

Areas to investigate

KS2 progress

- Reading progress was in the top quintile (20%) for at least two years for all pupils and middle prior attainers.
- Progress in reading was significantly above average and in the highest 10%.

KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.
- In 2018, 88% of pupils achieved the expected standard in reading, writing and mathematics, 24 percentage points above the national proportion. This was a statistically significant difference.
- The three-year average reading attainment score (108.0) was in the top 10%.

KS1 attainment

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

Phonics in 2018

- A very large majority of pupils (94%) met the phonics expected standard in year 1.

Behaviour

- Overall absence was low (in the lowest 10%) for the latest three years for all pupils.
- 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 0.27%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.13%.

Primary school context in 2018

Phase of education: Primary

Headteacher: Colin Butler

Pupils: 212

Gender: Mixed

Deprivation Quintile: Lowest 20% (0.1)

Local authority: Devon

Admissions policy: Not applicable

Ages: 4-11

Denomination: Church of England

Special needs provision:

Ever 6 FSM %: 6.6

English additional language %: 0.0

SEN support %: 14.2

SEN with EHC plan %: 1.4

Ethnicity

- The largest ethnic groups are: White - British (94.7%), White - any other White background (1.1%), Mixed - White & Black African (0.5%), Mixed - White & Asian (2.7%), Any other ethnic group (0.5%), Parent/pupil preferred not to say (0.5%).
- This school has 4 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 percentage of girls in year 4 (38%) was lower than all other year groups.

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (6.6%).
- The percentage of FSM in year 2 (21%) was higher than all other year groups.
- There was one child looked after in the school.

English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (0.0%).

Primary school context 2018

Special Educational Needs

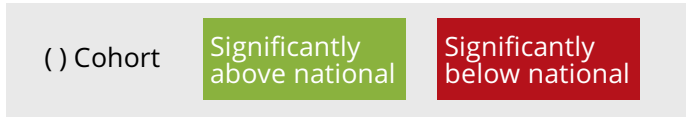
- The percentage of SEN in year 2 (28%) was higher than all other year groups.
- The percentage of SEN in year 3 (6%) and year 5 (6%) was lower than all other year groups.

Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 1, year 3, year 5, year 6), Writing (year 1, year 3, year 5), Mathematics (year 1, year 5)

Relative progress for the past three years

Progress quintiles based on rank of progress score

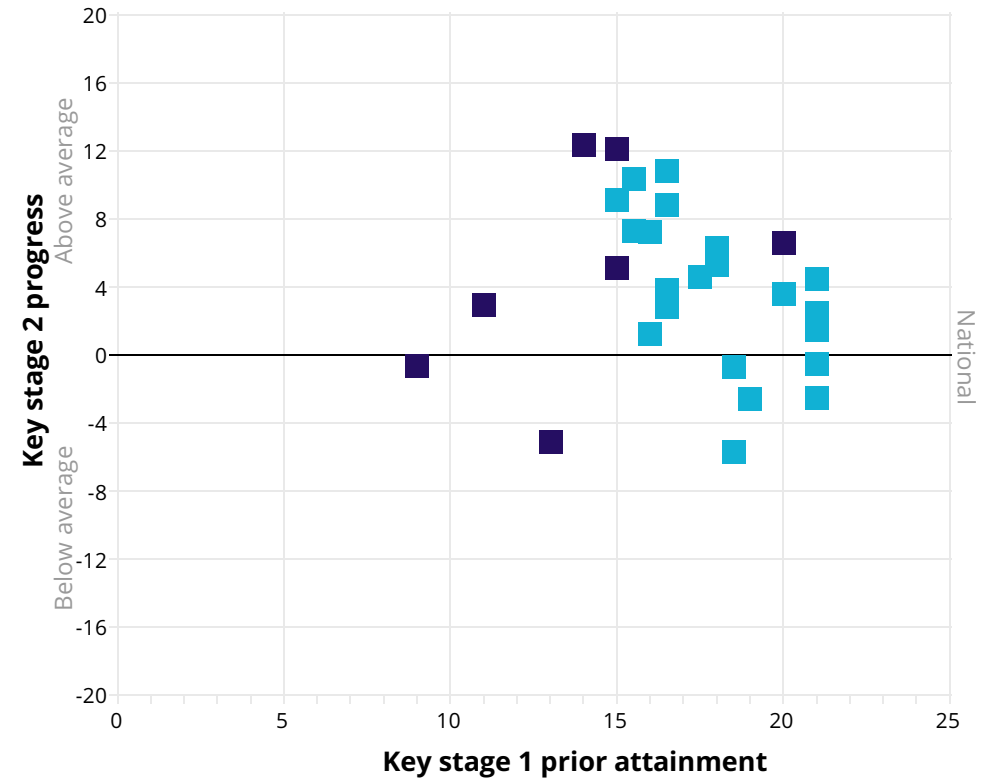
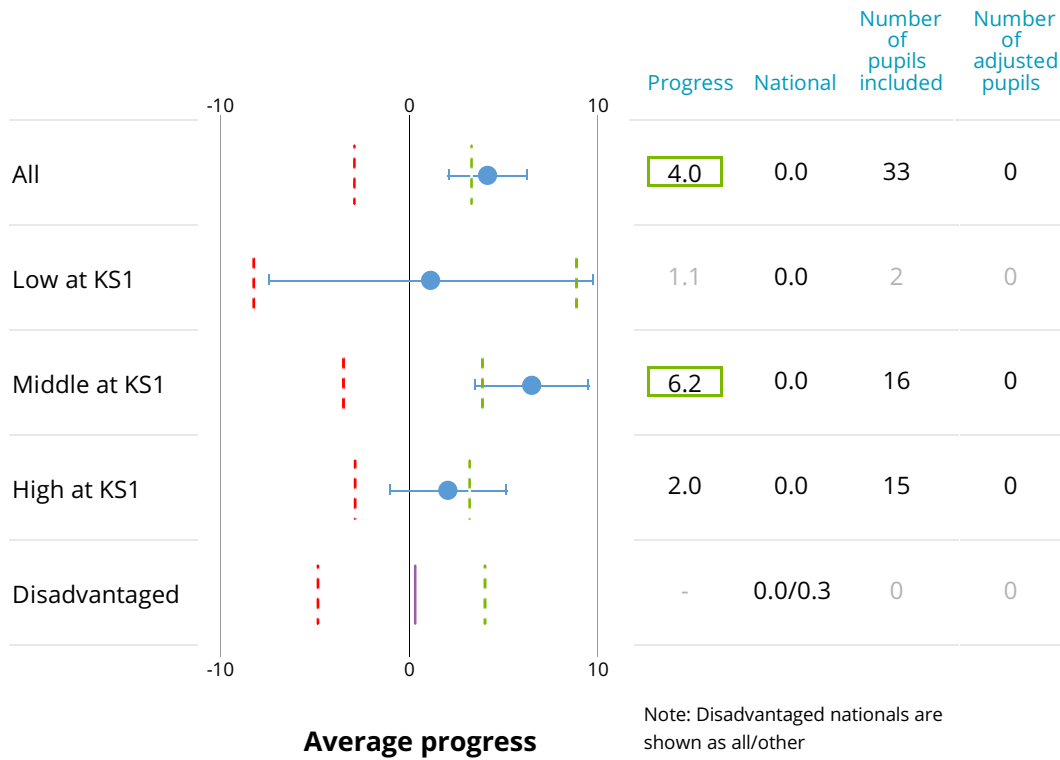


| | Year | Cohort | Reading | | | | | Writing | | | | | Mathematics | | | | | | |
|---------------|------|--------|------------|------------|------------|------------|-------|------------|------------|------------|------------|------------|-------------|------|------------|------------|-----------|------------|------------|
| | | | Bottom 20% | | Top 20% | | | Bottom 20% | | Top 20% | | | Bottom 20% | | Top 20% | | | | |
| | | | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | | |
| Overall | 2016 | (31) | Grey | Grey | Dark Grey | Grey | Grey | (31) | Grey | Dark Grey | Grey | Grey | Grey | (31) | Red | Grey | Grey | Grey | Grey |
| | 2017 | (29) | Grey | Grey | Grey | Grey | Green | (29) | Grey | Grey | Grey | Dark Grey | Grey | (29) | Grey | Grey | Dark Grey | Grey | Grey |
| | 2018 | (33) | Grey | Grey | Grey | Grey | Green | (33) | Grey | Grey | Dark Grey | Grey | Grey | (33) | Grey | Red | Grey | Grey | Grey |
| Low at KS1 | 2016 | (4) | Grey | Grey | Light Grey | Grey | Grey | (4) | Grey | Light Grey | Grey | Grey | Grey | (4) | Grey | Light Grey | Grey | Grey | Grey |
| | 2017 | (2) | Grey | Light Grey | Grey | Grey | Grey | (2) | Grey | Grey | Grey | Light Grey | Grey | (2) | Light Grey | Grey | Grey | Grey | Grey |
| | 2018 | (2) | Grey | Grey | Light Grey | Grey | Grey | (2) | Grey | Grey | Light Grey | Grey | Grey | (2) | Grey | Grey | Grey | Grey | Light Grey |
| Middle at KS1 | 2016 | (16) | Grey | Grey | Dark Grey | Grey | Grey | (16) | Grey | Dark Grey | Grey | Grey | Grey | (16) | Dark Grey | Grey | Grey | Grey | Grey |
| | 2017 | (16) | Grey | Grey | Grey | Grey | Green | (16) | Grey | Grey | Grey | Grey | Dark Grey | (16) | Grey | Grey | Grey | Dark Grey | Grey |
| | 2018 | (16) | Grey | Grey | Grey | Grey | Green | (16) | Grey | Grey | Dark Grey | Grey | Grey | (16) | Grey | Dark Grey | Grey | Grey | Grey |
| High at KS1 | 2016 | (11) | Grey | Grey | Dark Grey | Grey | Grey | (11) | Grey | Dark Grey | Grey | Grey | Grey | (11) | Red | Grey | Grey | Grey | Grey |
| | 2017 | (11) | Grey | Grey | Grey | Dark Grey | Grey | (11) | Grey | Dark Grey | Grey | Grey | Grey | (11) | Grey | Dark Grey | Grey | Grey | Grey |
| | 2018 | (15) | Grey | Grey | Grey | Dark Grey | Grey | (15) | Grey | Grey | Dark Grey | Grey | Grey | (15) | Red | Grey | Grey | Grey | Grey |
| Disadvantaged | 2016 | (3) | Grey | Grey | Light Grey | Grey | Grey | (3) | Light Grey | Grey | Grey | Grey | Grey | (3) | Light Grey | Grey | Grey | Grey | Grey |
| | 2017 | (4) | Grey | Grey | Grey | Light Grey | Grey | (4) | Grey | Grey | Grey | Light Grey | Grey | (4) | Grey | Grey | Grey | Light Grey | Grey |
| | 2018 | (0) | Grey | Grey | Grey | Grey | Grey | (0) | Grey | Grey | Grey | Grey | Grey | (0) | Grey | Grey | Grey | Grey | Grey |

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-ofsted-inspection-dashboard

Reading progress in 2018

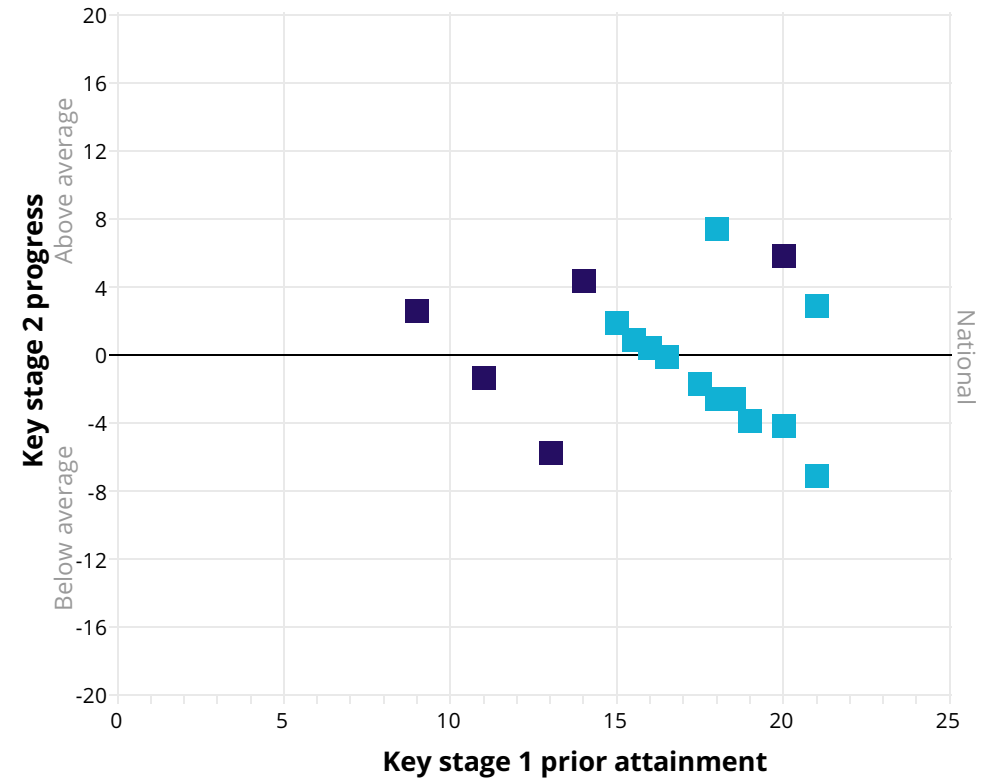
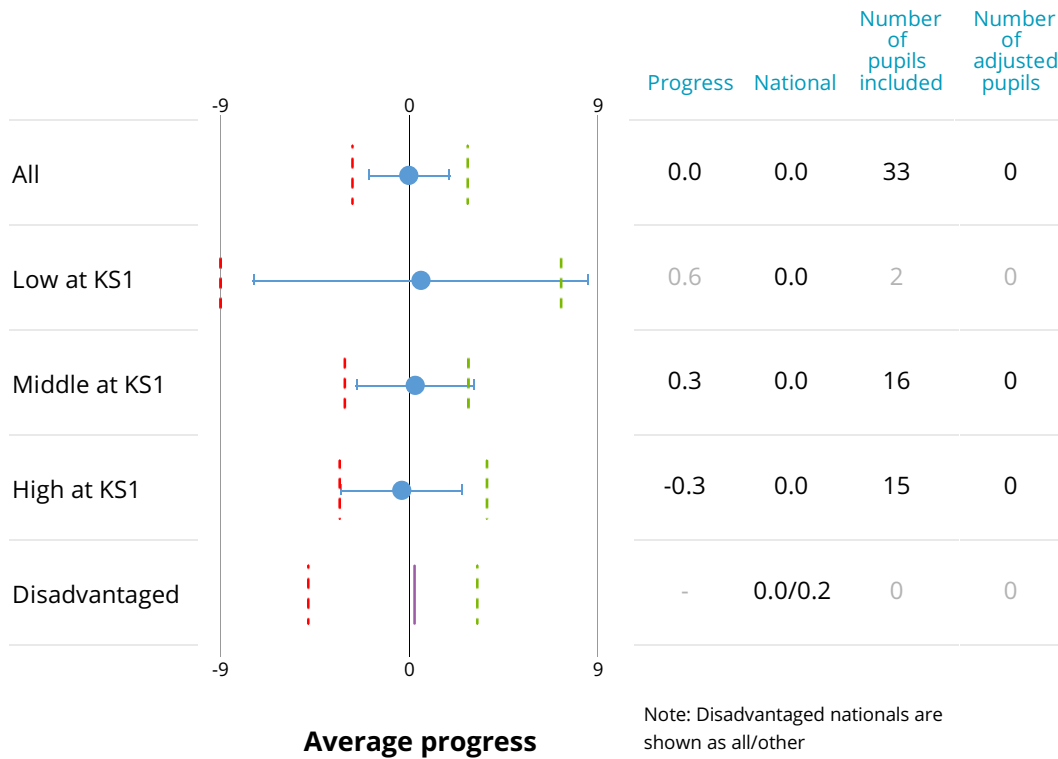
Reading progress scatterplot



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

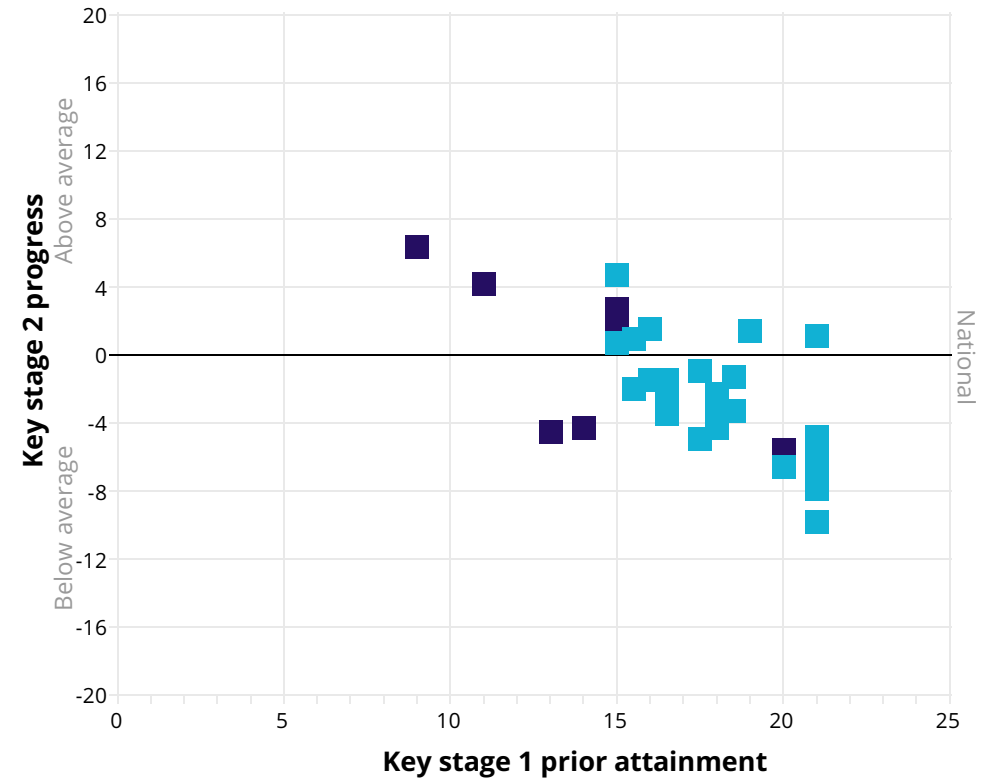
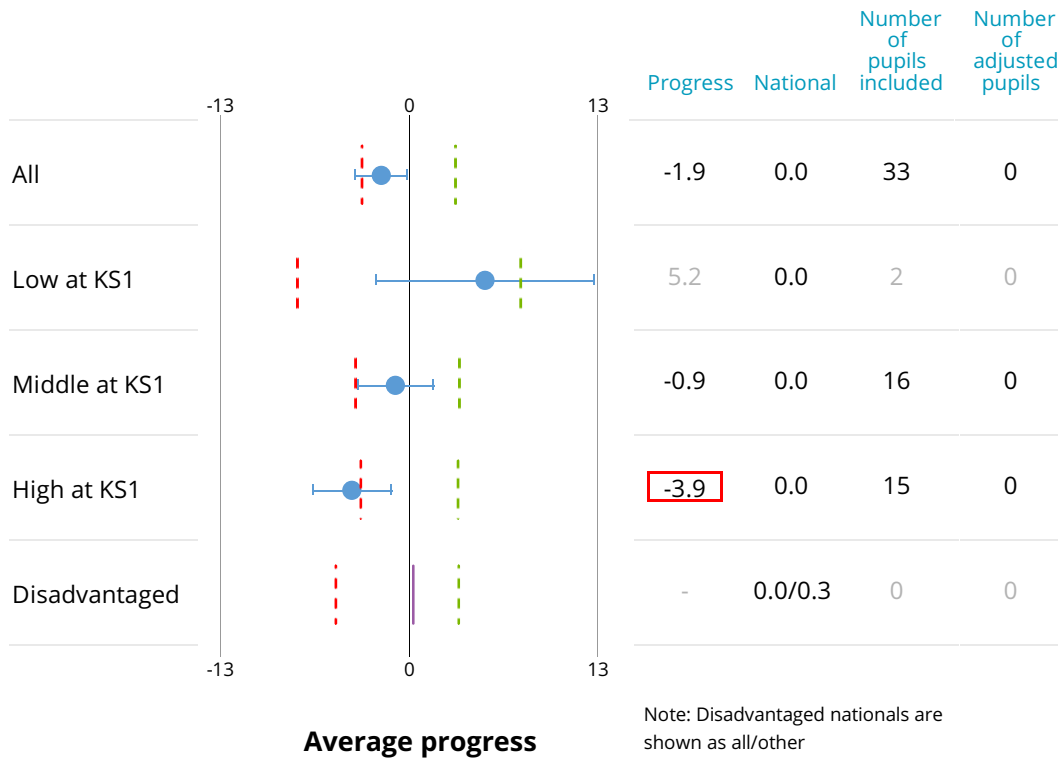
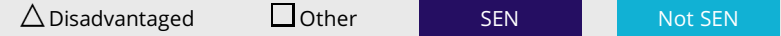
Writing progress scatterplot



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

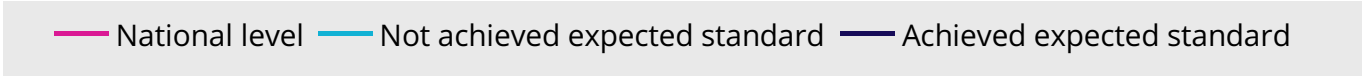
Mathematics progress scatterplot



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

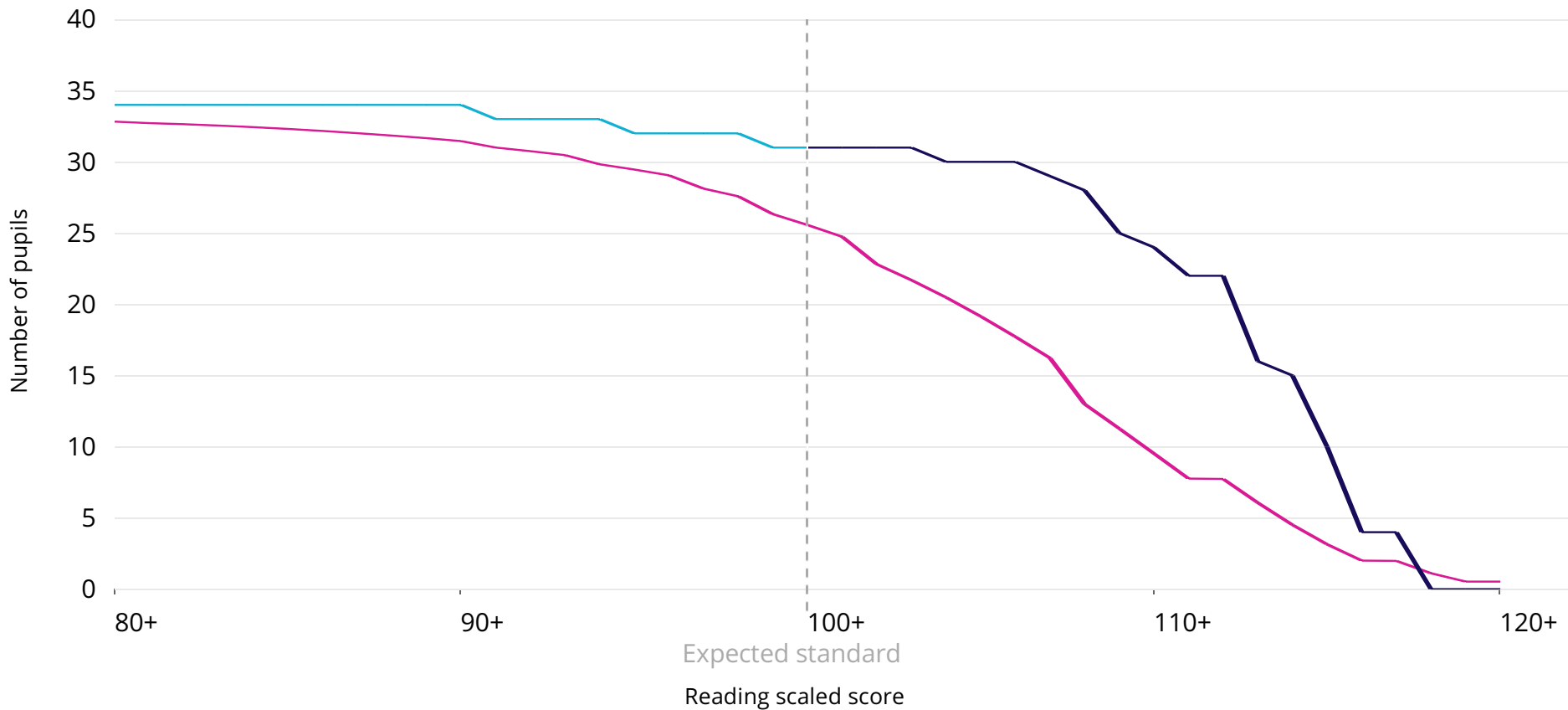
Reading scaled scores 2018

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



Cohort = 34 One pupil relates to 2.9 percentage points.

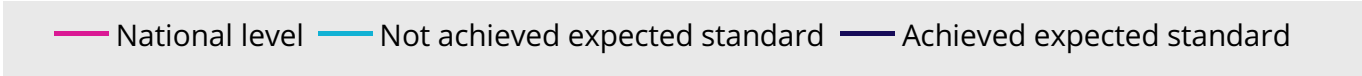
In 2018, 91% of pupils achieved the expected standard, 16 percentage points above the national. This was a statistically significant difference.



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-ofsted-inspection-dashboard

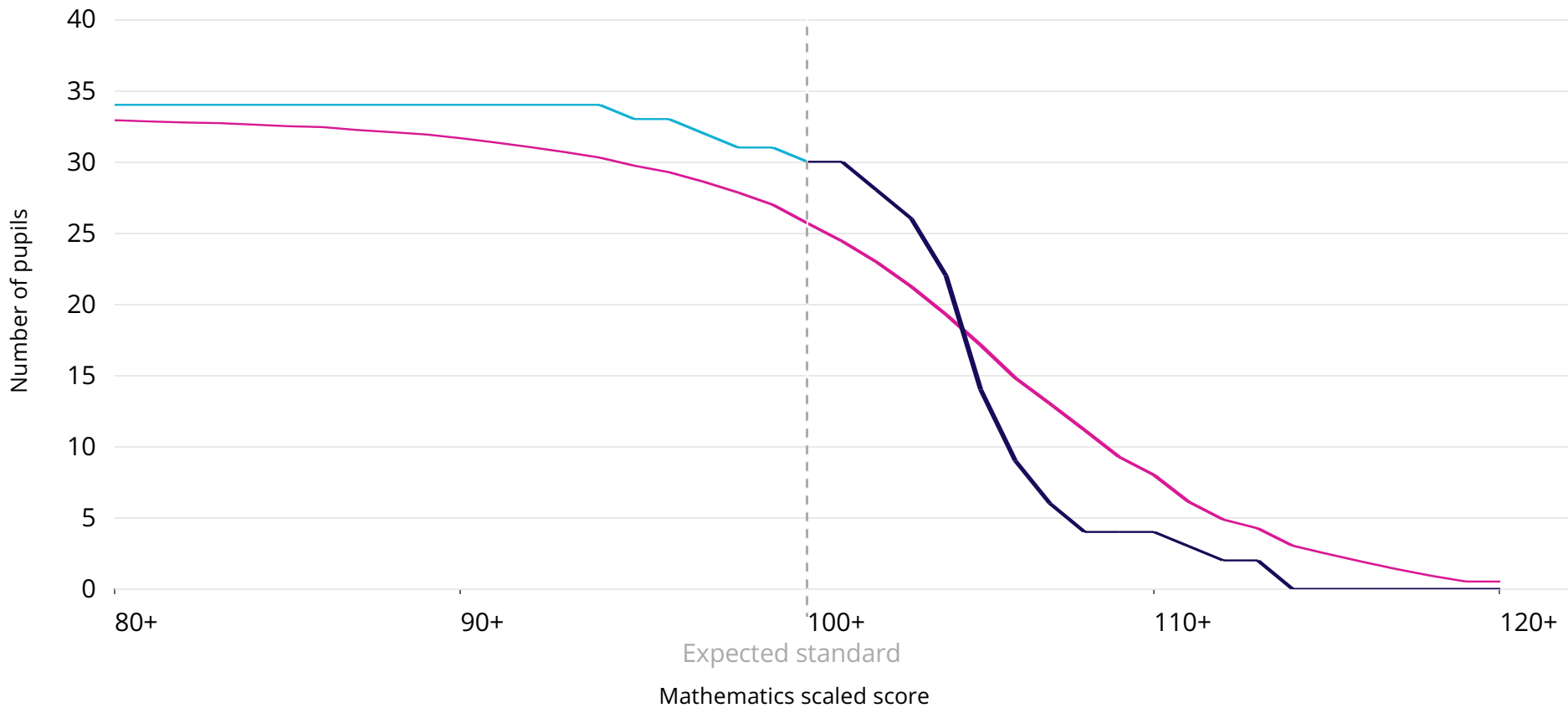
Mathematics scaled scores 2018

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



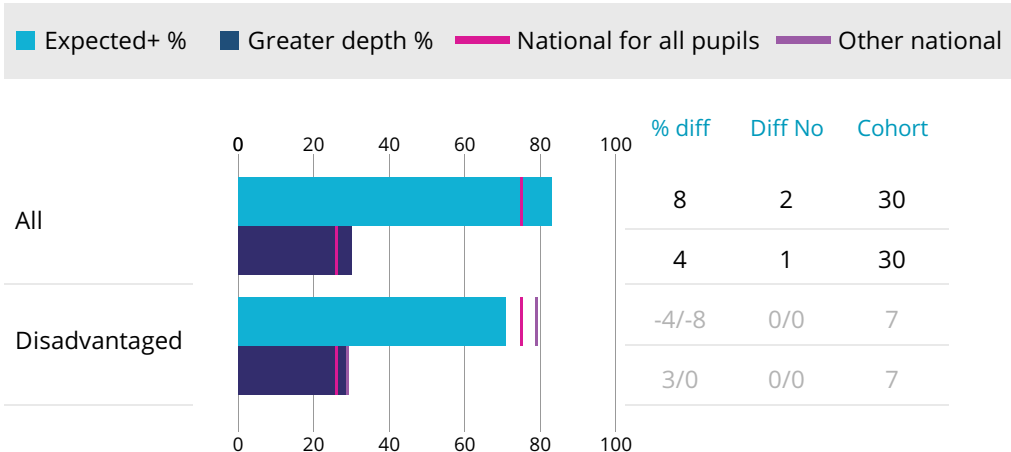
Cohort = 34 One pupil relates to 2.9 percentage points.

In 2018, 88% of pupils achieved the expected standard, 13 percentage points above the national. This difference was not statistically significant.

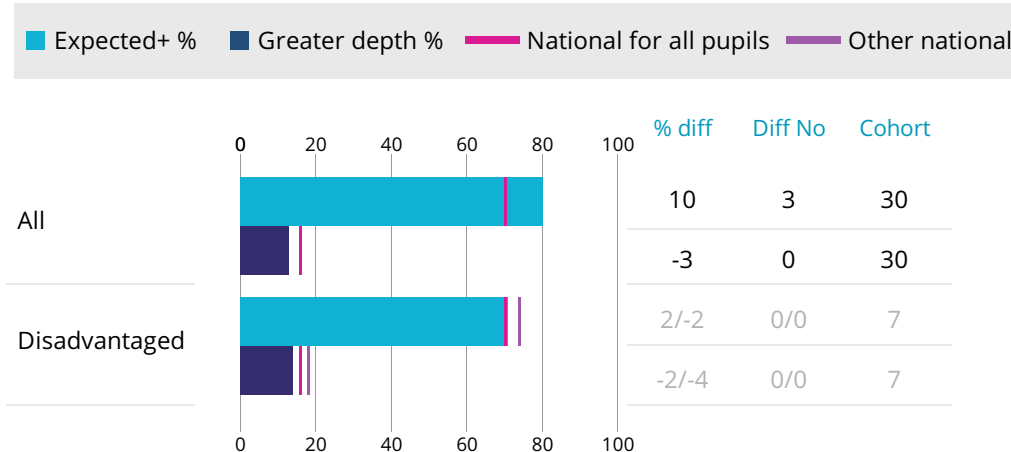


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

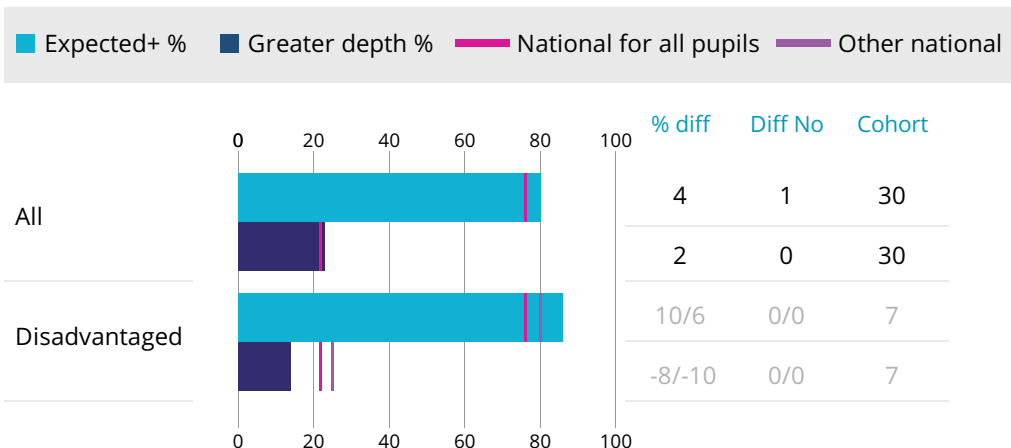
Reading



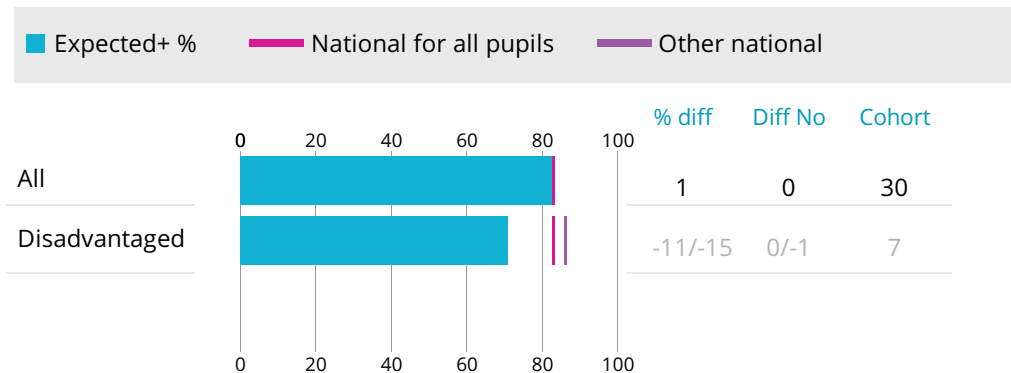
Writing



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

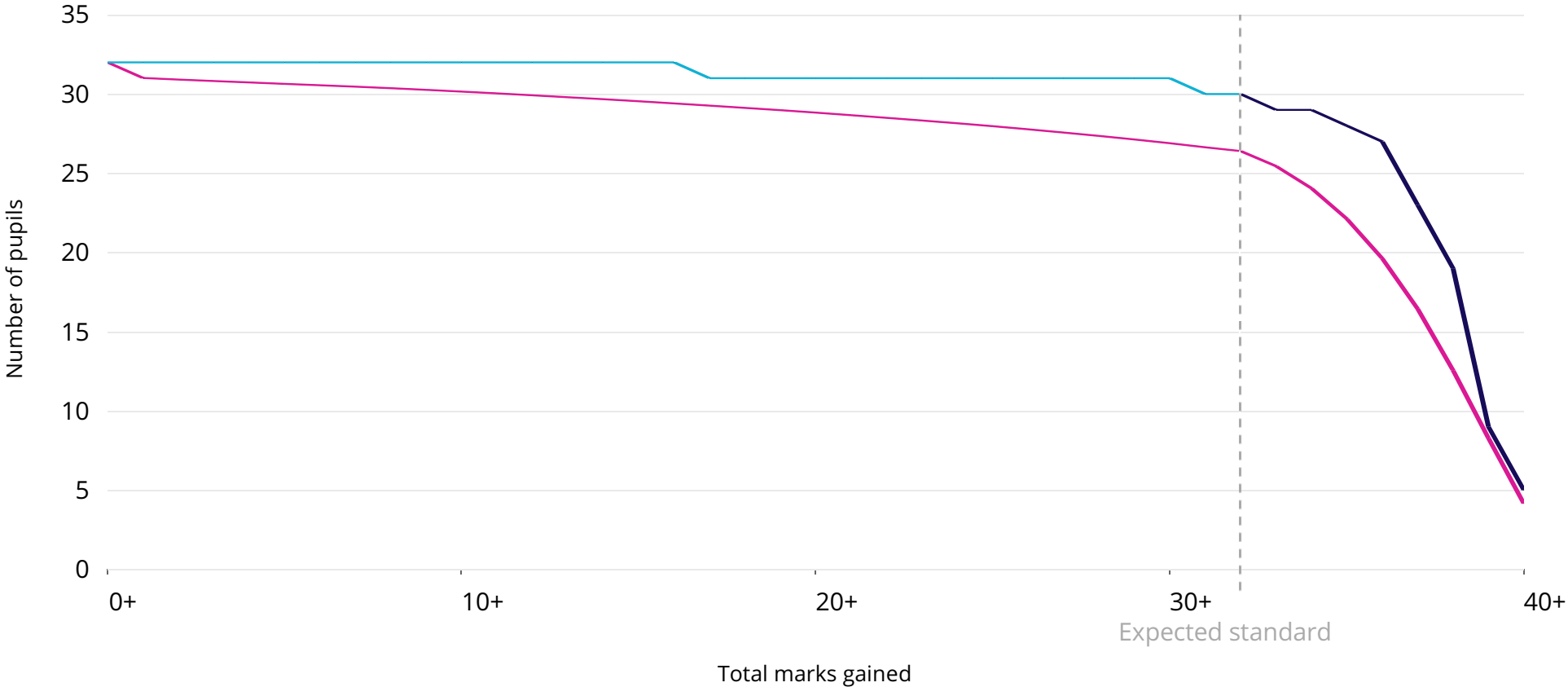
Year 1 phonics marks 2018

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 = 32 One pupil relates to 3.1 percentage points.

In 2018, 94% of pupils achieved the expected standard, 11 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