



## Summary report

An overview for schools, governors and inspectors

RAISEonline 2016

Morpeth First School

Local authority  
Northumberland

Unique reference number (URN)  
122210

DfE number  
9292185

Based on 2016 datasets

Key stage 1: final data

Production date

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## Introduction

The aim of the RAISEonline summary report is to help show how effectively a school has performed in terms of past progress, attainment, attendance and behaviour. The summary report is made available to schools and governors to help with their self-evaluation and planning to raise standards. It is also provided for inspectors. When evaluating outcomes, inspectors give most weight to progress, particularly from different starting points and of disadvantaged pupils, including the most able disadvantaged. Schools, governors and inspectors also have access to Ofsted's Inspection dashboard, which summarises key information from RAISEonline and lists strengths and weaknesses.

### Changes for 2016

- \* New progress and attainment measures at key stages 1 and 2
- \* Clearer emphasis on disadvantaged pupils, in particular from different starting points, shown in summary tables at the front of each key stage
- \* No previous years of data shown for key stages 1 or 2, as 2016 data is not comparable with 2015 data; the 2015 summary report should be consulted for data for previous years
- \* Highest key stage shown first, with absence, exclusion then context afterwards
- \* For key stage 2, progress and attainment shown in the same table so they can be viewed together
- \* New types of shading
- \* Different national comparator types specified for different groups
- \* Additional key stage 2 groups, including low, middle and high prior attainment in separate subjects
- \* Additional key stage 1 groups, including Early Years Foundation Stage development
- \* Charts showing key stage 2 group progress in descending order
- \* Science teacher assessment included
- \* Scatterplots for attainment as well as progress, with overall and subject prior attainment
- \* Transition tables containing P scales

In addition, small changes have been made to other reports to show persistent absence at the new 10% threshold from 2016 and to include the average phonics mark.

### New progress and attainment measures

The government no longer reports key stages 1 and 2 attainment using levels. Key stage 2 national curriculum test outcomes are instead reported as scaled scores, where 100 represents the expected standard and, for 2016, 110 represents the high standard. At key stage 2, teacher assessment is reported for writing and science. At key stage 1, teacher assessment is reported for reading, writing, mathematics and science. The government no longer defines expected progress. Key stage 1 to key stage 2 progress is calculated differently from previously and the national average is zero. Revised 2016 data for each subject shows that fewer than 5% of schools have progress scores above 5 and fewer than 5% of schools have progress scores below -5. Information on the government's new accountability measures is at:

- \* KS1 teacher assessment [www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1](http://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1)
- \* KS2 teacher assessment [www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2](http://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2)

\* KS2 accountability measures and KS1-2 progress <https://www.gov.uk/government/publications/primary-school-accountability>

Performance on the new measures is not comparable with 2015 performance, so key stages 1 and 2 data for previous years is not shown in the 2016 summary report. Data for previous years is available through earlier summary reports and the historical data sections in the interactive RAISEonline.

Summary tables at the front of each key stage contain:

- \* progress and attainment overall and by low, middle and high prior attainment for all pupils and disadvantaged pupils
- \* national figures for all pupils and for other (non-disadvantaged) pupils
- \* difference between all pupils in the school and all pupils nationally
- \* difference between disadvantaged pupils in the school and other pupils nationally
- \* for attainment, the number of pupils that the percentage difference represents
- \* for overall progress, the ranking for the top and bottom 15% of schools
- \* shading to highlight strong and weak performance.

### Shading of strong and weak performance

The new shading system is shown:

- \* only in the summary tables at the front of each key stage
- \* for progress overall and by prior attainment
- \* for attainment by prior attainment.

Shading consists of:

- \* green for strengths and red for weaknesses
- \* pale and bright shades in each colour, using bright for the most strong and most weak
- \* progress shading for sig+ and sig- (see explanation below), using bright where this is in the top or bottom 10% of schools
- \* attainment shading for a difference of at least one pupil from national, using bright where this is at least two pupils.

The most important shading is for progress, so it is shown by a solid colour for the whole cell, while shading for attainment forms a frame for the cell. For each prior attainment group in each subject, about a half of schools have some shading for progress but different proportions of schools from each prior attainment group have attainment shading. In particular, a large number of schools have attainment shading for the middle prior attainment group because the number of pupils is relatively large and so a small percentage difference from national represents at least one pupil. Care should be taken when interpreting the attainment shading for this group as it does not necessarily mean that outcomes are particularly strong or particularly weak.

### Statistical significance and cohort size

Progress can be described as:

- \* above average if it is statistically significantly above average (sig+), in which case the whole of its confidence interval is above zero, the national average

\* below average if it is statistically significantly below average (sig-), in which case the whole of its confidence interval is below zero, the national average.

As well as statistical differences in progress, the potential educational importance of the size of the difference from zero should be considered, as the difference may be:

\* very small for a large cohort with sig+ or sig- progress

\* large but unable to be sig+ or sig- due to the very small size of cohort and wide confidence interval.

For very small cohorts of five or fewer, 2016 data should be considered carefully, taking into account how data for previous years compared with national figures for those years.

## National comparators and groups

In the summary report, the performance of disadvantaged pupils in the school is compared with that of other (non-disadvantaged) pupils nationally as it is this difference that needs to diminish collectively across the country for disadvantaged pupils nationally to do as well as others nationally. This comparison is reflected in a new way of showing national comparators in all tables. Each pupil group has a specified national comparator type shown which is 'all', 'same' or 'non'. For all tables where pupil groups are displayed, users will be able to switch the national comparator to 'same' in the interactive version of RAISEonline.

New groups include low, middle and high prior attainment groups in separate subjects and overarching ethnic groups. At key stage 1, groups include Early Years Foundation Stage good level of development and the reading, writing and mathematics early learning goals at emerging, expected and exceeding. At key stage 2, the overall low, middle and high prior attainment groups are defined in a new way to match the method for calculating the progress score. It uses the average key stage 1 point score for English (the average of reading and writing point scores) and gives this equal weight to the mathematics point score.

In the tables that have not been fully revised for 2016 (absence, exclusion, phonics and Early Years Foundation Stage Profile), the 2015 groups and comparators for the same group nationally remain. When using these tables, comparisons can be made with all pupils nationally or with other pupils nationally by checking against those figures elsewhere in the table.

## Prior attainment shading

In previous years, blue and green shading was used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. This type of shading is no longer applied to any progress or attainment reports in key stages 1 or 2. However, this shading is still shown in the table at the end of the summary report that displays the prior attainment of each year group. The shading has been retained as it can help users to identify where differences from national figures vary between year groups.

## Using the summary report

All tables and charts in this new style of summary report are intended for use by schools, governors and inspectors. Users may find it helpful to look first at Ofsted's Inspection dashboard for a broad overview before looking at the more detailed tables and charts in this RAISEonline summary report.

In this summary report, users may find it helpful to look first at the summary tables for a key stage to give them an overview for all and disadvantaged pupils by prior attainment. Users may then find it helpful to consult the separate tables and charts for each subject. The key stage 2 charts show group progress in descending order, with lines indicating if progress is in the top or bottom 10% of all pupils nationally. Details can then be followed up in the scatterplots and transition tables, including for pupils assessed using P scales.

When consulting tables and charts, users may wish to ask questions such as those below in relation to the past data and consider any implications for current pupils.

The summary tables for the key stage enable users to ask questions such as:

At key stage 2

\* Was the overall progress of all pupils and disadvantaged pupils statistically above or below zero (shaded)? Was it in the top or bottom 15%? How did this vary across subjects?

\* Was the progress of all high prior attainers statistically above or below zero (shaded)? How did this vary across subjects? How did this compare with the progress of low and middle prior attainers?

\* Was the progress of high prior-attaining disadvantaged pupils statistically above or below the national for other pupils (shaded)? How did this vary across subjects? How did this compare with the progress of low and middle prior-attaining disadvantaged pupils?

\* How far from national figures was the progress? Could small cohort size have prevented the progress from being statistically above or below national figures?

\* What additional information does the attainment data provide about the numbers of pupils represented by the difference from national figures (bearing in mind that larger cohorts of middle prior attainers are more likely to be shaded than smaller low or high prior-attaining cohorts)?

At key stage 1

\* How did the overall percentage of all pupils attaining the expected standard or above compare with the national figure? How did the difference vary across subjects? How did this compare with percentages attaining greater depth?

\* How did the overall percentage of disadvantaged pupils attaining the expected standard or above compare with the national figure for other pupils? How did the difference vary across subjects? How did this compare with percentages attaining greater depth?

\* For disadvantaged pupils and for all pupils, how did attainment vary across early learning goal development groups? Is any difference shaded (bearing in mind that larger cohorts are more likely to be shaded than smaller ones)? How did attainment vary across subjects? How different was it for attaining the expected standard and attaining greater depth?

Possible follow-up questions about disadvantaged pupils

\* How effectively has the school identified the main barriers faced by different disadvantaged pupils, in particular those with high prior attainment and those with low prior attainment who need to catch up?

\* How was the pupil premium funding spent to address the different barriers and how effective were the various approaches?

\* How might the progress and attainment of disadvantaged pupils in all current year groups compare with the 2016 progress and attainment?

The tables and charts showing progress and attainment for each subject enable users to ask questions such as:

\* Which groups made the most progress and which groups made the least? Did this vary between subjects? Which groups made statistically above or below average progress (confidence interval does not touch zero)? Did any groups make progress in the top or bottom 10% when compared with all pupils nationally?

\* Did enough pupils attain the expected and high standard/greater depth at key stages 1 and 2? How did this vary between subjects, by groups, and by starting points/early years development overall and for subjects?

\* Was the percentage of year 1/year 2 pupils achieving the expected standard in phonics above the national figure? Was it rising? How did the attainment of disadvantaged pupils compare with the national figure for other pupils? How did attainment vary between groups of pupils?

\* How did the phonics marks in year 2 compare with those in year 1 for pupils who did not meet the expected standard in year 1? What strategies are now in place to help such pupils?

\* How did attainment in key stage 1 reading, year 1 phonics and early years reading compare for the same cohort, for all pupils and for disadvantaged pupils?

\* Were children well enough prepared for year 1 (did enough achieve a good level of development in the Early Years Foundation Stage Profile?) How well did they do in literacy, mathematics, and communication and language? Did FSM children achieve as well as non-FSM children nationally? If not, what approaches are in place now to raise attainment of FSM children?

Scatterplots and transition tables enable users to ask questions such as:

\* How much progress did individual disadvantaged pupils make? How did it vary for different prior attainment? Was the progress very low or very high for any pupils?

\* How well did all pupils and disadvantaged pupils with prior attainment at level 2c do (in the transition tables and in the 12.0-13.9 group in scatterplot tables)? How did this vary across subjects? How did it vary for different starting points?

\* How well did the pupils who were assessed using P scales progress? How much effect might their progress have had on group or school progress scores?

Absence and exclusion tables enable users to ask questions such as:

\* Was absence above or below average for all pupils and for disadvantaged pupils? How much was it diminishing? Did any groups have particularly high absence?

\* Was the proportion of persistent absentees above or below average for all pupils and for disadvantaged pupils? Could high persistent absence for any group have had an impact on progress?

\* Was the proportion of pupils with repeat exclusions (two or more in the year) above or below average? How did this differ for disadvantaged pupils and for other groups?

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

Is the school above the floor standard?

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

In 2016, a school is above the floor standard if:

\* at least 65% of pupils meet the expected standard in all three subjects (English reading, English writing and mathematics); or

\* the school achieves sufficient progress scores in all three subjects (at least -5 in English reading and -5 in mathematics and -7 in English writing).

To be above the floor standard, the school needs to meet either the attainment element or all parts of the progress element. The floor standard is defined to one decimal place so, for example, a progress score of -4.96 in mathematics would not meet the progress element of the floor standard. Ofsted's Inspection dashboard shows whether the school is above the floor standard.

## Inspection information for those responsible for governance

Inspectors will meet with as many governors and trustees as possible during an inspection. They will expect them to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect them to be familiar with historic performance data, including the summaries that Ofsted's Inspection dashboard presents for their school, and know what the information 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 diminish any differences in progress and attainment between disadvantaged pupils in the school and other pupils nationally and whether governors can evaluate how the school is using the pupil premium. 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.

## Where to find further information

Further information, including on understanding each measure presented in RAISEonline, the methodology used to calculate it, what the shading represents and statistical significance can be found in the RAISEonline library. It will also contain information on how to navigate around the new layout in the interactive site.

## Data used in this release

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

The Key Stage 2 validated data includes the outcomes of changes that schools requested during the September 2016 Schools Performance Tables checking period which were received within the deadline and met the criteria. The validated data may not reflect the outcomes of any late or on-going appeals, or of late-resolved maladministration cases.

The school's own data section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. This enables schools to see how analyses for the school would change and to use them in discussions with inspectors. Note that the changes made are applied to the school's own copy of the data only; the published data in RAISEonline remains unaffected.

The website provides interactive reports that allow users to see the underlying information that has been used to calculate the data presented. If the data shown differs from what was expected, please first check the underlying pupil list reports. After this step, if it still appears that there is an error in a report 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](mailto:enquiries@ofsted.gov.uk).

KS1 summary overall and by EYFSP early learning goals 2016 (2 pages)  
For all and disadvantaged pupils (Dis)

Key		All		Dis	
<span style="border: 1px solid green; padding: 2px;"> </span>	2+ pupils above national	National	Figure for national all	Figure for national other	
<span style="border: 1px solid lightgreen; padding: 2px;"> </span>	1 pupil above national	Attainment			
<span style="border: 1px solid pink; padding: 2px;"> </span>	1 pupil below national	expected or above		greater depth	
<span style="border: 1px solid red; padding: 2px;"> </span>	2+ pupils below national				

Reading

	A/D	All		Dis		All		Dis	
Cohort	0	60	12	60	12	60	12	60	12
School %		85	75	47	42	47	42	47	42
National %		74	78	24	27	24	27	24	27
Difference %		11	-3	23	15	23	15	23	15

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	19	5	21	1	19	6	19	5	21	1	19	6
School %	63	40	90	100	100	100	16	0	38	100	84	67
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	27	1	5	13	1	1	14	-2	18	79	19	0
Diff (no of pupils)	<span style="border: 1px solid green; padding: 2px;">5</span>	0	<span style="border: 1px solid green; padding: 2px;">1</span>	0	0	0	<span style="border: 1px solid green; padding: 2px;">2</span>	0	<span style="border: 1px solid green; padding: 2px;">3</span>	0	<span style="border: 1px solid green; padding: 2px;">3</span>	0

Writing

	A/D	All		Dis		All		Dis	
Cohort	0	60	12	60	12	60	12	60	12
School %		73	67	27	17	27	17	27	17
National %		65	70	13	15	13	15	13	15
Difference %		8	-3	13	1	13	1	13	1

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	23	5	22	4	14	3	23	5	22	4	14	3
School %	39	20	91	100	100	100	4	0	23	25	71	33
National %	30	33	82	83	98	99	1	1	13	14	52	53
Difference %	9	-13	9	17	2	1	4	-1	10	11	19	-20
Diff (no of pupils)	<span style="border: 1px solid green; padding: 2px;">2</span>	0	<span style="border: 1px solid green; padding: 2px;">2</span>	0	0	0	0	0	<span style="border: 1px solid green; padding: 2px;">2</span>	0	<span style="border: 1px solid green; padding: 2px;">2</span>	0



# KS1 summary overall and by EYFSP early learning goals 2016 (2 pages)

## For all and disadvantaged pupils (Dis)

Attainment	
expected or above	greater depth

### Mathematics

	A/D	All	Dis	All	Dis
Cohort	0	60	12	60	12
School %		83	83	40	42
National %		73	77	18	20
Difference %		11	7	22	21

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	18	5	21	3	20	4	18	5	21	3	20	4
School %	56	60	90	100	100	100	6	0	24	33	85	100
National %	36	40	86	87	99	99	2	2	18	20	59	61
Difference %	20	20	5	13	1	1	4	-2	5	13	26	39
Diff (no of pupils)	3	1	0	0	0	0	0	0	1	0	5	1

### Science

	A/D	All	Dis
Cohort	0	60	12
School %		93	83
National %		82	85
Difference %		12	-2

	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
Cohort	8	4	35	3	16	5
School %	50	50	100	100	100	100
National %	47	51	88	91	98	99
Difference %	3	-1	12	9	2	1
Diff (no of pupils)	0	0	4	0	0	0

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for EYFSP groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

For mathematics, each pupil is grouped by the lower of their outcomes on the two mathematics early learning goals.

For science, each pupil is grouped by their outcome on the world early learning goal.

A/D: absent or disapplied from the teacher assessment

## KS1 reading teacher assessment 2016

	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	85	74	47	24	0	2	2	5	13	19
male	34	same	79	70	44	20	0	3	3	6	18	21
female	26	same	92	78	50	27	0	1	0	4	8	16
disadvantaged	12	non	75	78	42	27	0	2	8	4	17	16
other	48	same	88	78	48	27	0	2	0	4	13	16
Free School Meals	10	non	80	78	50	27	0	2	0	4	20	16
Children Looked After	0	non	-	74	-	24	-	2	-	5	-	19
SEN with statement or EHC plan	0	all	-	74	-	24	-	2	-	5	-	19
SEN support	4	all	0	74	0	24	0	2	25	5	75	19
no SEN	56	same	91	82	50	27	0	0	0	2	9	15
English first language	60	all	85	74	47	24	0	2	2	5	13	19
English additional language	0	all	-	74	-	24	-	2	-	5	-	19
autumn birth	23	same	91	80	57	31	0	2	4	3	4	14
spring birth	16	same	100	74	25	23	0	2	0	5	0	18
summer birth	21	same	67	68	52	17	0	3	0	7	33	23
Early Years Foundation Stage												
good level of development - yes	32	same	97	93	66	37	0	0	0	0	3	7
good level of development - no	27	same	70	48	22	5	0	5	4	11	26	36
reading emerging	19	same	63	36	16	2	0	7	5	15	32	41
reading expected	21	same	90	85	38	20	0	0	0	1	10	13
reading exceeding	19	same	100	99	84	65	0	0	0	0	0	1
writing emerging	23	same	70	42	17	3	0	6	4	13	26	39
writing expected	22	same	91	90	45	26	0	0	0	1	9	10
writing exceeding	14	same	100	99	93	71	0	0	0	0	0	1
mathematics emerging	18	same	61	38	11	2	0	7	6	14	33	40
mathematics expected	21	same	90	88	43	26	0	0	0	1	10	11
mathematics exceeding	20	same	100	99	80	67	0	0	0	0	0	1

## KS1 reading teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	85	74	47	24	0	2	2	5	13	19
White	57	all	86	74	47	24	0	2	2	5	12	19
British	57	all	86	74	47	24	0	2	2	5	12	19
Irish	0	all	-	74	-	24	-	2	-	5	-	19
Traveller	0	all	-	74	-	24	-	2	-	5	-	19
Gypsy/Roma	0	all	-	74	-	24	-	2	-	5	-	19
any other White background	0	all	-	74	-	24	-	2	-	5	-	19
Mixed	0	all	-	74	-	24	-	2	-	5	-	19
White & Black Caribbean	0	all	-	74	-	24	-	2	-	5	-	19
White & Black African	0	all	-	74	-	24	-	2	-	5	-	19
White & Asian	0	all	-	74	-	24	-	2	-	5	-	19
any other mixed background	0	all	-	74	-	24	-	2	-	5	-	19
Asian or Asian British	2	all	50	74	0	24	0	2	0	5	50	19
Indian	0	all	-	74	-	24	-	2	-	5	-	19
Pakistani	0	all	-	74	-	24	-	2	-	5	-	19
Bangladeshi	1	all	0	74	0	24	0	2	0	5	100	19
any other Asian background	1	all	100	74	0	24	0	2	0	5	0	19
Black or Black British	0	all	-	74	-	24	-	2	-	5	-	19
Black Caribbean	0	all	-	74	-	24	-	2	-	5	-	19
Black African	0	all	-	74	-	24	-	2	-	5	-	19
any other Black background	0	all	-	74	-	24	-	2	-	5	-	19
Chinese	0	all	-	74	-	24	-	2	-	5	-	19
any other ethnic group	1	all	100	74	100	24	0	2	0	5	0	19
unclassified - refused	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	0	all	-	74	-	24	-	2	-	5	-	19

## KS1 writing teacher assessment 2016

	National Cohort comparator type		At least expected standard in writing				Below expected standard in writing					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	73	65	27	13	2	2	3	5	22	27
male	34	same	62	59	24	10	3	3	6	7	29	31
female	26	same	88	73	31	17	0	1	0	4	12	22
disadvantaged	12	non	67	70	17	15	8	2	8	4	17	24
other	48	same	75	70	29	15	0	2	2	4	23	24
Free School Meals	10	non	70	70	20	15	0	2	10	4	20	24
Children Looked After	0	non	-	66	-	13	-	2	-	5	-	27
SEN with statement or EHC plan	0	all	-	65	-	13	-	2	-	5	-	27
SEN support	4	all	0	65	0	13	25	2	50	5	25	27
no SEN	56	same	79	73	29	15	0	0	0	2	21	24
English first language	60	all	73	65	27	13	2	2	3	5	22	27
English additional language	0	all	-	65	-	13	-	2	-	5	-	27
autumn birth	23	same	78	73	39	19	4	2	4	4	13	21
spring birth	16	same	81	66	19	13	0	2	0	5	19	27
summer birth	21	same	62	58	19	8	0	3	5	7	33	32
Early Years Foundation Stage												
good level of development - yes	32	same	97	86	44	21	0	0	0	0	3	13
good level of development - no	27	same	44	36	7	2	4	5	7	11	44	47
reading emerging	19	same	32	25	5	1	5	8	11	15	53	51
reading expected	21	same	86	75	14	9	0	0	0	1	14	23
reading exceeding	19	same	100	97	63	43	0	0	0	0	0	3
writing emerging	23	same	39	30	4	1	4	6	9	13	48	50
writing expected	22	same	91	82	23	13	0	0	0	1	9	18
writing exceeding	14	same	100	98	71	52	0	0	0	0	0	2
mathematics emerging	18	same	39	28	0	1	6	7	11	14	44	50
mathematics expected	21	same	76	79	14	14	0	0	0	1	24	20
mathematics exceeding	20	same	100	96	65	46	0	0	0	0	0	3

## KS1 writing teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in writing				Below expected standard in writing					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	73	65	27	13	2	2	3	5	22	27
White	57	all	75	65	28	13	2	2	4	5	19	27
British	57	all	75	65	28	13	2	2	4	5	19	27
Irish	0	all	-	65	-	13	-	2	-	5	-	27
Traveller	0	all	-	65	-	13	-	2	-	5	-	27
Gypsy/Roma	0	all	-	65	-	13	-	2	-	5	-	27
any other White background	0	all	-	65	-	13	-	2	-	5	-	27
Mixed	0	all	-	65	-	13	-	2	-	5	-	27
White & Black Caribbean	0	all	-	65	-	13	-	2	-	5	-	27
White & Black African	0	all	-	65	-	13	-	2	-	5	-	27
White & Asian	0	all	-	65	-	13	-	2	-	5	-	27
any other mixed background	0	all	-	65	-	13	-	2	-	5	-	27
Asian or Asian British	2	all	0	65	0	13	0	2	0	5	100	27
Indian	0	all	-	65	-	13	-	2	-	5	-	27
Pakistani	0	all	-	65	-	13	-	2	-	5	-	27
Bangladeshi	1	all	0	65	0	13	0	2	0	5	100	27
any other Asian background	1	all	0	65	0	13	0	2	0	5	100	27
Black or Black British	0	all	-	65	-	13	-	2	-	5	-	27
Black Caribbean	0	all	-	65	-	13	-	2	-	5	-	27
Black African	0	all	-	65	-	13	-	2	-	5	-	27
any other Black background	0	all	-	65	-	13	-	2	-	5	-	27
Chinese	0	all	-	65	-	13	-	2	-	5	-	27
any other ethnic group	1	all	100	65	0	13	0	2	0	5	0	27
unclassified - refused	0	all	-	65	-	13	-	2	-	5	-	27
unclassified - not obtained	0	all	-	65	-	13	-	2	-	5	-	27

## KS1 mathematics teacher assessment 2016

	National Cohort comparator type		At least expected standard in mathematics				Below expected standard in mathematics					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	83	73	40	18	0	2	3	4	13	21
male	34	same	82	72	44	20	0	3	3	5	15	20
female	26	same	85	74	35	16	0	1	4	4	12	21
disadvantaged	12	non	83	77	42	20	0	2	8	3	8	18
other	48	same	83	77	40	20	0	2	2	3	15	18
Free School Meals	10	non	90	77	50	20	0	2	0	3	10	18
Children Looked After	0	non	-	73	-	18	-	2	-	4	-	21
SEN with statement or EHC plan	0	all	-	73	-	18	-	2	-	4	-	21
SEN support	4	all	25	73	0	18	0	2	25	4	50	21
no SEN	56	same	88	80	43	20	0	0	2	2	11	17
English first language	60	all	83	73	40	18	0	2	3	4	13	21
English additional language	0	all	-	73	-	18	-	2	-	4	-	21
autumn birth	23	same	87	80	57	25	0	2	4	3	9	15
spring birth	16	same	94	73	44	17	0	2	0	4	6	20
summer birth	21	same	71	65	19	12	0	3	5	6	24	26
Early Years Foundation Stage												
good level of development - yes	32	same	97	91	63	27	0	0	0	0	3	9
good level of development - no	27	same	67	47	11	4	0	5	7	10	26	38
reading emerging	19	same	53	36	5	2	0	7	11	14	37	42
reading expected	21	same	95	82	38	15	0	0	0	1	5	16
reading exceeding	19	same	100	98	74	49	0	0	0	0	0	2
writing emerging	23	same	65	41	9	2	0	5	9	12	26	41
writing expected	22	same	91	87	41	19	0	0	0	1	9	12
writing exceeding	14	same	100	99	86	55	0	0	0	0	0	1
mathematics emerging	18	same	56	36	6	2	0	6	11	13	33	44
mathematics expected	21	same	90	86	24	18	0	0	0	1	10	13
mathematics exceeding	20	same	100	99	85	59	0	0	0	0	0	1

## KS1 mathematics teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in mathematics				Below expected standard in mathematics					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	83	73	40	18	0	2	3	4	13	21
White	57	all	84	73	40	18	0	2	2	4	14	21
British	57	all	84	73	40	18	0	2	2	4	14	21
Irish	0	all	-	73	-	18	-	2	-	4	-	21
Traveller	0	all	-	73	-	18	-	2	-	4	-	21
Gypsy/Roma	0	all	-	73	-	18	-	2	-	4	-	21
any other White background	0	all	-	73	-	18	-	2	-	4	-	21
Mixed	0	all	-	73	-	18	-	2	-	4	-	21
White & Black Caribbean	0	all	-	73	-	18	-	2	-	4	-	21
White & Black African	0	all	-	73	-	18	-	2	-	4	-	21
White & Asian	0	all	-	73	-	18	-	2	-	4	-	21
any other mixed background	0	all	-	73	-	18	-	2	-	4	-	21
Asian or Asian British	2	all	50	73	0	18	0	2	50	4	0	21
Indian	0	all	-	73	-	18	-	2	-	4	-	21
Pakistani	0	all	-	73	-	18	-	2	-	4	-	21
Bangladeshi	1	all	0	73	0	18	0	2	100	4	0	21
any other Asian background	1	all	100	73	0	18	0	2	0	4	0	21
Black or Black British	0	all	-	73	-	18	-	2	-	4	-	21
Black Caribbean	0	all	-	73	-	18	-	2	-	4	-	21
Black African	0	all	-	73	-	18	-	2	-	4	-	21
any other Black background	0	all	-	73	-	18	-	2	-	4	-	21
Chinese	0	all	-	73	-	18	-	2	-	4	-	21
any other ethnic group	1	all	100	73	100	18	0	2	0	4	0	21
unclassified - refused	0	all	-	73	-	18	-	2	-	4	-	21
unclassified - not obtained	0	all	-	73	-	18	-	2	-	4	-	21

## KS1 science teacher assessment 2016

	Cohort	National comparator type	Expected standard	
			School %	National %
all pupils	60	all	93	82
male	34	same	91	79
female	26	same	96	84
disadvantaged	12	non	83	85
other	48	same	96	85
Free School Meals	10	non	90	85
Children Looked After	0	non	-	82
SEN with statement or EHC plan	0	all	-	82
SEN support	4	all	50	82
no SEN	56	same	96	89
English first language	60	all	93	82
English additional language	0	all	-	82
autumn birth	23	same	91	87
spring birth	16	same	100	82
summer birth	21	same	90	76
Early Years Foundation Stage				
good level of development - yes	32	same	100	96
good level of development - no	27	same	85	62
reading emerging	19	same	79	52
reading expected	21	same	100	92
reading exceeding	19	same	100	99
writing emerging	23	same	83	57
writing expected	22	same	100	94
writing exceeding	14	same	100	99
mathematics emerging	18	same	78	53
mathematics expected	21	same	100	93
mathematics exceeding	20	same	100	99

	Cohort	National comparator type	Expected standard	
			School %	National %
Ethnic group				
White	57	all	95	82
British	57	all	95	82
Irish	0	all	-	82
Traveller	0	all	-	82
Gypsy/Roma	0	all	-	82
any other White background	0	all	-	82
Mixed	0	all	-	82
White & Black Caribbean	0	all	-	82
White & Black African	0	all	-	82
White & Asian	0	all	-	82
any other mixed background	0	all	-	82
Asian or Asian British	2	all	50	82
Indian	0	all	-	82
Pakistani	0	all	-	82
Bangladeshi	1	all	0	82
any other Asian background	1	all	100	82
Black or Black British	0	all	-	82
Black Caribbean	0	all	-	82
Black African	0	all	-	82
any other Black background	0	all	-	82
Chinese	0	all	-	82
any other ethnic group	1	all	100	82
unclassified - refused	0	all	-	82
unclassified - not obtained	0	all	-	82



## KS1 reading teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 reading																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS reading	No data	0	0	0	0	0	1	1	1	100	43	57	0	1	100	10	90	0
	Emerging	0	0	1	6	9	3	19	12	63	36	27	5	3	16	2	14	2
	Expected	0	0	0	2	11	8	21	19	90	85	5	1	8	38	20	18	3
	Exceeding	0	0	0	0	3	16	19	19	100	99	1	0	16	84	65	19	3
	Total	0	0	1	8	23	28	60	51	85	74	11	6	28	47	24	23	13

Disadvantaged pupils		Key stage 1 reading																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS reading	No data	0	0	0	0	0	0	0	0	0	44	-44	0	0	0	11	-11	0
	Emerging	0	0	1	2	2	0	5	2	40	39	1	0	0	0	2	-2	0
	Expected	0	0	0	0	0	1	1	1	100	87	13	0	1	100	21	79	0
	Exceeding	0	0	0	0	2	4	6	6	100	99	1	0	4	67	66	0	0
	Total	0	0	1	2	4	5	12	9	75	78	-3	0	5	42	27	15	1

All pupils working on P scales at KS1		Key stage 1 reading P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS reading	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	0	0
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF Foundations for the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

## KS1 writing teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 writing																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS writing	No data	0	0	0	0	1	0	1	1	100	38	62	0	0	0	6	-6	0
	Emerging	0	1	2	11	8	1	23	9	39	30	9	2	1	4	1	4	0
	Expected	0	0	0	2	15	5	22	20	91	82	9	2	5	23	13	10	2
	Exceeding	0	0	0	0	4	10	14	14	100	98	2	0	10	71	52	19	2
	Total	0	1	2	13	28	16	60	44	73	65	8	4	16	27	13	13	8

Disadvantaged pupils		Key stage 1 writing																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	1	1	2	1	0	5	1	20	33	-13	0	0	0	1	-1	0
	Expected	0	0	0	0	3	1	4	4	100	83	17	0	1	25	14	11	0
	Exceeding	0	0	0	0	2	1	3	3	100	99	1	0	1	33	53	-20	0
	Total	0	1	1	2	6	2	12	8	67	70	-3	0	2	17	15	1	0

All pupils working on P scales at KS1		Key stage 1 writing P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS writing	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	1	1
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	1	1

BLW Below pre-key stage 1 standards

PKF Foundations for the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

## KS1 mathematics teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 mathematics																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS mathematics	No data	0	0	0	0	0	1	1	1	100	51	49	0	1	100	9	91	0
	Emerging	0	0	2	6	9	1	18	10	56	36	20	3	1	6	2	4	0
	Expected	0	0	0	2	14	5	21	19	90	86	5	0	5	24	18	5	1
	Exceeding	0	0	0	0	3	17	20	20	100	99	1	0	17	85	59	26	5
	Total	0	0	2	8	26	24	60	50	83	73	11	6	24	40	18	22	13

Disadvantaged pupils		Key stage 1 mathematics																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	0	1	1	3	0	5	3	60	40	20	1	0	0	2	-2	0
	Expected	0	0	0	0	2	1	3	3	100	87	13	0	1	33	20	13	0
	Exceeding	0	0	0	0	0	4	4	4	100	99	1	0	4	100	61	39	1
	Total	0	0	1	1	5	5	12	10	83	77	7	0	5	42	20	21	2

All pupils working on P scales at KS1		Key stage 1 mathematics P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	0	0
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF Foundations for the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

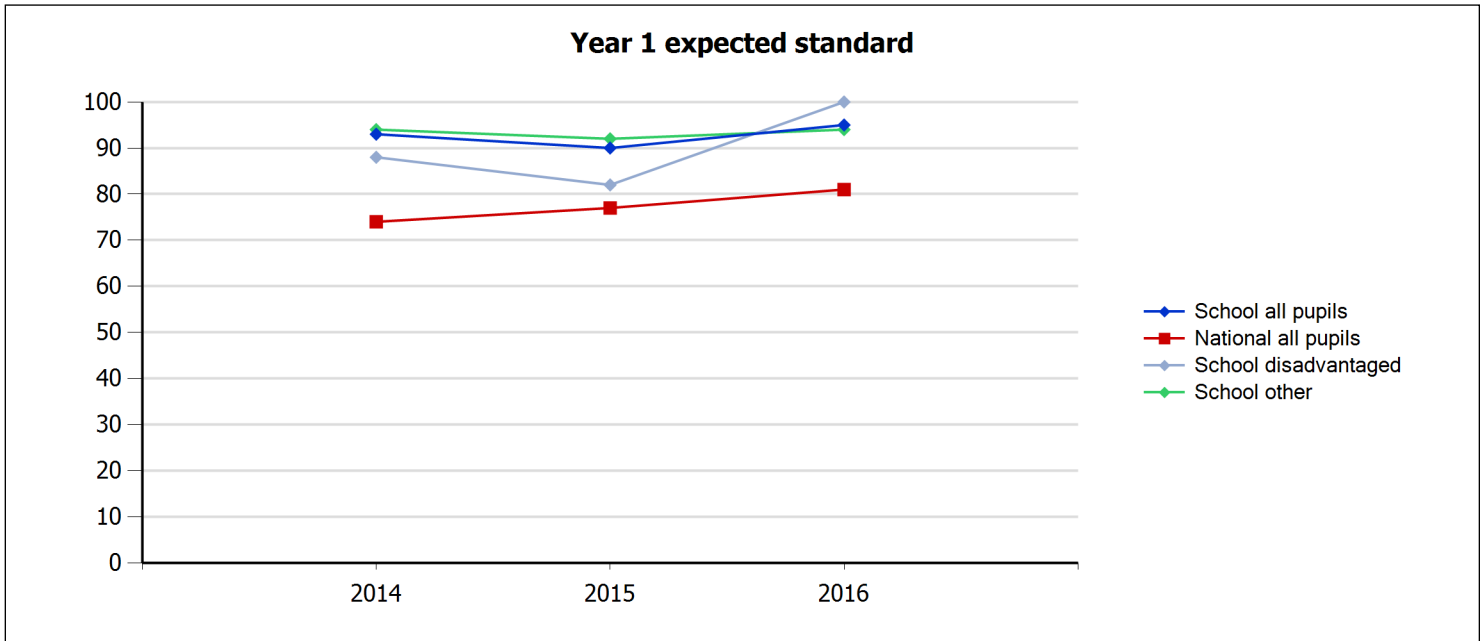
GDS Working at greater depth within the expected standard

The mathematics EYFS outcome shown is the lowest of the two mathematics early learning goals (ELG) for each pupil (Exceeding if both ELG are Exceeding, Expected if both are Expected or one is Expected and the other is Exceeding, otherwise Emerging).

At KS1, a pupil's lowest P scale in using and applying, number, and shape, space and measures is shown in the mathematics table.

## Phonics percentages attaining expected standard Years 1 and 2 trend

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					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	93	74	90	77	95	81
Boys	88	70	86	73	93	77
Girls	97	78	96	81	97	84
Disadvantaged	88	63	82	66	100	70
Other	94	78	92	80	94	83

	Year 2 Cumulative					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	-	-	98	90	98	91
Boys	-	-	96	88	97	89
Girls	-	-	100	92	100	93
Disadvantaged	-	-	100	84	92	86
Other	-	-	98	92	100	93

## Year 2 phonics marks 2016 compared with Year 1

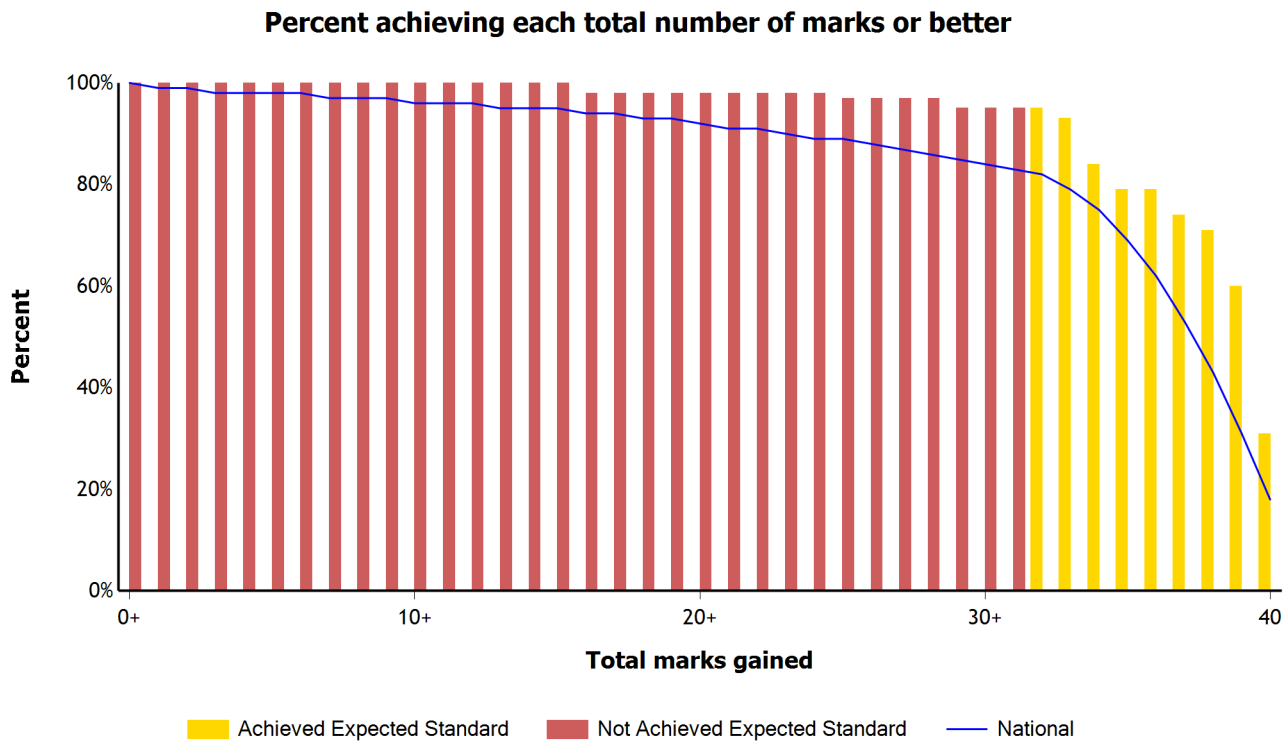
This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

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	0	0	0	1	1	1	100	38
Year 1 marks	0-9	0	0	1	0	0	0	1	2	1	50	23
	10-19	0	0	0	0	0	0	1	1	1	100	59
	20-24	0	0	0	0	0	0	1	1	1	100	78
	25-29	0	0	0	0	0	0	1	1	1	100	88
	30-31	0	0	0	0	0	0	0	0	0	0	92
Summary								6	5	83	64	

## Year 1 phonics marks 2016

### 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.



## Year 1 phonics percentages attaining expected standard 2016

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

	Phonics Screening Check				Average mark		
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
All Pupils	58	0	55	95	81	37	34
<b>Gender</b>							
Male	29	0	27	93	77	37	33
Female	29	0	28	97	84	37	35
<b>Free School Meals*</b>							
FSM	6	0	6	100	70	37	31
Non FSM	52	0	49	94	83	37	35
<b>Children Looked After</b>							
CLA	0	0	0	0	61	-	30
Not CLA	58	0	55	95	81	37	34
<b>Disadvantaged pupils</b>							
Disadvantaged pupils	6	0	6	100	70	37	31
Other pupils	52	0	49	94	83	37	35
<b>English as a First Language</b>							
English or believed to be English	57	0	54	95	81	37	34
Other than English or believed to be other than English	0	0	0	0	80	-	34
Unclassified	1	0	1	100	41	40	25
<b>Special Educational Needs</b>							
No SEN	53	0	51	96	86	37	35
SEN support	5	0	4	80	46	35	25
SEN with statement or EHC plan	0	0	0	0	18	-	19
<b>Ethnicity Group</b>							
<b>White</b>							
British	56	0	53	95	81	37	34
Irish	0	0	0	0	81	-	34
Traveller of Irish Heritage	0	0	0	0	41	-	24
Gypsy/Roma	0	0	0	0	37	-	23
Any Other White Background	0	0	0	0	78	-	33
<b>Mixed</b>							
White and Black Caribbean	0	0	0	0	78	-	33
White and Black African	0	0	0	0	82	-	34
White and Asian	0	0	0	0	85	-	35
Any other Mixed Background	1	0	1	100	83	39	35
<b>Asian or Asian British</b>							
Indian	0	0	0	0	89	-	36
Pakistani	0	0	0	0	81	-	34
Bangladeshi	0	0	0	0	82	-	34
Any other Asian Background	0	0	0	0	85	-	35
<b>Black or Black British</b>							
Black Caribbean	0	0	0	0	79	-	33
Black African	0	0	0	0	84	-	35
Any Other Black Background	0	0	0	0	80	-	34
Chinese	0	0	0	0	88	-	36
Any Other Ethnic Group	0	0	0	0	79	-	34
Unclassified - Refused	0	0	0	0	81	-	34
Unclassified - Information Not Obtained	1	0	1	100	47	40	27
<b>Term Of Birth</b>							
Autumn	16	0	15	94	86	37	35
Spring	23	0	22	96	81	37	34
Summer	19	0	18	95	75	37	33

\* 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

## Phonics by the end of Year 2 2016

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	60	-	59	98	91
Gender					
Male	34	-	33	97	89
Female	26	-	26	100	93
Free School Meals*					
FSM	10	-	10	100	86
Non FSM	50	-	49	98	93
Children Looked After					
CLA	-	-	-	-	77
Not CLA	60	-	59	98	91
Disadvantaged pupils					
Disadvantaged pupils	12	-	11	92	86
Other pupils	48	-	48	100	93
English as a First Language					
English or believed to be English	60	-	59	98	92
Other than English or believed to be other than English	-	-	-	-	90
Unclassified	-	-	-	-	52
Special Educational Needs					
No SEN	56	-	56	100	96
SEN support	4	-	3	75	69
SEN with statement or EHC plan	-	-	-	-	29
Ethnicity Group					
White					
British	57	-	56	98	92
Irish	-	-	-	-	91
Traveller of Irish Heritage	-	-	-	-	60



## Phonics by the end of Year 2 2016

## Phonics Screening Check

Cohort	Number A/D*	Number achieving expected standard	% School	% National
Gypsy/Roma	-	-	-	60
Any Other White Background	-	-	-	89
Mixed				
White and Black Caribbean	-	-	-	90
White and Black African	-	-	-	92
White and Asian	-	-	-	94
Any other Mixed Background	-	-	-	92
Asian or Asian British				
Indian	-	-	-	95
Pakistani	-	-	-	92
Bangladeshi	1	1	100	92
Any other Asian Background	1	1	100	93
Black or Black British				
Black Caribbean	-	-	-	90
Black African	-	-	-	92
Any Other Black Background	-	-	-	89
Chinese	-	-	-	94
Any Other Ethnic Group	1	1	100	89
Unclassified - Refused	-	-	-	90
Unclassified - Information Not Obtained	-	-	-	60
Term Of Birth				
Autumn	23	22	96	94
Spring	16	16	100	91
Summer	21	21	100	89

\* 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

## Early Years Foundation Stage Profile 2016

		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		
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
	Percentage of pupils achieving a good level of development															
	Cohort	58	79	69												
All Pupils		88	86	93	86	93	85	83	77	83	73	83	79	83	82	
Gender																
Male	25	80	82	88	82	88	81	68	72	68	66	68	75	68	78	
Female	33	94	91	97	90	97	90	94	83	94	80	94	83	94	86	
Free School Meals																
FSM	2	50	78	100	78	100	77	50	63	50	58	50	66	50	70	
Non FSM	56	89	88	93	87	93	87	84	80	84	75	84	81	84	84	

		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		
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
	Cohort	58	91	90	91	92	97	89	90	88	91	90	95	86	97	86	98	92	93	89	95	88
All Pupils																						
Gender																						
Male	25	88	85	88	89	92	86	84	83	84	86	92	82	96	82	96	91	84	83	92	83	
Female	33	94	94	94	95	100	93	94	93	97	94	97	90	97	89	100	94	100	94	100	94	
Free School Meals																						
FSM	2	100	83	100	85	100	82	50	80	50	83	100	77	100	77	100	87	50	81	50	80	
Non FSM	56	91	91	91	93	96	90	91	89	93	91	95	87	96	87	98	93	95	90	96	90	

## Early Years Foundation Stage Profile 2015

		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			
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
	Percentage of pupils achieving a good level of development																
	Cohort																
All Pupils	60	67	66														
Gender																	
Male	29	59	59	72	81	83	81	76	80	66	71	59	64	76	74	79	77
Female	31	74	74	84	91	84	90	81	89	74	82	74	78	81	81	84	85
Free School Meals																	
FSM	8	25	52	50	77	63	77	50	75	38	62	25	56	38	64	50	69
Non FSM	52	73	69	83	87	87	87	83	86	75	79	73	74	85	80	87	83

		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	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	60	90	90	83	91	83	89	80	87	83	89	83	85	85	85	95	92	90	88	90	87
Gender																					
Male	29	90	85	83	88	79	85	76	82	83	85	83	81	86	82	100	91	90	82	86	82
Female	31	90	94	84	94	87	92	84	93	84	93	84	89	84	89	90	93	90	94	94	93
Free School Meals																					
FSM	8	88	83	63	85	63	82	50	79	63	82	63	75	63	75	88	86	75	80	63	79
Non FSM	52	90	91	87	92	87	90	85	89	87	90	87	87	88	87	96	93	92	89	94	89

## Early Years Foundation Stage Profile 2014

		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			
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
	Percentage of pupils achieving a good level of development																
	Cohort																
All Pupils	58	57	61														
Gender																	
Male	34	44	53	65	79	76	80	65	78	62	69	53	60	62	71	68	76
Female	24	75	69	88	89	88	88	79	87	83	80	79	75	88	78	92	83
Free School Meals																	
FSM	6	83	45	100	74	100	74	100	72	83	58	83	51	83	60	83	65
Non FSM	52	54	64	71	86	79	86	67	84	69	78	62	71	71	78	77	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	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	58	81	89	88	91	79	87	88	86	90	88	88	84	90	84	91	91	81	86	83	85
Gender																					
Male	34	71	84	82	88	74	84	79	81	82	83	85	80	88	81	94	90	71	80	74	79
Female	24	96	94	96	94	88	91	100	92	100	92	92	88	92	87	88	92	96	93	96	92
Free School Meals																					
FSM	6	83	82	100	84	100	80	100	77	100	80	100	73	100	73	100	84	100	78	100	76
Non FSM	52	81	90	87	92	77	89	87	88	88	90	87	86	88	86	90	92	79	88	81	87

## Absence and exclusions trend

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.

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
<b>Absence</b>						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	2.9	8.8
% Persistent absentees- absent for 15% or more sessions	1.7	2.8	0.0	2.7	-	-
% of sessions missed due to Overall Absence	3.0	3.9	2.9	4.0	3.1	3.9
<b>Exclusions</b>						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	0.00	0.02	-	-
% pupils with 1 or more fixed term exclusions	0.00	0.49	0.00	0.52	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.21	0.00	0.23	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	1.01	0.00	1.10	-	-

## Absence 2016

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

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

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	3.1	3.9	2.9	8.8
<hr/>				
Gender				
Male	3.3	4.0	4.8	9.0
Female	2.9	3.9	0.8	8.6
Free School Meals*				
FSM	4.1	5.2	3.0	15.1
Non FSM	2.9	3.4	2.9	6.2
English as a First Language				
English or believed to be English	3.1	3.9	2.9	8.5
Other than English or believed to be other than English	-	4.2	-	9.9
Unclassified	-	4.2	-	11.3
Special Educational Needs				
No SEN	2.9	3.7	2.7	7.5
SEN support	4.8	5.2	4.8	14.2
SEN with statement or EHC plan	4.9	6.4	0.0	19.1
Ethnic Group				
White				
British	3.1	3.8	3.0	8.1
Irish	-	4.7	-	12.8
Traveller of Irish Heritage	-	16.6	-	59.0
Gypsy/Roma	-	11.0	-	41.3
Any Other White Background	0.0	4.6	0.0	11.2
Mixed				
White and Black Caribbean	-	4.7	-	12.9
White and Black African	-	3.9	-	9.1
White and Asian	-	4.0	-	8.9
Any other Mixed Background	0.6	4.3	0.0	10.3
Asian or Asian British				
Indian	-	3.7	-	7.8
Pakistani	-	4.9	-	11.8
Bangladeshi	9.8	4.9	0.0	11.8
Any other Asian Background	2.9	3.7	0.0	7.6
Black or Black British				
Black Caribbean	-	4.1	-	10.8

## Absence 2016

Black African	-	2.6	-	4.6
Any Other Black Background	1.6	3.3	0.0	7.6
Chinese	-	2.6	-	4.3
Any Other Ethnic Group	2.9	4.2	0.0	9.5
Unclassified - Refused	-	4.2	-	10.0
Unclassified - Information Not Obtained	0.0	4.9	0.0	16.3

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## Exclusions 2015

These data relate to 2015 academic year. This is the most recent year for which we have a full data set, since the School Census collects data two terms in arrears.

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	0.00	1.10	0.00	0.52	0.00	0.23	0.00	0.02
Gender								
Male	0.00	1.91	0.00	0.90	0.00	0.40	0.00	0.04
Female	0.00	0.25	0.00	0.13	0.00	0.05	0.00	0.00
Free School Meals*								
FSM	0.00	2.91	0.00	1.34	0.00	0.61	0.00	0.06
Non FSM	0.00	0.55	0.00	0.27	0.00	0.11	0.00	0.01
English as a First Language								
English or believed to be English	0.00	1.51	0.00	0.70	0.00	0.31	0.00	0.03
Other than English or believed to be other than English	0.00	0.55	0.00	0.34	0.00	0.10	0.00	0.01
Unclassified	-	1.59	-	0.90	-	0.41	-	0.08
Special Educational Needs								
No SEN	0.00	0.30	0.00	0.18	0.00	0.05	0.00	0.00
SEN support	0.00	5.30	0.00	2.37	0.00	1.15	0.00	0.12
SEN with statement or EHC plan	0.00	10.88	0.00	4.57	0.00	2.55	0.00	0.16
Ethnic Group								
White								
British	0.00	1.47	0.00	0.67	0.00	0.30	0.00	0.03
Irish	-	1.27	-	0.67	-	0.32	-	0.03
Traveller of Irish Heritage	-	6.53	-	3.58	-	1.54	-	0.17
Gypsy/Roma	0.00	3.63	0.00	2.01	0.00	0.75	0.00	0.16
Any Other White Background	0.00	0.64	0.00	0.35	0.00	0.12	0.00	0.01
Mixed								
White and Black Caribbean	-	3.09	-	1.43	-	0.66	-	0.06
White and Black African	-	1.85	-	0.80	-	0.38	-	0.03
White and Asian	-	0.73	-	0.39	-	0.13	-	0.01
Any other Mixed Background	0.00	1.46	0.00	0.72	0.00	0.29	0.00	0.03
Asian or Asian British								
Indian	-	0.10	-	0.08	-	0.01	-	0.00
Pakistani	-	0.41	-	0.29	-	0.07	-	0.00
Bangladeshi	0.00	0.20	0.00	0.15	0.00	0.03	0.00	0.00
Any other Asian Background	0.00	0.26	0.00	0.17	0.00	0.05	0.00	0.00



## Exclusions 2015

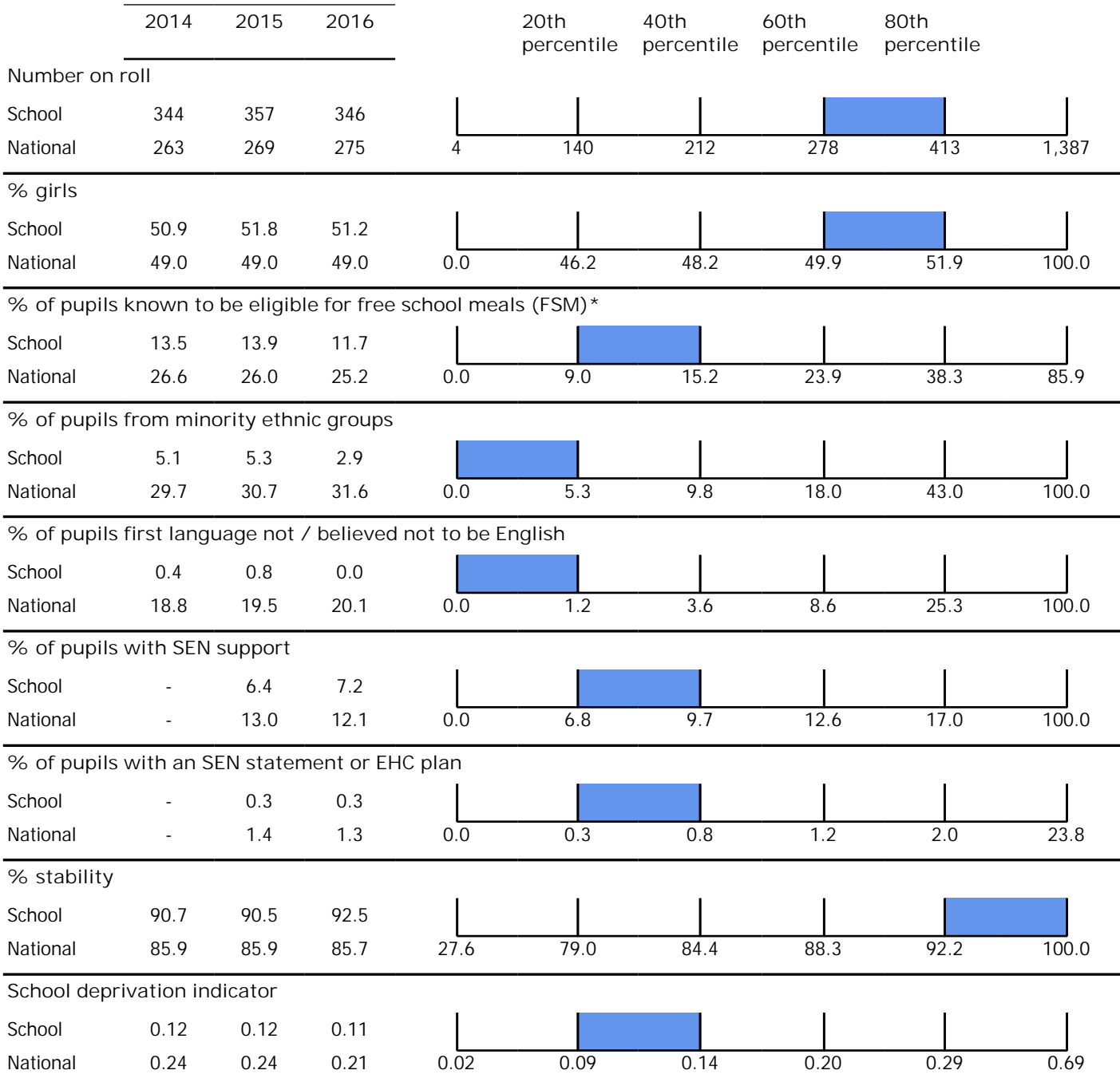
	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Black or Black British								
Black Caribbean	-	3.54	-	1.94	-	0.75	-	0.08
Black African	-	1.08	-	0.64	-	0.20	-	0.01
Any Other Black Background	0.00	1.67	0.00	1.13	0.00	0.33	0.00	0.02
Chinese	-	0.25	-	0.12	-	0.04	-	0.01
Any Other Ethnic Group	0.00	0.60	0.00	0.36	0.00	0.11	0.00	0.01
Unclassified - Refused	-	1.41	-	0.66	-	0.27	-	0.05
Unclassified - Information Not Obtained	-	2.69	-	1.02	-	0.52	-	0.09

Data on permanent exclusions is shown as provided by schools as part of the schools census. It may not reflect changes made as part of a LA checking exercise, nor match figures published as part of the statistical first release.

Significance tests are not supplied with this data. Comparisons should be made with all pupils nationally and not solely with the same group nationally.

## Basic characteristics trend

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.



## Basic characteristics by year group 2016

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	107	43.9 / 56.1	-	-	-	3.7	-
1	59	50.8 / 49.2	11.9	1.7	0.0	8.5	-
2	60	56.7 / 43.3	15.0	5.0	0.0	8.3	-
3	60	45.0 / 55.0	15.0	5.0	0.0	11.7	1
4	60	51.7 / 48.3	11.7	0.0	0.0	8.3	1

## Ethnic groups and English as a first language trend

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 %
	2014	2015	2016	2016
<b>White</b>				
British	94.9	94.7	97.1	69.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.4	0.4	0.0	0.3
any other White background	0.4	0.8	0.4	5.6
<b>Mixed</b>				
White & Black Caribbean	0.0	0.0	0.0	1.5
White & Black African	0.0	0.0	0.0	0.7
White & Asian	0.0	0.0	0.0	1.2
any other mixed background	1.7	1.2	0.8	1.9
<b>Asian or Asian British</b>				
Indian	0.0	0.0	0.0	2.8
Pakistani	0.0	0.0	0.0	4.2
Bangladeshi	1.3	1.2	0.4	1.7
any other Asian background	0.4	0.4	0.4	1.7
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.2
African	0.0	0.0	0.0	3.7
any other Black background	0.8	0.8	0.4	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.4	0.4	1.7
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
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<b>First language</b>				
English	99.6	99.2	100.0	81.8
Other	0.4	0.8	0.0	18.0
Unclassified	0.0	0.0	0.0	0.2

## Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	0	4	0	0	0
Moderate Learning Difficulty	-	0	2	0	0	0
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	3	5	0	0	0
Speech, Language and Communication Needs	-	6	8	1	0	0
Hearing Impairment	-	0	2	0	0	0
Visual Impairment	-	0	1	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	1	0	0	0
Autistic Spectrum Disorder	-	1	2	1	1	1
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	0	0	0
School total	-	23	25	2	1	1
Percentage of school roll	-	6.4	7.2	0.6	0.3	0.3

## KS1 prior attainment of KS2 pupils 2016

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2015/2016. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2016 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 2015	School	National	Difference	Sig	% Coverage
Year 4	18.7	16.1	2.6	Sig+	100.0
Year 3	18.7	16.3	2.4	Sig+	96.7

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 4	0.0	30.0	70.0	9.1	58.4	32.5
Year 3	1.7	27.6	70.7	8.2	57.4	34.4