

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

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

Phonics in 2018

- The average mark for pupils not meeting the phonics expected standard in year 1 was 13.

Behaviour

- In 2017/18, the rate of overall absence (4.10%) was slightly below the national average for schools with a similar level of deprivation (4.38%).
- 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 0.70%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.33%.

Primary school context in 2018

Phase of education: Primary

Headteacher: Janice Chaplin

Pupils: 389

Gender: Mixed

Deprivation Quintile: Highest 40% (0.3)

Local authority: Waltham Forest

Admissions policy: Not applicable

Ages: 2-7

Denomination: Does not apply

Special needs provision:

Ever 6 FSM %: 25.6

English additional language %: 64.8

SEN support %: 12.9

SEN with EHC plan %: 1.5

Ethnicity

- The largest ethnic groups are: White - British (14.8%), White - any other White background (26.7%), Mixed - White & Black Caribbean (6.3%), Asian or Asian British - Pakistani (16.5%), Asian or Asian British - any other Asian background (9.1%) ,.
- This school has 13 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

- There was nothing significant to report for this group.

Disadvantaged

- There was a larger than average increase in the percentage of disadvantaged pupils between 2017 and 2018.
- There were no children looked after in the school.

English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (64.8%).

Primary school context 2018

Special Educational Needs

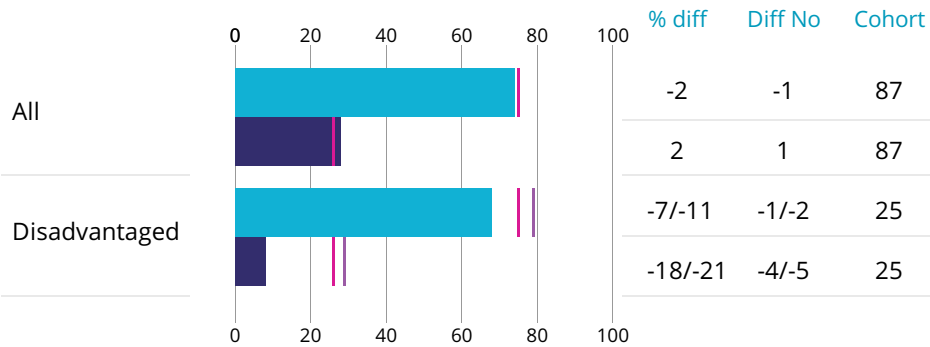
- There was nothing significant to report for this group.

Prior Attainment

- There was nothing significant to report for this group.

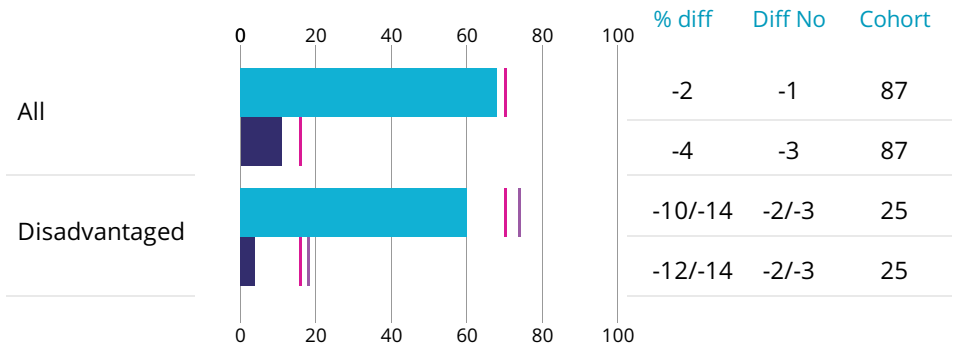
Reading

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



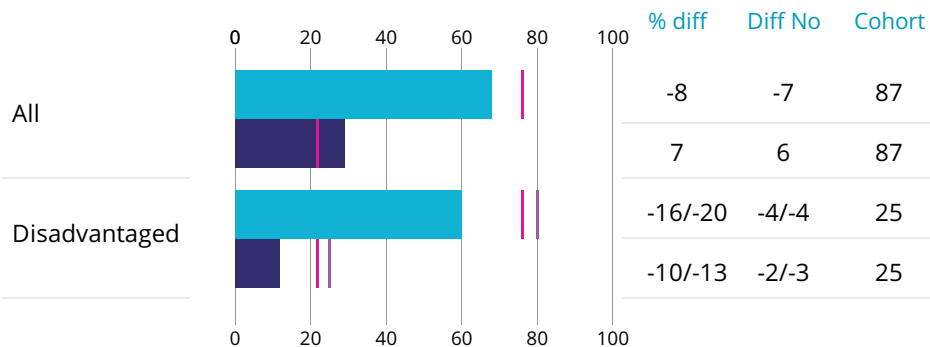
Writing

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



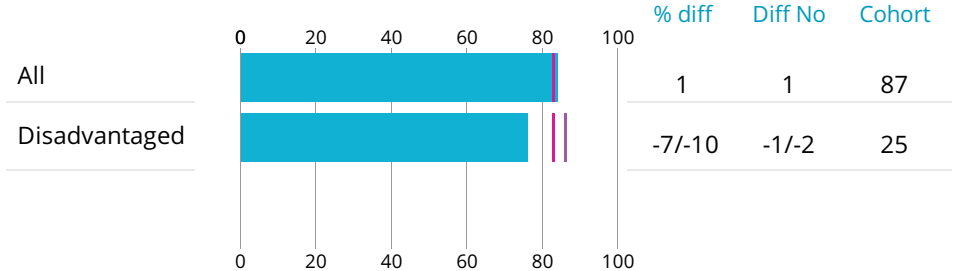
Mathematics

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

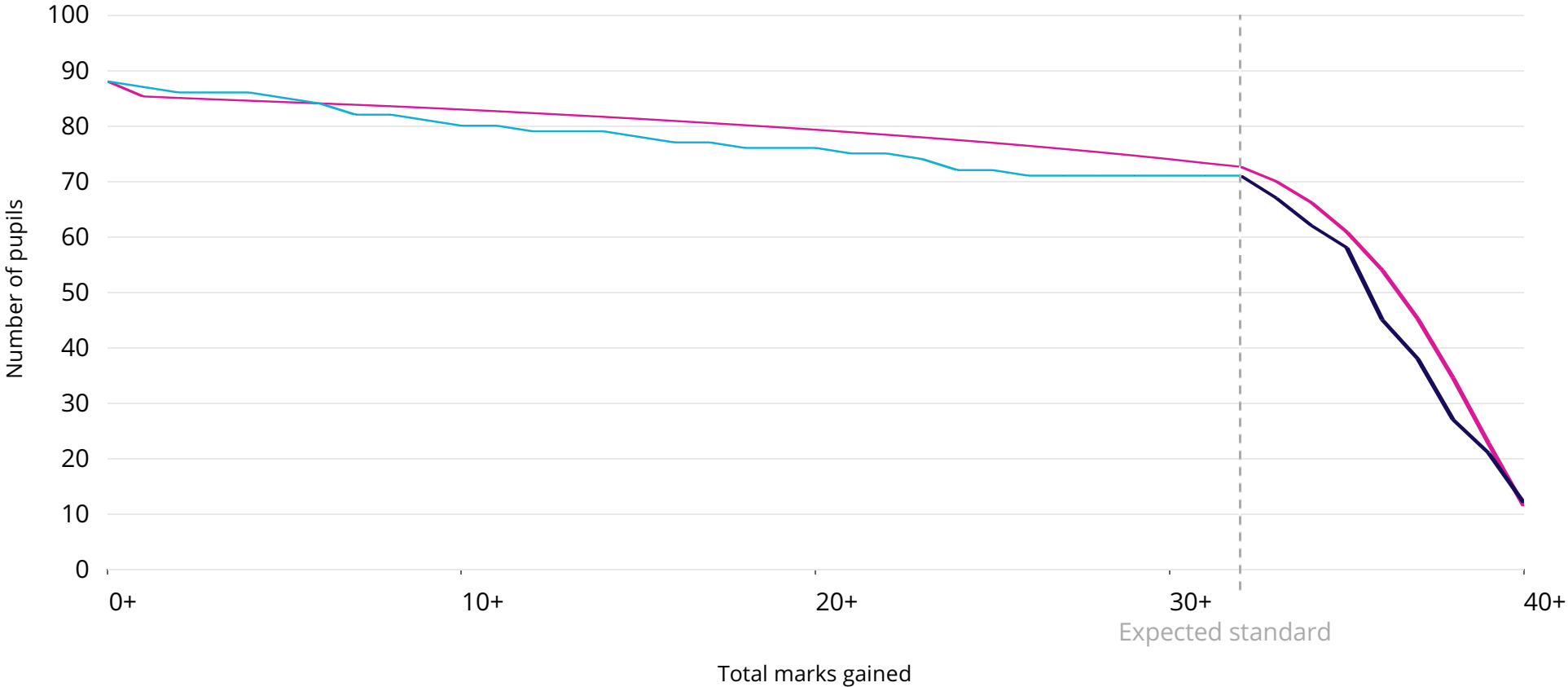
Year 1 phonics marks 2018

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 = 88 One pupil relates to 1.1 percentage points.

In 2018, 81% of pupils achieved the expected standard, 2 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