

Areas to investigate

KS2 progress trend

- Mathematics progress was in the top 20% for at least two years for high prior attainers.

KS2 attainment

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

Phonics in 2017

- The average mark for pupils not meeting the phonics expected standard in year 1 was 23.

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.

Phase of education: Primary
Headteacher: Vikki Wall
Pupils: 417
Gender: Mixed
Special needs provision:

Local authority: Kent
Admissions policy: Not applicable
Ages: 4-11
Denomination: Church of England

School level trends

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

2015 2016 2017

% girls

School	48	50	52					
National	49	49	49					

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

School	23	22	19					
National	26	25	24					

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

School	45	47	46					
National	19	20	21					

% of pupils with SEN support

School	12.7	9.8	9.1					
National	13.0	12.1	12.2					

% of pupils with a SEN statement or EHC plan

School	0.5	0.5	0.5					
National	1.4	1.3	1.3					

School deprivation indicator

School	0.2	0.2	0.2					
National	0.2	0.2	0.2					

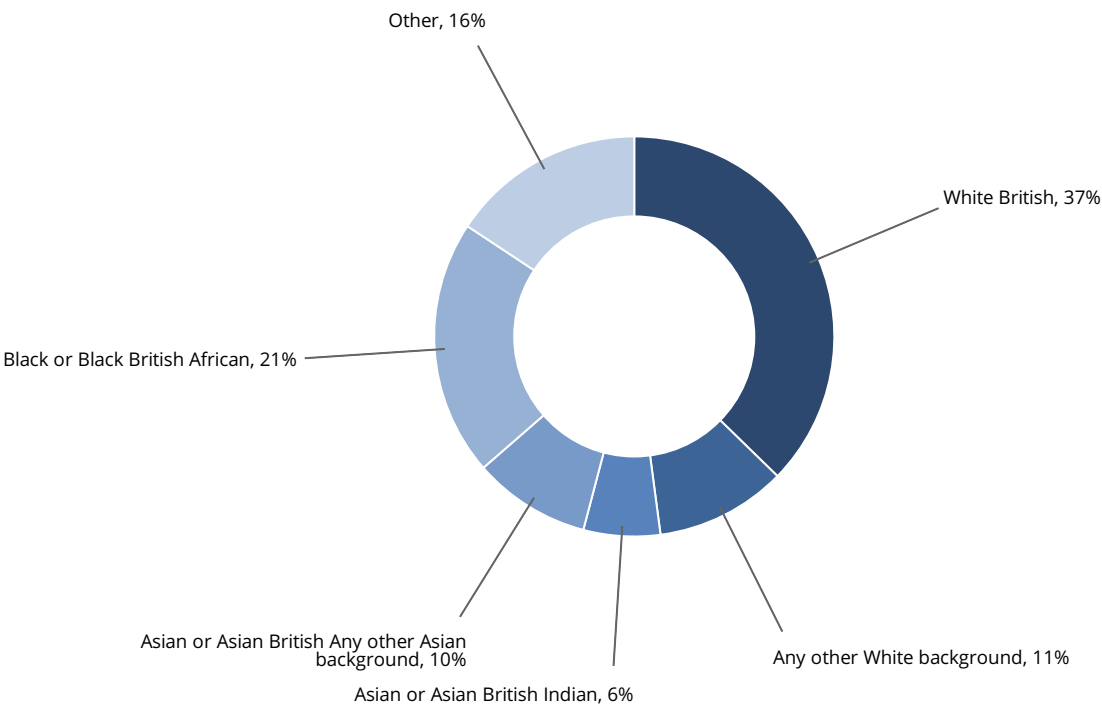
Number on roll

School	409	409	417					
National	269	275	279					

Schools details as of 3 January 2018

Ethnicity

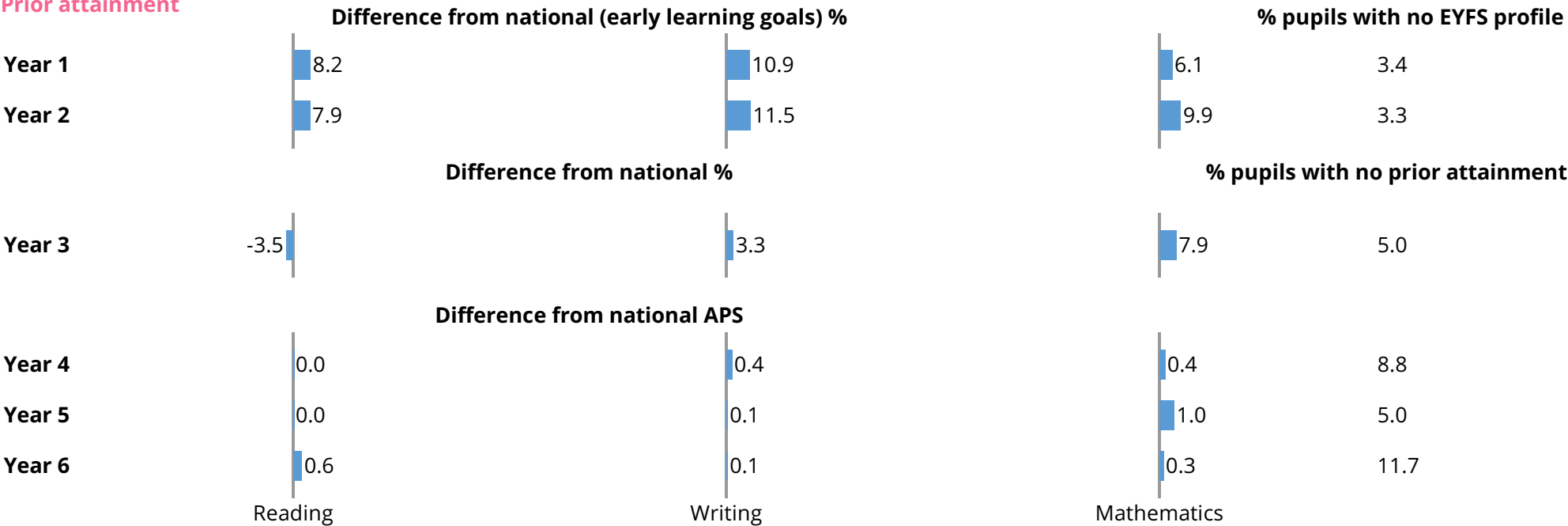
This school has 14 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

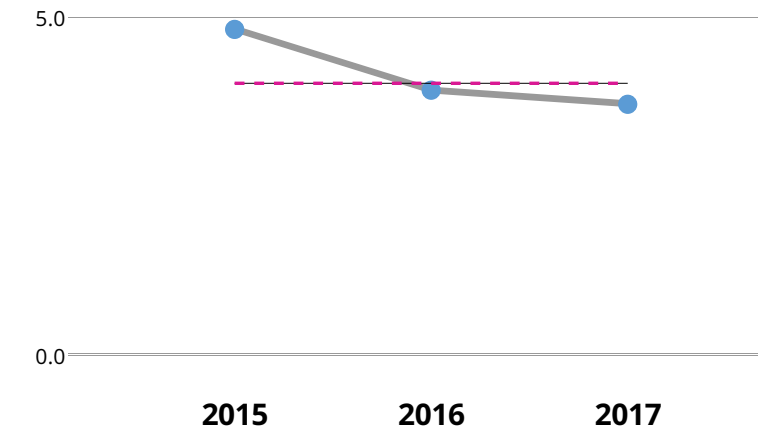
	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	59	46	49	20	19	40	21	5	12	0
Year 2	61	64	49	15	22	44	21	13	14	0
Year 3	60	47	49	23	26	40	21	12	15	0
Year 4	57	40	49	14	28	50	21	12	16	0
Year 5	60	63	49	28	30	49	20	10	16	0
Year 6	60	50	49	20	31	52	20	8	17	0

Prior attainment



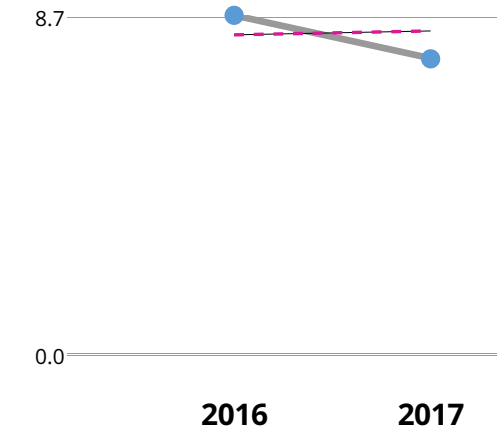
Underlined once: more than one standard deviation from national
Underlined twice: more than two standard deviations from national
This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

Absence
% of sessions missed



School %	4.8	3.9	3.7
Nat %	4.0	4.0	4.0
Cohort	390	389	381

Persistent Absence
% of pupils who missed 10% or more sessions



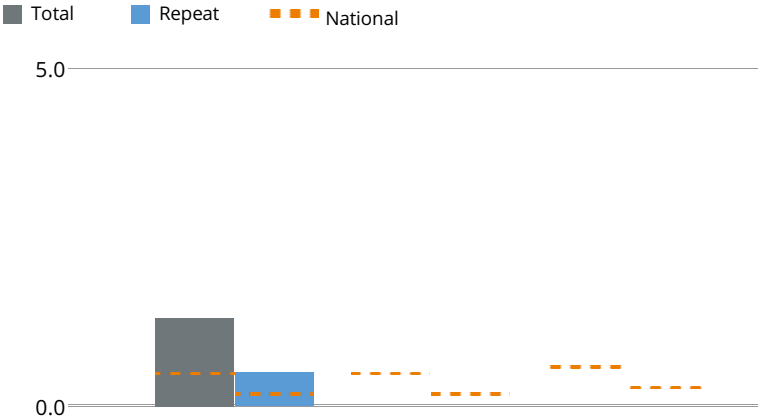
School %	8.7	7.6
Nat %	8.2	8.3
Cohort	389	381

■ 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	
School %	1.3	0.5	0.0	0.0	0.0	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	5	2	0	0	0	0

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

Permanent exclusions

 = 1 pupil

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)

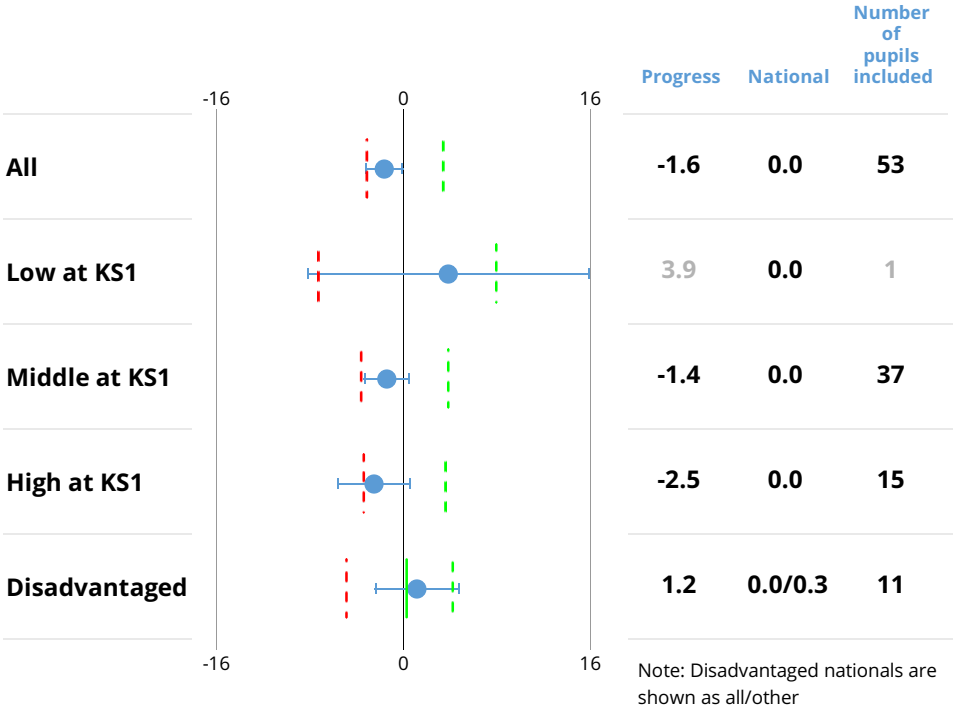
		Reading					Writing					Mathematics				
		Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%		
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
All	2015 (58)		68				2015 (58)		71			2015 (58)		78		
	2016 (53)		61				2016 (54)	87				2016 (54)			31	
	2017 (53)		77				2017 (53)			31		2017 (53)			36	
Low at KS1	2015 (13)			52			2015 (13)		70			2015 (13)		77		
	2016 (3)		62				2016 (3)	93				2016 (3)		42		
	2017 (1)				27		2017 (1)				4	2017 (1)			39	
Middle at KS1	2015 (36)		67				2015 (36)		61			2015 (36)		74		
	2016 (33)			60			2016 (34)	84				2016 (34)		42		
	2017 (37)		71				2017 (37)		42			2017 (37)		47		
High at KS1	2015 (9)	86					2015 (9)			60		2015 (9)		49		
	2016 (17)			58			2016 (17)		76			2016 (17)				17
	2017 (15)	85					2017 (15)			26		2017 (15)				18
Disadvantaged	2015 (14)		63				2015 (14)	88				2015 (14)		59		
	2016 (15)		62				2016 (16)	90				2016 (16)			33	
	2017 (11)				31		2017 (11)			23		2017 (11)			36	

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-ofsted-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

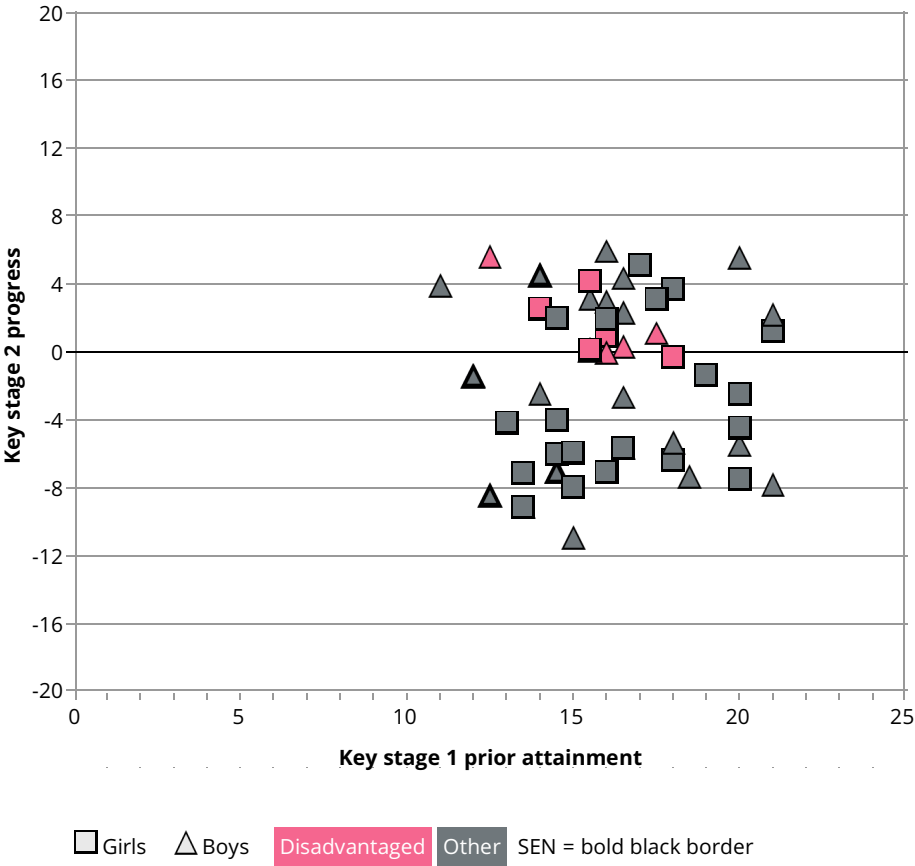
Bottom 10% Top 10% Other national



Significantly below national and in bottom 10% Significantly above national and in top 10%

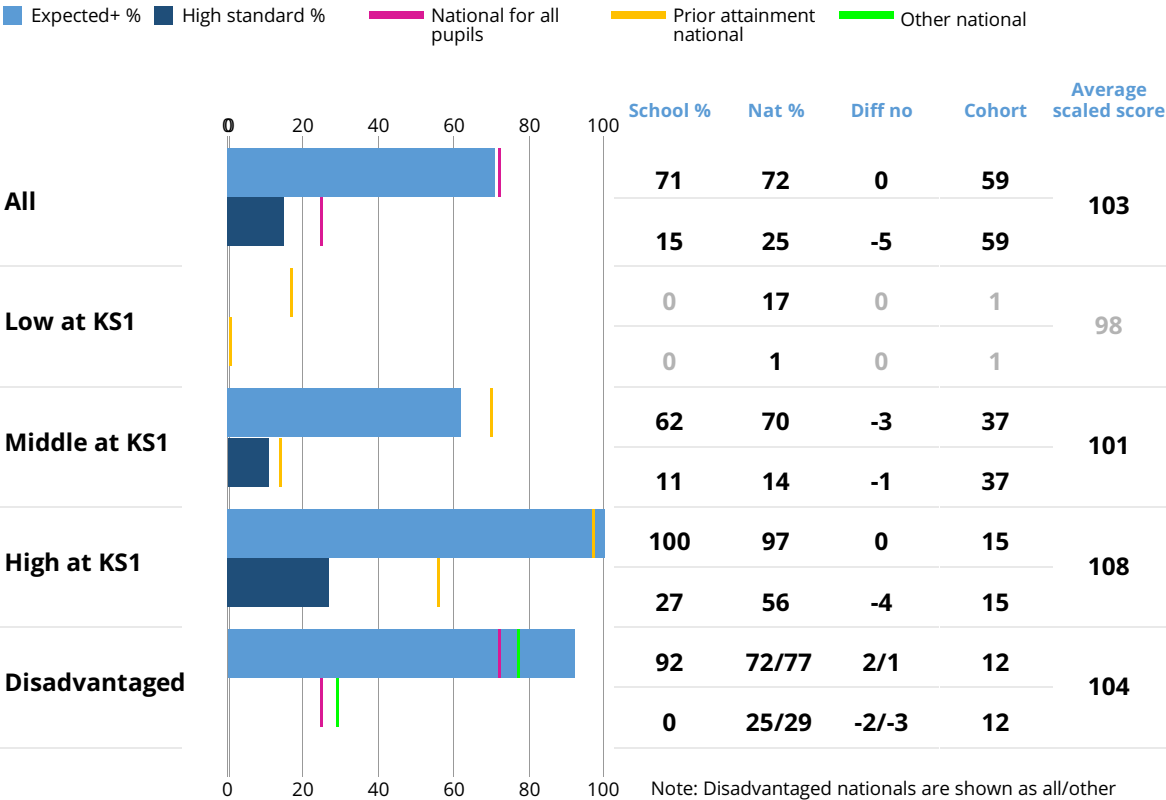
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

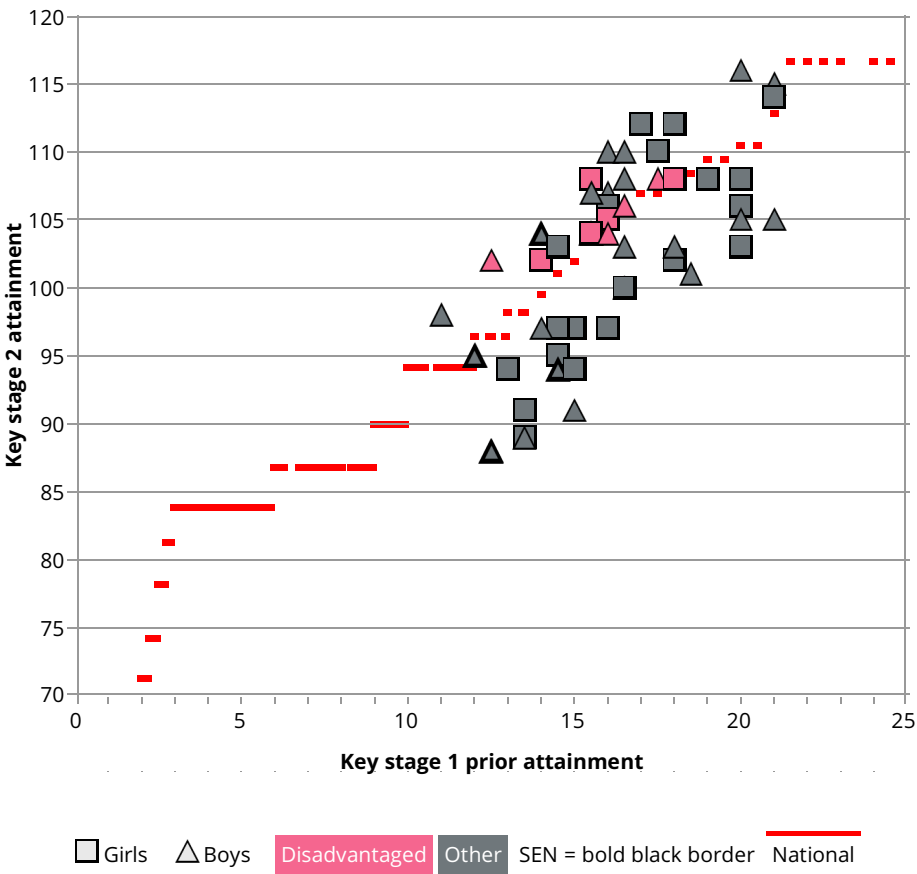


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>.The values displayed above are rounded to one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

Reading attainment in 2017

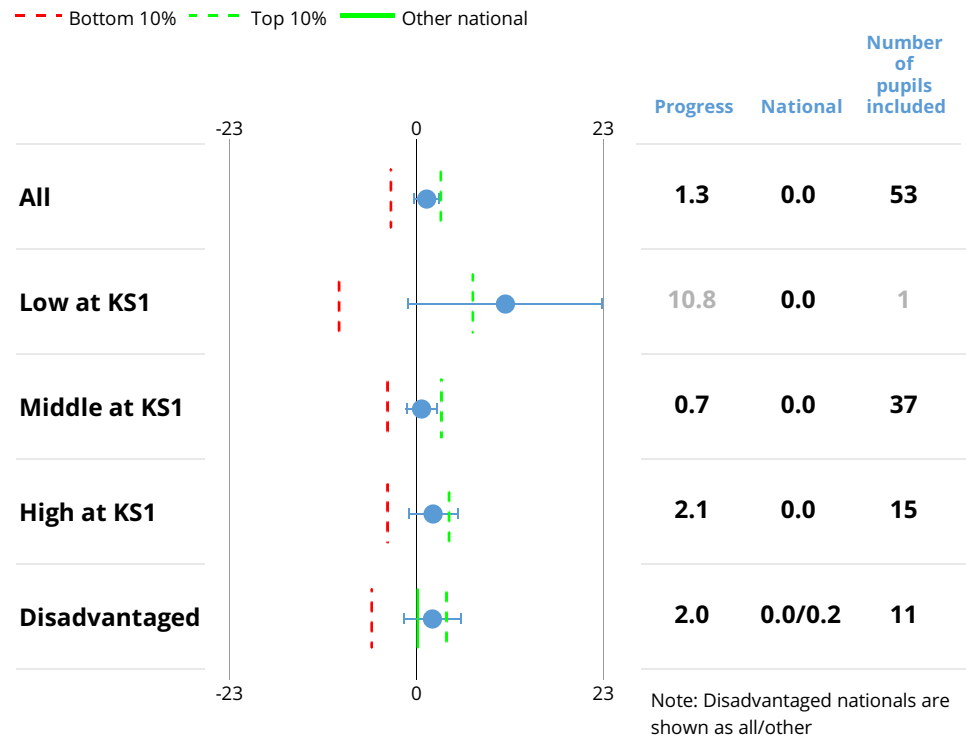


Reading attainment scatterplot



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Writing (teacher assessment) progress in 2017



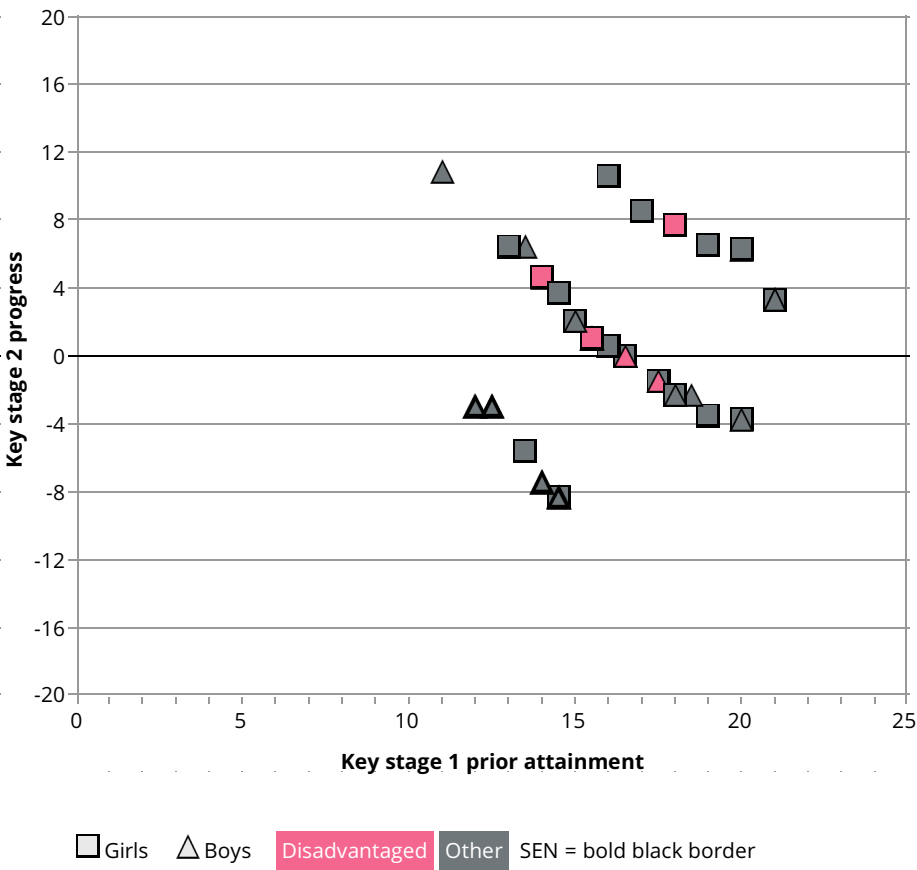
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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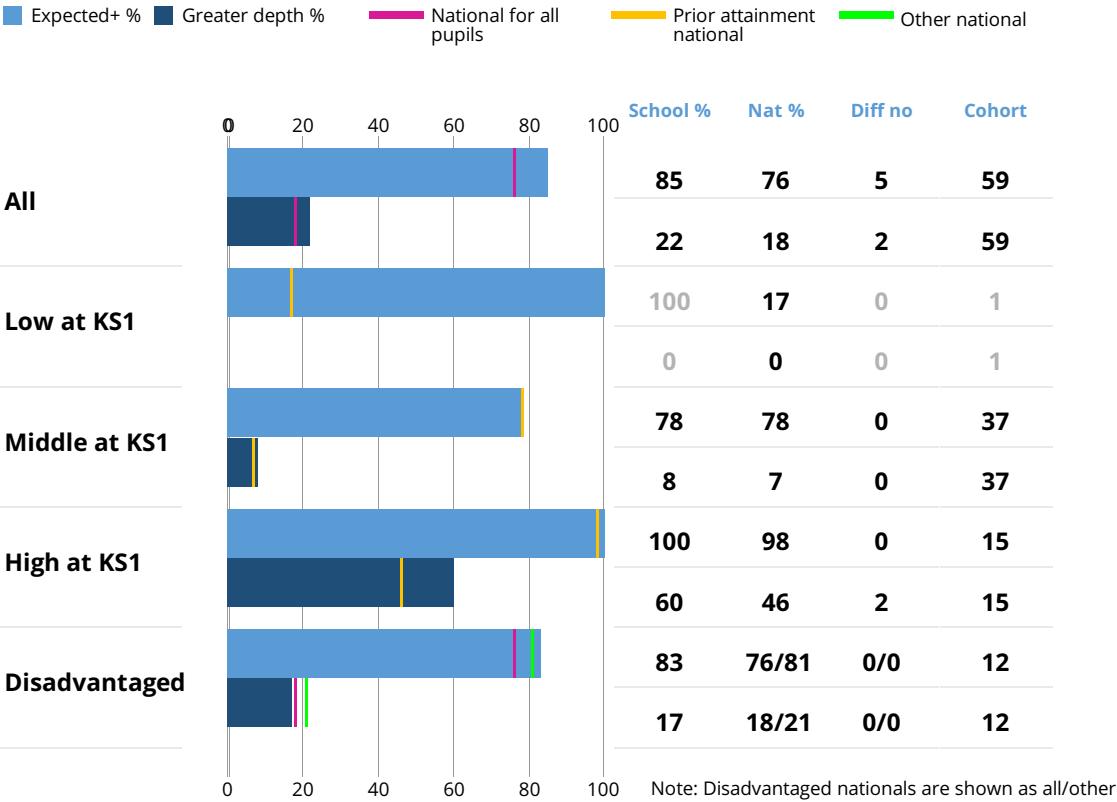
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



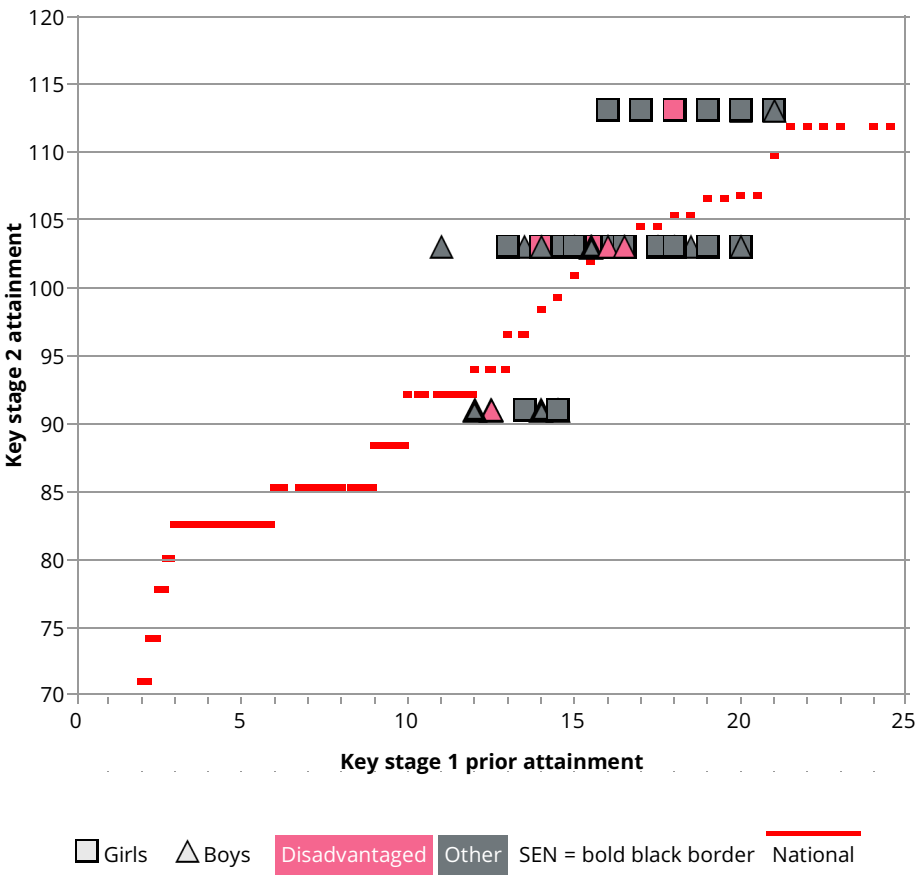
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Writing (teacher assessment) attainment in 2017



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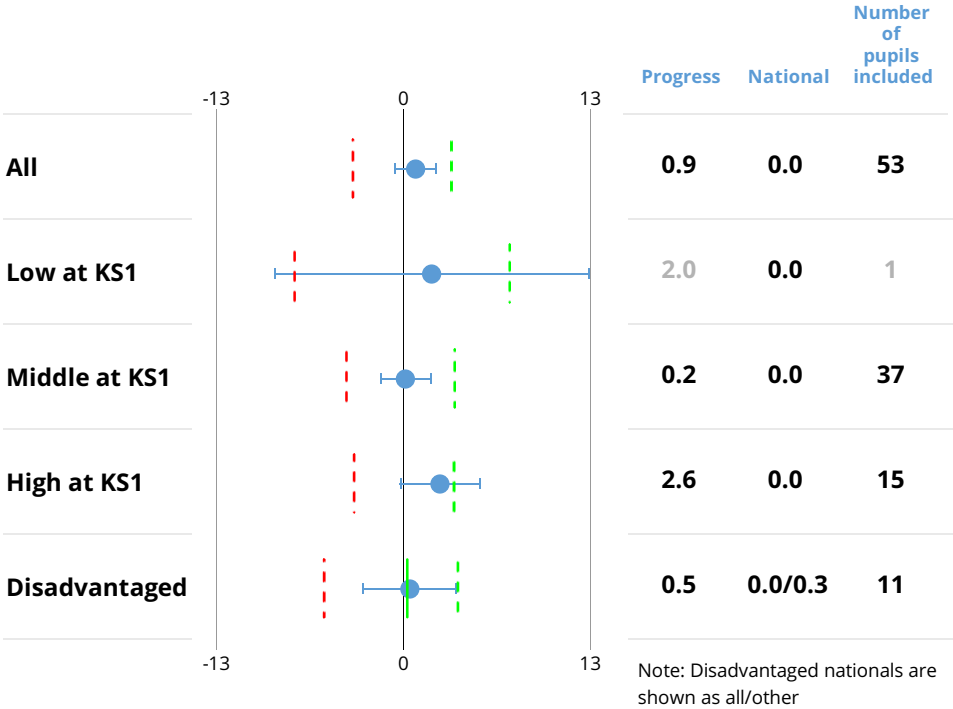
Writing (teacher assessment) attainment scatterplot



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Mathematics progress in 2017

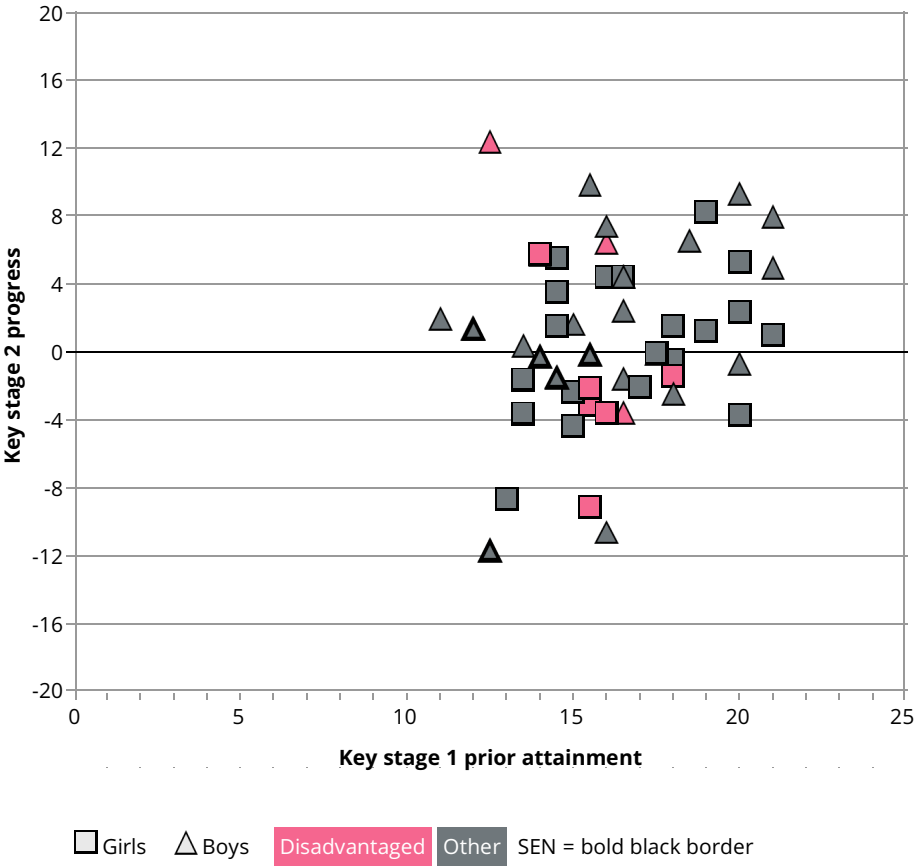
Bottom 10% Top 10% Other national



Significantly below national and in bottom 10% Significantly above national and in top 10%

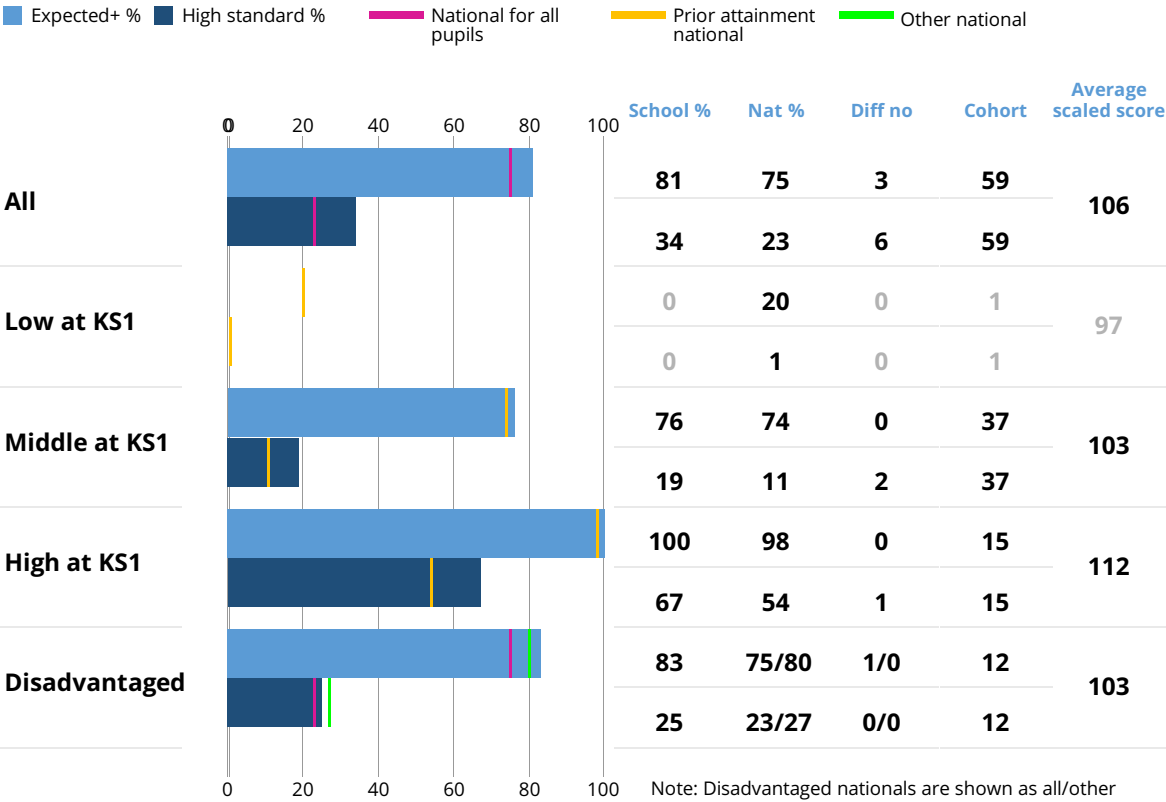
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

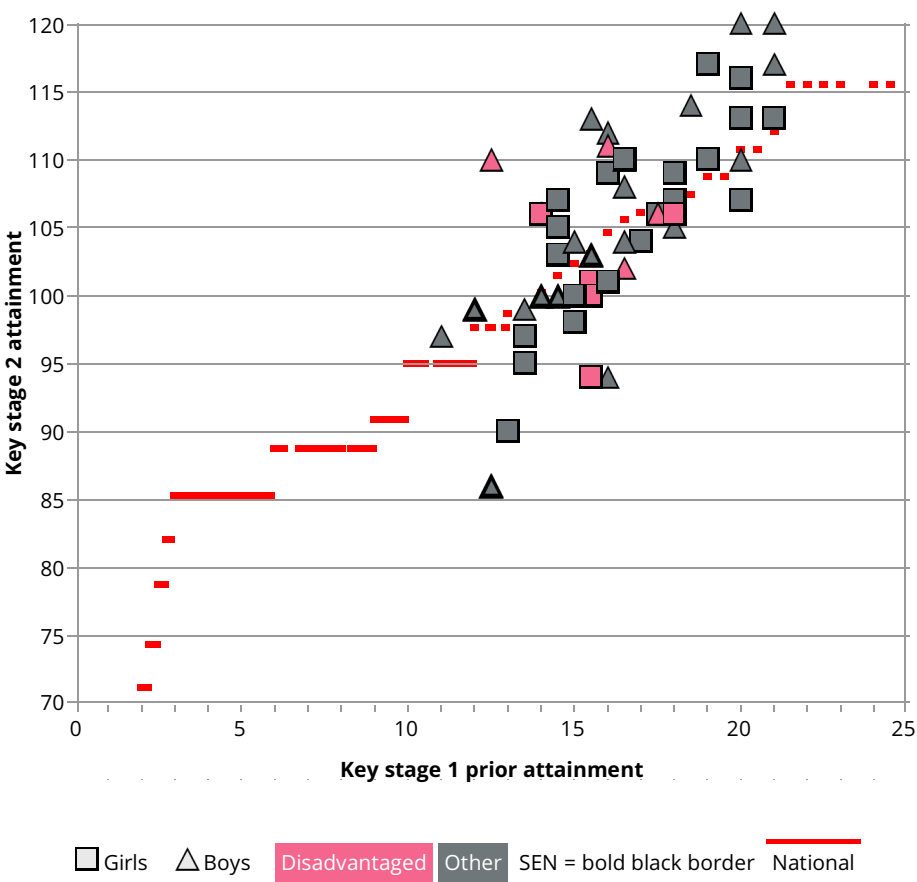


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Mathematics attainment in 2017

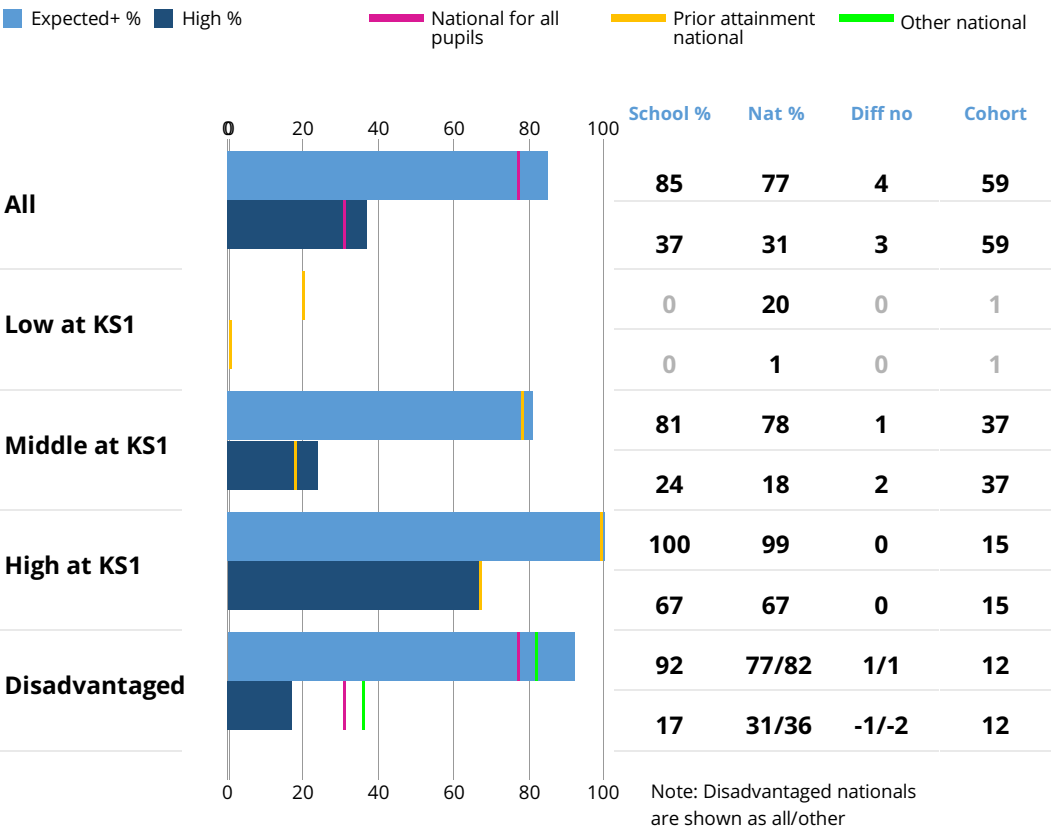


Mathematics attainment scatterplot

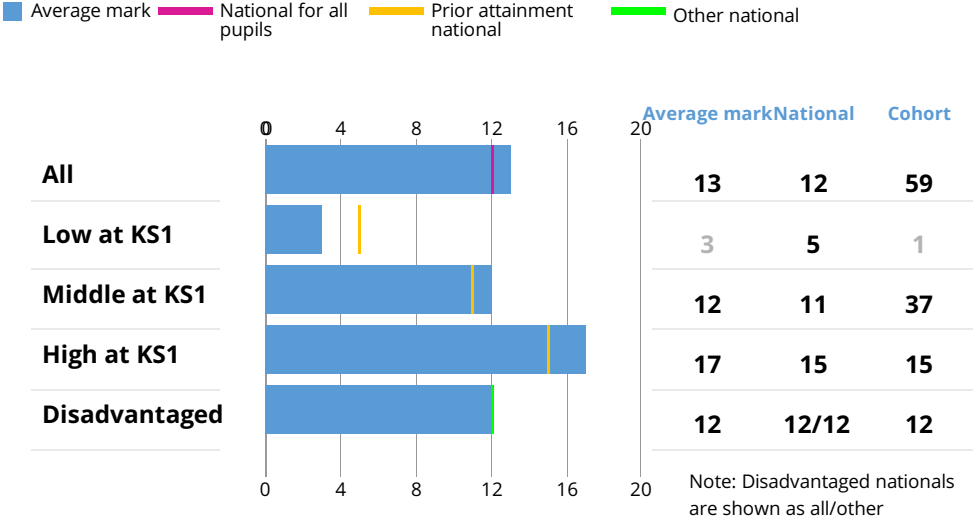


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English grammar, punctuation and spelling (EGPS) in 2017

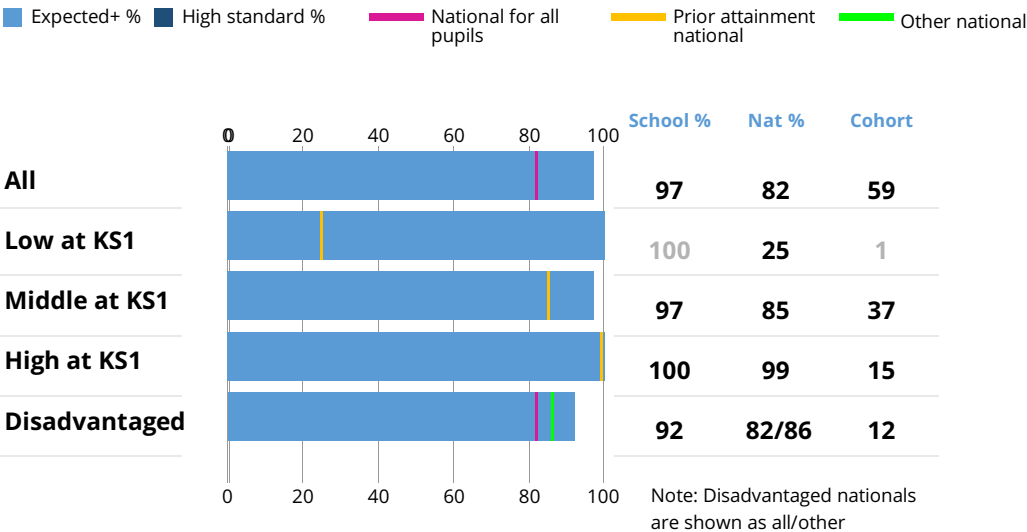


Spelling



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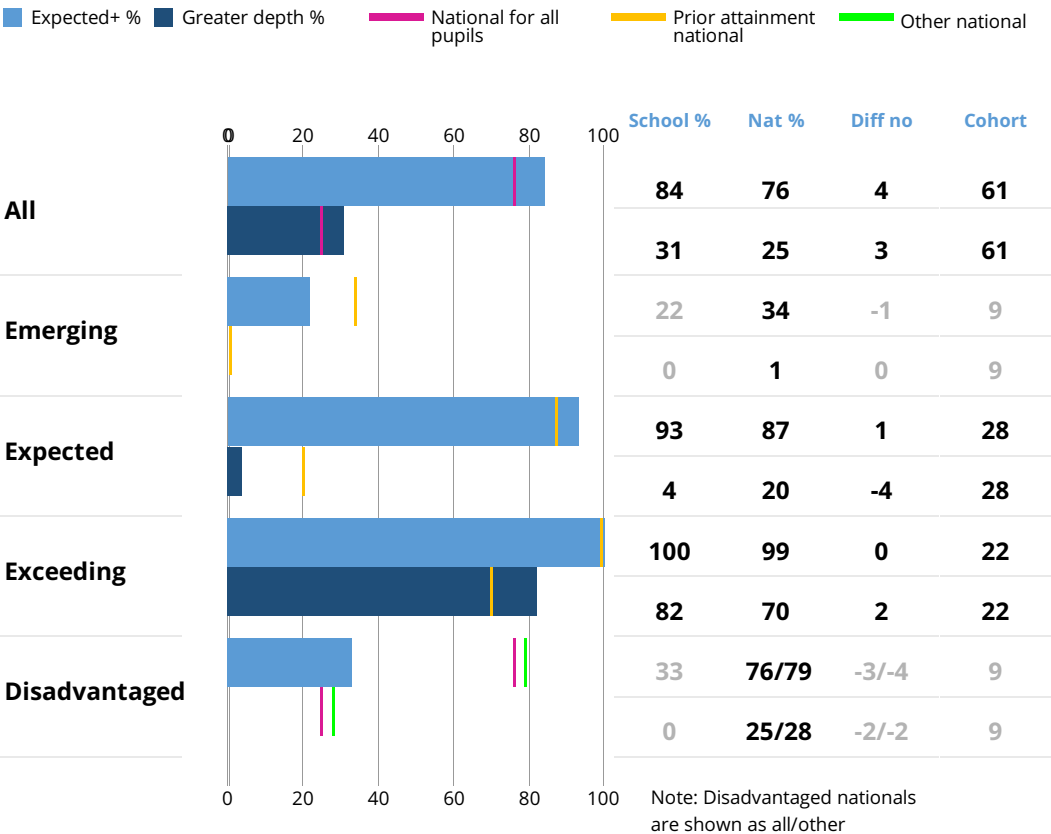
Science attainment in 2017



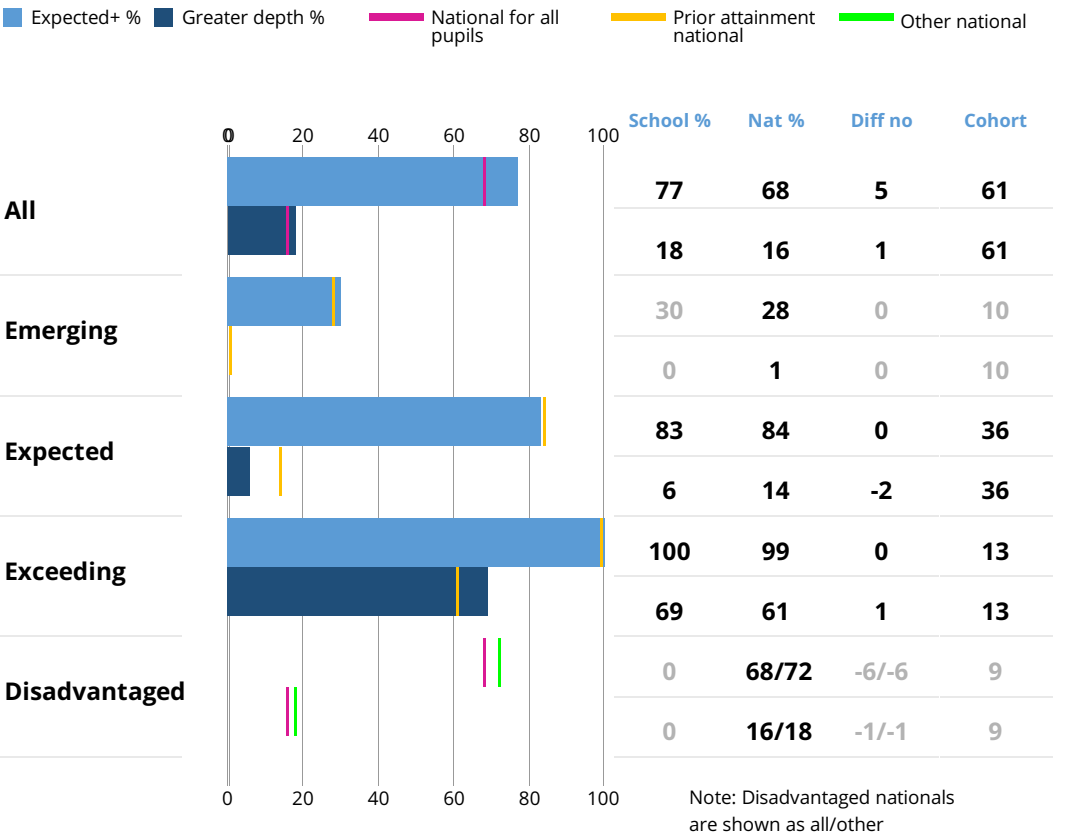
Science data is based on teacher assessments. Users should be cautious when using this data.

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

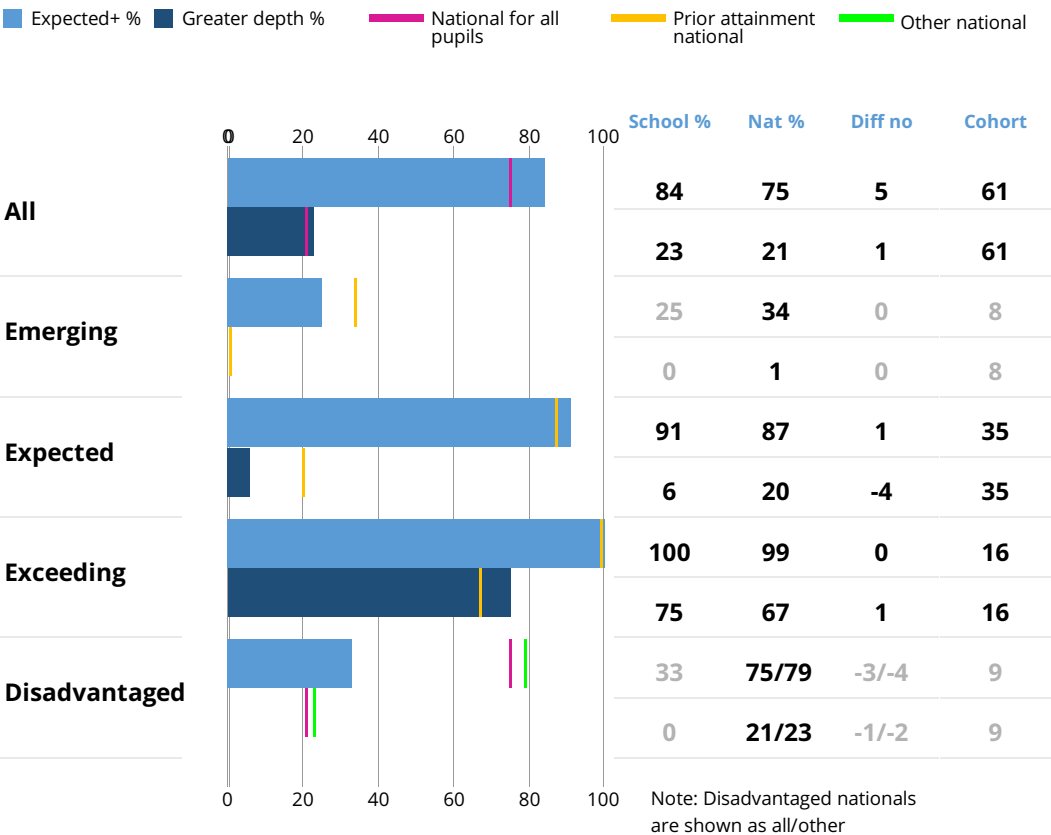


Writing in 2017

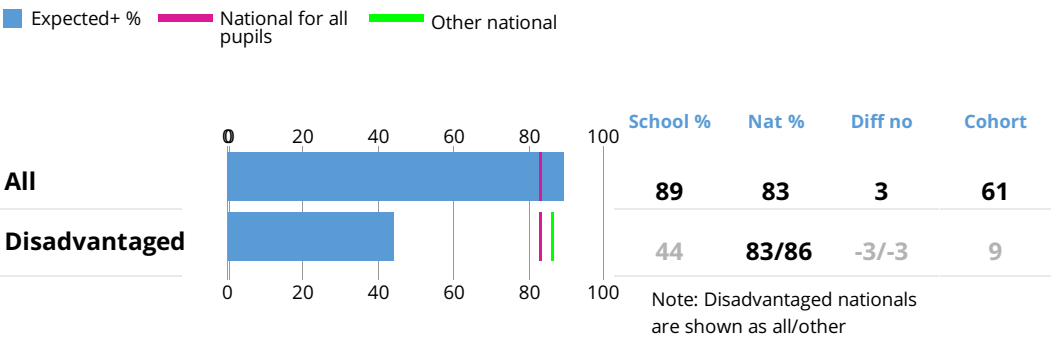


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Mathematics in 2017



Science in 2017

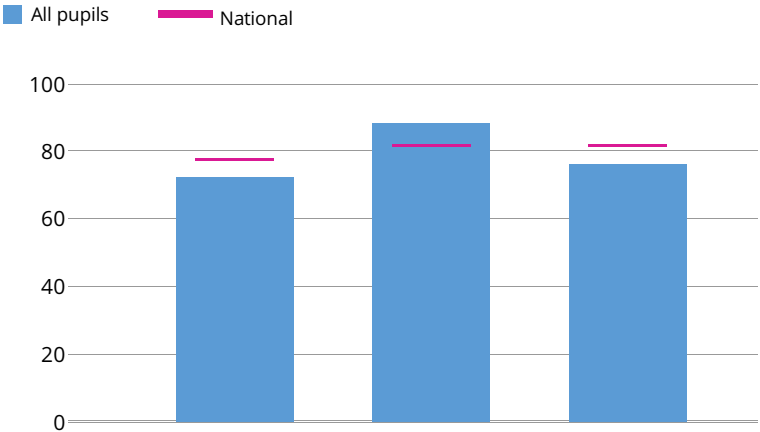


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Phonics in 2017

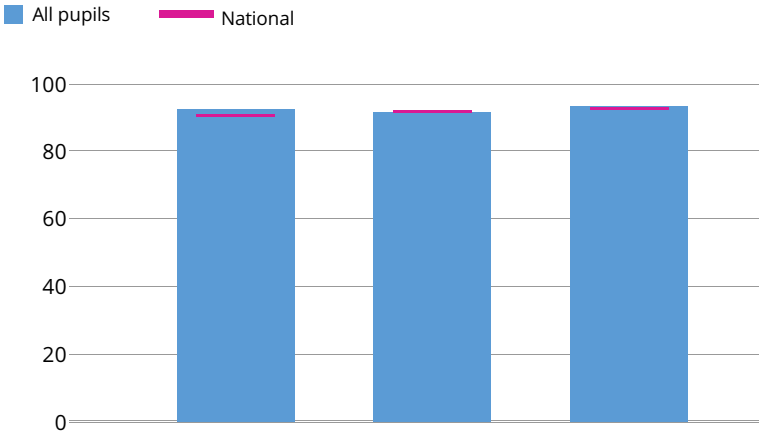
Proportion meeting the expected standard

Year 1



	2015	2016	2017
School %	72	88	76
Nat %	77	81	81
Cohort	60	60	59

By end of year 2

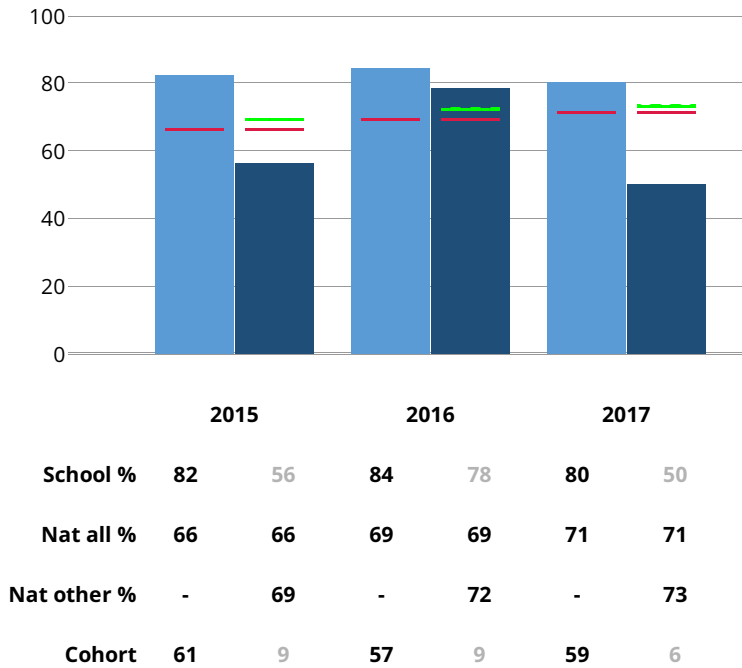


	2015	2016	2017
School %	92	91	93
Nat %	90	91	92
Cohort	59	57	61

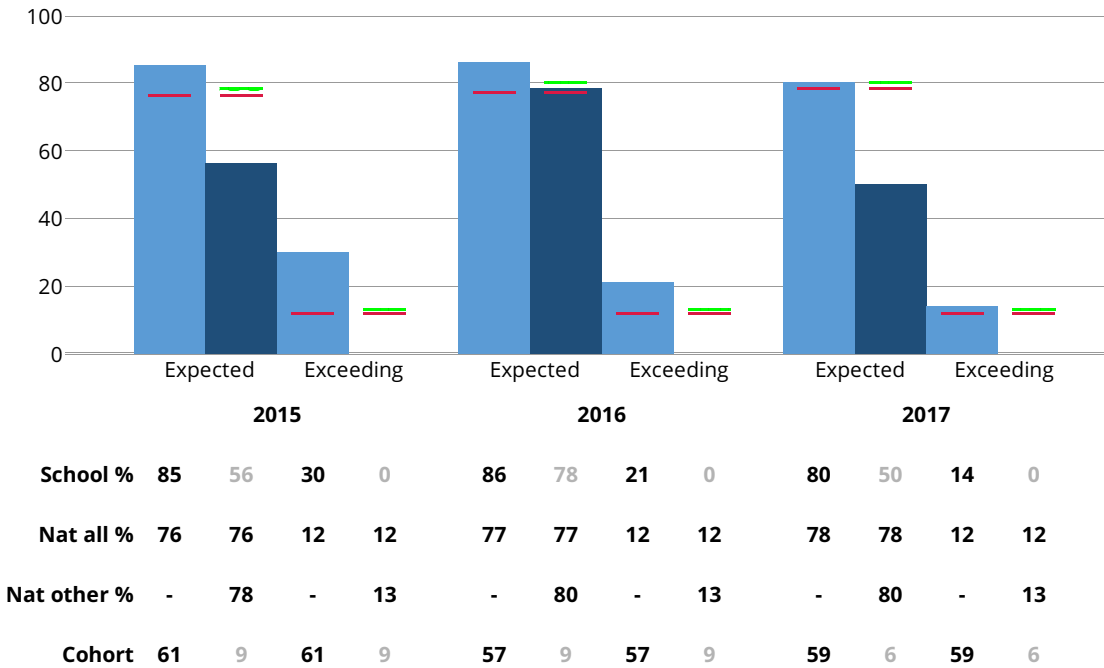
Early Years Foundation Stage Profile

All pupils FSM National for all pupils Other national

% good level of development



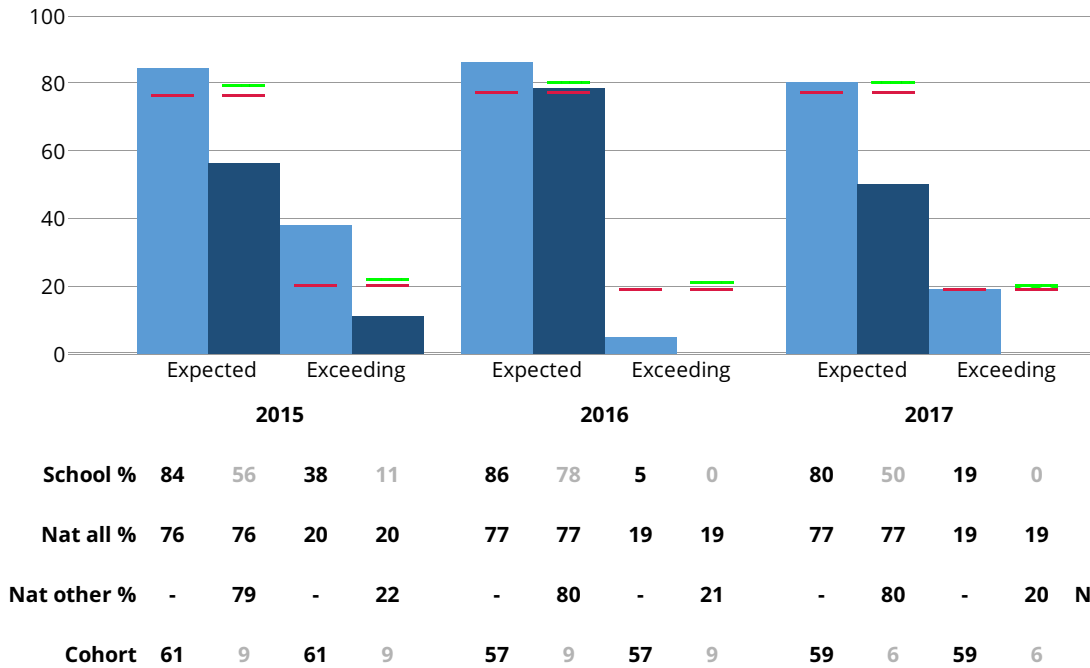
Mathematics early learning goals



Early Years Foundation Stage Profile

All pupils FSM National for all pupils Other national

Reading early learning goals



Writing early learning goals

