

## Areas to investigate

### KS2 progress trend

- Reading, writing and mathematics progress was in the top 20% for at least two years for all pupils, middle prior attainers, high prior attainers, disadvantaged pupils.

### KS2 progress in 2017

- Progress in reading, writing and mathematics was significantly\* above average and in the highest 10%.

### KS2 progress of disadvantaged pupils

- Reading, writing and mathematics progress was significantly\* above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.

### KS2 attainment

- In 2017, reading, writing and mathematics attainment of the expected standard was at or above national for groups: middle, high prior attainment and disadvantaged.

### KS1 attainment

- In 2017, attainment in all subjects was above average and in the highest 10% for all pupils.

### Absence and exclusions

- Overall absence in autumn and spring of 2016/17 was low for all pupils (in the lowest 10%).
- Overall absence was low (in the lowest 10%) for the latest three years for all pupils.

\*statistical significance based on a 95% confidence interval

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 %	93	(65)	(85)
Reading progress	8.7	(-5)	(-2.5)
Writing progress	5.2	(-7)	(-3.5)
Maths progress	10.6	(-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:** Angela Moore  
**Pupils:** 482  
**Gender:** Mixed  
**Special needs provision:**

**Local authority:** Newham  
**Admissions policy:** Not applicable  
**Ages:** 3-11  
**Denomination:** Roman Catholic

**School level trends**

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

2015 2016 2017

**% girls**

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

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

<b>School</b>	24	22	25	
<b>National</b>	26	25	24	

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

<b>School</b>	57	58	57	
<b>National</b>	19	20	21	

**% of pupils with SEN support**

<b>School</b>	9.1	7.3	5.0	
<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	

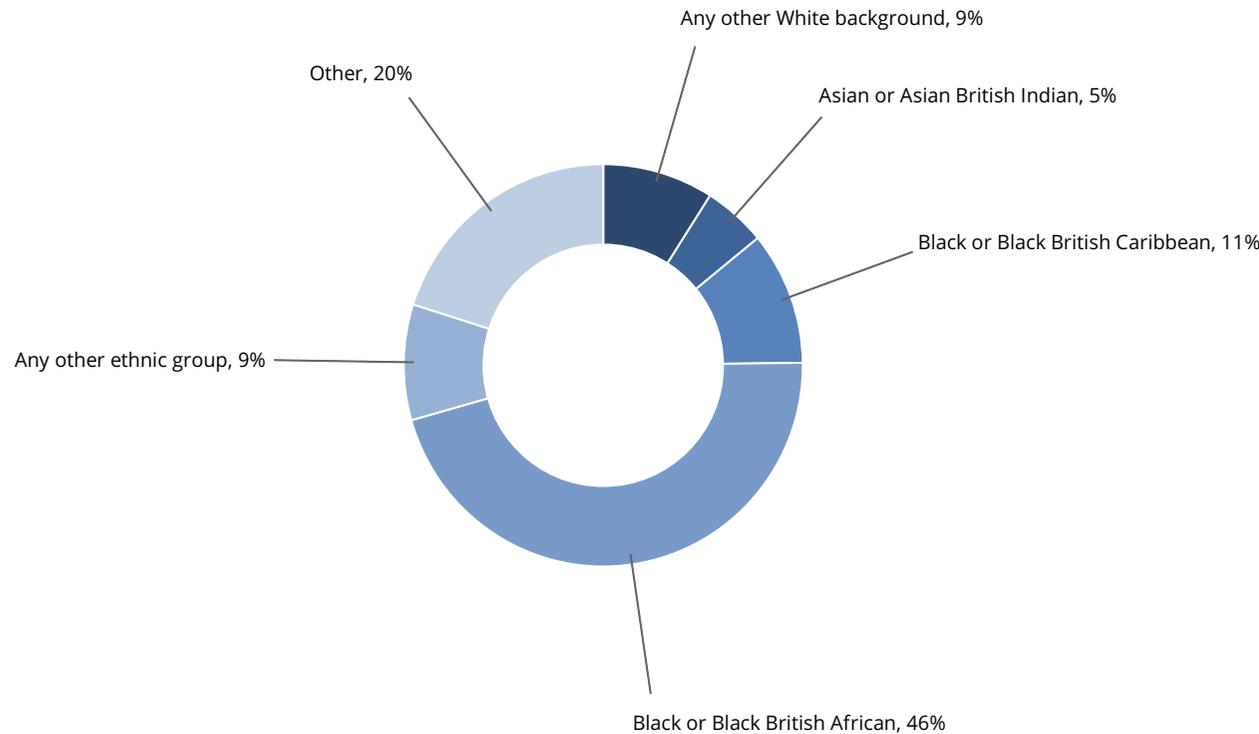
**School deprivation indicator**

<b>School</b>	0.5	0.3	0.3	
<b>National</b>	0.2	0.2	0.2	

Schools details as of 3 January 2018

**Ethnicity**

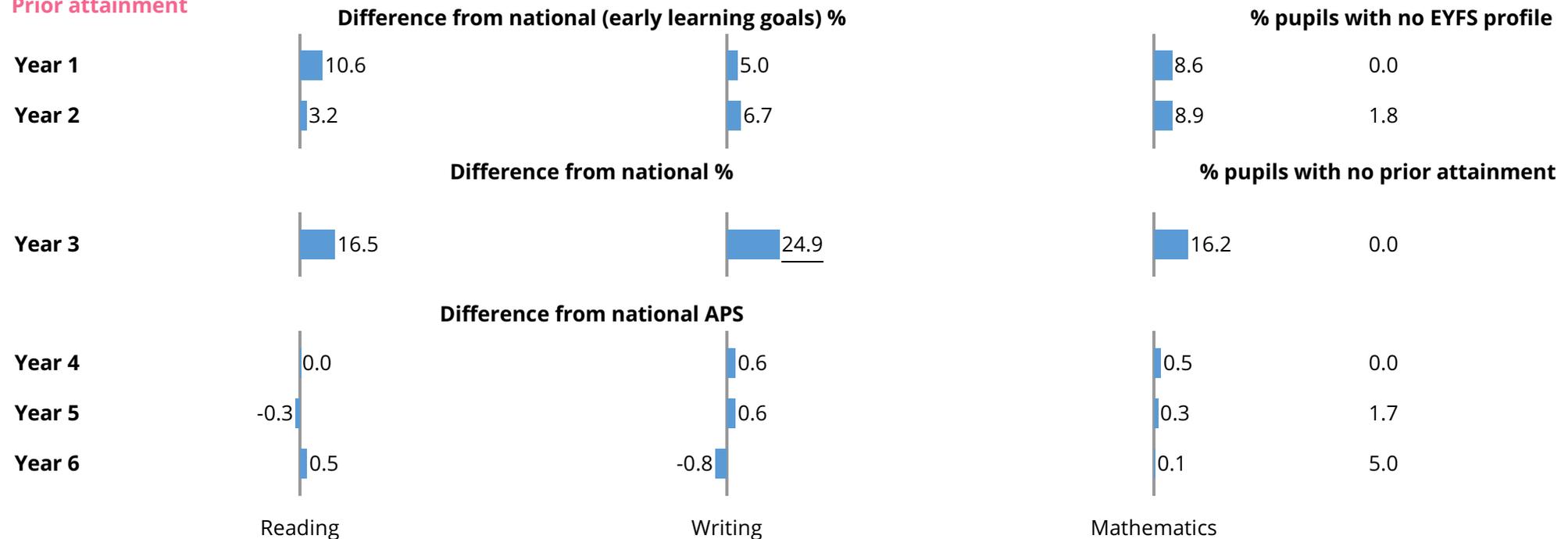
This school has 14 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	59	54	49	9	19	51	21	5	12	0
Year 2	58	59	49	12	22	46	21	3	14	1
Year 3	60	53	49	35	26	52	21	3	15	0
Year 4	59	46	49	19	28	70	21	5	16	1
Year 5	60	42	49	27	30	61	20	7	16	1
Year 6	60	52	49	43	31	60	20	10	17	0

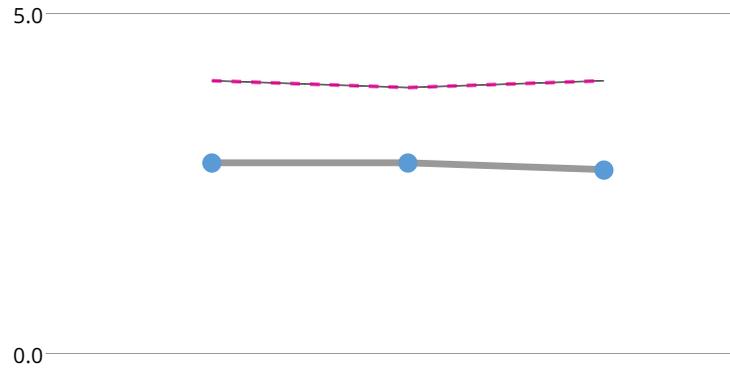
Prior attainment



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

**Absence**

% of sessions missed

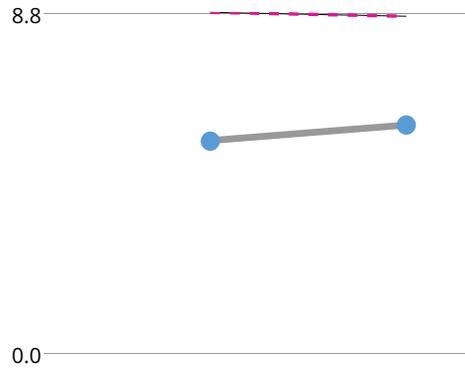


2015      2016      2017

<b>School %</b>	<b>2.8</b>	<b>2.8</b>	<b>2.7</b>
<b>Nat %</b>	<b>4.0</b>	<b>3.9</b>	<b>4.0</b>
<b>Cohort</b>	<b>366</b>	<b>364</b>	<b>370</b>

**Persistent absence**

% of pupils who missed 10% or more sessions



2016      2017

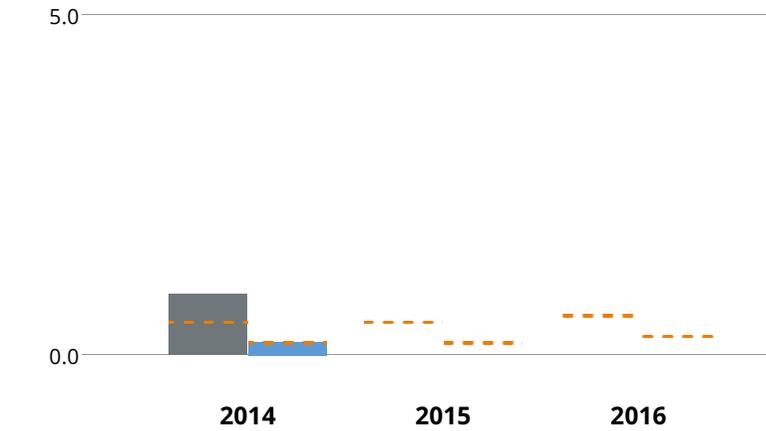
<b>School %</b>	<b>5.5</b>	<b>5.9</b>
<b>Nat %</b>	<b>8.8</b>	<b>8.7</b>
<b>Cohort</b>	<b>364</b>	<b>370</b>

■ School      ■ National

**Fixed term exclusions**

% of pupils excluded

■ Total ■ Repeat ■ National



	2014		2015		2016	
School %	0.9	0.2	0.0	0.0	0.0	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	4	1	0	0	0	0

**Permanent exclusions**



**Nat**

**2016** (0) No permanent exclusions

**2015** (0) No permanent exclusions

**Trends over time**

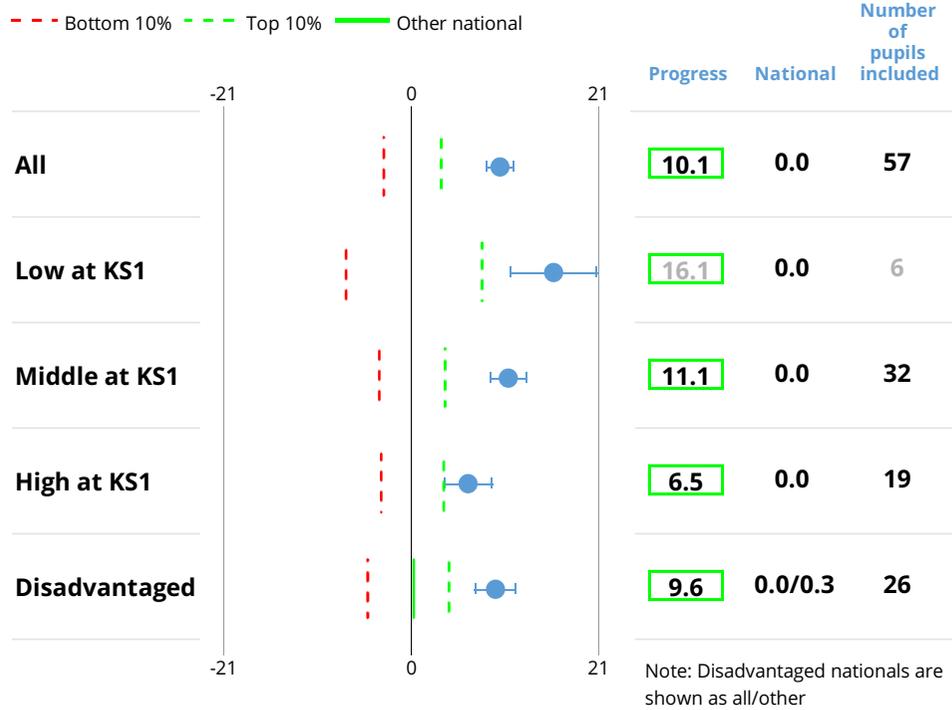
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

		Reading					Writing					Mathematics				
		Bottom 20%			Top 20%		Bottom 20%			Top 20%		Bottom 20%			Top 20%	
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
All	2015 (59)					1					1					1
	2016 (59)					1					3					1
	2017 (57)					1					2					1
Low at KS1	2015 (14)					2					3					2
	2016 (3)					5					15					2
	2017 (6)					2					6					2
Middle at KS1	2015 (45)					2					1					1
	2016 (50)					1					4					1
	2017 (32)					1					2					1
High at KS1	2015 (-)															
	2016 (6)					1					2					1
	2017 (19)					2					13					1
Disadvantaged	2015 (18)					5					1					2
	2016 (17)					4					3					1
	2017 (26)					1					4					1

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

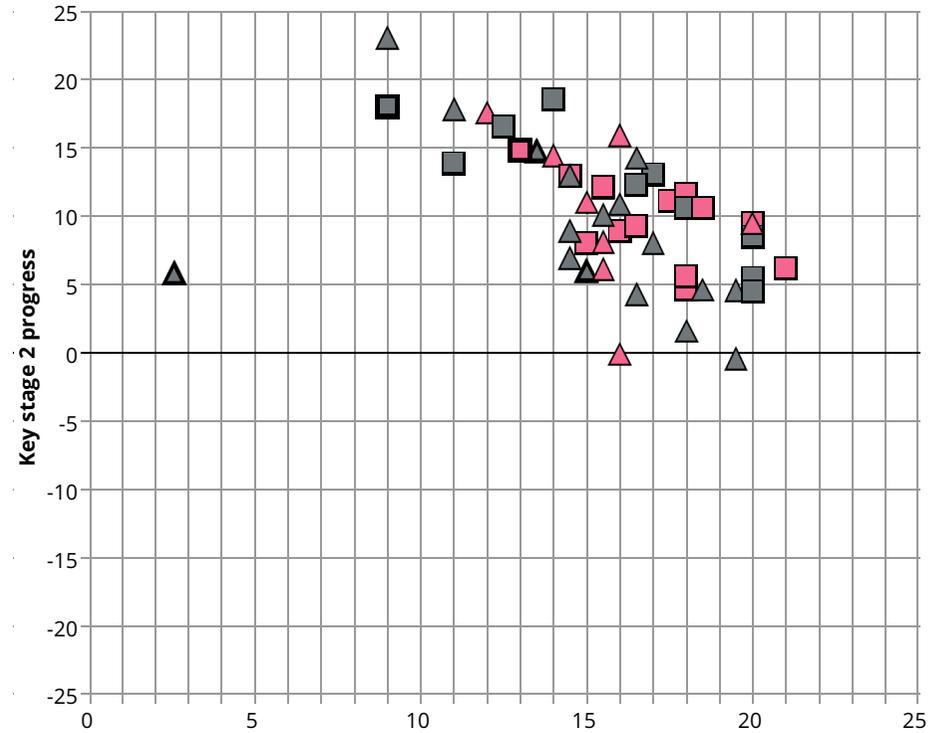


Significantly below national and in bottom 10%

Significantly above national and in top 10%

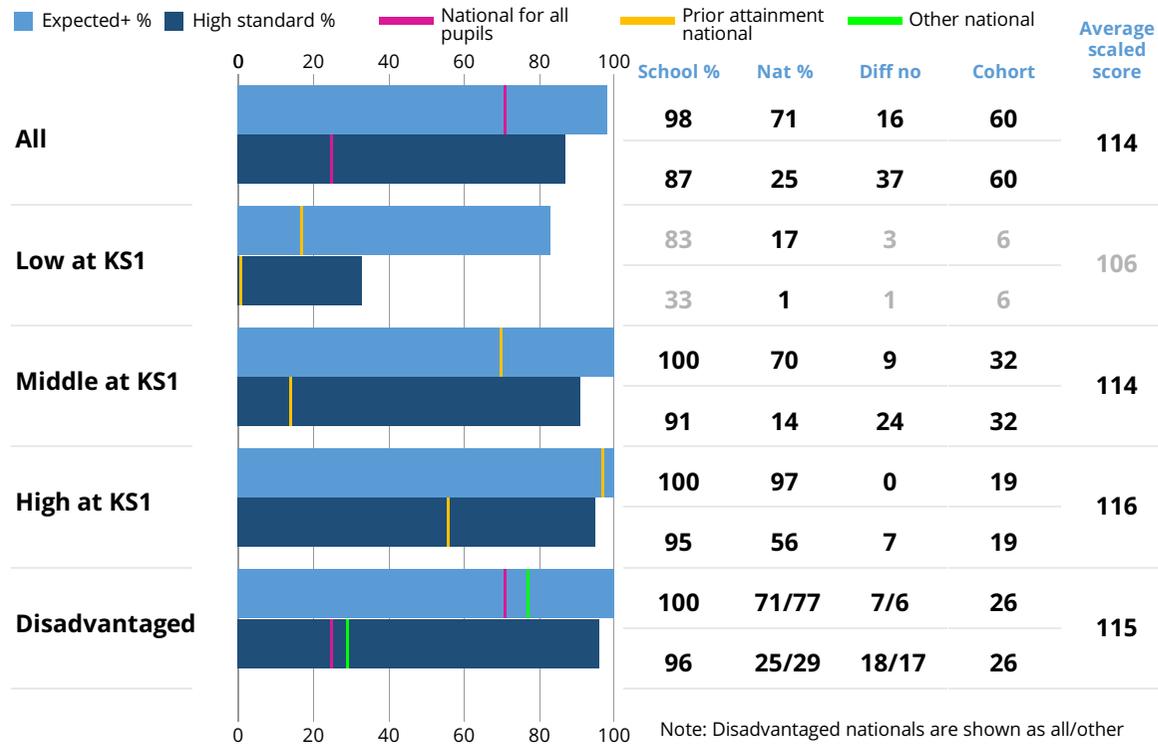
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

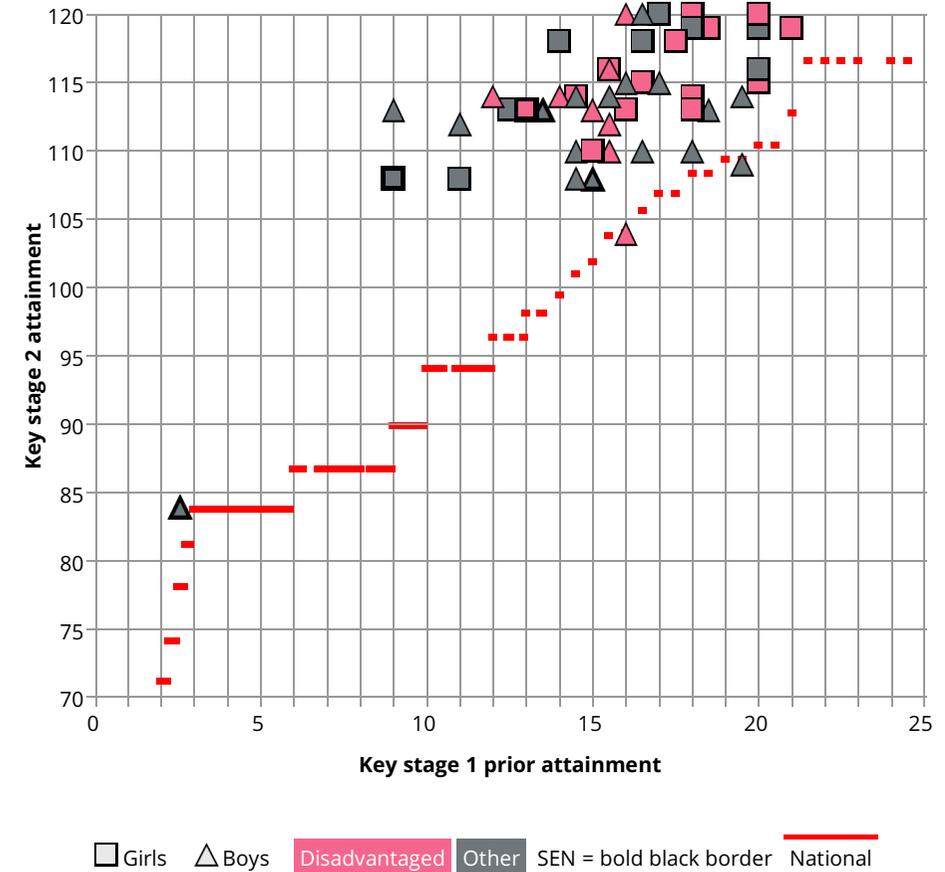


□ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

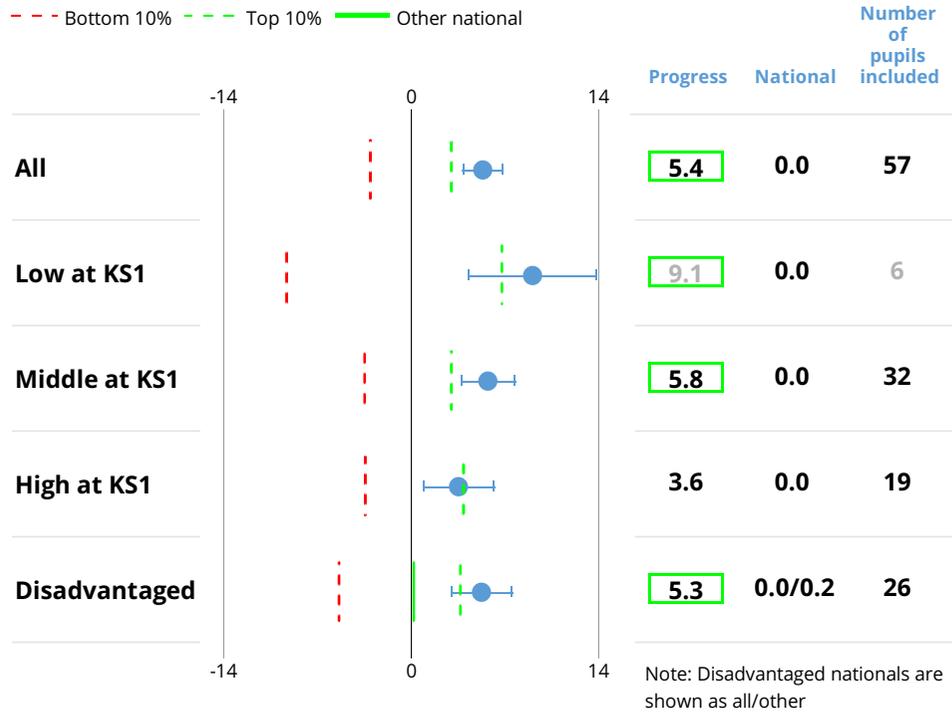
### Reading attainment in 2017



### Reading attainment scatterplot



Writing (teacher assessment) progress in 2017



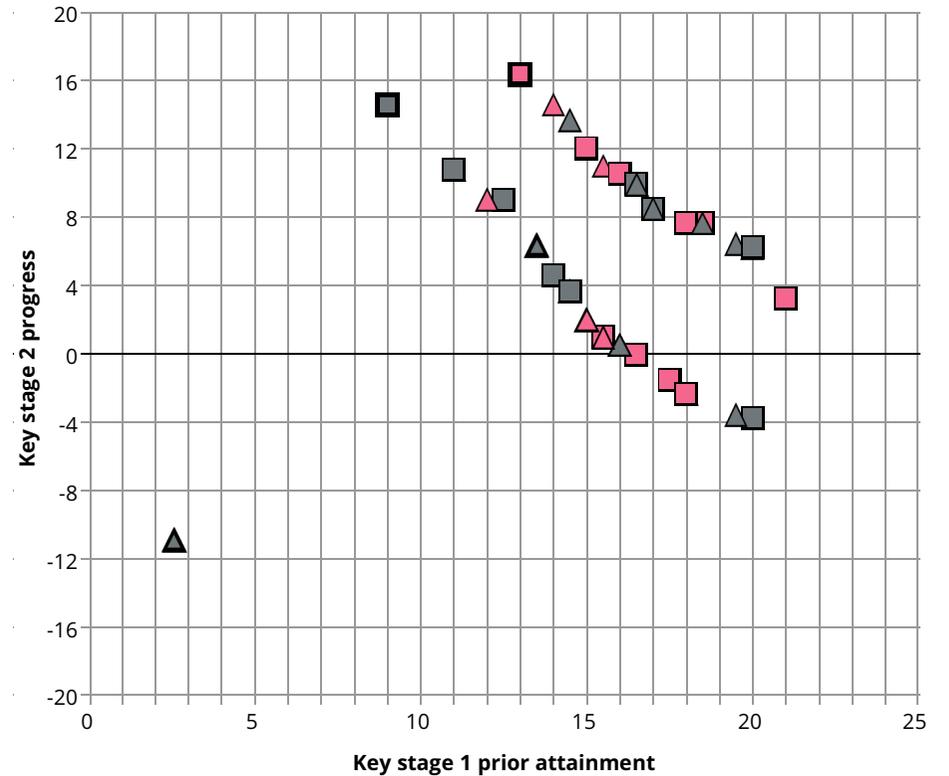
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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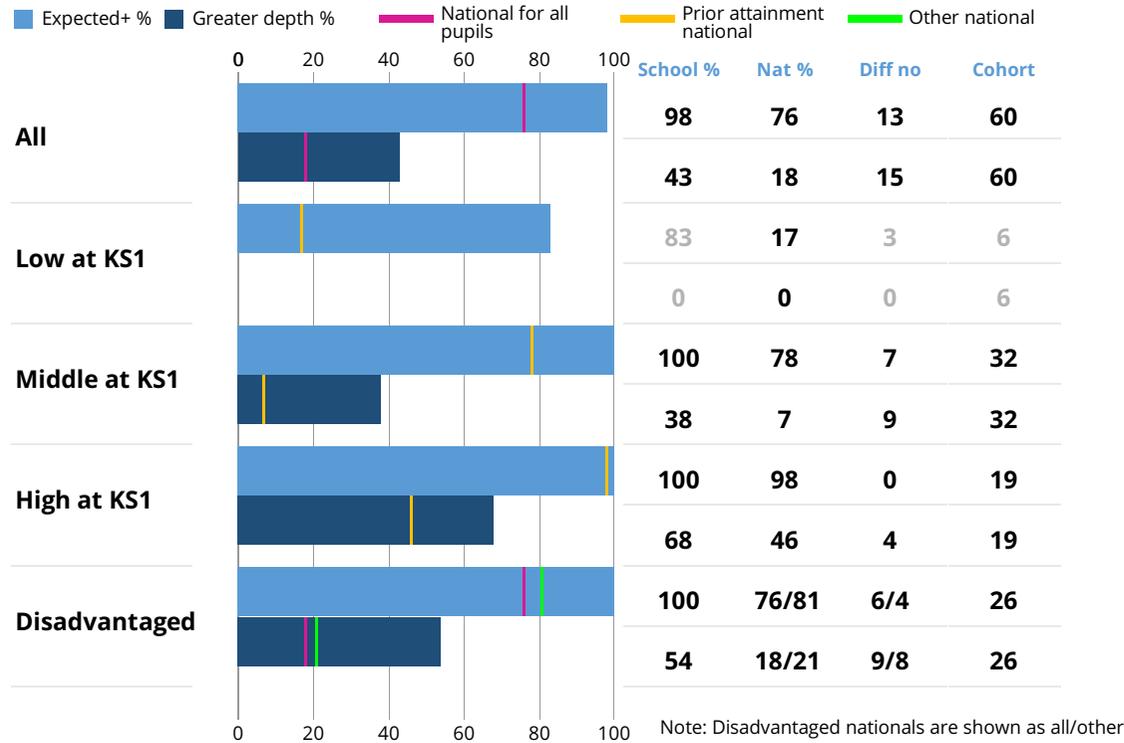
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



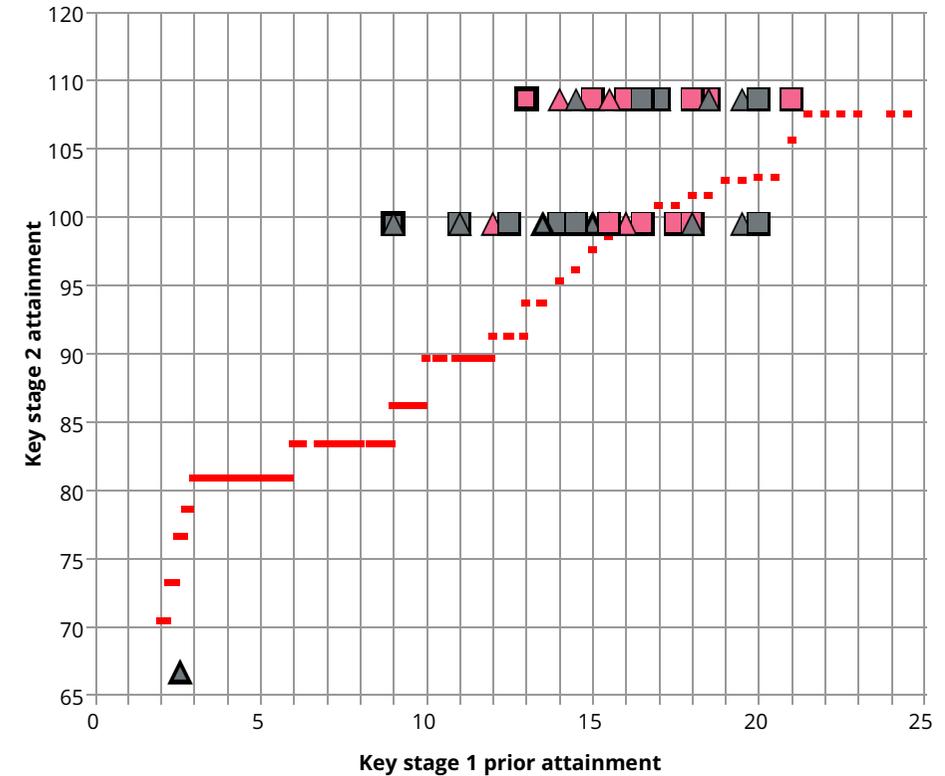
□ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

### Writing (teacher assessment) attainment in 2017



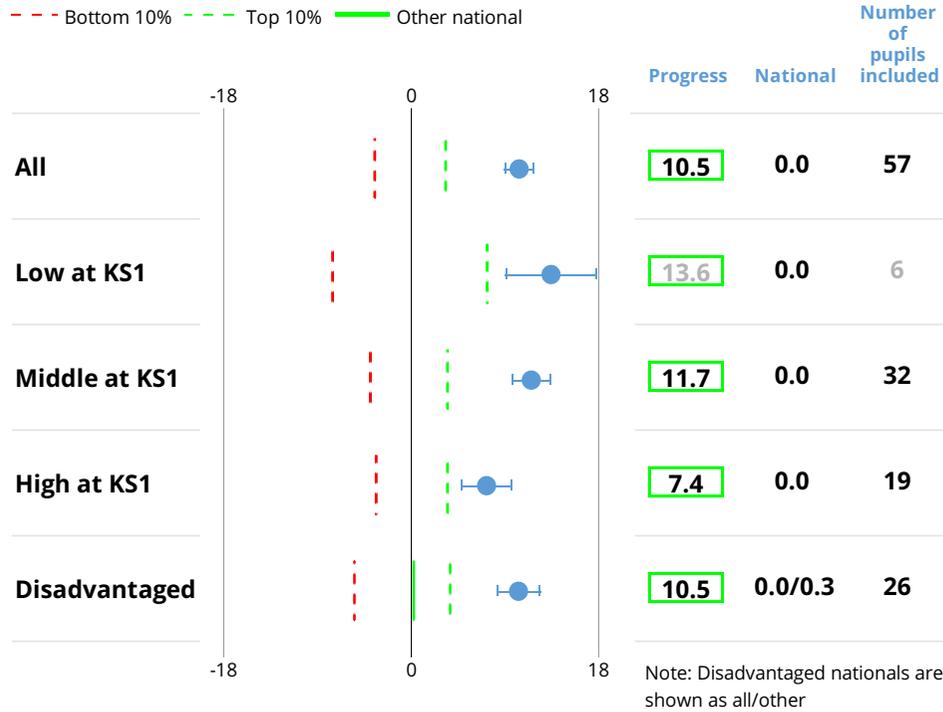
Writing data is based on teacher assessments. Users should be cautious when using this data.

### Writing (teacher assessment) attainment scatterplot



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

### Mathematics progress in 2017

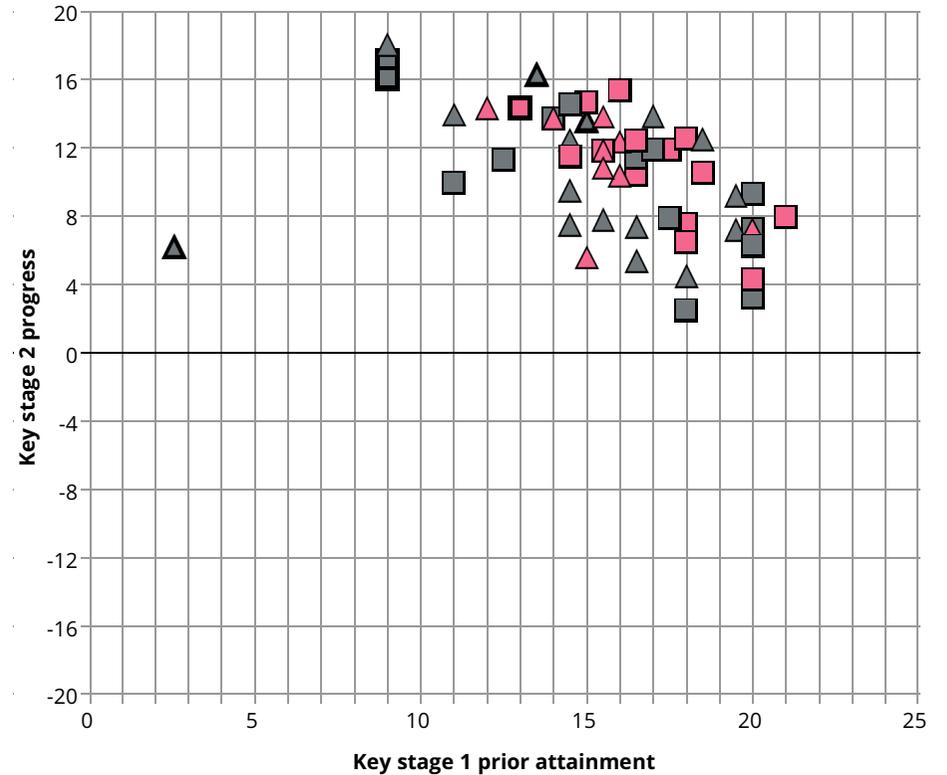


Significantly below national and in bottom 10%

Significantly above national and in top 10%

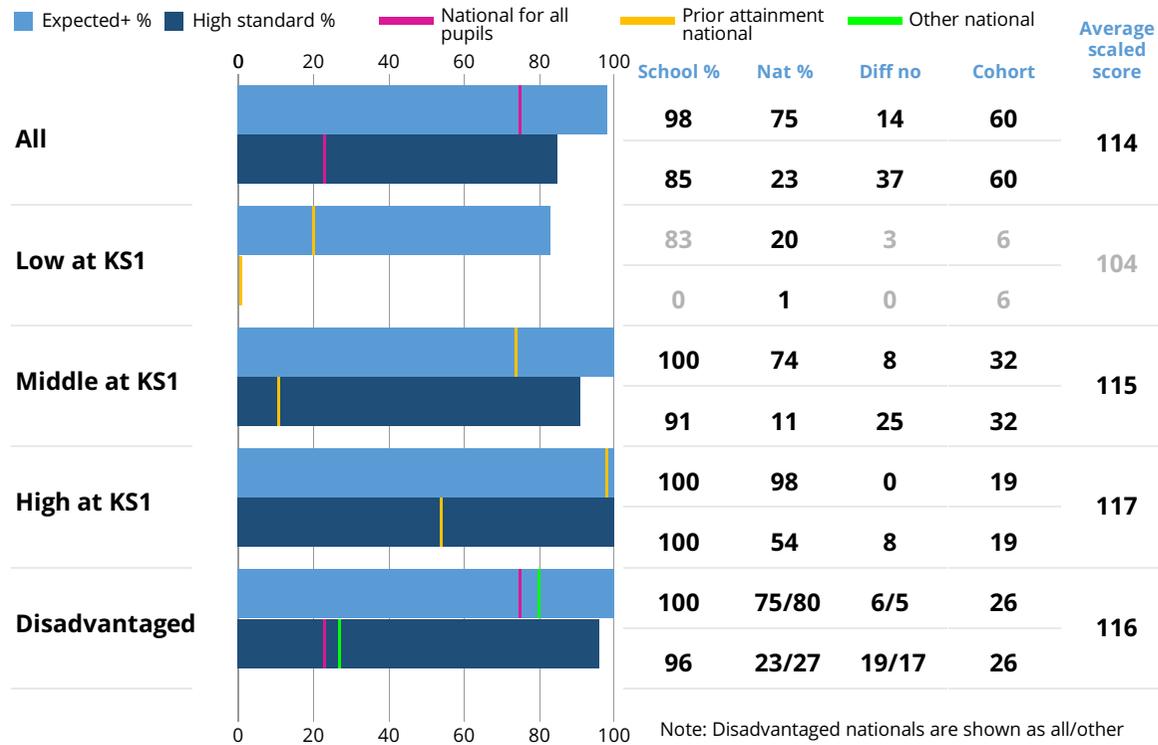
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

### Mathematics progress scatterplot

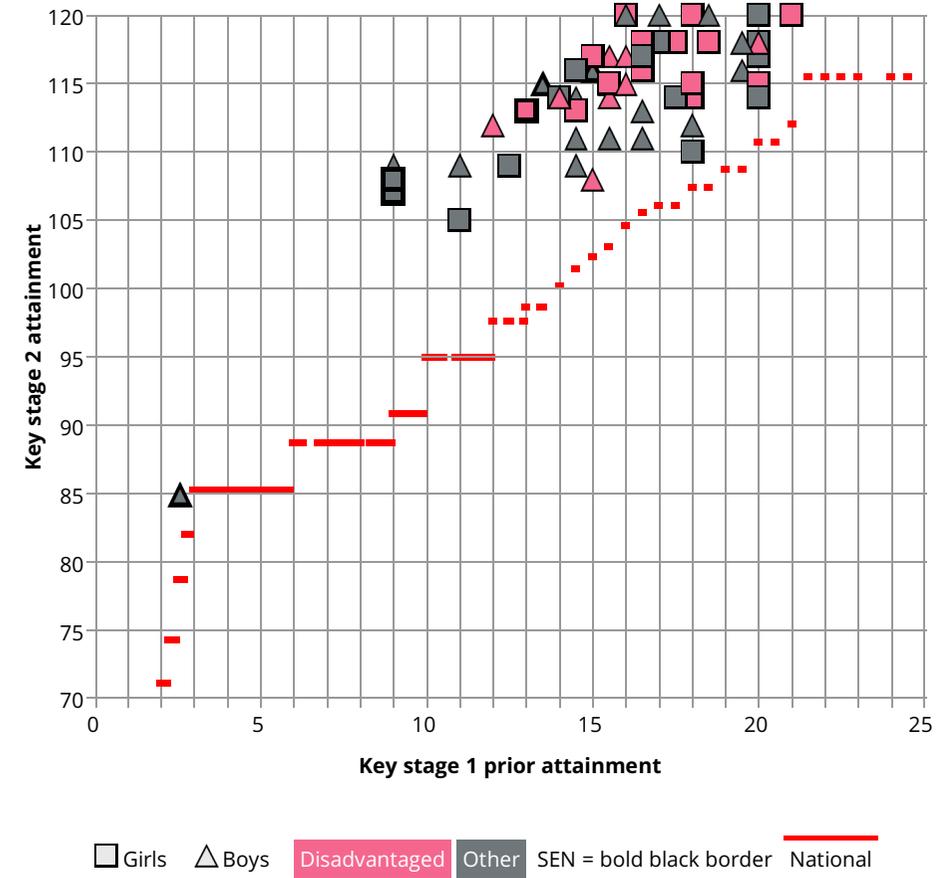


□ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

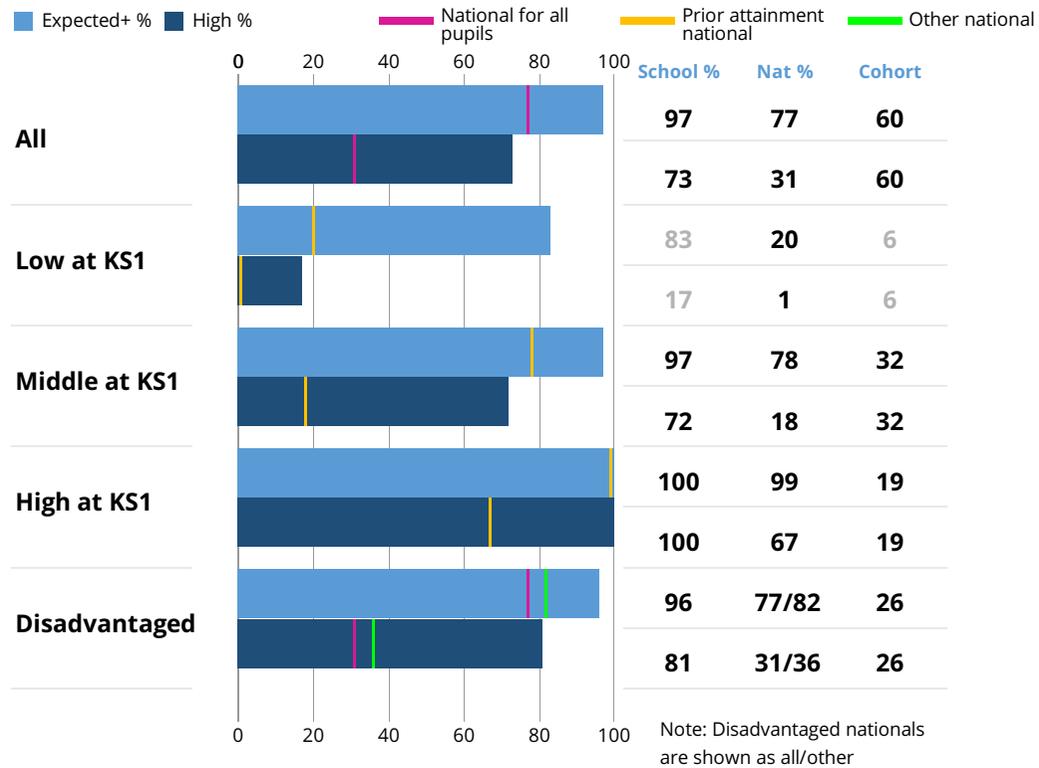
### Mathematics attainment in 2017



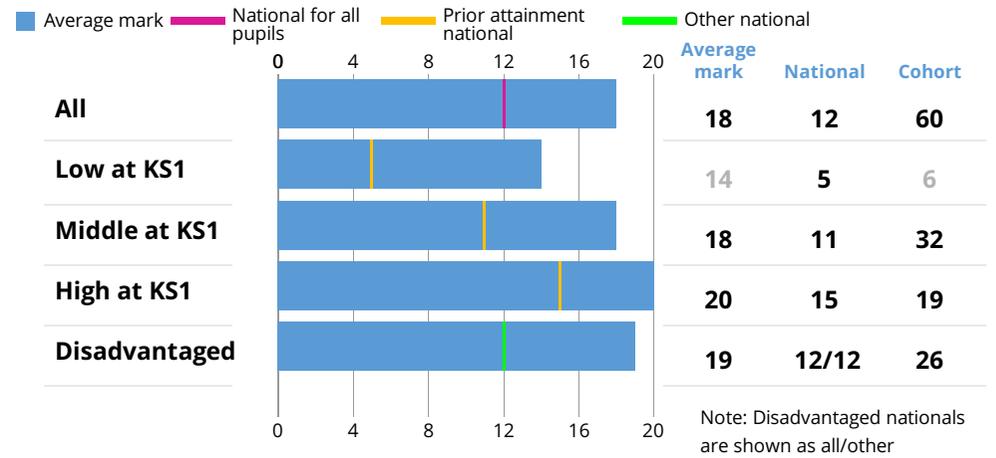
### Mathematics attainment scatterplot



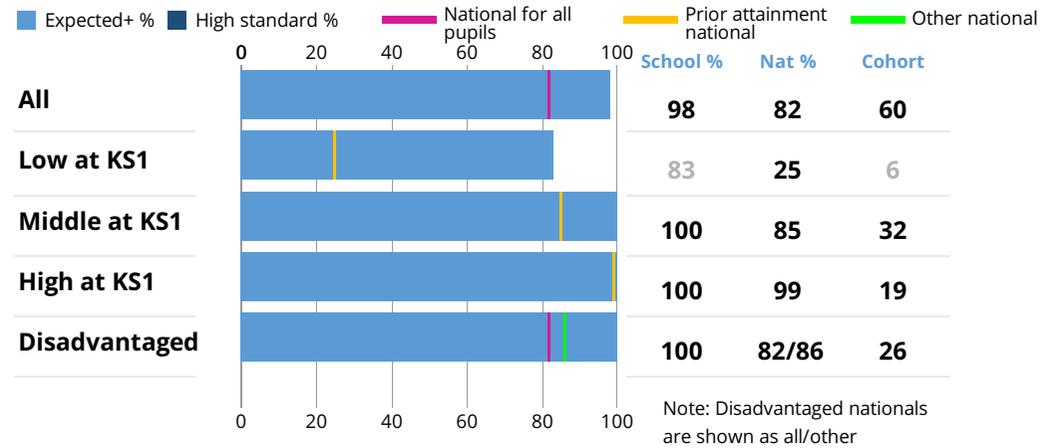
### English grammar, punctuation and spelling (EGPS) in 2017



### Spelling

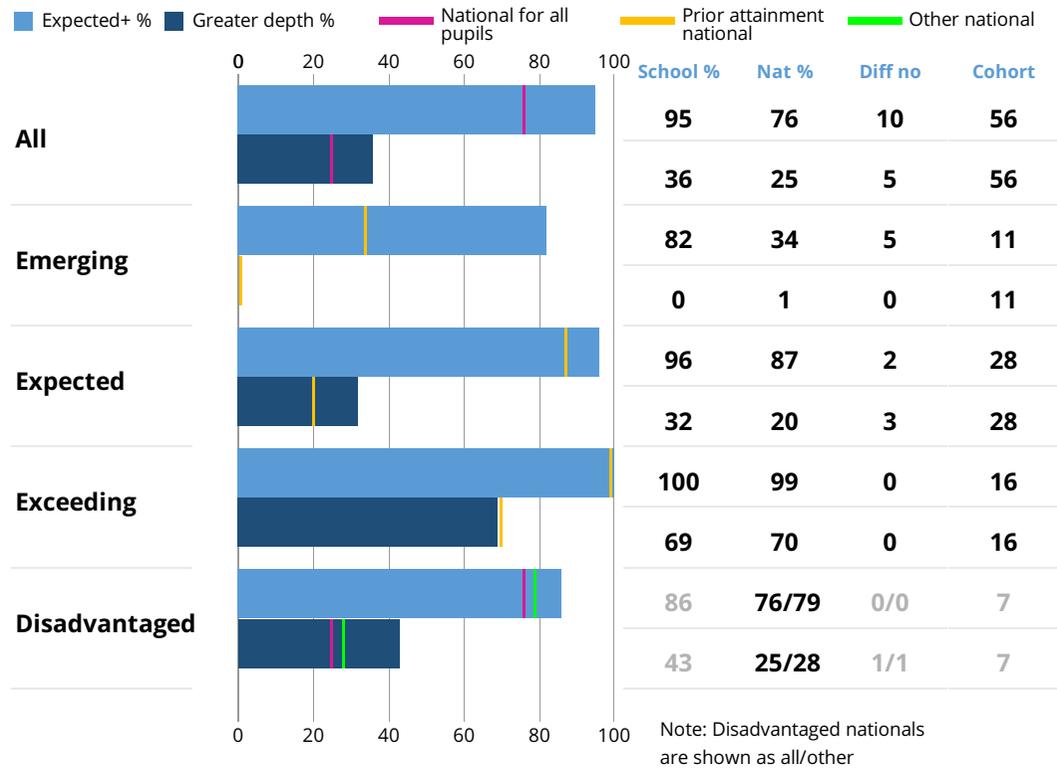


### Science attainment in 2017

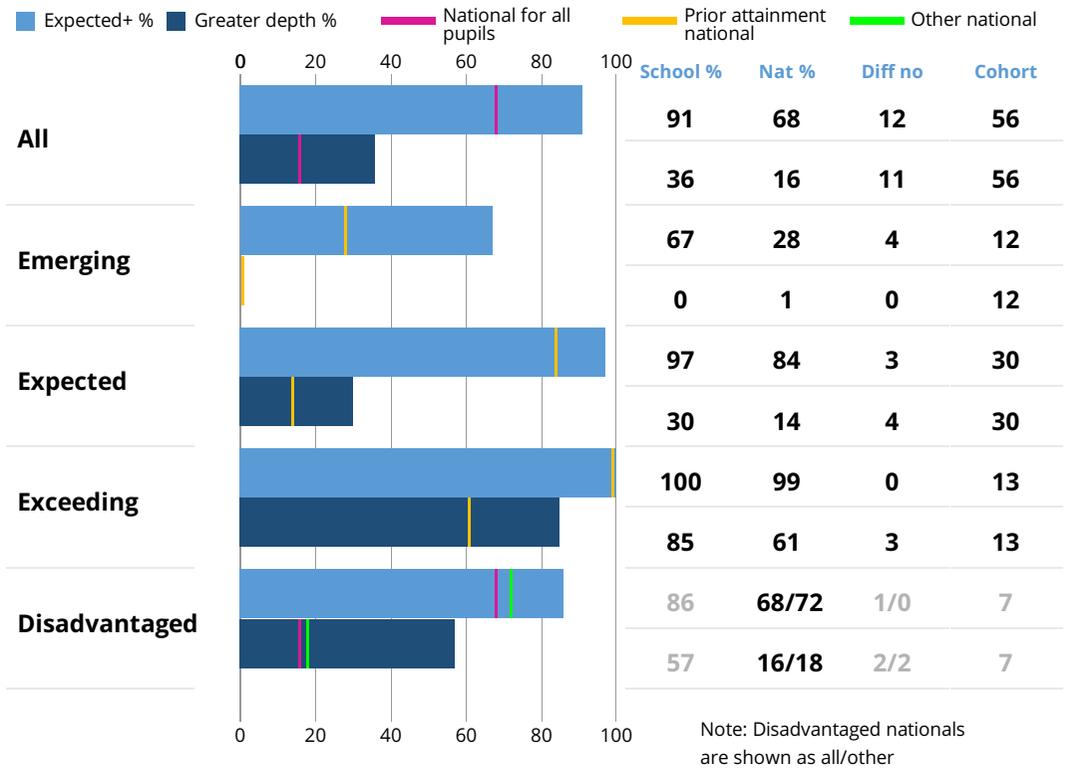


Science data is based on teacher assessments. Users should be cautious when using this data.

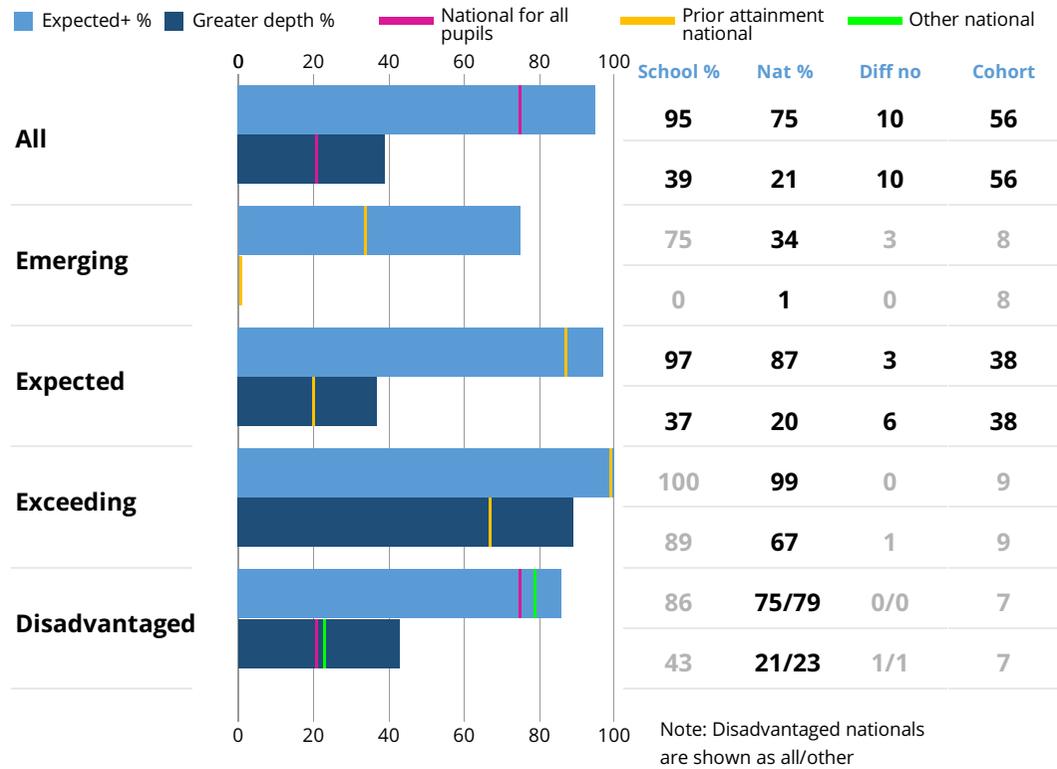
### Reading in 2017



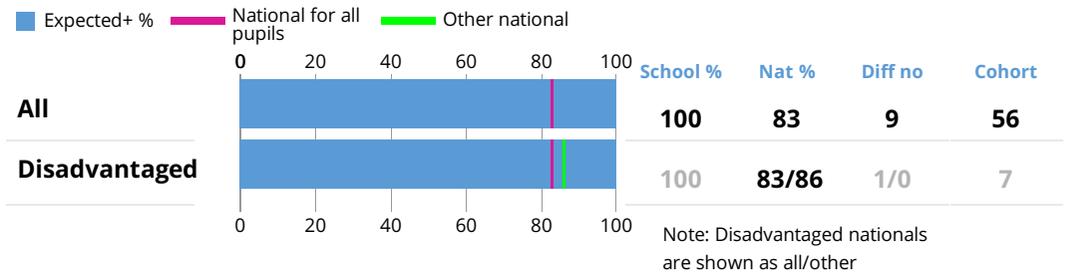
### Writing in 2017



### Mathematics in 2017

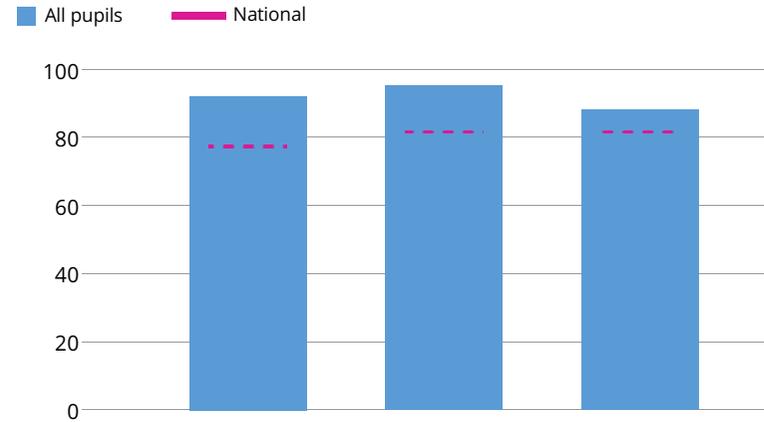


### Science in 2017



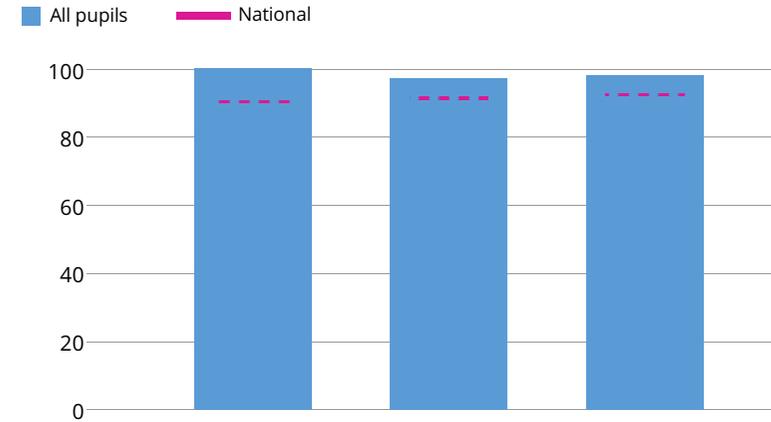
**Phonics in 2017**

**Proportion meeting the expected standard  
Year 1**



	2015	2016	2017
<b>School %</b>	<b>92</b>	<b>95</b>	<b>88</b>
<b>Nat %</b>	<b>77</b>	<b>81</b>	<b>81</b>
<b>Cohort</b>	<b>60</b>	<b>58</b>	<b>60</b>

**By end of year 2**



	2015	2016	2017
<b>School %</b>	<b>100</b>	<b>97</b>	<b>98</b>
<b>Nat %</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>Cohort</b>	<b>59</b>	<b>60</b>	<b>56</b>