



Summary report

An overview for schools, governors and inspectors

RAISEonline 2016

Toddington St George Church of England School

Local authority
Central Bedfordshire

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139372

DfE number
8233016

Based on 2016 datasets
Key stage 1: unvalidated data

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Introduction

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

Changes for 2016

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

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

New progress and attainment measures

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

- * KS1 teacher assessment www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1
- * KS2 teacher assessment www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2

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

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

Summary tables at the front of each key stage contain:

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

Shading of strong and weak performance

The new shading system is shown:

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

Shading consists of:

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

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

Statistical significance and cohort size

Progress can be described as:

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

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

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

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

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

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

National comparators and groups

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

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

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

Prior attainment shading

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

Using the summary report

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

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

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

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

At key stage 2

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

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

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

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

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

At key stage 1

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

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

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

Possible follow-up questions about disadvantaged pupils

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

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

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

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

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

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

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

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

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

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

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

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

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

* How well did the pupils who were assessed using P scales progress?

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

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

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

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

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

Is the school above the floor standard?

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor for its 2016 results until December 2016 when the school performance tables are published, based on validated data. Before then, a school's 2015 results will be evaluated against the 2015 floor standards.

In 2016, a school will be above the floor if:

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

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

To be above the floor, the school needs to meet either the attainment element or all parts of the progress element.

Inspection information for those responsible for governance

Inspectors will meet with as many governors and trustees as possible during an inspection. They will expect them to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect them to be familiar with historic performance data, including the summaries that Ofsted's

Inspection dashboard presents for their school, and know what the information shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to diminish any differences in progress and attainment between disadvantaged pupils in the school and other pupils nationally and whether governors can evaluate how the school is using the pupil premium. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors should consider a wide range of data including information provided by the school.

Where to find further information

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

Data used in this release

The key stage 1 unvalidated reports reflect the data received by the Department for Education (DfE) by the collection deadline. Any data submitted after this deadline will be incorporated within the final datasets if these are published.

The key stage 2 unvalidated reports do not reflect the outcome of amendments requested by schools during the annual performance tables data checking exercise run during September 2016. Accepted amendments from the checking exercise will be included in the DfE performance tables being published in December 2016 and the subsequent release of validated data in RAISEonline. Please note that Ofsted is not able to amend the data that have been published in RAISEonline.

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

The website provides interactive reports that allow users to see the underlying information that has been used to calculate the data presented. If the data shown differs from what was expected, please first check the underlying pupil list reports. After this step, if it still appears that there is an error in a report due to a miscalculation rather than incorrect data, please use the Contact us facility on RAISEonline <https://www.raiseonline.org> or email enquiries@ofsted.gov.uk.

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

Key		All		Dis	
 	2+ pupils above national	National	Figure for national all	Figure for national other	
 	1 pupil above national	Attainment			
 	1 pupil below national	expected or above		greater depth	
 	2+ pupils below national				

Reading

	A/D	All				Dis			
Cohort	2	All	Dis	All	Dis	All	Dis	All	Dis
School %		60	4	60	4	40	25	24	27
National %		83	50	74	78	16	-2		
Difference %		9	-28						

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	2	30	2	13	0	17	2	30	2	13	0
School %	53	50	93	50	100	-	6	0	43	50	77	-
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	17	11	8	-37	1	-	4	-2	23	29	12	-
Diff (no of pupils)	2	0	2	0	0	-	0	0	7	0	1	-

Writing

	A/D	All				Dis			
Cohort	2	All	Dis	All	Dis	All	Dis	All	Dis
School %		60	4	60	4	25	0	13	16
National %		83	75	65	70	12	-16		
Difference %		18	5						

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	20	2	30	1	10	1	20	2	30	1	10	1
School %	55	50	97	100	100	100	0	0	27	0	70	0
National %	30	33	82	83	98	99	1	1	13	14	52	53
Difference %	25	17	15	17	2	1	-1	-1	14	-14	18	-53
Diff (no of pupils)	5	0	4	0	0	0	0	0	4	0	1	0

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

Attainment	
expected or above	greater depth

Mathematics																			
	A/D	All				Dis				All				Dis					
Cohort	2	60				4				60				4					
School %		82				75				47				25					
National %		73				77				18				20					
Difference %		9				-2				29				5					
		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		13	0	37	3	10	1	13	0	37	3	10	1	13	0	37	3	10	1
School %		54	-	86	67	100	100	15	-	46	0	90	100	15	-	46	0	90	100
National %		36	40	86	87	99	99	2	2	18	20	59	61	2	2	18	20	59	61
Difference %		18	-	1	-21	1	1	14	-	27	-20	31	39	14	-	27	-20	31	39
Diff (no of pupils)		2	-	0	0	0	0	1	-	10	0	3	0	1	-	10	0	3	0

Science													
	A/D	All				Dis							
Cohort	0	60				4							
School %		97				100							
National %		82				85							
Difference %		15				15							
		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		5	0	41	4	14	0	5	0	41	4	14	0
School %		60	-	100	100	100	-	60	-	100	100	100	-
National %		47	51	88	91	98	99	47	51	88	91	98	99
Difference %		13	-	12	9	2	-	13	-	12	9	2	-
Diff (no of pupils)		0	-	4	0	0	-	0	-	4	0	0	-

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

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

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

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

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

A/D: absent or disapplied from the teacher assessment

KS1 reading teacher assessment 2016

	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	83	74	40	24	0	2	0	5	13	19
male	31	same	74	70	35	20	0	3	0	6	19	21
female	29	same	93	78	45	27	0	1	0	4	7	16
disadvantaged	4	non	50	78	25	27	0	2	0	4	50	16
other	56	same	86	78	41	27	0	2	0	4	11	16
Free School Meals	4	non	50	78	25	27	0	2	0	4	50	16
Children Looked After	0	non	-	74	-	24	-	2	-	5	-	19
SEN with statement or EHC plan	3	all	33	74	0	24	0	2	0	5	0	19
SEN support	6	all	33	74	0	24	0	2	0	5	67	19
no SEN	51	same	92	82	47	27	0	0	0	2	8	15
English first language	59	all	83	74	39	24	0	2	0	5	14	19
English additional language	1	all	100	74	100	24	0	2	0	5	0	19
autumn birth	19	same	74	80	53	31	0	2	0	3	16	14
spring birth	20	same	90	74	45	23	0	2	0	5	10	18
summer birth	21	same	86	68	24	17	0	3	0	7	14	23
Early Years Foundation Stage												
good level of development - yes	32	same	94	93	59	37	0	0	0	0	6	7
good level of development - no	28	same	71	48	18	5	0	5	0	11	21	36
reading emerging	17	same	53	36	6	2	0	7	0	15	35	41
reading expected	30	same	93	85	43	20	0	0	0	1	7	13
reading exceeding	13	same	100	99	77	65	0	0	0	0	0	1
writing emerging	20	same	60	42	5	3	0	6	0	13	30	39
writing expected	30	same	93	90	47	26	0	0	0	1	7	10
writing exceeding	10	same	100	99	90	71	0	0	0	0	0	1
mathematics emerging	13	same	54	38	0	2	0	7	0	14	31	40
mathematics expected	37	same	89	88	38	26	0	0	0	1	11	11
mathematics exceeding	10	same	100	99	100	67	0	0	0	0	0	1

KS1 reading teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	83	74	40	24	0	2	0	5	13	19
White	53	all	85	74	43	24	0	2	0	5	13	19
British	51	all	86	74	43	24	0	2	0	5	12	19
Irish	0	all	-	74	-	24	-	2	-	5	-	19
Traveller	0	all	-	74	-	24	-	2	-	5	-	19
Gypsy/Roma	0	all	-	74	-	24	-	2	-	5	-	19
any other White background	2	all	50	74	50	24	0	2	0	5	50	19
Mixed	3	all	67	74	33	24	0	2	0	5	0	19
White & Black Caribbean	1	all	100	74	100	24	0	2	0	5	0	19
White & Black African	0	all	-	74	-	24	-	2	-	5	-	19
White & Asian	0	all	-	74	-	24	-	2	-	5	-	19
any other mixed background	2	all	50	74	0	24	0	2	0	5	0	19
Asian or Asian British	2	all	100	74	0	24	0	2	0	5	0	19
Indian	2	all	100	74	0	24	0	2	0	5	0	19
Pakistani	0	all	-	74	-	24	-	2	-	5	-	19
Bangladeshi	0	all	-	74	-	24	-	2	-	5	-	19
any other Asian background	0	all	-	74	-	24	-	2	-	5	-	19
Black or Black British	1	all	0	74	0	24	0	2	0	5	100	19
Black Caribbean	1	all	0	74	0	24	0	2	0	5	100	19
Black African	0	all	-	74	-	24	-	2	-	5	-	19
any other Black background	0	all	-	74	-	24	-	2	-	5	-	19
Chinese	0	all	-	74	-	24	-	2	-	5	-	19
any other ethnic group	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - refused	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	1	all	100	74	0	24	0	2	0	5	0	19

KS1 writing teacher assessment 2016

	National Cohort comparator type		At least expected standard in writing				Below expected standard in writing					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	83	65	25	13	0	2	3	5	10	27
male	31	same	71	59	29	10	0	3	6	7	16	31
female	29	same	97	73	21	17	0	1	0	4	3	22
disadvantaged	4	non	75	70	0	16	0	2	0	4	25	24
other	56	same	84	70	27	16	0	2	4	4	9	24
Free School Meals	4	non	75	70	0	15	0	2	0	4	25	24
Children Looked After	0	non	-	66	-	13	-	2	-	5	-	27
SEN with statement or EHC plan	3	all	33	65	0	13	0	2	0	5	0	27
SEN support	6	all	33	65	0	13	0	2	17	5	50	27
no SEN	51	same	92	73	29	15	0	0	2	2	6	24
English first language	59	all	83	65	24	13	0	2	3	5	10	27
English additional language	1	all	100	65	100	13	0	2	0	5	0	27
autumn birth	19	same	74	73	37	19	0	2	5	4	11	21
spring birth	20	same	90	66	30	13	0	2	5	5	5	27
summer birth	21	same	86	58	10	8	0	3	0	7	14	32
Early Years Foundation Stage												
good level of development - yes	32	same	97	86	41	21	0	0	3	0	0	13
good level of development - no	28	same	68	36	7	2	0	5	4	11	21	47
reading emerging	17	same	53	25	0	1	0	8	6	15	29	51
reading expected	30	same	93	75	17	9	0	0	3	1	3	23
reading exceeding	13	same	100	97	77	43	0	0	0	0	0	3
writing emerging	20	same	55	30	0	1	0	6	5	13	30	50
writing expected	30	same	97	82	27	13	0	0	3	1	0	18
writing exceeding	10	same	100	98	70	52	0	0	0	0	0	2
mathematics emerging	13	same	54	28	0	1	0	7	8	14	23	50
mathematics expected	37	same	89	79	19	14	0	0	3	1	8	20
mathematics exceeding	10	same	100	96	80	46	0	0	0	0	0	3

KS1 writing teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in writing				Below expected standard in writing					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	83	65	25	13	0	2	3	5	10	27
White	53	all	85	65	25	13	0	2	4	5	9	27
British	51	all	86	65	24	13	0	2	4	5	8	27
Irish	0	all	-	65	-	13	-	2	-	5	-	27
Traveller	0	all	-	65	-	13	-	2	-	5	-	27
Gypsy/Roma	0	all	-	65	-	13	-	2	-	5	-	27
any other White background	2	all	50	65	50	13	0	2	0	5	50	27
Mixed	3	all	67	65	33	13	0	2	0	5	0	27
White & Black Caribbean	1	all	100	65	100	13	0	2	0	5	0	27
White & Black African	0	all	-	65	-	13	-	2	-	5	-	27
White & Asian	0	all	-	65	-	13	-	2	-	5	-	27
any other mixed background	2	all	50	65	0	13	0	2	0	5	0	27
Asian or Asian British	2	all	100	65	50	13	0	2	0	5	0	27
Indian	2	all	100	65	50	13	0	2	0	5	0	27
Pakistani	0	all	-	65	-	13	-	2	-	5	-	27
Bangladeshi	0	all	-	65	-	13	-	2	-	5	-	27
any other Asian background	0	all	-	65	-	13	-	2	-	5	-	27
Black or Black British	1	all	100	65	0	13	0	2	0	5	0	27
Black Caribbean	1	all	100	65	0	13	0	2	0	5	0	27
Black African	0	all	-	65	-	13	-	2	-	5	-	27
any other Black background	0	all	-	65	-	13	-	2	-	5	-	27
Chinese	0	all	-	65	-	13	-	2	-	5	-	27
any other ethnic group	0	all	-	65	-	13	-	2	-	5	-	27
unclassified - refused	0	all	-	65	-	13	-	2	-	5	-	27
unclassified - not obtained	1	all	0	65	0	13	0	2	0	5	100	27

KS1 mathematics teacher assessment 2016

	National Cohort comparator type		At least expected standard in mathematics				Below expected standard in mathematics					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	82	73	47	18	0	2	2	4	13	21
male	31	same	74	72	42	19	0	3	3	5	16	20
female	29	same	90	74	52	16	0	1	0	4	10	21
disadvantaged	4	non	75	77	25	20	0	1	0	3	25	18
other	56	same	82	77	48	20	0	1	2	3	13	18
Free School Meals	4	non	75	77	25	20	0	2	0	3	25	18
Children Looked After	0	non	-	73	-	18	-	2	-	4	-	21
SEN with statement or EHC plan	3	all	33	73	0	18	0	2	0	4	0	21
SEN support	6	all	50	73	0	18	0	2	17	4	33	21
no SEN	51	same	88	80	55	20	0	0	0	2	12	17
English first language	59	all	81	73	46	18	0	2	2	4	14	21
English additional language	1	all	100	73	100	18	0	2	0	4	0	21
autumn birth	19	same	74	80	58	25	0	2	0	3	16	15
spring birth	20	same	85	73	35	17	0	2	0	4	15	20
summer birth	21	same	86	65	48	12	0	3	5	6	10	26
Early Years Foundation Stage												
good level of development - yes	32	same	91	91	63	27	0	0	0	0	9	9
good level of development - no	28	same	71	47	29	4	0	5	4	10	18	38
reading emerging	17	same	53	36	18	2	0	7	6	14	29	42
reading expected	30	same	90	82	47	15	0	0	0	1	10	16
reading exceeding	13	same	100	98	85	49	0	0	0	0	0	2
writing emerging	20	same	60	41	15	2	0	5	5	12	25	41
writing expected	30	same	90	87	53	19	0	0	0	1	10	12
writing exceeding	10	same	100	99	90	55	0	0	0	0	0	1
mathematics emerging	13	same	54	36	15	2	0	6	8	13	23	44
mathematics expected	37	same	86	86	46	18	0	0	0	1	14	13
mathematics exceeding	10	same	100	99	90	59	0	0	0	0	0	1

KS1 mathematics teacher assessment 2016

Ethnic group	National Cohort comparator type		At least expected standard in mathematics				Below expected standard in mathematics					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	60	all	82	73	47	18	0	2	2	4	13	21
White	53	all	87	73	49	18	0	2	2	4	9	21
British	51	all	86	73	49	18	0	2	2	4	10	21
Irish	0	all	-	73	-	18	-	2	-	4	-	21
Traveller	0	all	-	73	-	18	-	2	-	4	-	21
Gypsy/Roma	0	all	-	73	-	18	-	2	-	4	-	21
any other White background	2	all	100	73	50	18	0	2	0	4	0	21
Mixed	3	all	33	73	33	18	0	2	0	4	33	21
White & Black Caribbean	1	all	100	73	100	18	0	2	0	4	0	21
White & Black African	0	all	-	73	-	18	-	2	-	4	-	21
White & Asian	0	all	-	73	-	18	-	2	-	4	-	21
any other mixed background	2	all	0	73	0	18	0	2	0	4	50	21
Asian or Asian British	2	all	100	73	50	18	0	2	0	4	0	21
Indian	2	all	100	73	50	18	0	2	0	4	0	21
Pakistani	0	all	-	73	-	18	-	2	-	4	-	21
Bangladeshi	0	all	-	73	-	18	-	2	-	4	-	21
any other Asian background	0	all	-	73	-	18	-	2	-	4	-	21
Black or Black British	1	all	0	73	0	18	0	2	0	4	100	21
Black Caribbean	1	all	0	73	0	18	0	2	0	4	100	21
Black African	0	all	-	73	-	18	-	2	-	4	-	21
any other Black background	0	all	-	73	-	18	-	2	-	4	-	21
Chinese	0	all	-	73	-	18	-	2	-	4	-	21
any other ethnic group	0	all	-	73	-	18	-	2	-	4	-	21
unclassified - refused	0	all	-	73	-	18	-	2	-	4	-	21
unclassified - not obtained	1	all	0	73	0	18	0	2	0	4	100	21

KS1 science teacher assessment 2016

	Cohort	National comparator type	Expected standard	
			School %	National %
all pupils	60	all	97	82
male	31	same	94	79
female	29	same	100	84
disadvantaged	4	non	100	85
other	56	same	96	85
Free School Meals	4	non	100	85
Children Looked After	0	non	-	82
SEN with statement or EHC plan	3	all	33	82
SEN support	6	all	100	82
no SEN	51	same	100	89
English first language	59	all	97	82
English additional language	1	all	100	82
autumn birth	19	same	89	87
spring birth	20	same	100	82
summer birth	21	same	100	76
Early Years Foundation Stage				
good level of development - yes	32	same	100	96
good level of development - no	28	same	93	62
reading emerging	17	same	88	52
reading expected	30	same	100	92
reading exceeding	13	same	100	99
writing emerging	20	same	90	57
writing expected	30	same	100	94
writing exceeding	10	same	100	99
mathematics emerging	13	same	85	53
mathematics expected	37	same	100	93
mathematics exceeding	10	same	100	99

	Cohort	National comparator type	Expected standard	
			School %	National %
Ethnic group				
White	53	all	98	82
British	51	all	98	82
Irish	0	all	-	82
Traveller	0	all	-	82
Gypsy/Roma	0	all	-	82
any other White background	2	all	100	82
Mixed	3	all	67	82
White & Black Caribbean	1	all	100	82
White & Black African	0	all	-	82
White & Asian	0	all	-	82
any other mixed background	2	all	50	82
Asian or Asian British	2	all	100	82
Indian	2	all	100	82
Pakistani	0	all	-	82
Bangladeshi	0	all	-	82
any other Asian background	0	all	-	82
Black or Black British	1	all	100	82
Black Caribbean	1	all	100	82
Black African	0	all	-	82
any other Black background	0	all	-	82
Chinese	0	all	-	82
any other ethnic group	0	all	-	82
unclassified - refused	0	all	-	82
unclassified - not obtained	1	all	100	82

KS1 reading teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 reading																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS reading	No data	0	0	0	0	0	0	0	0	0	43	-43	0	0	0	10	-10	0
	Emerging	2	0	0	6	8	1	17	9	53	36	17	2	1	6	2	4	0
	Expected	0	0	0	2	15	13	30	28	93	85	8	2	13	43	20	23	7
	Exceeding	0	0	0	0	3	10	13	13	100	99	1	0	10	77	65	12	1
	Total	2	0	0	8	26	24	60	50	83	74	9	5	24	40	24	16	9

Disadvantaged pupils		Key stage 1 reading																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS reading	No data	0	0	0	0	0	0	0	0	0	44	-44	0	0	0	11	-11	0
	Emerging	0	0	0	1	1	0	2	1	50	39	11	0	0	0	2	-2	0
	Expected	0	0	0	1	0	1	2	1	50	87	-37	0	1	50	21	29	0
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	66	-66	0
	Total	0	0	0	2	1	1	4	2	50	78	-28	-1	1	25	27	-2	0

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

- BLW Below pre-key stage 1 standards
- PKF Foundations for the expected standard
- WTS Working towards the expected standard
- EXS Working at the expected standard
- GDS Working at greater depth within the expected standard

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

KS1 writing teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 writing																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	2	0	1	6	11	0	20	11	55	30	25	5	0	0	1	-1	0
	Expected	0	0	1	0	21	8	30	29	97	82	15	4	8	27	13	14	4
	Exceeding	0	0	0	0	3	7	10	10	100	98	2	0	7	70	52	18	1
	Total	2	0	2	6	35	15	60	50	83	65	18	10	15	25	13	12	7

Disadvantaged pupils		Key stage 1 writing																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	0	0	1	1	0	2	1	50	33	17	0	0	0	1	-1	0
	Expected	0	0	0	0	1	0	1	1	100	83	17	0	0	0	14	-14	0
	Exceeding	0	0	0	0	1	0	1	1	100	99	1	0	0	0	53	-53	0
	Total	0	0	0	1	3	0	4	3	75	70	5	0	0	0	16	-16	0

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

- BLW Below pre-key stage 1 standards
- PKF Foundations for the expected standard
- WTS Working towards the expected standard
- EXS Working at the expected standard
- GDS Working at greater depth within the expected standard

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

KS1 mathematics teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 mathematics																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	51	-51	0	0	0	9	-9	0
	Emerging	2	0	1	3	5	2	13	7	54	36	18	2	2	15	2	14	1
	Expected	0	0	0	5	15	17	37	32	86	86	1	0	17	46	18	27	10
	Exceeding	0	0	0	0	1	9	10	10	100	99	1	0	9	90	59	31	3
	Total	2	0	1	8	21	28	60	49	82	73	9	5	28	47	18	29	17

Disadvantaged pupils		Key stage 1 mathematics																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	0	0	0	0	0	0	0	0	40	-40	0	0	0	2	-2	0
	Expected	0	0	0	1	2	0	3	2	67	87	-21	0	0	0	20	-20	0
	Exceeding	0	0	0	0	0	1	1	1	100	99	1	0	1	100	61	39	0
	Total	0	0	0	1	2	1	4	3	75	77	-2	0	1	25	20	5	0

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

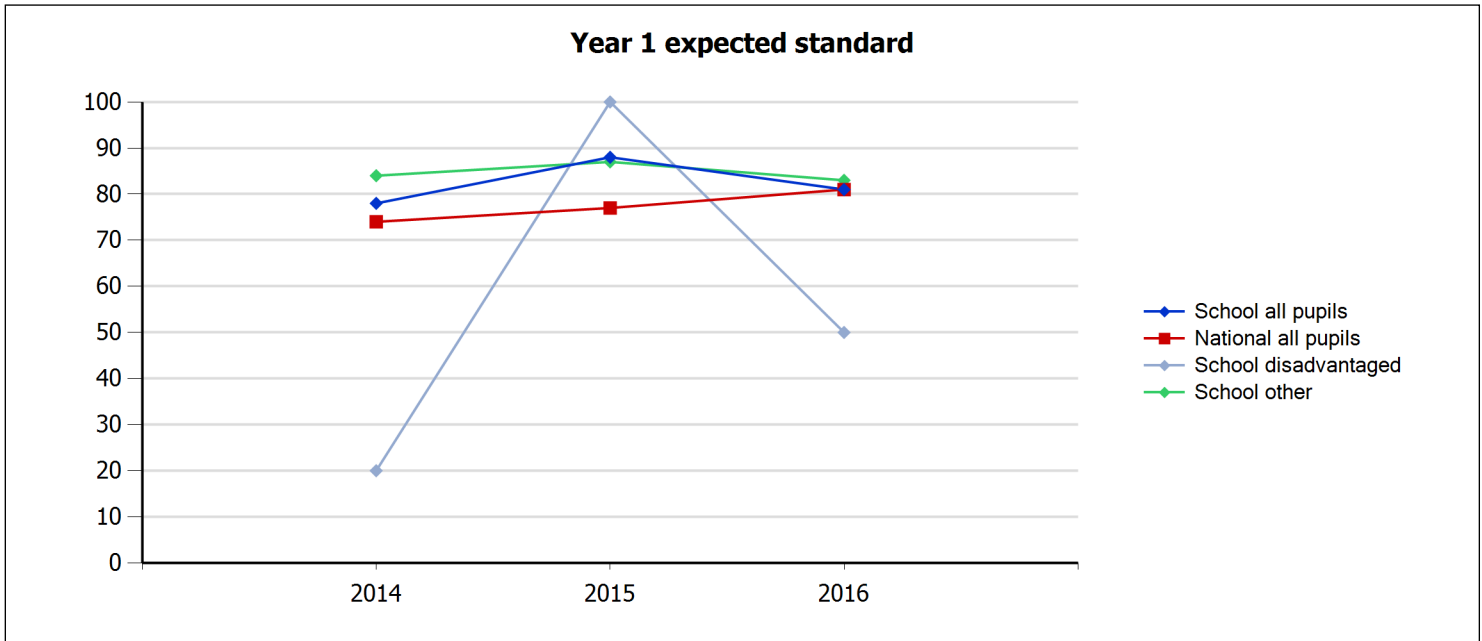
BLW Below pre-key stage 1 standards
 PKF Foundations for the expected standard
 WTS Working towards the expected standard
 EXS Working at the expected standard
 GDS Working at greater depth within the expected standard

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

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

Phonics percentages attaining expected standard Years 1 and 2 trend

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.



	Year 1					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	78	74	88	77	81	81
Boys	70	70	77	73	74	77
Girls	87	78	100	81	95	84
Disadvantaged	20	63	100	66	50	70
Other	84	78	87	80	83	83

	Year 2 Cumulative					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	-	-	93	90	95	91
Boys	-	-	90	88	90	89
Girls	-	-	96	92	100	93
Disadvantaged	-	-	100	84	100	86
Other	-	-	93	92	95	93

Year 2 phonics marks 2016 compared with Year 1

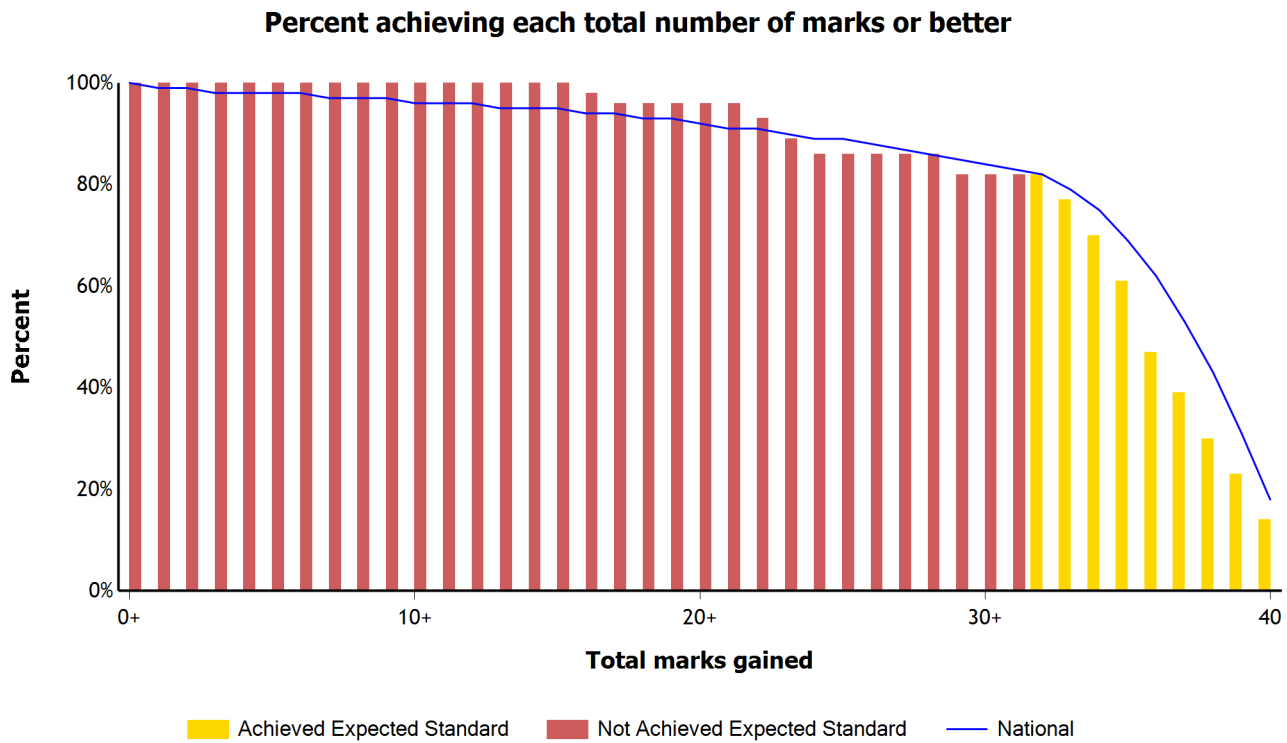
This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

Number of pupils		Year 2 Marks										
		None	0-9	10-19	20-24	25-29	30-31	32+	Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
No Y1 outcome		2	0	0	0	0	0	0	2	0	0	38
Year 1 marks	0-9	0	0	0	0	0	0	0	0	0	0	23
	10-19	0	0	0	0	1	0	0	1	0	0	59
	20-24	0	0	0	0	0	0	2	2	2	100	78
	25-29	0	0	0	0	0	0	3	3	3	100	88
	30-31	0	0	0	0	0	0	1	1	1	100	92
Summary								9	6	67	64	

Year 1 phonics marks 2016

Percent achieving each total number of marks or better

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



Year 1 phonics percentages attaining expected standard 2016

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

	Phonics Screening Check				Average mark		
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
All Pupils	58	1	47	81	81	34	34
Gender							
Male	39	1	29	74	77	33	33
Female	19	0	18	95	84	35	35
Free School Meals*							
FSM	3	0	2	67	70	30	31
Non FSM	55	1	45	82	83	34	35
Children Looked After							
CLA	0	0	0	0	61	-	30
Not CLA	58	1	47	81	81	34	34
Disadvantaged pupils							
Disadvantaged pupils	4	0	2	50	70	28	31
Other pupils	54	1	45	83	83	34	35
English as a First Language							
English or believed to be English	58	1	47	81	81	34	34
Other than English or believed to be other than English	0	0	0	0	80	-	34
Unclassified	0	0	0	0	41	-	25
Special Educational Needs							
No SEN	52	0	43	83	86	34	35
SEN support	6	1	4	67	46	34	25
SEN with statement or EHC plan	0	0	0	0	18	-	19
Ethnicity Group							
White							
British	54	1	45	83	81	34	34
Irish	1	0	0	0	81	16	34
Traveller of Irish Heritage	0	0	0	0	41	-	24
Gypsy/Roma	0	0	0	0	37	-	23
Any Other White Background	0	0	0	0	78	-	33
Mixed							
White and Black Caribbean	0	0	0	0	78	-	33
White and Black African	0	0	0	0	82	-	34
White and Asian	0	0	0	0	85	-	35
Any other Mixed Background	1	0	1	100	83	34	35
Asian or Asian British							
Indian	0	0	0	0	89	-	36
Pakistani	1	0	1	100	81	40	34
Bangladeshi	0	0	0	0	82	-	34
Any other Asian Background	0	0	0	0	85	-	35
Black or Black British							
Black Caribbean	0	0	0	0	79	-	33
Black African	1	0	0	0	84	23	35
Any Other Black Background	0	0	0	0	80	-	34
Chinese	0	0	0	0	88	-	36
Any Other Ethnic Group	0	0	0	0	79	-	34
Unclassified - Refused	0	0	0	0	81	-	34
Unclassified - Information Not Obtained	0	0	0	0	47	-	27
Term Of Birth							
Autumn	21	0	19	90	86	36	35
Spring	20	1	15	75	81	33	34
Summer	17	0	13	76	75	32	33

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Phonics by the end of Year 2 2016

This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the national percentage for the same pupil group.

	Phonics Screening Check				
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
All Pupils	60	2	57	95	91
Gender					
Male	31	2	28	90	89
Female	29	-	29	100	93
Free School Meals*					
FSM	4	-	4	100	86
Non FSM	56	2	53	95	93
Children Looked After					
CLA	-	-	-	-	77
Not CLA	60	2	57	95	91
Disadvantaged pupils					
Disadvantaged pupils	4	-	4	100	86
Other pupils	56	2	53	95	93
English as a First Language					
English or believed to be English	59	2	56	95	92
Other than English or believed to be other than English	1	-	1	100	90
Unclassified	-	-	-	-	52
Special Educational Needs					
No SEN	51	-	51	100	96
SEN support	6	-	5	83	69
SEN with statement or EHC plan	3	2	1	33	29
Ethnicity Group					
White					
British	51	1	49	96	92
Irish	-	-	-	-	91
Traveller of Irish Heritage	-	-	-	-	60

Phonics by the end of Year 2 2016

Phonics Screening Check

Cohort	Number A/D*	Number achieving expected standard	% School	% National
Gypsy/Roma	-	-	-	60
Any Other White Background	2	-	2	100
Mixed				
White and Black Caribbean	1	-	1	100
White and Black African	-	-	-	92
White and Asian	-	-	-	94
Any other Mixed Background	2	1	1	50
Asian or Asian British				
Indian	2	-	2	100
Pakistani	-	-	-	92
Bangladeshi	-	-	-	92
Any other Asian Background	-	-	-	93
Black or Black British				
Black Caribbean	1	-	1	100
Black African	-	-	-	92
Any Other Black Background	-	-	-	89
Chinese	-	-	-	94
Any Other Ethnic Group	-	-	-	89
Unclassified - Refused	-	-	-	90
Unclassified - Information Not Obtained	1	-	1	100
Term Of Birth				
Autumn	19	2	17	89
Spring	20	-	20	100
Summer	21	-	20	95

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Early Years Foundation Stage Profile 2015

		Percentage of pupils achieving at least expected in															
		Communication and language				Literacy				Mathematics							
		Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures			
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
	Percentage of pupils achieving a good level of development																
	Cohort																
All Pupils	60	55	66														
Gender																	
Male	41	51	59	90	86	88	85	82	84	75	76	65	71	77	77	90	81
Female	19	63	74	85	81	83	81	76	80	68	71	54	64	71	74	85	77
Free School Meals																	
FSM	2	50	52	100	91	100	90	95	89	89	82	89	78	89	81	100	85
Non FSM	58	55	69	50	77	50	77	50	75	50	62	50	56	50	64	50	69
		91	87	90	87	83	86	76	79	66	74	78	80	91	83		

		Percentage of pupils achieving at least expected in																			
		Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design							
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	60	92	90	93	91	90	89	88	87	87	89	92	85	93	85	93	92	92	88	90	87
Gender																					
Male	41	88	85	90	88	85	85	85	82	83	85	88	81	90	82	90	91	88	82	85	82
Female	19	100	94	100	94	100	92	95	93	95	93	100	89	100	89	100	93	100	94	100	93
Free School Meals																					
FSM	2	50	83	50	85	50	82	50	79	50	82	50	75	50	75	50	86	50	80	50	79
Non FSM	58	93	91	95	92	91	90	90	89	88	90	93	87	95	87	95	93	93	89	91	89

Early Years Foundation Stage Profile 2014

		Percentage of pupils achieving at least expected in															
		Communication and language				Literacy				Mathematics							
		Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures			
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
	Percentage of pupils achieving a good level of development																
	Cohort																
All Pupils	60	53	61														
Gender																	
Male	31	45	53	68	79	81	80	74	78	65	69	61	60	74	71	77	76
Female	29	62	69	93	89	97	88	86	87	86	80	79	75	86	78	100	83
Free School Meals																	
FSM	4	50	45	75	74	100	74	75	72	50	58	50	51	100	60	100	65
Non FSM	56	54	64	80	86	88	86	80	84	77	78	71	71	79	78	88	82

		Percentage of pupils achieving at least expected in																			
		Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design							
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	60	92	89	98	91	93	87	93	86	93	88	92	84	93	84	97	91	87	86	87	85
Gender																					
Male	31	87	84	97	88	87	84	87	81	90	83	84	80	87	81	94	90	74	80	74	79
Female	29	97	94	100	94	100	91	100	92	97	92	100	88	100	87	100	92	100	93	100	92
Free School Meals																					
FSM	4	100	82	100	84	100	80	100	77	100	80	100	73	100	73	100	84	75	78	75	76
Non FSM	56	91	90	98	92	93	89	93	88	93	90	91	86	93	86	96	92	88	88	88	87

Absence and exclusions trend

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Absence						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	5.3	8.8
% Persistent absentees- absent for 15% or more sessions	1.7	2.8	2.1	2.7	-	-
% of sessions missed due to Overall Absence	3.7	3.9	3.9	4.0	2.9	3.9
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	0.00	0.02	-	-
% pupils with 1 or more fixed term exclusions	0.30	0.49	0.00	0.52	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.21	0.00	0.23	-	-
Fixed term exclusions as a percentage of the pupil group	0.30	1.01	0.00	1.10	-	-

Absence 2016

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

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

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	2.9	3.9	5.3	8.8
<hr/>				
Gender				
Male	2.8	4.0	5.1	9.0
Female	3.1	3.9	5.6	8.6
Free School Meals*				
FSM	5.5	5.2	14.8	15.1
Non FSM	2.6	3.4	4.2	6.2
English as a First Language				
English or believed to be English	2.9	3.9	5.4	8.5
Other than English or believed to be other than English	3.3	4.2	0.0	9.9
Unclassified	-	4.2	-	11.3
Special Educational Needs				
No SEN	3.0	3.7	6.1	7.5
SEN support	2.7	5.2	2.6	14.2
SEN with statement or EHC plan	2.4	6.4	0.0	19.1
Ethnic Group				
White				
British	2.9	3.8	5.7	8.1
Irish	13.9	4.7	50.0	12.8
Traveller of Irish Heritage	-	16.6	-	59.0
Gypsy/Roma	-	11.0	-	41.3
Any Other White Background	3.1	4.6	0.0	11.2
Mixed				
White and Black Caribbean	1.9	4.7	0.0	12.9
White and Black African	0.8	3.9	0.0	9.1
White and Asian	1.4	4.0	0.0	8.9
Any other Mixed Background	2.0	4.3	0.0	10.3
Asian or Asian British				
Indian	2.5	3.7	0.0	7.8
Pakistani	1.6	4.9	0.0	11.8
Bangladeshi	2.9	4.9	0.0	11.8
Any other Asian Background	-	3.7	-	7.6
Black or Black British				
Black Caribbean	5.7	4.1	0.0	10.8

Absence 2016

Black African	1.6	2.6	0.0	4.6
Any Other Black Background	-	3.3	-	7.6
Chinese	-	2.6	-	4.3
Any Other Ethnic Group	-	4.2	-	9.5
Unclassified - Refused	-	4.2	-	10.0
Unclassified - Information Not Obtained	2.3	4.9	0.0	16.3

Exclusions 2015

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

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

Exclusions 2015

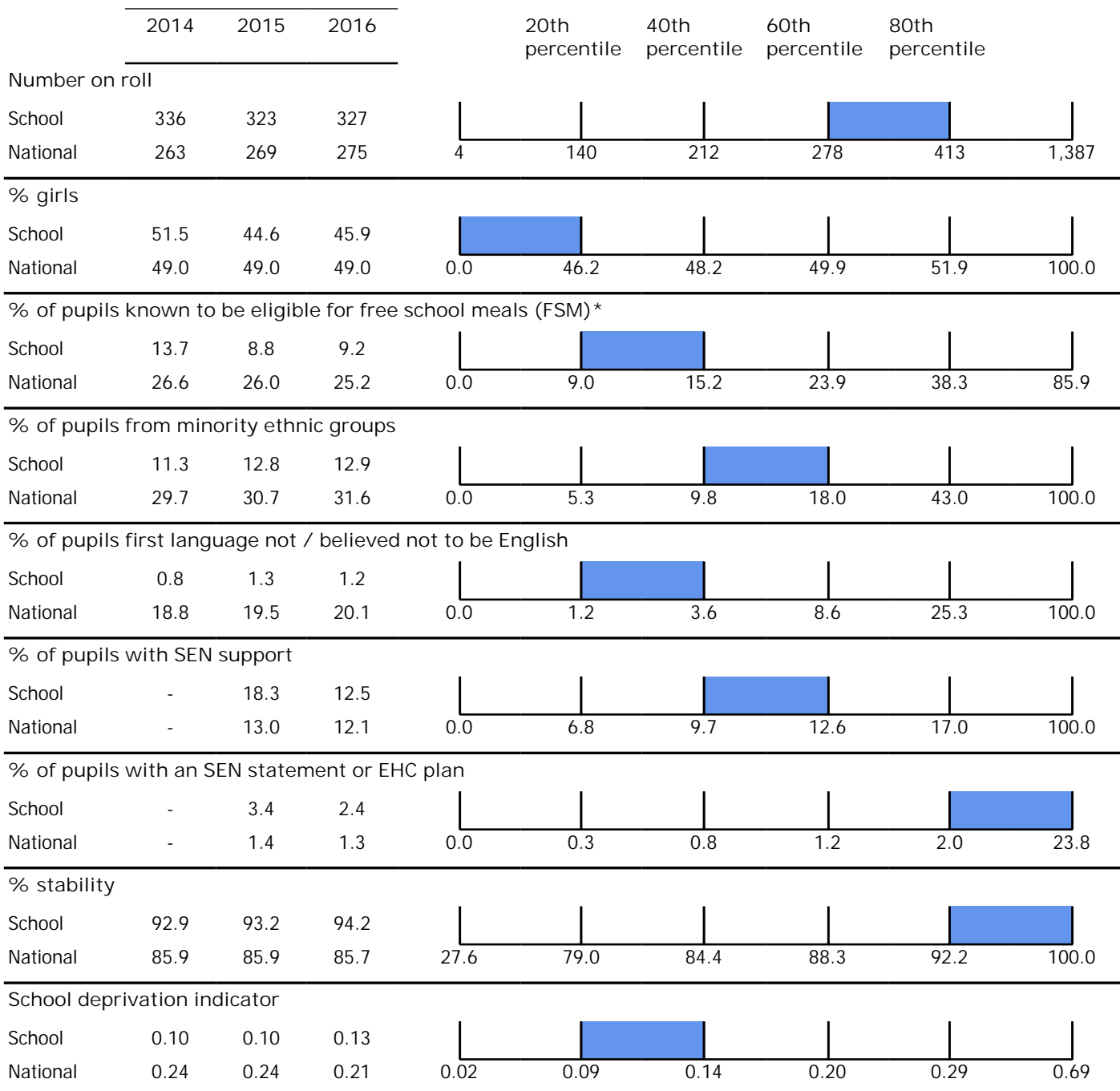
	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School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

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

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

Basic characteristics trend

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



Basic characteristics by year group 2016

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	85	48.2 / 51.8	-	-	-	4.7	-
1	60	68.3 / 31.7	8.3	8.3	0.0	10.0	-
2	60	51.7 / 48.3	6.7	13.6	1.7	15.0	-
3	61	50.8 / 49.2	9.8	16.4	3.3	19.7	-
4	61	54.1 / 45.9	19.7	13.1	0.0	29.5	-

Ethnic groups and English as a first language trend

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

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	88.7	87.2	86.8	69.3
Irish	1.7	0.9	0.8	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	1.7	2.6	2.1	5.6
Mixed				
White & Black Caribbean	2.9	2.6	2.5	1.5
White & Black African	0.8	0.9	0.8	0.7
White & Asian	0.4	0.9	0.8	1.2
any other mixed background	1.3	2.1	2.5	1.9
Asian or Asian British				
Indian	0.4	0.9	0.8	2.8
Pakistani	0.4	0.4	0.8	4.2
Bangladeshi	0.4	0.4	0.4	1.7
any other Asian background	0.0	0.0	0.0	1.7
Black or Black British				
Caribbean	0.8	1.3	0.8	1.2
African	0.4	0.0	0.4	3.7
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	1.7
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.4	0.5

First language				
English	99.2	98.7	98.8	81.8
Other	0.8	1.3	1.2	18.0
Unclassified	0.0	0.0	0.0	0.2

Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	2	0	1	1	0
Moderate Learning Difficulty	-	0	0	0	0	0
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	2	2	1
Social, Emotional and Mental Health	-	7	0	0	0	0
Speech, Language and Communication Needs	-	10	0	0	0	0
Hearing Impairment	-	0	0	5	4	3
Visual Impairment	-	0	0	1	1	1
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	1	1	1
Autistic Spectrum Disorder	-	0	0	3	2	2
SEN support but no Specialist Assessment of type of need	-	0	41	-	0	0
Other Difficulty/Disability	-	1	0	0	0	0
School total	-	59	41	13	11	8
Percentage of school roll	-	18.3	12.5	3.9	3.4	2.4

KS1 prior attainment of KS2 pupils 2016

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2015/2016. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2016 National Pupil Database, which is not the same as the average score of all the pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

Average points score at KS1

NC Year starting Sept 2015	School	National	Difference	Sig	% Coverage
Year 4	18.2	16.1	2.1	Sig+	100.0
Year 3	18.6	16.3	2.3	Sig+	100.0

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 4	3.3	39.3	57.4	9.1	58.4	32.5
Year 3	0.0	32.8	67.2	8.2	57.4	34.4