

## Areas to investigate

### KS1 attainment

- Reading attainment was in the bottom 20% for at least two years for disadvantaged pupils.

### Phonics in 2017

- Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 16.

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.

2016	School Floor Coasting		
Expected+ RWM %	66	(65)	(85)
Reading progress	1.1	(-5)	(-2.5)
Writing progress	-2.2	(-7)	(-3.5)
Maths progress	0.6	(-5)	(-2.5)

**Below floor standards in 2016?** **No**

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

**School coasting in 2016?** **No**

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

- in 2014 and 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, 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 new primary progress measures (shown in pink above).

**Coasting element** **2014** **2015** **2016**

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

**Phase of education:** Primary  
**Headteacher:** Clare Hayes  
**Pupils:** 488  
**Gender:** Mixed  
**Special needs provision:**

**Local authority:** Sheffield  
**Admissions policy:** Not applicable  
**Ages:** 3-11  
**Denomination:** Does not apply

School level trends

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

2015 2016 2017

% girls

<b>School</b>	48	46	46	
<b>National</b>	49	49	49	

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

<b>School</b>	30	29	28	
<b>National</b>	26	25	24	

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

<b>School</b>	0	0	1	
<b>National</b>	19	20	21	

% of pupils with SEN support

<b>School</b>	25.3	20.0	18.6	
<b>National</b>	13.0	12.1	12.2	

% of pupils with a SEN statement or EHC plan

<b>School</b>	0.4	0.2	0.4	
<b>National</b>	1.4	1.3	1.3	

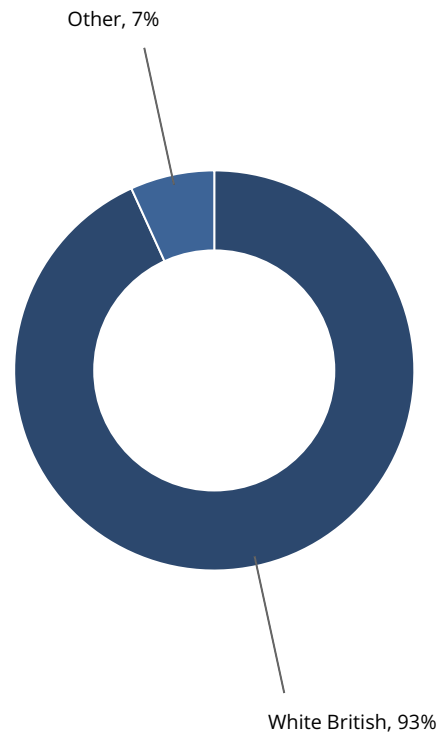
School deprivation indicator

<b>School</b>	0.3	0.3	0.3	
<b>National</b>	0.2	0.2	0.2	

Schools details as of 15 November 2017

Ethnicity

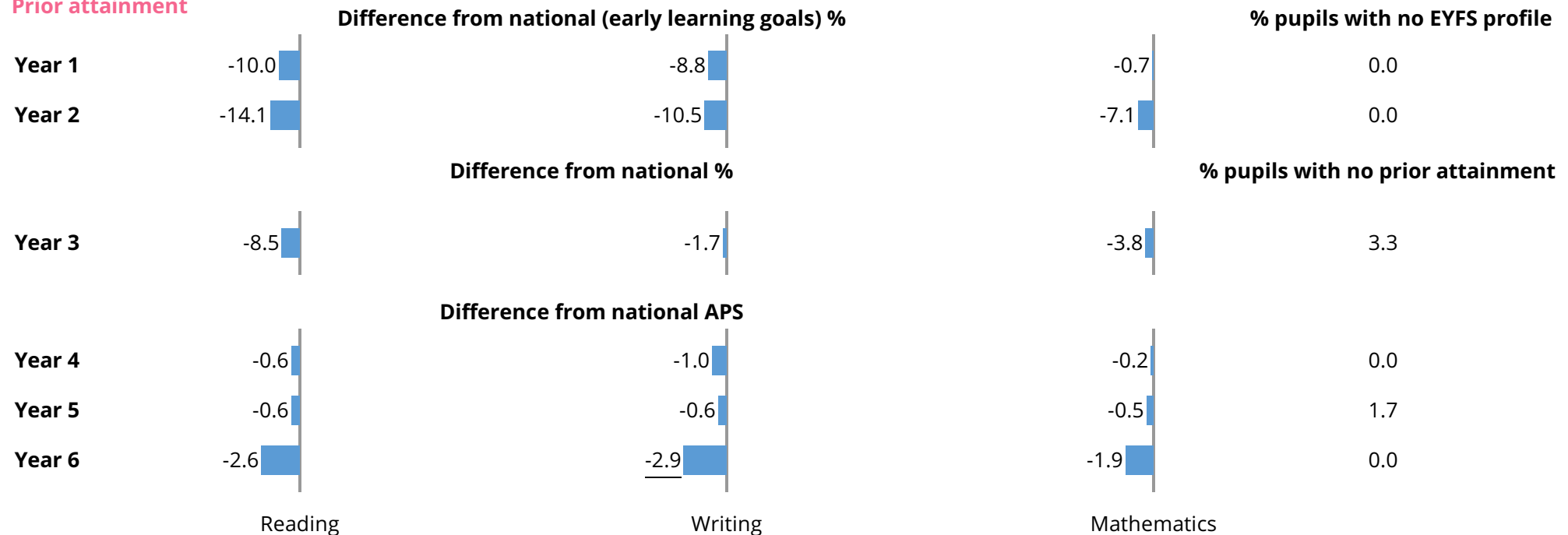
This school has 9 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	62	37	49	26	19	0	21	24	12	0
Year 2	60	42	49	20	22	2	21	23	14	0
Year 3	60	50	49	25	26	2	21	17	15	0
Year 4	57	47	49	35	28	0	21	16	16	0
Year 5	58	48	49	28	30	0	20	19	16	1
Year 6	56	43	49	41	31	2	20	38	17	0

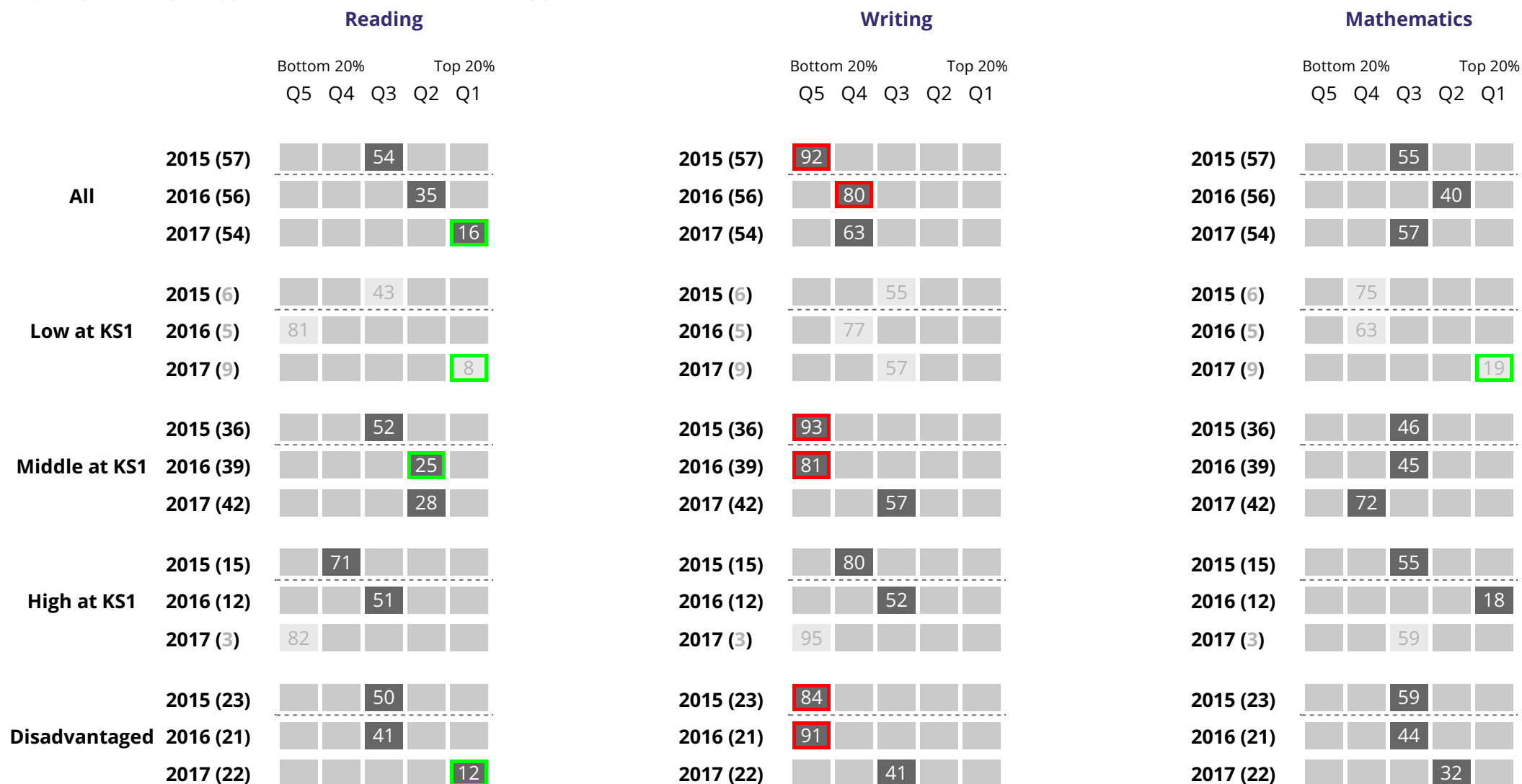
Prior attainment



Underlined once: more than one standard deviation from national  
 Underlined twice: more than two standard deviations from national

**Trends over time**

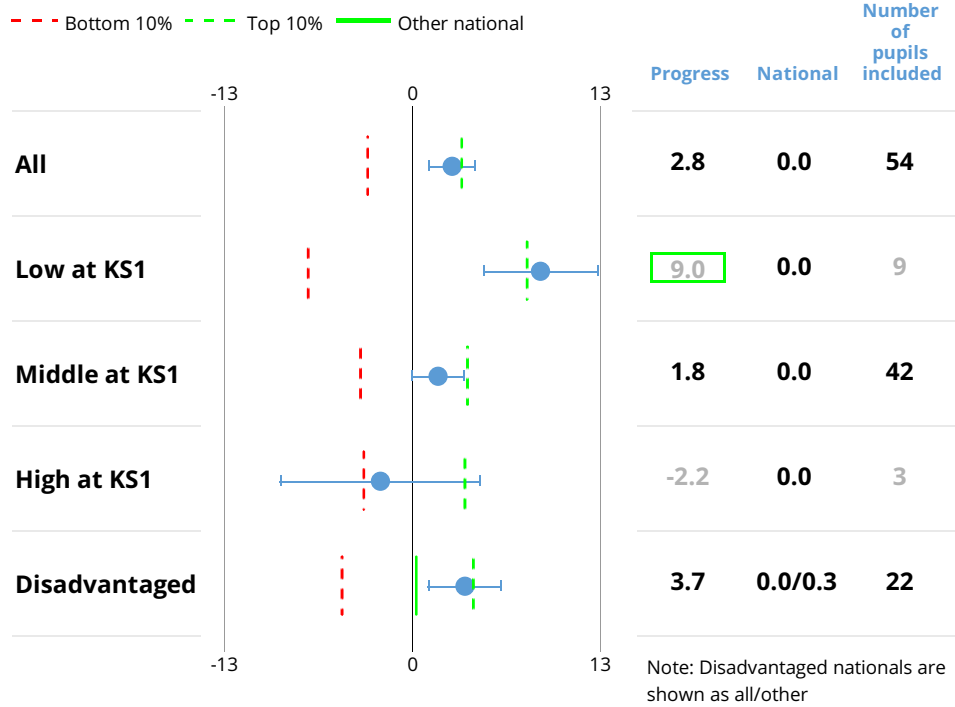
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

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

Reading progress in 2017

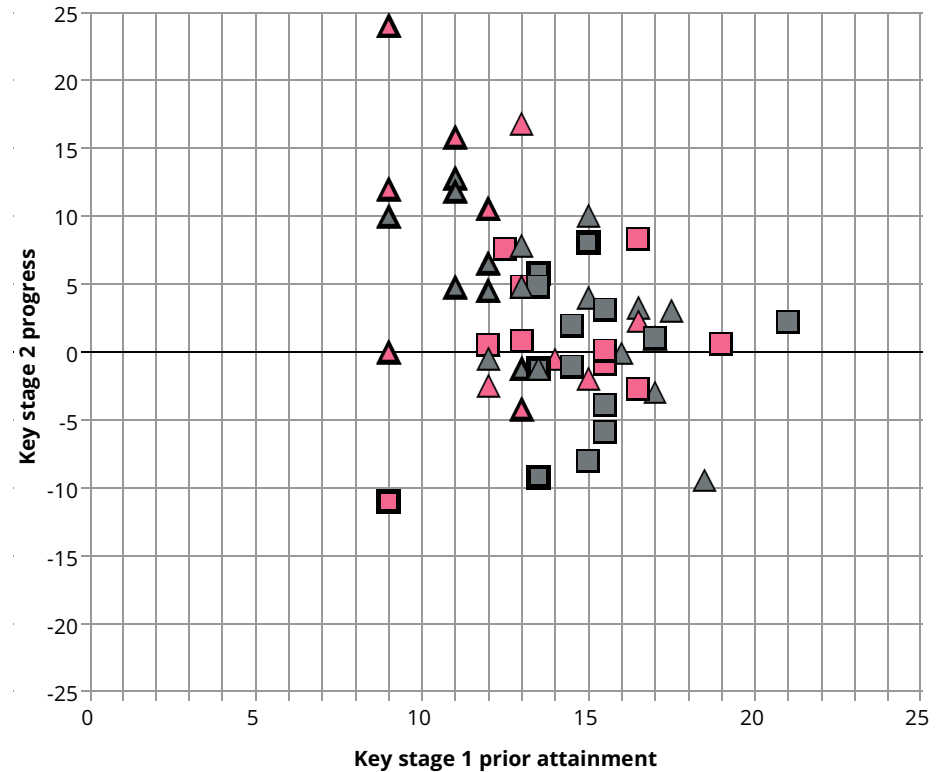


Significantly below national and in bottom 10%

Significantly above national and in top 10%

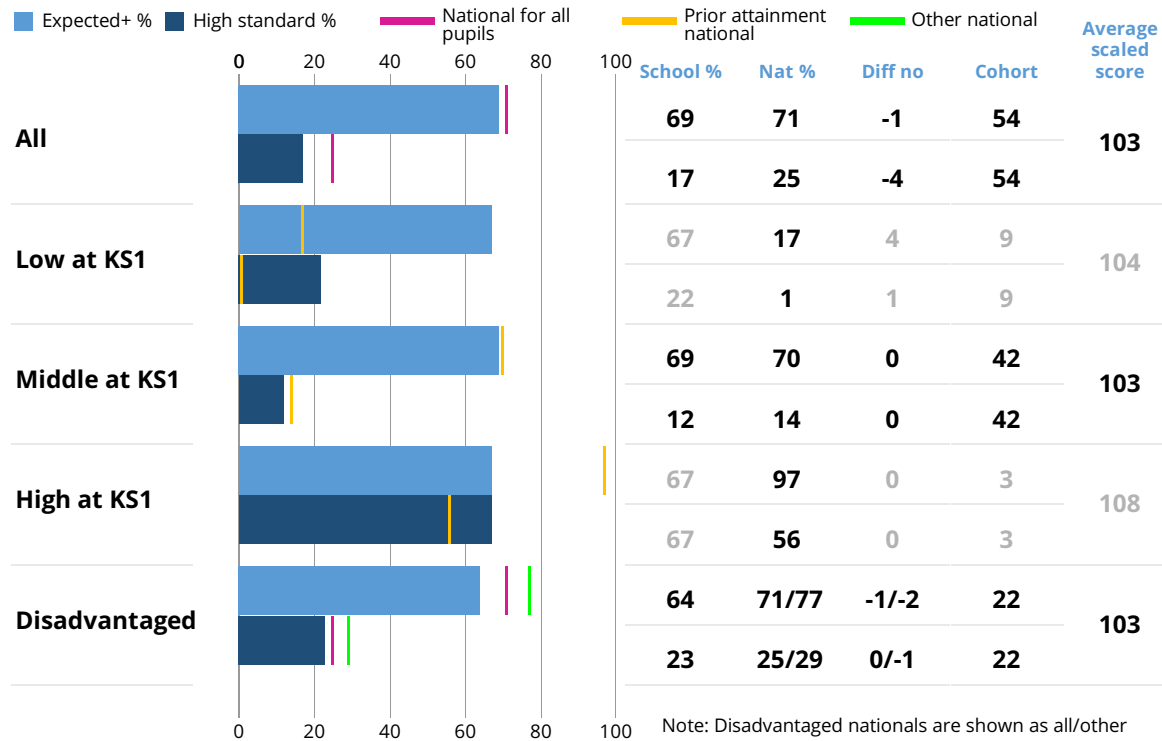
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

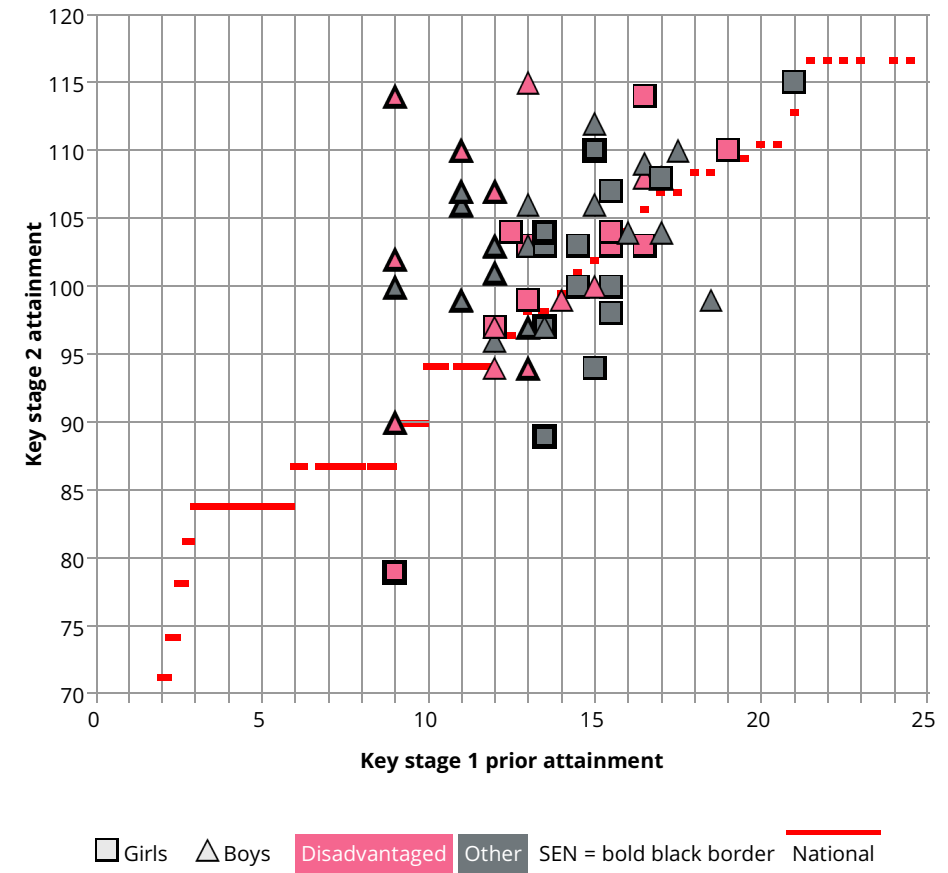


□ Girls    △ Boys    Disadvantaged    Other    SEN = bold black border

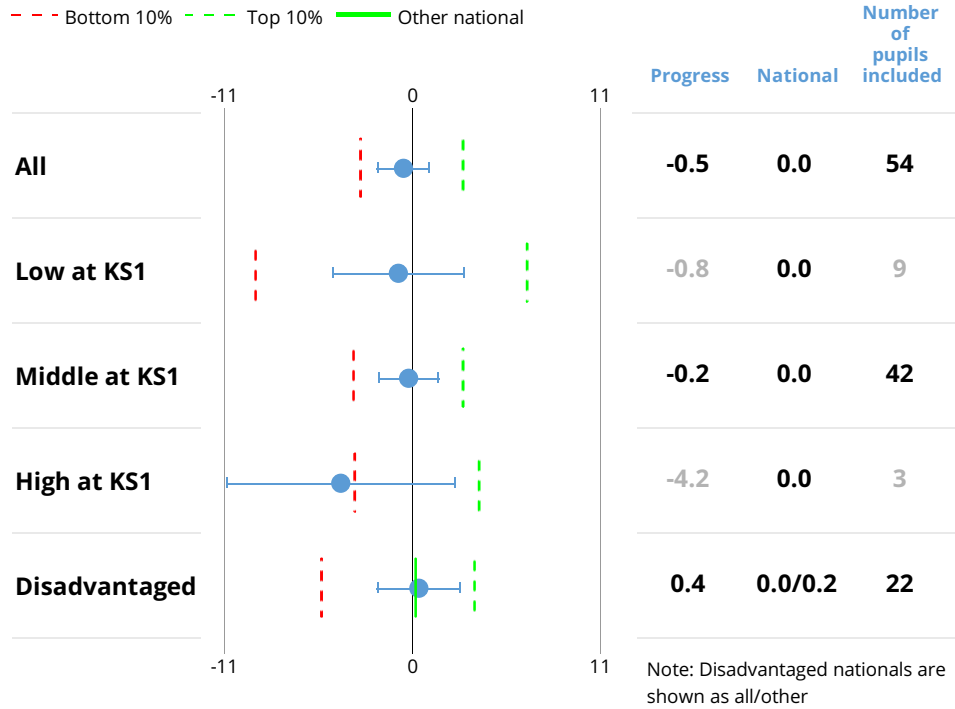
### Reading attainment in 2017



### Reading attainment scatterplot



### Writing (teacher assessment) progress in 2017



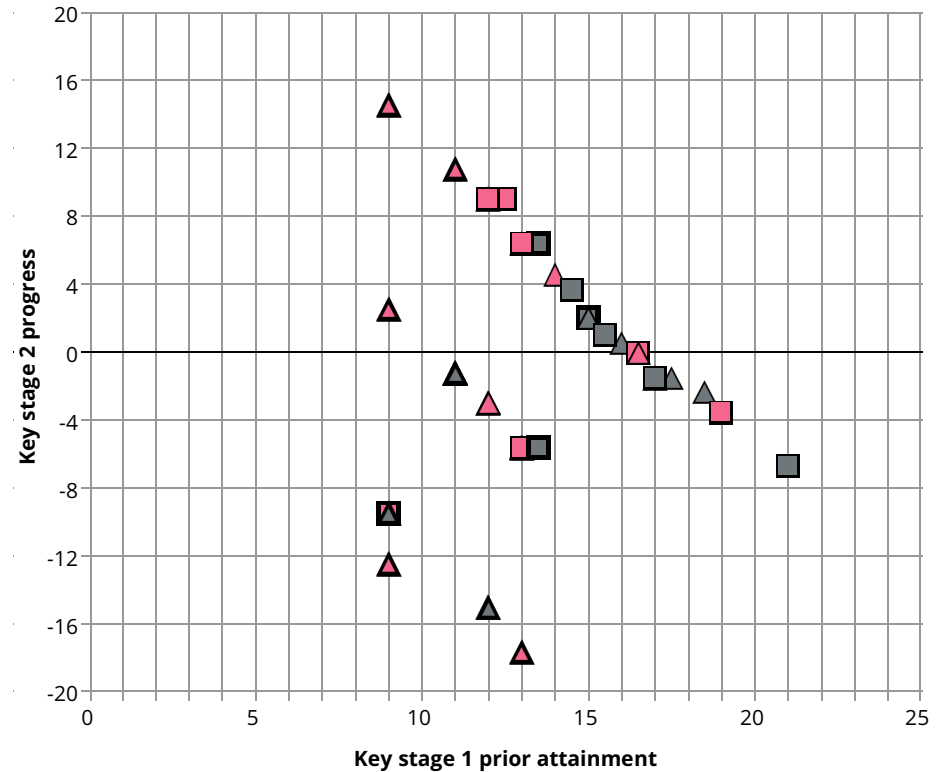
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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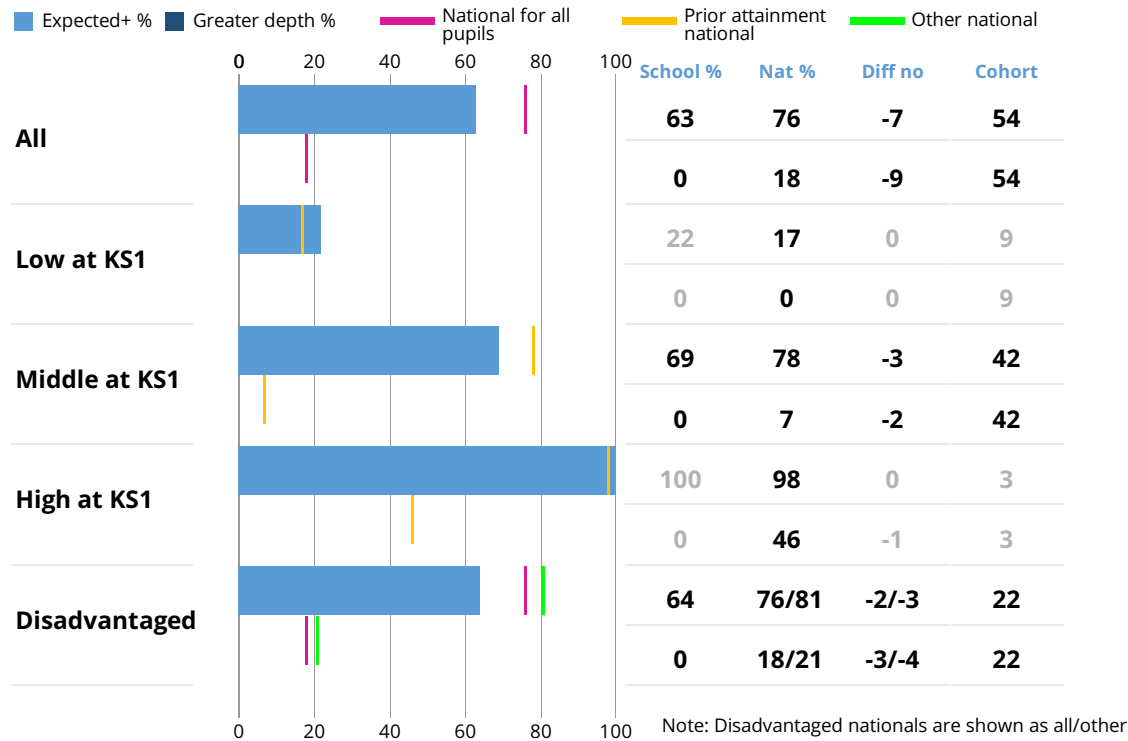
Writing data is based on teacher assessments. Users should be cautious when using this data.

### Writing (teacher assessment) progress scatterplot



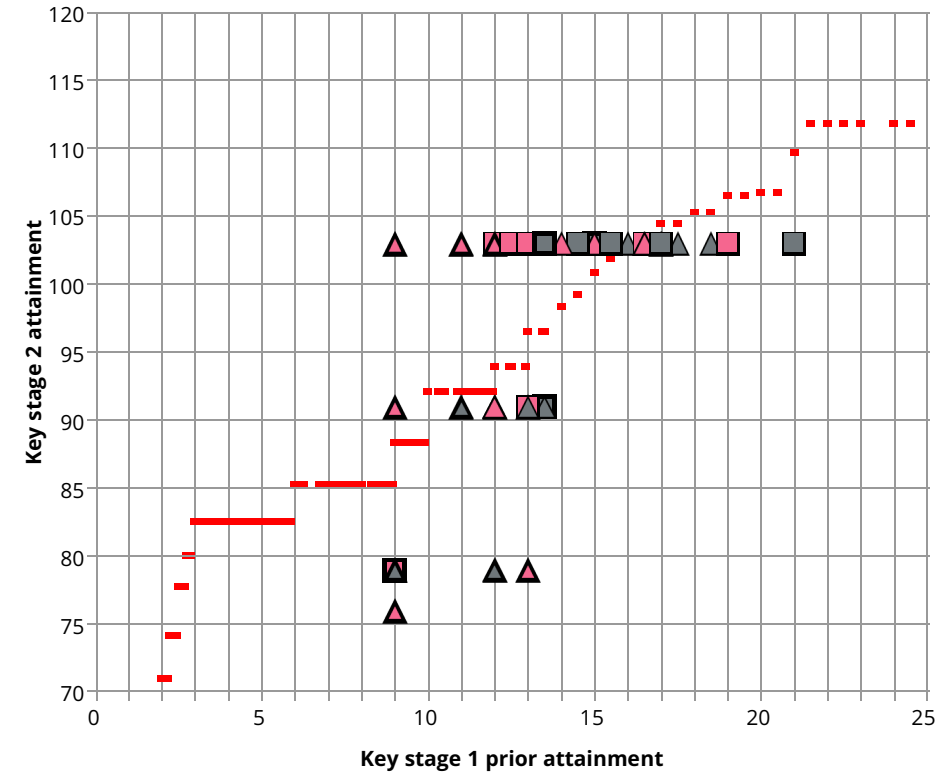
□ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

### Writing (teacher assessment) attainment in 2017



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

### Writing (teacher assessment) attainment scatterplot

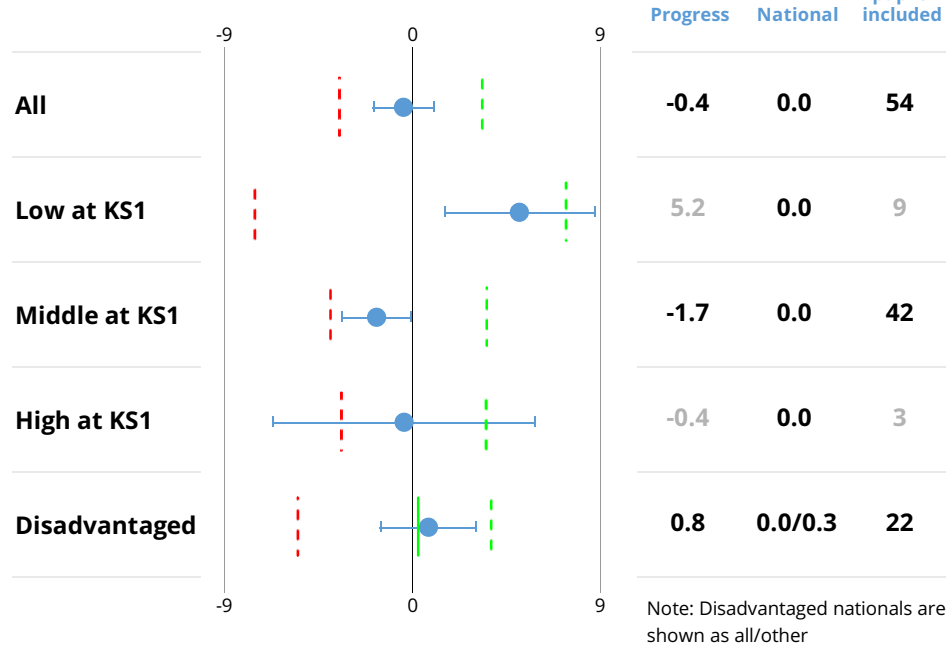


□ Girls  
 △ Boys  
 Disadvantaged  
 Other  
 SEN = bold black border  
  National



### Mathematics progress in 2017

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

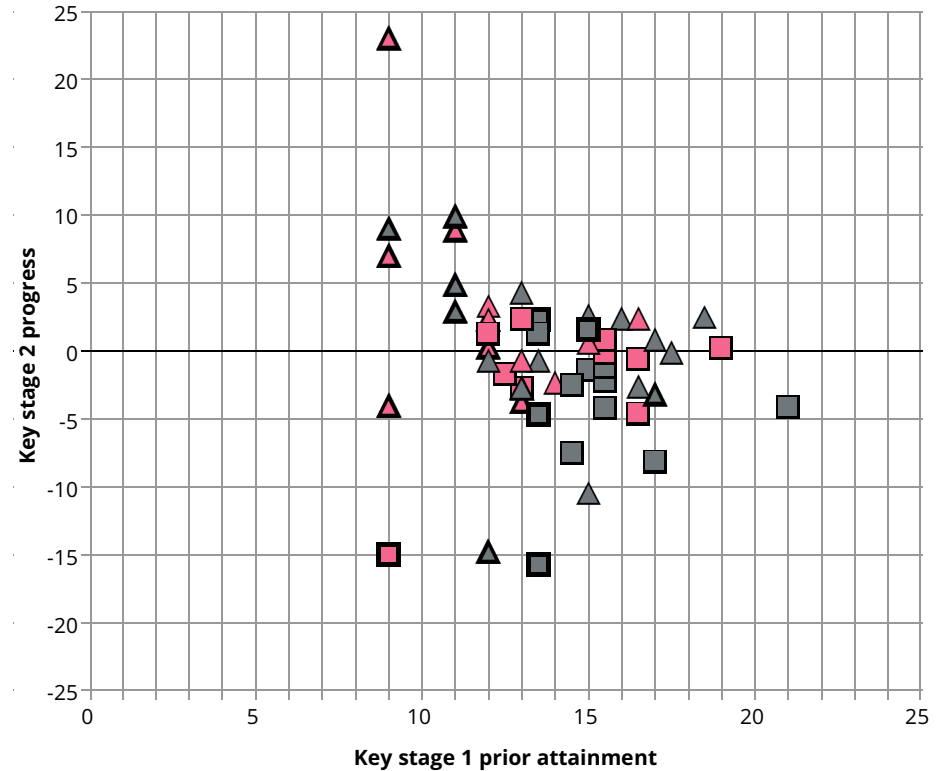


Significantly below national and in bottom 10%

Significantly above national and in top 10%

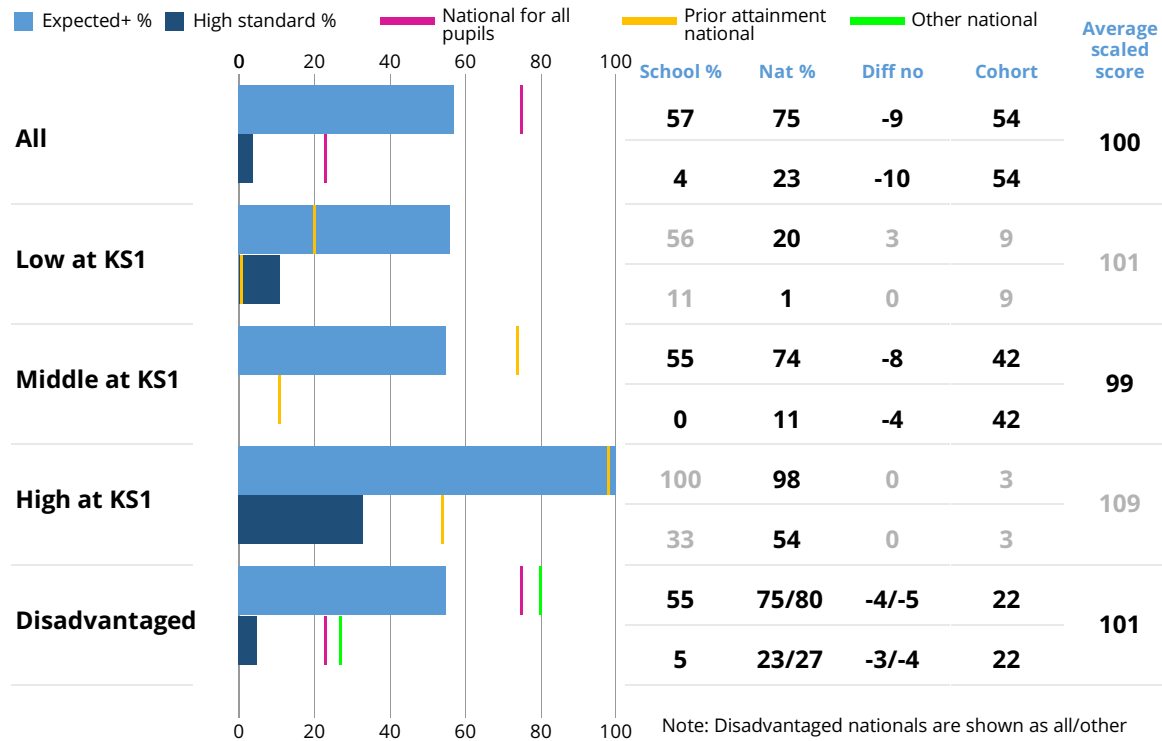
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### Mathematics progress scatterplot

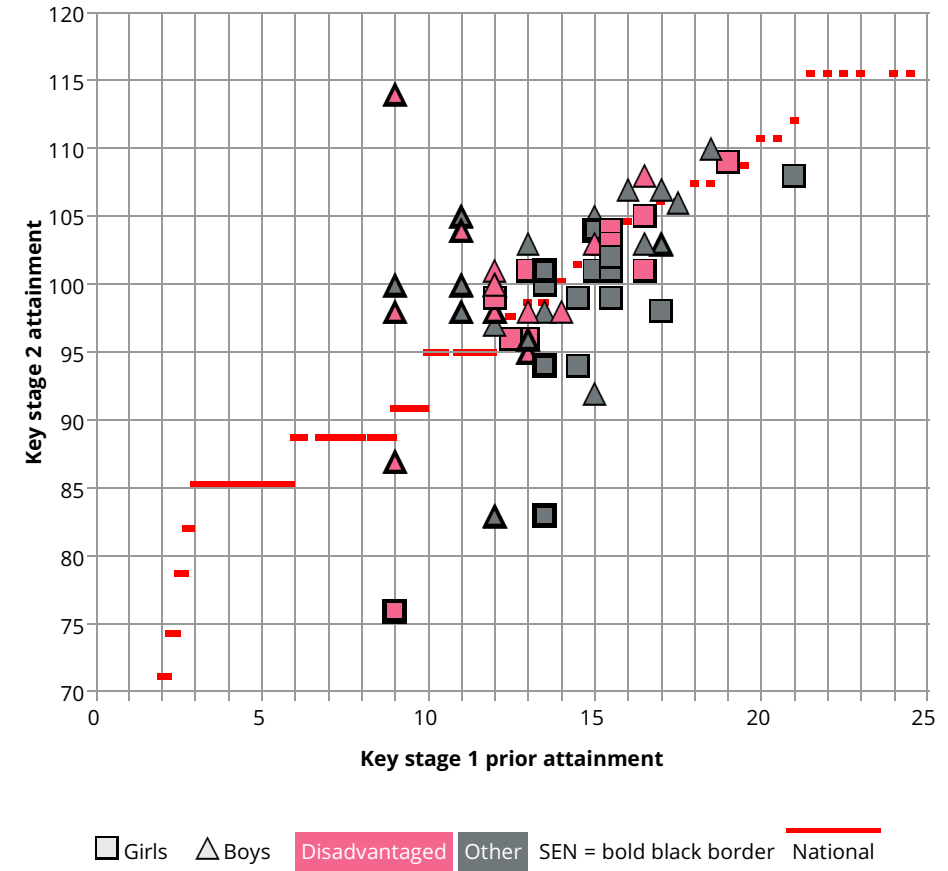


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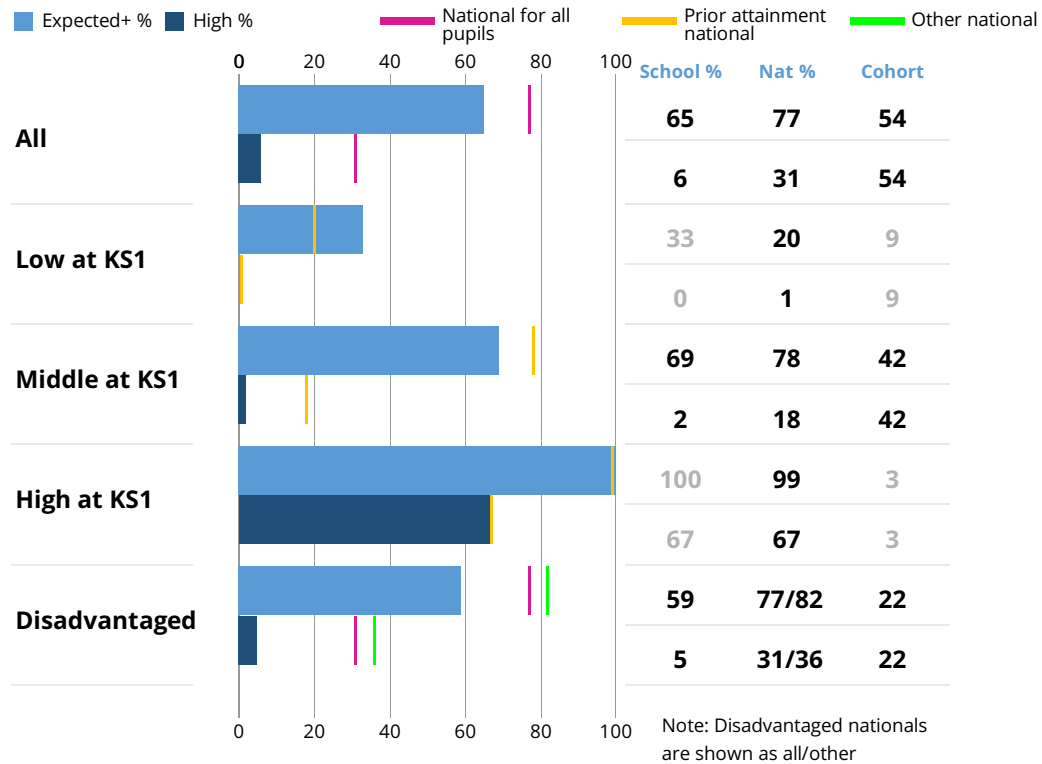
### Mathematics attainment in 2017



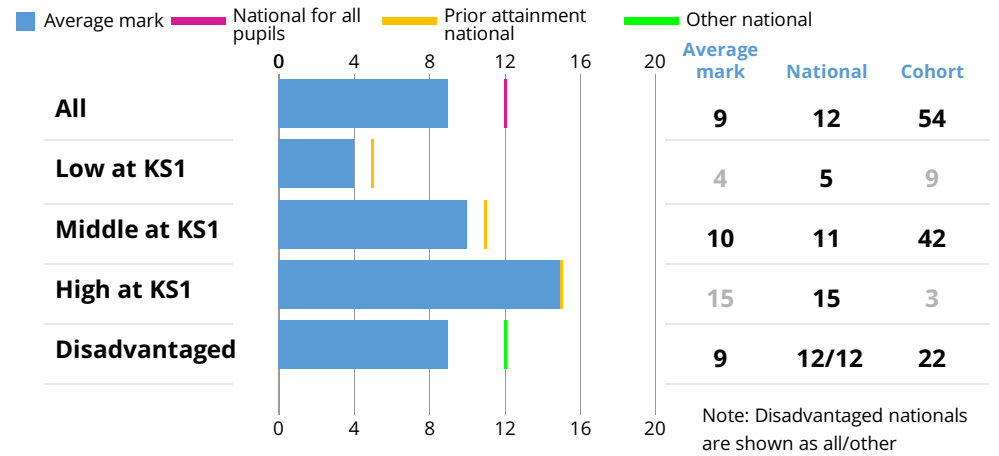
### Mathematics attainment scatterplot



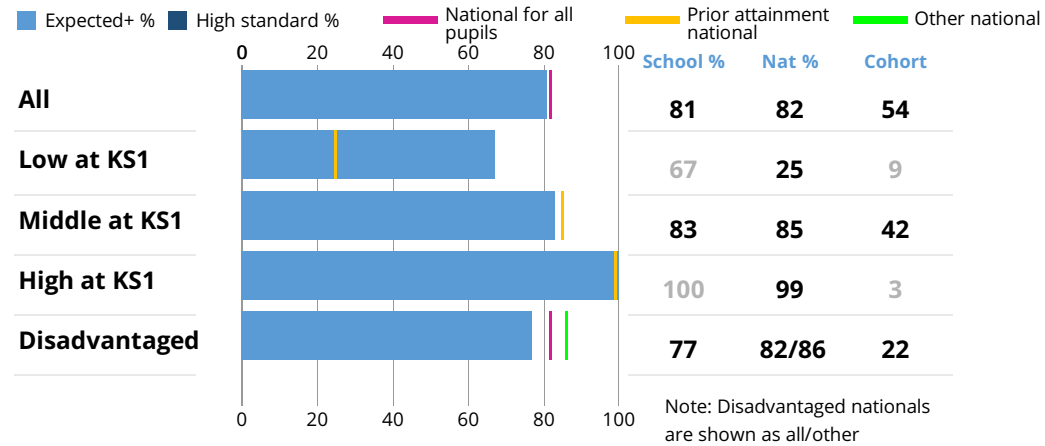
### English grammar, punctuation and spelling (EGPS) in 2017



### Spelling

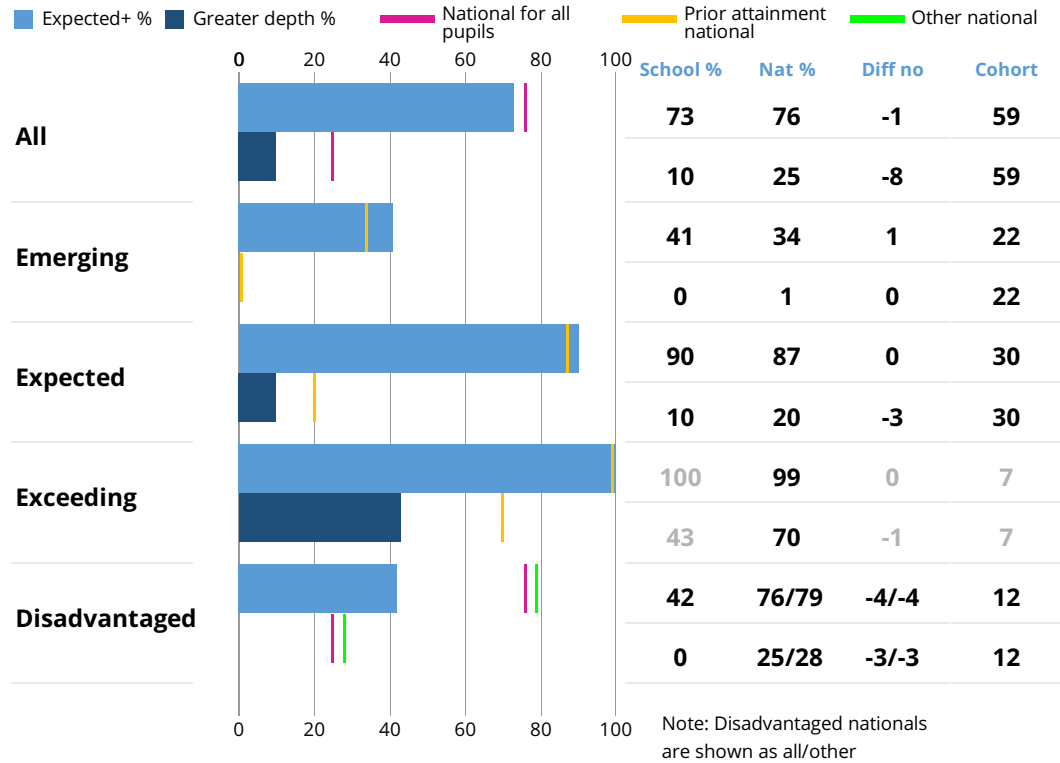


### Science attainment in 2017

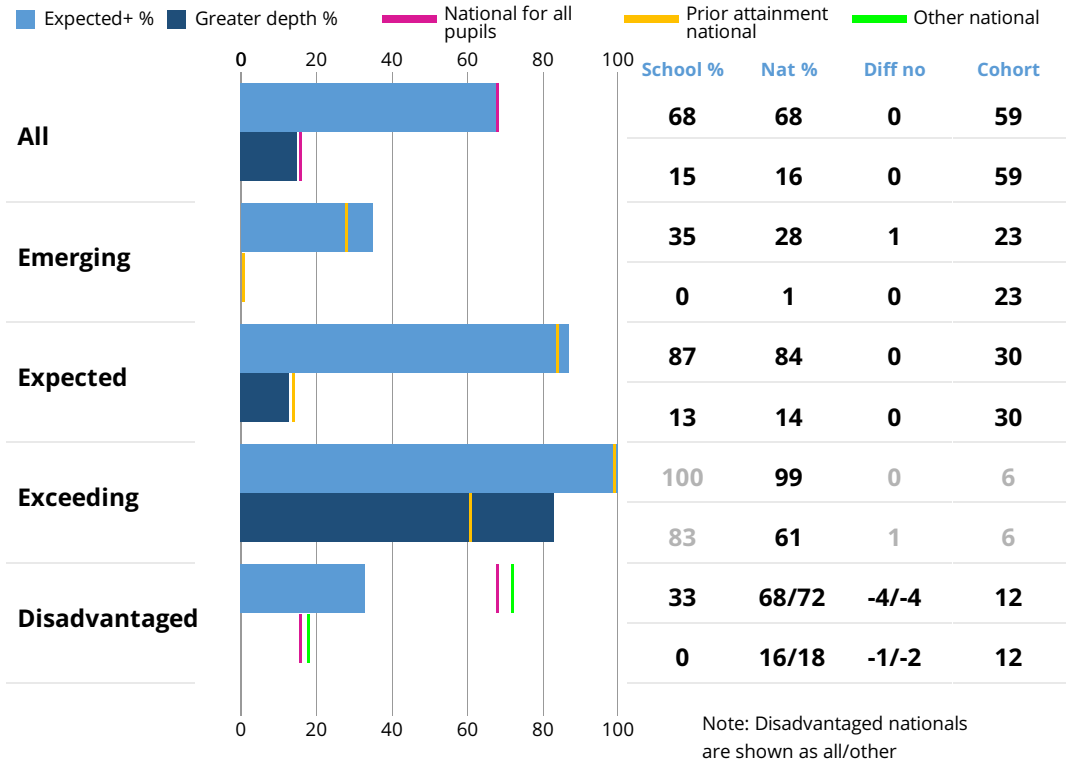


Science data is based on teacher assessments. Users should be cautious when using this data.

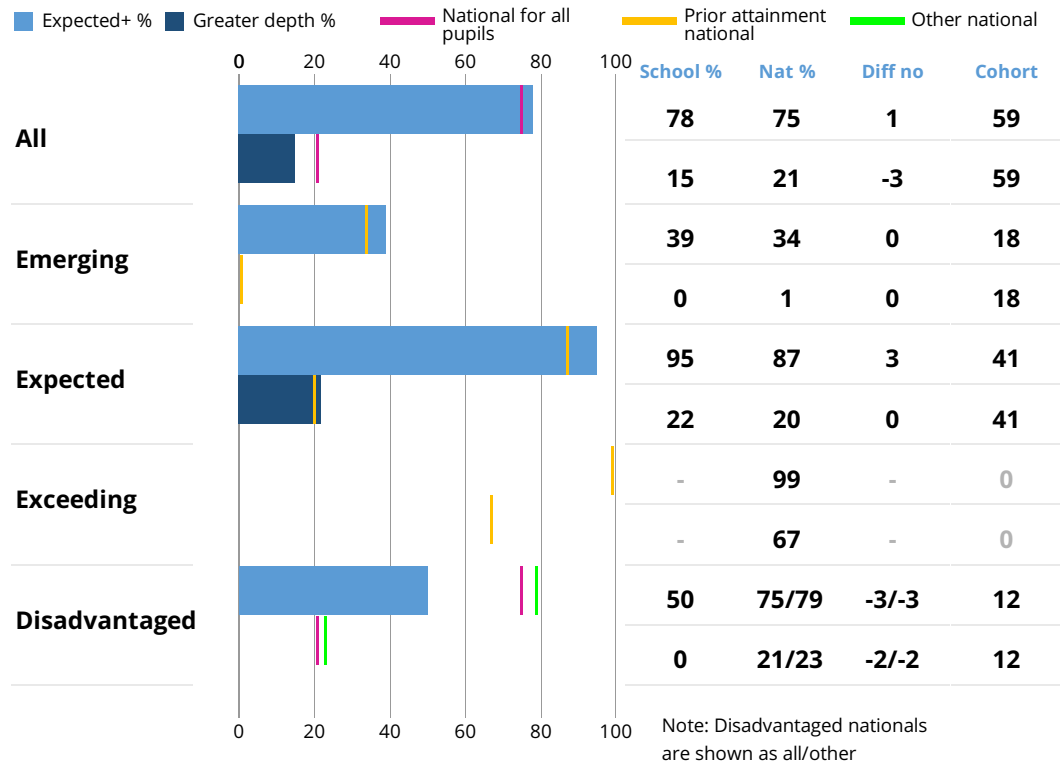
### Reading in 2017



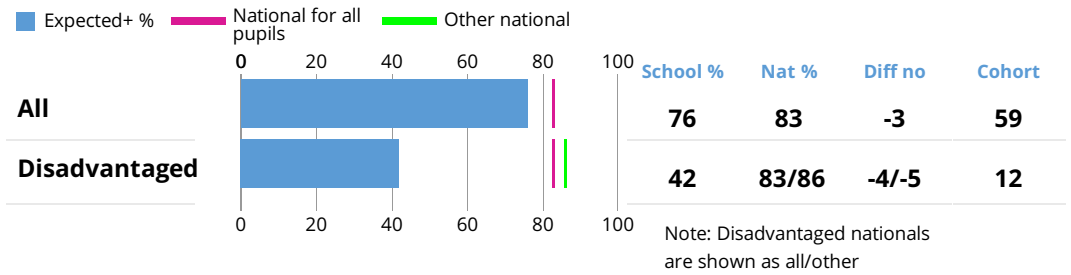
### Writing in 2017



### Mathematics in 2017



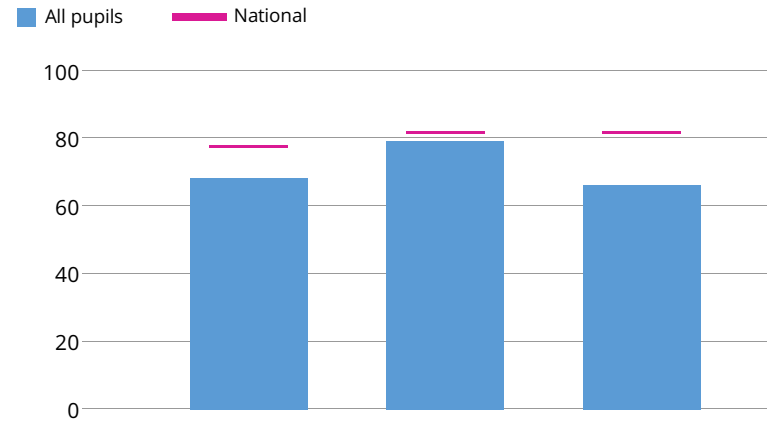
### Science in 2017



### Phonics in 2017

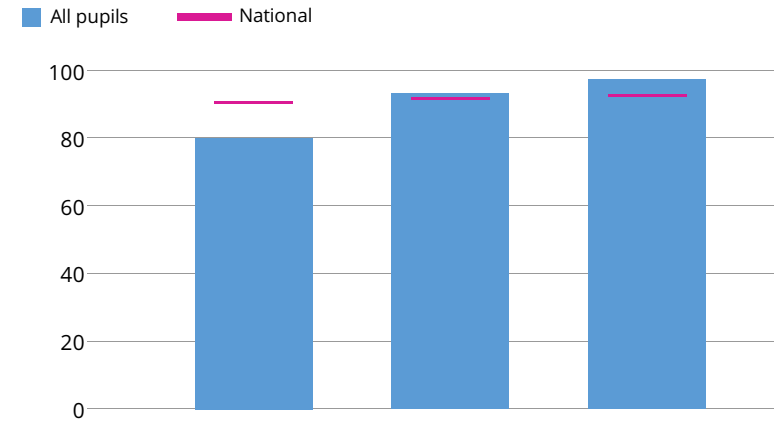
#### Proportion meeting the expected standard

##### Year 1



	2015	2016	2017
<b>School %</b>	<b>68</b>	<b>79</b>	<b>66</b>
<b>Nat %</b>	<b>77</b>	<b>81</b>	<b>81</b>
<b>Cohort</b>	<b>60</b>	<b>62</b>	<b>62</b>

##### By end of year 2



	2015	2016	2017
<b>School %</b>	<b>80</b>	<b>93</b>	<b>97</b>
<b>Nat %</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>Cohort</b>	<b>60</b>	<b>54</b>	<b>59</b>