

Areas to investigate

KS2 progress

- Reading progress was in the top quintile (20%) for at least two years for all pupils and middle prior attainers.

KS2 attainment

- In 2018, reading attainment of the expected standard was at or above national for groups: middle, high prior attainment and disadvantaged.
- In 2018, writing and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.

KS1 attainment

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

Phonics in 2018

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

Behaviour

- In 2017/18, the rate of overall absence (4.80%) was slightly 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: Fanoula Smith

Pupils: 235

Gender: Mixed

Deprivation Quintile: Highest 20% (0.4)

Local authority: Tower Hamlets

Admissions policy: Not applicable

Ages: 3-11

Denomination: Church of England

Special needs provision:

Ever 6 FSM %: 49.0

English additional language %: 21.3

SEN support %: 21.3

SEN with EHC plan %: 3.0

Ethnicity

- The largest ethnic groups are: White - British (50.6%), Mixed - White & Black Caribbean (7.3%), Mixed - any other mixed background (9.0%), Asian or Asian British - Bangladeshi (9.0%), Black or Black British - African (7.9%).
- This school has 12 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 percentage of girls in year 5 (66%) was higher than all other year groups.

- The percentage of girls in year 1 (41%) was lower than all other year groups.

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (49.0%).
- The percentage of FSM in year 5 (69%) and year 6 (73%) was higher than all other year groups.
- The percentage of FSM in year 1 (34%) and year 2 (40%) was lower than all other year groups.
- There was a larger than average decrease in the percentage of disadvantaged pupils between 2017 and 2018.
- There was one child looked after in the school.

Primary school context 2018

English as an Additional Language

- There was a larger than average decrease in the percentage of EAL pupils between 2017 and 2018.

Special Educational Needs

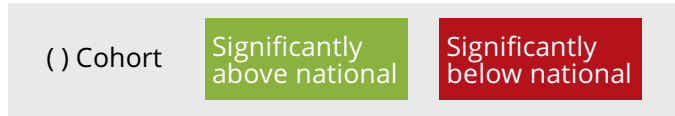
- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (3.0%).
- The school was in the top 20% of all schools for the proportion of SEN support (21.3%).
- The percentage of SEN in year 2 (17%) was lower than all other year groups.

Prior Attainment

- There was nothing significant to report for this group.

Relative progress for the past three years

Progress quintiles based on rank of progress score



	Year	Cohort Size	Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%						
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(29)	Grey	Grey	Grey	Dark Grey	Grey	(29)	Grey	Grey	Grey	Dark Grey	Grey	(29)	Grey	Grey	Grey	Dark Grey	Grey
	2017	(26)	Grey	Grey	Grey	Grey	Green	(27)	Grey	Grey	Grey	Dark Grey	Grey	(26)	Grey	Grey	Grey	Grey	Green
	2018	(30)	Grey	Grey	Grey	Grey	Green	(30)	Grey	Grey	Grey	Grey	Green	(30)	Grey	Grey	Dark Grey	Grey	Grey
Low at KS1	2016	(5)	Grey	Grey	Grey	Grey	Grey	(5)	Grey	Grey	Light Grey	Grey	Grey	(5)	Grey	Grey	Grey	Grey	Grey
	2017	(2)	Grey	Grey	Grey	Light Grey	Grey	(3)	Grey	Grey	Grey	Grey	Light Grey	(2)	Grey	Grey	Grey	Light Grey	Grey
	2018	(5)	Grey	Grey	Grey	Light Grey	Grey	(5)	Grey	Grey	Grey	Grey	Light Grey	(5)	Grey	Grey	Grey	Light Grey	Grey
Middle at KS1	2016	(19)	Grey	Grey	Grey	Dark Grey	Grey	(19)	Grey	Grey	Grey	Dark Grey	Grey	(19)	Grey	Grey	Dark Grey	Grey	Grey
	2017	(17)	Grey	Grey	Grey	Grey	Green	(17)	Grey	Grey	Grey	Dark Grey	Grey	(17)	Grey	Grey	Grey	Grey	Green
	2018	(14)	Grey	Grey	Grey	Grey	Green	(14)	Grey	Grey	Grey	Grey	Dark Grey	(14)	Grey	Grey	Grey	Dark Grey	Grey
High at KS1	2016	(5)	Grey	Light Grey	Grey	Grey	Grey	(5)	Grey	Grey	Grey	Grey	Light Grey	(5)	Grey	Grey	Light Grey	Grey	Grey
	2017	(7)	Grey	Grey	Grey	Light Grey	Grey	(7)	Grey	Grey	Grey	Light Grey	Grey	(7)	Grey	Grey	Grey	Light Grey	Grey
	2018	(11)	Grey	Grey	Dark Grey	Grey	Grey	(11)	Grey	Grey	Dark Grey	Grey	Grey	(11)	Dark Grey	Grey	Grey	Grey	Grey
Disadvantaged	2016	(19)	Grey	Grey	Grey	Grey	Dark Grey	(19)	Grey	Grey	Grey	Dark Grey	Grey	(19)	Grey	Grey	Grey	Dark Grey	Grey
	2017	(17)	Grey	Grey	Grey	Grey	Dark Grey	(17)	Grey	Grey	Grey	Dark Grey	Grey	(17)	Grey	Grey	Grey	Grey	Dark Grey
	2018	(22)	Grey	Grey	Grey	Dark Grey	Grey	(22)	Grey	Grey	Grey	Dark Grey	Grey	(22)	Grey	Grey	Dark Grey	Grey	Grey

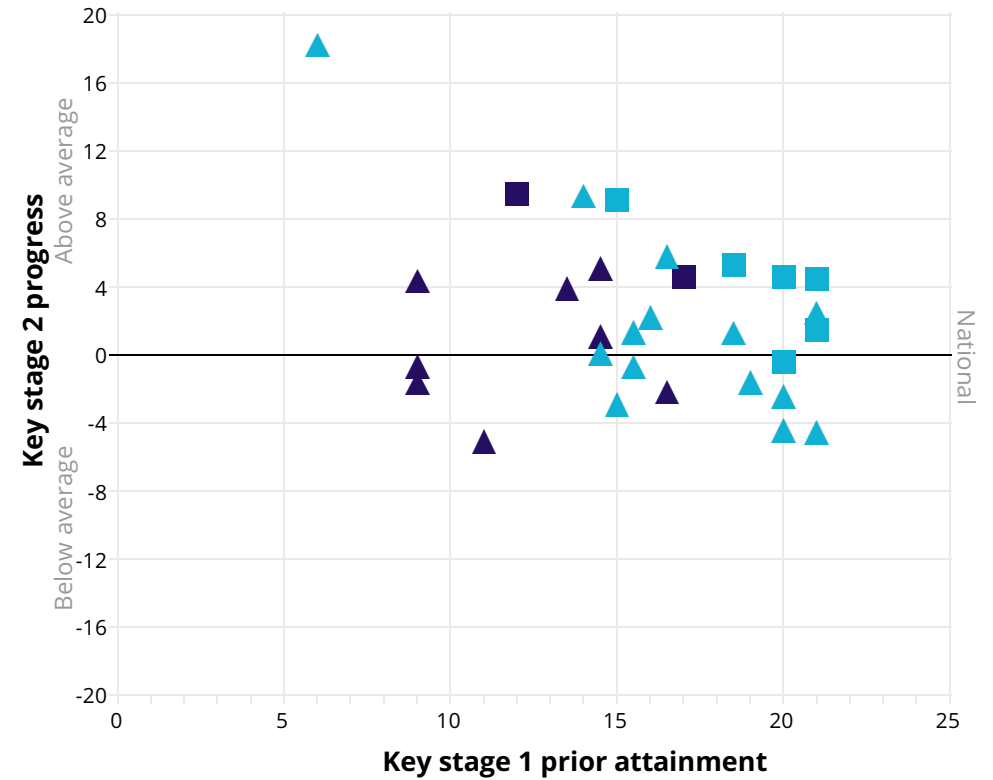
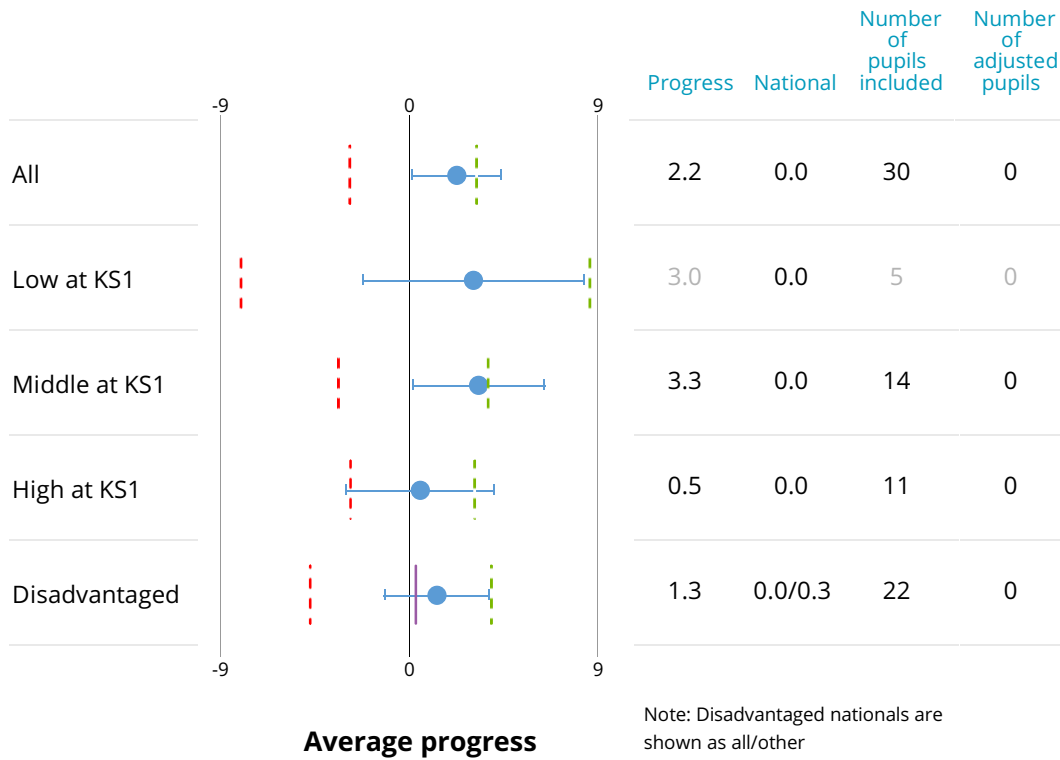
Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores Previous years are based on unadjusted. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is greyed out. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Reading progress in 2018

Reading progress scatterplot

- - - Bottom 10%
 - - - Top 10%
 — Other national
 Significantly above national and in top 10%
 Significantly below national and in bottom 10%

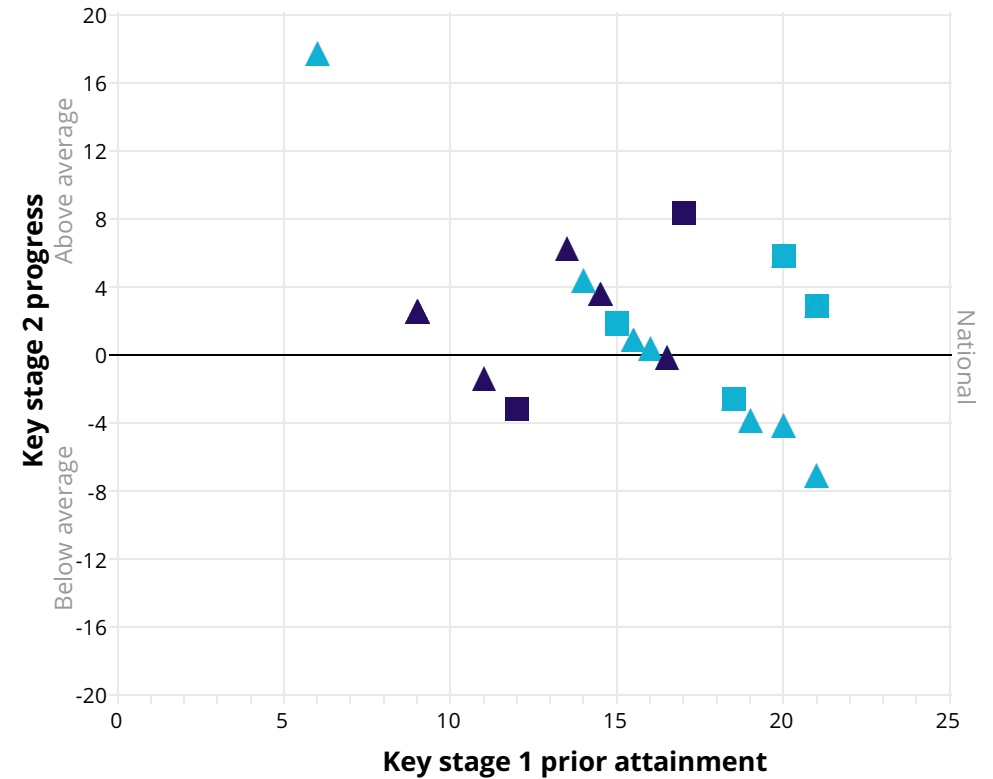
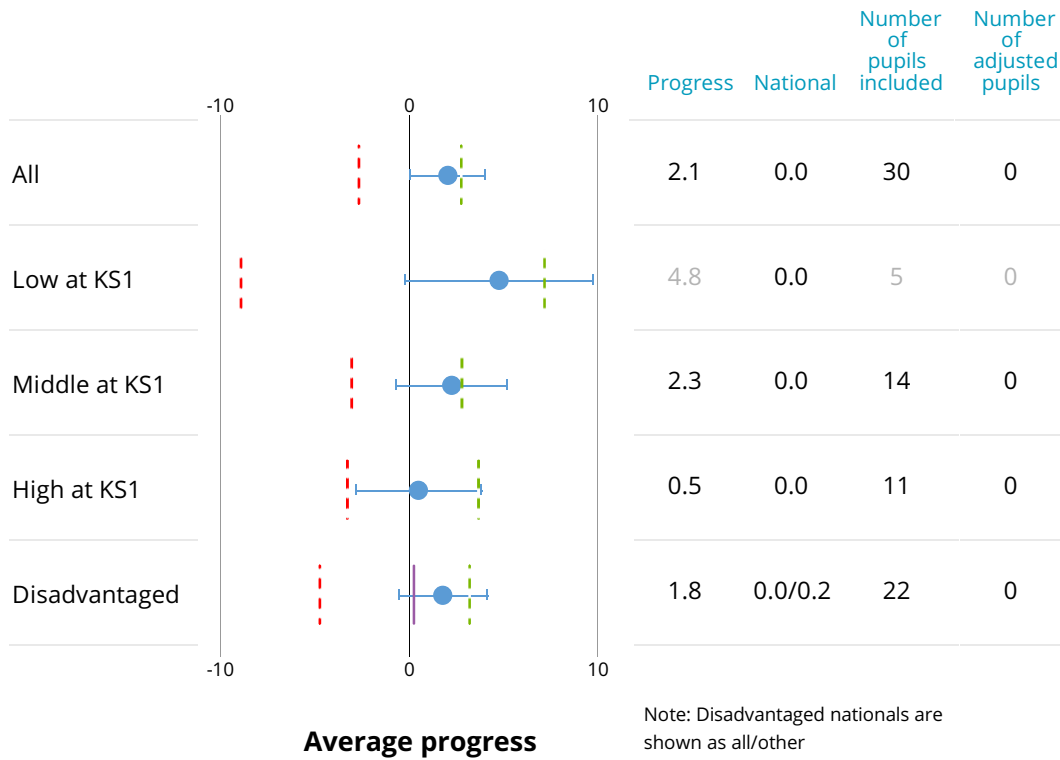
△ Disadvantaged
 □ Other
 SEN
 Not SEN



Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Writing progress in 2018

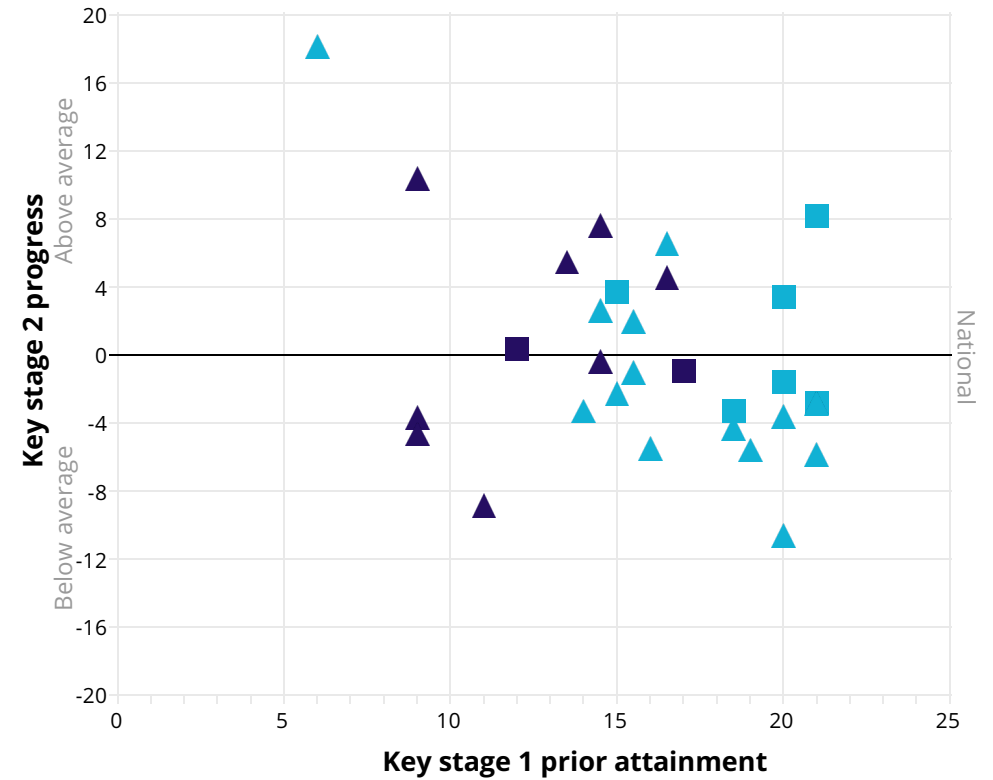
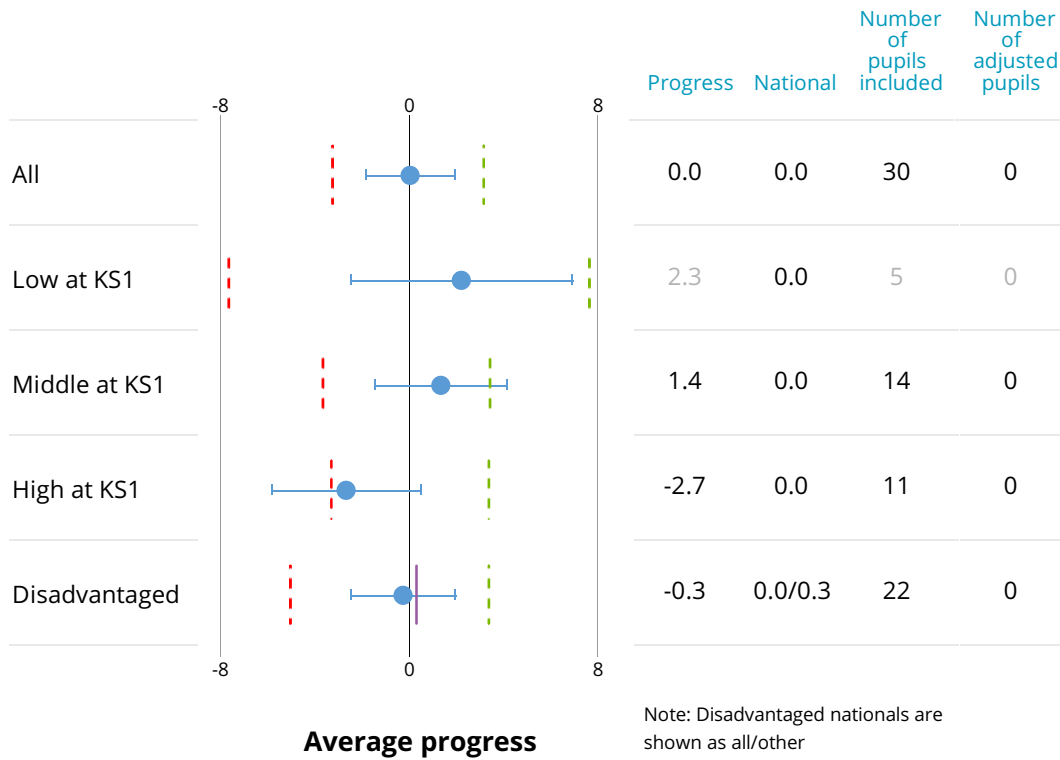
Writing progress scatterplot



Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Mathematics progress in 2018

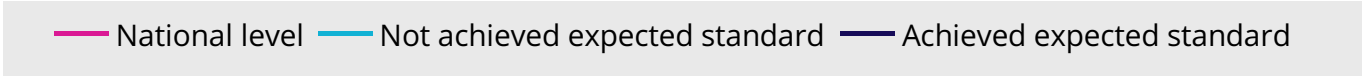
Mathematics progress scatterplot



Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

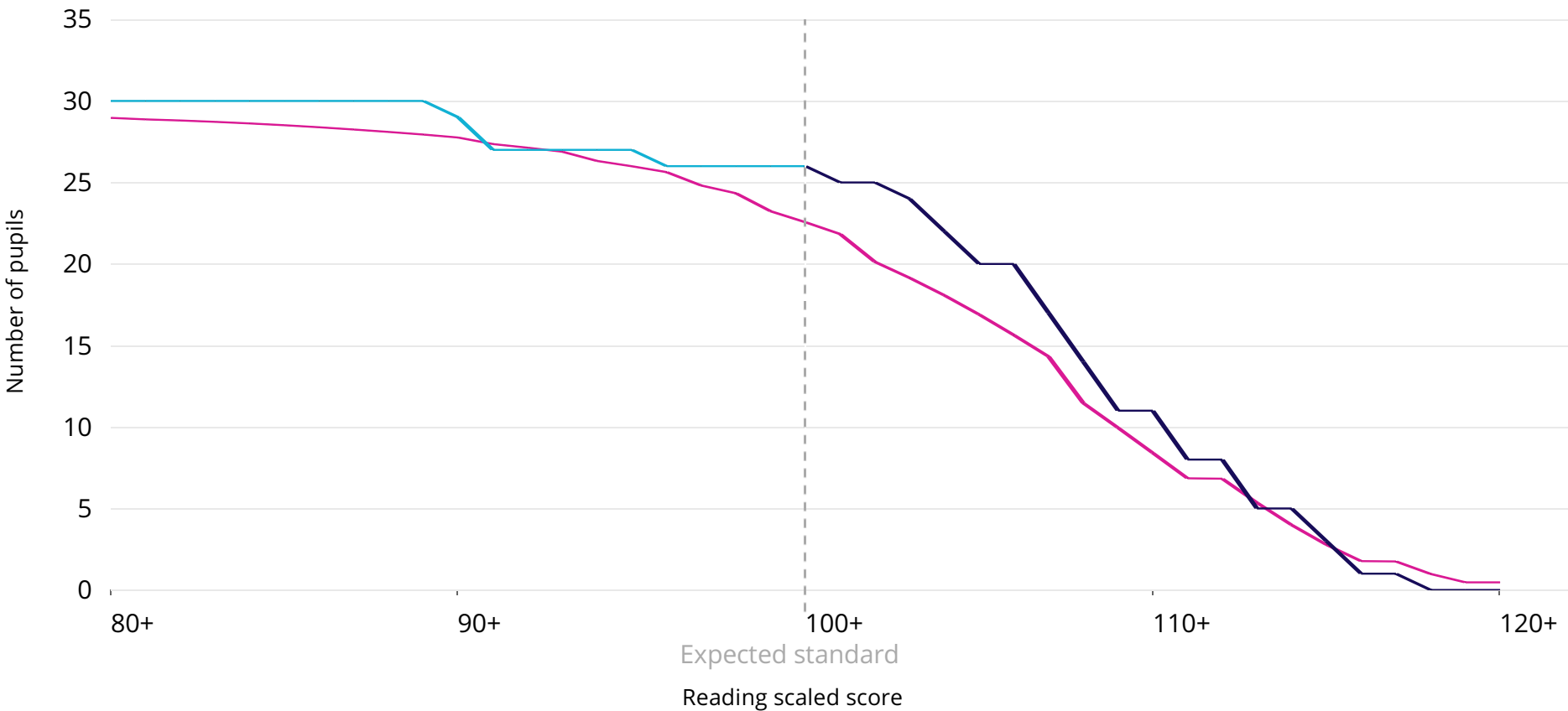
Reading scaled scores 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



Cohort = 30 One pupil relates to 3.3 percentage points.

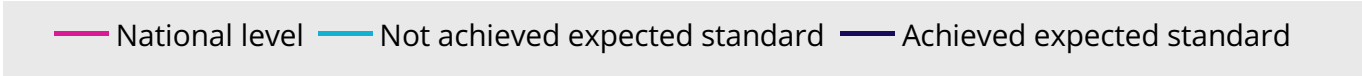
In 2018, 87% of pupils achieved the expected standard, 11 percentage points above the national. This difference was not statistically significant.



Notes: The plotted national line is the national reading percentage multiplied by the school reading attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

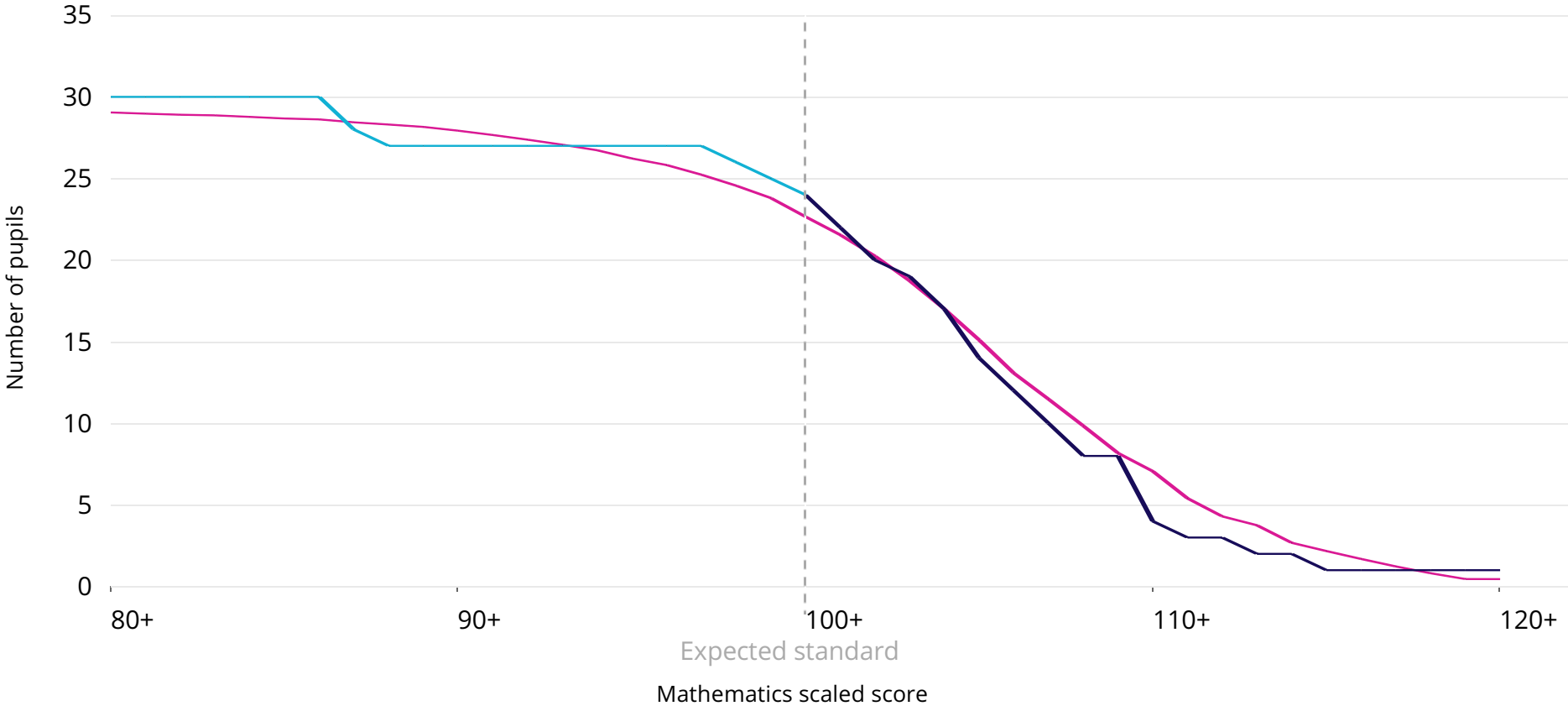
Mathematics scaled scores 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



Cohort = 30 One pupil relates to 3.3 percentage points.

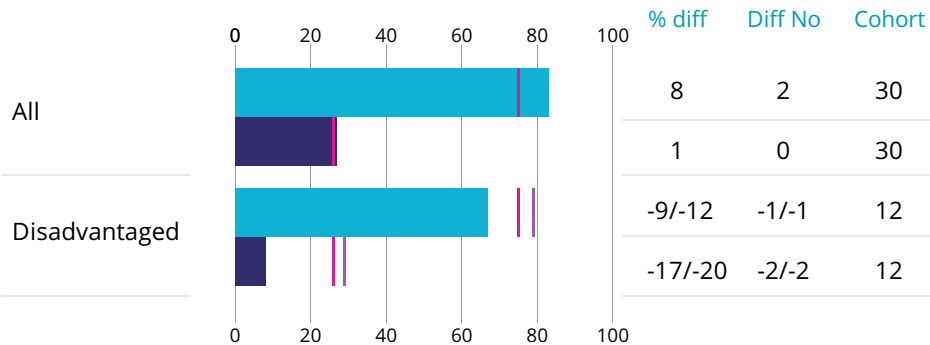
In 2018, 80% of pupils achieved the expected standard, 4 percentage points above the national. This difference was not statistically significant.



Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

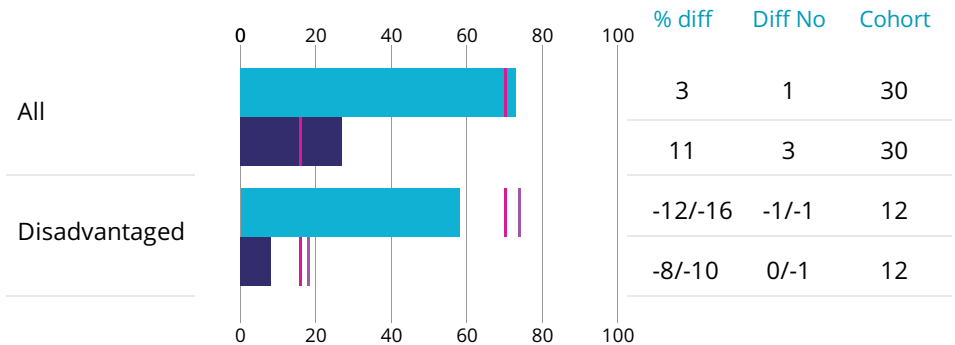
Reading

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



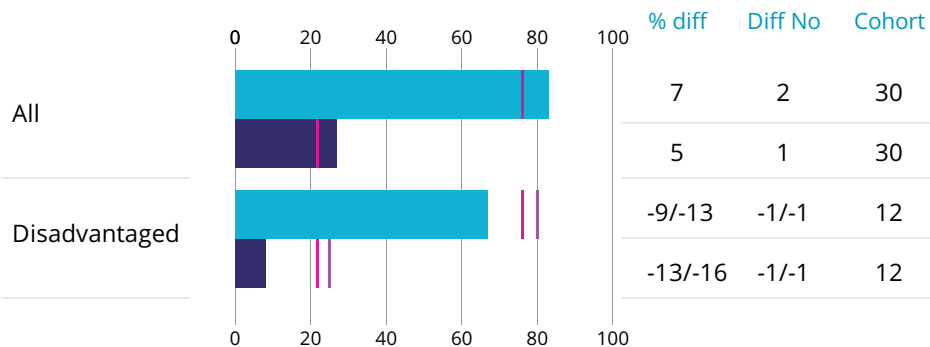
Writing

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



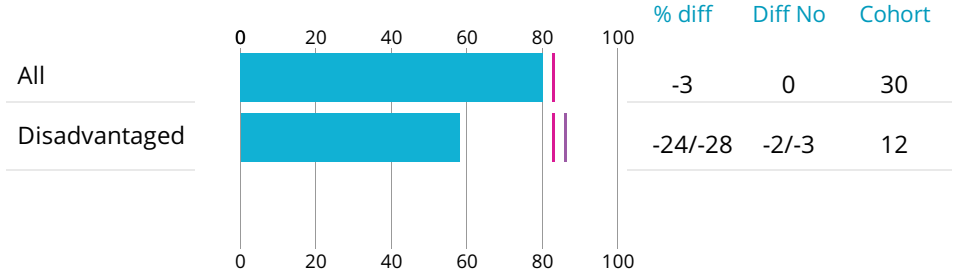
Mathematics

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

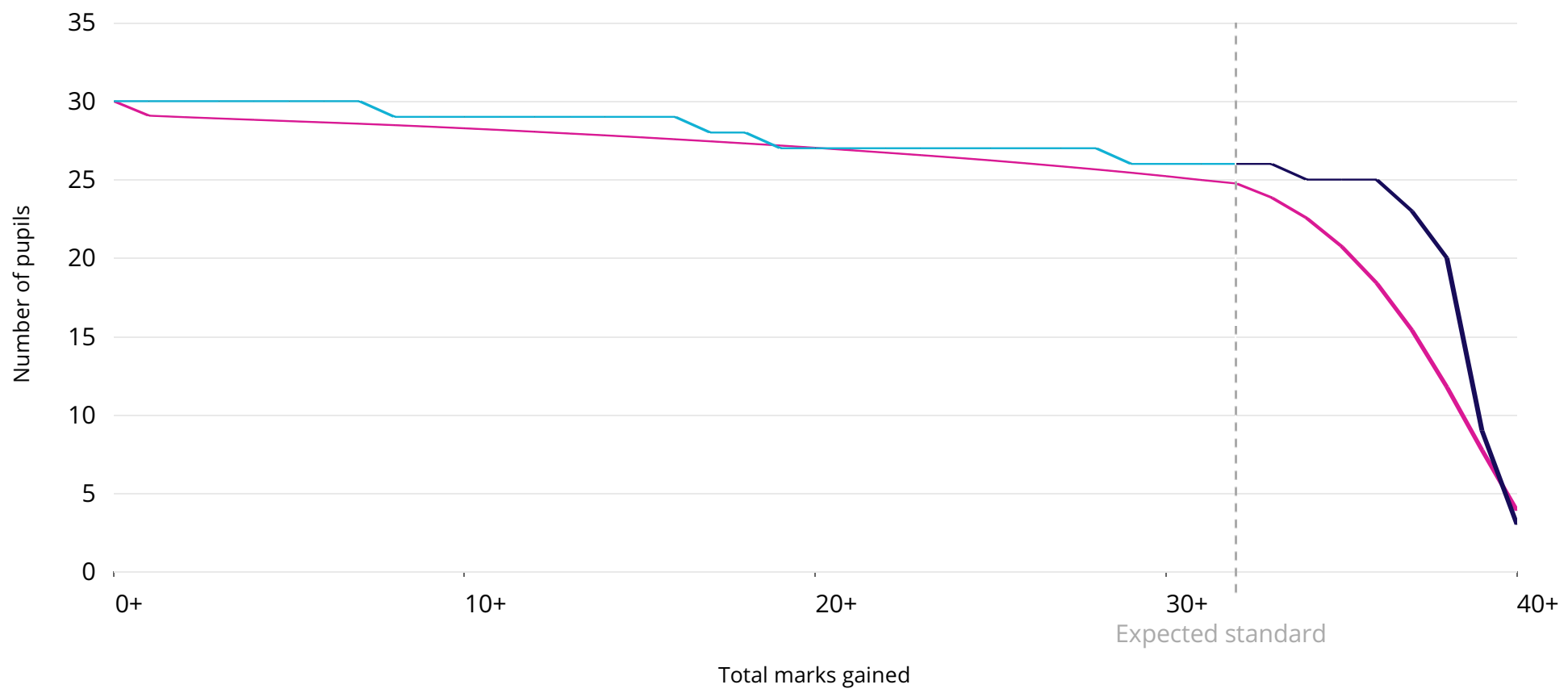
Year 1 phonics marks 2018

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 = 30 One pupil relates to 3.3 percentage points.

In 2018, 87% of pupils achieved the expected standard, 4 percentage points above 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