



Summary report

An overview for schools, governors and inspectors

RAISEonline 2016

Matching Green Church of England Voluntary Controlled Primary
School

Local authority

Essex

Unique reference number (URN)

115126

DfE number

8813239

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
- * 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.

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	10		2			
Score	-1.81		-5.19			
CI +/-	3.88		8.67			
Rank			98			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	7	2	3	0
Score	-	-	-2.09	-5.19	-1.14	-
National	0	0.36	0	0.35	0	0.30
Difference	-	-	-2.09	-5.53	-1.14	-
CI +/-	-	-	4.64	8.67	7.08	-
Rank	-	-	97		-	-



Writing						
	All		Dis			
Cohort	10		2			
Score	2.33		-1.14			
CI +/-	3.92		8.76			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	7	2	3	0
Score	-	-	1.97	-1.14	3.16	-
National	0	0.34	0	0.10	0	0.11
Difference	-	-	1.97	-1.24	3.16	-
CI +/-	-	-	4.68	8.76	7.15	-
Rank	-	-				

Mathematics						
	All		Dis			
Cohort	10		2			
Score	-0.44		-3.14			
CI +/-	3.30		7.39			
Rank			89			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	7	2	3	0
Score	-	-	-0.88	-3.14	0.56	-
National	0	0.45	0	0.26	0	0.17
Difference	-	-	-0.88	-3.39	0.56	-
CI +/-	-	-	3.95	7.39	6.03	-
Rank	-	-	87		-	-

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		
		Figure for national all		Figure for national other		
Attainment						
expected or above			high			
Reading						
	A/T	All	Dis	All	Dis	
Cohort	0	10	2	10	2	
School %		80	0	10	0	
National %		66	71	19	23	
Difference %		14	-71	-9	-23	
	Low	Middle	High	Low	Middle	High
	All Dis	All Dis	All Dis	All Dis	All Dis	All Dis
Cohort	0 0	7 2	3 0	0 0	7 2	3 0
School %	- -	71 0	100 -	- -	0 0	33 -
National %	17 18	63 67	95 96	1 1	10 11	46 49
Difference %	- -	8 -67	5 -	- -	-10 -11	-13 -
Diff (no of pupils)	- -	0 -1	0 -	- -	0 0	0 -

Writing						
	A/D	All	Dis	All	Dis	
Cohort	0	10	2	10	2	
School %		90	50	30	0	
National %		74	79	15	18	
Difference %		16	-29	15	-18	
	Low	Middle	High	Low	Middle	High
	All Dis	All Dis	All Dis	All Dis	All Dis	All Dis
Cohort	0 0	7 2	3 0	0 0	7 2	3 0
School %	- -	86 50	100 -	- -	14 0	67 -
National %	20 22	76 78	97 98	0 0	6 7	39 40
Difference %	- -	10 -28	3 -	- -	8 -7	28 -
Diff (no of pupils)	- -	0 0	0 -	- -	0 0	0 -

Mathematics						
	A/T	All	Dis	All	Dis	
Cohort	0	10	2	10	2	
School %		80	50	10	0	
National %		70	75	17	20	
Difference %		10	-25	-7	-20	
	Low	Middle	High	Low	Middle	High
	All Dis	All Dis	All Dis	All Dis	All Dis	All Dis
Cohort	0 0	7 2	3 0	0 0	7 2	3 0
School %	- -	71 50	100 -	- -	0 0	33 -
National %	19 21	68 71	97 97	1 1	7 8	43 45
Difference %	- -	3 -21	3 -	- -	-7 -8	-10 -
Diff (no of pupils)	- -	0 0	0 -	- -	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 disapplied from the teacher assessment

KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages)
For all and disadvantaged pupils (Dis)

	National		All		Dis	
			Figure for national all		Figure for national other	
Attainment						
expected or above			high			
Reading, writing and mathematics						
			All	Dis	All	Dis
Cohort			10	2	10	2
School %			70	0	0	0
National %			53	60	5	7
Difference %			17	-60	-5	-7
			All	Dis	All	Dis
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	7	2	3	0
School %	-	-	57	0	100	-
National %	6	6	46	50	91	92
Difference %	-	-	11	-50	9	-
Diff (no of pupils)	-	-	0	0	0	-

	A/T		All		Dis	
			All		Dis	
English grammar, punctuation and spelling						
			All	Dis	All	Dis
Cohort	0		10	2	10	2
School %			80	0	20	0
National %			72	78	22	27
Difference %			8	-78	-2	-27
			All	Dis	All	Dis
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	7	2	3	0
School %	-	-	71	0	100	-
National %	17	19	73	76	98	99
Difference %	-	-	-1	-76	2	-
Diff (no of pupils)	-	-	0	-1	0	-

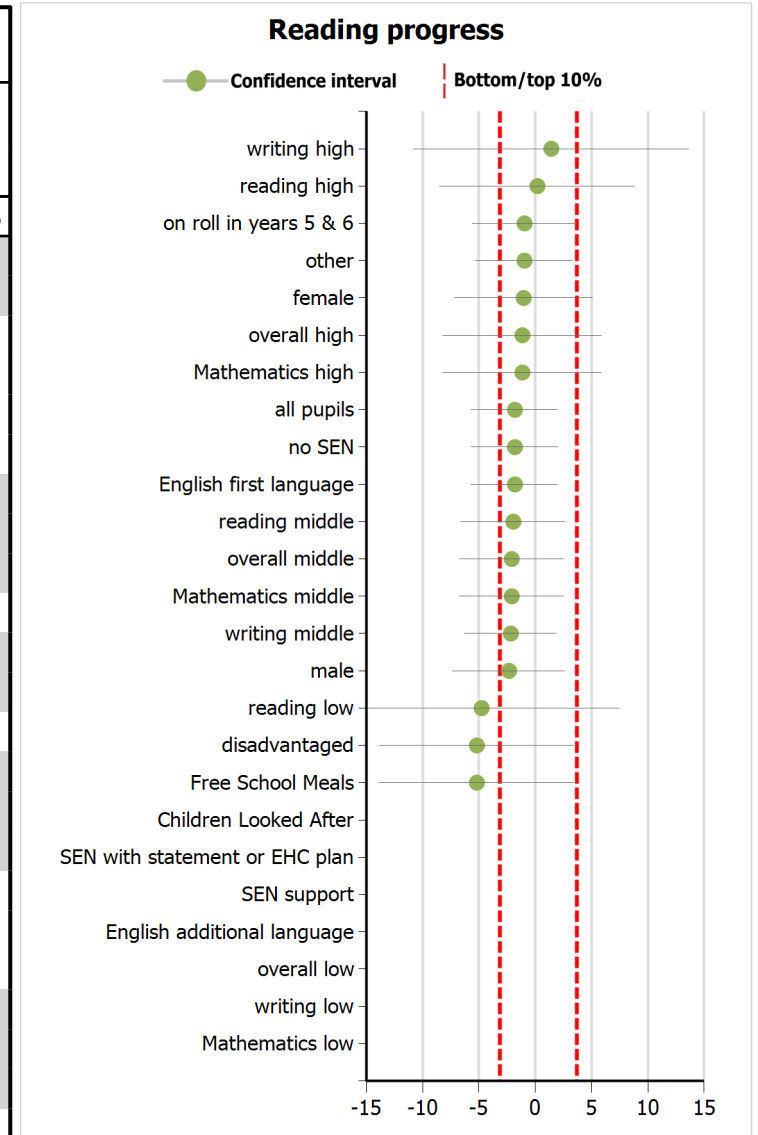
	A/D		All		Dis	
			All		Dis	
Science						
			All	Dis	All	Dis
Cohort	0		10	2	10	2
School %			100	100	100	100
National %			81	86	81	86
Difference %			19	14	19	14
			All	Dis	All	Dis
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	0	0	7	2	3	0
School %	-	-	100	100	100	-
National %	29	33	84	87	99	99
Difference %	-	-	16	13	1	-
Diff (no of pupils)	-	-	1	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

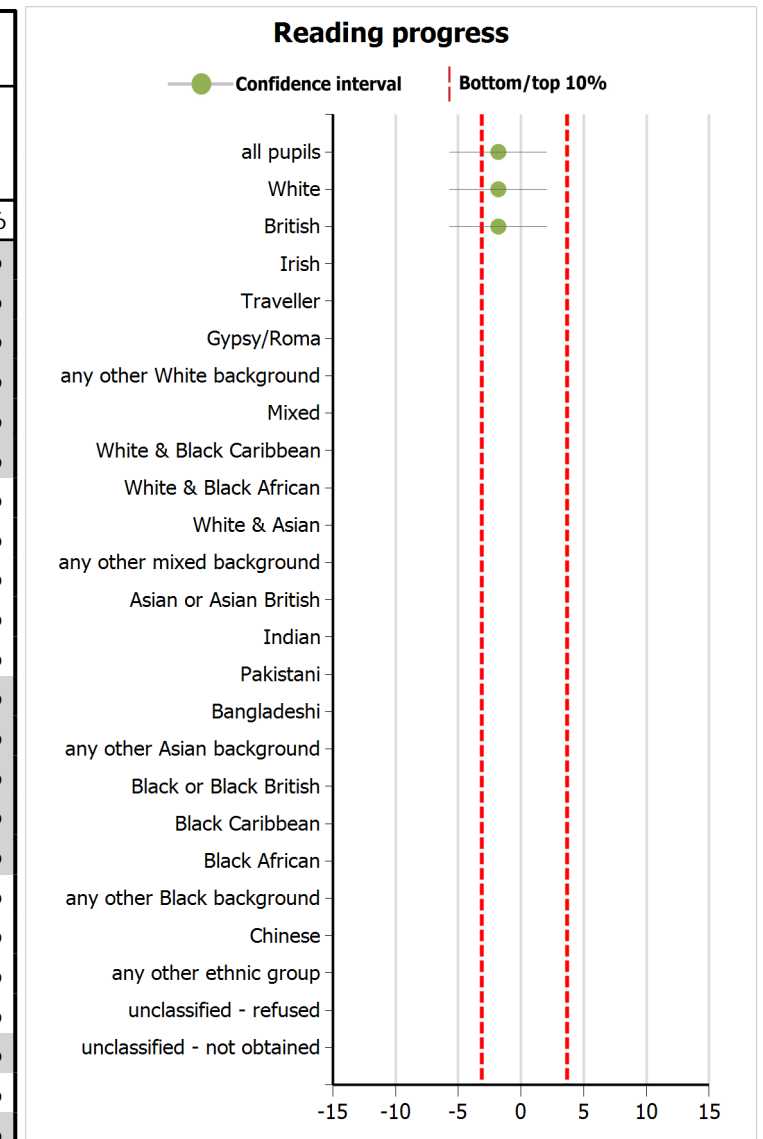
KS2 reading test 2016

	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	10	-1.81	10	all	80	66	10	19	102.0	102.6
male	6	-2.33	6	same	83	62	0	16	102.0	101.8
female	4	-1.03	4	same	75	70	25	22	102.0	103.4
disadvantaged	2	-5.19	2	non	0	71	0	23	94.0	103.8
other	8	-0.96	8	same	100	71	13	23	104.0	103.8
Free School Meals	2	-5.19	2	non	0	71	0	23	94.0	103.8
Children Looked After	0	-	0	non	-	66	-	19	-	102.6
SEN with statement or EHC plan	0	-	0	all	-	66	-	19	-	102.6
SEN support	0	-	0	all	-	66	-	19	-	102.6
no SEN	10	-1.81	10	same	80	73	10	22	102.0	103.8
on roll in years 5 & 6	7	-0.95	7	same	100	67	14	19	103.4	102.8
English first language	10	-1.81	10	all	80	66	10	19	102.0	102.6
English additional language	0	-	0	all	-	66	-	19	-	102.6
Prior attainment										
overall low	0	-	0	same	-	17	-	1	-	93.0
overall middle	7	-2.09	7	same	71	63	0	10	99.4	101.2
overall high	3	-1.14	3	same	100	95	33	46	108.0	109.1
reading low	1	-4.77	1	same	0	18	0	1	91.0	93.2
reading middle	7	-1.95	7	same	86	64	0	9	101.1	101.2
reading high	2	0.19	2	same	100	97	50	49	110.5	109.6
writing low	0	-	0	same	-	23	-	2	-	94.4
writing middle	9	-2.17	9	same	78	71	0	16	100.8	102.8
writing high	1	1.42	1	same	100	98	100	58	113.0	110.8
Mathematics low	0	-	0	same	-	15	-	1	-	92.8
Mathematics middle	7	-2.09	7	same	71	65	0	13	99.4	101.7
Mathematics high	3	-1.14	3	same	100	94	33	48	108.0	109.2



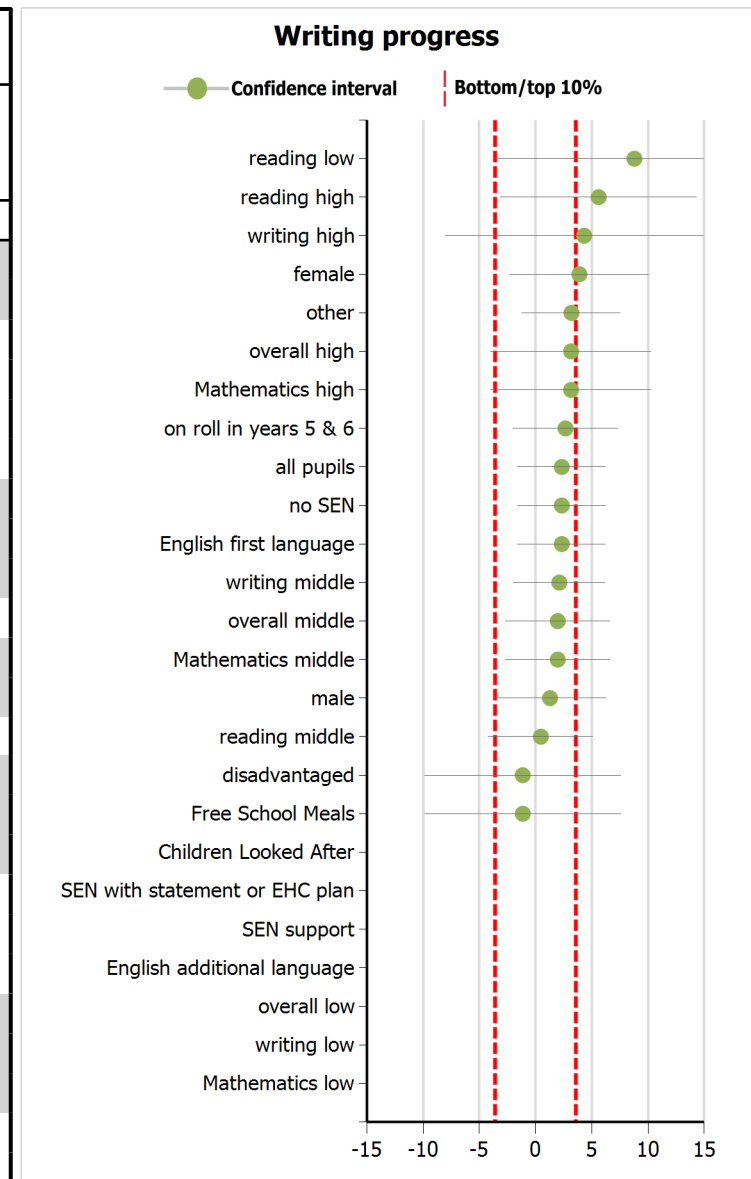
KS2 reading test 2016

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
all pupils	10	-1.81	10	all	80	66	10	19	102.0	102.6
White	10	-1.81	10	all	80	66	10	19	102.0	102.6
British	10	-1.81	10	all	80	66	10	19	102.0	102.6
Irish	0	-	0	all	-	66	-	19	-	102.6
Traveller	0	-	0	all	-	66	-	19	-	102.6
Gypsy/Roma	0	-	0	all	-	66	-	19	-	102.6
any other White background	0	-	0	all	-	66	-	19	-	102.6
Mixed	0	-	0	all	-	66	-	19	-	102.6
White & Black Caribbean	0	-	0	all	-	66	-	19	-	102.6
White & Black African	0	-	0	all	-	66	-	19	-	102.6
White & Asian	0	-	0	all	-	66	-	19	-	102.6
any other mixed background	0	-	0	all	-	66	-	19	-	102.6
Asian or Asian British	0	-	0	all	-	66	-	19	-	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	0	-	0	all	-	66	-	19	-	102.6
Black or Black British	0	-	0	all	-	66	-	19	-	102.6
Black Caribbean	0	-	0	all	-	66	-	19	-	102.6
Black African	0	-	0	all	-	66	-	19	-	102.6
any other Black background	0	-	0	all	-	66	-	19	-	102.6
Chinese	0	-	0	all	-	66	-	19	-	102.6
any other ethnic group	0	-	0	all	-	66	-	19	-	102.6
unclassified - refused	0	-	0	all	-	66	-	19	-	102.6
unclassified - not obtained	0	-	0	all	-	66	-	19	-	102.6



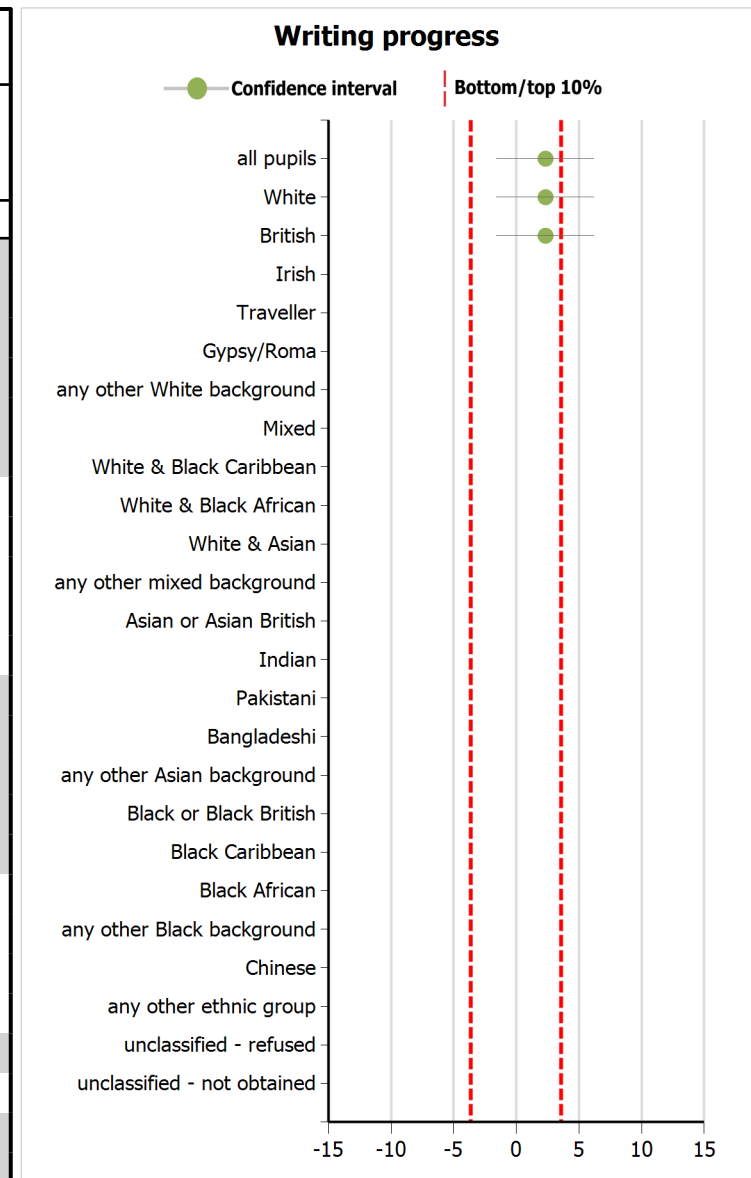
KS2 writing teacher assessment 2016

	Writing progress		Writing attainment					
	Cohort	Score	National comparator type	Expected standard +		Greater depth		
				School %	National %	School %	National %	
all pupils	10	2.33	10	all	90	74	30	15
male	6	1.28	6	same	83	68	33	11
female	4	3.90	4	same	100	81	25	19
disadvantaged	2	-1.14	2	non	50	79	0	18
other	8	3.19	8	same	100	79	38	18
Free School Meals	2	-1.14	2	non	50	78	0	18
Children Looked After	0	-	0	non	-	74	-	15
SEN with statement or EHC plan	0	-	0	all	-	74	-	15
SEN support	0	-	0	all	-	74	-	15
no SEN	10	2.33	10	same	90	84	30	17
on roll in years 5 & 6	7	2.66	7	same	100	75	29	15
English first language	10	2.33	10	all	90	74	30	15
English additional language	0	-	0	all	-	74	-	15
Prior attainment								
overall low	0	-	0	same	-	20	-	0
overall middle	7	1.97	7	same	86	76	14	6
overall high	3	3.16	3	same	100	97	67	39
reading low	1	8.79	1	same	100	21	0	0
reading middle	7	0.47	7	same	86	76	14	7
reading high	2	5.61	2	same	100	98	100	40
writing low	0	-	0	same	-	25	-	0
writing middle	9	2.11	9	same	89	82	22	11
writing high	1	4.32	1	same	100	99	100	54
Mathematics low	0	-	0	same	-	19	-	0
Mathematics middle	7	1.97	7	same	86	76	14	9
Mathematics high	3	3.16	3	same	100	97	67	40



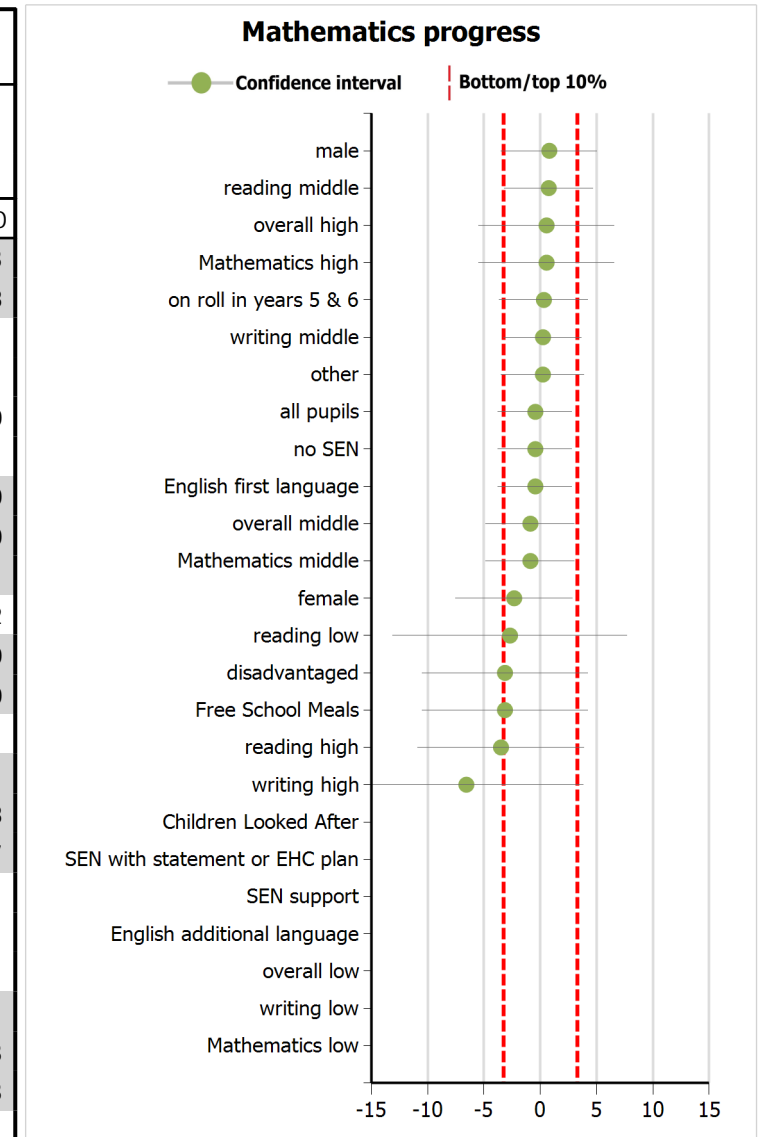
KS2 writing teacher assessment 2016

Ethnic group	Writing progress		National comparator type	Writing attainment				
	Cohort	Score		Expected standard +	Greater depth	School %	National %	School %
all pupils	10	2.33	10	all	90	74	30	15
White	10	2.33	10	all	90	74	30	15
British	10	2.33	10	all	90	74	30	15
Irish	0	-	0	all	-	74	-	15
Traveller	0	-	0	all	-	74	-	15
Gypsy/Roma	0	-	0	all	-	74	-	15
any other White background	0	-	0	all	-	74	-	15
Mixed	0	-	0	all	-	74	-	15
White & Black Caribbean	0	-	0	all	-	74	-	15
White & Black African	0	-	0	all	-	74	-	15
White & Asian	0	-	0	all	-	74	-	15
any other mixed background	0	-	0	all	-	74	-	15
Asian or Asian British	0	-	0	all	-	74	-	15
Indian	0	-	0	all	-	74	-	15
Pakistani	0	-	0	all	-	74	-	15
Bangladeshi	0	-	0	all	-	74	-	15
any other Asian background	0	-	0	all	-	74	-	15
Black or Black British	0	-	0	all	-	74	-	15
Black Caribbean	0	-	0	all	-	74	-	15
Black African	0	-	0	all	-	74	-	15
any other Black background	0	-	0	all	-	74	-	15
Chinese	0	-	0	all	-	74	-	15
any other ethnic group	0	-	0	all	-	74	-	15
unclassified - refused	0	-	0	all	-	74	-	15
unclassified - not obtained	0	-	0	all	-	74	-	15



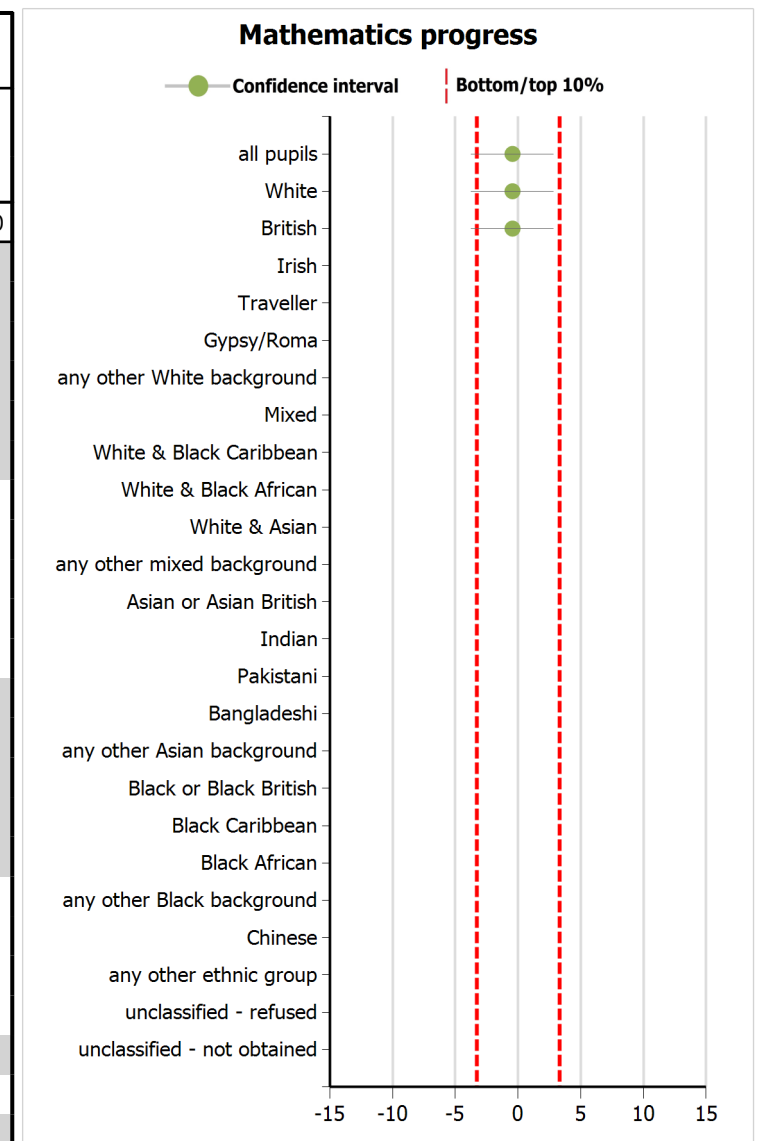
KS2 mathematics test 2016

	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	10	-0.44	10	all	80	70	10	17	103.7	103.0
male	6	0.80	6	same	83	70	17	18	105.3	103.3
female	4	-2.32	4	same	75	70	0	15	101.3	102.8
disadvantaged	2	-3.14	2	non	50	75	0	20	97.5	104.1
other	8	0.23	8	same	88	75	13	20	105.3	104.1
Free School Meals	2	-3.14	2	non	50	75	0	20	97.5	104.0
Children Looked After	0	-	0	non	-	70	-	17	-	103.1
SEN with statement or EHC plan	0	-	0	all	-	70	-	17	-	103.0
SEN support	0	-	0	all	-	70	-	17	-	103.0
no SEN	10	-0.44	10	same	80	78	10	19	103.7	104.1
on roll in years 5 & 6	7	0.32	7	same	86	71	14	17	104.7	103.2
English first language	10	-0.44	10	all	80	70	10	17	103.7	103.0
English additional language	0	-	0	all	-	70	-	17	-	103.0
Prior attainment										
overall low	0	-	0	same	-	19	-	1	-	94.4
overall middle	7	-0.88	7	same	71	68	0	7	101.3	101.8
overall high	3	0.56	3	same	100	97	33	43	109.3	108.7
reading low	1	-2.69	1	same	0	25	0	1	95.0	95.6
reading middle	7	0.75	7	same	86	69	14	10	104.1	102.1
reading high	2	-3.49	2	same	100	94	0	40	106.5	108.1
writing low	0	-	0	same	-	29	-	1	-	96.2
writing middle	9	0.24	9	same	78	75	11	14	103.7	103.3
writing high	1	-6.57	1	same	100	97	0	49	104.0	109.3
Mathematics low	0	-	0	same	-	14	-	0	-	93.4
Mathematics middle	7	-0.88	7	same	71	69	0	8	101.3	102.0
Mathematics high	3	0.56	3	same	100	98	33	51	109.3	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
all pupils	10	-0.44	10	all	80	70	10	17	103.7	103.0
White	10	-0.44	10	all	80	70	10	17	103.7	103.0
British	10	-0.44	10	all	80	70	10	17	103.7	103.0
Irish	0	-	0	all	-	70	-	17	-	103.0
Traveller	0	-	0	all	-	70	-	17	-	103.0
Gypsy/Roma	0	-	0	all	-	70	-	17	-	103.0
any other White background	0	-	0	all	-	70	-	17	-	103.0
Mixed	0	-	0	all	-	70	-	17	-	103.0
White & Black Caribbean	0	-	0	all	-	70	-	17	-	103.0
White & Black African	0	-	0	all	-	70	-	17	-	103.0
White & Asian	0	-	0	all	-	70	-	17	-	103.0
any other mixed background	0	-	0	all	-	70	-	17	-	103.0
Asian or Asian British	0	-	0	all	-	70	-	17	-	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	0	-	0	all	-	70	-	17	-	103.0
Black or Black British	0	-	0	all	-	70	-	17	-	103.0
Black Caribbean	0	-	0	all	-	70	-	17	-	103.0
Black African	0	-	0	all	-	70	-	17	-	103.0
any other Black background	0	-	0	all	-	70	-	17	-	103.0
Chinese	0	-	0	all	-	70	-	17	-	103.0
any other ethnic group	0	-	0	all	-	70	-	17	-	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 %
all pupils	10	all	70	53	0	5
male	6	same	67	49	0	5
female	4	same	75	57	0	6
disadvantaged	2	non	0	60	0	7
other	8	same	88	60	0	7
Free School Meals	2	non	0	59	0	7
Children Looked After	0	non	-	53	-	5
SEN with statement or EHC plan	0	all	-	53	-	5
SEN support	0	all	-	53	-	5
no SEN	10	same	70	61	0	6
on roll in years 5 & 6	7	same	86	55	0	6
English first language	10	all	70	53	0	5
English additional language	0	all	-	53	-	5
Prior attainment						
overall low	0	same	-	6	-	0
overall middle	7	same	57	46	0	1
overall high	3	same	100	91	0	17
reading low	1	same	0	7	0	0
reading middle	7	same	71	48	0	1
reading high	2	same	100	91	0	18
writing low	0	same	-	10	-	0
writing middle	9	same	67	57	0	3
writing high	1	same	100	95	0	26
Mathematics low	0	same	-	5	-	0
Mathematics middle	7	same	57	49	0	2
Mathematics high	3	same	100	91	0	20

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
Ethnic group						
White	10	all	70	53	0	5
British	10	all	70	53	0	5
Irish	0	all	-	53	-	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	0	all	-	53	-	5
any other White background	0	all	-	53	-	5
Mixed	0	all	-	53	-	5
White & Black Caribbean	0	all	-	53	-	5
White & Black African	0	all	-	53	-	5
White & Asian	0	all	-	53	-	5
any other mixed background	0	all	-	53	-	5
Asian or Asian British	0	all	-	53	-	5
Indian	0	all	-	53	-	5
Pakistani	0	all	-	53	-	5
Bangladeshi	0	all	-	53	-	5
any other Asian background	0	all	-	53	-	5
Black or Black British	0	all	-	53	-	5
Black Caribbean	0	all	-	53	-	5
Black African	0	all	-	53	-	5
any other Black background	0	all	-	53	-	5
Chinese	0	all	-	53	-	5
any other ethnic group	0	all	-	53	-	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 Sch Nat		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	10	all	80	72	20	22	103.9	104.0	16	15	100	95	100	85	80	64	0	11
male	6	same	83	67	33	18	104.2	103.0	16	14	100	93	100	82	67	60	0	11
female	4	same	75	78	0	27	103.5	105.0	17	15	100	96	100	88	100	68	0	11
disadvantaged	2	non	0	78	0	27	98.5	105.0	17	15	100	96	100	88	100	68	0	12
other	8	same	100	78	25	27	105.3	105.0	16	15	100	96	100	88	75	68	0	12
Free School Meals	2	non	0	77	0	26	98.5	105.0	17	15	100	96	100	88	100	68	0	12
Children Looked After	0	non	-	73	-	23	-	104.0	-	15	-	95	-	85	-	64	-	11
SEN with statement or EHC plan	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
SEN support	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
no SEN	10	same	80	82	20	26	103.9	105.3	16	16	100	98	100	91	80	71	0	12
on roll in years 5 & 6	7	same	100	74	29	23	105.7	104.2	16	15	100	95	100	86	86	65	0	11
English first language	10	all	80	72	20	22	103.9	104.0	16	15	100	95	100	85	80	64	0	11
English additional language	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Prior attainment																		
overall low	0	same	-	17	-	1	-	94.3	-	9	-	72	-	45	-	18	-	1
overall middle	7	same	71	73	14	12	102.9	102.7	16	14	100	96	100	86	86	59	0	6
overall high	3	same	100	98	33	55	106.3	110.2	15	18	100	100	100	99	67	92	0	25
reading low	1	same	0	17	0	1	98.0	94.3	15	8	100	70	100	41	100	14	0	0
reading middle	7	same	86	74	29	12	104.6	102.9	17	15	100	97	100	87	86	60	0	6
reading high	2	same	100	99	0	57	104.5	110.4	15	18	100	100	100	99	50	94	0	26
writing low	0	same	-	23	-	1	-	95.4	-	9	-	76	-	48	-	19	-	1
writing middle	9	same	78	80	22	19	103.6	104.3	16	15	100	98	100	90	78	67	0	9
writing high	1	same	100	99	0	70	107.0	112.0	18	19	100	100	100	100	100	97	0	33
Mathematics low	0	same	-	16	-	1	-	94.2	-	9	-	74	-	48	-	20	-	1
Mathematics middle	7	same	71	73	14	15	102.9	103.1	16	15	100	96	100	85	86	61	0	7
Mathematics high	3	same	100	98	33	57	106.3	110.3	15	18	100	100	100	98	67	90	0	25

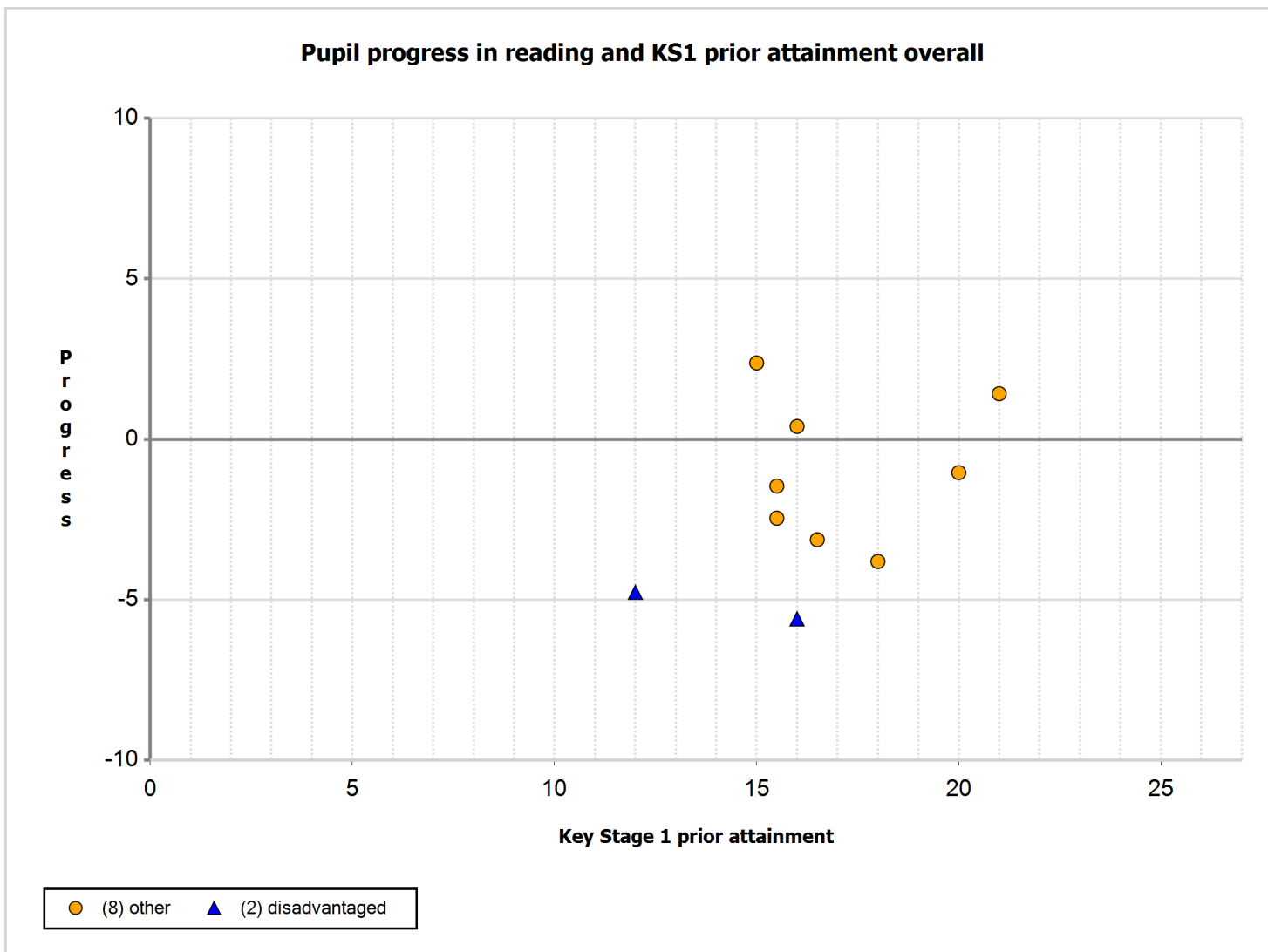
KS2 English grammar, punctuation and spelling test 2016

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	10	all	80	72	20	22	103.9	104.0	16	15	100	95	100	85	80	64	0	11
White	10	all	80	72	20	22	103.9	104.0	16	15	100	95	100	85	80	64	0	11
British	10	all	80	72	20	22	103.9	104.0	16	15	100	95	100	85	80	64	0	11
Irish	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	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	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Mixed	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
White & Black Caribbean	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
White & Black African	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
White & Asian	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other mixed background	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Asian or Asian British	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	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	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Black or Black British	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Black Caribbean	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Black African	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	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	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	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 %
all pupils	10	all	100	81	Ethnic group				
male	6	same	100	79	White	10	all	100	81
female	4	same	100	83	British	10	all	100	81
disadvantaged	2	non	100	86	Irish	0	all	-	81
other	8	same	100	86	Traveller	0	all	-	81
Free School Meals	2	non	100	85	Gypsy/Roma	0	all	-	81
Children Looked After	0	non	-	81	any other White background	0	all	-	81
SEN with statement or EHC plan	0	all	-	81	Mixed	0	all	-	81
SEN support	0	all	-	81	White & Black Caribbean	0	all	-	81
no SEN	10	same	100	89	White & Black African	0	all	-	81
on roll in years 5 & 6	7	same	100	82	White & Asian	0	all	-	81
English first language	10	all	100	81	any other mixed background	0	all	-	81
English additional language	0	all	-	81	Asian or Asian British	0	all	-	81
Prior attainment					Indian	0	all	-	81
overall low	0	same	-	29	Pakistani	0	all	-	81
overall middle	7	same	100	84	Bangladeshi	0	all	-	81
overall high	3	same	100	99	any other Asian background	0	all	-	81
reading low	1	same	100	34	Black or Black British	0	all	-	81
reading middle	7	same	100	85	Black Caribbean	0	all	-	81
reading high	2	same	100	99	Black African	0	all	-	81
writing low	0	same	-	39	any other Black background	0	all	-	81
writing middle	9	same	100	89	Chinese	0	all	-	81
writing high	1	same	100	99	any other ethnic group	0	all	-	81
Mathematics low	0	same	-	25	unclassified - refused	0	all	-	81
Mathematics middle	7	same	100	84	unclassified - not obtained	0	all	-	81
Mathematics high	3	same	100	99					

KS2 progress scatterplot 2016



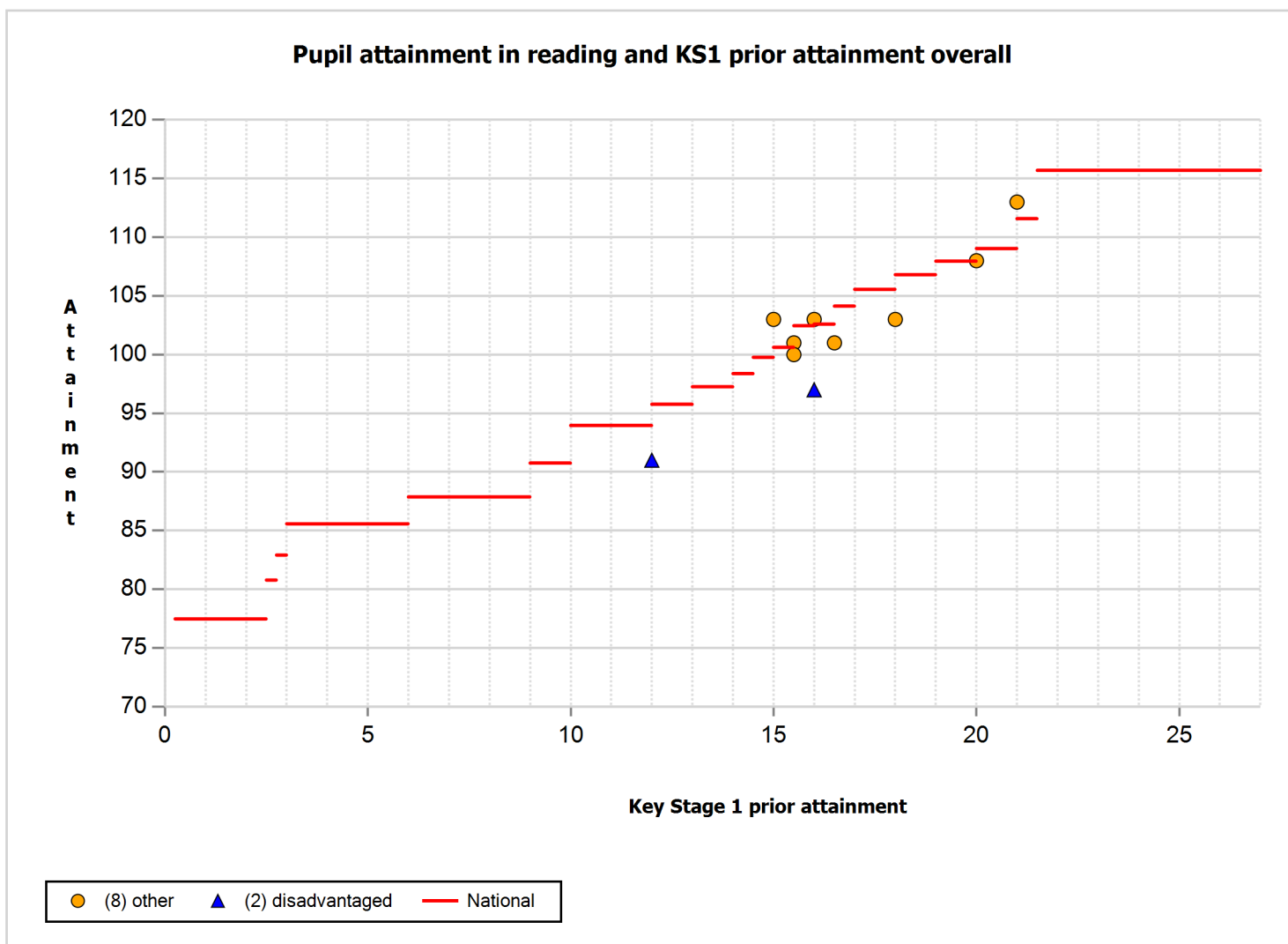
Coverage 100%

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	1	3	3	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	3	2	3
All pupils	-	-	-4.77	-0.51	-2.78	-1.14
Disadvantaged pupils	-	-	-4.77	-	-5.60	-
Other pupils	-	-	-	-0.51	-1.37	-1.14
National other pupils	0.60	0.34	0.33	0.37	0.33	0.30
Disadvantaged - national other	-	-	-5.10	-	-5.93	-

KS2 attainment scatterplot 2016



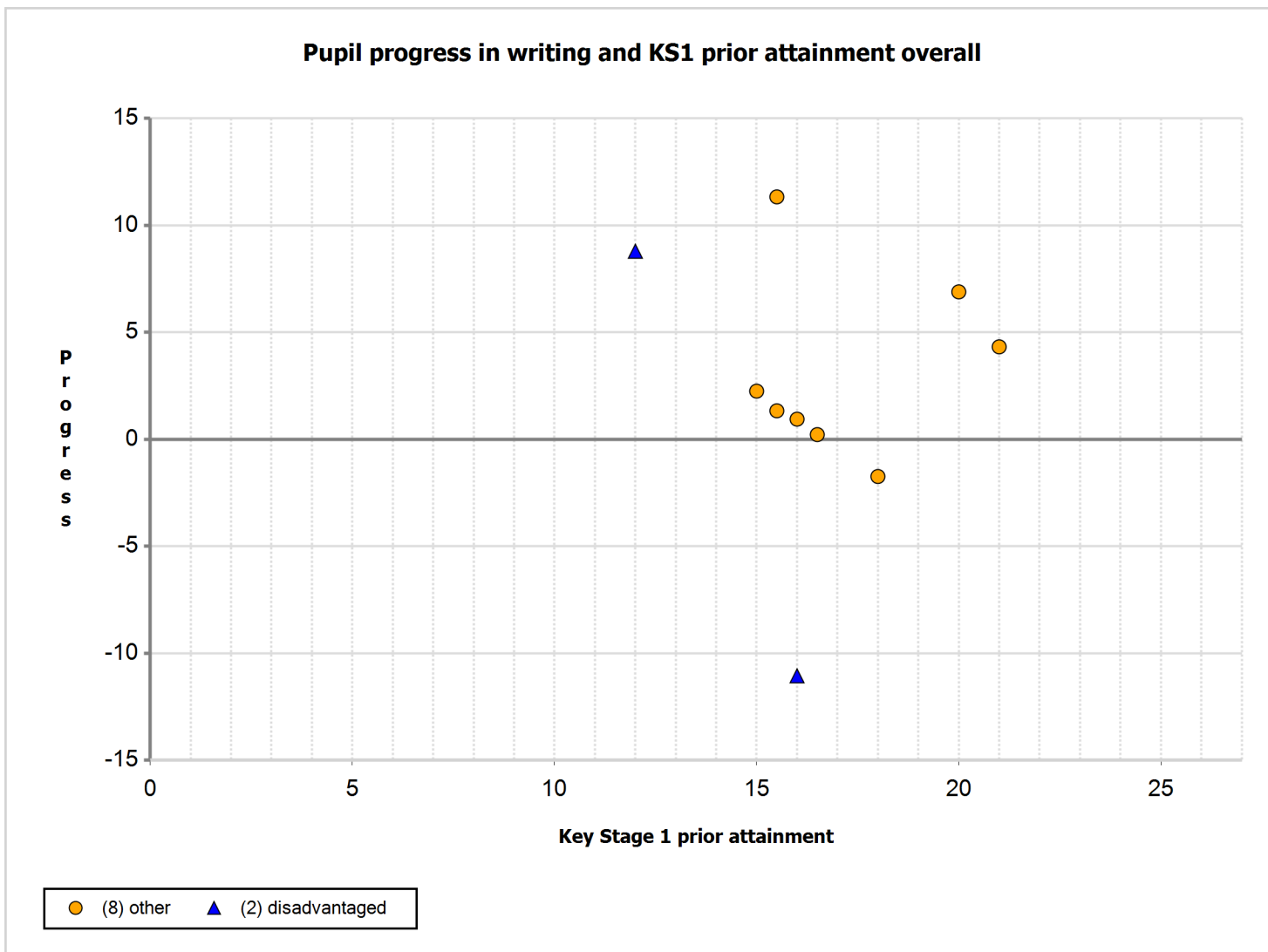
Coverage 100%

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	1	3	3	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	3	2	3
All pupils	-	-	91.00	101.33	100.33	108.00
National all pupils	82.86	91.95	96.74	100.54	104.26	109.14
Disadvantaged pupils	-	-	91.00	-	97.00	-
Other pupils	-	-	-	101.33	102.00	108.00
National other pupils	83.49	92.44	97.10	100.96	104.62	109.52
Disadvantaged - national other	-	-	-6.10	-	-7.62	-

KS2 progress scatterplot 2016



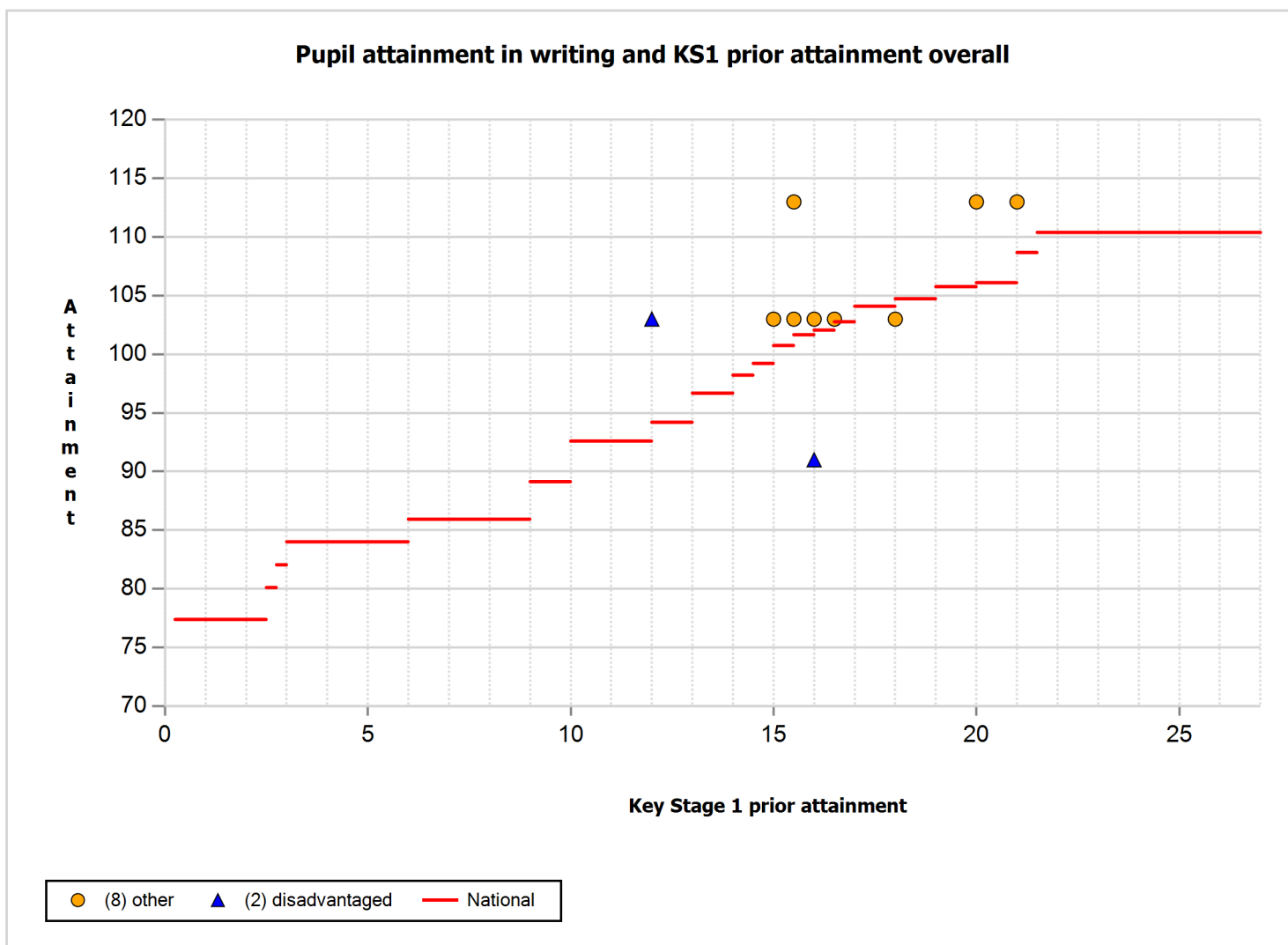
Coverage 100%

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 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	1	3	3	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	3	2	3
All pupils	-	-	8.79	4.97	-3.30	3.16
Disadvantaged pupils	-	-	8.79	-	-11.06	-
Other pupils	-	-	-	4.97	0.58	3.16
National other pupils	0.74	0.30	0.14	0.10	0.08	0.11
Disadvantaged - national other	-	-	8.65	-	-11.14	-

KS2 attainment scatterplot 2016



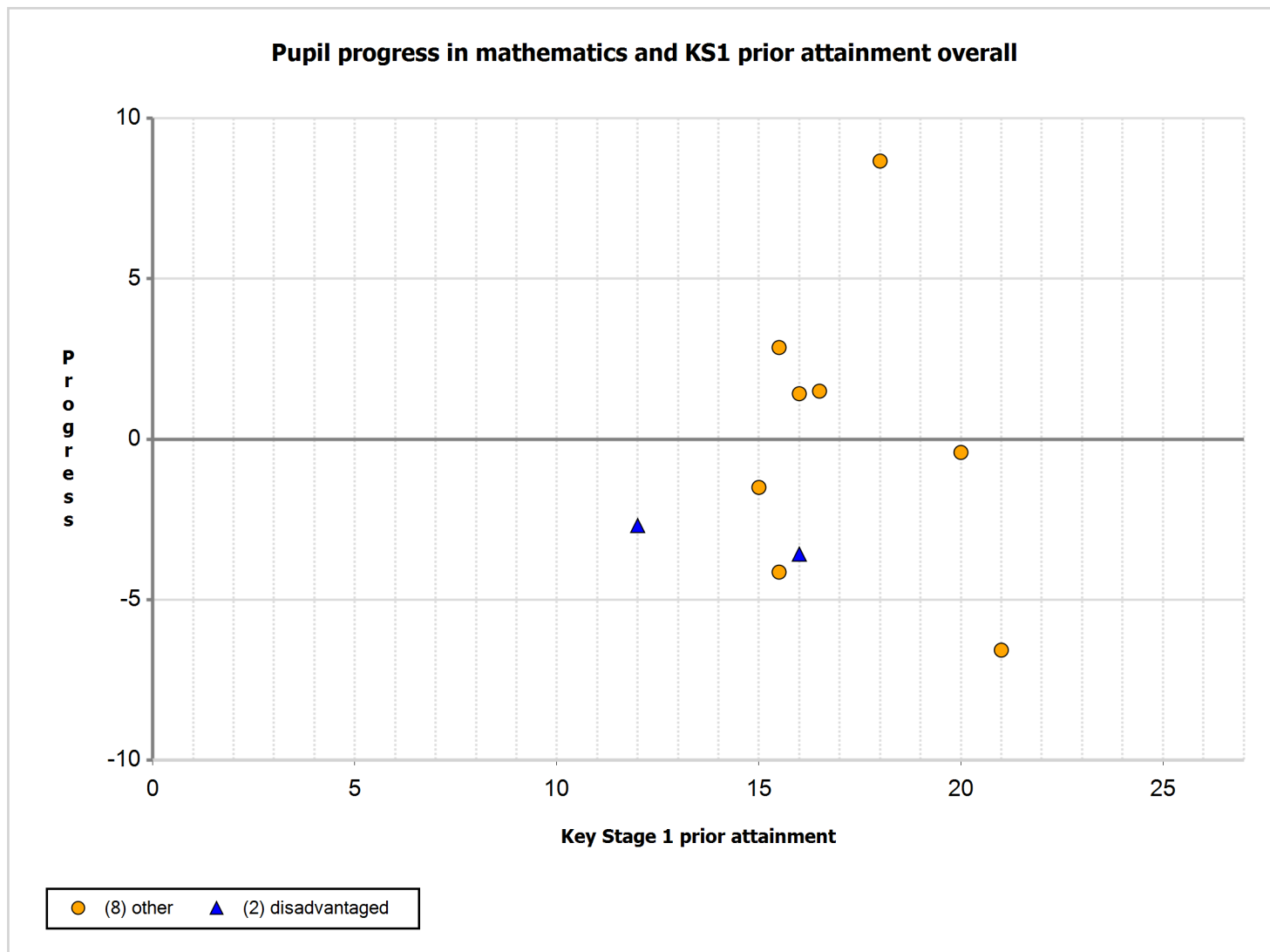
Coverage 100%

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	1	3	3	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	3	2	3
All pupils	-	-	103.00	106.33	99.00	109.67
National all pupils	81.96	90.53	95.86	100.23	103.09	106.58
Disadvantaged pupils	-	-	103.00	-	91.00	-
Other pupils	-	-	-	106.33	103.00	109.67
National other pupils	82.67	90.94	96.05	100.38	103.20	106.75
Disadvantaged - national other	-	-	6.95	-	-12.20	-

KS2 progress scatterplot 2016



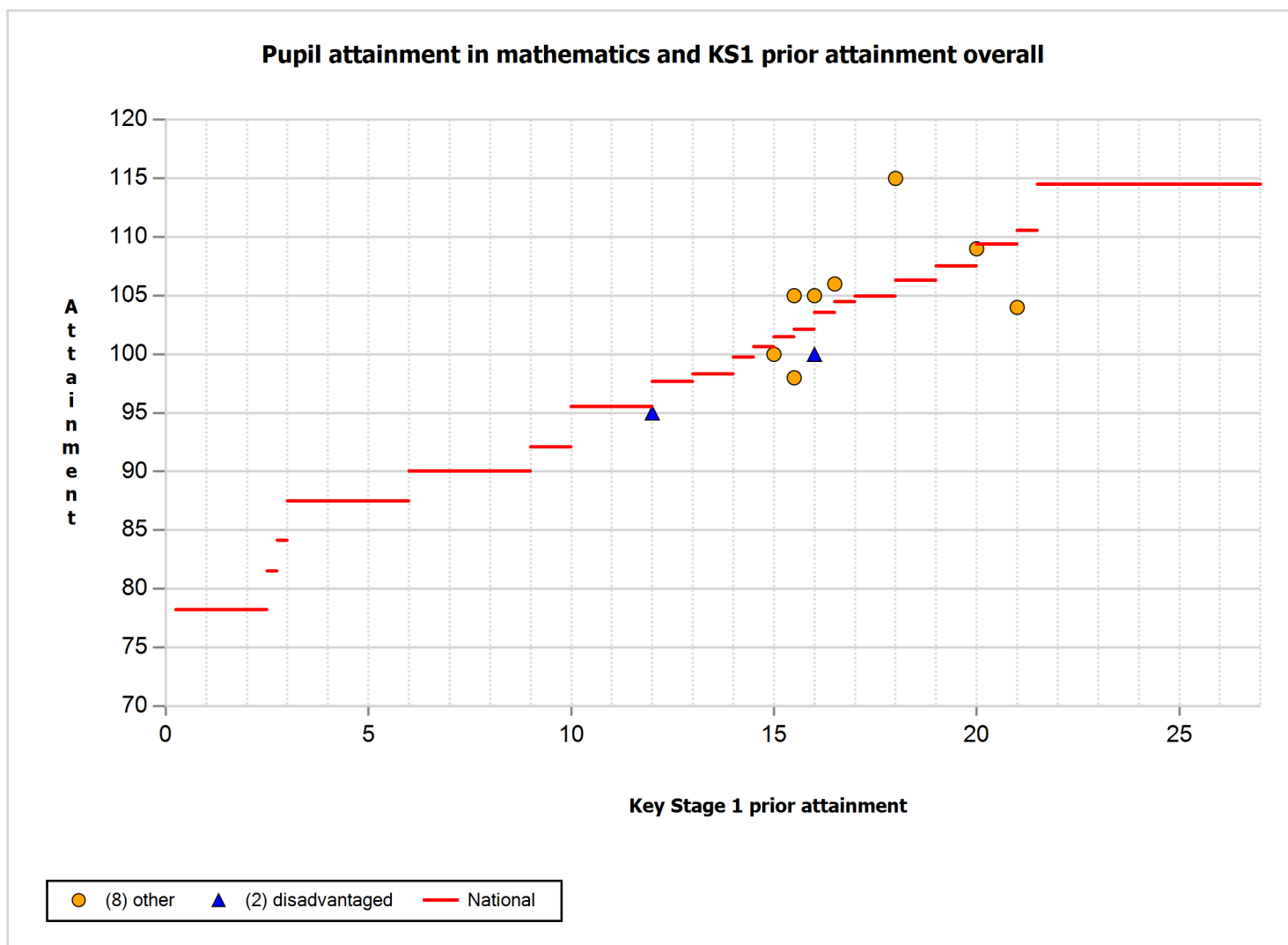
Coverage 100%

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 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	1	3	3	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	3	2	3
All pupils	-	-	-2.69	-0.93	-0.22	0.56
Disadvantaged pupils	-	-	-2.69	-	-3.58	-
Other pupils	-	-	-	-0.93	1.46	0.56
National other pupils	0.72	0.43	0.30	0.27	0.23	0.17
Disadvantaged - national other	-	-	-2.99	-	-3.81	-

KS2 attainment scatterplot 2016



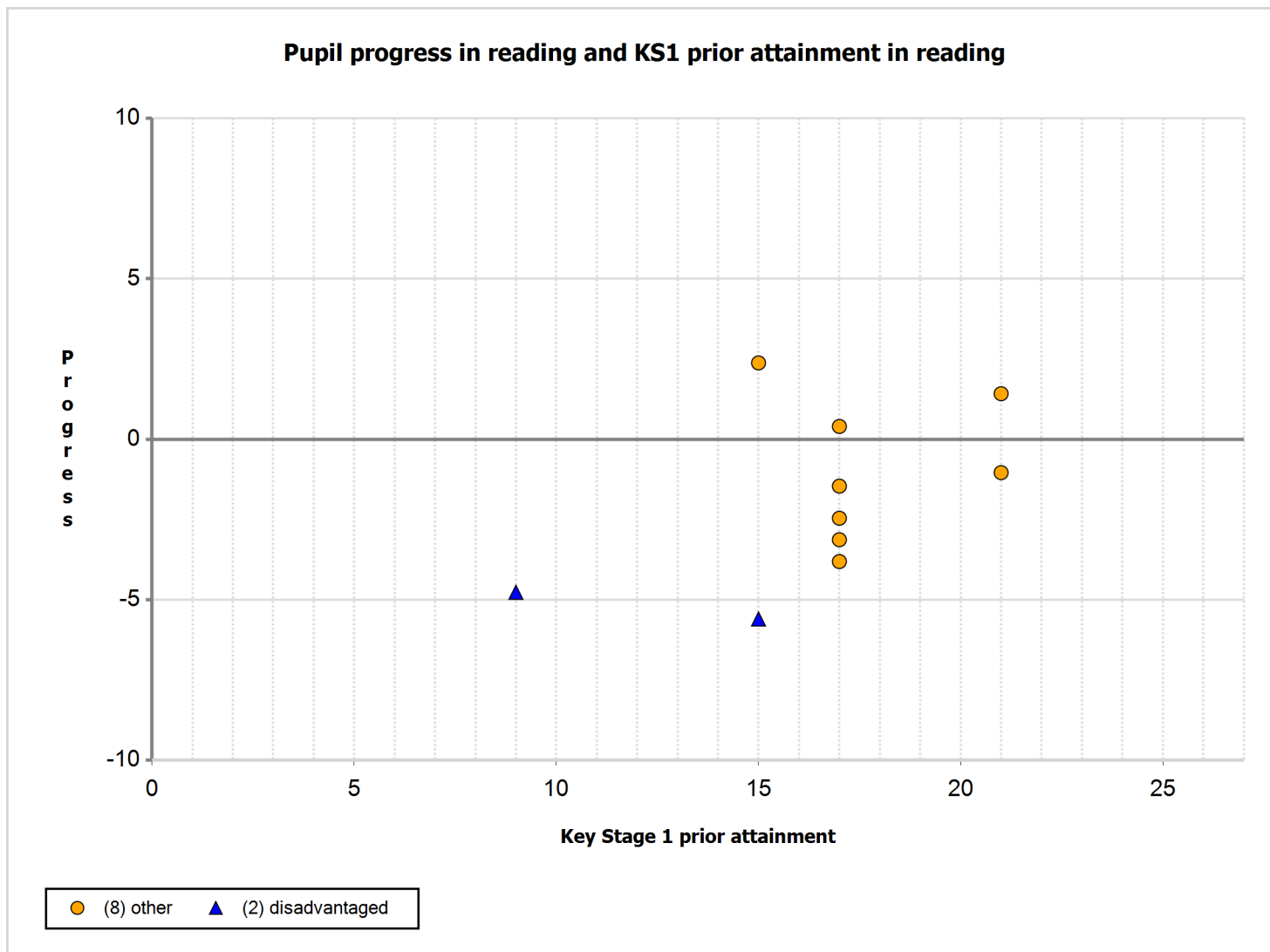
Coverage 100%

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	1	3	3	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	3	2	3
All pupils	-	-	95.00	101.00	103.67	109.33
National all pupils	84.50	93.58	98.12	101.19	104.43	108.66
Disadvantaged pupils	-	-	95.00	-	100.00	-
Other pupils	-	-	-	101.00	105.50	109.33
National other pupils	85.19	94.13	98.43	101.49	104.67	108.90
Disadvantaged - national other	-	-	-3.43	-	-4.67	-

KS2 progress scatterplot 2016



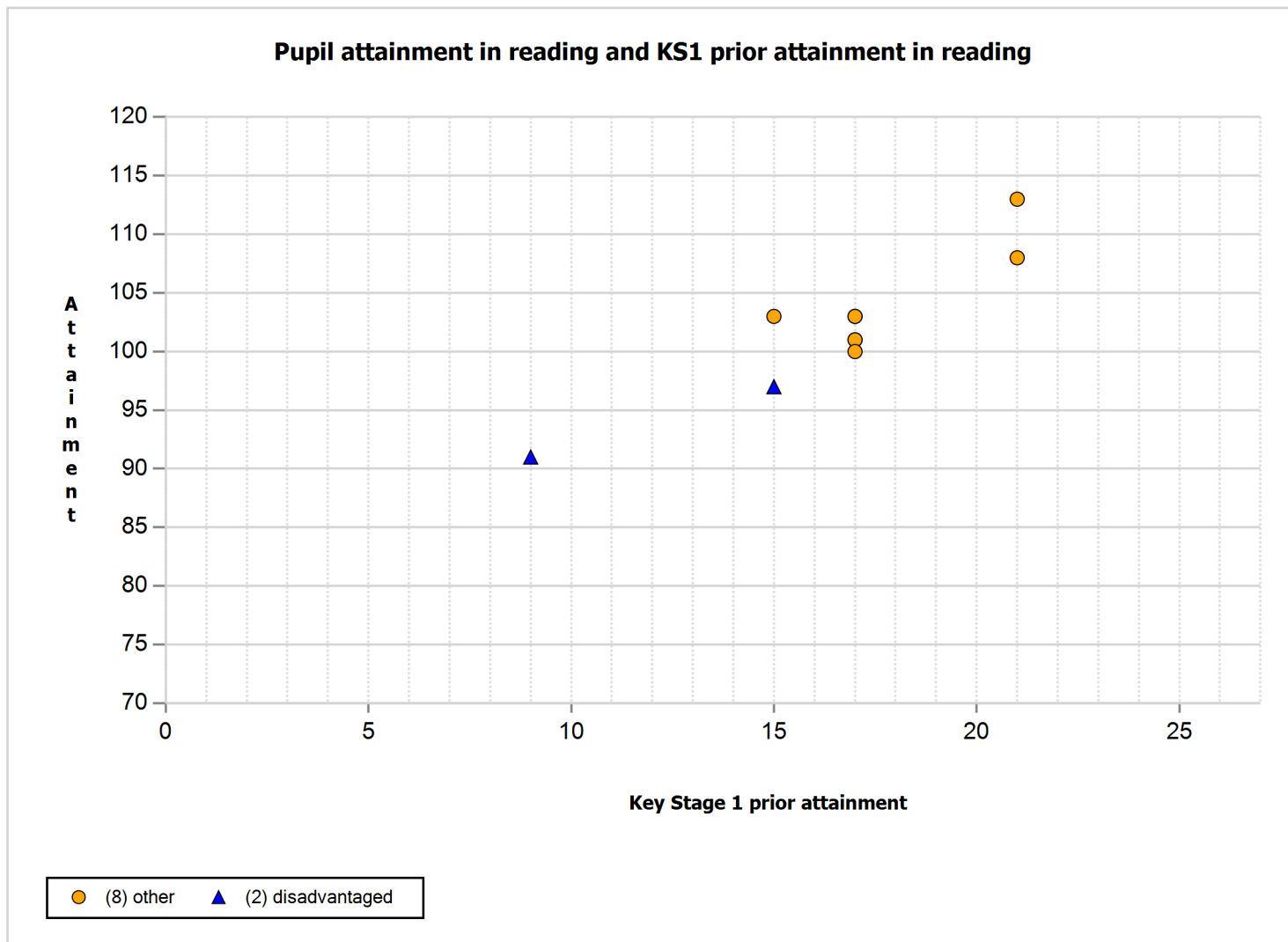
Coverage 100%

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	1	0	2	5	2
Cohort disadvantaged	0	1	0	1	0	0
Cohort other	0	0	0	1	5	2
All pupils	-	-4.77	-	-1.61	-2.09	0.19
Disadvantaged pupils	-	-4.77	-	-5.60	-	-
Other pupils	-	-	-	2.38	-2.09	0.19
National other pupils	1.38	-0.13	-0.59	-0.01	0.31	0.90
Disadvantaged - national other	-	-4.64	-	-5.59	-	-

KS2 attainment scatterplot 2016



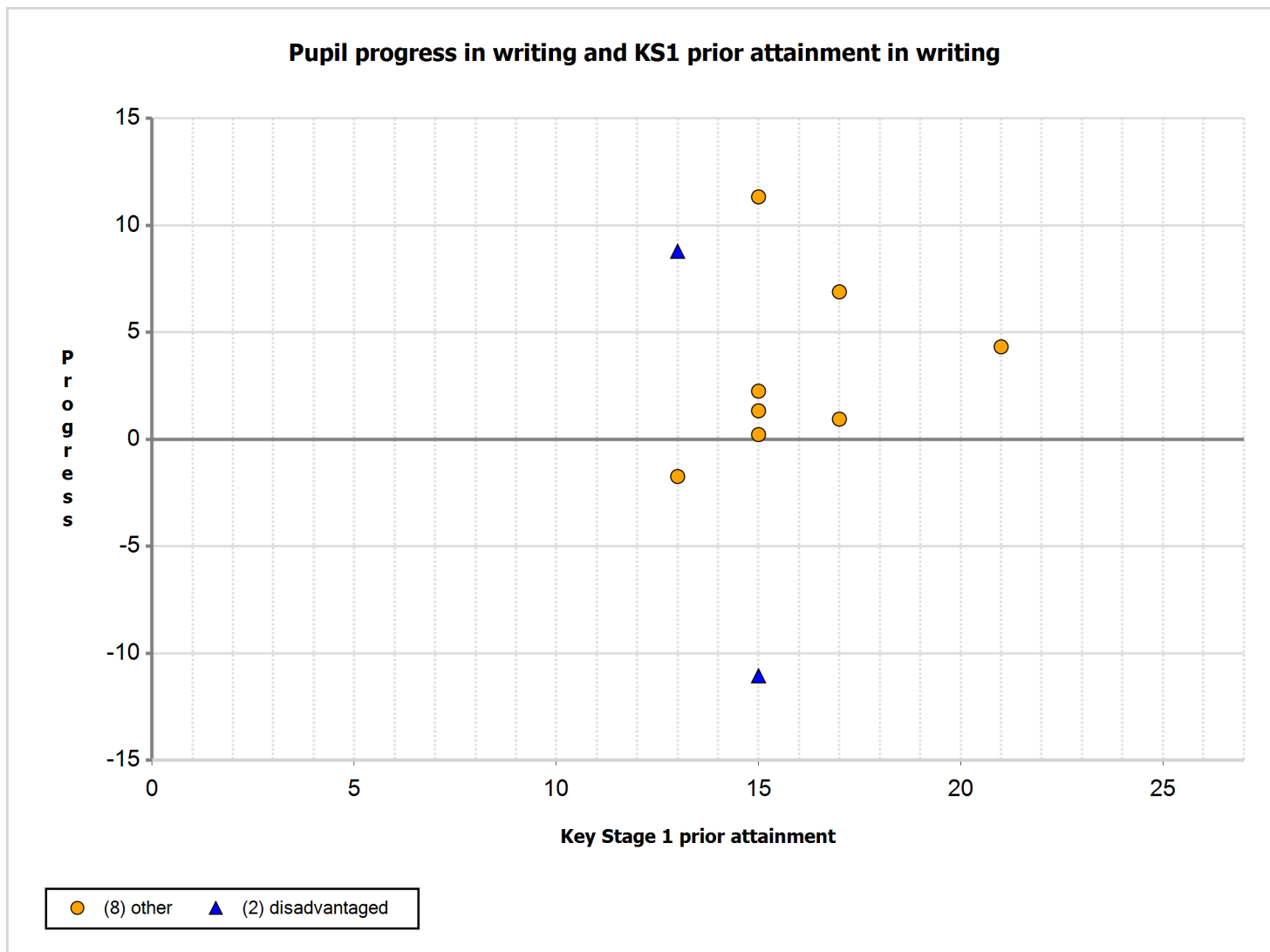
Coverage 100%

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	1	0	2	5	2
Cohort disadvantaged	0	1	0	1	0	0
Cohort other	0	0	0	1	5	2
All pupils	-	91.00	-	100.00	101.60	110.50
Disadvantaged pupils	-	91.00	-	97.00	-	-
Other pupils	-	-	-	103.00	101.60	110.50

KS2 progress scatterplot 2016



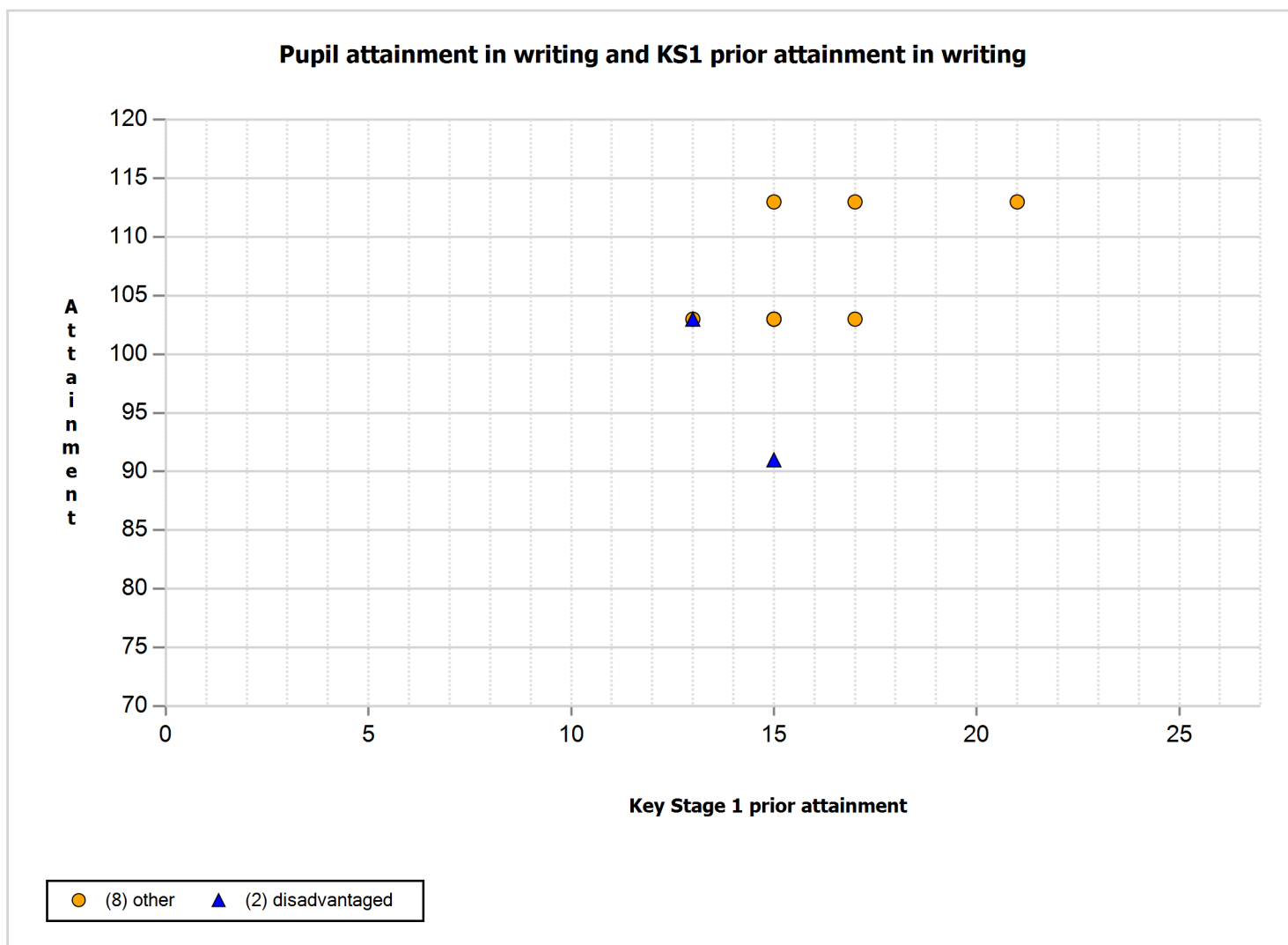
Coverage 100%

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	2	5	2	1
Cohort disadvantaged	0	0	1	1	0	0
Cohort other	0	0	1	4	2	1
All pupils	-	-	3.53	0.81	3.92	4.32
Disadvantaged pupils	-	-	8.79	-11.06	-	-
Other pupils	-	-	-1.74	3.78	3.92	4.32
National other pupils	0.55	-0.30	-0.39	0.07	0.42	0.52
Disadvantaged - national other	-	-	9.18	-11.13	-	-

KS2 attainment scatterplot 2016



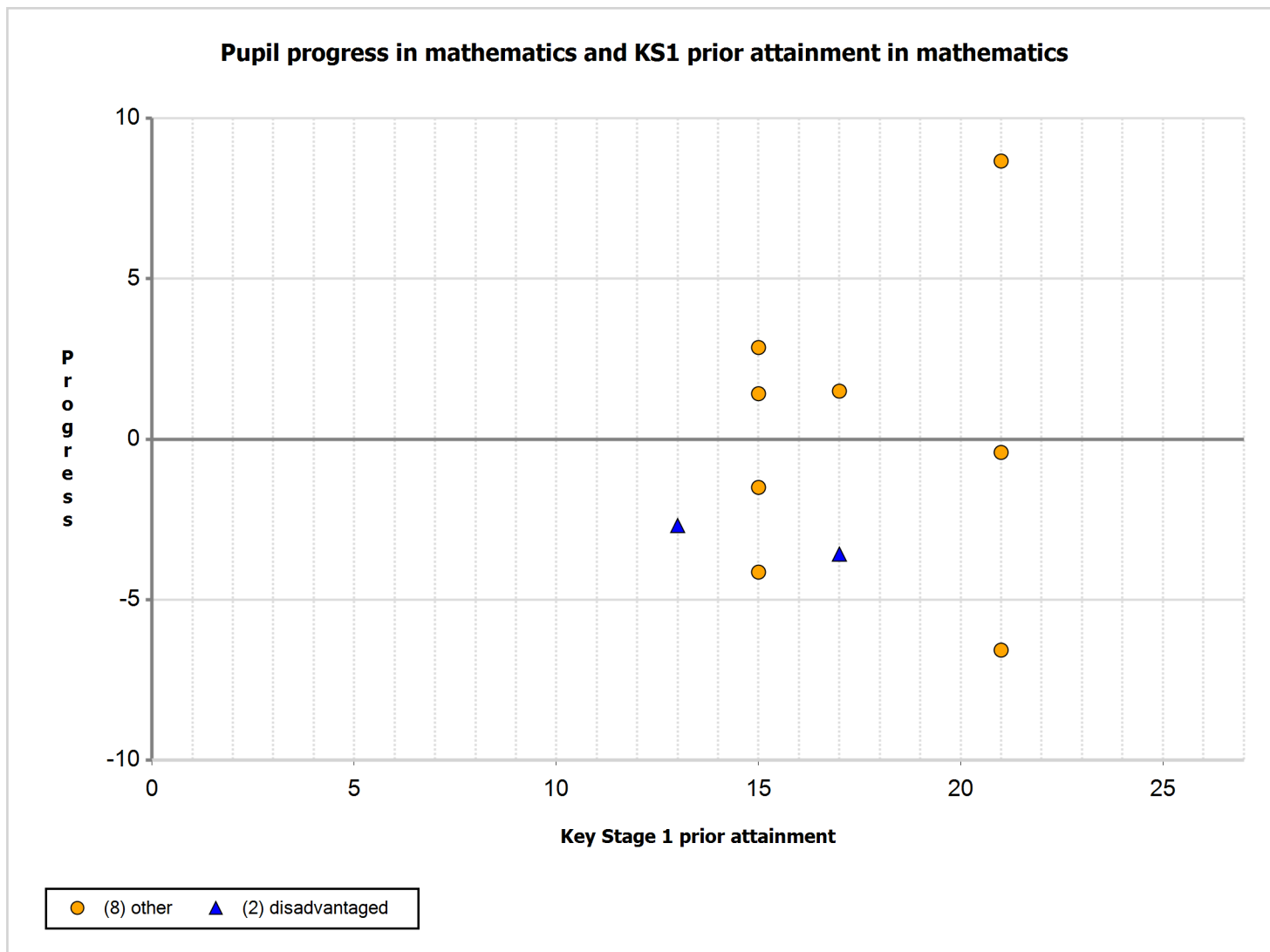
Coverage 100%

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 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	2	5	2	1
Cohort disadvantaged	0	0	1	1	0	0
Cohort other	0	0	1	4	2	1
All pupils	-	-	103.00	102.60	108.00	113.00
Disadvantaged pupils	-	-	103.00	91.00	-	-
Other pupils	-	-	103.00	105.50	108.00	113.00

KS2 progress scatterplot 2016



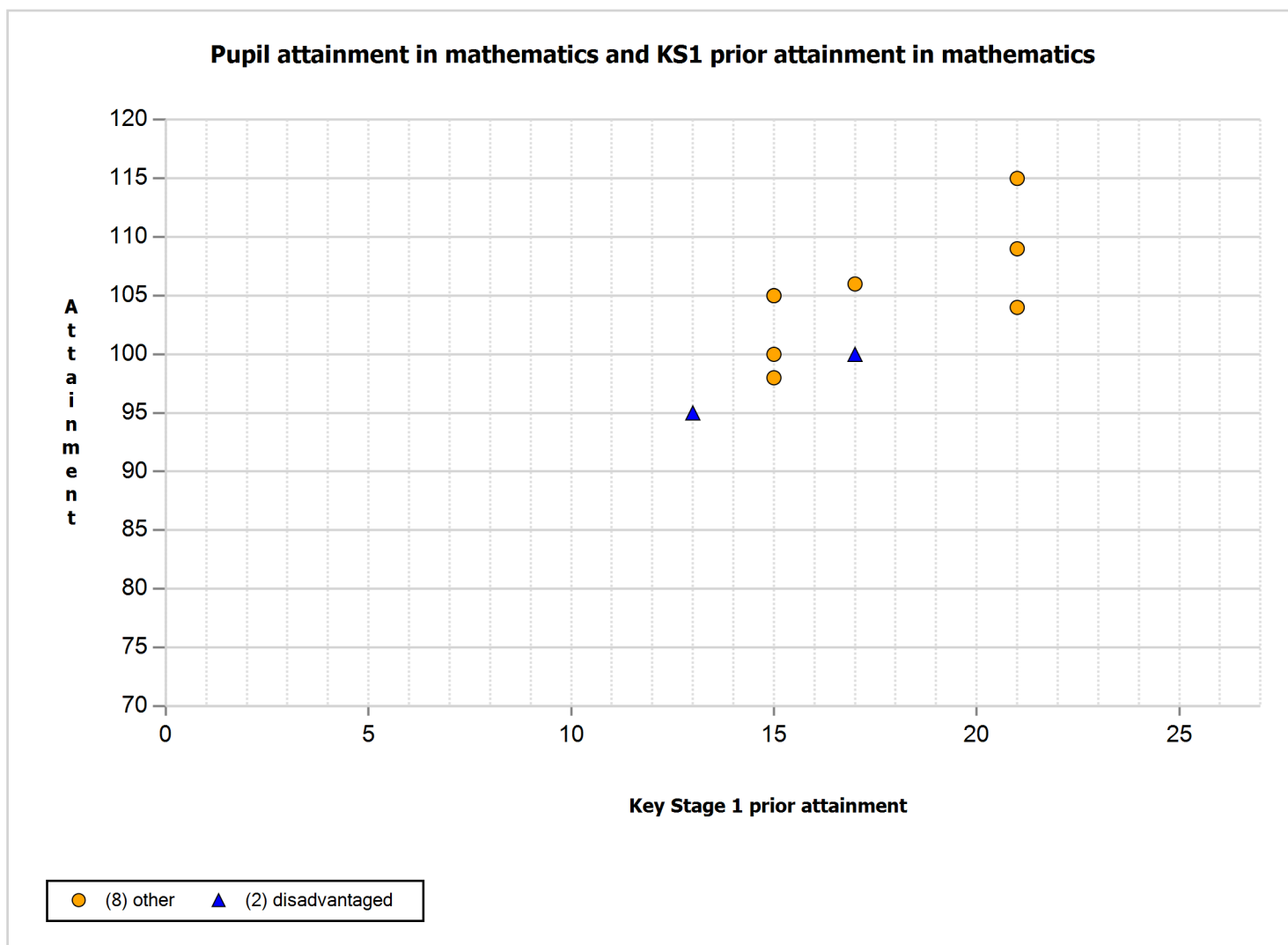
Coverage 100%

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	1	4	2	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	4	1	3
All pupils	-	-	-2.69	-0.34	-1.04	0.56
Disadvantaged pupils	-	-	-2.69	-	-3.58	-
Other pupils	-	-	-	-0.34	1.50	0.56
National other pupils	0.19	-0.26	-0.30	0.12	0.36	0.55
Disadvantaged - national other	-	-	-2.39	-	-3.94	-

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	1	4	2	3
Cohort disadvantaged	0	0	1	0	1	0
Cohort other	0	0	0	4	1	3
All pupils	-	-	95.00	102.00	103.00	109.33
Disadvantaged pupils	-	-	95.00	-	100.00	-
Other pupils	-	-	-	102.00	106.00	109.33

KS1-KS2 transition reading 2016

All pupils		Key Stage 2 reading outcome								
		TA below test					Test score			Total
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
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	1	0	0	1
	2c	0	0	0	0	0	0	0	0	0
	2b	0	0	0	0	0	1	1	0	2
	2a	0	0	0	0	0	0	5	0	5
	3+	0	0	0	0	0	0	1	1	2
Total		0	0	0	0	0	2	7	1	10

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								
		TA below test					Test score			Total
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
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	1	0	0	1
	2c	0	0	0	0	0	0	0	0	0
	2b	0	0	0	0	0	1	0	0	1
	2a	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	2	0	0	2

All pupils: P scales		Key Stage 2 reading outcome																
		Below the standard of the pre-key stage										Pre-key stage			Test score		Total	
Number of pupils		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	0	2	8	10
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	2	8	10	

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								Total
		No KS2	Pre-key stage				Key stage			
Number of pupils	BLW		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	0	2	2	
	2b	0	0	0	0	0	1	3	5	
	2a	0	0	0	0	0	0	1	2	
	3+	0	0	0	0	0	0	0	1	
	Total	0	0	0	0	0	1	6	3	10

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								Total
		No KS2	Pre-key stage				Key stage			
Number of pupils	BLW		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	0	1	1	
	2b	0	0	0	0	0	1	0	1	
	2a	0	0	0	0	0	0	0	0	
	3+	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	1	1	0	2

All pupils: P scales		Key Stage 2 writing teacher assessment																Total
		No KS2	Below the standard of the pre-key stage								Pre-key stage			Key stage				
Number of pupils	P1		P2	P3	P4	P5	P6	P7	P8	other	PKF	PKE	PKG	WTS	EXS	GDS		
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		
		P2	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		
		P4	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		
		P6	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		
		P8	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			
Level	1+	0	0	0	0	0	0	0	0	0	0	0	1	6	3	10		
Total		0	0	0	0	0	0	0	0	0	0	0	0	1	6	3	10	

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
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
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	0	0	1
	2b	0	0	0	0	0	1	3	0	4
	2a	0	0	0	0	0	0	2	0	2
	3+	0	0	0	0	0	0	2	1	3
Total		0	0	0	0	0	2	7	1	10

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								
		TA below test					Test score			Total
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
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	0	0	1
	2b	0	0	0	0	0	0	0	0	0
	2a	0	0	0	0	0	0	1	0	1
	3+	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	1	1	0	2

All pupils: P scales		Key Stage 2 mathematics outcome																
		Below the standard of the pre-key stage										Pre-key stage			Test score		Total	
Number of pupils		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	0	2	8	10
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	2	8	10	

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

Reading

	A/D	All	Dis	All	Dis
Cohort	0	13	1	13	1
School %		85	100	46	0
National %		74	78	24	27
Difference %		11	22	23	-27

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	3	0	5	1	5	0	3	0	5	1	5	0
School %	33	-	100	100	100	-	0	-	40	0	80	-
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	-2	-	15	13	1	-	-2	-	20	-21	15	-
Diff (no of pupils)	0	-	0	0	0	-	0	-	1	0	0	-

Writing

	A/D	All	Dis	All	Dis
Cohort	0	13	1	13	1
School %		77	100	23	0
National %		65	70	13	16
Difference %		11	30	10	-16

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	4	1	7	0	2	0	4	1	7	0	2	0
School %	25	100	100	-	100	-	0	0	14	-	100	-
National %	30	33	82	83	98	99	1	1	13	14	52	53
Difference %	-5	67	18	-	2	-	-1	-1	2	-	48	-
Diff (no of pupils)	0	0	1	-	0	-	0	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	13	1			13	1			13	1						
School %		77	0			46	0			18	20						
National %		73	77			18	20			28	-20						
Difference %		4	-77			28	-20										
		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding					
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis		
Cohort		3	0	8	1	2	0	3	0	8	1	2	0	3	0		
School %		33	-	88	0	100	-	33	-	38	0	100	-	33	-		
National %		36	40	86	87	99	99	2	2	18	20	59	61	2	2		
Difference %		-3	-	2	-87	1	-	32	-	19	-20	41	-	32	-		
Diff (no of pupils)		0	-	0	0	0	-	0	-	1	0	0	-	0	-		

Science											
	A/D	All				Dis					
Cohort	0	13	1								
School %		85	0								
National %		82	85								
Difference %		3	-85								
		Emerging		Expected		Exceeding					
		All	Dis	All	Dis	All	Dis				
Cohort		3	0	7	1	3	0				
School %		67	-	86	0	100	-				
National %		47	51	88	91	98	99				
Difference %		20	-	-3	-91	2	-				
Diff (no of pupils)		0	-	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 %
all pupils	13	all	85	74	46	24	0	2	0	5	15	19
male	7	same	86	70	14	20	0	3	0	6	14	21
female	6	same	83	78	83	27	0	1	0	4	17	16
disadvantaged	1	non	100	78	0	27	0	2	0	4	0	16
other	12	same	83	78	50	27	0	2	0	4	17	16
Free School Meals	1	non	100	78	0	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	1	all	0	74	0	24	0	2	0	5	100	19
no SEN	12	same	92	82	50	27	0	0	0	2	8	15
English first language	13	all	85	74	46	24	0	2	0	5	15	19
English additional language	0	all	-	74	-	24	-	2	-	5	-	19
autumn birth	5	same	100	80	80	31	0	2	0	3	0	14
spring birth	1	same	100	74	100	23	0	2	0	5	0	18
summer birth	7	same	71	68	14	17	0	3	0	7	29	23
Early Years Foundation Stage												
good level of development - yes	8	same	100	93	63	37	0	0	0	0	0	7
good level of development - no	5	same	60	48	20	5	0	5	0	11	40	36
reading emerging	3	same	33	36	0	2	0	7	0	15	67	41
reading expected	5	same	100	85	40	20	0	0	0	1	0	13
reading exceeding	5	same	100	99	80	65	0	0	0	0	0	1
writing emerging	4	same	50	42	0	3	0	6	0	13	50	39
writing expected	7	same	100	90	57	26	0	0	0	1	0	10
writing exceeding	2	same	100	99	100	71	0	0	0	0	0	1
mathematics emerging	3	same	33	38	0	2	0	7	0	14	67	40
mathematics expected	8	same	100	88	63	26	0	0	0	1	0	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	13	all	85	74	46	24	0	2	0	5	15	19
White	13	all	85	74	46	24	0	2	0	5	15	19
British	11	all	82	74	36	24	0	2	0	5	18	19
Irish	1	all	100	74	100	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	1	all	100	74	100	24	0	2	0	5	0	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	0	all	-	74	-	24	-	2	-	5	-	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	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	0	all	-	74	-	24	-	2	-	5	-	19
any other ethnic group	0	all	-	74	-	24	-	2	-	5	-	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 %
all pupils	13	all	77	65	23	13	0	2	0	5	23	27
male	7	same	71	59	0	10	0	3	0	7	29	31
female	6	same	83	73	50	17	0	1	0	4	17	22
disadvantaged	1	non	100	70	0	16	0	2	0	4	0	24
other	12	same	75	70	25	16	0	2	0	4	25	24
Free School Meals	1	non	100	70	0	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	1	all	0	65	0	13	0	2	0	5	100	27
no SEN	12	same	83	73	25	15	0	0	0	2	17	24
English first language	13	all	77	65	23	13	0	2	0	5	23	27
English additional language	0	all	-	65	-	13	-	2	-	5	-	27
autumn birth	5	same	100	73	60	19	0	2	0	4	0	21
spring birth	1	same	100	66	0	13	0	2	0	5	0	27
summer birth	7	same	57	58	0	8	0	3	0	7	43	32
Early Years Foundation Stage												
good level of development - yes	8	same	100	86	38	21	0	0	0	0	0	13
good level of development - no	5	same	40	36	0	2	0	5	0	11	60	47
reading emerging	3	same	0	25	0	1	0	8	0	15	100	51
reading expected	5	same	100	75	20	9	0	0	0	1	0	23
reading exceeding	5	same	100	97	40	43	0	0	0	0	0	3
writing emerging	4	same	25	30	0	1	0	6	0	13	75	50
writing expected	7	same	100	82	14	13	0	0	0	1	0	18
writing exceeding	2	same	100	98	100	52	0	0	0	0	0	2
mathematics emerging	3	same	0	28	0	1	0	7	0	14	100	50
mathematics expected	8	same	100	79	25	14	0	0	0	1	0	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	13	all	77	65	23	13	0	2	0	5	23	27
White	13	all	77	65	23	13	0	2	0	5	23	27
British	11	all	73	65	9	13	0	2	0	5	27	27
Irish	1	all	100	65	100	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	1	all	100	65	100	13	0	2	0	5	0	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	0	all	-	65	-	13	-	2	-	5	-	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	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	0	all	-	65	-	13	-	2	-	5	-	27
any other ethnic group	0	all	-	65	-	13	-	2	-	5	-	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 %
all pupils	13	all	77	73	46	18	0	2	0	4	23	21
male	7	same	71	72	57	19	0	3	0	5	29	20
female	6	same	83	74	33	16	0	1	0	4	17	21
disadvantaged	1	non	0	77	0	20	0	1	0	3	100	18
other	12	same	83	77	50	20	0	1	0	3	17	18
Free School Meals	1	non	0	77	0	20	0	2	0	3	100	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	1	all	0	73	0	18	0	2	0	4	100	21
no SEN	12	same	83	80	50	20	0	0	0	2	17	17
English first language	13	all	77	73	46	18	0	2	0	4	23	21
English additional language	0	all	-	73	-	18	-	2	-	4	-	21
autumn birth	5	same	100	80	60	25	0	2	0	3	0	15
spring birth	1	same	100	73	100	17	0	2	0	4	0	20
summer birth	7	same	57	65	29	12	0	3	0	6	43	26
Early Years Foundation Stage												
good level of development - yes	8	same	100	91	50	27	0	0	0	0	0	9
good level of development - no	5	same	40	47	40	4	0	5	0	10	60	38
reading emerging	3	same	33	36	33	2	0	7	0	14	67	42
reading expected	5	same	80	82	20	15	0	0	0	1	20	16
reading exceeding	5	same	100	98	80	49	0	0	0	0	0	2
writing emerging	4	same	25	41	25	2	0	5	0	12	75	41
writing expected	7	same	100	87	43	19	0	0	0	1	0	12
writing exceeding	2	same	100	99	100	55	0	0	0	0	0	1
mathematics emerging	3	same	33	36	33	2	0	6	0	13	67	44
mathematics expected	8	same	88	86	38	18	0	0	0	1	13	13
mathematics exceeding	2	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 %
all pupils	13	all	77	73	46	18	0	2	0	4	23	21
White	13	all	77	73	46	18	0	2	0	4	23	21
British	11	all	73	73	36	18	0	2	0	4	27	21
Irish	1	all	100	73	100	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	1	all	100	73	100	18	0	2	0	4	0	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	0	all	-	73	-	18	-	2	-	4	-	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	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	0	all	-	73	-	18	-	2	-	4	-	21
any other ethnic group	0	all	-	73	-	18	-	2	-	4	-	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	
			School %	National %
all pupils	13	all	85	82
male	7	same	86	79
female	6	same	83	84
disadvantaged	1	non	0	85
other	12	same	92	85
Free School Meals	1	non	0	85
Children Looked After	0	non	-	82
SEN with statement or EHC plan	0	all	-	82
SEN support	1	all	0	82
no SEN	12	same	92	89
English first language	13	all	85	82
English additional language	0	all	-	82
autumn birth	5	same	100	87
spring birth	1	same	100	82
summer birth	7	same	71	76
Early Years Foundation Stage				
good level of development - yes	8	same	100	96
good level of development - no	5	same	60	62
reading emerging	3	same	67	52
reading expected	5	same	80	92
reading exceeding	5	same	100	99
writing emerging	4	same	50	57
writing expected	7	same	100	94
writing exceeding	2	same	100	99
mathematics emerging	3	same	67	53
mathematics expected	8	same	88	93
mathematics exceeding	2	same	100	99

	Cohort	National comparator type	Expected standard	
			School %	National %
Ethnic group				
White	13	all	85	82
British	11	all	82	82
Irish	1	all	100	82
Traveller	0	all	-	82
Gypsy/Roma	0	all	-	82
any other White background	1	all	100	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	0	all	-	82
Indian	0	all	-	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	0	all	-	82
any other ethnic group	0	all	-	82
unclassified - refused	0	all	-	82
unclassified - not obtained	0	all	-	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	0	0	0	0	0	0	0	0	43	-43	0	0	0	10	-10	0
	Emerging	0	0	0	2	1	0	3	1	33	36	-2	0	0	0	2	-2	0
	Expected	0	0	0	0	3	2	5	5	100	85	15	0	2	40	20	20	1
	Exceeding	0	0	0	0	1	4	5	5	100	99	1	0	4	80	65	15	0
Total		0	0	0	2	5	6	13	11	85	74	11	1	6	46	24	23	2

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	1	0	1	1	100	87	13	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	1	0	1	1	100	78	22	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	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																
		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	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	0	0	3	1	0	4	1	25	30	-5	0	0	0	1	-1	0
	Expected	0	0	0	0	6	1	7	7	100	82	18	1	1	14	13	2	0
	Exceeding	0	0	0	0	0	2	2	2	100	98	2	0	2	100	52	48	0
	Total	0	0	0	3	7	3	13	10	77	65	11	1	3	23	13	10	1

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	1	0	1	1	100	33	67	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	1	0	1	1	100	70	30	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	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																
									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 mathematics	No data	0	0	0	0	0	0	0	0	0	51	-51	0	0	0	9	-9	0
	Emerging	0	0	0	2	0	1	3	1	33	36	-3	0	1	33	2	32	0
	Expected	0	0	0	1	4	3	8	7	88	86	2	0	3	38	18	19	1
	Exceeding	0	0	0	0	0	2	2	2	100	99	1	0	2	100	59	41	0
	Total	0	0	0	3	4	6	13	10	77	73	4	0	6	46	18	28	3

Disadvantaged pupils		Key stage 1 mathematics																
									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 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	1	0	0	1	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	1	0	0	1	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	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

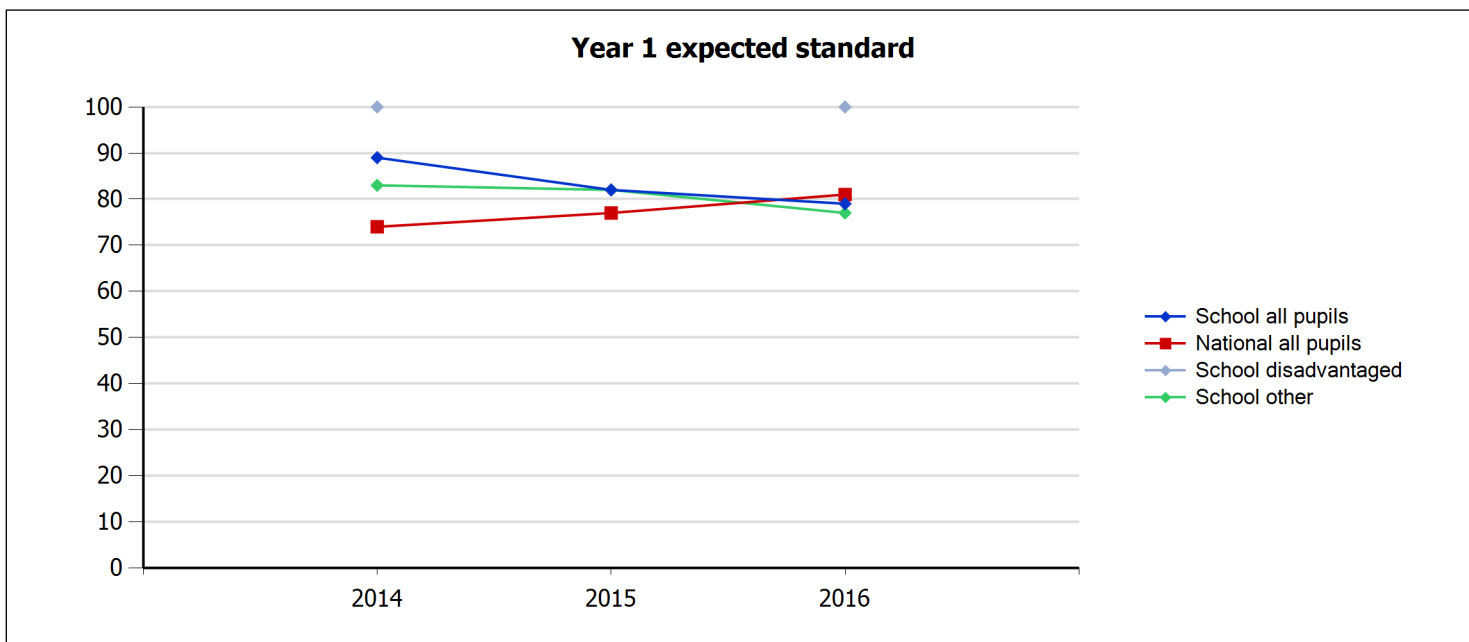
- BLW Below pre-key stage 1 standards
- PKF Foundations for the expected standard
- WTS Working towards the expected standard
- EXS Working at the expected standard
- GDS Working at greater depth within the expected standard

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	89	74	82	77	79	81
Boys	100	70	83	73	75	77
Girls	75	78	80	81	83	84
Disadvantaged	100	63	-	66	100	70
Other	83	78	82	80	77	83

	Year 2 Cumulative					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	-	-	100	90	92	91
Boys	-	-	100	88	100	89
Girls	-	-	100	92	83	93
Disadvantaged	-	-	100	84	100	86
Other	-	-	100	92	92	93

Year 2 phonics marks 2016 compared with Year 1

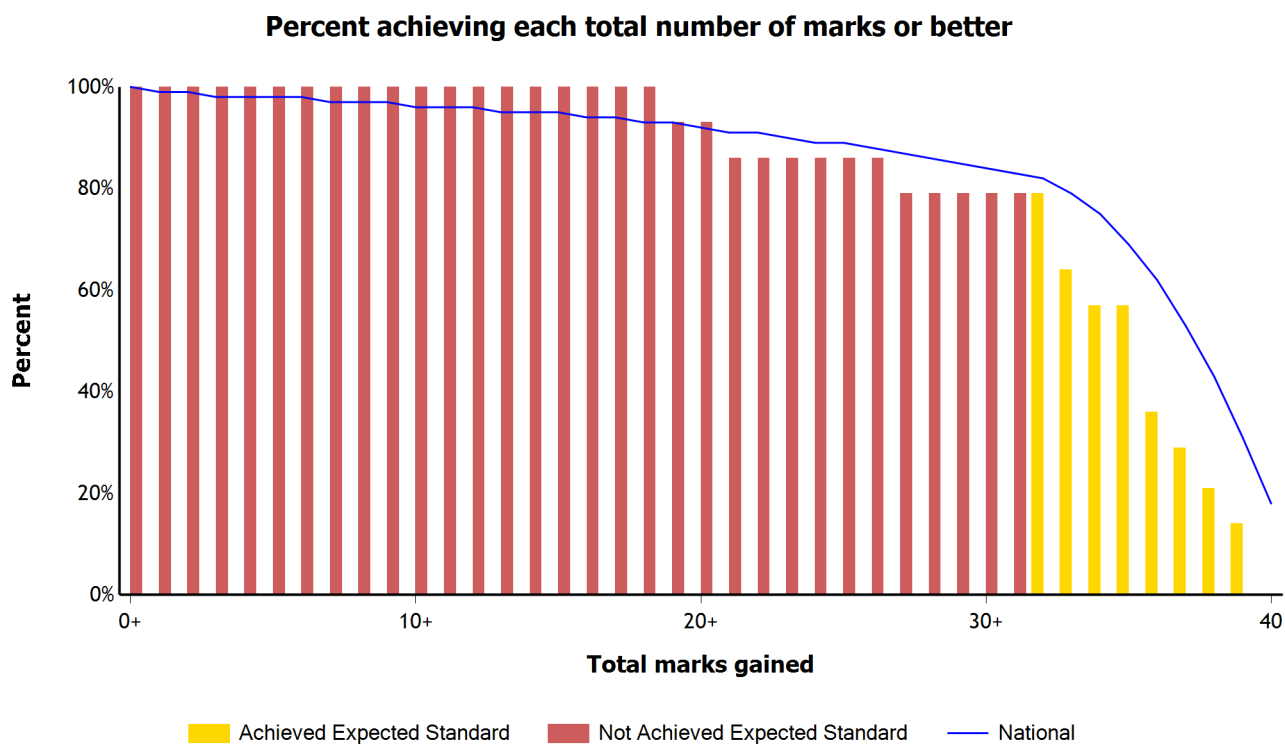
This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

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	1	0	0	0	0	1	0	0	59
	20-24	0	0	0	0	0	0	1	1	1	100	78
	25-29	0	0	0	0	0	0	1	1	1	100	88
	30-31	0	0	0	0	0	0	0	0	0	0	92
Summary								3	2	67	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	14	0	11	79	81	33	34
Gender							
Male	8	0	6	75	77	31	33
Female	6	0	5	83	84	35	35
Free School Meals*							
FSM	1	0	1	100	70	39	31
Non FSM	13	0	10	77	83	32	35
Children Looked After							
CLA	0	0	0	0	61	-	30
Not CLA	14	0	11	79	81	33	34
Disadvantaged pupils							
Disadvantaged pupils	1	0	1	100	70	39	31
Other pupils	13	0	10	77	83	32	35
English as a First Language							
English or believed to be English	14	0	11	79	81	33	34
Other than English or believed to be other than English	0	0	0	0	80	-	34
Unclassified	0	0	0	0	41	-	25
Special Educational Needs							
No SEN	14	0	11	79	86	33	35
SEN support	0	0	0	0	46	-	25
SEN with statement or EHC plan	0	0	0	0	18	-	19
Ethnicity Group							
White							
British	13	0	10	77	81	32	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	1	0	1	100	78	35	33
Mixed							
White and Black Caribbean	0	0	0	0	78	-	33
White and Black African	0	0	0	0	82	-	34
White and Asian	0	0	0	0	85	-	35
Any other Mixed Background	0	0	0	0	83	-	35
Asian or Asian British							
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	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							
Chinese	0	0	0	0	88	-	36
Any Other Ethnic Group							
Any Other Ethnic Group	0	0	0	0	79	-	34
Unclassified - Refused							
Unclassified - Refused	0	0	0	0	81	-	34
Unclassified - Information Not Obtained							
Unclassified - Information Not Obtained	0	0	0	0	47	-	27
Term Of Birth							
Autumn	5	0	4	80	86	34	35
Spring	3	0	2	67	81	32	34
Summer	6	0	5	83	75	32	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	13	-	12	92	91
<hr/>					
Gender					
Male	7	-	7	100	89
Female	6	-	5	83	93
<hr/>					
Free School Meals*					
FSM	1	-	1	100	86
Non FSM	12	-	11	92	93
<hr/>					
Children Looked After					
CLA	-	-	-	-	77
Not CLA	13	-	12	92	91
<hr/>					
Disadvantaged pupils					
Disadvantaged pupils	1	-	1	100	86
Other pupils	12	-	11	92	93
<hr/>					
English as a First Language					
English or believed to be English	13	-	12	92	92
Other than English or believed to be other than English	-	-	-	-	90
Unclassified	-	-	-	-	52
<hr/>					
Special Educational Needs					
No SEN	12	-	12	100	96
SEN support	1	-	0	0	69
SEN with statement or EHC plan	-	-	-	-	29
<hr/>					
Ethnicity Group					
White					
British	11	-	10	91	92
Irish	1	-	1	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	1	1	100	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	-	-	-	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	-	-	-	94
Any Other Ethnic Group	-	-	-	89
Unclassified - Refused	-	-	-	90
Unclassified - Information Not Obtained	-	-	-	60
Term Of Birth				
Autumn	5	5	100	94
Spring	1	1	100	91
Summer	7	6	86	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	11	82	66												
Gender															
Male	6	67	59												
Female	5	100	74												
Free School Meals															
FSM	1	100	52												
Non FSM	10	80	69												

		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	11	100	90	100	91	100	89	100	87	100	89	100	85	100	85	100	92	100	88	100	87
Gender																					
Male	6	100	85	100	88	100	85	100	82	100	85	100	81	100	82	100	91	100	82	100	82
Female	5	100	94	100	94	100	92	100	93	100	93	100	89	100	89	100	93	100	94	100	93
Free School Meals																					
FSM	1	100	83	100	85	100	82	100	79	100	82	100	75	100	75	100	86	100	80	100	79
Non FSM	10	100	91	100	92	100	90	100	89	100	90	100	87	100	87	100	93	100	89	100	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	Percentage of pupils achieving a good level of development															
All Pupils	10	70	61														
Gender																	
Male	5	60	53	60	79	100	80	60	78	60	69	60	60	60	71	80	76
Female	5	80	69	80	89	80	88	80	87	80	80	80	75	80	78	80	83
Free School Meals																	
FSM	-	-	45	-	74	-	74	-	72	-	58	-	51	-	60	-	65
Non FSM	10	70	64	70	86	90	86	70	84	70	78	70	71	70	78	80	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	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	10	80	89	80	91	90	87	70	86	90	88	90	84	70	84	80	91	90	86	80	85
Gender																					
Male	5	80	84	80	88	100	84	60	81	80	83	100	80	60	81	80	90	100	80	80	79
Female	5	80	94	80	94	80	91	80	92	100	92	80	88	80	87	80	92	80	93	80	92
Free School Meals																					
FSM	-	-	82	-	84	-	80	-	77	-	80	-	73	-	73	-	84	-	78	-	76
Non FSM	10	80	90	80	92	90	89	70	88	90	90	90	86	70	86	80	92	90	88	80	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 primary schools	School	National average for primary schools	School	National average for primary schools
Absence						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	-	-
% Persistent absentees- absent for 15% or more sessions	0.0	2.8	0.0	2.7	-	-
% of sessions missed due to Overall Absence	3.2	3.9	2.3	4.0	-	-
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	1.39	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.21	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	1.39	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.

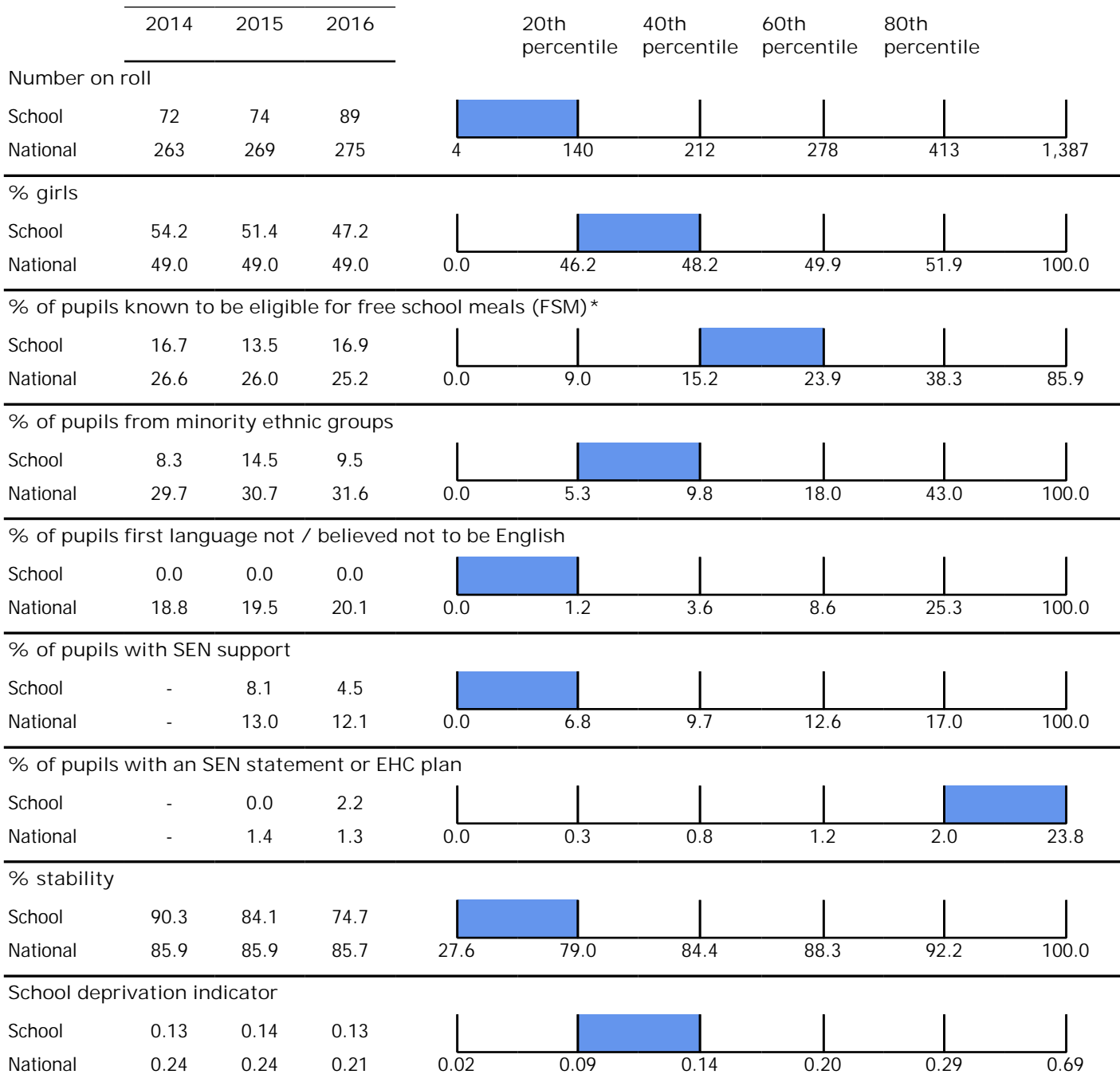
There is no school data available for 2016

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.

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	14	71.4 / 28.6	-	-	-	14.3	-
1	14	57.1 / 42.9	7.1	7.1	0.0	0.0	-
2	13	53.8 / 46.2	7.7	15.4	0.0	7.7	-
3	14	57.1 / 42.9	28.6	7.1	0.0	14.3	-
4	14	28.6 / 71.4	14.3	7.7	0.0	7.1	-
5	11	45.5 / 54.5	54.5	18.2	0.0	0.0	-
6	9	55.6 / 44.4	11.1	0.0	0.0	0.0	-

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	88.7	84.1	89.3	69.3
Irish	0.0	1.6	1.3	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	8.1	6.3	4.0	5.6
Mixed				
White & Black Caribbean	0.0	1.6	1.3	1.5
White & Black African	0.0	0.0	0.0	0.7
White & Asian	0.0	0.0	1.3	1.2
any other mixed background	0.0	0.0	1.3	1.9
Asian or Asian British				
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	0.0	0.0	0.0	1.7
Black or Black British				
Caribbean	0.0	0.0	0.0	1.2
African	0.0	3.2	0.0	3.7
any other Black background	0.0	1.6	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	1.7
Parent/pupil preferred not to say	3.2	1.6	1.3	0.5
Ethnicity not known	0.0	0.0	0.0	0.5

First language				
English	100.0	100.0	100.0	81.8
Other	0.0	0.0	0.0	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	-	3	1	0	0	0
Moderate Learning Difficulty	-	0	0	0	0	0
Severe Learning Difficulty	-	0	0	0	0	1
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	0	0	0	0	0
Speech, Language and Communication Needs	-	2	2	0	0	1
Hearing Impairment	-	0	0	0	0	0
Visual Impairment	-	1	1	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	0	0	0
Autistic Spectrum Disorder	-	0	0	0	0	0
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	0	0	0
School total	-	6	4	-	-	2
Percentage of school roll	-	8.1	4.5	0.0	0.0	2.2

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 6	16.6	15.7	0.9		100.0
Year 5	16.1	15.9	0.2		81.8
Year 4	17.4	16.1	1.3		100.0
Year 3	15.1	16.3	-1.2		92.9

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	0.0	66.7	33.3	11.4	59.6	28.9
Year 5	11.1	55.6	33.3	10.1	59.2	30.7
Year 4	7.1	21.4	71.4	9.1	58.4	32.5
Year 3	7.7	61.5	30.8	8.2	57.4	34.4