Areas to investigate

KS2 progress

- There were no meaningful trends or differences for this measure.

KS2 attainment

- There were no meaningful trends or differences for this measure.

KS1 attainment

- In 2018, attainment of the expected standard in reading (90%) and mathematics (90%) was above average and in the highest 10%.

Phonics in 2018

- A very large majority of pupils (93%) met the phonics expected standard in year 1.

EYFS

- There were no meaningful trends or differences for this measure.

Behaviour

- In 2017/18, the rate of overall absence (2.50%) was below the national average for schools with a similar level of deprivation (3.47%).

- Overall absence was low (in the lowest 10%) for the latest two years for all pupils.

- 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 0.27%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.13%.

Notes: The majority of 'areas to investigate' will not appear for small cohorts, and some are based on data not contained in this report. Progress measures are based on adjusted progress scores.

Inspection Data Summary Report, provisional (Phonics,EYFS,KS1) 2018, 29 April 2019   **Page 1**

Braywood CofE First School　　　　　　　　　　　　　　　　　　**URN: 109952　LAESTAB: 8683011**

Primary school context in 2018

Phase of education: Primary
Headteacher: Susan Calvert
Pupils: 145
Gender: Mixed
Deprivation Quintile: Lowest 20% (0.1)

Local authority: Windsor and Maidenhead
Admissions policy: Not applicable
Ages: 5-9
Denomination: Church of England
Special needs provision:

Ever 6 FSM %: 6.9
English additional language %: 0.0
SEN support %: 13.1
SEN with EHC plan %: 1.4

Ethnicity

- The largest ethnic groups are: White - British (85.5%), White - Irish (0.9%), White - any other White background (2.6%), Mixed - any other mixed background (4.3%), Asian or Asian British - Indian (6.0%), Parent/pupil preferred not to say (0.9%).

- This school has 5 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 lowest 20% of all schools for the number of pupils (145).

Girls

- There was nothing significant to report for this group.

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (6.9%).

- There were no children looked after in the school.

English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (0.0%).

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-ofsteds-inspection-dashboard

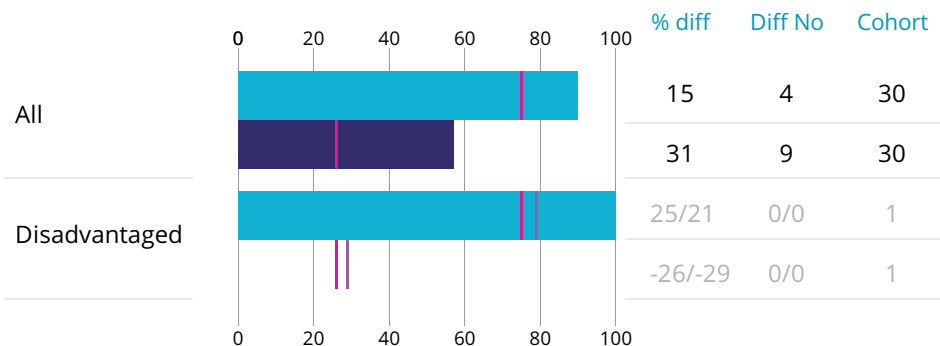# Primary school context 2018

Special Educational Needs

■ There was nothing significant to report for this group.

Prior Attainment

■ Pupil prior attainment was well above the national comparator for the following: Reading (year 1, year 2, year 3), Writing (year 2, year 3), Mathematics (year 3)
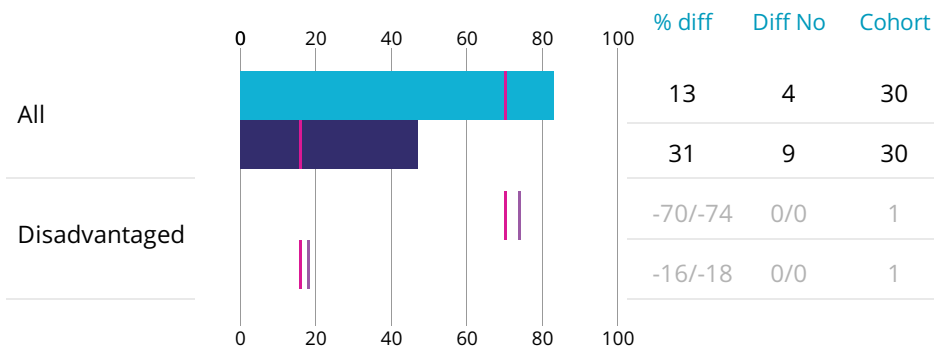
Reading

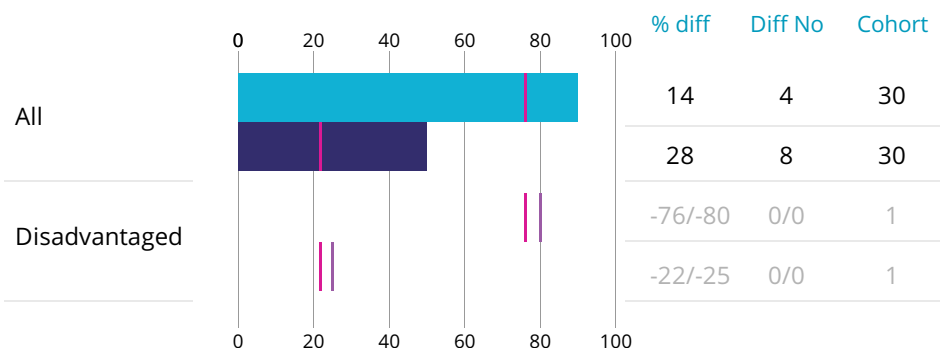| Expected+ %	Greater depth %	National for all pupils	Other national

	% diff	Diff No	Cohort
All	15	4	30
	31	9	30
Disadvantaged	25/21	0/0	1
	-26/-29	0/0	1

Writing

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

	% diff	Diff No	Cohort
All	13	4	30
	31	9	30
Disadvantaged	-70/-74	0/0	1
	-16/-18	0/0	1

Mathematics

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

	% diff	Diff No	Cohort
All	14	4	30
	28	8	30
Disadvantaged	-76/-80	0/0	1
	-22/-25	0/0	1

Science

Expected+ %	National for all pupils	Other national

	% diff	Diff No	Cohort
All	14	4	30
Disadvantaged	17/14	0/0	1
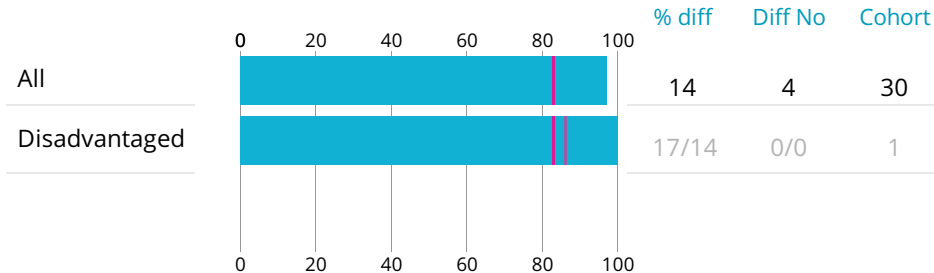
Note: 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Disadvantaged nationals are shown as all/other (other relates to pupils who are not defined as disadvantaged). For science the only outcome of the teacher assessment was whether pupils met the expected standard. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-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 = 30   One pupil relates to 3.3 percentage points.

In 2018, 93% of pupils achieved the expected standard, 11 percentage points above the national proportion. This difference was not statistically significant.
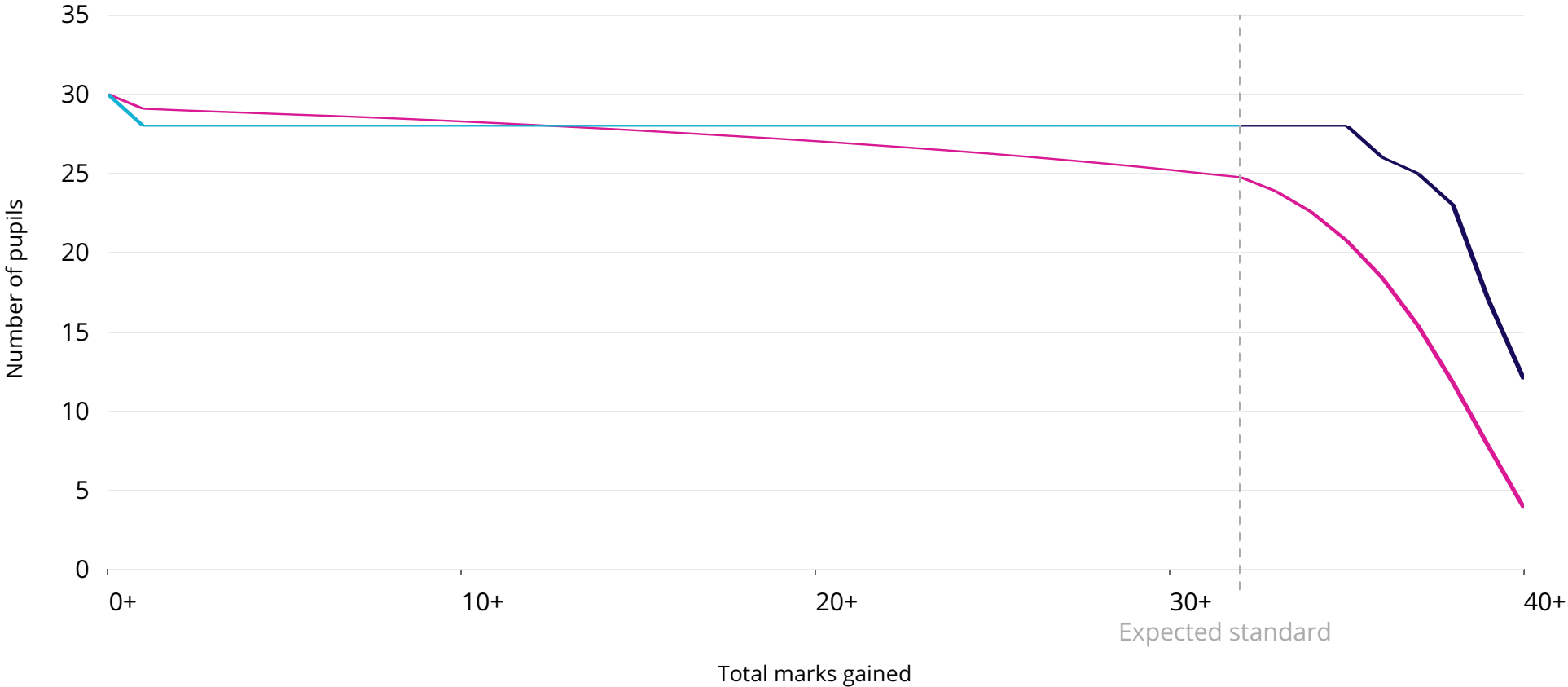
Notes: The plotted national line is the national phonics attainment percentage at each phonics mark multiplied by the whole school phonics attainment cohort. The expected standard for phonics is 32+. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard