RAISEonline 2015 Summary Report
Bridgewater Primary School

Unique Reference Number (URN)   108466
DfE Number   3912210
Local Authority   Newcastle upon Tyne

Based on the following datasets for 2015:-
Key Stage 1:   unvalidated data
Key Stage 2:   unvalidated data

Production date : 15 October 2015

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. The report currently displays 2014 data. Data for 2015 will be published in RAISEonline with the Key Stage 2 validated release.

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 more than one 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 unvalidated reports reflect the data received by the Department for Education (DfE) by the collection deadline. Any data submitted after this deadline will be incorporated within the final datasets if these are published.

The Key Stage 2 unvalidated reports do not reflect the outcome of amendments requested by schools during the annual performance tables' data checking exercise run between 7 September and 18 September 2015. Accepted amendments from the checking exercise will be included in the DfE Key Stage 2 performance tables being published in December 2015 and the subsequent release of validated data in RAISEonline.

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 – 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.

RAISEonline Summary Report based on unvalidated 2015 data

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, currently for 2014) (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 the end of 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?

Are levels of exclusion below average? Are they appropriate? Are they falling?

Does the difference between exclusions and number of pupils excluded show a low rate of repeat exclusions?

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 2014, 94% in reading, 96% in writing and 93% in mathematics; 2015 standards are published in December 2015)? 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.

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	227	256	273						
National	257	263	269	4	137	210	270	405	1,218
% girls									
School	48.0	52.3	50.9						
National	49.0	49.0	49.0	0.0	46.1	48.2	49.9	51.9	100.0
% of pupils known to be eligible for free school meals (FSM)*									
School	75.4	80.5	76.6						
National	26.7	26.6	26.0	0.0	9.3	15.5	24.8	39.7	89.4
% of pupils from minority ethnic groups									
School	25.8	28.9	36.3						
National	28.7	29.7	30.7	0.0	5.0	9.1	17.0	41.0	100.0
% of pupils first language not / believed not to be English									
School	23.2	24.9	31.6						
National	18.1	18.8	19.5	0.0	1.1	3.3	8.0	23.7	100.0
% of pupils with SEN support									
School	-	-	19.0						
National	-	-	13.0	0.0	7.5	10.4	13.6	18.2	72.9
% of pupils with an SEN statement or EHC plan									
School	-	-	2.6						
National	-	-	1.4	0.0	0.3	0.8	1.3	2.1	25.0
% stability									
School	72.3	70.5	74.1						
National	85.8	85.9	85.9	27.9	79.2	84.5	88.4	92.3	100.0
School deprivation indicator									
School	0.50	0.50	0.48						
National	0.24	0.24	0.24	0.01	0.10	0.14	0.21	0.33	0.79

RAISEonline Summary Report based on unvalidated 2015 data

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
Pre-Compulsory	80	56.3 / 43.8	-	-	-	13.8	1
1	48	37.5 / 62.5	72.9	41.7	31.3	20.8	1
2	34	44.1 / 55.9	73.5	47.1	44.1	17.6	1
3	28	46.4 / 53.6	89.3	32.1	28.6	28.6	1
4	27	48.1 / 51.9	81.5	29.6	25.9	25.9	0
5	30	63.3 / 36.7	86.7	30.0	26.7	33.3	0
6	26	42.3 / 57.7	80.8	30.8	30.8	26.9	0

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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	74.2	71.1	63.7	70.4
Irish	0.6	0.6	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	2.6	5.2	5.2	0.3
any other White background	1.9	2.3	5.7	5.1
Mixed				
White & Black Caribbean	0.0	0.0	0.0	1.4
White & Black African	0.0	0.0	0.5	0.6
White & Asian	0.6	0.0	0.0	1.1
any other mixed background	0.6	2.3	5.2	1.8
Asian or Asian British				
Indian	0.0	0.0	0.0	2.7
Pakistani	0.6	0.6	0.5	4.1
Bangladeshi	0.6	0.0	0.0	1.7
any other Asian background	1.3	1.7	4.1	1.7
Black or Black British				
Caribbean	1.3	1.7	1.6	1.3
African	1.3	1.7	1.6	3.5
any other Black background	0.6	2.3	2.1	0.7
Chinese	0.6	1.7	1.6	0.4
Any other ethnic group	12.9	8.7	8.3	1.6
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
First language				
English	76.8	75.1	68.4	82.5
Other	23.2	24.9	31.6	17.3
Unclassified	0.0	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	-	-	5	0	0	0
Moderate Learning Difficulty	-	-	7	0	1	2
Severe Learning Difficulty	-	-	1	0	0	0
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	8	0	0	0
Speech, Language and Communication Needs	-	-	25	0	1	3
Hearing Impairment	-	-	0	0	0	0
Visual Impairment	-	-	0	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	1	0	0	1
Autistic Spectrum Disorder	-	-	1	0	0	1
SEN support but no Specialist Assessment of type of need	-	-	3	-	-	0
Other Difficulty/Disability	-	-	0	0	0	0
School total	-	-	52	-	2	7
Percentage of school roll	-	-	19.0	0.0	0.8	2.6

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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	7.5	3.6	5.9	3.0	2.8	4.0	-	-	-
% of sessions missed due to Overall Absence	6.0	4.8	6.0	4.8	3.9	4.6	-	-	-
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-	-	-	-
% pupils with 1 or more fixed term exclusions	2.20	0.45	-	-	-	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.88	0.18	-	-	-	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	3.52	0.87	-	-	-	-	-	-	-

2015 absence data will not be available until the end of the autumn term 2015 for mainstream schools.

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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.

There is no data available for 2015

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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	13.4	15.4	-2.0	Sig-	88.5
Year 5	13.7	15.6	-1.9	Sig-	90.0
Year 4	12.8	15.8	-3.0	Sig-	100.0
Year 3	14.1	16.0	-1.9	Sig-	100.0

	% by Prior Attainment Band					
	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	39.1	52.2	8.7	16.5	58.6	24.9
Year 5	25.9	74.1	0.0	14.7	58.7	26.6
Year 4	25.9	66.7	7.4	12.9	58.5	28.5
Year 3	25.0	64.3	10.7	11.8	57.9	30.3

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EYFSP

Early Years Foundation Stage Profile outcomes 2014 (EYFSP)

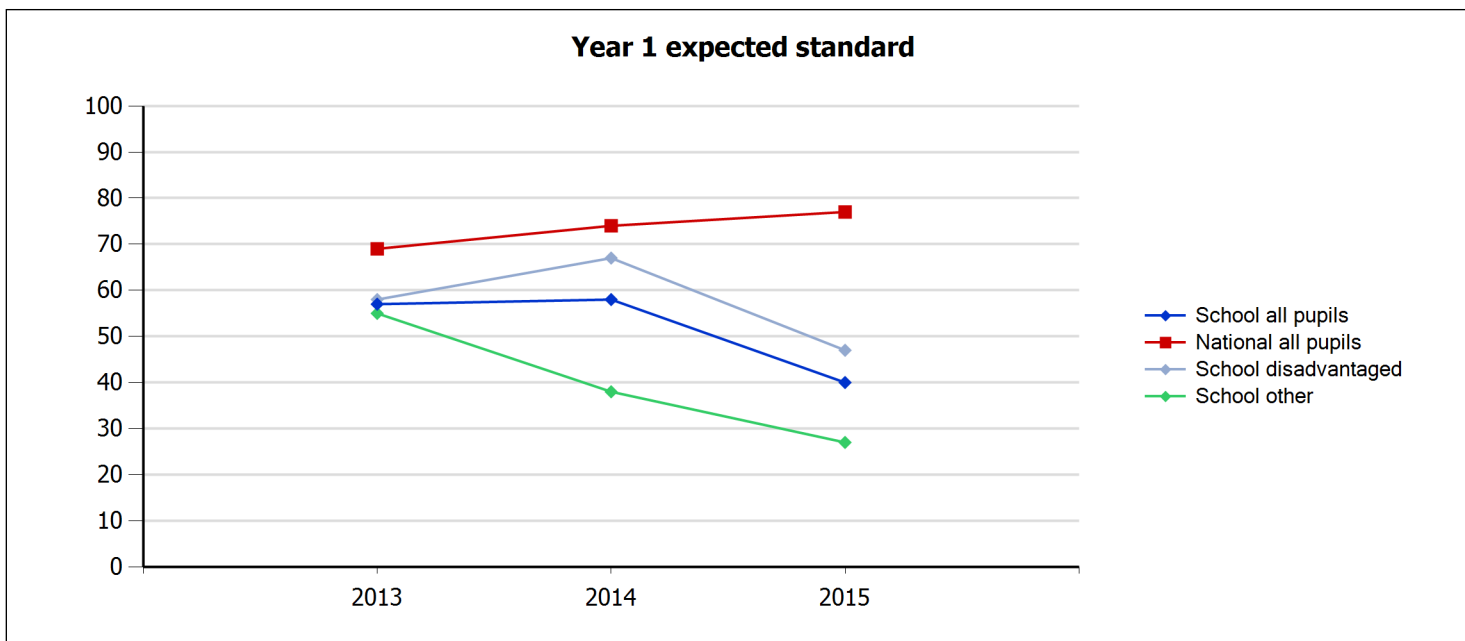| | | Percentage of pupils achieving a good level of development | | Percentage of pupils achieving at least expected in | | | | | | | | | | | | | |
| | | | | Communication and language | | | | | | Literacy | | | | Mathematics | | | |
| | | | | Listening and attention | | Understanding | | Speaking | | Reading | | Writing | | Numbers | | Shape, space and measures | |
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	38	37	61	55	84	55	84	58	82	45	74	37	67	45	75	58	79
Gender																	
Male	15	27	53	40	79	47	80	53	78	33	69	27	60	33	71	47	76
Female	23	43	69	65	89	61	88	61	87	52	80	43	75	52	78	65	83
Free School Meals																	
FSM	30	43	45	63	74	60	74	63	72	53	58	43	51	50	60	60	65
Non FSM	8	13	64	25	86	38	86	38	84	13	78	13	71	25	78	50	82

		Percentage of pupils achieving at least expected in																		
		Physical development				Personal, social and emotional development						Understanding the world						Expressive arts and design			
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	38	79	89	71	91	66	87	63	86	71	88	58	84	50	84	55	91	63	86	34	85
Gender																					
Male	15	73	84	73	88	67	84	40	81	40	83	47	80	40	81	47	90	60	80	27	79
Female	23	83	94	70	94	65	91	78	92	91	92	65	88	57	87	61	92	65	93	39	92
Free School Meals																					
FSM	30	77	82	70	84	70	80	67	77	73	80	63	73	53	73	60	84	63	78	37	76
Non FSM	8	88	90	75	92	50	89	50	88	63	90	38	86	38	86	38	92	63	88	25	87

Table 4.1.1: Phonics: percentage achieving the expected standard in year one and by the end of year two – 3 year trend (Y12.PPT)

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.

Year 1 expected standard

Legend:
- School all pupils
- National all pupils
- School disadvantaged
- School other

| | Year 1 | | | | | | Year 2 Cumulative | | | | | |
| | 2013 | | 2014 | | 2015 | | 2013 | | 2014 | | 2015 | |
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	57	69	58	74	40	77	-	-	-	-	71	90
Boys	45	65	50	70	36	73	-	-	-	-	75	88
Girls	73	73	64	78	43	81	-	-	-	-	67	92
Disadvantaged	58	57	67	63	47	66	-	-	-	-	70	84
Other	55	73	38	78	27	80	-	-	-	-	73	92

Attainment in Phonics

Table 4.1.2: Year 2 phonics screening check for pupils compared with their Year 1 screening check (Y2.PPR)

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

Number of pupils		Year 2 Marks										
		None	0-9	10-19	20-24	25-29	30-31	32+	Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
No Y1 outcome		0	0	0	1	8	0	5	14	5	36	37
Year 1 marks	0-9	0	0	0	0	0	0	1	1	1	100	22
	10-19	0	0	0	0	0	0	0	0	0	0	56
	20-24	0	0	0	0	0	0	0	0	0	0	76
	25-29	0	0	0	0	0	0	0	0	0	0	86
	30-31	0	0	0	0	1	0	0	1	0	0	91
	Summary								16	6	38	64

Attainment in Phonics

Chart 4.1.3: Year 1 Phonics Screening Total Marks Breakdown (Y1.PFTM - cumulative selection)

Percent achieving each total number of marks or better

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

Percent achieving each total number of marks or better

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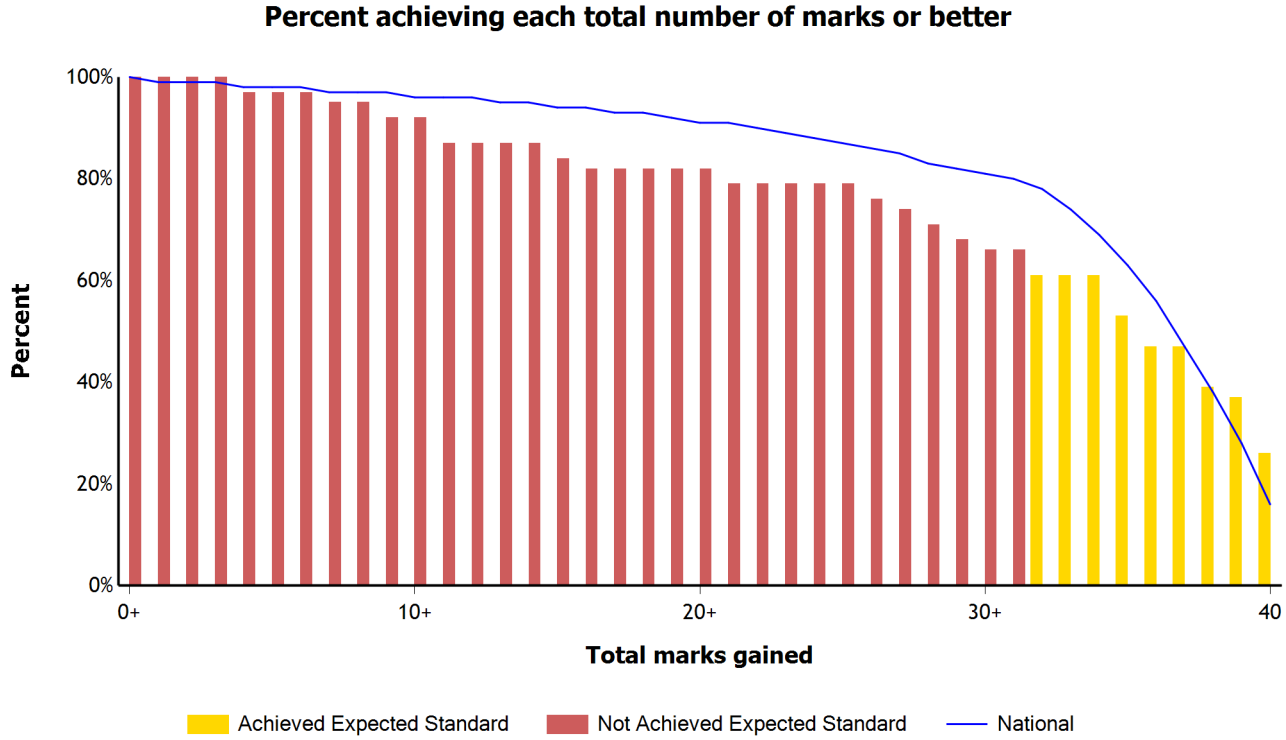
Attainment in Phonics

Table 4.1.4: Year 1 Phonics Screening Check (Y1.PPC)

This report shows the percentage of pupils meeting the expected standard in the year one phonics screening check for each pupil group alongside the national percentage for the same pupil group.

	Cohort	Number A/D*	Phonics Screening Check Number achieving expected standard	% School	% National
All Pupils	58	20	23	40	77
Gender					
Male	28	14	10	36	73
Female	30	6	13	43	81
Free School Meals*					
FSM	36	11	17	47	66
Non FSM	22	9	6	27	80
Children Looked After					
CLA	1	1	0	0	55
Not CLA	57	19	23	40	77
Disadvantaged pupils					
Disadvantaged pupils	36	11	17	47	66
Other pupils	22	9	6	27	80
English as a First Language					
English or believed to be English	34	8	20	59	77
Other than English or believed to be other than English	14	5	3	21	76
Unclassified	10	7	0	0	40
Special Educational Needs					
No SEN	47	13	20	43	83
SEN support	11	7	3	27	42
SEN with statement or EHC plan	0	0	0	0	18
Ethnicity Group					
White					
British	29	8	16	55	77
Irish	0	0	0	0	77
Traveller of Irish Heritage	0	0	0	0	40
Gypsy/Roma	1	0	0	0	32
Any Other White Background	3	2	0	0	73
Mixed					
White and Black Caribbean	0	0	0	0	74
White and Black African	1	0	1	100	79
White and Asian	0	0	0	0	82
Any other Mixed Background	6	1	2	33	80
Asian or Asian British					
Indian	0	0	0	0	86
Pakistani	1	0	1	100	76
Bangladeshi	0	0	0	0	79
Any other Asian Background	3	1	1	33	82
Black or Black British					
Black Caribbean	0	0	0	0	75
Black African	2	0	2	100	81
Any Other Black Background	1	0	0	0	76
Chinese	0	0	0	0	84
Any Other Ethnic Group	1	1	0	0	75
Unclassified - Refused	0	0	0	0	77
Unclassified - Information Not Obtained	10	7	0	0	45
Term Of Birth					
Autumn	15	3	8	53	83
Spring	17	6	6	35	77
Summer	26	11	9	35	71

* A in total marks indicates that a pupil was absent for the test
* D in total marks indicates that a pupil did not take the test

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Attainment in Phonics

Table 4.1.5: Phonics Screening Check by the end of Year 2 (Y2.PPC)

This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the national percentage for the same pupil group.

	Phonics Screening Check				
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
All Pupils	34	-	24	71	90
Gender					
Male	16	-	12	75	88
Female	18	-	12	67	92
Free School Meals*					
FSM	23	-	16	70	84
Non FSM	11	-	8	73	92
Children Looked After					
CLA	1	-	1	100	73
Not CLA	33	-	23	70	90
Disadvantaged pupils					
Disadvantaged pupils	23	-	16	70	84
Other pupils	11	-	8	73	92
English as a First Language					
English or believed to be English	16	-	15	94	91
Other than English or believed to be other than English	17	-	8	47	89
Unclassified	1	-	1	100	55
Special Educational Needs					
No SEN	28	-	21	75	95
SEN support	6	-	3	50	67
SEN with statement or EHC plan	-	-	-	-	29
Ethnicity Group					
White					
British	16	-	15	94	91
Irish	-	-	-	-	90

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Attainment in Phonics

Phonics Screening Check

	Cohort	Number A/D*	Number achieving expected standard	% School	% National
Traveller of Irish Heritage	-	-	-	-	57
Gypsy/Roma	4	-	0	0	53
Any Other White Background	-	-	-	-	87
Mixed					
White and Black Caribbean	-	-	-	-	88
White and Black African	-	-	-	-	91
White and Asian	-	-	-	-	93
Any other Mixed Background	1	-	1	100	91
Asian or Asian British					
Indian	-	-	-	-	94
Pakistani	2	-	1	50	90
Bangladeshi	-	-	-	-	91
Any other Asian Background	2	-	1	50	92
Black or Black British					
Black Caribbean	1	-	1	100	88
Black African	-	-	-	-	92
Any Other Black Background	2	-	1	50	89
Chinese	1	-	0	0	93
Any Other Ethnic Group	4	-	3	75	88
Unclassified - Refused	-	-	-	-	90
Unclassified - Information Not Obtained	1	-	1	100	61
Term Of Birth					
Autumn	14	-	9	64	93
Spring	7	-	5	71	90
Summer	13	-	10	77	88

* A in total marks indicates that a pupil was absent for the test

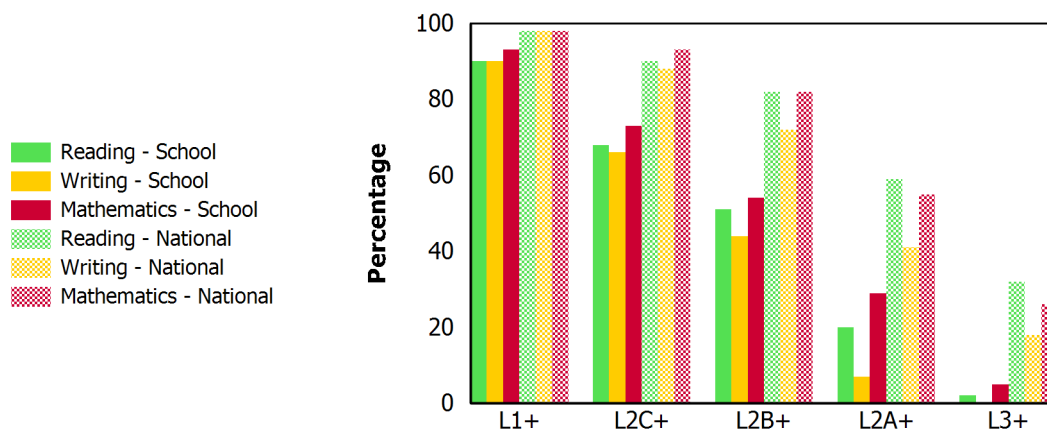* D in total marks indicates that a pupil did not take the test

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2015 (KS1.3)

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. 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.

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution

Legend:
- Reading - School
- Writing - School
- Mathematics - School
- Reading - National
- Writing - National
- Mathematics - National

		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	**Entries**	0	4	37	28	21	8	1
	School	0	10	90	68	51	20	2
	National	0	2	98	90	82	59	32
	Difference	0	8	-8	-22	-31	-40	-29
	Significance	-	-	-	-	Sig-	Sig-	Sig-
Writing	**Entries**	0	4	37	27	18	3	0
	School	0	10	90	66	44	7	0
	National	0	2	98	88	72	41	18
	Difference	0	7	-7	-22	-28	-34	-18
	Significance	-	-	-	Sig-	Sig-	Sig-	Sig-
Mathematics	**Entries**	0	3	38	30	22	12	2
	School	0	7	93	73	54	29	5
	National	0	1	98	93	82	55	26
	Difference	0	6	-6	-20	-28	-26	-21
	Significance	-	-	-	-	Sig-	Sig-	Sig-

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Attainment at Key Stage 1

Table 4.2.3: Key Stage 1 Threshold Report: Teacher assessments for pupils below Level 1 (KS1.BTL)

This report displays the number and percentage of pupils working at each Pscale level in 2015.

		Teacher assessments for pupils working below Level1								All other pupils results	Total number of pupils in year group
		P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii		
Reading	**Number of pupils**									37	41
English (lower)							0	0	0		
Reading		0	0	0	0	0					
Writing		0	0	0	0	0					
Speaking		0	0	0	0	0					
Listening		0	0	0	0	0					
	Total Number of pupils			0					0		
	School distribution for only those pupils assessed as 'W' in Reading			0%					0%	N/A	
	National distribution for only those pupils assessed as 'W' in Reading			77%					13%	N/A	
Writing	**Number of pupils**									37	41
English (lower)							0	0	0		
Reading		0	0	0	0	0					
Writing		0	0	0	0	0					
Speaking		0	0	0	0	0					
Listening		0	0	0	0	0					
	Total Number of pupils			0					0		
	School distribution for only those pupils assessed as 'W' in Writing			0%					0%	N/A	
	National distribution for only those pupils assessed as 'W' in Writing			81%					11%	N/A	
Mathematics	**Number of pupils**									38	41
Mathematics (lower)							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					
	Total Number of pupils			0					0		
	School distribution for only those pupils assessed as 'W' in Mathematics			0%					0%	N/A	
	National distribution for only those pupils assessed as 'W' in Mathematics			78%					17%	N/A	

Notes

Reading table includes all pupils awarded 'W' in their teacher assessment for Reading with a valid Pscale grade

Writing table includes all pupils awarded 'W' in their teacher assessment for Writing with a valid Pscale grade

Mathematics table includes all pupils awarded 'W' in their teacher assessment for Mathematics with a valid Pscale grade

The total numbers of pupils on Pscales is shown for P4 - P8 and P1i - P3ii. Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

RAISEonline Summary Report based on unvalidated 2015 data

Attainment, Average Points Score at Key Stage 1 : Overall and by Subject (KS1.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in reading, writing and mathematics.

Table 4.2.4

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's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2011	2012	2013	2014	2015
All Subjects	Cohort	26	28	29	34	41
	School	13.0	14.0	12.6	13.3	12.7
	National	15.3	15.5	15.8	15.9	16.1
	Difference	-2.3	-1.5	-3.2	-2.6	-3.4
	Significance	Sig-	Sig-	Sig-	Sig-	Sig-
Reading	Cohort	26	28	29	34	41
	School	12.9	14.1	12.9	13.5	12.7
	National	15.8	16.0	16.3	16.5	16.6
	Difference	-2.9	-1.9	-3.4	-3.0	-3.9
	Significance	Sig-	Sig-	Sig-	Sig-	Sig-
Writing	Cohort	26	28	29	34	41
	School	12.3	13.1	11.4	12.2	12.1
	National	14.4	14.7	14.9	15.1	15.3
	Difference	-2.1	-1.6	-3.5	-2.9	-3.2
	Significance	Sig-		Sig-	Sig-	Sig-
Mathematics	Cohort	26	28	29	34	41
	School	13.7	14.6	13.6	14.2	13.3
	National	15.7	15.9	16.1	16.2	16.4
	Difference	-2.0	-1.3	-2.5	-2.0	-3.1
	Significance	Sig-		Sig-	Sig-	Sig-

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Attainment at Key Stage 1

Table 4.2.5: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2015 (KS1.2A)

	All NC Core Subjects				Reading				Writing				Mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	APS	APS		Cohort	APS	APS		Cohort	APS	APS		Cohort	APS	APS	
All Pupils	41	12.7	16.1		41	12.7	16.6		41	12.1	15.3		41	13.3	16.4	
Gender																
Male	21	11.8	15.7		21	11.7	16.1		21	10.9	14.6		21	12.7	16.4	
Female	20	13.7	16.6		20	13.7	17.2		20	13.3	16.1		20	14.0	16.5	
Free School Meals*																
FSM	23	13.7	14.8		23	13.7	15.2		23	13.1	14.0		23	14.2	15.2	
Non FSM	18	11.4	16.6		18	11.3	17.1		18	10.8	15.8		18	12.2	16.8	
Children Looked After																
CLA	1	14.3	13.3		1	15.0	13.8		1	13.0	12.5		1	15.0	13.7	
Not CLA	40	12.7	16.1		40	12.6	16.6		40	12.1	15.4		40	13.3	16.4	
Disadvantaged pupils																
Disadvantaged pupils	23	13.7	14.8		23	13.7	15.2		23	13.1	14.0		23	14.2	15.1	
Other pupils	18	11.4	16.6		18	11.3	17.1		18	10.8	15.8		18	12.2	16.9	
English as a First Language																
English or believed to be English	16	14.7	16.2		16	14.9	16.8		16	14.0	15.5		16	15.3	16.5	
Other than English or believed to be other	18	13.2	15.7		18	13.2	16.0		18	12.7	15.0		18	13.7	16.1	
Unclassified	7	6.8	12.4		7	6.1	12.4		7	6.1	11.5		7	8.1	13.3	
Special Educational Needs																
No SEN	35	12.9	16.9		35	12.9	17.4		35	12.3	16.1		35	13.5	17.1	
SEN support	6	11.3	12.5		6	11.0	12.8		6	10.7	11.6		6	12.3	13.2	
SEN with statement or EHC plan	0	-	7.6		0	-	7.8		0	-	6.9		0	-	8.0	
Ethnicity Group																
White																
British	16	14.7	16.2		16	14.9	16.8		16	14.0	15.4		16	15.3	16.5	
Irish	0	-	16.4		0	-	17.0		0	-	15.5		0	-	16.7	
Traveller of Irish Heritage	0	-	12.1		0	-	12.1		0	-	11.1		0	-	13.0	
Gypsy/Roma	4	9.5	11.3		4	10.0	11.2		4	9.0	10.5		4	9.5	12.1	

RAISEonline Summary Report based on unvalidated 2015 data

Attainment at Key Stage 1

| | All NC Core Subjects | | | Reading | | | Writing | | | Mathematics | | |
| | School | | National | School | | National | School | | National | School | | National |
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Any other White background	0	-	15.5	0	-	15.7	0	-	14.7	0	-	16.1
Mixed												
White & Black Caribbean	0	-	15.7	0	-	16.3	0	-	15.0	0	-	15.9
White & Black African	0	-	16.2	0	-	16.8	0	-	15.5	0	-	16.3
White & Asian	0	-	16.8	0	-	17.4	0	-	16.1	0	-	17.0
Any other mixed background	2	13.0	16.4	2	13.0	16.9	2	13.0	15.6	2	13.0	16.6
Asian or Asian British												
Indian	0	-	17.1	0	-	17.5	0	-	16.4	0	-	17.3
Pakistani	2	16.0	15.5	2	16.0	16.0	2	16.0	14.9	2	16.0	15.7
Bangladeshi	0	-	16.0	0	-	16.4	0	-	15.3	0	-	16.2
Any other Asian background	2	14.7	16.4	2	15.0	16.7	2	14.0	15.6	2	15.0	16.7
Black or Black British												
Black Caribbean	1	13.0	15.5	1	13.0	16.1	1	13.0	14.8	1	13.0	15.5
Black African	0	-	16.1	0	-	16.6	0	-	15.4	0	-	16.1
Any other Black background	2	13.7	15.6	2	13.0	16.2	2	13.0	15.0	2	15.0	15.7
Chinese	1	10.3	17.2	1	9.0	17.2	1	9.0	16.2	1	13.0	18.0
Any other ethnic group	4	15.3	15.5	4	15.5	15.8	4	14.5	14.8	4	16.0	16.0
Unclassified - Refused	0	-	16.1	0	-	16.7	0	-	15.3	0	-	16.4
Unclassified - Information not obtained	7	6.8	13.0	7	6.1	13.1	7	6.1	12.1	7	8.1	13.8
Term of Birth												
Autumn	16	13.4	16.9	16	13.3	17.4	16	13.0	16.1	16	13.9	17.2
Spring	11	10.9	16.1	11	11.2	16.6	11	10.1	15.3	11	11.5	16.4
Summer	14	13.3	15.4	14	13.1	15.9	14	12.6	14.6	14	14.1	15.6

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Table 4.3.1: 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	2	24	20	14	5	1
	School%	0	8	92	77	54	19	4
	National%	0	4	96	87	77	41	9
	Difference%	0	4	-3	-10	-23	-22	-5
	Significance	-	-	-	-	Sig-	Sig-	-
Reading	**Entries**	0	2	24	18	16	6	0
	School%	0	8	92	69	62	23	0
	National%	0	5	95	89	80	48	0
	Difference%	0	3	-3	-20	-19	-25	0
	Significance	-	-	-	-	Sig-	Sig-	-
Writing (TA)	**Entries**	0	2	24	24	-	10	0
(Writing TA is reported as a level)	**School%**	0	8	92	92	-	38	0
	National%	0	3	96	87	-	36	2
	Difference%	0	5	-4	6	-	3	-2
	Significance	-	-	-	-	-		-
English Grammar,	**Entries**	0	2	24	20	14	10	0
Punctuation and	**School%**	0	8	92	77	54	38	0
Spelling (EGPS)	**National%**	0	5	95	80	73	55	4
	Difference%	0	3	-3	-3	-19	-17	-4
	Significance	-	-	-		Sig-		-

Attainment at Key Stage 2

Table 4.3.2: 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	26	65	80		26	77	87	-	26	69	89	-	26	92	87	-	26	77	80	
Gender																				
Male	11	64	77	-	11	82	87	-	11	64	87	-	11	91	83	-	11	73	76	-
Female	15	67	83	-	15	73	87	-	15	73	91	-	15	93	91	-	15	80	84	-
Free School Meals*																				
FSM	21	57	70		21	71	80	-	21	62	83	-	21	90	79	-	21	71	71	
Non FSM	5	100	84	-	5	100	90	-	5	100	92	-	5	100	90	-	5	100	84	-
Children Looked After																				
CLA	0	0	53	-	0	0	65	-	0	0	71	-	0	0	63	-	0	0	56	-
Not CLA	26	65	80		26	77	87	-	26	69	89	-	26	92	87	-	26	77	80	
Disadvantaged pupils																				
Disadvantaged pupils	21	57	70		21	71	80	-	21	62	83	-	21	90	79	-	21	71	71	
Other pupils	5	100	85	-	5	100	90	-	5	100	92	-	5	100	90	-	5	100	84	-
Prior Attainment																				
Low	9	33	33	-	9	44	53	-	9	44	58	-	9	89	47	-	9	56	34	-
Middle	12	92	88	-	12	100	93	-	12	92	95	-	12	100	95	-	12	100	87	-
High	2	100	99	-	2	100	100	-	2	100	100	-	2	100	100	-	2	100	100	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	22	68	81	-	22	82	88	-	22	73	90	-	22	91	88	-	22	82	81	-
English as a First Language																				

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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	18	67	81	-	18	78	87	-	18	72	90	-	18	94	88	-	18	83	80	-
Other than English or believed to be other	8	63	77	-	8	75	86	-	8	63	84	-	8	88	83	-	8	63	80	-
Unclassified	0	0	43	-	0	0	54	-	0	0	54	-	0	0	49	-	0	0	47	-
Special Educational Needs																				
No SEN	19	79	90	-	19	95	94	-	19	79	95	-	19	100	95	-	19	84	89	-
SEN support	6	33	43	-	6	33	64	-	6	50	68	-	6	83	57	-	6	67	45	-
SEN with statement or EHC plan	1	0	16	-	1	0	26	-	1	0	30	-	1	0	21	-	1	0	20	-
Ethnicity Group																				
White																				
British	18	67	81	-	18	78	87	-	18	72	90	-	18	94	88	-	18	83	80	-
Irish	0	0	85	-	0	0	90	-	0	0	92	-	0	0	90	-	0	0	83	-
Traveller of Irish Heritage	0	0	43	-	0	0	59	-	0	0	62	-	0	0	52	-	0	0	42	-
Gypsy/Roma	2	0	29	-	2	0	45	-	2	0	44	-	2	50	39	-	2	0	31	-
Any other White background	1	100	73	-	1	100	84	-	1	100	81	-	1	100	79	-	1	100	75	-
Mixed																				
White & Black Caribbean	0	0	77	-	0	0	84	-	0	0	88	-	0	0	86	-	0	0	77	-
White & Black African	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83	-
White & Asian	0	0	85	-	0	0	90	-	0	0	92	-	0	0	91	-	0	0	86	-
Any other mixed background	0	0	82	-	0	0	88	-	0	0	90	-	0	0	88	-	0	0	83	-

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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	0	0	87	-	0	0	92	-	0	0	92	-	0	0	92	-	0	0	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	1	100	84	-	1	100	91	-	1	100	89	-	1	100	89	-	1	100	88	-
Black or Black British																				
Black Caribbean	1	0	75	-	1	100	82	-	1	0	88	-	1	100	85	-	1	0	79	-
Black African	0	0	81	-	0	0	86	-	0	0	89	-	0	0	88	-	0	0	85	-
Any other Black background	0	0	77	-	0	0	83	-	0	0	87	-	0	0	85	-	0	0	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 4.3.3: 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	26	12	24		26	19	41	Sig-	26	23	48	Sig-	26	38	36		26	38	55	
Gender																				
Male	11	18	22	-	11	27	45	-	11	27	44	-	11	36	28	-	11	27	50	
Female	15	7	26	-	15	13	37		15	20	53	Sig-	15	40	44		15	47	61	
Free School Meals*																				
FSM	21	5	13	-	21	14	28		21	14	34		21	29	22	-	21	29	43	
Non FSM	5	40	29	-	5	40	47	-	5	60	55	-	5	80	42	-	5	80	61	-
Children Looked After																				
CLA	0	0	6	-	0	0	17	-	0	0	26	-	0	0	13	-	0	0	29	-
Not CLA	26	12	24		26	19	42	Sig-	26	23	48	Sig-	26	38	36		26	38	56	
Disadvantaged pupils																				
Disadvantaged pupils	21	5	13	-	21	14	28		21	14	34		21	29	22	-	21	29	43	
Other pupils	5	40	29	-	5	40	48	-	5	60	55	-	5	80	42	-	5	80	61	-
Prior Attainment																				
Low	9	0	0	-	9	0	6	-	9	11	9	-	9	0	1	-	9	11	9	-
Middle	12	17	13	-	12	33	36	-	12	25	44		12	67	27	-	12	58	54	
High	2	50	67	-	2	50	82	-	2	100	89	-	2	100	83	-	2	100	94	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	22	14	25		22	18	43	Sig-	22	23	49	Sig-	22	41	37		22	41	57	
English as a First Language																				

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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	18	6	25	-	18	17	42	Sig-	18	22	50	Sig-	18	44	37		18	44	55	
Other than English or believed to be other	8	25	21	-	8	25	41	-	8	25	40	-	8	25	33	-	8	25	59	-
Unclassified	0	0	10	-	0	0	20	-	0	0	23	-	0	0	15	-	0	0	30	-
Special Educational Needs																				
No SEN	19	16	29		19	26	48		19	26	56	Sig-	19	47	43		19	53	65	
SEN support	6	0	3	-	6	0	13	-	6	17	17	-	6	17	6	-	6	0	17	-
SEN with statement or EHC plan	1	0	2	-	1	0	7	-	1	0	10	-	1	0	3	-	1	0	10	-
Ethnicity Group																				
White																				
British	18	6	24	-	18	17	42	Sig-	18	22	50	Sig-	18	44	36		18	44	54	
Irish	0	0	32	-	0	0	49	-	0	0	59	-	0	0	42	-	0	0	61	-
Traveller of Irish Heritage	0	0	4	-	0	0	13	-	0	0	18	-	0	0	9	-	0	0	19	-
Gypsy/Roma	2	0	2	-	2	0	7	-	2	0	11	-	2	0	4	-	2	0	12	-
Any other White background	1	100	21	-	1	100	42	-	1	100	42	-	1	100	30	-	1	100	52	-
Mixed																				
White & Black Caribbean	0	0	18	-	0	0	32	-	0	0	44	-	0	0	31	-	0	0	50	-
White & Black African	0	0	25	-	0	0	40	-	0	0	51	-	0	0	39	-	0	0	58	-
White & Asian	0	0	33	-	0	0	50	-	0	0	58	-	0	0	45	-	0	0	66	-
Any other mixed background	0	0	27	-	0	0	44	-	0	0	52	-	0	0	40	-	0	0	61	-

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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	0	0	35	-	0	0	57	-	0	0	55	-	0	0	47	-	0	0	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	1	0	30	-	1	0	53	-	1	0	49	-	1	0	42	-	1	0	70	-
Black or Black British																				
Black Caribbean	1	0	14	-	1	0	26	-	1	0	38	-	1	0	27	-	1	0	50	-
Black African	0	0	21	-	0	0	37	-	0	0	45	-	0	0	35	-	0	0	63	-
Any other Black background	0	0	17	-	0	0	31	-	0	0	40	-	0	0	32	-	0	0	55	-
Chinese	1	100	45	-	1	100	71	-	1	100	61	-	1	100	54	-	1	100	76	-
Any other ethnic group	2	0	21	-	2	0	42	-	2	0	40	-	2	0	31	-	2	0	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 4.3.4: 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	2	2	0	0	0	0	0	0			
Writing		2	0	0	0	0	0	0			
Speaking				0	0	0	0	0			
Listening				0	0	0	0	0			
English									0	0	0
Mathematics	2	2	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 Pscale 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 4.3.5

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's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2011	2012	2013**	2014	2015
All Subjects	Cohort	19	17	16	15	26
	School	24.2	28.4	28.0	28.0	26.9
	National	27.5	28.2	28.3	28.7	28.8
	Difference	-3.3	0.2	-0.3	-0.7	-1.9
	Significance	Sig-				
Mathematics	Cohort	19	17	16	15	26
	School	24.5	28.1 ↑	28.5	28.6	26.5
	National	27.6	28.4	28.7	29.0	29.0
	Difference	-3.1	-0.3	-0.2	-0.4	-2.5
	Significance	Sig-				Sig-
Reading	Cohort	19	17	16	15	26
	School	24.5	28.4	27.0	27.8	26.1
	National	28.1	28.8	28.5	29.0	29.0
	Difference	-3.6	-0.4	-1.5	-1.2	-2.9
	Significance	Sig-	-	Sig-	Sig-	Sig-
Writing(TA)	Cohort	19	17	16	15	26
	School	24.8	28.1	28.1	27.0	28.4
	National	26.4	27.3	27.5	27.9	28.2
	Difference	-1.6	0.8	0.6	-0.9	0.2
	Significance		-			
English Grammar, Punctuation & Spelling	Cohort	-	-	16	15	26
	School	-	-	25.9	26.2	27.5
	National	-	-	28.0	28.6	29.1
	Difference	-	-	-2.1	-2.4	-1.6
	Significance	-	-			
English	Cohort	19	17	-	-	-
	School	23.8	28.8	-	-	-
	National	27.3	28.1	-	-	-
	Difference	-3.5	0.7	-	-	-
	Significance	Sig-		-	-	-

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

Attainment at Key Stage 2

Table 4.3.6: 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	26	26.9	28.8	26	26.5	29.0	26	26.1	29.0	26	28.4	28.2	26	27.5	29.1
Gender															
Male	11	27.3	28.6	11	27.5	29.3	11	25.9	28.5	11	28.1	27.3	11	26.5	28.4
Female	15	26.6	29.0	15	25.8	28.7	15	26.2	29.4	15	28.6	29.0	15	28.2	29.8
Free School Meals*															
FSM	21	25.9	27.2	21	25.6	27.3	21	25.0	27.6	21	27.6	26.6	21	26.4	27.5
Non FSM	5	30.9	29.5	5	30.6	29.8	5	30.6	29.6	5	31.8	28.8	5	31.8	29.8
Children Looked After															
CLA	0	-	25.0	0	-	25.1	0	-	25.8	0	-	24.0	0	-	25.0
Not CLA	26	26.9	28.8	26	26.5	29.0	26	26.1	29.0	26	28.4	28.2	26	27.5	29.1
Disadvantaged pupils															
Disadvantaged pupils	21	25.9	27.2	21	25.6	27.3	21	25.0	27.6	21	27.6	26.6	21	26.4	27.5
Other pupils	5	30.9	29.5	5	30.6	29.8	5	30.6	29.6	5	31.8	28.9	5	31.8	29.9
Prior Attainment															
Low	9	23.8	23.2	9	23.0	23.5	9	23.7	23.7	9	25.7	22.4	9	24.3	22.3
Middle	12	29.3	28.9	12	29.0	28.9	12	28.0	29.3	12	31.0	28.4	12	30.5	29.5
High	2	33.0	33.0	2	33.0	33.6	2	33.0	32.4	2	33.0	32.4	2	33.0	33.5
Non-mobile pupils															
Pupils on roll throughout years 5 and 6	22	27.0	29.0	22	26.7	29.2	22	26.2	29.2	22	28.4	28.4	22	27.8	29.3
English as a First Language															
English or believed to be English	18	27.0	28.9	18	26.3	29.1	18	26.3	29.2	18	29.0	28.3	18	28.3	29.1
Other than English or believed to be other	8	26.6	28.3	8	27.0	28.9	8	25.5	28.1	8	27.0	27.6	8	25.5	29.3
Unclassified	0	-	23.1	0	-	23.8	0	-	23.6	0	-	22.1	0	-	23.7
Special Educational Needs															
No SEN	19	28.6	29.9	19	28.6	30.1	19	27.3	30.0	19	29.8	29.4	19	29.2	30.5
SEN support	6	23.5	25.0	6	22.0	25.1	6	24.0	25.4	6	26.0	24.3	6	24.0	24.0
SEN with statement or EHC plan	1	15.0	18.8	1	15.0	19.7	1	15.0	19.8	1	15.0	16.1	1	15.0	19.2
Ethnicity Group															

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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	18	27.0	28.9	18	26.3	29.1	18	26.3	29.2	18	29.0	28.3	18	28.3	29.0
Irish	0	-	29.6	0	-	29.8	0	-	29.9	0	-	28.9	0	-	29.8
Traveller of Irish Heritage	0	-	24.4	0	-	24.9	0	-	24.8	0	-	23.4	0	-	23.6
Gypsy/Roma	2	18.8	22.0	2	18.0	22.5	2	18.0	22.1	2	21.0	21.1	2	18.0	21.5
Any other White background	1	36.0	28.0	1	39.0	28.8	1	33.0	27.8	1	33.0	27.1	1	33.0	28.3
Mixed															
White & Black Caribbean	0	-	28.1	0	-	28.0	0	-	28.7	0	-	27.8	0	-	28.5
White & Black African	0	-	28.9	0	-	28.9	0	-	29.3	0	-	28.5	0	-	29.5
White & Asian	0	-	29.8	0	-	30.1	0	-	29.8	0	-	29.1	0	-	30.4
Any other mixed background	0	-	29.1	0	-	29.3	0	-	29.3	0	-	28.6	0	-	29.8
Asian or Asian British															
Indian	0	-	30.2	0	-	31.0	0	-	29.6	0	-	29.3	0	-	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	1	27.0	29.7	1	27.0	30.6	1	27.0	29.0	1	27.0	28.6	1	27.0	30.7
Black or Black British															
Black Caribbean	1	25.5	27.6	1	27.0	27.4	1	21.0	28.2	1	27.0	27.4	1	21.0	28.5
Black African	0	-	28.5	0	-	28.6	0	-	28.7	0	-	28.1	0	-	29.9
Any other Black background	0	-	27.9	0	-	27.8	0	-	28.3	0	-	27.7	0	-	29.0
Chinese	1	33.0	31.4	1	33.0	32.9	1	33.0	30.0	1	33.0	29.8	1	33.0	31.7
Any other ethnic group	2	27.0	28.2	2	27.0	28.9	2	27.0	27.9	2	27.0	27.3	2	27.0	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**	13	14	23
	VA School score	100.7	101.2	100.2
	95% confidence interval +/-	1.1	1.1	0.9
	Significance		Sig+	
	Percentile rank	26	13	41
	Coverage	81%	93%	89%
Mathematics	**Cohort for VA**	13	14	23
	VA School score	100.3	101.5	99.8
	95% confidence interval +/-	1.5	1.4	1.2
	Significance		Sig+	
	Percentile rank	41	12	58
	Coverage	81%	93%	89%
Reading	**Cohort for VA**	13	14	23
	VA School score	100.2	100.4	99.5
	95% confidence interval +/-	1.3	1.2	1.0
	Significance			
	Percentile rank	44	35	74
	Coverage	81%	93%	89%
Writing (TA)	**Cohort for VA**	13	14	23
	VA School score	101.7	101.0	101.9
	95% confidence interval +/-	1.3	1.3	1.0
	Significance	Sig+		Sig+
	Percentile rank	6	16	4
	Coverage	81%	93%	89%

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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	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	18	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0
School Score	100.1	-	-	100.2	102.2	-	-	-	-	-	-	-	-	-	-	-	103.5	99.6	-	-
95% confidence interval	1.2	-	-	5.1	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	100.2	101.6	100.9	100.1	99.5
Significance from national average for group		-	-			-	-	-	-	-	-	-	-	-	-	-			-	-
Significance from overall national average		-	-		-	-	-	-	-	-	-	-	-	-	-				-	-

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	23	9	14	18	5	0	23	18	5	9	12	2	19	18	5	0	17	5	1
School Score	100.2	101.5	99.5	100.2	100.7	-	100.3	100.2	100.7	101.3	99.6	99.3	99.9	100.1	101.0	-	100.0	101.6	98.3
95% confidence interval	0.9	1.7	1.4	1.2	2.3	-	1.1	1.2	2.3	1.7	1.5	3.6	1.2	1.2	2.3	-	1.2	2.3	5.1
Group national mean	100.0	100.1	99.8	99.8	100.1	99.7	100.0	99.8	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						-										-			
Significance from overall national average						-										-			

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	23	100.7	100.0	101.2	100.0	100.2	100.0	99.8	100.0	99.5	100.0	101.9	100.0
Gender													
Boys	9	101.5	100.0	101.7	100.1	101.5	100.1	101.5	100.5	99.9	99.9	103.4 ↑	99.7
Girls	14	98.9	99.8	101.4 ↑	99.8	99.5 ↓	99.8	98.6 ↓	99.5	99.0	100.0	101.7	100.3
Free School Meals*													
FSM	18	100.9	99.8	101.2	99.7	100.2	99.8	99.6 ↓	99.8	99.1	99.7	102.4	99.8
Non FSM	5	-	100.0	103.5	100.1	100.7 ↓	100.1	100.2 ↓	100.1	100.2 ↓	100.0	102.2	100.0
Children Looked After													
CLA	-	-	99.8	-	99.8	-	99.7	-	99.6	-	100.0	-	99.7
Not CLA	23	100.9	99.9	101.6	100.0	100.3	100.0	99.7 ↓	100.0	99.3	99.9	102.4	100.0
Disadvantaged pupils													
Disadvantaged pupils	18	100.9	99.8	101.2	99.7	100.2	99.8	99.6 ↓	99.7	99.1	99.7	102.4	99.8
Other pupils	5	-	100.0	103.5	100.1	100.7 ↓	100.1	100.2 ↓	100.1	100.2 ↓	100.0	102.2	100.0
Prior Attainment													
Low	9	104.3	100.2	103.1	100.2	101.3	100.2	101.0	100.2	100.0 ↓	100.1	103.3	100.2
Middle	12	99.4	100.0	101.0	100.0	99.6	100.0	98.8 ↓	100.0	98.9	100.0	102.1	99.9
High	2	-	99.8	-	99.8	99.3	99.8	99.2	99.8	99.0	99.8	100.0	99.9
Non-mobile pupils													
Pupils on roll throughout years 5 and 6	19	100.8	100.0	101.7	100.0	99.9 ↓	100.0	99.3 ↓	100.0	99.0 ↓	100.0	102.0	100.0
English as a First Language													
First Language - English	18	100.8	99.8	101.7	99.8	100.1 ↓	99.8	99.3 ↓	99.8	99.3	99.9	102.5	99.8
First Language - Other	5	102.1	100.8	99.9	100.8	101.0	100.7	101.2	101.0	99.5	100.1	102.1	100.6
Unclassified	-	-	99.2	-	99.1	-	99.2	-	99.1	-	99.4	-	99.3
Special Educational Needs													
No SEN	17	99.5	100.1	101.2	100.1	100.0	100.1	99.6	100.1	98.9	100.1	102.0	100.1
SEN support	5	105.4	99.4	103.1	99.4	101.6	99.3	100.4	99.4	101.0	99.3	104.7	99.3
SEN with statement or EHC plan	1	-	97.9	-	97.9	98.3	97.9	98.3	98.0	98.2	97.8	98.3	97.6
Ethnicity Group													
White													
British	18	100.7	99.7	101.9	99.8	100.1 ↓	99.8	99.3 ↓	99.7	99.3 ↓	99.9	102.5	99.8
Irish	-	-	100.5	-	100.4	-	100.4	-	100.4	-	100.6	-	100.3

RAISEonline Summary Report based on unvalidated 2015 data

Progress Measures Value Added

	Number of pupils in latest year	Value Added 2013		Value Added 2014		Value Added 2015		Value Added by Subject 2015 Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
Traveller of Irish Heritage	-	-	99.8	-	100.0	-	99.7	-	99.7	-	99.6	-	99.7
Gypsy/Roma	1	-	99.2	-	99.7	100.2	99.6	99.7	99.6	97.5	99.3	104.1	99.7
Any Other White Background	1	-	101.1	-	101.0	102.2	101.0	104.4	101.2	99.4	100.7	100.9	100.9
Mixed													
White and Black Caribbean	-	-	99.7	-	99.7	-	99.7	-	99.5	-	99.9	-	99.9
White and Black African	-	-	100.1	-	100.1	-	100.1	-	99.9	-	100.2	-	100.2
White and Asian	-	101.8	100.3	-	100.3	-	100.3	-	100.4	-	100.2	-	100.1
Any other Mixed Background	-	-	100.3	-	100.3	-	100.3	-	100.3	-	100.3	-	100.3
Asian or Asian British													
Indian	-	-	100.7	-	100.8	-	100.7	-	101.2	-	100.0	-	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	0	-	101.1	-	101.1	-	101.0	-	101.6	-	100.1	-	100.5
Black or Black British													
Black Caribbean	0	-	99.9	-	99.8	-	99.7	-	99.5	-	99.9	-	99.9
Black African	-	-	100.8	-	100.7	-	100.5	-	100.6	-	100.3	-	100.6
Any Other Black Background	-	-	100.2	100.6	100.2	-	100.2	-	100.1	-	100.1	-	100.4
Chinese	1	-	101.7	-	101.7	103.5	101.6	103.8	102.4	102.7	100.5	103.7	101.0
Any Other Ethnic Group	2	102.1	101.1	99.9	101.0	99.6	100.9	99.2	101.2	99.0	100.3	100.9	100.7
Unclassified - Refused	-	-	100.1	-	100.1	-	100.1	-	100.1	-	100.2	-	100.1
Unclassified - Information Not Obtained	-	-	99.4	-	99.3	-	99.5	-	99.5	-	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
	Other or no prior available		0	0	0	1	1	1	0	0	0	0	0%	2%	-	-	-
KS1 Reading Level	W		0	0	0	1	0	0	1	0	2	2	100%	65%	1	50%	32%
	1		0	0	0	0	4	1	0	0	5	5	100%	84%	1	20%	62%
	2	2C	0	0	0	0	0	2	0	0	2	2	100%	84%	0	0%	18%
		2B	0	0	0	0	1	4	1	0	6	5	83%	95%	1	17%	33%
		2A	0	0	0	0	0	4	2	0	6	6	100%	99%	2	33%	61%
	3		0	0	0	0	0	0	2	0	2	2	100%	89%	0	0%	1%
	4		0	0	0	0	0	0	0	0	0	0	0%	7%	-	-	-
		Summary									23	22	96%	91%	5	22%	33%

Total Cohort	26

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.

G

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
Other or no prior available			0	0	0	1	1	1	0	0	0	0	0%	0%	3%	-	-	-	-
KS1 Reading Level	W		0	0	0	1	0	0	1	0	2	2	100%	0%	61%	1	50%	0%	31%
	1		0	0	0	0	4	0	0	0	4	4	100%	100%	86%	0	0%	100%	64%
	2C	0	0	0	0	0	2	0	0	2	2	100%	0%	85%	0	0%	0%	19%
	2B	0	0	0	0	1	4	1	0	6	5	83%	0%	96%	1	17%	0%	36%
	2A	0	0	0	0	0	3	1	0	4	4	100%	100%	99%	1	25%	50%	64%
	3		0	0	0	0	0	0	0	0	0	0	0%	100%	90%	0	0%	0%	1%
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	7%	-	-	-	-
Summary										18	17	94%	100%	92%	3	17%	40%	33%

Total Cohort of Disadvantaged pupils	21

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.

RAISEonline Summary Report based on unvalidated 2015 data

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
	Other or no prior available		0	0	0	1	0	2	0	0	0	0	0%	15%	-	-	-
KS1 Writing Level	W		0	0	0	1	0	1	0	0	2	2	100%	70%	1	50%	43%
	1		0	0	0	0	0	7	0	0	7	7	100%	94%	7	100%	57%
	2	2C	0	0	0	0	0	1	0	0	1	1	100%	90%	0	0%	10%
		2B	0	0	0	0	0	3	6	0	9	9	100%	98%	6	67%	32%
		2A	0	0	0	0	0	0	3	0	3	3	100%	100%	3	100%	67%
	3		0	0	0	0	0	0	1	0	1	1	100%	92%	0	0%	13%
	4		0	0	0	0	0	0	0	0	0	0	0%	77%	-	-	-
Summary											23	23	100%	94%	17	74%	36%

Total Cohort	26

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		Sub Level	Key Stage 2 Writing Level								Total No. of Disadvantaged pupils	Expected Progress				More than expected progress			
			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
	Other or no prior available		0	0	0	1	0	2	0	0	0	0	0%	0%	18%	-	-	-	-
KS1 Writing Level	W		0	0	0	1	0	1	0	0	2	2	100%	0%	67%	1	50%	0%	42%
	1		0	0	0	0	0	6	0	0	6	6	100%	100%	95%	6	100%	100%	60%
	2	2C	0	0	0	0	0	1	0	0	1	1	100%	0%	91%	0	0%	0%	11%
		2B	0	0	0	0	0	3	4	0	7	7	100%	100%	98%	4	57%	100%	34%
		2A	0	0	0	0	0	0	2	0	2	2	100%	100%	100%	2	100%	100%	69%
	3		0	0	0	0	0	0	0	0	0	0	0%	100%	93%	0	0%	0%	13%
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	77%	-	-	-	-
Summary											18	18	100%	100%	95%	13	72%	80%	37%

Total Cohort of Disadvantaged pupils	21

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
	Other or no prior available		0	0	0	1	0	2	0	0	0	0	0%	58%	-	-	-
	W		0	0	0	1	0	0	0	0	1	1	100%	55%	0	0%	23%
KS1 Mathematics Level	1		0	0	0	0	3	1	0	0	4	4	100%	81%	1	25%	43%
	2	2C	0	0	0	0	1	3	0	0	4	3	75%	76%	0	0%	8%
		2B	0	0	0	0	0	7	0	0	7	7	100%	93%	0	0%	25%
		2A	0	0	0	0	0	1	4	0	5	5	100%	99%	4	80%	58%
	3		0	0	0	0	0	1	0	1	2	1	50%	90%	1	50%	34%
	4		0	0	0	0	0	0	0	0	0	0	0%	98%	-	-	-
		Summary									23	21	91%	90%	6	26%	34%

Total Cohort	26

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.

RAISEonline Summary Report based on unvalidated 2015 data

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		Sub Level	Key Stage 2 Mathematics Level								Total No. of Disadvantaged pupils	Expected Progress				More than expected progress			
			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
	Other or no prior available		0	0	0	1	0	2	0	0	0	0	0%	0%	64%	-	-	-	-
KS1 Mathematics Level	W	W	0	0	0	1	0	0	0	0	1	1	100%	0%	50%	0	0%	0%	21%
	1	1	0	0	0	0	3	1	0	0	4	4	100%	0%	83%	1	25%	0%	44%
	2	2C	0	0	0	0	1	2	0	0	3	2	67%	100%	77%	0	0%	0%	9%
		2B	0	0	0	0	0	6	0	0	6	6	100%	100%	94%	0	0%	0%	27%
		2A	0	0	0	0	0	1	3	0	4	4	100%	100%	99%	3	75%	100%	60%
	3	3	0	0	0	0	0	0	0	0	0	0	0%	50%	91%	0	0%	50%	36%
	4	4	0	0	0	0	0	0	0	0	0	0	0%	0%	99%	-	-	-	-
Summary											18	17	94%	80%	91%	4	22%	40%	37%

Total Cohort of Disadvantaged pupils	21

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	23	91	90	-	23	96	91	-	23	100	94	-
Gender												
Male	9	89	90	-	9	100	90	-	9	100	93	-
Female	14	93	89	-	14	93	92	-	14	100	95	-
Free School Meals*												
FSM	18	94	86	-	18	94	88	-	18	100	92	-
Non FSM	5	80	91	-	5	100	92	-	5	100	95	-
Children Looked After												
CLA	-	-	78	-	-	-	82	-	-	-	84	-
Not CLA	23	91	90	-	23	96	91	-	23	100	94	-
Disadvantaged pupils												
Disadvantaged pupils	18	94	86	-	18	94	88	-	18	100	92	-
Other pupils	5	80	91	-	5	100	92	-	5	100	95	-
Prior Attainment												
Low	9	89	76	-	9	100	80	-	9	100	87	-
Middle	12	100	92	-	12	92	95	-	12	100	96	-
High	2	50	93	-	2	100	92	-	2	100	96	-
Non-mobile pupils												
Pupils on roll throughout years 5 and 6	19	89	90	-	19	95	91	-	19	100	95	-
English as a First Language												
English or believed to be English	18	89	89	-	18	94	91	-	18	100	94	-
Other than English or believed to be other than English	5	100	92	-	5	100	91	-	5	100	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	17	94	93	-	17	94	94	-	17	100	97	-
SEN support	5	80	79	-	5	100	83	-	5	100	88	-
SEN with statement or EHC plan	1	100	47	-	1	100	49	-	1	100	54	-
Ethnicity Group												
White												
British	18	89	89	-	18	94	91	-	18	100	94	-
Irish	-	-	91	-	-	-	94	-	-	-	97	-
Traveller of Irish Heritage	-	-	81	-	-	-	83	-	-	-	86	-
Gypsy/Roma	1	100	76	-	1	100	74	-	1	100	78	-
Any Other White Background	1	100	92	-	1	100	91	-	1	100	94	-
Mixed												
White and Black Caribbean	-	-	87	-	-	-	91	-	-	-	94	-
White and Black African	-	-	90	-	-	-	91	-	-	-	94	-
White and Asian	-	-	92	-	-	-	93	-	-	-	95	-
Any other Mixed Background	-	-	90	-	-	-	92	-	-	-	95	-
Asian or Asian British												
Indian	-	-	94	-	-	-	93	-	-	-	96	-
Pakistani	-	-	90	-	-	-	89	-	-	-	94	-
Bangladeshi	-	-	92	-	-	-	93	-	-	-	96	-
Any other Asian Background	-	-	93	-	-	-	92	-	-	-	95	-
Black or Black British												
Black Caribbean	-	-	87	-	-	-	90	-	-	-	93	-
Black African	-	-	91	-	-	-	92	-	-	-	95	-
Any Other Black Background	-	-	87	-	-	-	90	-	-	-	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 1

Table 6.1.1: Closing the Gaps Trend - Disadvantaged pupils (KS1.CTGT)

Average point scores by disadvantaged pupils

All subjects	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
Disadvantaged pupils	21	14.0	16.3	-2.3	26	13.5	16.4	-2.9	23	13.7	16.6	-2.9
Other pupils	8	8.9		-7.4	8	12.7		-3.7	18	11.4		-5.2
Within school gap		5.1				0.8				2.2		

Reading												
Disadvantaged pupils	21	14.4	16.8	-2.4	26	13.7	17.0	-3.3	23	13.7	17.1	-3.4
Other pupils	8	9.0		-7.8	8	12.8		-4.2	18	11.3		-5.8
Within school gap		5.4				0.9				2.4		

Writing												
Disadvantaged pupils	21	12.7	15.5	-2.8	26	12.5	15.6	-3.1	23	13.1	15.8	-2.7
Other pupils	8	8.0		-7.5	8	11.5		-4.1	18	10.8		-5.0
Within school gap		4.7				1.0				2.3		

Mathematics												
Disadvantaged pupils	21	15.0	16.5	-1.5	26	14.3	16.7	-2.4	23	14.2	16.9	-2.7
Other pupils	8	9.8		-6.7	8	13.8		-2.9	18	12.2		-4.7
Within school gap		5.2				0.5				2.0		

Percentage of pupils attaining level 2 or above at Key Stage 1

Reading	2013				2014				2015			
	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	21	86	92	-6	26	73	92	-19	23	74	93	-19
Other pupils	8	50		-42	8	63		-29	18	61		-32
Within school gap		36				10				13		

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Writing

	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	21	67	89	-22	26	69	89	-20	23	74	91	-17
Other pupils	8	38		-51	8	63		-26	18	56		-35
Within school gap		29				6				18		

Mathematics

	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	21	86	94	-8	26	81	94	-13	23	83	95	-12
Other pupils	8	50		-44	8	88		-6	18	61		-34
Within school gap		36				-7				22		

Percentage of pupils attaining level 3 or above at Key Stage 1

	2013				2014				2015			

Reading

	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	21	10	34	-24	26	15	35	-20	23	4	37	-33
Other pupils	8	0		-34	8	0		-35	18	0		-37
Within school gap		10				15				4		

Writing

	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	21	0	18	-18	26	0	19	-19	23	0	21	-21
Other pupils	8	0		-18	8	0		-19	18	0		-21
Within school gap		0				0				0		

Mathematics

	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	21	5	27	-22	26	4	28	-24	23	9	30	-21
Other pupils	8	0		-27	8	0		-28	18	0		-30
Within school gap		5				4				9		

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Closing the Gaps at Key Stage 2

Table 6.2.1: Closing the Gaps Trend - Disadvantaged pupils (KS2.CTGT)

Percentage achieving expected progress and more than expected progress from different starting points

Subject / Group	KS1 Level	2013 Cohort	2013 Exp School %	2013 Exp Nat other %	2013 Exp Diff %	2013 More School %	2013 More Nat other %	2013 More Diff %	2014 Cohort	2014 Exp School %	2014 Exp Nat other %	2014 Exp Diff %	2014 More School %	2014 More Nat other %	2014 More Diff %	2015 Cohort	2015 Exp School %	2015 Exp Nat other %	2015 Exp Diff %	2015 More School %	2015 More Nat other %	2015 More Diff %
Mathematics																						
Disadvantaged pupils	W	1	100	53	47	100	23	77	-	-	51	-	-	22	-	1	100	50	50	0	21	-21
Other pupils		-	-		-	-		-	1	100		49	100		78	-	-		-	-		-
Disadvantaged pupils	1	1	100	82	18	100	39	61	2	100	84	16	100	43	57	4	100	83	17	25	44	-19
Other pupils		-	0		-	-		-	-	-		-	-		-	-	-		-	-		-
Disadvantaged pupils	2	9	100	91	9	22	36	-14	10	100	93	7	20	38	-18	13	92	93	-1	23	38	-15
Other pupils		-	-		-	-		-	1	100		7	100		62	3	100		7	33		-5
Disadvantaged pupils	3	2	100	91	9	0	27	-27	-	-	92	-	-	37	-	-	-	91	-	-	36	-
Other pupils		-	-		-	-		-	-	-		-	-		-	2	50		-41	50		14
Reading																						
Disadvantaged pupils	W	1	100	63	37	100	31	69	-	-	61	-	-	31	-	2	100	61	39	50	31	19
Other pupils		-	-		-	-		-	1	100		39	100		69	-	-		-	-		-
Disadvantaged pupils	1	3	100	83	17	100	56	44	2	100	85	15	100	64	36	4	100	86	14	0	64	-64
Other pupils		-	-		-	-		-	-	-		-	-		-	1	100		14	100		36
Disadvantaged pupils	2	9	100	93	7	11	40	-29	10	100	95	5	20	47	-27	12	92	96	-4	17	45	-28
Other pupils		-	NaN		#Err	-		-	1	100		5	0		-47	2	100		4	50		5
Disadvantaged pupils	3	-	-	88	-	-	2	-	-	-	91	-	-	1	-	-	-	90	-	-	1	-
Other pupils		-	-		-	-		-	-	-		-	-		-	2	100		10	0		-1
Writing (TA)																						
Disadvantaged pupils	W	1	100	70	30	100	43	57	-	-	67	-	-	42	-	2	100	67	33	50	42	8
Other pupils		-	-		-	-		-	1	100		33	100		58	-	-		-	-		-
Disadvantaged pupils	1	3	100	93	7	67	51	16	3	100	94	6	67	56	11	6	100	95	5	100	60	40
Other pupils		-	-		-	-		-	-	-		-	-		-	1	100		5	100		40
Disadvantaged pupils	2	9	100	95	5	44	32	12	9	100	96	4	22	36	-14	10	100	97	3	60	39	21
Other pupils		-	-		-	-		-	1	100		4	0		-36	3	100		3	100		61
Disadvantaged pupils	3	-	-	90	-	-	10	-	-	-	92	-	-	12	-	-	-	93	-	-	13	-
Other pupils		-	-		-	-		-	-	-		-	-		-	1	100		7	0		-13

Closing the Gaps at Key Stage 2

Value Added						
Overall	**2013**		**2014**		**2015**	
	Cohort	**School**	**Cohort**	**School**	**Cohort**	**School**
Disadvantaged pupils	13	100.9	12	101.2	18	100.2
Other pupils	0	-	2	103.5	5	100.7
Mathematics						
Disadvantaged pupils	13	100.4	12	101.7	18	99.6
Other pupils	0	-	2	104.4	5	100.2
Reading						
Disadvantaged pupils	13	100.2	12	100.1	18	99.1
Other pupils	0	-	2	103.3	5	100.2
Writing (TA)						
Disadvantaged pupils	13	102.5	12	101.4	18	102.4
Other pupils	0	-	2	101.9	5	102.2

Closing the Gaps at Key Stage 2

Average Point Scores												
	2013				**2014**				**2015**			
	Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
Overall	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	14	28.6	29.1	**-0.5**	12	27.9	29.4	**-1.5**	21	25.9	29.5	**-3.6**
Other pupils	2	24.0	29.1	-5.1	3	28.5	29.4	-0.9	5	30.9	29.5	1.4
Within school gap		4.6				-0.6				-5.0		
Mathematics												
Disadvantaged pupils	14	29.1	29.5	**-0.4**	12	28.0	29.8	**-1.8**	21	25.6	29.8	**-4.2**
Other pupils	2	24.0	29.5	-5.5	3	31.0	29.8	1.2	5	30.6	29.8	0.8
Within school gap		5.1				-3.0				-5.0		
Reading												
Disadvantaged pupils	14	27.4	29.2	**-1.8**	12	28.0	29.7	**-1.7**	21	25.0	29.6	**-4.6**
Other pupils	2	24.0	29.2	-5.2	3	27.0	29.7	-2.7	5	30.6	29.6	1.0
Within school gap		3.4				1.0				-5.6		
Writing (TA)												
Disadvantaged pupils	14	28.7	28.3	**0.4**	12	27.5	28.6	**-1.1**	21	27.6	28.9	**-1.3**
Other pupils	2	24.0	28.3	-4.3	3	25.0	28.6	-3.6	5	31.8	28.9	2.9
Within school gap		4.7				2.5				-4.2		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	14	26.6	28.8	**-2.2**	12	26.5	29.4	**-2.9**	21	26.4	29.9	**-3.5**
Other pupils	2	21.0	28.8	-7.8	3	25.0	29.4	-4.4	5	31.8	29.9	1.9
Within school gap		5.6				1.5				-5.4		

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Closing the Gaps at Key Stage 2

Percentage of pupils attaining level 4 or above at Key Stage 2

	2013				2014				2015			
Overall	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	14	93	81	12	12	92	83	9	21	57	85	-28
Other pupils	2	50	81	-31	3	67	83	-16	5	100	85	15
Within school gap		43				25				-43		
Mathematics												
Disadvantaged pupils	14	100	88	12	12	100	90	10	21	71	90	-19
Other pupils	2	50	88	-38	3	100	90	10	5	100	90	10
Within school gap		50				0				-29		
Reading												
Disadvantaged pupils	14	100	89	11	12	100	92	8	21	62	92	-30
Other pupils	2	50	89	-39	3	100	92	8	5	100	92	8
Within school gap		50				0				-38		
Writing (TA)												
Disadvantaged pupils	14	93	87	6	12	92	89	3	21	90	90	0
Other pupils	2	50	87	-37	3	67	89	-22	5	100	90	10
Within school gap		43				25				-10		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	14	64	79	-15	12	58	81	-23	21	71	84	-13
Other pupils	2	0	79	-79	3	67	81	-14	5	100	84	16
Within school gap		64				-9				-29		

Closing the Gaps at Key Stage 2

Percentage of pupils attaining level 5 or above at Key Stage 2

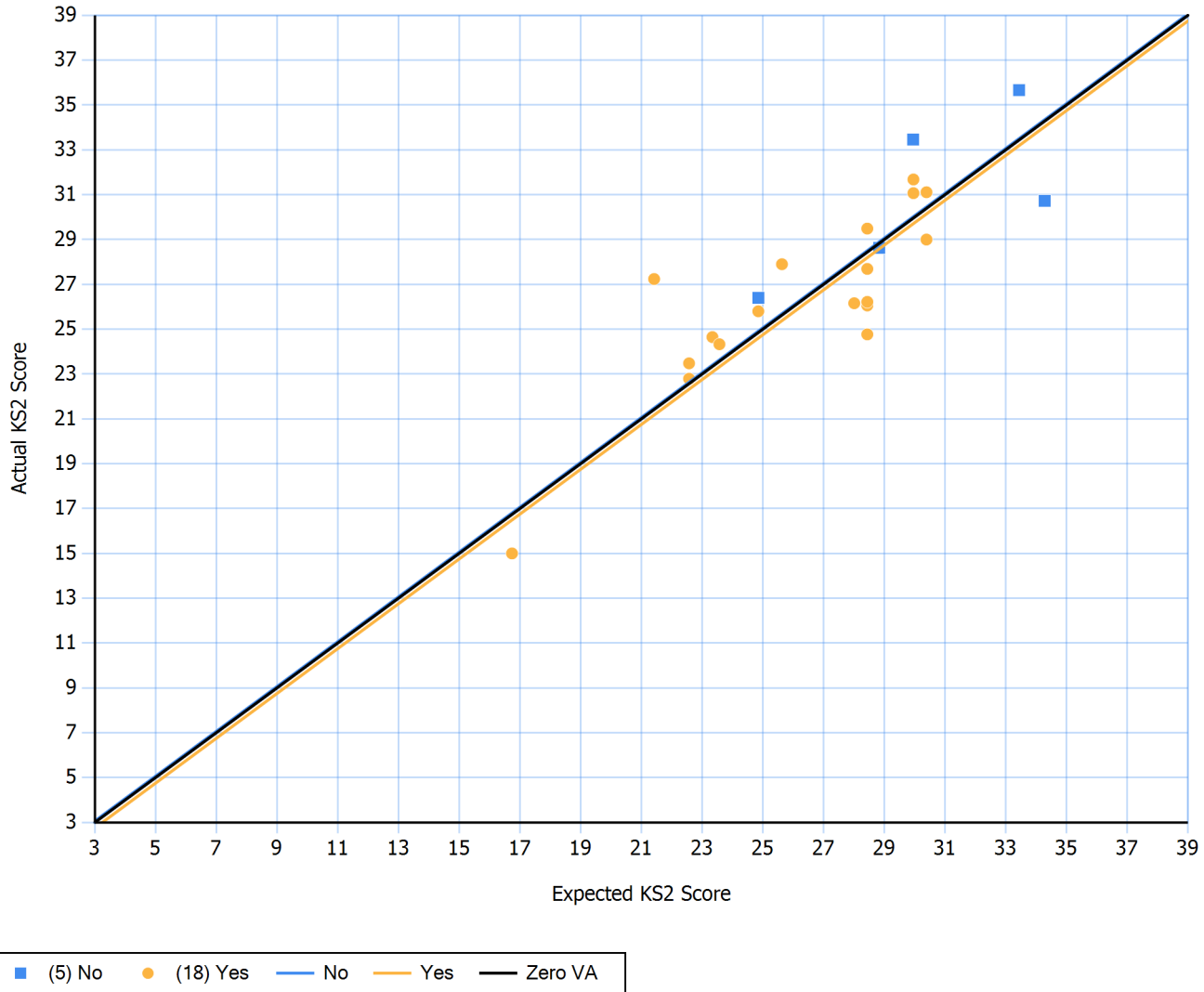| Overall	2013 Mathematics, Reading and Writing (TA)				2014 Mathematics, Reading and Writing (TA)				2015 Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	14	7	26	**-19**	12	8	29	**-21**	21	5	29	**-24**
Other pupils	2	0	26	-26	3	0	29	-29	5	40	29	11
Within school gap		7				8				-35		
Mathematics												
Disadvantaged pupils	14	36	47	**-11**	12	17	48	**-31**	21	14	48	**-34**
Other pupils	2	0	47	-47	3	67	48	19	5	40	48	-8
Within school gap		36				-50				-26		
Reading												
Disadvantaged pupils	14	7	51	**-44**	12	17	56	**-39**	21	14	55	**-41**
Other pupils	2	0	51	-51	3	0	56	-56	5	60	55	5
Within school gap		7				17				-46		
Writing (TA)												
Disadvantaged pupils	14	36	36	**0**	12	17	39	**-22**	21	29	42	**-13**
Other pupils	2	0	36	-36	3	0	39	-39	5	80	42	38
Within school gap		36				17				-51		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	14	29	53	**-24**	12	33	58	**-25**	21	29	61	**-32**
Other pupils	2	0	53	-53	3	0	58	-58	5	80	61	19
Within school gap		29				33				-51		

Chart 6.2.2: 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 88%