



Primary School Data Pack 2017/18 v3.0 (Revised Data)

Eatock Primary School

People Services, Policy and Strategy Unit
Information Analysis Team
information.analysis@bolton.gov.uk
01204 331088



Contents

Context		
Page	3	Whole school, including trend analysis and breakdown by year group

Early Years Foundation Stage Profile		
Page	4	Summary
Page	5	Results Analysis
Trend and benchmarking analysis by pupil characteristic:		
Page	6	Key Measures (GLD and All Goals) Data Tables
Page	7	Charts
Page	8	Communication and Language Data Tables
Page	9	Charts
Page	10	Physical Development Data Tables
Page	11	Charts
Page	12	Personal, Social and Emotional Development Data Tables
Page	13	Charts
Page	14	Literacy Data Tables
Page	15	Charts
Page	16	Maths Data Tables
Page	17	Charts

Phonics Screening Check		
Page	18	Year 1 and end of Key Stage 1 Data Tables
Page	19	Charts

Key Stage 1		
Page	20	Summary
Page	21	Results Analysis
Trend and benchmarking analysis by pupil characteristic:		
Page	22	Reading, Writing, Maths Data Tables
Page	23	Charts
Page	24	Reading Data Tables
Page	25	Charts
Page	26	Writing Data Tables
Page	27	Charts
Page	28	Maths Data Tables
Page	29	Charts

Key Stage 2		
Page	30	KS2 Summary
Page	31	Results Analysis
Trend and benchmarking analysis by pupil characteristic:		
Page	32	Reading, Writing, Maths Attainment Data Tables
Page	33	Charts
Page	34	Reading Attainment Data Tables
Page	35	Charts
Page	36	Reading Progress and Scaled Score Data Tables
Page	37	Charts
Page	38	Writing Attainment Data Tables
Page	39	Charts
Page	40	Writing Progress Data Tables
Page	41	Charts
Page	42	Maths Attainment Data Tables
Page	43	Charts
Page	44	Maths Progress and Scaled Score Data Tables
Page	45	Charts

Glossary		
Page	46	Glossary, including data sources, definitions and publication dates for National Statistics

Amendment history			
Version	Date	Author	Remarks/reasons for change
1.0	30 August 2018	Nicola Fraser	Initial report produced
2.0	19 October 2018	Nicola Fraser	NCER National data replaced with DfE published national data - EYFSP, KS1, Phonics and KS2 (provisional); correction made to LAC analysis in EYFSP section; data labels added to 'Bolton' bars on EYFSP and KS1 progress charts
3.0	24 January 2019	Graham Handley	KS2 revised data, with discounted pupils removed. Consistent with DfE performance tables.

Whole school - current year and 3 year trend

2016

212

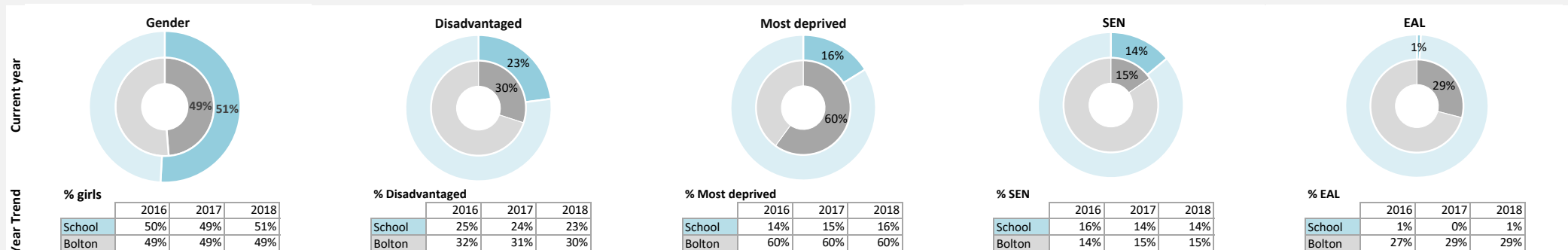
2017

217

2018

222

total pupils on roll



Year group - current year

		School							Bolton							School compared to Bolton for 2018 attainment cohorts		
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Number on roll		31	30	30	32	34	33	32	3925	4158	4042	4057	4102	3999	3843			
Gender	Boys	52%	53%	40%	53%	59%	36%	50%	51%	51%	51%	51%	51%	52%	51%			
	Girls	48%	47%	60%	47%	41%	64%	50%	49%	49%	49%	49%	49%	48%	49%			
Disadvantaged	Not disadvantaged	84%	80%	80%	78%	76%	70%	72%	81%	76%	74%	68%	64%	64%	63%			
	Disadvantaged (FSM Ever 6 and LAC)	16%	20%	20%	22%	24%	30%	28%	19%	24%	26%	32%	36%	36%	37%			
	FSM Eligible	6%	20%	13%	19%	9%	21%	3%	18%	19%	18%	19%	19%	18%	18%			
	30% most deprived (home postcode)	19%	10%	10%	13%	18%	27%	16%	61%	59%	61%	60%	60%	59%	60%			
	Number of LAC	1	0	0	0	0	0	0	20	27	25	37	37	33	34			
Birth	Summer born	32%	23%	23%	50%	50%	36%	31%	33%	33%	33%	34%	35%	33%	34%			
	Not summer born	68%	77%	77%	50%	50%	64%	69%	67%	67%	67%	66%	65%	67%	66%			
SEN	SEN support	13%	7%	7%	28%	12%	12%	13%	9%	11%	12%	14%	14%	15%	15%			
	SEN statement or EHC plan	0%	0%	0%	0%	3%	3%	0%	2%	2%	3%	2%	3%	3%	3%			
EAL	English first language	100%	97%	97%	100%	100%	100%	100%	72%	72%	71%	71%	71%	70%	70%			
	English additional language	0%	3%	3%	0%	0%	0%	0%	28%	28%	29%	29%	29%	30%	29%			

Summary

31 pupils in EYFSP cohort;
1 pupil is equal to 3.2%

School
68%

Bolton
68%

National
72%

of pupils achieving a Good Level of Development

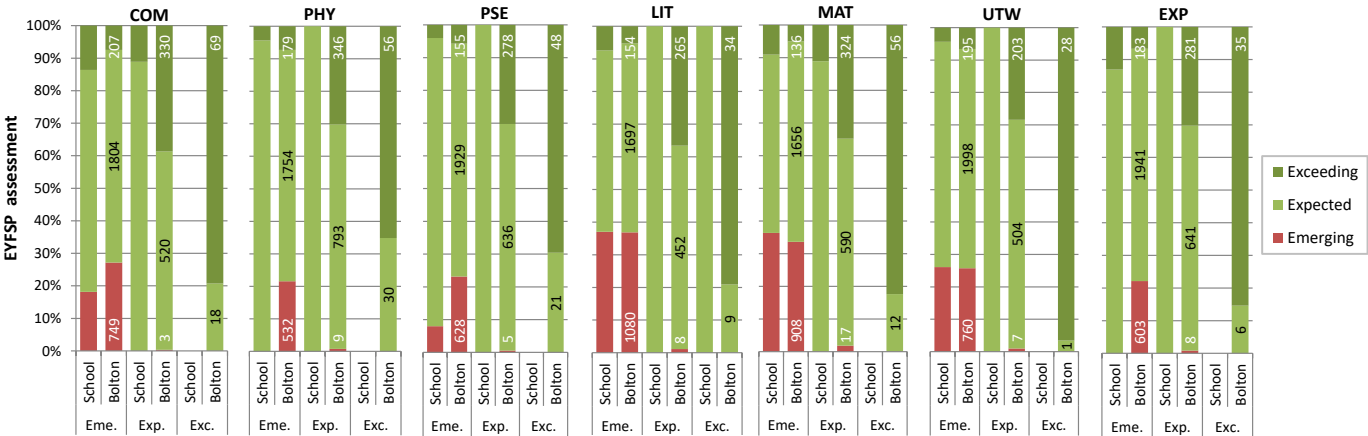
● indicates Area of Learning included within GLD measure

2018 EYFSP Attainment Data

↑ Increase from 2017 → Same as 2017 ↓ Decrease from 2017

Percentage achieving at least expected (EXS+)	School		Bolton		National	
Communication and Language (COM)	87%	↓	78%	↑	82%	→
Physical Development (PHY)	100%	↑	84%	↑	87%	↓
Personal, Social and Emotional Development (PSE)	94%	↓	81%	↑	85%	→
Literacy (LIT)	68%	↑	69%	↑	73%	→
Maths (MAT)	74%	↓	73%	↑	78%	→
Understanding the World (UTW)	81%	↓	77%	↑	84%	→
Expressive Arts and Design (EXP)	100%	↑	82%	↑	87%	→
Good Level of Development (GLD)	68%	↑	68%	↑	72%	↑

Progress from On Entry to EYFSP

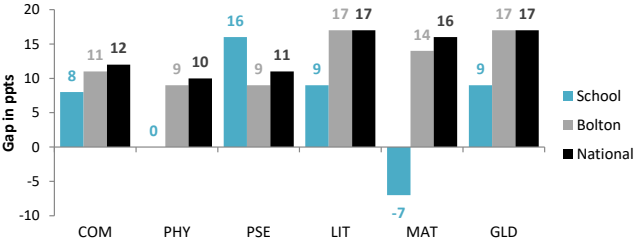


On Entry assessment

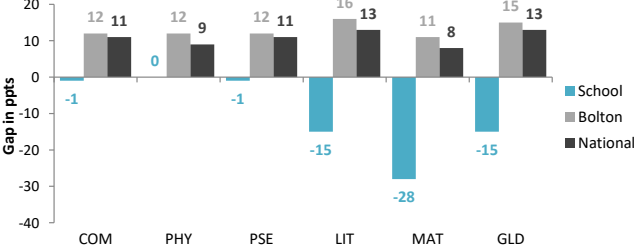
No. of pupils	On Entry			On Entry			On Entry			On Entry			On Entry			On Entry		
EYFSP	Eme.	Exp.	Exc.	Eme.	Exp.	Exc.	Eme.	Exp.	Exc.	Eme.	Exp.	Exc.	Eme.	Exp.	Exc.	Eme.	Exp.	Exc.
Exc.	3	1	0	1	0	0	1	0	0	2	0	0	2	1	0	1	0	0
Exp.	15	8	0	22	6	0	15	3	1	12	8	0	16	7	0	20	8	0
Eme.	4	0	0	0	0	0	2	0	0	10	0	0	8	0	0	0	0	0

Gap in 2018 Attainment (EXS+)

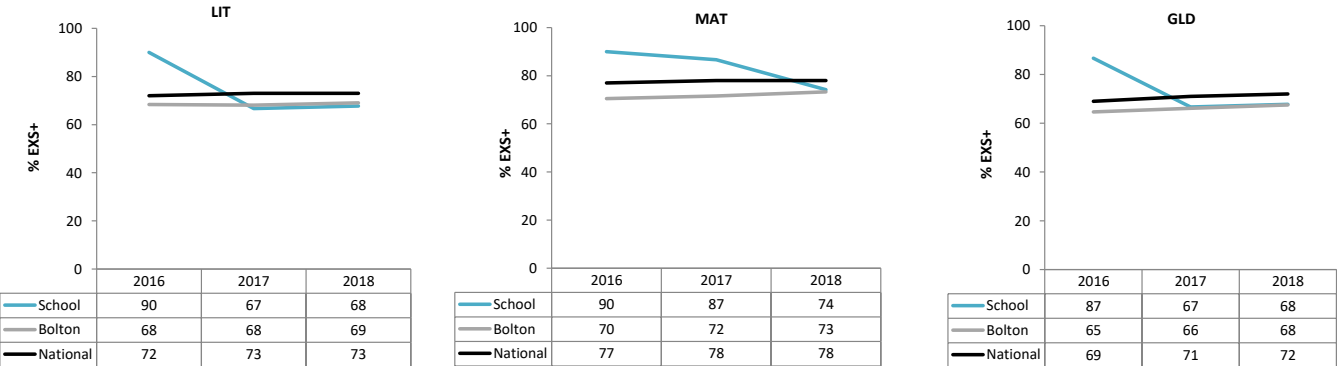
Disadvantaged gap (not disadvantaged minus disadvantaged)



Gender gap (girls minus boys)



3 Year Trend Attainment Data



Results Analysis

Early Learning Goals (ELGs)

G01 Listening and attention
G02 Understanding
G03 Speaking

● AOL: Communication and Language (COM)

All (Cohort 31)					
Emerging	Expected	Exceeding	Total EXS+	% EXS+	
1	25	5	30	97%	
3	22	6	28	90%	
4	23	4	27	87%	
Diff. from Bolton			9%	27	
Diff. from National			5%	87%	

G04 Moving and handling
G05 Health and self-care

● AOL: Physical Development (PHY)

0	26	5	31	100%	
0	29	2	31	100%	
Diff. from Bolton			16%	31	
Diff. from National			13%	100%	

G06 Self-confidence and self-awareness
G07 Managing feelings and behaviour
G08 Making relationships

● AOL: Personal, Social and Emotional Development (PSE)

1	26	4	30	97%	
1	29	1	30	97%	
0	30	1	31	100%	
Diff. from Bolton			12%	29	
Diff. from National			9%	94%	

G09 Reading
G10 Writing

● AOL: Literacy (LIT)

9	18	4	22	71%	
10	18	3	21	68%	
Diff. from Bolton			-1%	21	
Diff. from National			-5%	68%	

G11 Numbers
G12 Shape, space and measures

● AOL: Maths (MAT)

7	21	3	24	77%	
4	24	3	27	87%	
Diff. from Bolton			1%	23	
Diff. from National			-4%	74%	

G13 People and communities
G14 The World
G15 Technology

AOL: Understanding the World (UTW)

5	23	3	26	84%	
4	25	2	27	87%	
0	27	4	31	100%	
Diff. from Bolton			3%	25	
Diff. from National			-3%	81%	

G16 Exploring and using media and materials
G17 Being imaginative

AOL: Expressive Arts and Design (EXP)

0	27	4	31	100%	
0	28	3	31	100%	
Diff. from Bolton			18%	31	
Diff. from National			13%	100%	

Area of Learning (AOL) Level Analysis

EXS+ A pupil must have achieved at least expected (EXS+) in all of the ELGs within that AOL to count in the 'Total EXS+' for that AOL.

Values shaded red show a negative difference of more than 10%

● indicates AOL included within GLD measure

Boys (Cohort 16)					
Emerging	Expected	Exceeding	Total EXS+	% EXS+	
1	13	2	15	94%	
2	11	3	14	88%	
2	12	2	14	88%	
Diff. from Bolton			16%	14	
Diff. from National			11%	88%	

0	16	0	16	100%	
0	15	1	16	100%	
Diff. from Bolton			22%	16	
Diff. from National			17%	100%	

1	14	1	15	94%	
0	16	0	16	100%	
0	16	0	16	100%	
Diff. from Bolton			19%	15	
Diff. from National			14%	94%	

4	9	3	12	75%	
4	11	1	12	75%	
Diff. from Bolton			14%	12	
Diff. from National			8%	75%	

2	13	1	14	88%	
2	13	1	14	88%	
Diff. from Bolton			20%	14	
Diff. from National			14%	88%	

3	11	2	13	81%	
2	13	1	14	88%	
0	14	2	16	100%	
Diff. from Bolton			10%	13	
Diff. from National			1%	81%	

0	15	1	16	100%	
0	15	1	16	100%	
Diff. from Bolton			25%	16	
Diff. from National			18%	100%	

Girls (Cohort 15)					
Emerging	Expected	Exceeding	Total EXS+	% EXS+	
0	12	3	15	100%	
1	11	3	14	93%	
2	11	2	13	87%	
Diff. from Bolton			2%	13	
Diff. from National			-1%	87%	

0	10	5	15	100%	
0	14	1	15	100%	
Diff. from Bolton			10%	15	
Diff. from National			8%	100%	

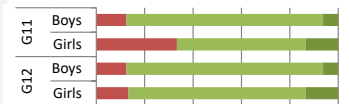
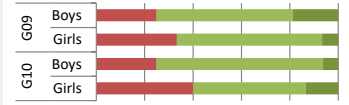
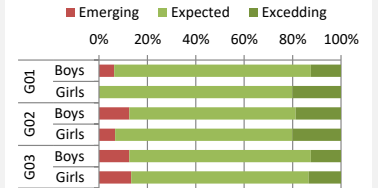
0	12	3	15	100%	
1	13	1	14	93%	
0	14	1	15	100%	
Diff. from Bolton			6%	14	
Diff. from National			2%	93%	

5	9	1	10	67%	
6	7	2	9	60%	
Diff. from Bolton			-17%	9	
Diff. from National			-20%	60%	

5	8	2	10	67%	
2	11	2	13	87%	
Diff. from Bolton			-19%	9	
Diff. from National			-22%	60%	

2	12	1	13	87%	
2	12	1	13	87%	
0	13	2	15	100%	
Diff. from Bolton			-4%	12	
Diff. from National			-8%	80%	

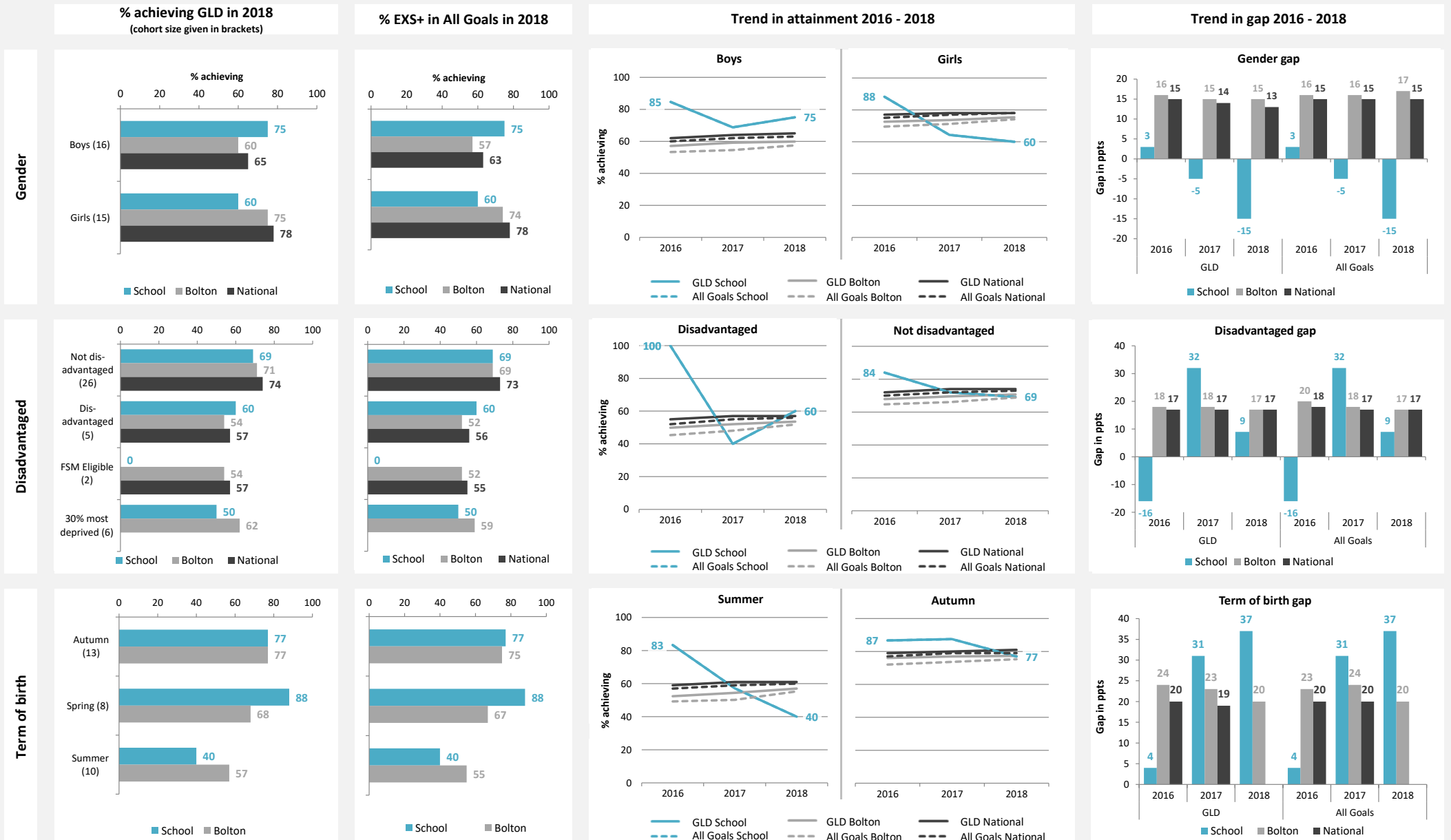
0	12	3	15	100%	
0	13	2	15	100%	
Diff. from Bolton			11%	15	
Diff. from National			7%	100%	



			School						Bolton						National					
			2016		2017		2018		2016		2017		2018		2016		2017		2018	
			Cohort	% EXS+	Cohort	% EXS+	Cohort	% EXS+	Cohort	% EXS+	Cohort	% EXS+	Cohort	% EXS+	Cohort	% EXS+	Cohort	% EXS+	Cohort	% EXS+
	All	GLD All goals	30	87% 87%	30	67% 67%	31	68% 68%	3,934	65% 61%	4,158	66% 63%	3,970	68% 66%		69% 67%		71% 69%		72% 70%
Gender																				
	Boys	GLD All goals	13	85% 85%	16	69% 69%	16	75% 75%	2,014	57% 53%	2,147	59% 55%	2,010	60% 57%		62% 60%		64% 62%		65% 63%
	Girls	GLD All goals	17	88% 88%	14	64% 64%	15	60% 60%	1,920	73% 69%	2,011	74% 71%	1,960	75% 74%		77% 75%		78% 77%		78% 78%
Disadvantaged																				
	Not disadvantaged	GLD All goals	25	84% 84%	25	72% 72%	26	69% 69%	3,224	68% 65%	3,351	70% 66%	3,231	71% 69%		72% 70%		74% 72%		74% 73%
	Disadvantaged (FSM Ever 6 and LAC)	GLD All goals	5	100% 100%	5	40% 40%	5	60% 60%	710	50% 45%	807	52% 48%	739	54% 52%		55% 52%		57% 55%		57% 56%
	FSM Eligible	GLD All goals	5	100% 100%	4	25% 25%	2	0% 0%	610	49% 44%	674	52% 48%	635	54% 52%		54% 52%		56% 54%		57% 55%
	30% most deprived (home postcode)	GLD All goals	4	75% 75%	4	50% 50%	6	50% 50%	2,349	58% 53%	2,445	59% 56%	2,423	62% 59%	Not published					
	LAC	GLD All goals	0		0		1	100% 100%	17	59% 59%	27	33% 30%	22	55% 55%						
Term of birth																				
	Autumn	GLD All goals	15	87% 87%	8	88% 88%	13	77% 77%	1,323	76% 72%	1,368	77% 74%	1,335	77% 75%		79% 77%		80% 79%		81% 79%
	Spring	GLD All goals	9	89% 89%	15	60% 60%	8	88% 88%	1,309	65% 62%	1,386	67% 64%	1,286	68% 67%		70% 68%		72% 70%		72% 71%
	Summer	GLD All goals	6	83% 83%	7	57% 57%	10	40% 40%	1,302	52% 49%	1,404	54% 50%	1,349	57% 55%		59% 57%		61% 59%		61% 60%
SEND																				
	No identified SEN	GLD All goals	24	100% 100%	28	68% 68%	27	74% 74%	3,481	70% 67%	3,706	71% 68%	3,466	74% 72%		75% 72%		76% 74%		77% 76%
	All pupils with SEN	GLD All goals	2	50% 50%	2	50% 50%	4	25% 25%	345	15% 12%	376	18% 16%	401	20% 19%		23% 22%		22% 23%		24% 23%
	SEN support	GLD All goals	2	50% 50%	2	50% 50%	4	25% 25%	292	17% 15%	320	21% 19%	338	23% 22%		26% 25%		27% 25%		28% 26%
	SEN with a statement or EHC plan	GLD All goals	0		0		0		53	0% 0%	56	0% 0%	63	5% 5%		4% 4%		4% 4%		5% 5%
EAL																				
	English first language	GLD All goals	26	96% 96%	29	66% 66%	31	68% 68%	2,453	69% 66%	2,963	70% 67%	2,7							

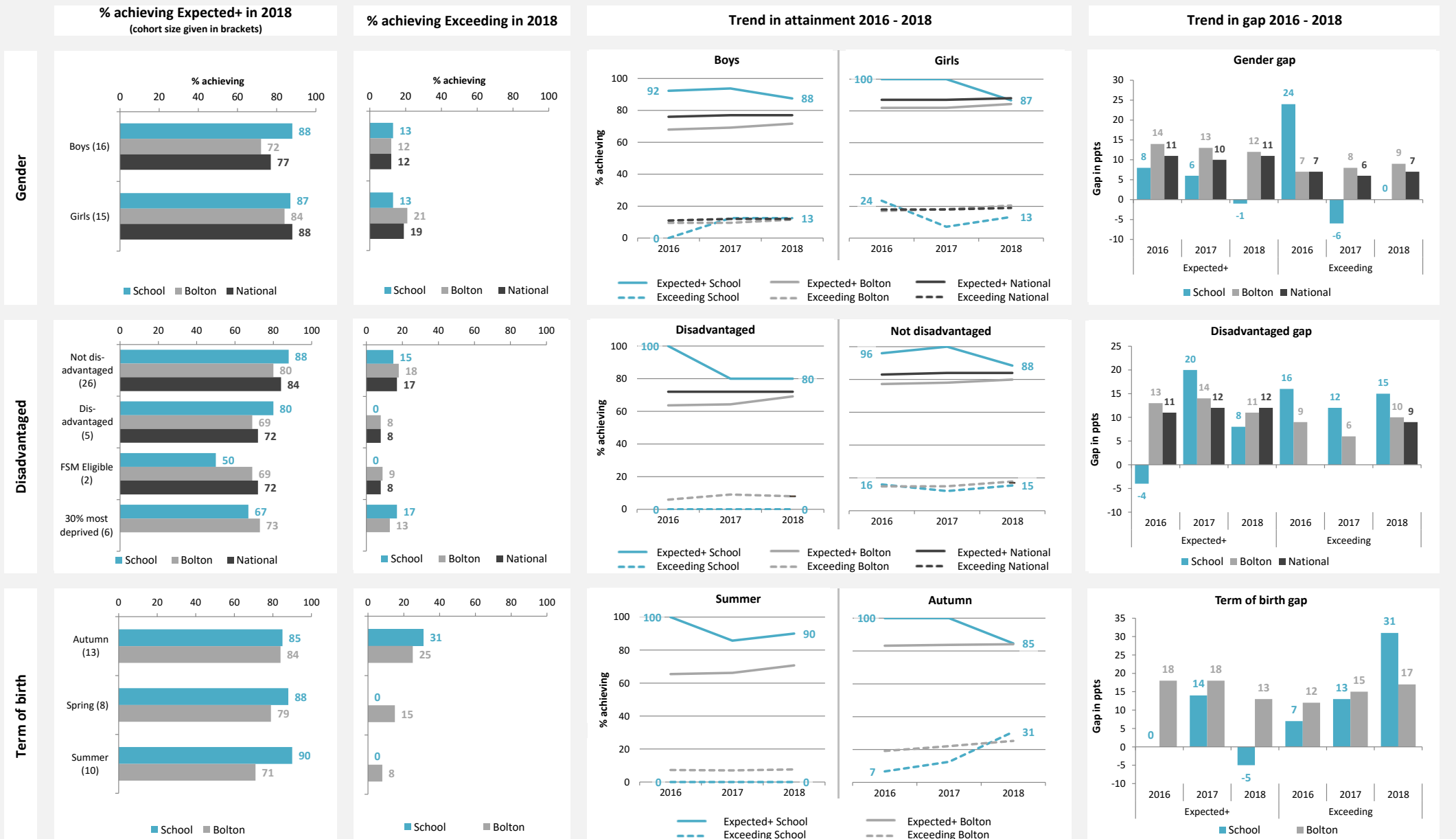
Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Key Measures Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

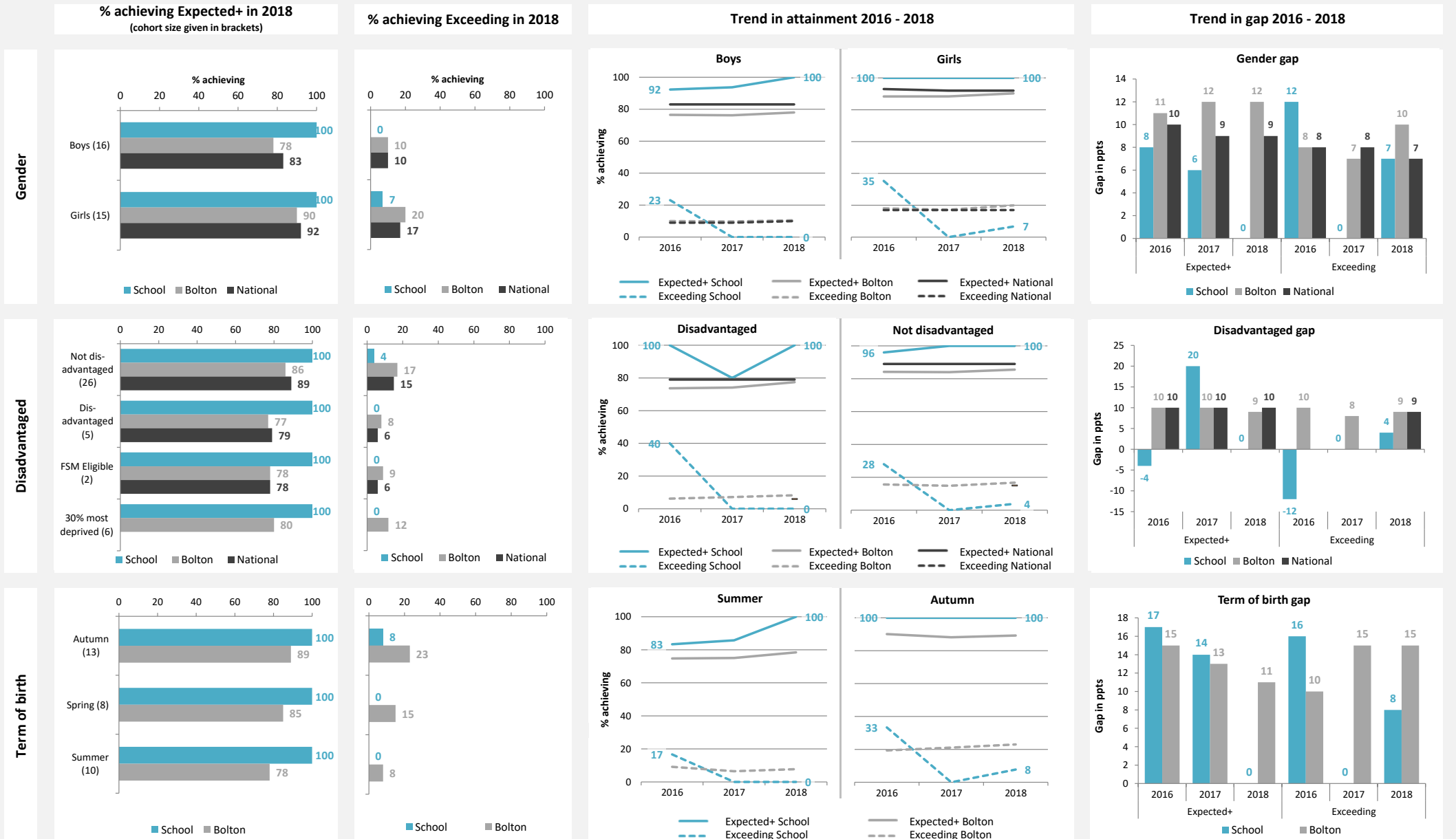
Communication and Language Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



[illegible]

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

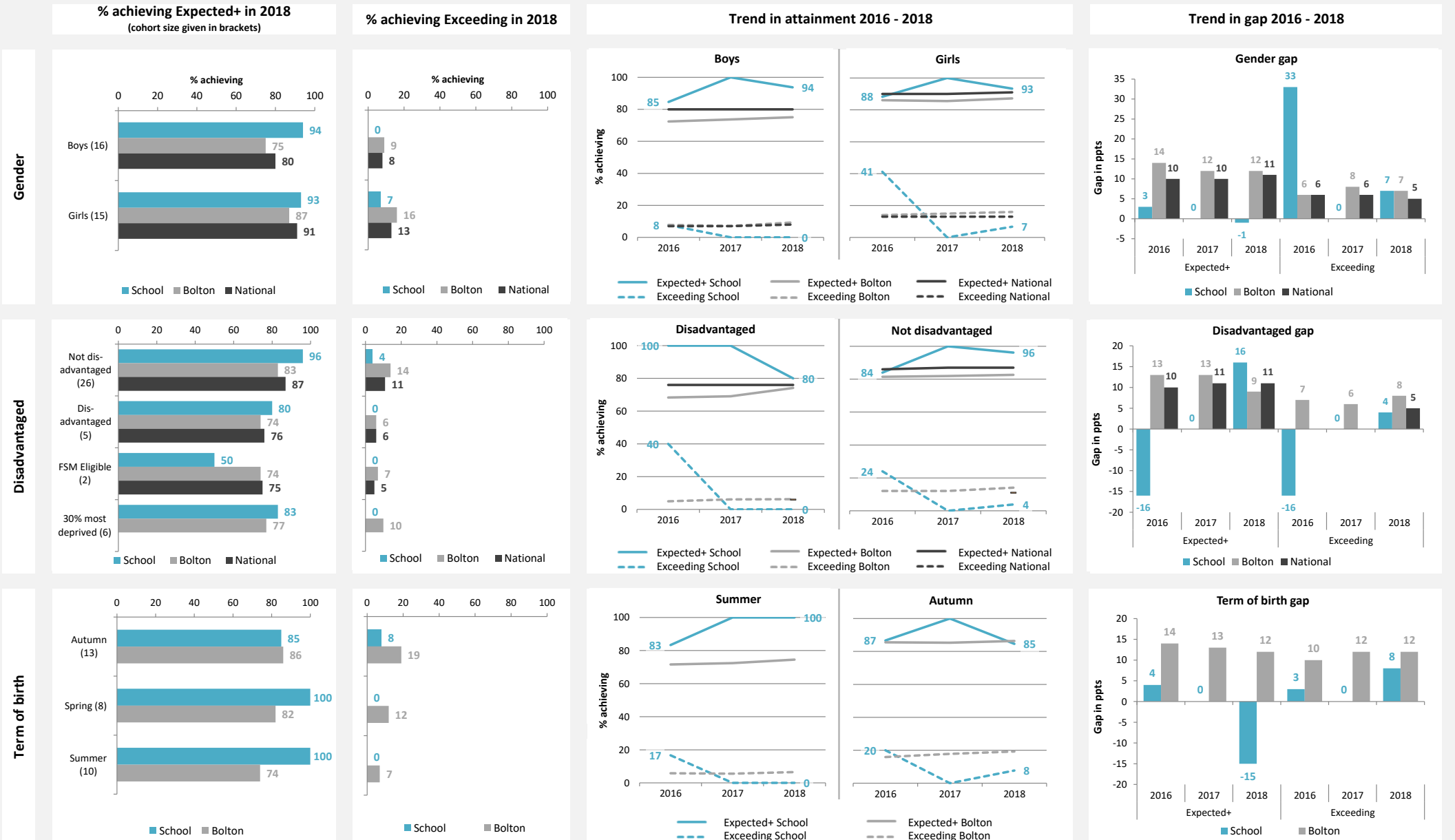
Physical Development Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



	School						Bolton						National					
	2016		2017		2018		2016		2017		2018		2016		2017		2018	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
All	Expected+ Exceeding		30	87% 27%	30	100% 0%	31	94% 3%	3,934	79% 11%	4,158	79% 11%	3,970	81% 13%	85% 10%	85% 10%	85% 10%	
Gender	Boys	Expected+ Exceeding	13	85% 8%	16	100% 0%	16	94% 0%	2,014	72% 8%	2,147	74% 7%	2,010	75% 9%	80% 7%	80% 7%	80% 8%	
	Girls	Expected+ Exceeding	17	88% 41%	14	100% 0%	15	93% 7%	1,920	86% 14%	2,011	86% 15%	1,960	87% 16%	90% 13%	90% 13%	91% 13%	
Disadvantaged	Not disadvantaged	Expected+ Exceeding	25	84% 24%	25	100% 0%	26	96% 4%	3,224	81% 12%	3,351	82% 12%	3,231	83% 14%	86% -	87% -	87% 11%	
	Disadvantaged (FSM Ever 6 and LAC)	Expected+ Exceeding	5	100% 40%	5	100% 0%	5	80% 0%	710	68% 5%	807	69% 6%	739	74% 6%	76% -	76% -	76% 6%	
	FSM Eligible	Expected+ Exceeding	5	100% 40%	4	100% 0%	2	50% 0%	610	67% 5%	674	69% 6%	635	74% 7%	75% -	75% -	75% 5%	
	30% most deprived (home postcode)	Expected+ Exceeding	4	75% 0%	4	100% 0%	6	83% 0%	2,349	73% 6%	2,445	74% 8%	2,423	77% 10%	Not published			
	LAC	Expected+ Exceeding	0		0		1	100% 0%	17	76% 6%	27	63% 11%	22	68% 14%				
Term of birth	Autumn	Expected+ Exceeding	15	87% 20%	8	100% 0%	13	85% 8%	1,323	86% 16%	1,368	85% 18%	1,335	86% 19%	Not published			
	Spring	Expected+ Exceeding	9	89% 44%	15	100% 0%	8	100% 0%	1,309	80% 11%	1,386	81% 9%	1,286	82% 12%				
	Summer	Expected+ Exceeding	6	83% 17%	7	100% 0%	10	100% 0%	1,302	72% 6%	1,404	72% 6%	1,349	74% 7%				
SEND	No identified SEN	Expected+ Exceeding	24	100% 33%	28	100% 0%	27	96% 4%	3,481	85% 12%	3,706	85% 12%	3,466	87% 14%	90% -	90% -	90% 11%	
	All pupils with SEN	Expected+ Exceeding	2	50% 0%	2	100% 0%	4	75% 0%	345	29% 1%	376	30% 2%	401	35% 1%	41% -	40% -	40% 1%	
	SEN support	Expected+ Exceeding	2	50% 0%	2	100% 0%	4	75% 0%	292	34% 1%	320	35% 2%	338	39% 2%	46% -	45% -	45% 2%	
	SEN with a statement or EHC plan	Expected+ Exceeding	0		0		0		53	2% 0%	56	5% 0%	63	14% 0%	10% -	10% -	10% 0%	
EAL	English first language	Expected+ Exceeding	26	96% 31%	29	100% 0%	31	94% 3%	2,453	83% 12%	2,963	84% 12%	2,775	85% 14%	- -	- -	87% 11%	
	English additional language	Expected+ Exceeding	0		1	100% 0%	0		947	71% 6%	1,114	69% 8%	1,087	74% 10%	- -	- -	80% 8%	

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Personal, Social and Emotional Development Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



2016		National 2017		2018	
	%		%		%
72%		73%		73%	
11%		10%		10%	

	65%		67%		67%
	8%		8%		8%
	79%		79%		80%
	14%		13%		13%

	75%		76%		76%
	-		-		11%
	58%		59%		59%
	-		-		5%
	56%		58%		58%
	-		-		4%
Not published					

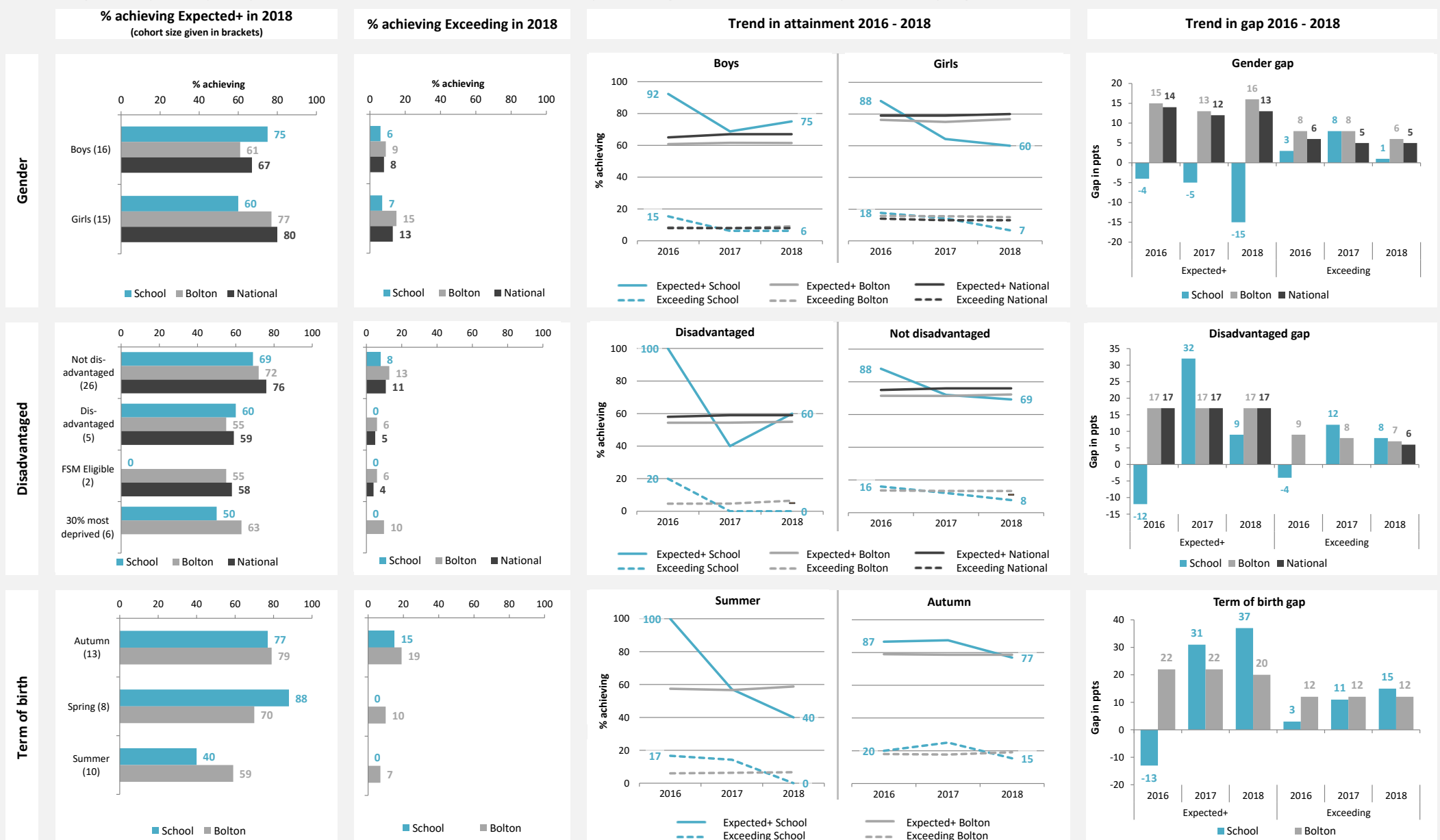
Not published

77%	78%	79%
-	-	11%
28%	28%	29%
-	-	2%
32%	32%	32%
-	-	2%
8%	8%	9%
-	-	1%

	-	-	75%
	-	-	11%
	-	-	68%
	-	-	9%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Literacy Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Maths Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

	Expected+	Exceeding
All	100	100

School					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
30	90%	30	87%	31	74%
	20%		3%		10%

Bolton					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
3,934	70%	4,158	72%	3,970	73%
	12%		13%		14%

2016		National 2017		2018	
	%		%		%
77%		78%		78%	
12%		12%		13%	

Gender

Boys	Expected+ Exceeding
Girls	Expected+ Exceeding

13	92% 15%	16	88% 0%	16	88% 6%
17	88% 24%	14	86% 7%	15	60% 13%

2,014	65% 11%	2,147	66% 12%	2,010	68% 13%
1,920	76% 13%	2,011	77% 13%	1,960	79% 14%

	73%		74%		74%
	12%		13%		14%
	82%		82%		82%
	12%		12%		12%

Disadvantaged

Not disadvantaged	Expected+ Exceeding
Disadvantaged (FSM Ever 6 and LAC)	Expected+ Exceeding
FSM Eligible	Expected+ Exceeding
30% most deprived (home postcode)	Expected+ Exceeding
LAC	Expected+ Exceeding

25	88% 24%	25	92% 4%	26	73% 12%
5	100% 0%	5	60% 0%	5	80% 0%
5	100% 0%	4	50% 0%	2	50% 0%
4	75% 25%	4	75% 0%	6	67% 17%
0		0		1	100% 0%

3,224	73% 14%	3,351	75% 14%	3,231	76% 15%
710	57% 5%	807	58% 5%	739	62% 6%
610	56% 5%	674	58% 5%	635	61% 7%
2,349	63% 7%	2,445	65% 8%	2,423	67% 10%
17	76% 0%	27	48% 4%	22	55% 5%

	80%	80%	81%
	-	-	14%
	64%	65%	65%
	-	-	6%
	63%	64%	65%
	-	-	6%

Not published

Term of birth

Autumn	Expected+ Exceeding
Spring	Expected+ Exceeding
Summer	Expected+ Exceeding

15	87% 20%	8	100% 13%	13	77% 23%
9	89% 22%	15	87% 0%	8	88% 0%
6	100% 17%	7	71% 0%	10	60% 0%

1,323	81% 17%	1,368	82% 20%	1,335	82% 21%
1,309	71% 13%	1,386	72% 11%	1,286	73% 12%
1,302	59% 6%	1,404	61% 7%	1,349	64% 7%

Not published

SEND

No identified SEN	Expected+ Exceeding
All pupils with SEN	Expected+ Exceeding
SEN support	Expected+ Exceeding
SEN with a statement or EHC plan	Expected+ Exceeding

24	100% 25%	28	86% 4%	27	78% 11%
2	100% 0%	2	100% 0%	4	50% 0%
2	100% 0%	2	100% 0%	4	50% 0%
0		0		0	

3,481	76% 13%	3,706	76% 14%	3,466	79% 15%
345	25% 3%	376	27% 3%	401	28% 2%
292	29% 4%	320	31% 3%	338	32% 2%
53	4% 0%	56	4% 0%	63	11% 0%

82%	82%	83%
-	-	14%
36%	36%	36%
-	-	3%
41%	41%	41%
-	-	4%
11%	11%	11%
-	-	1%

EAL

English first language	Expected+ Exceeding
English additional language	Expected+ Exceeding

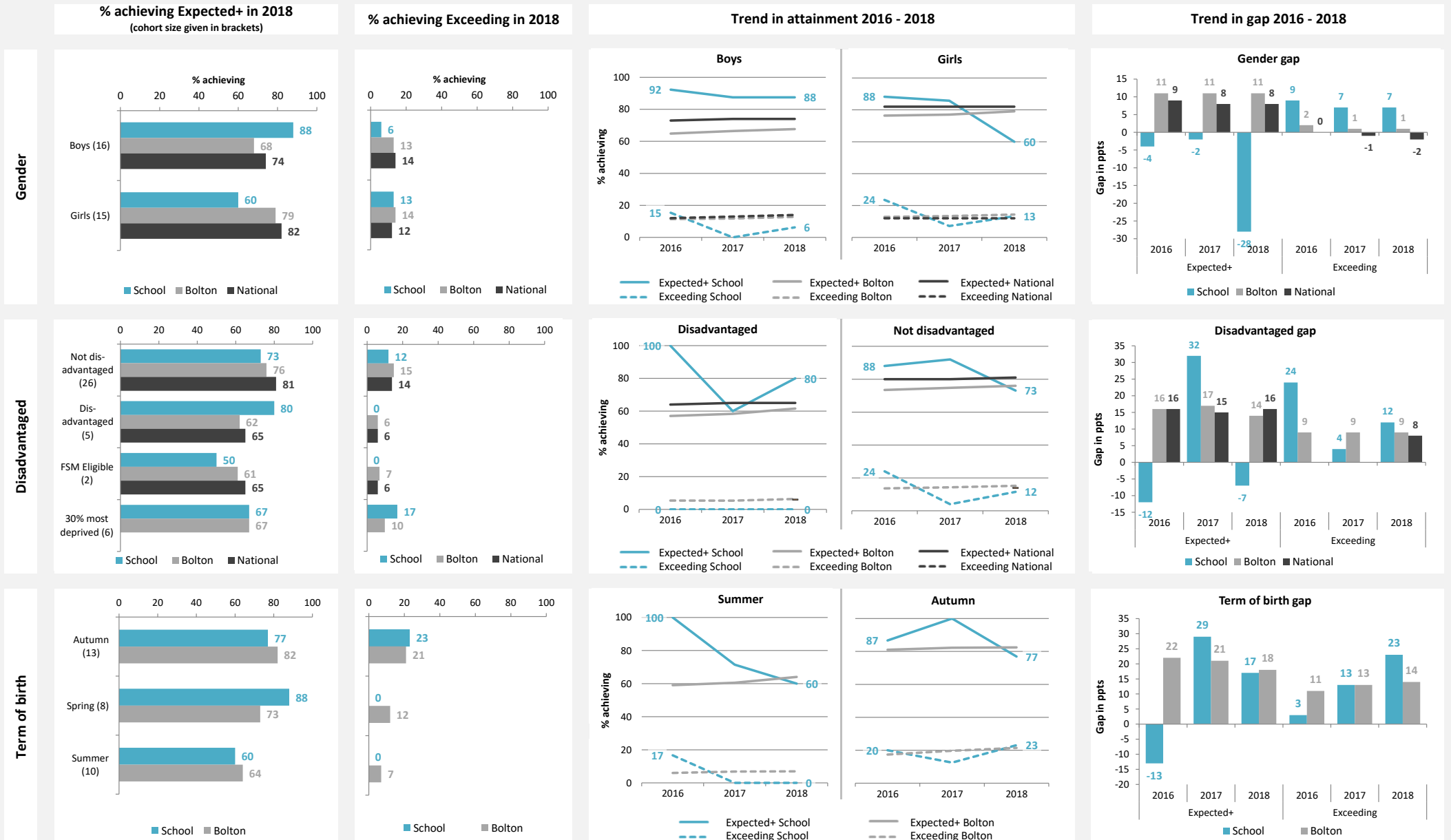
26	100% 23%	29	86% 3%	31	74% 10%
0		1	100% 0%	0	

2,453	75% 13%	2,963	76% 14%	2,775	78% 15%
947	60% 6%	1,114	61% 8%	1,087	64% 10%

	-	-	80%
	-	-	14%
	-	-	72%
	-	-	10%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Maths Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)

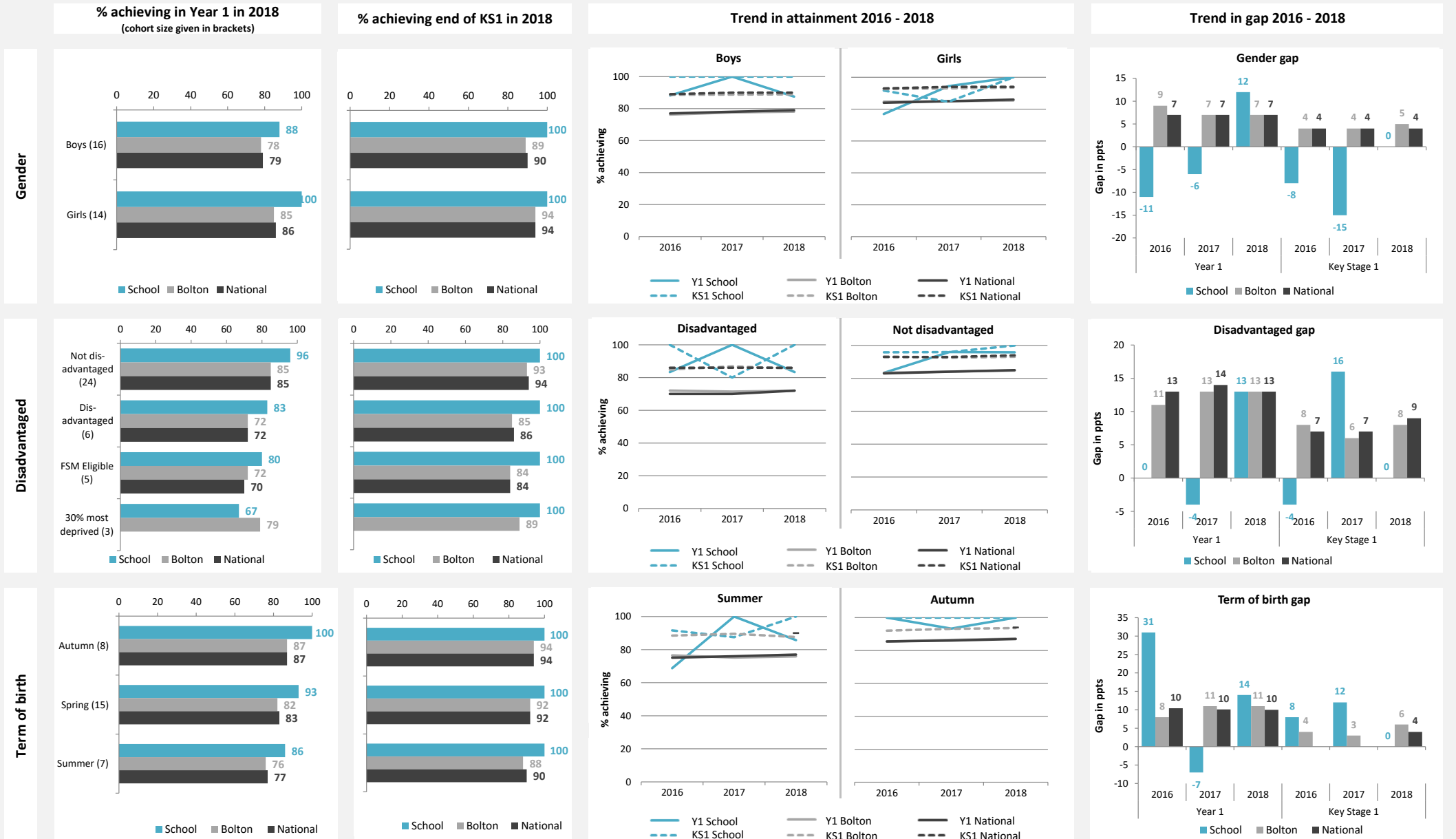


Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

			School						Bolton						National					
			2016		2017		2018		2016		2017		2018		2016		2017		2018	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%		%
	All	Year 1 End of KS1	30	83%	30	97%	30	93%	3,960	80%	3,973	81%	4,155	82%		81%		81%		82%
		30	97%	30	93%	30	100%	3,962	91%	3,975	91%	4,015	91%		91%		92%		92%	
Gender																				
	Boys	Year 1 End of KS1	17	88%	12	100%	16	88%	2,022	76%	2,027	78%	2,130	78%		77%		78%		79%
		End of KS1	18	100%	17	100%	12	100%	2,034	89%	2,025	89%	2,057	89%		89%		90%		90%
	Girls	Year 1 End of KS1	13	77%	18	94%	14	100%	1,938	85%	1,946	85%	2,025	85%		84%		85%		86%
End of KS1		12	92%	13	85%	18	100%	1,928	93%	1,950	93%	1,958	94%		93%		94%		94%	
Disadvantaged																				
	Not disadvantaged	Year 1 End of KS1	24	83%	25	96%	24	96%	2,901	83%	3,070	84%	3,160	85%		83%		84%		85%
		End of KS1	24	96%	25	96%	24	100%	2,667	93%	2,820	93%	2,984	93%		93%		93%		94%
	Disadvantaged (FSM Ever 6 and LAC)	Year 1 End of KS1	6	83%	5	100%	6	83%	1,059	72%	903	71%	995	72%		70%		70%		72%
		End of KS1	6	100%	5	80%	6	100%	1,295	85%	1,155	87%	1,031	85%		86%		86%		86%
	FSM Eligible	Year 1 End of KS1	5	100%	3	100%	5	80%	675	71%	613	69%	713	72%		69%		68%		70%
		End of KS1	2	100%	3	100%	4	100%	691	83%	659	85%	676	84%		84%		84%		84%
	30% most deprived (home postcode)	Year 1 End of KS1	3	67%	3	100%	3	67%	2,365	77%	2,356	78%	2,409	79%	Not published					
End of KS1		29	97%	3	67%	3	100%	2,371	90%	2,391	89%	2,402	89%							
	LAC	Year 1 End of KS1	1	100%	1	100%	0		25	76%	21	81%	28	75%						
End of KS1		0		0		0		37	84%	28	93%	25	84%							
Term of birth																				
	Autumn	Year 1 End of KS1	10	100%	15	93%	8	100%	1,328	85%	1,335	86%	1,376	87%		86%		86%		87%
		End of KS1	6	100%	10	100%	15	100%	1,339	92%	1,338	93%	1,345	94%		-		-		94%
	Spring	Year 1 End of KS1	4	100%	8	100%	15	93%	1,269	79%	1,332	82%	1,389	82%		81%		81%		83%
End of KS1		12	100%	4	100%	8	100%	1,232	91%	1,279	90%	1,346	92%		-		-		92%	
	Summer	Year 1 End of KS1	16	69%	7	100%	7	86%	1,363	77%	1,306	75%	1,390	76%		75%		76%		77%
End of KS1		12	92%	16	88%	7	100%	1,391	88%	1,358	90%	1,324	88%		-		-		90%	
SEND																				
	No identified SEN	Year 1 End of KS1	20	90%	27	96%	28	93%	3,420	87%	3,417	88%	3,585	88%		86%		87%		89%
		End of KS1	28	100%	23	100%	28	100%	3,363	96%	3,369	96%	3,386	97%		96%		97%		97%
	All pupils with SEN	Year 1 End of KS1	10	70%	3	100%	2	100%	480	36%	496	39%	517	45%		42%		43%		44%
		End of KS1	2	50%	7	71%	2	100%	559	59%	575	61%	591	60%		64%		63%		64%
	SEN support	Year 1 End of KS1	10	70%	3	100%	2	100%	421	40%	423	42%	440	50%		46%		47%		48%
End of KS1		1	100%	7	71%	2	100%	467	64%	496	67%	492	65%		69%		69%		70%	
	SEN with a statement or EHC plan	Year 1 End of KS1	0		0		0		59	8%	73	21%	77	14%		18%		18%		19%
End of KS1		1	0%	0		0		92	37%	79	22%	99	33%		29%		28%		26%	
EAL																				
	English first language	Year 1 End of KS1	30	83%	29	97%	29	93%	2,875	82%	2,827	83%	2,951	83%		81%		82%		83%
		End of KS1	28	96%	30	93%	29	100%	2,843	92%	2,838	93%	2,837	93%		92%		92%		92%
English additional language	Year 1 End of KS1	0		1	100%	1	100%	1,019	79%	1,079	79%	1,145	79%		80%		81%		82%	
	End of KS1	2	100%	0		1	100%	1,076	89%	1,101	88%	1,131	88%		90%		91%		91%	

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Summary

30 pupils in KS1 cohort;
1 pupil is equal to 3.3%

School
77%

Bolton
65%

National
65%

of pupils achieving the expected standard (EXS+)
in Reading, Writing and Maths combined

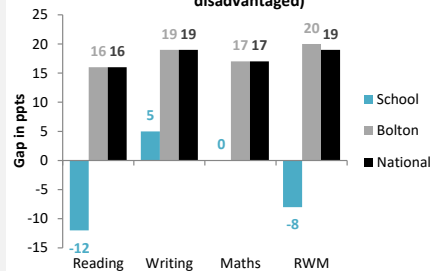
2018 KS1 Attainment Data

↑ Increase from 2017 → Same as 2017 ↓ Decrease from 2017

Percentage achieving at least the expected standard (EXS+)	School	Bolton	National
Reading	90% ↑	73% ↑	75% ↓
Writing	87% ↑	68% ↑	70% ↑
Maths	83% ↑	74% ↑	76% ↑
Reading, Writing and Maths	77% ↑	65% ↑	65% ↑
Science	100% ↑	80% ↑	83% →
Percentage achieving greater depth within the expected standard (GDS)			
Reading	30% ↑	23% ↑	26% ↑
Writing	23% ↑	16% ↑	16% →
Maths	30% ↑	21% ↑	22% ↑
Reading, Writing and Maths	17% ↑	11% ↑	12% ↑

Gap in 2018 Attainment (EXS+)

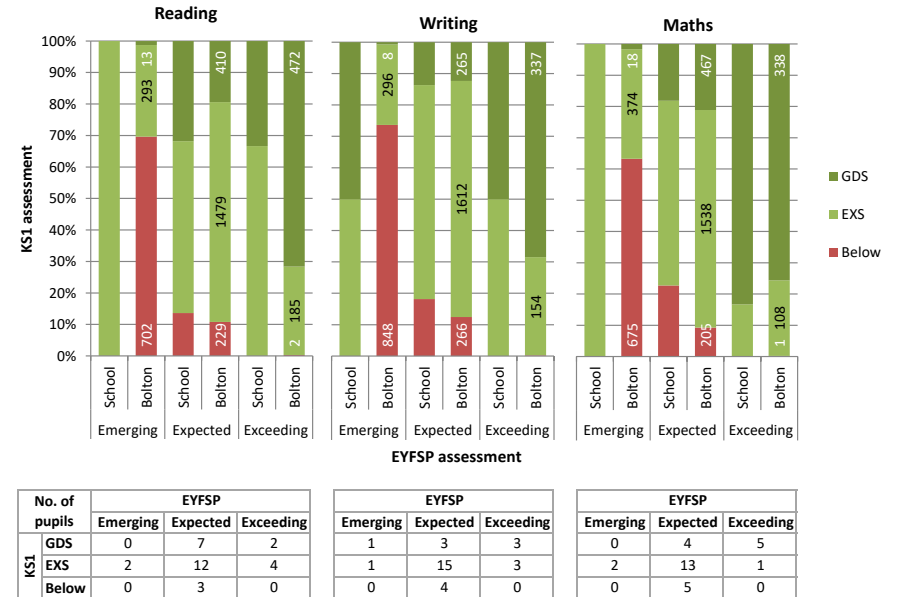
Disadvantaged gap (not disadvantaged minus disadvantaged)



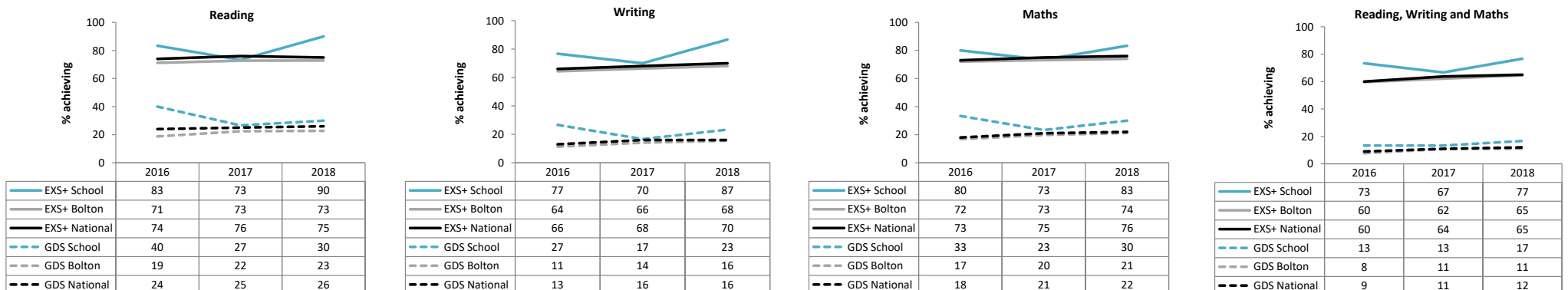
Gender gap (girls minus boys)



Progress from EYFSP to KS1



3 Year Trend Attainment Data



Results Analysis

Cohort 30: 12 boys; 18 girls

No teacher assessment

A absent
D disapplied

At or above

EXS working at the expected standard
GDS working at a greater depth within the expected standard

Working below

BLW working below the standard of the pre-key stage standards (P-scales)
PKF Pre-key stage foundation (working below the standard of the TA framework but above P-scales)
HNM has not met the expected standard (science only)
WTS working towards the expected standard

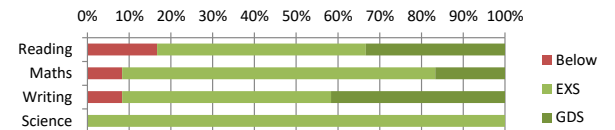
All	Cohort	No teacher assessment		Working below			Total <EXS	% <EXS	At or above		Total EXS+	% EXS+	% GDS
		A	D	BLW	PKF	HNM/WTS			EXS	GDS			
Reading	30	0	0	0	0	3	3	10%	18	9	27	90%	30%
Writing	30	0	0	0	0	4	4	13%	19	7	26	87%	23%
Maths	30	0	0	0	0	5	5	17%	16	9	25	83%	30%
Science	30	0	0	-	-	0	0	0%	30	-	30	100%	-

All



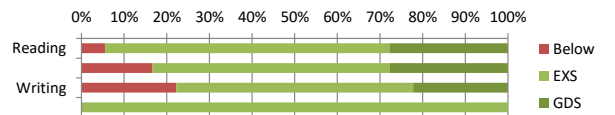
Boys	Cohort	No teacher assessment		Working below			Total <EXS	% <EXS	At or above		Total EXS+	% EXS+	% GDS
		A	D	BLW	PKF	HNM/WTS			EXS	GDS			
Reading	12	0	0	0	0	2	2	17%	6	4	10	83%	33%
Writing	12	0	0	0	0	1	1	8%	9	2	11	92%	17%
Maths	12	0	0	0	0	1	1	8%	6	5	11	92%	42%
Science	12	0	0	-	-	0	0	0%	12	-	12	100%	-

Boys

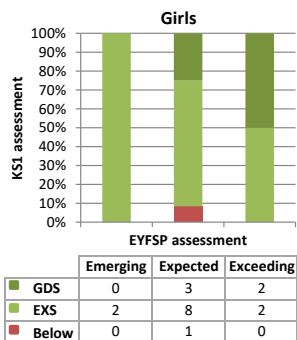
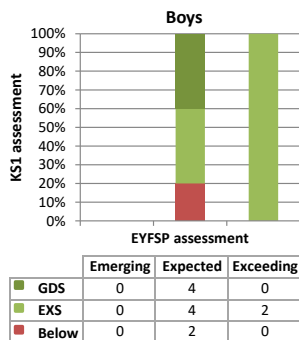


Girls	Cohort	No teacher assessment		Working below			Total <EXS	% <EXS	At or above		Total EXS+	% EXS+	% GDS
		A	D	BLW	PKF	HNM/WTS			EXS	GDS			
Reading	18	0	0	0	0	1	1	6%	12	5	17	94%	28%
Writing	18	0	0	0	0	3	3	17%	10	5	15	83%	28%
Maths	18	0	0	0	0	4	4	22%	10	4	14	78%	22%
Science	18	0	0	-	-	0	0	0%	18	-	18	100%	-

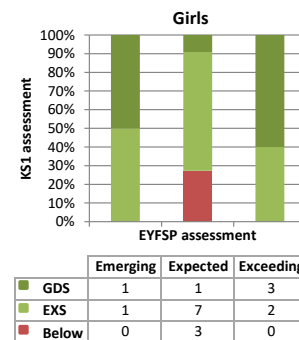
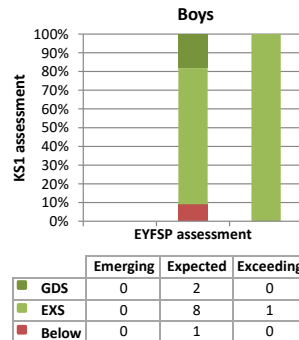
Girls



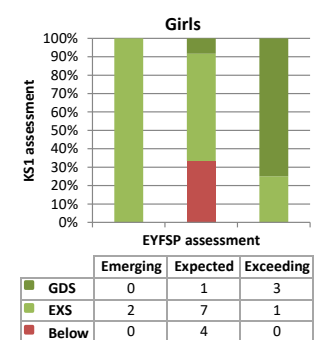
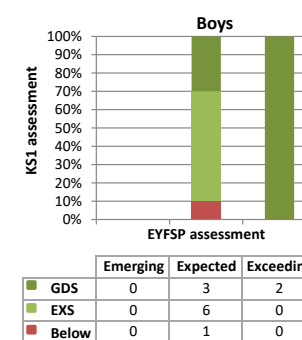
Reading Progress



Writing Progress



Maths Progress



Reading, Writing, Maths Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

All	EXS+ GDS
-----	-------------

School					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
30	73%	30	67%	30	77%
	13%		13%		17%

Bolton					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
3,998	60%	4,013	62%	4,041	65%
	8%		11%		11%

2016		National 2017		2018	
	%		%		%
	60%		64%		65%
	9%		11%		12%

Gender

Boys	EXS+ GDS
Girls	EXS+ GDS

18	67% 6%	17	71% 18%	12	83% 17%
12	83% 25%	13	62% 8%	18	72% 17%

2,053	55% 6%	2,046	57% 9%	2,069	60% 9%
1,945	65% 9%	1,967	68% 12%	1,972	69% 14%

	55%	58%	60%
	8%	9%	10%
	66%	69%	71%
	10%	13%	14%

Disadvantaged

Not disadvantaged	EXS+ GDS
Disadvantaged (FSM Ever 6 and LAC)	EXS+ GDS
FSM Eligible	EXS+ GDS
30% most deprived (home postcode)	EXS+ GDS
LAC	EXS+ GDS

24	71% 13%	25	72% 12%	24	75% 21%
6	83% 17%	5	40% 20%	6	83% 0%
2	100% 0%	3	33% 0%	4	75% 0%
29	76% 14%	3	67% 0%	3	67% 0%
0		0		0	

2,692	67% 9%	2,843	68% 13%	3,002	70% 13%
1,306	45% 4%	1,170	48% 6%	1,039	50% 4%
694	42% 4%	668	46% 4%	680	48% 5%
2,397	58% 7%	2,408	56% 8%	2,423	60% 8%
38	34% 3%	28	61% 4%	25	28% 12%

	64%		68%		69%
	10%		13%		13%
	46%		49%		50%
	4%		5%		5%
	44%		47%		48%
	3%		4%		5%
Not published					
	33%		36%	Published March 2019	
	2%		3%		

Term of birth

Autumn	EXS+ GDS
Spring	EXS+ GDS
Summer	EXS+ GDS

6	67% 17%	10	80% 40%	15	80% 20%
12	83% 25%	4	100% 0%	8	63% 13%
12	67% 0%	16	50% 0%	7	86% 14%

1,351	67% 12%	1,358	71% 16%	1,357	72% 16%
1,248	59% 8%	1,288	61% 9%	1,353	65% 11%
1,399	53% 3%	1,367	55% 6%	1,331	56% 7%

Not published

SEND

No identified SEN	EXS+ GDS
All pupils with SEN	EXS+ GDS
SEN support	EXS+ GDS
SEN with a statement or EHC plan	EXS+ GDS

28	79% 14%	23	83% 17%	28	75% 18%
2	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	0		0	

3,382	69% 9%	3,392	71% 12%	3,406	73% 13%
560	9% 1%	582	13% 1%	595	15% 1%
467	10% 1%	501	15% 1%	495	17% 2%
93	6% 1%	81	4% 1%	100	8% 0%

	68%	72%	74%
	10%	13%	14%
	16%	18%	19%
	1%	1%	2%
	17%	19%	21%
	1%	1%	2%
	8%	8%	8%
	1%	0%	1%

EAL

English first language	EXS+ GDS
English additional language	EXS+ GDS

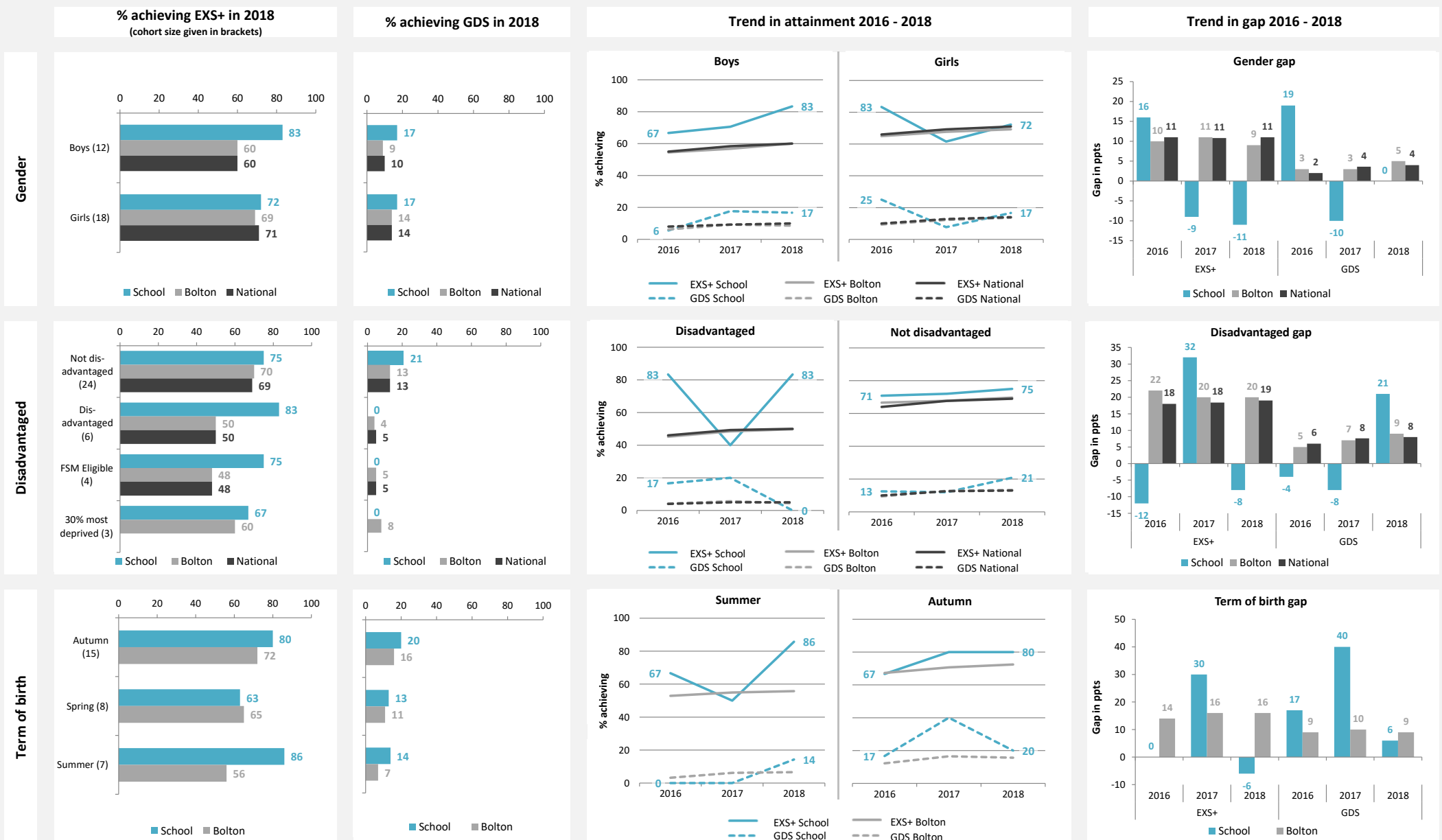
28	75% 14%	30	67% 13%	29	76% 14%
2	50% 0%	0		1	100% 100%

2,854	62% 8%	2,859	64% 11%	2,854	67% 12%
1,084	56% 7%	1,110	58% 10%	1,138	60% 9%

	61%		64%		66%
	9%		11%		12%
	59%		62%		64%
	8%		10%		11%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Reading, Writing, Maths Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Reading Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

All	EXS+ GDS
-----	-------------

School					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
30	83%	30	73%	30	90%
	40%		27%		30%

Bolton					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
3,998	71%	4,013	73%	4,041	73%
	19%		22%		23%

2016		National 2017		2018	
	%		%		%
	74%		76%		75%
	24%		25%		26%

Gender

Boys	EXS+ GDS
Girls	EXS+ GDS

18	78% 28%	17	76% 24%	12	83% 33%
12	92% 58%	13	69% 31%	18	94% 28%

2,053	67% 16%	2,046	69% 20%	2,069	68% 19%
1,945	76% 21%	1,967	77% 25%	1,972	77% 26%

	70%		71%		71%
	20%		22%		22%
	78%		80%		80%
	27%		29%		29%

Disadvantaged

Not disadvantaged	EXS+ GDS
Disadvantaged (FSM Ever 6 and LAC)	EXS+ GDS
FSM Eligible	EXS+ GDS
30% most deprived (home postcode)	EXS+ GDS
LAC	EXS+ GDS

24	79% 42%	25	76% 28%	24	88% 33%
6	100% 33%	5	60% 20%	6	100% 17%
2	100% 0%	3	67% 0%	4	100% 25%
29	83% 41%	3	67% 0%	3	67% 33%
0		0		0	

2,692	77% 22%	2,843	77% 26%	3,002	77% 26%
1,306	59% 12%	1,170	62% 13%	1,039	61% 12%
694	56% 10%	668	60% 11%	680	59% 13%
2,397	70% 18%	2,408	67% 17%	2,423	68% 19%
38	61% 11%	28	75% 14%	25	52% 12%

	78%	79%	79%
	27%	28%	29%
	62%	63%	63%
	13%	14%	14%
	60%	61%	60%
	12%	13%	13%
Not published			
	50%	52%	Published March 2019
	9%	10%	

Term of birth

Autumn	EXS+ GDS
Spring	EXS+ GDS
Summer	EXS+ GDS

6	67% 33%	10	90% 50%	15	87% 33%
12	92% 50%	4	100% 50%	8	100% 25%
12	83% 33%	16	56% 6%	7	86% 29%

1,351	77% 26%	1,358	79% 30%	1,357	79% 29%
1,248	71% 19%	1,288	71% 22%	1,353	73% 24%
1,399	66% 11%	1,367	68% 15%	1,331	66% 15%

	80%	82%	82%
	31%	33%	34%
	74%	76%	75%
	23%	25%	25%
	68%	69%	69%
	17%	18%	18%

SEND

No identified SEN	EXS+ GDS
All pupils with SEN	EXS+ GDS
SEN support	EXS+ GDS
SEN with a statement or EHC plan	EXS+ GDS

28	89% 43%	23	91% 35%	28	89% 32%
2	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	0		0	

3,382	80% 22%	3,392	81% 26%	3,406	82% 26%
560	20% 3%	582	25% 3%	595	25% 3%
467	21% 2%	501	28% 4%	495	27% 4%
93	14% 4%	81	10% 2%	100	13% 0%

	82%	84%	84%
	27%	29%	29%
	30%	31%	30%
	4%	5%	5%
	32%	34%	33%
	4%	5%	5%
	14%	14%	13%
	2%	2%	2%

EAL

English first language	EXS+ GDS
English additional language	EXS+ GDS

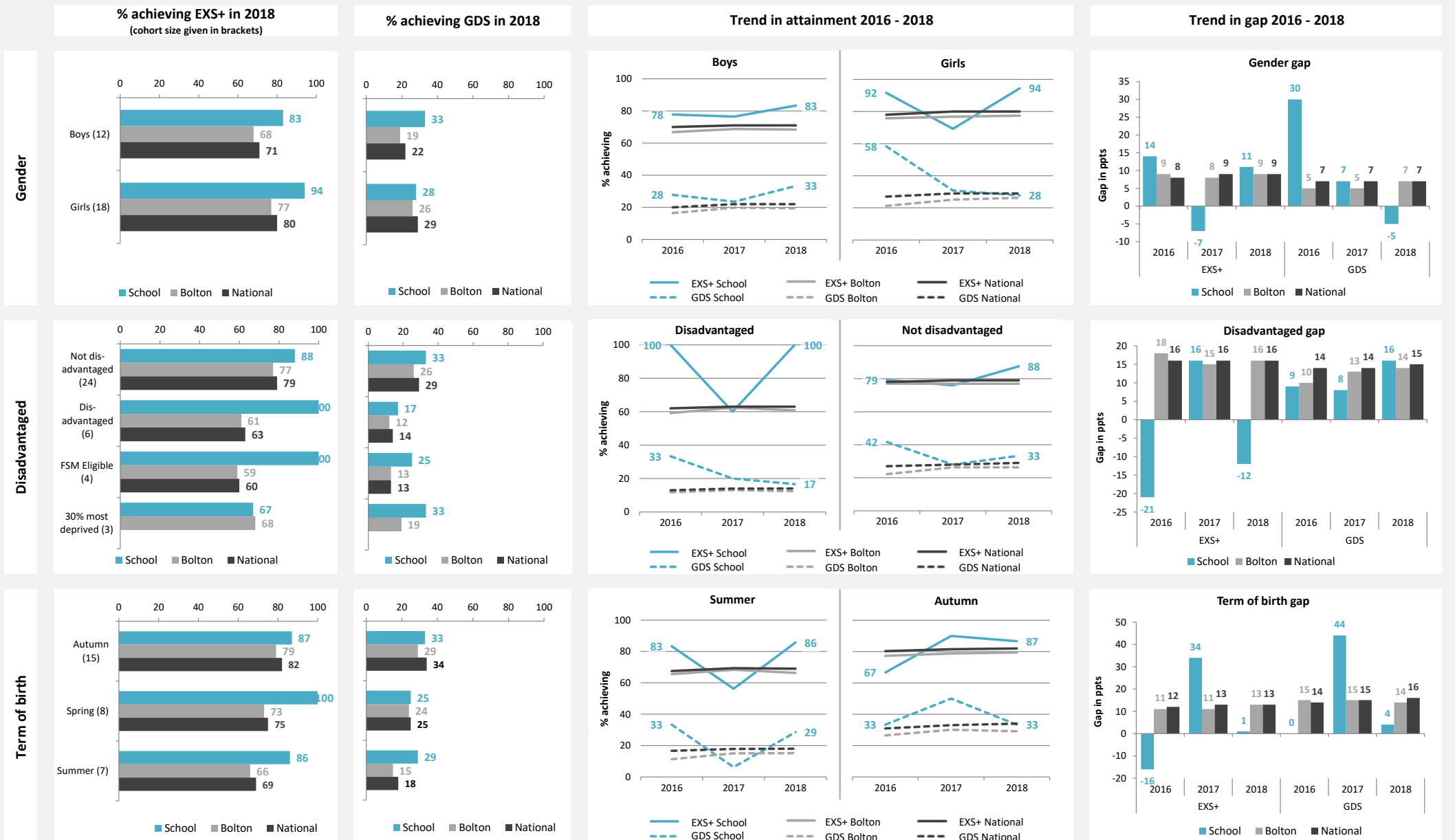
28	82% 43%	30	73% 27%	29	90% 28%
2	100% 0%	0		1	100% 100%

2,854	74% 21%	2,859	76% 24%	2,854	76% 25%
1,084	67% 14%	1,110	66% 19%	1,138	67% 18%

	75%		77%		76%
	25%		27%		27%
	70%		72%		73%
	20%		21%		22%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Reading Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Writing Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

All	EXS+ GDS
-----	-------------

School					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
30	77%	30	70%	30	87%
	27%		17%		23%

Bolton					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
3,998	64%	4,013	66%	4,041	68%
	11%		14%		16%

National		
2016	2017	2018
%	%	%
66%	68%	70%
13%	16%	16%

Gender

Boys	EXS+ GDS
Girls	EXS+ GDS

18	72% 6%	17	76% 24%	12	92% 17%
12	83% 58%	13	62% 8%	18	83% 28%

2,053	58% 8%	2,046	60% 11%	2,069	62% 11%
1,945	71% 15%	1,967	73% 17%	1,972	74% 20%

	59%		62%		63%
	10%		11%		12%
	73%		75%		77%
	17%		20%		20%

Disadvantaged

Not disadvantaged	EXS+ GDS
Disadvantaged (FSM Ever 6 and LAC)	EXS+ GDS
FSM Eligible	EXS+ GDS
30% most deprived (home postcode)	EXS+ GDS
LAC	EXS+ GDS

24	75% 29%	25	76% 16%	24	88% 29%
6	83% 17%	5	40% 20%	6	83% 0%
2	100% 0%	3	33% 0%	4	75% 0%
29	79% 28%	3	67% 0%	3	100% 0%
0		0		0	

2,692	71% 14%	2,843	72% 17%	3,002	73% 18%
1,306	51% 6%	1,170	53% 8%	1,039	54% 7%
694	48% 5%	668	50% 6%	680	53% 7%
2,397	63% 10%	2,408	61% 11%	2,423	63% 12%
38	47% 3%	28	64% 4%	25	32% 12%

70%	72%	74%
16%	18%	18%
53%	54%	55%
7%	8%	8%
50%	52%	53%
6%	7%	7%
Not published		
39%	41%	Published
4%	4%	March 2019

Term of birth

Autumn	EXS+ GDS
Spring	EXS+ GDS
Summer	EXS+ GDS

6	67% 50%	10	80% 40%	15	87% 27%
12	83% 33%	4	100% 0%	8	75% 13%
12	75% 8%	16	56% 6%	7	100% 29%

1,351	71% 17%	1,358	73% 21%	1,357	75% 21%
1,248	64% 11%	1,288	65% 13%	1,353	69% 16%
1,399	58% 6%	1,367	60% 8%	1,331	60% 9%

	73%	76%	77%
	19%	22%	22%
	66%	68%	70%
	13%	15%	15%
	58%	61%	62%
	8%	10%	10%

SEND

No identified SEN	EXS+ GDS
All pupils with SEN	EXS+ GDS
SEN support	EXS+ GDS
SEN with a statement or EHC plan	EXS+ GDS

28	82% 29%	23	87% 22%	28	86% 25%
2	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	0		0	

3,382	74% 13%	3,392	75% 16%	3,406	77% 18%
560	12% 1%	582	16% 2%	595	18% 2%
467	13% 1%	501	18% 1%	495	20% 2%
93	10% 1%	81	5% 4%	100	8% 0%

	74%	77%	79%
	15%	18%	18%
	20%	21%	22%
	2%	2%	2%
	22%	23%	25%
	2%	2%	2%
	9%	9%	9%
	1%	1%	1%

EAL

English first language	EXS+ GDS
English additional language	EXS+ GDS

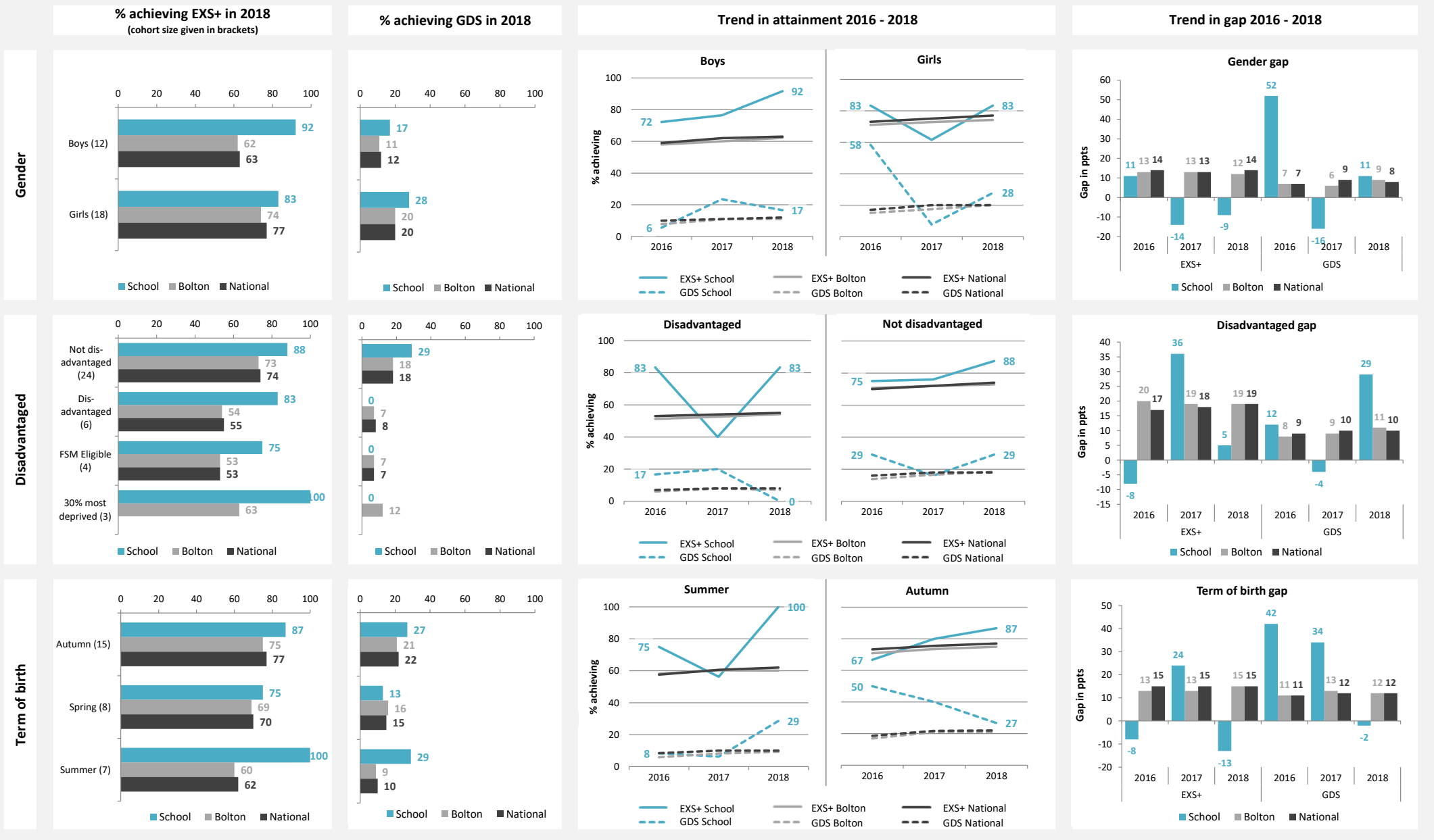
28	75% 29%	30	70% 17%	29	86% 21%
2	100% 0%	0		1	100% 100%

2,854	66% 12%	2,859	69% 15%	2,854	70% 16%
1,084	61% 10%	1,110	61% 13%	1,138	63% 14%

	66%		69%		70%
	14%		16%		16%
	64%		67%		69%
	13%		15%		15%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Writing Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Maths Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

All	EXS+ GDS
-----	-------------

School					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
30	80%	30	73%	30	83%
	33%		23%		30%

Bolton					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
3,998	72%	4,013	73%	4,041	74%
	17%		20%		21%

2016		National 2017		2018	
	%		%		%
	73%		75%		76%
	18%		21%		22%

Gender

Boys	EXS+ GDS
Girls	EXS+ GDS

18	78% 28%	17	82% 35%	12	92% 42%
12	83% 42%	13	62% 8%	18	78% 22%

2,053	72% 18%	2,046	72% 21%	2,069	73% 23%
1,945	72% 15%	1,967	74% 19%	1,972	75% 19%

	72%		74%		75%
	19%		22%		24%
	74%		76%		77%
	16%		19%		20%

Disadvantaged

Not disadvantaged	EXS+ GDS
Disadvantaged (FSM Ever 6 and LAC)	EXS+ GDS
FSM Eligible	EXS+ GDS
30% most deprived (home postcode)	EXS+ GDS
LAC	EXS+ GDS

24	79% 38%	25	80% 24%	24	83% 38%
6	83% 17%	5	40% 20%	6	83% 0%
2	100% 0%	3	33% 0%	4	75% 0%
29	83% 34%	3	67% 0%	3	67% 0%
0		0		0	

2,692	78% 20%	2,843	78% 23%	3,002	78% 25%
1,306	60% 10%	1,170	62% 12%	1,039	61% 12%
694	57% 9%	668	60% 10%	680	59% 13%
2,397	70% 16%	2,408	68% 16%	2,423	70% 17%
38	61% 5%	28	82% 11%	25	36% 12%

	77%		79%		80%
	20%		23%		25%
	60%		62%		63%
	10%		11%		12%
	58%		60%		61%
	9%		10%		11%
Not published					
	46%		48%	Published	
	6%		7%	March 2019	

Term of birth

Autumn	EXS+ GDS
Spring	EXS+ GDS
Summer	EXS+ GDS

6	67% 33%	10	80% 50%	15	87% 33%
12	92% 50%	4	100% 0%	8	75% 25%
12	75% 17%	16	63% 13%	7	86% 29%

1,351	79% 24%	1,358	80% 28%	1,357	82% 27%
1,248	71% 16%	1,288	73% 18%	1,353	74% 22%
1,399	66% 10%	1,367	66% 13%	1,331	66% 14%

	80%	82%	83%
	25%	28%	30%
	73%	75%	76%
	17%	20%	21%
	65%	68%	69%
	12%	13%	14%

SEND

No identified SEN	EXS+ GDS
All pupils with SEN	EXS+ GDS
SEN support	EXS+ GDS
SEN with a statement or EHC plan	EXS+ GDS

28	86% 36%	23	91% 30%	28	82% 32%
2	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	7	14% 0%	2	100% 0%
1	0% 0%	0		0	

3,382	81% 20%	3,392	81% 23%	3,406	82% 25%
560	25% 2%	582	28% 4%	595	28% 3%
467	26% 2%	501	31% 4%	495	30% 3%
93	17% 1%	81	6% 2%	100	15% 1%

	80%	83%	84%
	20%	23%	25%
	30%	32%	33%
	4%	4%	5%
	33%	35%	36%
	4%	5%	5%
	14%	14%	13%
	2%	2%	2%

EAL

English first language	EXS+ GDS
English additional language	EXS+ GDS

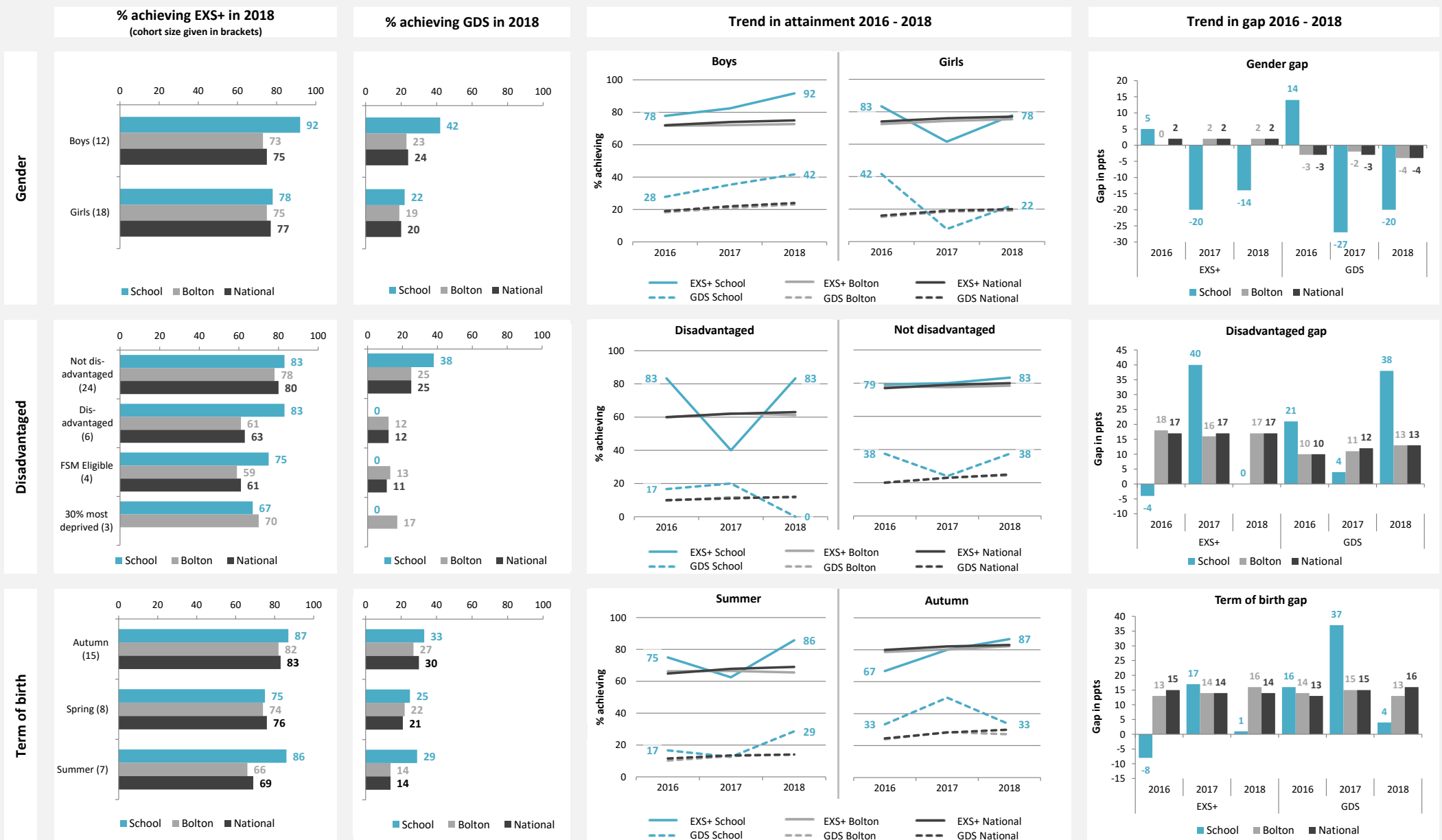
28	82% 36%	30	73% 23%	29	83% 28%
2	50% 0%	0		1	100% 100%

2,854	74% 18%	2,859	75% 20%	2,854	76% 23%
1,084	68% 15%	1,110	69% 19%	1,138	69% 18%

	73%		76%		76%
	18%		21%		22%
	72%		74%		75%
	18%		21%		21%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Maths Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Summary

32 pupils in KS2 cohort;
1 pupil is equal to 3.1%

School
88%

Bolton
66%

National
64%

of pupils achieving the expected standard (EXS+)
in Reading, Writing and Maths combined

2018 KS2 Attainment Data

↑ Increase from 2017 → Same as 2017 ↓ Decrease from 2017

Percentage achieving the expected standard or higher (EXS+)

	School	Bolton	National
Reading	97% ↓	75% ↑	75% ↑
Writing	94% ↓	80% ↑	78% ↑
Maths	91% ↓	78% ↑	76% ↑
Reading, Writing and Maths (RWM)	88% ↑	66% ↑	64% ↑
Grammar, punctuation and spelling	97% ↑	80% ↑	78% ↑

Percentage achieving the higher standard/greater depth

	School	Bolton	National
Reading	28% ↑	25% ↑	28% ↑
Writing	19% ↓	20% ↑	20% ↑
Maths	16% ↓	25% ↑	24% ↑
Reading, Writing and Maths (RWM)	3% ↓	10% ↑	10% ↑
Grammar, punctuation and spelling	34% ↑	38% ↑	34% ↑

Average scaled score

	School	Bolton	National
Reading	107.1 ↑	104.6 ↑	105.0 ↓
Maths	105.1 ↓	104.6 ↑	104.0 ↓
Grammar, punctuation and spelling	107.2 ↓	106.7 ↑	106.0 →

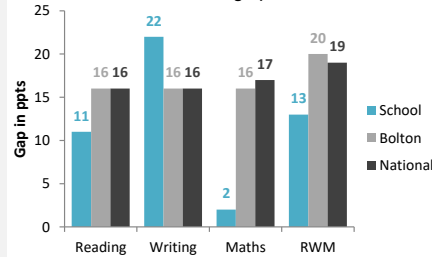
Average pupil progress¹

Reading	Above average	3.1	↓	0.3	↑	0.0
Writing	Above average	2.2	↓	0.9	↑	0.0
Maths	Average	1.7	↓	1.0	↑	0.0

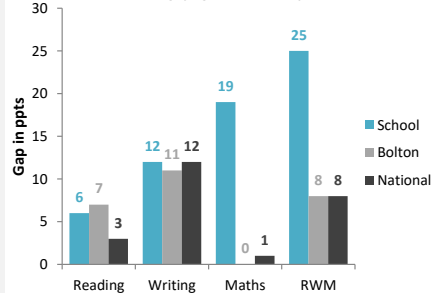
¹ See front cover about KS1- 2 Progress scores and the NCER Emerging National data these are based on; progress bandings are currently based on 2017 methodology

Gap in 2018 Attainment (EXS+)

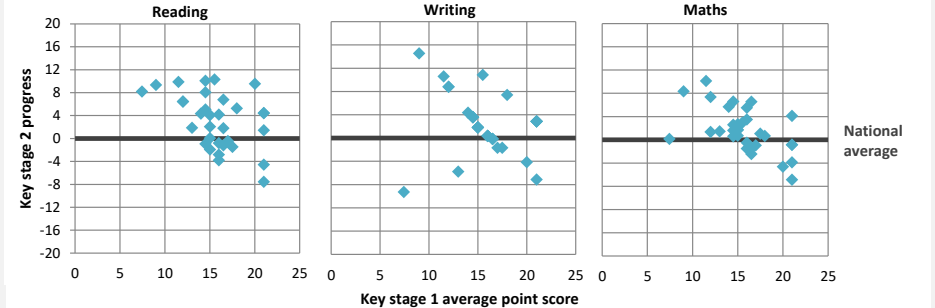
Disadvantaged gap (not disadvantaged minus disadvantaged)



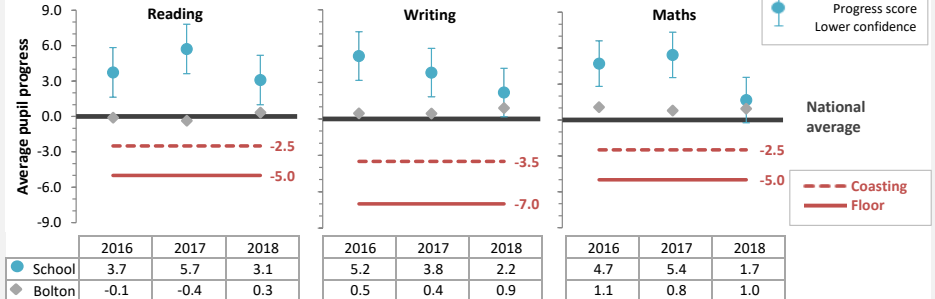
Gender gap (girls minus boys)



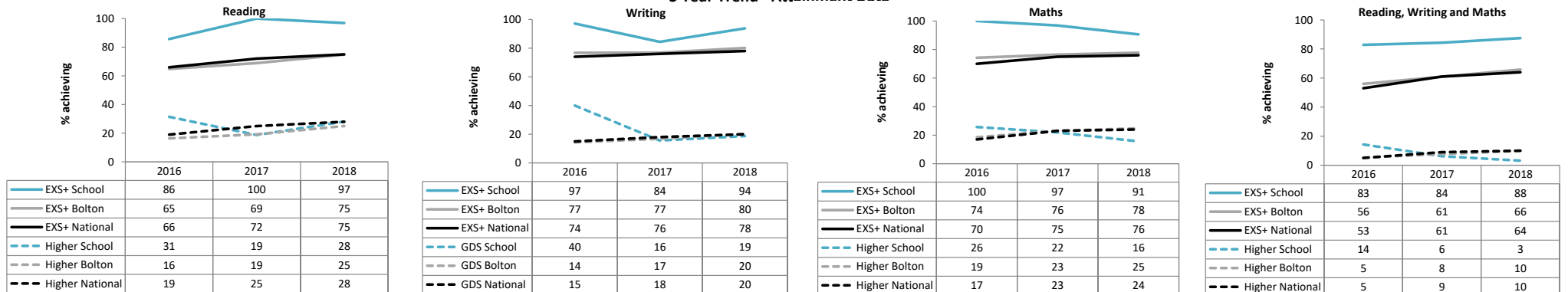
Progress per Pupil from KS1 to KS2



3 Year Trend - Average Pupil Progress



3 Year Trend - Attainment Data

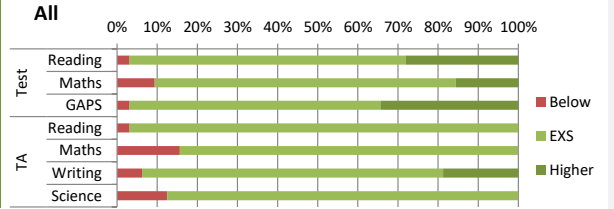


Results Analysis

Cohort 32: 16 boys; 16 girls

Excluded	L	Left	F	Pupil will take test in future	Working below	BLW/B	Below standard pre-key stage/working below level of the test
Test not taken	A	absent	J	Just arrived		HNW/WTS/NS	has not met the standard/working towards the expected standard
	D	disapplied	U	Unable to access test		PKF	Pre-key stage foundation
EXS+	EXS/AS	working at the expected standard				PKE	Pre-key stage early development
	GDS/Higher	working at Greater Depth or at the Higher Standard				PKG	Pre-key stage growing development

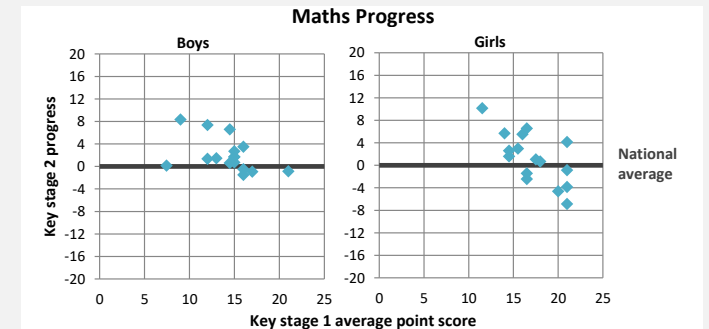
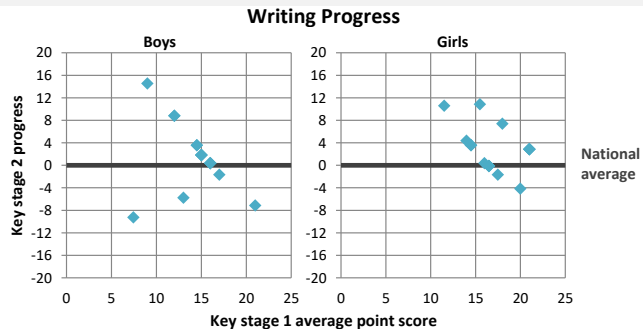
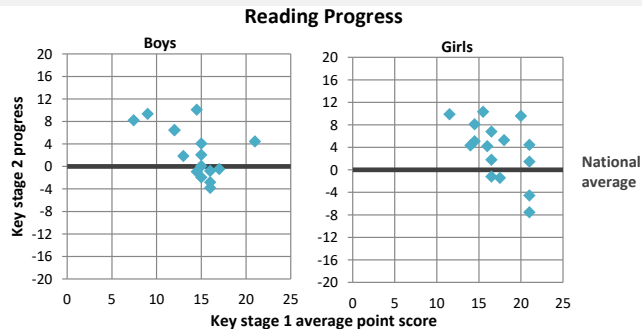
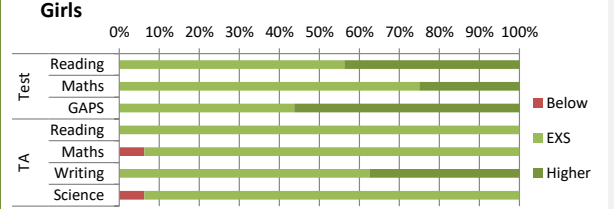
All		Total Cohort	Excluded		Eligible Cohort	Test not taken				Working below						Achieving the expected standard or higher (EXS+)					
			L	F		A	D	J	U	BLW/B	HNM/ WTS/NS	PKF	PKE	PKG	Total <EXS	% <EXS	EXS/ AS	GDS / Higher	Total EXS+	% EXS+	% Higher
Test	Reading	32	0	0	32	0		0	0	0	0	1			1	3%	22	9	31	97%	28%
	Maths	32	0	0	32	0		0	0	0	0	3			3	9%	24	5	29	91%	16%
	GAPS	32	0	0	32	0		0	0	0	0	1			1	3%	20	11	31	97%	34%
TA	Reading	32	0	0	32	0	0			0	1	0	0	0	1	3%	31		31	97%	
	Maths	32	0	0	32	0	0			0	5	0	0	0	5	16%	27		27	84%	
	Writing	32	0	0	32	0	0			0	1	0	1	0	2	6%	24	6	30	94%	19%
	Science	32	0	0	32	0	0				4				4	13%	28		28	88%	



Boys		Total Cohort	Excluded		Eligible Cohort	Test not taken				Working below						Achieving the expected standard or higher (EXS+)					
			L	F		A	D	J	U	BLW/B	HNM/ WTS/NS	PKF	PKE	PKG	Total <EXS	% <EXS	EXS/ AS	GDS / Higher	Total EXS+	% EXS+	% Higher
Test	Reading	16	0	0	16	0		0	0	0	0	1			1	6%	13	2	15	94%	13%
	Maths	16	0	0	16	0		0	0	0	0	3			3	19%	12	1	13	81%	6%
	GAPS	16	0	0	16	0		0	0	0	0	1			1	6%	13	2	15	94%	13%
TA	Reading	16	0	0	16	0	0			0	1	0	0	0	1	6%	15		15	94%	
	Maths	16	0	0	16	0	0			0	4	0	0	0	4	25%	12		12	75%	
	Writing	16	0	0	16	0	0			0	1	0	1	0	2	13%	14	0	14	88%	0%
	Science	16	0	0	16	0	0				3				3	19%	13		13	81%	



Girls		Total Cohort	Excluded		Eligible Cohort	Test not taken				Working below						Achieving the expected standard or higher (EXS+)					
			L	F		A	D	J	U	BLW/B	HNM/ WTS/NS	PKF	PKE	PKG	Total <EXS	% <EXS	EXS/ AS	GDS / Higher	Total EXS+	% EXS+	% Higher
Test	Reading	16	0	0	16	0		0	0	0	0	0			0	0%	9	7	16	100%	44%
	Maths	16	0	0	16	0		0	0	0	0	0			0	0%	12	4	16	100%	25%
	GAPS	16	0	0	16	0		0	0	0	0	0			0	0%	7	9	16	100%	56%
TA	Reading	16	0	0	16	0	0			0	0	0	0	0	0	0%	16		16	100%	
	Maths	16	0	0	16	0	0			0	1	0	0	0	1	6%	15		15	94%	
	Writing	16	0	0	16	0	0			0	0	0	0	0	0	0%	10	6	16	100%	38%
	Science	16	0	0	16	0	0				1				1	6%	15		15	94%	

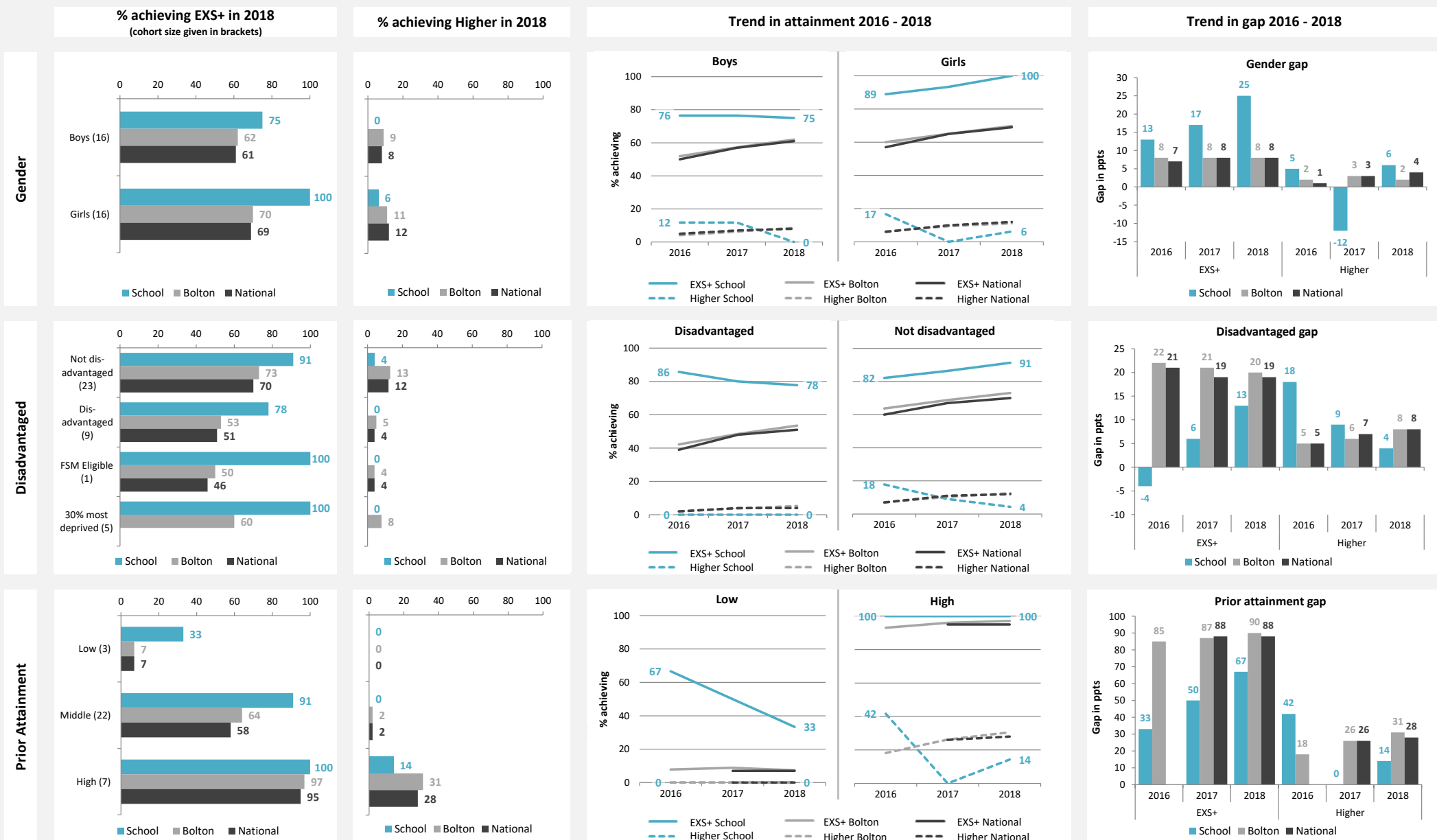


Reading, Writing, Maths Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

			School						Bolton						National					
			2016		2017		2018		2016		2017		2018		2016		2017		2018	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%		%
	All	EXS+ Higher	35	83% 14%	32	84% 6%	32	88% 3%	3,539	56% 5%	3,674	61% 8%	3,765	66% 10%		53% 5%		61% 9%		64% 10%
Gender	Boys	EXS+ Higher	17	76% 12%	17	76% 12%	16	75% 0%	1,757	52% 4%	1,946	57% 6%	1,901	62% 9%		50% 5%		57% 7%		61% 8%
	Girls	EXS+ Higher	18	89% 17%	15	93% 0%	16	100% 6%	1,782	60% 6%	1,728	65% 9%	1,864	70% 11%		57% 6%		65% 10%		69% 12%
Disadvantaged	Not disadvantaged	EXS+ Higher	28	82% 18%	22	86% 9%	23	91% 4%	2,273	64% 7%	2,252	69% 10%	2,370	73% 13%		60% 7%		67% 11%		70% 12%
	Disadvantaged (FSM Ever 6 and LAC)	EXS+ Higher	7	86% 0%	10	80% 0%	9	78% 0%	1,266	42% 2%	1,422	48% 4%	1,395	53% 5%		39% 2%		48% 4%		51% 4%
	FSM Eligible	EXS+ Higher	3	67% 0%	7	71% 0%	1	100% 0%	581	36% 2%	648	45% 4%	631	50% 4%		35% 2%		43% 3%		46% 4%
	30% most deprived (home postcode)	EXS+ Higher	5	100% 20%	6	83% 0%	5	100% 0%	2,004	52% 4%	2,121	55% 6%	2,245	60% 8%	Not published					
	LAC	EXS+ Higher	1	100% 0%	0		0		32	28% 0%	38	29% 0%	34	41% 6%		26% 1%		32% 7%	Published March 2019	
Prior attainment	Low	EXS+ Higher	3	67% 0%	4	50% 0%	3	33% 0%	436	8% 0%	430	9% 0%	409	7% 0%	Not published			7% 1%		
	Middle	EXS+ Higher	19	74% 0%	26	88% 8%	22	91% 0%	2,088	52% 1%	2,114	58% 1%	2,132	64% 2%				56% 11%		
	High	EXS+ Higher	12	100% 42%	2	100% 0%	7	100% 14%	876	93% 18%	951	96% 26%	1,044	97% 31%				95% 54%		
SEND	No identified SEN	EXS+ Higher	30	83% 17%	26	92% 8%	28	93% 4%	2,976	64% 6%	3,034	70% 9%	3,077	76% 12%		62% 6%		70% 26%		74% 12%
	All pupils with SEN	EXS+ Higher	5	80% 0%	6	50% 0%	4	50% 0%	563	11% 1%	627	16% 0%	676	20% 2%		14% 1%		18% 5%		21% 1%
	SEN support	EXS+ Higher	5	80% 0%	5	60% 0%	4	50% 0%	460	13% 1%	507	18% 1%	570	23% 2%		16% 0%		20% 5%		24% 1%
	SEN with a statement or EHC plan	EXS+ Higher	0		1	0% 0%	0		103	2% 0%	120	6% 0%	106	7% 0%		7% 0%		8% 3%		9% 1%
EAL	English first language	EXS+ Higher	35	83% 14%	32	84% 6%	32	88% 3%	2,621	57% 5%	2,636	62% 8%	2,688	67% 10%		54% 5%		62% 22%		65% 10%
	English additional language	EXS+ Higher	0		0		0		909	54% 6%	1,025	58% 8%	1,063	62% 8%		50% 5%		58% 26%		63% 10%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

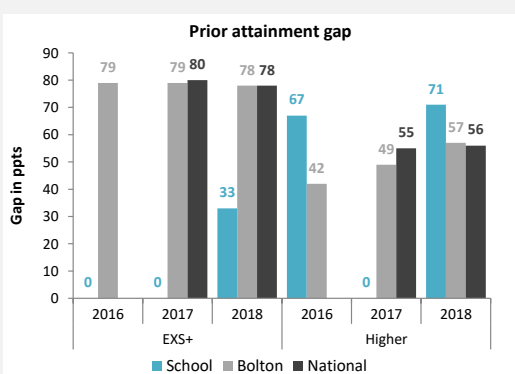
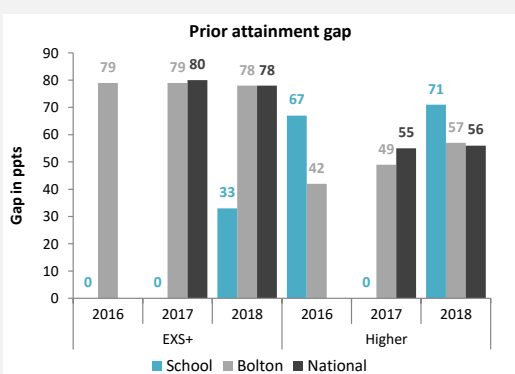
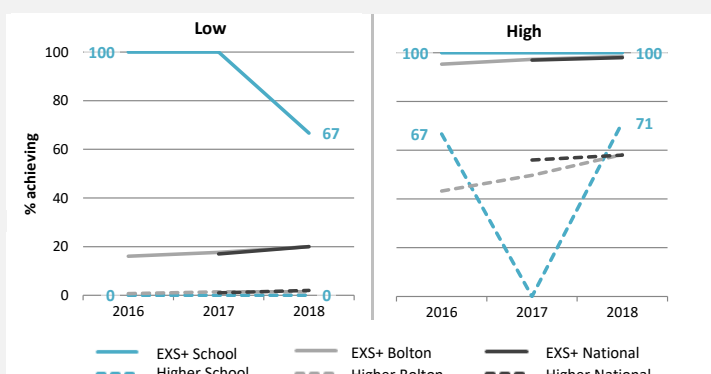
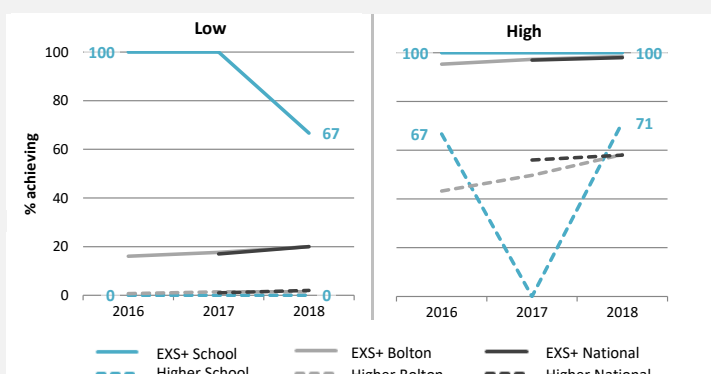
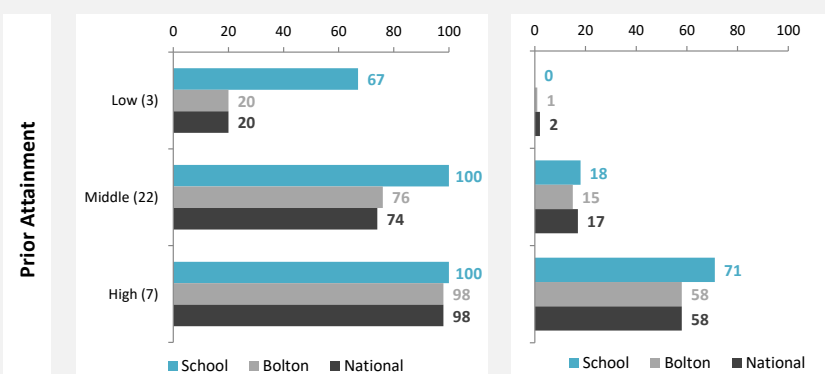
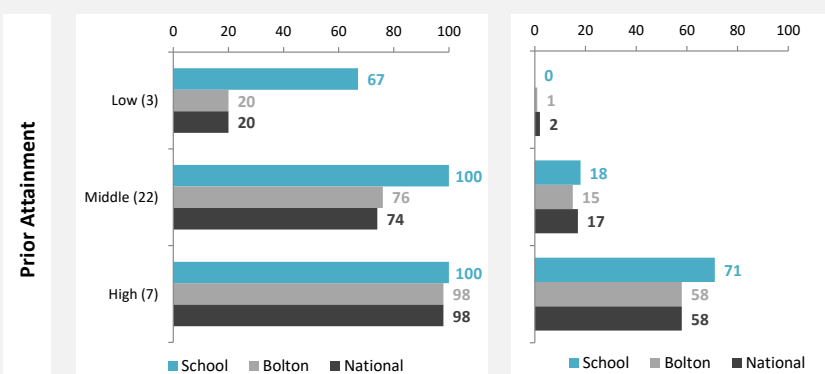
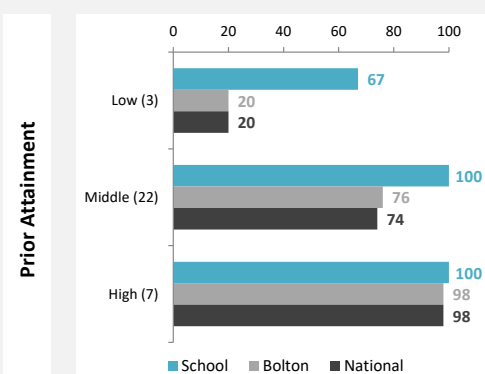
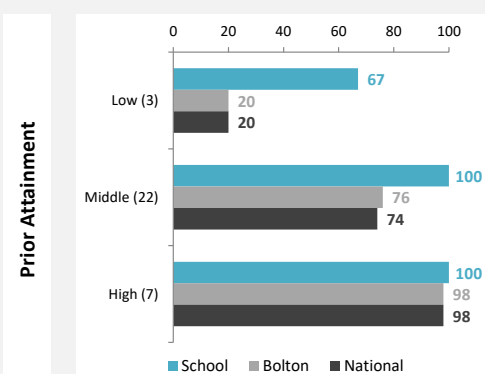
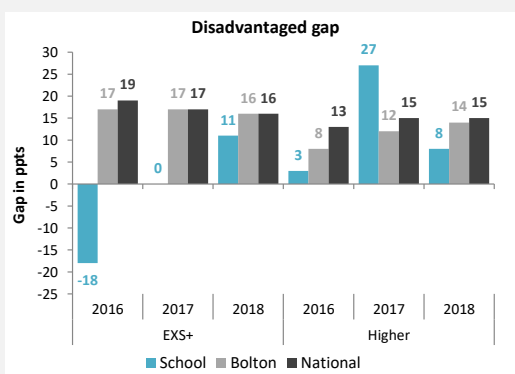
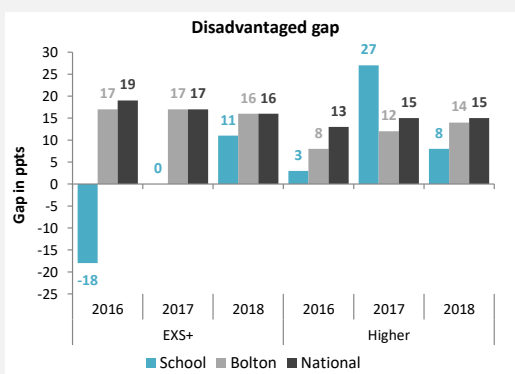
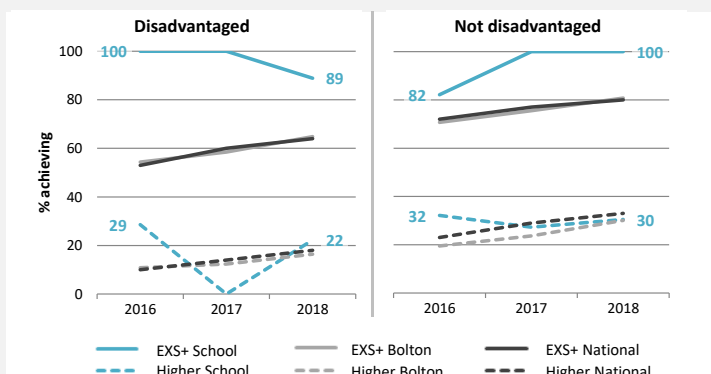
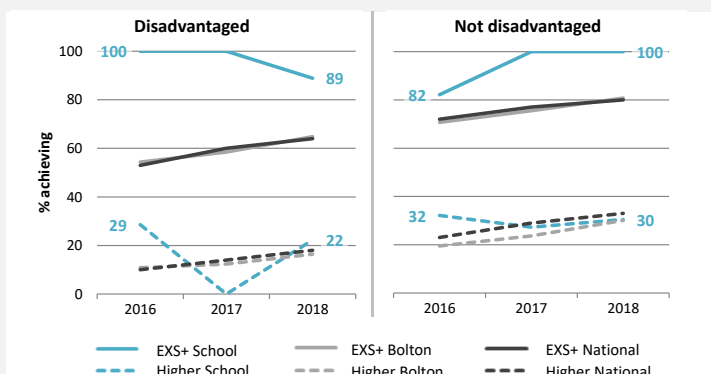
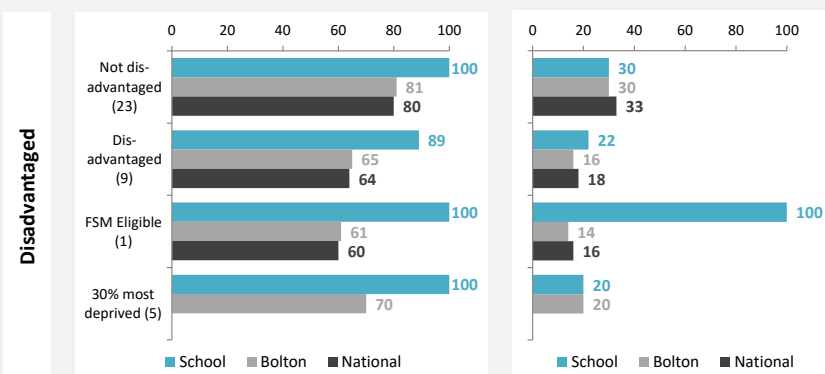
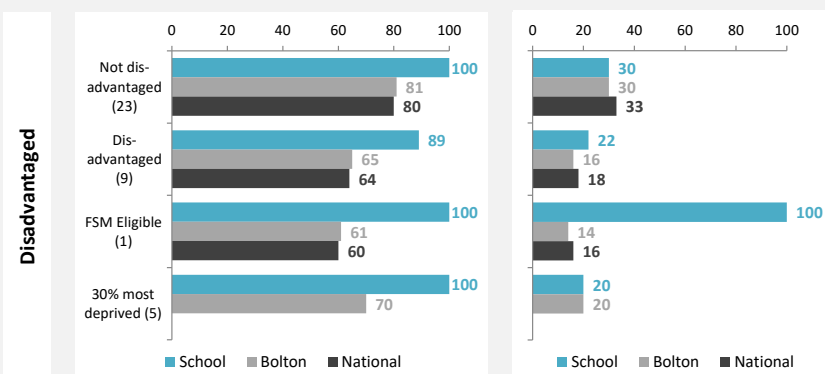
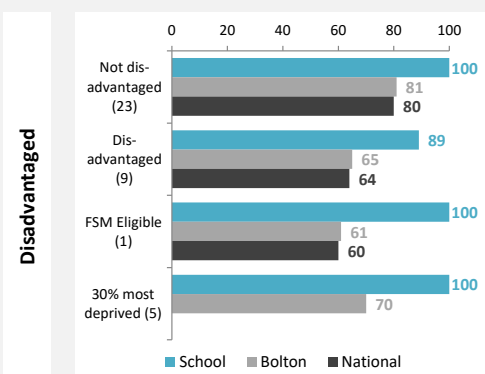
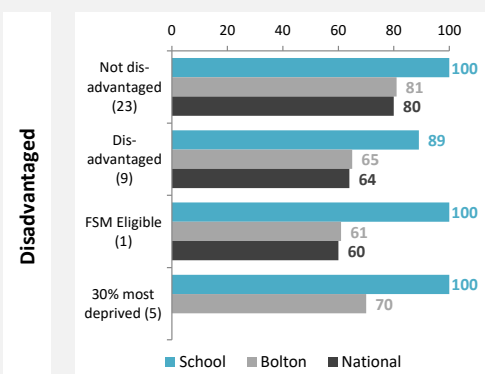
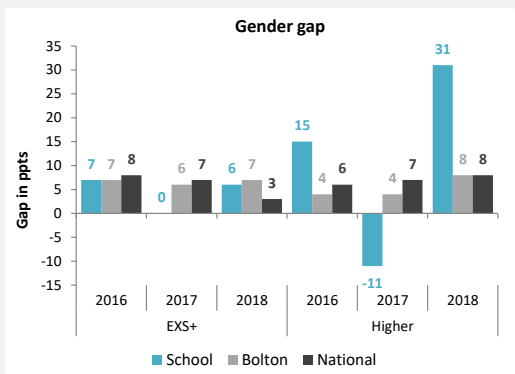
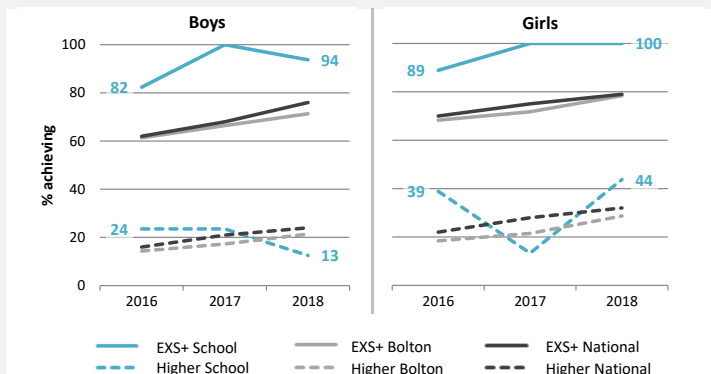
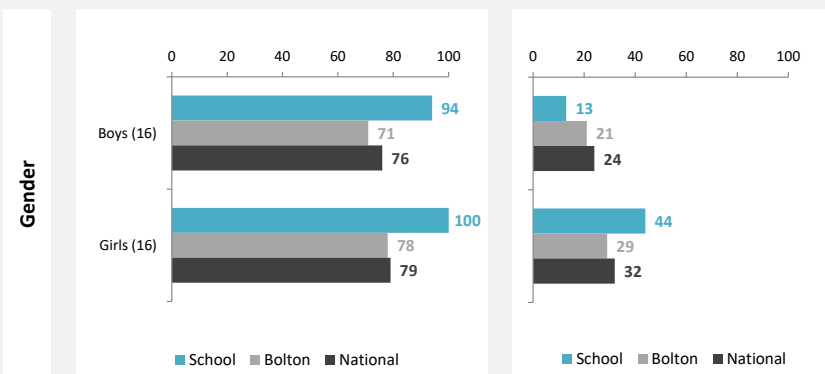
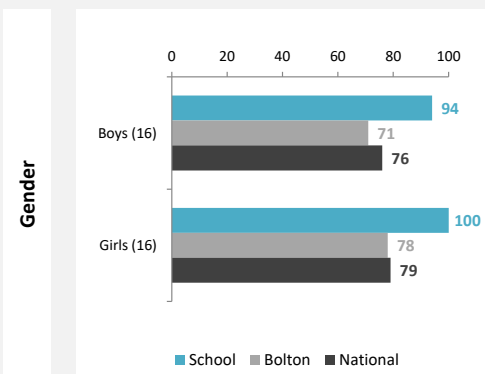
Reading, Writing, Maths Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Reading Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

	School						Bolton						National							
	2016		2017		2018		2016		2017		2018		2016		2017		2018			
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%		%		
All	35	86% 31%	32	100% 19%	32	97% 28%	3,539	65% 16%	3,674	69% 19%	3,766	75% 25%		66% 19%		72% 25%		75% 28%		
Gender	Boys	EXS+ Higher	17	82% 24%	17	100% 24%	16	94% 13%	1,757	61% 14%	1,946	66% 17%	1,901	71% 21%		62% 16%		68% 21%		76% 24%
	Girls	EXS+ Higher	18	89% 39%	15	100% 13%	16	100% 44%	1,782	68% 18%	1,728	72% 21%	1,865	78% 29%		70% 22%		75% 28%		79% 32%
Disadvantaged	Not disadvantaged	EXS+ Higher	28	82% 32%	22	100% 27%	23	100% 30%	2,273	71% 19%	2,252	76% 24%	2,370	81% 30%		72% 23%		77% 29%		80% 33%
	Disadvantaged (FSM Ever 6 and LAC)	EXS+ Higher	7	100% 29%	10	100% 0%	9	89% 22%	1,266	54% 11%	1,422	59% 12%	1,396	65% 16%		53% 10%		60% 14%		64% 18%
	FSM Eligible	EXS+ Higher	3	100% 33%	7	100% 0%	1	100% 100%	581	48% 9%	648	56% 11%	632	61% 14%		49% 8%		55% 12%		60% 16%
	30% most deprived (home postcode)	EXS+ Higher	5	100% 20%	6	100% 17%	5	100% 20%	2,004	61% 14%	2,121	63% 16%	2,245	70% 20%	Not published					
	LAC	EXS+ Higher	1	100% 0%	0		0		32	44% 3%	38	32% 8%	34	62% 12%		41% 7%		46% 10%	Published March 2019	
Prior attainment	Low	EXS+ Higher	3	100% 0%	4	100% 0%	3	67% 0%	436	16% 1%	430	18% 1%	410	20% 1%	Not published					
	Middle	EXS+ Higher	19	74% 16%	26	100% 23%	22	100% 18%	2,088	64% 9%	2,114	69% 10%	2,132	76% 15%		70% 14%		74% 17%		
	High	EXS+ Higher	12	100% 67%	2	100% 0%	7	100% 71%	876	95% 43%	951	97% 50%	1,044	98% 58%		97% 56%		98% 58%		
SEND	No identified SEN	EXS+ Higher	30	83% 37%	26	100% 23%	28	100% 29%	2,976	73% 19%	3,034	77% 22%	3,078	83% 29%		74% 22%		80% 28%		83% 32%
	All pupils with SEN	EXS+ Higher	5	100% 0%	6	100% 0%	4	75% 25%	563	24% 3%	627	29% 4%	676	38% 8%		29% 5%		34% 7%		38% 8%
	SEN support	EXS+ Higher	5	100% 0%	5	100% 0%	4	75% 25%	460	27% 4%	507	32% 5%	570	42% 8%		32% 5%		37% 7%		43% 9%
	SEN with a statement or EHC plan	EXS+ Higher	0		1	100% 0%	0		103	9% 0%	120	14% 1%	106	16% 4%		14% 3%		15% 4%		16% 4%
EAL	English first language	EXS+ Higher	35	86% 31%	32	100% 19%	32	97% 28%	2,621	67% 17%	2,636	71% 20%	2,688	77% 27%		68% 20%		73% 26%		77% 29%
	English additional language	EXS+ Higher	0		0		0		909	60% 13%	1,025	63% 16%	1,064	68% 20%		58% 14%		65% 19%		71% 24%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

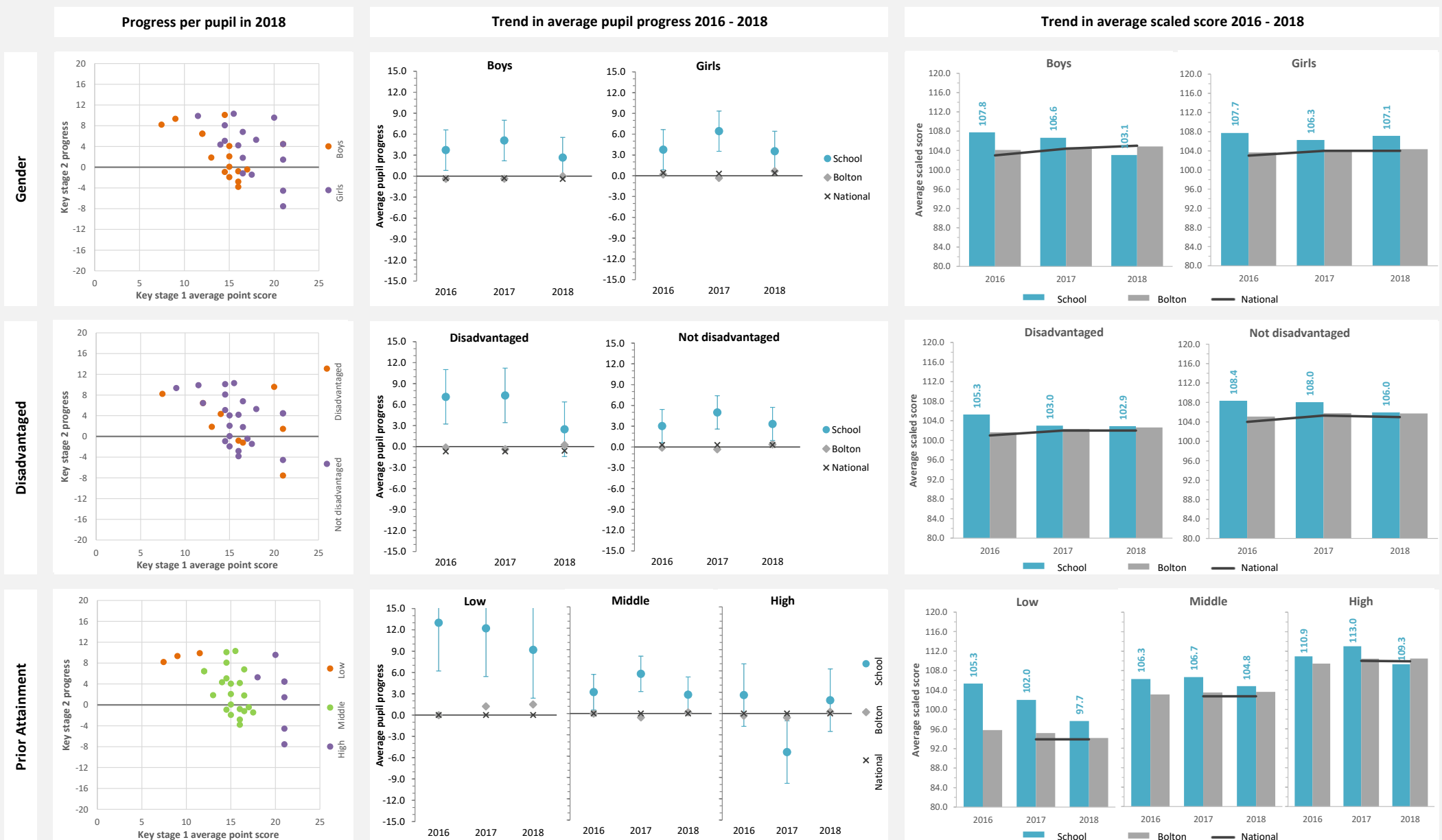


Reading Progress and Scaled Score Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

[illegible]

Averages in grey are based on a cohort size of less than 10 and should be treated with caution

Reading Progress and Scaled Score Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Writing Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

All	EXS+ GDS
-----	-------------

School					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
35	97%	32	84%	32	94%
	40%		16%		19%

Bolton					
2016		2017		2018	
Cohort	%	Cohort	%	Cohort	%
3,539	77%	3,674	77%	3,766	80%
	14%		17%		20%

2016		National 2017		2018	
	%		%		%
74%		76%		78%	
15%		18%		20%	

Gender

Boys	EXS+ GDS
Girls	EXS+ GDS

17	94% 35%	17	76% 12%	16	88% 0%
18	100% 44%	15	93% 20%	16	100% 38%

1,757	71% 10%	1,946	71% 12%	1,902	75% 15%
1,782	83% 19%	1,728	84% 22%	1,864	86% 26%

	68%		70%		72%
	11%		13%		15%
	81%		82%		84%
	19%		23%		25%

Disadvantaged

Not disadvantaged	EXS+ GDS
Disadvantaged (FSM Ever 6 and LAC)	EXS+ GDS
FSM Eligible	EXS+ GDS
30% most deprived (home postcode)	EXS+ GDS
LAC	EXS+ GDS

28	100% 43%	22	86% 23%	23	100% 17%
7	86% 29%	10	80% 0%	9	78% 22%
3	67% 33%	7	71% 0%	1	100% 0%
5	100% 20%	6	83% 17%	5	100% 0%
1	100% 0%	0		0	

2,273	83% 18%	2,252	83% 21%	2,370	86% 25%
1,266	66% 8%	1,422	66% 11%	1,396	70% 13%
581	59% 7%	648	62% 11%	632	67% 10%
2,004	74% 12%	2,121	73% 14%	2,246	76% 17%
32	53% 3%	38	39% 8%	34	50% 6%

	79%		81%		83%
	18%		21%		24%
	64%		66%		67%
	8%		10%		11%
	59%		61%		63%
	7%		8%		10%
Not published					
	46%		48%	Published	
	4%		6%	March 2019	

Prior attainment

Low	EXS+ GDS
Middle	EXS+ GDS
High	EXS+ GDS

3	67% 0%	4	50% 0%	3	67% 0%
19	100% 16%	26	88% 15%	22	95% 5%
12	100% 92%	2	100% 50%	7	100% 71%

436	22% 0%	430	18% 0%	410	20% 0%
2,088	81% 7%	2,114	81% 7%	2,132	84% 8%
876	99% 41%	951	99% 48%	1,044	99% 56%

Not published		17%	17%
		0%	0%
		78%	79%
		7%	7%
		98%	99%
		46%	50%

SEND

No identified SEN	EXS+ GDS
All pupils with SEN	EXS+ GDS
SEN support	EXS+ GDS
SEN with a statement or EHC plan	EXS+ GDS

30	100% 47%	26	92% 19%	28	96% 21%
5	80% 0%	6	50% 0%	4	75% 0%
5	80% 0%	5	60% 0%	4	75% 0%
0		1	0% 0%	0	

2,976	87% 17%	3,034	88% 20%	3,077	91% 24%
563	25% 1%	627	26% 1%	677	32% 3%
460	28% 2%	507	29% 1%	570	36% 3%
103	11% 0%	120	11% 0%	107	7% 0%

84%	86%	88%
17%	21%	24%
29%	30%	33%
2%	2%	3%
32%	34%	38%
2%	3%	3%
13%	13%	13%
1%	1%	2%

EAL

English first language	EXS+ GDS
English additional language	EXS+ GDS

35	97% 40%	32	84% 16%	32	94% 19%
0		0		0	

2,621	77% 14%	2,636	78% 17%	2,688	81% 21%
909	78% 16%	1,025	75% 17%	1,064	77% 19%

	74%		77%		79%
	15%		18%		20%
	73%		74%		77%
	14%		16%		19%

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

	% achieving EXS+ in 2018 (cohort size given in brackets)	% achieving GDS in 2018	Trend in attainment 2016 - 2018	Trend in gap 2016 - 2018																																																																																
Gender	<table border="1"> <caption>% achieving EXS+ in 2018 (Gender)</caption> <thead> <tr> <th>Gender</th> <th>School</th> <th>Bolton</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Boys (16)</td> <td>88</td> <td>75</td> <td>72</td> </tr> <tr> <td>Girls (16)</td> <td>100</td> <td>86</td> <td>84</td> </tr> </tbody> </table>	Gender	School	Bolton	National	Boys (16)	88	75	72	Girls (16)	100	86	84	<table border="1"> <caption>% achieving GDS in 2018 (Gender)</caption> <thead> <tr> <th>Gender</th> <th>School</th> <th>Bolton</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Boys (16)</td> <td>0</td> <td>15</td> <td>15</td> </tr> <tr> <td>Girls (16)</td> <td>38</td> <td>26</td> <td>25</td> </tr> </tbody> </table>	Gender	School	Bolton	National	Boys (16)	0	15	15	Girls (16)	38	26	25	<table border="1"> <caption>Trend in attainment 2016-2018 (Boys)</caption> <thead> <tr> <th>Year</th> <th>EXS+ School</th> <th>Higher School</th> <th>EXS+ Bolton</th> <th>Higher Bolton</th> <th>EXS+ National</th> <th>Higher National</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>94</td> <td>35</td> <td>68</td> <td>10</td> <td>68</td> <td>10</td> </tr> <tr> <td>2017</td> <td>76</td> <td>10</td> <td>70</td> <td>12</td> <td>70</td> <td>12</td> </tr> <tr> <td>2018</td> <td>88</td> <td>0</td> <td>72</td> <td>15</td> <td>72</td> <td>15</td> </tr> </tbody> </table>	Year	EXS+ School	Higher School	EXS+ Bolton	Higher Bolton	EXS+ National	Higher National	2016	94	35	68	10	68	10	2017	76	10	70	12	70	12	2018	88	0	72	15	72	15	<table border="1"> <caption>Trend in gap 2016-2018 (Boys)</caption> <thead> <tr> <th>Year</th> <th>EXS+ Gap</th> <th>GDS Gap</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>6</td> <td>9</td> </tr> <tr> <td>2017</td> <td>17</td> <td>8</td> </tr> <tr> <td>2018</td> <td>12</td> <td>10</td> </tr> </tbody> </table>	Year	EXS+ Gap	GDS Gap	2016	6	9	2017	17	8	2018	12	10																
Gender	School	Bolton	National																																																																																	
Boys (16)	88	75	72																																																																																	
Girls (16)	100	86	84																																																																																	
Gender	School	Bolton	National																																																																																	
Boys (16)	0	15	15																																																																																	
Girls (16)	38	26	25																																																																																	
Year	EXS+ School	Higher School	EXS+ Bolton	Higher Bolton	EXS+ National	Higher National																																																																														
2016	94	35	68	10	68	10																																																																														
2017	76	10	70	12	70	12																																																																														
2018	88	0	72	15	72	15																																																																														
Year	EXS+ Gap	GDS Gap																																																																																		
2016	6	9																																																																																		
2017	17	8																																																																																		
2018	12	10																																																																																		
Disadvantaged	<table border="1"> <caption>% achieving EXS+ in 2018 (Disadvantaged)</caption> <thead> <tr> <th>Category</th> <th>School</th> <th>Bolton</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Not disadvantaged (23)</td> <td>100</td> <td>86</td> <td>83</td> </tr> <tr> <td>Disadvantaged (9)</td> <td>78</td> <td>70</td> <td>67</td> </tr> <tr> <td>FSM Eligible (1)</td> <td>100</td> <td>67</td> <td>63</td> </tr> <tr> <td>30% most deprived (5)</td> <td>100</td> <td>76</td> <td>76</td> </tr> </tbody> </table>	Category	School	Bolton	National	Not disadvantaged (23)	100	86	83	Disadvantaged (9)	78	70	67	FSM Eligible (1)	100	67	63	30% most deprived (5)	100	76	76	<table border="1"> <caption>% achieving GDS in 2018 (Disadvantaged)</caption> <thead> <tr> <th>Category</th> <th>School</th> <th>Bolton</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Not disadvantaged (23)</td> <td>17</td> <td>25</td> <td>24</td> </tr> <tr> <td>Disadvantaged (9)</td> <td>22</td> <td>13</td> <td>11</td> </tr> <tr> <td>FSM Eligible (1)</td> <td>0</td> <td>10</td> <td>10</td> </tr> <tr> <td>30% most deprived (5)</td> <td>0</td> <td>17</td> <td>17</td> </tr> </tbody> </table>	Category	School	Bolton	National	Not disadvantaged (23)	17	25	24	Disadvantaged (9)	22	13	11	FSM Eligible (1)	0	10	10	30% most deprived (5)	0	17	17	<table border="1"> <caption>Trend in attainment 2016-2018 (Disadvantaged)</caption> <thead> <tr> <th>Year</th> <th>EXS+ School</th> <th>Higher School</th> <th>EXS+ Bolton</th> <th>Higher Bolton</th> <th>EXS+ National</th> <th>Higher National</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>86</td> <td>29</td> <td>65</td> <td>8</td> <td>65</td> <td>8</td> </tr> <tr> <td>2017</td> <td>78</td> <td>0</td> <td>68</td> <td>10</td> <td>68</td> <td>10</td> </tr> <tr> <td>2018</td> <td>78</td> <td>22</td> <td>70</td> <td>12</td> <td>70</td> <td>12</td> </tr> </tbody> </table>	Year	EXS+ School	Higher School	EXS+ Bolton	Higher Bolton	EXS+ National	Higher National	2016	86	29	65	8	65	8	2017	78	0	68	10	68	10	2018	78	22	70	12	70	12	<table border="1"> <caption>Trend in gap 2016-2018 (Disadvantaged)</caption> <thead> <tr> <th>Year</th> <th>EXS+ Gap</th> <th>GDS Gap</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>14</td> <td>10</td> </tr> <tr> <td>2017</td> <td>6</td> <td>10</td> </tr> <tr> <td>2018</td> <td>22</td> <td>11</td> </tr> </tbody> </table>	Year	EXS+ Gap	GDS Gap	2016	14	10	2017	6	10	2018	22	11
Category	School	Bolton	National																																																																																	
Not disadvantaged (23)	100	86	83																																																																																	
Disadvantaged (9)	78	70	67																																																																																	
FSM Eligible (1)	100	67	63																																																																																	
30% most deprived (5)	100	76	76																																																																																	
Category	School	Bolton	National																																																																																	
Not disadvantaged (23)	17	25	24																																																																																	
Disadvantaged (9)	22	13	11																																																																																	
FSM Eligible (1)	0	10	10																																																																																	
30% most deprived (5)	0	17	17																																																																																	
Year	EXS+ School	Higher School	EXS+ Bolton	Higher Bolton	EXS+ National	Higher National																																																																														
2016	86	29	65	8	65	8																																																																														
2017	78	0	68	10	68	10																																																																														
2018	78	22	70	12	70	12																																																																														
Year	EXS+ Gap	GDS Gap																																																																																		
2016	14	10																																																																																		
2017	6	10																																																																																		
2018	22	11																																																																																		
Prior Attainment	<table border="1"> <caption>% achieving EXS+ in 2018 (Prior Attainment)</caption> <thead> <tr> <th>Category</th> <th>School</th> <th>Bolton</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Low (3)</td> <td>67</td> <td>20</td> <td>17</td> </tr> <tr> <td>Middle (22)</td> <td>95</td> <td>84</td> <td>79</td> </tr> <tr> <td>High (7)</td> <td>100</td> <td>99</td> <td>99</td> </tr> </tbody> </table>	Category	School	Bolton	National	Low (3)	67	20	17	Middle (22)	95	84	79	High (7)	100	99	99	<table border="1"> <caption>% achieving GDS in 2018 (Prior Attainment)</caption> <thead> <tr> <th>Category</th> <th>School</th> <th>Bolton</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Low (3)</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Middle (22)</td> <td>5</td> <td>8</td> <td>7</td> </tr> <tr> <td>High (7)</td> <td>71</td> <td>56</td> <td>50</td> </tr> </tbody> </table>	Category	School	Bolton	National	Low (3)	0	0	0	Middle (22)	5	8	7	High (7)	71	56	50	<table border="1"> <caption>Trend in attainment 2016-2018 (Prior Attainment)</caption> <thead> <tr> <th>Year</th> <th>EXS+ School</th> <th>Higher School</th> <th>EXS+ Bolton</th> <th>Higher Bolton</th> <th>EXS+ National</th> <th>Higher National</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>67</td> <td>0</td> <td>22</td> <td>22</td> <td>22</td> <td>22</td> </tr> <tr> <td>2017</td> <td>50</td> <td>0</td> <td>18</td> <td>18</td> <td>18</td> <td>18</td> </tr> <tr> <td>2018</td> <td>67</td> <td>0</td> <td>18</td> <td>18</td> <td>18</td> <td>18</td> </tr> </tbody> </table>	Year	EXS+ School	Higher School	EXS+ Bolton	Higher Bolton	EXS+ National	Higher National	2016	67	0	22	22	22	22	2017	50	0	18	18	18	18	2018	67	0	18	18	18	18	<table border="1"> <caption>Trend in gap 2016-2018 (Prior Attainment)</caption> <thead> <tr> <th>Year</th> <th>EXS+ Gap</th> <th>GDS Gap</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>33</td> <td>41</td> </tr> <tr> </tr></tbody></table>	Year	EXS+ Gap	GDS Gap	2016	33	41														
Category	School	Bolton	National																																																																																	
Low (3)	67	20	17																																																																																	
Middle (22)	95	84	79																																																																																	
High (7)	100	99	99																																																																																	
Category	School	Bolton	National																																																																																	
Low (3)	0	0	0																																																																																	
Middle (22)	5	8	7																																																																																	
High (7)	71	56	50																																																																																	
Year	EXS+ School	Higher School	EXS+ Bolton	Higher Bolton	EXS+ National	Higher National																																																																														
2016	67	0	22	22	22	22																																																																														
2017	50	0	18	18	18	18																																																																														
2018	67	0	18	18	18	18																																																																														
Year	EXS+ Gap	GDS Gap																																																																																		
2016	33	41																																																																																		

Writing Progress Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

All	Pupil progress
-----	----------------

School					
2016		2017		2018	
Cohort	Average	Cohort	Average	Cohort	Average
34	5.2	32	3.8	32	2.2

Bolton					
2016		2017		2018	
Cohort	Average	Cohort	Average	Cohort	Average
3391	0.5	3487	0.4	3569	0.9

2016		National 2017	2018	
Average		Average	Average	
0.0		0.0	0.0	

Gender

Boys	Pupil progress
Girls	Pupil progress

16	4.6	17	2.2	16	1.5
18	5.7	15	5.7	16	2.9

1683	-0.4	1846	-0.5	1809	0.1
1708	1.3	1641	1.5	1760	1.7

	-0.8		-0.8		-0.8
	0.8		0.8		0.8

Disadvantaged

Not disadvantaged	Pupil progress
Disadvantaged (FSM Ever 6 and LAC)	Pupil progress
FSM Eligible	Pupil progress
30% most deprived (home postcode)	Pupil progress
LAC	Pupil progress

28	5.4	22	3.7	23	3.0
6	4.2	10	4.0	9	0.0
2	0.9	7	4.5	1	-4.2
5	6.5	6	4.5	5	0.0
0		0		0	

2211	0.6	2174	0.6	2257	0.9
1180	0.2	1313	0.3	1312	0.8
522	0.3	590	0.1	580	0.6
1902	0.9	1963	0.7	2083	1.0
31	-2.0	36	-0.6	33	-0.8

	0.1		0.2		0.3
	-0.3		-0.4		-0.5
	-0.5		-0.7		-0.9
Not published					
	-1.2		-1.0	Published late 2018	

Prior attainment

Low	Pupil progress
Middle	Pupil progress
High	Pupil progress

3	5.7	4	6.7	3	5.3
19	4.6	26	3.6	22	2.1
12	6.0	2	1.3	7	1.1

432	-0.1	424	0.6	394	1.4
2084	0.6	2112	0.4	2131	0.8
875	0.4	951	0.5	1044	0.9

		0.0		0.
Not published		0.0		0.
		0.0		0.

SEND

No identified SEN	Pupil progress
All pupils with SEN	Pupil progress
SEN support	Pupil progress
SEN with a statement or EHC plan	Pupil progress

30	5.3	26	3.8	28	2.1
4	4.4	6	3.7	4	3.0
4	4.4	5	5.1	4	3.0
0		1	-3.0	0	

2858	1.1	2895	1.0	2933	1.4
533	-2.9	585	-2.4	629	-1.7
437	-2.5	475	-2.0	538	-1.3
96	-4.7	110	-3.3	91	-3.4

0.5	0.5	0.
-2.6	-2.6	-2.
-2.4	-2.2	-1.
-4.0	-4.3	-4.

EAL

English first language	Pupil progress
English additional language	Pupil progress

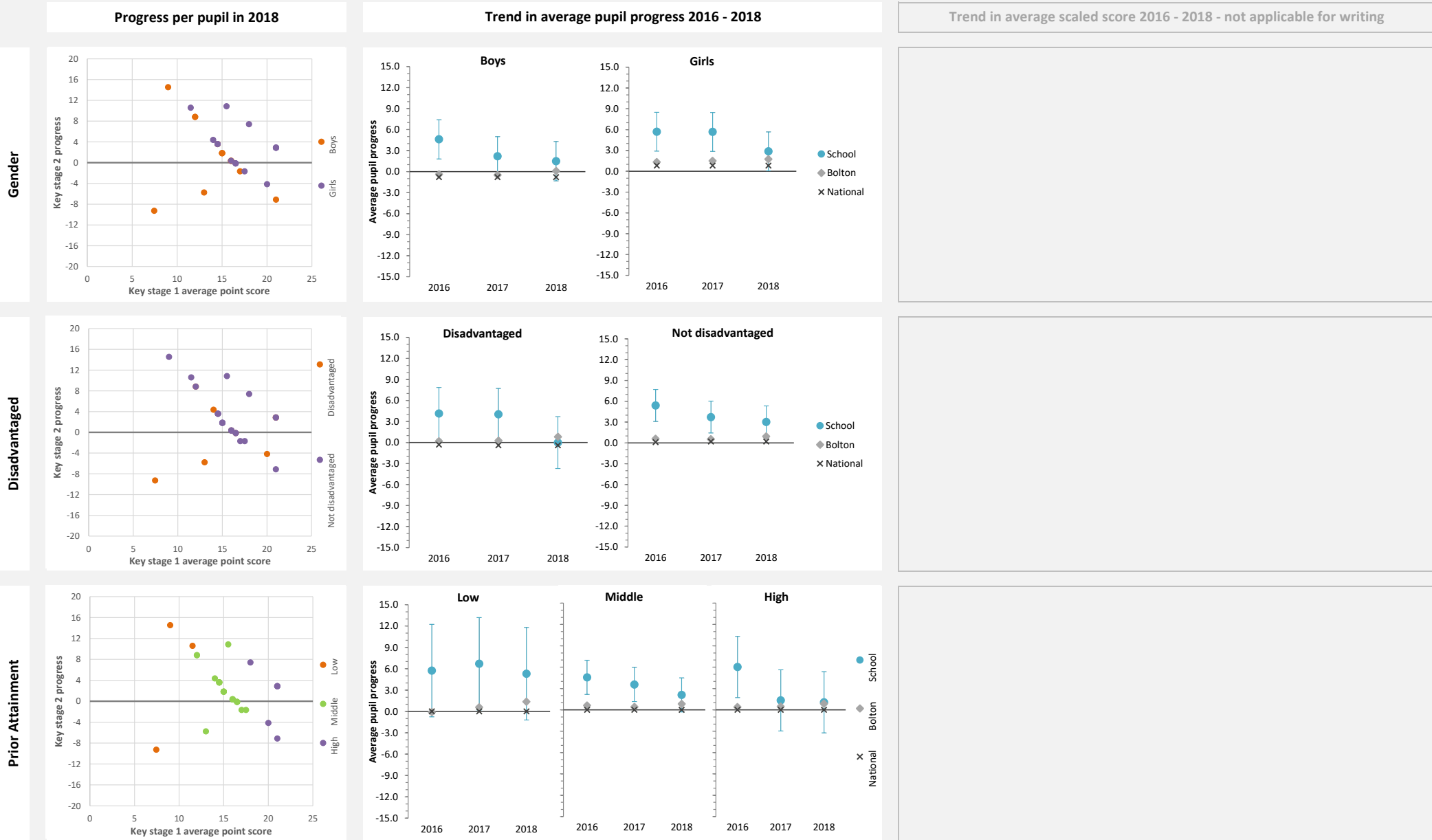
34	5.0	32	3.8	32	2.2
0		0		0	

2577	0.0	2583	-0.1	2640	0.5
812	1.8	897	1.7	921	1.7

	-0.3		-0.3		-0.3
	1.5		1.4		1.5

Averages in grey are based on a cohort size of less than 10 and should be treated with caution

Writing Progress Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)

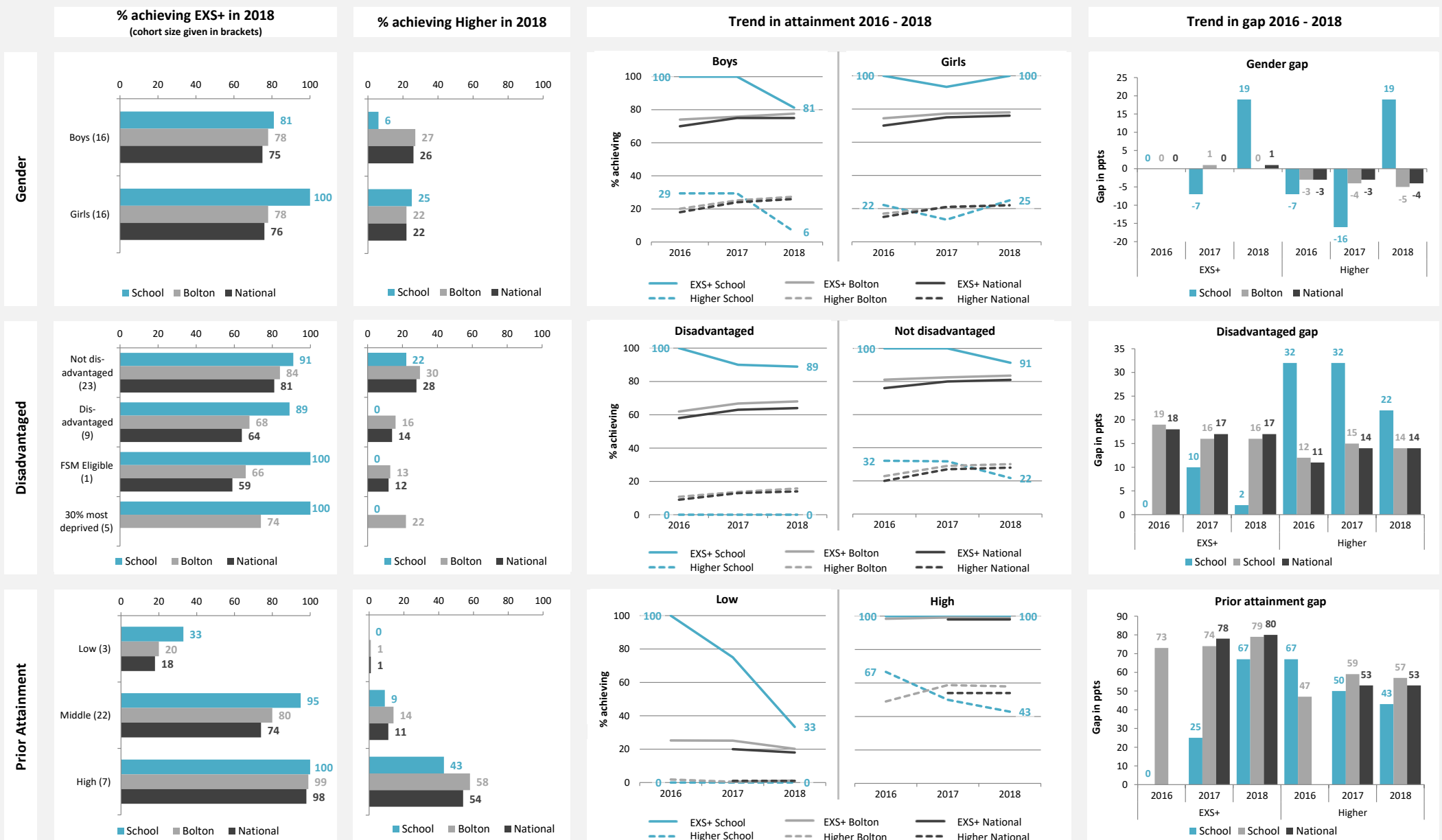


Maths Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

[illegible]

Percentages in grey are based on a cohort size of less than 10 and should be treated with caution

Maths Attainment Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)

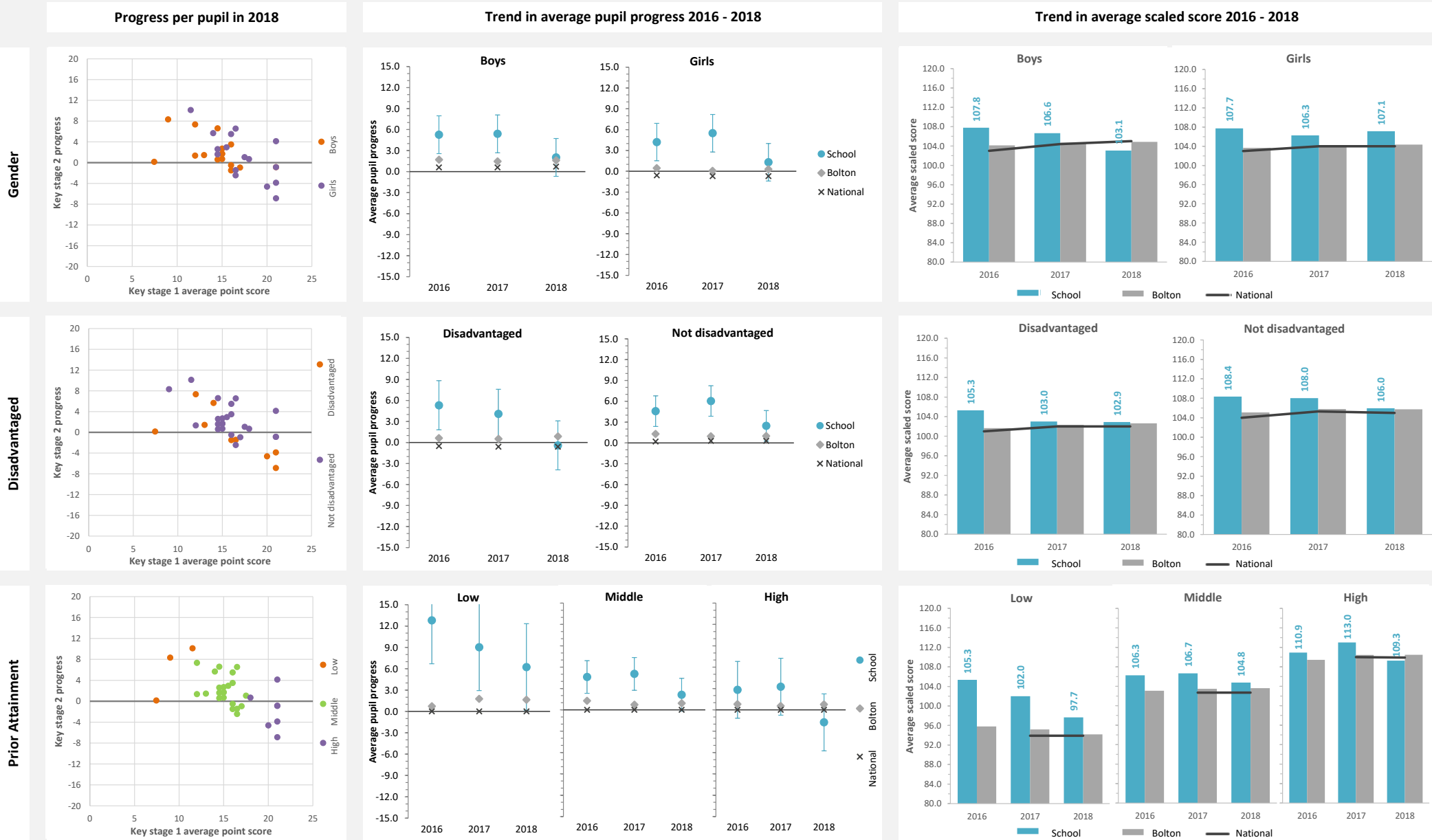


Maths Progress and Scaled Score Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

[illegible]

Averages in grey are based on a cohort size of less than 10 and should be treated with caution

Maths Progress and Scaled Score Analysis by Pupil Characteristic - Charts (corresponding data tables on previous page)



Disadvantaged

Disadvantaged



Category	Key stage 1 average point score	Key stage 2 progress
Disadvantaged	8	0
Disadvantaged	10	8
Disadvantaged	12	2
Disadvantaged	14	5
Disadvantaged	15	0
Disadvantaged	16	2
Disadvantaged	17	5
Disadvantaged	18	0
Disadvantaged	19	2
Disadvantaged	20	0
Disadvantaged	21	4
Disadvantaged	22	0
Disadvantaged	23	0
Disadvantaged	24	0
Disadvantaged	25	0
Not disadvantaged	12	10
Not disadvantaged	13	2
Not disadvantaged	14	5
Not disadvantaged	15	0
Not disadvantaged	16	2
Not disadvantaged	17	5
Not disadvantaged	18	0
Not disadvantaged	19	2
Not disadvantaged	20	0
Not disadvantaged	21	4
Not disadvantaged	22	0
Not disadvantaged	23	0
Not disadvantaged	24	0
Not disadvantaged	25	0

Trend in average pupil progress 2016 - 2018

Disadvantaged



Year	School	Bolton	National
2016	5.5	1.0	0.0
2017	4.5	1.0	0.0
2018	-0.5	1.0	0.0

Not disadvantaged



Year	School	Bolton	National
2016	4.5	1.0	0.0
2017	6.0	1.0	0.0
2018	2.0	1.0	0.0

Trend in average scaled score 2016 - 2018

Disadvantaged



Year	School	Bolton	National
2016	105.3	103.5	103.5
2017	103.0	104.0	104.0
2018	102.9	104.5	104.5

Not disadvantaged



Year	School	Bolton	National
2016	108.4	103.5	103.5
2017	108.0	104.0	104.0
2018	106.0	104.5	104.5

Prior Attainment

Low



Group	Key stage 1 average point score	Key stage 2 progress
Low	8	0
Low	10	8
Low	12	2
Low	14	5
Low	15	0
Low	16	2
Low	17	5
Low	18	0
Low	19	2
Low	20	0
Low	21	4
Low	22	0
Low	23	0
Low	24	0
Low	25	0
Middle	12	10
Middle	13	2
Middle	14	5
Middle	15	0
Middle	16	2
Middle	17	5
Middle	18	0
Middle	19	2
Middle	20	0
Middle	21	4
Middle	22	0
Middle	23	0
Middle	24	0
Middle	25	0
High	12	10
High	13	2
High	14	5
High	15	0
High	16	2
High	17	5
High	18	0
High	19	2
High	20	0
High	21	4
High	22	0
High	23	0
High	24	0
High	25	0

Trend in average pupil progress 2016 - 2018

Low



Year	School	Bolton	National
2016	13.0	1.0	0.0
2017	9.0	1.0	0.0
2018	6.0	1.0	0.0

Middle



Year	School	Bolton	National
2016	4.5	1.0	0.0
2017	5.5	1.0	0.0
2018	2.0	1.0	0.0

High



Year	School	Bolton	National
2016	3.0	1.0	0.0
2017	3.5	1.0	0.0
2018	-2.0	1.0	0.0

Trend in average scaled score 2016 - 2018

Low



Year	School	Bolton	National
2016	105.3	95.5	95.5
2017	102.0	96.0	96.0
2018	97.7	96.5	96.5

Middle



Year	School	Bolton	National
2016	106.3	103.5	103.5
2017	106.7	104.0	104.0
2018	104.8	104.5	104.5

High



Year	School	Bolton	National
2016	110.9	108.5	108.5
2017	113.0	109.0	109.0
2018	109.3	109.5	109.5

Glossary

Context (and contextual data used throughout)		
Term used	Data source	Definition
Not disadvantaged	2018/19 (financial year) Pupil Premium data	Children who aren't eligible for Pupil Premium or are eligible for the Service Child Premium only
Disadvantaged	2018/19 (financial year) Pupil Premium data	Children eligible for Pupil Premium, including those who are receiving (i) Deprivation Pupil Premium (FSM Ever 6); (ii) Adopted from Care Premium; (iii) Looked After Premium
FSM Eligible	2018 January school census	Children who are recorded as eligible for Free School Meals on census day
30% most deprived	2018 January school census	Child's home postcode is linked to the Index of Multiple Deprivation (IMD) database. Child is defined as in 30% most deprived if their home postcode has IMD decile 1 - 3.
LAC	Capita One	Children Looked After on 31 March 2018. These are only children who are looked after by Bolton or who live in Bolton and attend a Bolton school. This doesn't include children who are looked after by and reside in another authority.
Summer born	2018 January school census	Children born in May, June, July or August
SEN	2018 January school census	Children with Special Educational Needs, which includes those on an Education, Health and Care Plan (EHCP) (previously Statement) and SEN support
EAL	2018 January school census	Children whose first language is not English or believed to be other than English

Early Years Foundation Stage Profile

The Bolton figures in this pack are based on all pupils in Bolton including private, voluntary and independent (PVI) providers where places are in receipt of government funding, in line with DfE methodology.

National figures for 'All', 'Boys' and 'Girls' are taken from DfE SFR: 'Early years foundation stage profile results: 2017 to 2018' published on 18 October 2018. National figures for other pupil groups are taken from NCER National database.

Phonics Screening Check

Year 1 Refers to 2017/18 Year 1 cohort

End of KS1 Refers to 2017/18 Year 2 cohort and includes those who achieved the standard in Year 1 (2016/17) and those who repeated the test in Year 2.

National figures are taken from DfE SFR: 'Phonics screening check and key stage 1 assessments: England 2018' published on 27 September 2018.

Key Stage 1

All children who were eligible for KS1 teacher assessments are included in the percentage calculations. See page 21 for full list of eligible codes.

National figures are taken from DfE SFR: 'Phonics screening check and key stage 1 assessments: England 2018' published on 27 September 2018.

Key Stage 2

Children who were eligible for KS2 tests and assessments are included in the percentage calculations, with the exception of discounted pupils. See page 31 for full list of eligible codes.

A scaled score of 100 or more will always represent the expected standard on the test. DfE have not yet announced the threshold for the higher standard for 2018. This report currently uses the 2017 definition of 110 or more.

Progress scores give an indication of whether a pupil makes above or below average progress in a subject compared with pupils with similar starting points in other schools nationally. As national averages will change from one year to the next, any estimates made using 2017 progress bandings will not match scores in this report, which are based on 2018 NCER Emerging National data.

Confidence Intervals - Progress results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly some pupils may be more likely to achieve high or low results independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around progress scores are provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie.

Prior attainment groups are defined as follows: 'Low' - KS1 average point score below 12; 'Middle' - KS1 average point score of 12 or higher and below 18; 'High' - KS1 average point score of 18 or higher.

National figures are taken from DfE SFR: 'National curriculum assessments at key stage 2: 2018 (revised) published on 13 December 2018.