# School performance summary 2016/2017

## Eatock Primary School (URN: 105202)

Address: **St George's Avenue, Bolton, BL5 2ER**
Local authority: **Bolton**
Headteacher: **Mrs Ann Flannery**

Phase of education: **Primary**
School type: **Community school**
Admissions policy: **Unknown**

Ofsted

Ofsted rating

1 Outstanding (Last inspection: 22 June 2016)

| Pupils | Ages | Gender | Denomination |
|---|---|---|---|
| **254** | **3 to 11** | **Mixed** | **Does not apply** |

# Key stage 2

This is revised data for 2016/2017.

## Progress in reading, writing and maths

### Reading

Number of pupils = 32

| Well above average | +5.72 |
|---|---|

### Writing

Number of pupils = 32

| Well above average | +3.82 |
|---|---|

### Maths

Number of pupils = 32

| Well above average | +5.44 |
|---|---|

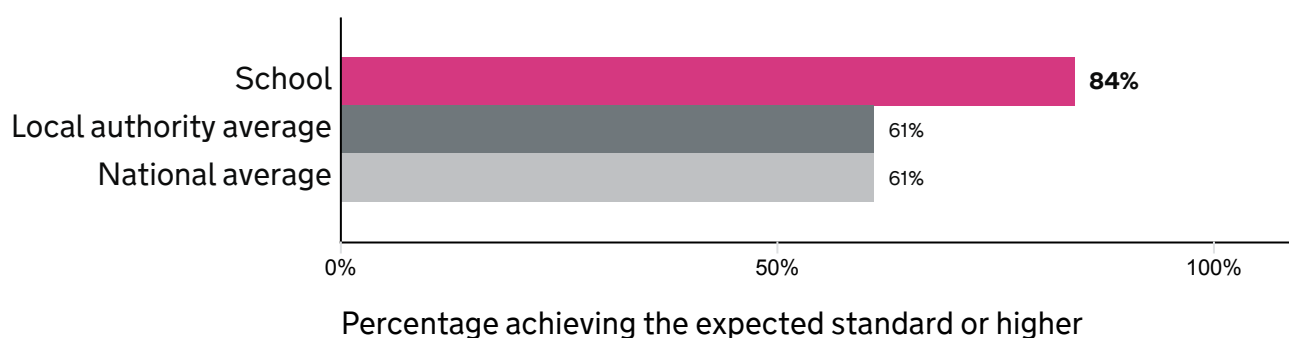## Reading, writing and maths combined

**Percentage of pupils achieving the expected standard or higher**

Number of pupils = 32



School 84%
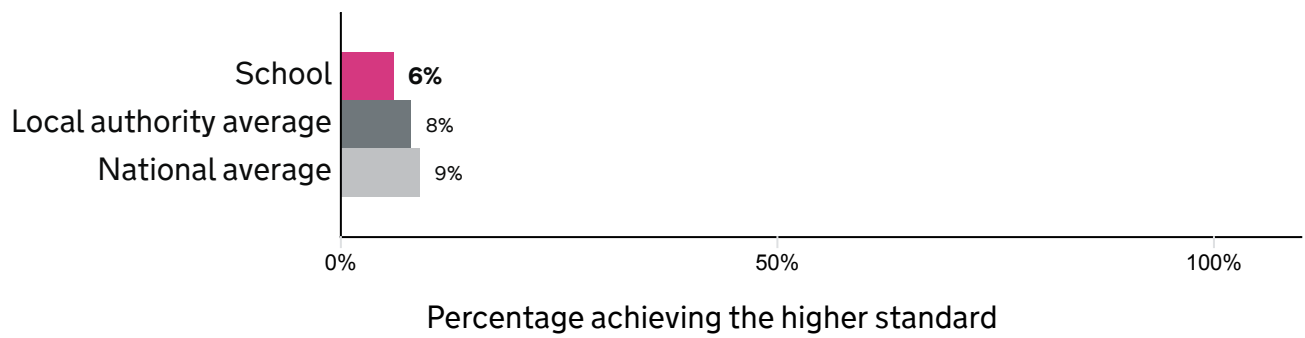Local authority average 61%
National average 61%

0%          50%          100%

Percentage achieving the expected standard or higher

**Percentage of pupils achieving the higher standard**

Number of pupils = 32

Percentage achieving the higher standard

## Average scaled score in:

**Reading**

Number of pupils = 32



Average scaled score in reading

**Maths**

Number of pupils = 32



Average scaled score in maths
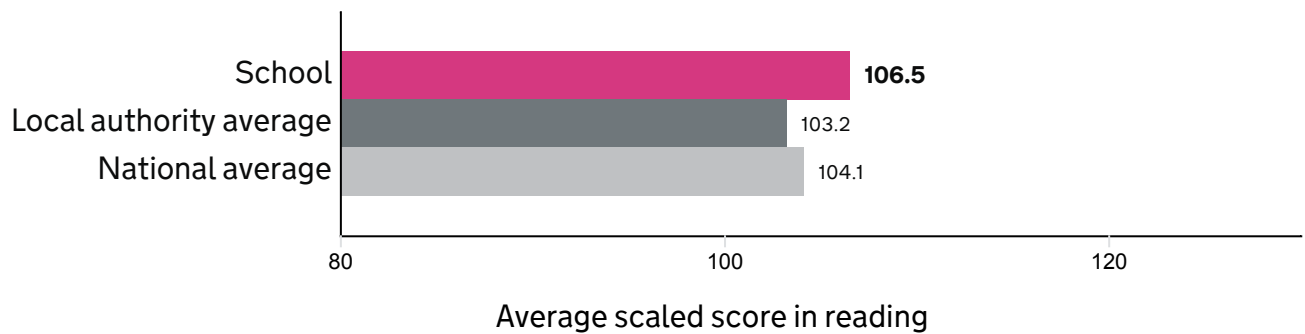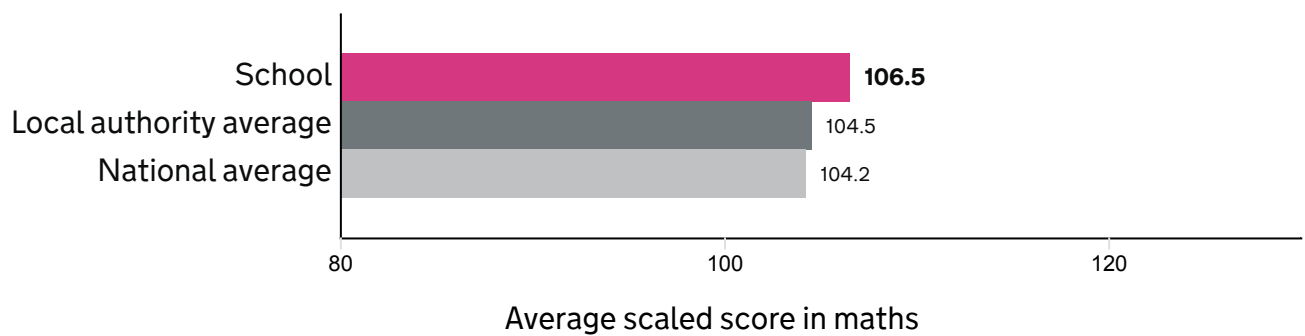
# Key stage 2 disadvantaged

This is revised data for 2016/2017.

## Average progress for disadvantaged pupils in reading, writing and maths

| | Reading | Writing | Maths |
|---|---|---|---|
| **Progress score for disadvantaged pupils**<br>Confidence interval | **+7.32**<br>+3.46 to +11.18 | **+4.03**<br>+0.28 to +7.78 | **+4.10**<br>+0.61 to +7.58 |
| National average for non-disadvantaged pupils | +0.33 | +0.18 | +0.28 |
| Number of disadvantaged pupils | 10 | 10 | 10 |

## Average progress in reading by prior attainment

### Average progress in reading by prior attainment

| Prior attainment | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| Group | All | Dis | All | Dis | All | Dis |
| Number of pupils | 4 | 2 | 26 | 8 | 2 | 0 |
| Score | 12.22 | 16.56 | 5.58 | 5.01 | -5.44 | N/A |
| National average | 0.00 | 0.47 | 0.00 | 0.34 | 0.00 | 0.28 |
| Difference | 12.21 | 16.09 | 5.58 | 4.67 | -5.44 | N/A |
| Confidence interval | +6.11 to +18.32 | +7.93 to +25.19 | +3.19 to +7.97 | +0.69 to +9.32 | -14.06 to +3.19 | N/A |

## Average progress in writing by prior attainment

### Average progress in writing by prior attainment

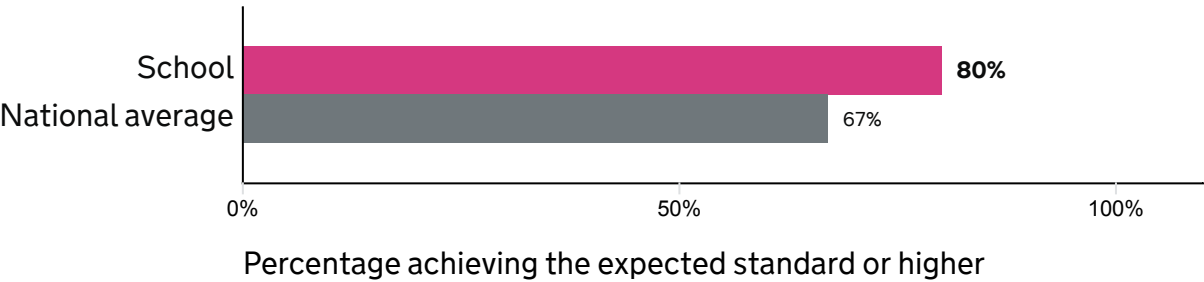| Prior attainment | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| Group | All | Dis | All | Dis | All | Dis |
| Number of pupils | 4 | 2 | 26 | 8 | 2 | 0 |
| Score | 6.69 | 8.58 | 3.57 | 2.89 | 1.33 | N/A |
| National average | 0.00 | 0.47 | 0.00 | 0.17 | 0.00 | 0.13 |
| Difference | 6.69 | 8.11 | 3.57 | 2.72 | 1.33 | N/A |
| Confidence interval | +0.76 to +12.62 | +0.20 to +16.96 | +1.24 to +5.89 | -1.30 to +7.08 | -7.05 to +9.71 | N/A |

## Average progress in maths by prior attainment

Average progress in maths by prior attainment

| Prior attainment | Low | | Middle | | High | |
|---|---|---|---|---|---|---|
| Group | All | Dis | All | Dis | All | Dis |
| Number of pupils | 4 | 2 | 26 | 8 | 2 | 0 |
| Score | 9.03 | 8.09 | 5.05 | 3.10 | 3.25 | N/A |
| National average | 0.00 | 0.58 | 0.00 | 0.30 | 0.00 | 0.20 |
| Difference | 9.03 | 7.51 | 5.05 | 2.80 | 3.25 | N/A |
| Confidence interval | +3.51 to +14.54 | +0.30 to +15.88 | +2.89 to +7.21 | -0.80 to +7.00 | -4.54 to +11.04 | N/A |

# Reading, writing and maths combined

## Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 10



Percentage achieving the expected standard or higher

## Prior attainment of pupils 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 | 4 | 2 | 26 | 8 | 2 | 0 |
| Score | 50 | 50 | 88 | 88 | 100 | N/A |
| National average | 7 | 8 | 56 | 60 | 95 | 96 |
| Difference | 43 | 42 | 33 | 28 | 5 | N/A |

## Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 10
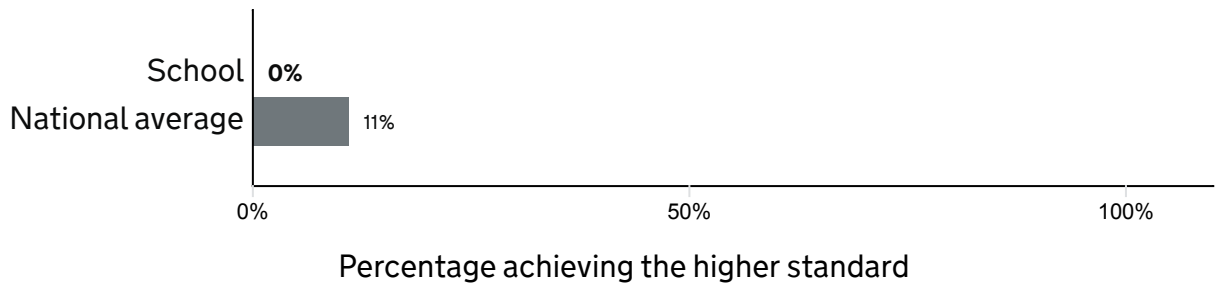
School | **0%**
National average | 11%

0%       50%       100%

Percentage achieving the higher standard

## Prior attainment of pupils 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 | 4 | 2 | 26 | 8 | 2 | 0 |
| Score | 0 | 0 | 8 | 0 | 0 | N/A |
| National average | 0 | 0 | 1 | 2 | 26 | 28 |
| Difference | 0 | 0 | 6 | -2 | -26 | N/A |

# Average scaled score for disadvantaged pupils in:

## Reading

Number of disadvantaged pupils = 10

School | **105.9**
National average | 105.4

80       100       120

Average scaled score in reading

## Maths

Number of disadvantaged pupils = 10

School | **103.0**
National average | 105.3

80       100       120

Average scaled score in maths
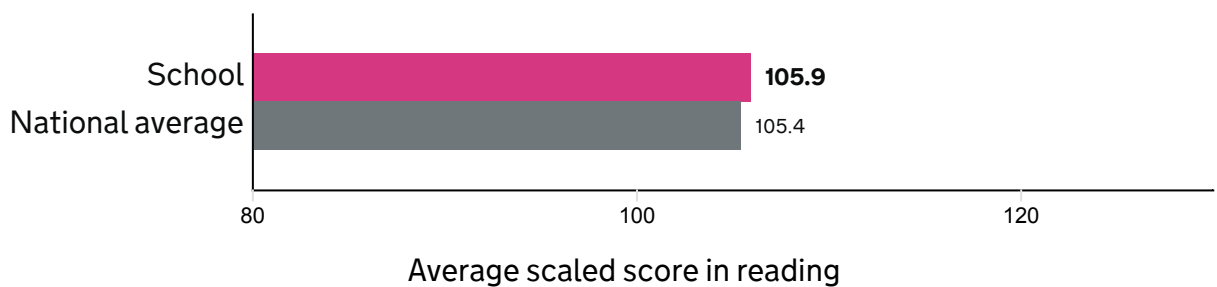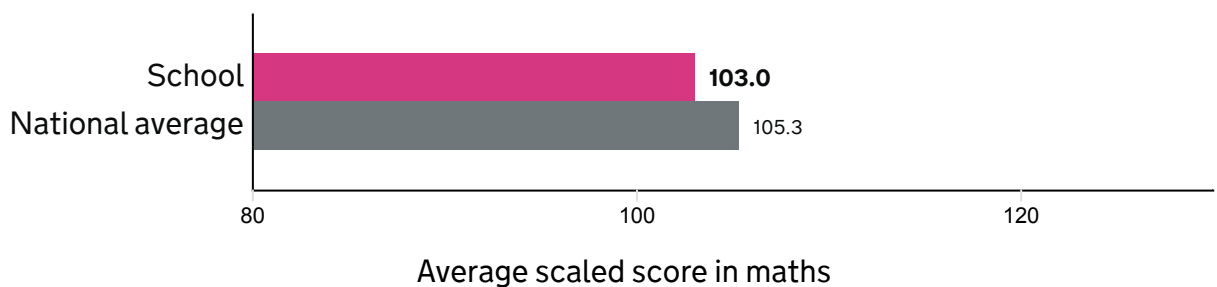
# Key stage 2 reading progress and attainment by pupil group

| Breakdown | Reading progress | | Reading attainment | | | | | | |
| | Cohort | Score | Cohort | Achieving the expected standard | | Achieving a higher standard | | Average score | |
| | | | | School % | National benchmark | School % | National benchmark | School | National benchmark |
|---|---|---|---|---|---|---|---|---|---|
| **All pupils** | 32 | 5.72 | 32 | 100 | 72 | 19 | 25 | 106.5 | 104.1 |
| Male | 17 | 5.10 | 17 | 100 | 68 | 24 | 21 | 106.2 | 103.4 |
| Female | 15 | 6.43 | 15 | 100 | 75 | 13 | 28 | 106.9 | 104.9 |
| Disadvantaged | 10 | 7.32 | 10 | 100 | 77 | 0 | 29 | 105.9 | 105.4 |
| Other | 22 | 5.00 | 22 | 100 | 77 | 27 | 29 | 106.8 | 105.4 |
| Ever 6 FSM | 10 | 7.32 | 10 | 100 | 77 | 0 | 29 | 105.9 | 105.3 |
| Children looked after | 0 | N/A | 0 | N/A | 72 | N/A | 25 | N/A | 104.2 |
| SEN with statement or EHC plan | 1 | 6.58 | 1 | 100 | 72 | 0 | 25 | 103.0 | 104.1 |
| SEN support | 5 | 9.99 | 5 | 100 | 72 | 0 | 25 | 105.0 | 104.1 |
| No SEN | 26 | 4.87 | 26 | 100 | 80 | 23 | 28 | 107.0 | 105.4 |
| On roll in years 5 and 6 | 30 | 5.90 | 30 | 100 | 73 | 20 | 25 | 106.6 | 104.3 |
| English first language | 32 | 5.72 | 32 | 100 | 72 | 19 | 25 | 106.5 | 104.1 |
| English additional language | 0 | N/A | 0 | N/A | 72 | N/A | 25 | N/A | 104.1 |
| **Prior attainment** | | | | | | | | | |
| Low overall | 4 | 12.22 | 4 | 100 | 17 | 0 | 1 | 104.3 | 93.1 |
| Middle overall | 26 | 5.58 | 26 | 100 | 70 | 23 | 14 | 107.0 | 102.6 |
| High overall | 2 | -5.44 | 2 | 100 | 97 | 0 | 56 | 104.5 | 110.6 |
| Reading low | 3 | 13.66 | 3 | 100 | 19 | 0 | 2 | 105.0 | 93.4 |
| Reading middle | 26 | 5.02 | 26 | 100 | 71 | 15 | 14 | 106.1 | 102.7 |
| Reading high | 3 | 3.90 | 3 | 100 | 98 | 67 | 58 | 112.0 | 111.0 |
| Writing low | 9 | 8.89 | 9 | 100 | 25 | 0 | 3 | 103.6 | 94.9 |
| Writing middle | 23 | 4.48 | 23 | 100 | 77 | 26 | 21 | 107.7 | 104.3 |
| Writing high | 0 | N/A | 0 | N/A | 99 | N/A | 67 | N/A | 112.1 |
| Maths low | 3 | 13.66 | 3 | 100 | 16 | 0 | 1 | 105.0 | 92.8 |
| Maths middle | 26 | 6.07 | 26 | 100 | 72 | 23 | 17 | 107.0 | 103.2 |
| Maths high | 3 | -5.26 | 3 | 100 | 97 | 0 | 58 | 103.7 | 110.8 |

# Pupil key stage 2 progress in reading against key stage 1 prior attainment overall by disadvantaged
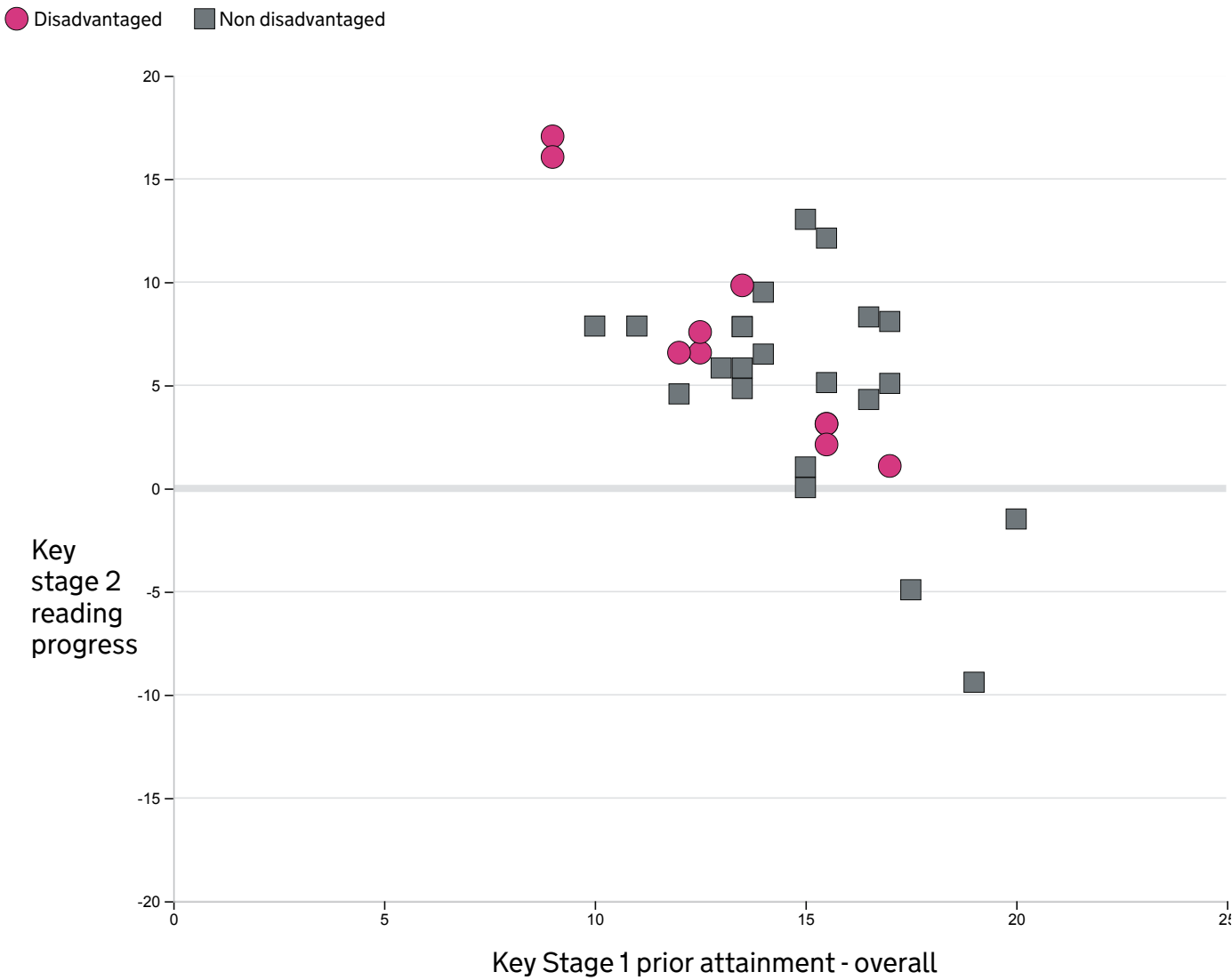
# Pupil key stage 2 reading attainment against key stage 1 prior attainment overall by disadvantaged
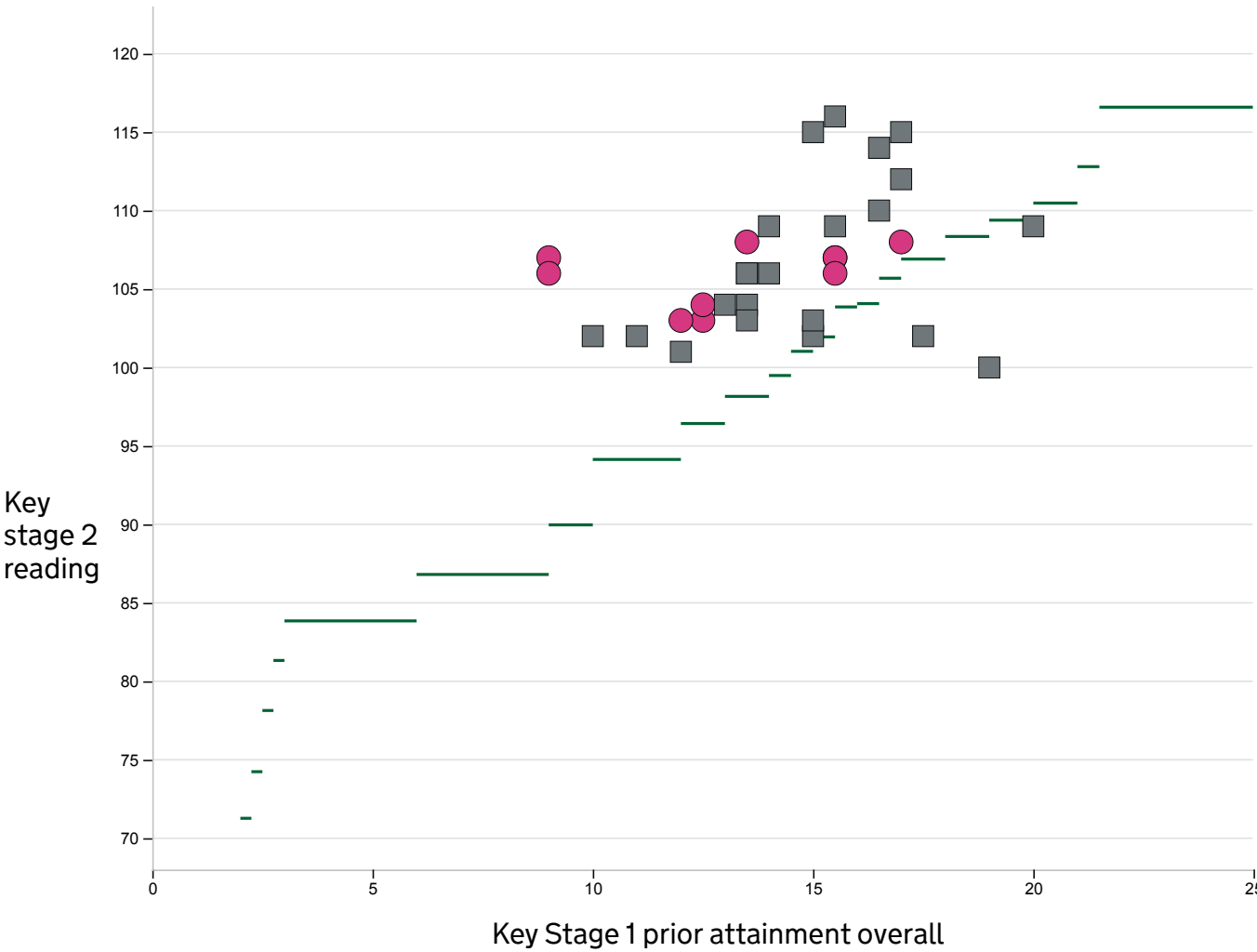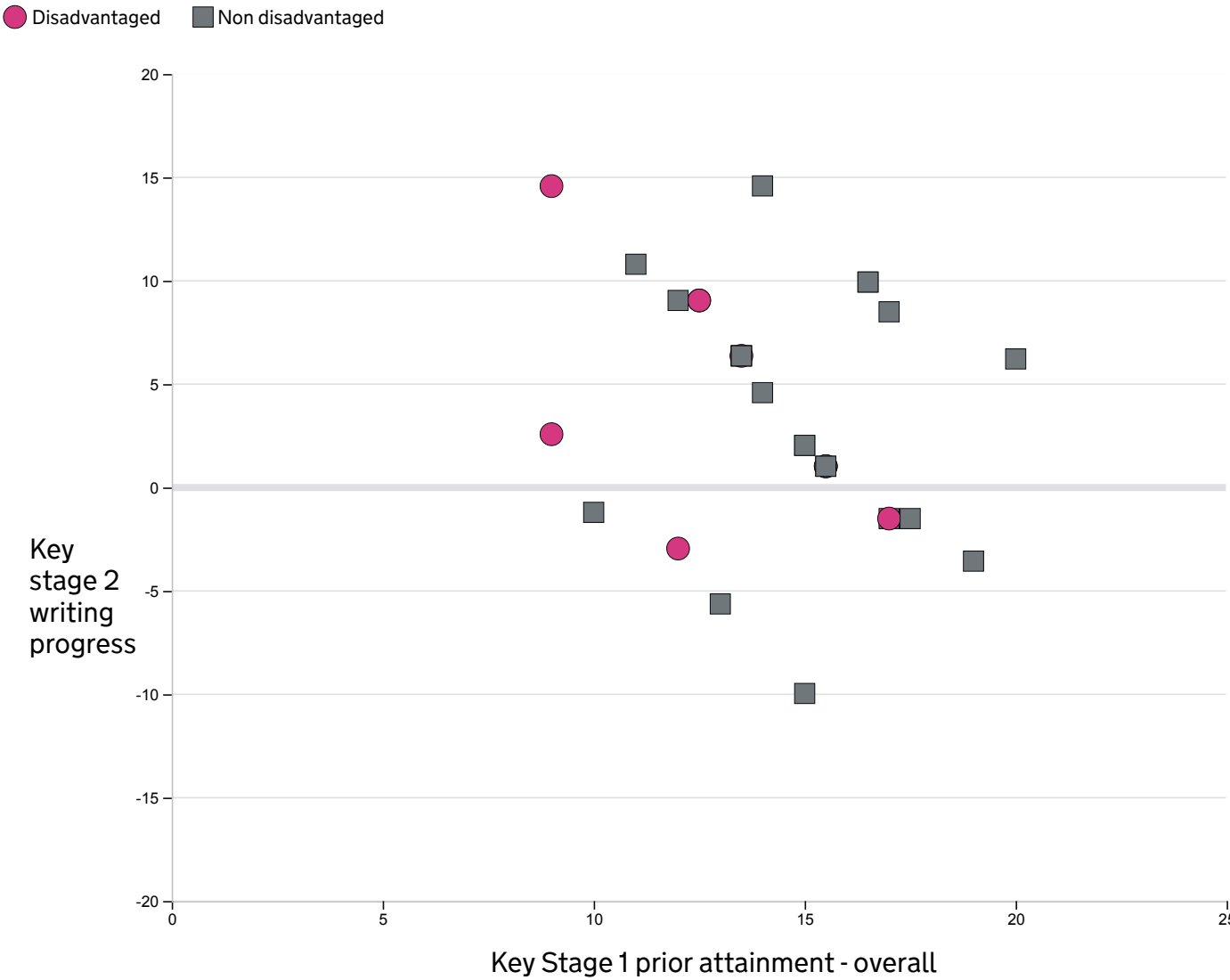
# Key stage 2 writing progress and attainment by pupil group

| Breakdown | Writing progress | | Cohort | Writing attainment | | | |
| | | | | Achieved the expected standard | | Achieved a greater depth | |
| | Cohort | Score | | School % | National benchmark | School % | National benchmark |
|---|---|---|---|---|---|---|---|
| **All pupils** | 32 | 3.82 | 32 | 84 | 76 | 16 | 18 |
| Male | 17 | 2.19 | 17 | 76 | 70 | 12 | 13 |
| Female | 15 | 5.66 | 15 | 93 | 82 | 20 | 23 |
| Disadvantaged | 10 | 4.03 | 10 | 80 | 81 | 0 | 21 |
| Other | 22 | 3.72 | 22 | 86 | 81 | 23 | 21 |
| Ever 6 FSM | 10 | 4.03 | 10 | 80 | 81 | 0 | 21 |
| Children looked after | 0 | N/A | 0 | N/A | 76 | N/A | 18 |
| SEN with statement or EHC plan | 1 | -2.95 | 1 | 0 | 76 | 0 | 18 |
| SEN support | 5 | 5.05 | 5 | 60 | 76 | 0 | 18 |
| No SEN | 26 | 3.84 | 26 | 92 | 86 | 19 | 21 |
| On roll in years 5 and 6 | 30 | 4.37 | 30 | 87 | 78 | 17 | 18 |
| English first language | 32 | 3.82 | 32 | 84 | 76 | 16 | 18 |
| English additional language | 0 | N/A | 0 | N/A | 76 | N/A | 18 |
| **Prior attainment** | | | | | | | |
| Low overall | 4 | 6.69 | 4 | 50 | 17 | 0 | 0 |
| Middle overall | 26 | 3.57 | 26 | 88 | 78 | 15 | 7 |
| High overall | 2 | 1.33 | 2 | 100 | 98 | 50 | 46 |
| Reading low | 3 | 9.32 | 3 | 67 | 18 | 0 | 0 |
| Reading middle | 26 | 3.12 | 26 | 85 | 78 | 12 | 7 |
| Reading high | 3 | 4.41 | 3 | 100 | 99 | 67 | 48 |
| Writing low | 9 | 5.04 | 9 | 56 | 23 | 0 | 0 |
| Writing middle | 23 | 3.34 | 23 | 96 | 84 | 22 | 12 |
| Writing high | 0 | N/A | 0 | N/A | 100 | N/A | 64 |
| Maths low | 3 | 5.32 | 3 | 33 | 17 | 0 | 0 |
| Maths middle | 26 | 4.04 | 26 | 88 | 78 | 15 | 11 |
| Maths high | 3 | 0.39 | 3 | 100 | 98 | 33 | 48 |

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

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

⬤ Disadvantaged   ◼ Non disadvantaged
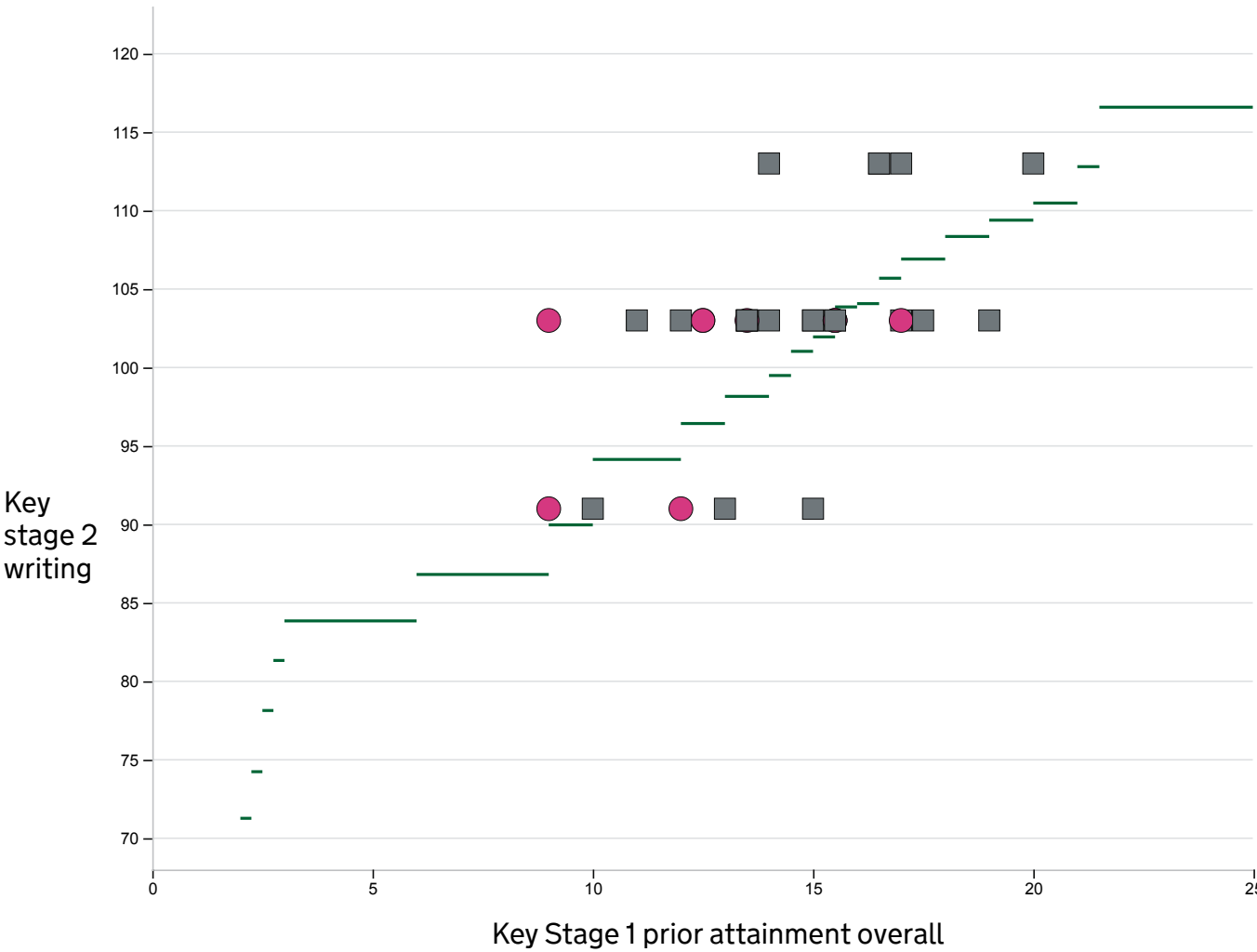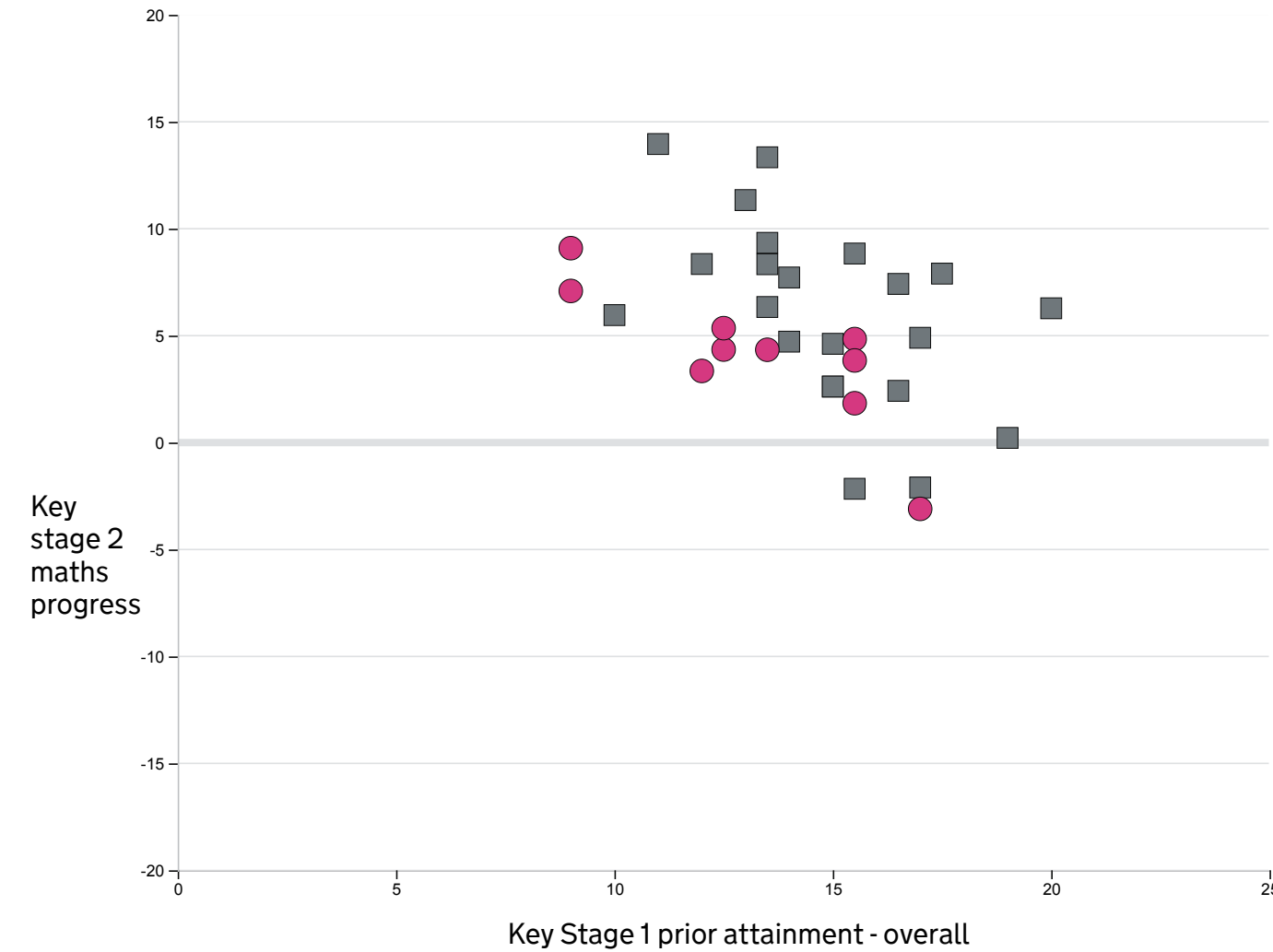
Key stage 2 writing

Key Stage 1 prior attainment overall

# Key stage 2 maths progress and attainment by pupil group

| Breakdown | Maths progress | | Maths attainment | | | | | | |
| | Cohort | Score | Cohort | Achieving the expected standard | | Exceeding the expected standard | | Average score | |
| | | | | School % | National benchmark | School % | National benchmark | School | National benchmark |
|---|---|---|---|---|---|---|---|---|---|
| **All pupils** | 32 | 5.44 | 32 | 97 | 75 | 22 | 23 | 106.5 | 104.2 |
| Male | 17 | 5.40 | 17 | 100 | 75 | 29 | 24 | 106.6 | 104.4 |
| Female | 15 | 5.48 | 15 | 93 | 75 | 13 | 21 | 106.3 | 104.0 |
| Disadvantaged | 10 | 4.10 | 10 | 90 | 80 | 0 | 27 | 103.0 | 105.3 |
| Other | 22 | 6.05 | 22 | 100 | 80 | 32 | 27 | 108.0 | 105.3 |
| Ever 6 FSM | 10 | 4.10 | 10 | 90 | 80 | 0 | 27 | 103.0 | 105.3 |
| Children looked after | 0 | N/A | 0 | N/A | 75 | N/A | 23 | N/A | 104.2 |
| SEN with statement or EHC plan | 1 | 3.35 | 1 | 100 | 75 | 0 | 23 | 101.0 | 104.2 |
| SEN support | 5 | 6.60 | 5 | 80 | 75 | 0 | 23 | 102.2 | 104.2 |
| No SEN | 26 | 5.29 | 26 | 100 | 83 | 27 | 26 | 107.5 | 105.4 |
| On roll in years 5 and 6 | 30 | 5.78 | 30 | 97 | 76 | 23 | 23 | 106.7 | 104.4 |
| English first language | 32 | 5.44 | 32 | 97 | 75 | 22 | 23 | 106.5 | 104.2 |
| English additional language | 0 | N/A | 0 | N/A | 75 | N/A | 23 | N/A | 104.2 |
| **Prior attainment** | | | | | | | | | |
| Low overall | 4 | 9.03 | 4 | 75 | 20 | 0 | 1 | 102.0 | 93.9 |
| Middle overall | 26 | 5.05 | 26 | 100 | 74 | 23 | 11 | 106.7 | 102.7 |
| High overall | 2 | 3.25 | 2 | 100 | 98 | 50 | 54 | 113.0 | 110.0 |
| Reading low | 3 | 10.05 | 3 | 67 | 26 | 0 | 2 | 102.3 | 95.2 |
| Reading middle | 26 | 5.18 | 26 | 100 | 75 | 19 | 14 | 106.5 | 103.0 |
| Reading high | 3 | 3.03 | 3 | 100 | 97 | 67 | 51 | 110.7 | 109.6 |
| Writing low | 9 | 7.65 | 9 | 89 | 31 | 11 | 2 | 103.3 | 96.0 |
| Writing middle | 23 | 4.57 | 23 | 100 | 80 | 26 | 19 | 107.7 | 104.3 |
| Writing high | 0 | N/A | 0 | N/A | 98 | N/A | 61 | N/A | 110.8 |
| Maths low | 3 | 7.38 | 3 | 67 | 15 | 0 | 1 | 99.7 | 92.9 |
| Maths middle | 26 | 5.29 | 26 | 100 | 75 | 19 | 12 | 106.5 | 103.0 |
| Maths high | 3 | 4.80 | 3 | 100 | 99 | 67 | 63 | 113.3 | 111.1 |

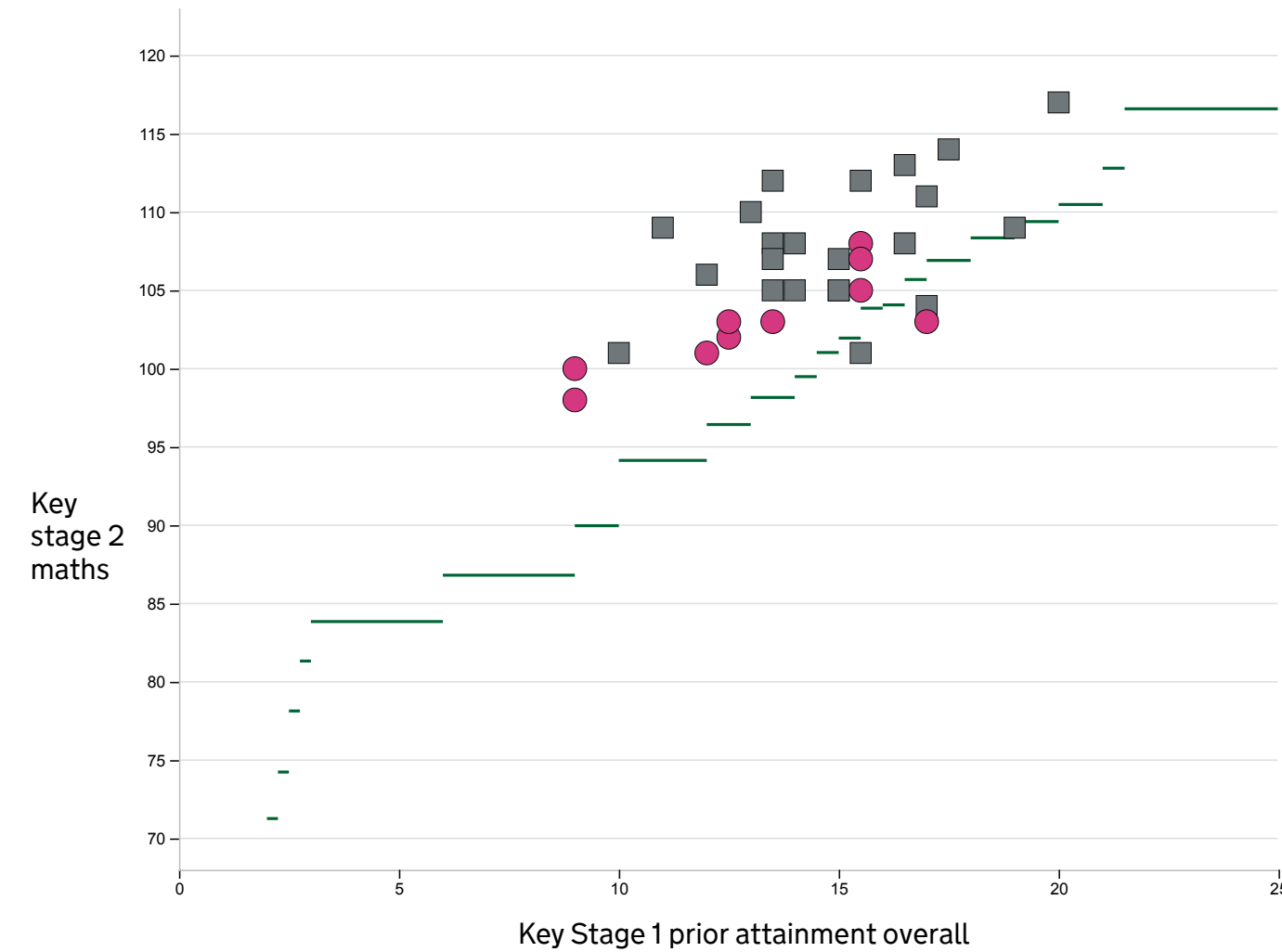# Pupil key stage 2 progress in maths against key stage 1 prior attainment overall by disadvantaged

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

● Disadvantaged  ■ Non disadvantaged

Key stage 2 maths

Key Stage 1 prior attainment overall

# 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 | 84 | 61 | 6 | 9 |
| Male | 17 | 76 | 57 | 12 | 7 |
| Female | 15 | 93 | 65 | 0 | 10 |
| Disadvantaged | 10 | 80 | 67 | 0 | 11 |
| Other | 22 | 86 | 67 | 9 | 11 |
| Ever 6 FSM | 10 | 80 | 67 | 0 | 11 |
| Children looked after | 0 | N/A | 61 | N/A | 9 |
| SEN with statement or EHC plan | 1 | 0 | 61 | 0 | 9 |
| SEN support | 5 | 60 | 61 | 0 | 9 |
| No SEN | 26 | 92 | 70 | 8 | 10 |
| On roll in years 5 and 6 | 30 | 87 | 63 | 7 | 9 |
| English first language | 32 | 84 | 61 | 6 | 9 |
| English additional language | 0 | N/A | 61 | N/A | 9 |
| **Prior attainment** | | | | | |
| Low overall | 4 | 50 | 7 | 0 | 0 |
| Middle overall | 26 | 88 | 56 | 8 | 1 |
| High overall | 2 | 100 | 95 | 0 | 26 |
| Reading low | 3 | 67 | 9 | 0 | 0 |
| Reading middle | 26 | 85 | 57 | 4 | 2 |
| Reading high | 3 | 100 | 94 | 33 | 27 |
| Writing low | 9 | 56 | 12 | 0 | 0 |
| Writing middle | 23 | 96 | 66 | 9 | 5 |
| Writing high | 0 | N/A | 97 | N/A | 39 |
| Maths low | 3 | 33 | 6 | 0 | 0 |
| Maths middle | 26 | 88 | 58 | 8 | 3 |
| Maths high | 3 | 100 | 95 | 0 | 31 |

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

| Breakdown | English grammar punctuation and spelling attainment | | | | | | | Average spelling mark | | Spelling mark | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Cohort | Scaled score 100+ | | High scaled score | | Average score | | | | 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 | 94 | 77 | 31 | 31 | 108.4 | 106.0 | 12.4 | 12.0 | 100 | 86 | 69 | 67 | 38 | 37 | 0 | 3 |
| Male | 17 | 88 | 73 | 24 | 27 | 107.3 | 105.1 | 12.0 | 11.0 | 100 | 83 | 65 | 64 | 35 | 35 | 0 | 3 |
| Female | 15 | 100 | 81 | 40 | 35 | 109.6 | 106.9 | 12.9 | 12.0 | 100 | 89 | 73 | 71 | 40 | 40 | 0 | 4 |
| Disadvantaged | 10 | 100 | 82 | 20 | 36 | 107.6 | 107.0 | 13.0 | 12.0 | 100 | 89 | 90 | 72 | 30 | 41 | 0 | 4 |
| Other | 22 | 91 | 82 | 36 | 36 | 108.7 | 107.0 | 12.2 | 12.0 | 100 | 89 | 59 | 72 | 41 | 41 | 0 | 4 |
| Ever 6 FSM | 10 | 100 | 82 | 20 | 35 | 107.6 | 107.0 | 13.0 | 12.0 | 100 | 89 | 90 | 71 | 30 | 41 | 0 | 4 |
| Children looked after | 0 | N/A | 77 | N/A | 31 | N/A | 106.0 | N/A | 12.0 | N/A | 86 | N/A | 67 | N/A | 37 | N/A | 3 |
| SEN with statement or EHC plan | 1 | 100 | 77 | 0 | 31 | 107.0 | 106.0 | 13.0 | 12.0 | 100 | 86 | 100 | 67 | 0 | 37 | 0 | 3 |
| SEN support | 5 | 80 | 77 | 0 | 31 | 104.0 | 106.0 | 9.6 | 12.0 | 100 | 86 | 60 | 67 | 20 | 37 | 0 | 3 |
| No SEN | 26 | 96 | 86 | 38 | 36 | 109.3 | 107.4 | 13.0 | 12.0 | 100 | 93 | 69 | 76 | 42 | 43 | 0 | 4 |
| On roll in years 5 and 6 | 30 | 93 | 78 | 33 | 32 | 108.7 | 106.2 | 12.6 | 12.0 | 100 | 87 | 70 | 69 | 40 | 38 | 0 | 3 |
| English first language | 32 | 94 | 77 | 31 | 31 | 108.4 | 106.0 | 12.4 | 12.0 | 100 | 86 | 69 | 67 | 38 | 37 | 0 | 3 |
| English additional language | 0 | N/A | 77 | N/A | 31 | N/A | 106.0 | N/A | 12.0 | N/A | 86 | N/A | 67 | N/A | 37 | N/A | 3 |
| **Prior attainment** | | | | | | | | | | | | | | | | | |
| Low overall | 4 | 75 | 20 | 0 | 1 | 102.8 | 95.3 | 9.3 | 5.0 | 100 | 41 | 50 | 17 | 25 | 4 | 0 | 0 |
| Middle overall | 26 | 96 | 78 | 35 | 18 | 108.8 | 104.4 | 12.6 | 11.0 | 100 | 90 | 69 | 64 | 35 | 27 | 0 | 1 |
| High overall | 2 | 100 | 99 | 50 | 67 | 114.5 | 112.3 | 17.0 | 15.0 | 100 | 99 | 100 | 94 | 100 | 70 | 0 | 9 |
| Reading low | 3 | 100 | 20 | 0 | 1 | 104.0 | 95.3 | 10.3 | 5.0 | 100 | 38 | 67 | 14 | 33 | 3 | 0 | 0 |
| Reading middle | 26 | 92 | 79 | 31 | 19 | 108.2 | 104.6 | 12.3 | 11.0 | 100 | 90 | 65 | 65 | 35 | 28 | 0 | 1 |
| Reading high | 3 | 100 | 99 | 67 | 69 | 114.3 | 112.5 | 16.0 | 16.0 | 100 | 100 | 100 | 96 | 67 | 73 | 0 | 10 |
| Writing low | 9 | 78 | 26 | 0 | 2 | 103.1 | 96.5 | 9.7 | 6.0 | 100 | 46 | 44 | 20 | 11 | 5 | 0 | 0 |
| Writing middle | 23 | 100 | 84 | 43 | 27 | 110.4 | 106.1 | 13.5 | 12.0 | 100 | 93 | 78 | 72 | 48 | 36 | 0 | 2 |
| Writing high | 0 | N/A | 100 | N/A | 81 | N/A | 114.1 | N/A | 16.0 | N/A | 100 | N/A | 98 | N/A | 82 | N/A | 14 |
| Maths low | 3 | 67 | 19 | 0 | 2 | 103.3 | 95.3 | 10.7 | 6.0 | 100 | 40 | 67 | 18 | 33 | 5 | 0 | 0 |
| Maths middle | 26 | 96 | 79 | 35 | 23 | 108.5 | 105.0 | 12.4 | 11.0 | 100 | 89 | 69 | 66 | 35 | 32 | 0 | 2 |
| Maths high | 3 | 100 | 98 | 33 | 68 | 112.0 | 112.4 | 14.3 | 15.0 | 100 | 99 | 67 | 93 | 67 | 70 | 0 | 10 |

# Key stage 2 science attainment by pupil group

| Key stage 2 science by pupil group | | | |
| --- | --- | --- | --- |
| Breakdown | Cohort | At least the expected standard in science | |
| | | School % | National benchmark |
| **All pupils** | 32 | 91 | 82 |
| Male | 17 | 94 | 79 |
| Female | 15 | 87 | 84 |
| Disadvantaged | 10 | 90 | 86 |
| Other | 22 | 91 | 86 |
| Ever 6 FSM | 10 | 90 | 86 |
| Children looked after | 0 | N/A | 82 |
| SEN with statement or EHC plan | 1 | 100 | 82 |
| SEN support | 5 | 40 | 82 |
| No SEN | 26 | 100 | 90 |
| On roll in years 5 and 6 | 30 | 90 | 83 |
| English first language | 32 | 91 | 82 |
| English additional language | 0 | N/A | 82 |
| **Prior attainment** | | | |
| Low overall | 4 | 25 | 25 |
| Middle overall | 26 | 100 | 85 |
| High overall | 2 | 100 | 99 |
| Reading low | 3 | 33 | 29 |
| Reading middle | 26 | 96 | 85 |
| Reading high | 3 | 100 | 99 |
| Writing low | 9 | 67 | 35 |
| Writing middle | 23 | 100 | 89 |
| Writing high | 0 | N/A | 100 |
| Maths low | 3 | 33 | 22 |
| Maths middle | 26 | 96 | 85 |
| Maths high | 3 | 100 | 99 |

# Key stage 1

This is provisional data for 2016/2017.

## Percentage achieving at least the expected standard in reading

Number of pupils = 30

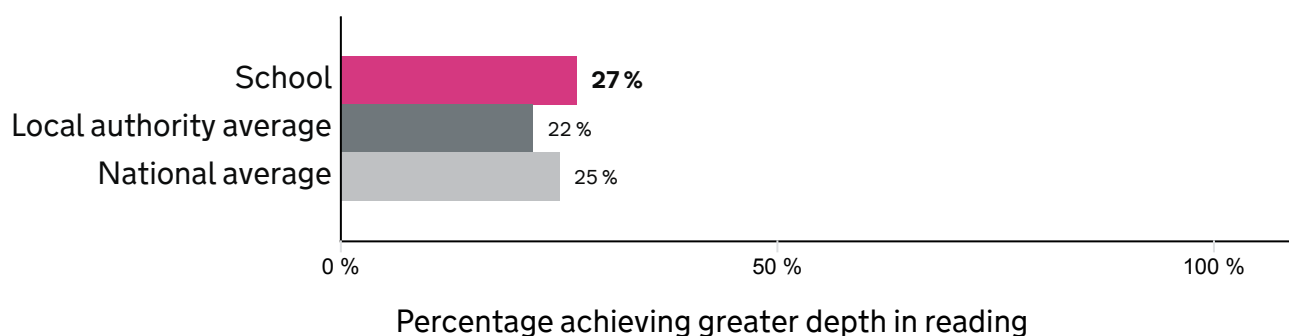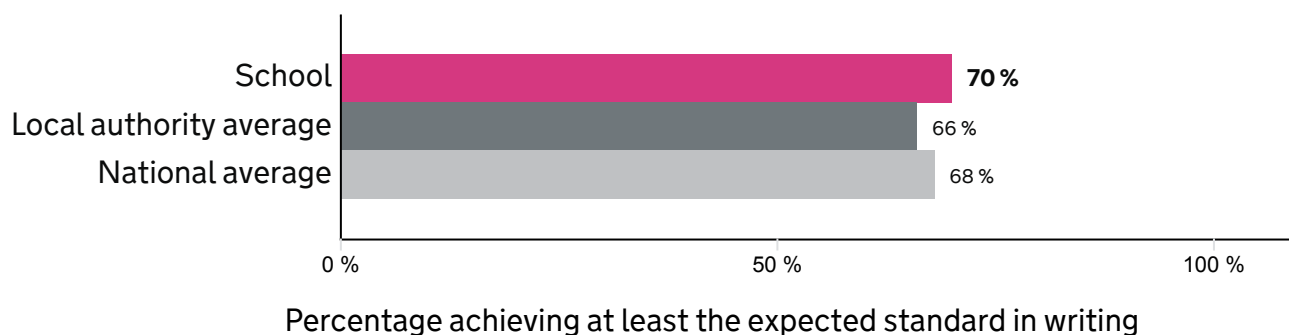| | |
|---|---|
| School | **73 %** |
| Local authority average | 73 % |
| National average | 76 % |

0 %　　　　　　50 %　　　　　　100 %

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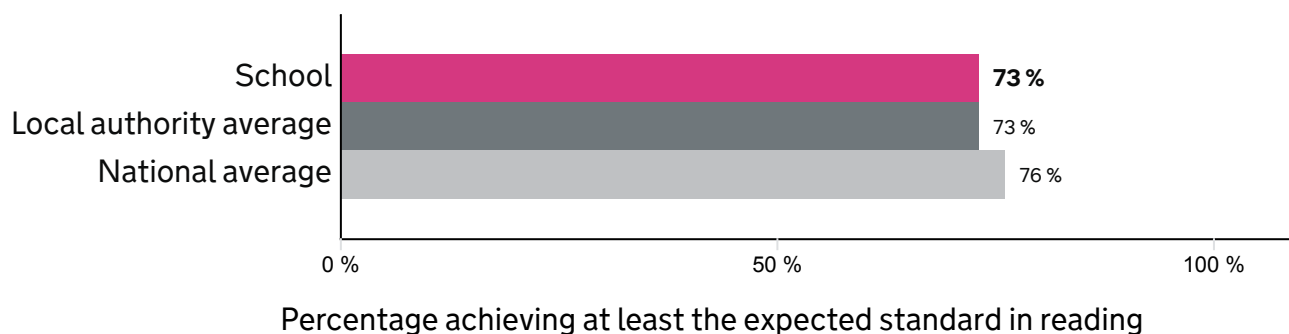
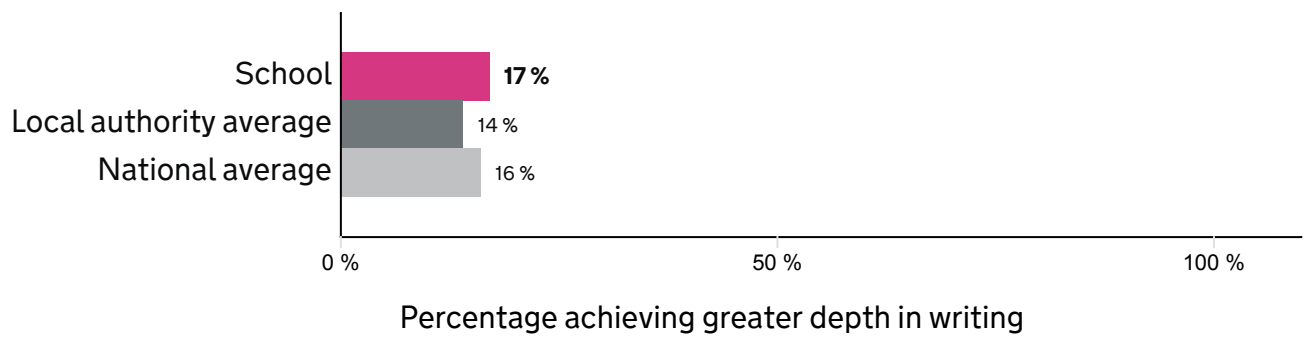## Percentage achieving greater depth in reading

Number of pupils = 30

| | |
|---|---|
| School | **27 %** |
| Local authority average | 22 % |
| National average | 25 % |

0 %　　　　　　50 %　　　　　　100 %

Percentage achieving greater depth in reading

## Percentage achieving at least the expected standard in writing

Number of pupils = 30

| | |
|---|---|
| School | **70 %** |
| Local authority average | 66 % |
| National average | 68 % |

0 %　　　　　　50 %　　　　　　100 %

Percentage achieving at least the expected standard in writing

## Percentage achieving greater depth in writing

Number of pupils = 30

School **17 %**
Local authority average 14 %
National average 16 %
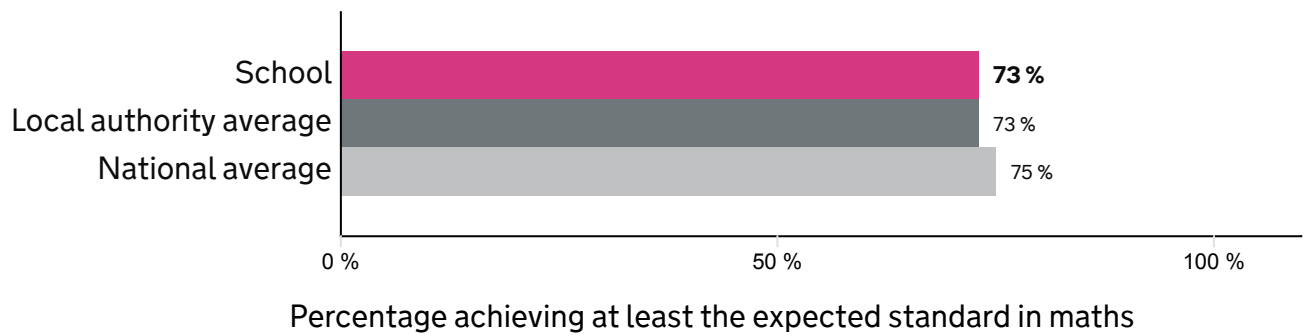
Percentage achieving greater depth in writing

## Percentage achieving at least the expected standard in maths

Number of pupils = 30

School **73 %**
Local authority average 73 %
National average 75 %

Percentage achieving at least the expected standard in maths

## Percentage achieving greater depth in maths

Number of pupils = 30

School **23 %**
Local authority average 20 %
National average 21 %

Percentage achieving greater depth in maths
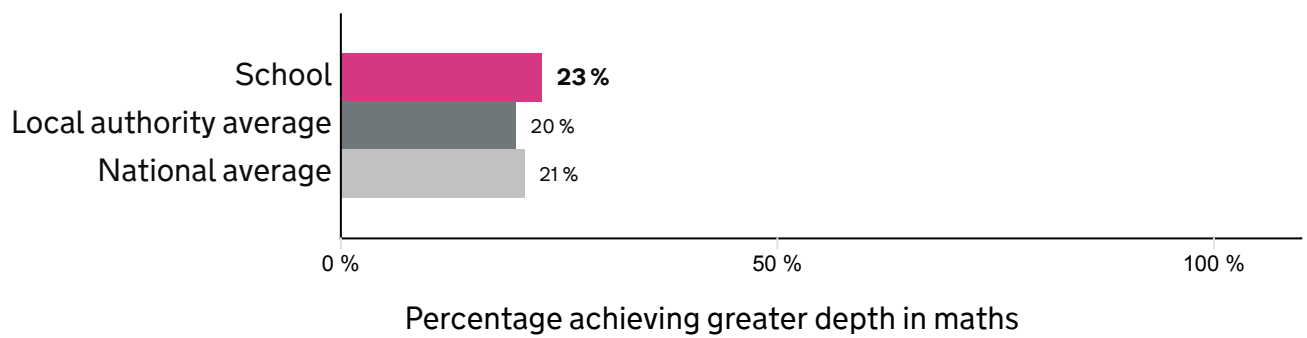
# Key stage 1 reading attainment by pupil group

| 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 | 73 | 76 | 27 | 25 | 0 | 2 | 7 | 4 | 20 | 17 |
| Male | 17 | 76 | 71 | 24 | 22 | 0 | 3 | 0 | 6 | 24 | 20 |
| Female | 13 | 69 | 80 | 31 | 29 | 0 | 1 | 15 | 3 | 15 | 15 |
| Disadvantaged | 5 | 60 | 79 | 20 | 28 | 0 | 2 | 20 | 3 | 20 | 15 |
| Other | 25 | 76 | 79 | 28 | 28 | 0 | 2 | 4 | 3 | 20 | 15 |
| Ever 6 FSM | 5 | 60 | 79 | 20 | 28 | 0 | 2 | 20 | 4 | 20 | 16 |
| Children looked after | 0 | N/A | 76 | N/A | 25 | N/A | 2 | N/A | 4 | N/A | 17 |
| SEN with statement or EHC plan | 0 | N/A | 76 | N/A | 25 | N/A | 2 | N/A | 4 | N/A | 17 |
| SEN support | 7 | 14 | 76 | 0 | 25 | 0 | 2 | 29 | 4 | 57 | 17 |
| No SEN | 23 | 91 | 83 | 35 | 29 | 0 | 0 | 0 | 2 | 9 | 14 |
| English first language | 30 | 73 | 76 | 27 | 25 | 0 | 2 | 7 | 4 | 20 | 17 |
| English additional language | 0 | N/A | 76 | N/A | 25 | N/A | 2 | N/A | 4 | N/A | 17 |

# 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 | 70 | 68 | 17 | 16 | 0 | 2 | 7 | 5 | 23 | 24 |
| Male | 17 | 76 | 61 | 24 | 11 | 0 | 3 | 0 | 6 | 24 | 29 |
| Female | 13 | 62 | 75 | 8 | 20 | 0 | 1 | 15 | 3 | 23 | 20 |
| Disadvantaged | 5 | 40 | 72 | 20 | 18 | 0 | 2 | 20 | 4 | 40 | 22 |
| Other | 25 | 76 | 72 | 16 | 18 | 0 | 2 | 4 | 4 | 20 | 22 |
| Ever 6 FSM | 5 | 40 | 72 | 20 | 18 | 0 | 2 | 20 | 4 | 40 | 22 |
| Children looked after | 0 | N/A | 68 | N/A | 16 | N/A | 2 | N/A | 5 | N/A | 24 |
| SEN with statement or EHC plan | 0 | N/A | 68 | N/A | 16 | N/A | 2 | N/A | 5 | N/A | 24 |
| SEN support | 7 | 14 | 68 | 0 | 16 | 0 | 2 | 29 | 5 | 57 | 24 |
| No SEN | 23 | 87 | 76 | 22 | 18 | 0 | 0 | 0 | 2 | 13 | 21 |
| English first language | 30 | 70 | 68 | 17 | 16 | 0 | 2 | 7 | 5 | 23 | 24 |
| English additional language | 0 | N/A | 68 | N/A | 16 | N/A | 2 | N/A | 5 | N/A | 24 |

# 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 | 73 | 75 | 23 | 21 | 0 | 2 | 7 | 4 | 20 | 19 |
| Male | 17 | 82 | 74 | 35 | 22 | 0 | 3 | 0 | 5 | 18 | 18 |
| Female | 13 | 62 | 76 | 8 | 19 | 0 | 1 | 15 | 3 | 23 | 19 |
| Disadvantaged | 5 | 40 | 79 | 20 | 23 | 0 | 2 | 20 | 3 | 40 | 16 |
| Other | 25 | 80 | 79 | 24 | 23 | 0 | 2 | 4 | 3 | 16 | 16 |
| Ever 6 FSM | 5 | 40 | 79 | 20 | 23 | 0 | 2 | 20 | 3 | 40 | 16 |
| Children looked after | 0 | N/A | 75 | N/A | 21 | N/A | 2 | N/A | 4 | N/A | 18 |
| SEN with statement or EHC plan | 0 | N/A | 75 | N/A | 21 | N/A | 2 | N/A | 4 | N/A | 19 |
| SEN support | 7 | 14 | 75 | 0 | 21 | 0 | 2 | 29 | 4 | 57 | 19 |
| No SEN | 23 | 91 | 83 | 30 | 23 | 0 | 0 | 0 | 2 | 9 | 15 |
| English first language | 30 | 73 | 75 | 23 | 21 | 0 | 2 | 7 | 4 | 20 | 19 |
| English additional language | 0 | N/A | 75 | N/A | 21 | N/A | 2 | N/A | 4 | N/A | 19 |

# 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 | 93 | 83 |
| Male | 17 | 100 | 80 |
| Female | 13 | 85 | 85 |
| Disadvantaged | 5 | 80 | 86 |
| Other | 25 | 96 | 86 |
| Ever 6 FSM | 5 | 80 | 86 |
| Children looked after | 0 | N/A | 83 |
| SEN with statement or EHC plan | 0 | N/A | 83 |
| SEN support | 7 | 71 | 83 |
| No SEN | 23 | 100 | 90 |
| English first language | 30 | 93 | 83 |
| English additional language | 0 | N/A | 83 |

# Phonics screening check

This is provisional data for 2016/2017.

## Percentage achieving the expected standard in phonics

Number of pupils = 30

School **97 %**
Local authority average 81 %
National average 81 %

0 %          50 %          100 %

Percentage achieving the expected standard in phonics
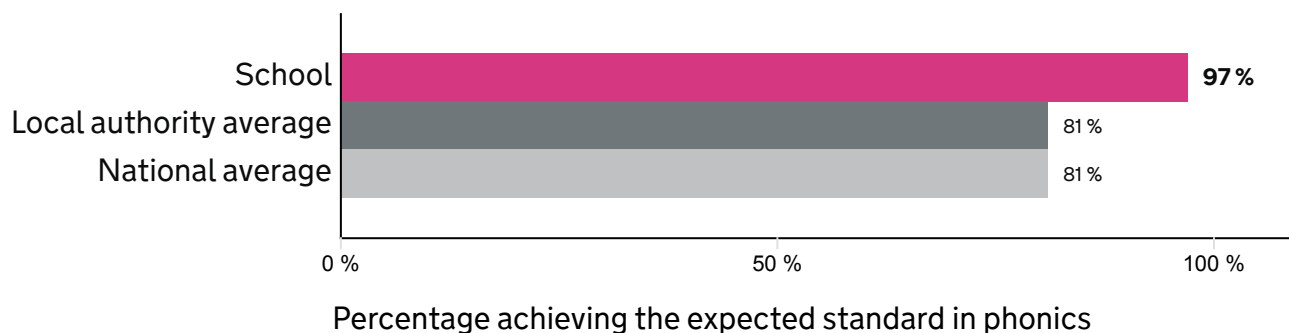
## Phonics average score

Number of pupils = 30

School **36.2**
Local authority average 33.2
National average 34.0

0          20          40

Average score in phonics
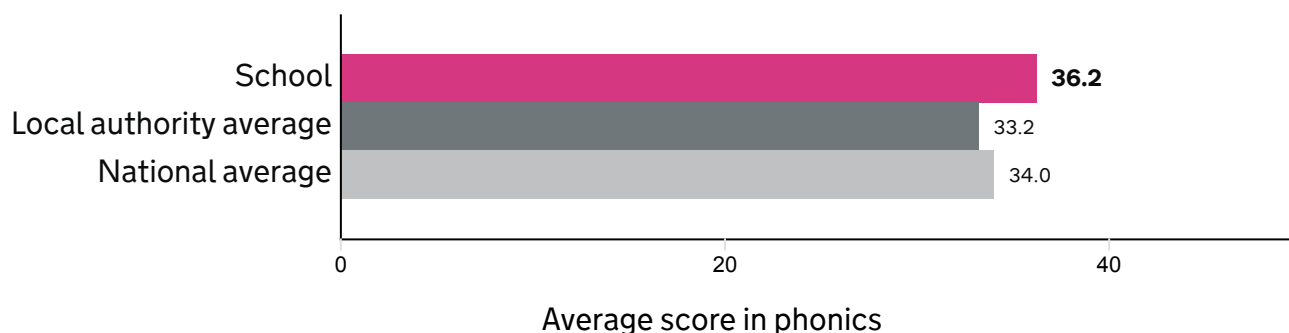
## Pupils' attainment in phonics

Number of pupils = 30

Number
of
pupils

30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0

No score recorded | 0-7 | 8-15 | 16-23 | 24-31 | 32-40

Marks in phonics test
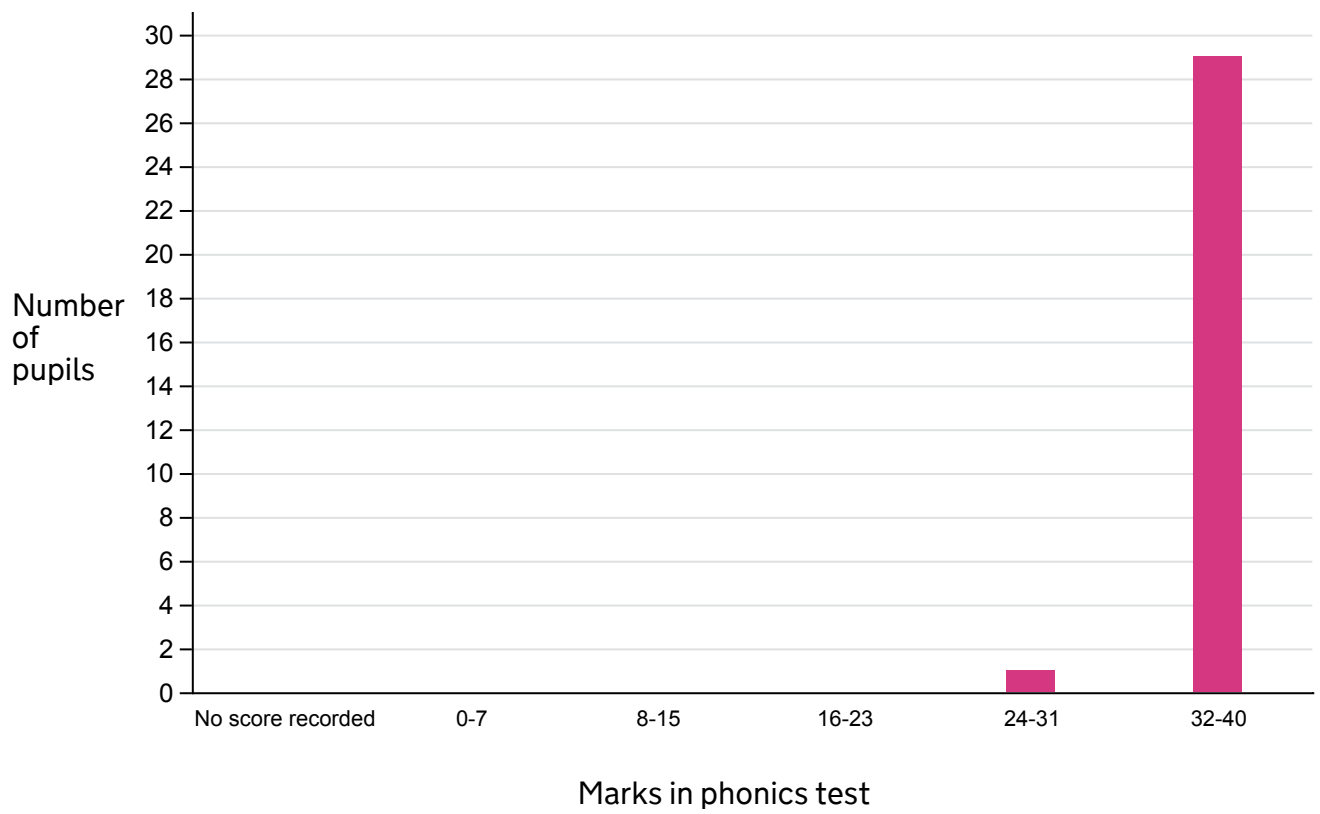
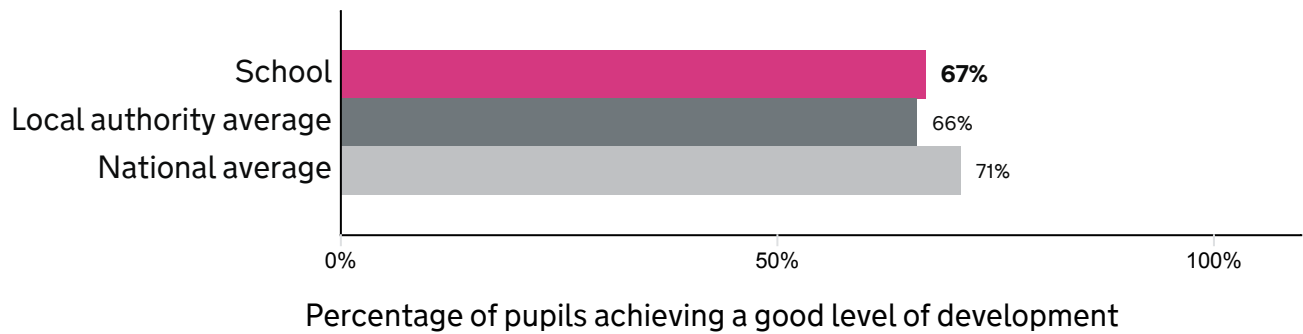# Phonics year 1 attainment by pupil group

| Breakdown | Cohort | Number absent / didn't take the test | Number not achieving the expected standard | Number achieving expected standard | School % | National benchmark | Average mark | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | School | National benchmark |
| **All pupils** | 30 | 0 | 1 | 29 | 97 | 81 | 36 | 34 |
| Male | 12 | 0 | 0 | 12 | 100 | 78 | 36 | 33 |
| Female | 18 | 0 | 1 | 17 | 94 | 85 | 37 | 34 |
| Disadvantaged | 5 | 0 | 0 | 5 | 100 | 84 | 37 | 34 |
| Other | 25 | 0 | 1 | 24 | 96 | 84 | 36 | 34 |
| Ever 6 FSM | 4 | 0 | 0 | 4 | 100 | 84 | 37 | 34 |
| Children looked after | 1 | 0 | 0 | 1 | 100 | 81 | 37 | 34 |
| SEN with statement or EHC plan | 0 | 0 | 0 | 0 | N/A | 81 | N/A | 34 |
| SEN support | 3 | 0 | 0 | 3 | 100 | 81 | 36 | 34 |
| No SEN | 27 | 0 | 1 | 26 | 96 | 87 | 36 | 35 |
| English first language | 29 | 0 | 1 | 28 | 97 | 81 | 36 | 34 |
| English additional language | 1 | 0 | 0 | 1 | 100 | 81 | 38 | 34 |

## Phonics year 2 attainment by pupil group

| Breakdown | Cohort | Number absent / didn't take the test | Number not achieving the expected standard | Number achieving expected standard | School % | Average mark |
|---|---|---|---|---|---|---|
| **All pupils** | 5 | 0 | 2 | 3 | 60 | 28 |
| Male | 2 | 0 | 0 | 2 | 100 | 36 |
| Female | 3 | 0 | 2 | 1 | 33 | 23 |
| Disadvantaged | 1 | 0 | 1 | 0 | 0 | 16 |
| Other | 4 | 0 | 1 | 3 | 75 | 31 |
| Ever 6 FSM | 1 | 0 | 1 | 0 | 0 | 16 |
| Children looked after | 0 | 0 | 0 | 0 | N/A | N/A |
| SEN with statement or EHC plan | 0 | 0 | 0 | 0 | N/A | N/A |
| SEN support | 3 | 0 | 2 | 1 | 33 | 22 |
| No SEN | 2 | 0 | 0 | 2 | 100 | 37 |
| English first language | 5 | 0 | 2 | 3 | 60 | 28 |
| English additional language | 0 | 0 | 0 | 0 | N/A | N/A |

# Early Years Foundation Stage

This is final data for 2016/2017.

## Percentage of pupils achieving a good level of development

Number of pupils = 30



Percentage of pupils achieving a good level of development

# Early years foundation stage attainment by pupil group

| Percentage of pupils achieving a good level of development at end of the early years foundation stage | | | | | |
|---|---|---|---|---|---|
| Breakdown | All pupils | Male | Female | Ever 6 FSM | Non-Ever 6 FSM |
| Cohort | 30 | 16 | 14 | 5 | 25 |
| School % | 67 | 69 | 64 | 40 | 72 |
| National benchmark | 71 | 64 | 78 | 57 | 73 |

| Percentage of pupils achieving at least the expected level in each of the learning goals | | | | | | | |
|---|---|---|---|---|---|---|---|
| Areas of learning | Early learning goals | Breakdown | All pupils | Male | Female | Ever 6 FSM | Non-Ever 6 FSM |
| | | Cohort | 30 | 16 | 14 | 5 | 25 |
| Communication and language | Listening and attention | School % | 100 | 100 | 100 | 100 | 100 |
| | Listening and attention | National benchmark | 86 | 82 | 91 | 78 | 88 |
| | Understanding | School % | 97 | 94 | 100 | 80 | 100 |
| | Understanding | National benchmark | 86 | 82 | 90 | 78 | 87 |
| | Speaking | School % | 97 | 94 | 100 | 80 | 100 |
| | Speaking | National benchmark | 85 | 81 | 90 | 77 | 87 |
| Literacy | Reading | School % | 67 | 69 | 64 | 40 | 72 |
| | Reading | National benchmark | 77 | 72 | 82 | 63 | 79 |
| | Writing | School % | 67 | 69 | 64 | 40 | 72 |
| | Writing | National benchmark | 73 | 67 | 80 | 59 | 76 |
| Maths | Numbers | School % | 87 | 88 | 86 | 60 | 92 |
| | Numbers | National benchmark | 79 | 76 | 83 | 67 | 81 |
| | Shape, space and measures | School % | 93 | 94 | 93 | 80 | 96 |
| | Shape, space and measures | National benchmark | 82 | 78 | 85 | 70 | 84 |
| Physical development | Moving and handling | School % | 100 | 100 | 100 | 100 | 100 |
| | Moving and handling | National benchmark | 90 | 85 | 94 | 83 | 91 |
| | Health and self-care | School % | 97 | 94 | 100 | 80 | 100 |
| | Health and self-care | National benchmark | 91 | 88 | 94 | 85 | 92 |
| Personal, social and emotional development | Self-confidence and self-awareness | School % | 100 | 100 | 100 | 100 | 100 |
| | Self-confidence and self-awareness | National benchmark | 89 | 86 | 93 | 82 | 90 |
| | Managing feelings and behaviour | School % | 100 | 100 | 100 | 100 | 100 |
| | Managing feelings and behaviour | National benchmark | 88 | 83 | 93 | 80 | 89 |
| | Making relationships | School % | 100 | 100 | 100 | 100 | 100 |
| | Making relationships | National benchmark | 90 | 86 | 94 | 83 | 91 |
| Understanding the world | People and communities | School % | 97 | 100 | 93 | 100 | 96 |

| Areas of learning | Early learning goals | Breakdown | All pupils | Male | Female | Ever 6 FSM | Non-Ever 6 FSM |
|---|---|---|---|---|---|---|---|
| | People and communities | National benchmark | 86 | 82 | 90 | 77 | 87 |
| | The world | School % | 100 | 100 | 100 | 100 | 100 |
| | The world | National benchmark | 86 | 82 | 89 | 77 | 87 |
| | Technology | School % | 100 | 100 | 100 | 100 | 100 |
| | Technology | National benchmark | 93 | 91 | 94 | 88 | 94 |
| Expressive arts and design | Exploring and using media and materials | School % | 100 | 100 | 100 | 100 | 100 |
| | Exploring and using media and materials | National benchmark | 89 | 84 | 94 | 81 | 90 |
| | Being imaginative | School % | 97 | 94 | 100 | 80 | 100 |
| | Being imaginative | National benchmark | 88 | 84 | 93 | 81 | 90 |

## Glossary

### Male

The school's performance for male pupils is compared with the national average for male pupils.

### Female

The school's performance for female pupils is compared with the national average for 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 (from year 6 to year 11), 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 school's performance for disadvantaged pupils is compared with the national average for non-disadvantaged children.

### Other

Non-disadvantaged children.

The school's performance for other pupils is compared with the national average for 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. There are 2 exceptions to this: in the school level absence and basic characteristics reports, the national comparator used 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 school's performance for children looked after is compared with the national average for 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. SEN with statement or EHC plan.

The school's performance for pupils with SEN with statement or EHC plan is compared with the national average for all pupils.

### 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 school's performance for pupils with SEN with statement or EHC plan is compared with the national average for all pupils.

### No SEN

Pupils with no Special Educational Needs.

The school's performance for pupils with no SEN is compared with 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 school's performance for pupils with English as their first language is compared with 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 school's performance for pupils with English as an additional language is compared with 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 school's performance for unclassified pupils is compared with the national average for all pupils.

## Key stage 1

### Achieved the expected standard

The pupil achieved or exceeded the expected standard of reading.

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

### Achieved greater depth

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

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

### Below pre-key stage 1

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

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

### Foundations

The pupil achieved the pre-key stage 1 standard of reading.

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

### Working towards

The pupil exceeded the pre-key stage 1 standard of reading 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_Inte

## Key stage 2

### On roll in years 5 and 6

The school's performance for pupils in years 5 and 6 is compared with the national average for all pupils on roll in 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.