St John's Catholic Primary School (URN: 140762)

This is a new academy which opened on 1 April 2014.
Go to St John's Catholic Primary School for the previous record.

School performance summary 2018/2019

A glossary explaining terms used in this report is at the end of the printed version.

Key stage 2 headline measures

This is revised data for 2018/19.

Progress in reading, writing and maths

Reading	**Writing**	**Maths**
Number of pupils = 25	Number of pupils = 25	Number of pupils = 25
Pupils with adjusted scores = 0	Pupils with adjusted scores = 1	Pupils with adjusted scores = 0
Above average 2.57	**Well below average -2.62**	**Average 0.68**
Confidence interval 0.2 to 5.0	Confidence interval -4.9 to -0.4	Confidence interval -1.4 to 2.8
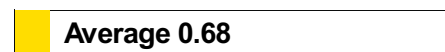
Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

Number of pupils = 25
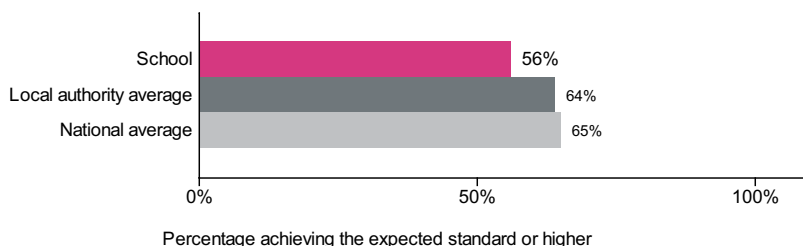
School	56%
Local authority average	64%
National average	65%

Percentage achieving the expected standard or higher

Percentage of pupils achieving the higher standard

Number of pupils = 25

School	4%
Local authority average	9%
National average	11%

Percentage achieving the higher standard
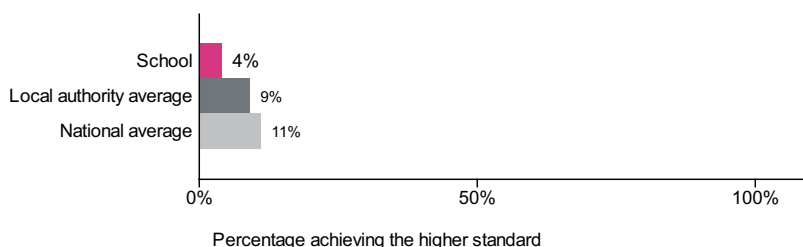
Average scaled score in:

Reading

Number of pupils = 25

School	106.3
Local authority average	105.0
National average	104.4

Average scaled score in reading

Maths

Number of pupils = 25

School	102.7
Local authority average	104.4
National average	105.0

Average scaled score in maths
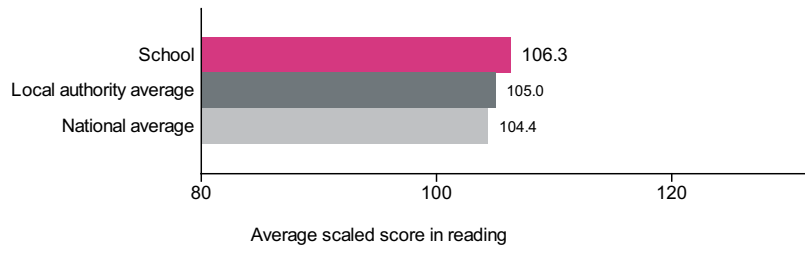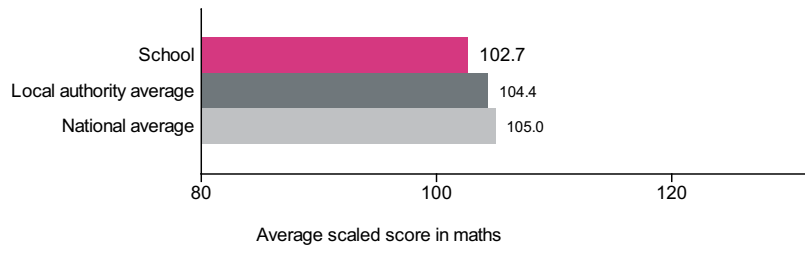
Key stage 2 disadvantaged

This is revised data for 2018/19.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	**1.77**	**-0.90**	**0.69**
Confidence interval	-3.2 to 6.7	-5.5 to 3.7	-3.6 to 5.0
Number of disadvantaged pupils	6	6	6
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.32	0.27	0.37
National average for disadvantaged pupils	Like-for-like -0.62	Like-for-like -0.50	Like-for-like -0.71

Prior attainment of disadvantaged pupils - 3 year trends

	2017		2018		2019	
Group	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	19	8	19	6	19	6
Prior attainment (based on key stage 1 average point score)	15.79	14.00	15.47	14.92	15.70	12.74

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	4	1	15	5	6	0
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	3.23	3.26	1.11	1.47	5.79	N/A
National average	0.02	0.65	0.03	0.33	0.03	0.25
Difference	3.21	2.61	1.08	1.13	5.77	N/A
Confidence interval	-2.8 to 9.3	-8.8 to 15.4	-2.0 to 4.2	-3.9 to 6.9	0.9 to 10.7	N/A

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	4	1	15	5	6	0
Number of pupils with adjusted scores	0	0	1	0	0	0
Progress score	0.70	3.73	-3.57	-1.83	-2.46	N/A
National average	0.02	0.71	0.04	0.29	0.02	0.18
Difference	0.68	3.02	-3.61	-2.11	-2.48	N/A
Confidence interval	-4.9 to 6.3	-7.4 to 14.9	-6.5 to -0.7	-6.8 to 3.2	-7.0 to 2.1	N/A

Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	4	1	15	5	6	0
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	2.74	11.12	-0.63	-1.40	2.57	N/A
National average	0.03	0.90	0.04	0.42	0.02	0.23
Difference	2.72	10.22	-0.67	-1.81	2.55	N/A
Confidence interval	-2.5 to 8.0	0.6 to 21.7	-3.4 to 2.1	-6.1 to 3.3	-1.7 to 6.9	N/A

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 6
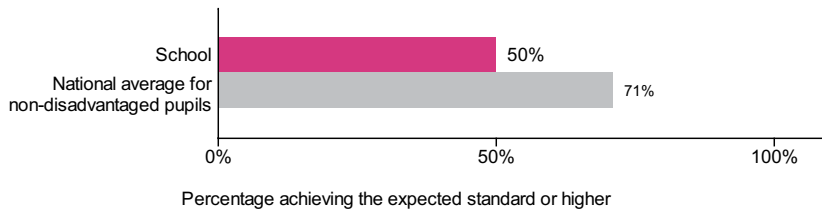

Percentage achieving the expected standard or higher

Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	4	1	15	5	6	0
Percentage	0	0	53	60	100	N/A
National average	7	8	58	62	95	96
Difference	-7	-8	-4	-2	5	N/A

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 6
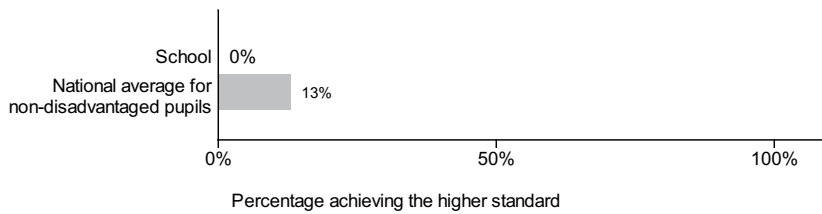
Percentage achieving the higher standard

Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	4	1	15	5	6	0
Percentage	0	0	0	0	17	N/A
National average	0	0	2	2	29	31
Difference	0	0	-2	-2	-12	N/A

Average scaled score for disadvantaged pupils in:

Reading

Number of disadvantaged pupils = 6

School: 103.0

National average for non-disadvantaged pupils: 105.5

Average scaled score in reading

Maths

Number of disadvantaged pupils = 6

School: 98.2

National average for non-disadvantaged pupils: 106.1

Average scaled score in maths
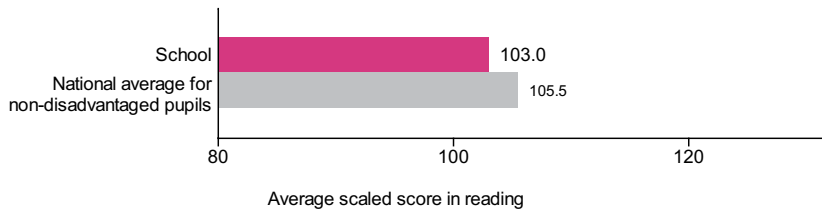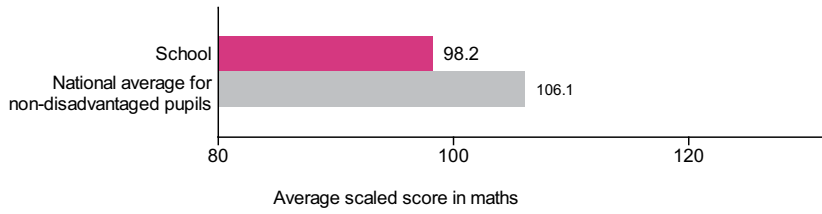
Key stage 2 three year average

This is revised data for 2018/19.

Percentage of pupils achieving expected standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 27
Number of pupils in 2018 = 26
Number of pupils in 2019 = 25

School — 53.85%
Local authority average — 63.31%
National average — 63.52%

Average % of pupils achieving the expected standard or higher in 2017-2019
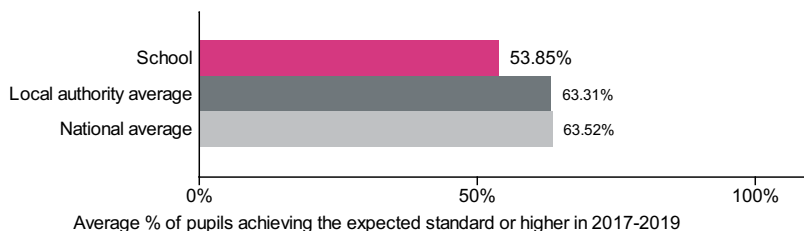
Percentage of pupils achieving higher standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 27
Number of pupils in 2018 = 26
Number of pupils in 2019 = 25

School — 6.41%
Local authority average — 9.14%
National average — 9.74%

Average % of pupils achieving the higher standard 2017-2019

Average scaled score in:

Reading, 2017-2019

Number of pupils in 2017 = 27
Number of pupils in 2018 = 26
Number of pupils in 2019 = 25

School 104.14
Local authority average 105.16
National average 104.54

Average scaled score in reading for 2017-2019

Maths, 2017-2019

Number of pupils in 2017 = 27
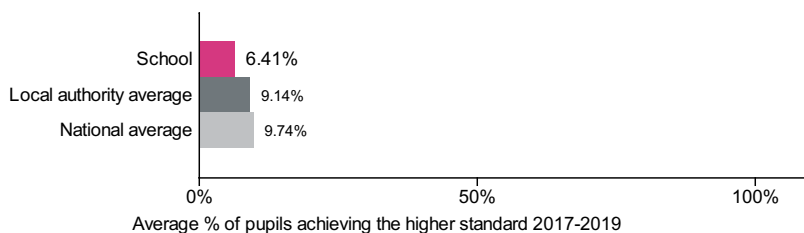Number of pupils in 2018 = 26
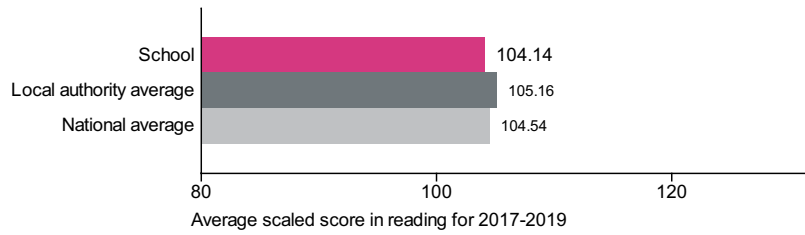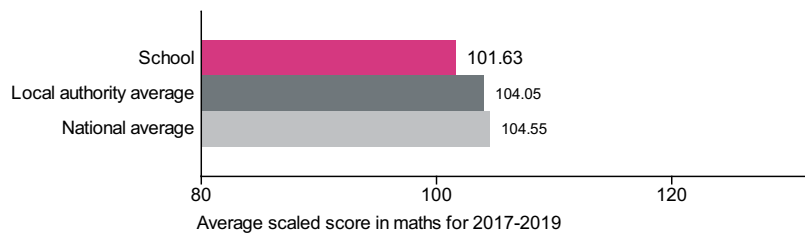Number of pupils in 2019 = 25

School 101.63
Local authority average 104.05
National average 104.55

Average scaled score in maths for 2017-2019

Key stage 2 results over 3 years

This is revised data for 2018/19.

Progress in reading

	2017	2018	2019
Number of pupils	27	25	25
Pupils with adjusted scores	N/A	0	0
School progress score	-0.17	0.54	2.57
Confidence interval	-2.5 to 2.1	-1.8 to 2.8	0.2 to 5.0
Progress banding	🟨 Average	🟨 Average	🟩 Above average
Local authority average	0.50	-0.02	-0.01
National average	0.00	0.03	0.03

Progress in writing

	2017	2018	2019
Number of pupils	27	25	25
Pupils with adjusted scores	N/A	0	1
School progress score	-0.01	-1.27	-2.62
Confidence interval	-2.3 to 2.3	-3.5 to 0.9	-4.9 to -0.4
Progress banding	🟨 Average	🟨 Average	🟥 Well below average
Local authority average	-0.24	-0.67	-0.95
National average	0.00	0.03	0.03

Progress in maths

	2017	2018	2019
Number of pupils	27	25	25
Pupils with adjusted scores	N/A	0	0
School progress score	-1.86	-1.11	0.68
Confidence interval	-4.0 to 0.2	-3.2 to 1.0	-1.4 to 2.8
Progress banding	🟨 Average	🟨 Average	🟨 Average
Local authority average	-0.68	-0.65	-1.01
National average	0.00	0.03	0.03

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

Number of pupils in 2017 = 27
Number of pupils in 2018 = 26
Number of pupils in 2019 = 25
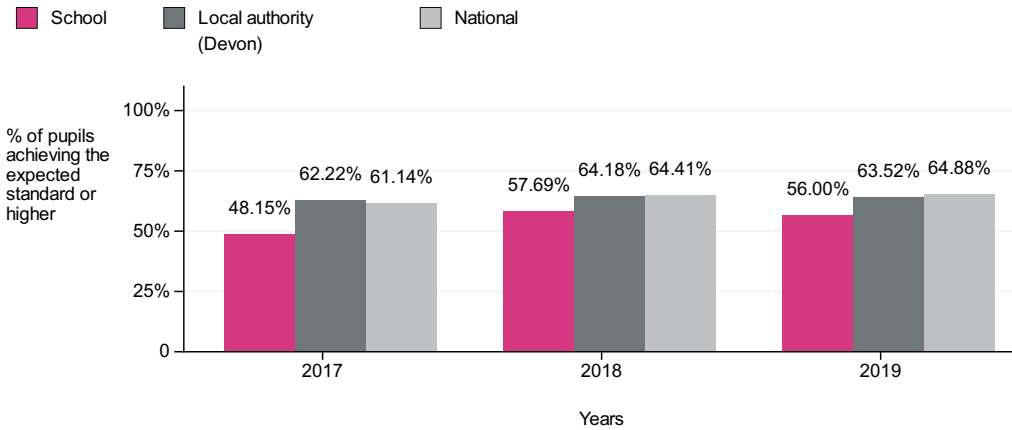
■ School   ■ Local authority (Devon)   ■ National

% of pupils achieving the expected standard or higher

	2017	2018	2019
School	48.15%	57.69%	56.00%
Local authority (Devon)	62.22%	64.18%	63.52%
National	61.14%	64.41%	64.88%

Years

Percentage of pupils achieving the higher standard

Number of pupils in 2017 = 27
Number of pupils in 2018 = 26
Number of pupils in 2019 = 25

■ School   ■ Local authority (Devon)   ■ National

% of pupils achieving the higher standard

	2017	2018	2019
School	11.11%	3.85%	4.00%
Local authority (Devon)	8.46%	9.46%	9.49%
National	8.69%	9.91%	10.56%

Years
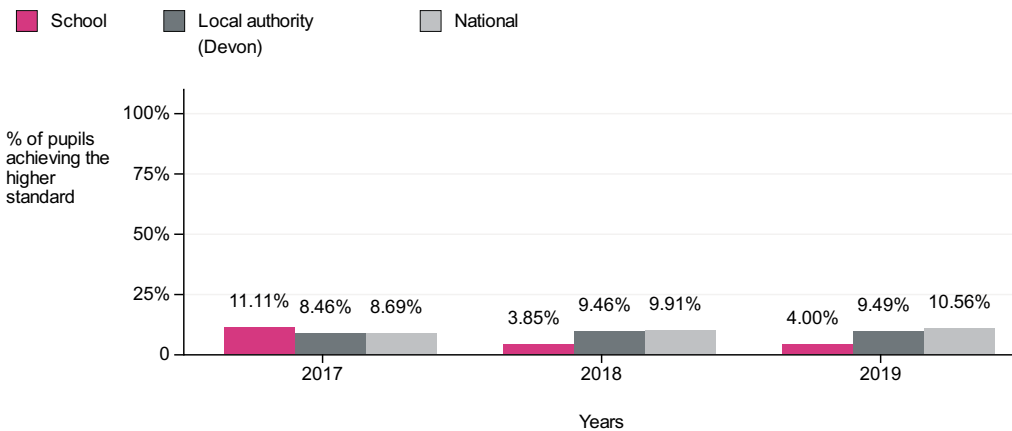
Average scaled scores in:

Reading

Number of pupils in 2017 = 27
Number of pupils in 2018 = 26
Number of pupils in 2019 = 25

■ School ■ Local authority (Devon) ■ National

Average scaled score in reading

	2017	2018	2019
School	102.37	104.04	106.35
Local authority (Devon)	105.01	105.53	104.96
National	104.14	105.05	104.41

Years

Maths

Number of pupils in 2017 = 27
Number of pupils in 2018 = 26
Number of pupils in 2019 = 25

■ School ■ Local authority (Devon) ■ National

Average scaled score in maths

	2017	2018	2019
School	100.89	101.38	102.68
Local authority (Devon)	103.70	104.05	104.37
National	104.19	104.38	105.05

Years
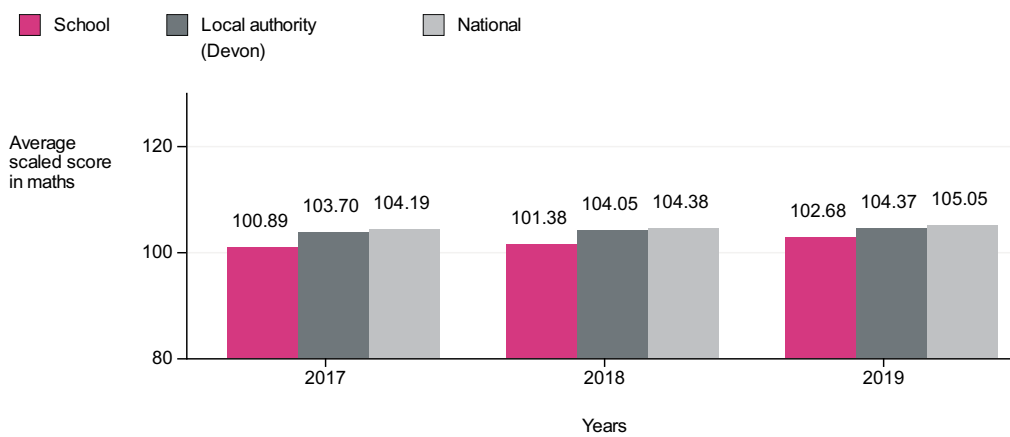
Key stage 2 headline reports

Reading progress and attainment by pupil group

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	25	2.57	0.03	2.57	0.00	25	72	73	32	27	106.3	104.4
Male	15	1.36	-0.54	1.36	-0.58	15	67	69	33	22	105.4	103.3
Female	10	4.39	0.62	4.39	0.61	10	80	78	30	32	107.8	105.5
Disadvantaged	6	1.77	0.32	1.77	0.30	6	67	78	17	31	103.0	105.5
			Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like
			-0.62		-0.66			62		17		101.9
Ever 6 FSM	6	1.77	0.31	1.77	0.28	6	67	78	17	31	103.0	105.5
			Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like
			-0.61		-0.65			62		17		101.9
Children looked after	0	N/A	0.03	N/A	0.00	0	N/A	73	N/A	27	N/A	104.4
			Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like
			-0.28		-0.37			50		12		100.3
Other	19	2.83	0.32	2.83	0.30	19	74	78	37	31	107.3	105.5
SEN EHCP	1	-5.56	0.03	-5.56	0.00	1	0	73	0	27	95.0	104.4
SEN support	6	1.84	0.03	1.84	0.00	6	33	73	17	27	102.5	104.4
No SEN	18	3.27	0.35	3.27	0.33	18	89	81	39	31	107.8	105.7
Non-mobile	24	2.71	0.07	2.71	0.05	24	71	75	33	28	106.5	104.6
English first language	22	2.75	0.03	2.75	0.00	22	73	73	32	27	106.3	104.4
English additional language	3	1.28	0.03	1.28	0.00	3	67	73	33	27	107.0	104.4
Prior attainment												
Low overall	4	3.23	0.02	3.23	0.00	4	25	16	0	1	99.5	92.7
Middle overall	15	1.11	0.03	1.11	0.00	15	73	70	13	15	103.6	102.5
High overall	6	5.79	0.03	5.79	0.00	6	100	97	100	56	115.5	110.3
Reading low	4	3.23	-0.30	3.23	-0.32	4	25	17	0	2	99.5	93.0
Reading middle	14	1.64	-0.20	1.64	-0.23	14	71	71	21	15	104.0	102.6
Reading high	7	4.07	0.54	4.07	0.52	7	100	98	71	59	113.0	110.7
Writing low	4	3.23	0.09	3.23	0.06	4	25	24	0	3	99.5	94.5
Writing middle	20	2.49	-0.03	2.49	-0.06	20	80	77	35	22	106.7	104.2
Writing high	1	1.67	0.23	1.67	0.20	1	100	99	100	67	114.0	111.7
Maths low	3	10.12	0.24	10.12	0.23	3	33	14	0	1	99.5	92.4
Maths middle	17	0.48	0.17	0.48	0.14	17	71	72	18	19	104.4	103.1
Maths high	5	5.15	-0.39	5.15	-0.42	5	100	97	100	58	115.2	110.4

Writing progress and attainment by pupil group

Breakdown	Key stage 2 writing by pupil group									
	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth	
		School	National	School	National		School %	National %	School %	National %
All pupils	25	-2.62	0.03	-2.63	0.00	25	56	78	4	20
Male	15	-4.02	-0.73	-4.03	-0.78	15	47	72	7	15
Female	10	-0.52	0.82	-0.52	0.81	10	70	85	0	25
Disadvantaged	6	-0.90	0.27	-0.90	0.25	6	50	83	0	24
			Like-for-like		Like-for-like			Like-for-like		Like-for-like
			-0.50		-0.54			68		11
Ever 6 FSM	6	-0.90	0.25	-0.90	0.23	6	50	83	0	24
			Like-for-like		Like-for-like			Like-for-like		Like-for-like
			-0.47		-0.52			68		11
Children looked after	0	N/A	0.04	N/A	0.01	0	N/A	79	N/A	20
			Like-for-like		Like-for-like			Like-for-like		Like-for-like
			-0.87		-0.96			51		6
Other	19	-3.16	0.27	-3.17	0.25	19	58	83	5	24
SEN EHCP	1	-8.10	0.03	-8.10	0.00	1	0	78	0	20
SEN support	6	-0.39	0.03	-0.39	0.00	6	17	78	17	20
No SEN	18	-3.06	0.52	-3.07	0.51	18	72	88	0	24
Non-mobile	24	-2.77	0.10	-2.78	0.07	24	54	80	4	21
English first language	22	-2.36	0.03	-2.37	0.00	22	55	78	5	20
English additional language	3	-4.51	0.03	-4.51	0.00	3	67	78	0	20
Prior attainment										
Low overall	4	0.70	0.02	0.70	0.00	4	0	15	0	0
Middle overall	15	-3.57	0.04	-3.58	0.00	15	53	78	0	7
High overall	6	-2.46	0.02	-2.46	0.00	6	100	99	17	49
Reading low	4	0.70	-0.19	0.70	-0.21	4	0	17	0	0
Reading middle	14	-3.88	-0.06	-3.89	-0.09	14	50	79	0	7
Reading high	7	-2.00	0.25	-2.00	0.23	7	100	99	14	51
Writing low	4	0.70	-0.36	0.70	-0.39	4	0	21	0	0
Writing middle	20	-3.56	0.00	-3.57	-0.03	20	65	85	0	13
Writing high	1	2.94	0.42	2.94	0.41	1	100	100	100	67
Maths low	3	5.23	0.29	5.23	0.28	3	0	14	0	0
Maths middle	17	-4.05	0.17	-4.06	0.14	17	53	79	0	11
Maths high	5	-2.46	-0.41	-2.46	-0.43	5	100	98	20	51

Maths progress and attainment by pupil group

Key stage 2 maths by pupil group											
Breakdown	Maths progress					Maths attainment					
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	25	0.68	0.03	0.68	0.00	25	76	79	20	27	102.7	105.0
Male	15	0.80	0.73	0.80	0.70	15	80	78	20	29	103.6	105.3
Female	10	0.50	-0.69	0.50	-0.72	10	70	79	20	24	101.3	104.7
Disadvantaged	6	0.69	0.37	0.69	0.35	6	67	84	0	32	98.2	106.1
			Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like
			-0.71		-0.77			67		16		102.5
Ever 6 FSM	6	0.69	0.34	0.69	0.32	6	67	83	0	31	98.2	106.1
			Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like
			-0.68		-0.73			68		16		102.6
Children looked after	0	N/A	0.04	N/A	0.01	0	N/A	79	N/A	27	N/A	105.1
			Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like
			-0.98		-1.08			52		9		100.4
Other	19	0.67	0.37	0.67	0.35	19	79	84	26	32	104.1	106.1
SEN EHCP	1	-1.79	0.03	-1.79	0.00	1	100	79	0	27	100.0	105.0
SEN support	6	2.18	0.03	2.18	0.00	6	33	79	17	27	95.2	105.0
No SEN	18	0.31	0.37	0.31	0.35	18	89	87	22	31	105.3	106.3
Non-mobile	24	0.81	0.10	0.81	0.08	24	75	80	21	27	102.8	105.2
English first language	22	0.59	0.03	0.59	0.00	22	73	79	18	27	102.0	105.0
English additional language	3	1.31	0.03	1.31	0.00	3	100	79	33	27	107.7	105.0
Prior attainment												
Low overall	4	2.74	0.03	2.74	0.01	4	0	19	0	1	88.8	94.0
Middle overall	15	-0.63	0.04	-0.63	0.00	15	87	77	7	13	102.5	103.3
High overall	6	2.57	0.02	2.57	0.00	6	100	99	67	58	112.5	110.3
Reading low	4	2.74	0.70	2.74	0.68	4	0	26	0	2	88.8	95.5
Reading middle	14	-0.04	0.11	-0.04	0.07	14	86	78	14	16	103.0	103.6
Reading high	7	0.93	-0.29	0.93	-0.32	7	100	98	43	55	110.0	109.9
Writing low	4	2.74	0.49	2.74	0.46	4	0	31	0	3	88.8	96.3
Writing middle	20	0.15	0.05	0.15	0.01	20	90	83	20	22	104.9	104.9
Writing high	1	2.90	-0.32	2.90	-0.34	1	100	99	100	64	115.0	111.0
Maths low	3	3.56	-0.53	3.56	-0.55	3	0	14	0	1	86.7	92.8
Maths middle	17	-0.53	-0.04	-0.53	-0.08	17	82	78	6	14	102.4	103.6
Maths high	5	3.05	0.38	3.05	0.36	5	100	99	80	67	113.4	111.3

Reading, writing and maths combined attainment by pupil group

Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
All pupils	25	56	65	4	11
Male	15	47	60	7	9
Female	10	70	70	0	13
Disadvantaged	6	50	71 Like-for-like `51`	0	13 Like-for-like `5`
Ever 6 FSM	6	50	71 Like-for-like `52`	0	13 Like-for-like `5`
Children looked after	0	N/A	65 Like-for-like `37`	N/A	11 Like-for-like `2`
Other	19	58	71	5	13
SEN EHCP	1	0	65	0	11
SEN support	6	17	65	17	11
No SEN	18	72	74	0	13
Non-mobile	24	54	66	4	11
English first language	22	55	65	5	11
English additional language	3	67	65	0	11
Prior attainment					
Low overall	4	0	7	0	0
Middle overall	15	53	58	0	2
High overall	6	100	95	17	29
Reading low	4	0	9	0	0
Reading middle	14	50	59	0	2
Reading high	7	100	95	14	30
Writing low	4	0	11	0	0
Writing middle	20	65	68	0	5
Writing high	1	100	97	100	41
Maths low	3	0	5	0	0
Maths middle	17	53	61	0	3
Maths high	5	100	95	20	33

Key stage 2 progress in reading scatter plot by disadvantaged
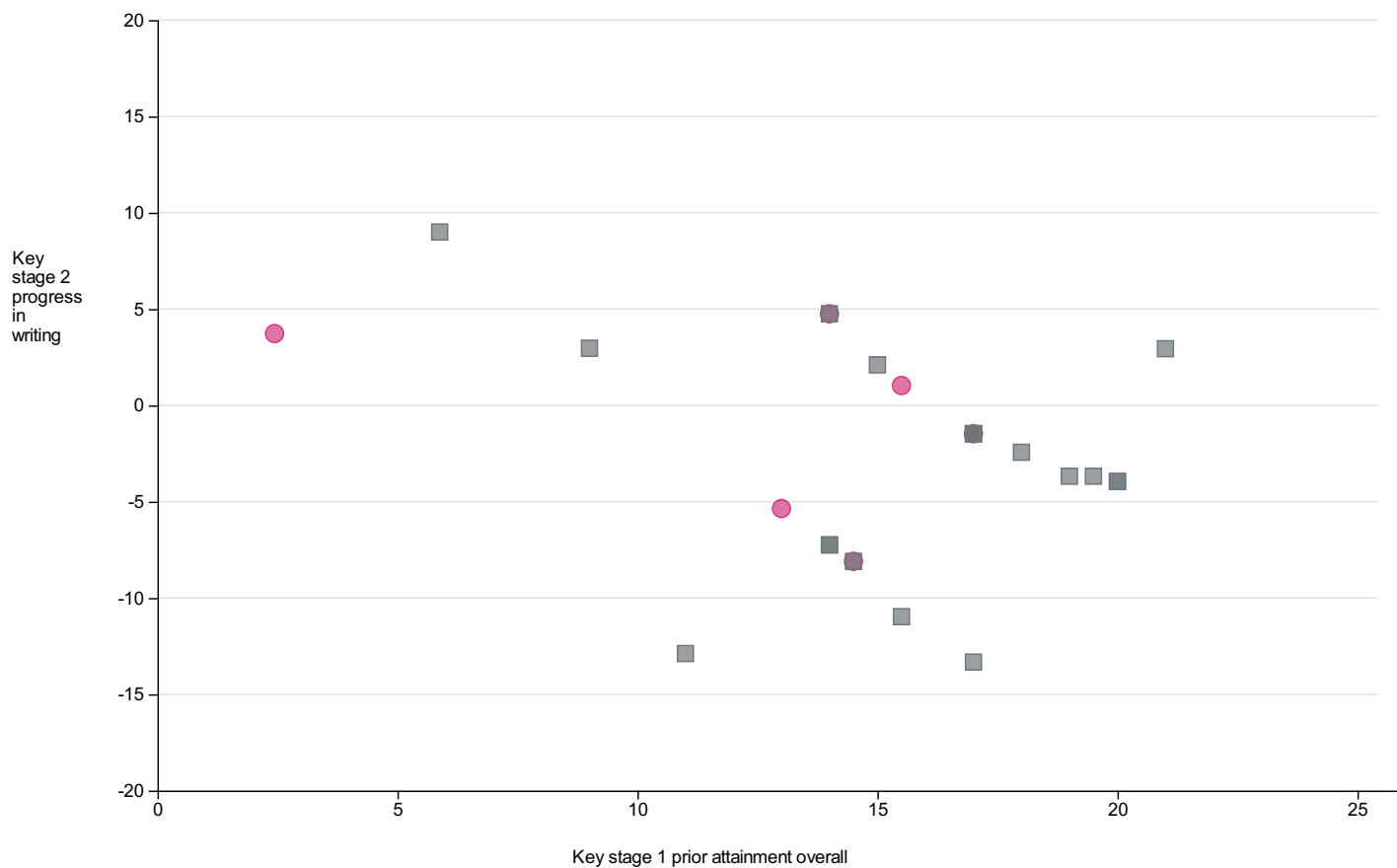
This is revised data for 2018/19.
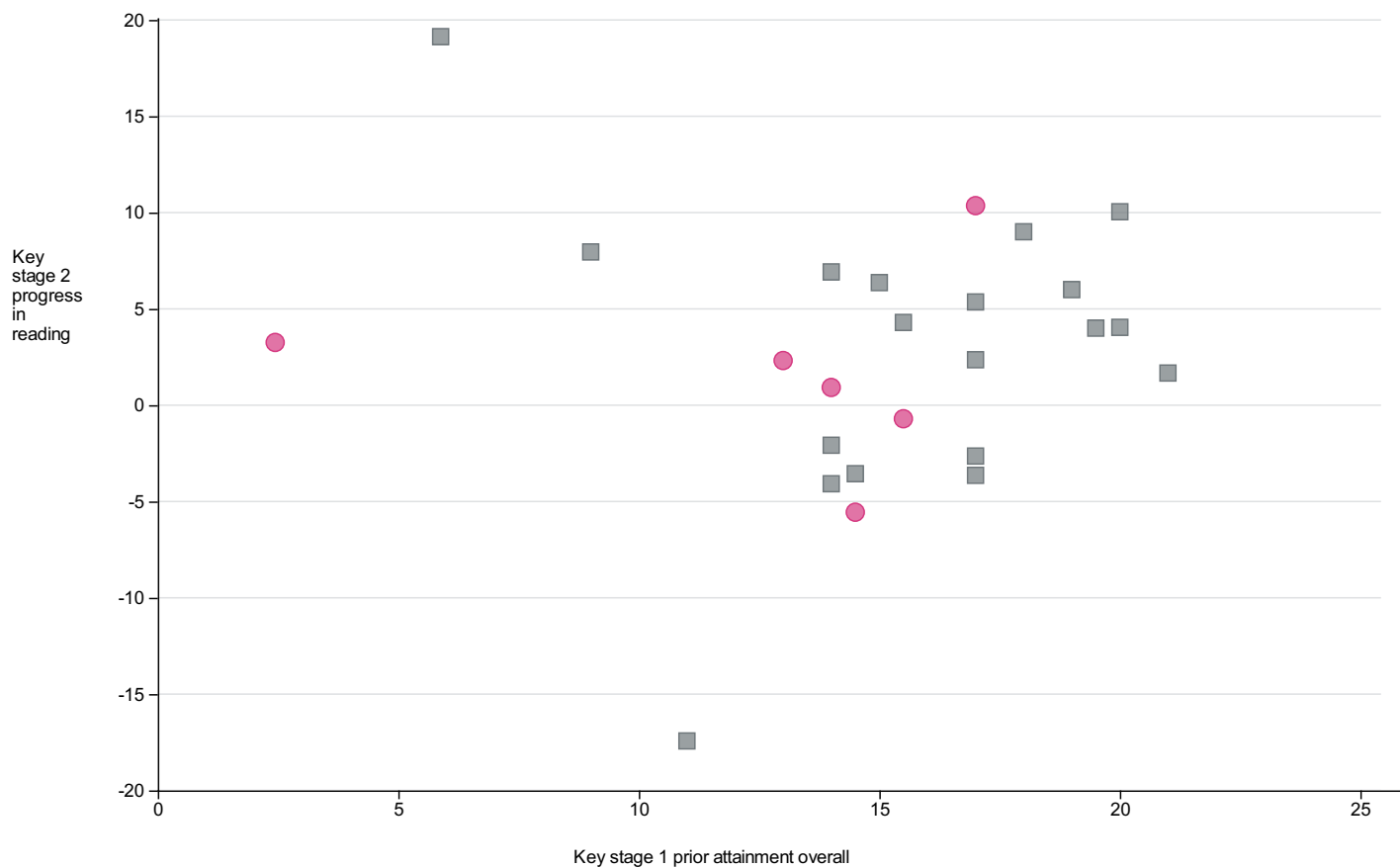
Number of pupils =   25

Key stage 2 progress in writing scatter plot by disadvantaged

This is revised data for 2018/19.
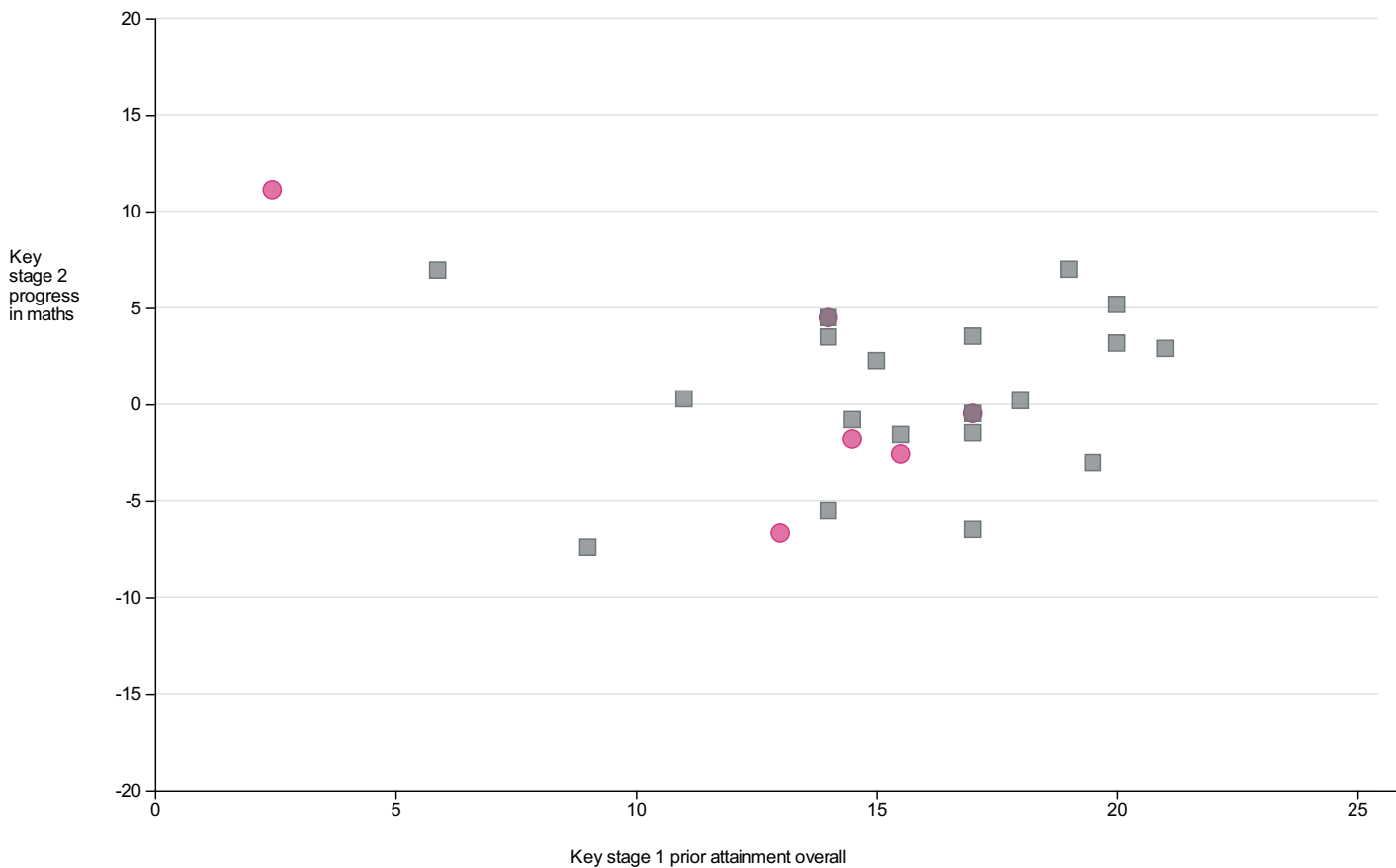
Number of pupils =   25

Key stage 2 progress in writing (y-axis) vs Key stage 1 prior attainment overall (x-axis). Legend: Disadvantaged (pink circle), Non disadvantaged (grey square).

Key stage 2 progress in maths scatter plot by disadvantaged

This is revised data for 2018/19.
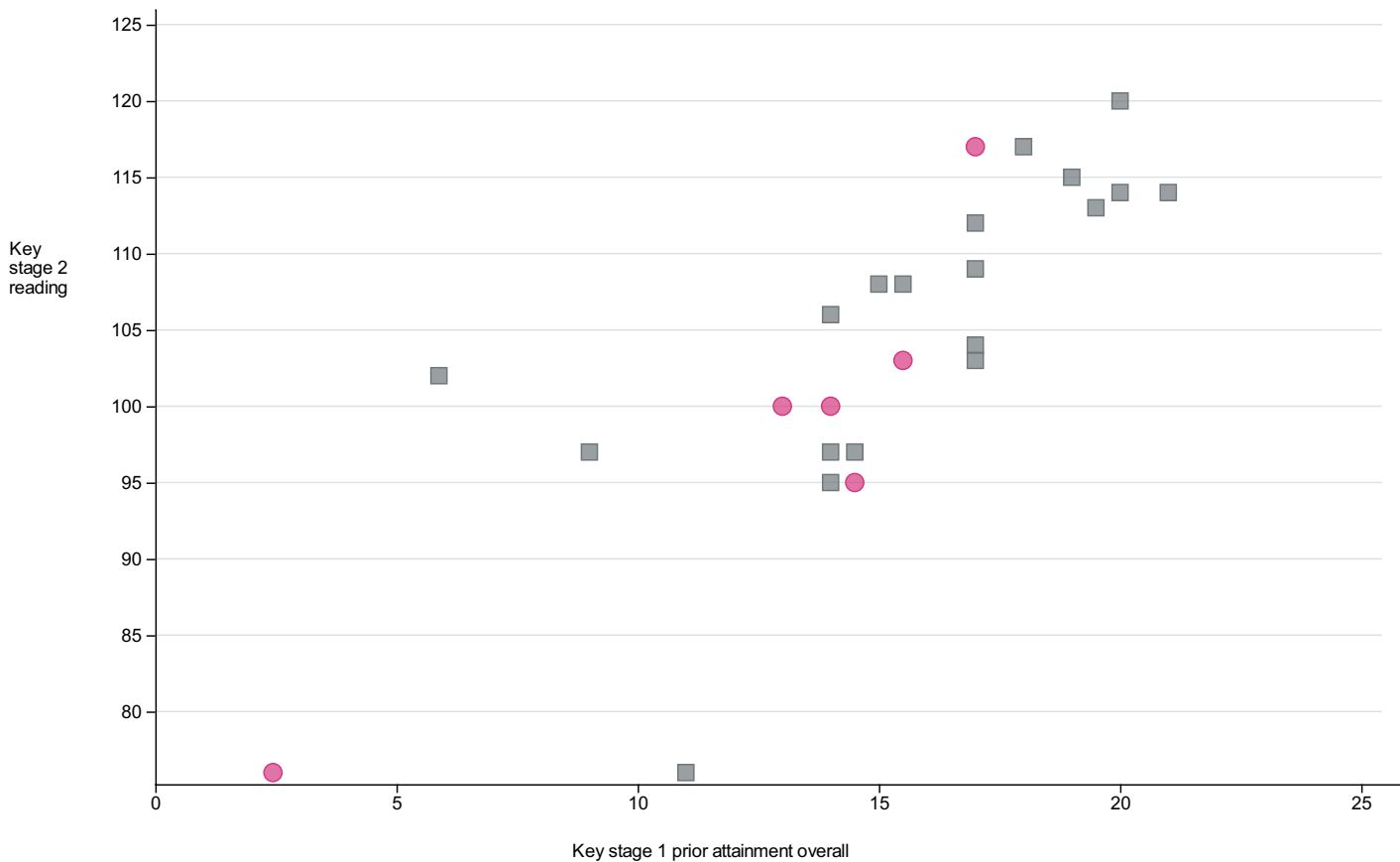
Number of pupils =   25

Key stage 2 reading attainment scatter plot by disadvantaged

This is revised data for 2018/19.

Number of pupils =   25

⬤ Disadvantaged   ◼ Non disadvantaged

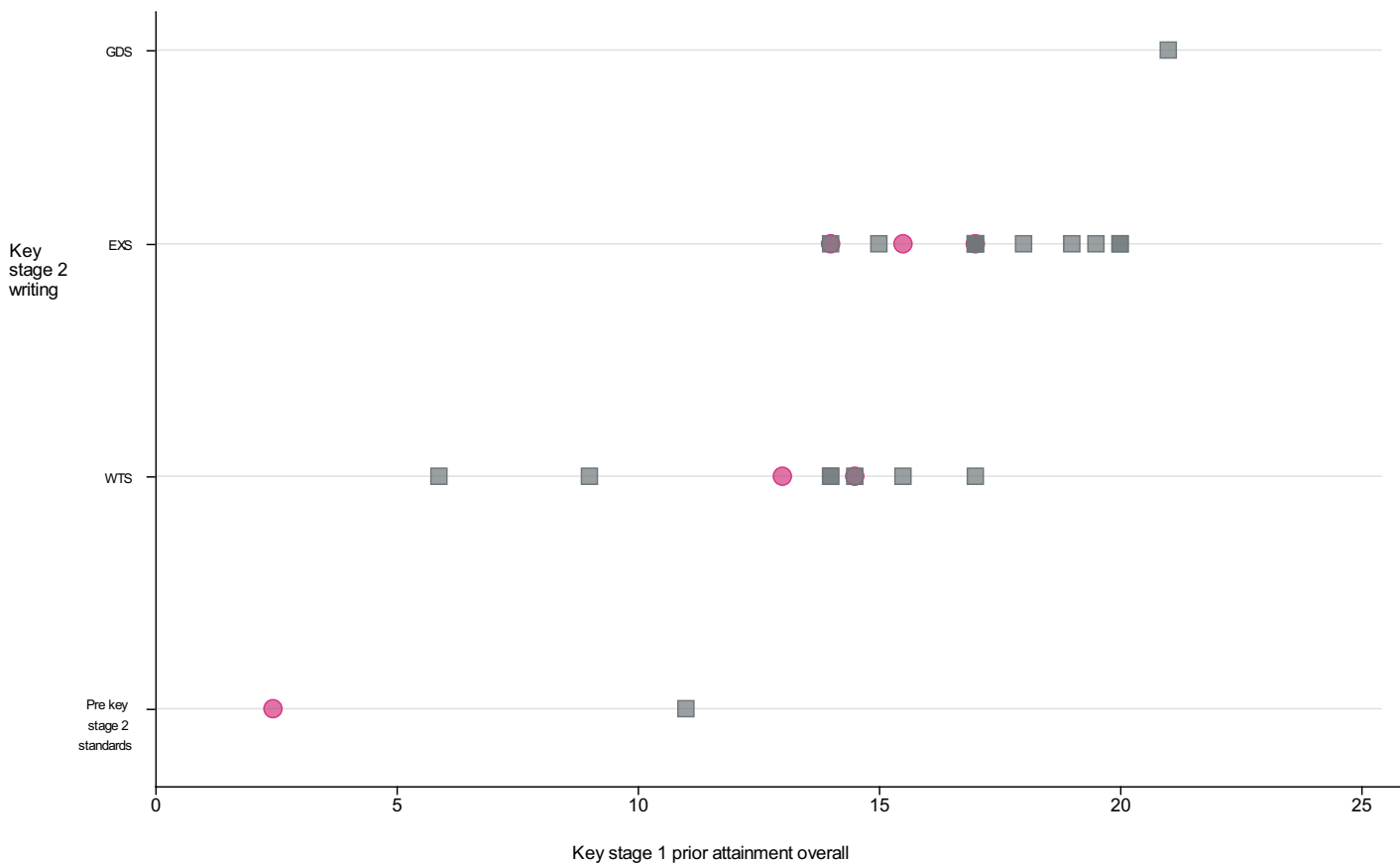Key stage 1 prior attainment overall

Key stage 2 writing attainment scatter plot by disadvantaged

This is revised data for 2018/19.

Number of pupils =   25
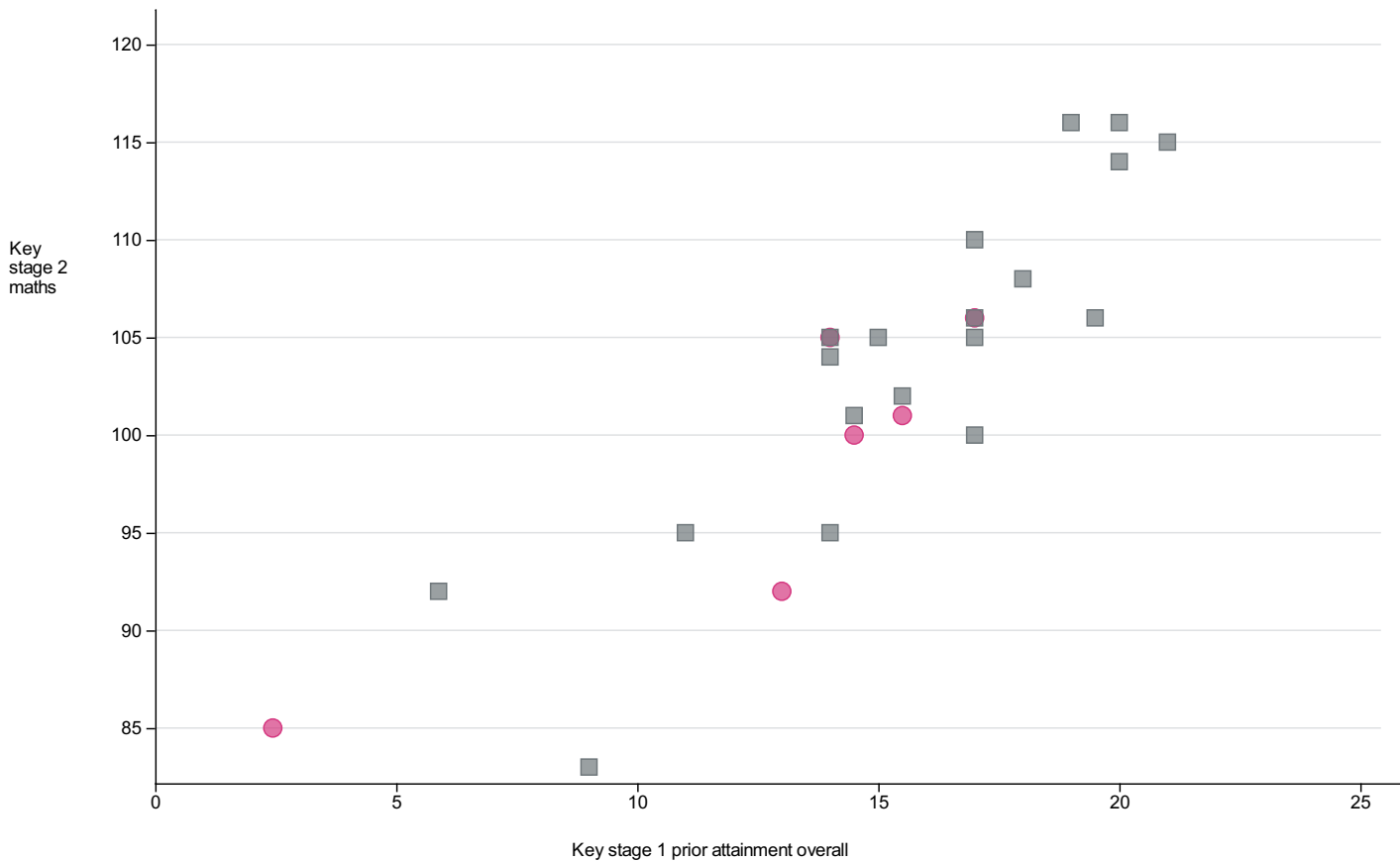
● Disadvantaged   ■ Non disadvantaged

Key stage 1 prior attainment overall

Key stage 2 maths attainment scatter plot by disadvantaged

This is revised data for 2018/19.

Number of pupils =   25

⬤ Disadvantaged   ◻ Non disadvantaged

Key stage 1 prior attainment overall

English grammar, punctuation and spelling attainment by pupil group

Key stage 2 English grammar, punctuation and spelling by pupil group																	
Breakdown		English grammar punctuation and spelling attainment						Average spelling mark		Spelling mark							
	Cohort	Achieving the expected standard		Achieving the higher standard		Average score				5+		10+		15+		20+	
		Sch %	Nat %	Sch %	Nat %	Sch	Nat	Sch	Nat	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	25	72	78	28	36	104.0	106.3	11.0	13.4	84	89	60	76	36	50	4	5
Male	15	73	74	33	31	104.0	105.3	10.4	12.9	80	86	60	73	27	46	7	5
Female	10	70	83	20	41	103.9	107.4	12.0	13.8	90	91	60	80	50	53	0	6
Disadvantaged	6	67	83	0	41	99.3	107.4	9.0	13.9	83	91	50	80	17	54	0	6
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like
			67		24		103.8		12.1		82		67		40		3
Ever 6 FSM	6	67	82	0	40	99.3	107.4	9.0	13.9	83	91	50	80	17	54	0	6
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like
			68		25		103.8		12.2		83		67		40		3
Children looked after	0	N/A	78	N/A	36	N/A	106.4	N/A	13.4	N/A	89	N/A	76	N/A	50	N/A	5
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like
			54		15		101.5		10.5		70		53		27		2
Other	19	74	83	37	41	105.4	107.4	11.7	13.9	84	91	63	80	42	54	5	6
SEN EHCP	1	100	78	0	36	102.0	106.3	9.0	13.4	100	89	0	76	0	50	0	5
SEN support	6	33	78	17	36	98.7	106.3	6.7	13.4	50	89	33	76	17	50	17	5
No SEN	18	83	87	33	42	105.8	107.8	12.6	14.3	94	95	72	85	44	57	0	6
Non-mobile	24	71	79	29	37	104.0	106.5	11.0	13.5	83	90	58	77	38	51	4	5
English first language	22	68	78	27	36	103.3	106.3	10.6	13.4	82	89	55	76	32	50	5	5
English additional language	3	100	78	33	36	109.0	106.3	14.3	13.4	100	89	100	76	67	50	0	5
Prior attainment																	
Low overall	4	0	17	0	2	92.8	94.1	2.5	6.2	25	40	0	22	0	7	0	0
Middle overall	15	80	77	7	21	102.7	104.2	11.1	12.4	93	91	60	74	27	40	0	2
High overall	6	100	99	100	71	114.5	112.6	16.5	16.5	100	100	100	97	83	80	17	12
Reading low	4	0	17	0	2	92.8	94.1	2.5	5.6	25	37	0	19	0	6	0	0
Reading middle	14	79	78	14	22	102.6	104.5	10.5	12.6	93	92	57	75	21	40	0	2
Reading high	7	100	99	71	72	113.0	112.8	17.0	16.7	100	100	100	98	86	81	14	12
Writing low	4	0	23	0	3	92.8	95.4	2.5	6.6	25	46	0	25	0	8	0	0
Writing middle	20	85	84	30	31	105.5	106.0	12.3	13.4	95	94	70	81	40	48	0	3
Writing high	1	100	100	100	83	118.0	114.4	20.0	17.4	100	100	100	99	100	89	100	16
Maths low	3	0	17	0	2	92.3	94.1	3.3	6.7	33	39	0	23	0	8	0	0
Maths middle	17	76	78	12	26	102.8	104.9	10.6	12.7	88	91	59	76	24	44	0	3
Maths high	5	100	98	100	72	115.0	112.9	17.0	16.5	100	99	100	96	100	79	20	12

Science attainment by pupil group

Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	25	64	83
Male	15	67	80
Female	10	60	86
Disadvantaged	6	50	87 Like-for-like 73
Ever 6 FSM	6	50	87 Like-for-like 73
Children looked after	0	N/A	83 Like-for-like 58
Other	19	68	87
SEN EHCP	1	100	83
SEN support	6	17	83
No SEN	18	78	91
Non-mobile	24	67	84
English first language	22	64	83
English additional language	3	67	83
Prior attainment			
Low overall	4	0	23
Middle overall	15	67	84
High overall	6	100	99
Reading low	4	0	27
Reading middle	14	64	85
Reading high	7	100	99
Writing low	4	0	33
Writing middle	20	75	89
Writing high	1	100	100
Maths low	3	0	19
Maths middle	17	65	85
Maths high	5	100	99

Key stage 1 performance measures

This is provisional data for 2018/19.

Percentage achieving the expected standard or higher in reading

Number of pupils = 29

School 86%
Local authority average 74%
National average 75%

0%   50%   100%
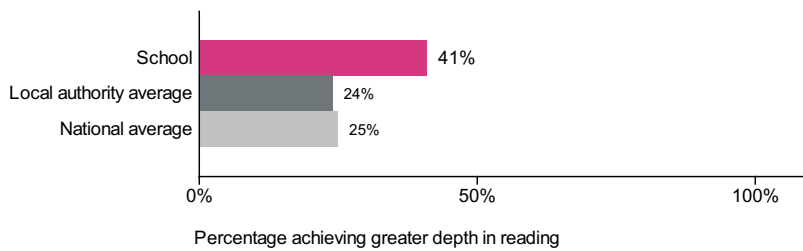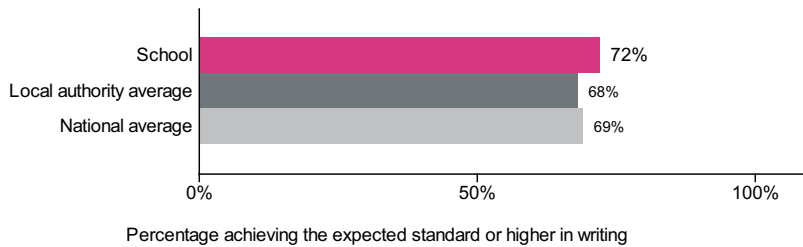
Percentage achieving the expected standard or higher in reading
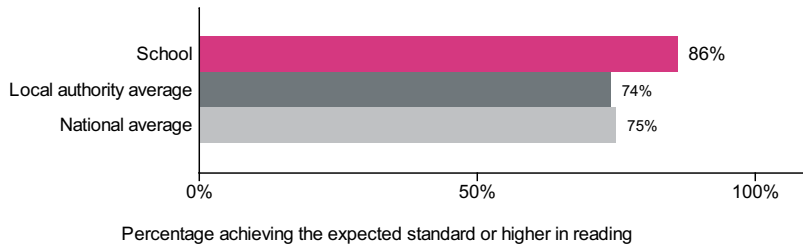
Percentage achieving greater depth in reading

Number of pupils = 29

School 41%
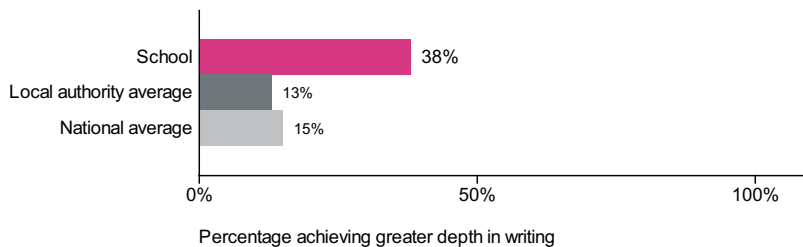Local authority average 24%
National average 25%

0%   50%   100%

Percentage achieving greater depth in reading

Percentage achieving the expected standard or higher in writing

Number of pupils = 29

School 72%
Local authority average 68%
National average 69%

0%   50%   100%

Percentage achieving the expected standard or higher in writing

Percentage achieving greater depth in writing

Number of pupils = 29

School 38%
Local authority average 13%
National average 15%

0%   50%   100%
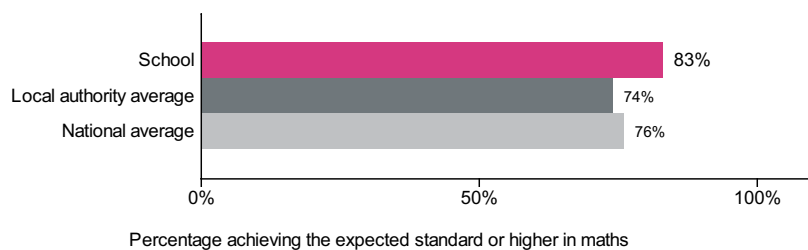
Percentage achieving greater depth in writing

Percentage achieving the expected standard or higher in maths

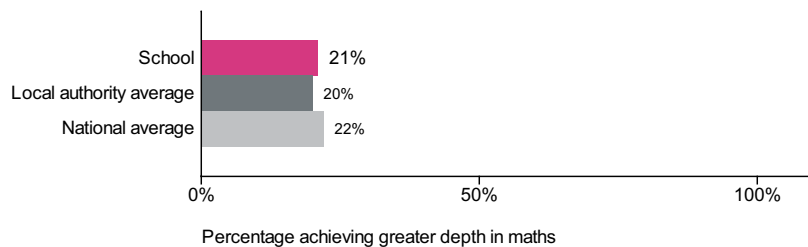Number of pupils = 29

School 83%
Local authority average 74%
National average 76%

Percentage achieving the expected standard or higher in maths

Percentage achieving greater depth in maths

Number of pupils = 29

School 21%
Local authority average 20%
National average 22%

Percentage achieving greater depth in maths

Key stage 1 additional reports

Reading attainment by pupil group

Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	29	41	25	86	75	14	17	0	7
Male	15	33	22	80	71	20	19	0	9
Female	14	50	29	93	79	7	15	0	5
Disadvantaged	8	25	28	100	78	0	15	0	5
Ever 6 FSM	8	25	28	100	78	0	15	0	5
Children looked after	0	N/A	25	N/A	75	N/A	17	N/A	7
Other	21	48	28	81	78	19	15	0	5
SEN EHCP	0	N/A	25	N/A	75	N/A	17	N/A	7
SEN support	1	0	25	100	75	0	17	0	7
No SEN	28	43	29	86	83	14	14	0	3
English first language	25	48	25	96	75	4	17	0	7
English additional language	4	0	25	25	75	75	17	0	7

Writing attainment by pupil group

Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
Key stage 1 writing attainment by pupil group									
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	29	38	15	72	69	28	22	0	8
Male	15	33	11	53	63	47	26	0	10
Female	14	43	19	93	76	7	18	0	5
Disadvantaged	8	13	17	63	73	38	20	0	6
Ever 6 FSM	8	13	17	63	73	38	20	0	6
Children looked after	0	N/A	15	N/A	69	N/A	22	N/A	8
Other	21	48	17	76	73	24	20	0	6
SEN EHCP	0	N/A	15	N/A	69	N/A	22	N/A	8
SEN support	1	0	15	0	69	100	22	0	8
No SEN	28	39	17	75	78	25	19	0	3
English first language	25	44	15	76	69	24	22	0	8
English additional language	4	0	15	50	69	50	22	0	8

Maths attainment by pupil group

Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	29	21	22	83	76	17	18	0	6
Male	15	20	24	87	75	13	18	0	7
Female	14	21	19	79	77	21	18	0	4
Disadvantaged	8	13	24	75	79	25	16	0	4
Ever 6 FSM	8	13	24	75	79	25	16	0	4
Children looked after	0	N/A	22	N/A	76	N/A	18	N/A	6
Other	21	24	24	86	79	14	16	0	4
SEN EHCP	0	N/A	22	N/A	76	N/A	18	N/A	6
SEN support	1	0	22	100	76	0	18	0	6
No SEN	28	21	25	82	84	18	15	0	2
English first language	25	24	22	84	76	16	18	0	6
English additional language	4	0	22	75	76	25	18	0	6

Science attainment by pupil group

Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	29	86	82
Male	15	87	80
Female	14	86	85
Disadvantaged	8	75	85
Ever 6 FSM	8	75	85
Children looked after	0	N/A	82
Other	21	90	85
SEN EHCP	0	N/A	82
SEN support	1	100	82
No SEN	28	86	90
English first language	25	88	82
English additional language	4	75	82

Phonics performance measures

This is provisional data for 2018/19.

Percentage achieving the expected standard in phonics

Number of pupils = 27

School **78%**
Local authority average 82%
National average 82%

0% 50% 100%

Percentage achieving the expected standard in year 1
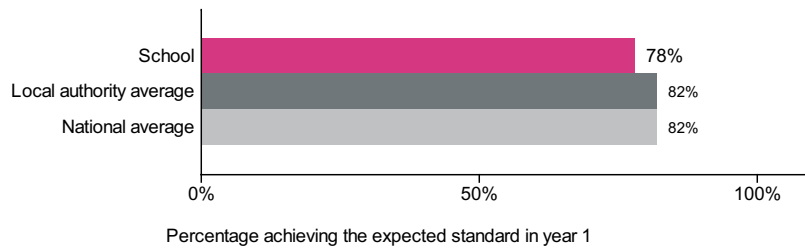
Phonics average score

Number of pupils = 27

School **33.2**
Local authority average 34.0
National average 33.8

0 20 40

Average score in phonics
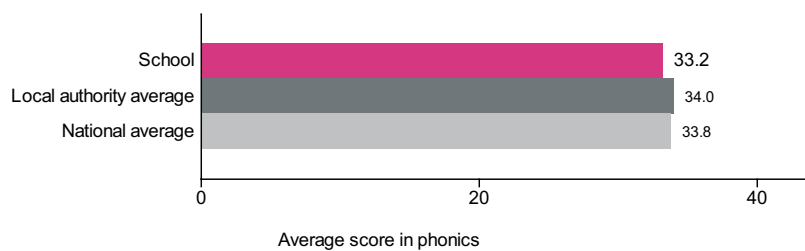
Attainment in phonics by mark

Number of pupils = 27

■ School

Number of pupils

| Not recorded | 0-7 | 8-15 | 16-23 | 24-31 | 32-40 |
| | 1 | 1 | 3 | 1 | 21 |

Marks in phonics check
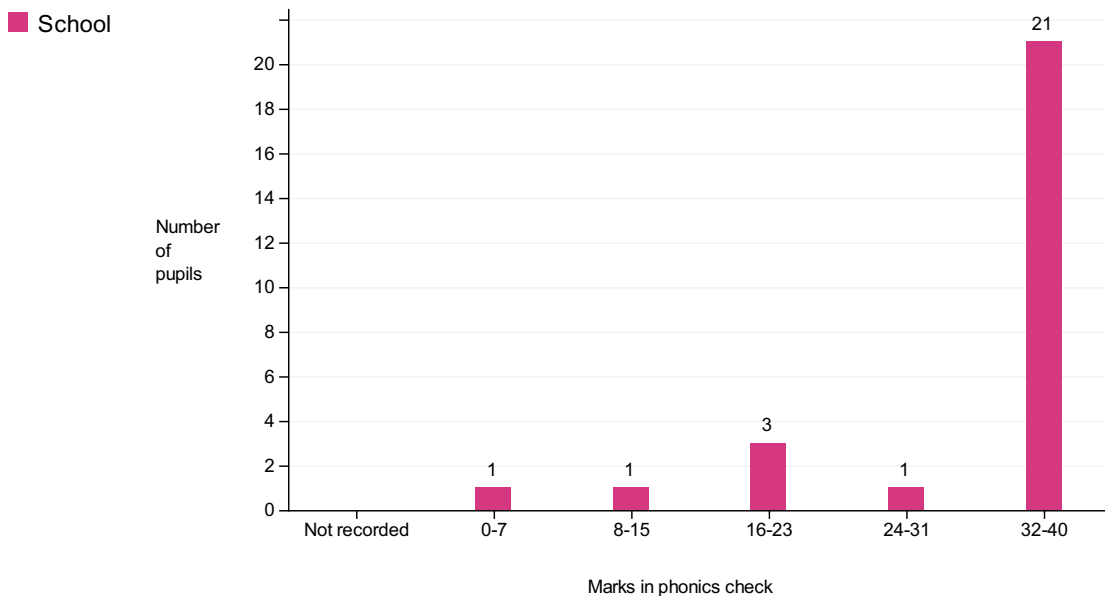
Attainment in phonics by %

Number of pupils = 27

Legend: ■ School ■ Local authority (Devon) ■ National

% of pupils

Marks in phonics check

Marks in phonics check	School	Local authority (Devon)	National
Not recorded		1%	2%
0-7	4%	3%	4%
8-15	4%	3%	3%
16-23	11%	4%	4%
24-31	4%	6%	5%
32-40	78%	82%	82%
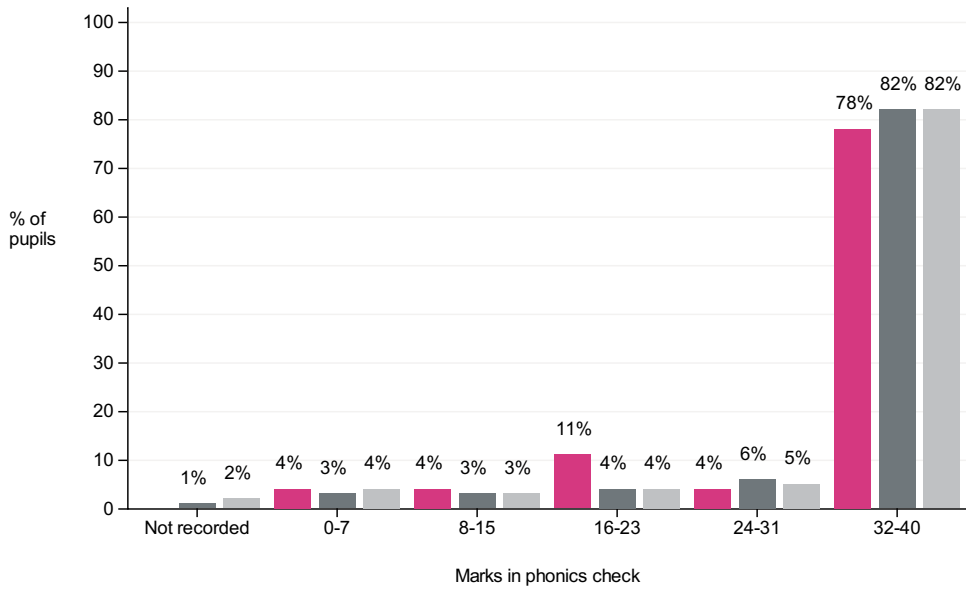
Phonics additional reports

Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark	
							School	National
All pupils	27	0	6	21	78	82	33	34
Male	12	0	4	8	67	78	30	33
Female	15	0	2	13	87	85	36	35
Disadvantaged	6	0	4	2	33	84	26	34
Ever 6 FSM	6	0	4	2	33	84	26	34
Children looked after	0	0	0	0	N/A	82	N/A	34
Other	21	0	2	19	90	84	35	34
SEN EHCP	0	0	0	0	N/A	82	N/A	34
SEN support	0	0	0	0	N/A	82	N/A	34
No SEN	27	0	6	21	78	88	33	35
English first language	22	0	6	16	73	82	32	34
English additional language	5	0	0	5	100	82	39	34

Phonics year 2 attainment by pupil group

Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	5	0	0	5	100	36
Male	2	0	0	2	100	35
Female	3	0	0	3	100	38
Disadvantaged	2	0	0	2	100	35
Ever 6 FSM	2	0	0	2	100	35
Children looked after	0	0	0	0	N/A	N/A
Other	3	0	0	3	100	38
SEN EHCP	0	0	0	0	N/A	N/A
SEN support	1	0	0	1	100	33
No SEN	4	0	0	4	100	37
English first language	4	0	0	4	100	36
English additional language	1	0	0	1	100	37

EYFS performance measures

This is final data for 2018/2019.

Percentage of pupils achieving a good level of development

Number of pupils = 24

Percentage of pupils achieving a good level of development
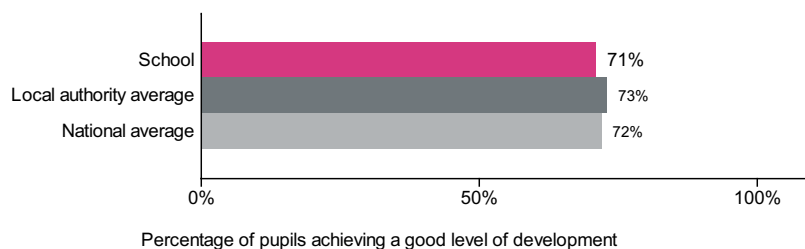
EYFS additional reports

Early years foundation stage attainment by pupil group report

Percentage of pupils achieving a good level of development at end of the early years foundation stage							
Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
Cohort	24	13	11	3	21	N/A	1	23
School %	71	69	73	67	71	N/A	0	74
National %	72	66	78	74	74	72	72	77

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
		Cohort	24	13	11	3	21	N/A	1	23

Percentage of pupils achieving at least the expected level in each of the learning goals

Prime areas of learning

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
Communication and language	Listening and attention	School %	75	77	73	67	76	N/A	0	78
	Listening and attention	National %	86	81	91	87	87	86	86	90
	Understanding	School %	75	77	73	67	76	N/A	0	78
	Understanding	National %	86	82	90	87	87	86	86	90
	Speaking	School %	75	77	73	67	76	N/A	0	78
	Speaking	National %	85	81	90	87	87	85	85	90
Physical development	Moving and handling	School %	75	77	73	67	76	N/A	0	78
	Moving and handling	National %	89	85	94	90	90	89	89	93
	Health and self-care	School %	75	77	73	67	76	N/A	0	78
	Health and self-care	National %	91	88	94	92	92	91	91	95
Personal, social and emotional development	Self-confidence and self-awareness	School %	75	77	73	67	76	N/A	0	78
	Self-confidence and self-awareness	National %	88	85	92	90	90	88	88	93
	Managing feelings and behaviour	School %	75	77	73	67	76	N/A	0	78
	Managing feelings and behaviour	National %	87	83	92	89	89	87	87	92
	Making relationships	School %	75	77	73	67	76	N/A	0	78
	Making relationships	National %	89	85	93	90	90	89	89	94

Specific areas of learning

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
Literacy	Reading	School %	79	85	73	67	81	N/A	0	83
	Reading	National %	77	72	82	79	79	77	77	81
	Writing	School %	71	69	73	67	71	N/A	0	74
	Writing	National %	74	68	80	76	76	74	74	78
Maths	Numbers	School %	79	85	73	67	81	N/A	0	83
	Numbers	National %	80	76	83	82	82	80	80	84
	Shape, space and measures	School %	79	85	73	67	81	N/A	0	83
	Shape, space and measures	National %	82	78	85	84	84	82	82	86
Understanding the world	People and communities	School %	75	77	73	67	76	N/A	0	78
	People and communities	National %	86	82	90	87	87	86	86	90
	The world	School %	75	77	73	67	76	N/A	0	78
	The world	National %	85	82	89	87	87	85	85	90
	Technology	School %	75	77	73	67	76	N/A	0	78
	Technology	National %	93	92	95	94	94	93	93	96
Expressive arts, designing and making	Exploring and using media and materials	School %	79	77	82	67	81	N/A	0	83
	Exploring and using media and materials	National %	89	84	94	90	90	89	89	93
	Being imaginative	School %	75	77	73	67	76	N/A	0	78

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
	Being imaginative	National %	89	84	94	90	90	89	89	93

Absence

This data includes all absences reported during the 2018 / 2019 academic year (autumn term 2018, spring term 2019 and summer term 2019).

Absence						
Breakdown	No. of enrolments in the school	Sessions missed due to absence				
		School %	National %	Persistent absentees - absent for 10% or more sessions		
				No. of enrolments that are persistent absentees	School %	National %
All pupils	155	3.4	4.0	11	7.1	8.2
Male	82	3.3	4.1	7	8.5	8.6
Female	73	3.6	3.9	4	5.5	7.9
Ever 6 FSM	36	5.2	5.6	4	11.1	16.1
Non-Ever 6 FSM	119	2.9	3.5	7	5.9	5.4
SEN EHCP	4	5.3	7.0	0	0.0	19.8
SEN support	20	2.8	5.4	0	0.0	14.2
No SEN	128	3.4	3.7	9	7.0	6.8
English first language	128	3.5	4.0	10	7.8	8.2
English additional language	27	2.9	4.1	1	3.7	8.4

Absence - 3 year trends

This is data for the absences reported in each of the last 3 full academic years.

Absence - 3 year trends									
Breakdown	2016/17			2017/18			2018/19		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	180	3.4	4.0	179	4.1	4.2	155	3.4	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	13	7.2	8.3	9	5.0	8.7	11	7.1	8.2

Exclusions

This is data for the 2018/19 academic year.

Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	1	0.57	0.02	9	5.14	1.41	4	2.29	0.63	3	1.71	0.29
Male	1	1.10	0.04	6	6.59	2.41	3	3.30	1.07	2	2.20	0.51
Female	0	0.00	0.00	3	3.57	0.36	1	1.19	0.17	1	1.19	0.07
Ever 6 FSM	1	2.78	0.06	8	22.22	3.86	3	8.33	1.67	3	8.33	0.81
Non-Ever 6 FSM	0	0.00	0.01	1	0.72	0.79	1	0.72	0.37	0	0.00	0.16
SEN EHCP	0	0.00	0.18	0	0.00	13.61	0	0.00	5.56	0	0.00	3.32
SEN support	1	5.26	0.12	6	31.58	6.90	3	15.79	2.89	2	10.53	1.49
No SEN	0	0.00	0.00	3	1.97	0.38	1	0.66	0.21	1	0.66	0.06
English first language	1	0.68	0.03	6	4.08	1.65	3	2.04	0.72	2	1.36	0.35
English additional language	0	0.00	0.01	3	10.71	0.50	1	3.57	0.29	1	3.57	0.09

Exclusions - 3 year trends

This is data for the exclusions reported in each of the last 3 full academic years.

Breakdown	2016/17			2017/18			2018/19		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	0	0.00	0.03	0	0.00	0.03	1	0.57	0.02
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.37	10	5.24	1.40	9	5.14	1.41
Pupils with 1 or more fixed period exclusions	0	0.00	0.62	6	3.14	0.62	4	2.29	0.63
Pupils with 2 or more fixed period exclusions	0	0.00	0.29	1	0.52	0.29	3	1.71	0.29

School characteristics

Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	191	279	191	281	175	282
Male %	54.5	51.0	51.3	51.0	52.0	51.0
Female %	45.5	49.0	48.7	49.0	48.0	49.0
Ever 6 FSM %	22.0	24.3	20.9	23.5	20.6	23.0
Minority ethnic groups %	10.7	32.3	11.7	32.9	14.5	33.8
SEN EHCP %	2.1	1.3	2.1	1.4	2.3	1.6
SEN support %	14.7	12.2	13.1	12.4	10.9	12.6
English additional language %	8.7	20.7	12.9	20.9	16.0	21.2
Stability %	77.0	85.7	80.4	85.8	80.0	85.6
School deprivation indicator	0.15	0.21	0.15	0.21	0.15	0.21

Basic characteristics by national curriculum year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
6	25	60	40	24	12	12	28	4	24
5	15	60	40	33	13	13	40	13	27
4	28	54	46	18	21	25	21	4	18
3	25	44	56	16	21	24	12	0	12
2	29	52	48	28	14	14	3	0	3
1	28	43	57	21	12	18	0	0	0
Pre-compulsory	25	56	44	8	8	4	0	0	0

Prior attainment of pupils by year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Key stage 1 prior attainment by year group									
School year	Average point score at key stage 1			% by prior attainment					
				High		Middle		Low	
	School	National	Difference	School	National	School	National	School	National
Year 6	15.0	16.3	-1.3	24	34	60	58	16	8

Key stage 1 reading prior attainment by year group									
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	7	23	60	72	27	18	0	5	13	1
Year 4	39	25	71	74	14	17	14	4	0	1
Year 3	36	25	84	75	16	17	0	5	0	1

Key stage 1 writing prior attainment by year group									
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	7	13	33	64	53	26	0	5	13	1
Year 4	14	15	61	67	29	24	11	5	0	1
Year 3	20	16	68	70	32	22	0	5	0	1

Key stage 1 maths prior attainment by year group									
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	7	17	60	71	33	20	0	4	7	1
Year 4	32	20	71	74	21	18	4	4	4	1
Year 3	36	22	88	76	12	18	0	4	0	1

Glossary

Key stage 2 headline measures

Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

https://www.gov.uk/government/publications/primary-school-accountability

Confidence interval

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

Generally speaking, the greater the number of pupils, the smaller the range of the confidence interval. For smaller schools, the confidence interval tends to be larger, since fewer pupils are included, and therefore the score will be more greatly impacted by performance of individual pupils.

A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0.

For more information on statistical confidence, and more detailed technical guidance in general, see:

https://www.gov.uk/government/publications/primary-school-accountability

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to the writing teacher assessment frameworks in 2017.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Achieving the expected standard or higher

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see Scaled scores at key stage 2, Key stage 2 teacher assessment and Primary school accountability.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

https://www.gov.uk/government/collections/key-stage-2-teacher-assessment

https://www.gov.uk/government/publications/primary-school-accountability

Percentage of pupils achieving the higher standard

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. This standard was set for the first time in 2016 by the Department for Education to provide information about pupils across England achieving in the top 5%. For a more detailed explanation, see Scaled scores at key stage 2, Key stage 2 teacher assessment and Primary school accountability.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

https://www.gov.uk/government/collections/key-stage-2-teacher-assessment

https://www.gov.uk/government/publications/primary-school-accountability

Average score in reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Average score in maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

Key stage 2 disadvantaged

Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

https://www.gov.uk/government/publications/primary-school-accountability

Confidence interval

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

Generally speaking, the greater the number of pupils, the smaller the range of the confidence interval. For smaller schools, the confidence interval tends to be larger, since fewer pupils are included, and therefore the score will be more greatly impacted by performance of individual pupils.

A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0.

For more information on statistical confidence, and more detailed technical guidance in general, see:

https://www.gov.uk/government/publications/primary-school-accountability

National average for non-disadvantaged pupils

The comparator for this row is the national average for non-disadvantaged pupils at all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

This is the default DfE national comparator.

Switch comparator

This button changes your view of disadvantaged pupils' data to a 'like-for-like' comparator based on the national average for disadvantaged pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged pupils.

Like-for-like national average

The comparator for this row is the national average for disadvantaged pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged (and for Ever 6 FSM and CLA it is non-Ever 6 FSM and non-CLA) pupils.

National average for disadvantaged pupils

The comparator for this row is the national average for disadvantaged children. This is different from the default DfE national comparator, which is the national average for non-disadvantaged children.

Prior attainment of disadvantaged pupils - 3 year trends

Changes to eligibility criteria for Free School Meals (FSM) under Universal Credit has implications for schools' disadvantaged pupil data (for further information see the government response to eligibility for free school meals and the early years pupil premium under Universal Credit consultation). Schools' disadvantaged cohorts vary year on year and it is important to consider prior attainment when comparing performance. Where a school's disadvantaged cohort's attainment has increased or decreased significantly between years, this may partly be explained by changes in the size and make-up of the cohort. Furthermore, please treat disadvantaged pupil data with caution when comparing school performance nationally, until Universal Credit roll-out is completed.

https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit

https://consult.education.gov.uk/healthy-pupil-unit/fsm/

Change in methodology (Reading, writing and maths combined)

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Average score in reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Average score in maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

National average

The national comparator where columns show 'All' is 'All pupils'. Where the column shows 'Dis', the national comparator is 'Non-disadvantaged pupils'.

Difference

The difference between the school's average and the national average for non-disadvantaged pupils. Figures are rounded, so there may be small discrepancies.
Read more about difference.

https://www.gov.uk/government/publications/primary-school-accountability

National average for non-disadvantaged pupils

The comparator for this row is the national average for non-disadvantaged pupils at all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Prior attainment

Reading low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12.

Read more about average point scores.

The national comparator used for this row is the national figure for low prior attainment in reading.

https://www.gov.uk/government/publications/primary-school-accountability

Reading middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18.
Read more about average point scores.

The national comparator used for this row is the national figure for middle prior attainment in reading.

https://www.gov.uk/government/publications/primary-school-accountability

Reading high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher.

Read more about average point scores.

The national comparator used for this row is the national figure for high prior attainment in reading.

https://www.gov.uk/government/publications/primary-school-accountability

Writing low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12.

Read more about average point scores.

The national comparator used for this row is the national figure for low prior attainment in writing.

https://www.gov.uk/government/publications/primary-school-accountability

Writing middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18.

Read more about average point scores.

The national comparator used for this row is the national figure for middle prior attainment in writing.

https://www.gov.uk/government/publications/primary-school-accountability

Writing high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher.

Read more about average point scores.

The national comparator used for this row is the national figure for high prior attainment in writing.

https://www.gov.uk/government/publications/primary-school-accountability

Maths low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12.

Read more about average point scores.

The national comparator used for this row is the national figure for low prior attainment in maths.

https://www.gov.uk/government/publications/primary-school-accountability

Maths middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18.
Read more about average point scores.

The national comparator used for this row is the national figure for middle prior attainment in maths.

https://www.gov.uk/government/publications/primary-school-accountability

Maths high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher.
Read more about average point scores.

The national comparator used for this row is the national figure for high prior attainment in maths.

https://www.gov.uk/government/publications/primary-school-accountability

Low prior attainment

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12

Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Middle prior attainment

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18.

Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

High prior attainment

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher.

Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Key stage 2 three year average

If a school has converted from one school type to another in the last three years, three year averages on ASP will include results from the predecessor school.

Percentage of pupils achieving the expected standard for reading, writing and maths, 2017-2019

Three year averages are an important way to show how schools are performing across time, smoothing out small variations in a single year, for example, due to a small cohort size. To take into account varying pupil numbers each year, the three-year average is weighted by the size of the school's cohort in each year.

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Percentage of pupils achieving the higher standard for reading, writing and maths, 2017-2019

Three year averages are an important way to show how schools are performing across time, smoothing out small variations in a single year, for example, due to a small cohort size. To take into account varying pupil numbers each year, the three-year average is weighted by the size of the school's cohort in each year.

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Average scaled score in reading 2017-2019

Three year averages are an important way to show how schools are performing across time, smoothing out small variations in a single year, for example, due to a small cohort size. To take into account varying pupil numbers each year, the three-year average is weighted by the size of the school's cohort in each year.

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Average scaled score in maths 2017-2019

Three year averages are an important way to show how schools are performing across time, smoothing out small variations in a single year, for example, due to a small cohort size. To take into account varying pupil numbers each year, the three-year average is weighted by the size of the school's cohort in each year.

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https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

Key stage 2 results over 3 years

Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

https://www.gov.uk/government/publications/primary-school-accountability

Confidence interval

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

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A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0.

For more information on statistical confidence, and more detailed technical guidance in general, see:

https://www.gov.uk/government/publications/primary-school-accountability

Change in methodology

We introduced a change in methodology for calculating progress scores. This means 2018 and 2019 scores are not directly comparable with 2017 scores.

Percentage of pupils achieving the expected standard or higher

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see:

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

https://www.gov.uk/government/collections/key-stage-2-teacher-assessment

https://www.gov.uk/government/publications/primary-school-accountability

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Percentage of pupils achieving the higher standard

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. We set this standard for the first time in 2016 to provide information about pupils across England achieving in the top 5%. For a more detailed explanation, see:

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

https://www.gov.uk/government/collections/key-stage-2-teacher-assessment

https://www.gov.uk/government/publications/primary-school-accountability

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

https://www.gov.uk/government/publications/teacher-assessment-frameworks -at-the-end-of-key-stage-2

Average scaled score in reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Average scaled score in maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

Key stage 2 headline reports

Reading / Maths

Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

https://www.gov.uk/government/publications/primary-school-accountability

Achieving the expected standard

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year.

Read more about scaled scores

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Achieving a higher standard

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year.

Read more about scaled scores

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Average score

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year.

Read more about scaled scores

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Writing

Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

https://www.gov.uk/government/publications/primary-school-accountability

Change in methodology

Changes made to the 2017/18 writing teacher assessment frameworks mean judgements are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Achieved the expected standard

This refers to pupils who can write at a level meeting or exceeding the national standard.

Read more about writing standards

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Achieved a greater depth

This refers to pupils who can write at a level clearly exceeding the national standard.

Read more about writing standards

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Reading, writing and maths combined

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Achieving the expected standard or higher

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see:

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

https://www.gov.uk/government/collections/key-stage-2-teacher-assessment

https://www.gov.uk/government/publications/primary-school-accountability

Achieving the higher standard

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. For a more detailed explanation, see:

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

https://www.gov.uk/government/collections/key-stage-2-teacher-assessment

https://www.gov.uk/government/publications/primary-school-accountability

KS2 Progress scatter plot

Progress score

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.

See School performance tables: about the data for more information.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

https://www.gov.uk/government/collections/school-performance-tables-about-the-data

https://www.gov.uk/government/publications/primary-school-accountability

Key stage 1 prior attainment overall

This is a pupil's average performance at key stage 1 across reading, writing and mathematics. Read more about prior attainment.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf.pdf

Highlight pupils by

This highlight will show you either all pupils or your filter selections, broken down by your highlight selection (for example, male and female pupils). If you want to only see a particular selection of pupils (for example, male pupils only), use the filter options below.

Number of pupils

Points on the scatter plot may overlap when 2 or more pupils' performance is similar. To view them more easily, use the 'Zoom in' tool above the scatter plot.

If you click on a point that overlaps with similar scores, you can scroll through these pupils' details by using the 'Next' prompt.

Please use the pupil list report as an alternative view of this pupil data.

KS2 Attainment scatter plot

Key stage 2 reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Read more about scaled scores.

This scatter plot displays the outcomes of pupils who did the national curriculum assessments and achieved a scaled score and therefore not the outcomes of pupils working below the national curriculum assessment standard.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Key stage 2 writing

Writing is teacher assessed and we report pupil attainment in line with the framework. The scatter plot includes the outcomes for pupils working below the standard of the test as reported against the pre key stage 2 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

GDS

Working at greater depth.

EXS

Working at the expected standard.

WTS

Working towards the expected standard.

Pre key stage 2 standards

Read more about pre key stage 2 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Key stage 2 maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Read more about scaled scores.

This scatter plot displays the outcomes of pupils who did the national curriculum assessments and achieved a scaled score and therefore not the outcomes of pupils working below the national curriculum assessment standard.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Key stage 1 prior attainment overall

This is a pupil's average performance at key stage 1 across reading, writing and mathematics. Read more about prior attainment.

Key stage 1 prior attainment in reading

This is a pupil's average performance at key stage 1 in reading. Read more about prior attainment.

Key stage 1 prior attainment in writing

This is a pupil's average performance at key stage 1 in writing. Read more about prior attainment.

Key stage 1 prior attainment in maths

This is a pupil's average performance at key stage 1 in maths. Read more about prior attainment.

Highlight pupils by

This highlight will show you either all pupils or your filter selections, broken down by your highlight selection (for example, male and female pupils). If you want to only see a particular selection of pupils (for example, male pupils only), use the filter options below.

Number of pupils

Points on the scatter plot may overlap when 2 or more pupils' performance is similar. To view them more easily, use the 'Zoom in' tool above the scatter plot.

If you click on a point that overlaps with similar scores, you can scroll through these pupils' details by using the 'Next' prompt.

Please use the pupil list report as an alternative view of this pupil data.

Key stage 2 additional reports

EGPS

Expected standard

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Higher standard

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Average score

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year.

Read more about scaled scores

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Science

At least the expected standard in science

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year.

Read more about scaled scores

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

All key stage 2 pupil group reports

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Disadvantaged (default)

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or

- they are recorded as having been adopted from care

The national comparator for this row is the national average for non-disadvantaged children.

Disadvantaged (like-for-like)

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The comparator for this row is the national average for disadvantaged pupils. This is different to the default DfE national comparator.

Ever 6 FSM (default)

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

Ever 6 FSM (like-for-like)

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The comparator for this row is the national average for Ever 6 FSM pupils. This is different to the default DfE national comparator.

Children looked after (default)

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018

Children looked after (like-for-like)

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have been looked after for at least 1 day for the year in question. This is different to the default DfE national comparator.

https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018

Other (default)

Non-disadvantaged children.

The national comparator used in this row is the national average for non-disadvantaged children.

Other (like-for-like)

Non-disadvantaged children.

In this like-for-like view of the data, the national comparator used in this row remains the national average for non-disadvantaged children.

Switch comparator

This button changes your view of disadvantaged pupils' data and its component measures Ever 6 FSM and CLA to a 'like-for-like' comparator based on the national average for each cohort of pupils.

This is different from the default DfE national comparator, which is the national average for non-disadvantaged, non-Ever 6 FSM and non-CLA pupils.

Like-for-like national average

The comparators for disadvantaged pupils, Ever 6 FSM and CLA pupils are the national averages for disadvantaged pupils, Ever 6 FSM and CLA pupils.

This is different from the default DfE national comparator, which is the national average for non-disadvantaged, non-Ever 6 FSM and CLA.

The comparator for other pupils remains as non-disadvantaged pupils nationally.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for all pupils.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

Non-mobile

Pupils who were on the school roll for the whole of years 5 and 6.

The national comparator used in this row is the national average for pupils on the school roll for the whole of years 5 and 6.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

Prior attainment

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

The national comparator used for this row is the national figure for low prior attainment overall.

https://www.gov.uk/government/publications/primary-school-accountability

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

The national comparator used for this row is the national figure for middle prior attainment overall.

https://www.gov.uk/government/publications/primary-school-accountability

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

The national comparator used for this row is the national figure for high prior attainment overall.

Reading low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

The national comparator used for this row is the national figure for low prior attainment in reading.

https://www.gov.uk/government/publications/primary-school-accountability

Reading middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

The national comparator used for this row is the national figure for middle prior attainment in reading.

https://www.gov.uk/government/publications/primary-school-accountability

Reading high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

The national comparator used for this row is the national figure for high prior attainment in reading.

https://www.gov.uk/government/publications/primary-school-accountability

Writing low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

The national comparator used for this row is the national figure for low prior attainment in writing.

https://www.gov.uk/government/publications/primary-school-accountability

Writing middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

The national comparator used for this row is the national figure for middle prior attainment in writing.

https://www.gov.uk/government/publications/primary-school-accountability

Writing high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

The national comparator used for this row is the national figure for high prior attainment in writing.

https://www.gov.uk/government/publications/primary-school-accountability

Maths low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

The national comparator used for this row is the national figure for low prior attainment in maths.

https://www.gov.uk/government/publications/primary-school-accountability

Maths middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

The national comparator used for this row is the national figure for middle prior attainment in maths.

https://www.gov.uk/government/publications/primary-school-accountability

Maths high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

The national comparator used for this row is the national figure for high prior attainment in maths.

https://www.gov.uk/government/publications/primary-school-accountability

Key stage 1 performance measures

Percentage achieving the expected standard or higher in reading

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Percentage achieving greater depth in reading

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Percentage achieving the expected standard or higher in writing

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Percentage achieving greater depth in writing

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Percentage achieving the expected standard or higher in maths

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Percentage achieving greater depth in maths

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Key stage 1 additional reports

Reading

Achieved greater depth

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Working towards

The pupil is working towards the expected standard of reading. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/pre-key-stage-1-standards

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

https://www.gov.uk/government/publications/pre-key-stage-1-standards

Writing

Achieved greater depth

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Working towards

The pupil is working towards the expected standard of writing. Read more about key stage 1 standards

https://www.gov.uk/government/publications/pre-key-stage-1-standards

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

https://www.gov.uk/government/publications/pre-key-stage-1-standards

Maths

Achieved greater depth

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Working towards

The pupil is working towards the expected standard of maths. Read more about key stage 1 standards.

https://www.gov.uk/government/publications/pre-key-stage-1-standards

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

https://www.gov.uk/government/publications/pre-key-stage-1-standards

All key stage 1 pupil group reports

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Disadvantaged

Pupils may be defined as disadvantaged if:
- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator for this row is the national average for non-disadvantaged children.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018

Other

Non-disadvantaged children.

The national comparator used in this row is the national average for non-disadvantaged children.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an Education, Health and Care Plan (EHCP).

The national comparator used in this row is the national average for all pupils.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Phonics performance measures

Attainment in phonics by mark

This graph shows the distribution of pupils' marks in phonics. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

Attainment in phonics by %

This graph shows the distribution of pupils' marks in phonics against national and local authority comparators. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

Marks in phonics check

Percentages have been rounded to nearest whole number, so may not sum to 100.

All Phonics pupil group reports

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Year 1 attainment

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator for this row is the national average for non-disadvantaged children.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018

Other

Non-disadvantaged children.

The national comparator used in this row is the national average for non-disadvantaged children.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for all pupils.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

Year 2 attainment
Cohort

The overall 'Cohort' figure for Year 2 Phonics also includes any pupils who were expected to take the Year 2 Phonics check, but for whom no data was recorded.

Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator for this row is the national average for non-disadvantaged children.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018

Other

Non-disadvantaged children.

The national comparator used in this row is the national average for non-disadvantaged children.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for all pupils.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the

home or in the community.

The national comparator used in this row is the national average for all pupils.

EYFS performance measures

Percentage of pupils achieving a good level of development

Children achieving a good level of development are those achieving at least the expected level in these areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

EYFS additional reports

Percentage of pupils achieving a good level of development

Children achieving a good level of development are those achieving at least the expected level in these areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths

FSM

Pupils known to have been eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Non-FSM

Pupils who were not eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this column is the national average for all pupils.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this column is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs and those whose SEN provision could not be determined.

The national comparator used in this column is the national average for pupils with no SEN and those whose SEN provision could not be determined.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Percentage of pupils achieving at least the expected level

The percentage of children achieving 'expected' or 'exceeded' in each early learning goal.

FSM

Pupils known to have been eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Non-FSM

Pupils who were not eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of

the year this data covers.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this column is the national average for all pupils.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this column is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs and those whose SEN provision could not be determined.

The national comparator used in this column is the national average for pupils with no SEN and those whose SEN provision could not be determined.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Communication and language

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

Being active and interactive, and developing coordination, control and movement.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Literacy

Linking sounds and letters, and beginning to read and write.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

Making sense of the physical world and the community where they live.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts, design and making

Exploring and playing with a wide range of media and materials, as well as opportunities for sharing their thoughts, ideas and feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Absence

Absence

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on absence.

Read more about the methodology used for compiling absence statistics.

https://www.gov.uk/government/publications/absence-statistics-guide

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with an EHCP.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for pupils with SEN support.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for pupils with English as their first language.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for pupils with English as an additional language.

Absence – 3 year trends

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Read more about the methodology used for compiling absence statistics.

https://www.gov.uk/government/publications/absence-statistics-guide

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Exclusions

Exclusions

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

Read more about the methodology used for compiling exclusion statistics.

https://www.gov.uk/government/publications/exclusions-statistics-guide

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with EHCP.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for pupils with SEN support.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for pupils with English as their first language.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for pupils with English as an additional language.

Exclusions – 3 year trends

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

Read more about the methodology used for compiling exclusion statistics.

https://www.gov.uk/government/publications/exclusions-statistics-guide

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

School characteristics

Basic characteristics trends

Up to Key stage 5 basic characteristics trends

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. For all-through schools, the national comparator is all state-funded mainstream secondary schools in England. The national comparator used for special schools is all state-funded special schools in England. 2017 and 2018 figures are not available as this is a new measure. Included in these are academies, free schools, local authority maintained schools and special schools.

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are eligible for free school meals.

Minority ethnic groups

Pupils who are not white British.

The national comparator used in this row is the national average for non-white British pupils.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with SEN with EHCP.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for pupils with SEN support.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for pupils with English as an additional language.

Stability %

Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

The national comparator used in this row is the national average for stable pupils.

School deprivation indicator

Pupils living in an area of income deprived families.

The national comparator used in this row is the national average for pupils living in an area of income deprived families.

Basic characteristics by national curriculum year group

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

Minority ethnic groups

Pupils who are not white British.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

All SEN

Includes SEN pupils with an education, health and care plan and SEN support pupils.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

Post-compulsory

The post-compulsory stage is key stage 5 (16-18 provision).

Pre-compulsory

The pre-compulsory stage is nursery/ reception (Early years foundation stage profile level).

Prior attainment of pupils by year group

Prior attainment data

This data shows the previous key stage prior attainment for each school year. For example, the year 11 row shows the prior attainment of pupils at key stage 2, when they were in year 6.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Key stage 2 prior attainment by year group (years 10 and 11)

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 30 or higher. Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 24 or higher and below 30. Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 24. Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Key stage 2 prior attainment by year group (years 7, 8 and 9)

Average scaled score

This score is an average for pupils in the school. The expected standard is a score of 100 or more. The higher standard is 110 or more. For a more detailed explanation, see Scaled scores at key stage 2.

https://www.gov.uk/guidance/scaled-scores-at-key-stage-2

Achieving the expected standard

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see Scaled scores at key stage 2.

https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2

Achieving the expected standard

Pupils are meeting the expected standard if their teacher assesses them as 'working at the expected standard' or better in writing.

Key stage 1 prior attainment by year group

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

https://www.gov.uk/government/publications/primary-school-accountability

Key stage 1 reading prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of reading, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of reading.

Working towards

The pupil exceeded the pre-key stage 1 standard of reading and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of reading.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of reading.

Key stage 1 writing prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of writing, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of writing.

Working towards

The pupil exceeded the pre-key stage 1 standard of writing and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of writing.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of writing.

Key stage 1 maths prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of maths, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of maths.

Working towards

The pupil exceeded the pre-key stage 1 standard of maths and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of maths.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of maths.