Areas to investigate

KS2 progress

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

KS2 attainment

- In 2018, writing attainment of the expected standard was at or above national for prior attainment groups: middle, high.

- In 2018, mathematics attainment of the expected standard was at or above national for the high prior attainment group.

- The three-year average reading attainment score (108.0) was in the top 10%. The three-year average mathematics attainment score (107.9) was in the top 10%.

KS1 attainment

- In 2018, attainment of the expected standard in writing (90%) and mathematics (93%) was above average and in the highest 10%.

Phonics in 2018

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

Behaviour

- In 2017/18, the rate of overall absence (3.60%) was slightly above the national average for schools with a similar level of deprivation (3.54%).

- 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,KS1,KS2) 2018, 17 December 2018   **Page 1**

Hadley Wood Primary School URN: 101994 LAESTAB: 3082036

Primary school context in 2018

Phase of education: Primary
Headteacher: Beverly Benson
Pupils: 213
Gender: Mixed
Deprivation Quintile: Lowest 20% (0.1)

Local authority: Enfield
Admissions policy: Not applicable
Ages: 4-11
Denomination: Does not apply
Special needs provision:

Ever 6 FSM %: 7.5
English additional language %: 57.1
SEN support %: 11.3
SEN with EHC plan %: 1.9

Ethnicity

- The largest ethnic groups are: White - British (38.5%), White - any other White background (27.5%), Mixed - White & Asian (6.6%), Mixed - any other mixed background (3.8%), Asian or Asian British - Indian (3.3%), Asian or Asian British - any other Asian background (3.3%) ,Black or Black British - African (3.3%), Ethnicity not known (3.3%).

- This school has 13 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- There was nothing significant to report.

Girls

- The school was in the lowest 20% of all schools for the proportion of girls (43.2%).

- The percentage of girls in year 5 (65%) was higher than all other year groups.

- The percentage of girls in year 1 (28%) was lower than all other year groups.

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (7.5%).

- The percentage of FSM in year 2 (16%) and year 5 (16%) was higher than all other year groups.

- There was one child looked after in the school.

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

Inspection Data Summary Report, provisional (Phonics,KS1,KS2) 2018, 17 December 2018   **Page 2**

Primary school context 2018

English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (57.1%).

- The percentage of EAL in year 1 (72%) and year 2 (68%) was higher than all other year groups.

- The percentage of EAL in year 4 (42%) and year 5 (48%) was lower than all other year groups.

- There was a larger than average increase in the percentage of EAL pupils between 2017 and 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 3, year 4, year 5, year 6), Writing (all year groups), Mathematics (year 1, year 2, year 3, year 4, year 6)

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 5 in 2018 is the school's current year 6 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Hadley Wood Primary School   **URN: 101994   LAESTAB: 3082036**

Relative progress for the past three years
Progress quintiles based on rank of progress score

( ) Cohort | Significantly above national | Significantly below national
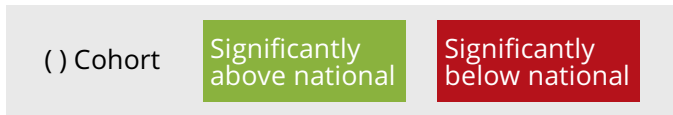
		Reading						Writing						Mathematics				
		Bottom 20%				Top 20%		Bottom 20%				Top 20%		Bottom 20%				Top 20%
		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1

Overall
- 2016 (28) — Reading: Q1 green; Writing: Q1 green; Mathematics: Q1 green
- 2017 (30) — Reading: Q2 dark; Writing: Q1 green; Mathematics: Q3 dark
- 2018 (30) — Reading: Q5 dark; Writing: Q3 dark; Mathematics: Q4 dark

Low at KS1
- 2016 () — Reading; Writing; Mathematics
- 2017 () — Reading; Writing; Mathematics
- 2018 () — Reading; Writing; Mathematics

Middle at KS1
- 2016 (17) — Reading: Q1 green; Writing: Q1 dark; Mathematics: Q1 green
- 2017 (16) — Reading: Q3 dark; Writing: Q1 dark; Mathematics: Q4 dark
- 2018 (11) — Reading: Q5 red; Writing: Q3 dark; Mathematics: Q5 dark

High at KS1
- 2016 (11) — Reading: Q1 green; Writing: Q1 green; Mathematics: Q1 green
- 2017 (14) — Reading: Q1 dark; Writing: Q2 dark; Mathematics: Q2 dark
- 2018 (19) — Reading: Q4 dark; Writing: Q3 dark; Mathematics: Q3 dark

Disadvantaged
- 2016 (2)
- 2017 (6)
- 2018 (2)

Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores Previous years are based on unadjusted. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is greyed out. For further information on methodology see
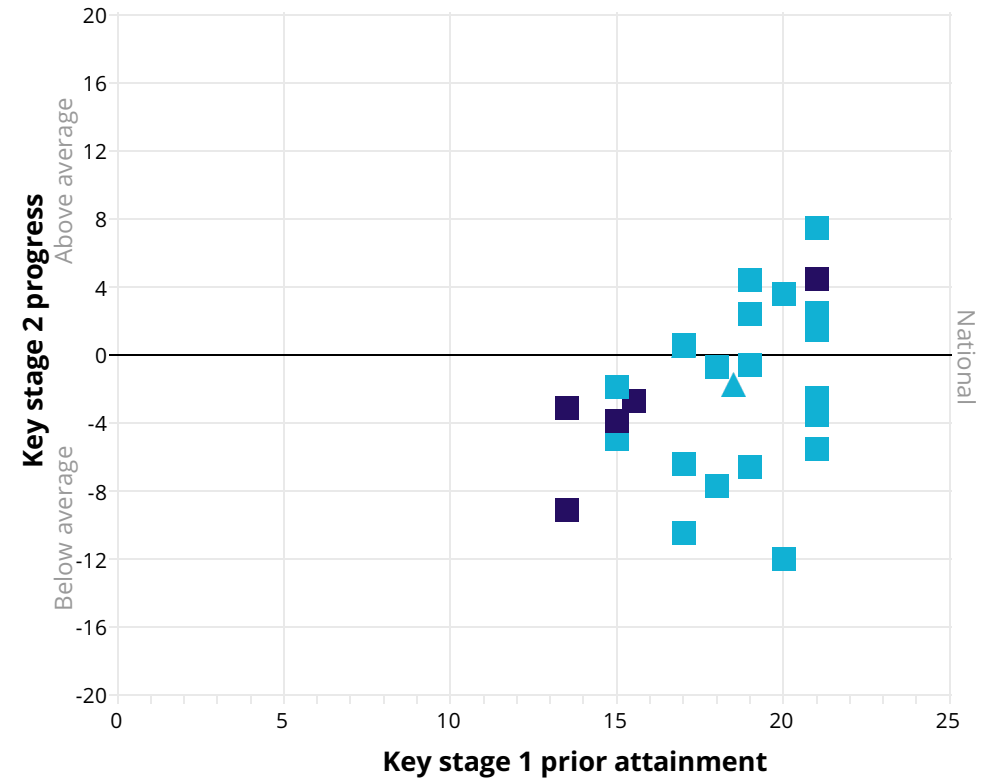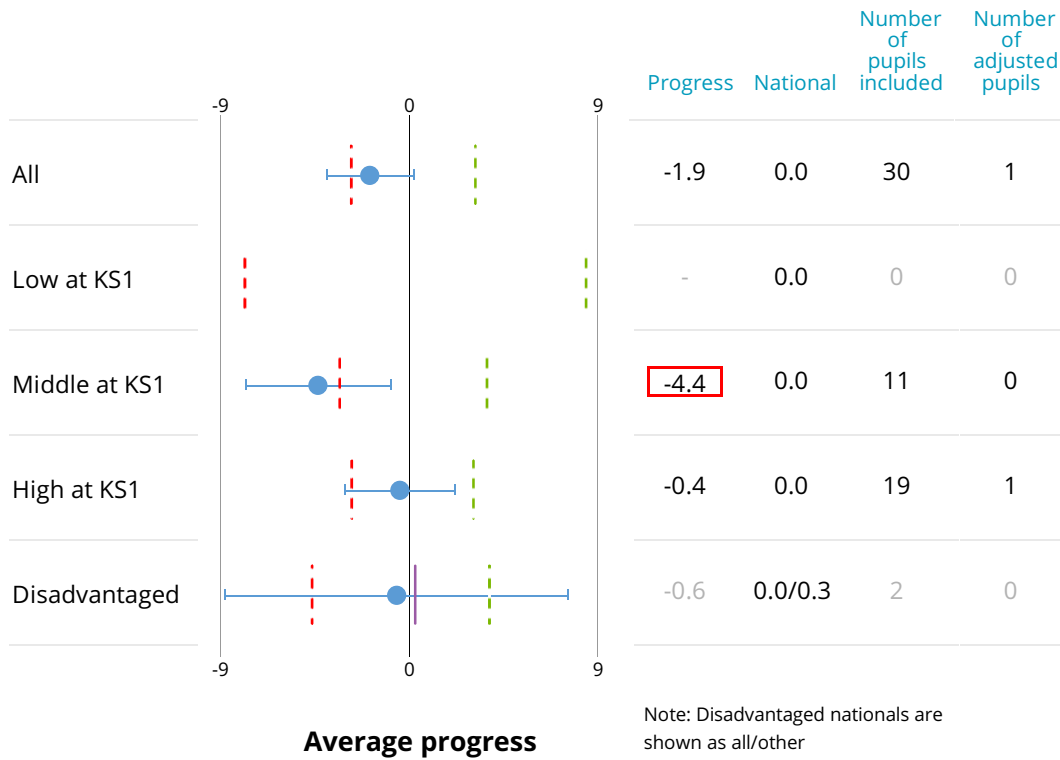www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Reading progress in 2018

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

☐ Significantly above national and in top 10%
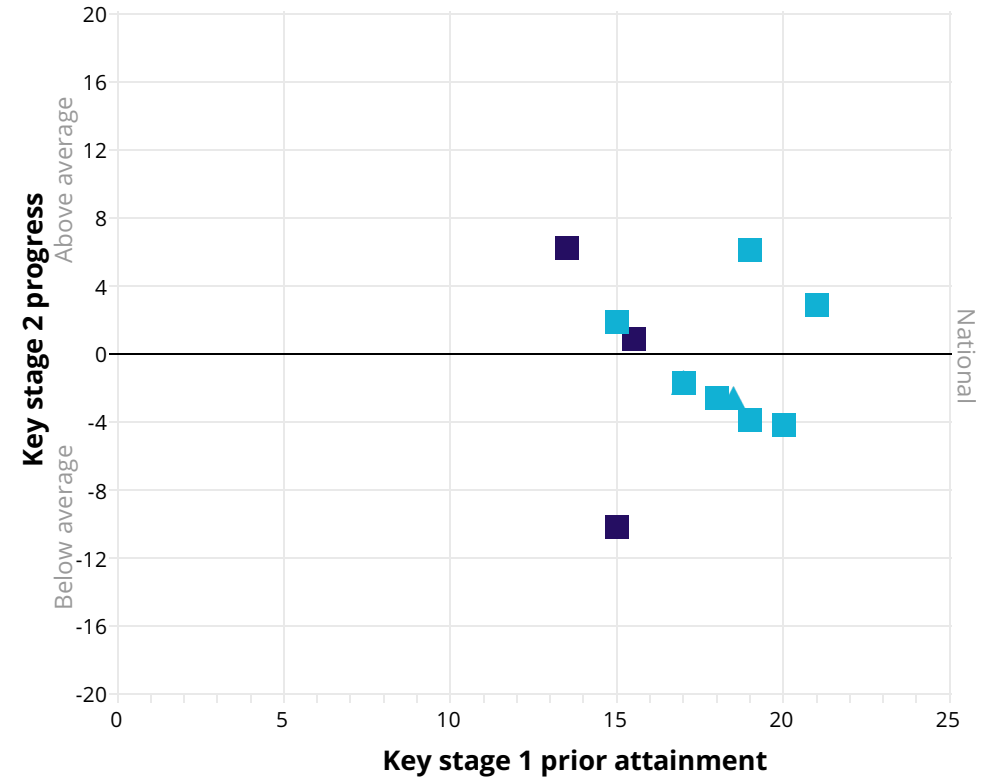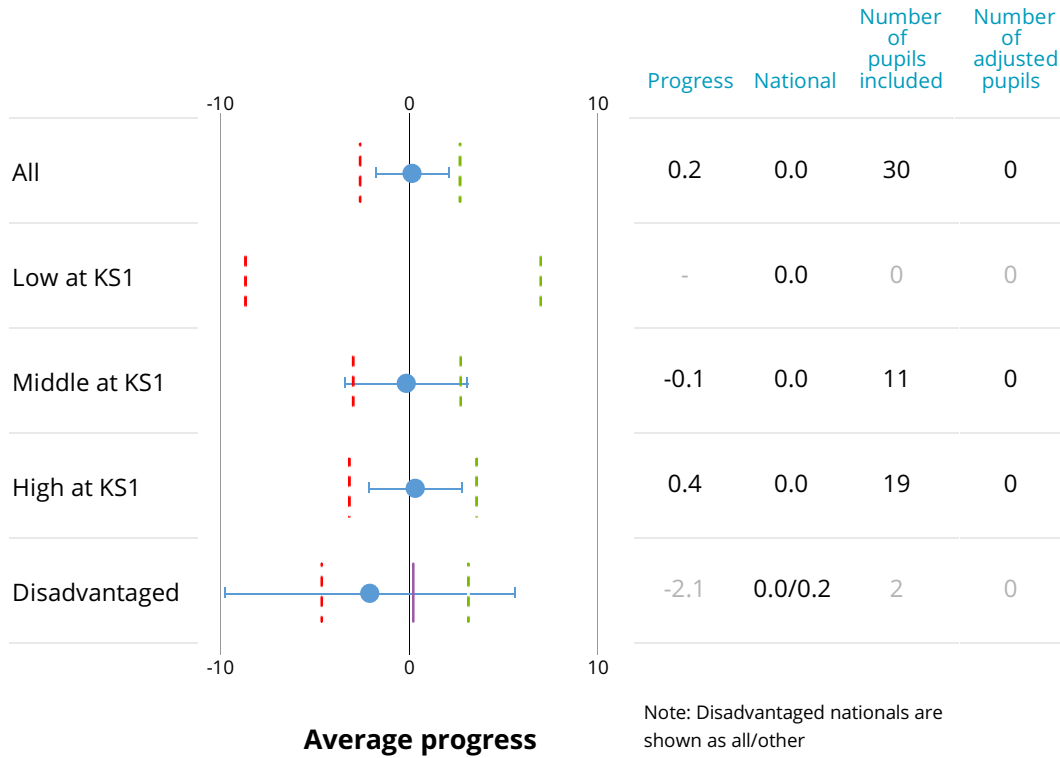☐ Significantly below national and in bottom 10%

	Progress	National	Number of pupils included	Number of adjusted pupils
All	-1.9	0.0	30	1
Low at KS1	-	0.0	0	0
Middle at KS1	-4.4	0.0	11	0
High at KS1	-0.4	0.0	19	1
Disadvantaged	-0.6	0.0/0.3	2	0

Average progress

Note: Disadvantaged nationals are shown as all/other

Reading progress scatterplot

△ Disadvantaged ☐ Other SEN Not SEN

Key stage 1 prior attainment

Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard
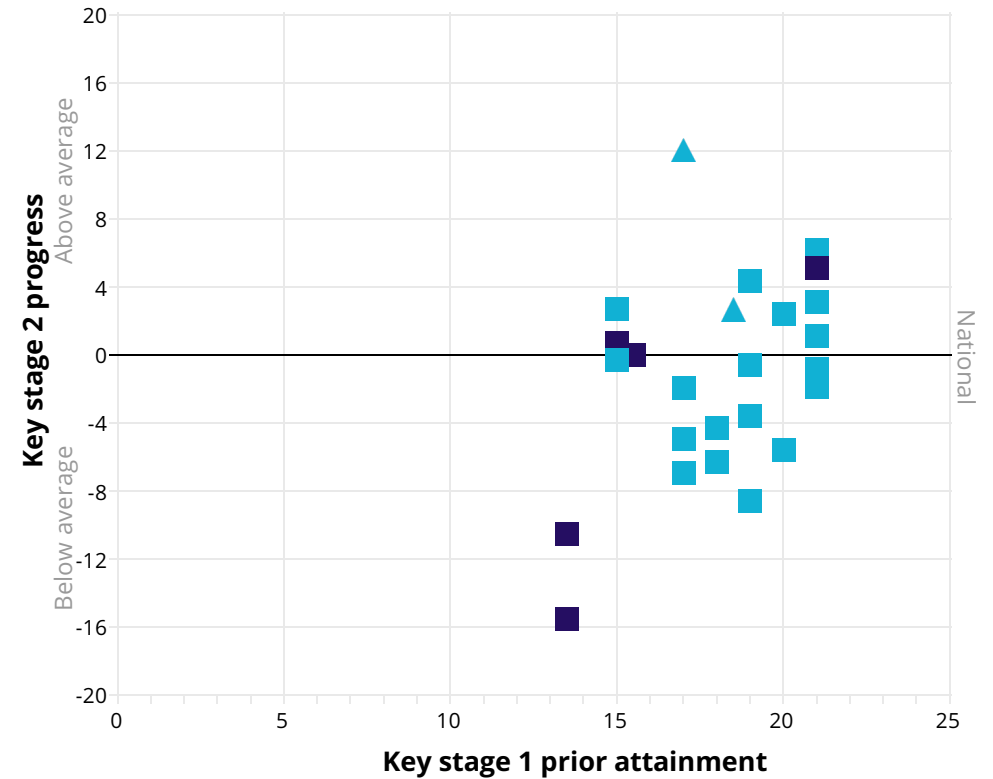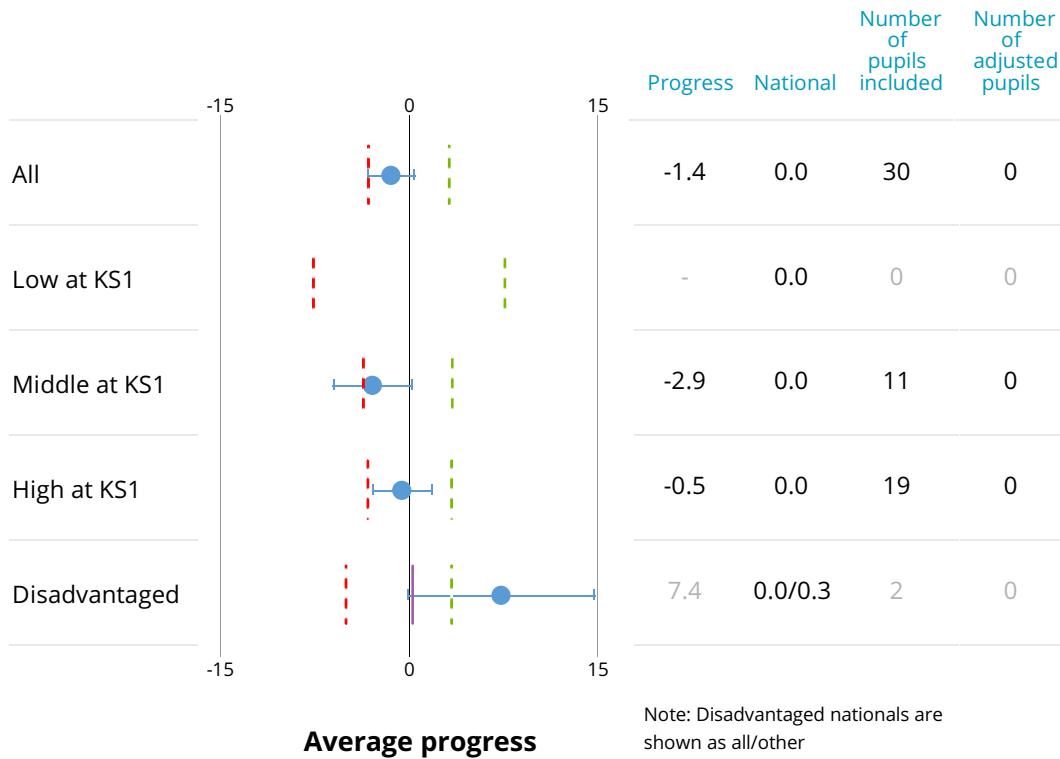
Ofsted

Writing progress in 2018

Writing progress scatterplot

- - - Bottom 10%　- - - Top 10%　—— Other national
□ Significantly above national and in top 10%
□ Significantly below national and in bottom 10%

△ Disadvantaged　　□ Other　　■ SEN　　■ Not SEN

Average progress

	Progress	National	Number of pupils included	Number of adjusted pupils
All	0.2	0.0	30	0
Low at KS1	-	0.0	0	0
Middle at KS1	-0.1	0.0	11	0
High at KS1	0.4	0.0	19	0
Disadvantaged	-2.1	0.0/0.2	2	0

Note: Disadvantaged nationals are shown as all/other

Key stage 1 prior attainment

Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Mathematics progress in 2018

Mathematics progress scatterplot

Legend:
- - - Bottom 10%   - - - Top 10%   —— Other national
- ☐ Significantly above national and in top 10%
- ☐ Significantly below national and in bottom 10%

△ Disadvantaged   ☐ Other   SEN   Not SEN

	Progress	National	Number of pupils included	Number of adjusted pupils
All	-1.4	0.0	30	0
Low at KS1	-	0.0	0	0
Middle at KS1	-2.9	0.0	11	0
High at KS1	-0.5	0.0	19	0
Disadvantaged	7.4	0.0/0.3	2	0

Average progress

Note: Disadvantaged nationals are shown as all/other

Key stage 2 progress (Above average / Below average)

Key stage 1 prior attainment

Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Reading scaled scores 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
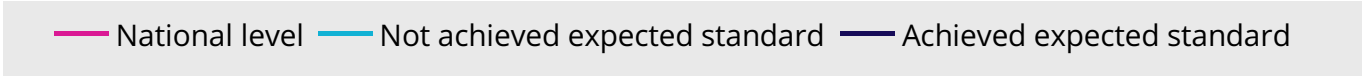
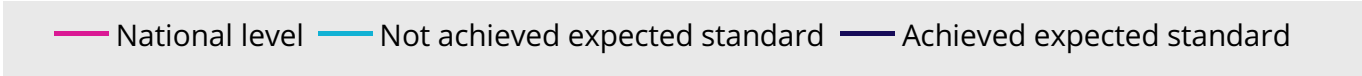Cohort = 30   One pupil relates to 3.3 percentage points.

In 2018, 80% of pupils achieved the expected standard, 5 percentage points above the national. This difference was not statistically significant.

Expected standard

Reading scaled score
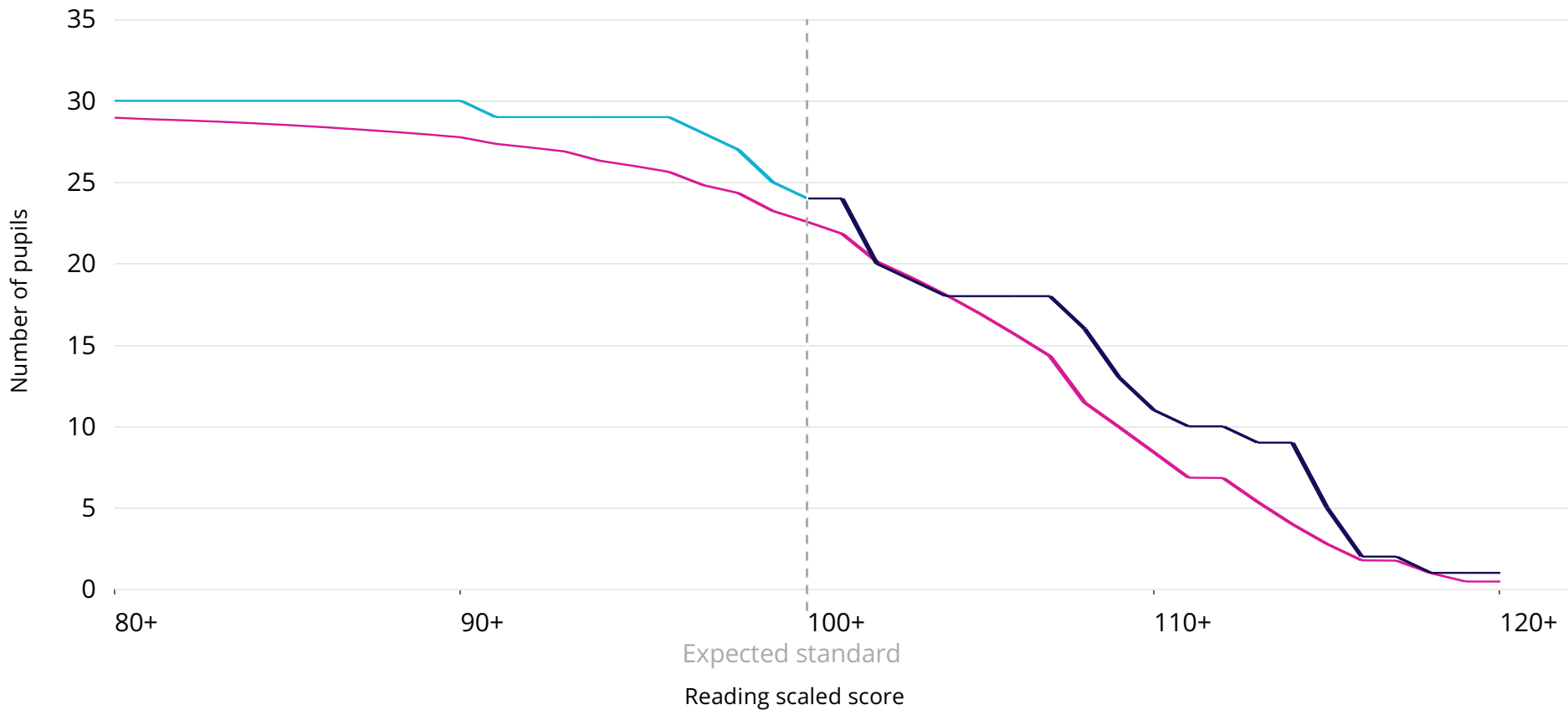
Notes: The plotted national line is the national reading percentage multiplied by the school reading attainment cohort at each average scaled score interval. For further information on methodology see
www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Mathematics scaled scores 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
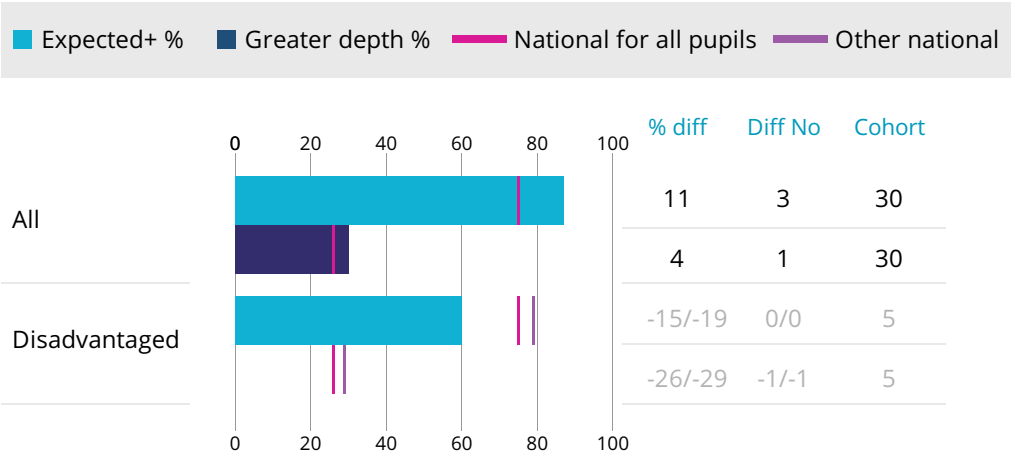
Cohort = 30   One pupil relates to 3.3 percentage points.

In 2018, 87% of pupils achieved the expected standard, 11 percentage points above the national. This difference was not statistically significant.
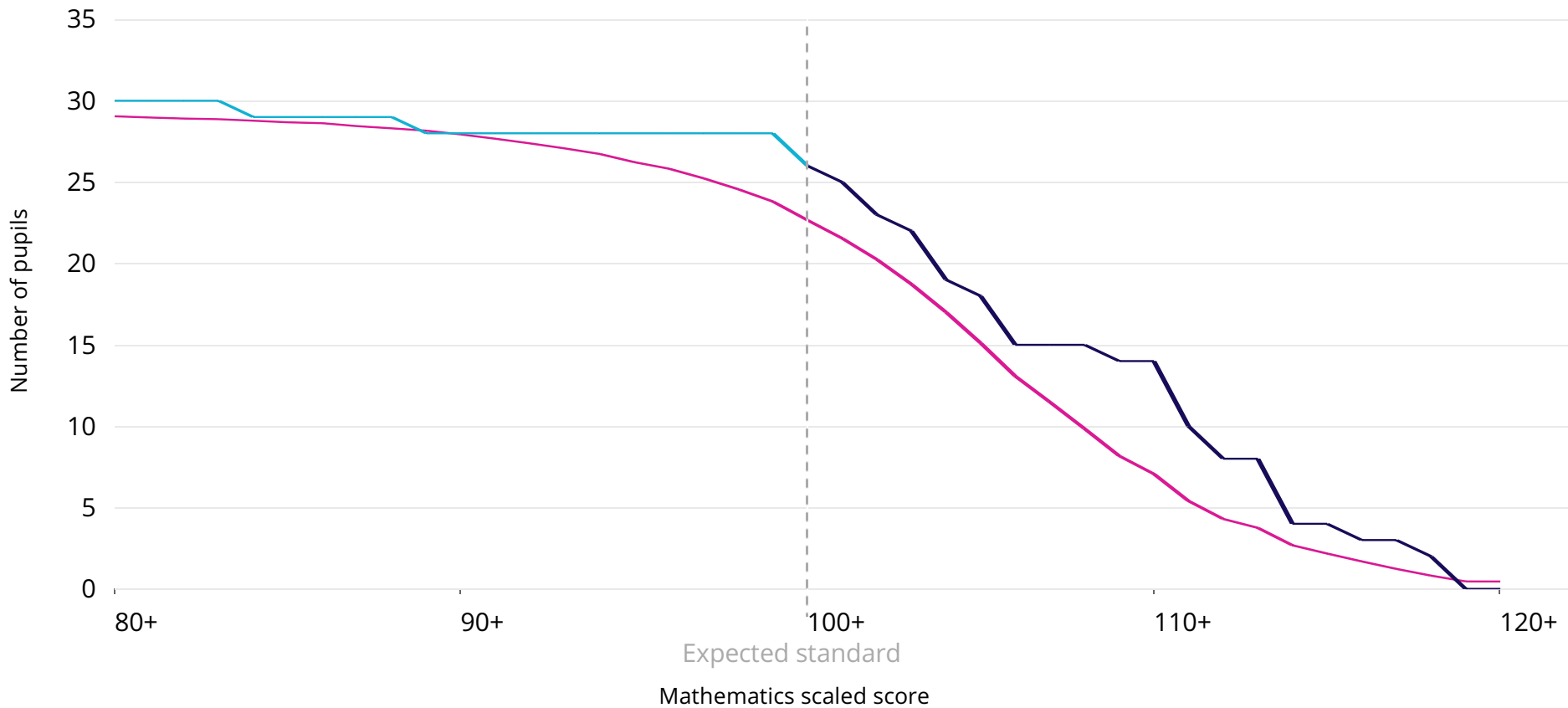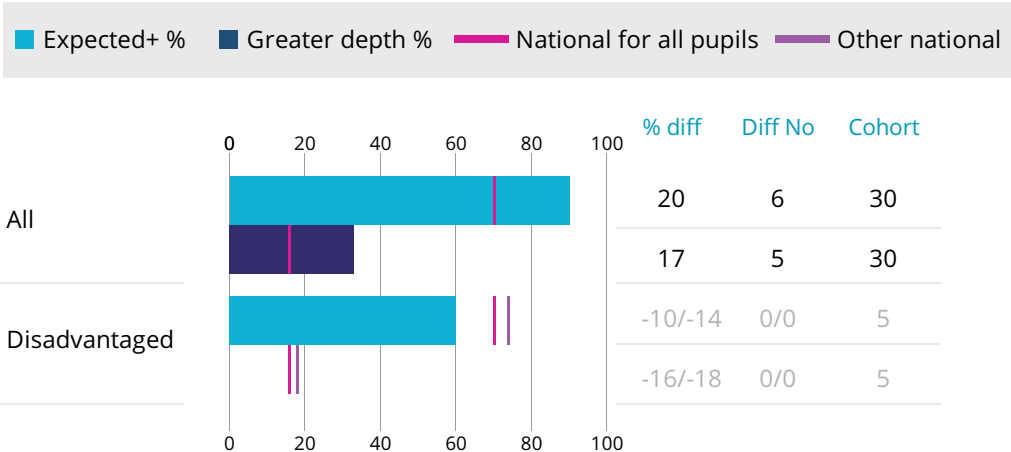

Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see
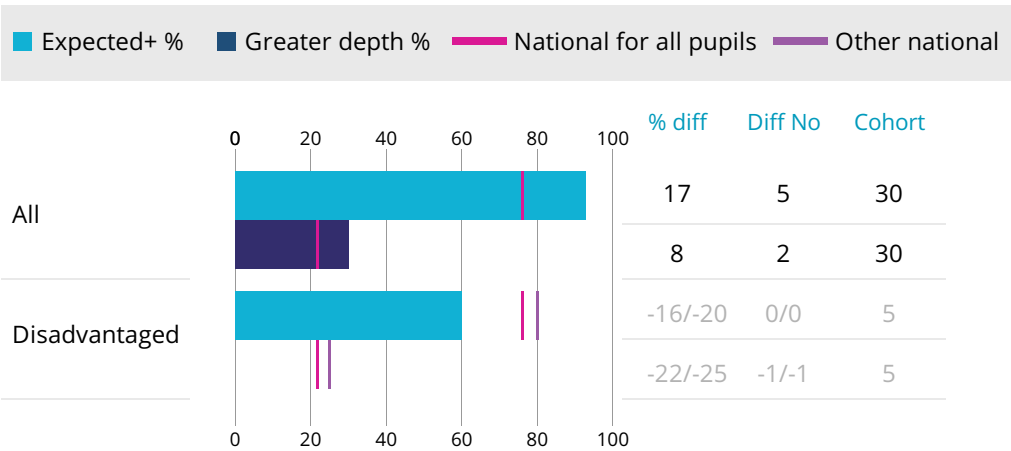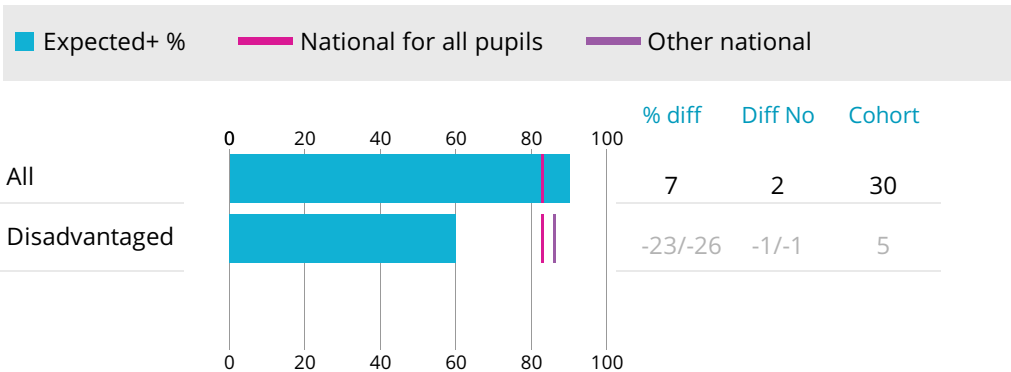www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Hadley Wood Primary School **URN: 101994   LAESTAB: 3082036**

Reading

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

	% diff	Diff No	Cohort
All	11	3	30
	4	1	30
Disadvantaged	-15/-19	0/0	5
	-26/-29	-1/-1	5

Writing

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

	% diff	Diff No	Cohort
All	20	6	30
	17	5	30
Disadvantaged	-10/-14	0/0	5
	-16/-18	0/0	5

Mathematics

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

	% diff	Diff No	Cohort
All	17	5	30
	8	2	30
Disadvantaged	-16/-20	0/0	5
	-22/-25	-1/-1	5

Science

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

|	% diff	Diff No	Cohort
All	7	2	30
Disadvantaged	-23/-26	-1/-1	5

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
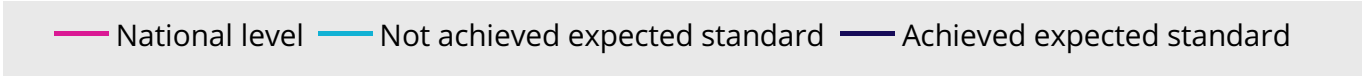
Cohort = 30   One pupil relates to 3.3 percentage points.

In 2018, 97% of pupils achieved the expected standard, 14 percentage points above the national proportion. This was a statistically significant difference.

Number of pupils (y-axis); Total marks gained (x-axis); x-axis labels: 0+, 10+, 20+, 30+, 40+; Expected standard
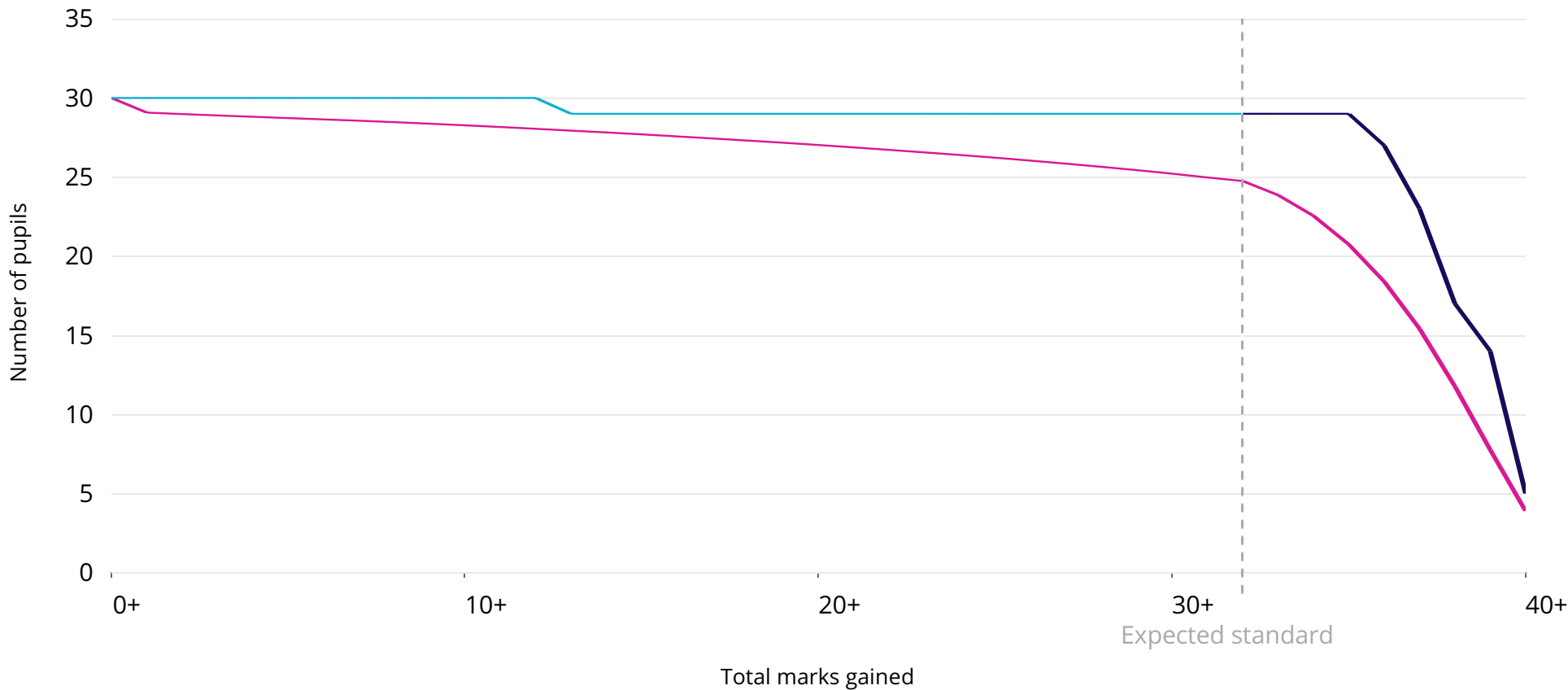
Notes: The plotted national line is the national phonics attainment percentage at each phonics mark multiplied by the whole school phonics attainment cohort. The expected standard for phonics is 32+. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard