

## Areas to investigate

### KS2 progress

- There were no meaningful trends or differences for this measure.

### KS2 attainment

- There were no meaningful trends or differences for this measure.

### KS1 attainment

- In 2018, attainment of the expected standard in mathematics (90%) was above average and in the highest 10%.
- In 2018, reading and mathematics attainment of the expected standard was above national for the disadvantaged group.

### Phonics in 2018

- The average mark for pupils not meeting the phonics expected standard in year 1 was 16.

### Behaviour

- In 2017/18, the rate of overall absence (6.50%) was above the national average for schools with a similar level of deprivation (4.67%).
- There were no permanent exclusions in the last three years. The national average in each of these years was zero.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.99%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.45%.

## Primary school context in 2018

**Phase of education:** Primary

**Headteacher:** Clare Askwith

**Pupils:** 172

**Gender:** Mixed

**Deprivation Quintile:** Highest 20% (0.4)

**Local authority:** South Tyneside

**Admissions policy:** Not applicable

**Ages:** 3-7

**Denomination:** Does not apply

**Special needs provision:**

**Ever 6 FSM %:** 43.5

**English additional language %:** 0.0

**SEN support %:** 9.3

**SEN with EHC plan %:** 0.0

### Ethnicity

- The largest ethnic groups are: White - British (95.6%), White - any other White background (1.1%), Mixed - White & Asian (3.3%).
- This school has 3 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

### Number on roll

- There was nothing significant to report.

### Girls

- The school was in the lowest 20% of all schools for the proportion of girls (39.5%).

### Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (43.5%).
- There was one child looked after in the school.

### English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (0.0%).

## Primary school context 2018

### Special Educational Needs

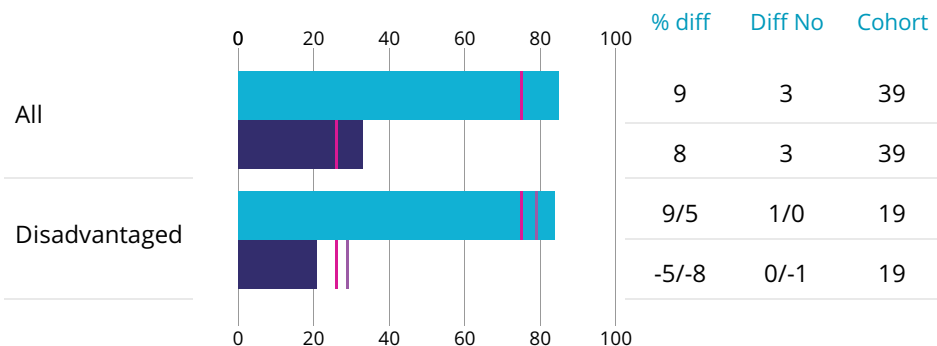
- The school was in the lowest 20% of all schools for the proportion of SEN with EHC/statement (0.0%).

### Prior Attainment

- There was nothing significant to report for this group.

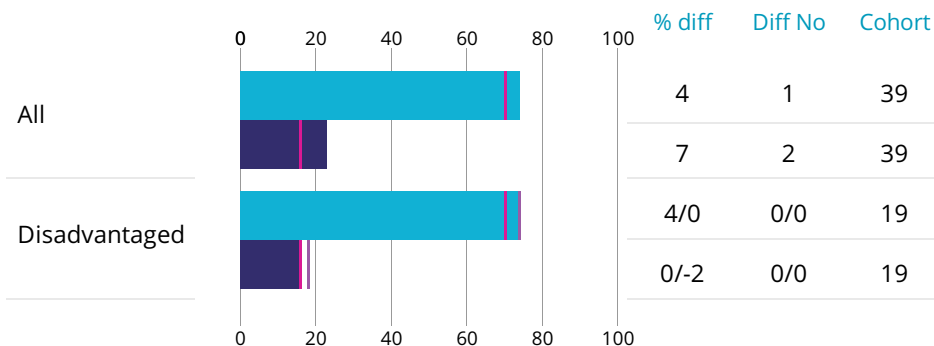
## Reading

Expected+ % Greater depth % National for all pupils Other national



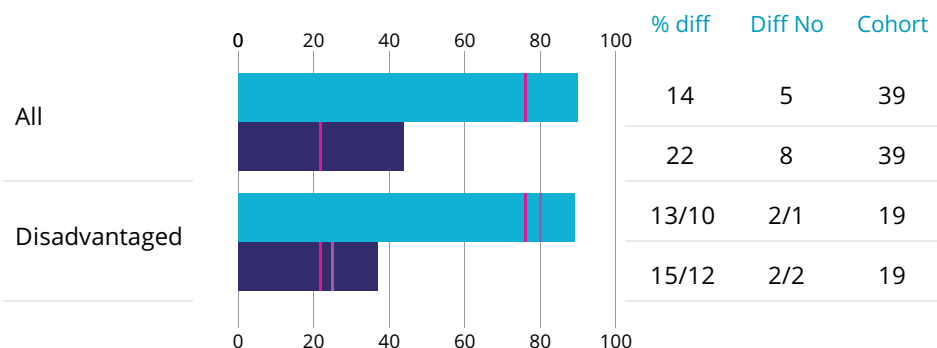
## Writing

Expected+ % Greater depth % National for all pupils Other national



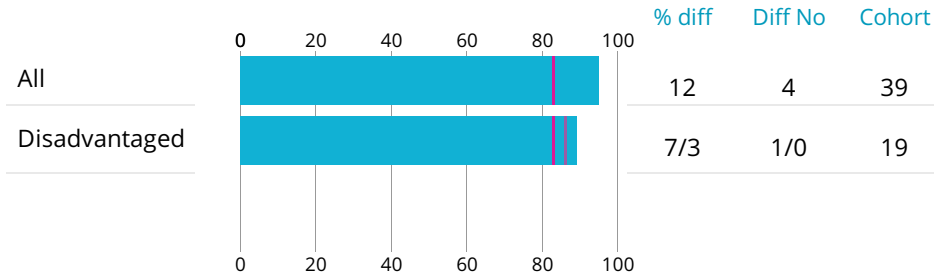
## Mathematics

Expected+ % Greater depth % National for all pupils Other national



## Science

Expected+ % National for all pupils Other national



**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)

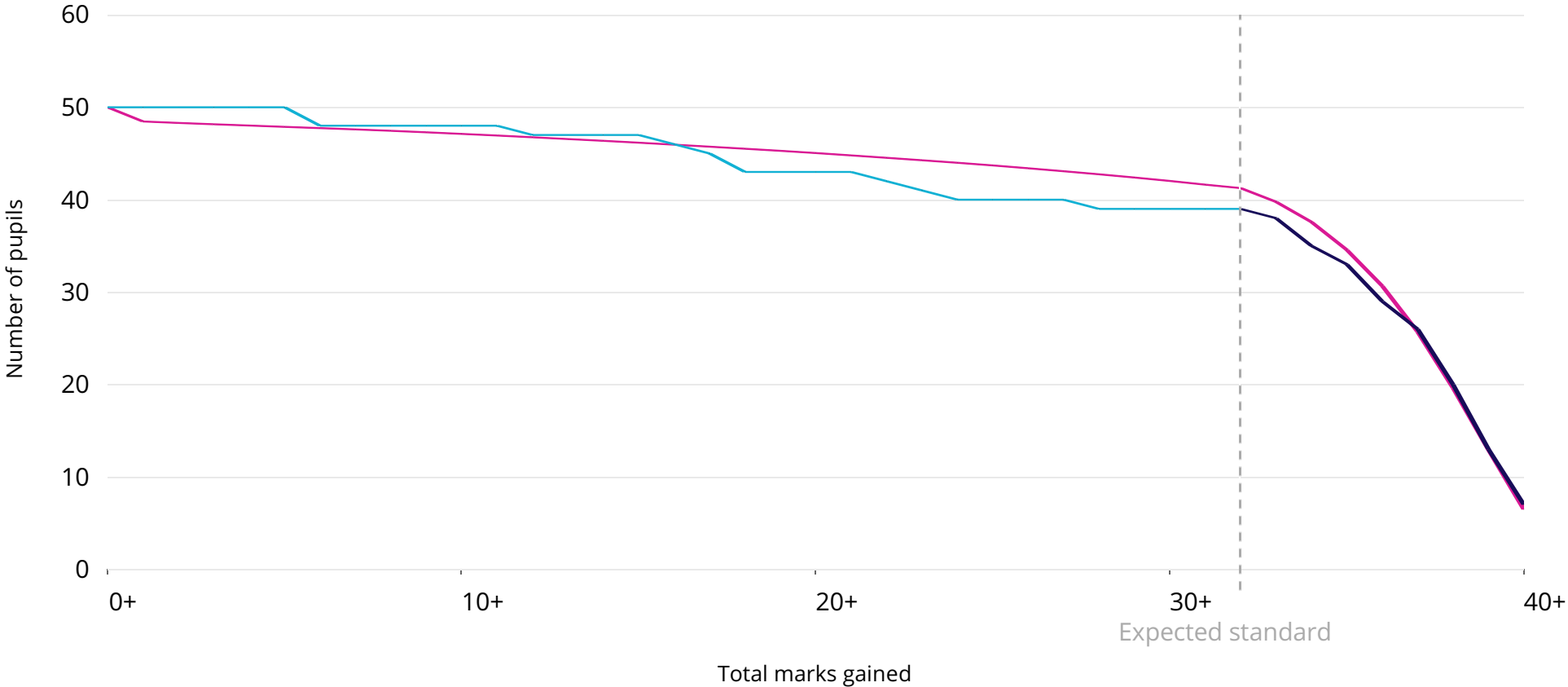
# Year 1 phonics marks 2018

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 = 50   One pupil relates to 2.0 percentage points.

In 2018, 78% of pupils achieved the expected standard, 5 percentage points below 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)