



RAISEonline 2015 Summary Report
St Joseph RC Junior School

Unique Reference Number (URN)	101539
DfE Number	3043501
Local Authority	Brent

Based on the following datasets for 2015:-
Key Stage 2: validated data

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Important

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement, attendance and behaviour of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors, together with the new Inspection Dashboard, to inform their planning for an inspection.

The Early Years Foundation Stage Profile report is provided for use in the context of evaluating children's readiness to start Year 1 in terms of their development. Data are provided for all of the early learning goals to aid schools and inspectors identify any areas on which teaching may not have placed sufficient focus. The report is for groups, rather than at interactive pupil level, to provide an overview of development needs on entry to Year 1. Reports are now provided displaying 2014 and 2015 data.

Changes for 2015

On 1 September 2014 a range of SEND reforms were introduced as part of the Children and Families Act. Following the changes to SEN school census codes, RAISEonline will now show data for no SEN, SEN support (which replaces School Action and School Action Plus) and SEN with a statement or an Education, Health and Care (EHC) plan.

The definition of a disadvantaged pupil has changed to reflect changes to the conditions of funding for the pupil premium in 2014-2015. Pupils will be defined as disadvantaged in RAISEonline if they are recorded as:

- * eligible for Free School Meals (FSM) in the last six years or
- * looked after continuously for one day or more or
- * adopted from care.

The Year 2 phonics report now shows the percentage of pupils that have reached the expected standard by the end of Year 2, whether it was in Year 1 or in Year 2. A new report is available for those pupils who did not reach the expected standard in phonics at the end of Year 1 or who have taken the screening check for the first time in Year 2. This report is in the format of a transition matrix and shows the Year 1 marks achieved alongside the Year 2 outcomes to which pupils have progressed. A three year trend phonics report has also been introduced.

The exclusion reports now contain additional data on repeat exclusions. They show the percentage of pupils with two or more fixed term exclusion during the academic year.

Shading

Shading in the Closing the gaps reports is applied only for 2015 results and only to the gaps between results for disadvantaged pupils in the school and other pupils nationally. It is intended to identify gaps of educational importance. At Key Stage 2, it is applied only to the table for expected, and more than expected, progress from each Key Stage 1 starting level. Where the school's percentage of disadvantaged pupils falls below the national percentage for other pupils by an amount equivalent to one or more pupils, the difference is shaded red. Where the school's percentage of disadvantaged pupils is equal to or above the national percentage for other pupils, the difference is shaded yellow. At Key Stage 1, shading is applied to the table for average point scores (APS). Where the disadvantaged group's APS is at least four points (equivalent to two sublevels) less than the national APS for other pupils, it is shaded red. Where the disadvantaged group's APS is equal to or above the national APS for other pupils, it is shaded yellow.

Elsewhere in RAISEonline, green and blue shading are used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. However, the performance of specific groups should always be compared with the performance of all pupils nationally. Statistical significance does not necessarily correlate with being educationally significant.

Further information and guidance on the shading and the methodology used to calculate other measures presented in RAISEonline can be found at <https://www.raiseonline.org> in the Library section in the folder 'How Ofsted and DfE analyse your data'

Other information

The FAQ section of the library includes a wide range of common questions. Further information is also available within each interactive report at the 'Help?' button near the top right of the screen. We also recommend that you read RAISEonline Latest news regularly to keep up to date.

The Key Stage 1 final data represent data submitted to the Department for Education (DfE) by local authorities at the end of the data collection. The final data incorporates data submitted after the collection deadline.

The Key Stage 2 validated data reflect the outcome of requested changes to the data that schools may have submitted during the September 2015 Schools Performance Tables checking period. These changes must have been received with the deadline, met Tables criteria, and be as a result of marking reviews. The validated data may not reflect the outcome of any late or on-going appeals, or of late-resolved maladministration cases.

We are not able to make ad hoc changes to published data in RAISEonline. The website provides interactive reports, accessed via the 'Tree view' tab. The interactive reports allow access to pupil level data that underlie the measures contained in the summary report and a range of other analyses. If you think your measures are wrong, please first check these underlying pupil list reports. After this step, if you think there is an error in the measures due to a miscalculation rather than incorrect data please use the 'Contact us' facility on RAISEonline <https://www.raiseonline.org> or email enquiries@ofsted.gov.uk.

The 'School's own data' section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. You will be able to see if analyses for your school would change and use these in discussions with school improvement partners and inspectors. Note that the changes will apply to the school's own copy of the data only; the published data in RAISEonline will remain unaffected.

The summary report is divided into the following sections

1. Context
2. Absence and exclusions
3. Prior attainment (for schools with Key Stage 2)
Early Years Foundation Stage Profile
4. Attainment in Key Stages 1 and 2
5. Progress (Value added then Expected progress, for schools with Key Stage 2)
6. Closing the Gaps

Important Information for Governors E' Primary

Effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement, behaviour and safety of all pupils in their school, including the most able and disadvantaged pupils, those for whom the pupil premium provides support.

The purpose of RAISEonline is to support school self-evaluation and to inform the school inspection process. Key information from it is summarised in Ofsted's new Inspection Dashboard, which governors should look at first to gain a broad overview before looking at the more detailed charts and tables in this RAISEonline summary report. The Inspection Dashboard shows three-year trends for all pupils and key groups, including disadvantaged pupils, and identifies strengths and weaknesses.

This RAISEonline summary report contains tables and charts that compare school and national figures. The figures allow governors to ask themselves questions that are essential for evaluating pupils' performance. Such questions for each set of tables are shown in the lists below. Examples for progress tables are: Is progress above average? How much is progress rising or falling? In which subjects is progress strong/weak? Governors can then follow up with challenging questions to leaders.

Governors could ask leaders follow-up questions such as these:

- * Why?
- * How might curriculum provision, teaching or leadership and management be linked to it?
- * How do performance/absence/exclusions in all current year groups compare with this?
- * What actions are being taken to address this in all year groups? What is the strategy for improving this? How do improvement plans include and emphasise this? What objectives and targets have been set?
- * How well are all staff involved with improving this?
- * What evidence do you have of the impact of these actions?
- * Which uses of the pupil premium are being effective in raising progress and attainment?

Attainment and progress sections

The tables and charts showing pupils' achievement are in two separate sections: attainment and progress. The four different types of achievement data are:

Attainment

- * threshold data, which show the proportion of pupils that meet a particular standard
- * average attainment of pupils, shown as an average point score (APS)

Progress between Key Stages 1 and 2

- * expected progress and more than expected progress data, which show the proportions that make the progress expected by the government (two levels), or more
- * value added (VA), which is an aggregate of each pupil's progress in relation to the progress of all pupils nationally with similar prior attainment

Expected progress is calculated within each subject, for example, for reading it is based on the difference between a pupil's Key Stage 1 and Key Stage 2 attainment in reading. Value added uses each pupil's average Key Stage 1 score in reading, writing and mathematics combined as its baseline for calculating VA in a single subject, such as mathematics, and overall VA for mathematics, reading and writing combined.

In many tables, green or blue shading is used where school results are statistically significantly above or below the national figure. The part of the RAISEonline library to which the public has open access contains details of how figures are calculated.

Tables that are particularly useful for governors

Tables that governors might find particularly useful to look at are highlighted by the letter G in the top right corner. Governors may find it most useful to look first at the tables summarising three year trends in progress, including those showing gaps between disadvantaged pupils and others nationally, to show how well the school is performing compared to others whose pupils have similar prior attainment. Governors may then find it useful to look at three year trends in attainment, before moving onto details for groups and the tables showing absence, exclusions and context. This is the order of tables shown in the Inspection dashboard. In contrast, the lists of tables below do not follow this sequence. Instead, they are clustered into types of table and are listed broadly in the order in which they appear in the summary report, to assist in locating them. Descriptions of the tables highlighted with the letter G and their numbers are below.

An overview of key data

These four sets of tables provide a quick overview.

1. Three-year and longer trends in key measures for all pupils:

Basic characteristics of your school (Table 1.1.1)

The Key Stage 1 prior attainment of pupils in each year group (Table 3.1.1) (Note that prior attainment is the best indicator of future performance.)

Absence and exclusions (Table 2.1.1)

The percentage of pupils achieving a good level of development in the Early Years Foundation Stage Profile (tables at the front of the attainment section for 2014 and 2015.) (A good level of development is achieving at least the level expected in each early learning goal in the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.)

The percentage of pupils that met the expected standard in the phonics screening check in Year 1 and by Year 2 (Table 4.1.1)

Key Stage 1 average attainment overall and in each subject (Table 4.2.4)

Key Stage 2 average attainment overall and in each subject (Table 4.3.5) (4.1.5 in junior schools) (Average attainment is given in terms of average point scores (APS), where 6 points represent one level, 15 points are equivalent to Level 2 and 27 points are equivalent to Level 4).

Progress in terms of value added overall and in each subject (Table 5.1.1) (Value added compares each pupil's Key Stage 1 to 2 progress with all pupils nationally of similar prior attainment, assigns a score, aggregates scores to school level and centres them around 100.)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Is absence below average? How much is it diminishing?

Is the proportion of persistent absentees below average? Is it falling?

Is the proportion of pupils with repeat exclusions (two or more in the year) below average?

Is the difference between the proportion with repeat exclusions and the proportion excluded at least once too small? Is it appropriate?

Does the difference between exclusions as a percentage of the pupil group and the proportion excluded at least once show that those with repeat exclusions had a high rate of exclusion?

Are children well enough prepared for Year 1 (have enough achieved a good level of development in the Early Years Foundation Stage Profile?)

Is the percentage of Year 1/Year 2 pupils achieving the expected standard in phonics above the national figure? Is it rising? (currently only 2015 data are available for Year 2)

Is attainment above average? How much is attainment rising?

In which subjects is attainment strong/weak?

Is progress above average (100)? How much is progress rising or falling?

In which subjects is progress strong/weak?

2. Attainment of thresholds for all pupils this year:

Percentage attaining or surpassing each Key Stage 1 level in each subject (Chart 4.2.1)

Percentage attaining or surpassing each Key Stage 2 level in each subject (Table 4.3.1) (4.1.1 in junior schools)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Do enough pupils attain the expected standard (KS1 Level 2, KS2 Level 4)?

Do enough pupils attain high standards (KS1 Level 3 or above, KS2 Level 5 or above)?

Do enough pupils finish Year 6 ready to access the secondary curriculum (attain Level 4B or above)?

3. Progress from different starting points for all pupils this year:

Expected progress in reading from Key Stage 1 to Key Stage 2 (Table 5.2.1) (The progress expected by the government is two levels, such as from Level 2 to Level 4.)

Expected progress in writing from Key Stage 1 to Key Stage 2 (Table 5.2.3)

Expected progress in mathematics from Key Stage 1 to Key Stage 2 (Table 5.3.1)

Comparison of Year 1 and Year 2 phonics outcomes for pupils who did not achieve the expected standard in Year 1 (Table 4.1.2)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Are enough low prior-attainers (Level 1 or below) catching up to reach Level 4, by making more than expected progress?

Are enough of those who reached the expected level (2) at Key Stage 1 attaining the expected Level 4 (expected progress) and reaching Level 5 (more than expected progress)?

Are enough high prior-attainers (Level 3 or above) attaining at least Level 5 (expected progress), and reaching Level 6 (more than expected progress)?

Do the overall percentages making expected progress (on bottom row of the table) meet the progress part of the floor standard (in 2015, 94% in reading, 97% in writing and 93% in mathematics)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

Are enough pupils improving in phonics to meet the expected standard by the end of Year 2?

4. Closing the gaps in achievement between disadvantaged and other pupils

Closing any gaps in progress and attainment between disadvantaged pupils and other pupils nationally is a key focus for schools. The 'Closing the gaps' section at the back of the summary report shows three-year trends in the gaps in progress and attainment between disadvantaged pupils in your school and:

- * all other (non-disadvantaged) pupils nationally
- * other pupils in your school.

For Key Stage 2, the four tables show:

- * expected progress in mathematics, reading and writing from different starting points
- * progress in terms of value added
- * average attainment
- * attainment of thresholds.

For Key Stage 1, the last two tables are shown.

The key table, showing expected progress from different starting points, contains shading for comparisons of the 2015 progress of disadvantaged pupils with national figures for other pupils. Yellow shows school proportions at or above national figures; red shows proportions lower than national by a margin of one or more pupils. At Key Stage 1, shading is used on the average attainment table, with yellow showing 2015 attainment of disadvantaged pupils that is equal to or above the national average for other pupils, and red shading showing where it is below by two-thirds of a level (four points) or more.

These tables allow governors to ask themselves, and follow up, essential questions such as:

Is there a gap between the disadvantaged pupils and other pupils nationally? If so, how fast is it closing?

How wide are in-school gaps? How quickly are any gaps closing?

Tables providing further detail and data for groups

Other tables marked with a G provide data for groups and further detail. The performance of groups should always be compared with the performance of all pupils nationally, also noting the comparison with the particular group nationally.

Progress of groups

Expected progress from different starting levels for disadvantaged pupils and others (Tables 5.2.2, 5.2.4 and 5.3.2).

Value added three-year trend overall and this year for subjects (Table 5.1.4)

Scatter plot of value added for each disadvantaged pupil and other pupil (back page)

The value-added table allows governors to ask themselves, and follow up, essential questions such as:

Which groups make the most progress and which make the least progress? How wide is the gap?

Which groups make below average (100) progress?

The scatter plot allows governors to ask themselves, and follow up, essential questions such as:

How does the value added differ for disadvantaged and other pupils, and for different prior attainment?

Is the value added very low for any pupils?

Attainment of groups

The percentage of pupils achieving a good level of development, and the level of learning and development expected in each early learning goal in the Early Years Foundation Stage Profile (at the front of the attainment section)

Phonics screening check attainment in Year 1 and by Year 2 (Tables 4.1.4 and 4.1.5)

Key Stage 1 average attainment overall and in each subject (Table 4.2.5)

Percentage attaining or surpassing Key Stage 2 Level 4 in each subject and in all of mathematics, reading and writing (Table 4.3.2) (4.1.2 in junior schools)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Do enough children achieve a good level of development in the Early Years Foundation Stage Profile? In which early learning goals is achievement highest/lowest? How ready are children for Year 1 in terms of communication, language, literacy and mathematics? Is children's personal and physical development good enough?

Do enough pupils meet the expected standard in the phonics screening check in Year 1, or by the end of Year 2?

Which groups attain most highly and which have lowest attainment? How wide is the gap?

Does the overall percentage attaining at least Level 4 in all of mathematics, reading and writing meet the attainment part of the Key Stage 2 floor standard (65% in 2014 and 2015)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

Inspection

Inspectors will meet with as many governors during an inspection as is possible. They will expect governors to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect governors to be familiar with historic performance data, including the summaries that Ofsted's new Inspection Dashboard presents for their school, and know what the information in them shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged pupils in the school and other pupils nationally, as well as in the school. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors should consider a wide range of data including information provided by the school.

Context

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2013	2014	2015	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	279	280	280	4	137	210	270
National	257	263	269	4	137	210	270
% girls							
School	51.3	48.2	46.8	0.0	46.1	48.2	49.9
National	49.0	49.0	49.0	0.0	46.1	48.2	49.9
% of pupils known to be eligible for free school meals (FSM)*							
School	23.3	21.8	20.7	0.0	9.3	15.5	24.8
National	26.7	26.6	26.0	0.0	9.3	15.5	24.8
% of pupils from minority ethnic groups							
School	90.0	90.3	92.5	0.0	5.0	9.1	17.0
National	28.7	29.7	30.7	0.0	5.0	9.1	17.0
% of pupils first language not / believed not to be English							
School	70.9	75.0	77.5	0.0	1.1	3.3	8.0
National	18.1	18.8	19.5	0.0	1.1	3.3	8.0
% of pupils with SEN support							
School	-	-	29.6	0.0	7.5	10.4	13.6
National	-	-	13.0	0.0	7.5	10.4	13.6
% of pupils with an SEN statement or EHC plan							
School	-	-	2.9	0.0	0.3	0.8	1.3
National	-	-	1.4	0.0	0.3	0.8	1.3
% stability							
School	91.4	94.6	95.4	27.9	79.2	84.5	88.4
National	85.8	85.9	85.9	27.9	79.2	84.5	88.4
School deprivation indicator							
School	0.37	0.37	0.37	0.01	0.10	0.14	0.21
National	0.24	0.24	0.24	0.01	0.10	0.14	0.21

Context

Table 1.1.2: Basic Characteristics by National Curriculum year group
(BasicNCYearGroup)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
3	70	55.7 / 44.3	18.6	92.9	77.1	34.3	0
4	70	61.4 / 38.6	20.0	92.8	84.3	35.7	0
5	70	51.4 / 48.6	15.7	94.3	77.1	27.1	0
6	70	44.3 / 55.7	28.6	90.0	71.4	32.9	0

Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2013	2014	2015	2015
White				
British	10.0	9.6	7.5	70.4
Irish	2.9	1.8	2.5	0.3
Traveller of Irish heritage	0.4	0.4	0.4	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	15.8	15.7	17.9	5.1
Mixed				
White & Black Caribbean	2.2	0.7	1.8	1.4
White & Black African	0.4	0.4	0.7	0.6
White & Asian	1.1	0.7	0.4	1.1
any other mixed background	2.9	3.2	3.2	1.8
Asian or Asian British				
Indian	22.6	26.8	29.6	2.7
Pakistani	0.0	0.0	0.0	4.1
Bangladeshi	0.0	0.0	0.0	1.7
any other Asian background	14.3	13.9	11.8	1.7
Black or Black British				
Caribbean	8.2	7.1	6.4	1.3
African	13.6	13.2	12.1	3.5
any other Black background	2.9	2.5	1.8	0.7
Chinese	0.4	0.4	0.7	0.4
Any other ethnic group	2.5	3.2	2.9	1.6
Parent/pupil preferred not to say	0.0	0.4	0.4	0.5
Ethnicity not known	0.0	0.0	0.0	0.5

First language				
English	29.0	25.0	22.5	82.5
Other	70.6	75.0	77.5	17.3
Unclassified	0.4	0.0	0.0	0.2

Context

Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)

Main SEN	SEN support			Statements/EHC plan		
	2013	2014	2015	2013	2014	2015
Specific Learning Difficulty	-	-	6	0	0	0
Moderate Learning Difficulty	-	-	5	0	0	0
Severe Learning Difficulty	-	-	0	0	0	0
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	20	3	2	2
Speech, Language and Communication Needs	-	-	18	5	5	2
Hearing Impairment	-	-	1	0	0	1
Visual Impairment	-	-	1	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	2	2	2	2
Autistic Spectrum Disorder	-	-	0	1	1	1
SEN support but no Specialist Assessment of type of need	-	-	30	-	-	0
Other Difficulty/Disability	-	-	0	0	0	0
School total	-	-	83	11	10	8
Percentage of school roll	-	-	29.6	3.9	3.6	2.9



Absence and exclusions

School Level Absence and Exclusions - 3 Year Trend (Trend_1)

Table 2.1.1

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2013			2014			2015		
	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level
Absence									
% Persistent absentees- absent for 15% or more sessions	1.4	3.6	3.8	0.4	2.8	2.6	0.0	2.7	2.5
% of sessions missed due to Overall Absence	3.2	4.8	5.0	3.1	3.9	3.9	3.5	4.0	4.0
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.00	0.45	-	0.00	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.18	-	0.00	0.21	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	0.87	-	0.00	1.01	-	-	-	-

Absence and exclusions

Table 2.1.2: School Level Absence by pupil groups (Abs_2)

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	3.5	4.0	0.0	2.7
<hr/>				
Gender				
Male	3.8	4.1	0.0	2.9
Female	3.1	4.0	0.0	2.6
Free School Meals*				
FSM	3.6	5.4	0.0	5.4
Non FSM	3.5	3.5	0.0	1.7
English as a First Language				
English or believed to be English	3.1	4.0	0.0	2.7
Other than English or believed to be other than English	3.6	4.2	0.0	2.9
Unclassified	-	4.4	-	3.5
Special Educational Needs				
No SEN	3.2	3.8	0.0	2.2
SEN support	4.0	5.2	0.0	5.3
SEN with statement or EHC plan	4.3	6.5	0.0	8.4
Ethnic Group				
White				
British	4.3	3.9	0.0	2.5
Irish	3.3	4.7	0.0	4.3
Traveller of Irish Heritage	12.5	16.4	0.0	33.1
Gypsy/Roma	-	11.6	-	21.8
Any Other White Background	4.8	4.8	0.0	3.6
Mixed				
White and Black Caribbean	2.7	4.9	0.0	4.6
White and Black African	4.8	4.0	0.0	2.9
White and Asian	2.0	4.1	0.0	2.8
Any other Mixed Background	3.1	4.3	0.0	3.2
Asian or Asian British				
Indian	3.5	3.8	0.0	2.0
Pakistani	-	4.7	-	3.6
Bangladeshi	-	4.7	-	3.3
Any other Asian Background	3.6	3.8	0.0	2.2

Absence and exclusions

Black or Black British				
Black Caribbean	2.1	4.2	0.0	3.6
Black African	1.8	2.6	0.0	1.1
Any Other Black Background	3.9	3.4	0.0	2.5
Chinese	5.0	2.8	0.0	1.2
Any Other Ethnic Group	2.4	4.2	0.0	2.8
Unclassified - Refused	5.6	4.3	0.0	3.0
Unclassified - Information Not Obtained	-	4.9	-	2.2



Prior Attainment

Table 3.1.1: The Prior attainment of pupils at Key Stage 2 (PriorKS2)

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2014/2015. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2015 National Pupil Database, which is not the same as the average score of all the pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

Average points score at KS1

NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 6	17.0	15.4	1.6	Sig+	87.1
Year 5	17.2	15.6	1.6	Sig+	97.1
Year 4	17.3	15.8	1.5	Sig+	98.6
Year 3	17.9	16.0	1.9	Sig+	100.0

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	4.9	54.1	41.0	16.5	58.6	24.9
Year 5	8.8	52.9	38.2	14.7	58.7	26.6
Year 4	7.2	43.5	49.3	12.9	58.5	28.5
Year 3	2.9	45.7	51.4	11.8	57.9	30.3

Attainment at Key Stage 2

Table 4.1.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2015 (KS2.3)

The table below show the cumulative distribution of the levels achieved by the school for Key Stage 2. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

		A/T	<L3	L3+	L4+	L4B+	L5+	L6
Mathematics	Entries	0	0	70	68	65	45	14
	School%	0	0	100	97	93	64	20
	National%	0	4	96	87	77	41	9
	Difference%	0	-4	4	10	16	23	11
	Significance	-	-	-	Sig+	Sig+	Sig+	Sig+
Reading	Entries	0	1	69	68	67	47	0
	School%	0	1	99	97	96	67	0
	National%	0	5	95	89	80	48	0
	Difference%	0	-3	4	8	15	19	0
	Significance	-	-	-	Sig+	Sig+	Sig+	-
Writing (TA) (Writing TA is reported as a level)	Entries	0	1	69	67	-	39	0
	School%	0	1	99	96	-	56	0
	National%	0	3	96	87	-	36	2
	Difference%	0	-2	2	9	-	20	-2
	Significance	-	-	-	Sig+	-	Sig+	-
English Grammar, Punctuation and Spelling (EGPS)	Entries	0	0	70	68	67	65	8
	School%	0	0	100	97	96	93	11
	National%	0	5	95	80	73	55	4
	Difference%	0	-5	5	17	23	37	8
	Significance	-	-	-	Sig+	Sig+	Sig+	-

Attainment at Key Stage 2

Table 4.1.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	70	96	80	Sig+	70	97	87	Sig+	70	97	89	Sig+	70	96	87	Sig+	70	97	80	Sig+
Gender																				
Male	31	97	77	Sig+	31	100	87	-	31	100	87	-	31	97	83	Sig+	31	97	76	Sig+
Female	39	95	83	Sig+	39	95	87		39	95	91	-	39	95	91	-	39	97	84	Sig+
Free School Meals*																				
FSM	20	90	70		20	90	80	-	20	90	83	-	20	90	79	-	20	95	71	Sig+
Non FSM	50	98	84	Sig+	50	100	90	Sig+	50	100	92	-	50	98	90	-	50	98	84	Sig+
Children Looked After																				
CLA	0	0	53	-	0	0	65	-	0	0	71	-	0	0	63	-	0	0	56	-
Not CLA	70	96	80	Sig+	70	97	87	Sig+	70	97	89	Sig+	70	96	87	Sig+	70	97	80	Sig+
Disadvantaged pupils																				
Disadvantaged pupils	20	90	70	Sig+	20	90	80	-	20	90	83	-	20	90	79	-	20	95	71	Sig+
Other pupils	50	98	85	Sig+	50	100	90	-	50	100	92	-	50	98	90	-	50	98	84	Sig+
Prior Attainment																				
Low	3	67	33	-	3	67	53	-	3	67	58	-	3	67	47	-	3	67	34	-
Middle	33	97	88	-	33	97	93	-	33	97	95	-	33	97	95	-	33	100	87	-
High	25	100	99	-	25	100	100	-	25	100	100	-	25	100	100	-	25	100	100	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	69	96	81	Sig+	69	97	88	Sig+	69	97	90		69	96	88		69	97	81	Sig+
English as a First Language																				

Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English or believed to be English	20	100	81	-	20	100	87	-	20	100	90	-	20	100	88	-	20	100	80	-
Other than English or believed to be other	50	94	77	Sig+	50	96	86	Sig+	50	96	84	Sig+	50	94	83	Sig+	50	96	80	Sig+
Unclassified	0	0	43	-	0	0	54	-	0	0	54	-	0	0	49	-	0	0	47	-
Special Educational Needs																				
No SEN	47	100	90	-	47	100	94	-	47	100	95	-	47	100	95	-	47	100	89	Sig+
SEN support	21	90	43	Sig+	21	95	64	Sig+	21	95	68	Sig+	21	90	57	Sig+	21	95	45	Sig+
SEN with statement or EHC plan	2	50	16	-	2	50	26	-	2	50	30	-	2	50	21	-	2	50	20	-
Ethnicity Group																				
White																				
British	7	100	81	-	7	100	87	-	7	100	90	-	7	100	88	-	7	100	80	-
Irish	3	100	85	-	3	100	90	-	3	100	92	-	3	100	90	-	3	100	83	-
Traveller of Irish Heritage	0	0	43	-	0	0	59	-	0	0	62	-	0	0	52	-	0	0	42	-
Gypsy/Roma	0	0	29	-	0	0	45	-	0	0	44	-	0	0	39	-	0	0	31	-
Any other White background	11	91	73	-	11	91	84	-	11	91	81	-	11	91	79	-	11	100	75	-
Mixed																				
White & Black Caribbean	1	100	77	-	1	100	84	-	1	100	88	-	1	100	86	-	1	100	77	-
White & Black African	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83	-
White & Asian	1	100	85	-	1	100	90	-	1	100	92	-	1	100	91	-	1	100	86	-
Any other mixed background	1	100	82	-	1	100	88	-	1	100	90	-	1	100	88	-	1	100	83	-

Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
Asian or Asian British																				
Indian	19	95	87	-	19	100	92	-	19	100	92	-	19	95	92	-	19	95	90	-
Pakistani	0	0	77	-	0	0	85	-	0	0	85	-	0	0	85	-	0	0	82	-
Bangladeshi	0	0	83	-	0	0	89	-	0	0	90	-	0	0	89	-	0	0	87	-
Any other Asian background	9	89	84	-	9	89	91	-	9	89	89	-	9	89	89	-	9	89	88	-
Black or Black British																				
Black Caribbean	6	100	75	-	6	100	82	-	6	100	88	-	6	100	85	-	6	100	79	-
Black African	8	100	81	-	8	100	86	-	8	100	89	-	8	100	88	-	8	100	85	-
Any other Black background	1	100	77	-	1	100	83	-	1	100	87	-	1	100	85	-	1	100	80	-
Chinese	1	100	88	-	1	100	96	-	1	100	91	-	1	100	91	-	1	100	90	-
Any other ethnic group	2	100	76	-	2	100	86	-	2	100	83	-	2	100	82	-	2	100	79	-
Unclassified - Refused	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83	-
Unclassified - Information not obtained	0	0	52	-	0	0	62	-	0	0	63	-	0	0	58	-	0	0	55	-

Attainment at Key Stage 2

Table 4.1.3: Key Stage 2 Proportion achieving or surpassing Level 5 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	70	44	24	Sig+	70	64	41	Sig+	70	67	48	Sig+	70	56	36	Sig+	70	93	55	Sig+
Gender																				
Male	31	48	22	Sig+	31	68	45	Sig+	31	68	44	Sig+	31	58	28	Sig+	31	94	50	Sig+
Female	39	41	26	Sig+	39	62	37	Sig+	39	67	53		39	54	44		39	92	61	Sig+
Free School Meals*																				
FSM	20	35	13	-	20	55	28	Sig+	20	65	34	Sig+	20	45	22	-	20	90	43	Sig+
Non FSM	50	48	29	Sig+	50	68	47	Sig+	50	68	55		50	60	42	Sig+	50	94	61	Sig+
Children Looked After																				
CLA	0	0	6	-	0	0	17	-	0	0	26	-	0	0	13	-	0	0	29	-
Not CLA	70	44	24	Sig+	70	64	42	Sig+	70	67	48	Sig+	70	56	36	Sig+	70	93	56	Sig+
Disadvantaged pupils																				
Disadvantaged pupils	20	35	13	-	20	55	28	Sig+	20	65	34	Sig+	20	45	22	-	20	90	43	Sig+
Other pupils	50	48	29	Sig+	50	68	48	Sig+	50	68	55		50	60	42	Sig+	50	94	61	Sig+
Prior Attainment																				
Low	3	0	0	-	3	33	6	-	3	33	9	-	3	0	1	-	3	67	9	-
Middle	33	27	13	-	33	52	36		33	55	44		33	39	27		33	94	54	Sig+
High	25	88	67	Sig+	25	88	82	-	25	96	89	-	25	96	83	-	25	100	94	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	69	45	25	Sig+	69	65	43	Sig+	69	68	49	Sig+	69	57	37	Sig+	69	94	57	Sig+
English as a First Language																				

Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English or believed to be English	20	50	25	-	20	75	42	Sig+	20	65	50	-	20	60	37	Sig+	20	100	55	Sig+
Other than English or believed to be other	50	42	21	Sig+	50	60	41	Sig+	50	68	40	Sig+	50	54	33	Sig+	50	90	59	Sig+
Unclassified	0	0	10	-	0	0	20	-	0	0	23	-	0	0	15	-	0	0	30	-
Special Educational Needs																				
No SEN	47	64	29	Sig+	47	74	48	Sig+	47	83	56	Sig+	47	79	43	Sig+	47	98	65	Sig+
SEN support	21	0	3	-	21	43	13	-	21	33	17	-	21	5	6	-	21	86	17	-
SEN with statement or EHC plan	2	50	2	-	2	50	7	-	2	50	10	-	2	50	3	-	2	50	10	-
Ethnicity Group																				
White																				
British	7	14	24	-	7	57	42	-	7	43	50	-	7	29	36	-	7	100	54	-
Irish	3	67	32	-	3	100	49	-	3	67	59	-	3	67	42	-	3	100	61	-
Traveller of Irish Heritage	0	0	4	-	0	0	13	-	0	0	18	-	0	0	9	-	0	0	19	-
Gypsy/Roma	0	0	2	-	0	0	7	-	0	0	11	-	0	0	4	-	0	0	12	-
Any other White background	11	36	21	-	11	55	42	-	11	55	42	-	11	55	30	-	11	91	52	Sig+
Mixed																				
White & Black Caribbean	1	100	18	-	1	100	32	-	1	100	44	-	1	100	31	-	1	100	50	-
White & Black African	0	0	25	-	0	0	40	-	0	0	51	-	0	0	39	-	0	0	58	-
White & Asian	1	100	33	-	1	100	50	-	1	100	58	-	1	100	45	-	1	100	66	-
Any other mixed background	1	0	27	-	1	100	44	-	1	0	52	-	1	0	40	-	1	100	61	-

Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
Asian or Asian British																				
Indian	19	32	35	-	19	58	57	-	19	53	55	-	19	37	47	-	19	84	74	-
Pakistani	0	0	17	-	0	0	36	-	0	0	36	-	0	0	30	-	0	0	58	-
Bangladeshi	0	0	23	-	0	0	42	-	0	0	42	-	0	0	37	-	0	0	67	-
Any other Asian background	9	56	30	-	9	67	53	-	9	78	49	-	9	56	42	-	9	89	70	-
Black or Black British																				
Black Caribbean	6	67	14	-	6	67	26	-	6	83	38	-	6	83	27	-	6	100	50	-
Black African	8	38	21	-	8	50	37	-	8	100	45	-	8	75	35	-	8	100	63	-
Any other Black background	1	100	17	-	1	100	31	-	1	100	40	-	1	100	32	-	1	100	55	-
Chinese	1	100	45	-	1	100	71	-	1	100	61	-	1	100	54	-	1	100	76	-
Any other ethnic group	2	100	21	-	2	100	42	-	2	100	40	-	2	100	31	-	2	100	57	-
Unclassified - Refused	0	0	28	-	0	0	44	-	0	0	53	-	0	0	40	-	0	0	59	-
Unclassified - Information not obtained	0	0	11	-	0	0	23	-	0	0	28	-	0	0	17	-	0	0	35	-

Attainment at Key Stage 2

Table 4.1.4: Key Stage 2 Below the Level of the Test Report : Teacher Assessments (KS2.BTL)

Teacher assessments for pupils operating below the level of the tests (B) or reported at level 2 and below in writing (TA).

	Number of pupils reported as "B"	Level 2*	Level 1	P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii	
Reading	0	0	0	0	0	0	0	0				
Writing		0	0	0	0	0	0	0				
Speaking					0	0	0	0				0
Listening					0	0	0	0				0
English									0	0	0	
Mathematics	0	0	0						0	0	0	
Using and applying					0	0	0	0	0			
Number					0	0	0	0	0			
Shape, space & measures					0	0	0	0	0			

Key The subject assessment is not available

This report displays additional information about the teacher assessments of those pupils who were identified as operating below the level of the test in reading and mathematics and coded B. The known teacher assessments are displayed as level 2, level 1 and P scales. Pupils who have a P scale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

P scale assessments for p4 to p8 are not made for English and mathematics

* teacher assessments higher than level 2 for pupils with a test result of B are capped at level 2 in reading and mathematics.



Attainment at Key Stage 2

Attainment, Average Points Score at Key Stage 2 : Overall and by Subjects (KS2.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in the National Curriculum core subjects.

Table 4.1.5

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year, ↑ or ↓ is shown to indicate the direction of this change.

Year		2011	2012	2013**	2014	2015
All Subjects	Cohort	70	68	68	69	70
	School	30.1	29.9	30.7	31.3	31.1
	National	27.5	28.2	28.3	28.7	28.8
	Difference	2.6	1.7	2.4	2.6	2.3
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Mathematics	Cohort	70	68	68	69	70
	School	31.1	30.5	31.5	32.6	31.9
	National	27.6	28.4	28.7	29.0	29.0
	Difference	3.5	2.1	2.8	3.6	2.9
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Reading	Cohort	70	68	68	69	70
	School	30.5	30.0	30.4	30.7	30.8
	National	28.1	28.8	28.5	29.0	29.0
	Difference	2.4	1.2	1.9	1.7	1.8
	Significance	Sig+	-	Sig+	Sig+	Sig+
Writing(TA)	Cohort	70	68	68	69	70
	School	28.3	28.9	29.5	29.3	30.0
	National	26.4	27.3	27.5	27.9	28.2
	Difference	1.9	1.6	2.0	1.4	1.8
	Significance	Sig+	-	Sig+	Sig+	Sig+
English Grammar, Punctuation & Spelling	Cohort	-	-	68	69	70
	School	-	-	32.0	31.4	33.1
	National	-	-	28.0	28.6	29.1
	Difference	-	-	4.0	2.8	4.0
	Significance	-	-	Sig+	Sig+	Sig+
English	Cohort	70	68	-	-	-
	School	29.1	29.2	-	-	-
	National	27.3	28.1	-	-	-
	Difference	1.8	1.1	-	-	-
	Significance	Sig+	Sig+	-	-	-

**From 2013 the overall average point score is calculated from mathematics, reading and writing(TA) only.

Attainment at Key Stage 2

Table 4.1.6: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2015 (KS2.2A)

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	70	31.1	28.8	70	31.9	29.0	70	30.8	29.0	70	30.0	28.2	70	33.1	29.1
Gender															
Male	31	31.7	28.6	31	32.8	29.3	31	31.1	28.5	31	30.3	27.3	31	33.0	28.4
Female	39	30.7	29.0	39	31.2	28.7	39	30.5	29.4	39	29.8	29.0	39	33.2	29.8
Free School Meals*															
FSM	20	30.0	27.2	20	30.6	27.3	20	30.0	27.6	20	28.8	26.6	20	32.7	27.5
Non FSM	50	31.6	29.5	50	32.4	29.8	50	31.1	29.6	50	30.5	28.8	50	33.2	29.8
Children Looked After															
CLA	0	-	25.0	0	-	25.1	0	-	25.8	0	-	24.0	0	-	25.0
Not CLA	70	31.1	28.8	70	31.9	29.0	70	30.8	29.0	70	30.0	28.2	70	33.1	29.1
Disadvantaged pupils															
Disadvantaged pupils	20	30.0	27.2	20	30.6	27.3	20	30.0	27.6	20	28.8	26.6	20	32.7	27.5
Other pupils	50	31.6	29.5	50	32.4	29.8	50	31.1	29.6	50	30.5	28.9	50	33.2	29.9
Prior Attainment															
Low	3	25.5	23.2	3	27.0	23.5	3	25.0	23.7	3	23.0	22.4	3	29.0	22.3
Middle	33	30.0	28.9	33	30.5	28.9	33	30.1	29.3	33	29.2	28.4	33	32.6	29.5
High	25	33.7	33.0	25	34.7	33.6	25	32.8	32.4	25	32.8	32.4	25	34.9	33.5
Non-mobile pupils															
Pupils on roll throughout years 5 and 6	69	31.2	29.0	69	32.0	29.2	69	30.8	29.2	69	30.0	28.4	69	33.2	29.3
English as a First Language															
English or believed to be English	20	31.6	28.9	20	32.4	29.1	20	30.9	29.2	20	30.6	28.3	20	34.2	29.1
Other than English or believed to be other	50	31.0	28.3	50	31.7	28.9	50	30.7	28.1	50	29.8	27.6	50	32.6	29.3
Unclassified	0	-	23.1	0	-	23.8	0	-	23.6	0	-	22.1	0	-	23.7
Special Educational Needs															
No SEN	47	32.6	29.9	47	33.3	30.1	47	32.0	30.0	47	31.7	29.4	47	33.8	30.5
SEN support	21	28.5	25.0	21	29.3	25.1	21	28.7	25.4	21	26.7	24.3	21	31.9	24.0
SEN with statement or EHC plan	2	25.5	18.8	2	27.0	19.7	2	24.0	19.8	2	24.0	16.1	2	30.0	19.2
Ethnicity Group															

Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
White															
British	7	29.8	28.9	7	30.4	29.1	7	29.6	29.2	7	28.7	28.3	7	33.9	29.0
Irish	3	33.0	29.6	3	35.0	29.8	3	31.0	29.9	3	31.0	28.9	3	33.0	29.8
Traveller of Irish Heritage	0	-	24.4	0	-	24.9	0	-	24.8	0	-	23.4	0	-	23.6
Gypsy/Roma	0	-	22.0	0	-	22.5	0	-	22.1	0	-	21.1	0	-	21.5
Any other White background	11	30.5	28.0	11	31.4	28.8	11	29.7	27.8	11	29.7	27.1	11	32.5	28.3
Mixed															
White & Black Caribbean	1	33.0	28.1	1	33.0	28.0	1	33.0	28.7	1	33.0	27.8	1	33.0	28.5
White & Black African	0	-	28.9	0	-	28.9	0	-	29.3	0	-	28.5	0	-	29.5
White & Asian	1	33.0	29.8	1	33.0	30.1	1	33.0	29.8	1	33.0	29.1	1	39.0	30.4
Any other mixed background	1	30.0	29.1	1	33.0	29.3	1	27.0	29.3	1	27.0	28.6	1	33.0	29.8
Asian or Asian British															
Indian	19	30.3	30.2	19	31.1	31.0	19	30.2	29.6	19	28.9	29.3	19	31.7	31.2
Pakistani	0	-	28.0	0	-	28.4	0	-	27.9	0	-	27.6	0	-	29.3
Bangladeshi	0	-	28.8	0	-	29.2	0	-	28.6	0	-	28.3	0	-	30.3
Any other Asian background	9	31.0	29.7	9	32.3	30.6	9	30.3	29.0	9	29.0	28.6	9	33.0	30.7
Black or Black British															
Black Caribbean	6	31.5	27.6	6	31.0	27.4	6	32.0	28.2	6	32.0	27.4	6	35.0	28.5
Black African	8	31.9	28.5	8	31.5	28.6	8	33.0	28.7	8	31.5	28.1	8	33.8	29.9
Any other Black background	1	36.0	27.9	1	39.0	27.8	1	33.0	28.3	1	33.0	27.7	1	33.0	29.0
Chinese	1	36.0	31.4	1	39.0	32.9	1	33.0	30.0	1	33.0	29.8	1	39.0	31.7
Any other ethnic group	2	34.5	28.2	2	36.0	28.9	2	33.0	27.9	2	33.0	27.3	2	33.0	29.0
Unclassified - Refused	0	-	29.1	0	-	29.3	0	-	29.4	0	-	28.5	0	-	29.6
Unclassified - Information not obtained	0	-	24.4	0	-	25.0	0	-	24.9	0	-	23.5	0	-	24.9

From 2013 the combined subjects point score uses mathematics, reading and writing (TA). Details are available in the RAISEonline library.



Progress Measures Value Added

Table 5.1.1: Key Stage 1 to Key Stage 2 value added scores for school, trend (KS12.VATrd)

Overall subjects value added: School analysis

		2013	2014	2015
All subjects	Cohort for VA	61	64	61
	VA School score	101.4	101.0	100.8
	95% confidence interval +/-	0.6	0.6	0.6
	Significance	Sig+	Sig+	Sig+
	Percentile rank	10	15	22
	Coverage	90%	93%	87%
	Mathematics	Cohort for VA	61	64
VA School score		101.9	102.0	101.3
95% confidence interval +/-		0.7	0.7	0.8
Significance		Sig+	Sig+	Sig+
Percentile rank		9	7	15
Coverage		90%	93%	87%
Reading		Cohort for VA	61	64
	VA School score	101.1	100.3	100.3
	95% confidence interval +/-	0.7	0.7	0.7
	Significance	Sig+		
	Percentile rank	14	37	39
	Coverage	90%	93%	87%
	Writing (TA)	Cohort for VA	61	64
VA School score		100.8	99.9	100.1
95% confidence interval +/-		0.7	0.7	0.7
Significance		Sig+		
Percentile rank		23	53	45
Coverage		90%	93%	87%

Progress Measures Value Added

Table 5.1.2: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds (KS12.VAETH)

This report indicates significance relative to both the national mean of 100 and the national mean for each ethnic group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Banladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	7	3	0	0	7	1	0	1	1	14	0	0	9	6	8	1	1	2	0	0
School Score	101.1	101.4	-	-	100.3	103.1	-	98.0	100.3	101.5	-	-	100.1	99.2	101.6	101.0	101.2	101.4	-	-
95% confidence interval	1.9	2.9	-	-	1.9	5.1	-	5.1	5.1	1.4	-	-	1.7	2.1	1.8	5.1	5.1	3.6	-	-
Group national mean	99.8	100.4	99.7	99.6	101.0	99.7	100.1	100.3	100.3	100.7	100.1	100.6	101.0	99.7	100.5	100.1	101.6	100.9	100.1	99.5
Significance from national average for group			-	-			-				-	-							-	-
Significance from overall national average			-	-			-			Sig+	-	-							-	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

Progress Measures Value Added

Table 5.1.3: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - pupil characteristics (KS12.VAGrp)

This report indicates significance relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	Disadvantaged pupils	Other pupils	Low	Middle	High	On-roll throughout Yrs 5&6	First Language : English	First Language : Other	First Language : Unclassified	No SEN	SEN support	SEN with statement or EHC plan
Cohort for VA	61	25	36	20	41	0	61	20	41	3	33	25	61	20	41	0	42	17	2
School Score	100.8	101.5	100.3	100.5	101.0	-	100.8	100.5	101.0	99.8	101.4	100.2	100.8	100.7	100.9	-	101.1	100.7	95.9
95% confidence interval	0.6	1.0	0.9	1.1	0.8	-	0.7	1.1	0.8	2.9	0.9	1.0	0.7	1.1	0.8	-	0.8	1.2	3.6
Group national mean	100.0	100.1	99.8	99.8	100.1	99.7	100.0	99.7	100.1	100.2	100.0	99.8	100.0	99.8	100.7	99.2	100.1	99.3	97.9
Significance from national average for group	Sig+	Sig+		Sig+		-	Sig+	Sig+		Sig+	Sig+		Sig+		-		Sig+	Sig+	
Significance from overall national average	Sig+	Sig+		Sig+		-	Sig+	Sig+		Sig+	Sig+		Sig+		Sig+	-	Sig+		Sig-

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12@APS<18). High attaining are those above Level 2 at Key Stage 1 (APS^ 18).

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

Progress Measures Value Added

Table 5.1.4: Key Stage 1 to Key Stage 2 value added Summary Report (KS12.VAExp)


Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

	Number of pupils in latest year	Value Added						Value Added by Subject 2015					
		2013		2014		2015		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	61	101.4	100.0	101.0	100.0	100.8	100.0	101.3	100.0	100.3	100.0	100.1	100.0
Gender													
Boys	25	102.2	100.0	101.3	100.1	101.5	100.1	102.5	100.5	100.4	99.9	100.6	99.7
Girls	36	100.8	99.8	101.0	99.8	100.3	99.8	100.7	99.5	100.2	100.0	99.8	100.3
Free School Meals*													
FSM	20	101.1	99.8	100.5	99.7	100.5	99.8	101.3	99.8	100.1	99.7	99.5	99.8
Non FSM	41	101.8	100.0	101.3	100.1	101.0	100.1	101.5	100.1	100.4	100.0	100.5	100.0
Children Looked After													
CLA	-	-	99.8	-	99.8	-	99.7	-	99.6	-	100.0	-	99.7
Not CLA	61	101.5	99.9	101.1	100.0	100.8	100.0	101.4	100.0	100.3	99.9	100.1	100.0
Disadvantaged pupils													
Disadvantaged pupils	20	101.1	99.8	100.5	99.7	100.5	99.7	101.3	99.7	100.1	99.7	99.5	99.8
Other pupils	41	101.8	100.0	101.3	100.1	101.0	100.1	101.5	100.1	100.4	100.0	100.5	100.0
Prior Attainment													
Low	3	105.3	100.2	97.2	100.2	99.8	100.2	100.9	100.2	98.8	100.1	98.5	100.2
Middle	33	102.0	100.0	101.6	100.0	101.4	100.0	101.9	100.0	100.8	100.0	100.8	99.9
High	25	99.9	99.8	101.1	99.8	100.2	99.8	100.8	99.8	99.9	99.8	99.5	99.8
Non-mobile pupils													
Pupils on roll throughout years 5 and 6	61	101.5	100.0	101.1	100.0	100.8	100.0	101.4	100.0	100.3	100.0	100.1	100.0
English as a First Language													
First Language - English	20	100.5	99.8	100.3	99.8	100.7	99.8	101.4	99.8	99.8	99.9	99.9	99.8
First Language - Other	41	102.2	100.8	101.5	100.8	100.9	100.7	101.4	101.0	100.5	100.1	100.3	100.6
Unclassified	-	-	99.2	-	99.1	-	99.2	-	99.1	-	99.4	-	99.2
Special Educational Needs													
No SEN	42	101.2	100.1	101.5	100.1	101.1	100.1	101.6	100.1	100.4	100.1	100.7	100.1
SEN support	17	102.9	99.4	99.9	99.4	100.7	99.3	101.4	99.4	100.6	99.3	99.3	99.3
SEN with statement or EHC plan	2	100.0	97.9	100.4	97.9	95.9	97.9	96.5	98.0	95.5	97.8	95.0	97.6
Ethnicity Group													
White													
British	7	100.2	99.7	100.2	99.8	101.1	99.8	101.9	99.7	100.9	99.9	99.8	99.8
Irish	3	100.1	100.5	103.0	100.4	101.4	100.4	102.6	100.4	100.1	100.6	100.2	100.3

Progress Measures Value Added

	Number of pupils in latest year	Value Added						Value Added by Subject 2015					
		2013		2014		2015		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
Traveller of Irish Heritage	-	99.7	99.8	-	100.0	-	99.7	-	99.7	-	99.6	-	99.7
Gypsy/Roma	-	-	99.2	-	99.7	-	99.6	-	99.6	-	99.3	-	99.7
Any Other White Background Mixed	7	103.4	101.1	102.1	101.0	100.3	101.0	101.1	101.2	99.6	100.7	99.5	100.9
White and Black Caribbean	1	100.0	99.7	-	99.7	103.1	99.7	104.1	99.5	100.8	99.9	103.7	99.9
White and Black African	-	103.4	100.1	-	100.1	-	100.1	-	99.9	-	100.2	-	100.2
White and Asian	1	104.3	100.3	101.2	100.3	98.0	100.3	96.6	100.4	99.6	100.2	99.1	100.1
Any other Mixed Background	1	99.8	100.3	99.0	100.3	100.3	100.3	101.7	100.3	99.3	100.3	98.6	100.3
Asian or Asian British													
Indian	14	100.6	100.7	100.6	100.8	101.5	100.7	102.0	101.2	100.7	100.0	101.2	100.3
Pakistani	-	-	100.3	-	100.2	-	100.1	-	100.3	-	99.6	-	100.1
Bangladeshi	-	-	100.8	-	100.7	-	100.6	-	100.9	-	100.1	-	100.6
Any other Asian Background	9	103.3	101.1	101.6	101.1	100.1	101.0	101.0	101.6	99.8	100.1	98.5	100.5
Black or Black British													
Black Caribbean	6	101.5	99.9	101.2	99.8	99.2	99.7	99.0	99.5	99.4	99.9	99.2	99.9
Black African	8	101.8	100.8	101.6	100.7	101.6	100.5	101.6	100.6	101.6	100.3	101.7	100.6
Any Other Black Background	1	101.7	100.2	100.2	100.2	101.0	100.1	103.7	100.0	97.6	100.1	99.1	100.4
Chinese	1	-	101.7	-	101.7	101.2	101.6	103.7	102.4	98.3	100.5	99.1	101.0
Any Other Ethnic Group	2	99.2	101.1	99.4	101.0	101.4	100.9	102.0	101.2	101.1	100.3	100.6	100.7
Unclassified - Refused	-	-	100.1	-	100.1	-	100.1	-	100.0	-	100.2	-	100.1
Unclassified - Information Not Obtained	-	-	99.4	-	99.3	-	99.5	-	99.4	-	99.6	-	99.4

Key

 School performance is significantly higher than the national VA figure for this group

 School performance is significantly below the national VA figure for this group

From 2012, the methodology for calculating the pupil group confidence interval changed to take into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.



Expected Progress - reading

Table 5.2.1: Expected Progress in Reading Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each Reading Key Stage 2 attainment level and their corresponding Reading Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Sub Level	Key Stage 2 Reading Level								Total No. of Pupils	Expected Progress			More than expected progress			
			Other or No KS2 Result	W	1	2	3	4	5	6		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress	
KS1 Reading Level	Other or no prior available		0	0	0	0	0	5	4	0	0	0	0%	2%	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0%	65%	0	0%	32%		
	1		0	0	0	0	0	1	0	0	1	100%	84%	1	100%	62%		
	2	2C		0	0	0	1	0	7	5	0	13	12	92%	84%	5	38%	18%
		2B		0	0	0	0	1	5	4	0	10	9	90%	95%	4	40%	33%
		2A		0	0	0	0	0	2	13	0	15	15	100%	99%	13	87%	61%
	3		0	0	0	0	0	1	21	0	22	21	95%	89%	0	0%	1%	
4		0	0	0	0	0	0	0	0	0	0	0%	7%	-	-	-		
Summary										61	58	95%	91%	23	38%	33%		

Total Cohort	70
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - reading

Table 5.2.2: Expected Progress in Reading Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each reading Key Stage 2 attainment level and their corresponding reading Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Reading Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress	
KS1 Reading Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	0%	3%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	0%	61%	0	0%	0%	31%	
	1		0	0	0	0	0	0	0	0	0	0	0%	100%	86%	0	0%	100%	64%	
	2	2C		0	0	0	1	0	2	4	0	7	6	86%	100%	85%	4	57%	17%	19%
		2B		0	0	0	0	1	3	1	0	5	4	80%	100%	96%	1	20%	60%	36%
		2A		0	0	0	0	0	0	2	0	2	2	100%	100%	99%	2	100%	85%	64%
	3		0	0	0	0	0	0	6	0	6	6	100%	94%	90%	0	0%	0%	1%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	7%	-	-	-	-	
Summary											20	18	90%	98%	92%	7	35%	39%	33%	

Total Cohort of Disadvantaged pupils	20
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - writing

Table 5.2.3: Expected Progress in Writing Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each Writing Key Stage 2 attainment level and their corresponding Writing Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Sub Level	Key Stage 2 Writing Level								Total No. of Pupils	Expected Progress			More than expected progress			
			Other or No KS2 Result	W	1	2	3	4	5	6		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress	
KS1 Writing Level	Other or no prior available		0	0	0	0	1	6	2	0	0	0	0%	15%	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0%	70%	0	0%	43%		
	1		0	0	0	1	0	2	0	0	3	2	67%	94%	2	67%	57%	
	2	2C		0	0	0	0	0	8	3	0	11	11	100%	90%	3	27%	10%
		2B		0	0	0	0	1	10	4	0	15	14	93%	98%	4	27%	32%
		2A		0	0	0	0	0	1	8	0	9	9	100%	100%	8	89%	67%
	3		0	0	0	0	0	1	22	0	23	22	96%	92%	0	0%	13%	
4		0	0	0	0	0	0	0	0	0	0	0%	77%	-	-	-		
Summary										61	58	95%	94%	17	28%	36%		

Total Cohort	70
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - writing

Table 5.2.4: Expected Progress in Writing Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each writing Key Stage 2 attainment level and their corresponding writing Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Writing Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress	
KS1 Writing Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	0%	18%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	0%	67%	0	0%	0%	42%	
	1		0	0	0	1	0	1	0	0	2	1	50%	100%	95%	1	50%	100%	60%	
	2	2C		0	0	0	0	0	2	1	0	3	3	100%	100%	91%	1	33%	25%	11%
		2B		0	0	0	0	1	6	1	0	8	7	88%	100%	98%	1	13%	43%	34%
		2A		0	0	0	0	0	0	2	0	2	2	100%	100%	100%	2	100%	86%	69%
	3		0	0	0	0	0	0	5	0	5	5	100%	94%	93%	0	0%	0%	13%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	77%	-	-	-	-	
Summary											20	18	90%	98%	95%	5	25%	29%	37%	

Total Cohort of Disadvantaged pupils	20
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - mathematics

Table 5.3.1: Expected Progress in mathematics Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Sub Level	Key Stage 2 Mathematics Level								Total No. of Pupils	Expected Progress			More than expected progress			
			Other or No KS2 Result	W	1	2	3	4	5	6		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress	
KS1 Mathematics Level	Other or no prior available		0	0	0	0	0	4	4	1	1	1	100%	58%	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	55%	0	0%	23%	
	1		0	0	0	0	0	0	0	0	0	0	0%	81%	0	0%	43%	
	2	2C		0	0	0	0	1	6	2	0	9	8	89%	76%	2	22%	8%
		2B		0	0	0	0	1	7	9	0	17	16	94%	93%	9	53%	25%
		2A		0	0	0	0	0	6	9	3	18	18	100%	99%	12	67%	58%
	3		0	0	0	0	0	0	7	10	17	17	100%	90%	10	59%	34%	
4		0	0	0	0	0	0	0	0	0	0	0%	98%	-	-	-		
Summary										62	60	97%	90%	33	53%	34%		

Total Cohort	70
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - mathematics

Table 5.3.2: Expected Progress in mathematics Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Mathematics Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress	
Mathematics	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	100%	64%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	0%	50%	0	0%	0%	21%	
	1		0	0	0	0	0	0	0	0	0	0	0%	0%	83%	0	0%	0%	44%	
	2	2C		0	0	0	0	1	3	1	0	5	4	80%	100%	77%	1	20%	25%	9%
		2B		0	0	0	0	1	3	4	0	8	7	88%	100%	94%	4	50%	56%	27%
		2A		0	0	0	0	0	1	2	0	3	3	100%	100%	99%	2	67%	67%	60%
	3		0	0	0	0	0	0	1	3	4	4	100%	100%	91%	3	75%	54%	36%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	99%	-	-	-	-	
Summary											20	18	90%	100%	91%	10	50%	55%	37%	

Total Cohort of Disadvantaged pupils	20
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

Expected Progress reading, writing, mathematics

Table 5.4.1: Key Stage 1 to Key Stage 2 performance - percentage making expected progress, School and National (KS2.EPRS)

Expected Progress is defined as making 2 levels of progress from Key Stage 1 to Key Stage 2. Statistical significance tests have been performed on the data.

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
All Pupils	62	97	90		61	95	91		61	95	94	-
Gender												
Male	26	100	90	-	25	100	90	-	25	100	93	-
Female	36	94	89	-	36	92	92	-	36	92	95	-
Free School Meals*												
FSM	20	90	86	-	20	90	88	-	20	90	92	-
Non FSM	42	100	91	-	41	98	92	-	41	98	95	-
Children Looked After												
CLA	-	-	78	-	-	-	82	-	-	-	84	-
Not CLA	62	97	90		61	95	91		61	95	94	-
Disadvantaged pupils												
Disadvantaged pupils	20	90	86	-	20	90	88	-	20	90	92	-
Other pupils	42	100	91	-	41	98	92	-	41	98	95	-
Prior Attainment												
Low	3	67	76	-	3	67	80	-	3	67	87	-
Middle	33	97	92	-	33	97	95	-	33	97	96	-
High	25	100	93	-	25	96	92	-	25	96	96	-
Non-mobile pupils												
Pupils on roll throughout years 5 and 6	62	97	90		61	95	91		61	95	95	-
English as a First Language												
English or believed to be English	20	100	89	-	20	95	91	-	20	95	94	-
Other than English or believed to be other than English	42	95	92	-	41	95	91	-	41	95	94	-

Expected Progress reading, writing, mathematics

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
Unclassified	-	-	63	-	-	-	59	-	-	-	57	-
Special Educational Needs												
No SEN	43	100	93	-	42	98	94	-	42	98	97	-
SEN support	17	94	79	-	17	94	83	-	17	94	88	-
SEN with statement or EHC plan	2	50	47	-	2	50	49	-	2	50	54	-
Ethnicity Group												
White												
British	7	100	89	-	7	100	91	-	7	100	94	-
Irish	3	100	91	-	3	100	94	-	3	100	97	-
Traveller of Irish Heritage	-	-	81	-	-	-	83	-	-	-	86	-
Gypsy/Roma	-	-	76	-	-	-	74	-	-	-	78	-
Any Other White Background	8	88	92	-	7	86	91	-	7	86	94	-
Mixed												
White and Black Caribbean	1	100	87	-	1	100	91	-	1	100	94	-
White and Black African	-	-	90	-	-	-	91	-	-	-	94	-
White and Asian	1	100	92	-	1	100	93	-	1	100	95	-
Any other Mixed Background	1	100	90	-	1	100	92	-	1	100	95	-
Asian or Asian British												
Indian	14	100	94	-	14	100	93	-	14	100	96	-
Pakistani	-	-	90	-	-	-	89	-	-	-	94	-
Bangladeshi	-	-	92	-	-	-	93	-	-	-	96	-
Any other Asian Background	9	89	93	-	9	89	92	-	9	89	95	-
Black or Black British												
Black Caribbean	6	100	87	-	6	83	90	-	6	83	93	-
Black African	8	100	91	-	8	100	92	-	8	100	95	-
Any Other Black Background	1	100	87	-	1	100	90	-	1	100	93	-

Expected Progress reading, writing, mathematics

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
Chinese	1	100	97	-	1	100	94	-	1	100	97	-
Any Other Ethnic Group	2	100	92	-	2	100	91	-	2	100	94	-
Unclassified - Refused	-	-	90	-	-	-	92	-	-	-	94	-
Unclassified - Information Not Obtained	-	-	74	-	-	-	70	-	-	-	70	-

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12@APS<18). High attaining are those above Level 2 at Key Stage 1 (APS< 18).

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or group is not significantly different from the national average.



Closing the Gaps at Key Stage 2

Table 6.1.1: Closing the Gaps Trend - Disadvantaged pupils (KS2.CTGT)

Percentage achieving expected progress and more than expected progress from different starting points																									
		2013						2014						2015											
		Expected progress			More than expected progress			Expected progress			More than expected progress			Expected progress			More than expected progress								
KS1 Level	Cohort	School %	National other %	National %	Diff %	School %	National other %	National %	Diff %	School %	National other %	National %	Diff %	Cohort	School %	National other %	National %	Diff %	School %	National other %	National %	Diff %			
Mathematics																									
Disadvantaged pupils	W	-	-	53	-	-	23	-	-	-	-	51	-	-	-	-	22	-	-	-	50	-	-	21	-
Other pupils		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Disadvantaged pupils	1	-	-	82	-	-	39	-	-	1	100	84	16	0	43	-43	-	-	-	-	83	-	-	44	-
Other pupils		2	100	-	18	100	-	61	-	1	0	-	-84	0	-	-43	-	-	-	-	-	-	-	-	-
Disadvantaged pupils	2	18	100	91	9	56	36	20	6	100	93	7	67	38	29	16	88	93	-5	44	38	6	6	6	
Other pupils		22	100	-	9	91	-	55	35	97	-	4	74	-	36	28	100	-	7	57	-	19	19	19	
Disadvantaged pupils	3	5	100	91	9	20	27	-7	7	100	92	8	43	37	6	4	100	91	9	75	36	39	39	39	
Other pupils		14	100	-	9	14	-	-13	14	100	-	8	71	-	34	13	100	-	9	54	-	18	18	18	
Reading																									
Disadvantaged pupils	W	-	-	63	-	-	31	-	-	-	-	61	-	-	31	-	-	-	-	-	61	-	-	31	-
Other pupils		-	-	-	-	-	-	-	1	0	-	-61	0	-	-31	-	-	-	-	-	-	-	-	-	-
Disadvantaged pupils	1	1	100	83	17	100	56	44	1	100	85	15	100	64	36	-	-	86	-	-	64	-	-	-	
Other pupils		5	100	-	17	100	-	44	2	100	-	15	100	-	36	1	100	-	14	100	-	36	36	36	
Disadvantaged pupils	2	12	100	93	7	58	40	18	6	100	95	5	67	47	20	14	86	96	-10	50	45	5	5	5	
Other pupils		16	100	-	7	63	-	23	27	100	-	5	52	-	5	24	100	-	4	63	-	18	18	18	
Disadvantaged pupils	3	10	70	88	-18	0	2	-2	7	100	91	9	0	1	-1	6	100	90	10	0	1	-1	-1	-1	
Other pupils		17	94	-	6	0	-	-2	20	95	-	4	0	-	-1	16	94	-	4	0	-	-1	-1	-1	
Writing (TA)																									
Disadvantaged pupils	W	-	-	70	-	-	43	-	-	-	-	67	-	-	42	-	-	-	-	-	67	-	-	42	-
Other pupils		-	-	-	-	-	-	-	1	0	-	-67	0	-	-42	-	-	-	-	-	-	-	-	-	-
Disadvantaged pupils	1	-	-	93	-	-	51	-	1	0	94	-94	0	56	-56	2	50	95	-45	50	60	-10	-10	-10	
Other pupils		6	100	-	7	100	-	49	1	0	-	-94	0	-56	-56	1	100	-	5	100	-	40	40	40	
Disadvantaged pupils	2	17	100	95	5	24	32	-8	9	100	96	4	56	36	20	13	92	97	-5	31	39	-8	-8		
Other pupils		25	100	-	5	56	-	24	33	94	-	-2	42	-	6	22	100	-	3	50	-	11	11		
Disadvantaged pupils	3	6	-	90	-90	0	10	-10	4	100	92	8	0	12	-12	5	100	93	7	0	13	-13	-13		
Other pupils		7	100	-	10	0	-	-10	15	100	-	8	7	-	-5	18	94	-	1	0	-	-13	-13		



Closing the Gaps at Key Stage 2

Value Added						
Overall	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged pupils	23	101.1	14	100.5	20	100.5
Other pupils	38	101.8	50	101.3	41	101.0
Mathematics						
Disadvantaged pupils	23	101.6	14	100.8	20	101.3
Other pupils	38	102.3	50	102.5	41	101.5
Reading						
Disadvantaged pupils	23	101.0	14	100.5	20	100.1
Other pupils	38	101.3	50	100.3	41	100.4
Writing (TA)						
Disadvantaged pupils	23	100.1	14	99.9	20	99.5
Other pupils	38	101.2	50	99.9	41	100.5

Closing the Gaps at Key Stage 2

Average Point Scores												
Overall	2013				2014				2015			
	Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	23	30.7	29.1	1.6	14	31.7	29.4	2.3	20	30.0	29.5	0.5
Other pupils	45	30.7	29.1	1.6	55	31.1	29.4	1.7	50	31.6	29.5	2.1
Within school gap		0.0				0.6				-1.6		
Mathematics												
Disadvantaged pupils	23	31.2	29.5	1.7	14	32.6	29.8	2.8	20	30.6	29.8	0.8
Other pupils	45	31.7	29.5	2.2	55	32.6	29.8	2.8	50	32.4	29.8	2.6
Within school gap		-0.5				0.0				-1.8		
Reading												
Disadvantaged pupils	23	30.9	29.2	1.7	14	31.7	29.7	2.0	20	30.0	29.6	0.4
Other pupils	45	30.1	29.2	0.9	55	30.4	29.7	0.7	50	31.1	29.6	1.5
Within school gap		0.8				1.3				-1.1		
Writing (TA)												
Disadvantaged pupils	23	29.6	28.3	1.3	14	30.0	28.6	1.4	20	28.8	28.9	-0.1
Other pupils	45	29.4	28.3	1.1	55	29.1	28.6	0.5	50	30.5	28.9	1.6
Within school gap		0.2				0.9				-1.7		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	23	32.5	28.8	3.7	14	31.3	29.4	1.9	20	32.7	29.9	2.8
Other pupils	45	31.8	28.8	3.0	55	31.5	29.4	2.1	50	33.2	29.9	3.3
Within school gap		0.7				-0.2				-0.5		

Closing the Gaps at Key Stage 2

Percentage of pupils attaining level 4 or above at Key Stage 2												
Overall	2013				2014				2015			
	Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	23	100	81	19	14	93	83	10	20	90	85	5
Other pupils	45	96	81	15	55	87	83	4	50	98	85	13
Within school gap		4			6				-8			
Mathematics												
Disadvantaged pupils	23	100	88	12	14	93	90	3	20	90	90	0
Other pupils	45	96	88	8	55	95	90	5	50	100	90	10
Within school gap		4			-2				-10			
Reading												
Disadvantaged pupils	23	100	89	11	14	100	92	8	20	90	92	-2
Other pupils	45	96	89	7	55	96	92	4	50	100	92	8
Within school gap		4			4				-10			
Writing (TA)												
Disadvantaged pupils	23	100	87	13	14	93	89	4	20	90	90	0
Other pupils	45	96	87	9	55	89	89	0	50	98	90	8
Within school gap		4			4				-8			
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	23	100	79	21	14	93	81	12	20	95	84	11
Other pupils	45	96	79	17	55	89	81	8	50	98	84	14
Within school gap		4			4				-3			

Closing the Gaps at Key Stage 2

Percentage of pupils attaining level 5 or above at Key Stage 2												
Overall	2013				2014				2015			
	Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	23	30	26	4	14	57	29	28	20	35	29	6
Other pupils	45	42	26	16	55	45	29	16	50	48	29	19
Within school gap		-12			12				-13			
Mathematics												
Disadvantaged pupils	23	65	47	18	14	79	48	31	20	55	48	7
Other pupils	45	82	47	35	55	76	48	28	50	68	48	20
Within school gap		-17			3				-13			
Reading												
Disadvantaged pupils	23	65	51	14	14	79	56	23	20	65	55	10
Other pupils	45	60	51	9	55	64	56	8	50	68	55	13
Within school gap		5			15				-3			
Writing (TA)												
Disadvantaged pupils	23	43	36	7	14	64	39	25	20	45	42	3
Other pupils	45	49	36	13	55	55	39	16	50	60	42	18
Within school gap		-6			9				-15			
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	23	87	53	34	14	71	58	13	20	90	61	29
Other pupils	45	84	53	31	55	82	58	24	50	94	61	33
Within school gap		3			-11				-4			

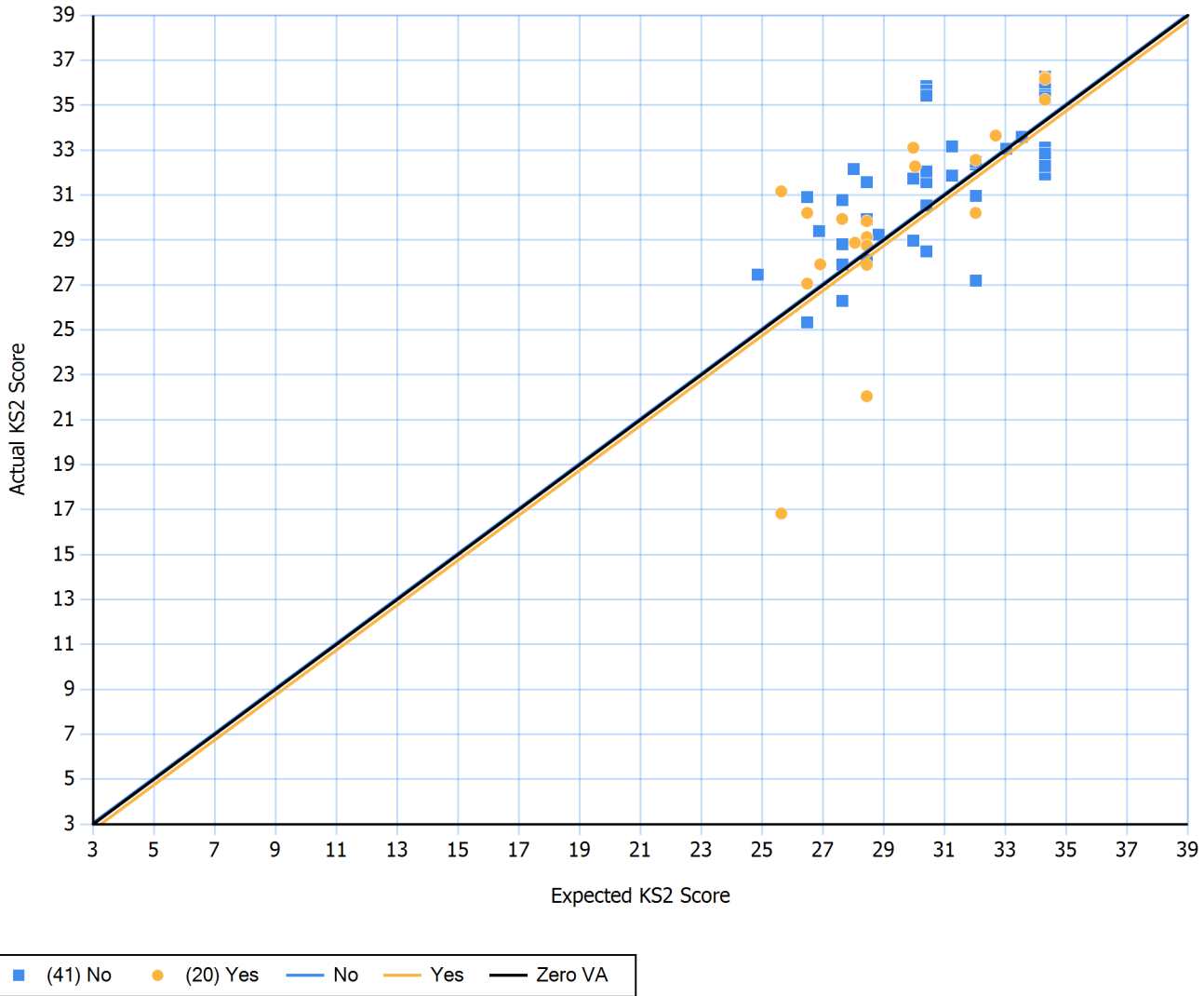


Closing the Gaps at Key Stage 2

Chart 6.1.2: Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (all, Disadvantaged) (KS12.VASct)

2015 All subjects (KS2) value added line, showing spread of pupils by disadvantaged pupils

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 87%