

Areas to investigate

KS2 progress

- Mathematics progress was in the top quintile (20%) for at least two years for all pupils.
- Progress in mathematics was significantly above average and in the highest 10%.

KS2 attainment

- In 2018, 100% of pupils achieved the expected standard in reading, writing and mathematics, 36 percentage points above the national proportion. This difference was not statistically significant.
- The three-year average reading attainment score (108.1) was in the top 10%. The three-year average mathematics attainment score (109.6) 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.

Phonics in 2018

- All pupils met the phonics expected standard in year 1.

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: Kent	Ever 6 FSM %: 4.0
Headteacher: Nicola McMullon	Admissions policy: Not applicable	English additional language %: 3.7
Pupils: 99	Ages: 4-11	SEN support %: 14.1
Gender: Mixed	Denomination: Does not apply	SEN with EHC plan %: 2.0
Deprivation Quintile: Lowest 40% (0.1)	Special needs provision:	

Ethnicity

- The largest ethnic groups are: White - British (90.2%), White - any other White background (2.4%), Mixed - White & Black Caribbean (1.2%), Mixed - White & Asian (2.4%), Mixed - any other mixed background (2.4%), Parent/pupil preferred not to say (1.2%).
- This school has 5 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 (99).

Girls

- The percentage of girls across all years was variable: year 1 (69%), year 2 (64%), year 3 (38%), year 4 (46%), year 5 (40%), year 6 (36%).

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (4.0%).
- There were no children looked after in the school.

English as an Additional Language

- There was nothing significant to report for this group.

School context 2018

Special Educational Needs

- The percentage of SEN in year 3 (46%) was higher than all other year groups.
- The percentage of SEN in year 1 (0%) and year 4 (8%) was lower than all other year groups.

Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 1, year 2, year 4), Writing (year 2, year 4, year 5), Mathematics (year 1, year 2, year 4, year 5)

Relative progress for the past three years

Progress quintiles based on rank of progress score

() Cohort

Significantly
above national

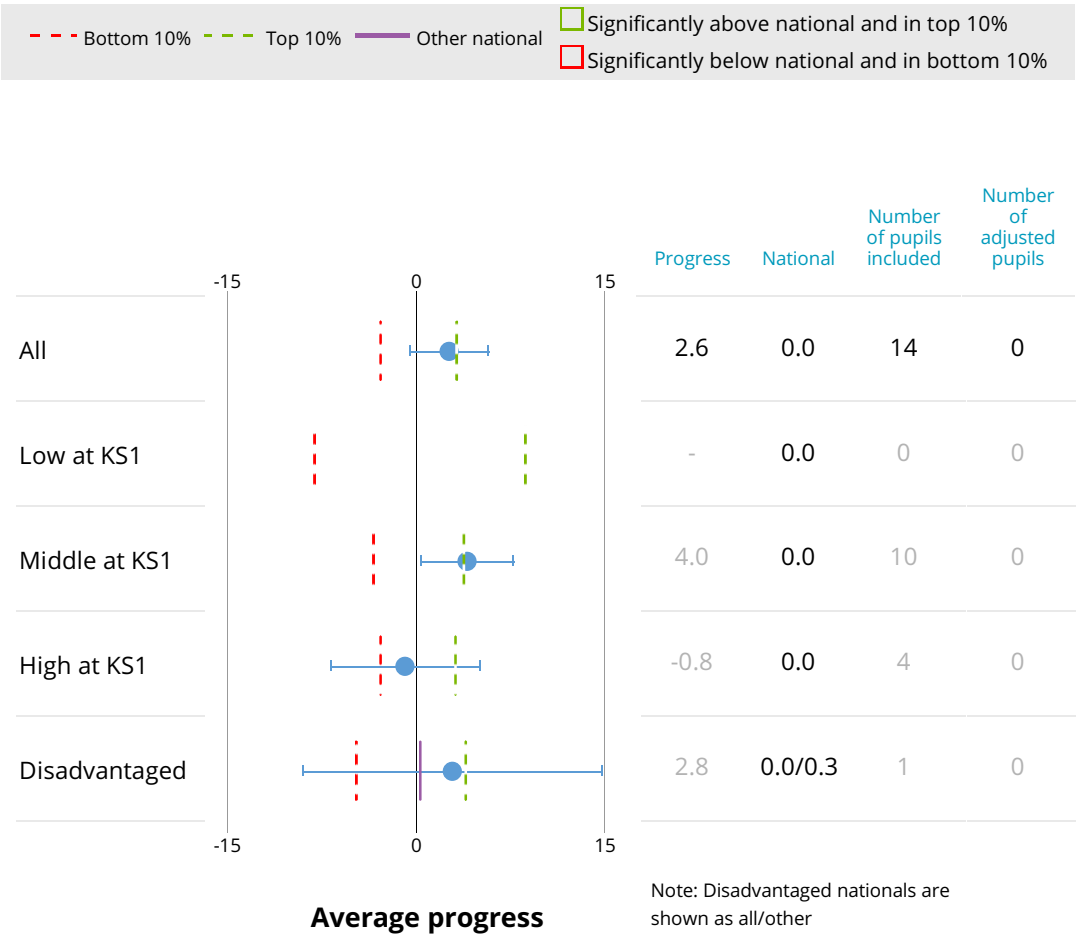
Significantly
below national

		Reading					Writing					Mathematics							
		Bottom 20%					Bottom 20%					Bottom 20%							
			Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1
Overall	2016	(15)						(15)						(15)					
	2017	(14)						(14)						(14)					
	2018	(14)						(14)						(14)					
Low at KS1	2016	()						()						()					
	2017	()						()						()					
	2018	()						()						()					
Middle at KS1	2016	(6)						(6)						(6)					
	2017	(5)						(5)						(5)					
	2018	(10)						(10)						(10)					
High at KS1	2016	(9)						(9)						(9)					
	2017	(9)						(9)						(9)					
	2018	(4)						(4)						(4)					
Disadvantaged	2016	()						()						()					
	2017	(1)						(1)						(1)					
	2018	(1)						(1)						(1)					

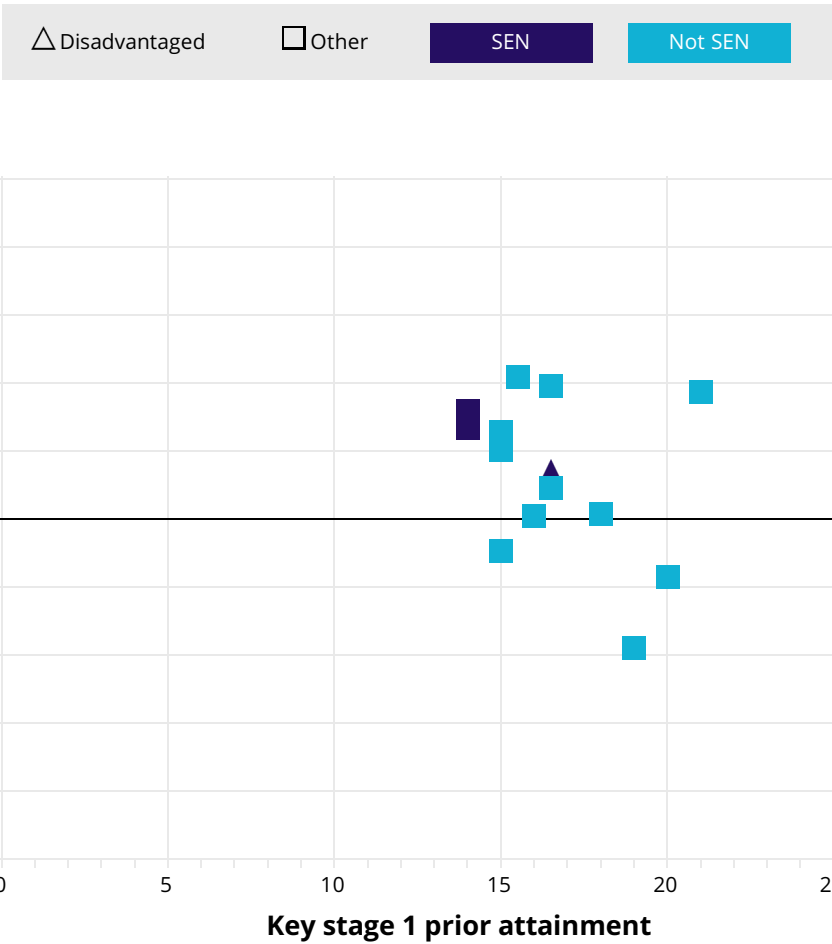
Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for cohorts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

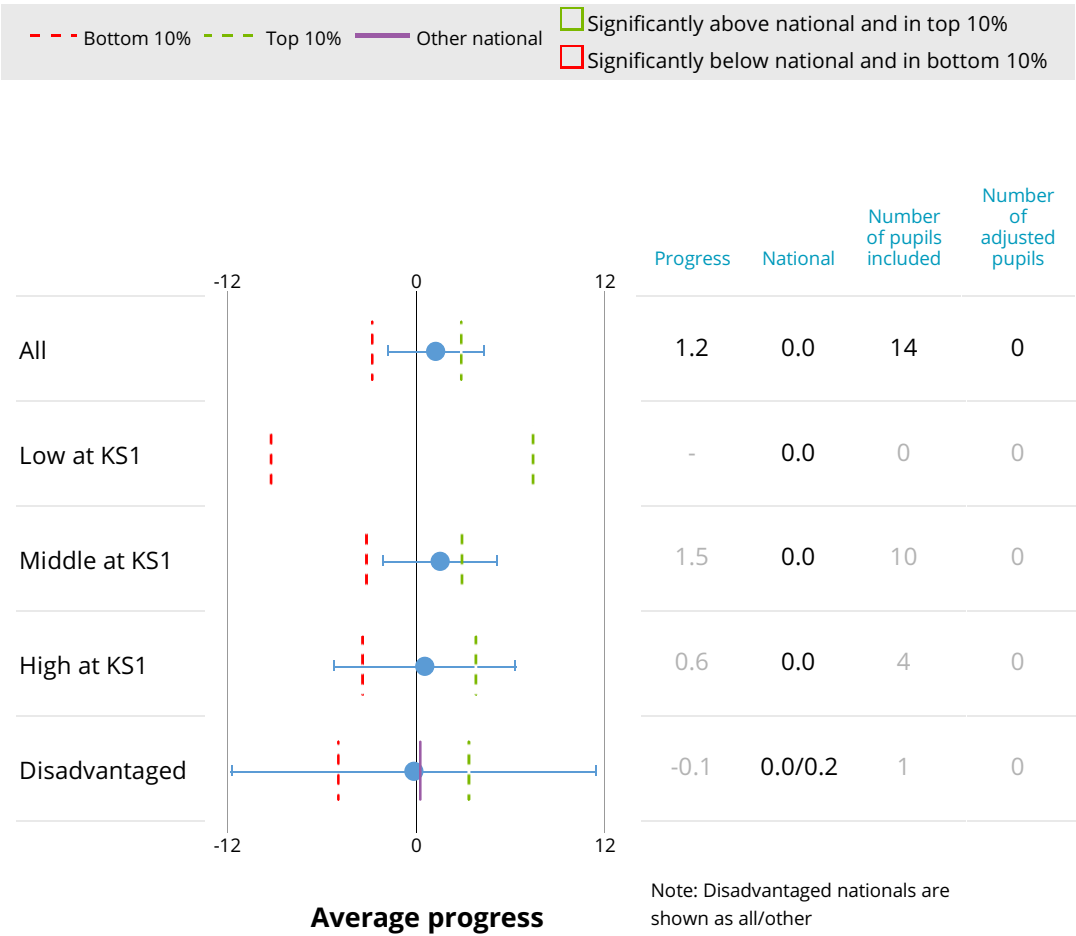
Reading progress in 2018



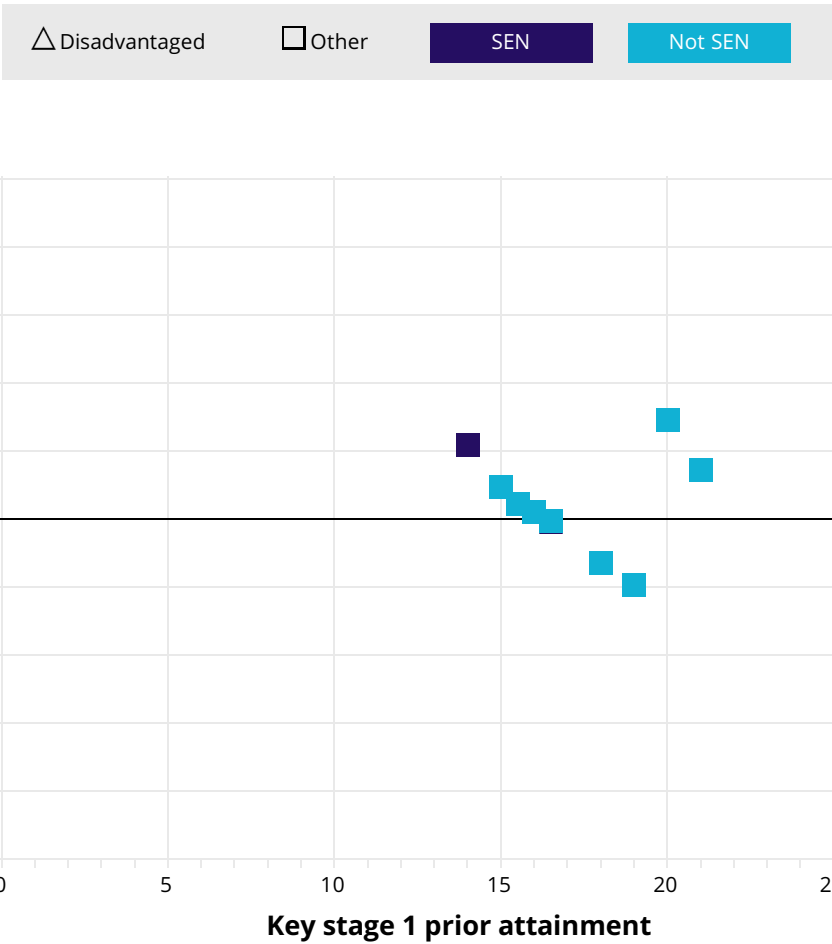
Reading progress scatterplot



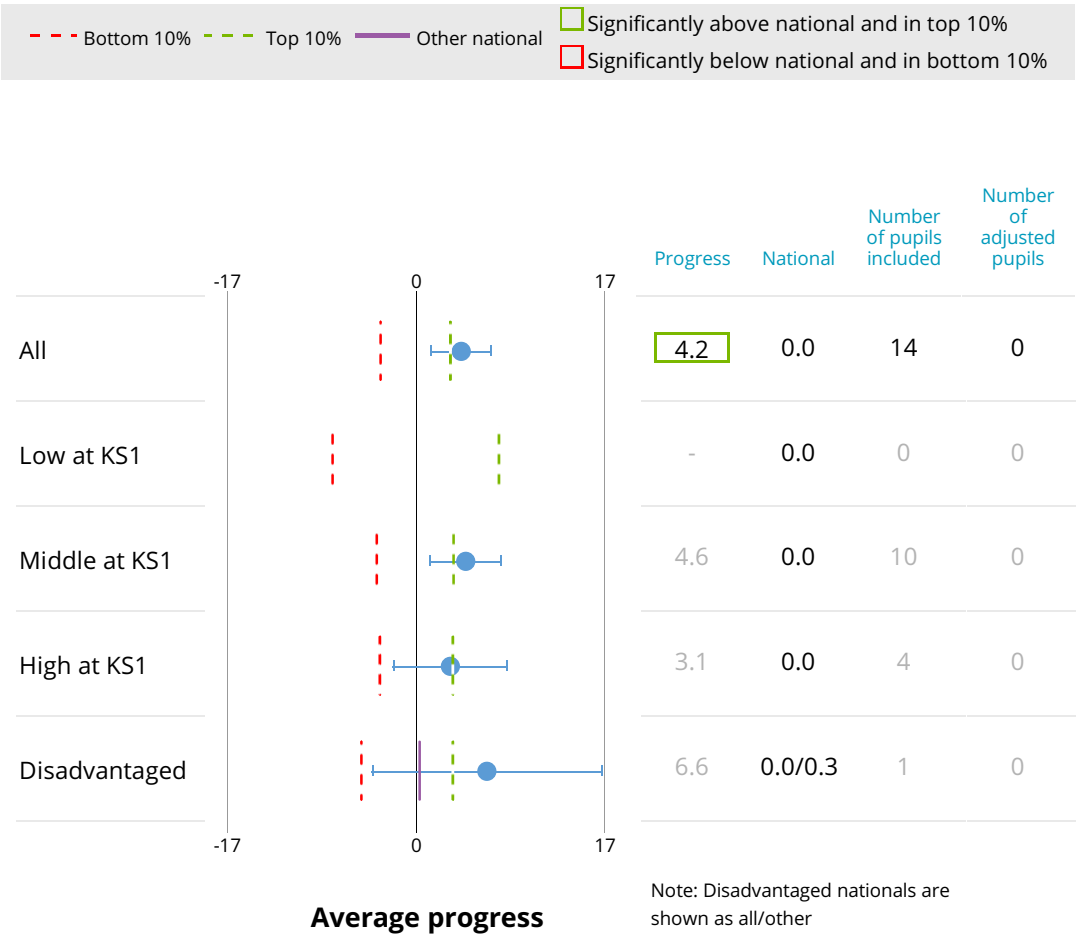
Writing progress in 2018



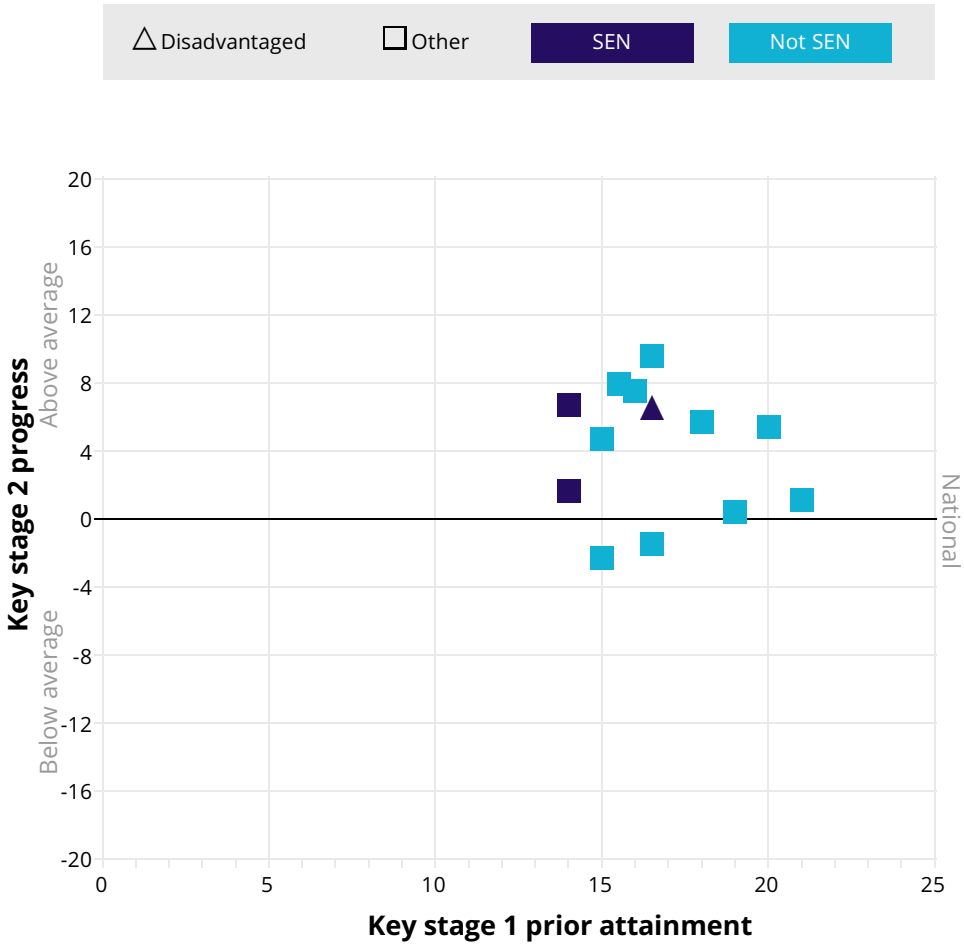
Writing progress scatterplot



Mathematics progress in 2018

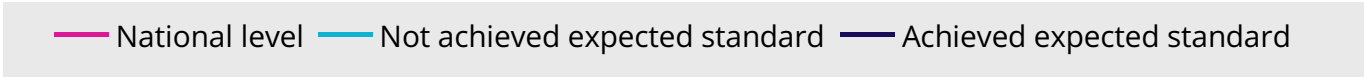


Mathematics progress scatterplot



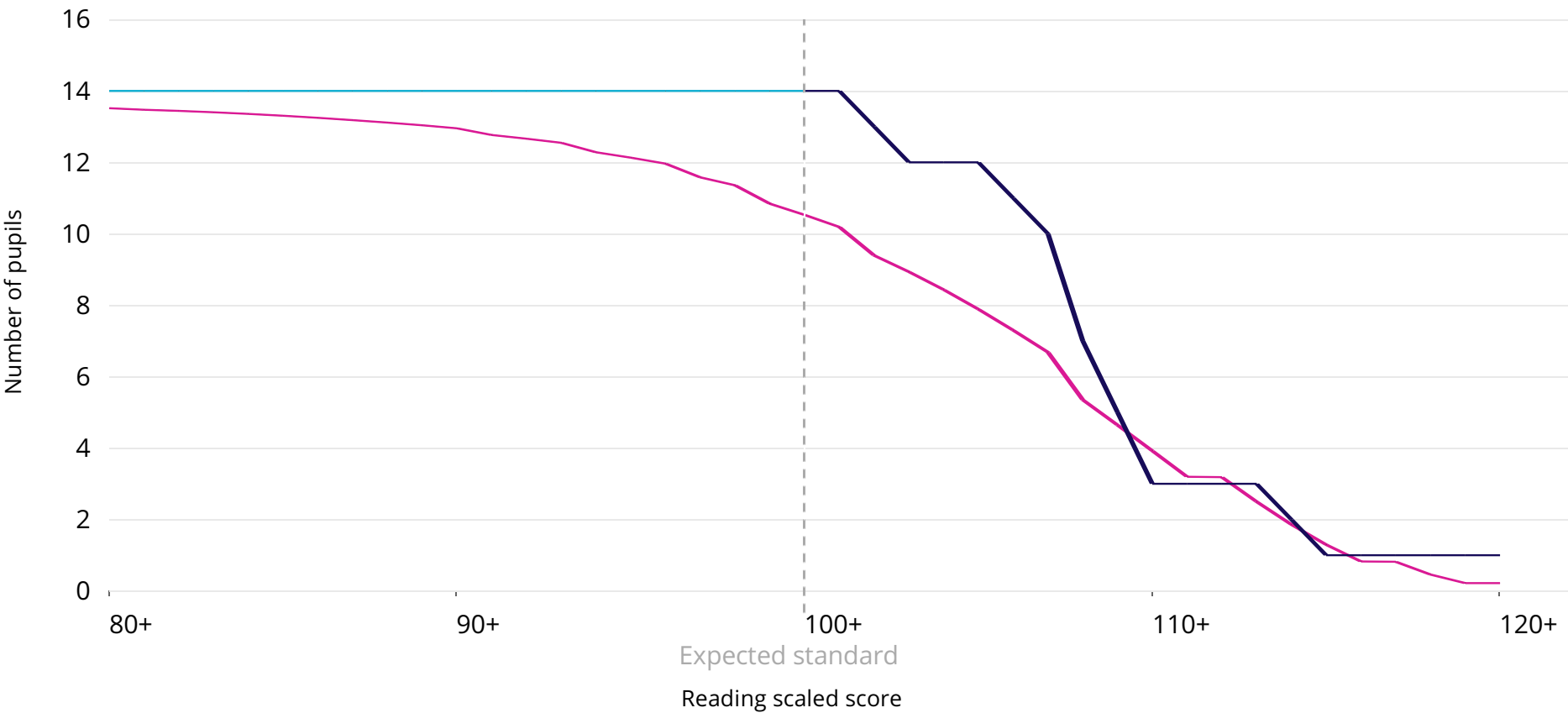
Reading scaled scores 2018

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



Cohort = 14 One pupil relates to 7.1 percentage points.

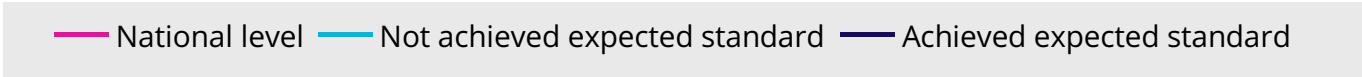
In 2018, 100% of pupils achieved the expected standard, 25 percentage points above the national. This difference was not statistically significant.



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-ofsted-inspection-dashboard

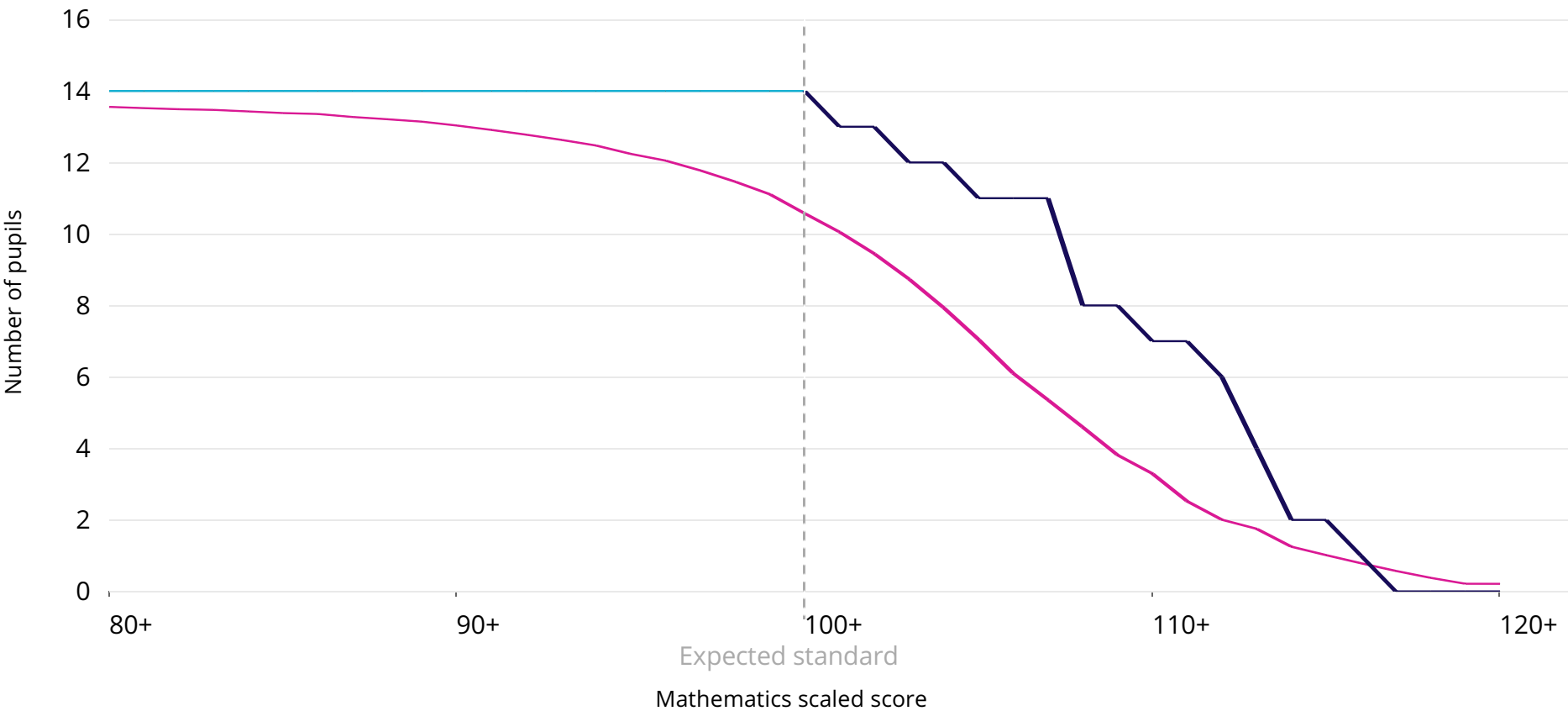
Mathematics scaled scores 2018

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

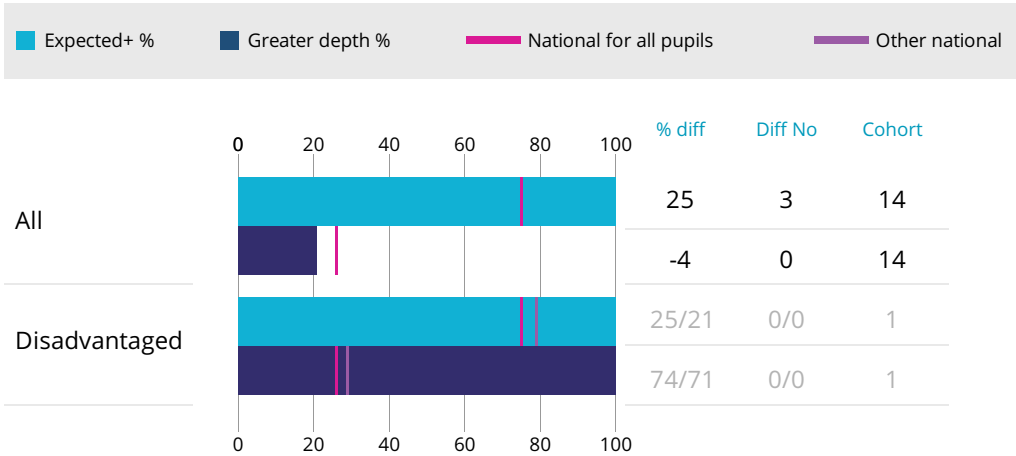


Cohort = 14 One pupil relates to 7.1 percentage points.

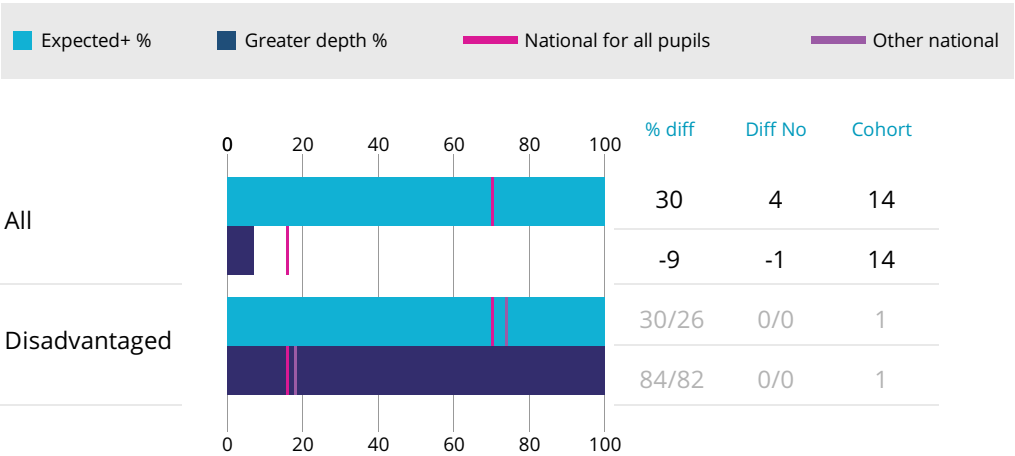
In 2018, 100% of pupils achieved the expected standard, 24 percentage points above the national. This difference was not statistically significant.



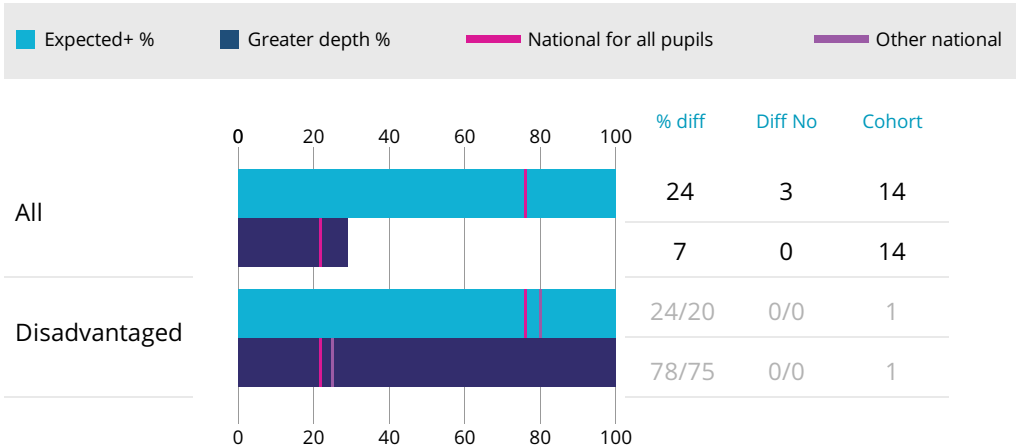
Reading



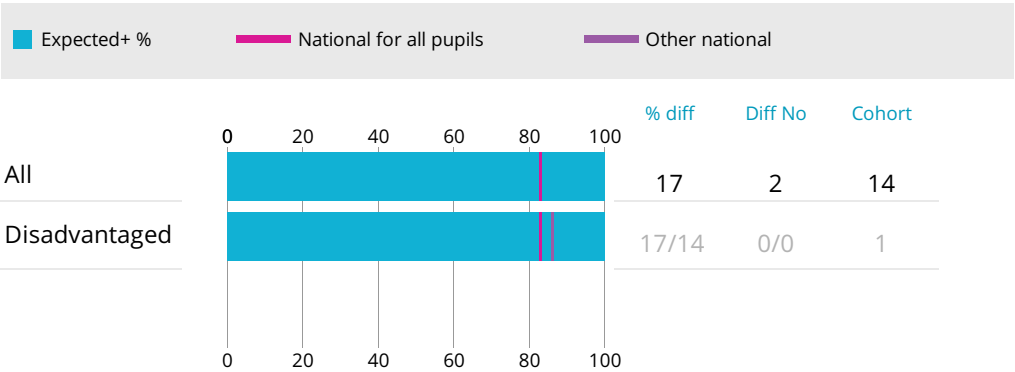
Writing



Mathematics

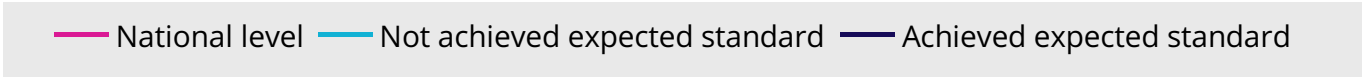


Science



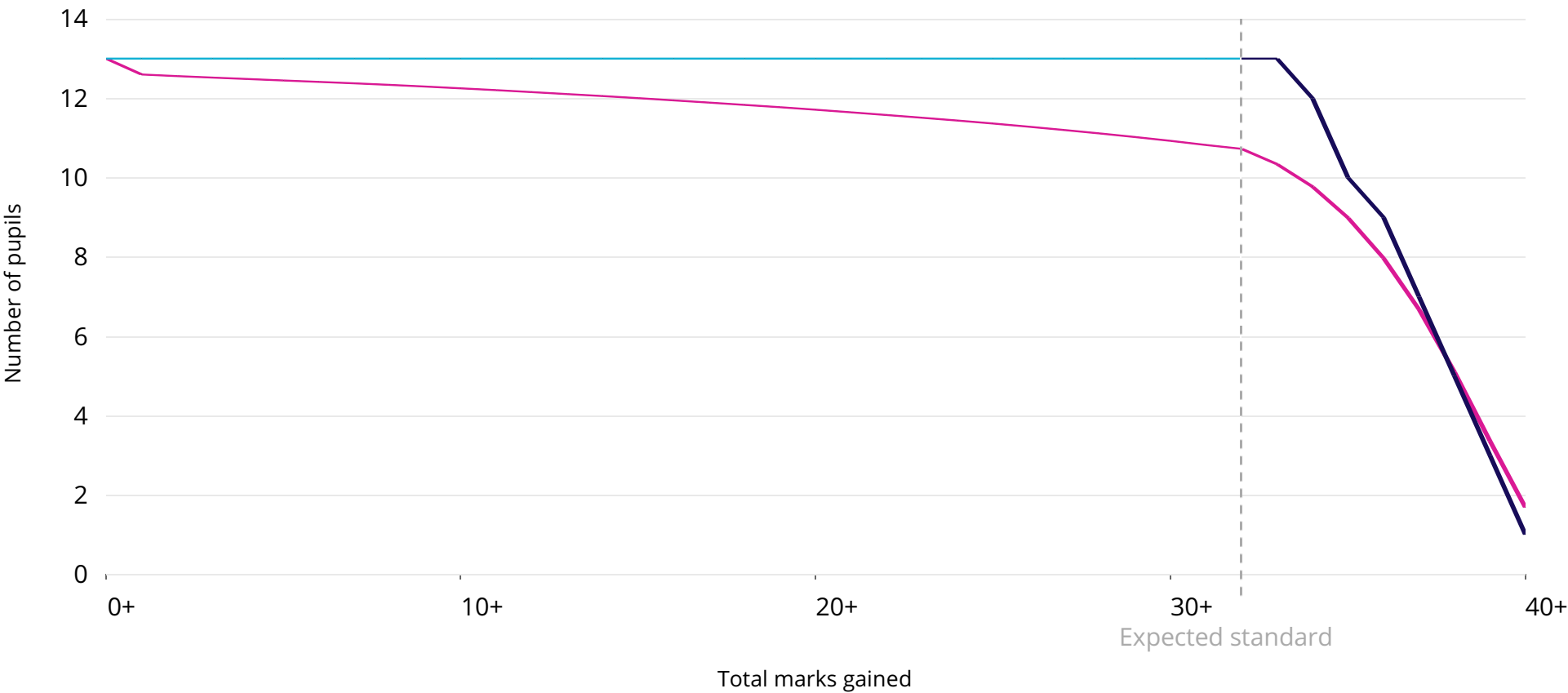
Year 1 phonics marks 2018

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



Cohort = 13 One pupil relates to 7.7 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