

Areas to investigate

KS2 progress trend

- Writing progress was in the bottom 20% for at least two years for all pupils, middle prior attainers.
- Mathematics progress was in the bottom 20% for at least two years for disadvantaged pupils.

KS2 progress in 2017

- Progress in mathematics was significantly* below average and in the lowest 10%.

KS2 progress of disadvantaged pupils

- Mathematics progress was significantly* below the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.

KS2 attainment

- In 2017, writing attainment of the expected standard was at or above national for the high prior attainment group.

Phonics in 2017

- Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 20.

*statistical significance based on a 95% confidence interval

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report.

2016	School Floor Coasting		
Expected+ RWM %	52	(65)	(85)
Reading progress	-1.0	(-5)	(-2.5)
Writing progress	-2.4	(-7)	(-3.5)
Maths progress	-2.1	(-5)	(-2.5)

Below floor standards in 2016? **No**

To be above the floor, the school needs to meet either the attainment or all of the progress element.

School coasting in 2016? **No**

The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- in 2014 and 2015, fewer than 85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics, and
- in 2016, fewer than 85% of children achieved the new expected standard and average progress made by pupils in reading or writing or mathematics was below the level set against the new primary progress measures (shown in pink above).

Coasting element 2014 2015 2016

For coasting element definitions see <https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

Phase of education: Primary
Headteacher: Guy Fairbairn
Pupils: 591
Gender: Mixed
Special needs provision:

Local authority: Croydon
Admissions policy: Not applicable
Ages: 3-11
Denomination: Does not apply

School level trends

2017 Quintile

Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

School	51	51	51	
National	49	49	49	

% eligible for FSM at any time during the past 6 years

School	35	32	32	
National	26	25	24	

% of pupils first language not/believed not to be English

School	25	24	23	
National	19	20	21	

% of pupils with SEN support

School	11.1	8.9	8.1	
National	13.0	12.1	12.2	

% of pupils with a SEN statement or EHC plan

School	0.5	0.7	0.5	
National	1.4	1.3	1.3	

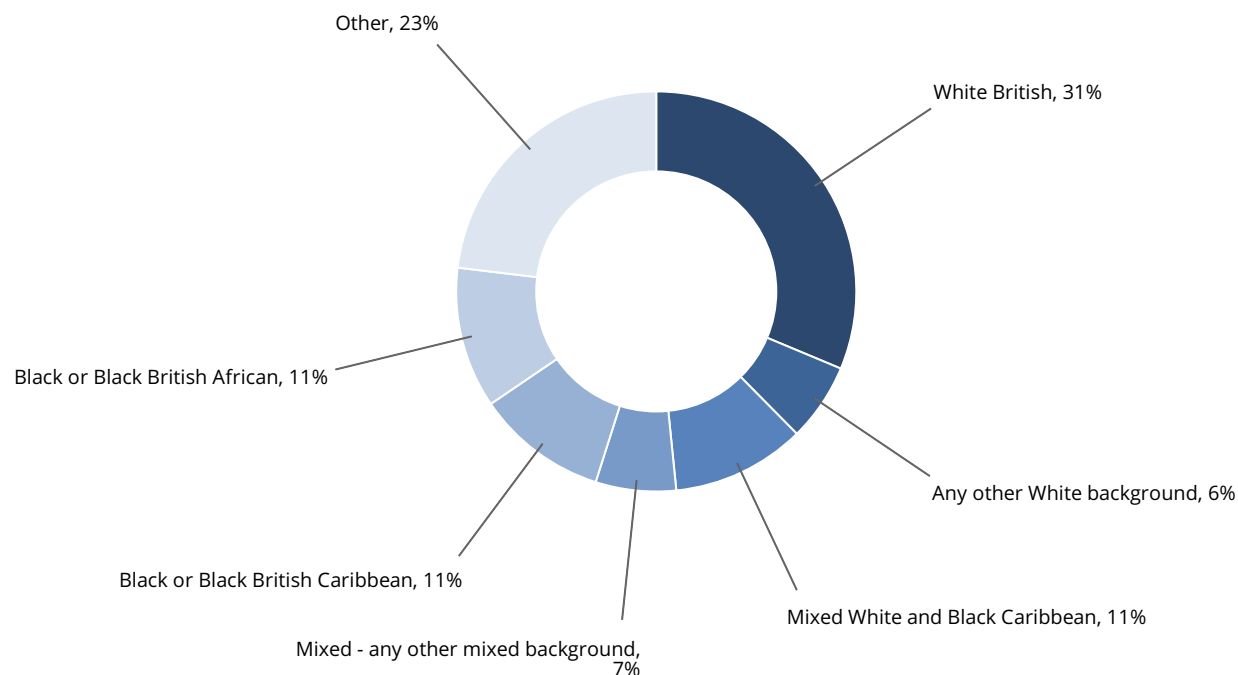
School deprivation indicator

School	0.3	0.2	0.2	
National	0.2	0.2	0.2	

Schools details as of 3 January 2018

Ethnicity

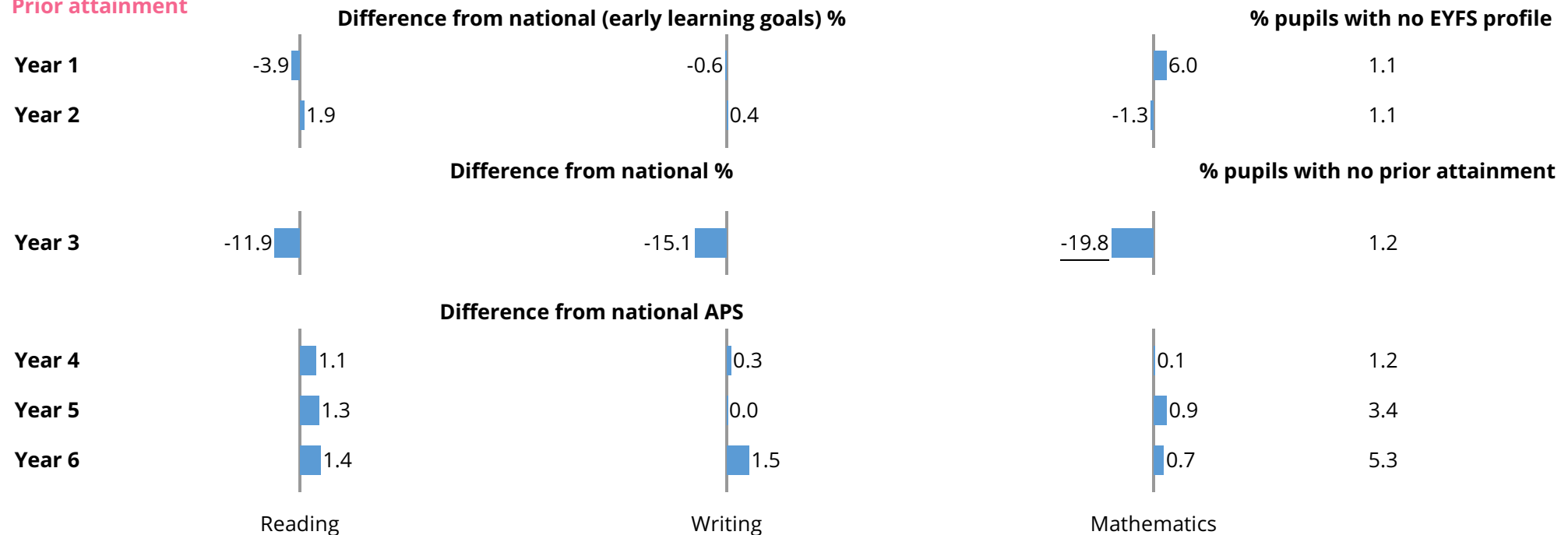
This school has 14 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	88	56	49	28	19	14	21	13	12	0
Year 2	88	52	49	27	22	21	21	6	14	0
Year 3	86	48	49	38	26	27	21	11	15	0
Year 4	85	44	49	40	28	22	21	13	16	0
Year 5	59	54	49	39	30	24	20	10	16	0
Year 6	57	56	49	33	31	35	20	9	17	0

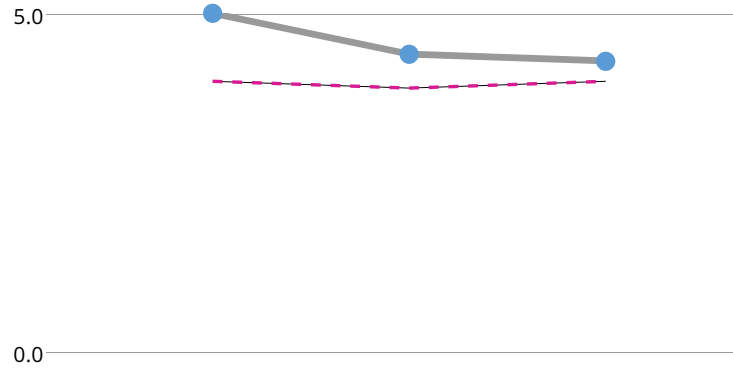
Prior attainment



Underlined once: more than one standard deviation from national
 Underlined twice: more than two standard deviations from national

Absence

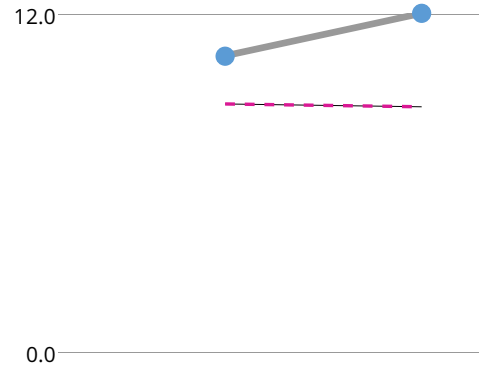
% of sessions missed



	2015	2016	2017
School %	5.0	4.4	4.3
Nat %	4.0	3.9	4.0
Cohort	423	447	476

Persistent absence

% of pupils who missed 10% or more sessions



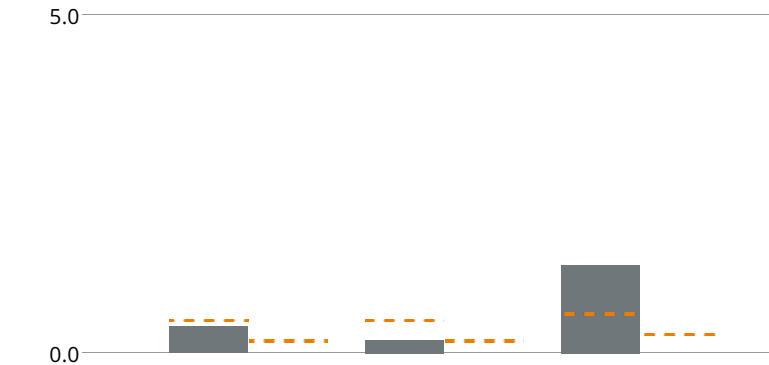
	2016	2017
School %	10.5	12.0
Nat %	8.8	8.7
Cohort	447	476

■ School ■ National

Fixed term exclusions

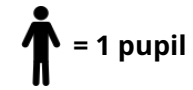
% of pupils excluded

■ Total ■ Repeat ■ National



	2014		2015		2016	
School %	0.4	0.0	0.2	0.0	1.3	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	2	0	1	0	7	0

Permanent exclusions



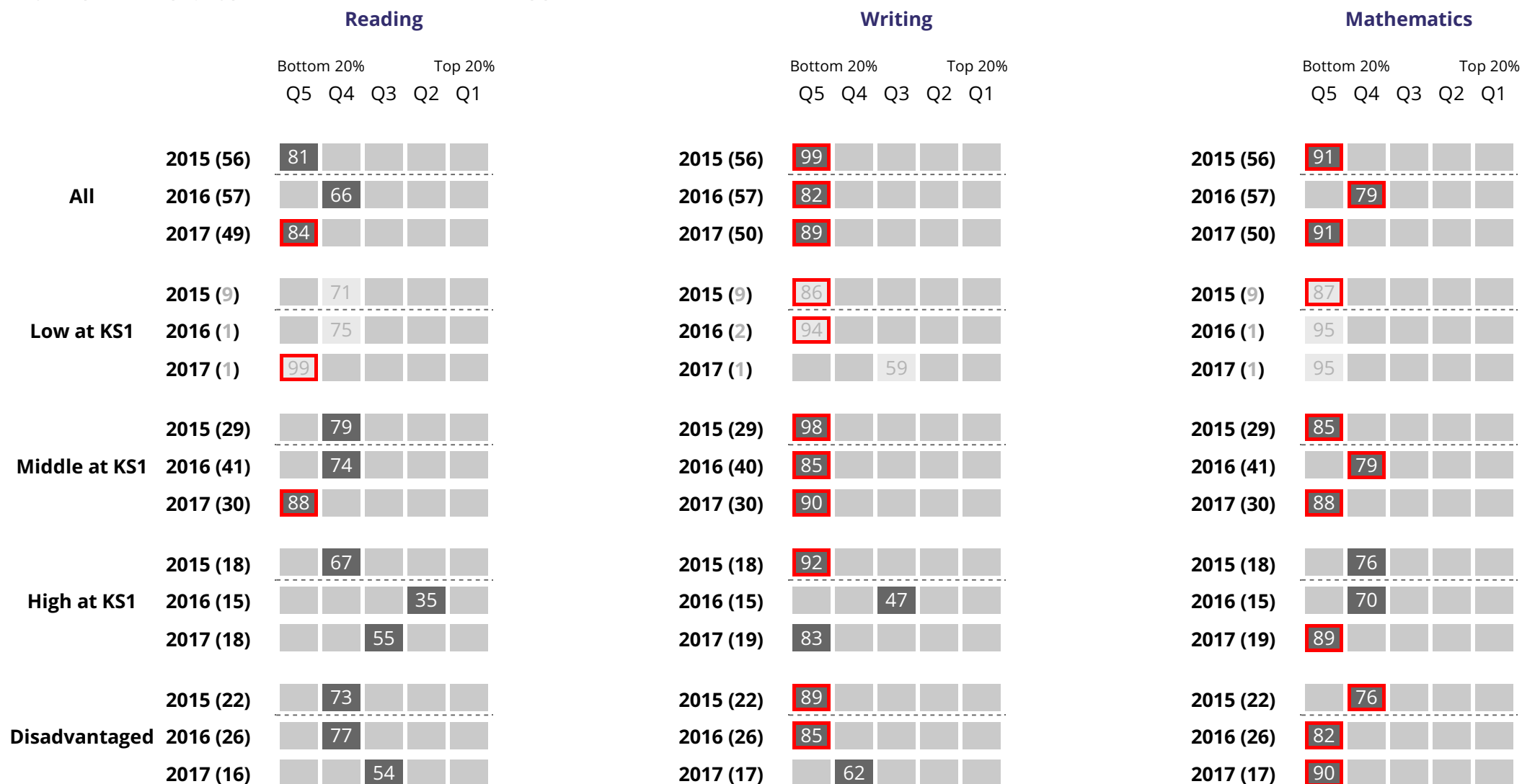
Nat

2016 (0) No permanent exclusions

2015 (0) No permanent exclusions

Trends over time

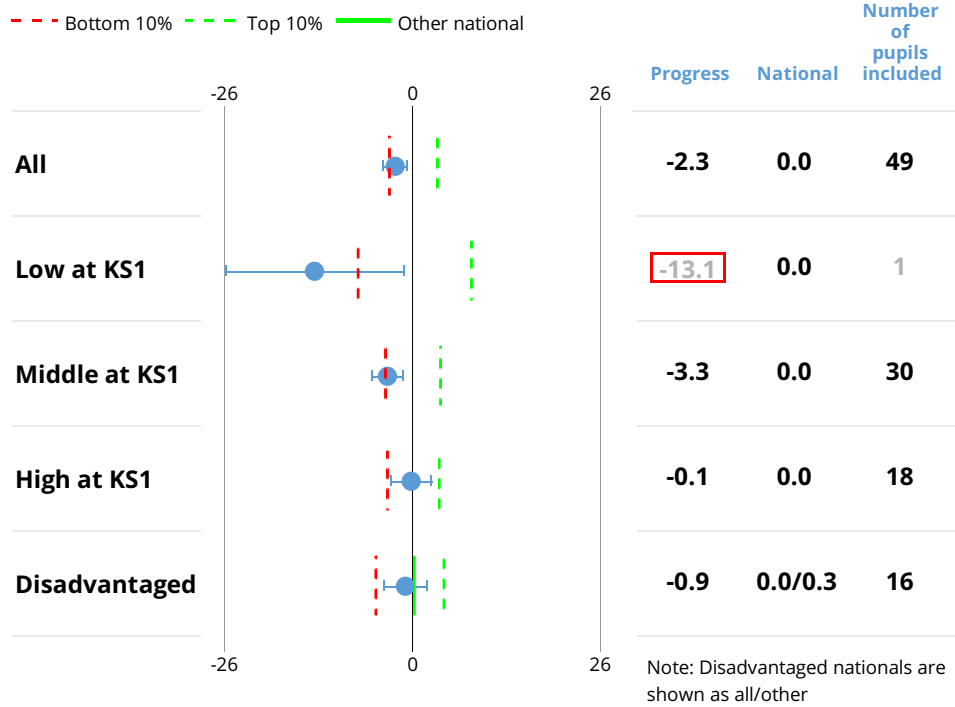
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

() Cohort Significantly below national Significantly above national Change in methodology or calculations -----

Reading progress in 2017

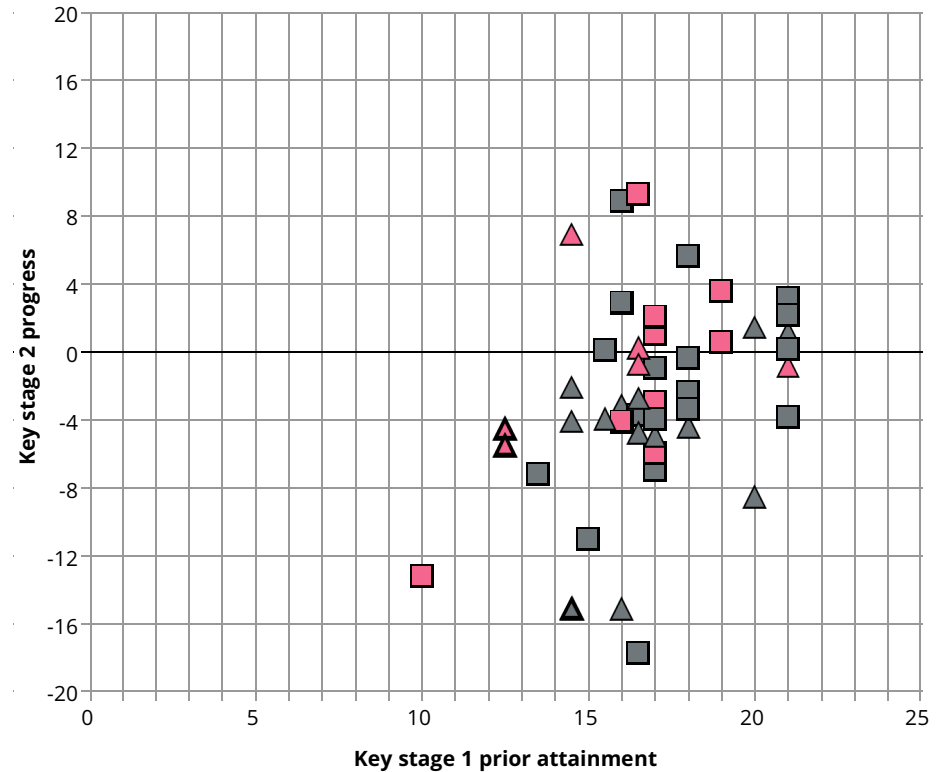


Significantly below national and in bottom 10%

Significantly above national and in top 10%

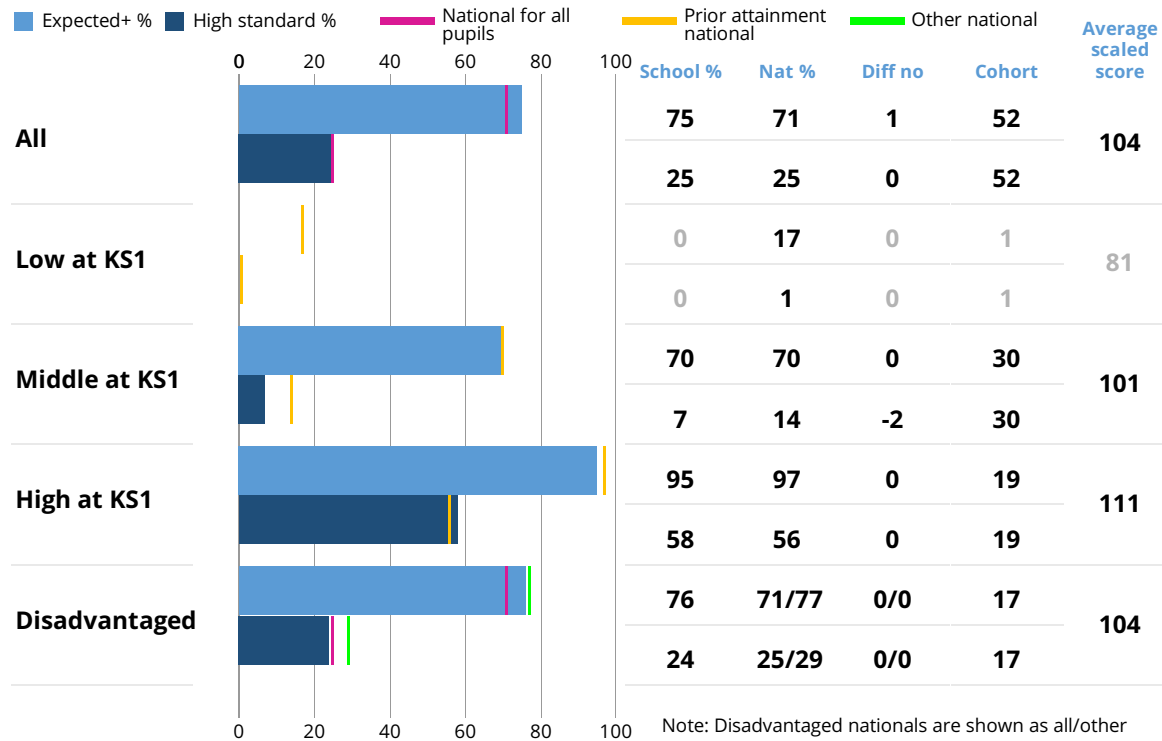
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

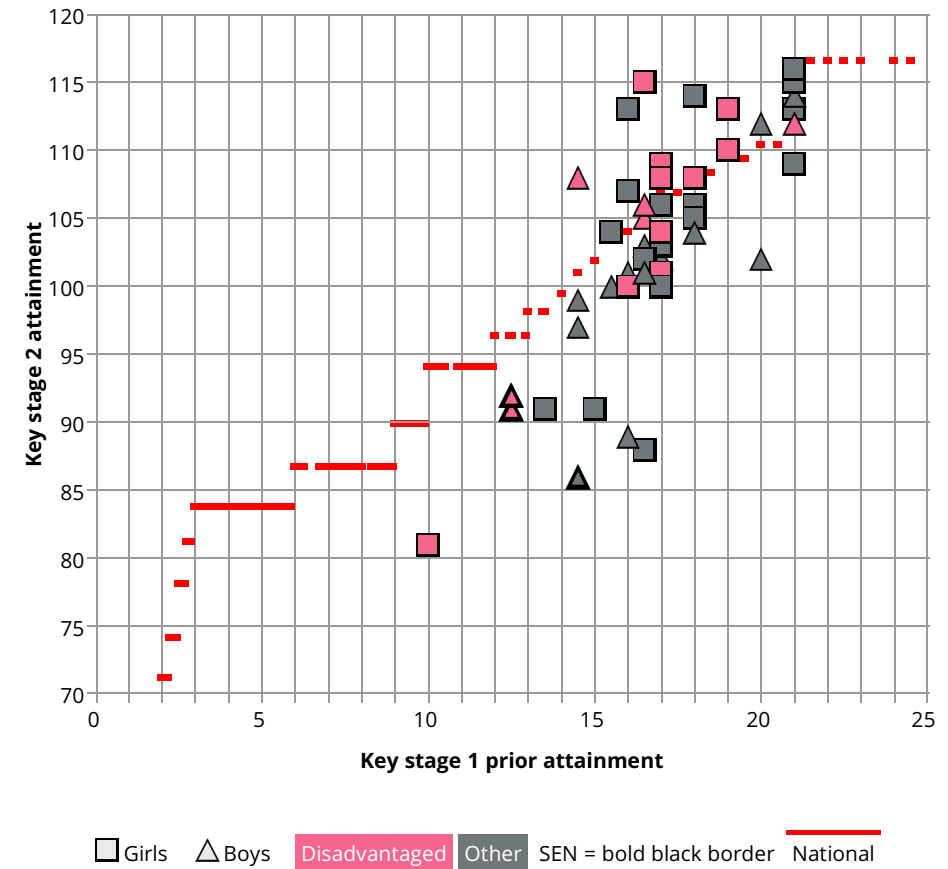


□ Girls △ Boys Disadvantaged Other SEN = bold black border

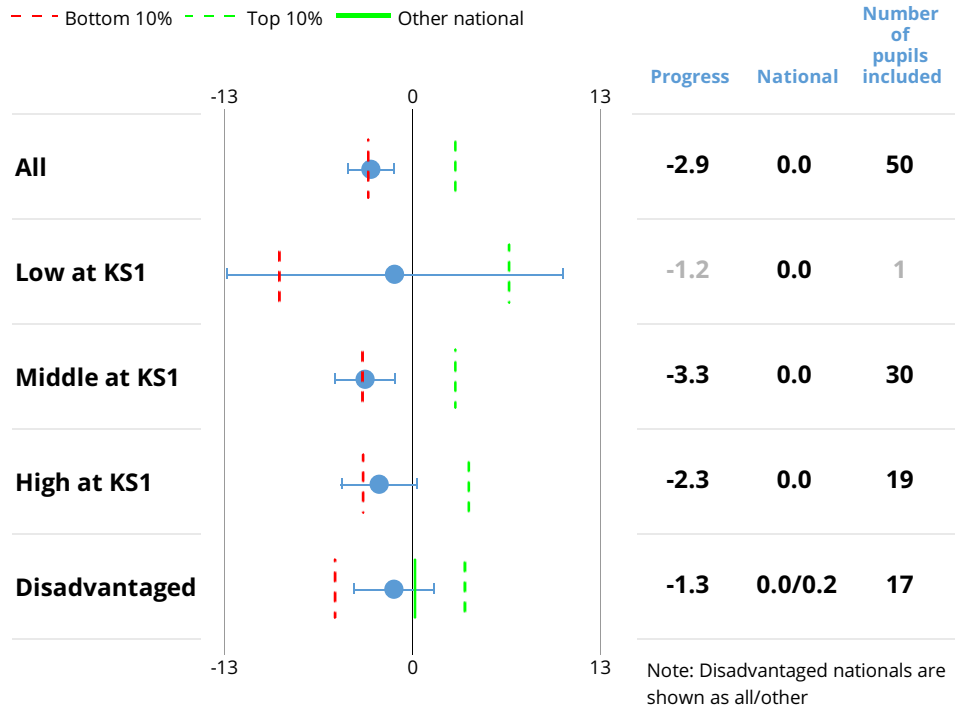
Reading attainment in 2017



Reading attainment scatterplot



Writing (teacher assessment) progress in 2017



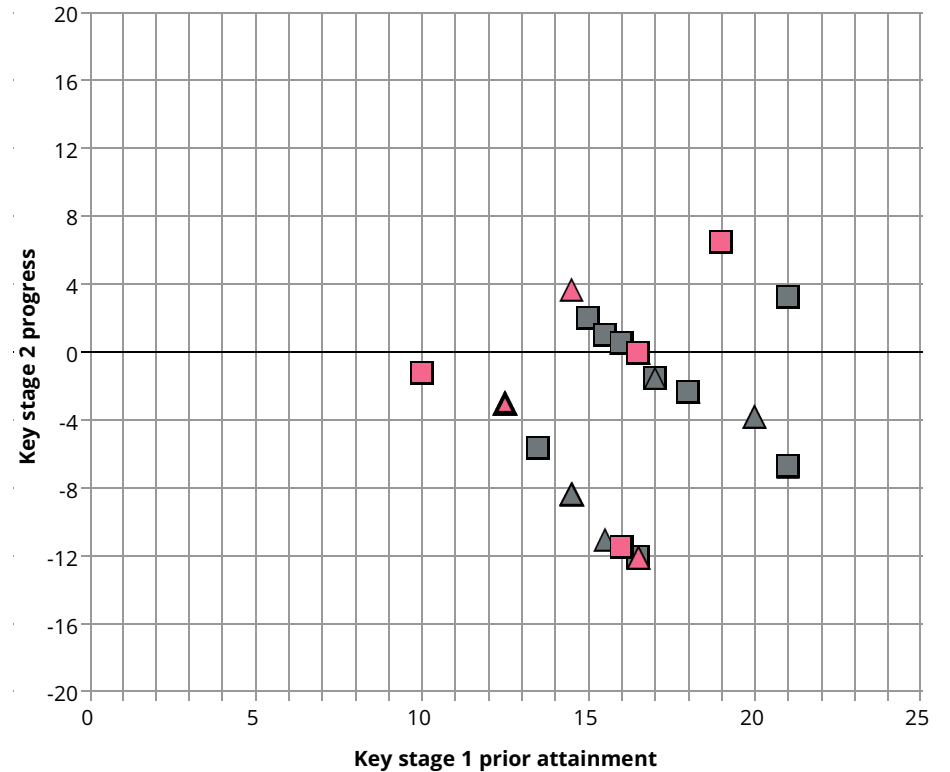
Significantly below national and in bottom 10%

Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

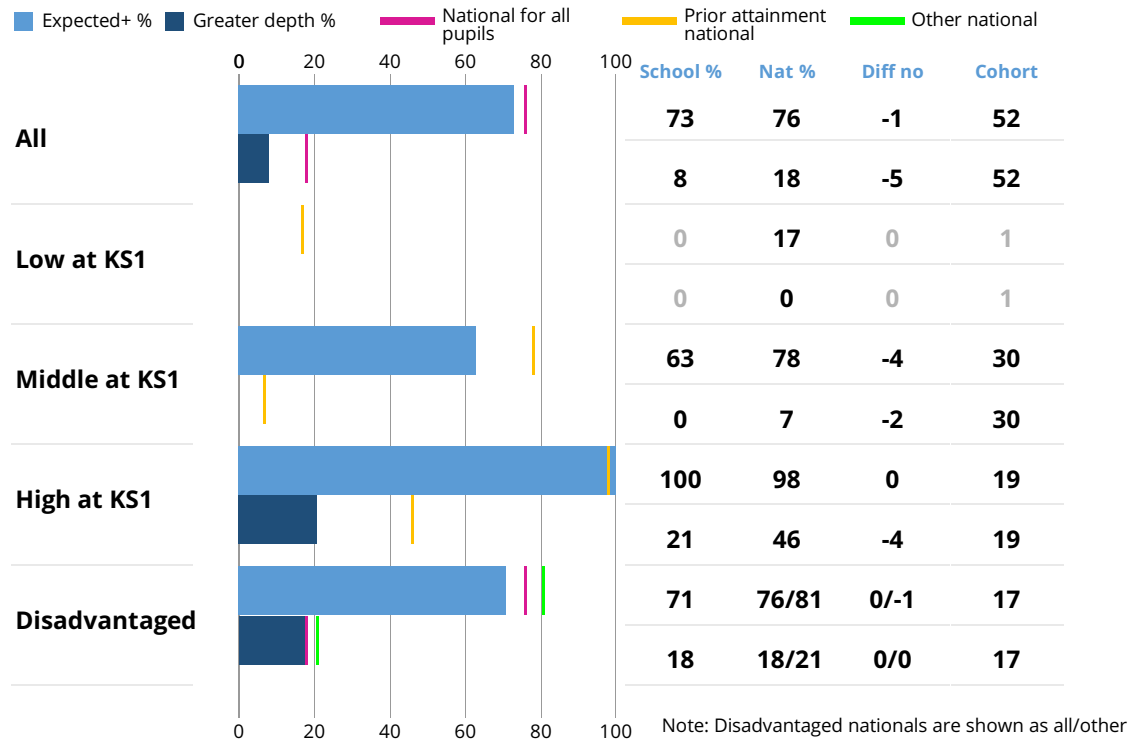
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



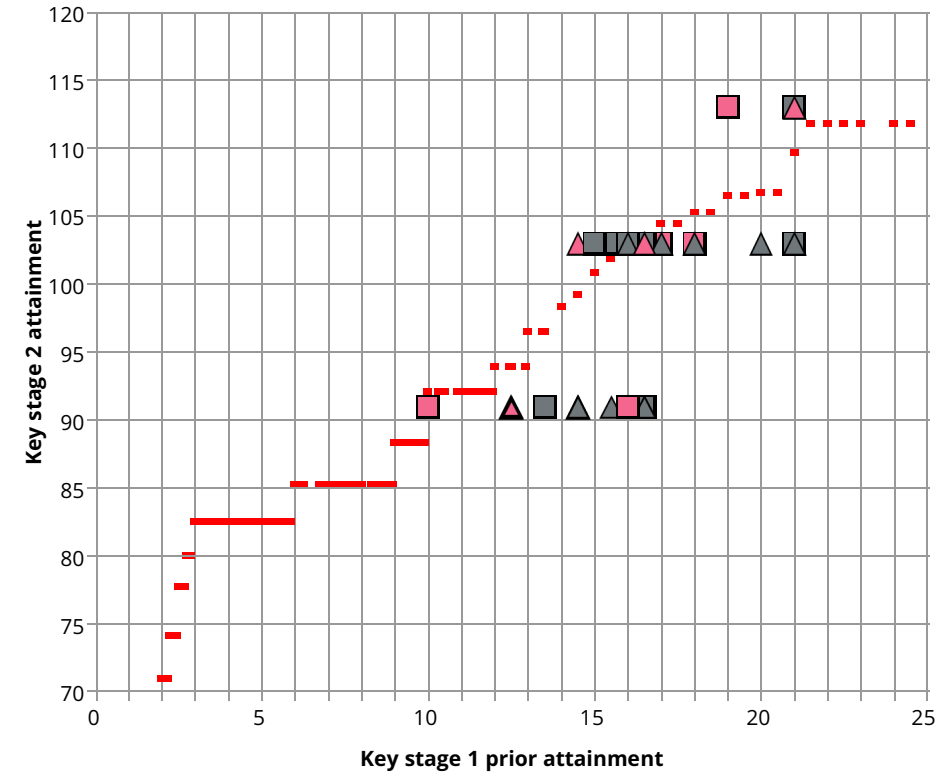
□ Girls △ Boys Disadvantaged Other SEN = bold black border

Writing (teacher assessment) attainment in 2017



Writing data is based on teacher assessments. Users should be cautious when using this data.

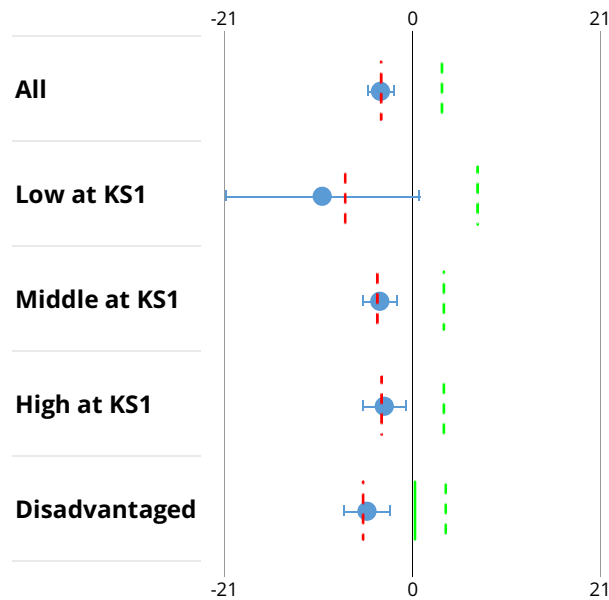
Writing (teacher assessment) attainment scatterplot



□ Girls
 △ Boys
 Disadvantaged
 Other
 SEN = bold black border
 National

Mathematics progress in 2017

--- Bottom 10% --- Top 10% --- Other national



	Progress	National	Number of pupils included
All	-3.5	0.0	50
Low at KS1	-10.1	0.0	1
Middle at KS1	-3.6	0.0	30
High at KS1	-3.1	0.0	19
Disadvantaged	-5.1	0.0/0.3	17

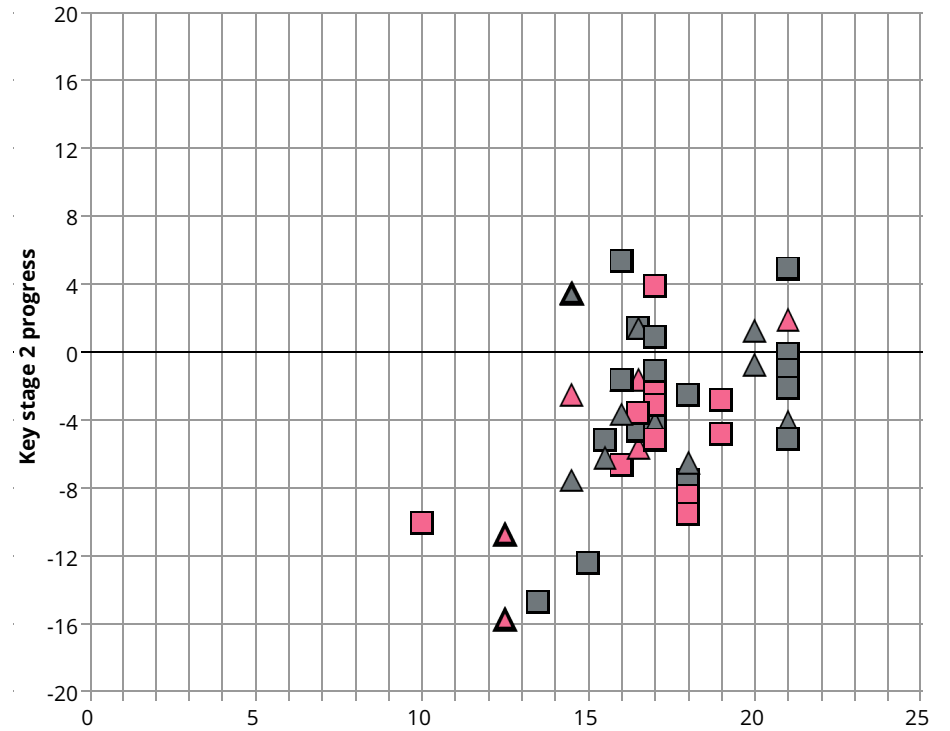
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

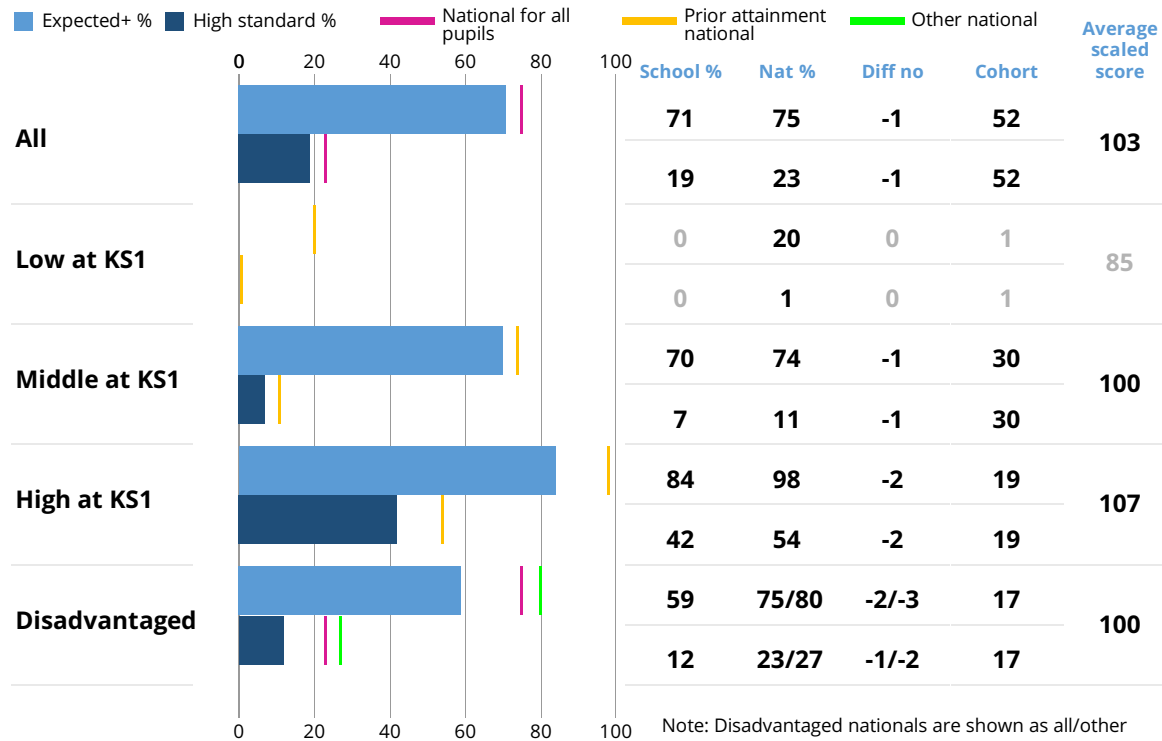
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

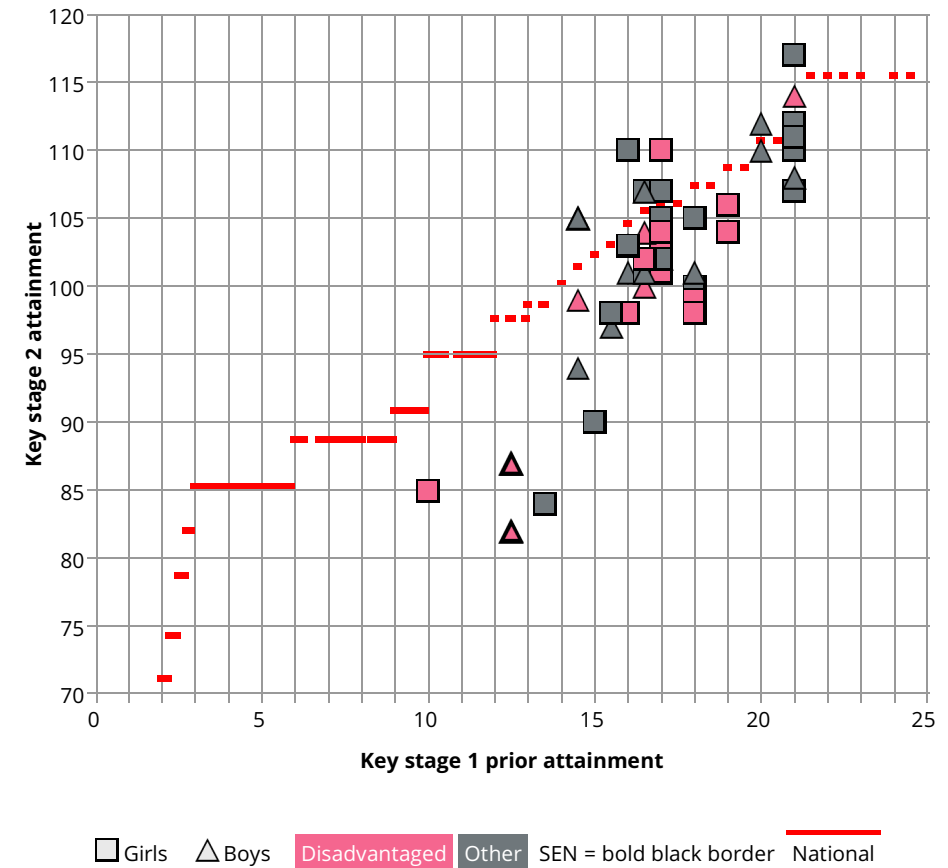


□ Girls △ Boys Disadvantaged Other SEN = bold black border

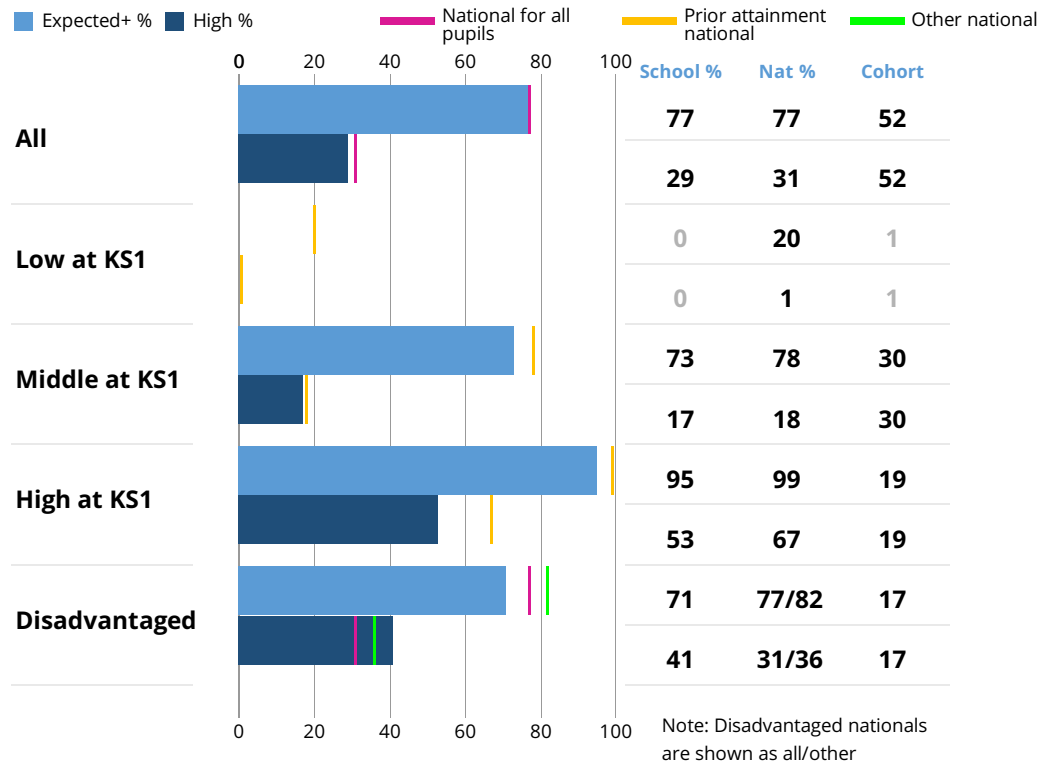
Mathematics attainment in 2017



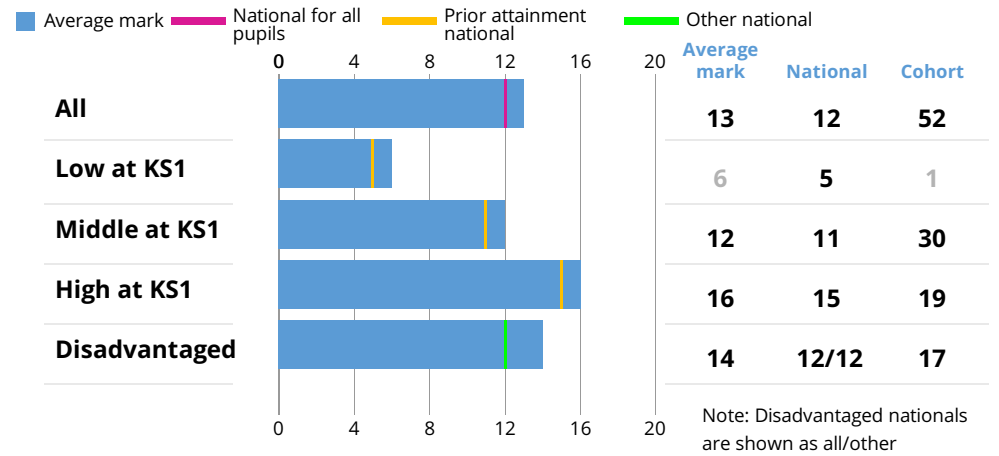
Mathematics attainment scatterplot



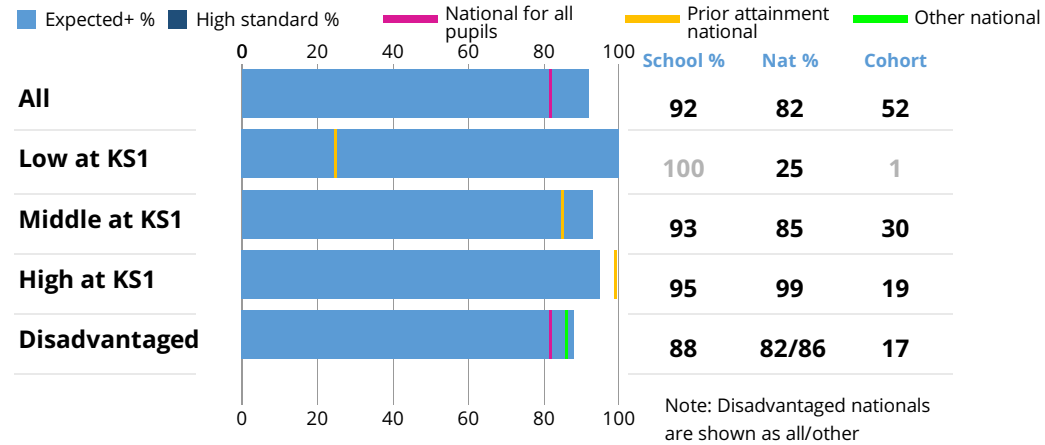
English grammar, punctuation and spelling (EGPS) in 2017



Spelling

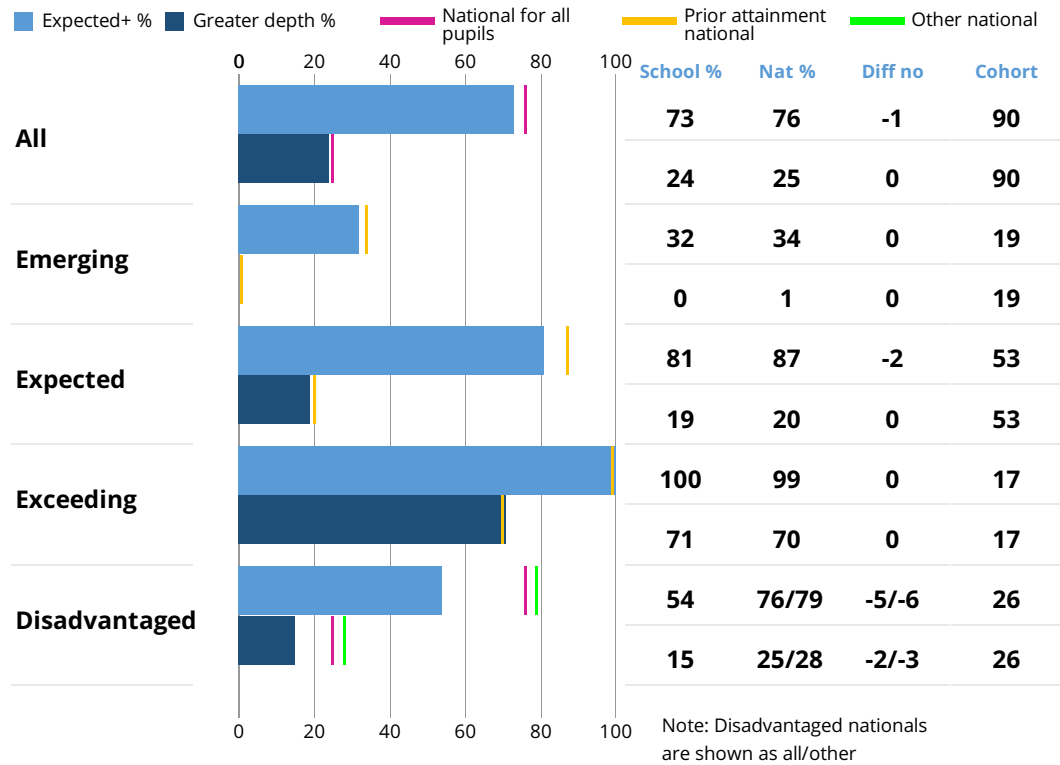


Science attainment in 2017

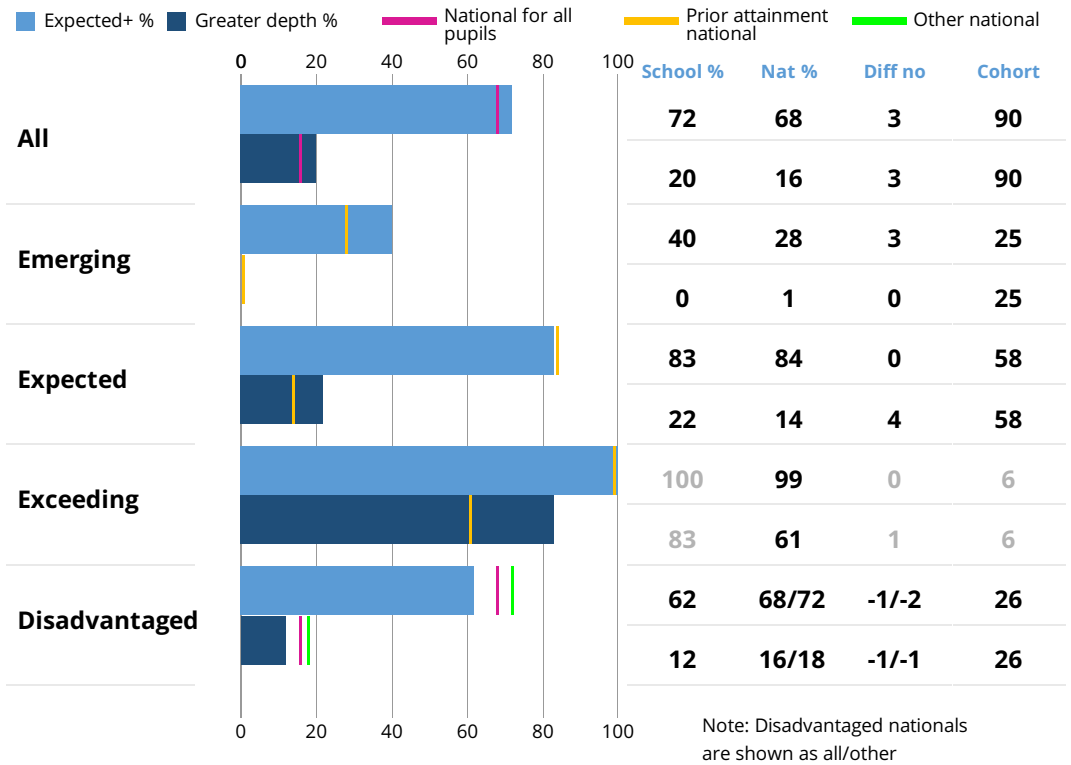


Science data is based on teacher assessments. Users should be cautious when using this data.

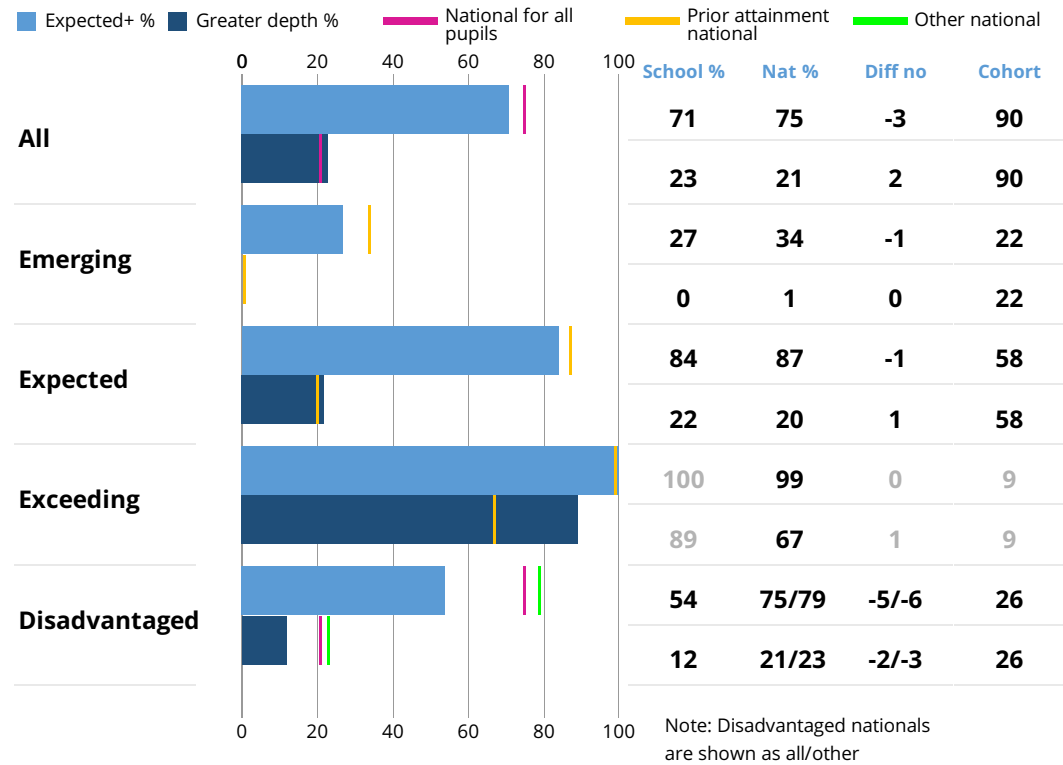
Reading in 2017



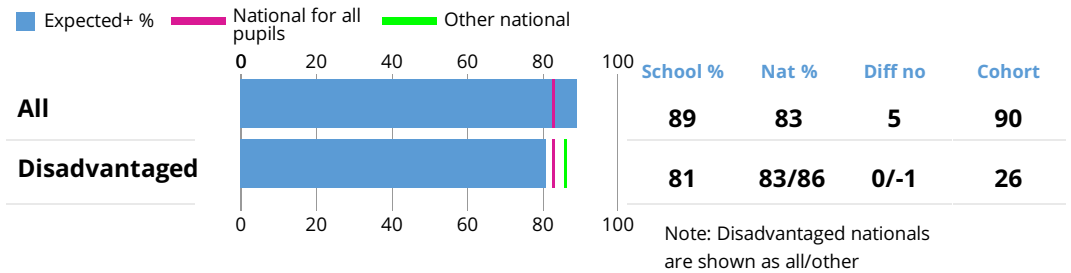
Writing in 2017



Mathematics in 2017

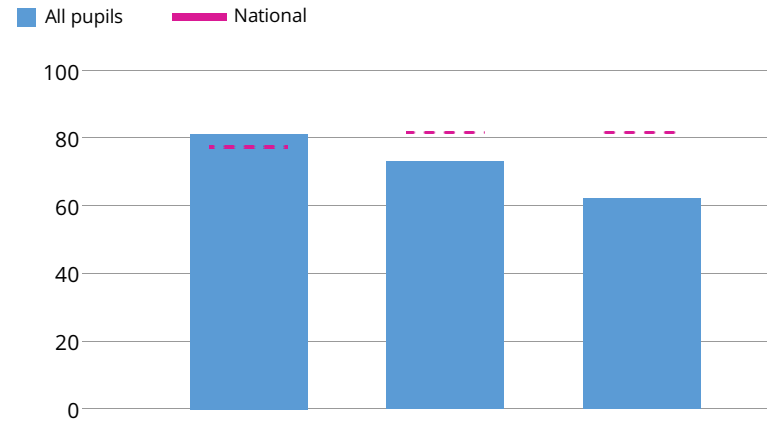


Science in 2017



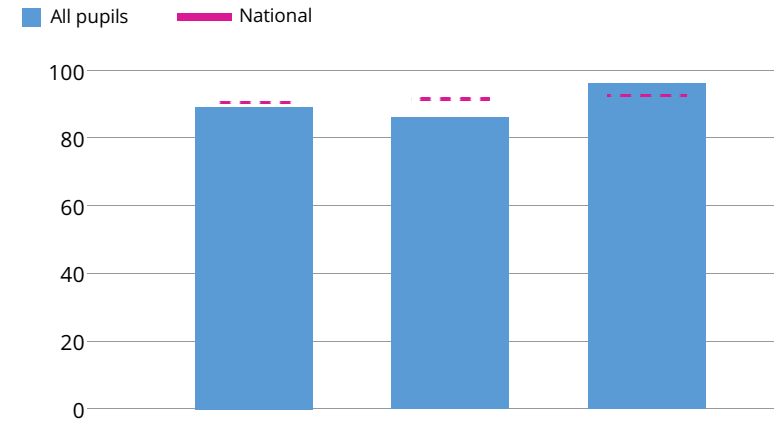
Phonics in 2017

**Proportion meeting the expected standard
Year 1**



	2015	2016	2017
School %	81	73	62
Nat %	77	81	81
Cohort	90	86	89

By end of year 2



	2015	2016	2017
School %	89	86	96
Nat %	90	91	92
Cohort	88	90	90