

## Areas to investigate

### KS2 progress

- Progress in reading and mathematics was significantly above average and in the highest 10%.

### KS2 attainment

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

### 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.

### EYFS

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

### Behaviour

- In 2017/18, the rate of overall absence (5.00%) was slightly above the national average for schools with a similar level of deprivation (4.73%).
- There were 4 permanent exclusions in 2016/17. The national average was zero.
- In 2016/17, the rate of total fixed term exclusions (1.58%) was above the national average for schools with a similar level of deprivation (0.99%). In 2016/17, the rate of repeat exclusions (0.43%) was slightly below the national average for schools with a similar level of deprivation (0.45%).
- The rate of fixed term exclusions for the following group(s) was at least ten percentage points above the corresponding national in 2016/17: girls (27% vs 13%).

## Primary school context in 2018

**Phase of education:** Primary

**Headteacher:** H Guest

**Pupils:** 690

**Gender:** Mixed

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

**Local authority:** Wolverhampton

**Admissions policy:** Not applicable

**Ages:** 3-11

**Denomination:** Does not apply

**Special needs provision:**

**Ever 6 FSM %:** 43.1

**English additional language %:** 11.0

**SEN support %:** 11.7

**SEN with EHC plan %:** 2.0

### Ethnicity

- The largest ethnic groups are: White - British (56.9%), White - any other White background (5.2%), Mixed - White & Black Caribbean (10.9%), Asian or Asian British - Indian (9.9%), Black or Black British - African (3.6%).
- 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

- The school was in the top 20% of all schools for the number of pupils (690).

### Girls

- There was nothing significant to report for this group.

### Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (43.1%).
- The percentage of FSM in year 6 (57%) was higher than all other year groups.
- The percentage of FSM in year 1 (28%) was lower than all other year groups.
- There were four children looked after in the school.

**Notes:** Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. 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)

## Primary school context 2018

### English as an Additional Language

- There was nothing significant to report for this group.

### Special Educational Needs

- There was nothing significant to report for this group.

### Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (year 2, year 4, year 6), Writing (year 2, year 4, year 5, year 6), Mathematics (year 2, year 4, year 5, year 6)

# Relative progress for the past three years

Progress quintiles based on rank of progress score

( ) Cohort

Significantly above national

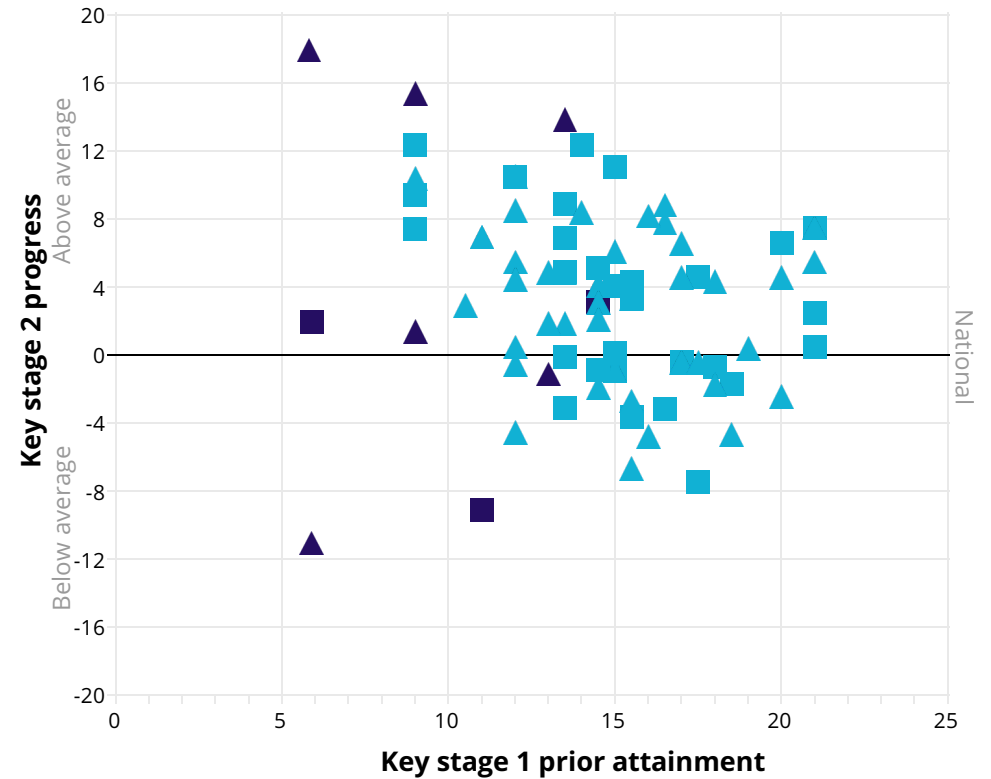
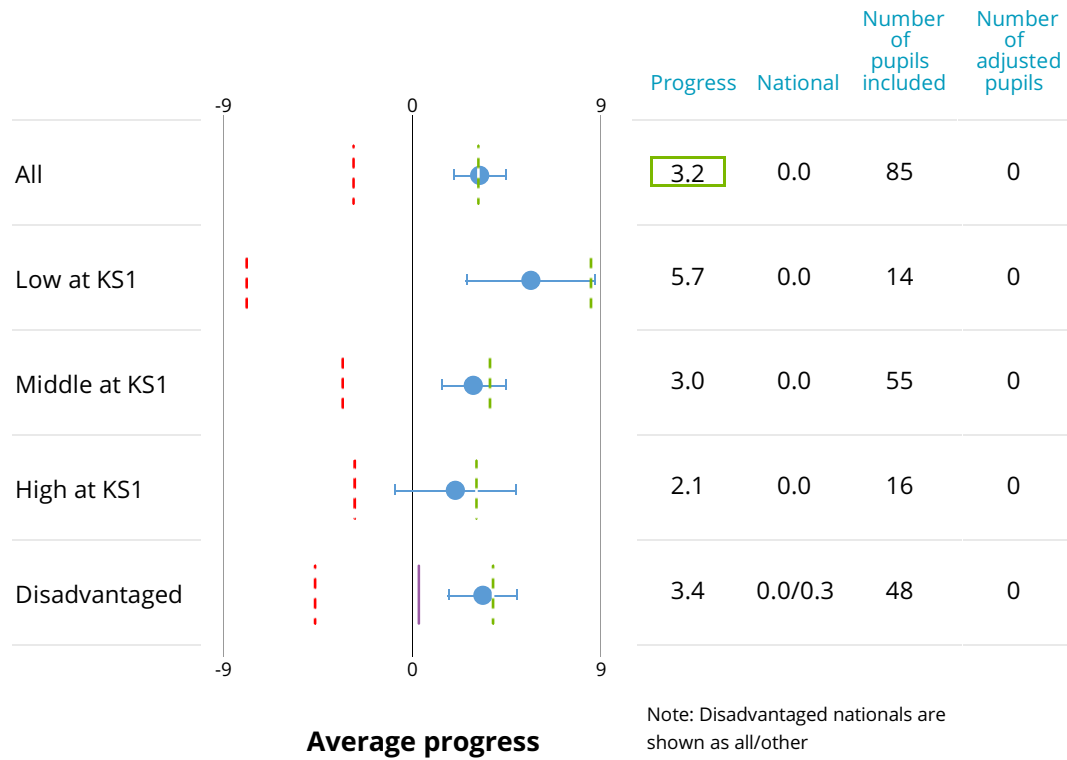
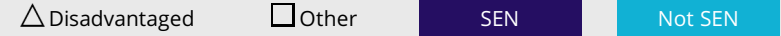
Significantly below national

|               |      | Reading    |    |    |    |    | Writing    |    |    |    |    | Mathematics |    |    |    |    |
|---------------|------|------------|----|----|----|----|------------|----|----|----|----|-------------|----|----|----|----|
|               |      | Bottom 20% |    |    |    |    | Bottom 20% |    |    |    |    | Bottom 20%  |    |    |    |    |
|               |      | Q5         | Q4 | Q3 | Q2 | Q1 | Q5         | Q4 | Q3 | Q2 | Q1 | Q5          | Q4 | Q3 | Q2 | Q1 |
| Overall       | 2016 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2017 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2018 | (85)       |    |    |    |    | (85)       |    |    |    |    | (85)        |    |    |    |    |
| Low at KS1    | 2016 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2017 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2018 | (14)       |    |    |    |    | (14)       |    |    |    |    | (14)        |    |    |    |    |
| Middle at KS1 | 2016 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2017 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2018 | (55)       |    |    |    |    | (55)       |    |    |    |    | (55)        |    |    |    |    |
| High at KS1   | 2016 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2017 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2018 | (16)       |    |    |    |    | (16)       |    |    |    |    | (16)        |    |    |    |    |
| Disadvantaged | 2016 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2017 | ( )        |    |    |    |    | ( )        |    |    |    |    | ( )         |    |    |    |    |
|               | 2018 | (48)       |    |    |    |    | (48)       |    |    |    |    | (48)        |    |    |    |    |

**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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

# Reading progress in 2018

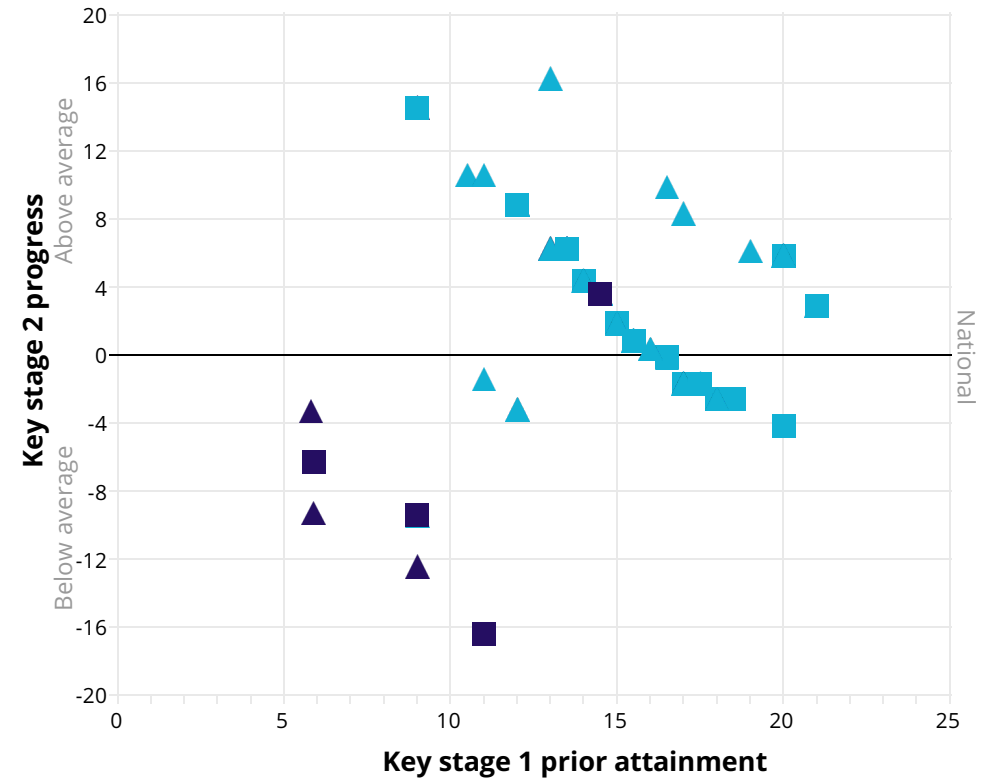
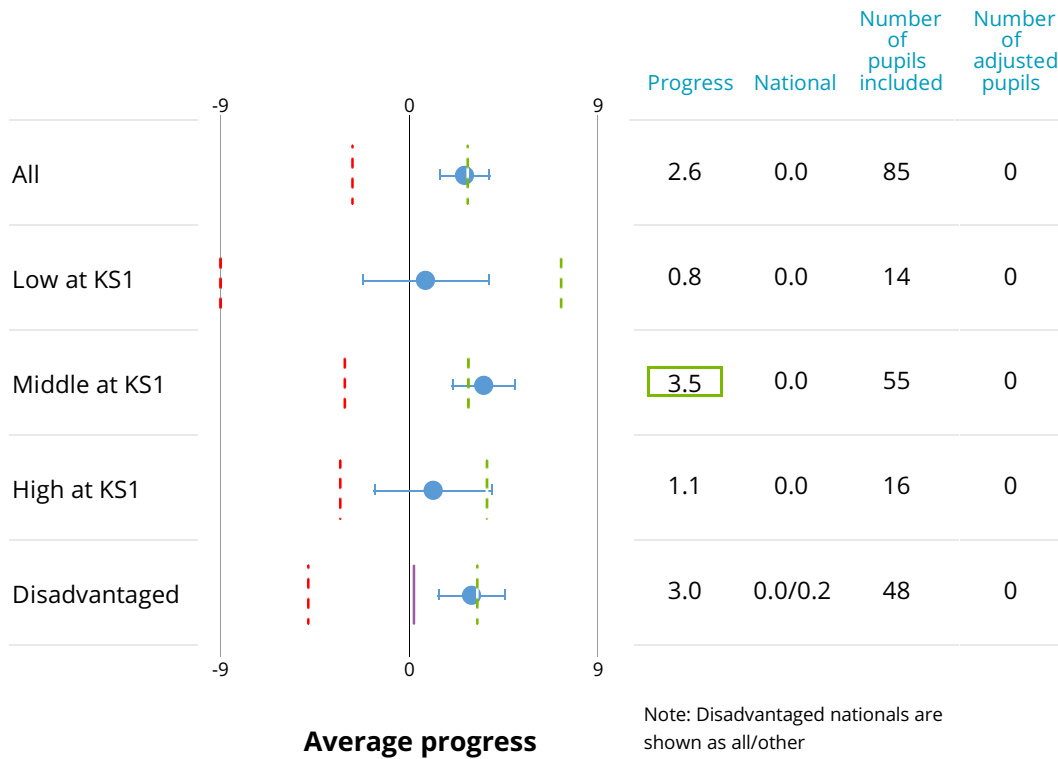
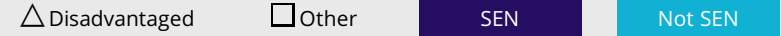
# Reading progress scatterplot



**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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

# Writing progress in 2018

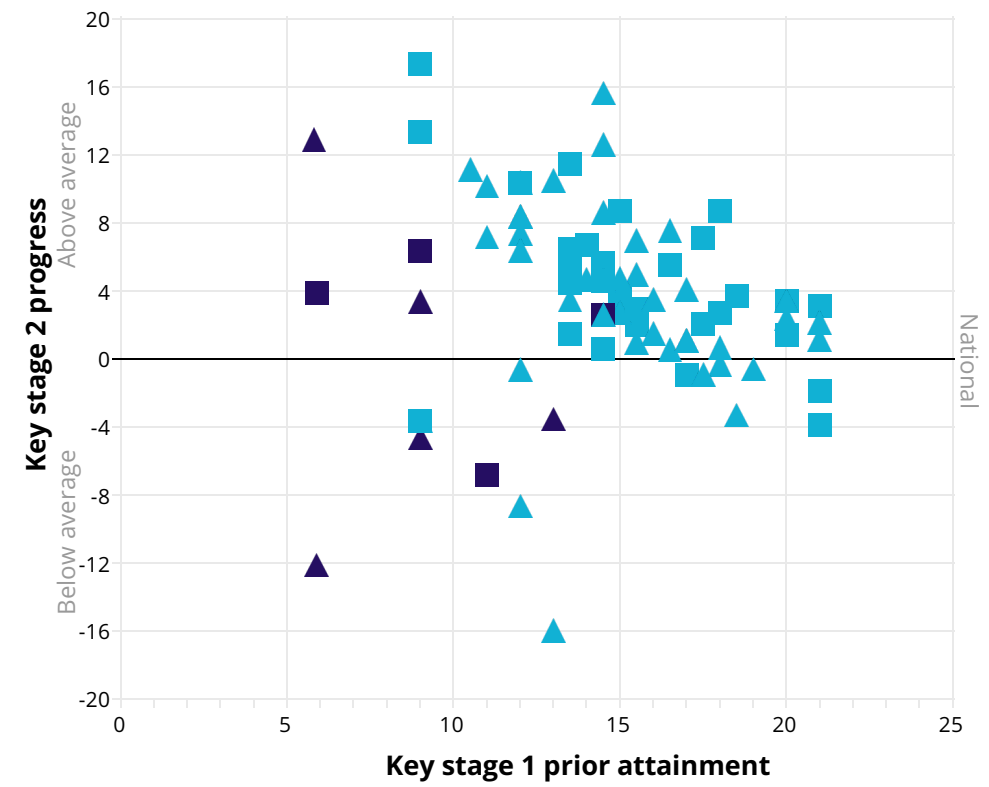
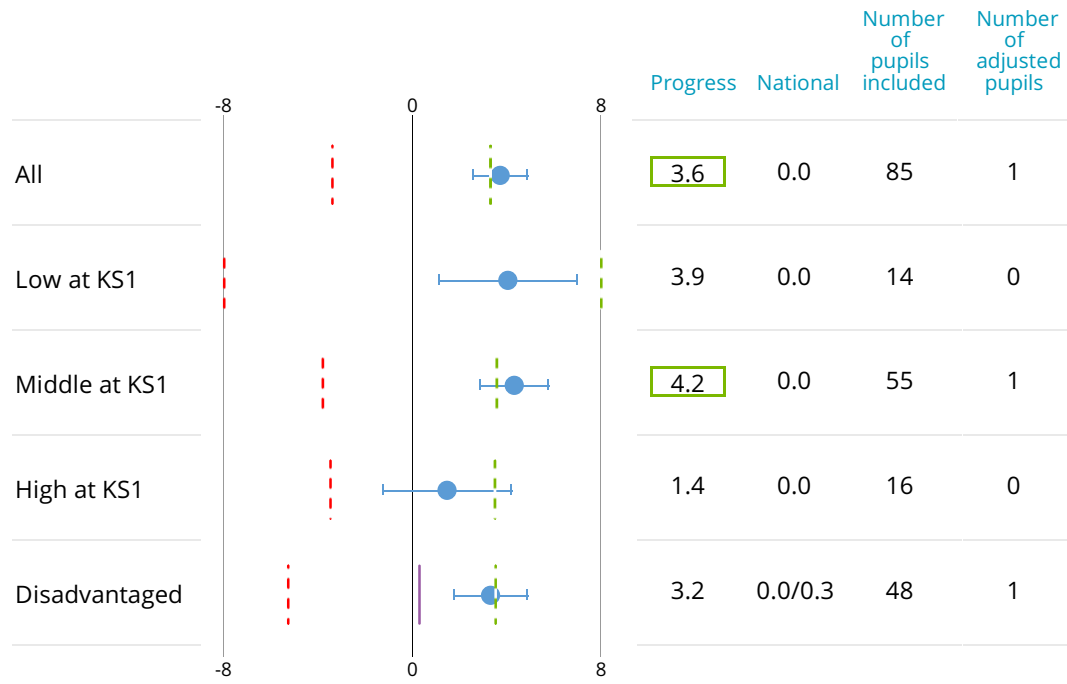
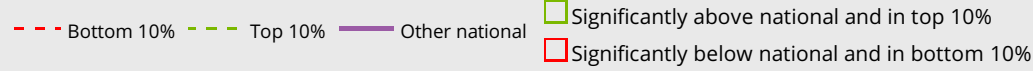
# Writing progress scatterplot



**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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

# Mathematics progress in 2018

# Mathematics progress scatterplot



Note: Disadvantaged nationals are shown as all/other

**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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

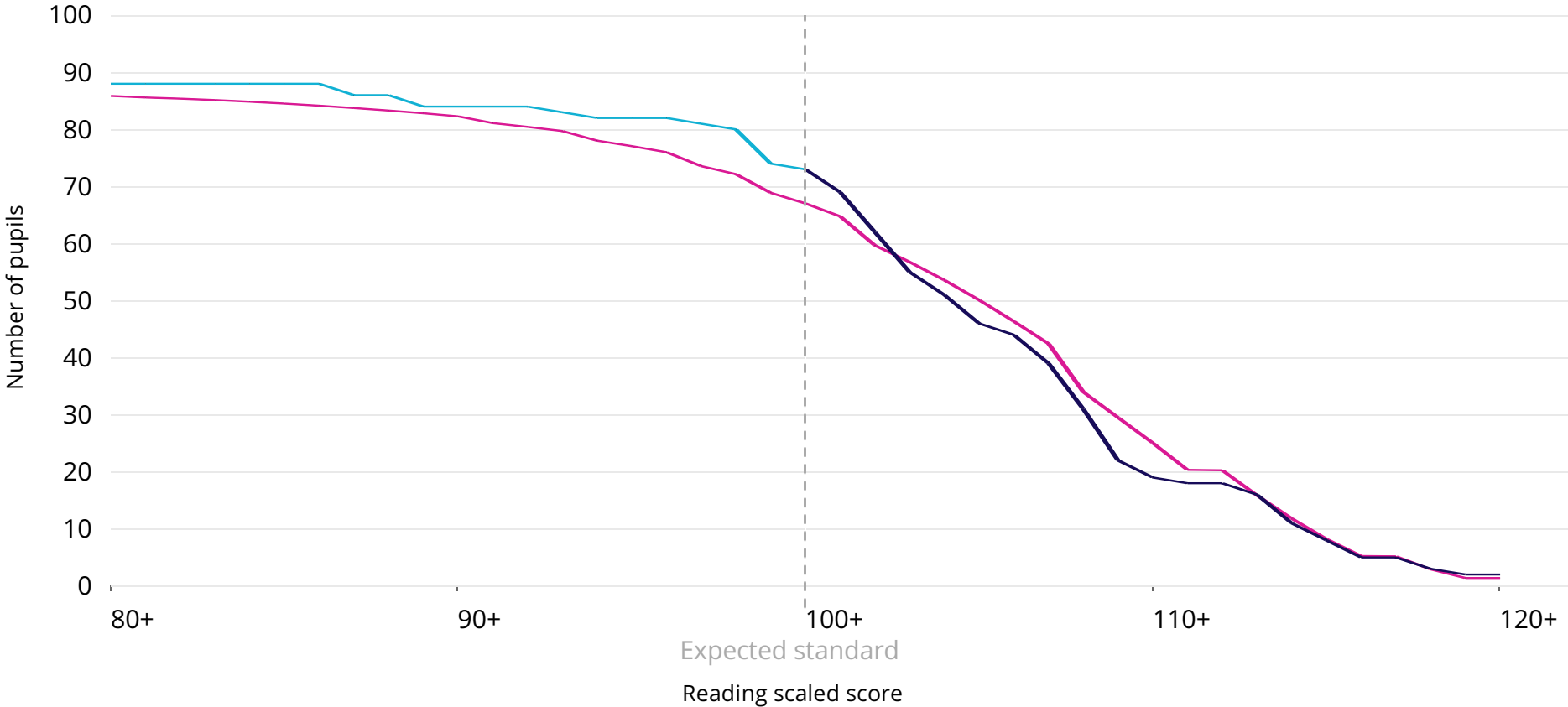
# Reading scaled scores 2018

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 = 89   One pupil relates to 1.1 percentage points.

In 2018, 82% of pupils achieved the expected standard, 7 percentage points above the national. This difference was not statistically significant.

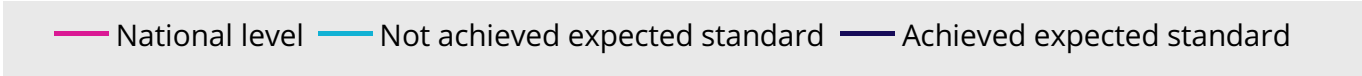


**Notes:** The plotted national line is the national reading percentage multiplied by the school reading attainment cohort at each average scaled score interval. For further information on methodology see [www.gov.uk/government/collections/using-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)



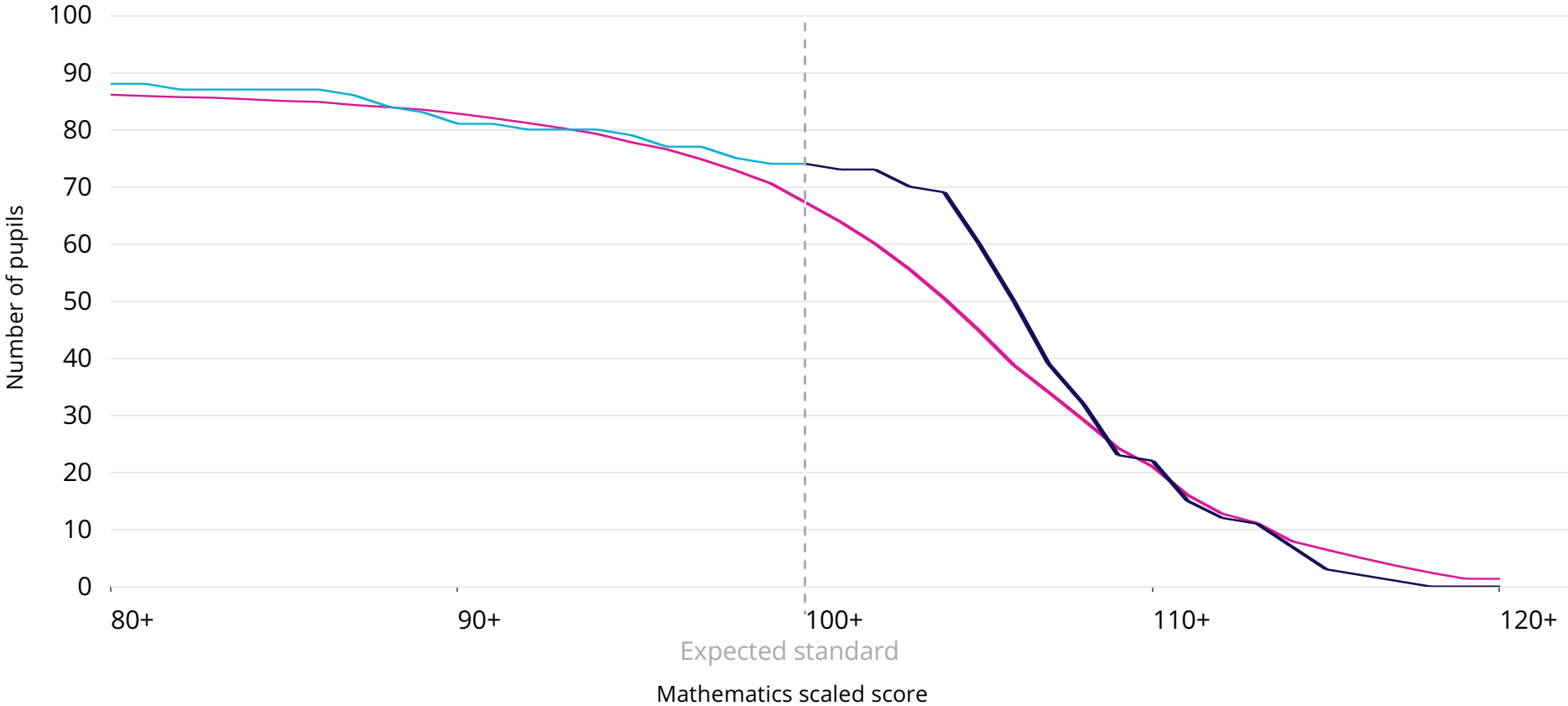
# Mathematics scaled scores 2018

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



Cohort = 89 One pupil relates to 1.1 percentage points.

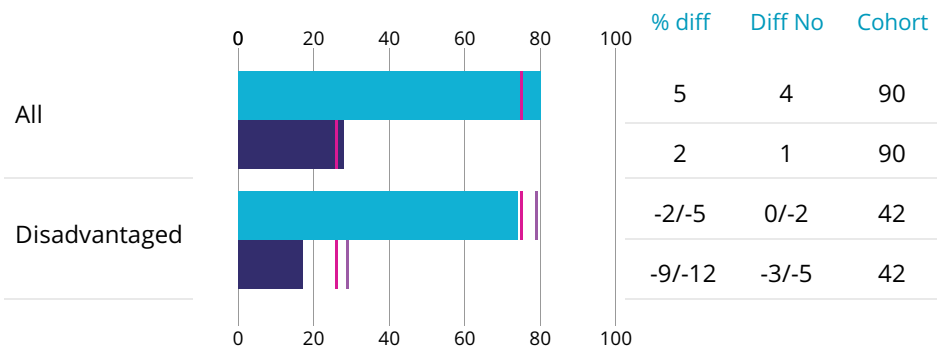
In 2018, 83% of pupils achieved the expected standard, 8 percentage points above the national. This difference was not statistically significant.



**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](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

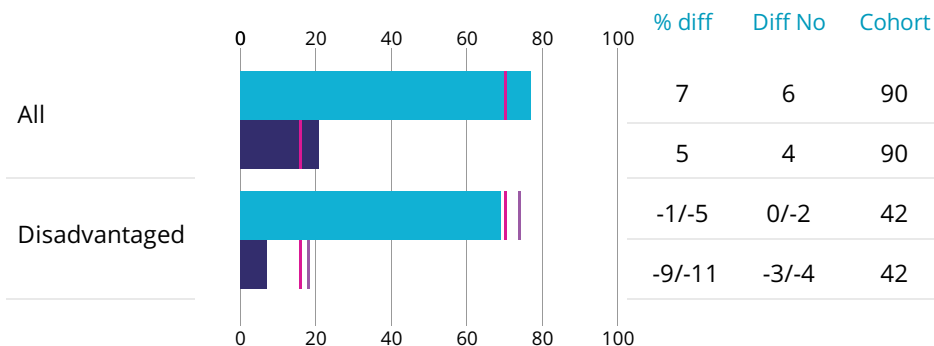
## Reading

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



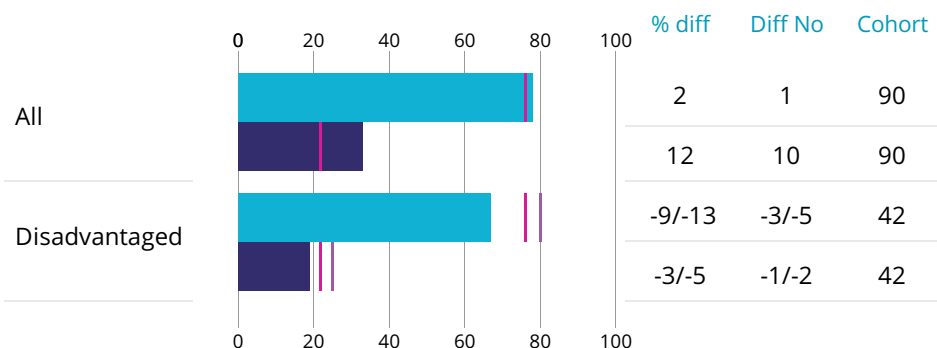
## Writing

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



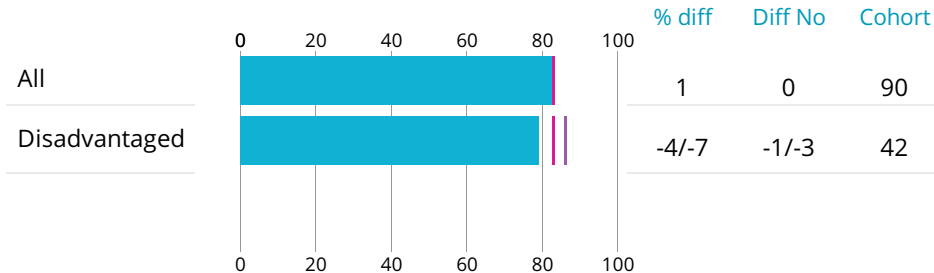
## Mathematics

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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)

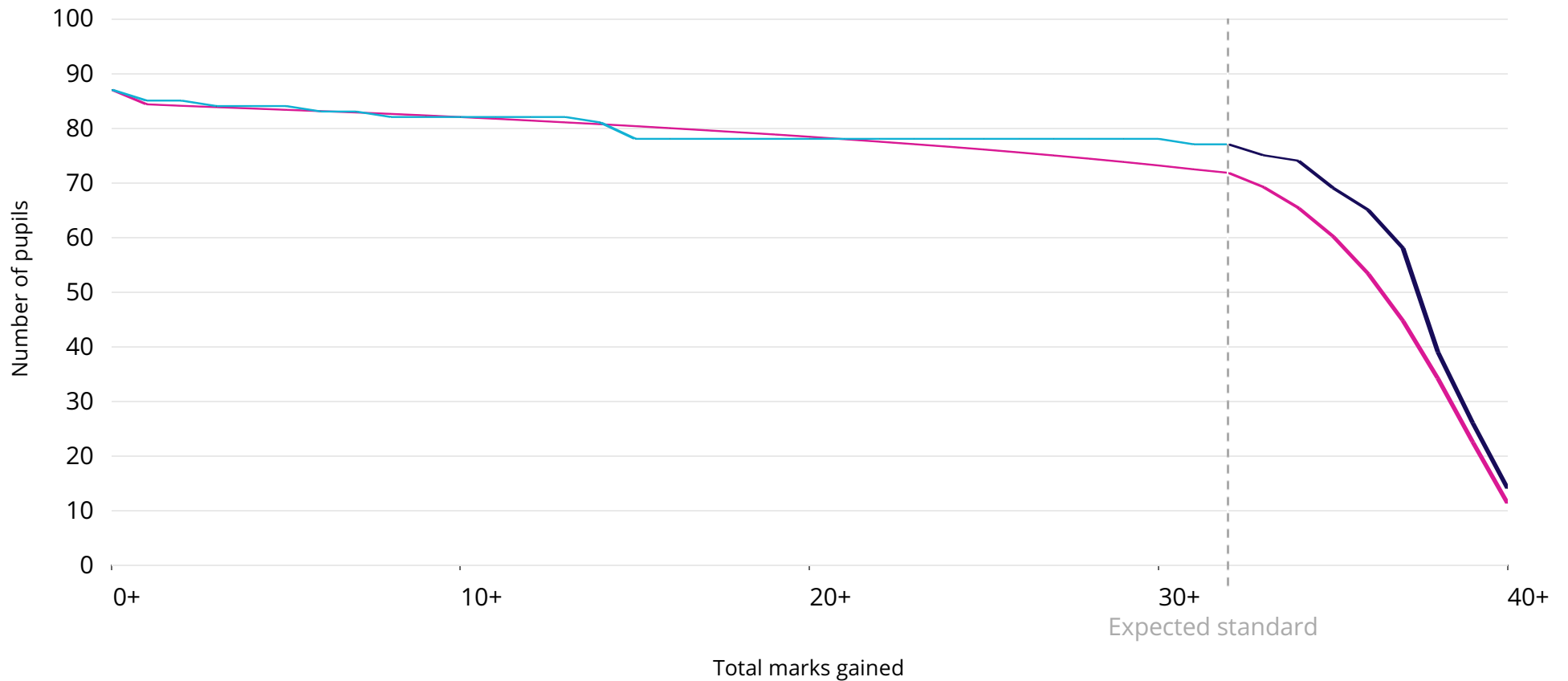
# Year 1 phonics marks 2018

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 = 87 One pupil relates to 1.1 percentage points.

In 2018, 89% of pupils achieved the expected standard, 6 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](http://www.gov.uk/government/collections/using-ofsted-inspection-dashboard)