Areas to investigate

KS2 progress

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

KS2 attainment

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

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.

EYFS

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

Behaviour

- In 2017/18, the rate of overall absence (2.40%) was below the national average for schools with a similar level of deprivation (3.54%).
- 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%.

Notes: The majority of 'areas to investigate' will not appear for small cohorts, and some are based on data not contained in this report. Progress measures are based on adjusted progress scores.

Primary school context in 2018

Phase of education: Primary
Headteacher: D Brett
Pupils: 46
Gender: Mixed
Deprivation Quintile: Lowest 20% (0.1)

Local authority: Northumberland
Admissions policy: Not applicable
Ages: 3-9
Denomination: Does not apply
Special needs provision:

Ever 6 FSM %: 5.3
English additional language %: 12.9
SEN support %: 4.3
SEN with EHC plan %: 0.0

Ethnicity

- The largest ethnic groups are: White - British (100.0%).
- This school has 1 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- The school was in the lowest 20% of all schools for the number of pupils (46).

Girls

- The school was in the top 20% of all schools for the proportion of girls (54.3%).
- There was a larger than average decrease in the percentage of girls between 2017 and 2018 than most primary schools nationally.

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (5.3%).
- There was a larger than average decrease in the percentage of disadvantaged pupils between 2017 and 2018.
- There were no children looked after in the school.

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-ofsteds-inspection-dashboard

Primary 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 lowest 20% of all schools for the proportion of SEN with EHC/statement (0.0%).
- The school was in the lowest 20% of all schools for the proportion of SEN support (4.3%).

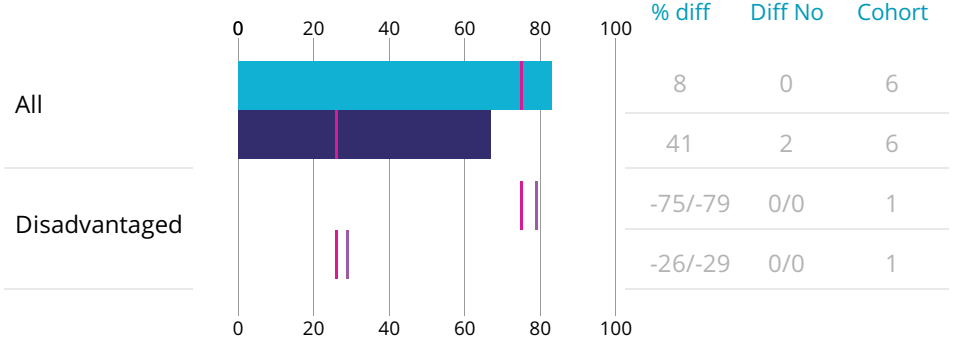
Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 3, year 4), Writing (year 3, year 4), Mathematics (year 2, year 3, year 4)

Slaley First School URN: 122227 LAESTAB: 9292236

Reading

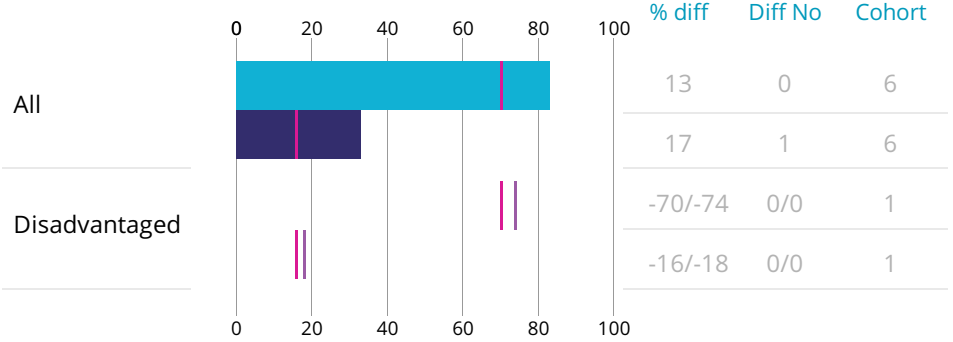
Expected+ % | Greater depth % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	8	0	6
	41	2	6
Disadvantaged	-75/-79	0/0	1
	-26/-29	0/0	1

Writing

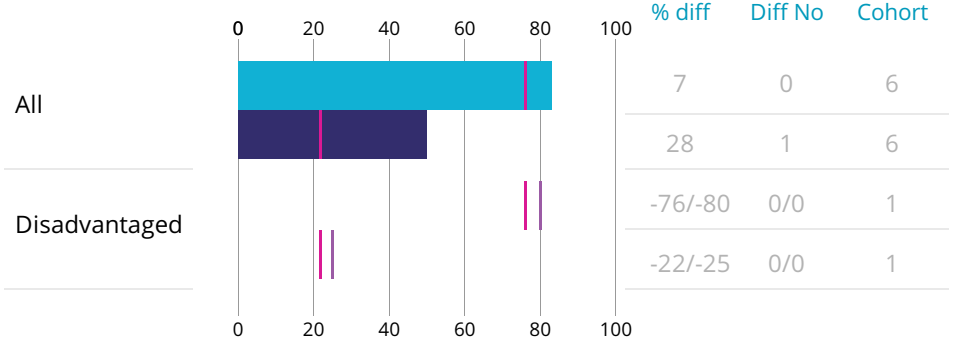
Expected+ % | Greater depth % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	13	0	6
	17	1	6
Disadvantaged	-70/-74	0/0	1
	-16/-18	0/0	1

Mathematics

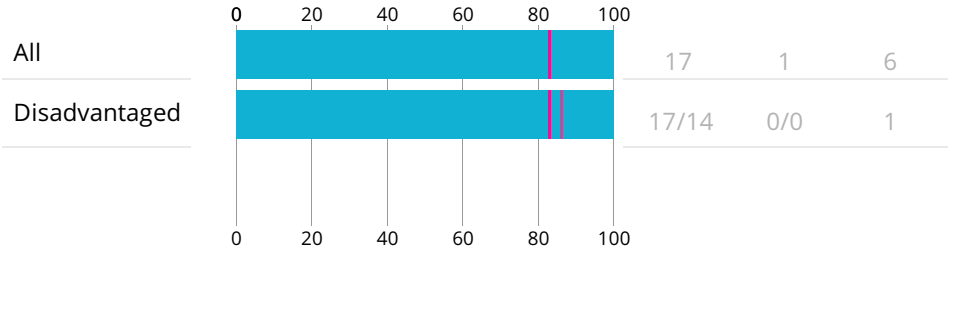
Expected+ % | Greater depth % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	7	0	6
	28	1	6
Disadvantaged	-76/-80	0/0	1
	-22/-25	0/0	1

Science

Expected+ % | National for all pupils | Other national



	% diff	Diff No	Cohort
All	17	1	6
Disadvantaged	17/14	0/0	1

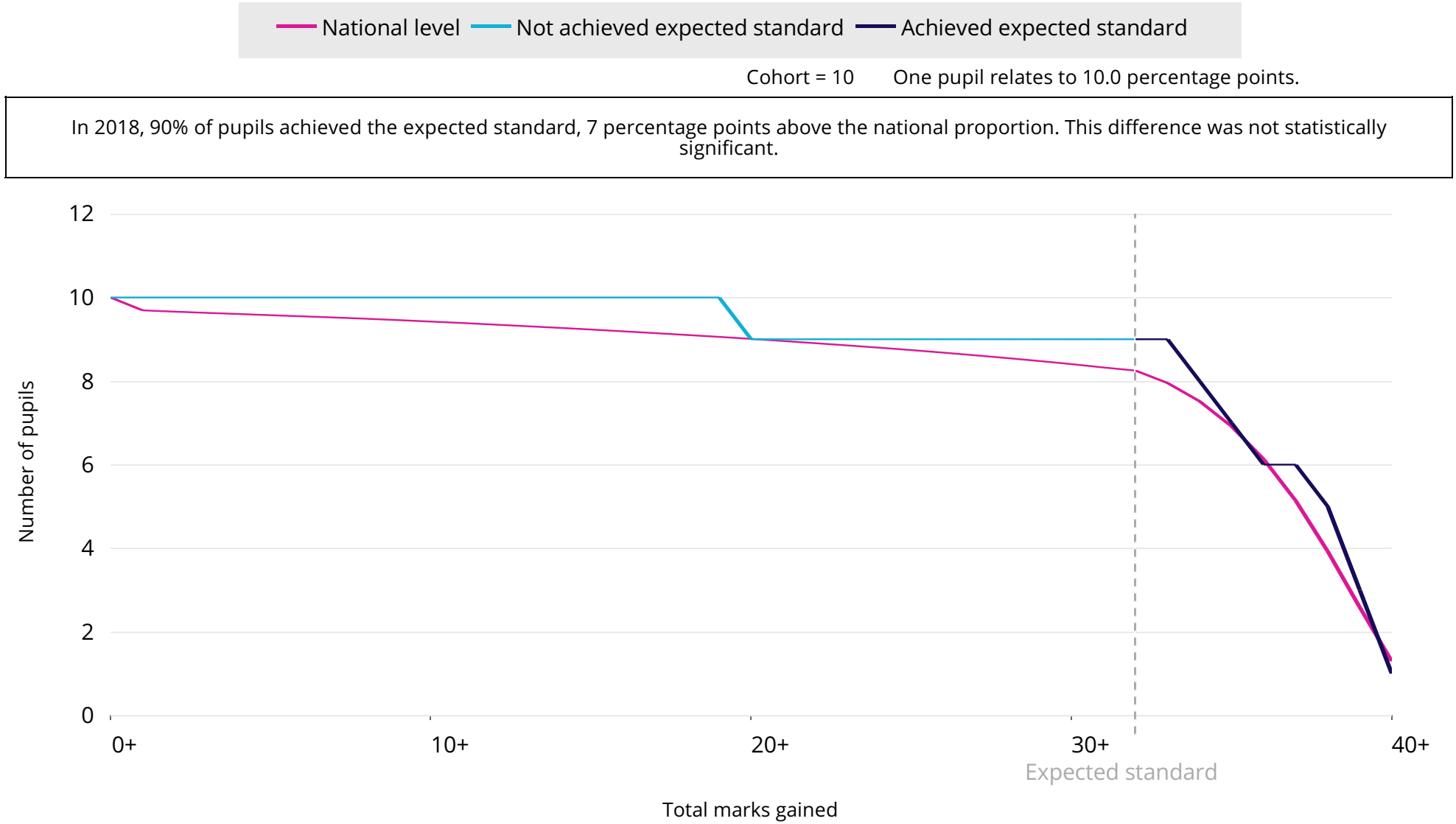
Note: 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Disadvantaged nationals are shown as all/other (other relates to pupils who are not defined as disadvantaged). For science the only outcome of the teacher assessment was whether pupils met the expected standard. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Ofsted

Slaley First School **URN: 122227 LAESTAB: 9292236**

Year 1 phonics marks 2018

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



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