

Areas to investigate

KS2 progress

- The adjusted progress score in mathematics was 0.1 higher than the unadjusted score. 2 pupils had an adjustment to their score.

KS2 attainment

- In 2018, reading, writing and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.
- In 2018, 75% of pupils achieved the expected standard in reading, writing and mathematics, 11 percentage points above the national proportion. This was a statistically significant difference.

KS1 attainment

- In 2018, reading and writing attainment of the expected standard was above national for the disadvantaged group.

Phonics in 2018

- A very large majority of pupils (94%) met the phonics expected standard in year 1.

Behaviour

- 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 0.70%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.33%.

Primary school context in 2018

Phase of education: Primary

Headteacher: Daphne Byron

Pupils: 712

Gender: Mixed

Deprivation Quintile: Highest 40% (0.2)

Local authority: Harrow

Admissions policy: Not applicable

Ages: 3-11

Denomination: Does not apply

Special needs provision:

Ever 6 FSM %: 20.8

English additional language %: 67.9

SEN support %: 8.4

SEN with EHC plan %: 2.5

Ethnicity

- The largest ethnic groups are: White - British (6.4%), White - any other White background (13.4%), Asian or Asian British - Indian (21.9%), Asian or Asian British - Pakistani (12.2%), Asian or Asian British - any other Asian background (17.4%) ,.
- This school has 14 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 (712).
- The number of pupils in year 3 (115) was higher than all other year groups.

Girls

- The school was in the top 20% of all schools for the proportion of girls (52.7%).

Disadvantaged

- The percentage of FSM in year 6 (35%) was higher than all other year groups.
- The percentage of FSM in year 1 (11%) was lower than all other year groups.
- There were no children looked after in the school.

Primary school context 2018

English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (67.9%).
- The percentage of EAL in year 1 (51%) was lower than all other year groups.
- There was a larger than average decrease in the percentage of EAL pupils between 2017 and 2018.

Special Educational Needs

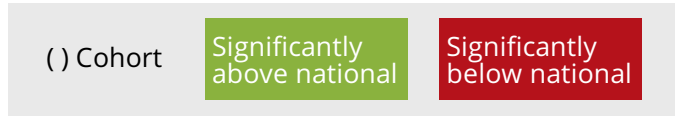
- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.5%).

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



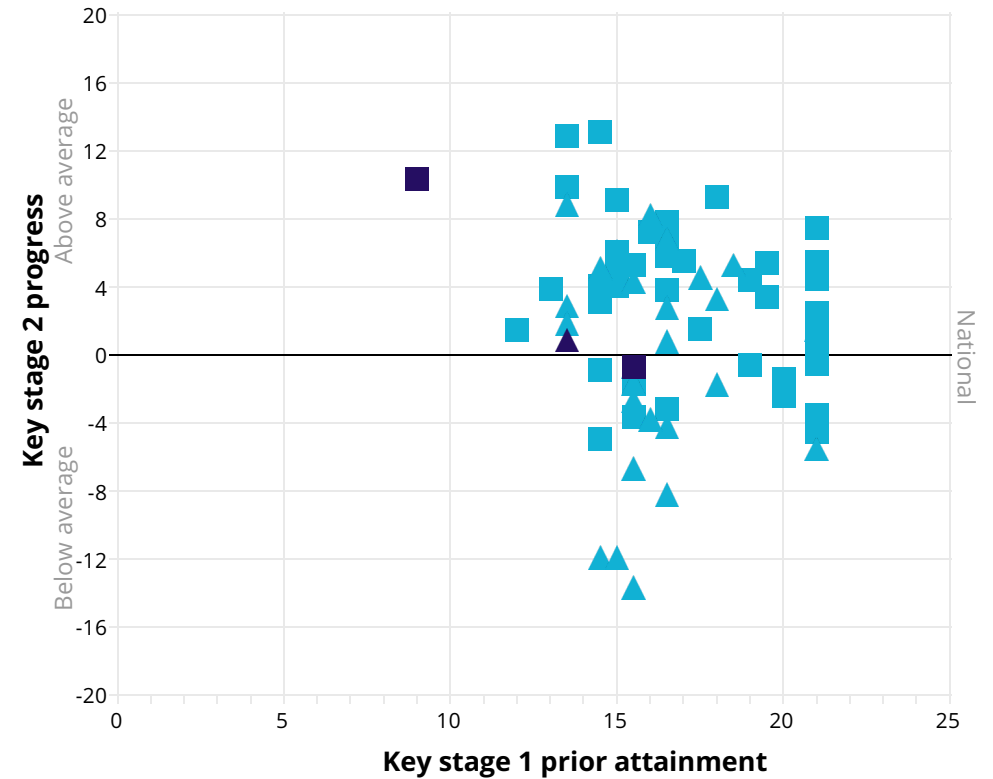
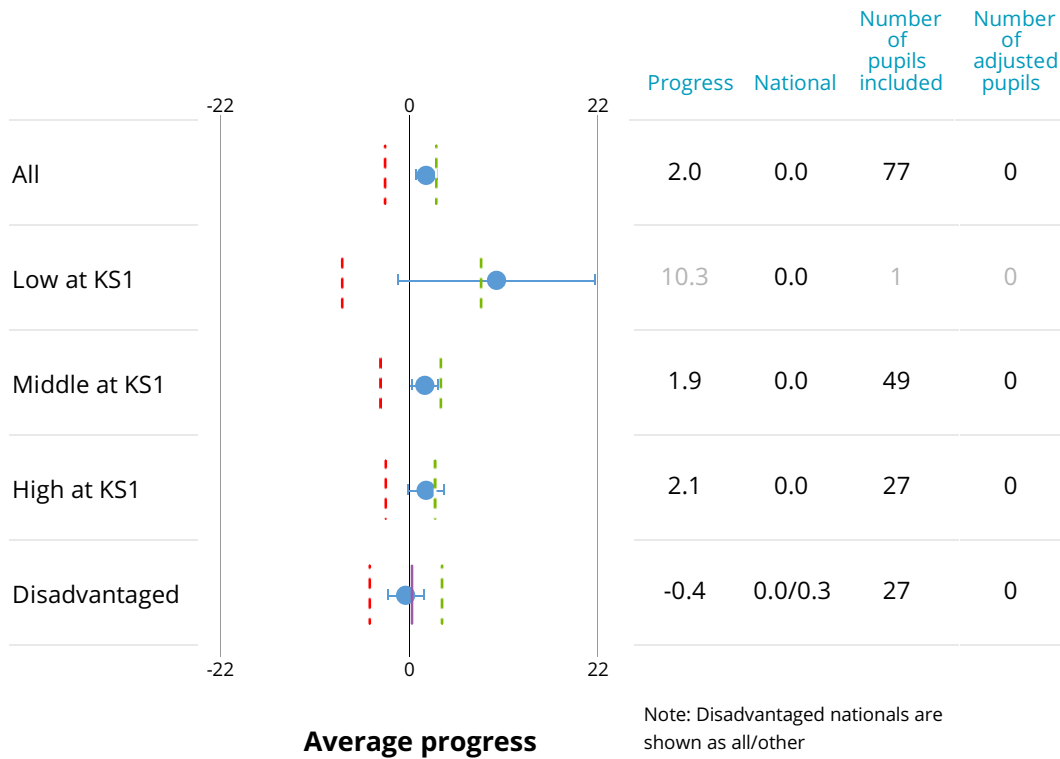
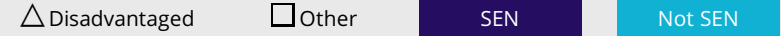
	Year	Cohort Size	Reading					Writing					Mathematics						
			Bottom 20%					Bottom 20%					Bottom 20%						
			Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Overall	2016	(51)	Grey	Grey	Dark Grey	Grey	Grey	(51)	Red	Grey	Grey	Grey	Grey	(51)	Grey	Grey	Grey	Dark Grey	Grey
	2017	(59)	Grey	Grey	Dark Grey	Grey	Grey	(59)	Grey	Grey	Dark Grey	Grey	Grey	(59)	Grey	Grey	Grey	Green	Grey
	2018	(77)	Grey	Grey	Grey	Green	Grey	(77)	Grey	Grey	Grey	Green	Grey	(77)	Grey	Grey	Grey	Green	Grey
Low at KS1	2016	(6)	Grey	Grey	Grey	Light Grey	Grey	(6)	Light Grey	Grey	Grey	Grey	Grey	(6)	Grey	Light Grey	Grey	Grey	Grey
	2017	(5)	Grey	Grey	Grey	Grey	Light Grey	(5)	Grey	Grey	Grey	Light Grey	Grey	(5)	Grey	Grey	Grey	Grey	Light Grey
	2018	(1)	Grey	Grey	Grey	Grey	Light Grey	(1)	Grey	Grey	Grey	Grey	Light Grey	(1)	Grey	Grey	Grey	Grey	Light Grey
Middle at KS1	2016	(39)	Grey	Grey	Dark Grey	Grey	Grey	(39)	Red	Grey	Grey	Grey	Grey	(39)	Grey	Grey	Grey	Dark Grey	Grey
	2017	(33)	Grey	Grey	Dark Grey	Grey	Grey	(33)	Grey	Grey	Dark Grey	Grey	Grey	(33)	Grey	Grey	Dark Grey	Grey	Grey
	2018	(49)	Grey	Grey	Grey	Green	Grey	(49)	Grey	Grey	Grey	Grey	Green	(49)	Grey	Grey	Grey	Dark Grey	Grey
High at KS1	2016	(6)	Grey	Light Grey	Grey	Grey	Grey	(6)	Light Grey	Grey	Grey	Grey	Grey	(6)	Grey	Grey	Grey	Grey	Light Grey
	2017	(21)	Grey	Grey	Dark Grey	Grey	Grey	(21)	Grey	Dark Grey	Grey	Grey	Grey	(21)	Grey	Grey	Grey	Dark Grey	Grey
	2018	(27)	Grey	Grey	Grey	Grey	Dark Grey	(27)	Grey	Grey	Dark Grey	Grey	Grey	(27)	Grey	Grey	Grey	Grey	Green
Disadvantaged	2016	(14)	Grey	Grey	Dark Grey	Grey	Grey	(14)	Red	Grey	Grey	Grey	Grey	(14)	Grey	Dark Grey	Grey	Grey	Grey
	2017	(20)	Grey	Grey	Dark Grey	Grey	Grey	(20)	Grey	Grey	Dark Grey	Grey	Grey	(20)	Grey	Grey	Dark Grey	Grey	Grey
	2018	(27)	Grey	Grey	Dark Grey	Grey	Grey	(27)	Grey	Grey	Grey	Dark Grey	Grey	(27)	Grey	Grey	Dark Grey	Grey	Grey

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-ofsted-inspection-dashboard

Reading progress in 2018

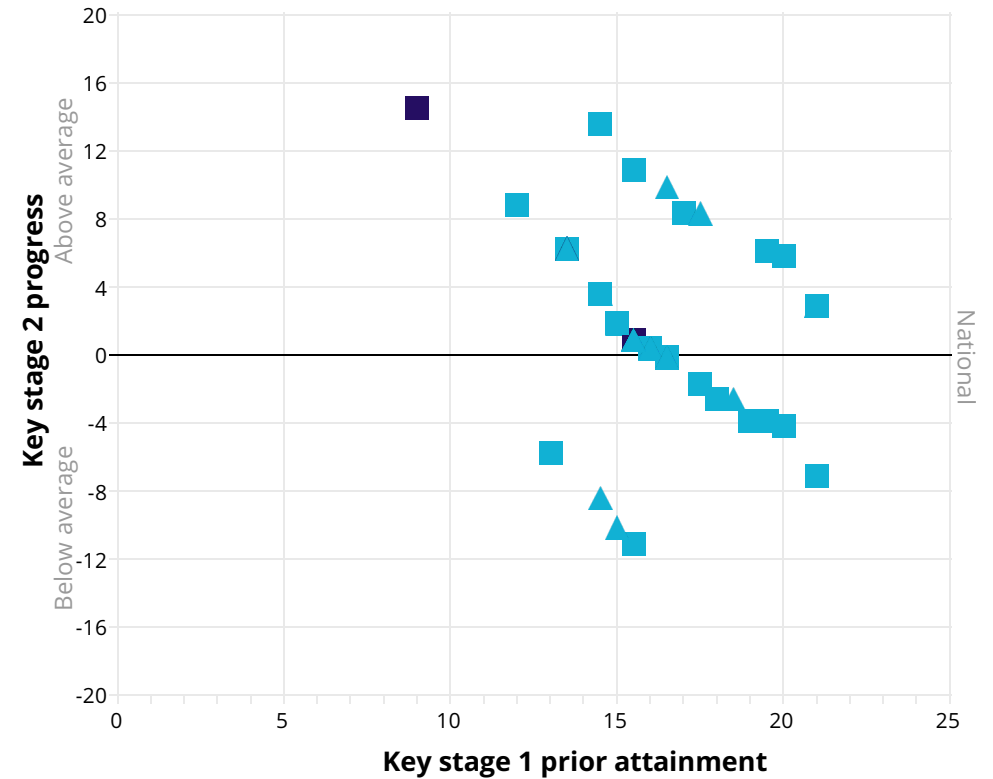
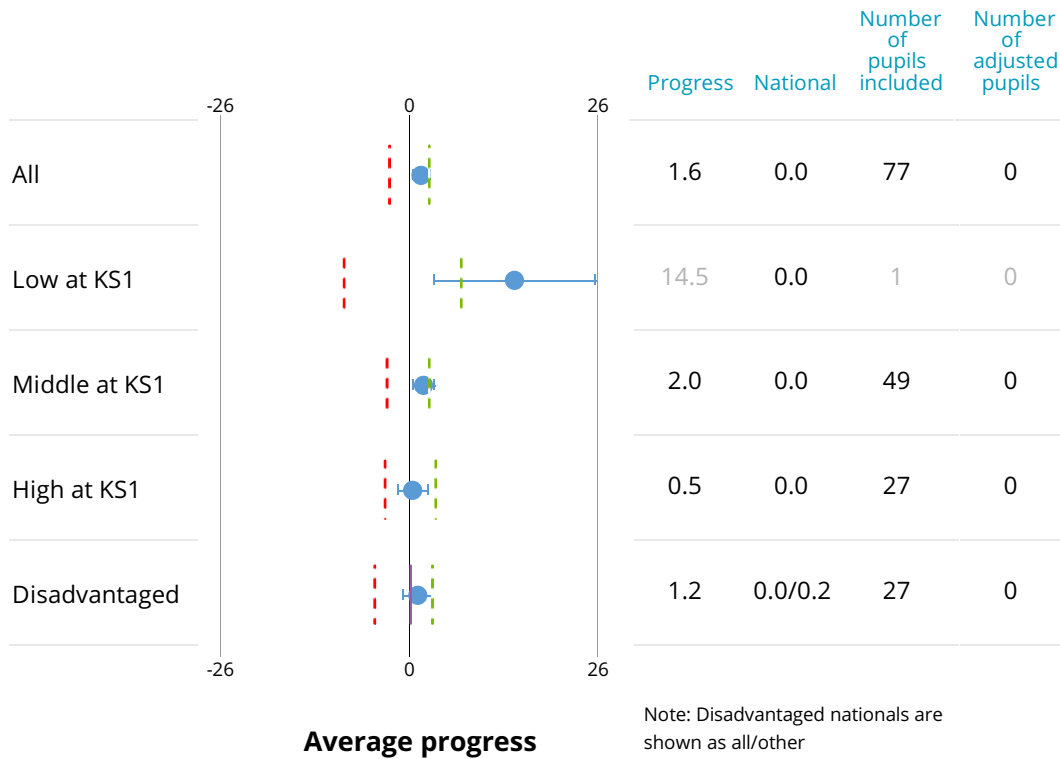
Reading progress scatterplot



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-ofsted-inspection-dashboard

Writing progress in 2018

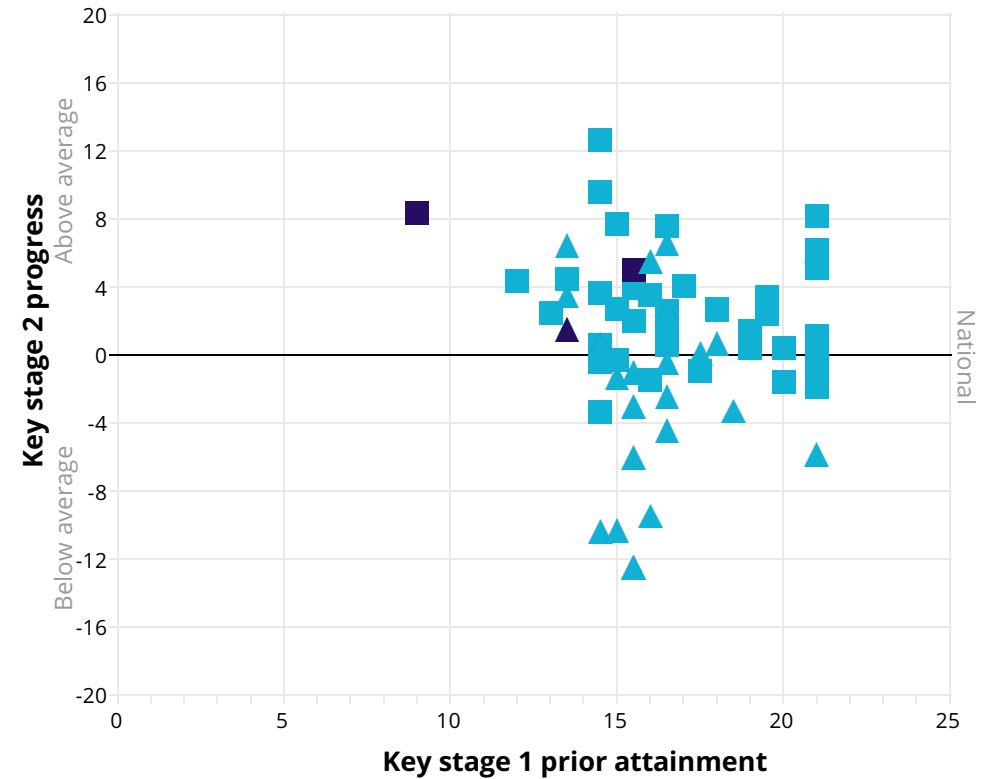
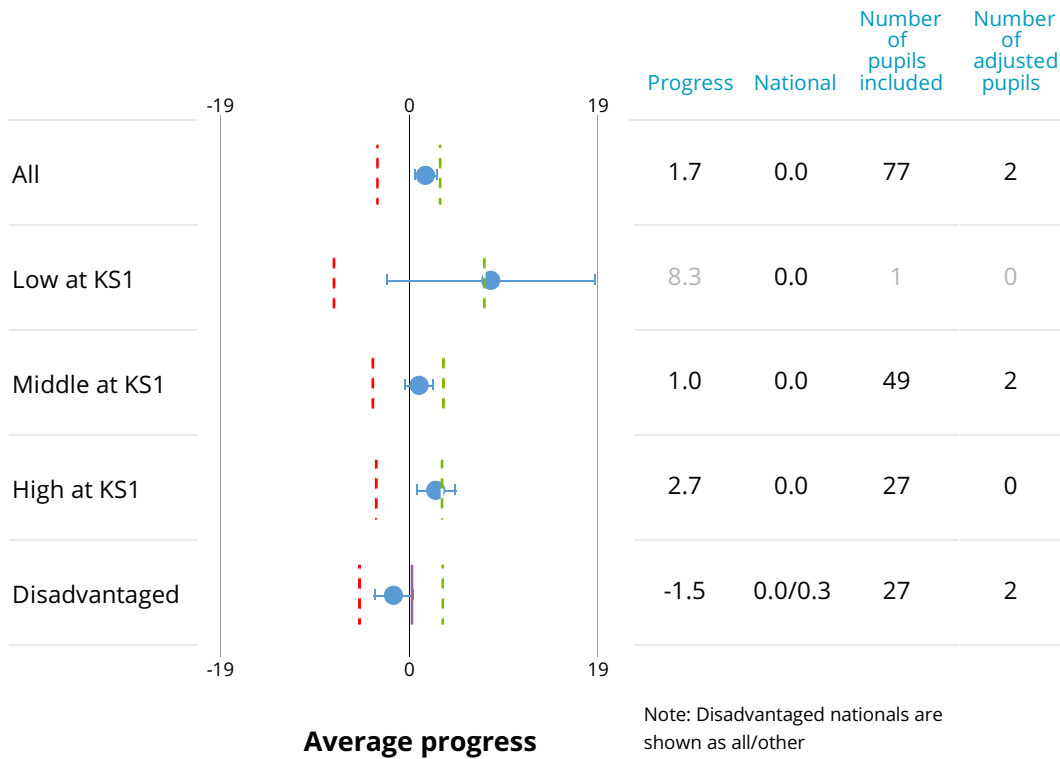
Writing progress scatterplot



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-ofsted-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-ofsted-inspection-dashboard

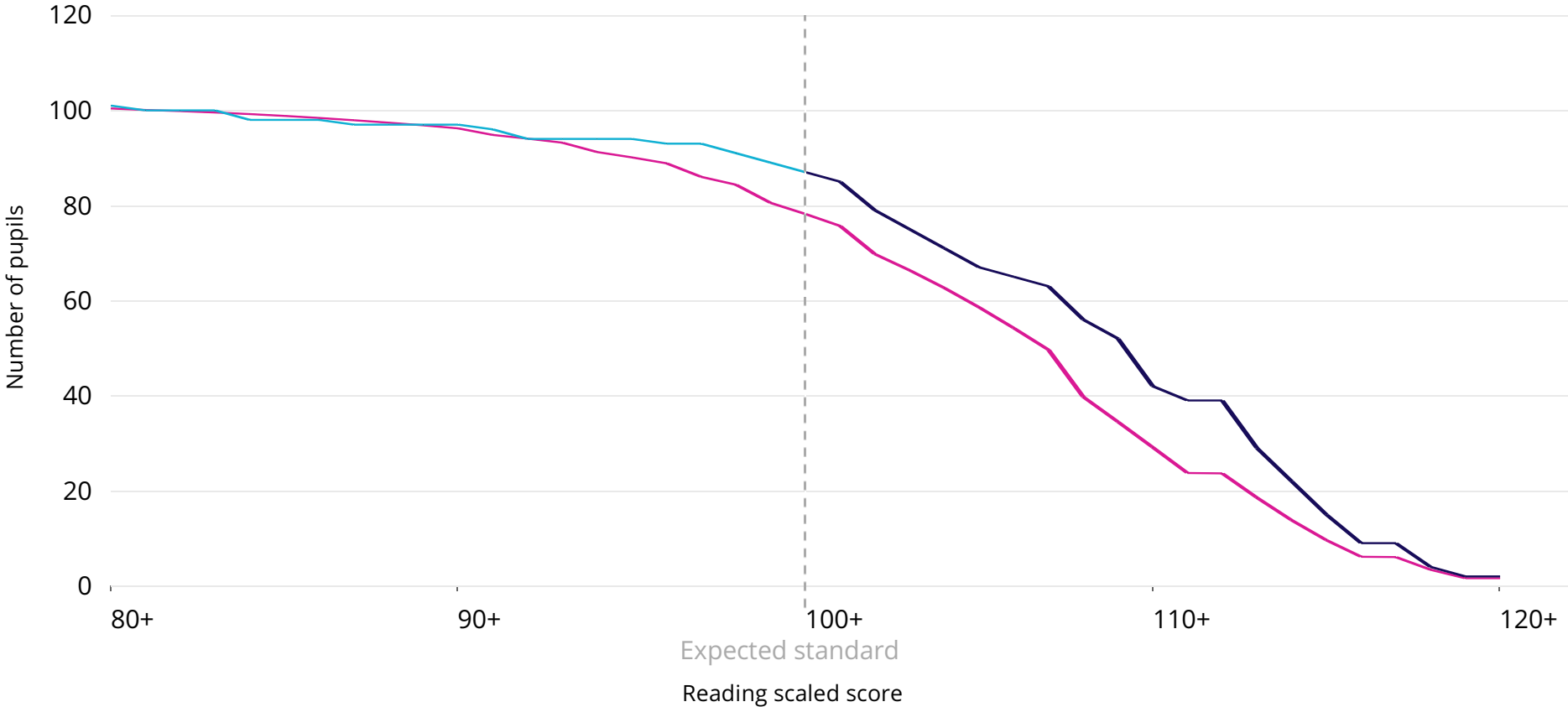
Reading scaled scores 2018

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 = 104 One pupil relates to 1.0 percentage points.

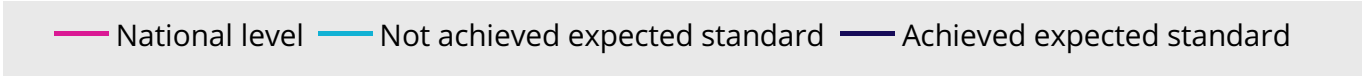
In 2018, 84% of pupils achieved the expected standard, 8 percentage points above the national. This was a statistically significant difference.



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-ofsted-inspection-dashboard

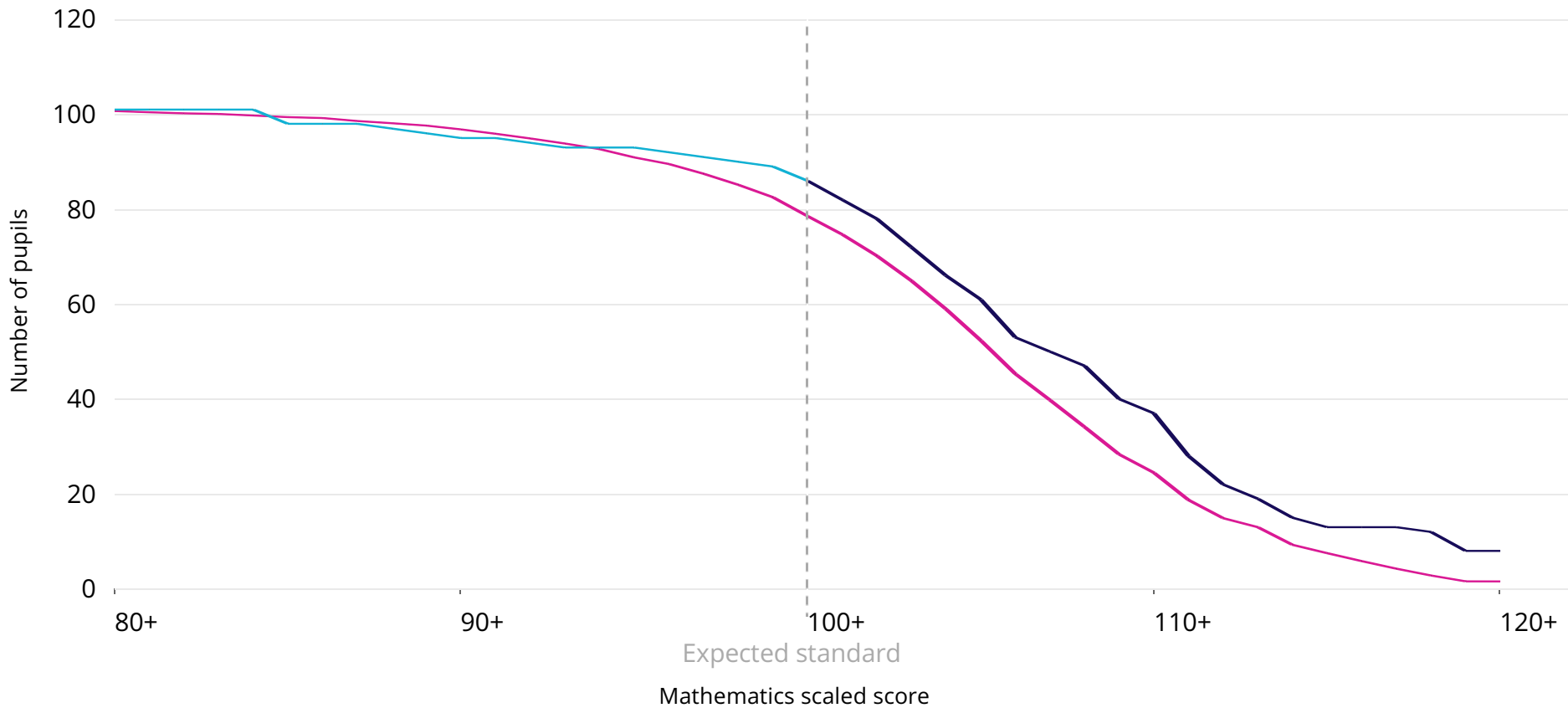
Mathematics scaled scores 2018

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



Cohort = 104 One pupil relates to 1.0 percentage points.

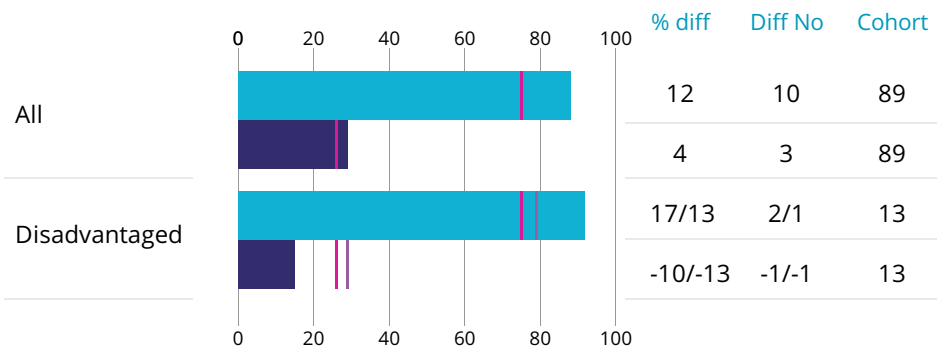
In 2018, 83% of pupils achieved the expected standard, 7 percentage points above the national. This difference was not statistically significant.



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-ofsted-inspection-dashboard

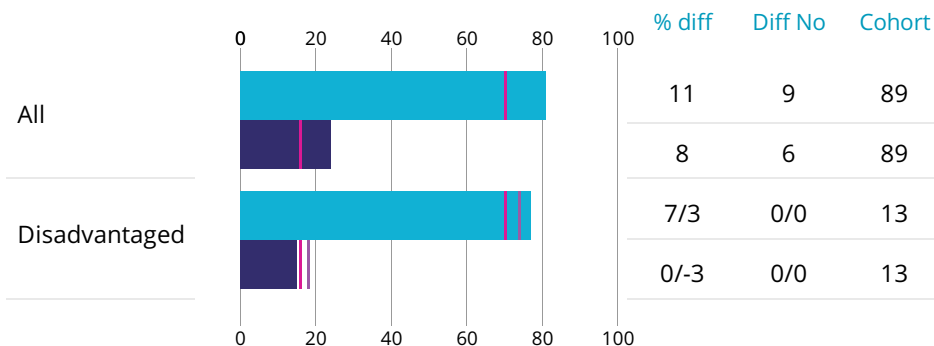
Reading

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



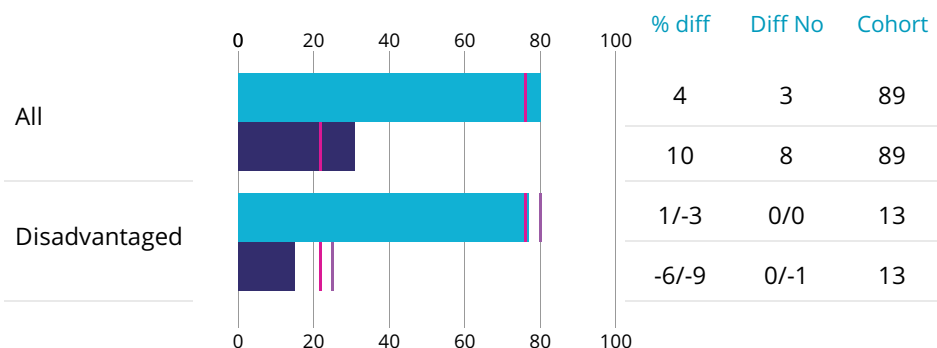
Writing

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



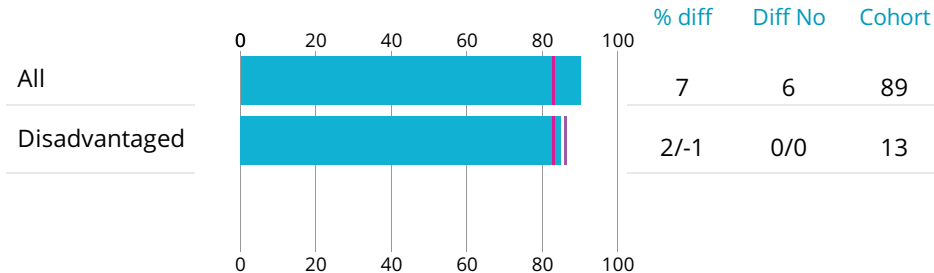
Mathematics

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



Science

Expected+ % National for all pupils Other national



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-ofsted-inspection-dashboard

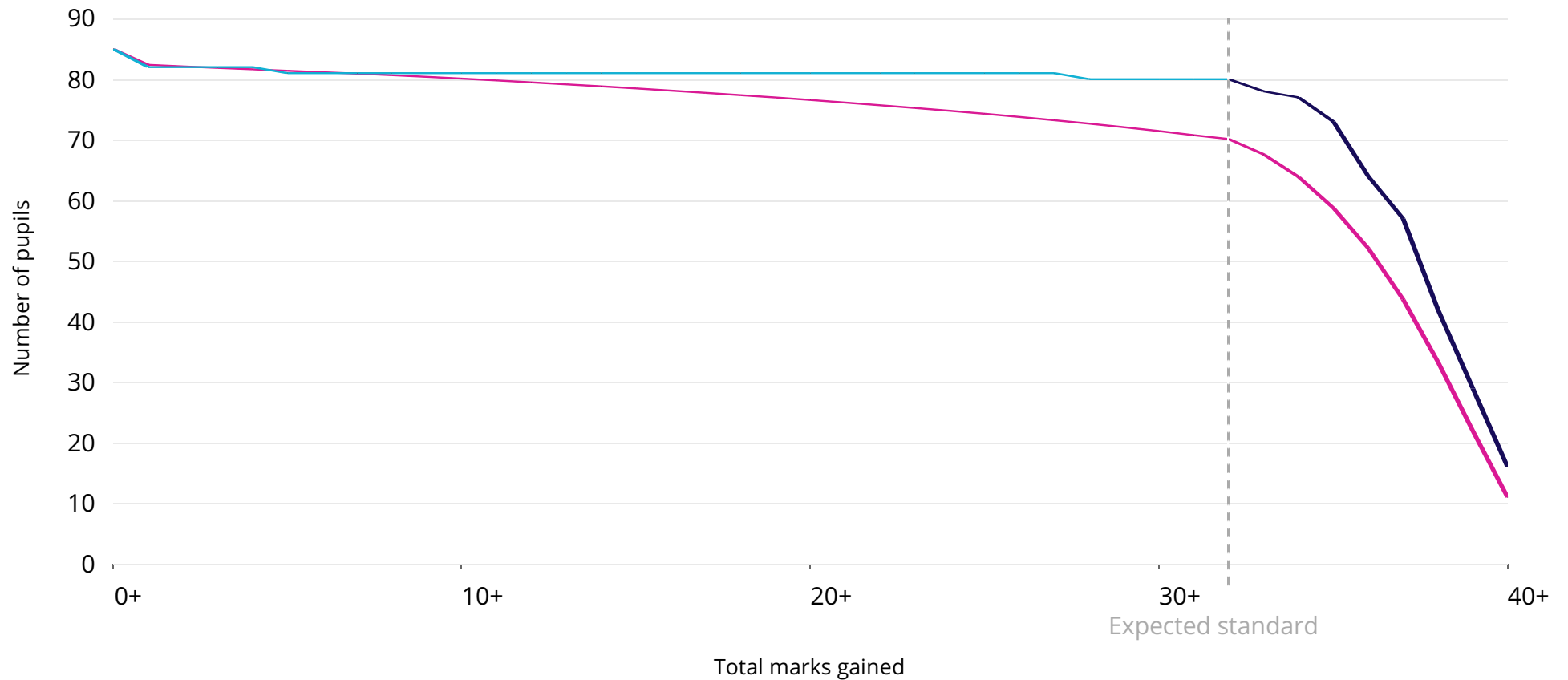
Year 1 phonics marks 2018

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 = 85 One pupil relates to 1.2 percentage points.

In 2018, 94% of pupils achieved the expected standard, 12 percentage points above the national proportion. This was a statistically significant difference.



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-ofsted-inspection-dashboard