

School performance summary 2017/2018

The Academy At St. James (URN: 143847)

This is a new academy which opened on 1 January 2017. Go to [St James' Church Primary School](#) for the previous record.

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

Key stage 2

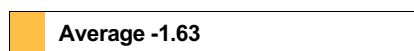
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Progress in reading, writing and maths

Reading

Number of pupils = 46

Pupils with adjusted scores = 0

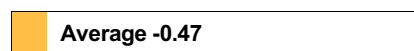


Confidence interval
-3.3 to 0.1

Writing

Number of pupils = 46

Pupils with adjusted scores = 0

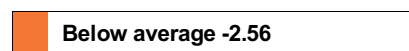


Confidence interval
-2.2 to 1.2

Maths

Number of pupils = 46

Pupils with adjusted scores = 0

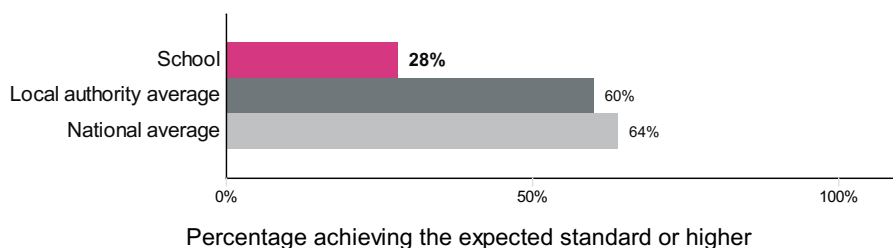


Confidence interval
-4.2 to -1.0

Reading, writing and maths combined

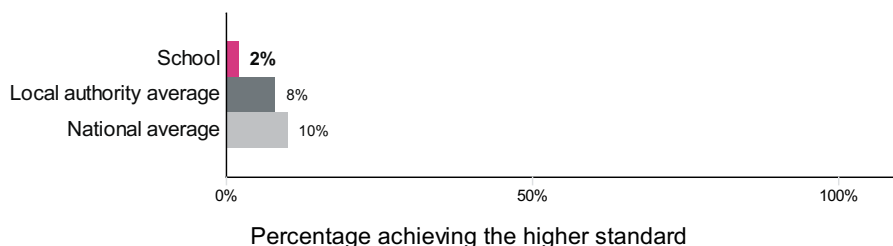
Percentage of pupils achieving the expected standard or higher

Number of pupils = 46



Percentage of pupils achieving the higher standard

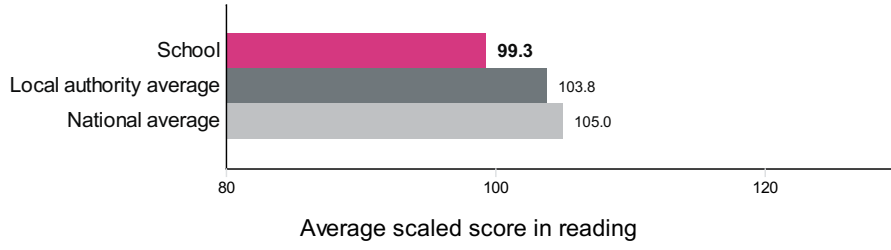
Number of pupils = 46



Average scaled score in:

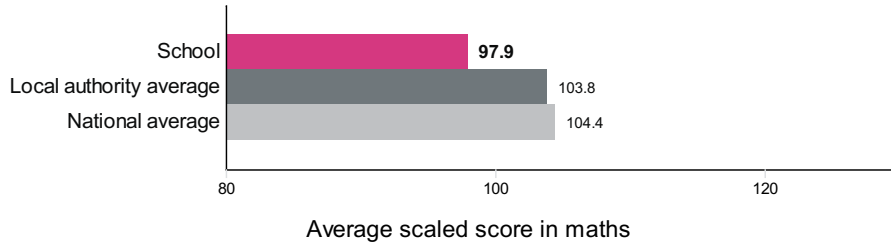
Reading

Number of pupils = 46



Maths

Number of pupils = 46



Key stage 2 disadvantaged

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Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-2.95	-1.29	-3.96
Confidence interval	-4.9 to -0.9	-3.3 to 0.7	-5.9 to -2.1
Number of disadvantaged pupils	33	33	33
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	N/A	N/A	N/A	N/A	13	33
Prior attainment (based on key stage 1 average point score)	N/A	N/A	N/A	N/A	14.42	13.78

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	11	8	29	22	6	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	1.02	-0.97	-2.68	-3.71	-1.44	-2.59
National Comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	1.01	-1.53	-2.71	-4.05	-1.46	-2.81
Confidence interval	-2.5 to 4.5	-5.2 to 3.2	-4.9 to -0.5	-6.2 to -1.2	-6.2 to 3.4	-9.4 to 4.2

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	11	8	29	22	6	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	1.32	-0.04	-1.93	-2.34	3.33	3.12
National Comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	1.32	-0.60	-1.98	-2.62	3.32	2.98
Confidence interval	-2.1 to 4.7	-4.0 to 4.0	-4.0 to 0.2	-4.7 to 0.1	-1.3 to 7.9	-3.4 to 9.6

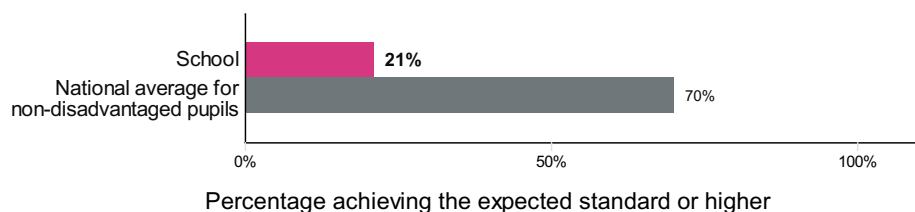
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	11	8	29	22	6	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	-0.61	-2.27	-3.45	-4.86	-1.80	-1.85
National Comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	-0.63	-2.92	-3.49	-5.20	-1.82	-2.06
Confidence interval	-3.8 to 2.6	-6.1 to 1.5	-5.5 to -1.5	-7.2 to -2.6	-6.1 to 2.5	-8.0 to 4.2

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 33

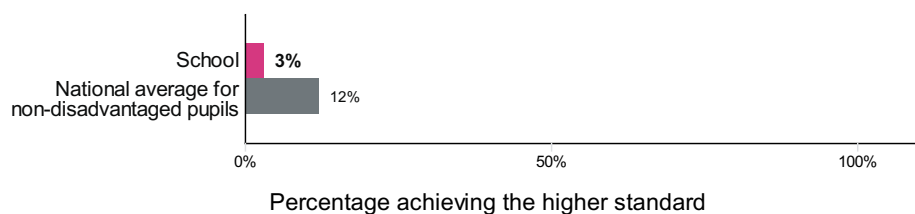


Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	11	8	29	22	6	3
Percentage	0	0	28	23	83	67
National Comparator	7	9	58	63	95	96
Difference	-7	-9	-31	-40	-12	-29

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 33



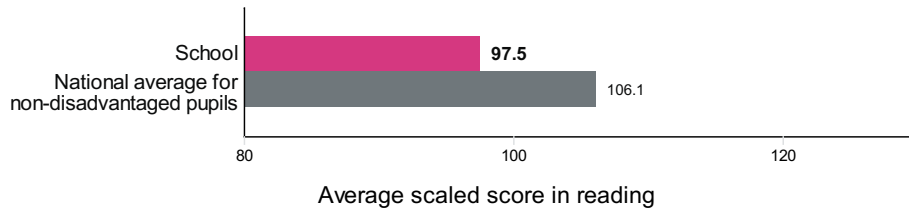
Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	11	8	29	22	6	3
Percentage	0	0	0	0	17	33
National Comparator	0	0	2	2	28	30
Difference	0	0	-2	-2	-11	3

Average scaled score for disadvantaged pupils in:

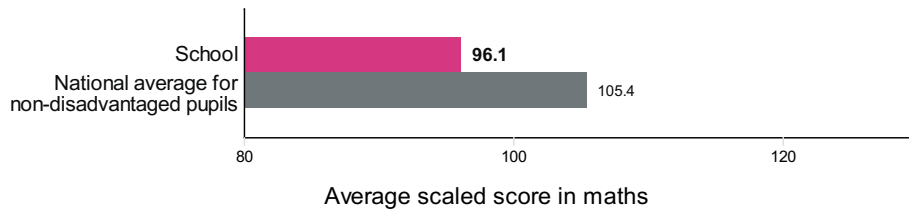
Reading

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
All pupils	46	28	64	2	10
Male	22	23	61	5	8
Female	24	33	68	0	11
Disadvantaged	33	21	70	3	12
Other	13	46	70	0	12
Ever 6 FSM	33	21	70	3	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	1	0	64	0	10
SEN support	13	8	64	0	10
No SEN	32	38	73	3	12
Non-mobile	46	28	66	2	10
English first language	35	26	64	3	10
English additional language	11	36	64	0	10
Prior attainment					
Low overall	11	0	7	0	0
Middle overall	29	28	58	0	2
High overall	6	83	95	17	28
Reading low	11	0	9	0	0
Reading middle	29	28	60	0	2
Reading high	6	83	95	17	29
Writing low	11	0	13	0	0
Writing middle	35	37	68	3	5
Writing high	0	N/A	97	N/A	40
Maths low	9	0	6	0	0
Maths middle	34	29	61	0	3
Maths high	3	100	96	33	33

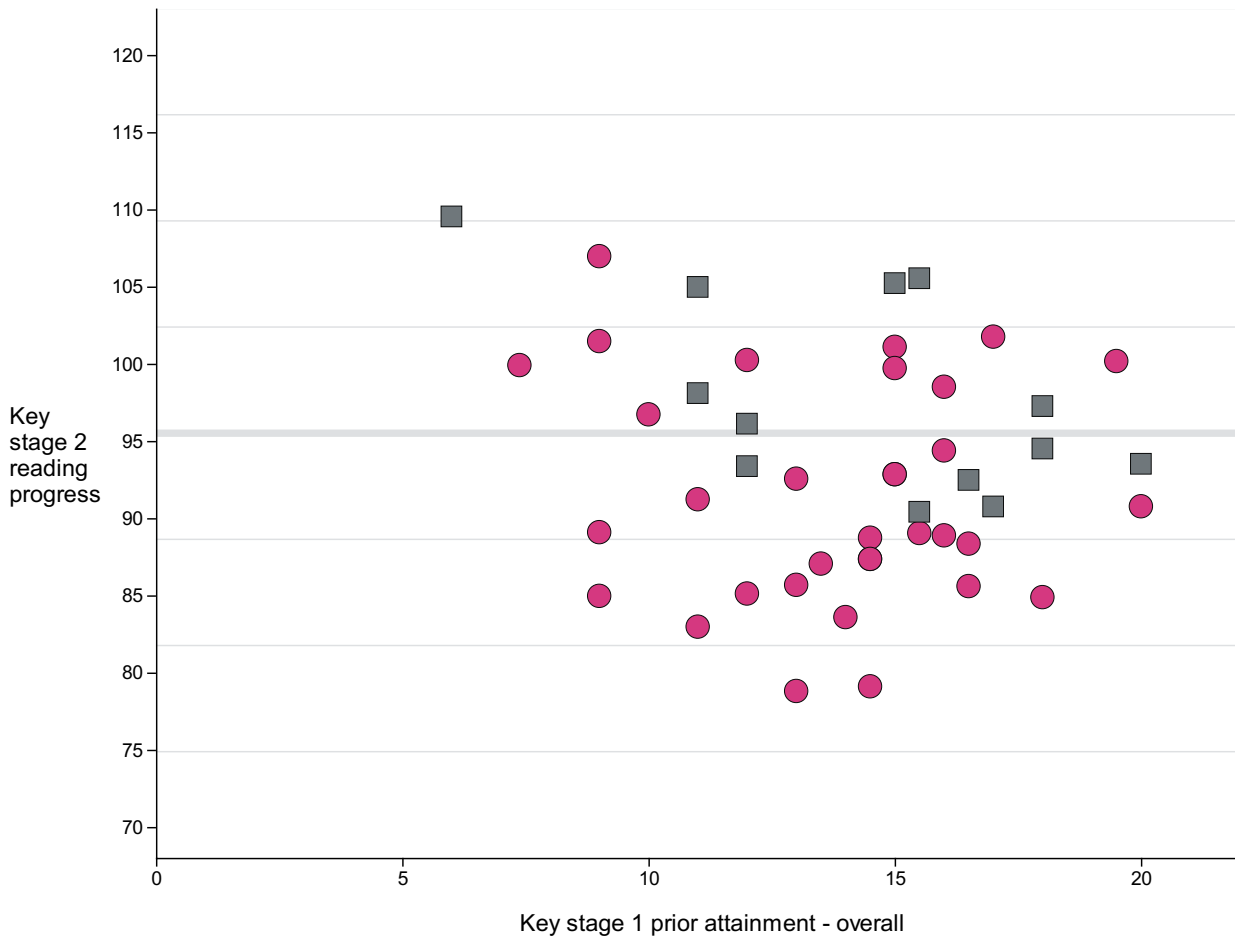
Key stage 2 reading progress and attainment by pupil group

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
All pupils	46	-1.63	-1.63	46	50	75	11	28	99.3	105.0
Male	22	-0.11	-0.11	22	41	72	9	24	99.1	104.2
Female	24	-3.03	-3.03	24	58	79	13	32	99.4	105.9
Disadvantaged	33	-2.95	-2.95	33	42	80	6	33	97.5	106.1
Other	13	1.69	1.69	13	69	80	23	33	103.8	106.1
Ever 6 FSM	33	-2.95	-2.95	33	42	80	6	32	97.5	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	3.21	3.21	1	0	75	0	28	91.0	105.0
SEN support	13	-1.45	-1.45	13	54	75	0	28	96.5	105.0
No SEN	32	-1.86	-1.86	32	50	83	16	32	100.7	106.3
Non-mobile	46	-1.63	-1.63	46	50	77	11	29	99.3	105.2
English first language	35	-2.04	-2.04	35	51	75	9	28	98.9	105.0
English additional language	11	-0.35	-0.35	11	45	75	18	28	100.6	105.0
Prior attainment										
Low overall	11	1.02	1.02	11	9	20	0	2	93.2	94.2
Middle overall	29	-2.68	-2.68	29	55	74	10	17	99.8	103.6
High overall	6	-1.44	-1.44	6	100	98	33	58	108.0	110.7
Reading low	11	1.16	1.16	11	18	21	0	2	93.5	94.4
Reading middle	29	-2.74	-2.74	29	52	74	10	17	99.7	103.6
Reading high	6	-1.44	-1.44	6	100	98	33	61	108.0	111.0
Writing low	11	0.12	0.12	11	9	28	0	4	92.7	96.0
Writing middle	35	-2.19	-2.19	35	63	80	14	24	101.3	105.1
Writing high	0	N/A	N/A	0	N/A	99	N/A	68	N/A	112.0
Maths low	9	1.67	1.67	9	0	18	0	2	93.4	93.8
Maths middle	34	-2.61	-2.61	34	59	75	12	21	99.9	104.1
Maths high	3	-0.49	-0.49	3	100	98	33	60	109.7	110.8

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

Number of pupils =

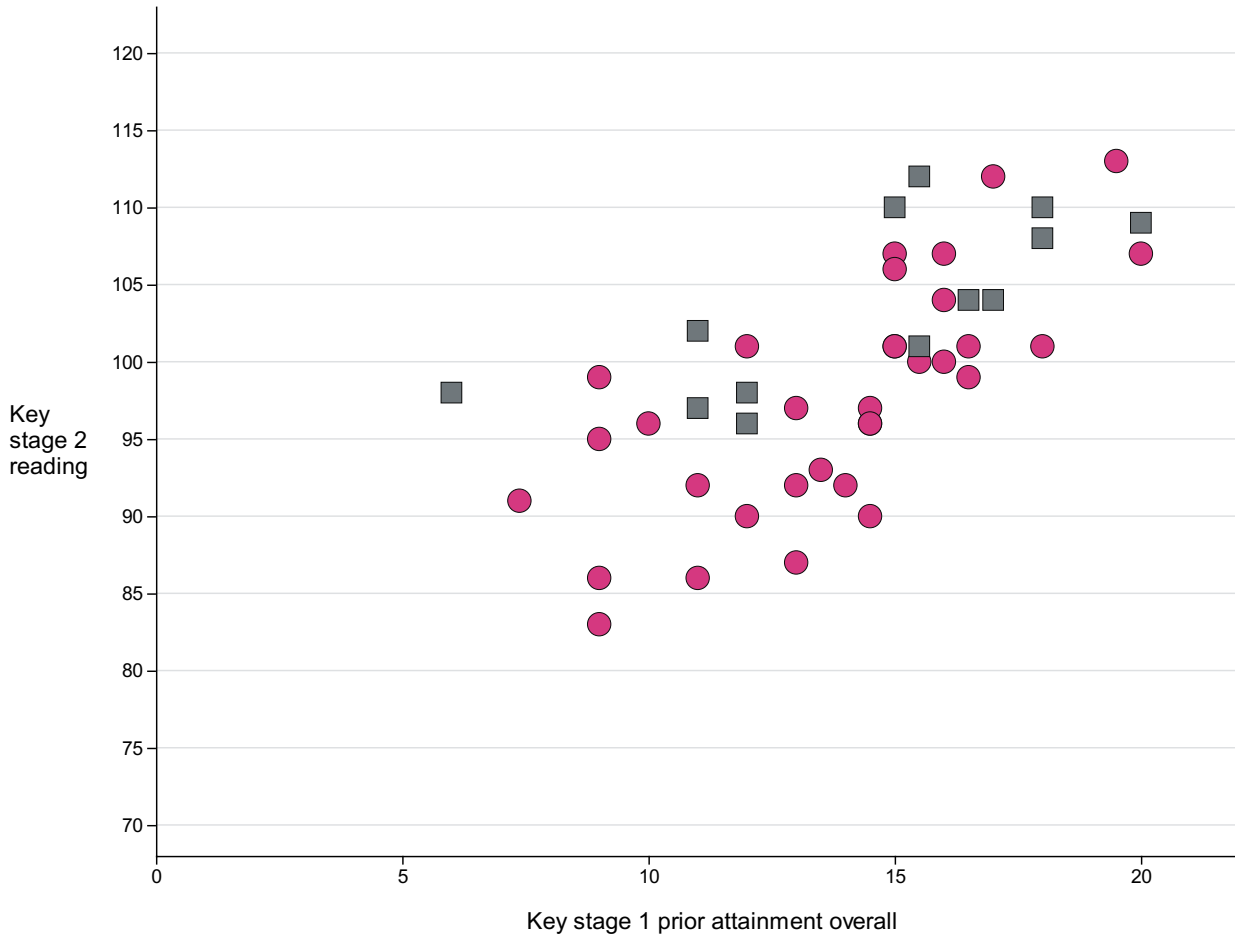
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



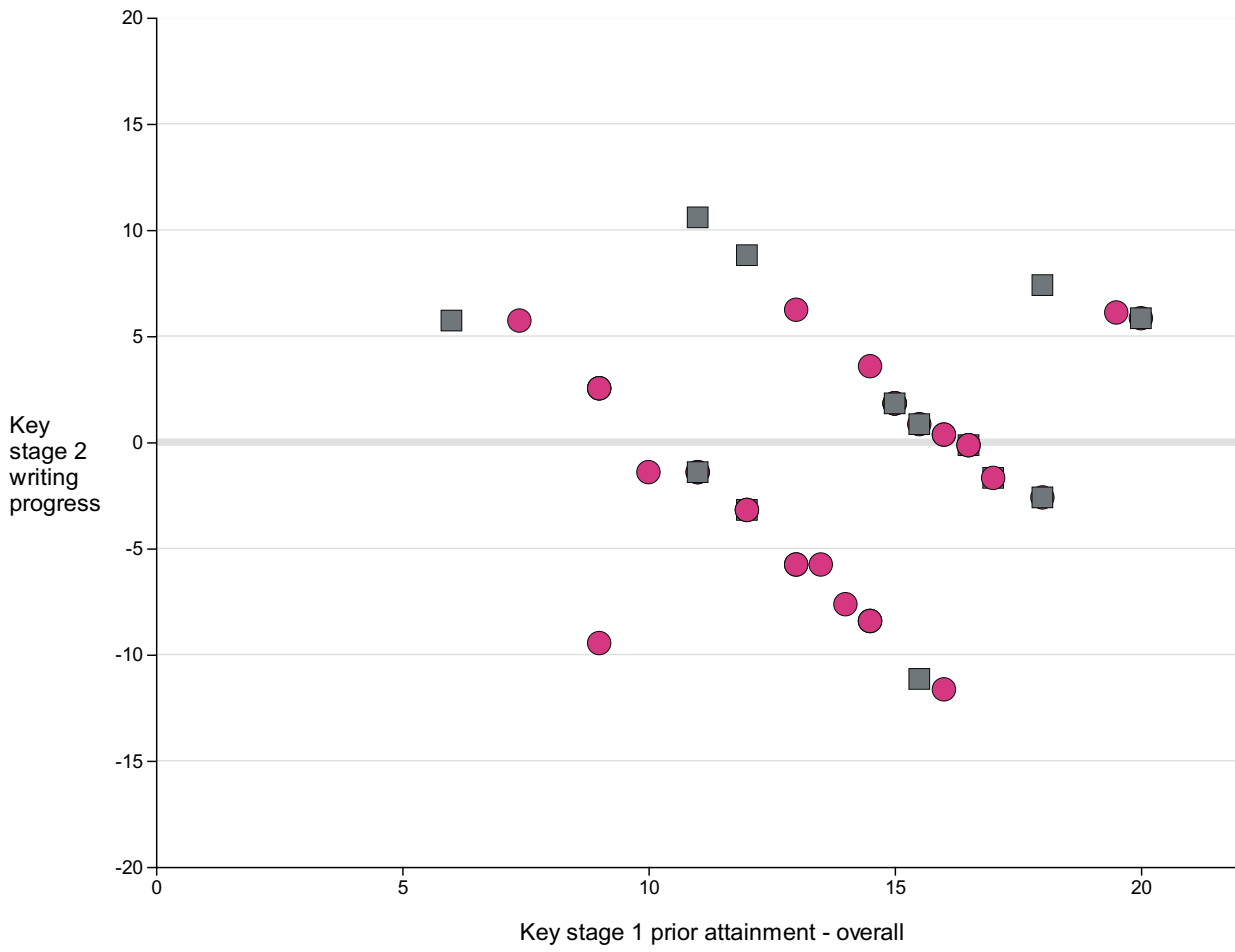
Key stage 2 writing progress and attainment by pupil group

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
All pupils	46	-0.47	-0.47	46	52	78	9	20
Male	22	0.20	0.20	22	45	72	5	15
Female	24	-1.08	-1.08	24	58	84	13	25
Disadvantaged	33	-1.29	-1.29	33	45	83	6	24
Other	13	1.61	1.61	13	69	83	15	24
Ever 6 FSM	33	-1.29	-1.29	33	45	83	6	23
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20
SEN with statement or EHC plan	1	5.73	5.73	1	0	78	0	20
SEN support	13	-1.81	-1.81	13	31	78	0	20
No SEN	32	-0.12	-0.12	32	63	88	13	23
Non-mobile	46	-0.47	-0.47	46	52	80	9	21
English first language	35	-0.36	-0.36	35	54	78	9	20
English additional language	11	-0.81	-0.81	11	45	78	9	20
Prior attainment								
Low overall	11	1.32	1.32	11	9	17	0	0
Middle overall	29	-1.93	-1.93	29	59	79	0	7
High overall	6	3.33	3.33	6	100	99	67	50
Reading low	11	0.07	0.07	11	0	18	0	0
Reading middle	29	-1.46	-1.46	29	62	80	0	8
Reading high	6	3.33	3.33	6	100	99	67	51
Writing low	11	-0.09	-0.09	11	0	23	0	0
Writing middle	35	-0.59	-0.59	35	69	86	11	13
Writing high	0	N/A	N/A	0	N/A	100	N/A	67
Maths low	9	3.07	3.07	9	22	16	0	0
Maths middle	34	-1.97	-1.97	34	56	80	3	12
Maths high	3	5.93	5.93	3	100	98	100	52

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

Number of pupils =

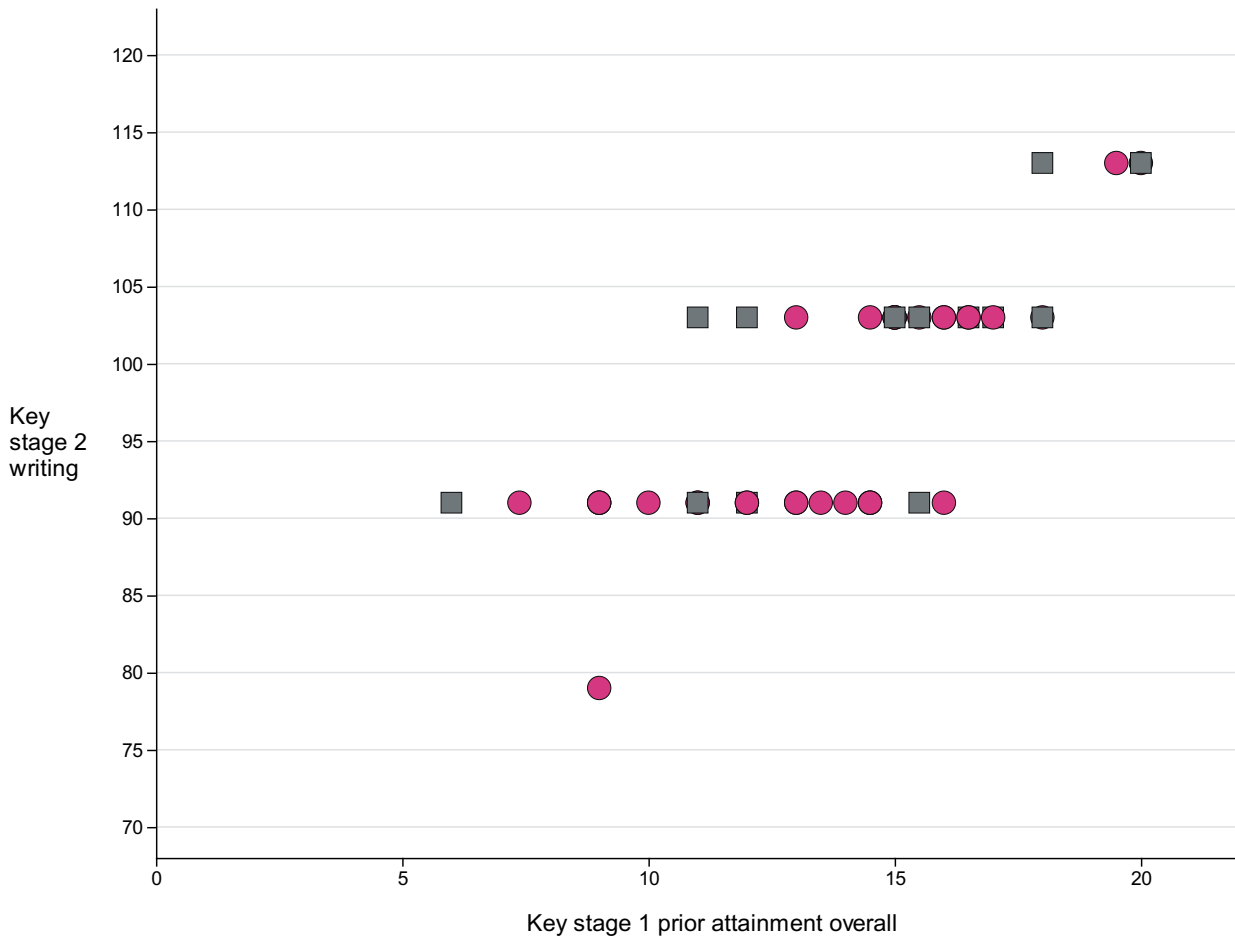
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



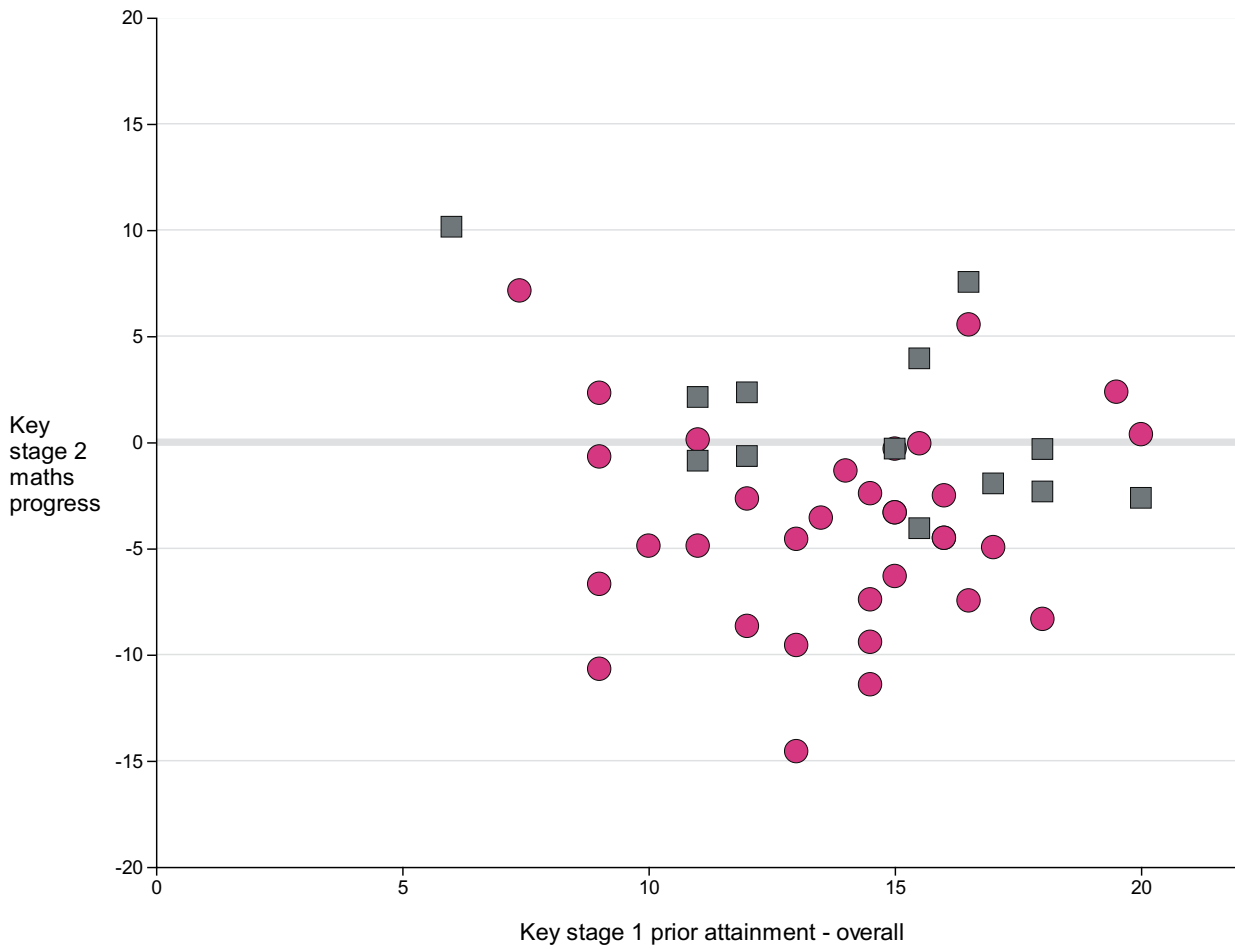
Key stage 2 maths progress and attainment by pupil group

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
All pupils	46	-2.56	-2.56	46	37	76	9	24	97.9	104.4
Male	22	-0.28	-0.28	22	36	75	14	25	98.6	104.6
Female	24	-4.64	-4.64	24	38	76	4	22	97.2	104.1
Disadvantaged	33	-3.96	-3.96	33	27	81	9	28	96.1	105.4
Other	13	1.00	1.00	13	62	81	8	28	102.5	105.4
Ever 6 FSM	33	-3.96	-3.96	33	27	80	9	28	96.1	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	7.15	7.15	1	0	76	0	24	96.0	104.4
SEN support	13	-3.24	-3.24	13	15	76	8	24	94.4	104.4
No SEN	32	-2.59	-2.59	32	47	84	9	27	99.3	105.6
Non-mobile	46	-2.56	-2.56	46	37	77	9	24	97.9	104.5
English first language	35	-3.31	-3.31	35	31	76	9	24	97.1	104.4
English additional language	11	-0.16	-0.16	11	55	76	9	24	100.2	104.4
Prior attainment										
Low overall	11	-0.61	-0.61	11	0	19	0	1	91.6	93.9
Middle overall	29	-3.45	-3.45	29	41	74	7	11	98.4	102.7
High overall	6	-1.80	-1.80	6	83	98	33	54	106.8	109.9
Reading low	11	-1.05	-1.05	11	0	25	0	2	91.5	95.2
Reading middle	29	-3.29	-3.29	29	41	74	7	14	98.4	103.1
Reading high	6	-1.80	-1.80	6	83	97	33	51	106.8	109.5
Writing low	11	-1.21	-1.21	11	0	30	0	2	91.5	96.1
Writing middle	35	-2.98	-2.98	35	49	80	11	20	99.9	104.4
Writing high	0	N/A	N/A	0	N/A	98	N/A	60	N/A	110.7
Maths low	9	0.14	0.14	9	11	14	0	1	92.1	92.8
Maths middle	34	-3.50	-3.50	34	38	75	6	13	98.3	103.0
Maths high	3	0.05	0.05	3	100	99	67	63	110.0	111.0

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

Number of pupils =

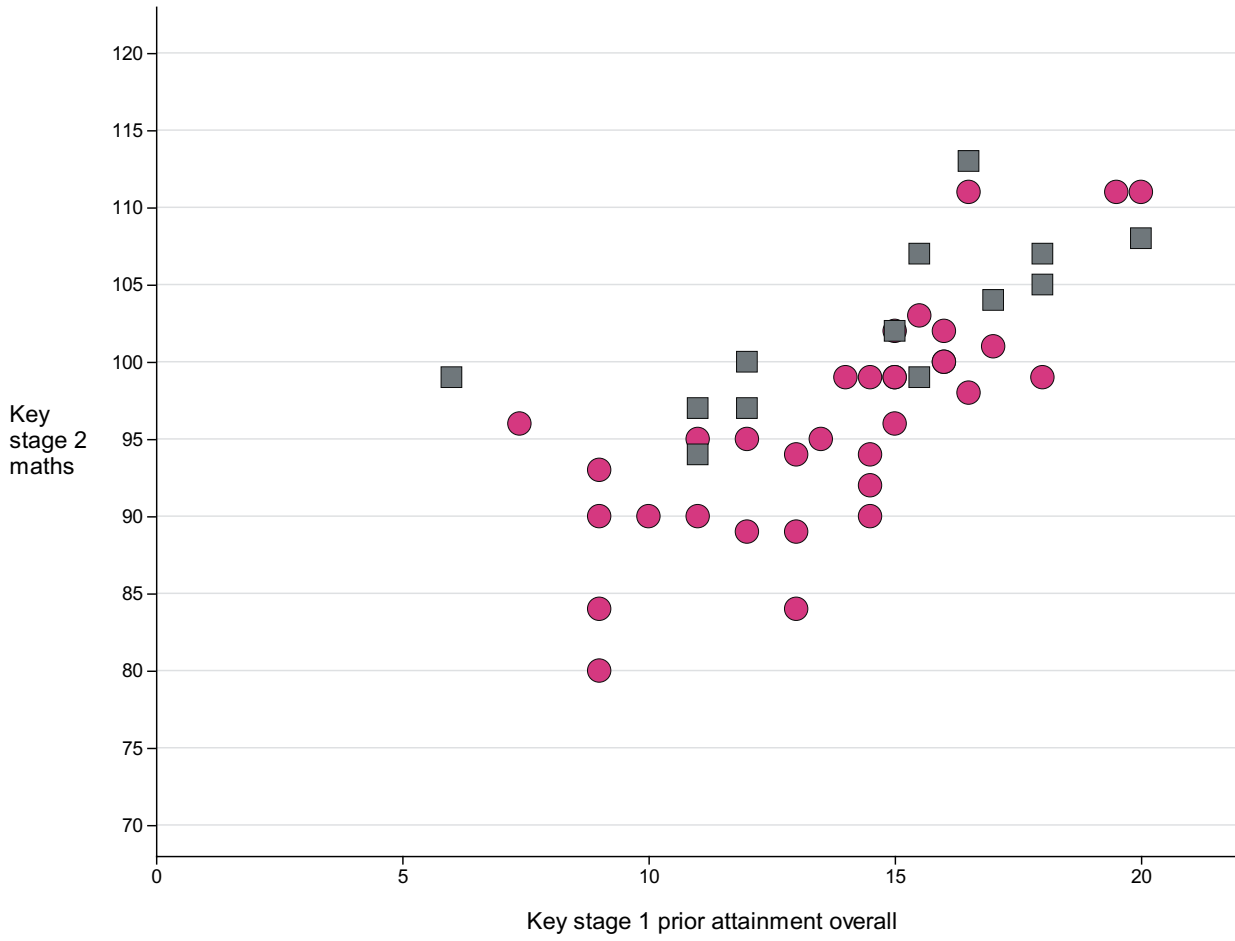
● Disadvantaged ■ Non disadvantaged



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

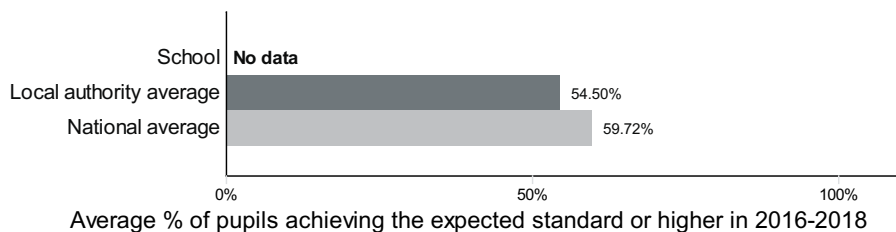
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Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 =

Number of pupils in 2018 = 46

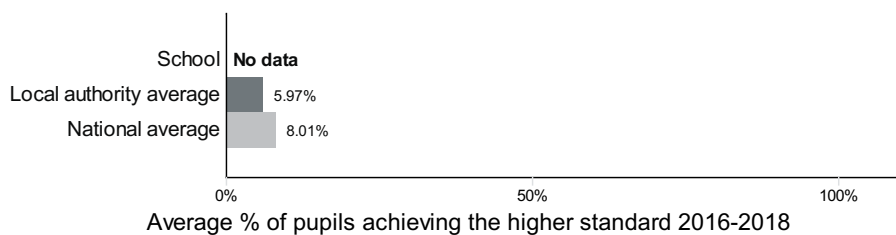


Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 =

Number of pupils in 2018 = 46



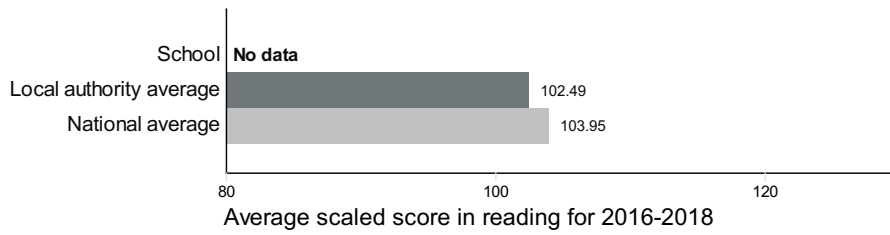
Average scaled score in:

Reading, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 =

Number of pupils in 2018 = 46

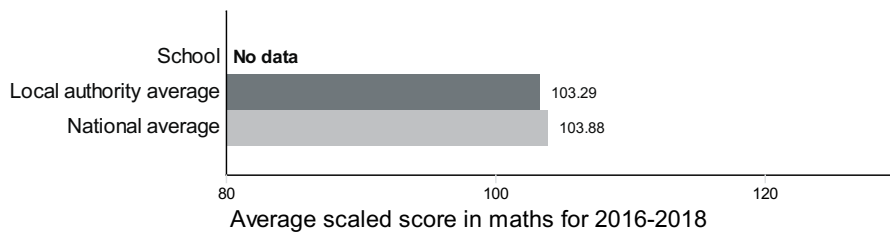


Maths, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 =

Number of pupils in 2018 = 46



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			46
Pupils with adjusted scores	N/A	N/A	0
School progress score	N/A	N/A	-1.63
Confidence interval	N/A	N/A	-3.3 to 0.1
Progress banding	N/A	N/A	 Average
Local authority average	-0.76	0.13	0.30
National average	0.00	0.00	0.03

Progress in writing

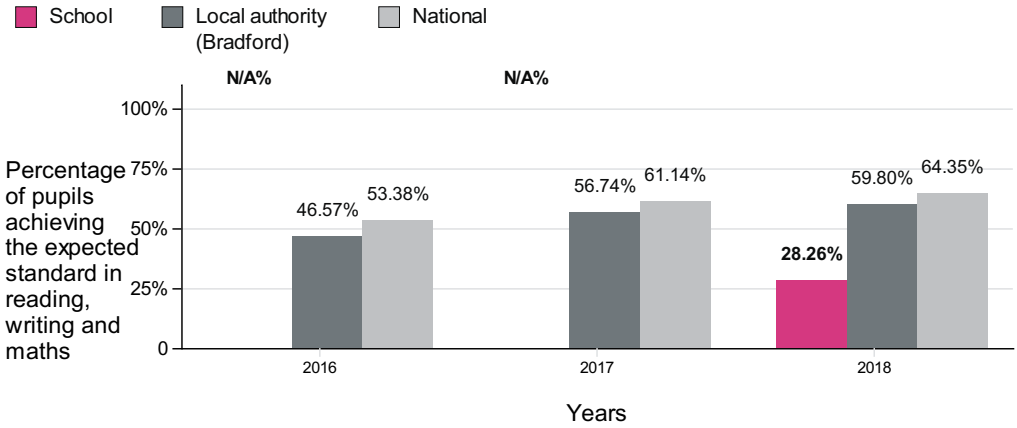
	2016	2017	2018
Number of pupils			46
Pupils with adjusted scores	N/A	N/A	0
School progress score	N/A	N/A	-0.47
Confidence interval	N/A	N/A	-2.2 to 1.2
Progress banding	N/A	N/A	 Average
Local authority average	0.88	0.96	0.85
National average	0.00	0.00	0.03

Progress in maths

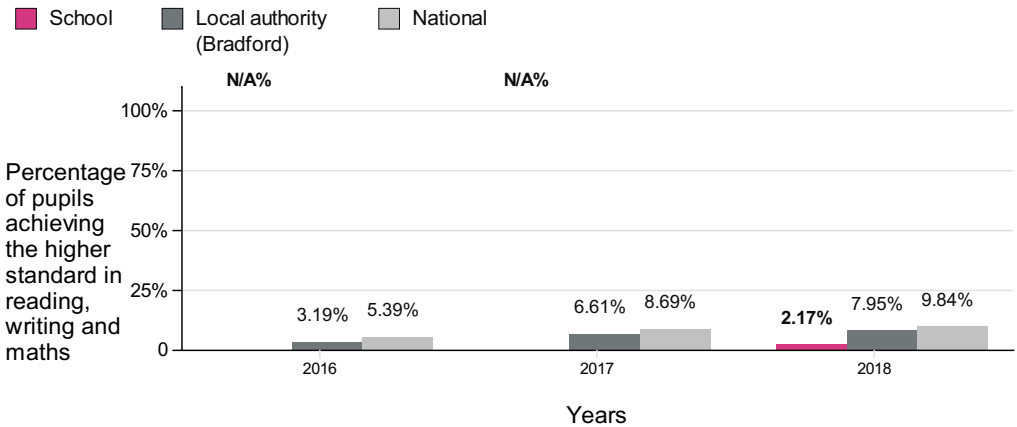
	2016	2017	2018
Number of pupils			46
Pupils with adjusted scores	N/A	N/A	0
School progress score	N/A	N/A	-2.56
Confidence interval	N/A	N/A	-4.2 to -1.0
Progress banding	N/A	N/A	 Below average
Local authority average	0.20	0.85	1.02
National average	0.00	0.00	0.03

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

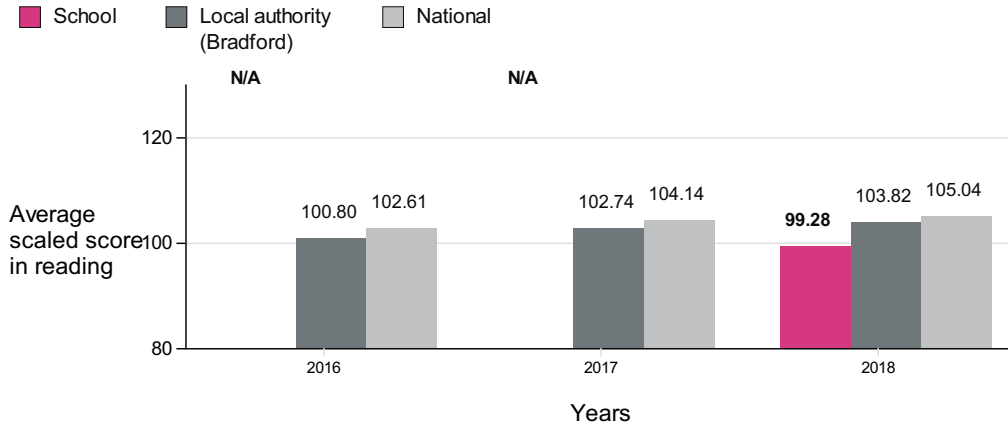


Percentage of pupils achieving the higher standard

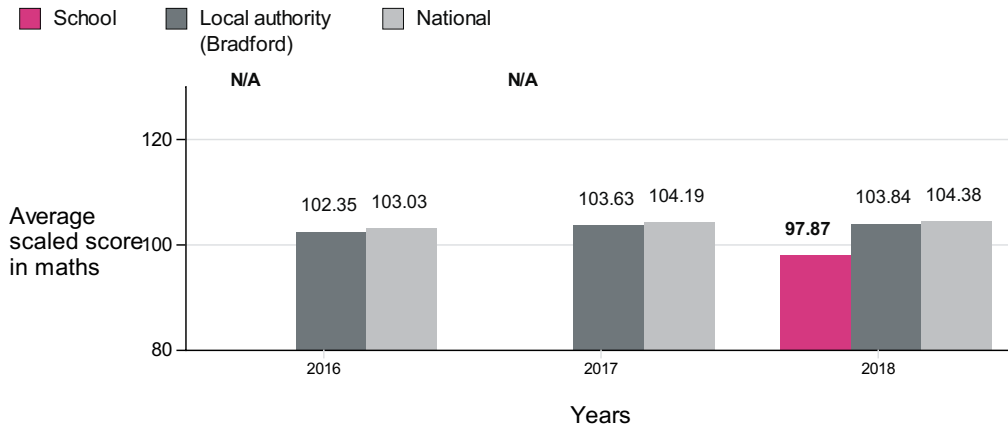


Average scaled scores in:

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	Sch %	Nat ben	
All pupils	46	59	78	13	34	101.2	106.2	11.8	12.9	96	89	72	75	39	44	0	3	
Male	22	55	73	9	30	100.6	105.2	11.9	12.5	95	87	68	71	45	41	0	3	
Female	24	63	82	17	39	101.7	107.2	11.8	13.3	96	92	75	79	33	47	0	3	
Disadvantaged	33	48	82	6	39	99.3	107.2	11.2	13.4	97	92	67	79	33	48	0	3	
Other	13	85	82	31	39	105.9	107.2	13.4	13.4	92	92	85	79	54	48	0	3	
Ever 6 FSM	33	48	82	6	39	99.3	107.2	11.2	13.4	97	92	67	79	33	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	99.0	106.2	16.0	12.9	100	89	100	75	100	44	0	3	
SEN support	13	31	78	0	34	95.5	106.2	8.5	12.9	92	89	38	75	15	44	0	3	
No SEN	32	72	87	19	40	103.6	107.7	13.0	13.8	97	96	84	84	47	50	0	3	
Non-mobile	46	59	79	13	35	101.2	106.3	11.8	13.0	96	90	72	76	39	45	0	3	
English first language	35	51	78	9	34	100.1	106.2	11.4	12.9	97	89	66	75	34	44	0	3	
English additional language	11	82	78	27	34	104.5	106.2	13.2	12.9	91	89	91	75	55	44	0	3	
Prior attainment																		
Low overall	11	18	18	0	2	96.1	94.3	9.7	6.3	91	44	45	22	27	5	0	0	
Middle overall	29	66	78	10	21	101.1	104.4	11.8	12.1	97	93	76	74	31	33	0	1	
High overall	6	100	99	50	70	111.0	112.5	15.7	16.2	100	100	100	97	100	76	0	7	
Reading low	11	9	18	0	2	94.8	94.3	8.5	5.7	91	41	36	18	18	4	0	0	
Reading middle	29	69	78	10	22	101.6	104.5	12.3	12.2	97	93	79	75	34	34	0	1	
Reading high	6	100	99	50	72	111.0	112.7	15.7	16.4	100	100	100	98	100	79	0	8	
Writing low	11	9	25	0	2	94.6	95.7	8.3	6.7	82	51	36	25	18	6	0	0	
Writing middle	35	74	84	17	30	103.3	106.1	12.9	13.1	100	95	83	81	46	42	0	2	
Writing high	0	N/A	100	N/A	83	N/A	114.3	N/A	17.0	N/A	100	N/A	99	N/A	87	N/A	11	
Maths low	9	33	17	0	2	97.6	94.3	10.3	6.7	89	44	56	23	33	6	0	0	
Maths middle	34	62	78	15	25	101.3	104.9	11.9	12.4	97	92	74	75	35	38	0	1	
Maths high	3	100	98	33	72	111.3	112.8	15.7	16.1	100	99	100	96	100	76	0	8	

Key stage 2 science attainment by pupil group

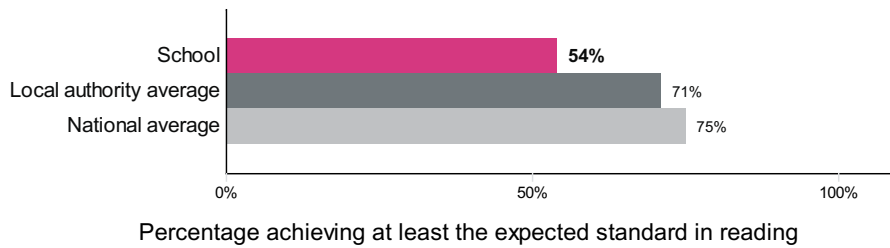
Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	46	54	82
Male	22	55	80
Female	24	54	85
Disadvantaged	33	48	87
Other	13	69	87
Ever 6 FSM	33	48	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	1	100	82
SEN support	13	31	82
No SEN	32	63	91
Non-mobile	46	54	84
English first language	35	57	82
English additional language	11	45	82
Prior attainment			
Low overall	11	27	23
Middle overall	29	55	85
High overall	6	100	99
Reading low	11	18	27
Reading middle	29	59	85
Reading high	6	100	99
Writing low	11	18	34
Writing middle	35	66	89
Writing high	0	N/A	100
Maths low	9	33	20
Maths middle	34	56	85
Maths high	3	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.

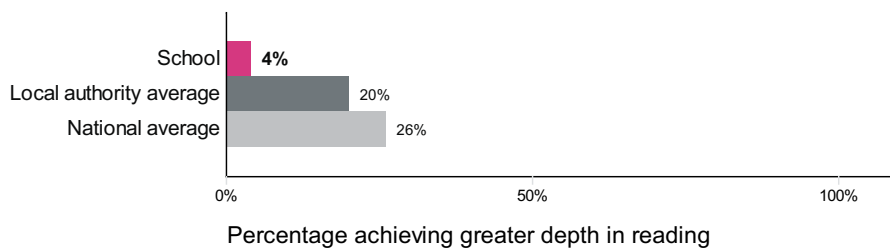
Percentage achieving at least the expected standard in reading

Number of pupils = 46



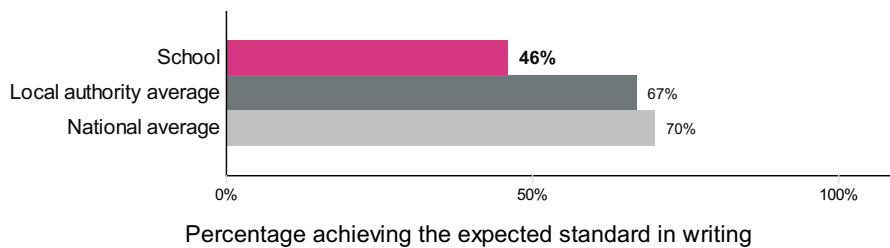
Percentage achieving greater depth in reading

Number of pupils = 46



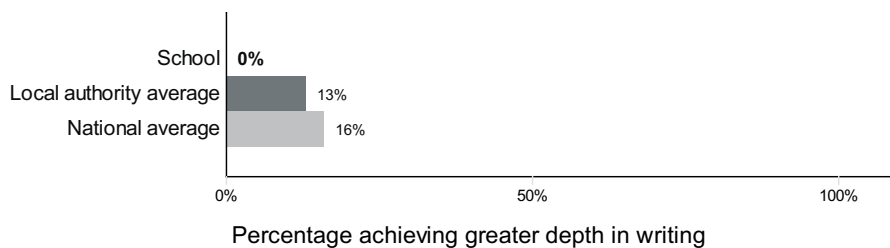
Percentage achieving at least the expected standard in writing

Number of pupils = 46



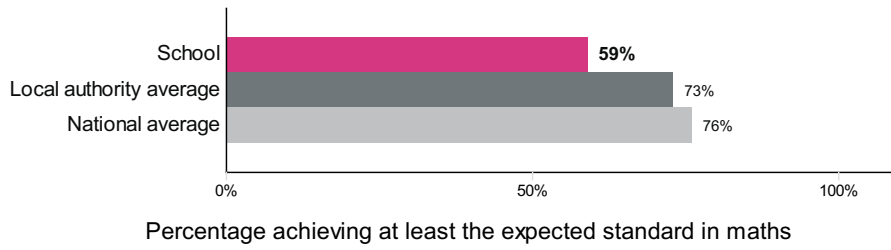
Percentage achieving greater depth in writing

Number of pupils = 46



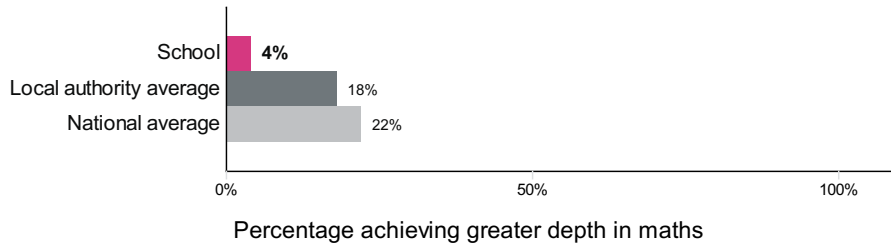
Percentage achieving at least the expected standard in maths

Number of pupils = 46



Percentage achieving greater depth in maths

Number of pupils = 46



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
All pupils	46	54	75	4	26	0	2	7	5	39	17
Male	22	36	71	0	22	0	3	14	6	50	19
Female	24	71	80	8	29	0	1	0	3	29	15
SEN with statement or EHC plan	2	0	75	0	26	0	2	50	5	50	17
SEN support	11	45	75	0	26	0	2	9	5	45	17
No SEN	33	61	83	6	29	0	0	3	2	36	14
English first language	31	55	75	3	26	0	2	6	5	39	17
English additional language	15	53	75	7	26	0	2	7	5	40	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
All pupils	46	46	70	0	16	0	2	7	5	48	22
Male	22	23	63	0	12	0	3	14	7	64	26
Female	24	67	77	0	20	0	1	0	3	33	18
SEN with statement or EHC plan	2	0	70	0	16	0	2	50	5	50	22
SEN support	11	18	70	0	16	0	2	9	5	73	22
No SEN	33	58	78	0	18	0	0	3	2	39	19
English first language	31	42	70	0	16	0	2	6	5	52	22
English additional language	15	53	70	0	16	0	2	7	5	40	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
All pupils	46	59	76	4	22	0	2	4	4	37	18
Male	22	41	75	5	24	0	3	9	5	50	17
Female	24	75	77	4	20	0	1	0	3	25	18
SEN with statement or EHC plan	2	0	76	0	22	0	2	0	4	100	18
SEN support	11	45	76	9	22	0	2	9	4	45	18
No SEN	33	67	84	3	25	0	0	3	2	30	14
English first language	31	58	76	6	22	0	2	3	4	39	18
English additional language	15	60	76	0	22	0	2	7	4	33	18

Key stage 1 science attainment by pupil group

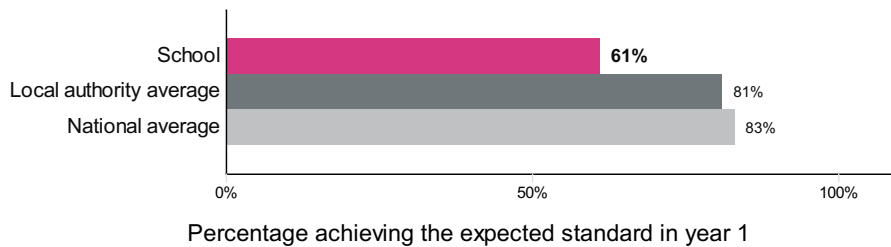
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	46	63	83
Male	22	50	80
Female	24	75	85
SEN with statement or EHC plan	2	0	83
SEN support	11	55	83
No SEN	33	70	90
English first language	31	61	83
English additional language	15	67	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.

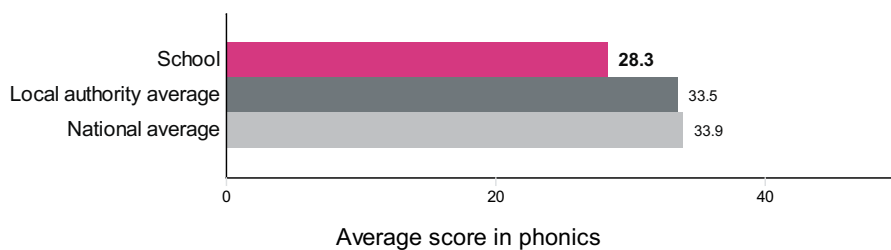
Percentage achieving the expected standard in phonics

Number of pupils = 36

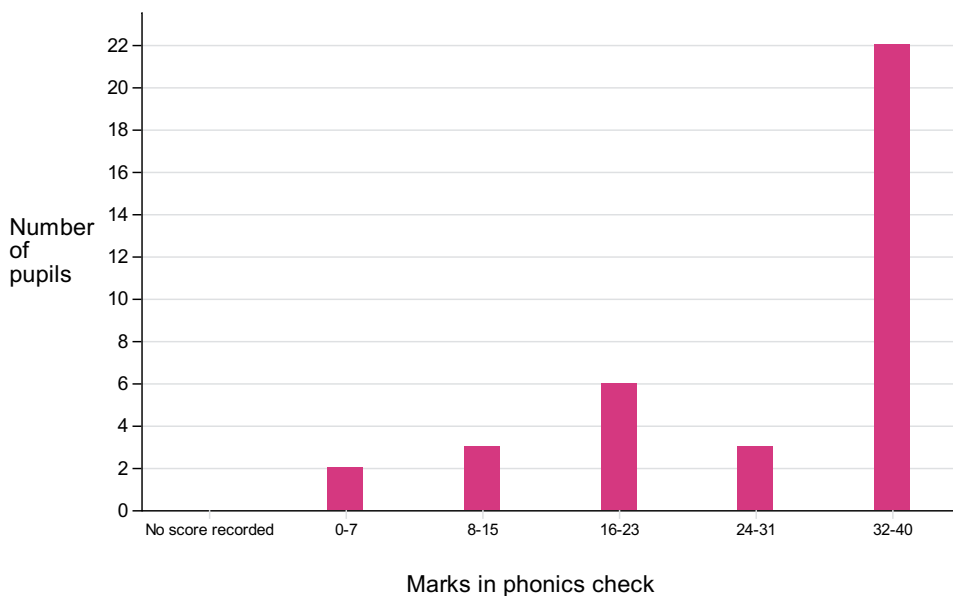


Phonics average score

Number of pupils = 36



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	36	0	14	22	61	83	28	34	
Male	18	0	7	11	61	79	28	33	
Female	18	0	7	11	61	86	29	35	
SEN with statement or EHC plan	1	0	1	0	0	83	10	34	
SEN support	5	0	2	3	60	83	32	34	
No SEN	30	0	11	19	63	88	28	35	
English first language	25	0	10	15	60	83	28	34	
English additional language	11	0	4	7	64	83	29	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	15	0	8	7	47	29
Male	10	0	7	3	30	27
Female	5	0	1	4	80	33
SEN with statement or EHC plan	1	0	1	0	0	14
SEN support	5	0	4	1	20	29
No SEN	9	0	3	6	67	30
English first language	11	0	6	5	45	30
English additional language	4	0	2	2	50	25

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

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

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

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

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

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

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

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

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

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

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

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