

Areas to investigate

KS1 attainment

- In 2017, attainment in all subjects was above average and in the highest 10% for all pupils.

Phonics in 2017

- The vast majority of pupils (97%) met the phonics expected standard in year 1.

Absence and exclusions

- Overall absence in 2016/17 was low for all pupils (in the lowest 10%).

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. Please note some areas to investigate are based on data not contained in this report. The DfE announced in January, that a methodology change to the way key stage 2 progress is calculated for 2018 results will be made to better account for extreme scores, or 'outliers', and that this will change the progress scores of approximately 1% of pupils nationally (<https://www.gov.uk/government/publications/primary-school-accountability>). In the meantime, Ofsted has carried out initial modelling, and indicated where extreme scores occur based on the 2017 data. This has been indicated in the IDSR areas to investigate.

Phase of education: Primary
Headteacher: Susan Calvert
Pupils: 145
Gender: Mixed
Special needs provision:

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

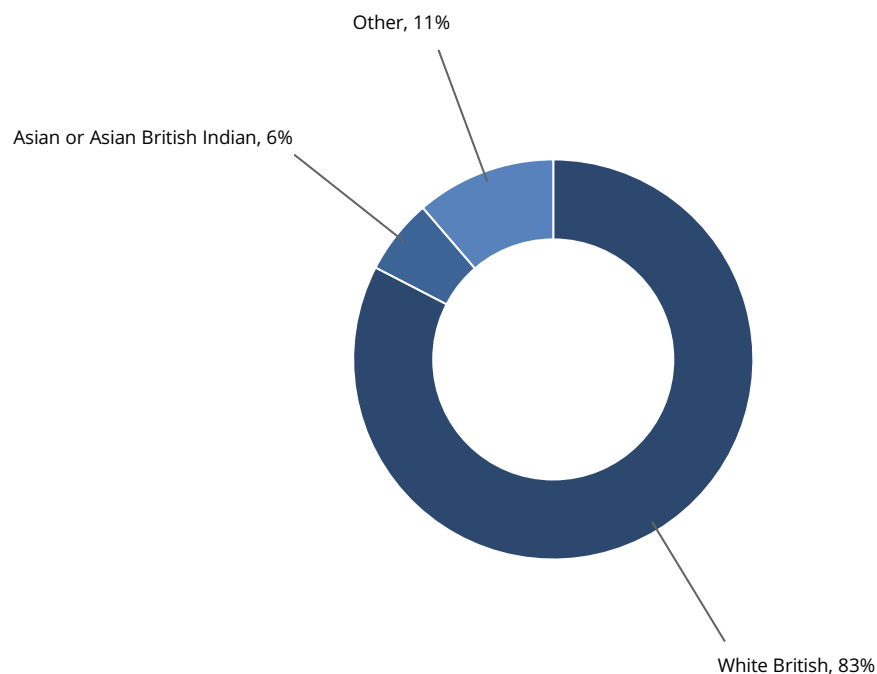
School level trends

	2015	2016	2017	2017 Quintile					
				Lowest 20% Q5	Q4	Q3	Q2	Highest 20% Q1	
% girls									
School	42	42	47	█	█	█	█	█	
National	49	49	49						
% eligible for FSM at any time during the past 6 years									
School	8	6	6	█	█	█	█	█	
National	26	25	24						
% of pupils first language not/believed not to be English									
School	1	2	0	█	█	█	█	█	
National	19	20	21						
% of pupils with SEN support									
School	14.6	13.7	13.1	█	█	█	█	█	
National	13.0	12.1	12.2						
% of pupils with a SEN statement or EHC plan									
School	1.5	0.7	1.4	█	█	█	█	█	
National	1.4	1.3	1.3						
School deprivation indicator									
School	0.1	0.1	0.1	█	█	█	█	█	
National	0.2	0.2	0.2						
Number on roll									
School	137	139	145	█	█	█	█	█	
National	269	275	279						

Schools details as of 3 January 2018

Ethnicity

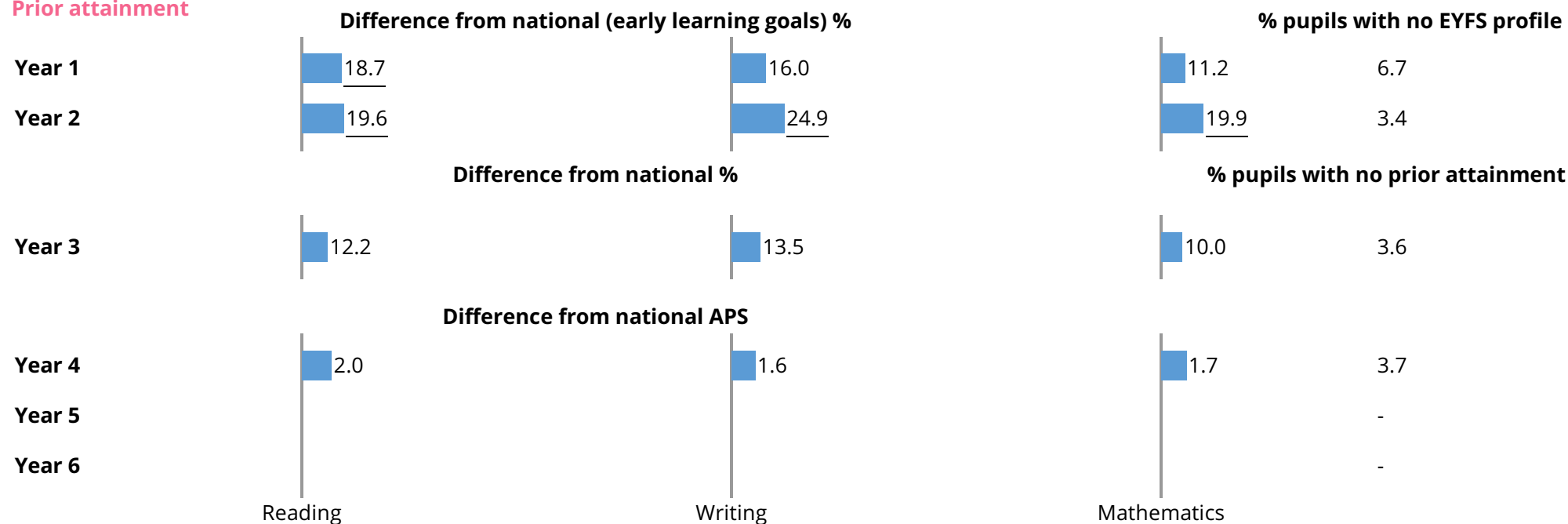
This school has 8 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	30	47	49	3	19	0	21	13	12	0
Year 2	30	50	49	0	22	0	21	17	14	0
Year 3	28	43	49	11	26	0	21	18	15	0
Year 4	27	44	49	4	28	0	21	11	16	0
Year 5	-	-	49	-	30	-	20	-	16	-
Year 6	-	-	49	-	31	-	20	-	17	-

Prior attainment



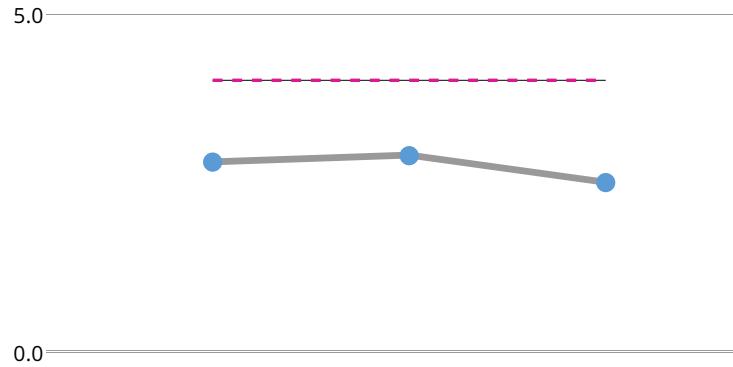
Underlined once: more than one standard deviation from national

Underlined twice: more than two standard deviations from national

This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

Absence

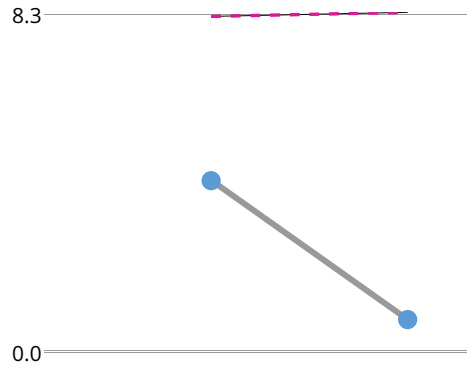
% of sessions missed



	2015	2016	2017
School %	2.8	2.9	2.5
Nat %	4.0	4.0	4.0
Cohort	120	119	118

Persistent Absence

% of pupils who missed 10% or more sessions



	2016	2017
School %	4.2	0.8
Nat %	8.2	8.3
Cohort	119	118

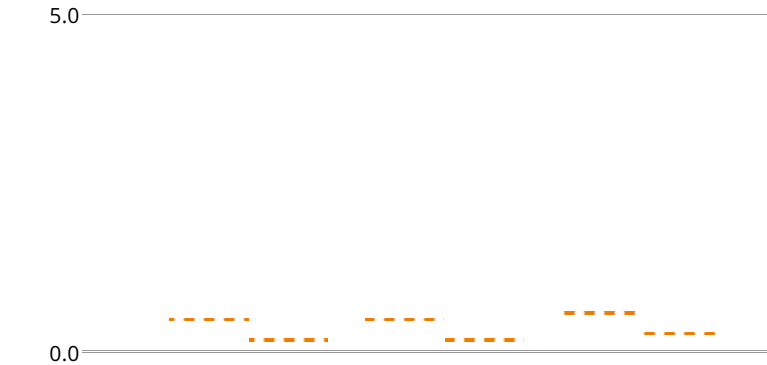
■ School ■ National

All absence indicators are based on three terms of data for mainstream and special schools. Nationals are displayed as per the school phase of education. Special schools have been compared with the national for secondary schools. For boarding schools only day pupils are included.

Fixed term exclusions

% of pupils excluded

■ Total ■ Repeat ■ National



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

The national for fixed term exclusions is based on phase of education, such as primary or secondary.

Permanent exclusions

= 1 pupil

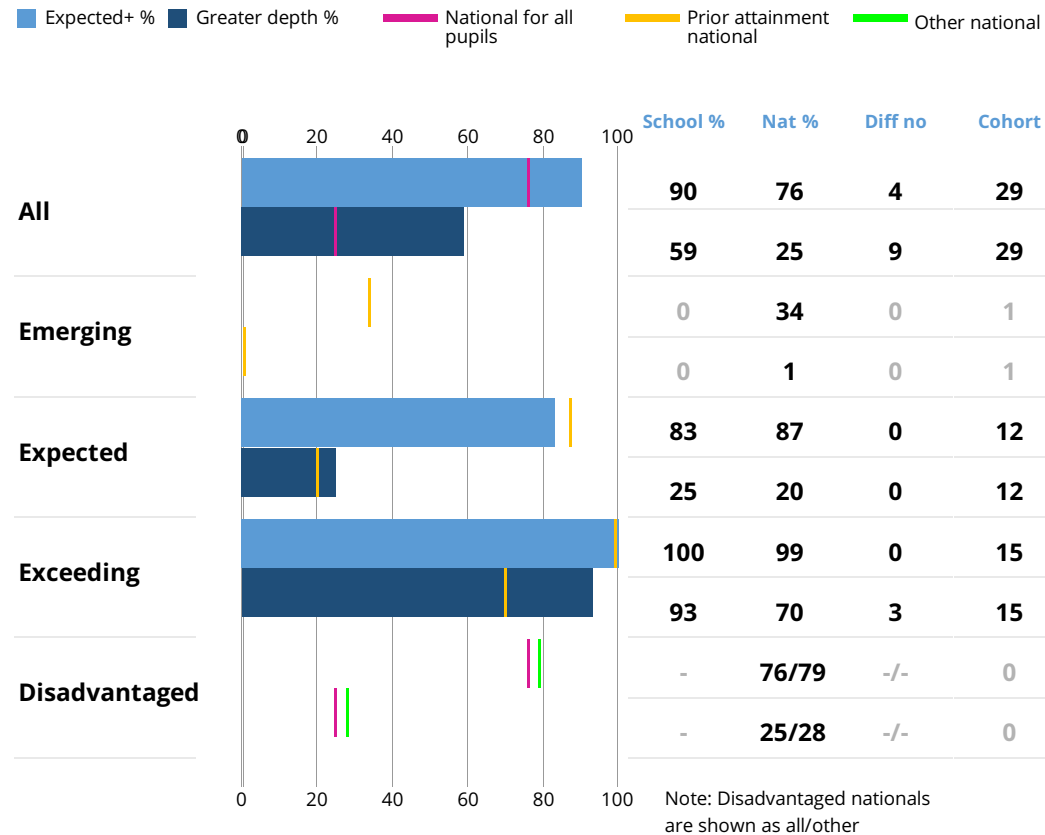
Nat

2016 (0) No permanent exclusions

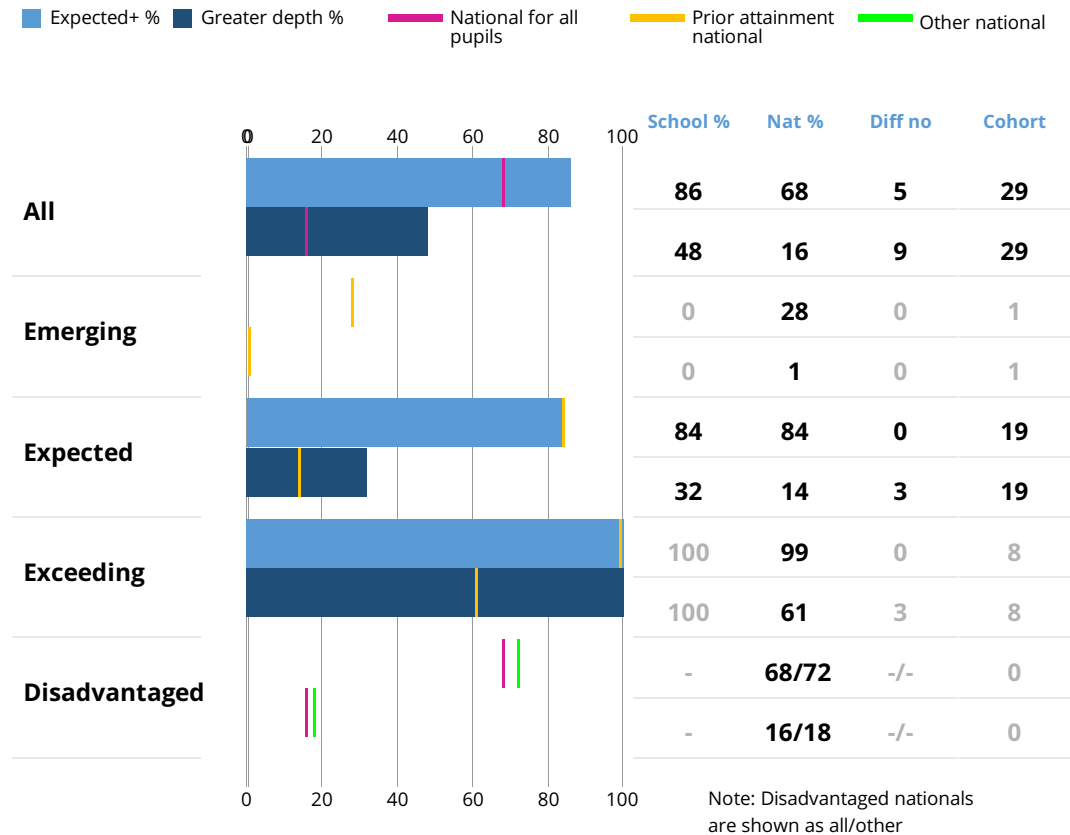
2015 (0) No permanent exclusions

The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

Reading in 2017



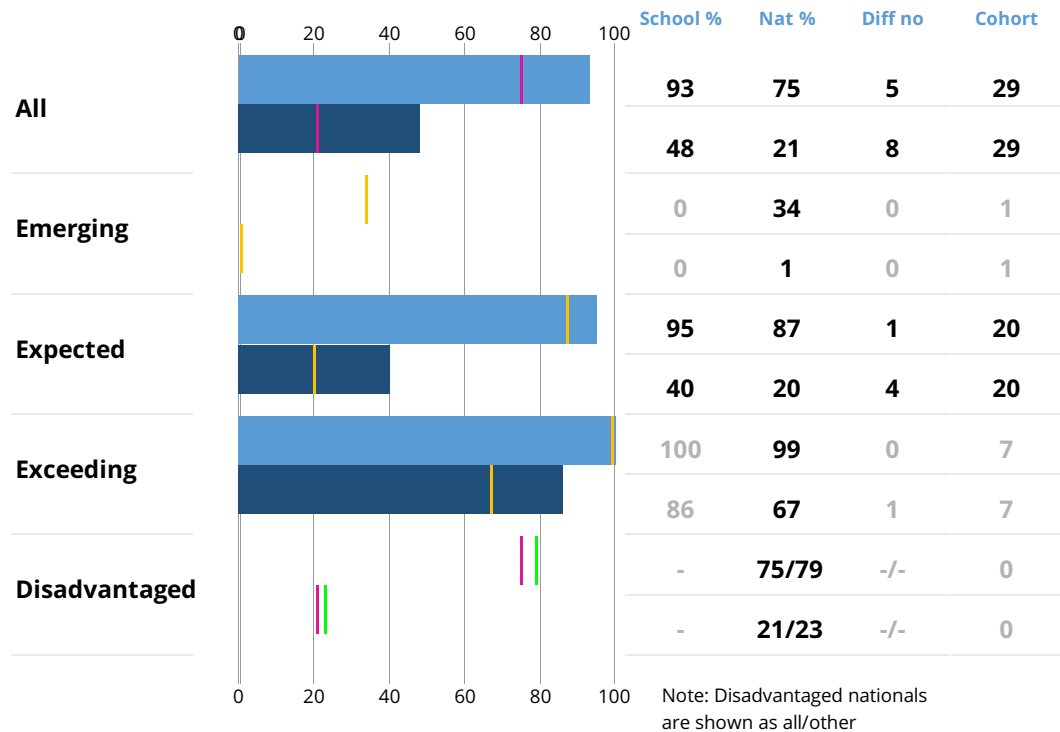
Writing in 2017



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The '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.

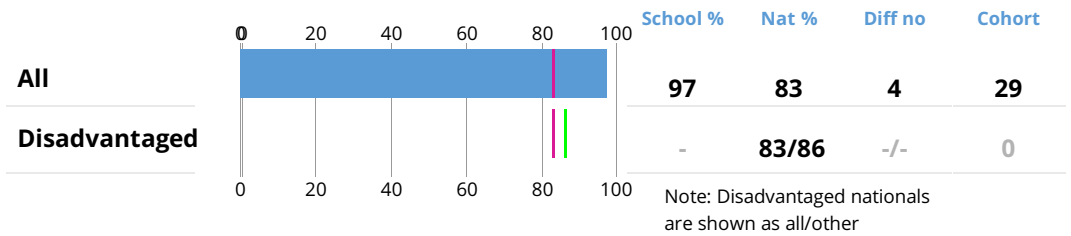
Mathematics in 2017

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



Science in 2017

Expected+ % National for all pupils Other national

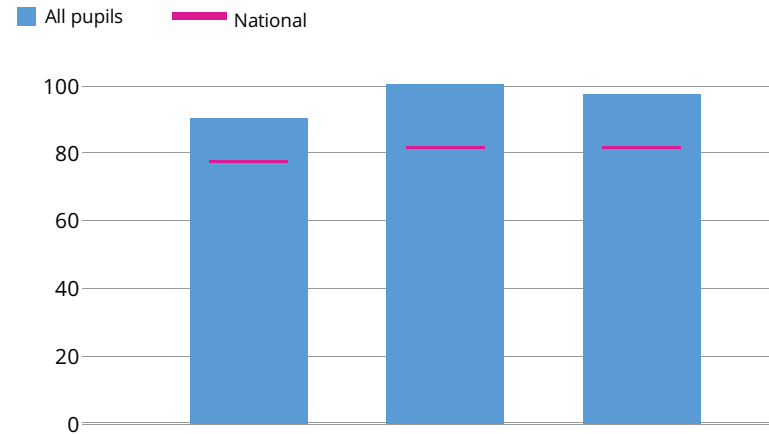


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Phonics in 2017

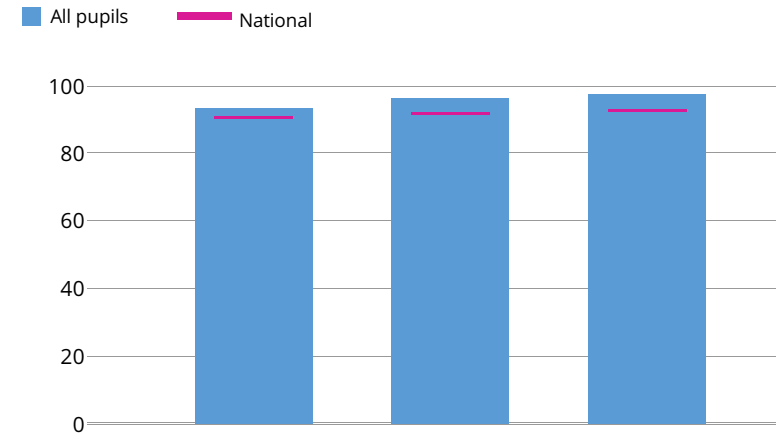
Proportion meeting the expected standard

Year 1



	2015	2016	2017
School %	90	100	97
Nat %	77	81	81
Cohort	30	29	30

By end of year 2

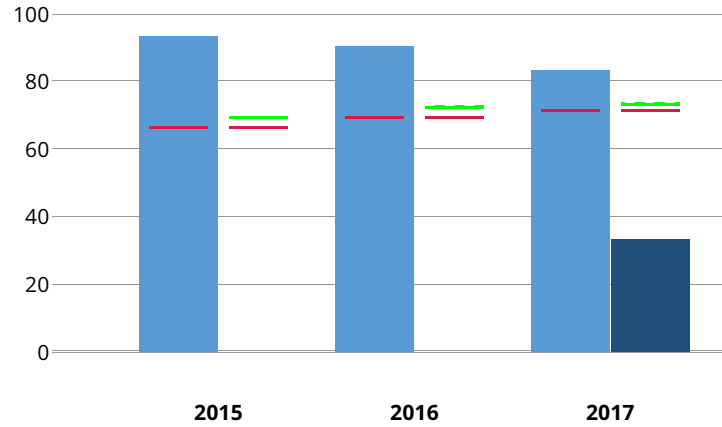


	2015	2016	2017
School %	93	96	97
Nat %	90	91	92
Cohort	29	27	29

Early Years Foundation Stage Profile

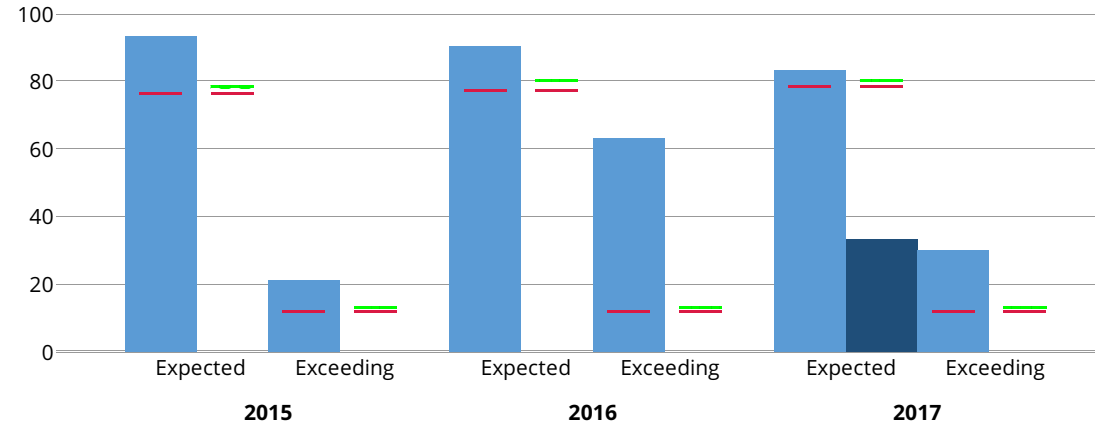
■ All pupils ■ FSM ■ National for all pupils ■ Other national

% good level of development



	2015		2016		2017	
School %	93	-	90	0	83	33
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	29	0	30	1	30	3

Mathematics early learning goals

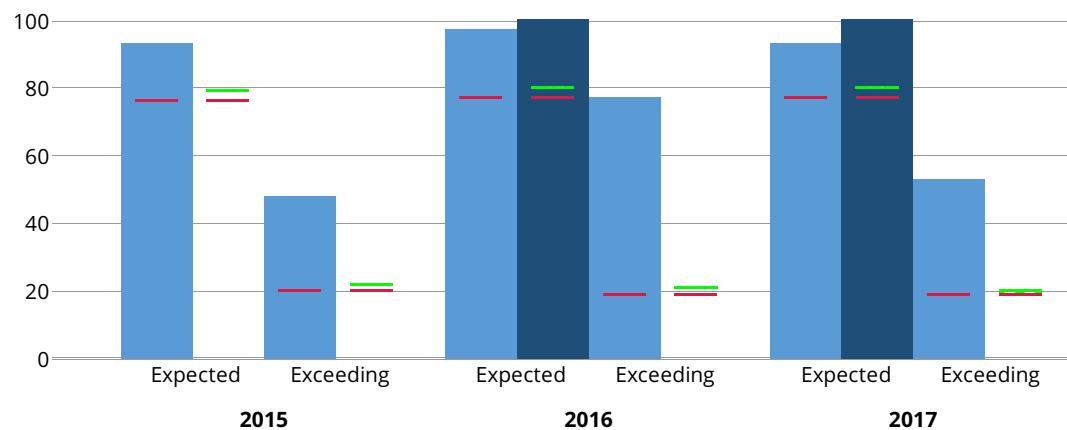


	2015		2016		2017							
School %	93	-	21	-	90	0	63	0	83	33	30	0
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	29	-	29	-	30	1	30	1	30	3	30	3

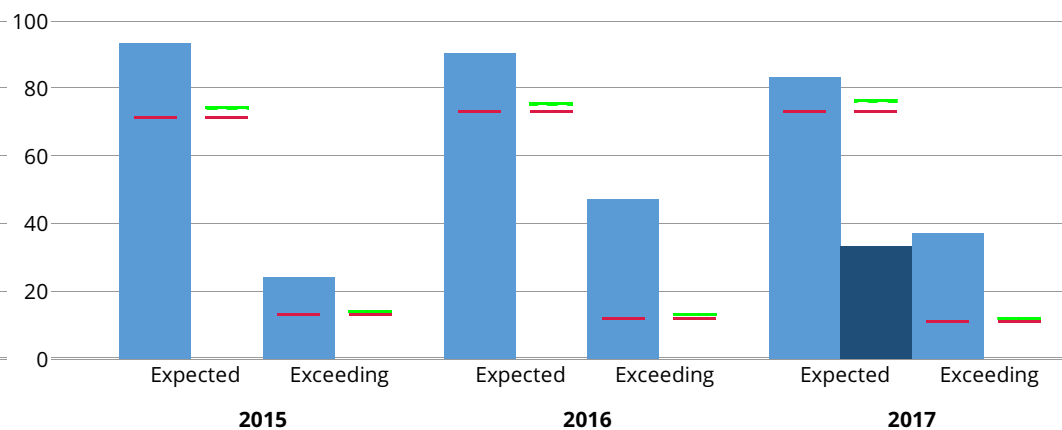
Early Years Foundation Stage Profile

■ All pupils ■ FSM ■ National for all pupils ■ Other national

Reading early learning goals



Writing early learning goals



School %	93	-	48	-	97	100	77	0	93	100	53	0	School %	93	-	24	-	90	0	47	0	83	33	37	0
Nat all %	76	76	20	20	77	77	19	19	77	77	19	19	Nat all %	71	71	13	13	73	73	12	12	73	73	11	11
Nat other %	-	79	-	22	-	80	-	21	-	80	-	20	Nat other %	-	74	-	14	-	75	-	13	-	76	-	12
Cohort	29	-	29	-	30	1	30	1	30	3	30	3	Cohort	29	-	29	-	30	1	30	1	30	3	30	3