

Areas to investigate

KS2 progress trend

- Reading progress was in the top 20% for at least two years for high prior attainers.
- Writing and mathematics progress was in the top 20% for at least two years for all pupils, middle prior attainers, high prior attainers, disadvantaged pupils.

KS2 progress in 2017

- Progress in reading, writing and mathematics was significantly* above average and in the highest 10%.

KS2 progress of disadvantaged pupils

- Writing and mathematics progress was significantly* above the national for other pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.

KS2 attainment

- In 2017, reading and writing attainment of the expected standard was at or above national for the middle prior attainment group.
- In 2017, mathematics attainment of the expected standard was at or above national for groups: middle prior attainment and disadvantaged.

KS1 attainment

- In 2017, writing attainment of the expected standard was at or above national for the disadvantaged group.

*statistical significance based on a 95% confidence interval

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 %	70	(65)	(85)
Reading progress	1.9	(-5)	(-2.5)
Writing progress	4.7	(-7)	(-3.5)
Maths progress	3.2	(-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>

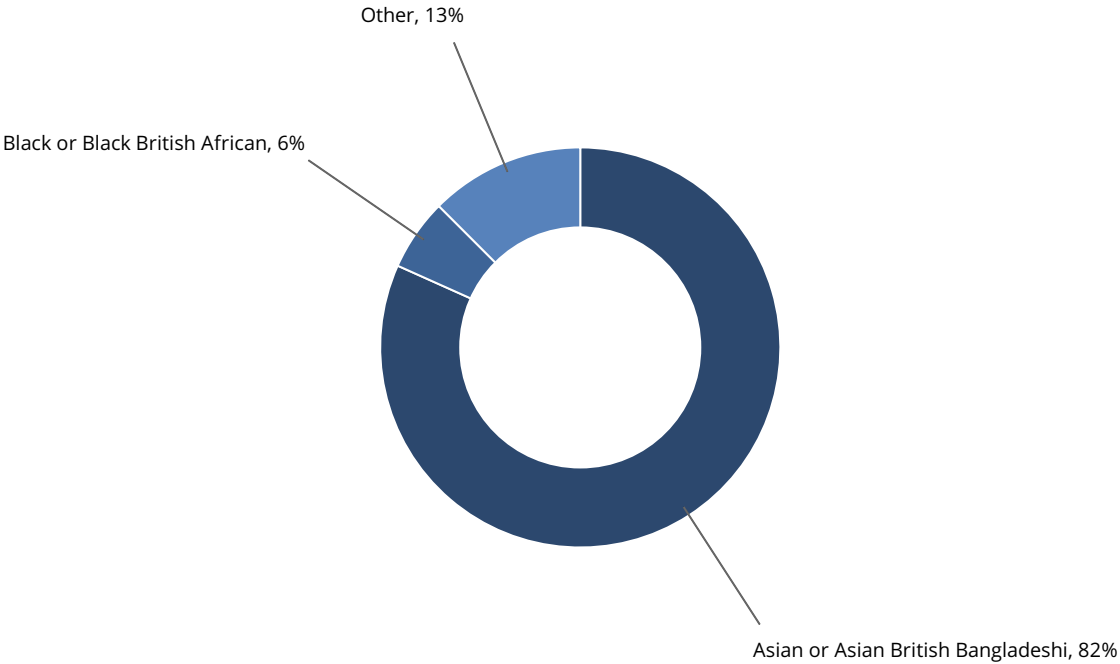
Phase of education: Primary
Headteacher: Lorraine Flanagan
Pupils: 438
Gender: Mixed
Special needs provision:

Local authority: Tower Hamlets
Admissions policy: Not applicable
Ages: 3-11
Denomination: Does not apply

Schools details as of 15 November 2017

Ethnicity

This school has 10 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



School level trends

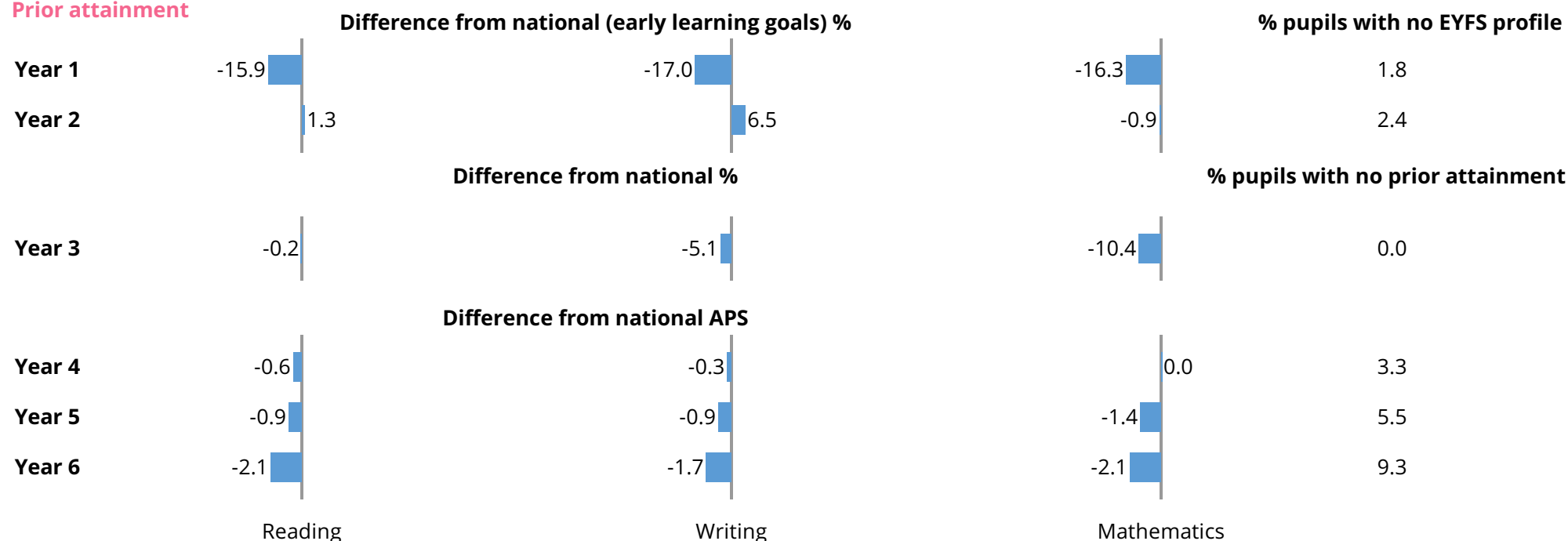
2017 Quintile

	2015	2016	2017	Bottom 20%					Top 20%				
				Q5	Q4	Q3	Q2	Q1					
% girls													
School	53	54	53										
National	49	49	49										
% eligible for FSM at any time during the past 6 years													
School	52	46	44										
National	26	25	24										
% of pupils first language not/believed not to be English													
School	92	94	92										
National	19	20	21										
% of pupils with SEN support													
School	11.2	13.3	11.9										
National	13.0	12.1	12.2										
% of pupils with a SEN statement or EHC plan													
School	2.5	2.7	3.4										
National	1.4	1.3	1.3										
School deprivation indicator													
School	0.6	0.4	0.4										
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	55	56	49	31	19	89	21	6	12	0
Year 2	44	50	49	25	22	86	21	21	14	0
Year 3	60	52	49	60	26	92	21	18	15	0
Year 4	60	52	49	47	28	97	21	25	16	0
Year 5	55	51	49	69	30	95	20	20	16	1
Year 6	54	46	49	54	31	94	20	13	17	0

Prior attainment



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

Trends over time

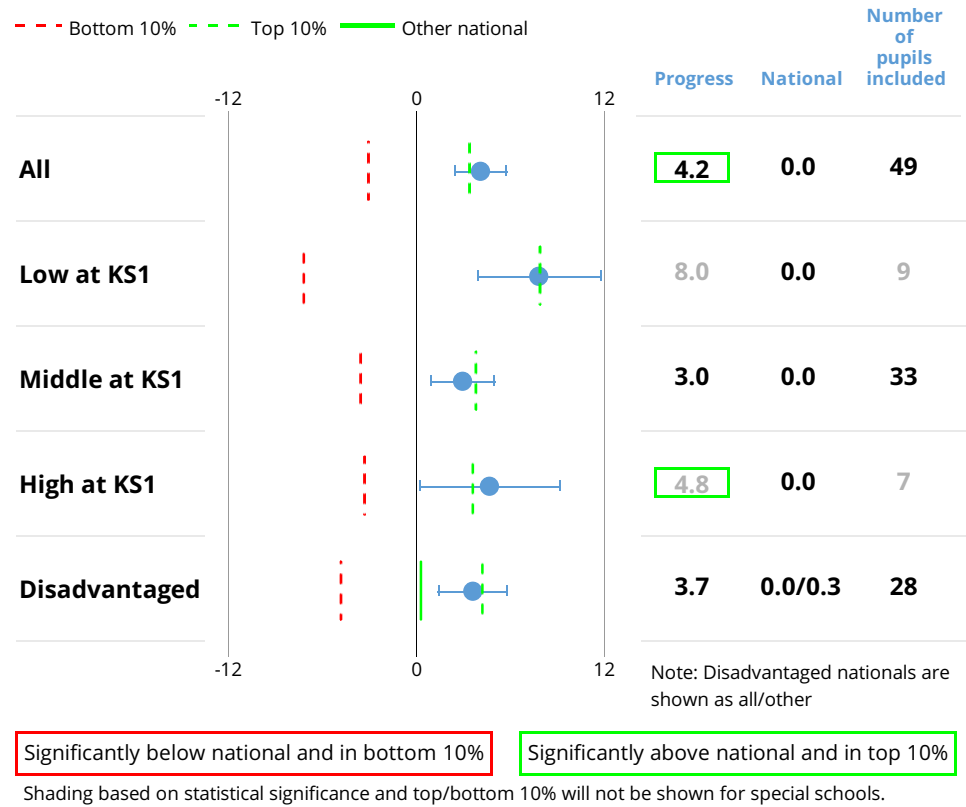
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

		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 (56)				29		2015 (56)			42			2015 (56)			24	
	2016 (48)				25		2016 (48)					5	2016 (48)				11
	2017 (49)					7	2017 (49)					7	2017 (49)				4
Low at KS1	2015 (10)			56			2015 (10)		63				2015 (10)			57	
	2016 (5)				25		2016 (5)					11	2016 (5)			24	
	2017 (9)					11	2017 (9)					15	2017 (9)				6
Middle at KS1	2015 (34)					19	2015 (34)				37		2015 (34)				17
	2016 (34)				35		2016 (34)					5	2016 (34)				12
	2017 (33)					16	2017 (33)					12	2017 (33)				13
High at KS1	2015 (12)			53			2015 (12)				38		2015 (12)			38	
	2016 (9)					13	2016 (9)					11	2016 (9)				15
	2017 (7)					5	2017 (7)					9	2017 (7)				1
Disadvantaged	2015 (41)				32		2015 (41)				35		2015 (41)			25	
	2016 (29)				27		2016 (29)					4	2016 (29)				15
	2017 (28)					12	2017 (28)					15	2017 (28)				9

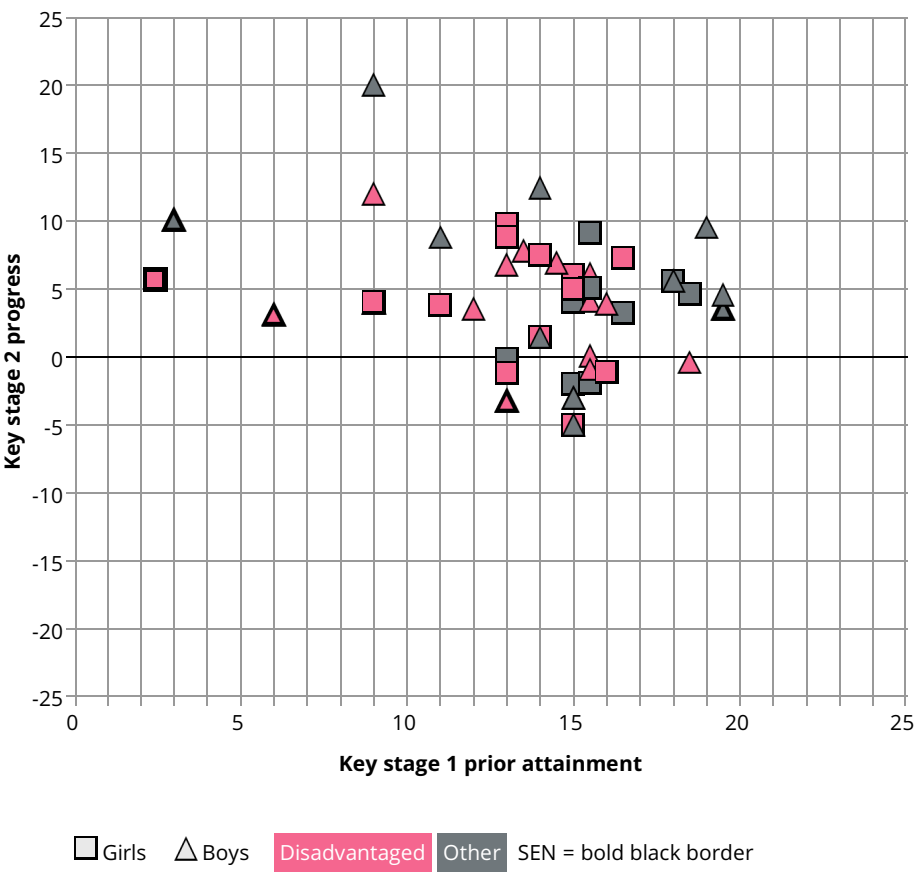
Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures.
For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>.

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

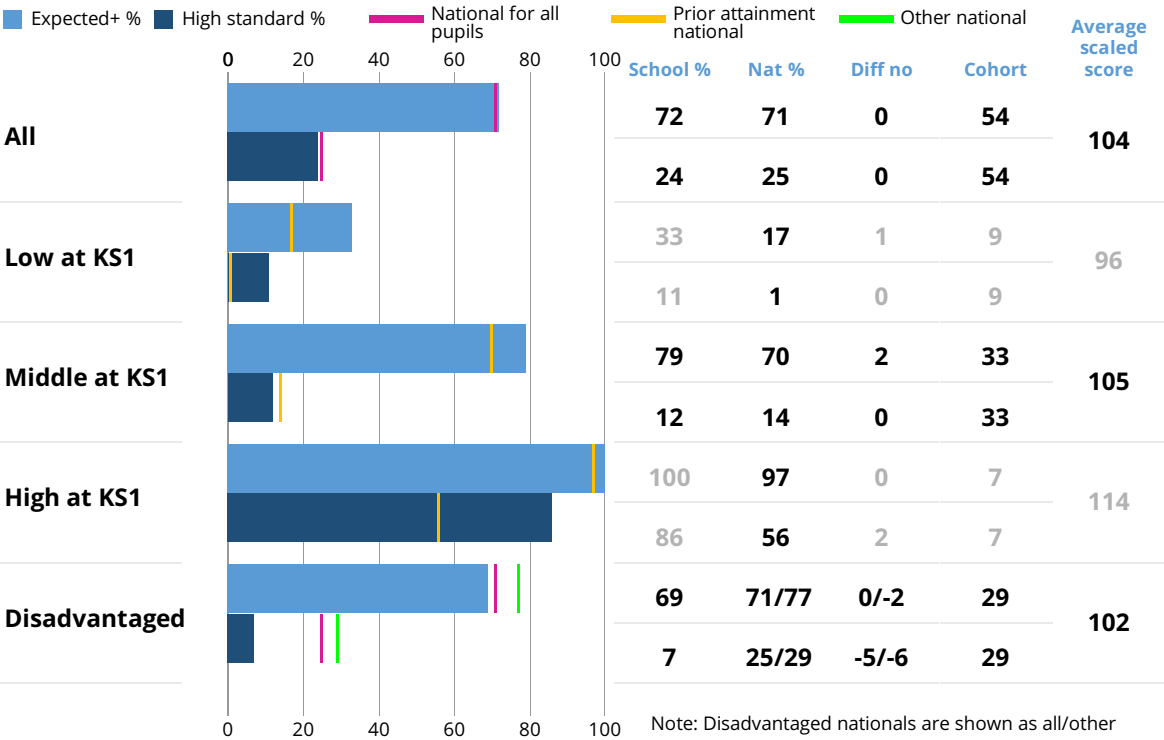
Reading progress in 2017



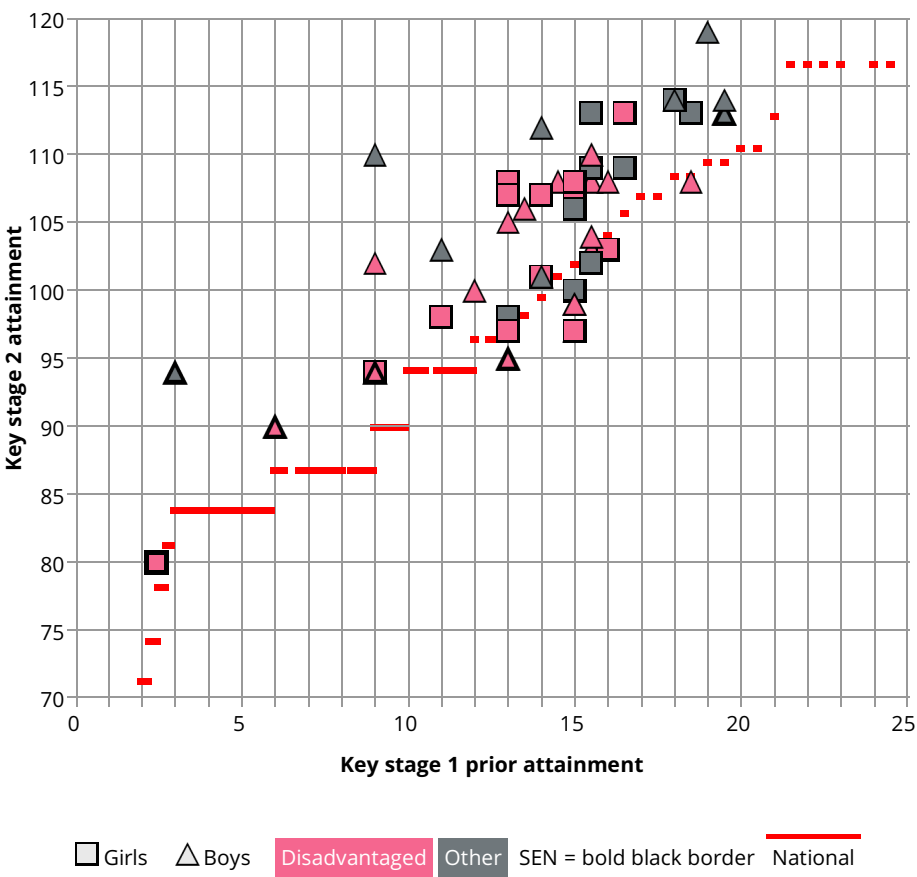
Reading progress scatterplot



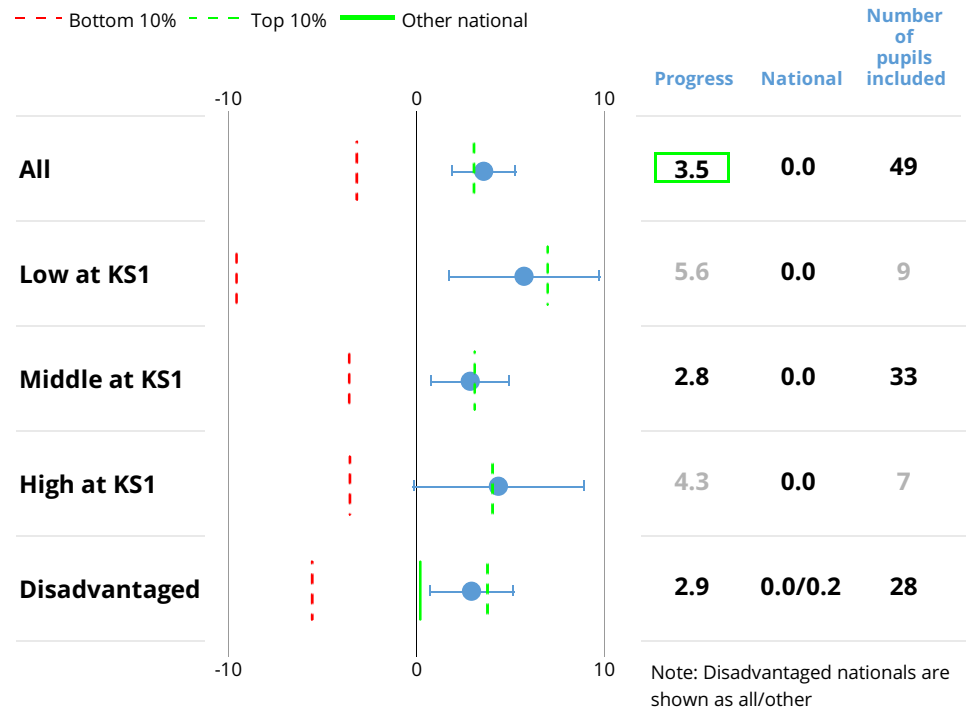
Reading attainment in 2017



Reading attainment scatterplot



Writing (teacher assessment) progress in 2017



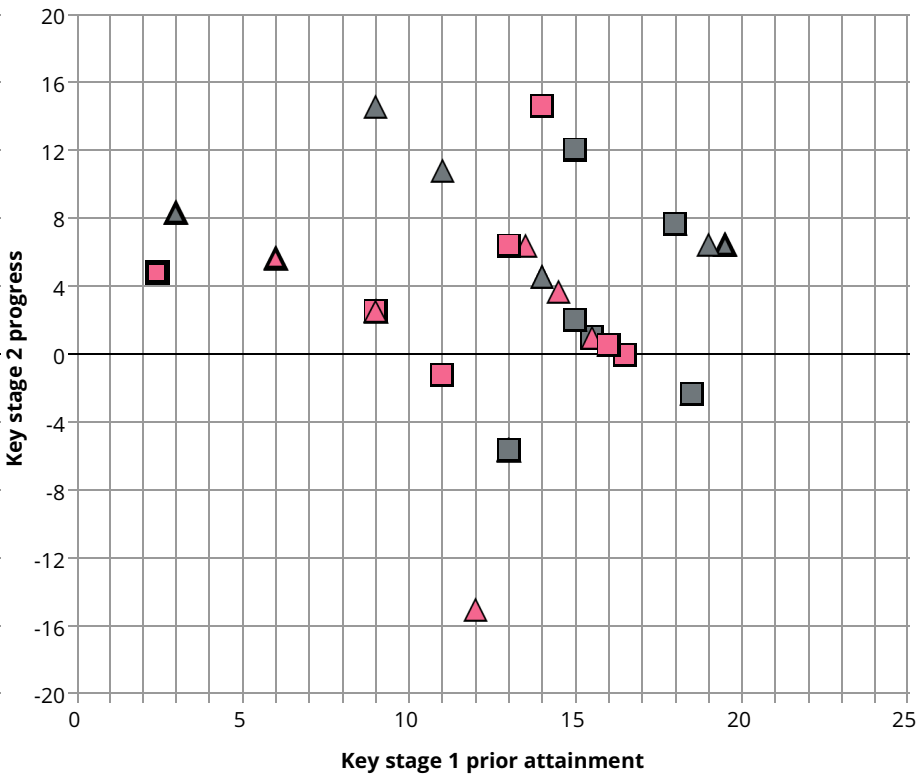
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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

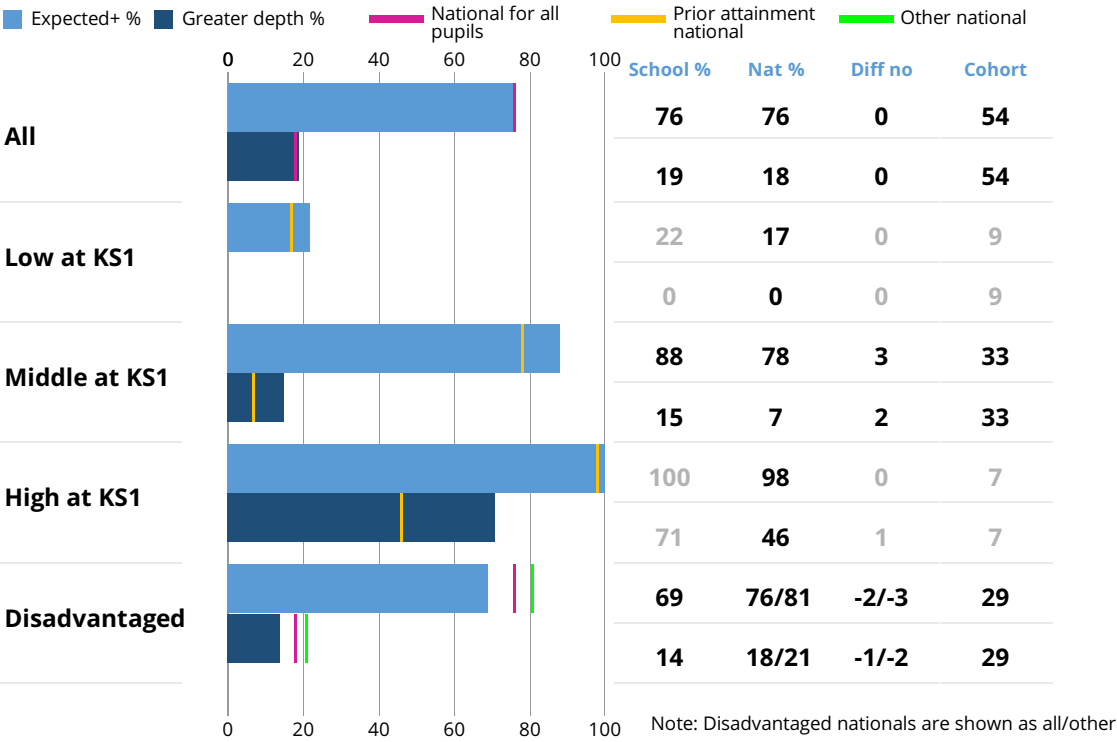
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



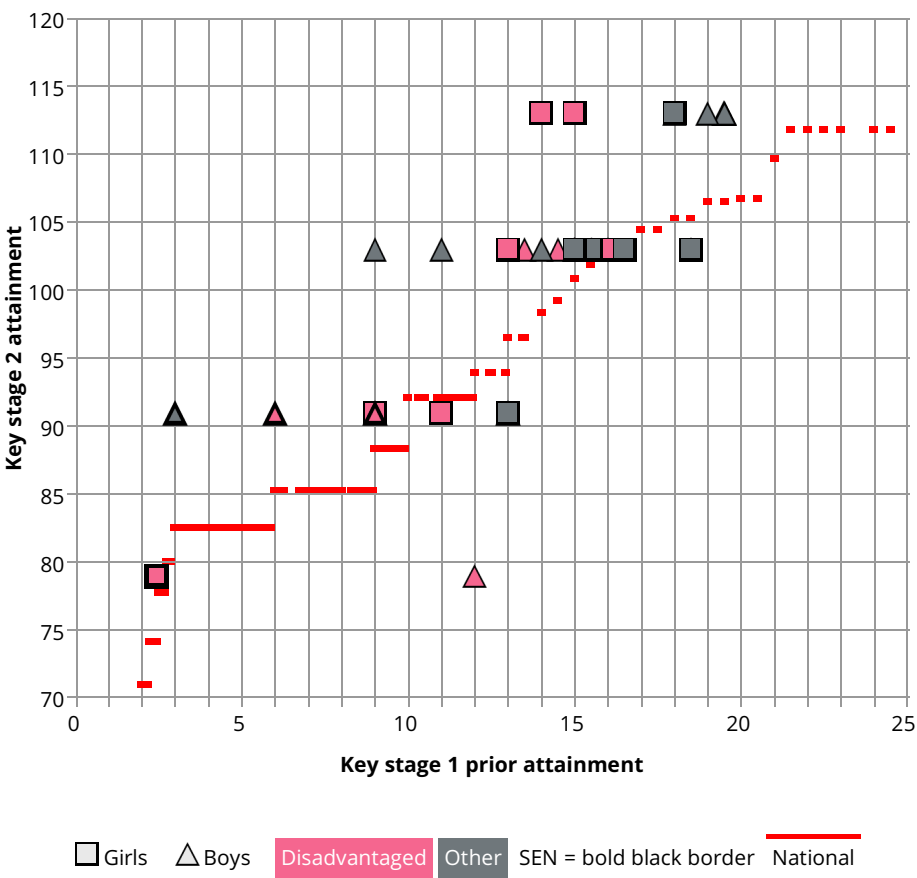
□ Girls △ Boys Disadvantaged Other SEN = bold black border

Writing (teacher assessment) attainment in 2017

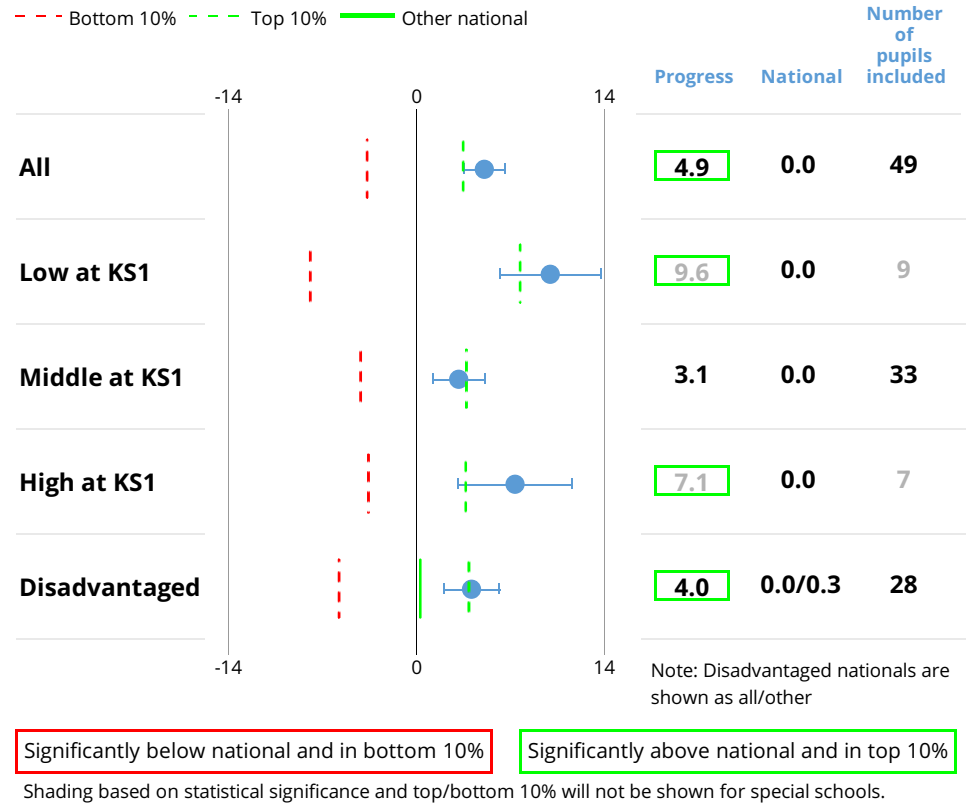


Writing data is based on teacher assesments. Users should be cautious when using this data.

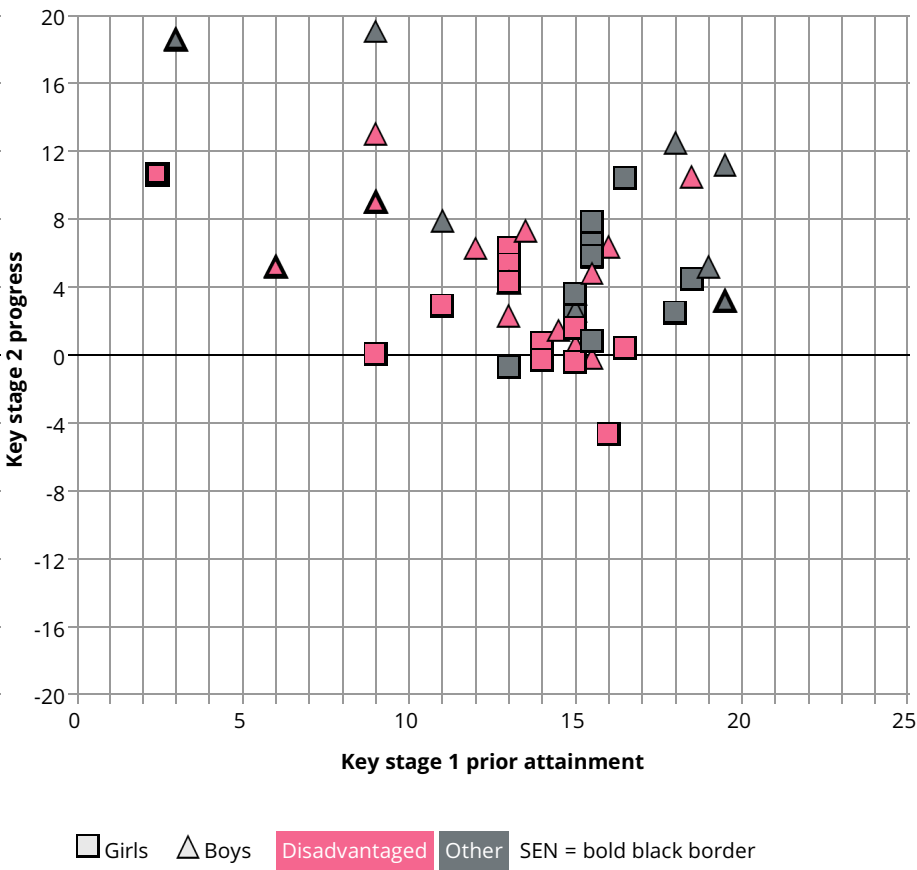
Writing (teacher assessment) attainment scatterplot



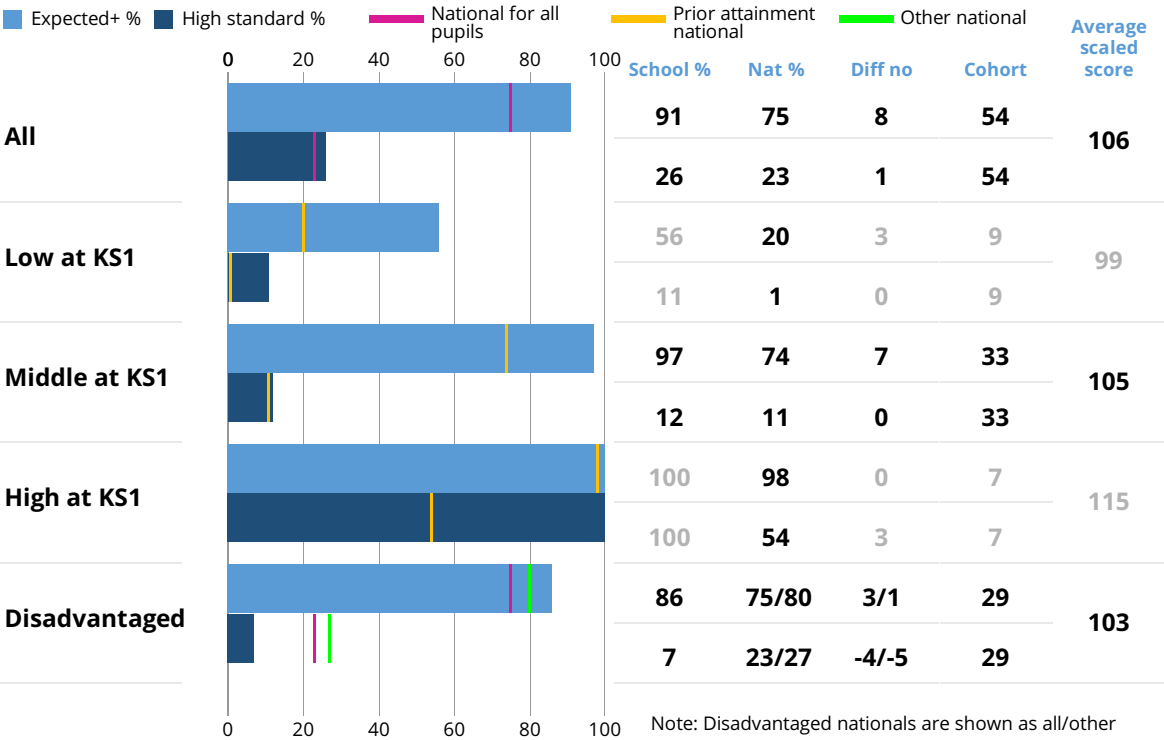
Mathematics progress in 2017



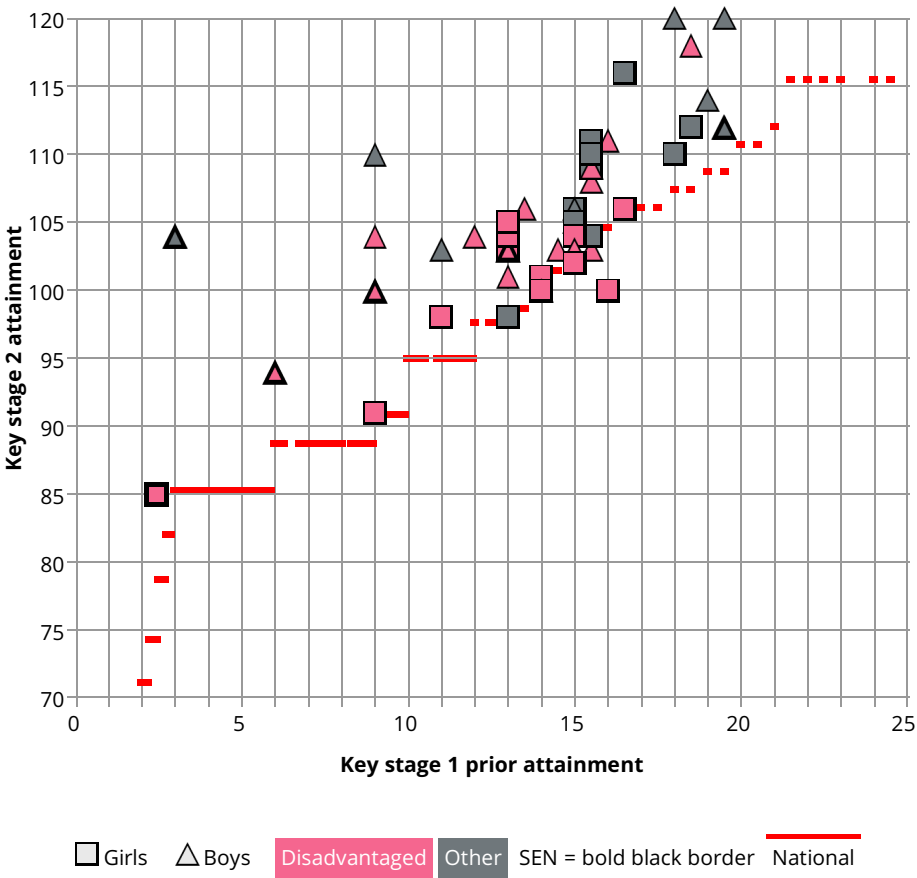
Mathematics progress scatterplot



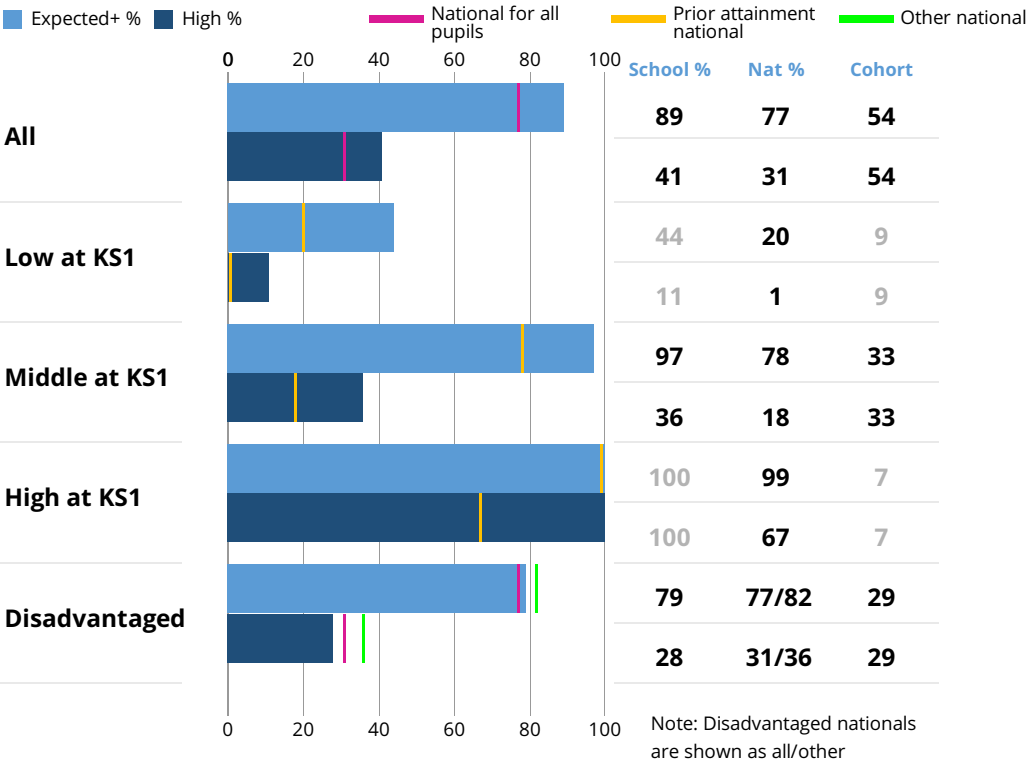
Mathematics attainment in 2017



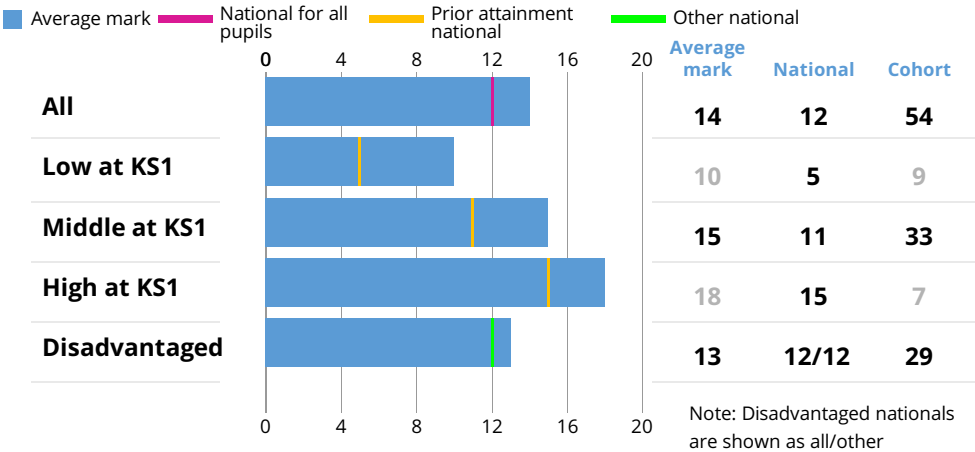
Mathematics attainment scatterplot



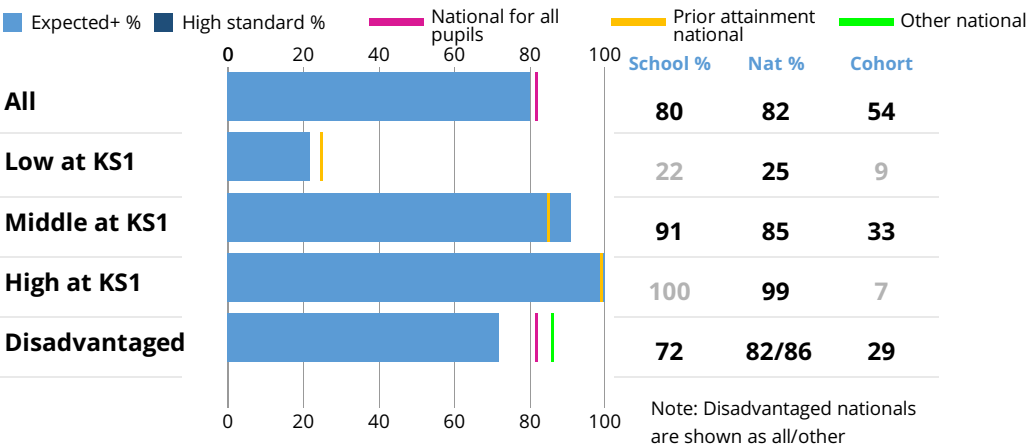
English grammar, punctuation and spelling (EGPS) in 2017



Spelling

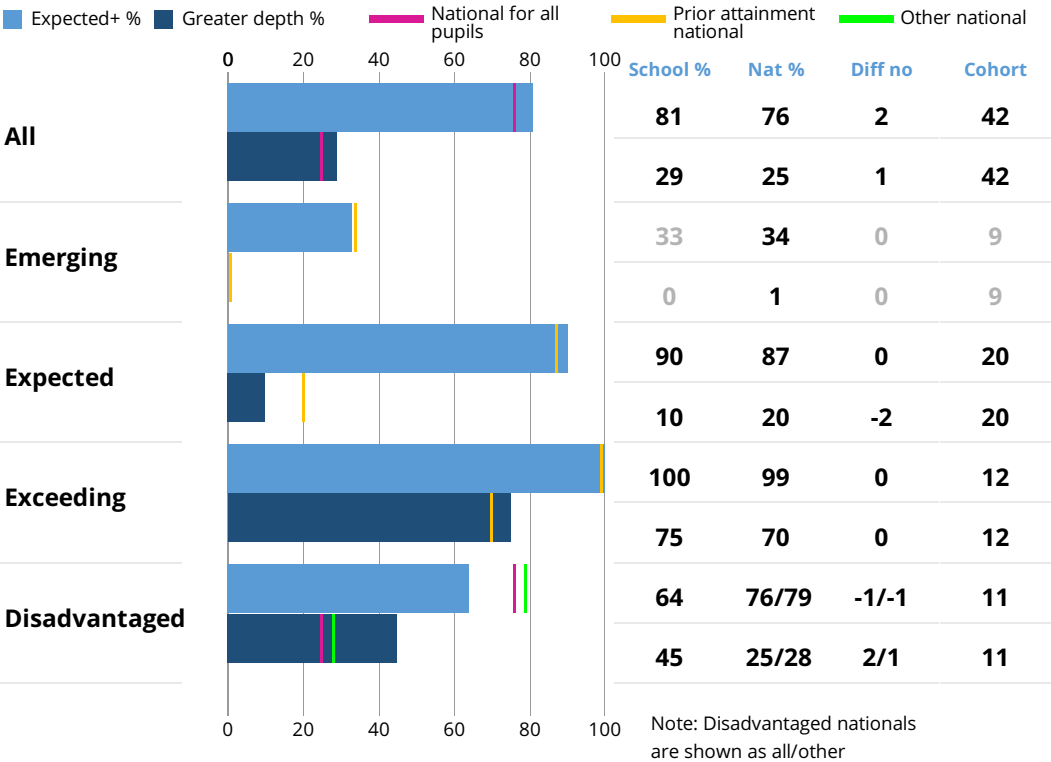


Science attainment in 2017

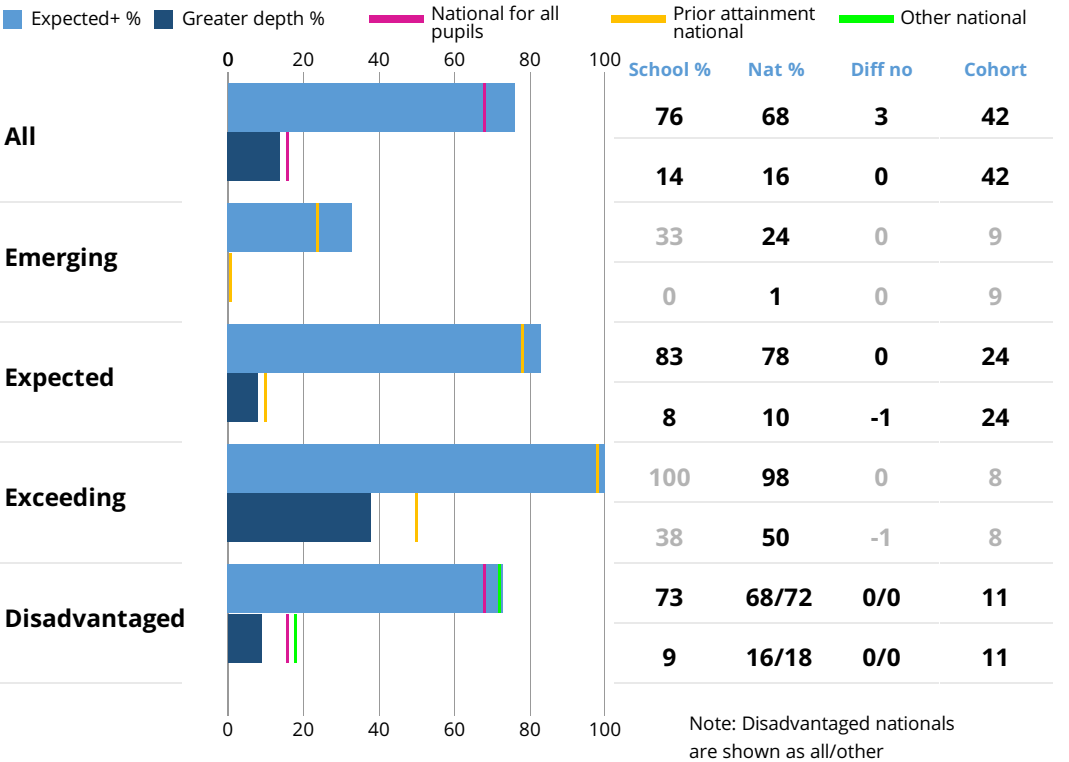


Science data is based on teacher assessments. Users should be cautious when using this data.

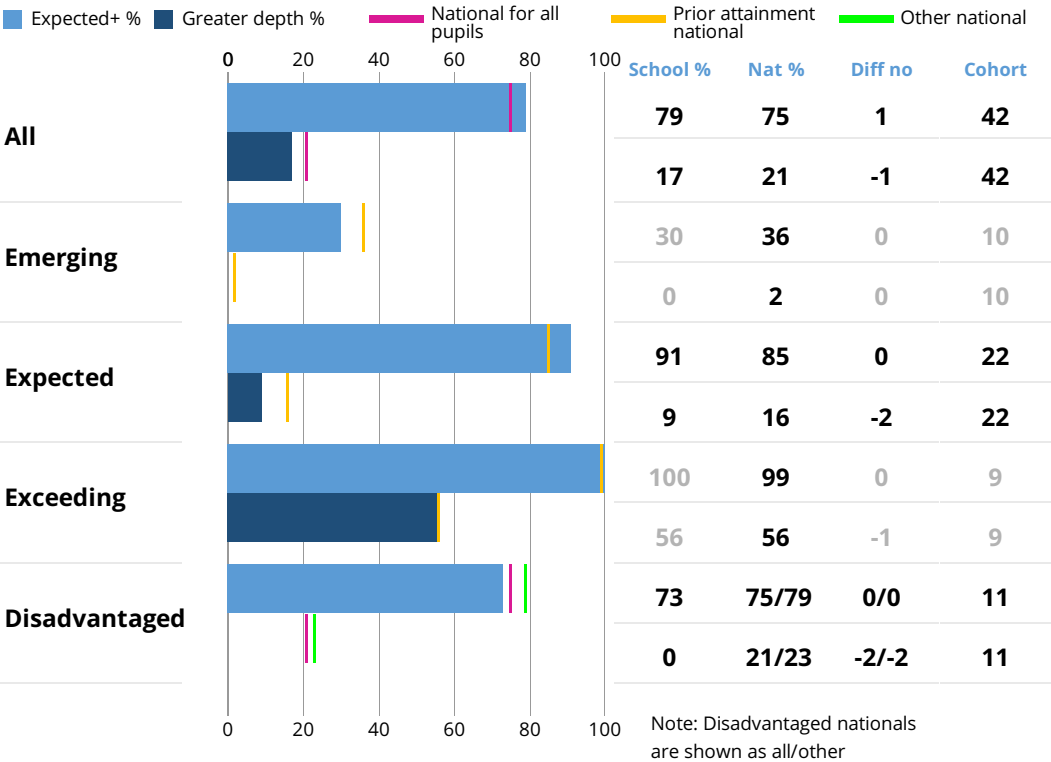
Reading in 2017



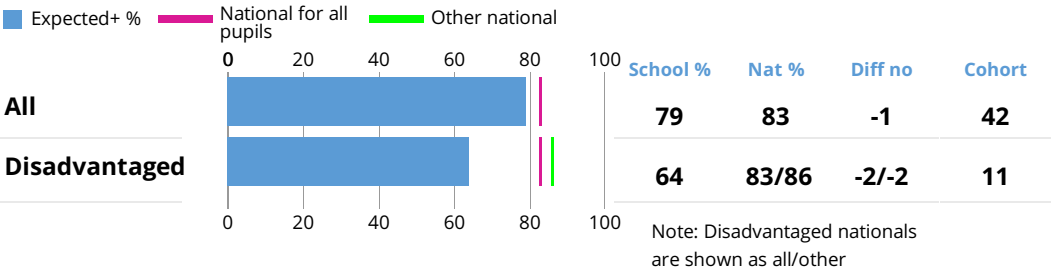
Writing in 2017



Mathematics in 2017

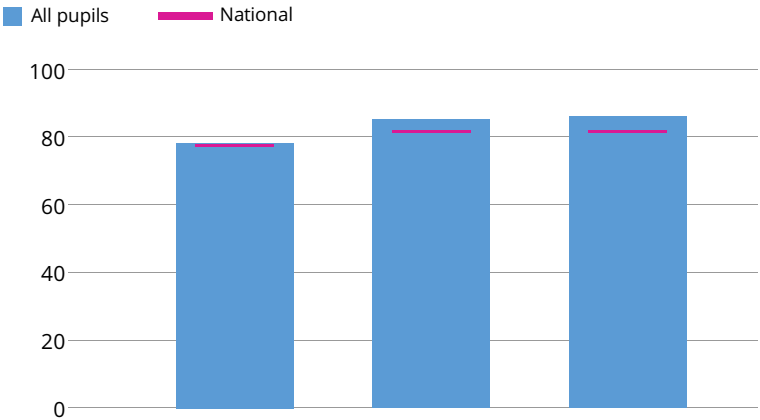


Science in 2017



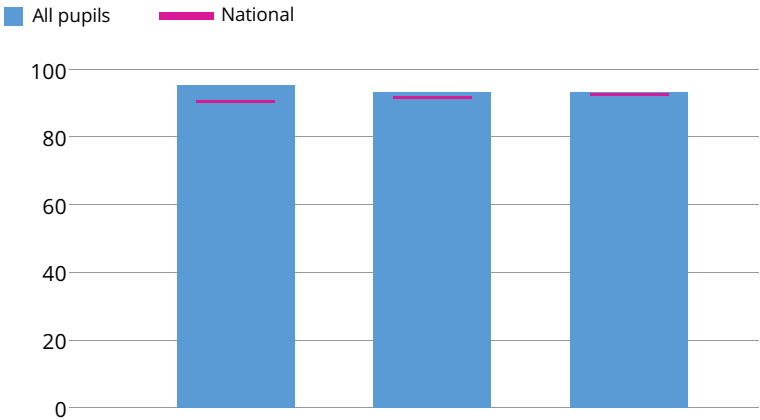
Phonics in 2017

Proportion meeting the expected standard
Year 1



	2015	2016	2017
School %	78	85	86
Nat %	77	81	81
Cohort	55	47	56

By end of year 2



	2015	2016	2017
School %	95	93	93
Nat %	90	91	92
Cohort	57	59	42