



**Getting a job done!**

# Inspection Data Summary Report

## Self-evaluation summary

Brimrod Primary School

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# Useful information

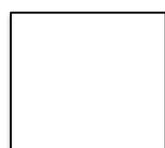
Pupil group	National attainment comparator
All pupils	All pupils nationally ( <b>pink bar</b> )
Disadvantaged	All pupils nationally ( <b>pink bar</b> )
Other pupils	Other (non disadvantaged) nationally ( <b>green bar</b> )
Prior attainment	Prior attainment nationally ( <b>yellow bar</b> )
National progress comparator	
All pupil groups	Bottom 10% nationally ( <b>red dotted line</b> )
All pupil groups	Top 10% nationally ( <b>green dotted line</b> )
Other pupils	Other (non disadvantaged) nationally ( <b>green bar</b> )

These groups are represented using symbols in the scatterplots in KS2

**disadvantaged pupils**



boys



girls

**other pupils**



SEN boys



SEN girls

**Note: there is no data for gender and SEN in key stage 1.**

# Inspection data summary report analysis

## Section 1 Strengths and weaknesses in 2017 data

### Inspection data summary report front page

Page 1 Areas to investigate

Page 1 National Floor Standards and Coasting Definition

Summary – strengths in the areas to investigate		Summary – weaknesses in the areas to investigate	
<b>EYFS</b>		<b>EYFS</b>	The GLD dropped in 2017 to 53% after increasing over the last few years (See SES)
<b>Phonics</b>		<b>Phonics</b>	Fewer than 70% of pupils met the expected standard in phonics in Year 1. 69% of pupils achieved the expected standard vs national at 81%. 4 pupils were disapplied in this cohort (SEN or new to English). Comparing children who took the check, 80% of children achieved the expected standard.
<b>Key stage 1</b>	<p>Reading attainment has risen to 73% which is in line with the national at 76%. Greater Depth attainment is also in line with National (23% vs 25%)</p> <p>All prior attainment groups exceeded national at KS1                      In reading – Emerging 47% vs 34% National; 100% vs 87% national; Exceeding 100% vs 99% national.</p> <p>Writing – Emerging 27% vs 24% national; Expected 100% vs 78% national; Exceeding 100% vs 98%</p> <p>Maths – Emerging 21% vs 36% National; Expected 94% vs 85% national; No children exceeding</p>	<b>Key stage 1</b>	Attainment in Maths was below average and in the lowest 10% (60% 2017; 67% in 2016)
<b>Key stage 2</b>	<p>Reading, Writing and Maths attainment at the expected standard was at or above national for the prior Middle Attaining Group. (Reading 73% vs 70% N; Writing 82% vs 78% N; 86% vs 74%)</p> <p>Progress in writing was significantly above average and in the highest</p>	<b>Key stage 2</b>	Reading and writing attainment was in the bottom 20% for at least two years for all pupils

	<p>10% (3.1 overall; 3.4 for prior middle attainers)</p> <p>Writing progress was in the top 20% for at least two years for all pupils &amp; Middle prior attainers.</p>		
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**Summary – Floor Standards and Coasting Schools Definition**

The school’s progress scores were well above national in 2017 in Maths at 3.11 which is well above national average and above national in writing at 3.13. Reading progress is just above national at 1.70 which are above floor standards for progress

KS2 attainment is just below the national average with the expected standard in the combined reading, writing and maths measure at 53% vs 61%. This is an improvement on 2016 23% vs 53% nationally.

KS2 attainment of the scaled score in reading and mathematics is below the national average but has improved on 2016. Reading SS improved from 97.7 in 2016 to 100.7 in 2017; Maths SS has improved from 99.7 to 102.9 in 2017. Attainment in reading is closing on national and attainment in Maths has closed to in line with the National Average.

The school is above the progress element of the floor standard in 2017. Reading progress score was 1.7, Writing 3.1 and Maths 3.1 vs floor reading -5, writing -7 and maths -5. **The school is above floor standard in 2017.**

The school is below the attainment element of floor standard in 2017 (53% vs 61% national). This is an improvement on 2016 (23% vs 53% national) even though attainment element has not been met two years running.

The school is likely to be not within the coasting school’s element in 2017. The school is not within the coasting definition in the last 3 years and therefore **is not a coasting school.**

## Section 2 School context

### Inspection data summary report sections

Page 2 Ethnicity and school level trends  
 Page 3 Year group data and prior attainment  
 Exclusions and absence **not included in unvalidated IDSR**

#### Summary - ethnicity

The school has 9 of the 17 ethnic groups. 3 groups have more than 5% of the school population. Most pupils (80%) are Asian or Asian British Pakistani; 8% are White British with 11% other.

#### Summary – school level trends

The proportion of girls is in the top 20% of schools nationally and has been for 3 years. The school is in the top 40% of schools for FSM and is in line with the National average at 20%. This is a drop on 2016 and 2015 where the school was above National. The school is in the top 20% of schools for pupils who English is not the first language at 77% (21% national). The school appears to be below national for SEN Support at 7.5%. However, a review of this will lead the school to have a SEN population of 18% which is just above the national average. The school has a high number of pupils with an EHC or statement (top 20% of schools). The school's deprivation factor is above average and in the top 20% of schools. The school's context is similar to the last inspection.

#### Summary – year group data

The numbers in each cohort has stayed very similar to previous year groups as the school's PAN has maintained at 30. The % of girls in each cohort is higher than the national average. The % of FSM is higher than national in Y2, Y4 & Y6 and is line with national in Y3, Y5 and 2017 Y6. The % of SEN is highest in the current Y2 class and is above national. There are 2 CLA children in Y2 also. The % of EAL children in each cohort is significantly above national with the lowest % in Y5 (69%) and Y2 (67%).

#### Summary – prior attainment (reading, writing & mathematics)

GLD in 2017 dropped from 61% to 53%. The prior attainment for Y3 shows the widest difference between school and national (-26.8% Reading; -21.5% Writing & -23.2% Maths). All other groups show between a -2% to -15% difference to national typically. Year 4-6 show the closest prior attainment to national. 10% of Y6 have no prior attainment.

#### Summary – exclusions and absence

**Absence** – In Autumn term 2016 and Spring term 2017, overall absence was 3.9% vs 4.0% which is broadly average. Disadvantaged children's absence was below average (3.4% vs 5.4%). SEN absence (at ECHP & SEN Support) is above average (7.3% vs 6.7% NA; 7.0% vs 5.3% NA); Persistent Absence overall is above national average (9.8% vs 8.7%); Disadvantaged children's persistent absence is well below national (5.7% vs 15.6% NA) whereas SEN (both EHCP and SEN Support) persistent absence is well above average (33.3% vs 19.7% NA; 23.1% vs 14.4% NA).

**Exclusions** – Fixed term exclusions overall are above the national average (4.29% vs 1.21 NA) in the academic year 2015/2016. Female exclusions is above national average (4.65% vs 0.69 NA) and boys fixed term exclusion is above average (3.85% vs 2.09%).

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' absence is</b>		Disadvantaged	Overall	SEN	

\***Attendance and punctuality** School Inspection Handbook - Ofsted - page 54

#### Inspectors will consider:

- overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils

- the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)
- punctuality in arriving at school and at lessons.

## Section 3 Progress trends over time in key stage 2

### Inspection data summary report sections

Page 4 Progress quintiles in reading, writing & mathematics – overall, prior attainment & disadvantaged

#### Summary - reading

Overall, reading progress has increased over the last 3 years. Currently for all pupils, reading progress is in the top 27% of schools and has improved within the second quintile (from 35% in 2016 to 27% in 2017). Prior low attainers have improved over 3 years to top 40% of schools. Middle attainers achieve within the top 28% of schools in 2017. Although in 2017 there were less than 10 children, disadvantaged progress over time places the school in the top 29% of schools. Pupils with prior low attainment make less progress than other groups although this is a statistically smaller group than other prior attainers. Progress for high attainers is changeable although this relates to 1 child for the last 3 years.

The trends over time indicate that children in different year groups make good progress over time in reading.

#### Summary – writing

Overall, writing progress has been substantially strong over the last 3 years with the school being in the top 10% of schools. This is identified as an area to investigate on the IDSR. Middle attainers make statistically significantly progress (top 10%) over the last 3 years which is also an area to investigate. Prior low attaining children progress has dropped from the second quintile to the third quintile in 2017. This does relate to 5 children. Prior to this, middle attaining children's progress was steady in Q2. Disadvantaged children's progress was in the top 5% of schools nationally except for 2017. This cohort of disadvantaged children had a high % of boys who were prior low attaining.

#### Summary – mathematics

Overall, Maths progress has increased significantly over the last 3 years. Currently, Maths progress is in the top 12% of schools. Prior low attaining children's progress is slowly improving over time and is currently in the top 40% of schools. Middle Attaining children's progress is now statistically above national and is in the top 12% of schools. This has improved from statistically significantly below national last in 2015. Disadvantaged children's progress has improved over time from Q4 to Q2 and is currently in the top 23% of schools.

The trends over time strongly evidence that pupils make substantial and strong progress in Maths over time.

#### Strengths

- Progress in all areas is improving over time and within quintiles.
- Middle Attaining children make good progress in all 3 areas with writing being statistically above national.
- Disadvantaged children make good progress in all 3 areas with the exception of writing in 2017.

#### Weaknesses

- Low attaining children make less progress in reading than middle / high attainers.
- Low attaining children and disadvantaged children did not make as much progress in writing in 2017 as other attainers.

## Section 4 Reading progress and attainment in key stage 2

### Inspection data summary report sections

Page 5 Reading progress for all pupils, prior attainment groups & disadvantaged pupils; and for the groups - girls, boys, disadvantaged, other and SEN

Page 6 Reading attainment for all pupils, prior attainment groups & disadvantaged pupils; and for the groups - girls, boys, disadvantaged, other and SEN

### Summary – reading progress and attainment for all pupils, prior attainment groups & disadvantaged pupils

Progress in reading was above national at 1.7 for all pupils which is in the top 40% of schools. Low and middle attainers achieved 1.6 and 1.8 respectively which is broadly similar to all. Disadvantaged children made slightly less progress at 1.3. Disadvantaged children relates to 8 children. One disadvantaged boy made significantly less progress from KS1 than other children. 4 boys overall made less progress than national and 3 girls made less than national progress. Two disadvantaged boys made significantly better than expected progress from KS1 to KS2.

Attainment at both the expected standard and at greater depth is below national although at expected this has closed in 2017 (60% vs 71% and 3% vs 25%). All prior attaining groups achieved above the prior attainment national at the expected standard. Disadvantaged children are below national all and other national in 2017 (44% vs 71%/77%) at the expected standard and at greater depth disadvantaged children are below national average for national all and national other (11% vs 25%/29%)

The average scaled score for all pupils was lower than the national average 101 vs 104; The scaled score for low attaining pupils is in line with national average 93 vs 93; Scaled score for middle attainers was also in line with the national average 102 vs 102; Scaled score for high prior attainers is in line with the national average 108 vs 108; Scaled score for Disadvantaged children is in line with the national average 99 vs 99

### Summary – reading progress and attainment for groups - girls, boys, disadvantaged, other and SEN

20 children made expected or better in 2017 which breaks down as 5 disadvantaged boys; 6 other boys & 9 other girls. 7 children did not make expected progress, but are only just under national at 0. 1 disadvantaged boy made significantly less progress than what was expected. There was only 1 SEN child who achieved above expected progress.

Most children's attainment is broadly in line with the national average. 2 disadvantaged boys are below the national average for attainment and 1 other boy. All other disadvantaged children are in line with national or above national. All other children (boys and girls) are broadly in line with the national average.

### Strengths

- From different starting points, progress in reading is above national for different prior attaining groups.
- Scaled Scores for different prior attaining groups is broadly in line with national.
- Although attainment is below national for all pupils, it is rising over time. Different attainment groups show attainment in line with the national %.

### Weaknesses

- Disadvantaged attainment needs to continue to improve over time to diminish the gap.
- Greater Depth attainment needs to continue to increase towards the national average.

Judgement	well below average	below average	broadly average	above average	well above average
Pupils' progress in reading at key stage 2					

Judgement	well below average	below average	broadly average	above average	well above average
Pupils' attainment in reading at key stage 2					

## Section 5 Writing progress and attainment in key stage 2

### Inspection data summary report sections

Page 7 Writing progress for all pupils, prior attainment groups & disadvantaged pupils; and for the groups - girls, boys, disadvantaged, other and SEN

Page 8 Writing attainment for all pupils, prior attainment groups & disadvantaged pupils; and for the groups - girls, boys, disadvantaged, other and SEN

### Summary – writing progress and attainment for all pupils, prior attainment groups & disadvantaged pupils

Writing progress for all children was statistically above the national average at 3.1. Prior middle attaining children's progress was also statistically above national at 3.4. Prior low attaining children's progress was above national at 1.1. Disadvantaged children's progress was 0.3 which is in line with national and national other. This is lower than the progress made by other key year groups. Scatterplot graphs shows 3 disadvantaged children did not make the expected progress between KS1 and KS2.

Attainment is below the national average for all pupils and is broadly similar to 2016 at 63%. Attainment at greater depth is below national at 13%. Prior middle attaining children's attainment is in line with national (82% vs 78% national). At greater depth, prior middle attaining children achieve better than the national average (14% vs 7% national). Prior high attaining children's attainment is in line with national at expected and higher than national at Greater Depth (100% vs 98% at expected and 100% vs 46% at GD) Disadvantaged children's attainment is below national for all and national other (44% vs 76%/81%)

### Summary – writing progress and attainment for groups - girls, boys, disadvantaged, other and SEN

25 children made expected or better in 2017 which breaks down as 2 disadvantaged boys; 12 other boys & 11 other girls. 5 children did not make expected progress, but are only just under national at 0 with the exception of 1 non disadvantaged girl who made significantly less progress than expected. 3 disadvantaged boys made less progress than what was expected. There was only 1 SEN child who achieved above expected progress.

Most children's attainment is above the national average. 3 disadvantaged boys are below the national average for attainment and 1 other boy. All other disadvantaged children are in line with national or above national. All other children (boys and girls) are broadly in line or above the national average.

#### Strengths

- Progress is statistically above national and has been for 2 years for all children.
- Prior middle attaining children make statistically significant progress from their starting point.
- Although attainment is below national, it is rising over time.
- Different attainment groups attain as well as national different attainment groups.

#### Weaknesses

- Although in line with national, disadvantaged children do not make as much progress as other groups within school.
- 6 children did not make the progress expected. 3 of those children were disadvantaged.

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' progress in writing at key stage 2</b>					
Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' attainment in writing at key stage 2</b>					

## Section 6 Mathematics progress and attainment in key stage 2

### Inspection data summary report sections

Page 9 Mathematics progress for all pupils, prior attainment groups & disadvantaged pupils; and for the groups - girls, boys, disadvantaged, other and SEN

Page 10 Mathematics attainment for all pupils, prior attainment groups & disadvantaged pupils; and for the groups - girls, boys, disadvantaged, other and SEN

### Summary – mathematics progress and attainment for all pupils, prior attainment groups & disadvantaged pupils

Progress in Mathematics for all children was statistically above national at 3.1 and is in the top 12% of schools. This has improved significantly from 0.7 in 2016. Prior middle attaining children's progress was statistically above national at 3.4. Prior low attaining children's progress was above national at 1.8, but less than the overall / middle. Disadvantaged children's progress at 1.7 follows the progress of prior low attaining children.

Attainment in Maths for all children is slightly below average at the expected standard (70% vs 75%). At greater depth, attainment is below national (13% vs 23%). Prior middle attaining children's attainment at the expected standard is above national when compared to middle attaining children nationally (86% vs 74%). At Greater Depth, prior middle attaining children are above national for attainment (14% vs 11%). Prior high attaining children's attainment is above national at expected and at greater depth (100% vs 98% expected; 100% vs 54% at GD). Disadvantaged children's attainment is slightly below national at the expected standard (67% vs 75%). Attainment at Greater Depth for disadvantaged children is below national (11% vs 23%)

The average Scaled Score in Maths is 102.9 which is below 104.2 national. Prior middle attaining children's SS at 104.4 is above when compared to 102.7 national. Prior high attaining children's SS is 111 although this relates to only 1 child. Disadvantaged children's SS at 101.4 is below when compared to 105.3 national.

### Summary – mathematics progress and attainment for groups - girls, boys, disadvantaged, other and SEN

Progress for all groups is in line with or above national except for 2 disadvantaged boys and 2 other boys. Girls tend to perform better than boys with 11 girls achieving above national progress compared to 4 boys. 1 SEN child make better than expected progress. 5 Disadvantaged children made expected or better progress from their starting point with 2 disadvantaged boys performing particularly well.

#### Strengths

- From different starting points, progress in Maths overall is high when compared to national figures.
- Prior Middle attaining children's progress is high in comparison to national figures.
- Attainment is close to national and has closed since 2016.
- Prior middle attaining children's attainment is higher than national at the expected standard and at greater depth.

#### Weaknesses

- 4 children did not make the expected progress from their given starting point.
- Although above national, progress for prior low and disadvantaged is not as strong as middle and all.

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' progress in mathematics at key stage 2</b>					

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' attainment in mathematics at key stage 2</b>					

## Section 7 Attainment in EGPS, spelling & science

### Inspection data summary report sections

Page 11 Attainment at the expected standard+ and high standard in English grammar, punctuation & spelling for all pupils, prior attainment groups & disadvantaged pupils

Page 11 Attainment in spelling for all pupils, prior attainment groups & disadvantaged pupils – average mark

Page 12 Attainment in science for all pupils, prior attainment groups & disadvantaged pupils at the expected standard

### Summary – EGPS attainment for all pupils, prior attainment groups & disadvantaged pupils

Attainment at the expected standard is just above national at 83% vs 77% nationally. Attainment at greater depth is in line with national (33% vs 31%). Prior low attaining children's attainment is higher than national (40% vs 20%) although this only relates to 5 children. Prior middle attaining children's attainment is better than national at the expected standard (100% vs 78%) and at Greater Depth (41% vs 18%). Attainment for prior high attaining children is higher than national at the expected standard and at greater depth. Disadvantaged children's attainment is in line with national all at the expected standard (78% vs 77%) and just below national other (78% vs 82%). Attainment for disadvantaged children at the expected standard is in line with national all (78% vs 77%) but is below at Greater Depth (22% vs 31%)

### Summary – Spelling attainment for all pupils, prior attainment groups & disadvantaged pupils

The average spelling mark for all pupils is above national for all pupils (14 vs 12). The average spelling mark for all prior attainment groups and disadvantaged is above national.

### Summary – Science attainment for all pupils, prior attainment groups & disadvantaged pupils

Attainment at the expected standard is below national for all pupils (67% vs 82%). Attainment at the expected standard for prior low, middle and disadvantaged children is below national. Prior high attaining children are at the expected standard although this only relates to one child.

#### Strengths

- Attainment at the expected standard is in line with national for all pupils at the expected standard and greater depth.
- Prior Middle attaining children's attainment is above national at the expected standard and at greater depth.
- Disadvantaged children's attainment is in line with national all and just below national other.
- Average spelling mark for all groups is above national.

#### Weaknesses

- Attainment in Science is below national.

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' attainment in EGPS at the end of key stage 2</b>					
<b>Pupils' attainment in spelling at the end of key stage 2</b>					
<b>Pupils' attainment in science at the end of key stage 2</b>					

## Section 8 Attainment in key stage 1

### Inspection data summary report sections

Pages 13 to 14 Attainment at the expected standard+ and high standard in reading, writing, mathematics & science for all pupils, prior attainment groups & disadvantaged pupils

**Summary – Reading attainment for all pupils, prior attainment groups & disadvantaged pupil**  
Attainment at the expected standard is in line with national average (73% vs 76% national) and is in line with national at Greater Depth (23% vs 25%). Attainment at the expected standard for prior emerging EYFS group is above national (47% vs 34%); Attainment at the expected standard for prior expected EYFS group is above national (100% vs 87%). Attainment at Greater Depth for this EYFS group is above national (42% vs 20%); Attainment at the expected standard for prior exceeding EYFS group is in line with national (100% vs 99%) and broadly in line with national at Greater Depth (67% vs 70%). Attainment for Disadvantaged children is above national all and national other (83% vs 76% (All) and 79% (other) and is just below national at Greater Depth (17% vs 25% (all) and 28% (other)).

**Summary – Writing attainment for all pupils, prior attainment groups & disadvantaged pupils**  
Attainment at the expected standard is below national average (63% vs 68% national) and is in line with national at Greater Depth (17% vs 16%). Attainment at the expected standard for prior emerging EYFS group is in line with national (27% vs 24%); Attainment at the expected standard for prior expected EYFS group is above national (100% vs 78%). Attainment at Greater Depth for this EYFS group is above national (25% vs 10%); Attainment at the expected standard for prior exceeding EYFS group is in line with national (100% vs 98%) and above national at Greater Depth (67% vs 50%). Attainment for Disadvantaged children is in line with national all and national other (67% vs 68% (All) and 72% (other) and is in line with national at Greater Depth (17% vs 16% (all) and 18% (other)).

**Summary – Mathematics attainment for all pupils, prior attainment groups & disadvantaged pupils**  
Attainment at the expected standard is below national average (60% vs 75% national) and is just below national at Greater Depth (17% vs 21%). Attainment at the expected standard for prior emerging EYFS group is below national (21% vs 36%); Attainment at the expected standard for prior expected EYFS group is above national (31% vs 16%). Attainment at Greater Depth for this EYFS group is above national (25% vs 10%); Attainment for Disadvantaged children is below national all and national other (67% vs 75% (All) and 79% (other) and is below national at Greater Depth (17% vs 21% (all) and 23% (other)).

**Summary – Science attainment for all pupils, prior attainment groups & disadvantaged pupils**  
Attainment at the expected standard is well below national for all and Disadvantaged children (67% vs 83% for all and 67% vs 83% (all) and 86% (other)

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Reading attainment is in line with national at the expected standard and greater depth for all pupils; Disadvantaged and in some cases above (Prior emerging/expected)</li> <li>Writing attainment is in line with national for Disadvantaged children at the expected standard and Greater Depth and in some above (Prior expected group)</li> </ul>	<ul style="list-style-type: none"> <li>Attainment in Maths is below national for all pupils; prior emerging EYFS group; Disadvantaged children at the expected standard.</li> <li>Attainment in Writing is below national for all pupils;</li> <li>Attainment in Science in below national for all and disadvantaged pupils.</li> </ul>

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' attainment at the end of key stage 1</b>	Science	Writing Maths	Reading		

## Section 9 Phonics attainment in key stage 1

### Inspection data summary report sections

Page 15 Attainment in phonics in year 1 and by the end of year 2 for all pupils

#### Summary – phonics in year 1

The proportion achieving the expected standard in phonics in Year 1 was below national in 2017 at 62% vs national at 81%. 4 children were disapplied in this cohort due to SEN/New to English. 81% of children who took the check achieved the expected standard which is in line with national. This would support the upward trend in % of pupils achieving the expected standard in 2015 and 2016.

#### Summary – phonics at the end of year 2

The proportion of pupils achieving the expected standard in Year 2 resit is in line with the national average for the last 3 years.

#### Strengths

- When disapplied children are taken into consideration, the % of pupils achieving the expected standard in phonics is in line with the national average.
- When disapplied children are taken into consideration, the % of pupils achieving the expected standard has increased over 3 years.

#### Weaknesses

- Initial data set shows a significant drop in 2017. However, this data needs to be contextualised.

Judgement	well below average	below average	broadly average	above average	well above average
<b>Pupils' attainment in phonics</b>					

## Section 10 Early Years Foundation Stage Profile

### Inspection data summary report sections

GLD for all pupils & disadvantaged pupils  
Pupils achieving the early learning goals in reading, writing & mathematics

#### Summary - good level of development for all pupils & disadvantaged pupils

52% of all pupils achieved a Good Level of Development (GLD) in 2017 vs 71% of children nationally. This represents a decline from 2016 and equals 2015. 33% of Disadvantaged children achieved a GLD vs 73% national other children.

#### Summary – expected+ in reading, writing & mathematics for all pupils & disadvantaged pupils

In Reading, 55% of children were at the expected standard vs 77% of national children; 33% of Disadvantaged children were at the expected standard vs 77% national/80% other. 15% of children were at ARE at baseline into Reception and 0% of Disadvantaged children were ARE at baseline.

In Writing, 52% of children were at the expected standard vs 73% NA. 33% of Disadvantaged children were at the expected standard vs 73% NA. 23% of children were ARE at baseline and 0% of Disadvantaged children were ARE at baseline.

In Maths, 52% of children were at the expected standard vs 78% NA. 33% of Disadvantaged children were at the expected standard. 23% of children were ARE at baseline and 0% of Disadvantaged children were ARE at baseline.

#### Strengths

#### Weaknesses

Attainment overall for GLD is below the NA and has been for 3 years.  
Disadvantaged children's attainment is below NA and has declined over the last 3 years.  
Standards at the expected standard is below average in reading, writing and maths and has been for 3 years.

#### Questions to consider:

Were children well enough prepared for year 1 (did enough achieve a good level of development in the Early Years Foundation Stage Profile?) (See SES) (At end of Autumn 2017, 25% of non-GLD children were at ARE in reading; 33% of non-GLD children were at ARE in Writing; 60% of non-GLD children were at ARE in Maths)

How well did they do in reading, writing and mathematics?

Did disadvantaged children achieve as well as non-FSM children nationally? If not, what approaches are in place now to raise attainment of disadvantaged children? (**Speech and Language; reorganised leadership**)

Judgement	below average	broadly average	above average
Proportion of pupils achieving a GLD at the EoEYFSP			
Proportion of pupils achieving expected+ in reading			
Proportion of pupils achieving expected+ in writing			
Proportion of pupils achieving expected+ in mathematics			



# Summary

## Pupils' outcomes based on the Inspection Data Summary Report

Inspection Data Summary Report would seem to indicate that pupil absence is:	well below average	below average	average	above average	well above average
Inspection Data Summary Report would seem to indicate that the proportion of pupils achieving a good level of development at the EoEYFSP is:	below average		average	above average	
Inspection Data Summary Report would seem to indicate that the proportion of pupils attaining the expected standard in phonics in year 1 is:	well below average	below average	average	above average	well above average
Inspection Data Summary Report would seem to indicate attainment at the end of Key Stage 1 is:	well below average	below average Maths	average Reading Writing	above average	well above average
Inspection Data Summary Report would seem to indicate attainment at the end of Key Stage 2 is:	well below average	below average Writing	Average Reading Maths	above average	well above average
Inspection Data Summary Report would seem to indicate progress across Key Stage 2 is:	well below average	below average	average	above average	well above average
Inspection Data Summary Report would seem to indicate progress from entry to the school to exit is:	inadequate	requires improvement	good	outstanding	NA
<b>Based on the Inspection Data Summary Report 2017 alone pupils' outcomes could be:</b>	inadequate	requires improvement	good	outstanding	NA