Areas to investigate

KS2 progress trend

- 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

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

KS1 attainment

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

Phonics in 2017

- The average mark for pupils not meeting the phonics expected standard in year 1 was 11.

*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 %	71	(65)	(85)
Reading progress	0.9	(-5)	(-2.5)
Writing progress	2.1	(-7)	(-3.5)
Maths progress	5.5	(-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).
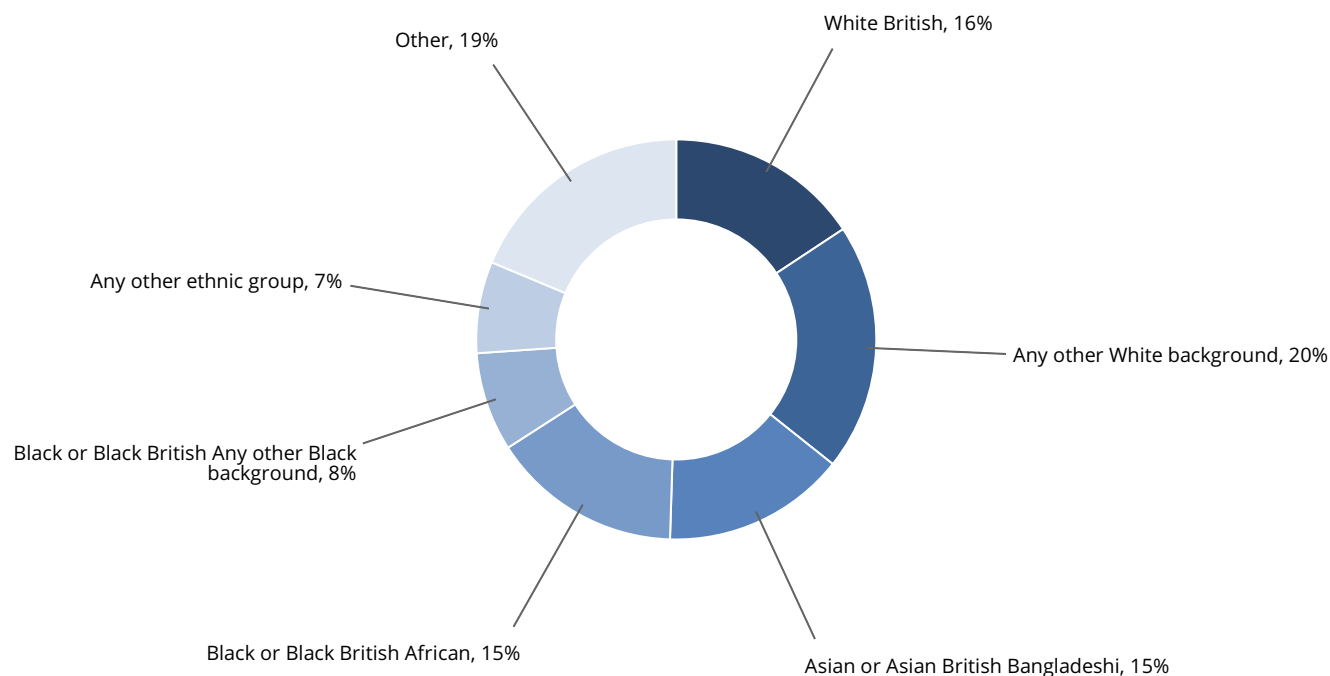
Coasting element   2014 2015 2016

For coasting element definitions see https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent

Scott Wilkie Primary School

URN: 102757 **LAESTAB:** 3162088

Phase of education: Primary
Headteacher: Keri Edge
Pupils: 415
Gender: Mixed
Special needs provision:

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

School level trends

2017 Quintile

				Bottom 20%				Top 20%
	2015	2016	2017	Q5	Q4	Q3	Q2	Q1

% girls

	2015	2016	2017
School	47	50	51
National	49	49	49

% of pupils known to be eligible for FSM

	2015	2016	2017
School	45	41	40
National	16	15	24

% of pupils first language not/believed not to be English

	2015	2016	2017
School	66	67	66
National	19	20	21

% of pupils with SEN support

	2015	2016	2017
School	4.9	6.5	10.6
National	13.0	12.1	12.2

% of pupils with a SEN statement or EHC plan

	2015	2016	2017
School	0.0	0.2	0.0
National	1.4	1.3	1.3

School deprivation indicator

	2015	2016	2017
School	0.5	0.3	0.3
National	0.2	0.2	0.2

Ethnicity

This school has 16 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.

Other, 19%
White British, 16%
Any other White background, 20%
Any other ethnic group, 7%
Black or Black British Any other Black background, 8%
Black or Black British African, 15%
Asian or Asian British Bangladeshi, 15%

Scott Wilkie Primary School   **URN:** 102757 **LAESTAB:** 3162088

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	60	48	49	42	19	53	21	10	12	0
Year 2	52	58	49	62	22	69	21	15	14	0
Year 3	47	51	49	53	26	53	21	11	15	0
Year 4	54	54	49	65	28	70	21	11	16	0
Year 5	56	57	49	68	30	68	20	11	16	0
Year 6	56	50	49	52	31	80	20	9	17	0

Prior attainment

Difference from national (early learning goals) %   **% pupils with no EYFS profile**

	Reading	Writing	Mathematics	
Year 1	-1.4	-11.5	-7.2	6.8
Year 2	-1.8	-2.8	-9.9	7.7

Difference from national %   **% pupils with no prior attainment**

	Reading	Writing	Mathematics	
Year 3	0.9	0.9	2.4	4.3

Difference from national APS

	Reading	Writing	Mathematics	
Year 4	-0.6	-0.3	-0.2	3.7
Year 5	-0.2	-0.4	-0.5	14.3
Year 6	-1.7	-1.3	-1.0	23.2

Reading   Writing   Mathematics

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

Bottom 20% → Q5 Q4 Q3 Q2 Q1 ← Top 20%

Group	Year (Cohort)	Q5	Q4	Q3	Q2	Q1
All	2015 (35)				40	
	2016 (48)				37	
	2017 (43)					3
Low at KS1	2015 (8)			51		
	2016 (3)			52		
	2017 (7)					3
Middle at KS1	2015 (22)				42	
	2016 (36)				40	
	2017 (29)					8
High at KS1	2015 (5)				25	
	2016 (9)				31	
	2017 (7)				37	
Disadvantaged	2015 (23)				32	
	2016 (31)				40	
	2017 (26)					6

Writing

Bottom 20% → Q5 Q4 Q3 Q2 Q1 ← Top 20%

Group	Year (Cohort)	Q5	Q4	Q3	Q2	Q1
All	2015 (35)				34	
	2016 (49)				23	
	2017 (43)					9
Low at KS1	2015 (8)			45		
	2016 (3)				15	
	2017 (7)					8
Middle at KS1	2015 (22)				40	
	2016 (37)				30	
	2017 (29)				21	
High at KS1	2015 (5)					20
	2016 (9)				22	
	2017 (7)					14
Disadvantaged	2015 (23)				28	
	2016 (32)				31	
	2017 (26)					7

Mathematics

Bottom 20% → Q5 Q4 Q3 Q2 Q1 ← Top 20%

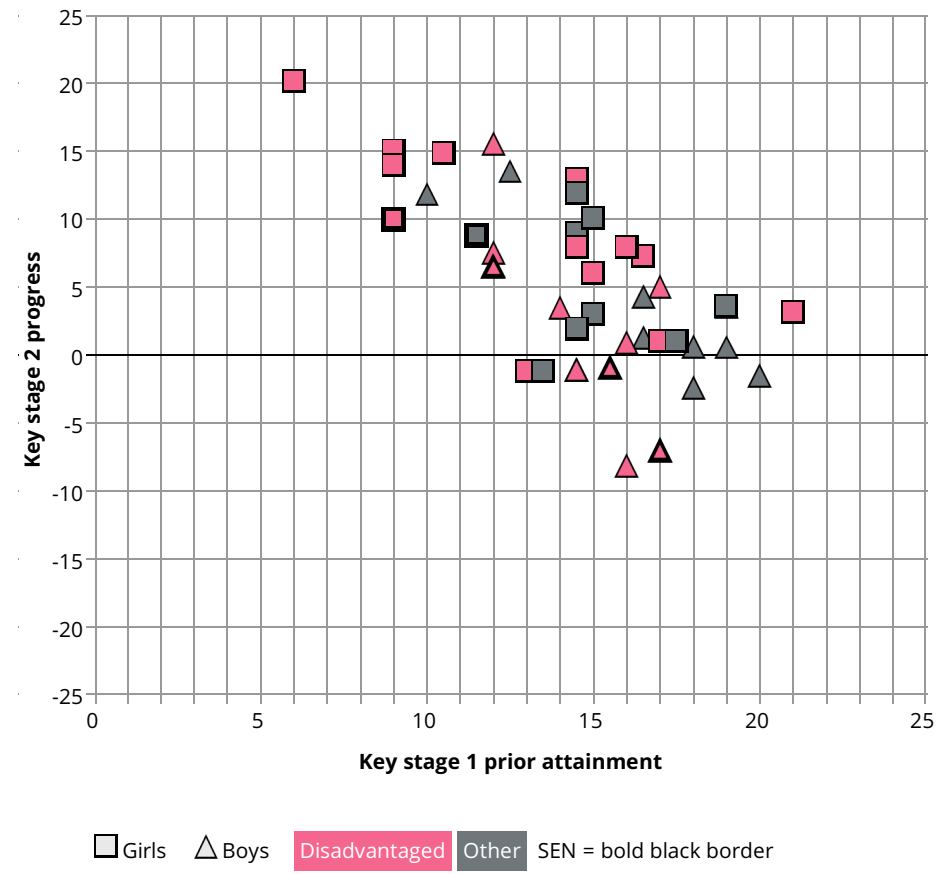| Group	Year (Cohort)	Q5	Q4	Q3	Q2	Q1
All	2015 (35)					15
	2016 (48)					2
	2017 (43)					1
Low at KS1	2015 (8)					17
	2016 (3)					20
	2017 (7)					3
Middle at KS1	2015 (22)				24	
	2016 (36)					2
	2017 (29)					2
High at KS1	2015 (5)					18
	2016 (9)					10
	2017 (7)					2
Disadvantaged	2015 (23)					18
	2016 (31)					2
	2017 (26)					2

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.

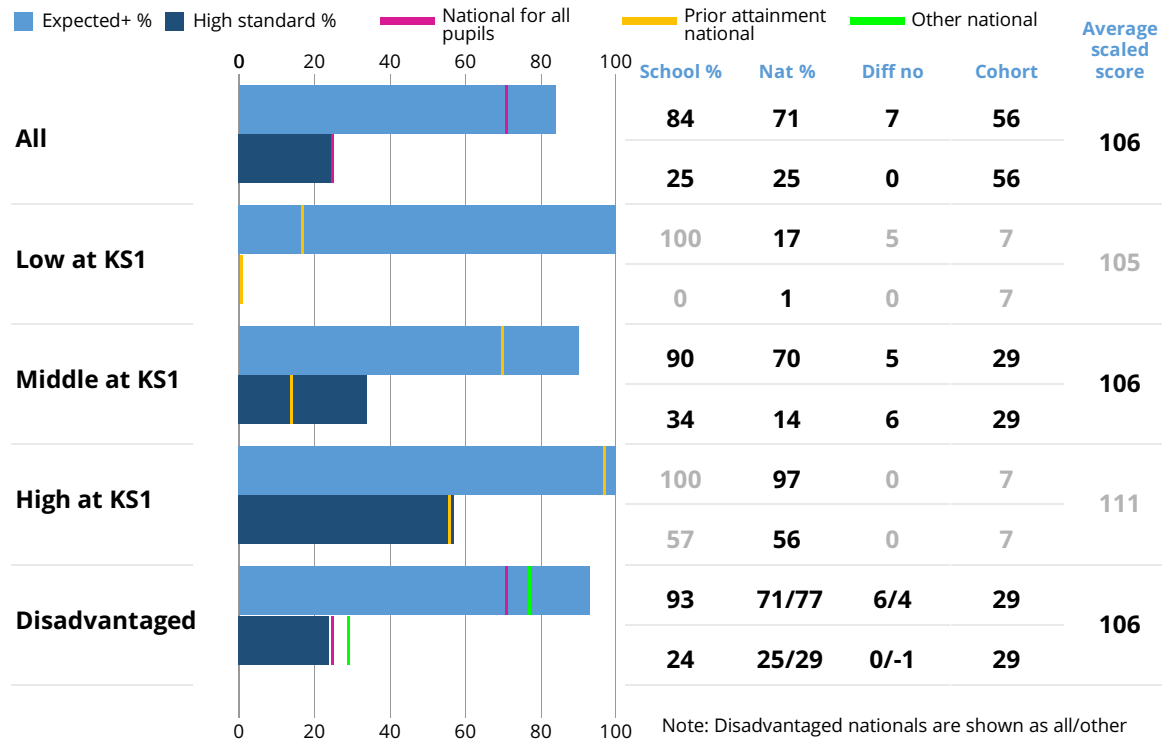() Cohort   Significantly below national   Significantly above national   Change in methodology or calculations --------------

Reading progress in 2017

- - - Bottom 10%   - - - Top 10%   —— Other national

	Progress	National	Number of pupils included
All	5.3	0.0	43
Low at KS1	13.6	0.0	7
Middle at KS1	4.3	0.0	29
High at KS1	1.1	0.0	7
Disadvantaged	5.8	0.0/0.3	26

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%
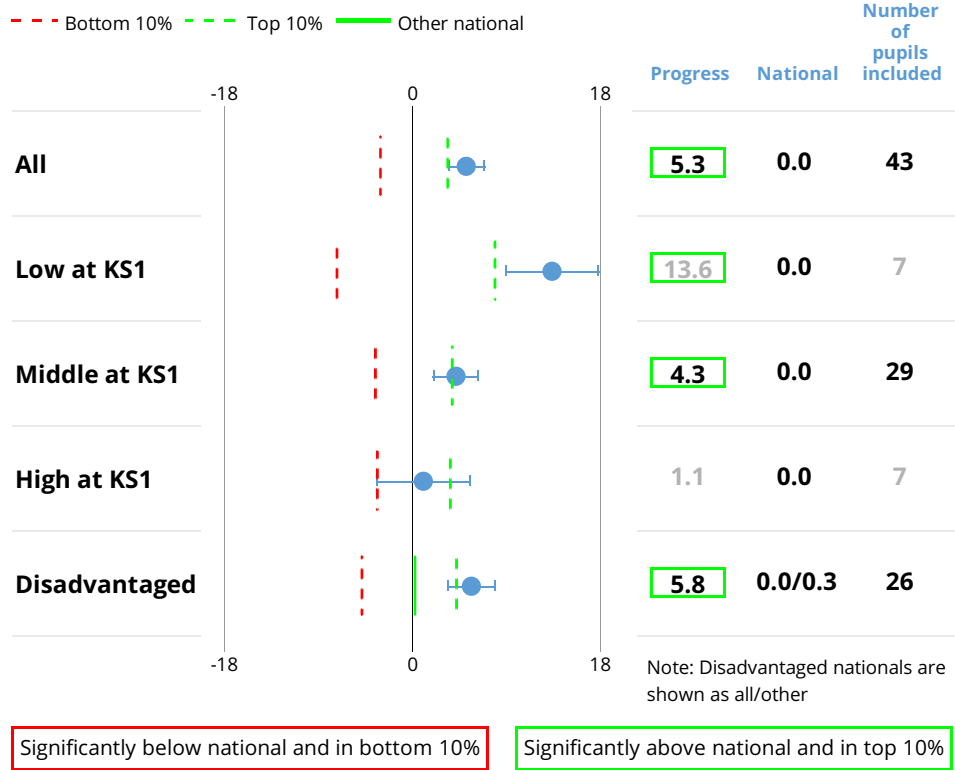
Reading progress scatterplot

Key stage 2 progress vs Key stage 1 prior attainment

☐ Girls   △ Boys   ☐ Disadvantaged   ☐ Other   SEN = bold black border

Reading attainment in 2017

- Expected+ %
- High standard %
- National for all pupils
- Prior attainment national
- Other national

	School %	Nat %	Diff no	Cohort	Average scaled score
All	84	71	7	56	**106**
	25	25	0	56	
Low at KS1	100	17	5	7	105
	0	1	0	7	
Middle at KS1	90	70	5	29	**106**
	34	14	6	29	
High at KS1	100	97	0	7	111
	57	56	0	7	
Disadvantaged	93	71/77	6/4	29	**106**
	24	25/29	0/-1	29	

Note: Disadvantaged nationals are shown as all/other

Reading attainment scatterplot

Legend: Girls (square), Boys (triangle), Disadvantaged (pink), Other (grey), SEN = bold black border, National (red line)

X axis: Key stage 1 prior attainment
Y axis: Key stage 2 attainment

Scott Wilkie Primary School

Writing (teacher assessment) progress in 2017

– – – Bottom 10% – – – Top 10% ──── Other national

	Progress	National	Number of pupils included
All	3.3	0.0	43
Low at KS1	8.3	0.0	7
Middle at KS1	2.0	0.0	29
High at KS1	3.5	0.0	7
Disadvantaged	4.3	0.0/0.2	26

Note: Disadvantaged nationals are shown as all/other
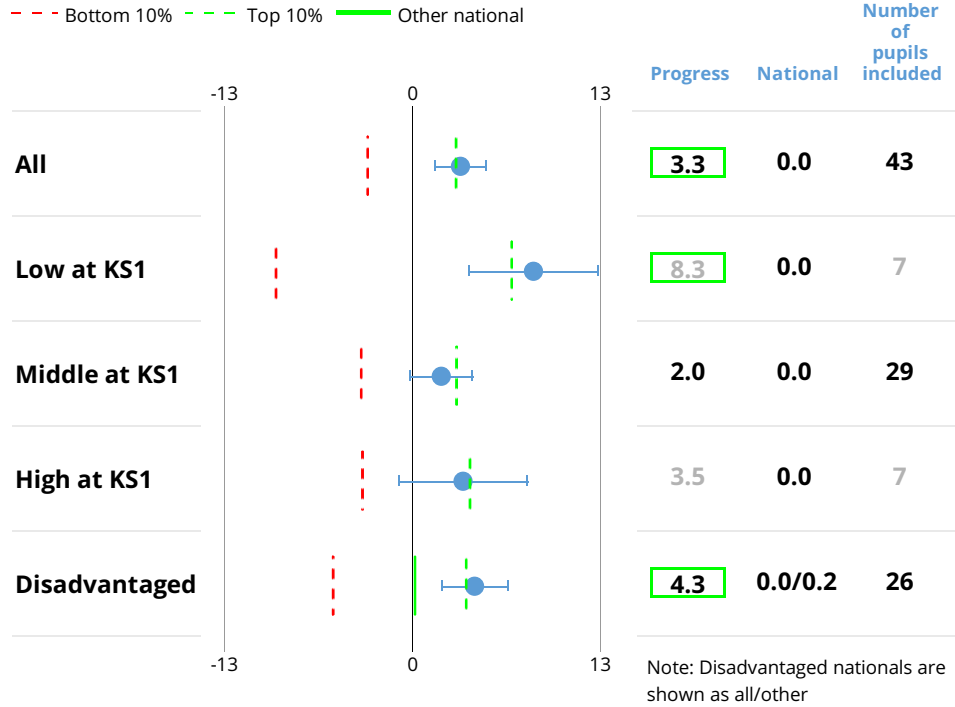
Significantly below national and in bottom 10%
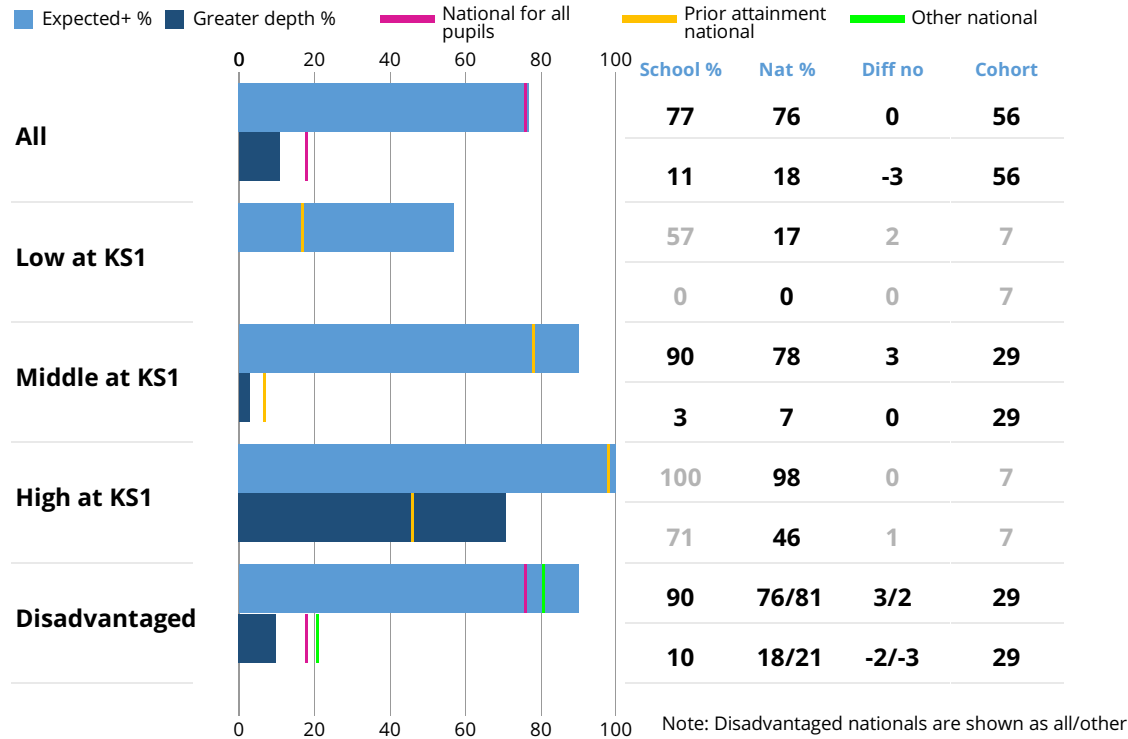
Significantly above national and in top 10%

Writing data is based on teacher assesments. Users should be cautious when using this data.
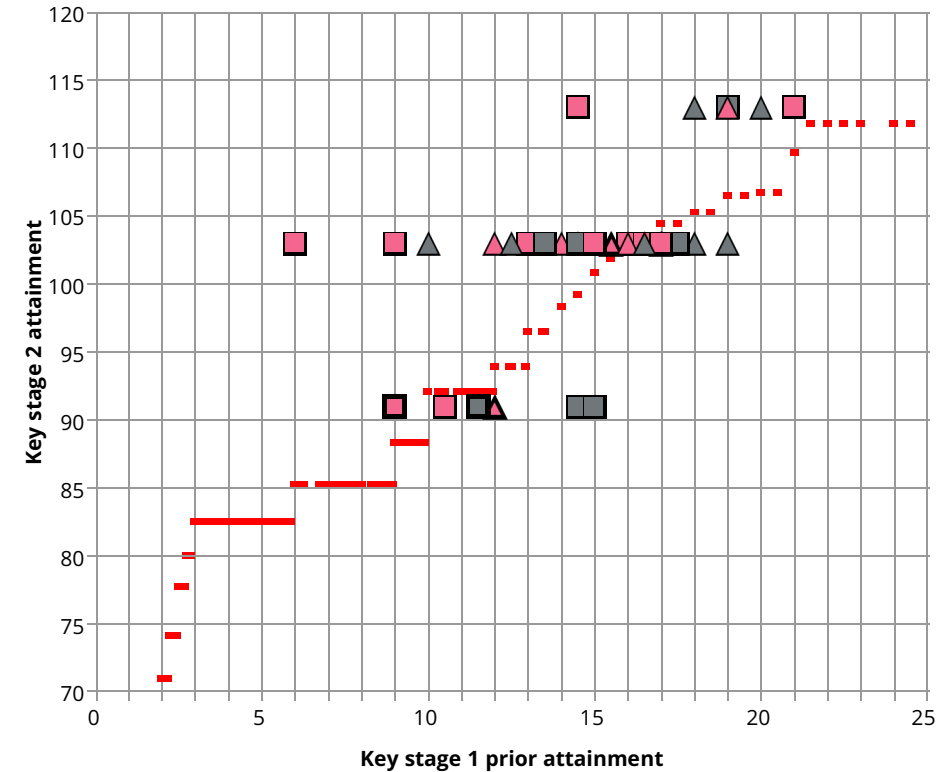
Writing (teacher assessment) progress scatterplot
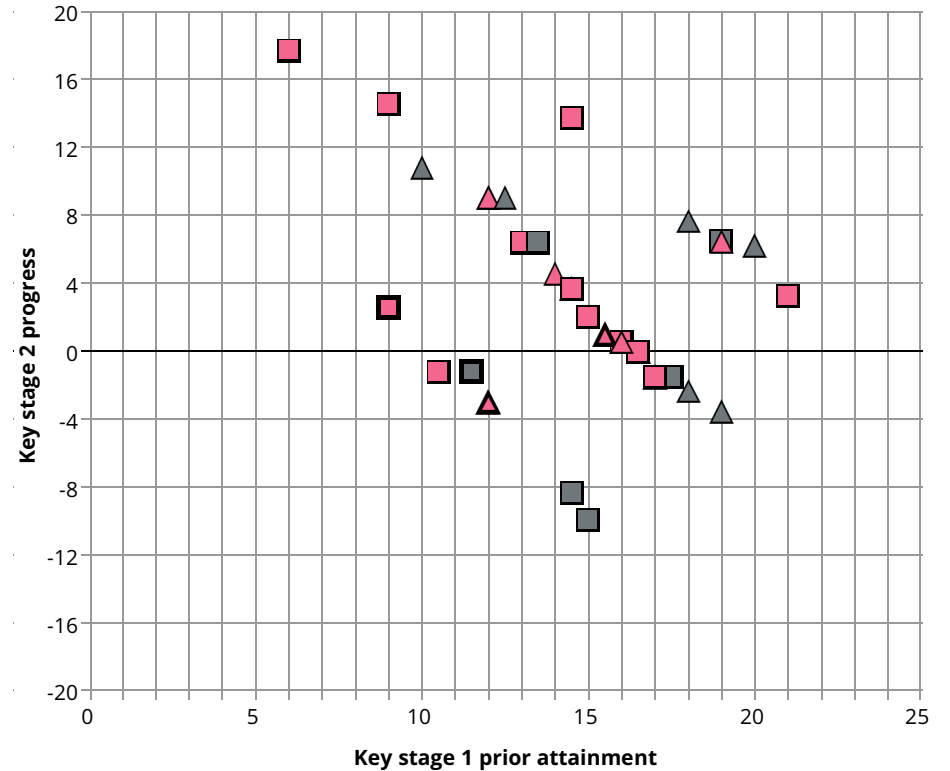
☐ Girls △ Boys ▨ Disadvantaged ▨ Other SEN = bold black border

Scott Wilkie Primary School

Writing (teacher assessment) attainment in 2017

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

	School %	Nat %	Diff no	Cohort
All	77	76	0	56
	11	18	-3	56
Low at KS1	57	17	2	7
	0	0	0	7
Middle at KS1	90	78	3	29
	3	7	0	29
High at KS1	100	98	0	7
	71	46	1	7
Disadvantaged	90	76/81	3/2	29
	10	18/21	-2/-3	29

Note: Disadvantaged nationals are shown as all/other

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

Writing (teacher assessment) attainment scatterplot

Key stage 2 attainment (y-axis) vs Key stage 1 prior attainment (x-axis)

Legend: Girls (square), Boys (triangle), Disadvantaged (pink), Other (grey), SEN = bold black border, National (red line)

Mathematics progress in 2017

- - - Bottom 10%   - - - Top 10%   —— Other national

	Progress	National	Number of pupils included
All	7.1	0.0	43
Low at KS1	12.3	0.0	7
Middle at KS1	6.1	0.0	29
High at KS1	6.0	0.0	7
Disadvantaged	7.5	0.0/0.3	26

Note: Disadvantaged nationals are shown as all/other
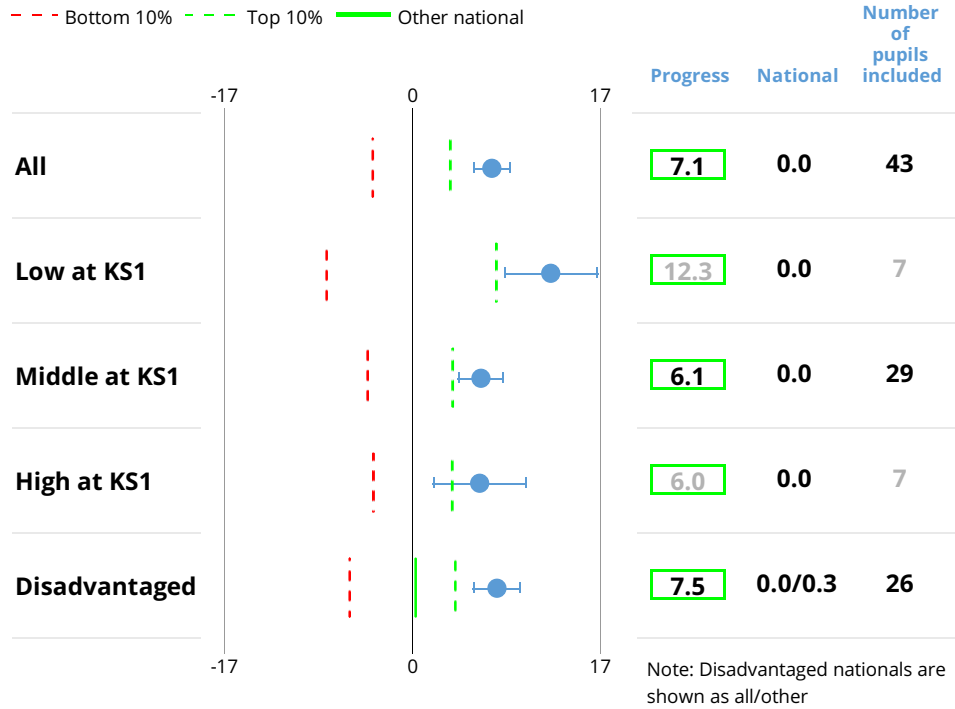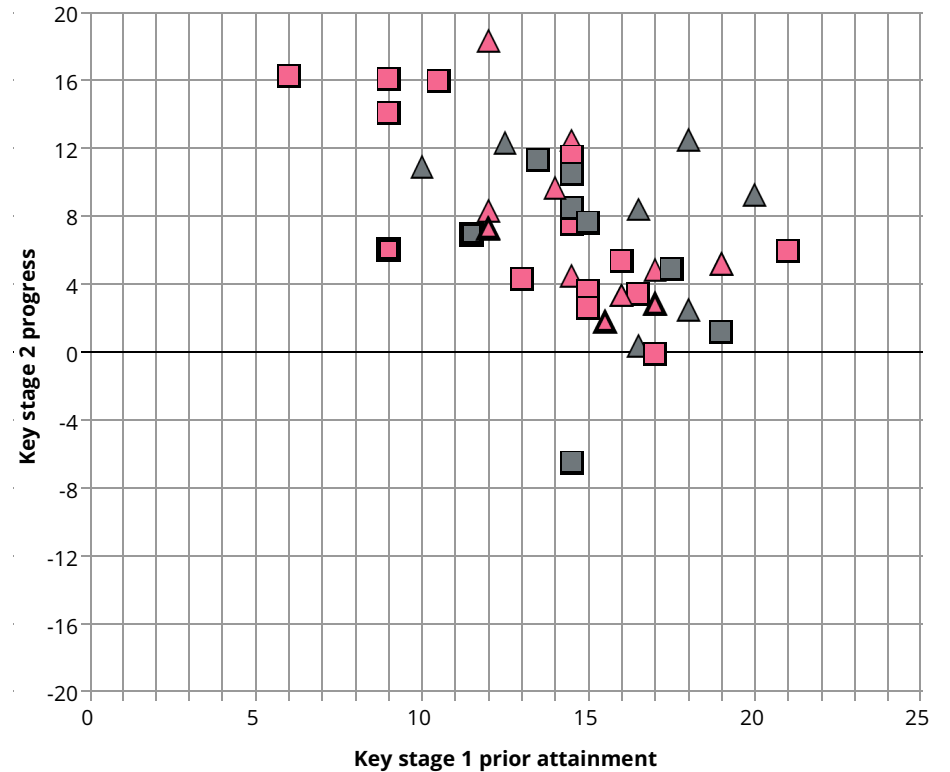
Significantly below national and in bottom 10%

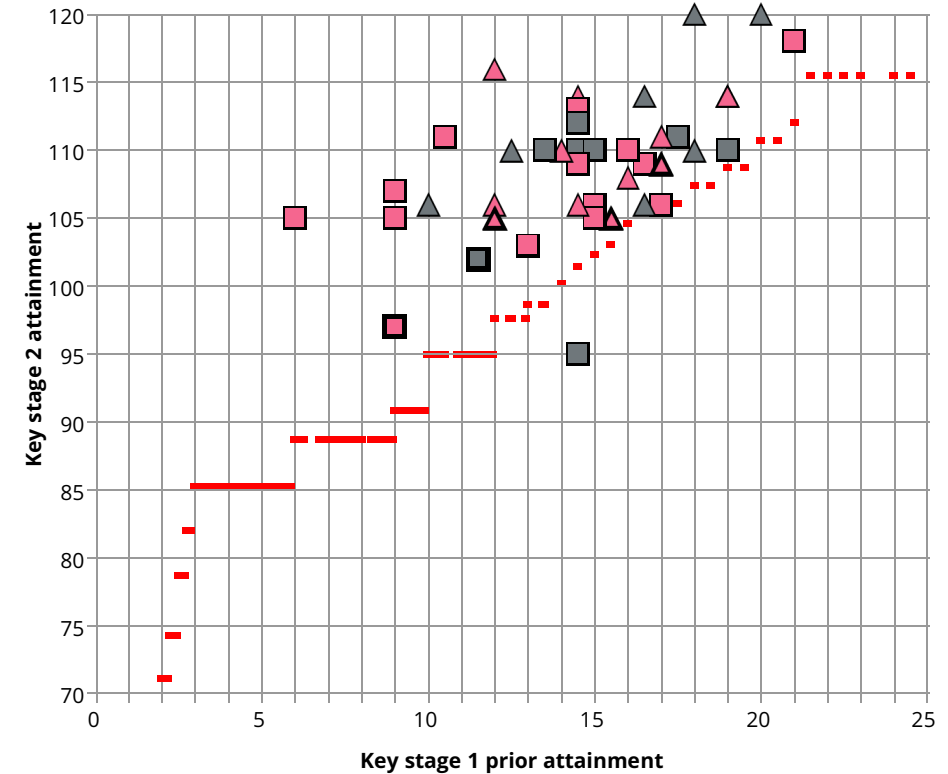Significantly above national and in top 10%

Mathematics progress scatterplot

Key stage 2 progress vs Key stage 1 prior attainment

☐ Girls   △ Boys   ■ Disadvantaged   ■ Other   SEN = bold black border

Mathematics attainment in 2017

Legend:
- Expected+ %
- High standard %
- National for all pupils
- Prior attainment national
- Other national

	School %	Nat %	Diff no	Cohort	Average scaled score
All	91	75	9	56	109
	43	23	11	56	
Low at KS1	86	20	4	7	105
	14	1	0	7	
Middle at KS1	97	74	6	29	108
	45	11	9	29	
High at KS1	100	98	0	7	115
	100	54	3	7	
Disadvantaged	97	75/80	6/4	29	109
	38	23/27	4/3	29	

Note: Disadvantaged nationals are shown as all/other

Mathematics attainment scatterplot

Legend: Girls (□), Boys (△), Disadvantaged (pink), Other (grey), SEN = bold black border, National (red)

X-axis: Key stage 1 prior attainment
Y-axis: Key stage 2 attainment

English grammar, punctuation and spelling (EGPS) in 2017

Legend: Expected+ % | High % | National for all pupils | Prior attainment national | Other national

	School %	Nat %	Cohort
All	82	77	56
	34	31	56
Low at KS1	57	20	7
	14	1	7
Middle at KS1	97	78	29
	38	18	29
High at KS1	100	99	7
	86	67	7
Disadvantaged	90	77/82	29
	41	31/36	29

Note: Disadvantaged nationals are shown as all/other

Spelling

Legend: Average mark | National for all pupils | Prior attainment national | Other national

	Average mark	National	Cohort
All	12	12	56
Low at KS1	8	5	7
Middle at KS1	12	11	29
High at KS1	15	15	7
Disadvantaged	12	12/12	29

Note: Disadvantaged nationals are shown as all/other

Science attainment in 2017

Expected+ %   ■ High standard %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Cohort
All	86	82	56
Low at KS1	57	25	7
Middle at KS1	97	85	29
High at KS1	100	99	7
Disadvantaged	93	82/86	29

Note: Disadvantaged nationals are shown as all/other
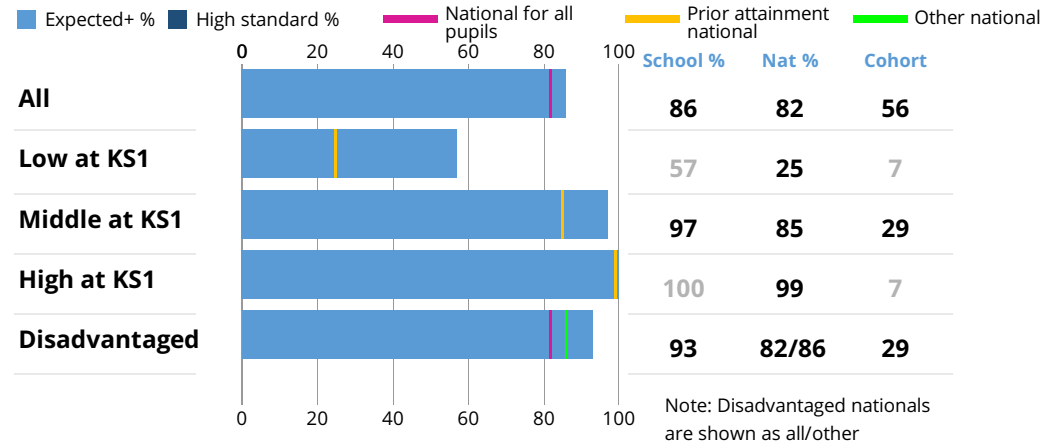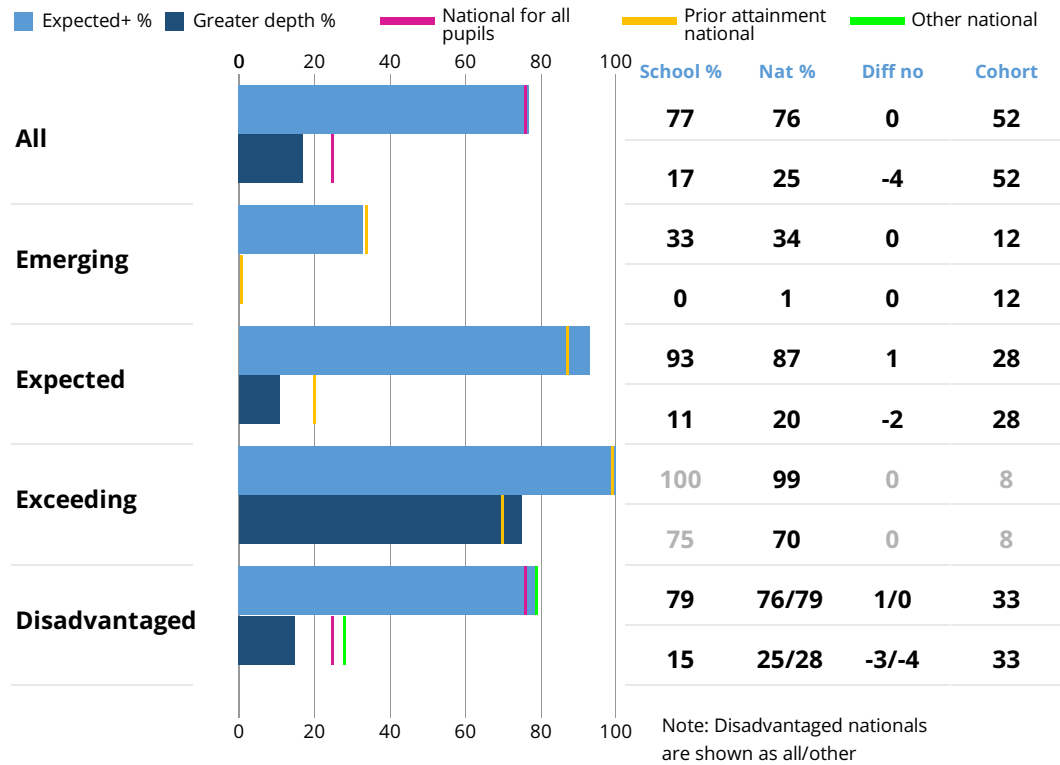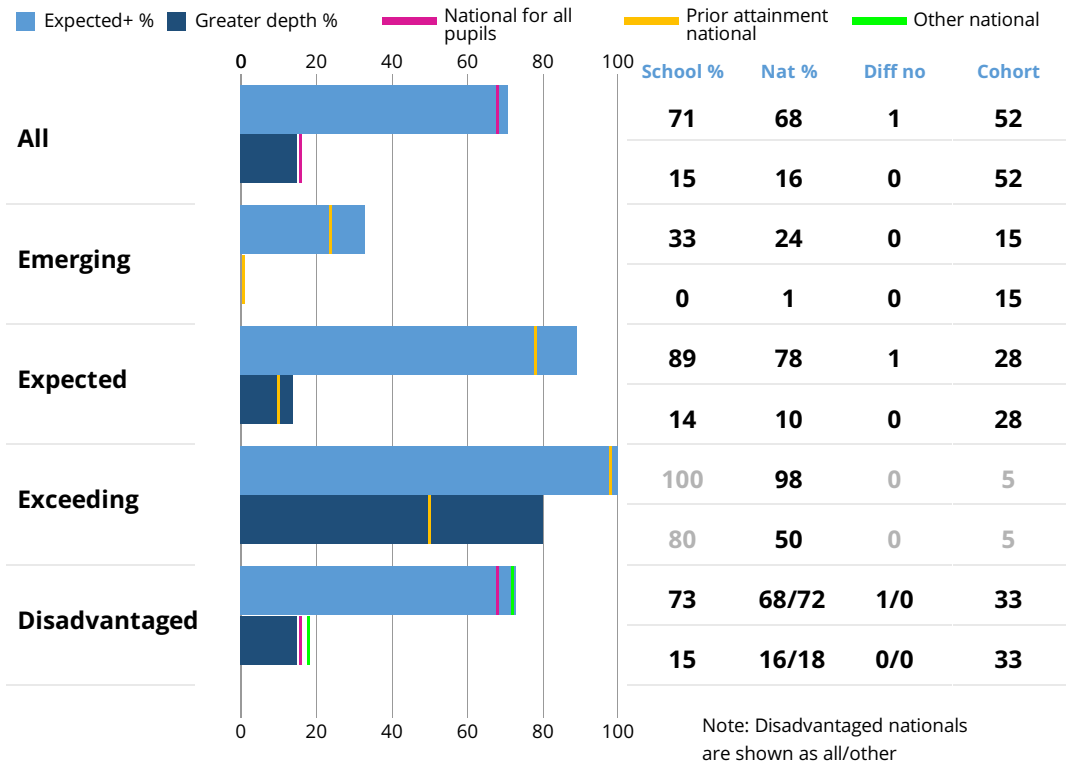
Science data is based on teacher assesments. Users should be cautious when using this data.

Reading in 2017

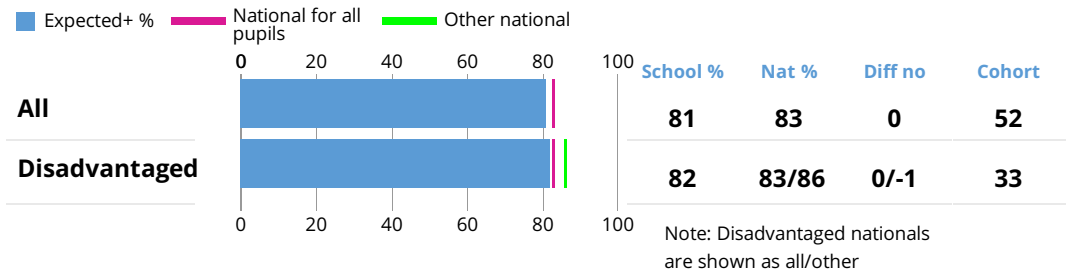Legend: Expected+ % ■ Greater depth % ■ National for all pupils ▬ Prior attainment national ▬ Other national ▬

	School %	Nat %	Diff no	Cohort
All	77	76	0	52
	17	25	-4	52
Emerging	33	34	0	12
	0	1	0	12
Expected	93	87	1	28
	11	20	-2	28
Exceeding	100	99	0	8
	75	70	0	8
Disadvantaged	79	76/79	1/0	33
	15	25/28	-3/-4	33

Note: Disadvantaged nationals are shown as all/other

Writing in 2017

Legend: Expected+ % ■ Greater depth % ■ National for all pupils ▬ Prior attainment national ▬ Other national ▬

	School %	Nat %	Diff no	Cohort
All	71	68	1	52
	15	16	0	52
Emerging	33	24	0	15
	0	1	0	15
Expected	89	78	1	28
	14	10	0	28
Exceeding	100	98	0	5
	80	50	0	5
Disadvantaged	73	68/72	1/0	33
	15	16/18	0/0	33

Note: Disadvantaged nationals are shown as all/other

Scott Wilkie Primary School

Mathematics in 2017

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

	School %	Nat %	Diff no	Cohort
All	79	75	1	52
	19	21	0	52
Emerging	56	36	3	16
	6	2	0	16
Expected	88	85	0	24
	13	16	-1	24
Exceeding	100	99	0	8
	75	56	0	8
Disadvantaged	82	75/79	2/0	33
	15	21/23	-1/-2	33

Note: Disadvantaged nationals are shown as all/other

Science in 2017

■ Expected+ % ▬ National for all pupils ▬ Other national

	School %	Nat %	Diff no	Cohort
All	81	83	0	52
Disadvantaged	82	83/86	0/-1	33

Note: Disadvantaged nationals are shown as all/other

Scott Wilkie Primary School

Phonics in 2017

Proportion meeting the expected standard
Year 1
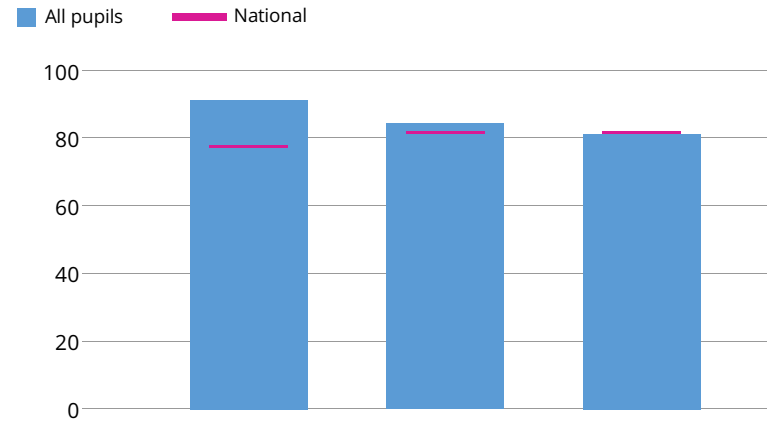
By end of year 2

	2015	2016	2017
School %	91	84	81
Nat %	77	81	81
Cohort	43	45	59
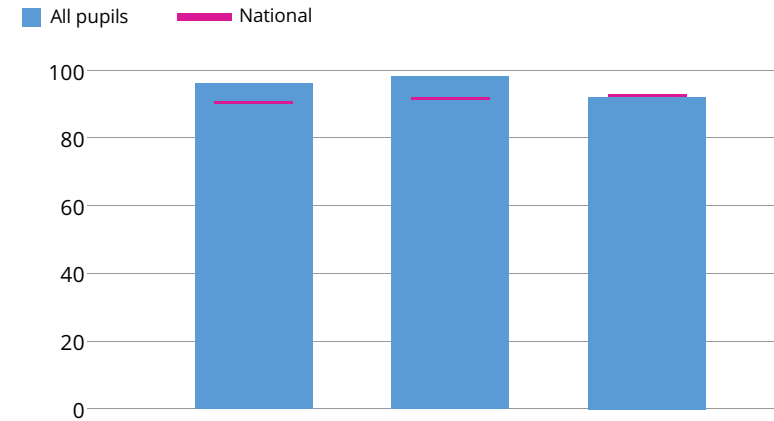
	2015	2016	2017
School %	96	98	92
Nat %	90	91	92
Cohort	53	44	51