

## Mount Primary School (URN: 104993)

### School performance summary 2018/2019

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

### Key stage 2 headline measures

This is provisional data for 2018/19. CLA data is not currently available, so we are not publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in the revised release.

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

### Progress in reading, writing and maths

#### Reading

Number of pupils = 46

Pupils with adjusted scores = 0

**Average -1.49**

Confidence interval  
-3.3 to 0.3

#### Writing

Number of pupils = 46

Pupils with adjusted scores = 0

**Average 0.01**

Confidence interval  
-1.6 to 1.7

#### Maths

Number of pupils = 46

Pupils with adjusted scores = 2

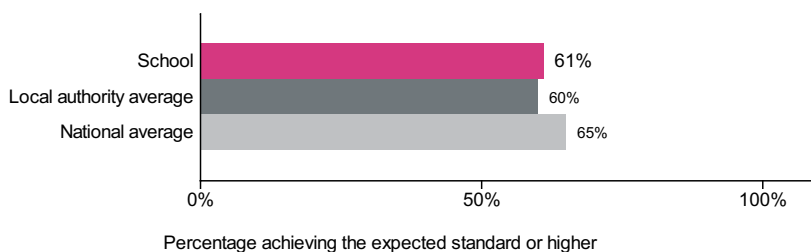
**Well below average -3.65**

Confidence interval  
-5.2 to -2.1

### Reading, writing and maths combined

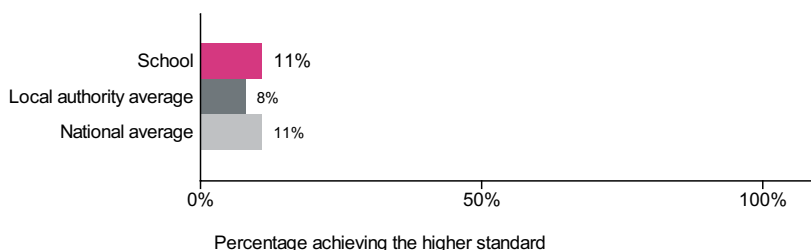
#### Percentage of pupils achieving the expected standard or higher

Number of pupils = 46



#### Percentage of pupils achieving the higher standard

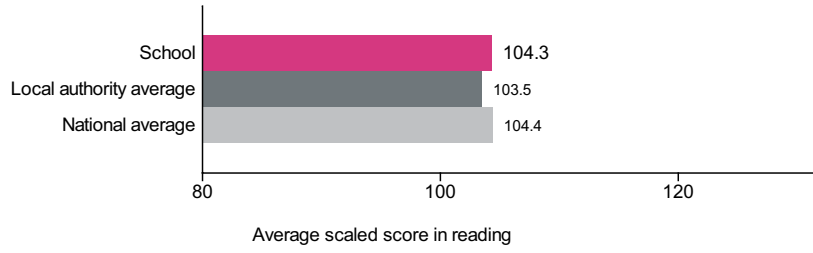
Number of pupils = 46



# Average scaled score in:

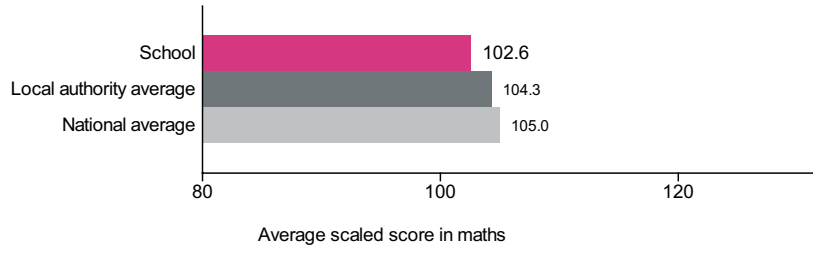
## Reading

Number of pupils = 46



## Maths

Number of pupils = 46



## Key stage 2 three year average

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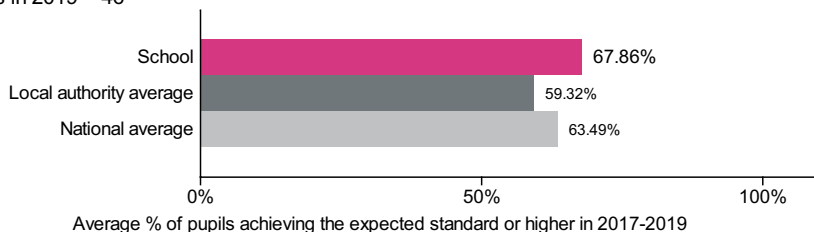
Also, any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

## Percentage of pupils achieving expected standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 45

Number of pupils in 2018 = 49

Number of pupils in 2019 = 46

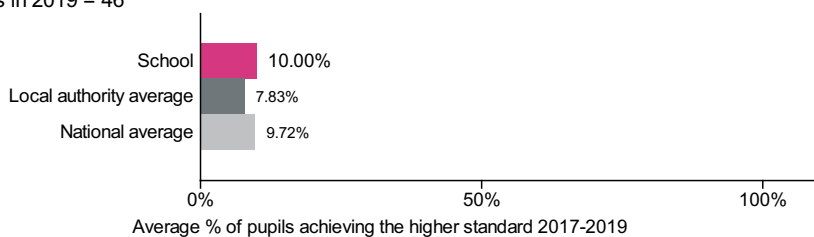


## Percentage of pupils achieving higher standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 45

Number of pupils in 2018 = 49

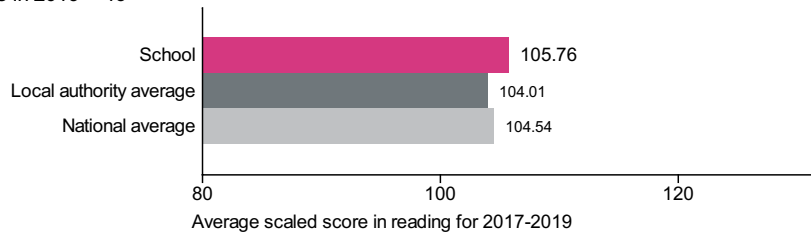
Number of pupils in 2019 = 46



# Average scaled score in:

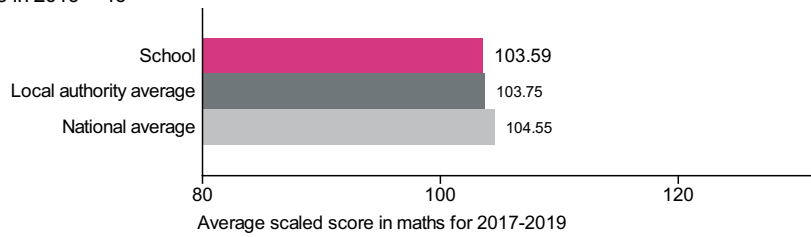
## Reading, 2017-2019

Number of pupils in 2017 = 45  
Number of pupils in 2018 = 49  
Number of pupils in 2019 = 46



## Maths, 2017-2019

Number of pupils in 2017 = 45  
Number of pupils in 2018 = 49  
Number of pupils in 2019 = 46






## Key stage 2 results over 3 years




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### Progress in reading

	2017	2018	2019
Number of pupils	44	48	46
Pupils with adjusted scores	N/A	0	0
School progress score	4.55	-0.25	-1.49
Confidence interval	2.8 to 6.4	-1.9 to 1.5	-3.3 to 0.3
Progress banding	 Well above average	 Average	 Average
Local authority average	-0.14	-0.14	-0.61
National average	0.00	0.03	0.03

### Progress in writing

	2017	2018	2019
Number of pupils	44	48	46
Pupils with adjusted scores	N/A	0	0
School progress score	0.93	3.69	0.01
Confidence interval	-0.9 to 2.7	2.1 to 5.3	-1.6 to 1.7
Progress banding	 Average	 Well above average	 Average
Local authority average	-0.56	-0.43	-0.83
National average	0.00	0.03	0.03

### Progress in maths

	2017	2018	2019
Number of pupils	44	48	46
Pupils with adjusted scores	N/A	0	2
School progress score	1.09	-0.80	-3.65
Confidence interval	-0.6 to 2.8	-2.3 to 0.7	-5.2 to -2.1
Progress banding	 Average	 Average	 Well below average
Local authority average	-0.46	-0.51	-0.43
National average	0.00	0.03	0.03

# Reading, writing and maths combined

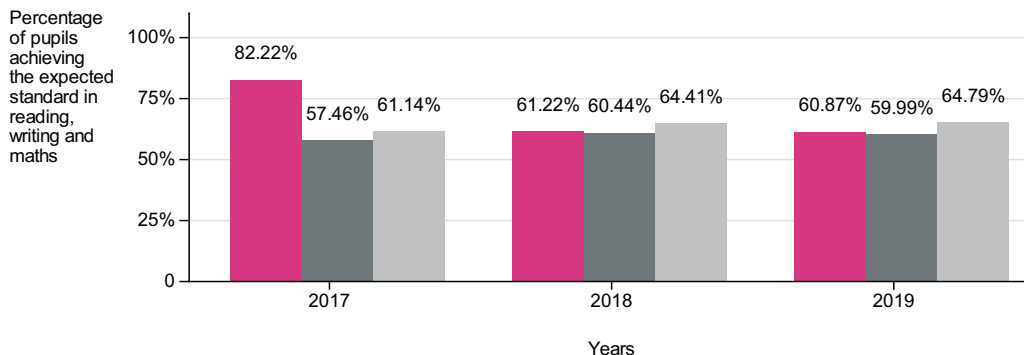
## Percentage of pupils achieving the expected standard or higher

Number of pupils in 2017 = 45

Number of pupils in 2018 = 49

Number of pupils in 2019 = 46

■ School    ■ Local authority (Wirral)    ■ National



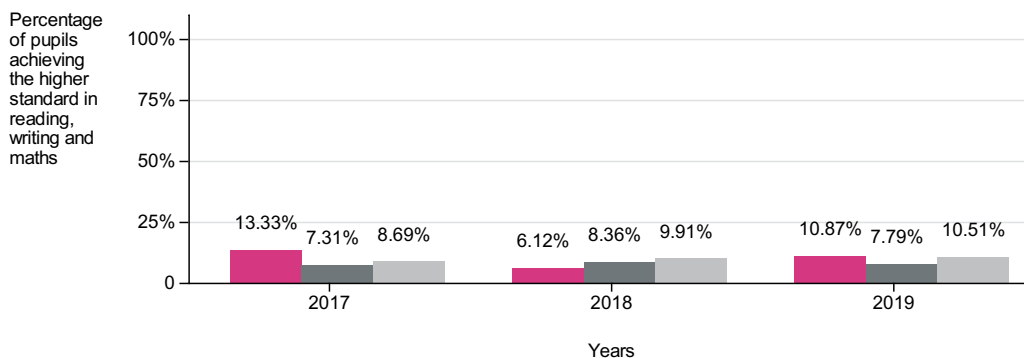
## Percentage of pupils achieving the higher standard

Number of pupils in 2017 = 45

Number of pupils in 2018 = 49

Number of pupils in 2019 = 46

■ School    ■ Local authority (Wirral)    ■ National



# Average scaled scores in:

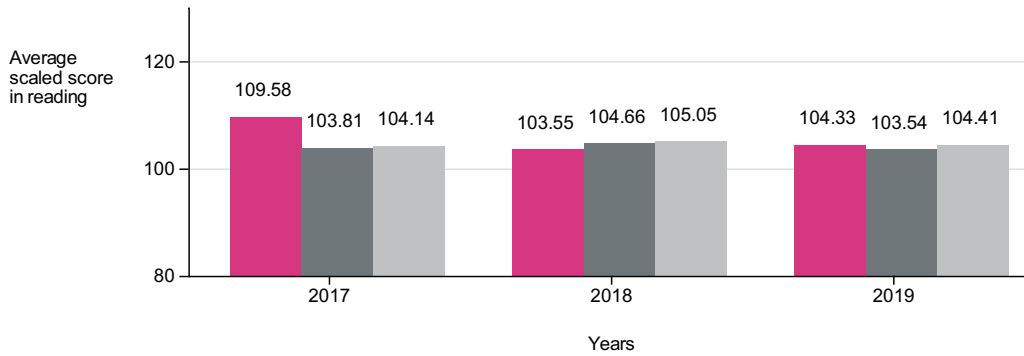
## Reading

Number of pupils in 2017 = 45

Number of pupils in 2018 = 49

Number of pupils in 2019 = 46

■ School    ■ Local authority (Wirral)    ■ National



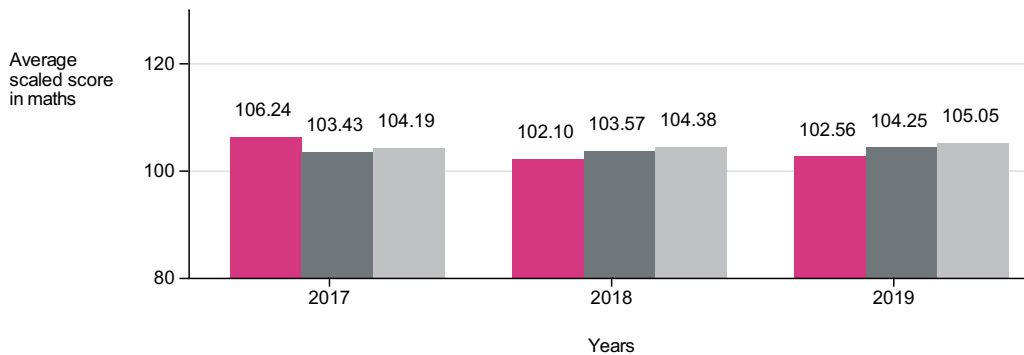
## Maths

Number of pupils in 2017 = 45

Number of pupils in 2018 = 49

Number of pupils in 2019 = 46

■ School    ■ Local authority (Wirral)    ■ National



## Key stage 2 reports

### Reading progress and attainment by pupil group

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	46	-1.49	0.03	-1.49	0.00	46	78	73	24	27	104.3	104.4
Male	26	-2.13	-0.54	-2.13	-0.58	26	65	69	12	22	102.2	103.3
Female	20	-0.66	0.62	-0.66	0.60	20	95	78	40	32	107.0	105.5
SEN EHCP	1	-17.51	0.03	-17.51	0.00	1	0	73	0	27	N/A	104.4
SEN support	5	-1.19	0.03	-1.19	0.00	5	40	73	0	27	98.6	104.4
No SEN	40	-1.12	0.34	-1.12	0.33	40	85	81	28	31	105.1	105.7
Non-mobile	44	-1.62	0.07	-1.62	0.05	44	77	74	25	28	104.3	104.6
English first language	46	-1.49	0.03	-1.49	0.00	46	78	73	24	27	104.3	104.4
English additional language	0	N/A	0.03	N/A	0.00	0	N/A	73	N/A	27	N/A	104.4
Prior attainment												
Low overall	1	-17.51	0.02	-17.51	0.00	1	0	16	0	1	N/A	92.7
Middle overall	29	-1.07	0.03	-1.07	0.00	29	69	70	14	14	101.9	102.5
High overall	16	-1.24	0.03	-1.24	0.00	16	100	97	44	56	108.7	110.3
Reading low	3	-7.98	-0.30	-7.98	-0.32	3	0	17	0	2	92.5	93.0
Reading middle	31	-1.47	-0.20	-1.47	-0.23	31	77	70	13	14	102.9	102.6
Reading high	12	0.09	0.54	0.09	0.52	12	100	98	58	59	110.0	110.7
Writing low	3	-7.98	0.09	-7.98	0.07	3	0	24	0	3	92.5	94.5
Writing middle	34	-1.13	-0.03	-1.13	-0.06	34	79	77	15	22	103.4	104.2
Writing high	9	-0.66	0.23	-0.66	0.20	9	100	99	67	67	110.4	111.7
Maths low	0	N/A	0.24	N/A	0.23	0	N/A	14	N/A	1	N/A	92.4
Maths middle	35	-1.56	0.17	-1.56	0.14	35	71	72	14	19	102.6	103.1
Maths high	11	-1.26	-0.39	-1.26	-0.42	11	100	97	55	57	109.5	110.4



## 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	School	National		School %	National %	School %	National %
All pupils	46	0.01	0.03	0.01	0.00	46	85	78	24	20
Male	26	-1.55	-0.73	-1.55	-0.78	26	73	72	8	15
Female	20	2.04	0.82	2.04	0.81	20	100	85	45	25
SEN EHCP	1	-15.89	0.03	-15.89	0.00	1	0	78	0	20
SEN support	5	-2.29	0.03	-2.29	0.00	5	40	78	0	20
No SEN	40	0.69	0.52	0.69	0.50	40	93	88	28	24
Non-mobile	44	-0.06	0.10	-0.06	0.07	44	84	80	25	21
English first language	46	0.01	0.03	0.01	0.00	46	85	78	24	20
English additional language	0	N/A	0.03	N/A	0.00	0	N/A	78	N/A	20
Prior attainment										
Low overall	1	-15.89	0.02	-15.89	0.00	1	0	15	0	0
Middle overall	29	-0.41	0.04	-0.41	0.00	29	79	78	3	7
High overall	16	1.76	0.02	1.76	0.00	16	100	99	63	49
Reading low	3	-7.10	-0.19	-7.10	-0.21	3	0	17	0	0
Reading middle	31	-0.44	-0.05	-0.44	-0.09	31	87	79	6	7
Reading high	12	2.93	0.25	2.93	0.23	12	100	99	75	51
Writing low	3	-7.10	-0.36	-7.10	-0.39	3	0	21	0	0
Writing middle	34	-0.21	0.00	-0.21	-0.03	34	88	85	9	13
Writing high	9	3.21	0.42	3.21	0.41	9	100	100	89	67
Maths low	0	N/A	0.29	N/A	0.28	0	N/A	14	N/A	0
Maths middle	35	-0.28	0.17	-0.28	0.14	35	80	79	11	11
Maths high	11	0.94	-0.41	0.94	-0.43	11	100	98	64	51

# 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	School	National		School %	National %	School %	National %	School	National
All pupils	46	-3.65	0.03	-3.69	0.00	46	70	79	20	27	102.6	105.0
Male	26	-3.53	0.73	-3.60	0.70	26	69	78	15	29	101.4	105.3
Female	20	-3.81	-0.69	-3.81	-0.72	20	70	79	25	24	104.0	104.7
SEN EHCP	1	-20.83	0.03	-21.79	0.00	1	0	79	0	27	N/A	105.0
SEN support	5	-0.77	0.03	-0.77	0.00	5	60	79	0	27	100.4	105.0
No SEN	40	-3.58	0.37	-3.60	0.35	40	73	87	23	31	102.8	106.3
Non-mobile	44	-3.74	0.10	-3.78	0.08	44	70	80	20	27	102.6	105.2
English first language	46	-3.65	0.03	-3.69	0.00	46	70	79	20	27	102.6	105.0
English additional language	0	N/A	0.03	N/A	0.00	0	N/A	79	N/A	27	N/A	105.0
Prior attainment												
Low overall	1	-20.83	0.03	-21.79	0.01	1	0	19	0	1	N/A	94.0
Middle overall	29	-4.17	0.04	-4.20	0.00	29	55	77	3	13	99.4	103.3
High overall	16	-1.64	0.02	-1.64	0.00	16	100	99	50	58	108.2	110.3
Reading low	3	-4.69	0.71	-5.01	0.69	3	33	26	0	2	101.0	95.5
Reading middle	31	-4.17	0.11	-4.20	0.07	31	68	78	3	16	100.6	103.6
Reading high	12	-2.05	-0.29	-2.05	-0.32	12	83	98	67	54	107.8	109.9
Writing low	3	-4.69	0.49	-5.01	0.46	3	33	31	0	3	101.0	96.3
Writing middle	34	-3.99	0.05	-4.02	0.01	34	65	83	12	22	100.9	104.9
Writing high	9	-2.00	-0.32	-2.00	-0.34	9	100	99	56	63	109.0	111.0
Maths low	0	N/A	-0.54	N/A	-0.56	0	N/A	14	N/A	1	N/A	92.8
Maths middle	35	-4.16	-0.04	-4.22	-0.08	35	60	78	9	14	100.6	103.6
Maths high	11	-2.02	0.38	-2.02	0.36	11	100	99	55	67	108.7	111.3

## 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 %	School %	National %
All pupils	46	61	65	11	11
Male	26	54	60	0	9
Female	20	70	70	25	13
SEN EHCP	1	0	65	0	11
SEN support	5	20	65	0	11
No SEN	40	68	74	13	12
Non-mobile	44	61	66	11	11
English first language	46	61	65	11	11
English additional language	0	N/A	65	N/A	11
Prior attainment					
Low overall	1	0	7	0	0
Middle overall	29	41	58	0	2
High overall	16	100	95	31	29
Reading low	3	0	9	0	0
Reading middle	31	58	59	0	2
Reading high	12	83	95	42	30
Writing low	3	0	11	0	0
Writing middle	34	56	67	3	5
Writing high	9	100	97	44	41
Maths low	0	N/A	5	N/A	0
Maths middle	35	49	61	3	3
Maths high	11	100	95	36	33

# Key stage 2 additional reports

## 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	Achieving the expected standard		Achieving the higher standard		Average score				5+		10+		15+		20+		
		Sch %	Nat %	Sch %	Nat %	Sch	Nat	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %			
All pupils	46	83	78	26	36	105.3	106.3	13.0	13.4	91	89	80	76	40	50	2	5	
Male	26	73	74	15	31	102.8	105.3	11.8	12.9	88	86	76	73	28	46	0	5	
Female	20	95	83	40	41	108.5	107.4	14.4	13.8	95	91	85	80	55	53	5	6	
SEN EHCP	1	0	78	0	36	N/A	106.3	N/A	13.4	N/A	89	N/A	76	N/A	50	N/A	5	
SEN support	5	40	78	20	36	99.6	106.3	7.6	13.4	60	89	20	76	20	50	0	5	
No SEN	40	90	87	28	42	106.1	107.8	13.7	14.3	95	95	88	85	43	57	3	6	
Non-mobile	44	82	79	27	37	105.4	106.5	12.9	13.5	91	90	79	77	40	51	2	5	
English first language	46	83	78	26	36	105.3	106.3	13.0	13.4	91	89	80	76	40	50	2	5	
English additional language	0	N/A	78	N/A	36	N/A	106.3	N/A	13.4	N/A	89	N/A	76	N/A	50	N/A	5	
Prior attainment																		
Low overall	1	0	17	0	2	N/A	94.1	N/A	6.2	N/A	40	N/A	22	N/A	7	N/A	0	
Middle overall	29	76	77	14	21	101.8	104.2	11.1	12.4	86	91	69	74	24	40	0	2	
High overall	16	100	99	50	71	111.7	112.6	16.3	16.5	100	100	100	97	69	80	6	12	
Reading low	3	0	17	0	2	94.5	94.1	5.5	5.6	50	37	0	19	0	6	0	0	
Reading middle	31	84	78	13	22	103.0	104.5	11.8	12.6	90	92	77	75	23	40	0	2	
Reading high	12	100	99	67	72	113.2	112.8	17.2	16.7	100	100	100	98	92	81	8	12	
Writing low	3	0	23	0	3	94.5	95.4	5.5	6.6	50	46	0	25	0	8	0	0	
Writing middle	34	85	84	15	30	103.4	106.0	12.2	13.4	91	94	79	81	29	48	0	3	
Writing high	9	100	100	78	83	114.9	114.4	17.6	17.4	100	100	100	99	89	89	11	16	
Maths low	0	N/A	16	N/A	2	N/A	94.1	N/A	6.7	N/A	39	N/A	23	N/A	8	N/A	0	
Maths middle	35	77	78	14	26	102.9	104.8	11.7	12.7	88	91	74	76	29	44	0	3	
Maths high	11	100	98	64	72	112.8	112.9	17.0	16.5	100	99	100	96	73	79	9	12	

## Science attainment by pupil group

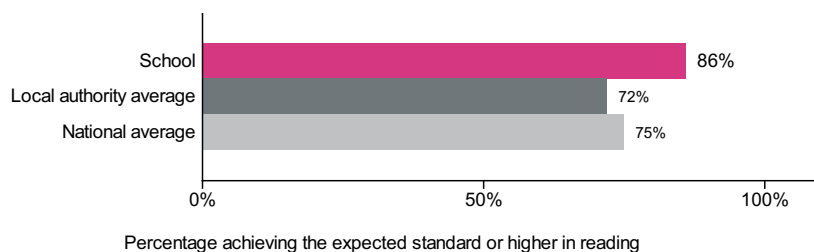
Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	46	83	83
Male	26	77	80
Female	20	90	86
SEN EHCP	1	0	83
SEN support	5	60	83
No SEN	40	88	91
Non-mobile	44	82	84
English first language	46	83	83
English additional language	0	N/A	83
Prior attainment			
Low overall	1	0	23
Middle overall	29	76	84
High overall	16	100	99
Reading low	3	0	27
Reading middle	31	84	85
Reading high	12	100	99
Writing low	3	0	33
Writing middle	34	85	89
Writing high	9	100	100
Maths low	0	N/A	19
Maths middle	35	77	85
Maths high	11	100	99

## Key stage 1

This is provisional data for 2018/19. 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.

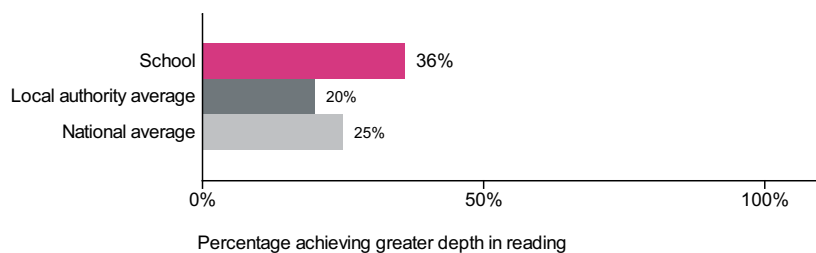
## Percentage achieving the expected standard or higher in reading

Number of pupils = 50



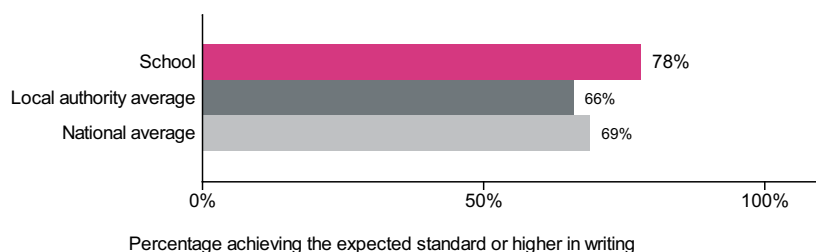
## Percentage achieving greater depth in reading

Number of pupils = 50



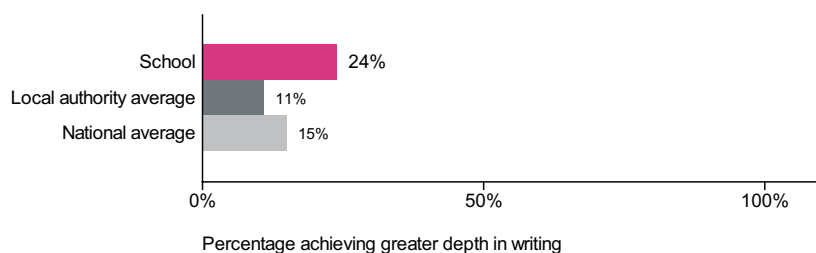
## Percentage achieving the expected standard or higher in writing

Number of pupils = 50



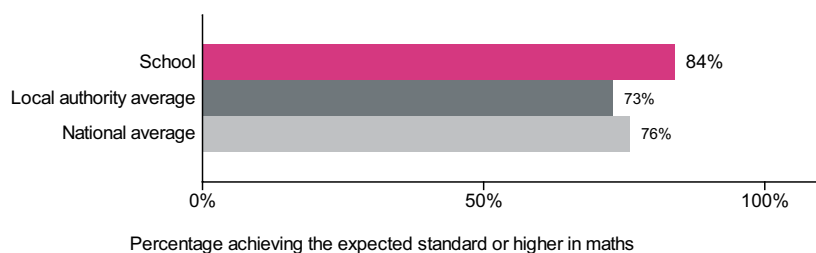
## Percentage achieving greater depth in writing

Number of pupils = 50



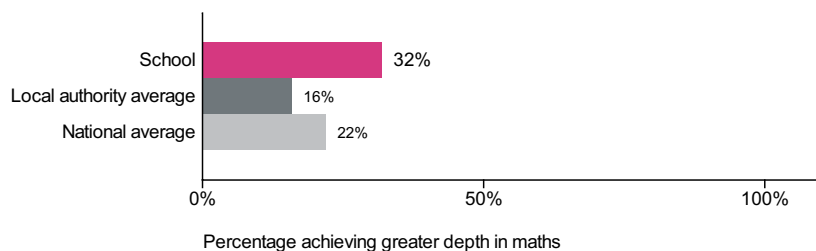
## Percentage achieving the expected standard or higher in maths

Number of pupils = 50



## Percentage achieving greater depth in maths

Number of pupils = 50



## Key stage 1 additional reports

### Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	50	36	25	86	75	14	17	0	7
Male	25	36	22	92	71	8	19	0	9
Female	25	36	29	80	79	20	15	0	5
SEN EHCP	0	N/A	25	N/A	75	N/A	17	N/A	7
SEN support	1	0	25	100	75	0	17	0	7
No SEN	49	37	29	86	83	14	14	0	3
English first language	47	34	25	87	75	13	17	0	7
English additional language	3	67	25	67	75	33	17	0	7

## Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	50	24	15	78	69	20	22	2	8
Male	25	28	11	84	63	12	26	4	10
Female	25	20	19	72	76	28	18	0	5
SEN EHCP	0	N/A	15	N/A	69	N/A	22	N/A	8
SEN support	1	0	15	100	69	0	22	0	8
No SEN	49	24	17	78	78	20	19	2	3
English first language	47	21	15	79	69	21	22	0	8
English additional language	3	67	15	67	69	0	22	33	8



## Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	50	32	22	84	76	16	18	0	6
Male	25	44	24	84	75	16	18	0	7
Female	25	20	19	84	77	16	18	0	4
SEN EHCP	0	N/A	22	N/A	76	N/A	18	N/A	6
SEN support	1	0	22	0	76	100	18	0	6
No SEN	49	33	25	86	84	14	15	0	2
English first language	47	30	22	85	76	15	18	0	6
English additional language	3	67	22	67	76	33	18	0	6

## Science attainment by pupil group

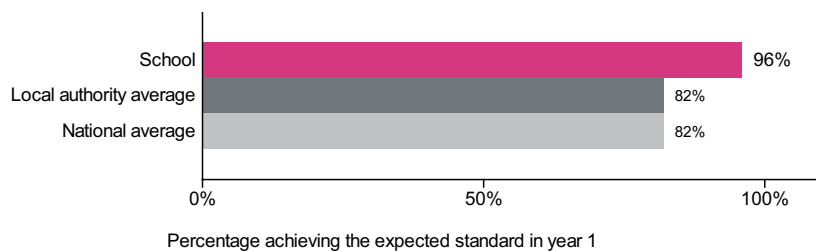
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	50	84	82
Male	25	88	80
Female	25	80	85
SEN EHCP	0	N/A	82
SEN support	1	100	82
No SEN	49	84	90
English first language	47	85	82
English additional language	3	67	82

## Phonics performance measures

This is provisional data for 2018/19. 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.

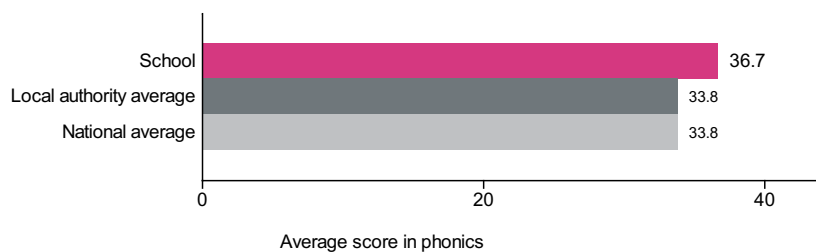
### Percentage achieving the expected standard in phonics

Number of pupils = 48



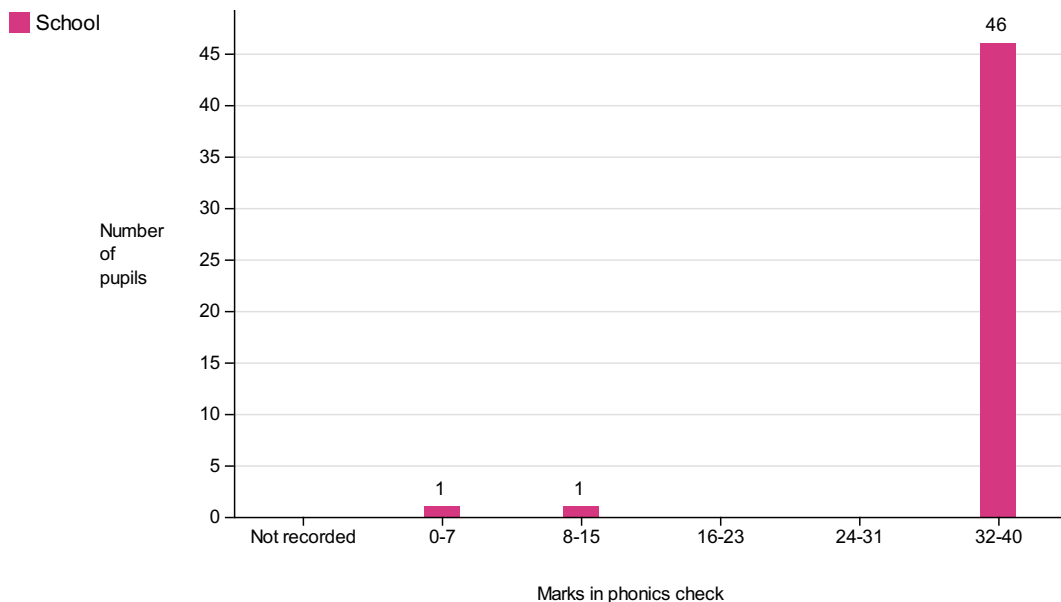
### Phonics average score

Number of pupils = 48



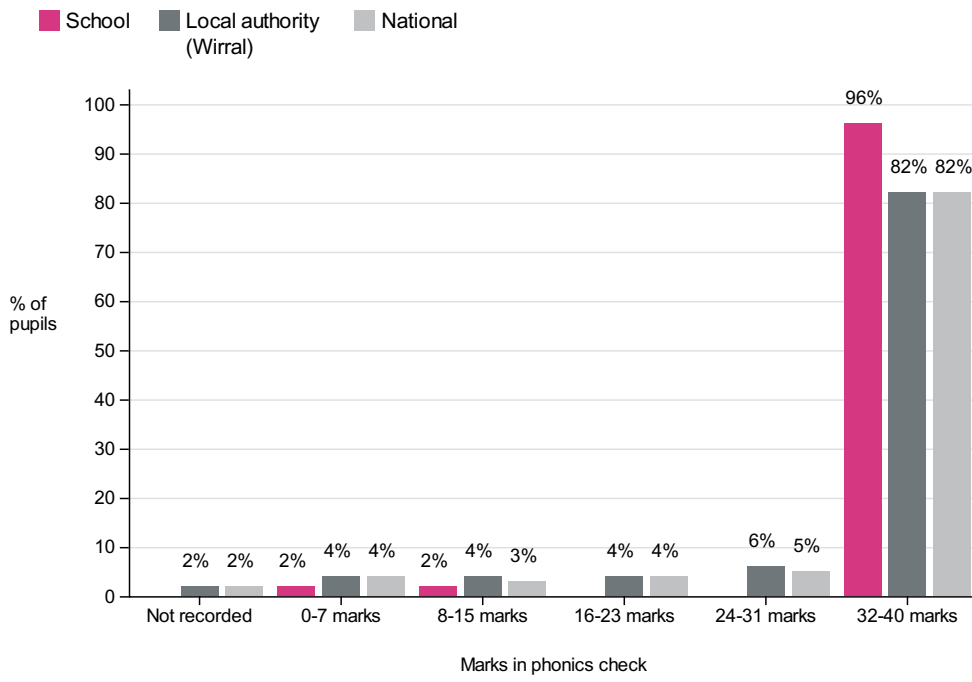
### Attainment in phonics by mark

Number of pupils = 48



# Attainment in phonics by %

Number of pupils = 48



## 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 %	Average mark	
							School	National
All pupils	48	0	2	46	96	82	37	34
Male	23	0	1	22	96	78	37	33
Female	25	0	1	24	96	85	37	35
SEN EHCP	0	0	0	0	N/A	82	N/A	34
SEN support	1	0	1	0	0	82	2	34
No SEN	47	0	1	46	98	88	37	35
English first language	48	0	2	46	96	82	37	34
English additional language	0	0	0	0	N/A	82	N/A	34

## Phonics additional reports

### 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	4	0	0	4	100	35
Male	1	0	0	1	100	33
Female	3	0	0	3	100	36
SEN EHCP	0	0	0	0	N/A	N/A
SEN support	0	0	0	0	N/A	N/A
No SEN	4	0	0	4	100	35
English first language	3	0	0	3	100	36
English additional language	1	0	0	1	100	33

## School characteristics

### Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	341	279	338	281	341	282
Male %	50.4	51.0	51.5	51.0	51.0	51.0
Female %	49.6	49.0	48.5	49.0	49.0	49.0
Ever 6 FSM %	20.2	24.3	18.6	23.5	16.1	23.0
Minority ethnic groups %	7.1	32.3	7.1	32.9	7.9	33.8
SEN EHCP %	0.9	1.3	0.9	1.4	0.9	1.6
SEN support %	12.9	12.2	9.5	12.4	7.6	12.6
English additional language %	1.4	20.7	1.7	20.9	2.6	21.2
Stability %	89.0	85.7	90.7	85.8	92.4	85.6
School deprivation indicator	0.19	0.21	0.18	0.21	0.19	0.21

## Basic characteristics by national curriculum year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
6	46	57	43	24	4	0	13	2	11
5	46	52	48	17	7	2	20	0	20
4	48	44	56	6	13	4	8	0	8
3	49	53	47	18	9	2	6	2	4
2	52	52	48	21	6	6	6	0	6
1	48	48	52	15	7	0	2	0	2
Pre-compulsory	52	52	48	12	10	4	6	2	4



## Prior attainment of pupils by year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Key stage 1 prior attainment by year group									
School year	Average point score at key stage 1			% by prior attainment					
				High		Middle		Low	
	School	National	Difference	School	National	School	National	School	National
Year 6	16.8	16.3	0.4	35	34	63	58	2	8

Key stage 1 reading prior attainment by year group										
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	7	23	74	72	24	18	0	5	0	1
Year 4	38	25	88	74	10	17	2	4	0	1
Year 3	35	25	90	75	8	17	2	5	0	1

Key stage 1 writing prior attainment by year group										
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	0	13	74	64	24	26	0	5	0	1
Year 4	21	15	67	67	31	24	2	5	0	1
Year 3	22	16	78	70	20	22	2	5	0	1

Key stage 1 maths prior attainment by year group										
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	4	17	72	71	26	20	0	4	0	1
Year 4	23	20	88	74	13	18	0	4	0	1
Year 3	37	22	88	76	10	18	2	4	0	1

# Glossary

## Key stage 2

### Key stage 2 headline measures

#### Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's 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 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.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores. <https://www.gov.uk/government/publications/primary-school-accountability>

#### Confidence interval

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

Generally speaking, the greater the number of pupils, the smaller the range of the confidence interval. For smaller schools, the confidence interval tends to be larger, since fewer pupils are included, and therefore the score will be more greatly impacted by performance of individual pupils.

A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0. For more information on statistical confidence, and more detailed technical guidance in general, see: <https://www.gov.uk/government/publications/primary-school-accountability>

#### Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to the writing teacher assessment frameworks in 2017.

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

#### Achieving the expected standard or higher

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see:

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>

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

#### Percentage of pupils achieving the higher standard

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. We set this standard for the first time in 2016 to provide information about pupils across England achieving in the top 5%. For a more detailed explanation, see:

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#### Average scaled score in reading

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>

### **Average scaled score in maths**

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>

### **National average**

The data used for the national comparator is all state-funded schools in England.

### **Local authority average**

The data used for this comparator is all state-funded schools in this school's local authority.

### **Key stage 2 three year average**

Three year averages cannot be calculated where there is no data available, for the school, in previous years.

### **Percentage of pupils achieving the expected standard for reading, writing and maths, 2017-2019**

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.

### **Change in methodology**

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

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

### **Percentage of pupils achieving the higher standard for reading, writing and maths, 2017-2019**

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.

### **Change in methodology**

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### **Average scaled score in reading 2017-2019**

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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

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### **Average scaled score in maths 2017-2019**

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.

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<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

### **National average**

The data used for the national comparator is all state-funded schools in England.

### **Local authority average**

The data used for this comparator is all state-funded schools in this school's local authority.

### **Key stage 2 results over 3 years**

## **Progress score**

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

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## **Confidence interval**

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

## **Change in methodology**

We introduced a change in methodology for calculating progress scores. This means 2018 and 2019 scores are not directly comparable with 2017 scores.

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

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see:

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<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>

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

## **Change in methodology**

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to the writing teacher assessment frameworks in 2017.

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## **Percentage of pupils achieving the higher standard**

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. We set this standard for the first time in 2016 to provide information about pupils across England achieving in the top 5%. For a more detailed explanation, see:

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

## **Change in methodology**

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to the writing teacher assessment frameworks in 2017.

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

### **Average scaled score in reading**

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>

### **Average scaled score in maths**

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>

### **National average**

The data used for the national comparator is all state-funded schools in England.

### **Local authority average**

The data used for this comparator is all state-funded schools in this school's local authority.

### **Key stage 2 reports**

#### **National average / National %**

The data used for the national comparator is all state-funded schools in England.

### **Male**

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

### **Female**

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

### **SEN EHCP**

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 an education, health and care plan (EHCP).

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

### **SEN support**

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

The 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.

### **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.

### **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.

### **Prior attainment**

### **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.

The national comparator used for this row is the national figure for low prior attainment overall.

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

### **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.

The national comparator used for this row is the national figure for middle prior attainment overall.

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

### **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.

The national comparator used for this row is the national figure for high prior attainment overall.

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

### **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.

The national comparator used for this row is the national figure for low prior attainment in reading.

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

### **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.

The national comparator used for this row is the national figure for middle prior attainment in reading.

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

### **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.

The national comparator used for this row is the national figure for high prior attainment in reading.

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

### **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.

The national comparator used for this row is the national figure for low prior attainment in writing.

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

### **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.

The national comparator used for this row is the national figure for middle prior attainment in writing.

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

## 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.

The national comparator used for this row is the national figure for high prior attainment in writing.

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

## 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.

The national comparator used for this row is the national figure for low prior attainment in maths.

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

## 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.

The national comparator used for this row is the national figure for middle prior attainment in maths.

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

## 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.

The national comparator used for this row is the national figure for high prior attainment in maths.

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

## Reading / Maths

### Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's 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 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.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

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

### 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>

## **Average scaled 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>

## **Writing**

### **Progress score**

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's 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 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.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores. <https://www.gov.uk/government/publications/primary-school-accountability>

### **Change in methodology**

Changes made to the 2017/18 writing teacher assessment frameworks mean judgements are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

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

### **Achieved the expected standard**

This refers to pupils who can write at a level meeting or exceeding the national standard.

Read more about writing standards

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

### **Achieved a greater depth**

This refers to pupils who can write at a level clearly exceeding the national standard.

Read more about writing standards

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

## **Reading, writing and maths combined**

### **Achieving the expected standard or higher**

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see:

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>

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

### **Achieving the higher standard**

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. For a more detailed explanation, see:

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>

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

## **EGPS**

### **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>



## 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>

## Average scaled 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>

## Science

### At least the expected standard in science

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>

### Progress scatter plot

#### Number of pupils

Points on the scatter plot may overlap when 2 or more pupils' performance is similar. To view them more easily, use the 'Zoom in' tool above the scatter plot.

If you click on a point that overlaps with similar scores, you can scroll through these pupils' details by using the 'Next' prompt.

Please use the pupil list report as an alternative view of this pupil data.

#### Progress score

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1. See School performance tables: about the data for more information.

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.

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

<https://www.gov.uk/government/collections/school-performance-tables-about-the-data>

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

### Key stage 1 prior attainment overall

This is a pupil's average performance at key stage 1 across reading, writing and mathematics. Read more about prior attainment.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/560969/Primary\\_school\\_accountability\\_summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf)

### Attainment scatter plot

#### Number of pupils

Points on the scatter plot may overlap when 2 or more pupils' performance is similar. To view them more easily, use the 'Zoom in' tool above the scatter plot.

If you click on a point that overlaps with similar scores, you can scroll through these pupils' details by using the 'Next' prompt.

Please use the pupil list report as an alternative view of this pupil data.

### Key stage 2 reading

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. Read more about scaled scores.

This scatter plot displays the outcomes of pupils who did the national curriculum assessments and achieved a scaled score and therefore not the outcomes of pupils working below the national curriculum assessment standard.

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

## **Key stage 2 writing**

Writing is teacher assessed and we report pupil attainment in line with the framework. The scatter plot includes the outcomes for pupils working below the standard of the test as reported against the pre key stage 2 standards.

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/738700/2018-19\\_Pre-key\\_stage\\_2\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_a...pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738700/2018-19_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_a...pdf)

### **GDS**

Working at greater depth.

### **EXS**

Working at the expected standard.

### **WTS**

Working towards the expected standard.

## **Pre key stage 2 standards**

Read more about pre key stage 2 standards.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/738700/2018-19\\_Pre-key\\_stage\\_2\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_a...pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738700/2018-19_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_a...pdf)

## **Key stage 2 maths**

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. Read more about scaled scores.

This scatter plot displays the outcomes of pupils who did the national curriculum assessments and achieved a scaled score and therefore not the outcomes of pupils working below the national curriculum assessment standard.

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

## **Key stage 1 prior attainment overall**

This is a pupil's average performance at key stage 1 across reading, writing and mathematics. Read more about prior attainment.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/560969/Primary\\_school\\_accountability\\_summary.pdf.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf.pdf)

# **Key stage 1**

## **Key stage 1 Performance measures**

### **Percentage achieving the expected standard or higher in reading**

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Percentage achieving greater depth in reading**

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Percentage achieving the expected standard or higher in writing**

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Percentage achieving greater depth in writing**

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Percentage achieving the expected standard or higher in maths**

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Percentage achieving greater depth in maths**

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Local authority average**

The data used for this comparator is all state-funded schools in this school's local authority.

### **National average**

The data used for the national comparator is all state-funded schools in England.

### **Key stage 1 reports**

#### **Male**

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

#### **Female**

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

### **SEN EHCP**

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 an Education, Health and Care Plan (EHCP).

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

### **SEN support**

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

The 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.

### **National average**

The data used for the national comparator is all state-funded schools in England.

### **Reading**

#### **Achieved greater depth**

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Achieved the expected standard or higher**

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Working towards**

The pupil is working towards the expected standard of reading.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Pre-key stage 1 standards**

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Writing**

#### **Achieved greater depth**

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Achieved the expected standard or higher**

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Working towards**

The pupil is working towards the expected standard of writing.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Pre-key stage 1 standards**

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Maths**

#### **Achieved greater depth**

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Achieved the expected standard or higher**

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Working towards**

The pupil is working towards the expected standard of maths.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Pre-key stage 1 standards**

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

## **Phonics Performance measures**

### **Attainment in phonics by mark**

This graph shows the distribution of pupils' marks in phonics. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

### **Attainment in phonics by %**

This graph shows the distribution of pupils' marks in phonics against national and local authority comparators. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

### **Marks in phonics check**

Percentages have been rounded to nearest whole number, so may not sum to 100.

**Local authority average**

The data used for this comparator is all state-funded schools in this school's local authority.

**National average**

The data used for the national comparator is all state-funded schools in England.

**Year 1 attainment****National % / National**

The data used for the national comparator is all state-funded schools in England.

**SEN EHCP**

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 an education, health and care plan (EHCP).

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

**SEN support**

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

The 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.

**Year 2 attainment****SEN EHCP**

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 an education, health and care plan (EHCP).

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

**SEN support**

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

The 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.

## **School characteristics**

### **Basic characteristics trends**

#### **Up to Key stage 5 basic characteristics trends**

##### **National average**

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. For all-through schools, the national comparator is all state-funded mainstream secondary schools in England. The national comparator used for special schools is all state-funded mainstream special schools in England. 2017 and 2018 figures are not available as this is a new measure.

##### **Male**

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

##### **Female**

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

##### **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 eligible for free school meals.

##### **Minority ethnic groups**

Pupils who are not white British.

The national comparator used in this row is the national average for non-white British pupils.

##### **SEN EHCP**

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 an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with SEN with EHCP.

##### **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 pupils with SEN support.

##### **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 pupils with English as an additional language.

### **Stability %**

Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

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

### **School deprivation indicator**

Pupils living in an area of income deprived families.

The national comparator used in this row is the national average for pupils living in an area of income deprived families.

### **Basic characteristics by national curriculum year group**

#### **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.

#### **Minority ethnic groups**

Pupils who are not white British.

#### **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.

#### **All SEN**

Includes SEN pupils with an education, health and care plan and SEN support pupils.

#### **SEN EHCP**

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 an education, health and care plan (EHCP).

#### **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.

#### **Post-compulsory**

The post-compulsory stage is key stage 5 (16-18 provision).

#### **Pre-compulsory**

The pre-compulsory stage is nursery/ reception (Early years foundation stage profile level).

### **Prior attainment of pupils by year group**

#### **Prior attainment data**

This data shows the previous key stage prior attainment for each school year. For example, the year 11 row shows the prior attainment of pupils at key stage 2, when they were in year 6.

#### **National average**

The data used for the national comparator is all state-funded mainstream schools in England.

### **Key stage 2 prior attainment by year group (years 10 and 11)**

#### **High overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. 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>

### **Middle overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. 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>

### **Low overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. 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>

### **Key stage 2 prior attainment by year group (years 7, 8 and 9)**

#### **Average scaled score**

This score is an average for pupils in the school. The expected standard is a score of 100 or more. The higher standard is 110 or more. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

#### **Achieving the expected standard**

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

#### **Achieving the expected standard**

Pupils are meeting the expected standard if their teacher assesses them as 'working at the expected standard' or better in writing.

### **Key stage 1 prior attainment by year group**

#### **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>

#### **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>

#### **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>

### **Key stage 1 reading prior attainment by year group**

#### **Achieved greater depth**

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

#### **Achieving the expected standard**

The pupil achieved or exceeded the expected standard of reading.

#### **Working towards**

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



**Foundations**

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

**Below pre-key stage 1**

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

**Key stage 1 writing prior attainment by year group****Achieved greater depth**

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

**Achieving the expected standard**

The pupil achieved or exceeded the expected standard of writing.

**Working towards**

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

**Foundations**

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

**Below pre-key stage 1**

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

**Key stage 1 maths prior attainment by year group****Achieved greater depth**

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

**Achieving the expected standard**

The pupil achieved or exceeded the expected standard of maths.

**Working towards**

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

**Foundations**

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

**Below pre-key stage 1**

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