

Areas to investigate

KS2 progress

- Reading progress was in the top quintile (20%) for at least two years for all pupils and middle prior attainers.
- Mathematics progress was in the top quintile (20%) for at least two years for middle prior attainers and disadvantaged pupils.
- Progress in mathematics was significantly above average and in the highest 10%.
- Reading progress was significantly above the national for other pupils for at least two years for the following groups: disadvantaged middle.
- Mathematics progress was significantly above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.

KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for groups: middle, high prior attainment and disadvantaged.
- In 2018, 86% of pupils achieved the expected standard in reading, writing and mathematics, 22 percentage points above the national proportion. This was a statistically significant difference.
- The three-year average reading attainment score (109.1) was in the top 10%. The three-year average mathematics attainment score (108.3) was in the top 10%.

KS1 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was above national for the disadvantaged group.

Areas to investigate

Phonics in 2018

- A very large majority of pupils (93%) met the phonics expected standard in year 1.

EYFS

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

Behaviour

- In 2017/18, the rate of overall absence (4.00%) was below the national average for schools with a similar level of deprivation (4.73%).
- There were no permanent exclusions in the last three years. The national average in each of these years was zero.

- In 2016/17, the rate of total fixed term exclusions (0.22%) was below the national average for schools with a similar level of deprivation (0.99%). In 2016/17, the rate of repeat exclusions (0.22%) was below the national average for schools with a similar level of deprivation (0.45%).

Primary school context in 2018

Phase of education: Primary

Headteacher: K Edge

Pupils: 452

Gender: Mixed

Deprivation Quintile: Highest 20% (0.4)

Local authority: Newham

Admissions policy: Not applicable

Ages: 3-11

Denomination: Does not apply

Special needs provision:

Ever 6 FSM %: 42.1

English additional language %: 72.8

SEN support %: 9.3

SEN with EHC plan %: 0.4

Ethnicity

- The largest ethnic groups are: White - British (14.5%), White - any other White background (15.9%), Asian or Asian British - Bangladeshi (15.0%), Black or Black British - African (22.5%), Any other ethnic group (7.2%).
- 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 (452).

Girls

- The percentage of girls in year 5 (60%) was higher than all other year groups.

- The percentage of girls in year 3 (42%) was lower than all other year groups.

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (42.1%).
- The percentage of FSM in year 5 (62%) and year 6 (63%) was higher than all other year groups.
- The percentage of FSM in year 1 (28%) and year 2 (31%) was lower than all other year groups.
- There were no children looked after in the school.

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Primary school context 2018

English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (72.8%).
- The percentage of EAL in year 6 (60%) was lower than all other year groups.
- There was a larger than average increase in the percentage of EAL pupils between 2017 and 2018.

Special Educational Needs

- There was nothing significant to report for this group.

Prior Attainment

- There was nothing significant to report for this group.

Relative progress for the past three years

Progress quintiles based on rank of progress score

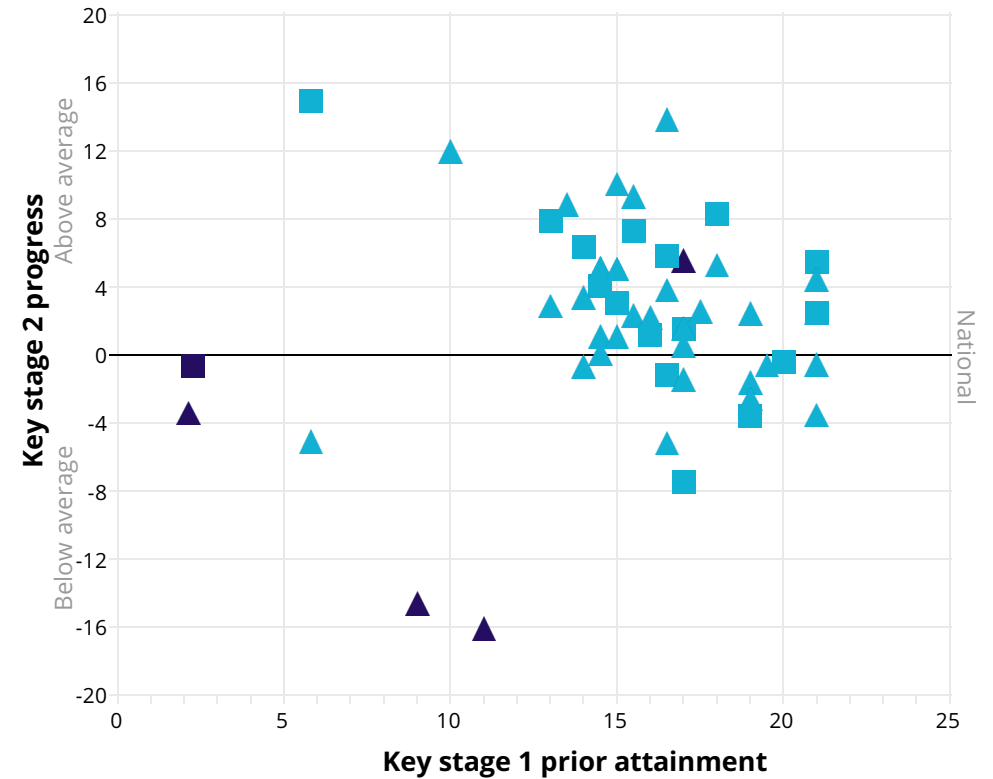
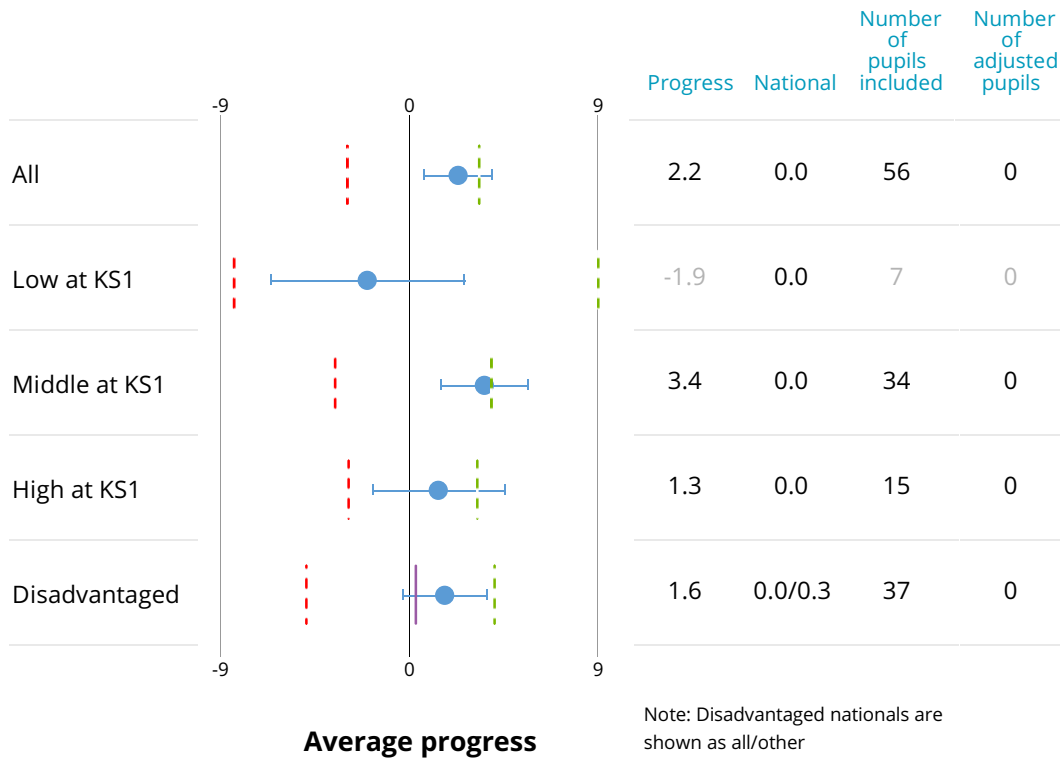
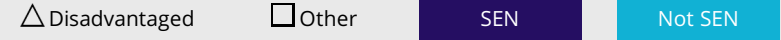
() Cohort Significantly above national Significantly below national

			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	(54)							(55)							(54)					
	2017	(54)							(54)						(54)						
	2018	(56)							(56)						(56)						
Low at KS1	2016	(5)							(6)						(5)						
	2017	(4)							(4)						(4)						
	2018	(7)							(7)						(7)						
Middle at KS1	2016	(34)							(34)						(34)						
	2017	(34)							(34)						(34)						
	2018	(34)							(34)						(34)						
High at KS1	2016	(15)							(15)						(15)						
	2017	(16)							(16)						(16)						
	2018	(15)							(15)						(15)						
Disadvantaged	2016	(44)							(45)						(44)						
	2017	(43)							(43)						(43)						
	2018	(37)							(37)						(37)						

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 fewer, information is greyed out. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Reading progress in 2018

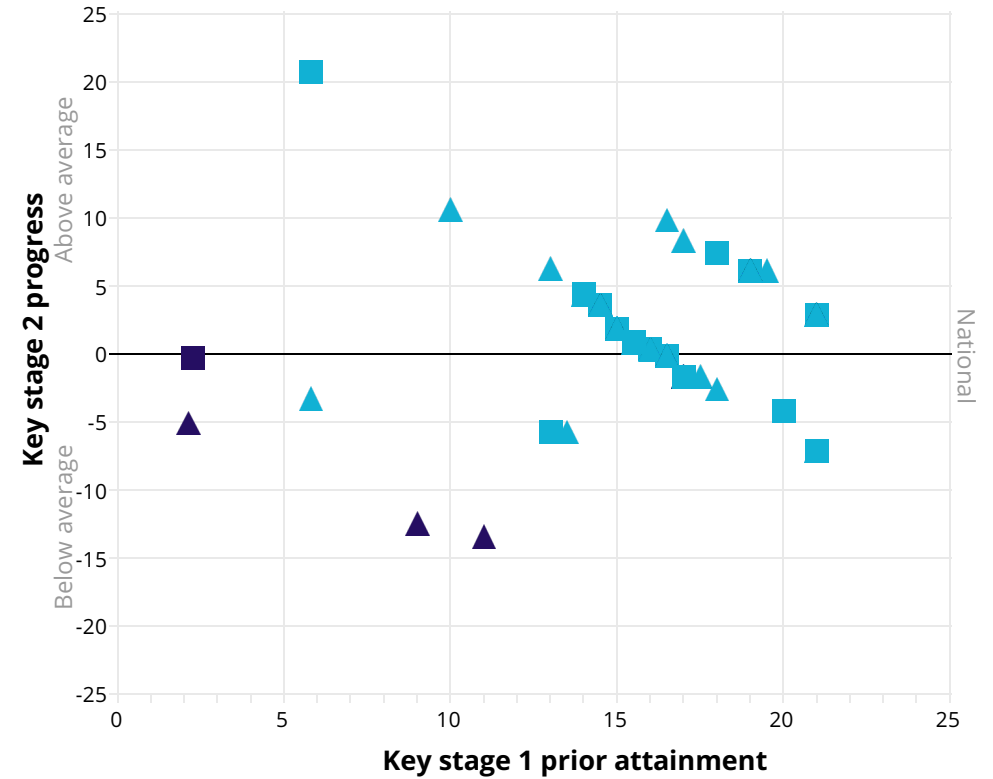
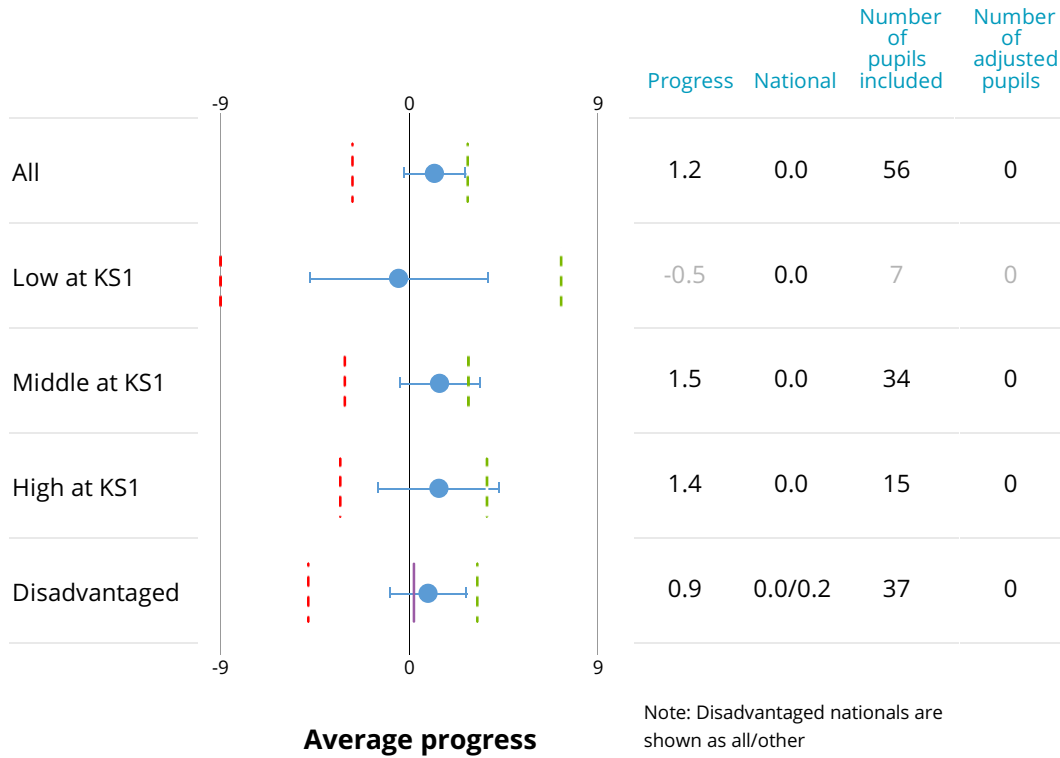
Reading progress scatterplot



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-ofsteds-inspection-dashboard

Writing progress in 2018

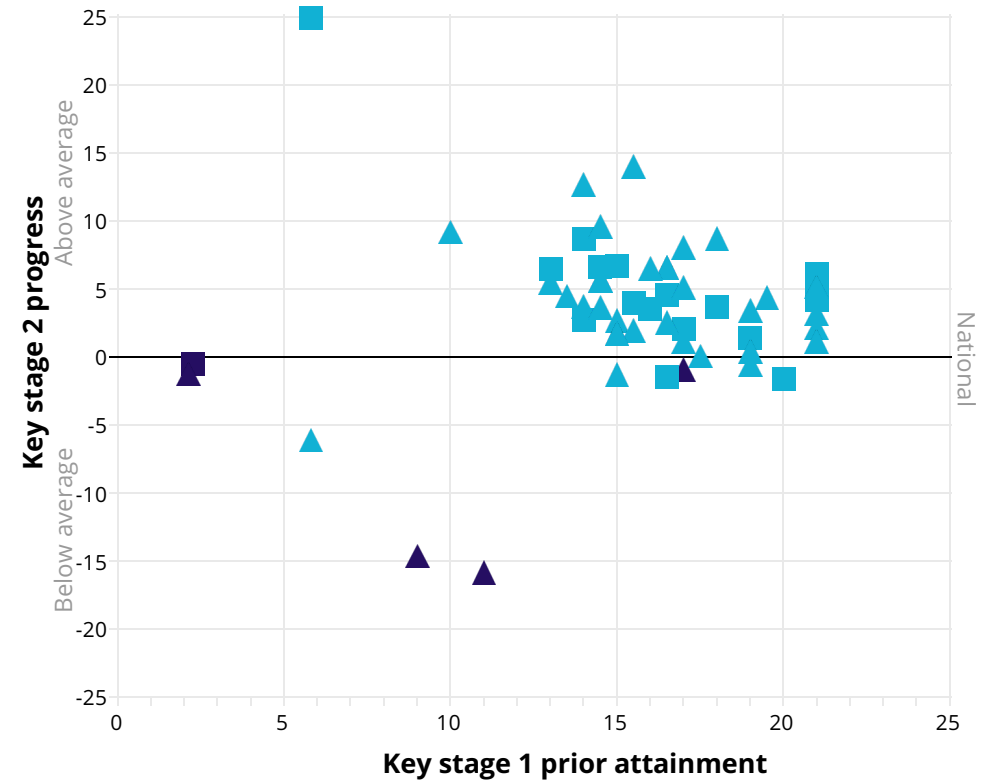
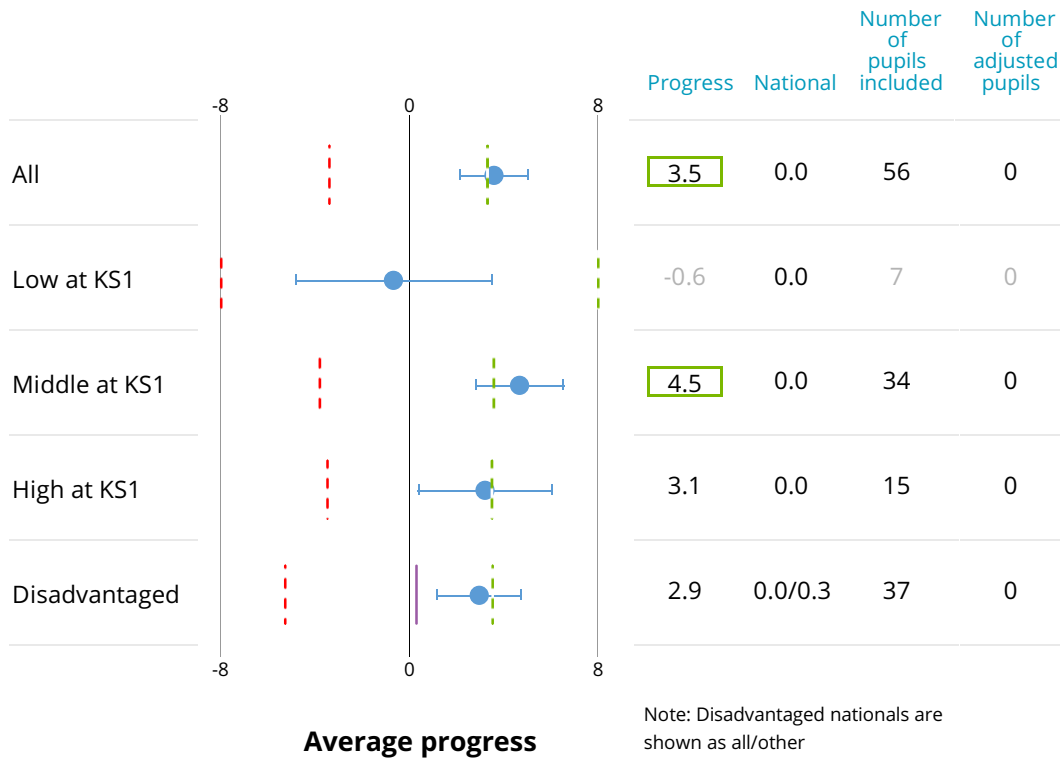
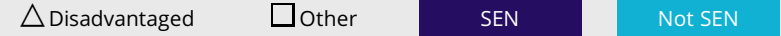
Writing progress scatterplot



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-ofsteds-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-ofsteds-inspection-dashboard

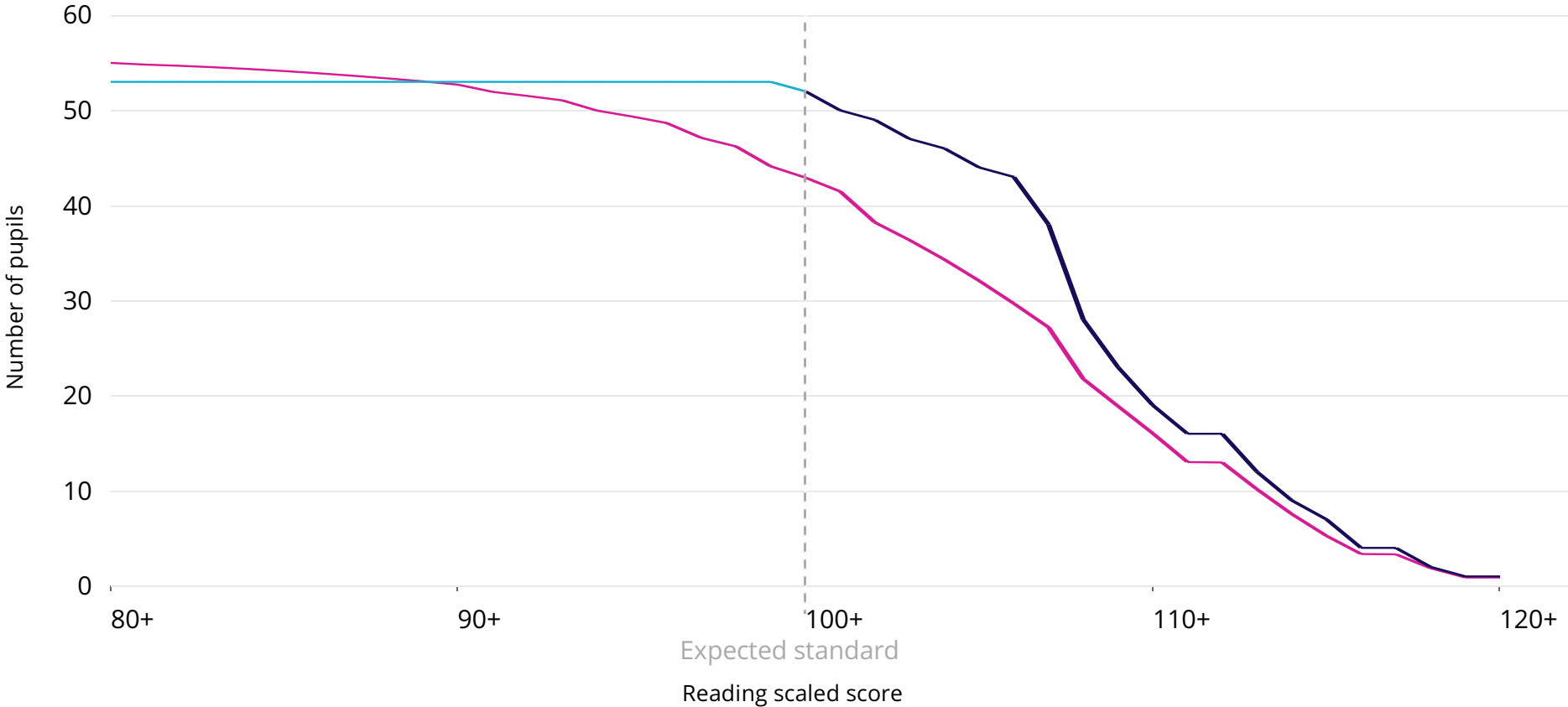
Reading scaled scores 2018

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 = 57 One pupil relates to 1.8 percentage points.

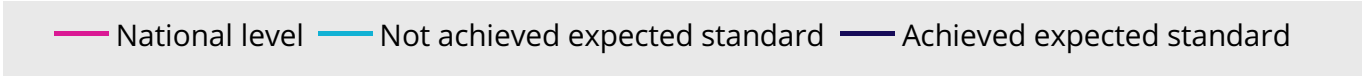
In 2018, 91% of pupils achieved the expected standard, 16 percentage points above the national. This was a statistically significant difference.



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

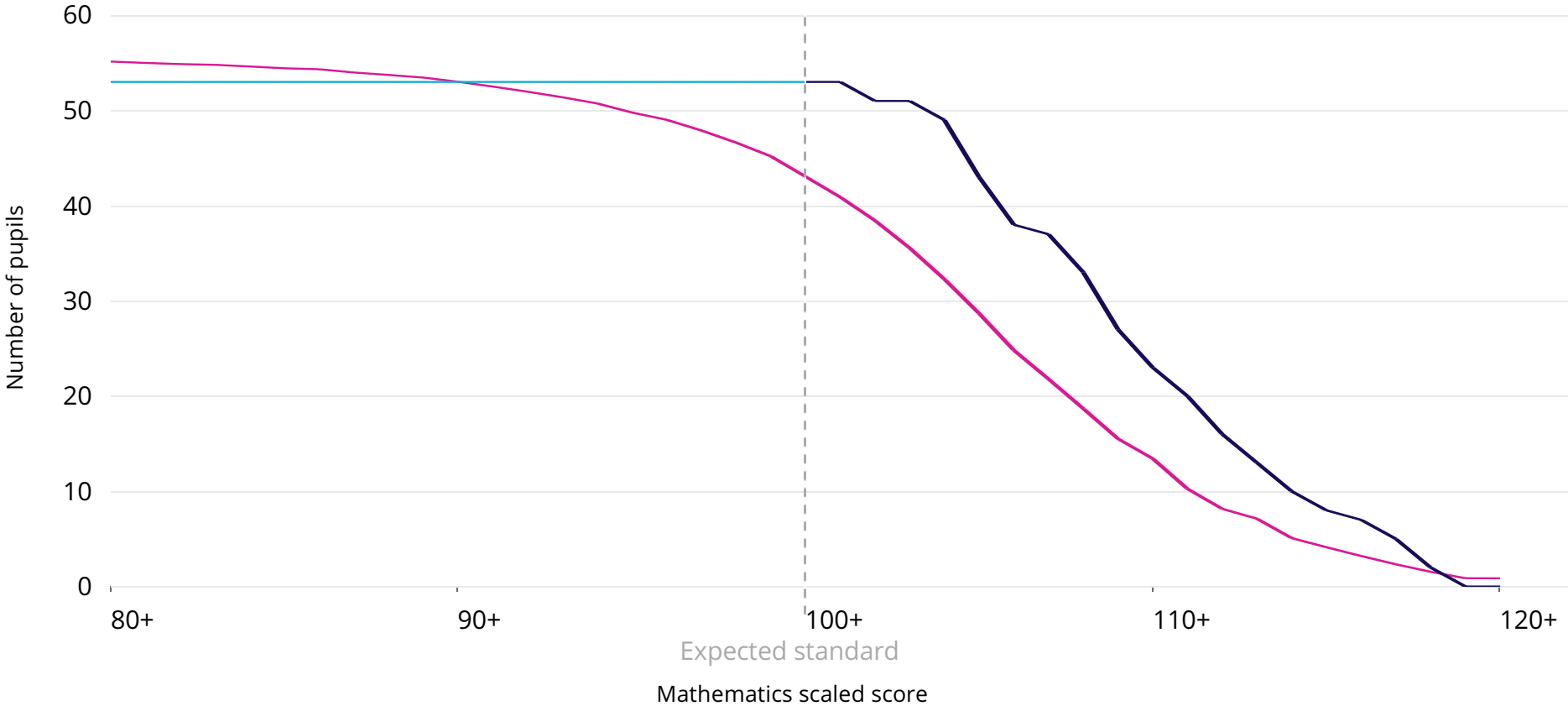
Mathematics scaled scores 2018

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



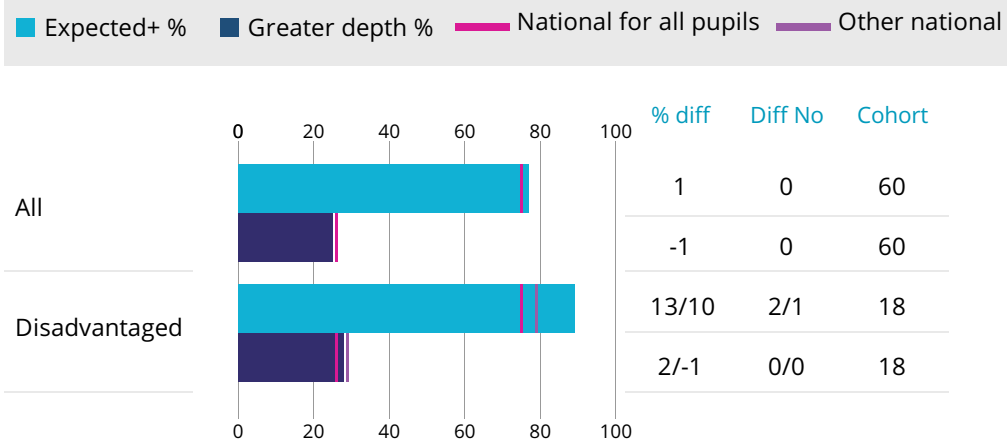
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In 2018, 93% of pupils achieved the expected standard, 17 percentage points above the national. This was a statistically significant difference.

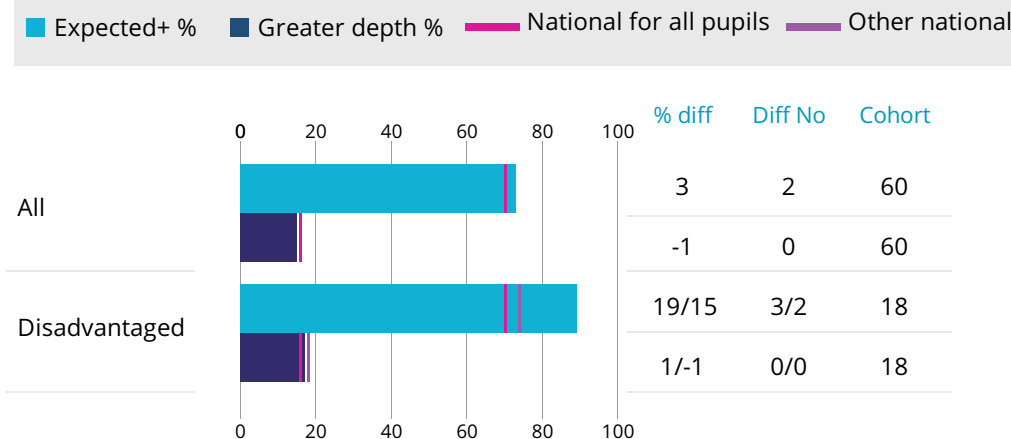


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

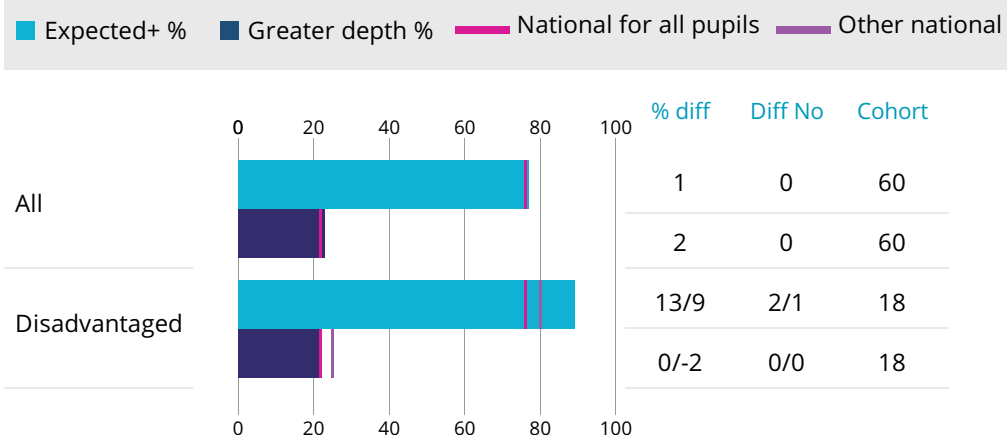
Reading



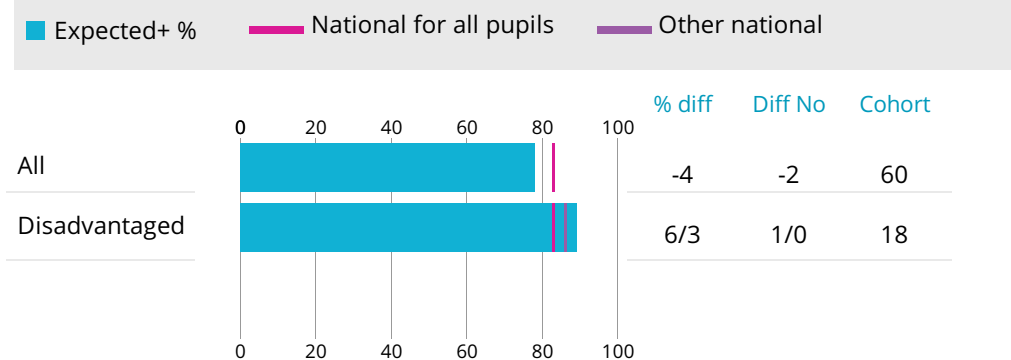
Writing



Mathematics



Science



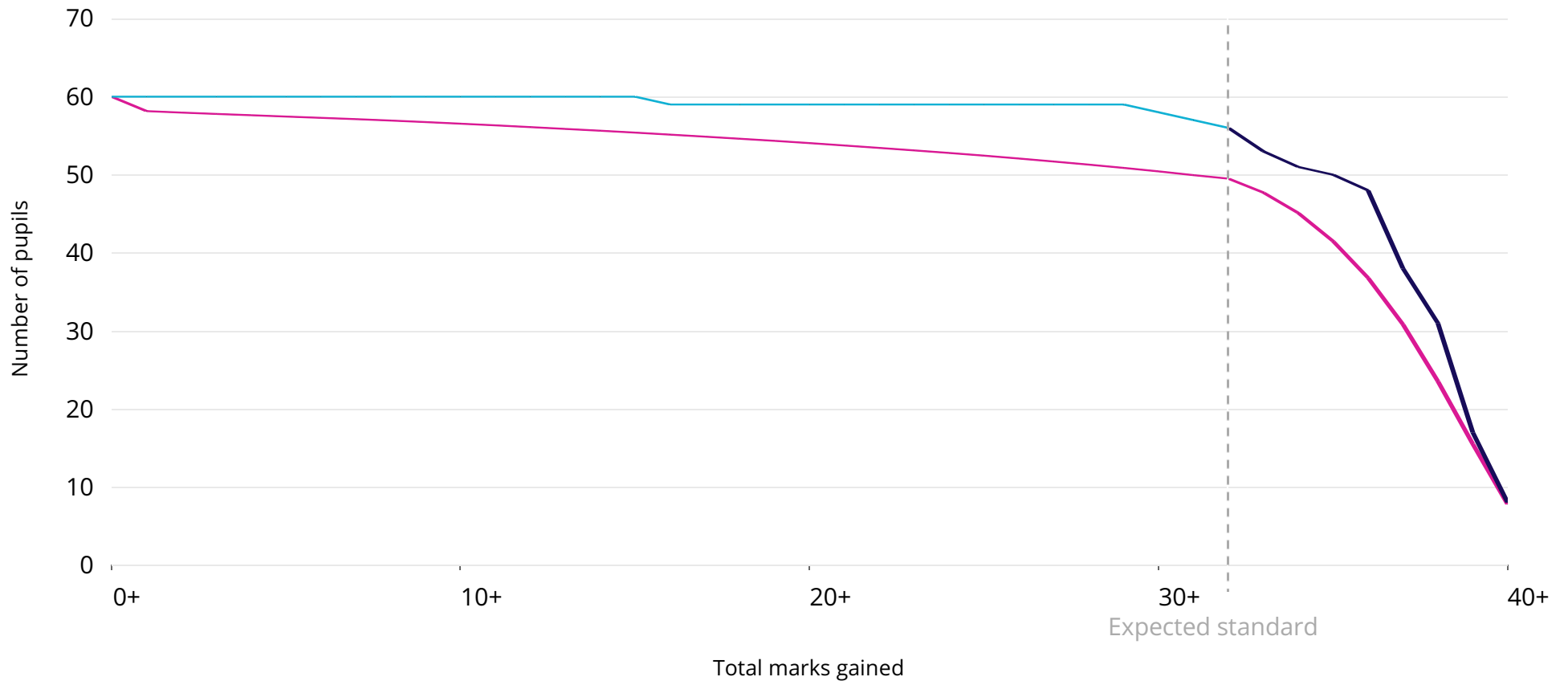
Year 1 phonics marks 2018

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

— National level — Not achieved expected standard — Achieved expected standard

Cohort = 60 One pupil relates to 1.7 percentage points.

In 2018, 93% of pupils achieved the expected standard, 11 percentage points above 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