

Areas to investigate

KS2 progress trend

- Reading progress was in the bottom 20% for at least two years for all pupils.

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.

2016	School Floor Coasting	
Expected+ RWM %	-	(65) (85)
Reading progress	-	(-5) (-2.5)
Writing progress	-	(-7) (-3.5)
Maths progress	-	(-5) (-2.5)

Below floor standards in 2016?

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

School coasting in 2016?

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

- in 2014 and 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, 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 new primary progress measures (shown in pink above).

Coasting element

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

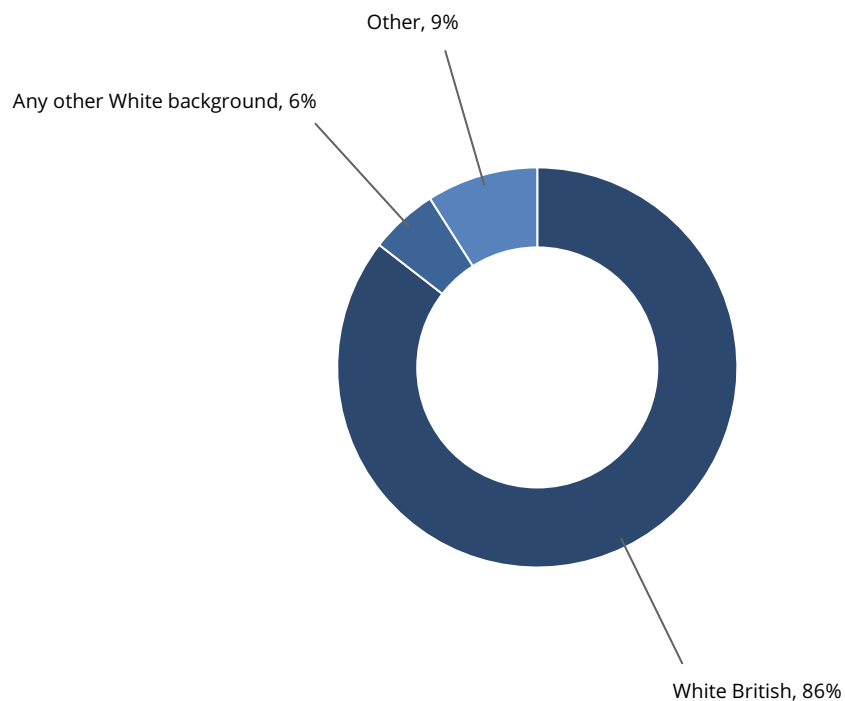
Phase of education: Primary
Headteacher: Jo Hygate
Pupils: 65
Gender: Mixed
Special needs provision:

Local authority: Kent
Admissions policy: Not applicable
Ages: 4-11
Denomination: Does not apply

Schools details as of 15 November 2017

Ethnicity

This school has 5 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

2015 2016 2017

% girls

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	46	47	52	█	█	█	█	█
National	49	49	49	█	█	█	█	█

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

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	22	15	12	█	█	█	█	█
National	26	25	24	█	█	█	█	█

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

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	2	5	7	█	█	█	█	█
National	19	20	21	█	█	█	█	█

% of pupils with SEN support

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	22.2	21.0	21.5	█	█	█	█	█
National	13.0	12.1	12.2	█	█	█	█	█

% of pupils with a SEN statement or EHC plan

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	0.0	0.0	0.0	█	█	█	█	█
National	1.4	1.3	1.3	█	█	█	█	█

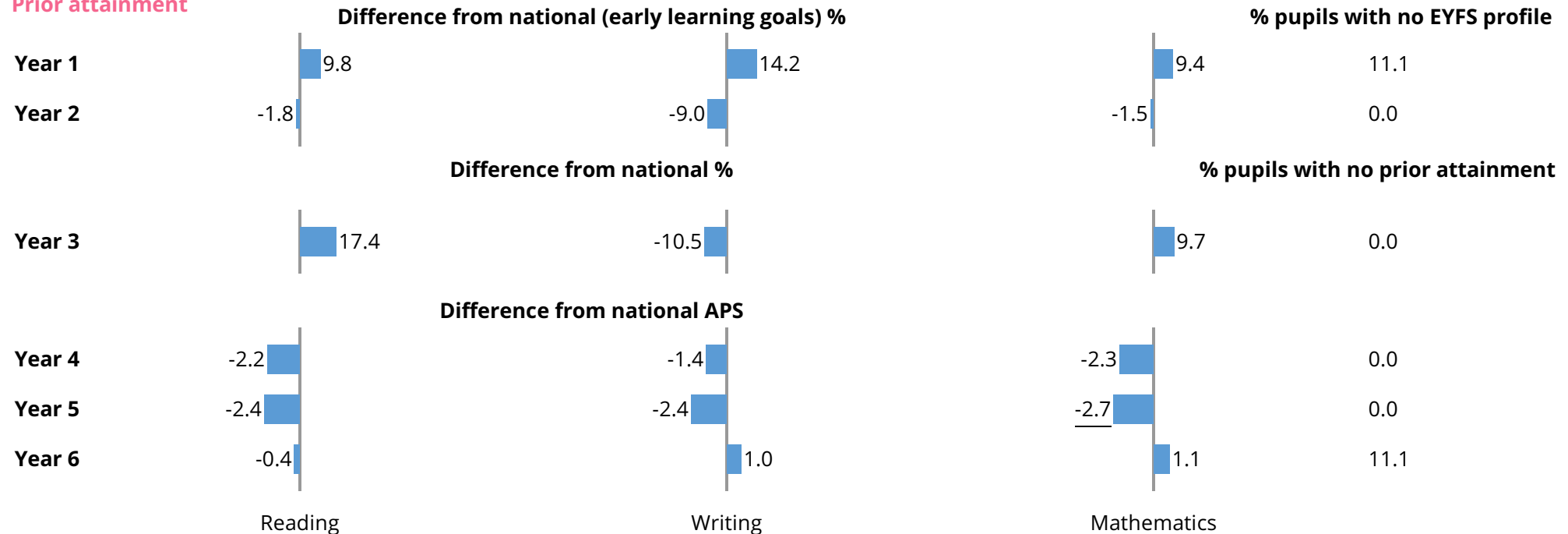
School deprivation indicator

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	0.2	0.2	0.2	█	█	█	█	█
National	0.2	0.2	0.2	█	█	█	█	█

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	8	75	49	0	19	13	21	13	12	0
Year 2	9	44	49	33	22	0	21	56	14	0
Year 3	11	55	49	0	26	9	21	0	15	0
Year 4	8	50	49	0	28	0	21	25	16	0
Year 5	10	60	49	30	30	20	20	30	16	0
Year 6	9	44	49	22	31	0	20	33	17	0

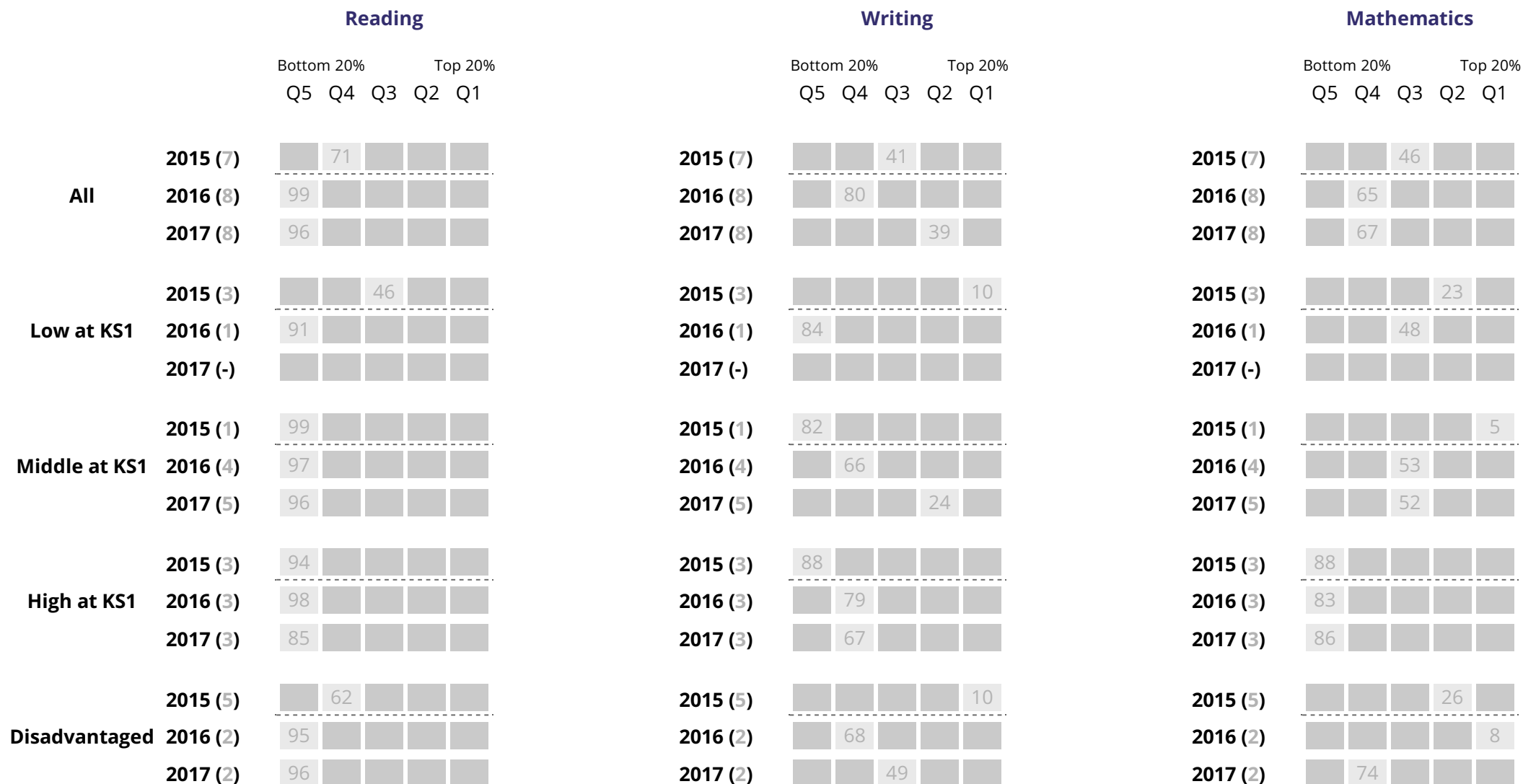
Prior attainment



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

Trends over time

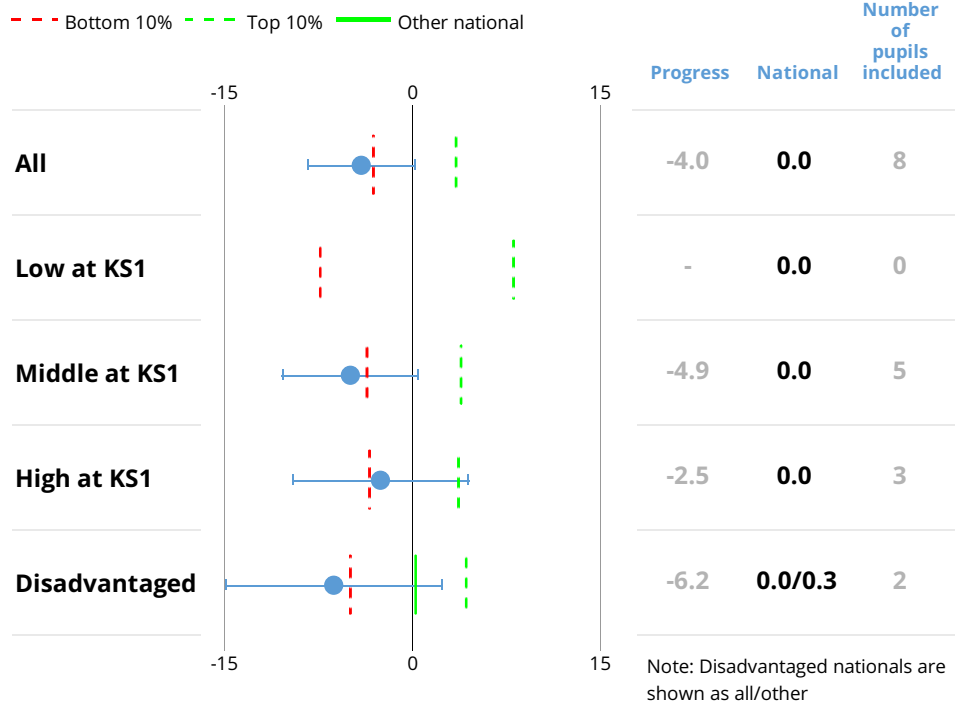
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>.

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

Reading progress in 2017

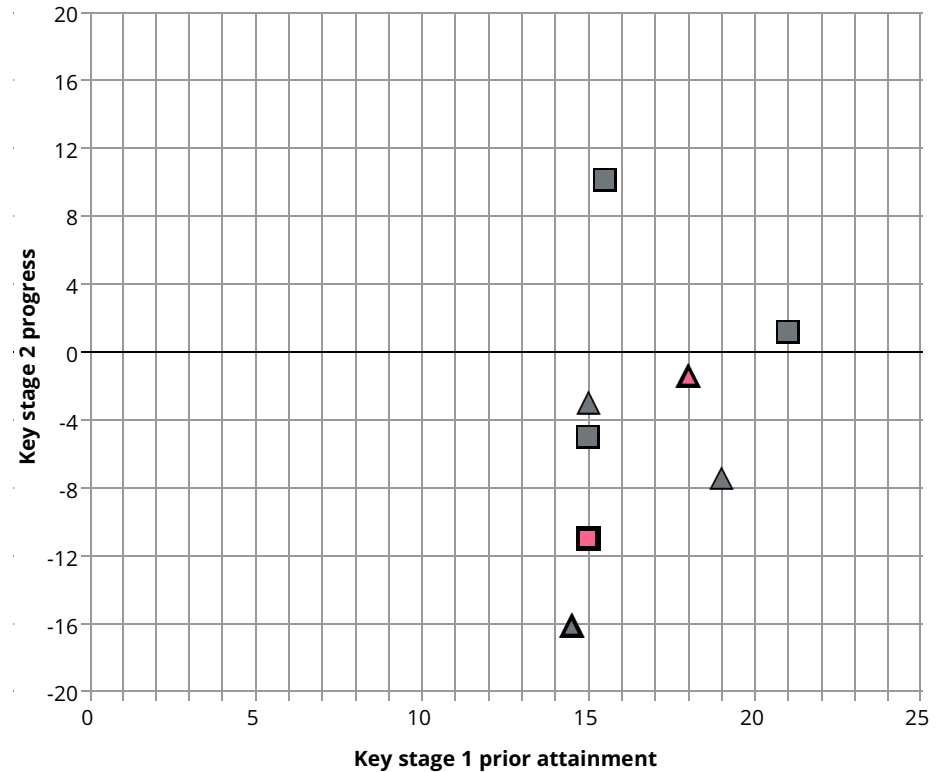


Significantly below national and in bottom 10%

Significantly above national and in top 10%

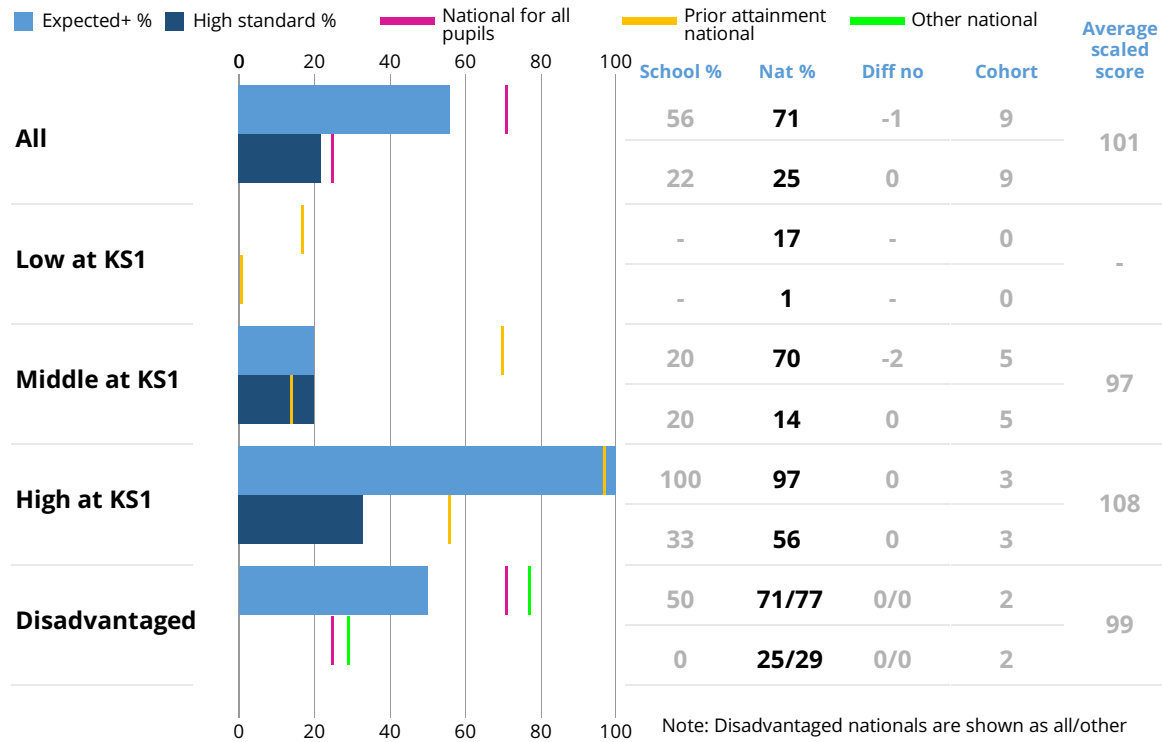
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

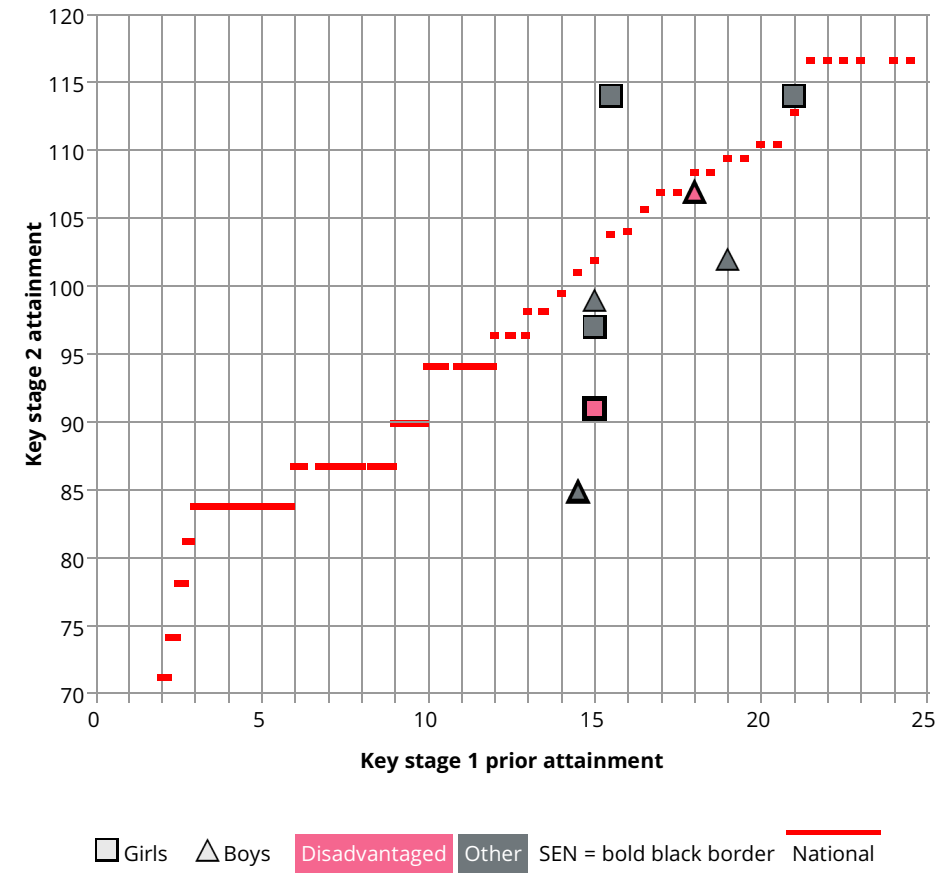


□ Girls
 △ Boys
 Disadvantaged
Other
 SEN = bold black border

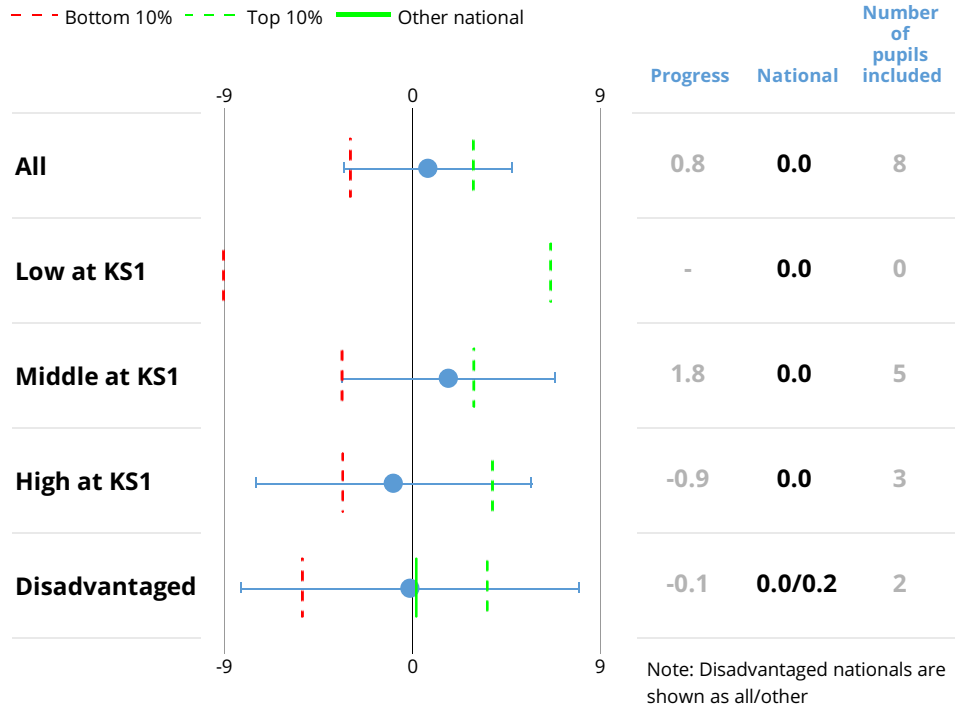
Reading attainment in 2017



Reading attainment scatterplot



Writing (teacher assessment) progress in 2017



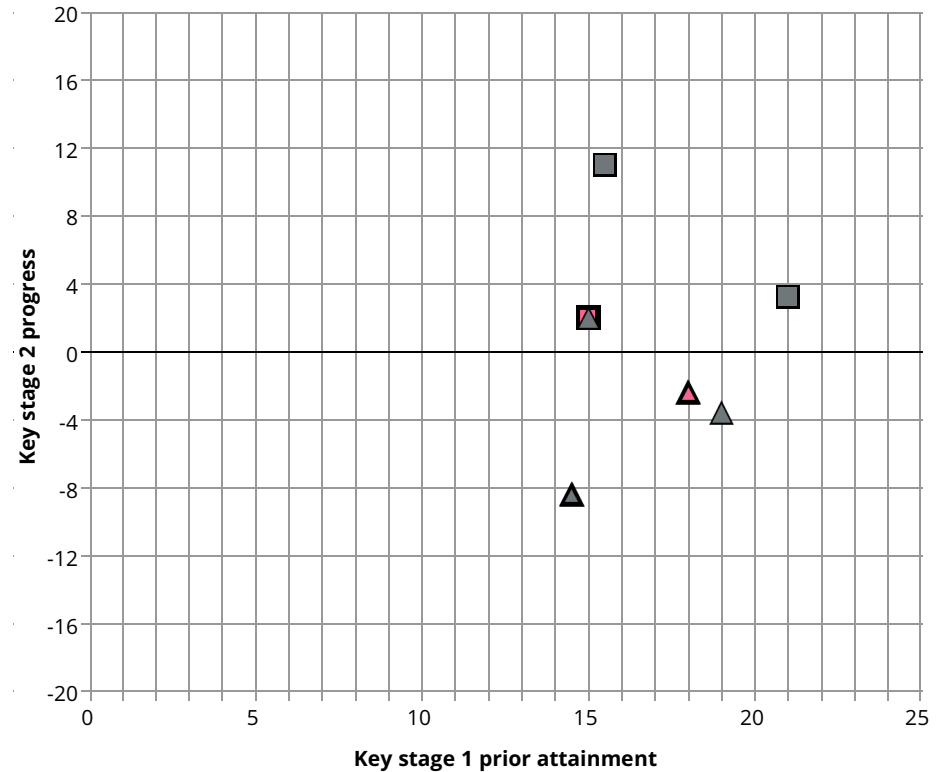
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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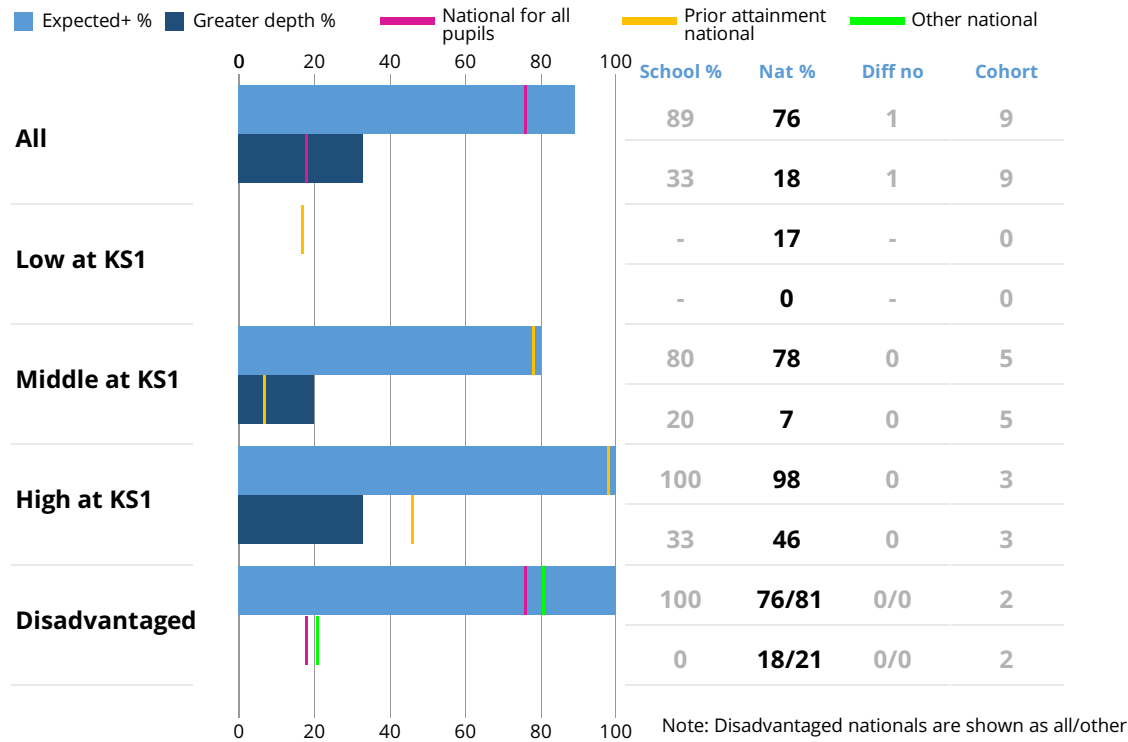
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



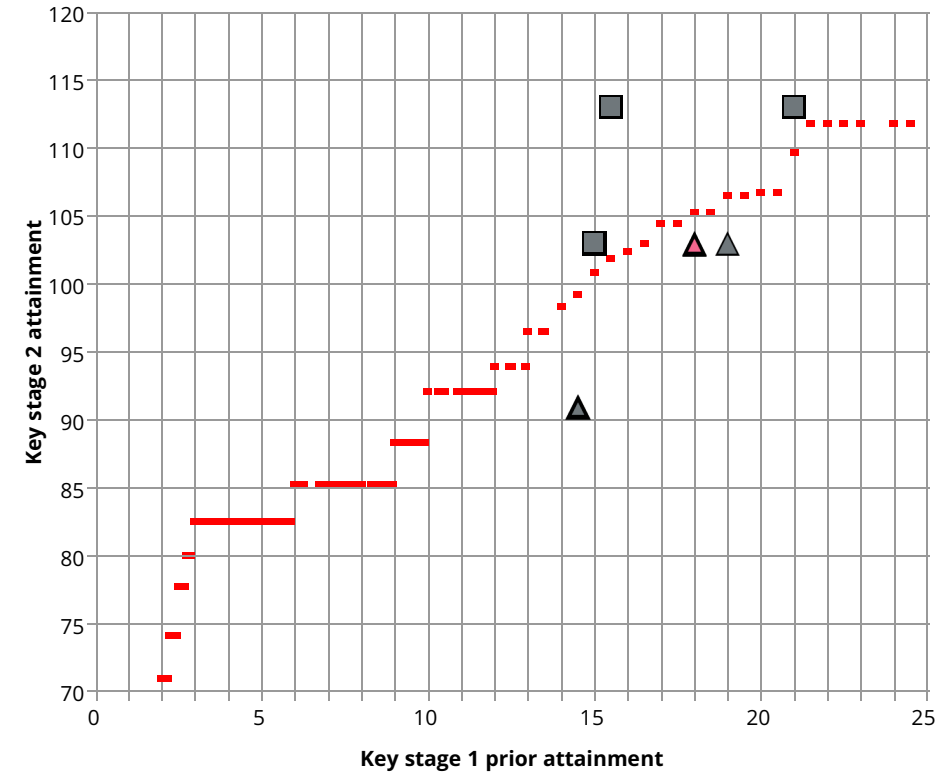
□ Girls
 △ Boys
 Disadvantaged
 Other
 SEN = bold black border

Writing (teacher assessment) attainment in 2017



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

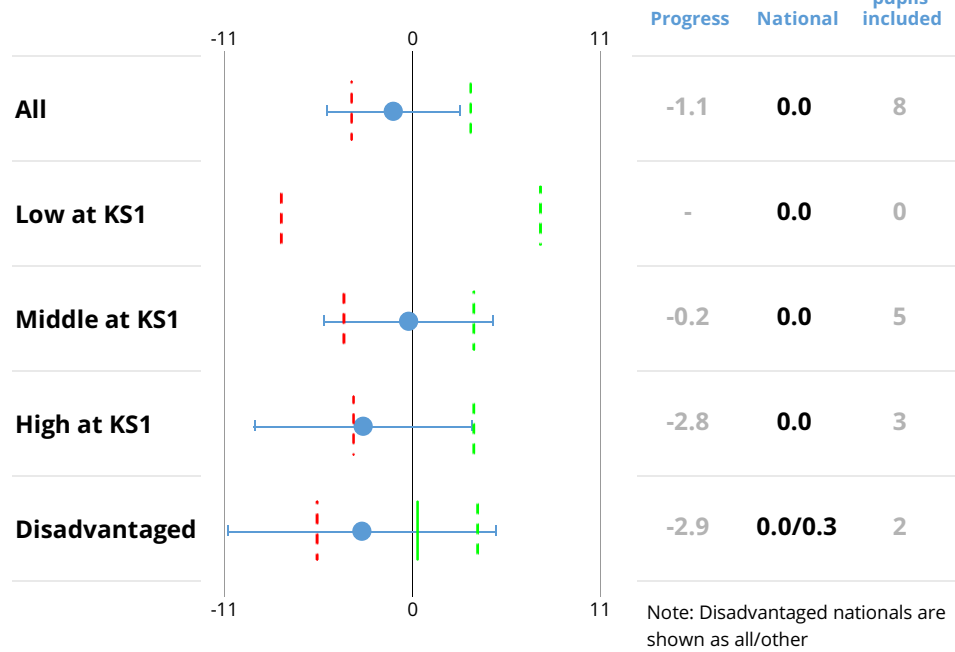
Writing (teacher assessment) attainment scatterplot



□ Girls
 △ Boys
 Disadvantaged
 Other
 SEN = bold black border
 --- National

Mathematics progress in 2017

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

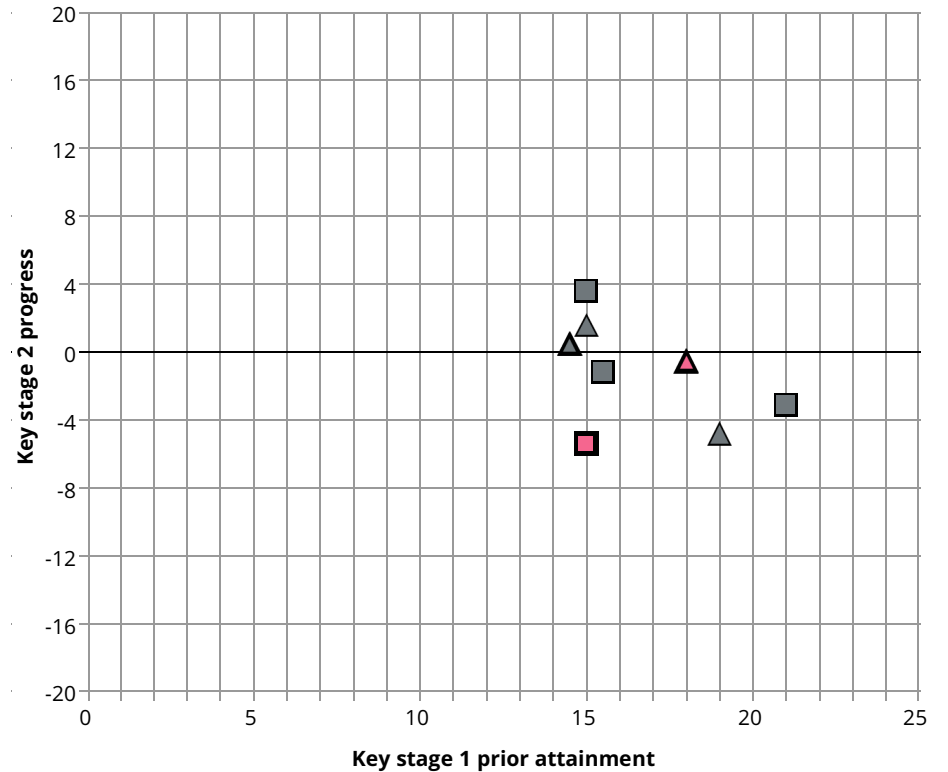


Significantly below national and in bottom 10%

Significantly above national and in top 10%

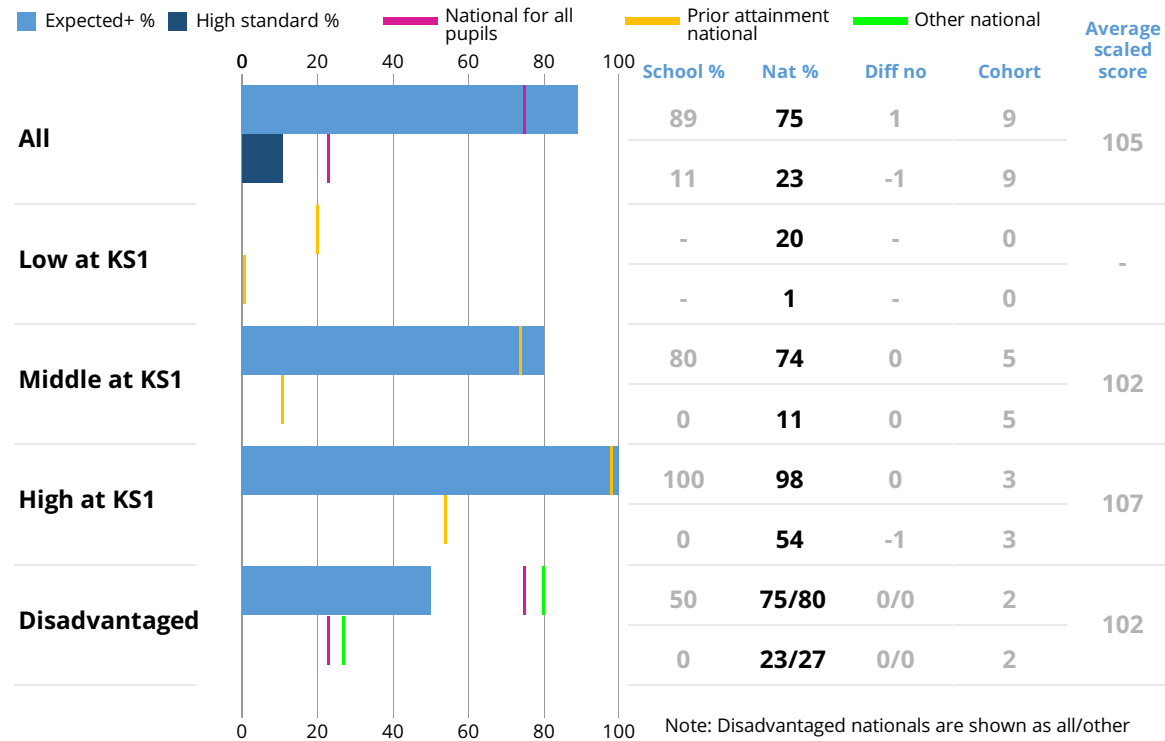
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

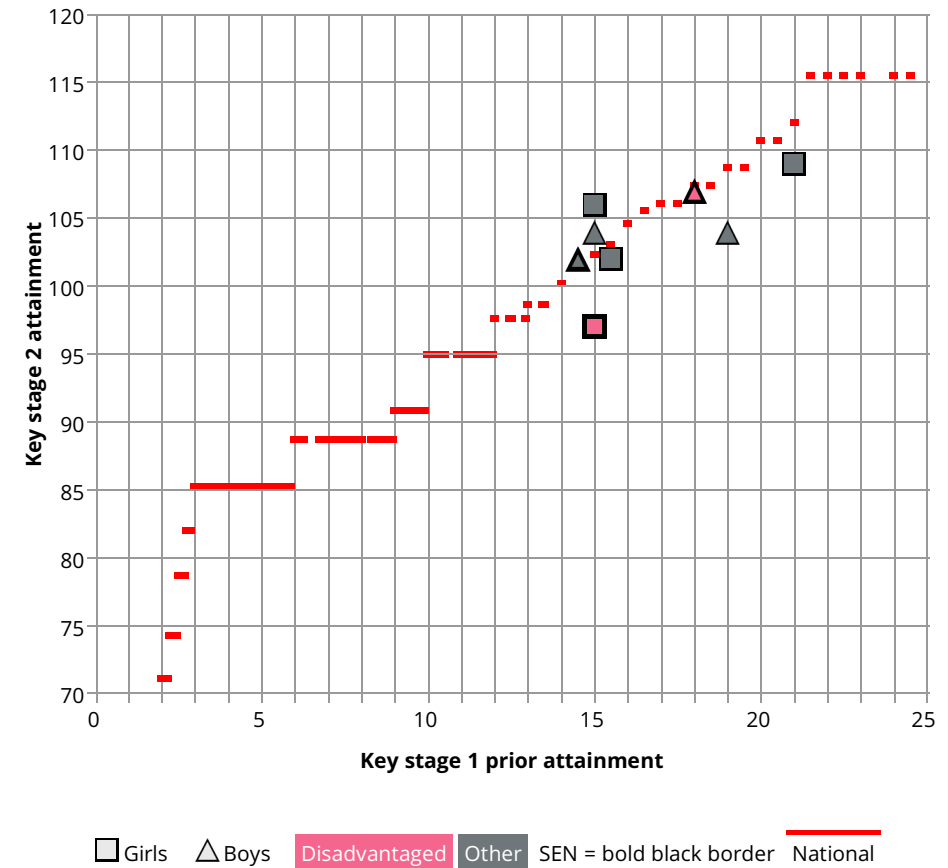


□ Girls △ Boys Disadvantaged Other SEN = bold black border

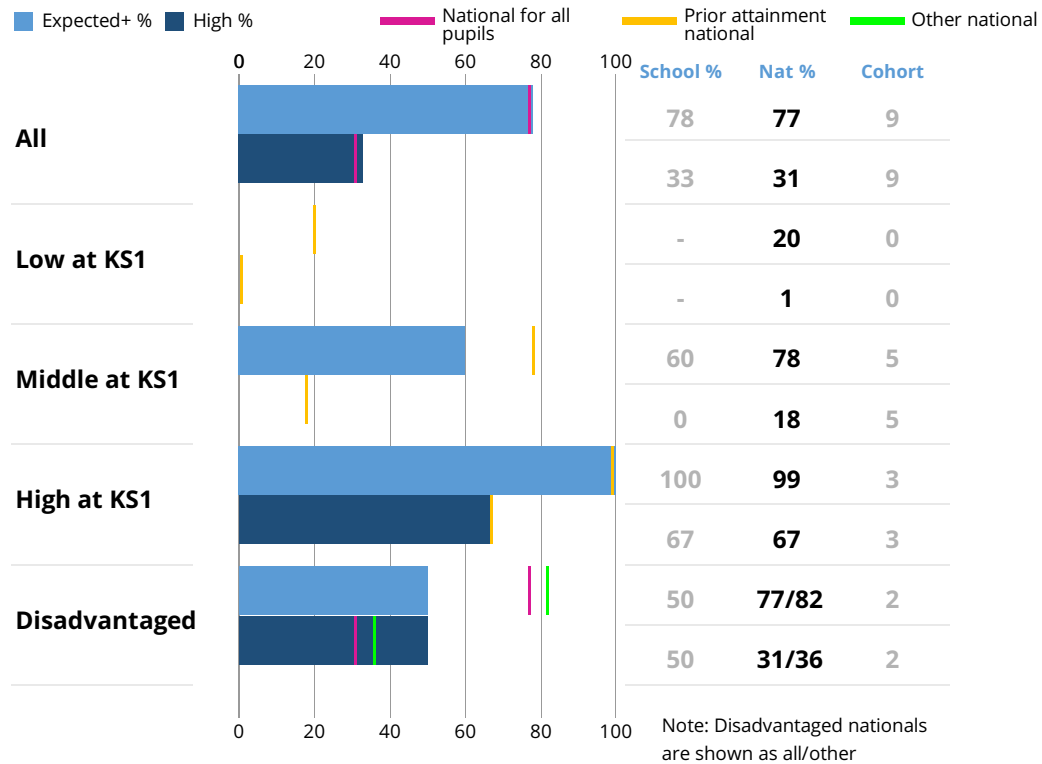
Mathematics attainment in 2017



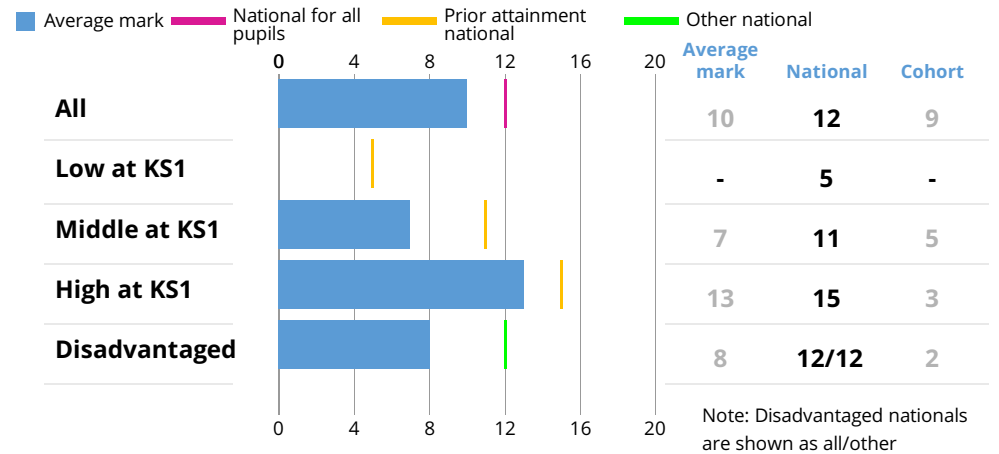
Mathematics attainment scatterplot



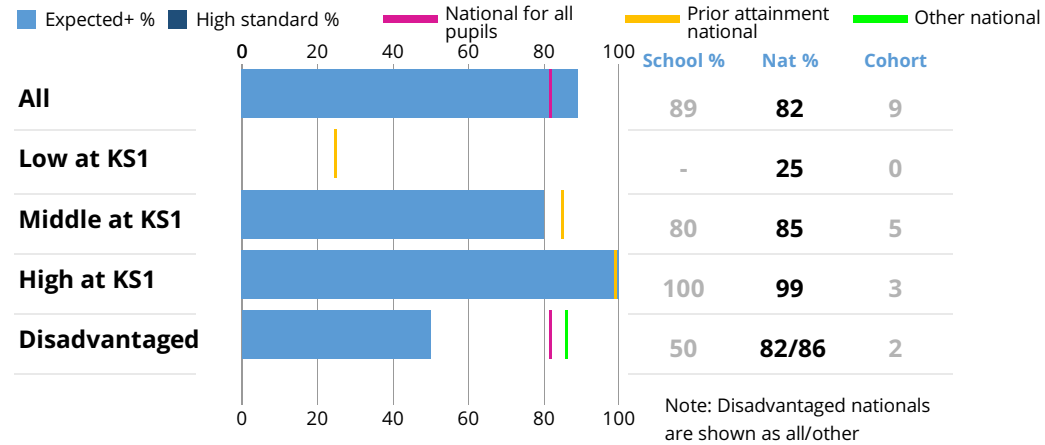
English grammar, punctuation and spelling (EGPS) in 2017



Spelling

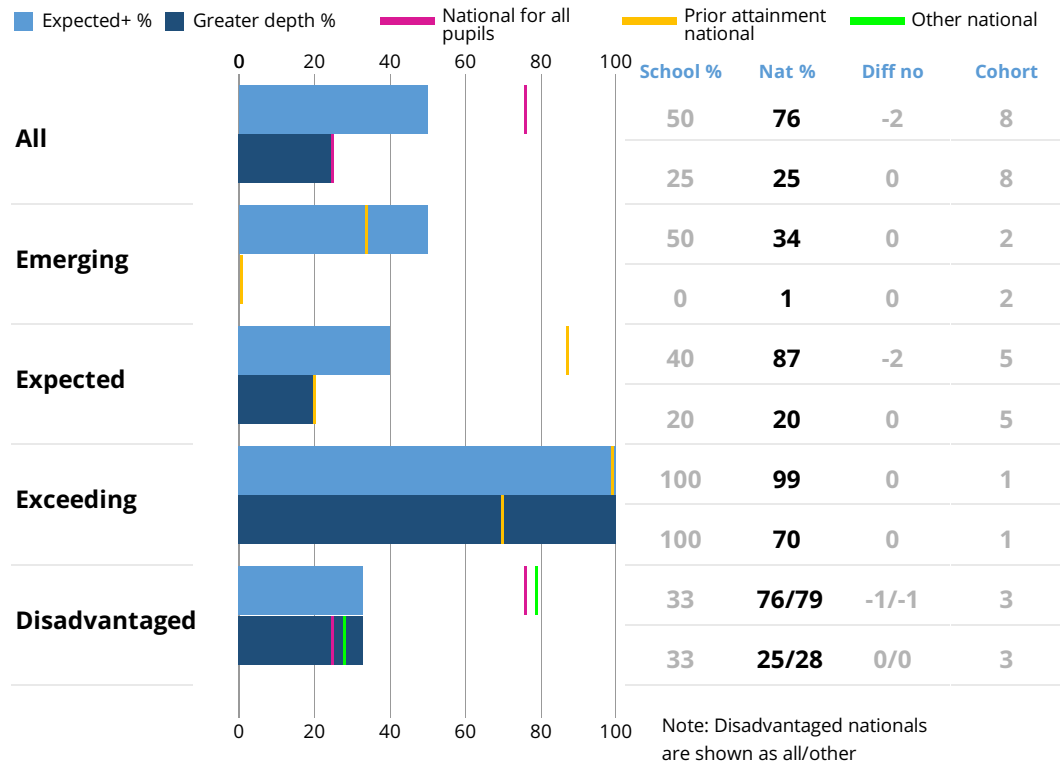


Science attainment in 2017

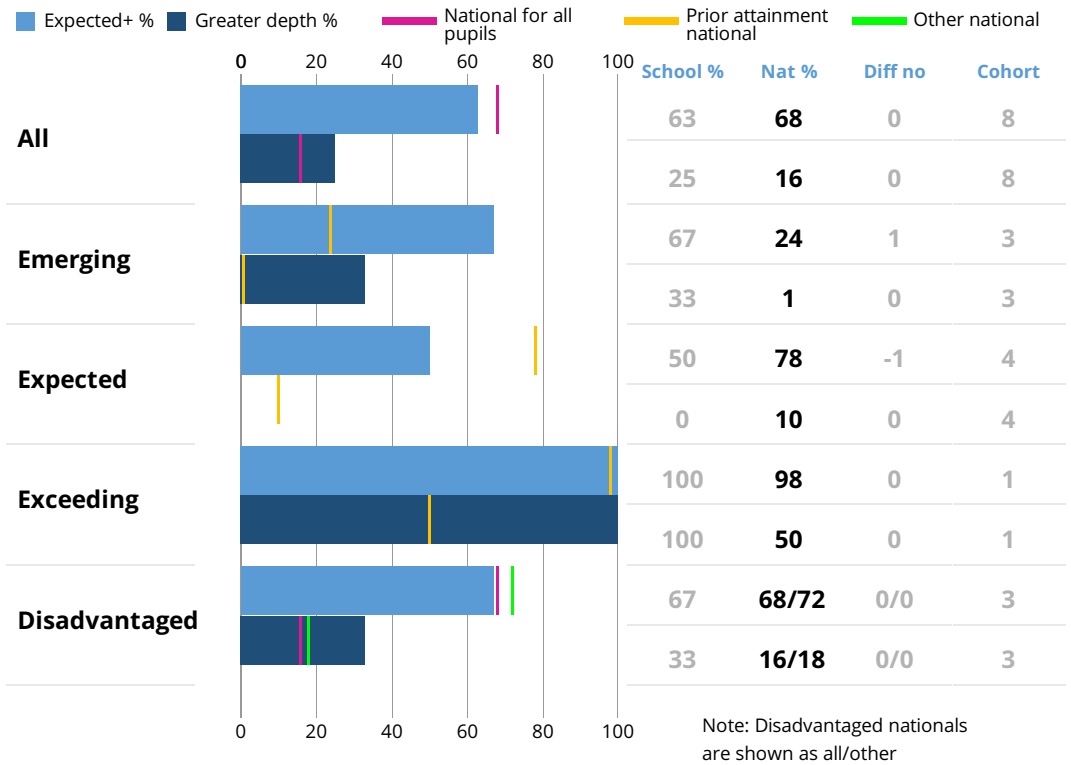


Science data is based on teacher assessments. Users should be cautious when using this data.

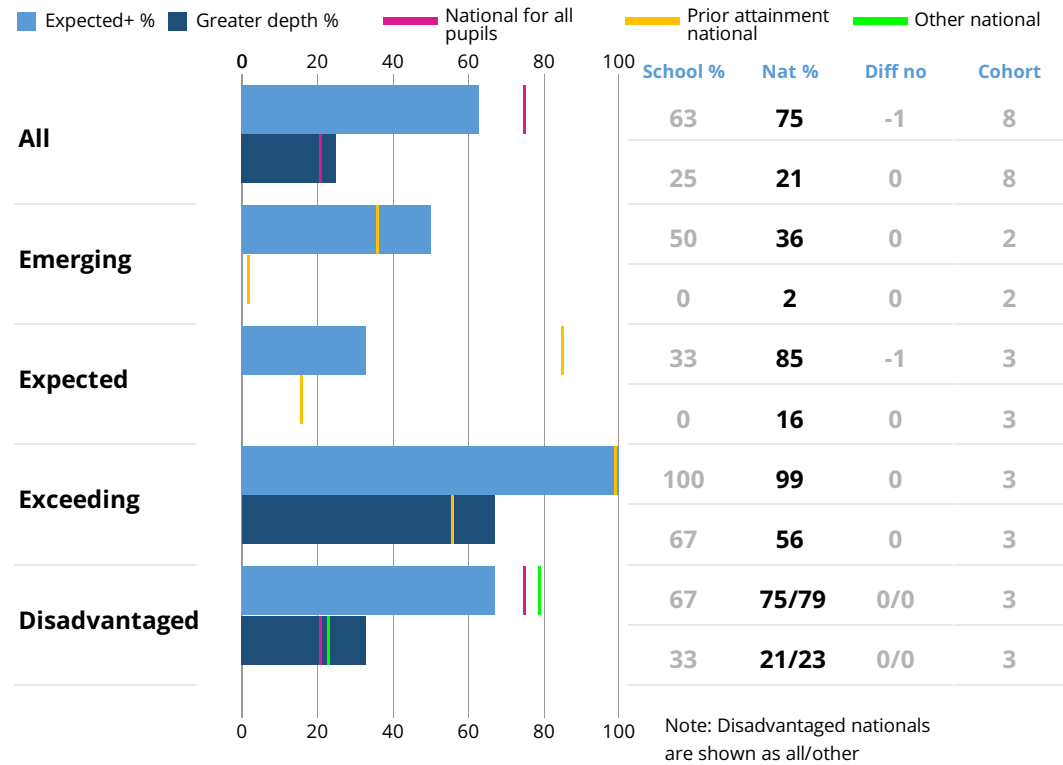
Reading in 2017



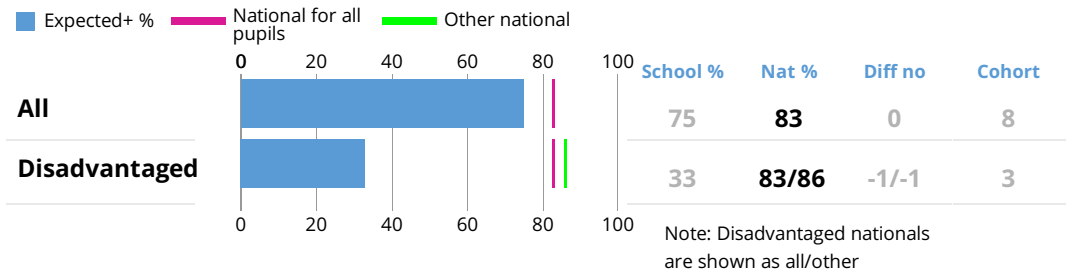
Writing in 2017



Mathematics in 2017



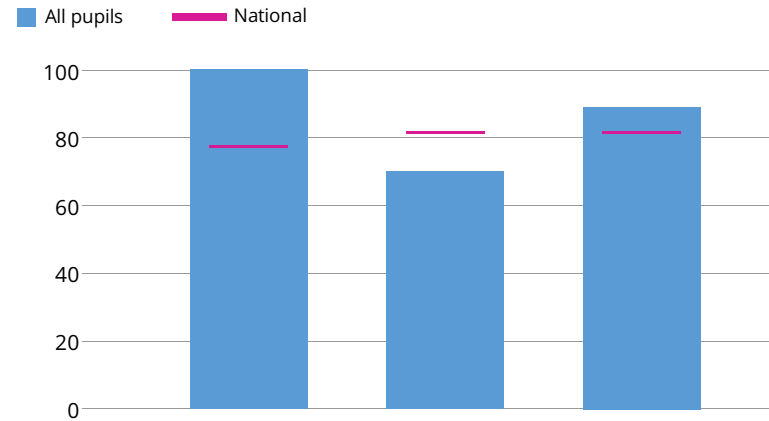
Science in 2017



Phonics in 2017

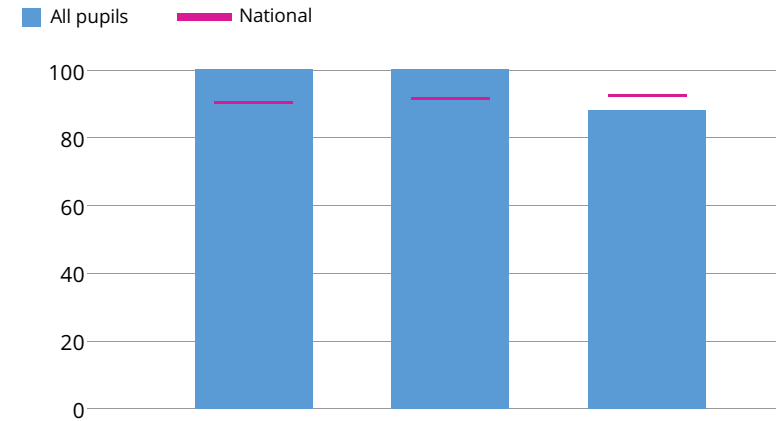
Proportion meeting the expected standard

Year 1



	2015	2016	2017
School %	100	70	89
Nat %	77	81	81
Cohort	11	10	9

By end of year 2



	2015	2016	2017
School %	100	100	88
Nat %	90	91	92
Cohort	8	12	8