

## 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

- In 2018, attainment of the expected standard in all subjects was above average and in the highest 10% for all pupils.

### 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 (0.57%) was above the national average for schools with a similar level of deprivation (0.27%). In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.13%.

## School context in 2018

**Phase of education:** Primary  
**Headteacher:** Corrina Gillard  
**Pupils:** 179  
**Gender:** Mixed  
**Deprivation Quintile:** Lowest 20% (0.1)

**Local authority:** Wokingham  
**Admissions policy:** Not applicable  
**Ages:** 4-7  
**Denomination:** Does not apply  
**Special needs provision:** HI

**Ever 6 FSM %:** 7.3  
**English additional language %:** 12.6  
**SEN support %:** 8.9  
**SEN with EHC plan %:** 1.7

### Ethnicity

- The largest ethnic groups are: White - British (80.8%), White - any other White background (3.3%), Mixed - White & Black African (2.5%), Mixed - White & Asian (3.3%), Asian or Asian British - Indian (2.5%), Asian or Asian British - any other Asian background (2.5%), .
- This school has 10 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 a larger than average decrease in the percentage of girls between 2017 and 2018 than most primary schools nationally.

### Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (7.3%).
- There were no children looked after in the school.

### English as an Additional Language

- There was nothing significant to report for this group.

## School context 2018

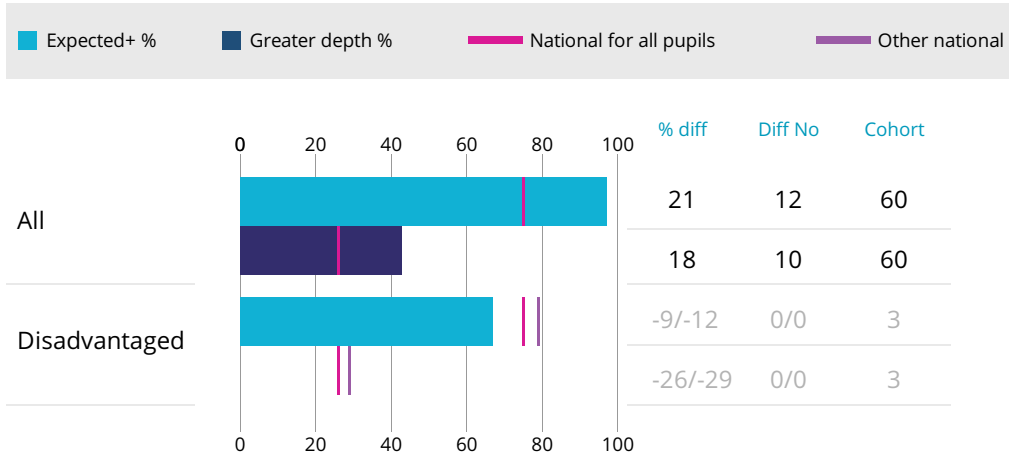
### Special Educational Needs

- There was nothing significant to report for this group.

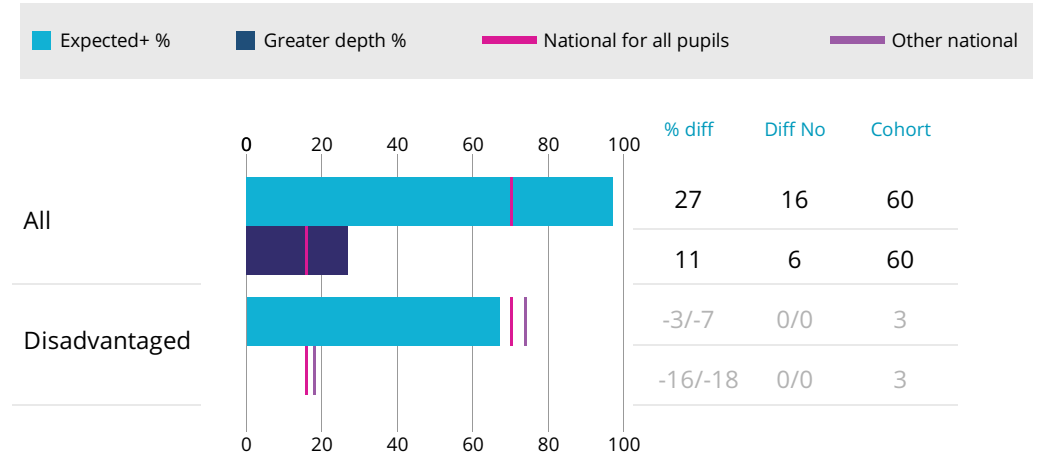
### Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 1, year 2), Mathematics (year 1, year 2)

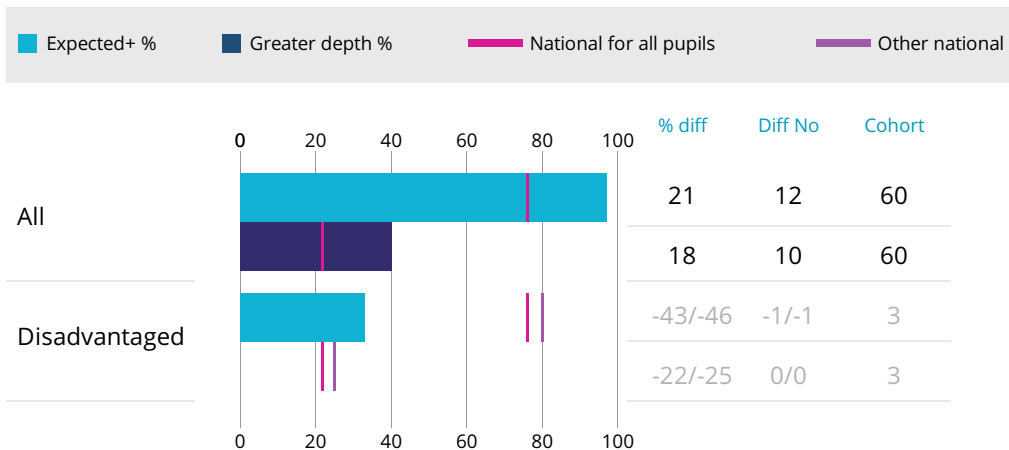
## Reading



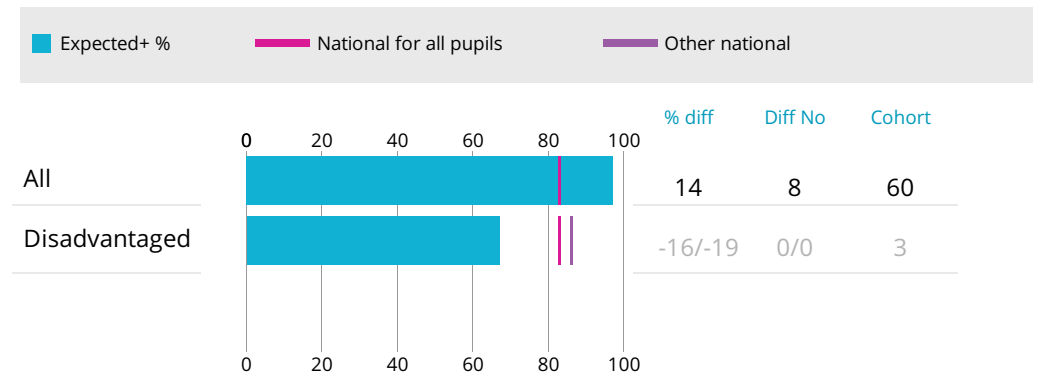
## Writing



## Mathematics



## Science



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

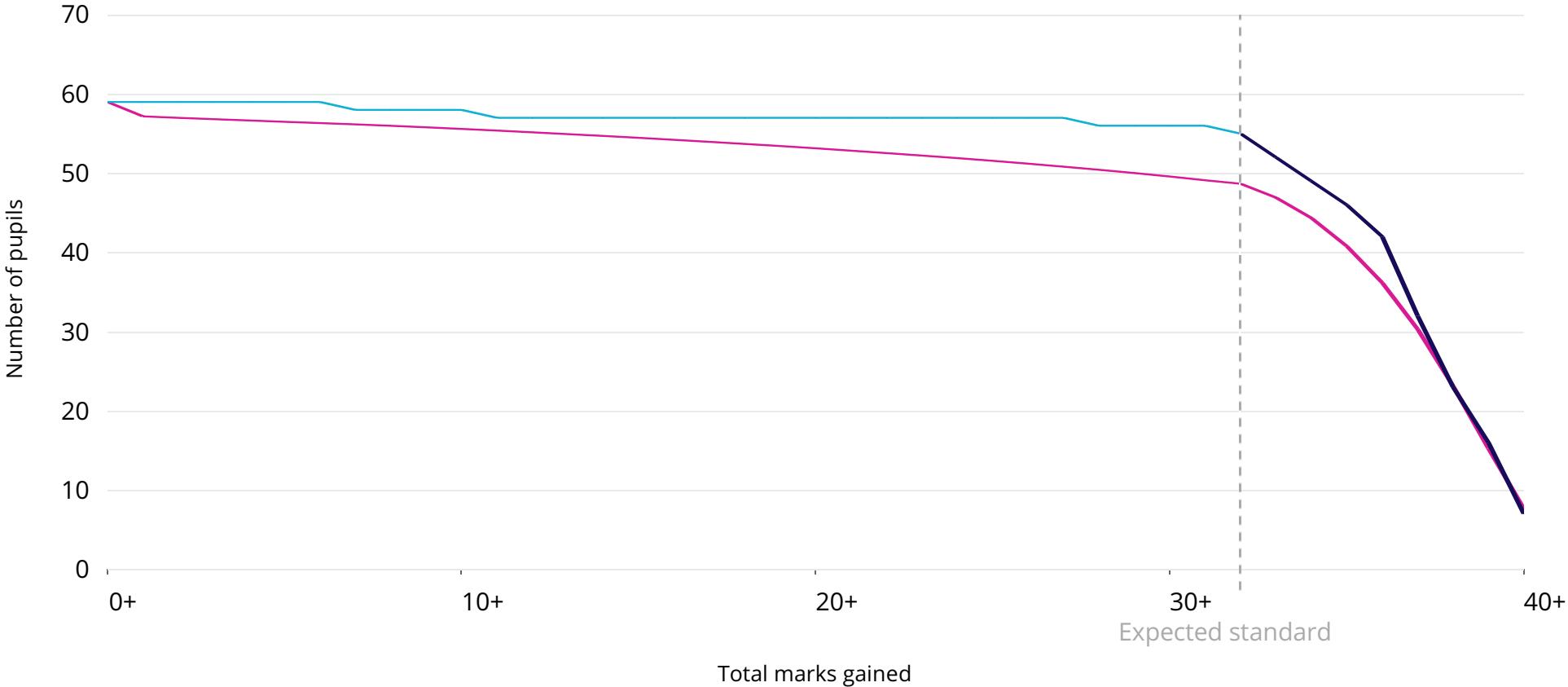
# Year 1 phonics marks 2018

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 = 59   One pupil relates to 1.7 percentage points.

In 2018, 93% of pupils achieved the expected standard, 11 percentage points above the national proportion. This was a statistically significant difference.



**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)