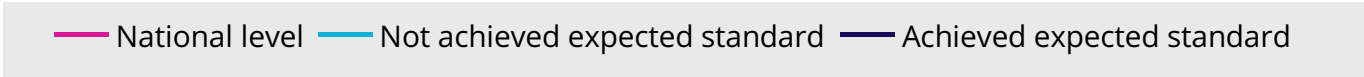


Mathematics progress scatterplot



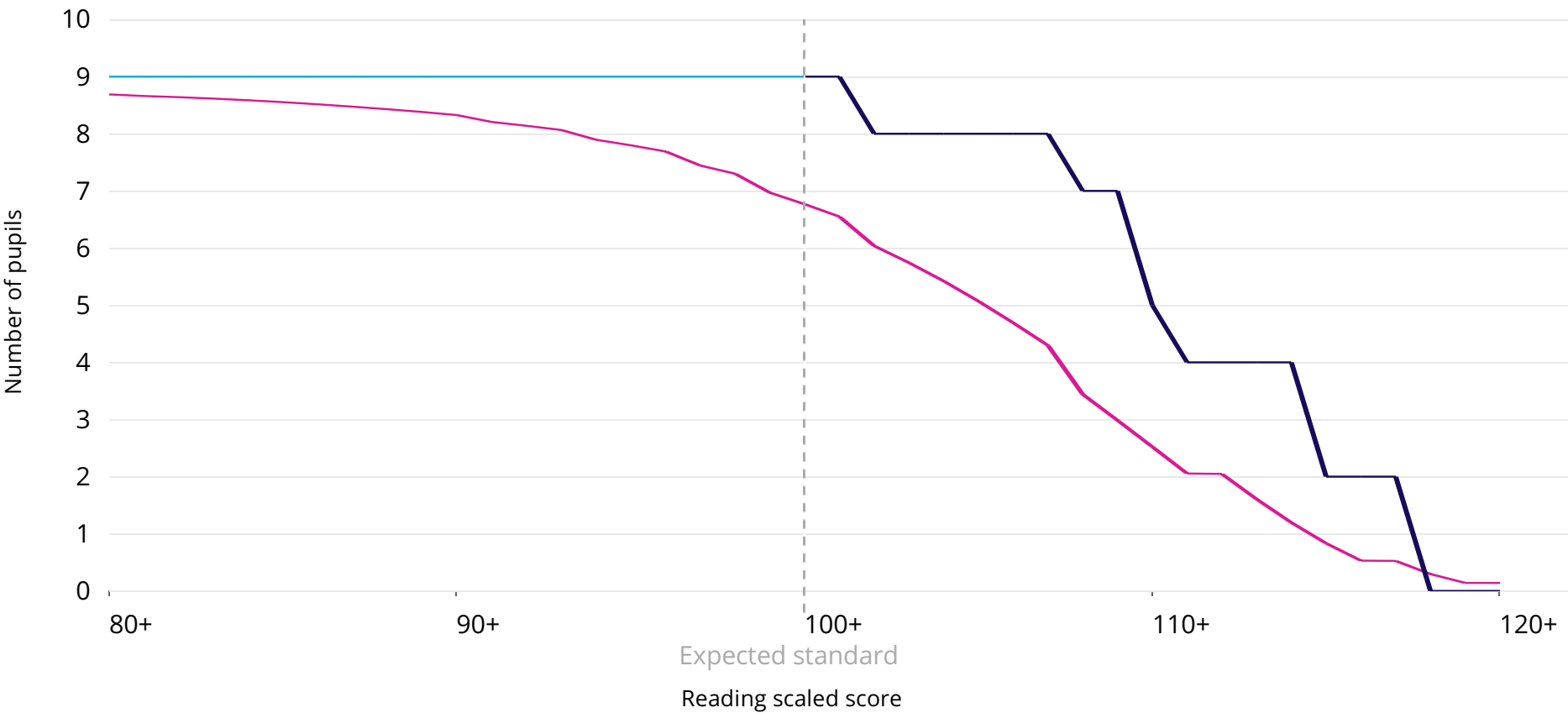
Reading scaled scores 2018

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



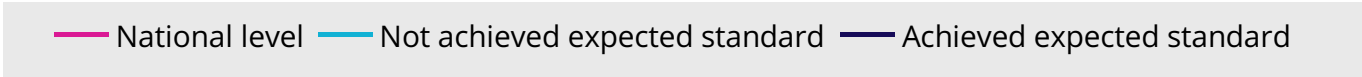
Cohort = 9 One pupil relates to 11.1 percentage points.

In 2018, 100% of pupils achieved the expected standard, 25 percentage points above the national. This difference was not statistically significant.



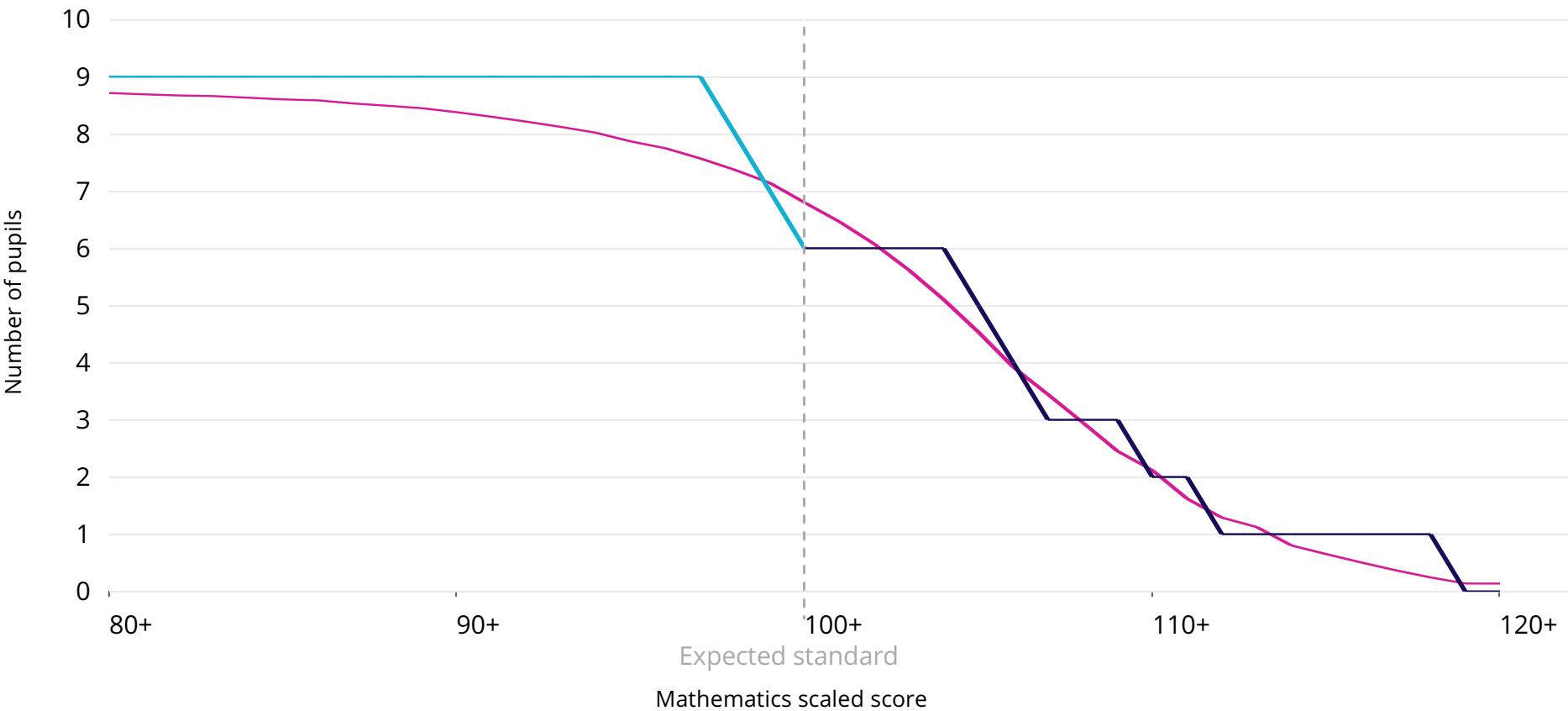
Mathematics scaled scores 2018

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

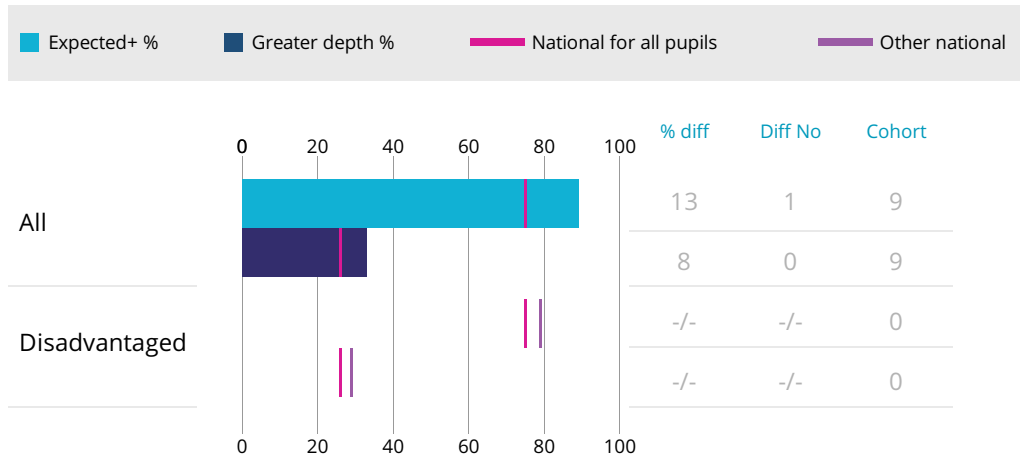


Cohort = 9 One pupil relates to 11.1 percentage points.

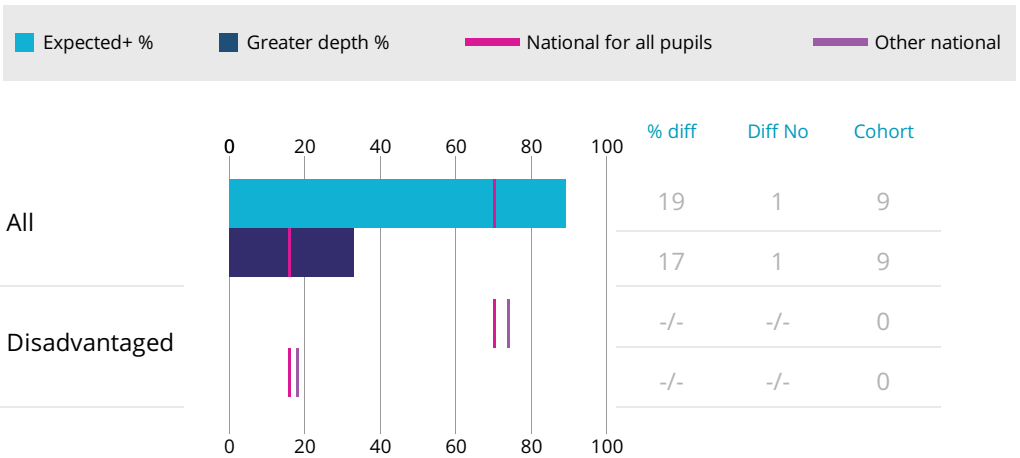
In 2018, 67% of pupils achieved the expected standard, 9 percentage points below the national. This difference was not statistically significant.



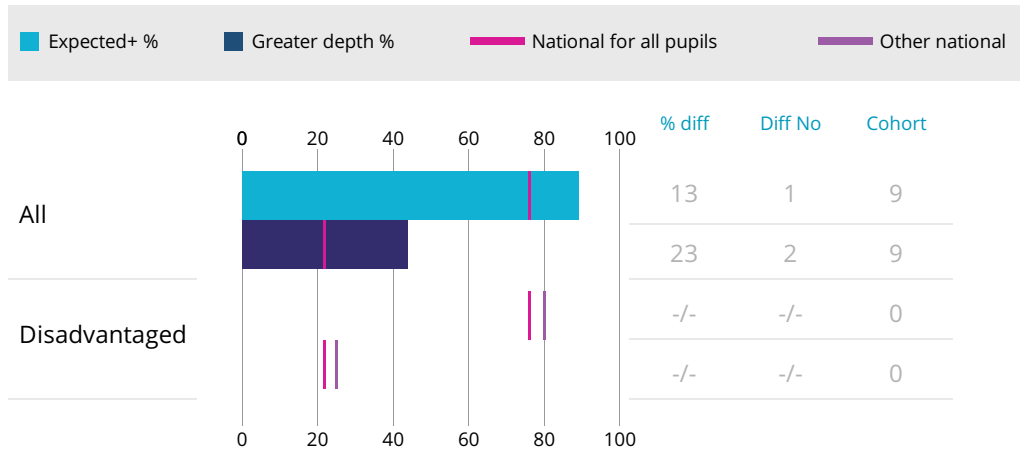
Reading



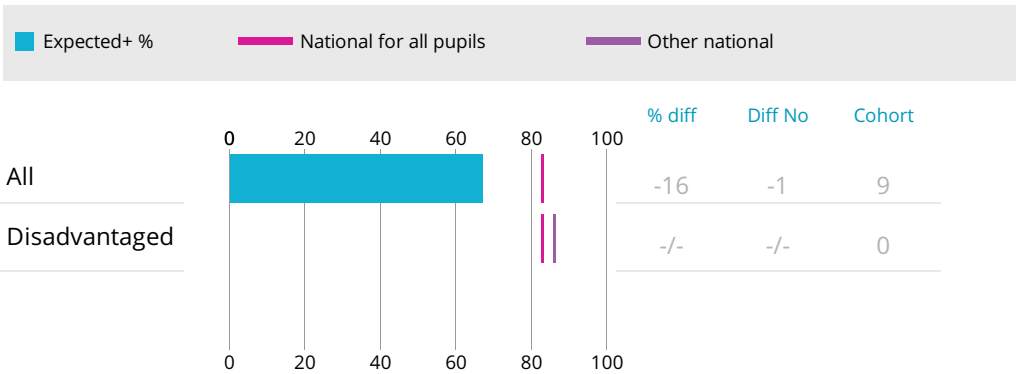
Writing



Mathematics

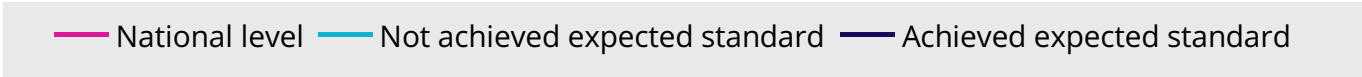


Science



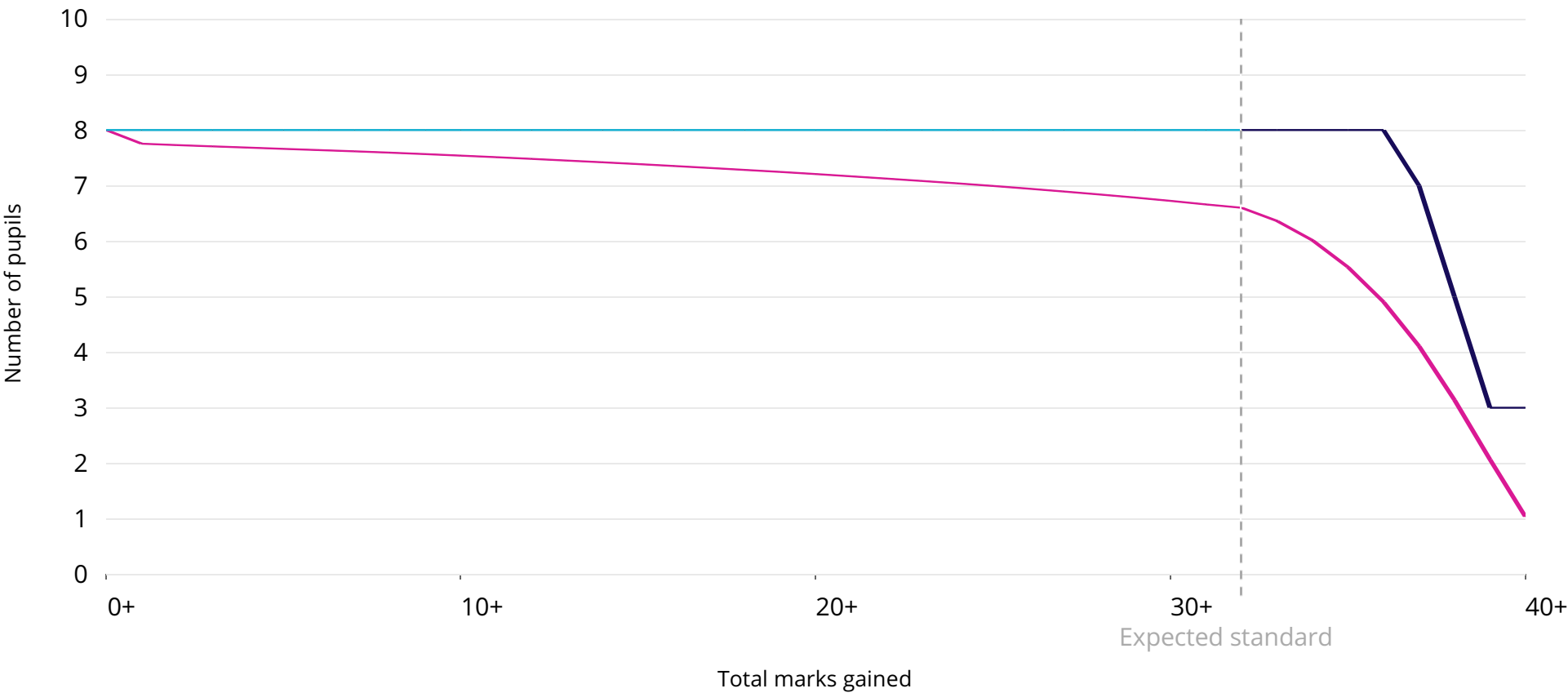
Year 1 phonics marks 2018

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



Cohort = 8 One pupil relates to 12.5 percentage points.

In 2018, 100% of pupils achieved the expected standard, 17 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