

Areas to investigate

KS1 attainment

- In 2017, attainment in all subjects was above average and in the highest 10% for all pupils.

Absence and exclusions

- Overall absence in autumn and spring of 2016/17 was low for all pupils (in the lowest 10%).
- Overall absence was low (in the lowest 10%) for the latest three years for all pupils.

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. Please note some areas to investigate are based on data not contained in this report.

Phase of education: Primary
Headteacher: D Brett
Pupils: 55
Gender: Mixed
Special needs provision:

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

School level trends

2017 Quintile
Bottom 20% Top 20%
Q5 Q4 Q3 Q2 Q1

2015 2016 2017

% girls

School	59	56	62					
National	49	49	49					

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

School	11	13	11					
National	26	25	24					

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

School	0	3	15					
National	19	20	21					

% of pupils with SEN support

School	0.0	1.6	3.6					
National	13.0	12.1	12.2					

% of pupils with a SEN statement or EHC plan

School	0.0	0.0	0.0					
National	1.4	1.3	1.3					

School deprivation indicator

School	0.0	0.1	0.1					
National	0.2	0.2	0.2					

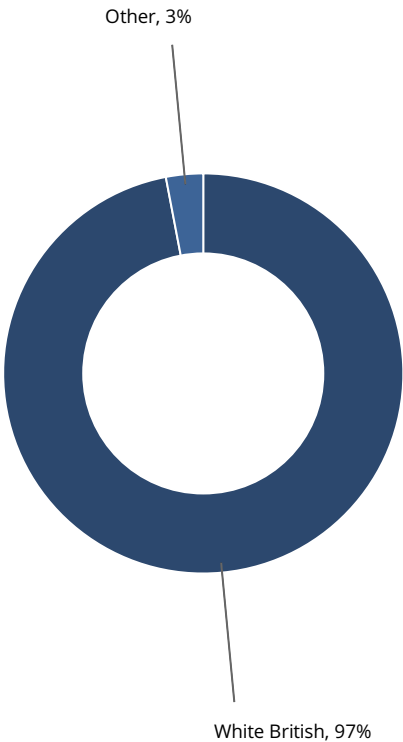
Number on roll

School	58	64	55					
National	269	275	279					

Schools details as of 3 January 2018

Ethnicity

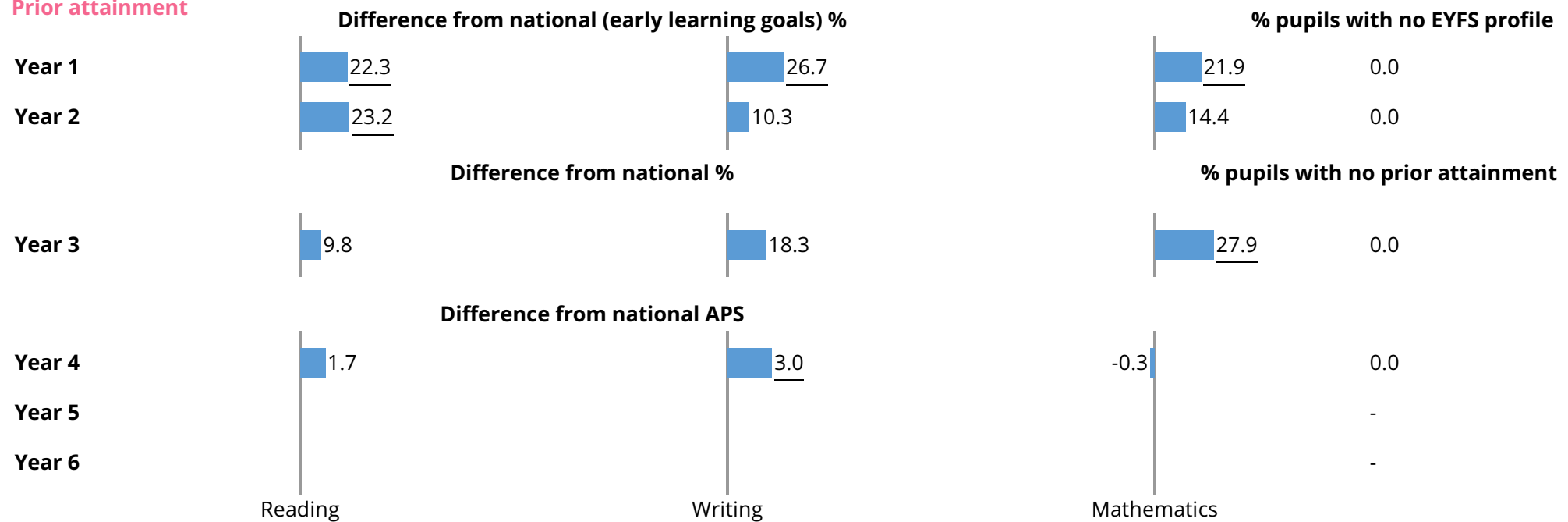
This school has 2 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	6	67	49	0	19	50	21	17	12	0
Year 2	11	64	49	9	22	9	21	0	14	0
Year 3	6	50	49	0	26	17	21	0	15	0
Year 4	10	70	49	30	28	0	21	0	16	0
Year 5	-	-	49	-	30	-	20	-	16	-
Year 6	-	-	49	-	31	-	20	-	17	-

Prior attainment

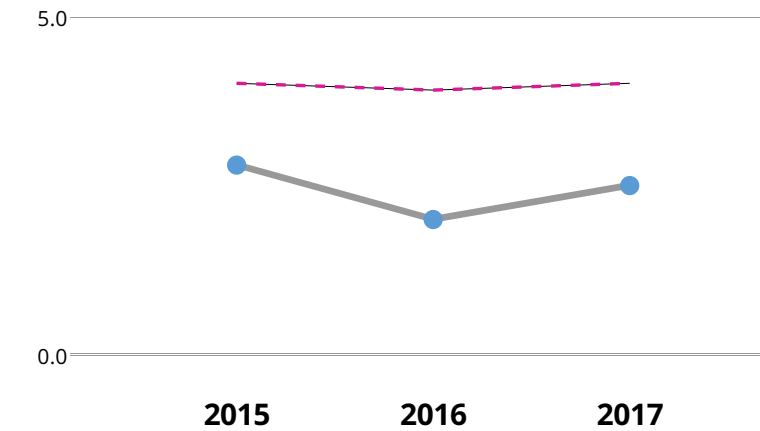


Underlined once: more than one standard deviation from national

Underlined twice: more than two standard deviations from national

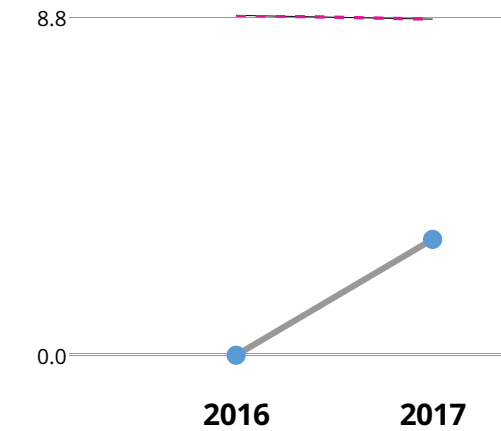
This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

Absence
% of sessions missed



School %	2.8	2.0	2.5
Nat %	4.0	3.9	4.0
Cohort	37	40	33

Persistent absence
% of pupils who missed 10% or more sessions



School %	0.0	3.0
Nat %	8.8	8.7
Cohort	40	33

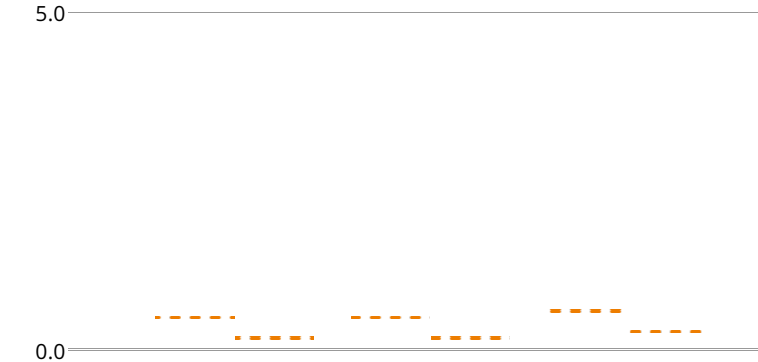
■ School ■ ■ ■ National

Absence indicators for 2015 and 2016 are based on two terms of data (autumn and spring) for mainstream schools and three terms of data for special schools. For 2017 absence indicators are based on two terms of data (autumn and spring) for both maintained and special schools.

Fixed term exclusions

% of pupils excluded


Total Repeat National



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

The national for fixed term exclusions is based on phase of education, such as primary or secondary.

Permanent exclusions

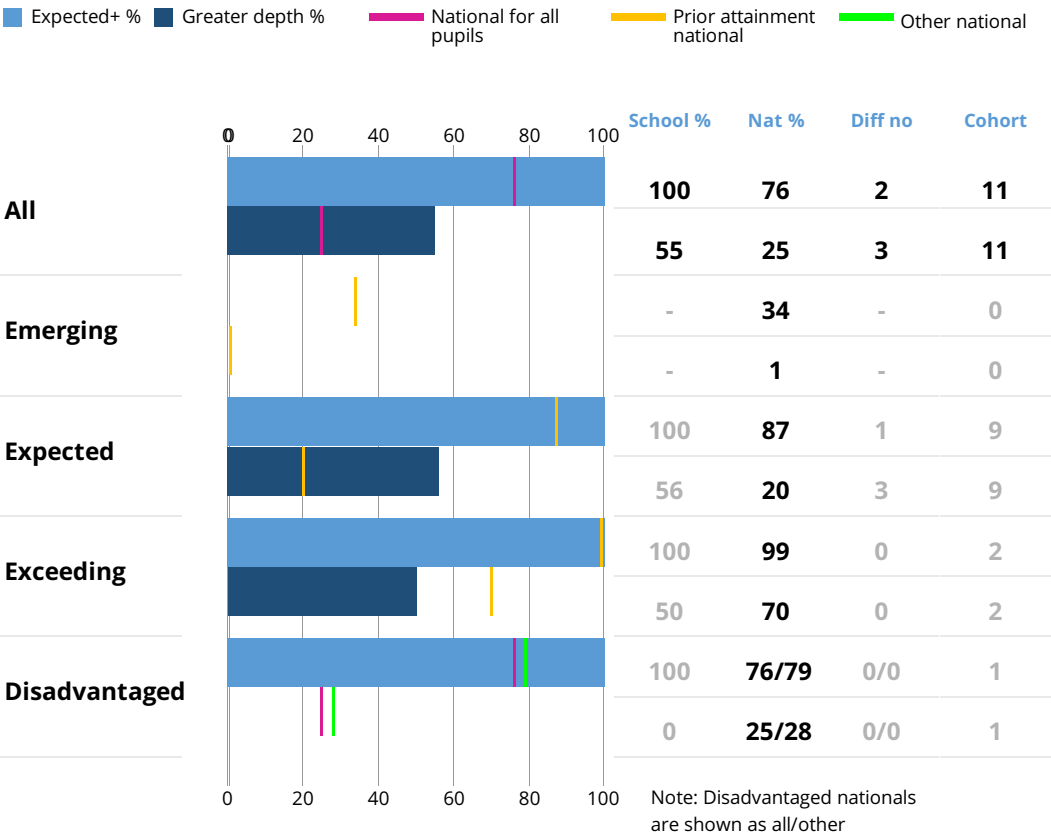
 = 1 pupil

Nat

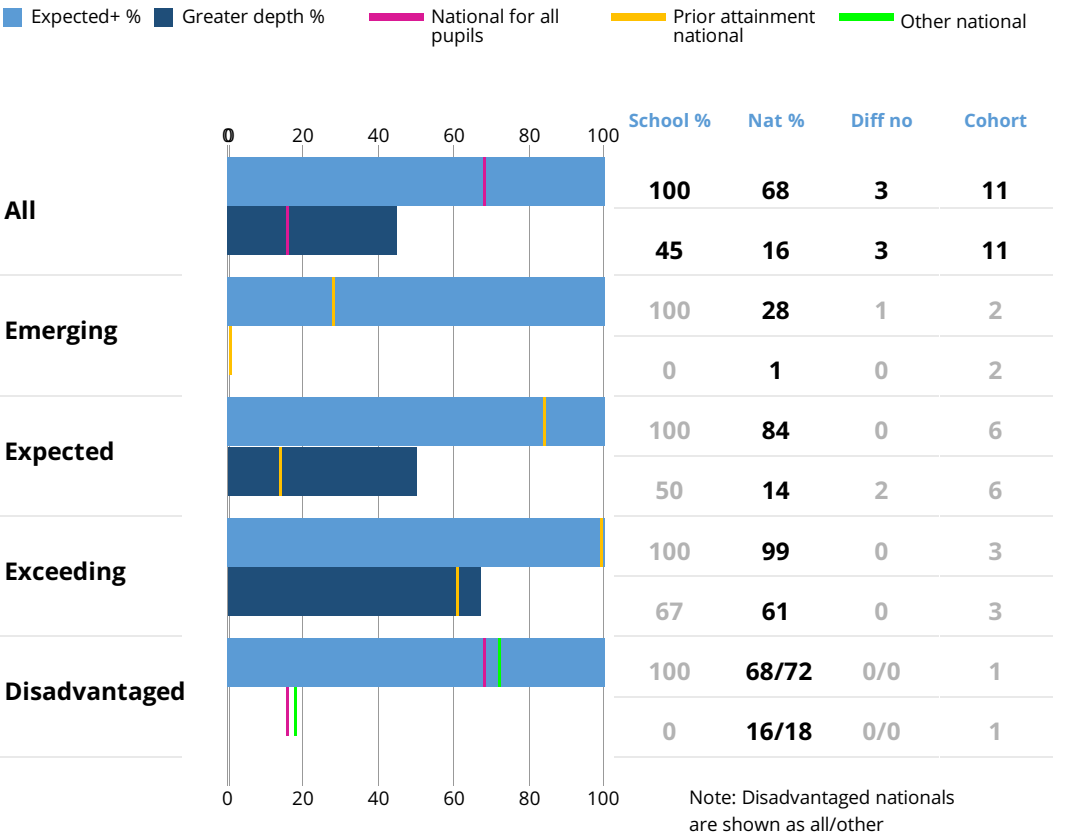
2016 (0) No permanent exclusions
2015 (0) No permanent exclusions

The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

Reading in 2017

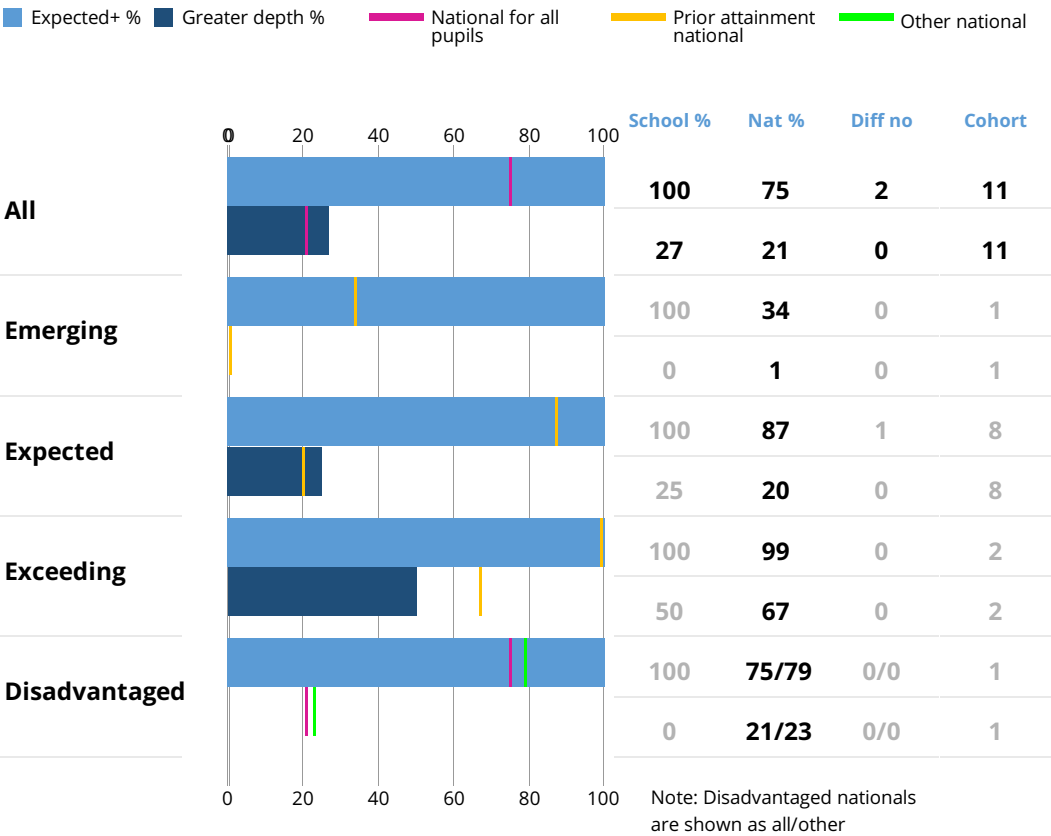


Writing in 2017

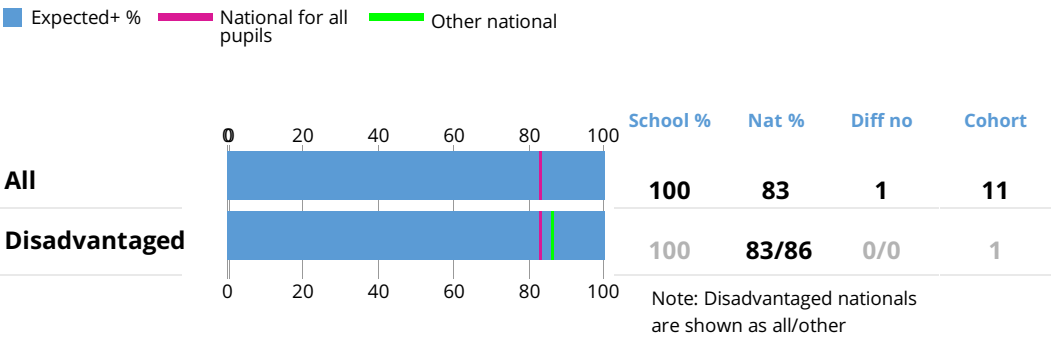


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Mathematics in 2017



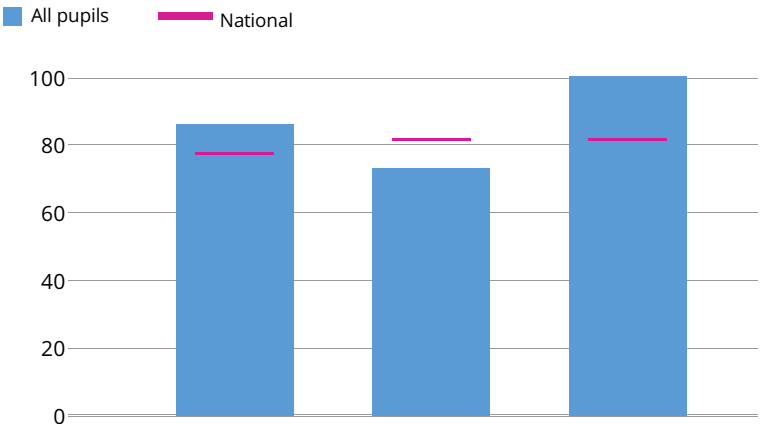
Science in 2017



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The '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.

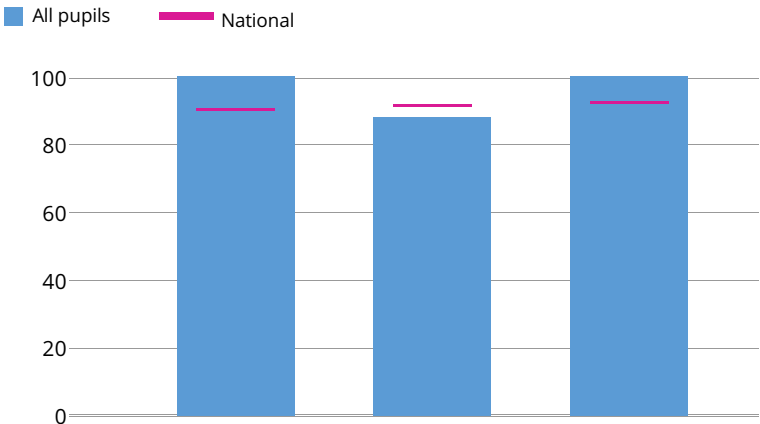
Phonics in 2017

Proportion meeting the expected standard
Year 1



	2015	2016	2017
School %	86	73	100
Nat %	77	81	81
Cohort	7	11	5

By end of year 2

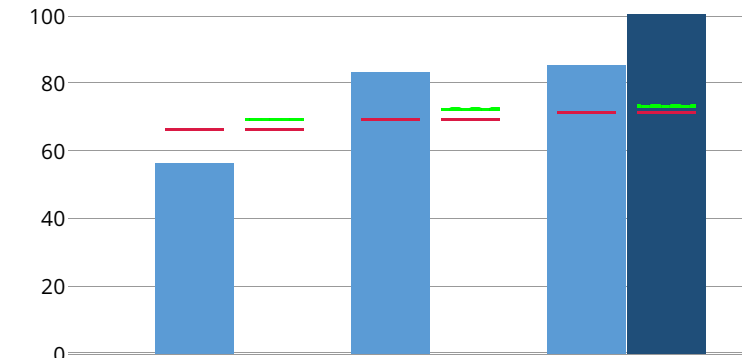


	2015	2016	2017
School %	100	88	100
Nat %	90	91	92
Cohort	11	8	11

Early Years Foundation Stage Profile

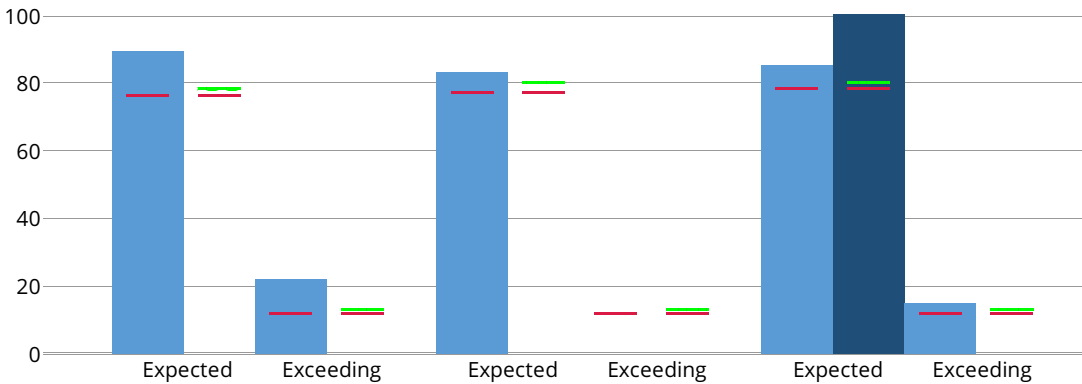
All pupils FSM National for all pupils Other national

% good level of development



	2015		2016		2017	
School %	56	-	83	-	85	100
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	9	0	6	0	13	1

Mathematics early learning goals

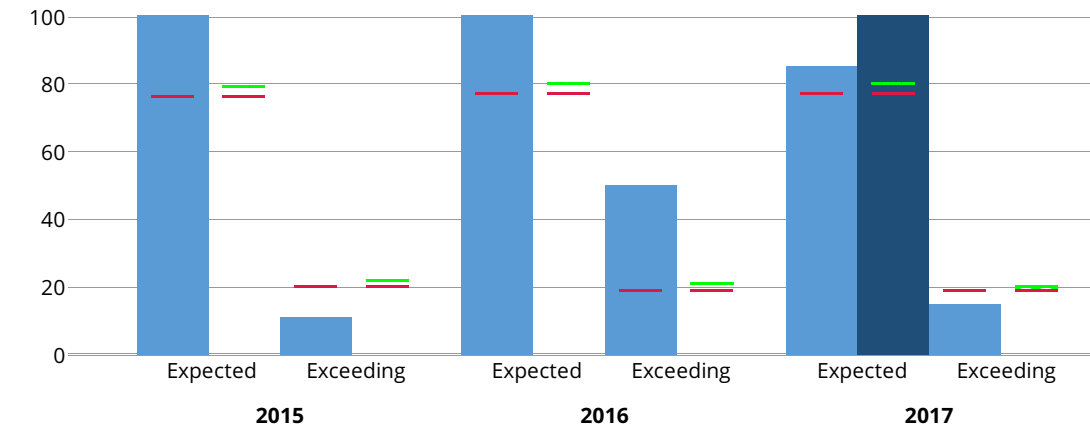


	2015				2016				2017			
School %	89	-	22	-	83	-	0	-	85	100	15	0
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	9	-	9	-	6	-	6	-	13	1	13	1

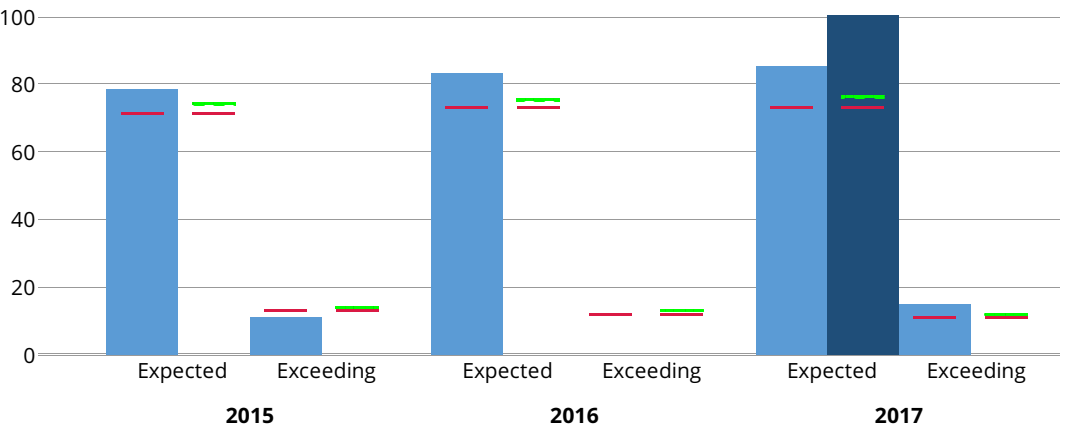
Early Years Foundation Stage Profile

All pupils FSM National for all pupils Other national

Reading early learning goals



Writing early learning goals



School %	100	-	11	-	100	-	50	-	85	100	15	0	School %	78	-	11	-	83	-	0	-	85	100	15	0
Nat all %	76	76	20	20	77	77	19	19	77	77	19	19	Nat all %	71	71	13	13	73	73	12	12	73	73	11	11
Nat other %	-	79	-	22	-	80	-	21	-	80	-	20	Nat other %	-	74	-	14	-	75	-	13	-	76	-	12
Cohort	9	-	9	-	6	-	6	-	13	1	13	1	Cohort	9	-	9	-	6	-	6	-	13	1	13	1