

## Areas to investigate

- No areas to investigate from the IDSR data have been generated for this school. This is either because it is a special school, the cohorts were small, or the data did not meet the sentence criteria.

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 %	69	(65)	(85)
Reading progress	2.0	(-5)	(-2.5)
Writing progress	1.4	(-7)	(-3.5)
Maths progress	3.7	(-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:** Bethan Foister  
**Pupils:** 138  
**Gender:** Mixed  
**Special needs provision:**

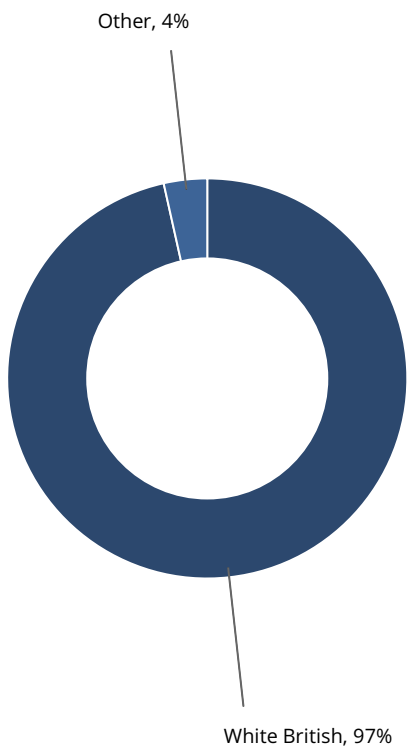
**Local authority:** Somerset  
**Admissions policy:** Non-selective  
**Ages:** 5-11  
**Denomination:** Church of England

School level trends				2017 Quintile				
				Bottom 20%		Top 20%		
				Q5	Q4	Q3	Q2	Q1
	2015	2016	2017					

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.

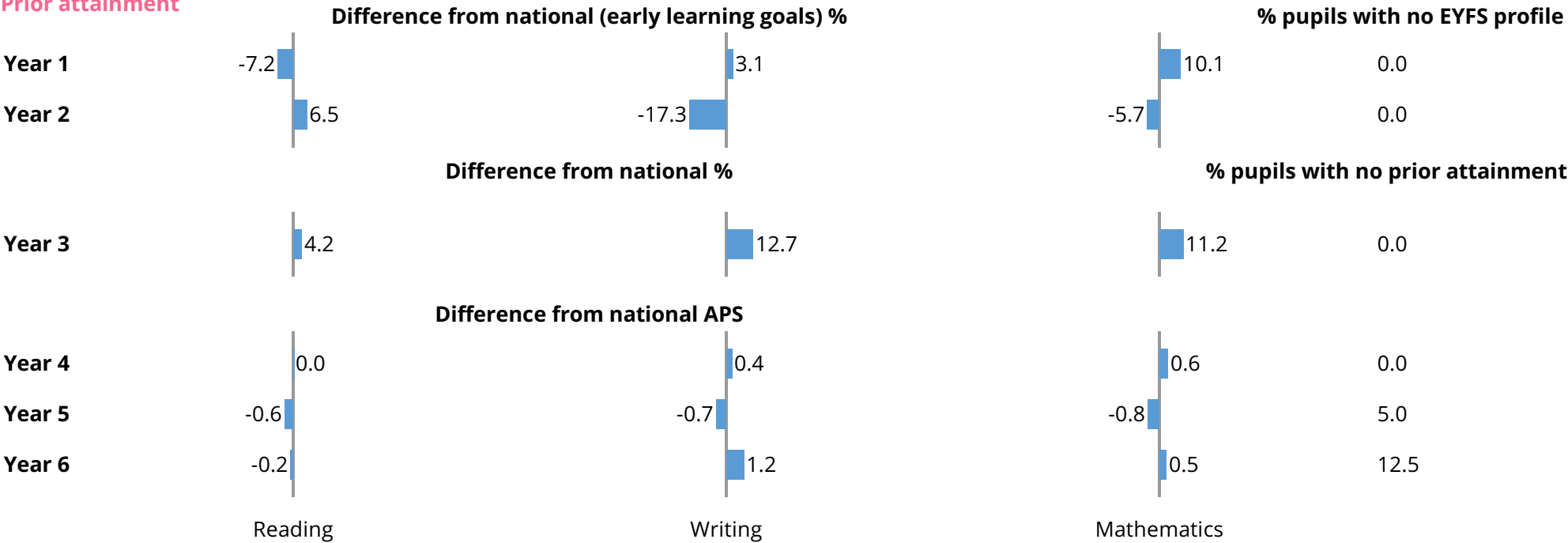


% girls								
School	48	49	49					
National	49	49	49					
% eligible for FSM at any time during the past 6 years								
School	9	9	8					
National	26	25	24					
% of pupils first language not/believed not to be English								
School	0	0	0					
National	19	20	21					
% of pupils with SEN support								
School	17.0	15.9	10.1					
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	0.1	0.1	0.1					
National	0.2	0.2	0.2					

Year group data

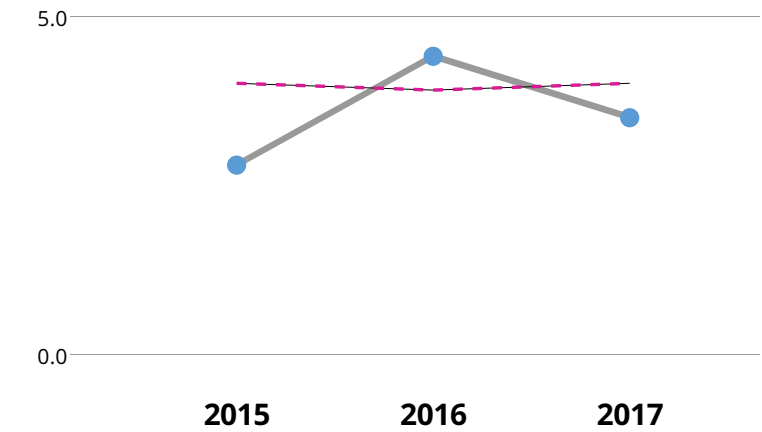
	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	18	50	49	11	19	0	21	0	12	0
Year 2	24	50	49	4	22	0	21	8	14	0
Year 3	18	39	49	6	26	0	21	6	15	0
Year 4	19	58	49	5	28	0	21	21	16	0
Year 5	20	25	49	5	30	0	20	30	16	0
Year 6	16	81	49	19	31	0	20	6	17	0

Prior attainment



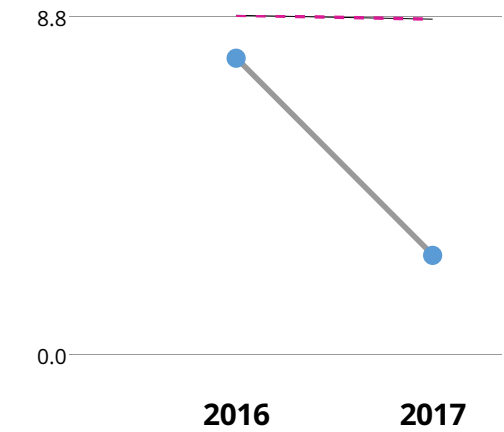
Underlined once: more than one standard deviation from national  
Underlined twice: more than two standard deviations from national

Absence  
% of sessions missed



School %	2.8	4.4	3.5
Nat %	4.0	3.9	4.0
Cohort	114	130	117

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

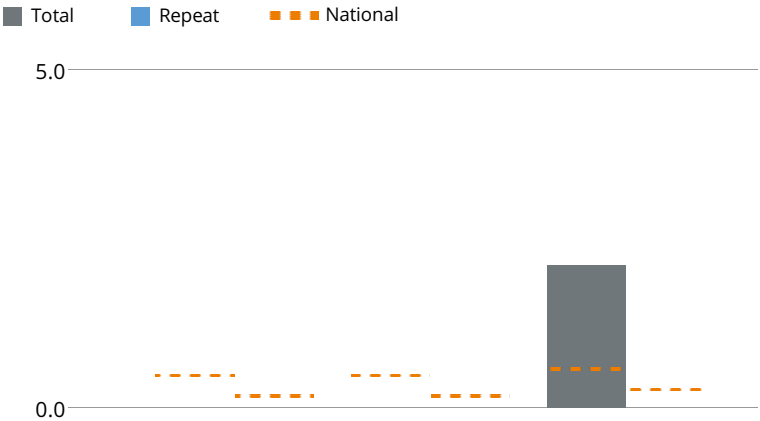


School %	7.7	2.6
Nat %	8.8	8.7
Cohort	130	117

■ School    ■ ■ ■ National

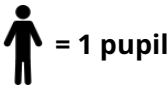
Fixed term exclusions

% of pupils excluded



	2014		2015		2016	
School %	0.0	0.0	0.0	0.0	2.1	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	0	0	0	0	3	0

Permanent exclusions



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

## Trends over time

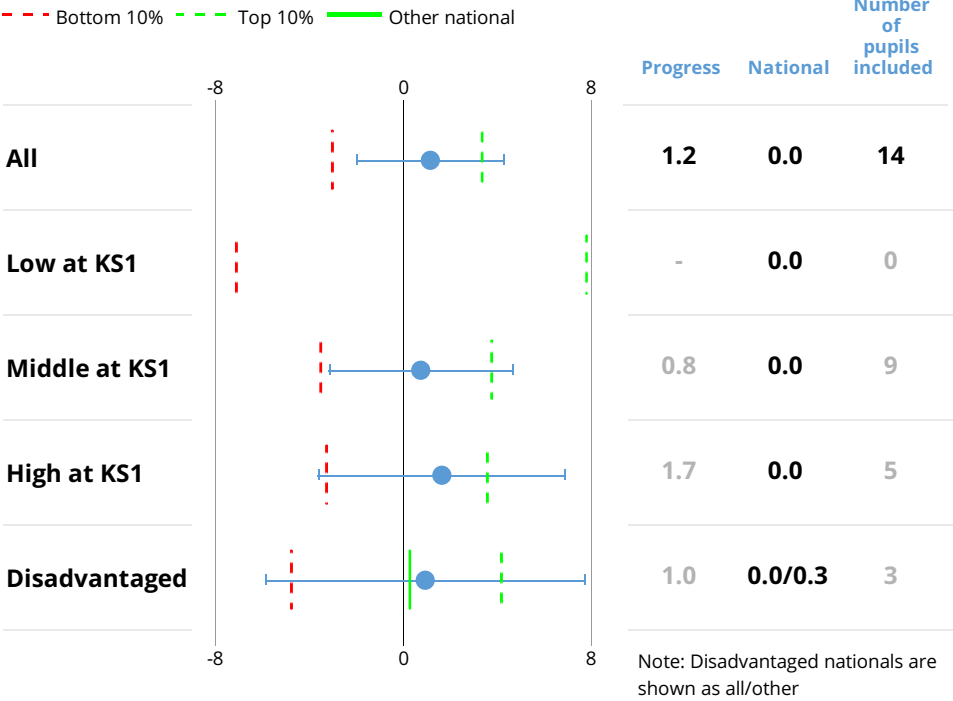
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

		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 (14)					9				28						17
	2016 (26)				24					32						8
	2017 (14)				35			78					68			
Low at KS1	2015 (1)					12		79							28	
	2016 (2)		69						59					53		
	2017 (-)															
Middle at KS1	2015 (11)					7				30						18
	2016 (19)				28				42							10
	2017 (9)				40		84						78			
High at KS1	2015 (2)					18					3					10
	2016 (5)					8					8					3
	2017 (5)				29				55					43		
Disadvantaged	2015 (2)					18				22						18
	2016 (4)				30		87									16
	2017 (3)				32			76					83			

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-ofsteds-inspection-dashboard>.

(i) Cohort Significantly below national Significantly above national Change in methodology or calculations -----

Reading progress in 2017

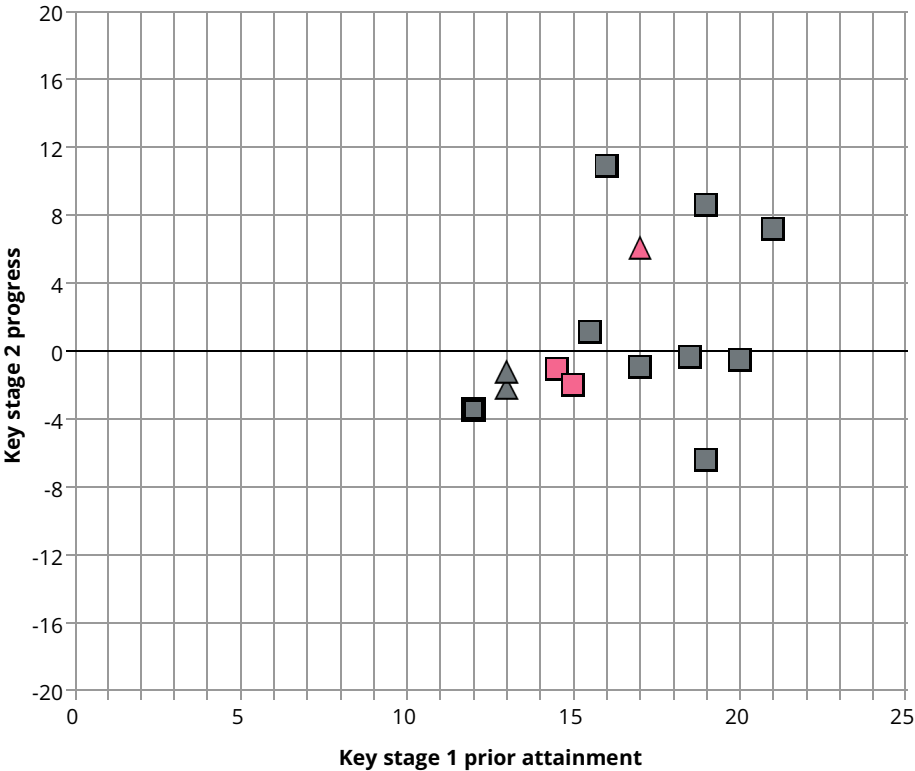


Significantly below national and in bottom 10%

Significantly above national and in top 10%

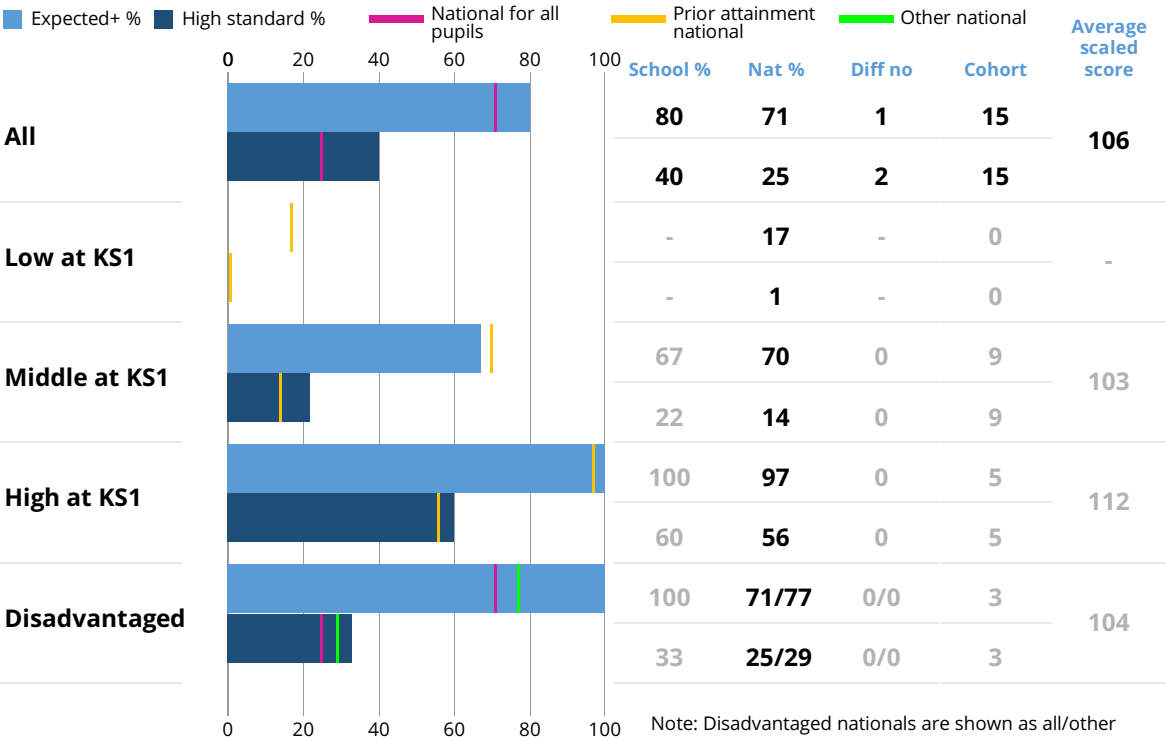
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

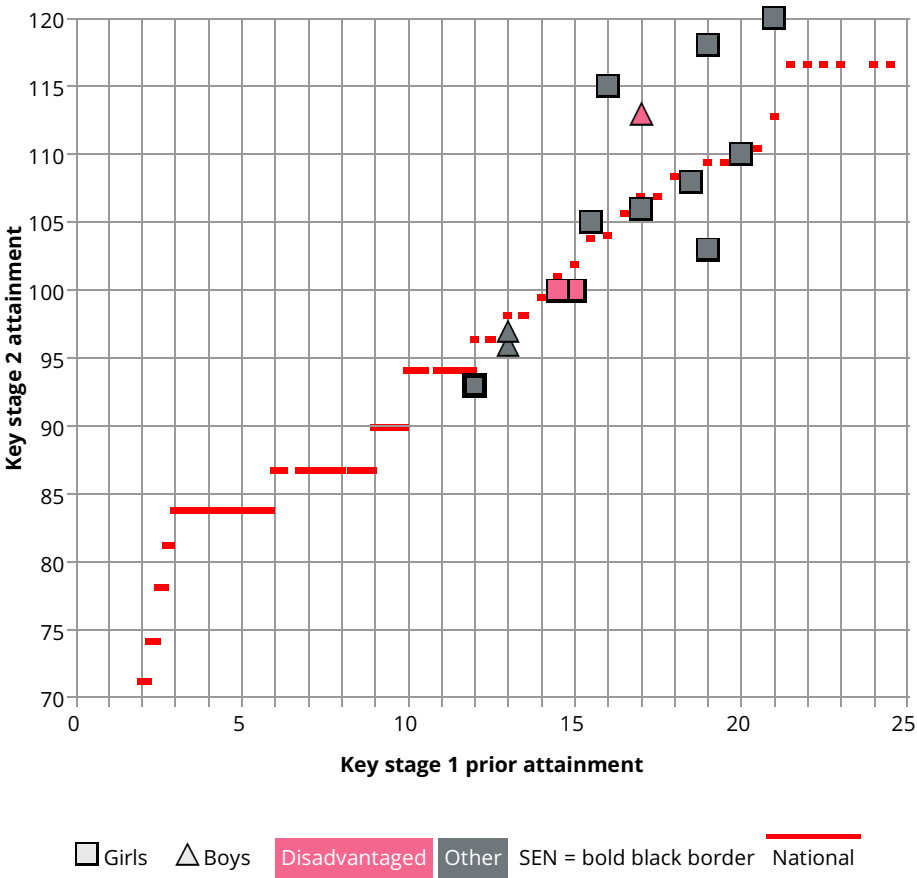


□ Girls    △ Boys    Disadvantaged    Other    SEN = bold black border

Reading attainment in 2017

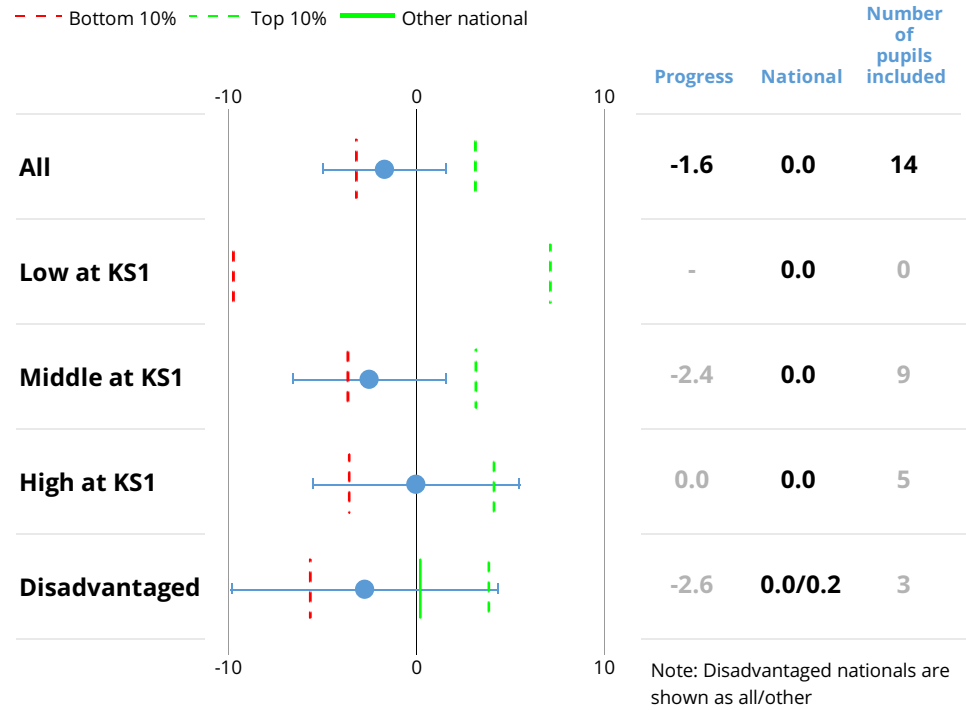


Reading attainment scatterplot





Writing (teacher assessment) progress in 2017



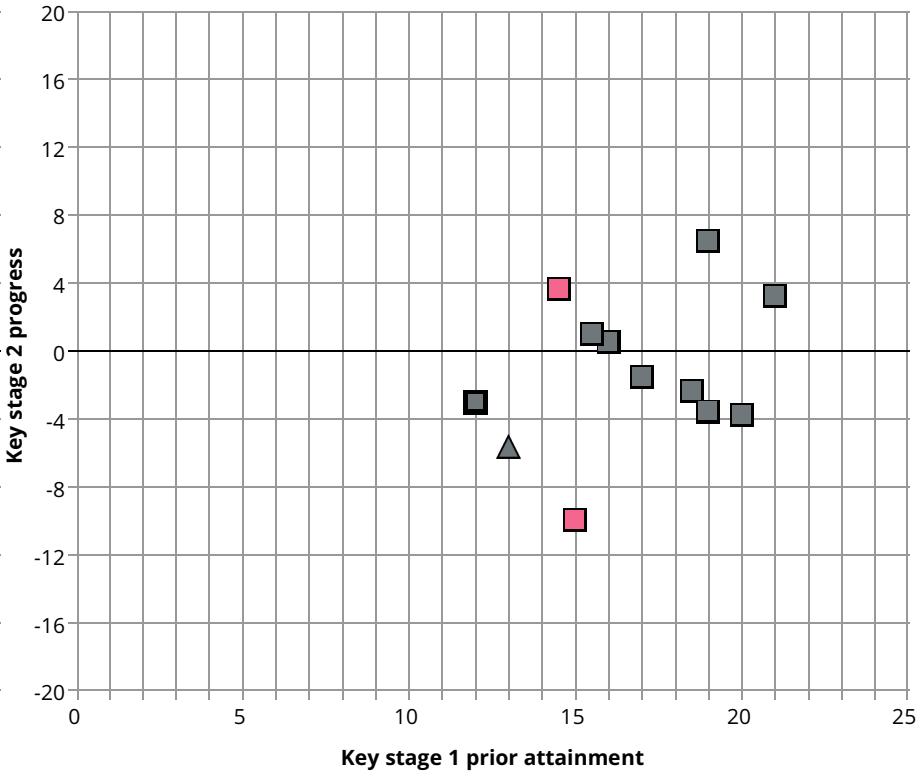
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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

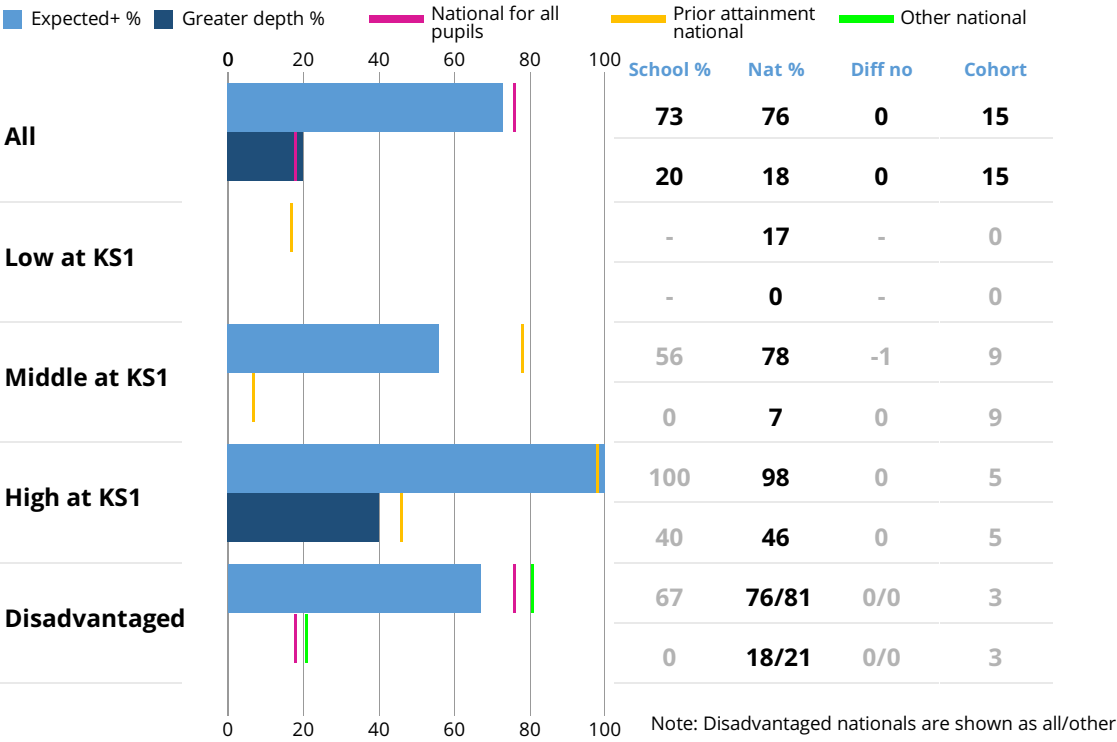
Writing data is based on teacher assesments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



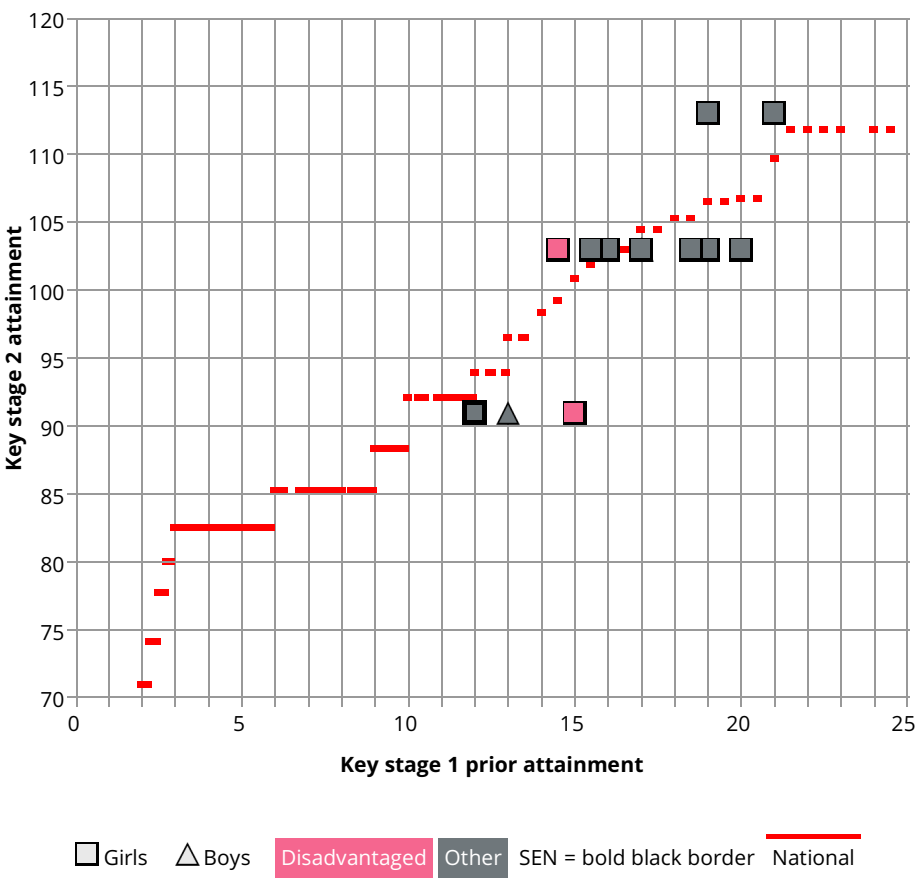
□ Girls    △ Boys    Disadvantaged    Other    SEN = bold black border

Writing (teacher assessment) attainment in 2017

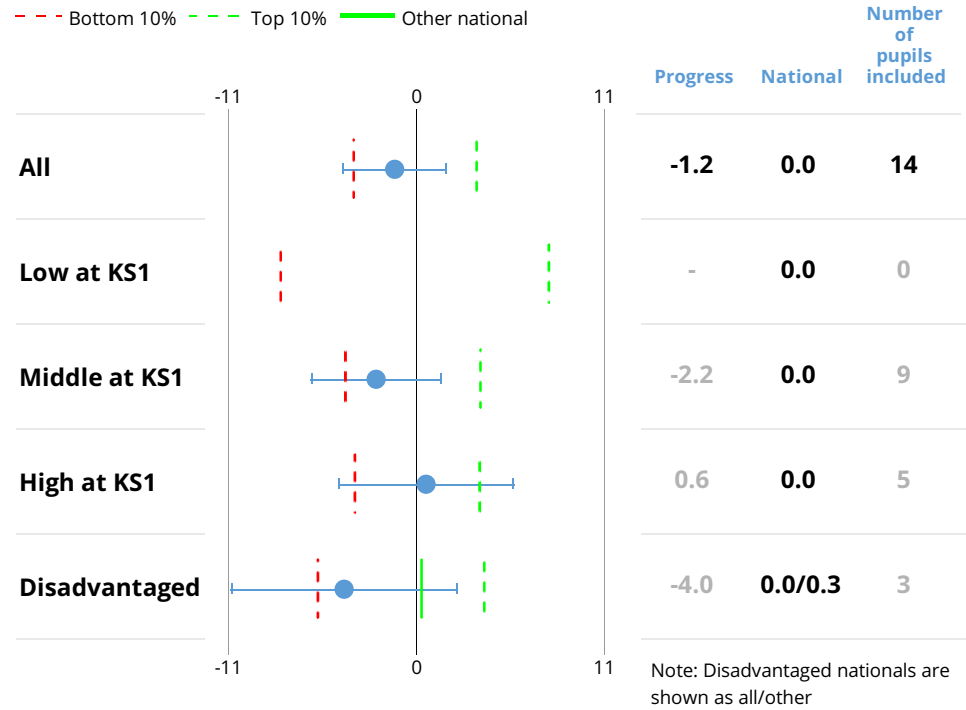


Writing data is based on teacher assesments. Users should be cautious when using this data.

Writing (teacher assessment) attainment scatterplot



Mathematics progress in 2017

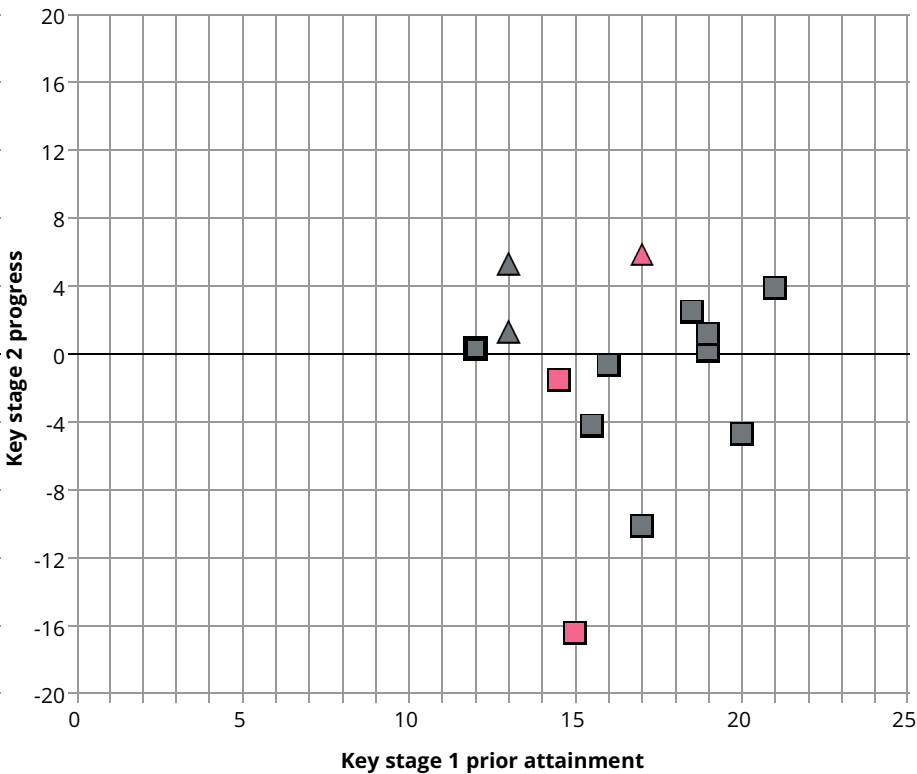


Significantly below national and in bottom 10%

Significantly above national and in top 10%

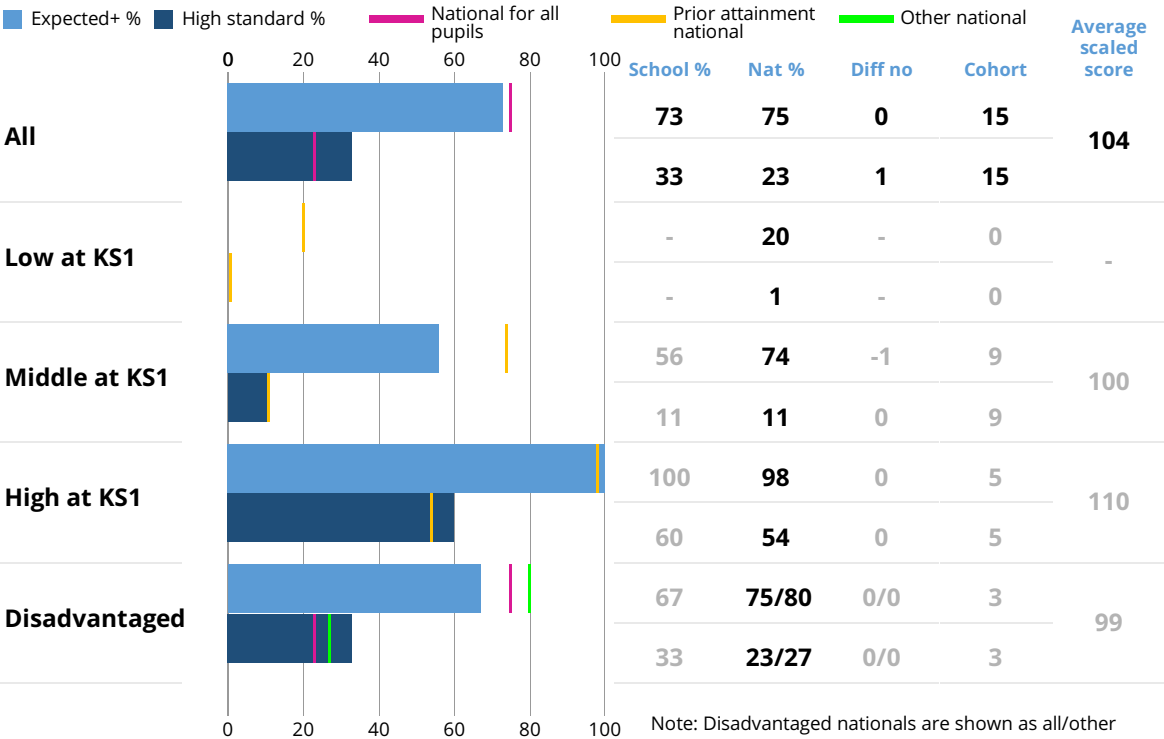
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

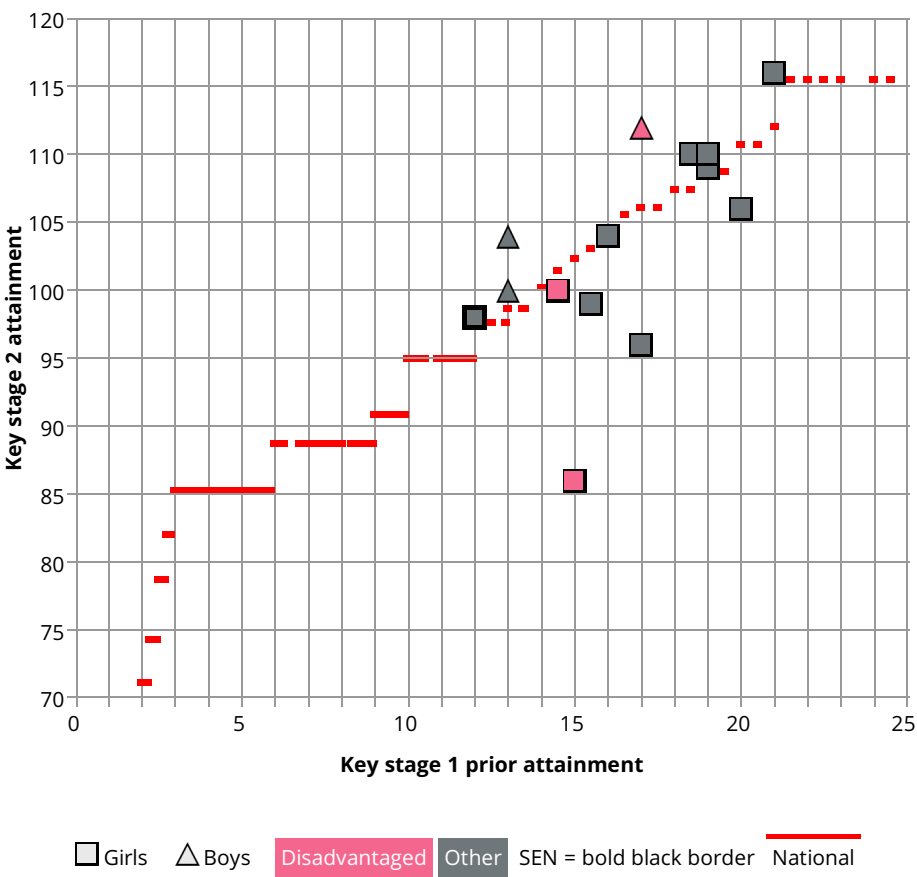


□ Girls    △ Boys    Disadvantaged    Other    SEN = bold black border

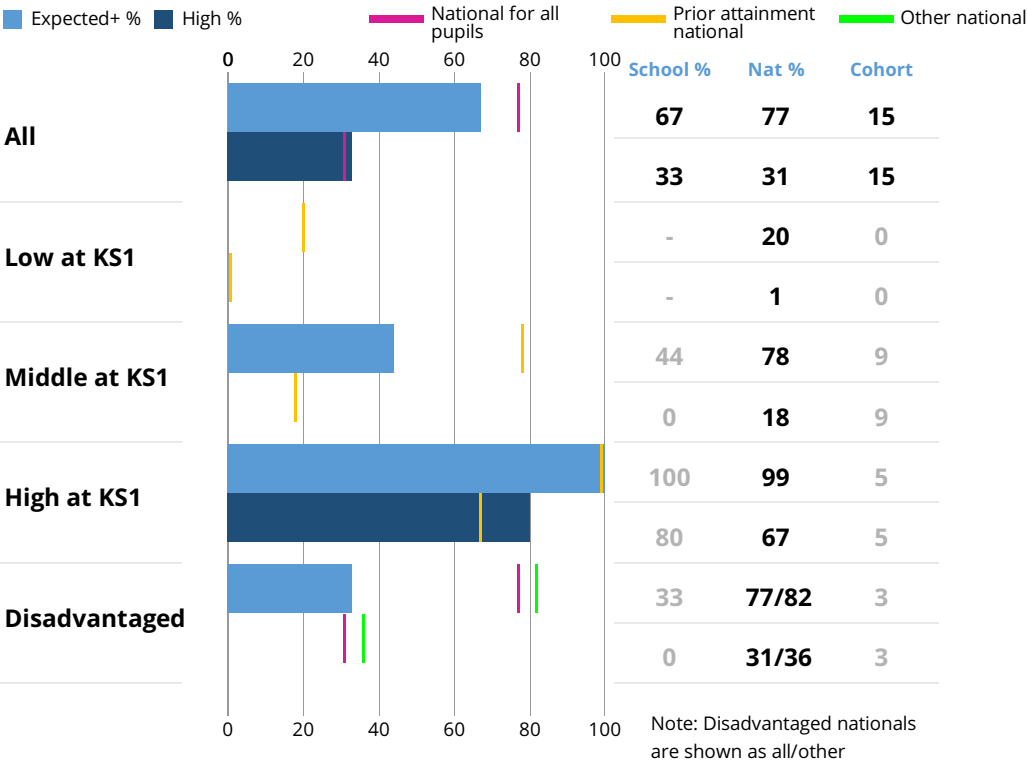
Mathematics attainment in 2017



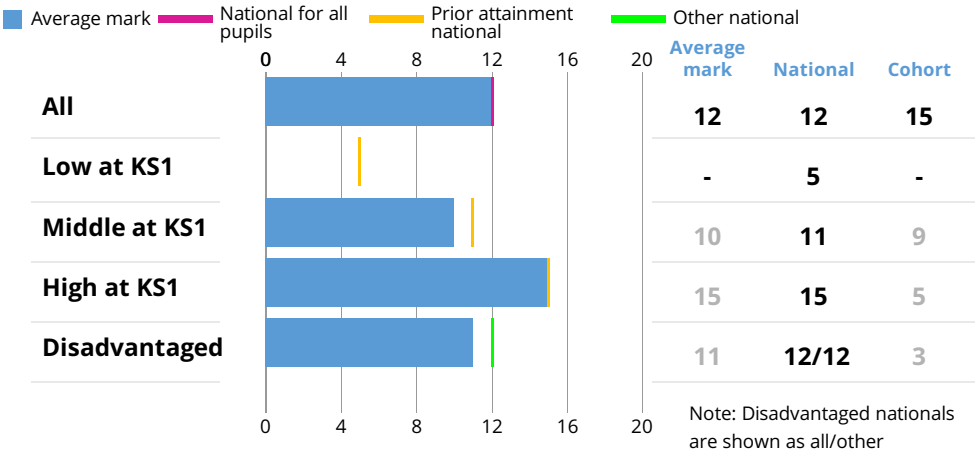
Mathematics attainment scatterplot



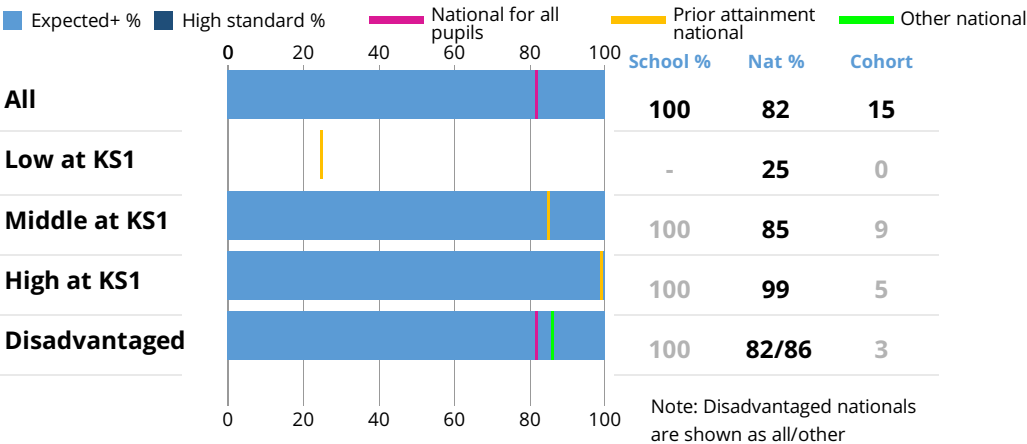
English grammar, punctuation and spelling (EGPS) in 2017



Spelling

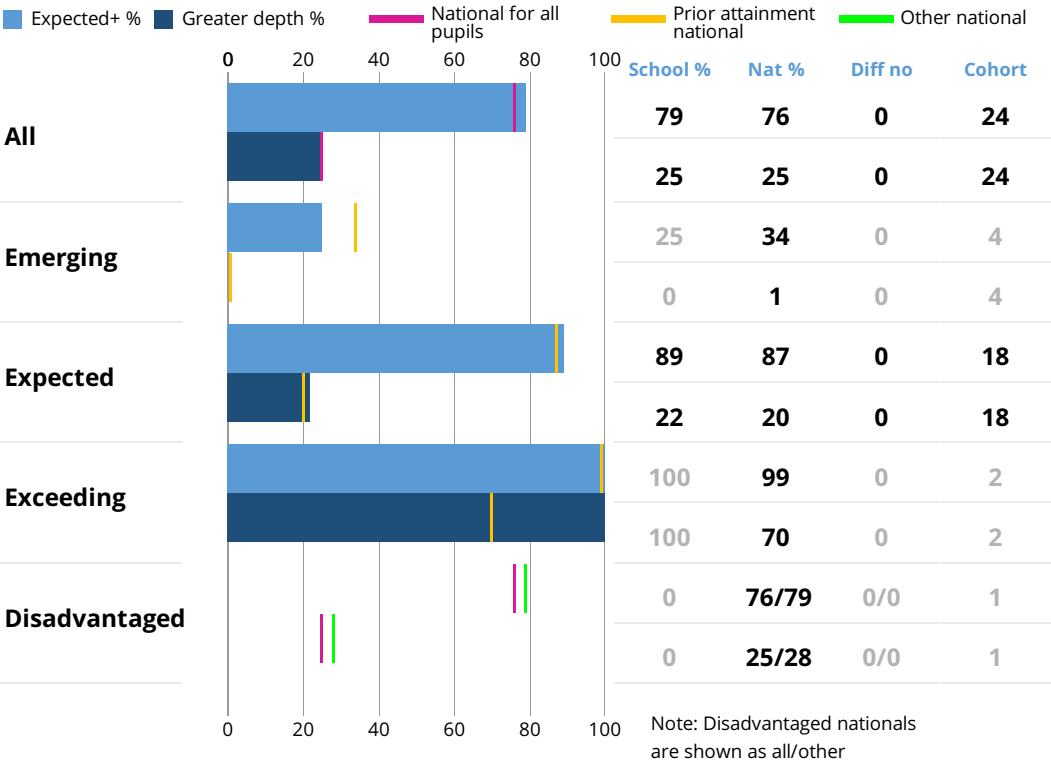


Science attainment in 2017

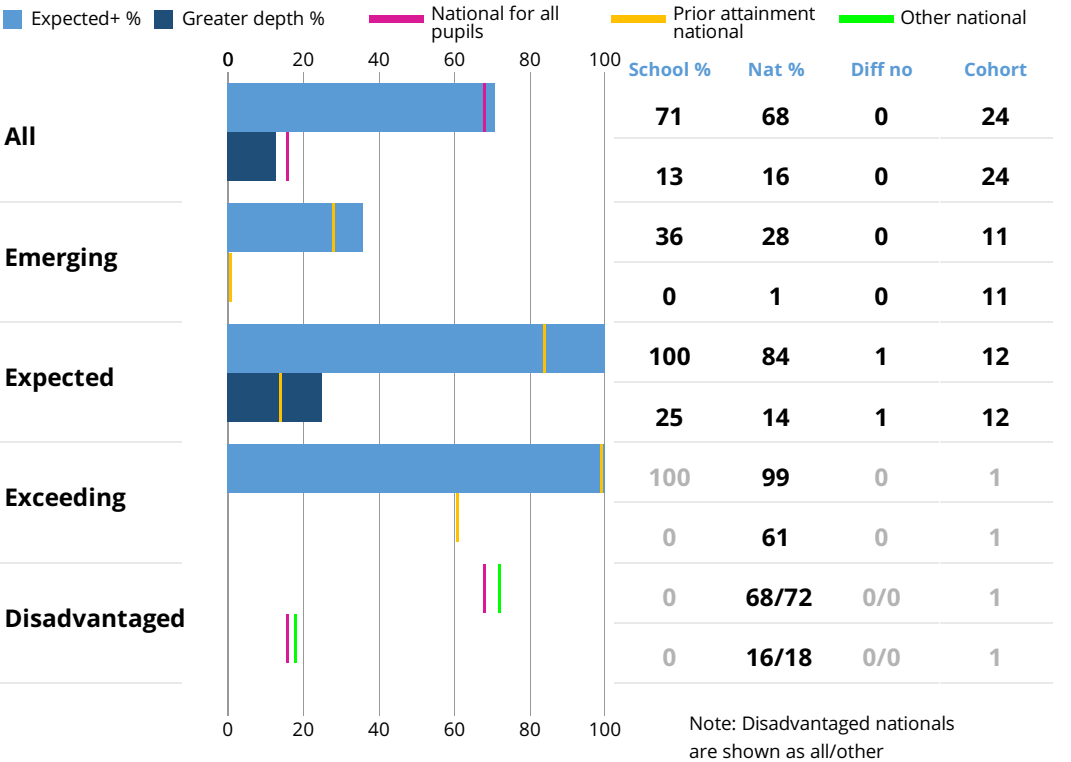


Science data is based on teacher assessments. Users should be cautious when using this data.

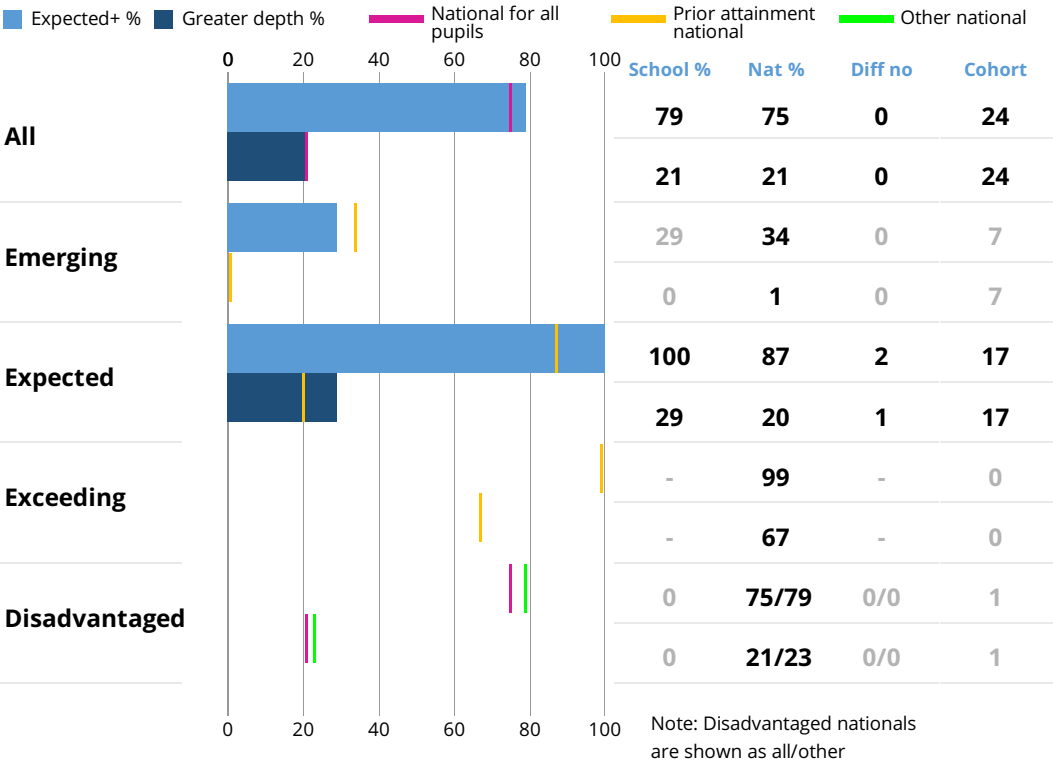
Reading in 2017



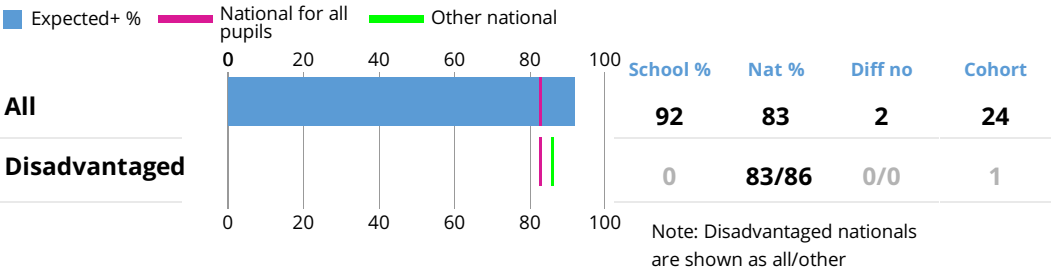
Writing in 2017



Mathematics in 2017



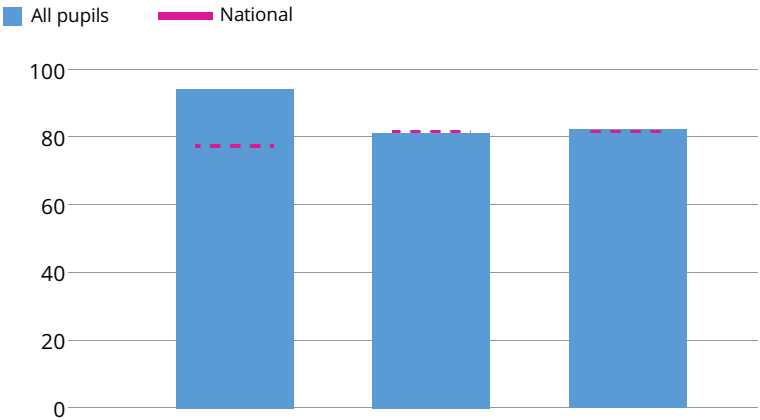
Science in 2017





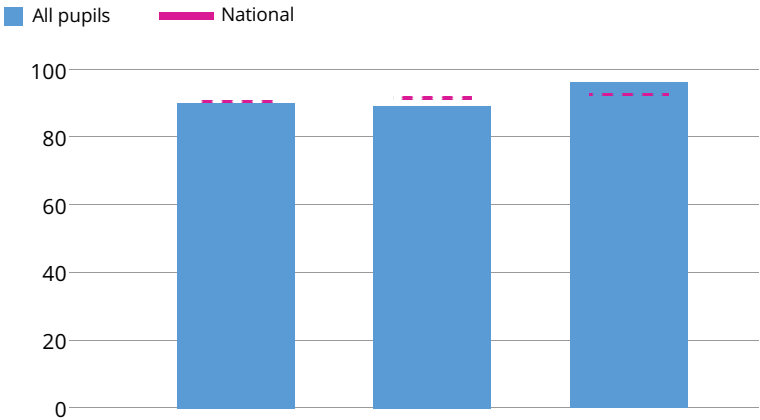
Phonics in 2017

Proportion meeting the expected standard  
Year 1



	2015	2016	2017
School %	94	81	82
Nat %	77	81	81
Cohort	17	26	17

By end of year 2



	2015	2016	2017
School %	90	89	96
Nat %	90	91	92
Cohort	20	18	24