

School performance summary 2017/2018

Glenmere Community Primary School (URN: 139855)

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

Key stage 2

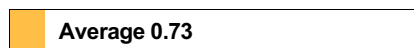
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Progress in reading, writing and maths

Reading

Number of pupils = 28

Pupils with adjusted scores = 0

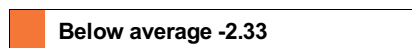


Confidence interval
-1.5 to 2.9

Writing

Number of pupils = 29

Pupils with adjusted scores = 0

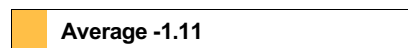


Confidence interval
-4.4 to -0.2

Maths

Number of pupils = 28

Pupils with adjusted scores = 0

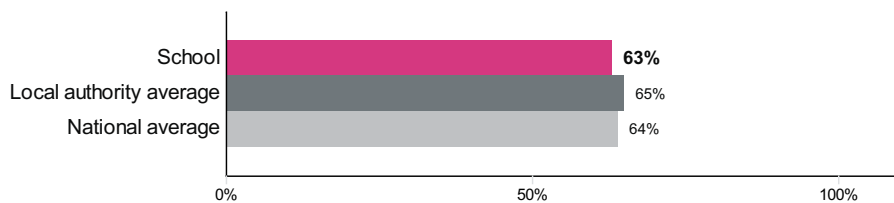


Confidence interval
-3.1 to 0.9

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

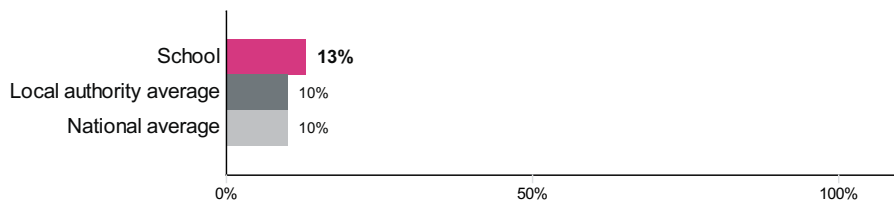
Number of pupils = 30



Percentage achieving the expected standard or higher

Percentage of pupils achieving the higher standard

Number of pupils = 30

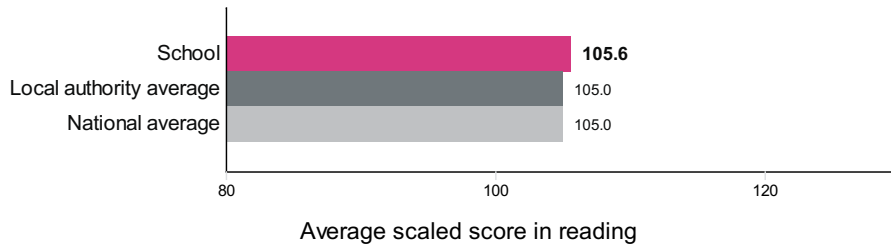


Percentage achieving the higher standard

Average scaled score in:

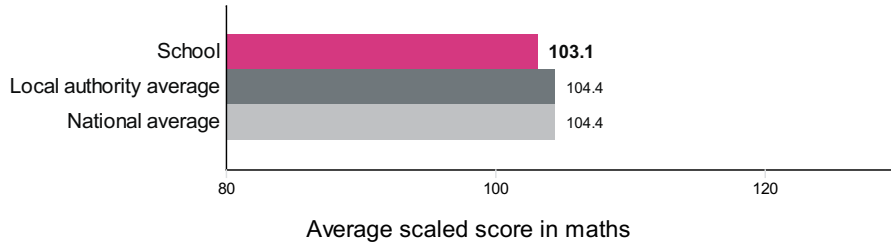
Reading

Number of pupils = 30



Maths

Number of pupils = 30



Key stage 2 disadvantaged

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.

Average progress for disadvantaged pupils in reading, writing and maths

| | Reading | Writing | Maths |
|---|--------------|---------------|-------------|
| Progress score for disadvantaged pupils | -1.88 | -10.35 | 1.78 |
| Confidence interval | -8.7 to 4.9 | -15.9 to -4.7 | -4.3 to 7.9 |
| Number of disadvantaged pupils | 3 | 4 | 3 |
| Disadvantaged pupils with adjusted score | 0 | 0 | 0 |
| National average for non-disadvantaged pupils | 0.31 | 0.24 | 0.31 |

Prior attainment of disadvantaged pupils - 3 year trends

| Group | 2016 | | 2017 | | 2018 | |
|---|---------|-----|---------|-------|---------|-------|
| | Non-dis | Dis | Non-dis | Dis | Non-dis | Dis |
| Number of pupils | N/A | N/A | 18 | 5 | 26 | 4 |
| Prior attainment (based on key stage 1 average point score) | N/A | N/A | 16.22 | 15.75 | 16.24 | 10.96 |

Average progress in reading by prior attainment

| Prior attainment | Low | | Middle | | High | |
|---------------------------------------|--------------------|--------------------|-------------------|-------------------|-------------------|------|
| | All | Dis | All | Dis | All | Dis |
| Group | | | | | | |
| Number of pupils | 2 | 1 | 21 | 2 | 5 | 0 |
| Number of pupils with adjusted scores | 0 | 0 | 0 | 0 | 0 | 0 |
| Progress score | -7.23 | -4.79 | 1.05 | -0.42 | 2.58 | N/A |
| National Comparator | 0.01 | 0.56 | 0.03 | 0.34 | 0.02 | 0.22 |
| Difference | -7.23 | -5.35 | 1.02 | -0.76 | 2.56 | N/A |
| Confidence interval | -15.5 to 1.1 | -16.5 to 6.9 | -1.5 to 3.7 | -8.7 to 7.9 | -2.7 to 7.9 | N/A |

Average progress in writing by prior attainment

| Prior attainment | Low | | Middle | | High | |
|---------------------------------------|---------------------|---------------------|-------------------|---------------------|-------------------|------|
| | All | Dis | All | Dis | All | Dis |
| Group | | | | | | |
| Number of pupils | 3 | 2 | 21 | 2 | 5 | 0 |
| Number of pupils with adjusted scores | 0 | 0 | 0 | 0 | 0 | 0 |
| Progress score | -12.33 | -12.27 | -1.62 | -8.42 | 0.68 | N/A |
| National Comparator | 0.01 | 0.55 | 0.04 | 0.28 | 0.01 | 0.14 |
| Difference | -12.34 | -12.82 | -1.66 | -8.70 | 0.67 | N/A |
| Confidence interval | -18.8 to -5.8 | -20.3 to -4.3 | -4.1 to 0.9 | -16.4 to -0.4 | -4.3 to 5.7 | N/A |

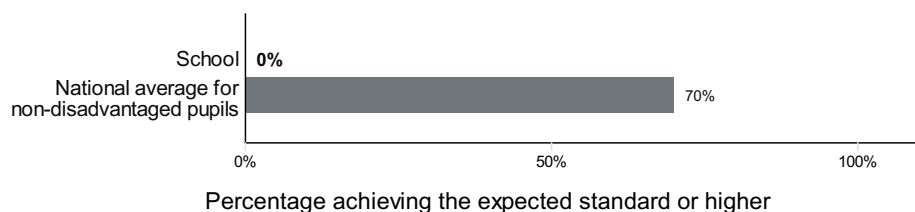
Average progress in maths by prior attainment

| Prior attainment | Low | | Middle | | High | |
|---------------------------------------|--------------------|--------------------|-------------------|-------------------|-------------------|------|
| | All | Dis | All | Dis | All | Dis |
| Group | | | | | | |
| Number of pupils | 2 | 1 | 21 | 2 | 5 | 0 |
| Number of pupils with adjusted scores | 0 | 0 | 0 | 0 | 0 | 0 |
| Progress score | 3.24 | 4.15 | -2.11 | 0.60 | 1.35 | N/A |
| National Comparator | 0.02 | 0.65 | 0.04 | 0.34 | 0.01 | 0.20 |
| Difference | 3.22 | 3.50 | -2.15 | 0.26 | 1.34 | N/A |
| Confidence interval | -4.3 to 10.7 | -6.5 to 14.8 | -4.4 to 0.2 | -6.9 to 8.1 | -3.5 to 6.2 | N/A |

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 4

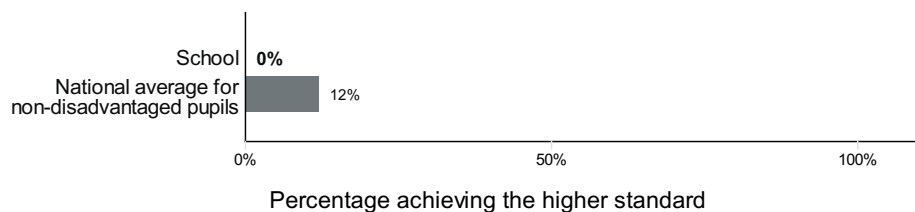


Prior attainment of pupils achieving the expected standard or higher

| Prior attainment | Low | | Middle | | High | |
|---------------------|-----|-----|--------|-----|------|-----|
| | All | Dis | All | Dis | All | Dis |
| Number of pupils | 3 | 2 | 21 | 2 | 5 | 0 |
| Percentage | 0 | 0 | 62 | 0 | 100 | N/A |
| National Comparator | 7 | 9 | 58 | 63 | 95 | 96 |
| Difference | -7 | -9 | 3 | -63 | 5 | N/A |

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 4



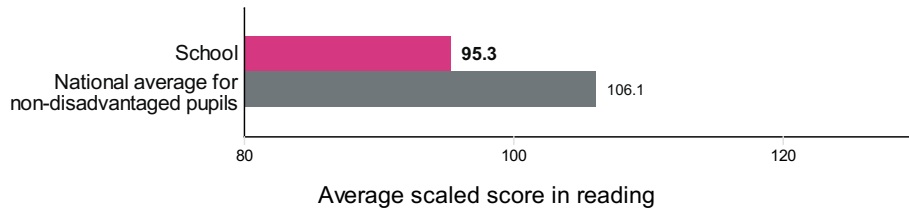
Prior attainment of pupils achieving the higher standard

| Prior attainment | Low | | Middle | | High | |
|---------------------|-----|-----|--------|-----|------|-----|
| | All | Dis | All | Dis | All | Dis |
| Number of pupils | 3 | 2 | 21 | 2 | 5 | 0 |
| Percentage | 0 | 0 | 0 | 0 | 60 | N/A |
| National Comparator | 0 | 0 | 2 | 2 | 28 | 30 |
| Difference | 0 | 0 | -2 | -2 | 32 | N/A |

Average scaled score for disadvantaged pupils in:

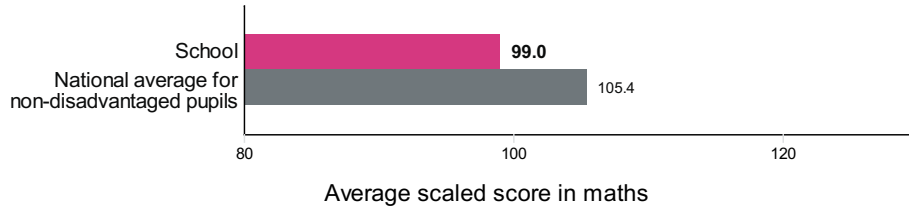
Reading

Number of disadvantaged pupils = 4



Maths

Number of disadvantaged pupils = 4



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 | 30 | 63 | 64 | 13 | 10 |
| Male | 15 | 53 | 61 | 13 | 8 |
| Female | 15 | 73 | 68 | 13 | 11 |
| Disadvantaged | 4 | 0 | 70 | 0 | 12 |
| Other | 26 | 73 | 70 | 15 | 12 |
| Ever 6 FSM | 4 | 0 | 70 | 0 | 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 | 33 | 64 | 0 | 10 |
| No SEN | 24 | 71 | 73 | 17 | 12 |
| Non-mobile | 27 | 67 | 66 | 15 | 10 |
| English first language | 28 | 64 | 64 | 11 | 10 |
| English additional language | 2 | 50 | 64 | 50 | 10 |
| Prior attainment | | | | | |
| Low overall | 3 | 0 | 7 | 0 | 0 |
| Middle overall | 21 | 62 | 58 | 0 | 2 |
| High overall | 5 | 100 | 95 | 60 | 28 |
| Reading low | 3 | 0 | 9 | 0 | 0 |
| Reading middle | 22 | 64 | 60 | 0 | 2 |
| Reading high | 4 | 100 | 95 | 75 | 29 |
| Writing low | 3 | 0 | 13 | 0 | 0 |
| Writing middle | 22 | 64 | 68 | 0 | 5 |
| Writing high | 4 | 100 | 97 | 75 | 40 |
| Maths low | 3 | 0 | 6 | 0 | 0 |
| Maths middle | 22 | 64 | 61 | 0 | 3 |
| Maths high | 4 | 100 | 96 | 75 | 33 |

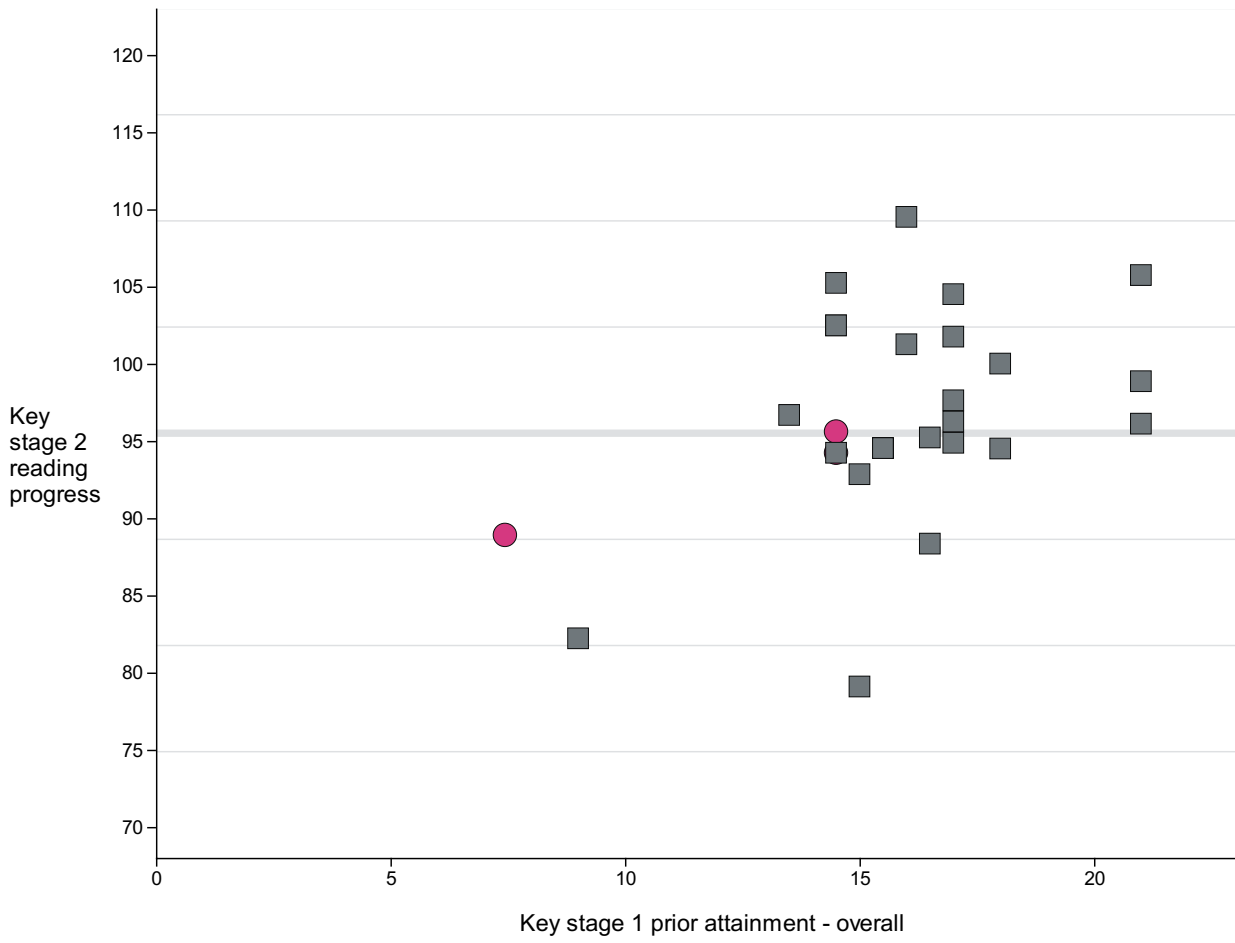
Key stage 2 reading progress and attainment by pupil group

| 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 | 28 | 0.73 | 0.73 | 30 | 87 | 75 | 27 | 28 | 105.6 | 105.0 |
| Male | 14 | -0.81 | -0.81 | 15 | 73 | 72 | 13 | 24 | 102.6 | 104.2 |
| Female | 14 | 2.28 | 2.28 | 15 | 100 | 79 | 40 | 32 | 108.3 | 105.9 |
| Disadvantaged | 3 | -1.88 | -1.88 | 4 | 50 | 80 | 0 | 33 | 95.3 | 106.1 |
| Other | 25 | 1.05 | 1.05 | 26 | 92 | 80 | 31 | 33 | 106.7 | 106.1 |
| Ever 6 FSM | 3 | -1.88 | -1.88 | 4 | 50 | 80 | 0 | 32 | 95.3 | 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 | 5 | -2.79 | -2.79 | 6 | 50 | 75 | 0 | 28 | 94.6 | 105.0 |
| No SEN | 23 | 1.50 | 1.50 | 24 | 96 | 83 | 33 | 32 | 107.8 | 106.3 |
| Non-mobile | 25 | 1.29 | 1.29 | 27 | 89 | 77 | 30 | 29 | 106.7 | 105.2 |
| English first language | 27 | 0.80 | 0.80 | 28 | 86 | 75 | 25 | 28 | 105.3 | 105.0 |
| English additional language | 1 | -0.92 | -0.92 | 2 | 100 | 75 | 50 | 28 | 109.0 | 105.0 |
| Prior attainment | | | | | | | | | | |
| Low overall | 2 | -7.23 | -7.23 | 3 | 0 | 20 | 0 | 2 | 82.0 | 94.2 |
| Middle overall | 21 | 1.05 | 1.05 | 21 | 95 | 74 | 14 | 17 | 105.3 | 103.6 |
| High overall | 5 | 2.58 | 2.58 | 5 | 100 | 98 | 80 | 58 | 113.6 | 110.7 |
| Reading low | 2 | -7.23 | -7.23 | 3 | 0 | 21 | 0 | 2 | 82.0 | 94.4 |
| Reading middle | 22 | 0.97 | 0.97 | 22 | 95 | 74 | 14 | 17 | 105.5 | 103.6 |
| Reading high | 4 | 3.41 | 3.41 | 4 | 100 | 98 | 100 | 61 | 115.0 | 111.0 |
| Writing low | 2 | -7.23 | -7.23 | 3 | 0 | 28 | 0 | 4 | 82.0 | 96.0 |
| Writing middle | 22 | 1.15 | 1.15 | 22 | 95 | 80 | 18 | 24 | 105.6 | 105.1 |
| Writing high | 4 | 2.41 | 2.41 | 4 | 100 | 99 | 75 | 68 | 114.0 | 112.0 |
| Maths low | 2 | -7.23 | -7.23 | 3 | 0 | 18 | 0 | 2 | 82.0 | 93.8 |
| Maths middle | 22 | 1.10 | 1.10 | 22 | 95 | 75 | 18 | 21 | 105.6 | 104.1 |
| Maths high | 4 | 2.73 | 2.73 | 4 | 100 | 98 | 75 | 60 | 114.0 | 110.8 |

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

Number of pupils =

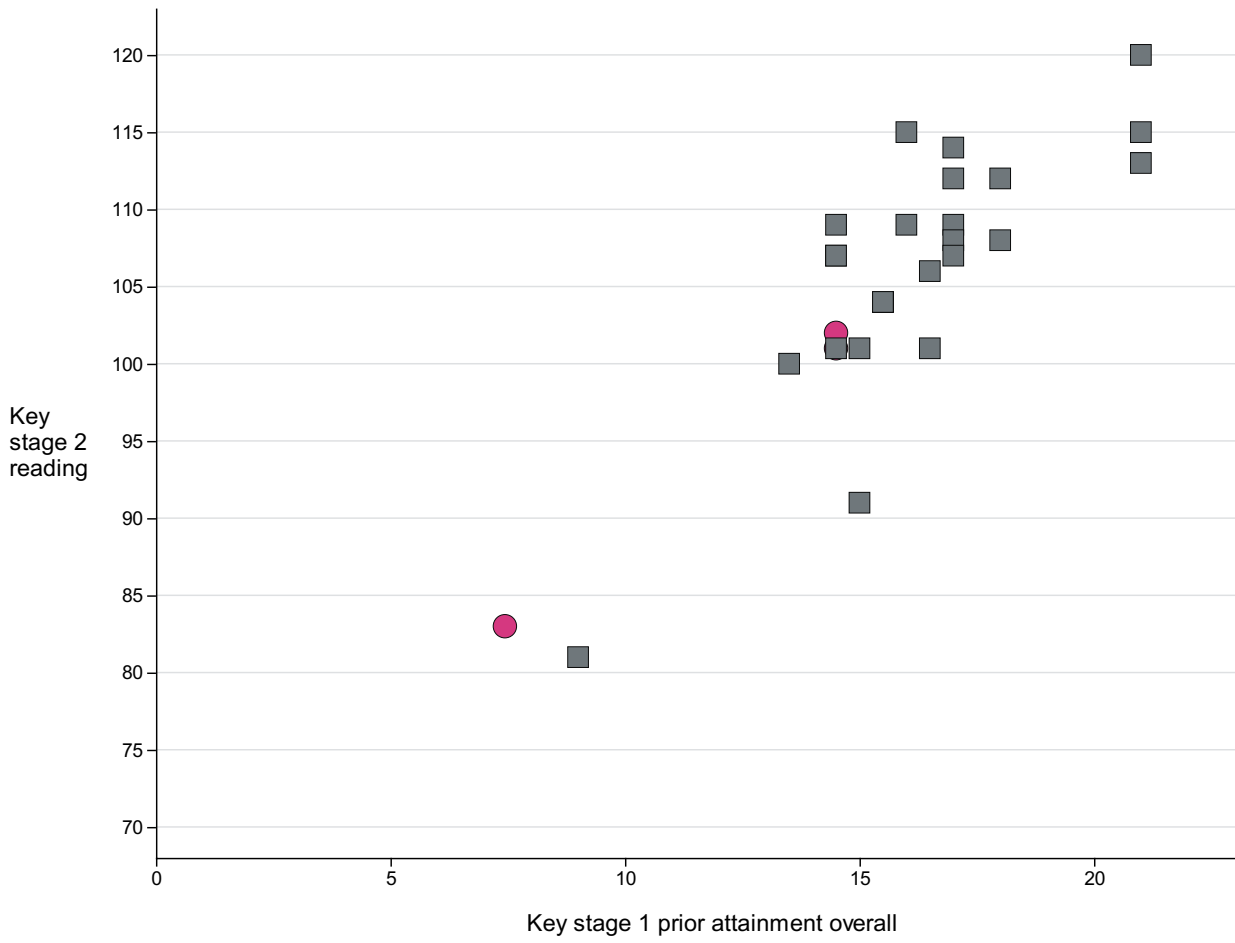
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



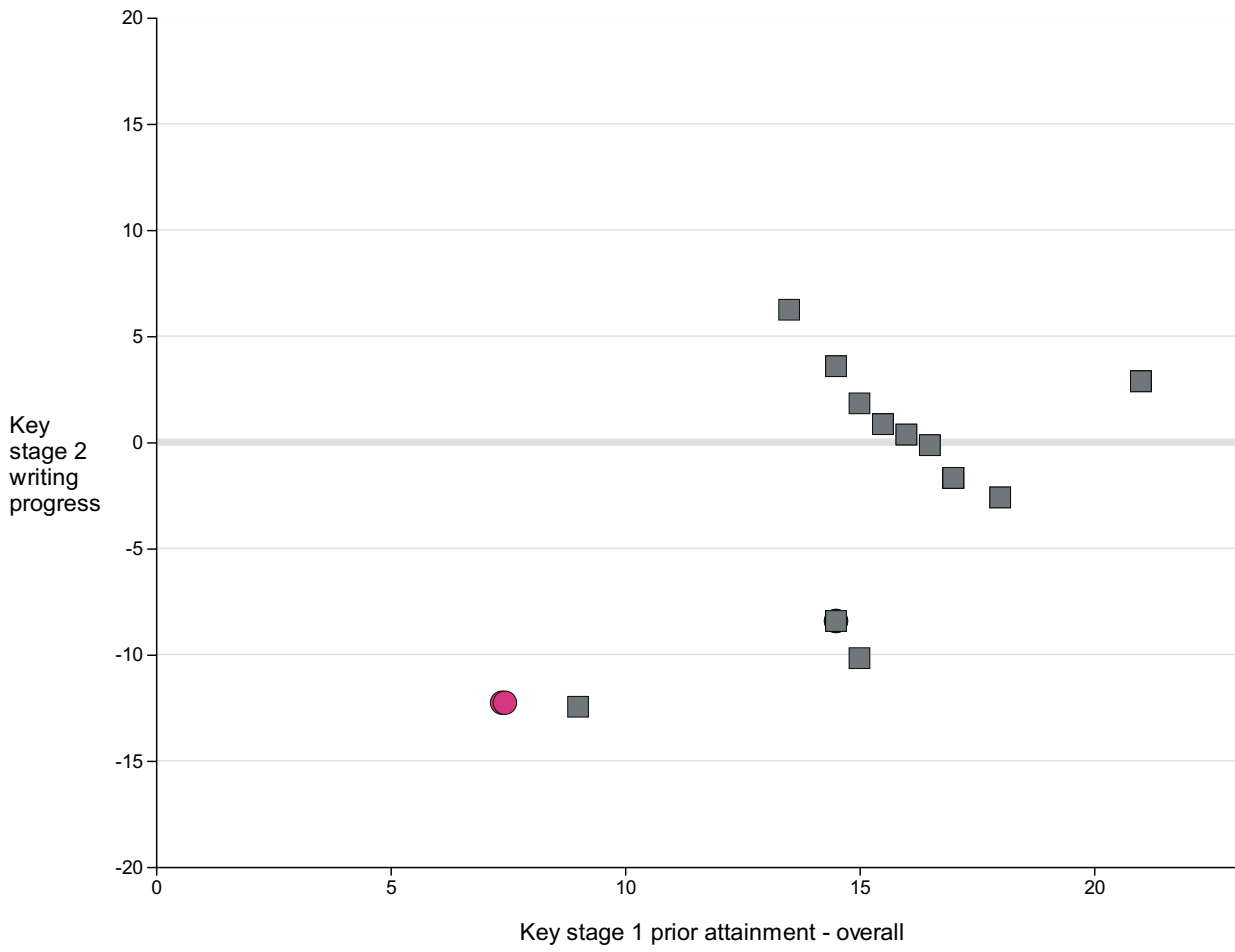
Key stage 2 writing progress and attainment by pupil group

| Key stage 2 writing by pupil group | | | | | | | | |
|------------------------------------|------------------|----------------|------------------|--------------------|--------------------------------|--------------------|--------------------------|--------------------|
| Breakdown | Writing progress | | | Writing attainment | | | | |
| | Cohort | Adjusted score | Unadjusted score | Cohort | Achieved the expected standard | | Achieved a greater depth | |
| | | | | | School % | National benchmark | School % | National benchmark |
| All pupils | 29 | -2.33 | -2.33 | 30 | 73 | 78 | 13 | 20 |
| Male | 15 | -4.54 | -4.54 | 15 | 53 | 72 | 13 | 15 |
| Female | 14 | 0.03 | 0.03 | 15 | 93 | 84 | 13 | 25 |
| Disadvantaged | 4 | -10.35 | -10.35 | 4 | 0 | 83 | 0 | 24 |
| Other | 25 | -1.05 | -1.05 | 26 | 85 | 83 | 15 | 24 |
| Ever 6 FSM | 4 | -10.35 | -10.35 | 4 | 0 | 83 | 0 | 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 | 6 | -6.81 | -6.81 | 6 | 33 | 78 | 0 | 20 |
| No SEN | 23 | -1.16 | -1.16 | 24 | 83 | 88 | 17 | 23 |
| Non-mobile | 26 | -2.19 | -2.19 | 27 | 74 | 80 | 15 | 21 |
| English first language | 28 | -2.11 | -2.11 | 28 | 75 | 78 | 11 | 20 |
| English additional language | 1 | -8.42 | -8.42 | 2 | 50 | 78 | 50 | 20 |
| Prior attainment | | | | | | | | |
| Low overall | 3 | -12.33 | -12.33 | 3 | 0 | 17 | 0 | 0 |
| Middle overall | 21 | -1.62 | -1.62 | 21 | 76 | 79 | 0 | 7 |
| High overall | 5 | 0.68 | 0.68 | 5 | 100 | 99 | 60 | 50 |
| Reading low | 3 | -12.33 | -12.33 | 3 | 0 | 18 | 0 | 0 |
| Reading middle | 22 | -1.67 | -1.67 | 22 | 77 | 80 | 0 | 8 |
| Reading high | 4 | 1.50 | 1.50 | 4 | 100 | 99 | 75 | 51 |
| Writing low | 3 | -12.33 | -12.33 | 3 | 0 | 23 | 0 | 0 |
| Writing middle | 22 | -1.67 | -1.67 | 22 | 77 | 86 | 0 | 13 |
| Writing high | 4 | 1.50 | 1.50 | 4 | 100 | 100 | 75 | 67 |
| Maths low | 3 | -12.33 | -12.33 | 3 | 0 | 16 | 0 | 0 |
| Maths middle | 22 | -1.71 | -1.71 | 22 | 77 | 80 | 0 | 12 |
| Maths high | 4 | 1.73 | 1.73 | 4 | 100 | 98 | 75 | 52 |

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

Number of pupils =

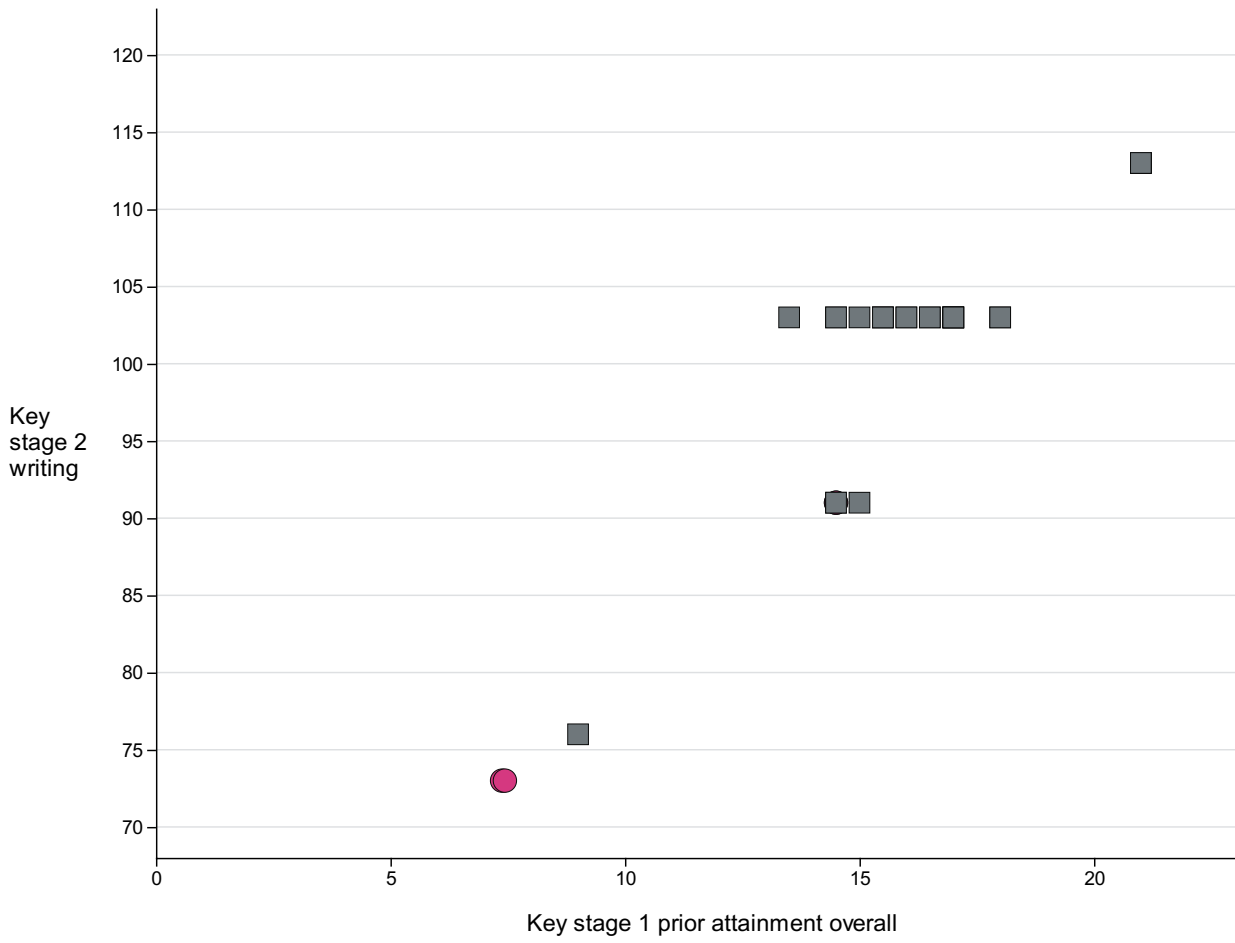
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



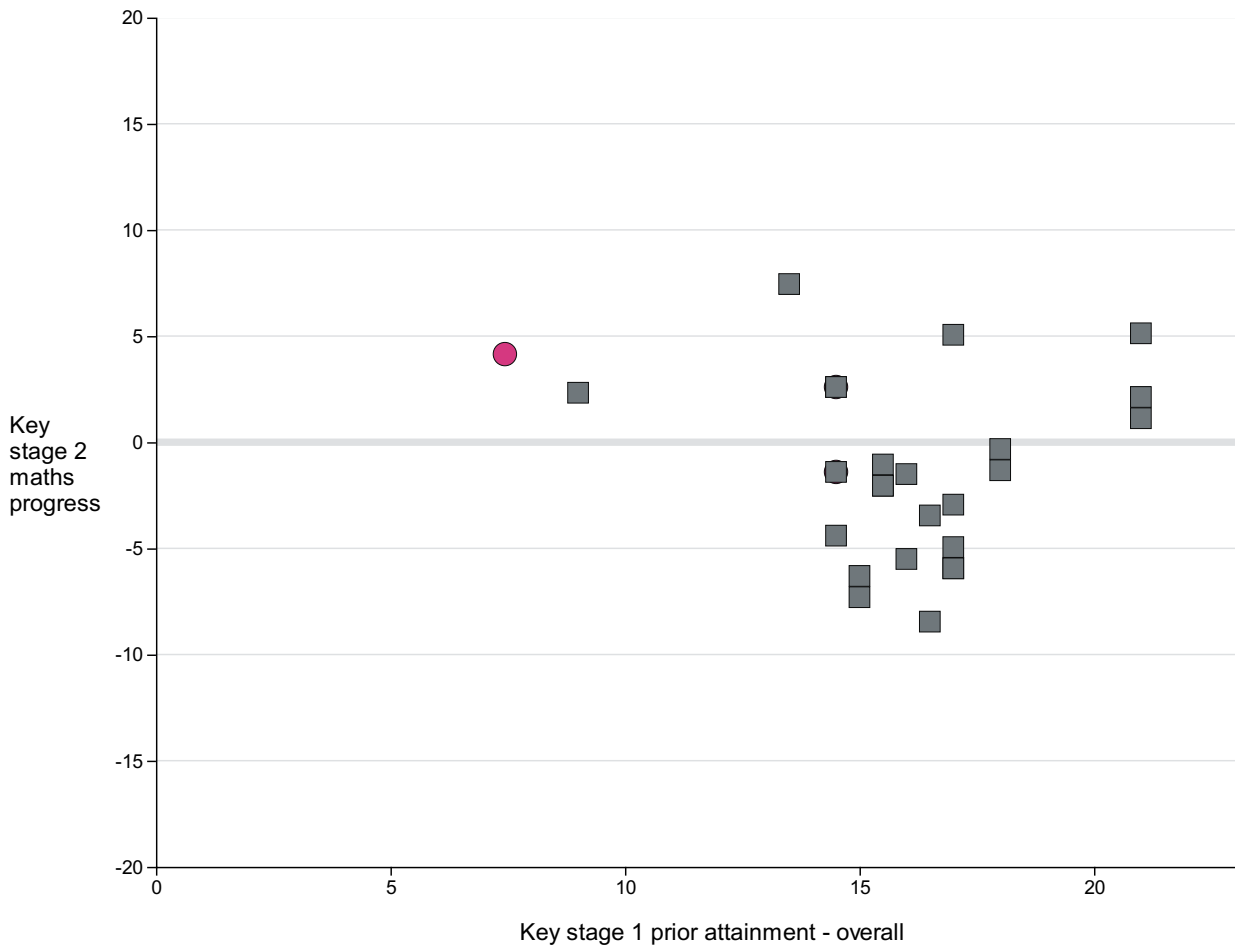
Key stage 2 maths progress and attainment by pupil group

| Key stage 2 maths by pupil group | | | | | | | | | | |
|----------------------------------|----------------|----------------|------------------|------------------|---------------------------------|--------------------|-----------------------------|--------------------|---------------|--------------------|
| Breakdown | Maths progress | | | Maths attainment | | | | | | |
| | Cohort | Adjusted score | Unadjusted score | Cohort | Achieving the expected standard | | Achieving a higher standard | | Average score | |
| | | | | | School % | National benchmark | School % | National benchmark | School | National benchmark |
| All pupils | 28 | -1.11 | -1.11 | 30 | 73 | 76 | 17 | 24 | 103.1 | 104.4 |
| Male | 14 | -0.91 | -0.91 | 15 | 67 | 75 | 13 | 25 | 101.7 | 104.6 |
| Female | 14 | -1.31 | -1.31 | 15 | 80 | 76 | 20 | 22 | 104.3 | 104.1 |
| Disadvantaged | 3 | 1.78 | 1.78 | 4 | 50 | 81 | 0 | 28 | 99.0 | 105.4 |
| Other | 25 | -1.46 | -1.46 | 26 | 77 | 81 | 19 | 28 | 103.5 | 105.4 |
| Ever 6 FSM | 3 | 1.78 | 1.78 | 4 | 50 | 80 | 0 | 28 | 99.0 | 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 | 5 | 0.92 | 0.92 | 6 | 33 | 76 | 0 | 24 | 98.0 | 104.4 |
| No SEN | 23 | -1.55 | -1.55 | 24 | 83 | 84 | 21 | 27 | 104.1 | 105.6 |
| Non-mobile | 25 | -0.95 | -0.95 | 27 | 78 | 77 | 19 | 24 | 103.8 | 104.5 |
| English first language | 27 | -1.25 | -1.25 | 28 | 71 | 76 | 14 | 24 | 102.4 | 104.4 |
| English additional language | 1 | 2.60 | 2.60 | 2 | 100 | 76 | 50 | 24 | 112.0 | 104.4 |
| Prior attainment | | | | | | | | | | |
| Low overall | 2 | 3.24 | 3.24 | 3 | 0 | 19 | 0 | 1 | 93.0 | 93.9 |
| Middle overall | 21 | -2.11 | -2.11 | 21 | 76 | 74 | 5 | 11 | 101.2 | 102.7 |
| High overall | 5 | 1.35 | 1.35 | 5 | 100 | 98 | 60 | 54 | 111.4 | 109.9 |
| Reading low | 2 | 3.24 | 3.24 | 3 | 0 | 25 | 0 | 2 | 93.0 | 95.2 |
| Reading middle | 22 | -2.03 | -2.03 | 22 | 77 | 74 | 5 | 14 | 101.5 | 103.1 |
| Reading high | 4 | 1.77 | 1.77 | 4 | 100 | 97 | 75 | 51 | 112.5 | 109.5 |
| Writing low | 2 | 3.24 | 3.24 | 3 | 0 | 30 | 0 | 2 | 93.0 | 96.1 |
| Writing middle | 22 | -2.07 | -2.07 | 22 | 77 | 80 | 5 | 20 | 101.5 | 104.4 |
| Writing high | 4 | 2.02 | 2.02 | 4 | 100 | 98 | 75 | 60 | 112.8 | 110.7 |
| Maths low | 2 | 3.24 | 3.24 | 3 | 0 | 14 | 0 | 1 | 93.0 | 92.8 |
| Maths middle | 22 | -1.86 | -1.86 | 22 | 77 | 75 | 5 | 13 | 101.7 | 103.0 |
| Maths high | 4 | 0.86 | 0.86 | 4 | 100 | 99 | 75 | 63 | 111.3 | 111.0 |

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

Number of pupils =

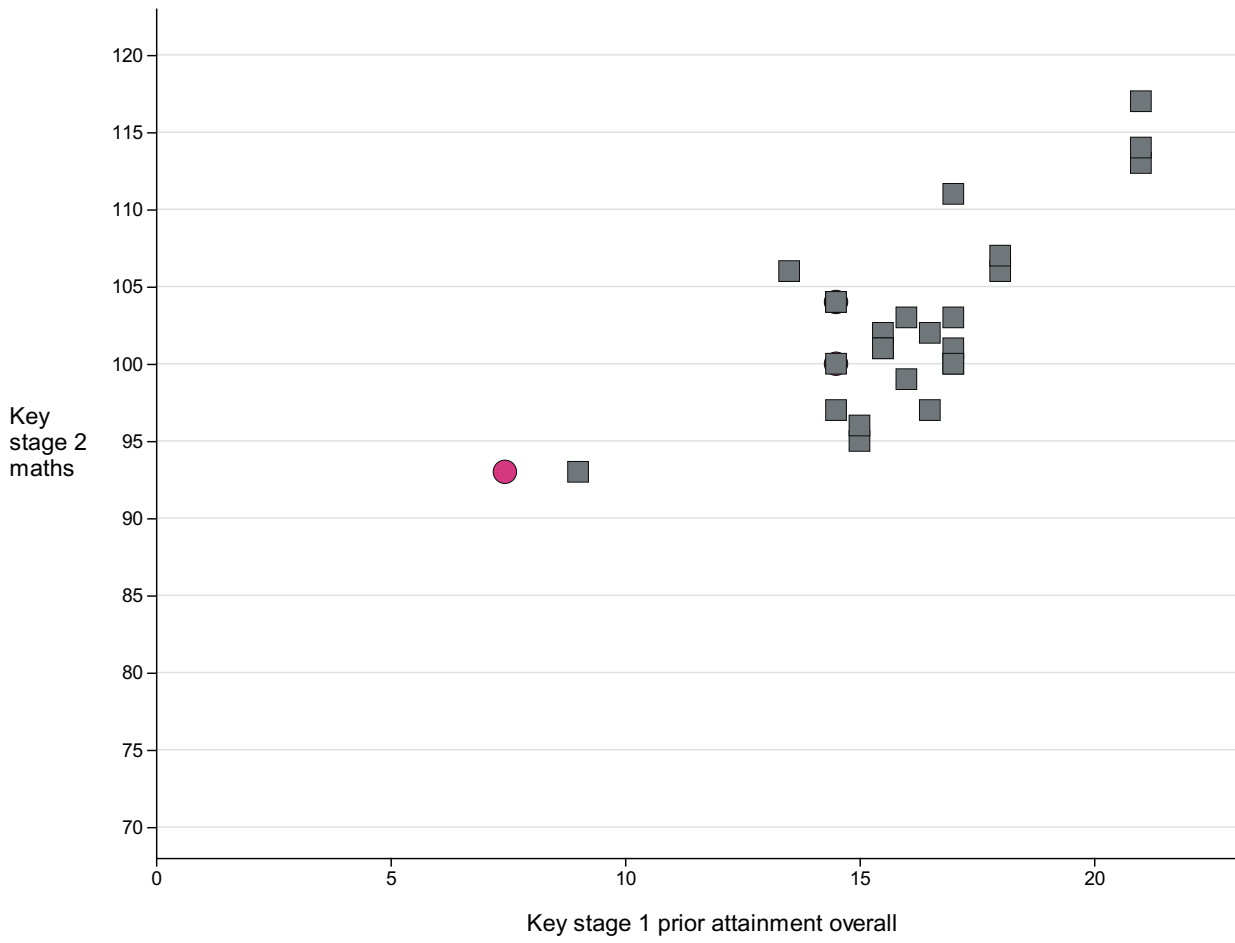
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



Key stage 2 three year average

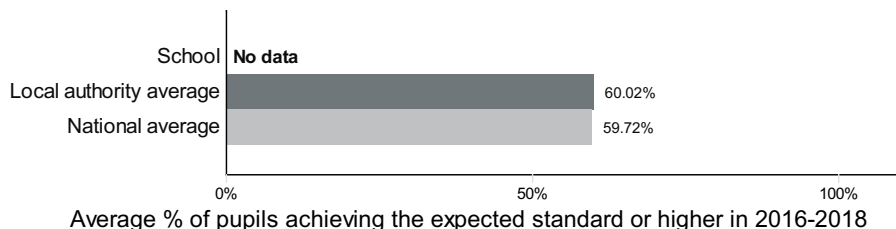
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Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 = 23

Number of pupils in 2018 = 30

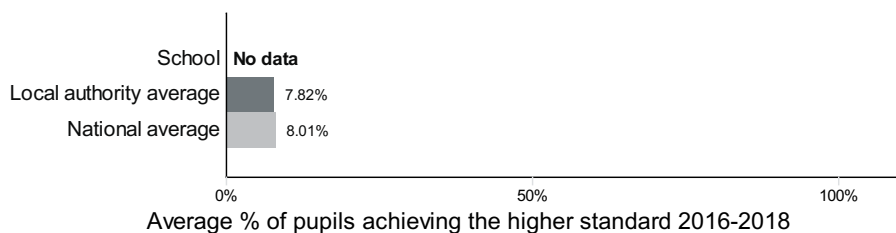


Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 = 23

Number of pupils in 2018 = 30



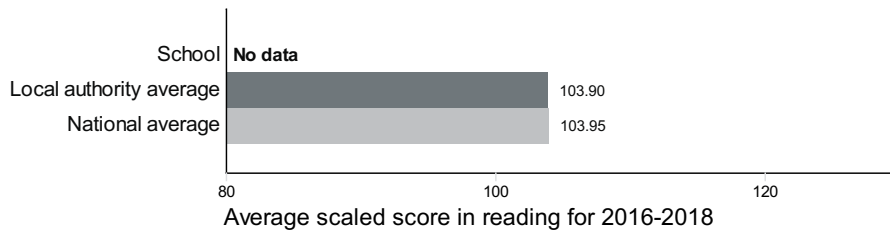
Average scaled score in:

Reading, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 = 23

Number of pupils in 2018 = 30

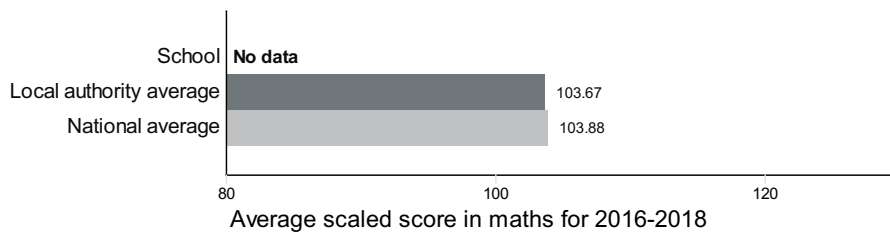


Maths, 2016-2018

Number of pupils in 2016 =

Number of pupils in 2017 = 23

Number of pupils in 2018 = 30



Key stage 2 time series

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

Progress in reading

| | 2016 | 2017 | 2018 |
|-----------------------------|-------|--|---|
| Number of pupils | | 22 | 28 |
| Pupils with adjusted scores | N/A | N/A | 0 |
| School progress score | N/A | -4.01 | 0.73 |
| Confidence interval | N/A | -6.6 to -1.4 | -1.5 to 2.9 |
| Progress banding | N/A |  Well below average |  Average |
| Local authority average | -1.05 | -0.52 | -0.28 |
| National average | 0.00 | 0.00 | 0.03 |

Progress in writing

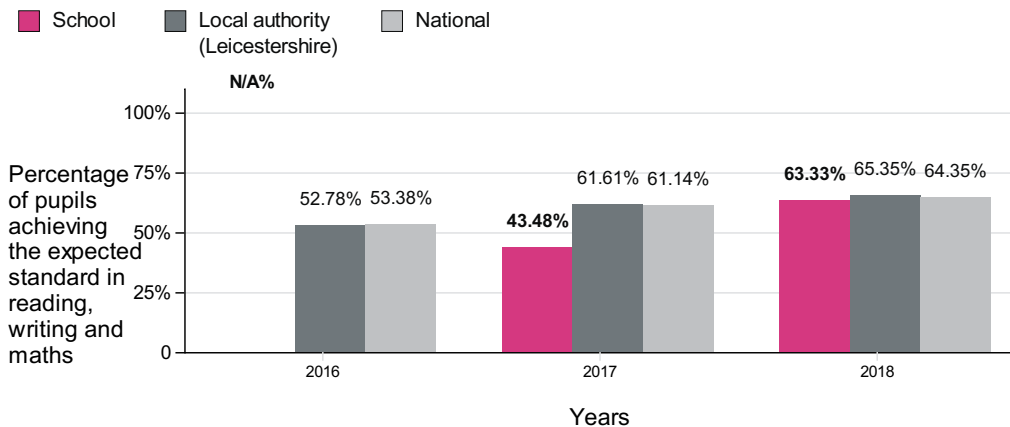
| | 2016 | 2017 | 2018 |
|-----------------------------|-------|---|---|
| Number of pupils | | 22 | 29 |
| Pupils with adjusted scores | N/A | N/A | 0 |
| School progress score | N/A | -1.28 | -2.33 |
| Confidence interval | N/A | -3.8 to 1.2 | -4.4 to -0.2 |
| Progress banding | N/A |  Average |  Below average |
| Local authority average | -0.73 | -0.39 | 0.02 |
| National average | 0.00 | 0.00 | 0.03 |

Progress in maths

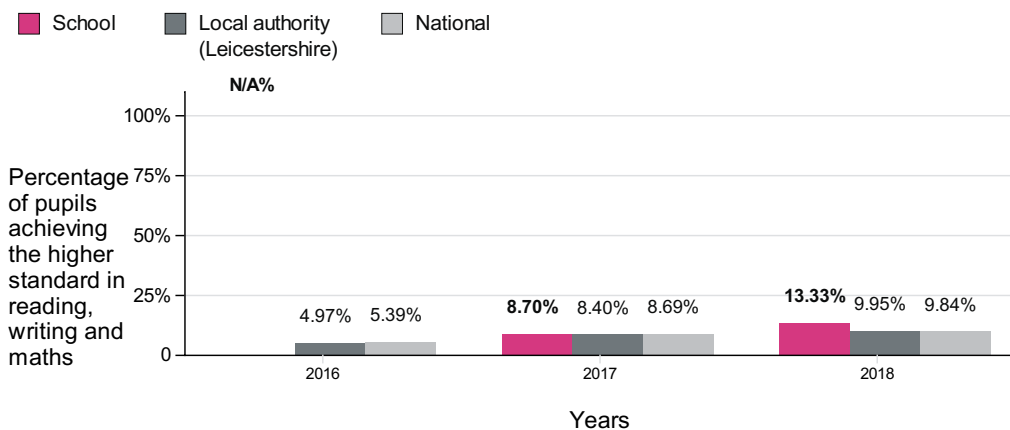
| | 2016 | 2017 | 2018 |
|-----------------------------|-------|---|---|
| Number of pupils | | 22 | 28 |
| Pupils with adjusted scores | N/A | N/A | 0 |
| School progress score | N/A | -0.65 | -1.11 |
| Confidence interval | N/A | -3.0 to 1.6 | -3.1 to 0.9 |
| Progress banding | N/A |  Average |  Average |
| Local authority average | -1.12 | -0.78 | -0.18 |
| National average | 0.00 | 0.00 | 0.03 |

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

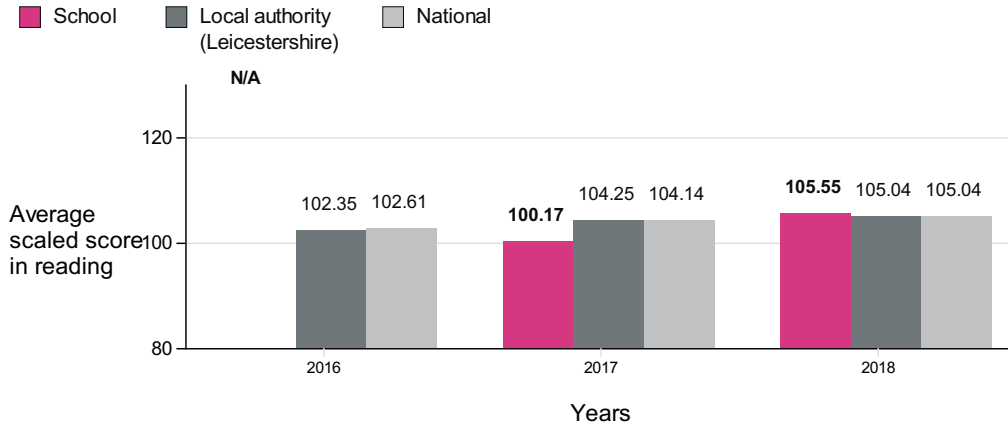


Percentage of pupils achieving the higher standard

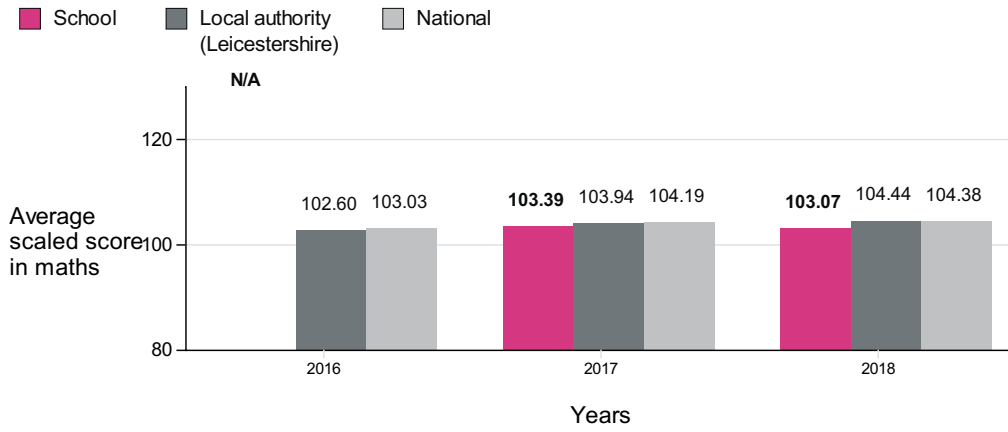


Average scaled scores in:

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 | 30 | 80 | 78 | 20 | 34 | 104.7 | 106.2 | 12.0 | 12.9 | 86 | 89 | 79 | 75 | 38 | 44 | 0 | 3 | |
| Male | 15 | 67 | 73 | 13 | 30 | 102.7 | 105.2 | 10.9 | 12.5 | 79 | 87 | 71 | 71 | 36 | 41 | 0 | 3 | |
| Female | 15 | 93 | 82 | 27 | 39 | 106.5 | 107.2 | 13.0 | 13.3 | 93 | 92 | 87 | 79 | 40 | 47 | 0 | 3 | |
| Disadvantaged | 4 | 50 | 82 | 0 | 39 | 98.0 | 107.2 | 9.0 | 13.4 | 67 | 92 | 67 | 79 | 33 | 48 | 0 | 3 | |
| Other | 26 | 85 | 82 | 23 | 39 | 105.4 | 107.2 | 12.3 | 13.4 | 88 | 92 | 81 | 79 | 38 | 48 | 0 | 3 | |
| Ever 6 FSM | 4 | 50 | 82 | 0 | 39 | 98.0 | 107.2 | 9.0 | 13.4 | 67 | 92 | 67 | 79 | 33 | 48 | 0 | 3 | |
| Children looked after | 0 | N/A | 78 | N/A | 34 | N/A | 106.2 | N/A | 12.9 | N/A | 89 | N/A | 75 | N/A | 44 | N/A | 3 | |
| SEN with statement or EHC plan | 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 | 17 | 78 | 0 | 34 | 93.0 | 106.2 | 2.8 | 12.9 | 20 | 89 | 0 | 75 | 0 | 44 | 0 | 3 | |
| No SEN | 24 | 96 | 87 | 25 | 40 | 107.1 | 107.7 | 13.9 | 13.8 | 100 | 96 | 96 | 84 | 46 | 50 | 0 | 3 | |
| Non-mobile | 27 | 81 | 79 | 22 | 35 | 105.4 | 106.3 | 12.5 | 13.0 | 88 | 90 | 81 | 76 | 42 | 45 | 0 | 3 | |
| English first language | 28 | 79 | 78 | 18 | 34 | 104.0 | 106.2 | 11.6 | 12.9 | 85 | 89 | 78 | 75 | 33 | 44 | 0 | 3 | |
| English additional language | 2 | 100 | 78 | 50 | 34 | 113.0 | 106.2 | 17.0 | 12.9 | 100 | 89 | 100 | 75 | 100 | 44 | 0 | 3 | |
| Prior attainment | | | | | | | | | | | | | | | | | | |
| Low overall | 3 | 0 | 18 | 0 | 2 | 85.5 | 94.3 | 0.0 | 6.3 | 0 | 44 | 0 | 22 | 0 | 5 | 0 | 0 | |
| Middle overall | 21 | 86 | 78 | 10 | 21 | 103.8 | 104.4 | 12.0 | 12.1 | 90 | 93 | 81 | 74 | 33 | 33 | 0 | 1 | |
| High overall | 5 | 100 | 99 | 60 | 70 | 113.0 | 112.5 | 15.4 | 16.2 | 100 | 100 | 100 | 97 | 60 | 76 | 0 | 7 | |
| Reading low | 3 | 0 | 18 | 0 | 2 | 85.5 | 94.3 | 0.0 | 5.7 | 0 | 41 | 0 | 18 | 0 | 4 | 0 | 0 | |
| Reading middle | 22 | 86 | 78 | 9 | 22 | 104.0 | 104.5 | 12.1 | 12.2 | 91 | 93 | 82 | 75 | 36 | 34 | 0 | 1 | |
| Reading high | 4 | 100 | 99 | 75 | 72 | 114.0 | 112.7 | 15.3 | 16.4 | 100 | 100 | 100 | 98 | 50 | 79 | 0 | 8 | |
| Writing low | 3 | 0 | 25 | 0 | 2 | 85.5 | 95.7 | 0.0 | 6.7 | 0 | 51 | 0 | 25 | 0 | 6 | 0 | 0 | |
| Writing middle | 22 | 86 | 84 | 9 | 30 | 103.9 | 106.1 | 12.0 | 13.1 | 91 | 95 | 82 | 81 | 32 | 42 | 0 | 2 | |
| Writing high | 4 | 100 | 100 | 75 | 83 | 114.8 | 114.3 | 16.0 | 17.0 | 100 | 100 | 100 | 99 | 75 | 87 | 0 | 11 | |
| Maths low | 3 | 0 | 17 | 0 | 2 | 85.5 | 94.3 | 0.0 | 6.7 | 0 | 44 | 0 | 23 | 0 | 6 | 0 | 0 | |
| Maths middle | 22 | 86 | 78 | 9 | 25 | 104.3 | 104.9 | 12.4 | 12.4 | 91 | 92 | 86 | 75 | 36 | 38 | 0 | 1 | |
| Maths high | 4 | 100 | 98 | 75 | 72 | 112.5 | 112.8 | 13.8 | 16.1 | 100 | 99 | 75 | 96 | 50 | 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 | 30 | 77 | 82 |
| Male | 15 | 67 | 80 |
| Female | 15 | 87 | 85 |
| Disadvantaged | 4 | 25 | 87 |
| Other | 26 | 85 | 87 |
| Ever 6 FSM | 4 | 25 | 87 |
| Children looked after | 0 | N/A | 83 |
| SEN with statement or EHC plan | 0 | N/A | 82 |
| SEN support | 6 | 33 | 82 |
| No SEN | 24 | 88 | 91 |
| Non-mobile | 27 | 81 | 84 |
| English first language | 28 | 75 | 82 |
| English additional language | 2 | 100 | 82 |
| Prior attainment | | | |
| Low overall | 3 | 0 | 23 |
| Middle overall | 21 | 81 | 85 |
| High overall | 5 | 100 | 99 |
| Reading low | 3 | 0 | 27 |
| Reading middle | 22 | 82 | 85 |
| Reading high | 4 | 100 | 99 |
| Writing low | 3 | 0 | 34 |
| Writing middle | 22 | 82 | 89 |
| Writing high | 4 | 100 | 100 |
| Maths low | 3 | 0 | 20 |
| Maths middle | 22 | 82 | 85 |
| Maths high | 4 | 100 | 99 |

Glossary

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

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.

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