

# School performance summary 2017/2018

## Abbey Hey Primary Academy (URN: 139404)

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

### Key stage 2

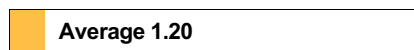
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### Progress in reading, writing and maths

#### Reading

Number of pupils = 54

Pupils with adjusted scores = 0

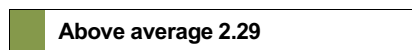


Confidence interval  
-0.4 to 2.8

#### Writing

Number of pupils = 54

Pupils with adjusted scores = 0

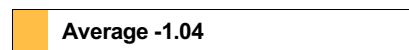


Confidence interval  
0.8 to 3.8

#### Maths

Number of pupils = 54

Pupils with adjusted scores = 0

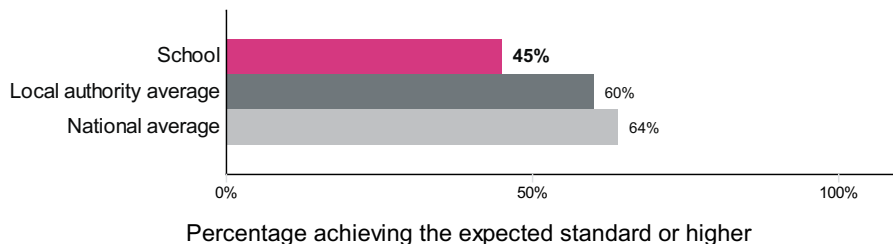


Confidence interval  
-2.4 to 0.4

### Reading, writing and maths combined

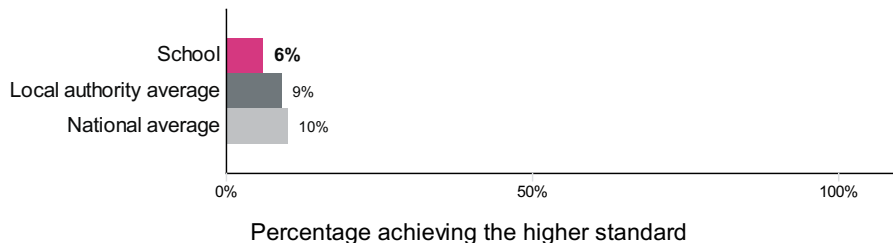
#### Percentage of pupils achieving the expected standard or higher

Number of pupils = 64



#### Percentage of pupils achieving the higher standard

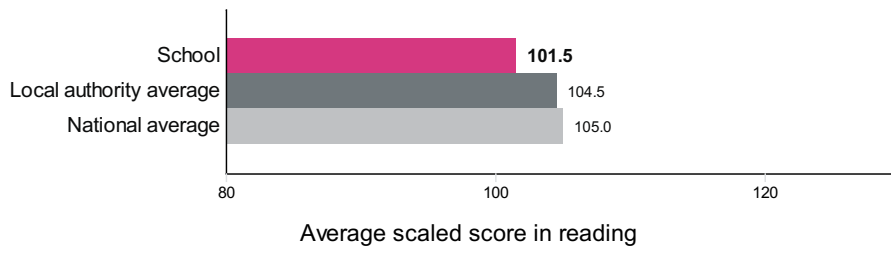
Number of pupils = 64



## Average scaled score in:

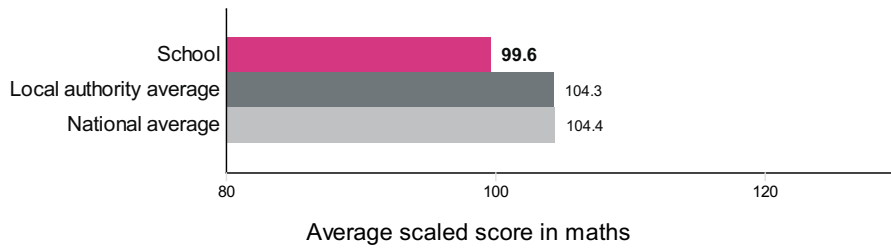
### Reading

Number of pupils = 64



### Maths

Number of pupils = 64



## Key stage 2 disadvantaged

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

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

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>1.64</b>	<b>1.86</b>	<b>-1.20</b>
Confidence interval	-0.6 to 3.8	-0.2 to 4.0	-3.2 to 0.8
Number of disadvantaged pupils	29	29	29
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

### Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	23	35	18	42	31	33
Prior attainment (based on key stage 1 average point score)	17.50	12.75	15.65	13.82	15.96	13.30

### Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	10	8	33	16	11	5
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	2.32	1.08	1.00	2.62	0.76	-0.61
National Comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	2.31	0.52	0.97	2.28	0.74	-0.83
Confidence interval	-1.4 to 6.0	-3.1 to 5.3	-1.0 to 3.0	-0.3 to 5.5	-2.7 to 4.3	-5.9 to 4.7

### Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	10	8	33	16	11	5
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	2.62	0.74	2.11	2.40	2.53	1.92
National Comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	2.62	0.19	2.07	2.11	2.52	1.79
Confidence interval	-1.0 to 6.2	-3.3 to 4.7	0.1 to 4.1	-0.4 to 5.2	-0.9 to 5.9	-3.1 to 6.9

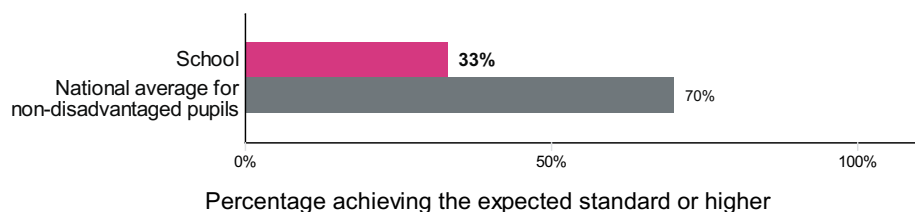
### Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	10	8	33	16	11	5
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	0.56	-1.73	-0.78	-0.20	-3.27	-3.55
National Comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	0.55	-2.38	-0.82	-0.54	-3.28	-3.75
Confidence interval	-2.8 to 4.0	-5.5 to 2.1	-2.7 to 1.1	-2.9 to 2.5	-6.5 to -0.1	-8.4 to 1.3

# Reading, writing and maths combined

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

Number of disadvantaged pupils = 33

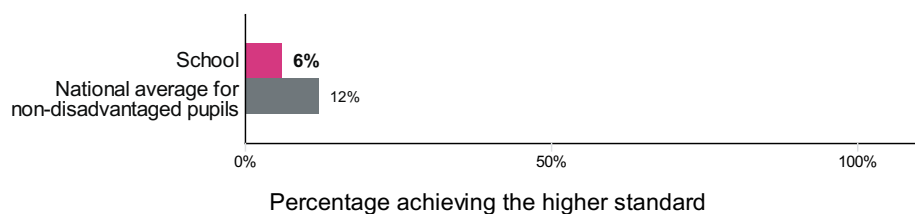


## Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	10	8	33	16	11	5
Percentage	10	0	48	38	82	80
National Comparator	7	9	58	63	95	96
Difference	3	-9	-10	-25	-14	-16

## Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 33



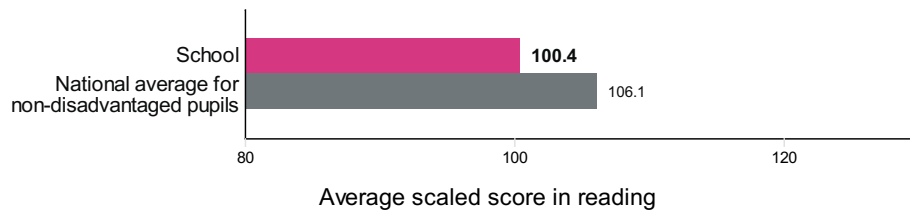
## Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	10	8	33	16	11	5
Percentage	0	0	3	6	27	20
National Comparator	0	0	2	2	28	30
Difference	0	0	1	4	-1	-10

## Average scaled score for disadvantaged pupils in:

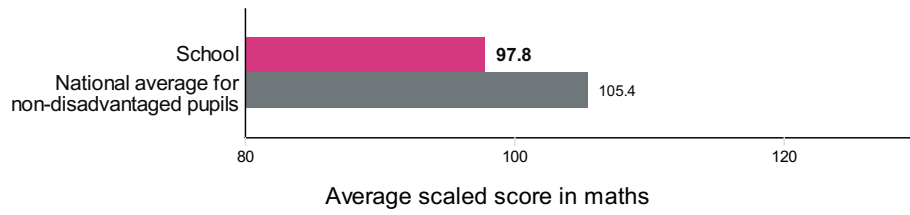
### Reading

Number of disadvantaged pupils = 33



### Maths

Number of disadvantaged pupils = 33



## Key stage 2 reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
<b>All pupils</b>	64	45	64	6	10
Male	32	38	61	6	8
Female	32	53	68	6	11
Disadvantaged	33	33	70	6	12
Other	31	58	70	6	12
Ever 6 FSM	33	33	70	6	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	1	0	64	0	10
SEN support	15	27	64	7	10
No SEN	48	52	73	6	12
Non-mobile	54	46	66	7	10
English first language	41	44	64	10	10
English additional language	20	50	64	0	10
<b>Prior attainment</b>					
Low overall	10	10	7	0	0
Middle overall	33	48	58	3	2
High overall	11	82	95	27	28
Reading low	11	27	9	0	0
Reading middle	31	39	60	3	2
Reading high	12	92	95	25	29
Writing low	15	27	13	0	0
Writing middle	33	48	68	6	5
Writing high	6	100	97	33	40
Maths low	8	13	6	0	0
Maths middle	38	47	61	3	3
Maths high	8	88	96	38	33

## Key stage 2 reading progress and attainment by pupil group

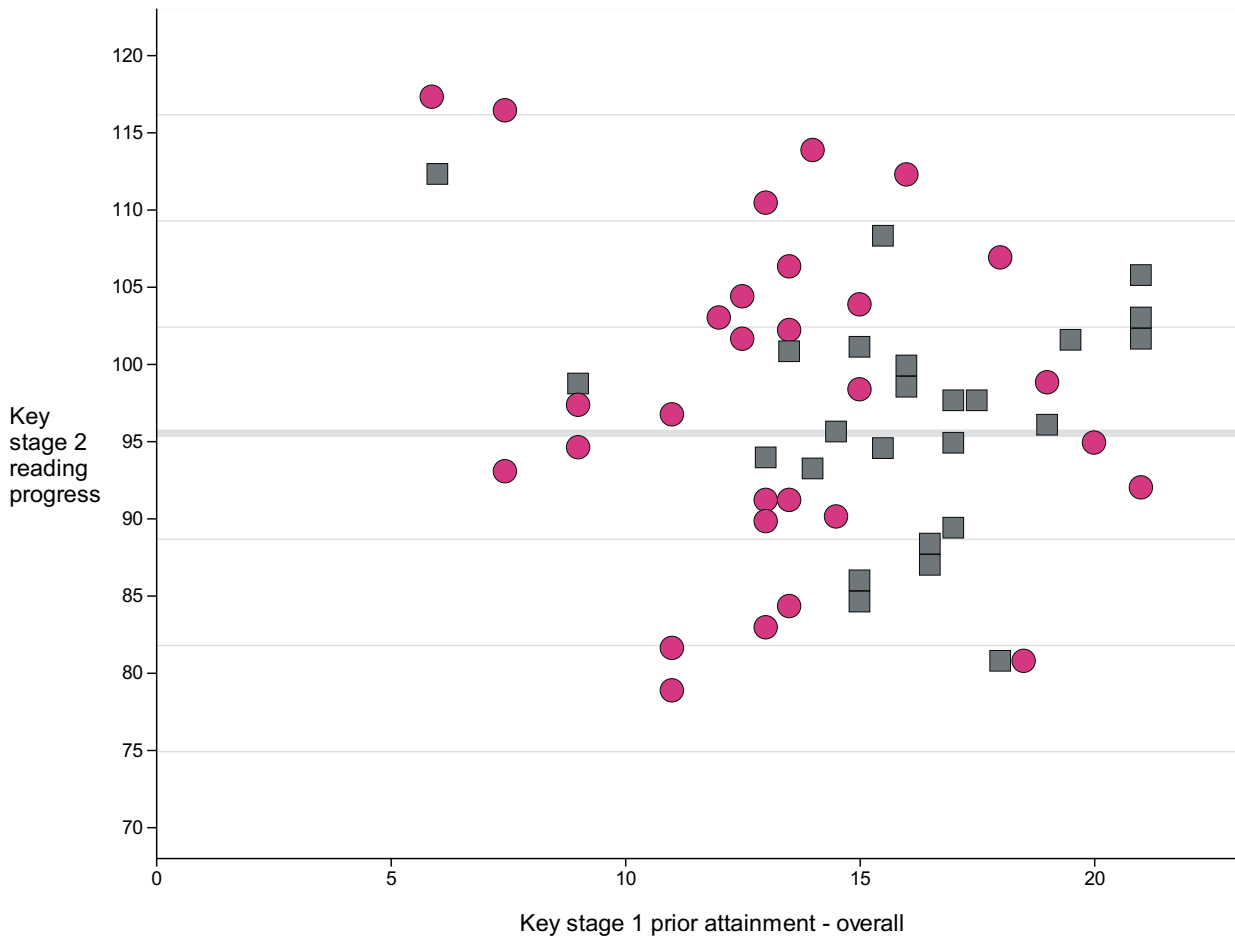
Key stage 2 reading by pupil group										
Breakdown	Reading progress			Cohort	Reading attainment					
	Cohort	Adjusted score	Unadjusted score		Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
<b>All pupils</b>	54	1.20	1.20	64	61	75	20	28	101.5	105.0
Male	28	0.12	0.12	32	50	72	16	24	99.8	104.2
Female	26	2.35	2.35	32	72	79	25	32	103.3	105.9
Disadvantaged	29	1.64	1.64	33	55	80	21	33	100.4	106.1
Other	25	0.68	0.68	31	68	80	19	33	102.7	106.1
Ever 6 FSM	29	1.64	1.64	33	55	80	21	32	100.4	106.1
Children looked after	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.1
SEN with statement or EHC plan	1	1.34	1.34	1	0	75	0	28	92.0	105.0
SEN support	14	1.58	1.58	15	53	75	7	28	98.5	105.0
No SEN	39	1.06	1.06	48	65	83	25	32	102.6	106.3
Non-mobile	51	0.84	0.84	54	63	77	24	29	102.8	105.2
English first language	41	0.86	0.86	41	63	75	29	28	103.2	105.0
English additional language	12	2.19	2.19	20	60	75	5	28	99.7	105.0
<b>Prior attainment</b>										
Low overall	10	2.32	2.32	10	30	20	0	2	92.8	94.2
Middle overall	33	1.00	1.00	33	70	74	12	17	103.1	103.6
High overall	11	0.76	0.76	11	82	98	82	58	111.3	110.7
Reading low	11	2.89	2.89	11	45	21	0	2	94.7	94.4
Reading middle	31	0.41	0.41	31	61	74	13	17	102.3	103.6
Reading high	12	1.69	1.69	12	92	98	75	61	111.8	111.0
Writing low	15	3.03	3.03	15	53	28	7	4	96.6	96.0
Writing middle	33	0.05	0.05	33	64	80	18	24	103.6	105.1
Writing high	6	2.93	2.93	6	100	99	100	68	114.5	112.0
Maths low	8	5.67	5.67	8	38	18	0	2	95.0	93.8
Maths middle	38	0.19	0.19	38	66	75	18	21	102.7	104.1
Maths high	8	1.51	1.51	8	88	98	75	60	111.8	110.8



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

Number of pupils =

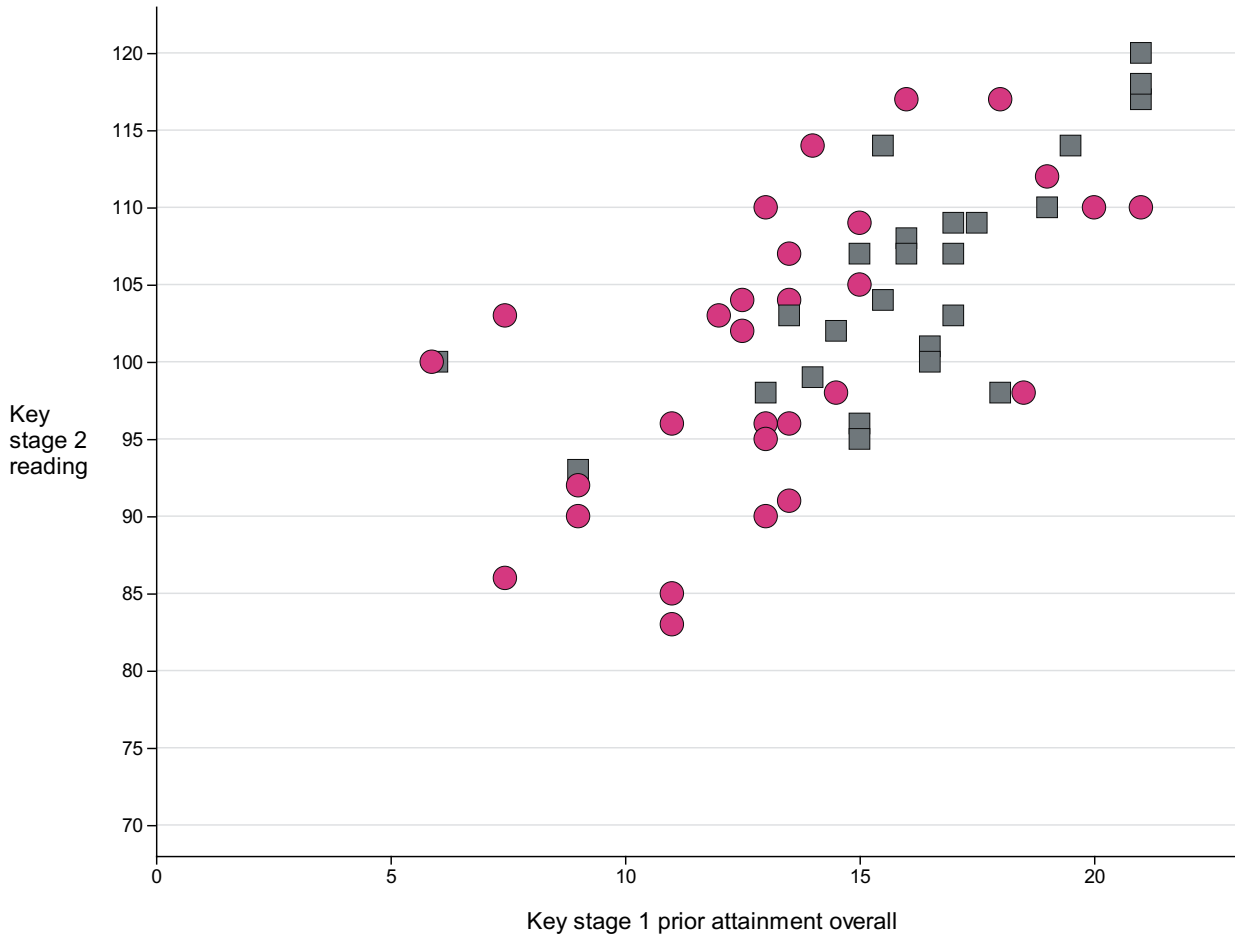
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



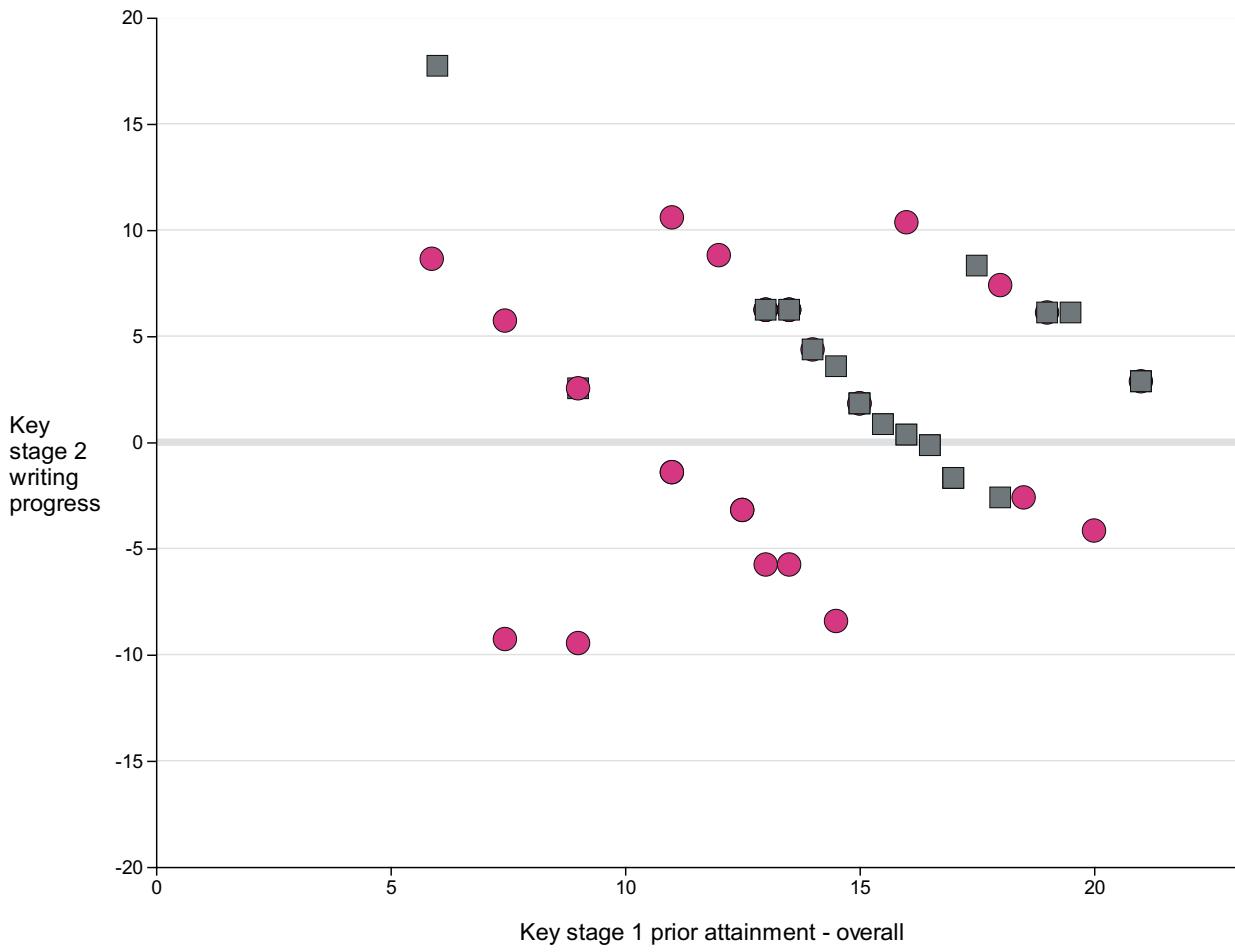
## Key stage 2 writing progress and attainment by pupil group

Key stage 2 writing by pupil group								
Breakdown	Writing progress			Writing attainment				
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth	
					School %	National benchmark	School %	National benchmark
<b>All pupils</b>	54	2.29	2.29	64	70	78	16	20
Male	28	0.78	0.78	32	56	72	13	15
Female	26	3.92	3.92	32	84	84	19	25
Disadvantaged	29	1.86	1.86	33	58	83	12	24
Other	25	2.79	2.79	31	84	83	19	24
Ever 6 FSM	29	1.86	1.86	33	58	83	12	23
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20
SEN with statement or EHC plan	1	-9.46	-9.46	1	0	78	0	20
SEN support	14	1.34	1.34	15	40	78	13	20
No SEN	39	2.93	2.93	48	81	88	17	23
Non-mobile	51	2.13	2.13	54	76	80	19	21
English first language	41	1.76	1.76	41	76	78	22	20
English additional language	12	4.27	4.27	20	65	78	5	20
<b>Prior attainment</b>								
Low overall	10	2.62	2.62	10	20	17	0	0
Middle overall	33	2.11	2.11	33	85	79	6	7
High overall	11	2.53	2.53	11	100	99	73	50
Reading low	11	2.39	2.39	11	27	18	0	0
Reading middle	31	1.95	1.95	31	84	80	3	8
Reading high	12	3.09	3.09	12	100	99	75	51
Writing low	15	1.36	1.36	15	27	23	0	0
Writing middle	33	2.41	2.41	33	94	86	12	13
Writing high	6	3.95	3.95	6	100	100	100	67
Maths low	8	3.63	3.63	8	25	16	0	0
Maths middle	38	2.16	2.16	38	82	80	13	12
Maths high	8	1.58	1.58	8	100	98	63	52

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

Number of pupils =

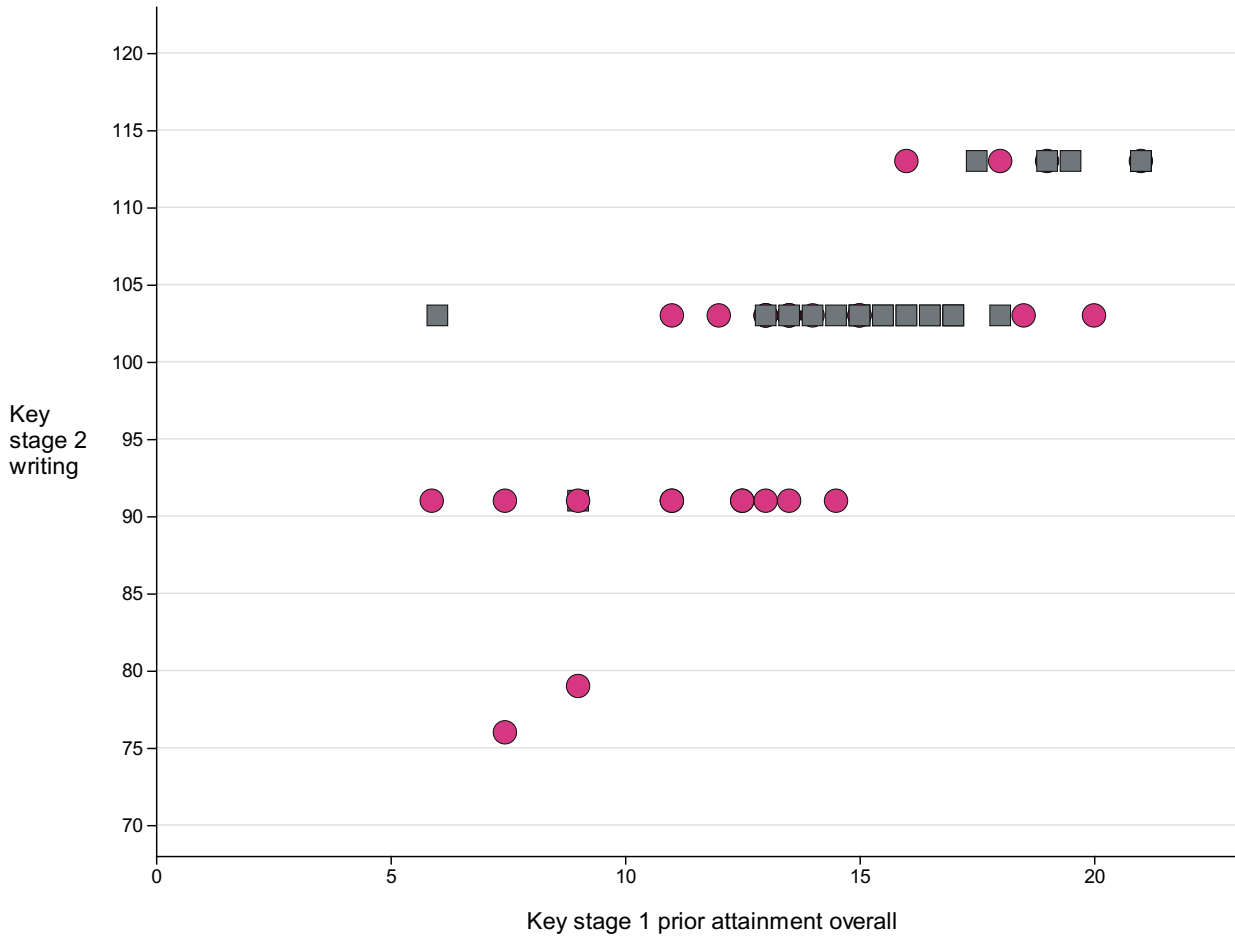
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



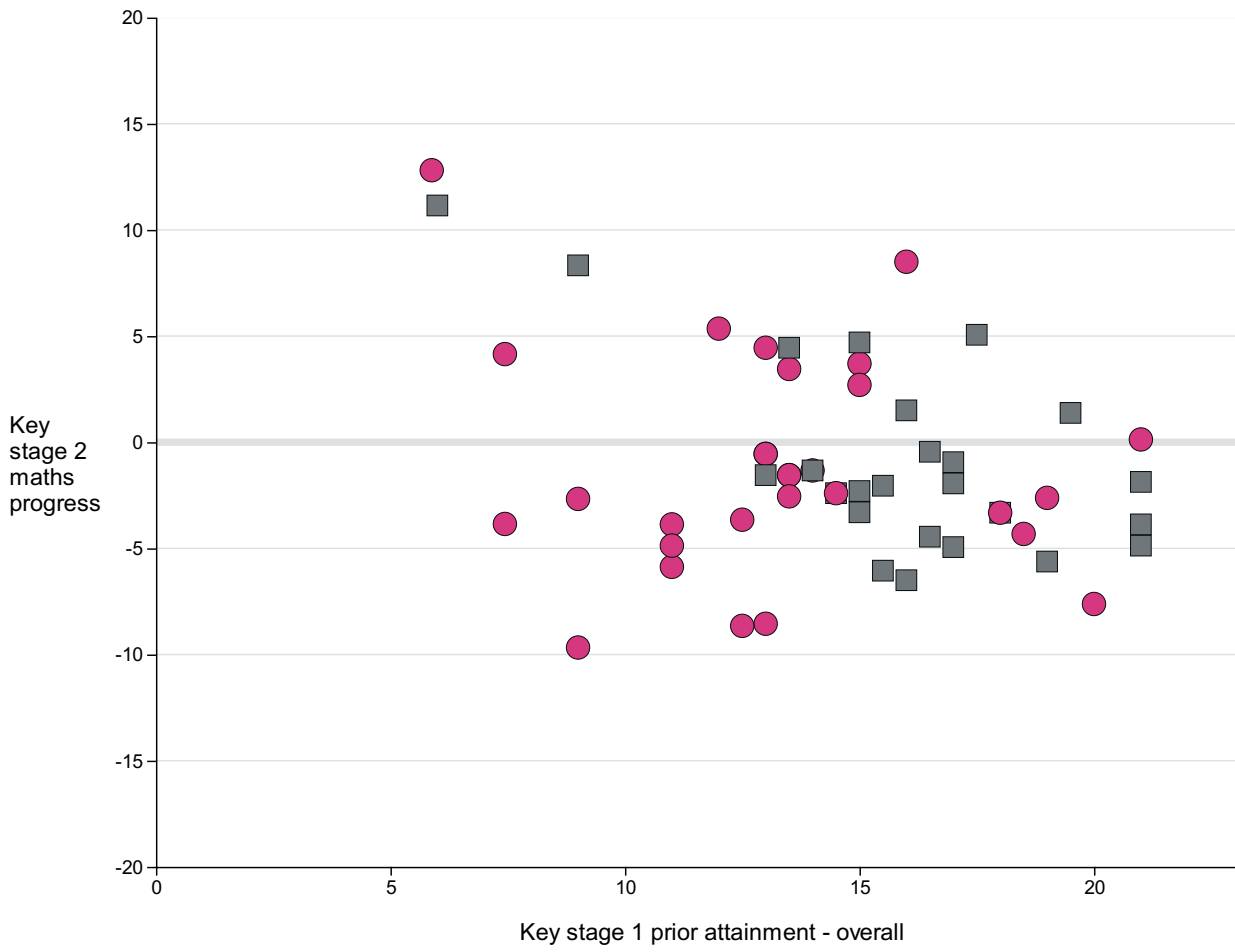
## Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
<b>All pupils</b>	54	-1.04	-1.04	64	50	76	9	24	99.6	104.4
Male	28	-1.13	-1.13	32	44	75	9	25	98.6	104.6
Female	26	-0.94	-0.94	32	56	76	9	22	100.6	104.1
Disadvantaged	29	-1.20	-1.20	33	36	81	9	28	97.8	105.4
Other	25	-0.85	-0.85	31	65	81	10	28	101.5	105.4
Ever 6 FSM	29	-1.20	-1.20	33	36	80	9	28	97.8	105.4
Children looked after	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN with statement or EHC plan	1	-9.67	-9.67	1	0	76	0	24	81.0	104.4
SEN support	14	-0.93	-0.93	15	27	76	13	24	96.4	104.4
No SEN	39	-0.85	-0.85	48	58	84	8	27	101.0	105.6
Non-mobile	51	-1.18	-1.18	54	52	77	9	24	100.2	104.5
English first language	41	-1.63	-1.63	41	49	76	12	24	100.1	104.4
English additional language	12	0.79	0.79	20	55	76	5	24	99.4	104.4
<b>Prior attainment</b>										
Low overall	10	0.56	0.56	10	10	19	0	1	91.4	93.9
Middle overall	33	-0.78	-0.78	33	52	74	6	11	100.7	102.7
High overall	11	-3.27	-3.27	11	100	98	27	54	106.4	109.9
Reading low	11	1.87	1.87	11	27	25	0	2	94.0	95.2
Reading middle	31	-1.58	-1.58	31	45	74	3	14	99.6	103.1
Reading high	12	-2.29	-2.29	12	100	97	33	51	106.9	109.5
Writing low	15	0.68	0.68	15	27	30	0	2	94.4	96.1
Writing middle	33	-1.44	-1.44	33	58	80	9	20	101.3	104.4
Writing high	6	-3.12	-3.12	6	100	98	33	60	107.7	110.7
Maths low	8	1.92	1.92	8	13	14	0	1	91.8	92.8
Maths middle	38	-1.45	-1.45	38	53	75	5	13	100.3	103.0
Maths high	8	-2.04	-2.04	8	100	99	38	63	107.5	111.0

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

Number of pupils =

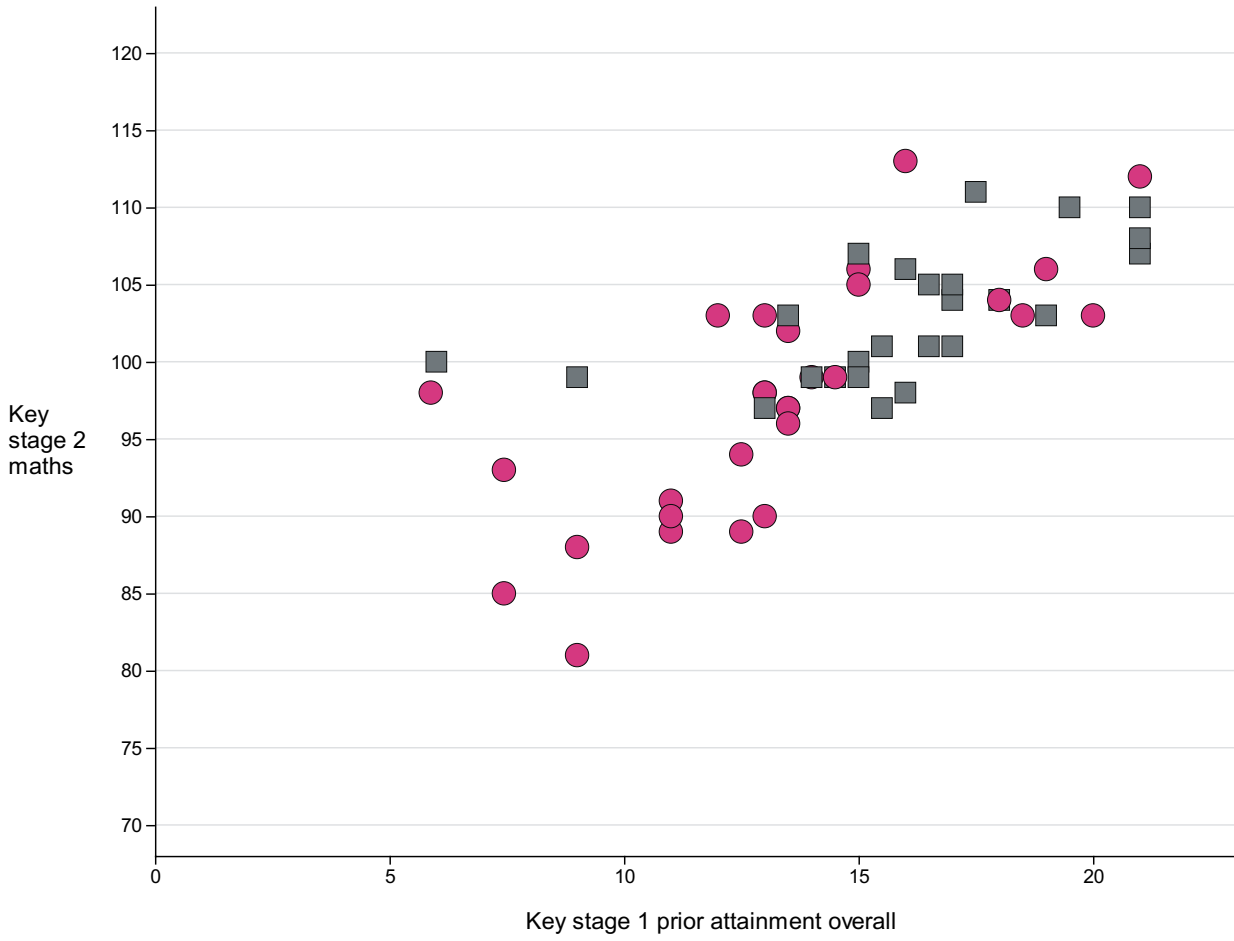
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average





## Key stage 2 three year average

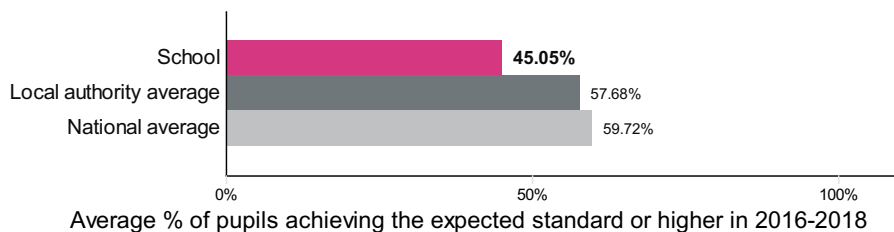
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### Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 58

Number of pupils in 2017 = 60

Number of pupils in 2018 = 64

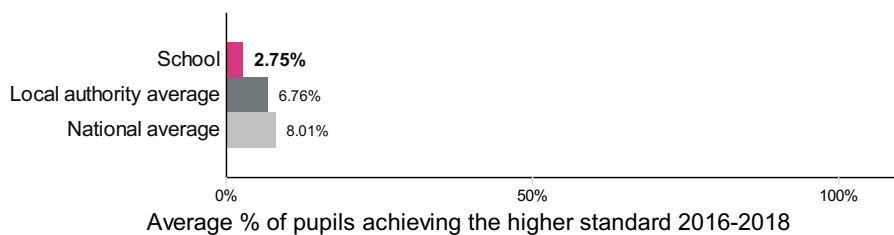


### Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 58

Number of pupils in 2017 = 60

Number of pupils in 2018 = 64



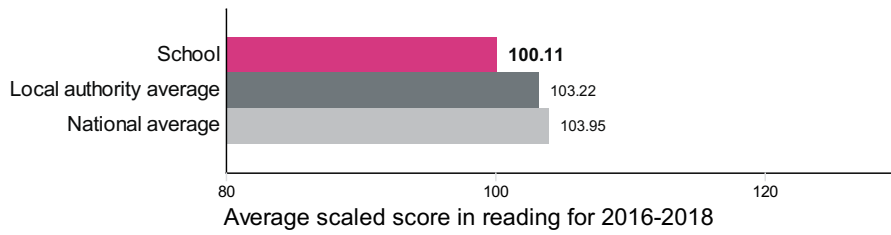
## Average scaled score in:

### Reading, 2016-2018

Number of pupils in 2016 = 58

Number of pupils in 2017 = 60

Number of pupils in 2018 = 64

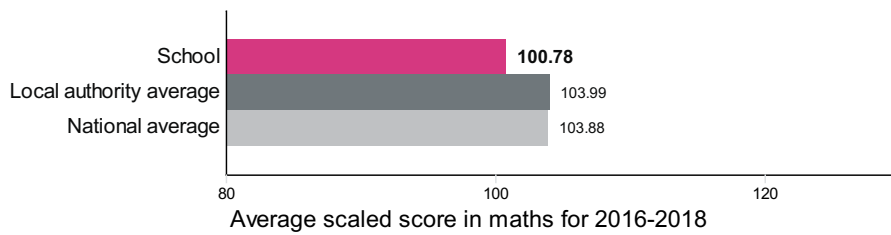


### Maths, 2016-2018

Number of pupils in 2016 = 58

Number of pupils in 2017 = 60




Number of pupils in 2018 = 64






## Key stage 2 time series

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




### Progress in reading

	2016	2017	2018
Number of pupils	47	54	54
Pupils with adjusted scores	N/A	N/A	0
School progress score	-1.19	0.54	1.20
Confidence interval	-3.0 to 0.6	-1.2 to 2.2	-0.4 to 2.8
Progress banding	 Average	 Average	 Average
Local authority average	0.23	0.49	0.90
National average	0.00	0.00	0.03

### Progress in writing

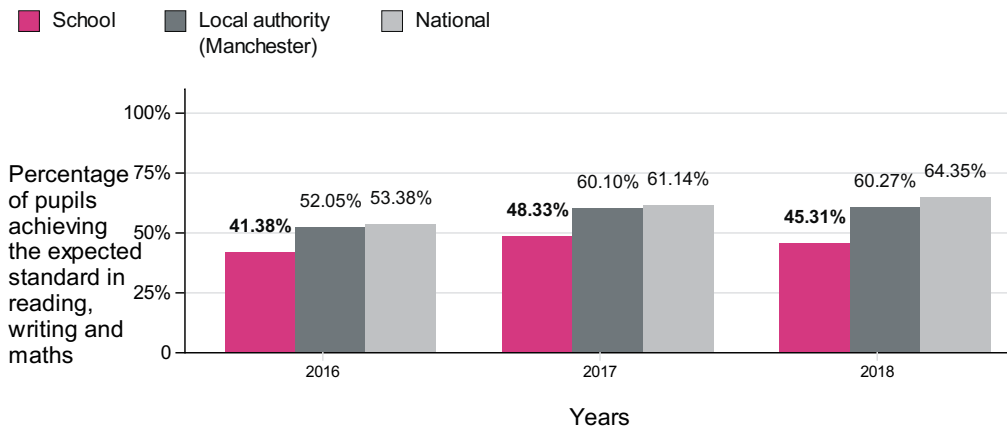
	2016	2017	2018
Number of pupils	49	54	54
Pupils with adjusted scores	N/A	N/A	0
School progress score	0.24	3.72	2.29
Confidence interval	-1.6 to 2.0	2.1 to 5.3	0.8 to 3.8
Progress banding	 Average	 Well above average	 Above average
Local authority average	0.71	0.46	0.26
National average	0.00	0.00	0.03

### Progress in maths

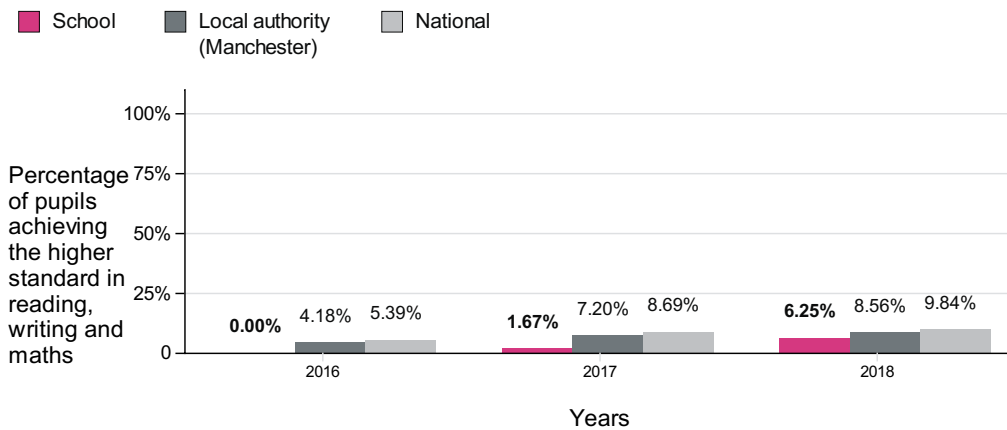
	2016	2017	2018
Number of pupils	49	54	54
Pupils with adjusted scores	N/A	N/A	0
School progress score	0.83	1.05	-1.04
Confidence interval	-0.7 to 2.3	-0.4 to 2.6	-2.4 to 0.4
Progress banding	 Average	 Average	 Average
Local authority average	1.00	1.26	1.11
National average	0.00	0.00	0.03

# Reading, writing and maths combined

## Percentage of pupils achieving the expected standard or higher

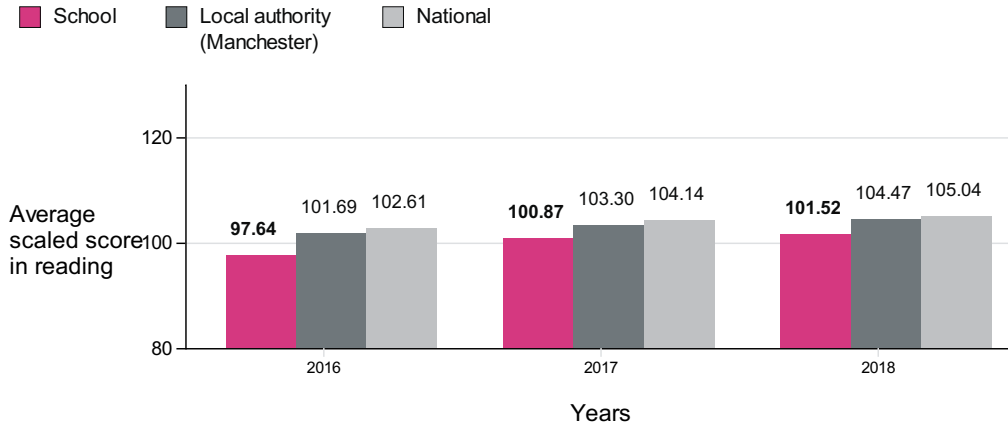


## Percentage of pupils achieving the higher standard

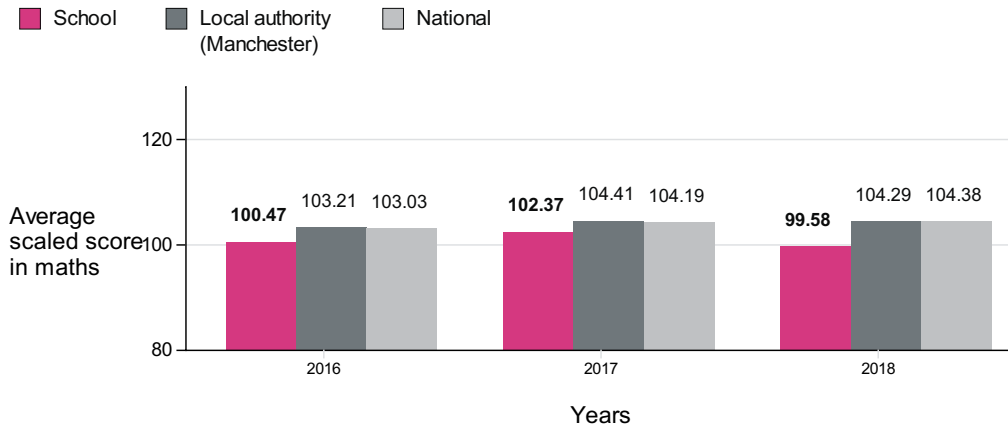


# Average scaled scores in:

## Reading



## Maths



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

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment						Average spelling mark		Spelling mark									
	Cohort	Scaled score 100+		High scaled score		Average score				5+		10+		15+		20+		
		Sch %	Nat ben	Sch %	Nat ben	Sch	Nat ben			Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	
<b>All pupils</b>	64	70	78	30	34	103.8	106.2	11.7	12.9	88	89	67	75	34	44	2	3	
Male	32	63	73	22	30	101.9	105.2	10.4	12.5	81	87	53	71	22	41	3	3	
Female	32	78	82	38	39	105.7	107.2	12.9	13.3	94	92	81	79	47	47	0	3	
Disadvantaged	33	61	82	24	39	101.8	107.2	10.6	13.4	82	92	61	79	30	48	0	3	
Other	31	81	82	35	39	106.0	107.2	12.7	13.4	94	92	74	79	39	48	3	3	
Ever 6 FSM	33	61	82	24	39	101.8	107.2	10.6	13.4	82	92	61	79	30	48	0	3	
Children looked after	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN with statement or EHC plan	1	0	78	0	34	94.0	106.2	6.0	12.9	100	89	0	75	0	44	0	3	
SEN support	15	53	78	13	34	100.6	106.2	10.7	12.9	80	89	67	75	20	44	0	3	
No SEN	48	77	87	35	40	105.0	107.7	12.1	13.8	90	96	69	84	40	50	2	3	
Non-mobile	54	74	79	31	35	105.1	106.3	12.1	13.0	91	90	70	76	35	45	2	3	
English first language	41	76	78	27	34	104.8	106.2	12.0	12.9	93	89	68	75	32	44	2	3	
English additional language	20	65	78	35	34	103.5	106.2	11.8	12.9	85	89	70	75	40	44	0	3	
<b>Prior attainment</b>																		
Low overall	10	20	18	0	2	94.7	94.3	7.1	6.3	70	44	40	22	0	5	0	0	
Middle overall	33	85	78	21	21	104.8	104.4	12.5	12.1	97	93	76	74	33	33	0	1	
High overall	11	100	99	91	70	115.5	112.5	16.7	16.2	100	100	91	97	82	76	9	7	
Reading low	11	36	18	9	2	96.9	94.3	7.9	5.7	73	41	45	18	9	4	0	0	
Reading middle	31	81	78	13	22	103.6	104.5	11.9	12.2	97	93	71	75	26	34	0	1	
Reading high	12	100	99	100	72	116.5	112.7	17.7	16.4	100	100	100	98	92	79	8	8	
Writing low	15	47	25	7	2	97.9	95.7	8.6	6.7	80	51	47	25	13	6	0	0	
Writing middle	33	85	84	30	30	106.1	106.1	13.0	13.1	97	95	79	81	36	42	0	2	
Writing high	6	100	100	100	83	118.0	114.3	18.3	17.0	100	100	100	99	100	87	17	11	
Maths low	8	25	17	0	2	96.5	94.3	8.3	6.7	88	44	50	23	0	6	0	0	
Maths middle	38	82	78	29	25	105.0	104.9	12.4	12.4	92	92	74	75	37	38	0	1	
Maths high	8	100	98	75	72	114.4	112.8	16.3	16.1	100	99	88	96	75	76	13	8	

## Key stage 2 science attainment by pupil group

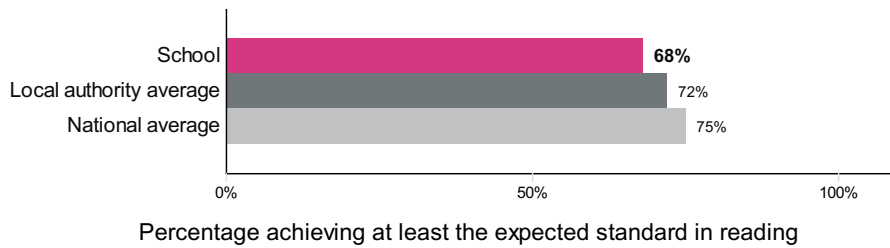
Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
<b>All pupils</b>	64	78	82
Male	32	72	80
Female	32	84	85
Disadvantaged	33	70	87
Other	31	87	87
Ever 6 FSM	33	70	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	1	0	82
SEN support	15	60	82
No SEN	48	85	91
Non-mobile	54	81	84
English first language	41	85	82
English additional language	20	70	82
<b>Prior attainment</b>			
Low overall	10	30	23
Middle overall	33	94	85
High overall	11	100	99
Reading low	11	45	27
Reading middle	31	90	85
Reading high	12	100	99
Writing low	15	53	34
Writing middle	33	94	89
Writing high	6	100	100
Maths low	8	38	20
Maths middle	38	89	85
Maths high	8	100	99

# Key stage 1

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

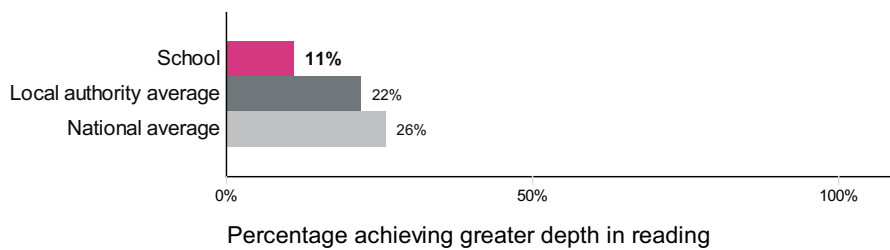
## Percentage achieving at least the expected standard in reading

Number of pupils = 88



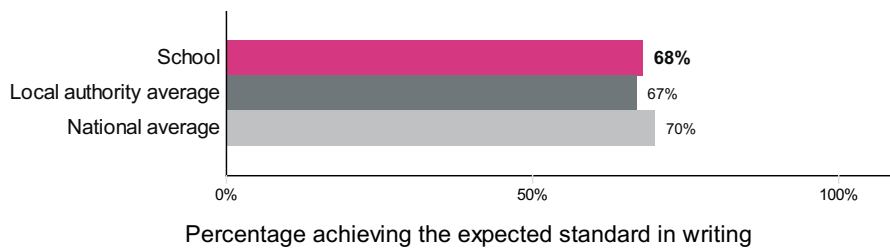
## Percentage achieving greater depth in reading

Number of pupils = 88



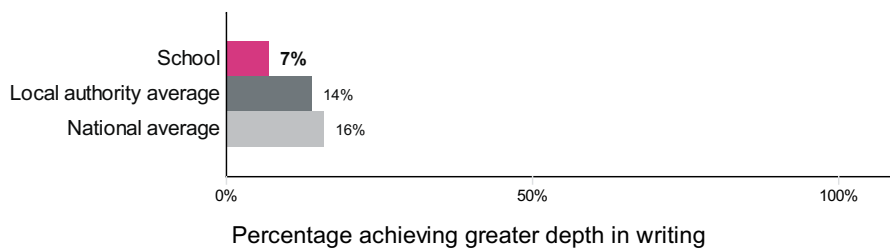
## Percentage achieving at least the expected standard in writing

Number of pupils = 88



## Percentage achieving greater depth in writing

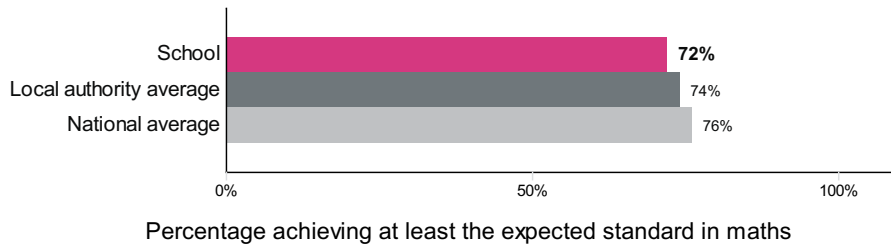
Number of pupils = 88





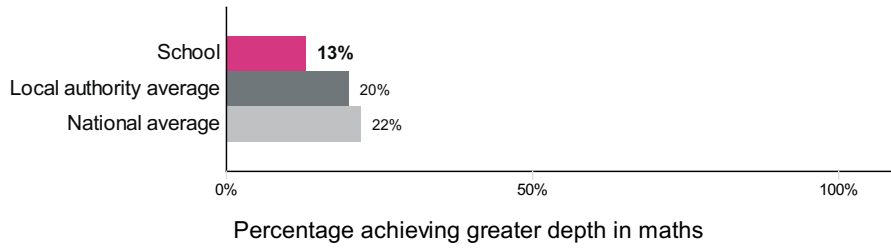
### Percentage achieving at least the expected standard in maths

Number of pupils = 88



### Percentage achieving greater depth in maths

Number of pupils = 88



## Key stage 1 reading attainment by pupil group

Key stage 1 reading attainment by pupil group											
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	88	68	75	11	26	8	2	18	5	6	17
Male	52	63	71	12	22	12	3	21	6	4	19
Female	36	75	80	11	29	3	1	14	3	8	15
SEN with statement or EHC plan	1	0	75	0	26	100	2	0	5	0	17
SEN support	11	27	75	0	26	18	2	55	5	0	17
No SEN	76	75	83	13	29	5	0	13	2	7	14
English first language	46	70	75	9	26	9	2	15	5	7	17
English additional language	37	73	75	16	26	0	2	22	5	5	17

## Key stage 1 writing attainment by pupil group

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	88	68	70	7	16	8	2	17	5	7	22
Male	52	63	63	4	12	12	3	17	7	8	26
Female	36	75	77	11	20	3	1	17	3	6	18
SEN with statement or EHC plan	1	0	70	0	16	100	2	0	5	0	22
SEN support	11	27	70	0	16	18	2	55	5	0	22
No SEN	76	75	78	8	18	5	0	12	2	8	19
English first language	46	67	70	2	16	9	2	17	5	7	22
English additional language	37	76	70	14	16	0	2	16	5	8	22

## Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	88	72	76	13	22	7	2	11	4	10	18
Male	52	63	75	15	24	10	3	10	5	17	17
Female	36	83	77	8	20	3	1	14	3	0	18
SEN with statement or EHC plan	1	0	76	0	22	100	2	0	4	0	18
SEN support	11	27	76	0	22	18	2	45	4	9	18
No SEN	76	79	84	14	25	4	0	7	2	11	14
English first language	46	74	76	9	22	7	2	13	4	7	18
English additional language	37	76	76	19	22	0	2	8	4	16	18

## Key stage 1 science attainment by pupil group

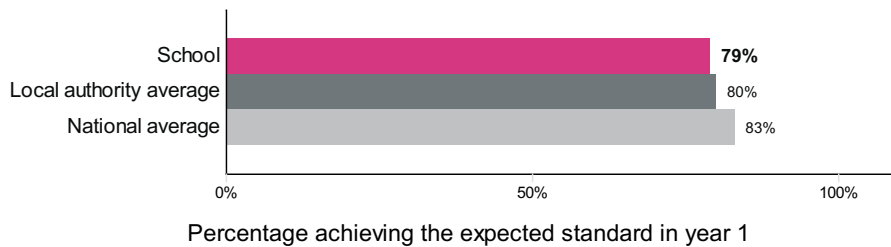
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
<b>All pupils</b>	88	70	83
Male	52	63	80
Female	36	81	85
SEN with statement or EHC plan	1	0	83
SEN support	11	27	83
No SEN	76	78	90
English first language	46	70	83
English additional language	37	78	83

## Phonics screening check

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

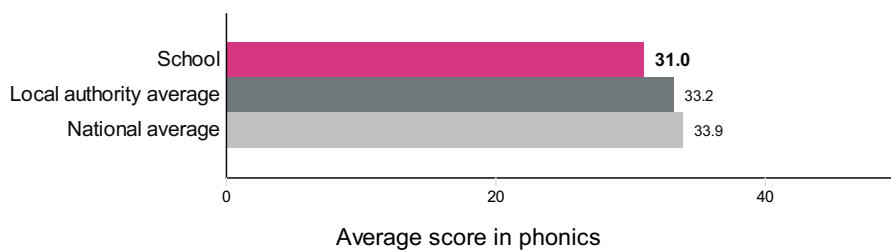
## Percentage achieving the expected standard in phonics

Number of pupils = 90

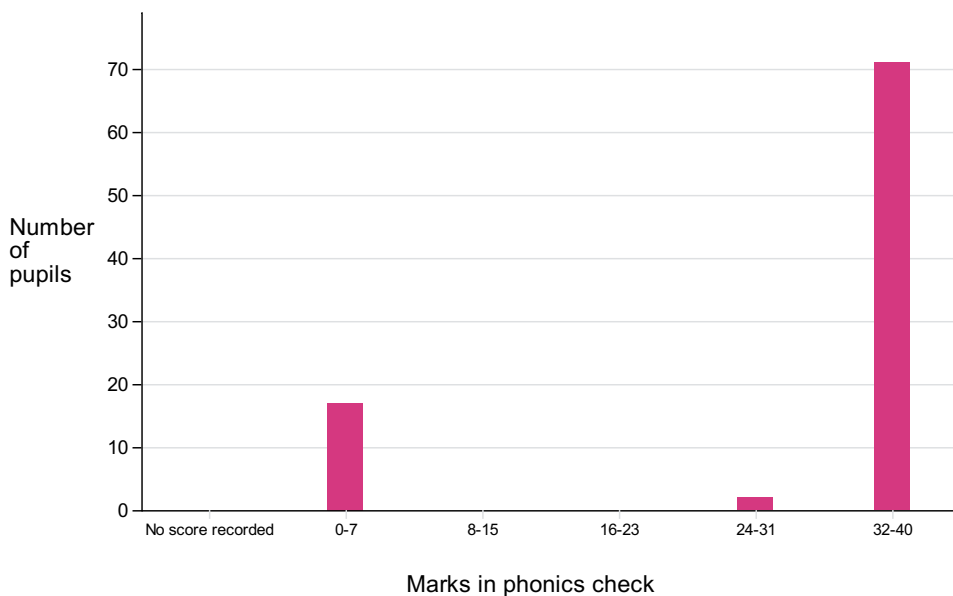


## Phonics average score

Number of pupils = 90



## Pupils' attainment in phonics



## Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark		
							School	National benchmark	
All pupils	90	0	19	71	79	83	31	34	
Male	47	0	13	34	72	79	28	33	
Female	43	0	6	37	86	86	34	35	
SEN with statement or EHC plan	1	0	1	0	0	83	27	34	
SEN support	7	0	2	5	71	83	27	34	
No SEN	82	0	16	66	80	88	31	35	
English first language	55	0	10	45	82	83	32	34	
English additional language	30	0	5	25	83	83	33	34	

## Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	28	0	17	11	39	19
Male	21	0	13	8	38	18
Female	7	0	4	3	43	24
SEN with statement or EHC plan	1	0	1	0	0	26
SEN support	8	0	6	2	25	15
No SEN	19	0	10	9	47	21
English first language	14	0	8	6	43	22
English additional language	10	0	5	5	50	24



## Glossary

### Progress score

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

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

<https://www.gov.uk/government/publications/primary-school-accountability>

### Results over time for Progress in reading, writing and maths

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

### Male

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

### Female

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

### Disadvantaged

Pupils may be defined as disadvantaged if:

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

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

### Other

Non-disadvantaged children.

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

### Ever 6 FSM

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

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

### Non-Ever 6 FSM

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

### Children looked after

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

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

### SEN with statement or EHC plan

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

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

### SEN support

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

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

### **No SEN**

Pupils with no Special Educational Needs.

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

### **English first language**

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

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

### **English additional language**

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

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

### **Unclassified**

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

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

## **Key stage 2**

### **Change in methodology for writing teacher assessment**

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

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Changes to the [2017/18 writing teacher assessment frameworks](https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2) mean results in 2018 are not directly comparable to 2016 and 2017, which used the previous interim frameworks.

### **Scaled score 100+**

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

### **High scaled score**

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

### **Average score**

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

### **Achieving the expected standard**

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

### **Achieving a higher standard**

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

### **Non-mobile**

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

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

### **Low overall**

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

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

### **Middle overall**

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

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

### **High overall**

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

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

### **Reading low**

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

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

### **Reading middle**

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

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

### **Reading high**

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

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

### **Writing low**

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

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

### **Writing middle**

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

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

## Writing high

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

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

## Maths low

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

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

## Maths middle

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

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

## Maths high

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

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

## Three year averages

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

## Prior attainment of disadvantaged pupils - 3 year trends

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

<https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit>  
<https://consult.education.gov.uk/healthy-pupil-unit/fsm/>

## Teacher assessments

**HNM:** Has not met expected standard

**EXS:** Working at expected standard

**PKG:** Pre-key stage - growing development for the expected standard.

**BLW:** Below the standard of the interim pre-key stage standards

**WTS:** Working towards the expected standard

**PKE:** Pre-key stage - early development of the expected standard

**PKF:** Pre-key stage - foundations for the expected standard

**GDS:** Working at greater depth within the expected standard

**A:** Absent for long periods or recently arrived, or not enough information to provide a TA judgement

**D:** In exceptional circumstances, the pupil has been disapplied from the national curriculum, including statutory assessment requirements

**F:** The pupil will reach the end of the programme of study and complete the key stage in a future year. For example, if a pupil takes the maths test a year early in 2017 but is not due to take English reading until 2018, English reading is marked as 'F'

**P:** The pupil completed the key stage in a previous year. For example, if a pupil took the maths test in 2016 and is taking English reading in 2017, maths is marked as 'P'

## **Key stage 1**

### **Achieved the expected standard**

The pupil achieved or exceeded the expected standard.

Read more about key stage 1 standards:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/576179/2017\\_interim\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_V2\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf)

### **Achieved greater depth**

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

Read more about key stage 1 standards:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/576179/2017\\_interim\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_V2\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf)

### **Below pre-KS1**

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

Read more about the pre-key stage 1 standard:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538418/2017\\_Interim\\_Pre\\_Key\\_Stage\\_Standards\\_key\\_stage\\_1\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf)

### **Foundations**

The pupil achieved the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538418/2017\\_Interim\\_Pre\\_Key\\_Stage\\_Standards\\_key\\_stage\\_1\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf)

### **Working towards**

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

Read more about pre-key stage 1 standard:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538418/2017\\_Interim\\_Pre\\_Key\\_Stage\\_Standards\\_key\\_stage\\_1\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf)

## **Early Years Foundation Stage**

### **Communication and language**

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

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Literacy**

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

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Maths**

Developing skills in counting, understanding and using numbers.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Physical development**

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

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Personal, social and emotional development**

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

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Understanding the world**

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

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Expressive arts and design**

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

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)