

## **Summary report**

**An overview for schools, governors and inspectors**

**RAISEonline 2016**

**Our Lady and St Joseph Catholic Primary School**

Local authority

Hackney

Unique reference number (URN)

100264

DfE number

2043371

Based on 2016 datasets

Key stage 1: unvalidated data

Key stage 2: unvalidated data

Production date

20 October 2016

## Introduction

The aim of the RAISEonline summary report is to help show how effectively a school has performed in terms of past progress, attainment, attendance and behaviour. The summary report is made available to schools and governors to help with their self-evaluation and planning to raise standards. It is also provided for inspectors. When evaluating outcomes, inspectors give most weight to progress, particularly from different starting points and of disadvantaged pupils, including the most able disadvantaged. Schools, governors and inspectors also have access to Ofsted's Inspection dashboard, which summarises key information from RAISEonline and lists strengths and weaknesses.

## Changes for 2016

- \* New progress and attainment measures at key stages 1 and 2
- \* Clearer emphasis on disadvantaged pupils, in particular from different starting points, shown in summary tables at the front of each key stage
- \* No previous years of data shown for key stages 1 or 2, as 2016 data is not comparable with 2015 data; the 2015 summary report should be consulted for data for previous years
- \* Highest key stage shown first, with absence, exclusion then context afterwards
- \* For key stage 2, progress and attainment shown in the same table so they can be viewed together
- \* New types of shading
- \* Different national comparator types specified for different groups
- \* Additional key stage 2 groups, including low, middle and high prior attainment in separate subjects
- \* Additional key stage 1 groups, including Early Years Foundation Stage development
- \* Charts showing key stage 2 group progress in descending order
- \* Science teacher assessment included
- \* Scatterplots for attainment as well as progress, with overall and subject prior attainment
- \* Transition tables containing P scales

In addition, small changes have been made to other reports to show persistent absence at the new 10% threshold from 2016 and to include the average phonics mark.

## New progress and attainment measures

The government no longer reports key stages 1 and 2 attainment using levels. Key stage 2 national curriculum test outcomes are instead reported as scaled scores, where 100 represents the expected standard and, for 2016, 110 represents the high standard. At key stage 2, teacher assessment is reported for writing and science. At key stage 1, teacher assessment is reported for reading, writing, mathematics and science. The government no longer defines expected progress. Key stage 1 to key stage 2 progress is calculated differently from previously and the national average is zero. Provisional 2016 data for each subject shows that fewer than 5% of schools have progress scores above 5 and fewer than 5% of schools have progress scores below -5. Information on the government's new accountability measures is at:

- \* KS1 teacher assessment [www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1](http://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1)
- \* KS2 teacher assessment [www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2](http://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2)

\* KS2 accountability measures and KS1-2 progress <https://www.gov.uk/government/publications/primary-school-accountability>

Performance on the new measures is not comparable with 2015 performance, so key stages 1 and 2 data for previous years is not shown in the 2016 summary report. Data for previous years is available through earlier summary reports and the historical data sections in the interactive RAISEonline.

### **Summary tables at the front of each key stage contain:**

- \* progress and attainment overall and by low, middle and high prior attainment for all pupils and disadvantaged pupils
- \* national figures for all pupils and for other (non-disadvantaged) pupils
- \* difference between all pupils in the school and all pupils nationally
- \* difference between disadvantaged pupils in the school and other pupils nationally
- \* for attainment, the number of pupils that the percentage difference represents
- \* for overall progress, the ranking for the top and bottom 15% of schools
- \* shading to highlight strong and weak performance.

### **Shading of strong and weak performance**

The new shading system is shown:

- \* only in the summary tables at the front of each key stage
- \* for progress overall and by prior attainment
- \* for attainment by prior attainment.

Shading consists of:

- \* green for strengths and red for weaknesses
- \* pale and bright shades in each colour, using bright for the most strong and most weak
- \* progress shading for sig+ and sig- (see explanation below), using bright where this is in the top or bottom 10% of schools
- \* attainment shading for a difference of at least one pupil from national, using bright where this is at least two pupils.

The most important shading is for progress, so it is shown by a solid colour for the whole cell, while shading for attainment forms a frame for the cell. For each prior attainment group in each subject, about a half of schools have some shading for progress but different proportions of schools from each prior attainment group have attainment shading. In particular, a large number of schools have attainment shading for the middle prior attainment group because the number of pupils is relatively large and so a small percentage difference from national represents at least one pupil. Care should be taken when interpreting the attainment shading for this group as it does not necessarily mean that outcomes are particularly strong or particularly weak.

### **Statistical significance and cohort size**

Progress can be described as:

- \* above average if it is statistically significantly above average (sig+), in which case the whole of its confidence interval is above zero, the national average

\* below average if it is statistically significantly below average (sig-), in which case the whole of its confidence interval is below zero, the national average.

As well as statistical differences in progress, the potential educational importance of the size of the difference from zero should be considered, as the difference may be:

\* very small for a large cohort with sig+ or sig- progress

\* large but unable to be sig+ or sig- due to the very small size of cohort and wide confidence interval.

For very small cohorts of five or fewer, 2016 data should be considered carefully, taking into account how data for previous years compared with national figures for those years.

## **National comparators and groups**

In the summary report, the performance of disadvantaged pupils in the school is compared with that of other (non-disadvantaged) pupils nationally as it is this difference that needs to diminish collectively across the country for disadvantaged pupils nationally to do as well as others nationally. This comparison is reflected in a new way of showing national comparators in all tables. Each pupil group has a specified national comparator type shown which is 'all', 'same' or 'non'. For all tables where pupil groups are displayed, users will be able to switch the national comparator to 'same' in the interactive version of RAISEonline.

New groups include low, middle and high prior attainment groups in separate subjects and overarching ethnic groups. At key stage 1, groups include Early Years Foundation Stage good level of development and the reading, writing and mathematics early learning goals at emerging, expected and exceeding. At key stage 2, the overall low, middle and high prior attainment groups are defined in a new way to match the method for calculating the progress score. It uses the average key stage 1 point score for English (the average of reading and writing point scores) and gives this equal weight to the mathematics point score.

In the tables that have not been fully revised for 2016 (absence, exclusion, phonics and Early Years Foundation Stage Profile), the 2015 groups and comparators for the same group nationally remain. When using these tables, comparisons can be made with all pupils nationally or with other pupils nationally by checking against those figures elsewhere in the table.

## **Prior attainment shading**

In previous years, blue and green shading was used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. This type of shading is no longer applied to any progress or attainment reports in key stages 1 or 2. However, this shading is still shown in the table at the end of the summary report that displays the prior attainment of each year group. The shading has been retained as it can help users to identify where differences from national figures vary between year groups.

## **Using the summary report**

All tables and charts in this new style of summary report are intended for use by schools, governors and inspectors. Users may find it helpful to look first at Ofsted's Inspection dashboard for a broad overview before looking at the more detailed tables and charts in this RAISEonline summary report.

In this summary report, users may find it helpful to look first at the summary tables for a key stage to give them an overview for all and disadvantaged pupils by prior attainment. Users may then find it helpful to consult the separate tables and charts for each subject. The key stage 2 charts show group progress in descending order, with lines indicating if progress is in the top or bottom 10% of all pupils nationally. Details can then be followed up in the scatterplots and transition tables, including for pupils assessed using P scales.

When consulting tables and charts, users may wish to ask questions such as those below in relation to the past data and consider any implications for current pupils.

## **The summary tables for the key stage enable users to ask questions such as:**

### **At key stage 2**

\* Was the overall progress of all pupils and disadvantaged pupils statistically above or below zero (shaded)? Was it in the top or bottom 15%? How did this vary across subjects?

\* Was the progress of all high prior attainers statistically above or below zero (shaded)? How did this vary across subjects? How did this compare with the progress of low and middle prior attainers?

\* Was the progress of high prior-attaining disadvantaged pupils statistically above or below the national for other pupils (shaded)? How did this vary across subjects? How did this compare with the progress of low and middle prior-attaining disadvantaged pupils?

\* How far from national figures was the progress? Could small cohort size have prevented the progress from being statistically above or below national figures?

\* What additional information does the attainment data provide about the numbers of pupils represented by the difference from national figures (bearing in mind that larger cohorts of middle prior attainers are more likely to be shaded than smaller low or high prior-attaining cohorts)?

### **At key stage 1**

\* How did the overall percentage of all pupils attaining the expected standard or above compare with the national figure? How did the difference vary across subjects? How did this compare with percentages attaining greater depth?

\* How did the overall percentage of disadvantaged pupils attaining the expected standard or above compare with the national figure for other pupils? How did the difference vary across subjects? How did this compare with percentages attaining greater depth?

\* For disadvantaged pupils and for all pupils, how did attainment vary across early learning goal development groups? Is any difference shaded (bearing in mind that larger cohorts are more likely to be shaded than smaller ones)? How did attainment vary across subjects? How different was it for attaining the expected standard and attaining greater depth?

## **Possible follow-up questions about disadvantaged pupils**

\* How effectively has the school identified the main barriers faced by different disadvantaged pupils, in particular those with high prior attainment and those with low prior attainment who need to catch up?

\* How was the pupil premium funding spent to address the different barriers and how effective were the various approaches?

\* How might the progress and attainment of disadvantaged pupils in all current year groups compare with the 2016 progress and attainment?

## **The tables and charts showing progress and attainment for each subject enable users to ask questions such as:**

\* Which groups made the most progress and which groups made the least? Did this vary between subjects? Which groups made statistically above or below average progress (confidence interval does not touch zero)? Did any groups make progress in the top or bottom 10% when compared with all pupils nationally?

\* Did enough pupils attain the expected and high standard/greater depth at key stages 1 and 2? How did this vary between subjects, by groups, and by starting points/early years development overall and for subjects?

- \* Was the percentage of year 1/year 2 pupils achieving the expected standard in phonics above the national figure? Was it rising? How did the attainment of disadvantaged pupils compare with the national figure for other pupils? How did attainment vary between groups of pupils?
- \* How did the phonics marks in year 2 compare with those in year 1 for pupils who did not meet the expected standard in year 1? What strategies are now in place to help such pupils?
- \* How did attainment in key stage 1 reading, year 1 phonics and early years reading compare for the same cohort, for all pupils and for disadvantaged pupils?
- \* Were children well enough prepared for year 1 (did enough achieve a good level of development in the Early Years Foundation Stage Profile?) How well did they do in literacy, mathematics, and communication and language? Did FSM children achieve as well as non-FSM children nationally? If not, what approaches are in place now to raise attainment of FSM children?

### **Scatterplots and transition tables enable users to ask questions such as:**

- \* How much progress did individual disadvantaged pupils make? How did it vary for different prior attainment? Was the progress very low or very high for any pupils?
- \* How well did all pupils and disadvantaged pupils with prior attainment at level 2c do (in the transition tables and in the 12.0-13.9 group in scatterplot tables)? How did this vary across subjects? How did it vary for different starting points?
- \* How well did the pupils who were assessed using P scales progress?

### **Absence and exclusion tables enable users to ask questions such as:**

- \* Was absence above or below average for all pupils and for disadvantaged pupils? How much was it diminishing? Did any groups have particularly high absence?
- \* Was the proportion of persistent absentees above or below average for all pupils and for disadvantaged pupils? Could high persistent absence for any group have had an impact on progress?
- \* Was the proportion of pupils with repeat exclusions (two or more in the year) above or below average? How did this differ for disadvantaged pupils and for other groups?
- \* Was the difference between the proportion with repeat exclusions and the proportion excluded at least once too small? Was it appropriate?

### **Is the school above the floor standard?**

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor for its 2016 results until December 2016 when the school performance tables are published, based on validated data. Before then, a school's 2015 results will be evaluated against the 2015 floor standards.

In 2016, a school will be above the floor if:

- \* at least 65% of pupils meet the expected standard in all three subjects (English reading, English writing and mathematics); or
- \* the school achieves sufficient progress scores in all three subjects (at least -5 in English reading and -5 in mathematics and -7 in English writing).

To be above the floor, the school needs to meet either the attainment element or all parts of the progress element.

## **Inspection information for those responsible for governance**

Inspectors will meet with as many governors and trustees as possible during an inspection. They will expect them to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect them to be familiar with historic performance data, including the summaries that Ofsted's

Inspection dashboard presents for their school, and know what the information shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to diminish any differences in progress and attainment between disadvantaged pupils in the school and other pupils nationally and whether governors can evaluate how the school is using the pupil premium. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors should consider a wide range of data including information provided by the school.

## **Where to find further information**

Further information, including on understanding each measure presented in RAISEonline, the methodology used to calculate it, what the shading represents and statistical significance can be found in the RAISEonline library. It will also contain information on how to navigate around the new layout in the interactive site.

## **Data used in this release**

The key stage 1 unvalidated reports reflect the data received by the Department for Education (DfE) by the collection deadline. Any data submitted after this deadline will be incorporated within the final datasets if these are published.

The key stage 2 unvalidated reports do not reflect the outcome of amendments requested by schools during the annual performance tables data checking exercise run during September 2016. Accepted amendments from the checking exercise will be included in the DfE performance tables being published in December 2016 and the subsequent release of validated data in RAISEonline. Please note that Ofsted is not able to amend the data that have been published in RAISEonline.

The school's own data section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. This enables schools to see how analyses for the school would change and to use them in discussions with inspectors. Note that the changes made are applied to the school's own copy of the data only; the published data in RAISEonline remains unaffected.

The website provides interactive reports that allow users to see the underlying information that has been used to calculate the data presented. If the data shown differs from what was expected, please first check the underlying pupil list reports. After this step, if it still appears that there is an error in a report due to a miscalculation rather than incorrect data, please use the Contact us facility on RAISEonline <https://www.raiseonline.org> or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

# KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages)

## For all and disadvantaged pupils (Dis)

	All	Dis
National	Figure for national all	Figure for national other

### Progress

Reading						
	All		Dis			
Cohort	30		11			
Score	0.25		-1.29			
CI +/-	2.24		3.70			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
Score	-	-	-0.55	0.75	1.17	-4.87
National	0	0.36	0	0.35	0	0.30
Difference	-	-	-0.55	0.40	1.17	-5.17
CI +/-	-	-	3.07	4.64	3.28	6.13
Rank	-	-				96

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

Writing						
	All		Dis			
Cohort	30		11			
Score	-0.67		-1.34			
CI +/-	2.26		3.73			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
Score	-	-	-0.85	-0.92	-0.46	-2.08
National	0	0.34	0	0.10	0	0.11
Difference	-	-	-0.85	-1.02	-0.46	-2.19
CI +/-	-	-	3.10	4.68	3.31	6.19
Rank	-	-				

Mathematics						
	All		Dis			
Cohort	30		11			
Score	2.15		3.37			
CI +/-	1.91		3.15			
Rank			10			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
Score	-	-	2.67	3.78	1.56	2.65
National	0	0.45	0	0.26	0	0.17
Difference	-	-	2.67	3.52	1.56	2.48
CI +/-	-	-	2.61	3.95	2.79	5.22
Rank	-	-		9		

Significance tests for overall progress scores of all pupils and disadvantaged pupils compare them with the national figure for all pupils, which is 0.

Tables that show progress for prior attainment groups contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Significance tests for disadvantaged prior attainment groups in the school compare their progress score with the national figure for other pupils.

CI +/- shows the length of the confidence interval above and below the progress score. Rank is shown for the top and bottom 15%.



# KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages)

## For all and disadvantaged pupils (Dis)

		All		Dis		
		National	Figure for national all		Figure for national other	
Attainment						
expected or above			high			
Reading						
	A/T	All		Dis		
Cohort	0	30	11	30	11	
School %		80	64	23	9	
National %		66	71	19	23	
Difference %		14	-8	5	-14	
	Low	Middle		High		
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
School %	-	-	69	57	93	75
National %	17	18	63	67	95	96
Difference %	-	-	5	-10	-2	-21
Diff (no of pupils)	-	-	0	0	0	0
	Low	Middle		High		
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
School %	-	-	0	0	50	25
National %	1	1	10	11	46	49
Difference %	-	-	-10	-11	4	-24
Diff (no of pupils)	-	-	-1	0	0	0
Writing						
	A/D	All		Dis		
Cohort	0	30	11	30	11	
School %		90	82	13	0	
National %		74	79	15	18	
Difference %		16	3	-1	-18	
	Low	Middle		High		
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
School %	-	-	81	71	100	100
National %	20	22	76	78	97	98
Difference %	-	-	6	-6	3	2
Diff (no of pupils)	-	-	0	0	0	0
	Low	Middle		High		
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
School %	-	-	0	0	29	0
National %	0	0	6	7	39	40
Difference %	-	-	-6	-7	-10	-40
Diff (no of pupils)	-	-	-1	0	-1	-1
Mathematics						
	A/T	All		Dis		
Cohort	0	30	11	30	11	
School %		93	91	27	18	
National %		70	75	17	20	
Difference %		24	15	10	-2	
	Low	Middle		High		
	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4
School %	-	-	88	86	100	100
National %	19	21	68	71	97	97
Difference %	-	-	19	14	3	3
Diff (no of pupils)	-	-	3	0	0	0

	2+ pupils above national
	1 pupil above national
	1 pupil below national
	2+ pupils below national

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for prior attainment groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

A/T: absent or unable to access the test; A/D: absent or disappplied from the teacher assessment

# KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages)

## For all and disadvantaged pupils (Dis)

		All		Dis				
National		Figure for national all		Figure for national other				
Attainment								
expected or above			high					
Reading, writing and mathematics								
		All	Dis			All	Dis	
Cohort		30	11			30	11	
School %		80	64			13	0	
National %		53	60			5	7	
Difference %		27	4			8	-7	
	Low	Middle	High	Low	Middle	High		
	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	0	0	16	7	14	4	0	0
School %	-	-	69	57	93	75	0	0
National %	6	6	46	50	91	92	1	1
Difference %	-	-	22	7	2	-17	-1	-1
Diff (no of pupils)	-	-	3	0	0	0	1	0

English grammar, punctuation and spelling					
		All	Dis	All	Dis
Cohort	A/T	30	11	30	11
School %		93	91	40	27
National %		72	78	22	27
Difference %		21	13	18	1
		Low		Middle	
		All	Dis	All	Dis
Cohort		0	0	16	7
School %		-	-	88	86
National %		17	19	73	76
Difference %		-	-	15	10
Diff (no of pupils)		-	-	2	0
		High		Dis	
		All	Dis	All	Dis
Cohort		14	4	14	4
School %		100	100	57	50
National %		98	99	55	57
Difference %		2	1	2	-7
Diff (no of pupils)		0	0	0	0

Science					
		All	Dis	All	Dis
Cohort	A/D	30	11	30	11
School %		93	91	93	91
National %		81	86	81	86
Difference %		12	5	12	5
		Low		Middle	
		All	Dis	All	Dis
Cohort		0	0	16	7
School %		-	-	88	86
National %		29	33	84	87
Difference %		-	-	3	-1
Diff (no of pupils)		-	-	0	0

	2+ pupils above national
	1 pupil above national
	1 pupil below national
	2+ pupils below national

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

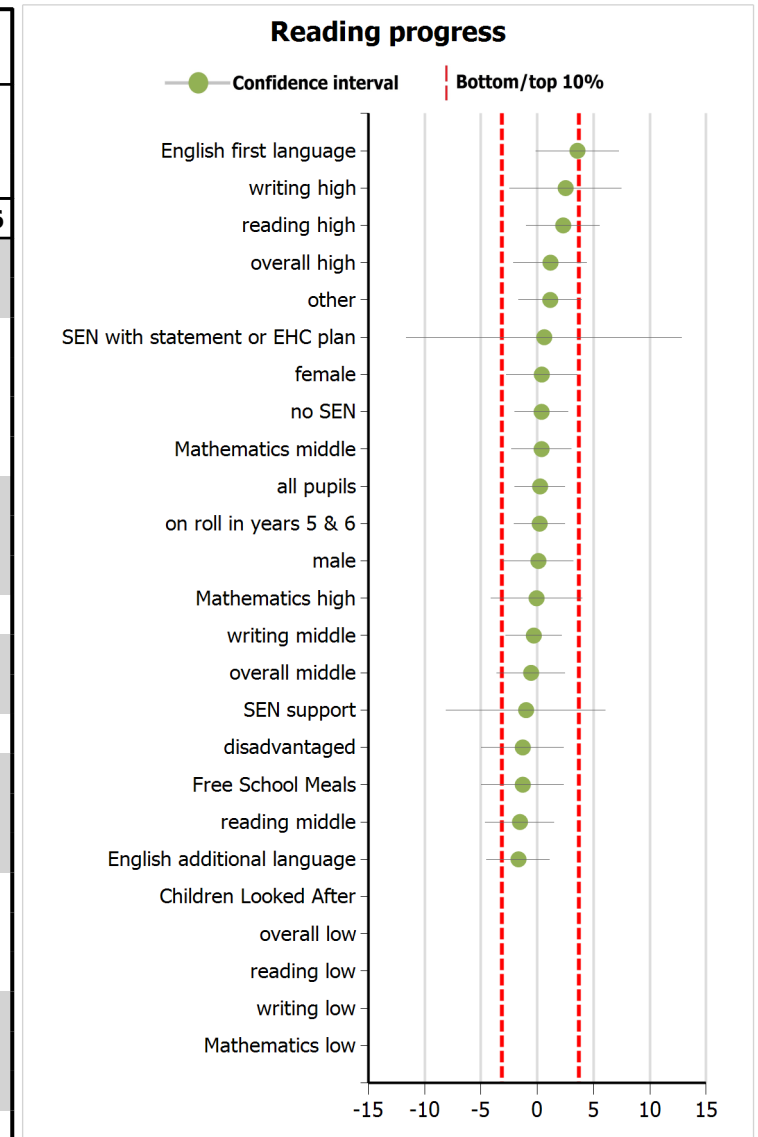
For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for prior attainment groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

A/T: absent or unable to access the test; A/D: absent or disapplied from the teacher assessment

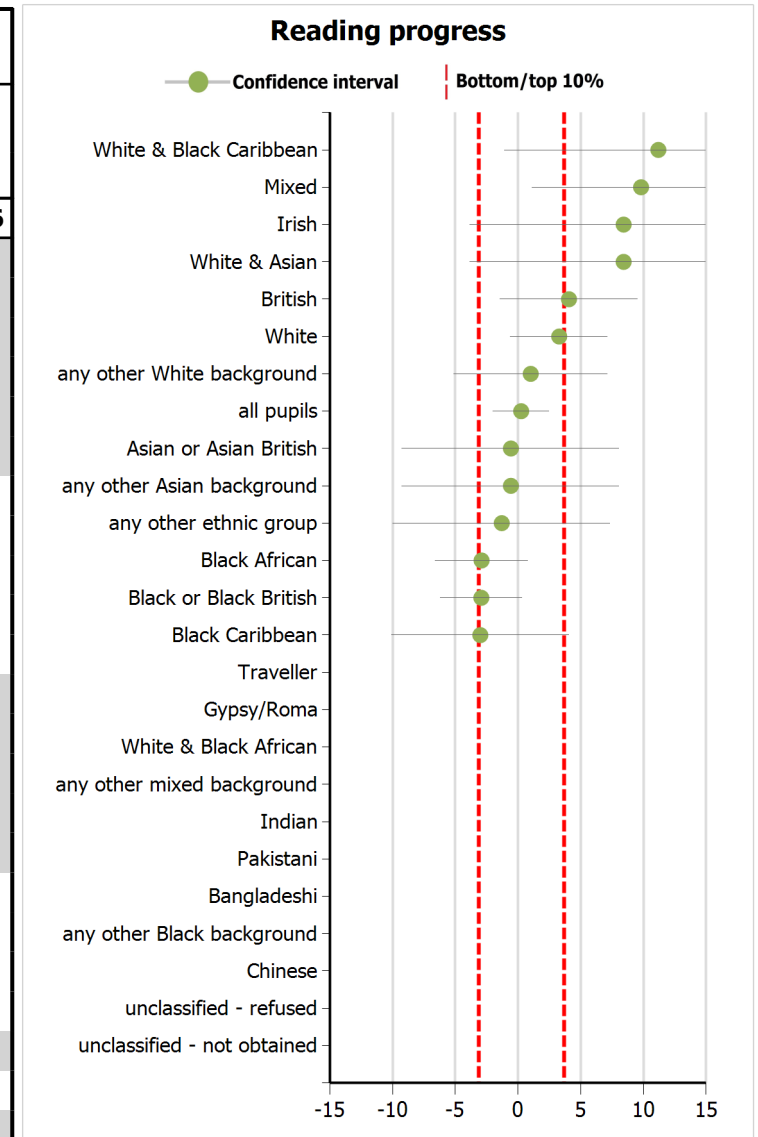
## KS2 reading test 2016

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	30	0.25	30	all	80	66	23	19	105.7	102.6
male	15	0.10	15	same	87	62	13	16	105.3	101.8
female	15	0.40	15	same	73	70	33	22	106.1	103.4
disadvantaged	11	-1.29	11	non	64	71	9	23	102.1	103.8
other	19	1.15	19	same	89	71	32	23	107.8	103.8
Free School Meals	11	-1.29	11	non	64	71	9	23	102.1	103.8
Children Looked After	0	-	0	non	-	66	-	19	-	102.6
SEN with statement or EHC plan	1	0.62	1	all	0	66	0	19	99.0	102.6
SEN support	3	-0.99	3	all	33	66	0	19	98.0	102.6
no SEN	26	0.38	26	same	88	73	27	22	106.8	103.8
on roll in years 5 & 6	29	0.21	29	same	79	67	24	19	105.8	102.8
English first language	11	3.57	11	all	82	66	55	19	110.2	102.6
English additional language	19	-1.67	19	all	79	66	5	19	103.1	102.6
Prior attainment										
overall low	0	-	0	same	-	17	-	1	-	93.0
overall middle	16	-0.55	16	same	69	63	0	10	102.0	101.2
overall high	14	1.17	14	same	93	95	50	46	109.9	109.1
reading low	0	-	0	same	-	18	-	1	-	93.2
reading middle	16	-1.54	16	same	69	64	0	9	101.3	101.2
reading high	14	2.30	14	same	93	97	50	49	110.8	109.6
writing low	0	-	0	same	-	23	-	2	-	94.4
writing middle	24	-0.31	24	same	75	71	13	16	103.8	102.8
writing high	6	2.52	6	same	100	98	67	58	113.5	110.8
Mathematics low	0	-	0	same	-	15	-	1	-	92.8
Mathematics middle	21	0.38	21	same	71	65	14	13	104.0	101.7
Mathematics high	9	-0.04	9	same	100	94	44	48	109.7	109.2



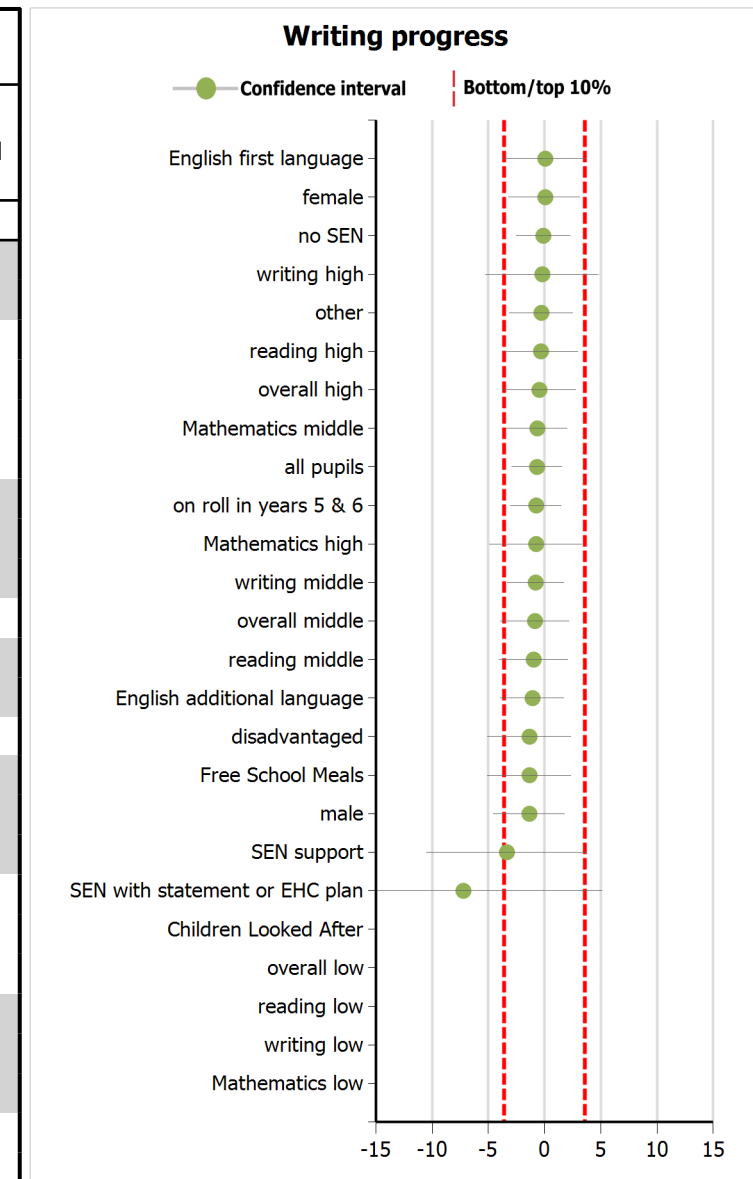
## KS2 reading test 2016

Ethnic group	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
<b>all pupils</b>	<b>30</b>	<b>0.25</b>	<b>30</b>	<b>all</b>	<b>80</b>	<b>66</b>	<b>23</b>	<b>19</b>	<b>105.7</b>	<b>102.6</b>
<b>White</b>	10	3.28	10	all	100	66	30	19	109.9	102.6
British	5	4.06	5	all	100	66	40	19	110.2	102.6
Irish	1	8.42	1	all	100	66	100	19	120.0	102.6
Traveller	0	-	0	all	-	66	-	19	-	102.6
Gypsy/Roma	0	-	0	all	-	66	-	19	-	102.6
any other White background	4	1.01	4	all	100	66	0	19	107.0	102.6
<b>Mixed</b>	2	9.81	2	all	100	66	100	19	119.0	102.6
White & Black Caribbean	1	11.19	1	all	100	66	100	19	118.0	102.6
White & Black African	0	-	0	all	-	66	-	19	-	102.6
White & Asian	1	8.42	1	all	100	66	100	19	120.0	102.6
any other mixed background	0	-	0	all	-	66	-	19	-	102.6
<b>Asian or Asian British</b>	2	-0.57	2	all	100	66	0	19	108.0	102.6
Indian	0	-	0	all	-	66	-	19	-	102.6
Pakistani	0	-	0	all	-	66	-	19	-	102.6
Bangladeshi	0	-	0	all	-	66	-	19	-	102.6
any other Asian background	2	-0.57	2	all	100	66	0	19	108.0	102.6
<b>Black or Black British</b>	14	-2.93	14	all	57	66	14	19	101.0	102.6
Black Caribbean	3	-3.01	3	all	33	66	33	19	101.0	102.6
Black African	11	-2.91	11	all	64	66	9	19	101.0	102.6
any other Black background	0	-	0	all	-	66	-	19	-	102.6
<b>Chinese</b>	0	-	0	all	-	66	-	19	-	102.6
<b>any other ethnic group</b>	2	-1.30	2	all	100	66	0	19	102.0	102.6
unclassified - refused	0	-	0	all	-	66	-	19	-	102.6
unclassified - not obtained	0	-	0	all	-	66	-	19	-	102.6



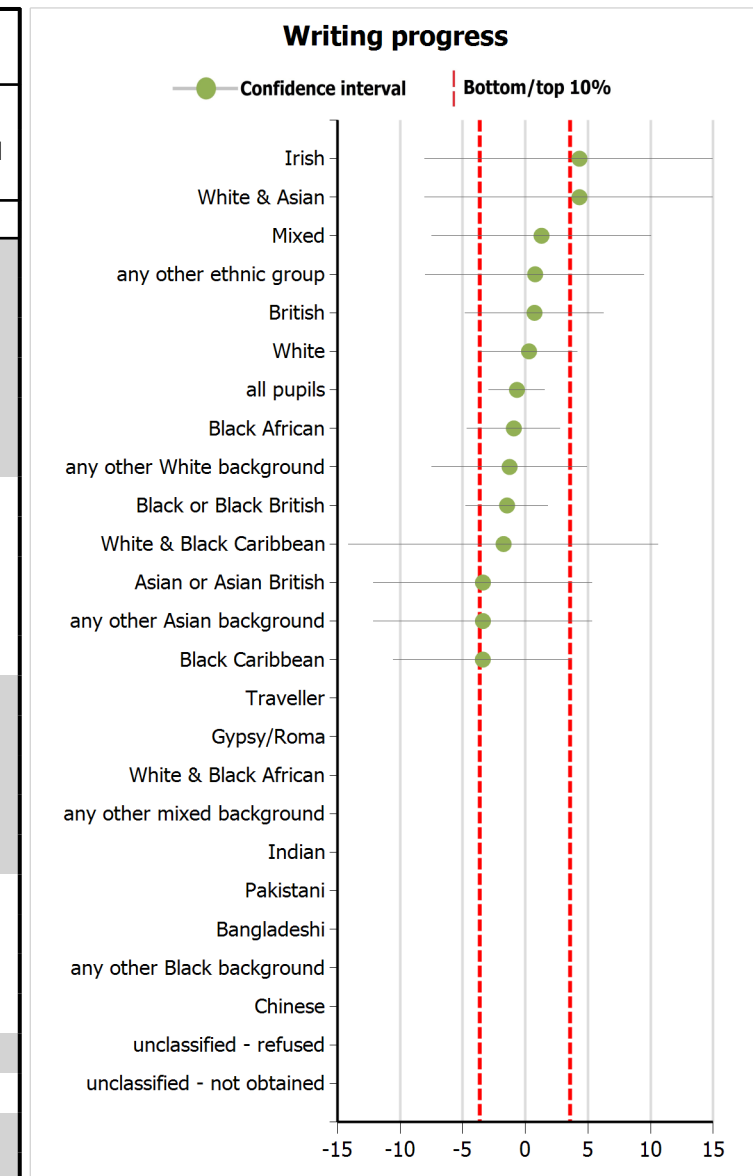
## KS2 writing teacher assessment 2016

	Writing progress		National comparator type	Writing attainment				
	Cohort	Score		Expected standard +		Greater depth		
			Cohort		School %	National %	School %	National %
all pupils	30	-0.67	30	all	90	74	13	15
male	15	-1.35	15	same	93	68	0	11
female	15	0.02	15	same	87	81	27	19
disadvantaged	11	-1.34	11	non	82	79	0	18
other	19	-0.28	19	same	95	79	21	18
Free School Meals	11	-1.34	11	non	82	78	0	18
Children Looked After	0	-	0	non	-	74	-	15
SEN with statement or EHC plan	1	-7.22	1	all	0	74	0	15
SEN support	3	-3.35	3	all	33	74	0	15
no SEN	26	-0.11	26	same	100	84	15	17
on roll in years 5 & 6	29	-0.74	29	same	90	75	14	15
English first language	11	0.03	11	all	91	74	27	15
English additional language	19	-1.07	19	all	89	74	5	15
Prior attainment								
overall low	0	-	0	same	-	20	-	0
overall middle	16	-0.85	16	same	81	76	0	6
overall high	14	-0.46	14	same	100	97	29	39
reading low	0	-	0	same	-	21	-	0
reading middle	16	-0.97	16	same	81	76	0	7
reading high	14	-0.32	14	same	100	98	29	40
writing low	0	-	0	same	-	25	-	0
writing middle	24	-0.79	24	same	88	82	4	11
writing high	6	-0.20	6	same	100	99	50	54
Mathematics low	0	-	0	same	-	19	-	0
Mathematics middle	21	-0.64	21	same	86	76	5	9
Mathematics high	9	-0.75	9	same	100	97	33	40



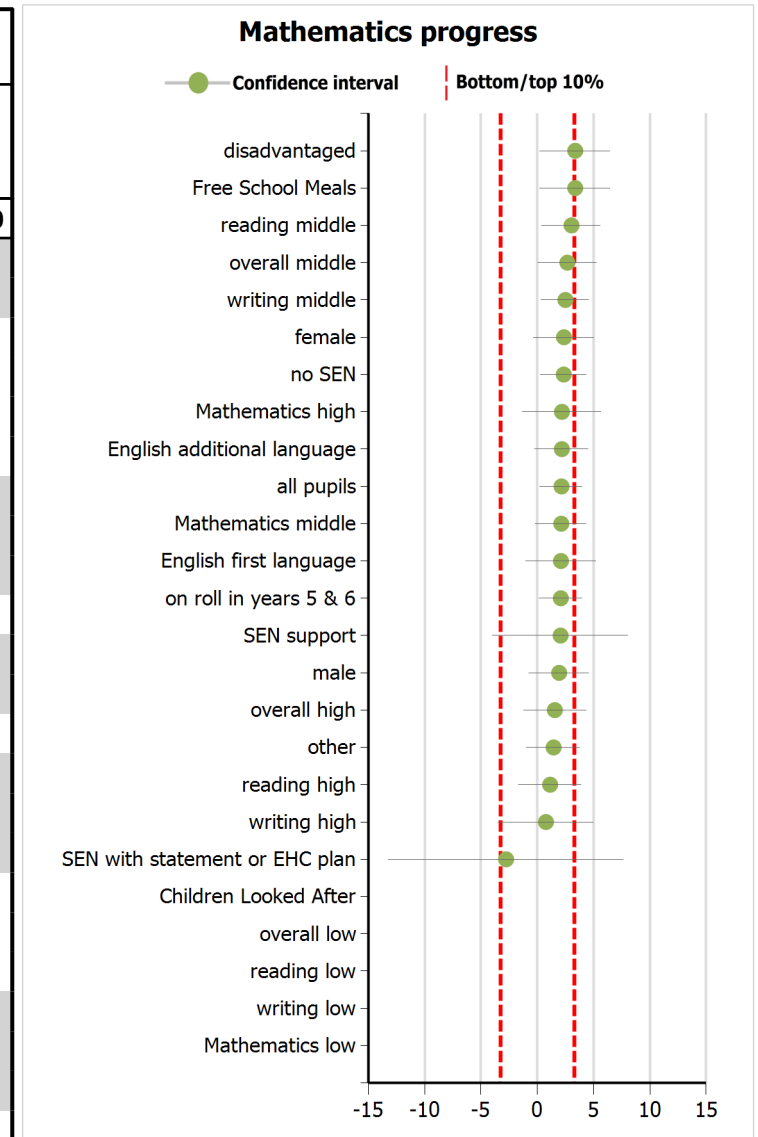
## KS2 writing teacher assessment 2016

Ethnic group	Writing progress		Cohort	National comparator type	Writing attainment			
	Cohort	Score			Expected standard +		Greater depth	
					School %	National %	School %	National %
<b>all pupils</b>	<b>30</b>	<b>-0.67</b>	<b>30</b>	<b>all</b>	<b>90</b>	<b>74</b>	<b>13</b>	<b>15</b>
<b>White</b>	10	0.29	10	all	100	74	20	15
British	5	0.73	5	all	100	74	20	15
Irish	1	4.32	1	all	100	74	100	15
Traveller	0	-	0	all	-	74	-	15
Gypsy/Roma	0	-	0	all	-	74	-	15
any other White background	4	-1.26	4	all	100	74	0	15
<b>Mixed</b>	2	1.29	2	all	100	74	50	15
White & Black Caribbean	1	-1.74	1	all	100	74	0	15
White & Black African	0	-	0	all	-	74	-	15
White & Asian	1	4.32	1	all	100	74	100	15
any other mixed background	0	-	0	all	-	74	-	15
<b>Asian or Asian British</b>	2	-3.39	2	all	100	74	0	15
Indian	0	-	0	all	-	74	-	15
Pakistani	0	-	0	all	-	74	-	15
Bangladeshi	0	-	0	all	-	74	-	15
any other Asian background	2	-3.39	2	all	100	74	0	15
<b>Black or Black British</b>	14	-1.46	14	all	79	74	7	15
Black Caribbean	3	-3.40	3	all	67	74	0	15
Black African	11	-0.92	11	all	82	74	9	15
any other Black background	0	-	0	all	-	74	-	15
<b>Chinese</b>	0	-	0	all	-	74	-	15
<b>any other ethnic group</b>	2	0.78	2	all	100	74	0	15
unclassified - refused	0	-	0	all	-	74	-	15
unclassified - not obtained	0	-	0	all	-	74	-	15



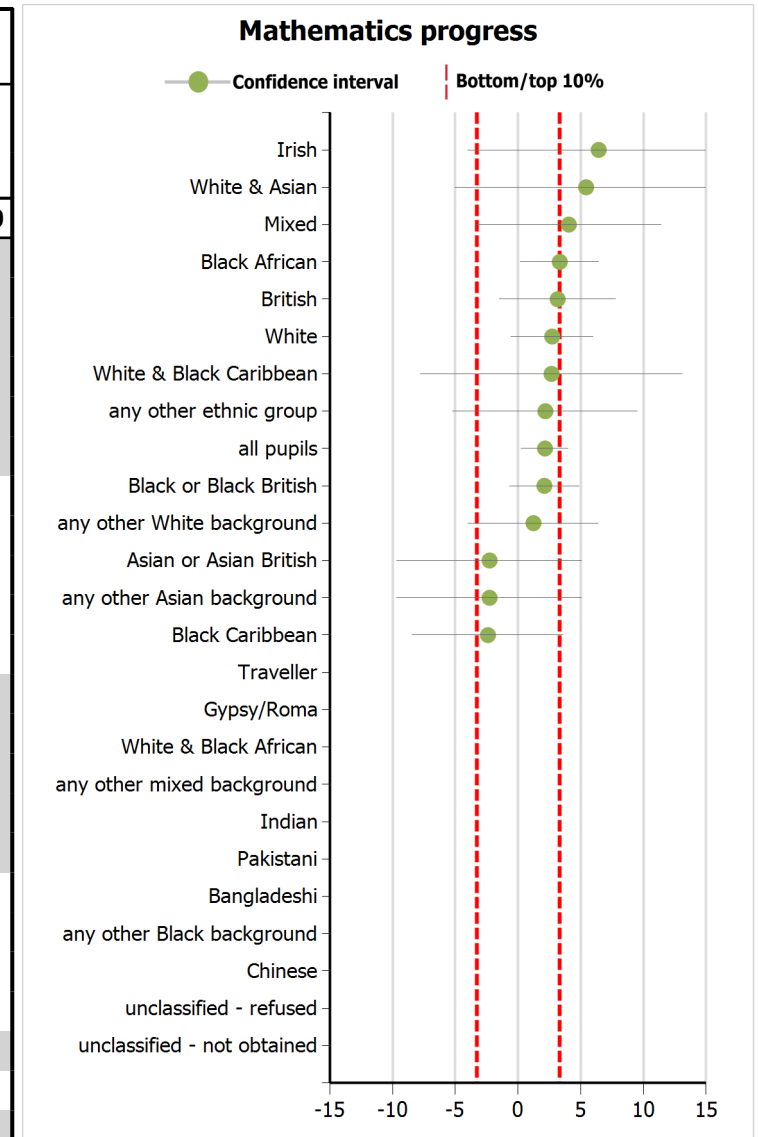
## KS2 mathematics test 2016

	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	30	2.15	30	all	93	70	27	17	107.5	103.0
male	15	1.94	15	same	93	70	20	18	106.9	103.3
female	15	2.37	15	same	93	70	33	15	108.1	102.8
disadvantaged	11	3.37	11	non	91	75	18	20	106.9	104.1
other	19	1.45	19	same	95	75	32	20	107.8	104.1
Free School Meals	11	3.37	11	non	91	75	18	20	106.9	104.0
Children Looked After	0	-	0	non	-	70	-	17	-	103.1
SEN with statement or EHC plan	1	-2.77	1	all	0	70	0	17	97.0	103.0
SEN support	3	2.07	3	all	67	70	0	17	101.7	103.0
no SEN	26	2.35	26	same	100	78	31	19	108.5	104.1
on roll in years 5 & 6	29	2.09	29	same	93	71	28	17	107.5	103.2
English first language	11	2.10	11	all	91	70	45	17	108.4	103.0
English additional language	19	2.18	19	all	95	70	16	17	106.9	103.0
Prior attainment										
overall low	0	-	0	same	-	19	-	1	-	94.4
overall middle	16	2.67	16	same	88	68	6	7	105.5	101.8
overall high	14	1.56	14	same	100	97	50	43	109.7	108.7
reading low	0	-	0	same	-	25	-	1	-	95.6
reading middle	16	3.04	16	same	88	69	19	10	106.1	102.1
reading high	14	1.14	14	same	100	94	36	40	109.0	108.1
writing low	0	-	0	same	-	29	-	1	-	96.2
writing middle	24	2.50	24	same	92	75	21	14	106.6	103.3
writing high	6	0.77	6	same	100	97	50	49	110.8	109.3
Mathematics low	0	-	0	same	-	14	-	0	-	93.4
Mathematics middle	21	2.13	21	same	90	69	10	8	105.9	102.0
Mathematics high	9	2.19	9	same	100	98	67	51	111.2	109.7



## KS2 mathematics test 2016

Ethnic group	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
<b>all pupils</b>	<b>30</b>	<b>2.15</b>	<b>30</b>	<b>all</b>	<b>93</b>	<b>70</b>	<b>27</b>	<b>17</b>	<b>107.5</b>	<b>103.0</b>
<b>White</b>	10	2.72	10	all	100	70	40	17	109.1	103.0
British	5	3.16	5	all	100	70	60	17	109.0	103.0
Irish	1	6.43	1	all	100	70	100	17	117.0	103.0
Traveller	0	-	0	all	-	70	-	17	-	103.0
Gypsy/Roma	0	-	0	all	-	70	-	17	-	103.0
any other White background	4	1.23	4	all	100	70	0	17	107.3	103.0
<b>Mixed</b>	2	4.05	2	all	100	70	50	17	112.5	103.0
White & Black Caribbean	1	2.67	1	all	100	70	0	17	109.0	103.0
White & Black African	0	-	0	all	-	70	-	17	-	103.0
White & Asian	1	5.43	1	all	100	70	100	17	116.0	103.0
any other mixed background	0	-	0	all	-	70	-	17	-	103.0
<b>Asian or Asian British</b>	2	-2.27	2	all	100	70	0	17	105.5	103.0
Indian	0	-	0	all	-	70	-	17	-	103.0
Pakistani	0	-	0	all	-	70	-	17	-	103.0
Bangladeshi	0	-	0	all	-	70	-	17	-	103.0
any other Asian background	2	-2.27	2	all	100	70	0	17	105.5	103.0
<b>Black or Black British</b>	14	2.10	14	all	86	70	21	17	106.1	103.0
Black Caribbean	3	-2.40	3	all	67	70	0	17	101.7	103.0
Black African	11	3.33	11	all	91	70	27	17	107.4	103.0
any other Black background	0	-	0	all	-	70	-	17	-	103.0
<b>Chinese</b>	0	-	0	all	-	70	-	17	-	103.0
<b>any other ethnic group</b>	2	2.18	2	all	100	70	0	17	105.5	103.0
unclassified - refused	0	-	0	all	-	70	-	17	-	103.0
unclassified - not obtained	0	-	0	all	-	70	-	17	-	103.0





## KS2 reading, writing and mathematics 2016

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>80</b>	<b>53</b>	<b>13</b>	<b>5</b>
male	15	same	87	49	0	5
female	15	same	73	57	27	6
disadvantaged	11	non	64	60	0	7
other	19	same	89	60	21	7
Free School Meals	11	non	64	59	0	7
Children Looked After	0	non	-	53	-	5
SEN with statement or EHC plan	1	all	0	53	0	5
SEN support	3	all	33	53	0	5
no SEN	26	same	88	61	15	6
on roll in years 5 & 6	29	same	79	55	14	6
English first language	11	all	82	53	27	5
English additional language	19	all	79	53	5	5
<b>Prior attainment</b>						
overall low	0	same	-	6	-	0
overall middle	16	same	69	46	0	1
overall high	14	same	93	91	29	17
reading low	0	same	-	7	-	0
reading middle	16	same	69	48	0	1
reading high	14	same	93	91	29	18
writing low	0	same	-	10	-	0
writing middle	24	same	75	57	4	3
writing high	6	same	100	95	50	26
Mathematics low	0	same	-	5	-	0
Mathematics middle	21	same	71	49	5	2
Mathematics high	9	same	100	91	33	20

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
<b>Ethnic group</b>						
<b>White</b>	10	all	100	53	20	5
British	5	all	100	53	20	5
Irish	1	all	100	53	100	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	0	all	-	53	-	5
any other White background	4	all	100	53	0	5
<b>Mixed</b>	2	all	100	53	50	5
White & Black Caribbean	1	all	100	53	0	5
White & Black African	0	all	-	53	-	5
White & Asian	1	all	100	53	100	5
any other mixed background	0	all	-	53	-	5
<b>Asian or Asian British</b>	2	all	100	53	0	5
Indian	0	all	-	53	-	5
Pakistani	0	all	-	53	-	5
Bangladeshi	0	all	-	53	-	5
any other Asian background	2	all	100	53	0	5
<b>Black or Black British</b>	14	all	57	53	7	5
Black Caribbean	3	all	33	53	0	5
Black African	11	all	64	53	9	5
any other Black background	0	all	-	53	-	5
<b>Chinese</b>	0	all	-	53	-	5
<b>any other ethnic group</b>	2	all	100	53	0	5
unclassified - refused	0	all	-	53	-	5
unclassified - not obtained	0	all	-	53	-	5

## KS2 English grammar, punctuation and spelling test 2016

	National Cohort comparator type		English grammar, punctuation and spelling						Average spelling mark		Spelling mark							
			Scaled score 100+		High scaled score		Average score				5+		10+		15+		20	
			School %	National %	School %	National %	School	National			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	30	all	93	72	40	22	108.5	104.0	17	15	100	95	100	85	83	64	10	11
male	15	same	87	67	33	18	107.7	103.0	17	14	100	93	100	82	80	60	13	11
female	15	same	100	78	47	27	109.3	105.0	17	15	100	96	100	88	87	68	7	11
disadvantaged	11	non	91	78	27	27	106.7	105.0	16	15	100	96	100	88	82	68	0	12
other	19	same	95	78	47	27	109.5	105.0	17	15	100	96	100	88	84	68	16	12
Free School Meals	11	non	91	77	27	26	106.7	105.0	16	15	100	96	100	88	82	68	0	12
Children Looked After	0	non	-	73	-	23	-	104.0	-	15	-	95	-	85	-	64	-	11
SEN with statement or EHC plan	1	all	100	72	0	22	102.0	104.0	15	15	100	95	100	85	100	64	0	11
SEN support	3	all	33	72	0	22	99.0	104.0	13	15	100	95	100	85	0	64	0	11
no SEN	26	same	100	82	46	26	109.8	105.3	17	16	100	98	100	91	92	71	12	12
on roll in years 5 & 6	29	same	93	74	41	23	108.6	104.2	17	15	100	95	100	86	83	65	10	11
English first language	11	all	82	72	45	22	108.7	104.0	17	15	100	95	100	85	73	64	18	11
English additional language	19	all	100	72	37	22	108.4	104.0	17	15	100	95	100	85	89	64	5	11
Prior attainment																		
overall low	0	same	-	17	-	1	-	94.3	-	9	-	72	-	45	-	18	-	1
overall middle	16	same	88	73	25	12	105.9	102.7	16	14	100	96	100	86	75	59	6	6
overall high	14	same	100	98	57	55	111.5	110.2	18	18	100	100	100	99	93	92	14	25
reading low	0	same	-	17	-	1	-	94.3	-	8	-	70	-	41	-	14	-	0
reading middle	16	same	88	74	31	12	105.9	102.9	16	15	100	97	100	87	69	60	0	6
reading high	14	same	100	99	50	57	111.5	110.4	18	18	100	100	100	99	100	94	21	26
writing low	0	same	-	23	-	1	-	95.4	-	9	-	76	-	48	-	19	-	1
writing middle	24	same	92	80	29	19	107.0	104.3	16	15	100	98	100	90	79	67	4	9
writing high	6	same	100	99	83	70	114.5	112.0	19	19	100	100	100	100	100	97	33	33
Mathematics low	0	same	-	16	-	1	-	94.2	-	9	-	74	-	48	-	20	-	1
Mathematics middle	21	same	90	73	29	15	106.7	103.1	16	15	100	96	100	85	81	61	5	7
Mathematics high	9	same	100	98	67	57	112.8	110.3	18	18	100	100	100	98	89	90	22	25

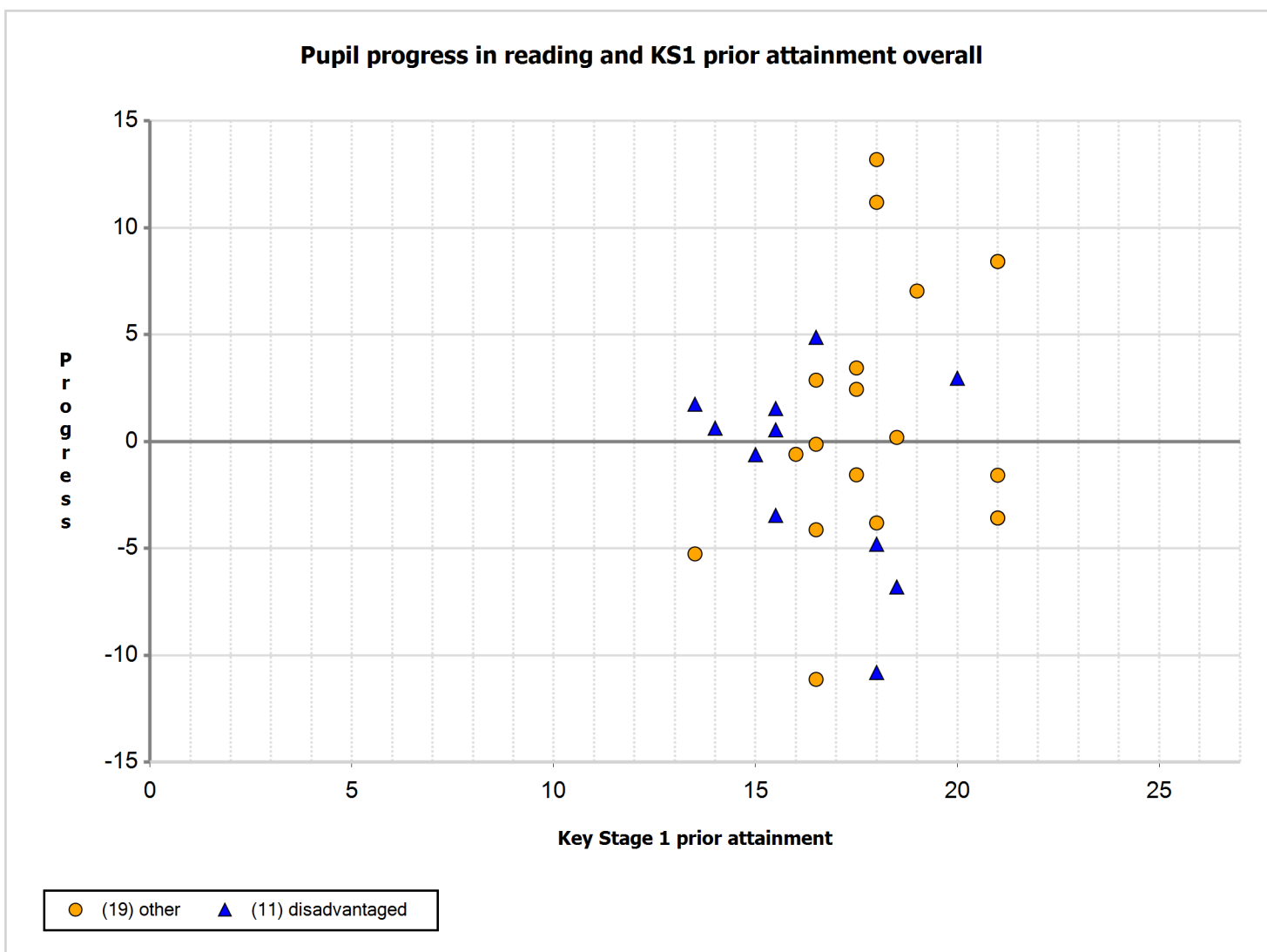
## KS2 English grammar, punctuation and spelling test 2016

Ethnic group	National Cohort comparator type		English grammar, punctuation and spelling						Average spelling mark		Spelling mark							
			Scaled score 100+		High scaled score		Average score				5+		10+		15+		20	
			School %	National %	School %	National %	School	National			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	30	all	93	72	40	22	108.5	104.0	17	15	100	95	100	85	83	64	10	11
White	10	all	90	72	40	22	108.4	104.0	17	15	100	95	100	85	70	64	10	11
British	5	all	80	72	40	22	107.6	104.0	17	15	100	95	100	85	60	64	20	11
Irish	1	all	100	72	100	22	117.0	104.0	18	15	100	95	100	85	100	64	0	11
Traveller	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Gypsy/Roma	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other White background	4	all	100	72	25	22	107.3	104.0	17	15	100	95	100	85	75	64	0	11
Mixed	2	all	100	72	50	22	112.0	104.0	19	15	100	95	100	85	100	64	50	11
White & Black Caribbean	1	all	100	72	0	22	105.0	104.0	17	15	100	95	100	85	100	64	0	11
White & Black African	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
White & Asian	1	all	100	72	100	22	119.0	104.0	20	15	100	95	100	85	100	64	100	11
any other mixed background	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Asian or Asian British	2	all	100	72	50	22	112.5	104.0	19	15	100	95	100	85	100	64	50	11
Indian	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Pakistani	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Bangladeshi	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other Asian background	2	all	100	72	50	22	112.5	104.0	19	15	100	95	100	85	100	64	50	11
Black or Black British	14	all	93	72	36	22	107.6	104.0	16	15	100	95	100	85	86	64	0	11
Black Caribbean	3	all	67	72	33	22	105.7	104.0	17	15	100	95	100	85	67	64	0	11
Black African	11	all	100	72	36	22	108.2	104.0	16	15	100	95	100	85	91	64	0	11
any other Black background	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Chinese	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other ethnic group	2	all	100	72	50	22	107.5	104.0	18	15	100	95	100	85	100	64	0	11
unclassified - refused	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
unclassified - not obtained	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11

## KS2 science teacher assessment 2016

	Cohort	National comparator type	Expected standard			Cohort	National comparator type	Expected standard	
			School %	National %				School %	National %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>93</b>	<b>81</b>	<b>Ethnic group</b>				
male	15	same	93	79	<b>White</b>	10	all	100	81
female	15	same	93	83	British	5	all	100	81
disadvantaged	11	non	91	86	Irish	1	all	100	81
other	19	same	95	86	Traveller	0	all	-	81
Free School Meals	11	non	91	85	Gypsy/Roma	0	all	-	81
Children Looked After	0	non	-	81	any other White background	4	all	100	81
SEN with statement or EHC plan	1	all	0	81	<b>Mixed</b>	2	all	100	81
SEN support	3	all	67	81	White & Black Caribbean	1	all	100	81
no SEN	26	same	100	89	White & Black African	0	all	-	81
on roll in years 5 & 6	29	same	93	82	White & Asian	1	all	100	81
English first language	11	all	91	81	any other mixed background	0	all	-	81
English additional language	19	all	95	81	<b>Asian or Asian British</b>	2	all	100	81
<b>Prior attainment</b>					Indian	0	all	-	81
overall low	0	same	-	29	Pakistani	0	all	-	81
overall middle	16	same	88	84	Bangladeshi	0	all	-	81
overall high	14	same	100	99	any other Asian background	2	all	100	81
reading low	0	same	-	34	<b>Black or Black British</b>	14	all	86	81
reading middle	16	same	88	85	Black Caribbean	3	all	67	81
reading high	14	same	100	99	Black African	11	all	91	81
writing low	0	same	-	39	any other Black background	0	all	-	81
writing middle	24	same	92	89	<b>Chinese</b>	0	all	-	81
writing high	6	same	100	99	<b>any other ethnic group</b>	2	all	100	81
Mathematics low	0	same	-	25	unclassified - refused	0	all	-	81
Mathematics middle	21	same	90	84	unclassified - not obtained	0	all	-	81
Mathematics high	9	same	100	99					

## KS2 progress scatterplot 2016



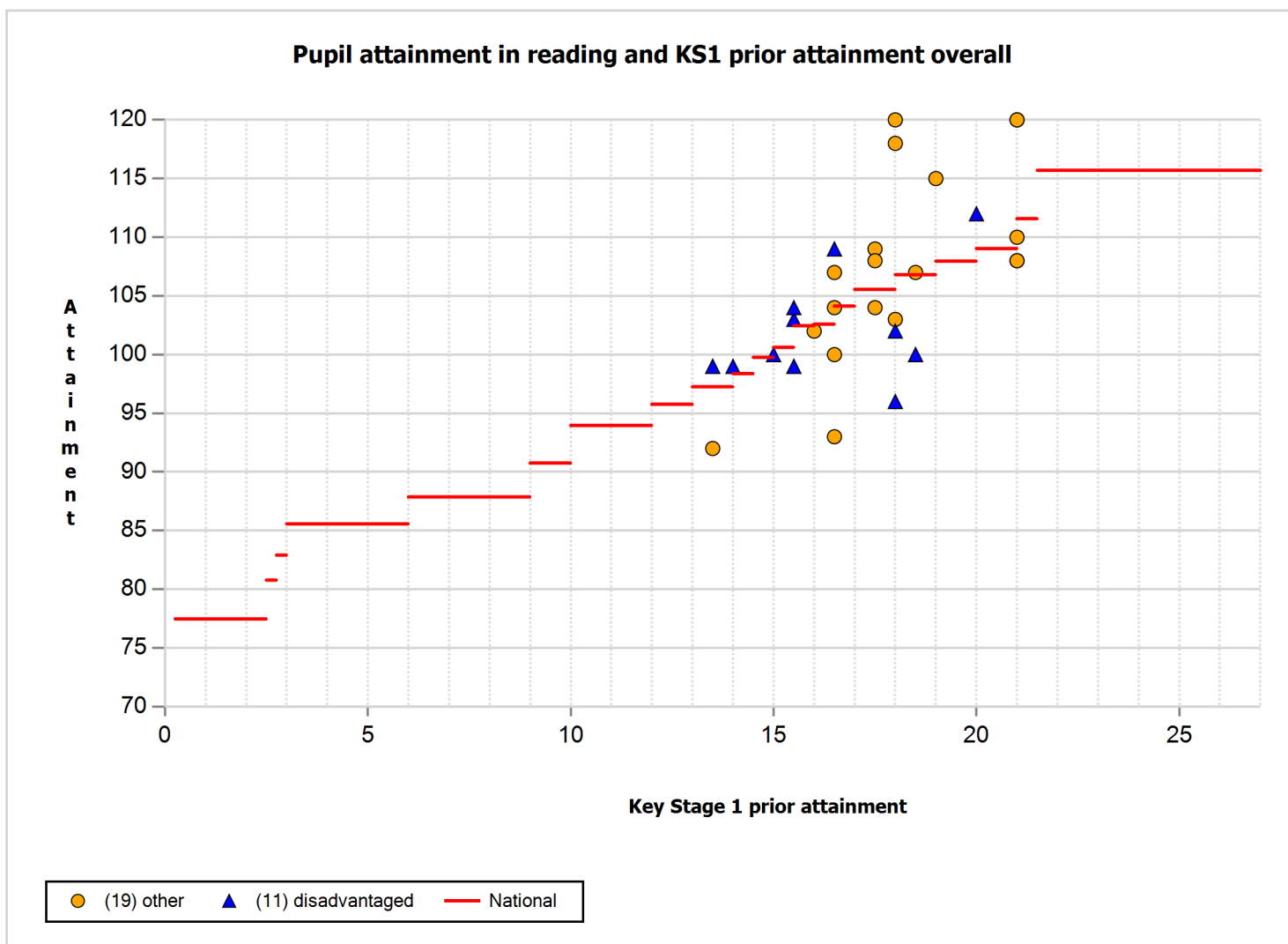
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 progress by prior-attainment group (for progress in reading and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	2	5	9	14
Cohort disadvantaged	0	0	1	5	1	4
Cohort other	0	0	1	0	8	10
All pupils	-	-	-1.76	-0.28	-0.44	1.17
Disadvantaged pupils	-	-	1.74	-0.28	4.87	-4.87
Other pupils	-	-	-5.26	-	-1.10	3.59
National other pupils	0.60	0.34	0.33	0.37	0.33	0.30
<b>Disadvantaged - national other</b>	-	-	1.41	-0.65	4.54	-5.17

## KS2 attainment scatterplot 2016



Coverage 100%

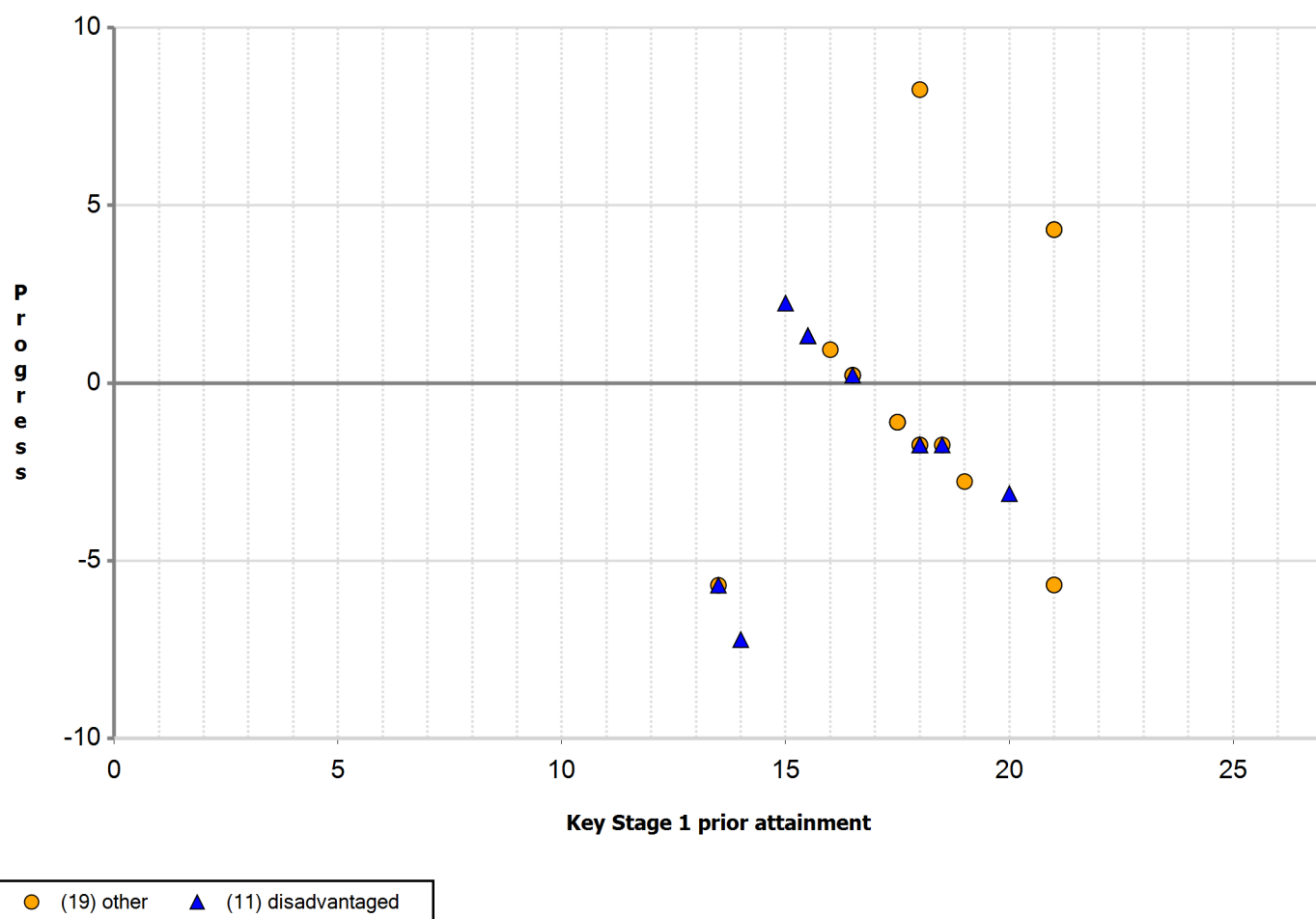
Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 attainment by prior-attainment group (for attainment in reading and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	2	5	9	14
Cohort disadvantaged	0	0	1	5	1	4
Cohort other	0	0	1	0	8	10
All pupils	-	-	95.50	101.00	104.00	109.93
National all pupils	82.86	91.95	96.74	100.54	104.26	109.14
Disadvantaged pupils	-	-	99.00	101.00	109.00	102.50
Other pupils	-	-	92.00	-	103.38	112.90
National other pupils	83.49	92.44	97.10	100.96	104.62	109.52
<b>Disadvantaged - national other</b>	-	-	1.90	0.04	4.38	-7.02

## KS2 progress scatterplot 2016

Pupil progress in writing and KS1 prior attainment overall



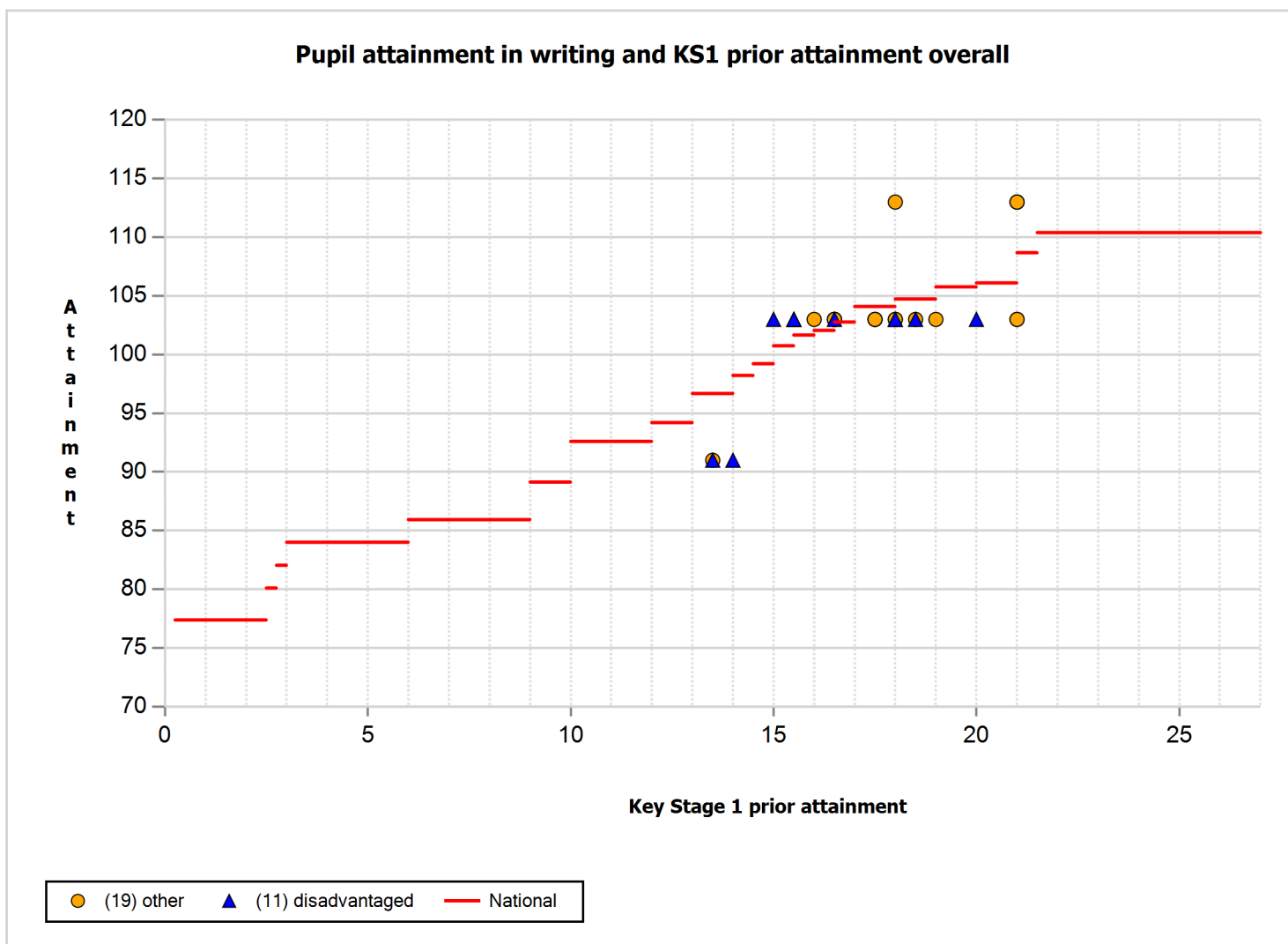
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 progress by prior-attainment group (for progress in writing and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	2	5	9	14
Cohort disadvantaged	0	0	1	5	1	4
Cohort other	0	0	1	0	8	10
All pupils	-	-	-5.69	-0.20	-0.14	-0.46
Disadvantaged pupils	-	-	-5.69	-0.20	0.22	-2.08
Other pupils	-	-	-5.69	-	-0.19	0.19
National other pupils	0.74	0.30	0.14	0.10	0.08	0.11
<b>Disadvantaged - national other</b>	-	-	-5.83	-0.30	0.14	-2.19

## KS2 attainment scatterplot 2016



Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

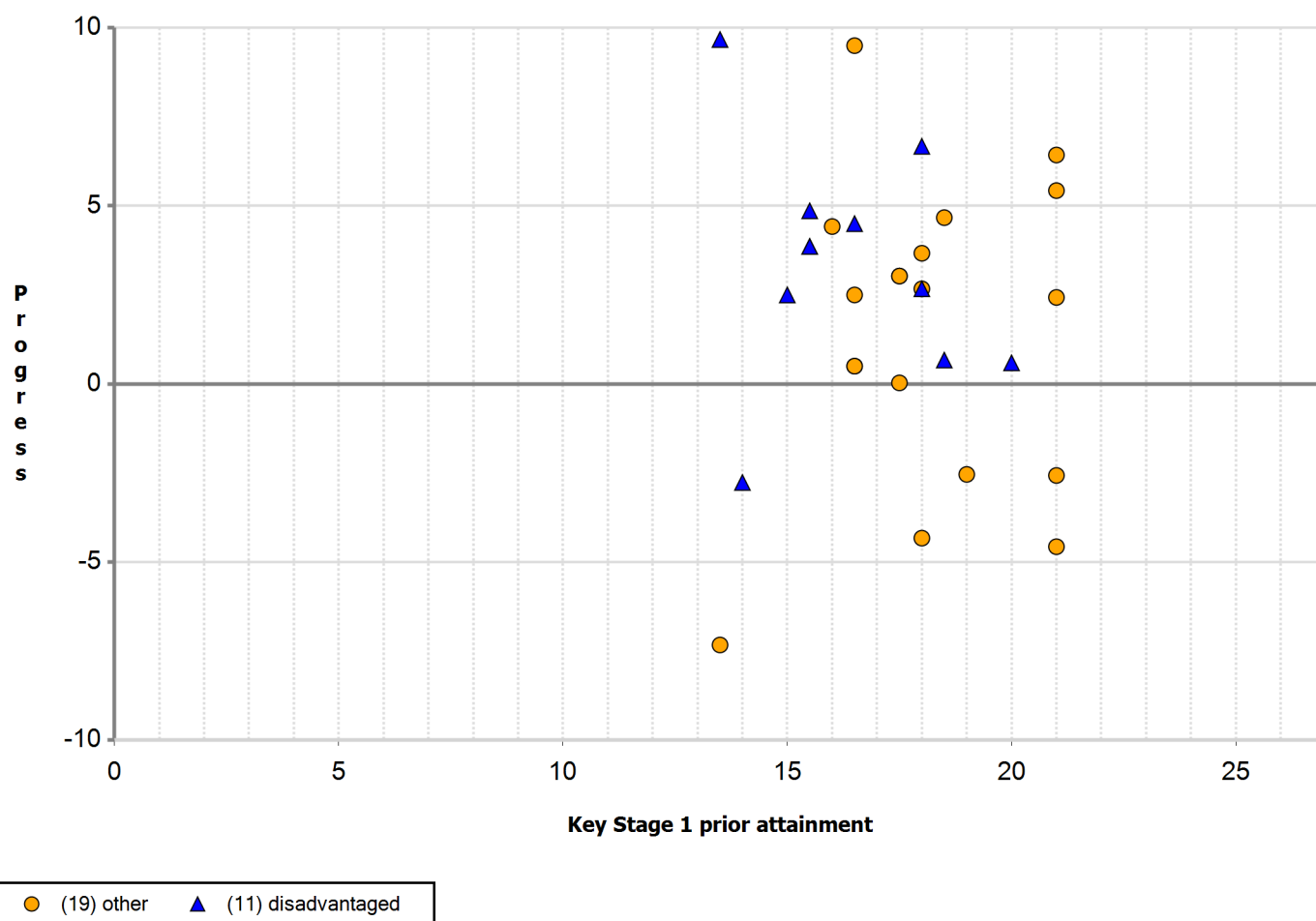
### Key Stage 2 attainment by prior-attainment group (for attainment in writing and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	2	5	9	14
Cohort disadvantaged	0	0	1	5	1	4
Cohort other	0	0	1	0	8	10
All pupils	-	-	91.00	100.60	103.00	105.86
National all pupils	81.96	90.53	95.86	100.23	103.09	106.58
Disadvantaged pupils	-	-	91.00	100.60	103.00	103.00
Other pupils	-	-	91.00	-	103.00	107.00
National other pupils	82.67	90.94	96.05	100.38	103.20	106.75
<b>Disadvantaged - national other</b>	-	-	-5.05	0.22	-0.20	-3.75



## KS2 progress scatterplot 2016

Pupil progress in mathematics and KS1 prior attainment overall



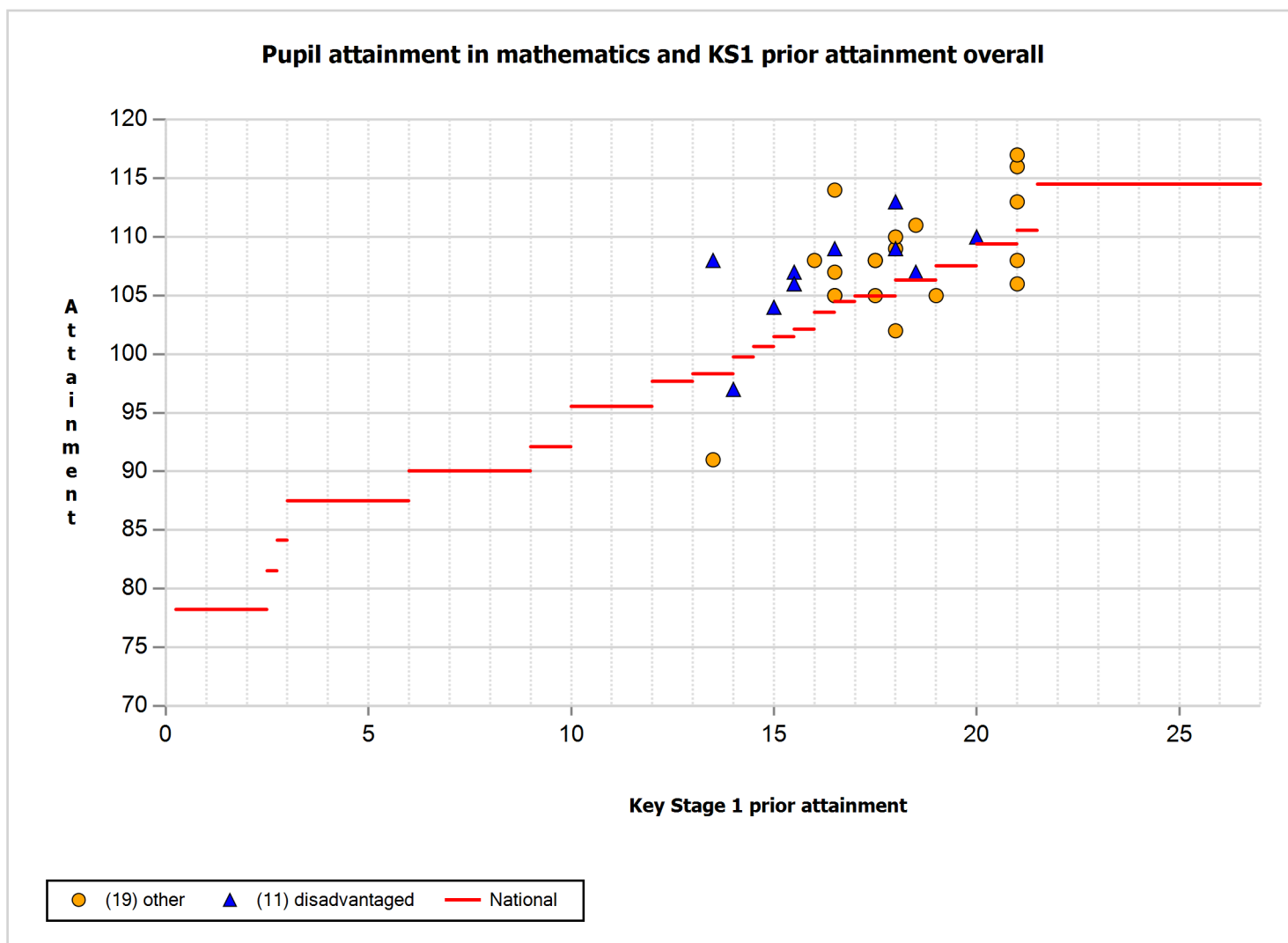
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 progress by prior-attainment group (for progress in mathematics and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	2	5	9	14
Cohort disadvantaged	0	0	1	5	1	4
Cohort other	0	0	1	0	8	10
All pupils	-	-	1.17	2.46	3.11	1.56
Disadvantaged pupils	-	-	9.67	2.46	4.50	2.65
Other pupils	-	-	-7.33	-	2.94	1.13
National other pupils	0.72	0.43	0.30	0.27	0.23	0.17
<b>Disadvantaged - national other</b>	-	-	9.37	2.19	4.27	2.48

## KS2 attainment scatterplot 2016



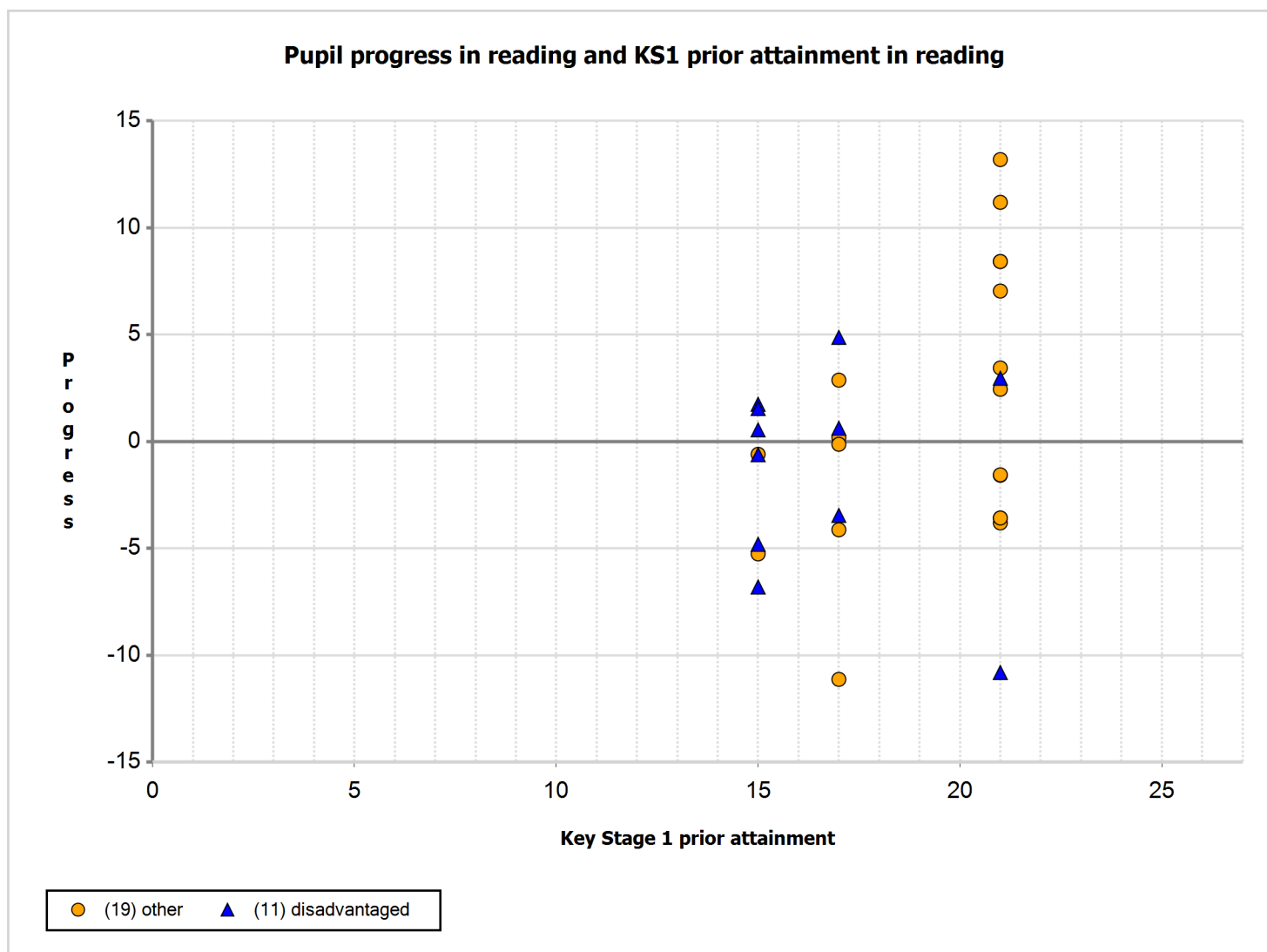
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 attainment by prior-attainment group (for attainment in mathematics and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	2	5	9	14
Cohort disadvantaged	0	0	1	5	1	4
Cohort other	0	0	1	0	8	10
All pupils	-	-	99.50	104.00	107.67	109.71
National all pupils	84.50	93.58	98.12	101.19	104.43	108.66
Disadvantaged pupils	-	-	108.00	104.00	109.00	109.75
Other pupils	-	-	91.00	-	107.50	109.70
National other pupils	85.19	94.13	98.43	101.49	104.67	108.90
<b>Disadvantaged - national other</b>	-	-	9.57	2.51	4.33	0.85

## KS2 progress scatterplot 2016



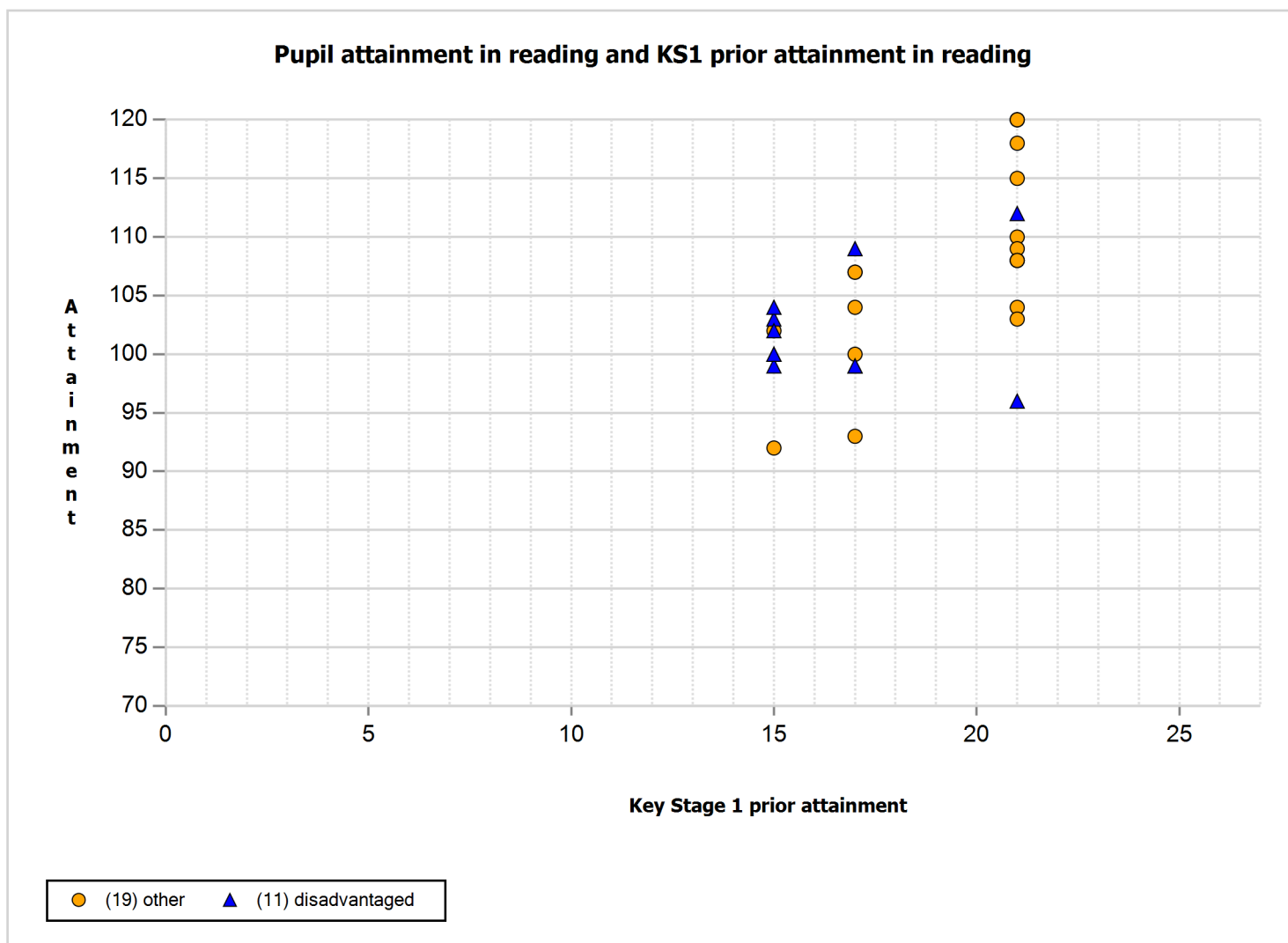
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 progress by prior-attainment group (for progress in reading and prior attainment in reading)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	0	8	8	14
Cohort disadvantaged	0	0	0	6	3	2
Cohort other	0	0	0	2	5	12
All pupils	-	-	-	-1.79	-1.29	2.30
Disadvantaged pupils	-	-	-	-1.40	0.68	-3.93
Other pupils	-	-	-	-2.93	-2.47	3.34
National other pupils	1.38	-0.13	-0.59	-0.01	0.31	0.90
<b>Disadvantaged - national other</b>	-	-	-	-1.39	0.36	-4.83

## KS2 attainment scatterplot 2016



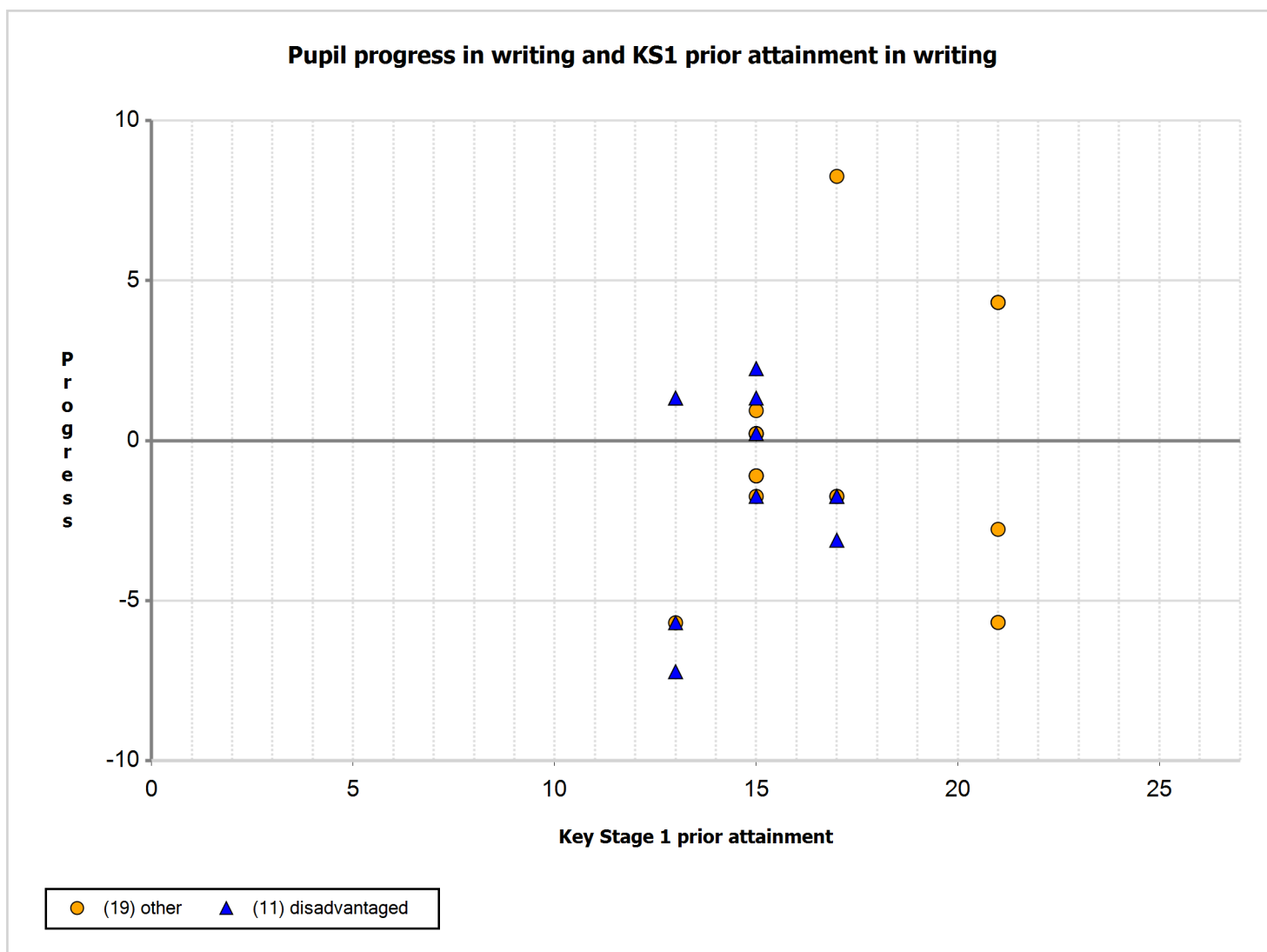
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 attainment by prior-attainment group (for attainment in reading and prior attainment in reading)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	0	8	8	14
Cohort disadvantaged	0	0	0	6	3	2
Cohort other	0	0	0	2	5	12
All pupils	-	-	-	100.25	102.25	110.79
Disadvantaged pupils	-	-	-	101.33	102.33	104.00
Other pupils	-	-	-	97.00	102.20	111.92

## KS2 progress scatterplot 2016



Coverage 100%

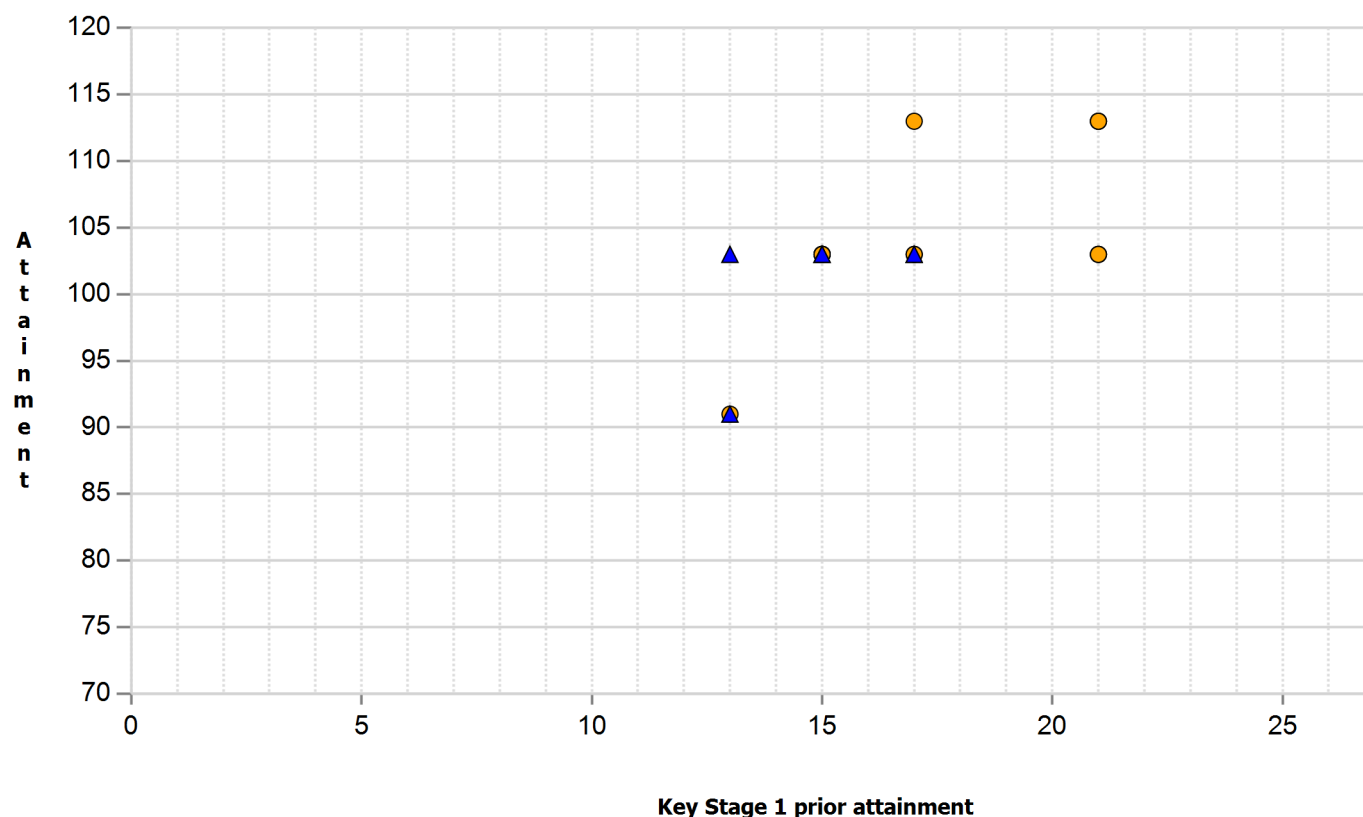
Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 progress by prior-attainment group (for progress in writing and prior attainment in writing)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	5	13	6	6
Cohort disadvantaged	0	0	4	4	3	0
Cohort other	0	0	1	9	3	6
All pupils	-	-	-3.19	-0.09	-0.30	-0.20
Disadvantaged pupils	-	-	-2.56	0.52	-2.20	-
Other pupils	-	-	-5.69	-0.36	1.59	-0.20
National other pupils	0.55	-0.30	-0.39	0.07	0.42	0.52
<b>Disadvantaged - national other</b>	-	-	-2.17	0.44	-2.61	-

## KS2 attainment scatterplot 2016

**Pupil attainment in writing and KS1 prior attainment in writing**



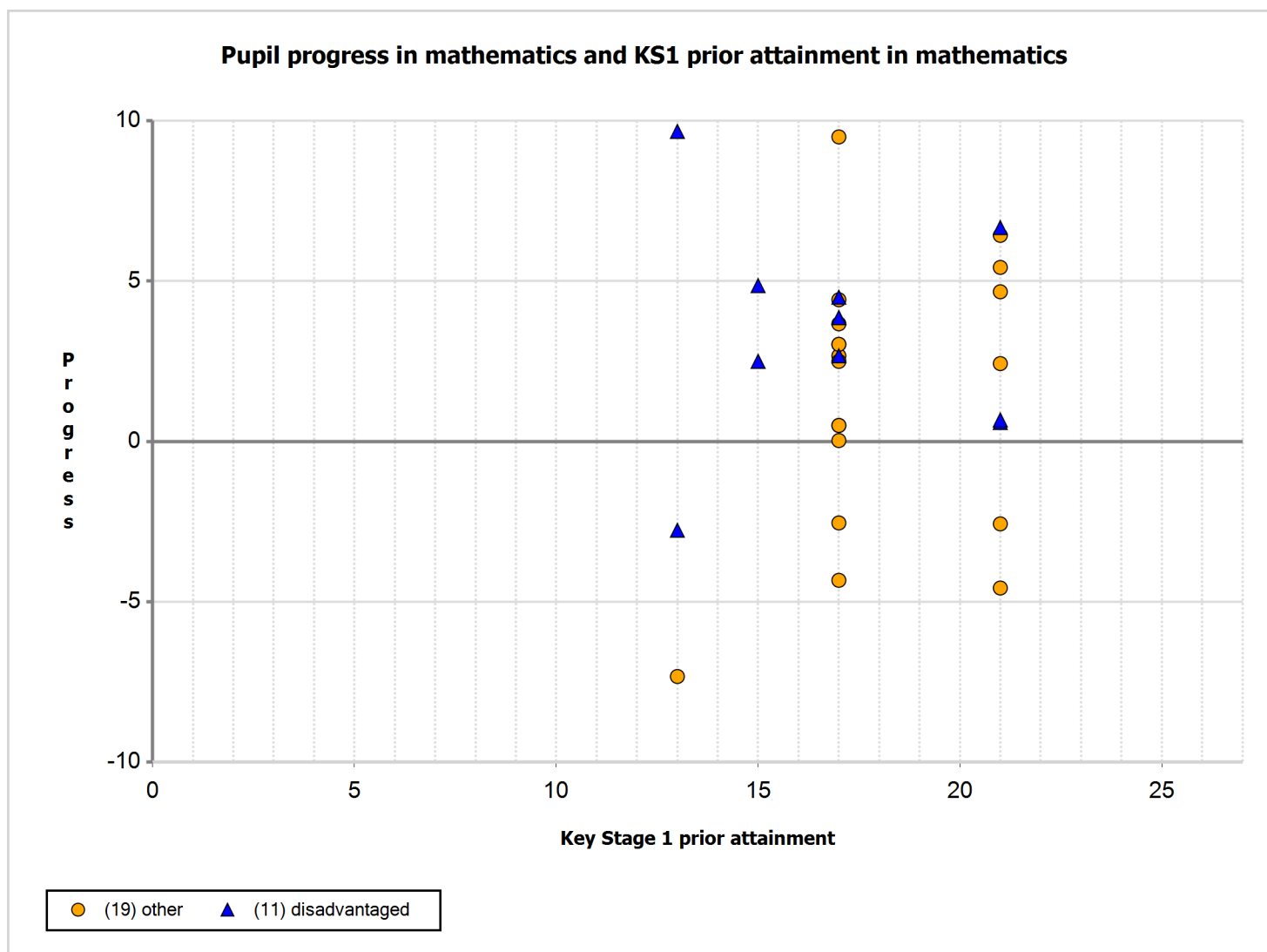
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 attainment by prior-attainment group (for attainment in writing and prior attainment in writing)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	5	13	6	6
Cohort disadvantaged	0	0	4	4	3	0
Cohort other	0	0	1	9	3	6
All pupils	-	-	95.80	103.00	104.67	108.00
Disadvantaged pupils	-	-	97.00	103.00	103.00	-
Other pupils	-	-	91.00	103.00	106.33	108.00

## KS2 progress scatterplot 2016



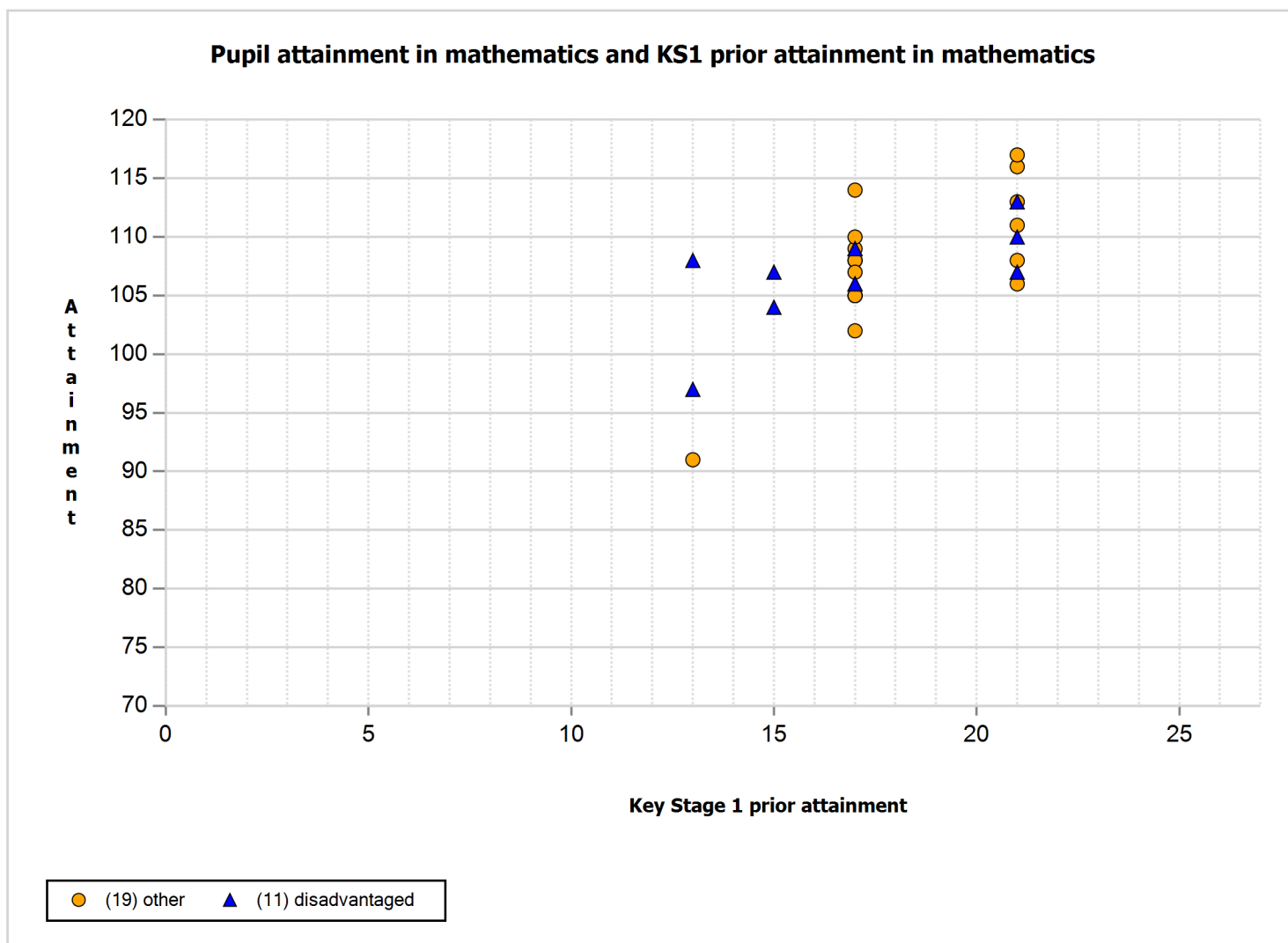
Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 progress by prior-attainment group (for progress in mathematics and prior attainment in mathematics)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	3	2	16	9
Cohort disadvantaged	0	0	2	2	4	3
Cohort other	0	0	1	0	12	6
All pupils	-	-	-0.14	3.68	2.37	2.19
Disadvantaged pupils	-	-	3.45	3.68	3.72	2.64
Other pupils	-	-	-7.33	-	1.92	1.97
National other pupils	0.19	-0.26	-0.30	0.12	0.36	0.55
<b>Disadvantaged - national other</b>	-	-	3.75	3.56	3.37	2.09

## KS2 attainment scatterplot 2016



Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

### Key Stage 2 attainment by prior-attainment group (for attainment in mathematics and prior attainment in mathematics)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	0	3	2	16	9
Cohort disadvantaged	0	0	2	2	4	3
Cohort other	0	0	1	0	12	6
All pupils	-	-	98.67	105.50	107.25	111.22
Disadvantaged pupils	-	-	102.50	105.50	107.50	110.00
Other pupils	-	-	91.00	-	107.17	111.83



**KS1-KS2 transition reading 2016**

All pupils		Key Stage 2 reading outcome								
			TA below test					Test score		Total
			No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	
Number of pupils										
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	0	0	0	0
	2b	0	0	0	0	0	2	6	0	8
	2a	0	0	0	0	0	3	5	0	8
	3+	0	0	0	0	0	1	6	7	14
	Total	0	0	0	0	0	6	17	7	30

BLW Below pre-key stage 2 standards

PKF Foundations for the expected standard

PKE Early development of the expected standard

PKG Growing development of the expected standard

Disadvantaged pupils		Key Stage 2 reading outcome								
		No KS2	TA below test				Test score			Total
			BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
Number of pupils										
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	0	0	0	0
	2b	0	0	0	0	0	1	5	0	6
	2a	0	0	0	0	0	2	1	0	3
	3+	0	0	0	0	0	1	0	1	2
	Total	0	0	0	0	0	4	6	1	11

All pupils: P scales			Key Stage 2 reading outcome																
			Number of pupils	Below the standard of the pre-key stage										Pre-key stage			Test score		Total
				No KS2	P1	P2	P3	P4	P5	P6	P7	P8	other	PKF	PKE	PKG	< 100	100+	
No KS1 outcome			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
KS1 reading teacher assessment	W	P1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Level	1+	0	0	0	0	0	0	0	0	0	0	0	0	6	24	30		
	Total	0	0	0	0	0	0	0	0	0	0	0	0	6	24	30			

The teacher assessment is shown if a pupil does not have a KS2 test scaled score.

Where a pupil was working at P1-3 English at KS1 or at KS2, this is recorded on both the reading and writing table.

# KS1-KS2 transition writing 2016

All pupils		Key Stage 2 writing teacher assessment							
Number of pupils		No KS2	BLW	Pre-key stage			Key stage		
				PKF	PKE	PKG	WTS	EXS	GDS
No KS1 outcome		0	0	0	0	0	0	0	0
KS1 writing teacher assessment	W	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	3	2	5
	2b	0	0	0	0	0	0	13	13
	2a	0	0	0	0	0	0	5	1
	3+	0	0	0	0	0	0	3	6
	Total	0	0	0	0	0	3	23	30

BLW Below pre-key stage 2 standards

PKF Foundations for the expected standard

PKE Early development of the expected standard

PKG Growing development of the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Disadvantaged pupils		Key Stage 2 writing teacher assessment							
Number of pupils		No KS2	BLW	Pre-key stage			Key stage		
				PKF	PKE	PKG	WTS	EXS	GDS
No KS1 outcome		0	0	0	0	0	0	0	0
KS1 writing teacher assessment	W	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	2	2	4
	2b	0	0	0	0	0	0	4	4
	2a	0	0	0	0	0	0	3	3
	3+	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	2	9	11

All pupils: P scales			Key Stage 2 writing teacher assessment														
Number of pupils			No KS2	Below the standard of the pre-key stage								Pre-key stage			Key stage		
				P1	P2	P3	P4	P5	P6	P7	P8	other	PKF	PKE	PKG	WTS	EXS
No KS1 outcome			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KS1 writing teacher assessment	W	P1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Level	1+	0	0	0	0	0	0	0	0	0	0	0	0	3	23	4
	Total		0	0	0	0	0	0	0	0	0	0	0	0	3	23	4

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

**KS1-KS2 transition mathematics 2016**

All pupils		Key Stage 2 mathematics outcome								
			TA below test				Test score			Total
			No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	
Number of pupils										
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 mathematics teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	2	1	0	3
	2b	0	0	0	0	0	0	2	0	2
	2a	0	0	0	0	0	0	14	2	16
	3+	0	0	0	0	0	0	3	6	9
	Total	0	0	0	0	0	2	20	8	30

BLW Below pre-key stage 2 standards

PKF Foundations for the expected standard

PKE Early development of the expected standard

PKG Growing development of the expected standard

Disadvantaged pupils		Key Stage 2 mathematics outcome								
		No KS2	TA below test				Test score			Total
			BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
Number of pupils										
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 mathematics teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	1	1	0	2
	2b	0	0	0	0	0	0	2	0	2
	2a	0	0	0	0	0	0	4	0	4
	3+	0	0	0	0	0	0	1	2	3
	Total	0	0	0	0	0	1	8	2	11

All pupils: P scales			Key Stage 2 mathematics outcome																
			Number of pupils	Below the standard of the pre-key stage										Pre-key stage			Test score		Total
				No KS2	P1	P2	P3	P4	P5	P6	P7	P8	other	PKF	PKE	PKG	< 100	100+	
No KS1 outcome			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
KS1 mathematics teacher assessment	W	P1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		P8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Level	1+	0	0	0	0	0	0	0	0	0	0	0	0	2	28	30		
	Total	0	0	0	0	0	0	0	0	0	0	0	0	2	28	30			

The teacher assessment is shown if a pupil does not have a KS2 test scaled score.

At KS1 and KS2, a pupil's lowest P scale in using and applying, number, and shape, space and measures is shown in the mathematics table.

# KS1 summary overall and by EYFSP early learning goals 2016 (2 pages)

## For all and disadvantaged pupils (Dis)

Key		National		All		Dis	
<div></div>	2+ pupils above national	National		Figure for national all		Figure for national other	
<div></div>	1 pupil above national						
<div></div>	1 pupil below national						
<div></div>	2+ pupils below national						
Attainment							
expected or above				greater depth			

### Reading

	A/D	All		Dis		All		Dis	
Cohort	0	30	11	30	11	30	11	30	11
School %		100	100	43	45	43	45	43	45
National %		74	78	24	27	24	27	24	27
Difference %		26	22	20	19	20	19	20	19

	Emerging		Expected		Exceeding			Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis		All	Dis	All	Dis	All	Dis
Cohort	6	3	21	6	3	2		6	3	21	6	3	2
School %	100	100	100	100	100	100		0	0	48	50	100	100
National %	36	39	85	87	99	99		2	2	20	21	65	66
Difference %	64	61	15	13	1	1		-2	-2	28	29	35	34
Diff (no of pupils)	3	1	3	0	0	0		0	0	5	1	1	0

### Writing

	A/D	All		Dis		All		Dis	
Cohort	0	30	11	30	11	30	11	30	11
School %		100	100	30	27	30	27	30	27
National %		65	70	13	16	13	16	13	16
Difference %		35	30	17	12	17	12	17	12

	Emerging		Expected		Exceeding			Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis		All	Dis	All	Dis	All	Dis
Cohort	7	4	21	5	2	2		7	4	21	5	2	2
School %	100	100	100	100	100	100		0	0	33	20	100	100
National %	30	33	82	83	98	99		1	1	13	14	52	53
Difference %	70	67	18	17	2	1		-1	-1	21	6	48	47
Diff (no of pupils)	4	2	3	0	0	0		0	0	4	0	0	0

# **KS1 summary overall and by EYFSP early learning goals 2016 (2 pages)** **For all and disadvantaged pupils (Dis)**

Attainment												
expected or above						greater depth						
Mathematics												
	A/D	All		Dis				All		Dis		
Cohort	0	30		11		30		11				
School %		100		100		23		45				
National %		73		77		18		20				
Difference %		27		23		6		25				
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	4	2	25	8	1	1	4	2	25	8	1	1
School %	100	100	100	100	100	100	0	0	24	50	100	100
National %	36	40	86	87	99	99	2	2	18	20	59	61
Difference %	64	60	14	13	1	1	-2	-2	6	30	41	39
Diff (no of pupils)	2	1	3	1	0	0	0	0	1	2	0	0

Science					
	A/D	All	Dis		
Cohort	0	30	11		
School %		100	100		
National %		82	85		
Difference %		18	15		

	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
Cohort	2	0	25	8	3	3
School %	100	-	100	100	100	100
National %	47	51	88	91	98	99
Difference %	53	-	12	9	2	1
Diff (no of pupils)	1	-	2	0	0	0

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for EYFSP groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

For mathematics, each pupil is grouped by the lower of their outcomes on the two mathematics early learning goals.

For science, each pupil is grouped by their outcome on the world early learning goal.

A/D: absent or disapplied from the teacher assessment

# KS1 reading teacher assessment 2016

	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>100</b>	<b>74</b>	<b>43</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>19</b>
male	12	same	100	70	33	20	0	3	0	6	0	21
female	18	same	100	78	50	27	0	1	0	4	0	16
disadvantaged	11	non	100	78	45	27	0	2	0	4	0	16
other	19	same	100	78	42	27	0	2	0	4	0	16
Free School Meals	11	non	100	78	45	27	0	2	0	4	0	16
Children Looked After	0	non	-	74	-	24	-	2	-	5	-	19
SEN with statement or EHC plan	0	all	-	74	-	24	-	2	-	5	-	19
SEN support	2	all	100	74	50	24	0	2	0	5	0	19
no SEN	28	same	100	82	43	27	0	0	0	2	0	15
English first language	15	all	100	74	47	24	0	2	0	5	0	19
English additional language	15	all	100	74	40	24	0	2	0	5	0	19
autumn birth	8	same	100	80	50	31	0	2	0	3	0	14
spring birth	11	same	100	74	55	23	0	2	0	5	0	18
summer birth	11	same	100	68	27	17	0	3	0	7	0	23
<b>Early Years Foundation Stage</b>												
good level of development - yes	22	same	100	93	55	37	0	0	0	0	0	7
good level of development - no	8	same	100	48	13	5	0	5	0	11	0	36
reading emerging	6	same	100	36	0	2	0	7	0	15	0	41
reading expected	21	same	100	85	48	20	0	0	0	1	0	13
reading exceeding	3	same	100	99	100	65	0	0	0	0	0	1
writing emerging	7	same	100	42	0	3	0	6	0	13	0	39
writing expected	21	same	100	90	52	26	0	0	0	1	0	10
writing exceeding	2	same	100	99	100	71	0	0	0	0	0	1
mathematics emerging	4	same	100	38	0	2	0	7	0	14	0	40
mathematics expected	25	same	100	88	48	26	0	0	0	1	0	11
mathematics exceeding	1	same	100	99	100	67	0	0	0	0	0	1

## KS1 reading teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>100</b>	<b>74</b>	<b>43</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>19</b>
<b>White</b>	12	all	100	74	58	24	0	2	0	5	0	19
British	7	all	100	74	57	24	0	2	0	5	0	19
Irish	2	all	100	74	50	24	0	2	0	5	0	19
Traveller	0	all	-	74	-	24	-	2	-	5	-	19
Gypsy/Roma	0	all	-	74	-	24	-	2	-	5	-	19
any other White background	3	all	100	74	67	24	0	2	0	5	0	19
<b>Mixed</b>	6	all	100	74	50	24	0	2	0	5	0	19
White & Black Caribbean	3	all	100	74	67	24	0	2	0	5	0	19
White & Black African	2	all	100	74	50	24	0	2	0	5	0	19
White & Asian	1	all	100	74	0	24	0	2	0	5	0	19
any other mixed background	0	all	-	74	-	24	-	2	-	5	-	19
<b>Asian or Asian British</b>	4	all	100	74	75	24	0	2	0	5	0	19
Indian	0	all	-	74	-	24	-	2	-	5	-	19
Pakistani	0	all	-	74	-	24	-	2	-	5	-	19
Bangladeshi	0	all	-	74	-	24	-	2	-	5	-	19
any other Asian background	4	all	100	74	75	24	0	2	0	5	0	19
<b>Black or Black British</b>	7	all	100	74	0	24	0	2	0	5	0	19
Black Caribbean	1	all	100	74	0	24	0	2	0	5	0	19
Black African	6	all	100	74	0	24	0	2	0	5	0	19
any other Black background	0	all	-	74	-	24	-	2	-	5	-	19
<b>Chinese</b>	0	all	-	74	-	24	-	2	-	5	-	19
<b>any other ethnic group</b>	1	all	100	74	0	24	0	2	0	5	0	19
unclassified - refused	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	0	all	-	74	-	24	-	2	-	5	-	19

# KS1 writing teacher assessment 2016

	National Cohort comparator type		At least expected standard in writing				Below expected standard in writing					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>100</b>	<b>65</b>	<b>30</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>27</b>
male	12	same	100	59	0	10	0	3	0	7	0	31
female	18	same	100	73	50	17	0	1	0	4	0	22
disadvantaged	11	non	100	70	27	16	0	2	0	4	0	24
other	19	same	100	70	32	16	0	2	0	4	0	24
Free School Meals	11	non	100	70	27	15	0	2	0	4	0	24
Children Looked After	0	non	-	66	-	13	-	2	-	5	-	27
SEN with statement or EHC plan	0	all	-	65	-	13	-	2	-	5	-	27
SEN support	2	all	100	65	0	13	0	2	0	5	0	27
no SEN	28	same	100	73	32	15	0	0	0	2	0	24
English first language	15	all	100	65	27	13	0	2	0	5	0	27
English additional language	15	all	100	65	33	13	0	2	0	5	0	27
autumn birth	8	same	100	73	25	19	0	2	0	4	0	21
spring birth	11	same	100	66	36	13	0	2	0	5	0	27
summer birth	11	same	100	58	27	8	0	3	0	7	0	32
<b>Early Years Foundation Stage</b>												
good level of development - yes	22	same	100	86	41	21	0	0	0	0	0	13
good level of development - no	8	same	100	36	0	2	0	5	0	11	0	47
reading emerging	6	same	100	25	0	1	0	8	0	15	0	51
reading expected	21	same	100	75	29	9	0	0	0	1	0	23
reading exceeding	3	same	100	97	100	43	0	0	0	0	0	3
writing emerging	7	same	100	30	0	1	0	6	0	13	0	50
writing expected	21	same	100	82	33	13	0	0	0	1	0	18
writing exceeding	2	same	100	98	100	52	0	0	0	0	0	2
mathematics emerging	4	same	100	28	0	1	0	7	0	14	0	50
mathematics expected	25	same	100	79	36	14	0	0	0	1	0	20
mathematics exceeding	1	same	100	96	0	46	0	0	0	0	0	3



## KS1 writing teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in writing				Below expected standard in writing					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>100</b>	<b>65</b>	<b>30</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>27</b>
<b>White</b>	12	all	100	65	33	13	0	2	0	5	0	27
British	7	all	100	65	29	13	0	2	0	5	0	27
Irish	2	all	100	65	50	13	0	2	0	5	0	27
Traveller	0	all	-	65	-	13	-	2	-	5	-	27
Gypsy/Roma	0	all	-	65	-	13	-	2	-	5	-	27
any other White background	3	all	100	65	33	13	0	2	0	5	0	27
<b>Mixed</b>	6	all	100	65	50	13	0	2	0	5	0	27
White & Black Caribbean	3	all	100	65	67	13	0	2	0	5	0	27
White & Black African	2	all	100	65	50	13	0	2	0	5	0	27
White & Asian	1	all	100	65	0	13	0	2	0	5	0	27
any other mixed background	0	all	-	65	-	13	-	2	-	5	-	27
<b>Asian or Asian British</b>	4	all	100	65	50	13	0	2	0	5	0	27
Indian	0	all	-	65	-	13	-	2	-	5	-	27
Pakistani	0	all	-	65	-	13	-	2	-	5	-	27
Bangladeshi	0	all	-	65	-	13	-	2	-	5	-	27
any other Asian background	4	all	100	65	50	13	0	2	0	5	0	27
<b>Black or Black British</b>	7	all	100	65	0	13	0	2	0	5	0	27
Black Caribbean	1	all	100	65	0	13	0	2	0	5	0	27
Black African	6	all	100	65	0	13	0	2	0	5	0	27
any other Black background	0	all	-	65	-	13	-	2	-	5	-	27
<b>Chinese</b>	0	all	-	65	-	13	-	2	-	5	-	27
<b>any other ethnic group</b>	1	all	100	65	0	13	0	2	0	5	0	27
unclassified - refused	0	all	-	65	-	13	-	2	-	5	-	27
unclassified - not obtained	0	all	-	65	-	13	-	2	-	5	-	27

# KS1 mathematics teacher assessment 2016

	National Cohort comparator type		At least expected standard in mathematics				Below expected standard in mathematics					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>100</b>	<b>73</b>	<b>23</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>21</b>
male	12	same	100	72	25	19	0	3	0	5	0	20
female	18	same	100	74	22	16	0	1	0	4	0	21
disadvantaged	11	non	100	77	45	20	0	1	0	3	0	18
other	19	same	100	77	11	20	0	1	0	3	0	18
Free School Meals	11	non	100	77	45	20	0	2	0	3	0	18
Children Looked After	0	non	-	73	-	18	-	2	-	4	-	21
SEN with statement or EHC plan	0	all	-	73	-	18	-	2	-	4	-	21
SEN support	2	all	100	73	50	18	0	2	0	4	0	21
no SEN	28	same	100	80	21	20	0	0	0	2	0	17
English first language	15	all	100	73	27	18	0	2	0	4	0	21
English additional language	15	all	100	73	20	18	0	2	0	4	0	21
autumn birth	8	same	100	80	50	25	0	2	0	3	0	15
spring birth	11	same	100	73	27	17	0	2	0	4	0	20
summer birth	11	same	100	65	0	12	0	3	0	6	0	26
<b>Early Years Foundation Stage</b>												
good level of development - yes	22	same	100	91	27	27	0	0	0	0	0	9
good level of development - no	8	same	100	47	13	4	0	5	0	10	0	38
reading emerging	6	same	100	36	0	2	0	7	0	14	0	42
reading expected	21	same	100	82	24	15	0	0	0	1	0	16
reading exceeding	3	same	100	98	67	49	0	0	0	0	0	2
writing emerging	7	same	100	41	0	2	0	5	0	12	0	41
writing expected	21	same	100	87	24	19	0	0	0	1	0	12
writing exceeding	2	same	100	99	100	55	0	0	0	0	0	1
mathematics emerging	4	same	100	36	0	2	0	6	0	13	0	44
mathematics expected	25	same	100	86	24	18	0	0	0	1	0	13
mathematics exceeding	1	same	100	99	100	59	0	0	0	0	0	1

## KS1 mathematics teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in mathematics				Below expected standard in mathematics					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>100</b>	<b>73</b>	<b>23</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>21</b>
<b>White</b>	12	all	100	73	33	18	0	2	0	4	0	21
British	7	all	100	73	14	18	0	2	0	4	0	21
Irish	2	all	100	73	50	18	0	2	0	4	0	21
Traveller	0	all	-	73	-	18	-	2	-	4	-	21
Gypsy/Roma	0	all	-	73	-	18	-	2	-	4	-	21
any other White background	3	all	100	73	67	18	0	2	0	4	0	21
<b>Mixed</b>	6	all	100	73	33	18	0	2	0	4	0	21
White & Black Caribbean	3	all	100	73	33	18	0	2	0	4	0	21
White & Black African	2	all	100	73	50	18	0	2	0	4	0	21
White & Asian	1	all	100	73	0	18	0	2	0	4	0	21
any other mixed background	0	all	-	73	-	18	-	2	-	4	-	21
<b>Asian or Asian British</b>	4	all	100	73	25	18	0	2	0	4	0	21
Indian	0	all	-	73	-	18	-	2	-	4	-	21
Pakistani	0	all	-	73	-	18	-	2	-	4	-	21
Bangladeshi	0	all	-	73	-	18	-	2	-	4	-	21
any other Asian background	4	all	100	73	25	18	0	2	0	4	0	21
<b>Black or Black British</b>	7	all	100	73	0	18	0	2	0	4	0	21
Black Caribbean	1	all	100	73	0	18	0	2	0	4	0	21
Black African	6	all	100	73	0	18	0	2	0	4	0	21
any other Black background	0	all	-	73	-	18	-	2	-	4	-	21
<b>Chinese</b>	0	all	-	73	-	18	-	2	-	4	-	21
<b>any other ethnic group</b>	1	all	100	73	0	18	0	2	0	4	0	21
unclassified - refused	0	all	-	73	-	18	-	2	-	4	-	21
unclassified - not obtained	0	all	-	73	-	18	-	2	-	4	-	21

## KS1 science teacher assessment 2016

	Cohort	National comparator type	Expected standard			Cohort	National comparator type	Expected standard	
			School %	National %				School %	National %
<b>all pupils</b>	<b>30</b>	<b>all</b>	<b>100</b>	<b>82</b>	<b>Ethnic group</b>				
male	12	same	100	79	<b>White</b>	12	all	100	82
female	18	same	100	84	British	7	all	100	82
disadvantaged	11	non	100	85	Irish	2	all	100	82
other	19	same	100	85	Traveller	0	all	-	82
Free School Meals	11	non	100	85	Gypsy/Roma	0	all	-	82
Children Looked After	0	non	-	82	any other White background	3	all	100	82
SEN with statement or EHC plan	0	all	-	82	<b>Mixed</b>	6	all	100	82
SEN support	2	all	100	82	White & Black Caribbean	3	all	100	82
no SEN	28	same	100	89	White & Black African	2	all	100	82
English first language	15	all	100	82	White & Asian	1	all	100	82
English additional language	15	all	100	82	any other mixed background	0	all	-	82
autumn birth	8	same	100	87	<b>Asian or Asian British</b>	4	all	100	82
spring birth	11	same	100	82	Indian	0	all	-	82
summer birth	11	same	100	76	Pakistani	0	all	-	82
<b>Early Years Foundation Stage</b>					Bangladeshi	0	all	-	82
good level of development - yes	22	same	100	96	any other Asian background	4	all	100	82
good level of development - no	8	same	100	62	<b>Black or Black British</b>	7	all	100	82
reading emerging	6	same	100	52	Black Caribbean	1	all	100	82
reading expected	21	same	100	92	Black African	6	all	100	82
reading exceeding	3	same	100	99	any other Black background	0	all	-	82
writing emerging	7	same	100	57	<b>Chinese</b>	0	all	-	82
writing expected	21	same	100	94	<b>any other ethnic group</b>	1	all	100	82
writing exceeding	2	same	100	99	unclassified - refused	0	all	-	82
mathematics emerging	4	same	100	53	unclassified - not obtained	0	all	-	82
mathematics expected	25	same	100	93					
mathematics exceeding	1	same	100	99					

# KS1 reading teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 reading																
Number of pupils									Expected standard +					Greater depth				
		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS reading	No data	0	0	0	0	0	0	0	0	0	43	-43	0	0	0	10	-10	0
	Emerging	0	0	0	0	6	0	6	6	100	36	64	3	0	0	2	-2	0
	Expected	0	0	0	0	11	10	21	21	100	85	15	3	10	48	20	28	5
	Exceeding	0	0	0	0	0	3	3	3	100	99	1	0	3	100	65	35	1
	Total	0	0	0	0	17	13	30	30	100	74	26	7	13	43	24	20	5

Disadvantaged pupils		Key stage 1 reading																
Number of pupils									Expected standard +					Greater depth				
		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS reading	No data	0	0	0	0	0	0	0	0	0	44	-44	0	0	0	11	-11	0
	Emerging	0	0	0	0	3	0	3	3	100	39	61	1	0	0	2	-2	0
	Expected	0	0	0	0	3	3	6	6	100	87	13	0	3	50	21	29	1
	Exceeding	0	0	0	0	0	2	2	2	100	99	1	0	2	100	66	34	0
	Total	0	0	0	0	6	5	11	11	100	78	22	2	5	45	27	19	2

All pupils working on P scales at KS1		Key stage 1 reading P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS reading	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	0	0
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF Foundations for the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

# KS1 writing teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 writing																
									Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	0	0	0	7	0	7	7	100	30	70	4	0	0	1	-1	0
	Expected	0	0	0	0	14	7	21	21	100	82	18	3	7	33	13	21	4
	Exceeding	0	0	0	0	0	2	2	2	100	98	2	0	2	100	52	48	0
	Total	0	0	0	0	21	9	30	30	100	65	35	10	9	30	13	17	5

Disadvantaged pupils		Key stage 1 writing																
									Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	0	0	0	4	0	4	4	100	33	67	2	0	0	1	-1	0
	Expected	0	0	0	0	4	1	5	5	100	83	17	0	1	20	14	6	0
	Exceeding	0	0	0	0	0	2	2	2	100	99	1	0	2	100	53	47	0
	Total	0	0	0	0	8	3	11	11	100	70	30	3	3	27	16	12	1

All pupils working on P scales at KS1		Key stage 1 writing P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS writing	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	0	0
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF Foundations for the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

**KS1 mathematics teacher assessment 2016 compared with EYFS**

All pupils		Key stage 1 mathematics																
Number of pupils									Expected standard +					Greater depth				
		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	51	-51	0	0	0	9	-9	0
	Emerging	0	0	0	0	4	0	4	4	100	36	64	2	0	0	2	-2	0
	Expected	0	0	0	0	19	6	25	25	100	86	14	3	6	24	18	6	1
	Exceeding	0	0	0	0	0	1	1	1	100	99	1	0	1	100	59	41	0
	Total	0	0	0	0	23	7	30	30	100	73	27	8	7	23	18	6	1

Disadvantaged pupils		Key stage 1 mathematics																
Number of pupils									Expected standard +					Greater depth				
		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	0	0	0	2	0	2	2	100	40	60	1	0	0	2	-2	0
	Expected	0	0	0	0	4	4	8	8	100	87	13	1	4	50	20	30	2
	Exceeding	0	0	0	0	0	1	1	1	100	99	1	0	1	100	61	39	0
	Total	0	0	0	0	6	5	11	11	100	77	23	2	5	45	20	25	2

All pupils working on P scales at KS1		Key stage 1 mathematics P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	0	0
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF Foundations for the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

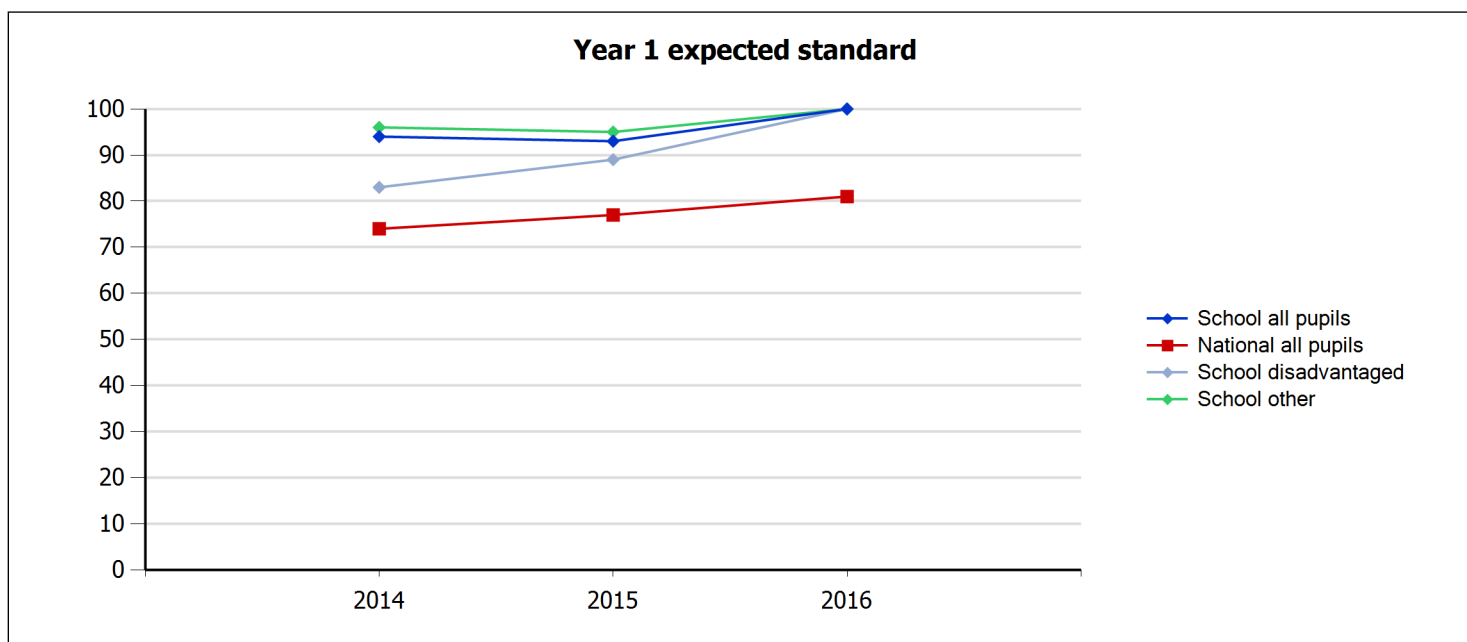
GDS Working at greater depth within the expected standard

The mathematics EYFS outcome shown is the lowest of the two mathematics early learning goals (ELG) for each pupil (Exceeding if both ELG are Exceeding, Expected if both are Expected or one is Expected and the other is Exceeding, otherwise Emerging).

At KS1, a pupil's lowest P scale in using and applying, number, and shape, space and measures is shown in the mathematics table.

## Phonics percentages attaining expected standard Years 1 and 2 trend

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.



	Year 1					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	94	74	93	77	100	81
Boys	94	70	92	73	100	77
Girls	93	78	94	81	100	84
Disadvantaged	83	63	89	66	100	70
Other	96	78	95	80	100	83

	Year 2 Cumulative					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	-	-	97	90	100	91
Boys	-	-	94	88	100	89
Girls	-	-	100	92	100	93
Disadvantaged	-	-	100	84	100	86
Other	-	-	96	92	100	93



## Year 2 phonics marks 2016 compared with Year 1

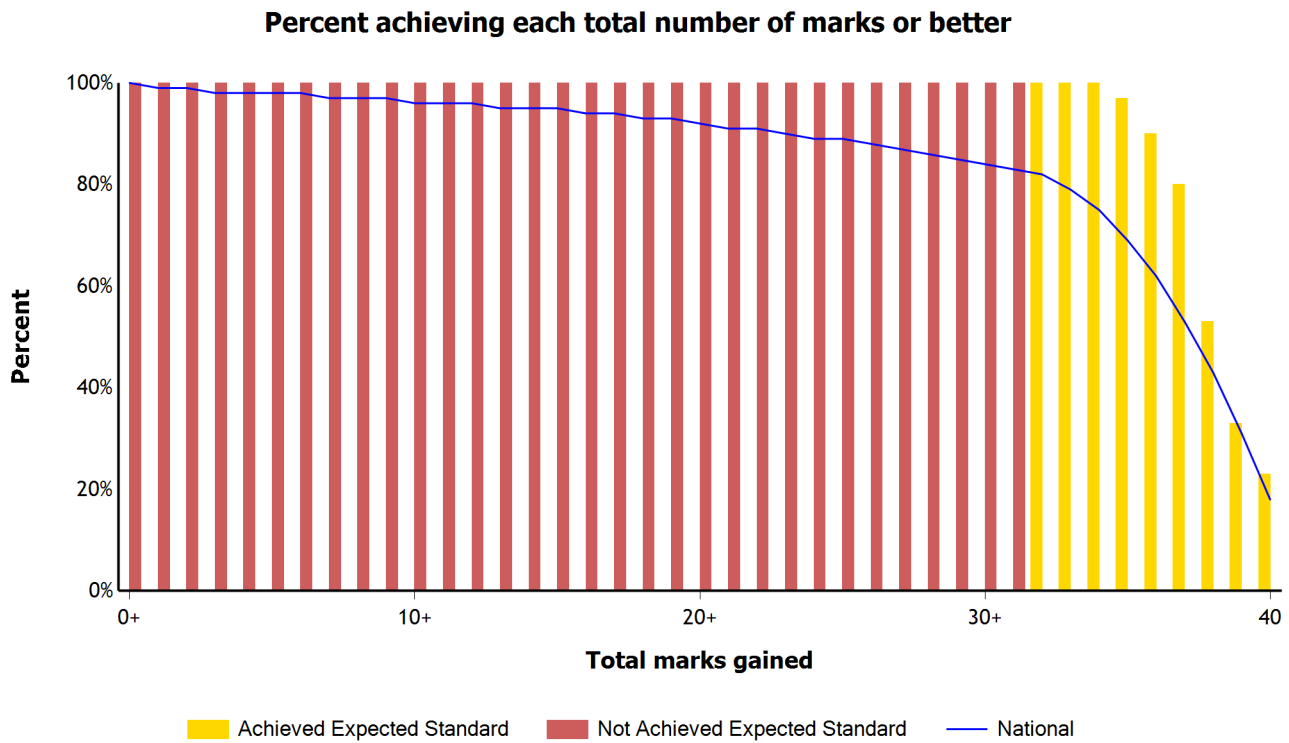
This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

Number of pupils		Year 2 Marks										
		None	0-9	10-19	20-24	25-29	30-31	32+	Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
No Y1 outcome		0	0	0	0	0	0	0	0	0	0	38
Year 1 marks	0-9	0	0	0	0	0	0	0	0	0	0	23
	10-19	0	0	0	0	0	0	0	0	0	0	59
	20-24	0	0	0	0	0	0	0	0	0	0	78
	25-29	0	0	0	0	0	0	2	2	2	100	88
	30-31	0	0	0	0	0	0	0	0	0	0	92
Summary									2	2	100	64

## Year 1 phonics marks 2016

### Percent achieving each total number of marks or better

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



## Year 1 phonics percentages attaining expected standard 2016

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

	Phonics Screening Check				Average mark	
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School National
<b>All Pupils</b>	30	0	30	100	81	38 34
<b>Gender</b>						
Male	16	0	16	100	77	38 33
Female	14	0	14	100	84	38 35
<b>Free School Meals*</b>						
FSM	6	0	6	100	70	37 31
Non FSM	24	0	24	100	83	38 35
<b>Children Looked After</b>						
CLA	0	0	0	0	61	- 30
Not CLA	30	0	30	100	81	38 34
<b>Disadvantaged pupils</b>						
Disadvantaged pupils	6	0	6	100	70	37 31
Other pupils	24	0	24	100	83	38 35
<b>English as a First Language</b>						
English or believed to be English	13	0	13	100	81	38 34
Other than English or believed to be other than English	17	0	17	100	80	38 34
Unclassified	0	0	0	0	41	- 25
<b>Special Educational Needs</b>						
No SEN	27	0	27	100	86	38 35
SEN support	2	0	2	100	46	39 25
SEN with statement or EHC plan	1	0	1	100	18	39 19
<b>Ethnicity Group</b>						
<b>White</b>						
British	6	0	6	100	81	38 34
Irish	1	0	1	100	81	40 34
Traveller of Irish Heritage	1	0	1	100	41	35 24
Gypsy/Roma	0	0	0	0	37	- 23
Any Other White Background	11	0	11	100	78	38 33
<b>Mixed</b>						
White and Black Caribbean	4	0	4	100	78	38 33
White and Black African	1	0	1	100	82	37 34
White and Asian	0	0	0	0	85	- 35
Any other Mixed Background	0	0	0	0	83	- 35
<b>Asian or Asian British</b>						
Indian	0	0	0	0	89	- 36
Pakistani	0	0	0	0	81	- 34
Bangladeshi	0	0	0	0	82	- 34
Any other Asian Background	4	0	4	100	85	38 35
<b>Black or Black British</b>						
Black Caribbean	0	0	0	0	79	- 33
Black African	1	0	1	100	84	36 35
Any Other Black Background	0	0	0	0	80	- 34
<b>Chinese</b>	0	0	0	0	88	- 36
<b>Any Other Ethnic Group</b>	1	0	1	100	79	37 34
Unclassified - Refused	0	0	0	0	81	- 34
Unclassified - Information Not Obtained	0	0	0	0	47	- 27
<b>Term Of Birth</b>						
Autumn	7	0	7	100	86	37 35
Spring	11	0	11	100	81	38 34
Summer	12	0	12	100	75	38 33

\* A in total marks indicates that a pupil was absent for the test

\* D in total marks indicates that a pupil did not take the test

## Phonics by the end of Year 2 2016

This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the national percentage for the same pupil group.

	Phonics Screening Check				
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
<b>All Pupils</b>	29	-	29	100	91
<b>Gender</b>					
Male	12	-	12	100	89
Female	17	-	17	100	93
<b>Free School Meals*</b>					
FSM	10	-	10	100	86
Non FSM	19	-	19	100	93
<b>Children Looked After</b>					
CLA	-	-	-	-	77
Not CLA	29	-	29	100	91
<b>Disadvantaged pupils</b>					
Disadvantaged pupils	10	-	10	100	86
Other pupils	19	-	19	100	93
<b>English as a First Language</b>					
English or believed to be English	15	-	15	100	92
Other than English or believed to be other than English	14	-	14	100	90
Unclassified	-	-	-	-	52
<b>Special Educational Needs</b>					
No SEN	27	-	27	100	96
SEN support	2	-	2	100	69
SEN with statement or EHC plan	-	-	-	-	29
<b>Ethnicity Group</b>					
<b>White</b>					
British	7	-	7	100	92
Irish	2	-	2	100	91
Traveller of Irish Heritage	-	-	-	-	60

## Phonics by the end of Year 2 2016

### Phonics Screening Check

	Cohort	Number A/D*	Number achieving expected standard	% School	% National
Gypsy/Roma	-	-	-	-	60
Any Other White Background	3	-	3	100	89
<b>Mixed</b>					
White and Black Caribbean	3	-	3	100	90
White and Black African	1	-	1	100	92
White and Asian	1	-	1	100	94
Any other Mixed Background	-	-	-	-	92
<b>Asian or Asian British</b>					
Indian	-	-	-	-	95
Pakistani	-	-	-	-	92
Bangladeshi	-	-	-	-	92
Any other Asian Background	4	-	4	100	93
<b>Black or Black British</b>					
Black Caribbean	1	-	1	100	90
Black African	6	-	6	100	92
Any Other Black Background	-	-	-	-	89
<b>Chinese</b>	-	-	-	-	94
<b>Any Other Ethnic Group</b>	1	-	1	100	89
Unclassified - Refused	-	-	-	-	90
Unclassified - Information Not Obtained	-	-	-	-	60
<b>Term Of Birth</b>					
Autumn	7	-	7	100	94
Spring	11	-	11	100	91
Summer	11	-	11	100	89

\* A in total marks indicates that a pupil was absent for the test

\* D in total marks indicates that a pupil did not take the test



## Early Years Foundation Stage Profile 2014

				Percentage of pupils achieving at least expected in													
				Communication and language				Literacy				Mathematics					
				Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures	
				Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	Cohort	Sch	Nat	87	84	90	84	87	82	81	74	77	67	87	75	100	79
Gender				79	79	93	80	86	78	71	69	64	60	86	71	100	76
Male	14	57	53	94	89	88	88	88	87	88	80	88	75	88	78	100	83
Female	17	88	69														
Free School Meals				80	74	100	74	100	72	80	58	80	51	100	60	100	65
FSM	5	60	45	88	86	88	86	85	84	81	78	77	71	85	78	100	82
Non FSM	26	77	64														

				Percentage of pupils achieving at least expected in																			
				Physical development		Personal, social and emotional development				Understanding the world				Expressive arts and design									
				Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
				Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	Cohort	Sch	Nat	94	89	100	91	97	87	94	86	90	88	94	84	94	84	100	91	90	86	87	85
Gender				86	84	100	88	93	84	86	81	79	83	93	80	93	81	100	90	79	80	71	79
Male	14	86	84	100	94	100	94	100	91	100	92	100	92	94	88	94	87	100	92	100	93	100	92
Female	17	100	94																				
Free School Meals				100	82	100	84	100	80	80	77	60	80	100	73	100	73	100	84	80	78	80	76
FSM	5	100	82	92	90	100	92	96	89	96	88	96	90	92	86	92	86	100	92	92	88	88	87
Non FSM	26	92	90																				

## Absence and exclusions trend

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
<b>Absence</b>						
<b>% Persistent absentees- absent for 10% or more sessions</b>	-	-	-	-	-	-
<b>% Persistent absentees- absent for 15% or more sessions</b>	1.6	2.8	0.5	2.7	-	-
<b>% of sessions missed due to Overall Absence</b>	3.1	3.9	3.2	4.0	-	-
<b>Exclusions</b>						
<b>Permanent exclusions as a percentage of the pupil group</b>	0.00	0.02	-	-	-	-
<b>% pupils with 1 or more fixed term exclusions</b>	0.00	0.49	-	-	-	-
<b>% pupils with more than 1 fixed term exclusion</b>	0.00	0.21	-	-	-	-
<b>Fixed term exclusions as a percentage of the pupil group</b>	0.00	1.01	-	-	-	-

2016 absence data will not be available until the end of the autumn term 2016 for mainstream schools.



## **Absence 2016**

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

There is no data available for 2016

## **Exclusions 2015**

These data relate to 2015 academic year. This is the most recent year for which we have a full data set, since the School Census collects data two terms in arrears.

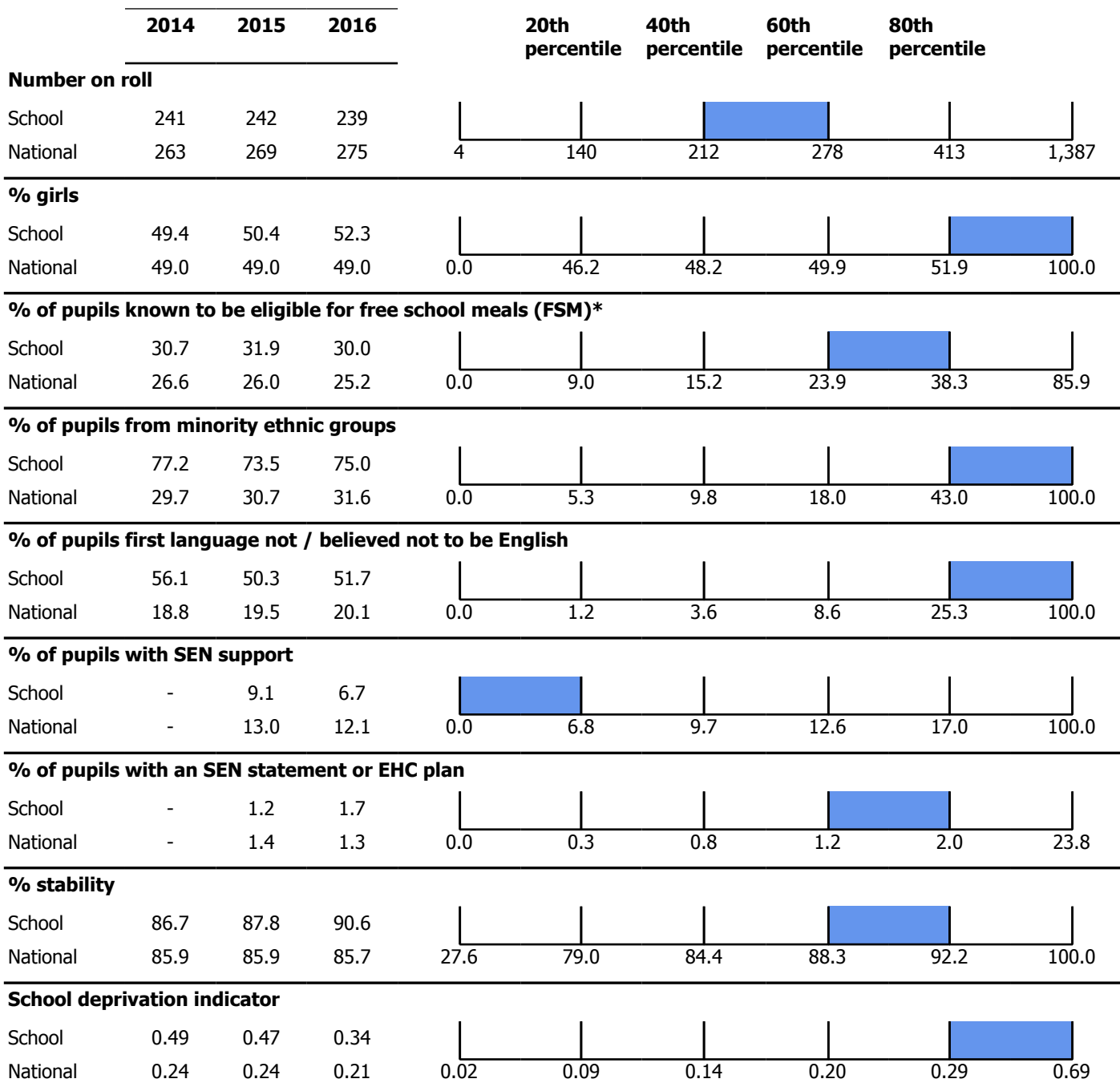
There is no school data available for 2016

Data on permanent exclusions is shown as provided by schools as part of the schools census. It may not reflect changes made as part of a LA checking exercise, nor match figures published as part of the statistical first release.

Significance tests are not supplied with this data. Comparisons should be made with all pupils nationally and not solely with the same group nationally.

## Basic characteristics trend

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



## Basic characteristics by year group 2016

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

<b>NC Year Group</b>	<b>Number on Roll</b>	<b>% Boy/Girl</b>	<b>% Free School Meals*</b>	<b>% Minority Ethnic Group</b>	<b>% 1st language not English</b>	<b>% Special Education Needs</b>	<b>Children Looked After</b>
Pre-Compulsory	59	44.1 / 55.9	-	-	-	1.7	-
1	30	53.3 / 46.7	20.0	80.0	56.7	10.0	-
2	30	40.0 / 60.0	36.7	76.7	50.0	6.7	-
3	31	48.4 / 51.6	25.8	61.3	35.5	9.7	-
4	30	50.0 / 50.0	23.3	80.0	60.0	6.7	-
5	29	51.7 / 48.3	41.4	69.0	44.8	17.2	-
6	30	50.0 / 50.0	36.7	83.3	63.3	13.3	-

## Ethnic groups and English as a first language trend

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2014	2015	2016	2016
<b>White</b>				
British	22.7	26.5	25.0	69.3
Irish	5.5	6.6	6.1	0.3
Traveller of Irish heritage	0.0	0.0	0.6	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	16.0	15.5	19.4	5.6
<b>Mixed</b>				
White & Black Caribbean	3.9	5.5	6.7	1.5
White & Black African	0.6	1.1	2.2	0.7
White & Asian	1.1	2.2	2.2	1.2
any other mixed background	4.4	1.1	0.0	1.9
<b>Asian or Asian British</b>				
Indian	0.0	0.0	0.0	2.8
Pakistani	0.0	0.0	0.0	4.2
Bangladeshi	0.0	0.0	0.0	1.7
any other Asian background	5.0	6.6	8.3	1.7
<b>Black or Black British</b>				
Caribbean	6.1	6.1	5.6	1.2
African	25.4	22.1	18.3	3.7
any other Black background	2.8	2.2	1.7	0.7
<b>Chinese</b>	0.0	0.0	0.0	0.4
<b>Any other ethnic group</b>	6.1	4.4	3.9	1.7
<b>Parent/pupil preferred not to say</b>	0.0	0.0	0.0	0.5
<b>Ethnicity not known</b>	0.6	0.0	0.0	0.5
<hr/>				
<b>First language</b>				
English	43.6	49.7	48.3	81.8
Other	55.8	50.3	51.7	18.0
Unclassified	0.6	0.0	0.0	0.2

**Main SEN type trend**

<b>Main SEN</b>	<b>SEN support</b>			<b>Statements/EHC plan</b>		
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific Learning Difficulty	-	0	2	0	0	0
Moderate Learning Difficulty	-	0	0	0	0	0
Severe Learning Difficulty	-	0	0	1	1	1
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	3	7	0	0	0
Speech, Language and Communication Needs	-	5	6	1	0	1
Hearing Impairment	-	0	0	0	0	0
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	1	1	0	0	0
Autistic Spectrum Disorder	-	0	0	3	2	2
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	0	0	0
<b>School total</b>	-	22	16	5	3	4
<b>Percentage of school roll</b>	-	9.1	6.7	2.1	1.2	1.7

**KS1 prior attainment of KS2 pupils 2016**

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2015/2016. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2016 National Pupil Database, which is not the same as the average score of all the pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

**Average points score at KS1**

<b>NC Year starting Sept 2015</b>	<b>School</b>	<b>National</b>	<b>Difference</b>	<b>Sig</b>	<b>% Coverage</b>
Year 6	17.5	15.7	1.8	Sig+	100.0
Year 5	17.5	15.9	1.6	Sig+	100.0
Year 4	16.8	16.1	0.7		100.0
Year 3	17.3	16.3	1.0		96.8

**% by Prior Attainment Band**

	<b>School</b>			<b>National</b>		
	Low	Middle	High	Low	Middle	High
Year 6	0.0	53.3	46.7	11.4	59.6	28.9
Year 5	6.9	51.7	41.4	10.1	59.2	30.7
Year 4	0.0	70.0	30.0	9.1	58.4	32.5
Year 3	0.0	63.3	36.7	8.2	57.4	34.4