

## Areas to investigate

### KS2 progress

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

### KS2 attainment

- In 2018, reading and mathematics attainment of the expected standard was at or above national for the middle prior attainment group.

### KS1 attainment

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

### 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 (3.90%) was below the national average for schools with a similar level of deprivation (4.42%).
- There was 1 permanent exclusion in 2016/17. There were no permanent exclusions in either 2015/16 or 2014/15. The national average in each of these years was zero.
- In 2016/17, the rate of total fixed term exclusions (0.42%) was below the national average for schools with a similar level of deprivation (0.70%). In 2016/17, the rate of repeat exclusions (0.42%) was above the national average for schools with a similar level of deprivation (0.33%).

## Primary school context in 2018

|                                                |                                          |                                           |
|------------------------------------------------|------------------------------------------|-------------------------------------------|
| <b>Phase of education:</b> Primary             | <b>Local authority:</b> Derbyshire       | <b>Ever 6 FSM %:</b> 24.8                 |
| <b>Headteacher:</b> Andrew Reeves              | <b>Admissions policy:</b> Not applicable | <b>English additional language %:</b> 3.4 |
| <b>Pupils:</b> 227                             | <b>Ages:</b> 3-11                        | <b>SEN support %:</b> 7.5                 |
| <b>Gender:</b> Mixed                           | <b>Denomination:</b> None                | <b>SEN with EHC plan %:</b> 1.3           |
| <b>Deprivation Quintile:</b> Highest 40% (0.2) | <b>Special needs provision:</b>          |                                           |

### Ethnicity

- The largest ethnic groups are: White - British (89.8%), White - any other White background (3.4%), Mixed - White & Black Caribbean (1.1%), Mixed - White & Black African (1.1%), Mixed - any other mixed background (3.4%).
- This school has 7 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 school was in the lowest 20% of all schools for the proportion of girls (43.2%).

- The percentage of girls in year 4 (50%) and year 5 (57%) was higher than all other year groups.
- The percentage of girls in year 1 (31%) and year 3 (27%) was lower than all other year groups.

### Disadvantaged

- There was one child looked after in the school.

### English as an Additional Language

- There was nothing significant to report for this group.

**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

### Special Educational Needs

- The percentage of SEN in year 2 (27%) was higher than all other year groups.
- There was a larger than average decrease in the percentage of SEN support pupils between 2017 and 2018.

### Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (year 1), Writing (year 1, year 2)
- Pupil prior attainment was well above the national comparator for the following: Reading (year 5), Writing (year 5), Mathematics (year 5)

## Relative progress for the past three years

Progress quintiles based on rank of progress score

( ) Cohort

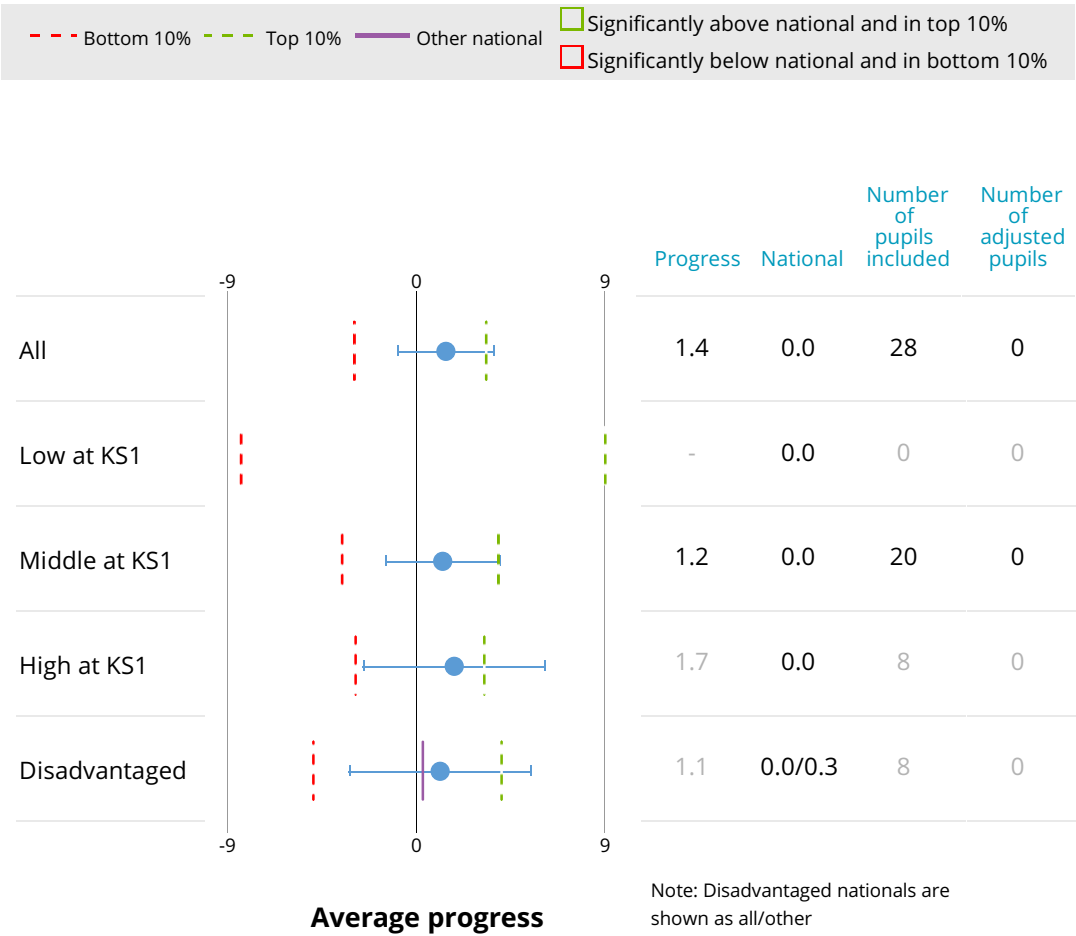
Significantly  
above national

Significantly  
below national

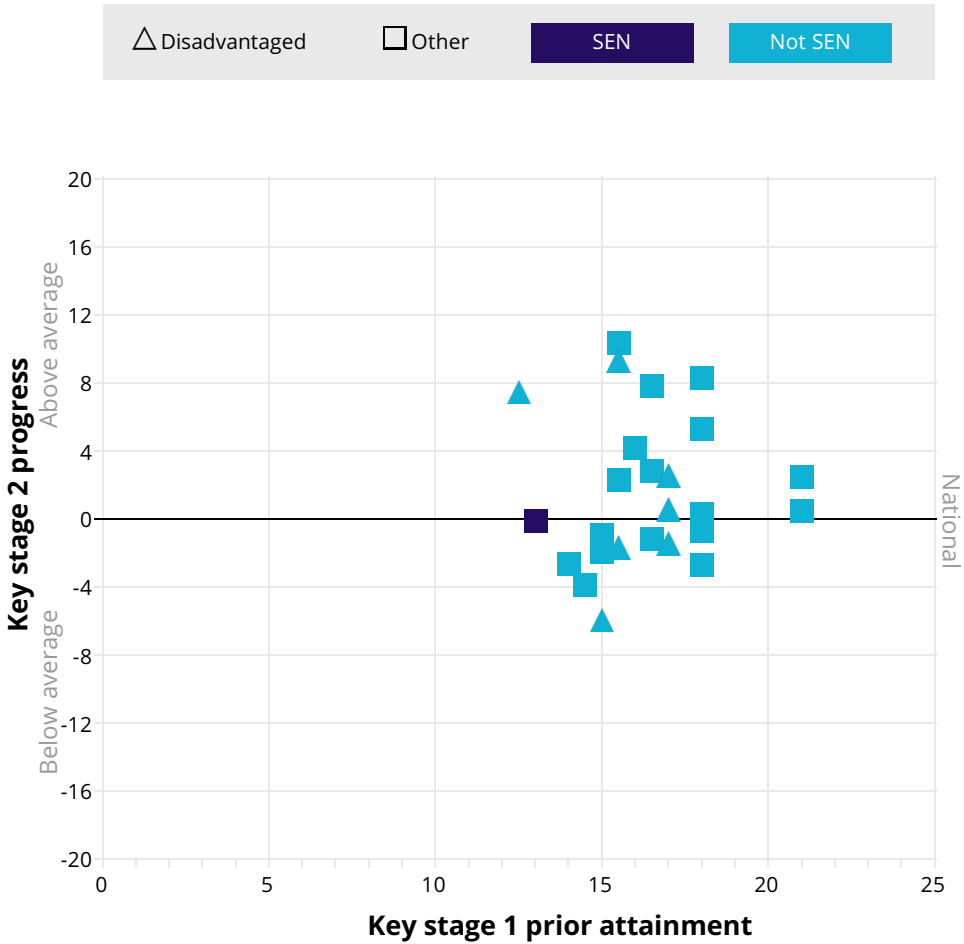
|               |      | Reading    |    |    |    |         | Writing    |    |    |    |         | Mathematics |    |    |    |         |
|---------------|------|------------|----|----|----|---------|------------|----|----|----|---------|-------------|----|----|----|---------|
|               |      | Bottom 20% |    |    |    | Top 20% | Bottom 20% |    |    |    | Top 20% | Bottom 20%  |    |    |    | Top 20% |
|               |      |            | Q5 | Q4 | Q3 | Q2      | Q5         | Q4 | Q3 | Q2 | Q1      | Q5          | Q4 | Q3 | Q2 | Q1      |
| Overall       | 2016 | (30)       |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2017 | (29)       |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2018 | (28)       |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
| Low at KS1    | 2016 | (2)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2017 | (4)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2018 | ( )        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
| Middle at KS1 | 2016 | (20)       |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2017 | (19)       |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2018 | (20)       |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
| High at KS1   | 2016 | (8)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2017 | (6)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2018 | (8)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
| Disadvantaged | 2016 | (5)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2017 | (9)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |
|               | 2018 | (8)        |    |    |    |         |            |    |    |    |         |             |    |    |    |         |

**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)

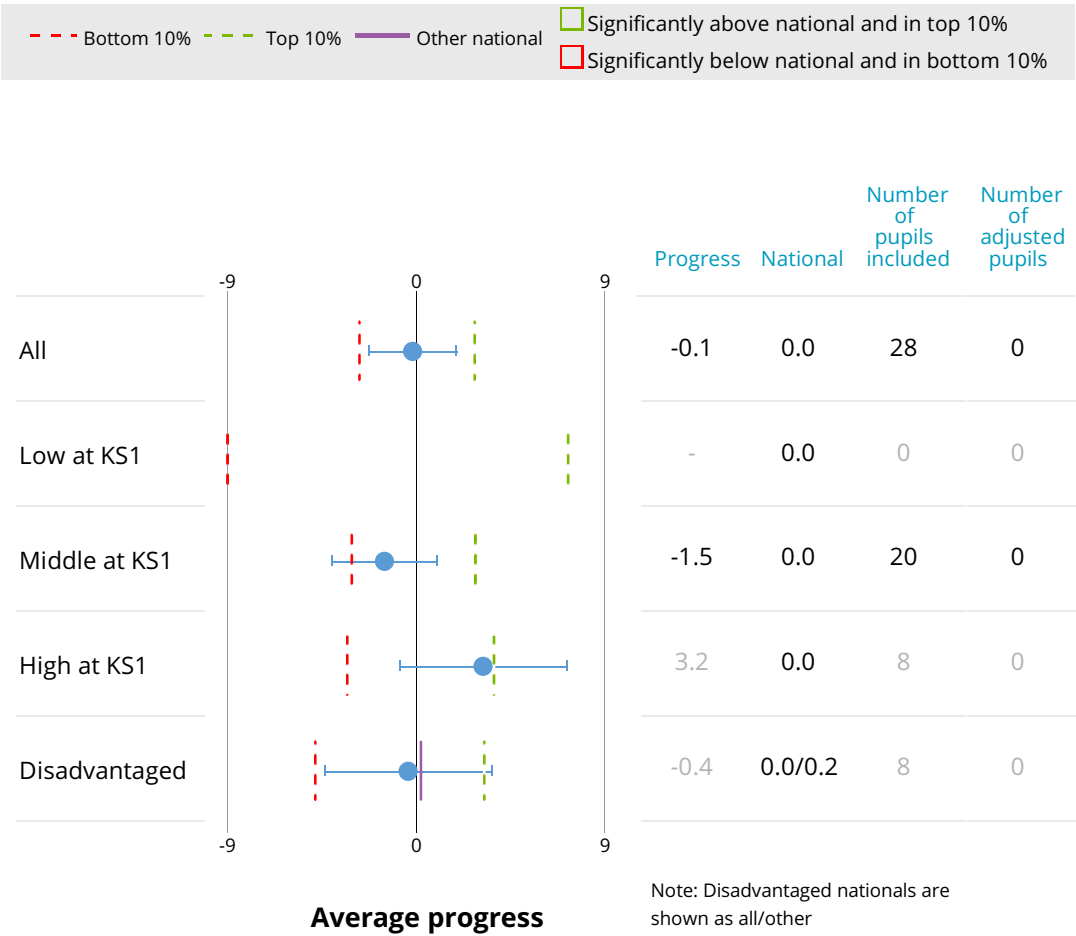
Reading progress in 2018



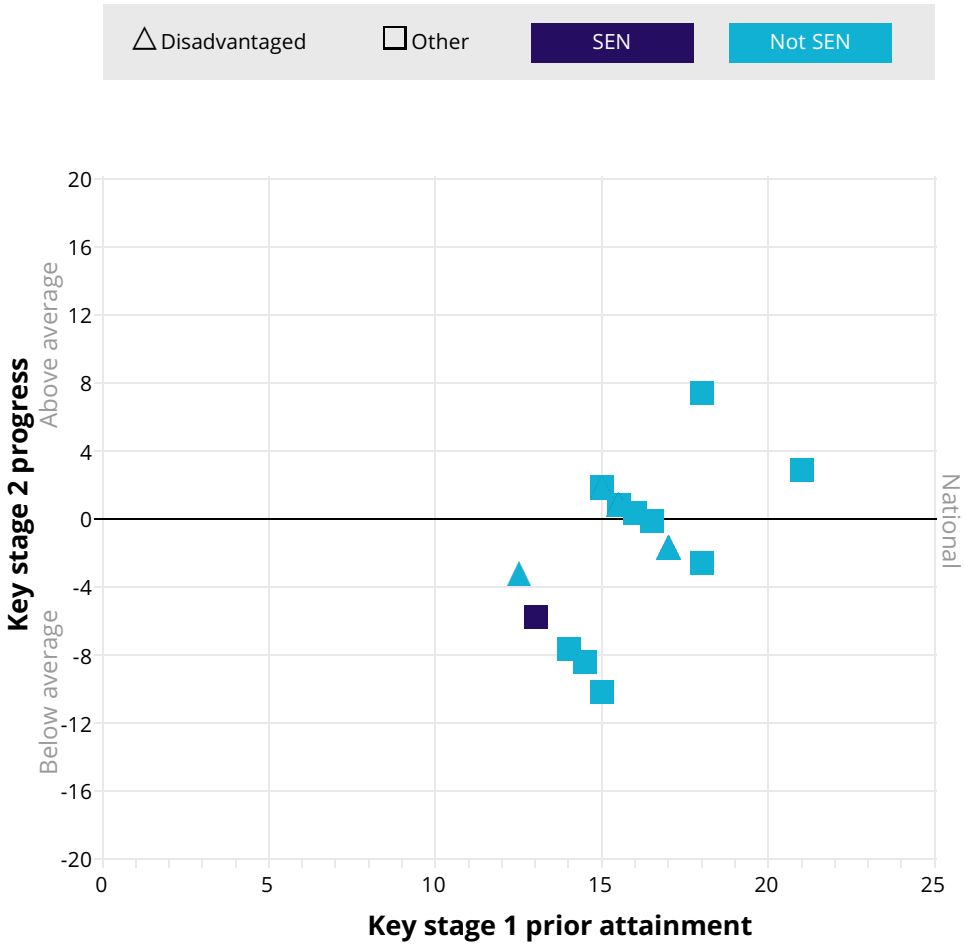
Reading progress scatterplot



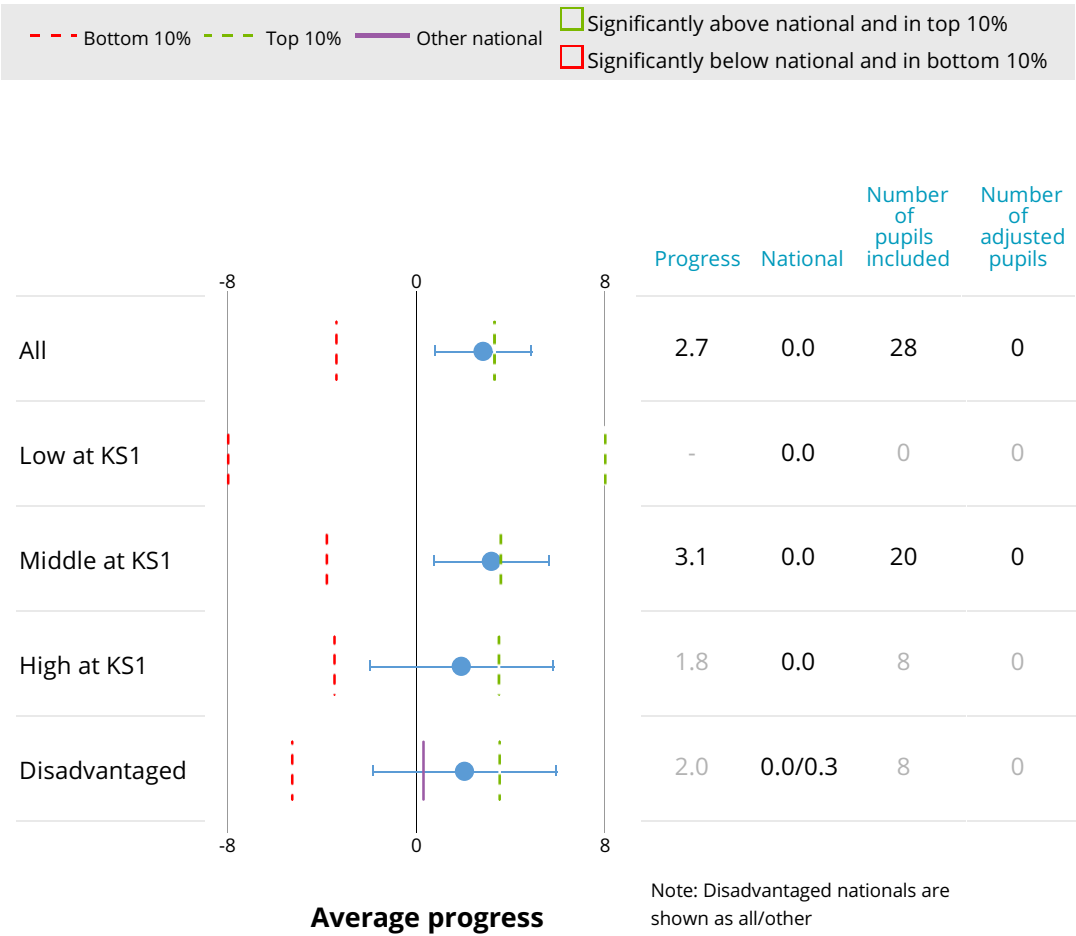
Writing progress in 2018



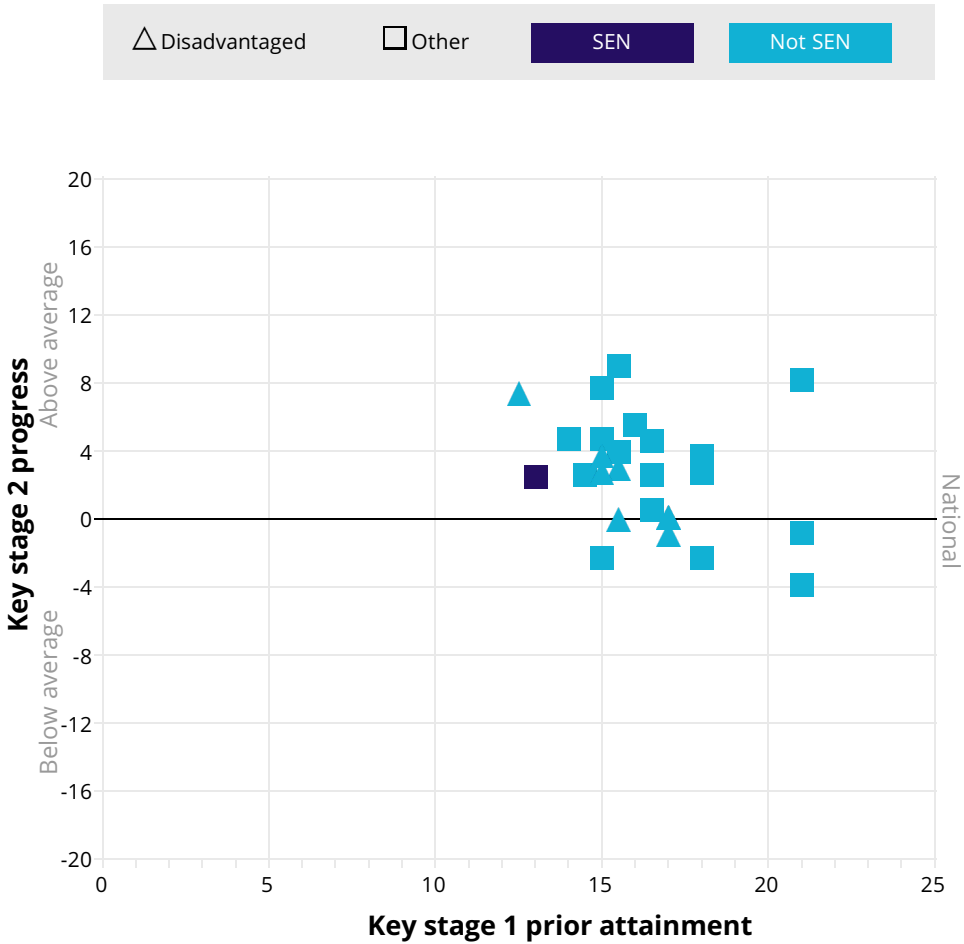
Writing progress scatterplot



Mathematics progress in 2018

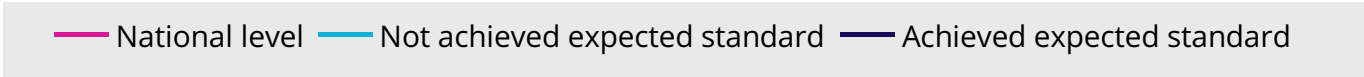


Mathematics progress scatterplot



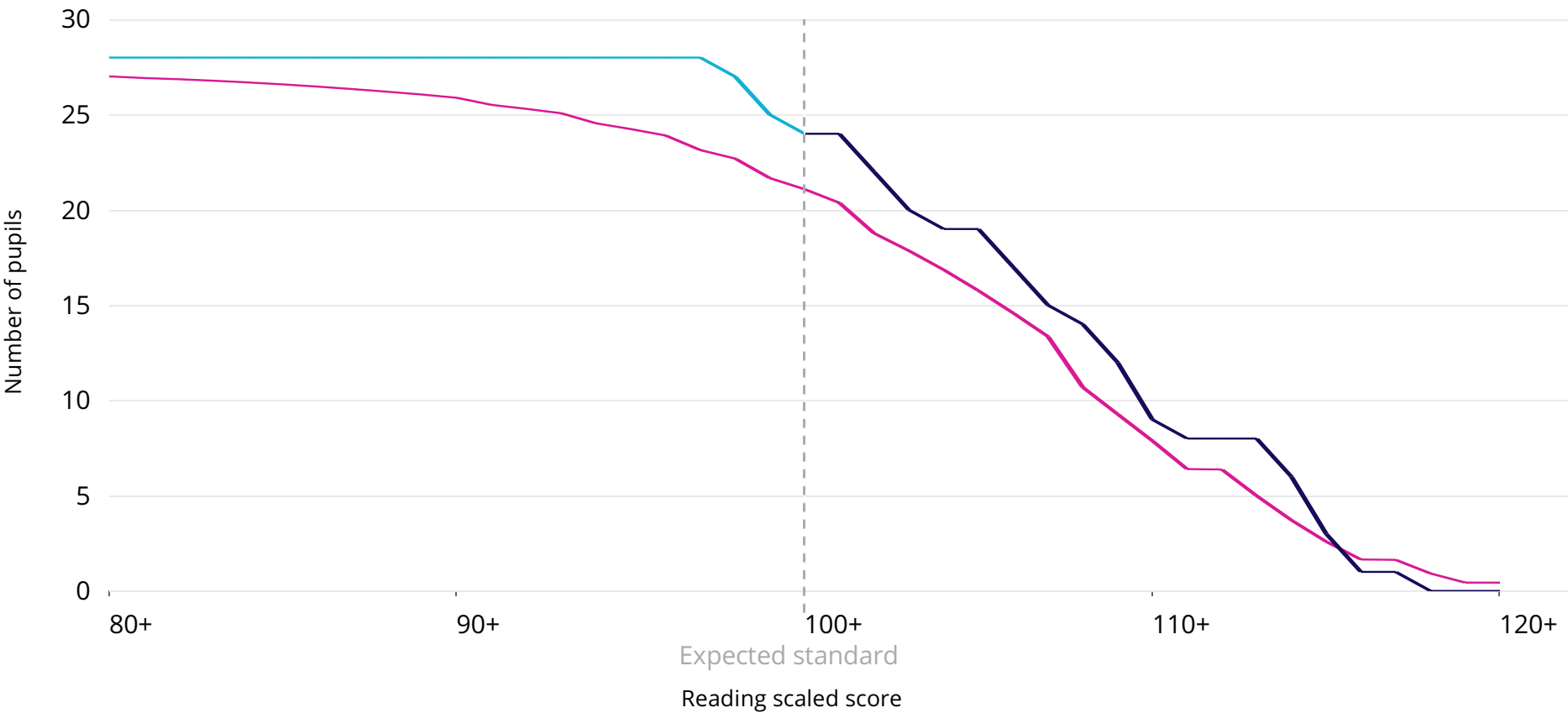
# Reading scaled scores 2018

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



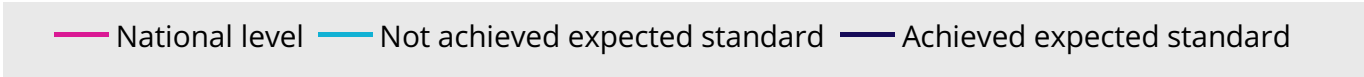
Cohort = 28    One pupil relates to 3.6 percentage points.

In 2018, 86% of pupils achieved the expected standard, 10 percentage points above the national. This difference was not statistically significant.



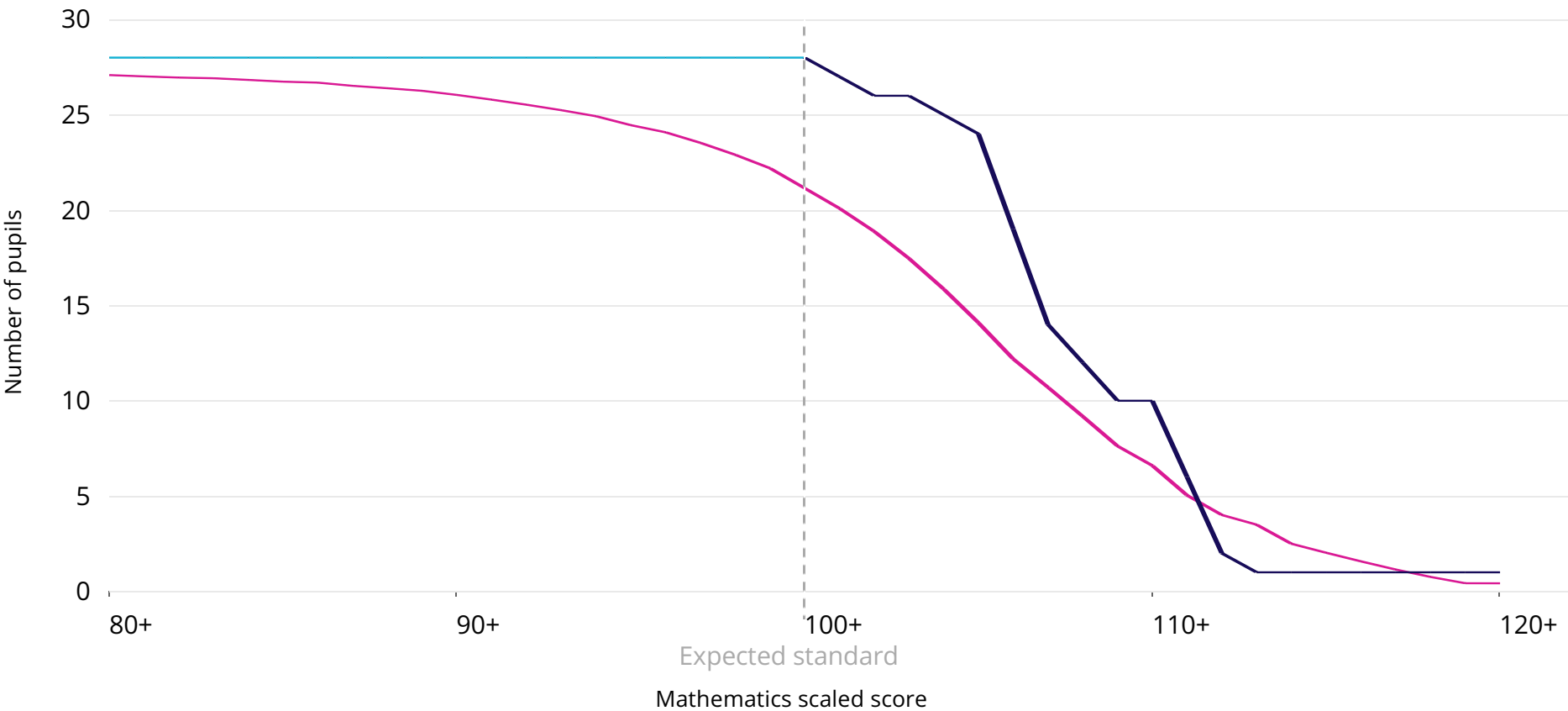
# Mathematics scaled scores 2018

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

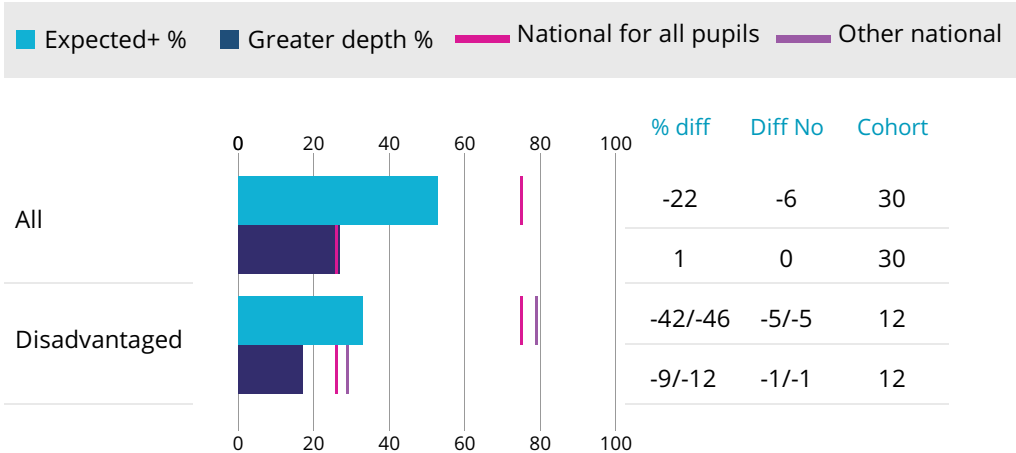


Cohort = 28    One pupil relates to 3.6 percentage points.

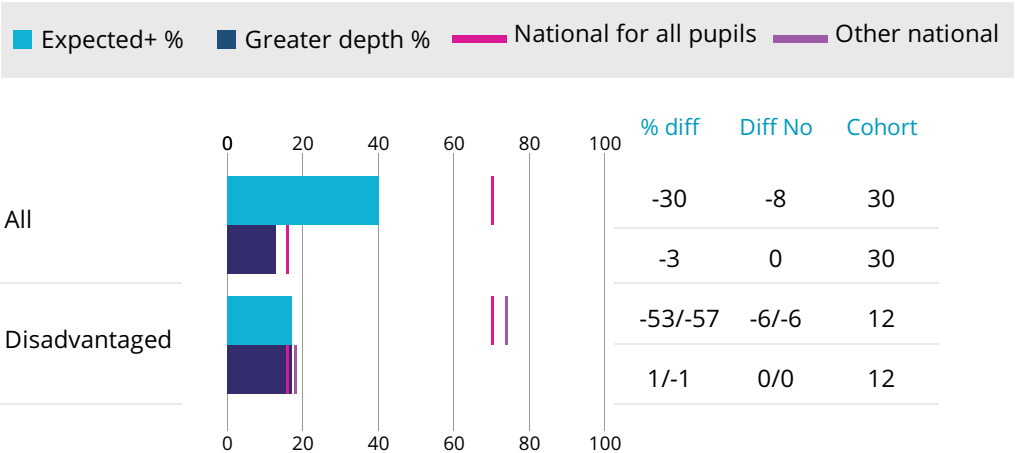
In 2018, 100% of pupils achieved the expected standard, 24 percentage points above the national. This was a statistically significant difference.



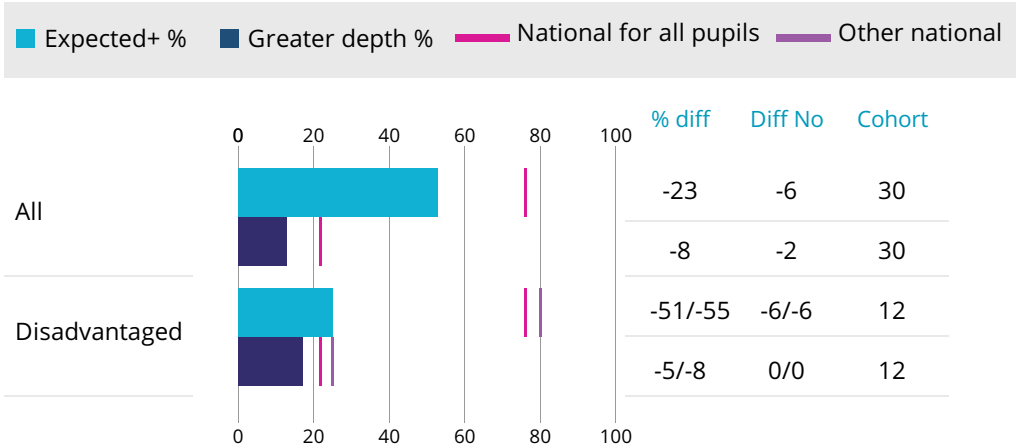
Reading



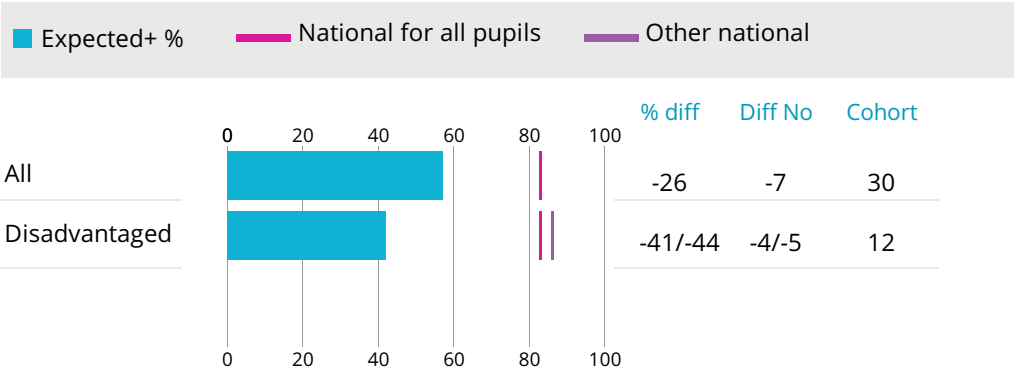
Writing



Mathematics

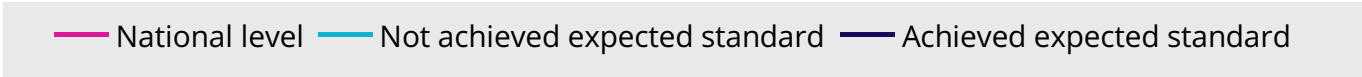


Science



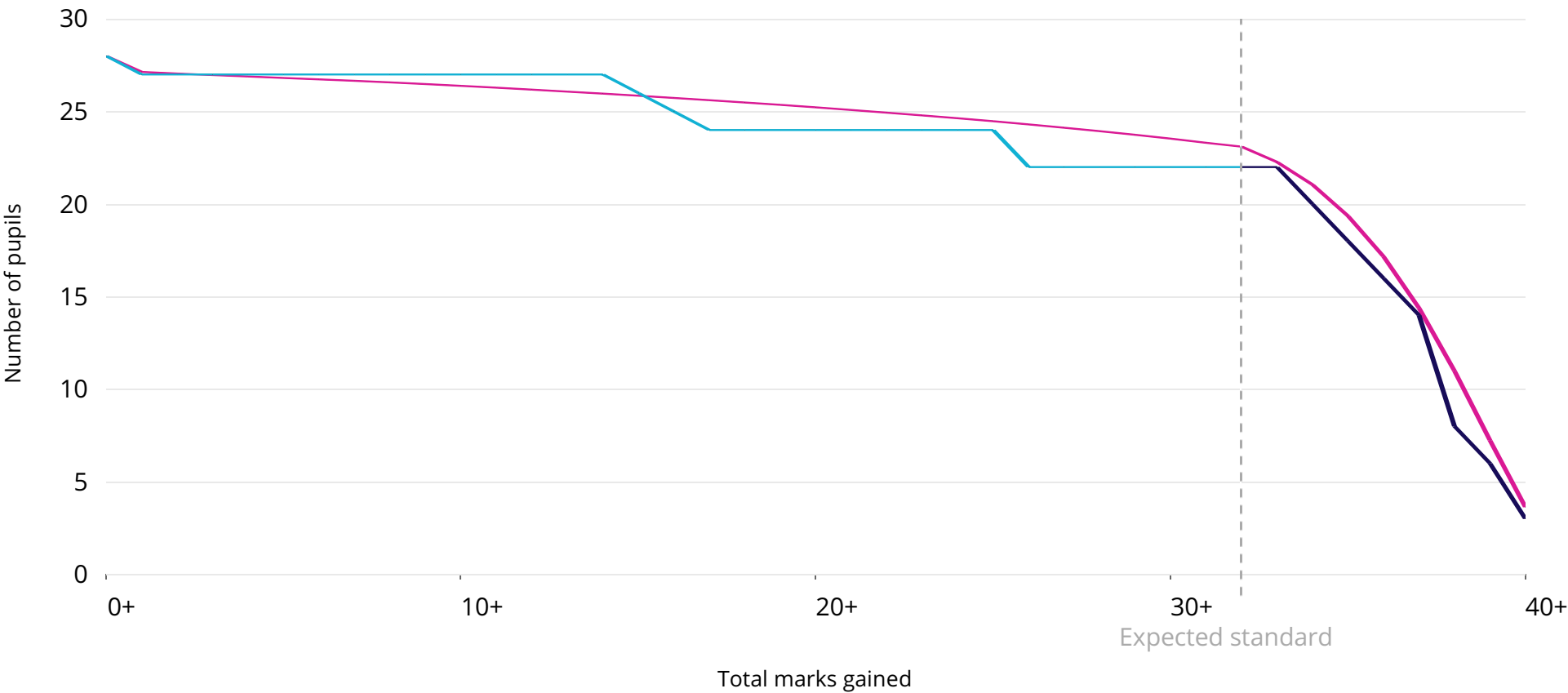
# Year 1 phonics marks 2018

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



Cohort = 28    One pupil relates to 3.6 percentage points.

In 2018, 79% of pupils achieved the expected standard, 4 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-ofsteds-inspection-dashboard](http://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard)