



Education in The City of London Annual Report 2017

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1. Introduction

This annual report looks at how well the education service in the City of London is meeting our aspirations for children and young people's educational outcomes. The report is one of the ways in which we keep members, governors and our wider partners informed about education performance in the City of London.

The data in this report are drawn from a range of sources. Where available, comparisons have been made between performance of City of London resident children in Islington schools, Sir John Cass's School and the inner London and national performance. The analyses cover the last full academic year, 2016/17 and include some trends from 2011/12, where the data are available.

2. Summary of key findings

Quality of provision

- Our one maintained primary school has been judged outstanding for overall effectiveness in its last two Ofsted inspections (2013 and 2008).

Outcomes for children and young people

- **Early Years Foundation Stage** results have recovered from the fall recorded in 2015-16, with Sir John Cass's School now performing above the national average in 2016/17.
- **Phonics screening check** outcomes for Sir John Cass's Year 1 in 2016-17 fell back after the very higher performance in the phonics screening reported in 2015-16 but is still almost 6 percentage points above the national average.
- **Key Stage 1** results for the expected standard for 2016-17 rose for City of London pupils with performance in writing lower than for reading or maths.
- **Key Stage 2** City of London again retained the top spot in the country for the headline measure at Key Stage 2 for reading, writing and mathematics combined for the 4th year in a row. Some 88%¹ of Sir John Cass's pupils met the expected standard, compared to 62% of pupils nationally. Mathematics, at 92% was substantially above the rate for inner London and England, reading was stable and writing dipped only slightly.
- **Key Stage 2** after a relatively low result for pupils **working at greater depth** in 2016 the 2017 data shows a big improvement in the performance of the higher attaining pupils relative to the national for Sir John Cass with the proportion of pupils gaining a 'GDS' grade rising from 7% to 30%.
- **Key Stage 2 Progress** made at Sir John Cass and both resident groups reported much better progress in 2017 compared to 2016. All progress figures for all groups for all subjects improved.

¹ Please note the KS2 SMIF for Sir John Cass shows this school (and the City of London LA) at 85% combined. Since this was written the school has informed the City of London LA that they have removed a pupil from their published data set which has increased the percentage gaining the expected for reading, writing and maths combined.

Attendance and behaviour

- **Absence** in 2015-16 the three term absence rates for the City of London was lower than the previous year and is now below both the rate for England and inner London for the first time since 2014/15.
- **Persistent absence** for 2015-16 was measured in the new way (any pupil with absence at 10% or more of their total possible sessions is now PA). The PA figure for the City of London was marginally higher than England's and more than 2 percentage points above the rate for inner London.

3. Demographics

3.1 Population

According to the ONS, the population of London grew at double the rate of the country as a whole between 2011 and 2015; and is set to increase further. By 2020 the Capital is forecast to exceed nine million residents. Within the City of London, the population is projected to grow from 7,400 in 2011 to 9,400² in 2021 (27%).

In 2017, there are an estimated 506 pupils of primary age (4 - 10) and 254 pupils of secondary age (11 - 16) children living in the City of London³. Of the 1,073 young people aged 0 – 19 years, 790 (74%) are from Black and minority ethnic (BME) backgrounds, with growing numbers of children from Other White backgrounds (230 in 2016; up from 80 in 2011) in contrast to White British (280 in 2016; down from 360 in 2011).

City of London is the 31st most deprived local authority in London out of 33 according to the 2015 Indices of Multiple Deprivation (up from 32nd IMD 2010).

3.2 Schools

The City of London has one maintained primary school within the Square Mile Sir John Cass's Foundation Primary School with Cass Child & Family Centre. Primary aged children attend Sir John Cass and a small number of schools in Islington, Tower Hamlets and Camden.

Secondary age children attend a range of schools in various local authorities from adjacent local authorities such as Islington, Tower Hamlets, Hackney to as far as Essex and Brighton.

City of London children and young people have attended total of 86 different primary and secondary schools.

The Autumn 2017 Census record indicate that 29% of children attending Sir John Cass's Foundation Primary School are City of London residents.

² The source data is from the Greater London Authority (GLA) 2015 Round of Demographic Projections - SHLAA, short term migration, capped household size model.

³ <https://data.london.gov.uk/dataset/gla-population-projections-custom-age-tables> GLA 2015 Round Trend-based ethnic group projections, short-term migration scenario (November 2016)

Table 1 overleaf shows the proportion of children who are eligible for Free School Meals (FSM) at Sir John Cass primary school from 2012/13 to 2016/17. The proportion of pupils known to be eligible for FSM has remained around a fifth of the cohort but fell in 2017 to 12%.⁴ In January 2017 14.1% of all school pupils in England were known to be eligible for FSM.

Table 1: Proportion of Children Eligible for Free School Meals (FSM) at Sir John Cass from 2012/13 to 2016/17

Free School Meal Status	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
FSM	52	22%	42	18%	50	21%	49	20%	33	12%
Non-FSM	181	78%	191	82%	190	79%	201	80%	243	88%
Total	233	100%	233	100%	240	100%	250	100%	276	100%

Source: January School Census 2013 to 2017

Table 2 below shows the proportion of children with special educational needs and disabilities (SEND) at Sir John Cass primary school. The proportion of children with SEND Support has almost doubled from 8% to 15% from January 2013 to January 2017. The proportion of pupils with an Education, Health and Care (EHC) Plan or Statement has remained at 3% since 2014. In 2017 Inner London (and national) rates for children with an EHC Plan / statement were 1.9% (1.3%) and for pupils receiving SEND Support 13.1% and 12.2% respectively.

Table 2: Proportion of Children with Special Educational Needs and/ or disabilities (SEND) at Sir John Cass from 2012/13 to 2016/17

Special Educational Needs Stage	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
No SEN/ School Action	211	91%	212	91%	211	88%	203	81%	227	82%
SEN Support School Action/ Plus	19	8%	15	6%	22	9%	40	16%	41	15%
Statement of SEN / EHCP	3	1%	6	3%	7	3%	7	3%	8	3%
Total	233	100%	233	100%	240	100%	250	100%	276	100%

Source: January School Census 2013 to 2017

* Please note: under the new code of practice, SEN Support replaced school action and action plus and EHC plans replaced statements of special educational needs from September 2014.

4. Quality of provision - Ofsted Inspections

Table 3: The last two Ofsted Inspection Judgements for Sir John Cass's Foundation Primary School

Judgement	Latest inspection 19/04/13	Previous inspection 26/09/08 ⁵
Overall effectiveness	Outstanding	Outstanding

⁴ Changes to benefit eligibility has reduced the rates of FSM nationally.

⁵ The inspection of Sir John Cass primary school in 2008 was a reduced tariff inspection and judgements were not made against all of the inspection criteria.

Achievement of pupils	Outstanding	NA
Quality of teaching	Outstanding	Good
Behaviour and safety of pupils	Outstanding	NA
Leadership and management	Outstanding	NA

Source: Ofsted Inspection Reports

Sir John Cass's Foundation Primary School was last inspected by Ofsted in April 2013, when it was judged to be outstanding, for overall effectiveness and in all four areas where judgements are made. In the previous inspection it was also judged to be outstanding for overall effectiveness. The Ofsted judgements from the last two inspections are shown in Table 3 shown on the previous page.

One Islington primary school, Prior Weston, has a significant number of City of London resident children on roll. For the purposes of comparison, the Ofsted judgements from Prior Weston's last two inspections are shown in Table 4.

Table 4: The last two Ofsted Inspection Judgements for Prior Weston Primary School

Judgement	Latest inspection 15/10/13	Previous inspection 25/01/12
Overall effectiveness	Good	Satisfactory
Achievement of pupils	Good	Satisfactory
Quality of teaching	Good	Satisfactory
Behaviour and safety of pupils	Good	Good
Leadership and management	Good	Good

Source: Ofsted Inspection Reports

5. Attainment outcomes

This section analyses the educational performance of the City of London, comparing the outcomes at Sir John Cass primary school with City of London resident children attending Prior Western School in Islington and all City of London resident children, alongside the inner London and England averages for benchmarking purposes. The 2016/17 comparator performance outturns are based on the final published results.

5.1 Small numbers

Please be aware that the numbers of children in some of the analyses are often very small, particularly when the outturns are split into sub-groups of individual year groups. In a small cohort a slight change in numbers can make a large change in a percentage. One should exercise caution when making comparisons of outturns based on small numbers of children. As a consequence the focus of this report has been on the performance of Sir John Cass as other groups of analysis (residents of the City of London, residents of the City of London attending Prior Weston) are too small to analyse on a yearly basis⁶.

5.2 Early Years Foundation Stage

⁶ After there is three years of data under the new curriculum it will be possible to analyse the data as three year running averages.

At the end of Reception children are assessed using the Early Years Foundation Stage Profile (aged 5) across a range of areas, including communication & language, physical development, personal, social & emotional development as well as literacy and maths. Pupils with average or good scores for all of the assessments covered by these areas are deemed to have reached a 'Good Level of Development' (GLD).

Table 5: Percentage of pupils who have reached a Good Level of Development between 2013/14 and 2016/17

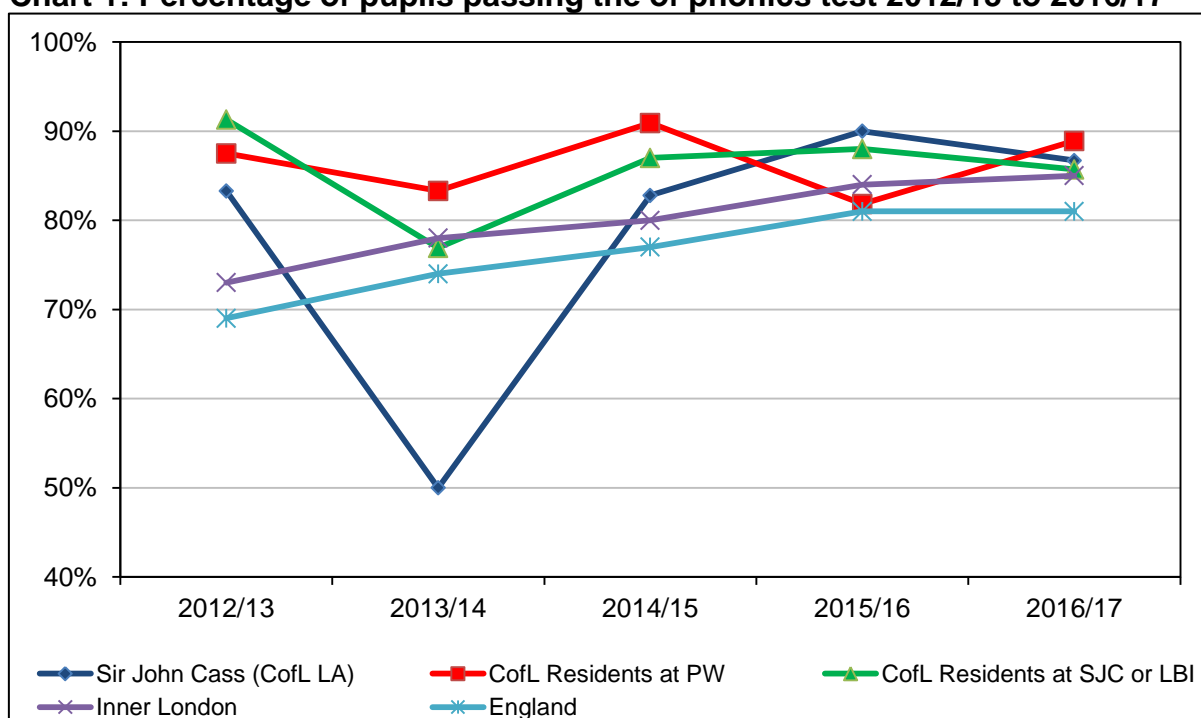
EYFS: Good Level of Development	2012/13		2013/14		2014/15	
	No.s	%	No.s	%	No.s	%
Sir John Cass	18	64.0%	21	70.0%	23	76.7%
CofL Residents	n/a	n/a	18	69.2%	23	82.1%
Cof L Residents at Prior Weston	14	50.0%	11	81.8%	10	100.0%
Inner London	n/a	53.0%	n/a	62%	n/a	67.7%
England	n/a	52.0%	n/a	60%	n/a	66.3%

Source: Sir John Cass's School and Islington's Children's Services and DfE Statistical First Releases

5.3 Phonics in Year 1

Since summer 2012 schools have been required to administer a statutory phonics screening check⁷ of Year 1 pupils. Each pupil is required to read 40 sounds out loud to their teacher. Chart 1 shows the percentage of pupils who reached the required standard. Performance in the City of London has improved, and on average 86.5% reached the standard in the last three years.

Chart 1: Percentage of pupils passing the of phonics test 2012/13 to 2016/17



Source: DfE Statistical First Release Note: The phonics' results are for pupils in Year 1 only

Table 6 shows the figures for City of London residents attending Sir John Cass and Islington schools as well as those for City of London residents attending Prior Weston School alongside the data for Sir John Cass. The three year average for City of

⁷ The range of phonic marks that can be achieved is between 0 and 40 and if a pupil's mark is at or above the threshold mark they are considered to have reached the required standard.

London residents attending Sir John Cass and LBI schools passing phonics was 84.0%; the figure for City of London residents attending Prior Weston was 85.3%.

Table 6: Proportion of pupils passing the Phonics Screening 2012/13 to 2016/17

% passed (32+ marks or 80%+)	% Year 1 Passed				
	2012/13	2013/14	2014/15	2015/16	2016/17
Sir John Cass (CofL LA)	83.3%	50.0%	82.8%	90.0%	86.7%
CofL Residents at PW	87.5%	83.3%	90.9%	81.8%	88.9%
CofL Residents at SJC or LBI	91.3%	76.9%	87.0%	88.0%	85.7%
Inner London	73.0%	78.0%	80.0%	84.0%	85.0%
England	69.0%	74.0%	77.0%	81.0%	81.0%

Source: DfE Statistical First Releases and City of London

5.4 Key Stage 1

All Year 2 pupils (7 year olds) are assessed at the end of Key Stage 1 (KS1). Table 7 shows the number of children in each of the groupings for Key Stage 1 outturns. The largest group is all children on roll at Sir John Cass's School.

Table 7: Number of pupils per group in the Year 2 cohort 2012/13 - 2016/17

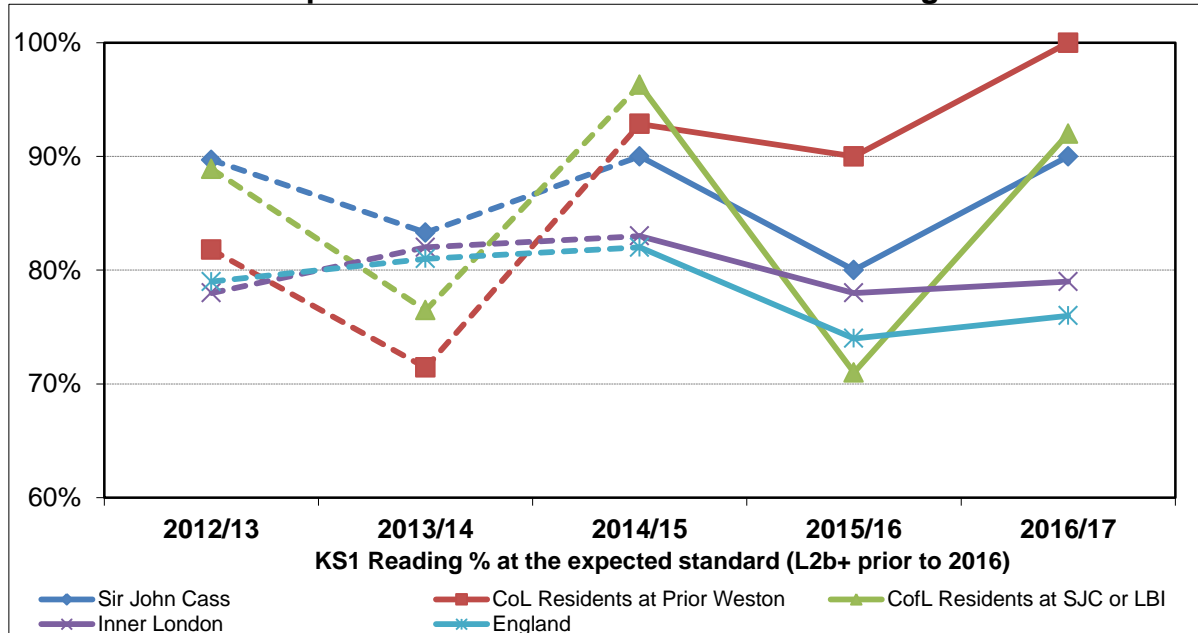
Key Stage 1: Numbers	2012/13	2013/14	2014/15	2015/16	2016/17
Sir John Cass Cohort	30	30	30	30	30
City of London Residents at SJC	7	8	10	11	11
City of London at Prior Weston	11	7	14	10	10
City of London other LBI schools	0	2	3	3	3
CofL Residents at SJC or LBI	18	17	27	24	24

Source: Sir John Cass's School and Islington's Children's Services

Note: The numbers in each of these groupings are not necessarily mutually exclusive

Note: Changes to the KS1 curriculum and method of assessment means figures for 2016 & 2017 are not comparable to those for earlier years. Before 2016 the old Level 2B+, is shown as the closest benchmark. The 2016 reading test emphasised on the comprehension elements of the new curriculum. The proportion of pupils that passed this more difficult assessment was lower, both nationally and in the City of London.

Chart 2: % at the expected standard or above in KS1 Reading 2012/13 - 2016/17

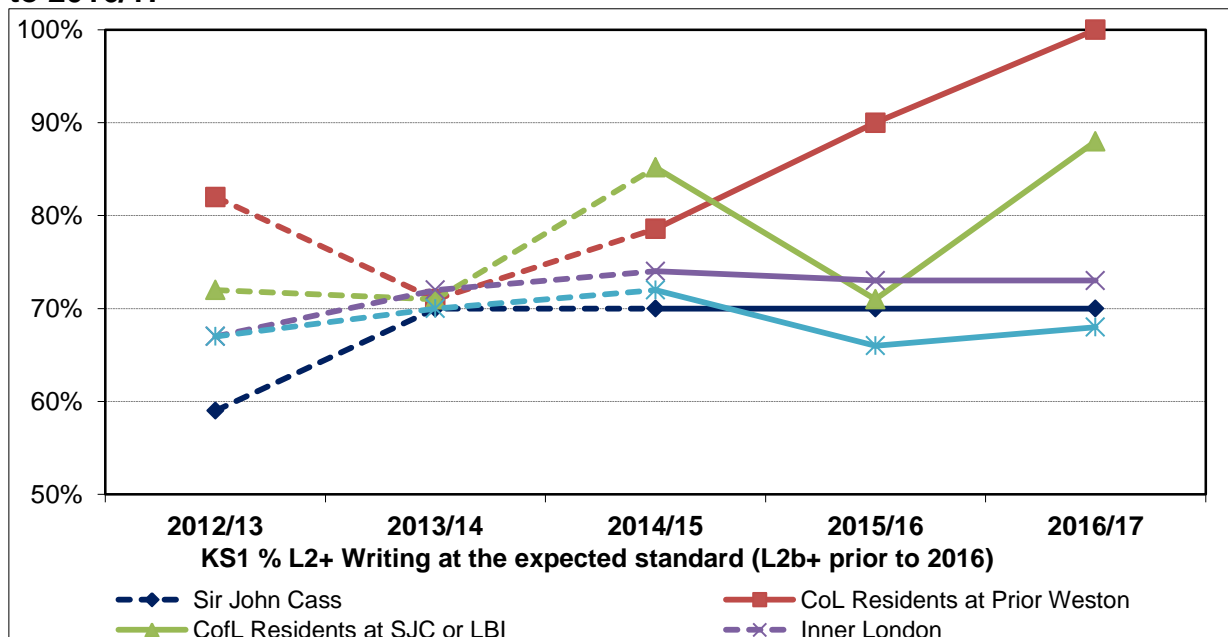


Source: DfE Statistical First Releases and City of London

The performance of Sir John Cass's School in 2016/17 & 2015/16 was above that of, Inner London and England averages. City of London resident pupils attending Prior Weston scored the highest for reading out of all the comparators for both years.

Chart 3 shows that the Key Stage 1 writing results at Sir John Cass's School have been above national average but below those for Inner London since the changes to the assessment of Key Stage 1. City of London resident children attending Prior Weston have performed best under the new curriculum.

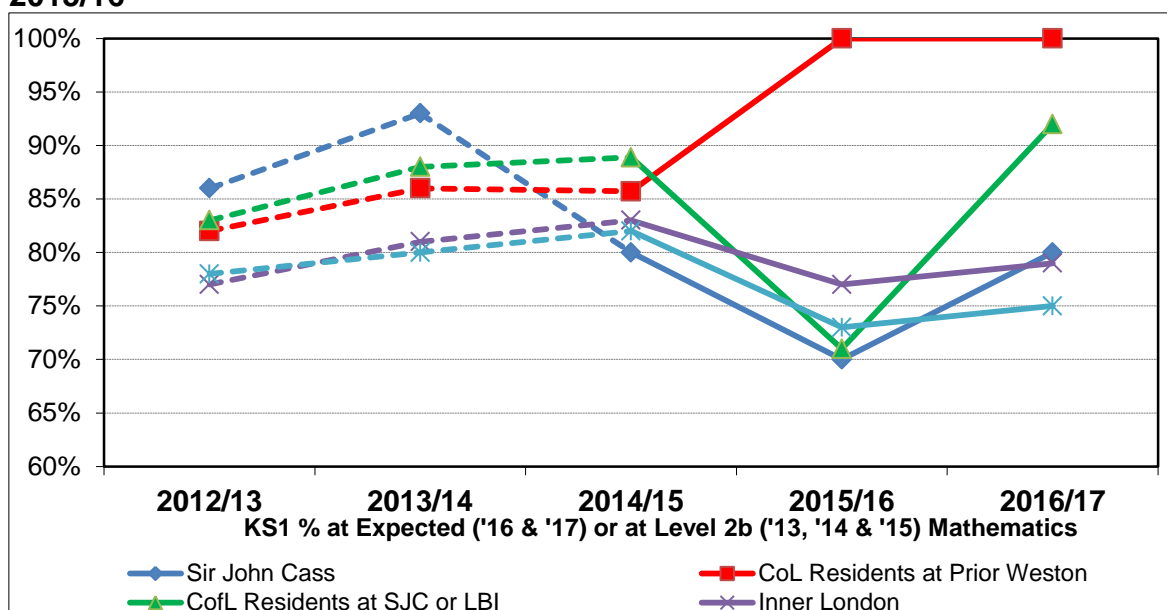
Chart 3: % of pupils at the expected standard or above in KS1 Writing 2012/13 to 2016/17



Source: DfE Statistical First Releases and City of London

Chart 4 shows that Sir John Cass's results for maths in 2017 bounced back after lower results the previous year. For the last two years, however, results for maths are lower of the three core subjects for this school (relative to the comparators).

Chart 4: KS1 Maths % of pupils at the expected standard or above 2011/12 - 2015/16



Source: DfE Statistical First Releases

Key Stage 2

All Year 6 pupils (11 year olds) are assessed at the end of Key Stage 2 (KS2). In 2016, the new more challenging National Curriculum was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the interim framework. Please note: figures for 2016 onwards are not comparable to those for earlier years.

Table 8 below shows the number of children in each group for at the end of KS2 from 2012/13 to 2016/17. The largest group is the roll at the Sir John Cass School.

Table 8: Numbers of pupils per group in the Year 6 cohort 2012/13 to 2016/17

KS2	2012/13	2013/14	2014/15	2015/16	2016/17
Sir John Cass Cohort	29	30	28	28	26
City of London Residents at SJC	11	4	5	5	2
City of London at Prior Weston	7	8	9	9	10
City of London other Islington school	1	1	1	1	1
City of London Residents Total	19	13	15	15	13

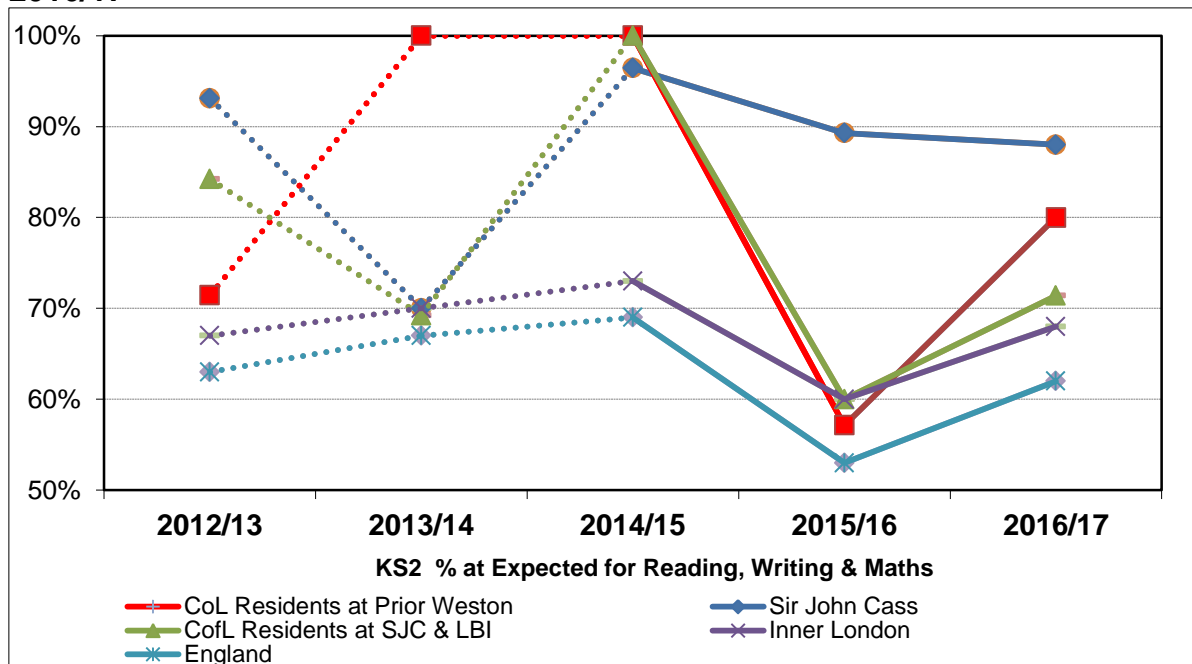
Source: Sir John Cass's School and Islington's Children's Services

Note: The categories are not mutually exclusive and some pupils will appear in more than one group.

Chart 5 below shows 88% of pupils at Sir John Cass were at the expected standard or above in reading, writing and mathematics combined in 2016-17, compared to 89% the previous year. The City of London's results were the highest for any L.A. in England for all years shown apart from 2013 when the results were suppressed⁸. Sir John Cass and all City of London resident groups performed above the average for England and inner London in 2016/17.

⁸ The DfE suppress the results of LA's with a cohort below a certain size.

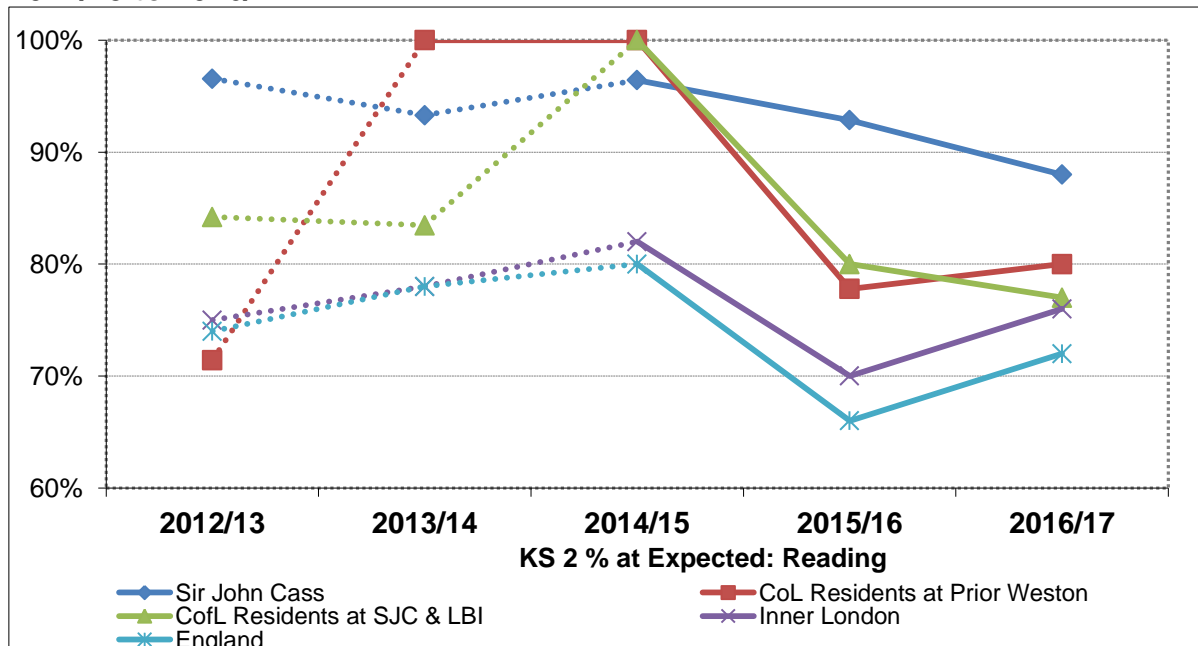
Chart 5: Percentage of pupils attaining the expected standard and above in Reading, Writing and Mathematics combined at Key Stage 2 from 2012/13 to 2016/17



Source: DfE Statistical First Releases and City of London

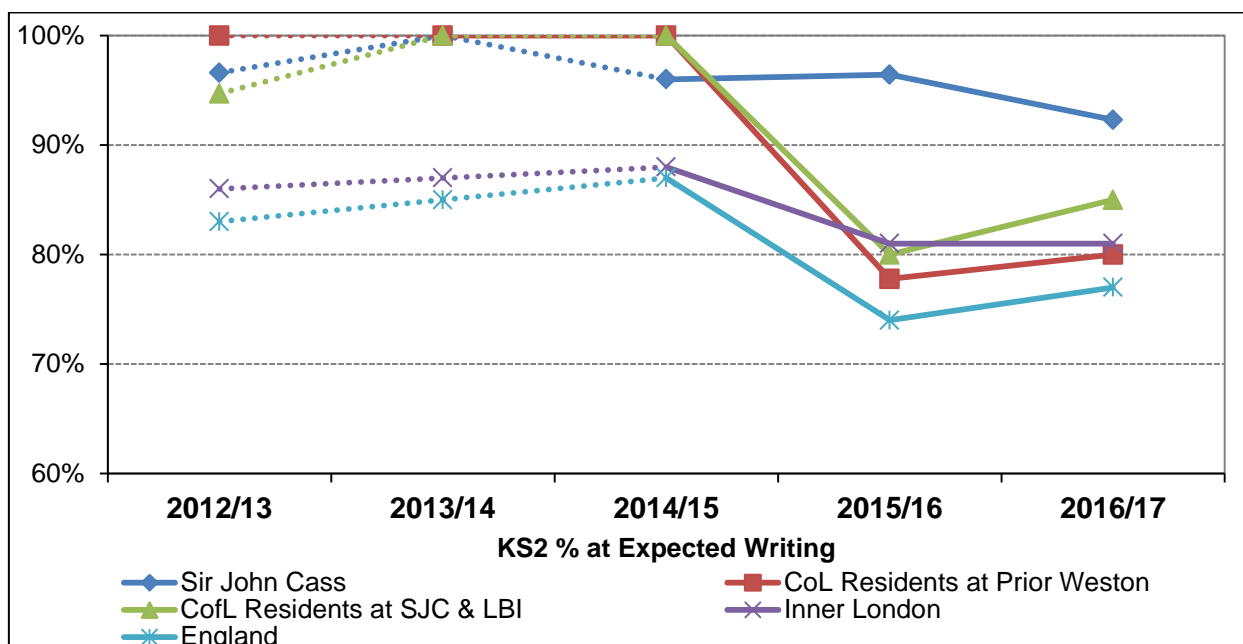
Chart 6 below shows that 93% of pupils at Sir John Cass's School were at the expected standard or above in reading, well above the inner London and England averages. Performance on this measure at Sir John Cass's School in 2015/16 was above that of all City of London resident children and of City of London resident children attending Prior Weston School in Islington.

Chart 6: % pupils at or above the expected standard in KS2 reading from 2012/13 to 2016/17



Source: DfE Statistical First Releases and City of London

Chart 7: % pupils at or above the expected standard in KS2 Writing from 2012/13 to 2016/17

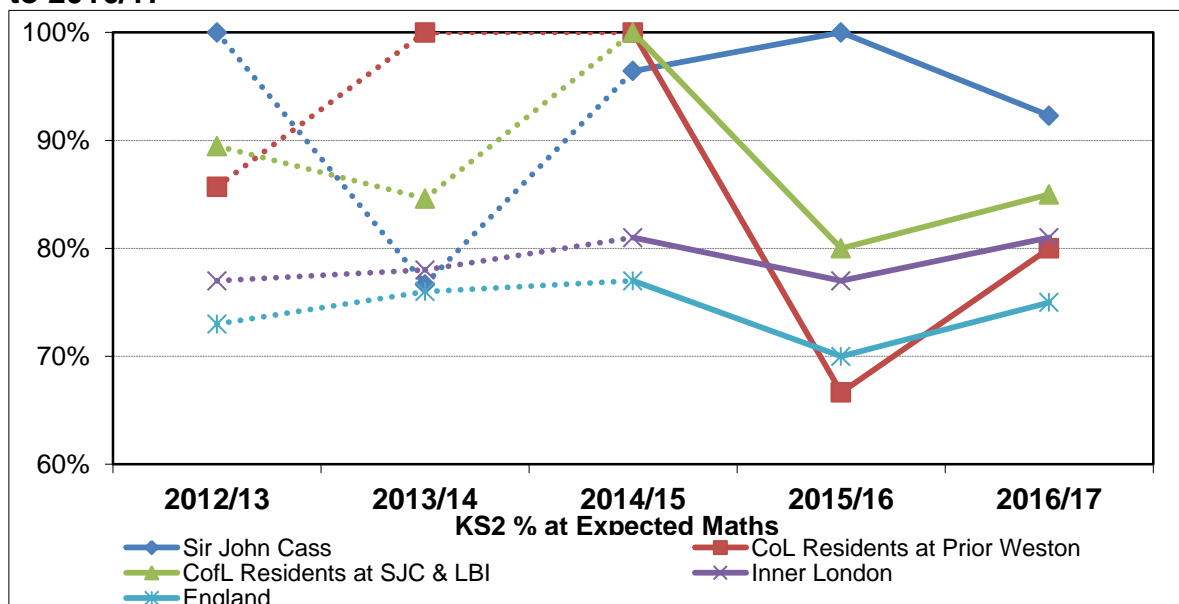


Source: DfE Statistical First Releases and City of London

Chart 7 above shows 89% of pupils at Sir John Cass's School reached the expected level or above at Key Stage 2 in writing in 2016-17. This figure is lower than the previous year but is still 7 and 12 percentage points above the results for Inner London and England respectively.

Chart 8 below shows that all pupils at Sir John Cass's School reached the expected level or above at Key Stage 2 in mathematics in 2016.

Chart 8: % pupils at or above the expected standard in KS2 Maths from 2012/13 to 2016/17



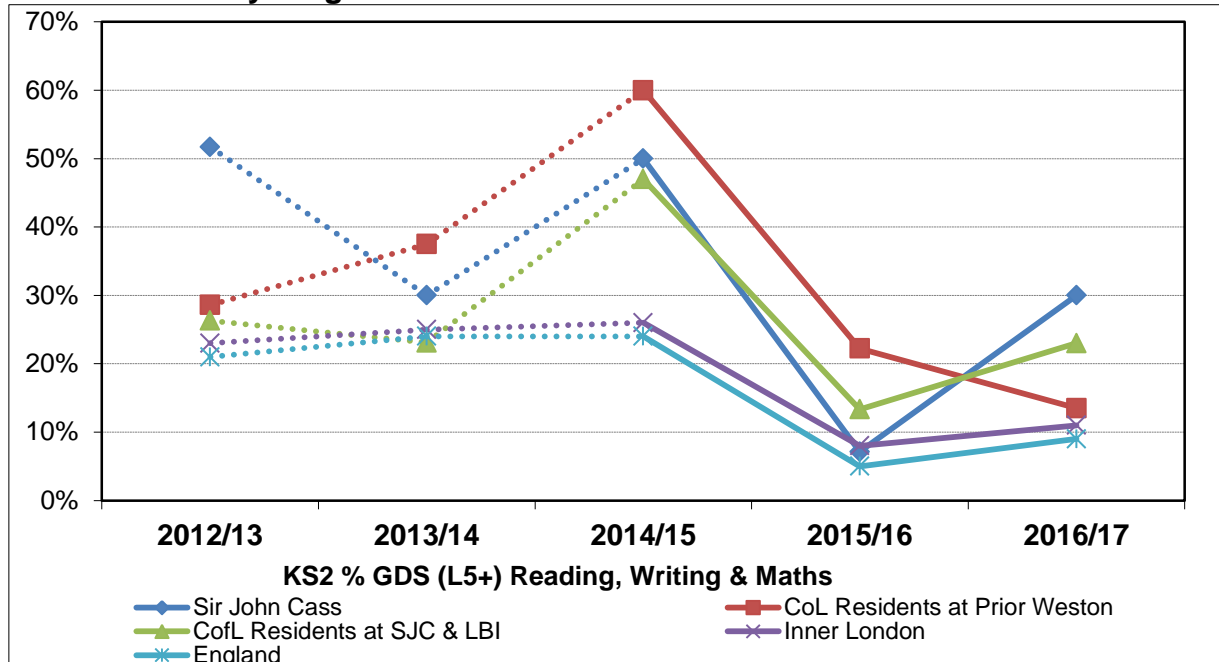
Source: DfE Statistical First Releases and City of London

5.5.1 Pupils working at greater depth at Key Stage 2

The Department for Education set the threshold for a high score in 2016 and 2017 at 110, this is known as working at greater depth. Performance at Level 5 was the previous higher benchmark for pupils working above the expected level for their age.

Please note: figures from 2016 are not comparable to those for earlier years.

Chart 9: Percentage of pupils at GDS (or Level 5) for Reading, Writing & Maths combined at Key Stage 2 from 2012/13 to 2016/17

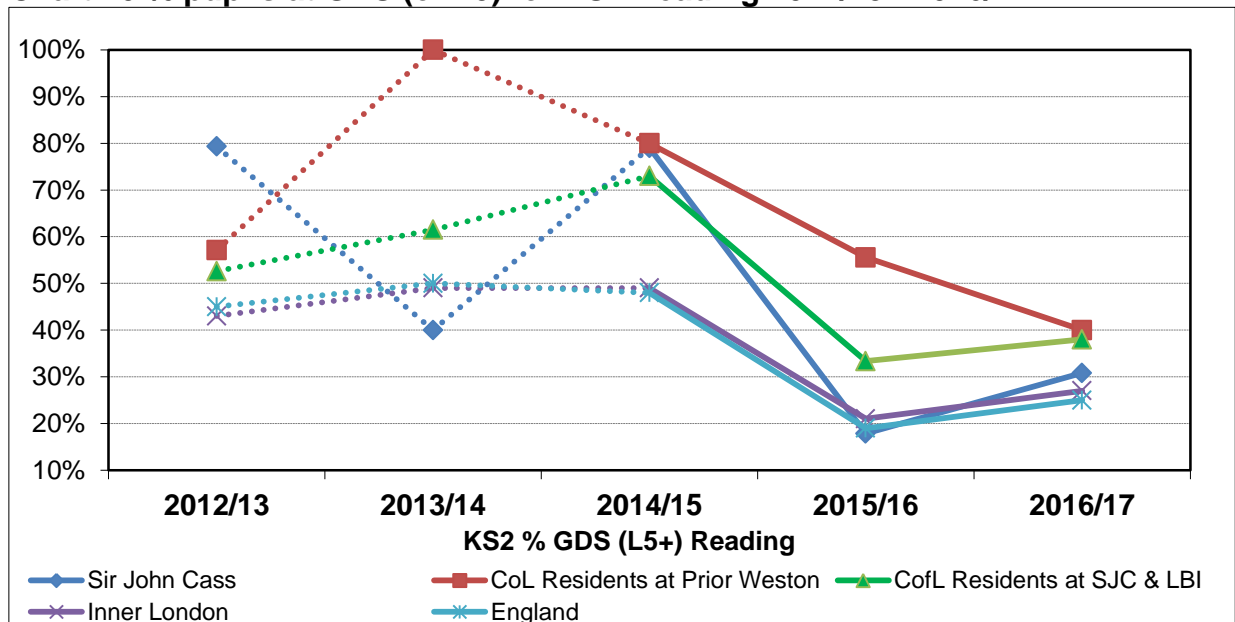


Source: DfE Statistical First Releases and City of London

Chart 9 on the page above shows that 30% of pupils in 2017 were at greater depth, well above the rates for inner London (11%) and England (8%) and a big increase on the 2016 data.

Chart 10 below shows that 30% of pupils at Sir John Cass attained at greater depth for KS2 reading. Performance at Sir John Cass in 2016-17 is above the rates for inner London and England (25% and 27% respectively).

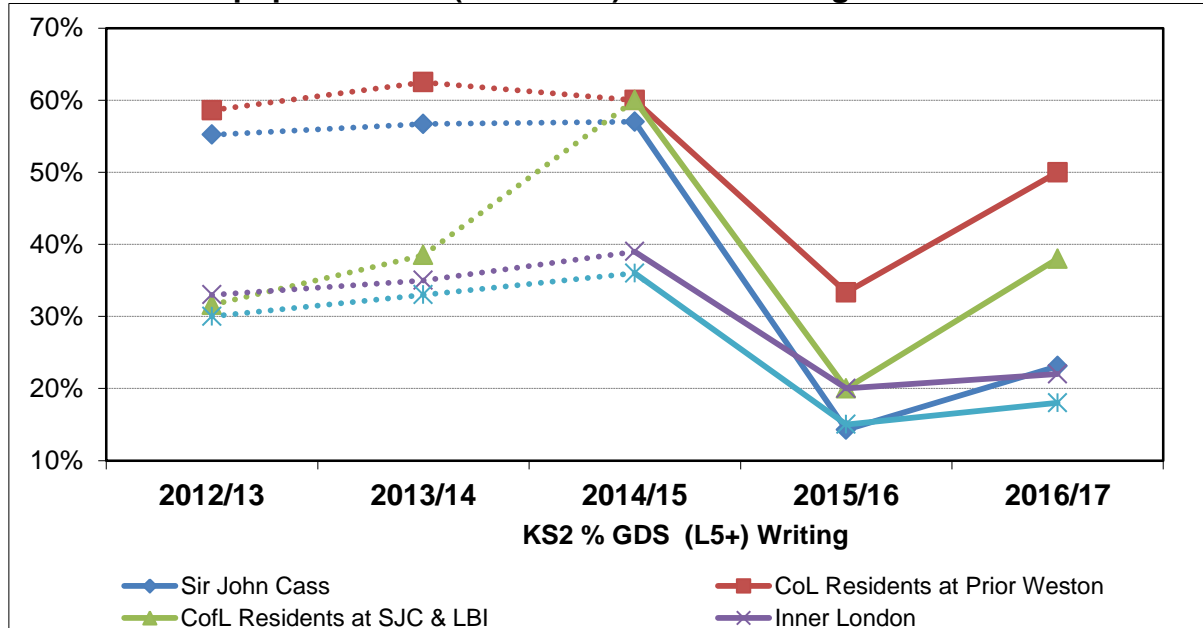
Chart 10 % pupils at GDS (or L5) for KS2 Reading 2012/13 - 2016/17



Source: DfE Statistical First Releases and City of London

Chart 11 below shows that the proportion of pupils at Sir John Cass working at greater depth in writing in 2017 is (22%) the same as inner London and above the rate for England (18%).

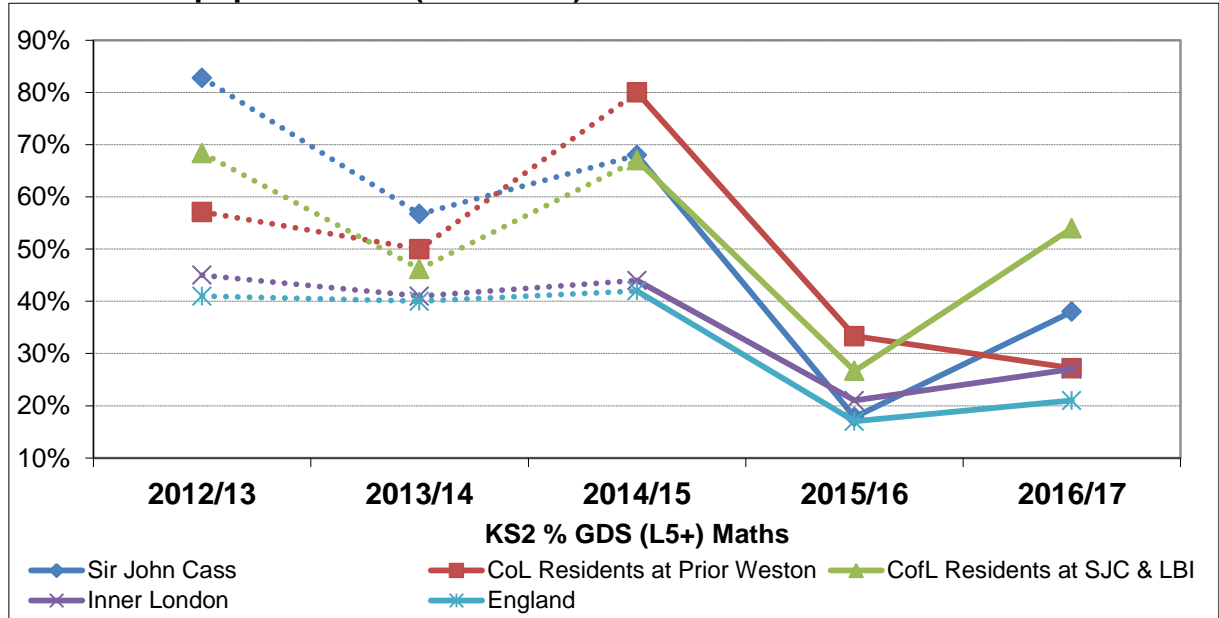
Chart 11: % of pupils at GDS (or Level 5) in KS2 Writing from 2012/13 to 2016/17



Source: DfE Statistical First Releases and City of London

Chart 12 below shows that the proportion of pupils at Sir John Cass working at greater depth in mathematics is slightly above national yet below Inner London; and this is below performance of City residents at Prior Weston.

Chart 12: % pupils at GDS (or Level 5) in KS2 Maths from 2012/13 to 2016/17



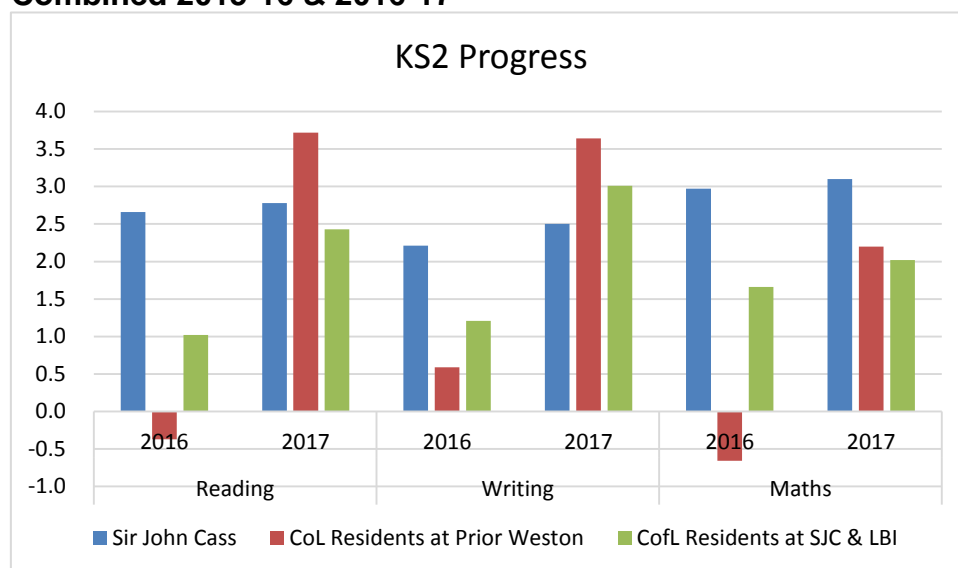
Source: DfE Statistical First Releases and City of London

5.5.2 Progress from Key Stage 1 to Key Stage 2

As in previous years, Sir John Cass has achieved high rates of pupil progress for Key Stage 2 in 2017. The current measure for progress is a 'relative attainment' model that compares the standardised score (or the numeric value associated with a grade in the case of writing) for each pupil against the average performance of pupils with

very similar end of KS1 results. Under this new system even small improvements in a pupil's results contributes towards the school's progress score.⁹

Chart 13: Progress made in KS2 for Reading, Writing and Mathematics Combined 2015-16 & 2016-17



Source: City of London

Chart 13 on the page above shows that pupils at Sir John Cass and the two resident groups made substantially more progress relatively to pupils nationally in 2017. These figures are an improvement on the previous year where progress was below average for City of London residents attending Prior Weston for reading and for mathematics.

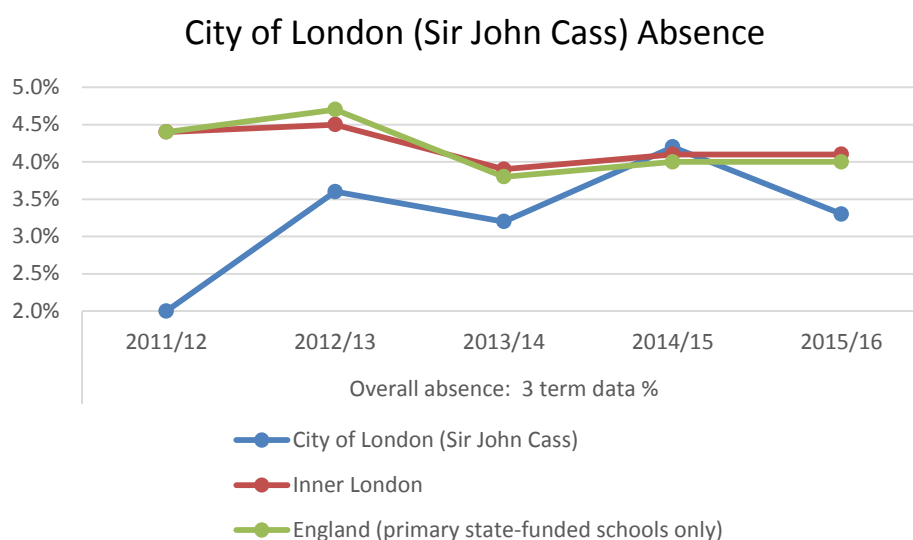
The floor standard for progress for both 2017 and 2016 was -5 in reading; -7 in writing and -5 in mathematics.

6. Attendance

Chart 14 compares the City of London's (e.g. Sir John Cass primary school's) total absence rates with inner London and England over time. The City of London's rate increased in 2014/15 to a level that was higher than both inner London and England before falling back in 2015-16 to 3.3%, (which is the average absence for the 5 year period shown). Overall absence is now below above the inner London and England averages. Please note that the results of small group sizes will show more variance from one year to the next.

⁹ Primary school accountability in 2016 A technical guide for primary maintained schools, academies and free schools September 2016

Chart 14: Overall three term absence rates 2012/13 to 2015/6



Source: DfE

Performance Tables and Statistical First Releases

Note: Three term absence data for 2016/17 is not yet published

Table 9 on the next page shows that there were no pupils persistently absent from the City of London primary school for 2011/12 & 2012/13, there was no published data in 2014/15 owing to numbers being too small to publish. Performance remains better than the inner London and England averages. The rate of persistent absence in 2016 was considerably higher. In 2015/16 the DfE definition of persistent absence changed to include any pupil whose rate of absence is greater than 10% of their total possible sessions¹⁰.

Sir John Cass's three term absence for 2016-17 was 2.1 and the rate of persistent absenteeism was 1.6%. Persistent absence data for inner London and England 2016/17 is not yet available.

Table 9: Persistent absence rates 2011/12 and 2015/16

DfE figures for Persistent Absence	Definition of Persistent Absence:				
	P.A. = Abs. >15% of TPS for year				10%+ Abs.
	2011/12	2012/13	2013/14	2014/15	2015/16
City of London (Sir John Cass)	0.0%	0.0%	1.7%	n/a	13.7%
Inner London	3.4%	2.8%	2.3%	2.3%	11.5%
England (primary state-funded schools only)	3.1%	2.7%	2.1%	2.1%	13.1%

Source: DfE Performance Tables and SFRs 2012 to 2016

7. Admissions

Islington Council processes school admission applications on behalf of the City of London. The tables below relate to offers to City of London residents.

7.1 Primary school admissions

¹⁰ In the past persistent absence was defined as a rate of absence greater than 15% of the whole year (as defined by the DfE). From 2015-16 it was redefined as any rate of absence greater than 10%.

Table 10 below shows the number and percentage of children who were offered a school place in The City of London, Islington or another borough. In 2014 and 2015 about one third of City residents were offered a City of London school, while roughly 60% were offered an Islington school. In 2016, more than half of City residents were offered a place at Sir John Cass. This was matched by a similar fall in the proportion of City residents offered a place in an Islington school.

Table 10: Offers of reception school places to City of London resident children in 2014 to 2017

Reception Place Offers	2014		2015		2016		2017	
	No.	%	No.	%	No.	%	No.	%
Sir John Cass's	13	40.6%	10	31.3%	19	54.3%	6	21.4%
Islington Schools	18	56.3%	18	56.3%	12	34.3%	16	57.1%
School in another borough	1	3.1%	4	12.5%	4	11.4%	6	21.4%
Total	32	100%	32	100%	35	100%	28	100%

Source: Islington Admissions Section, based on the position on offer day.

Note: These are offers to City residents only. Only offered pupils are included in each year.

7.2 Secondary school admissions

Table 11 below shows the breakdown of offers to City children by the schools' maintaining local authority from 2014 to 2017. For the four years combined, on average, more than half of City of London residents were offered a place in an Islington school, almost 1 in 6 pupils were offered a place in a Tower Hamlets secondary school, about 1 in 9 were offered a place in a Hackney school and over 10% were offered places in secondary schools in Southwark.

Number of CoL resident secondary age pupils in CoL Academies?

Table 11: Offers of secondary school places to City of London resident children 2014 to 2017

Secondary Transfer Offers	2014		2015		2016		2017	
	No.	%	No.	%	No.	%	No.	%
Islington Schools	6	40.0%	9	42.9%	13	59.1%	11	64.7%
Hackney	2	13.3%	3	14.3%	3	13.6%	1	5.9%
Kensington & Chelsea	0	0.0%	1	4.8%	1	4.5%	0	0.0%
Lewisham	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Southwark	3	20.0%	1	4.8%	0	0.0%	3	17.6%
Tower Hamlets	1	6.7%	6	28.6%	4	18.2%	2	11.8%
Westminster	3	20.0%	0	0.0%	0	0.0%	0	0.0%
Essex	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Lambeth	0	0.0%	1	4.8%	0	0.0%	0	0.0%
Barnet	0	0.0%	0	0.0%	1	4.5%	0	0.0%
Total	15	100%	21	100%	22	100%	17	100%

Source: Islington Admissions Section, based on the position on offer day.

Note: These are offers to City residents only. Only offered pupils are included in each year.

7.1.1 Suggested Questions for Governors

How well are children in our school doing compared to City of London children in other schools and in relation to inner London and nationally?

What steps has the school taken to improve outcomes and what has the impact been?

How might the school raise performance in Key Stage 1 reading and mathematics? Are any particular groups of pupils underperforming in these subjects?

Are pupils making expected progress between Year 2 and Year 6 (during KS2)?

How do we know if every child is reaching their full potential? How can we ensure higher ability pupils are supported to work at greater depth?

Which pupil groups are performing less well? What action has been taken to address their underperformance?

How is the Pupil Premium being used to 'close the gap' between different groups (gender, ethnicity, SEN, FSM)?

What progress is being made on the key areas for development identified at the last inspection and what has the impact been?

How well has the school prepared for changes to the curriculum and assessment framework? How well is the school tracking pupil progress?

What action is being taken to sustain our school's judgement of outstanding?

How does the absence data and persistent absence data compare with the national equivalents? How does the equivalent data for just pupil premium pupils compare against the national data for pupil premium and non-pupil premium data?