

## Areas to investigate

### KS2 progress

- Reading progress was in the bottom quintile (20%) for at least two years for high prior attainers.

### KS2 attainment

- In 2018, reading and mathematics attainment of the expected standard was at or above national for groups: middle, high prior attainment and disadvantaged.
- In 2018, writing attainment of the expected standard was at or above national for the high prior attainment group.
- In 2018, 67% of pupils achieved the expected standard in reading, writing and mathematics, 2 percentage points above the national proportion. This difference was not statistically significant.

### KS1 attainment

- In 2018, attainment of the expected standard in reading (57%) and mathematics (63%) was below average and in the lowest 10%.
- Reading and mathematics attainment was in the bottom 20% for at least three years 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, the rate of total fixed term exclusions (1.16%) was above the national average for schools with a similar level of deprivation (0.99%). In 2016/17, the rate of repeat exclusions (0.87%) was above the national average for schools with a similar level of deprivation (0.45%).

## School context in 2018

**Phase of education:** Primary  
**Headteacher:** Debra Hopwood  
**Pupils:** 355  
**Gender:** Mixed  
**Deprivation Quintile:** Highest 20% (0.3)

**Local authority:** Bolton  
**Admissions policy:** Not applicable  
**Ages:** 2-11  
**Denomination:** Does not apply  
**Special needs provision:**

**Ever 6 FSM %:** 39.1  
**English additional language %:** 6.2  
**SEN support %:** 14.6  
**SEN with EHC plan %:** 1.1

### Ethnicity

- The largest ethnic groups are: White - British (82.2%), White - any other White background (3.3%), Mixed - White & Black Caribbean (1.7%), Mixed - White & Black African (1.7%), Mixed - White & Asian (1.7%), Mixed - any other mixed background (1.7%), Black or Black British - African (5.8%).
- 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

- The number of pupils across all years was variable: year 1 (60), year 2 (30), year 3 (31), year 4 (60), year 5 (30), year 6 (30).

### Girls

- The percentage of girls in year 3 (58%) was higher than all other year groups.
- The percentage of girls in year 2 (40%) was lower than all other year groups.

### Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (39.1%).
- The percentage of FSM in year 4 (58%) and year 6 (53%) was higher than all other year groups.
- The percentage of FSM in year 2 (27%) and year 3 (23%) was lower than all other year groups.
- There were five children looked after in the school.

## School context 2018

### English as an Additional Language

- There was nothing significant to report for this group.

### Special Educational Needs

- The percentage of SEN in year 2 (3%) was lower than all other year groups.

### Prior Attainment

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

# Relative progress for the past three years

Progress quintiles based on rank of progress score

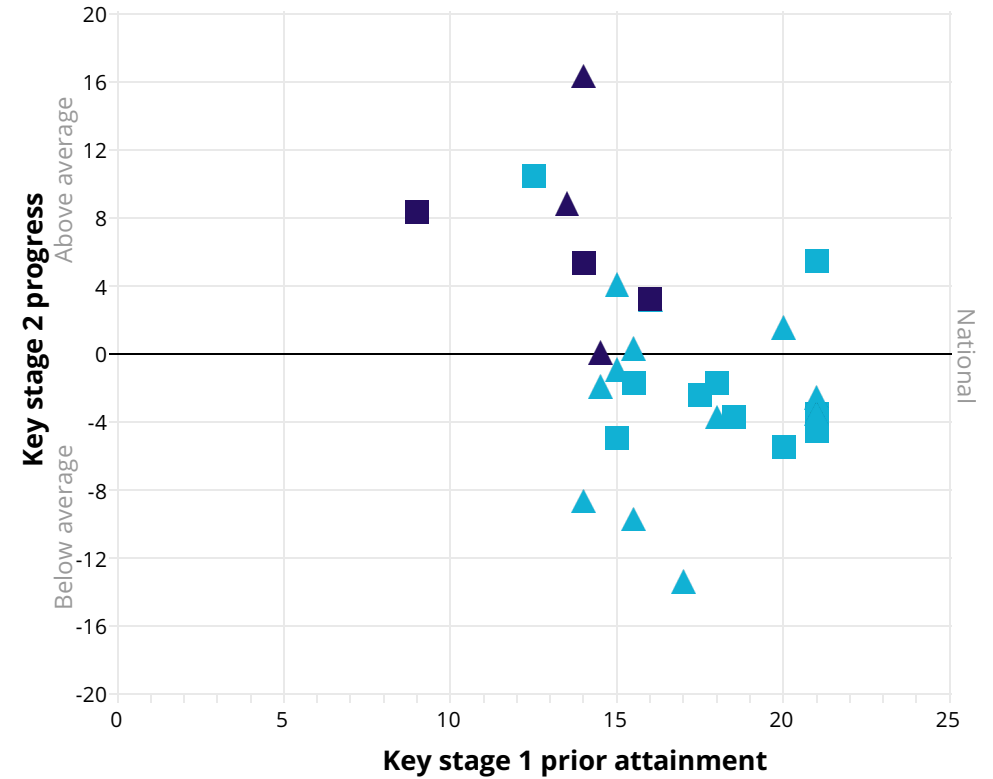
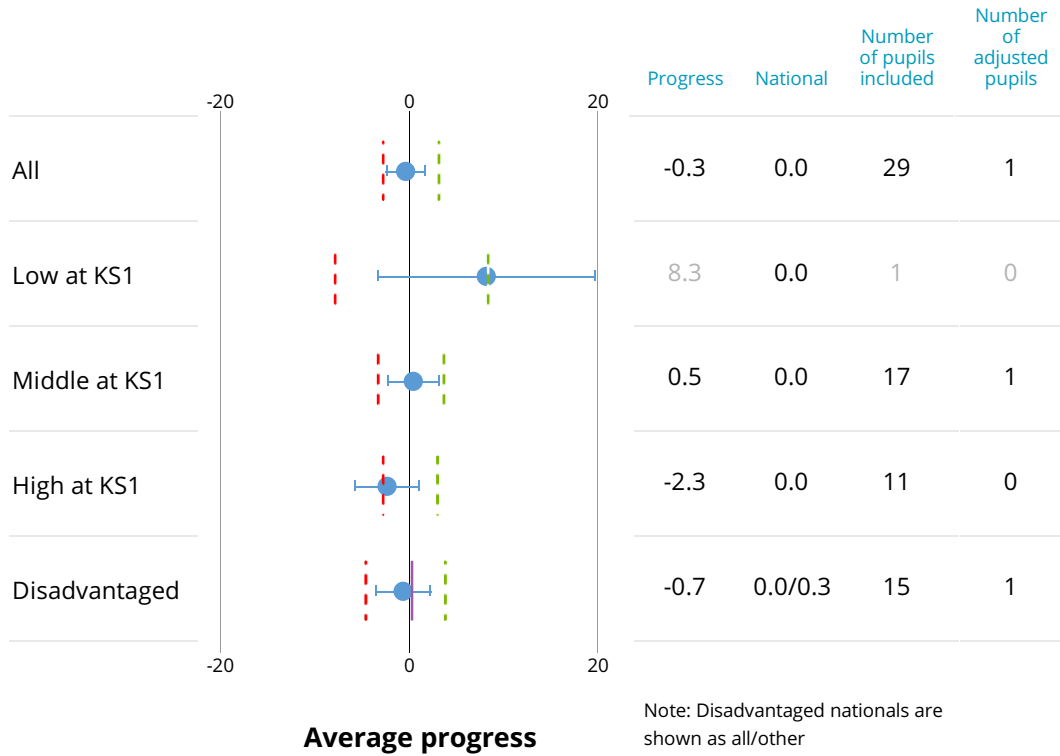
( ) Cohort Significantly above national Significantly below national

			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	(28)						(28)						(28)					
	2017	(29)						(29)						(29)					
	2018	(29)						(29)						(29)					
Low at KS1	2016	(1)						(1)						(1)					
	2017	(5)						(5)						(5)					
	2018	(1)						(1)						(1)					
Middle at KS1	2016	(23)						(23)						(23)					
	2017	(18)						(18)						(18)					
	2018	(17)						(17)						(17)					
High at KS1	2016	(4)						(4)						(4)					
	2017	(6)						(6)						(6)					
	2018	(11)						(11)						(11)					
Disadvantaged	2016	(14)						(14)						(14)					
	2017	(16)						(16)						(16)					
	2018	(15)						(15)						(15)					

**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

# Reading progress in 2018

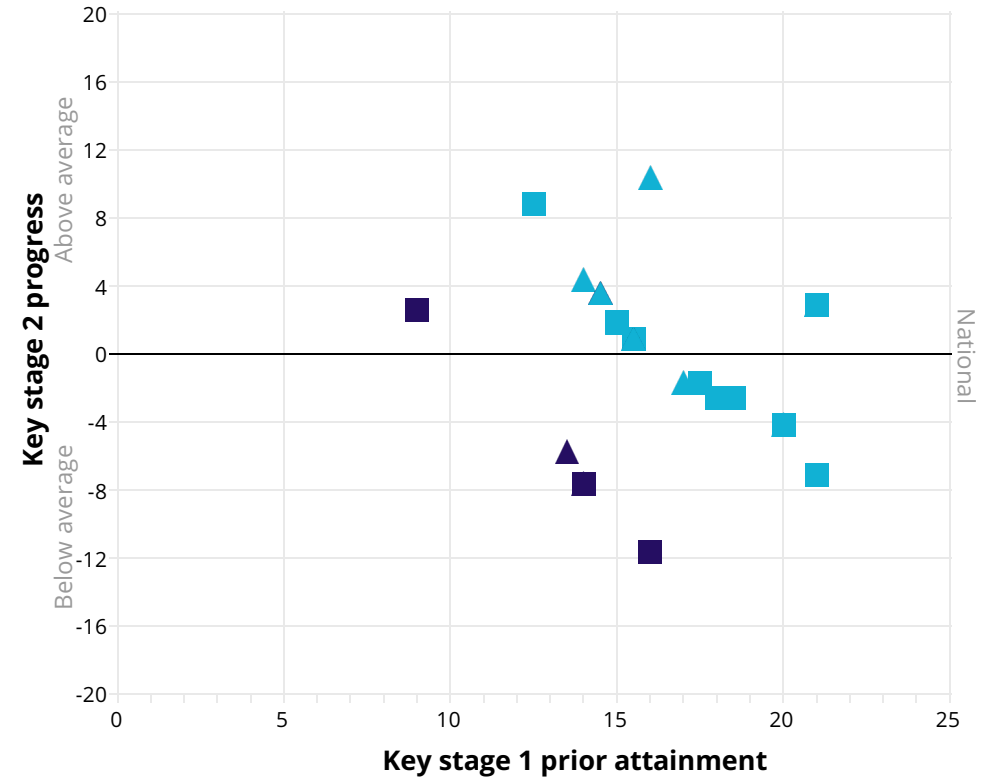
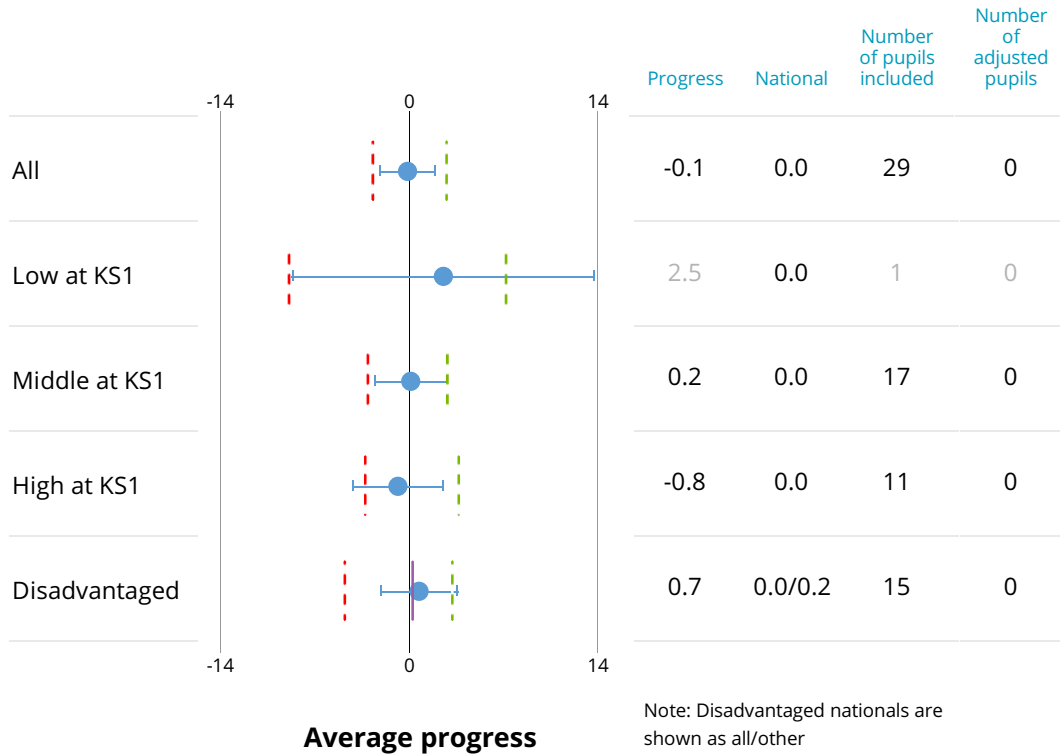
# Reading progress scatterplot



**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

# Writing progress in 2018

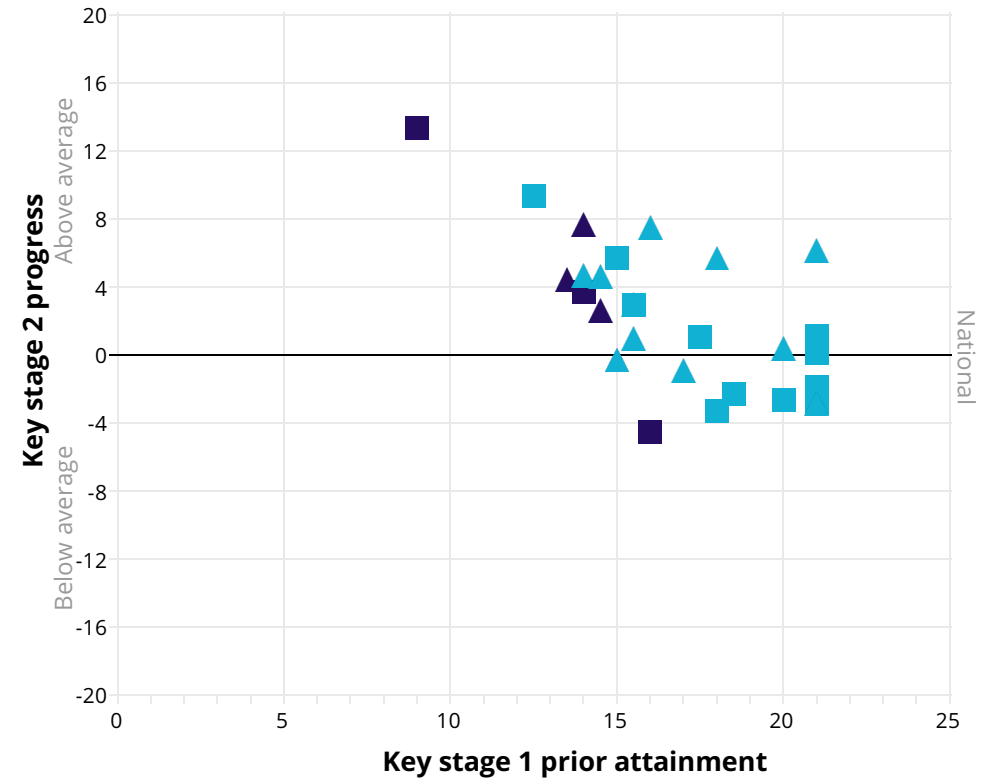
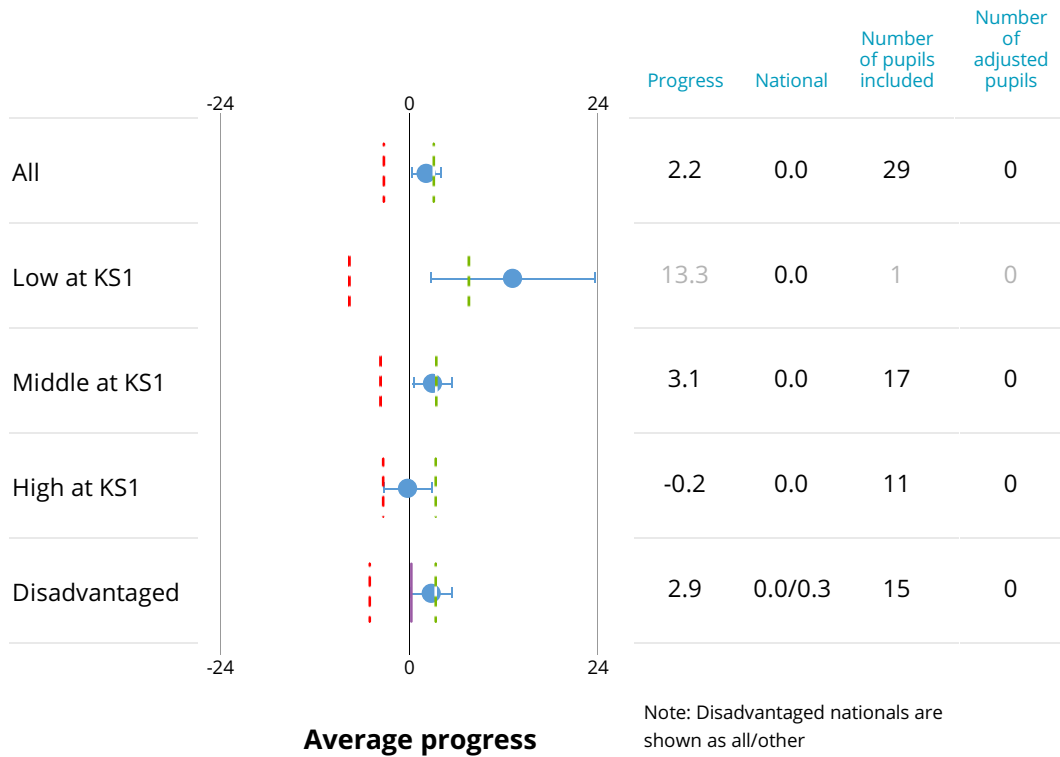
# Writing progress scatterplot



**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

# Mathematics progress in 2018

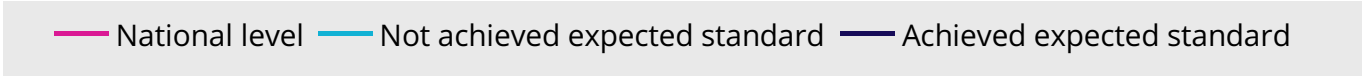
# Mathematics progress scatterplot



**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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

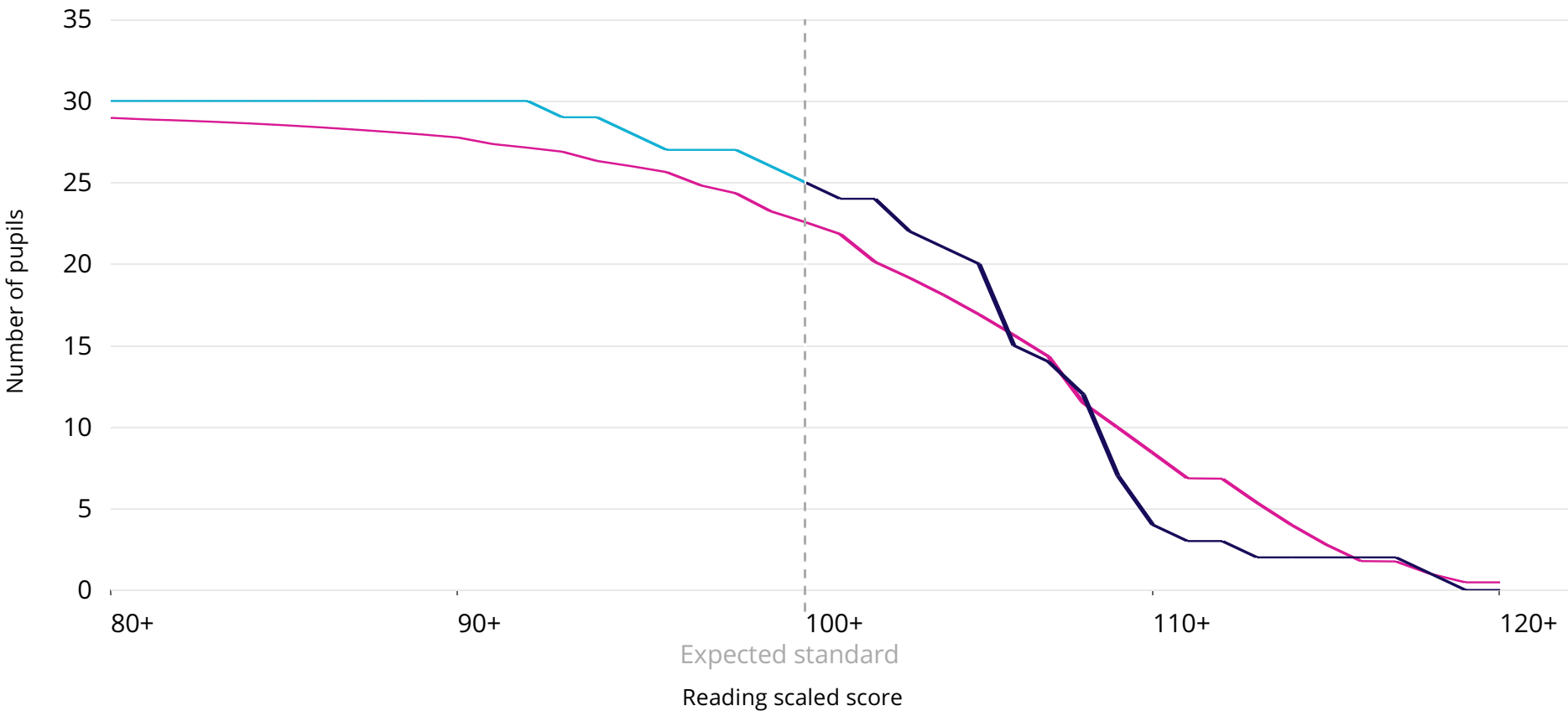
# Reading scaled scores 2018

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



Cohort = 30 One pupil relates to 3.3 percentage points.

In 2018, 83% of pupils achieved the expected standard, 8 percentage points above the national. This difference was not statistically significant.

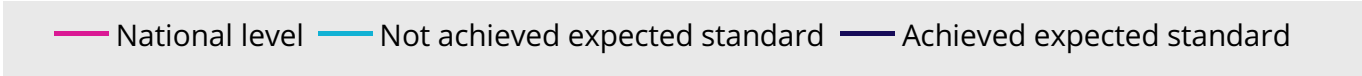


**Notes:** The plotted national line is the national reading percentage multiplied by the school reading attainment cohort at each average scaled score interval. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)



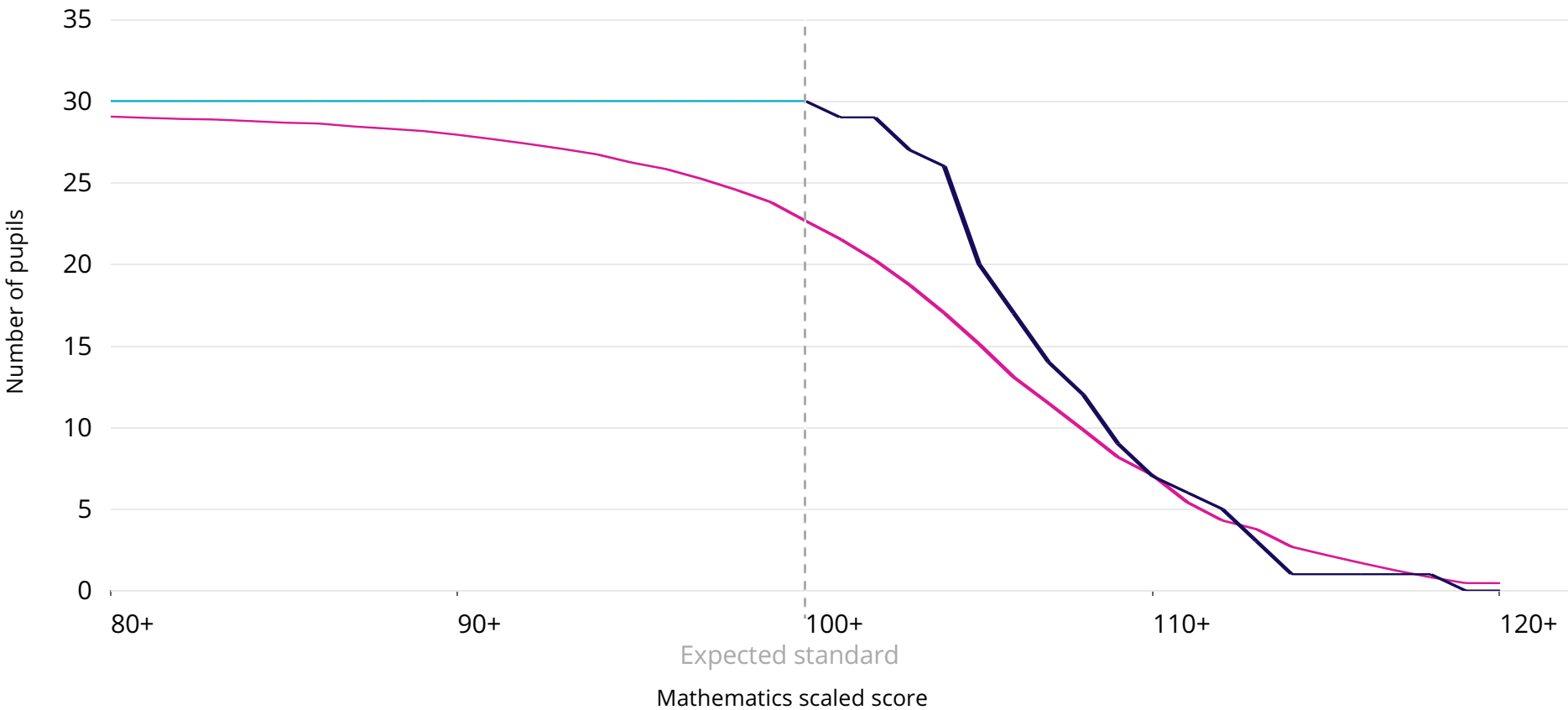
# Mathematics scaled scores 2018

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



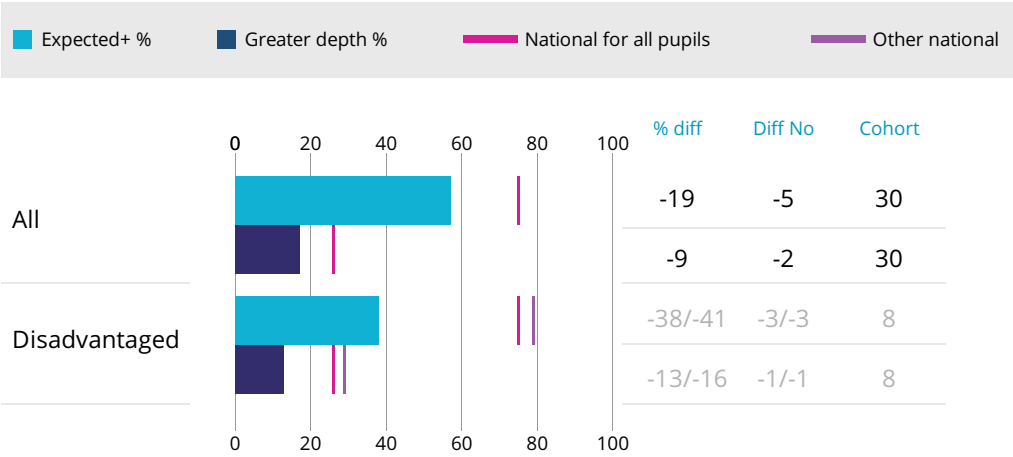
Cohort = 30 One pupil relates to 3.3 percentage points.

In 2018, 100% of pupils achieved the expected standard, 24 percentage points above the national. This was a statistically significant difference.

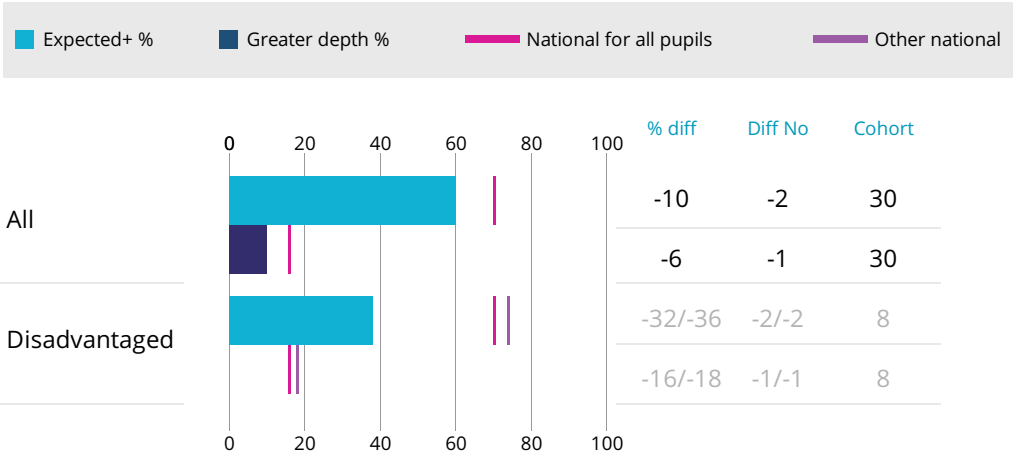


**Notes:** The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

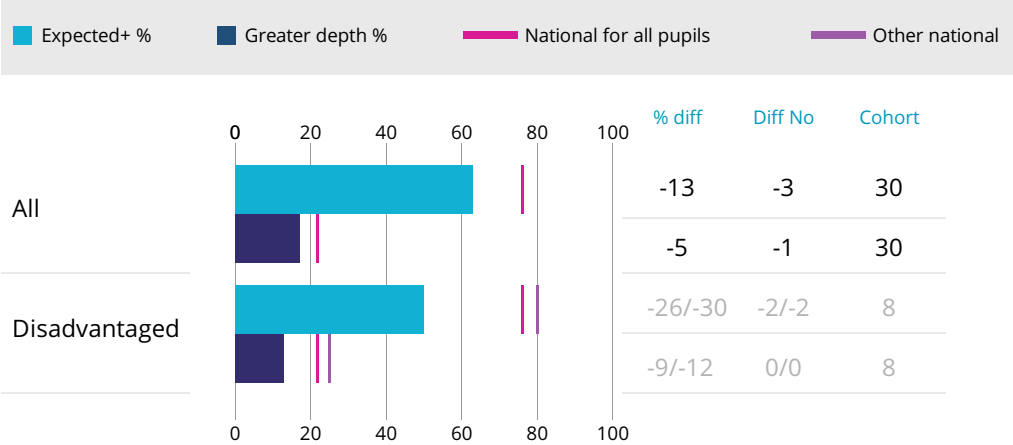
# Reading



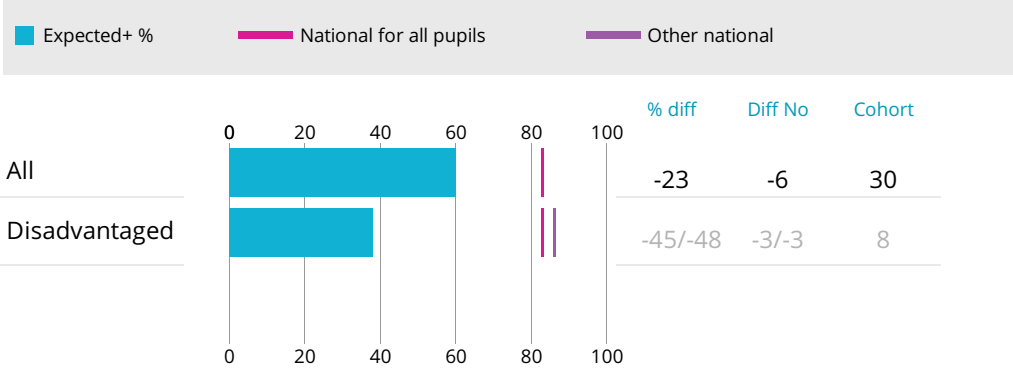
# Writing



# Mathematics



# Science



**Note:** '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. Disadvantaged nationals are shown as all/other (other relates to pupils who are not defined as disadvantaged). For science the only outcome of the teacher assessment was whether pupils met the expected standard. For further information on methodology see [www.gov.uk/government/collections/using-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)

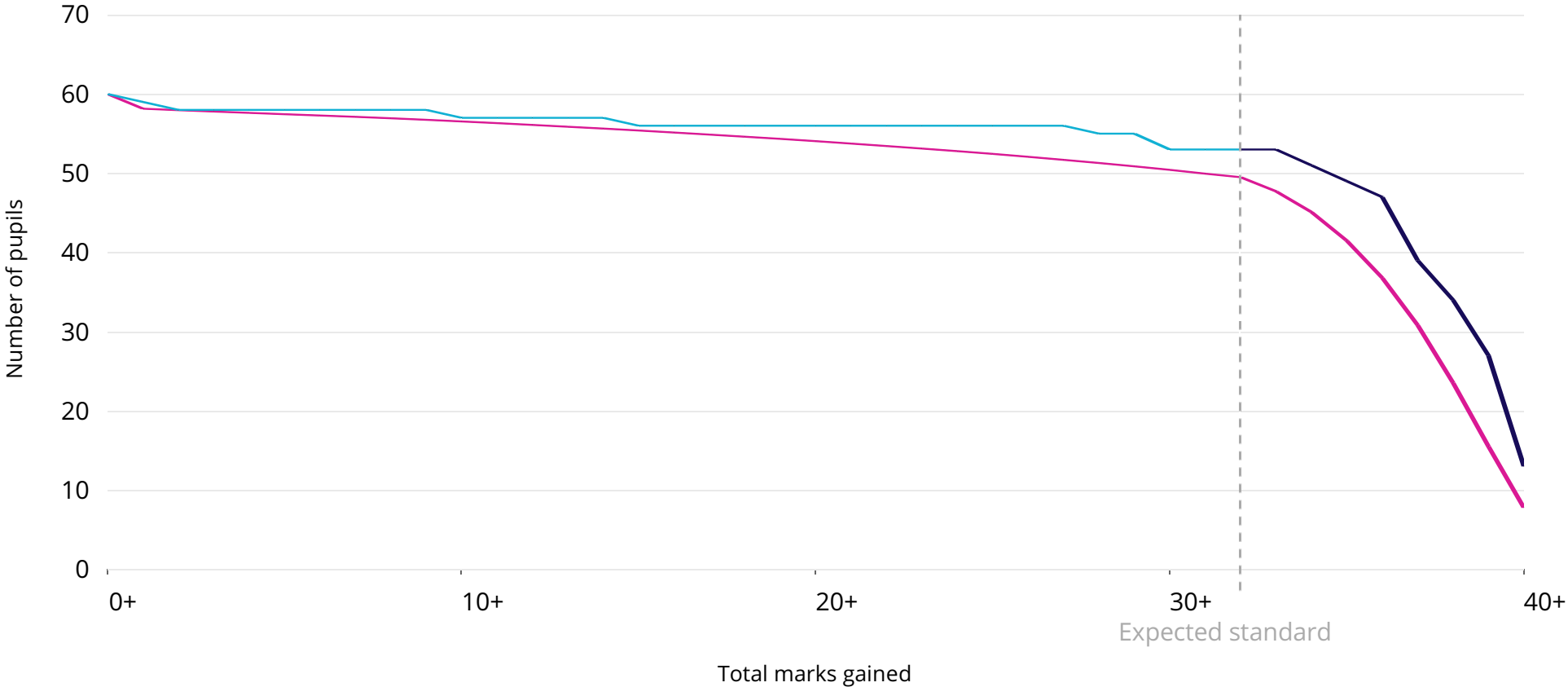
# Year 1 phonics marks 2018

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 = 60   One pupil relates to 1.7 percentage points.

In 2018, 88% of pupils achieved the expected standard, 6 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-ofsted-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)