

## Areas to investigate

### KS2 progress

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

### KS2 attainment

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

### KS1 attainment

- In 2018, attainment of the expected standard in all subjects was above average and in the highest 10% for all pupils.

### 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 0.27%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.13%.

School context in 2018

<b>Phase of education:</b> Primary	<b>Local authority:</b> North Tyneside	<b>Ever 6 FSM %:</b> 2.3
<b>Headteacher:</b> Sue Hall	<b>Admissions policy:</b> Not applicable	<b>English additional language %:</b> 0.8
<b>Pupils:</b> 353	<b>Ages:</b> 3-9	<b>SEN support %:</b> 5.7
<b>Gender:</b> Mixed	<b>Denomination:</b> Does not apply	<b>SEN with EHC plan %:</b> 0.8
<b>Deprivation Quintile:</b> Lowest 20% (0.0)	<b>Special needs provision:</b>	

Ethnicity

- The largest ethnic groups are: White - British (94.7%), White - Traveller of Irish heritage (0.4%), White - any other White background (0.4%), Mixed - White & Black Caribbean (0.4%), Mixed - White & Black African (0.4%), Mixed - White & Asian (1.2%), Mixed - any other mixed background (0.8%), Asian or Asian British - Indian (0.4%), Asian or Asian British - any other Asian background (0.4%) ,Chinese (0.8%).
- This school has 10 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- There was nothing significant to report.

Girls

- The school was in the top 20% of all schools for the proportion of girls (53.0%).

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (2.3%).
- There was one child looked after in the school.

English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (0.8%).

**Notes:** Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 5 in 2018 is the school's current year 6 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

## School context 2018

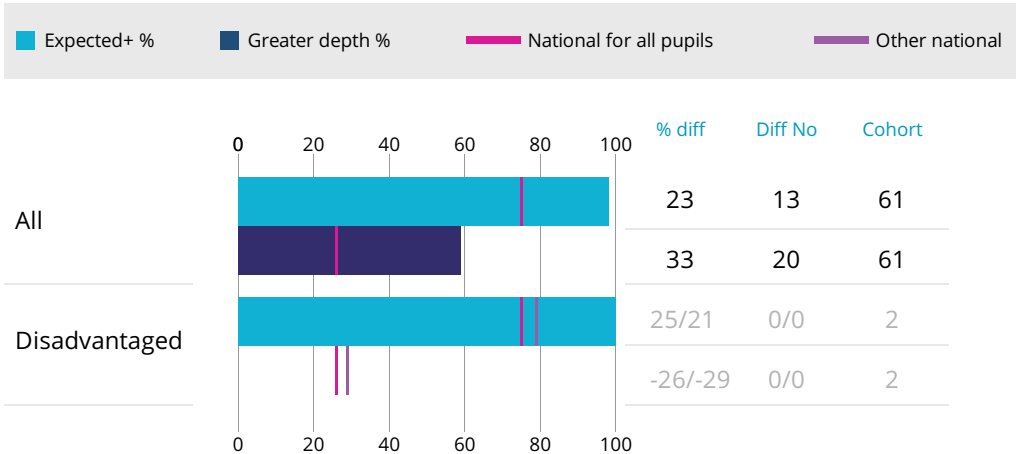
### Special Educational Needs

- The school was in the lowest 20% of all schools for the proportion of SEN support (5.7%).

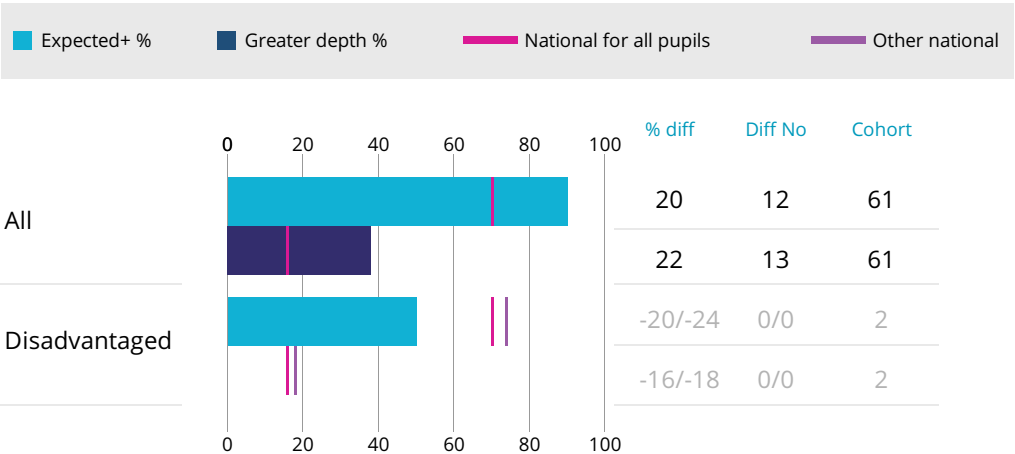
### Prior Attainment

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

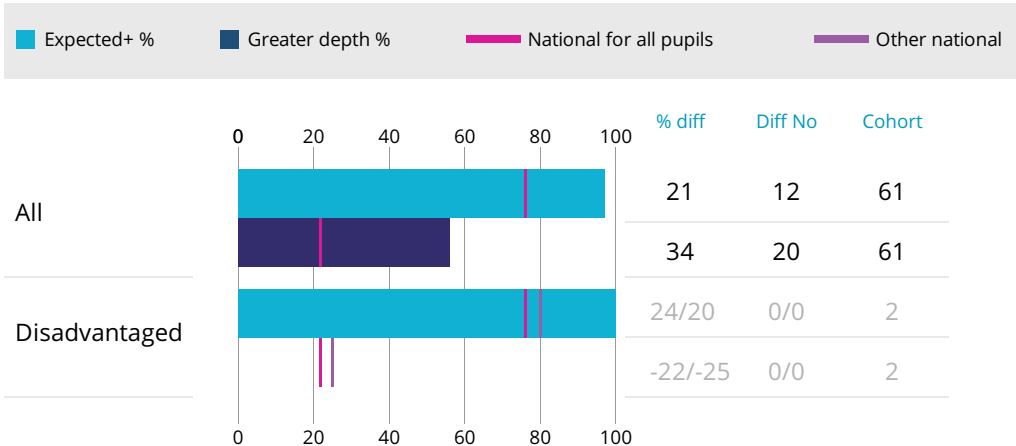
Reading



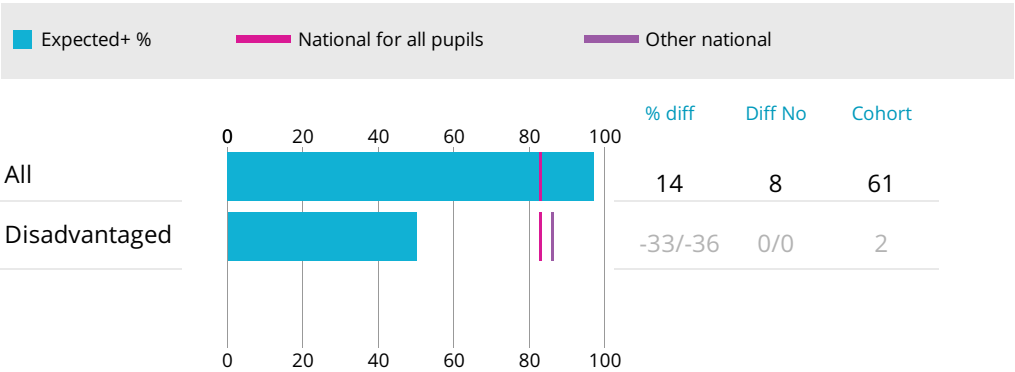
Writing



Mathematics

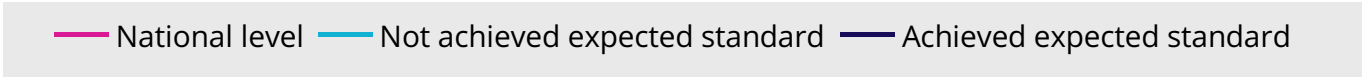


Science



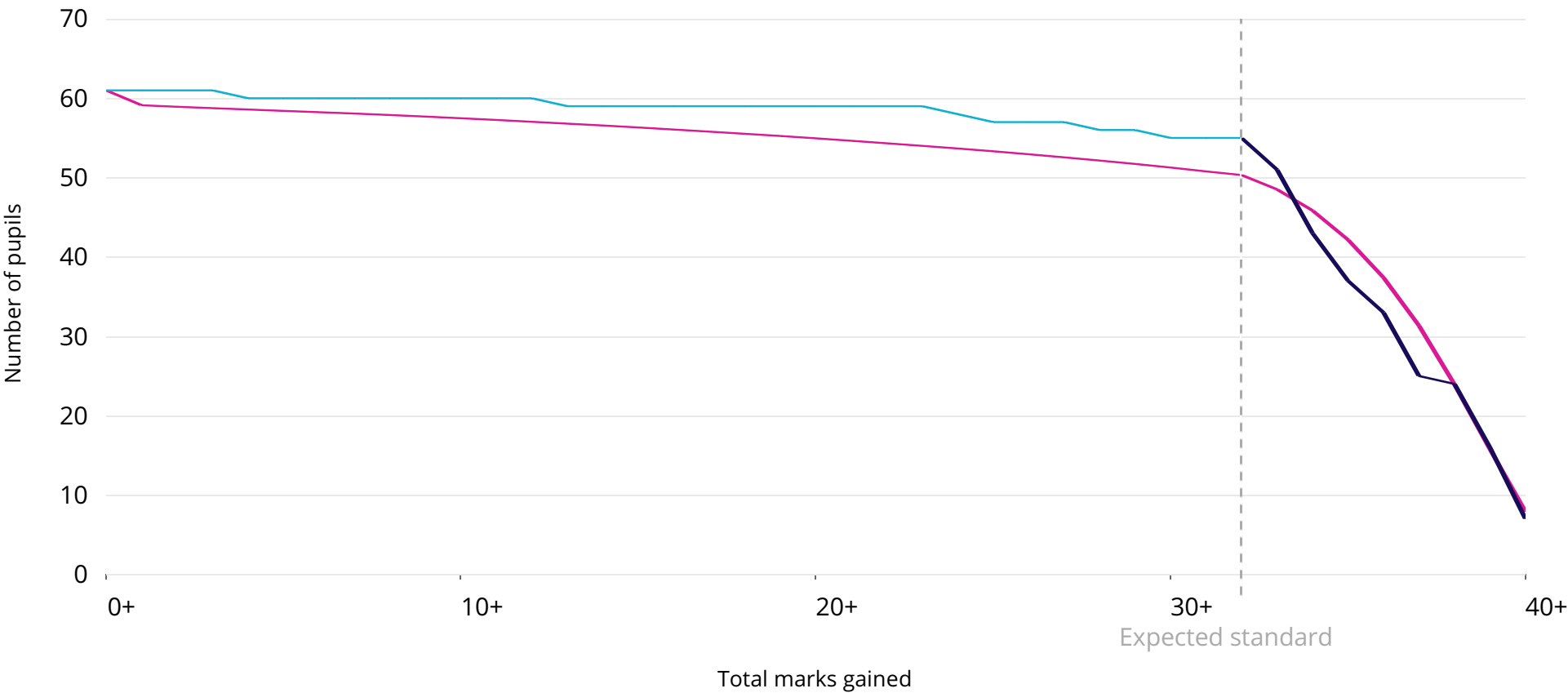
# Year 1 phonics marks 2018

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



Cohort = 61    One pupil relates to 1.6 percentage points.

In 2018, 90% of pupils achieved the expected standard, 8 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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)