



RAISEonline 2014 Summary Report  
Conisbrough Ivanhoe Primary Academy

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Local Authority	Doncaster

Based on the following datasets for 2014:-

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

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# Important

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement, attendance and behaviour 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 inform their planning for an inspection.

New in the validated 2014 release is a report on the Early Years Foundation Stage Profile. It is provided for use in the context of evaluating children's readiness to start Year 1 in terms of their development. Data are provided for all of the early learning goals to aid schools and inspectors identify any areas on which teaching may not have placed sufficient focus. The report is for groups, rather than at interactive pupil level, to provide an overview of development needs on entry to Year 1.

## Changes in the Closing the gaps section in RAISEonline

The redesigned 'Closing the gaps' section reflects the emphasis on closing gaps in performance between disadvantaged pupils and others. Throughout RAISEonline, the pupil group previously known as FSM/CLA is referred to as disadvantaged. From 2012 to 2014, this refers to those eligible for free school meals at any time in the last 6 years at the time of the January Census and children that are continuously looked after for over 6 months, as taken from the local authority returns in March 2014. This definition does not currently include all pupils for whom the pupil premium provides support. Further information on the definition can be found at <https://www.raiseonline.org> in Frequently Asked Questions. The group of pupils who are not disadvantaged is described as other pupils.

A Closing the gaps report for KS1 is now provided.

All tables show three-year trends, so the extent to which gaps are closing may be seen.

The percentages of pupils making expected progress, and more than expected progress, from separate starting points are shown – this table appears first at Key Stage 2, to reflect its importance.

Shading has been introduced into the Closing the gaps reports. It is intended to identify gaps of educational importance. It will be applied only to the gaps between results for disadvantaged pupils in the school and other pupils nationally, and only for 2014 results. At Key Stage 2, it will be used only on the new table for expected, and more than expected, progress from each Key Stage 1 prior attainment starting level. Where the school's percentage of disadvantaged pupils falls below the national percentage for other pupils by an amount equivalent to one or more pupils, the difference will be shaded red. Where the school's percentage of disadvantaged pupils is equal to or above the national percentage for other pupils, the difference will be shaded yellow. This shading is intended to help schools and inspectors consider the extent to which the gap is closing or has closed in the last three years and the number of pupils affected.

In addition, the Closing the gaps section contains a scatterplot report which contrasts the overall value added scores of disadvantaged and other pupils.

At Key Stage 1, shading will be applied to 2014 results in the average point score (APS) Closing the gaps report. Where the disadvantaged group's APS is at least four points (equivalent to two sublevels) less than the national APS for other pupils, it will be shaded red. Where the disadvantaged group's APS is equal to or above the national APS for other pupils, it will be shaded yellow.

## Other information

Elsewhere in RAISEonline, green and blue shading 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.

Further information and guidance on the shading and the methodology used to calculate other measures presented in RAISEonline can be found at <https://www.raiseonline.org> in the Library section in the folder 'How Ofsted and DfE analyse your data'.

The FAQ section of the library includes 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 read RAISEonline Latest news regularly to keep up to date.

RAISEonline will not be updated with final 2014 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 2014 Schools Performance Tables checking period. These changes must have been received with 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 the 'Tree view' tab. The interactive reports 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.

The summary report is divided into the following sections

1. Context
2. Absence and exclusions
3. Prior attainment (for schools with Key Stage 2)
4. Attainment
5. Progress (Value added then Expected progress, for schools with Key Stage 2)
6. Closing the Gaps

# Important Information for Governors – Primary

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, behaviour and safety of all pupils in their school, including the most able and disadvantaged pupils, those for whom the pupil premium provides support.

The purpose of RAISEonline is to support school self-evaluation and to inform the school inspection process. It contains tables and charts that compare school and national figures. The figures allow governors to ask themselves questions that are essential for evaluating pupils' performance, which they can then follow up with challenging questions to leaders.

Follow-up questions might include:

- \* Why?
- \* How might curriculum provision, teaching or leadership and management be linked to it?
- \* How do performance/absence/exclusions in all current year groups compare with this?
- \* What actions are being taken to address this in all year groups?
- \* What evidence do you have of the impact of these actions?
- \* Which uses of the pupil premium are being effective in raising progress and attainment?

## Attainment and progress sections

The tables and charts showing pupils' achievement are in two separate sections: attainment and progress. The four different types of achievement data are:

### Attainment

- \* threshold data, which show the proportion of pupils that meet a particular standard
- \* average attainment of pupils, shown as an average point score (APS)

### Progress between Key Stages 1 and 2

- \* expected progress and more than expected progress data, which show the proportions that make the progress expected by the government (two levels), or more
- \* value added (VA), which is an aggregate of each pupil's progress in relation to the progress of all pupils nationally with similar prior attainment

Expected progress is calculated within each subject, for example, for reading it is based on the difference between a pupil's Key Stage 1 and Key Stage 2 attainment in reading. Value added uses each pupil's average Key Stage 1 score in reading, writing and mathematics combined as its baseline for calculating VA in a single subject, such as mathematics, and overall VA for mathematics, reading and writing combined.

In many tables, green or blue shading is used where school results are statistically significantly above or below the national figure. The RAISEonline library contains details of how figures are calculated.

Tables that are particularly useful for governors

Tables that governors might find particularly useful to look at are highlighted by the letter G in the top right corner, but the full suite of reports should be used when analysing a school's data. Descriptions of the highlighted tables and their numbers are below.

## An overview of key data

These four sets of tables provide a quick overview.

### 1. Three-year and longer trends in key measures for all pupils:

Basic characteristics of your school (Table 1.1.1)

The Key Stage 1 prior attainment of pupils in each year group (Table 3.1.1) (Note that prior attainment is the best indicator of future performance.)

Absence and exclusions (Table 2.1.1)

The percentage of pupils achieving a good level of development in the Early Years Foundation Stage Profile (a new table at the front of the attainment section, currently for 2014 only) (A good level of development is achieving at least the level expected in each early learning goal in the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.)

Key Stage 1 average attainment overall and in each subject (Table 4.2.4)

Key Stage 2 average attainment overall and in each subject (Table 4.3.5) (4.1.5 in junior schools) (Average attainment is given in terms of average point scores (APS), where 6 points represent one level, 15 points are equivalent to Level 2 and 27 points are equivalent to Level 4).

Progress in terms of value added overall and in each subject (Table 5.1.1) (Value added compares each pupil's Key Stage 1 to 2 progress with all pupils nationally of similar prior attainment, assigns a score, aggregates scores to school level and centres them around 100.)

The tables allow governors to ask themselves, and follow up, essential questions such as:

Is absence below average? How much is it diminishing?

Is the proportion of persistent absentees below average? Is it falling?

Are levels of exclusion below average? Are they appropriate? Are they falling?

Does the difference between exclusions and number of pupils excluded show a low rate of repeat exclusions?

Are children well enough prepared for Year 1 (have enough achieved a good level of development in the Early Years Foundation Stage Profile?)

Is attainment above average? How much is attainment rising?

In which subjects is attainment strong/weak?

Is progress above average (100)? How much is progress rising?

In which subjects is progress strong/weak?

## 2. Attainment of thresholds for all pupils this year:

Percentage attaining or surpassing each Key Stage 1 level in each subject (Chart 4.2.1)

Percentage attaining or surpassing each Key Stage 2 level in each subject (Table 4.3.1) (4.1.1 in junior schools)

The tables allow governors to ask themselves, and follow up, essential questions such as:

Do enough pupils attain the expected standard (KS1 Level 2, KS2 Level 4)?

Do enough pupils attain high standards (KS1 Level 3 or above, KS2 Level 5 or above)?

## 3. Progress from different starting points for all pupils this year:

Expected progress in reading from Key Stage 1 to Key Stage 2 (Table 5.2.1)

Expected progress in writing from Key Stage 1 to Key Stage 2 (Table 5.2.3)

Expected progress in mathematics from Key Stage 1 to Key Stage 2 (Table 5.3.1) (The progress expected by the government is two levels, such as from Level 2 to Level 4.)

The tables allow governors to ask themselves, and follow up, essential questions such as:

Are enough low prior-attainers (Level 1 or below) catching up to reach Level 4, by making more than expected progress?

Are enough of those who reached the expected level (2) at Key Stage 1 attaining the expected Level 4 (expected progress) and reaching Level 5 (more than expected progress)?

Are enough high prior-attainers (Level 3 or above) attaining at least Level 5 (expected progress), and reaching Level 6 (more than expected progress)?

Do the overall percentages making expected progress (on bottom row of the table) meet the progress part of the floor standard (in 2013, 91% in reading, 95% in writing and 92% in mathematics; 2014 standards are published in December 2014)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

## 4. Closing the gaps in achievement between disadvantaged and other pupils

Closing any gaps in progress and attainment between disadvantaged pupils and other pupils nationally is a key focus for schools. The 'Closing the gaps' section at the back of the summary report shows three-year trends in the gaps in progress and attainment between disadvantaged pupils in your school and:

- \* all other (non-disadvantaged) pupils nationally
- \* other pupils in your school.

For Key Stage 2, the four tables show:

- \* expected progress in mathematics, reading and writing from different starting points

- \* progress in terms of value added
- \* average attainment
- \* attainment of thresholds.

For Key Stage 1, the last two tables are shown.

The key table, showing expected progress from different starting points, contains shading for comparisons of the 2014 progress of disadvantaged pupils with national figures for other pupils. Yellow shows school proportions at or above national figures; red shows proportions lower than national by a margin of one or more pupils. At Key Stage 1, shading is used on the average attainment table, with yellow showing 2014 attainment of disadvantaged pupils that is equal to or above the national average for other pupils, and red shading showing where it is below by two-thirds of a level (four points) or more.

The tables allow governors to ask themselves, and follow up, essential questions such as:

Is there a gap between the disadvantaged pupils and other pupils nationally?

If so, how fast is it closing?

How wide are in-school gaps? How quickly are any gaps closing?

## Tables providing further detail and data for groups

Other tables marked with a G provide data for groups and further detail. The performance of groups should always be compared with the performance of all pupils nationally, also noting the comparison with the particular group nationally.

### Progress of groups

Expected progress from different starting levels for disadvantaged pupils and others (Tables 5.2.2, 5.2.4 and 5.3.2).

Value added three-year trend overall and this year for subjects (Table 5.1.4)

Scatter plot of value added for each disadvantaged pupil and other pupil (back page)

The scatter plot allows governors to ask themselves, and follow up, essential questions such as:

How does the value added differ for disadvantaged and other pupils, and for different prior attainment?

Is the value added very low for any pupils?

### Attainment of groups

The percentage of pupils achieving a good level of development, and the level of learning and development expected in each early learning goal in the Early Years Foundation Stage Profile (a new table at the front of the attainment section)

Phonics screening check attainment in Years 1 and 2 (Tables 4.1.1 and 4.1.4)

Key Stage 1 average attainment overall and in each subject (Table 4.2.5)

Percentage attaining or surpassing Key Stage 2 Level 4 in each subject and in all of mathematics, reading and writing (Table 4.3.2) (4.1.2 in junior schools)

The tables allow governors to ask themselves, and follow up, essential questions such as:

Do enough children achieve a good level of development in the Early Years Foundation Stage Profile? In which early learning goals is achievement highest/lowest? How ready are children for Year 1 in terms of communication, language, literacy and mathematics? Is children's personal and physical development good enough?

Do enough pupils meet the expected standard in the phonics screening check in Year 1, or after re-taking it in Year 2?

Does the percentage attaining at least Level 4 in all of mathematics, reading and writing meet the attainment part of the Key Stage 2 floor standard (60% in 2013 and 65% in 2014)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

## Inspection

Inspectors will meet with as many governors during an inspection as is possible. They will expect governors to be familiar with performance data, including the headline information that Ofsted's data dashboard presents for their school, and know what the information in RAISEonline shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils, those for whom the pupil premium provides support. Inspectors will consider the impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged pupils in the school and non-disadvantaged pupils nationally, as well as in the school. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors take account of a range of data including information provided by the school.





## 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.

	2012	2013	2014	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	287	300	322				
National	251	257	263	3	134	208	264
<b>% girls</b>							
School	54.4	53.0	54.0				
National	49.0	49.0	49.0	0.0	46.1	48.1	49.9
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	33.6	39.5	39.1				
National	26.2	26.7	26.6	0.0	9.4	15.8	25.5
<b>% of pupils from minority ethnic groups</b>							
School	2.1	1.9	1.8				
National	27.7	28.7	29.7	0.0	4.6	8.5	16.0
<b>% of pupils first language not / believed not to be English</b>							
School	1.0	1.0	0.4				
National	17.5	18.1	18.8	0.0	0.9	2.9	7.3
<b>% of pupils supported at school action</b>							
School	16.0	14.7	12.7				
National	10.6	9.7	8.9	0.0	4.4	6.8	9.2
<b>% of pupils supported by school action plus or with a statement of SEN</b>							
School	4.2	5.0	5.3				
National	7.9	7.7	7.7	0.0	4.1	6.0	8.0
<b>% stability</b>							
School	81.3	83.3	90.7				
National	85.4	85.8	85.9	23.7	79.2	84.5	88.5
<b>School deprivation indicator</b>							
School	0.26	0.26	0.27				
National	0.24	0.24	0.24	0.01	0.09	0.14	0.21

## 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	95	45.3 / 54.7	-	-	-	5.3	0
1	43	48.8 / 51.2	46.5	4.7	0.0	14.0	0
2	45	40.0 / 60.0	40.0	2.2	0.0	17.8	0
3	34	50.0 / 50.0	17.6	0.0	0.0	23.5	0
4	36	52.8 / 47.2	44.4	0.0	0.0	25.0	0
5	36	41.7 / 58.3	50.0	0.0	0.0	27.8	0
6	33	45.5 / 54.5	51.5	3.0	3.0	36.4	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 %
	2012	2013	2014	2014
<b>White</b>				
British	97.9	98.1	98.2	71.6
Irish	0.5	0.0	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	0.3
any other White background	0.5	0.5	0.4	4.7
<b>Mixed</b>				
White & Black Caribbean	0.5	0.0	0.0	1.4
White & Black African	0.0	0.0	0.0	0.6
White & Asian	0.0	0.5	0.4	1.1
any other mixed background	0.5	0.5	0.9	1.7
<b>Asian or Asian British</b>				
Indian	0.0	0.5	0.0	2.7
Pakistani	0.0	0.0	0.0	4.0
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	3.4
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	1.6
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
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<b>First language</b>				
English	99.0	99.0	99.6	83.2
Other	1.0	1.0	0.4	16.6
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		
	2012	2013	2014	2012	2013	2014
Specific Learning Difficulty	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	1	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	3	4	0	0	0
Speech, Language and Communication Needs	8	10	9	0	0	0
Hearing Impairment	1	0	0	0	0	0
Visual Impairment	0	1	1	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0
Autistic Spectrum Disorder	0	1	1	1	0	0
Other Difficulty/Disability	0	0	1	0	0	0
School total	11	15	17	1	-	-
Percentage of school roll	3.8	5.0	5.3	0.3	0.0	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, from 2013, 3 terms of data for 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.

	2012			2013			2014		
	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	2.1	3.4	3.7	1.4	3.6	4.4	3.0	2.8	3.4
% Persistent absentees- absent for 20% or more sessions	-	-	-	-	-	-	-	-	-
% of sessions missed due to Overall Absence	5.0	4.4	4.7	4.9	4.8	5.3	3.6	3.9	4.3
<b>Exclusions</b>									
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	0.00	0.02	-	-	-	-
% enrolments with 1 or more fixed term exclusions	0.00	0.46	-	0.00	0.45	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	0.89	-	0.00	0.87	-	-	-	-

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 2014 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, from 2013, 3 terms of data 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	3.6	3.9	3.0	2.8
Gender				
Male	3.3	3.9	3.6	2.9
Female	3.8	3.9	2.4	2.7
Free School Meals*				
FSM	3.0	5.1	3.2	5.6
Non FSM	3.8	3.3	3.0	1.7
English as a First Language				
English or believed to be English	3.6	3.8	3.0	2.7
Other than English or believed to be other than English	0.0	4.2	0.0	3.1
Unclassified	0.0	4.4	0.0	3.8
Special Educational Needs				
No Identified SEN	3.5	3.6	2.7	2.2
SEN without a statement	3.6	5.0	4.3	5.2
School Action	2.9	4.8	0.0	4.7
School Action Plus	5.2	5.3	14.3	5.9
SEN with a statement	0.0	6.2	0.0	8.4
Ethnic Group				
White				
British	3.6	3.7	3.1	2.5
Irish	0.0	4.4	0.0	4.1
Traveller of Irish Heritage	0.0	17.1	0.0	37.5
Gypsy/Roma	0.0	11.3	0.0	22.1
Any Other White Background	0.0	4.7	0.0	3.8
Mixed				
White and Black Caribbean	0.0	4.7	0.0	4.7
White and Black African	0.0	4.0	0.0	3.1
White and Asian	3.3	4.0	0.0	3.2
Any other Mixed Background	7.7	4.2	0.0	3.5
Asian or Asian British				
Indian	0.0	3.6	0.0	2.1
Pakistani	0.0	4.8	0.0	3.9

## Absence and exclusions

Bangladeshi	0.0	4.6	0.0	3.5
Any other Asian Background	0.0	3.8	0.0	2.5
Black or Black British				
Black Caribbean	0.0	3.9	0.0	3.5
Black African	0.0	2.7	0.0	1.3
Any Other Black Background	0.0	3.3	0.0	2.4
Chinese	0.0	2.7	0.0	1.3
Any Other Ethnic Group	0.0	4.3	0.0	3.2
Unclassified - Refused	0.0	4.1	0.0	3.0
Unclassified - Information Not Obtained	0.0	5.0	0.0	1.0

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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 2013/2014. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2014 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 2013	School	National	Difference	Sig	% Coverage
Year 6	14.2	15.3	-1.1		100.0
Year 5	14.2	15.4	-1.2	Sig-	100.0
Year 4	13.7	15.6	-1.9	Sig-	100.0
Year 3	14.7	15.8	-1.1		100.0

### % by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	24.2	63.6	12.1	17.1	58.2	24.7
Year 5	19.4	72.2	8.3	16.6	58.5	24.9
Year 4	36.1	55.6	8.3	14.8	58.6	26.6
Year 3	20.6	70.6	8.8	13.0	58.4	28.5



## EYFSP

## Early Years Foundation Stage Profile outcomes 2014 (EYFSP)

		Percentage of pupils achieving at least expected in															
		Communication and language				Literacy				Mathematics							
		Listening and attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, space and measures									
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat						
All Pupils	42	50	61	67	84	74	84	62	82	60	74	57	67	62	75	60	79
Gender																	
Male	18	28	53	50	79	67	80	50	78	39	69	33	60	50	71	50	76
Female	24	67	69	79	89	79	88	71	87	75	80	75	75	71	78	67	83
Free School Meals																	
FSM	10	20	45	40	74	40	74	30	72	30	58	20	51	30	60	30	65
Non FSM	32	59	64	75	86	84	86	72	84	69	78	69	71	72	78	69	82

		Percentage of pupils achieving at least expected in																				
		Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design								
		Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative											
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat					
All Pupils	42	76	89	74	91	71	87	74	86	79	88	67	84	60	84	83	91	55	86	52	85	
Gender																						
Male	18	72	84	56	88	67	84	61	81	72	83	44	80	44	81	83	90	33	80	39	79	
Female	24	79	94	88	94	75	91	83	92	83	92	83	88	71	87	83	92	71	93	63	92	
Free School Meals																						
FSM	10	70	82	40	84	40	80	30	77	50	80	30	73	30	73	70	84	30	78	30	76	
Non FSM	32	78	90	84	92	81	89	88	88	88	90	78	86	69	86	88	92	63	88	59	87	



## Attainment at Year 1

Table 4.1.2: 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.

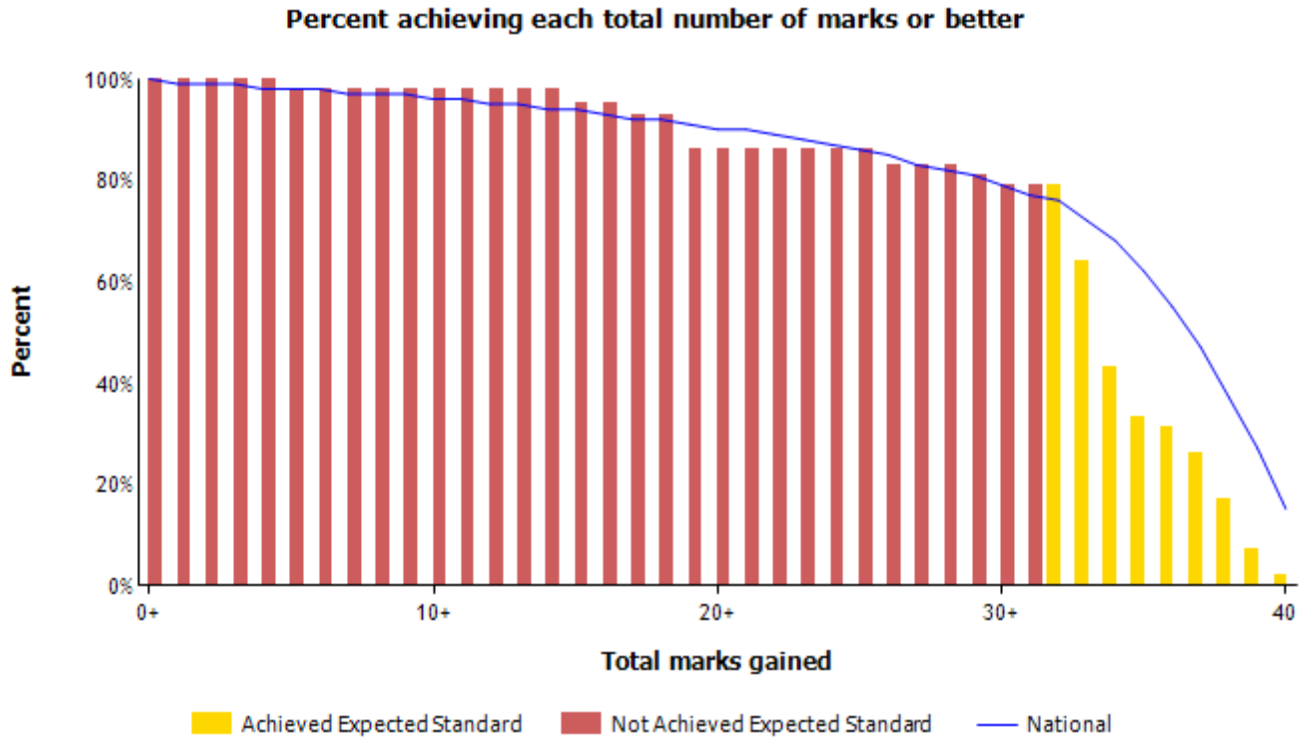
	Cohort	Phonics Screening Check	
		Number achieving expected standard	% National
All Pupils	43	33	77
Gender			
Male	21	16	76
Female	22	17	77
Free School Meals*			
FSM	20	15	75
Non FSM	23	18	78
Children Looked After			
CLA	0	0	0
Not CLA	43	33	77
Disadvantaged pupils			
Disadvantaged pupils	20	15	75
Other pupils	23	18	78
English as a First Language			
English or believed to be English	43	33	77
Other than English or believed to be other than English	0	0	0
Unclassified	0	0	0
Special Educational Needs			
No Identified SEN	37	30	81
SEN without a statement	6	3	50
School Action	3	1	33
School Action Plus	3	2	67
SEN with a statement	0	0	0
Ethnicity Group			
White			
British	41	31	76
Irish	0	0	0
Traveller of Irish Heritage	0	0	0
Gypsy/Roma	0	0	0
Any Other White Background	0	0	0
Mixed			
White and Black Caribbean	0	0	0
White and Black African	0	0	0
White and Asian	0	0	0
Any other Mixed Background	2	2	100
Asian or Asian British			
Indian	0	0	0
Pakistani	0	0	0
Bangladeshi	0	0	0
Any other Asian Background	0	0	0
Black or Black British			
Black Caribbean	0	0	0
Black African	0	0	0
Any Other Black Background	0	0	0
Chinese	0	0	0
Any Other Ethnic Group	0	0	0
Unclassified - Refused	0	0	0
Unclassified - Information Not Obtained	0	0	0
Term Of Birth			
Autumn	18	15	83
Spring	10	9	90
Summer	15	9	60

## Attainment at Year 1

Chart 4.1.3 and Table 4.1.4: 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+	42	100%	100%
1+	42	100%	99%
2+	42	100%	99%
3+	42	100%	99%
4+	42	100%	98%
5+	41	98%	98%
6+	41	98%	98%
7+	41	98%	97%
8+	41	98%	97%
9+	41	98%	97%
10+	41	98%	96%
11+	41	98%	96%
12+	41	98%	95%
13+	41	98%	95%
14+	41	98%	94%
15+	40	95%	94%
16+	40	95%	93%
17+	39	93%	92%
18+	39	93%	92%
19+	36	86%	91%
20+	36	86%	90%
21+	36	86%	90%
22+	36	86%	89%
23+	36	86%	88%
24+	36	86%	87%
25+	36	86%	86%
26+	35	83%	85%
27+	35	83%	83%
28+	35	83%	82%
29+	34	81%	81%
30+	33	79%	79%
31+	33	79%	77%
32+	33	79%	76%
33+	27	64%	72%
34+	18	43%	68%
35+	14	33%	62%
36+	13	31%	55%
37+	11	26%	47%
38+	7	17%	37%
39+	3	7%	27%
40	1	2%	15%



## Attainment at Year 2

Table 4.1.5: 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	17	10	59	66	-	-	-	55
Gender								
Male	11	4	36	64	-	-	-	51
Female	6	6	100	70	-	-	-	59
Free School Meals*								
FSM	11	5	45	60	-	-	-	50
Non FSM	6	5	83	70	-	-	-	56
Children Looked After								
CLA	-	-	-	50	-	-	-	38
Not CLA	17	10	59	66	-	-	-	55
Disadvantaged pupils								
Disadvantaged pupils	11	5	45	60	-	-	-	50
Other pupils	6	5	83	70	-	-	-	56
English as a First Language								
English or believed to be English	17	10	59	66	-	-	-	66
Other than English or believed to be other than English	-	-	-	68	-	-	-	54
Unclassified	-	-	-	56	-	-	-	38
Special Educational Needs								
No Identified SEN	12	9	75	80	-	-	-	59
SEN without a statement	5	1	20	53	-	-	-	43
School Action	3	1	33	59	-	-	-	52



## 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	2	0	0	43	-	-	-	30
SEN with a statement	-	-	-	17	-	-	-	6
Ethnicity Group	<hr style="border-top: 1px dashed black;"/>							
White								
British	16	9	56	66	-	-	-	65
Irish	-	-	-	71	-	-	-	74
Traveller of Irish Heritage	-	-	-	41	-	-	-	25
Gypsy/Roma	-	-	-	41	-	-	-	19
Any Other White Background	-	-	-	66	-	-	-	53
Mixed								
White and Black Caribbean	-	-	-	64	-	-	-	61
White and Black African	-	-	-	67	-	-	-	63
White and Asian	1	1	100	70	-	-	-	72
Any other Mixed Background	-	-	-	68	-	-	-	60
Asian or Asian British								
Indian	-	-	-	73	-	-	-	67
Pakistani	-	-	-	67	-	-	-	63
Bangladeshi	-	-	-	73	-	-	-	57
Any other Asian Background	-	-	-	71	-	-	-	64
Black or Black British								
Black Caribbean	-	-	-	64	-	-	-	65
Black African	-	-	-	69	-	-	-	61
Any Other Black Background	-	-	-	65	-	-	-	59
Chinese	-	-	-	72	-	-	-	65



### 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	-	-	-	67	-	-	-	56
Unclassified - Refused	-	-	-	65	-	-	-	60
Unclassified - Information Not Obtained	-	-	-	57	-	-	-	38
<hr style="border-top: 1px dashed black;"/>								
Autumn	6	5	83	67	-	-	-	61
Spring	8	2	25	67	-	-	-	54
Summer	3	3	100	65	-	-	-	50

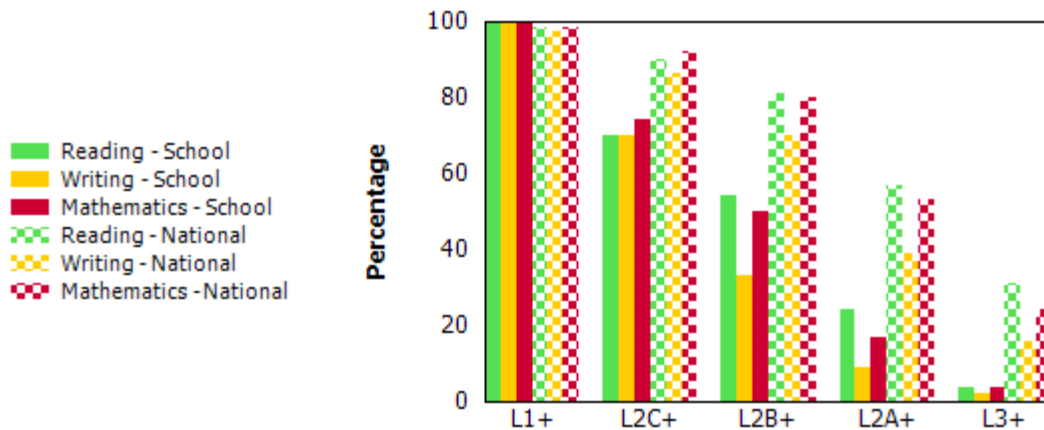


## Attainment at Key Stage 1

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2014 (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	46	32	25	11	2
	School	0	0	100	70	54	24	4
	National	0	2	98	90	81	57	31
	Difference	0	-2	2	-20	-26	-34	-26
	Significance	-	-	-	-	Sig-	Sig-	Sig-
Writing	Entries	0	0	46	32	15	4	1
	School	0	0	100	70	33	9	2
	National	0	2	97	86	70	39	16
	Difference	0	-2	3	-17	-37	-31	-14
	Significance	-	-	-	Sig-	Sig-	Sig-	Sig-
Mathematics	Entries	0	0	46	34	23	8	2
	School	0	0	100	74	50	17	4
	National	0	1	98	92	80	53	24
	Difference	0	-1	2	-18	-30	-36	-20
	Significance	-	-	-	-	Sig-	Sig-	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 2014.

		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 English (lower)	Number of pupils								46	46	
							0	0			0
	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	78%					12%		N/A		
Writing	Number of pupils								46	46	
							0	0			0
	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	81%					10%		N/A		
Mathematics	Number of pupils								46	46	
							0	0			0
	Mathematics (lower)	0	0	0	0	0					
	Using and applying 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	78%					15%		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		2010	2011	2012	2013	2014
All Subjects	Cohort	31	35	36	31	46
	School	13.6	14.0	12.8 ↓	14.4 ↑	13.2 ↓
	National	15.2	15.3	15.5	15.8	15.9
	Difference	-1.6	-1.3	-2.7	-1.4	-2.7
	Significance	Sig-	Sig-	Sig-	Sig-	Sig-
Reading	Cohort	31	35	36	31	46
	School	13.6	14.0	12.4	14.5 ↑	13.5
	National	15.7	15.8	16.0	16.3	16.5
	Difference	-2.1	-1.8	-3.6	-1.8	-3.0
	Significance	Sig-	Sig-	Sig-	Sig-	Sig-
Writing	Cohort	31	35	36	31	46
	School	12.8	13.1	12.4	13.5	12.7
	National	14.4	14.4	14.7	14.9	15.1
	Difference	-1.6	-1.3	-2.3	-1.4	-2.4
	Significance	Sig-	Sig-	Sig-	Sig-	Sig-
Mathematics	Cohort	31	35	36	31	46
	School	14.3	14.9	13.5	15.3 ↑	13.5 ↓
	National	15.7	15.7	15.9	16.1	16.2
	Difference	-1.4	-0.8	-2.4	-0.8	-2.7
	Significance	Sig-		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 - 2014 (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	46	13.2	15.9	46	13.5	16.5	46	12.7	15.1	46	13.5	16.2
Gender												
Male	19	11.8	15.5	19	11.6	15.9	19	11.0	14.4	19	12.9	16.2
Female	27	14.2	16.4	27	14.9	17.0	27	13.9	15.9	27	13.9	16.3
Free School Meals*												
FSM	18	11.4	14.6	18	11.3	15.0	18	11.1	13.7	18	11.8	15.0
Non FSM	28	14.4	16.4	28	14.9	17.0	28	13.7	15.6	28	14.6	16.7
Children Looked After												
CLA	0	-	13.1	0	-	13.6	0	-	12.2	0	-	13.4
Not CLA	46	13.2	16.0	46	13.5	16.5	46	12.7	15.1	46	13.5	16.2
Disadvantaged pupils												
Disadvantaged pupils	18	11.4	14.6	18	11.3	15.0	18	11.1	13.7	18	11.8	15.0
Other pupils	28	14.4	16.4	28	14.9	17.0	28	13.7	15.6	28	14.6	16.7
English as a First Language												
English or believed to be English	46	13.2	16.1	46	13.5	16.6	46	12.7	15.3	46	13.5	16.3
Other than English or believed to be other	0	-	15.5	0	-	15.8	0	-	14.7	0	-	15.8
Unclassified	0	-	12.1	0	-	12.2	0	-	11.1	0	-	13.0
Special Educational Needs												
No Identified SEN	38	13.8	16.8	38	14.2	17.4	38	13.3	16.0	38	14.1	17.0
SEN without a statement	8	10.3	12.5	8	10.5	12.7	8	9.8	11.5	8	10.8	13.2
School Action	5	9.8	12.8	5	10.2	13.1	5	9.0	11.9	5	10.2	13.5
School Action plus	3	11.2	12.0	3	11.0	12.2	3	11.0	11.0	3	11.7	12.7
SEN with a statement	0	-	7.4	0	-	7.6	0	-	6.8	0	-	7.9
Ethnicity Group												
White												
British	45	13.2	16.1	45	13.5	16.6	45	12.7	15.2	45	13.4	16.4
Irish	0	-	16.4	0	-	17.0	0	-	15.5	0	-	16.6



## 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
Traveller of Irish Heritage	0	-	11.6	0	-	11.6	0	-	10.5	0	-	12.7
Gypsy/Roma	0	-	11.1	0	-	11.0	0	-	10.2	0	-	11.9
Any other White background	0	-	15.2	0	-	15.4	0	-	14.3	0	-	15.8
Mixed												
White & Black Caribbean	0	-	15.5	0	-	16.1	0	-	14.7	0	-	15.7
White & Black African	0	-	15.9	0	-	16.5	0	-	15.2	0	-	16.1
White & Asian	1	13.7	16.6	1	13.0	17.2	1	13.0	15.8	1	15.0	16.8
Any other mixed background	0	-	16.1	0	-	16.7	0	-	15.4	0	-	16.4
Asian or Asian British												
Indian	0	-	16.9	0	-	17.4	0	-	16.2	0	-	17.1
Pakistani	0	-	15.3	0	-	15.7	0	-	14.6	0	-	15.5
Bangladeshi	0	-	15.7	0	-	16.1	0	-	15.0	0	-	15.9
Any other Asian background	0	-	16.3	0	-	16.7	0	-	15.6	0	-	16.6
Black or Black British												
Black Caribbean	0	-	15.3	0	-	15.9	0	-	14.7	0	-	15.4
Black African	0	-	15.8	0	-	16.4	0	-	15.2	0	-	15.9
Any other Black background	0	-	15.4	0	-	16.0	0	-	14.7	0	-	15.4
Chinese	0	-	17.1	0	-	17.2	0	-	16.1	0	-	17.9
Any other ethnic group	0	-	15.3	0	-	15.6	0	-	14.6	0	-	15.7
Unclassified - Refused	0	-	16.0	0	-	16.6	0	-	15.2	0	-	16.3
Unclassified - Information not obtained	0	-	12.8	0	-	13.0	0	-	11.8	0	-	13.6
-----												
Term of Birth												
Autumn	21	14.2	16.7	21	14.4	17.2	21	13.8	15.9	21	14.3	17.0
Spring	13	11.8	16.0	13	11.8	16.5	13	11.3	15.1	13	12.4	16.2
Summer	12	13.1	15.2	12	13.8	15.7	12	12.3	14.4	12	13.2	15.5

## Attainment at Key Stage 2

Table 4.3.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2014 (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	33	33	33	17	3
	School%	0	0	100	100	100	52	9
	National%	0	4	96	86	76	42	9
	Difference%	0	-4	4	14	24	10	0
	Significance	-	-	-	-	Sig+		-
Reading	Entries	0	0	33	33	28	22	0
	School%	0	0	100	100	85	67	0
	National%	0	5	95	89	78	49	0
	Difference%	0	-5	5	11	7	17	0
	Significance	-	-	-	-		Sig+	-
Writing (TA) (Writing TA is reported as a level)	Entries	0	0	33	31	-	8	0
	School%	0	0	100	94	-	24	0
	National%	0	4	96	85	-	33	2
	Difference%	0	-4	4	9	-	-9	-2
	Significance	-	-	-	-	-		-
English Grammar, Punctuation and Spelling (EGPS)	Entries	0	0	33	25	21	11	0
	School%	0	0	100	76	64	33	0
	National%	0	6	94	76	68	52	4
	Difference%	0	-6	6	-1	-5	-19	-4
	Significance	-	-	-			Sig-	-

## 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	33	94	79	Sig+	33	100	86	-	33	100	89	-	33	94	85	-	33	76	76	
Gender																				
Male	15	87	76	-	15	100	86	-	15	100	87	-	15	87	81	-	15	73	72	-
Female	18	100	82	-	18	100	86	-	18	100	90	-	18	100	90	-	18	78	81	-
Free School Meals*																				
FSM	17	94	67	Sig+	17	100	78	-	17	100	82	-	17	94	76	-	17	65	66	
Non FSM	16	94	83	-	16	100	90	-	16	100	92	-	16	94	89	-	16	88	81	-
Children Looked After																				
CLA	0	0	48	-	0	0	61	-	0	0	68	-	0	0	59	-	0	0	50	-
Not CLA	33	94	79	Sig+	33	100	86	-	33	100	89	-	33	94	85	-	33	76	76	
Disadvantaged pupils																				
Disadvantaged pupils	17	94	67	Sig+	17	100	78	-	17	100	82	-	17	94	76	-	17	65	66	
Other pupils	16	94	83	-	16	100	90	-	16	100	92	-	16	94	89	-	16	88	81	-
Prior Attainment																				
Low	8	75	30	-	8	100	51	-	8	100	57	-	8	75	43	-	8	50	28	-
Middle	21	100	86	-	21	100	92	-	21	100	95	-	21	100	94	-	21	81	83	-
High	4	100	99	-	4	100	100	-	4	100	100	-	4	100	100	-	4	100	99	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	32	94	80		32	100	87	-	32	100	90	-	32	94	86	-	32	75	78	
English as a First Language																				

## 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 or believed to be English	32	97	79	Sig+	32	100	87	-	32	100	90	-	32	97	86	-	32	75	76	-
Other than English or believed to be other	1	0	75	-	1	100	85	-	1	100	84	-	1	0	82	-	1	100	77	-
Unclassified	0	0	44	-	0	0	55	-	0	0	56	-	0	0	49	-	0	0	46	-
Special Educational Needs																				
No Identified SEN	21	100	90	-	21	100	94	-	21	100	96	-	21	100	95	-	21	86	87	-
SEN without a statement	12	83	42	Sig+	12	100	63	-	12	100	69	-	12	83	55	-	12	58	39	-
School Action	9	89	47	-	9	100	67	-	9	100	74	-	9	89	62	-	9	44	42	-
School Action plus	3	67	36	-	3	100	56	-	3	100	62	-	3	67	46	-	3	100	34	-
SEN with a statement	0	0	15	-	0	0	25	-	0	0	29	-	0	0	19	-	0	0	18	-
Ethnicity Group																				
White																				
British	32	97	79	Sig+	32	100	87	-	32	100	90	-	32	97	86	-	32	75	76	-
Irish	0	0	83	-	0	0	90	-	0	0	92	-	0	0	89	-	0	0	82	-
Traveller of Irish Heritage	0	0	39	-	0	0	55	-	0	0	58	-	0	0	50	-	0	0	37	-
Gypsy/Roma	0	0	29	-	0	0	43	-	0	0	45	-	0	0	37	-	0	0	26	-
Any other White background	1	0	71	-	1	100	84	-	1	100	81	-	1	0	77	-	1	100	70	-
Mixed																				
White & Black Caribbean	0	0	75	-	0	0	83	-	0	0	88	-	0	0	83	-	0	0	74	-
White & Black African	0	0	81	-	0	0	86	-	0	0	91	-	0	0	88	-	0	0	80	-



## 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 & Asian	0	0	83	-	0	0	89	-	0	0	92	-	0	0	89	-	0	0	83	-
Any other mixed background	0	0	81	-	0	0	87	-	0	0	90	-	0	0	87	-	0	0	80	-
Asian or Asian British																				
Indian	0	0	86	-	0	0	92	-	0	0	92	-	0	0	91	-	0	0	87	-
Pakistani	0	0	75	-	0	0	83	-	0	0	85	-	0	0	83	-	0	0	77	-
Bangladeshi	0	0	80	-	0	0	87	-	0	0	88	-	0	0	87	-	0	0	83	-
Any other Asian background	0	0	83	-	0	0	90	-	0	0	90	-	0	0	88	-	0	0	85	-
Black or Black British																				
Black Caribbean	0	0	73	-	0	0	81	-	0	0	87	-	0	0	82	-	0	0	73	-
Black African	0	0	78	-	0	0	85	-	0	0	88	-	0	0	85	-	0	0	81	-
Any other Black background	0	0	74	-	0	0	81	-	0	0	86	-	0	0	83	-	0	0	76	-
Chinese	0	0	88	-	0	0	95	-	0	0	92	-	0	0	89	-	0	0	88	-
Any other ethnic group	0	0	73	-	0	0	84	-	0	0	83	-	0	0	79	-	0	0	74	-
Unclassified - Refused	0	0	79	-	0	0	86	-	0	0	89	-	0	0	85	-	0	0	77	-
Unclassified - Information not obtained	0	0	50	-	0	0	61	-	0	0	63	-	0	0	56	-	0	0	50	-



## 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	33	18	24		33	52	42		33	67	49	Sig+	33	24	33		33	33	52	Sig-
Gender																				
Male	15	7	20	-	15	60	44		15	67	46		15	7	26	-	15	7	46	Sig-
Female	18	28	27	-	18	44	40		18	67	53		18	39	41		18	56	58	
Free School Meals*																				
FSM	17	18	12	-	17	47	28	-	17	65	35	Sig+	17	18	20	-	17	24	39	
Non FSM	16	19	29	-	16	56	48		16	69	56		16	31	39		16	44	58	
Children Looked After																				
CLA	0	0	5	-	0	0	16	-	0	0	25	-	0	0	10	-	0	0	26	-
Not CLA	33	18	24		33	52	42		33	67	50	Sig+	33	24	33		33	33	52	Sig-
Disadvantaged pupils																				
Disadvantaged pupils	17	18	12	-	17	47	28	-	17	65	35	Sig+	17	18	20	-	17	24	39	
Other pupils	16	19	29	-	16	56	48		16	69	56		16	31	39		16	44	58	
Prior Attainment																				
Low	8	0	0	-	8	13	6	-	8	38	10	-	8	0	1	-	8	0	7	-
Middle	21	19	13	-	21	62	36	Sig+	21	71	46	Sig+	21	24	24		21	38	50	
High	4	50	67	-	4	75	84	-	4	100	90	-	4	75	80	-	4	75	93	-
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	32	19	24		32	53	43		32	66	51		32	25	34		32	34	53	Sig-
English as a First Language																				

### 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 or believed to be English	32	19	24		32	53	42		32	69	51	Sig+	32	25	34		32	34	52	
Other than English or believed to be other	1	0	21	-	1	0	42	-	1	0	42	-	1	0	29	-	1	0	55	-
Unclassified	0	0	10	-	0	0	21	-	0	0	27	-	0	0	14	-	0	0	28	-
Special Educational Needs																				
No Identified SEN	21	29	29		21	67	50		21	71	58		21	38	41		21	52	63	
SEN without a statement	12	0	3	-	12	25	12	-	12	58	19	-	12	0	5	-	12	0	15	-
School Action	9	0	3	-	9	33	12	-	9	67	18	-	9	0	5	-	9	0	15	-
School Action plus	3	0	4	-	3	0	13	-	3	33	19	-	3	0	6	-	3	0	15	-
SEN with a statement	0	0	2	-	0	0	7	-	0	0	11	-	0	0	3	-	0	0	9	-
Ethnicity Group																				
White																				
British	32	19	24		32	53	42		32	69	51	Sig+	32	25	34		32	34	51	
Irish	0	0	33	-	0	0	51	-	0	0	61	-	0	0	43	-	0	0	60	-
Traveller of Irish Heritage	0	0	3	-	0	0	9	-	0	0	15	-	0	0	7	-	0	0	15	-
Gypsy/Roma	0	0	2	-	0	0	7	-	0	0	12	-	0	0	4	-	0	0	10	-
Any other White background	1	0	21	-	1	0	42	-	1	0	42	-	1	0	28	-	1	0	48	-
Mixed																				
White & Black Caribbean	0	0	18	-	0	0	34	-	0	0	45	-	0	0	29	-	0	0	47	-
White & Black African	0	0	24	-	0	0	41	-	0	0	52	-	0	0	34	-	0	0	57	-

### 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 & Asian	0	0	34	-	0	0	52	-	0	0	59	-	0	0	44	-	0	0	63	-
Any other mixed background	0	0	27	-	0	0	45	-	0	0	53	-	0	0	38	-	0	0	58	-
Asian or Asian British																				
Indian	0	0	33	-	0	0	57	-	0	0	55	-	0	0	43	-	0	0	69	-
Pakistani	0	0	17	-	0	0	37	-	0	0	39	-	0	0	26	-	0	0	54	-
Bangladeshi	0	0	23	-	0	0	42	-	0	0	43	-	0	0	32	-	0	0	61	-
Any other Asian background	0	0	29	-	0	0	55	-	0	0	51	-	0	0	38	-	0	0	67	-
Black or Black British																				
Black Caribbean	0	0	14	-	0	0	27	-	0	0	37	-	0	0	24	-	0	0	45	-
Black African	0	0	21	-	0	0	39	-	0	0	45	-	0	0	31	-	0	0	58	-
Any other Black background	0	0	17	-	0	0	32	-	0	0	40	-	0	0	27	-	0	0	51	-
Chinese	0	0	46	-	0	0	74	-	0	0	65	-	0	0	52	-	0	0	74	-
Any other ethnic group	0	0	21	-	0	0	43	-	0	0	42	-	0	0	28	-	0	0	53	-
Unclassified - Refused	0	0	26	-	0	0	44	-	0	0	53	-	0	0	36	-	0	0	55	-
Unclassified - Information not obtained	0	0	10	-	0	0	23	-	0	0	29	-	0	0	15	-	0	0	31	-

### 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
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		2010*	2011	2012	2013**	2014
All Subjects	Cohort	24	23	23	22	33
	School	27.0	25.8	28.7	28.8	30.1 ↑
	National	27.4	27.5	28.2	28.3	28.7
	Difference	-0.4	-1.7	0.5	0.5	1.4
	Significance		Sig-			Sig+
Mathematics	Cohort	24	23	23	22	33
	School	27.5	26.5	29.9 ↑	29.2	30.6
	National	27.4	27.6	28.4	28.7	29.0
	Difference	0.1	-1.1	1.5	0.5	1.6
	Significance					Sig+
Reading	Cohort	-	23	23	22	33
	School	-	26.7	29.6	29.2	31.0 ↑
	National	-	28.1	28.8	28.5	29.0
	Difference	-	-1.4	0.8	0.7	2.0
	Significance	-				Sig+
Writing(TA)	Cohort	-	23	23	22	33
	School	-	23.9	26.7	27.8	28.1
	National	-	26.4	27.3	27.5	27.9
	Difference	-	-2.5	-0.6	0.3	0.2
	Significance	-	Sig-			
English Grammar, Punctuation & Spelling	Cohort	-	-	-	22	33
	School	-	-	-	27.0	27.5
	National	-	-	-	28.0	28.6
	Difference	-	-	-	-1.0	-1.1
	Significance	-	-	-		
English	Cohort	24	23	23	-	-
	School	26.5	25.2	27.5	-	-
	National	27.3	27.3	28.1	-	-
	Difference	-0.8	-2.1	-0.6	-	-
	Significance		Sig-			

\*\*From 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 - 2014 (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	33	30.1	28.7	33	30.6	29.0	33	31.0	29.0	33	28.1	27.9	33	27.5	28.6
Gender															
Male	15	30.1	28.5	15	31.4	29.2	15	31.0	28.6	15	26.6	27.0	15	25.8	27.8
Female	18	30.1	28.9	18	30.0	28.8	18	31.0	29.4	18	29.3	28.7	18	29.0	29.4
Free School Meals*															
FSM	17	29.7	27.0	17	30.2	27.2	17	30.9	27.5	17	27.7	26.3	17	26.3	26.9
Non FSM	16	30.5	29.4	16	31.1	29.8	16	31.1	29.7	16	28.5	28.6	16	28.9	29.4
Children Looked After															
CLA	0	-	24.6	0	-	24.8	0	-	25.5	0	-	23.5	0	-	24.4
Not CLA	33	30.1	28.7	33	30.6	29.0	33	31.0	29.0	33	28.1	27.9	33	27.5	28.6
Disadvantaged pupils															
Disadvantaged pupils	17	29.7	27.0	17	30.2	27.2	17	30.9	27.5	17	27.7	26.2	17	26.3	26.9
Other pupils	16	30.5	29.4	16	31.1	29.8	16	31.1	29.7	16	28.5	28.6	16	28.9	29.4
Prior Attainment															
Low	8	27.6	23.1	8	27.8	23.4	8	29.3	23.7	8	25.5	22.0	8	24.0	21.6
Middle	21	30.7	28.8	21	31.6	28.9	21	31.3	29.5	21	28.4	28.1	21	28.1	29.0
High	4	31.9	33.0	4	31.5	33.8	4	33.0	32.4	4	31.5	32.2	4	31.5	33.4
Non-mobile pupils															
Pupils on roll throughout years 5 and 6	32	30.1	28.9	32	30.8	29.2	32	30.9	29.2	32	28.1	28.1	32	27.6	28.8
English as a First Language															
English or believed to be English	32	30.2	28.8	32	30.8	29.0	32	31.1	29.2	32	28.3	28.0	32	27.6	28.6
Other than English or believed to be other	1	25.5	28.3	1	27.0	28.9	1	27.0	28.1	1	21.0	27.2	1	27.0	28.7
Unclassified	0	-	23.4	0	-	24.3	0	-	24.1	0	-	22.1	0	-	23.6
Special Educational Needs															
No Identified SEN	21	31.1	30.0	21	31.9	30.3	21	31.3	30.2	21	29.3	29.2	21	29.3	30.2
SEN without a statement	12	28.4	25.0	12	28.5	25.1	12	30.5	25.6	12	26.0	24.1	12	24.5	23.4
School Action	9	28.8	25.5	9	29.0	25.6	9	31.0	26.1	9	26.3	24.7	9	23.7	23.9
School Action plus	3	27.0	24.2	3	27.0	24.5	3	29.0	24.8	3	25.0	23.2	3	27.0	22.7
SEN with a statement	0	-	18.6	0	-	19.6	0	-	19.8	0	-	15.7	0	-	18.9

## Attainment at Key Stage 2

Ethnicity Group	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
White															
British	32	30.2	28.8	32	30.8	29.0	32	31.1	29.2	32	28.3	28.0	32	27.6	28.5
Irish	0	-	29.7	0	-	30.0	0	-	30.0	0	-	28.9	0	-	29.6
Traveller of Irish Heritage	0	-	23.8	0	-	24.2	0	-	24.3	0	-	23.2	0	-	22.7
Gypsy/Roma	0	-	21.7	0	-	22.3	0	-	22.2	0	-	20.6	0	-	20.6
Any other White background	1	25.5	28.0	1	27.0	28.8	1	27.0	27.8	1	21.0	26.7	1	27.0	27.8
Mixed															
White & Black Caribbean	0	-	28.1	0	-	28.1	0	-	28.7	0	-	27.5	0	-	28.1
White & Black African	0	-	28.8	0	-	28.9	0	-	29.3	0	-	28.2	0	-	29.2
White & Asian	0	-	29.8	0	-	30.2	0	-	29.8	0	-	28.9	0	-	30.0
Any other mixed background	0	-	29.1	0	-	29.4	0	-	29.4	0	-	28.4	0	-	29.4
Asian or Asian British															
Indian	0	-	30.1	0	-	31.0	0	-	29.7	0	-	28.9	0	-	30.7
Pakistani	0	-	28.0	0	-	28.3	0	-	28.1	0	-	27.2	0	-	28.7
Bangladeshi	0	-	28.7	0	-	29.2	0	-	28.6	0	-	28.0	0	-	29.7
Any other Asian background	0	-	29.7	0	-	30.7	0	-	29.2	0	-	28.3	0	-	30.2
Black or Black British															
Black Caribbean	0	-	27.5	0	-	27.4	0	-	28.1	0	-	27.1	0	-	27.8
Black African	0	-	28.4	0	-	28.7	0	-	28.7	0	-	27.7	0	-	29.2
Any other Black background	0	-	27.7	0	-	27.8	0	-	28.2	0	-	27.2	0	-	28.4
Chinese	0	-	31.4	0	-	33.1	0	-	30.2	0	-	29.4	0	-	31.3
Any other ethnic group	0	-	28.2	0	-	29.0	0	-	28.0	0	-	27.0	0	-	28.4
Unclassified - Refused	0	-	29.0	0	-	29.3	0	-	29.2	0	-	28.0	0	-	28.9
Unclassified - Information not obtained	0	-	24.4	0	-	25.1	0	-	25.1	0	-	23.3	0	-	24.5

From 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

		2012	2013	2014	
All subjects	Cohort for VA	23	21	33	
	VA School score	101.6	100.0	101.9	↑
	95% confidence interval +/-	0.9	0.9	0.8	
	Significance	Sig+		Sig+	
	Percentile rank	6	50	4	
	Coverage	100%	96%	100%	
Mathematics	Cohort for VA	23	21	33	
	VA School score	102.2	100.3	102.6	↑
	95% confidence interval +/-	1.1	1.2	1.0	
	Significance	Sig+		Sig+	
	Percentile rank	4	41	3	
	Coverage	100%	96%	100%	
Reading	Cohort for VA	-	21	33	
	VA School score	-	99.6	101.6	↑
	95% confidence interval +/-	-	1.1	0.9	
	Significance	-		Sig+	
	Percentile rank	-	66	5	
	Coverage	-	96%	100%	
Writing (TA)	Cohort for VA	-	21	33	
	VA School score	-	99.8	100.8	
	95% confidence interval +/-	-	1.1	0.9	
	Significance	-			
	Percentile rank	-	57	23	
	Coverage	-	96%	100%	
English	Cohort for VA	23	-	-	
	VA School score	101.0	-	-	
	95% confidence interval +/-	1.0	-	-	
	Significance		-	-	
	Percentile rank	15	-	-	
	Coverage	100%	-	-	



## 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)

This report indicates significance relative to both the national mean of 100 and the national mean for each ethnic 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.

	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	32	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Score	102.1	-	-	-	106.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
95% confidence interval	0.9	-	-	-	5.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Group national mean	99.8	100.4	100.0	99.7	101.0	99.7	100.1	100.3	100.3	100.8	100.2	100.7	101.1	99.8	100.7	100.2	101.7	101.0	100.1	99.3	
Significance from national average for group	Sig+	-	-	-	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	Sig+	-	-	-	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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.

### 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	Disadvantaged pupils	Other pupils	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	33	15	18	17	16	0	33	17	16	8	21	4	32	32	1	0	21	12	9	3	0
School Score	101.9	102.8	101.7	102.3	102.1	-	102.2	102.3	102.1	104.3	102.0	98.9	102.3	102.1	106.9	-	101.6	103.3	103.2	103.5	-
95% confidence interval	0.8	1.3	1.2	1.3	1.3	-	0.9	1.3	1.3	1.8	1.1	2.6	0.9	0.9	5.2	-	1.1	1.5	1.7	3.0	-
Group national mean	100.0	100.1	99.8	99.7	100.1	99.8	100.0	99.7	100.1	100.2	100.0	99.8	100.0	99.8	100.8	99.1	100.1	99.4	99.6	99.1	97.9
Significance from national average for group	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	-
Significance from overall national average	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	-

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.

## 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 2014					
		2012		2013		2014		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	33	101.6	100.0	100.0	100.0	101.9	↑ 100.0	102.6	↑ 100.0	101.6	↑ 100.0	100.8	100.0
Gender													
Boys	15	102.4	100.0	100.3	100.0	102.8	↑ 100.1	104.0	↑ 100.4	102.5	99.9	100.6	99.6
Girls	18	101.4	99.9	99.9	99.8	101.7	↑ 99.8	102.2	↑ 99.6	101.4	↑ 99.9	101.2	100.3
Free School Meals*													
FSM	17	102.9	99.7	100.2	99.8	102.3	↑ 99.7	103.1	↑ 99.7	102.0	99.7	100.9	99.8
Non FSM	16	101.6	100.0	99.9	100.0	102.1	↑ 100.1	102.9	↑ 100.1	101.8	↑ 100.0	100.9	100.0
Children Looked After													
CLA	-	-	99.6	-	99.8	-	99.8	-	99.7	-	100.0	-	99.8
Not CLA	33	101.9	99.9	100.0	99.9	102.2	↑ 100.0	103.0	↑ 100.0	101.9	↑ 99.9	100.9	99.9
Disadvantaged pupils													
Disadvantaged pupils	17	102.9	99.7	100.2	99.8	102.3	↑ 99.7	103.1	↑ 99.7	102.0	99.7	100.9	99.8
Other pupils	16	101.6	100.0	99.9	100.0	102.1	↑ 100.1	102.9	↑ 100.1	101.8	↑ 100.0	100.9	100.0
Prior Attainment													
Low	8	103.4	100.1	101.4	100.2	104.3	↑ 100.2	104.9	↑ 100.2	104.4	↑ 100.1	103.0	100.2
Middle	21	101.3	99.9	100.0	100.0	102.0	↑ 100.0	103.2	↑ 100.0	101.3	99.9	100.5	99.9
High	4	100.7	99.7	99.1	99.8	98.9	99.8	98.2	99.8	100.3	↑ 99.8	99.1	99.8
Non-mobile pupils													
Pupils on roll throughout years 5 and 6	32	101.9	100.0	100.1	100.0	102.3	↑ 100.0	103.1	↑ 100.0	101.9	↑ 100.0	101.0	100.0
English as a First Language													
First Language - English	32	101.9	99.8	100.0	99.8	102.1	↑ 99.8	102.9	↑ 99.8	101.7	↑ 99.9	100.8	99.8
First Language - Other	1	-	100.8	-	100.8	106.9	100.8	107.8	101.1	108.9	100.2	103.1	100.6
Unclassified	-	-	99.1	-	99.2	-	99.1	-	99.0	-	99.4	-	98.9
Special Educational Needs													
Non-SEN	21	101.3	100.1	99.8	100.1	101.6	↑ 100.1	102.5	↑ 100.2	101.0	↑ 100.1	100.3	100.1
SEN without a statement	12	103.2	99.3	100.6	99.4	103.3	↑ 99.4	103.9	↑ 99.4	103.5	↑ 99.4	101.9	99.3
School Action	9	103.2	99.6	100.6	99.6	103.2	↑ 99.6	103.9	↑ 99.6	103.3	↑ 99.6	101.7	99.6
School Action Plus	3	-	98.9	-	99.1	103.5	99.1	103.8	99.2	104.2	99.0	102.3	98.9
SEN with a statement	-	-	97.6	-	97.9	-	97.9	-	98.0	-	97.8	-	97.6

## Progress Measures Value Added

Ethnicity Group	Number of pupils in latest year	Value Added						Value Added by Subject 2014					
		2012		2013		2014		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
White													
British	32	102.0	99.7	100.0	99.7	102.1 ↑	99.8	102.9 ↑	99.7	101.7 ↑	99.9	100.8	99.8
Irish	-	-	100.4	-	100.5	-	100.4	-	100.4	-	100.5	-	100.4
Traveller of Irish Heritage	-	-	99.6	-	99.8	-	100.0	-	100.0	-	100.0	-	100.3
Gypsy/Roma	-	-	99.1	-	99.2	-	99.7	-	99.7	-	99.5	-	99.7
Any Other White Background	1	-	101.2	-	101.1	106.9	101.0	107.8	101.3	108.9	100.7	103.1	100.9
Mixed													
White and Black Caribbean	-	100.4	99.7	-	99.7	-	99.7	-	99.5	-	99.9	-	99.9
White and Black African	-	-	100.2	-	100.1	-	100.1	-	100.0	-	100.2	-	100.2
White and Asian	-	-	100.3	-	100.3	-	100.3	-	100.5	-	100.2	-	100.2
Any other Mixed Background	-	-	100.2	-	100.3	-	100.3	-	100.4	-	100.3	-	100.4
Asian or Asian British													
Indian	-	-	100.5	-	100.7	-	100.8	-	101.3	-	100.0	-	100.4
Pakistani	-	-	100.2	-	100.3	-	100.2	-	100.5	-	99.7	-	100.2
Bangladeshi	-	-	100.7	-	100.8	-	100.7	-	101.0	-	100.1	-	100.7
Any other Asian Background	-	-	100.9	-	101.1	-	101.1	-	101.8	-	100.3	-	100.5
Black or Black British													
Black Caribbean	-	-	99.8	-	99.9	-	99.8	-	99.7	-	99.8	-	100.0
Black African	-	-	100.6	-	100.8	-	100.7	-	100.8	-	100.3	-	100.6
Any Other Black Background	-	-	100.1	-	100.2	-	100.2	-	100.2	-	100.1	-	100.4
Chinese	-	-	101.4	-	101.7	-	101.7	-	102.6	-	100.8	-	100.9
Any Other Ethnic Group	-	-	101.0	-	101.1	-	101.0	-	101.4	-	100.4	-	100.7
Unclassified - Refused	-	-	99.9	-	100.1	-	100.1	-	100.1	-	100.0	-	99.9
Unclassified - Information Not Obtained	-	-	99.4	-	99.4	-	99.3	-	99.2	-	99.5	-	99.3

## 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	Expected Progress			More than expected progress			
			Other or No KS2 Result	W	1	2	3	4	5	6		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	
KS1 Reading Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	1%	-	-	-	
	W		0	0	0	0	0	1	0	0	1	1	100%	66%	1	100%	32%	
	1		0	0	0	0	0	4	4	0	8	8	100%	84%	8	100%	61%	
	2	2C		0	0	0	0	0	1	2	0	3	3	100%	84%	2	67%	19%
		2B		0	0	0	0	0	3	4	0	7	7	100%	95%	4	57%	36%
		2A		0	0	0	0	0	2	7	0	9	9	100%	99%	7	78%	64%
	3		0	0	0	0	0	0	5	0	5	5	100%	90%	0	0%	1%	
4		0	0	0	0	0	0	0	0	0	0	0%	7%	-	-	-		
Summary											33	33	100%	91%	22	67%	35%	

<b>Total Cohort</b>	33
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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 Disadvantaged 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		Key Stage 2 Reading Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % 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%	2%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	100%	61%	0	0%	100%	31%	
	1		0	0	0	0	0	3	3	0	6	6	100%	100%	85%	6	100%	100%	64%	
	2	2C		0	0	0	0	0	0	1	0	1	100%	100%	85%	1	100%	50%	21%	
		2B		0	0	0	0	0	1	2	0	3	3	100%	100%	96%	2	67%	50%	39%
		2A		0	0	0	0	0	2	3	0	5	5	100%	100%	99%	3	60%	100%	66%
	3		0	0	0	0	0	0	2	0	2	2	100%	100%	91%	0	0%	0%	1%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	7%	-	-	-	-	
Summary											17	17	100%	100%	92%	12	71%	63%	34%	

<b>Total Cohort of Disadvantaged pupils</b>	17
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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	Expected Progress			More than expected progress			
			Other or No KS2 Result	W	1	2	3	4	5	6		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	
KS1 Writing Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	12%	-	-	-	
	W		0	0	0	0	1	0	0	0	1	1	100%	71%	1	100%	43%	
	1		0	0	0	0	1	8	0	0	9	9	100%	93%	8	89%	53%	
	2	2C		0	0	0	0	0	9	0	0	9	9	100%	87%	0	0%	8%
		2B		0	0	0	0	0	3	3	0	6	6	100%	97%	3	50%	28%
		2A		0	0	0	0	0	3	3	0	6	6	100%	100%	3	50%	63%
	3		0	0	0	0	0	0	0	2	0	2	100%	91%	0	0%	12%	
	4		0	0	0	0	0	0	0	0	0	0	0%	55%	-	-	-	
Summary			0	0	0	0	0	0	0	0	33	33	100%	93%	15	45%	33%	

<b>Total Cohort</b>	33
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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 Disadvantaged 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		Key Stage 2 Writing Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % 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%	15%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	100%	67%	0	0%	100%	42%	
	1		0	0	0	0	1	6	0	0	7	7	100%	100%	94%	6	86%	100%	56%	
	2	2C		0	0	0	0	0	4	0	0	4	4	100%	100%	88%	0	0%	0%	9%
		2B		0	0	0	0	0	1	1	0	2	2	100%	100%	98%	1	50%	50%	30%
		2A		0	0	0	0	0	2	2	0	4	4	100%	100%	100%	2	50%	50%	65%
	3		0	0	0	0	0	0	0	0	0	0	0%	100%	92%	0	0%	0%	12%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	55%	-	-	-	-	
Summary											17	17	100%	100%	94%	9	53%	38%	34%	

<b>Total Cohort of Disadvantaged pupils</b>	17
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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	Expected Progress			More than expected progress		
			Other or No KS2 Result	W	1	2	3	4	5	6		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
KS1 Mathematics Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	57%	-	-	-
	W		0	0	0	0	0	0	0	0	0	0	0%	57%	0	0%	24%
	1		0	0	0	0	0	5	0	0	5	5	100%	83%	5	100%	41%
	2	2C		0	0	0	0	4	0	0	4	4	100%	74%	0	0%	8%
		2B		0	0	0	0	5	4	0	9	9	100%	93%	4	44%	26%
		2A		0	0	0	0	2	8	3	13	13	100%	99%	11	85%	59%
	3		0	0	0	0	0	0	2	0	2	2	100%	91%	0	0%	35%
4		0	0	0	0	0	0	0	0	0	0	0%	95%	-	-	-	
Summary										33	33	100%	89%	20	61%	35%	

<b>Total Cohort</b>	33
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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 Disadvantaged 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		Key Stage 2 Mathematics Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % 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%	64%	-	-	-	-	
	W		0	0	0	0	0	0	0	0	0	0	0%	0%	51%	0	0%	0%	22%	
	1		0	0	0	0	0	3	0	0	3	3	100%	100%	84%	3	100%	100%	43%	
	2	2C		0	0	0	0	0	2	0	0	2	2	100%	100%	76%	0	0%	0%	9%
		2B		0	0	0	0	0	3	0	0	3	3	100%	100%	94%	0	0%	67%	27%
		2A		0	0	0	0	0	1	6	1	8	8	100%	100%	99%	7	88%	80%	62%
	3		0	0	0	0	0	0	1	0	1	1	100%	100%	92%	0	0%	0%	37%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	96%	-	-	-	-	
Summary											17	17	100%	100%	91%	10	59%	63%	38%	

<b>Total Cohort of Disadvantaged pupils</b>	17
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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	33	100	89	-	33	100	91	-	33	100	93	-
Gender												
Male	15	100	90	-	15	100	90	-	15	100	91	-
Female	18	100	89	-	18	100	91	-	18	100	94	-
Free School Meals*												
FSM	17	100	86	-	17	100	88	-	17	100	90	-
Non FSM	16	100	91	-	16	100	92	-	16	100	94	-
Children Looked After												
CLA	-	-	76	-	-	-	81	-	-	-	82	-
Not CLA	33	100	89	-	33	100	91	-	33	100	93	-
Disadvantaged pupils												
Disadvantaged pupils	17	100	85	-	17	100	88	-	17	100	90	-
Other pupils	16	100	91	-	16	100	92	-	16	100	94	-
Prior Attainment												
Low	8	100	76	-	8	100	79	-	8	100	86	-
Middle	21	100	92	-	21	100	94	-	21	100	95	-
High	4	100	94	-	4	100	92	-	4	100	95	-
Non-mobile pupils												
Pupils on roll throughout years 5 and 6	32	100	90	-	32	100	91	-	32	100	94	-
English as a First Language												
English or believed to be English	32	100	89	-	32	100	91	-	32	100	93	-
Other than English or believed to be other than English	1	100	92	-	1	100	91	-	1	100	93	-

## 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	-	-	-	59	-	-	-	56	-
Special Educational Needs												
No Identified SEN	21	100	94	-	21	100	94	-	21	100	96	-
SEN without a statement	12	100	79	-	12	100	83	-	12	100	86	-
School Action	9	100	81	-	9	100	86	-	9	100	88	-
School Action Plus	3	100	76	-	3	100	80	-	3	100	84	-
SEN with a statement	-	-	48	-	-	-	49	-	-	-	51	-
Ethnicity Group												
White												
British	32	100	89	-	32	100	91	-	32	100	93	-
Irish	-	-	92	-	-	-	93	-	-	-	95	-
Traveller of Irish Heritage	-	-	76	-	-	-	81	-	-	-	85	-
Gypsy/Roma	-	-	74	-	-	-	71	-	-	-	74	-
Any Other White Background	1	100	92	-	1	100	91	-	1	100	93	-
Mixed												
White and Black Caribbean	-	-	87	-	-	-	90	-	-	-	93	-
White and Black African	-	-	89	-	-	-	93	-	-	-	94	-
White and Asian	-	-	92	-	-	-	92	-	-	-	94	-
Any other Mixed Background	-	-	91	-	-	-	92	-	-	-	94	-
Asian or Asian British												
Indian	-	-	94	-	-	-	93	-	-	-	95	-
Pakistani	-	-	89	-	-	-	90	-	-	-	93	-
Bangladeshi	-	-	92	-	-	-	92	-	-	-	95	-
Any other Asian Background	-	-	94	-	-	-	93	-	-	-	94	-
Black or Black British												
Black Caribbean	-	-	87	-	-	-	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
Black African	-	-	91	-	-	-	92	-	-	-	94	-
Any Other Black Background	-	-	88	-	-	-	89	-	-	-	92	-
Chinese	-	-	97	-	-	-	95	-	-	-	95	-
Any Other Ethnic Group	-	-	92	-	-	-	91	-	-	-	93	-
Unclassified - Refused	-	-	90	-	-	-	91	-	-	-	92	-
Unclassified - Information Not Obtained	-	-	70	-	-	-	69	-	-	-	68	-

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 ( $12 \leq APS < 18$ ). High attaining are those above Level 2 at Key Stage 1 ( $APS \geq 18$ ).

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 1

Table 6.1.1: Closing the Gaps Trend - Disadvantaged pupils (KS1.CTGT)

## Average point scores by disadvantaged pupils

All subjects	2012				2013				2014			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
Disadvantaged pupils	14	11.6	16.1	-4.5	5	13.1	16.3	-3.2	18	11.4	16.4	-5.0
Other pupils	22	13.5		-2.6	26	14.7		-1.6	28	14.4		-2.0
Within school gap		-1.9				-1.6				-3.0		
Reading												
Disadvantaged pupils	14	11.1	16.6	-5.5	5	13.4	16.8	-3.4	18	11.3	17.0	-5.7
Other pupils	22	13.2		-3.4	26	14.8		-2.0	28	14.9		-2.1
Within school gap		-2.1				-1.4				-3.6		
Writing												
Disadvantaged pupils	14	11.7	15.2	-3.5	5	11.8	15.5	-3.7	18	11.1	15.6	-4.5
Other pupils	22	12.9		-2.3	26	13.8		-1.7	28	13.7		-1.9
Within school gap		-1.2				-2.0				-2.6		
Mathematics												
Disadvantaged pupils	14	11.9	16.4	-4.5	5	14.2	16.5	-2.3	18	11.8	16.7	-4.9
Other pupils	22	14.5		-1.9	26	15.5		-1.0	28	14.6		-2.1
Within school gap		-2.6				-1.3				-2.8		



## Closing the Gaps at Key Stage 1

Percentage of pupils attaining level 2 or above at Key Stage 1												
2012				2013				2014				
Reading												
	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	14	36	90	-54	5	80	92	-12	18	39	92	-53
Other pupils	22	59		-31	26	92		0	28	89		-3
Within school gap		-23				-12				-50		
Writing												
Disadvantaged pupils	14	50	87	-37	5	60	89	-29	18	39	89	-50
Other pupils	22	68		-19	26	85		-4	28	89		0
Within school gap		-18				-25				-50		
Mathematics												
Disadvantaged pupils	14	50	93	-43	5	100	94	6	18	50	94	-44
Other pupils	22	82		-11	26	92		-2	28	89		-5
Within school gap		-32				8				-39		

Percentage of pupils attaining level 3 or above at Key Stage 1												
2012				2013				2014				
Reading												
	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	14	0	32	-32	5	0	34	-34	18	0	35	-35
Other pupils	22	5		-27	26	4		-30	28	7		-28
Within school gap		-5				-4				-7		
Writing												
Disadvantaged pupils	14	0	16	-16	5	0	18	-18	18	0	19	-19
Other pupils	22	5		-11	26	0		-18	28	4		-15
Within school gap		-5				0				-4		
Mathematics												
Disadvantaged pupils	14	0	25	-25	5	0	27	-27	18	0	28	-28
Other pupils	22	14		-11	26	15		-12	28	7		-21
Within school gap		-14				-15				-7		



### Closing the Gaps at Key Stage 2

Table 6.2.1: Closing the Gaps Trend - Disadvantaged pupils (KS2.CTGT)

Percentage achieving expected progress and more than expected progress from different starting points																						
		2012							2013				2014									
KS1 Level	Cohort	Expected progress			More than expected progress			Diff %	Cohort	Expected progress			More than expected progress			Diff %						
		School %	National other %	National %	School %	National other %	National %			School %	National other %	National %	School %	National other %	National %							
Mathematics																						
Disadvantaged pupils	W	-	-	59	-	-	27	-	-	-	53	-	-	23	-	-	-	-	-			
Other pupils		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Disadvantaged pupils	1	2	100	81	19	100	37	63	2	100	82	18	50	39	11	3	100	84	16	100	43	57
Other pupils		1	100	-	19	0	-	-37	-	-	-	-	-	-	-	2	100	-	16	100	-	57
Disadvantaged pupils	2	4	100	91	9	50	34	16	5	100	91	9	20	36	-16	13	100	93	7	54	38	16
Other pupils		15	100	-	9	53	-	19	13	100	-	9	46	-	10	13	100	-	7	62	-	24
Disadvantaged pupils	3	-	-	90	-	-	15	-	-	-	91	-	-	27	-	1	100	92	8	0	37	-37
Other pupils		1	100	-	10	0	-	-15	1	0	-	-91	0	-	-27	1	100	-	8	0	-	-37
Reading																						
Disadvantaged pupils	W	-	-	-	-	-	-	-	-	-	63	-	-	31	-	-	-	61	-	-	31	-
Other pupils		-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100	-	-	100	-	69
Disadvantaged pupils	1	-	-	-	-	-	-	-	2	100	83	17	100	56	44	6	100	85	15	100	64	36
Other pupils		-	-	-	-	-	-	-	1	100	-	17	100	-	44	2	100	-	15	100	-	36
Disadvantaged pupils	2	-	-	-	-	-	-	-	3	100	93	7	0	40	-40	9	100	95	5	67	47	20
Other pupils		-	-	-	-	-	-	-	10	100	-	7	40	-	0	10	100	-	5	70	-	23
Disadvantaged pupils	3	-	-	-	-	-	-	-	2	50	88	-38	0	2	-2	2	100	91	9	0	1	-1
Other pupils		-	-	-	-	-	-	-	3	67	-	-21	0	-2	-2	3	100	-	9	0	-	-1
Writing (TA)																						
Disadvantaged pupils	W	-	-	-	-	-	-	-	-	-	70	-	-	43	-	-	-	67	-	-	42	-
Other pupils		-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100	-	33	100	-	58
Disadvantaged pupils	1	-	-	-	-	-	-	-	2	100	93	7	50	51	-1	7	100	94	6	86	56	30
Other pupils		-	-	-	-	-	-	-	2	100	-	7	50	-	-1	2	100	-	6	100	-	44
Disadvantaged pupils	2	-	-	-	-	-	-	-	5	100	95	5	20	32	-12	10	100	96	4	30	36	-6
Other pupils		-	-	-	-	-	-	-	10	100	-	5	40	-	8	11	100	-	4	27	-	-9
Disadvantaged pupils	3	-	-	-	-	-	-	-	-	-	90	-	-	10	-	-	-	92	-	-	12	-
Other pupils		-	-	-	-	-	-	-	2	0	-	-90	0	-10	-10	2	100	-	8	0	-	-12





## Closing the Gaps at Key Stage 2

Value Added						
Overall	2012		2013		2014	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged pupils	6	102.9	7	100.2	17	102.3
Other pupils	17	101.6	14	99.9	16	102.1
Mathematics						
Disadvantaged pupils	6	104.1	7	100.2	17	103.1
Other pupils	17	102.1	14	100.4	16	102.9
Reading						
Disadvantaged pupils	-	-	7	100.1	17	102
Other pupils	-	-	14	99.2	16	101.8
Writing (TA)						
Disadvantaged pupils	-	-	7	100.3	17	100.9
Other pupils	-	-	14	99.5	16	100.9

## Closing the Gaps at Key Stage 2

Average Point Scores												
Overall	2012				2013				2014			
	English & Mathematics				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	6	28.5	28.9	-0.4	7	27.2	29.1	-1.9	17	29.7	29.4	0.3
Other pupils	17	28.8	28.9	-0.1	15	29.6	29.1	0.5	16	30.5	29.4	1.1
Within school gap		-0.3				-2.4				-0.8		
<b>Mathematics</b>												
Disadvantaged pupils	6	30.0	29.1	0.9	7	27.0	29.5	-2.5	17	30.2	29.8	0.4
Other pupils	17	29.8	29.1	0.7	15	30.2	29.5	0.7	16	31.1	29.8	1.3
Within school gap		0.2				-3.2				-0.9		
<b>Reading</b>												
Disadvantaged pupils	6	30.0	29.4	0.6	7	27.9	29.2	-1.3	17	30.9	29.7	1.2
Other pupils	17	29.5	29.4	0.1	15	29.8	29.2	0.6	16	31.1	29.7	1.4
Within school gap		0.5				-1.9				-0.2		
<b>Writing (TA)</b>												
Disadvantaged pupils	6	26.0	28.0	-2.0	7	27.0	28.3	-1.3	17	27.7	28.6	-0.9
Other pupils	17	27.0	28.0	-1.0	15	28.2	28.3	-0.1	16	28.5	28.6	-0.1
Within school gap		-1.0				-1.2				-0.8		
<b>English Grammar, Punctuation and Spelling</b>												
Disadvantaged pupils	-	-	-	-	7	25.3	28.8	-3.5	17	26.3	29.4	-3.1
Other pupils	-	-	-	-	15	27.8	28.8	-1.0	16	28.9	29.4	-0.5
Within school gap		-				-2.5				-2.6		

## Closing the Gaps at Key Stage 2

Percentage of pupils attaining level 4 or above at Key Stage 2												
Overall	2012				2013				2014			
	English & Mathematics				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	-	-	-	-	7	86	81	5	17	94	83	11
Other pupils	-	-	-	-	15	93	81	12	16	94	83	11
Within school gap		-				-7				0		
Mathematics												
Disadvantaged pupils	6	100	88	12	7	86	88	-2	17	100	90	10
Other pupils	17	94	88	6	15	100	88	12	16	100	90	10
Within school gap		6				-14				0		
Reading												
Disadvantaged pupils	6	100	90	10	7	100	89	11	17	100	92	8
Other pupils	17	100	90	10	15	100	89	11	16	100	92	8
Within school gap		0				0				0		
Writing (TA)												
Disadvantaged pupils	6	83	86	-3	7	86	87	-1	17	94	89	5
Other pupils	17	88	86	2	15	93	87	6	16	94	89	5
Within school gap		-5				-7				0		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	-	-	-	-	7	43	79	-36	17	65	81	-16
Other pupils	-	-	-	-	15	73	79	-6	16	88	81	7
Within school gap		-				-30				-23		

## Closing the Gaps at Key Stage 2

Percentage of pupils attaining level 5 or above at Key Stage 2												
Overall	2012				2013				2014			
	English & Mathematics				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	-	-	-	-	7	14	26	-12	17	18	29	-11
Other pupils	-	-	-	-	15	13	26	-13	16	19	29	-10
Within school gap		-				1				-1		
<b>Mathematics</b>												
Disadvantaged pupils	6	50	45	5	7	14	47	-33	17	47	48	-1
Other pupils	17	53	45	8	15	47	47	0	16	56	48	8
Within school gap		-3				-33				-9		
<b>Reading</b>												
Disadvantaged pupils	6	50	54	-4	7	14	51	-37	17	65	56	9
Other pupils	17	41	54	-13	15	47	51	-4	16	69	56	13
Within school gap		9				-33				-4		
<b>Writing (TA)</b>												
Disadvantaged pupils	6	0	33	-33	7	14	36	-22	17	18	39	-21
Other pupils	17	12	33	-21	15	27	36	-9	16	31	39	-8
Within school gap		-12				-13				-13		
<b>English Grammar, Punctuation and Spelling</b>												
Disadvantaged pupils	-	-	-	-	7	29	53	-24	17	24	58	-34
Other pupils	-	-	-	-	15	40	53	-13	16	44	58	-14
Within school gap		-				-11				-20		

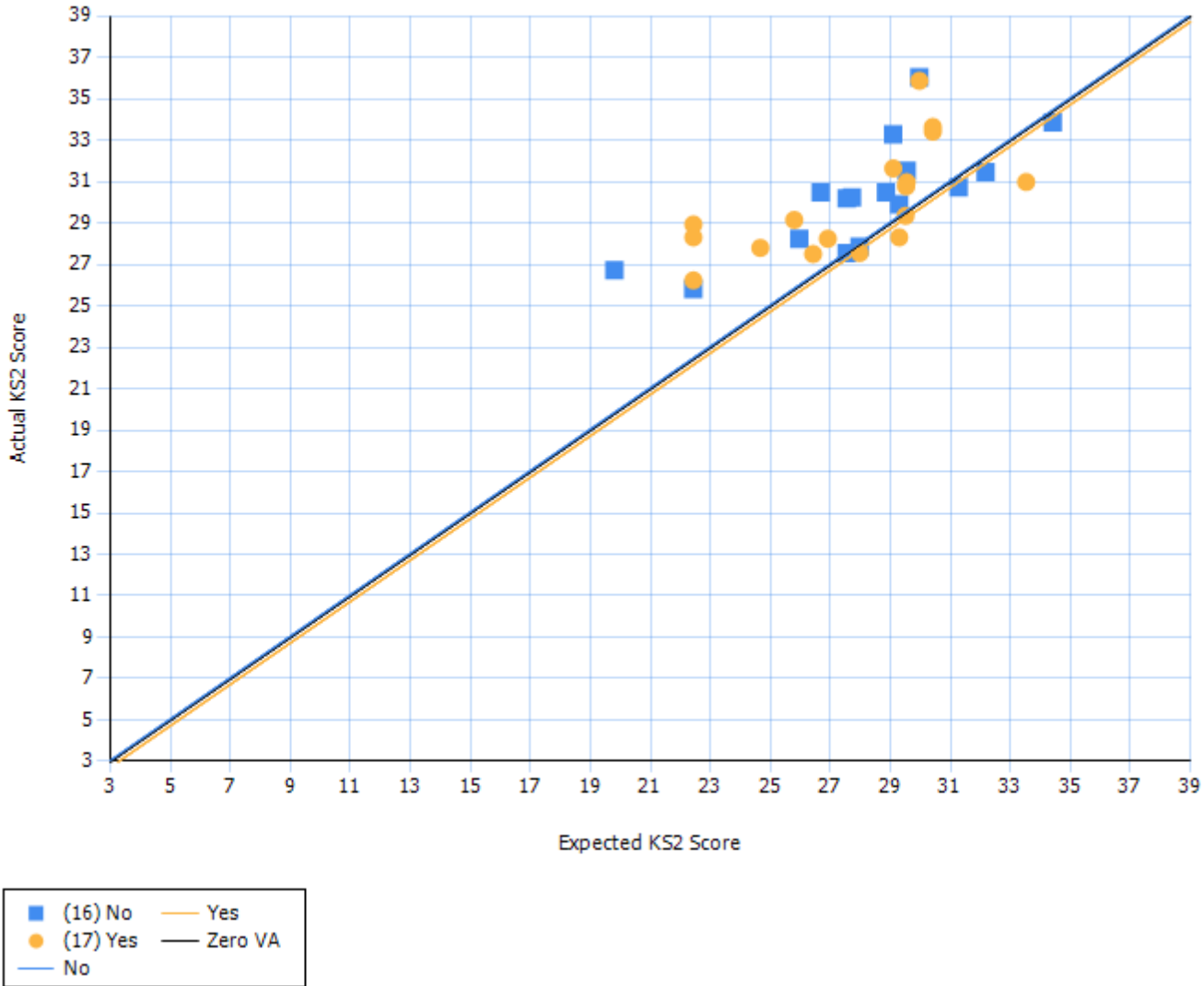


## Closing the Gaps at Key Stage 2

Chart 6.2.2: Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (all, Disadvantaged) (KS12.VASct)

2014 All subjects (KS2) value added line, showing spread of pupils by disadvantaged pupils

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%