

## Areas to investigate

### KS2 attainment

- In 2017, reading and writing attainment of the expected standard was at or above national for the middle prior attainment group.

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. The DfE announced in January, that a methodology change to the way key stage 2 progress is calculated for 2018 results will be made to better account for extreme scores, or 'outliers', and that this will change the progress scores of approximately 1% of pupils nationally (<https://www.gov.uk/government/publications/primary-school-accountability>). In the meantime, Ofsted has carried out initial modelling, and indicated where extreme scores occur based on the 2017 data. This has been indicated in the IDSR areas to investigate.

2017	School Floor Coasting		
Expected+ RWM %	78	(65)	(85)
Reading progress	2.7	(-5)	(-2.5)
Writing progress	1.8	(-7)	(-3.5)
Maths progress	-0.1	(-5)	(-2.5)

### Below floor standards in 2017? **No**

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

### School coasting in 2017? **No**

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

- in 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 and 2017, 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 primary progress measures (shown in pink above).

### Coasting element **2015 2016 2017**

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

**Phase of education:** Primary  
**Headteacher:** Carolyn Roberts  
**Pupils:** 132  
**Gender:** Mixed  
**Special needs provision:**

**Local authority:** Halton  
**Admissions policy:** Not applicable  
**Ages:** 5-11  
**Denomination:** Does not apply

**School level trends**

2017 Quintile  
 Lowest 20% Highest 20%  
 Q5 Q4 Q3 Q2 Q1

2015 2016 2017

**% girls**

<b>School</b>	52	51	49	
<b>National</b>	49	49	49	

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

<b>School</b>	9	7	7	
<b>National</b>	26	25	24	

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

<b>School</b>	0	0	0	
<b>National</b>	19	20	21	

**% of pupils with SEN support**

<b>School</b>	8.7	9.4	9.1	
<b>National</b>	13.0	12.1	12.2	

**% of pupils with a SEN statement or EHC plan**

<b>School</b>	0.0	0.0	0.0	
<b>National</b>	1.4	1.3	1.3	

**School deprivation indicator**

<b>School</b>	0.1	0.1	0.1	
<b>National</b>	0.2	0.2	0.2	

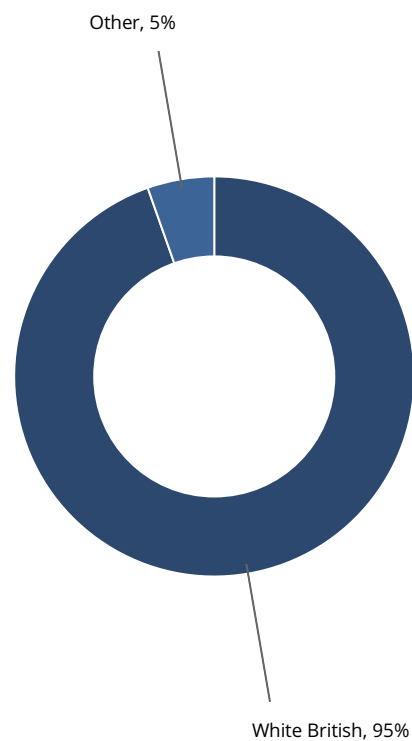
**Number on roll**

<b>School</b>	127	128	132	
<b>National</b>	269	275	279	

Schools details as of 3 January 2018

**Ethnicity**

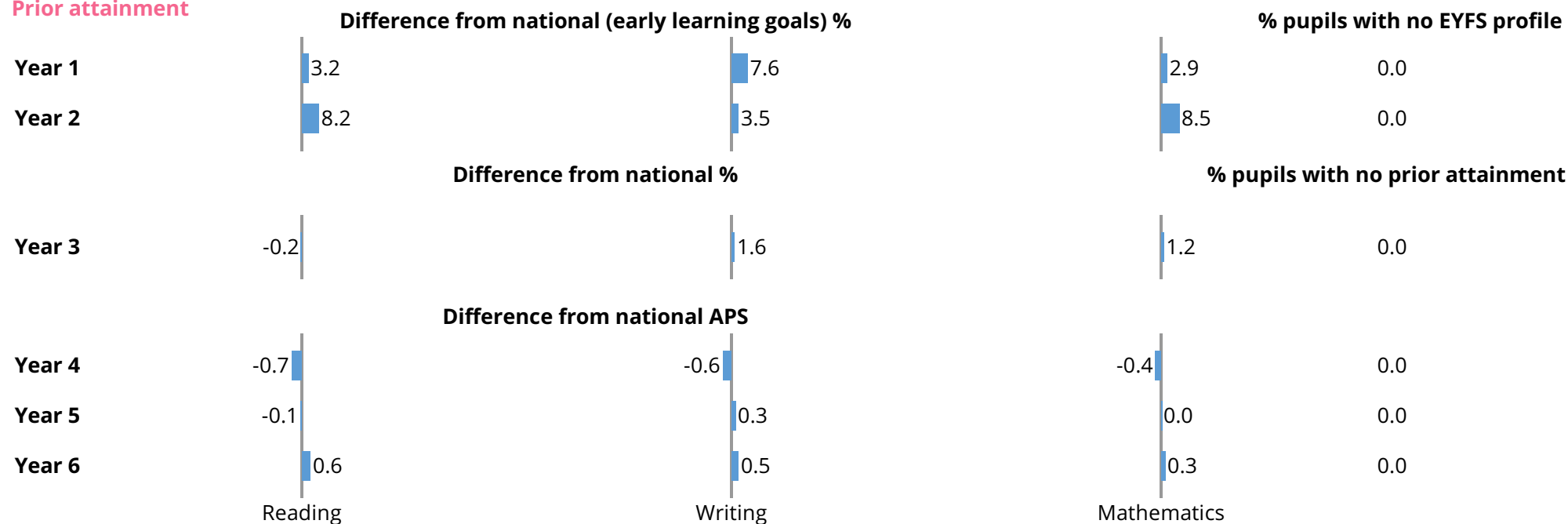
This school has 4 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	21	33	49	5	19	0	21	10	12	0
Year 2	20	55	49	5	22	0	21	25	14	0
Year 3	15	47	49	0	26	0	21	7	15	0
Year 4	20	30	49	25	28	0	21	10	16	1
Year 5	18	56	49	0	30	0	20	6	16	0
Year 6	18	83	49	11	31	0	20	6	17	1

Prior attainment



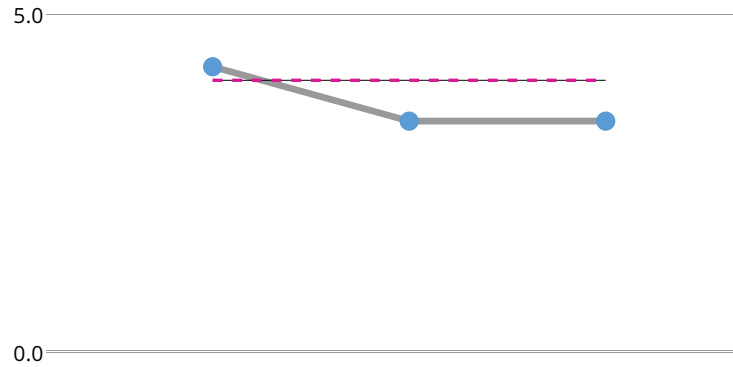
Underlined once: more than one standard deviation from national

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

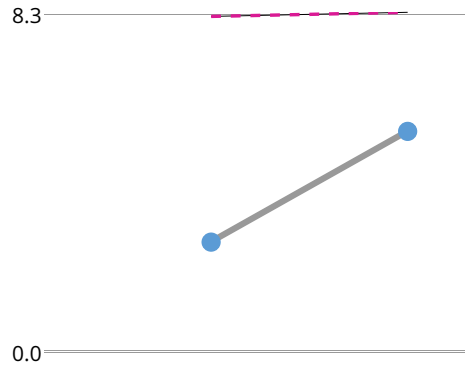


2015      2016      2017

<b>School %</b>	<b>4.2</b>	<b>3.4</b>	<b>3.4</b>
<b>Nat %</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>
<b>Cohort</b>	<b>109</b>	<b>111</b>	<b>112</b>

**Persistent Absence**

% of pupils who missed 10% or more sessions



2016      2017

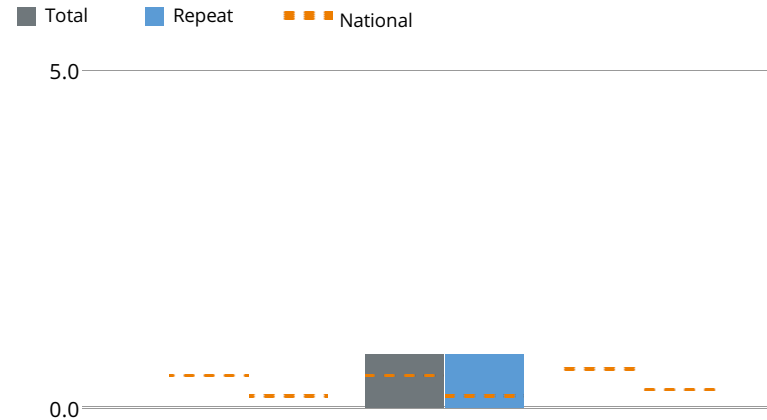
<b>School %</b>	<b>2.7</b>	<b>5.4</b>
<b>Nat %</b>	<b>8.2</b>	<b>8.3</b>
<b>Cohort</b>	<b>111</b>	<b>112</b>

■ School      ■ National

All absence indicators are based on three terms of data for mainstream and special schools. Nationals are displayed as per the school phase of education. Special schools have been compared with the national for secondary schools. For boarding schools only day pupils are included.

**Fixed term exclusions**

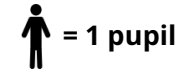
% of pupils excluded



	2014		2015		2016	
<b>School %</b>	0.0	0.0	0.8	0.8	0.0	0.0
<b>National %</b>	0.5	0.2	0.5	0.2	0.6	0.3
<b>Number</b>	0	0	1	1	0	0

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

**Permanent exclusions**



**Nat**

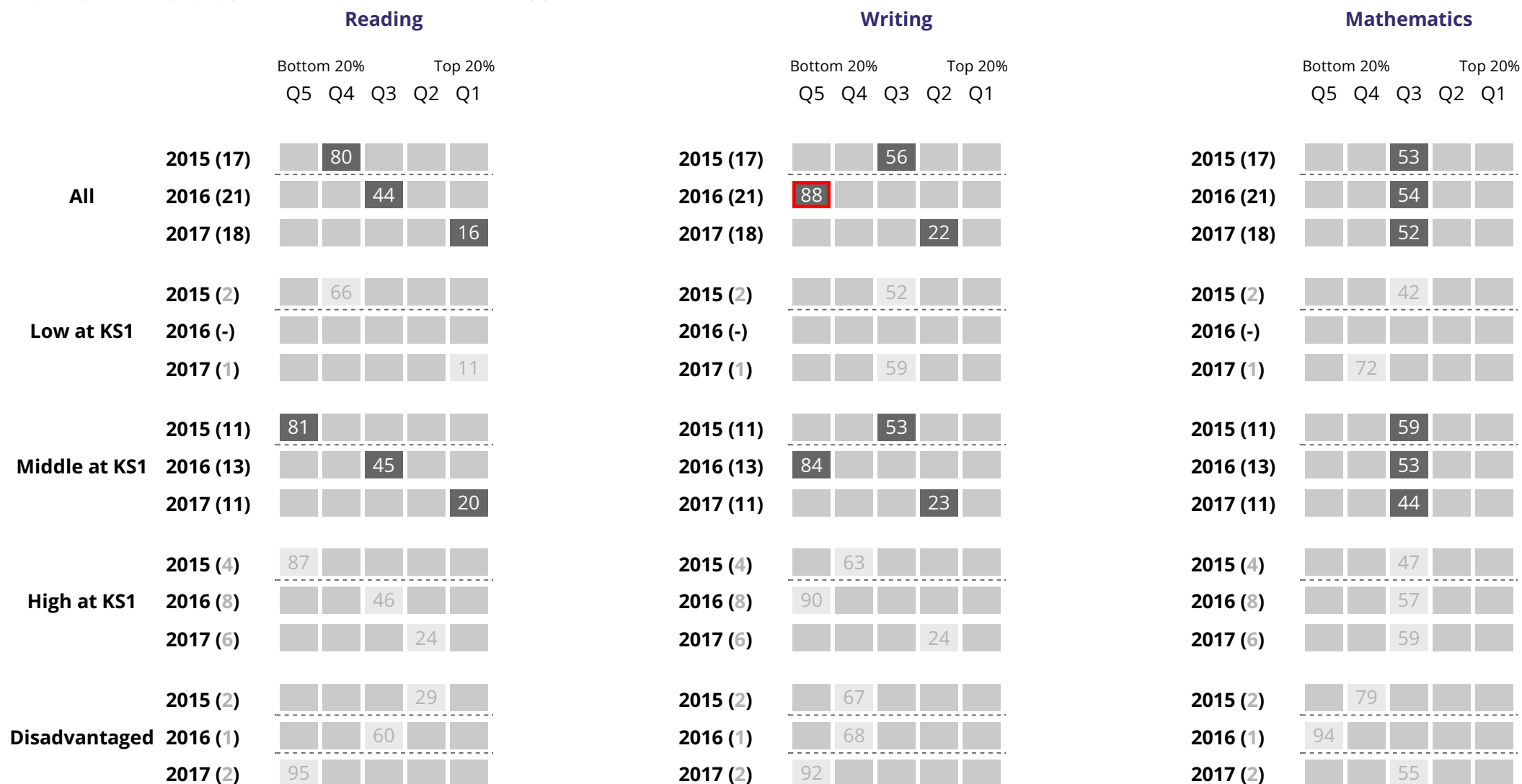
**2016** (0) No permanent exclusions

**2015** (0) No permanent exclusions

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

**Trends over time**

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

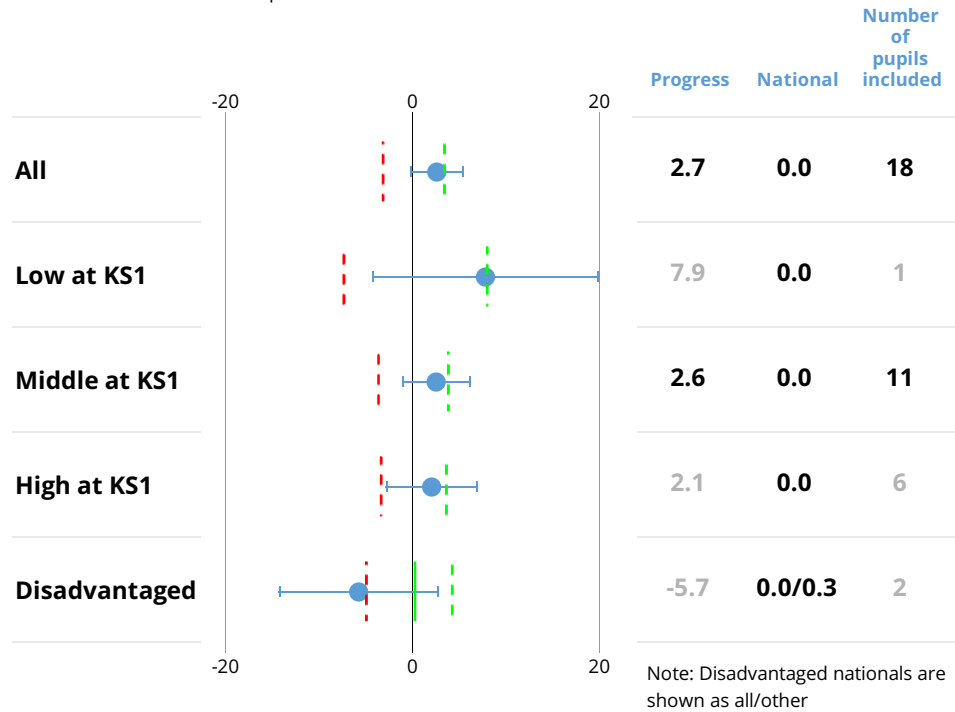


Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. Rank for the disadvantaged section is based on all schools' disadvantaged pupil groups, except for 2016 where it is based on RAISEonline methodology, which measured the group against all pupils. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>. Statistical significance for disadvantaged pupils is against the national for other pupils.

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

### Reading progress in 2017

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

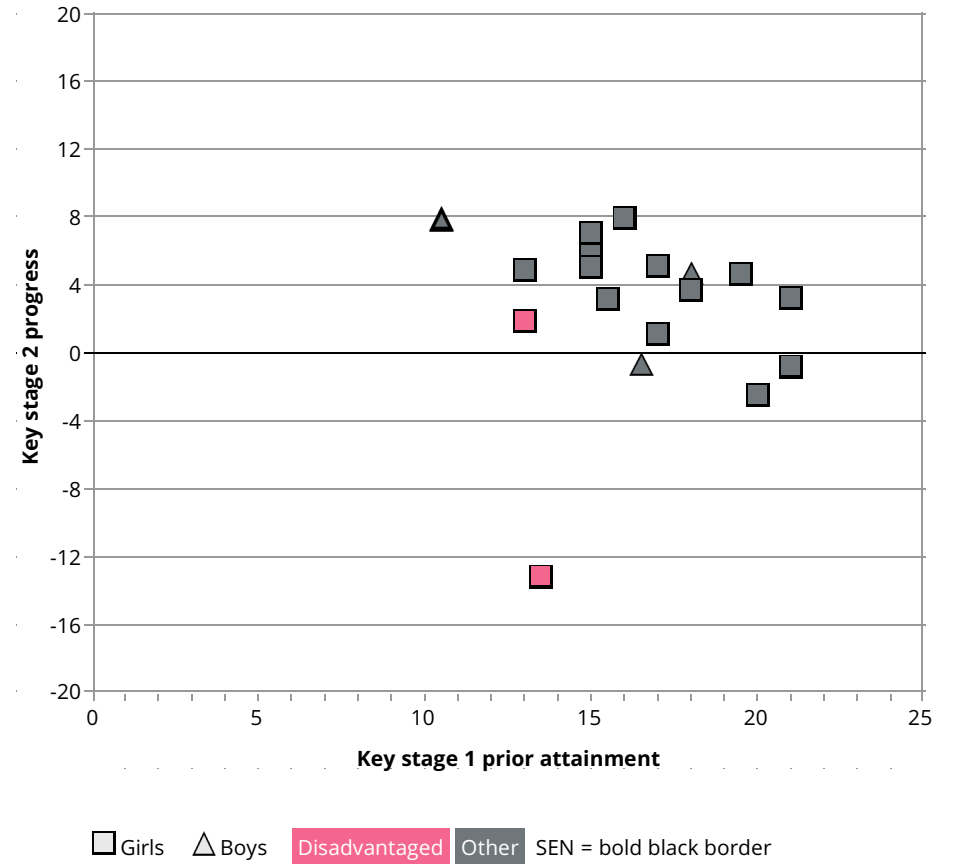


Significantly below national and in bottom 10%

Significantly above national and in top 10%

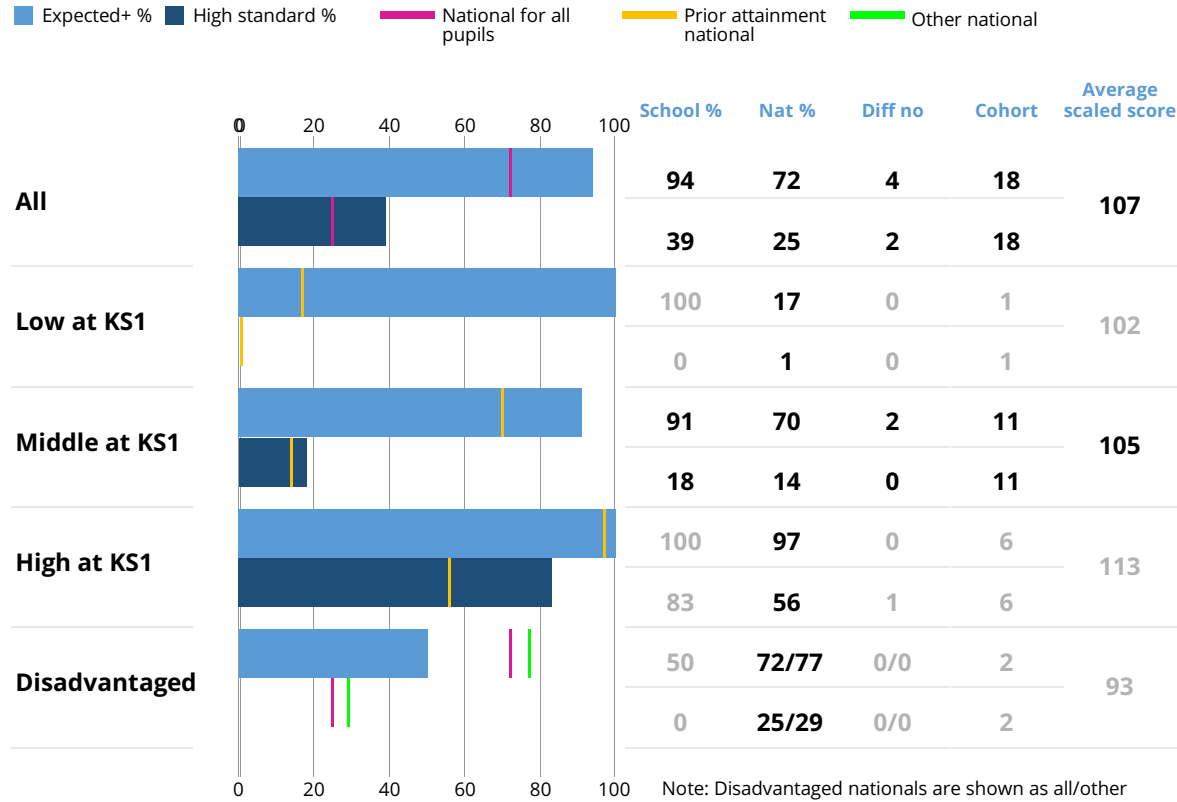
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

### Reading progress scatterplot

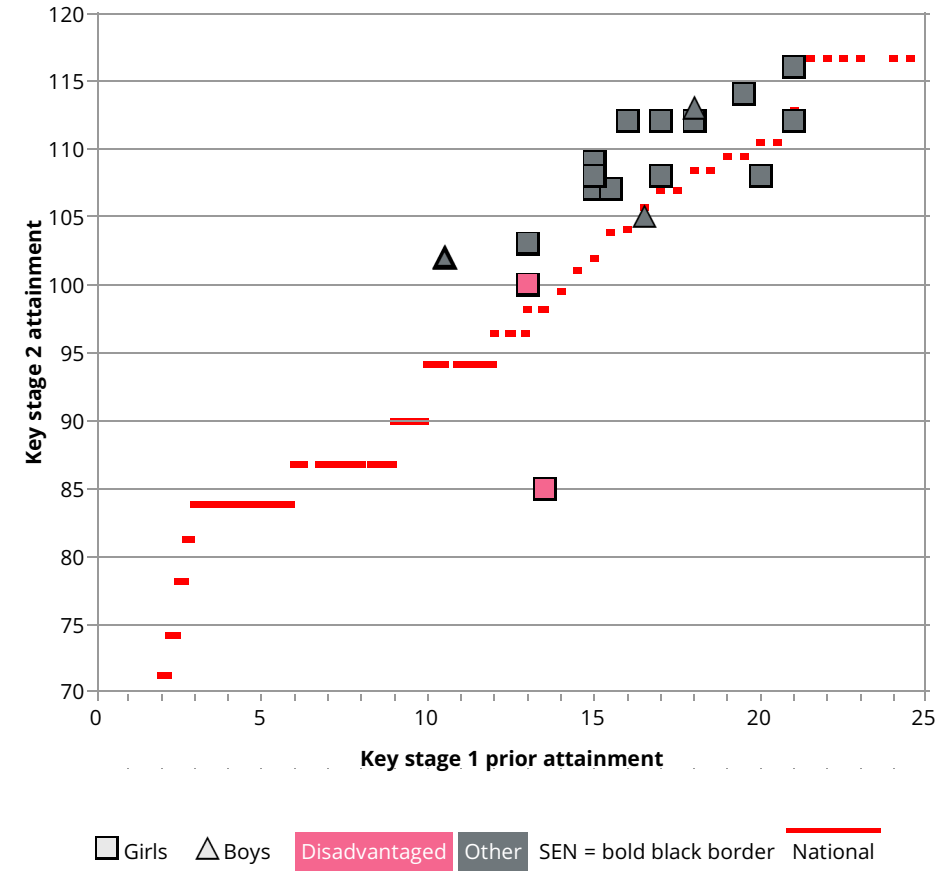


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

### Reading attainment in 2017



### Reading attainment scatterplot

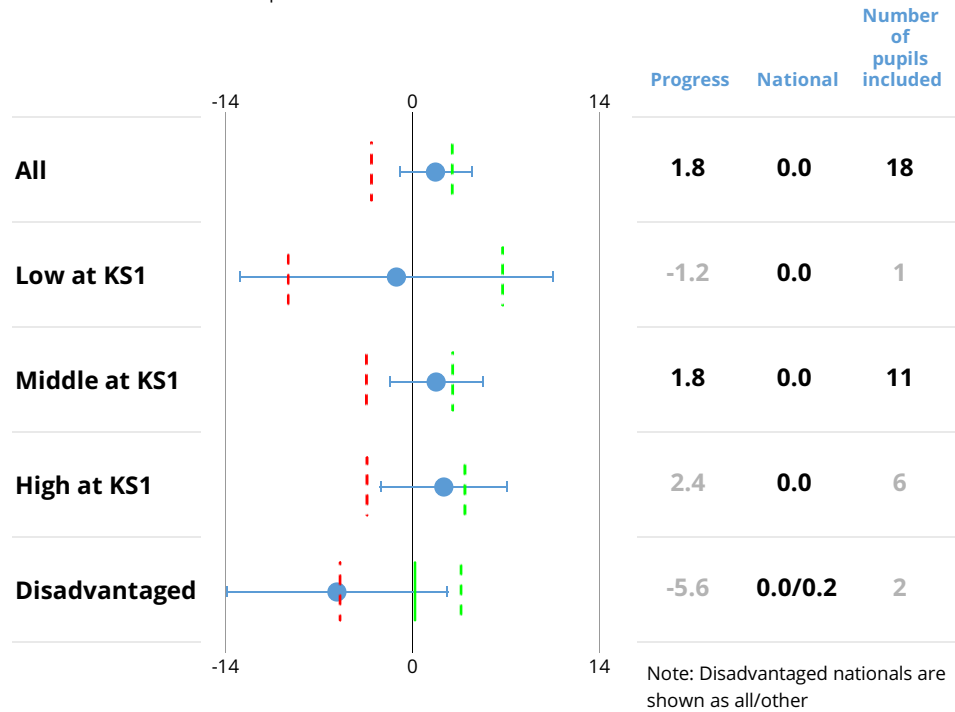


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### Writing (teacher assessment) progress in 2017

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



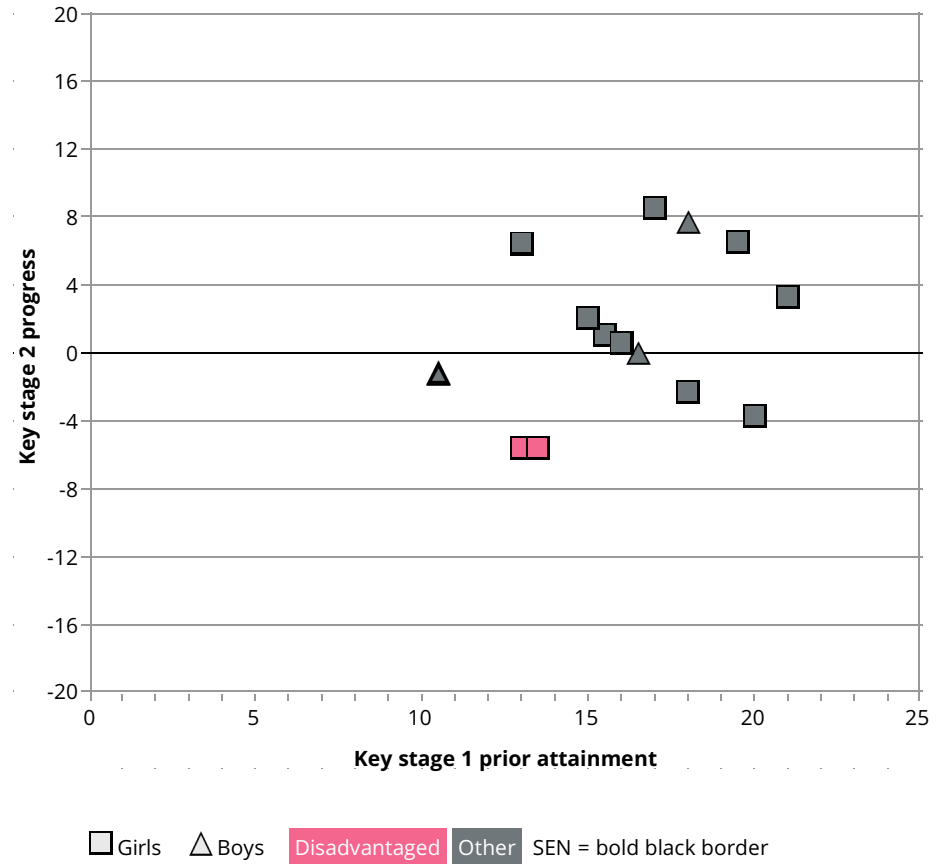
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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

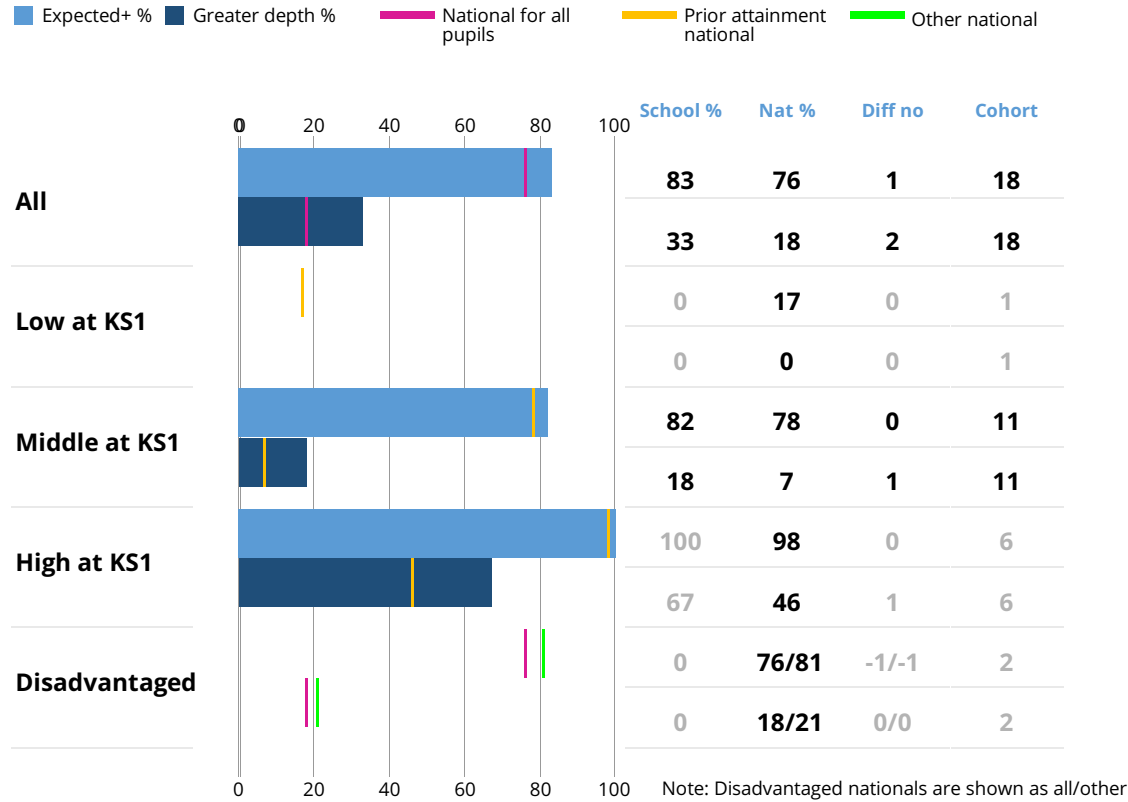
Writing data is based on teacher assessments. Users should be cautious when using this data.

### Writing (teacher assessment) progress scatterplot



Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

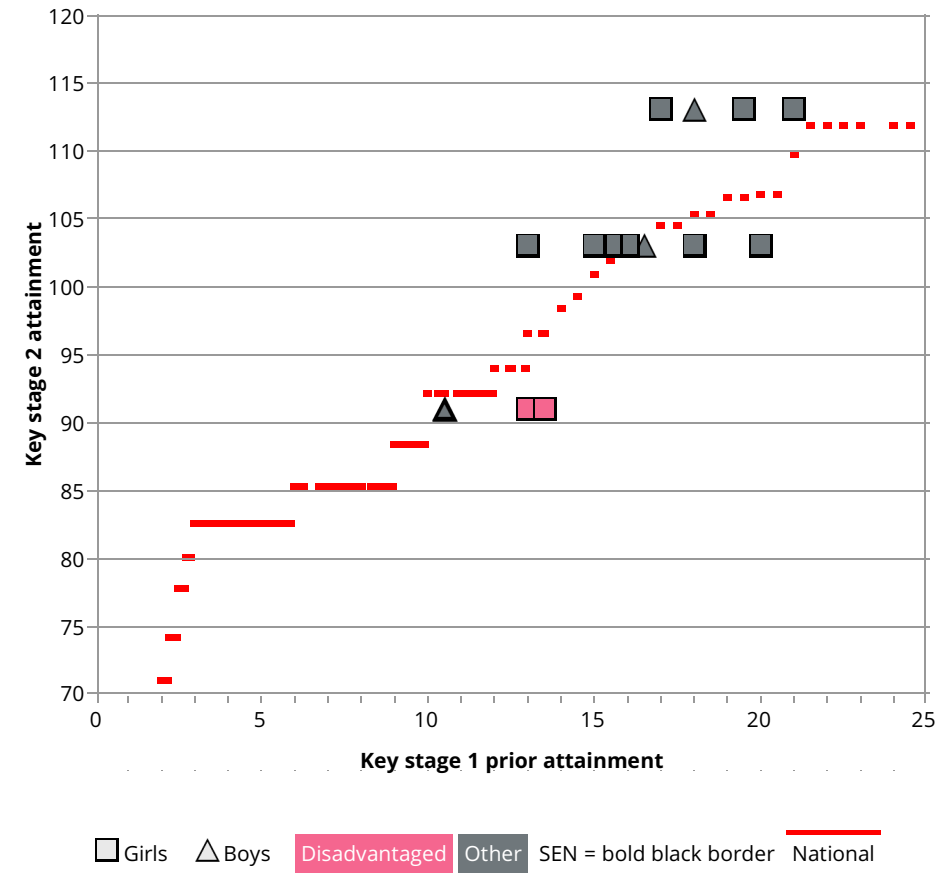
### Writing (teacher assessment) attainment in 2017



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

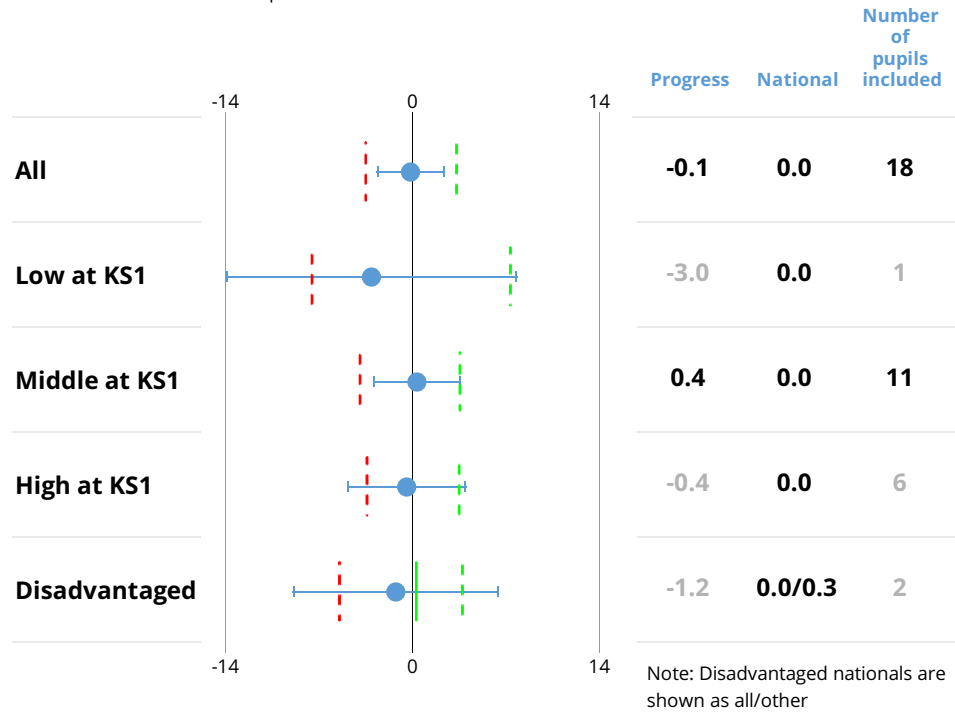
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### Writing (teacher assessment) attainment scatterplot



### Mathematics progress in 2017

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

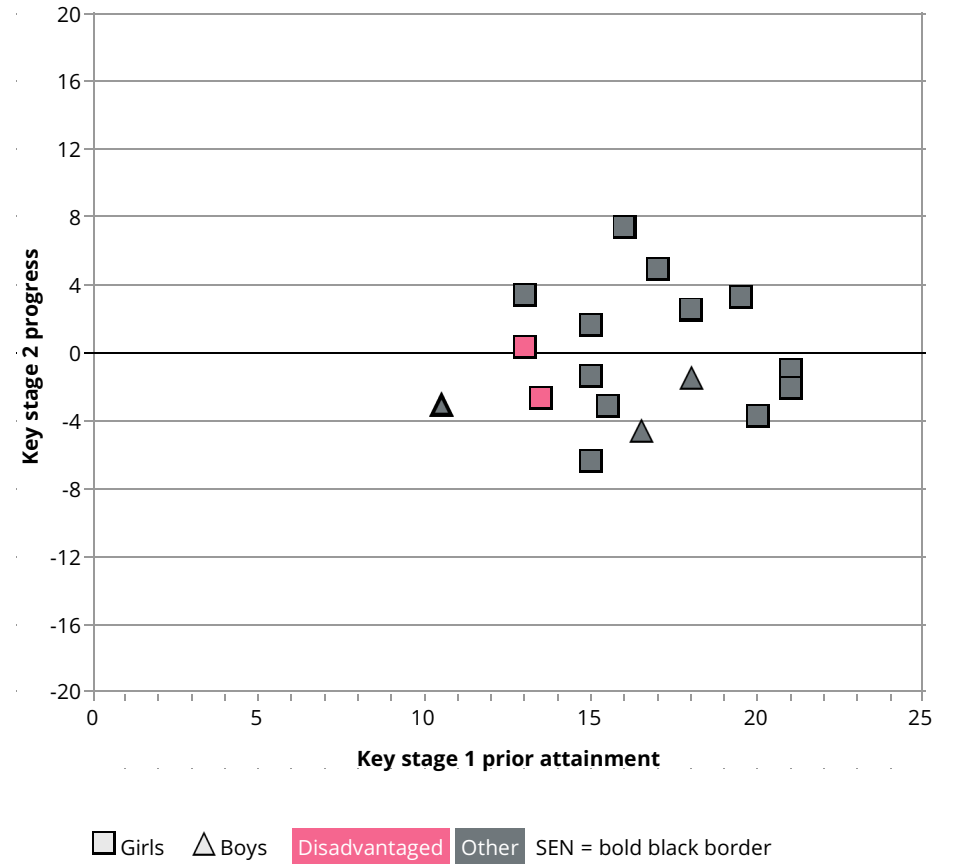


Significantly below national and in bottom 10%

Significantly above national and in top 10%

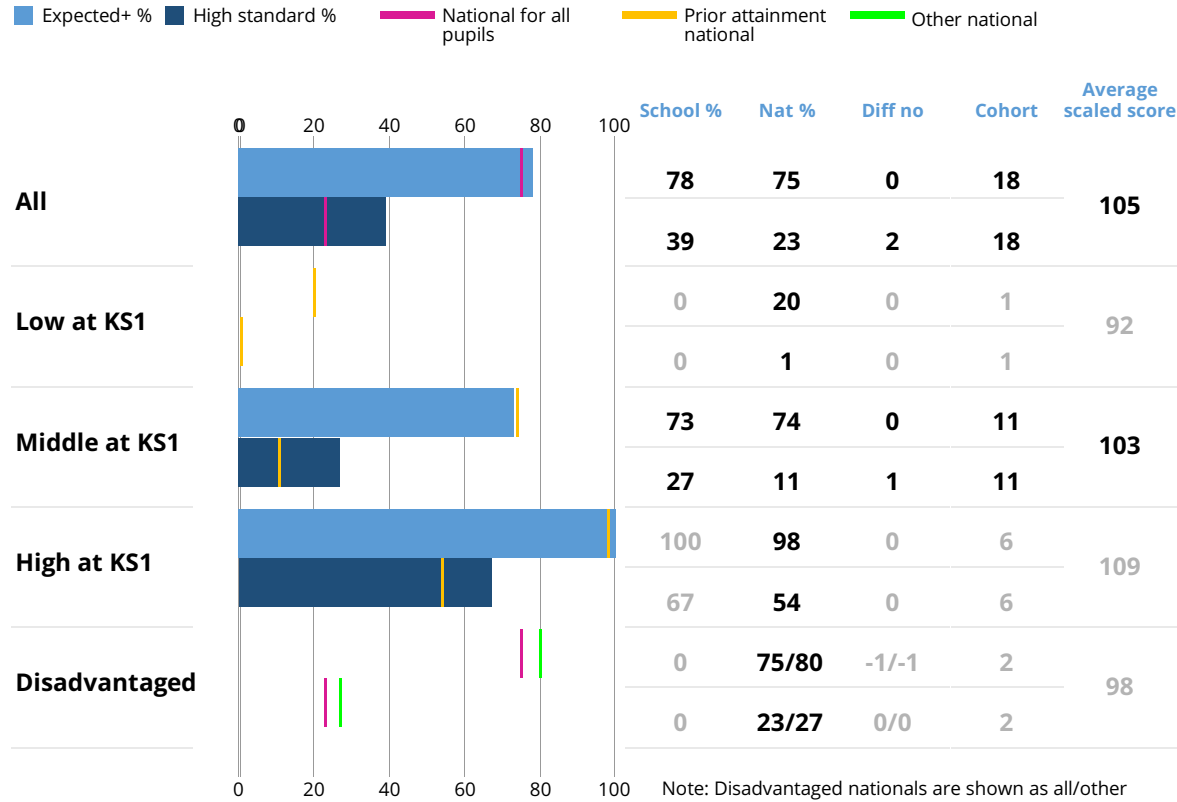
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

### Mathematics progress scatterplot

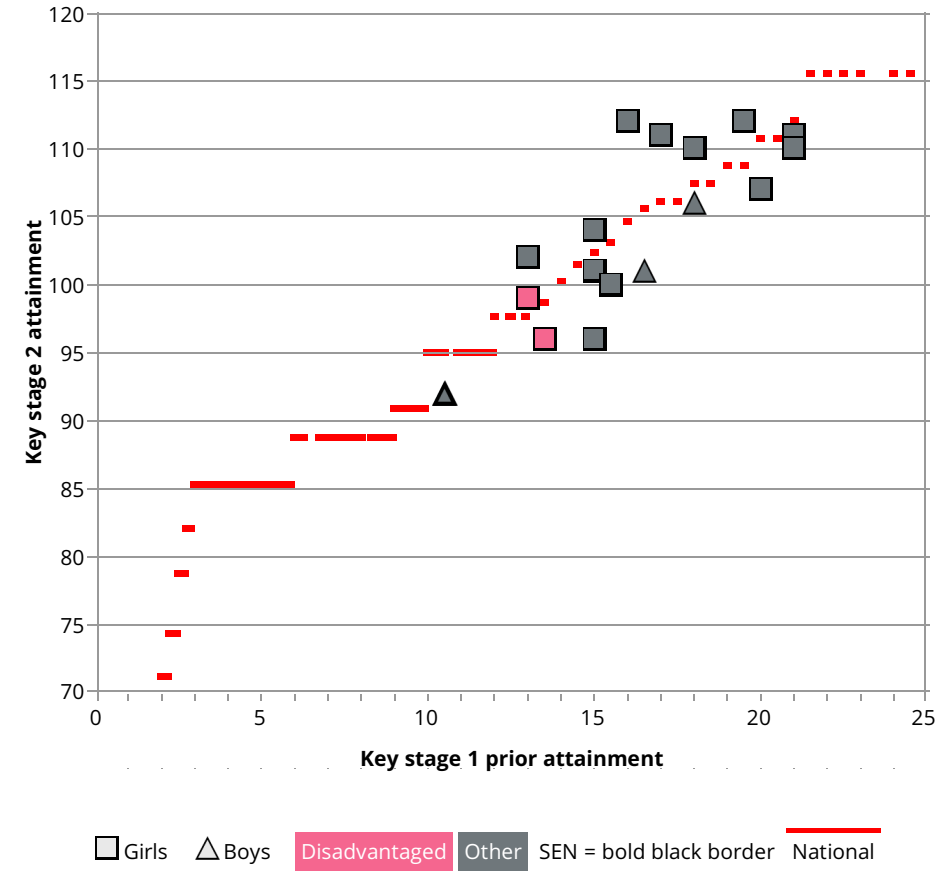


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### Mathematics attainment in 2017



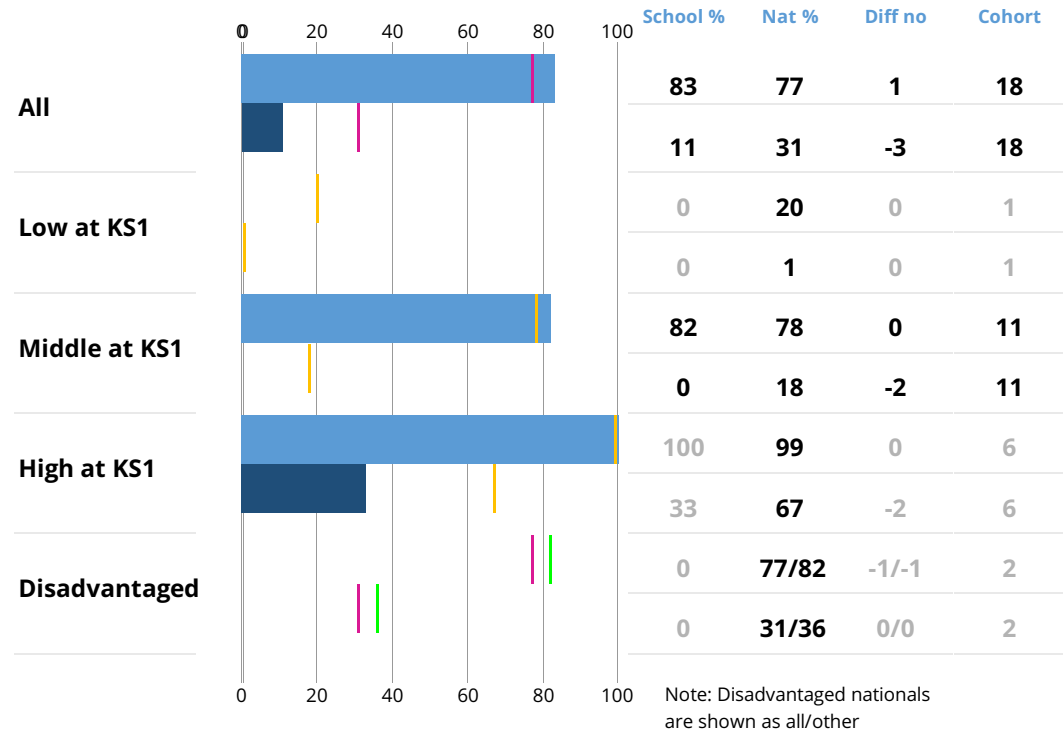
### Mathematics attainment scatterplot



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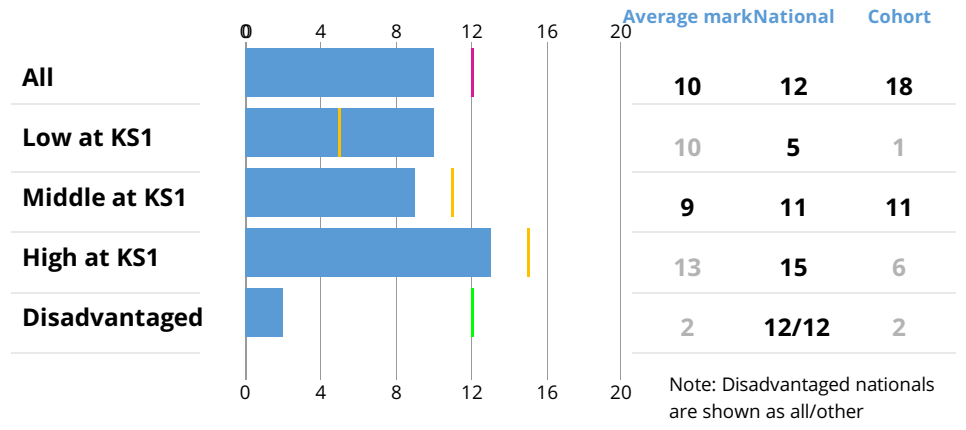
### English grammar, punctuation and spelling (EGPS) in 2017

Expected+ % High % National for all pupils Prior attainment national Other national



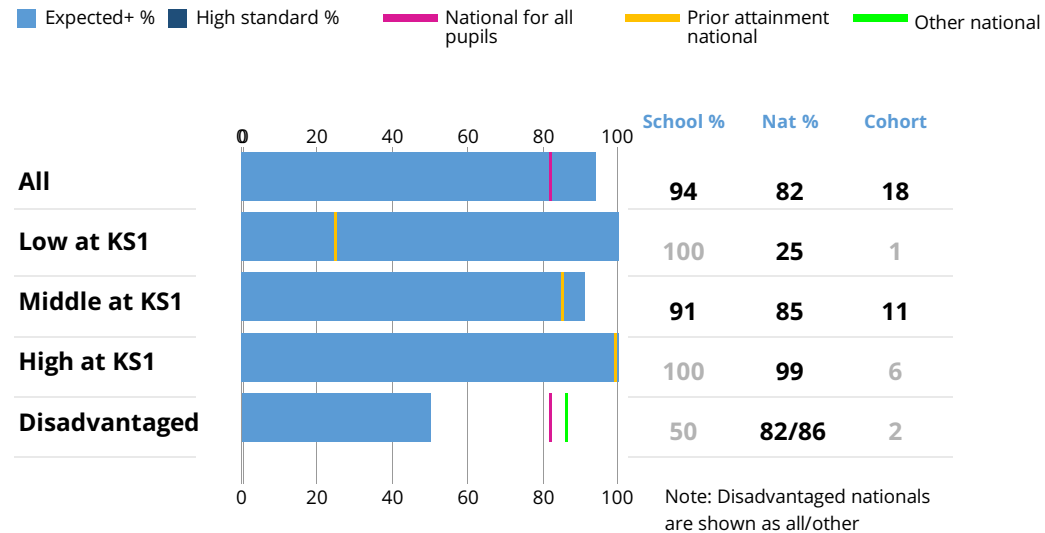
### Spelling

Average mark National for all pupils Prior attainment national Other national



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. 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. Prior attainment is based on overall KS1 attainment.

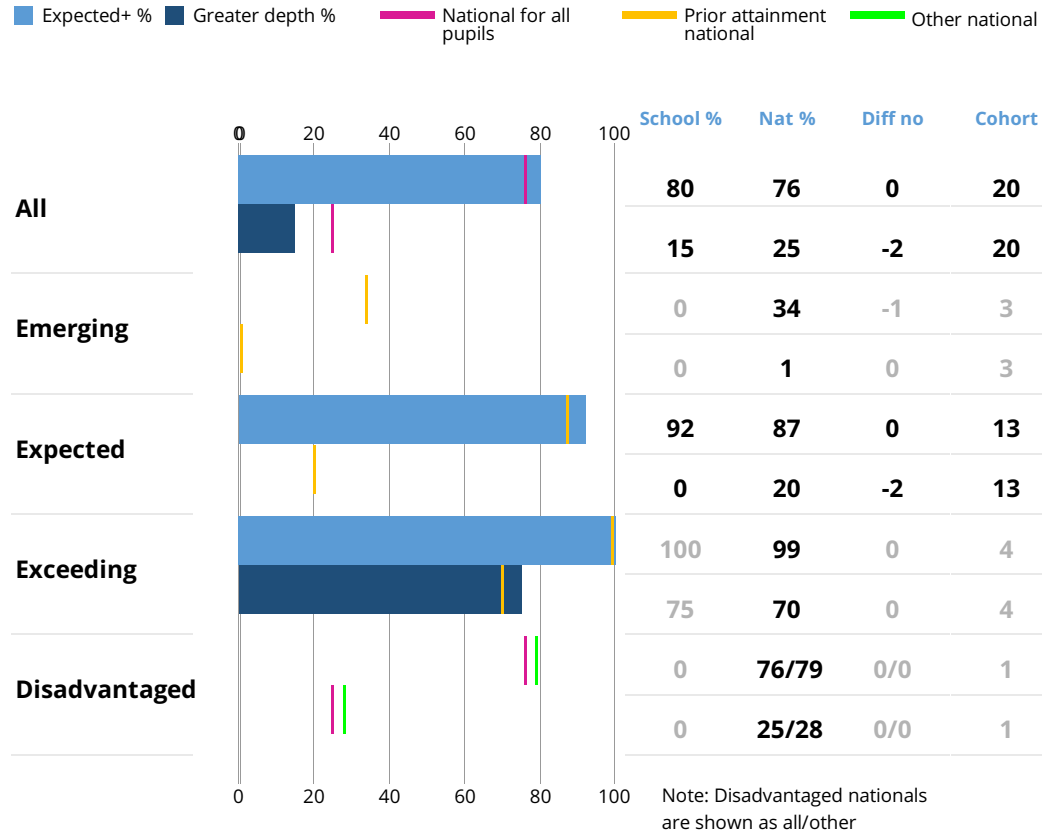
### Science attainment in 2017



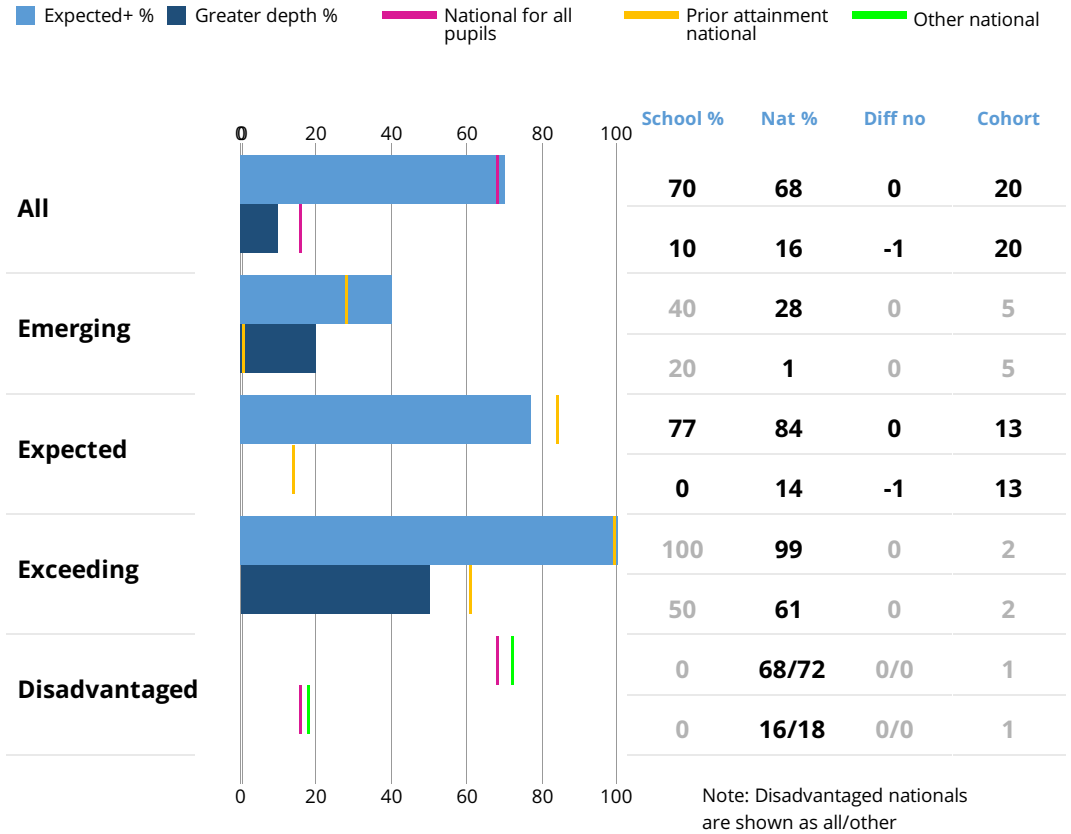
Science data is based on teacher assessments. Users should be cautious when using this data.

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Reading in 2017



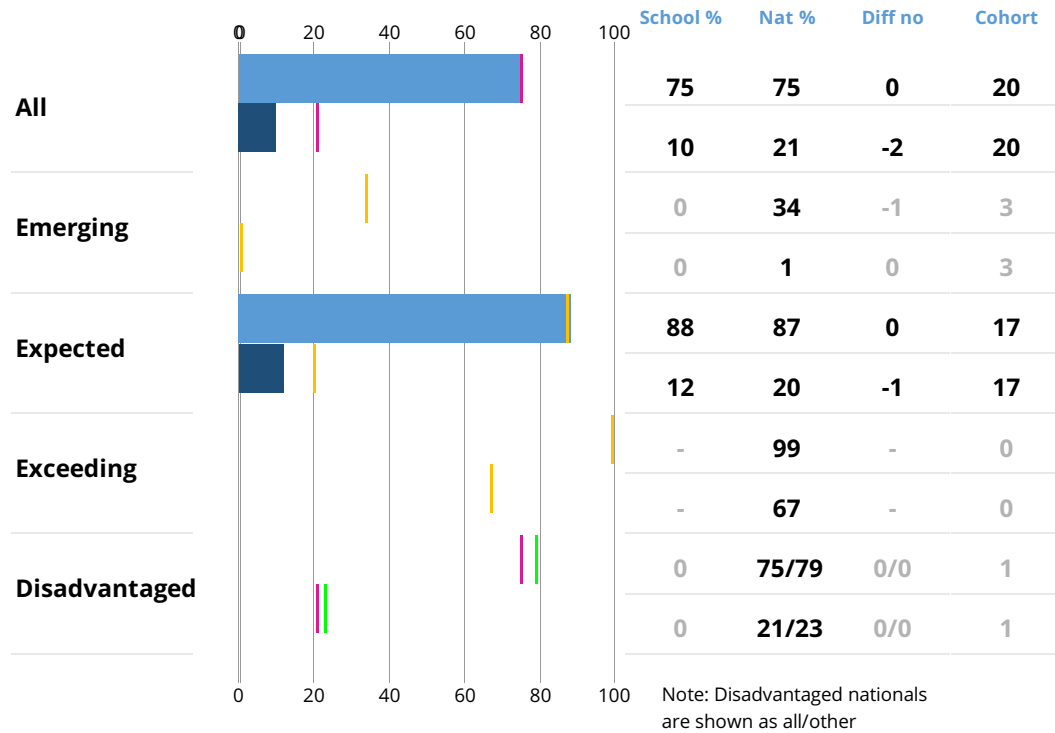
Writing in 2017



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.

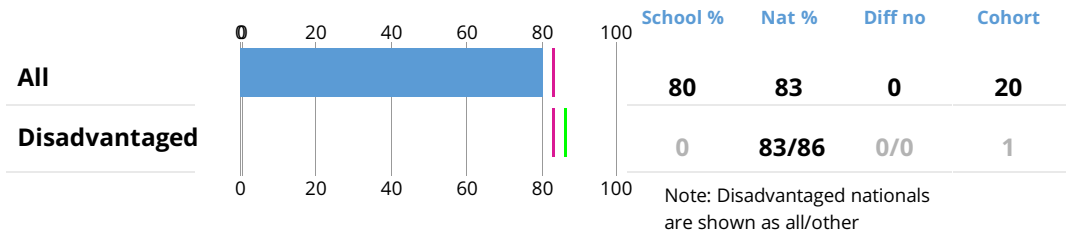
### Mathematics in 2017

Expected+ % Greater depth % National for all pupils Prior attainment national Other national



### Science in 2017

Expected+ % National for all pupils Other national

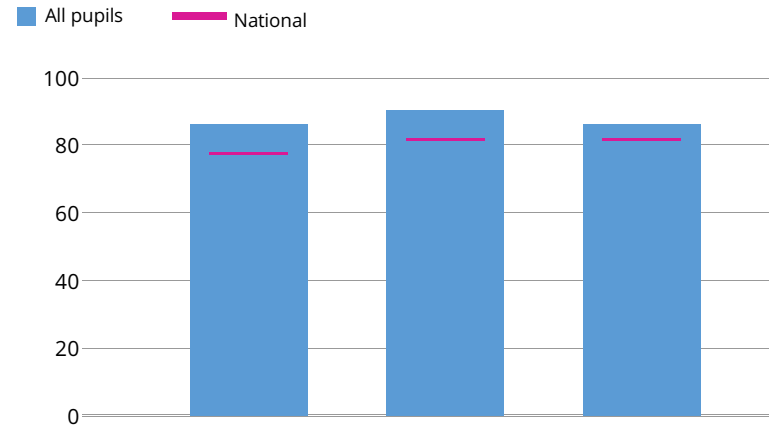


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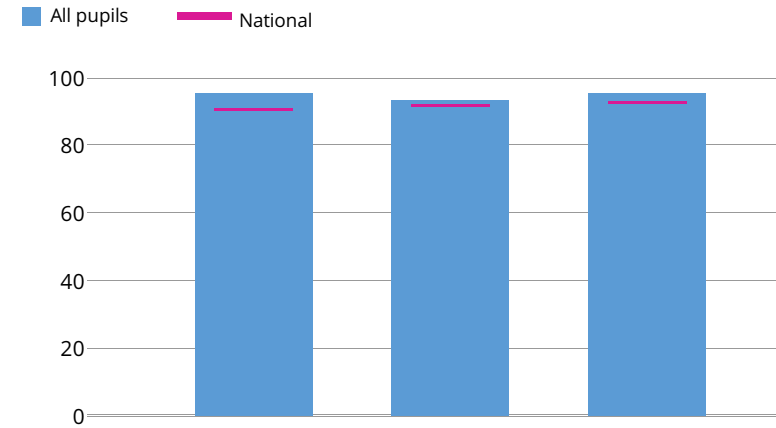
**Phonics in 2017**

**Proportion meeting the expected standard  
Year 1**



	2015	2016	2017
<b>School %</b>	<b>86</b>	<b>90</b>	<b>86</b>
<b>Nat %</b>	<b>77</b>	<b>81</b>	<b>81</b>
<b>Cohort</b>	<b>14</b>	<b>20</b>	<b>21</b>

**By end of year 2**

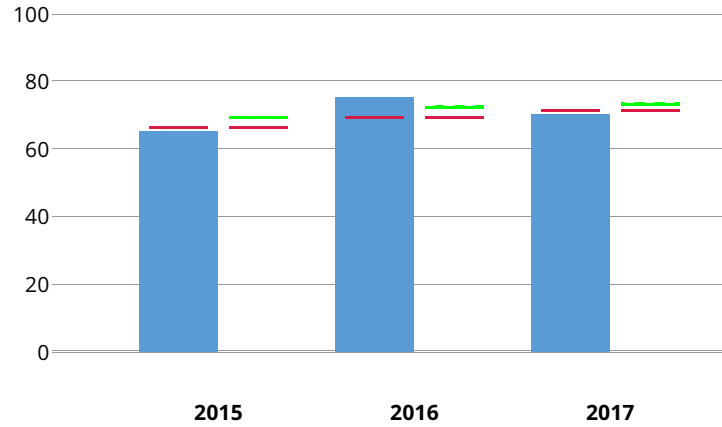


	2015	2016	2017
<b>School %</b>	<b>95</b>	<b>93</b>	<b>95</b>
<b>Nat %</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>Cohort</b>	<b>19</b>	<b>14</b>	<b>20</b>

### Early Years Foundation Stage Profile

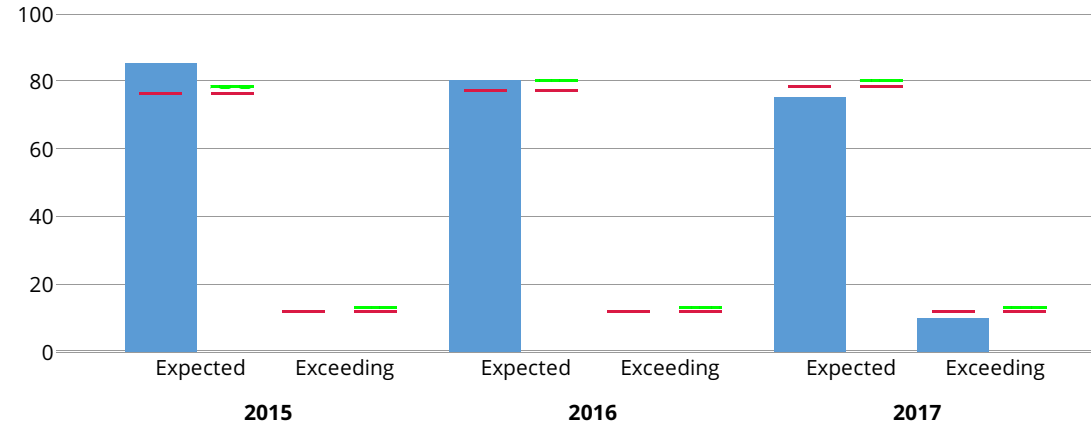
■ All pupils ■ FSM ■ National for all pupils ■ Other national

#### % good level of development



	2015		2016		2017	
School %	65	-	75	-	70	-
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	20	0	20	0	20	0

#### Mathematics early learning goals

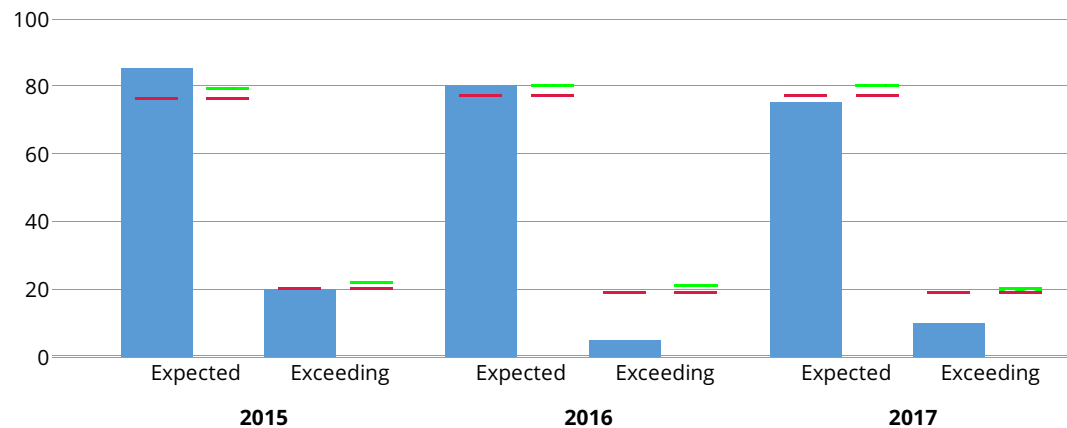


	2015				2016				2017			
School %	85	-	0	-	80	-	0	-	75	-	10	-
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	20	-	20	-	20	-	20	-	20	-	20	-

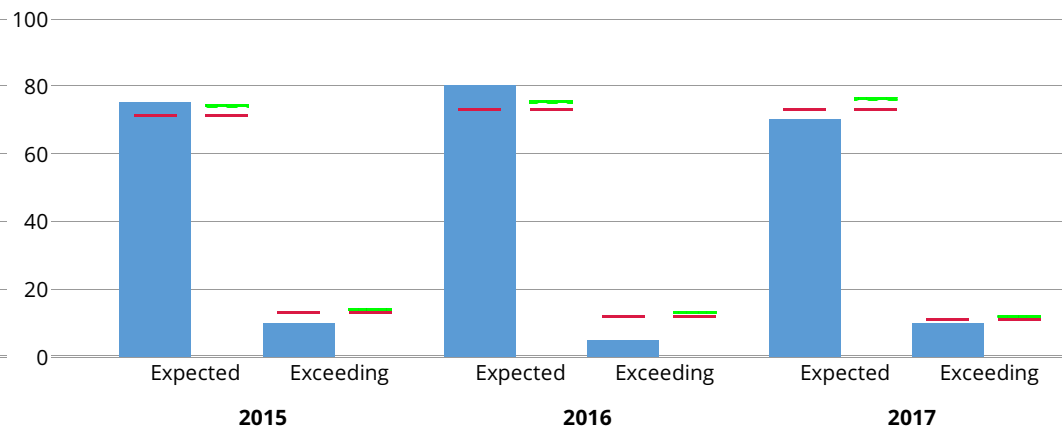
### Early Years Foundation Stage Profile

■ All pupils ■ FSM ■ National for all pupils ■ Other national

#### Reading early learning goals



#### Writing early learning goals



School %	85	-	20	-	80	-	5	-	75	-	10	-	School %	75	-	10	-	80	-	5	-	70	-	10	-
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	20	-	20	-	20	-	20	-	20	-	20	-	Cohort	20	-	20	-	20	-	20	-	20	-	20	-