School performance summary 2017/2018

Eatock Primary School (URN: 105202)

A glossary explaining terms used in this report is at the end of the printed version.

Key stage 2

This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

Progress in reading, writing and maths

Reading

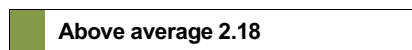Number of pupils = 32

Pupils with adjusted scores = 0

Well above average 3.09

Confidence interval
1.0 to 5.2

Writing

Number of pupils = 32

Pupils with adjusted scores = 0

Above average 2.18

Confidence interval
0.2 to 4.2

Maths

Number of pupils = 32

Pupils with adjusted scores = 0
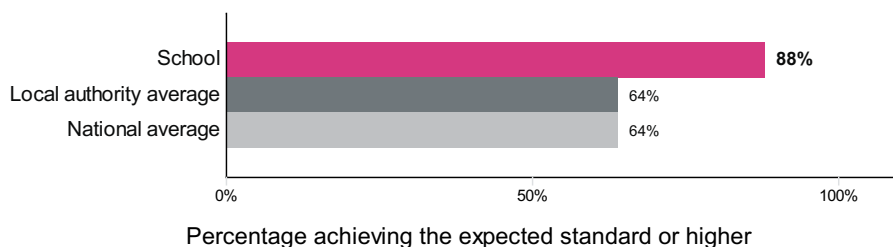
Average 1.66
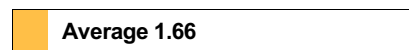
Confidence interval
-0.2 to 3.6

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

Number of pupils = 32

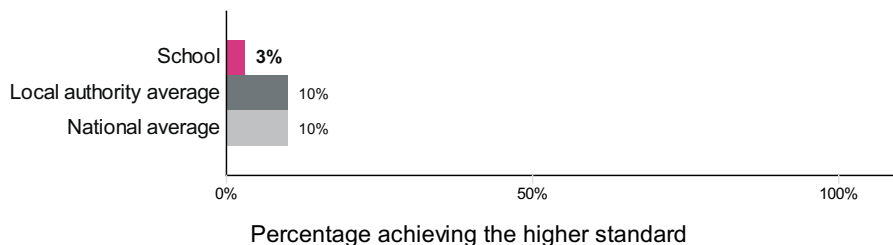|	
School	88%
Local authority average	64%
National average	64%

Percentage achieving the expected standard or higher

Percentage of pupils achieving the higher standard

Number of pupils = 32

School	3%
Local authority average	10%
National average	10%

Percentage achieving the higher standard

Average scaled score in:

Reading

Number of pupils = 32

School	**107.1**
Local authority average	104.5
National average	105.0

Average scaled score in reading

Maths

Number of pupils = 32

School	**105.1**
Local authority average	104.5
National average	104.4

Average scaled score in maths
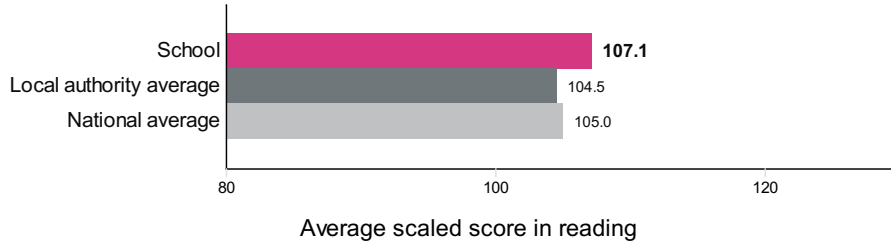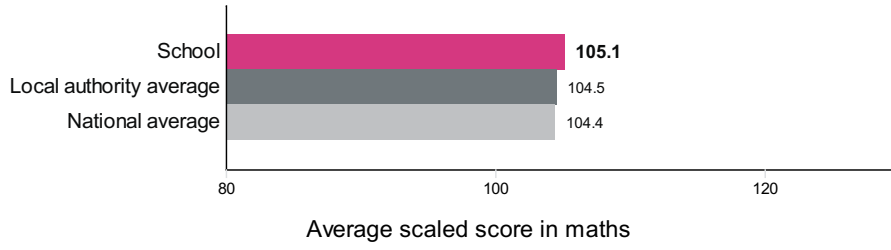
Key stage 2 disadvantaged

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Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils Confidence interval	**2.48** -1.4 to 6.4	**-0.01** -3.7 to 3.7	**-0.41** -3.9 to 3.1
Number of disadvantaged pupils	9	9	9
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

Prior attainment of disadvantaged pupils - 3 year trends

	2016		2017		2018	
Group	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	28	7	22	10	23	9
Prior attainment (based on key stage 1 average point score)	16.38	14.16	14.89	13.20	15.76	15.66

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	22	5	7	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	9.15	8.21	2.65	2.13	1.87	1.15
National Comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	9.14	7.65	2.62	1.79	1.85	0.93
Confidence interval	2.3 to 15.9	-3.5 to 19.9	0.1 to 5.1	-3.2 to 7.4	-2.5 to 6.3	-5.6 to 8.0

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	22	5	7	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	5.29	-9.27	2.11	1.53	1.08	0.53
National Comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	5.28	-9.82	2.07	1.25	1.07	0.39
Confidence interval	-1.2 to 11.8	-20.5 to 1.9	-0.3 to 4.5	-3.5 to 6.5	-3.2 to 5.4	-6.0 to 7.0

Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	22	5	7	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	6.20	0.15	2.12	2.30	-1.76	-5.12
National Comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	6.18	-0.50	2.08	1.97	-1.77	-5.32
Confidence interval	0.1 to 12.3	-10.5 to 10.8	-0.2 to 4.4	-2.5 to 7.1	-5.8 to 2.2	-11.2 to 1.0

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher
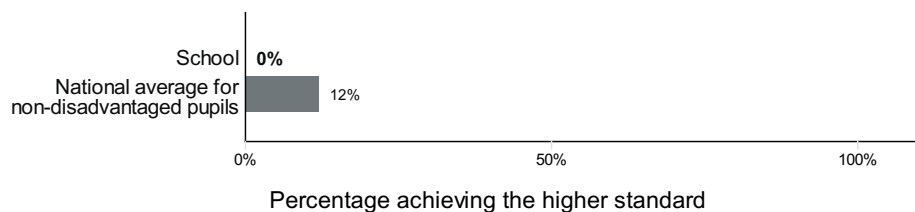
Number of disadvantaged pupils = 9
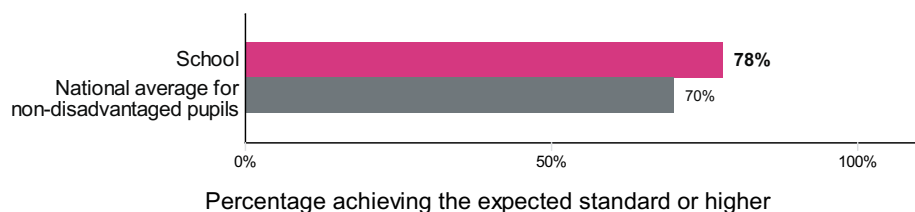
Percentage achieving the expected standard or higher

Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	22	5	7	3
Percentage	33	0	91	80	100	100
National Comparator	7	9	58	63	95	96
Difference	26	-9	32	17	5	4

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 9

Percentage achieving the higher standard

Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	22	5	7	3
Percentage	0	0	0	0	14	0
National Comparator	0	0	2	2	28	30
Difference	0	0	-2	-2	-14	-30

Average scaled score for disadvantaged pupils in:

Reading

Number of disadvantaged pupils = 9

School	106.0
National average for non-disadvantaged pupils	106.1

80   100   120

Average scaled score in reading

Maths

Number of disadvantaged pupils = 9

School	102.9
National average for non-disadvantaged pupils	105.4

80   100   120

Average scaled score in maths
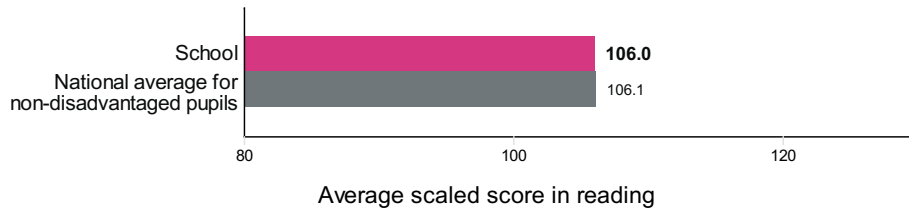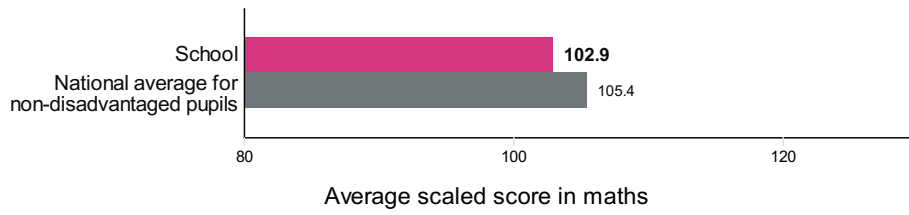
Key stage 2 reading, writing and maths combined attainment by pupil group

Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	32	88	64	3	10
Male	16	75	61	0	8
Female	16	100	68	6	11
Disadvantaged	9	78	70	0	12
Other	23	91	70	4	12
Ever 6 FSM	9	78	70	0	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	0	N/A	64	N/A	10
SEN support	4	50	64	0	10
No SEN	28	93	73	4	12
Non-mobile	31	87	66	3	10
English first language	32	88	64	3	10
English additional language	0	N/A	64	N/A	10
Prior attainment					
Low overall	3	33	7	0	0
Middle overall	22	91	58	0	2
High overall	7	100	95	14	28
Reading low	2	0	9	0	0
Reading middle	22	91	60	0	2
Reading high	8	100	95	13	29
Writing low	4	25	13	0	0
Writing middle	23	96	68	0	5
Writing high	5	100	97	20	40
Maths low	3	33	6	0	0
Maths middle	23	91	61	0	3
Maths high	6	100	96	17	33

Key stage 2 reading progress and attainment by pupil group

	Key stage 2 reading by pupil group										
Breakdown	Reading progress			Reading attainment							
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	32	3.09	3.09	32	97	75	28	28	107.1	105.0
Male	16	2.65	2.65	16	94	72	13	24	104.1	104.2
Female	16	3.53	3.53	16	100	79	44	32	110.1	105.9
Disadvantaged	9	2.48	2.48	9	89	80	22	33	106.0	106.1
Other	23	3.33	3.33	23	100	80	30	33	107.5	106.1
Ever 6 FSM	9	2.48	2.48	9	89	80	22	32	106.0	106.1
Children looked after	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.1
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.0
SEN support	4	7.80	7.80	4	75	75	25	28	104.0	105.0
No SEN	28	2.41	2.41	28	100	83	29	32	107.5	106.3
Non-mobile	31	3.02	3.02	31	97	77	29	29	107.1	105.2
English first language	32	3.09	3.09	32	97	75	28	28	107.1	105.0
English additional language	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.0
Prior attainment										
Low overall	3	9.15	9.15	3	67	20	0	2	100.3	94.2
Middle overall	22	2.65	2.65	22	100	74	18	17	105.9	103.6
High overall	7	1.87	1.87	7	100	98	71	58	113.6	110.7
Reading low	2	8.78	8.78	2	50	21	0	2	98.0	94.4
Reading middle	22	3.16	3.16	22	100	74	18	17	105.9	103.6
Reading high	8	1.46	1.46	8	100	98	63	61	112.6	111.0
Writing low	4	7.61	7.61	4	75	28	0	4	101.0	96.0
Writing middle	23	3.05	3.05	23	100	80	26	24	107.0	105.1
Writing high	5	-0.35	-0.35	5	100	99	60	68	112.2	112.0
Maths low	3	9.15	9.15	3	67	18	0	2	100.3	93.8
Maths middle	23	2.76	2.76	23	100	75	22	21	106.3	104.1
Maths high	6	1.30	1.30	6	100	98	67	60	113.5	110.8

Pupil key stage 2 progress in reading against key stage 1 prior attainment overall by disadvantaged
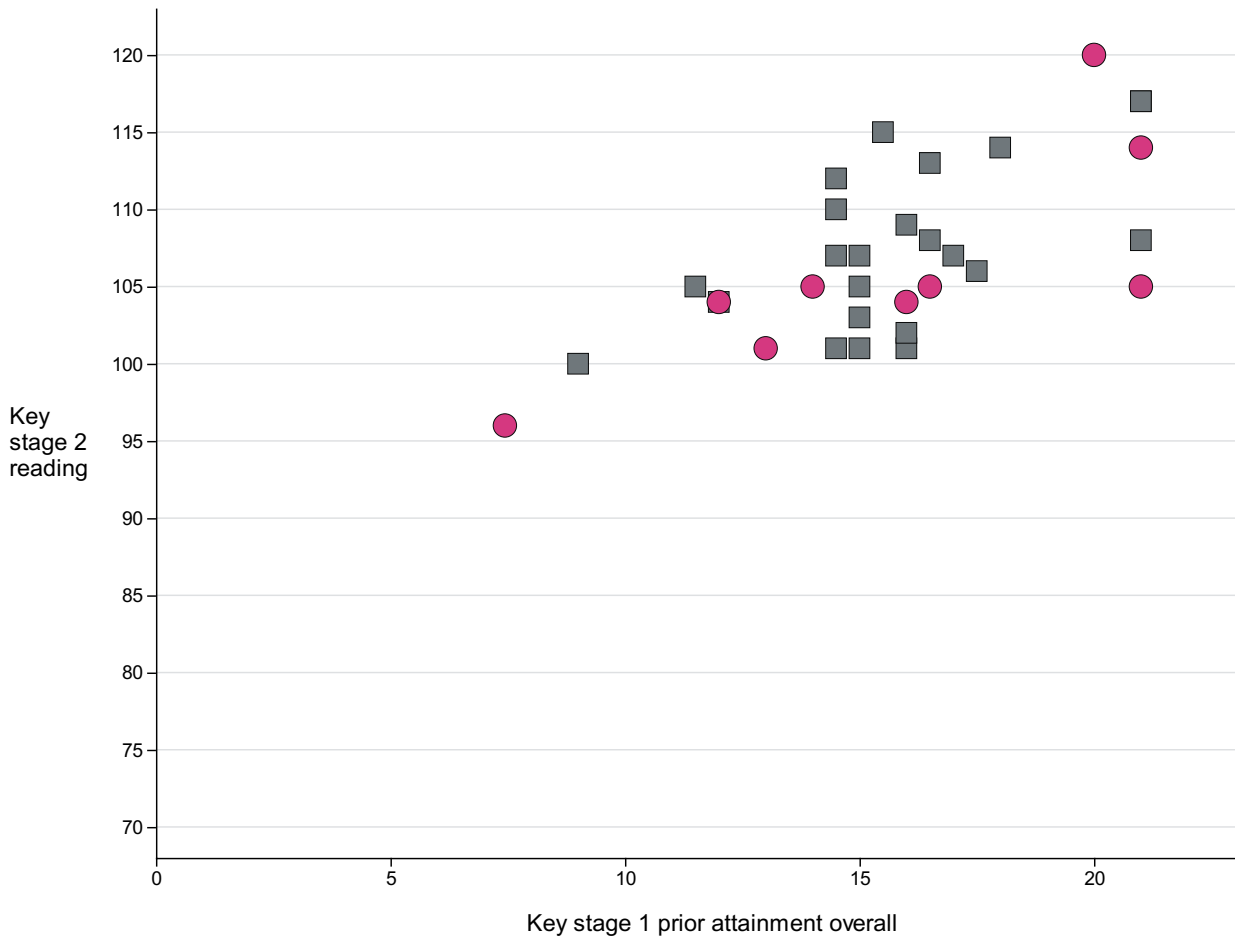
Number of pupils =

⬤ Disadvantaged ▢ Non disadvantaged
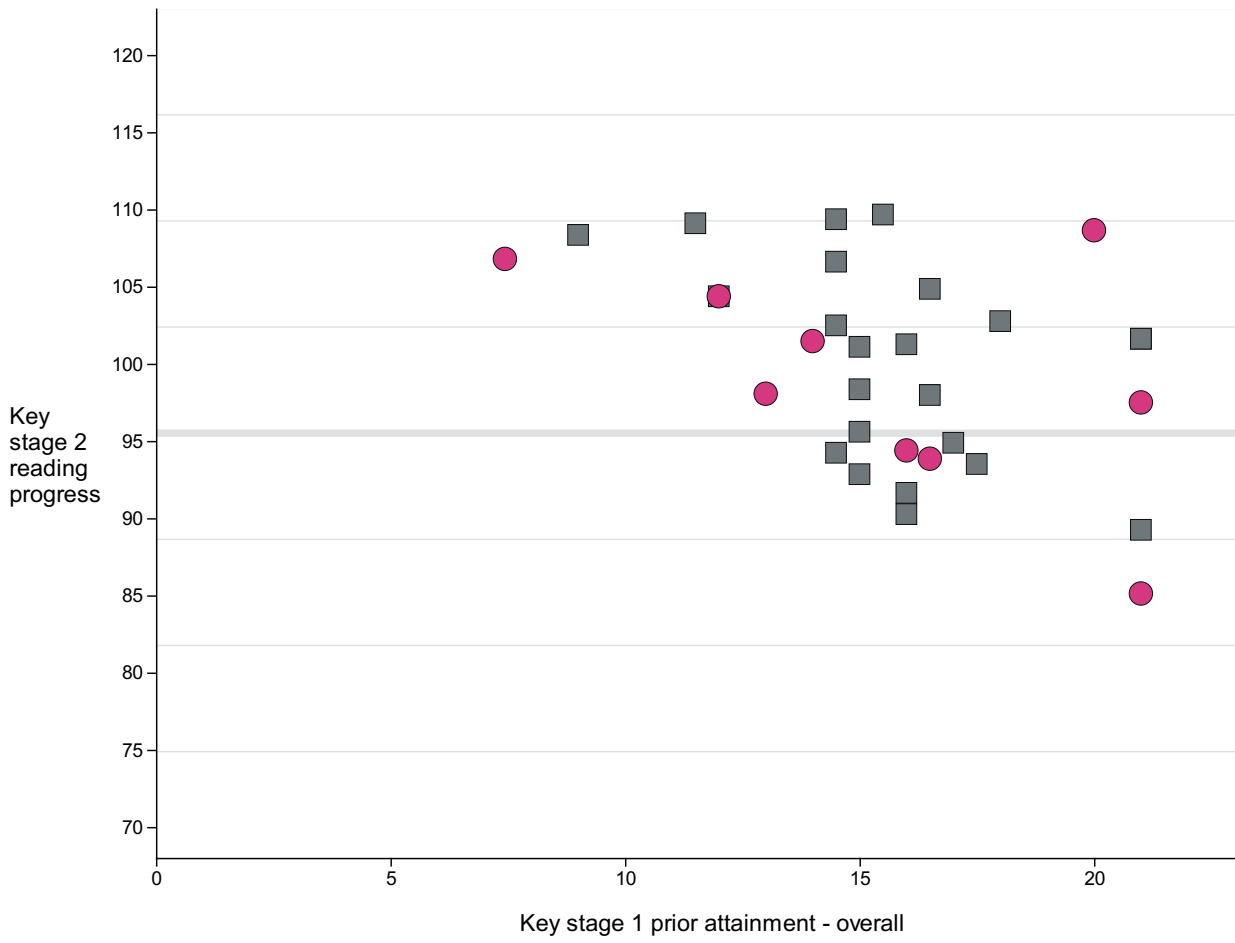
Pupil key stage 2 reading attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

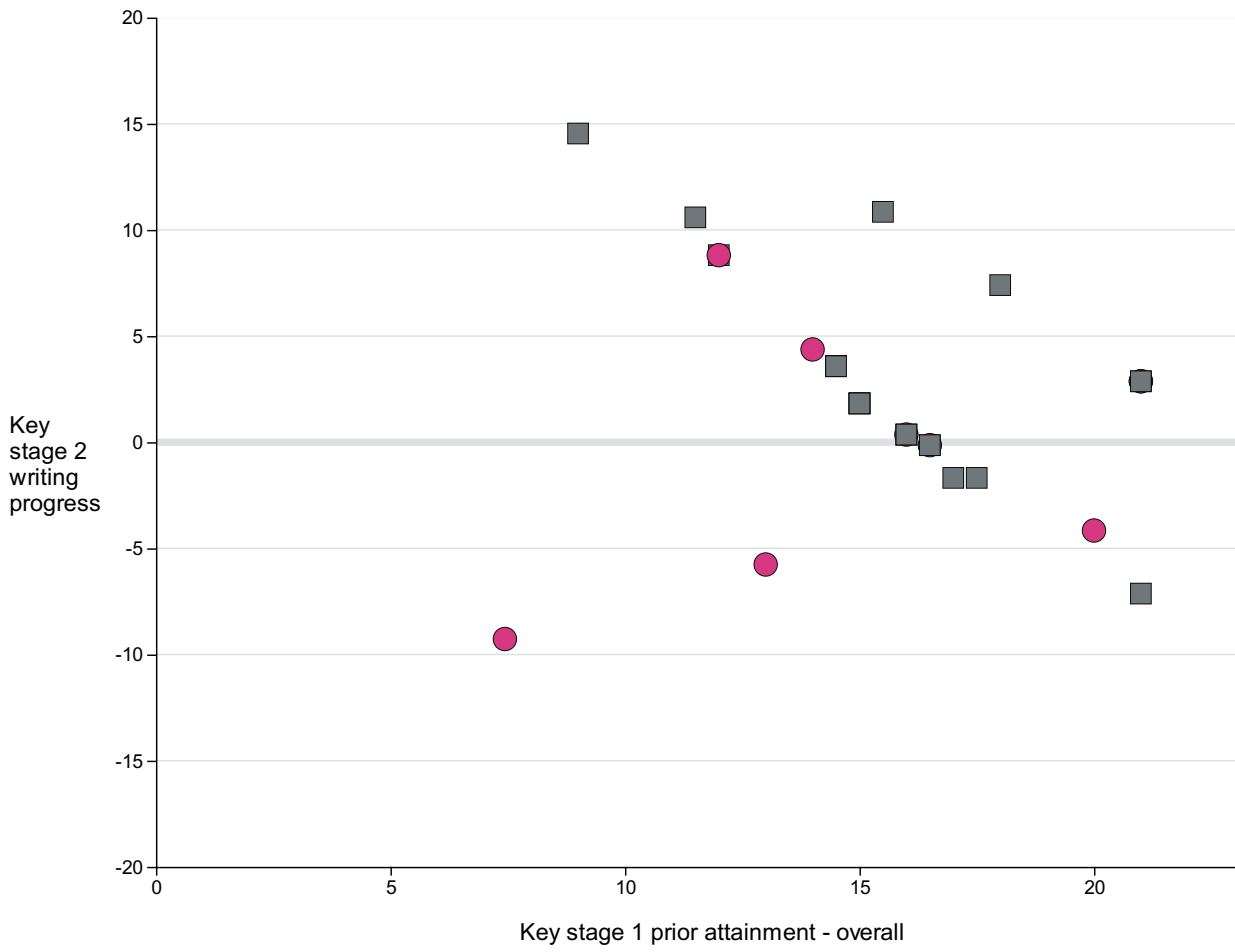● Disadvantaged ■ Non disadvantaged —— National average

Key stage 2 reading (y-axis)

Key stage 1 prior attainment overall (x-axis)

Key stage 2 writing progress and attainment by pupil group

Breakdown	Writing progress			Writing attainment					
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth		
					School %	National benchmark	School %	National benchmark	
All pupils	32	2.18	2.18	32	94	78	19	20	
Male	16	1.49	1.49	16	88	72	0	15	
Female	16	2.87	2.87	16	100	84	38	25	
Disadvantaged	9	-0.01	-0.01	9	78	83	22	24	
Other	23	3.04	3.04	23	100	83	17	24	
Ever 6 FSM	9	-0.01	-0.01	9	78	83	22	23	
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20	
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	78	N/A	20	
SEN support	4	2.98	2.98	4	75	78	0	20	
No SEN	28	2.07	2.07	28	96	88	21	23	
Non-mobile	31	2.14	2.14	31	94	80	19	21	
English first language	32	2.18	2.18	32	94	78	19	20	
English additional language	0	N/A	N/A	0	N/A	78	N/A	20	
Prior attainment									
Low overall	3	5.29	5.29	3	67	17	0	0	
Middle overall	22	2.11	2.11	22	95	79	5	7	
High overall	7	1.08	1.08	7	100	99	71	50	
Reading low	2	2.64	2.64	2	50	18	0	0	
Reading middle	22	2.67	2.67	22	95	80	5	8	
Reading high	8	0.74	0.74	8	100	99	63	51	
Writing low	4	5.72	5.72	4	75	23	0	0	
Writing middle	23	1.85	1.85	23	96	86	9	13	
Writing high	5	0.87	0.87	5	100	100	80	67	
Maths low	3	5.29	5.29	3	67	16	0	0	
Maths middle	23	2.34	2.34	23	96	80	9	12	
Maths high	6	0.03	0.03	6	100	98	67	52	

Pupil key stage 2 progress in writing against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

⬤ Disadvantaged ⬛ Non disadvantaged

Key stage 2 writing progress

Key stage 1 prior attainment - overall

Pupil key stage 2 writing attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =
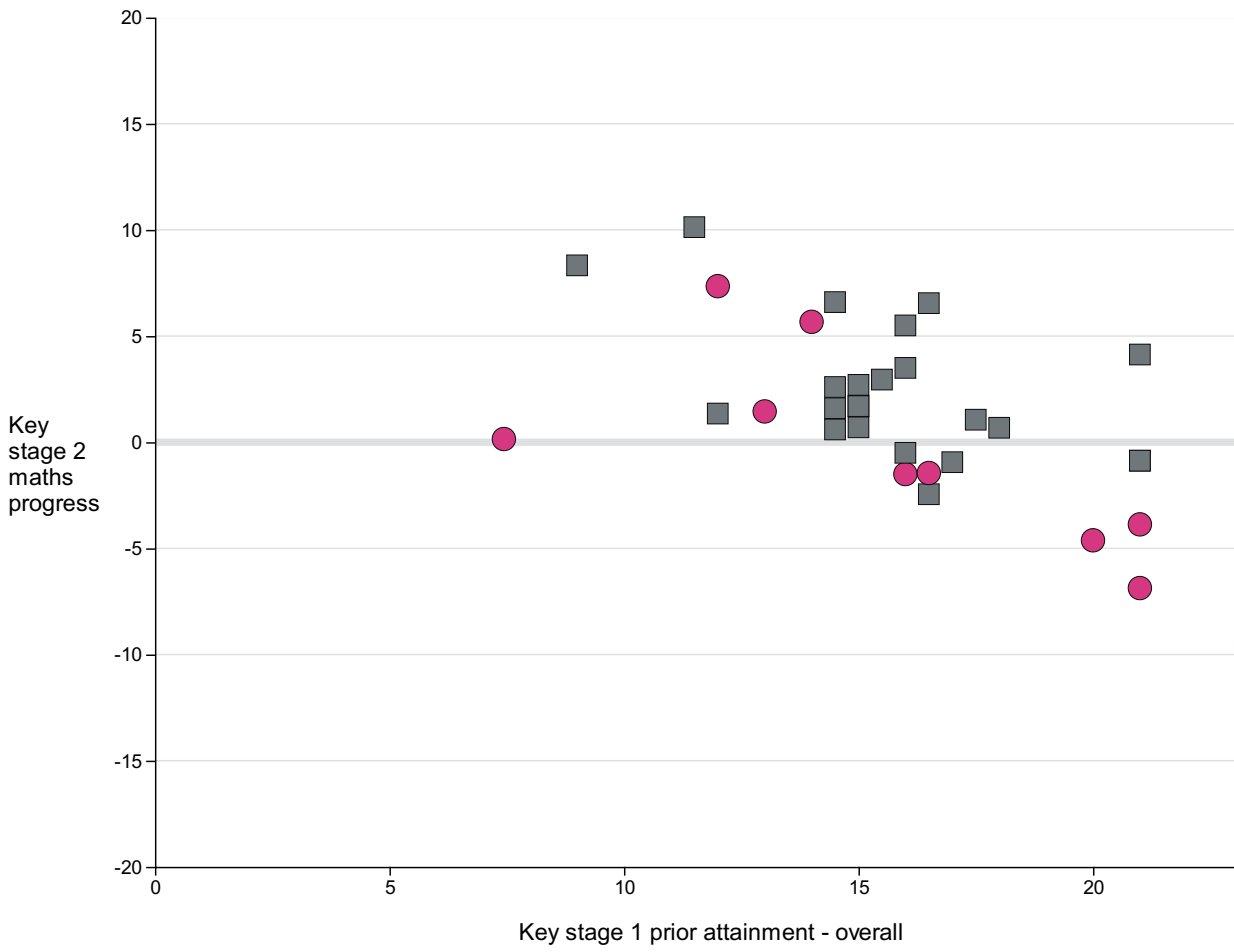
● Disadvantaged ■ Non disadvantaged —— National average
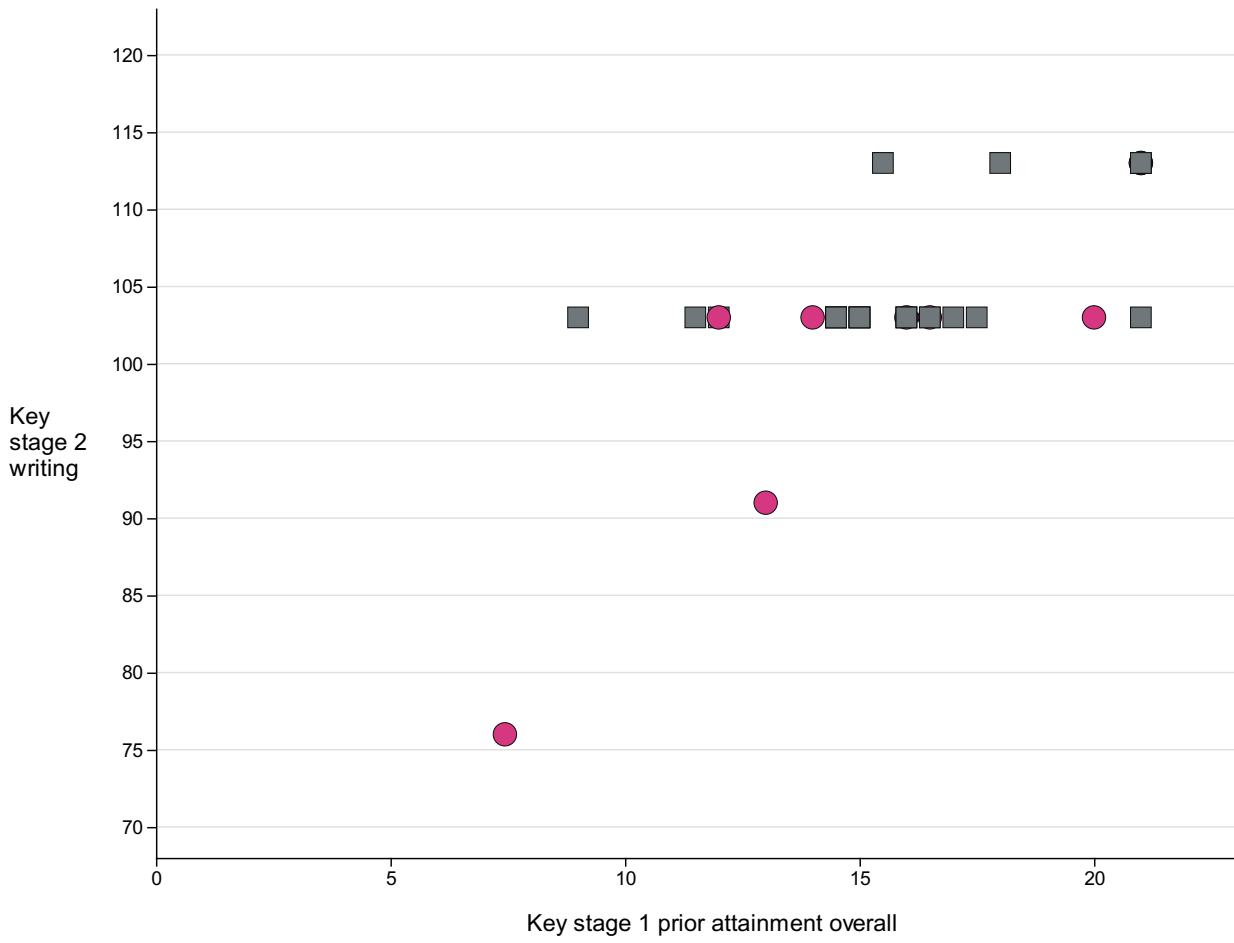
Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	32	1.66	1.66	32	91	76	16	24	105.1	104.4
Male	16	2.02	2.02	16	81	75	6	25	103.1	104.6
Female	16	1.30	1.30	16	100	76	25	22	107.1	104.1
Disadvantaged	9	-0.41	-0.41	9	89	81	0	28	102.9	105.4
Other	23	2.47	2.47	23	91	81	22	28	106.0	105.4
Ever 6 FSM	9	-0.41	-0.41	9	89	80	0	28	102.9	105.4
Children looked after	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN support	4	3.86	3.86	4	50	76	0	24	100.3	104.4
No SEN	28	1.34	1.34	28	96	84	18	27	105.8	105.6
Non-mobile	31	1.66	1.66	31	90	77	16	24	105.2	104.5
English first language	32	1.66	1.66	32	91	76	16	24	105.1	104.4
English additional language	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
Prior attainment										
Low overall	3	6.20	6.20	3	33	19	0	1	97.7	93.9
Middle overall	22	2.12	2.12	22	95	74	9	11	104.8	102.7
High overall	7	-1.76	-1.76	7	100	98	43	54	109.3	109.9
Reading low	2	4.24	4.24	2	0	25	0	2	94.0	95.2
Reading middle	22	2.54	2.54	22	95	74	9	14	104.7	103.1
Reading high	8	-1.40	-1.40	8	100	97	38	51	109.0	109.5
Writing low	4	4.30	4.30	4	25	30	0	2	98.0	96.1
Writing middle	23	1.92	1.92	23	100	80	9	20	105.2	104.4
Writing high	5	-1.67	-1.67	5	100	98	60	60	110.2	110.7
Maths low	3	6.20	6.20	3	33	14	0	1	97.7	92.8
Maths middle	23	2.06	2.06	23	96	75	9	13	104.9	103.0
Maths high	6	-2.16	-2.16	6	100	99	50	63	109.5	111.0

Pupil key stage 2 progress in maths against key stage 1 prior attainment overall by disadvantaged
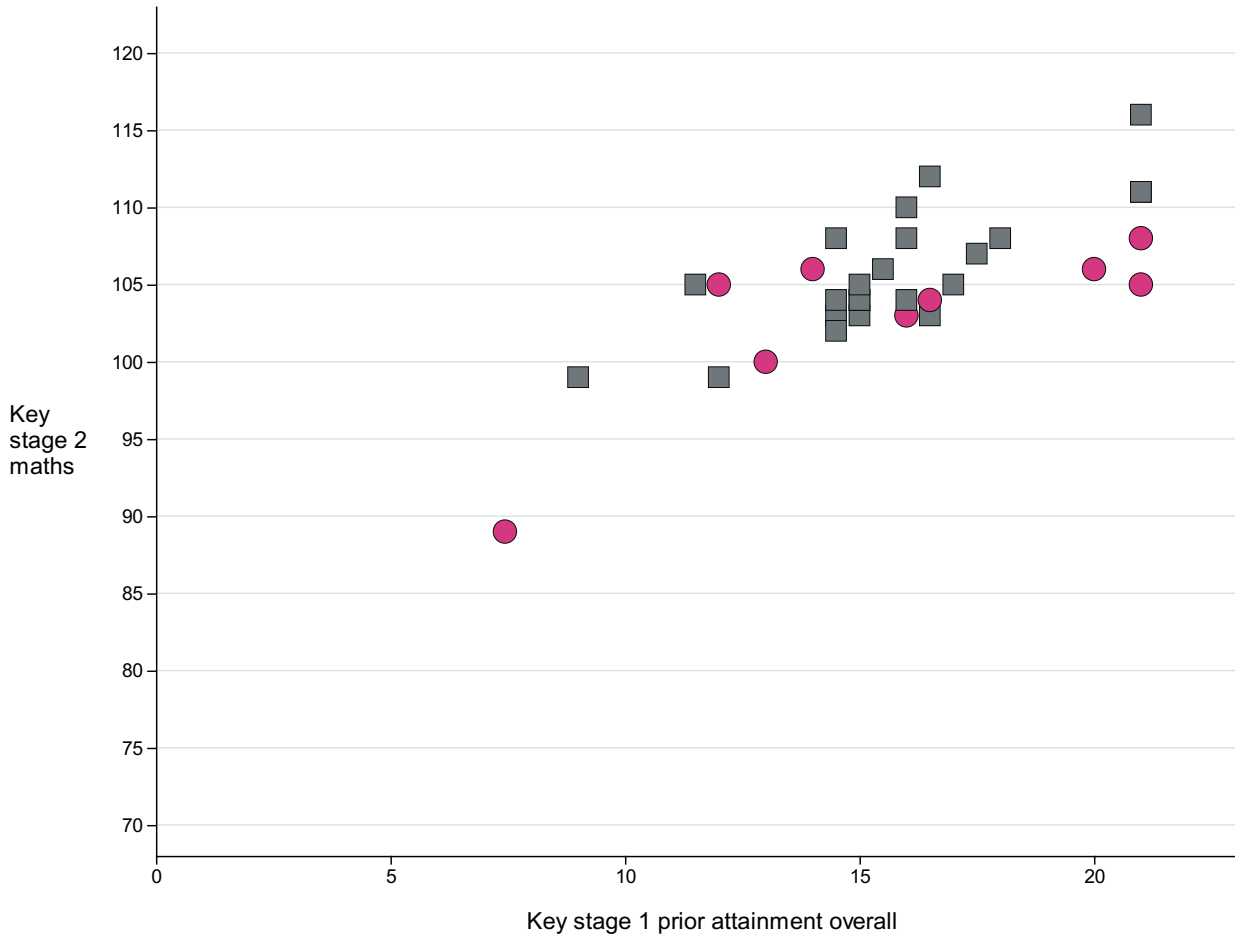
Number of pupils =

⬤ Disadvantaged ▦ Non disadvantaged

Pupil key stage 2 maths attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

⬤ Disadvantaged ⬛ Non disadvantaged ── National average
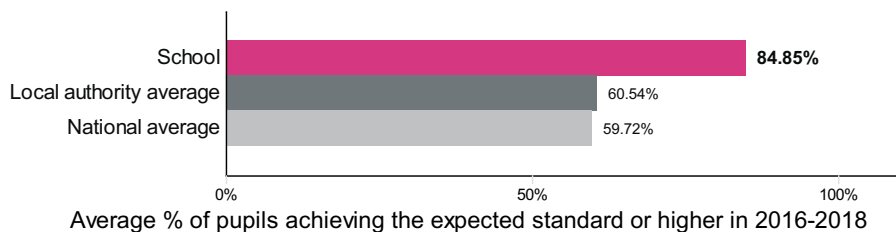
Key stage 2 three year average

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Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 35
Number of pupils in 2017 = 32
Number of pupils in 2018 = 32

School	84.85%
Local authority average	60.54%
National average	59.72%

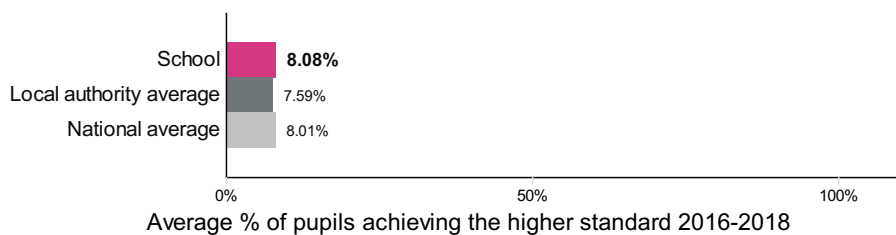Average % of pupils achieving the expected standard or higher in 2016-2018

Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 35
Number of pupils in 2017 = 32
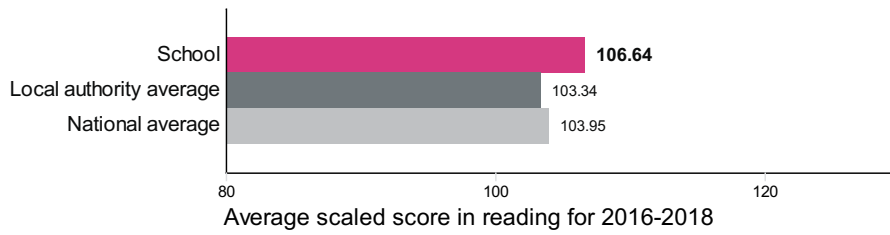Number of pupils in 2018 = 32

School	8.08%
Local authority average	7.59%
National average	8.01%

Average % of pupils achieving the higher standard 2016-2018

Average scaled score in:

Reading, 2016-2018

Number of pupils in 2016 = 35
Number of pupils in 2017 = 32
Number of pupils in 2018 = 32

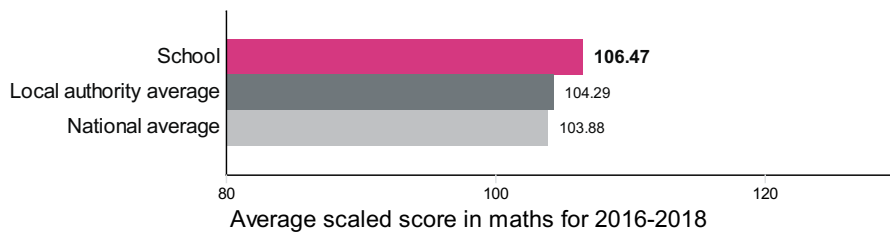|	Score
School	**106.64**
Local authority average	103.34
National average	103.95

Average scaled score in reading for 2016-2018

Maths, 2016-2018

Number of pupils in 2016 = 35
Number of pupils in 2017 = 32
Number of pupils in 2018 = 32

	Score
School	**106.47**
Local authority average	104.29
National average	103.88

Average scaled score in maths for 2016-2018

Key stage 2 time series

This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

Progress in reading

	2016	2017	2018
Number of pupils	34	32	32
Pupils with adjusted scores	N/A	N/A	0
School progress score	3.74	5.72	3.09
Confidence interval	1.6 to 5.8	3.5 to 7.9	1.0 to 5.2
Progress banding	🟩 Well above average	🟩 Well above average	🟩 Well above average
Local authority average	-0.10	-0.35	0.30
National average	0.00	0.00	0.03

Progress in writing

	2016	2017	2018
Number of pupils	34	32	32
Pupils with adjusted scores	N/A	N/A	0
School progress score	5.18	3.82	2.18
Confidence interval	3.1 to 7.3	1.7 to 5.9	0.2 to 4.2
Progress banding	🟩 Well above average	🟩 Well above average	🟨 Above average
Local authority average	0.47	0.44	0.89
National average	0.00	0.00	0.03

Progress in maths

	2016	2017	2018
Number of pupils	34	32	32
Pupils with adjusted scores	N/A	N/A	0
School progress score	4.70	5.44	1.66
Confidence interval	2.9 to 6.5	3.5 to 7.3	-0.2 to 3.6
Progress banding	🟩 Well above average	🟩 Well above average	🟨 Average
Local authority average	1.07	0.79	0.94
National average	0.00	0.00	0.03

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

■ School ■ Local authority (Bolton) ■ National

Percentage of pupils achieving the expected standard in reading, writing and maths

Year	School	Local authority (Bolton)	National
2016	82.86%	55.99%	53.38%
2017	84.38%	60.91%	61.14%
2018	87.50%	64.38%	64.35%

Years

Percentage of pupils achieving the higher standard

■ School ■ Local authority (Bolton) ■ National

Percentage of pupils achieving the higher standard in reading, writing and maths

Year	School	Local authority (Bolton)	National
2016	14.29%	5.20%	5.39%
2017	6.25%	7.76%	8.69%
2018	3.13%	9.64%	9.84%

Years
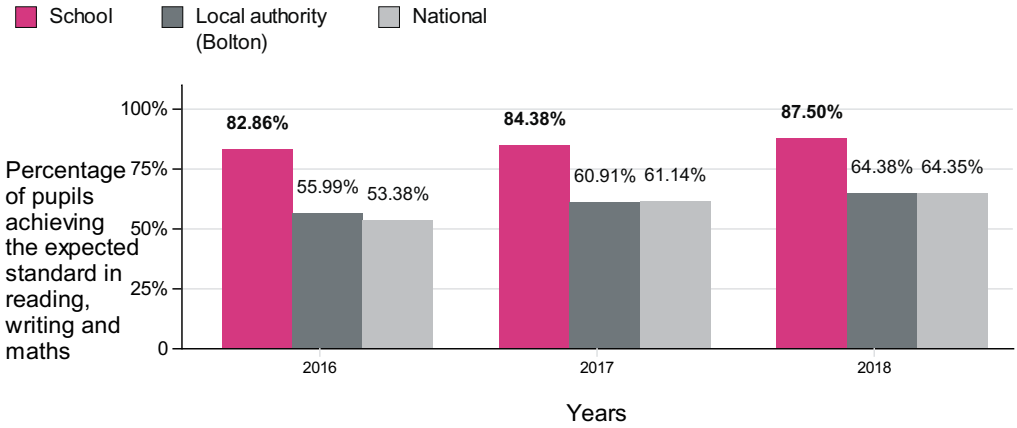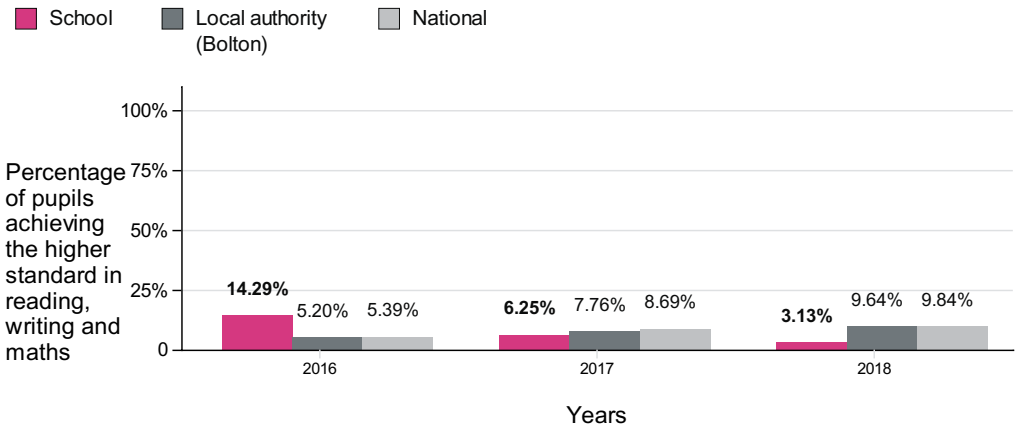
Average scaled scores in:

Reading

■ School ■ Local authority (Bolton) ■ National

Average scaled score in reading

	2016	2017	2018
School	106.34	106.53	107.06
Local authority (Bolton)	102.23	103.22	104.47
National	102.61	104.14	105.04

Years

Maths

■ School ■ Local authority (Bolton) ■ National

Average scaled score in maths

	2016	2017	2018
School	107.74	106.47	105.09
Local authority (Bolton)	103.89	104.47	104.48
National	103.03	104.19	104.38

Years

Key stage 2 English grammar, punctuation and spelling attainment by pupil group

Breakdown	English grammar punctuation and spelling attainment																
	Cohort	Scaled score 100+		High scaled score		Average score		Average spelling mark		Spelling mark							
										5+		10+		15+		20+	
		Sch %	Nat ben	Sch %	Nat ben	Sch	Nat ben	Sch	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	32	97	78	34	34	107.2	106.2	13.6	12.9	97	89	94	75	44	44	0	3
Male	16	94	73	13	30	104.8	105.2	12.6	12.5	94	87	88	71	31	41	0	3
Female	16	100	82	56	39	109.7	107.2	14.6	13.3	100	92	100	79	56	47	0	3
Disadvantaged	9	89	82	33	39	104.2	107.2	12.2	13.4	89	92	89	79	22	48	0	3
Other	23	100	82	35	39	108.4	107.2	14.2	13.4	100	92	96	79	52	48	0	3
Ever 6 FSM	9	89	82	33	39	104.2	107.2	12.2	13.4	89	92	89	79	22	48	0	3
Children looked after	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3
SEN with statement or EHC plan	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3
SEN support	4	75	78	25	34	100.0	106.2	10.0	12.9	75	89	75	75	0	44	0	3
No SEN	28	100	87	36	40	108.3	107.7	14.1	13.8	100	96	96	84	50	50	0	3
Non-mobile	31	97	79	32	35	107.1	106.3	13.6	13.0	97	90	94	76	42	45	0	3
English first language	32	97	78	34	34	107.2	106.2	13.6	12.9	97	89	94	75	44	44	0	3
English additional language	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3
Prior attainment																	
Low overall	3	67	18	0	2	100.0	94.3	11.0	6.3	67	44	67	22	33	5	0	0
Middle overall	22	100	78	23	21	106.6	104.4	13.3	12.1	100	93	95	74	32	33	0	1
High overall	7	100	99	86	70	112.1	112.5	15.9	16.2	100	100	100	97	86	76	0	7
Reading low	2	50	18	0	2	97.0	94.3	10.0	5.7	50	41	50	18	50	4	0	0
Reading middle	22	100	78	18	22	106.4	104.5	13.1	12.2	100	93	95	75	27	34	0	1
Reading high	8	100	99	88	72	112.0	112.7	15.9	16.4	100	100	100	98	88	79	0	8
Writing low	4	75	25	0	2	98.8	95.7	10.8	6.7	75	51	75	25	25	6	0	0
Writing middle	23	100	84	30	30	107.5	106.1	13.5	13.1	100	95	96	81	35	42	0	2
Writing high	5	100	100	80	83	112.6	114.3	16.6	17.0	100	100	100	99	100	87	0	11
Maths low	3	67	17	0	2	100.0	94.3	11.0	6.7	67	44	67	23	33	6	0	0
Maths middle	23	100	78	26	25	106.8	104.9	13.3	12.4	100	92	96	75	35	38	0	1
Maths high	6	100	98	83	72	112.3	112.8	16.0	16.1	100	99	100	96	83	76	0	8

Key stage 2 science attainment by pupil group

Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	32	88	82
Male	16	81	80
Female	16	94	85
Disadvantaged	9	56	87
Other	23	100	87
Ever 6 FSM	9	56	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	82
SEN support	4	50	82
No SEN	28	93	91
Non-mobile	31	87	84
English first language	32	88	82
English additional language	0	N/A	82
Prior attainment			
Low overall	3	67	23
Middle overall	22	86	85
High overall	7	100	99
Reading low	2	50	27
Reading middle	22	86	85
Reading high	8	100	99
Writing low	4	50	34
Writing middle	23	91	89
Writing high	5	100	100
Maths low	3	67	20
Maths middle	23	87	85
Maths high	6	100	99

The title row "Key stage 2 science by pupil group" spans the table.

Key stage 1

This is provisional data for 2017/18. CLA data is not currently available, therefore we are not currently publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in a later release.
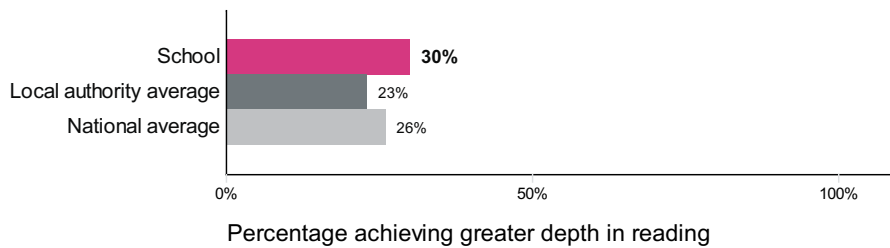
Percentage achieving at least the expected standard in reading
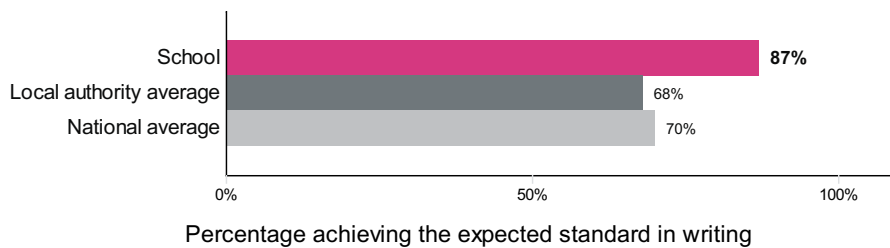
Number of pupils = 30

Percentage achieving at least the expected standard in reading
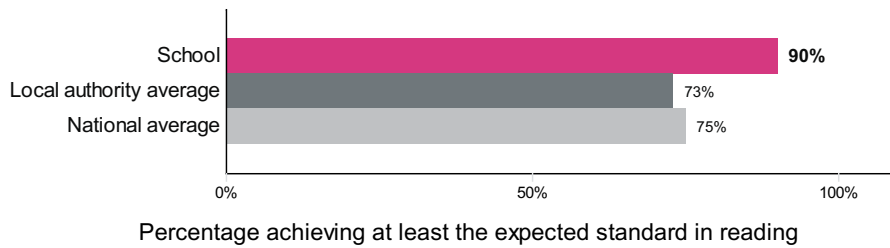
Percentage achieving greater depth in reading

Number of pupils = 30

Percentage achieving greater depth in reading

Percentage achieving at least the expected standard in writing

Number of pupils = 30

Percentage achieving the expected standard in writing

Percentage achieving greater depth in writing

Number of pupils = 30

Percentage achieving greater depth in writing
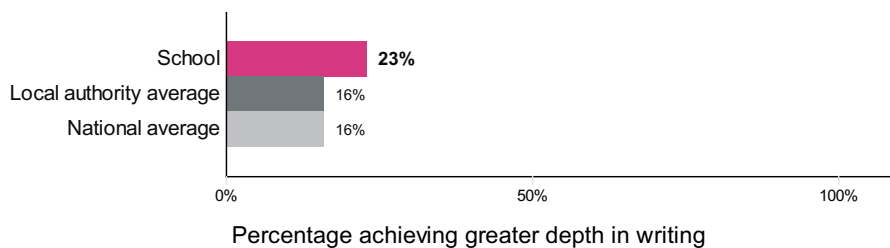
Percentage achieving at least the expected standard in maths

Number of pupils = 30

School	83%
Local authority average	74%
National average	76%

Percentage achieving at least the expected standard in maths

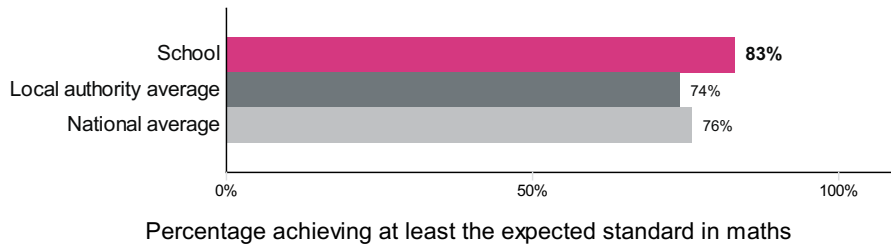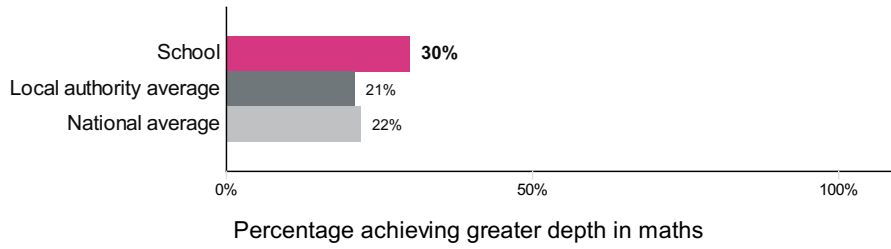**Percentage achieving greater depth in maths**

Number of pupils = 30

School	30%
Local authority average	21%
National average	22%

Percentage achieving greater depth in maths

Key stage 1 reading attainment by pupil group

Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	90	75	30	26	0	2	0	5	10	17
Male	12	83	71	33	22	0	3	0	6	17	19
Female	18	94	80	28	29	0	1	0	3	6	15
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17
SEN support	2	100	75	0	26	0	2	0	5	0	17
No SEN	28	89	83	32	29	0	0	0	2	11	14
English first language	29	90	75	28	26	0	2	0	5	10	17
English additional language	1	100	75	100	26	0	2	0	5	0	17

Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben

Key stage 1 writing attainment by pupil group

| Breakdown | Cohort | At least expected standard in writing | | | | Below expected standard in writing | | | | | |
| | | Achieved the expected standard | | Achieved greater depth | | Below pre-key stage 1 | | Foundations | | Working towards | |
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	87	70	23	16	0	2	0	5	13	22
Male	12	92	63	17	12	0	3	0	7	8	26
Female	18	83	77	28	20	0	1	0	3	17	18
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	2	100	70	0	16	0	2	0	5	0	22
No SEN	28	86	78	25	18	0	0	0	2	14	19
English first language	29	86	70	21	16	0	2	0	5	14	22
English additional language	1	100	70	100	16	0	2	0	5	0	22

		At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	83	76	30	22	0	2	0	4	17	18
Male	12	92	75	42	24	0	3	0	5	8	17
Female	18	78	77	22	20	0	1	0	3	22	18
SEN with statement or EHC plan	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN support	2	100	76	0	22	0	2	0	4	0	18
No SEN	28	82	84	32	25	0	0	0	2	18	14
English first language	29	83	76	28	22	0	2	0	4	17	18
English additional language	1	100	76	100	22	0	2	0	4	0	18

Key stage 1 science attainment by pupil group

Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	30	100	83
Male	12	100	80
Female	18	100	85
SEN with statement or EHC plan	0	N/A	83
SEN support	2	100	83
No SEN	28	100	90
English first language	29	100	83
English additional language	1	100	83

Phonics screening check

This is provisional data for 2017/18. CLA data is not currently available, therefore we are not currently publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in a later release.
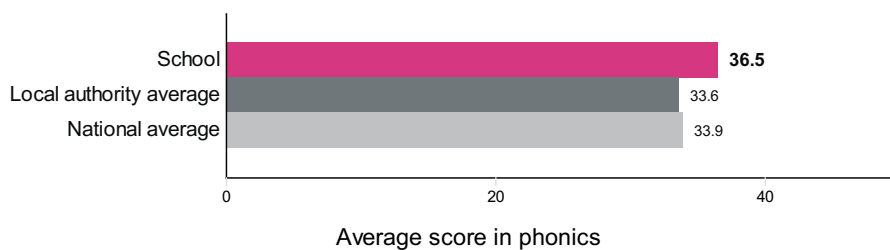
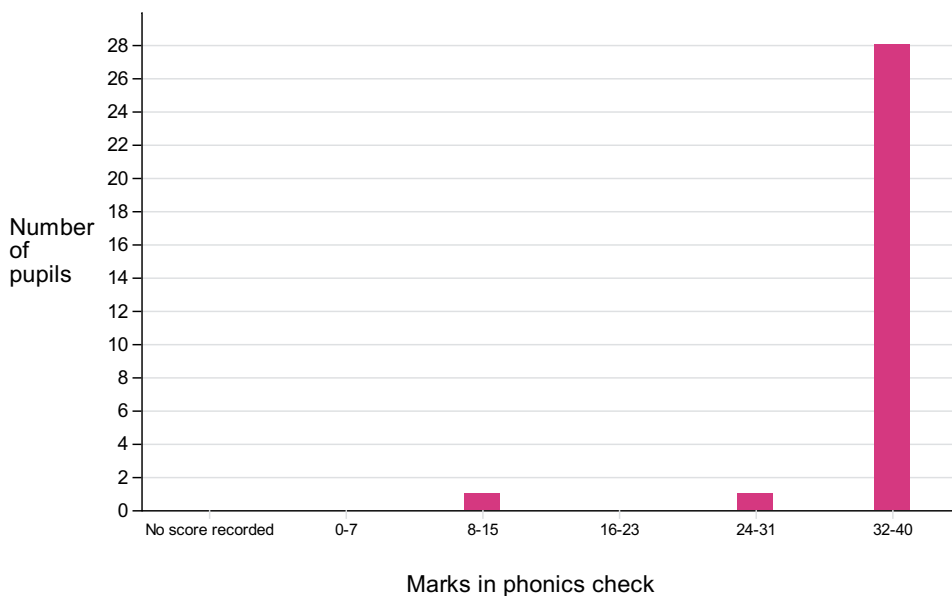## Percentage achieving the expected standard in phonics

Number of pupils = 30

School **93%**
Local authority average 82%
National average 83%

Percentage achieving the expected standard in year 1
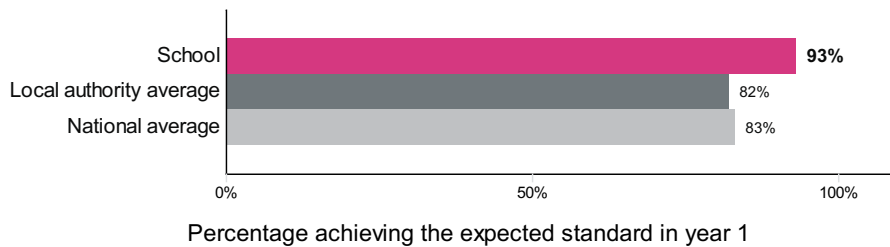
Phonics average score

Number of pupils = 30

School **36.5**
Local authority average 33.6
National average 33.9

Average score in phonics

Pupils' attainment in phonics

Number of pupils

Marks in phonics check

Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark	
							School	National benchmark
All pupils	30	0	2	28	93	83	36	34
Male	16	0	2	14	88	79	36	33
Female	14	0	0	14	100	86	37	35
SEN with statement or EHC plan	0	0	0	0	N/A	83	N/A	34
SEN support	2	0	0	2	100	83	36	34
No SEN	28	0	2	26	93	88	37	35
English first language	29	0	2	27	93	83	37	34
English additional language	1	0	0	1	100	83	35	34

Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark	
							School	National benchmark

Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	1	0	0	1	100	37
Male	0	0	0	0	N/A	N/A
Female	1	0	0	1	100	37
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	0	0	0	0	N/A	N/A
No SEN	1	0	0	1	100	37
English first language	1	0	0	1	100	37
English additional language	0	0	0	0	N/A	N/A

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils						
Male						
Female						
SEN with statement or EHC plan						
SEN support						

Glossary

Progress score

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.
https://www.gov.uk/government/publications/primary-school-accountability

Results over time for Progress in reading, writing and maths

We introduced a change in methodology for calculating progress scores. This means 2018 scores are not directly comparable with 2016 and 2017 scores respectively.

Male

The national comparator used in this row is the national average for all male pupils.

Female

The national comparator used in this row is the national average for all female pupils.

Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator used in this row is the national average for all non-disadvantaged children.

Other

Non-disadvantaged children.

The national comparator used in this row is the national average for all non-disadvantaged children.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who **are not eligible** for free school meals. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children **who are eligible** for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

Children looked after

This means children who have been in the care of local authorities for at least one day or who have been adopted from care.

The national comparator used in this row is the national average for all children who are not looked after.

SEN with statement or EHC plan

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs a statement of SEN or an education, health and care (EHC) plan.

The school's performance for pupils with SEN with statement or EHC plan is compared with the national average for **all pupils**. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children **with a statement or EHC plan**.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for all pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

Unclassified

This refers to pupils where the census return showed them as unclassified for English as a first language.

The national comparator used in this row is the national average for all pupils.

Key stage 2

Change in methodology for writing teacher assessment

Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to the 2017/18 writing teacher assessment frameworks.
https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Changes to the 2017/18 writing teacher assessment frameworks mean results in 2018 are not directly comparable to 2016 and 2017, which used the previous interim frameworks.

Scaled score 100+

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: https://www.gov.uk/guidance/scaled-scores-at-key-stage-2.

High scaled score

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: https://www.gov.uk/guidance/scaled-scores-at-key-stage-2.

Average score

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: https://www.gov.uk/guidance/scaled-scores-at-key-stage-2.

Achieving the expected standard

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: https://www.gov.uk/guidance/scaled-scores-at-key-stage-2.

Achieving a higher standard

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: https://www.gov.uk/guidance/scaled-scores-at-key-stage-2.

Non-mobile

Pupils who were on the school roll for the whole of years 5 and 6.

The national comparator used in this row is the national average for pupils on the school roll for the whole of years 5 and 6.

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with low overall prior attainment is compared with the national figure for low prior attainment overall.

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with middle overall prior attainment is compared with the national figure for middle prior attainment overall.

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with high overall prior attainment is compared with the national figure for high prior attainment overall.

Reading low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with low prior attainment in reading is compared with the national figure for low prior attainment overall.

Reading middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with middle prior attainment in reading is compared with the national figure for middle prior attainment overall.

Reading high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with high prior attainment in reading is compared with the national figure for high prior attainment overall.

Writing low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with low prior attainment in writing is compared with the national figure for low prior attainment overall.

Writing middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with middle prior attainment in writing is compared with the national figure for middle prior attainment overall.

Writing high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with high prior attainment in writing is compared with the national figure for high prior attainment overall.

Maths low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with low prior attainment in maths is compared with the national figure for low prior attainment overall.

Maths middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment overall.

Maths high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: https://www.gov.uk/government/publications/primary-school-accountability .

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment in maths.

Three year averages

Three year averages are an important way to show how schools are performing across time, smoothing out small variations in a single year, for example, due to a small cohort size. To take into account varying pupil numbers each year, the three-year average is weighted by the size of the school's cohort in each year.

Prior attainment of disadvantaged pupils - 3 year trends

Changes to eligibility criteria for Free School Meals (FSM) under Universal Credit has implications for schools' disadvantaged pupil data (for further information see the government response to eligibility for free school meals and the early years pupil premium under Universal Credit consultation). Schools' disadvantaged cohorts vary year on year and it is important to consider prior attainment when comparing performance. Where a school's disadvantaged cohort's attainment has increased or decreased significantly between years, this may partly be explained by changes in the size and make-up of the cohort. Furthermore, please treat disadvantaged pupil data with caution when comparing school performance nationally, until Universal Credit roll-out is completed.
https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit
https://consult.education.gov.uk/healthy-pupil-unit/fsm/

Teacher assessments

HNM: Has not met expected standard
EXS: Working at expected standard
PKG: Pre-key stage - growing development for the expected standard.
BLW: Below the standard of the interim pre-key stage standards
WTS: Working towards the expected standard
PKE: Pre-key stage - early development of the expected standard
PKF: Pre-key stage - foundations for the expected standard
GDS: Working at greater depth within the expected standard
A: Absent for long periods or recently arrived, or not enough information to provide a TA judgement
D: In exceptional circumstances, the pupil has been disapplied from the national curriculum, including statutory assessment requirements
F: The pupil will reach the end of the programme of study and complete the key stage in a future year. For example, if a pupil takes the maths test a year early in 2017 but is not due to take English reading until 2018, English reading is marked as 'F'
P: The pupil completed the key stage in a previous year. For example, if a pupil took the maths test in 2016 and is taking English reading in 2017, maths is marked as 'P'

Key stage 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard.

Read more about key stage 1 standards:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Achieved greater depth

The pupil achieved a greater depth, compared to the standard.

Read more about key stage 1 standards:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Below pre-KS1

The pupil did not achieve the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Foundations

The pupil achieved the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard.

Read more about pre-key stage 1 standard:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Early Years Foundation Stage

Communication and language

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

Find out more:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Literacy

Linking sounds and letters, and beginning to read and write.

Find out more:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

Being active and interactive, and developing coordination, control and movement.

Find out more:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

Find out more:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

Making sense of the physical world and the community where they live.

Find out more:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts and design

Exploring and playing with a wide range of media and materials, as well as opportunities for sharing their thoughts, ideas and feelings.

Find out more:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

Understanding the world

Making sense of the physical world and the community where they live.