

Mount Carmel RC Primary School (URN: 105555)

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 provisional data for 2018/19. CLA data is not currently available, so we are not publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in the revised release.

Also, any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

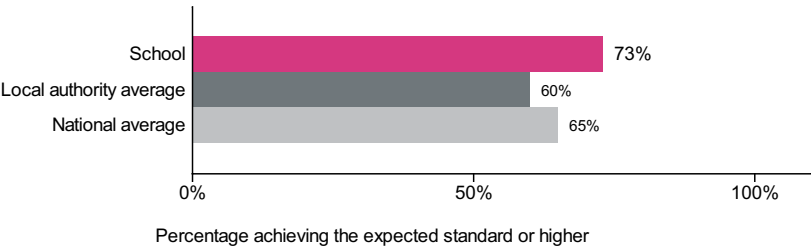
Progress in reading, writing and maths

Reading	Writing	Maths
Number of pupils = 56	Number of pupils = 56	Number of pupils = 56
Pupils with adjusted scores = 0	Pupils with adjusted scores = 0	Pupils with adjusted scores = 0
<div><div></div>Average 0.69</div>	<div><div></div>Above average 1.87</div>	<div><div></div>Well above average 3.30</div>
Confidence interval -0.9 to 2.3	Confidence interval 0.4 to 3.4	Confidence interval 1.9 to 4.7

Reading, writing and maths combined

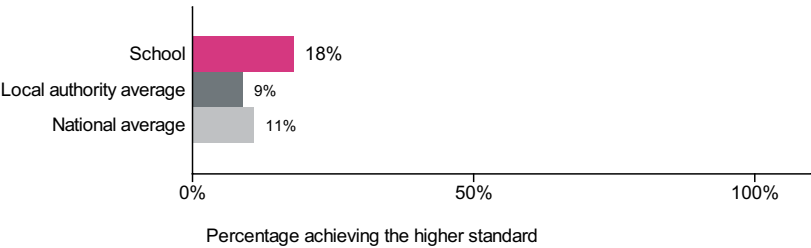
Percentage of pupils achieving the expected standard or higher

Number of pupils = 62



Percentage of pupils achieving the higher standard

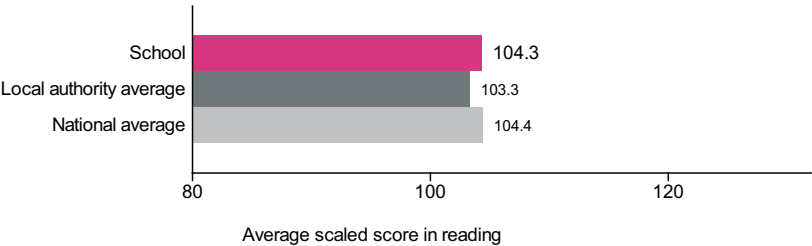
Number of pupils = 62



Average scaled score in:

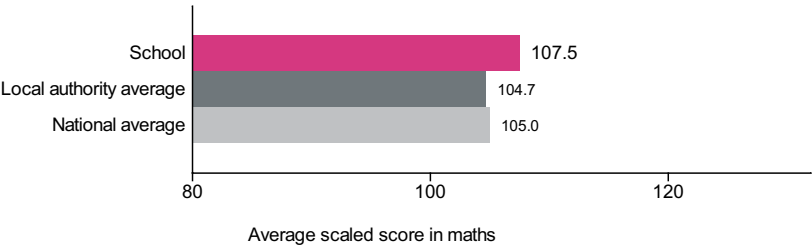
Reading

Number of pupils = 62



Maths

Number of pupils = 62



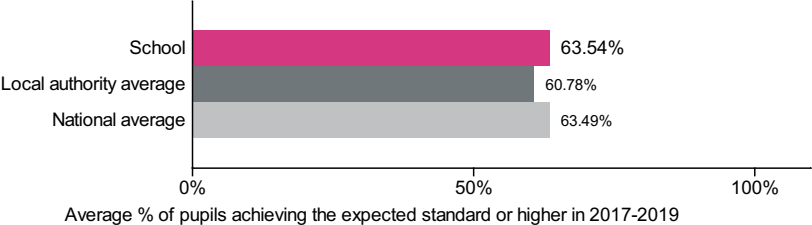
Key stage 2 three year average

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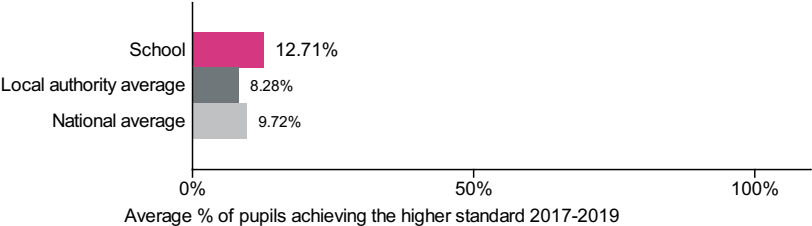
Percentage of pupils achieving expected standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62



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

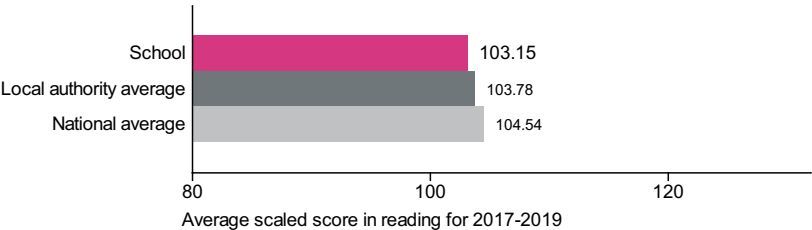
Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62



Average scaled score in:

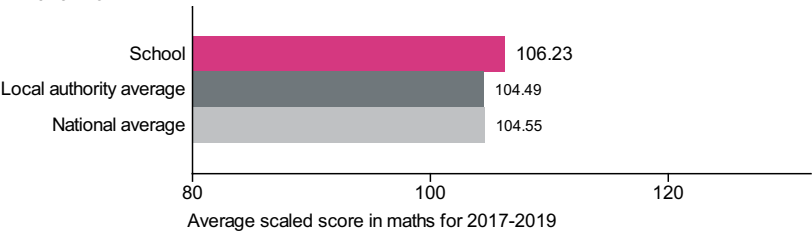
Reading, 2017-2019

Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62



Maths, 2017-2019

Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62






Key stage 2 results over 3 years




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Progress in reading

	2017	2018	2019
Number of pupils	56	54	56
Pupils with adjusted scores	N/A	1	0
School progress score	-2.57	-0.37	0.69
Confidence interval	-4.2 to -1.0	-2.0 to 1.2	-0.9 to 2.3
Progress banding	 Below average	 Average	 Average
Local authority average	0.49	0.90	0.42
National average	0.00	0.03	0.03

Progress in writing

	2017	2018	2019
Number of pupils	56	54	56
Pupils with adjusted scores	N/A	0	0
School progress score	0.48	0.98	1.87
Confidence interval	-1.1 to 2.1	-0.5 to 2.5	0.4 to 3.4
Progress banding	 Average	 Average	 Above average
Local authority average	0.46	0.26	0.18
National average	0.00	0.03	0.03

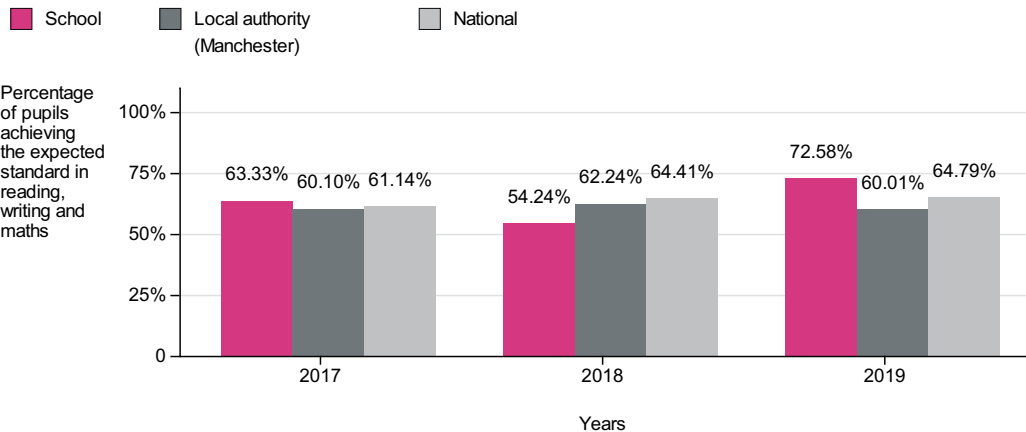
Progress in maths

	2017	2018	2019
Number of pupils	56	54	56
Pupils with adjusted scores	N/A	0	0
School progress score	0.32	2.67	3.30
Confidence interval	-1.2 to 1.8	1.3 to 4.1	1.9 to 4.7
Progress banding	 Average	 Above average	 Well above average
Local authority average	1.26	1.10	0.80
National average	0.00	0.03	0.03

Reading, writing and maths combined

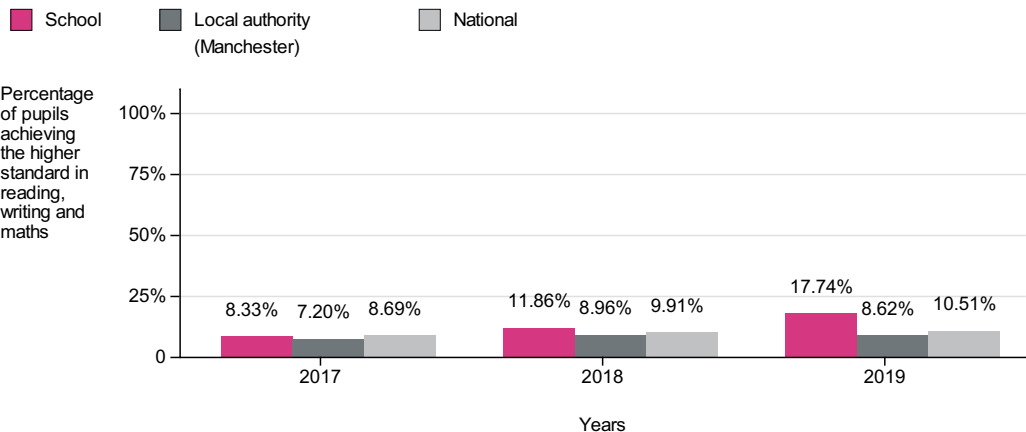
Percentage of pupils achieving the expected standard or higher

Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62



Percentage of pupils achieving the higher standard

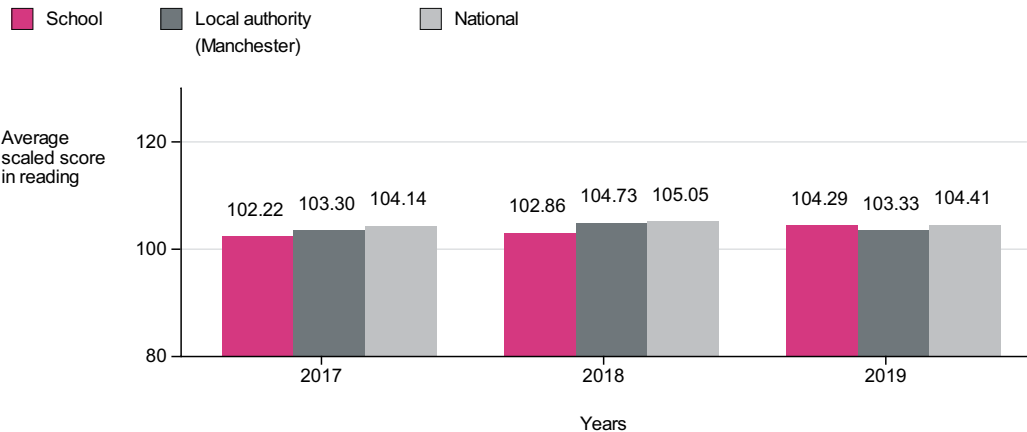
Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62



Average scaled scores in:

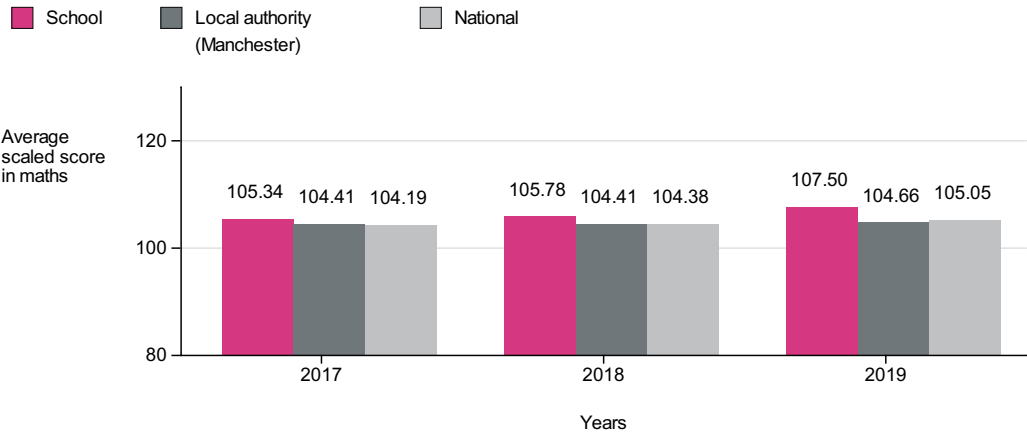
Reading

Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62



Maths

Number of pupils in 2017 = 60
Number of pupils in 2018 = 59
Number of pupils in 2019 = 62



Key stage 2 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	56	0.69	0.03	0.69	0.00	62	77	73	27	27	104.3	104.4
Male	29	-0.12	-0.54	-0.12	-0.58	31	74	69	16	22	101.7	103.3
Female	27	1.57	0.62	1.57	0.60	31	81	78	39	32	106.9	105.5
SEN EHCP	2	-4.65	0.03	-4.65	0.00	2	0	73	0	27	81.5	104.4
SEN support	5	-3.57	0.03	-3.57	0.00	6	33	73	0	27	92.3	104.4
No SEN	49	1.35	0.34	1.35	0.33	54	85	81	31	31	106.5	105.7
Non-mobile	56	0.69	0.07	0.69	0.05	58	79	74	29	28	104.7	104.6
English first language	47	1.32	0.03	1.32	0.00	49	84	73	33	27	105.8	104.4
English additional language	9	-2.60	0.03	-2.60	0.00	13	54	73	8	27	98.5	104.4
Prior attainment												
Low overall	5	-3.57	0.02	-3.57	0.00	5	0	16	0	1	84.4	92.7
Middle overall	33	0.91	0.03	0.91	0.00	33	79	70	18	14	104.1	102.5
High overall	18	1.47	0.03	1.47	0.00	18	100	97	61	56	111.7	110.3
Reading low	5	-3.57	-0.30	-3.57	-0.32	5	0	17	0	2	84.4	93.0
Reading middle	31	0.85	-0.20	0.85	-0.23	31	77	70	16	14	103.8	102.6
Reading high	20	1.51	0.54	1.51	0.52	20	100	98	60	59	111.4	110.7
Writing low	6	-0.42	0.09	-0.42	0.07	6	17	24	17	3	89.2	94.5
Writing middle	41	0.73	-0.03	0.73	-0.06	41	83	77	22	22	105.2	104.2
Writing high	9	1.26	0.23	1.26	0.20	9	100	99	78	67	113.2	111.7
Maths low	5	-3.57	0.24	-3.57	0.23	5	0	14	0	1	84.4	92.4
Maths middle	38	1.61	0.17	1.61	0.14	38	84	72	26	19	105.6	103.1
Maths high	13	-0.34	-0.39	-0.34	-0.42	13	92	97	54	57	110.3	110.4

Writing progress and attainment by pupil group

Key stage 2 writing by pupil group										
Breakdown	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	56	1.87	0.03	1.87	0.00	62	81	78	34	20
Male	29	0.81	-0.73	0.81	-0.78	31	77	72	19	15
Female	27	3.02	0.82	3.02	0.81	31	84	85	48	25
SEN EHCP	2	5.94	0.03	5.94	0.00	2	0	78	0	20
SEN support	5	-4.39	0.03	-4.39	0.00	6	17	78	0	20
No SEN	49	2.35	0.52	2.35	0.50	54	91	88	39	24
Non-mobile	56	1.87	0.10	1.87	0.07	58	83	80	36	21
English first language	47	1.70	0.03	1.70	0.00	49	86	78	37	20
English additional language	9	2.79	0.03	2.79	0.00	13	62	78	23	20
Prior attainment										
Low overall	5	-0.65	0.02	-0.65	0.00	5	0	15	0	0
Middle overall	33	1.00	0.04	1.00	0.00	33	88	78	12	7
High overall	18	4.17	0.02	4.17	0.00	18	100	99	89	49
Reading low	5	-0.65	-0.19	-0.65	-0.21	5	0	17	0	0
Reading middle	31	0.84	-0.05	0.84	-0.09	31	87	79	10	7
Reading high	20	4.10	0.25	4.10	0.23	20	100	99	85	51
Writing low	6	-1.43	-0.36	-1.43	-0.39	6	0	21	0	0
Writing middle	41	2.04	0.00	2.04	-0.03	41	93	85	27	13
Writing high	9	3.32	0.42	3.32	0.41	9	100	100	100	67
Maths low	5	-0.65	0.29	-0.65	0.28	5	0	14	0	0
Maths middle	38	2.29	0.17	2.29	0.14	38	89	79	29	11
Maths high	13	1.64	-0.41	1.64	-0.43	13	100	98	69	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	56	3.30	0.03	3.30	0.00	62	87	79	37	27	107.5	105.0
Male	29	3.82	0.73	3.82	0.70	31	81	78	26	29	106.3	105.3
Female	27	2.73	-0.69	2.73	-0.72	31	94	79	48	24	108.7	104.7
SEN EHCP	2	7.57	0.03	7.57	0.00	2	0	79	0	27	95.5	105.0
SEN support	5	-0.14	0.03	-0.14	0.00	6	17	79	0	27	95.5	105.0
No SEN	49	3.47	0.37	3.47	0.35	54	98	87	43	31	109.3	106.3
Non-mobile	56	3.30	0.10	3.30	0.08	58	86	80	38	27	107.7	105.2
English first language	47	3.04	0.03	3.04	0.00	49	90	79	39	27	108.1	105.0
English additional language	9	4.66	0.03	4.66	0.00	13	77	79	31	27	105.4	105.0
Prior attainment												
Low overall	5	5.11	0.03	5.11	0.01	5	0	19	0	1	94.6	94.0
Middle overall	33	2.67	0.04	2.67	0.00	33	94	77	18	13	106.5	103.3
High overall	18	3.94	0.02	3.94	0.00	18	100	99	89	58	114.1	110.3
Reading low	5	5.11	0.71	5.11	0.69	5	0	26	0	2	94.6	95.5
Reading middle	31	2.81	0.11	2.81	0.07	31	94	78	19	16	106.5	103.6
Reading high	20	3.60	-0.29	3.60	-0.32	20	100	98	80	54	113.4	109.9
Writing low	6	4.32	0.49	4.32	0.46	6	0	31	0	3	95.3	96.3
Writing middle	41	3.16	0.05	3.16	0.01	41	98	83	34	22	108.1	104.9
Writing high	9	3.25	-0.32	3.25	-0.34	9	100	99	89	63	115.0	111.0
Maths low	5	5.11	-0.54	5.11	-0.56	5	0	14	0	1	94.6	92.8
Maths middle	38	3.05	-0.04	3.05	-0.08	38	95	78	32	14	107.6	103.6
Maths high	13	3.32	0.38	3.32	0.36	13	100	99	77	67	113.9	111.3

Reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
All pupils	62	73	65	18	11
Male	31	68	60	6	9
Female	31	77	70	29	13
SEN EHCP	2	0	65	0	11
SEN support	6	17	65	0	11
No SEN	54	81	74	20	12
Non-mobile	58	74	66	19	11
English first language	49	80	65	20	11
English additional language	13	46	65	8	11
Prior attainment					
Low overall	5	0	7	0	0
Middle overall	33	73	58	3	2
High overall	18	100	95	56	29
Reading low	5	0	9	0	0
Reading middle	31	71	59	3	2
Reading high	20	100	95	50	30
Writing low	6	0	11	0	0
Writing middle	41	80	67	12	5
Writing high	9	100	97	67	41
Maths low	5	0	5	0	0
Maths middle	38	79	61	13	3
Maths high	13	92	95	46	33

Key stage 2 additional reports

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	62	89	78	61	36	110.3	106.3	15.9	13.4	97	89	85	76	77	50	15	5	
Male	31	87	74	48	31	108.5	105.3	15.7	12.9	97	86	84	73	81	46	16	5	
Female	31	90	83	74	41	112.1	107.4	16.2	13.8	97	91	87	80	74	53	13	6	
SEN EHCP	2	50	78	0	36	96.5	106.3	10.0	13.4	100	89	50	76	50	50	0	5	
SEN support	6	17	78	0	36	93.8	106.3	5.8	13.4	67	89	17	76	0	50	0	5	
No SEN	54	98	87	70	42	112.6	107.8	17.3	14.3	100	95	94	85	87	57	17	6	
Non-mobile	58	90	79	62	37	110.6	106.5	16.1	13.5	97	90	86	77	79	51	16	5	
English first language	49	92	78	63	36	110.8	106.3	16.3	13.4	98	89	88	76	80	50	16	5	
English additional language	13	77	78	54	36	108.2	106.3	14.6	13.4	92	89	77	76	69	50	8	5	
Prior attainment																		
Low overall	5	20	17	0	2	92.8	94.1	6.4	6.2	80	40	20	22	20	7	0	0	
Middle overall	33	97	77	52	21	109.4	104.2	16.3	12.4	100	91	91	74	79	40	6	2	
High overall	18	100	99	100	71	118.3	112.6	18.9	16.5	100	100	100	97	100	80	33	12	
Reading low	5	20	17	0	2	92.8	94.1	6.4	5.6	80	37	20	19	20	6	0	0	
Reading middle	31	97	78	52	22	109.3	104.5	16.4	12.6	100	92	90	75	81	40	6	2	
Reading high	20	100	99	95	72	117.5	112.8	18.6	16.7	100	100	100	98	95	81	30	12	
Writing low	6	33	23	0	3	94.7	95.4	7.8	6.6	83	46	33	25	33	8	0	0	
Writing middle	41	98	84	63	30	111.2	106.0	16.8	13.4	100	94	93	81	83	48	5	3	
Writing high	9	100	100	100	83	119.4	114.4	19.6	17.4	100	100	100	99	100	89	67	16	
Maths low	5	20	16	0	2	92.8	94.1	6.4	6.7	80	39	20	23	20	8	0	0	
Maths middle	38	97	78	63	26	111.4	104.8	17.1	12.7	100	91	95	76	87	44	5	3	
Maths high	13	100	98	85	72	115.8	112.9	17.6	16.5	100	99	92	96	85	79	46	12	

Science attainment by pupil group

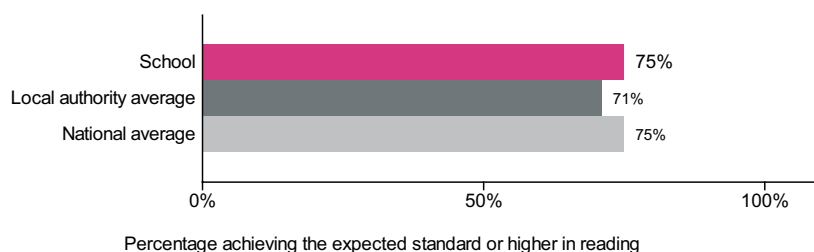
Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	62	84	83
Male	31	84	80
Female	31	84	86
SEN EHCP	2	0	83
SEN support	6	17	83
No SEN	54	94	91
Non-mobile	58	86	84
English first language	49	90	83
English additional language	13	62	83
Prior attainment			
Low overall	5	0	23
Middle overall	33	94	84
High overall	18	100	99
Reading low	5	0	27
Reading middle	31	94	85
Reading high	20	100	99
Writing low	6	17	33
Writing middle	41	95	89
Writing high	9	100	100
Maths low	5	0	19
Maths middle	38	95	85
Maths high	13	100	99

Key stage 1

This is provisional data for 2018/19.

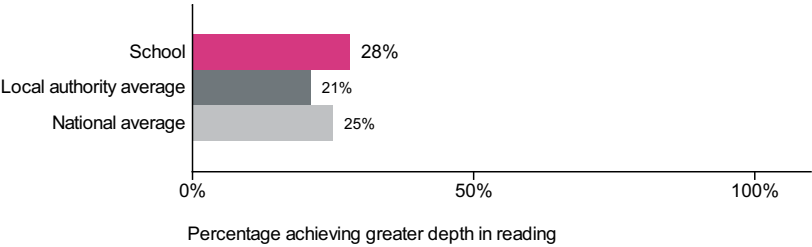
Percentage achieving the expected standard or higher in reading

Number of pupils = 60



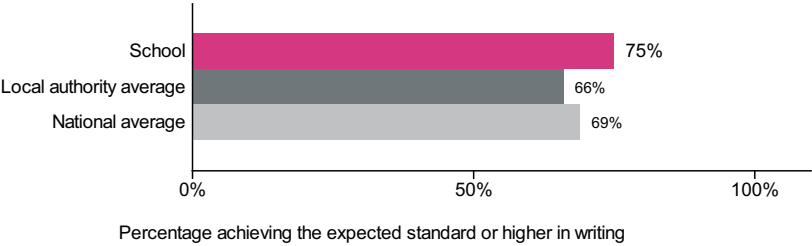
Percentage achieving greater depth in reading

Number of pupils = 60



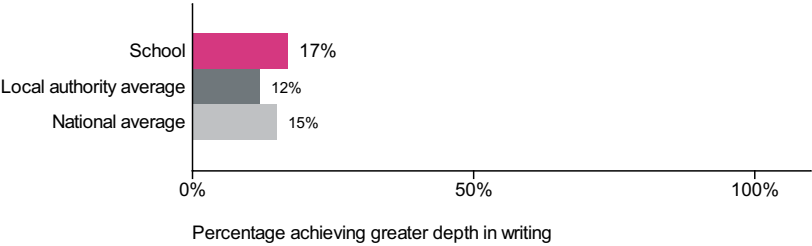
Percentage achieving the expected standard or higher in writing

Number of pupils = 60



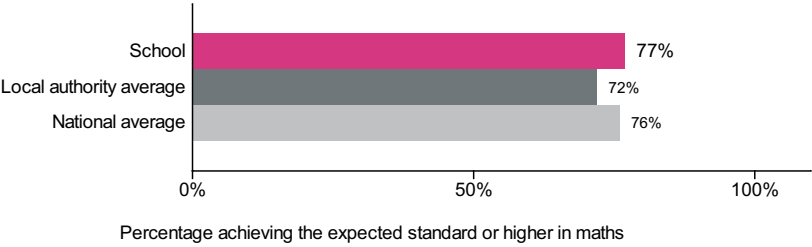
Percentage achieving greater depth in writing

Number of pupils = 60



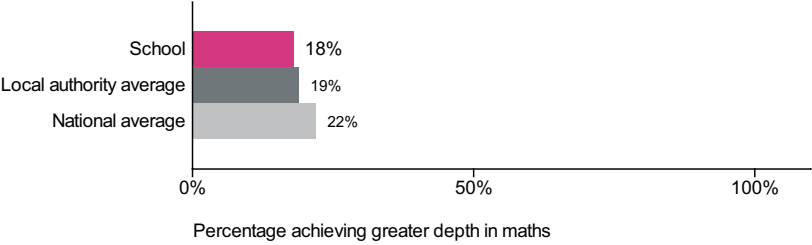
Percentage achieving the expected standard or higher in maths

Number of pupils = 60



Percentage achieving greater depth in maths

Number of pupils = 60



Key stage 1 additional reports

Reading attainment by pupil group

Key stage 1 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	60	28	25	75	75	25	17	0	7
Male	30	30	22	67	71	33	19	0	9
Female	30	27	29	83	79	17	15	0	5
Disadvantaged	19	16	28	74	78	26	15	0	5
Ever 6 FSM	18	17	28	78	78	22	15	0	5
Children looked after	1	0	25	0	75	100	17	0	7
Other	41	34	28	76	78	24	15	0	5
SEN EHCP	1	0	25	0	75	100	17	0	7
SEN support	10	10	25	40	75	60	17	0	7
No SEN	49	33	29	84	83	16	14	0	3
English first language	51	29	25	73	75	27	17	0	7
English additional language	9	22	25	89	75	11	17	0	7

Writing attainment by pupil group

Key stage 1 writing 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	60	17	15	75	69	22	22	3	8
Male	30	13	11	67	63	30	26	3	10
Female	30	20	19	83	76	13	18	3	5
Disadvantaged	19	11	17	68	73	26	20	5	6
Ever 6 FSM	18	11	17	72	73	22	20	6	6
Children looked after	1	0	15	0	69	100	22	0	8
Other	41	20	17	78	73	20	20	2	6
SEN EHCP	1	0	15	0	69	100	22	0	8
SEN support	10	10	15	40	69	40	22	20	8
No SEN	49	18	17	84	78	16	19	0	3
English first language	51	16	15	73	69	24	22	4	8
English additional language	9	22	15	89	69	11	22	0	8

Maths attainment by pupil group

Key stage 1 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	60	18	22	77	76	17	18	7	6
Male	30	20	24	80	75	13	18	7	7
Female	30	17	19	73	77	20	18	7	4
Disadvantaged	19	11	24	74	79	16	16	11	4
Ever 6 FSM	18	11	24	78	79	11	16	11	4
Children looked after	1	0	22	0	76	100	18	0	6
Other	41	22	24	78	79	17	16	5	4
SEN EHCP	1	0	22	0	76	100	18	0	6
SEN support	10	10	22	40	76	40	18	20	6
No SEN	49	20	25	86	84	10	15	4	2
English first language	51	18	22	75	76	18	18	8	6
English additional language	9	22	22	89	76	11	18	0	6

Science attainment by pupil group

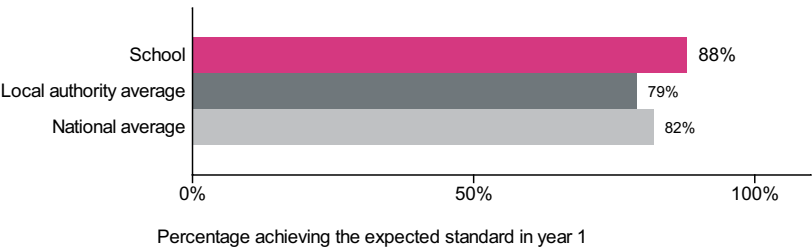
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	60	88	82
Male	30	87	80
Female	30	90	85
Disadvantaged	19	84	85
Ever 6 FSM	18	83	85
Children looked after	1	100	82
Other	41	90	85
SEN EHCP	1	100	82
SEN support	10	70	82
No SEN	49	92	90
English first language	51	88	82
English additional language	9	89	82

Phonics performance measures

This is provisional data for 2018/19.

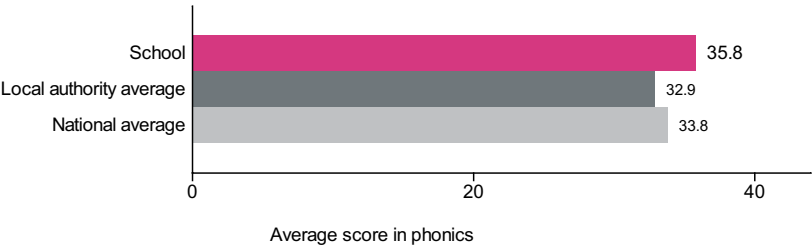
Percentage achieving the expected standard in phonics

Number of pupils = 60



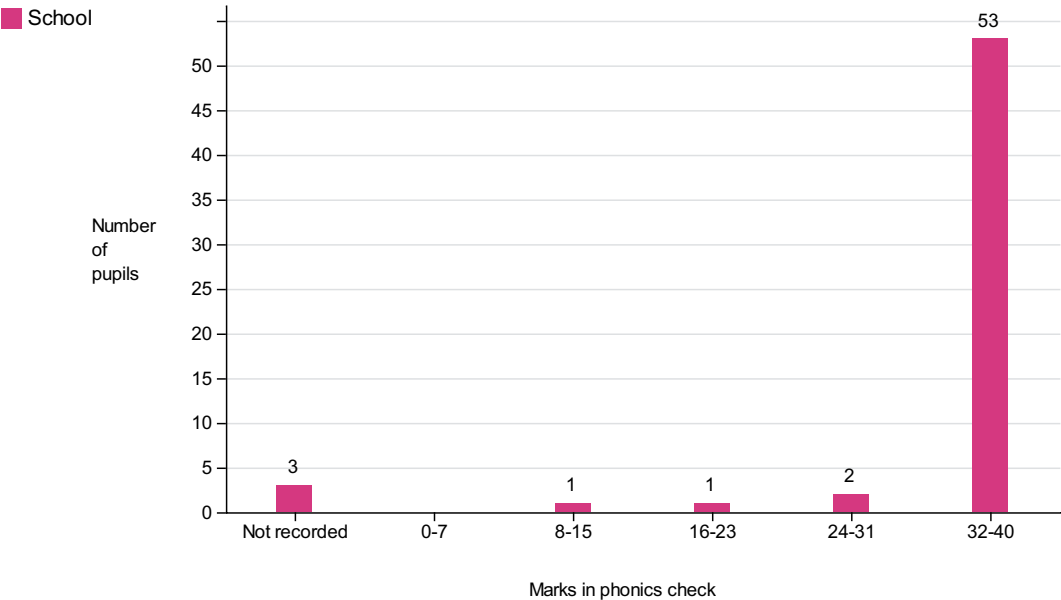
Phonics average score

Number of pupils = 60



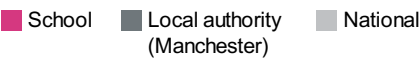
Attainment in phonics by mark

Number of pupils = 60



Attainment in phonics by %

Number of pupils = 60



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	60	3	4	53	88	82	36	34
Male	35	3	1	31	89	78	37	33
Female	25	0	3	22	88	85	35	35
Disadvantaged	15	1	0	14	93	84	38	34
Ever 6 FSM	15	1	0	14	93	84	38	34
Children looked after	0	0	0	0	N/A	82	N/A	34
Other	45	2	4	39	87	84	35	34
SEN EHCP	2	2	0	0	0	82	N/A	34
SEN support	6	0	2	4	67	82	30	34
No SEN	51	1	2	48	94	88	36	35
English first language	50	2	4	44	88	82	35	34
English additional language	9	1	0	8	89	82	38	34

Phonics additional reports

Phonics year 2 attainment by pupil group

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	10	0	1	9	90	36
Male	6	0	0	6	100	37
Female	4	0	1	3	75	35
Disadvantaged	4	0	1	3	75	35
Ever 6 FSM	3	0	1	2	67	34
Children looked after	1	0	0	1	100	37
Other	6	0	0	6	100	37
SEN EHCP	1	0	0	1	100	34
SEN support	5	0	1	4	80	35
No SEN	4	0	0	4	100	37
English first language	9	0	1	8	89	35
English additional language	1	0	0	1	100	40

Absence

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.

This data includes all absences reported during the autumn term 2018 and spring term 2019. 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.](#)

Absence						
Breakdown	No. of enrolments in the school	Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions		
		School %	National %	No. of enrolments that are persistent absentees	School %	National %
All pupils	375	3.3	3.9	30	8.0	8.4
Male	188	3.1	4.0	13	6.9	8.6
Female	187	3.5	3.8	17	9.1	8.1
Ever 6 FSM	121	5.2	5.4	18	14.9	15.7
Non-Ever 6 FSM	252	2.4	3.4	12	4.8	5.8
SEN EHCP	11	2.2	7.0	1	9.1	19.8
SEN support	52	5.1	5.3	9	17.3	14.0
No SEN	309	3.0	3.6	19	6.1	7.0
English first language	297	3.7	3.9	29	9.8	8.3
English additional language	78	1.7	3.8	1	1.3	8.6

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	484	279	477	281	474	282
Male %	49.6	51.0	50.3	51.0	50.0	51.0
Female %	50.4	49.0	49.7	49.0	50.0	49.0
Ever 6 FSM %	35.9	24.3	35.4	23.5	30.4	23.0
Minority ethnic groups %	47.6	32.3	50.6	32.9	52.7	33.8
SEN EHCP %	2.3	1.3	2.9	1.4	2.5	1.6
SEN support %	14.9	12.2	11.7	12.4	11.6	12.6
English additional language %	19.5	20.7	19.2	20.9	20.7	21.2
Stability %	86.4	85.7	86.7	85.8	85.4	85.6
School deprivation indicator	0.39	0.21	0.39	0.21	0.38	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.

Basic characteristics by national curriculum year group									
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	62	50	50	35	56	21	13	3	10
5	59	44	56	36	44	17	14	0	14
4	60	53	47	43	55	22	17	3	13
3	58	48	52	28	53	26	22	3	19
2	60	50	50	30	50	15	18	2	17
1	57	58	42	25	56	14	16	5	11
Pre-compulsory	118	48	52	15	53	25	7	2	5

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	16.3	16.3	-0.1	32	34	59	58	9	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	12	23	73	72	14	18	5	5	0	1
Year 4	17	25	72	74	20	17	5	4	2	1
Year 3	21	25	69	75	24	17	2	5	3	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	10	13	59	64	27	26	5	5	0	1
Year 4	10	15	67	67	25	24	5	5	2	1
Year 3	16	16	67	70	24	22	3	5	3	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	8	17	68	71	20	20	3	4	0	1
Year 4	17	20	73	74	15	18	8	4	2	1
Year 3	17	22	71	76	22	18	3	4	2	1

Glossary

Key stage 2

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: <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. 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>

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. Read more about scaled scores. <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. 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.

Local authority average

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

Key stage 2 three year average

Three year averages cannot be calculated where there is no data available, for the school, in previous years.

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.

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Average scaled score in reading 2017-2019

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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

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Average scaled score in maths 2017-2019

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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

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National average

The data used for the national comparator is all state-funded schools in England.

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.

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<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>

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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.

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<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. 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.

Local authority average

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

Key stage 2 reports

National average / National %

The data used for the national comparator is all state-funded schools in England.

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.

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 all 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.

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

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>

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 scaled 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

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>

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 scaled 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>

Progress scatter plot

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.

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

Attainment scatter plot

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 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>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738700/2018-19_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_a...pdf

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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738700/2018-19_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_a...pdf

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.

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

Key stage 1

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 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.

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.

<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.

<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.

<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>

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.

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

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.

<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.

Absence

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.

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.

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 mainstream special schools in England. 2017 and 2018 figures are not available as this is a new measure.

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 mainstream schools in England.

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 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 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 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 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 12. 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.