

Areas to investigate

KS2 progress

- Reading progress was in the bottom quintile (20%) for at least two years for all pupils and high prior attainers.
- Mathematics progress was in the bottom quintile (20%) for at least two years for all pupils, middle prior attainers, high prior attainers and disadvantaged pupils.
- Progress in reading and mathematics was significantly below average and in the lowest 10%.
- Mathematics progress was significantly below the national for disadvantaged pupils for at least two years for the following groups: overall disadvantaged. Mathematics progress was significantly below the national for other pupils for at least two years for the following groups: disadvantaged middle.
- The adjusted progress score in reading was 0.2 higher than the unadjusted score. 1 pupil had an adjustment to their score.
- The adjusted progress score in writing was 0.4 higher than the unadjusted score. 2 pupils had an adjustment to their score.
- The adjusted progress score in mathematics was 0.3 higher than the unadjusted score. 3 pupils had an adjustment to their score.

KS2 attainment

- In 2018, 38% of pupils achieved the expected standard in reading, writing and mathematics, 27 percentage points below the national proportion. This was a statistically significant difference.
- Reading and writing attainment was in the bottom quintile (20%) for at least two years for all pupils.
- Mathematics attainment was in the bottom quintile (20%) for at least two years for all pupils and disadvantaged pupils.
- The three-year average reading attainment score (100.2) was in the bottom 10%. The three-year average mathematics attainment score (99.1) was in the bottom 10%.

Areas to investigate

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.

Behaviour

- 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 0.99%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.45%.

School context in 2018

Phase of education: Primary

Headteacher: Sean Powers

Pupils: 278

Gender: Mixed

Deprivation Quintile: Highest 20% (0.3)

Local authority: Cornwall

Admissions policy: Not applicable

Ages: 3-11

Denomination: Church of England

Special needs provision:

Ever 6 FSM %: 38.0

English additional language %: 5.7

SEN support %: 8.6

SEN with EHC plan %: 2.2

Ethnicity

- The largest ethnic groups are: White - British (90.0%), White - Irish (0.9%), White - any other White background (4.7%), Mixed - White & Black Caribbean (1.9%), Mixed - White & Black African (0.9%), Asian or Asian British - any other Asian background (0.9%) ,.
- This school has 6 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- The number of pupils in year 2 (44) was higher than all other year groups.
- There was a larger than average decrease in the total number of pupils, from 299 pupils in 2017 to 278 in 2018.

Girls

- The percentage of girls in year 4 (63%) and year 6 (59%) was higher than all other year groups.
- The percentage of girls in year 3 (29%) was lower than all other year groups.

Disadvantaged

- The school was in the top 20% of all schools for the proportion of FSM (38.0%).
- The percentage of FSM in year 5 (55%) and year 6 (62%) was higher than all other year groups.
- The percentage of FSM in year 1 (18%) and year 2 (30%) was lower than all other year groups.
- There were two children looked after in the school.

School context 2018

English as an Additional Language

- There was nothing significant to report for this group.

Special Educational Needs

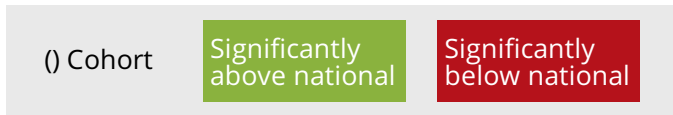
- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.2%).

Prior Attainment

- Pupil prior attainment was well below the national comparator for the following: Reading (Year 6)

Relative progress for the past three years

Progress quintiles based on rank of progress score

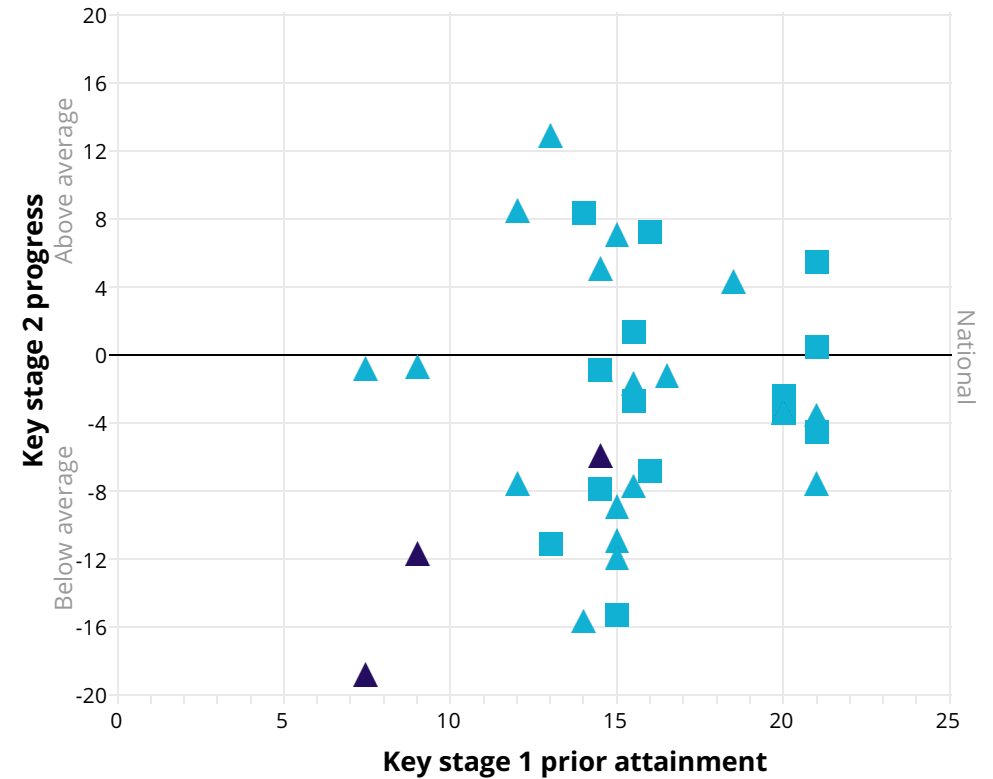
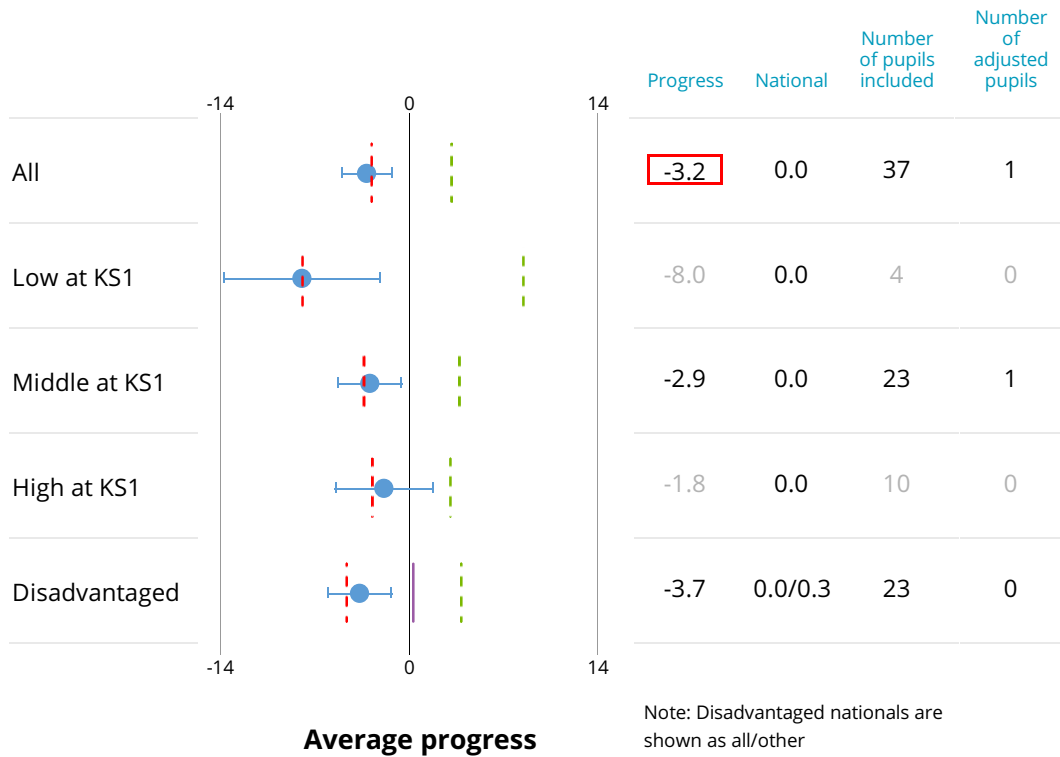


	Year	Cohort	Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%						
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(30)						(30)						(30)					
	2017	(35)						(35)						(35)					
	2018	(37)						(37)						(37)					
Low at KS1	2016	(9)						(9)						(9)					
	2017	(6)						(6)						(6)					
	2018	(4)						(4)						(4)					
Middle at KS1	2016	(19)						(19)						(19)					
	2017	(23)						(23)						(23)					
	2018	(23)						(23)						(23)					
High at KS1	2016	(2)						(2)						(2)					
	2017	(6)						(6)						(6)					
	2018	(10)						(10)						(10)					
Disadvantaged	2016	(13)						(13)						(13)					
	2017	(20)						(20)						(20)					
	2018	(23)						(23)						(23)					

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 less information is greyed out. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Reading progress in 2018

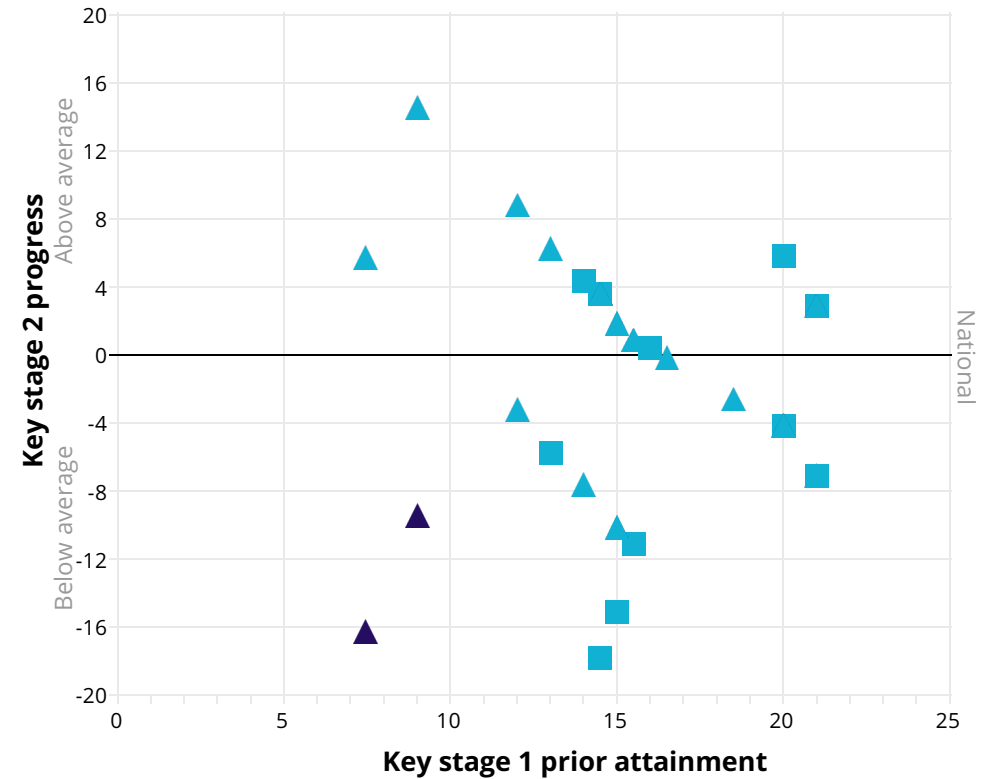
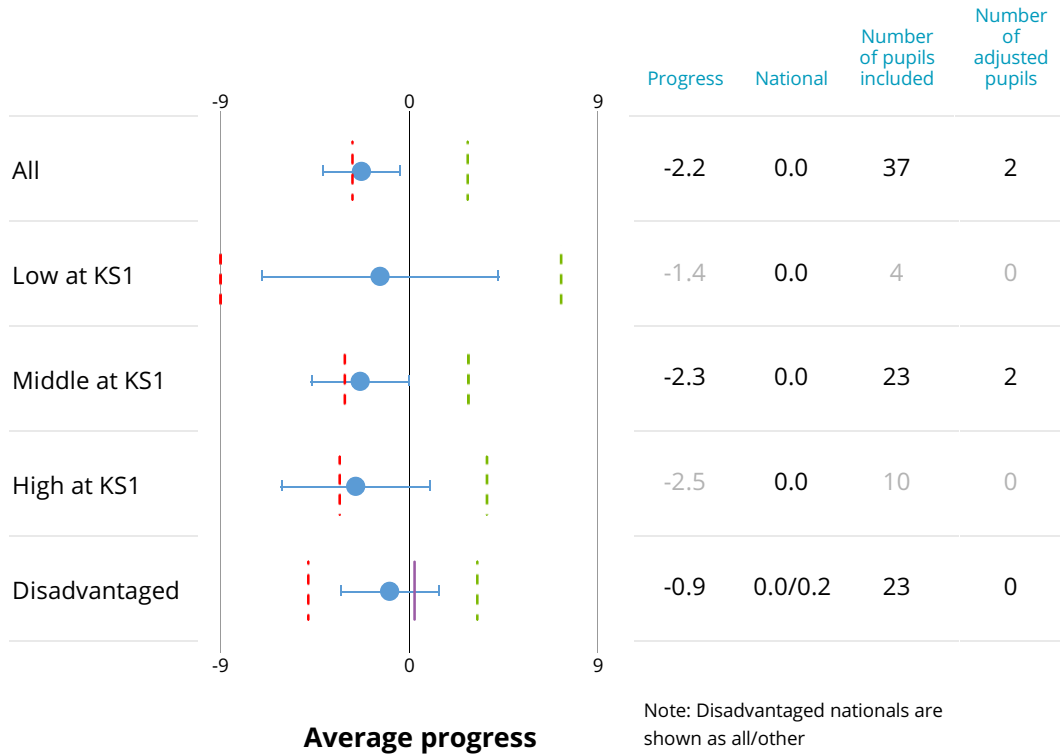
Reading progress scatterplot



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-ofsted-inspection-dashboard

Writing progress in 2018

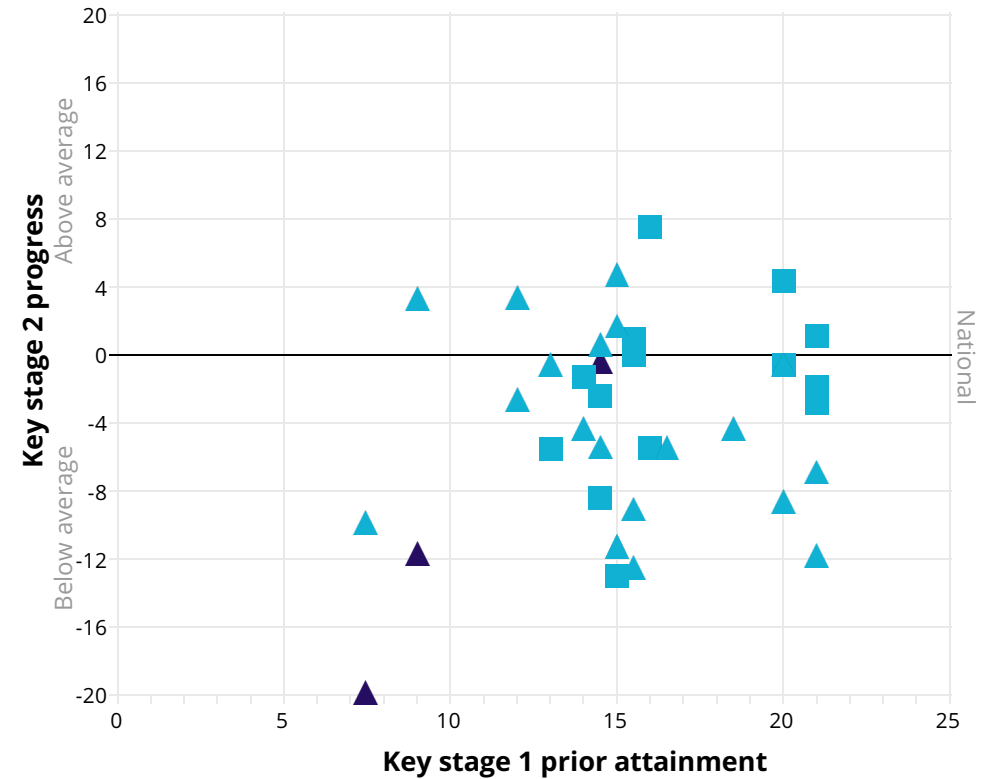
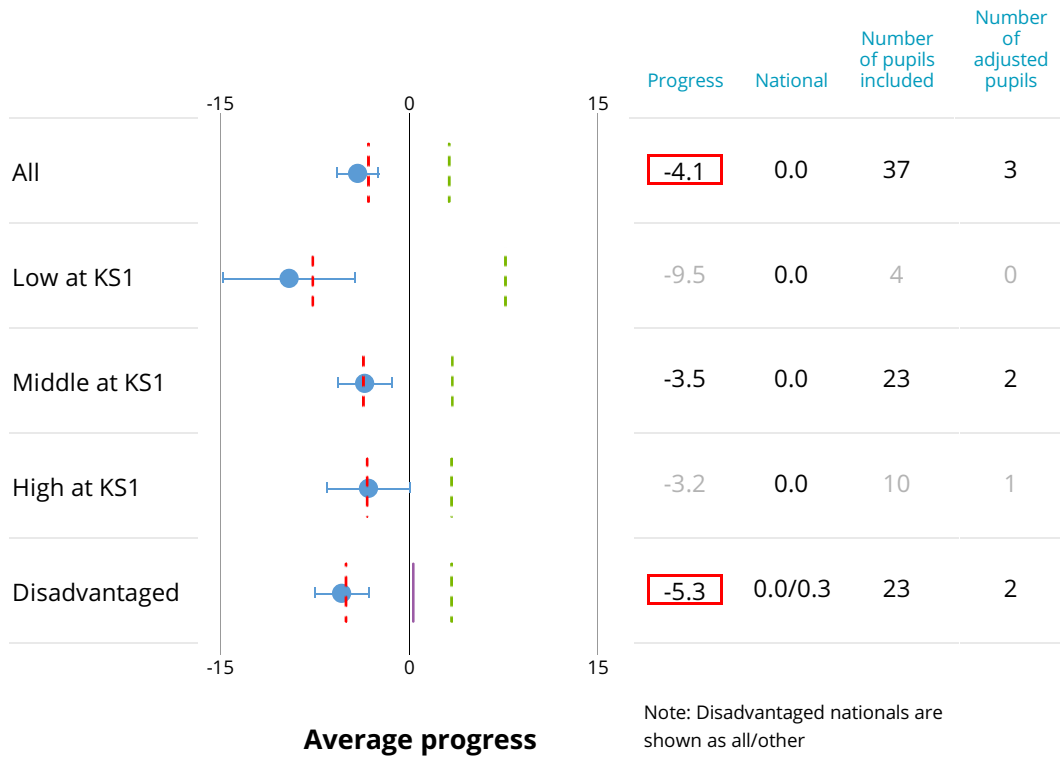
Writing progress scatterplot



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-ofsted-inspection-dashboard

Mathematics progress in 2018

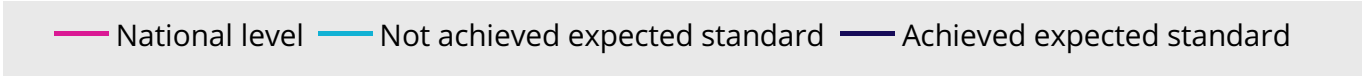
Mathematics progress scatterplot



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-ofsted-inspection-dashboard

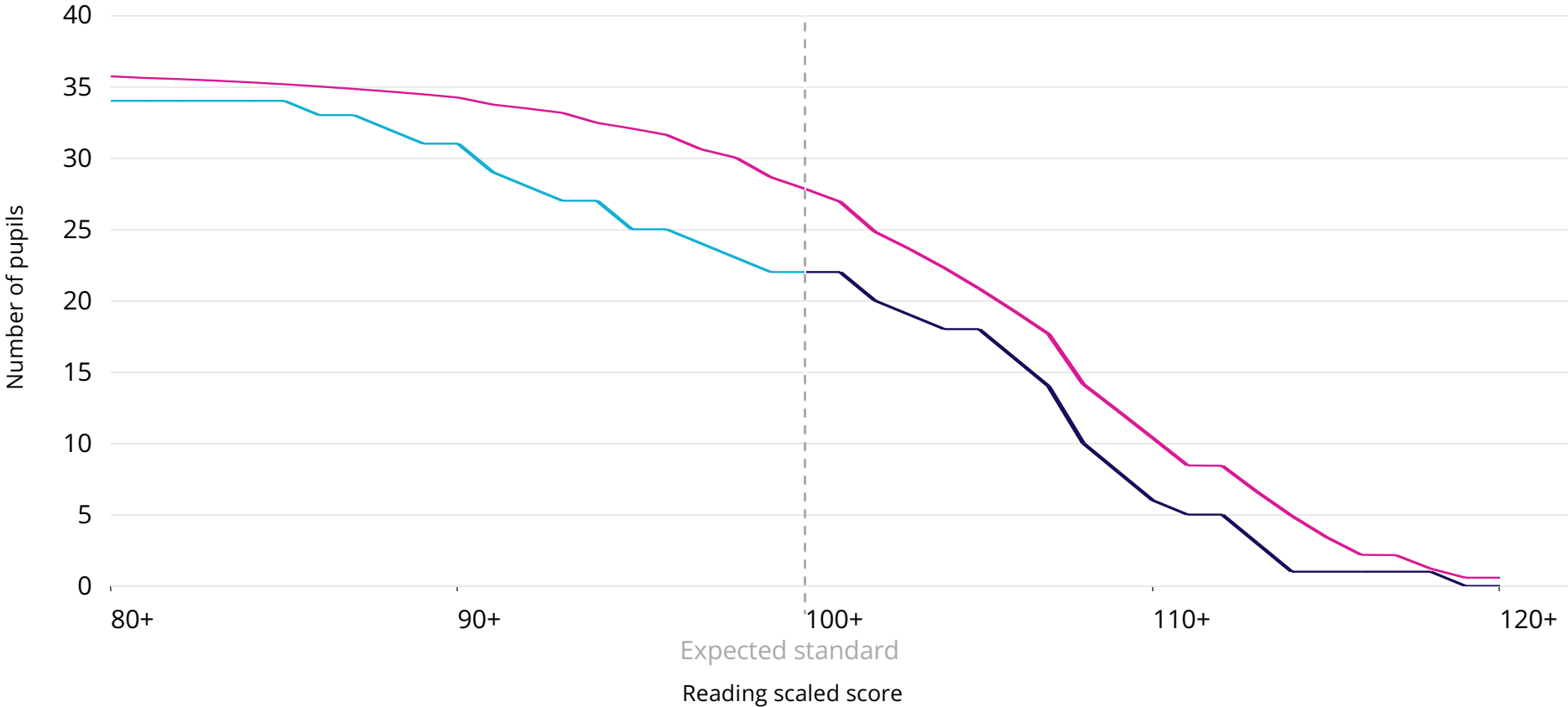
Reading scaled scores 2018

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



Cohort = 37 One pupil relates to 2.7 percentage points.

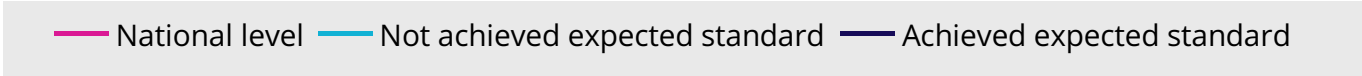
In 2018, 59% of pupils achieved the expected standard, 16 percentage points below the national. This was a statistically significant difference.



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

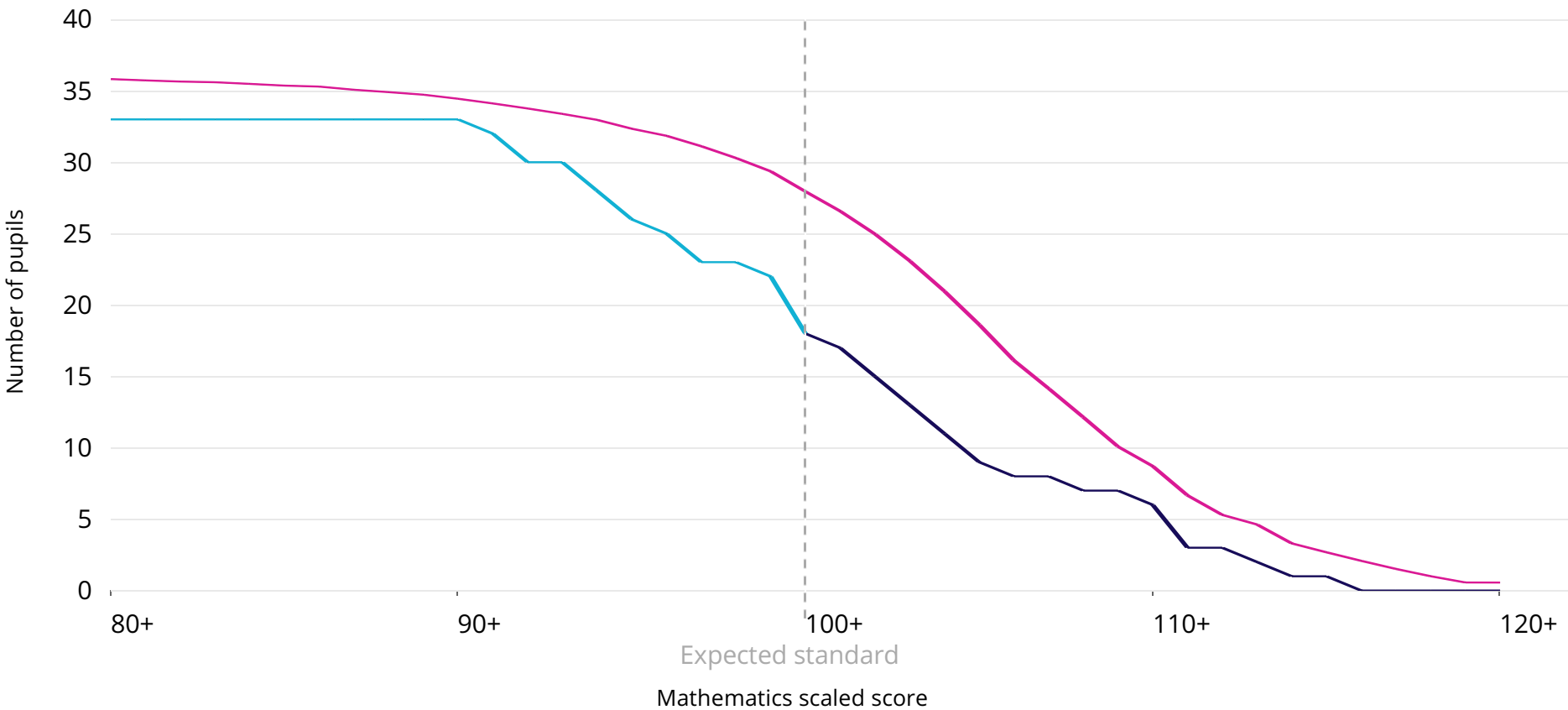
Mathematics scaled scores 2018

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



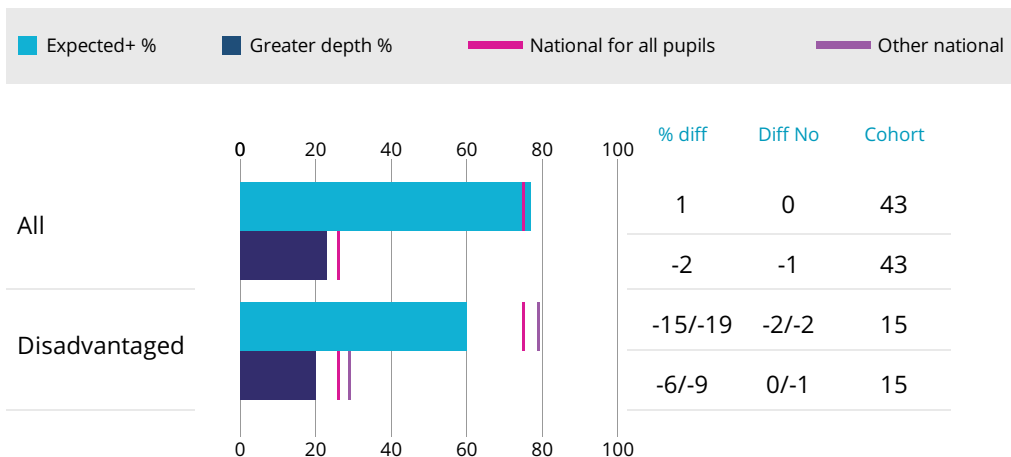
Cohort = 37 One pupil relates to 2.7 percentage points.

In 2018, 49% of pupils achieved the expected standard, 27 percentage points below the national. This was a statistically significant difference.

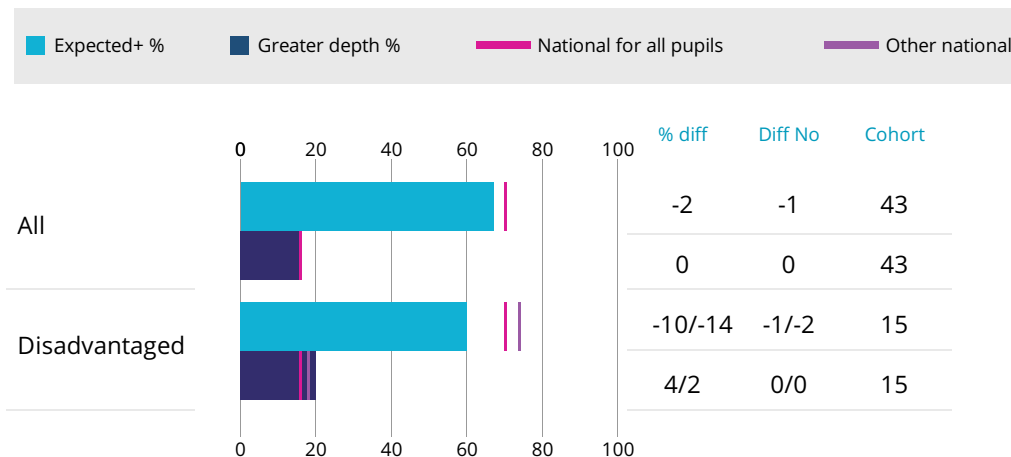


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

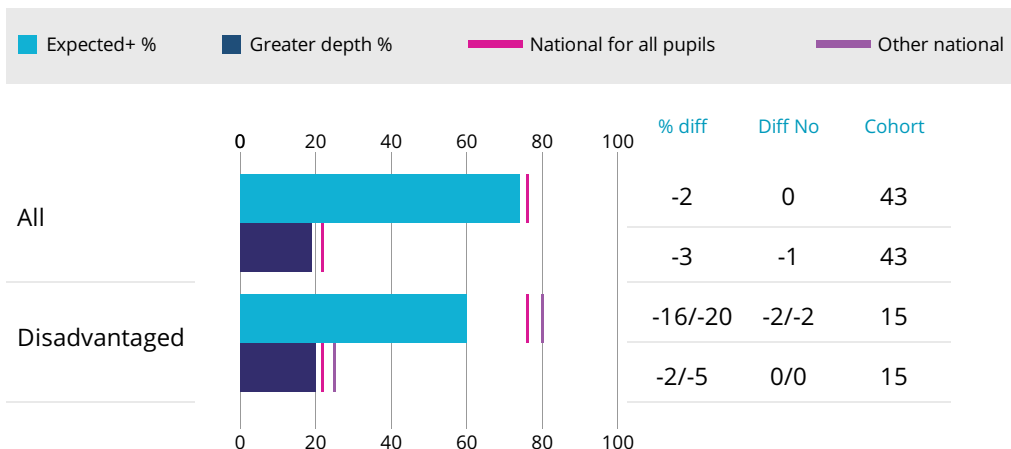
Reading



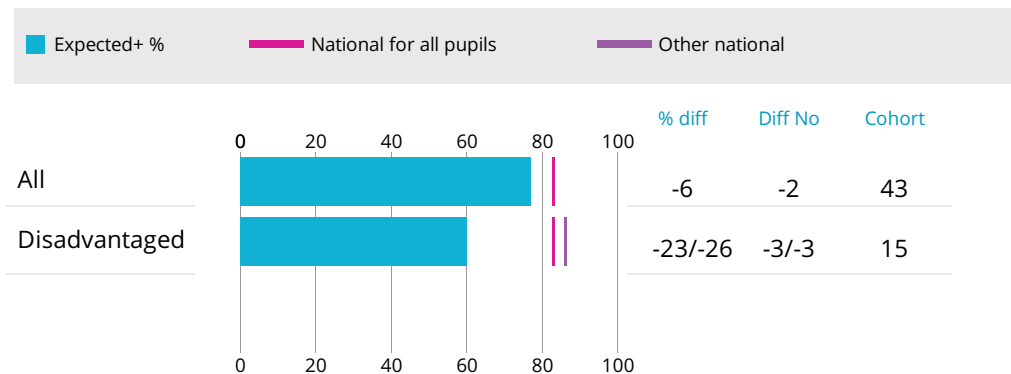
Writing



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

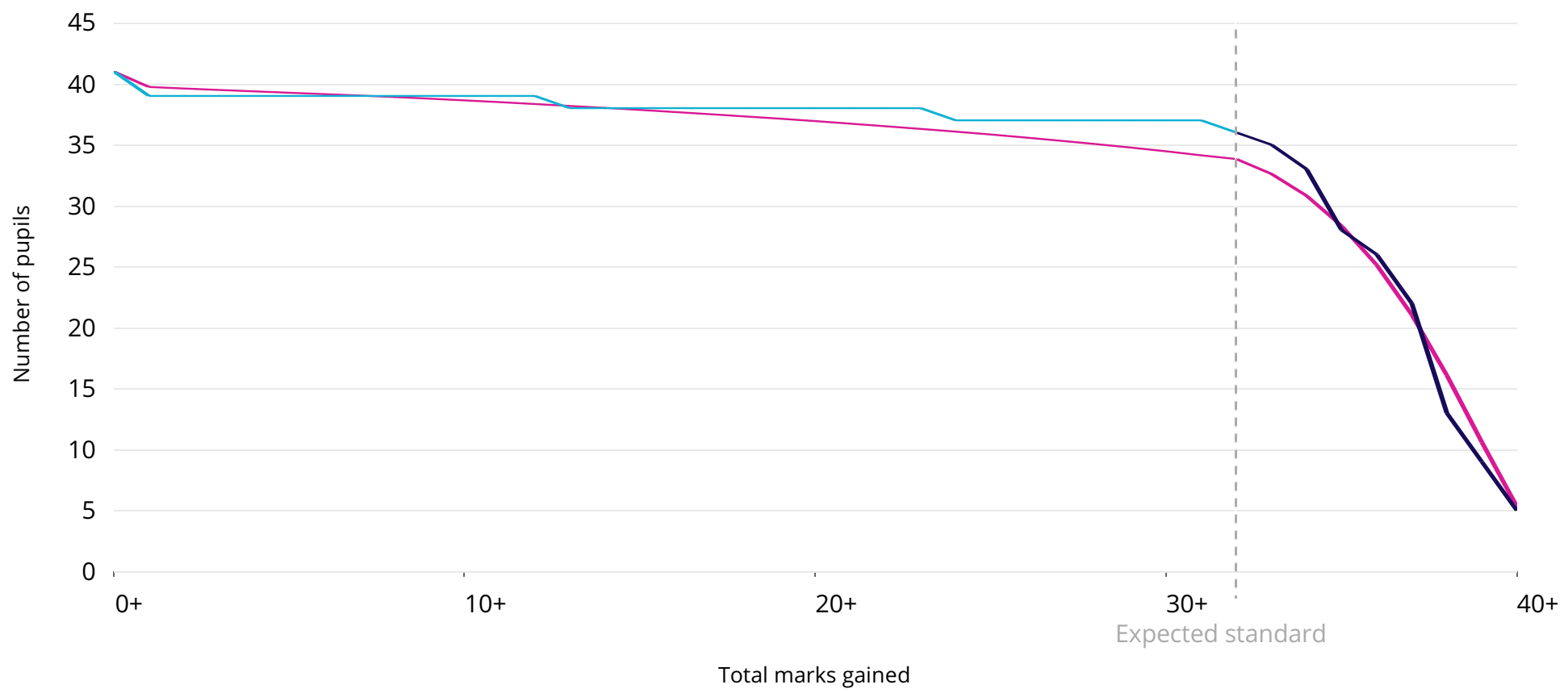
Year 1 phonics marks 2018

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 = 41 One pupil relates to 2.4 percentage points.

In 2018, 88% of pupils achieved the expected standard, 5 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