



RAISEonline 2014 Summary Report
Morpeth First School

Unique Reference Number (URN)	122210
DfE Number	9292185
Local Authority	Northumberland

Based on the following datasets for 2014:-
Key Stage 1: unvalidated data

Production date : 23 October 2014

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 to inform their planning for an inspection.

There have been a number of changes to the Closing the Gaps section in 2014. The pupil group previously known as FSM/CLA will be referred to as disadvantaged. The group of pupils who are not disadvantaged will be described as other pupils. All tables now show three-year trends and there is now a Closing the Gaps report for KS1.

Shading has been introduced into the Closing the Gaps reports. It is intended to identify gaps of educational importance. It will be applied only to the gaps between results for disadvantaged pupils in the school and other pupils nationally, and only for 2014 results. At Key Stage 2, it will be used only on the new table for expected, and more than expected, progress from each Key Stage 1 prior attainment starting level. Where the school proportion of disadvantaged pupils in 2014 falls below the national proportion for other pupils by an amount equivalent to one or more pupils, it will be shaded red. Where the school proportion of disadvantaged pupils is equal to or above the national proportion for other pupils, it will be shaded yellow. This shading is intended to help schools and inspectors consider the extent to which the gap is closing or has closed in the last three years and the number of pupils affected.

In addition, the Closing the Gaps section will contain a scatterplot report which contrasts the overall value added scores of disadvantaged and other pupils.

At Key Stage 1, shading will be applied to 2014 results in the average point score (APS) Closing the Gaps report. Where the disadvantaged group's APS is at least four points (equivalent to two sublevels) less than the national APS for other pupils, it will be shaded red. Where the disadvantaged group's APS is equal to or above the national APS for other pupils, it will be 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. This does not necessarily correlate with being educationally significant. The performance of specific groups should always be compared with the performance of all pupils nationally.

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'.

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 5 September and 19 September 2014. Accepted amendments from the checking exercise will be included in the DfE Key Stage 2 performance tables being published in December 2014 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**
4. Attainment
5. Progress**

Value added

Expected progress

6. Closing the Gaps

** Provided for schools with Key Stage 2

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. It 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, which they can then follow up with challenging questions to leaders. Such follow-up questions might include:

- * 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 evidence do you have of the impact of these actions?
- * Which uses of the pupil premium are being effective in raising progress and attainment?

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

Attainment

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

Progress between Key Stages 1 and 2

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

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

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

Tables that governors might find particularly useful to look at are highlighted by the letter G in the top right corner, but the full suite of reports should be used when analysing a school's data. Descriptions of the highlighted tables 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)
- * 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.)

The 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?
- * 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?
- * 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)

The 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)?

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)
- * 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)

(The progress expected by the government is two levels, such as from Level 2 to Level 4.)

The 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 2013, 91% in reading, 95% in writing and 92% in mathematics; 2014 standards are published in December 2014)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

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 2014 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 2014 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.

The 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 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

- * Phonics screening check attainment in Years 1 and 2 (Tables 4.1.1 and 4.1.4)
- * 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)

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

- * Do enough pupils meet the expected standard in the phonics screening check in Year 1, or after re-taking it in Year 2?
- * Does the percentage attaining at least Level 4 in all of mathematics, reading and writing meet the attainment part of the Key Stage 2 floor standard (60% in 2013 and 65% in 2014)? 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 familiar with performance data, including the headline information that Ofsted's data dashboard presents for their school, and know what the information in RAISEonline 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, those for whom the pupil premium provides support. 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 non-disadvantaged pupils nationally, as well as in the school. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance.

Context

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

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

	2012	2013	2014	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	357	361	344				
National	251	257	263	3	134	208	264
% girls							
School	47.1	47.1	50.9				
National	49.0	49.0	49.0	0.0	46.1	48.1	49.9
% of pupils known to be eligible for free school meals (FSM)*							
School	7.7	11.2	13.5				
National	26.2	26.7	26.6	0.0	9.4	15.8	25.5
% of pupils from minority ethnic groups							
School	8.5	6.0	5.1				
National	27.7	28.7	29.7	0.0	4.6	8.5	16.0
% of pupils first language not / believed not to be English							
School	1.7	0.9	0.4				
National	17.5	18.1	18.8	0.0	0.9	2.9	7.3
% of pupils supported at school action							
School	3.6	3.3	4.7				
National	10.6	9.7	8.9	0.0	4.4	6.8	9.2
% of pupils supported by school action plus or with a statement of SEN							
School	3.4	4.4	3.5				
National	7.9	7.7	7.7	0.0	4.1	6.0	8.0
% stability							
School	92.7	91.5	90.7				
National	85.4	85.8	85.9	23.7	79.2	84.5	88.5
School deprivation indicator							
School	0.11	0.12	0.12				
National	0.24	0.24	0.24	0.01	0.09	0.14	0.21

The categorisation of pupils eligible for FSM changed in 2012, see important page for details.

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	108	50.9 / 49.1	-	-	-	2.8	1
1	59	42.4 / 57.6	15.3	5.1	0.0	15.3	1
2	58	53.4 / 46.6	12.1	0.0	0.0	8.6	0
3	60	43.3 / 56.7	11.7	8.3	1.7	10.0	0
4	59	54.2 / 45.8	13.6	6.8	0.0	8.5	0

Context

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

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

Ethnic group	School %			National %
	2012	2013	2014	2014
White				
British	91.5	94.0	94.9	71.6
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.4	0.3
any other White background	3.4	2.6	0.4	4.7
Mixed				
White & Black Caribbean	0.0	0.0	0.0	1.4
White & Black African	0.0	0.0	0.0	0.6
White & Asian	0.4	0.0	0.0	1.1
any other mixed background	1.3	1.3	1.7	1.7
Asian or Asian British				
Indian	0.0	0.0	0.0	2.7
Pakistani	0.0	0.0	0.0	4.0
Bangladeshi	1.3	1.3	1.3	1.6
any other Asian background	0.9	0.4	0.4	1.6
Black or Black British				
Caribbean	0.0	0.0	0.0	1.3
African	0.4	0.0	0.0	3.4
any other Black background	0.4	0.4	0.8	0.7
Chinese	0.4	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	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	98.3	99.1	99.6	83.2
Other	1.7	0.9	0.4	16.6
Unclassified	0.0	0.0	0.0	0.2

Context

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

The data on the primary needs of pupils with SEN met by School Action Plus or a statement, are obtained from the School Census.

Main SEN	School action plus			Statements		
	2012	2013	2014	2012	2013	2014
Specific Learning Difficulty	0	1	0	0	0	0
Moderate Learning Difficulty	1	1	1	1	1	0
Severe Learning Difficulty	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	0	2	1	1	1	0
Speech, Language and Communication Needs	7	8	8	0	1	1
Hearing Impairment	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	0	0	0	1	0	0
Autistic Spectrum Disorder	0	0	0	1	1	1
Other Difficulty/Disability	0	0	0	0	0	0
School total	8	12	10	4	4	2
Percentage of school roll	2.2	3.3	2.9	1.1	1.1	0.6



Absence and exclusions

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

Table 2.1.1

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and, from 2013, 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data. From 2012, only persistent absentee data - absent for 15% or more sessions is published.

	2012			2013			2014		
	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	0.4	3.4	1.4	0.8	3.6	2.0	-	-	-
% Persistent absentees- absent for 20% or more sessions	-	-	-	-	-	-	-	-	-
% of sessions missed due to Overall Absence	3.4	4.4	3.7	4.3	4.8	4.3	-	-	-
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-	-	-	-
% enrolments with 1 or more fixed term exclusions	0.00	0.46	-	-	-	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	0.89	-	-	-	-	-	-	-

2014 absence data will not be available until the end of the autumn term 2014 for mainstream schools.

From 2012, '% of sessions missed due to overall absence' is displayed to one decimal place, to align the presentation of absence measures.

Absence and exclusions

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

These data relate to the 2013 academic year. This is the most recent year for which we have a full data set, since the School Census collects data in arrears.

Absence indicators are based on 2 terms data (autumn and spring) for mainstream schools and, from 2013, 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data. For consistency, the national comparator for special schools is also presented.

There is no data available for 2014



Prior Attainment

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

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2013/2014. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2014 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 2013	School	National	Difference	Sig	% Coverage
Year 4	18.7	15.6	3.1	Sig+	100.0
Year 3	18.7	15.8	2.9	Sig+	100.0

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 4	0.0	30.5	69.5	14.8	58.6	26.6
Year 3	1.7	26.7	71.7	13.0	58.4	28.5



Attainment at Year 1

Table 4.1.1: Year 1 Phonics Screening Check by Pupil Characteristics (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.

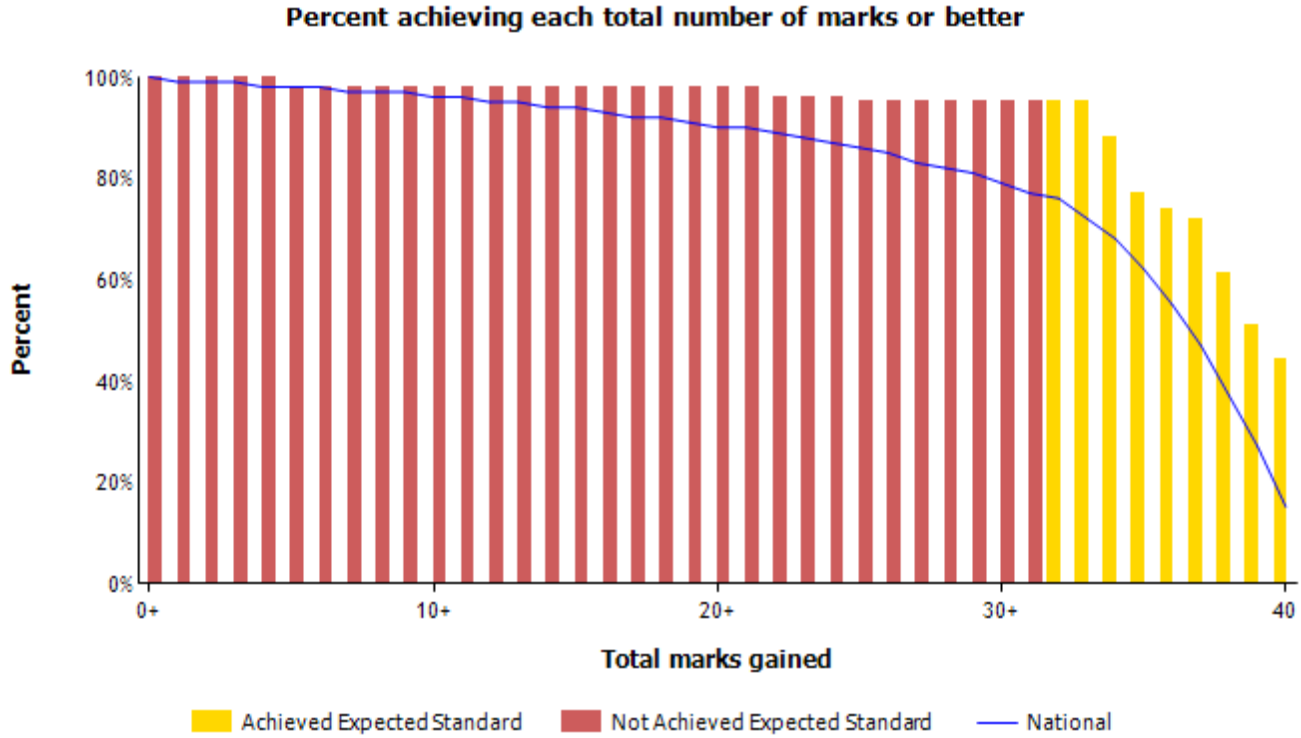
	Cohort	Phonics Screening Check	
		Number achieving expected standard	% National
All Pupils	58	54	93
Gender			
Male	26	23	88
Female	32	31	97
Free School Meals*			
FSM	8	7	88
Non FSM	50	47	94
Children Looked After			
CLA	0	0	0
Not CLA	58	54	93
Disadvantaged pupils			
Disadvantaged pupils	8	7	88
Other pupils	50	47	94
English as a First Language			
English or believed to be English	58	54	93
Other than English or believed to be other than English	0	0	0
Unclassified	0	0	0
Special Educational Needs			
No Identified SEN	50	50	100
SEN without a statement	8	4	50
School Action	7	4	57
School Action Plus	1	0	0
SEN with a statement	0	0	0
Ethnicity Group			
White			
British	55	52	95
Irish	0	0	0
Traveller of Irish Heritage	0	0	0
Gypsy/Roma	1	0	0
Any Other White Background	0	0	0
Mixed			
White and Black Caribbean	0	0	0
White and Black African	0	0	0
White and Asian	0	0	0
Any other Mixed Background	1	1	100
Asian or Asian British			
Indian	0	0	0
Pakistani	0	0	0
Bangladeshi	0	0	0
Any other Asian Background	0	0	0
Black or Black British			
Black Caribbean	0	0	0
Black African	0	0	0
Any Other Black Background	1	1	100
Chinese	0	0	0
Any Other Ethnic Group	0	0	0
Unclassified - Refused	0	0	0
Unclassified - Information Not Obtained	0	0	0
Term Of Birth			
Autumn	19	18	95
Spring	15	14	93
Summer	24	22	92

Attainment at Year 1

Chart 4.1.2 and Table 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.



Attainment at Year 1

Mark	School		National
	Number of Pupils	Cumulative Percent	Cumulative Percent
0+	57	100%	100%
1+	57	100%	99%
2+	57	100%	99%
3+	57	100%	99%
4+	57	100%	98%
5+	56	98%	98%
6+	56	98%	98%
7+	56	98%	97%
8+	56	98%	97%
9+	56	98%	97%
10+	56	98%	96%
11+	56	98%	96%
12+	56	98%	95%
13+	56	98%	95%
14+	56	98%	94%
15+	56	98%	94%
16+	56	98%	93%
17+	56	98%	92%
18+	56	98%	92%
19+	56	98%	91%
20+	56	98%	90%
21+	56	98%	90%
22+	55	96%	89%
23+	55	96%	88%
24+	55	96%	87%
25+	54	95%	86%
26+	54	95%	85%
27+	54	95%	83%
28+	54	95%	82%
29+	54	95%	81%
30+	54	95%	79%
31+	54	95%	77%
32+	54	95%	76%
33+	54	95%	72%
34+	50	88%	68%
35+	44	77%	62%
36+	42	74%	55%
37+	41	72%	47%
38+	35	61%	37%
39+	29	51%	27%
40	25	44%	15%



Attainment at Year 2

Table 4.1.4: Year 2 Phonics Screening Check by Pupil Characteristics (Y2.PPC)

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

	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
All Pupils	3	3	100	66	1	0	0	55
Gender								
Male	3	3	100	64	-	-	-	51
Female	-	-	-	70	1	0	0	59
Free School Meals*								
FSM	2	2	100	60	-	-	-	50
Non FSM	1	1	100	70	1	0	0	56
Children Looked After								
CLA	-	-	-	50	-	-	-	38
Not CLA	3	3	100	66	1	0	0	55
Disadvantaged pupils								
Disadvantaged pupils	2	2	100	60	-	-	-	50
Other pupils	1	1	100	70	1	0	0	56
English as a First Language								
English or believed to be English	3	3	100	66	1	0	0	66
Other than English or believed to be other than English	-	-	-	68	-	-	-	54
Unclassified	-	-	-	56	-	-	-	38
Special Educational Needs								
No Identified SEN	2	2	100	80	1	0	0	59
SEN without a statement	1	1	100	53	-	-	-	43
School Action	-	-	-	59	-	-	-	52

Attainment at Year 2

	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
School Action Plus	1	1	100	43	-	-	-	30
SEN with a statement	-	-	-	17	-	-	-	6
Ethnicity Group	<hr style="border-top: 1px dashed black;"/>							
White								
British	3	3	100	66	1	0	0	65
Irish	-	-	-	71	-	-	-	74
Traveller of Irish Heritage	-	-	-	41	-	-	-	25
Gypsy/Roma	-	-	-	41	-	-	-	19
Any Other White Background	-	-	-	66	-	-	-	53
Mixed								
White and Black Caribbean	-	-	-	64	-	-	-	61
White and Black African	-	-	-	67	-	-	-	63
White and Asian	-	-	-	70	-	-	-	72
Any other Mixed Background	-	-	-	68	-	-	-	60
Asian or Asian British								
Indian	-	-	-	73	-	-	-	67
Pakistani	-	-	-	67	-	-	-	63
Bangladeshi	-	-	-	73	-	-	-	57
Any other Asian Background	-	-	-	71	-	-	-	64
Black or Black British								
Black Caribbean	-	-	-	64	-	-	-	65
Black African	-	-	-	69	-	-	-	61
Any Other Black Background	-	-	-	65	-	-	-	59
Chinese	-	-	-	72	-	-	-	65



Attainment at Year 2

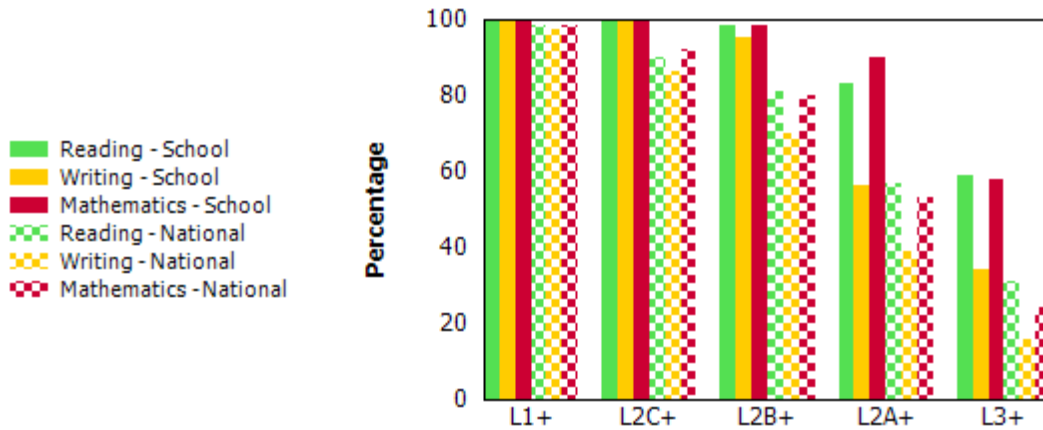
	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
Any Other Ethnic Group	-	-	-	67	-	-	-	56
Unclassified - Refused	-	-	-	65	-	-	-	60
Unclassified - Information Not Obtained	-	-	-	57	-	-	-	38
<hr/>								
Autumn	2	2	100	67	-	-	-	61
Spring	1	1	100	67	1	0	0	54
Summer	-	-	-	65	-	-	-	50

Attainment at Key Stage 1

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2014 (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



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	0	59	59	58	49	35
	School	0	0	100	100	98	83	59
	National	0	2	98	90	81	57	31
	Difference	0	-2	2	10	18	26	29
	Significance	-	-	-	Sig+	Sig+	Sig+	Sig+
Writing	Entries	0	0	59	59	56	33	20
	School	0	0	100	100	95	56	34
	National	0	2	97	86	70	39	16
	Difference	0	-2	3	14	25	17	18
	Significance	-	-	-	Sig+	Sig+	Sig+	Sig+
Mathematics	Entries	0	0	59	59	58	53	34
	School	0	0	100	100	98	90	58
	National	0	1	98	92	80	53	24
	Difference	0	-1	2	8	18	37	33
	Significance	-	-	-	-	Sig+	Sig+	Sig+

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 2014.

		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								59	59	
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	78%					12%		N/A		
Writing	Number of pupils								59	59	
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%					10%		N/A		
Mathematics	Number of pupils								59	59	
Mathematics (lower)									0	0	0
Using and applying 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%					15%		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 Pscals 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.



Attainment at Key Stage 1

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		2010	2011	2012	2013	2014
All Subjects	Cohort	57	60	55	60	59
	School	18.8	18.8	18.8	18.7	18.5
	National	15.2	15.3	15.5	15.8	15.9
	Difference	3.6	3.5	3.3	2.9	2.6
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Reading	Cohort	57	60	55	60	59
	School	19.3	19.3	19.0	19.0	19.0
	National	15.7	15.8	16.0	16.3	16.5
	Difference	3.6	3.5	3.0	2.7	2.5
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Writing	Cohort	57	60	55	60	59
	School	17.5	17.3	17.6	17.5	17.4
	National	14.4	14.4	14.7	14.9	15.1
	Difference	3.1	2.9	2.9	2.6	2.3
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Mathematics	Cohort	57	60	55	60	59
	School	19.7	19.6	19.8	19.6	19.1
	National	15.7	15.7	15.9	16.1	16.2
	Difference	4.0	3.9	3.9	3.5	2.9
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+



Attainment at Key Stage 1

Table 4.2.5: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2014 (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	59	18.5	15.9	59	19.0	16.5	59	17.4	15.1	59	19.1	16.2
Gender												
Male	32	18.2	15.5	32	18.6	15.9	32	16.6	14.4	32	19.3	16.2
Female	27	18.9	16.4	27	19.5	17.0	27	18.3	15.9	27	18.8	16.3
Free School Meals*												
FSM	6	17.4	14.6	6	17.7	15.0	6	16.3	13.7	6	18.3	15.0
Non FSM	53	18.6	16.4	53	19.2	17.0	53	17.5	15.6	53	19.2	16.7
Children Looked After												
CLA	0	-	13.1	0	-	13.6	0	-	12.2	0	-	13.4
Not CLA	59	18.5	16.0	59	19.0	16.5	59	17.4	15.1	59	19.1	16.2
Disadvantaged pupils												
Disadvantaged pupils	6	17.4	14.6	6	17.7	15.0	6	16.3	13.7	6	18.3	15.0
Other pupils	53	18.6	16.4	53	19.2	17.0	53	17.5	15.6	53	19.2	16.7
English as a First Language												
English or believed to be English	59	18.5	16.1	59	19.0	16.6	59	17.4	15.3	59	19.1	16.3
Other than English or believed to be other	0	-	15.5	0	-	15.8	0	-	14.7	0	-	15.8
Unclassified	0	-	12.1	0	-	12.2	0	-	11.1	0	-	13.0
Special Educational Needs												
No Identified SEN	55	18.6	16.8	55	19.1	17.4	55	17.5	16.0	55	19.1	17.0
SEN without a statement	3	17.4	12.5	3	17.7	12.7	3	17.0	11.5	3	17.7	13.2
School Action	1	15.7	12.8	1	17.0	13.1	1	15.0	11.9	1	15.0	13.5
School Action plus	2	18.3	12.0	2	18.0	12.2	2	18.0	11.0	2	19.0	12.7
SEN with a statement	1	17.0	7.4	1	17.0	7.6	1	13.0	6.8	1	21.0	7.9
Ethnicity Group												
White												
British	59	18.5	16.1	59	19.0	16.6	59	17.4	15.2	59	19.1	16.4
Irish	0	-	16.4	0	-	17.0	0	-	15.5	0	-	16.6



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
Traveller of Irish Heritage	0	-	11.6	0	-	11.6	0	-	10.5	0	-	12.7
Gypsy/Roma	0	-	11.1	0	-	11.0	0	-	10.2	0	-	11.9
Any other White background	0	-	15.2	0	-	15.4	0	-	14.3	0	-	15.8
Mixed												
White & Black Caribbean	0	-	15.5	0	-	16.1	0	-	14.7	0	-	15.7
White & Black African	0	-	15.9	0	-	16.5	0	-	15.2	0	-	16.1
White & Asian	0	-	16.6	0	-	17.2	0	-	15.8	0	-	16.8
Any other mixed background	0	-	16.1	0	-	16.7	0	-	15.4	0	-	16.4
Asian or Asian British												
Indian	0	-	16.9	0	-	17.4	0	-	16.2	0	-	17.1
Pakistani	0	-	15.3	0	-	15.7	0	-	14.6	0	-	15.5
Bangladeshi	0	-	15.7	0	-	16.1	0	-	15.0	0	-	15.9
Any other Asian background	0	-	16.3	0	-	16.7	0	-	15.6	0	-	16.6
Black or Black British												
Black Caribbean	0	-	15.3	0	-	15.9	0	-	14.7	0	-	15.4
Black African	0	-	15.8	0	-	16.4	0	-	15.2	0	-	15.9
Any other Black background	0	-	15.4	0	-	16.0	0	-	14.7	0	-	15.4
Chinese	0	-	17.1	0	-	17.2	0	-	16.1	0	-	17.9
Any other ethnic group	0	-	15.3	0	-	15.6	0	-	14.6	0	-	15.7
Unclassified - Refused	0	-	16.0	0	-	16.6	0	-	15.2	0	-	16.3
Unclassified - Information not obtained	0	-	12.8	0	-	13.0	0	-	11.8	0	-	13.6

Term of Birth												
Autumn	19	19.2	16.7	19	19.6	17.2	19	18.4	15.9	19	19.6	17.0
Spring	24	18.1	16.0	24	18.3	16.5	24	16.9	15.1	24	19.0	16.2
Summer	16	18.2	15.2	16	19.3	15.7	16	16.9	14.4	16	18.5	15.5

Closing the Gaps at Key Stage 1

Table 5.1.1: Closing the Gaps Trend - Disadvantaged pupils (KS1.CTGT)

Average point scores by disadvantaged pupils

All subjects	2012				2013				2014			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
Disadvantaged pupils	4	18.8	16.1	2.7	6	16.1	16.3	-0.2	6	17.4	16.4	1.0
Other pupils	51	18.8		2.7	54	19.0		2.7	53	18.6		2.2
Within school gap		0.0				-2.9				-1.2		
Reading												
Disadvantaged pupils	4	18.5	16.6	1.9	6	16.0	16.8	-0.8	6	17.7	17.0	0.7
Other pupils	51	19.1		2.5	54	19.3		2.5	53	19.2		2.2
Within school gap		-0.6				-3.3				-1.5		
Writing												
Disadvantaged pupils	4	18.0	15.2	2.8	6	14.3	15.5	-1.2	6	16.3	15.6	0.7
Other pupils	51	17.5		2.3	54	17.9		2.4	53	17.5		1.9
Within school gap		0.5				-3.6				-1.2		
Mathematics												
Disadvantaged pupils	4	20.0	16.4	3.6	6	18.0	16.5	1.5	6	18.3	16.7	1.6
Other pupils	51	19.8		3.4	54	19.7		3.2	53	19.2		2.5
Within school gap		0.2				-1.7				-0.9		

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

Reading	2012				2013				2014			
	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	4	100	90	10	6	83	92	-9	6	100	92	8
Other pupils	51	100		10	54	100		8	53	100		8
Within school gap		0				-17				0		



Closing the Gaps at Key Stage 1

Writing												
Disadvantaged pupils	4	100	87	13	6	83	89	-6	6	100	89	11
Other pupils	51	100		13	54	100		11	53	100		11
Within school gap		0					-17			0		

Mathematics												
Disadvantaged pupils	4	100	93	7	6	100	94	6	6	100	94	6
Other pupils	51	100		7	54	100		6	53	100		6
Within school gap		0					0			0		

Percentage of pupils attaining level 3 or above at Key Stage 1												
	<u>2012</u>				<u>2013</u>				<u>2014</u>			
Reading	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	4	50	32	18	6	33	34	-1	6	33	35	-2
Other pupils	51	61		29	54	67		33	53	62		27
Within school gap		-11				-34				-29		

Writing												
Disadvantaged pupils	4	50	16	34	6	0	18	-18	6	33	19	14
Other pupils	51	31		15	54	39		21	53	34		15
Within school gap		19				-39				-1		

Mathematics												
Disadvantaged pupils	4	75	25	50	6	50	27	23	6	50	28	22
Other pupils	51	76		51	54	76		49	53	58		30
Within school gap		-1				-26				-8		