

Areas to investigate

KS2 progress trend

- Reading progress was in the top 20% for at least two years for all pupils, high prior attainers.

KS2 attainment

- In 2017, reading attainment of the expected standard was at or above national for the middle prior attainment group.

KS1 attainment

- In 2017, attainment in mathematics was above average and in the highest 10%.

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 %	57	(65)	(85)
Reading progress	2.7	(-5)	(-2.5)
Writing progress	-3.1	(-7)	(-3.5)
Maths progress	1.5	(-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>

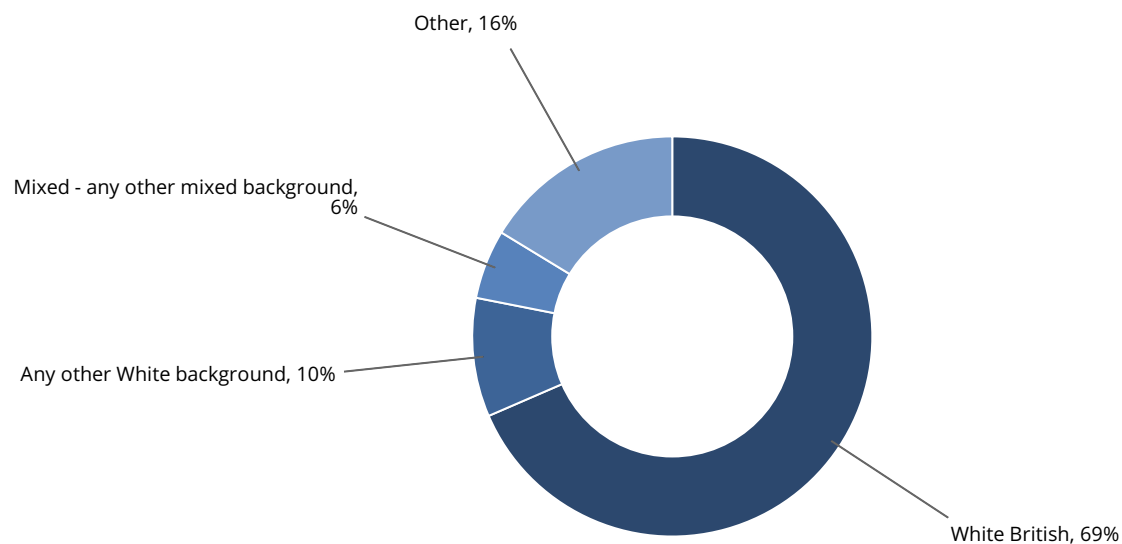
Phase of education: Primary
Headteacher: Amanda Abley
Pupils: 229
Gender: Mixed
Special needs provision:

Local authority: Hertfordshire
Admissions policy: Not applicable
Ages: 3-11
Denomination: Does not apply

Schools details as of 3 January 2018

Ethnicity

This school has 12 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

2015 2016 2017

% girls

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	50	51	51	█	█	█	█	█
National	49	49	49	█	█	█	█	█

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

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	5	7	8	█	█	█	█	█
National	26	25	24	█	█	█	█	█

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

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	11	9	11	█	█	█	█	█
National	19	20	21	█	█	█	█	█

% of pupils with SEN support

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	10.3	8.9	10.0	█	█	█	█	█
National	13.0	12.1	12.2	█	█	█	█	█

% of pupils with a SEN statement or EHC plan

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	2.1	1.3	0.9	█	█	█	█	█
National	1.4	1.3	1.3	█	█	█	█	█

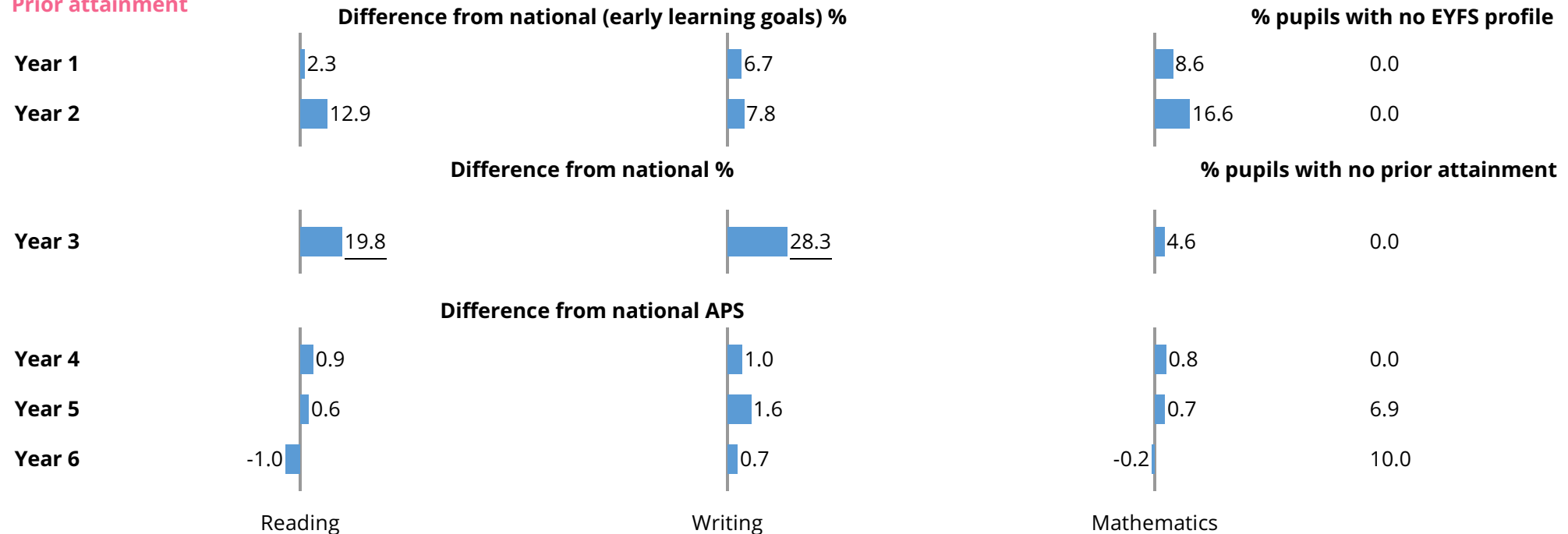
School deprivation indicator

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	0.1	0.1	0.1	█	█	█	█	█
National	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	30	50	49	13	19	20	21	3	12	0
Year 2	29	31	49	7	22	7	21	10	14	0
Year 3	30	60	49	3	26	3	21	7	15	0
Year 4	30	47	49	7	28	7	21	20	16	0
Year 5	29	62	49	3	30	10	20	10	16	0
Year 6	30	57	49	20	31	17	20	27	17	0

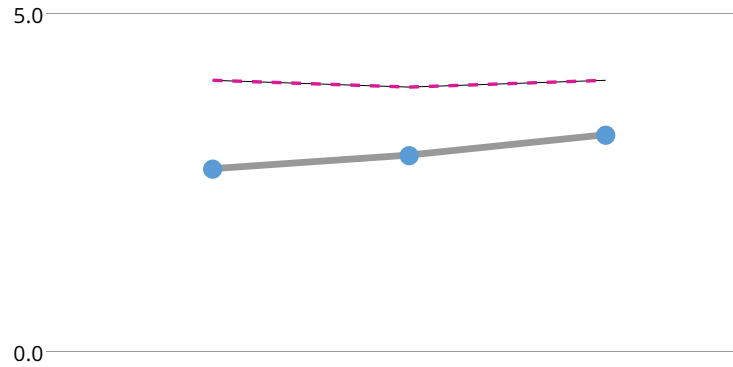
Prior attainment



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

Absence

% of sessions missed

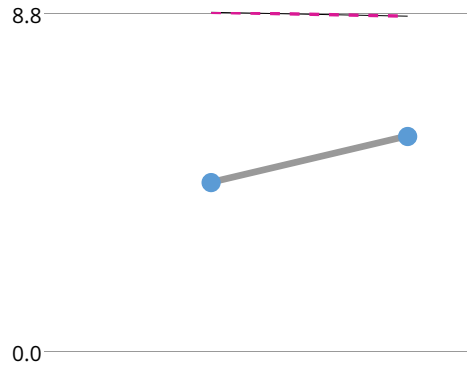


2015 2016 2017

School %	2.7	2.9	3.2
Nat %	4.0	3.9	4.0
Cohort	179	183	180

Persistent absence

% of pupils who missed 10% or more sessions



2016 2017

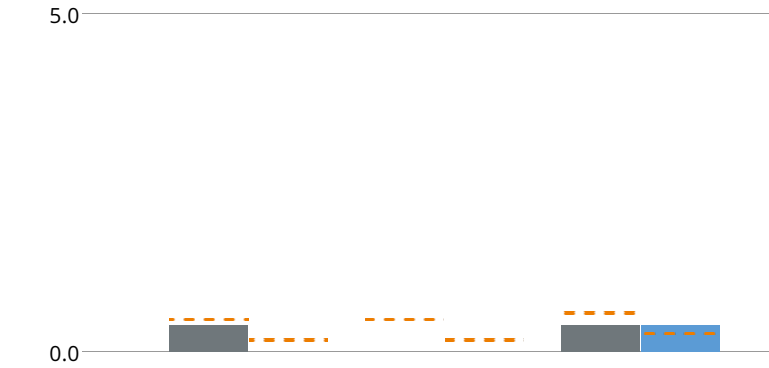
School %	4.4	5.6
Nat %	8.8	8.7
Cohort	183	180

■ School ■ National

Fixed term exclusions

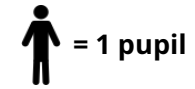
% of pupils excluded

■ Total ■ Repeat ■ National



	2014		2015		2016	
School %	0.4	0.0	0.0	0.0	0.4	0.4
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	1	0	0	0	1	1

Permanent exclusions



Nat

2016 (0) No permanent exclusions

2015 (0) No permanent exclusions

Trends over time

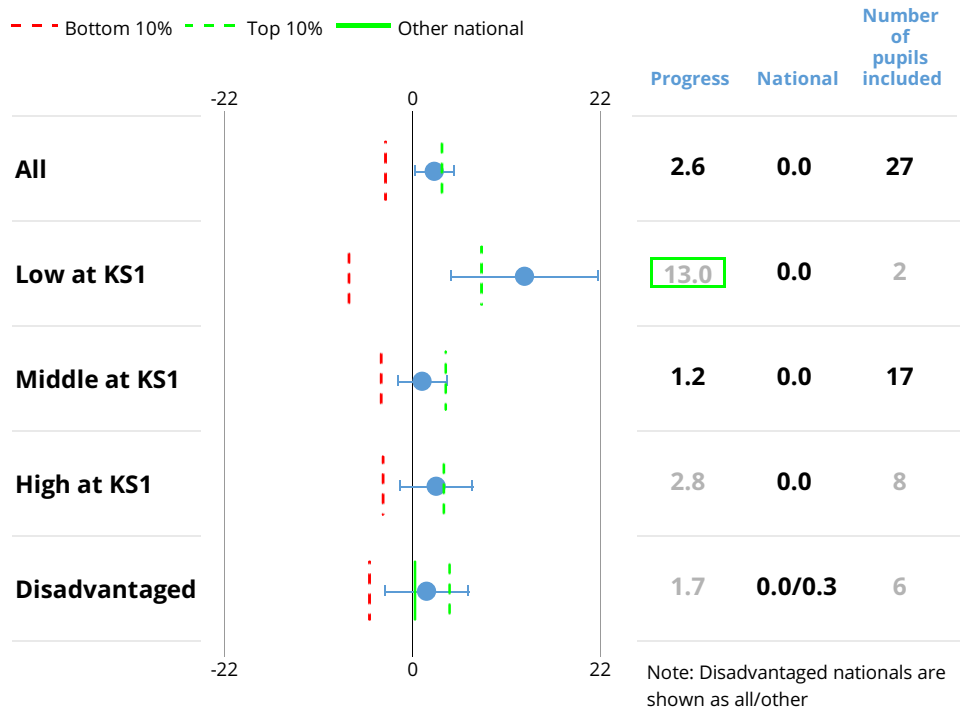
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

		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
All	2015 (28)					6					11					3
	2016 (29)					17	87								27	
	2017 (27)					17			59				65			
Low at KS1	2015 (-)															
	2016 (2)		70				96					91				
	2017 (2)					3		75								20
Middle at KS1	2015 (20)					5					11					3
	2016 (19)					20	93									20
	2017 (17)				35				58				63			
High at KS1	2015 (8)					7					17					6
	2016 (8)					8					13				24	
	2017 (8)					17			49			83				
Disadvantaged	2015 (3)					8				26						1
	2016 (2)					12	100								37	
	2017 (6)				26			64				86				

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

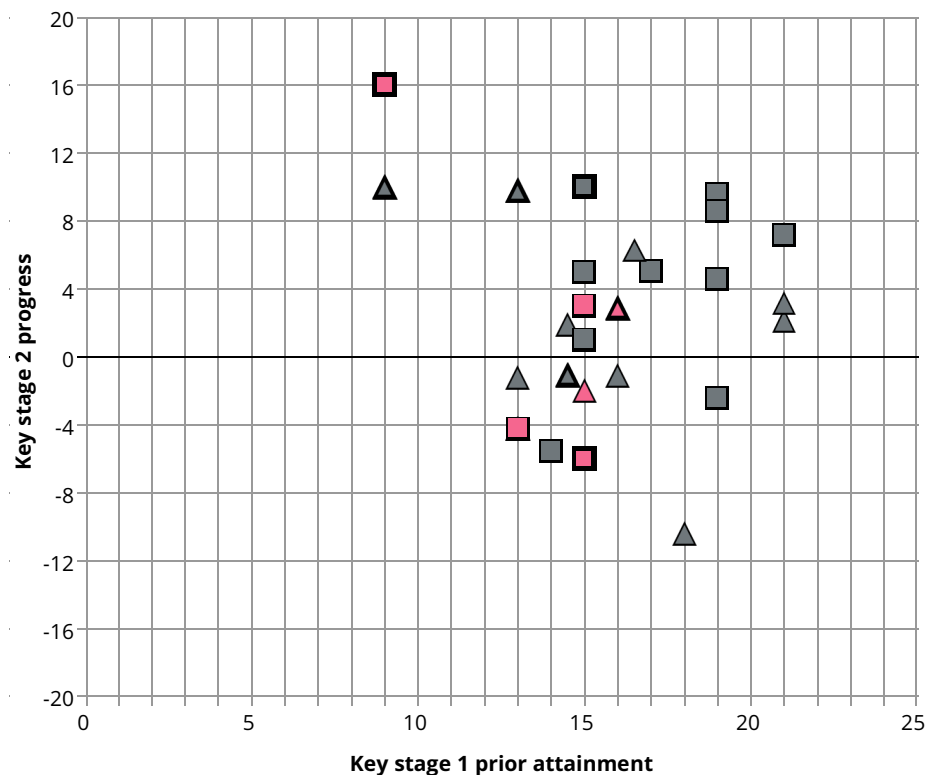


Significantly below national and in bottom 10%

Significantly above national and in top 10%

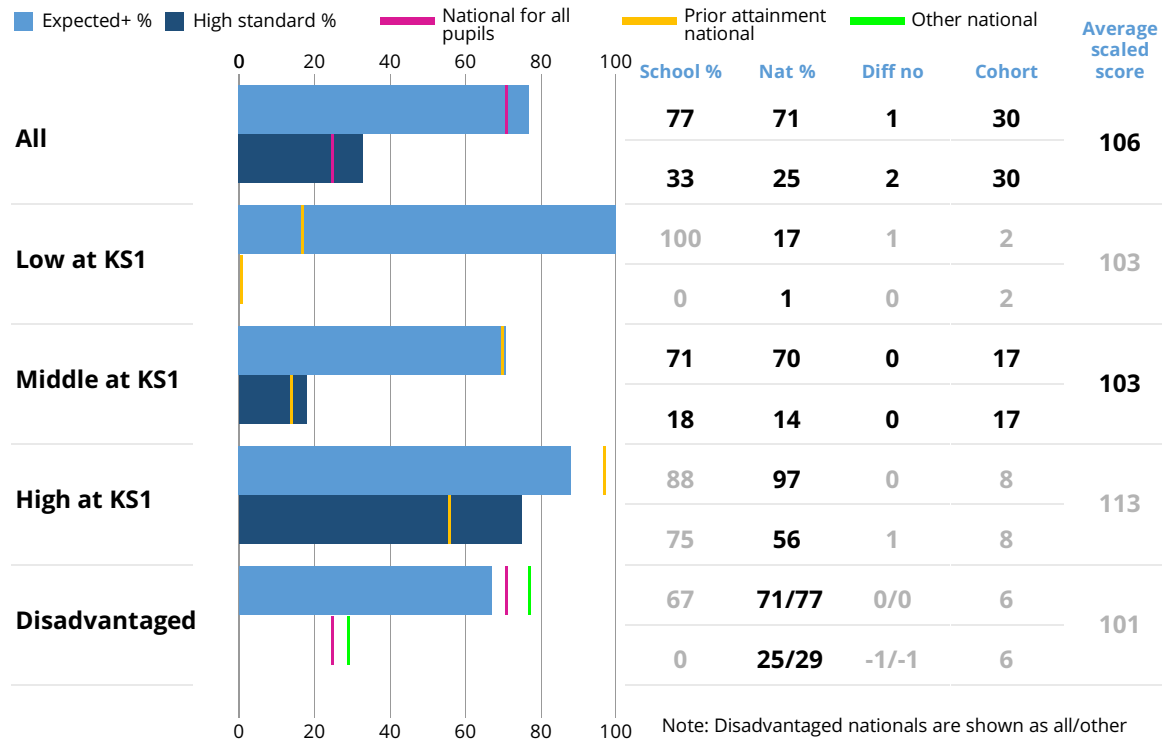
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

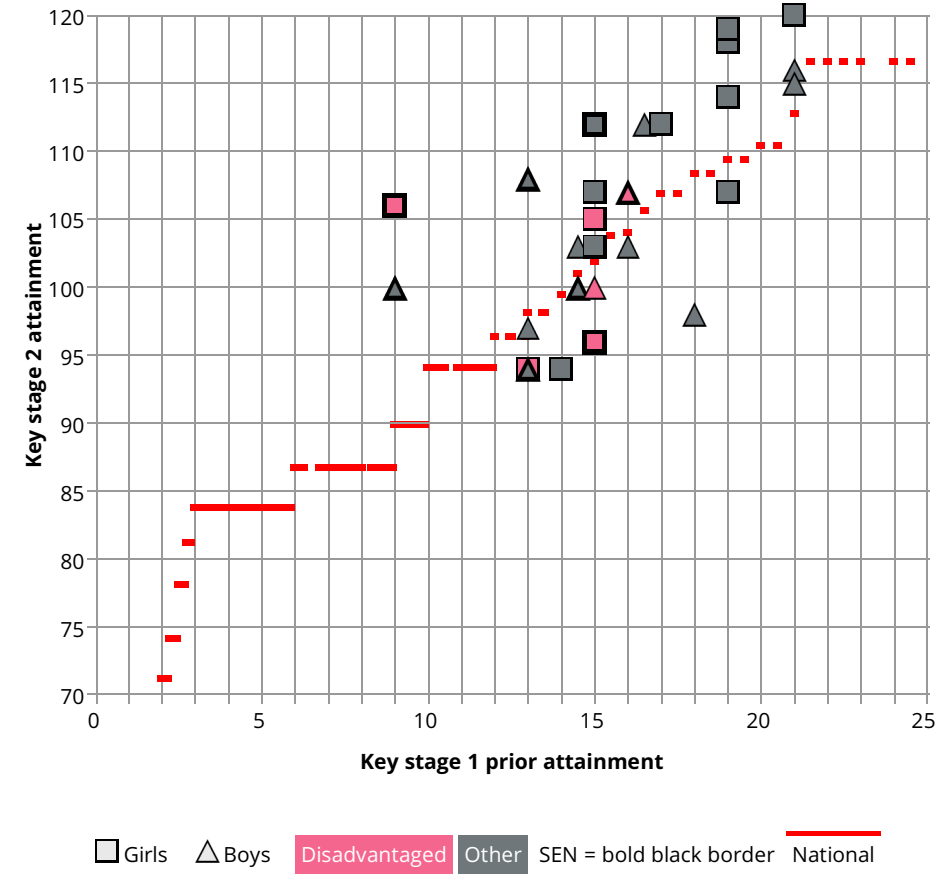


□ Girls △ Boys Disadvantaged Other SEN = bold black border

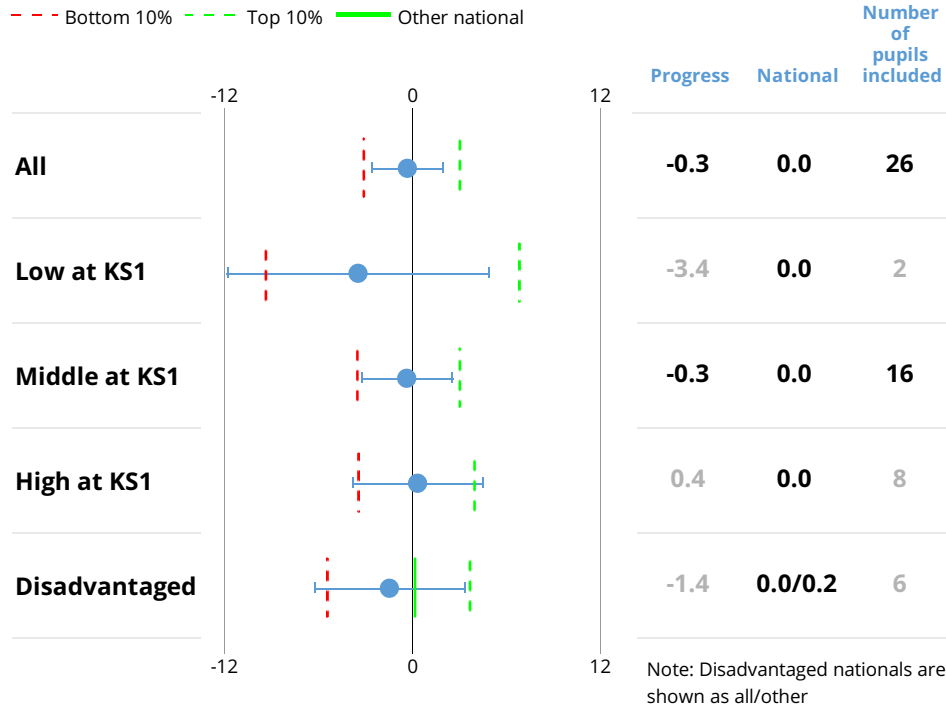
Reading attainment in 2017



Reading attainment scatterplot



Writing (teacher assessment) progress in 2017



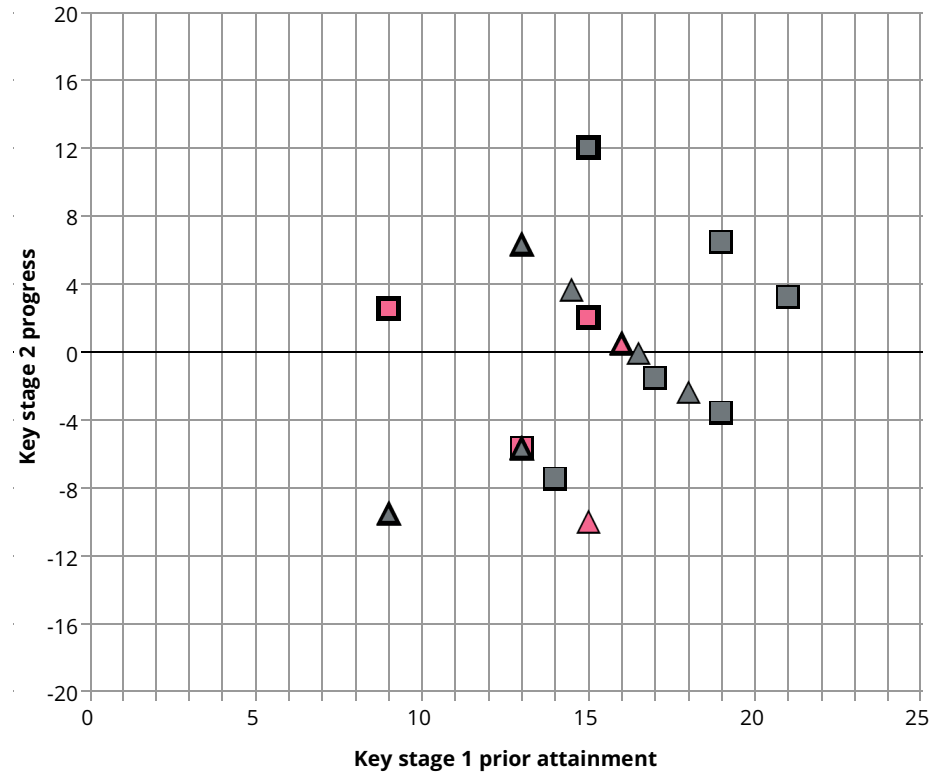
Significantly below national and in bottom 10%

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

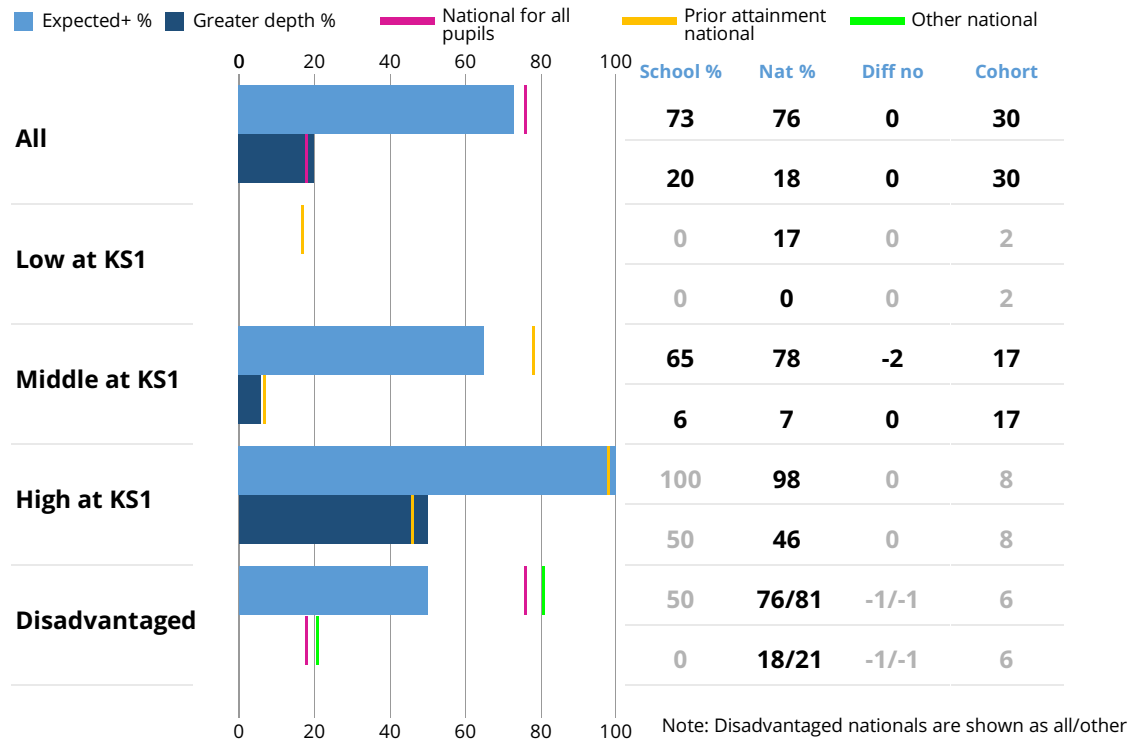
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



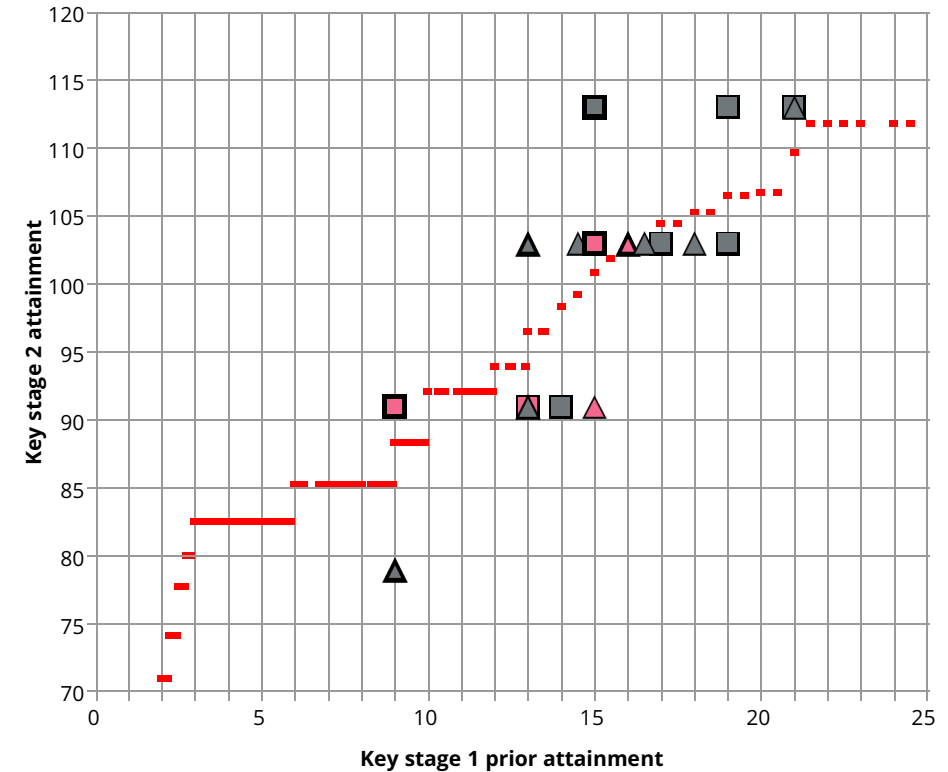
□ Girls △ Boys Disadvantaged Other SEN = bold black border

Writing (teacher assessment) attainment in 2017



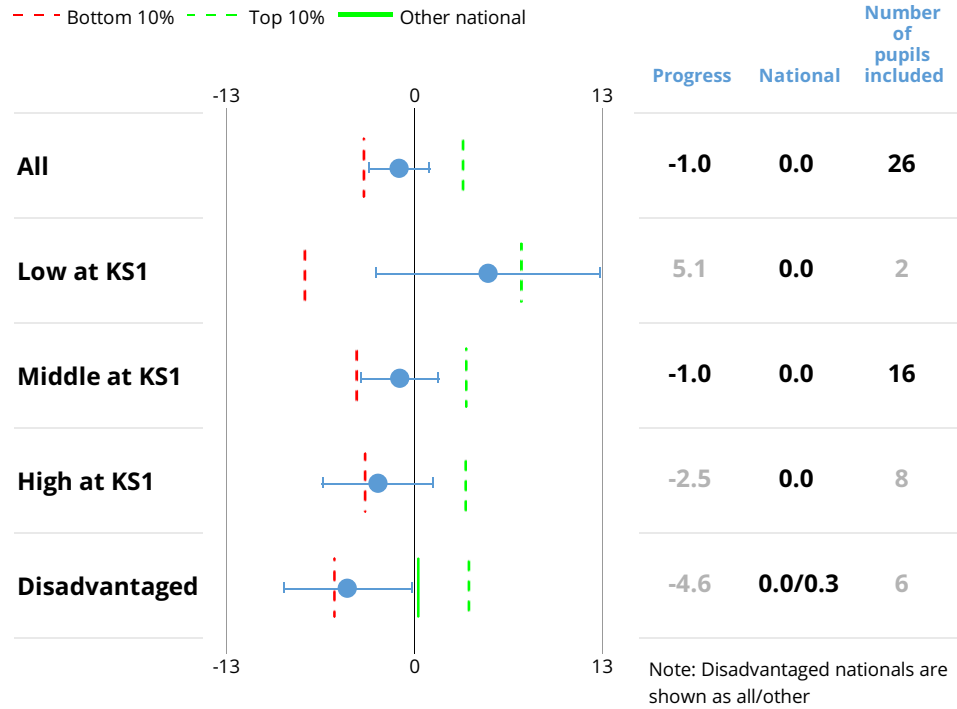
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) attainment scatterplot



□ Girls
 △ Boys
 Disadvantaged
 Other
 SEN = bold black border
 National

Mathematics progress in 2017

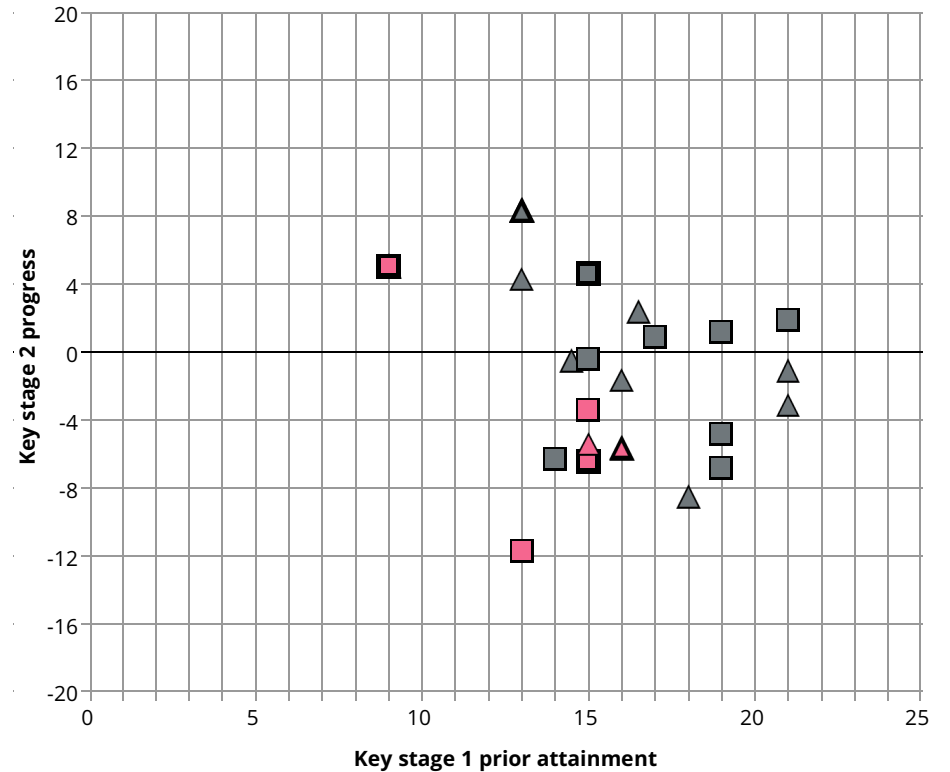


Significantly below national and in bottom 10%

Significantly above national and in top 10%

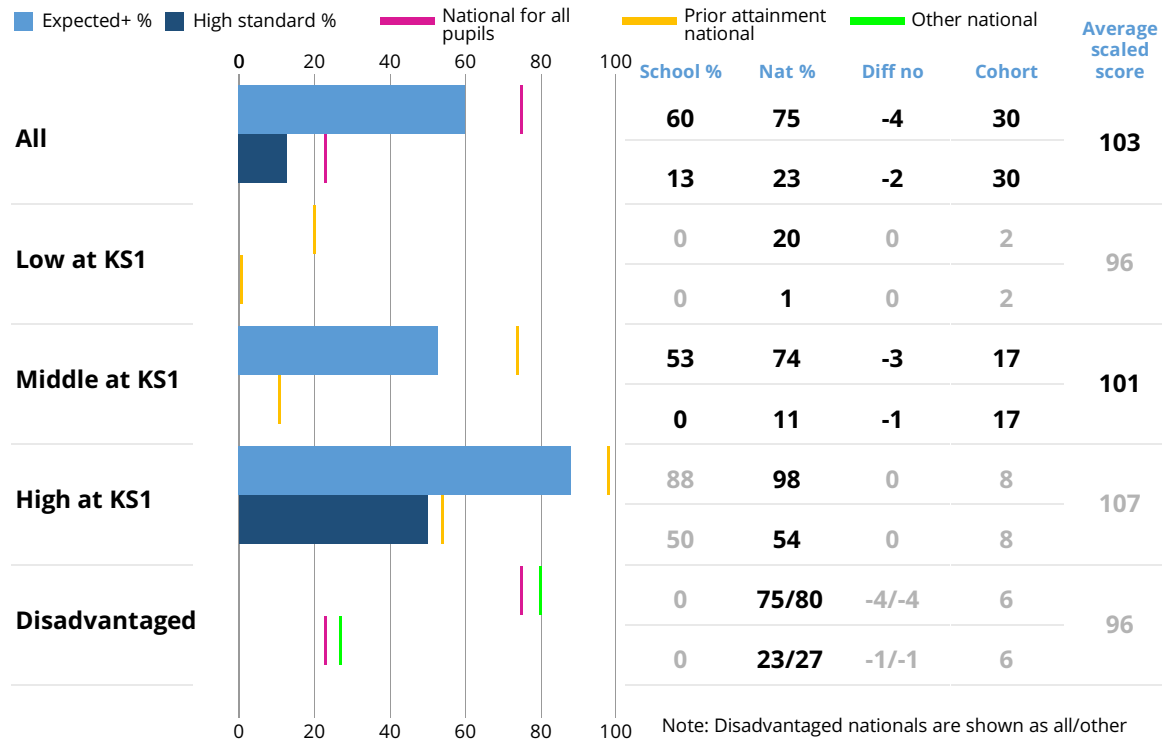
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

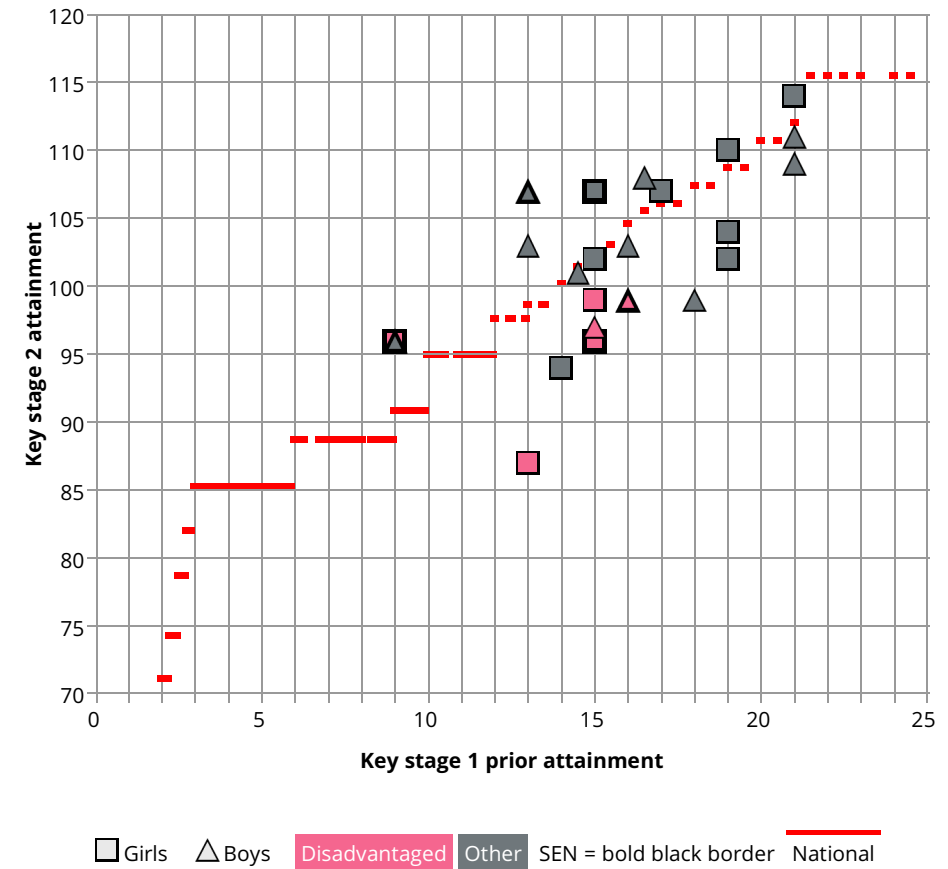


□ Girls △ Boys Disadvantaged Other SEN = bold black border

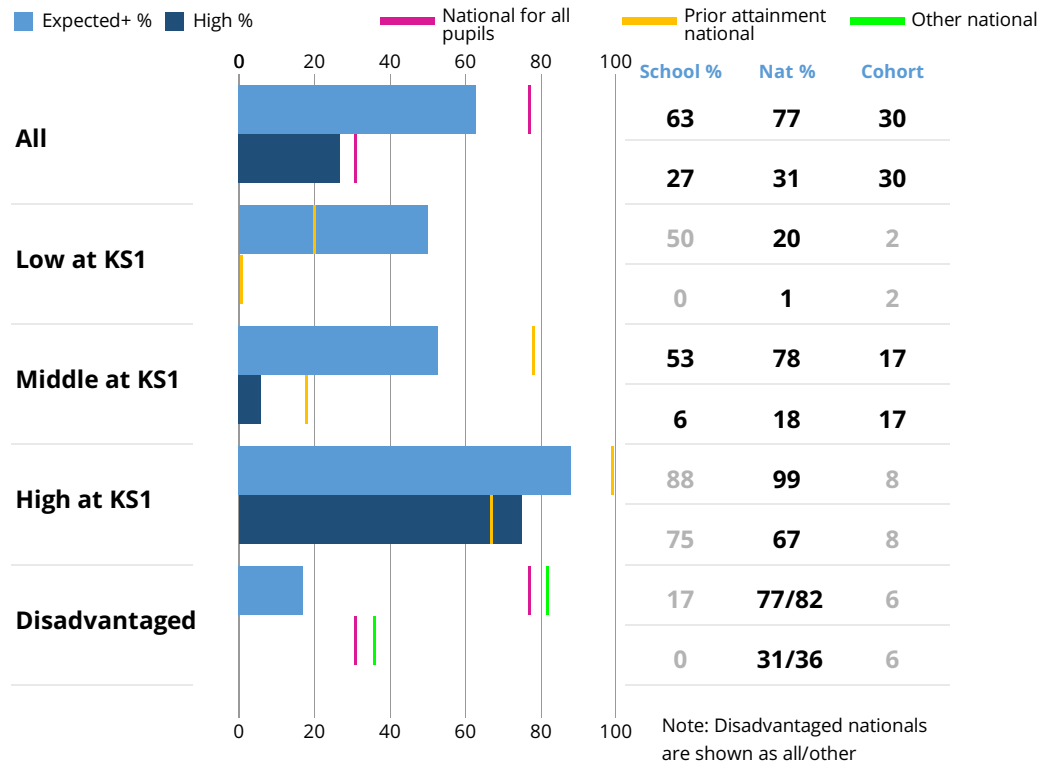
Mathematics attainment in 2017



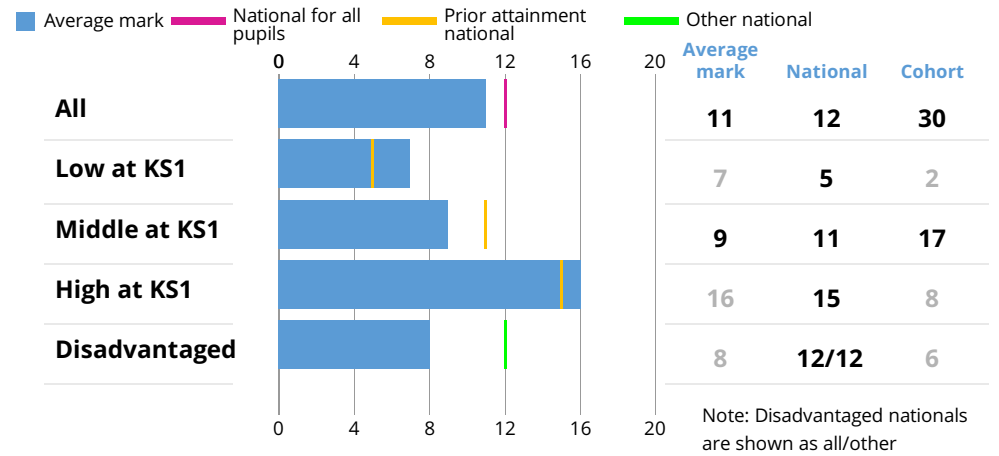
Mathematics attainment scatterplot



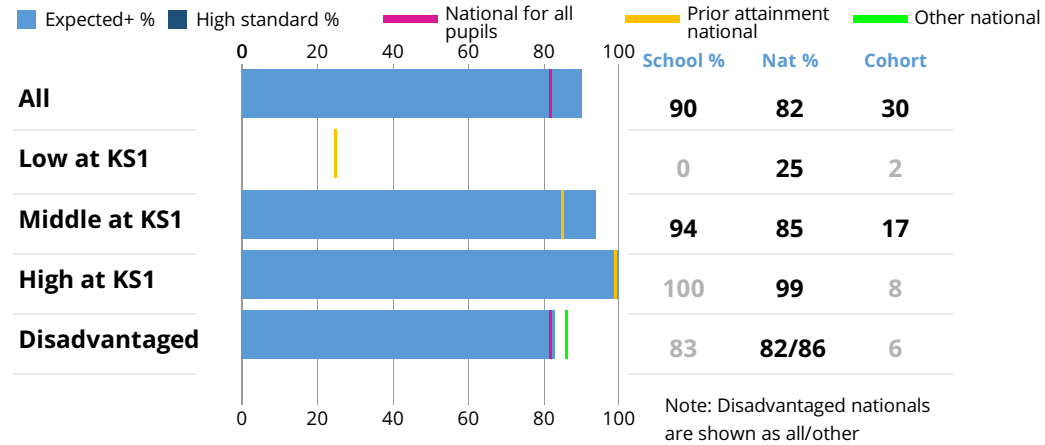
English grammar, punctuation and spelling (EGPS) in 2017



Spelling

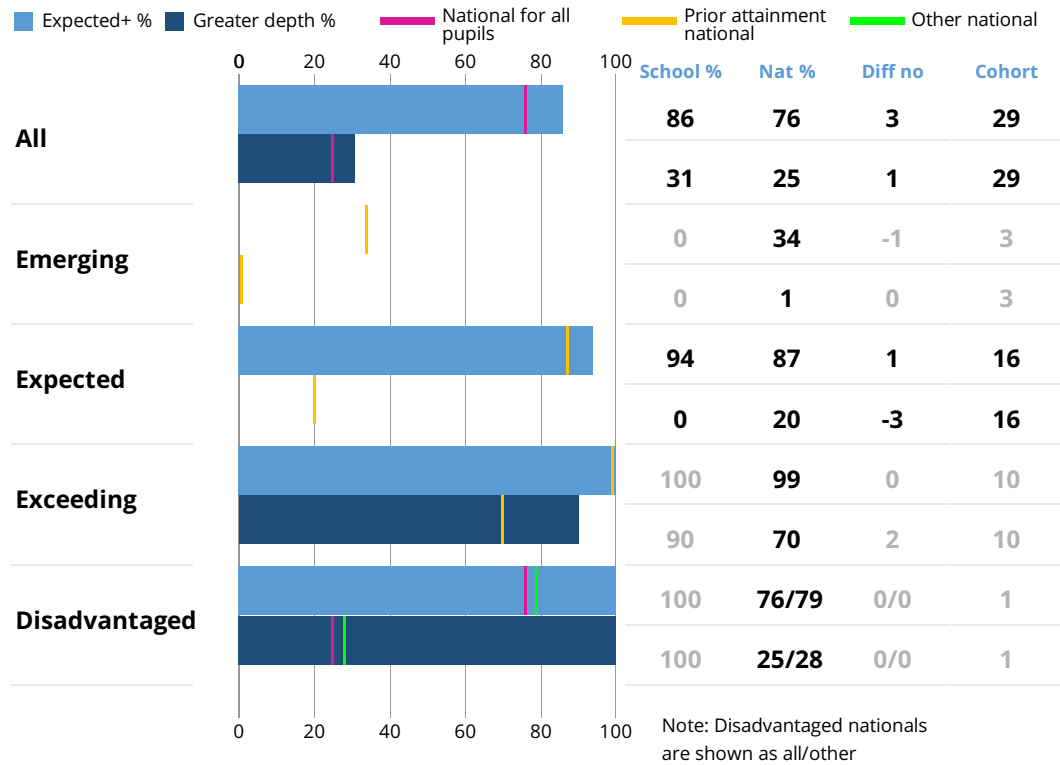


Science attainment in 2017

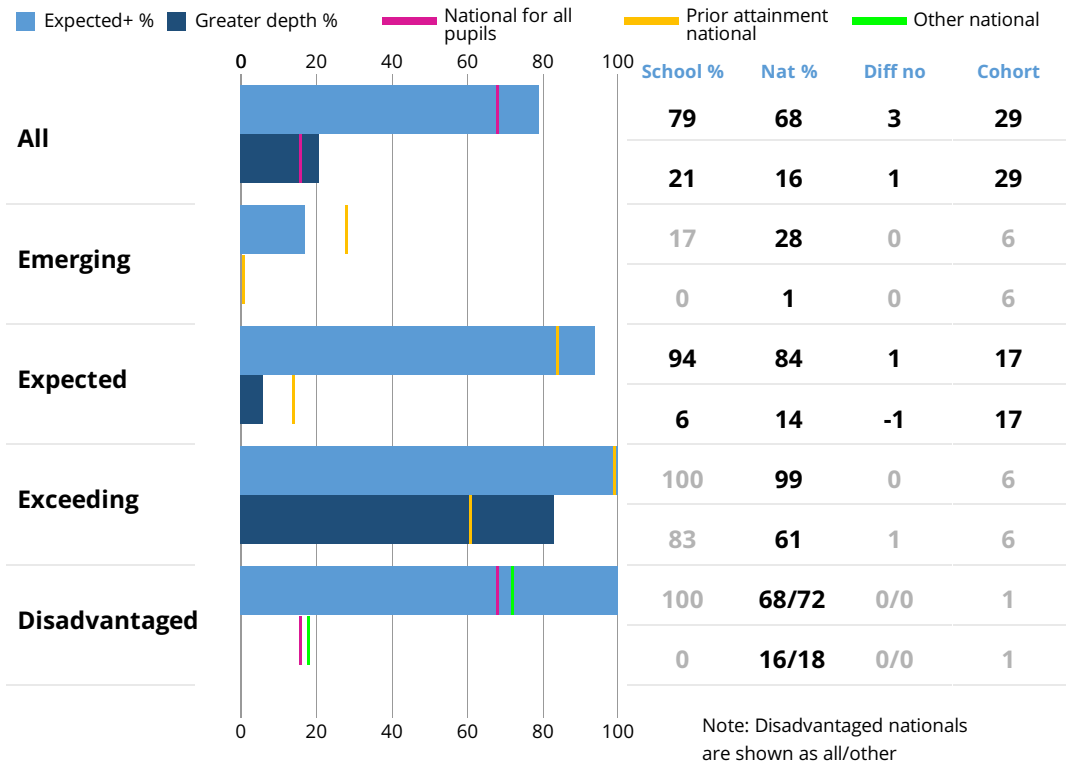


Science data is based on teacher assessments. Users should be cautious when using this data.

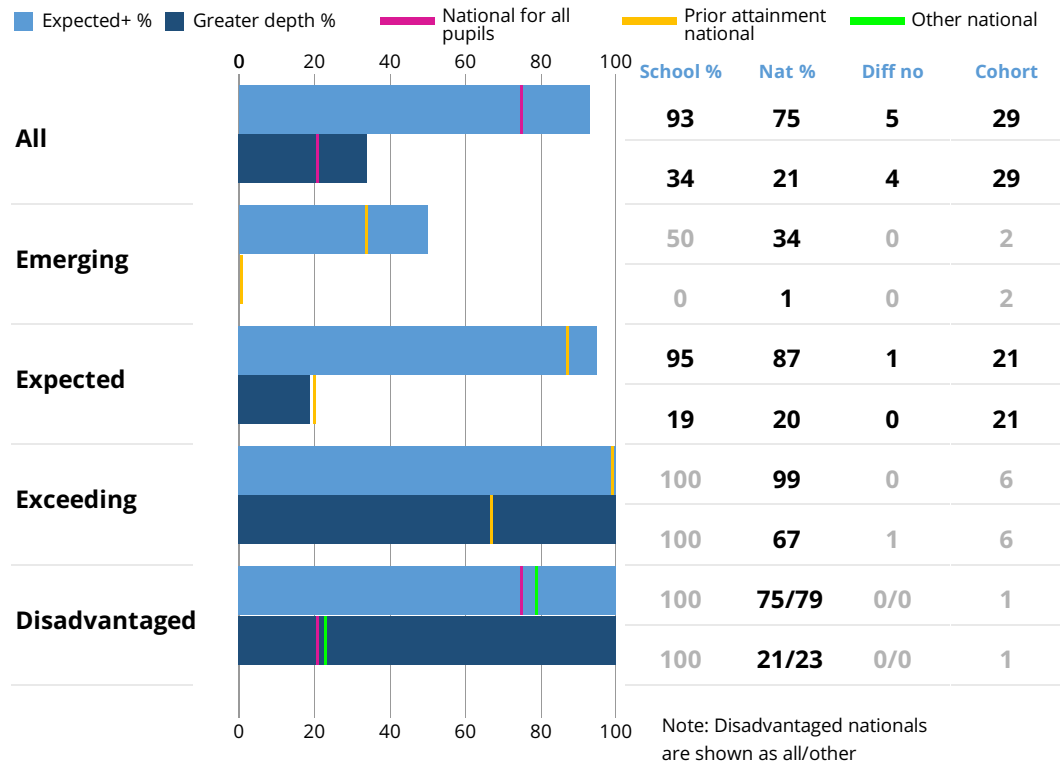
Reading in 2017



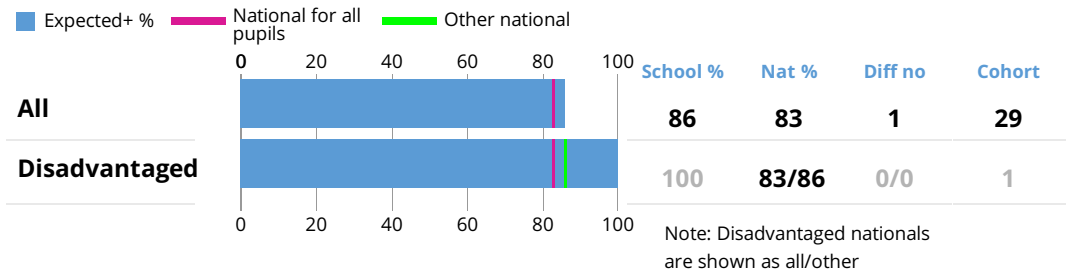
Writing in 2017



Mathematics in 2017

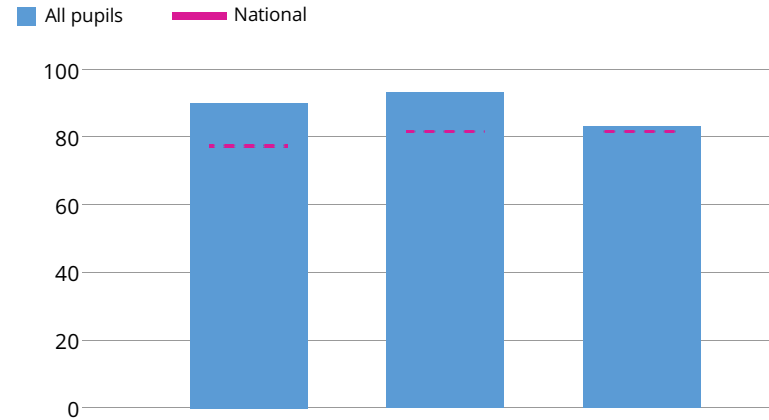


Science in 2017



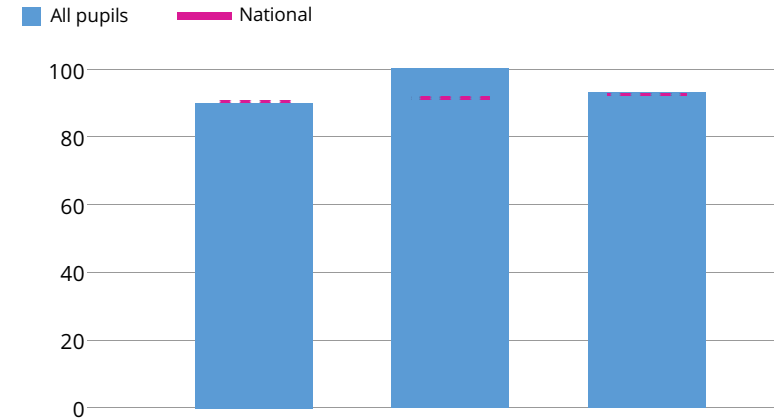
Phonics in 2017

**Proportion meeting the expected standard
Year 1**



	2015	2016	2017
School %	90	93	83
Nat %	77	81	81
Cohort	30	30	30

By end of year 2



	2015	2016	2017
School %	90	100	93
Nat %	90	91	92
Cohort	30	30	29