

Areas to investigate

KS2 progress

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

KS2 attainment

- In 2018, 50% of pupils achieved the expected standard in reading, writing and mathematics, 14 percentage points below the national proportion. This difference was not statistically significant.
- Reading and mathematics attainment was in the bottom quintile (20%) for at least two years for all pupils.
- The three-year average reading attainment score (99.8) was in the bottom 10%.

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.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.99%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.45%.

School context in 2018

Phase of education: Primary

Headteacher: Rachel Tainsh

Pupils: 90

Gender: Mixed

Deprivation Quintile: Highest 20% (0.3)

Local authority: Halton

Admissions policy: Not applicable

Ages: 4-11

Denomination: Church of England

Special needs provision:

Ever 6 FSM %: 71.1

English additional language %: 5.7

SEN support %: 18.9

SEN with EHC plan %: 0.0

Ethnicity

- The largest ethnic groups are: White - British (88.6%), White - Romany or Gypsy (4.3%), White - any other White background (2.9%), Mixed - any other mixed background (2.9%), Any other ethnic group (1.4%).
- This school has 4 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 (90).

Girls

- The school was in the top 20% of all schools for the proportion of girls (52.2%).
- The percentage of girls across all years was variable: year 1 (40%), year 2 (86%), year 3 (60%), year 4 (33%), year 5 (40%), year 6 (43%).

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (71.1%).
- The percentage of FSM in year 2 (86%) and year 4 (100%) was higher than all other year groups.
- The percentage of FSM in year 1 (40%) and year 3 (60%) was lower than all other year groups.
- There was a larger than average increase in the percentage of disadvantaged pupils between 2017 and 2018.
- There were no children looked after in the school.

School context 2018

English as an Additional Language

- There was nothing significant to report for this group.

Special Educational Needs

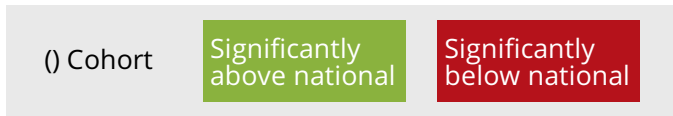
- The school was in the lowest 20% of all schools for the proportion of SEN with EHC/statement (0.0%).
- The school was in the top 20% of all schools for the proportion of SEN support (18.9%).
- The percentage of SEN in year 3 (33%) and year 4 (33%) was higher than all other year groups.
- The percentage of SEN in year 2 (14%) was lower than all other year groups.

Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (Year 5, Year 6), Writing (Year 3, Year 6), Mathematics (Year 1, Year 2)
- Pupil prior attainment was well above the national comparator for the following: Mathematics (year 4)

Relative progress for the past three years

Progress quintiles based on rank of progress score

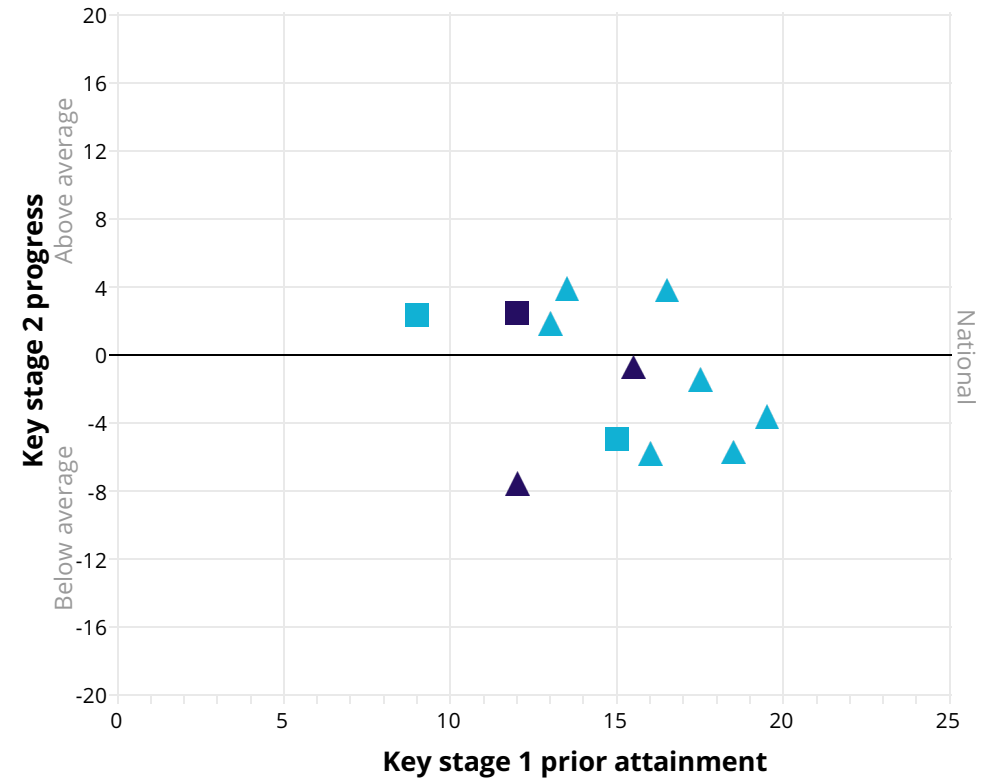
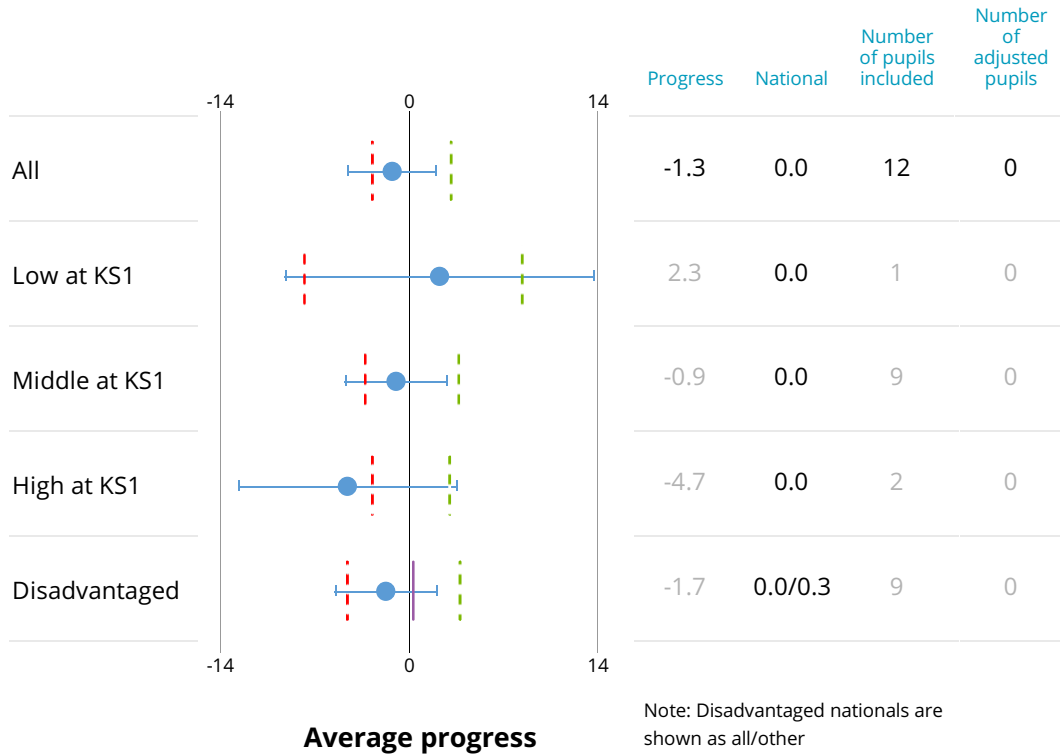


	Year	Cohort	Reading					Writing					Mathematics				
			Bottom 20%					Bottom 20%					Bottom 20%				
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Overall	2016	(8)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2017	(14)	Grey	Dark Grey	Grey	Grey	Grey	Grey	Grey	Grey	Dark Grey	Grey	Grey	Grey	Grey	Dark Grey	Grey
	2018	(12)	Grey	Dark Grey	Grey	Grey	Grey	Grey	Grey	Grey	Dark Grey	Grey	Dark Grey	Grey	Grey	Grey	Grey
Low at KS1	2016	(1)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2017	(3)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2018	(1)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Middle at KS1	2016	(6)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2017	(10)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2018	(9)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
High at KS1	2016	(1)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2017	(1)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2018	(2)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Disadvantaged	2016	(4)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
	2017	(11)	Grey	Grey	Dark Grey	Grey	Grey	Grey	Grey	Grey	Dark Grey	Grey	Grey	Grey	Grey	Dark Grey	Grey
	2018	(9)	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	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

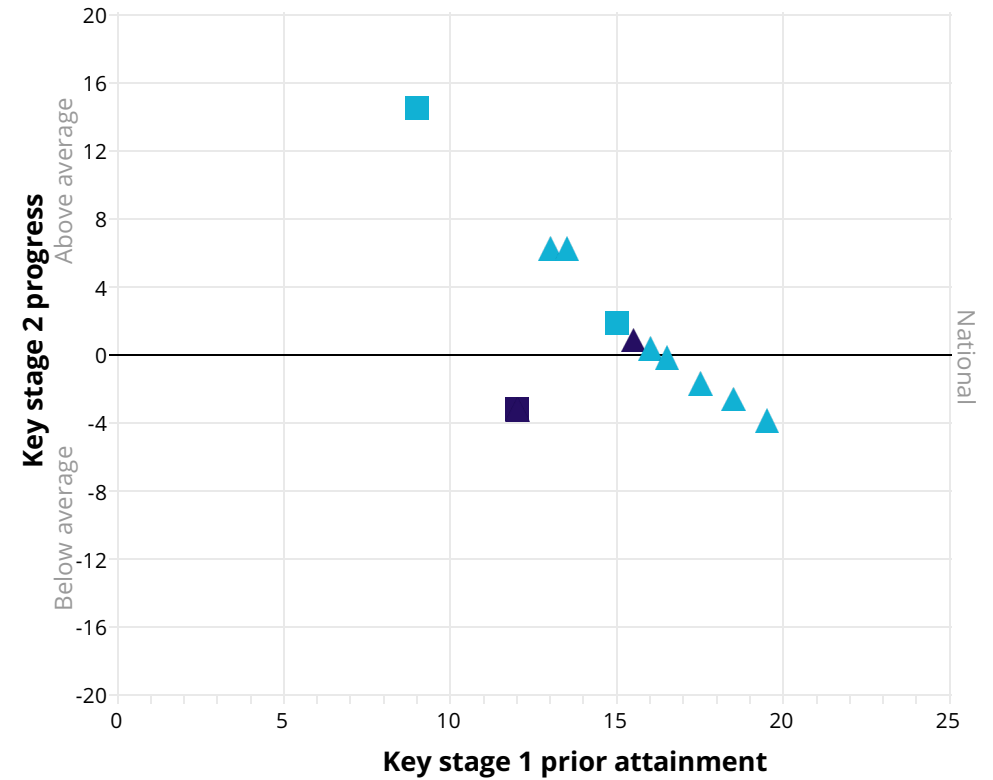
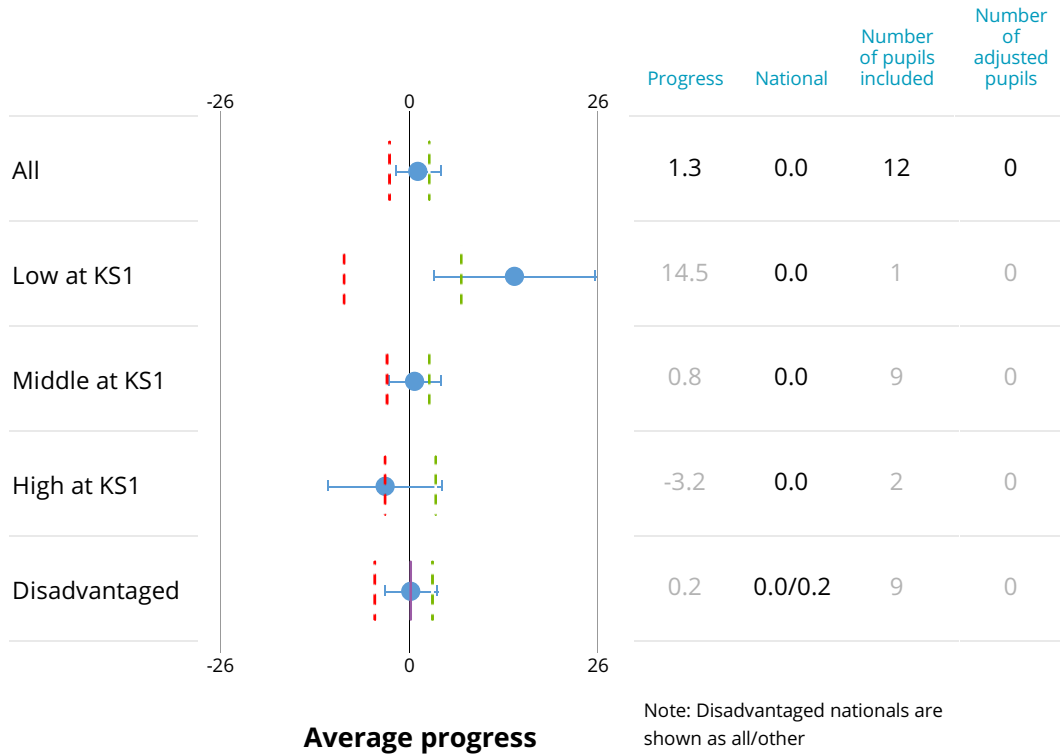
Reading progress scatterplot



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

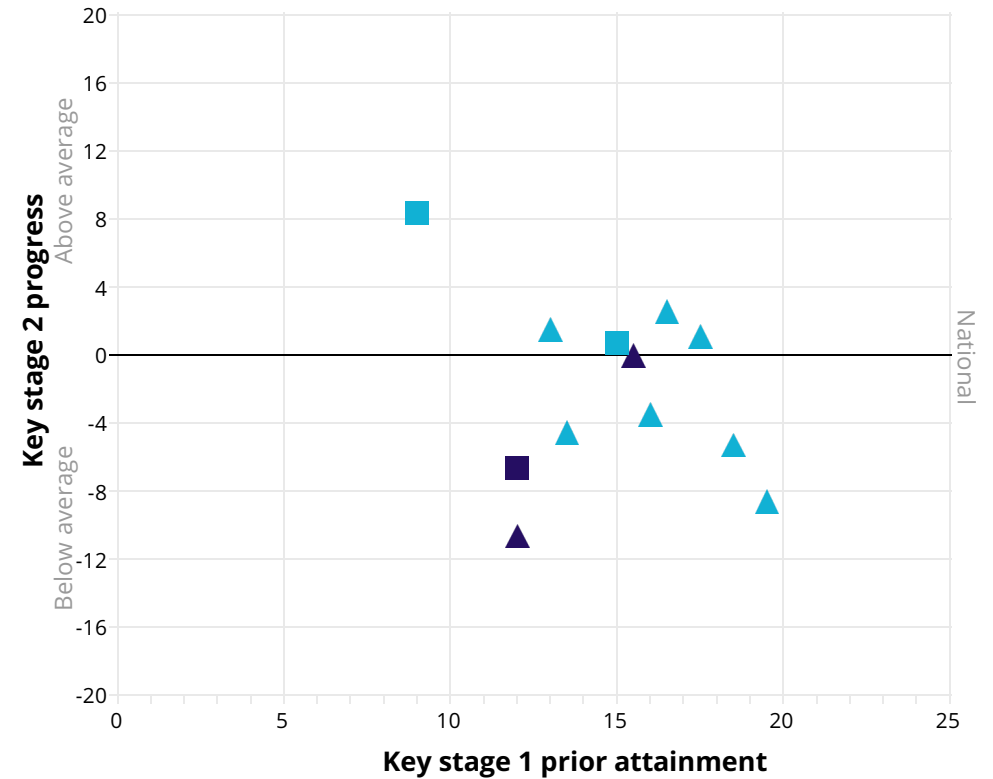
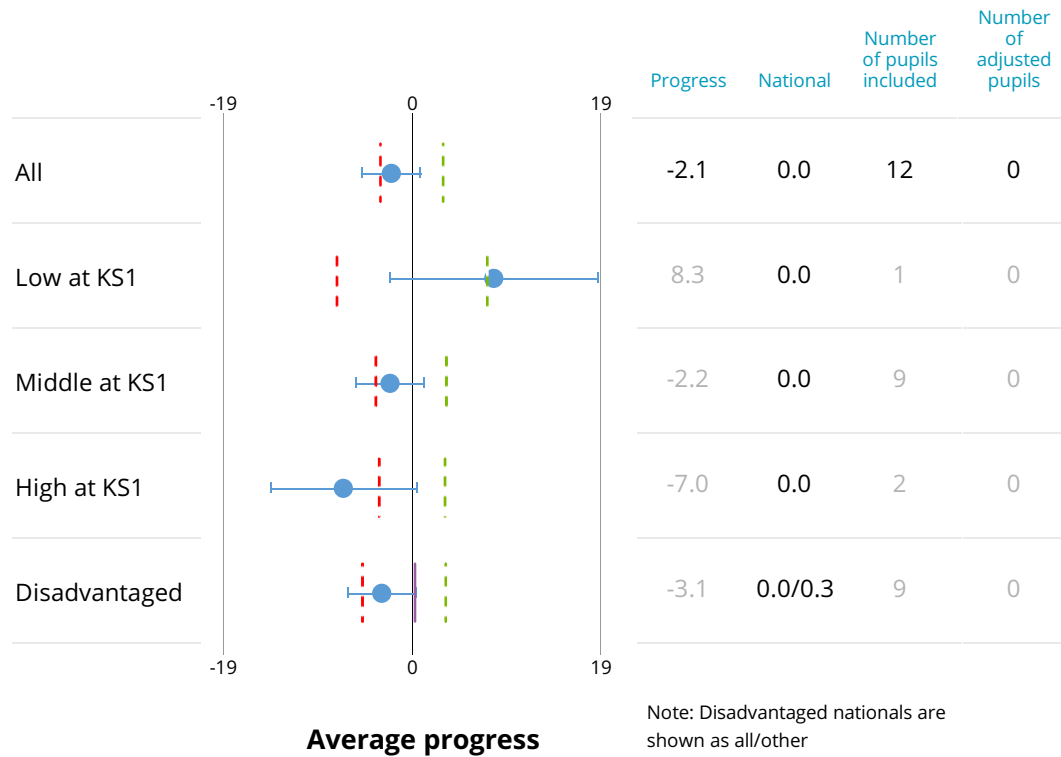
Writing progress scatterplot



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-ofsteds-inspection-dashboard

Mathematics progress in 2018

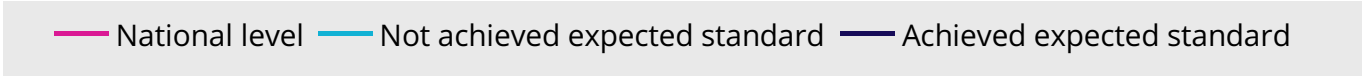
Mathematics progress scatterplot



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-ofsted-inspection-dashboard

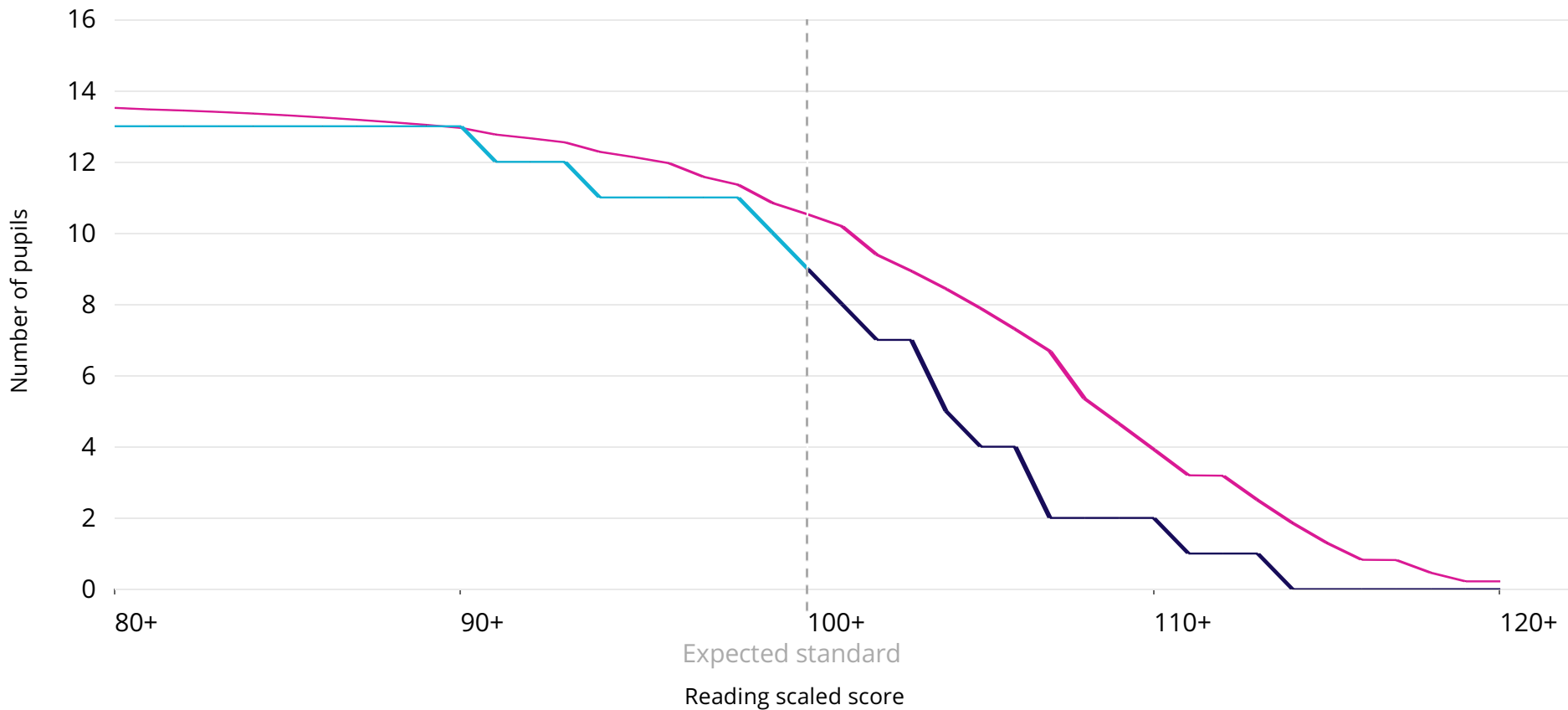
Reading scaled scores 2018

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, 64% of pupils achieved the expected standard, 11 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

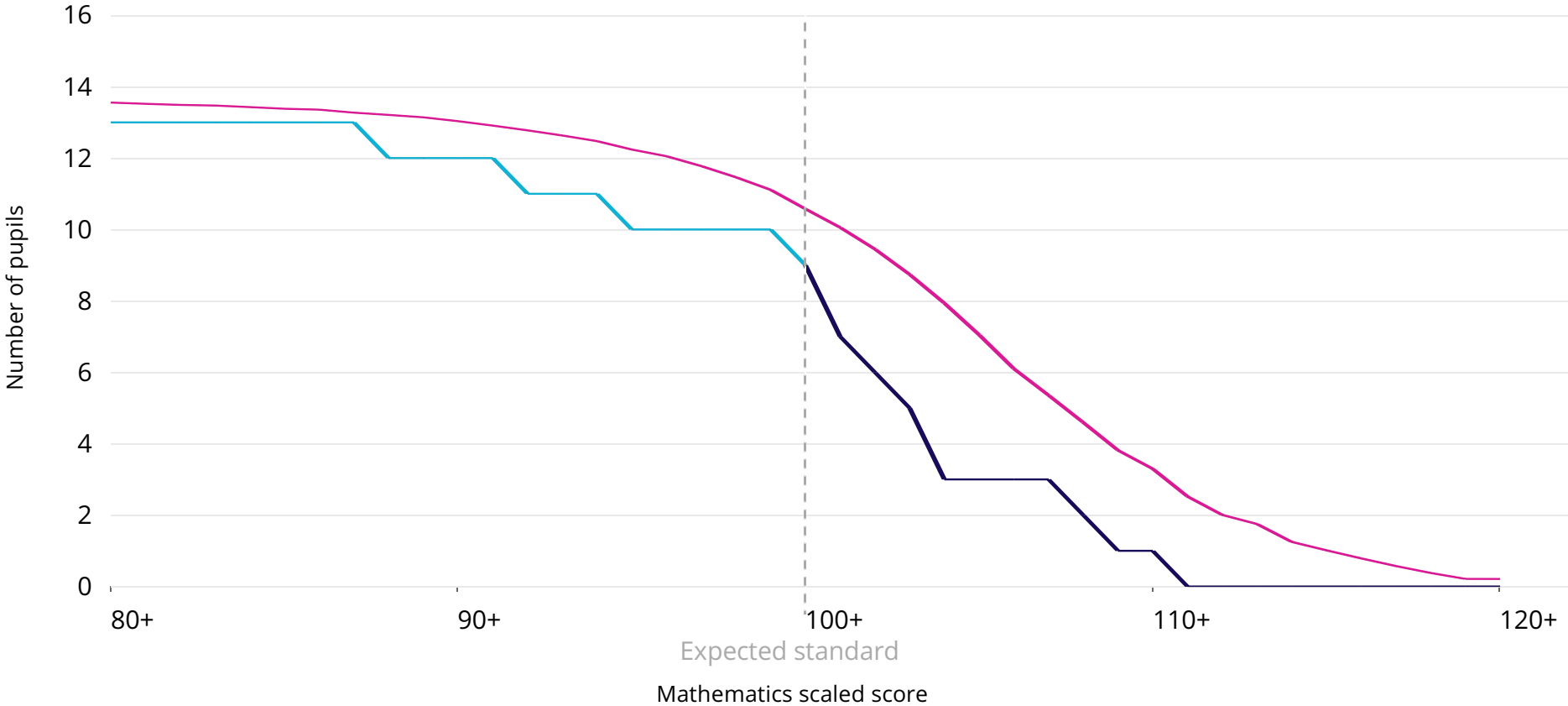
Mathematics scaled scores 2018

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

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

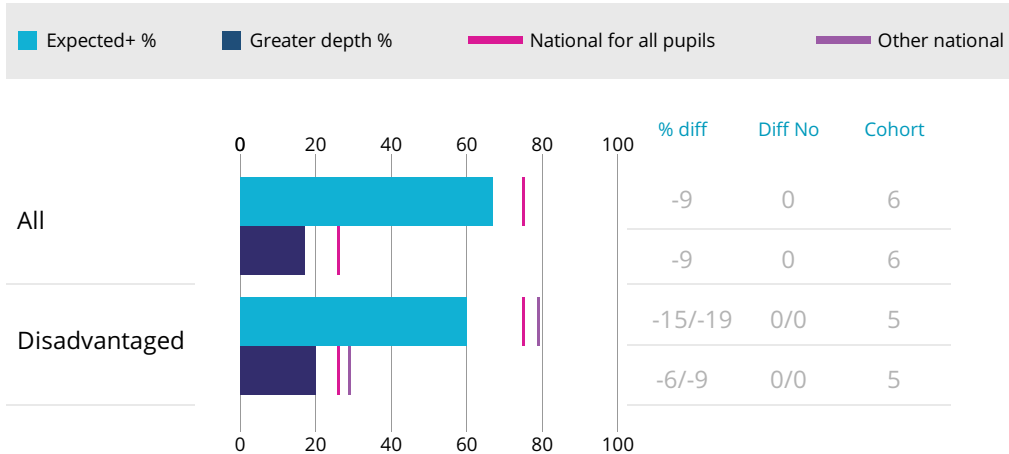
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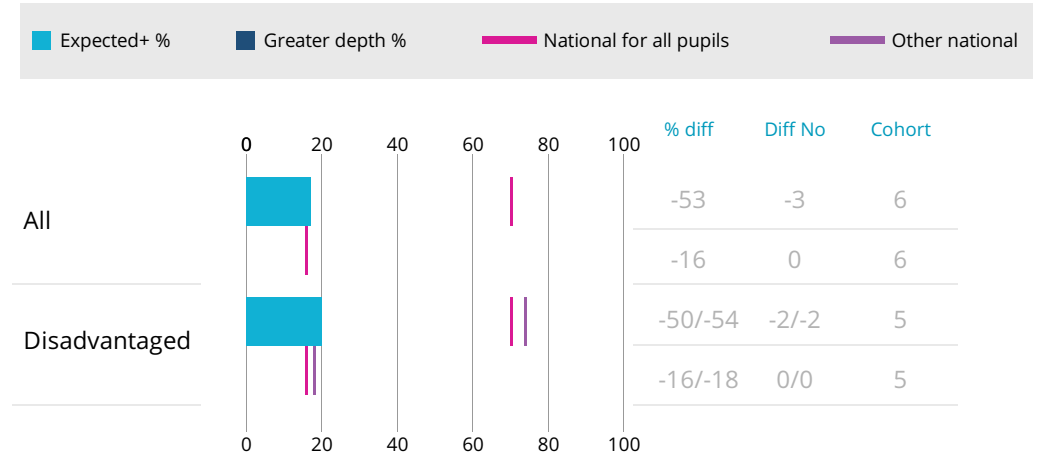


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

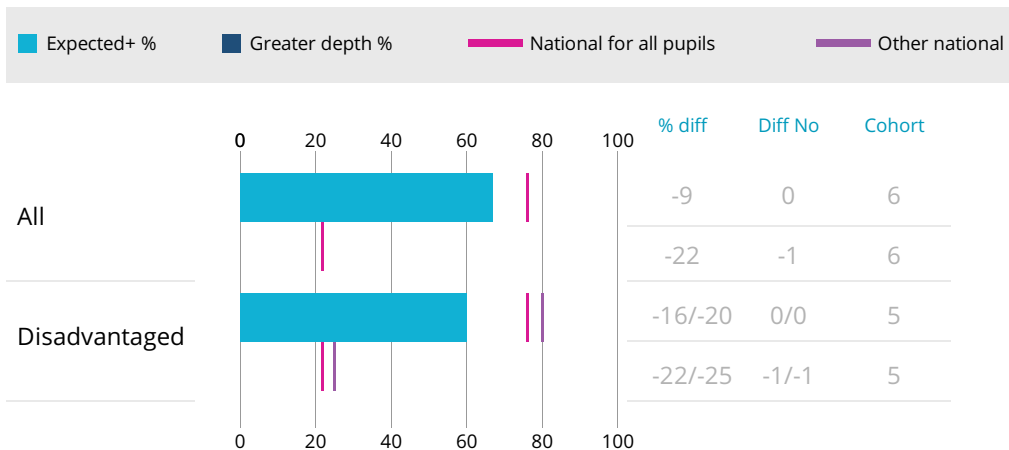
Reading



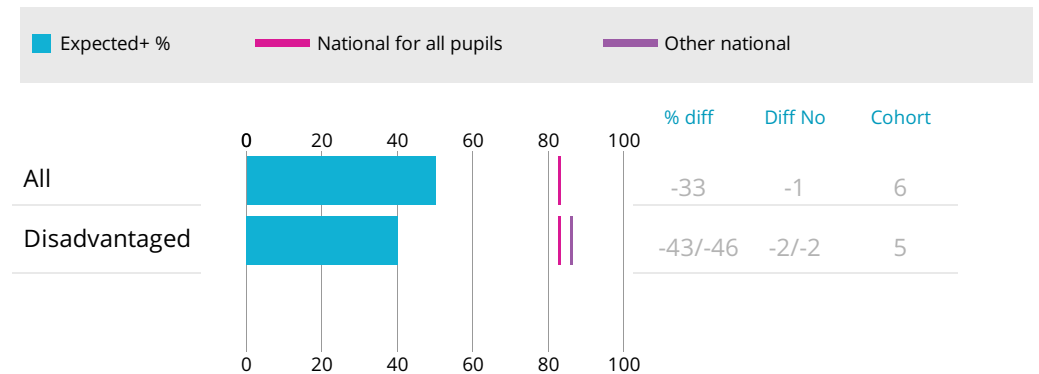
Writing



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

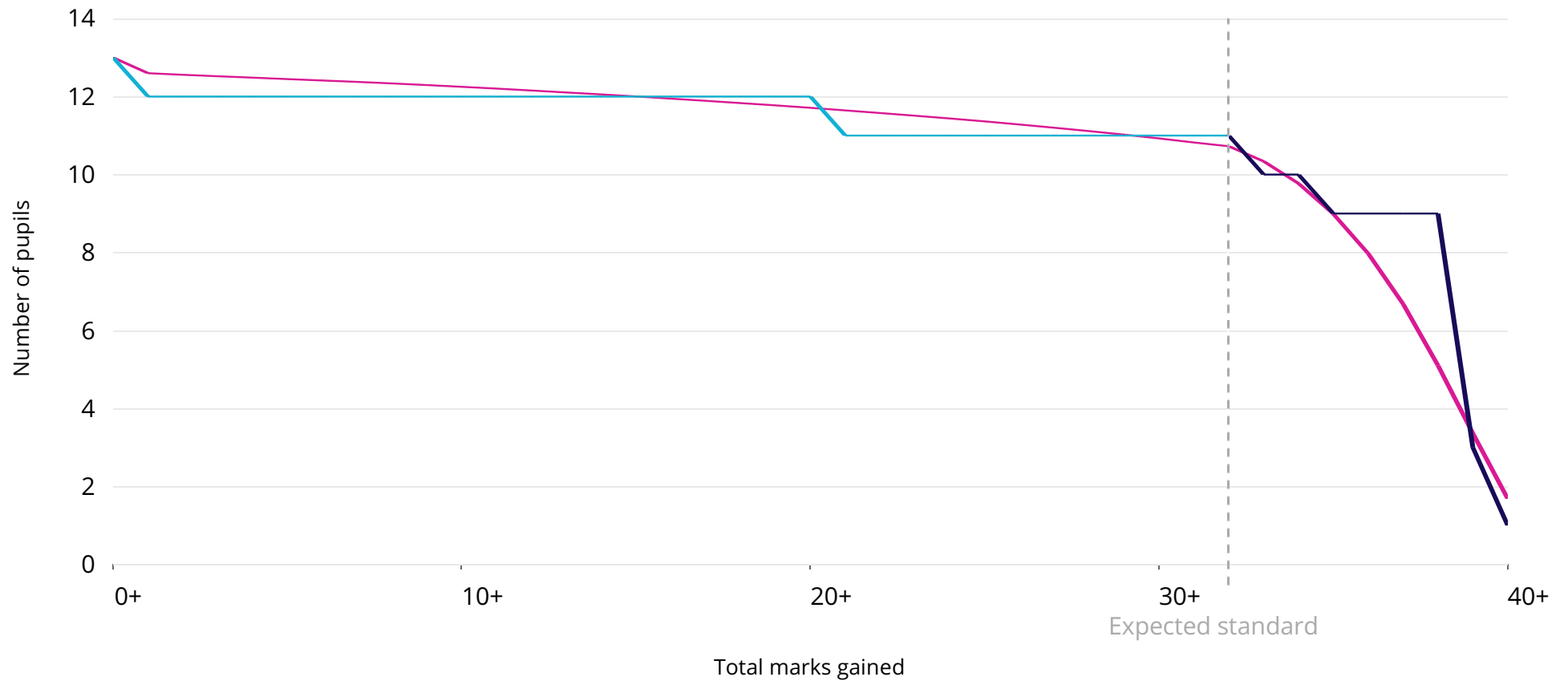
Year 1 phonics marks 2018

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 = 13 One pupil relates to 7.7 percentage points.

In 2018, 85% of pupils achieved the expected standard, 2 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-ofsted-inspection-dashboard