Interpreting Results

Percentages: The percentage point difference between the school's result and national data is evaluated in terms of how many pupils it represents.

This means the school's percentage can be lower than national, but considered inline because the gap represents less than one whole pupil. This is especially useful for smaller schools.

To calculate, we multiply the number of pupils in the cohort by the percentage point difference, then round down to nearest whole number of pupils.

For example, if the national result is 78% and the school result is 63% then the difference is -15. If there are 28 pupils in the cohort, then the pupil gap is calculated as follows: 28 × -15 ÷ 100 = -4.2. This is rounded to -4 pupils. However, if there were just 5 pupils in the cohort, then the pupil gap (5 × -15 ÷ 100) would be 0.

The bars are colour coded as follows:

- Pupil gap is 2 or more above national
- Pupil gap is 1 above national
- Cohort is inline with national result
- Pupil gap is 1 below national
- Pupil gap is 2 or more below national
- National percentage not available for comparison

··· The national percentage

Average scaled scores: The evaluation here is based on the standard deviation between the national average scaled scores and schools' results, approximated to +/- 3.

The bars are colour coded as follows:

- 3+ above national
- 0–2 above national
- 1–3 below national
- 4+ below national

··· The national average scaled score

Progress scores: As with ASP and IDSR, a confidence interval is used to indicate if progress scores are significantly above, below or in-line with national average.

Confidence intervals give an idea of uncertainty around a school's progress scores and they vary in width depending on the size of the school, with smaller schools having wider intervals.

There are three possible progress outcomes:

- **Sig+:** The confidence interval sits entirely above the zero line. Progress is above national average.
- **Sig-:** The confidence interval sits entirely below the zero line. Progress is below national average.
- **OK:** The confidence interval straddles the zero line. Progress is inline with national average.

Early Years Foundation Stage

Achievement in 12 early learning goals determine if a pupil has a Good Level of Development (GLD).

% pupils achieving a GLD

Year	2017/18	2018/19	2021/22
	53%	75%	85%
Cohort	17	16	20
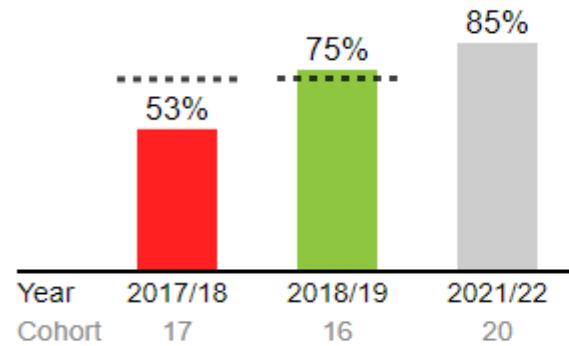
Phonics Screening Check

% pupils passing check in Y1

Year	2017/18	2018/19	2021/22
	86%	65%	93%
Cohort	14	17	14
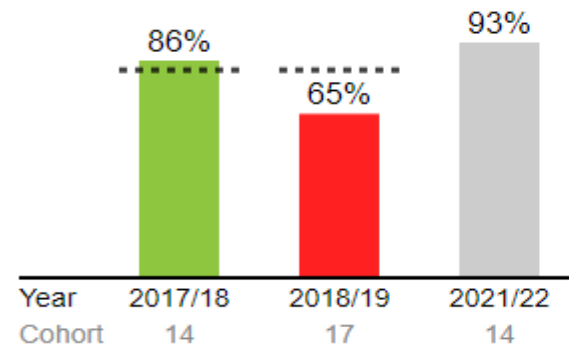
% pupils passing check by end of Y2

Year	2017/18	2018/19	2021/22
	82%	100%	100%
Cohort	17	14	15
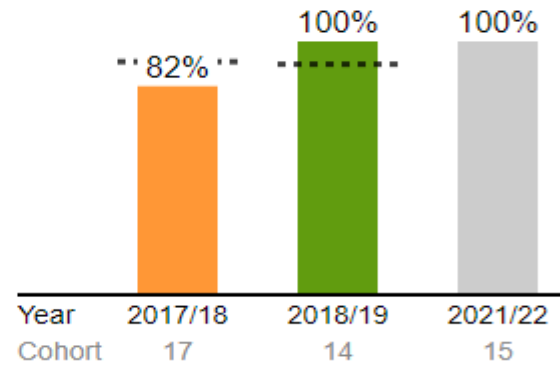
Key Stage 1 – Reading

% pupils achieving the expected standard

	82%	87%	87%
Year	2017/18	2018/19	2021/22
Cohort	17	15	15

% pupils achieving greater depth

	35%	40%	27%
Year	2017/18	2018/19	2021/22
Cohort	17	15	15
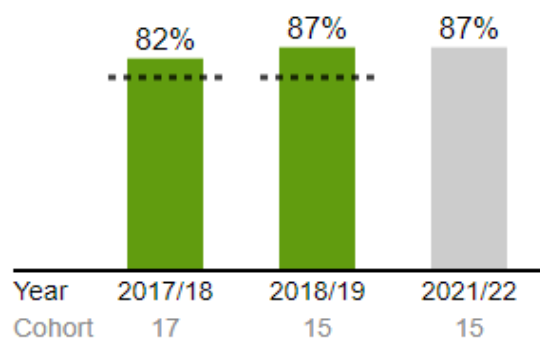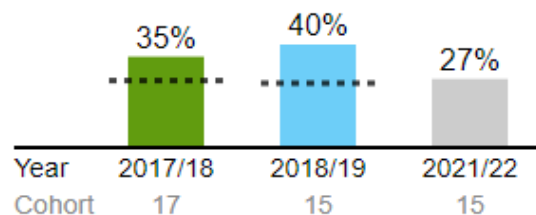
Key Stage 1 – Writing

% pupils achieving the expected standard

	71%	67%	60%
Year	2017/18	2018/19	2021/22
Cohort	17	15	15

% pupils achieving greater depth

	24%	33%	27%
Year	2017/18	2018/19	2021/22
Cohort	17	15	15

Key Stage 1 – Maths

% pupils achieving the expected standard

	88%	80%	67%

Year	2017/18	2018/19	2021/22
Cohort	17	15	15

% pupils achieving greater depth

	41%	20%	27%

Year	2017/18	2018/19	2021/22
Cohort	17	15	15
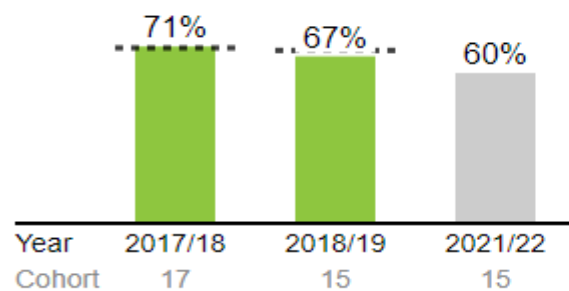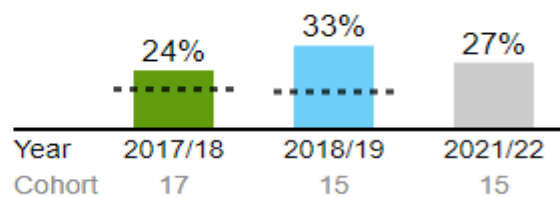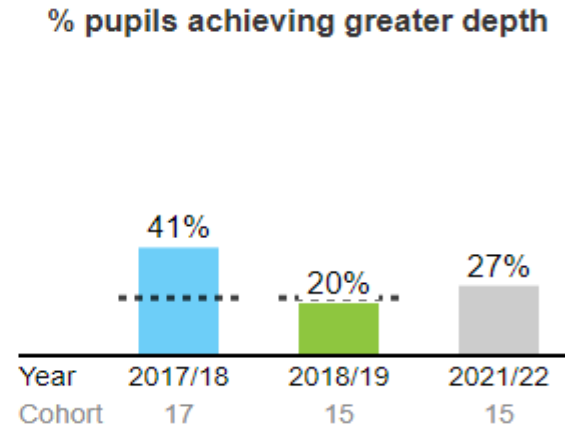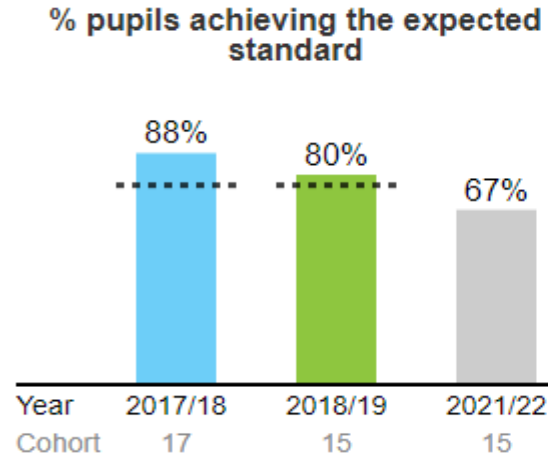
Key Stage 1 – Reading, Writing & Maths Combined

To achieve the expected standard or greater depth in combined subjects, a pupil must pass the threshold in each of the three subjects.

% pupils achieving the expected standard

	71%	60%	60%

Year	2017/18	2018/19	2021/22
Cohort	17	15	15

% pupils achieving greater depth

	24%	20%	27%

Year	2017/18	2018/19	2021/22
Cohort	17	15	15
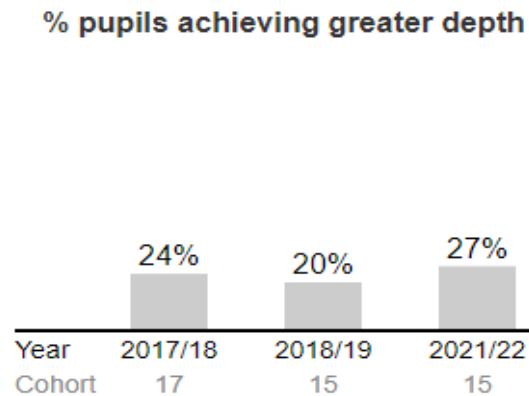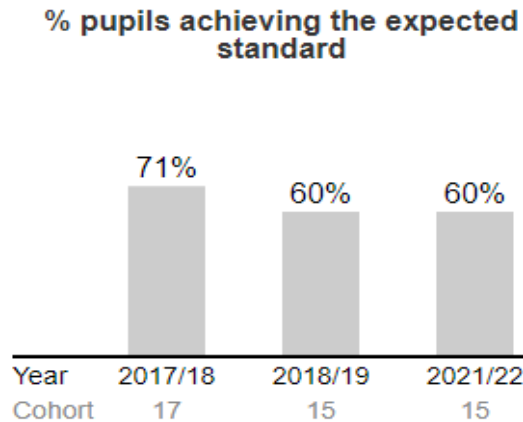
Key Stage 2 – Reading

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.

% pupils achieving the expected standard

Year	2017/18	2018/19	2021/22
	No Data	No Data	86%
Cohort	-	-	22

% pupils achieving a high score

Year	2017/18	2018/19	2021/22
	No Data	No Data	32%
Cohort	-	-	22

Average scaled score

Year	2017/18	2018/19	2021/22
	No Data	No Data	106
Cohort	-	-	22

Key Stage 2 – Writing

Writing is only teacher assessed, so there is no scaled score.

% pupils achieving the expected standard

Year	2017/18	2018/19	2021/22
	No Data	No Data	91%
Cohort	-	-	22

% pupils achieving greater depth

Year	2017/18	2018/19	2021/22
	No Data	No Data	23%
Cohort	-	-	22

Key Stage 2 – Maths

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.

% pupils achieving the expected standard

Year	2017/18	2018/19	2021/22
	No Data	No Data	73%
Cohort	-	-	22

% pupils achieving a high score

Year	2017/18	2018/19	2021/22
	No Data	No Data	32%
Cohort	-	-	22

Average scaled score

Year	2017/18	2018/19	2021/22
	No Data	No Data	105
Cohort	-	-	22

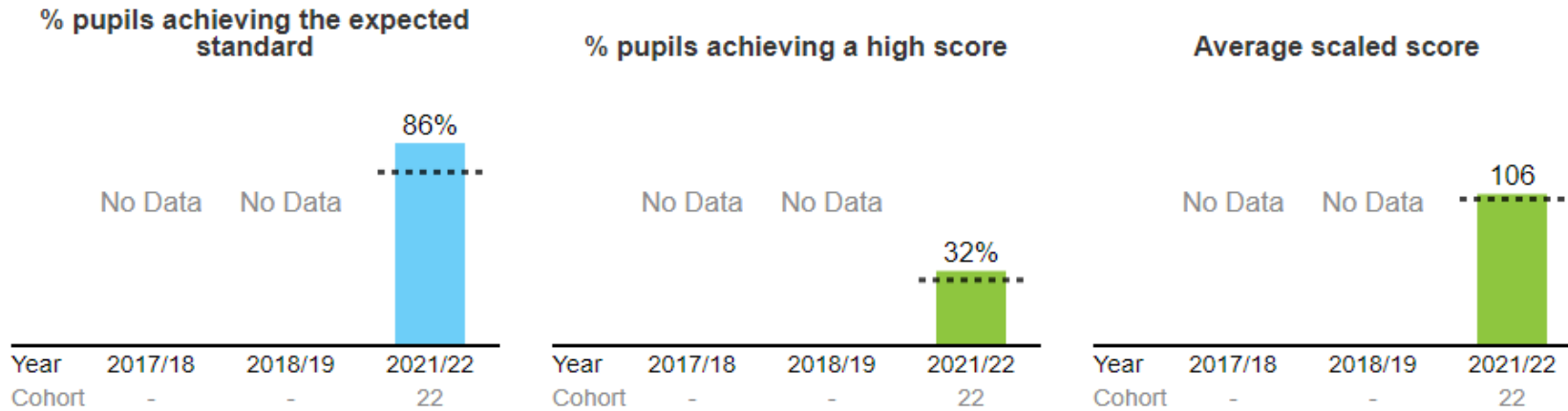# Key Stage 2 – Reading, Writing & Maths Combined

To achieve the expected or higher standard in combined subjects, a pupil must pass the threshold in each of the three subjects.

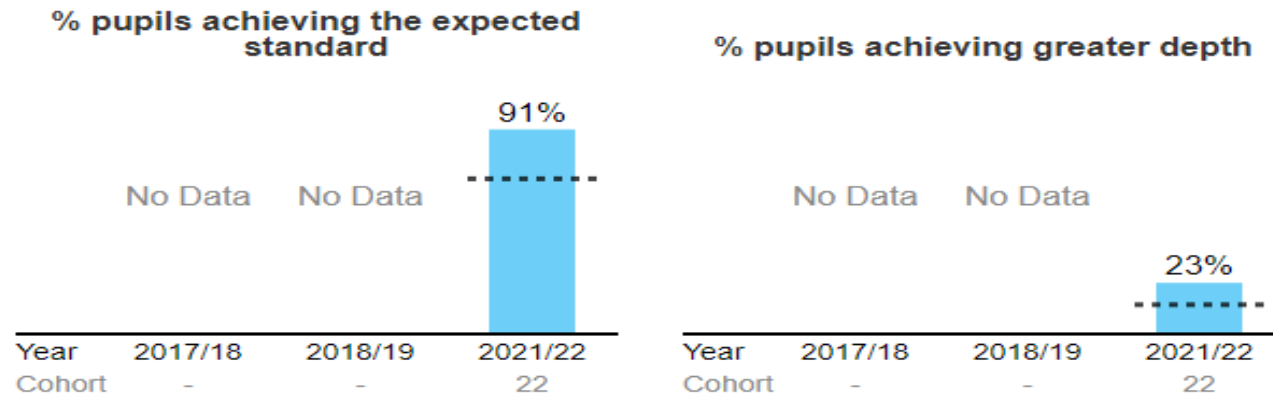### % pupils achieving the expected standard

Year	2017/18	2018/19	2021/22
	No Data	No Data	73%
Cohort	-	-	22

% pupils achieving high score or greater depth

Year	2017/18	2018/19	2021/22
	No Data	No Data	23%
Cohort	-	-	22

Key Stage 2 – Grammar, Punctuation & Spelling

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.

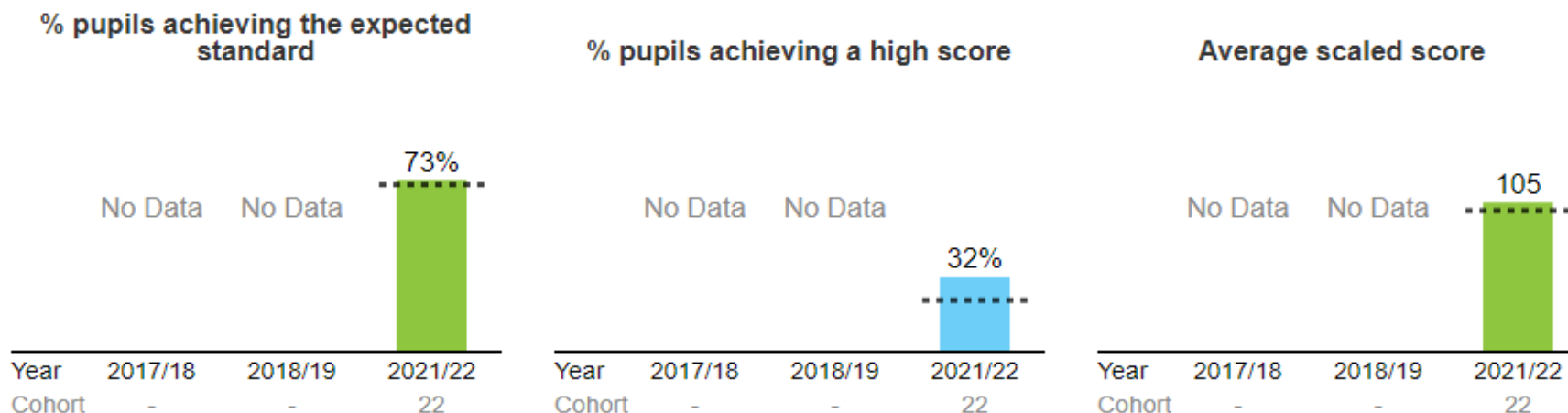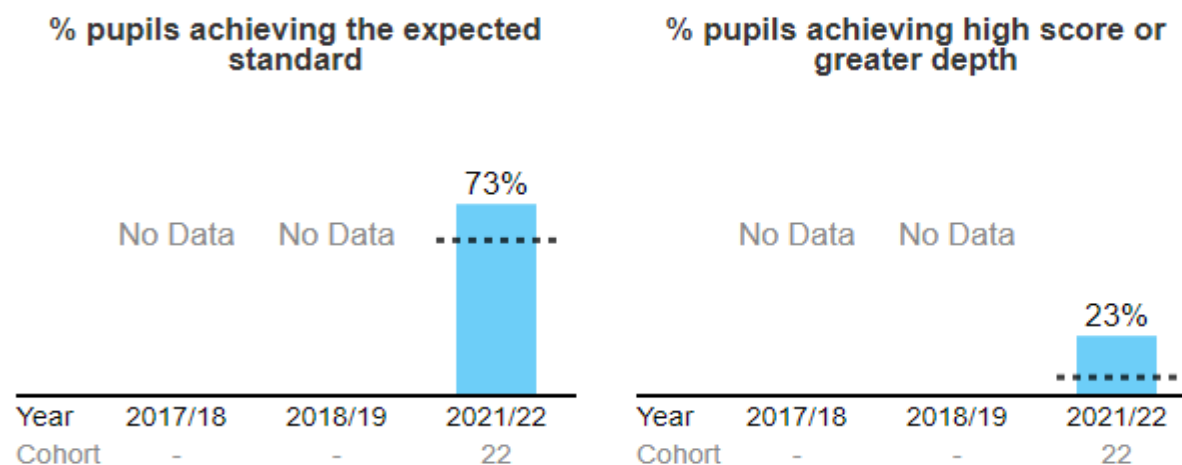### % pupils achieving the expected standard
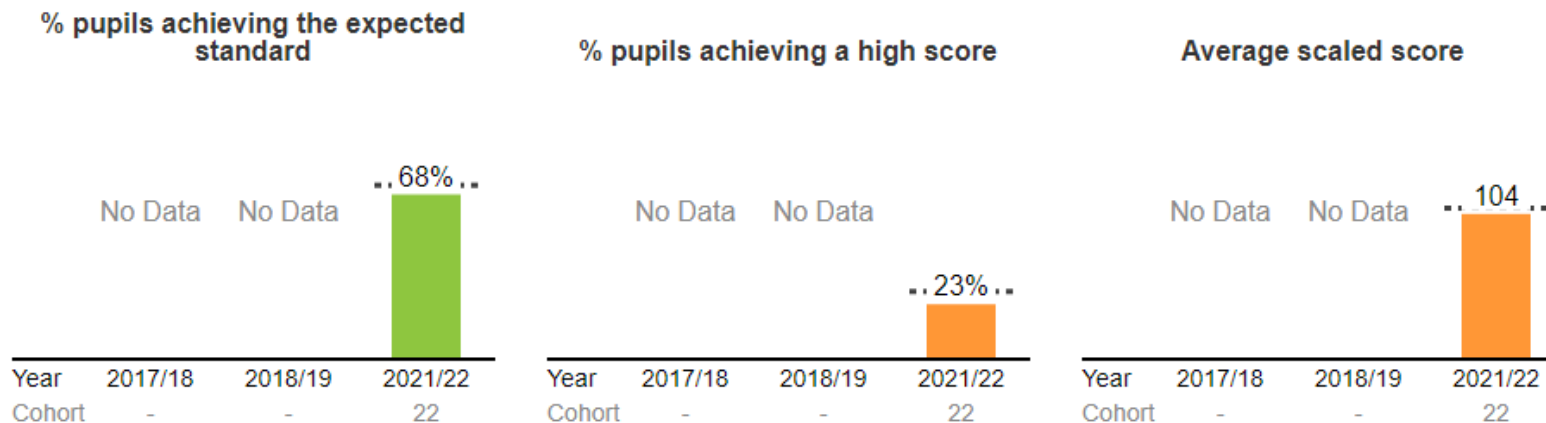
	68%
No Data	No Data	

Year	2017/18	2018/19	2021/22
Cohort	-	-	22

% pupils achieving a high score

		23%
No Data	No Data	

Year	2017/18	2018/19	2021/22
Cohort	-	-	22

Average scaled score

		104
No Data	No Data	

Year	2017/18	2018/19	2021/22
Cohort	-	-	22

Key Stage 2 – Science

% pupils achieving the expected standard

		86%
No Data	No Data	

Year	2017/18	2018/19	2021/22
Cohort	-	-	22