Areas to investigate

KS2 progress outliers in 2017

- In 2017, there was one negative outlier in mathematics. This had an impact of -0.5 on the average progress score.

KS2 attainment

- In 2017, reading and writing attainment of the expected standard was at or above national for prior attainment groups: middle, high.
- In 2017, mathematics attainment of the expected standard was at or above national for the high prior attainment group.

KS1 attainment

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

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 %	54	(65)	(85)
Reading progress	-0.1	(-5)	(-2.5)
Writing progress	1.9	(-7)	(-3.5)
Maths progress	-0.4	(-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

Bowerham Primary & Nursery School

URN: 119129 **LAESTAB:** 8882017

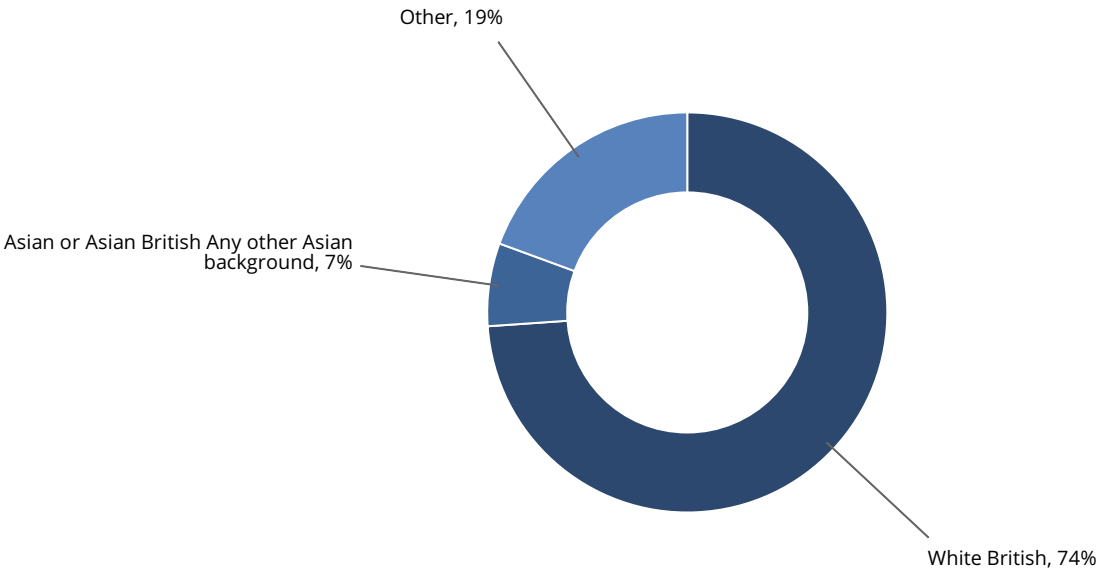
Phase of education: Primary
Headteacher: Jo Longworth
Pupils: 455
Gender: Mixed
Special needs provision:

Local authority: Lancashire
Admissions policy: Not applicable
Ages: 2-11
Denomination: Does not apply

Schools details as of 3 January 2018

Ethnicity

This school has 12 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



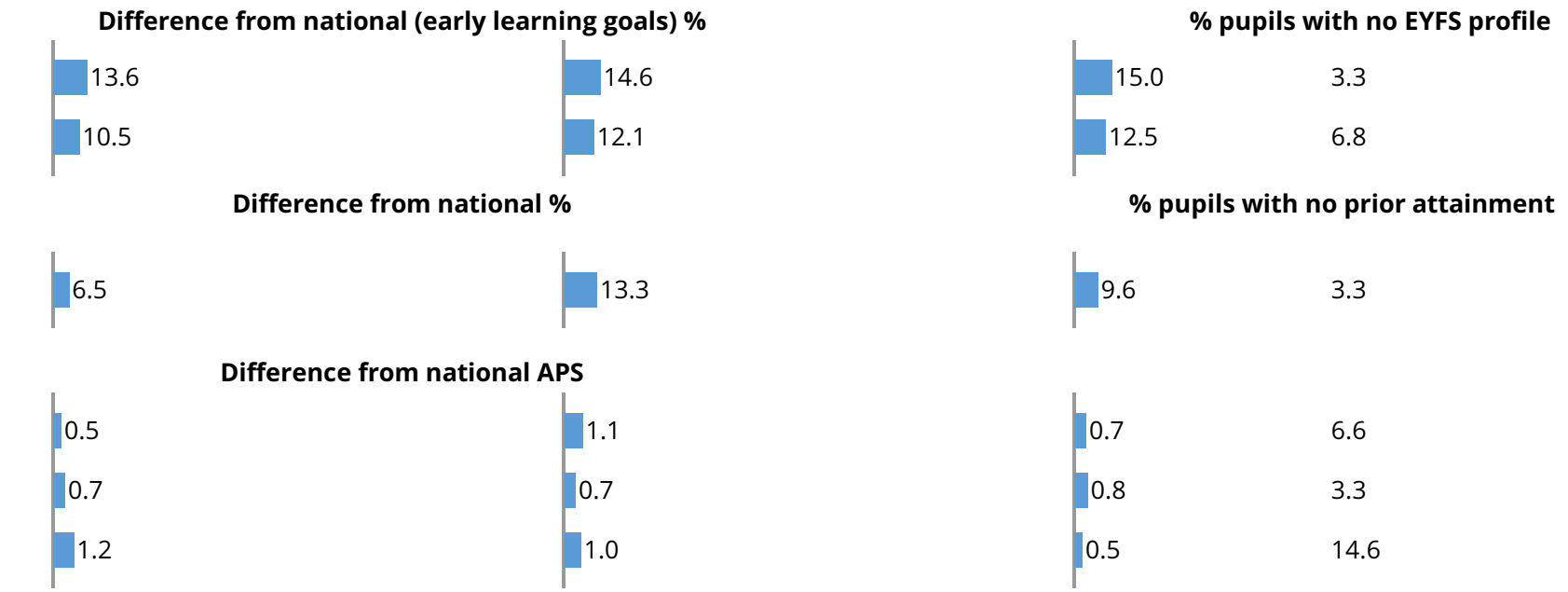
School level trends

	2015	2016	2017	2017 Quintile (Bottom 20% Q5 Q4 Q3 Q2 Q1 Top 20%)
% girls				
School	45	48	47	
National	49	49	49	
% eligible for FSM at any time during the past 6 years				
School	23	22	23	
National	26	25	24	
% of pupils first language not/believed not to be English				
School	21	18	17	
National	19	20	21	
% of pupils with SEN support				
School	6.2	10.3	6.4	
National	13.0	12.1	12.2	
% of pupils with a SEN statement or EHC plan				
School	1.4	1.1	1.1	
National	1.4	1.3	1.3	
School deprivation indicator				
School	0.1	0.1	0.1	
National	0.2	0.2	0.2	

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	60	53	49	17	19	13	21	8	12	0
Year 2	59	39	49	24	22	14	21	12	14	0
Year 3	60	45	49	15	26	22	21	12	15	0
Year 4	61	48	49	33	28	15	21	7	16	1
Year 5	60	33	49	28	30	15	20	12	16	1
Year 6	41	59	49	27	31	24	20	10	17	0

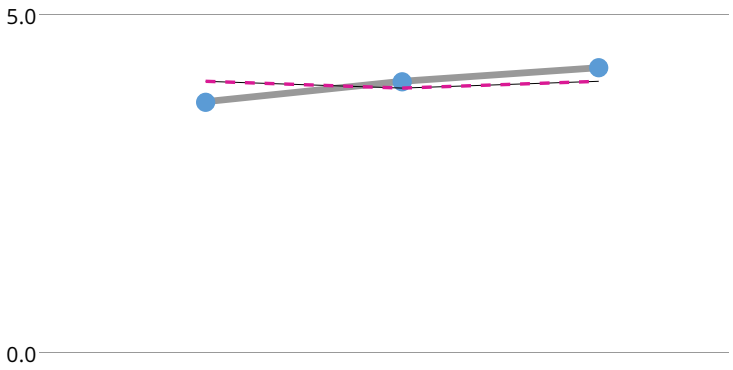
Prior attainment



Underlined once: more than one standard deviation from national
Underlined twice: more than two standard deviations from national

Absence

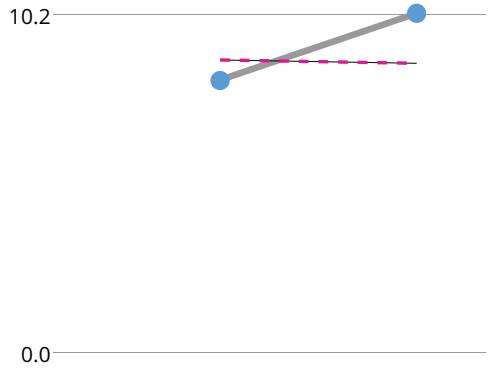
% of sessions missed



	2015	2016	2017
School %	3.7	4.0	4.2
Nat %	4.0	3.9	4.0
Cohort	332	343	354

Persistent absence

% of pupils who missed 10% or more sessions

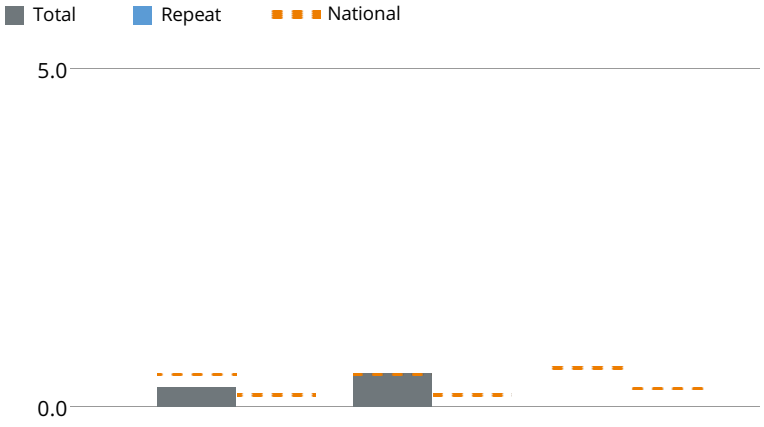


	2016	2017
School %	8.2	10.2
Nat %	8.8	8.7
Cohort	343	354

School National

Fixed term exclusions

% of pupils excluded



	2014		2015		2016	
School %	0.3	0.0	0.5	0.0	0.0	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	1	0	2	0	0	0

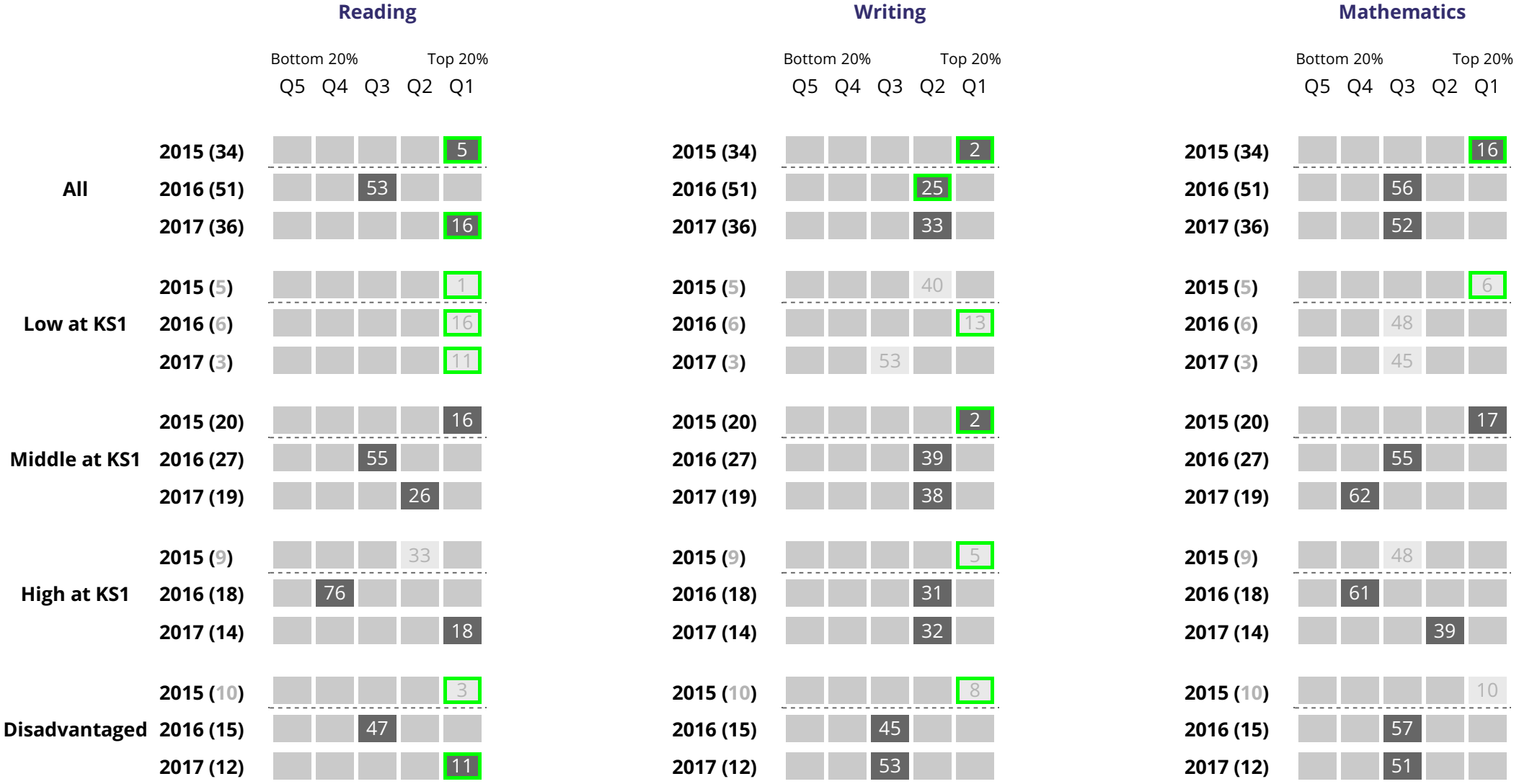
Permanent exclusions

= 1 pupil

	Nat	
2016	(0)	No permanent exclusions
2015	(0)	No permanent exclusions

Trends over time

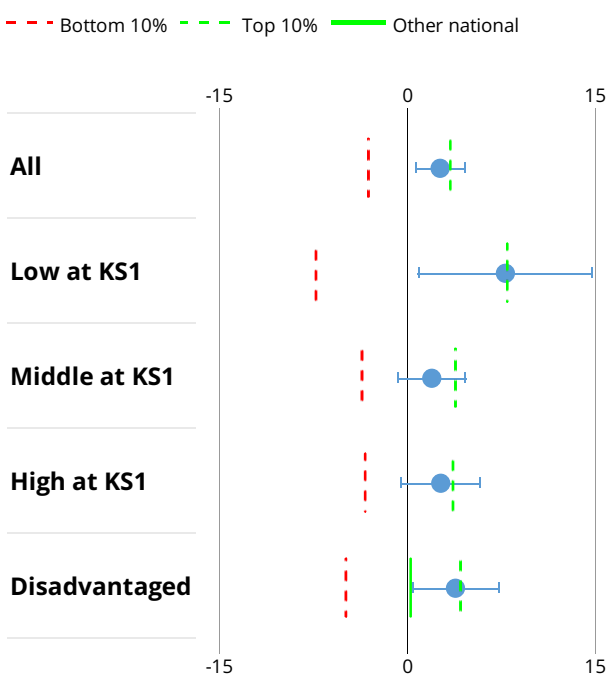
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



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



	Progress	National	Number of pupils included
All	2.7	0.0	36
Low at KS1	7.9	0.0	3
Middle at KS1	2.0	0.0	19
High at KS1	2.7	0.0	14
Disadvantaged	3.9	0.0/0.3	12

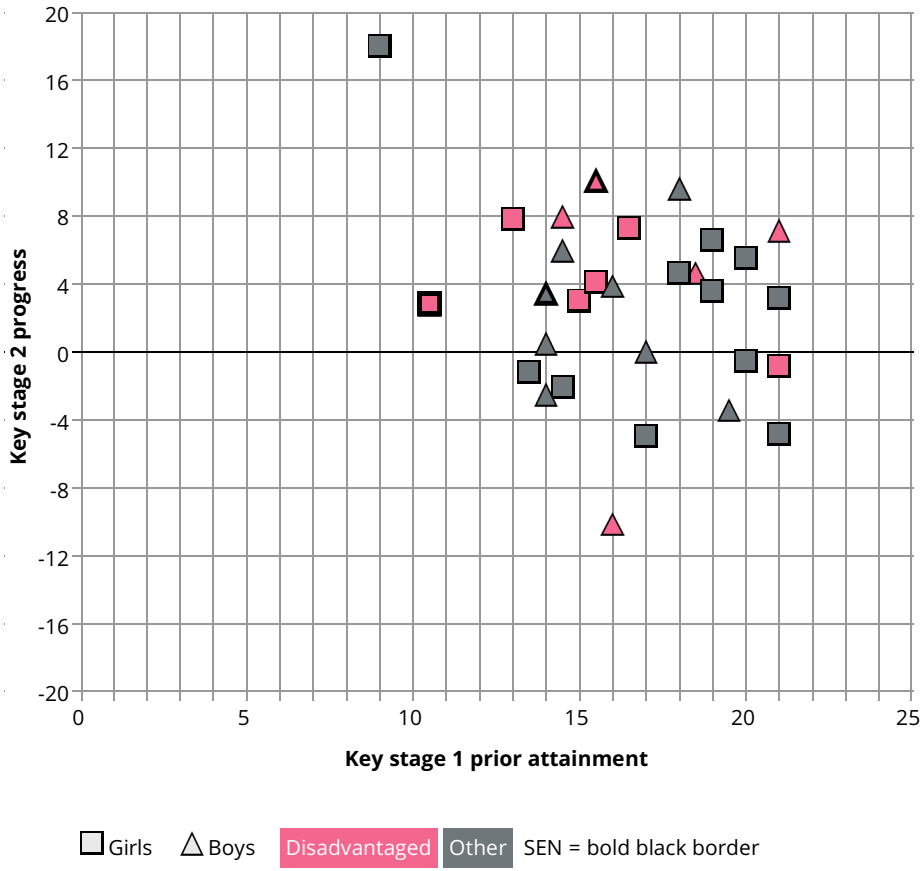
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

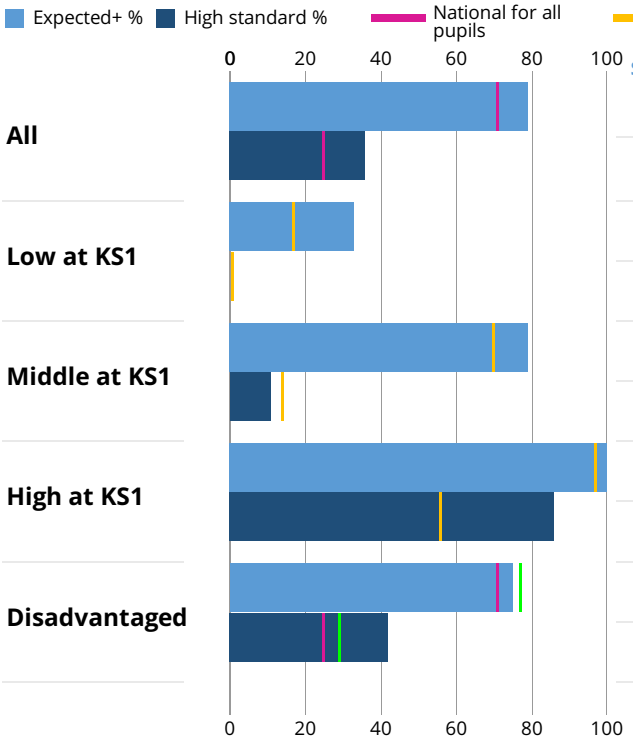
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot



Girls Boys Disadvantaged Other SEN = bold black border

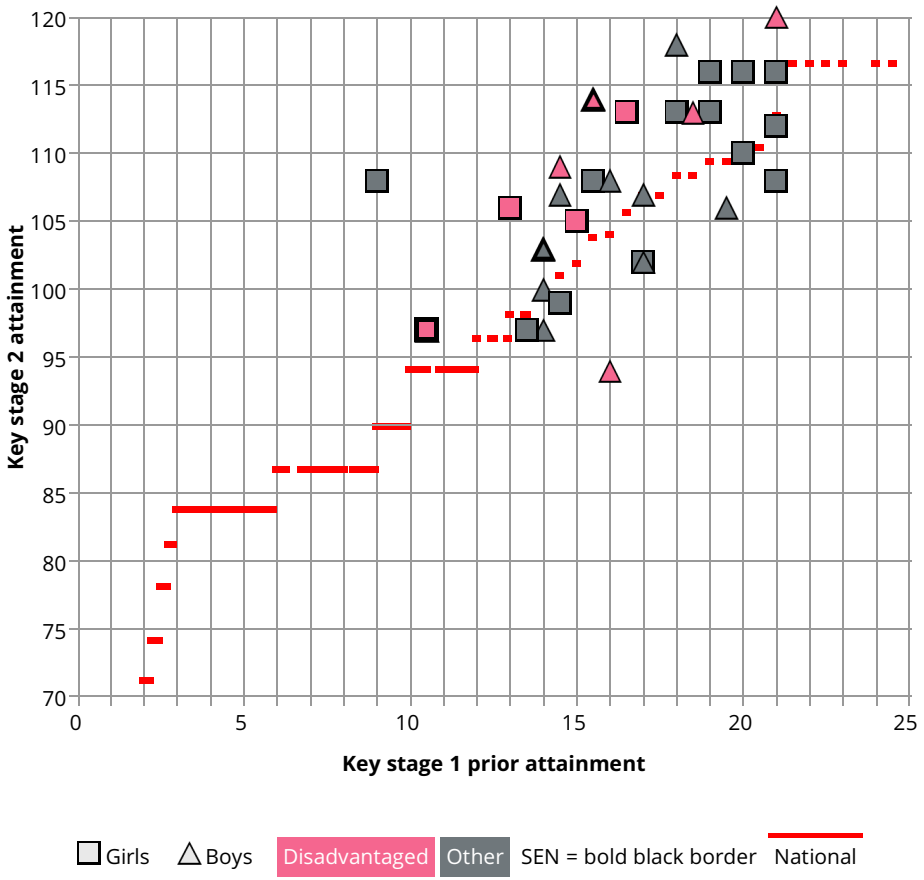
Reading attainment in 2017



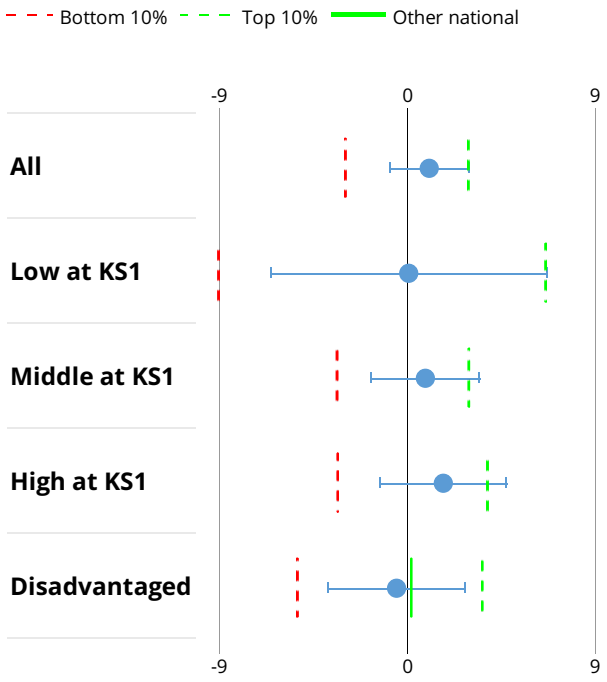
	School %	Nat %	Diff no	Cohort	Average scaled score
All	79	71	3	42	107
	36	25	4	42	
Low at KS1	33	17	0	3	101
	0	1	0	3	
Middle at KS1	79	70	1	19	105
	11	14	0	19	
High at KS1	100	97	0	14	114
	86	56	4	14	
Disadvantaged	75	71/77	0/0	12	107
	42	25/29	2/1	12	

Note: Disadvantaged nationals are shown as all/other

Reading attainment scatterplot



Writing (teacher assessment) progress in 2017



	Progress	National	Number of pupils included
All	1.1	0.0	36
Low at KS1	0.1	0.0	3
Middle at KS1	0.9	0.0	19
High at KS1	1.8	0.0	14
Disadvantaged	-0.5	0.0/0.2	12

Note: Disadvantaged nationals are shown as all/other

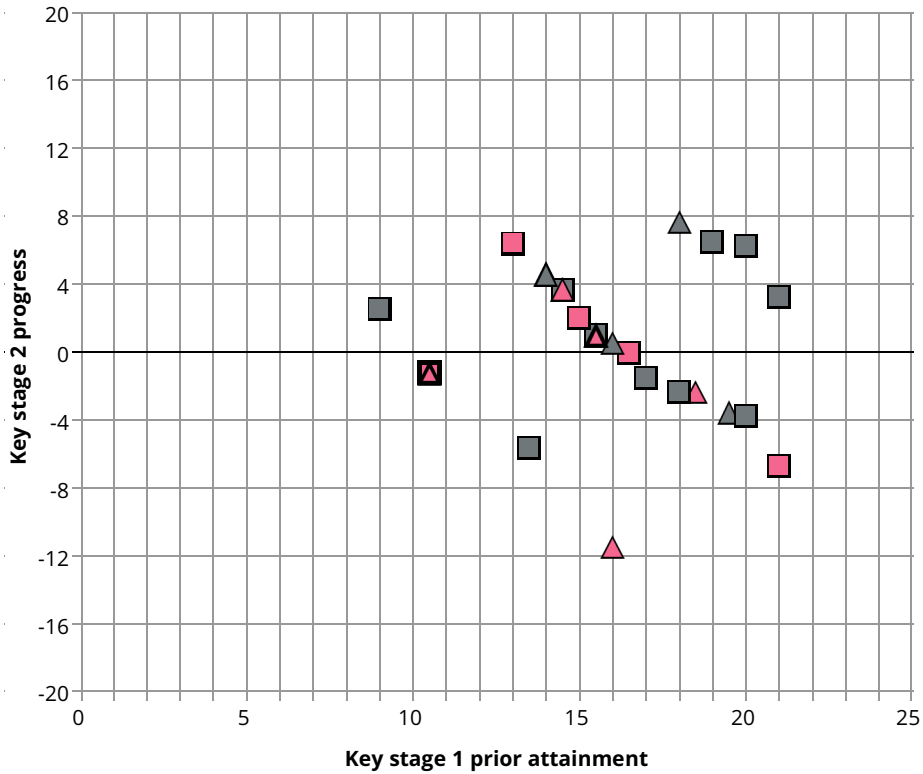
Significantly below national and in bottom 10%

Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

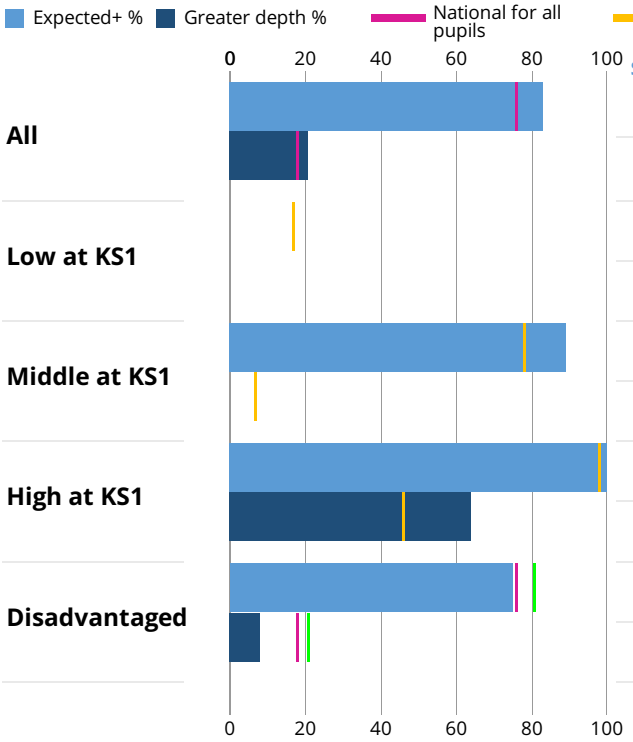
Writing data is based on teacher assesments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



Girls Boys Disadvantaged Other SEN = bold black border

Writing (teacher assessment) attainment in 2017

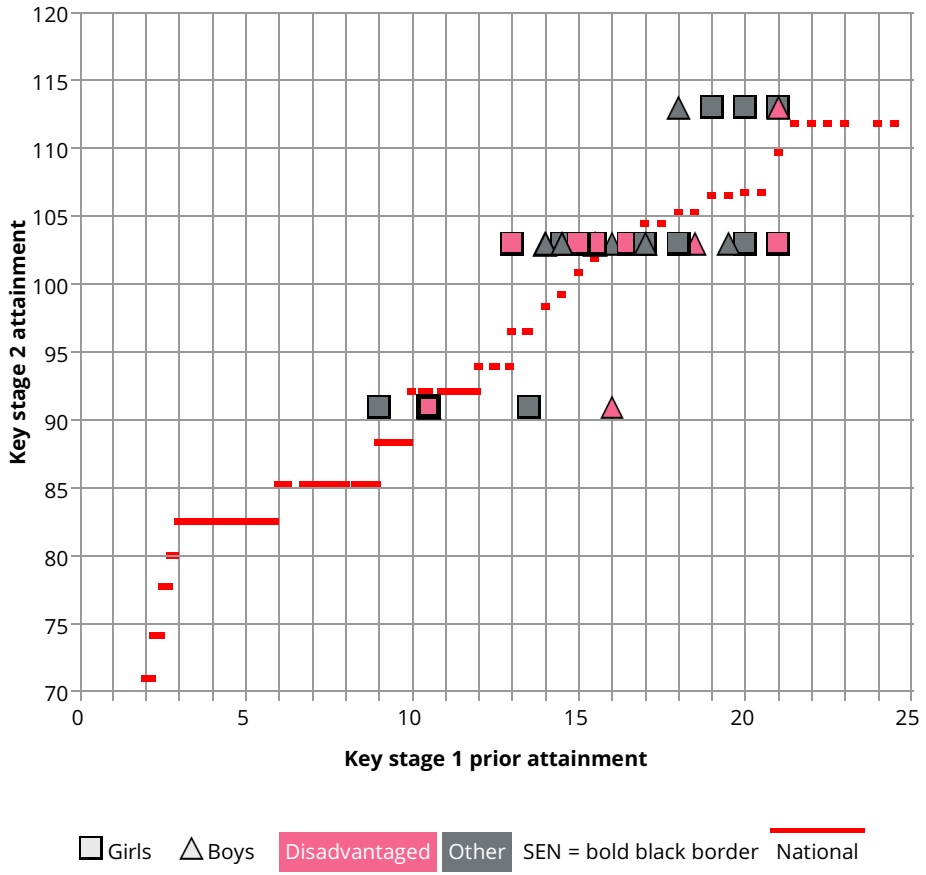


	School %	Nat %	Diff no	Cohort
All	83	76	2	42
	21	18	1	42
Low at KS1	0	17	0	3
	0	0	0	3
Middle at KS1	89	78	2	19
	0	7	-1	19
High at KS1	100	98	0	14
	64	46	2	14
Disadvantaged	75	76/81	0/0	12
	8	18/21	-1/-1	12

Note: Disadvantaged nationals are shown as all/other

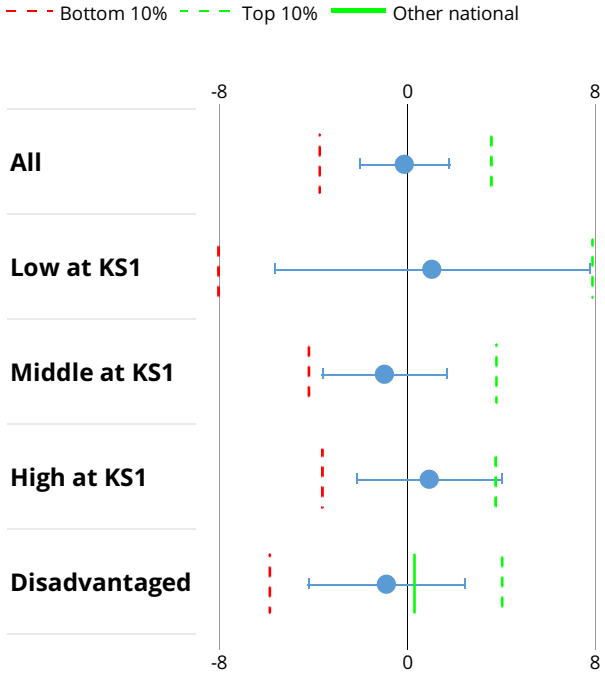
Writing data is based on teacher assesments. Users should be cautious when using this data.

Writing (teacher assessment) attainment scatterplot



Girls Boys Disadvantaged Other SEN = bold black border National

Mathematics progress in 2017



	Progress	National	Number of pupils included
All	-0.1	0.0	36
Low at KS1	1.0	0.0	3
Middle at KS1	-0.9	0.0	19
High at KS1	0.9	0.0	14
Disadvantaged	-0.8	0.0/0.3	12

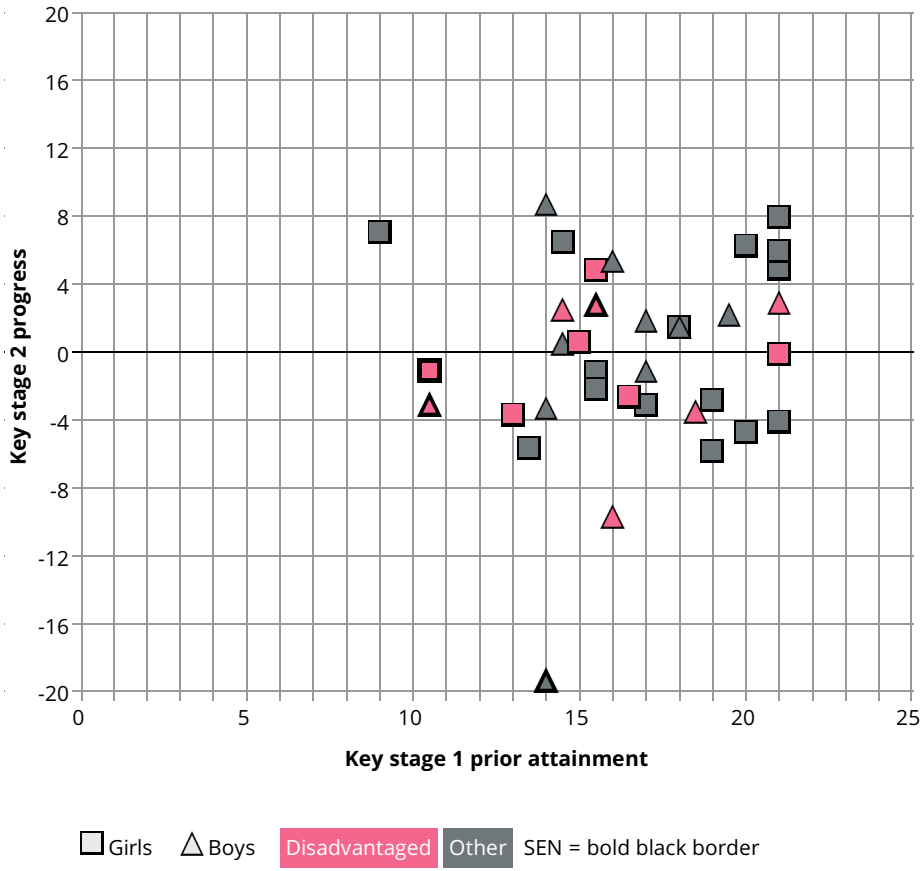
Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

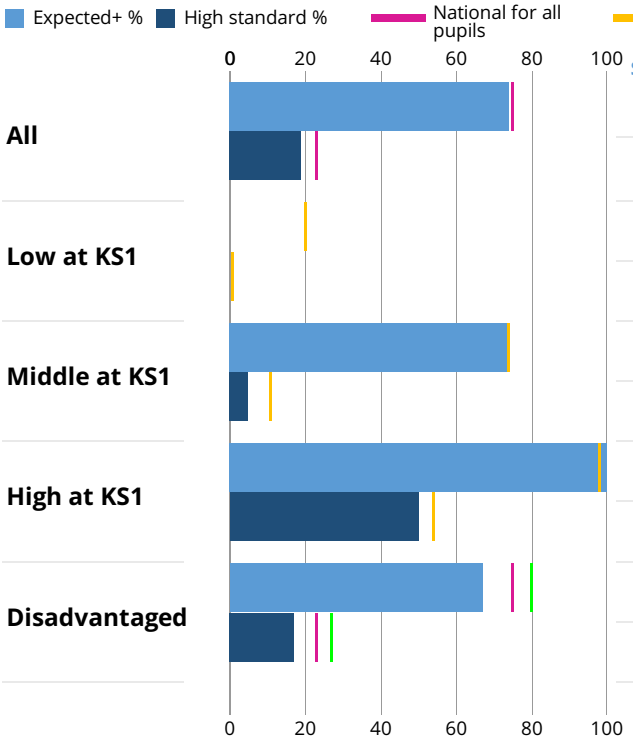
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot



Girls Boys Disadvantaged Other SEN = bold black border

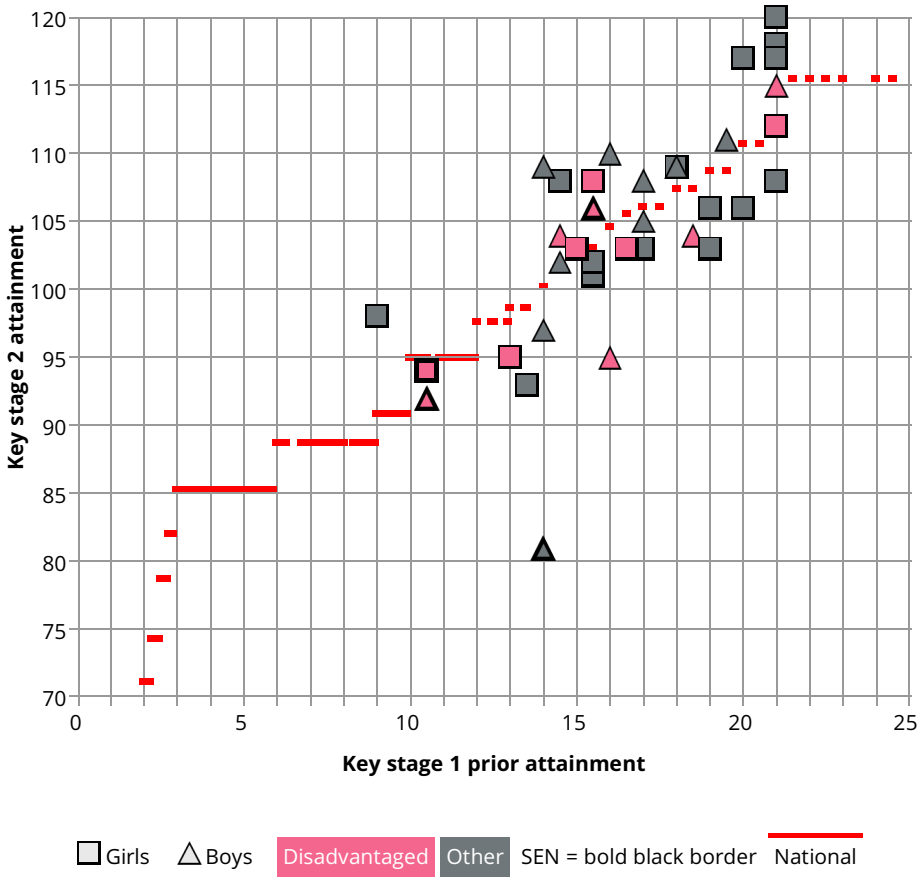
Mathematics attainment in 2017



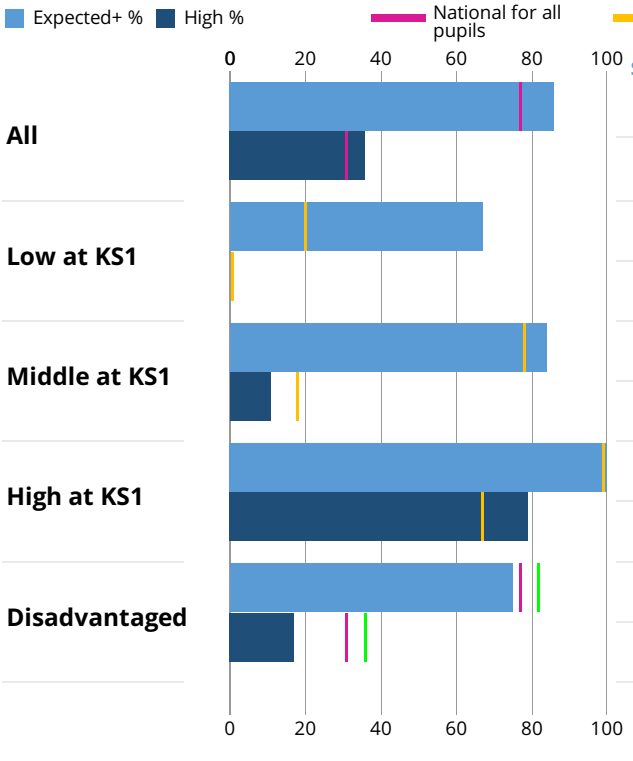
	School %	Nat %	Diff no	Cohort	Average scaled score
All	74	75	0	42	104
	19	23	-1	42	
Low at KS1	0	20	0	3	95
	0	1	0	3	
Middle at KS1	74	74	0	19	102
	5	11	-1	19	
High at KS1	100	98	0	14	111
	50	54	0	14	
Disadvantaged	67	75/80	0/-1	12	103
	17	23/27	0/-1	12	

Note: Disadvantaged nationals are shown as all/other

Mathematics attainment scatterplot



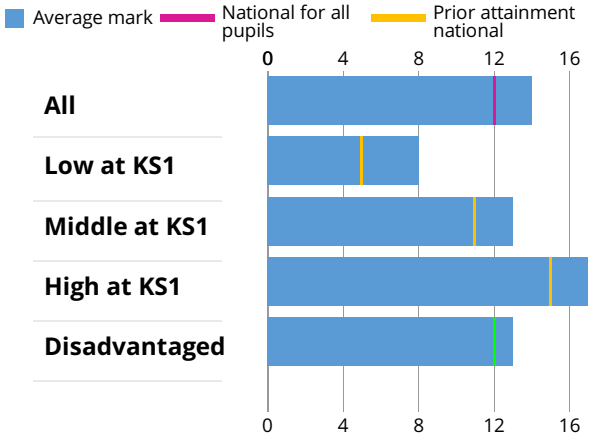
English grammar, punctuation and spelling (EGPS) in 2017



	School %	Nat %	Cohort
All	86	77	42
	36	31	42
Low at KS1	67	20	3
	0	1	3
Middle at KS1	84	78	19
	11	18	19
High at KS1	100	99	14
	79	67	14
Disadvantaged	75	77/82	12
	17	31/36	12

Note: Disadvantaged nationals are shown as all/other

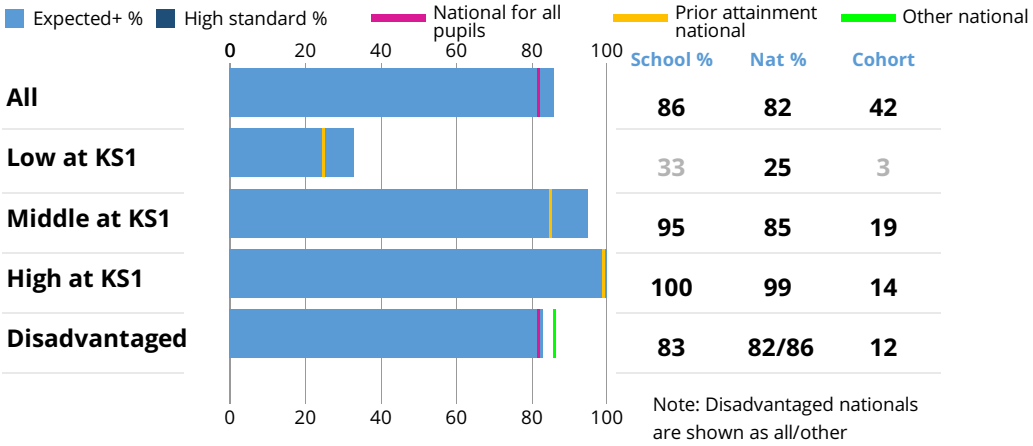
Spelling



	Average mark	National	Cohort
All	14	12	42
Low at KS1	8	5	3
Middle at KS1	13	11	19
High at KS1	17	15	14
Disadvantaged	13	12/12	12

Note: Disadvantaged nationals are shown as all/other

Science attainment in 2017

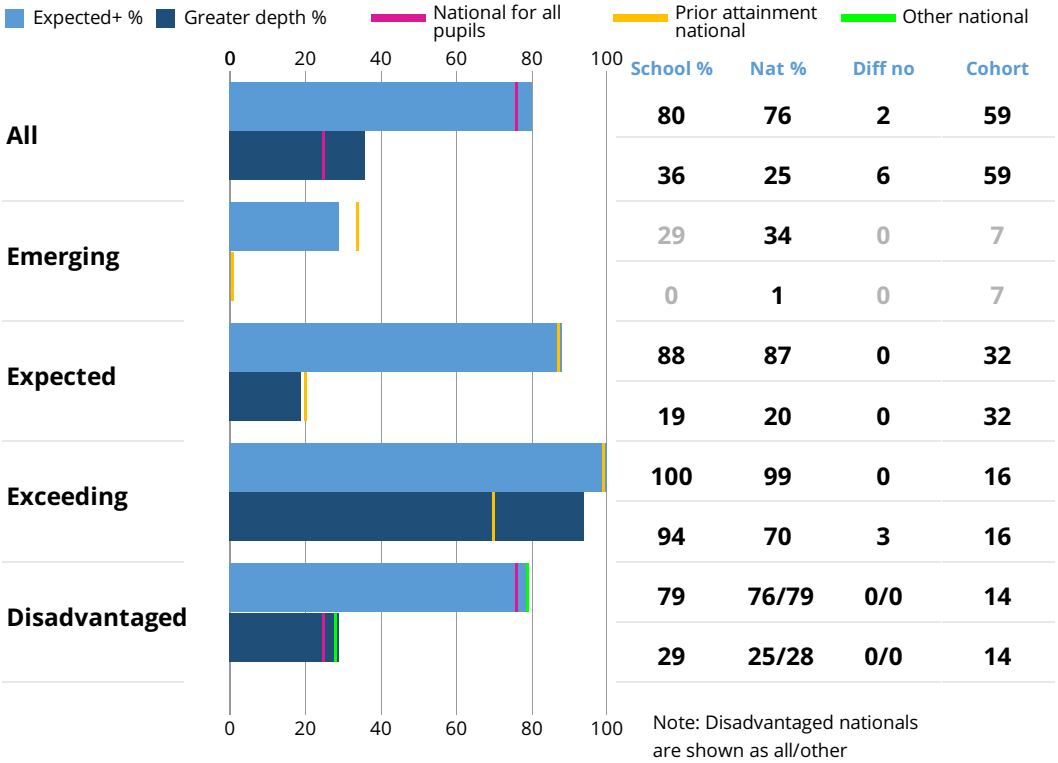


	School %	Nat %	Cohort
All	86	82	42
Low at KS1	33	25	3
Middle at KS1	95	85	19
High at KS1	100	99	14
Disadvantaged	83	82/86	12

Note: Disadvantaged nationals are shown as all/other

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

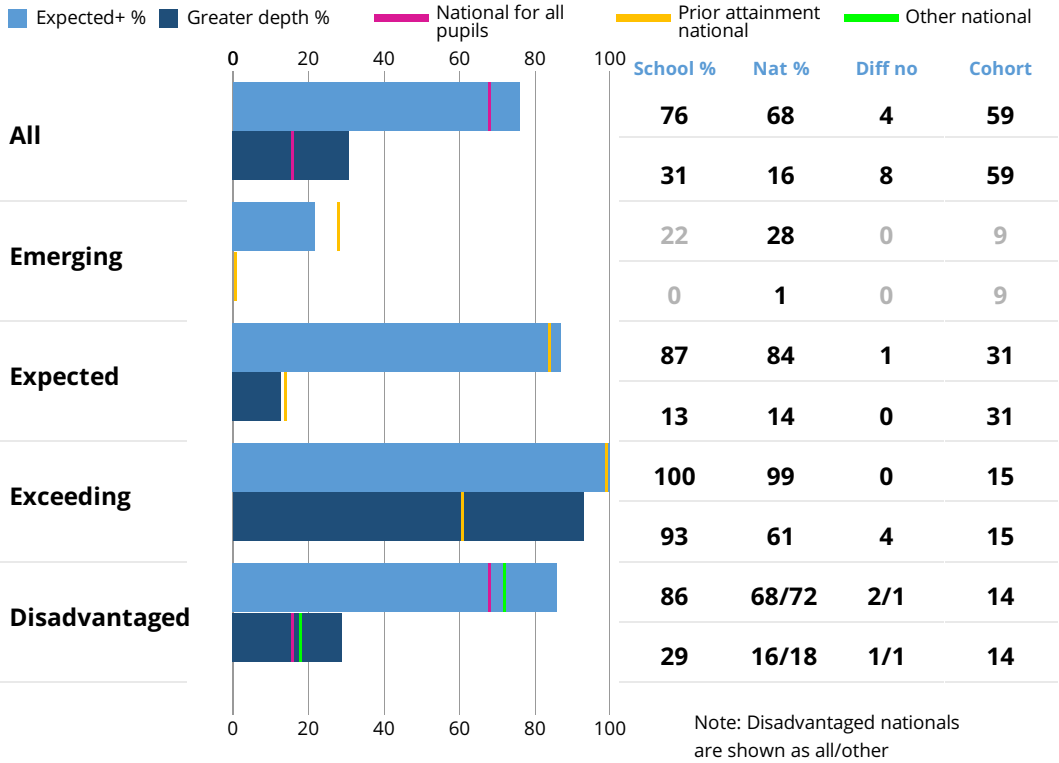
Reading in 2017



	School %	Nat %	Diff no	Cohort
All	80	76	2	59
	36	25	6	59
Emerging	29	34	0	7
	0	1	0	7
Expected	88	87	0	32
	19	20	0	32
Exceeding	100	99	0	16
	94	70	3	16
Disadvantaged	79	76/79	0/0	14
	29	25/28	0/0	14

Note: Disadvantaged nationals are shown as all/other

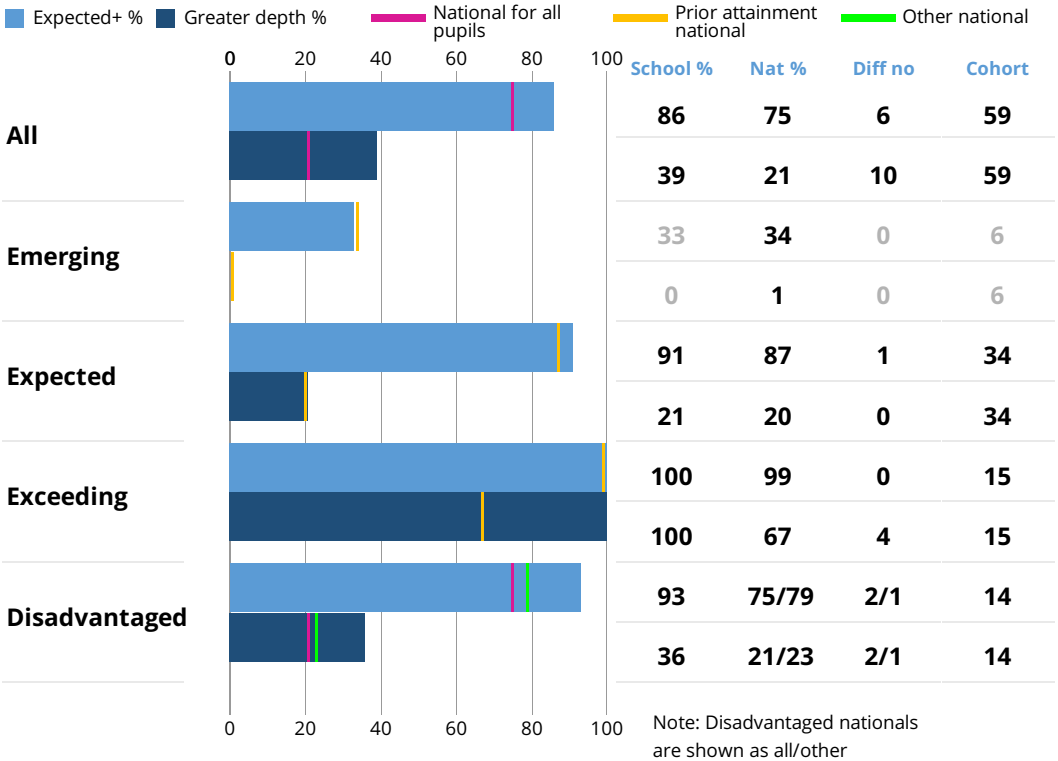
Writing in 2017



	School %	Nat %	Diff no	Cohort
All	76	68	4	59
	31	16	8	59
Emerging	22	28	0	9
	0	1	0	9
Expected	87	84	1	31
	13	14	0	31
Exceeding	100	99	0	15
	93	61	4	15
Disadvantaged	86	68/72	2/1	14
	29	16/18	1/1	14

Note: Disadvantaged nationals are shown as all/other

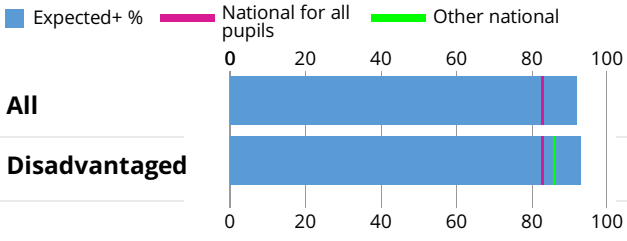
Mathematics in 2017



	School %	Nat %	Diff no	Cohort
All	86	75	6	59
	39	21	10	59
Emerging	33	34	0	6
	0	1	0	6
Expected	91	87	1	34
	21	20	0	34
Exceeding	100	99	0	15
	100	67	4	15
Disadvantaged	93	75/79	2/1	14
	36	21/23	2/1	14

Note: Disadvantaged nationals are shown as all/other

Science in 2017



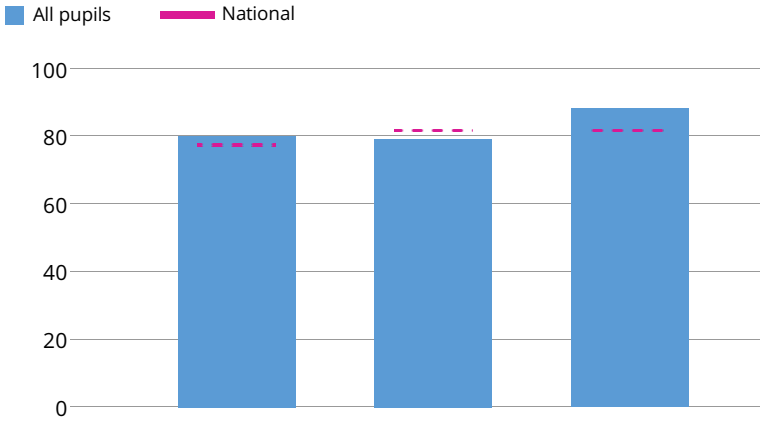
	School %	Nat %	Diff no	Cohort
All	92	83	5	59
Disadvantaged	93	83/86	1/0	14

Note: Disadvantaged nationals are shown as all/other

Phonics in 2017

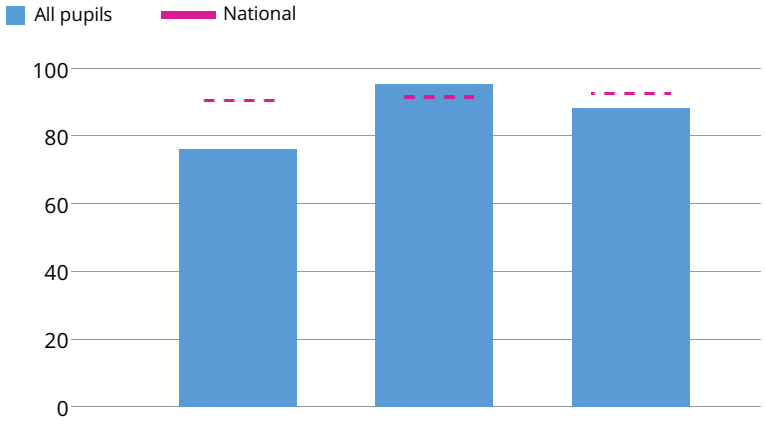
Proportion meeting the expected standard

Year 1



	2015	2016	2017
School %	80	79	88
Nat %	77	81	81
Cohort	60	58	60

By end of year 2



	2015	2016	2017
School %	76	95	88
Nat %	90	91	92
Cohort	58	59	59