



RAISEonline 2013 Summary Report  
Conisbrough Ivanhoe Primary Academy

Unique Reference Number (URN)	137765
DfE Number	3712117
Local Authority	Doncaster

Based on the following datasets for 2013:-

Key Stage 1:	unvalidated data
Key Stage 2:	validated data

Production date : 27 February 2014

## IMPORTANT

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors to generate questions and hypotheses to explore during an inspection.

The RAISEonline library contains further information and guidance. To view all available documents, we recommend that you log into the system prior to accessing the library:

<https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx>

- \* Acting on user feedback, we have introduced a new scatterplot displaying the Value Added scores for all pupils grouped by gender. This chart can be found in the Closing the Gaps section of the summary report.
- \* Users are now able to drill down from the interactive Expected Progress Pupil List report to the individual pupil's record. This improved functionality will allow users to better understand and interrogate their data.
- \* Details of developments and changes to data that were introduced with the 2013 unvalidated data release can be found in the '2013 RAISEonline newsletter, July 2013' pdf document in the Newsletters section of the RAISEonline library.
- \* The categorisation of pupils eligible for free school meals (FSM) changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.
- \* The methodology used to calculate measures can be found in the 'How Ofsted and DfE analyse your data' folder.
- \* National progression tables may be found in the 'Transition matrices - Target setting' section of the library.

The FAQ section of the library covers a wide range of common questions. Further information is also available within each interactive report at the 'Help?' button near the top right of the screen.

We also recommend that you regularly read RAISEonline Latest news to keep up to date.

RAISEonline will not be updated with final 2013 Key Stage 1 and phonics data. We have assessed the scale of change between the unvalidated and final versions and, nationally, we found that there were only a small number of amendments that were required. More information can be found in the latest news section of RAISEonline.

The Key Stage 2 validated data reflect the outcome of requested changes to the data that schools may have submitted during the September 2013 Schools Performance Tables checking period. These changes must have been received within the deadline, met Tables' criteria, and be as a result of marking reviews. The validated data may not reflect the outcome of any late or on-going appeals, or of late-resolved maladministration cases.

We are not able to make ad hoc changes to published data in RAISEonline. The website provides interactive reports, accessed via 'Tree view' tab, which allow access to pupil level data that underlie the measures contained in the summary report and a range of other analyses. If you think your measures are wrong please first check these underlying pupil list reports. After this step, if you think there is an error in the measures due to a miscalculation rather than incorrect data, please use the 'Contact us' facility on RAISEonline <https://www.raiseonline.org> or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The 'School's own data' section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. You will be able to see if analyses for your school would change and use these in discussions with school improvement partners and inspectors. Note that the changes will apply to the school's own copy of the data only; the published data in RAISEonline will remain unaffected.

Green and blue highlights are used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. This does not necessarily correlate with being educationally significant. The performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

The summary report is divided into the following sections:

1. Context
2. Absence and Exclusions
3. Prior Attainment\*\*
4. Attainment Measures
5. Progress Measures\*\*

Value Added

Expected Progress

6. Closing the Gap

\*\* Provided for schools with Key stage 2

## Important Information for Governors

Her Majesty's Chief Inspector has made it clear that effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement of all pupils in their school, including the most able and those who are disadvantaged.

Inspectors will meet with as many governors during an inspection as is possible. They will want to know how well governing bodies use a range of information and evaluate the performance of the school, particularly in terms of pupils' progress, the leadership of teaching and the management of staff. In February 2013 Ofsted launched the data dashboard to help governors understand essential headline school performance data. Inspectors will want to know how governors are using this, and other information such as RAISEonline, to ask challenging questions which help the school to sustain high performance or to improve. The School Inspection Handbook and the subsidiary guidance contain further information about how inspectors evaluate the effectiveness of governance.

To support governors further, RAISEonline has been changed. Tables that governors might find particularly useful to look at, in addition to the data dashboard, are highlighted by the letter G in the top right corner of select reports and tables in the summary report.

The reports below have been selected as key starting points for governors but the full suite of reports within RAISEonline should be used when analysing a school's data.

### Background Information

- \* Basic characteristics of your school - displays information on the context of the school, giving governors information about the pupils within the school, and their characteristics, compared with other schools nationally.
- \* Prior attainment of pupils at Key Stage 2 - allows governors to compare the average prior attainment of pupils within the school to the national average. It shows the Key Stage 1 results of pupils currently studying in Key Stage 2 alongside the national average for each year group. Prior attainment is the best indicator of future performance.

### Absence and Exclusions

- \* School Level Absence and Exclusions - this table allows the analysis of figures over time and comparison against national averages. This will allow governors to examine absence levels and question what action has been taken by the school to improve attendance. Governors can also consider whether levels of exclusion seem appropriate. The next table allows further examination of figures for different pupil groups. This data is usually updated at the end of the autumn term or early in the spring term.

### Performance Indicators

There are four different indicators within RAISEonline, relating to attainment and progress, each of which can be used by governors when exploring the school's performance.

### Attainment Measures

#### Threshold data

Threshold data answers the question 'What proportion of pupils have reached a particular standard?'

The following reports display threshold data for pupil groups within the school against national data for these groups. They also highlight where the school's data is statistically significantly different from the national average. This enables governors to ask questions about differences in the performance of pupil groups both within the school and compared with national levels of performance.

## Phonics Screening Check

- \* Year 1 phonics screening check by pupil characteristics
- \* Year 2 phonics screening check by pupil characteristics

## Key Stage 1

- \* Percentage of pupils attaining or surpassing each level at KS1 by subject, 2013

## Key Stage 2

- \* Percentage of pupils attaining or surpassing each level at Key Stage 2 by subject, 2013
- \* Key Stage 2 proportion achieving or surpassing level 4 in tests

It is important to note that, at Key Stage 2, level 4+ in reading, writing and mathematics is an indicator used in floor standards.

## Average Point Score (APS)

This is most useful when asking the question 'What is the overall attainment of all pupils?'

The following reports enable governors to ask questions about differences in the performance of pupil groups both within the school and against national data. Governors can also explore performance over time to highlight any persistent trends of over/under performance overall and by subject. These reports also highlight where the school's data is statistically significantly different from the national average.

## Key Stage 1

- \* Attainment, average point score at Key Stage 1
- \* Attainment, average point score at Key Stage 1: overall and by subject and by pupil groups, 2013

## Key Stage 2

- \* Attainment, average point score at Key Stage 2 overall and by subjects

## Progress Indicators

### Expected/more than expected progress

Expected/more than expected progress data helps to answer questions such as, 'What proportion of pupils have made two whole levels (or more) of progress from Key Stage 1 to Key Stage 2 in reading, writing and mathematics?'

These reports allow governors to explore progress data for the school by pupil group and to see if there is any difference in the amount of progress made by various ability groups within the school. The expected progress summary report highlights where the school's data is statistically significantly different from the national average.

Expected progress data in reading, writing and mathematics is an indicator used in the Key Stage 2 floor standard.

## Key Stage 2

- \* Key Stage 1 to Key Stage 2 performance – percentage making expected progress, school and national
- \* Expected Progress in reading Key Stage 1 to Key Stage 2, sublevel variation
- \* Expected Progress in writing Key Stage 1 to Key Stage 2, sublevel variation
- \* Expected Progress in mathematics Key Stage 1 to Key Stage 2, sublevel variation

The reports below are similar to those above, but show the performance of pupils who are eligible for Free School Meals (FSM), and Children Looked After (CLA) alongside that of non-FSM/CLA pupils both within the school and nationally.

- \* Expected Progress in reading Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation
- \* Expected Progress in writing Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation
- \* Expected Progress in mathematics Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation

## Value Added (VA)

VA is most useful when asking the question 'How does the overall progress of pupils compare with progress for pupils with similar prior attainment nationally?'

Key Stage 1–2 VA is a relative measure of progress between Key Stage 1 and Key Stage 2. It measures the amount of progress each pupil has made from their Key Stage 1 starting point. It then compares their progress with all other pupils nationally of similar prior attainment to produce a 'score'. Pupil scores are aggregated to school level, where they are centred around 100.

(For more information on how VA is calculated please see the RAISEonline library)

The following reports allow governors to explore VA progress by subject and pupil group alongside national data. Governors are also able to explore progress by individuals when viewing the VA scatter-plot.

## Key Stage 2

- \* Key Stage 1 to Key Stage 2 value added summary report
- \* Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (All pupils by gender)
- \* Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (FSM/CLA pupils by gender)

## Closing the Gaps

The following reports enable governors to compare the level of their FSM and CLA performance to the national level of non-FSM/CLA performance for all indicators.

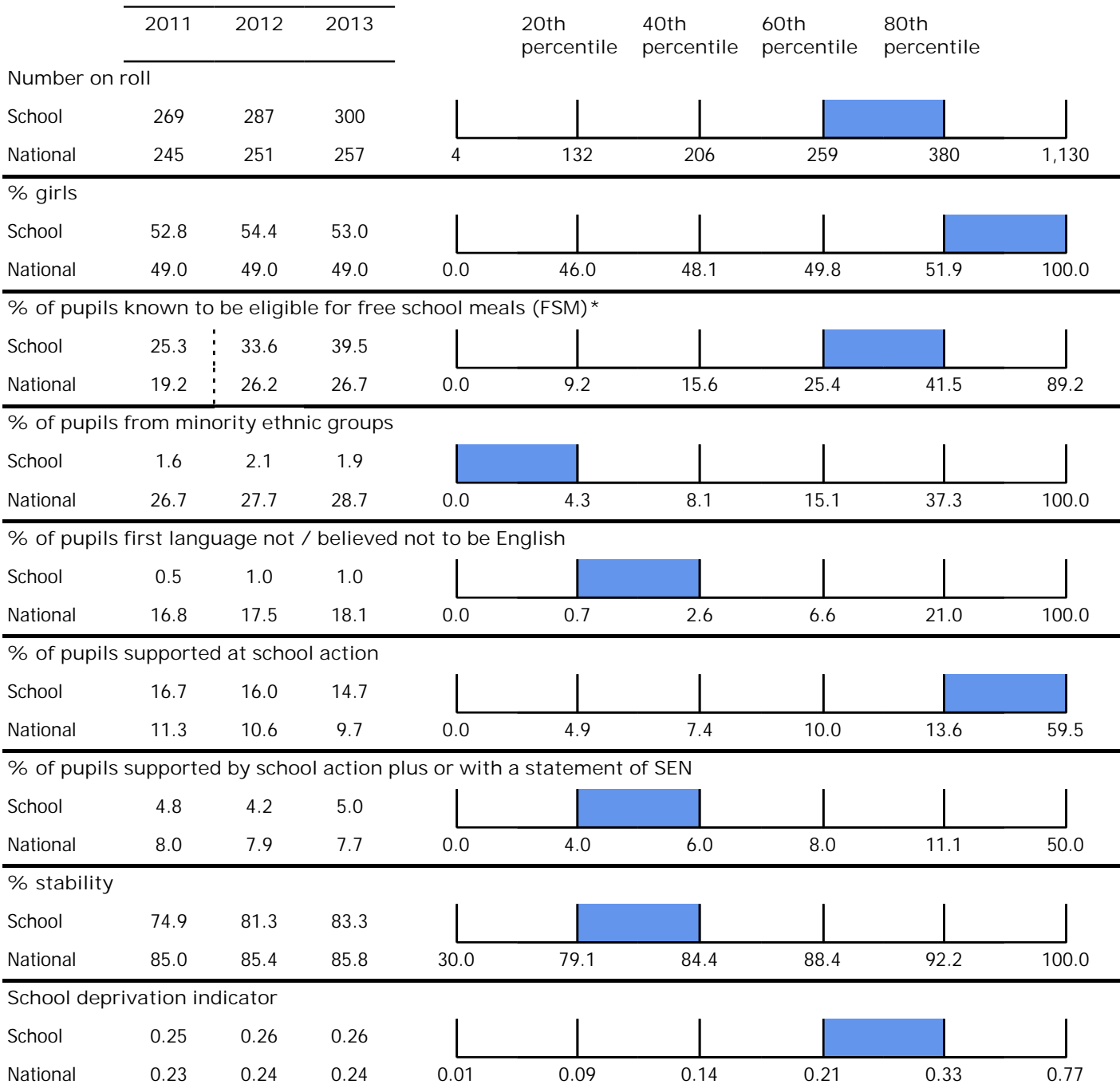
- \* Closing the Gaps for free school meals and children looked after pupil groups
- \* Closing the Gaps trend – free school meals and children looked after



## Context

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

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



The categorisation of pupils eligible for FSM changed in 2012, see important page for details.

## Context

Table 1.1.2: Basic Characteristics by National Curriculum year group  
(BasicNCYearGroup)

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

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	90	53.3 / 46.7	-	-	-	12.2	0
1	42	45.2 / 54.8	38.1	4.8	2.4	14.3	0
2	31	51.6 / 48.4	16.1	3.2	0.0	6.5	0
3	41	53.7 / 46.3	46.3	0.0	0.0	34.1	0
4	36	41.7 / 58.3	47.2	0.0	0.0	22.2	0
5	37	43.2 / 56.8	51.4	2.7	2.7	32.4	0
6	23	21.7 / 78.3	34.8	0.0	0.0	26.1	0



## Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

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

Ethnic group	School %			National %
	2011	2012	2013	2013
<b>White</b>				
British	98.4	97.9	98.1	72.7
Irish	0.5	0.5	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.2
any other White background	0.5	0.5	0.5	4.3
<b>Mixed</b>				
White & Black Caribbean	0.5	0.5	0.0	1.4
White & Black African	0.0	0.0	0.0	0.5
White & Asian	0.0	0.0	0.5	1.0
any other mixed background	0.0	0.5	0.5	1.6
<b>Asian or Asian British</b>				
Indian	0.0	0.0	0.5	2.6
Pakistani	0.0	0.0	0.0	3.9
Bangladeshi	0.0	0.0	0.0	1.6
any other Asian background	0.0	0.0	0.0	1.6
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.3
African	0.0	0.0	0.0	3.3
any other Black background	0.0	0.0	0.0	0.6
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	1.5
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.4
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<b>First language</b>				
English	99.5	99.0	99.0	83.9
Other	0.5	1.0	1.0	15.9
Unclassified	0.0	0.0	0.0	0.2

## Context

Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)

The data on the primary needs of pupils with SEN met by School Action Plus or a statement, are obtained from the School Census.

Main SEN	School action plus			Statements		
	2011	2012	2013	2011	2012	2013
Specific Learning Difficulty	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	2	2	3	1	0	0
Speech, Language and Communication Needs	6	8	10	0	0	0
Hearing Impairment	1	1	0	0	0	0
Visual Impairment	1	0	1	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	2	0	0	0	0	0
Autistic Spectrum Disorder	0	0	1	0	1	0
Other Difficulty/Disability	0	0	0	0	0	0
School total	12	11	15	1	1	-
Percentage of school roll	4.5	3.8	5.0	0.4	0.3	0.0



## Absence and exclusions

## School Level Absence and Exclusions - 3 Year Trend (Trend\_1)

Table 2.1.1

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 2.5 terms of data (autumn, spring and summer first half-term) in special schools. Exclusions indicators are based on 3 terms of data. From 2012, only persistent absentee data - absent for 15% or more sessions is published.

	2011			2012			2013		
	School	National average for primary schools	Median trendline for school's FSM level	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level
<b>Absence</b>									
% Persistent absentees- absent for 15% or more sessions	4.8	5.2	6.2	2.1	3.4	3.7	1.4	3.6	4.4
% Persistent absentees- absent for 20% or more sessions	1.6	1.9	2.2	-	-	-	-	-	-
% of sessions missed due to Overall Absence	5.19	5.14	5.62	5.0	4.4	4.7	4.9	4.8	5.3
<b>Exclusions</b>									
Permanent exclusions as a percentage of the pupil group	0.00	0.01	-	0.00	0.02	-	-	-	-
% enrolments with 1 or more fixed term exclusions	0.00	0.48	-	0.00	0.46	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	0.91	-	0.00	0.89	-	-	-	-

From 2012, '% of sessions missed due to overall absence' is displayed to one decimal place, to align the presentation of absence measures.

## Absence and exclusions

Table 2.1.2: School Level Absence by pupil groups (Abs\_2)

These data relate to the 2013 academic year. This is the most recent year for which we have a full data set, since the School Census collects data in arrears.

Absence indicators are based on 2 terms data (autumn and spring) for mainstream schools and 2.5 terms of data (autumn, spring and summer first half-term) for special schools. Exclusions indicators are based on 3 terms of data. For consistency, the national comparator for primary schools is also presented.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	4.9	4.8	1.4	3.6
Gender				
Male	4.4	4.8	2.2	3.7
Female	5.3	4.8	0.8	3.5
Free School Meals*				
FSM	4.8	6.3	2.3	6.8
Non FSM	5.0	4.2	0.8	2.3
English as a First Language				
English or believed to be English	4.9	4.8	1.4	3.5
Other than English or believed to be other than English	7.1	5.1	0.0	4.1
Unclassified	0.0	5.3	0.0	4.2
Special Educational Needs				
No Identified SEN	4.7	4.5	0.6	2.9
SEN without a statement	6.0	6.0	4.9	6.4
School Action	5.8	5.8	3.0	5.9
School Action Plus	6.7	6.3	12.5	7.3
SEN with a statement	0.0	7.1	0.0	9.2
Ethnic Group				
White				
British	4.9	4.7	1.4	3.3
Irish	8.3	5.4	0.0	5.1
Traveller of Irish Heritage	0.0	20.4	0.0	40.6
Gypsy/Roma	0.0	13.9	0.0	28.0
Any Other White Background	8.8	5.8	0.0	5.1
Mixed				
White and Black Caribbean	0.0	5.6	0.0	5.5
White and Black African	0.0	4.8	0.0	3.9
White and Asian	12.4	5.0	0.0	3.9
Any other Mixed Background	0.0	5.2	0.0	4.3
Asian or Asian British				
Indian	4.7	4.6	0.0	3.0
Pakistani	0.0	5.5	0.0	4.7

## Absence and exclusions

Bangladeshi	0.0	5.7	0.0	4.9
Any other Asian Background	0.0	4.7	0.0	3.2
Black or Black British				
Black Caribbean	0.0	4.6	0.0	4.3
Black African	0.0	3.3	0.0	1.6
Any Other Black Background	0.0	4.1	0.0	3.2
Chinese	0.0	3.6	0.0	1.9
Any Other Ethnic Group	0.0	5.2	0.0	4.0
Unclassified - Refused	0.0	5.1	0.0	4.3
Unclassified - Information Not Obtained	0.0	5.9	0.0	3.1

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## Prior Attainment

Table 3.1.1: The Prior attainment of pupils at Key Stage 2 (PriorKS2)

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2012/2013. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2013 National Pupil Database, which is not the same as the average score of all the pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

### Average points score at KS1

NC Year starting Sept 2012	School	National	Difference	Sig	% Coverage
Year 6	15.3	15.3	0.0		95.7
Year 5	14.2	15.3	-1.1		100.0
Year 4	14.5	15.4	-0.9		100.0
Year 3	13.2	15.6	-2.4	Sig-	100.0

### % by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	18.2	54.5	27.3	17.3	57.7	25.0
Year 5	24.3	62.2	13.5	17.2	58.1	24.7
Year 4	16.7	72.2	11.1	16.7	58.4	25.0
Year 3	41.5	53.7	4.9	14.9	58.5	26.7

## Attainment at Year 1

Table 4.1.1: Year 1 Phonics Screening Check by Pupil Characteristics (Y1.PPC)

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

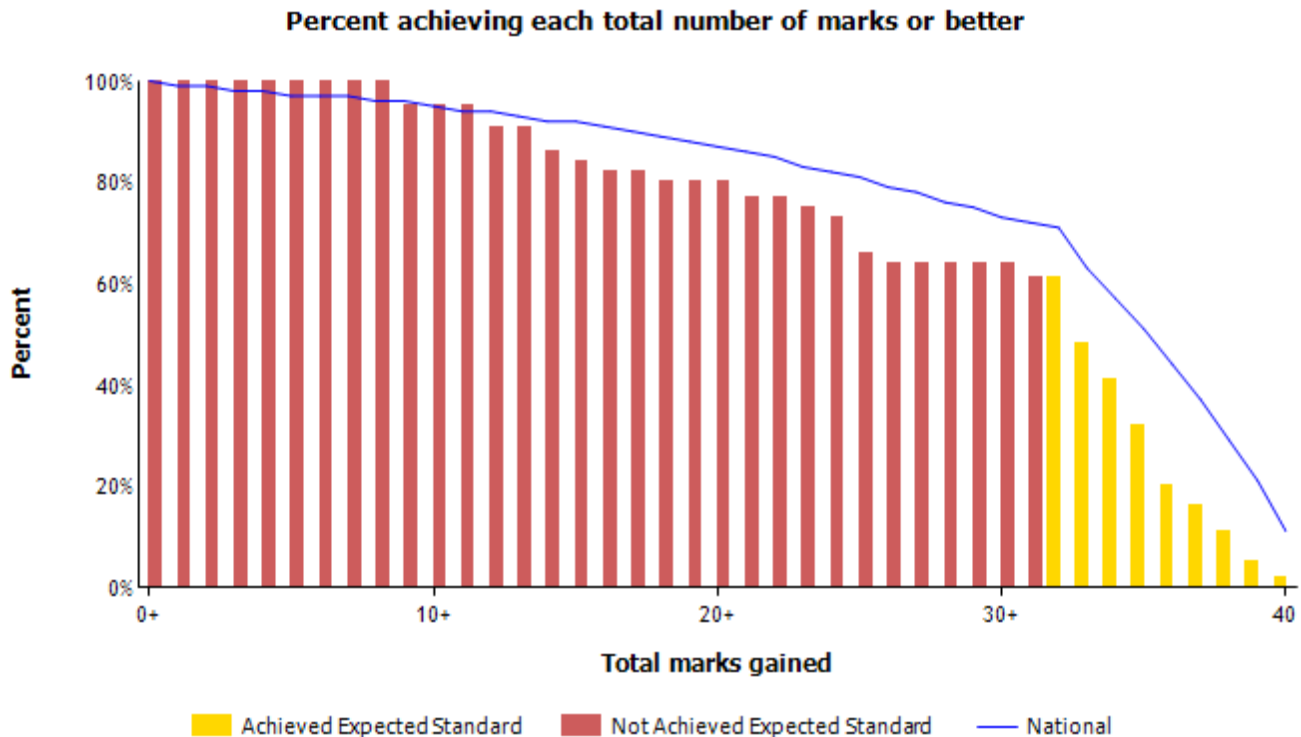
	Phonics Screening Check			
	Cohort	Number achieving expected standard	% School	% National
All Pupils	45	27	60	69
Gender				
Male	19	8	42	65
Female	26	19	73	73
Free School Meals*				
FSM	17	6	35	57
Non FSM	28	21	75	73
Children Looked After				
CLA	0	0	0	47
Not CLA	45	27	60	69
Free School Meals* Or Children Looked After				
CLA or FSM	17	6	35	57
Not CLA or FSM	28	21	75	73
English as a First Language				
English or believed to be English	45	27	60	69
Other than English or believed to be other than English	0	0	0	69
Unclassified	0	0	0	36
Special Educational Needs				
No Identified SEN	39	23	59	76
SEN without a statement	6	4	67	34
School Action	4	3	75	34
School Action Plus	2	1	50	33
SEN with a statement	0	0	0	14
Ethnicity Group				
White				
British	43	27	63	69
Irish	0	0	0	69
Traveller of Irish Heritage	0	0	0	28
Gypsy/Roma	0	0	0	23
Any Other White Background	0	0	0	65
Mixed				
White and Black Caribbean	0	0	0	64
White and Black African	0	0	0	70
White and Asian	1	0	0	75
Any other Mixed Background	1	0	0	73
Asian or Asian British				
Indian	0	0	0	80
Pakistani	0	0	0	68
Bangladeshi	0	0	0	70
Any other Asian Background	0	0	0	75
Black or Black British				
Black Caribbean	0	0	0	66
Black African	0	0	0	73
Any Other Black Background	0	0	0	69
Chinese	0	0	0	77
Any Other Ethnic Group	0	0	0	69
Unclassified - Refused	0	0	0	70
Unclassified - Information Not Obtained	0	0	0	43
Term Of Birth				
Autumn	19	13	68	76
Spring	13	5	38	69
Summer	13	9	69	62

### Attainment at Year 1

Chart 4.1.2 and Table 4.1.3: Year 1 Phonics Screening Total Marks Breakdown (Y1.PFTM - cumulative selection)

Percent achieving each total number of marks or better

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





## Attainment at Year 1

Mark	School		National
	Number of Pupils	Cumulative Percent	Cumulative Percent
0+	44	100%	100%
1+	44	100%	99%
2+	44	100%	99%
3+	44	100%	98%
4+	44	100%	98%
5+	44	100%	97%
6+	44	100%	97%
7+	44	100%	97%
8+	44	100%	96%
9+	42	95%	96%
10+	42	95%	95%
11+	42	95%	94%
12+	40	91%	94%
13+	40	91%	93%
14+	38	86%	92%
15+	37	84%	92%
16+	36	82%	91%
17+	36	82%	90%
18+	35	80%	89%
19+	35	80%	88%
20+	35	80%	87%
21+	34	77%	86%
22+	34	77%	85%
23+	33	75%	83%
24+	32	73%	82%
25+	29	66%	81%
26+	28	64%	79%
27+	28	64%	78%
28+	28	64%	76%
29+	28	64%	75%
30+	28	64%	73%
31+	27	61%	72%
32+	27	61%	71%
33+	21	48%	63%
34+	18	41%	57%
35+	14	32%	51%
36+	9	20%	44%
37+	7	16%	37%
38+	5	11%	29%
39+	2	5%	21%
40	1	2%	11%



## Attainment at Year 2

Table 4.1.4: Year 2 Phonics Screening Check by Pupil Characteristics (Y2.PPC)

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

	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
All Pupils	8	4	50	69	-	-	-	51
Gender								
Male	4	2	50	66	-	-	-	49
Female	4	2	50	72	-	-	-	54
Free School Meals*								
FSM	3	1	33	62	-	-	-	49
Non FSM	5	3	60	72	-	-	-	52
Children Looked After								
CLA	-	-	-	54	-	-	-	40
Not CLA	8	4	50	69	-	-	-	51
Free School Meals* Or Children Looked After								
CLA or FSM	3	1	33	61	-	-	-	48
Not CLA or FSM	5	3	60	72	-	-	-	52
English as a First Language								
English or believed to be English	8	4	50	68	-	-	-	63
Other than English or believed to be other than English	-	-	-	70	-	-	-	49
Unclassified	-	-	-	60	-	-	-	38
Special Educational Needs								
No Identified SEN	7	3	43	81	-	-	-	55
SEN without a statement	1	1	100	50	-	-	-	38
School Action	1	1	100	56	-	-	-	44

## Attainment at Year 2

	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
School Action Plus	-	-	-	41	-	-	-	29
SEN with a statement	-	-	-	16	-	-	-	7
Ethnicity Group	<hr style="border-top: 1px dashed black;"/>							
White								
British	7	4	57	68	-	-	-	61
Irish	-	-	-	68	-	-	-	56
Traveller of Irish Heritage	-	-	-	40	-	-	-	27
Gypsy/Roma	-	-	-	40	-	-	-	14
Any Other White Background	-	-	-	68	-	-	-	48
Mixed								
White and Black Caribbean	-	-	-	66	-	-	-	59
White and Black African	-	-	-	70	-	-	-	60
White and Asian	-	-	-	72	-	-	-	68
Any other Mixed Background	1	0	0	71	-	-	-	68
Asian or Asian British								
Indian	-	-	-	77	-	-	-	65
Pakistani	-	-	-	69	-	-	-	50
Bangladeshi	-	-	-	74	-	-	-	49
Any other Asian Background	-	-	-	72	-	-	-	58
Black or Black British								
Black Caribbean	-	-	-	66	-	-	-	59
Black African	-	-	-	71	-	-	-	58
Any Other Black Background	-	-	-	68	-	-	-	53
Chinese	-	-	-	74	-	-	-	59



### Attainment at Year 2

	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
Any Other Ethnic Group	-	-	-	70	-	-	-	51
Unclassified - Refused	-	-	-	69	-	-	-	61
Unclassified - Information Not Obtained	-	-	-	60	-	-	-	38
<hr style="border-top: 1px dashed black;"/>								
Autumn	2	2	100	70	-	-	-	58
Spring	1	0	0	69	-	-	-	51
Summer	5	2	40	67	-	-	-	46

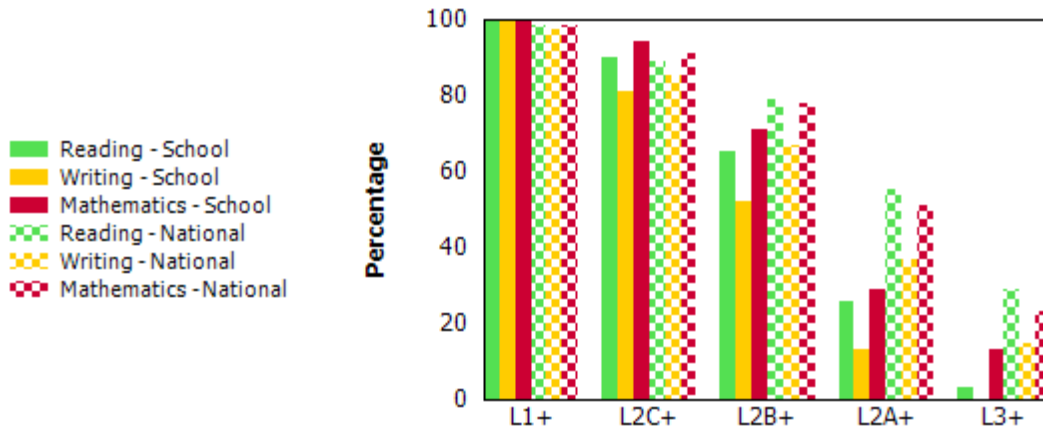


## Attainment at Key Stage 1

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2013 (KS1.3)

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

**Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution**



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	0	31	28	20	8	1
	School	0	0	100	90	65	26	3
	National	0	2	98	89	79	55	29
	Difference	0	-2	2	2	-14	-30	-26
	Significance	-	-	-	-		Sig-	Sig-
Writing	Entries	0	0	31	25	16	4	0
	School	0	0	100	81	52	13	0
	National	0	3	97	85	67	37	15
	Difference	0	-3	3	-4	-16	-24	-15
	Significance	-	-	-	-		Sig-	-
Mathematics	Entries	0	0	31	29	22	9	4
	School	0	0	100	94	71	29	13
	National	0	2	98	91	78	51	23
	Difference	0	-2	2	2	-7	-22	-10
	Significance	-	-	-	-		Sig-	

## Attainment at Key Stage 1

Table 4.2.3: Key Stage 1 Threshold Report: Teacher assessments for pupils below Level 1 (KS1.BTL)

This report displays the number and percentage of pupils working at each Pscale level in 2013.

		Teacher assessments for pupils working below Level1							All other pupils results	Total number of pupils in year group		
		P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii			P1i/P1ii	
Reading	Number of pupils								31	31		
	English (lower)											
	Reading	0	0	0	0	0						
	Writing	0	0	0	0	0						
	Speaking	0	0	0	0	0						
	Listening	0	0	0	0	0						
	Total Number of pupils	0					0					
School distribution for only those pupils assessed as 'W' in Reading		0%					0%		N/A			
National distribution for only those pupils assessed as 'W' in Reading		79%					11%		N/A			
Writing	Number of pupils								31	31		
	English (lower)											
	Reading	0	0	0	0	0						
	Writing	0	0	0	0	0						
	Speaking	0	0	0	0	0						
	Listening	0	0	0	0	0						
	Total Number of pupils	0					0					
School distribution for only those pupils assessed as 'W' in Writing		0%					0%		N/A			
National distribution for only those pupils assessed as 'W' in Writing		83%					9%		N/A			
Mathematics	Number of pupils								31	31		
	Mathematics (lower)											
	Using and applying	0	0	0	0	0						
	Number	0	0	0	0	0						
	Shape, space & measures	0	0	0	0	0						
	Total Number of pupils	0					0					
	School distribution for only those pupils assessed as 'W' in Mathematics		0%					0%			N/A	
National distribution for only those pupils assessed as 'W' in Mathematics		79%					14%		N/A			

### Notes

Reading table includes all pupils awarded 'W' in their teacher assessment for Reading with a valid Pscale grade

Writing table includes all pupils awarded 'W' in their teacher assessment for Writing with a valid Pscale grade

Mathematics table includes all pupils awarded 'W' in their teacher assessment for Mathematics with a valid Pscale grade

The total numbers of pupils on Pscals is shown for P4 - P8 and P1i - P3ii. Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

## Attainment at Key Stage 1

## Attainment, Average Points Score at Key Stage 1 : Overall and by Subject (KS1.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in reading, writing and mathematics.

Table 4.2.4

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below.

Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2009	2010	2011	2012	2013
All Subjects	Cohort	19	31	35	36	31
	School	15.3	13.6 ↓	14.0	12.8 ↓	14.4 ↑
	National	15.2	15.2	15.3	15.5	15.8
	Difference	0.1	-1.6	-1.3	-2.7	-1.4
	Significance		Sig-	Sig-	Sig-	Sig-
Reading	Cohort	19	31	35	36	31
	School	15.8	13.6	14.0	12.4	14.5 ↑
	National	15.7	15.7	15.8	16.0	16.3
	Difference	0.1	-2.1	-1.8	-3.6	-1.8
	Significance		Sig-	Sig-	Sig-	Sig-
Writing	Cohort	19	31	35	36	31
	School	14.6	12.8	13.1	12.4	13.5
	National	14.3	14.4	14.4	14.7	14.9
	Difference	0.3	-1.6	-1.3	-2.3	-1.4
	Significance		Sig-	Sig-	Sig-	Sig-
Mathematics	Cohort	19	31	35	36	31
	School	15.4	14.3	14.9	13.5	15.3 ↑
	National	15.7	15.7	15.7	15.9	16.1
	Difference	-0.3	-1.4	-0.8	-2.4	-0.8
	Significance		Sig-		Sig-	



## Attainment at Key Stage 1

Table 4.2.5: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2013 (KS1.2A)

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	31	14.4	15.8	31	14.5	16.3	31	13.5	14.9	31	15.3	16.1
Gender												
Male	16	13.9	15.3	16	13.8	15.7	16	12.9	14.2	16	15.1	16.0
Female	15	15.0	16.2	15	15.4	16.8	15	14.2	15.7	15	15.4	16.1
Free School Meals*												
FSM	5	13.1	14.3	5	13.4	14.8	5	11.8	13.5	5	14.2	14.8
Non FSM	26	14.7	16.3	26	14.8	16.8	26	13.8	15.5	26	15.5	16.5
Children Looked After												
CLA	0	-	12.9	0	-	13.4	0	-	12.0	0	-	13.3
Not CLA	31	14.4	15.8	31	14.5	16.3	31	13.5	14.9	31	15.3	16.1
Free School Meals* or Children Looked After												
CLA or FSM	5	13.1	14.3	5	13.4	14.8	5	11.8	13.5	5	14.2	14.7
Not CLA or FSM	26	14.7	16.3	26	14.8	16.8	26	13.8	15.5	26	15.5	16.5
English as a First Language												
English or believed to be English	31	14.4	15.9	31	14.5	16.4	31	13.5	15.1	31	15.3	16.2
Other than English or believed to be other	0	-	15.2	0	-	15.6	0	-	14.5	0	-	15.6
Unclassified	0	-	12.3	0	-	12.5	0	-	11.4	0	-	13.1
Special Educational Needs												
No Identified SEN	29	14.7	16.7	29	14.8	17.3	29	13.7	15.9	29	15.7	16.9
SEN without a statement	2	10.3	12.3	2	11.0	12.5	2	11.0	11.3	2	9.0	13.0
School Action	1	9.0	12.6	1	9.0	12.8	1	9.0	11.7	1	9.0	13.3
School Action plus	1	11.7	11.7	1	13.0	11.9	1	13.0	10.7	1	9.0	12.5
SEN with a statement	0	-	7.3	0	-	7.6	0	-	6.7	0	-	7.8
Ethnicity Group												
White												
British	30	14.5	15.9	30	14.6	16.4	30	13.5	15.0	30	15.3	16.2





## Attainment at Key Stage 1

	All NC Core Subjects			Reading			Writing			Mathematics		
	School	National		School	National		School	National		School	National	
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Irish	0	-	16.2	0	-	16.8	0	-	15.3	0	-	16.5
Traveller of Irish Heritage	0	-	11.0	0	-	10.9	0	-	10.1	0	-	12.2
Gypsy/Roma	0	-	10.9	0	-	10.8	0	-	10.0	0	-	11.8
Any other White background	0	-	14.9	0	-	15.2	0	-	14.1	0	-	15.6
Mixed												
White & Black Caribbean	0	-	15.4	0	-	15.9	0	-	14.6	0	-	15.6
White & Black African	0	-	15.7	0	-	16.3	0	-	14.9	0	-	15.8
White & Asian	0	-	16.4	0	-	17.0	0	-	15.6	0	-	16.7
Any other mixed background	1	13.0	16.0	1	13.0	16.5	1	13.0	15.2	1	13.0	16.2
Asian or Asian British												
Indian	0	-	16.7	0	-	17.2	0	-	16.0	0	-	16.9
Pakistani	0	-	15.1	0	-	15.5	0	-	14.4	0	-	15.3
Bangladeshi	0	-	15.5	0	-	15.9	0	-	14.8	0	-	15.7
Any other Asian background	0	-	16.1	0	-	16.5	0	-	15.3	0	-	16.4
Black or Black British												
Black Caribbean	0	-	15.1	0	-	15.7	0	-	14.4	0	-	15.2
Black African	0	-	15.5	0	-	16.1	0	-	14.9	0	-	15.6
Any other Black background	0	-	15.2	0	-	15.7	0	-	14.6	0	-	15.2
Chinese	0	-	16.8	0	-	16.8	0	-	15.8	0	-	17.6
Any other ethnic group	0	-	15.1	0	-	15.4	0	-	14.3	0	-	15.6
Unclassified - Refused	0	-	15.9	0	-	16.5	0	-	15.1	0	-	16.2
Unclassified - Information not obtained	0	-	12.8	0	-	13.0	0	-	11.9	0	-	13.5
-----												
Term of Birth												
Autumn	8	15.8	16.5	8	15.8	17.0	8	14.5	15.7	8	17.0	16.9
Spring	7	14.6	15.8	7	15.0	16.3	7	13.9	14.9	7	15.0	16.1
Summer	16	13.7	15.0	16	13.8	15.5	16	12.9	14.2	16	14.5	15.3



## Attainment at Key Stage 2

Table 4.3.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2013 (KS2.3)

The table below show the cumulative distribution of the levels achieved by the school for Key Stage 2. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

		A/T	<L3	L3+	L4+	L4B+	L5+	L6
Mathematics	Entries	0	0	22	21	20	8	1
	School%	0	0	100	95	91	36	5
	National%	0	4	96	85	73	41	6
	Difference%	0	-4	4	11	18	-5	-2
	Significance	-	-	-	-			-
Reading	Entries	0	0	22	22	15	8	0
	School%	0	0	100	100	68	36	0
	National%	0	6	94	86	75	44	0
	Difference%	0	-6	6	14	-7	-8	0
	Significance	-	-	-	-			-
Writing (TA) (Writing TA is reported as a level)	Entries	0	0	22	20	-	5	0
	School%	0	0	100	91	-	23	0
	National%	0	4	96	83	-	30	2
	Difference%	0	-4	4	8	-	-8	-2
	Significance	-	-	-	-	-		-
English Grammar, Punctuation and Spelling (EGPS)	Entries	0	0	22	14	13	8	0
	School%	0	0	100	64	59	36	0
	National%	0	6	94	74	65	47	2
	Difference%	0	-6	6	-10	-6	-11	-2
	Significance	-	-	-				-



## Attainment at Key Stage 2

Table 4.3.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	22	91	75		22	95	85	-	22	100	86	-	22	91	83	-	22	64	74	
Gender																				
Male	5	60	72	-	5	80	85	-	5	100	83	-	5	60	78	-	5	0	69	-
Female	17	100	79	-	17	100	85	-	17	100	88	-	17	100	88	-	17	82	79	-
Free School Meals*																				
FSM	7	86	64	-	7	86	77	-	7	100	78	-	7	86	74	-	7	43	62	-
Non FSM	15	93	81	-	15	100	88	-	15	100	89	-	15	93	87	-	15	73	79	-
Children Looked After																				
CLA	0	0	45	-	0	0	60	-	0	0	63	-	0	0	54	-	0	0	44	-
Not CLA	22	91	76		22	95	85	-	22	100	86	-	22	91	83	-	22	64	74	
Free School Meals* or Children Looked After																				
CLA or FSM	7	86	63	-	7	86	77	-	7	100	78	-	7	86	73	-	7	43	62	-
Not CLA or FSM	15	93	81	-	15	100	88	-	15	100	89	-	15	93	87	-	15	73	79	-
Prior Attainment																				
Low	4	50	26	-	4	75	49	-	4	100	50	-	4	50	38	-	4	0	24	-
Middle	11	100	83	-	11	100	91	-	11	100	93	-	11	100	92	-	11	73	80	-
High	6	100	99	-	6	100	100	-	6	100	100	-	6	100	100	-	6	100	99	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	21	90	77	-	21	95	86	-	21	100	87	-	21	90	85	-	21	62	75	



### Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English as a First Language																				
English or believed to be English	22	91	76		22	95	85	-	22	100	87	-	22	91	84	-	22	64	74	
Other than English or believed to be other	0	0	72	-	0	0	83	-	0	0	81	-	0	0	80	-	0	0	74	-
Unclassified	0	0	42	-	0	0	56	-	0	0	55	-	0	0	50	-	0	0	44	-
Special Educational Needs																				
No Identified SEN	16	100	88	-	16	100	93	-	16	100	94	-	16	100	94	-	16	81	86	-
SEN without a statement	6	67	38	-	6	83	61	-	6	100	63	-	6	67	51	-	6	17	35	-
School Action	5	60	42	-	5	80	66	-	5	100	68	-	5	60	58	-	5	20	39	-
School Action plus	1	100	31	-	1	100	54	-	1	100	55	-	1	100	41	-	1	0	30	-
SEN with a statement	0	0	14	-	0	0	25	-	0	0	27	-	0	0	18	-	0	0	17	-
Ethnicity Group																				
White																				
British	22	91	76		22	95	85	-	22	100	87	-	22	91	84	-	22	64	73	
Irish	0	0	82	-	0	0	88	-	0	0	91	-	0	0	87	-	0	0	80	-
Traveller of Irish Heritage	0	0	34	-	0	0	53	-	0	0	52	-	0	0	43	-	0	0	31	-
Gypsy/Roma	0	0	23	-	0	0	40	-	0	0	38	-	0	0	32	-	0	0	21	-
Any other White background	0	0	68	-	0	0	82	-	0	0	78	-	0	0	75	-	0	0	68	-
Mixed																				



## Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
White & Black Caribbean	0	0	72	-	0	0	82	-	0	0	85	-	0	0	81	-	0	0	71	-
White & Black African	0	0	75	-	0	0	84	-	0	0	86	-	0	0	84	-	0	0	76	-
White & Asian	0	0	81	-	0	0	88	-	0	0	89	-	0	0	87	-	0	0	80	-
Any other mixed background	0	0	79	-	0	0	86	-	0	0	88	-	0	0	86	-	0	0	78	-
Asian or Asian British																				
Indian	0	0	83	-	0	0	90	-	0	0	89	-	0	0	89	-	0	0	85	-
Pakistani	0	0	71	-	0	0	82	-	0	0	82	-	0	0	81	-	0	0	75	-
Bangladeshi	0	0	76	-	0	0	85	-	0	0	85	-	0	0	86	-	0	0	80	-
Any other Asian background	0	0	78	-	0	0	88	-	0	0	85	-	0	0	85	-	0	0	82	-
Black or Black British																				
Black Caribbean	0	0	70	-	0	0	80	-	0	0	83	-	0	0	80	-	0	0	70	-
Black African	0	0	75	-	0	0	84	-	0	0	85	-	0	0	83	-	0	0	77	-
Any other Black background	0	0	70	-	0	0	80	-	0	0	83	-	0	0	80	-	0	0	73	-
Chinese	0	0	85	-	0	0	94	-	0	0	90	-	0	0	89	-	0	0	86	-
Any other ethnic group	0	0	70	-	0	0	84	-	0	0	80	-	0	0	78	-	0	0	72	-
Unclassified - Refused	0	0	77	-	0	0	85	-	0	0	87	-	0	0	84	-	0	0	76	-
Unclassified - Information not obtained	0	0	47	-	0	0	60	-	0	0	59	-	0	0	54	-	0	0	48	-

## Attainment at Key Stage 2

Table 4.3.3: Key Stage 2 Proportion achieving or surpassing Level 5 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	22	14	21	-	22	36	41		22	36	44		22	23	30		22	36	47	
Gender																				
Male	5	0	18	-	5	20	43	-	5	40	41	-	5	0	23	-	5	0	42	-
Female	17	18	24	-	17	41	39		17	35	48		17	29	38		17	47	53	
Free School Meals*																				
FSM	7	14	10	-	7	14	27	-	7	14	30	-	7	14	17	-	7	29	34	-
Non FSM	15	13	26	-	15	47	47		15	47	51		15	27	36		15	40	53	
Children Looked After																				
CLA	0	0	5	-	0	0	16	-	0	0	21	-	0	0	8	-	0	0	22	-
Not CLA	22	14	21	-	22	36	41		22	36	44		22	23	30		22	36	48	
Free School Meals* or Children Looked After																				
CLA or FSM	7	14	10	-	7	14	27	-	7	14	30	-	7	14	17	-	7	29	34	-
Not CLA or FSM	15	13	26	-	15	47	47		15	47	51		15	27	36		15	40	53	
Prior Attainment																				
Low	4	0	0	-	4	0	5	-	4	0	7	-	4	0	1	-	4	0	5	-
Middle	11	9	10	-	11	36	35	-	11	36	39	-	11	18	21	-	11	27	43	-
High	6	33	63	-	6	50	83	-	6	50	86	-	6	50	76	-	6	83	91	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	21	14	22	-	21	38	42		21	38	45		21	24	31		21	38	49	

### Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English as a First Language																				
English or believed to be English	22	14	22	-	22	36	41		22	36	46		22	23	31		22	36	47	
Other than English or believed to be other	0	0	19	-	0	0	41	-	0	0	36	-	0	0	27	-	0	0	50	-
Unclassified	0	0	8	-	0	0	20	-	0	0	24	-	0	0	13	-	0	0	25	-
Special Educational Needs																				
No Identified SEN	16	19	27	-	16	44	50		16	44	53		16	31	38		16	50	58	
SEN without a statement	6	0	2	-	6	17	12	-	6	17	15	-	6	0	4	-	6	0	12	-
School Action	5	0	2	-	5	0	12	-	5	0	15	-	5	0	4	-	5	0	12	-
School Action plus	1	0	3	-	1	100	12	-	1	100	15	-	1	0	5	-	1	0	12	-
SEN with a statement	0	0	2	-	0	0	6	-	0	0	8	-	0	0	3	-	0	0	8	-
Ethnicity Group																				
White																				
British	22	14	21	-	22	36	41		22	36	46		22	23	31		22	36	46	
Irish	0	0	30	-	0	0	50	-	0	0	58	-	0	0	40	-	0	0	55	-
Traveller of Irish Heritage	0	0	1	-	0	0	8	-	0	0	12	-	0	0	4	-	0	0	11	-
Gypsy/Roma	0	0	1	-	0	0	6	-	0	0	9	-	0	0	3	-	0	0	8	-
Any other White background	0	0	19	-	0	0	41	-	0	0	38	-	0	0	26	-	0	0	44	-
Mixed																				

## Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
White & Black Caribbean	0	0	16	-	0	0	32	-	0	0	41	-	0	0	26	-	0	0	43	-
White & Black African	0	0	22	-	0	0	40	-	0	0	46	-	0	0	32	-	0	0	51	-
White & Asian	0	0	30	-	0	0	51	-	0	0	54	-	0	0	40	-	0	0	57	-
Any other mixed background	0	0	25	-	0	0	44	-	0	0	50	-	0	0	35	-	0	0	54	-
Asian or Asian British																				
Indian	0	0	29	-	0	0	55	-	0	0	48	-	0	0	38	-	0	0	63	-
Pakistani	0	0	15	-	0	0	35	-	0	0	32	-	0	0	24	-	0	0	48	-
Bangladeshi	0	0	19	-	0	0	41	-	0	0	37	-	0	0	30	-	0	0	55	-
Any other Asian background	0	0	26	-	0	0	54	-	0	0	44	-	0	0	34	-	0	0	61	-
Black or Black British																				
Black Caribbean	0	0	12	-	0	0	27	-	0	0	33	-	0	0	22	-	0	0	42	-
Black African	0	0	19	-	0	0	39	-	0	0	40	-	0	0	28	-	0	0	53	-
Any other Black background	0	0	14	-	0	0	30	-	0	0	36	-	0	0	24	-	0	0	46	-
Chinese	0	0	41	-	0	0	72	-	0	0	59	-	0	0	48	-	0	0	68	-
Any other ethnic group	0	0	18	-	0	0	41	-	0	0	36	-	0	0	25	-	0	0	48	-
Unclassified - Refused	0	0	23	-	0	0	43	-	0	0	48	-	0	0	32	-	0	0	51	-
Unclassified - Information not obtained	0	0	10	-	0	0	21	-	0	0	27	-	0	0	16	-	0	0	28	-



### Attainment at Key Stage 2

Table 4.3.4: Key Stage 2 Below the Level of the Test Report : Teacher Assessments (KS2.BTL)

Teacher assessments for pupils operating below the level of the tests (B) or reported at level 2 and below in writing (TA).

	Number of pupils reported as "B"	Level 2*	Level 1	P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii	
Reading	0	0	0	0	0	0	0	0				
Writing		0	0	0	0	0	0	0				
Speaking					0	0	0	0				0
Listening					0	0	0	0				0
English									0	0	0	
Mathematics	0	0	0						0	0	0	
Using and applying					0	0	0	0	0			
Number					0	0	0	0	0			
Shape, space & measures					0	0	0	0	0			

Key  The subject assessment is not available

This report displays additional information about the teacher assessments of those pupils who were identified as operating below the level of the test in reading and mathematics and coded B. The known teacher assessments are displayed as level 2, level 1 and P scales. Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

P scale assessments for p4 to p8 are not made for English and mathematics

\* teacher assessments higher than level 2 for pupils with a test result of B are capped at level 2 in reading and mathematics.

## Attainment at Key Stage 2

Attainment, Average Points Score at Key Stage 2 : Overall and by Subjects  
(KS2.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in the National Curriculum core subjects.

Table 4.3.5

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2009	2010*	2011	2012	2013**
All Subjects	Cohort	29	24	23	23	22
	School	28.7	27.0	25.8	28.7	28.8
	National	27.8	27.4	27.5	28.2	28.3
	Difference	0.9	-0.4	-1.7	0.5	0.5
	Significance	Sig+		Sig-		
Mathematics	Cohort	29	24	23	23	22
	School	28.0	27.5	26.5	29.9 ↑	29.2
	National	27.5	27.4	27.6	28.4	28.7
	Difference	0.5	0.1	-1.1	1.5	0.5
	Significance					
Reading	Cohort	-	-	23	23	22
	School	-	-	26.7	29.6	29.2
	National	-	-	28.1	28.8	28.5
	Difference	-	-	-1.4	0.8	0.7
	Significance	-	-			
Writing(TA)	Cohort	-	-	23	23	22
	School	-	-	23.9	26.7	27.8
	National	-	-	26.4	27.3	27.5
	Difference	-	-	-2.5	-0.6	0.3
	Significance	-	-	Sig-		
English Grammar, Punctuation & Spelling	Cohort	-	-	-	-	22
	School	-	-	-	-	27.0
	National	-	-	-	-	28.0
	Difference	-	-	-	-	-1.0
	Significance	-	-			
English	Cohort	29	24	23	23	-
	School	28.0	26.5	25.2	27.5	-
	National	27.2	27.3	27.3	28.1	-
	Difference	0.8	-0.8	-2.1	-0.6	-
	Significance			Sig-		
Science	Cohort	29	-	-	-	-
	School	29.9	-	-	-	-
	National	28.7	-	-	-	-
	Difference	1.2	-	-	-	-
	Significance	Sig+				

\*\*For 2013 the overall average point score is calculated from mathematics, reading and writing(TA) only.

## Attainment at Key Stage 2

Table 4.3.6: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2013 (KS2.2A)

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	22	28.8	28.3	22	29.2	28.7	22	29.2	28.5	22	27.8	27.5	22	27.0	28.0
Gender															
Male	5	27.0	28.1	5	27.0	28.9	5	29.4	28.1	5	24.6	26.6	5	21.0	27.3
Female	17	29.4	28.6	17	29.8	28.5	17	29.1	29.0	17	28.8	28.4	17	28.8	28.8
Free School Meals*															
FSM	7	27.2	26.7	7	27.0	27.0	7	27.9	26.9	7	27.0	25.9	7	25.3	26.2
Non FSM	15	29.6	29.1	15	30.2	29.5	15	29.8	29.2	15	28.2	28.2	15	27.8	28.8
Children Looked After															
CLA	0	-	24.1	0	-	24.5	0	-	24.8	0	-	22.8	0	-	23.6
Not CLA	22	28.8	28.4	22	29.2	28.7	22	29.2	28.5	22	27.8	27.5	22	27.0	28.0
Free School Meals* or Children Looked After															
CLA or FSM	7	27.2	26.7	7	27.0	27.0	7	27.9	26.9	7	27.0	25.9	7	25.3	26.2
Not CLA or FSM	15	29.6	29.1	15	30.2	29.5	15	29.8	29.2	15	28.2	28.3	15	27.8	28.8
Prior Attainment															
Low	4	25.5	22.7	4	25.5	23.2	4	27.0	22.9	4	24.0	21.6	4	21.0	21.1
Middle	11	28.9	28.5	11	29.2	28.7	11	29.2	28.9	11	28.1	27.7	11	27.0	28.3
High	6	30.5	32.7	6	31.0	33.2	6	30.0	32.3	6	30.0	31.9	6	32.0	32.8
Non-mobile pupils															
Pupils on roll throughout years 5 and 6	21	28.9	28.5	21	29.3	28.9	21	29.3	28.7	21	27.9	27.7	21	27.0	28.2
English as a First Language															
English or believed to be English	22	28.8	28.5	22	29.2	28.8	22	29.2	28.7	22	27.8	27.7	22	27.0	28.0
Other than English or believed to be other	0	-	27.9	0	-	28.6	0	-	27.6	0	-	26.9	0	-	28.1
Unclassified	0	-	23.4	0	-	24.3	0	-	24.0	0	-	22.1	0	-	23.3
Special Educational Needs															
No Identified SEN	16	29.6	29.7	16	30.0	30.0	16	29.6	29.8	16	28.9	29.0	16	28.9	29.7
SEN without a statement	6	26.8	24.6	6	27.0	25.0	6	28.0	24.9	6	25.0	23.7	6	22.0	22.9
School Action	5	25.8	25.2	5	25.8	25.4	5	27.0	25.4	5	24.6	24.4	5	22.2	23.5
School Action plus	1	31.5	23.7	1	33.0	24.2	1	33.0	23.9	1	27.0	22.7	1	21.0	22.1

## Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
SEN with a statement	0	-	18.4	0	-	19.5	0	-	19.4	0	-	15.5	0	-	18.7
Ethnicity Group															
White															
British	22	28.8	28.5	22	29.2	28.8	22	29.2	28.7	22	27.8	27.7	22	27.0	28.0
Irish	0	-	29.4	0	-	29.8	0	-	29.8	0	-	28.5	0	-	29.0
Traveller of Irish Heritage	0	-	22.9	0	-	23.9	0	-	23.5	0	-	21.9	0	-	22.0
Gypsy/Roma	0	-	21.2	0	-	22.0	0	-	21.3	0	-	20.0	0	-	20.1
Any other White background	0	-	27.7	0	-	28.5	0	-	27.4	0	-	26.4	0	-	27.2
Mixed															
White & Black Caribbean	0	-	27.7	0	-	27.8	0	-	28.2	0	-	27.1	0	-	27.5
White & Black African	0	-	28.3	0	-	28.5	0	-	28.6	0	-	27.7	0	-	28.4
White & Asian	0	-	29.4	0	-	29.9	0	-	29.4	0	-	28.5	0	-	29.2
Any other mixed background	0	-	28.8	0	-	29.1	0	-	29.0	0	-	28.0	0	-	28.8
Asian or Asian British															
Indian	0	-	29.6	0	-	30.4	0	-	29.0	0	-	28.5	0	-	29.9
Pakistani	0	-	27.6	0	-	28.0	0	-	27.5	0	-	26.9	0	-	28.0
Bangladeshi	0	-	28.2	0	-	28.7	0	-	27.9	0	-	27.7	0	-	28.9
Any other Asian background	0	-	29.2	0	-	30.2	0	-	28.5	0	-	27.8	0	-	29.4
Black or Black British															
Black Caribbean	0	-	27.2	0	-	27.2	0	-	27.6	0	-	26.8	0	-	27.4
Black African	0	-	28.1	0	-	28.5	0	-	28.1	0	-	27.2	0	-	28.6
Any other Black background	0	-	27.3	0	-	27.5	0	-	27.7	0	-	26.7	0	-	27.8
Chinese	0	-	31.0	0	-	32.6	0	-	29.8	0	-	29.1	0	-	30.4
Any other ethnic group	0	-	27.8	0	-	28.6	0	-	27.4	0	-	26.6	0	-	27.8
Unclassified - Refused	0	-	28.6	0	-	28.9	0	-	28.9	0	-	27.6	0	-	28.5
Unclassified - Information not obtained	0	-	24.1	0	-	24.9	0	-	24.7	0	-	23.0	0	-	24.0

For 2013 the combined subjects point score uses mathematics, reading and writing (TA). Details are available in the RAISEonline library.

## Progress Measures Value Added

Table 5.1.1: Key Stage 1 to Key Stage 2 value added scores for school, trend (KS12.VATrd)

Overall subjects value added: School analysis

		2011	2012	2013	
All subjects	Cohort for VA	23	23	21	
	VA School score	100.9	101.6	100.0	
	95% confidence interval +/-	0.9	0.9	0.9	
	Significance	Sig+	Sig+		
	Percentile rank	20	6	50	
	Coverage	100%	100%	96%	
	Mathematics	Cohort for VA	23	23	21
VA School score		101.2	102.2	100.3	↓
95% confidence interval +/-		1.1	1.1	1.2	
Significance		Sig+	Sig+		
Percentile rank		15	4	41	
Coverage		100%	100%	96%	
Reading		Cohort for VA	-	-	21
	VA School score	-	-	99.6	
	95% confidence interval +/-	-	-	1.1	
	Significance	-	-		
	Percentile rank	-	-	66	
	Coverage	-	-	96%	
	Writing (TA)	Cohort for VA	-	-	21
VA School score		-	-	99.8	
95% confidence interval +/-		-	-	1.1	
Significance		-	-		
Percentile rank		-	-	57	
Coverage		-	-	96%	
English		Cohort for VA	23	23	-
	VA School score	100.5	101.0	-	
	95% confidence interval +/-	0.9	1.0	-	
	Significance			-	
	Percentile rank	31	15	-	
	Coverage	100%	100%	-	

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

## Progress Measures Value Added

Table 5.1.2: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds (KS12.VAETH)

	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Score	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
95% confidence interval	1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Group national mean	99.7	100.5	99.8	99.2	101.1	99.7	100.1	100.3	100.3	100.7	100.3	100.8	101.1	99.9	100.8	100.2	101.7	101.1	100.1	99.4
Significance from national average for group	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

### Progress Measures Value Added

Table 5.1.3: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - pupil characteristics (KS12.VAGrp)

This report indicates significance relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	CLA or FSM*	Not CLA or FSM*	Low	Middle	High	On-roll throughout Yrs 5&6	First Language : English	First Language : Other	First Language : Unclassified	Non-SEN	SEN: Without Statement	SEN: School Action	SEN: School Action Plus	SEN: Statement
Cohort for VA	21	4	17	7	14	0	21	7	14	4	11	6	20	21	0	0	16	5	5	0	0
School Score	100.0	100.3	99.9	100.2	99.9	-	100.0	100.2	99.9	101.4	100.0	99.1	100.1	100.0	-	-	99.8	100.6	100.6	-	-
95% confidence interval	0.9	2.6	1.3	2.0	1.4	-	1.1	2.0	1.4	2.6	1.6	2.1	1.2	1.1	-	-	1.3	2.3	2.3	-	-
Group national mean	100.0	100.0	99.8	99.8	100.0	99.8	99.9	99.8	100.0	100.2	100.0	99.8	100.0	99.8	100.8	99.2	100.1	99.4	99.6	99.1	97.9
Significance from national average for group						-									-	-				-	-
Significance from overall national average						-									-	-				-	-

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18). High attaining are those above Level 2 at Key Stage 1 (APS≥18).

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.



## Progress Measures Value Added

Table 5.1.4: Key Stage 1 to Key Stage 2 value added Summary Report (KS12.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).


	Number of pupils in latest year	Value Added						Value Added by Subject 2013					
		2011		2012		2013		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	21	100.9	100.0	101.6	100.0	100.0	100.0	100.3	↓ 100.0	99.6	100.0	99.8	100.0
Gender													
Boys	4	101.6	100.0	102.4	100.0	100.3	100.0	100.6	↓ 100.4	101.3	99.9	98.6	99.6
Girls	17	100.5	99.9	101.4	99.9	99.9	99.8	100.3	99.6	99.1	100.0	100.0	100.2
Free School Meals*													
FSM	7	-	-	102.9	99.7	100.2	99.8	100.2	↓ 99.8	100.1	99.7	100.3	99.8
Non FSM	14	-	-	101.6	100.0	99.9	100.0	100.4	100.1	99.2	100.0	99.5	100.0
Children Looked After													
CLA	-	-	99.8	-	99.6	-	99.8	-	99.8	-	99.9	-	99.8
Not CLA	21	101.0	99.9	101.9	99.9	100.0	99.9	100.3	↓ 100.0	99.5	99.9	99.8	99.9
Free School Meals* Or Children Looked After													
CLA or FSM	7	-	-	102.9	99.7	100.2	99.8	100.2	↓ 99.8	100.1	99.7	100.3	99.8
Not CLA or FSM	14	-	-	101.6	100.0	99.9	100.0	100.4	100.1	99.2	100.0	99.5	100.0
Prior Attainment													
Low	4	103.2	100.1	103.4	100.1	101.4	100.2	101.6	100.2	101.5	100.1	101.0	100.2
Middle	11	99.7	99.9	101.3	99.9	100.0	100.0	100.1	↓ 100.0	99.8	99.9	99.9	99.9
High	6	-	99.8	100.7	99.7	99.1	99.8	100.0	99.8	97.7	99.8	98.7	99.8
Non-mobile pupils													
Pupils on roll throughout years 5 and 6	20	-	-	101.9	100.0	100.1	100.0	100.5	↓ 100.0	99.5	99.9	99.8	100.0
English as a First Language													
First Language - English	21	101.0	99.8	101.9	99.8	100.0	99.8	100.3	↓ 99.7	99.5	99.9	99.8	99.8
First Language - Other	-	-	100.8	-	100.8	-	100.8	-	101.2	-	100.3	-	100.7
Unclassified	-	-	99.4	-	99.1	-	99.2	-	99.2	-	99.5	-	99.2
Special Educational Needs													
Non-SEN	16	100.6	100.2	101.3	100.1	99.8	100.1	100.3	100.2	99.0	100.1	99.6	100.1
SEN without a statement	5	-	-	103.2	99.3	100.6	99.4	100.5	↓ 99.4	101.1	99.3	100.2	99.3
School Action	5	100.9	99.5	103.2	99.6	100.6	99.6	100.5	↓ 99.6	101.1	99.5	100.2	99.6
School Action Plus	0	102.9	99.0	-	98.9	-	99.1	-	99.2	-	99.0	-	98.9
SEN with a statement	-	-	97.9	-	97.6	-	97.9	-	98.1	-	97.8	-	97.6



## Progress Measures Value Added

Ethnicity Group	Number of pupils in latest year	Value Added						Value Added by Subject 2013					
		2011		2012		2013		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
White													
British	21	101.0	99.8	102.0	99.7	100.0	99.7	100.3 ↓	99.7	99.5	99.8	99.8	99.7
Irish	-	-	100.4	-	100.4	-	100.5	-	100.5	-	100.7	-	100.3
Traveller of Irish Heritage	-	-	99.2	-	99.6	-	99.8	-	99.8	-	99.8	-	99.7
Gypsy/Roma	-	-	99.0	-	99.1	-	99.2	-	99.1	-	99.1	-	99.3
Any Other White Background	-	-	101.1	-	101.2	-	101.1	-	101.3	-	100.8	-	100.9
Mixed													
White and Black Caribbean	-	-	99.7	100.4	99.7	-	99.7	-	99.6	-	99.9	-	99.8
White and Black African	-	-	100.1	-	100.2	-	100.1	-	100.0	-	100.2	-	100.3
White and Asian	-	-	100.2	-	100.3	-	100.3	-	100.5	-	100.2	-	100.2
Any other Mixed Background	-	-	100.2	-	100.2	-	100.3	-	100.4	-	100.4	-	100.3
Asian or Asian British													
Indian	-	-	100.6	-	100.5	-	100.7	-	101.2	-	100.0	-	100.3
Pakistani	-	-	100.3	-	100.2	-	100.3	-	100.6	-	99.8	-	100.3
Bangladeshi	-	-	100.7	-	100.7	-	100.8	-	101.1	-	100.2	-	100.9
Any other Asian Background	-	-	101.2	-	100.9	-	101.1	-	101.8	-	100.3	-	100.6
Black or Black British													
Black Caribbean	-	-	99.7	-	99.8	-	99.9	-	99.8	-	99.8	-	100.1
Black African	-	-	100.6	-	100.6	-	100.8	-	101.0	-	100.5	-	100.7
Any Other Black Background	-	-	100.1	-	100.1	-	100.2	-	100.2	-	100.1	-	100.3
Chinese	-	-	101.4	-	101.4	-	101.7	-	102.5	-	100.7	-	101.0
Any Other Ethnic Group	-	-	101.0	-	101.0	-	101.1	-	101.5	-	100.5	-	100.8
Unclassified - Refused	-	-	100.0	-	99.9	-	100.1	-	100.1	-	100.2	-	100.0
Unclassified - Information Not Obtained	-	-	99.5	-	99.4	-	99.4	-	99.3	-	99.5	-	99.4

## Key

 School performance is significantly higher than the national VA figure for this group

 School performance is significantly below the national VA figure for this group

From 2012, the methodology for calculating the pupil group confidence interval changed to take into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.



### Expected Progress - reading

Table 5.2.1: Expected Progress in Reading Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each Reading Key Stage 2 attainment level and their corresponding Reading Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Sub Level	Key Stage 2 Reading Level								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress	
			Other or No KS2 Result	W	1	2	3	4	5	6								
KS1 Reading Level	Other or no prior available		0	0	0	0	0	0	1	0	0	0	0%	3%	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	67%	0	0%	31%	
	1		0	0	0	0	0	3	0	0	3	3	100%	81%	3	100%	54%	
	2	2C		0	0	0	0	0	4	0	0	4	4	100%	78%	0	0%	15%
		2B		0	0	0	0	0	0	1	0	1	1	100%	92%	1	100%	29%
		2A		0	0	0	0	0	5	3	0	8	8	100%	98%	3	38%	56%
	3		0	0	0	0	0	2	3	0	5	3	60%	87%	0	0%	1%	
4		0	0	0	0	0	0	0	0	0	0	0%	12%	-	-	-		
Summary			0	0	0	0	0	0	0	0	21	19	90%	88%	7	33%	30%	

<b>Total Cohort</b>	22
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Key
represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



### Expected Progress - reading

Table 5.2.2: Expected Progress in Reading Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation (KS2.EPR\_CTG)

This table shows the number of pupils attaining each reading Key Stage 2 attainment level and their corresponding reading Key Stage 1 prior attainment.

Number of Pupils		Sub Level	Key Stage 2 Reading Level								Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress				
			Other or No KS2 Result	W	1	2	3	4	5	6		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress	
KS1 Reading Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	0%	4%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	0%	63%	0	0%	0%	31%	
	1		0	0	0	0	0	2	0	0	2	2	100%	100%	83%	2	100%	100%	56%	
	2	2C		0	0	0	0	0	3	0	0	3	3	100%	100%	79%	0	0%	0%	17%
		2B		0	0	0	0	0	0	0	0	0	0	0%	100%	93%	0	0%	100%	31%
		2A		0	0	0	0	0	0	0	0	0	0	0%	100%	99%	0	0%	38%	58%
	3		0	0	0	0	0	1	1	0	2	1	50%	67%	88%	0	0%	0%	2%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	11%	-	-	-	-	
Summary										7	6	86%	93%	89%	2	29%	36%	29%		

<b>Total Cohort of FSM/CLA pupils</b>	7
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



### Expected Progress - writing

Table 5.2.3: Expected Progress in Writing Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each Writing Key Stage 2 attainment level and their corresponding Writing Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Sub Level	Key Stage 2 Writing Level								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress	
			Other or No KS2 Result	W	1	2	3	4	5	6								
KS1 Writing Level	Other or no prior available		0	0	0	0	0	1	0	0	0	0	0%	10%	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	72%	0	0%	42%	
	1		0	0	0	0	2	2	0	0	4	4	100%	92%	2	50%	48%	
	2	2C		0	0	0	0	0	2	0	0	2	2	100%	84%	0	0%	7%
		2B		0	0	0	0	0	4	2	0	6	6	100%	97%	2	33%	25%
		2A		0	0	0	0	0	4	3	0	7	7	100%	99%	3	43%	58%
	3		0	0	0	0	0	2	0	0	2	0	0%	89%	0	0%	9%	
4		0	0	0	0	0	0	0	0	0	0	0%	61%	-	-	-		
Summary			0	0	0	0	0	0	0	0	21	19	90%	91%	7	33%	30%	

<b>Total Cohort</b>	22
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



### Expected Progress - writing

Table 5.2.4: Expected Progress in Writing Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation (KS2.EPR\_CTG)

This table shows the number of pupils attaining each writing Key Stage 2 attainment level and their corresponding writing Key Stage 1 prior attainment.

Number of Pupils		Sub Level	Key Stage 2 Writing Level								Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress				
			Other or No KS2 Result	W	1	2	3	4	5	6		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected	National (non FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non FSM/CLA) % Achieving More Than Expected Progress	National (non FSM/CLA) % Achieving More Than Expected Progress	
KS1 Writing Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	0%	13%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	0%	70%	0	0%	0%	43%	
	1		0	0	0	0	1	1	0	0	2	2	100%	100%	93%	1	50%	50%	51%	
	2	2C		0	0	0	0	0	1	0	0	1	1	100%	100%	85%	0	0%	0%	8%
		2B		0	0	0	0	0	2	0	0	2	2	100%	100%	97%	0	0%	50%	26%
		2A		0	0	0	0	0	1	1	0	2	2	100%	100%	100%	1	50%	40%	60%
	3		0	0	0	0	0	0	0	0	0	0	0%	0%	90%	0	0%	0%	10%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	61%	-	-	-	-	
Summary										7	7	100%	86%	93%	2	29%	36%	31%		

<b>Total Cohort of FSM/CLA pupils</b>	7
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



### Expected Progress - mathematics

Table 5.3.1: Expected Progress in mathematics Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Sub Level	Key Stage 2 Mathematics Level								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6							
KS1 Mathematics Level	Other or no prior available		0	0	0	0	0	0	1	0	0	0	0%	48%	-	-	-
	W		0	0	0	0	0	0	0	0	0	0	0%	58%	0	0%	25%
	1		0	0	0	0	1	1	0	0	2	2	100%	81%	1	50%	38%
	2	2C		0	0	0	0	4	0	0	4	4	100%	70%	0	0%	7%
		2B		0	0	0	0	3	2	0	5	5	100%	91%	2	40%	24%
		2A		0	0	0	0	4	4	1	9	9	100%	99%	5	56%	56%
	3		0	0	0	0	1	0	0	1	0	0	0%	90%	0	0%	26%
4		0	0	0	0	0	0	0	0	0	0	0%	89%	-	-	-	
Summary										21	20	95%	88%	8	38%	31%	

<b>Total Cohort</b>	22
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



### Expected Progress - mathematics

Table 5.3.2: Expected Progress in mathematics Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation (KS2.EPR\_CTG)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment.

Number of Pupils		Sub Level	Key Stage 2 Mathematics Level								Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress				
			Other or No KS2 Result	W	1	2	3	4	5	6		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress	
KS1 Mathematics Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	0%	55%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	0%	53%	0	0%	0%	23%	
	1		0	0	0	0	1	1	0	0	2	2	100%	0%	82%	1	50%	0%	39%	
	2	2C		0	0	0	0	0	2	0	0	2	2	100%	100%	71%	0	0%	0%	8%
		2B		0	0	0	0	0	0	0	0	0	0	0%	100%	92%	0	0%	40%	25%
		2A		0	0	0	0	0	2	1	0	3	3	100%	100%	99%	1	33%	67%	58%
	3		0	0	0	0	0	0	0	0	0	0	0%	0%	91%	0	0%	0%	27%	
4		0	0	0	0	0	0	0	0	0	0	0%	0%	88%	-	-	-	-		
Summary										7	7	100%	93%	90%	2	29%	43%	34%		

<b>Total Cohort of FSM/CLA pupils</b>	7
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



## Expected Progress reading, writing, mathematics

Table 5.4.1: Key Stage 1 to Key Stage 2 performance - percentage making expected progress, School and National (KS2.EPRS)

Expected Progress is defined as making 2 levels of progress from Key Stage 1 to Key Stage 2. Statistical significance tests have been performed on the data.

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
All Pupils	21	95	88	-	21	90	88	-	21	90	91	-
Gender												
Male	4	100	88	-	4	100	87	-	4	100	90	-
Female	17	94	88	-	17	88	89	-	17	88	93	-
Free School Meals*												
FSM	7	100	84	-	7	86	84	-	7	100	89	-
Non FSM	14	93	90	-	14	93	89	-	14	86	93	-
Children Looked After												
CLA	-	-	74	-	-	-	77	-	-	-	81	-
Not CLA	21	95	88	-	21	90	88	-	21	90	92	-
Free School Meals* Or Children Looked After												
CLA or FSM	7	100	84	-	7	86	84	-	7	100	89	-
Not CLA or FSM	14	93	90	-	14	93	89	-	14	86	93	-
Prior Attainment												
Low	4	100	74	-	4	100	76	-	4	100	84	-
Middle	11	100	90	-	11	100	92	-	11	100	93	-
High	6	83	93	-	6	67	89	-	6	67	94	-
Non-mobile pupils												
Pupils on roll throughout years 5 and 6	20	95	89	-	20	90	88	-	20	90	92	-
English as a First Language												
English or believed to be English	21	95	87	-	21	90	88	-	21	90	91	-
Other than English or believed to be other than English	-	-	91	-	-	-	89	-	-	-	92	-





## Expected Progress reading, writing, mathematics

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
Unclassified	-	-	63	-	-	-	60	-	-	-	59	-
Special Educational Needs												
No Identified SEN	16	94	93	-	16	88	92	-	16	88	95	-
SEN without a statement	5	100	77	-	5	100	79	-	5	100	84	-
School Action	5	100	78	-	5	100	82	-	5	100	85	-
School Action Plus	-	-	74	-	-	-	75	-	-	-	81	-
SEN with a statement	-	-	47	-	-	-	47	-	-	-	51	-
Ethnicity Group												
White												
British	21	95	87	-	21	90	88	-	21	90	91	-
Irish	-	-	91	-	-	-	93	-	-	-	93	-
Traveller of Irish Heritage	-	-	79	-	-	-	77	-	-	-	80	-
Gypsy/Roma	-	-	69	-	-	-	68	-	-	-	73	-
Any Other White Background	-	-	91	-	-	-	89	-	-	-	92	-
Mixed												
White and Black Caribbean	-	-	85	-	-	-	87	-	-	-	91	-
White and Black African	-	-	88	-	-	-	88	-	-	-	93	-
White and Asian	-	-	91	-	-	-	90	-	-	-	93	-
Any other Mixed Background	-	-	89	-	-	-	90	-	-	-	93	-
Asian or Asian British												
Indian	-	-	93	-	-	-	90	-	-	-	94	-
Pakistani	-	-	88	-	-	-	87	-	-	-	92	-
Bangladeshi	-	-	91	-	-	-	89	-	-	-	95	-
Any other Asian Background	-	-	93	-	-	-	90	-	-	-	93	-
Black or Black British												
Black Caribbean	-	-	85	-	-	-	86	-	-	-	91	-



## Expected Progress reading, writing, mathematics

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
Black African	-	-	91	-	-	-	89	-	-	-	92	-
Any Other Black Background	-	-	87	-	-	-	87	-	-	-	91	-
Chinese	-	-	96	-	-	-	93	-	-	-	95	-
Any Other Ethnic Group	-	-	92	-	-	-	89	-	-	-	92	-
Unclassified - Refused	-	-	88	-	-	-	90	-	-	-	91	-
Unclassified - Information Not Obtained	-	-	68	-	-	-	66	-	-	-	66	-

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18). High attaining are those above Level 2 at Key Stage 1 (APS≥18).

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or group is not significantly different from the national average.



## Closing the Gaps at Key Stage 2

Table 6.1.1: Closing the Gaps - Free School Meals and Children Looked After (KS2.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

### School Context

	Pre Comp	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	90	42	31	41	36	37	23
%FSM*	-	38.1	16.1	46.3	47.2	51.4	34.8
Children Looked After	0	0	0	0	0	0	0

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

### Key Stage 1 to Key Stage 2 value added: Free School Meals\* / Children Looked After

	Overall				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	21	100.0	0.9	100.0	21	100.3	1.2	100.0
CLA or FSM	7	100.2	2.0	99.8	7	100.2	2.5	99.8
Not CLA or FSM	14	99.9	1.4	100.0	14	100.4	1.8	100.1

	Reading				Writing (TA)			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	21	99.6	1.1	100.0	21	99.8	1.1	100.0
CLA or FSM	7	100.1	2.4	99.7	7	100.3	2.3	99.8
Not CLA or FSM	14	99.2	1.7	100.0	14	99.5	1.6	100.0

### Percentage achieving expected progress, 2013 Mathematics, Reading and Writing (TA) Free School Meals\* / Children Looked After

	Mathematics				Reading				Writing (TA)			
	School		National		School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	21	95	90	5	21	90	89	1	21	90	93	-3
Non CLA/FSM	14	93	90	3	14	93	89	4	14	86	93	-7
CLA/FSM	7	100	90	10	7	86	89	-3	7	100	93	7
Within School Gap		7				-7				14		



## Closing the Gaps at Key Stage 2

Average point scores, 2013, Mathematics, Reading, Writing (TA) and English Grammar, Punctuation & Spelling by Free School Meals\* / Children Looked After

	Mathematics, Reading and Writing (TA)				Mathematics			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	22	28.8	29.1	-0.3	22	29.2	29.5	-0.3
Non CLA/FSM	15	29.6	29.1	0.5	15	30.2	29.5	0.7
CLA/FSM	7	27.2	29.1	-1.9	7	27.0	29.5	-2.5
Within School Gap		-2.4				-3.2		

	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	22	29.2	29.2	0.0	22	27.8	28.3	-0.5	22	27.0	28.8	-1.8
Non CLA/FSM	15	29.8	29.2	0.6	15	28.2	28.3	-0.1	15	27.8	28.8	-1.0
CLA/FSM	7	27.9	29.2	-1.3	7	27.0	28.3	-1.3	7	25.3	28.8	-3.5
Within School Gap		-1.9				-1.2				-2.5		

Percentage of pupils attaining or surpassing level 4 and level 5 in 2013 in Key Stage 2 for Mathematics, Reading, Writing (TA) and English Grammar Punctuation and Spelling FSM\* / Children Looked After

Percentage of Key Stage 2 pupils achieving level 4 or above											
	Mathematics, Reading and Writing (TA)				Mathematics						
	School		National		School		National				
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference			
All Pupils	22	91	81	10	22	95	88	7			
Non CLA/FSM	15	93	81	12	15	100	88	12			
CLA/FSM	7	86	81	5	7	86	88	-2			
Within School Gap		-7				-14					

	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	22	100	89	11	22	91	87	4	22	64	79	-15
Non CLA/FSM	15	100	89	11	15	93	87	6	15	73	79	-6



## Closing the Gaps at Key Stage 2

CLA/FSM	7	100	89	11	7	86	87	-1	7	43	79	-36
Within School Gap		0				-7				-30		

### Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading and Writing (TA)				Mathematics			
	School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	22	14	26	-12	22	36	47	-11
Non CLA/FSM	15	13	26	-13	15	47	47	0
CLA/FSM	7	14	26	-12	7	14	47	-33
Within School Gap		1				-33		

	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	22	36	51	-15	22	23	36	-13	22	36	53	-17
Non CLA/FSM	15	47	51	-4	15	27	36	-9	15	40	53	-13
CLA/FSM	7	14	51	-37	7	14	36	-22	7	29	53	-24
Within School Gap		-33				-13				-11		

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

## Closing the Gaps at Key Stage 2

Table 6.1.2: Closing the Gaps Trend - Free School Meals and Children Looked After (KS2.CTGT)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining level 4 or above at Key Stage 2

	2011 - English & Mathematics				2012 - English & Mathematics				2013 - Mathematics, Reading and Writing (TA)			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All pupils	23	70	80	-10	23	91	84	7	22	91	81	10
CLA/FSM*	15	73	80	-7	6	100	84	16	7	86	81	5
Non CLA/FSM*	8	63	80	-17	17	88	84	4	15	93	81	12
Within School Gap		10				12				-7		

Percentage of pupils achieving expected progress in English at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	23	87	85	2	23	100	90	10	-	-	-	-
CLA/FSM*	15	87	85	2	6	100	90	10	-	-	-	-
Non CLA/FSM*	8	88	85	3	17	100	90	10	-	-	-	-
Within School Gap		-1				0				-		

Percentage of pupils achieving expected progress in Reading at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	21	90	89	1
CLA/FSM*	-	-	-	-	-	-	-	-	7	86	89	-3
Non CLA/FSM*	-	-	-	-	-	-	-	-	14	93	89	4
Within School Gap	-	-	-	-	-	-	-	-		-7		



## Closing the Gaps at Key Stage 2

### Percentage of pupils achieving expected progress in Writing (TA) at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	21	90	93	-3
CLA/FSM*	-	-	-	-	-	-	-	-	7	100	93	7
Non CLA/FSM*	-	-	-	-	-	-	-	-	14	86	93	-7
Within School Gap	-	-	-	-	-	-	-	-		14		

### Percentage of pupils achieving expected progress in Mathematics at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	23	91	85	6	23	100	89	11	21	95	90	5
CLA/FSM*	15	87	85	2	6	100	89	11	7	100	90	10
Non CLA/FSM*	8	100	85	15	17	100	89	11	14	93	90	3
Within School Gap		-13				0				7		



## Closing the Gaps at Key Stage 2

### This section displays trend data for average point scores

#### Average point scores by Free School Meals\* / Children Looked After

##### Overall

	2011				2012 - English & Mathematics				2013 - Mathematics, Reading and Writing (TA)			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	23	28.7	28.9	-0.2	22	28.8	29.1	-0.3
CLA/FSM*	-	-	-	-	6	28.5	28.9	-0.4	7	27.2	29.1	-1.9
Non CLA/FSM*	-	-	-	-	17	28.8	28.9	-0.1	15	29.6	29.1	0.5
Within School Gap		-				-0.3				-2.4		

##### Mathematics

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	23	29.9	29.1	0.8	22	29.2	29.5	-0.3
CLA/FSM*	-	-	-	-	6	30.0	29.1	0.9	7	27.0	29.5	-2.5
Non CLA/FSM*	-	-	-	-	17	29.8	29.1	0.7	15	30.2	29.5	0.7
Within School Gap		-				0.2				-3.2		

##### Reading

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	23	29.6	29.4	0.2	22	29.2	29.2	0.0
CLA/FSM*	-	-	-	-	6	30.0	29.4	0.6	7	27.9	29.2	-1.3
Non CLA/FSM*	-	-	-	-	17	29.5	29.4	0.1	15	29.8	29.2	0.6
Within School Gap		-				0.5				-1.9		



## Closing the Gaps at Key Stage 2

Writing (TA)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	23	26.7	28.0	-1.3	22	27.8	28.3	-0.5
CLA/FSM*	-	-	-	-	6	26.0	28.0	-2.0	7	27.0	28.3	-1.3
Non CLA/FSM*	-	-	-	-	17	27.0	28.0	-1.0	15	28.2	28.3	-0.1
Within School Gap		-				-1.0				-1.2		

English Grammar, Punctuation and Spelling

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	22	27.0	28.8	-1.8
CLA/FSM*	-	-	-	-	-	-	-	-	7	25.3	28.8	-3.5
Non CLA/FSM*	-	-	-	-	-	-	-	-	15	27.8	28.8	-1.0
Within School Gap		-				-				-2.5		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. All data in this trend report uses this new FSM categorisation.

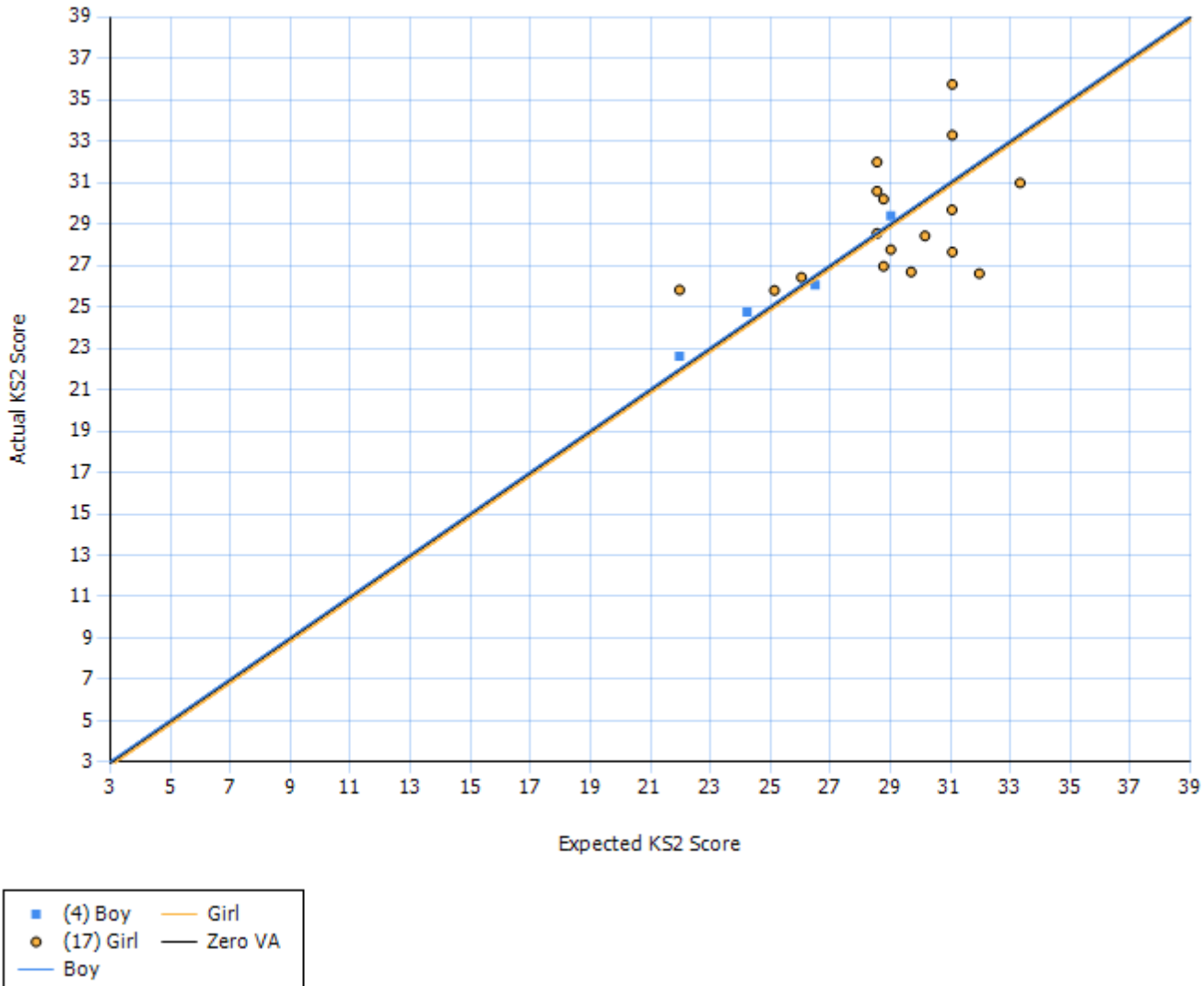


## Closing the Gaps at Key Stage 2

Chart 6.1.3: Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (Gender) (KS12.VASct)

2013 All subjects (KS2) value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 95%

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

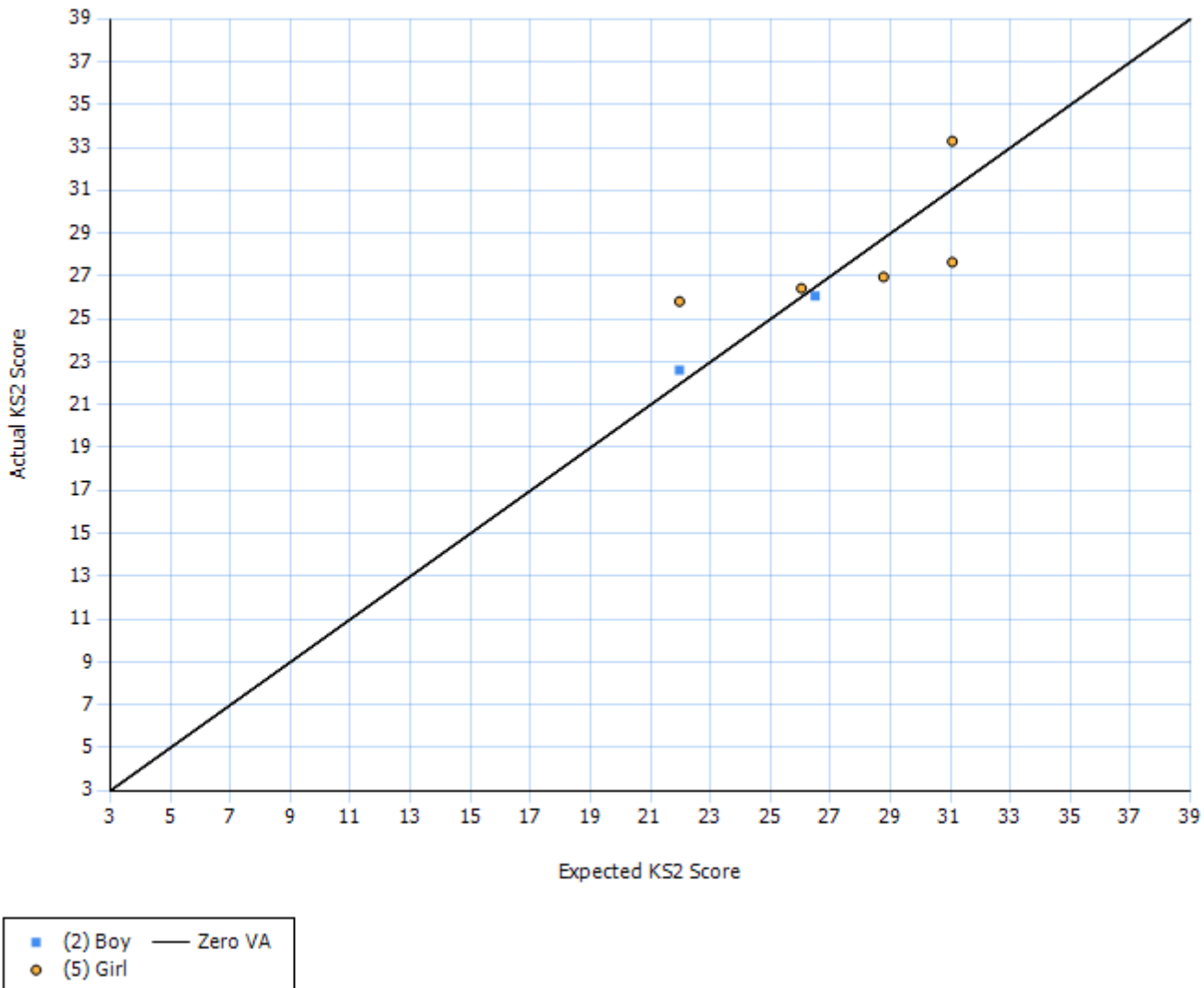


## Closing the Gaps at Key Stage 2

Chart 6.1.4: Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (all, FSM/CLA) (KS12.VASct)

### 2013 All subjects (KS2) value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 100%

Filtered on: Children Looked After Ever or FSM6='Yes'

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.