

The Government has announced (<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCWS176/>) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This update published here (<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>) clarifies what this means for the way school and college accountability will operate for 2019/20.

Manor Primary School (URN: 141858)

This is a new academy which opened on 1 February 2016.
Go to [Manor Primary School](#) for the previous record.

School performance summary 2017/2018

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

Key stage 2 headline measures

This is revised data for 2017/18.

Progress in reading, writing and maths

Reading

Number of pupils = 59

Pupils with adjusted scores = 0

Well above average 3.41

Confidence interval
1.9 to 4.9

Writing

Number of pupils = 59

Pupils with adjusted scores = 0

Well above average 4.83

Confidence interval
3.3 to 6.3

Maths

Number of pupils = 59

Pupils with adjusted scores = 0

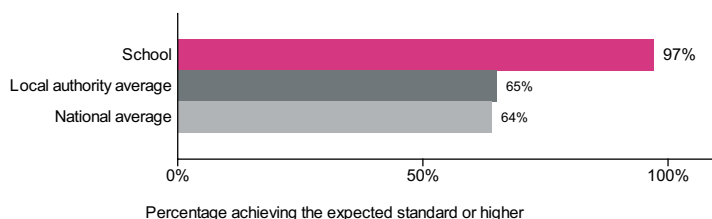
Above average 3.06

Confidence interval
1.7 to 4.5

Reading, writing and maths combined

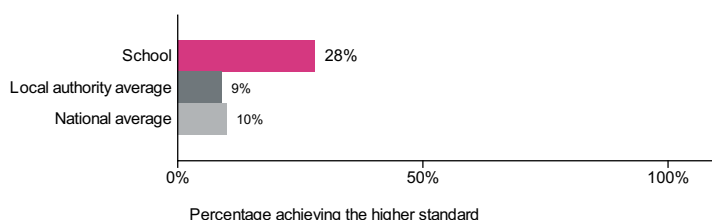
Percentage of pupils achieving the expected standard or higher

Number of pupils = 60



Percentage of pupils achieving the higher standard

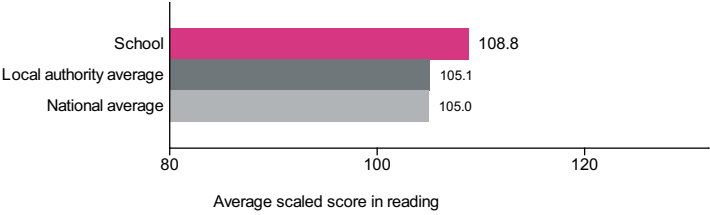
Number of pupils = 60



Average scaled score in:

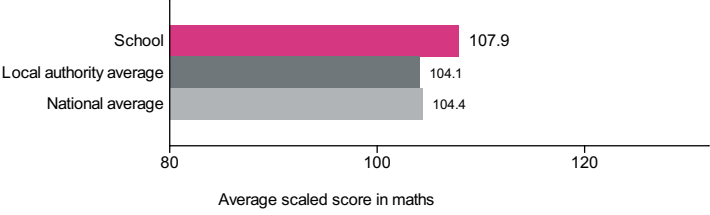
Reading

Number of pupils = 60



Maths

Number of pupils = 60



Key stage 2 disadvantaged

This is revised data for 2017/18.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	4.51	5.31	4.30
Confidence interval	1.6 to 7.4	2.5 to 8.1	1.6 to 7.0
Number of disadvantaged pupils	16	16	16
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31
National average for disadvantaged pupils	Like-for-like -0.59	Like-for-like -0.44	Like-for-like -0.58

Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	38	21	42	17	43	17
Prior attainment (based on key stage 1 average point score)	17.12	16.19	17.14	16.12	17.35	14.66

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	0	37	15	21	1
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	11.91	N/A	3.97	4.64	2.03	2.55
National average	0.01	0.57	0.03	0.34	0.02	0.22
Difference	11.90	N/A	3.94	4.30	2.00	2.33
Confidence interval	0.2 to 23.6	N/A	2.1 to 5.9	1.6 to 7.6	-0.6 to 4.6	-9.1 to 14.3

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	0	37	15	21	1
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	10.58	N/A	4.81	5.27	4.60	5.83
National average	0.01	0.55	0.04	0.28	0.01	0.14
Difference	10.57	N/A	4.77	5.00	4.58	5.69
Confidence interval	-0.6 to 21.8	N/A	3.0 to 6.6	2.4 to 8.2	2.1 to 7.1	-5.4 to 17.0

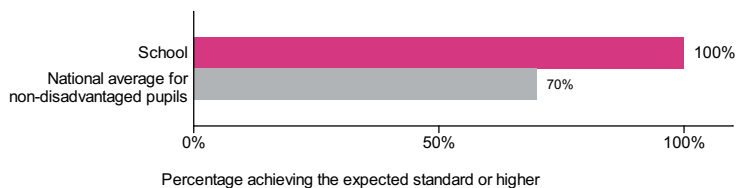
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	0	37	15	21	1
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	7.15	N/A	3.87	4.62	1.43	-0.62
National average	0.02	0.66	0.04	0.34	0.02	0.21
Difference	7.13	N/A	3.83	4.28	1.42	-0.83
Confidence interval	-3.5 to 17.9	N/A	2.1 to 5.7	1.8 to 7.4	-0.9 to 3.7	-11.3 to 10.1

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 17

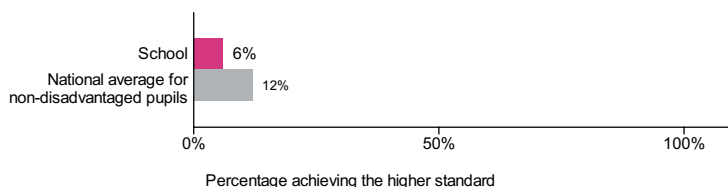


Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	0	37	15	21	1
Percentage	100	N/A	95	100	100	100
National average	7	9	59	63	95	96
Difference	93	N/A	36	37	5	4

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 17



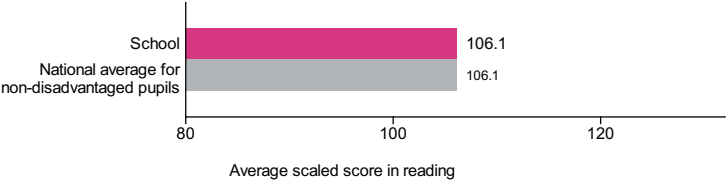
Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	0	37	15	21	1
Percentage	0	N/A	8	0	67	100
National average	0	0	2	2	28	30
Difference	0	N/A	6	-2	38	70

Average scaled score for disadvantaged pupils in:

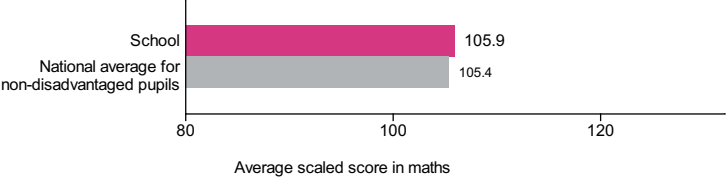
Reading

Number of disadvantaged pupils = 17



Maths

Number of disadvantaged pupils = 17



Key stage 2 three year average

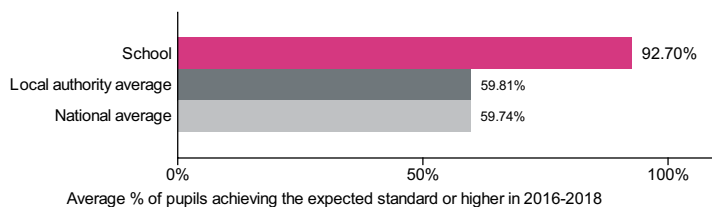
This is revised data for 2017/18.

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

Number of pupils in 2016 = 59

Number of pupils in 2017 = 59

Number of pupils in 2018 = 60

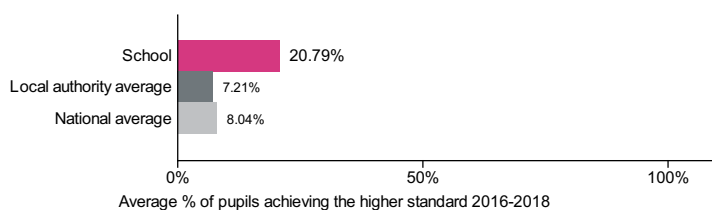


Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 59

Number of pupils in 2017 = 59

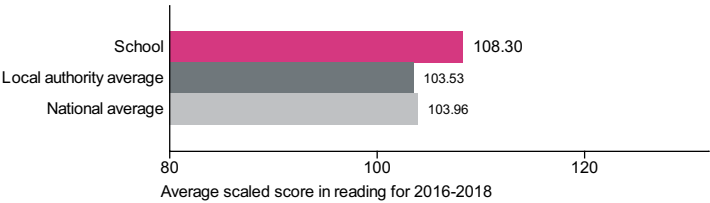
Number of pupils in 2018 = 60



Average scaled score in:

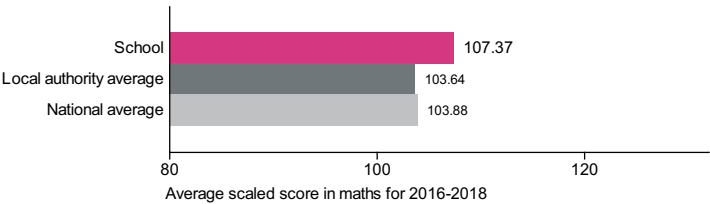
Reading, 2016-2018

Number of pupils in 2016 = 59
Number of pupils in 2017 = 59
Number of pupils in 2018 = 60



Maths, 2016-2018




Number of pupils in 2016 = 59
Number of pupils in 2017 = 59
Number of pupils in 2018 = 60






Key stage 2 results over 3 years

This is revised data for 2017/18.




Progress in reading

	2016	2017	2018
Number of pupils	59	59	59
Pupils with adjusted scores	N/A	N/A	0
School progress score	4.23	2.11	3.41
Confidence interval	2.6 to 5.8	0.5 to 3.7	1.9 to 4.9
Progress banding	 Well above average	 Above average	 Well above average
Local authority average	0.52	0.67	0.87
National average	0.00	0.00	0.03

Progress in writing

	2016	2017	2018
Number of pupils	59	59	59
Pupils with adjusted scores	N/A	N/A	0
School progress score	6.18	5.34	4.83
Confidence interval	4.6 to 7.8	3.8 to 6.8	3.3 to 6.3
Progress banding	 Well above average	 Well above average	 Well above average
Local authority average	0.92	1.51	1.19
National average	0.00	0.00	0.03

Progress in maths

	2016	2017	2018
Number of pupils	59	59	59
Pupils with adjusted scores	N/A	N/A	0
School progress score	0.84	3.56	3.06
Confidence interval	-0.6 to 2.2	2.2 to 5.0	1.7 to 4.5
Progress banding	 Average	 Well above average	 Above average
Local authority average	0.81	0.86	0.47
National average	0.00	0.00	0.03

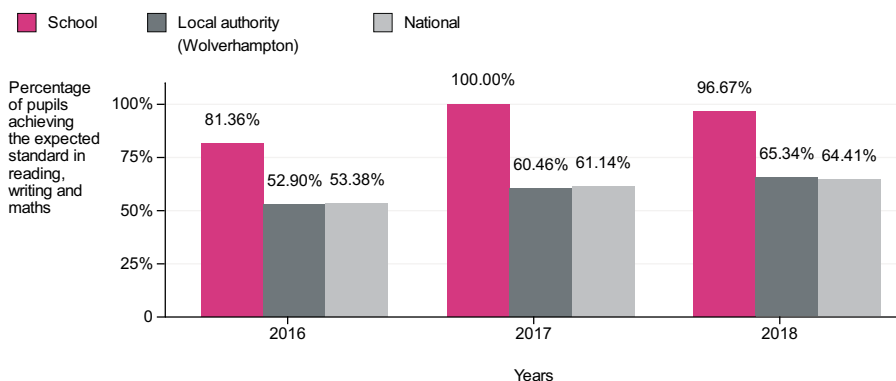
Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

Number of pupils in 2016 = 59

Number of pupils in 2017 = 59

Number of pupils in 2018 = 60

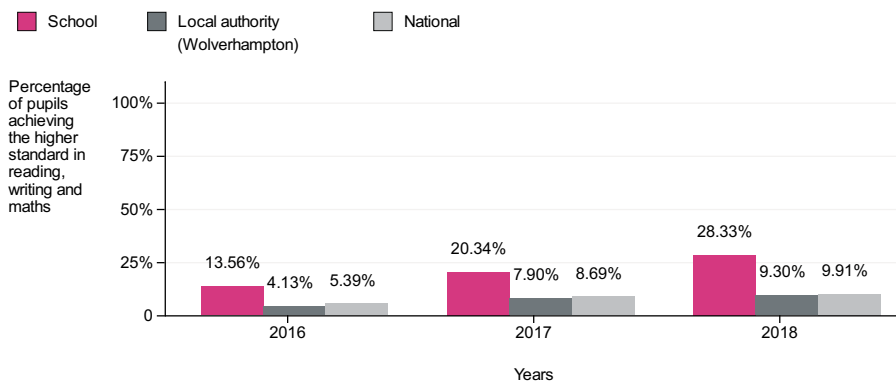


Percentage of pupils achieving the higher standard

Number of pupils in 2016 = 59

Number of pupils in 2017 = 59

Number of pupils in 2018 = 60



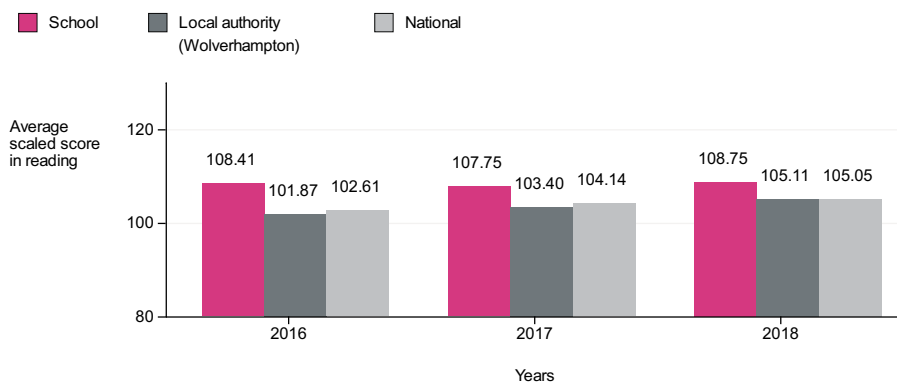
Average scaled scores in:

Reading

Number of pupils in 2016 = 59

Number of pupils in 2017 = 59

Number of pupils in 2018 = 60

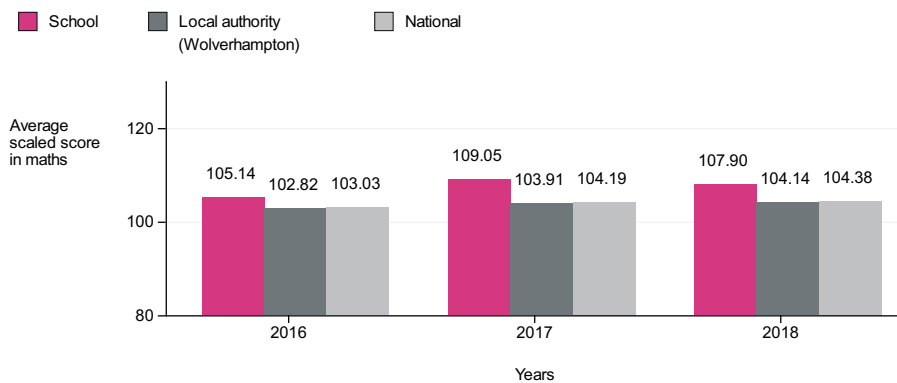


Maths

Number of pupils in 2016 = 59

Number of pupils in 2017 = 59

Number of pupils in 2018 = 60



Key stage 2 reports

Reading progress and attainment by pupil group

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	59	3.41	0.03	3.41	0.00	60	97	75	47	28	108.8	105.0
Male	33	2.91	-0.37	2.91	-0.41	34	94	72	41	24	108.3	104.2
Female	26	4.05	0.44	4.05	0.43	26	100	79	54	32	109.4	105.9
Disadvantaged	16	4.51	0.31	4.51	0.29	17	100	80	24	33	106.1	106.1
		Like-for-like		Like-for-like				Like-for-like		Like-for-like	Like-for-like	
			-0.59		-0.64			64		18		102.6
Ever 6 FSM	16	4.51	0.29	4.51	0.27	17	100	80	24	33	106.1	106.1
		Like-for-like		Like-for-like				Like-for-like		Like-for-like	Like-for-like	
			-0.58		-0.62			64		18		102.6
Children looked after	1	5.08	0.03	5.08	0.00	1	100	75	0	28	107.0	105.1
		Like-for-like		Like-for-like				Like-for-like		Like-for-like	Like-for-like	
			-0.20		-0.27			52		14		101.1
Other	43	3.00	0.31	3.00	0.29	43	95	80	56	33	109.8	106.1
SEN with statement or EHC plan	0	N/A	0.03	N/A	0.00	1	100	75	0	28	100.0	105.0
SEN support	11	6.04	0.03	6.04	0.00	11	91	75	0	28	105.5	105.0
No SEN	48	2.81	0.33	2.81	0.32	48	98	83	58	32	109.7	106.3
Non-mobile	56	3.54	0.07	3.54	0.05	56	96	77	50	29	109.2	105.2
English first language	56	3.24	0.03	3.24	0.00	57	96	75	47	28	108.7	105.0
English additional language	3	6.70	0.03	6.70	0.00	3	100	75	33	28	109.3	105.0
Prior attainment												
Low overall	1	11.91	0.01	11.91	0.00	1	100	20	0	2	107.0	94.2
Middle overall	37	3.97	0.03	3.97	0.00	37	95	74	24	17	106.5	103.6
High overall	21	2.03	0.02	2.03	0.00	21	100	98	90	58	113.2	110.7
Reading low	1	11.91	-0.29	11.91	-0.30	1	100	21	0	2	107.0	94.4
Reading middle	37	3.97	-0.16	3.97	-0.19	37	95	75	24	17	106.5	103.6
Reading high	21	2.03	0.49	2.03	0.47	21	100	98	90	61	113.2	111.0
Writing low	2	9.18	0.10	9.18	0.08	2	100	28	0	4	105.5	96.0
Writing middle	44	3.78	-0.02	3.78	-0.05	44	95	81	36	24	107.8	105.1
Writing high	13	1.28	0.20	1.28	0.18	13	100	99	92	69	113.2	112.0
Maths low	0	N/A	0.20	N/A	0.19	0	N/A	18	N/A	2	N/A	93.8
Maths middle	43	3.97	0.14	3.97	0.11	43	95	76	30	21	107.1	104.1
Maths high	16	1.93	-0.34	1.93	-0.37	16	100	98	94	60	113.7	110.8

Writing progress and attainment by pupil group

Key stage 2 writing by pupil group										
Breakdown	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth	
		School	National	School	National		School %	National %	School %	National %
All pupils	59	4.83	0.03	4.83	0.00	60	100	78	47	20
Male	33	4.60	-0.76	4.60	-0.80	34	100	72	44	15
Female	26	5.13	0.85	5.13	0.83	26	100	84	50	25
Disadvantaged	16	5.31	0.24	5.31	0.22	17	100	83	18	24
		Like-for-like		Like-for-like				Like-for-like		Like-for-like
			-0.44		-0.49			67		11
Ever 6 FSM	16	5.31	0.22	5.31	0.20	17	100	83	18	24
		Like-for-like		Like-for-like				Like-for-like		Like-for-like
			-0.41		-0.45			68		11
Children looked after	1	3.58	0.03	3.58	0.01	1	100	78	0	20
		Like-for-like		Like-for-like				Like-for-like		Like-for-like
			-0.89		-0.99			50		6
Other	43	4.65	0.24	4.65	0.22	43	100	83	58	24
SEN with statement or EHC plan	0	N/A	0.03	N/A	0.00	1	100	78	0	20
SEN support	11	5.98	0.03	5.98	0.00	11	100	78	0	20
No SEN	48	4.57	0.51	4.57	0.50	48	100	88	58	23
Non-mobile	56	4.90	0.10	4.90	0.07	56	100	80	50	21
English first language	56	4.76	0.03	4.76	0.00	57	100	78	47	20
English additional language	3	6.19	0.03	6.19	0.00	3	100	78	33	20
Prior attainment										
Low overall	1	10.58	0.01	10.58	0.00	1	100	17	0	0
Middle overall	37	4.81	0.04	4.81	0.00	37	100	79	19	7
High overall	21	4.60	0.01	4.60	0.00	21	100	99	100	50
Reading low	1	10.58	-0.28	10.58	-0.28	1	100	18	0	0
Reading middle	37	4.81	-0.04	4.81	-0.08	37	100	80	19	8
Reading high	21	4.60	0.27	4.60	0.25	21	100	99	100	51
Writing low	2	9.69	-0.40	9.69	-0.42	2	100	23	0	0
Writing middle	44	4.97	0.01	4.97	-0.02	44	100	86	34	13
Writing high	13	3.60	0.45	3.60	0.44	13	100	100	100	67
Maths low	0	N/A	0.32	N/A	0.32	0	N/A	16	N/A	0
Maths middle	43	5.15	0.17	5.15	0.14	43	100	80	28	12
Maths high	16	3.97	-0.46	3.97	-0.48	16	100	98	100	52

Maths progress and attainment by pupil group

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	59	3.06	0.03	3.06	0.00	60	100	76	37	24	107.9	104.4
Male	33	3.99	0.69	3.99	0.66	34	100	75	47	26	109.0	104.6
Female	26	1.88	-0.65	1.88	-0.68	26	100	76	23	22	106.5	104.1
Disadvantaged	16	4.30	0.31	4.30	0.29	17	100	81	12	28	105.9	105.4
		Like-for-like		Like-for-like				Like-for-like		Like-for-like	Like-for-like	
			-0.58		-0.63			64		14	101.9	
Ever 6 FSM	16	4.30	0.28	4.30	0.26	17	100	80	12	28	105.9	105.4
		Like-for-like		Like-for-like				Like-for-like		Like-for-like	Like-for-like	
			-0.55		-0.59			64		14	101.9	
Children looked after	1	7.60	0.04	7.60	0.01	1	100	76	0	24	109.0	104.4
		Like-for-like		Like-for-like				Like-for-like		Like-for-like	Like-for-like	
			-0.79		-0.89			49		8	99.8	
Other	43	2.60	0.31	2.60	0.29	43	100	81	47	28	108.7	105.4
SEN with statement or EHC plan	0	N/A	0.03	N/A	0.00	1	100	76	0	24	109.0	104.4
SEN support	11	4.92	0.03	4.92	0.00	11	100	76	0	24	103.8	104.4
No SEN	48	2.63	0.34	2.63	0.32	48	100	84	46	27	108.8	105.6
Non-mobile	56	3.07	0.10	3.07	0.07	56	100	77	39	24	108.1	104.5
English first language	56	2.88	0.03	2.88	0.00	57	100	76	37	24	107.9	104.4
English additional language	3	6.43	0.03	6.43	0.00	3	100	76	33	24	108.3	104.4
Prior attainment												
Low overall	1	7.15	0.02	7.15	0.00	1	100	19	0	1	102.0	93.9
Middle overall	37	3.87	0.04	3.87	0.00	37	100	74	16	11	105.7	102.8
High overall	21	1.43	0.02	1.43	0.00	21	100	98	76	54	112.0	109.9
Reading low	1	7.15	0.62	7.15	0.60	1	100	25	0	2	102.0	95.2
Reading middle	37	3.87	0.11	3.87	0.07	37	100	74	16	14	105.7	103.1
Reading high	21	1.43	-0.30	1.43	-0.32	21	100	97	76	51	112.0	109.5
Writing low	2	7.26	0.43	7.26	0.40	2	100	30	0	2	103.5	96.1
Writing middle	44	3.56	0.04	3.56	0.01	44	100	80	30	20	106.9	104.4
Writing high	13	0.73	-0.35	0.73	-0.36	13	100	98	69	60	111.8	110.7
Maths low	0	N/A	-0.49	N/A	-0.50	0	N/A	14	N/A	1	N/A	92.8
Maths middle	43	3.74	-0.04	3.74	-0.08	43	100	75	21	13	106.1	103.1
Maths high	16	1.22	0.39	1.22	0.38	16	100	99	81	63	112.6	111.0

Reading, writing and maths combined attainment by pupil group

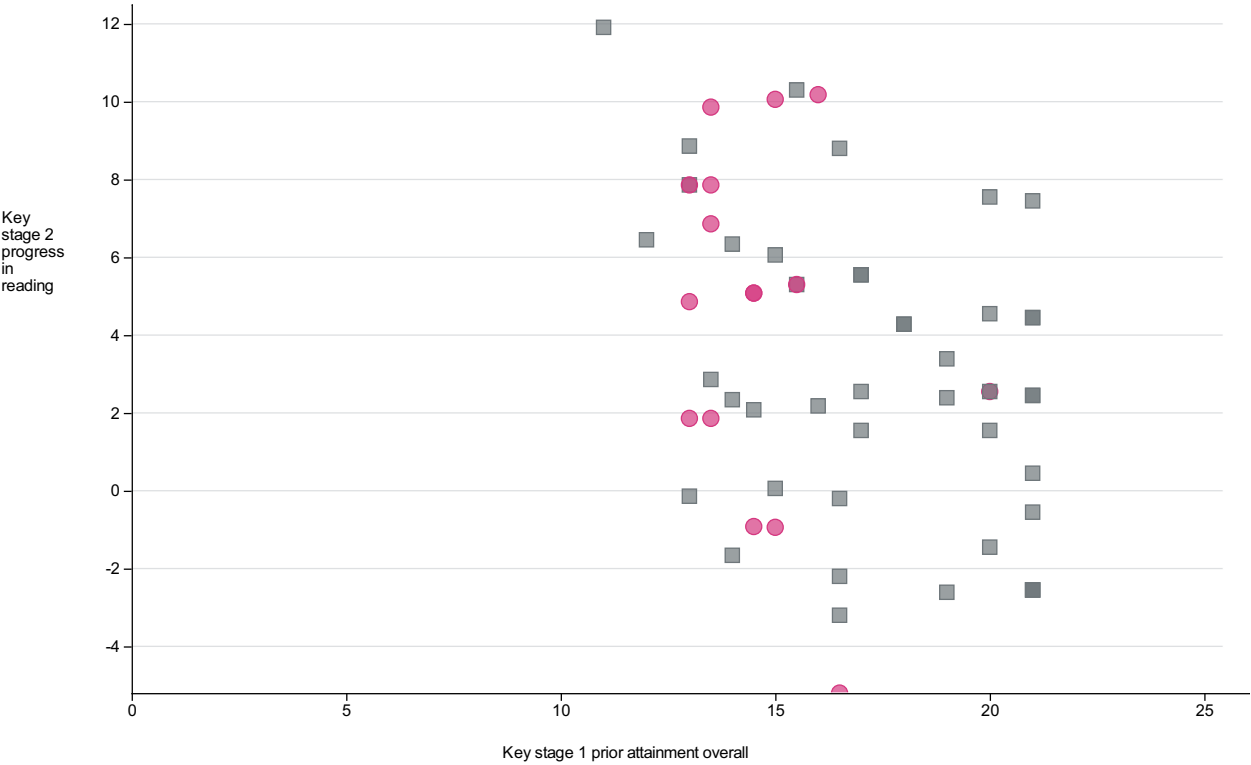
Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
All pupils	60	97	64	28	10
Male	34	94	61	35	8
Female	26	100	68	19	12
Disadvantaged	17	100	70	6	12
			Like-for-like		Like-for-like
			51		4
Ever 6 FSM	17	100	70	6	12
			Like-for-like		Like-for-like
			51		4
Children looked after	1	100	65	0	10
			Like-for-like		Like-for-like
			36		2
Other	43	95	70	37	12
SEN with statement or EHC plan	1	100	64	0	10
SEN support	11	91	64	0	10
No SEN	48	98	74	35	12
Non-mobile	56	96	66	30	10
English first language	57	96	64	28	10
English additional language	3	100	64	33	10
Prior attainment					
Low overall	1	100	7	0	0
Middle overall	37	95	59	8	2
High overall	21	100	95	67	28
Reading low	1	100	9	0	0
Reading middle	37	95	60	8	2
Reading high	21	100	95	67	29
Writing low	2	100	13	0	0
Writing middle	44	95	68	20	5
Writing high	13	100	97	62	41
Maths low	0	N/A	6	N/A	0
Maths middle	43	95	61	12	3
Maths high	16	100	96	75	33

Key stage 2 progress in reading scatter plot by disadvantaged

This is revised data for 2017/18.

Number of pupils = 59

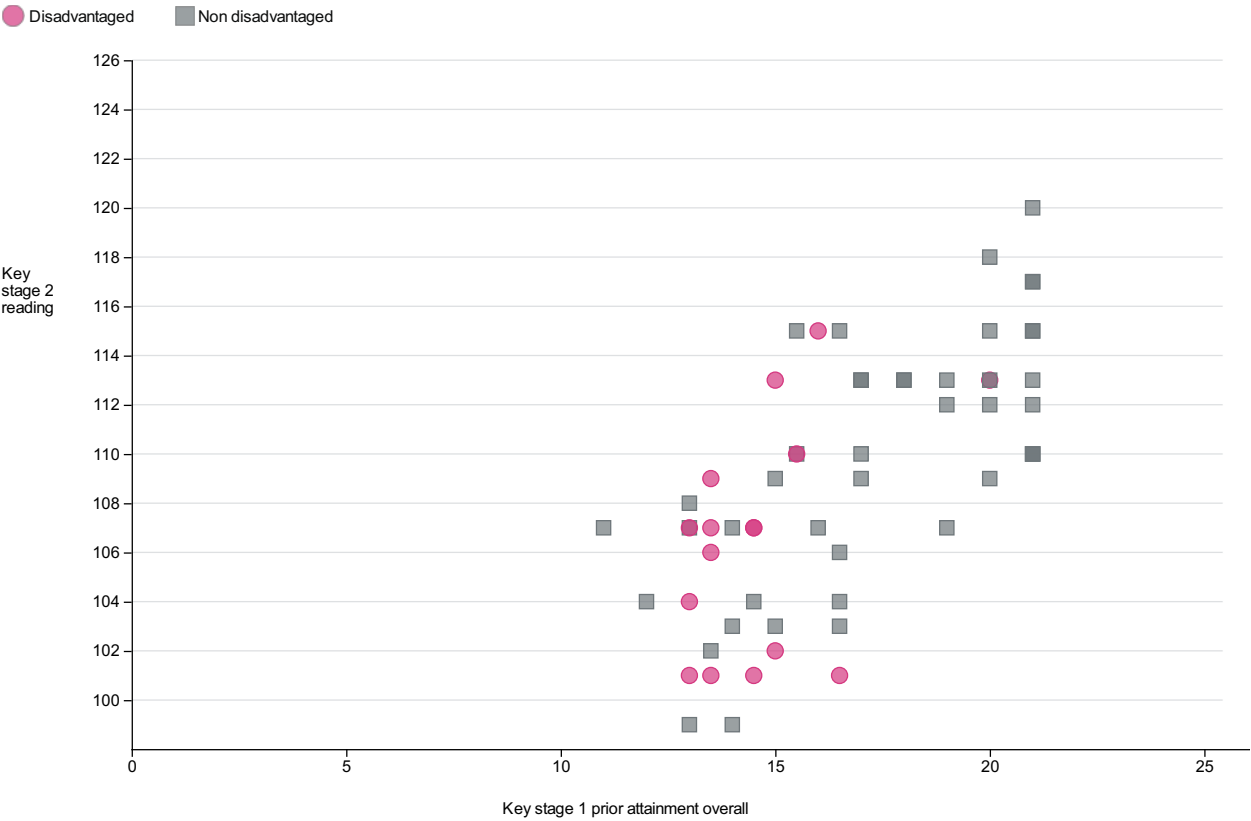
Disadvantaged Non disadvantaged



Key stage 2 reading attainment scatter plot by disadvantaged

This is revised data for 2017/18.

Number of pupils = 59

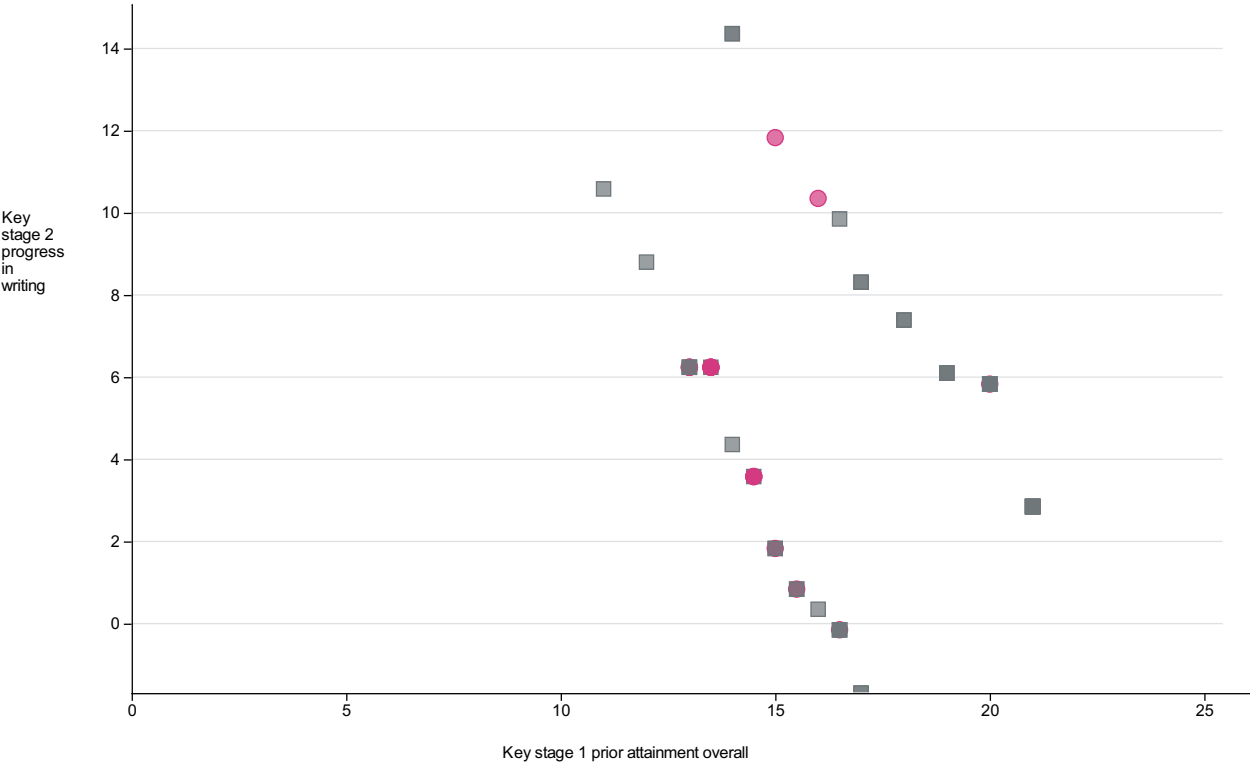


Key stage 2 progress in writing scatter plot by disadvantaged

This is revised data for 2017/18.

Number of pupils = 59

Disadvantaged Non disadvantaged

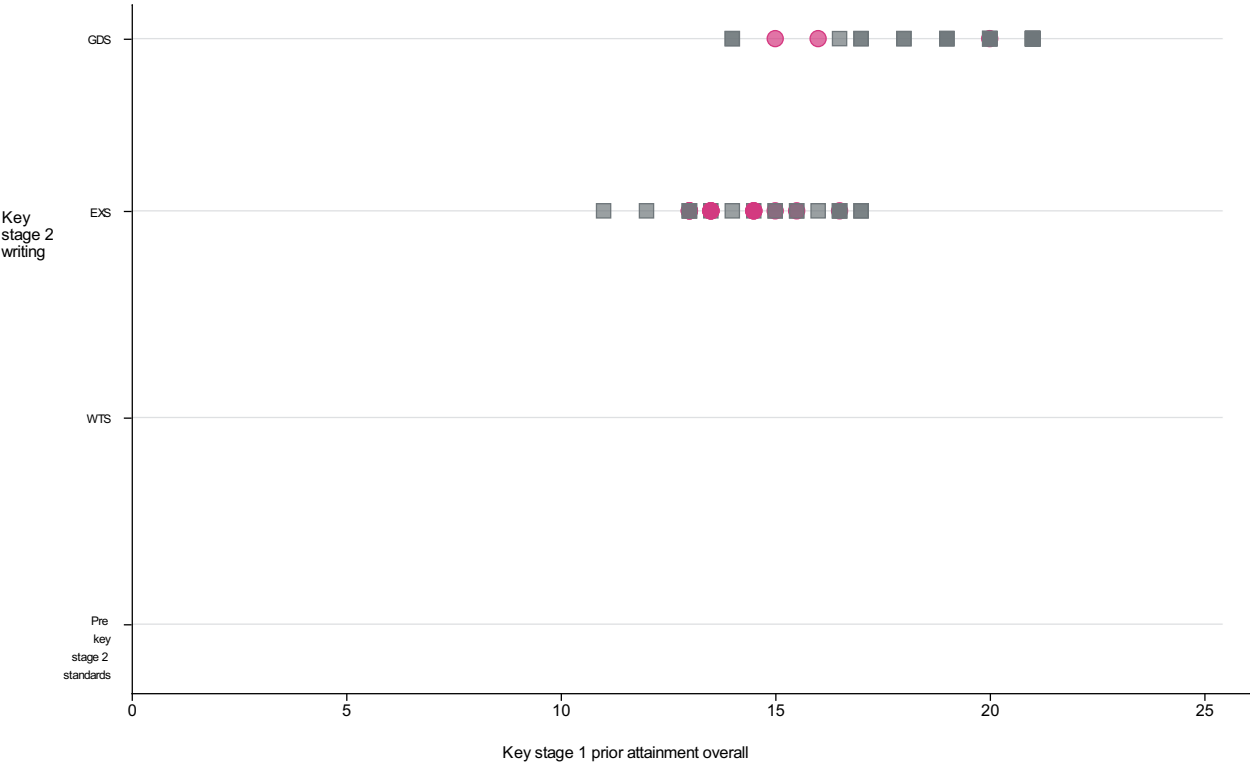


Key stage 2 writing attainment scatter plot by disadvantaged

This is revised data for 2017/18.

Number of pupils = 59

Disadvantaged Non disadvantaged

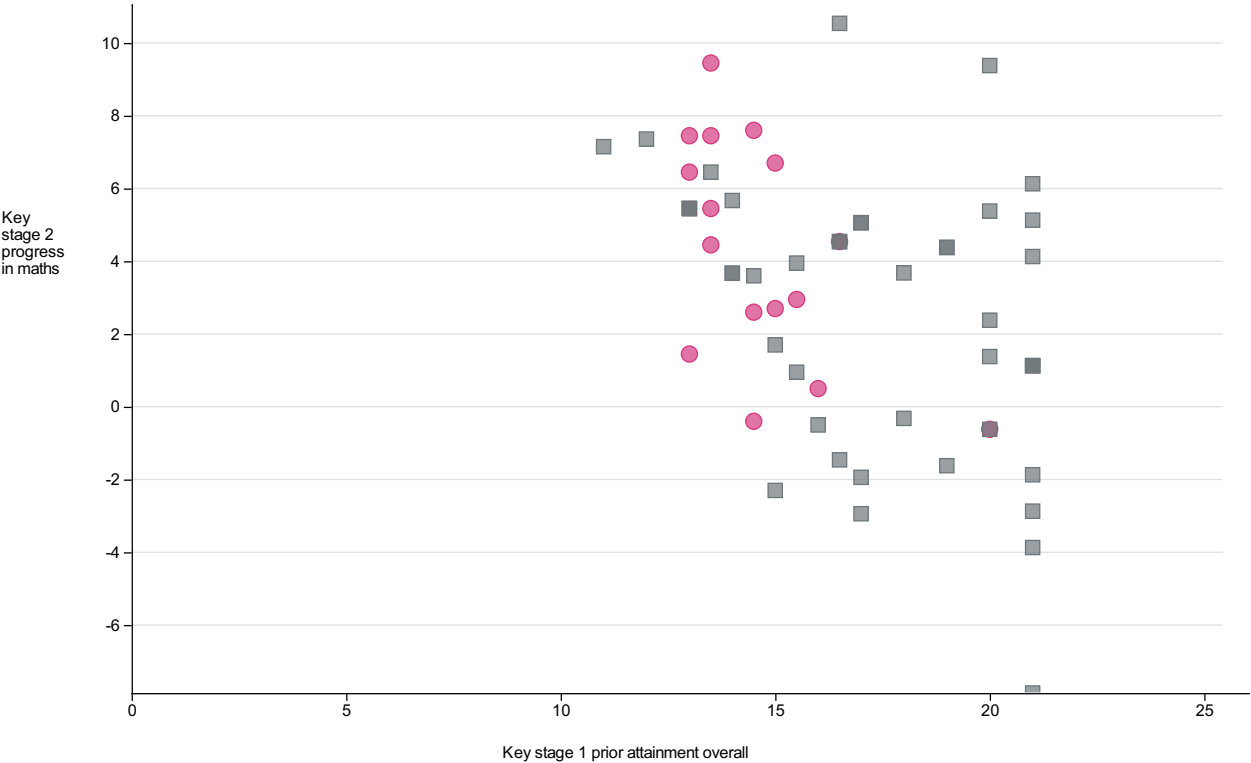


Key stage 2 progress in maths scatter plot by disadvantaged

This is revised data for 2017/18.

Number of pupils = 59

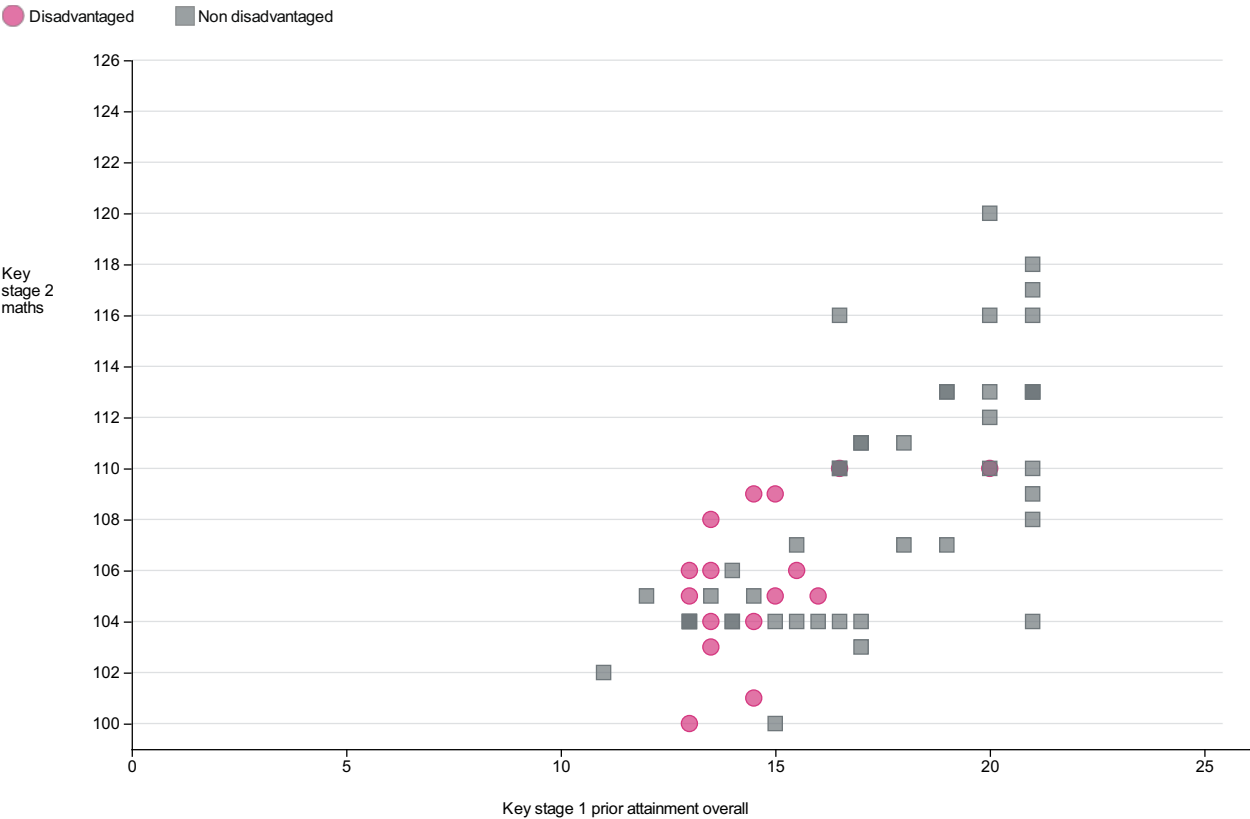
Disadvantaged Non disadvantaged



Key stage 2 maths attainment scatter plot by disadvantaged

This is revised data for 2017/18.

Number of pupils = 59



Key stage 2 additional reports

English grammar, punctuation and spelling attainment by pupil group

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment							Average spelling mark		Spelling mark								
	Cohort	Scaled score 100+		High scaled score		Average score				5+		10+		15+		20+		
		Sch %	Nat %	Sch %	Nat %	Sch	Nat	Sch	Nat	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	
All pupils	60	98	78	32	34	108.0	106.2	16.4	12.9	100	89	100	75	80	44	10	3	
Male	34	97	73	38	30	108.6	105.2	16.9	12.5	100	87	100	71	82	41	12	3	
Female	26	100	82	23	39	107.2	107.2	15.8	13.3	100	92	100	79	77	47	8	3	
Disadvantaged	17	100	82	18	39	105.8	107.2	15.4	13.4	100	92	100	79	71	48	6	3	
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		
			67		24		103.7		11.7		88		70		36		2	
Ever 6 FSM	17	100	82	18	39	105.8	107.2	15.4	13.4	100	92	100	79	71	48	6	3	
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		
			67		24		103.7		11.7		88		70		36		2	
Children looked after	1	100	78	0	35	102.0	106.2	15.0	12.9	100	89	100	75	100	44	0	3	
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		
			51		14		101.1		10.2		80		58		26		1	
Other	43	98	82	37	39	108.8	107.2	16.8	13.4	100	92	100	79	84	48	12	3	
SEN with statement or EHC plan	1	100	78	0	34	105.0	106.2	15.0	12.9	100	89	100	75	100	44	0	3	
SEN support	11	91	78	0	34	102.5	106.2	14.8	12.9	100	89	100	75	73	44	0	3	
No SEN	48	100	87	40	40	109.3	107.7	16.8	13.8	100	96	100	84	81	50	13	3	
Non-mobile	56	98	79	34	35	108.2	106.3	16.5	13.0	100	90	100	76	80	45	11	3	
English first language	57	98	78	30	34	107.7	106.2	16.2	12.9	100	89	100	75	79	44	9	3	
English additional language	3	100	78	67	34	112.7	106.2	19.0	12.9	100	89	100	75	100	44	33	3	
Prior attainment																		
Low overall	1	100	18	0	2	103.0	94.3	15.0	6.3	100	44	100	22	100	5	0	0	
Middle overall	37	97	78	14	21	105.8	104.4	15.8	12.1	100	93	100	74	70	33	8	1	
High overall	21	100	99	67	70	112.2	112.5	17.6	16.2	100	100	100	97	95	76	14	7	
Reading low	1	100	18	0	2	103.0	94.3	15.0	5.7	100	41	100	18	100	4	0	0	
Reading middle	37	97	78	14	22	105.8	104.5	15.8	12.2	100	93	100	75	70	34	8	1	
Reading high	21	100	99	67	72	112.2	112.7	17.6	16.4	100	100	100	98	95	79	14	8	
Writing low	2	100	25	0	2	103.0	95.7	14.5	6.7	100	51	100	25	50	6	0	0	
Writing middle	44	98	84	25	30	106.8	106.1	16.2	13.1	100	95	100	81	75	42	9	2	
Writing high	13	100	100	62	83	112.9	114.3	17.5	17.0	100	100	100	99	100	87	15	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	43	98	78	19	26	106.4	105.0	16.1	12.4	100	92	100	75	74	38	12	1	
Maths high	16	100	98	69	72	112.3	112.8	17.3	16.1	100	99	100	96	94	76	6	8	

Science attainment by pupil group

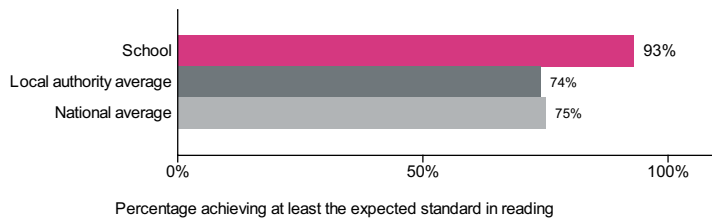
Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	60	100	82
Male	34	100	80
Female	26	100	85
Disadvantaged	17	100	87
			Like-for-like
			72
Ever 6 FSM	17	100	87
			Like-for-like
			72
Children looked after	1	100	83
			Like-for-like
			55
Other	43	100	87
SEN with statement or EHC plan	1	100	82
SEN support	11	100	82
No SEN	48	100	91
Non-mobile	56	100	84
English first language	57	100	82
English additional language	3	100	82
Prior attainment			
Low overall	1	100	23
Middle overall	37	100	85
High overall	21	100	99
Reading low	1	100	27
Reading middle	37	100	85
Reading high	21	100	99
Writing low	2	100	34
Writing middle	44	100	89
Writing high	13	100	100
Maths low	0	N/A	20
Maths middle	43	100	85
Maths high	16	100	99

Key stage 1 performance measures

This is provisional data for 2017/18.

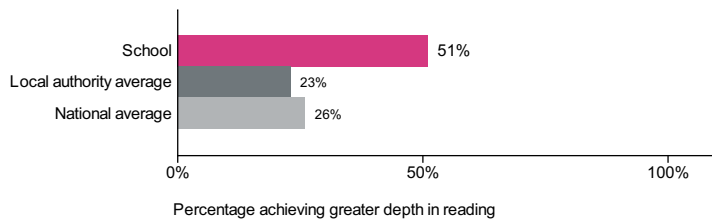
Percentage achieving at least the expected standard in reading

Number of pupils = 90



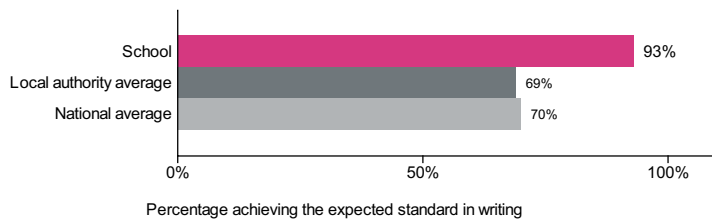
Percentage achieving greater depth in reading

Number of pupils = 90



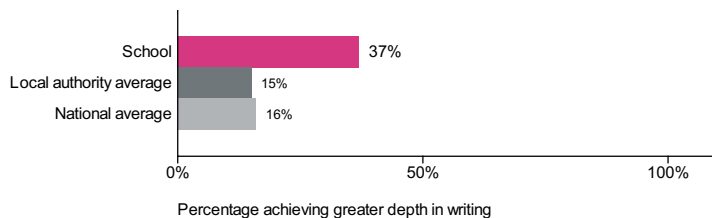
Percentage achieving at least the expected standard in writing

Number of pupils = 90



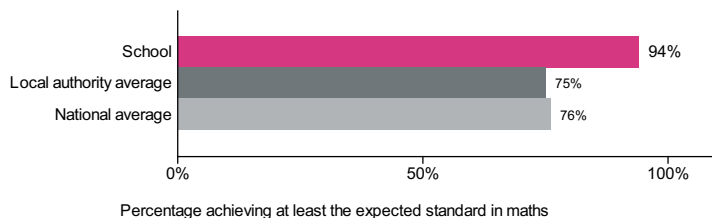
Percentage achieving greater depth in writing

Number of pupils = 90



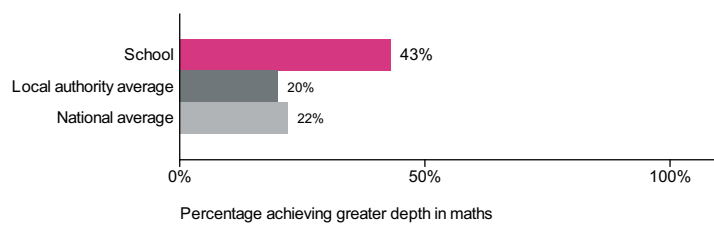
Percentage achieving at least the expected standard in maths

Number of pupils = 90



Percentage achieving greater depth in maths

Number of pupils = 90



Key stage 1 additional reports

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 %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	90	93	75	51	26	0	2	0	5	7	17
Male	46	93	71	35	22	0	3	0	6	7	19
Female	44	93	80	68	29	0	1	0	3	7	15
Disadvantaged	19	89	79	32	29	0	2	0	4	11	15
Ever 6 FSM	18	89	79	33	29	0	2	0	4	11	16
Children looked after	0	N/A	76	N/A	26	N/A	2	N/A	5	N/A	17
Other	71	94	79	56	29	0	2	0	4	6	15
SEN with statement or EHC plan	1	0	75	0	26	0	2	0	5	100	17
SEN support	9	44	75	0	26	0	2	0	5	56	17
No SEN	80	100	83	58	29	0	0	0	2	0	14
English first language	78	92	75	53	26	0	2	0	5	8	17
English additional language	12	100	75	42	26	0	2	0	5	0	17

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 %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	90	93	70	37	16	0	2	0	5	7	22
Male	46	93	63	26	12	0	3	0	7	7	26
Female	44	93	77	48	20	0	1	0	3	7	18
Disadvantaged	19	89	74	21	18	0	2	0	4	11	20
Ever 6 FSM	18	89	74	22	18	0	2	0	4	11	20
Children looked after	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
Other	71	94	74	41	18	0	2	0	4	6	20
SEN with statement or EHC plan	1	0	70	0	16	0	2	0	5	100	22
SEN support	9	44	70	0	16	0	2	0	5	56	22
No SEN	80	100	78	41	18	0	0	0	2	0	19
English first language	78	92	70	38	16	0	2	0	5	8	22
English additional language	12	100	70	25	16	0	2	0	5	0	22

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 %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	90	94	76	43	22	0	2	0	4	6	18
Male	46	91	75	30	24	0	3	0	5	9	17
Female	44	98	77	57	20	0	1	0	3	2	18
Disadvantaged	19	95	80	37	25	0	2	0	3	5	15
Ever 6 FSM	18	94	79	39	24	0	2	0	3	6	16
Children looked after	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
Other	71	94	80	45	25	0	2	0	3	6	15
SEN with statement or EHC plan	1	0	76	0	22	0	2	0	4	100	18
SEN support	9	56	76	0	22	0	2	0	4	44	18
No SEN	80	100	84	49	25	0	0	0	2	0	14
English first language	78	94	76	45	22	0	2	0	4	6	18
English additional language	12	100	76	33	22	0	2	0	4	0	18

Science attainment by pupil group

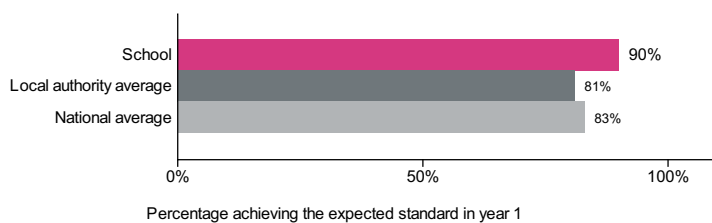
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		School %	National %
All pupils	90	100	83
Male	46	100	80
Female	44	100	85
Disadvantaged	19	100	86
Ever 6 FSM	18	100	86
Children looked after	0	N/A	83
Other	71	100	86
SEN with statement or EHC plan	1	100	83
SEN support	9	100	83
No SEN	80	100	90
English first language	78	100	83
English additional language	12	100	83

Phonics performance measures

This is provisional data for 2017/18

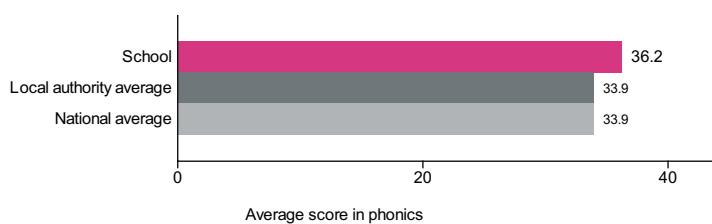
Percentage achieving the expected standard in phonics

Number of pupils = 90

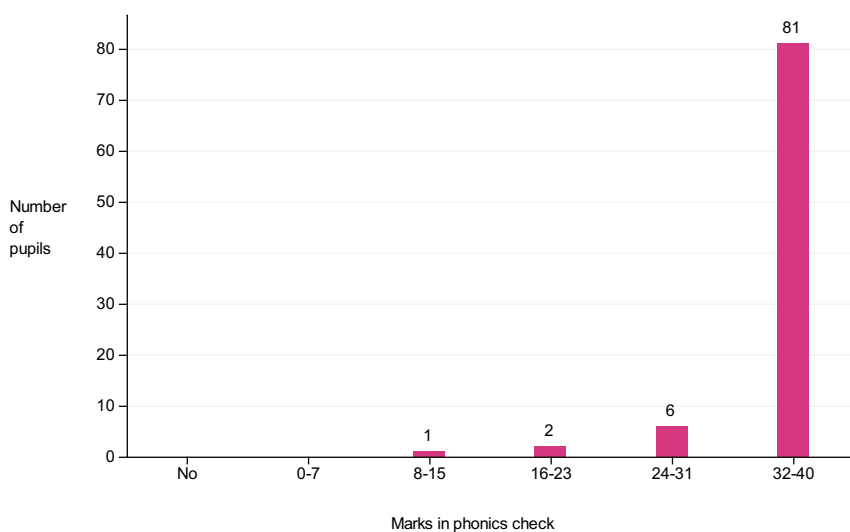


Phonics average score

Number of pupils = 90



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 %	Average mark		
							School	National	
All pupils	90	0	9	81	90	83	36	34	
Male	56	0	7	49	88	79	36	33	
Female	34	0	2	32	94	86	37	35	
Disadvantaged	10	0	2	8	80	85	35	35	
Ever 6 FSM	9	0	2	7	78	85	35	34	
Children looked after	0	0	0	0	N/A	83	N/A	34	
Other	80	0	7	73	91	85	36	35	
SEN with statement or EHC plan	2	0	1	1	50	83	33	34	
SEN support	13	0	5	8	62	83	31	34	
No SEN	75	0	3	72	96	88	37	35	
English first language	78	0	8	70	90	83	36	34	
English additional language	12	0	1	11	92	83	38	34	

Phonics additional reports

Phonics year 2 attainment by pupil group

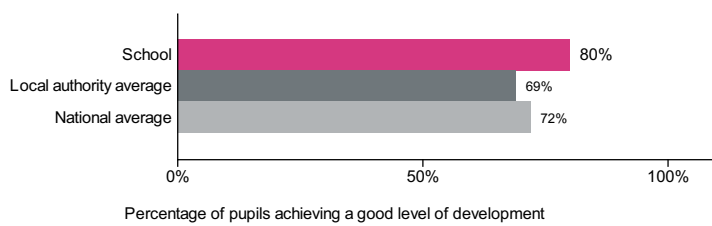
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	3	0	1	2	67	33
Male	3	0	1	2	67	33
Female	0	0	0	0	N/A	N/A
Disadvantaged	1	0	0	1	100	35
Ever 6 FSM	1	0	0	1	100	35
Children looked after	0	0	0	0	N/A	N/A
Other	2	0	1	1	50	32
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	3	0	1	2	67	33
No SEN	0	0	0	0	N/A	N/A
English first language	3	0	1	2	67	33
English additional language	0	0	0	0	N/A	N/A

EYFS performance measures

This is final data for 2017/2018.

Percentage of pupils achieving a good level of development

Number of pupils = 90



EYFS additional reports

Early years foundation stage attainment by pupil group report

Percentage of pupils achieving a good level of development at end of the early years foundation stage					
Breakdown	All pupils	Male	Female	FSM	Non-FSM
Cohort	90	50	40	15	75
School %	80	70	93	73	81
National %	72	65	78	74	74

Percentage of pupils achieving at least the expected level in each of the learning goals									
Areas of learning		Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	
			Cohort	90	50	40	15	75	
Prime areas of learning	Communication and language	Listening and attention	School %	86	76	98	93	84	
		Listening and attention	National %	86	82	91	88	88	
		Understanding	School %	87	78	98	93	85	
		Understanding	National %	86	82	90	87	87	
		Speaking	School %	86	78	95	93	84	
		Speaking	National %	86	81	90	87	87	
	Physical development	Moving and handling	School %	86	76	98	93	84	
		Moving and handling	National %	90	85	94	91	91	
		Health and self-care	School %	89	80	100	93	88	
		Health and self-care	National %	91	88	94	92	92	
	Personal, social and emotional development	Self-confidence and self-awareness	School %	87	80	95	87	87	
		Self-confidence and self-awareness	National %	89	85	93	90	90	
		Managing feelings and behaviour	School %	90	84	98	93	89	
		Managing feelings and behaviour	National %	88	83	93	89	89	
		Making relationships	School %	90	84	98	93	89	
		Making relationships	National %	90	86	94	91	91	
	Specific areas of learning	Literacy	Reading	School %	84	78	93	87	84
			Reading	National %	77	72	82	79	79
Writing			School %	83	76	93	80	84	
Writing			National %	74	67	80	76	76	
Maths		Numbers	School %	88	82	95	87	88	
		Numbers	National %	80	76	83	82	82	
		Shape, space and measures	School %	86	78	95	87	85	
		Shape, space and measures	National %	82	78	85	84	84	
Understanding the world		People and communities	School %	88	82	95	93	87	
		People and communities	National %	86	82	90	87	87	
		The world	School %	89	82	98	93	88	
		The world	National %	86	82	89	87	87	
		Technology	School %	89	82	98	87	89	
		Technology	National %	93	92	95	94	94	
Expressive arts, designing and making		Exploring and using media and materials	School %	88	80	98	93	87	
		Exploring and using media and materials	National %	89	84	94	90	90	
		Being imaginative	School %	86	76	98	87	85	
		Being imaginative	National %	89	84	94	90	90	

Absence and exclusions

Absence

This data includes all absences reported during the 2017 / 2018 academic year (autumn term 2017, spring term 2018 and summer term 2018).

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

[Read more about the methodology used for compiling absence statistics.](#)

Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions			
		School %	National %	No. of enrolments that are persistent absentees	School %	National %	
All pupils	425	3.3	4.2	22	5.2	8.7	
Male	218	3.4	4.2	8	3.7	9.0	
Female	207	3.3	4.1	14	6.8	8.4	
Ever 6 FSM	83	4.3	5.7	10	12.0	16.5	
Non Ever 6 FSM	342	3.1	3.7	12	3.5	5.8	
SEN with EHC plan	6	4.3	6.8	0	0.0	20.0	
SEN support	62	4.7	5.5	5	8.1	14.8	
No SEN	357	3.1	3.9	17	4.8	7.2	
English first language	374	3.3	4.2	19	5.1	8.6	
English additional language	51	3.5	4.2	3	5.9	8.8	

Absence - 3 year trends

This is data for the absences reported in each of the last 3 full academic years.

Absence - 3 year trends									
Breakdown	2015/16			2016/17			2017/18		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	N/A	N/A	-	394	3.3	4.0	425	3.3	4.2
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	N/A	N/A	-	20	5.1	8.3	22	5.2	8.7

Exclusions

This is data for the 2017/18 academic year.

Exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.03	0	0.00	1.40	0	0.00	0.62	0	0.00	0.29
Male	0	0.00	0.05	0	0.00	2.42	0	0.00	1.06	0	0.00	0.50
Female	0	0.00	0.00	0	0.00	0.34	0	0.00	0.16	0	0.00	0.07
Ever 6 FSM	0	0.00	0.07	0	0.00	3.88	0	0.00	1.66	0	0.00	0.81
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.75	0	0.00	0.35	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.18	0	0.00	13.44	0	0.00	5.32	0	0.00	3.24
SEN support	0	0.00	0.15	0	0.00	7.07	0	0.00	2.91	0	0.00	1.54
No SEN	0	0.00	0.01	0	0.00	0.39	0	0.00	0.21	0	0.00	0.06
English first language	0	0.00	0.03	0	0.00	1.64	0	0.00	0.71	0	0.00	0.34
English additional language	0	0.00	0.01	0	0.00	0.51	0	0.00	0.30	0	0.00	0.09

Exclusions - 3 year trends

This is data for the exclusions reported in each of the last 3 full academic years.

Exclusions - 3 year trends									
Breakdown	2015/16			2016/17			2017/18		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	N/A	N/A	-	0	0.00	0.03	0	0.00	0.03
Fixed period exclusions as a percentage of the pupil group	N/A	N/A	-	0	0.00	1.37	0	0.00	1.40
Pupils with 1 or more fixed period exclusions	N/A	N/A	-	0	0.00	0.62	0	0.00	0.62
Pupils with 2 or more fixed period exclusions	N/A	N/A	-	0	0.00	0.29	0	0.00	0.29

School characteristics

Basic characteristics trends

This is final data for 2017/2018 (January 2018 census data).

Up to Key stage 2 basic characteristics trends						
Breakdown	2016		2017		2018	
	School	National	School	National	School	National
Number on roll	530	275	535	279	574	281
Male %	49.8	51.0	49.0	51.0	52.4	51.0
Female %	50.2	49.0	51.0	49.0	47.6	49.0
Ever 6 FSM %	19.6	25.2	17.2	24.3	19.0	23.5
Minority ethnic groups %	41.2	31.6	43.6	32.3	42.7	32.9
SEN with statement or EHC plan %	0.9	1.3	1.1	1.3	1.0	1.4
SEN support %	11.7	12.1	13.6	12.2	12.2	12.4
English additional language %	8.9	20.1	10.5	20.7	12.1	20.9
Stability %	92.5	85.7	91.3	85.7	91.7	85.8
School deprivation indicator	0.27	0.21	0.27	0.21	0.27	0.21

Basic characteristics by national curriculum year group

This is final data for 2017/2018 (January 2018 census data).

Basic characteristics by national curriculum year group								
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic group %	First language not English %	All SEN %	SEN support %
6	61	56	44	28	48	7	20	18
5	60	60	40	22	42	8	15	12
4	61	38	62	20	41	15	25	25
3	61	36	64	21	53	15	12	12
2	90	51	49	20	43	13	11	10
1	90	61	39	10	34	13	17	14
Pre-compulsory	151	56	44	N/A	N/A	N/A	5	5

Prior attainment of pupils by year group

This is final data for 2017/2018 (January 2018 census data).

Key stage 1 prior attainment by year group									
School year starting September 2017	Average point score at key stage 1			% by prior attainment					
				Low		Middle		High	
	School	National	Difference	School	National	School	National	School	National
Year 6	16.6	16.1	0.5	2	9	63	59	36	33
Year 5	17.0	16.3	0.7	2	8	58	58	40	34

Key stage 1 reading prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	57	23	87	73	0	1	0	5	8	18
Year 3	51	25	92	75	0	1	0	4	5	17

Key stage 1 writing prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	49	13	85	64	0	1	0	5	10	26
Year 3	41	15	87	68	0	1	0	5	10	24

Key stage 1 maths prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	59	17	89	71	0	1	0	4	7	20
Year 3	49	20	92	75	0	1	0	4	5	18

Glossary

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 looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children. <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been 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.

SEN unit or resourced provision

SEN units are special provisions within a mainstream school where the children are taught mainly in separate classes. These units:

- receive extra funding from the local authority
- cater for a specific type or types of SEN (for example, autistic spectrum disorders)
- are usually for pupils with statements or those with EHC plans (but could include pupils with SEN but without a statement or plan)

Resourced provision is where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring some specialist facilities. Resourced provision:

- receives extra funding from the local authority
- caters for a specific type or types of SEN (for example, specific learning difficulties)
- is usually for pupils with statements or those with EHC plans (but could include pupils with SEN but without a statement or plan)

National average

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

National average (for tables with equivalent data on CSCP)

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

This is different to the national comparator for this measure on the Compare school and college performance service (CSCP) which is all schools in England. The CSCP comparator also includes independent schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision facilities.

Local authority average

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

Like-for-like national average (disadvantaged landing page)

The comparator for this row is the national average for disadvantaged pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged (and for Ever 6 FSM and CLA it is non-Ever 6 FSM and non-CLA) pupils.

National average for disadvantaged pupils (like-for-like disadvantaged landing page)

The comparator for this row is the national average for disadvantaged children. This is different from the default DfE national comparator, which is the national average for non-disadvantaged children.

Like-for-like national average (pupil group reports)

The comparators for disadvantaged pupils, Ever 6 FSM and CLA pupils are the national averages for disadvantaged pupils, Ever 6 FSM and CLA pupils.

This is different from the default DfE national comparator, which is the national average for non-disadvantaged, non-Ever 6 FSM and non-CLA.

The comparator for other pupils remains as non-disadvantaged pupils nationally.

Disadvantaged (like-for-like pupil group reports)

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 comparator for this row is the national average for disadvantaged pupils. This is different to the default DfE national comparator.

Ever 6 FSM (like-for-like pupil group reports)

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 comparator for this row is the national average for Ever 6 FSM pupils. This is different to the default DfE national comparator.

Children looked after (like-for-like pupil group reports)

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children. <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

The national comparator used in this row is the national average for pupils in state-funded schools who have been looked after for at least 1 day for the year in question. This is different to the default DfE national comparator.

Other (like-for-like pupil group reports)

Non-disadvantaged children.

In this like-for-like view of the data, the national comparator used in this row remains the national average for non-disadvantaged children.

Key stage 2

Progress score

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

See School performance tables: about the data for more information.

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

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

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

Confidence intervals

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

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

A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0.

For more information on statistical confidence, and more detailed technical guidance in general, see:
<https://www.gov.uk/government/publications/primary-school-accountability>

Change in methodology for writing teacher assessment

Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to the
<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>
<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

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

Percentage of pupils achieving the expected standard or higher

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

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>
<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>
<https://www.gov.uk/government/publications/primary-school-accountability>

Percentage of pupils achieving the higher standard

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

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>
<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>
<https://www.gov.uk/government/publications/primary-school-accountability>

Average scaled score in reading

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

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

Average scaled score in maths

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

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

Progress in reading, writing and maths results over three years - change in methodology

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

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

Reading, writing and maths combined results over three years - change in methodology

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>

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

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

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

Middle overall

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

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

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

High overall

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

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

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

Reading low

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

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

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

Reading middle

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

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

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

Reading high

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

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

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

Writing low

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

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

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

Writing middle

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

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

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

Writing high

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

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

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

Maths low

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

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

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

Maths middle

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

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

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

Maths high

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

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

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

Low prior attainment

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.

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

Middle prior attainment

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.

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

High prior attainment

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.

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

Key stage 2 progress scatter plot help text

Reading, writing and maths progress scores

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

See School performance tables: about the data for more information:

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

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>

Key stage 1 prior attainment overall

This is a pupil's average performance at key stage 1 across reading, writing and mathematics.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf.pdf.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf.pdf

Key stage 2 attainment scatter plot help text

Key stage 2 reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Read more about scaled scores:

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

Key stage 2 writing

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

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/655621/2017_to_2018_interim_pre-key_stage_2_standards_PDFA.pdf

Key stage 2 maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Read more about scaled scores:

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

Key stage 1 prior attainment in maths

This is a pupil's average performance at key stage 1 in maths. Read more about prior attainment:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf

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

Key stage 1 attainment, including teacher assessment

Key:

- GDS - Working at greater depth
- EXS - Working at the expected standard
- WTS - Working towards the expected standard
- PKF - Pre-key stage 1 - foundations for the expected standard
- PKE - Pre-key stage 1 - early development of the expected standard
- PKG - Pre-key stage 1 - growing development for the expected standard
- BLW - Below the standard of the interim pre-key stage 1 standards
- A - Absent for long periods or recently arrived, or not enough information to provide a teacher assessment judgement
- D - In exceptional circumstances, the pupil has been disapplied from the national curriculum, including statutory assessment requirements
- HNM - Has not met the standard
- NULL - Result not provided
- U - Unable to access

Early Years Foundation Stage

Percentage of pupils achieving a good level of development

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths

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

FSM

Pupils known to have been eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Non-FSM

Pupils who were not eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Absence and exclusions

Male

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

Female

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

Ever 6 FSM

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

The national comparator used in this row is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

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

The national comparator used in this row is the national average for children who are not eligible for free school meals.

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

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 with English as their first language.

English additional language

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

The national comparator used in this row is the national average for pupils with English as an additional language.

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Read more about the methodology used for compiling absence statistics:

<https://www.gov.uk/government/publications/absence-statistics-guide>

Read more about the methodology used for compiling exclusion statistics:

<https://www.gov.uk/government/publications/exclusions-statistics-guide>

School characteristics

Male

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

Female

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

Ever 6 FSM

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

The national comparator used in this row is the national average for children who are eligible for free school meals.

Minority ethnic group

Pupils who are not white British.

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

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

All SEN %

Includes SEN pupils with a statement or an EHC plan and SEN support 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 pupils with English as an additional language.

Stability

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

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

School deprivation indicator

Pupils living in an area of income deprived families.

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

First language not English %

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.

National

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. For all-through schools, the national comparator is all state-funded mainstream secondary schools in England.

Post-compulsory

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

Pre-compulsory

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

Prior attainment data

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