

Areas to investigate

KS2 progress

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

KS2 attainment

- In 2018, 71% of pupils achieved the expected standard in reading, writing and mathematics, 7 percentage points above the national proportion. This difference was not statistically significant.

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.
- The rate of total fixed term exclusions was above national for three years (2014/15 to 2016/17). In 2016/17, the rate of total fixed term exclusions (1.71%) was above the national average for schools with a similar level of deprivation (0.70%). In 2016/17, the rate of repeat exclusions (0.85%) was above the national average for schools with a similar level of deprivation (0.33%).

School context in 2018

Phase of education: Primary
Headteacher: Alison Johnson
Pupils: 117
Gender: Mixed
Deprivation Quintile: Highest 40% (0.3)

Local authority: Durham
Admissions policy: Not applicable
Ages: 2-11
Denomination: Does not apply
Special needs provision:

Ever 6 FSM %: 48.4
English additional language %: 0.0
SEN support %: 11.1
SEN with EHC plan %: 4.3

Ethnicity

- The largest ethnic groups are: White - British (97.6%), White - Irish (1.2%), Mixed - White & Black Caribbean (1.2%).
- This school has 3 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 (117).

Girls

- The percentage of girls in year 5 (55%) was higher than all other year groups.
- The percentage of girls in year 1 (30%) was lower than all other year groups.

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (48.4%).
- The percentage of FSM in year 5 (40%) and year 6 (43%) was lower than all other year groups.
- There were no children looked after in the school.

School context 2018

English as an Additional Language

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

Special Educational Needs

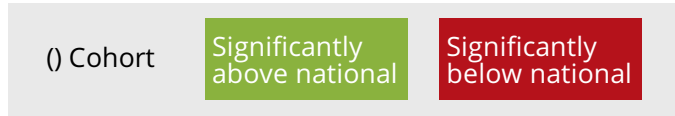
- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (4.3%).
- The percentage of SEN in year 5 (25%) and year 6 (21%) was higher than all other year groups.
- The percentage of SEN in year 1 (0%) and year 4 (0%) was lower than all other year groups.
- There was a larger than average decrease 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 1, Year 2, Year 5, Year 6), Writing (Year 1, Year 5), Mathematics (Year 2, Year 5)
- Pupil prior attainment was well above the national comparator for the following: Writing (year 4), Mathematics (year 4)

Relative progress for the past three years

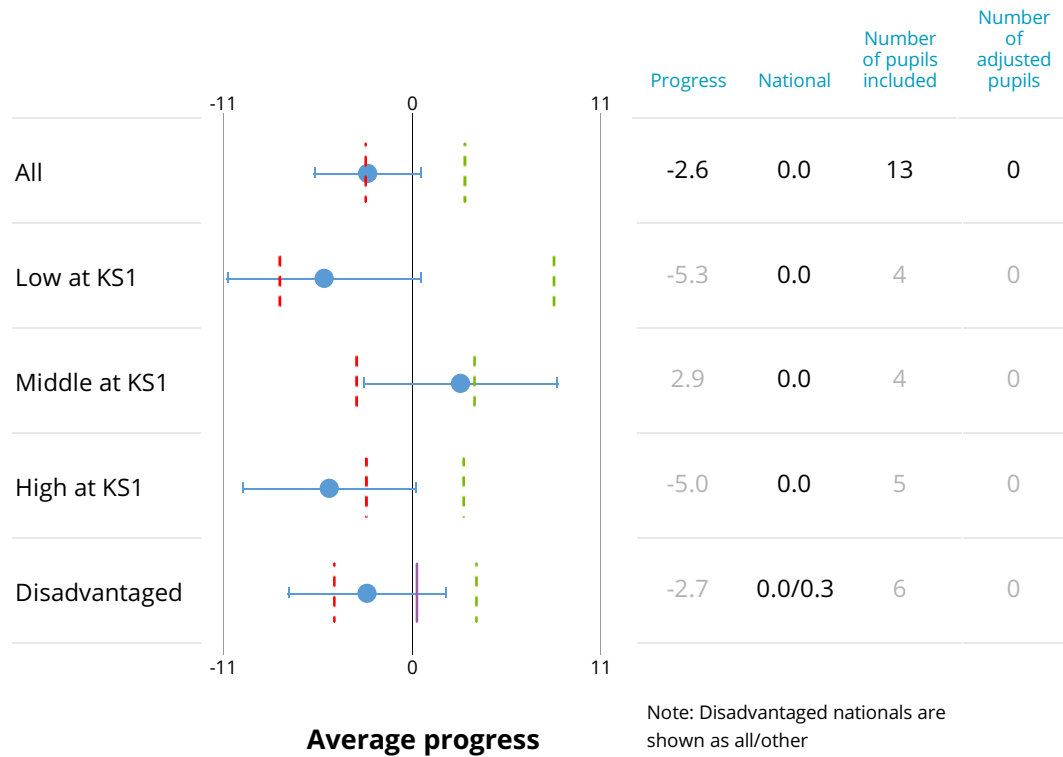
Progress quintiles based on rank of progress score



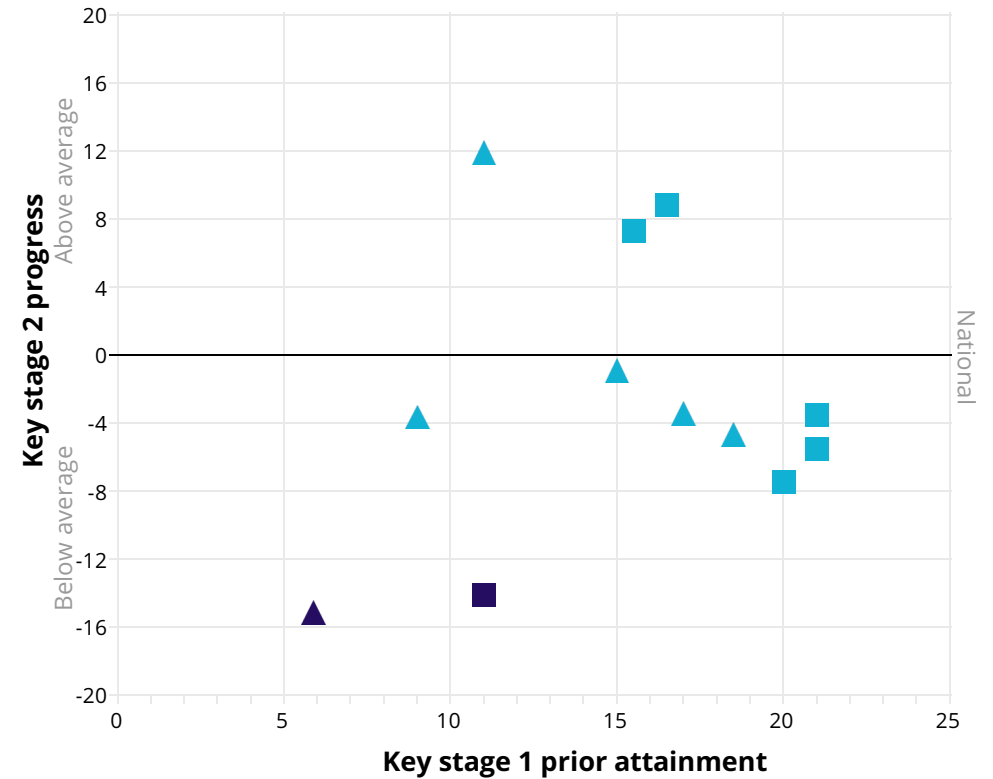
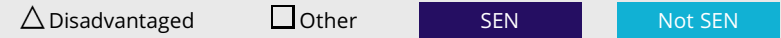
			Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%					Top 20%	
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(15)	Grey	Dark Grey	Grey	Grey	Grey	(15)	Grey	Grey	Grey	Grey	Green	(15)	Red	Grey	Grey	Grey	Grey
	2017	(7)	Grey	Grey	Light Grey	Grey	Grey	(7)	Grey	Grey	Light Grey	Grey	Grey	(7)	Light Grey	Grey	Grey	Grey	Grey
	2018	(13)	Dark Grey	Grey	Grey	Grey	Grey	(13)	Grey	Grey	Grey	Dark Grey	Grey	(13)	Grey	Grey	Dark Grey	Grey	Grey
Low at KS1	2016	(1)	Grey	Light Grey	Grey	Grey	Grey	(1)	Grey	Grey	Grey	Grey	Light Grey	(1)	Light Grey	Grey	Grey	Grey	Grey
	2017	(1)	Light Grey	Grey	Grey	Grey	Grey	(1)	Grey	Grey	Grey	Light Grey	Grey	(1)	Light Grey	Grey	Grey	Grey	Grey
	2018	(4)	Light Grey	Grey	Grey	Grey	Grey	(4)	Grey	Grey	Light Grey	Grey	Grey	(4)	Grey	Light Grey	Grey	Grey	Grey
Middle at KS1	2016	(14)	Grey	Dark Grey	Grey	Grey	Grey	(14)	Grey	Grey	Grey	Grey	Green	(14)	Red	Grey	Grey	Grey	Grey
	2017	(3)	Grey	Grey	Grey	Grey	Light Grey	(3)	Grey	Light Grey	Grey	Grey	Grey	(3)	Grey	Grey	Grey	Grey	Light Grey
	2018	(4)	Grey	Grey	Grey	Grey	Light Grey	(4)	Grey	Grey	Grey	Light Grey	Grey	(4)	Grey	Grey	Grey	Grey	Light Grey
High at KS1	2016	(0)	Grey	Grey	Grey	Grey	Grey	(0)	Grey	Grey	Grey	Grey	Grey	(0)	Grey	Grey	Grey	Grey	Grey
	2017	(3)	Grey	Light Grey	Grey	Grey	Grey	(3)	Grey	Grey	Light Grey	Grey	Grey	(3)	Light Grey	Grey	Grey	Grey	Grey
	2018	(5)	Light Grey	Grey	Grey	Grey	Grey	(5)	Grey	Grey	Grey	Light Grey	Grey	(5)	Grey	Light Grey	Grey	Grey	Grey
Disadvantaged	2016	(7)	Light Grey	Grey	Grey	Grey	Grey	(7)	Grey	Grey	Grey	Light Grey	Grey	(7)	Light Grey	Grey	Grey	Grey	Grey
	2017	(5)	Grey	Grey	Grey	Light Grey	Grey	(5)	Grey	Grey	Grey	Light Grey	Grey	(5)	Grey	Light Grey	Grey	Grey	Grey
	2018	(6)	Grey	Light Grey	Grey	Grey	Grey	(6)	Grey	Grey	Grey	Light Grey	Grey	(6)	Grey	Grey	Light Grey	Grey	Grey

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



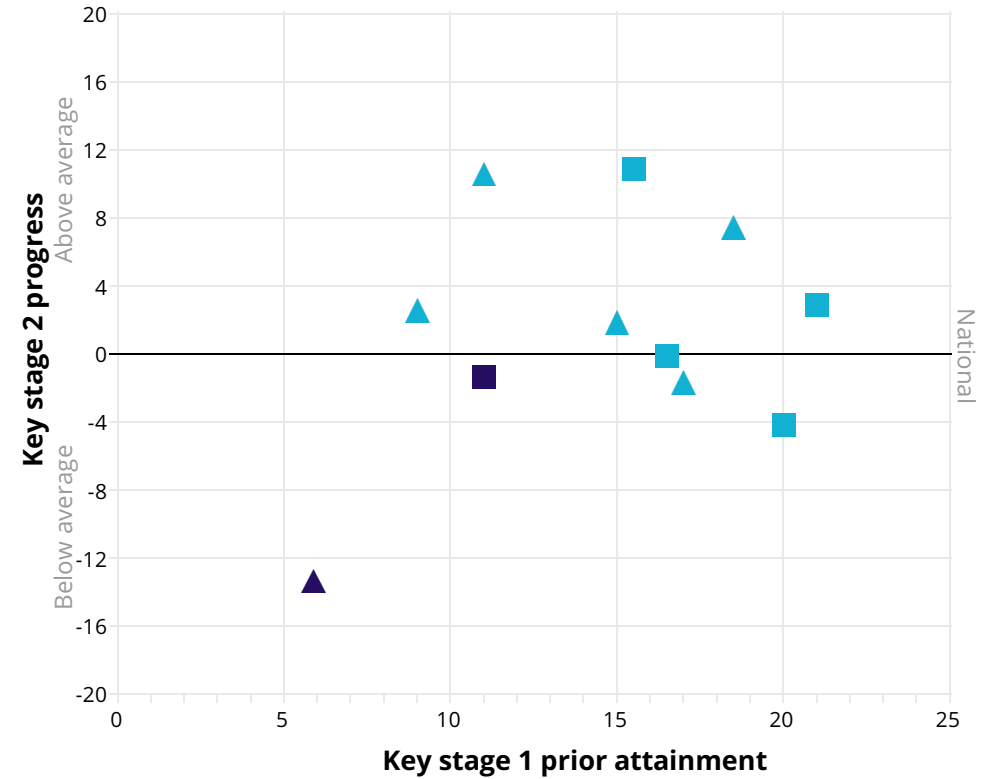
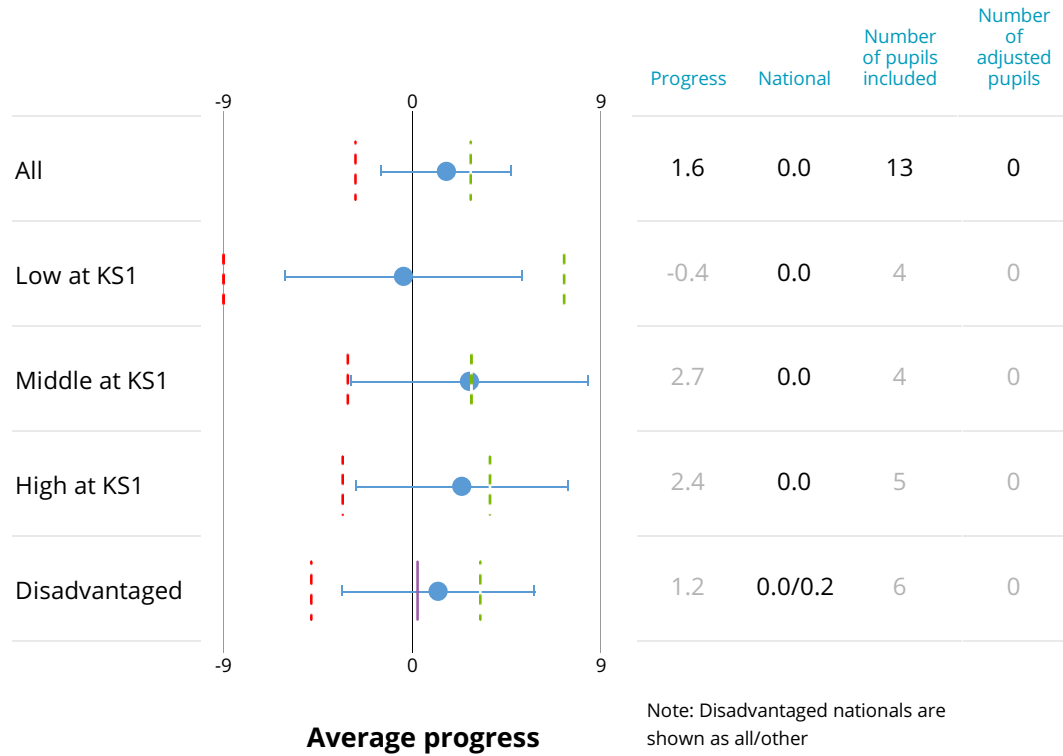
Reading progress scatterplot



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

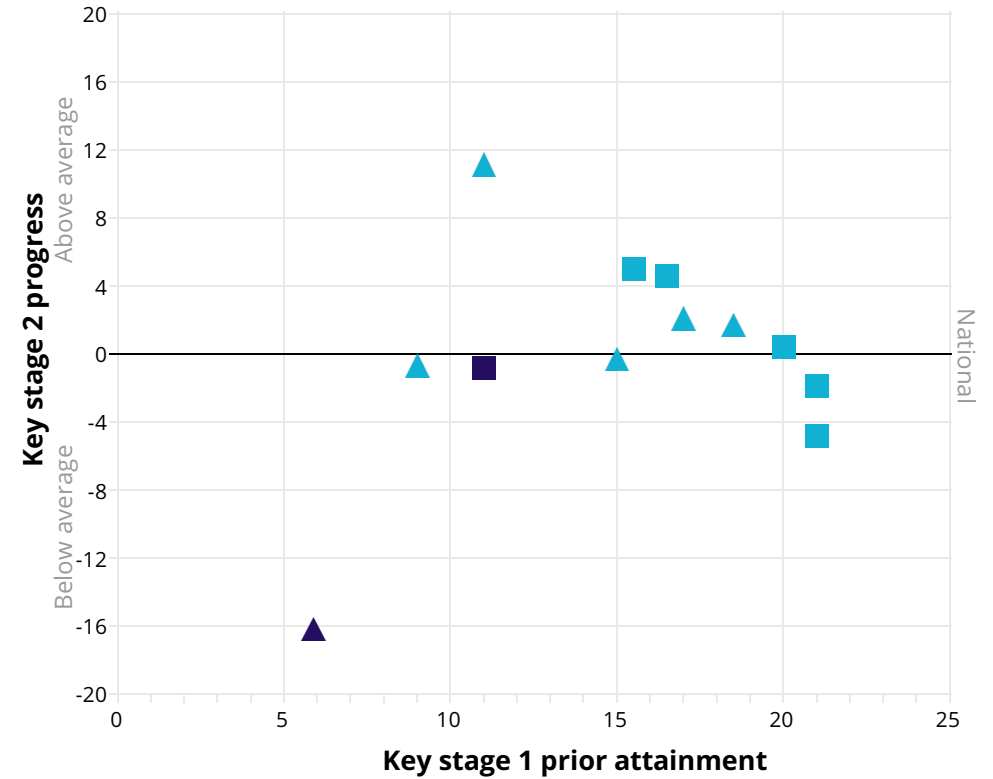
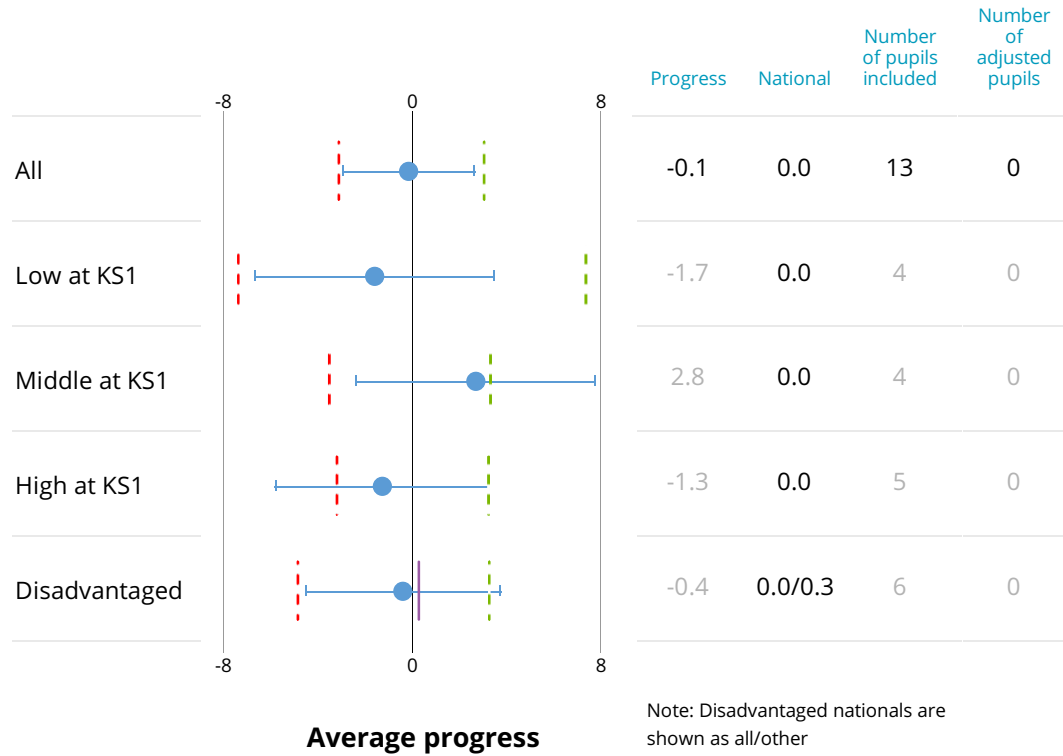
Writing progress scatterplot



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

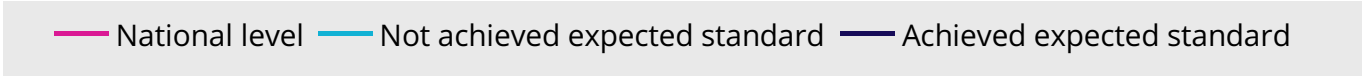
Mathematics progress scatterplot



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

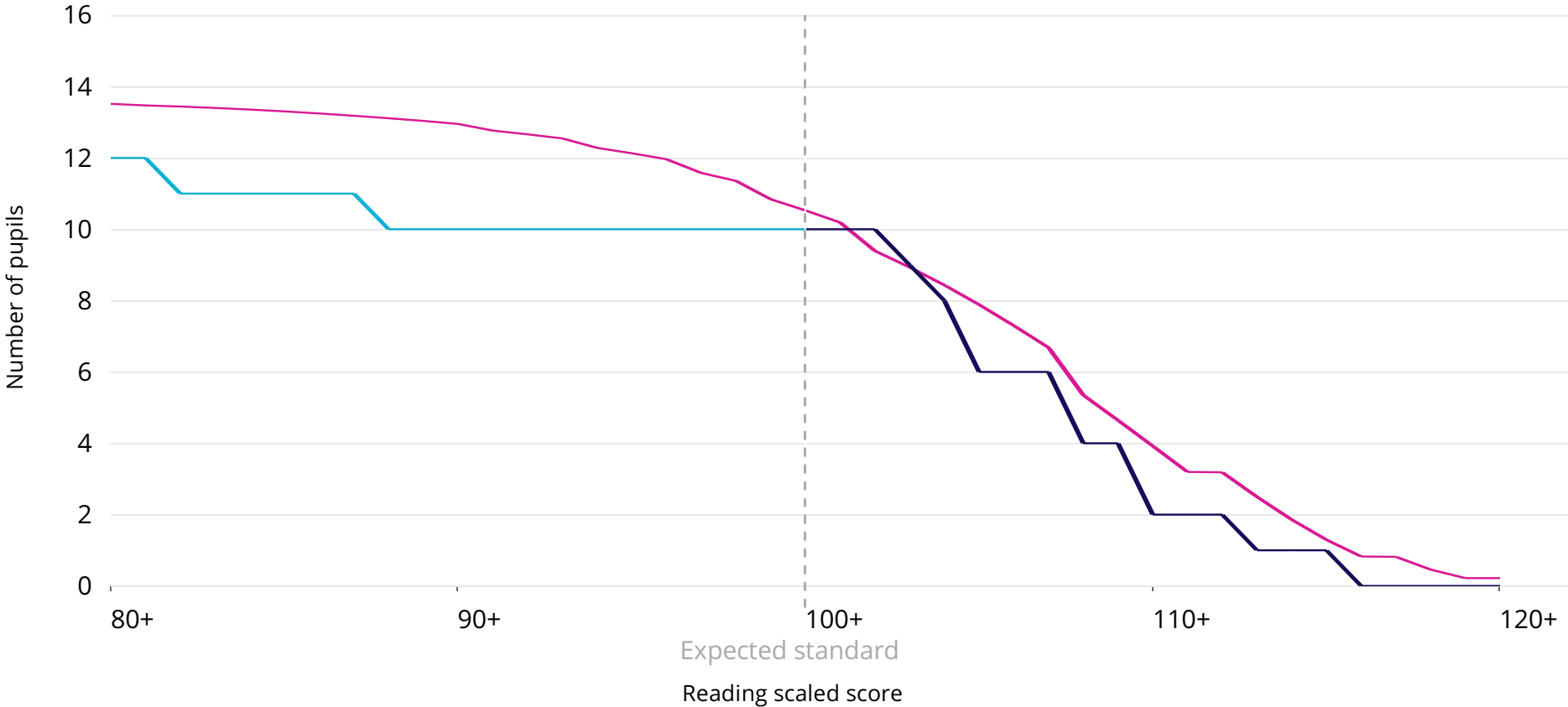
Reading scaled scores 2018

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



Cohort = 14 One pupil relates to 7.1 percentage points.

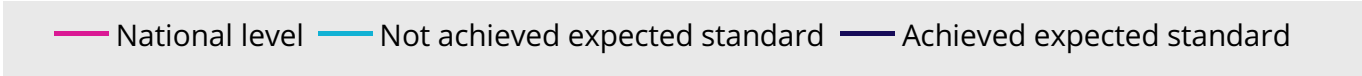
In 2018, 71% of pupils achieved the expected standard, 4 percentage points below the national. This difference was not statistically significant.



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

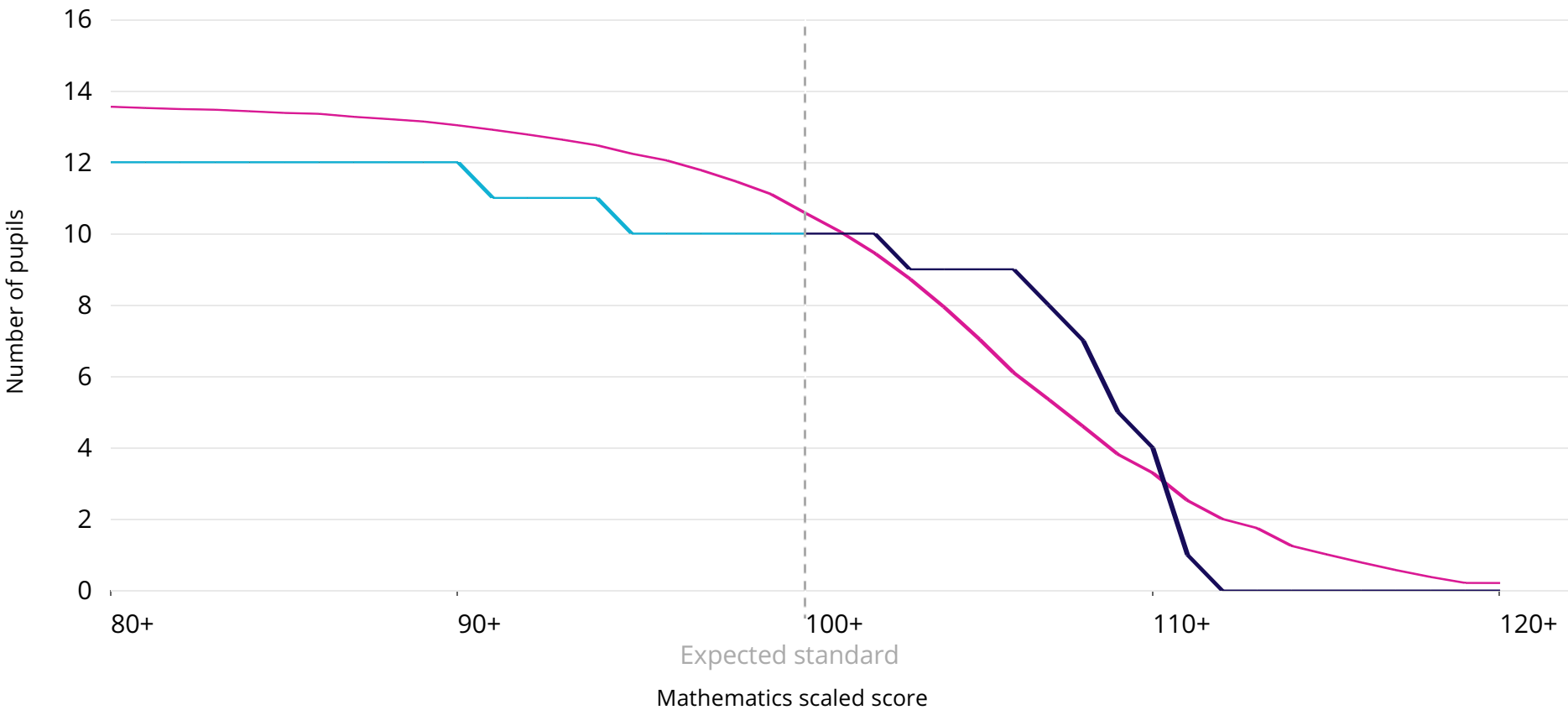
Mathematics scaled scores 2018

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



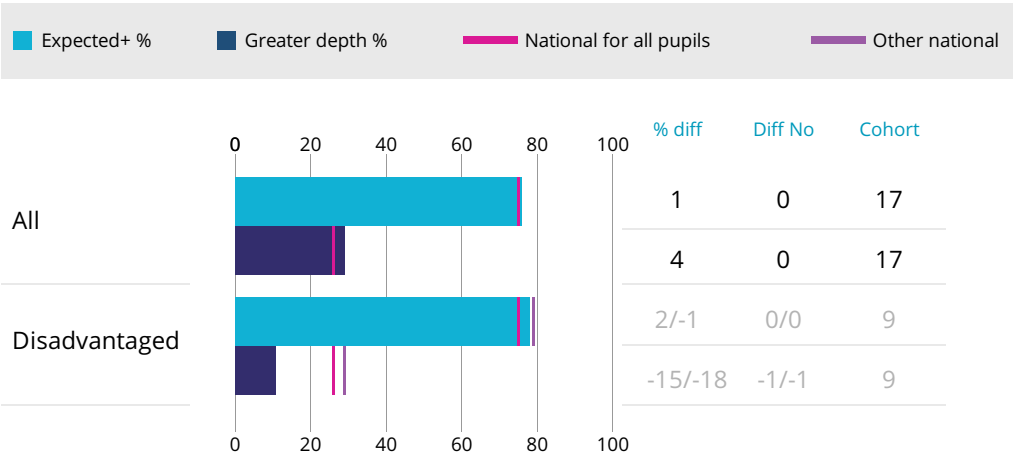
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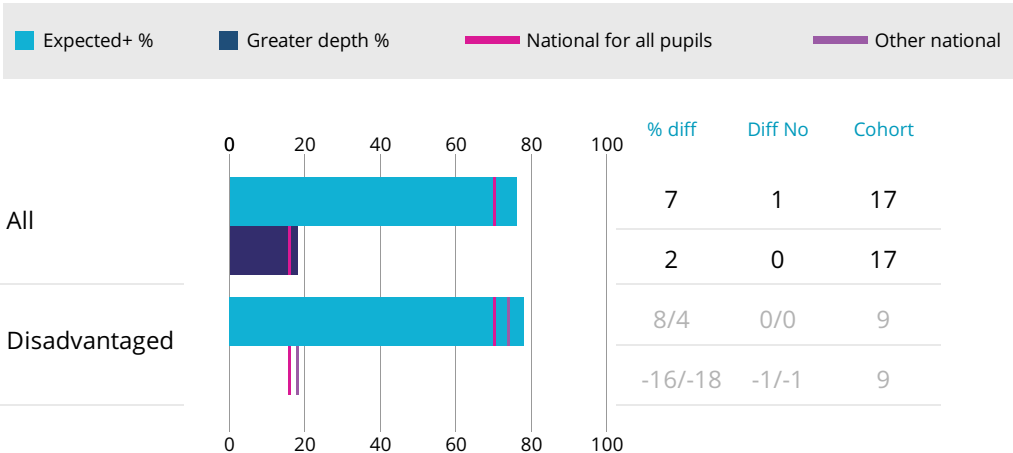


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

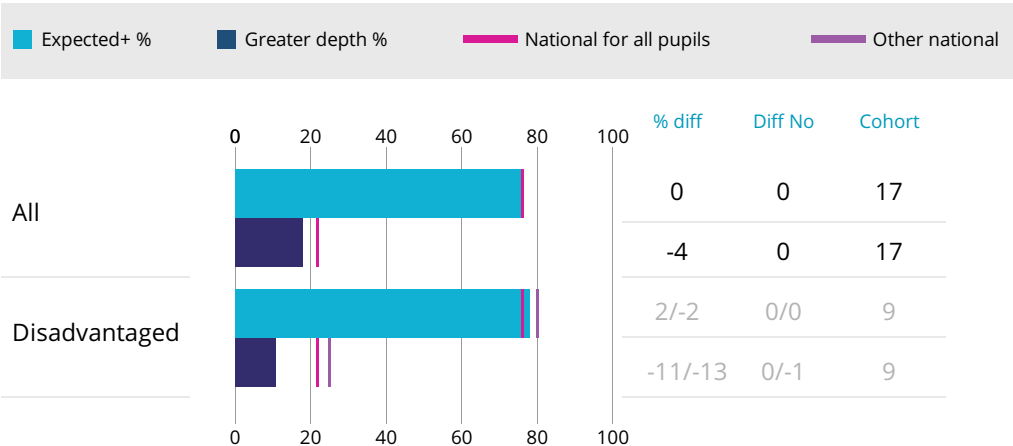
Reading



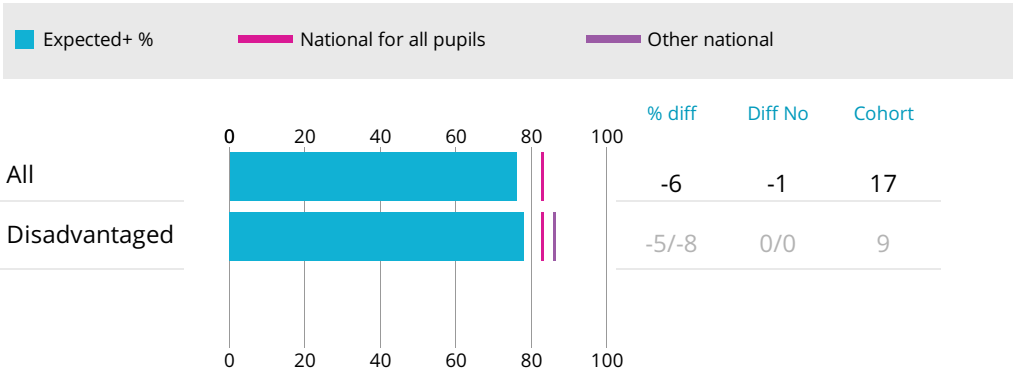
Writing



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

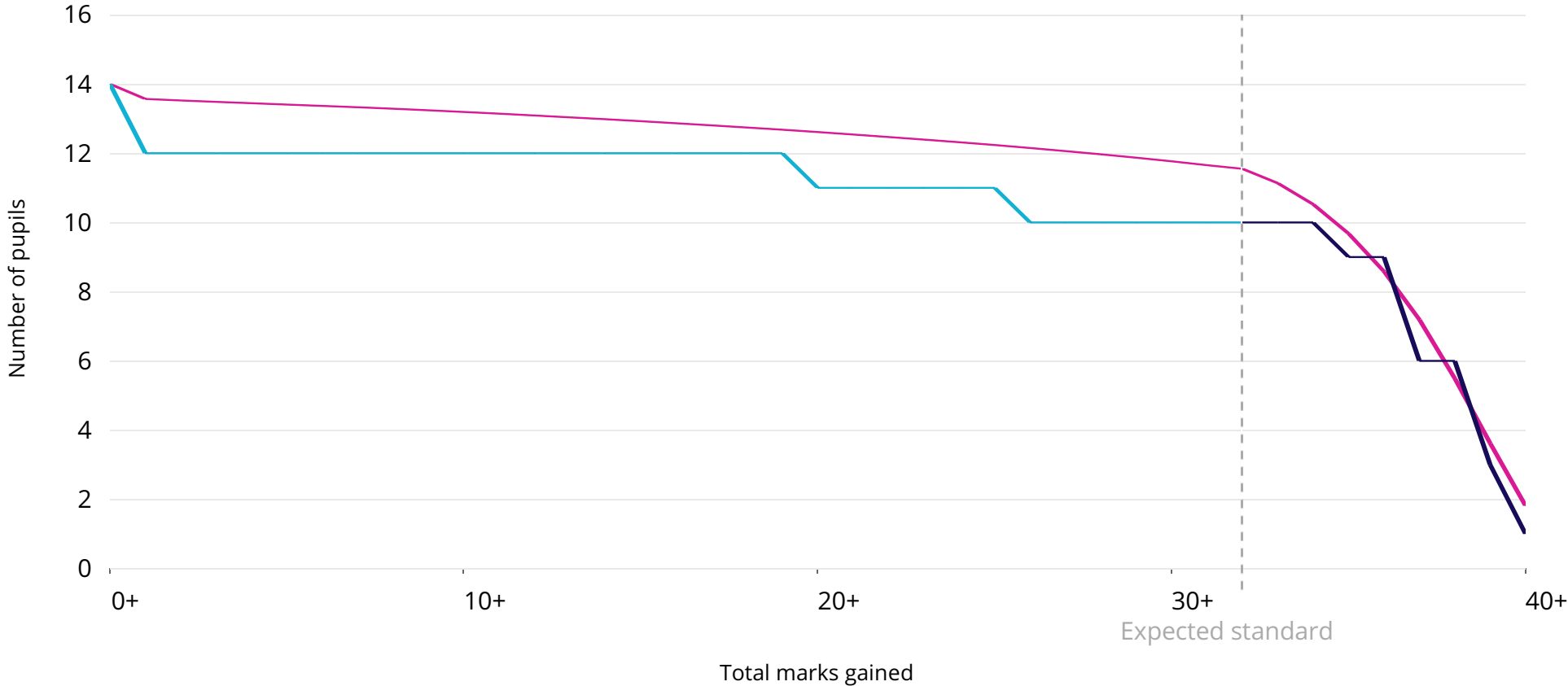
Year 1 phonics marks 2018

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 = 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-ofsted-inspection-dashboard