

Areas to investigate

KS2 progress

- Reading progress was in the bottom quintile (20%) for at least two years for all pupils and middle prior attainers.
- Writing progress was in the bottom quintile (20%) for at least two years for high prior attainers.
- Reading and writing progress was significantly below the national for other pupils for at least two years for the following groups: overall disadvantaged.
- Mathematics progress was significantly below the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.

Junior schools

- We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average they also have lower progress scores, which may be for a variety of reasons. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.

KS2 attainment

- In 2018, reading attainment of the expected standard was at or above national for the high prior attainment group.
- In 2018, writing attainment of the expected standard was at or above national for prior attainment groups: middle, high.

Behaviour

- In 2017/18, the rate of overall absence (3.90%) was below the national average for schools with a similar level of deprivation (4.38%).
- There were no permanent exclusions in the last three years. The national average in each of these years was zero.
- The rate of total fixed term exclusions was above national for three years (2014/15 to 2016/17). In 2016/17, the rate of total fixed term exclusions (1.54%) was above the national average for schools with a similar level of deprivation (0.70%). In 2016/17, the rate of repeat exclusions (0.26%) was below the national average for schools with a similar level of deprivation (0.33%).

Primary school context in 2018

Phase of education: Primary
Headteacher: Damian Hewitt
Pupils: 435
Gender: Mixed
Deprivation Quintile: Highest 40% (0.2)

Local authority: Poole
Admissions policy: Not applicable
Ages: 7-11
Denomination: Does not apply
Special needs provision:

Ever 6 FSM %: 29.2
English additional language %: 11.3
SEN support %: 8.7
SEN with EHC plan %: 2.1

Ethnicity

- The largest ethnic groups are: White - British (84.1%), White - any other White background (7.4%), Mixed - White & Asian (1.4%), Mixed - any other mixed background (0.7%), Ethnicity not known (4.6%).
- This school has 9 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 top 20% of all schools for the number of pupils (435).
- There was a larger than average increase in the total number of pupils, from 389 pupils in 2017 to 435 in 2018.

Girls

- There was nothing significant to report for this group.

Disadvantaged

- There were three children looked after in the school.

English as an Additional Language

- There was nothing significant to report for this group.

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-ofsted-inspection-dashboard

Primary school context 2018

Special Educational Needs

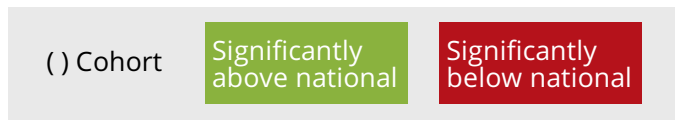
- There was nothing significant to report for this group.

Prior Attainment

- There was nothing significant to report for this group.

Relative progress for the past three years

Progress quintiles based on rank of progress score

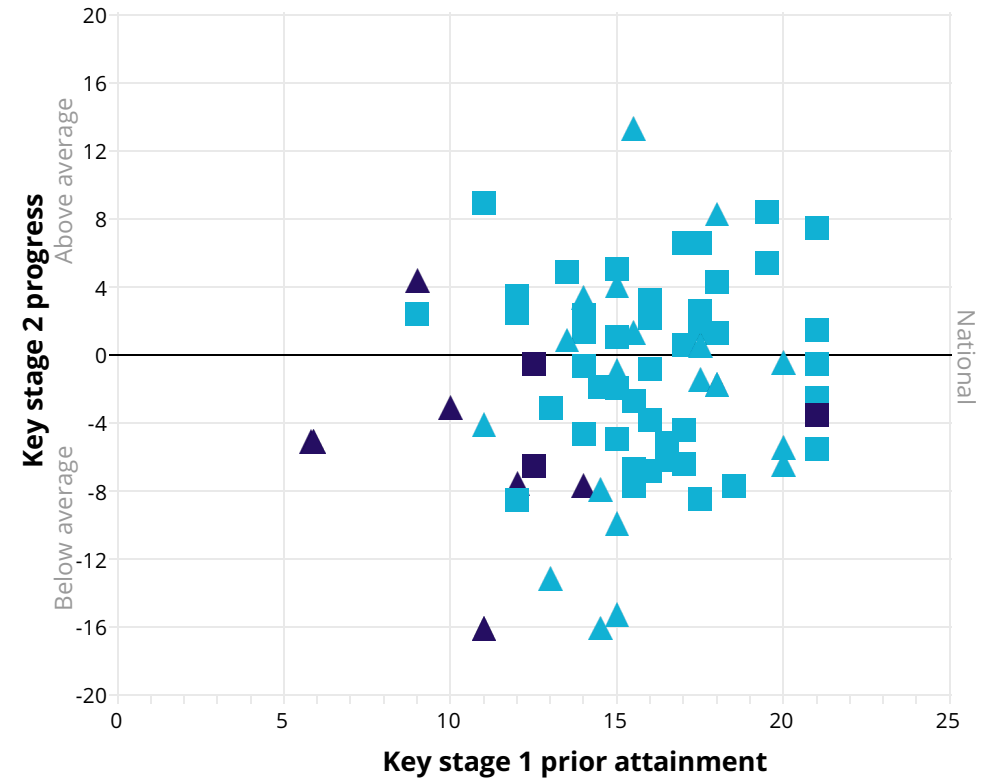
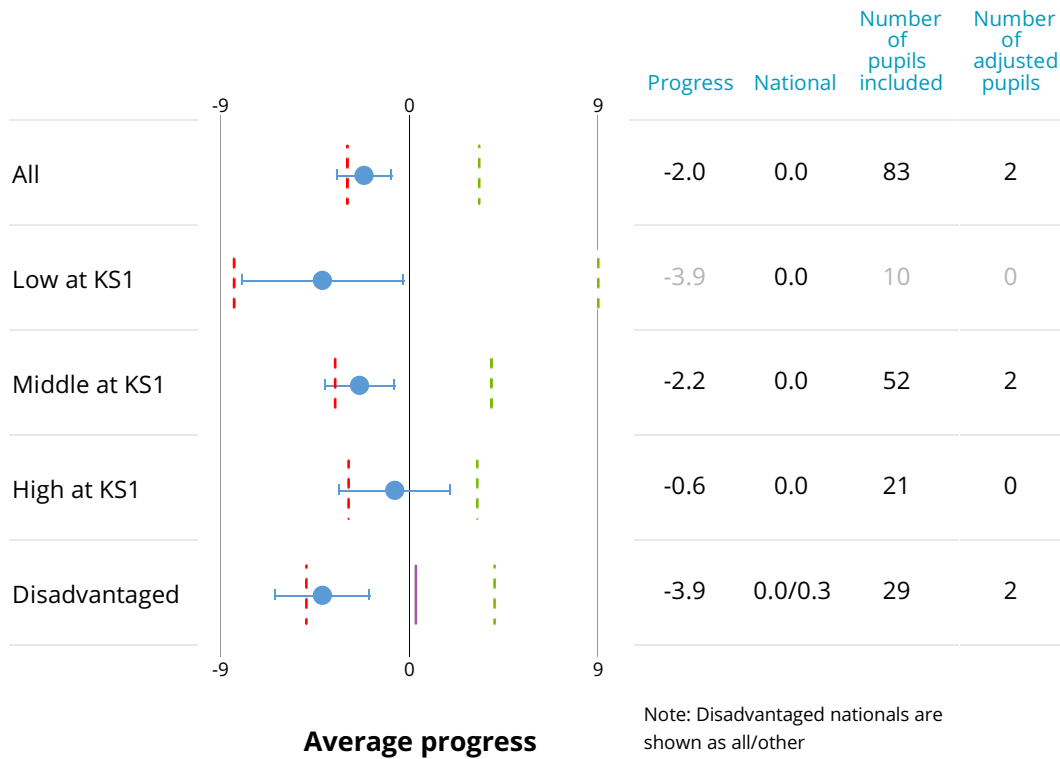


			Reading					Writing					Mathematics				
			Bottom 20%					Bottom 20%					Bottom 20%				
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Overall	2016	(84)	█	█	█	█	(85)	█	█	█	█	(85)	█	█	█	█	
	2017	(73)	█	█	█	█	(73)	█	█	█	█	(73)	█	█	█	█	
	2018	(83)	█	█	█	█	(84)	█	█	█	█	(83)	█	█	█	█	
Low at KS1	2016	(13)	█	█	█	█	(14)	█	█	█	█	(14)	█	█	█	█	
	2017	(3)	█	█	█	█	(3)	█	█	█	█	(3)	█	█	█	█	
	2018	(10)	█	█	█	█	(10)	█	█	█	█	(10)	█	█	█	█	
Middle at KS1	2016	(53)	█	█	█	█	(53)	█	█	█	█	(53)	█	█	█	█	
	2017	(45)	█	█	█	█	(45)	█	█	█	█	(45)	█	█	█	█	
	2018	(52)	█	█	█	█	(53)	█	█	█	█	(52)	█	█	█	█	
High at KS1	2016	(18)	█	█	█	█	(18)	█	█	█	█	(18)	█	█	█	█	
	2017	(25)	█	█	█	█	(25)	█	█	█	█	(25)	█	█	█	█	
	2018	(21)	█	█	█	█	(21)	█	█	█	█	(21)	█	█	█	█	
Disadvantaged	2016	(33)	█	█	█	█	(33)	█	█	█	█	(33)	█	█	█	█	
	2017	(19)	█	█	█	█	(19)	█	█	█	█	(19)	█	█	█	█	
	2018	(29)	█	█	█	█	(30)	█	█	█	█	(29)	█	█	█	█	

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-ofsteds-inspection-dashboard

Reading progress in 2018

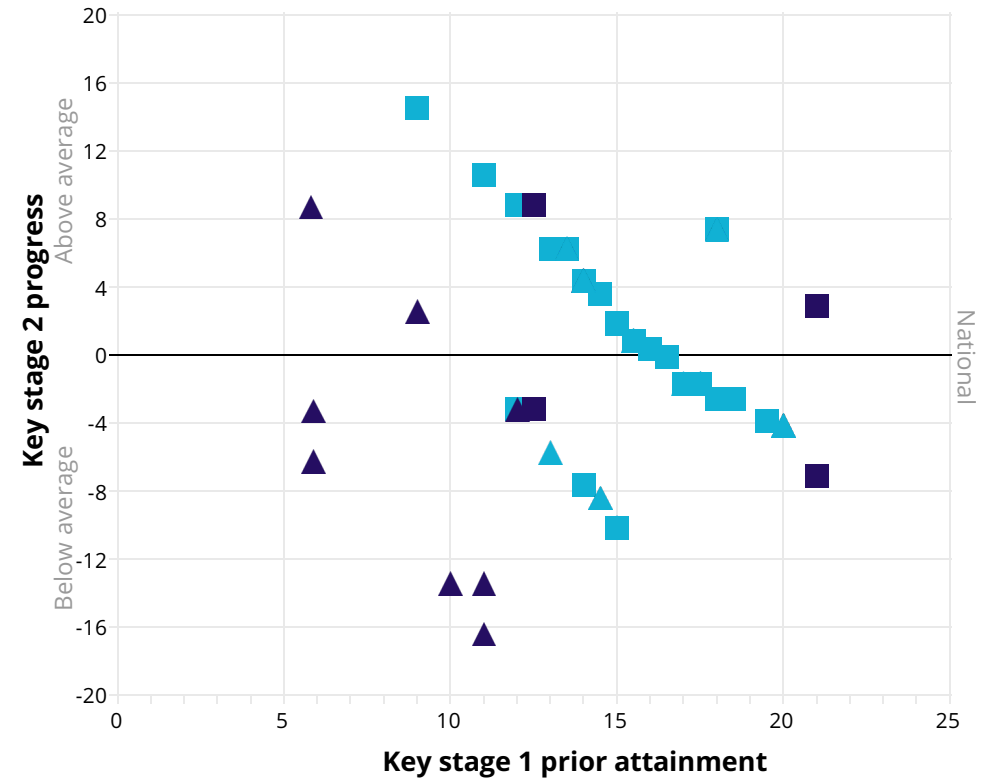
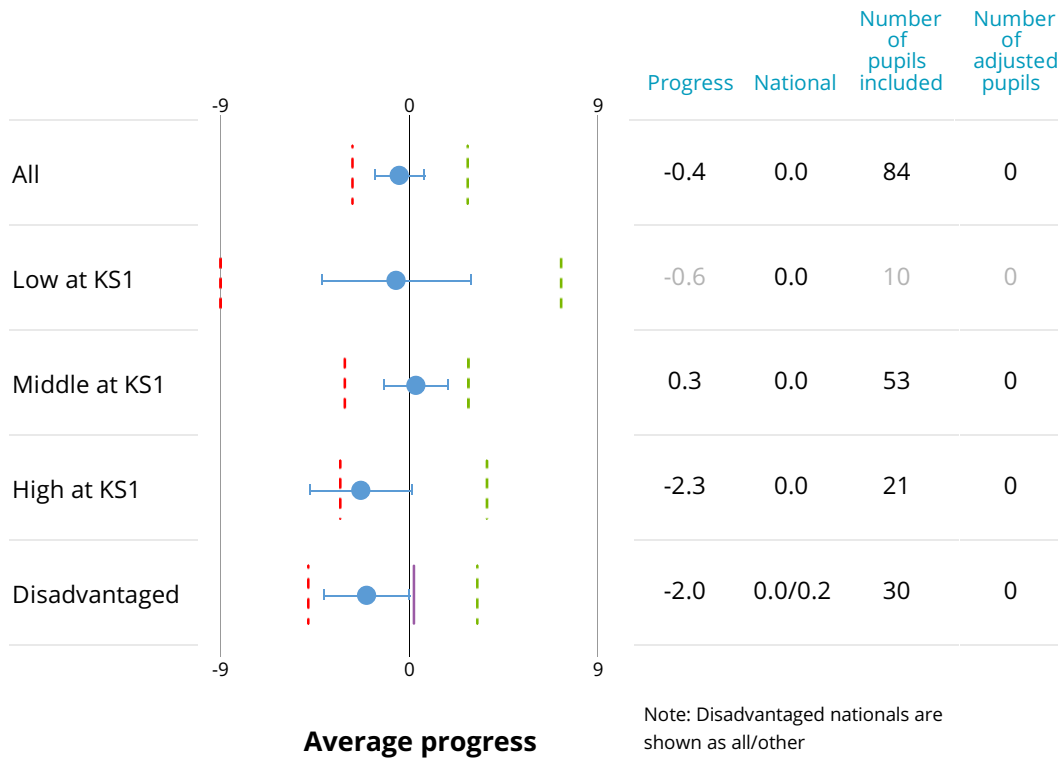
Reading progress scatterplot



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-ofsteds-inspection-dashboard

Writing progress in 2018

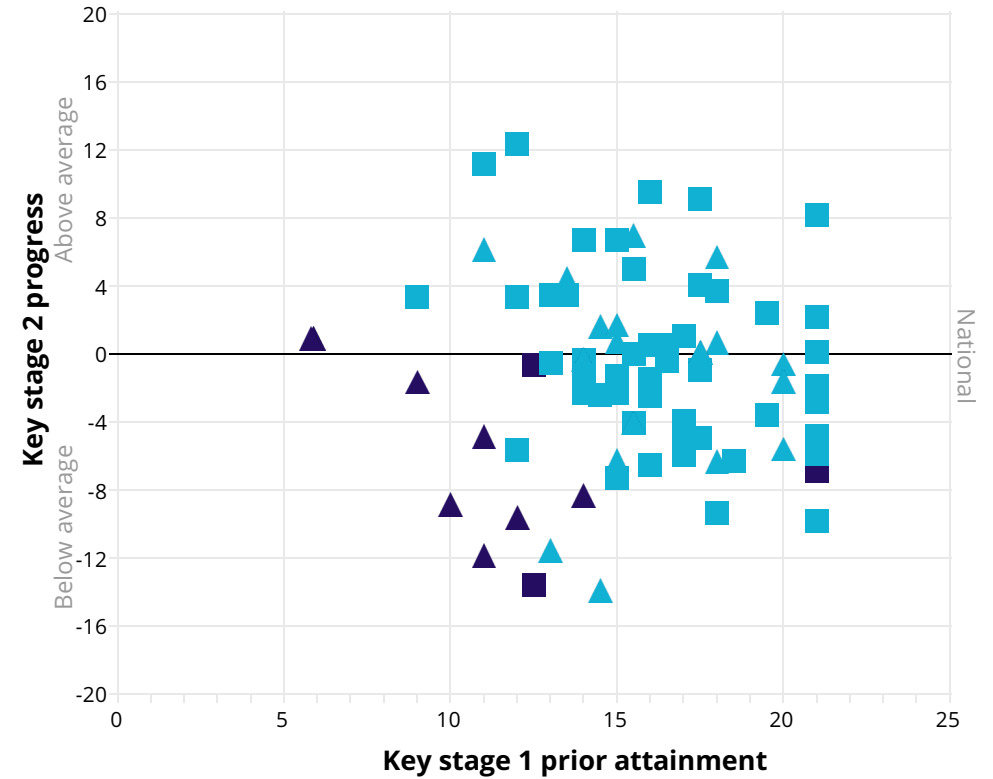
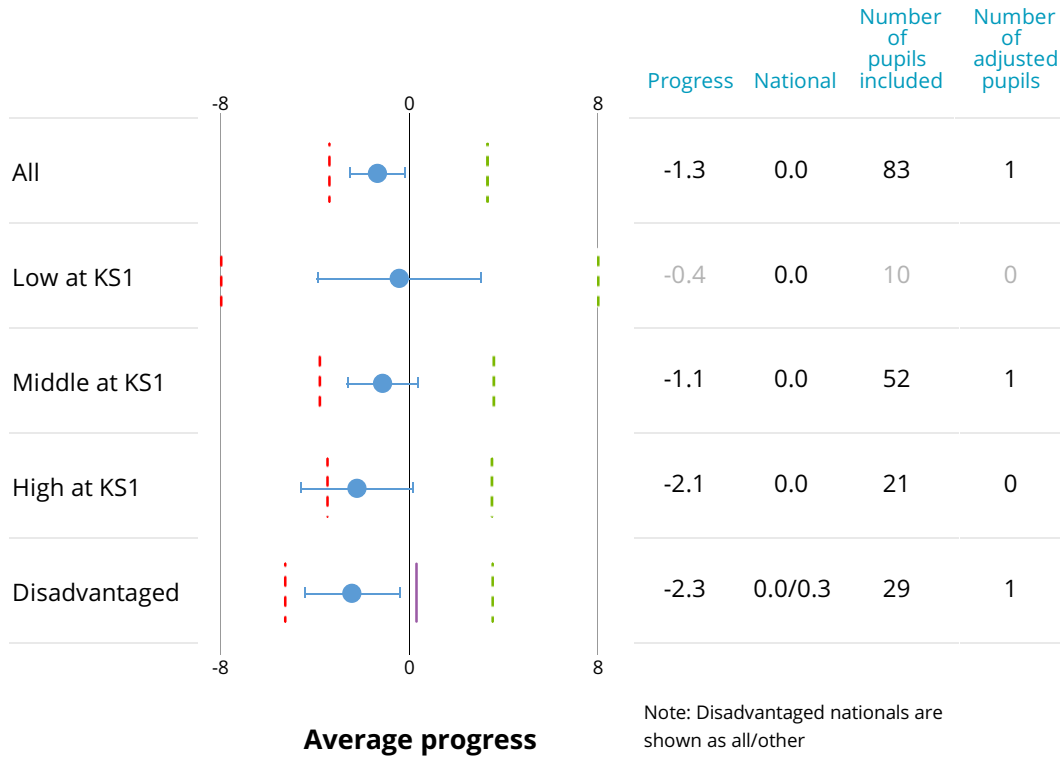
Writing progress scatterplot



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-ofsteds-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-ofsteds-inspection-dashboard

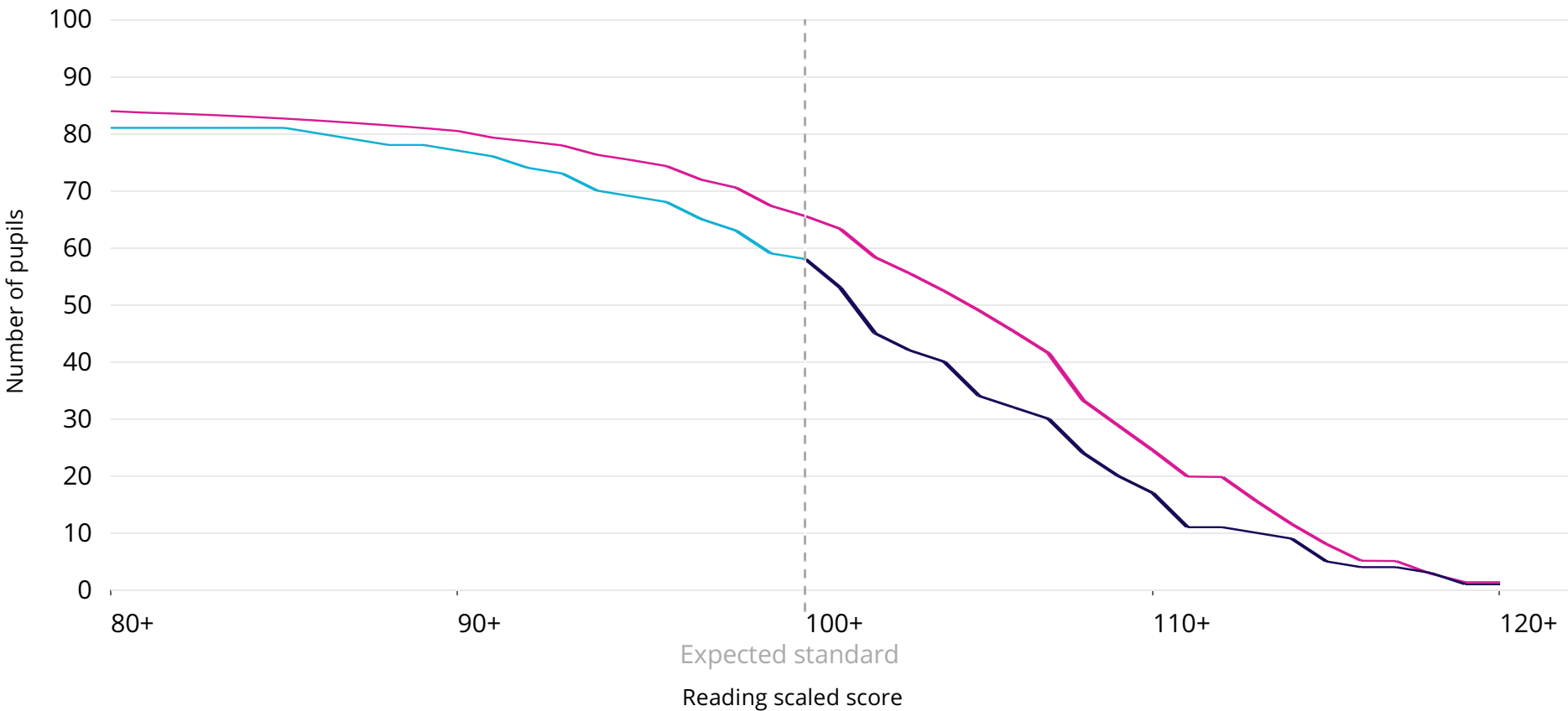
Reading scaled scores 2018

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 = 87 One pupil relates to 1.1 percentage points.

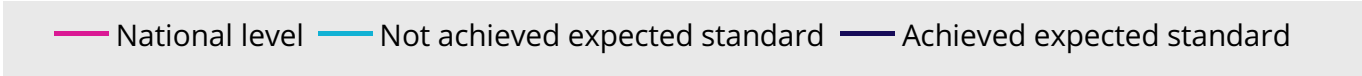
In 2018, 67% of pupils achieved the expected standard, 9 percentage points below the national. This difference was not statistically significant.



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-ofsteds-inspection-dashboard

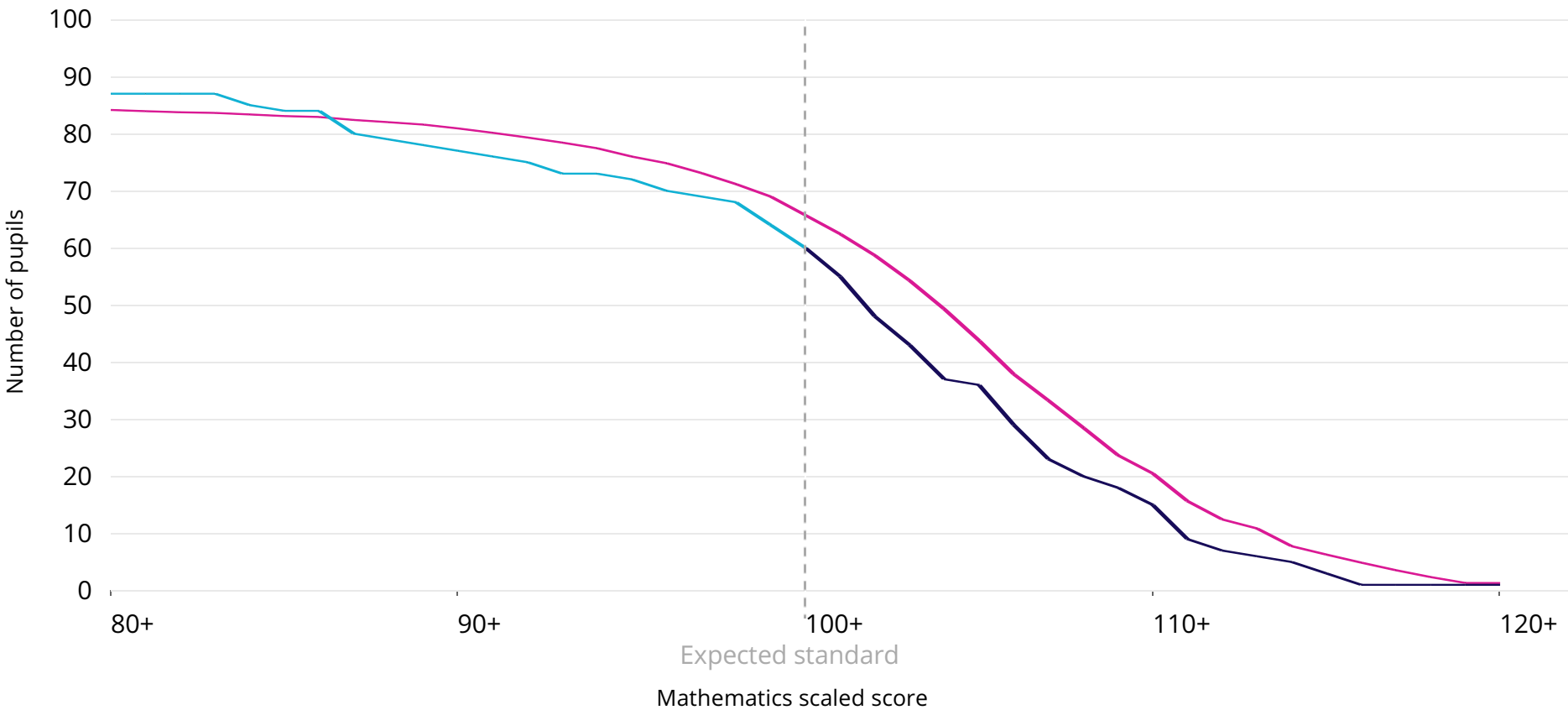
Mathematics scaled scores 2018

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



Cohort = 87 One pupil relates to 1.1 percentage points.

In 2018, 69% of pupils achieved the expected standard, 7 percentage points below 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-ofsteds-inspection-dashboard