

## Areas to investigate

### KS2 progress trend

- Reading progress was in the top 20% for at least two years for disadvantaged pupils.
- Writing progress was in the top 20% for at least two years for high prior attainers.
- Mathematics progress was in the top 20% for at least two years for all pupils, middle prior attainers, high prior attainers.

### KS2 progress in 2017

- Progress in writing and mathematics was significantly\* above average and in the highest 10%.

### KS2 progress of disadvantaged pupils

- Reading progress was significantly\* above the national for other pupils for at least two years for the following groups: overall disadvantaged.

### KS2 attainment

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

### Phonics in 2017

- A very large majority of pupils (92%) met the phonics expected standard in year 1.

#### \*statistical significance based on a 95% confidence interval

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. Please note some areas to investigate are based on data not contained in this report.

### 2017

	School	Floor	Coasting
Expected+ RWM %	92	(65)	(85)
Reading progress	2.3	(-5)	(-2.5)
Writing progress	3.4	(-7)	(-3.5)
Maths progress	4.6	(-5)	(-2.5)

### Below floor standards in 2017?

**No**

To be above the floor, the school needs to meet either the attainment or all of the progress element.

### School coasting in 2017?

**No**

The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 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 and 2017, 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 primary progress measures (shown in pink above).

### Coasting element

2015 2016 2017

For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

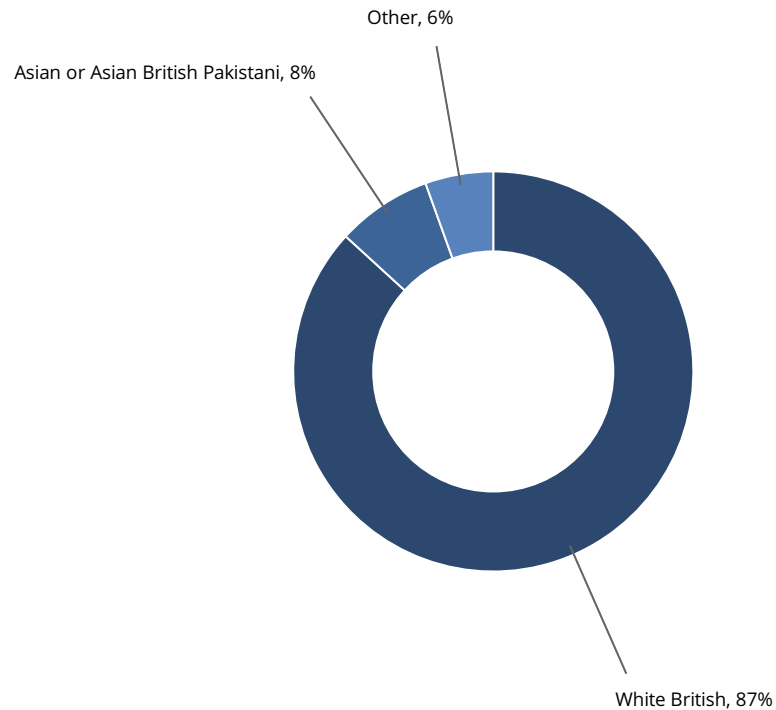
**Phase of education:** Primary  
**Headteacher:** Julia Armstrong  
**Pupils:** 593  
**Gender:** Mixed  
**Special needs provision:**

**Local authority:** Stockton-on-Tees  
**Admissions policy:** Not applicable  
**Ages:** 3-11  
**Denomination:** Does not apply

Schools details as of 3 January 2018

**Ethnicity**

This school has 8 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



**School level trends**

2017 Quintile

Bottom 20%      Top 20%  
 Q5   Q4   Q3   Q2   Q1

**% girls**

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	48	48	49	█	█	█	█	█
<b>National</b>	49	49	49	█	█	█	█	█

**% eligible for FSM at any time during the past 6 years**

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	11	13	12	█	█	█	█	█
<b>National</b>	26	25	24	█	█	█	█	█

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

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	7	8	8	█	█	█	█	█
<b>National</b>	19	20	21	█	█	█	█	█

**% of pupils with SEN support**

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	7.7	6.2	9.9	█	█	█	█	█
<b>National</b>	13.0	12.1	12.2	█	█	█	█	█

**% of pupils with a SEN statement or EHC plan**

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	0.2	0.2	0.2	█	█	█	█	█
<b>National</b>	1.4	1.3	1.3	█	█	█	█	█

**School deprivation indicator**

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	0.1	0.1	0.1	█	█	█	█	█
<b>National</b>	0.2	0.2	0.2	█	█	█	█	█

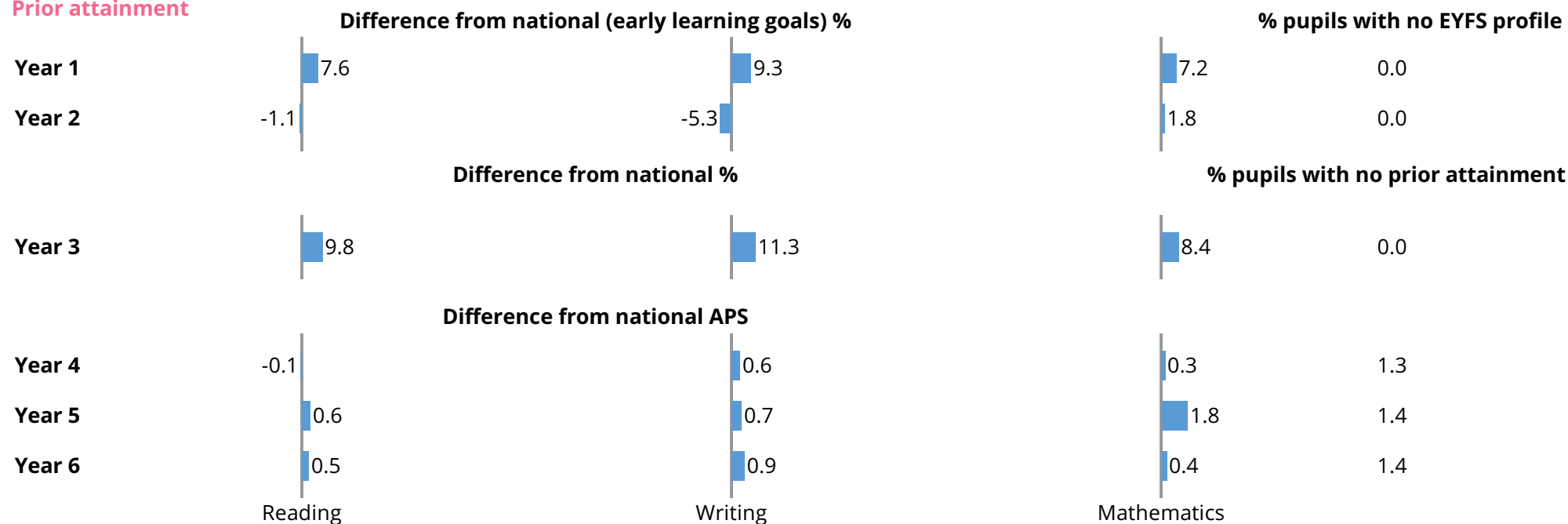
**Number on roll**

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	594	593	593	█	█	█	█	█
<b>National</b>	269	275	279	█	█	█	█	█

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	75	41	49	13	19	5	21	9	12	0
Year 2	75	52	49	9	22	15	21	11	14	0
Year 3	72	51	49	15	26	4	21	10	15	0
Year 4	75	49	49	16	28	7	21	13	16	0
Year 5	70	46	49	13	30	6	20	14	16	0
Year 6	74	49	49	16	31	10	20	14	17	0

Prior attainment

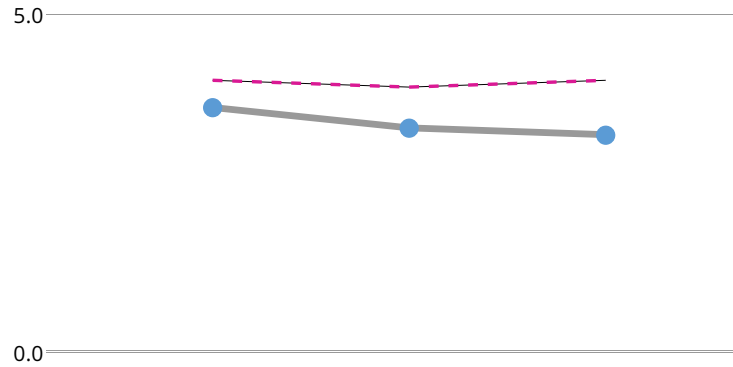


Underlined once: more than one standard deviation from national  
 Underlined twice: more than two standard deviations from national

This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

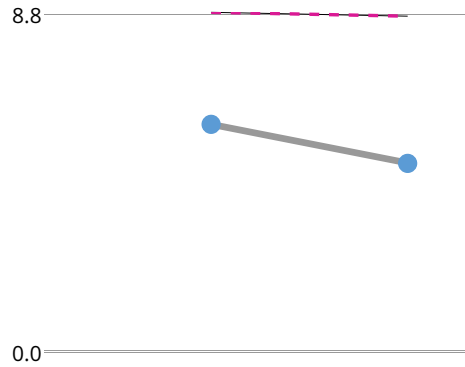
**Absence**

% of sessions missed



**Persistent absence**

% of pupils who missed 10% or more sessions



	2015	2016	2017
<b>School %</b>	<b>3.6</b>	<b>3.3</b>	<b>3.2</b>
<b>Nat %</b>	<b>4.0</b>	<b>3.9</b>	<b>4.0</b>
<b>Cohort</b>	<b>449</b>	<b>443</b>	<b>447</b>

	2016	2017
<b>School %</b>	<b>5.9</b>	<b>4.9</b>
<b>Nat %</b>	<b>8.8</b>	<b>8.7</b>
<b>Cohort</b>	<b>443</b>	<b>447</b>

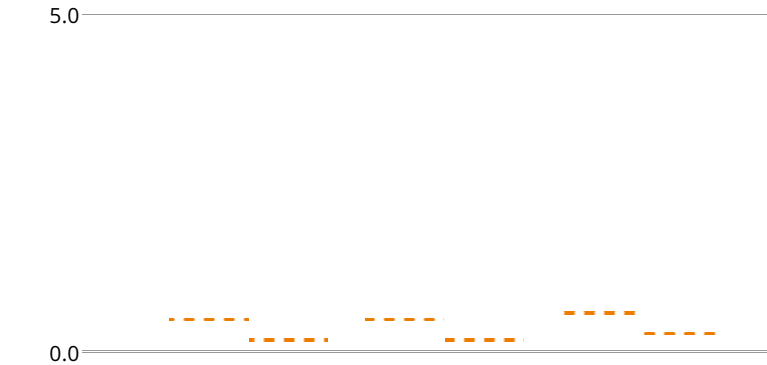
■ School ■ National

Absence indicators for 2015 and 2016 are based on two terms of data (autumn and spring) for mainstream schools and three terms of data for special schools. For 2017 absence indicators are based on two terms of data (autumn and spring) for both maintained and special schools.

**Fixed term exclusions**

% of pupils excluded

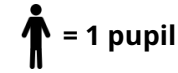
■ Total ■ Repeat ■ National



	2014		2015		2016	
<b>School %</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>National %</b>	<b>0.5</b>	<b>0.2</b>	<b>0.5</b>	<b>0.2</b>	<b>0.6</b>	<b>0.3</b>
<b>Number</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

The national for fixed term exclusions is based on phase of education, such as primary or secondary.

**Permanent exclusions**



**Nat**

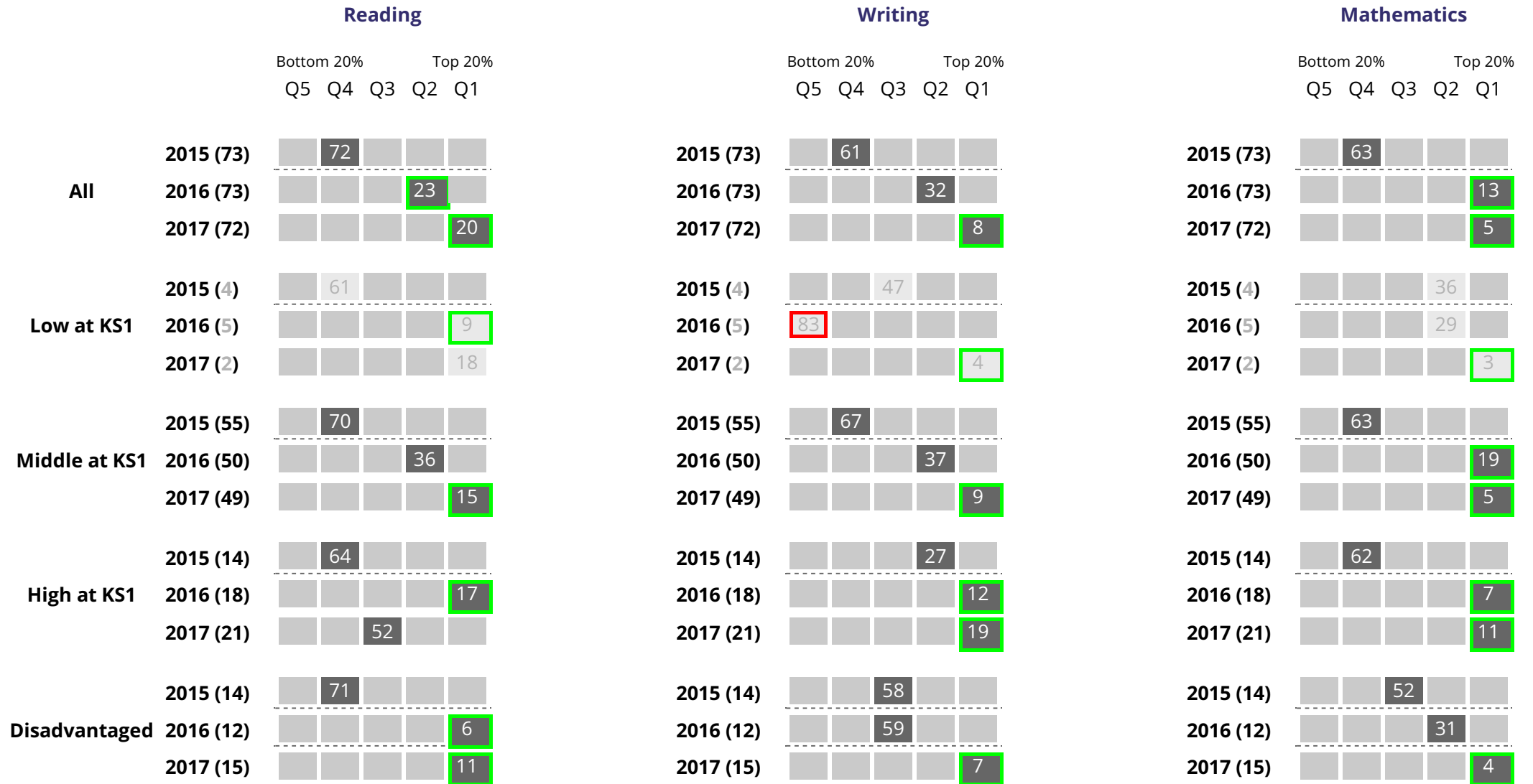
**2016** (0) No permanent exclusions

**2015** (0) No permanent exclusions

The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

**Trends over time**

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

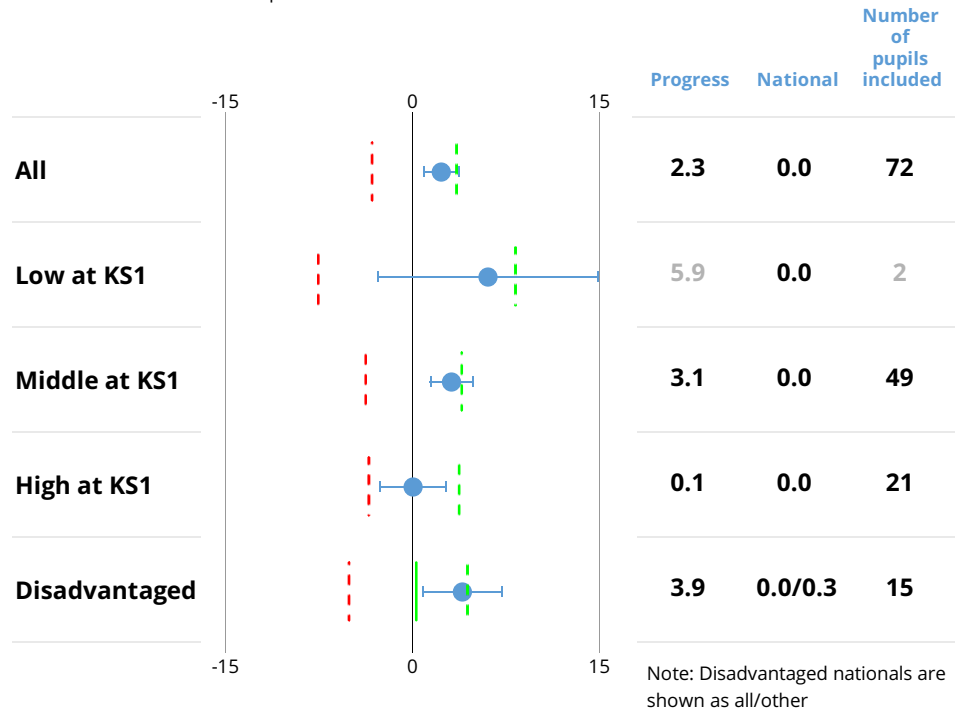


Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. Rank for the disadvantaged section is based on all schools' disadvantaged pupil groups, except for 2016 where it is based on RAISEonline methodology, which measured the group against all pupils. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>. Statistical significance for disadvantaged pupils is against the national for other pupils.

( ) Cohort Significantly below national Significantly above national Change in methodology or calculations -----

### Reading progress in 2017

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

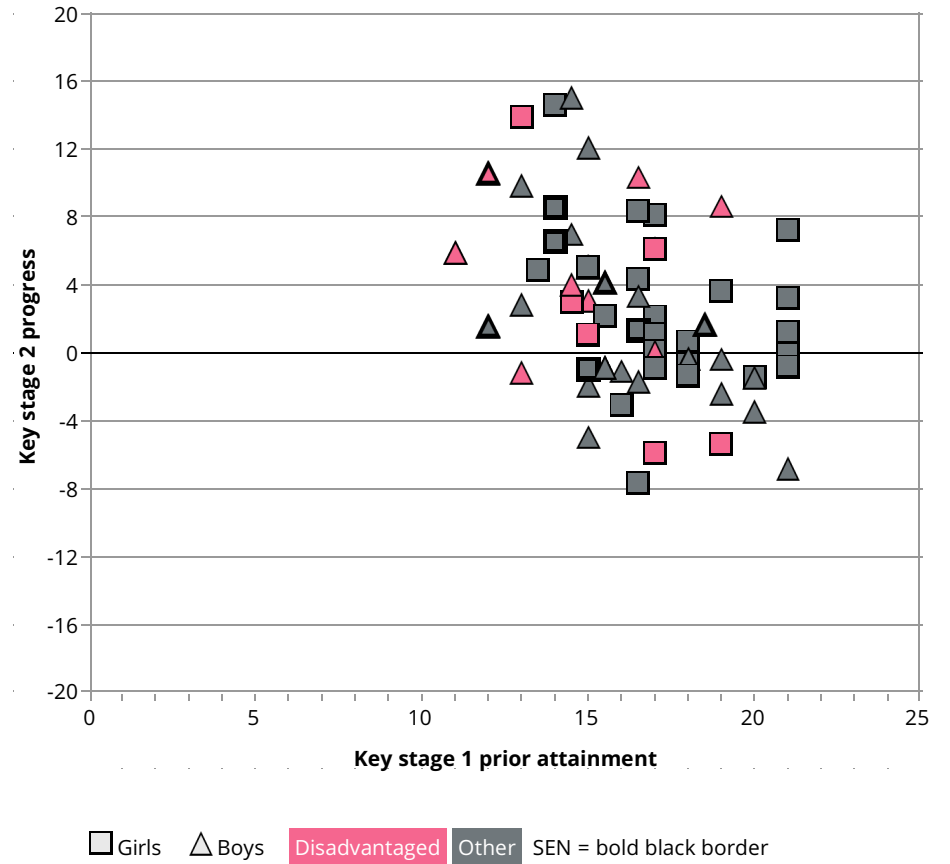


Significantly below national and in bottom 10%

Significantly above national and in top 10%

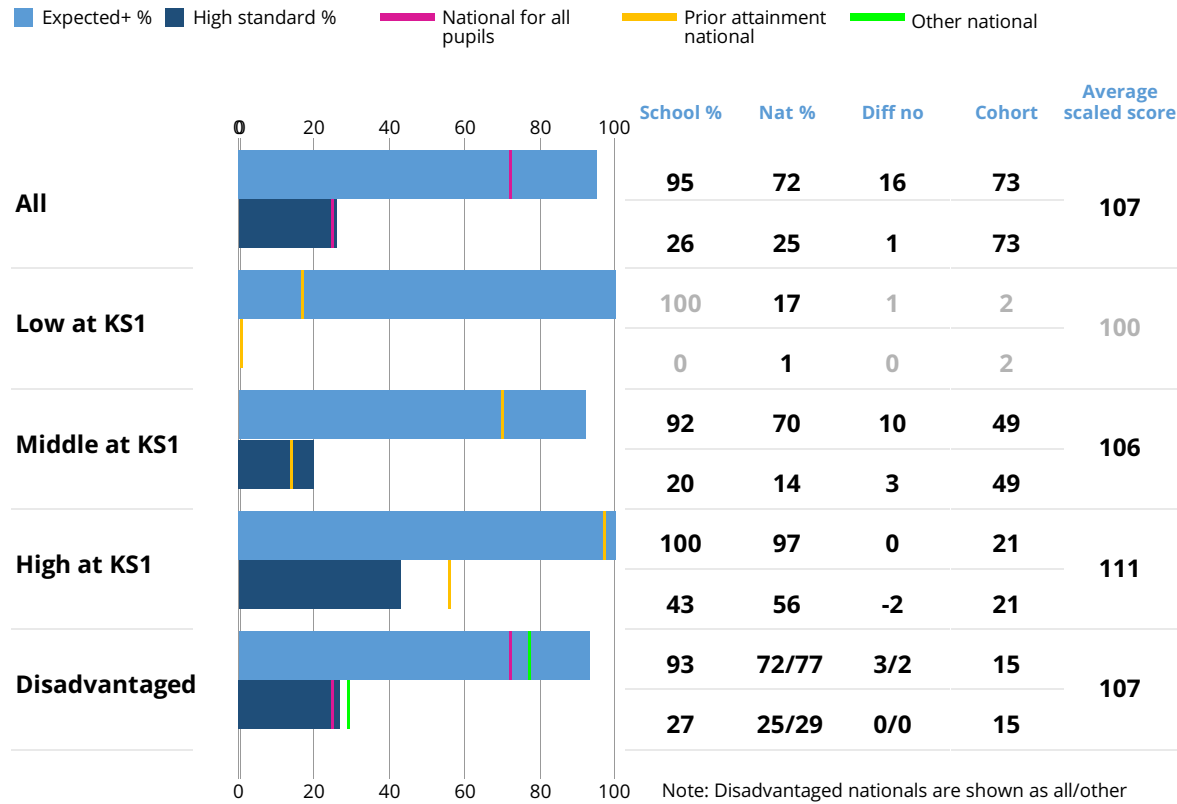
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

### Reading progress scatterplot

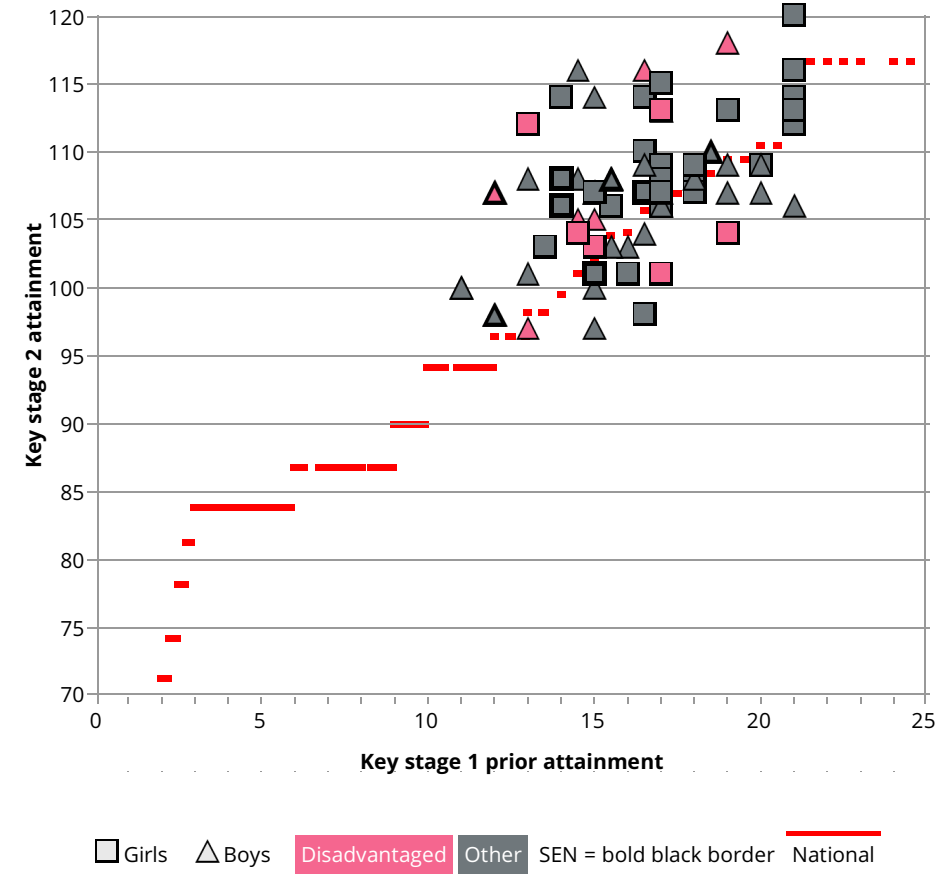


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

### Reading attainment in 2017



### Reading attainment scatterplot

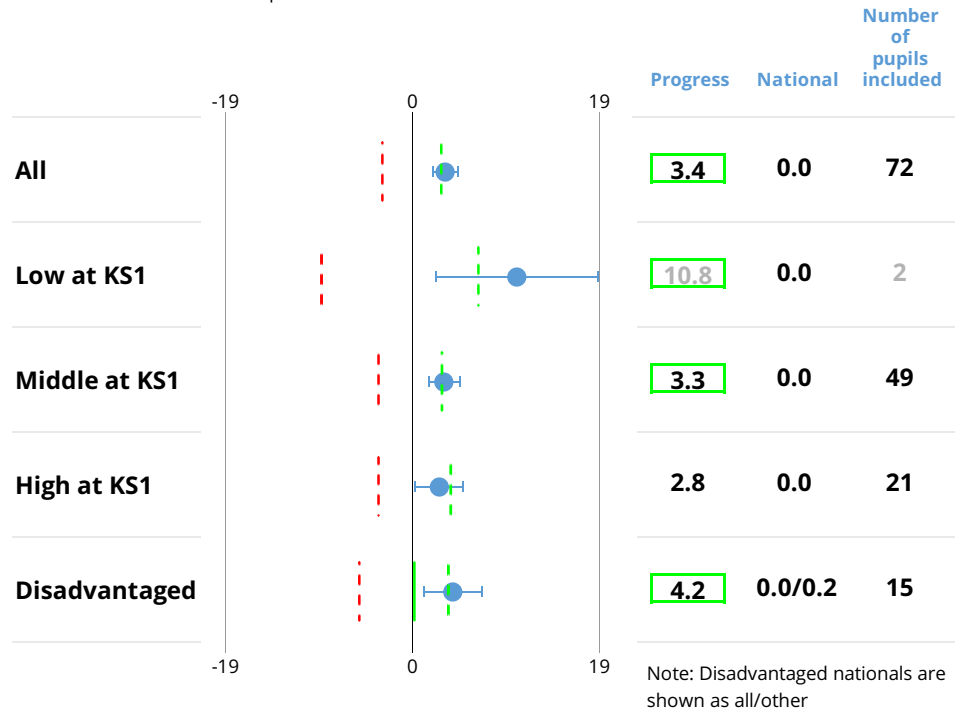


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.



### Writing (teacher assessment) progress in 2017

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



Significantly below national and in bottom 10%

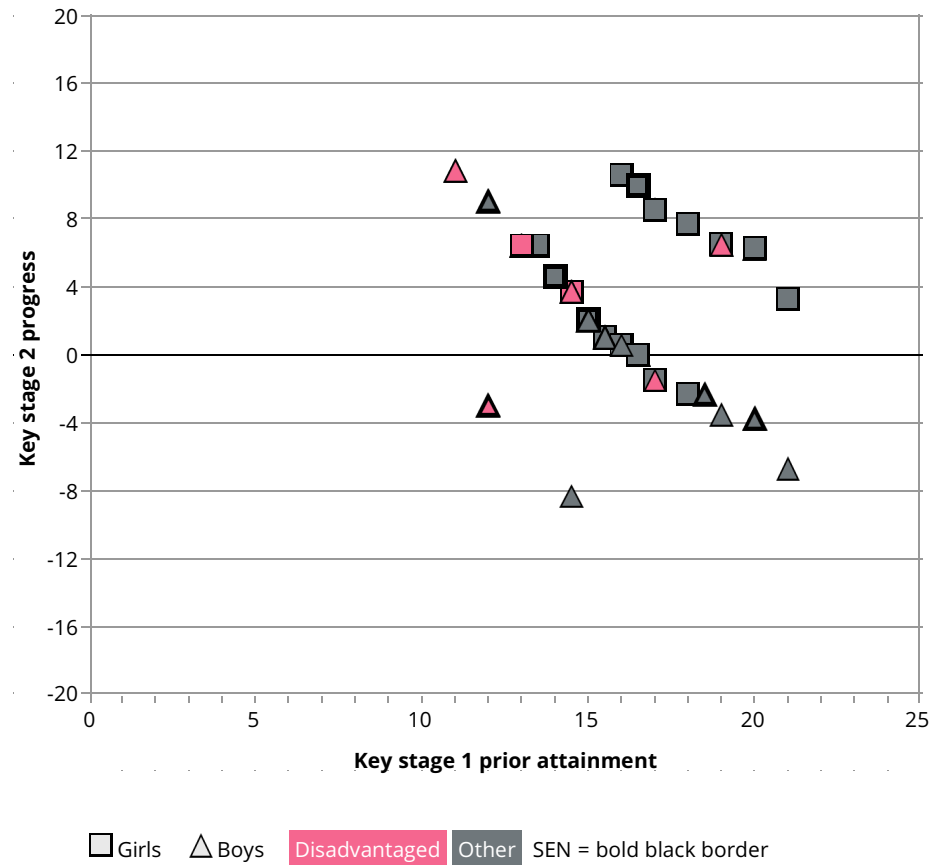
Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

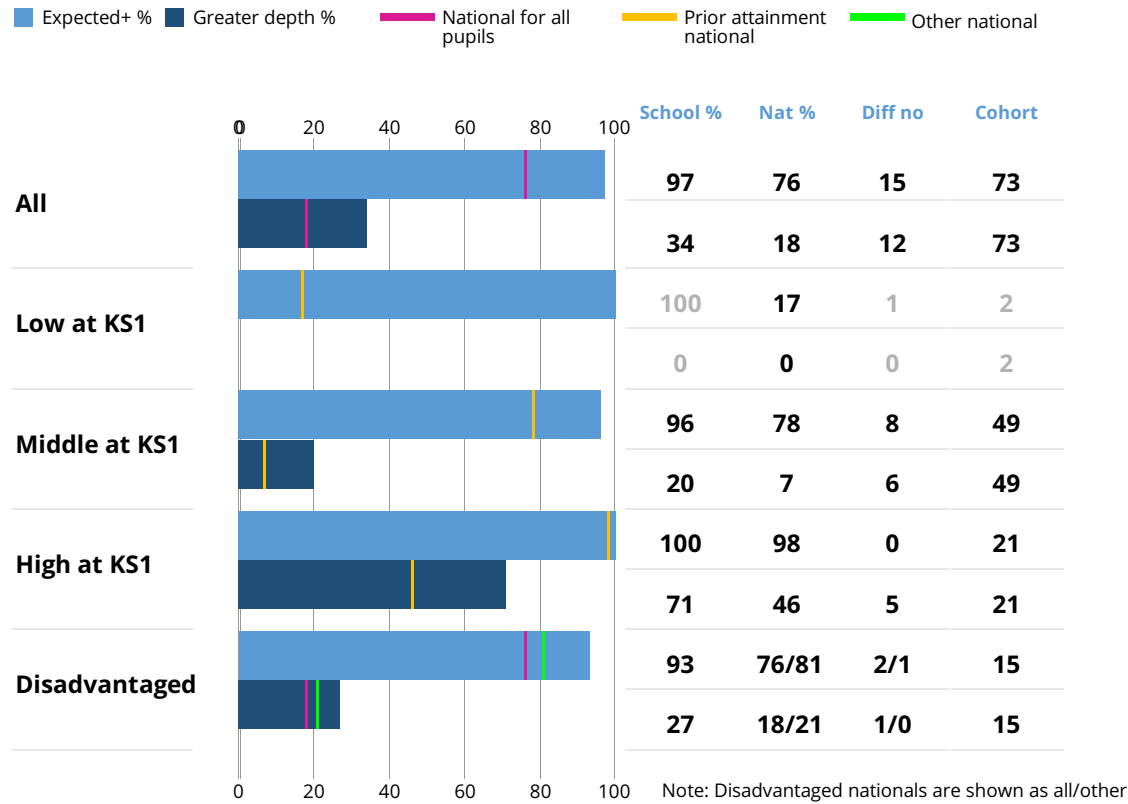
Writing data is based on teacher assessments. Users should be cautious when using this data.

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

### Writing (teacher assessment) progress scatterplot



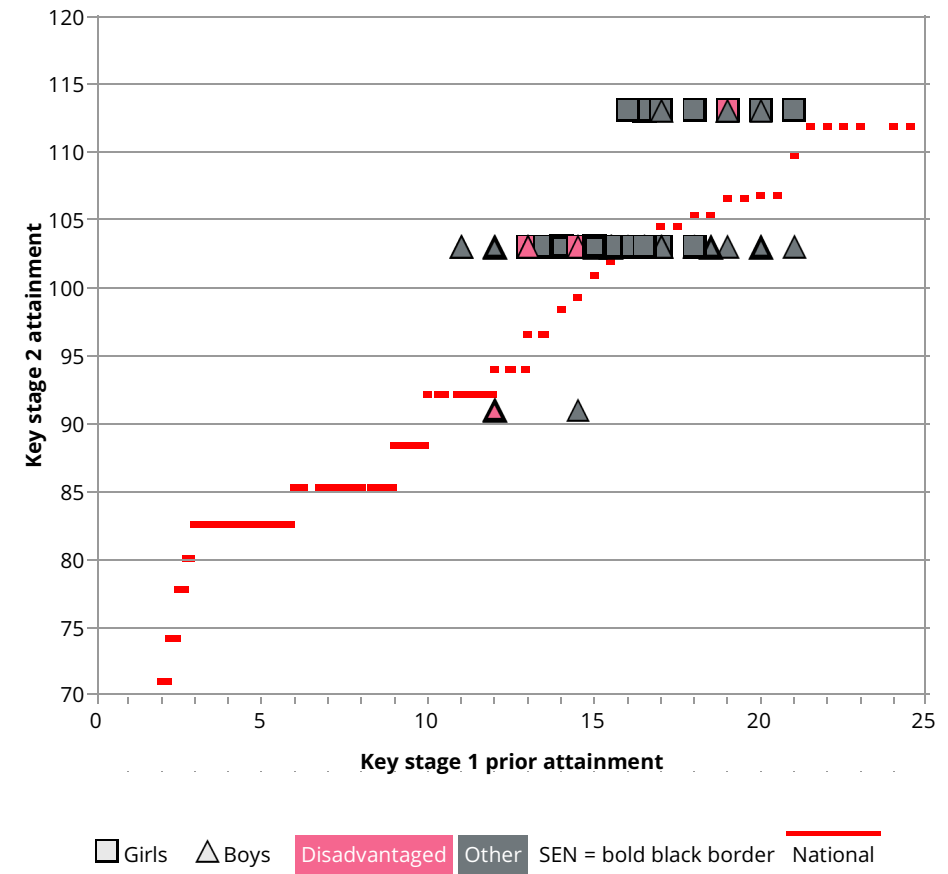
### Writing (teacher assessment) attainment in 2017



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

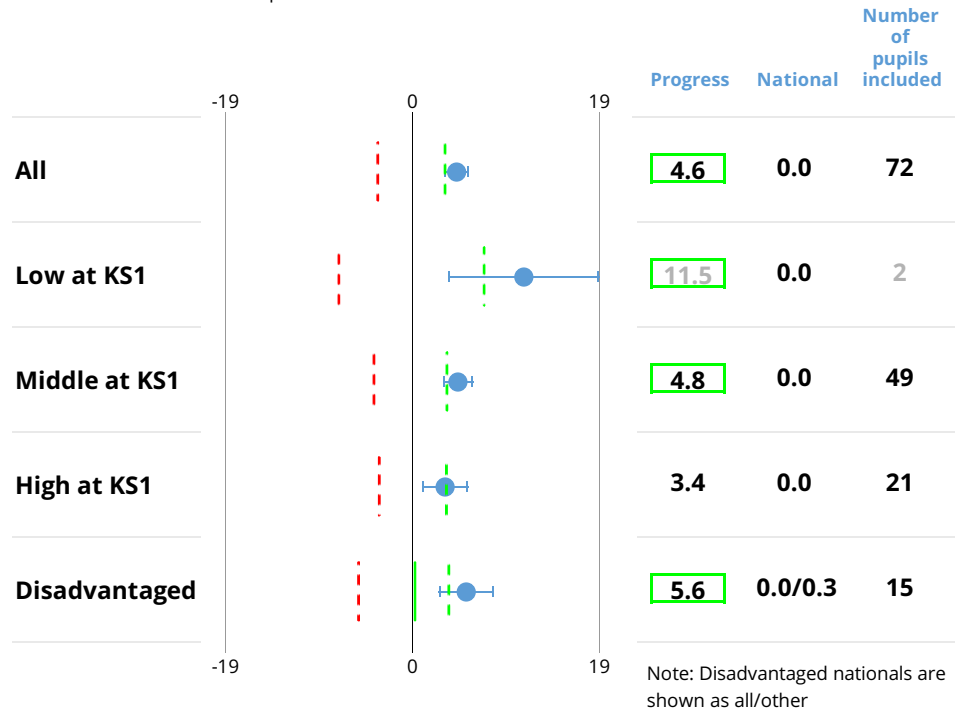
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### Writing (teacher assessment) attainment scatterplot



### Mathematics progress in 2017

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

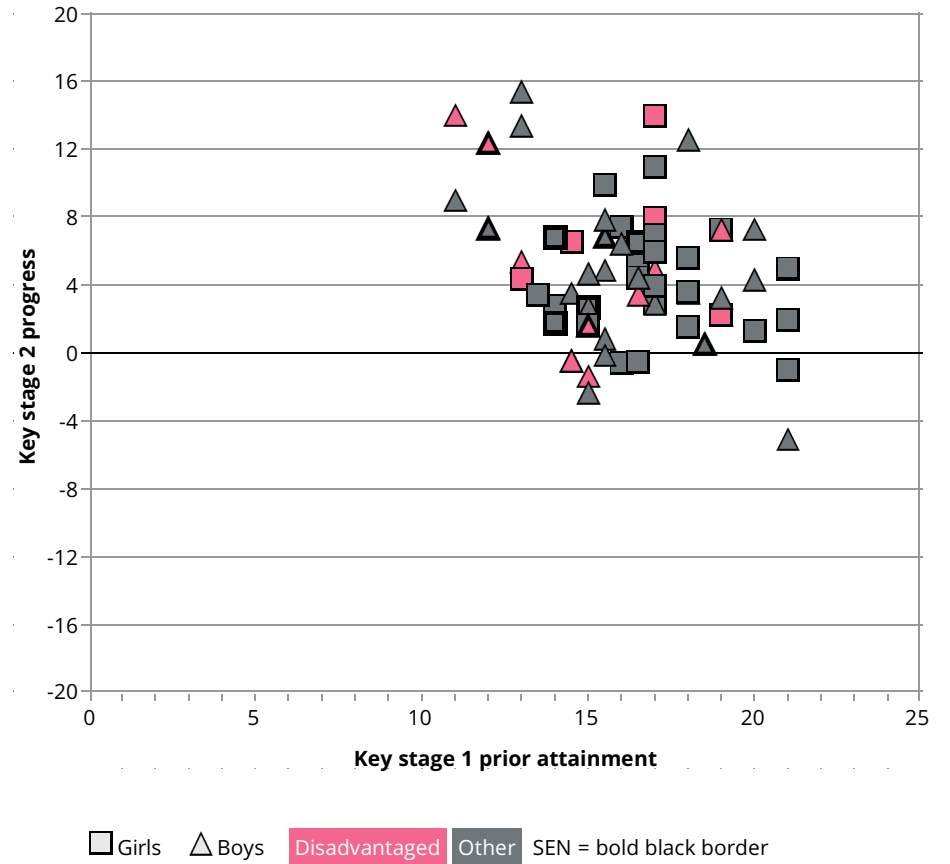


Significantly below national and in bottom 10%

Significantly above national and in top 10%

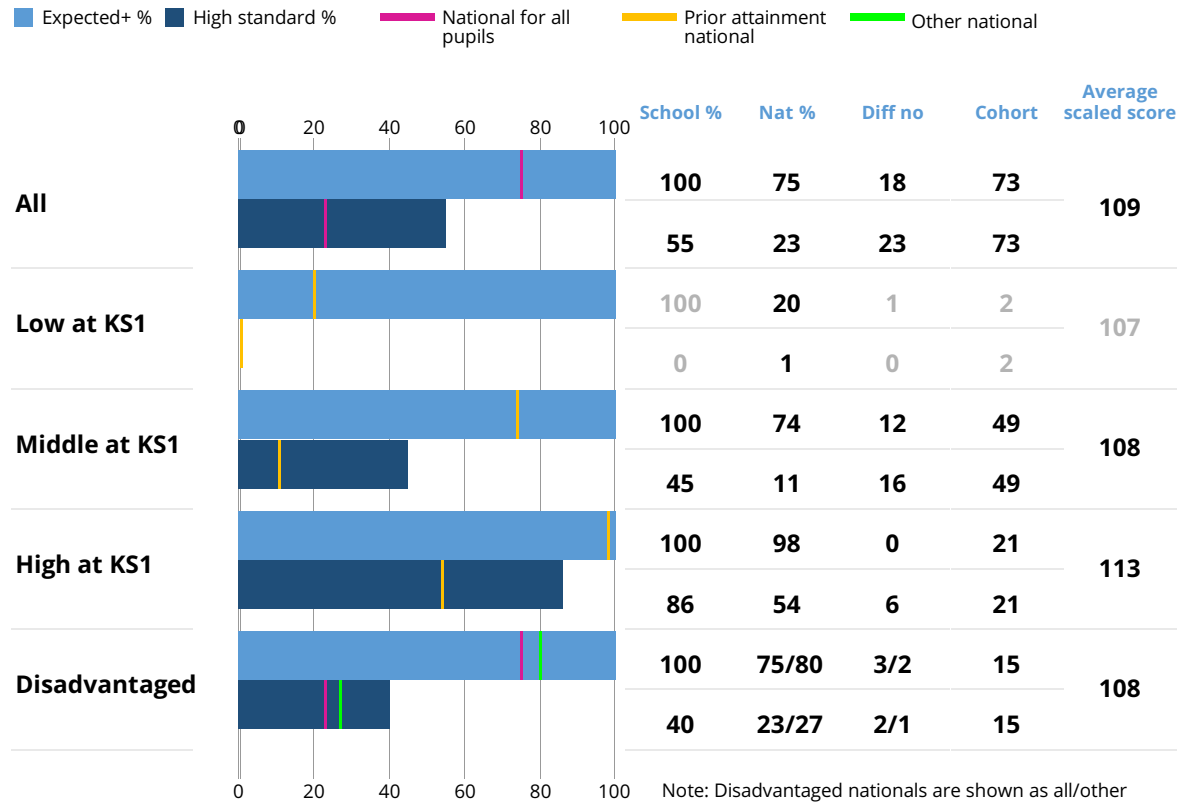
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

### Mathematics progress scatterplot

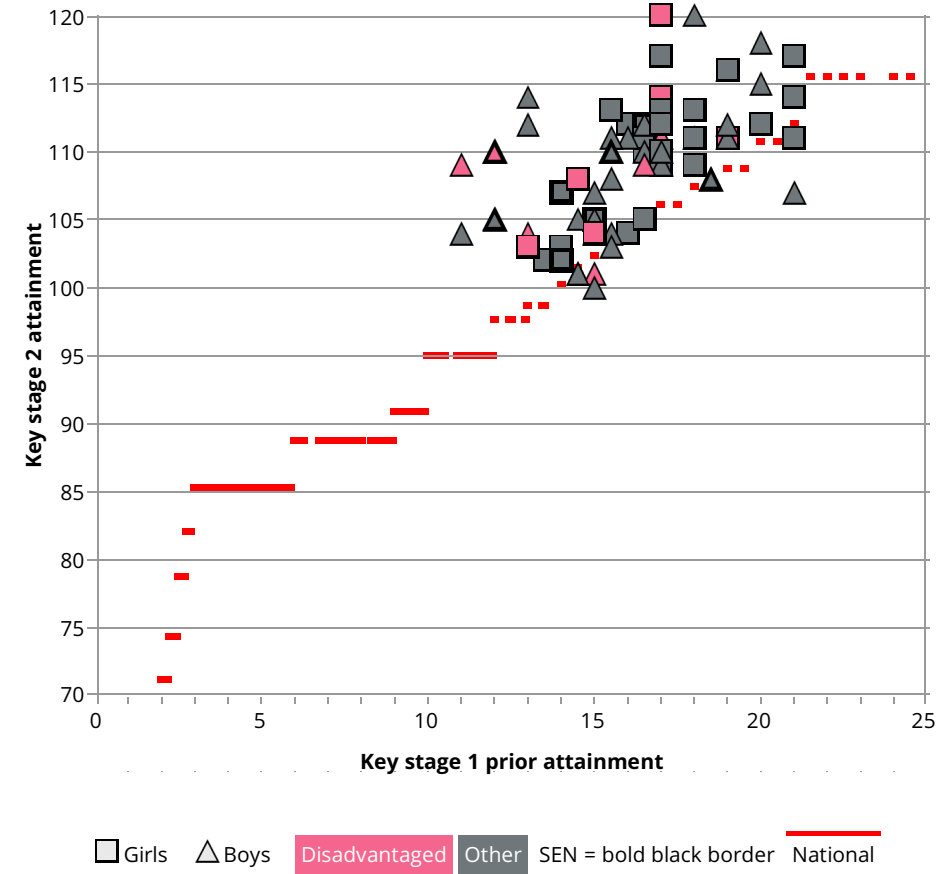


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

### Mathematics attainment in 2017



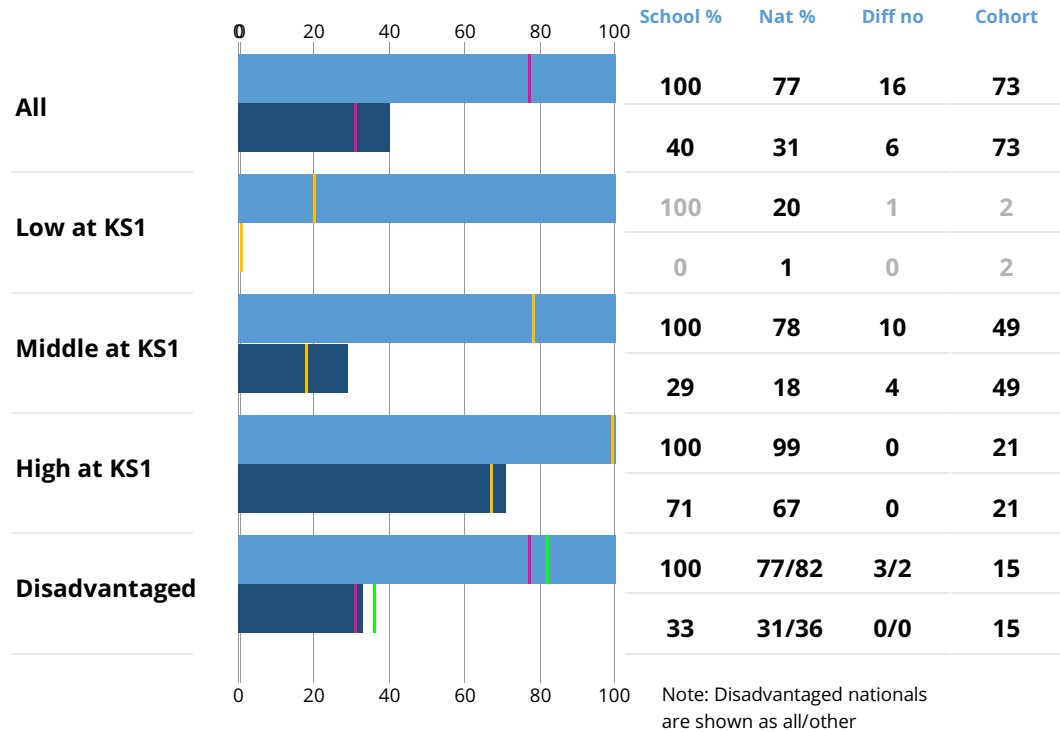
### Mathematics attainment scatterplot



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The '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. Prior attainment is based on overall KS1 attainment.

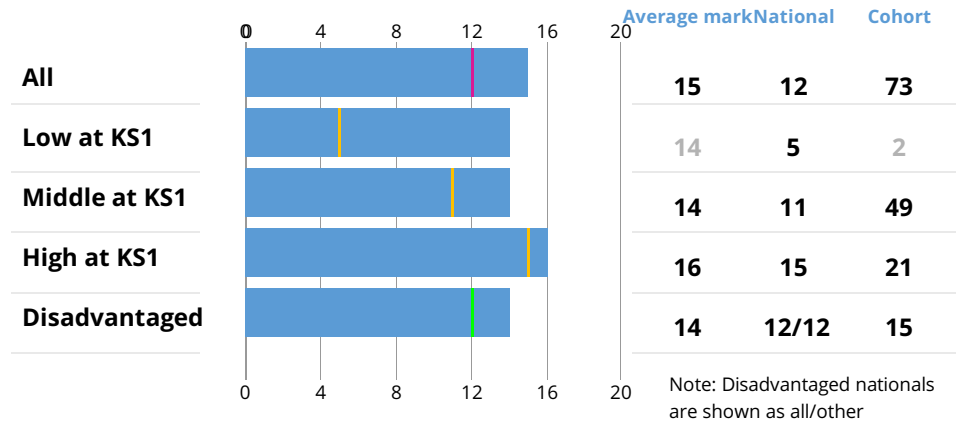
### English grammar, punctuation and spelling (EGPS) in 2017

Expected+ % High % National for all pupils Prior attainment national Other national



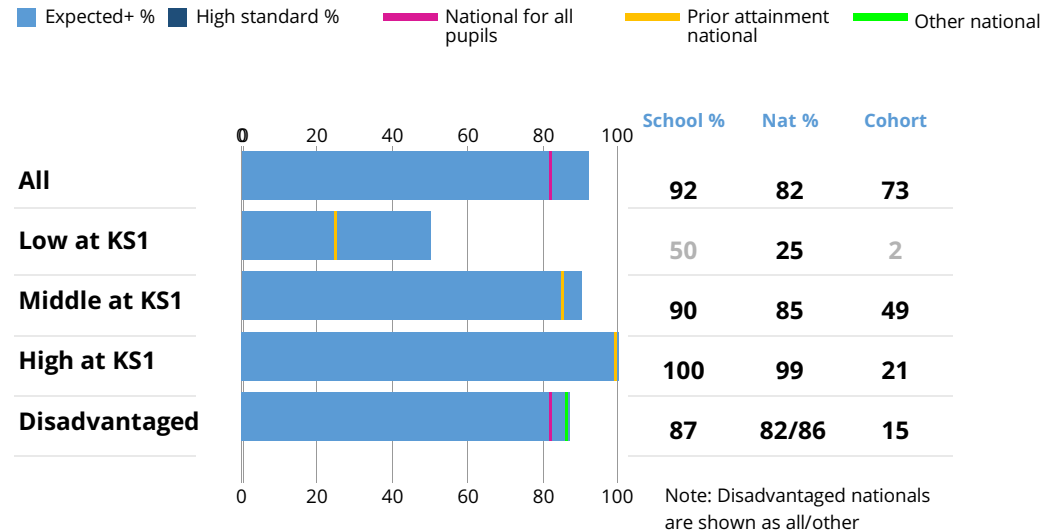
### Spelling

Average mark National for all pupils Prior attainment national Other national



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The '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. Prior attainment is based on overall KS1 attainment.

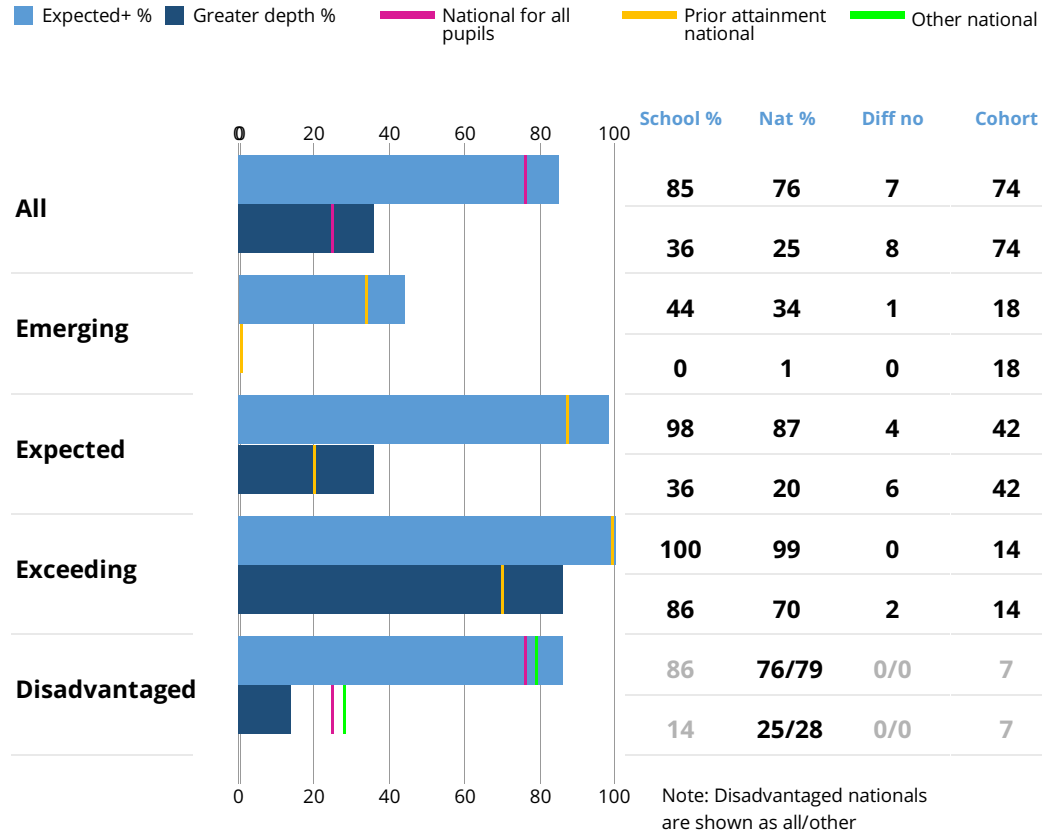
### Science attainment in 2017



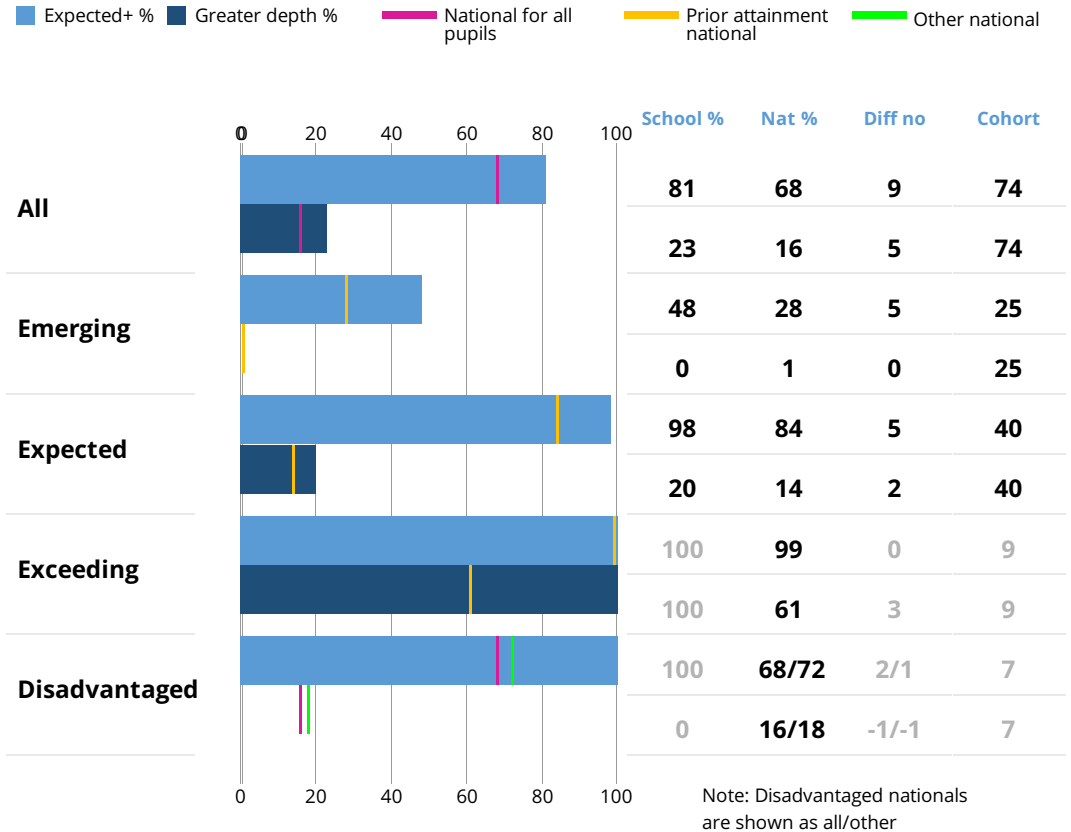
Science data is based on teacher assessments. Users should be cautious when using this data.

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Reading in 2017



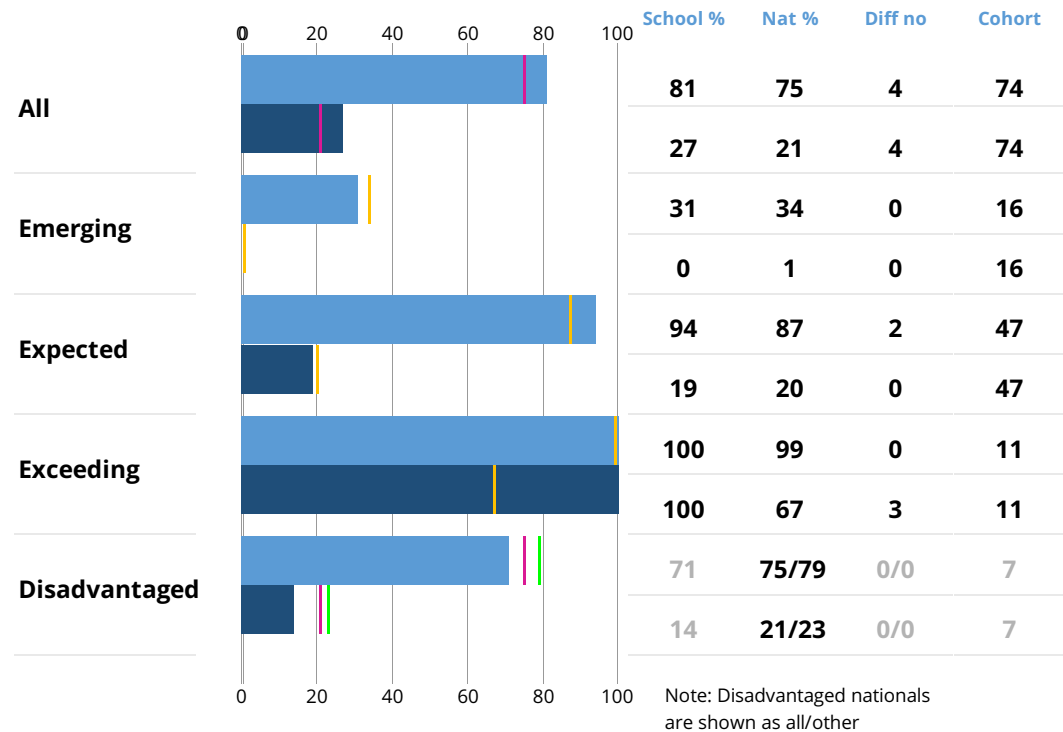
Writing in 2017



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The '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.

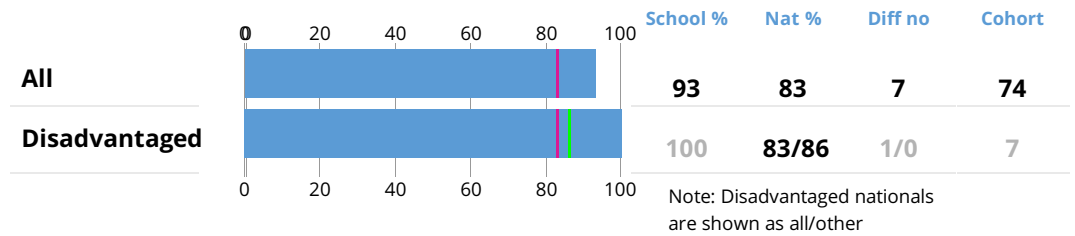
### Mathematics in 2017

Expected+ % Greater depth % National for all pupils Prior attainment national Other national



### Science in 2017

Expected+ % National for all pupils Other national



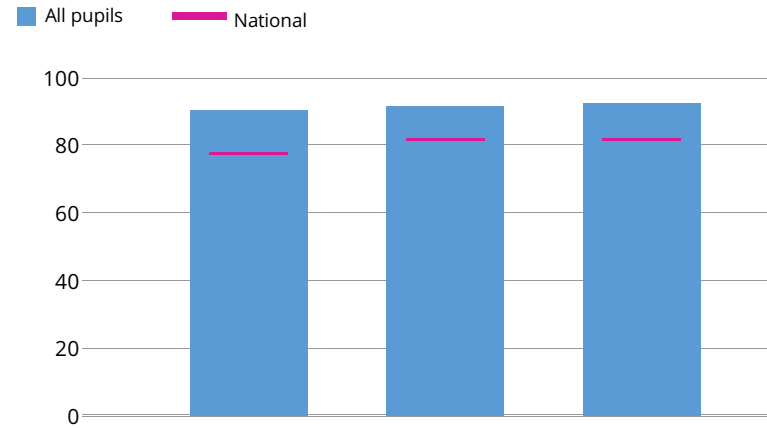
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**Phonics in 2017**

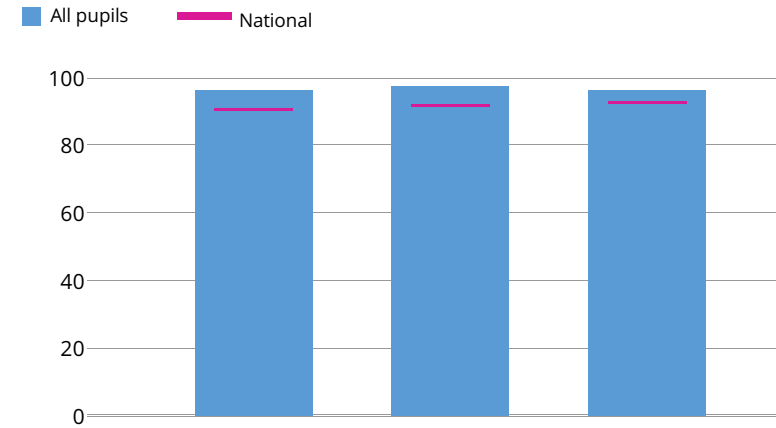
**Proportion meeting the expected standard**

**Year 1**



	2015	2016	2017
<b>School %</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>Nat %</b>	<b>77</b>	<b>81</b>	<b>81</b>
<b>Cohort</b>	<b>71</b>	<b>75</b>	<b>75</b>

**By end of year 2**

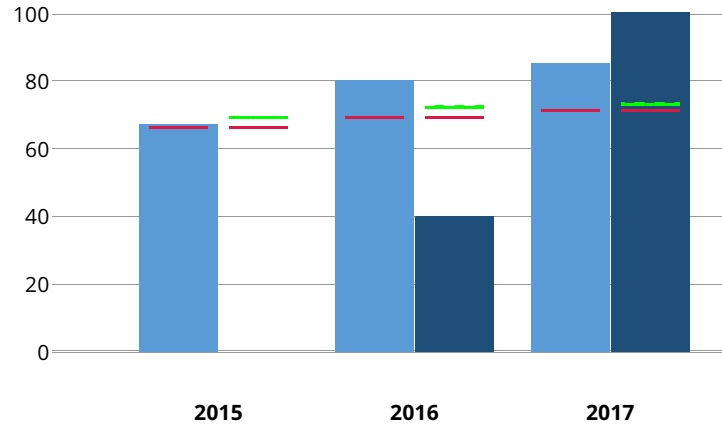


	2015	2016	2017
<b>School %</b>	<b>96</b>	<b>97</b>	<b>96</b>
<b>Nat %</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>Cohort</b>	<b>75</b>	<b>72</b>	<b>74</b>

### Early Years Foundation Stage Profile

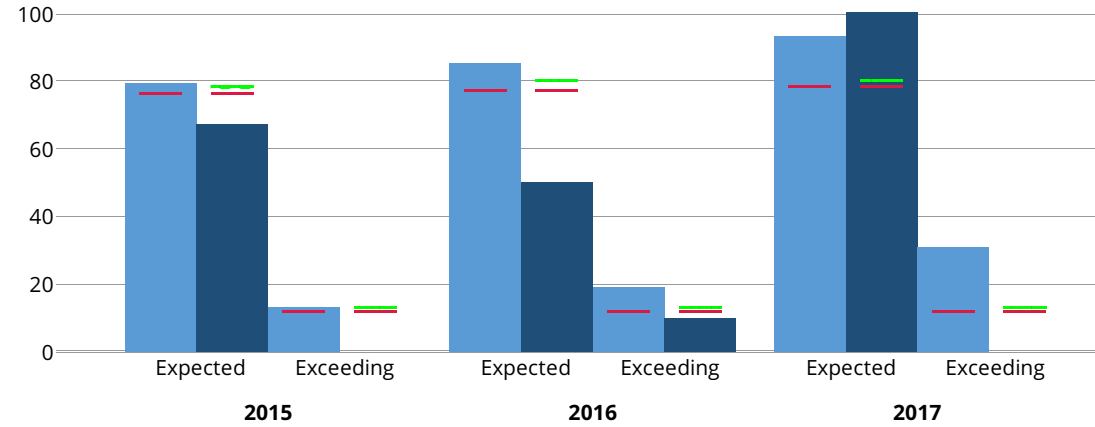
■ All pupils ■ FSM ■ National for all pupils ■ Other national

% good level of development



	2015		2016		2017	
School %	67	0	80	40	85	100
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	75	3	75	10	74	3

Mathematics early learning goals

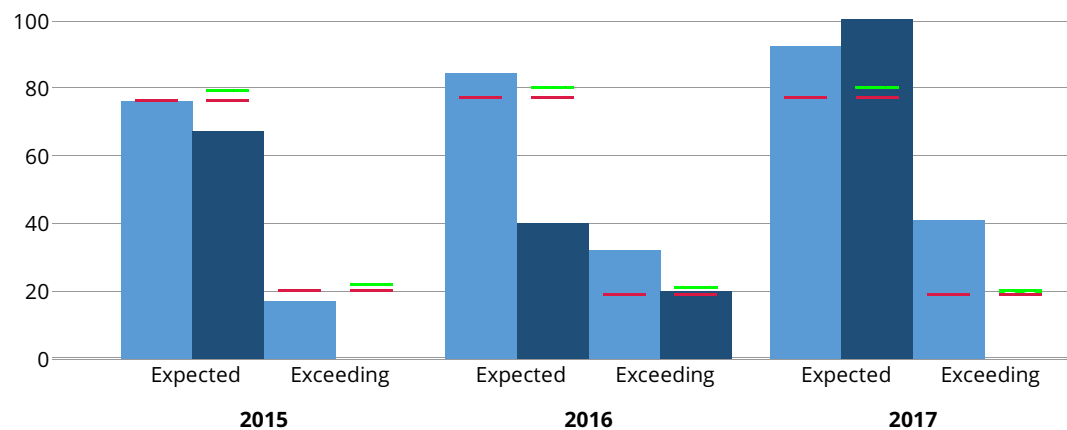


	2015				2016				2017			
School %	79	67	13	0	85	50	19	10	93	100	31	0
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	75	3	75	3	75	10	75	10	74	3	74	3

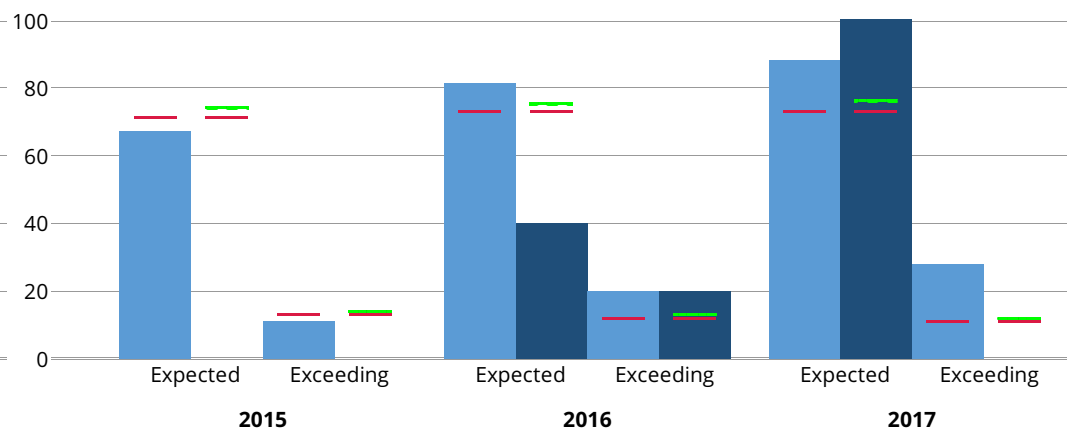
### Early Years Foundation Stage Profile

■ All pupils ■ FSM ■ National for all pupils ■ Other national

#### Reading early learning goals



#### Writing early learning goals



<b>School %</b>	<b>76</b>	<b>67</b>	<b>17</b>	<b>0</b>	<b>84</b>	<b>40</b>	<b>32</b>	<b>20</b>	<b>92</b>	<b>100</b>	<b>41</b>	<b>0</b>	<b>School %</b>	<b>67</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>81</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>88</b>	<b>100</b>	<b>28</b>	<b>0</b>
<b>Nat all %</b>	<b>76</b>	<b>76</b>	<b>20</b>	<b>20</b>	<b>77</b>	<b>77</b>	<b>19</b>	<b>19</b>	<b>77</b>	<b>77</b>	<b>19</b>	<b>19</b>	<b>Nat all %</b>	<b>71</b>	<b>71</b>	<b>13</b>	<b>13</b>	<b>73</b>	<b>73</b>	<b>12</b>	<b>12</b>	<b>73</b>	<b>73</b>	<b>11</b>	<b>11</b>
<b>Nat other %</b>	<b>-</b>	<b>79</b>	<b>-</b>	<b>22</b>	<b>-</b>	<b>80</b>	<b>-</b>	<b>21</b>	<b>-</b>	<b>80</b>	<b>-</b>	<b>20</b>	<b>Nat other %</b>	<b>-</b>	<b>74</b>	<b>-</b>	<b>14</b>	<b>-</b>	<b>75</b>	<b>-</b>	<b>13</b>	<b>-</b>	<b>76</b>	<b>-</b>	<b>12</b>
<b>Cohort</b>	<b>75</b>	<b>3</b>	<b>75</b>	<b>3</b>	<b>75</b>	<b>10</b>	<b>75</b>	<b>10</b>	<b>74</b>	<b>3</b>	<b>74</b>	<b>3</b>	<b>Cohort</b>	<b>75</b>	<b>3</b>	<b>75</b>	<b>3</b>	<b>75</b>	<b>10</b>	<b>75</b>	<b>10</b>	<b>74</b>	<b>3</b>	<b>74</b>	<b>3</b>