

Areas to investigate

KS1 attainment

- In 2017, attainment in all subjects was above average and in the highest 10% for all pupils.

Phonics in 2017

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

Absence and exclusions

- Overall absence in autumn and spring of 2016/17 was low for all pupils (in the lowest 10%).

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.

Phase of education: Primary
Headteacher: Sue Hall
Pupils: 357
Gender: Mixed
Special needs provision:

Local authority: North Tyneside
Admissions policy: Not applicable
Ages: 3-9
Denomination: Does not apply

School level trends

2017 Quintile
Bottom 20% Top 20%
Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

School	49	50	52					
National	49	49	49					

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

School	3	3	3					
National	26	25	24					

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

School	1	1	1					
National	19	20	21					

% of pupils with SEN support

School	5.7	2.6	5.3					
National	13.0	12.1	12.2					

% of pupils with a SEN statement or EHC plan

School	0.6	0.9	0.8					
National	1.4	1.3	1.3					

School deprivation indicator

School	0.0	0.0	0.0					
National	0.2	0.2	0.2					

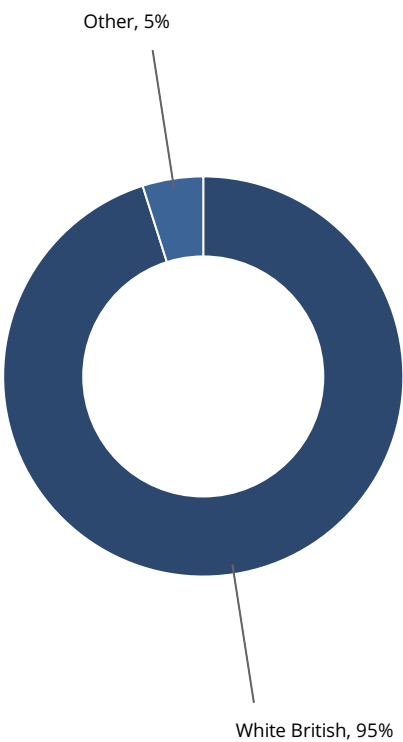
Number on roll

School	351	352	357					
National	269	275	279					

Schools details as of 3 January 2018

Ethnicity

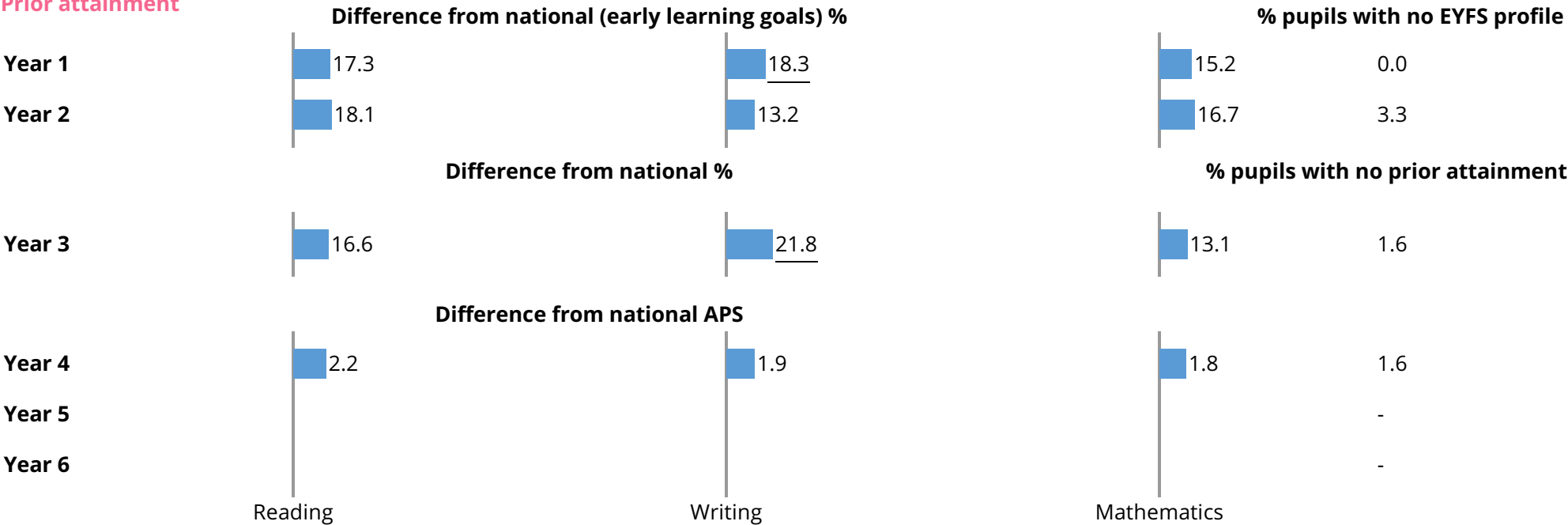
This school has 8 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

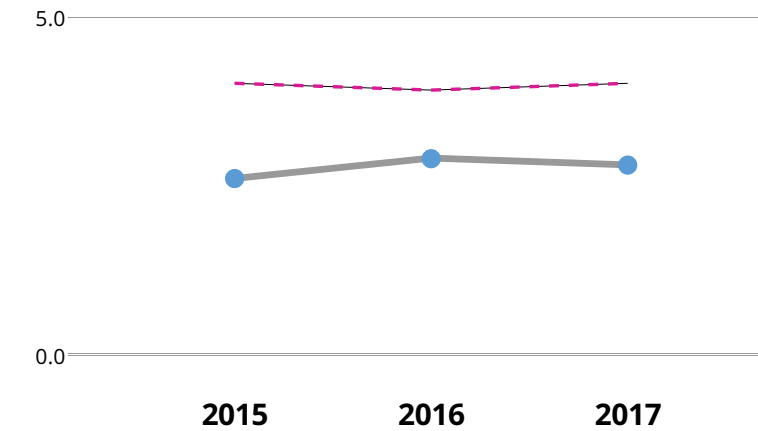
	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	60	52	49	3	19	0	21	5	12	0
Year 2	62	52	49	2	22	0	21	7	14	0
Year 3	61	48	49	5	26	2	21	3	15	1
Year 4	62	55	49	3	28	2	21	7	16	0
Year 5	-	-	49	-	30	-	20	-	16	-
Year 6	-	-	49	-	31	-	20	-	17	-

Prior attainment



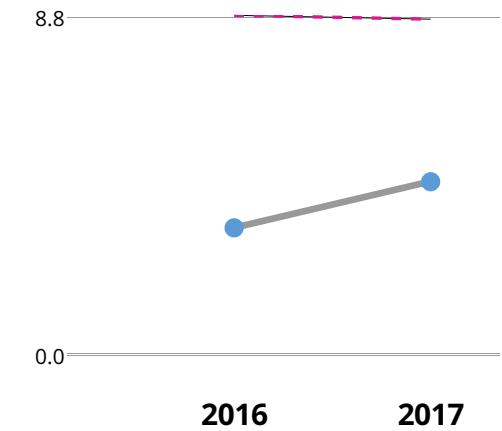
Underlined once: more than one standard deviation from national
Underlined twice: more than two standard deviations from national
This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

Absence
% of sessions missed



School %	2.6	2.9	2.8
Nat %	4.0	3.9	4.0
Cohort	239	240	245

Persistent absence
% of pupils who missed 10% or more sessions



School %	3.3	4.5
Nat %	8.8	8.7
Cohort	240	245

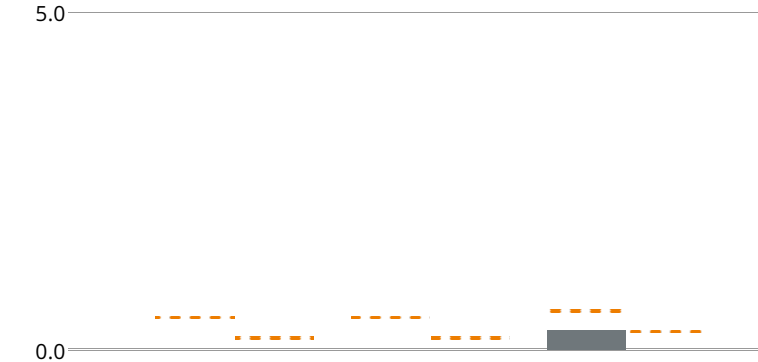
■ School ■ ■ ■ National

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	
School %	0.0	0.0	0.0	0.0	0.3	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	0	0	0	0	1	0

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

Permanent exclusions

1 person icon = 1 pupil

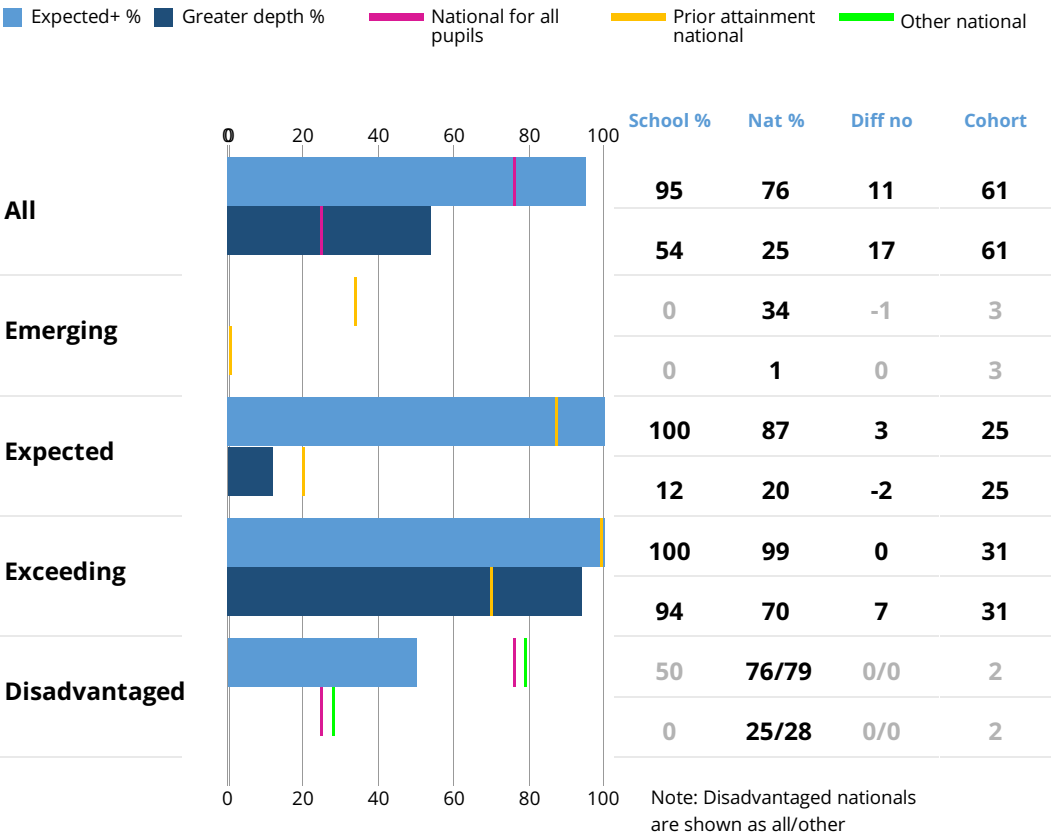
Nat

2016 (0) No permanent exclusions

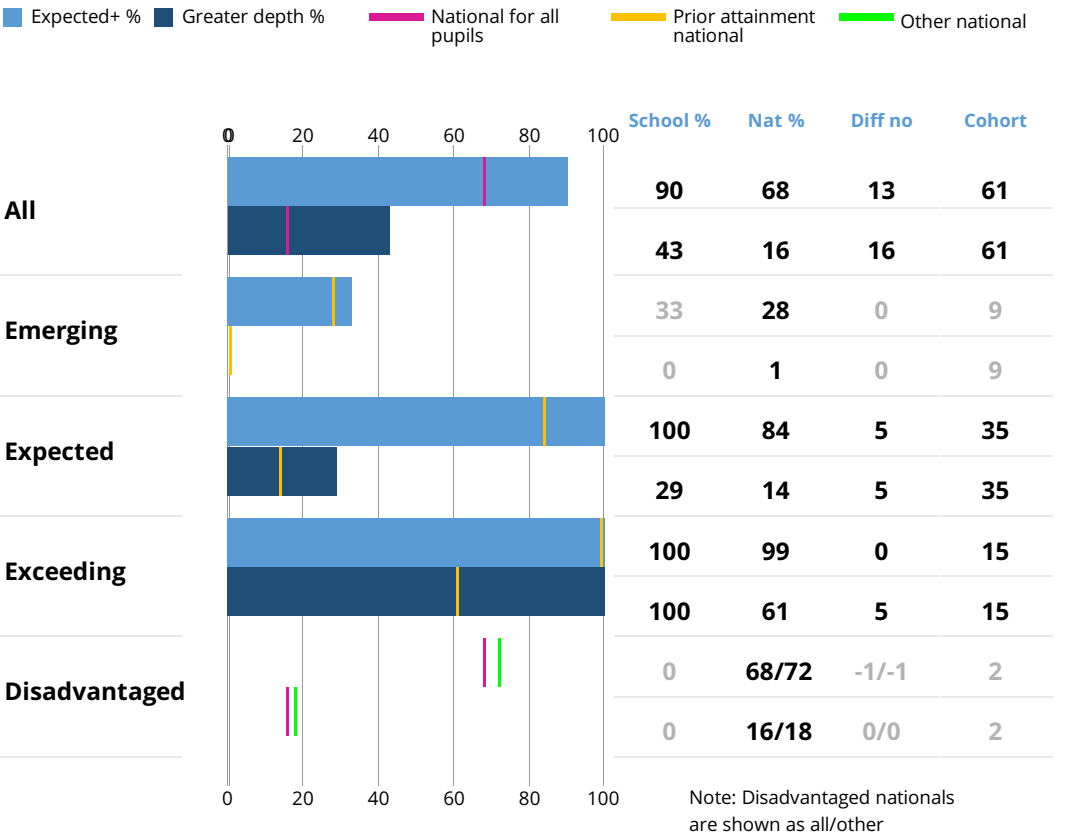
2015 (0) No permanent exclusions

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

Reading in 2017

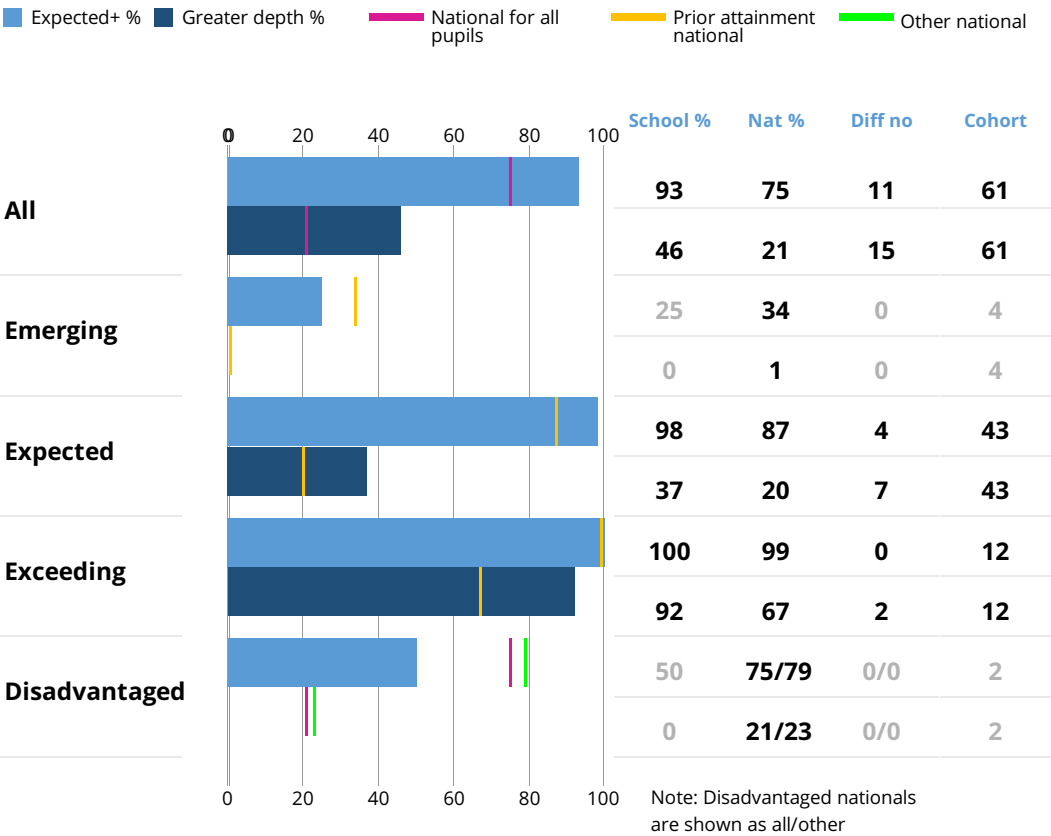


Writing in 2017

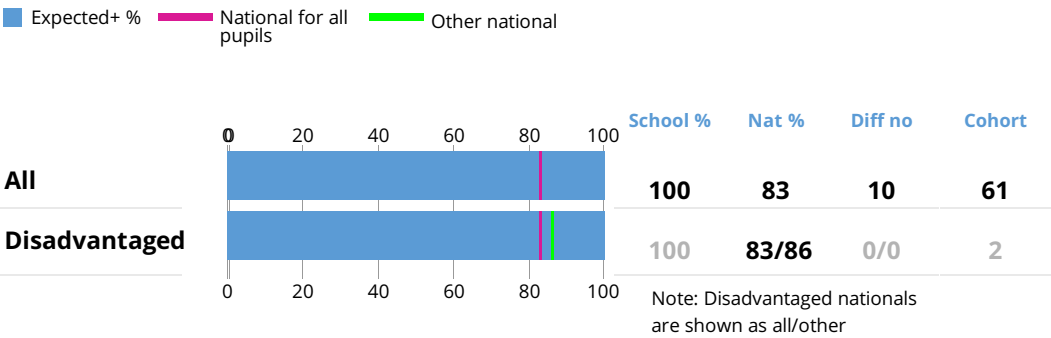


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Mathematics in 2017



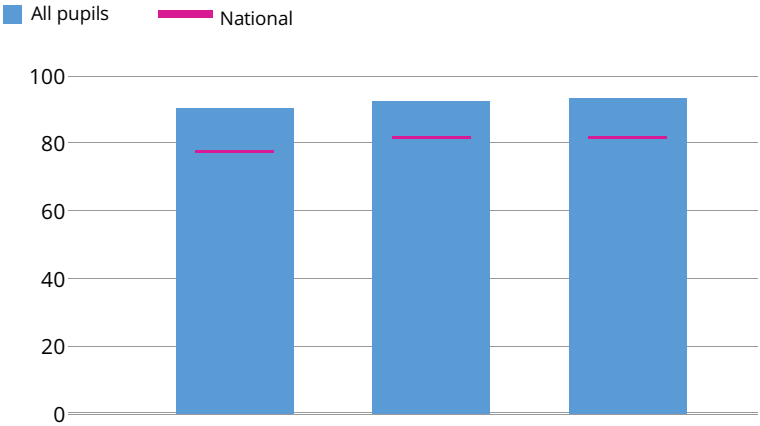
Science in 2017



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.

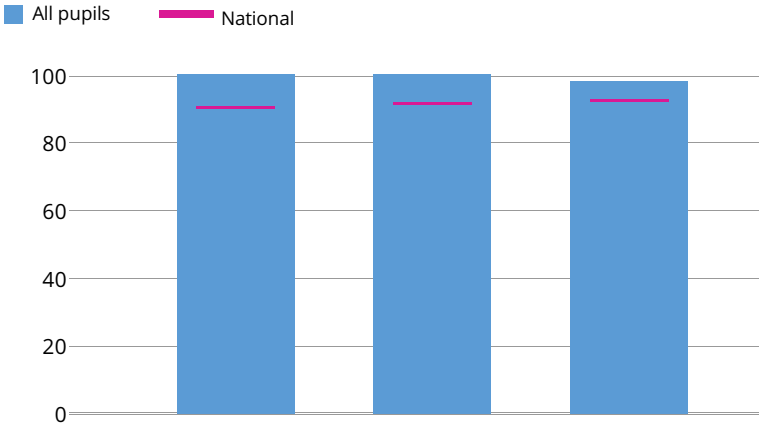
Phonics in 2017

Proportion meeting the expected standard
Year 1



	2015	2016	2017
School %	90	92	93
Nat %	77	81	81
Cohort	60	60	60

By end of year 2

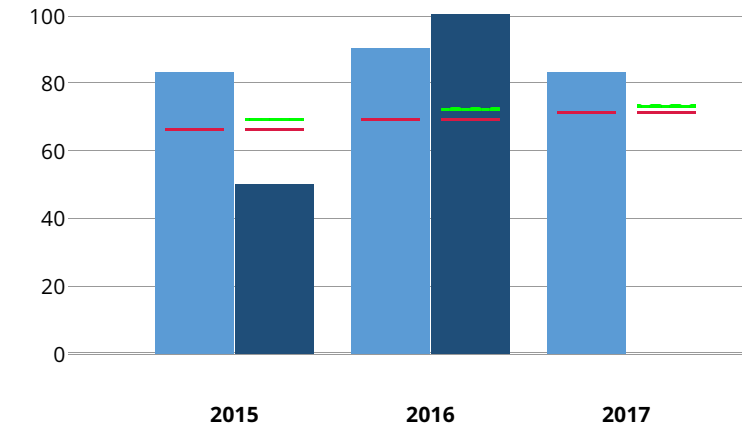


	2015	2016	2017
School %	100	100	98
Nat %	90	91	92
Cohort	62	60	60

Early Years Foundation Stage Profile

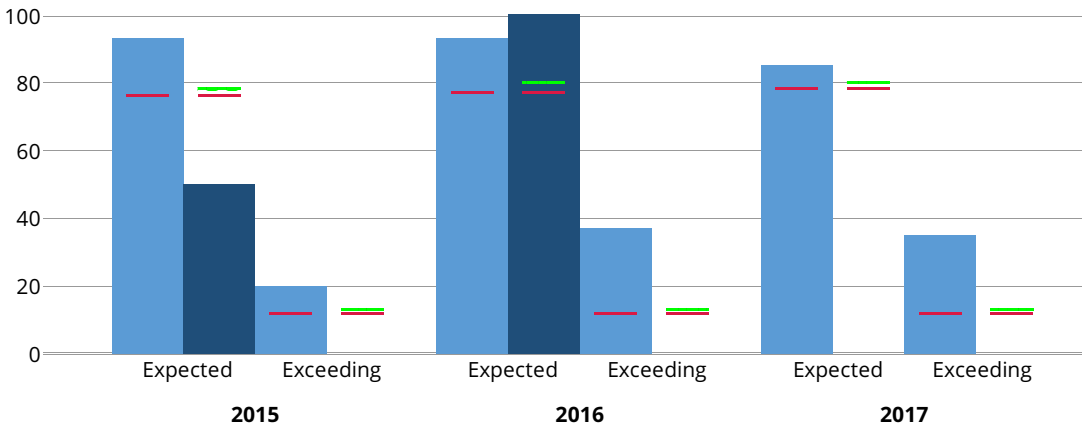
All pupils FSM National for all pupils Other national

% good level of development



School %	83	50	90	100	83	-
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	60	2	60	2	60	0

Mathematics early learning goals

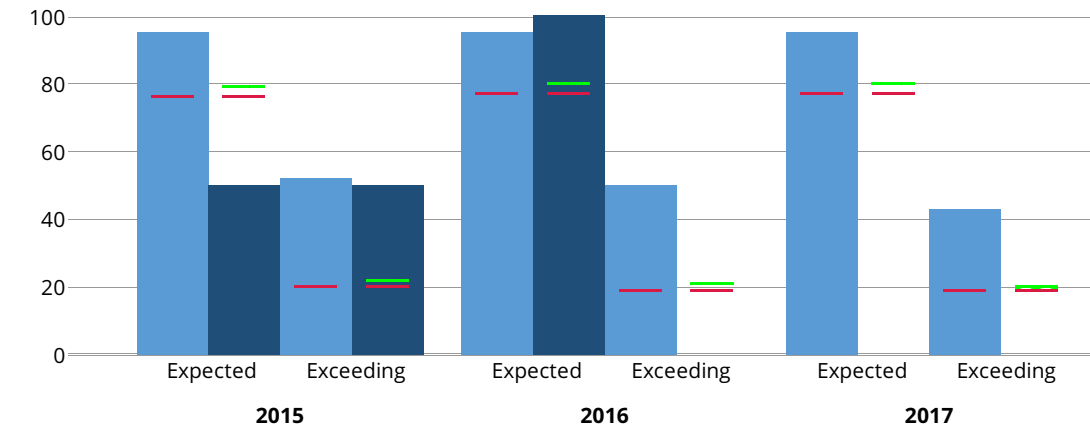


School %	93	50	20	0	93	100	37	0	85	-	35	-
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	60	2	60	2	60	2	60	2	60	-	60	-

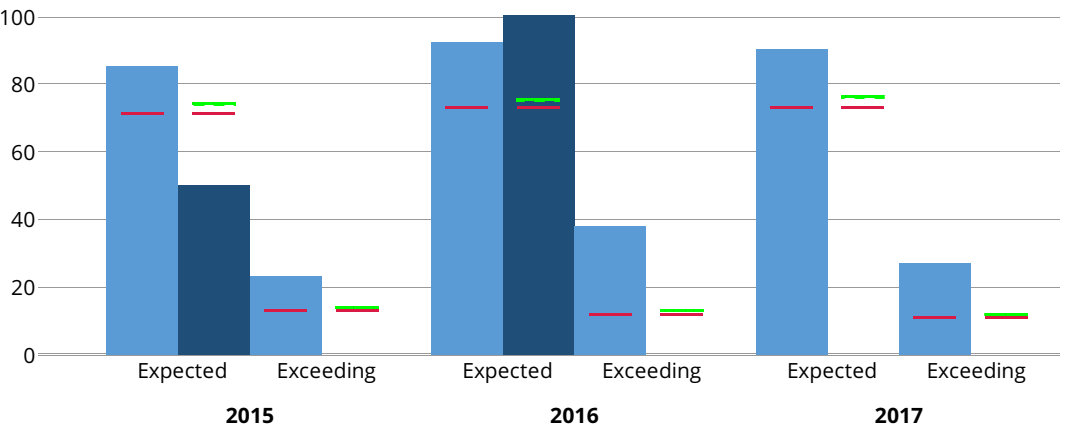
Early Years Foundation Stage Profile

All pupils FSM National for all pupils Other national

Reading early learning goals



Writing early learning goals



School %	95	50	52	50	95	100	50	0	95	-	43	-	School %	85	50	23	0	92	100	38	0	90	-	27	-
Nat all %	76	76	20	20	77	77	19	19	77	77	19	19	Nat all %	71	71	13	13	73	73	12	12	73	73	11	11
Nat other %	-	79	-	22	-	80	-	21	-	80	-	20	Nat other %	-	74	-	14	-	75	-	13	-	76	-	12
Cohort	60	2	60	2	60	2	60	2	60	-	60	-	Cohort	60	2	60	2	60	2	60	2	60	-	60	-