

Areas to investigate

KS2 progress

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

Junior schools

- We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average they also have lower progress scores, which may be for a variety of reasons. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.

KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for groups: middle prior attainment and disadvantaged.
- In 2018, 91% of pupils achieved the expected standard in reading, writing and mathematics, 27 percentage points above the national proportion. This was a statistically significant difference.

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 0.70%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.33%.

School context in 2018

Phase of education: Primary

Headteacher: N Conway

Pupils: 241

Gender: Mixed

Deprivation Quintile: Highest 40% (0.2)

Local authority: South Tyneside

Admissions policy: Not applicable

Ages: 7-11

Denomination: Roman Catholic

Special needs provision:

Ever 6 FSM %: 23.7

English additional language %: 1.2

SEN support %: 11.2

SEN with EHC plan %: 1.7

Ethnicity

- The largest ethnic groups are: White - British (93.8%), Mixed - White & Black Caribbean (0.8%), Mixed - White & Black African (0.8%), Mixed - any other mixed background (1.2%), Asian or Asian British - Indian (1.2%), Chinese (0.8%), Parent/pupil preferred not to say (0.8%).
- This school has 7 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

- There was nothing significant to report for this group.

Disadvantaged

- There were no children 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 (1.2%).

Special Educational Needs

- There was nothing significant to report for this group.

School context 2018

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

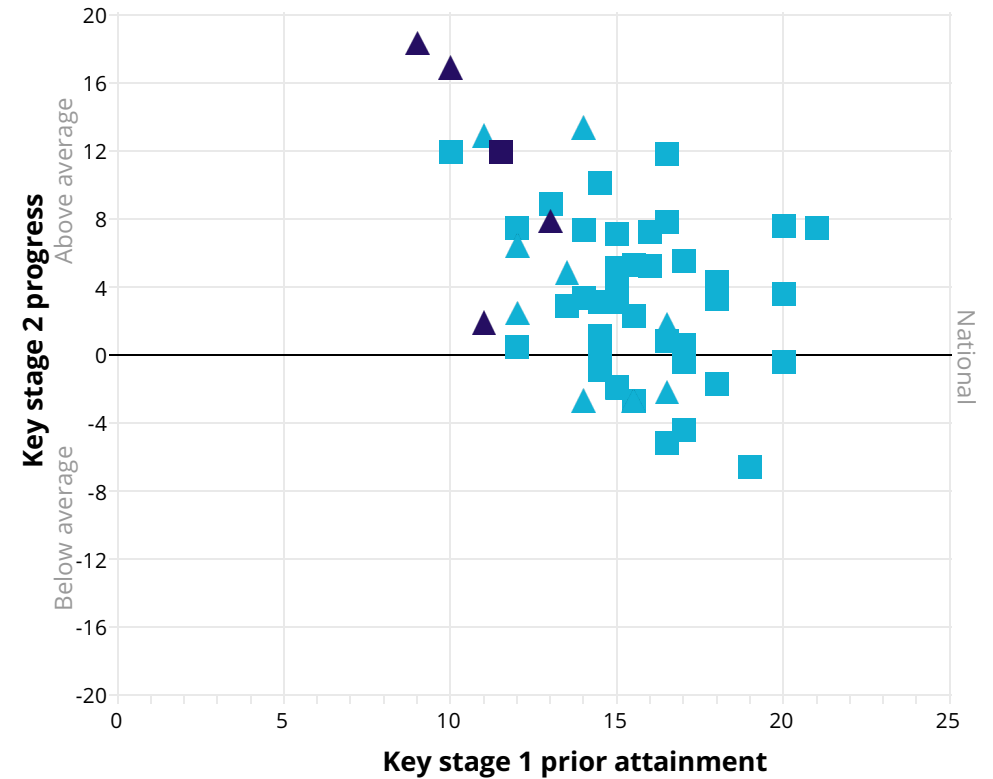
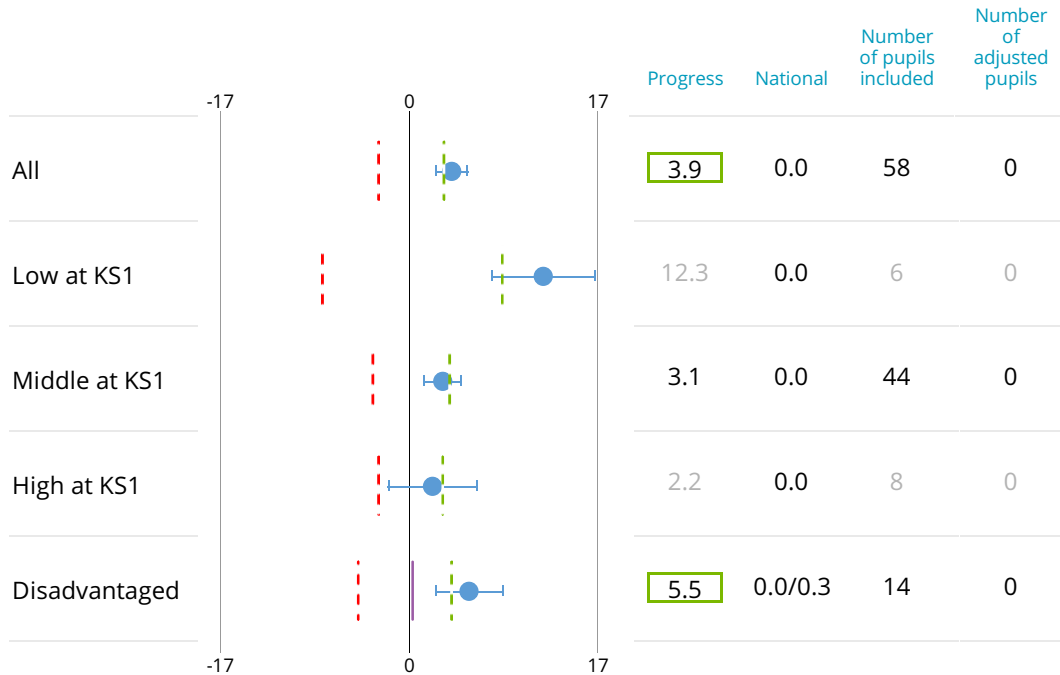
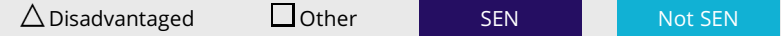
() Cohort Significantly above national Significantly below national

			Reading					Writing					Mathematics								
			Bottom 20%					Bottom 20%					Bottom 20%					Top 20%			
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1				
Overall	2016	(60)						(60)							(60)						
	2017	(60)						(60)							(60)						
	2018	(58)						(58)							(58)						
Low at KS1	2016	(3)						(3)						(3)							
	2017	(3)						(3)						(3)							
	2018	(6)						(6)						(6)							
Middle at KS1	2016	(36)						(36)						(36)							
	2017	(44)						(44)						(44)							
	2018	(44)						(44)						(44)							
High at KS1	2016	(21)						(21)						(21)							
	2017	(13)						(13)						(13)							
	2018	(8)						(8)						(8)							
Disadvantaged	2016	(11)						(11)						(11)							
	2017	(20)						(20)						(20)							
	2018	(14)						(14)						(14)							

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

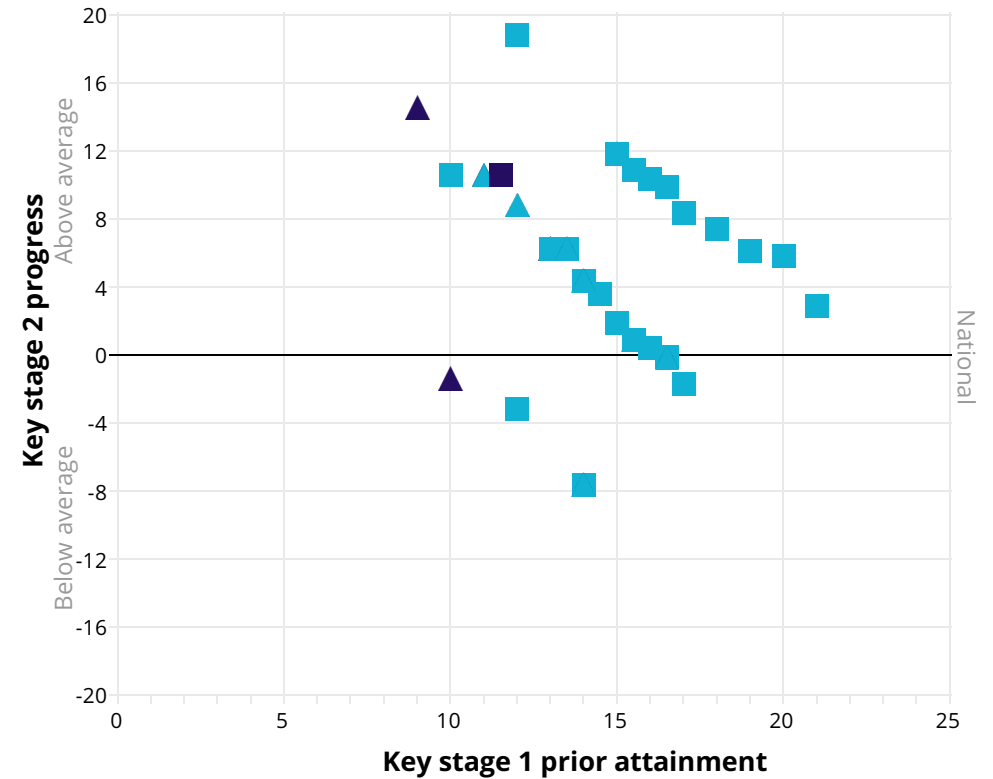
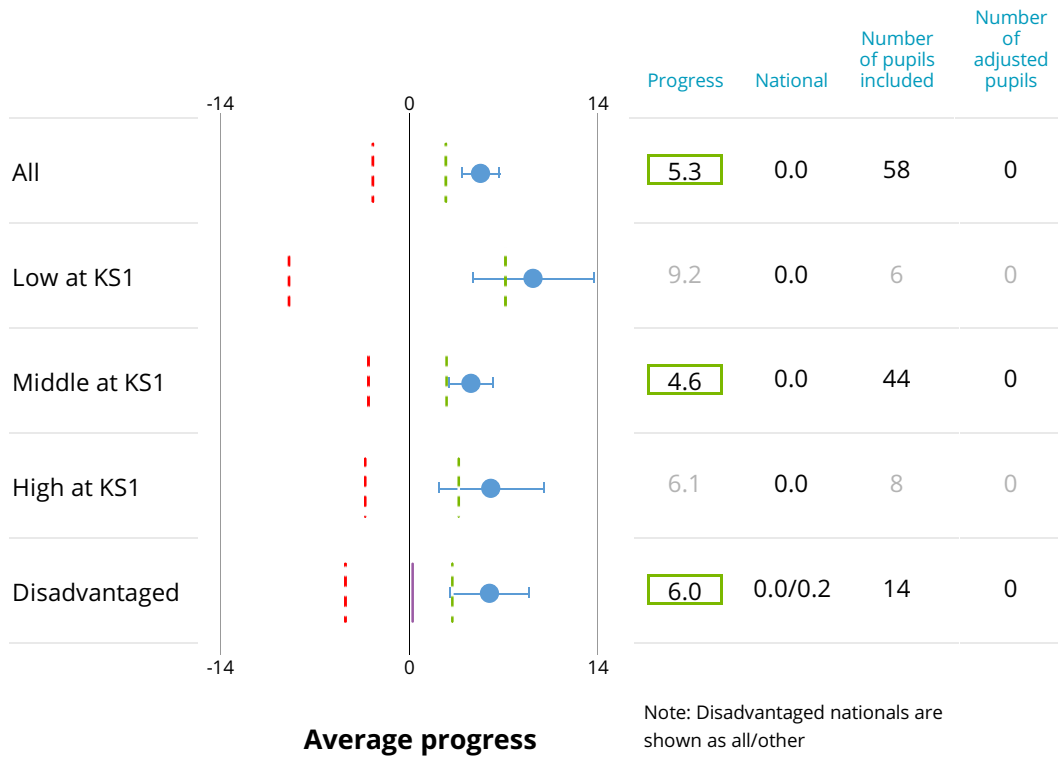


Note: Disadvantaged nationals are shown as all/other

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

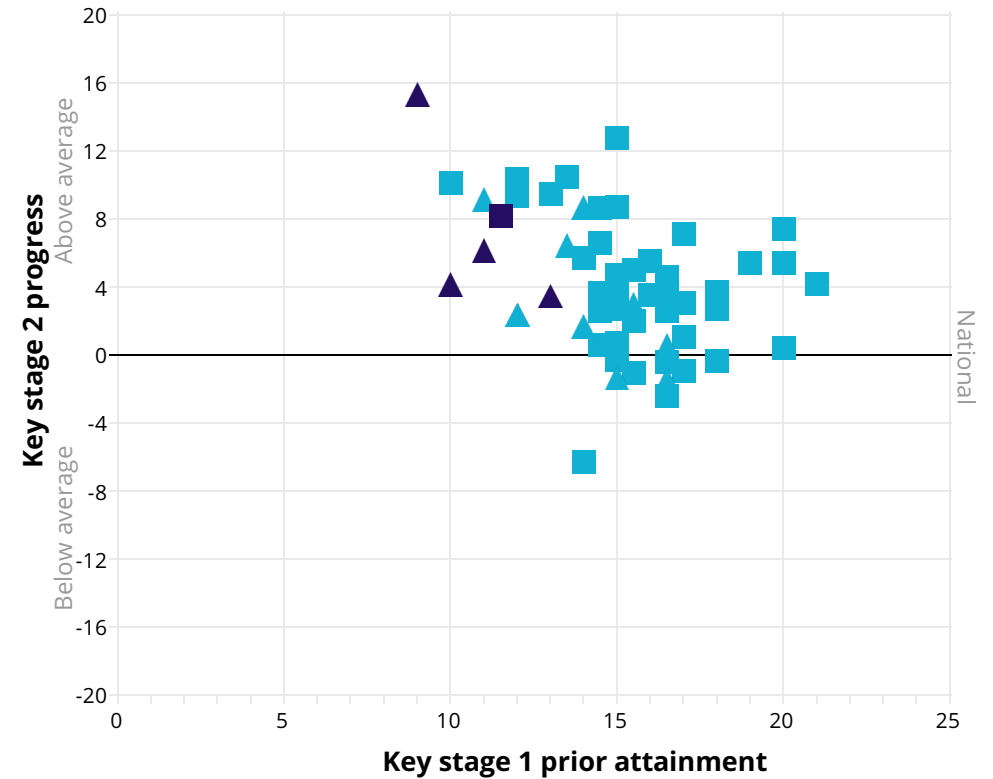
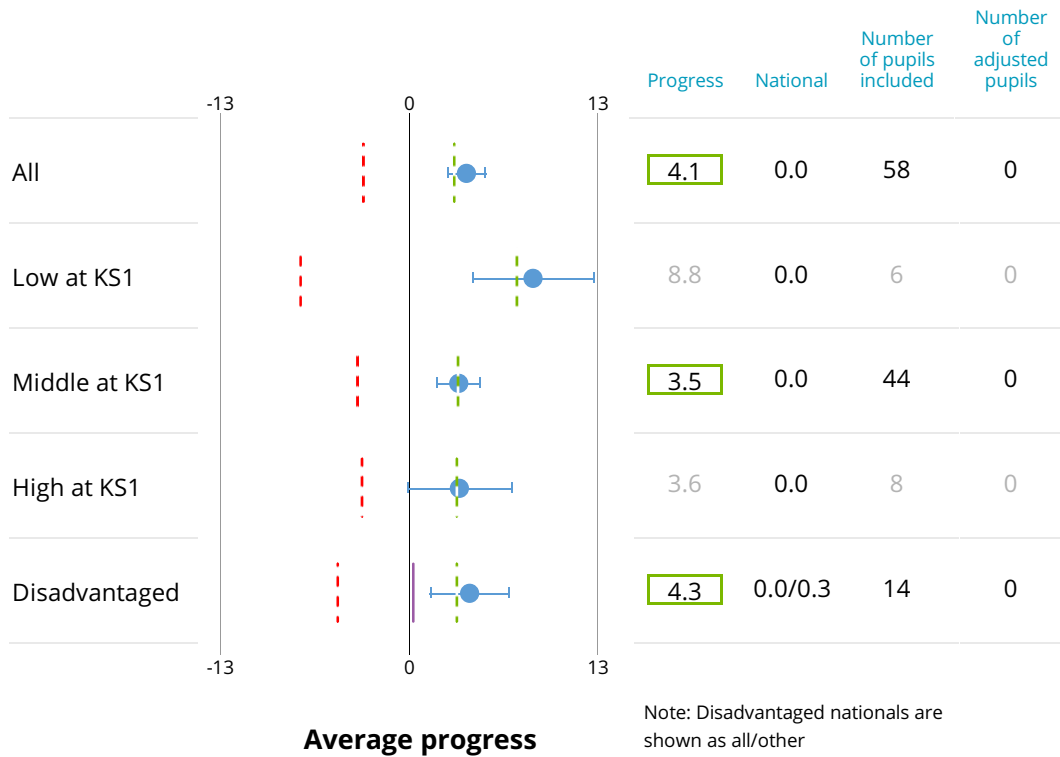
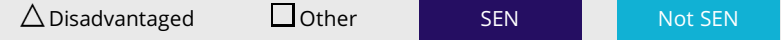
Writing progress scatterplot



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-ofsted-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

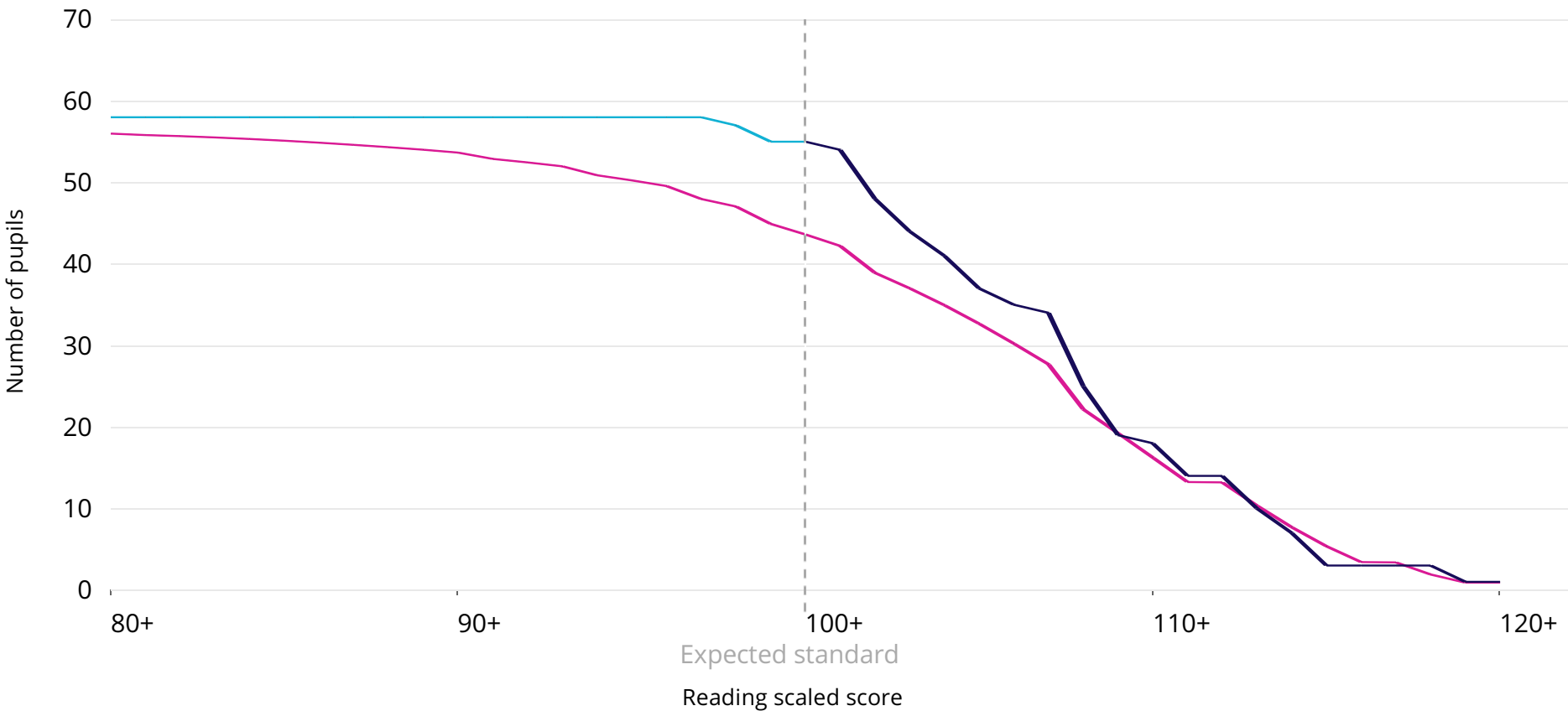
Reading scaled scores 2018

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

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

Cohort = 58 One pupil relates to 1.7 percentage points.

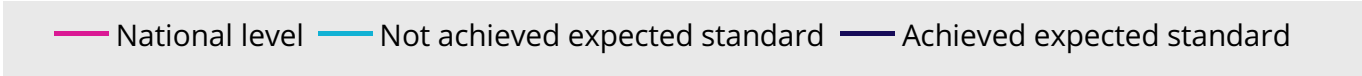
In 2018, 95% of pupils achieved the expected standard, 20 percentage points above the national. This was a statistically significant difference.



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

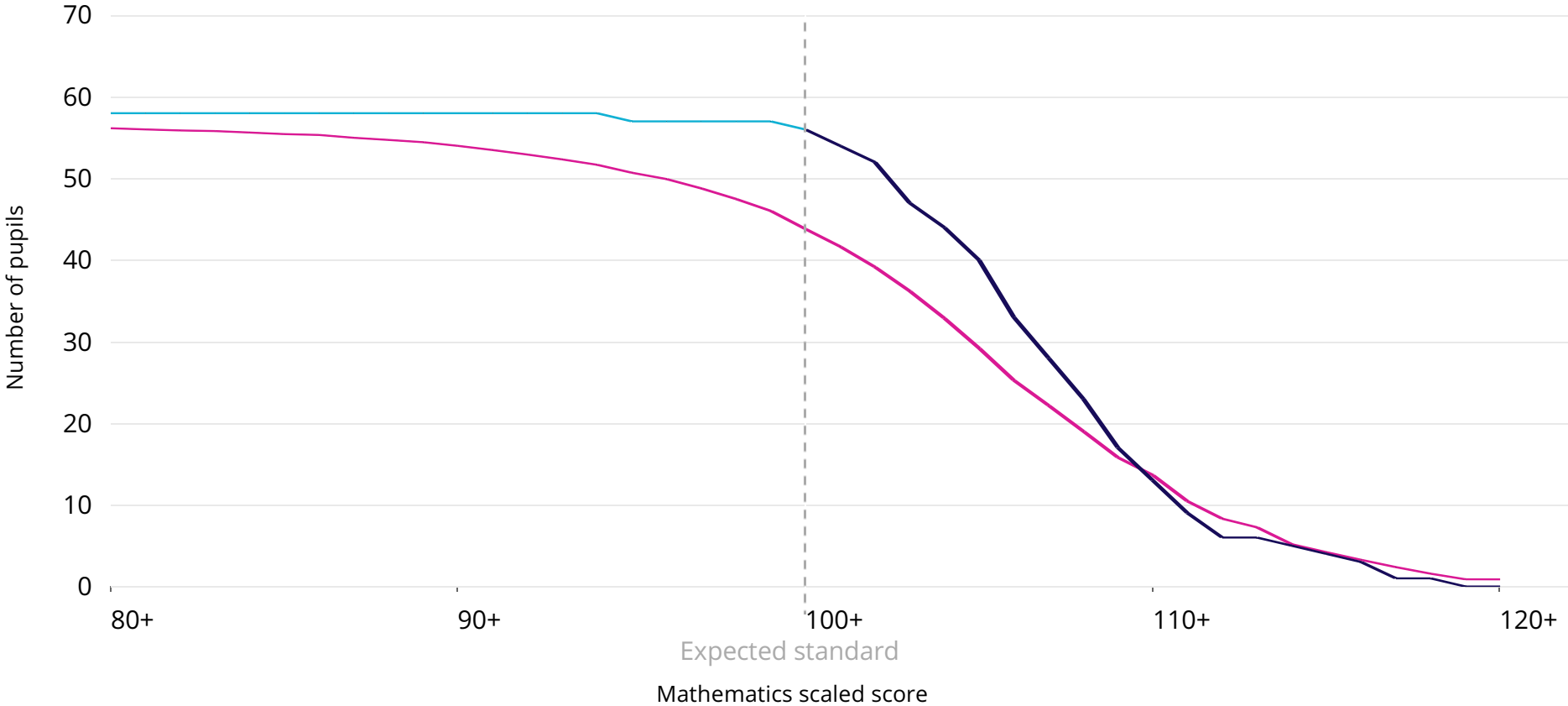
Mathematics scaled scores 2018

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



Cohort = 58 One pupil relates to 1.7 percentage points.

In 2018, 97% of pupils achieved the expected standard, 21 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-ofsteds-inspection-dashboard