

School performance summary 2017/2018

Tipton St John Church of England Primary School (URN: 113438)

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

Key stage 2

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

Progress in reading, writing and maths

Reading

Number of pupils = 11

Pupils with adjusted scores = 0

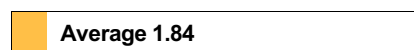


Confidence interval
1.1 to 8.1

Writing

Number of pupils = 11

Pupils with adjusted scores = 0



Confidence interval
-1.6 to 5.2

Maths

Number of pupils = 11

Pupils with adjusted scores = 0

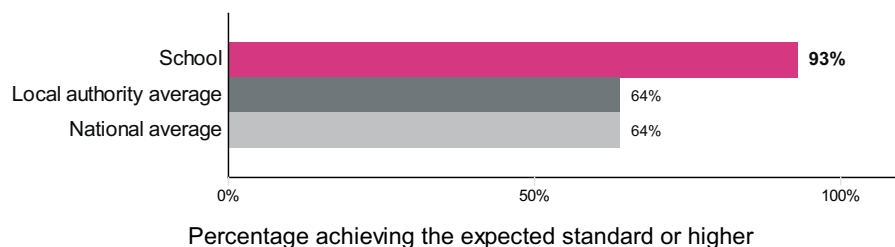


Confidence interval
3.7 to 10.1

Reading, writing and maths combined

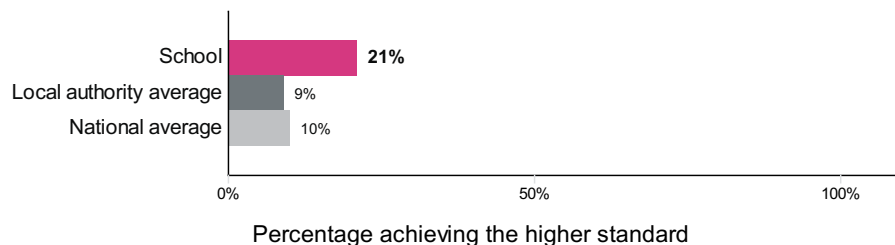
Percentage of pupils achieving the expected standard or higher

Number of pupils = 14



Percentage of pupils achieving the higher standard

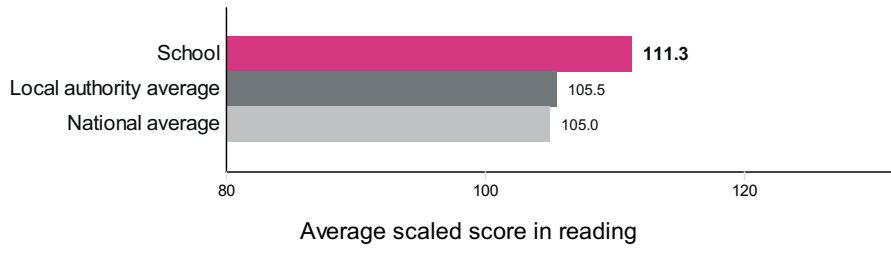
Number of pupils = 14



Average scaled score in:

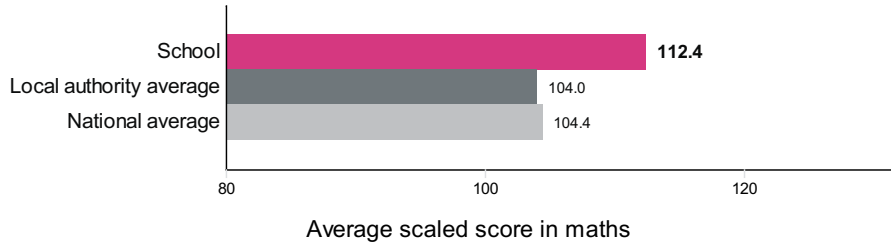
Reading

Number of pupils = 14



Maths

Number of pupils = 14



Key stage 2 disadvantaged

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Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	N/A	N/A	N/A
Confidence interval	N/A	N/A	N/A
Number of disadvantaged pupils	0	0	0
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	15	N/A	14	N/A	14	N/A
Prior attainment (based on key stage 1 average point score)	16.83	N/A	16.62	N/A	17.73	N/A

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	5	0	6	0
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	N/A	N/A	4.86	N/A	4.40	N/A
National Comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	N/A	N/A	4.83	N/A	4.38	N/A
Confidence interval	N/A	N/A	-0.4 to 10.2	N/A	-0.4 to 9.2	N/A

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	5	0	6	0
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	N/A	N/A	2.69	N/A	1.13	N/A
National Comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	N/A	N/A	2.65	N/A	1.11	N/A
Confidence interval	N/A	N/A	-2.3 to 7.7	N/A	-3.5 to 5.7	N/A

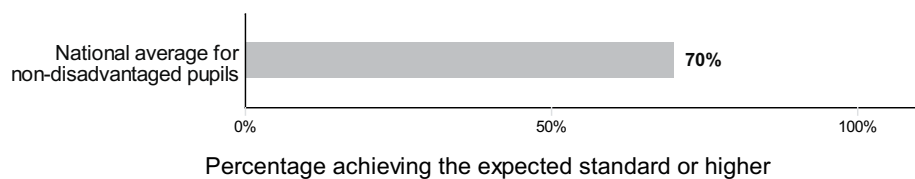
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	5	0	6	0
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	N/A	N/A	9.29	N/A	4.99	N/A
National Comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	N/A	N/A	9.25	N/A	4.97	N/A
Confidence interval	N/A	N/A	4.5 to 14.1	N/A	0.7 to 9.3	N/A

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 0

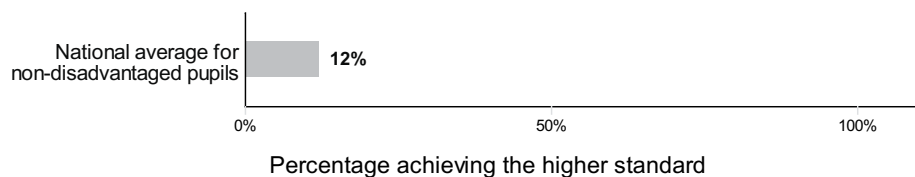


Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	5	0	6	0
Percentage	N/A	N/A	100	N/A	100	N/A
National Comparator	7	9	58	63	95	96
Difference	N/A	N/A	42	N/A	5	N/A

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 0



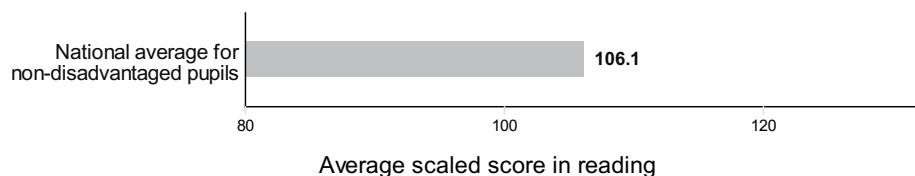
Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	5	0	6	0
Percentage	N/A	N/A	0	N/A	50	N/A
National Comparator	0	0	2	2	28	30
Difference	N/A	N/A	-2	N/A	22	N/A

Average scaled score for disadvantaged pupils in:

Reading

Number of disadvantaged pupils = 0



Maths

Number of disadvantaged pupils = 0



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

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	14	93	64	21	10
Male	9	89	61	22	8
Female	5	100	68	20	11
Disadvantaged	0	N/A	70	N/A	12
Other	14	93	70	21	12
Ever 6 FSM	0	N/A	70	N/A	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	0	N/A	64	N/A	10
SEN support	6	83	64	0	10
No SEN	8	100	73	38	12
Non-mobile	10	90	66	30	10
English first language	13	100	64	23	10
English additional language	1	0	64	0	10
Prior attainment					
Low overall	0	N/A	7	N/A	0
Middle overall	5	100	58	0	2
High overall	6	100	95	50	28
Reading low	0	N/A	9	N/A	0
Reading middle	7	100	60	14	2
Reading high	4	100	95	50	29
Writing low	0	N/A	13	N/A	0
Writing middle	10	100	68	30	5
Writing high	1	100	97	0	40
Maths low	0	N/A	6	N/A	0
Maths middle	6	100	61	0	3
Maths high	5	100	96	60	33

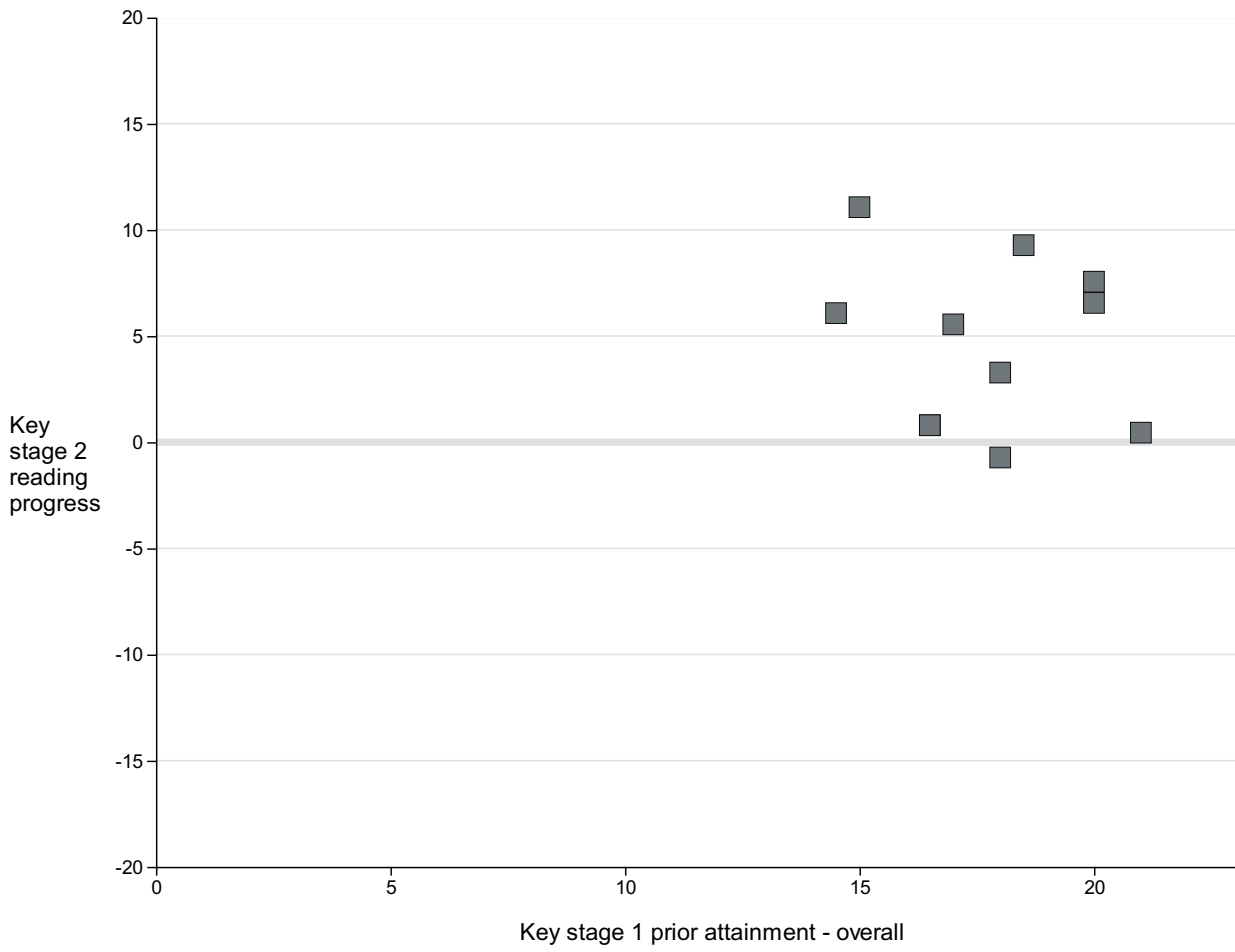
Key stage 2 reading progress and attainment by pupil group

Key stage 2 reading by pupil group										
Breakdown	Reading progress			Cohort	Reading attainment					
	Cohort	Adjusted score	Unadjusted score		Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	11	4.61	4.61	14	100	75	57	28	111.3	105.0
Male	7	5.19	5.19	9	100	72	56	24	111.8	104.2
Female	4	3.59	3.59	5	100	79	60	32	110.4	105.9
Disadvantaged	0	N/A	N/A	0	N/A	80	N/A	33	N/A	106.1
Other	11	4.61	4.61	14	100	80	57	33	111.3	106.1
Ever 6 FSM	0	N/A	N/A	0	N/A	80	N/A	32	N/A	106.1
Children looked after	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.1
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.0
SEN support	3	5.98	5.98	6	100	75	33	28	108.7	105.0
No SEN	8	4.10	4.10	8	100	83	75	32	113.3	106.3
Non-mobile	8	4.29	4.29	10	100	77	70	29	112.7	105.2
English first language	11	4.61	4.61	13	100	75	62	28	111.5	105.0
English additional language	0	N/A	N/A	1	100	75	0	28	108.0	105.0
Prior attainment										
Low overall	0	N/A	N/A	0	N/A	20	N/A	2	N/A	94.2
Middle overall	5	4.86	4.86	5	100	74	40	17	109.8	103.6
High overall	6	4.40	4.40	6	100	98	83	58	114.3	110.7
Reading low	0	N/A	N/A	0	N/A	21	N/A	2	N/A	94.4
Reading middle	7	5.27	5.27	7	100	74	57	17	111.3	103.6
Reading high	4	3.46	3.46	4	100	98	75	61	114.0	111.0
Writing low	0	N/A	N/A	0	N/A	28	N/A	4	N/A	96.0
Writing middle	10	5.03	5.03	10	100	80	60	24	112.2	105.1
Writing high	1	0.45	0.45	1	100	99	100	68	113.0	112.0
Maths low	0	N/A	N/A	0	N/A	18	N/A	2	N/A	93.8
Maths middle	6	3.93	3.93	6	100	75	33	21	109.5	104.1
Maths high	5	5.43	5.43	5	100	98	100	60	115.6	110.8

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

Number of pupils =

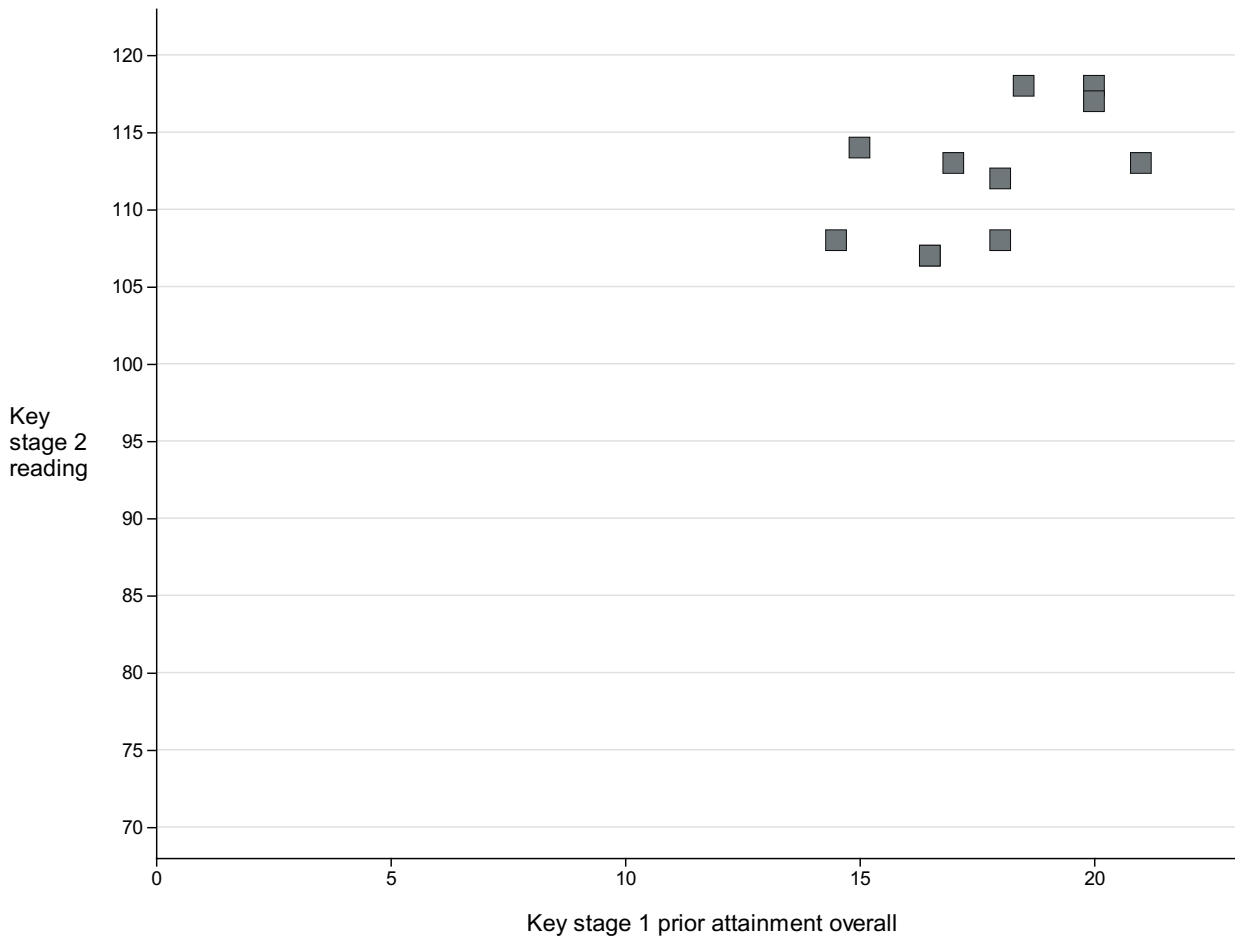
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged



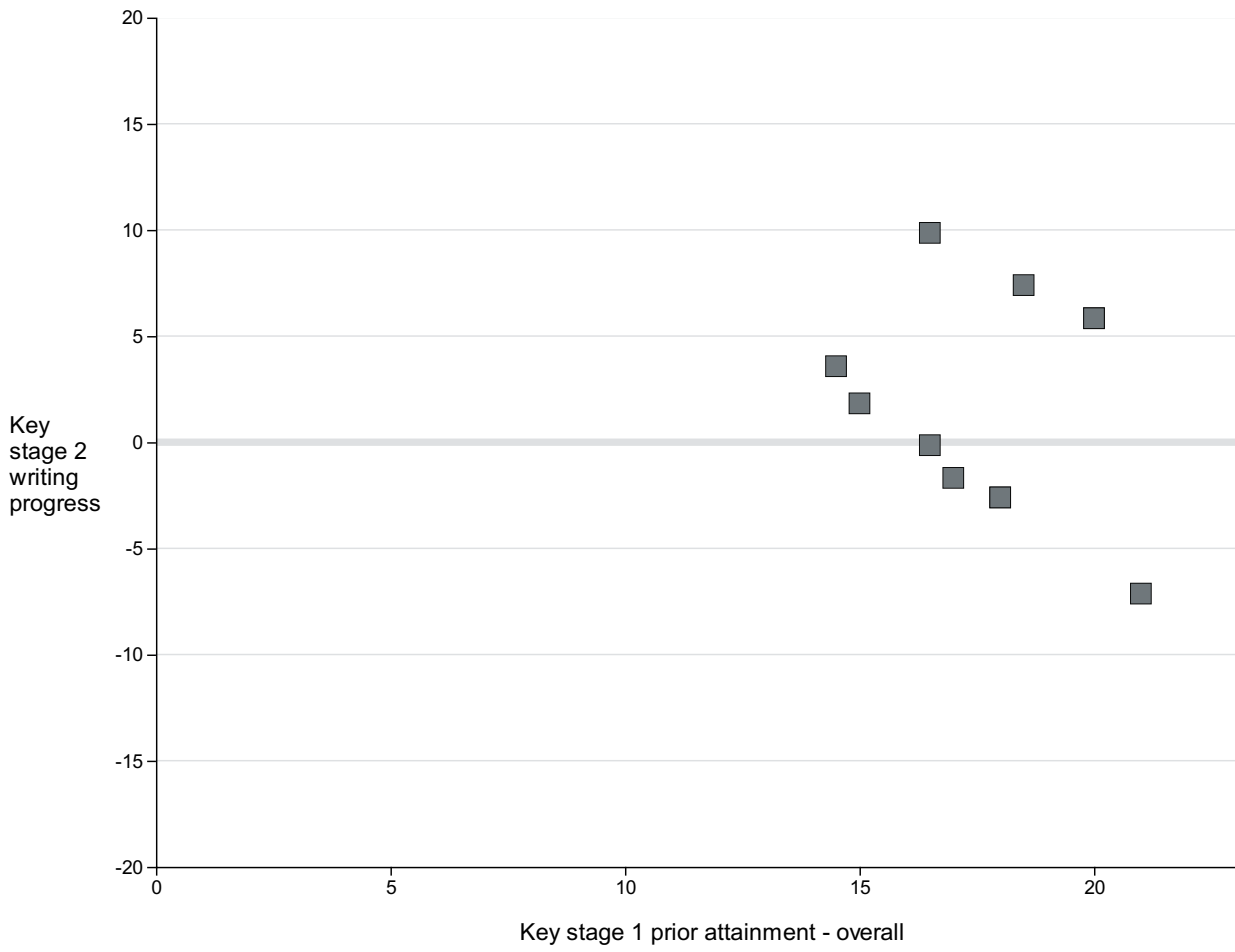
Key stage 2 writing progress and attainment by pupil group

Key stage 2 writing by pupil group								
Breakdown	Writing progress			Writing attainment				
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth	
					School %	National benchmark	School %	National benchmark
All pupils	11	1.84	1.84	14	93	78	29	20
Male	7	1.90	1.90	9	89	72	22	15
Female	4	1.72	1.72	5	100	84	40	25
Disadvantaged	0	N/A	N/A	0	N/A	83	N/A	24
Other	11	1.84	1.84	14	93	83	29	24
Ever 6 FSM	0	N/A	N/A	0	N/A	83	N/A	23
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	78	N/A	20
SEN support	3	1.76	1.76	6	83	78	0	20
No SEN	8	1.87	1.87	8	100	88	50	23
Non-mobile	8	2.17	2.17	10	90	80	40	21
English first language	11	1.84	1.84	13	100	78	31	20
English additional language	0	N/A	N/A	1	0	78	0	20
Prior attainment								
Low overall	0	N/A	N/A	0	N/A	17	N/A	0
Middle overall	5	2.69	2.69	5	100	79	20	7
High overall	6	1.13	1.13	6	100	99	50	50
Reading low	0	N/A	N/A	0	N/A	18	N/A	0
Reading middle	7	2.61	2.61	7	100	80	29	8
Reading high	4	0.49	0.49	4	100	99	50	51
Writing low	0	N/A	N/A	0	N/A	23	N/A	0
Writing middle	10	2.73	2.73	10	100	86	40	13
Writing high	1	-7.13	-7.13	1	100	100	0	67
Maths low	0	N/A	N/A	0	N/A	16	N/A	0
Maths middle	6	1.81	1.81	6	100	80	17	12
Maths high	5	1.87	1.87	5	100	98	60	52

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

Number of pupils =

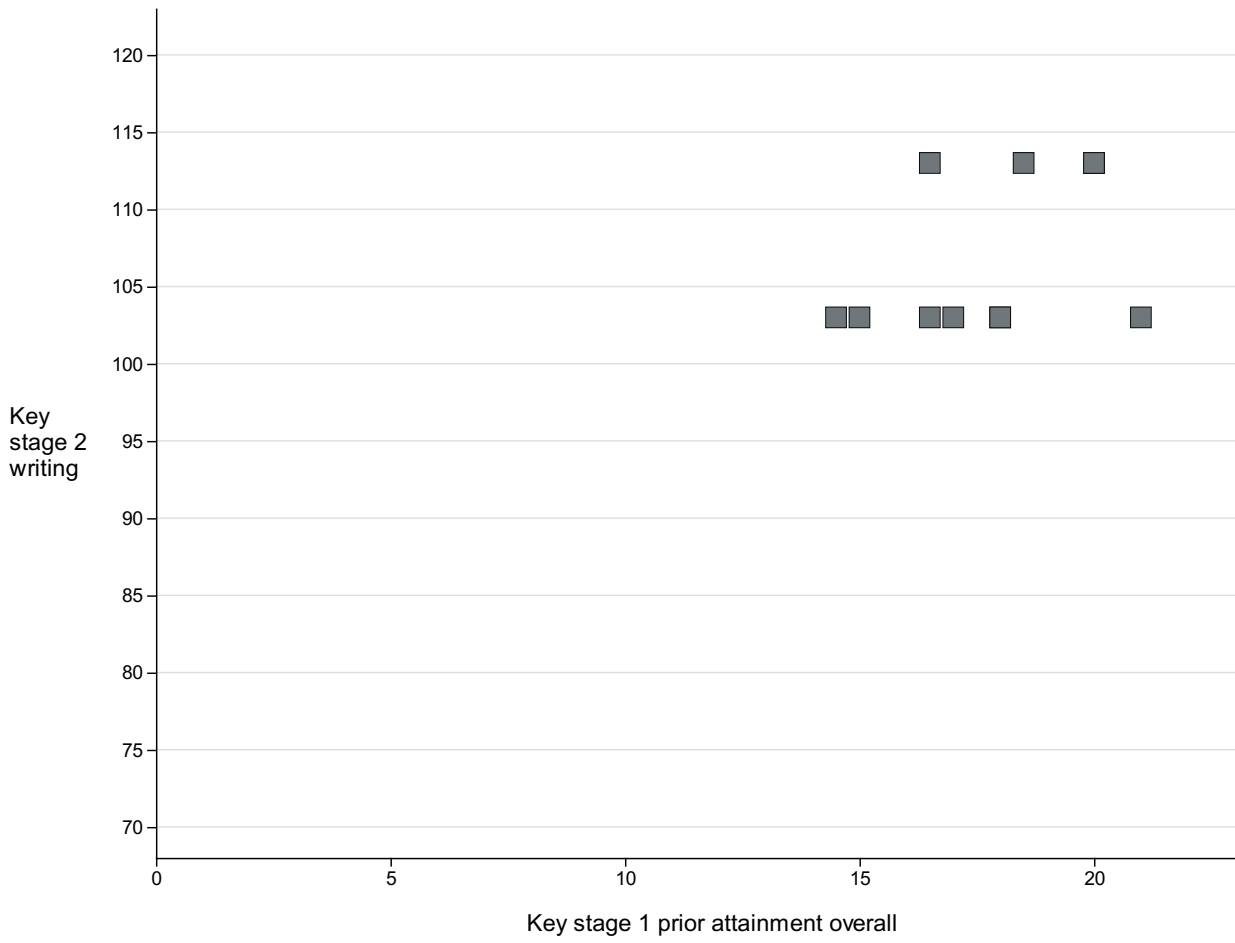
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged



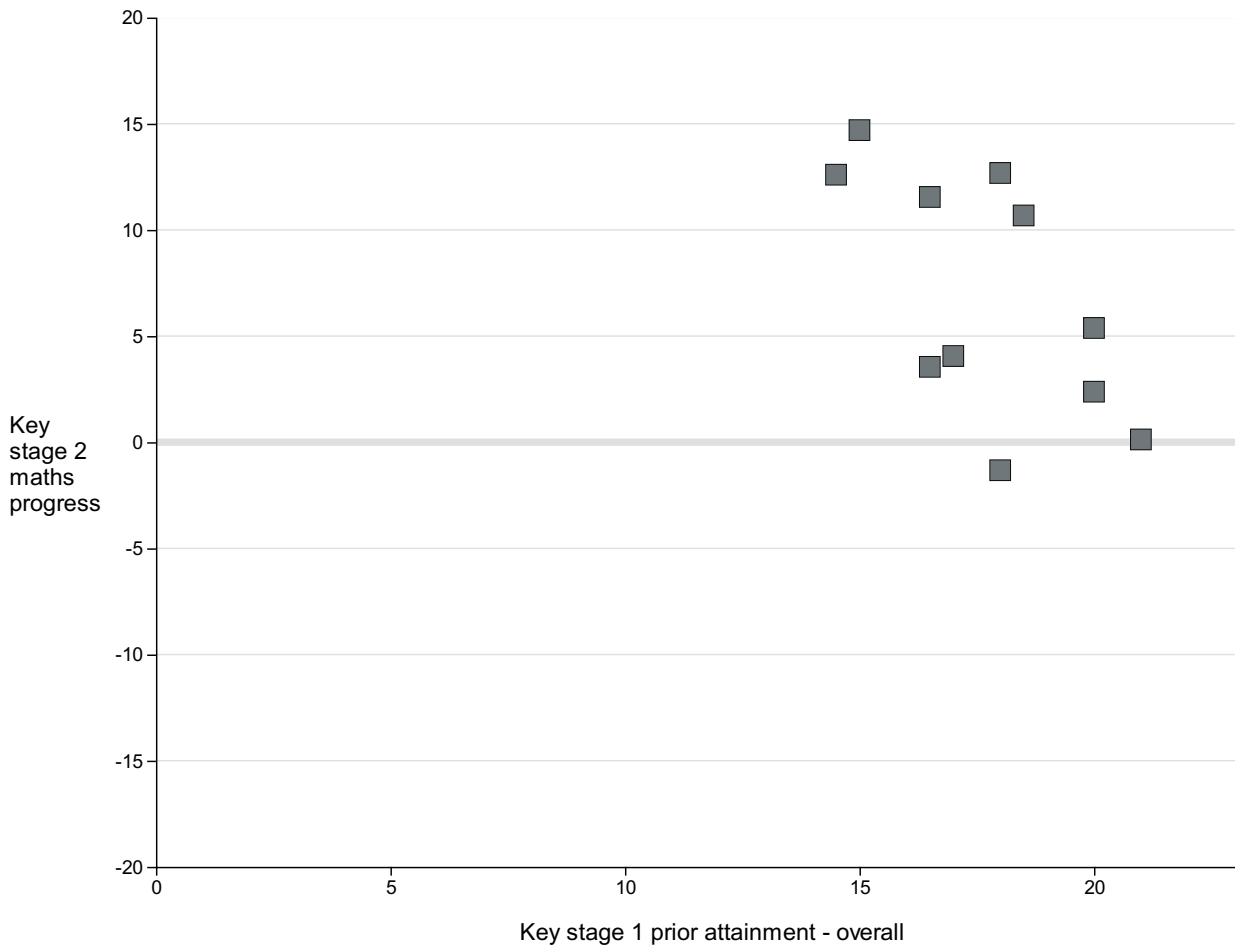
Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	11	6.94	6.94	14	100	76	64	24	112.4	104.4
Male	7	8.32	8.32	9	100	75	56	25	112.8	104.6
Female	4	4.53	4.53	5	100	76	80	22	111.8	104.1
Disadvantaged	0	N/A	N/A	0	N/A	81	N/A	28	N/A	105.4
Other	11	6.94	6.94	14	100	81	64	28	112.4	105.4
Ever 6 FSM	0	N/A	N/A	0	N/A	80	N/A	28	N/A	105.4
Children looked after	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN support	3	10.28	10.28	6	100	76	33	24	110.3	104.4
No SEN	8	5.69	5.69	8	100	84	88	27	114.0	105.6
Non-mobile	8	6.30	6.30	10	100	77	70	24	113.0	104.5
English first language	11	6.94	6.94	13	100	76	69	24	112.9	104.4
English additional language	0	N/A	N/A	1	100	76	0	24	106.0	104.4
Prior attainment										
Low overall	0	N/A	N/A	0	N/A	19	N/A	1	N/A	93.9
Middle overall	5	9.29	9.29	5	100	74	80	11	113.4	102.7
High overall	6	4.99	4.99	6	100	98	83	54	114.2	109.9
Reading low	0	N/A	N/A	0	N/A	25	N/A	2	N/A	95.2
Reading middle	7	9.97	9.97	7	100	74	86	14	115.0	103.1
Reading high	4	1.64	1.64	4	100	97	75	51	111.8	109.5
Writing low	0	N/A	N/A	0	N/A	30	N/A	2	N/A	96.1
Writing middle	10	7.63	7.63	10	100	80	80	20	114.0	104.4
Writing high	1	0.13	0.13	1	100	98	100	60	112.0	110.7
Maths low	0	N/A	N/A	0	N/A	14	N/A	1	N/A	92.8
Maths middle	6	7.52	7.52	6	100	75	67	13	112.2	103.0
Maths high	5	6.25	6.25	5	100	99	100	63	115.8	111.0

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

Number of pupils =

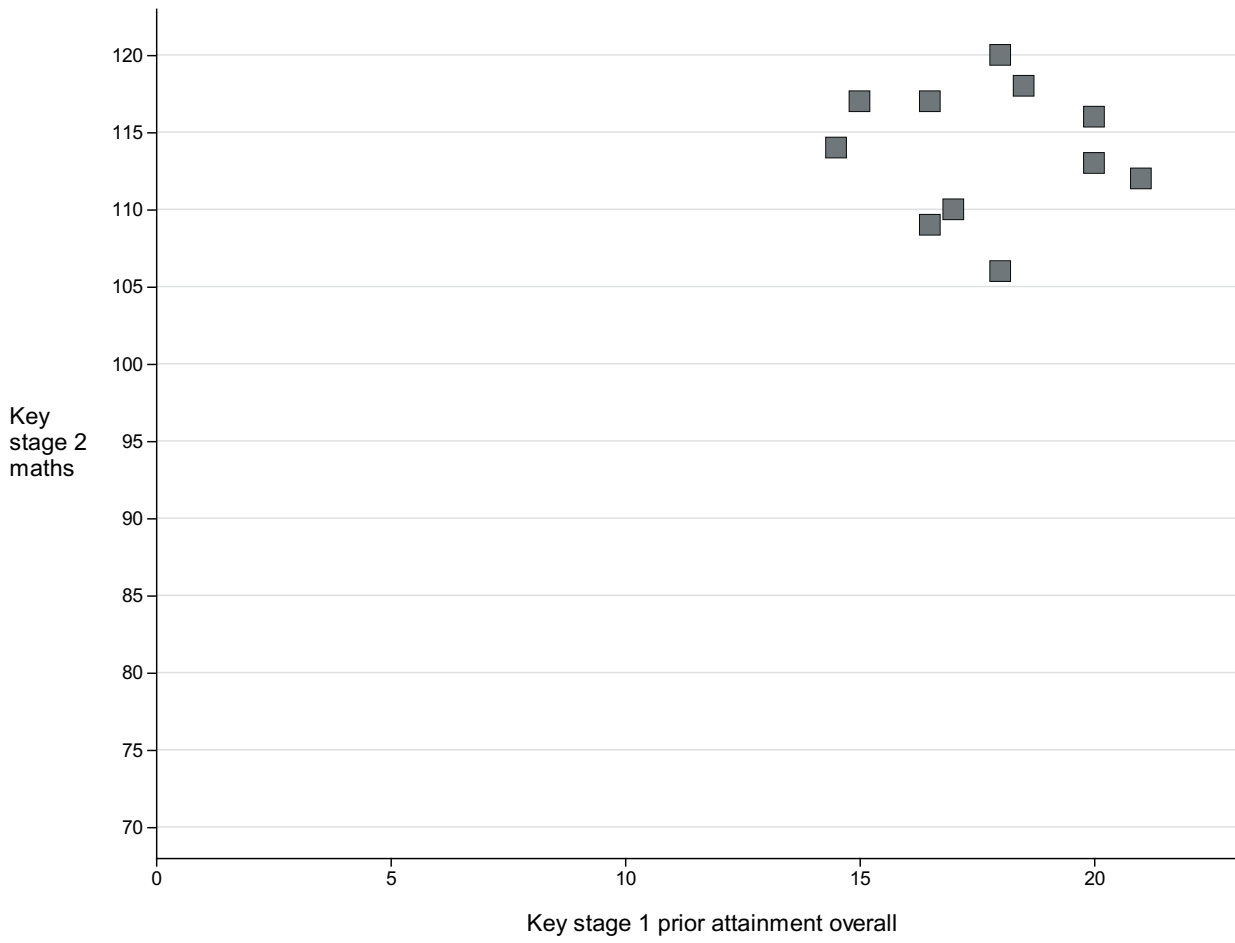
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged



Key stage 2 three year average

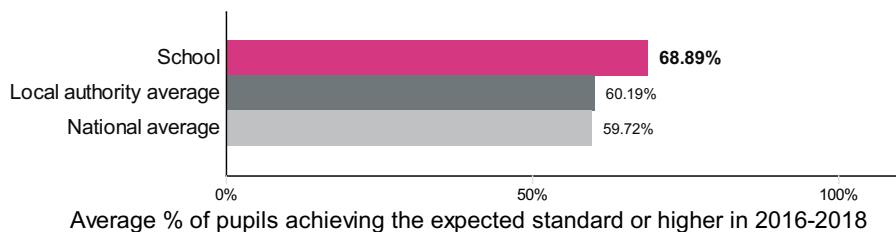
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Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 16

Number of pupils in 2017 = 15

Number of pupils in 2018 = 14

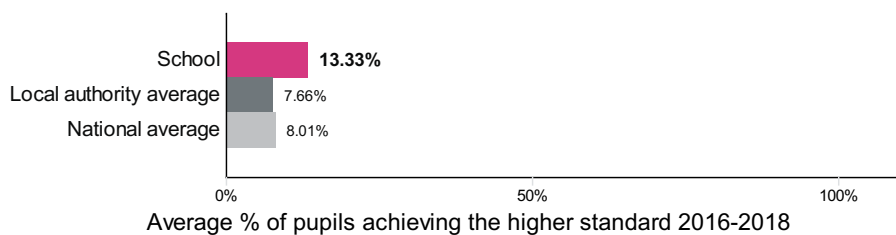


Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 16

Number of pupils in 2017 = 15

Number of pupils in 2018 = 14



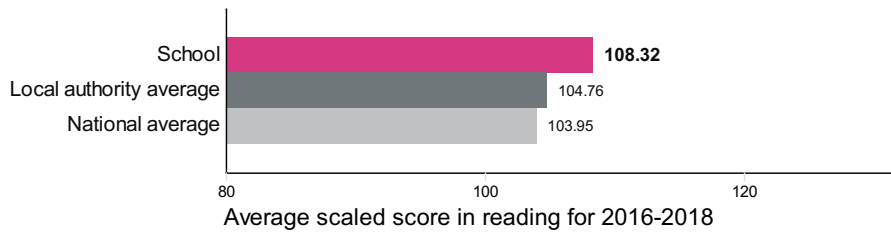
Average scaled score in:

Reading, 2016-2018

Number of pupils in 2016 = 16

Number of pupils in 2017 = 15

Number of pupils in 2018 = 14

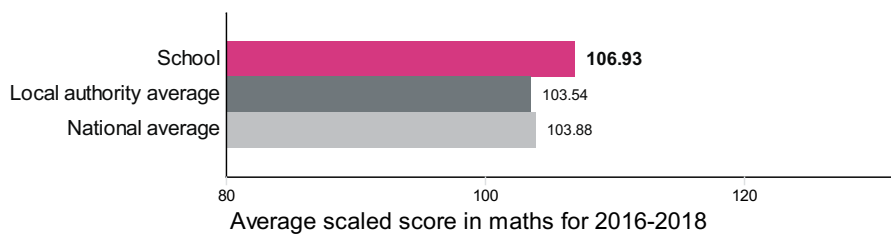


Maths, 2016-2018

Number of pupils in 2016 = 16

Number of pupils in 2017 = 15




Number of pupils in 2018 = 14






Key stage 2 time series

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Progress in reading

	2016	2017	2018
Number of pupils	16	14	11
Pupils with adjusted scores	N/A	N/A	0
School progress score	4.34	-0.51	4.61
Confidence interval	1.2 to 7.4	-3.8 to 2.8	1.1 to 8.1
Progress banding	 Well above average	 Average	 Well above average
Local authority average	0.49	0.50	-0.03
National average	0.00	0.00	0.03

Progress in writing

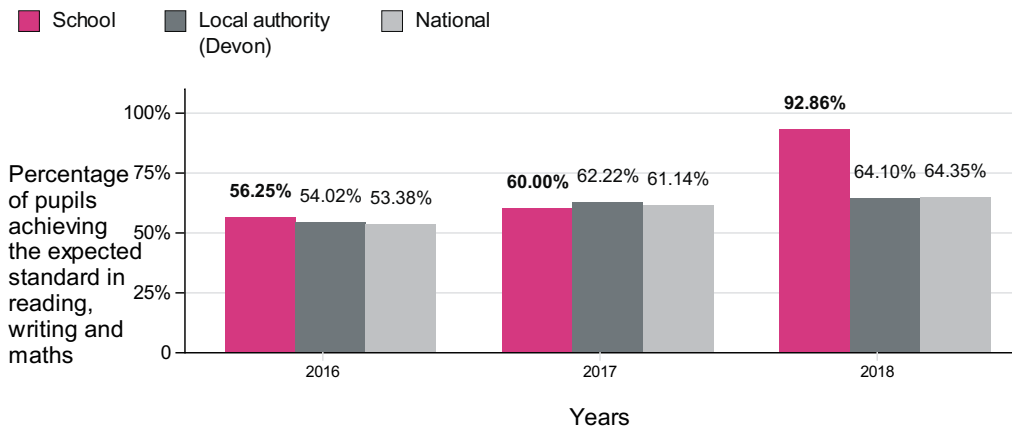
	2016	2017	2018
Number of pupils	16	14	11
Pupils with adjusted scores	N/A	N/A	0
School progress score	-1.32	-1.69	1.84
Confidence interval	-4.4 to 1.8	-4.9 to 1.5	-1.6 to 5.2
Progress banding	 Average	 Average	 Average
Local authority average	-1.31	-0.24	-0.66
National average	0.00	0.00	0.03

Progress in maths

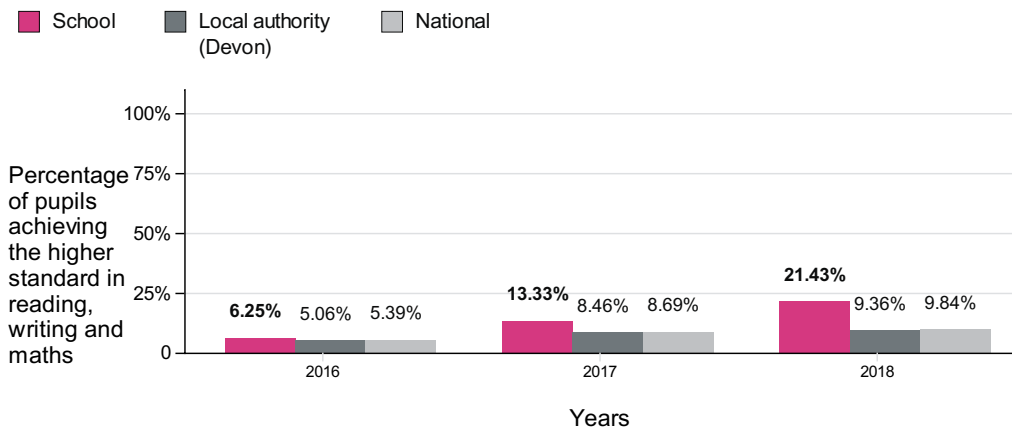
	2016	2017	2018
Number of pupils	16	14	11
Pupils with adjusted scores	N/A	N/A	0
School progress score	-1.17	-0.61	6.94
Confidence interval	-3.8 to 1.4	-3.5 to 2.3	3.7 to 10.1
Progress banding	 Average	 Average	 Well above average
Local authority average	-0.70	-0.68	-0.65
National average	0.00	0.00	0.03

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

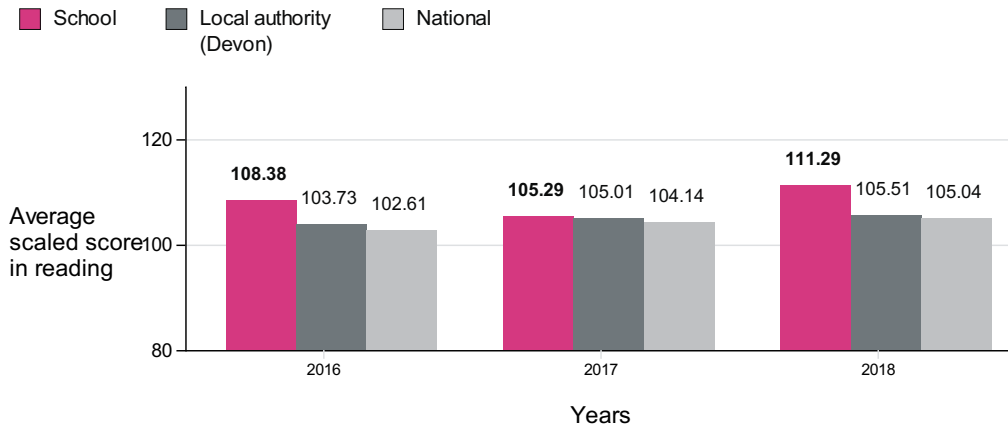


Percentage of pupils achieving the higher standard

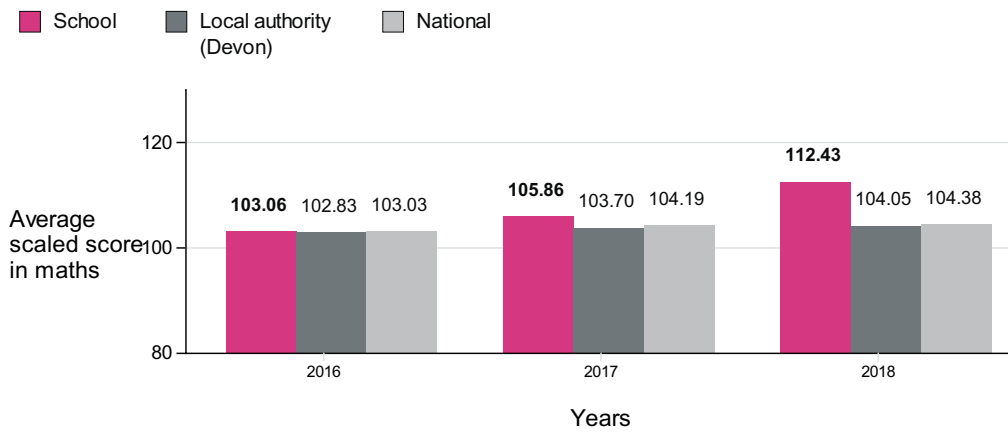


Average scaled scores in:

Reading



Maths



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

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment								Average spelling mark		Spelling mark							
	Cohort	Scaled score 100+		High scaled score		Average score		5+			10+		15+		20+			
		Sch %	Nat ben	Sch %	Nat ben	Sch	Nat ben	Sch	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	
All pupils	14	100	78	50	34	109.4	106.2	13.9	12.9	100	89	79	75	57	44	7	3	
Male	9	100	73	33	30	108.2	105.2	12.7	12.5	100	87	67	71	44	41	11	3	
Female	5	100	82	80	39	111.6	107.2	16.0	13.3	100	92	100	79	80	47	0	3	
Disadvantaged	0	N/A	82	N/A	39	N/A	107.2	N/A	13.4	N/A	92	N/A	79	N/A	48	N/A	3	
Other	14	100	82	50	39	109.4	107.2	13.9	13.4	100	92	79	79	57	48	7	3	
Ever 6 FSM	0	N/A	82	N/A	39	N/A	107.2	N/A	13.4	N/A	92	N/A	79	N/A	48	N/A	3	
Children looked after	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN with statement or EHC plan	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN support	6	100	78	0	34	106.0	106.2	11.2	12.9	100	89	67	75	17	44	0	3	
No SEN	8	100	87	88	40	112.0	107.7	15.9	13.8	100	96	88	84	88	50	13	3	
Non-mobile	10	100	79	60	35	110.2	106.3	13.4	13.0	100	90	70	76	60	45	0	3	
English first language	13	100	78	54	34	109.8	106.2	14.5	12.9	100	89	85	75	62	44	8	3	
English additional language	1	100	78	0	34	105.0	106.2	6.0	12.9	100	89	0	75	0	44	0	3	
Prior attainment																		
Low overall	0	N/A	18	N/A	2	N/A	94.3	N/A	6.3	N/A	44	N/A	22	N/A	5	N/A	0	
Middle overall	5	100	78	40	21	107.2	104.4	14.0	12.1	100	93	100	74	60	33	0	1	
High overall	6	100	99	83	70	112.7	112.5	15.8	16.2	100	100	83	97	83	76	17	7	
Reading low	0	N/A	18	N/A	2	N/A	94.3	N/A	5.7	N/A	41	N/A	18	N/A	4	N/A	0	
Reading middle	7	100	78	43	22	107.6	104.5	13.6	12.2	100	93	86	75	57	34	0	1	
Reading high	4	100	99	100	72	114.8	112.7	17.5	16.4	100	100	100	98	100	79	25	8	
Writing low	0	N/A	25	N/A	2	N/A	95.7	N/A	6.7	N/A	51	N/A	25	N/A	6	N/A	0	
Writing middle	10	100	84	60	30	109.9	106.1	14.7	13.1	100	95	90	81	70	42	10	2	
Writing high	1	100	100	100	83	113.0	114.3	18.0	17.0	100	100	100	99	100	87	0	11	
Maths low	0	N/A	17	N/A	2	N/A	94.3	N/A	6.7	N/A	44	N/A	23	N/A	6	N/A	0	
Maths middle	6	100	78	50	25	108.2	104.9	15.0	12.4	100	92	100	75	67	38	17	1	
Maths high	5	100	98	80	72	112.6	112.8	15.0	16.1	100	99	80	96	80	76	0	8	

Key stage 2 science attainment by pupil group

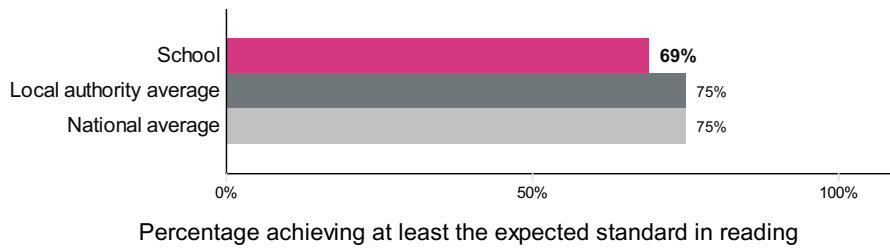
Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	14	93	82
Male	9	89	80
Female	5	100	85
Disadvantaged	0	N/A	87
Other	14	93	87
Ever 6 FSM	0	N/A	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	82
SEN support	6	83	82
No SEN	8	100	91
Non-mobile	10	90	84
English first language	13	100	82
English additional language	1	0	82
Prior attainment			
Low overall	0	N/A	23
Middle overall	5	100	85
High overall	6	100	99
Reading low	0	N/A	27
Reading middle	7	100	85
Reading high	4	100	99
Writing low	0	N/A	34
Writing middle	10	100	89
Writing high	1	100	100
Maths low	0	N/A	20
Maths middle	6	100	85
Maths high	5	100	99

Key stage 1

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

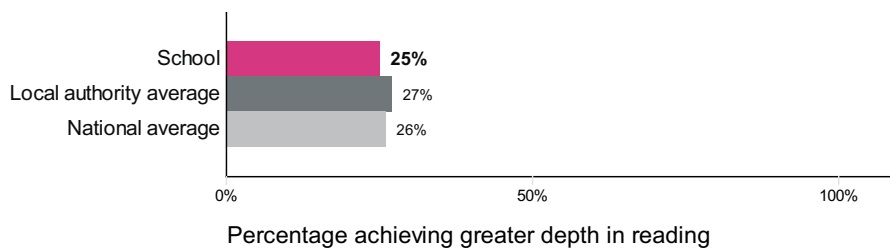
Percentage achieving at least the expected standard in reading

Number of pupils = 16



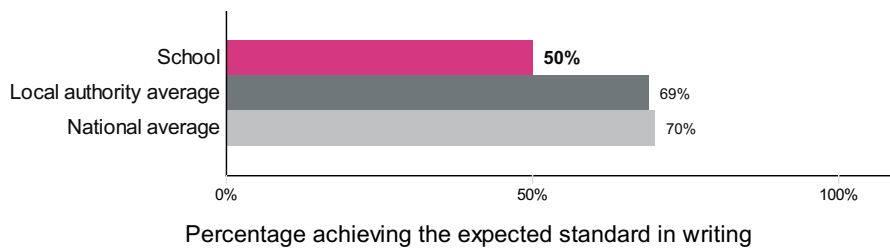
Percentage achieving greater depth in reading

Number of pupils = 16



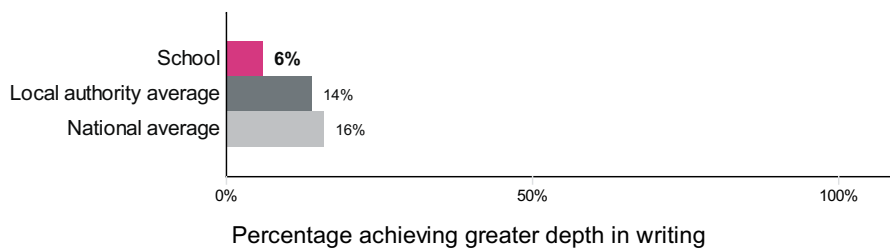
Percentage achieving at least the expected standard in writing

Number of pupils = 16



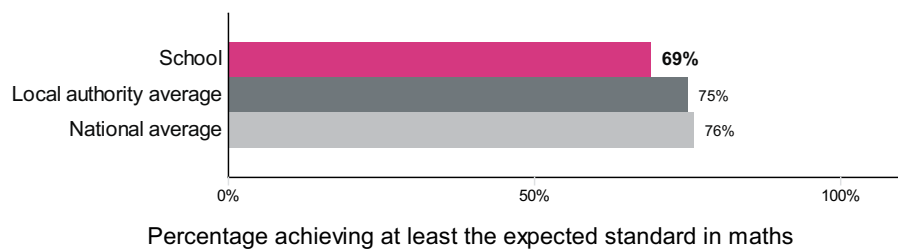
Percentage achieving greater depth in writing

Number of pupils = 16



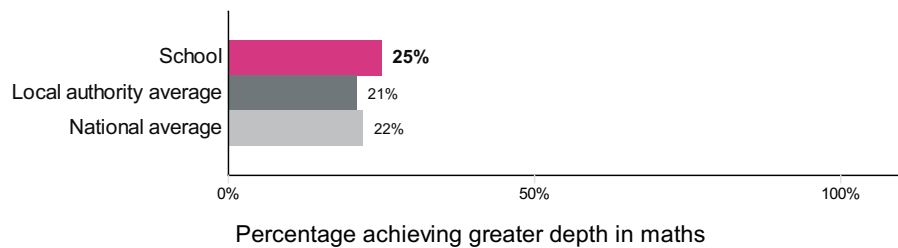
Percentage achieving at least the expected standard in maths

Number of pupils = 16



Percentage achieving greater depth in maths

Number of pupils = 16



Key stage 1 reading attainment by pupil group

Key stage 1 reading attainment by pupil group												
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading						
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards		
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	
All pupils	16	69	75	25	26	0	2	0	5	31	17	
Male	10	50	71	0	22	0	3	0	6	50	19	
Female	6	100	80	67	29	0	1	0	3	0	15	
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17	
SEN support	7	29	75	0	26	0	2	0	5	71	17	
No SEN	9	100	83	44	29	0	0	0	2	0	14	
English first language	15	73	75	27	26	0	2	0	5	27	17	
English additional language	1	0	75	0	26	0	2	0	5	100	17	

Key stage 1 writing attainment by pupil group

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	16	50	70	6	16	0	2	0	5	50	22
Male	10	20	63	0	12	0	3	0	7	80	26
Female	6	100	77	17	20	0	1	0	3	0	18
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	7	0	70	0	16	0	2	0	5	100	22
No SEN	9	89	78	11	18	0	0	0	2	11	19
English first language	15	53	70	7	16	0	2	0	5	47	22
English additional language	1	0	70	0	16	0	2	0	5	100	22

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	16	69	76	25	22	0	2	0	4	31	18
Male	10	60	75	10	24	0	3	0	5	40	17
Female	6	83	77	50	20	0	1	0	3	17	18
SEN with statement or EHC plan	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN support	7	57	76	0	22	0	2	0	4	43	18
No SEN	9	78	84	44	25	0	0	0	2	22	14
English first language	15	67	76	27	22	0	2	0	4	33	18
English additional language	1	100	76	0	22	0	2	0	4	0	18

Key stage 1 science attainment by pupil group

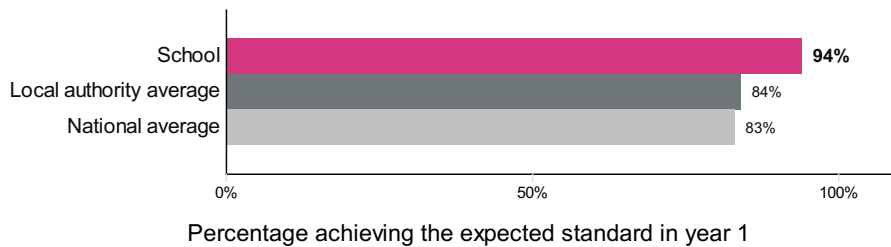
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	16	100	83
Male	10	100	80
Female	6	100	85
SEN with statement or EHC plan	0	N/A	83
SEN support	7	100	83
No SEN	9	100	90
English first language	15	100	83
English additional language	1	100	83

Phonics screening check

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

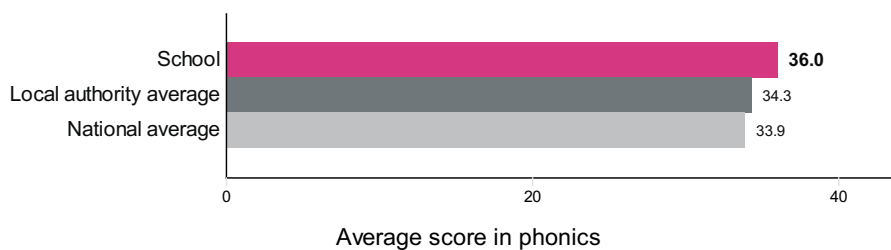
Percentage achieving the expected standard in phonics

Number of pupils = 16

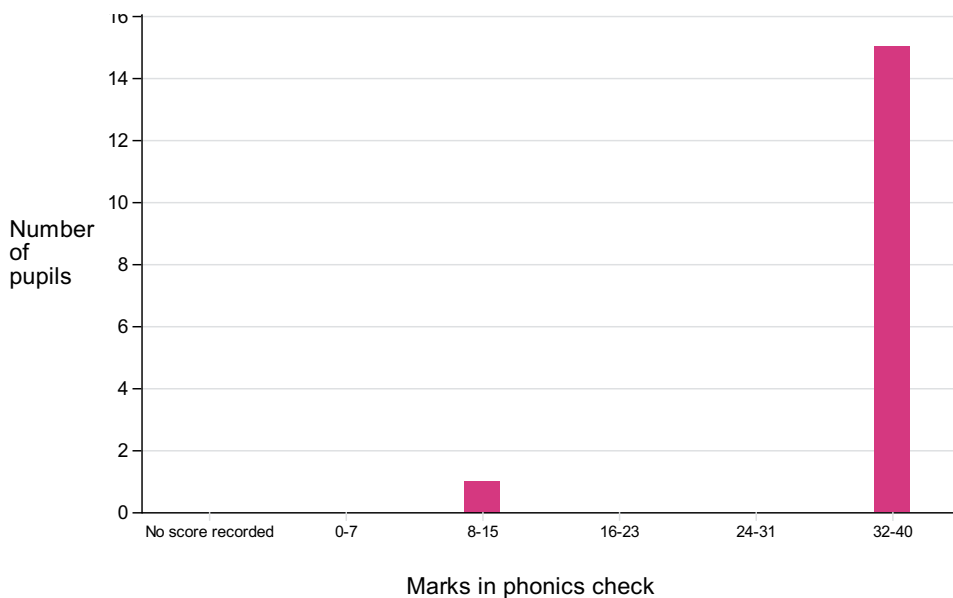


Phonics average score

Number of pupils = 16



Pupils' attainment in phonics



Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark		
							School	National benchmark	
All pupils	16	0	1	15	94	83	36	34	
Male	8	0	0	8	100	79	38	33	
Female	8	0	1	7	88	86	34	35	
SEN with statement or EHC plan	0	0	0	0	N/A	83	N/A	34	
SEN support	2	0	1	1	50	83	23	34	
No SEN	14	0	0	14	100	88	38	35	
English first language	16	0	1	15	94	83	36	34	
English additional language	0	0	0	0	N/A	83	N/A	34	

Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	6	0	0	6	100	37
Male	6	0	0	6	100	37
Female	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	6	0	0	6	100	37
No SEN	0	0	0	0	N/A	N/A
English first language	5	0	0	5	100	36
English additional language	1	0	0	1	100	38

Glossary

Progress score

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

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

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

Results over time for Progress in reading, writing and maths

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

Prior attainment of disadvantaged pupils - 3 year trends

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

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

<https://consult.education.gov.uk/healthy-pupil-unit/fsm/>

Male

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

Female

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

Disadvantaged

Pupils may be defined as disadvantaged if:

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

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

Other

Non-disadvantaged children.

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

Ever 6 FSM

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

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

Non-Ever 6 FSM

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

Children looked after

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

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

SEN with statement or EHC plan

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

English first language

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

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

English additional language

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

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

Unclassified

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

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

Key stage 2

Change in methodology for writing teacher assessment

Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to the 2017/18 writing teacher assessment frameworks.

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

Changes to the 2017/18 writing teacher assessment frameworks mean results in 2018 are not directly comparable to 2016 and 2017, which used the previous interim frameworks.

Progress scores

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

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

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

Where a pupil's score is more negative than this minimum possible or 'adjusted' score, the adjusted score will replace the pupil's original progress score when calculating a school's progress average. For further information, see the technical guidance.

Scaled score 100+

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

High scaled score

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

Average score

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

Achieving the expected standard

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

Achieving a higher standard

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

Non-mobile

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

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

Low overall

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

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

Middle overall

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

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

High overall

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

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

Reading low

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

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

Reading middle

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

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

Reading high

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

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

Writing low

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

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

Writing middle

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

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

Writing high

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

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

Maths low

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

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

Maths middle

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

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

Maths high

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

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

Three year averages

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

Prior attainment of disadvantaged pupils - 3 year trends

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

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

Teacher assessments

HNM: Has not met expected standard

EXS: Working at expected standard

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

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

WTS: Working towards the expected standard

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

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

GDS: Working at greater depth within the expected standard

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

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

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

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

Key stage 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard.

Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Achieved greater depth

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

Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Below pre-KS1

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

Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Foundations

The pupil achieved the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Working towards

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

Read more about pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Early Years Foundation Stage

Communication and language

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Literacy

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts and design

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf