

## Areas to investigate

### KS2 progress

- Progress in reading, writing and mathematics was significantly below average and in the lowest 10%.
- The adjusted progress score in reading was 0.2 higher than the unadjusted score. 4 pupils had an adjustment to their score.
- The adjusted progress score in writing was 0.6 higher than the unadjusted score. 13 pupils had an adjustment to their score.
- The adjusted progress score in mathematics was 0.7 higher than the unadjusted score. 12 pupils had an adjustment to their score.

### KS2 attainment

- In 2018, 30% of pupils achieved the expected standard in reading, writing and mathematics, 35 percentage points below the national proportion. This was a statistically significant difference.
- Reading attainment was in the bottom quintile (20%) for at least two years for all pupils.
- Writing and mathematics attainment was in the bottom quintile (20%) for at least two years for all pupils and disadvantaged pupils.
- The three-year average reading attainment score (100.6) was in the bottom 10%. The three-year average mathematics attainment score (99.6) was in the bottom 10%.

### KS1 attainment

- In 2018, attainment of the expected standard in reading (48%) and writing (45%) was below average and in the lowest 10%.
- Reading and mathematics attainment was in the bottom 20% for at least three years for all pupils.

## Areas to investigate

### Phonics in 2018

- Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 14.

### Behaviour

- There was 1 permanent exclusion in 2016/17. There were no permanent exclusions in either 2015/16 or 2014/15. The national average in each of these years was zero.
- In 2016/17, the rate of total fixed term exclusions (1.14%) was above the national average for schools with a similar level of deprivation (0.70%). In 2016/17, the rate of repeat exclusions (0.57%) was above the national average for schools with a similar level of deprivation (0.33%).

## School context in 2018

**Phase of education:** Primary

**Headteacher:** Simon Wood

**Pupils:** 558

**Gender:** Mixed

**Deprivation Quintile:** Highest 40% (0.2)

**Local authority:** Kent

**Admissions policy:** Not applicable

**Ages:** 3-11

**Denomination:** Does not apply

**Special needs provision:**

**Ever 6 FSM %:** 29.4

**English additional language %:** 39.8

**SEN support %:** 19.4

**SEN with EHC plan %:** 1.4

### Ethnicity

- The largest ethnic groups are: White - British (47.7%), White - any other White background (20.2%), Asian or Asian British - Indian (14.4%), Black or Black British - African (5.3%), Any other ethnic group (2.3%).
- This school has 14 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 top 20% of all schools for the number of pupils (558).
- The number of pupils across all years was variable: year 1 (84), year 2 (60), year 3 (59), year 4 (57), year 5 (84), year 6 (86).
- There was a larger than average increase in the total number of pupils, from 527 pupils in 2017 to 558 in 2018.

### Girls

- The percentage of girls in year 3 (59%) was higher than all other year groups.
- The percentage of girls in year 2 (35%) was lower than all other year groups.

### Disadvantaged

- The percentage of FSM in year 6 (48%) was higher than all other year groups.
- The percentage of FSM in year 2 (17%) 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 top 20% of all schools for the proportion of EAL (39.8%).

### Special Educational Needs

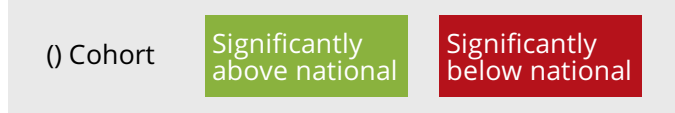
- The school was in the top 20% of all schools for the proportion of SEN support (19.4%).
- The percentage of SEN in year 6 (12%) was lower than all other year groups.
- There was a larger than average increase in the percentage of SEN support pupils between 2017 and 2018.

### Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (Year 1, Year 3, Year 4), Writing (Year 1, Year 3), Mathematics (Year 1, Year 3, Year 4)

# Relative progress for the past three years

Progress quintiles based on rank of progress score



|               | Year | N    | Reading    |    |         |    |    | Writing    |    |         |    |    | Mathematics |    |         |    |    |
|---------------|------|------|------------|----|---------|----|----|------------|----|---------|----|----|-------------|----|---------|----|----|
|               |      |      | Bottom 20% |    | Top 20% |    |    | Bottom 20% |    | Top 20% |    |    | Bottom 20%  |    | Top 20% |    |    |
|               |      |      | Q5         | Q4 | Q3      | Q2 | Q1 | Q5         | Q4 | Q3      | Q2 | Q1 | Q5          | Q4 | Q3      | Q2 | Q1 |
| Overall       | 2016 | (53) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2017 | (49) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2018 | (70) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
| Low at KS1    | 2016 | (14) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2017 | (3)  |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2018 | (7)  |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
| Middle at KS1 | 2016 | (30) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2017 | (38) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2018 | (37) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
| High at KS1   | 2016 | (9)  |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2017 | (8)  |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2018 | (26) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
| Disadvantaged | 2016 | (21) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2017 | (19) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |
|               | 2018 | (34) |            |    |         |    |    |            |    |         |    |    |             |    |         |    |    |

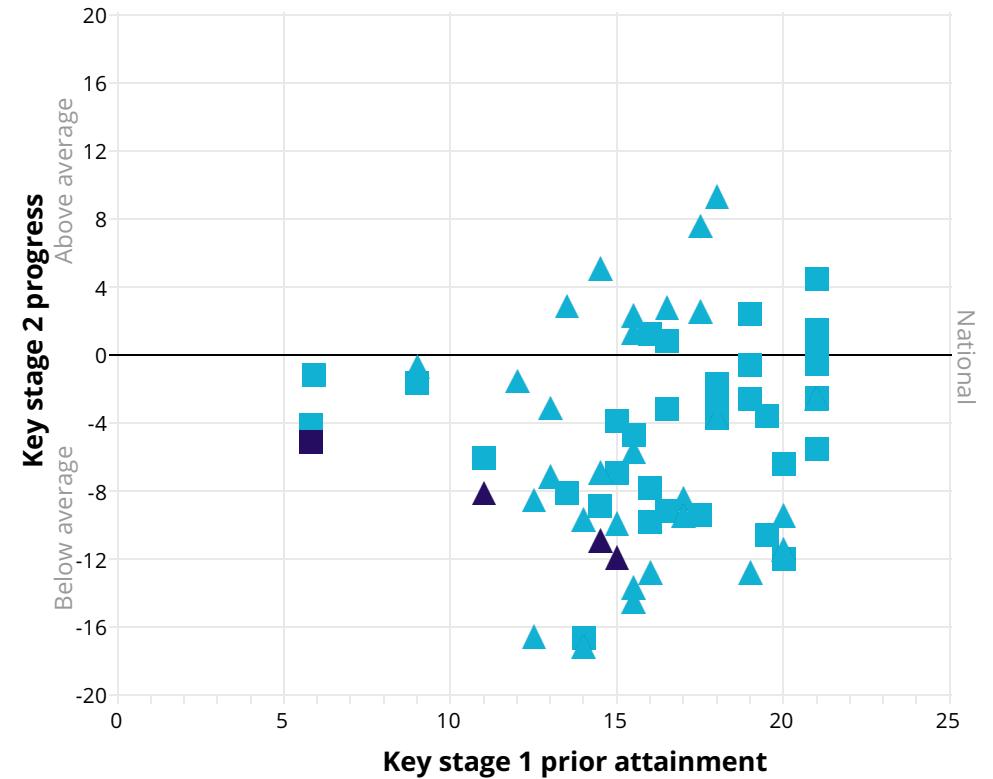
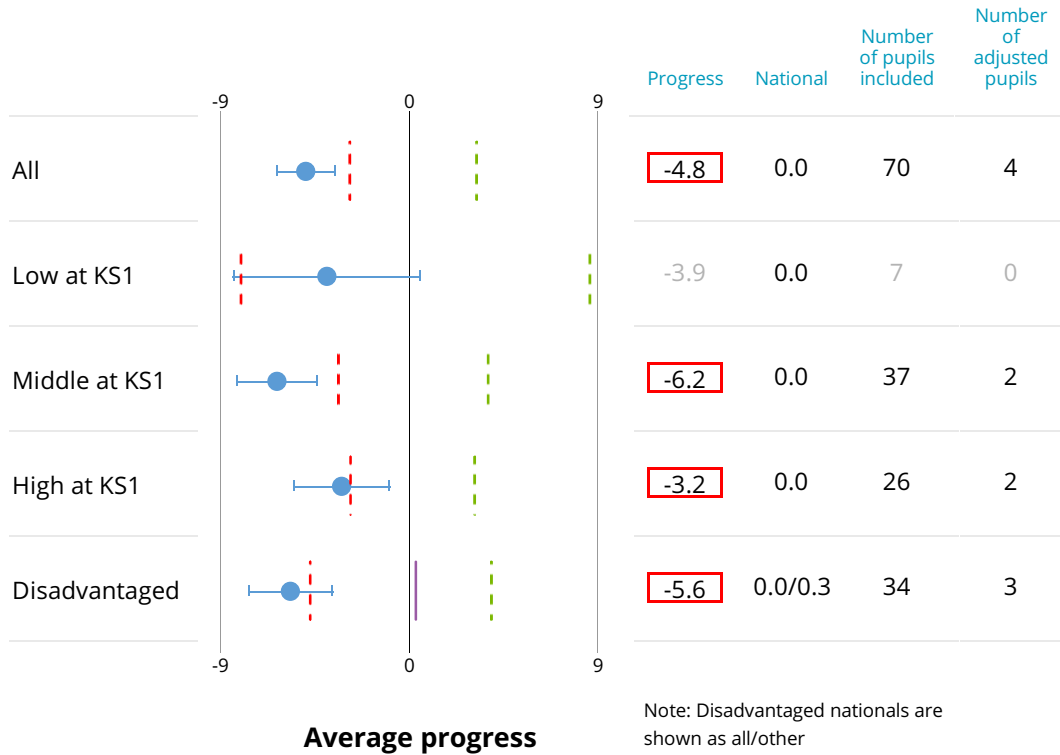
**Notes:** Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores Previous years are based on unadjusted. Significance is only flagged for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

- - - Bottom 10%   
 - - - Top 10%   
 — Other national   
   Significantly above national and in top 10%   
   Significantly below national and in bottom 10%

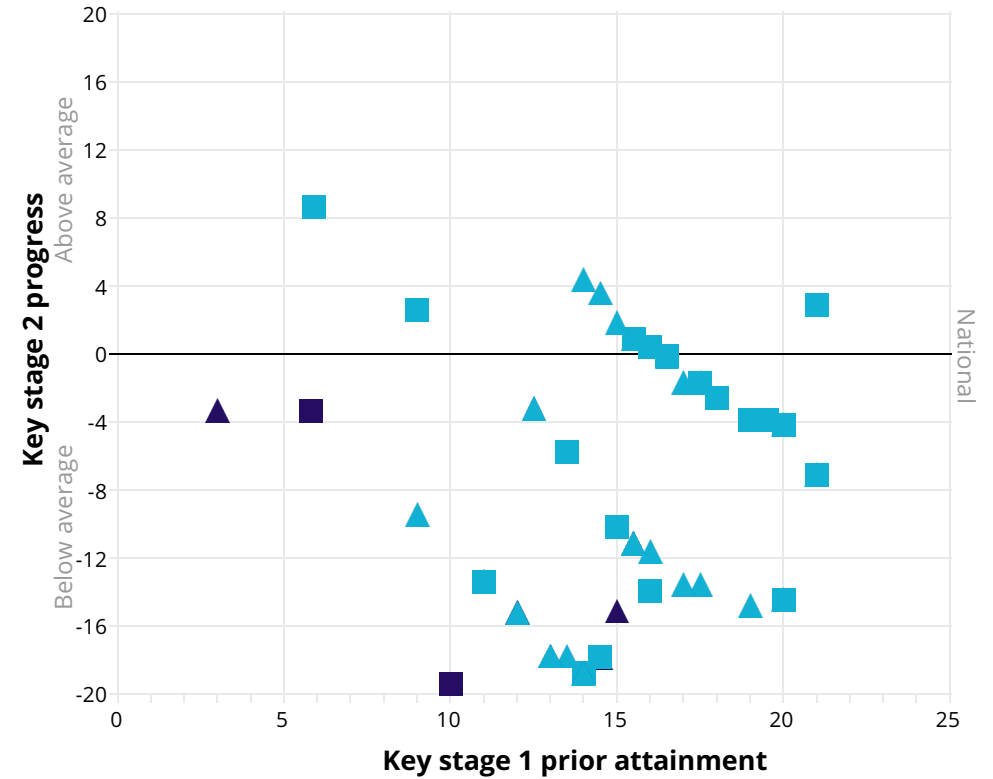
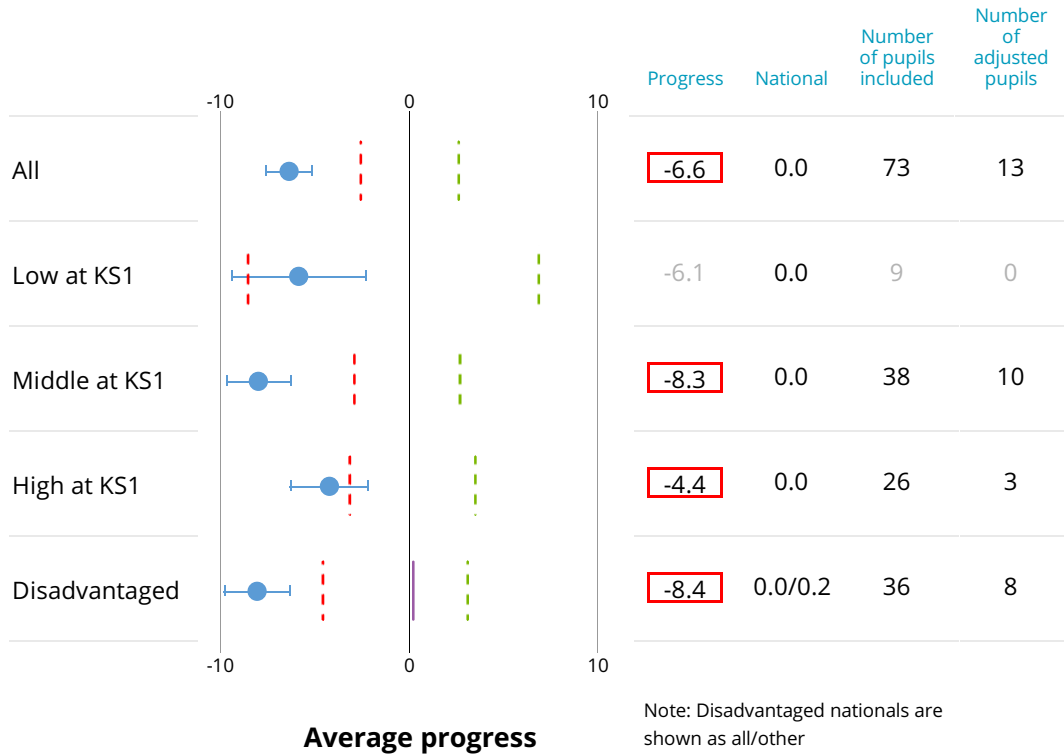
△ Disadvantaged   
 □ Other   
 SEN   
 Not SEN



**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

# Writing progress in 2018

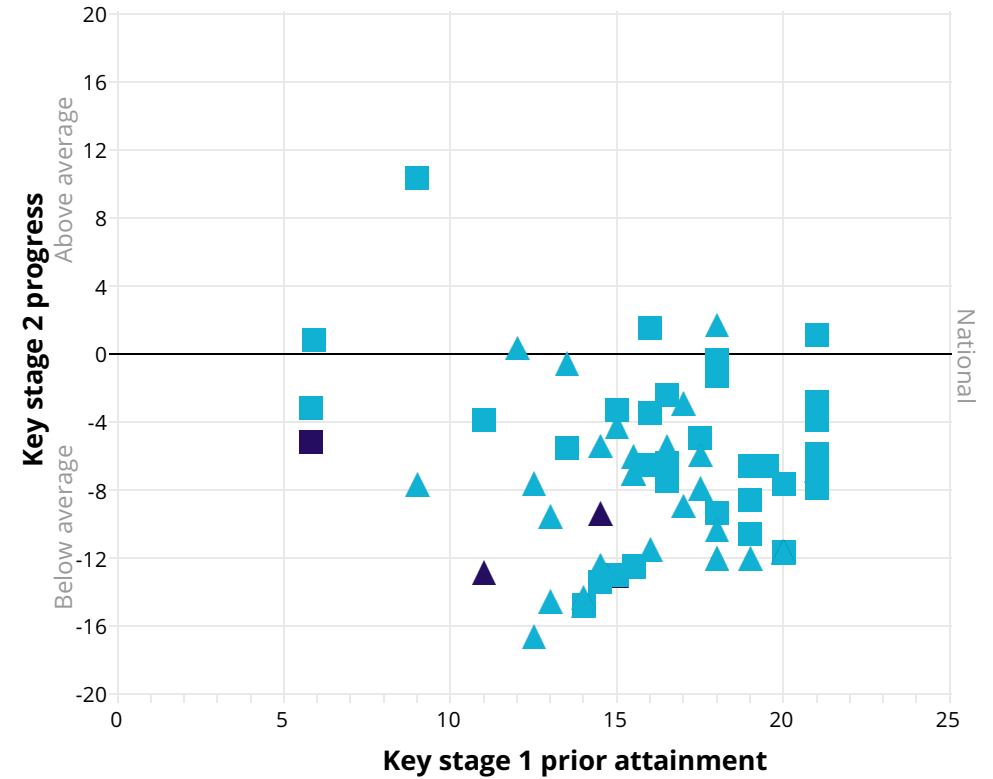
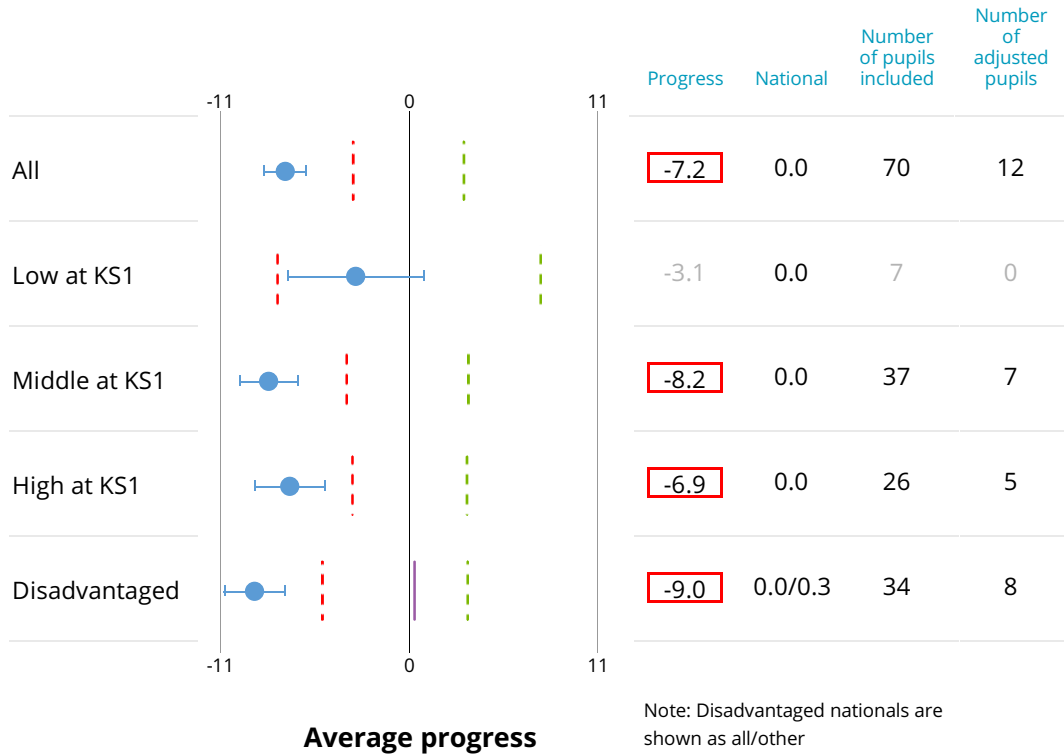
# Writing progress scatterplot



**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

# Mathematics progress in 2018

# Mathematics progress scatterplot

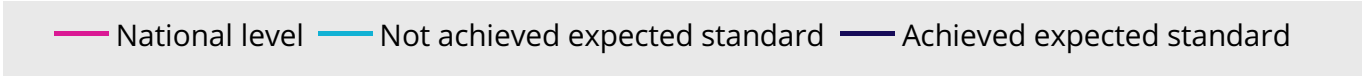


**Notes:** Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see [www.gov.uk/government/collections/using-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)



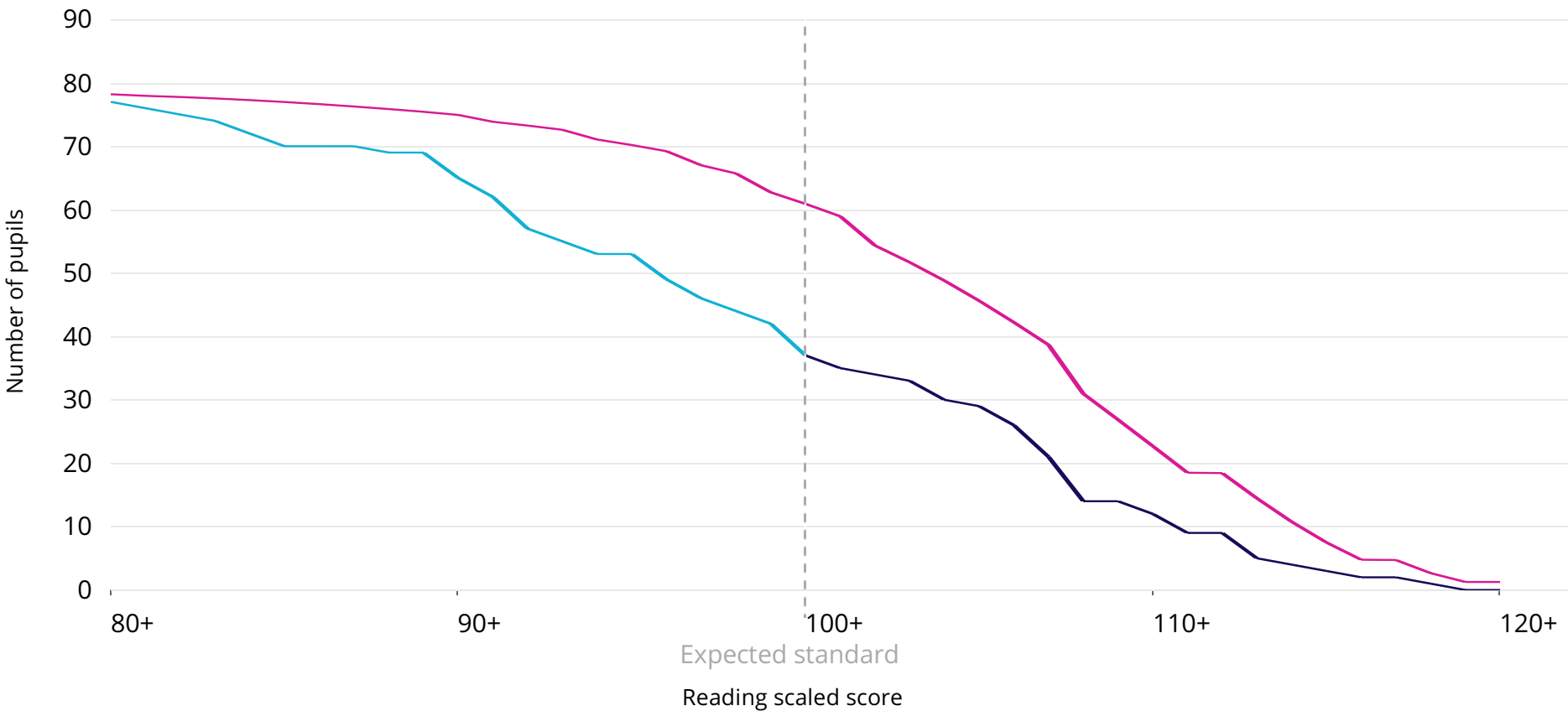
# Reading scaled scores 2018

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



Cohort = 81 One pupil relates to 1.2 percentage points.

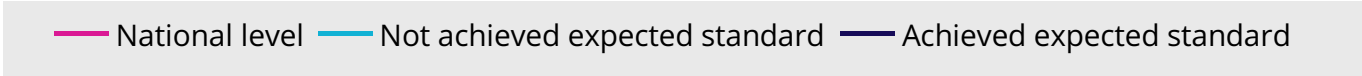
In 2018, 46% of pupils achieved the expected standard, 30 percentage points below the national. This was a statistically significant difference.



**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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

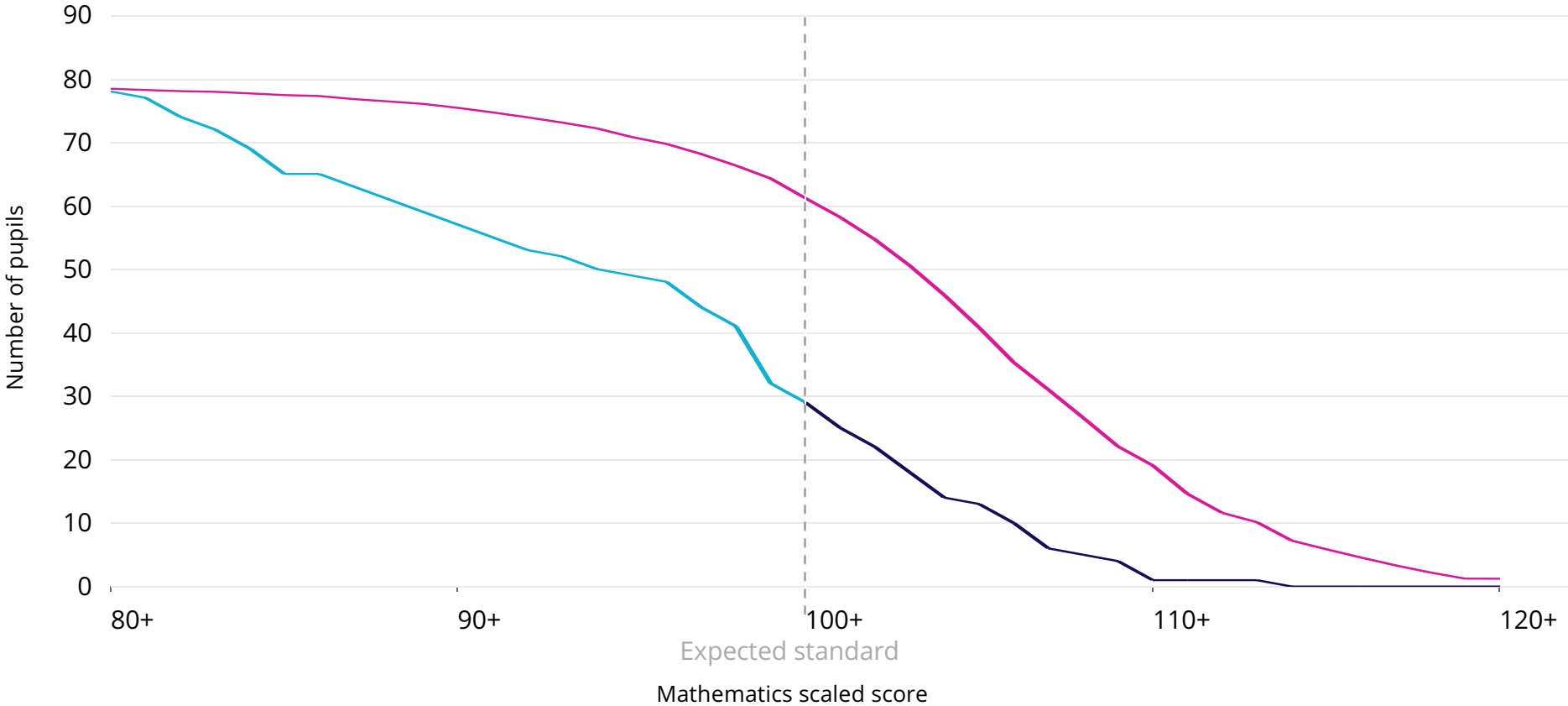
# Mathematics scaled scores 2018

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



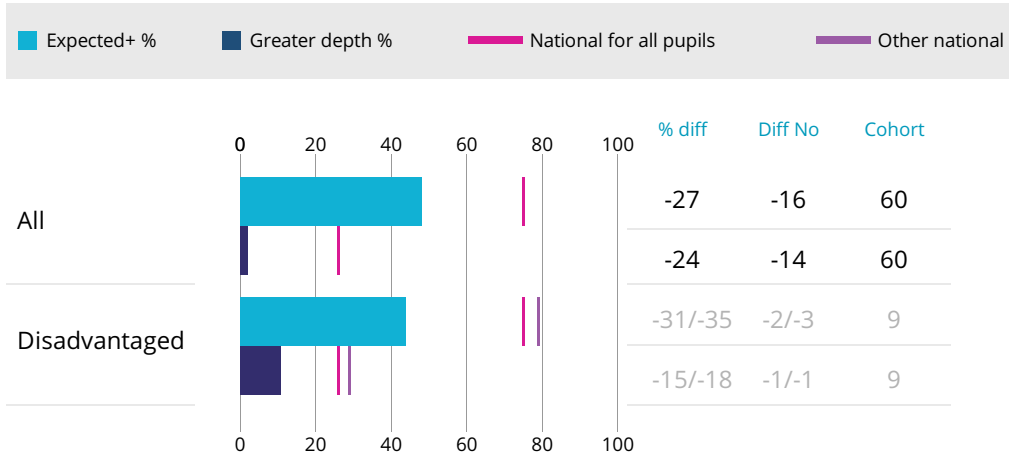
Cohort = 81 One pupil relates to 1.2 percentage points.

In 2018, 36% of pupils achieved the expected standard, 40 percentage points below the national. This was a statistically significant difference.

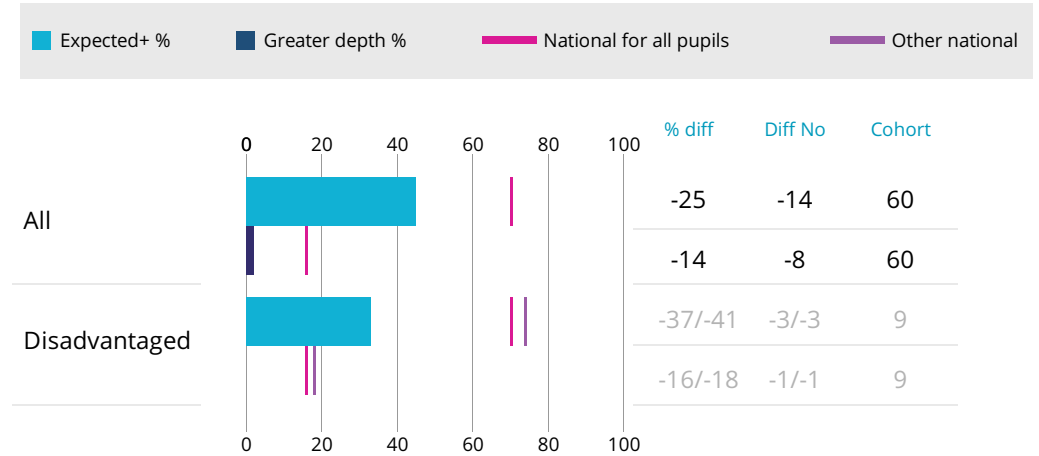


**Notes:** The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

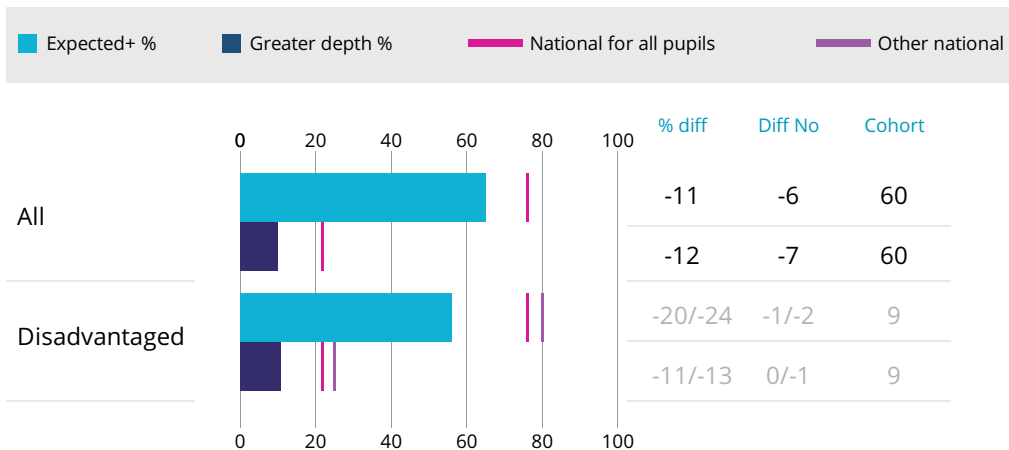
## Reading



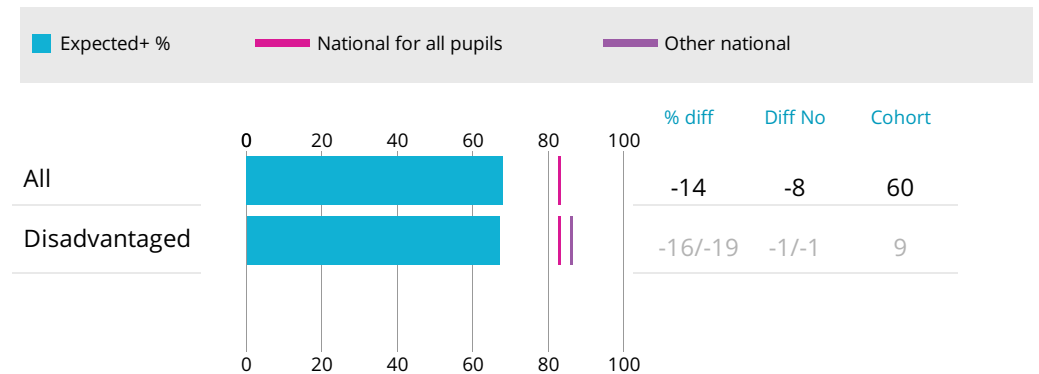
## Writing



## 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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

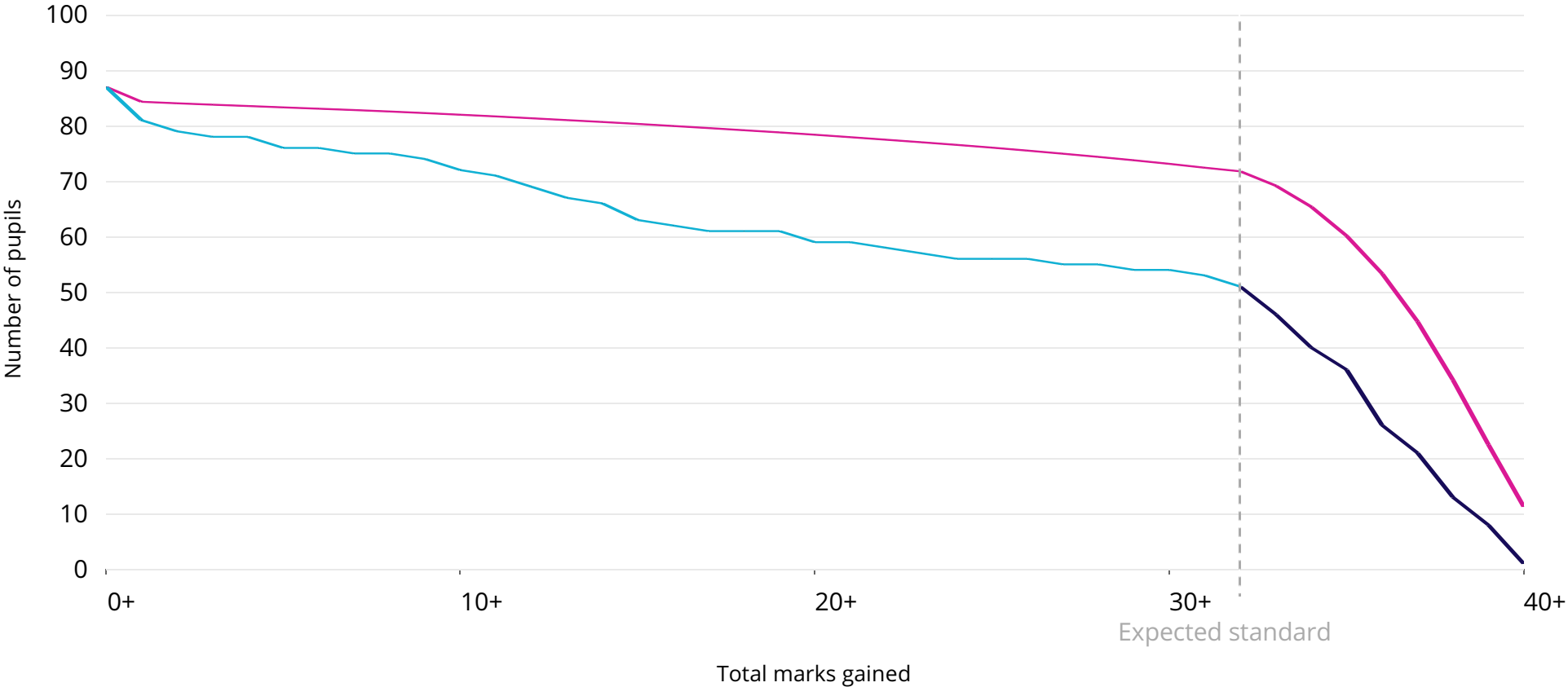
# Year 1 phonics marks 2018

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 = 87   One pupil relates to 1.1 percentage points.

In 2018, 59% of pupils achieved the expected standard, 24 percentage points below the national proportion. This was a statistically significant difference.



**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)