

## Areas to investigate

### KS2 progress trend

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

### KS2 attainment

- In 2017, reading and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.

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 %	55	(65)	(85)
Reading progress	1.3	(-5)	(-2.5)
Writing progress	-3.8	(-7)	(-3.5)
Maths progress	0.5	(-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>

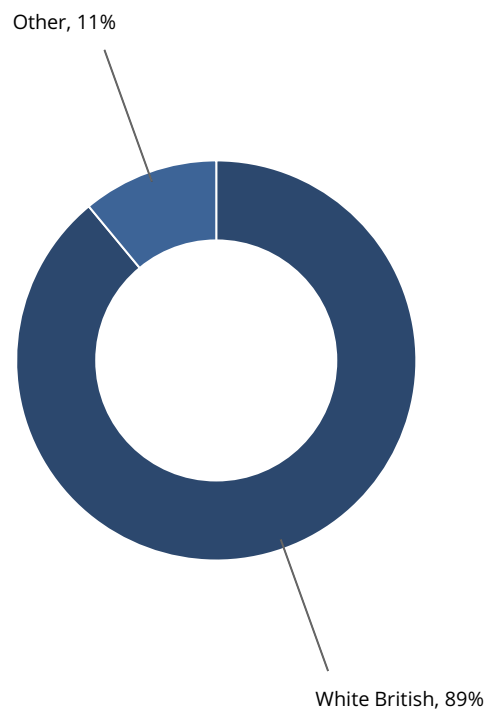
**Phase of education:** Primary  
**Headteacher:** Gareth Mirams  
**Pupils:** 345  
**Gender:** Mixed  
**Special needs provision:**

**Local authority:** Buckinghamshire  
**Admissions policy:** Not applicable  
**Ages:** 7-11  
**Denomination:** Church of England

Schools details as of 15 November 2017

### Ethnicity

This school has 13 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



### School level trends

2017 Quintile

Bottom 20%      Top 20%  
 Q5   Q4   Q3   Q2   Q1

#### % girls

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
<b>School</b>	49	50	51	█	█	█	█	█
<b>National</b>	49	49	49	█	█	█	█	█

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

<b>School</b>	9	7	8	█	█	█	█	█
<b>National</b>	26	25	24	█	█	█	█	█

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

<b>School</b>	4	4	4	█	█	█	█	█
<b>National</b>	19	20	21	█	█	█	█	█

#### % of pupils with SEN support

<b>School</b>	4.0	4.0	4.3	█	█	█	█	█
<b>National</b>	13.0	12.1	12.2	█	█	█	█	█

#### % of pupils with a SEN statement or EHC plan

<b>School</b>	2.3	2.3	1.7	█	█	█	█	█
<b>National</b>	1.4	1.3	1.3	█	█	█	█	█

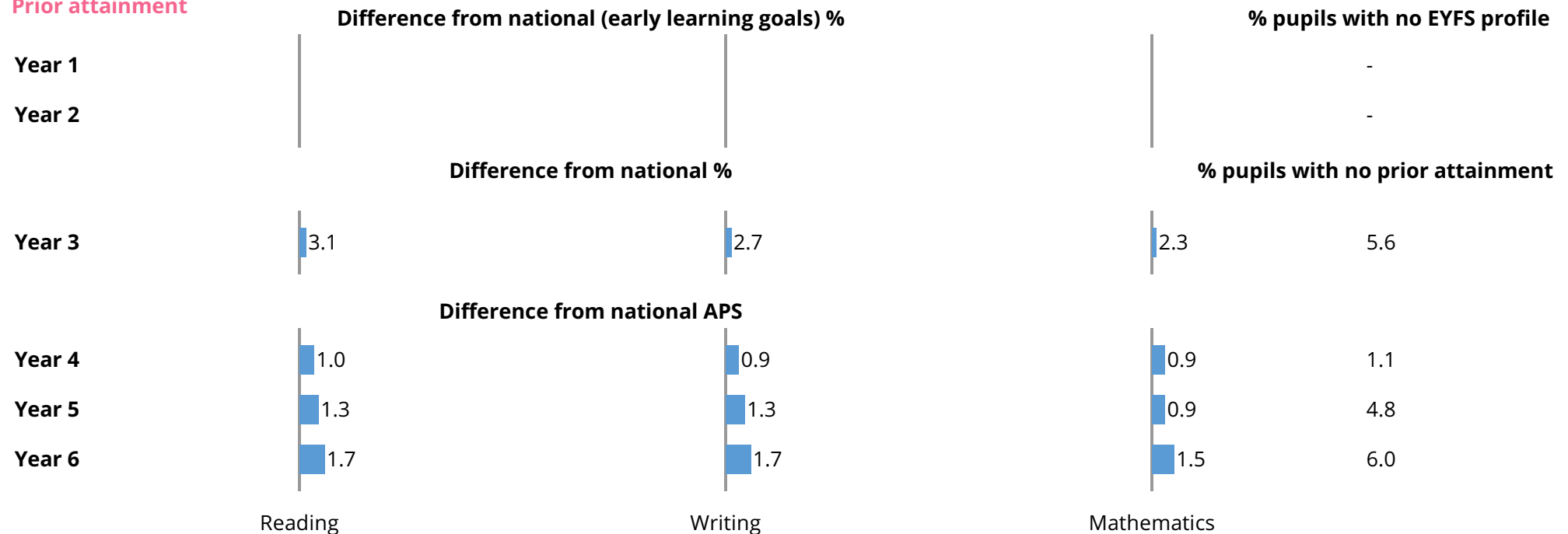
#### School deprivation indicator

<b>School</b>	0.1	0.1	0.1	█	█	█	█	█
<b>National</b>	0.2	0.2	0.2	█	█	█	█	█

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	-	-	49	-	19	-	21	-	12	-
Year 2	-	-	49	-	22	-	21	-	14	-
Year 3	90	51	49	8	26	7	21	4	15	0
Year 4	88	55	49	8	28	5	21	7	16	0
Year 5	84	50	49	5	30	1	20	5	16	0
Year 6	83	49	49	8	31	2	20	8	17	0

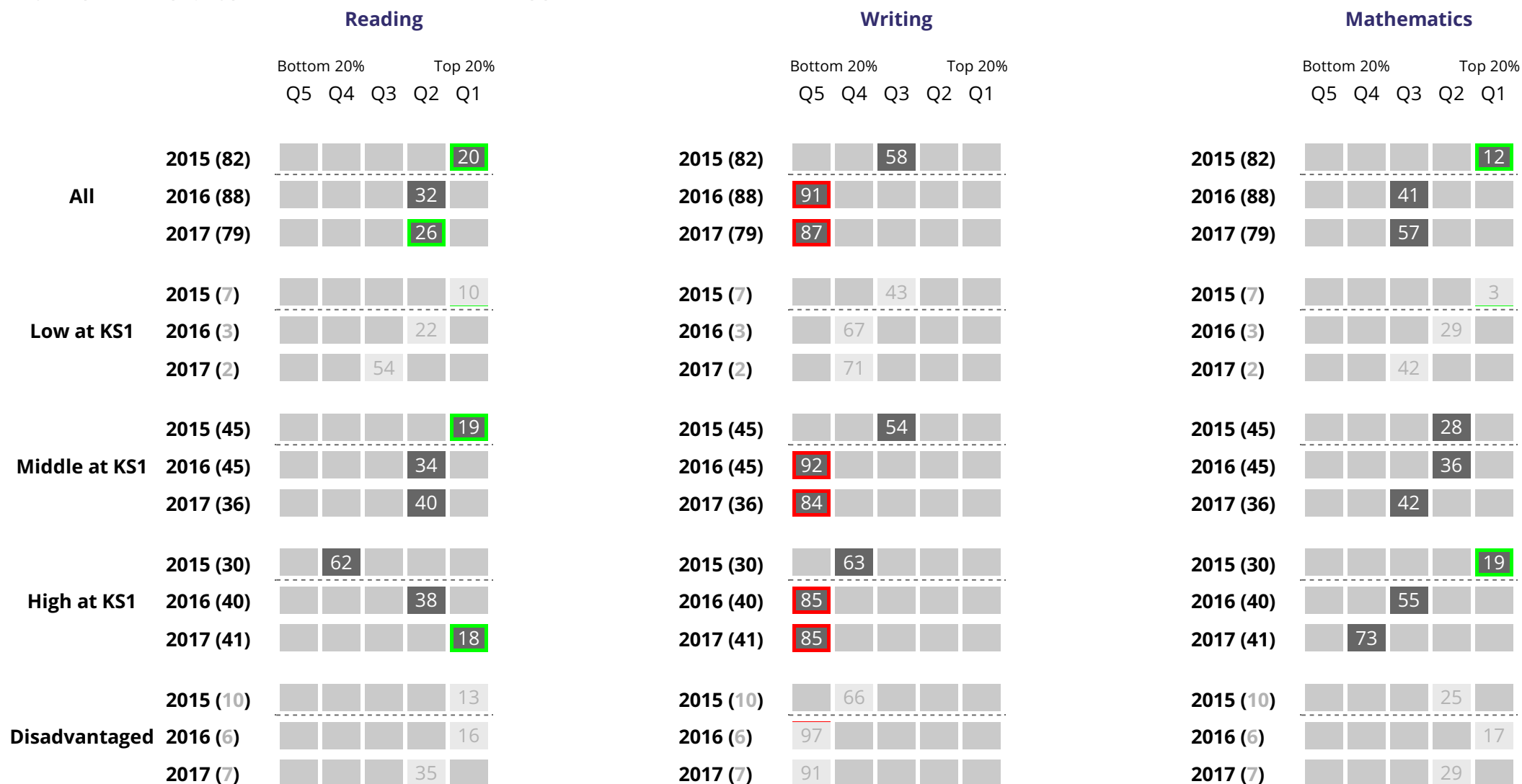
Prior attainment



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

**Trends over time**

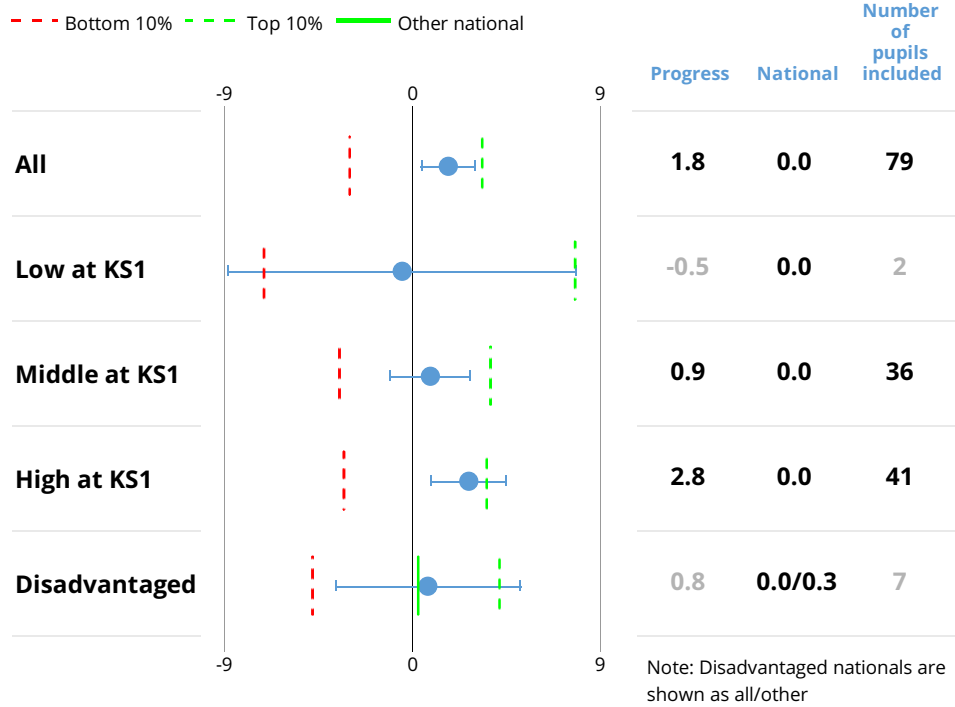
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



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

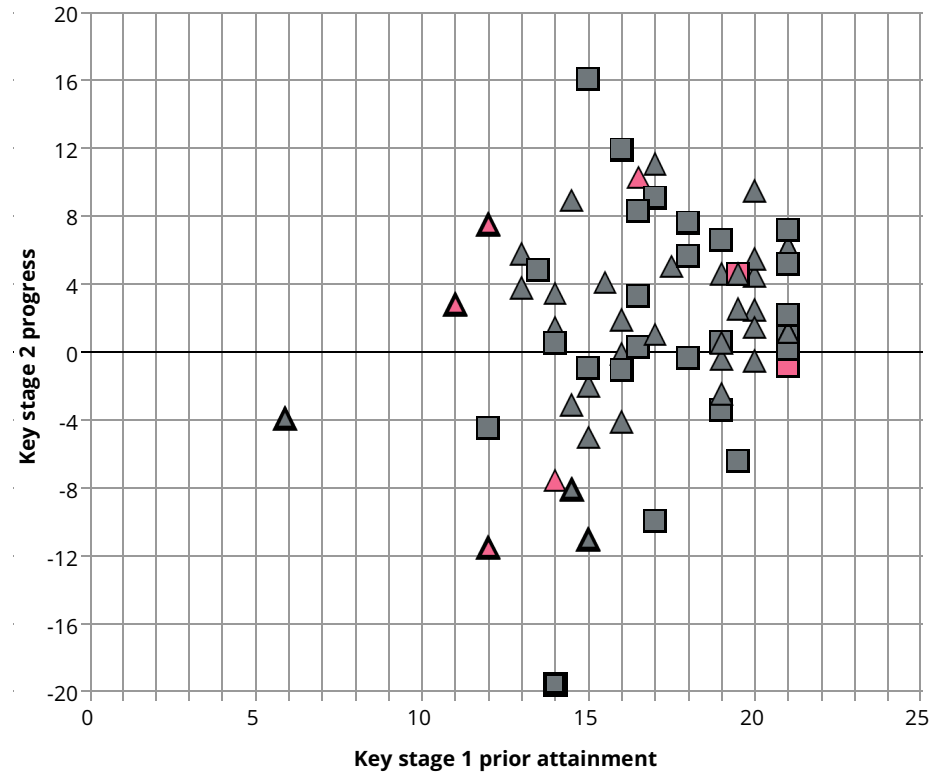


Significantly below national and in bottom 10%

Significantly above national and in top 10%

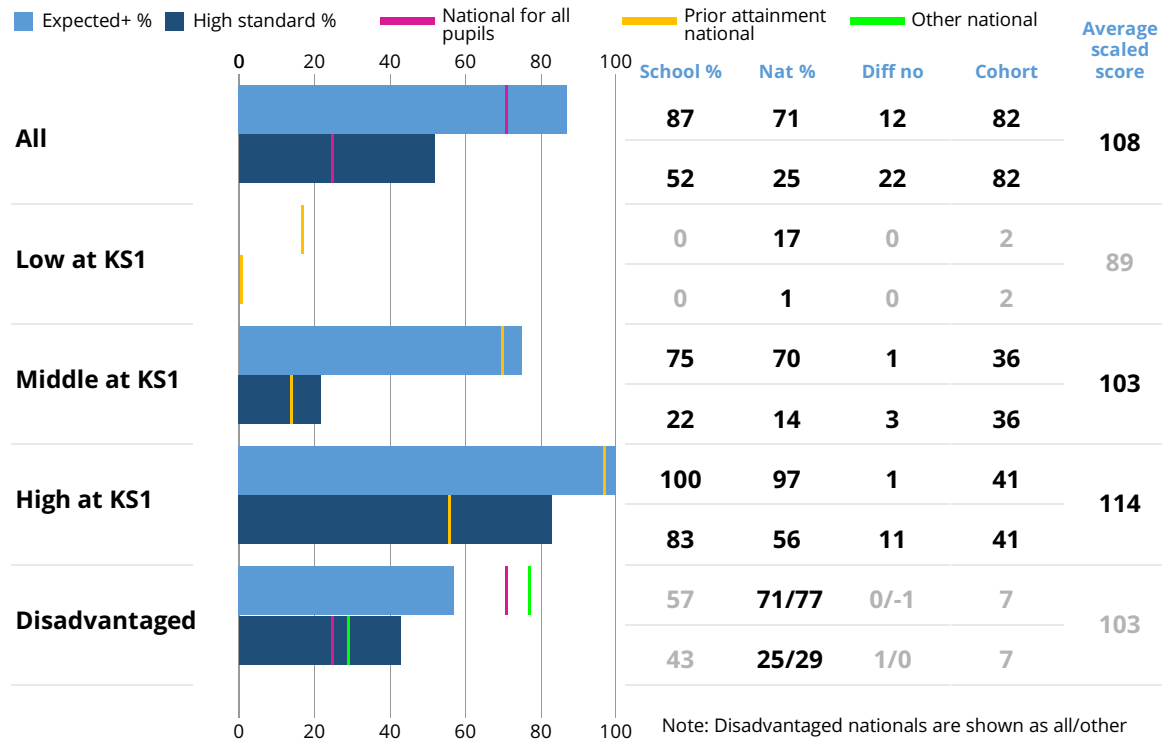
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

### Reading progress scatterplot

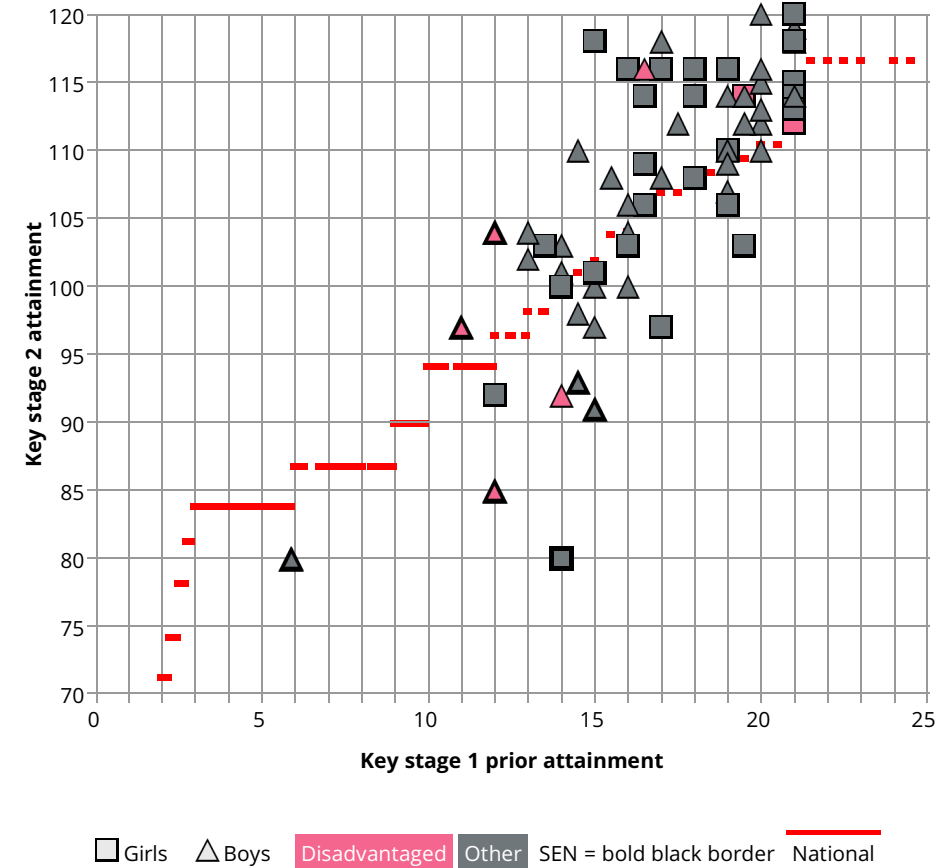


□ Girls  
 △ Boys  
 Disadvantaged  
 Other  
 SEN = bold black border

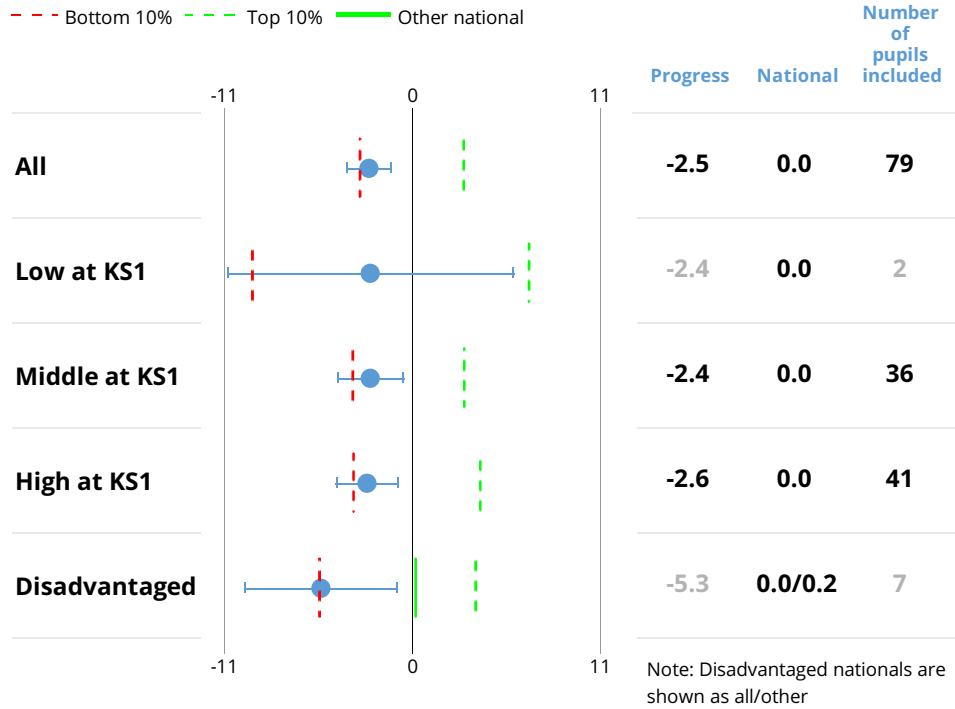
### Reading attainment in 2017



### Reading attainment scatterplot



### Writing (teacher assessment) progress in 2017



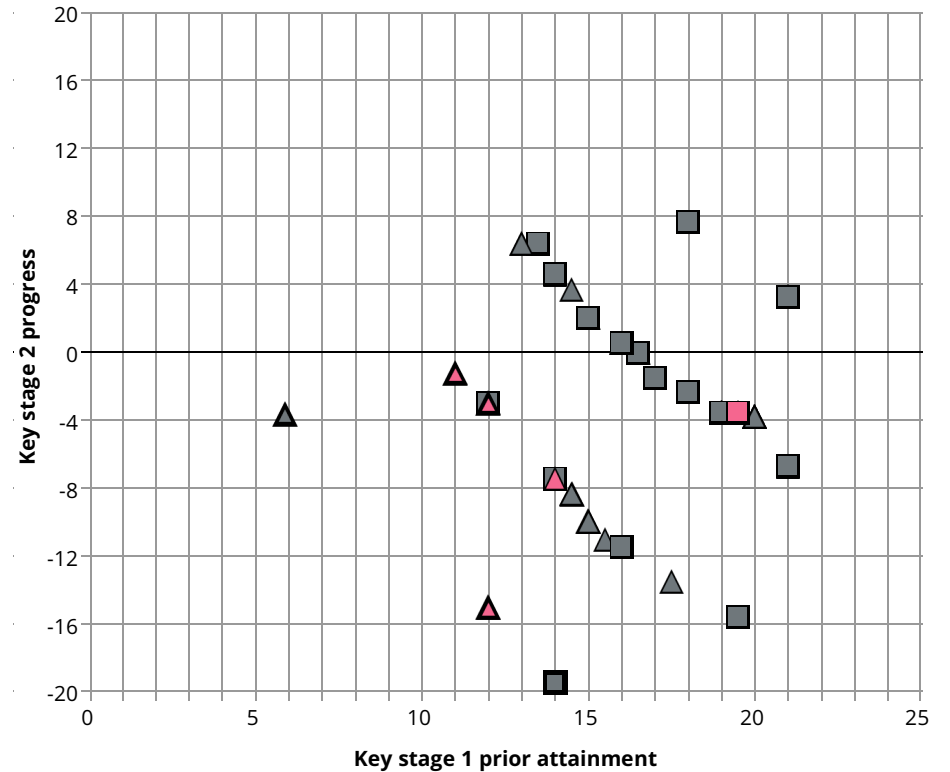
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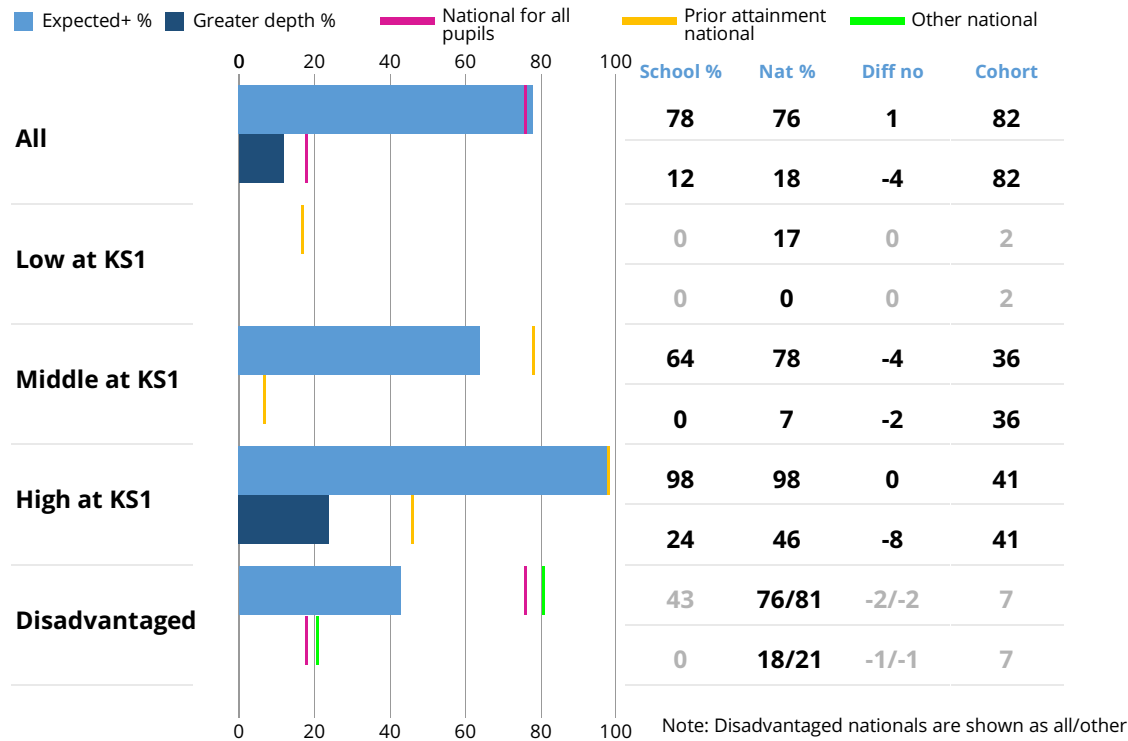
Writing data is based on teacher assessments. Users should be cautious when using this data.

### Writing (teacher assessment) progress scatterplot



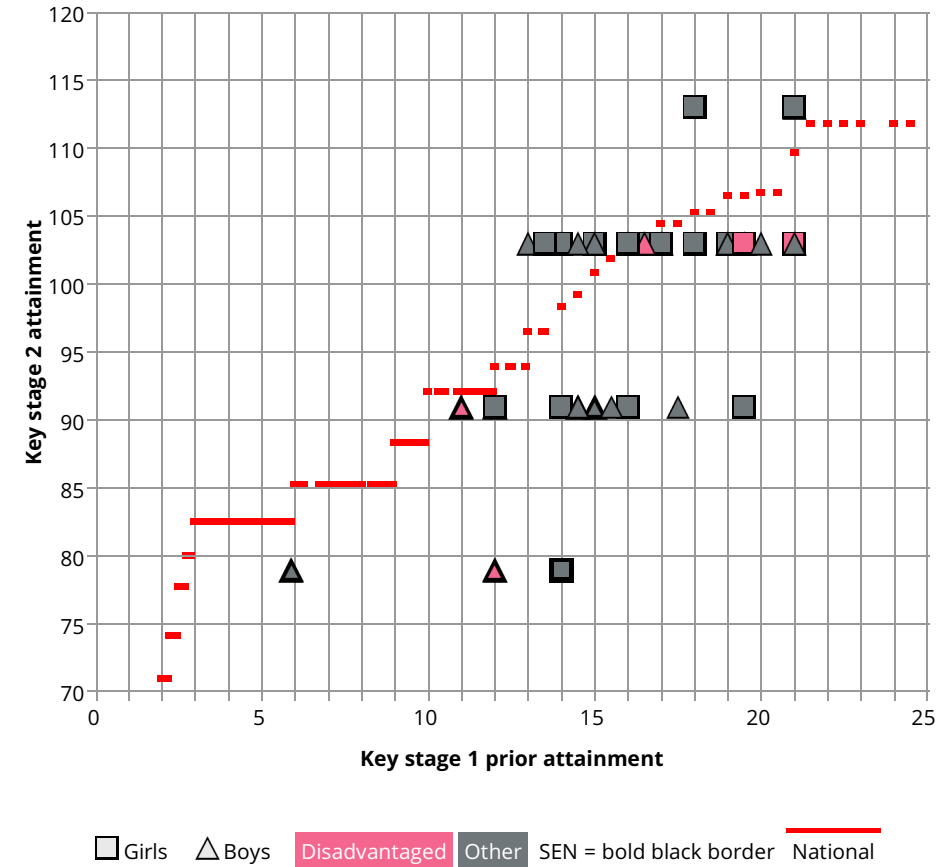
□ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

### Writing (teacher assessment) attainment in 2017



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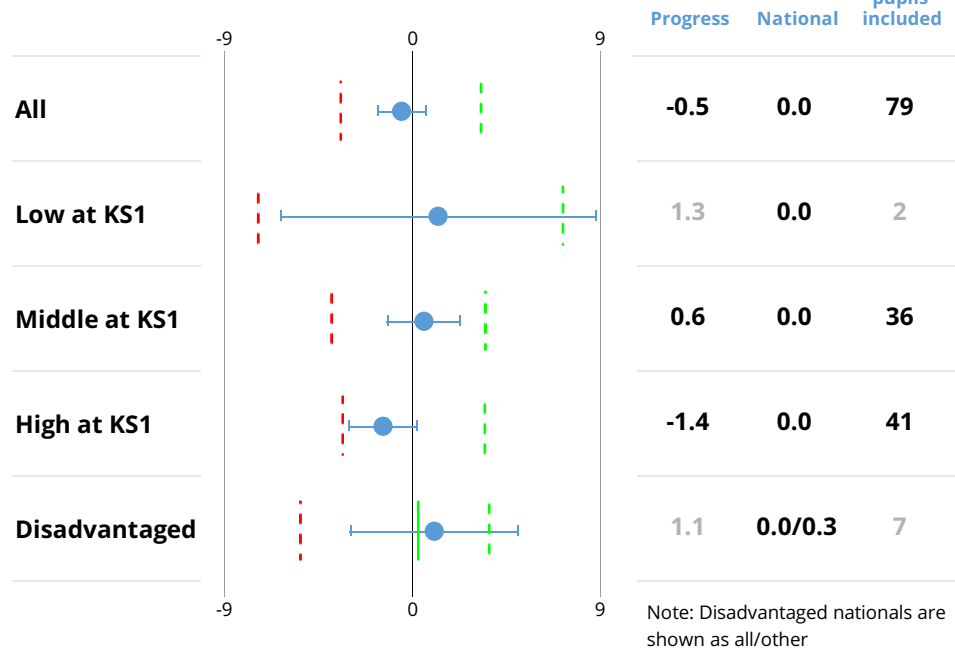
### Writing (teacher assessment) attainment scatterplot





### Mathematics progress in 2017

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

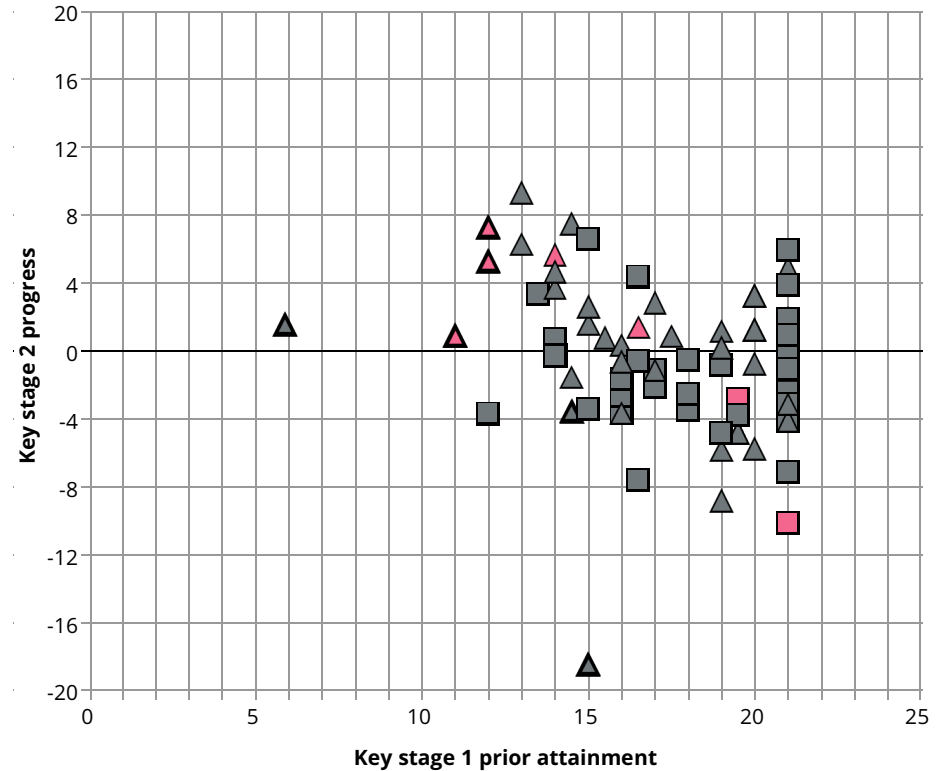


Significantly below national and in bottom 10%

Significantly above national and in top 10%

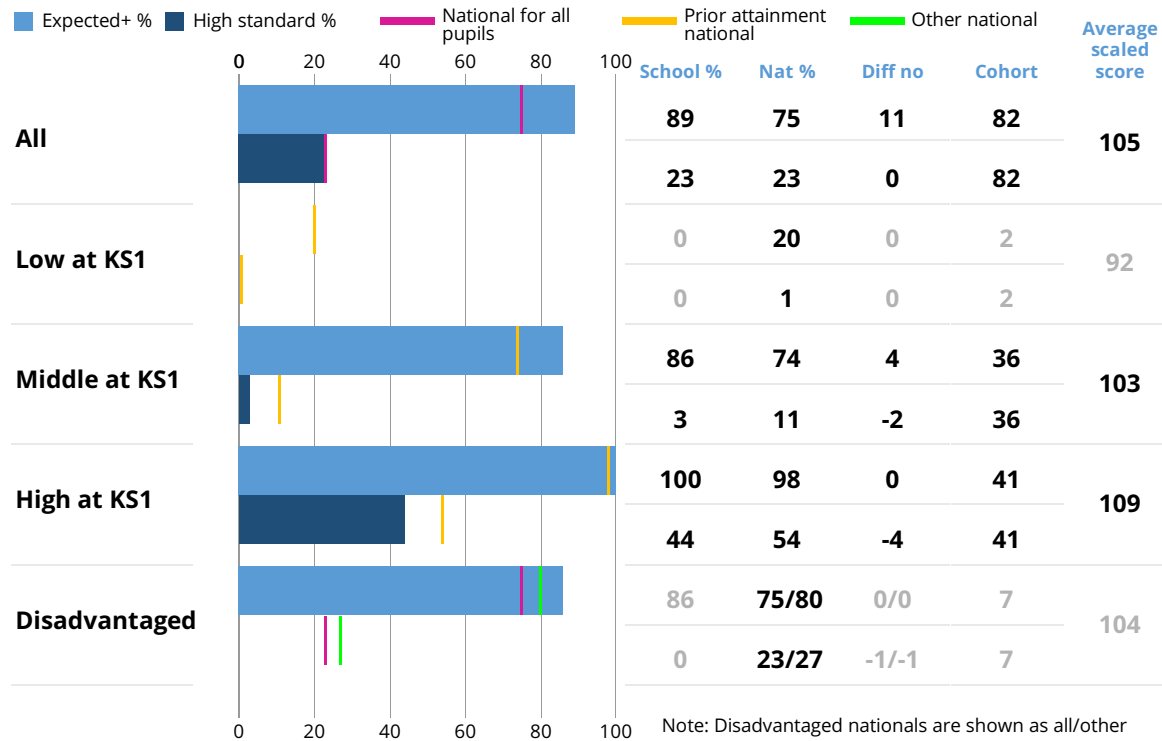
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

### Mathematics progress scatterplot

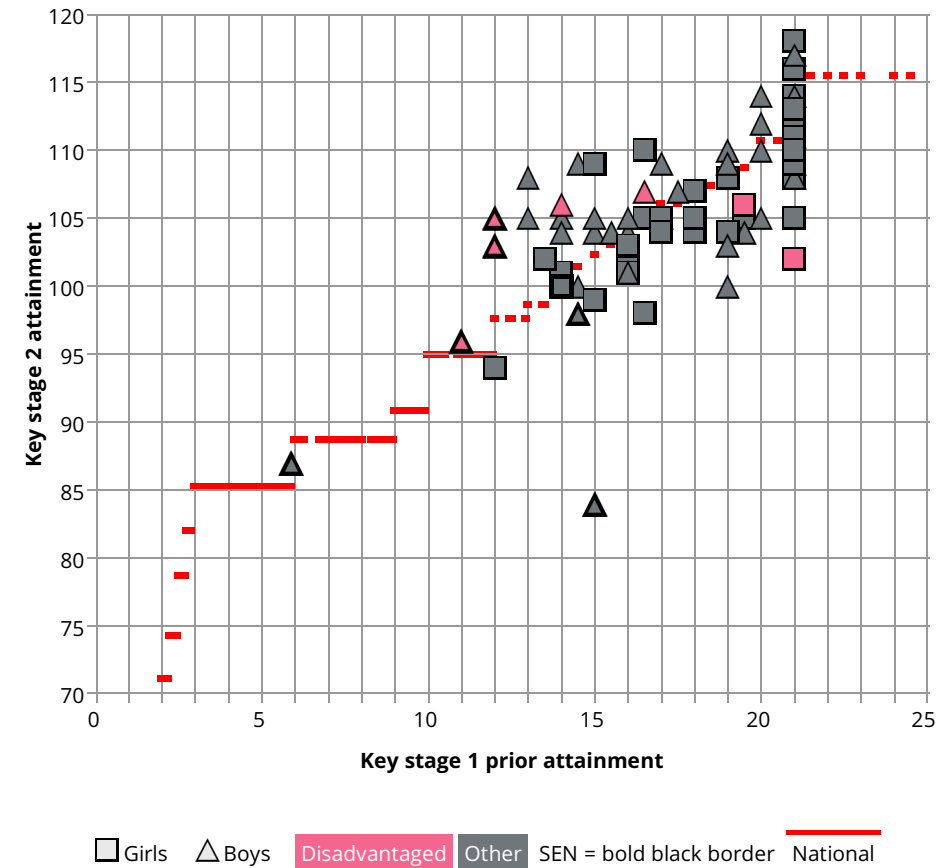


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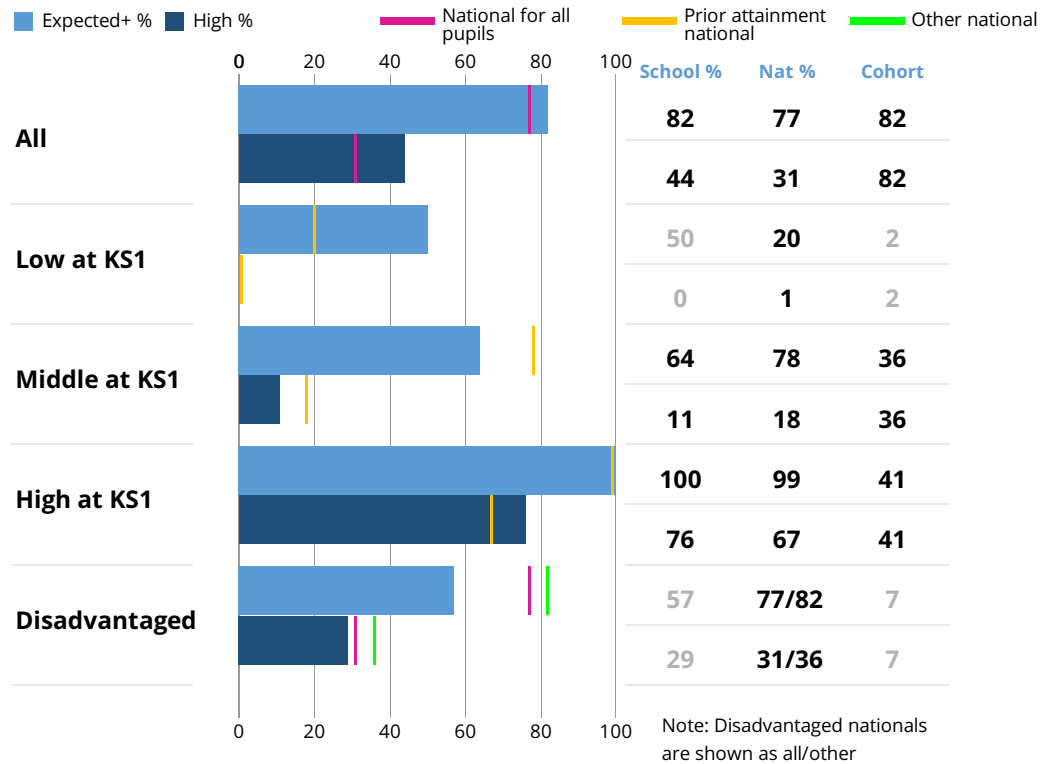
### Mathematics attainment in 2017



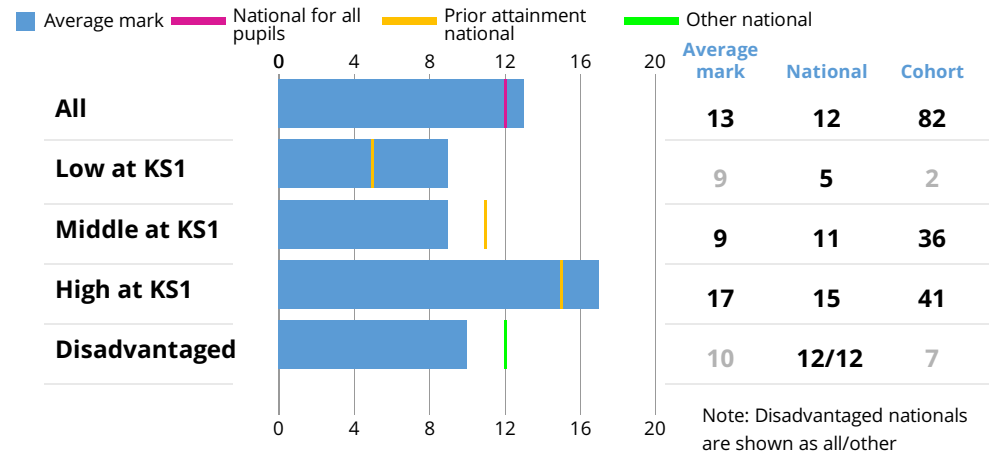
### Mathematics attainment scatterplot



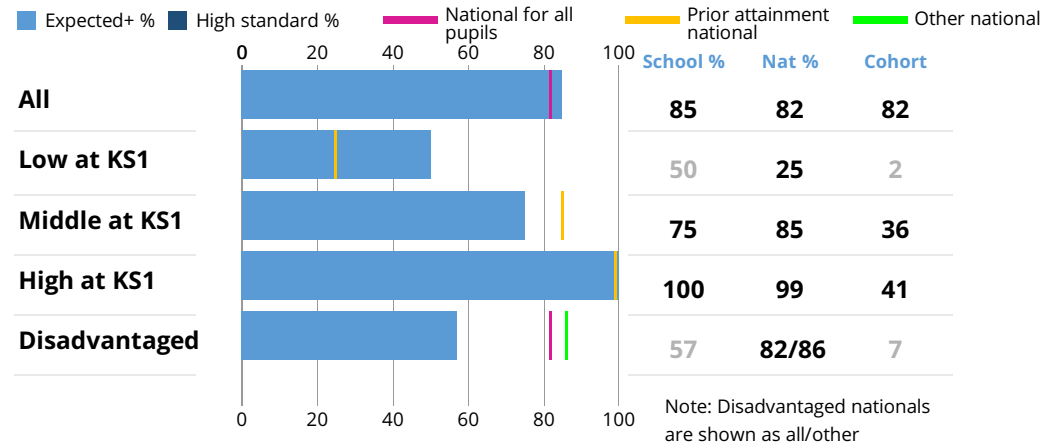
### English grammar, punctuation and spelling (EGPS) in 2017



### Spelling



### Science attainment in 2017



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