

Areas to investigate

KS2 progress

- Writing progress was in the bottom quintile (20%) for at least two years for high prior attainers.

KS2 attainment

- In 2018, reading and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.
- The three-year average reading attainment score (108.0) was in the top 10%. The three-year average mathematics attainment score (107.3) was in the top 10%.

KS1 attainment

- In 2018, attainment of the expected standard in reading (93%) was above average and in the highest 10%.

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 (3.70%) was below the national average for schools with a similar level of deprivation (4.42%).
- 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: Carmela Puccio
Pupils: 236
Gender: Mixed
Deprivation Quintile: Highest 40% (0.2)

Local authority: Hertfordshire
Admissions policy: Not applicable
Ages: 3-11
Denomination: Roman Catholic
Special needs provision:

Ever 6 FSM %: 5.7
English additional language %: 35.6
SEN support %: 10.6
SEN with EHC plan %: 3.4

Ethnicity

- The largest ethnic groups are: White - British (48.9%), White - any other White background (13.9%), Mixed - any other mixed background (5.0%), Asian or Asian British - any other Asian background (6.1%), Black or Black British - African (8.9%).
- This school has 13 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- There was nothing significant to report.

Girls

- The school was in the lowest 20% of all schools for the proportion of girls (41.9%).

- The percentage of girls in year 5 (50%) was higher than all other year groups.

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (5.7%).
- The percentage of FSM in year 6 (16%) was higher than all other year groups.
- There were two 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-ofsted-inspection-dashboard

Primary school context 2018

English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (35.6%).
- The percentage of EAL in year 2 (47%) was higher than all other year groups.
- The percentage of EAL in year 5 (27%) was lower than all other year groups.

Special Educational Needs

- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (3.4%).
- The percentage of SEN in year 4 (24%) was higher than all other year groups.

Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 2, year 4, year 5), Writing (year 2, year 4, year 5), Mathematics (year 2, year 3, year 4, year 5)

Relative progress for the past three years

Progress quintiles based on rank of progress score

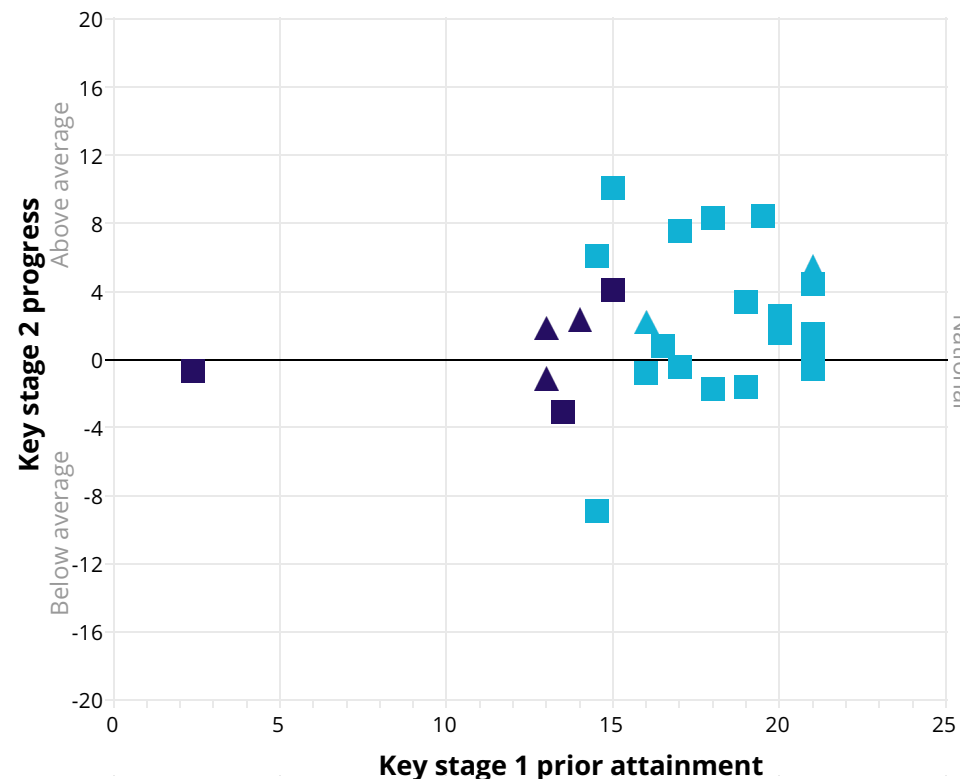
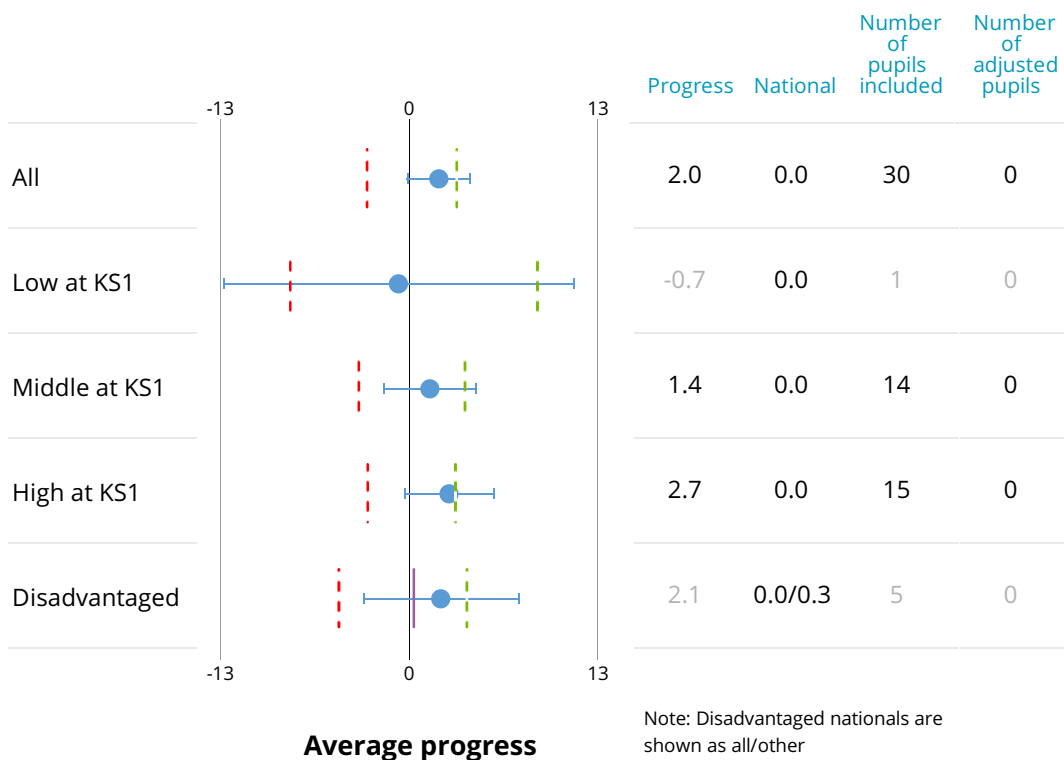
() Cohort Significantly above national Significantly below national

			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	(30)						(30)						(30)					
	2017	(27)						(27)						(27)					
	2018	(30)						(30)					(30)						
Low at KS1	2016	(1)						(1)						(1)					
	2017	(2)						(2)						(2)					
	2018	(1)						(1)						(1)					
Middle at KS1	2016	(14)						(14)						(14)					
	2017	(14)						(14)						(14)					
	2018	(14)						(14)						(14)					
High at KS1	2016	(15)						(15)						(15)					
	2017	(11)						(11)						(11)					
	2018	(15)						(15)						(15)					
Disadvantaged	2016	(6)						(6)						(6)					
	2017	(5)						(5)						(5)					
	2018	(5)						(5)						(5)					

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

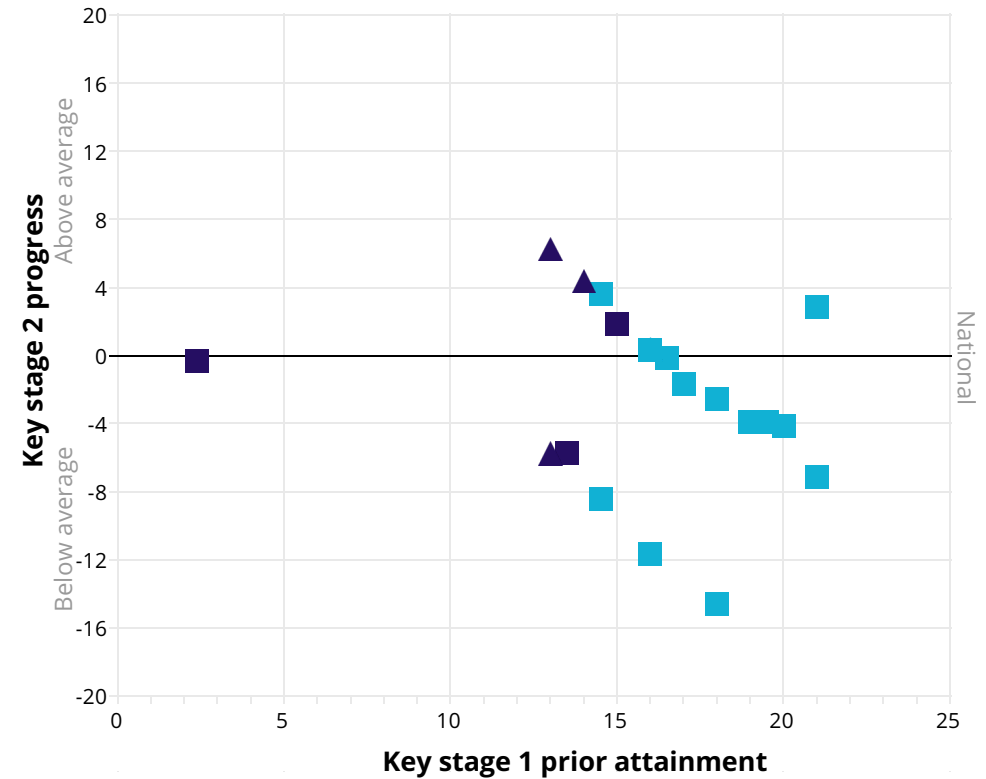
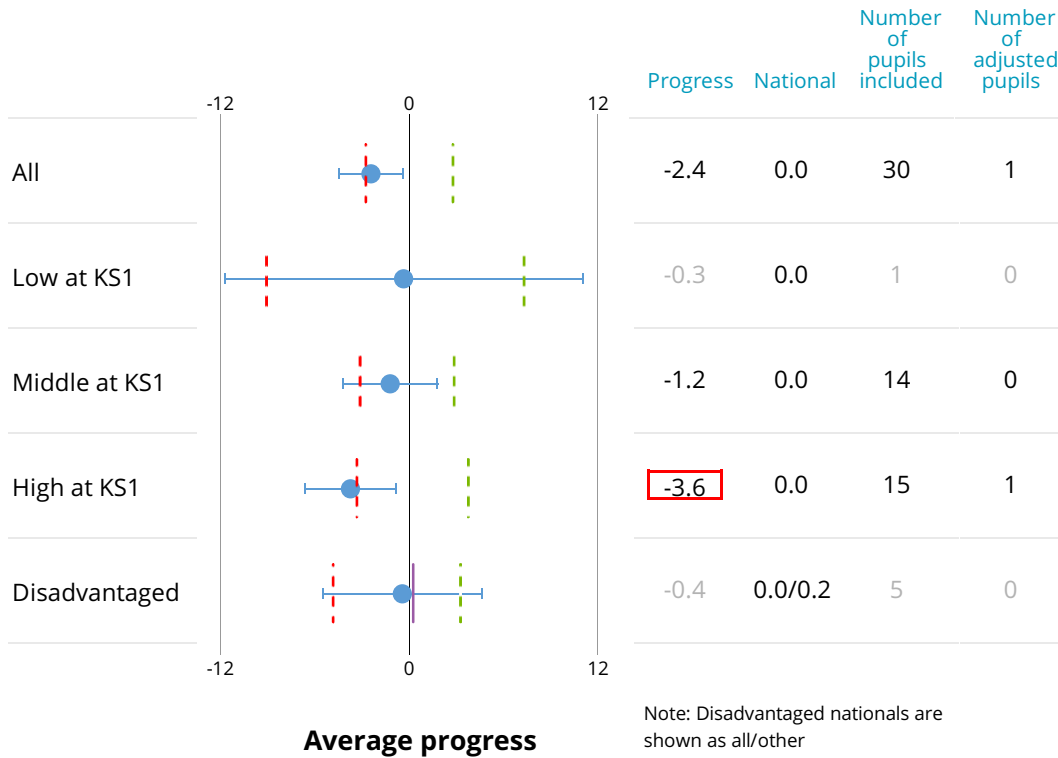
Reading progress scatterplot



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

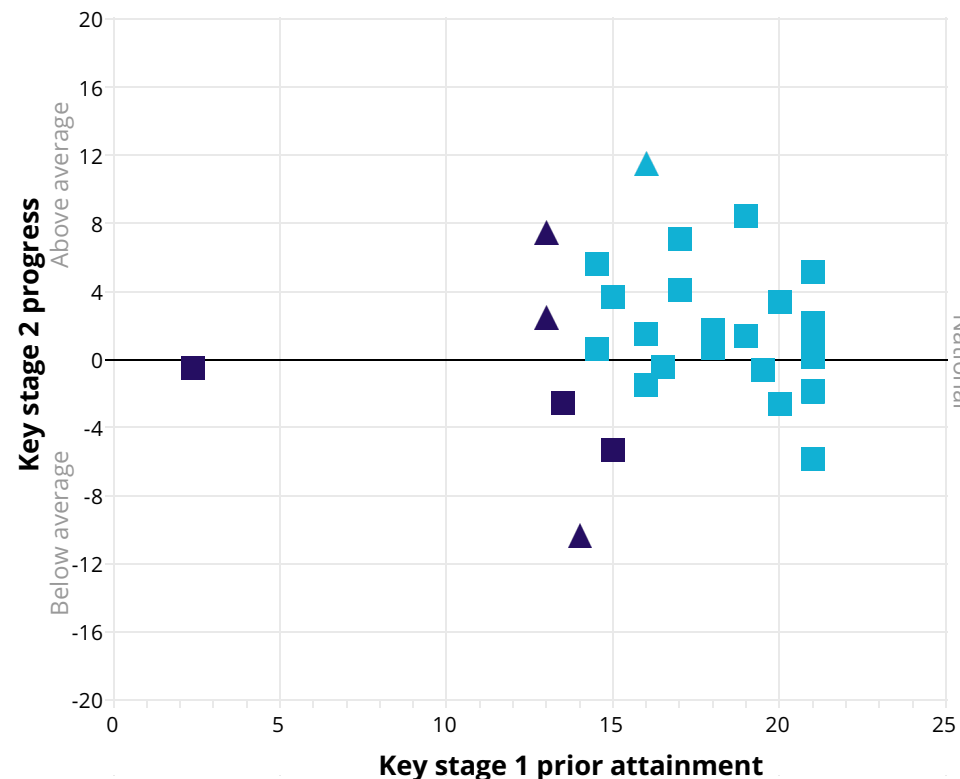
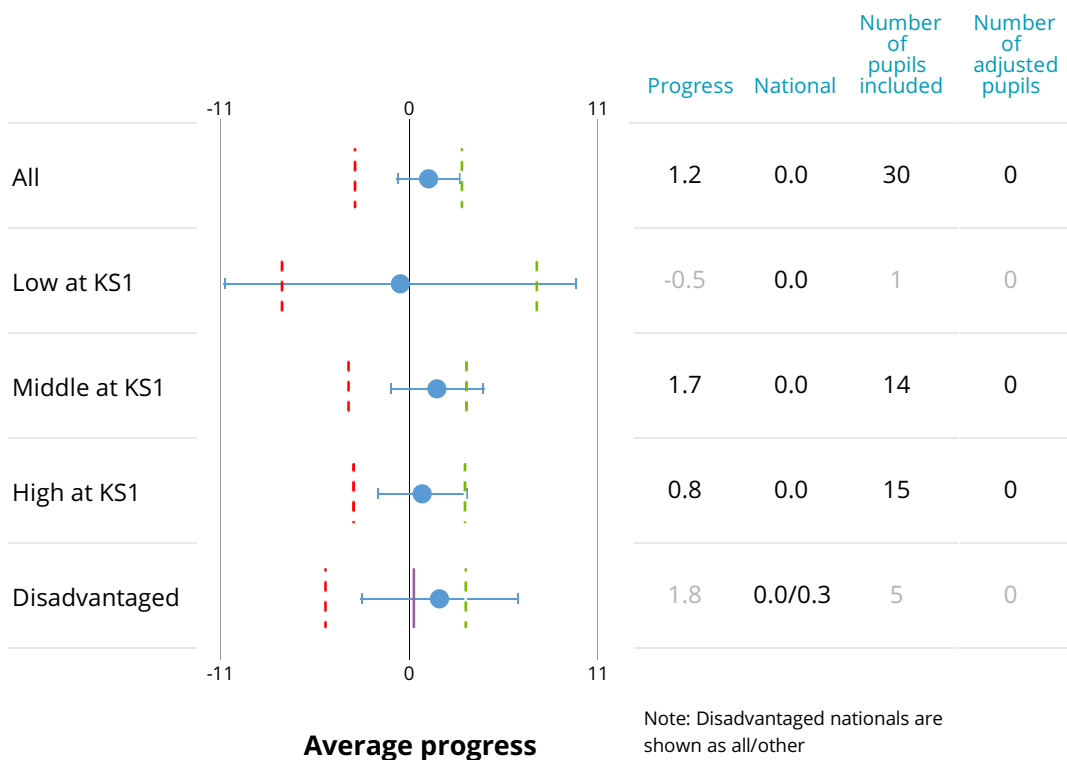
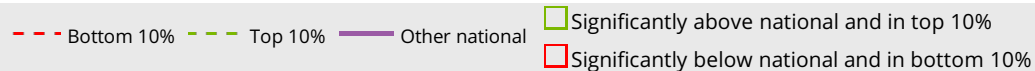
Writing progress scatterplot



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

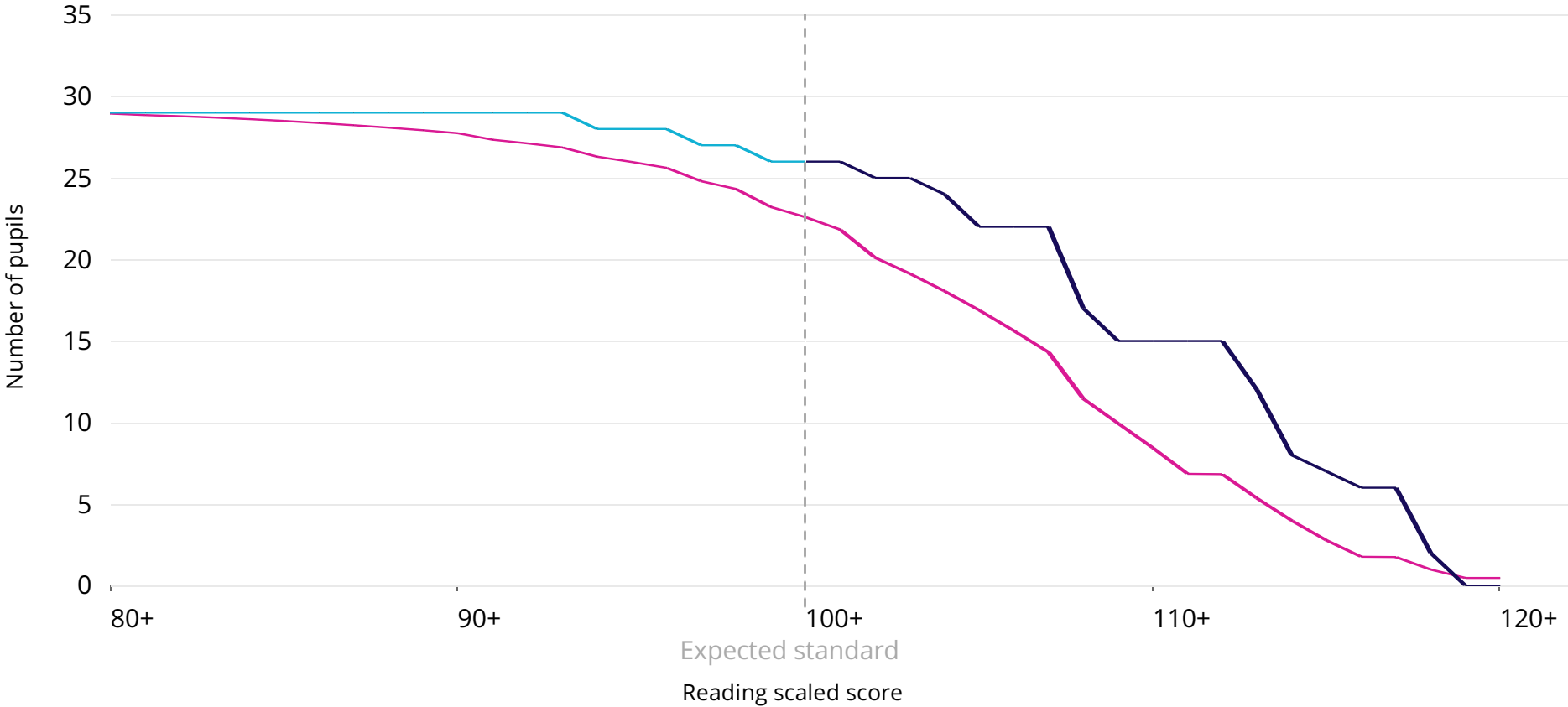
Reading scaled scores 2018

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 = 30 One pupil relates to 3.3 percentage points.

In 2018, 87% of pupils achieved the expected standard, 11 percentage points above 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

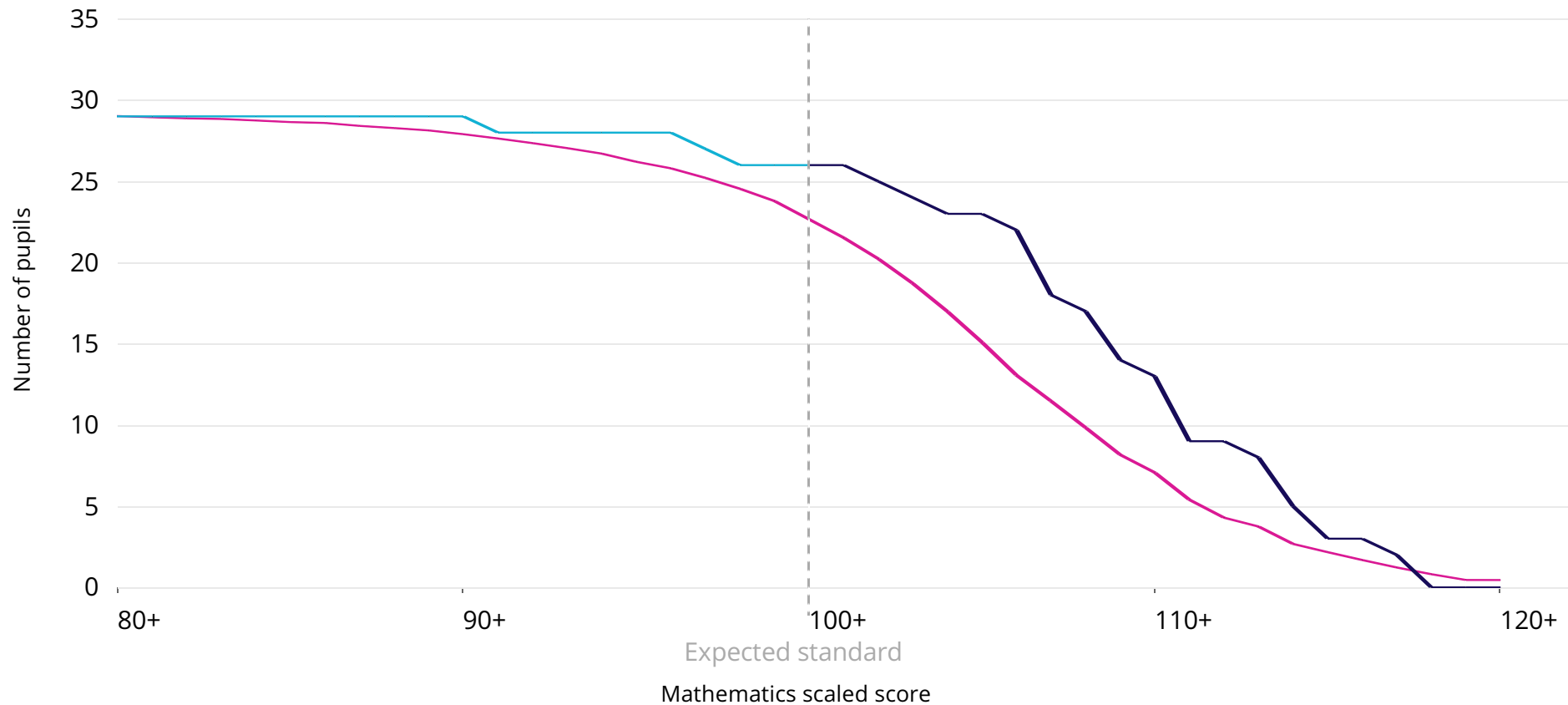
Mathematics scaled scores 2018

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

— National level
 — Not achieved expected standard
 — Achieved expected standard

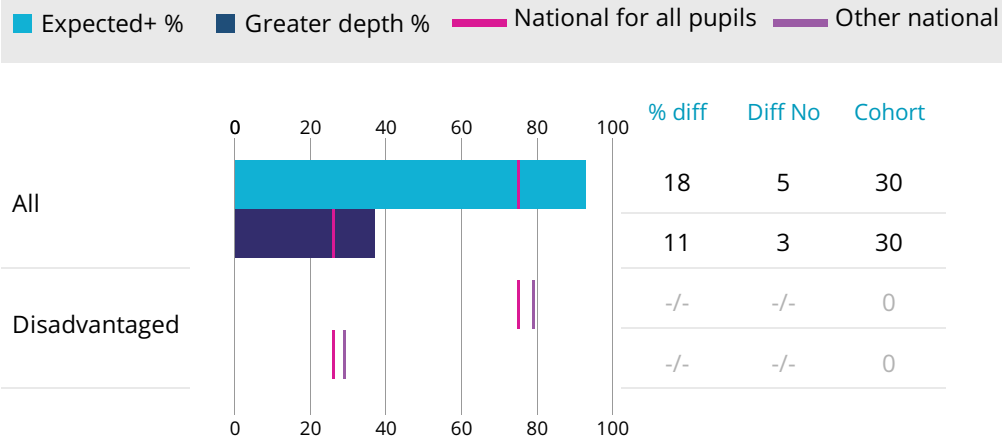
Cohort = 30 One pupil relates to 3.3 percentage points.

In 2018, 87% of pupils achieved the expected standard, 11 percentage points above the national. This difference was not statistically significant.

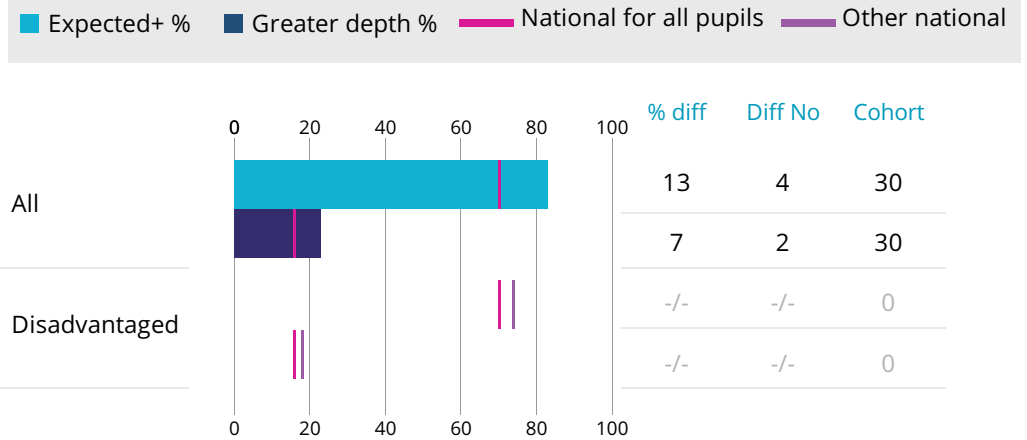


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

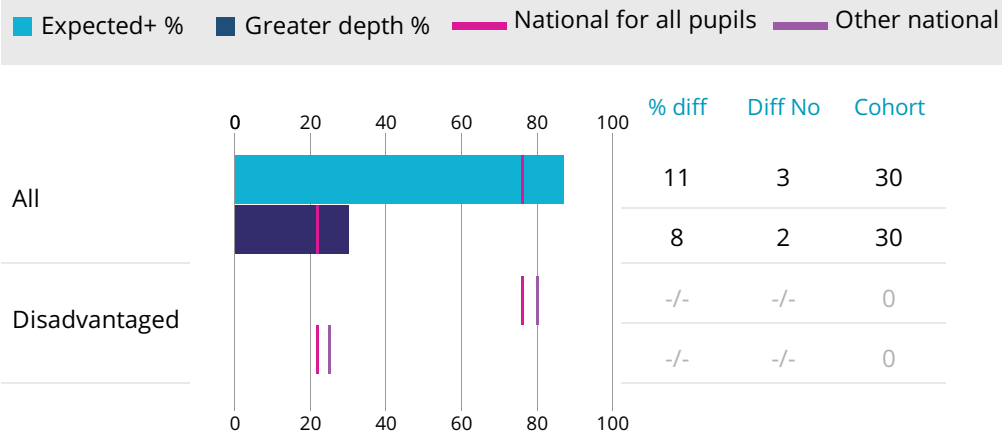
Reading



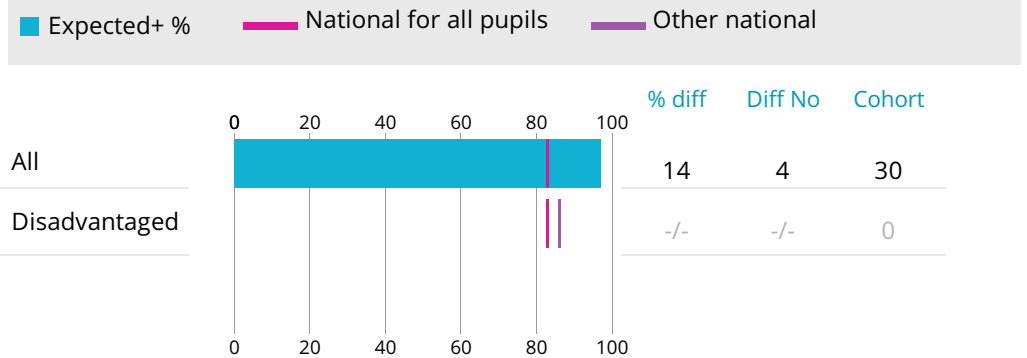
Writing



Mathematics



Science



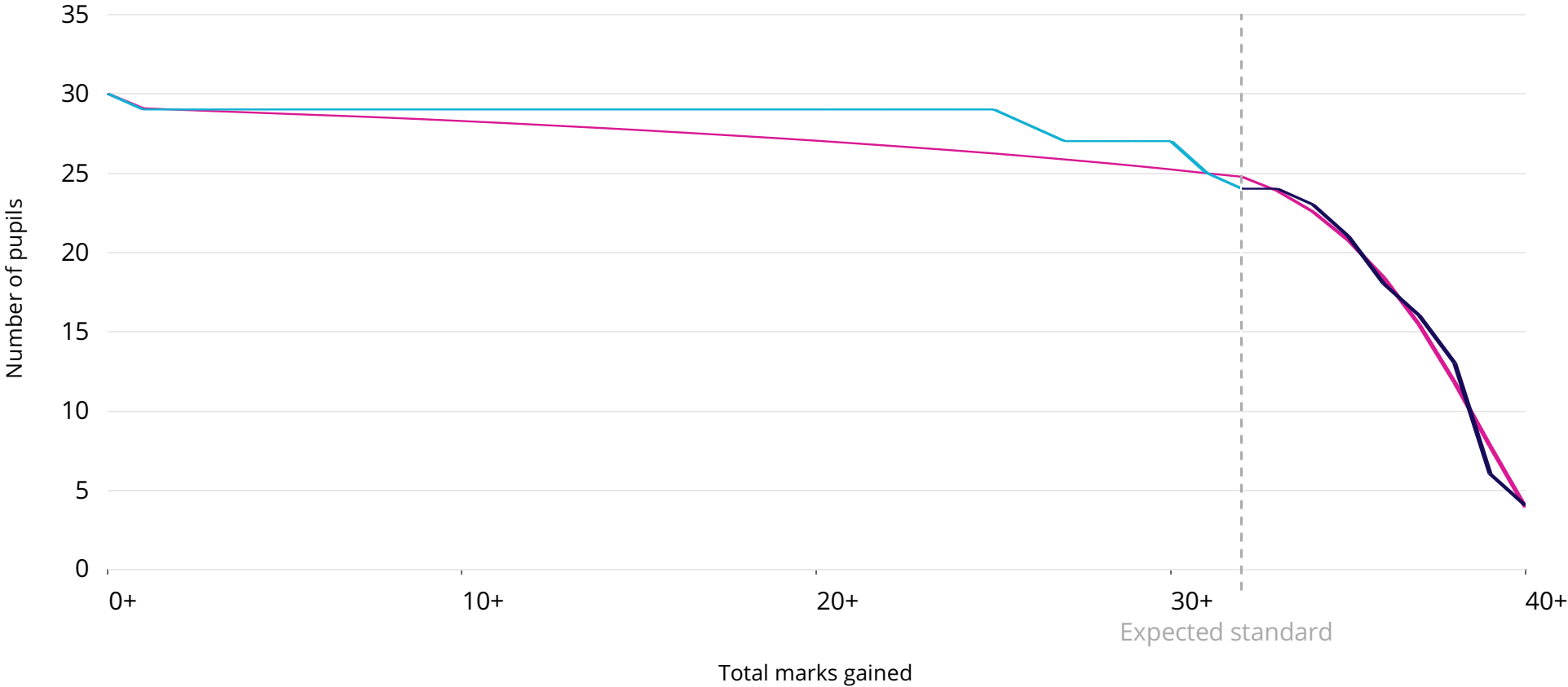
Year 1 phonics marks 2018

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 = 30 One pupil relates to 3.3 percentage points.

In 2018, 80% of pupils achieved the expected standard, 3 percentage points below the national proportion. This difference was not statistically significant.



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