

Areas to investigate

KS2 progress

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

KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for the middle prior attainment group.
- In 2018, 88% of pupils achieved the expected standard in reading, writing and mathematics, 23 percentage points above the national proportion. This was a statistically significant difference.

KS1 attainment

- In 2018, attainment of the expected standard in reading (90%) and writing (87%) was above average and in the highest 10%.

Phonics in 2018

- A very large majority of pupils (93%) met the phonics expected standard in year 1.

Behaviour

- There were no permanent exclusions in the last three years. The national average in each of these years was zero.
- In 2016/17, the rate of total fixed term exclusions (0.39%) was below the national average for schools with a similar level of deprivation (0.54%). In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.25%.

School context in 2018

Phase of education: Primary	Local authority: Bolton	Ever 6 FSM %: 21.2
Headteacher: Ann Flannery	Admissions policy: Not applicable	English additional language %: 1.0
Pupils: 251	Ages: 3-11	SEN support %: 12.0
Gender: Mixed	Denomination: Does not apply	SEN with EHC plan %: 0.8
Deprivation Quintile: Middle 20% (0.2)	Special needs provision:	

Ethnicity

- The largest ethnic groups are: White - British (90.6%), Mixed - any other mixed background (4.2%), Asian or Asian British - Indian (1.0%), Black or Black British - African (1.0%), Any other ethnic group (2.1%).
- This school has 6 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 2 (60%) and year 5 (64%) was higher than all other year groups.
- The percentage of girls in year 4 (41%) was lower than all other year groups.

Disadvantaged

- 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 (1.0%).

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 5 in 2018 is the school's current year 6 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

School context 2018

Special Educational Needs

- The percentage of SEN in year 3 (28%) was higher than all other year groups.

Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 2), Writing (year 2, year 5), Mathematics (year 2)

Relative progress for the past three years

Progress quintiles based on rank of progress score

() Cohort

Significantly
above national

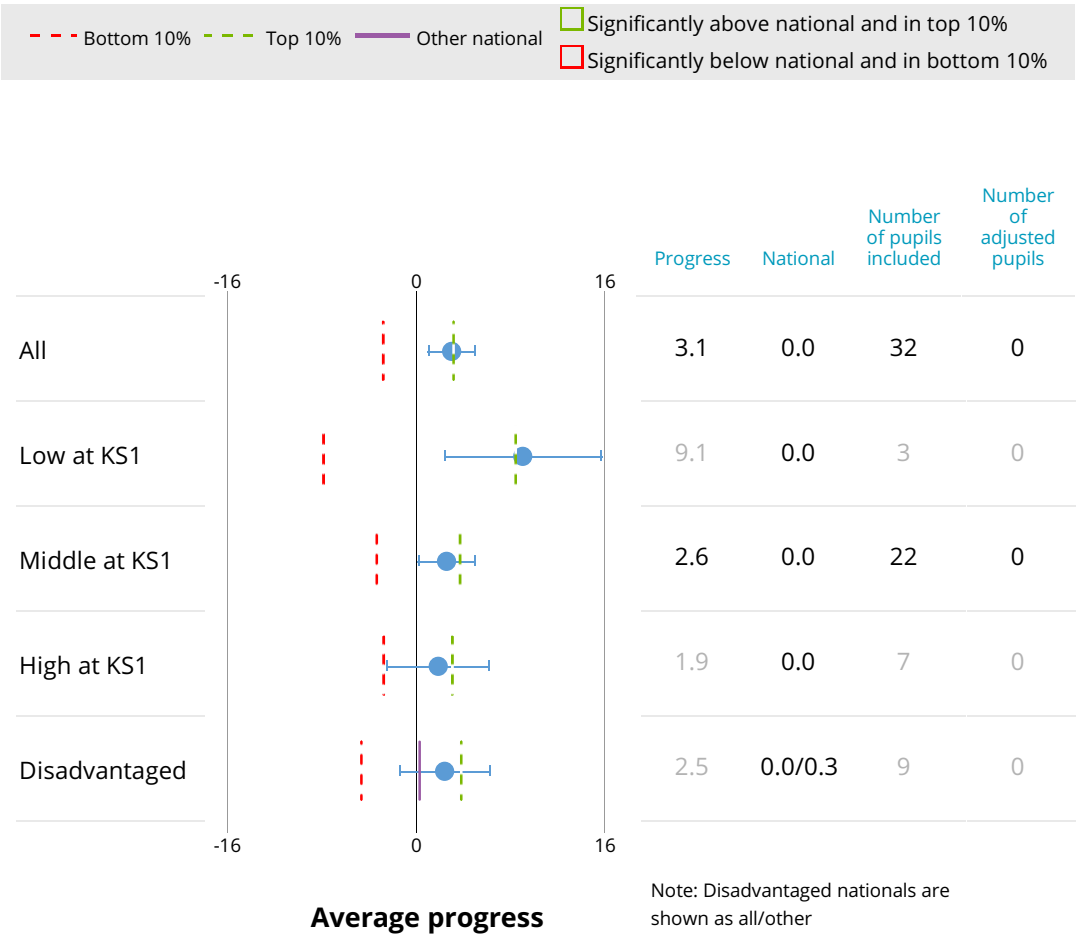
Significantly
below national

		Reading					Writing					Mathematics							
		Bottom 20%					Bottom 20%					Bottom 20%							
		Q5 Q4 Q3 Q2 Q1					Q5 Q4 Q3 Q2 Q1					Q5 Q4 Q3 Q2 Q1							
		Top 20%					Top 20%					Top 20%							
Overall	2016	(34)						(34)						(34)					
	2017	(32)						(32)						(32)					
	2018	(32)						(32)						(32)					
Low at KS1	2016	(3)						(3)						(3)					
	2017	(4)						(4)						(4)					
	2018	(3)						(3)						(3)					
Middle at KS1	2016	(19)						(19)						(19)					
	2017	(26)						(26)						(26)					
	2018	(22)						(22)						(22)					
High at KS1	2016	(12)						(12)						(12)					
	2017	(2)						(2)						(2)					
	2018	(7)						(7)						(7)					
Disadvantaged	2016	(6)						(6)						(6)					
	2017	(10)						(10)						(10)					
	2018	(9)						(9)						(9)					

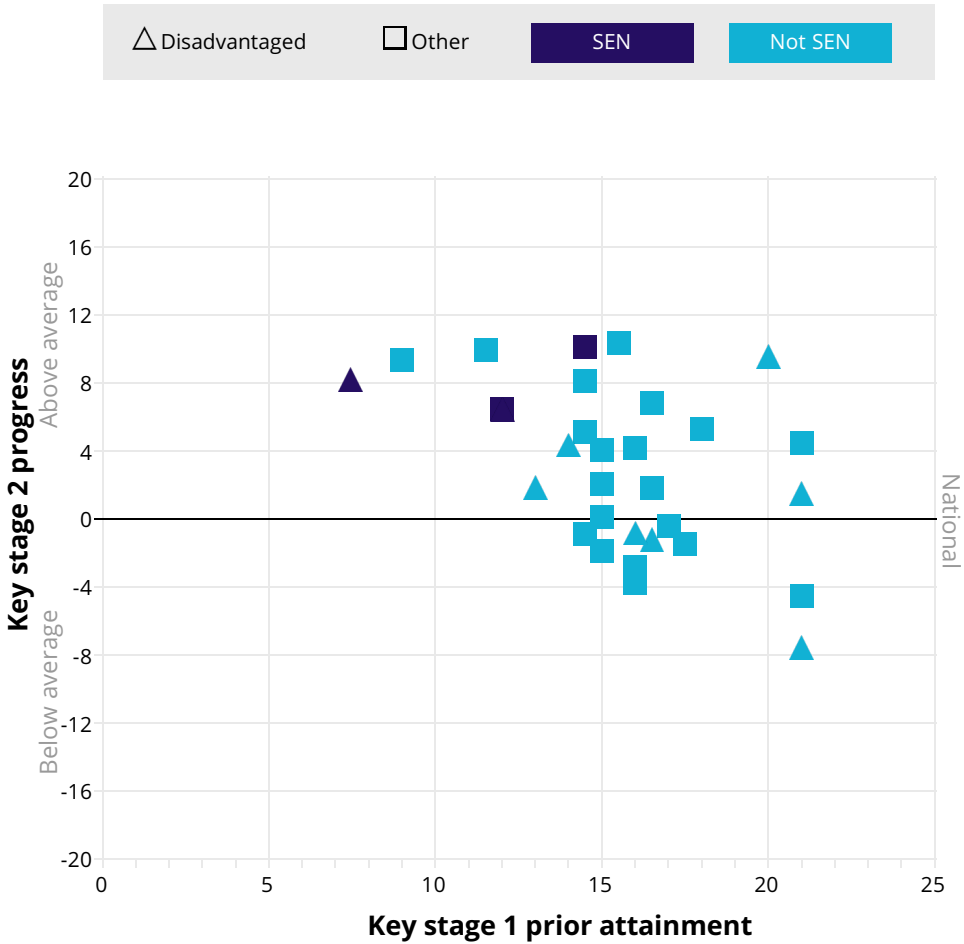
Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or less information is greyed out. For further information on methodology see

www.gov.uk/government/collections/using-ofsted-inspection-dashboard

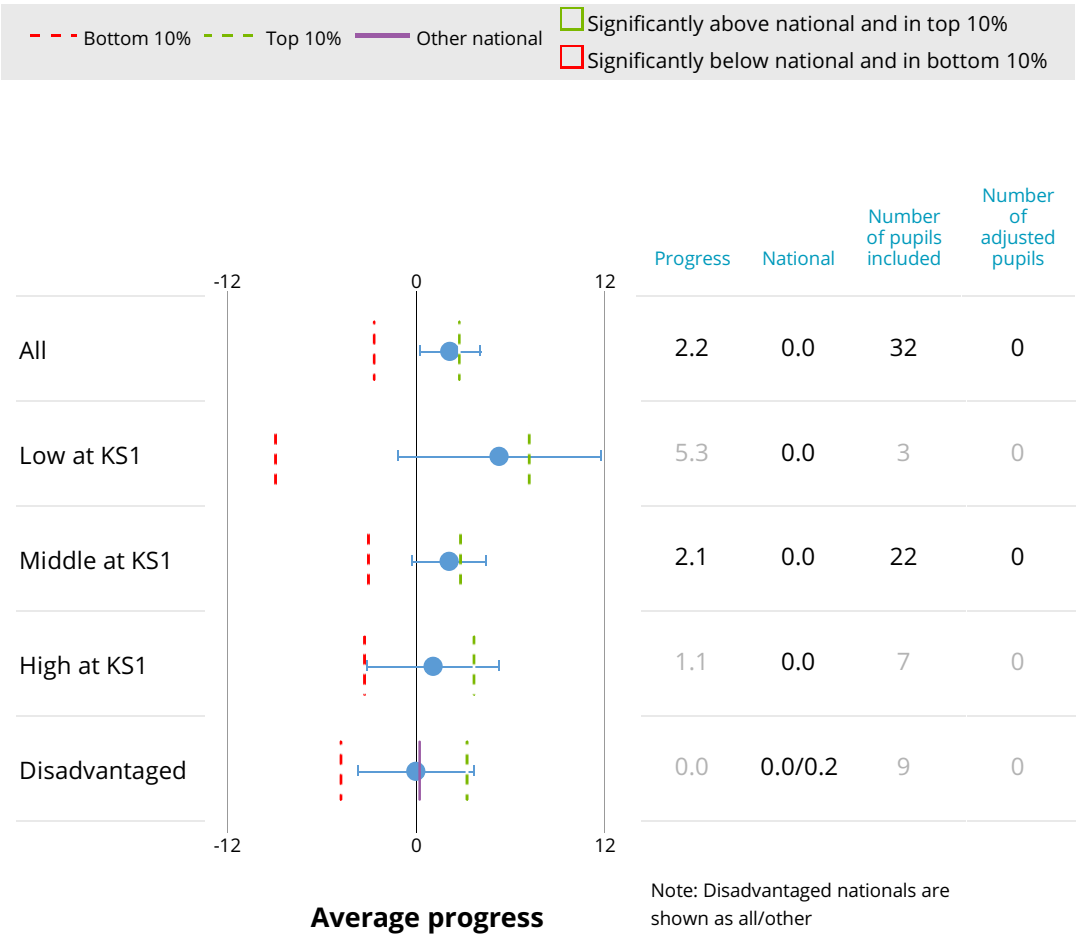
Reading progress in 2018



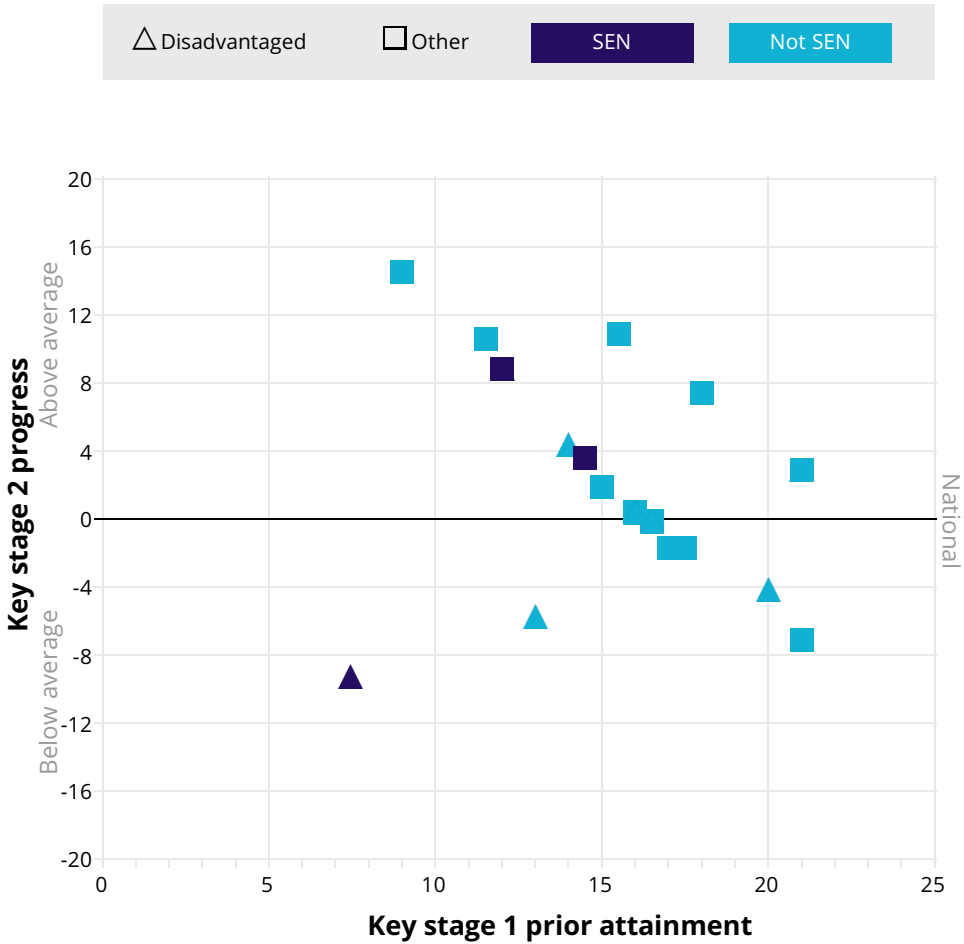
Reading progress scatterplot



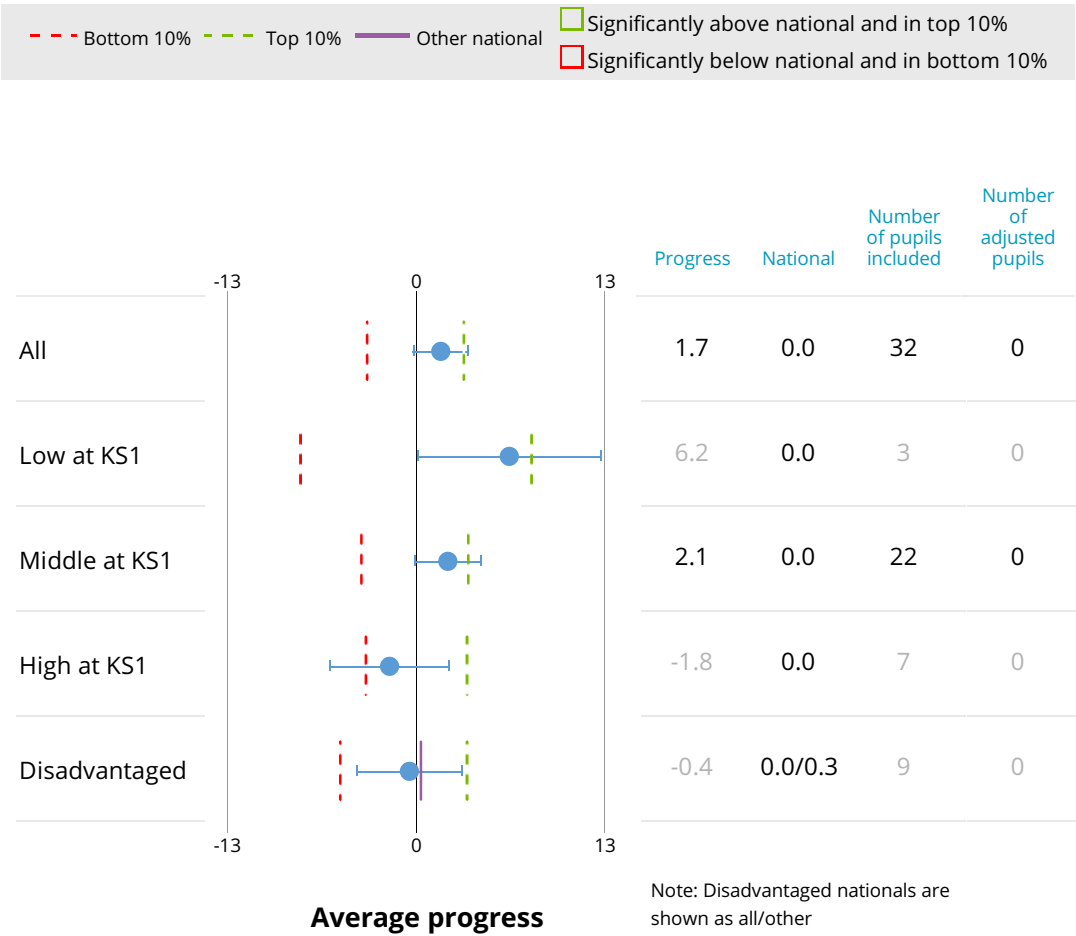
Writing progress in 2018



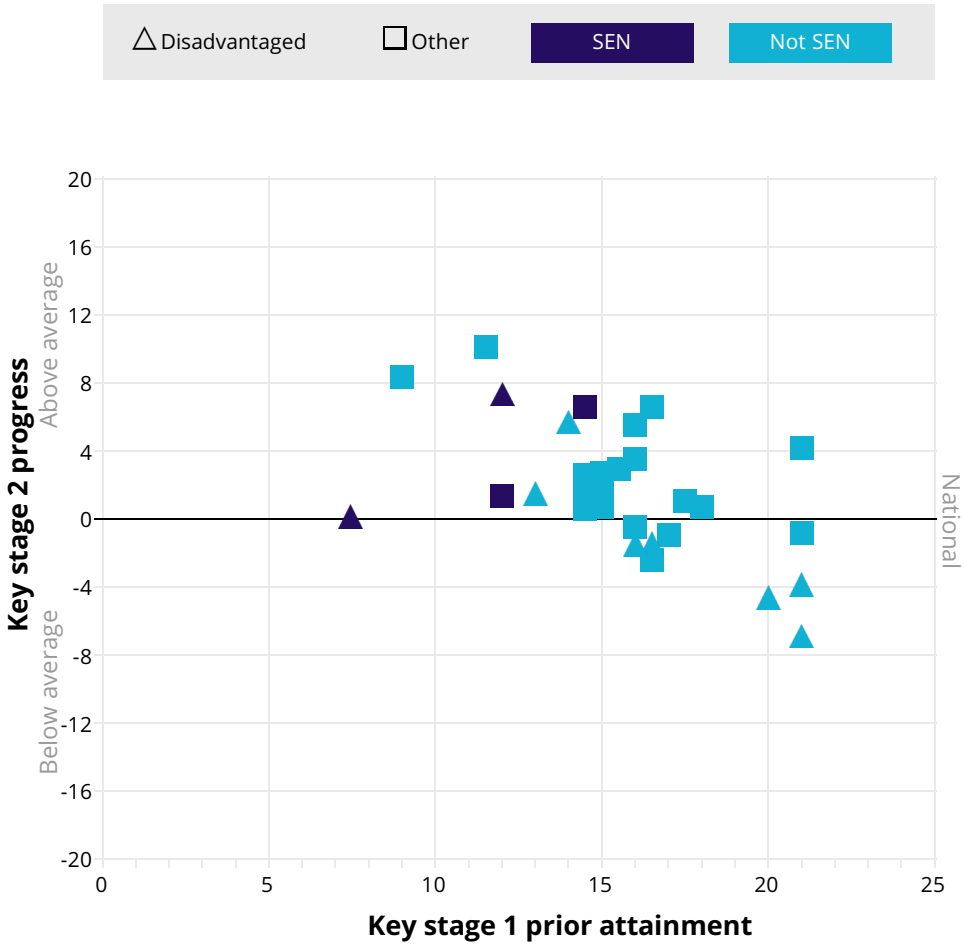
Writing progress scatterplot



Mathematics progress in 2018

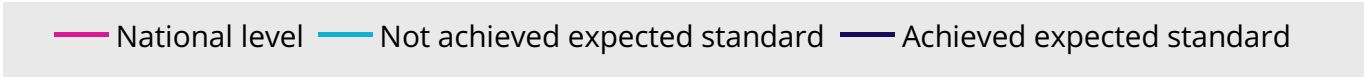


Mathematics progress scatterplot



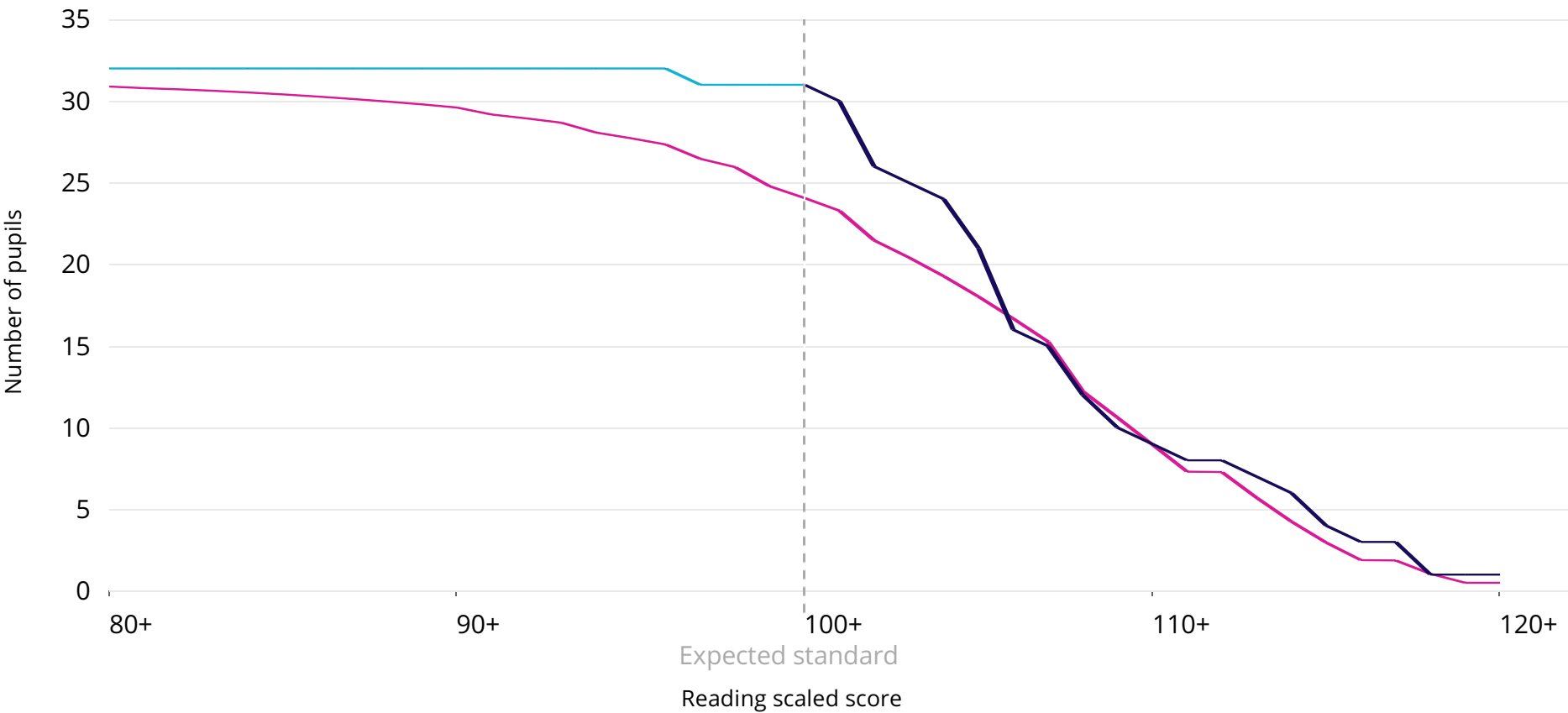
Reading scaled scores 2018

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



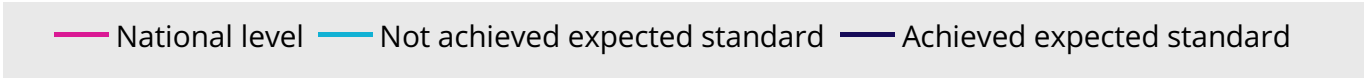
Cohort = 32 One pupil relates to 3.1 percentage points.

In 2018, 97% of pupils achieved the expected standard, 22 percentage points above the national. This was a statistically significant difference.



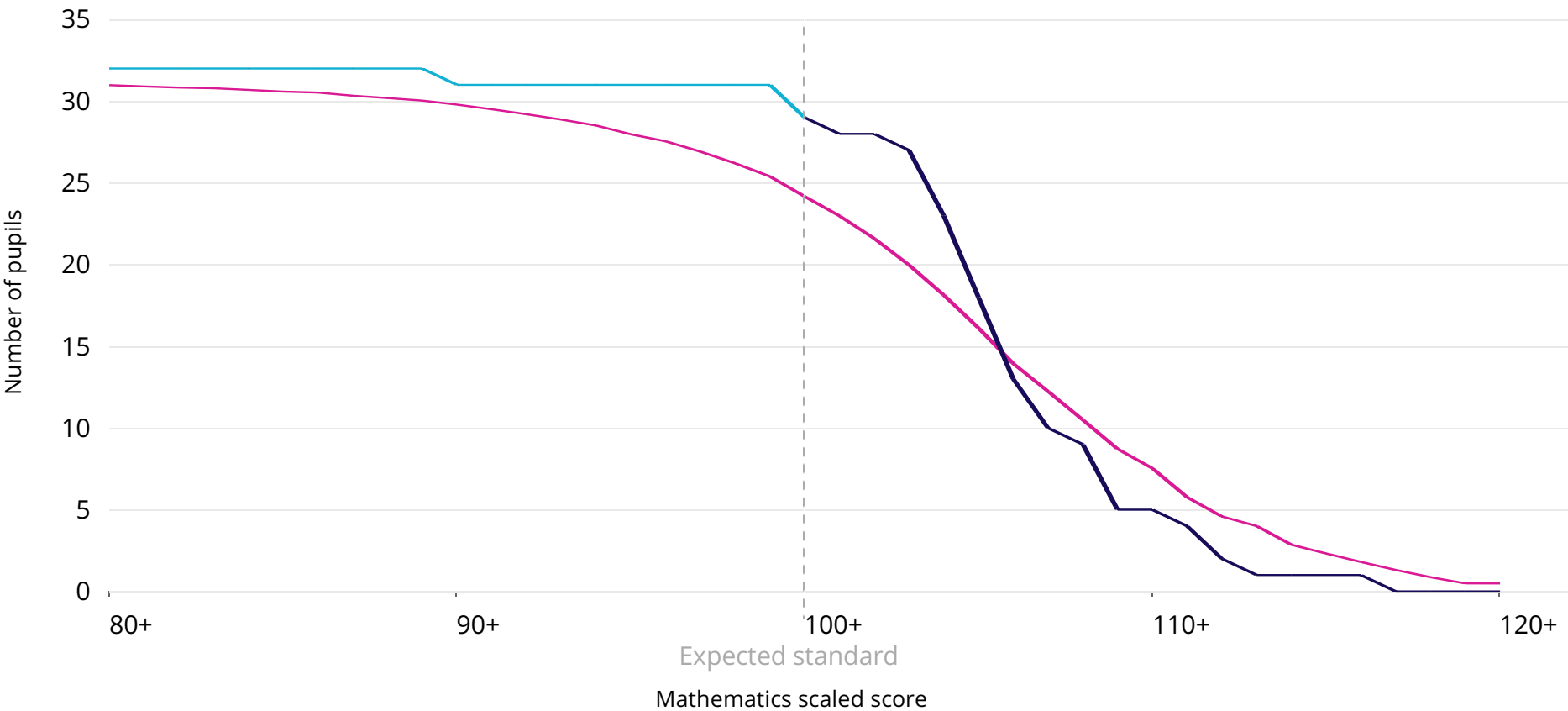
Mathematics scaled scores 2018

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

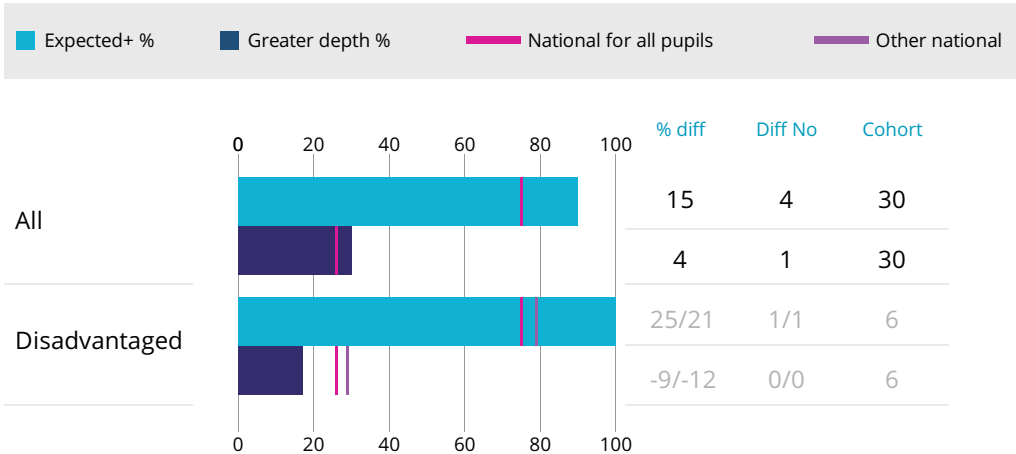


Cohort = 32 One pupil relates to 3.1 percentage points.

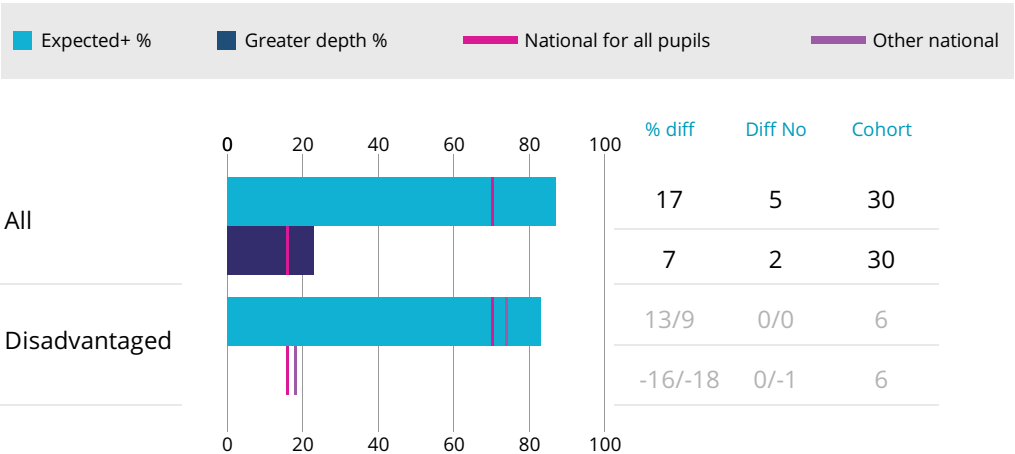
In 2018, 91% of pupils achieved the expected standard, 15 percentage points above the national. This was a statistically significant difference.



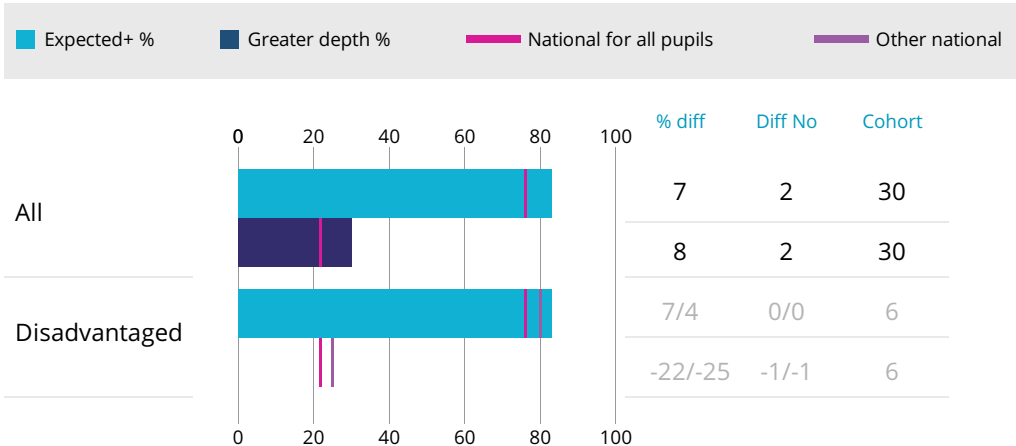
Reading



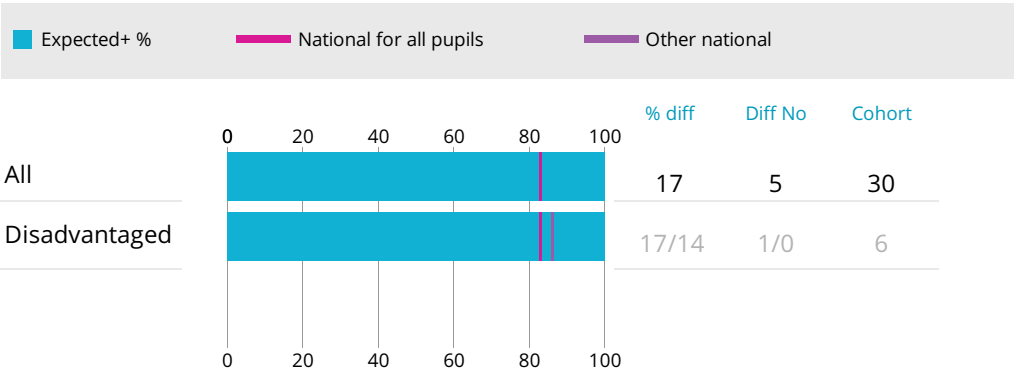
Writing



Mathematics

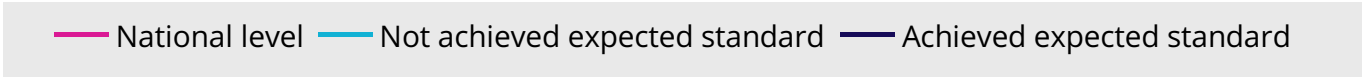


Science



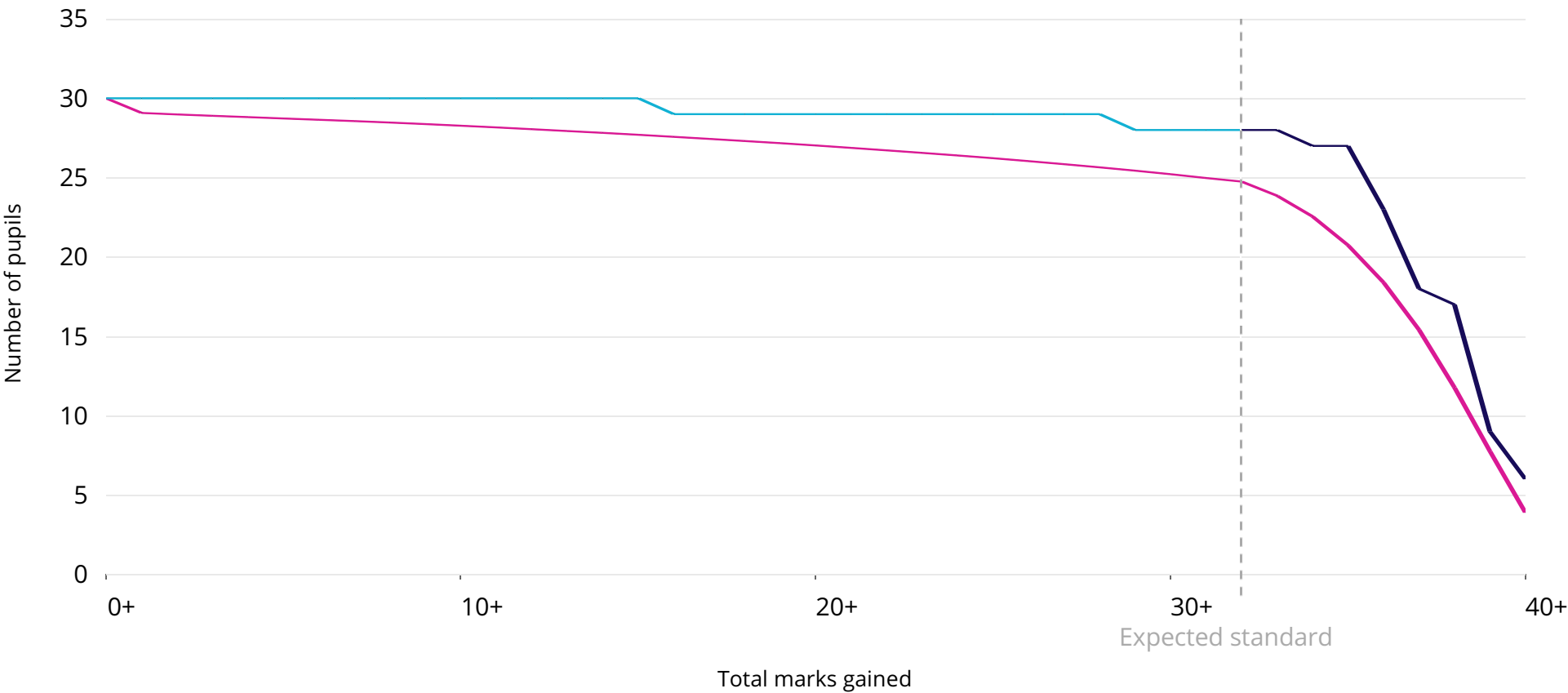
Year 1 phonics marks 2018

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, 93% of pupils achieved the expected standard, 11 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-ofsteds-inspection-dashboard