

Summary report

An overview for schools, governors and inspectors

RAISEonline 2016

Avanti House School

Local authority

Harrow

Unique reference number (URN)

138227

DfE number

3104000

Based on 2016 datasets

Key stage 1: 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
- * KS2 teacher assessment 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.

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

| | | | |
|--|--------------------------|---------------------------|-------------------------|
| Key | | All | Dis |
| | 2+ pupils above national | National | Figure for national all |
| | 1 pupil above national | Figure for national other | |
| | 1 pupil below national | Attainment | |
| | 2+ pupils below national | expected or above | greater depth |

Reading

| | | | | | |
|--------------|-----|-----|-----|-----|-----|
| | A/D | All | Dis | All | Dis |
| Cohort | 0 | 59 | 0 | 59 | 0 |
| School % | | 90 | - | 34 | - |
| National % | | 74 | 78 | 24 | 27 |
| Difference % | | 16 | - | 10 | - |

| | | | | | | | | | | | | |
|---------------------|----------|-----|----------|-----|-----------|-----|----------|-----|----------|-----|-----------|-----|
| | Emerging | | Expected | | Exceeding | | Emerging | | Expected | | Exceeding | |
| | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis |
| Cohort | 6 | 0 | 43 | 0 | 6 | 0 | 6 | 0 | 43 | 0 | 6 | 0 |
| School % | 67 | - | 93 | - | 100 | - | 17 | - | 28 | - | 83 | - |
| National % | 36 | 39 | 85 | 87 | 99 | 99 | 2 | 2 | 20 | 21 | 65 | 66 |
| Difference % | 31 | - | 8 | - | 1 | - | 15 | - | 8 | - | 18 | - |
| Diff (no of pupils) | 1 | - | 3 | - | 0 | - | 0 | - | 3 | - | 1 | - |

Writing

| | | | | | |
|--------------|-----|-----|-----|-----|-----|
| | A/D | All | Dis | All | Dis |
| Cohort | 0 | 59 | 0 | 59 | 0 |
| School % | | 90 | - | 25 | - |
| National % | | 65 | 70 | 13 | 16 |
| Difference % | | 24 | - | 12 | - |

| | | | | | | | | | | | | |
|---------------------|----------|-----|----------|-----|-----------|-----|----------|-----|----------|-----|-----------|-----|
| | Emerging | | Expected | | Exceeding | | Emerging | | Expected | | Exceeding | |
| | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis |
| Cohort | 6 | 0 | 39 | 0 | 10 | 0 | 6 | 0 | 39 | 0 | 10 | 0 |
| School % | 67 | - | 92 | - | 100 | - | 17 | - | 15 | - | 70 | - |
| National % | 30 | 33 | 82 | 83 | 98 | 99 | 1 | 1 | 13 | 14 | 52 | 53 |
| Difference % | 37 | - | 11 | - | 2 | - | 16 | - | 3 | - | 18 | - |
| Diff (no of pupils) | 2 | - | 4 | - | 0 | - | 0 | - | 1 | - | 1 | - |

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 | | 59 | 0 | 59 | 0 | 59 | 0 | 59 | 0 | | | | |
| School % | | | 92 | - | 37 | - | 37 | - | 37 | - | | | | |
| National % | | | 73 | 77 | 18 | 20 | 18 | 20 | 18 | 20 | | | | |
| Difference % | | | 19 | - | 20 | - | 20 | - | 20 | - | | | | |
| | | | Emerging | | Expected | | Exceeding | | Emerging | | Expected | | Exceeding | |
| | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis |
| Cohort | 5 | 0 | 48 | 0 | 2 | 0 | 5 | 0 | 48 | 0 | 2 | 0 | 5 | 0 |
| School % | 100 | - | 92 | - | 100 | - | 20 | - | 38 | - | 50 | - | 20 | - |
| National % | 36 | 40 | 86 | 87 | 99 | 99 | 2 | 2 | 18 | 20 | 59 | 61 | 2 | 2 |
| Difference % | 64 | - | 6 | - | 1 | - | 18 | - | 19 | - | -9 | - | 18 | - |
| Diff (no of pupils) | 3 | - | 2 | - | 0 | - | 0 | - | 9 | - | 0 | - | 0 | - |

| | | | | | | | | | | | | | | |
|---------------------|-----|-----|----------|-----|----------|-----|-----------|-----|----------|-----|----------|-----|-----------|-----|
| Science | | | | | | | | | | | | | | |
| | A/D | | All | | Dis | | All | | Dis | | | | | |
| Cohort | 0 | | 59 | 0 | 59 | 0 | 59 | 0 | 59 | 0 | | | | |
| School % | | | 93 | - | 93 | - | 93 | - | 93 | - | | | | |
| National % | | | 82 | 85 | 82 | 85 | 82 | 85 | 82 | 85 | | | | |
| Difference % | | | 11 | - | 11 | - | 11 | - | 11 | - | | | | |
| | | | Emerging | | Expected | | Exceeding | | Emerging | | Expected | | Exceeding | |
| | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis | All | Dis |
| Cohort | 4 | 0 | 51 | 0 | 0 | 0 | 4 | 0 | 51 | 0 | 0 | 0 | 4 | 0 |
| School % | 75 | - | 96 | - | - | - | 75 | - | 96 | - | - | - | 75 | - |
| National % | 47 | 51 | 88 | 91 | 98 | 99 | 47 | 51 | 88 | 91 | 98 | 99 | 47 | 51 |
| Difference % | 28 | - | 8 | - | - | - | 28 | - | 8 | - | - | - | 28 | - |
| Diff (no of pupils) | 1 | - | 3 | - | - | - | 1 | - | 3 | - | - | - | 1 | - |

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 % |
| all pupils | 59 | all | 90 | 74 | 34 | 24 | 2 | 2 | 0 | 5 | 8 | 19 |
| male | 32 | same | 84 | 70 | 31 | 20 | 3 | 3 | 0 | 6 | 13 | 21 |
| female | 27 | same | 96 | 78 | 37 | 27 | 0 | 1 | 0 | 4 | 4 | 16 |
| disadvantaged | 0 | non | - | 78 | - | 27 | - | 2 | - | 4 | - | 16 |
| other | 59 | same | 90 | 78 | 34 | 27 | 2 | 2 | 0 | 4 | 8 | 16 |
| Free School Meals | 0 | non | - | 78 | - | 27 | - | 2 | - | 4 | - | 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 | 4 | all | 0 | 74 | 0 | 24 | 0 | 2 | 0 | 5 | 100 | 19 |
| no SEN | 55 | same | 96 | 82 | 36 | 27 | 2 | 0 | 0 | 2 | 2 | 15 |
| English first language | 32 | all | 97 | 74 | 34 | 24 | 0 | 2 | 0 | 5 | 3 | 19 |
| English additional language | 26 | all | 85 | 74 | 35 | 24 | 0 | 2 | 0 | 5 | 15 | 19 |
| autumn birth | 21 | same | 90 | 80 | 38 | 31 | 0 | 2 | 0 | 3 | 10 | 14 |
| spring birth | 21 | same | 86 | 74 | 29 | 23 | 5 | 2 | 0 | 5 | 10 | 18 |
| summer birth | 17 | same | 94 | 68 | 35 | 17 | 0 | 3 | 0 | 7 | 6 | 23 |
| Early Years Foundation Stage | | | | | | | | | | | | |
| good level of development - yes | 49 | same | 94 | 93 | 35 | 37 | 0 | 0 | 0 | 0 | 6 | 7 |
| good level of development - no | 6 | same | 67 | 48 | 17 | 5 | 0 | 5 | 0 | 11 | 33 | 36 |
| reading emerging | 6 | same | 67 | 36 | 17 | 2 | 0 | 7 | 0 | 15 | 33 | 41 |
| reading expected | 43 | same | 93 | 85 | 28 | 20 | 0 | 0 | 0 | 1 | 7 | 13 |
| reading exceeding | 6 | same | 100 | 99 | 83 | 65 | 0 | 0 | 0 | 0 | 0 | 1 |
| writing emerging | 6 | same | 67 | 42 | 17 | 3 | 0 | 6 | 0 | 13 | 33 | 39 |
| writing expected | 39 | same | 92 | 90 | 26 | 26 | 0 | 0 | 0 | 1 | 8 | 10 |
| writing exceeding | 10 | same | 100 | 99 | 70 | 71 | 0 | 0 | 0 | 0 | 0 | 1 |
| mathematics emerging | 5 | same | 80 | 38 | 20 | 2 | 0 | 7 | 0 | 14 | 20 | 40 |
| mathematics expected | 48 | same | 92 | 88 | 33 | 26 | 0 | 0 | 0 | 1 | 8 | 11 |
| mathematics exceeding | 2 | same | 100 | 99 | 50 | 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 % |
| all pupils | 59 | all | 90 | 74 | 34 | 24 | 2 | 2 | 0 | 5 | 8 | 19 |
| White | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| British | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Irish | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Traveller | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Gypsy/Roma | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| any other White background | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Mixed | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| White & Black Caribbean | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| White & Black African | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| White & Asian | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| any other mixed background | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Asian or Asian British | 56 | all | 91 | 74 | 36 | 24 | 0 | 2 | 0 | 5 | 9 | 19 |
| Indian | 56 | all | 91 | 74 | 36 | 24 | 0 | 2 | 0 | 5 | 9 | 19 |
| Pakistani | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Bangladeshi | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| any other Asian background | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Black or Black British | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Black Caribbean | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Black African | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| any other Black background | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Chinese | 2 | all | 100 | 74 | 0 | 24 | 0 | 2 | 0 | 5 | 0 | 19 |
| any other ethnic group | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| unclassified - refused | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| unclassified - not obtained | 1 | all | 0 | 74 | 0 | 24 | 100 | 2 | 0 | 5 | 0 | 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 % |
| all pupils | 59 | all | 90 | 65 | 25 | 13 | 2 | 2 | 0 | 5 | 8 | 27 |
| male | 32 | same | 84 | 59 | 22 | 10 | 3 | 3 | 0 | 7 | 13 | 31 |
| female | 27 | same | 96 | 73 | 30 | 17 | 0 | 1 | 0 | 4 | 4 | 22 |
| disadvantaged | 0 | non | - | 70 | - | 16 | - | 2 | - | 4 | - | 24 |
| other | 59 | same | 90 | 70 | 25 | 16 | 2 | 2 | 0 | 4 | 8 | 24 |
| Free School Meals | 0 | non | - | 70 | - | 15 | - | 2 | - | 4 | - | 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 | 4 | all | 0 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 100 | 27 |
| no SEN | 55 | same | 96 | 73 | 27 | 15 | 2 | 0 | 0 | 2 | 2 | 24 |
| English first language | 32 | all | 97 | 65 | 31 | 13 | 0 | 2 | 0 | 5 | 3 | 27 |
| English additional language | 26 | all | 85 | 65 | 19 | 13 | 0 | 2 | 0 | 5 | 15 | 27 |
| autumn birth | 21 | same | 90 | 73 | 29 | 19 | 0 | 2 | 0 | 4 | 10 | 21 |
| spring birth | 21 | same | 86 | 66 | 29 | 13 | 5 | 2 | 0 | 5 | 10 | 27 |
| summer birth | 17 | same | 94 | 58 | 18 | 8 | 0 | 3 | 0 | 7 | 6 | 32 |
| Early Years Foundation Stage | | | | | | | | | | | | |
| good level of development - yes | 49 | same | 94 | 86 | 27 | 21 | 0 | 0 | 0 | 0 | 6 | 13 |
| good level of development - no | 6 | same | 67 | 36 | 17 | 2 | 0 | 5 | 0 | 11 | 33 | 47 |
| reading emerging | 6 | same | 67 | 25 | 17 | 1 | 0 | 8 | 0 | 15 | 33 | 51 |
| reading expected | 43 | same | 93 | 75 | 19 | 9 | 0 | 0 | 0 | 1 | 7 | 23 |
| reading exceeding | 6 | same | 100 | 97 | 83 | 43 | 0 | 0 | 0 | 0 | 0 | 3 |
| writing emerging | 6 | same | 67 | 30 | 17 | 1 | 0 | 6 | 0 | 13 | 33 | 50 |
| writing expected | 39 | same | 92 | 82 | 15 | 13 | 0 | 0 | 0 | 1 | 8 | 18 |
| writing exceeding | 10 | same | 100 | 98 | 70 | 52 | 0 | 0 | 0 | 0 | 0 | 2 |
| mathematics emerging | 5 | same | 80 | 28 | 20 | 1 | 0 | 7 | 0 | 14 | 20 | 50 |
| mathematics expected | 48 | same | 92 | 79 | 25 | 14 | 0 | 0 | 0 | 1 | 8 | 20 |
| mathematics exceeding | 2 | same | 100 | 96 | 50 | 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 % |
| all pupils | 59 | all | 90 | 65 | 25 | 13 | 2 | 2 | 0 | 5 | 8 | 27 |
| White | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| British | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Irish | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Traveller | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Gypsy/Roma | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| any other White background | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Mixed | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| White & Black Caribbean | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| White & Black African | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| White & Asian | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| any other mixed background | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Asian or Asian British | 56 | all | 91 | 65 | 27 | 13 | 0 | 2 | 0 | 5 | 9 | 27 |
| Indian | 56 | all | 91 | 65 | 27 | 13 | 0 | 2 | 0 | 5 | 9 | 27 |
| Pakistani | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Bangladeshi | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| any other Asian background | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Black or Black British | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Black Caribbean | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Black African | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| any other Black background | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Chinese | 2 | all | 100 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 0 | 27 |
| any other ethnic group | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| unclassified - refused | 0 | all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| unclassified - not obtained | 1 | all | 0 | 65 | 0 | 13 | 100 | 2 | 0 | 5 | 0 | 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 % |
| all pupils | 59 | all | 92 | 73 | 37 | 18 | 2 | 2 | 0 | 4 | 7 | 21 |
| male | 32 | same | 88 | 72 | 41 | 19 | 3 | 3 | 0 | 5 | 9 | 20 |
| female | 27 | same | 96 | 74 | 33 | 16 | 0 | 1 | 0 | 4 | 4 | 21 |
| disadvantaged | 0 | non | - | 77 | - | 20 | - | 1 | - | 3 | - | 18 |
| other | 59 | same | 92 | 77 | 37 | 20 | 2 | 1 | 0 | 3 | 7 | 18 |
| Free School Meals | 0 | non | - | 77 | - | 20 | - | 2 | - | 3 | - | 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 | 4 | all | 25 | 73 | 0 | 18 | 0 | 2 | 0 | 4 | 75 | 21 |
| no SEN | 55 | same | 96 | 80 | 40 | 20 | 2 | 0 | 0 | 2 | 2 | 17 |
| English first language | 32 | all | 97 | 73 | 41 | 18 | 0 | 2 | 0 | 4 | 3 | 21 |
| English additional language | 26 | all | 88 | 73 | 35 | 18 | 0 | 2 | 0 | 4 | 12 | 21 |
| autumn birth | 21 | same | 95 | 80 | 48 | 25 | 0 | 2 | 0 | 3 | 5 | 15 |
| spring birth | 21 | same | 86 | 73 | 29 | 17 | 5 | 2 | 0 | 4 | 10 | 20 |
| summer birth | 17 | same | 94 | 65 | 35 | 12 | 0 | 3 | 0 | 6 | 6 | 26 |
| Early Years Foundation Stage | | | | | | | | | | | | |
| good level of development - yes | 49 | same | 94 | 91 | 39 | 27 | 0 | 0 | 0 | 0 | 6 | 9 |
| good level of development - no | 6 | same | 83 | 47 | 17 | 4 | 0 | 5 | 0 | 10 | 17 | 38 |
| reading emerging | 6 | same | 83 | 36 | 17 | 2 | 0 | 7 | 0 | 14 | 17 | 42 |
| reading expected | 43 | same | 93 | 82 | 33 | 15 | 0 | 0 | 0 | 1 | 7 | 16 |
| reading exceeding | 6 | same | 100 | 98 | 83 | 49 | 0 | 0 | 0 | 0 | 0 | 2 |
| writing emerging | 6 | same | 83 | 41 | 17 | 2 | 0 | 5 | 0 | 12 | 17 | 41 |
| writing expected | 39 | same | 92 | 87 | 31 | 19 | 0 | 0 | 0 | 1 | 8 | 12 |
| writing exceeding | 10 | same | 100 | 99 | 70 | 55 | 0 | 0 | 0 | 0 | 0 | 1 |
| mathematics emerging | 5 | same | 100 | 36 | 20 | 2 | 0 | 6 | 0 | 13 | 0 | 44 |
| mathematics expected | 48 | same | 92 | 86 | 38 | 18 | 0 | 0 | 0 | 1 | 8 | 13 |
| mathematics exceeding | 2 | same | 100 | 99 | 50 | 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 % |
| all pupils | 59 | all | 92 | 73 | 37 | 18 | 2 | 2 | 0 | 4 | 7 | 21 |
| White | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| British | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Irish | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Traveller | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Gypsy/Roma | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| any other White background | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Mixed | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| White & Black Caribbean | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| White & Black African | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| White & Asian | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| any other mixed background | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Asian or Asian British | 56 | all | 93 | 73 | 39 | 18 | 0 | 2 | 0 | 4 | 7 | 21 |
| Indian | 56 | all | 93 | 73 | 39 | 18 | 0 | 2 | 0 | 4 | 7 | 21 |
| Pakistani | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Bangladeshi | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| any other Asian background | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Black or Black British | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Black Caribbean | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Black African | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| any other Black background | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Chinese | 2 | all | 100 | 73 | 0 | 18 | 0 | 2 | 0 | 4 | 0 | 21 |
| any other ethnic group | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| unclassified - refused | 0 | all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| unclassified - not obtained | 1 | all | 0 | 73 | 0 | 18 | 100 | 2 | 0 | 4 | 0 | 21 |

KS1 science teacher assessment 2016

| | Cohort | National comparator type | Expected standard | |
|---------------------------------|--------|--------------------------|-------------------|------------|
| | | | School % | National % |
| all pupils | 59 | all | 93 | 82 |
| male | 32 | same | 91 | 79 |
| female | 27 | same | 96 | 84 |
| disadvantaged | 0 | non | - | 85 |
| other | 59 | same | 93 | 85 |
| Free School Meals | 0 | non | - | 85 |
| Children Looked After | 0 | non | - | 82 |
| SEN with statement or EHC plan | 0 | all | - | 82 |
| SEN support | 4 | all | 50 | 82 |
| no SEN | 55 | same | 96 | 89 |
| English first language | 32 | all | 97 | 82 |
| English additional language | 26 | all | 92 | 82 |
| autumn birth | 21 | same | 100 | 87 |
| spring birth | 21 | same | 86 | 82 |
| summer birth | 17 | same | 94 | 76 |
| Early Years Foundation Stage | | | | |
| good level of development - yes | 49 | same | 96 | 96 |
| good level of development - no | 6 | same | 83 | 62 |
| reading emerging | 6 | same | 83 | 52 |
| reading expected | 43 | same | 95 | 92 |
| reading exceeding | 6 | same | 100 | 99 |
| writing emerging | 6 | same | 83 | 57 |
| writing expected | 39 | same | 95 | 94 |
| writing exceeding | 10 | same | 100 | 99 |
| mathematics emerging | 5 | same | 100 | 53 |
| mathematics expected | 48 | same | 94 | 93 |
| mathematics exceeding | 2 | same | 100 | 99 |

| | Cohort | National comparator type | Expected standard | |
|-----------------------------|--------|--------------------------|-------------------|------------|
| | | | School % | National % |
| Ethnic group | | | | |
| White | 0 | all | - | 82 |
| British | 0 | all | - | 82 |
| Irish | 0 | all | - | 82 |
| Traveller | 0 | all | - | 82 |
| Gypsy/Roma | 0 | all | - | 82 |
| any other White background | 0 | all | - | 82 |
| Mixed | 0 | all | - | 82 |
| White & Black Caribbean | 0 | all | - | 82 |
| White & Black African | 0 | all | - | 82 |
| White & Asian | 0 | all | - | 82 |
| any other mixed background | 0 | all | - | 82 |
| Asian or Asian British | 56 | all | 95 | 82 |
| Indian | 56 | all | 95 | 82 |
| Pakistani | 0 | all | - | 82 |
| Bangladeshi | 0 | all | - | 82 |
| any other Asian background | 0 | all | - | 82 |
| Black or Black British | 0 | all | - | 82 |
| Black Caribbean | 0 | all | - | 82 |
| Black African | 0 | all | - | 82 |
| any other Black background | 0 | all | - | 82 |
| Chinese | 2 | all | 100 | 82 |
| any other ethnic group | 0 | all | - | 82 |
| unclassified - refused | 0 | all | - | 82 |
| unclassified - not obtained | 1 | all | 0 | 82 |

KS1 reading teacher assessment 2016 compared with EYFS

| All pupils | | Key stage 1 reading | | | | | | | | | | | | | | | | |
|------------------|-----------|---------------------|-----|-----|-----|-----|-----|-------|---------------------|-------|-------|--------|----------|---------------|-------|-------|--------|----------|
| | | | | | | | | | Expected standard + | | | | | Greater depth | | | | |
| Number of pupils | | 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 | 1 | 0 | 0 | 1 | 2 | 4 | 3 | 75 | 43 | 32 | 1 | 2 | 50 | 10 | 40 | 1 |
| | Emerging | 0 | 0 | 0 | 2 | 3 | 1 | 6 | 4 | 67 | 36 | 31 | 1 | 1 | 17 | 2 | 15 | 0 |
| | Expected | 0 | 0 | 0 | 3 | 28 | 12 | 43 | 40 | 93 | 85 | 8 | 3 | 12 | 28 | 20 | 8 | 3 |
| | Exceeding | 0 | 0 | 0 | 0 | 1 | 5 | 6 | 6 | 100 | 99 | 1 | 0 | 5 | 83 | 65 | 18 | 1 |
| | Total | 0 | 1 | 0 | 5 | 33 | 20 | 59 | 53 | 90 | 74 | 16 | 9 | 20 | 34 | 24 | 10 | 6 |

| Disadvantaged pupils | | Key stage 1 reading | | | | | | | | | | | | | | | | |
|----------------------|-----------|---------------------|-----|-----|-----|-----|-----|-------|---------------------|-------|-------------|--------|----------|---------------|-------|-------------|--------|----------|
| | | | | | | | | | Expected standard + | | | | | Greater depth | | | | |
| Number of pupils | | 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 | 0 | 0 | 0 | 0 | 0 | 39 | -39 | 0 | 0 | 0 | 2 | -2 | 0 |
| | Expected | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 | -87 | 0 | 0 | 0 | 21 | -21 | 0 |
| | Exceeding | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | -99 | 0 | 0 | 0 | 66 | -66 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 | -78 | 0 | 0 | 0 | 27 | -27 | 0 |

| 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 | 1 | 0 | 0 | 0 | 1 |
| | 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 | 1 | 0 | 0 | 0 | 1 |

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 | | | | | | | | | | | | | | | | |
|------------------|-----------|---------------------|-----|-----|-----|-----|-------|-----|---------------------|-------|--------|----------|----------|---------------|-------|--------|----------|----------|
| | | No data | | | | | | | Expected standard + | | | | | Greater depth | | | | |
| | | | | | | | | | No. | Sch % | Nat % | Diff % | Diff no. | No. | Sch % | Nat % | Diff % | Diff no. |
| Number of pupils | No data | BLW | PKF | WTS | EXS | GDS | Total | No. | Sch % | Nat % | Diff % | Diff no. | No. | Sch % | Nat % | Diff % | Diff no. | |
| EYFS writing | No data | 0 | 1 | 0 | 0 | 2 | 1 | 4 | 3 | 75 | 38 | 37 | 1 | 1 | 25 | 6 | 19 | 0 |
| | Emerging | 0 | 0 | 0 | 2 | 3 | 1 | 6 | 4 | 67 | 30 | 37 | 2 | 1 | 17 | 1 | 16 | 0 |
| | Expected | 0 | 0 | 0 | 3 | 30 | 6 | 39 | 36 | 92 | 82 | 11 | 4 | 6 | 15 | 13 | 3 | 1 |
| | Exceeding | 0 | 0 | 0 | 0 | 3 | 7 | 10 | 10 | 100 | 98 | 2 | 0 | 7 | 70 | 52 | 18 | 1 |
| | Total | 0 | 1 | 0 | 5 | 38 | 15 | 59 | 53 | 90 | 65 | 24 | 14 | 15 | 25 | 13 | 12 | 7 |

| Disadvantaged pupils | | Key stage 1 writing | | | | | | | | | | | | | | | | |
|----------------------|-----------|---------------------|-----|-----|-----|-----|-------|-----|---------------------|-------------|-------------|----------|----------|---------------|-------------|-------------|----------|----------|
| | | No data | | | | | | | Expected standard + | | | | | Greater depth | | | | |
| | | | | | | | | | No. | Sch % | Nat other % | Diff % | Diff no. | No. | Sch % | Nat other % | Diff % | Diff no. |
| Number of pupils | No data | BLW | PKF | WTS | EXS | GDS | Total | 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 | 0 | 0 | 0 | 0 | 0 | 33 | -33 | 0 | 0 | 0 | 1 | -1 | 0 |
| | Expected | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 | -83 | 0 | 0 | 0 | 14 | -14 | 0 |
| | Exceeding | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | -99 | 0 | 0 | 0 | 53 | -53 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 | -70 | 0 | 0 | 0 | 16 | -16 | 0 |

| 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 | 1 | 0 | 0 | 1 |
| | 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 | 1 | 0 | 0 | 1 |

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 | | | | | | | | | | | | | | | | |
|------------------|-----------|-------------------------|-----|-----|-----|-----|-------|-----|---------------------|-------|--------|----------|----------|---------------|-------|--------|----------|----------|
| | | No data | | | | | | | Expected standard + | | | | | Greater depth | | | | |
| | | | | | | | | | No. | Sch % | Nat % | Diff % | Diff no. | No. | Sch % | Nat % | Diff % | Diff no. |
| Number of pupils | 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 | 1 | 0 | 0 | 1 | 2 | 4 | 3 | 75 | 51 | 24 | 0 | 2 | 50 | 9 | 41 | 1 |
| | Emerging | 0 | 0 | 0 | 0 | 4 | 1 | 5 | 5 | 100 | 36 | 64 | 3 | 1 | 20 | 2 | 18 | 0 |
| | Expected | 0 | 0 | 0 | 4 | 26 | 18 | 48 | 44 | 92 | 86 | 6 | 2 | 18 | 38 | 18 | 19 | 9 |
| | Exceeding | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 100 | 99 | 1 | 0 | 1 | 50 | 59 | -9 | 0 |
| | Total | 0 | 1 | 0 | 4 | 32 | 22 | 59 | 54 | 92 | 73 | 19 | 11 | 22 | 37 | 18 | 20 | 11 |

| Disadvantaged pupils | | Key stage 1 mathematics | | | | | | | | | | | | | | | | |
|----------------------|-----------|-------------------------|-----|-----|-----|-----|-------|-----|---------------------|-------------|-------------|----------|----------|---------------|-------------|-------------|----------|----------|
| | | No data | | | | | | | Expected standard + | | | | | Greater depth | | | | |
| | | | | | | | | | No. | Sch % | Nat other % | Diff % | Diff no. | No. | Sch % | Nat other % | Diff % | Diff no. |
| Number of pupils | 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 | 0 | 0 | 0 | 0 | 0 | 40 | -40 | 0 | 0 | 0 | 2 | -2 | 0 |
| | Expected | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 | -87 | 0 | 0 | 0 | 20 | -20 | 0 |
| | Exceeding | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | -99 | 0 | 0 | 0 | 61 | -61 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 | -77 | 0 | 0 | 0 | 20 | -20 | 0 |

| 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 | 1 | 0 | 0 | 1 |
| | 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 | 1 | 0 | 0 | 1 |

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

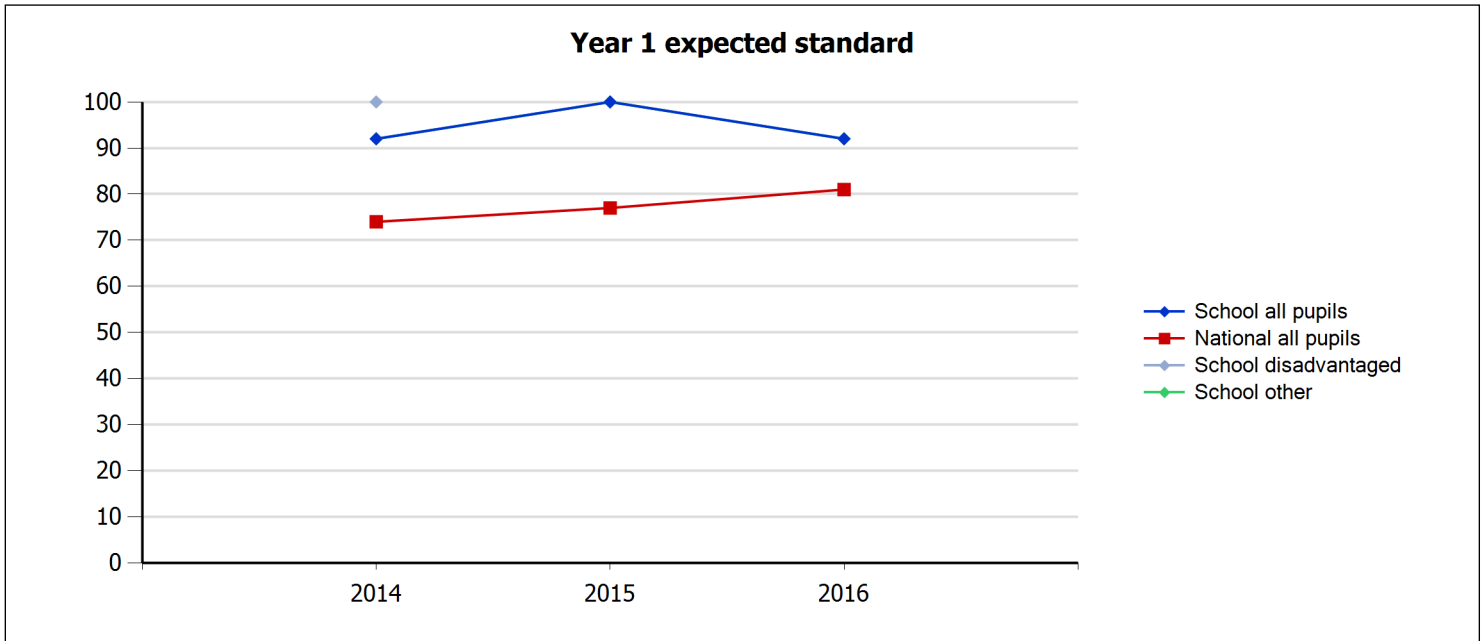
GDS Working at greater depth within the expected standard

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 | 92 | 74 | 100 | 77 | 92 | 81 |
| Boys | 90 | 70 | 100 | 73 | 88 | 77 |
| Girls | 94 | 78 | 100 | 81 | 96 | 84 |
| Disadvantaged | 100 | 63 | - | 66 | - | 70 |
| Other | 92 | 78 | 100 | 80 | 92 | 83 |

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

Year 2 phonics marks 2016 compared with Year 1

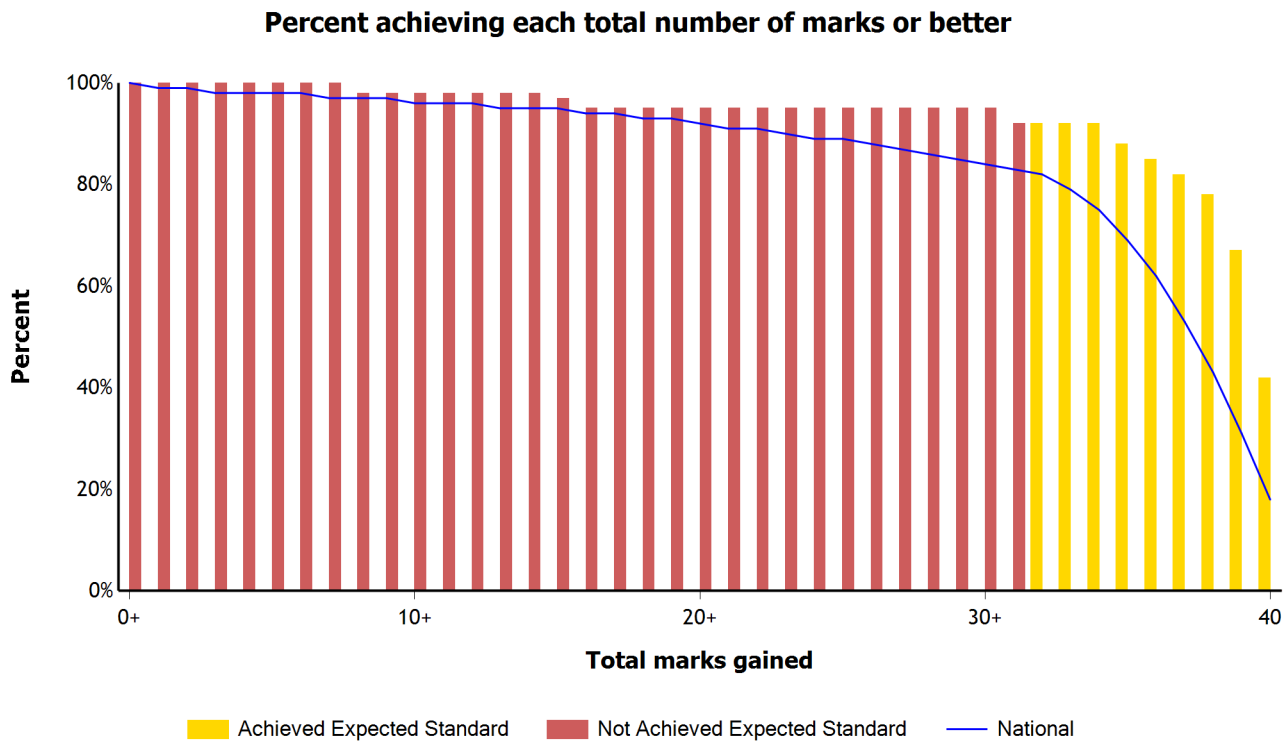
This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

| 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 | 0 | 0 | 0 | 0 | 88 |
| | 30-31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |
| Summary | | | | | | | | 0 | 0 | 0 | 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 |
| All Pupils | 60 | 0 | 55 | 92 | 81 | 37 | 34 |
| Gender | | | | | | | |
| Male | 32 | 0 | 28 | 88 | 77 | 37 | 33 |
| Female | 28 | 0 | 27 | 96 | 84 | 38 | 35 |
| Free School Meals* | | | | | | | |
| FSM | 0 | 0 | 0 | 0 | 70 | - | 31 |
| Non FSM | 60 | 0 | 55 | 92 | 83 | 37 | 35 |
| Children Looked After | | | | | | | |
| CLA | 0 | 0 | 0 | 0 | 61 | - | 30 |
| Not CLA | 60 | 0 | 55 | 92 | 81 | 37 | 34 |
| Disadvantaged pupils | | | | | | | |
| Disadvantaged pupils | 0 | 0 | 0 | 0 | 70 | - | 31 |
| Other pupils | 60 | 0 | 55 | 92 | 83 | 37 | 35 |
| English as a First Language | | | | | | | |
| English or believed to be English | 40 | 0 | 36 | 90 | 81 | 37 | 34 |
| Other than English or believed to be other than English | 19 | 0 | 18 | 95 | 80 | 37 | 34 |
| Unclassified | 1 | 0 | 1 | 100 | 41 | 38 | 25 |
| Special Educational Needs | | | | | | | |
| No SEN | 54 | 0 | 53 | 98 | 86 | 38 | 35 |
| SEN support | 5 | 0 | 2 | 40 | 46 | 25 | 25 |
| SEN with statement or EHC plan | 1 | 0 | 0 | 0 | 18 | 30 | 19 |
| Ethnicity Group | | | | | | | |
| White | | | | | | | |
| British | 1 | 0 | 0 | 0 | 81 | 30 | 34 |
| Irish | 0 | 0 | 0 | 0 | 81 | - | 34 |
| Traveller of Irish Heritage | 0 | 0 | 0 | 0 | 41 | - | 24 |
| Gypsy/Roma | 0 | 0 | 0 | 0 | 37 | - | 23 |
| Any Other White Background | 0 | 0 | 0 | 0 | 78 | - | 33 |
| Mixed | | | | | | | |
| White and Black Caribbean | 1 | 0 | 0 | 0 | 78 | 15 | 33 |
| White and Black African | 0 | 0 | 0 | 0 | 82 | - | 34 |
| White and Asian | 1 | 0 | 1 | 100 | 85 | 40 | 35 |
| Any other Mixed Background | 0 | 0 | 0 | 0 | 83 | - | 35 |
| Asian or Asian British | | | | | | | |
| Indian | 54 | 0 | 51 | 94 | 89 | 38 | 36 |
| Pakistani | 1 | 0 | 1 | 100 | 81 | 40 | 34 |
| Bangladeshi | 0 | 0 | 0 | 0 | 82 | - | 34 |
| Any other Asian Background | 0 | 0 | 0 | 0 | 85 | - | 35 |
| Black or Black British | | | | | | | |
| Black Caribbean | 0 | 0 | 0 | 0 | 79 | - | 33 |
| Black African | 0 | 0 | 0 | 0 | 84 | - | 35 |
| Any Other Black Background | 0 | 0 | 0 | 0 | 80 | - | 34 |
| Chinese | 0 | 0 | 0 | 0 | 88 | - | 36 |
| Any Other Ethnic Group | 1 | 0 | 1 | 100 | 79 | 39 | 34 |
| Unclassified - Refused | 0 | 0 | 0 | 0 | 81 | - | 34 |
| Unclassified - Information Not Obtained | 1 | 0 | 1 | 100 | 47 | 38 | 27 |
| Term Of Birth | | | | | | | |
| Autumn | 21 | 0 | 21 | 100 | 86 | 39 | 35 |
| Spring | 20 | 0 | 16 | 80 | 81 | 35 | 34 |
| Summer | 19 | 0 | 18 | 95 | 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 |
| All Pupils | 58 | - | 58 | 100 | 91 |
| <hr/> | | | | | |
| Gender | | | | | |
| Male | 31 | - | 31 | 100 | 89 |
| Female | 27 | - | 27 | 100 | 93 |
| Free School Meals* | | | | | |
| FSM | - | - | - | - | 86 |
| Non FSM | 58 | - | 58 | 100 | 93 |
| Children Looked After | | | | | |
| CLA | - | - | - | - | 77 |
| Not CLA | 58 | - | 58 | 100 | 91 |
| Disadvantaged pupils | | | | | |
| Disadvantaged pupils | - | - | - | - | 86 |
| Other pupils | 58 | - | 58 | 100 | 93 |
| English as a First Language | | | | | |
| English or believed to be English | 32 | - | 32 | 100 | 92 |
| Other than English or believed to be other than English | 26 | - | 26 | 100 | 90 |
| Unclassified | - | - | - | - | 52 |
| Special Educational Needs | | | | | |
| No SEN | 54 | - | 54 | 100 | 96 |
| SEN support | 4 | - | 4 | 100 | 69 |
| SEN with statement or EHC plan | - | - | - | - | 29 |
| Ethnicity Group | | | | | |
| White | | | | | |
| British | - | - | - | - | 92 |
| Irish | - | - | - | - | 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 | - | - | - | 89 |
| Mixed | | | | |
| White and Black Caribbean | - | - | - | 90 |
| White and Black African | - | - | - | 92 |
| White and Asian | - | - | - | 94 |
| Any other Mixed Background | - | - | - | 92 |
| Asian or Asian British | | | | |
| Indian | 56 | 56 | 100 | 95 |
| Pakistani | - | - | - | 92 |
| Bangladeshi | - | - | - | 92 |
| Any other Asian Background | - | - | - | 93 |
| Black or Black British | | | | |
| Black Caribbean | - | - | - | 90 |
| Black African | - | - | - | 92 |
| Any Other Black Background | - | - | - | 89 |
| Chinese | 2 | 2 | 100 | 94 |
| Any Other Ethnic Group | - | - | - | 89 |
| Unclassified - Refused | - | - | - | 90 |
| Unclassified - Information Not Obtained | - | - | - | 60 |
| Term Of Birth | | | | |
| Autumn | 21 | 21 | 100 | 94 |
| Spring | 20 | 20 | 100 | 91 |
| Summer | 17 | 17 | 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 2015

| | | 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 | | |
| | Cohort | Percentage of pupils achieving a good level of development | | | | | | | | | | | | | | | |
| All Pupils | 57 | 88 | 66 | | | | | | | | | | | | | | |
| Gender | | | | | | | | | | | | | | | | | |
| Male | 29 | 79 | 59 | 93 | 86 | 93 | 85 | 93 | 84 | 88 | 76 | 88 | 71 | 91 | 77 | 95 | 81 |
| Female | 28 | 96 | 74 | 100 | 91 | 100 | 90 | 100 | 89 | 96 | 82 | 96 | 78 | 100 | 81 | 100 | 85 |
| Free School Meals | | | | | | | | | | | | | | | | | |
| FSM | - | - | 52 | - | 77 | - | 77 | - | 75 | - | 62 | - | 56 | - | 64 | - | 69 |
| Non FSM | 57 | 88 | 69 | 93 | 87 | 93 | 87 | 93 | 86 | 88 | 79 | 88 | 74 | 91 | 80 | 95 | 83 |

| | | 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 |
| | Cohort | | | | | | | | | | | | | | | | | | | | |
| All Pupils | 57 | 96 | 90 | 96 | 91 | 93 | 89 | 95 | 87 | 93 | 89 | 95 | 85 | 95 | 85 | 96 | 92 | 96 | 88 | 96 | 87 |
| Gender | | | | | | | | | | | | | | | | | | | | | |
| Male | 29 | 93 | 85 | 93 | 88 | 86 | 85 | 90 | 82 | 86 | 85 | 90 | 81 | 90 | 82 | 93 | 91 | 93 | 82 | 93 | 82 |
| Female | 28 | 100 | 94 | 100 | 94 | 100 | 92 | 100 | 93 | 100 | 93 | 100 | 89 | 100 | 89 | 100 | 93 | 100 | 94 | 100 | 93 |
| Free School Meals | | | | | | | | | | | | | | | | | | | | | |
| FSM | - | - | 83 | - | 85 | - | 82 | - | 79 | - | 82 | - | 75 | - | 75 | - | 86 | - | 80 | - | 79 |
| Non FSM | 57 | 96 | 91 | 96 | 92 | 93 | 90 | 95 | 89 | 93 | 90 | 95 | 87 | 95 | 87 | 96 | 93 | 96 | 89 | 96 | 89 |

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 | |
| | Cohort | 54 | 96 | 61 | Percentage of pupils achieving a good level of development | | | | | | | | | | | |
| All Pupils | | 98 | 84 | 98 | 84 | 98 | 82 | 96 | 74 | 96 | 67 | 96 | 75 | 96 | 79 | |
| Gender | | | | | | | | | | | | | | | | |
| Male | 30 | 97 | 79 | 97 | 80 | 97 | 78 | 93 | 69 | 93 | 60 | 93 | 71 | 93 | 76 | |
| Female | 24 | 100 | 89 | 100 | 88 | 100 | 87 | 100 | 80 | 100 | 75 | 100 | 78 | 100 | 83 | |
| Free School Meals | | | | | | | | | | | | | | | | |
| FSM | - | - | 74 | - | 74 | - | 72 | - | 58 | - | 51 | - | 60 | - | 65 | |
| Non FSM | 54 | 98 | 86 | 98 | 86 | 98 | 84 | 96 | 78 | 96 | 71 | 96 | 78 | 96 | 82 | |

| | | 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 | | | | | | |
| | Cohort | 54 | 98 | 89 | 98 | 91 | 98 | 87 | 98 | 86 | 98 | 88 | 98 | 84 | 98 | 84 | 98 | 91 | 96 | 86 | 96 | 85 | |
| All Pupils | | | | | | | | | | | | | | | | | | | | | | | |
| Gender | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 30 | 97 | 84 | 97 | 88 | 97 | 84 | 97 | 81 | 97 | 83 | 97 | 80 | 97 | 81 | 97 | 90 | 93 | 80 | 93 | 79 | | |
| Female | 24 | 100 | 94 | 100 | 94 | 100 | 91 | 100 | 92 | 100 | 92 | 100 | 88 | 100 | 87 | 100 | 92 | 100 | 93 | 100 | 92 | | |
| Free School Meals | | | | | | | | | | | | | | | | | | | | | | | |
| FSM | - | - | 82 | - | 84 | - | 80 | - | 77 | - | 80 | - | 73 | - | 73 | - | 84 | - | 78 | - | 76 | | |
| Non FSM | 54 | 98 | 90 | 98 | 92 | 98 | 89 | 98 | 88 | 98 | 90 | 98 | 86 | 98 | 86 | 98 | 92 | 96 | 88 | 96 | 87 | | |

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 secondary schools | School | National average for secondary schools | School | National average for secondary schools |
| Absence | | | | | | |
| % Persistent absentees- absent for 10% or more sessions | - | - | - | - | - | - |
| % Persistent absentees- absent for 15% or more sessions | 0.4 | 5.8 | 1.7 | 5.6 | - | - |
| % of sessions missed due to Overall Absence | 2.9 | 5.1 | 3.7 | 5.2 | - | - |
| Exclusions | | | | | | |
| Permanent exclusions as a percentage of the pupil group | 0.00 | 0.13 | - | - | - | - |
| % pupils with 1 or more fixed term exclusions | 0.35 | 3.68 | - | - | - | - |
| % pupils with more than 1 fixed term exclusion | 0.00 | 1.34 | - | - | - | - |
| Fixed term exclusions as a percentage of the pupil group | 0.35 | 6.71 | - | - | - | - |

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.

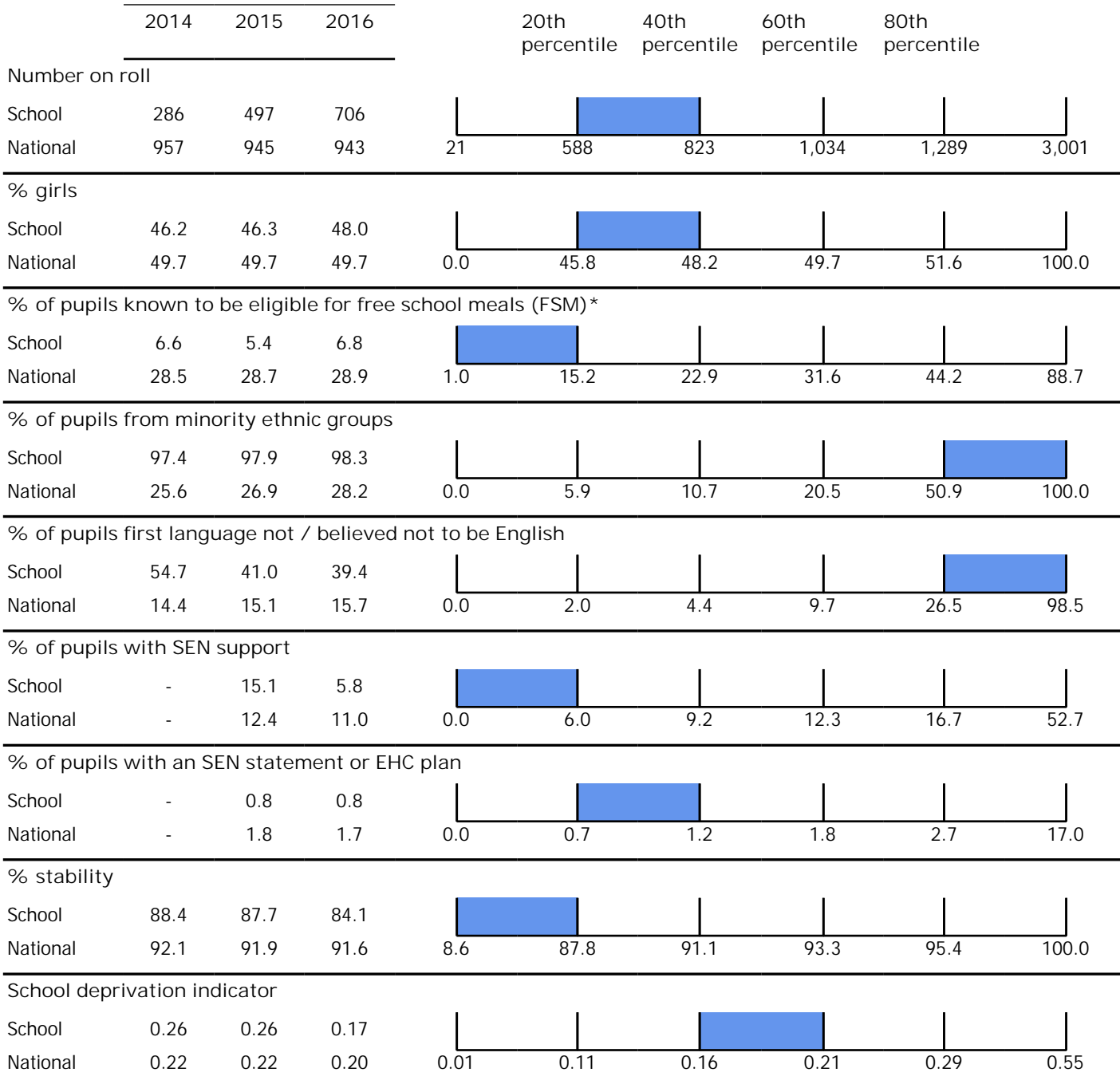
There is no school data available for 2016

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 Secondary 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.

| NC Year Group | Number on Roll | % Boy/Girl | % Free School Meals* | % Minority Ethnic Group | % 1st language not English | % Special Education Needs | Children Looked After |
|----------------|----------------|-------------|----------------------|-------------------------|----------------------------|---------------------------|-----------------------|
| Pre-Compulsory | 59 | 44.1 / 55.9 | - | - | - | 3.4 | - |
| 1 | 58 | 53.4 / 46.6 | 0.0 | 98.3 | 32.8 | 10.3 | - |
| 2 | 59 | 52.5 / 47.5 | 0.0 | 100.0 | 44.1 | 6.8 | - |
| 3 | 59 | 42.4 / 57.6 | 5.1 | 100.0 | 78.0 | 5.1 | - |
| 7 | 128 | 49.2 / 50.8 | 10.9 | 99.2 | 38.3 | 4.7 | - |
| 8 | 149 | 53.7 / 46.3 | 6.7 | 98.7 | 21.5 | 3.4 | 1 |
| 9 | 97 | 54.6 / 45.4 | 12.4 | 99.0 | 27.8 | 10.3 | - |
| 10 | 97 | 59.8 / 40.2 | 9.3 | 93.8 | 57.7 | 11.3 | - |

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 |
| White | | | | |
| British | 2.6 | 2.1 | 1.7 | 69.3 |
| Irish | 0.0 | 0.0 | 0.0 | 0.3 |
| Traveller of Irish heritage | 0.0 | 0.0 | 0.0 | 0.1 |
| Romany or Gypsy | 0.0 | 0.0 | 0.0 | 0.3 |
| any other White background | 0.4 | 0.9 | 0.6 | 5.6 |
| Mixed | | | | |
| White & Black Caribbean | 0.0 | 0.0 | 0.3 | 1.5 |
| White & Black African | 0.4 | 0.0 | 0.0 | 0.7 |
| White & Asian | 0.0 | 0.9 | 0.9 | 1.2 |
| any other mixed background | 3.0 | 3.0 | 4.5 | 1.9 |
| Asian or Asian British | | | | |
| Indian | 86.2 | 87.7 | 87.2 | 2.8 |
| Pakistani | 0.0 | 0.0 | 0.0 | 4.2 |
| Bangladeshi | 0.0 | 0.0 | 0.0 | 1.7 |
| any other Asian background | 3.9 | 2.7 | 2.3 | 1.7 |
| Black or Black British | | | | |
| Caribbean | 0.4 | 0.2 | 0.3 | 1.2 |
| African | 1.3 | 0.7 | 0.3 | 3.7 |
| any other Black background | 0.0 | 0.0 | 0.0 | 0.7 |
| Chinese | 0.4 | 0.9 | 0.3 | 0.4 |
| Any other ethnic group | 0.9 | 0.9 | 0.8 | 1.7 |
| Parent/pupil preferred not to say | 0.0 | 0.0 | 0.0 | 0.5 |
| Ethnicity not known | 0.4 | 0.0 | 0.8 | 0.5 |
| ----- | | | | |
| First language | | | | |
| English | 45.3 | 59.0 | 60.6 | 81.8 |
| Other | 54.7 | 41.0 | 39.4 | 18.0 |
| Unclassified | 0.0 | 0.0 | 0.0 | 0.2 |

Main SEN type trend

| Main SEN | SEN support | | | Statements/EHC plan | | |
|--|-------------|------|------|---------------------|------|------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Specific Learning Difficulty | - | 1 | 4 | 0 | 0 | 0 |
| Moderate Learning Difficulty | - | 0 | 9 | 0 | 0 | 0 |
| Severe Learning Difficulty | - | 5 | 3 | 0 | 1 | 1 |
| Profound & Multiple Learning Difficulty | - | 0 | 0 | 0 | 0 | 0 |
| Social, Emotional and Mental Health | - | 4 | 4 | 0 | 0 | 0 |
| Speech, Language and Communication Needs | - | 2 | 5 | 0 | 0 | 0 |
| Hearing Impairment | - | 2 | 2 | 0 | 0 | 0 |
| Visual Impairment | - | 1 | 2 | 0 | 0 | 0 |
| Multi-Sensory Impairment | - | 0 | 0 | 0 | 0 | 0 |
| Physical Disability | - | 0 | 1 | 0 | 1 | 0 |
| Autistic Spectrum Disorder | - | 3 | 4 | 2 | 2 | 4 |
| SEN support but no Specialist Assessment of type of need | - | 1 | 3 | - | 0 | 0 |
| Other Difficulty/Disability | - | 1 | 4 | 0 | 0 | 1 |
| School total | - | 75 | 41 | 2 | 4 | 6 |
| Percentage of school roll | - | 15.1 | 5.8 | 0.7 | 0.8 | 0.8 |

KS2 prior attainment of KS3 and KS4 pupils 2016

The tables below show the prior attainment in terms of Key Stage 2 average fine points score, of pupils studying at Key Stage 4 and Key Stage 3 in your school in 2015/16. This has been broken down by year group. The tables also show the national picture for maintained mainstream schools. The national averages are not comparable with previous years. From 2011, teacher assessments have been included which will align with the methodology used for 2011 value added and expected progress. When interpreting the tables the level of coverage should be taken into account.

Average fine points score at KS2

| NC Year starting Sept 2015 | School | National | Difference | Sig | % Coverage |
|----------------------------|--------|----------|------------|------|------------|
| Year 10 | 29.6 | 28.5 | 1.1 | Sig+ | 91.8 |
| Year 9 | 30.3 | 28.7 | 1.6 | Sig+ | 91.8 |
| Year 8 | 30.1 | 28.9 | 1.2 | Sig+ | 89.9 |
| Year 7 | 30.7 | 28.9 | 1.8 | Sig+ | 95.3 |

% by Prior Attainment Band

| | School | | | National | | |
|---------|--------|--------|------|----------|--------|------|
| | Low | Middle | High | Low | Middle | High |
| Year 10 | 9.0 | 49.4 | 41.6 | 13.2 | 48.1 | 38.6 |
| Year 9 | 4.5 | 39.3 | 56.2 | 13.3 | 44.9 | 41.9 |
| Year 8 | 5.2 | 39.6 | 55.2 | 11.1 | 45.3 | 43.6 |
| Year 7 | 3.3 | 35.2 | 61.5 | 10.7 | 46.5 | 42.8 |

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

| NC Year starting Sept 2015 | School | National | Difference | Sig | % Coverage |
|----------------------------|--------|----------|------------|------|------------|
| Year 3 | 17.6 | 16.3 | 1.3 | Sig+ | 98.3 |

% by Prior Attainment Band

| | School | | | National | | |
|--------|--------|--------|------|----------|--------|------|
| | Low | Middle | High | Low | Middle | High |
| Year 3 | 0.0 | 58.6 | 41.4 | 8.2 | 57.4 | 34.4 |