Summary report

An overview for schools, governors and inspectors

RAISEonline 2016

Hadrian Primary School

Local authority
South Tyneside

Unique reference number (URN)
108668

DfE number
3932000

Based on 2016 datasets
Key stage 1: unvalidated data
Key stage 2: unvalidated data

Production date
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Introduction

The aim of the RAISEonline summary report is to help show how effectively a school has performed in terms of past progress, attainment, attendance and behaviour. The summary report is made available to schools and governors to help with their self-evaluation and planning to raise standards. It is also provided for inspectors. When evaluating outcomes, inspectors give most weight to progress, particularly from different starting points and of disadvantaged pupils, including the most able disadvantaged. Schools, governors and inspectors also have access to Ofsted's Inspection dashboard, which summarises key information from RAISEonline and lists strengths and weaknesses.

Changes for 2016

* New progress and attainment measures at key stages 1 and 2

* Clearer emphasis on disadvantaged pupils, in particular from different starting points, shown in summary tables at the front of each key stage

* No previous years of data shown for key stages 1 or 2, as 2016 data is not comparable with 2015 data; the 2015 summary report should be consulted for data for previous years

* Highest key stage shown first, with absence, exclusion then context afterwards

* For key stage 2, progress and attainment shown in the same table so they can be viewed together

* New types of shading

* Different national comparator types specified for different groups

* Additional key stage 2 groups, including low, middle and high prior attainment in separate subjects

* Additional key stage 1 groups, including Early Years Foundation Stage development

* Charts showing key stage 2 group progress in descending order

* Science teacher assessment included

* Scatterplots for attainment as well as progress, with overall and subject prior attainment

* Transition tables containing P scales

In addition, small changes have been made to other reports to show persistent absence at the new 10% threshold from 2016 and to include the average phonics mark.

New progress and attainment measures

The government no longer reports key stages 1 and 2 attainment using levels. Key stage 2 national curriculum test outcomes are instead reported as scaled scores, where 100 represents the expected standard and, for 2016, 110 represents the high standard. At key stage 2, teacher assessment is reported for writing and science. At key stage 1, teacher assessment is reported for reading, writing, mathematics and science. The government no longer defines expected progress. Key stage 1 to key stage 2 progress is calculated differently from previously and the national average is zero. Provisional 2016 data for each subject shows that fewer than 5% of schools have progress scores above 5 and fewer than 5% of schools have progress scores below -5. Information on the government's new accountability measures is at:

* KS1 teacher assessment www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1

* KS2 teacher assessment www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2

* KS2 accountability measures and KS1-2 progress https://www.gov.uk/government/publications/primary-school-accountability

Performance on the new measures is not comparable with 2015 performance, so key stages 1 and 2 data for previous years is not shown in the 2016 summary report. Data for previous years is available through earlier summary reports and the historical data sections in the interactive RAISEonline.

Summary tables at the front of each key stage contain:

* progress and attainment overall and by low, middle and high prior attainment for all pupils and disadvantaged pupils

* national figures for all pupils and for other (non-disadvantaged) pupils

* difference between all pupils in the school and all pupils nationally

* difference between disadvantaged pupils in the school and other pupils nationally

* for attainment, the number of pupils that the percentage difference represents

* for overall progress, the ranking for the top and bottom 15% of schools

* shading to highlight strong and weak performance.

Shading of strong and weak performance

The new shading system is shown:

* only in the summary tables at the front of each key stage

* for progress overall and by prior attainment

* for attainment by prior attainment.

Shading consists of:

* green for strengths and red for weaknesses

* pale and bright shades in each colour, using bright for the most strong and most weak

* progress shading for sig+ and sig- (see explanation below), using bright where this is in the top or bottom 10% of schools

* attainment shading for a difference of at least one pupil from national, using bright where this is at least two pupils.

The most important shading is for progress, so it is shown by a solid colour for the whole cell, while shading for attainment forms a frame for the cell. For each prior attainment group in each subject, about a half of schools have some shading for progress but different proportions of schools from each prior attainment group have attainment shading. In particular, a large number of schools have attainment shading for the middle prior attainment group because the number of pupils is relatively large and so a small percentage difference from national represents at least one pupil. Care should be taken when interpreting the attainment shading for this group as it does not necessarily mean that outcomes are particularly strong or particularly weak.

Statistical significance and cohort size

Progress can be described as:

* above average if it is statistically significantly above average (sig+), in which case the whole of its confidence interval is above zero, the national average

* below average if it is statistically significantly below average (sig-), in which case the whole of its confidence interval is below zero, the national average.

As well as statistical differences in progress, the potential educational importance of the size of the difference from zero should be considered, as the difference may be:

* very small for a large cohort with sig+ or sig- progress

* large but unable to be sig+ or sig- due to the very small size of cohort and wide confidence interval.

For very small cohorts of five or fewer, 2016 data should be considered carefully, taking into account how data for previous years compared with national figures for those years.

National comparators and groups

In the summary report, the performance of disadvantaged pupils in the school is compared with that of other (non-disadvantaged) pupils nationally as it is this difference that needs to diminish collectively across the country for disadvantaged pupils nationally to do as well as others nationally. This comparison is reflected in a new way of showing national comparators in all tables. Each pupil group has a specified national comparator type shown which is ïallD ïsameD or ïnonD For all tables where pupil groups are displayed, users will be able to switch the national comparator to ïsameD in the interactive version of RAISEonline.

New groups include low, middle and high prior attainment groups in separate subjects and overarching ethnic groups. At key stage 1, groups include Early Years Foundation Stage good level of development and the reading, writing and mathematics early learning goals at emerging, expected and exceeding. At key stage 2, the overall low, middle and high prior attainment groups are defined in a new way to match the method for calculating the progress score. It uses the average key stage 1 point score for English (the average of reading and writing point scores) and gives this equal weight to the mathematics point score.

In the tables that have not been fully revised for 2016 (absence, exclusion, phonics and Early Years Foundation Stage Profile), the 2015 groups and comparators for the same group nationally remain. When using these tables, comparisons can be made with all pupils nationally or with other pupils nationally by checking against those figures elsewhere in the table.

Prior attainment shading

In previous years, blue and green shading was used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. This type of shading is no longer applied to any progress or attainment reports in key stages 1 or 2. However, this shading is still shown in the table at the end of the summary report that displays the prior attainment of each year group. The shading has been retained as it can help users to identify where differences from national figures vary between year groups.

Using the summary report

All tables and charts in this new style of summary report are intended for use by schools, governors and inspectors. Users may find it helpful to look first at OfstedB Inspection dashboard for a broad overview before looking at the more detailed tables and charts in this RAISEonline summary report.

In this summary report, users may find it helpful to look first at the summary tables for a key stage to give them an overview for all and disadvantaged pupils by prior attainment. Users may then find it helpful to consult the separate tables and charts for each subject. The key stage 2 charts show group progress in descending order, with lines indicating if progress is in the top or bottom 10% of all pupils nationally. Details can then be followed up in the scatterplots and transition tables, including for pupils assessed using P scales.

When consulting tables and charts, users may wish to ask questions such as those below in relation to the past data and consider any implications for current pupils.

The summary tables for the key stage enable users to ask questions such as:

At key stage 2

* Was the overall progress of all pupils and disadvantaged pupils statistically above or below zero (shaded)? Was it in the top or bottom 15%? How did this vary across subjects?

* Was the progress of all high prior attainers statistically above or below zero (shaded)? How did this vary across subjects? How did this compare with the progress of low and middle prior attainers?

* Was the progress of high prior-attaining disadvantaged pupils statistically above or below the national for other pupils (shaded)? How did this vary across subjects? How did this compare with the progress of low and middle prior-attaining disadvantaged pupils?

* How far from national figures was the progress? Could small cohort size have prevented the progress from being statistically above or below national figures?

* What additional information does the attainment data provide about the numbers of pupils represented by the difference from national figures (bearing in mind that larger cohorts of middle prior attainers are more likely to be shaded than smaller low or high prior-attaining cohorts)?

At key stage 1

* How did the overall percentage of all pupils attaining the expected standard or above compare with the national figure? How did the difference vary across subjects? How did this compare with percentages attaining greater depth?

* How did the overall percentage of disadvantaged pupils attaining the expected standard or above compare with the national figure for other pupils? How did the difference vary across subjects? How did this compare with percentages attaining greater depth?

* For disadvantaged pupils and for all pupils, how did attainment vary across early learning goal development groups? Is any difference shaded (bearing in mind that larger cohorts are more likely to be shaded than smaller ones)? How did attainment vary across subjects? How different was it for attaining the expected standard and attaining greater depth?

Possible follow-up questions about disadvantaged pupils

* How effectively has the school identified the main barriers faced by different disadvantaged pupils, in particular those with high prior attainment and those with low prior attainment who need to catch up?

* How was the pupil premium funding spent to address the different barriers and how effective were the various approaches?

* How might the progress and attainment of disadvantaged pupils in all current year groups compare with the 2016 progress and attainment?

The tables and charts showing progress and attainment for each subject enable users to ask questions such as:

* Which groups made the most progress and which groups made the least? Did this vary between subjects? Which groups made statistically above or below average progress (confidence interval does not touch zero)? Did any groups make progress in the top or bottom 10% when compared with all pupils nationally?

* Did enough pupils attain the expected and high standard/greater depth at key stages 1 and 2? How did this vary between subjects, by groups, and by starting points/early years development overall and for subjects?

* Was the percentage of year 1/year 2 pupils achieving the expected standard in phonics above the national figure? Was it rising? How did the attainment of disadvantaged pupils compare with the national figure for other pupils? How did attainment vary between groups of pupils?

* How did the phonics marks in year 2 compare with those in year 1 for pupils who did not meet the expected standard in year 1? What strategies are now in place to help such pupils?

* How did attainment in key stage 1 reading, year 1 phonics and early years reading compare for the same cohort, for all pupils and for disadvantaged pupils?

* Were children well enough prepared for year 1 (did enough achieve a good level of development in the Early Years Foundation Stage Profile?) How well did they do in literacy, mathematics, and communication and language? Did FSM children achieve as well as non-FSM children nationally? If not, what approaches are in place now to raise attainment of FSM children?

Scatterplots and transition tables enable users to ask questions such as:

* How much progress did individual disadvantaged pupils make? How did it vary for different prior attainment? Was the progress very low or very high for any pupils?

* How well did all pupils and disadvantaged pupils with prior attainment at level 2c do (in the transition tables and in the 12.0-13.9 group in scatterplot tables)? How did this vary across subjects? How did it vary for different starting points?

* How well did the pupils who were assessed using P scales progress?

Absence and exclusion tables enable users to ask questions such as:

* Was absence above or below average for all pupils and for disadvantaged pupils? How much was it diminishing? Did any groups have particularly high absence?

* Was the proportion of persistent absentees above or below average for all pupils and for disadvantaged pupils? Could high persistent absence for any group have had an impact on progress?

* Was the proportion of pupils with repeat exclusions (two or more in the year) above or below average? How did this differ for disadvantaged pupils and for other groups?

* Was the difference between the proportion with repeat exclusions and the proportion excluded at least once too small? Was it appropriate?

Is the school above the floor standard?

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor for its 2016 results until December 2016 when the school performance tables are published, based on validated data. Before then, a school's 2015 results will be evaluated against the 2015 floor standards.

In 2016, a school will be above the floor if:

* at least 65% of pupils meet the expected standard in all three subjects (English reading, English writing and mathematics); or

* the school achieves sufficient progress scores in all three subjects (at least -5 in English reading and -5 in mathematics and -7 in English writing).

To be above the floor, the school needs to meet either the attainment element or all parts of the progress element.

Inspection information for those responsible for governance

Inspectors will meet with as many governors and trustees as possible during an inspection. They will expect them to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect them to be familiar with historic performance data, including the summaries that Ofsted's

Inspection dashboard presents for their school, and know what the information shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to diminish any differences in progress and attainment between disadvantaged pupils in the school and other pupils nationally and whether governors can evaluate how the school is using the pupil premium. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors should consider a wide range of data including information provided by the school.

Where to find further information

Further information, including on understanding each measure presented in RAISEonline, the methodology used to calculate it, what the shading represents and statistical significance can be found in the RAISEonline library. It will also contain information on how to navigate around the new layout in the interactive site.

Data used in this release

The key stage 1 unvalidated reports reflect the data received by the Department for Education (DfE) by the collection deadline. Any data submitted after this deadline will be incorporated within the final datasets if these are published.

The key stage 2 unvalidated reports do not reflect the outcome of amendments requested by schools during the annual performance tables data checking exercise run during September 2016. Accepted amendments from the checking exercise will be included in the DfE performance tables being published in December 2016 and the subsequent release of validated data in RAISEonline. Please note that Ofsted is not able to amend the data that have been published in RAISEonline.

The school's own data section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. This enables schools to see how analyses for the school would change and to use them in discussions with inspectors. Note that the changes made are applied to the school's own copy of the data only; the published data in RAISEonline remains unaffected.

The website provides interactive reports that allow users to see the underlying information that has been used to calculate the data presented. If the data shown differs from what was expected, please first check the underlying pupil list reports. After this step, if it still appears that there is an error in a report due to a miscalculation rather than incorrect data, please use the Contact us facility on RAISEonline https://www.raiseonline.org or email enquiries@ofsted.gov.uk.

KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages)
For all and disadvantaged pupils (Dis)

National	All Figure for national all	Dis Figure for national other

Progress

Reading

	All	Dis
Cohort	41	13
Score	1.17	1.99
CI +/-	1.92	3.40
Rank		

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	2	0	31	10	8	3
Score	-2.96	-	0.88	1.46	3.34	3.76
National	0	0.36	0	0.35	0	0.30
Difference	-2.96	-	0.88	1.11	3.34	3.46
CI +/-	8.67	-	2.20	3.88	4.34	7.08
Rank		-			15	12

Writing

	All	Dis
Cohort	40	13
Score	3.87	6.36
CI +/-	1.96	3.43
Rank	8	2

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	2	0	30	10	8	3
Score	-1.60	-	3.58	6.00	6.32	7.57
National	0	0.34	0	0.10	0	0.11
Difference	-1.60	-	3.58	5.90	6.32	7.47
CI +/-	8.76	-	2.26	3.92	4.38	7.15
Rank		-	10	2	4	2

Mathematics

	All	Dis
Cohort	41	13
Score	0.94	1.20
CI +/-	1.63	2.90
Rank		

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	2	0	31	10	8	3
Score	-2.05	-	1.33	1.81	0.18	-0.80
National	0	0.45	0	0.26	0	0.17
Difference	-2.05	-	1.33	1.55	0.18	-0.97
CI +/-	7.39	-	1.88	3.30	3.69	6.03
Rank		-				

Legend:
- Sig+ and top 10%
- Sig+ not top 10%
- Sig- not bottom 10%
- Sig- and bottom 10%

Significance tests for overall progress scores of all pupils and disadvantaged pupils compare them with the national figure for all pupils, which is 0.

Tables that show progress for prior attainment groups contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Significance tests for disadvantaged prior attainment groups in the school compare their progress score with the national figure for other pupils.

CI +/- shows the length of the confidence interval above and below the progress score. Rank is shown for the top and bottom 15%.

KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages)
For all and disadvantaged pupils (Dis)

		All	Dis
	National	Figure for national all	Figure for national other

Attainment	
expected or above	high

Reading

	A/T		All	Dis			All	Dis
Cohort	0		41	13			41	13
School %			71	69			17	15
National %			66	71			19	23
Difference %			5	-2			-2	-7

	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	2	0	31	10	8	3	2	0	31	10	8	3
School %	0	-	68	60	100	100	0	-	6	0	63	67
National %	17	18	63	67	95	96	1	1	10	11	46	49
Difference %	-17	-	4	-7	5	4	-1	-	-3	-11	16	18
Diff (no of pupils)	0	-	1	0	0	0	0	-	0	-1	1	0

Writing

	A/D		All	Dis			All	Dis
Cohort	0		41	13			41	13
School %			85	100			29	31
National %			74	79			15	18
Difference %			11	21			15	13

	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	2	0	31	10	8	3	2	0	31	10	8	3
School %	0	-	87	100	100	100	0	-	16	10	88	100
National %	20	22	76	78	97	98	0	0	6	7	39	40
Difference %	-20	-	11	22	3	2	0	-	10	3	49	60
Diff (no of pupils)	0	-	3	2	0	0	0	-	3	0	3	1

Mathematics

	A/T		All	Dis			All	Dis
Cohort	0		41	13			41	13
School %			76	69			10	0
National %			70	75			17	20
Difference %			6	-6			-7	-20

	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	2	0	31	10	8	3	2	0	31	10	8	3
School %	0	-	74	60	100	100	0	-	3	0	38	0
National %	19	21	68	71	97	97	1	1	7	8	43	45
Difference %	-19	-	6	-11	3	3	-1	-	-4	-8	-6	-45
Diff (no of pupils)	0	-	1	-1	0	0	0	-	-1	0	0	-1

2+ pupils above national
1 pupil above national
1 pupil below national
2+ pupils below national

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for prior attainment groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

A/T: absent or unable to access the test; A/D: absent or disapplied from the teacher assessment

Summary report RAISEonline 2016 based on unvalidated data

KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages) For all and disadvantaged pupils (Dis)

National	All	Dis
	Figure for national all	Figure for national other

Attainment	
expected or above	high

Reading, writing and mathematics

	All	Dis		All	Dis
Cohort	41	13		41	13
School %	61	62		5	0
National %	53	60		5	7
Difference %	8	2		0	-7

	Low All	Low Dis	Middle All	Middle Dis	High All	High Dis	Low All	Low Dis	Middle All	Middle Dis	High All	High Dis
Cohort	2	0	31	10	8	3	2	0	31	10	8	3
School %	0	-	55	50	100	100	0	-	0	0	25	0
National %	6	6	46	50	91	92	0	0	1	1	17	19
Difference %	-6	-	9	0	9	8	0	-	-1	-1	8	-19
Diff (no of pupils)	0	-	2	0	0	0	0	-	0	0	0	0

English grammar, punctuation and spelling

	A/T		All	Dis		All	Dis
Cohort	0		41	13		41	13
School %			80	85		22	15
National %			72	78		22	27
Difference %			8	7		0	-11

	Low All	Low Dis	Middle All	Middle Dis	High All	High Dis	Low All	Low Dis	Middle All	Middle Dis	High All	High Dis
Cohort	2	0	31	10	8	3	2	0	31	10	8	3
School %	0	-	81	80	100	100	0	-	6	0	88	67
National %	17	19	73	76	98	99	1	1	12	13	55	57
Difference %	-17	-	8	4	2	1	-1	-	-5	-13	32	10
Diff (no of pupils)	0	-	2	0	0	0	0	-	-1	-1	2	0

Science

	A/D		All	Dis
Cohort	0		41	13
School %			93	92
National %			81	86
Difference %			12	7

	Low All	Low Dis	Middle All	Middle Dis	High All	High Dis
Cohort	2	0	31	10	8	3
School %	50	-	94	90	100	100
National %	29	33	84	87	99	99
Difference %	21	-	9	3	1	1
Diff (no of pupils)	0	-	2	0	0	0

Legend:
- 2+ pupils above national
- 1 pupil above national
- 1 pupil below national
- 2+ pupils below national

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for prior attainment groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

A/T: absent or unable to access the test; A/D: absent or disapplied from the teacher assessment

KS2 reading test 2016

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	41	1.17	41	all	71	66	17	19	102.8	102.6
male	20	0.26	20	same	70	62	10	16	101.2	101.8
female	21	2.04	21	same	71	70	24	22	104.3	103.4
disadvantaged	13	1.99	13	non	69	71	15	23	102.8	103.8
other	28	0.79	28	same	71	71	18	23	102.8	103.8
Free School Meals	13	1.99	13	non	69	71	15	23	102.8	103.8
Children Looked After	0	-	0	non	-	66	-	19	-	102.6
SEN with statement or EHC plan	0	-	0	all	-	66	-	19	-	102.6
SEN support	4	-3.02	4	all	25	66	0	19	92.5	102.6
no SEN	37	1.62	37	same	76	73	19	22	103.9	103.8
on roll in years 5 & 6	37	1.25	37	same	73	67	16	19	103.1	102.8
English first language	22	2.03	22	all	68	66	14	19	102.6	102.6
English additional language	19	0.18	19	all	74	66	21	19	102.9	102.6
Prior attainment										
overall low	2	-2.96	2	same	0	17	0	1	91.0	93.0
overall middle	31	0.88	31	same	68	63	6	10	101.4	101.2
overall high	8	3.34	8	same	100	95	63	46	111.0	109.1
reading low	2	-6.37	2	same	0	18	0	1	88.5	93.2
reading middle	32	1.02	32	same	69	64	6	9	101.8	101.2
reading high	7	4.02	7	same	100	97	71	49	111.3	109.6
writing low	7	0.04	7	same	29	23	0	2	96.3	94.4
writing middle	31	1.12	31	same	77	71	16	16	103.3	102.8
writing high	3	4.37	3	same	100	98	67	58	112.3	110.8
Mathematics low	1	-0.96	1	same	0	15	0	1	93.0	92.8
Mathematics middle	36	1.24	36	same	69	65	14	13	102.4	101.7
Mathematics high	4	1.10	4	same	100	94	50	48	108.8	109.2

Reading progress

- Confidence interval (green dot)
- Bottom/top 10% (red dashed)

(Categories top to bottom): writing high, reading high, overall high, female, English first language, disadvantaged, Free School Meals, no SEN, on roll in years 5 & 6, Mathematics middle, all pupils, writing middle, Mathematics high, reading middle, overall middle, other, male, English additional language, writing low, Mathematics low, overall low, SEN support, reading low, Children Looked After, SEN with statement or EHC plan

Axis: -15 -10 -5 0 5 10 15

KS2 reading test 2016

Ethnic group	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	41	1.17	41	all	71	66	17	19	102.8	102.6
White	21	2.50	21	all	71	66	14	19	103.3	102.6
British	21	2.50	21	all	71	66	14	19	103.3	102.6
Irish	0	-	0	all	-	66	-	19	-	102.6
Traveller	0	-	0	all	-	66	-	19	-	102.6
Gypsy/Roma	0	-	0	all	-	66	-	19	-	102.6
any other White background	0	-	0	all	-	66	-	19	-	102.6
Mixed	1	2.96	1	all	100	66	100	19	112.0	102.6
White & Black Caribbean	0	-	0	all	-	66	-	19	-	102.6
White & Black African	0	-	0	all	-	66	-	19	-	102.6
White & Asian	0	-	0	all	-	66	-	19	-	102.6
any other mixed background	1	2.96	1	all	100	66	100	19	112.0	102.6
Asian or Asian British	18	0.02	18	all	72	66	17	19	102.4	102.6
Indian	0	-	0	all	-	66	-	19	-	102.6
Pakistani	1	2.19	1	all	100	66	0	19	109.0	102.6
Bangladeshi	16	-0.24	16	all	69	66	13	19	101.6	102.6
any other Asian background	1	2.04	1	all	100	66	100	19	110.0	102.6
Black or Black British	0	-	0	all	-	66	-	19	-	102.6
Black Caribbean	0	-	0	all	-	66	-	19	-	102.6
Black African	0	-	0	all	-	66	-	19	-	102.6
any other Black background	0	-	0	all	-	66	-	19	-	102.6
Chinese	0	-	0	all	-	66	-	19	-	102.6
any other ethnic group	1	-7.77	1	all	0	66	0	19	88.0	102.6
unclassified - refused	0	-	0	all	-	66	-	19	-	102.6
unclassified - not obtained	0	-	0	all	-	66	-	19	-	102.6

Reading progress

Confidence interval ●   Bottom/top 10%

KS2 writing teacher assessment 2016

	Writing progress				Writing attainment			
				National comparator type	Expected standard +		Greater depth	
	Cohort	Score	Cohort		School %	National %	School %	National %
all pupils	40	3.87	41	all	85	74	29	15
male	20	1.81	20	same	80	68	10	11
female	20	5.93	21	same	90	81	48	19
disadvantaged	13	6.36	13	non	100	79	31	18
other	27	2.67	28	same	79	79	29	18
Free School Meals	13	6.36	13	non	100	78	31	18
Children Looked After	0	-	0	non	-	74	-	15
SEN with statement or EHC plan	0	-	0	all	-	74	-	15
SEN support	4	2.59	4	all	50	74	0	15
no SEN	36	4.01	37	same	89	84	32	17
on roll in years 5 & 6	37	3.59	37	same	86	75	30	15
English first language	21	3.84	22	all	82	74	23	15
English additional language	19	3.90	19	all	89	74	37	15
Prior attainment								
overall low	2	-1.60	2	same	0	20	0	0
overall middle	30	3.58	31	same	87	76	16	6
overall high	8	6.32	8	same	100	97	88	39
reading low	2	3.60	2	same	50	21	0	0
reading middle	31	3.00	32	same	84	76	16	7
reading high	7	7.81	7	same	100	98	100	40
writing low	7	2.68	7	same	57	25	0	0
writing middle	30	3.81	31	same	90	82	29	11
writing high	3	7.23	3	same	100	99	100	54
Mathematics low	1	-1.60	1	same	0	19	0	0
Mathematics middle	35	3.88	36	same	86	76	25	9
Mathematics high	4	5.16	4	same	100	97	75	40

Writing progress

Confidence interval — Bottom/top 10%

reading high
writing high
disadvantaged
Free School Meals
overall high
female
Mathematics high
no SEN
English additional language
Mathematics middle
all pupils
English first language
writing middle
reading low
on roll in years 5 & 6
overall middle
reading middle
writing low
other
SEN support
male
overall low
Mathematics low
Children Looked After
SEN with statement or EHC plan

-15 -10 -5 0 5 10 15

KS2 writing teacher assessment 2016

Ethnic group	Writing progress		National comparator type		Writing attainment					
					Expected standard +			Greater depth		
	Cohort	Score	Cohort	National comparator type	School %	National %		School %	National %	
all pupils	40	3.87	41	all	85	74		29	15	
White	20	3.60	21	all	81	74		24	15	
British	20	3.60	21	all	81	74		24	15	
Irish	0	-	0	all	-	74		-	15	
Traveller	0	-	0	all	-	74		-	15	
Gypsy/Roma	0	-	0	all	-	74		-	15	
any other White background	0	-	0	all	-	74		-	15	
Mixed	1	6.89	1	all	100	74		100	15	
White & Black Caribbean	0	-	0	all	-	74		-	15	
White & Black African	0	-	0	all	-	74		-	15	
White & Asian	0	-	0	all	-	74		-	15	
any other mixed background	1	6.89	1	all	100	74		100	15	
Asian or Asian British	18	3.73	18	all	89	74		33	15	
Indian	0	-	0	all	-	74		-	15	
Pakistani	1	-1.74	1	all	100	74		0	15	
Bangladeshi	16	3.86	16	all	88	74		31	15	
any other Asian background	1	7.23	1	all	100	74		100	15	
Black or Black British	0	-	0	all	-	74		-	15	
Black Caribbean	0	-	0	all	-	74		-	15	
Black African	0	-	0	all	-	74		-	15	
any other Black background	0	-	0	all	-	74		-	15	
Chinese	0	-	0	all	-	74		-	15	
any other ethnic group	1	8.79	1	all	100	74		0	15	
unclassified - refused	0	-	0	all	-	74		-	15	
unclassified - not obtained	0	-	0	all	-	74		-	15	

Writing progress

Confidence interval • — Bottom/top 10%

KS2 mathematics test 2016

	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	41	0.94	41	all	76	70	10	17	103.0	103.0
male	20	2.35	20	same	80	70	15	18	103.9	103.3
female	21	-0.40	21	same	71	70	5	15	102.3	102.8
disadvantaged	13	1.20	13	non	69	75	0	20	102.7	104.1
other	28	0.82	28	same	79	75	14	20	103.2	104.1
Free School Meals	13	1.20	13	non	69	75	0	20	102.7	104.0
Children Looked After	0	-	0	non	-	70	-	17	-	103.1
SEN with statement or EHC plan	0	-	0	all	-	70	-	17	-	103.0
SEN support	4	-0.39	4	all	25	70	0	17	96.8	103.0
no SEN	37	1.09	37	same	81	78	11	19	103.7	104.1
on roll in years 5 & 6	37	0.71	37	same	76	71	8	17	102.9	103.2
English first language	22	-0.10	22	all	68	70	0	17	101.1	103.0
English additional language	19	2.14	19	all	84	70	21	17	105.3	103.0
Prior attainment										
overall low	2	-2.05	2	same	0	19	0	1	93.5	94.4
overall middle	31	1.33	31	same	74	68	3	7	102.5	101.8
overall high	8	0.18	8	same	100	97	38	43	107.5	108.7
reading low	2	3.88	2	same	50	25	0	1	100.5	95.6
reading middle	32	1.19	32	same	72	69	9	10	102.6	102.1
reading high	7	-1.04	7	same	100	94	14	40	105.9	108.1
writing low	7	1.74	7	same	43	29	0	1	99.4	96.2
writing middle	31	1.13	31	same	81	75	13	14	103.7	103.3
writing high	3	-2.87	3	same	100	97	0	49	104.7	109.3
Mathematics low	1	-5.55	1	same	0	14	0	0	90.0	93.4
Mathematics middle	36	0.94	36	same	75	69	3	8	102.6	102.0
Mathematics high	4	2.60	4	same	100	98	75	51	110.0	109.7

Mathematics progress

- ● Confidence interval
- | Bottom/top 10%

(Plot y-axis categories, top to bottom: reading low, Mathematics high, male, English additional language, writing low, overall middle, disadvantaged, Free School Meals, reading middle, writing middle, no SEN, all pupils, Mathematics middle, other, on roll in years 5 & 6, overall high, English first language, SEN support, female, reading high, overall low, writing high, Mathematics low, Children Looked After, SEN with statement or EHC plan; x-axis: -15, -10, -5, 0, 5, 10, 15)

KS2 mathematics test 2016

Ethnic group	Mathematics progress			National comparator type	Mathematics attainment					
	Cohort	Score	Cohort		Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	41	0.94	41	all	76	70	10	17	103.0	103.0
White	21	-0.40	21	all	67	70	0	17	101.0	103.0
British	21	-0.40	21	all	67	70	0	17	101.0	103.0
Irish	0	-	0	all	-	70	-	17	-	103.0
Traveller	0	-	0	all	-	70	-	17	-	103.0
Gypsy/Roma	0	-	0	all	-	70	-	17	-	103.0
any other White background	0	-	0	all	-	70	-	17	-	103.0
Mixed	1	3.59	1	all	100	70	100	17	113.0	103.0
White & Black Caribbean	0	-	0	all	-	70	-	17	-	103.0
White & Black African	0	-	0	all	-	70	-	17	-	103.0
White & Asian	0	-	0	all	-	70	-	17	-	103.0
any other mixed background	1	3.59	1	all	100	70	100	17	113.0	103.0
Asian or Asian British	18	2.06	18	all	83	70	17	17	104.8	103.0
Indian	0	-	0	all	-	70	-	17	-	103.0
Pakistani	1	3.67	1	all	100	70	100	17	110.0	103.0
Bangladeshi	16	1.94	16	all	81	70	6	17	104.2	103.0
any other Asian background	1	2.46	1	all	100	70	100	17	110.0	103.0
Black or Black British	0	-	0	all	-	70	-	17	-	103.0
Black Caribbean	0	-	0	all	-	70	-	17	-	103.0
Black African	0	-	0	all	-	70	-	17	-	103.0
any other Black background	0	-	0	all	-	70	-	17	-	103.0
Chinese	0	-	0	all	-	70	-	17	-	103.0
any other ethnic group	1	6.31	1	all	100	70	0	17	104.0	103.0
unclassified - refused	0	-	0	all	-	70	-	17	-	103.0
unclassified - not obtained	0	-	0	all	-	70	-	17	-	103.0

Mathematics progress

Confidence interval — Bottom/top 10%

(Groups listed top to bottom: any other ethnic group, Pakistani, Mixed, any other mixed background, any other Asian background, Asian or Asian British, Bangladeshi, all pupils, White, British, Irish, Traveller, Gypsy/Roma, any other White background, White & Black Caribbean, White & Black African, White & Asian, Indian, Black or Black British, Black Caribbean, Black African, any other Black background, Chinese, unclassified - refused, unclassified - not obtained)

Scale: -15, -10, -5, 0, 5, 10, 15

KS2 reading, writing and mathematics 2016

	Cohort	National comparator type	Expected standard + Sch %	Nat %	High standard Sch %	Nat %
all pupils	41	all	61	53	5	5
male	20	same	60	49	5	5
female	21	same	62	57	5	6
disadvantaged	13	non	62	60	0	7
other	28	same	61	60	7	7
Free School Meals	13	non	62	59	0	7
Children Looked After	0	non	-	53	-	5
SEN with statement or EHC plan	0	all	-	53	-	5
SEN support	4	all	0	53	0	5
no SEN	37	same	68	61	5	6
on roll in years 5 & 6	37	same	62	55	3	6
English first language	22	all	55	53	0	5
English additional language	19	all	68	53	11	5
Prior attainment						
overall low	2	same	0	6	0	0
overall middle	31	same	55	46	0	1
overall high	8	same	100	91	25	17
reading low	2	same	0	7	0	0
reading middle	32	same	56	48	3	1
reading high	7	same	100	91	14	18
writing low	7	same	14	10	0	0
writing middle	31	same	68	57	6	3
writing high	3	same	100	95	0	26
Mathematics low	1	same	0	5	0	0
Mathematics middle	36	same	58	49	0	2
Mathematics high	4	same	100	91	50	20

	Cohort	National comparator type	Expected standard + Sch %	Nat %	High standard Sch %	Nat %
Ethnic group						
White	21	all	57	53	0	5
British	21	all	57	53	0	5
Irish	0	all	-	53	-	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	0	all	-	53	-	5
any other White background	0	all	-	53	-	5
Mixed	1	all	100	53	100	5
White & Black Caribbean	0	all	-	53	-	5
White & Black African	0	all	-	53	-	5
White & Asian	0	all	-	53	-	5
any other mixed background	1	all	100	53	100	5
Asian or Asian British	18	all	67	53	6	5
Indian	0	all	-	53	-	5
Pakistani	1	all	100	53	0	5
Bangladeshi	16	all	63	53	0	5
any other Asian background	1	all	100	53	100	5
Black or Black British	0	all	-	53	-	5
Black Caribbean	0	all	-	53	-	5
Black African	0	all	-	53	-	5
any other Black background	0	all	-	53	-	5
Chinese	0	all	-	53	-	5
any other ethnic group	1	all	0	53	0	5
unclassified - refused	0	all	-	53	-	5
unclassified - not obtained	0	all	-	53	-	5

KS2 English grammar, punctuation and spelling test 2016

| | Cohort | National comparator type | English grammar, punctuation and spelling | | | | | | Average spelling mark | | Spelling mark | | | | | | | |
| | | | Scaled score 100+ | | High scaled score | | Average score | | | | 5+ | | 10+ | | 15+ | | 20 | |
			School %	National %	School %	National %	School	National	Sch	Nat	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	41	all	80	72	22	22	104.5	104.0	15	15	100	95	90	85	56	64	15	11
male	20	same	80	67	10	18	103.6	103.0	15	14	100	93	90	82	60	60	10	11
female	21	same	81	78	33	27	105.3	105.0	15	15	100	96	90	88	52	68	19	11
disadvantaged	13	non	85	78	15	27	103.4	105.0	15	15	100	96	85	88	54	68	8	12
other	28	same	79	78	25	27	105.0	105.0	16	15	100	96	93	88	57	68	18	12
Free School Meals	13	non	85	77	15	26	103.4	105.0	15	15	100	96	85	88	54	68	8	12
Children Looked After	0	non	-	73	-	23	-	104.0	-	15	-	95	-	85	-	64	-	11
SEN with statement or EHC plan	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
SEN support	4	all	25	72	0	22	96.0	104.0	10	15	100	95	50	85	0	64	0	11
no SEN	37	same	86	82	24	26	105.4	105.3	16	16	100	98	95	91	62	71	16	12
on roll in years 5 & 6	37	same	81	74	22	23	104.4	104.2	15	15	100	95	89	86	57	65	14	11
English first language	22	all	77	72	9	22	102.0	104.0	14	15	100	95	86	85	36	64	5	11
English additional language	19	all	84	72	37	22	107.4	104.0	17	15	100	95	95	85	79	64	26	11
Prior attainment																		
overall low	2	same	0	17	0	1	93.5	94.3	9	9	100	72	50	45	0	18	0	1
overall middle	31	same	81	73	6	12	103.2	102.7	15	14	100	96	90	86	52	59	6	6
overall high	8	same	100	98	88	55	112.3	110.2	18	18	100	100	100	99	88	92	50	25
reading low	2	same	50	17	0	1	98.0	94.3	10	8	100	70	50	41	0	14	0	0
reading middle	32	same	78	74	9	12	102.8	102.9	15	15	100	97	91	87	50	60	9	6
reading high	7	same	100	99	86	57	113.9	110.4	19	18	100	100	100	99	100	94	43	26
writing low	7	same	57	23	0	1	98.9	95.4	12	9	100	76	71	48	29	19	0	1
writing middle	31	same	84	80	19	19	104.9	104.3	16	15	100	98	94	90	58	67	16	9
writing high	3	same	100	99	100	70	113.7	112.0	19	19	100	100	100	100	100	97	33	33
Mathematics low	1	same	0	16	0	1	94.0	94.2	10	9	100	74	100	48	0	20	0	1
Mathematics middle	36	same	81	73	17	15	104.0	103.1	15	15	100	96	89	85	56	61	11	7
Mathematics high	4	same	100	98	75	57	111.3	110.3	18	18	100	100	100	98	75	90	50	25

KS2 English grammar, punctuation and spelling test 2016

Ethnic group	Cohort	National comparator type	Scaled score 100+ School %	Scaled score 100+ National %	High scaled score School %	High scaled score National %	Average score School	Average score National	Avg spelling mark Sch	Avg spelling mark Nat	5+ Sch %	5+ Nat %	10+ Sch %	10+ Nat %	15+ Sch %	15+ Nat %	20 Sch %	20 Nat %
all pupils	41	all	80	72	22	22	104.5	104.0	15	15	100	95	90	85	56	64	15	11
White	21	all	76	72	10	22	101.9	104.0	14	15	100	95	86	85	38	64	5	11
British	21	all	76	72	10	22	101.9	104.0	14	15	100	95	86	85	38	64	5	11
Irish	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Traveller	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Gypsy/Roma	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other White background	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Mixed	1	all	100	72	100	22	120.0	104.0	20	15	100	95	100	85	100	64	100	11
White & Black Caribbean	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
White & Black African	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
White & Asian	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other mixed background	1	all	100	72	100	22	120.0	104.0	20	15	100	95	100	85	100	64	100	11
Asian or Asian British	18	all	83	72	33	22	106.7	104.0	17	15	100	95	94	85	78	64	22	11
Indian	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Pakistani	1	all	100	72	100	22	112.0	104.0	20	15	100	95	100	85	100	64	100	11
Bangladeshi	16	all	81	72	25	22	106.1	104.0	17	15	100	95	94	85	75	64	19	11
any other Asian background	1	all	100	72	100	22	111.0	104.0	18	15	100	95	100	85	100	64	0	11
Black or Black British	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Black Caribbean	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Black African	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other Black background	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Chinese	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other ethnic group	1	all	100	72	0	22	103.0	104.0	11	15	100	95	100	85	0	64	0	11
unclassified - refused	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
unclassified - not obtained	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11

KS2 science teacher assessment 2016

	Cohort	National comparator type	Expected standard	
			School %	National %
all pupils	41	all	93	81
male	20	same	90	79
female	21	same	95	83
disadvantaged	13	non	92	86
other	28	same	93	86
Free School Meals	13	non	92	85
Children Looked After	0	non	-	81
SEN with statement or EHC plan	0	all	-	81
SEN support	4	all	50	81
no SEN	37	same	97	89
on roll in years 5 & 6	37	same	97	82
English first language	22	all	91	81
English additional language	19	all	95	81
Prior attainment				
overall low	2	same	50	29
overall middle	31	same	94	84
overall high	8	same	100	99
reading low	2	same	0	34
reading middle	32	same	97	85
reading high	7	same	100	99
writing low	7	same	71	39
writing middle	31	same	97	89
writing high	3	same	100	99
Mathematics low	1	same	100	25
Mathematics middle	36	same	92	84
Mathematics high	4	same	100	99

	Cohort	National comparator type	Expected standard	
			School %	National %
Ethnic group				
White	21	all	95	81
British	21	all	95	81
Irish	0	all	-	81
Traveller	0	all	-	81
Gypsy/Roma	0	all	-	81
any other White background	0	all	-	81
Mixed	1	all	100	81
White & Black Caribbean	0	all	-	81
White & Black African	0	all	-	81
White & Asian	0	all	-	81
any other mixed background	1	all	100	81
Asian or Asian British	18	all	94	81
Indian	0	all	-	81
Pakistani	1	all	100	81
Bangladeshi	16	all	94	81
any other Asian background	1	all	100	81
Black or Black British	0	all	-	81
Black Caribbean	0	all	-	81
Black African	0	all	-	81
any other Black background	0	all	-	81
Chinese	0	all	-	81
any other ethnic group	1	all	0	81
unclassified - refused	0	all	-	81
unclassified - not obtained	0	all	-	81

KS2 progress scatterplot 2016

Pupil progress in reading and KS1 prior attainment overall

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in reading and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	9	14	8	8
Cohort disadvantaged	0	0	5	4	1	3
Cohort other	0	2	4	10	7	5
All pupils	-	-2.96	0.52	1.49	0.23	3.34
Disadvantaged pupils	-	-	-1.46	5.12	1.44	3.76
Other pupils	-	-2.96	2.99	0.04	0.05	3.08
National other pupils	0.60	0.34	0.33	0.37	0.33	0.30
Disadvantaged - national other	-	-	-1.79	4.74	1.11	3.46

KS2 attainment scatterplot 2016

Pupil attainment in reading and KS1 prior attainment overall

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 attainment by prior-attainment group (for attainment in reading and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	9	14	8	8
Cohort disadvantaged	0	0	5	4	1	3
Cohort other	0	2	4	10	7	5
All pupils	-	91.00	97.44	101.79	105.25	111.00
National all pupils	82.86	91.95	96.74	100.54	104.26	109.14
Disadvantaged pupils	-	-	95.20	104.75	107.00	111.33
Other pupils	-	91.00	100.25	100.60	105.00	110.80
National other pupils	83.49	92.44	97.10	100.96	104.62	109.52
Disadvantaged - national other	-	-	-1.90	3.79	2.38	1.82

Summary report RAISEonline 2016 based on unvalidated data

KS2 progress scatterplot 2016

Pupil progress in writing and KS1 prior attainment overall

Coverage 98%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in writing and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	8	14	8	8
Cohort disadvantaged	0	0	5	4	1	3
Cohort other	0	2	3	10	7	5
All pupils	-	-1.60	3.93	3.63	3.15	6.32
Disadvantaged pupils	-	-	7.30	6.14	-1.10	7.57
Other pupils	-	-1.60	-1.69	2.63	3.75	5.57
National other pupils	0.74	0.30	0.14	0.10	0.08	0.11
Disadvantaged - national other	-	-	7.16	6.04	-1.18	7.47

Summary report RAISEonline 2016 based on unvalidated data

KS2 attainment scatterplot 2016

Pupil attainment in writing and KS1 prior attainment overall

Legend: ● (27) other   ▲ (13) disadvantaged   — National

Coverage 98%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 attainment by prior-attainment group (for attainment in writing and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	8	14	8	8
Cohort disadvantaged	0	0	5	4	1	3
Cohort other	0	2	3	10	7	5
All pupils	-	91.00	100.00	103.57	106.75	111.75
National all pupils	81.96	90.53	95.86	100.23	103.09	106.58
Disadvantaged pupils	-	-	103.00	105.50	103.00	113.00
Other pupils	-	91.00	95.00	102.80	107.29	111.00
National other pupils	82.67	90.94	96.05	100.38	103.20	106.75
Disadvantaged - national other	-	-	6.95	5.12	-0.20	6.25

KS2 progress scatterplot 2016

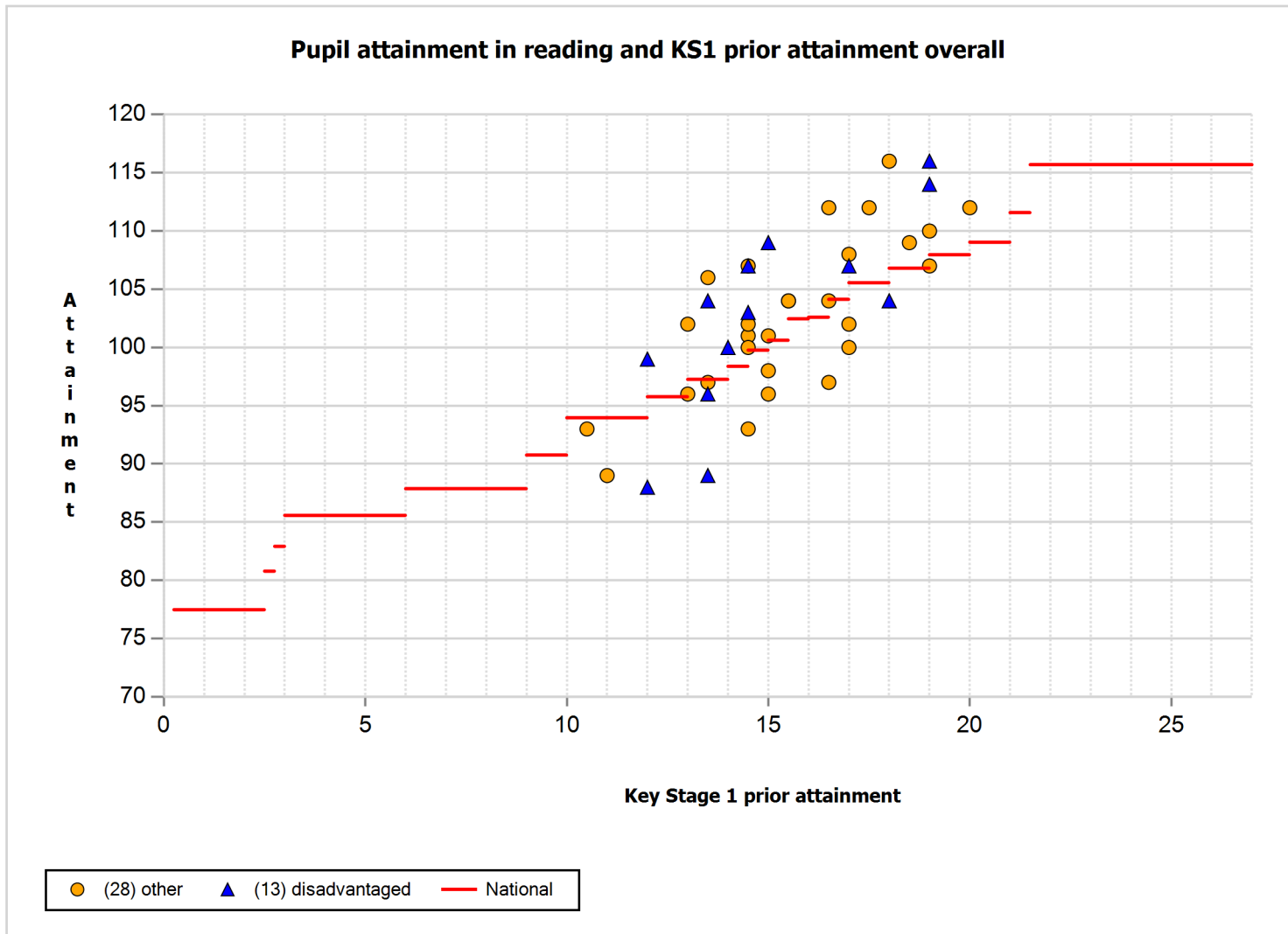**Pupil progress in mathematics and KS1 prior attainment overall**

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in mathematics and prior attainment overall)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	9	14	8	8
Cohort disadvantaged	0	0	5	4	1	3
Cohort other	0	2	4	10	7	5
All pupils	-	-2.05	2.15	0.74	1.46	0.18
Disadvantaged pupils	-	-	2.33	1.10	2.03	-0.80
Other pupils	-	-2.05	1.92	0.59	1.37	0.77
National other pupils	0.72	0.43	0.30	0.27	0.23	0.17
Disadvantaged - national other	-	-	2.02	0.83	1.80	-0.97

Summary report RAISEonline 2016 based on unvalidated data

KS2 attainment scatterplot 2016

Pupil attainment in mathematics and KS1 prior attainment overall
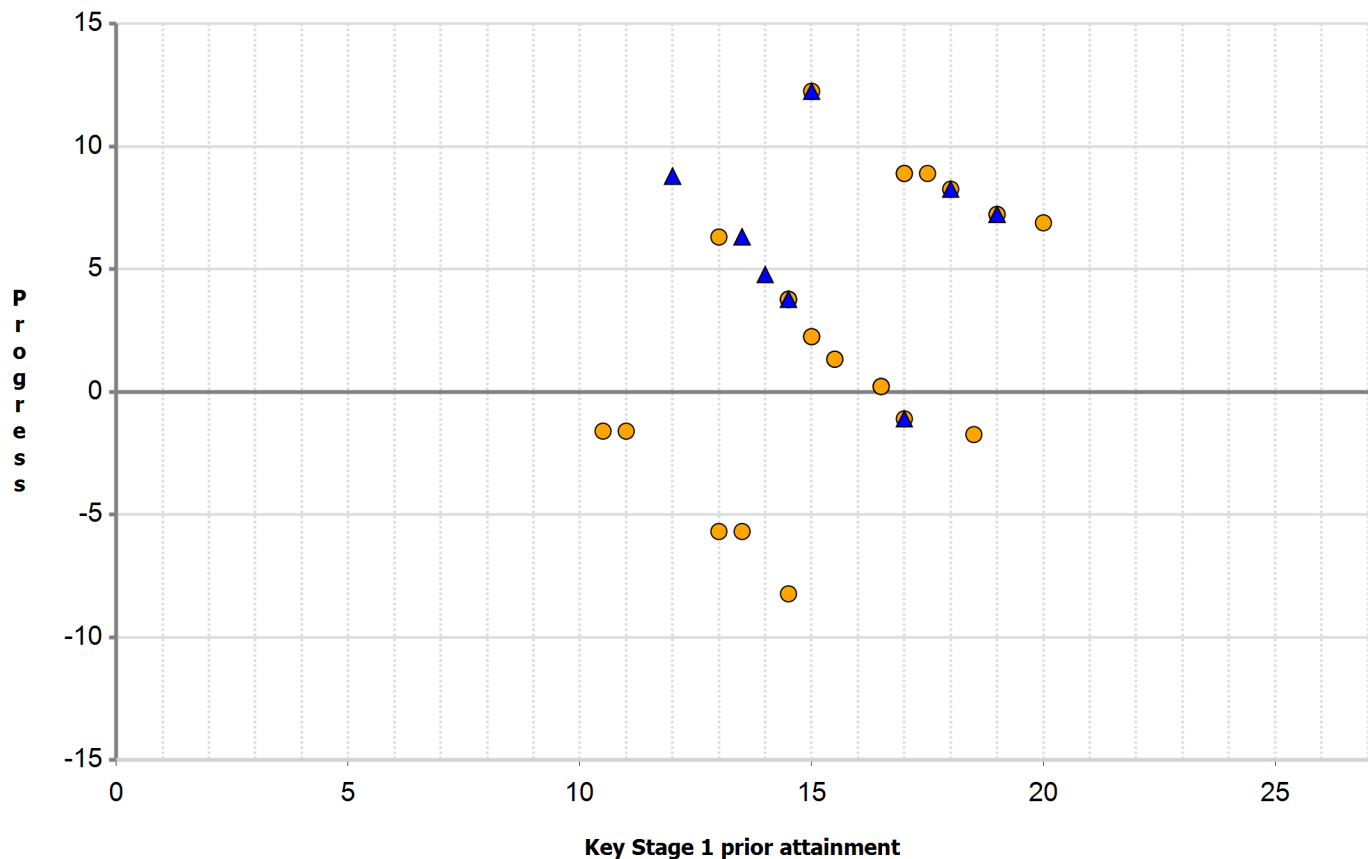

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 attainment by prior-attainment group (for attainment in mathematics and prior attainment overall)

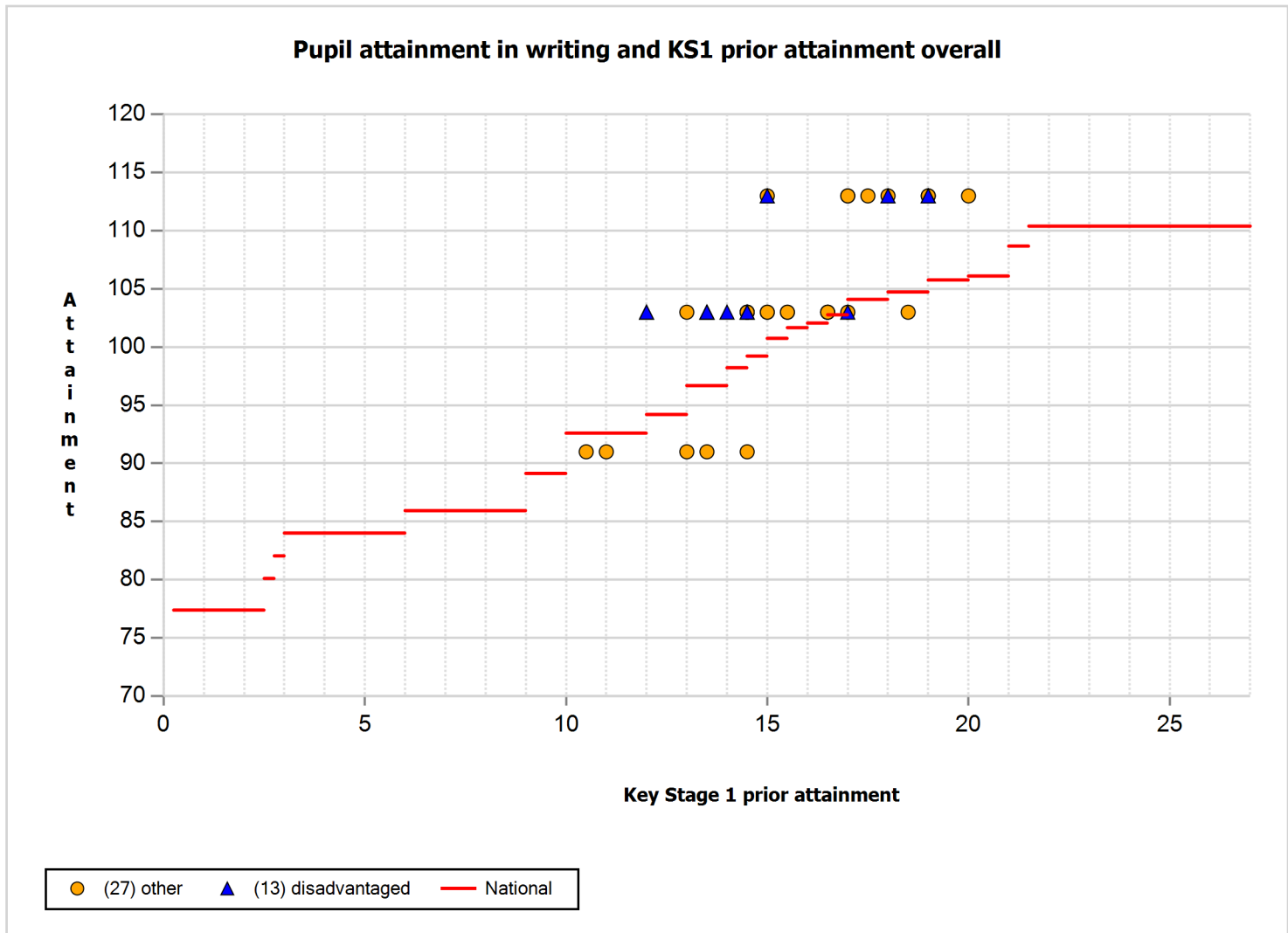| Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	9	14	8	8
Cohort disadvantaged	0	0	5	4	1	3
Cohort other	0	2	4	10	7	5
All pupils	-	93.50	100.33	101.79	106.25	107.50
National all pupils	84.50	93.58	98.12	101.19	104.43	108.66
Disadvantaged pupils	-	-	100.40	101.75	107.00	106.33
Other pupils	-	93.50	100.25	101.80	106.14	108.20
National other pupils	85.19	94.13	98.43	101.49	104.67	108.90
Disadvantaged - national other	-	-	1.97	0.26	2.33	-2.56

KS2 progress scatterplot 2016

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in reading and prior attainment in reading)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	4	20	8	7
Cohort disadvantaged	0	1	2	7	1	2
Cohort other	0	1	2	13	7	5
All pupils	-	-6.37	2.08	1.09	0.31	4.02
Disadvantaged pupils	-	-7.77	2.43	1.89	1.44	7.04
Other pupils	-	-4.96	1.74	0.66	0.15	2.81
National other pupils	1.38	-0.13	-0.59	-0.01	0.31	0.90
Disadvantaged - national other	-	-7.64	3.01	1.90	1.13	6.14

KS2 attainment scatterplot 2016

Pupil attainment in reading and KS1 prior attainment in reading

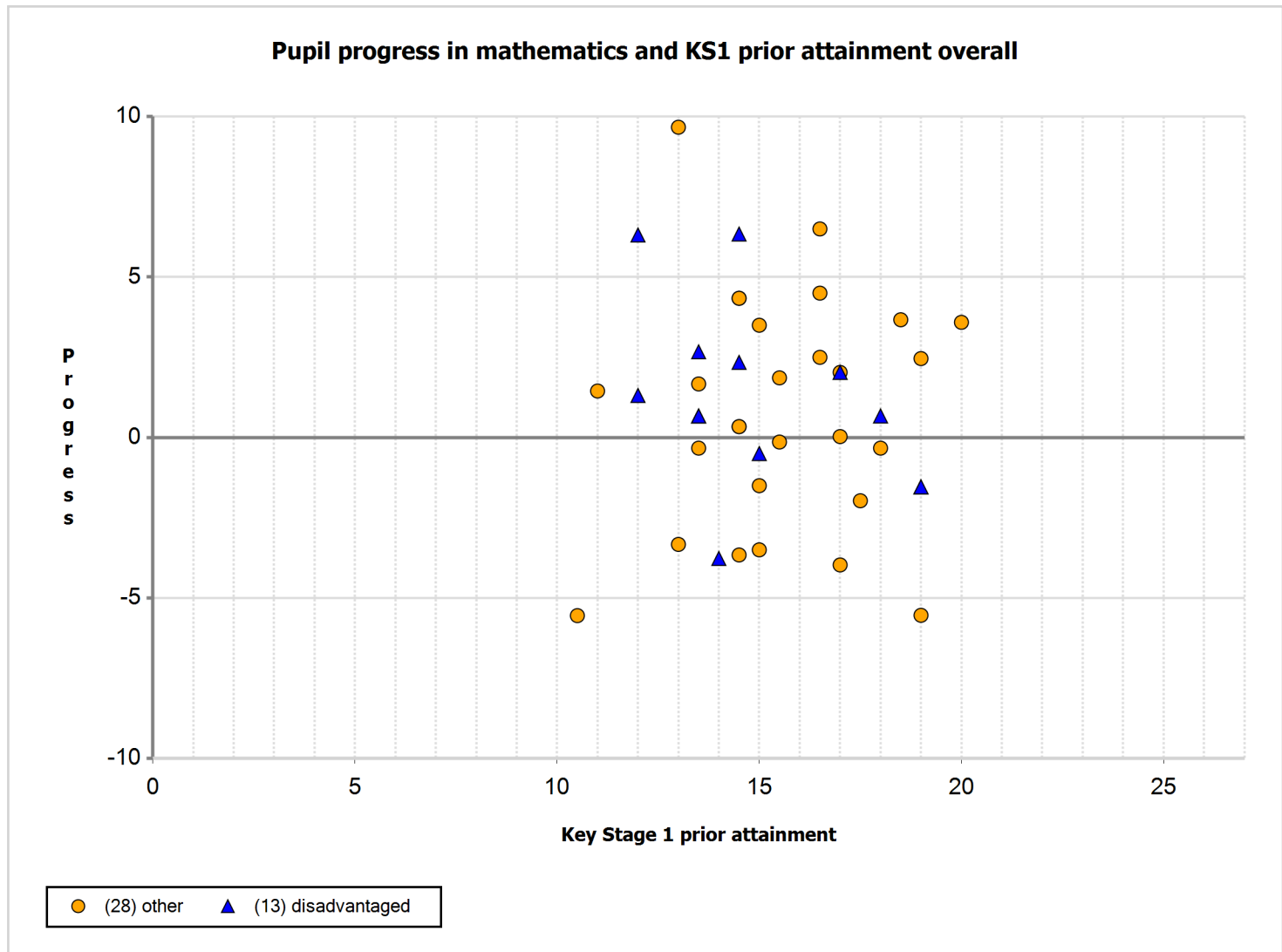Legend: ● (28) other   ▲ (13) disadvantaged

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 attainment by prior-attainment group (for attainment in reading and prior attainment in reading)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	2	4	20	8	7
Cohort disadvantaged	0	1	2	7	1	2
Cohort other	0	1	2	13	7	5
All pupils	-	88.50	99.25	100.95	105.25	111.29
Disadvantaged pupils	-	88.00	99.50	101.71	107.00	115.00
Other pupils	-	89.00	99.00	100.54	105.00	109.80

KS2 progress scatterplot 2016

Pupil progress in writing and KS1 prior attainment in writing

Coverage 98%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in writing and prior attainment in writing)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	7	12	10	8	3
Cohort disadvantaged	0	4	4	2	1	2
Cohort other	0	3	8	8	7	1
All pupils	-	2.68	2.50	4.82	4.53	7.23
Disadvantaged pupils	-	6.92	5.29	10.26	-1.10	7.23
Other pupils	-	-2.96	1.10	3.46	5.33	7.23
National other pupils	0.55	-0.30	-0.39	0.07	0.42	0.52
Disadvantaged - national other	-	7.22	5.68	10.18	-1.52	6.71

Summary report RAISEonline 2016 based on unvalidated data

KS2 attainment scatterplot 2016

Pupil attainment in writing and KS1 prior attainment in writing

Coverage 98%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 attainment by prior-attainment group (for attainment in writing and prior attainment in writing)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	7	12	10	8	3
Cohort disadvantaged	0	4	4	2	1	2
Cohort other	0	3	8	8	7	1
All pupils	-	97.86	101.00	107.00	109.25	113.00
Disadvantaged pupils	-	103.00	103.00	113.00	103.00	113.00
Other pupils	-	91.00	100.00	105.50	110.14	113.00

KS2 progress scatterplot 2016

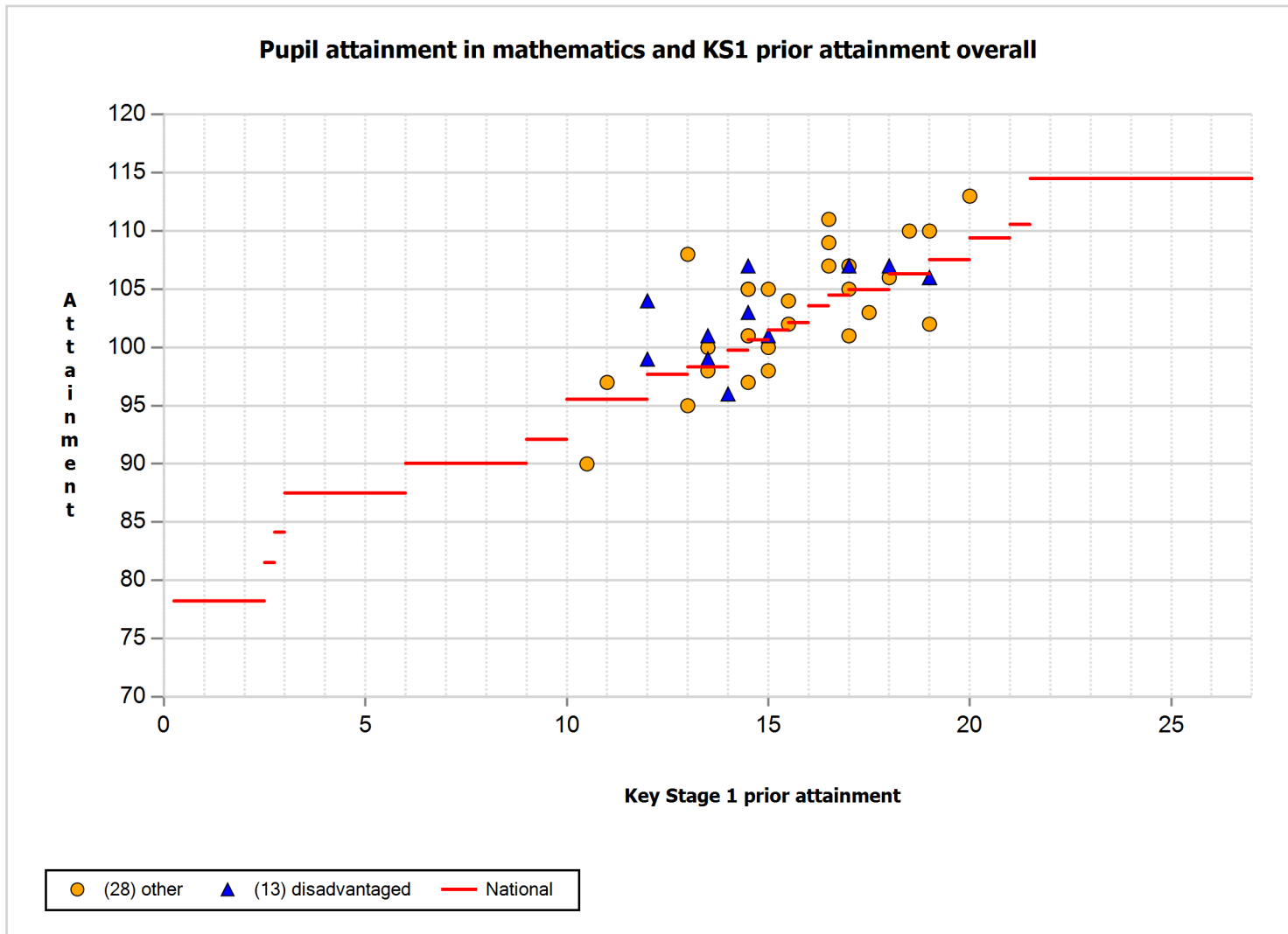**Pupil progress in mathematics and KS1 prior attainment in mathematics**

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 progress by prior-attainment group (for progress in mathematics and prior attainment in mathematics)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	1	7	16	13	4
Cohort disadvantaged	0	0	3	5	4	1
Cohort other	0	1	4	11	9	3
All pupils	-	-5.55	1.73	0.68	0.84	2.60
Disadvantaged pupils	-	-	1.55	1.01	1.32	0.67
Other pupils	-	-5.55	1.87	0.52	0.62	3.24
National other pupils	0.19	-0.26	-0.30	0.12	0.36	0.55
Disadvantaged - national other	-	-	1.85	0.89	0.97	0.12

KS2 attainment scatterplot 2016

Pupil attainment in mathematics and KS1 prior attainment in mathematics

Key Stage 1 prior attainment

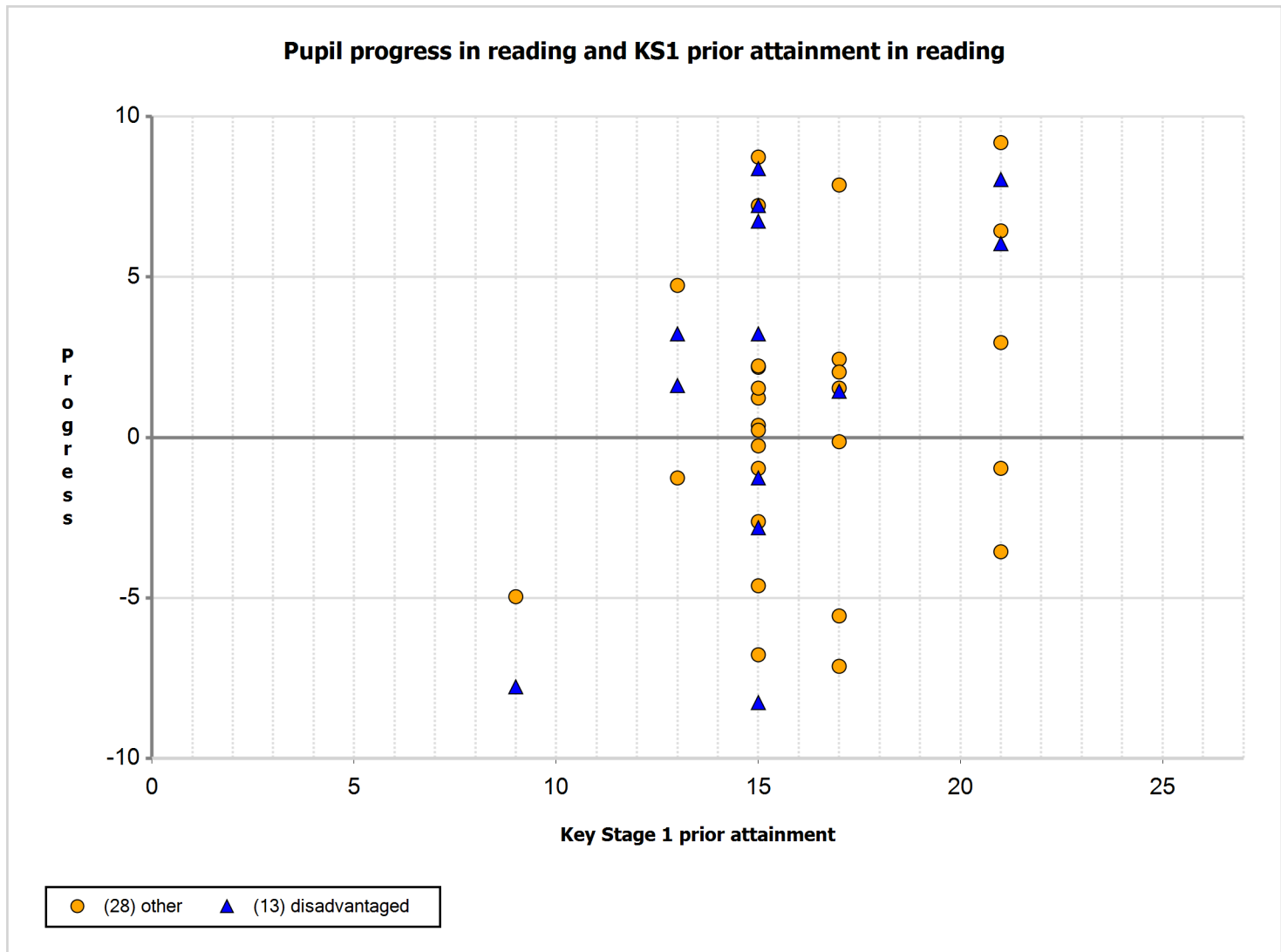Legend: ● (28) other ▲ (13) disadvantaged

Coverage 100%

Prior attainment is shown as Key Stage 1 point scores.

Key Stage 2 attainment by prior-attainment group (for attainment in mathematics and prior attainment in mathematics)

Prior attainment point score	5.9 or below	6.0 - 11.9	12.0 - 13.9	14.0 - 15.9	16.0 - 17.9	18.0 or above
Cohort all	0	1	7	16	13	4
Cohort disadvantaged	0	0	3	5	4	1
Cohort other	0	1	4	11	9	3
All pupils	-	90.00	99.57	101.38	105.85	110.00
Disadvantaged pupils	-	-	99.67	100.60	106.50	107.00
Other pupils	-	90.00	99.50	101.73	105.56	111.00

Summary report RAISEonline 2016 based on unvalidated data

KS1-KS2 transition reading 2016

All pupils		Key Stage 2 reading outcome							
		TA below test				Test score			
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	Total
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	2	0	0	2
	2c	0	0	0	0	0	2	2	0	4
	2b	0	0	0	0	0	7	13	0	20
	2a	0	0	0	0	0	1	5	2	8
	3+	0	0	0	0	0	0	2	5	7
	Total	0	0	0	0	0	12	22	7	41

BLW Below pre-key stage 2 standards

PKF Foundations for the expected standard

PKE Early development of the expected standard

PKG Growing development of the expected standard

Disadvantaged pupils		Key Stage 2 reading outcome							
		TA below test				Test score			
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	Total
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	1	0	0	1
	2c	0	0	0	0	0	1	1	0	2
	2b	0	0	0	0	0	2	5	0	7
	2a	0	0	0	0	0	0	1	0	1
	3+	0	0	0	0	0	0	0	2	2
	Total	0	0	0	0	0	4	7	2	13

All pupils: P scales			Key Stage 2 reading outcome														
				Below the standard of the pre-key stage								Pre-key stage			Test score		
Number of pupils			No KS2	P1	P2	P3	P4	P5	P6	P7	P8	other	PKF	PKE	PKG	< 100	100+	Total
No KS1 outcome			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KS1 reading teacher assessment	W	P1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Level	1+	0	0	0	0	0	0	0	0	0	0	0	0	0	12	29	41
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0	12	29	41

The teacher assessment is shown if a pupil does not have a KS2 test scaled score.

Where a pupil was working at P1-3 English at KS1 or at KS2, this is recorded on both the reading and writing table.

Summary report RAISEonline 2016 based on unvalidated data

KS1-KS2 transition writing 2016

All pupils		Key Stage 2 writing teacher assessment							
			Pre-key stage			Key stage			
Number of pupils		No KS2	BLW	PKF	PKE	PKG	WTS	EXS	GDS	Total
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 writing teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	3	4	0	7
	2c	1	0	0	0	0	2	10	0	13
	2b	0	0	0	0	0	0	6	4	10
	2a	0	0	0	0	0	0	3	5	8
	3+	0	0	0	0	0	0	0	3	3
	Total	1	0	0	0	0	5	23	12	41

BLW Below pre-key stage 2 standards
PKF Foundations for the expected standard
PKE Early development of the expected standard
PKG Growing development of the expected standard
WTS Working towards the expected standard
EXS Working at the expected standard
GDS Working at greater depth within the expected standard

Disadvantaged pupils		Key Stage 2 writing teacher assessment							
			Pre-key stage			Key stage			
Number of pupils		No KS2	BLW	PKF	PKE	PKG	WTS	EXS	GDS	Total
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 writing teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	4	0	4
	2c	0	0	0	0	0	0	4	0	4
	2b	0	0	0	0	0	0	0	2	2
	2a	0	0	0	0	0	0	1	0	1
	3+	0	0	0	0	0	0	0	2	2
	Total	0	0	0	0	0	0	9	4	13

All pupils: P scales			Key Stage 2 writing teacher assessment															
			Below the standard of the pre-key stage									Pre-key stage			Key stage			
Number of pupils		No KS2	P1	P2	P3	P4	P5	P6	P7	P8	other	PKF	PKE	PKG	WTS	EXS	GDS	Total
No KS1 outcome		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KS1 writing teacher assessment	W P1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Level 1+	1	0	0	0	0	0	0	0	0	0	0	0	0	5	23	12	41
	Total	1	0	0	0	0	0	0	0	0	0	0	0	0	5	23	12	41

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

Summary report RAISEonline 2016 based on unvalidated data

KS1-KS2 transition mathematics 2016

All pupils		Key Stage 2 mathematics outcome								
			TA below test			Test score				
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	Total
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 mathematics teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	1	0	0	1
	2c	0	0	0	0	0	5	2	0	7
	2b	0	0	0	0	0	4	12	0	16
	2a	0	0	0	0	0	0	12	1	13
	3+	0	0	0	0	0	0	1	3	4
	Total	0	0	0	0	0	10	27	4	41

BLW   Below pre-key stage 2 standards

PKF   Foundations for the expected standard

PKE   Early development of the expected standard

PKG   Growing development of the expected standard

Disadvantaged pupils		Key Stage 2 mathematics outcome								
			TA below test			Test score				
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	Total
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 mathematics teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	2	1	0	3
	2b	0	0	0	0	0	2	3	0	5
	2a	0	0	0	0	0	0	4	0	4
	3+	0	0	0	0	0	0	1	0	1
	Total	0	0	0	0	0	4	9	0	13

All pupils: P scales			Key Stage 2 mathematics outcome															
				Below the standard of the pre-key stage									Pre-key stage			Test score		
Number of pupils			No KS2	P1	P2	P3	P4	P5	P6	P7	P8	other	PKF	PKE	PKG	< 100	100+	Total
No KS1 outcome			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KS1 mathematics teacher assessment	W	P1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		P8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Level	1+	0	0	0	0	0	0	0	0	0	0	0	0	0	10	31	41
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0	10	31	41

The teacher assessment is shown if a pupil does not have a KS2 test scaled score.

At KS1 and KS2, a pupil's lowest P scale in using and applying, number, and shape, space and measures is shown in the mathematics table.

Summary report RAISEonline 2016 based on unvalidated data

KS1 summary overall and by EYFSP early learning goals 2016 (2 pages)
For all and disadvantaged pupils (Dis)

Key		All	Dis
2+ pupils above national	National	Figure for national all	Figure for national other
1 pupil above national			
1 pupil below national			
2+ pupils below national			

Attainment	
expected or above	greater depth

Reading

	A/D		All	Dis			All	Dis
Cohort	0		39	14			39	14
School %			67	64			21	29
National %			74	78			24	27
Difference %			-7	-14			-3	2

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	16	7	17	5	2	1	16	7	17	5	2	1
School %	44	43	94	80	100	100	6	14	29	40	100	100
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	8	4	9	-7	1	1	4	12	9	19	35	34
Diff (no of pupils)	1	0	1	0	0	0	0	0	1	0	0	0

Writing

	A/D		All	Dis			All	Dis
Cohort	0		39	14			39	14
School %			44	29			8	7
National %			65	70			13	16
Difference %			-22	-41			-6	-8

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	21	9	14	4	0	0	21	9	14	4	0	0
School %	29	22	79	50	-	-	0	0	21	25	-	-
National %	30	33	82	83	98	99	1	1	13	14	52	53
Difference %	-1	-11	-3	-33	-	-	-1	-1	9	11	-	-
Diff (no of pupils)	0	0	0	-1	-	-	0	0	1	0	-	-

KS1 summary overall and by EYFSP early learning goals 2016 (2 pages)
For all and disadvantaged pupils (Dis)

Attainment	
expected or above	greater depth

Mathematics

	A/D		All	Dis		All	Dis
Cohort	0		39	14		39	14
School %			59	50		15	21
National %			73	77		18	20
Difference %			-14	-27		-2	1

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	19	7	16	6	0	0	19	7	16	6	0	0
School %	42	29	88	83	-	-	5	14	31	33	-	-
National %	36	40	86	87	99	99	2	2	18	20	59	61
Difference %	6	-11	2	-4	-	-	4	12	13	13	-	-
Diff (no of pupils)	1	0	0	0	-	-	0	0	2	0	-	-

Science

	A/D		All	Dis
Cohort	0		39	14
School %			59	57
National %			82	85
Difference %			-23	-28

	Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis
Cohort	19	7	16	6	0	0
School %	47	43	88	83	-	-
National %	47	51	88	91	98	99
Difference %	1	-8	-1	-7	-	-
Diff (no of pupils)	0	0	0	0	-	-

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for EYFSP groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

For mathematics, each pupil is grouped by the lower of their outcomes on the two mathematics early learning goals.

For science, each pupil is grouped by their outcome on the world early learning goal.

A/D: absent or disapplied from the teacher assessment

KS1 reading teacher assessment 2016

	Cohort	National comparator type	At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	39	all	67	74	21	24	3	2	23	5	8	19
male	20	same	60	70	25	20	0	3	35	6	5	21
female	19	same	74	78	16	27	5	1	11	4	11	16
disadvantaged	14	non	64	78	29	27	0	2	29	4	7	16
other	25	same	68	78	16	27	4	2	20	4	8	16
Free School Meals	14	non	64	78	29	27	0	2	29	4	7	16
Children Looked After	0	non	-	74	-	24	-	2	-	5	-	19
SEN with statement or EHC plan	0	all	-	74	-	24	-	2	-	5	-	19
SEN support	7	all	29	74	14	24	0	2	71	5	0	19
no SEN	32	same	75	82	22	27	3	0	13	2	9	15
English first language	17	all	53	74	29	24	0	2	41	5	6	19
English additional language	20	all	85	74	15	24	0	2	5	5	10	19
autumn birth	8	same	88	80	13	31	0	2	13	3	0	14
spring birth	11	same	55	74	27	23	0	2	18	5	27	18
summer birth	20	same	65	68	20	17	5	3	30	7	0	23
Early Years Foundation Stage												
good level of development - yes	12	same	100	93	50	37	0	0	0	0	0	7
good level of development - no	23	same	57	48	9	5	0	5	30	11	13	36
reading emerging	16	same	44	36	6	2	0	7	44	15	13	41
reading expected	17	same	94	85	29	20	0	0	0	1	6	13
reading exceeding	2	same	100	99	100	65	0	0	0	0	0	1
writing emerging	21	same	52	42	10	3	0	6	33	13	14	39
writing expected	14	same	100	90	43	26	0	0	0	1	0	10
writing exceeding	0	same	-	99	-	71	-	0	-	0	-	1
mathematics emerging	19	same	53	38	5	2	0	7	37	14	11	40
mathematics expected	16	same	94	88	44	26	0	0	0	1	6	11
mathematics exceeding	0	same	-	99	-	67	-	0	-	0	-	1

Summary report RAISEonline 2016 based on unvalidated data

KS1 reading teacher assessment 2016

Ethnic group	Cohort	National comparator type	At least expected standard in reading				Below expected standard in reading					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	39	all	67	74	21	24	3	2	23	5	8	19
White	16	all	56	74	31	24	0	2	38	5	6	19
British	16	all	56	74	31	24	0	2	38	5	6	19
Irish	0	all	-	74	-	24	-	2	-	5	-	19
Traveller	0	all	-	74	-	24	-	2	-	5	-	19
Gypsy/Roma	0	all	-	74	-	24	-	2	-	5	-	19
any other White background	0	all	-	74	-	24	-	2	-	5	-	19
Mixed	2	all	50	74	50	24	0	2	50	5	0	19
White & Black Caribbean	0	all	-	74	-	24	-	2	-	5	-	19
White & Black African	0	all	-	74	-	24	-	2	-	5	-	19
White & Asian	0	all	-	74	-	24	-	2	-	5	-	19
any other mixed background	2	all	50	74	50	24	0	2	50	5	0	19
Asian or Asian British	17	all	88	74	6	24	0	2	0	5	12	19
Indian	0	all	-	74	-	24	-	2	-	5	-	19
Pakistani	0	all	-	74	-	24	-	2	-	5	-	19
Bangladeshi	17	all	88	74	6	24	0	2	0	5	12	19
any other Asian background	0	all	-	74	-	24	-	2	-	5	-	19
Black or Black British	0	all	-	74	-	24	-	2	-	5	-	19
Black Caribbean	0	all	-	74	-	24	-	2	-	5	-	19
Black African	0	all	-	74	-	24	-	2	-	5	-	19
any other Black background	0	all	-	74	-	24	-	2	-	5	-	19
Chinese	0	all	-	74	-	24	-	2	-	5	-	19
any other ethnic group	1	all	100	74	100	24	0	2	0	5	0	19
unclassified - refused	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	3	all	0	74	0	24	33	2	67	5	0	19

KS1 writing teacher assessment 2016

	Cohort	National comparator type	At least expected standard in writing				Below expected standard in writing					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	39	all	44	65	8	13	5	2	21	5	31	27
male	20	same	50	59	10	10	5	3	30	7	15	31
female	19	same	37	73	5	17	5	1	11	4	47	22
disadvantaged	14	non	29	70	7	16	0	2	29	4	43	24
other	25	same	52	70	8	16	8	2	16	4	24	24
Free School Meals	14	non	29	70	7	15	0	2	29	4	43	24
Children Looked After	0	non	-	66	-	13	-	2	-	5	-	27
SEN with statement or EHC plan	0	all	-	65	-	13	-	2	-	5	-	27
SEN support	7	all	14	65	0	13	0	2	71	5	14	27
no SEN	32	same	50	73	9	15	6	0	9	2	34	24
English first language	17	all	41	65	0	13	0	2	41	5	18	27
English additional language	20	all	50	65	15	13	5	2	0	5	45	27
autumn birth	8	same	50	73	25	19	0	2	13	4	38	21
spring birth	11	same	55	66	0	13	0	2	18	5	27	27
summer birth	20	same	35	58	5	8	10	3	25	7	30	32
Early Years Foundation Stage												
good level of development - yes	12	same	83	86	25	21	0	0	0	0	17	13
good level of development - no	23	same	30	36	0	2	0	5	30	11	39	47
reading emerging	16	same	19	25	0	1	0	8	44	15	38	51
reading expected	17	same	71	75	12	9	0	0	0	1	29	23
reading exceeding	2	same	100	97	50	43	0	0	0	0	0	3
writing emerging	21	same	29	30	0	1	0	6	33	13	38	50
writing expected	14	same	79	82	21	13	0	0	0	1	21	18
writing exceeding	0	same	-	98	-	52	-	0	-	0	-	2
mathematics emerging	19	same	21	28	0	1	0	7	37	14	42	50
mathematics expected	16	same	81	79	19	14	0	0	0	1	19	20
mathematics exceeding	0	same	-	96	-	46	-	0	-	0	-	3

Summary report RAISEonline 2016 based on unvalidated data

KS1 writing teacher assessment 2016

| | | | At least expected standard in writing | | | | Below expected standard in writing | | | | | |
| | | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
Ethnic group	Cohort	National comparator type	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	39	all	44	65	8	13	5	2	21	5	31	27
White	16	all	44	65	0	13	0	2	38	5	19	27
British	16	all	44	65	0	13	0	2	38	5	19	27
Irish	0	all	-	65	-	13	-	2	-	5	-	27
Traveller	0	all	-	65	-	13	-	2	-	5	-	27
Gypsy/Roma	0	all	-	65	-	13	-	2	-	5	-	27
any other White background	0	all	-	65	-	13	-	2	-	5	-	27
Mixed	2	all	50	65	0	13	0	2	50	5	0	27
White & Black Caribbean	0	all	-	65	-	13	-	2	-	5	-	27
White & Black African	0	all	-	65	-	13	-	2	-	5	-	27
White & Asian	0	all	-	65	-	13	-	2	-	5	-	27
any other mixed background	2	all	50	65	0	13	0	2	50	5	0	27
Asian or Asian British	17	all	47	65	12	13	0	2	0	5	53	27
Indian	0	all	-	65	-	13	-	2	-	5	-	27
Pakistani	0	all	-	65	-	13	-	2	-	5	-	27
Bangladeshi	17	all	47	65	12	13	0	2	0	5	53	27
any other Asian background	0	all	-	65	-	13	-	2	-	5	-	27
Black or Black British	0	all	-	65	-	13	-	2	-	5	-	27
Black Caribbean	0	all	-	65	-	13	-	2	-	5	-	27
Black African	0	all	-	65	-	13	-	2	-	5	-	27
any other Black background	0	all	-	65	-	13	-	2	-	5	-	27
Chinese	0	all	-	65	-	13	-	2	-	5	-	27
any other ethnic group	1	all	100	65	100	13	0	2	0	5	0	27
unclassified - refused	0	all	-	65	-	13	-	2	-	5	-	27
unclassified - not obtained	3	all	0	65	0	13	67	2	33	5	0	27

KS1 mathematics teacher assessment 2016

| | Cohort | National comparator type | At least expected standard in mathematics | | | | Below expected standard in mathematics | | | | | |
| | | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	39	all	59	73	15	18	10	2	13	4	18	21
male	20	same	60	72	25	19	15	3	10	5	15	20
female	19	same	58	74	5	16	5	1	16	4	21	21
disadvantaged	14	non	50	77	21	20	7	1	21	3	21	18
other	25	same	64	77	12	20	12	1	8	3	16	18
Free School Meals	14	non	50	77	21	20	7	2	21	3	21	18
Children Looked After	0	non	-	73	-	18	-	2	-	4	-	21
SEN with statement or EHC plan	0	all	-	73	-	18	-	2	-	4	-	21
SEN support	7	all	14	73	14	18	43	2	29	4	14	21
no SEN	32	same	69	80	16	20	3	0	9	2	19	17
English first language	17	all	53	73	18	18	18	2	12	4	18	21
English additional language	20	all	70	73	15	18	0	2	10	4	20	21
autumn birth	8	same	50	80	13	25	0	2	13	3	38	15
spring birth	11	same	82	73	27	17	0	2	9	4	9	20
summer birth	20	same	50	65	10	12	20	3	15	6	15	26
Early Years Foundation Stage												
good level of development - yes	12	same	92	91	33	27	0	0	0	0	8	9
good level of development - no	23	same	48	47	9	4	13	5	17	10	22	38
reading emerging	16	same	44	36	6	2	19	7	19	14	19	42
reading expected	17	same	76	82	24	15	0	0	6	1	18	16
reading exceeding	2	same	100	98	50	49	0	0	0	0	0	2
writing emerging	21	same	48	41	10	2	14	5	19	12	19	41
writing expected	14	same	86	87	29	19	0	0	0	1	14	12
writing exceeding	0	same	-	99	-	55	-	0	-	0	-	1
mathematics emerging	19	same	42	36	5	2	16	6	21	13	21	44
mathematics expected	16	same	88	86	31	18	0	0	0	1	13	13
mathematics exceeding	0	same	-	99	-	59	-	0	-	0	-	1

KS1 mathematics teacher assessment 2016

Ethnic group	Cohort	National comparator type	At least expected standard in mathematics				Below expected standard in mathematics					
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	39	all	59	73	15	18	10	2	13	4	18	21
White	16	all	56	73	19	18	13	2	13	4	19	21
British	16	all	56	73	19	18	13	2	13	4	19	21
Irish	0	all	-	73	-	18	-	2	-	4	-	21
Traveller	0	all	-	73	-	18	-	2	-	4	-	21
Gypsy/Roma	0	all	-	73	-	18	-	2	-	4	-	21
any other White background	0	all	-	73	-	18	-	2	-	4	-	21
Mixed	2	all	50	73	0	18	50	2	0	4	0	21
White & Black Caribbean	0	all	-	73	-	18	-	2	-	4	-	21
White & Black African	0	all	-	73	-	18	-	2	-	4	-	21
White & Asian	0	all	-	73	-	18	-	2	-	4	-	21
any other mixed background	2	all	50	73	0	18	50	2	0	4	0	21
Asian or Asian British	17	all	65	73	12	18	0	2	12	4	24	21
Indian	0	all	-	73	-	18	-	2	-	4	-	21
Pakistani	0	all	-	73	-	18	-	2	-	4	-	21
Bangladeshi	17	all	65	73	12	18	0	2	12	4	24	21
any other Asian background	0	all	-	73	-	18	-	2	-	4	-	21
Black or Black British	0	all	-	73	-	18	-	2	-	4	-	21
Black Caribbean	0	all	-	73	-	18	-	2	-	4	-	21
Black African	0	all	-	73	-	18	-	2	-	4	-	21
any other Black background	0	all	-	73	-	18	-	2	-	4	-	21
Chinese	0	all	-	73	-	18	-	2	-	4	-	21
any other ethnic group	1	all	100	73	100	18	0	2	0	4	0	21
unclassified - refused	0	all	-	73	-	18	-	2	-	4	-	21
unclassified - not obtained	3	all	33	73	0	18	33	2	33	4	0	21

KS1 science teacher assessment 2016

	Cohort	National comparator type	Expected standard	
			School %	National %
all pupils	39	all	59	82
male	20	same	55	79
female	19	same	63	84
disadvantaged	14	non	57	85
other	25	same	60	85
Free School Meals	14	non	57	85
Children Looked After	0	non	-	82
SEN with statement or EHC plan	0	all	-	82
SEN support	7	all	14	82
no SEN	32	same	69	89
English first language	17	all	59	82
English additional language	20	all	65	82
autumn birth	8	same	75	87
spring birth	11	same	73	82
summer birth	20	same	45	76
Early Years Foundation Stage				
good level of development - yes	12	same	100	96
good level of development - no	23	same	48	62
reading emerging	16	same	31	52
reading expected	17	same	94	92
reading exceeding	2	same	100	99
writing emerging	21	same	43	57
writing expected	14	same	100	94
writing exceeding	0	same	-	99
mathematics emerging	19	same	37	53
mathematics expected	16	same	100	93
mathematics exceeding	0	same	-	99

	Cohort	National comparator type	Expected standard	
			School %	National %
Ethnic group				
White	16	all	63	82
British	16	all	63	82
Irish	0	all	-	82
Traveller	0	all	-	82
Gypsy/Roma	0	all	-	82
any other White background	0	all	-	82
Mixed	2	all	50	82
White & Black Caribbean	0	all	-	82
White & Black African	0	all	-	82
White & Asian	0	all	-	82
any other mixed background	2	all	50	82
Asian or Asian British	17	all	65	82
Indian	0	all	-	82
Pakistani	0	all	-	82
Bangladeshi	17	all	65	82
any other Asian background	0	all	-	82
Black or Black British	0	all	-	82
Black Caribbean	0	all	-	82
Black African	0	all	-	82
any other Black background	0	all	-	82
Chinese	0	all	-	82
any other ethnic group	1	all	100	82
unclassified - refused	0	all	-	82
unclassified - not obtained	3	all	0	82

KS1 reading teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 reading																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS reading	No data	0	1	2	0	1	0	4	1	25	43	-18	0	0	0	10	-10	0
	Emerging	0	0	7	2	6	1	16	7	44	36	8	1	1	6	2	4	0
	Expected	0	0	0	1	11	5	17	16	94	85	9	1	5	29	20	9	1
	Exceeding	0	0	0	0	0	2	2	2	100	99	1	0	2	100	65	35	0
Total		0	1	9	3	18	8	39	26	67	74	-7	-2	8	21	24	-3	-1

Disadvantaged pupils		Key stage 1 reading																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS reading	No data	0	0	0	0	1	0	1	1	100	44	56	0	0	0	11	-11	0
	Emerging	0	0	4	0	2	1	7	3	43	39	4	0	1	14	2	12	0
	Expected	0	0	0	1	2	2	5	4	80	87	-7	0	2	40	21	19	0
	Exceeding	0	0	0	0	0	1	1	1	100	99	1	0	1	100	66	34	0
Total		0	0	4	1	5	4	14	9	64	78	-14	-1	4	29	27	2	0

All pupils working on P scales at KS1		Key stage 1 reading P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS reading	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	0	0
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0

BLW   Below pre-key stage 1 standards

PKF   Foundations for the expected standard

WTS   Working towards the expected standard

EXS   Working at the expected standard

GDS   Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

KS1 writing teacher assessment 2016 compared with EYFS

All pupils — Key stage 1 writing

Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS writing	No data	0	2	1	1	0	0	4	0	0	38	-38	-1	0	0	6	-6	0
	Emerging	0	0	7	8	6	0	21	6	29	30	-1	0	0	0	1	-1	0
	Expected	0	0	0	3	8	3	14	11	79	82	-3	0	3	21	13	9	1
	Exceeding	0	0	0	0	0	0	0	0	0	98	-98	0	0	0	52	-52	0
	Total	0	2	8	12	14	3	39	17	44	65	-22	-8	3	8	13	-6	-2

Disadvantaged pupils — Key stage 1 writing

Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS writing	No data	0	0	0	1	0	0	1	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	0	4	3	2	0	9	2	22	33	-11	0	0	0	1	-1	0
	Expected	0	0	0	2	1	1	4	2	50	83	-33	-1	1	25	14	11	0
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	53	-53	0
	Total	0	0	4	6	3	1	14	4	29	70	-41	-5	1	7	16	-8	-1

All pupils working on P scales at KS1 — Key stage 1 writing P scale

Number of pupils		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS writing	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	0	0
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF Foundations for the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

KS1 mathematics teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 mathematics																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
EYFS mathematics	No data	0	1	1	1	1	0	4	1	25	51	-26	-1	0	0	9	-9	0
	Emerging	0	3	4	4	7	1	19	8	42	36	6	1	1	5	2	4	0
	Expected	0	0	0	2	9	5	16	14	88	86	2	0	5	31	18	13	2
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	59	-59	0
	Total	0	4	5	7	17	6	39	23	59	73	-14	-5	6	15	18	-2	0

Disadvantaged pupils		Key stage 1 mathematics																
									Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS mathematics	No data	0	0	0	1	0	0	1	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	1	3	1	1	1	7	2	29	40	-11	0	1	14	2	12	0
	Expected	0	0	0	1	3	2	6	5	83	87	-4	0	2	33	20	13	0
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	61	-61	0
	Total	0	1	3	3	4	3	14	7	50	77	-27	-3	3	21	20	1	0

All pupils working on P scales at KS1		Key stage 1 mathematics P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0
	Emerging	0	0	0	0	0	0	0	3	3
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	3	3

BLW   Below pre-key stage 1 standards

PKF   Foundations for the expected standard

WTS   Working towards the expected standard

EXS   Working at the expected standard

GDS   Working at greater depth within the expected standard

The mathematics EYFS outcome shown is the lowest of the two mathematics early learning goals (ELG) for each pupil (Exceeding if both ELG are Exceeding, Expected if both are Expected or one is Expected and the other is Exceeding, otherwise Emerging).

At KS1, a pupil's lowest P scale in using and applying, number, and shape, space and measures is shown in the mathematics table.

Phonics percentages attaining expected standard Years 1 and 2 trend

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.

Year 1 expected standard

Legend:
- School all pupils
- National all pupils
- School disadvantaged
- School other

	Year 1						Year 2 Cumulative					
	2014		2015		2016		2014		2015		2016	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	75	74	67	77	83	81	-	-	90	90	85	91
Boys	82	70	75	73	71	77	-	-	77	88	85	89
Girls	71	78	59	81	90	84	-	-	100	92	84	93
Disadvantaged	67	63	50	66	86	70	-	-	70	84	86	86
Other	79	78	74	80	82	83	-	-	100	92	84	93

Year 2 phonics marks 2016 compared with Year 1

This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

Number of pupils		Year 2 Marks							Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
		None	0-9	10-19	20-24	25-29	30-31	32+				
No Y1 outcome		0	0	3	0	0	0	1	4	1	25	38
Year 1 marks	0-9	0	0	0	1	0	0	0	1	0	0	23
	10-19	0	0	0	0	1	0	1	2	1	50	59
	20-24	0	0	0	0	1	0	1	2	1	50	78
	25-29	0	0	0	0	0	0	8	8	8	100	88
	30-31	0	0	0	0	0	0	0	0	0	0	92
								Summary	17	11	65	64

Year 1 phonics marks 2016

Percent achieving each total number of marks or better

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

Percent achieving each total number of marks or better

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Year 1 phonics percentages attaining expected standard 2016

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

	Cohort	Number A/D*	Number achieving expected standard	% School	% National	Average mark School	Average mark National
All Pupils	35	2	29	83	81	34	34
Gender							
Male	14	2	10	71	77	34	33
Female	21	0	19	90	84	34	35
Free School Meals*							
FSM	7	0	6	86	70	33	31
Non FSM	28	2	23	82	83	34	35
Children Looked After							
CLA	0	0	0	0	61	-	30
Not CLA	35	2	29	83	81	34	34
Disadvantaged pupils							
Disadvantaged pupils	7	0	6	86	70	33	31
Other pupils	28	2	23	82	83	34	35
English as a First Language							
English or believed to be English	23	2	19	83	81	34	34
Other than English or believed to be other than English	12	0	10	83	80	34	34
Unclassified	0	0	0	0	41	-	25
Special Educational Needs							
No SEN	27	0	26	96	86	35	35
SEN support	8	2	3	38	46	28	25
SEN with statement or EHC plan	0	0	0	0	18	-	19
Ethnicity Group							
White							
British	17	2	14	82	81	35	34
Irish	0	0	0	0	81	-	34
Traveller of Irish Heritage	0	0	0	0	41	-	24
Gypsy/Roma	0	0	0	0	37	-	23
Any Other White Background	1	0	1	100	78	40	33
Mixed							
White and Black Caribbean	1	0	1	100	78	32	33
White and Black African	0	0	0	0	82	-	34
White and Asian	0	0	0	0	85	-	35
Any other Mixed Background	2	0	2	100	83	39	35
Asian or Asian British							
Indian	0	0	0	0	89	-	36
Pakistani	0	0	0	0	81	-	34
Bangladeshi	10	0	8	80	82	33	34
Any other Asian Background	0	0	0	0	85	-	35
Black or Black British							
Black Caribbean	0	0	0	0	79	-	33
Black African	0	0	0	0	84	-	35
Any Other Black Background	0	0	0	0	80	-	34
Chinese	0	0	0	0	88	-	36
Any Other Ethnic Group	1	0	1	100	79	33	34
Unclassified - Refused	0	0	0	0	81	-	34
Unclassified - Information Not Obtained	3	0	2	67	47	28	27
Term Of Birth							
Autumn	10	0	9	90	86	35	35
Spring	9	0	8	89	81	33	34
Summer	16	2	12	75	75	33	33

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Summary report RAISEonline 2016 based on unvalidated data

Phonics by the end of Year 2 2016

This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the national percentage for the same pupil group.

	Cohort	Number A/D*	Number achieving expected standard	% School	% National
			Phonics Screening Check		
All Pupils	39	-	33	85	91
Gender					
Male	20	-	17	85	89
Female	19	-	16	84	93
Free School Meals*					
FSM	14	-	12	86	86
Non FSM	25	-	21	84	93
Children Looked After					
CLA	-	-	-	-	77
Not CLA	39	-	33	85	91
Disadvantaged pupils					
Disadvantaged pupils	14	-	12	86	86
Other pupils	25	-	21	84	93
English as a First Language					
English or believed to be English	17	-	13	76	92
Other than English or believed to be other than English	20	-	20	100	90
Unclassified	2	-	0	0	52
Special Educational Needs					
No SEN	32	-	29	91	96
SEN support	7	-	4	57	69
SEN with statement or EHC plan	-	-	-	-	29
Ethnicity Group					
White					
British	16	-	13	81	92
Irish	-	-	-	-	91
Traveller of Irish Heritage	-	-	-	-	60

Phonics by the end of Year 2 2016

Phonics Screening Check

	Cohort	Number A/D*	Number achieving expected standard	% School	% National
Gypsy/Roma	-	-	-	-	60
Any Other White Background	-	-	-	-	89
Mixed					
White and Black Caribbean	-	-	-	-	90
White and Black African	-	-	-	-	92
White and Asian	-	-	-	-	94
Any other Mixed Background	2	-	1	50	92
Asian or Asian British					
Indian	-	-	-	-	95
Pakistani	-	-	-	-	92
Bangladeshi	17	-	17	100	92
Any other Asian Background	-	-	-	-	93
Black or Black British					
Black Caribbean	-	-	-	-	90
Black African	-	-	-	-	92
Any Other Black Background	-	-	-	-	89
Chinese	-	-	-	-	94
Any Other Ethnic Group	1	-	1	100	89
Unclassified - Refused	-	-	-	-	90
Unclassified - Information Not Obtained	3	-	1	33	60
Term Of Birth					
Autumn	8	-	8	100	94
Spring	11	-	10	91	91
Summer	20	-	15	75	89

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Early Years Foundation Stage Profile 2015

		Percentage of pupils achieving a good level of development		Percentage of pupils achieving at least expected in													
				Communication and language						Literacy				Mathematics			
				Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	40	48	66	73	86	88	85	68	84	75	76	60	71	75	77	68	81
Gender																	
Male	18	39	59	61	81	83	81	44	80	67	71	44	64	67	74	61	77
Female	22	55	74	82	91	91	90	86	89	82	82	73	78	82	81	73	85
Free School Meals																	
FSM	7	86	52	86	77	86	77	86	75	86	62	86	56	86	64	86	69
Non FSM	33	39	69	70	87	88	87	64	86	73	79	55	74	73	80	64	83

		Percentage of pupils achieving at least expected in																
		Physical development				Personal, social and emotional development						Understanding the world						Expressive arts and design	
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	40	90	90	83	91	98	89	98	87	90	89	88	85	78	85	98	92	83	88	90	87
Gender																					
Male	18	78	85	78	88	94	85	94	82	89	85	78	81	72	82	94	91	67	82	78	82
Female	22	100	94	86	94	100	92	100	93	91	93	95	89	82	89	100	93	95	94	100	93
Free School Meals																					
FSM	7	100	83	86	85	100	82	100	79	86	82	86	75	86	75	100	86	86	80	100	79
Non FSM	33	88	91	82	92	97	90	97	89	91	90	88	87	76	87	97	93	82	89	88	89

Early Years Foundation Stage Profile 2014

		Percentage of pupils achieving a good level of development		Percentage of pupils achieving at least expected in													
				Communication and language						Literacy				Mathematics			
				Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	37	35	61	49	84	59	84	49	82	54	74	41	67	54	75	62	79
Gender																	
Male	19	32	53	42	79	63	80	47	78	47	69	32	60	53	71	63	76
Female	18	39	69	56	89	56	88	50	87	61	80	50	75	56	78	61	83
Free School Meals																	
FSM	9	33	45	44	74	67	74	56	72	44	58	33	51	56	60	67	65
Non FSM	28	36	64	50	86	57	86	46	84	57	78	43	71	54	78	61	82

	Percentage of pupils achieving at least expected in																			
	Physical development				Personal, social and emotional development						Understanding the world						Expressive arts and design			
	Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	37	89	89	70	91	68	87	68	86	81	88	81	84	49	84	73	91	65	86	78	85
Gender																					
Male	19	89	84	68	88	68	84	63	81	74	83	79	80	47	81	68	90	42	80	74	79
Female	18	89	94	72	94	67	91	72	92	89	92	83	88	50	87	78	92	89	93	83	92
Free School Meals																					
FSM	9	89	82	78	84	67	80	56	77	78	80	67	73	56	73	78	84	67	78	67	76
Non FSM	28	89	90	68	92	68	89	71	88	82	90	86	86	46	86	71	92	64	88	82	87

Absence and exclusions trend

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Absence						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	-	-
% Persistent absentees- absent for 15% or more sessions	2.9	2.8	4.7	2.7	-	-
% of sessions missed due to Overall Absence	5.0	3.9	5.0	4.0	-	-
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.00	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.21	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	1.01	-	-	-	-

2016 absence data will not be available until the end of the autumn term 2016 for mainstream schools.

Summary report RAISEonline 2016 based on unvalidated data

Absence 2016

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

There is no data available for 2016

Summary report RAISEonline 2016 based on unvalidated data

Exclusions 2015

These data relate to 2015 academic year. This is the most recent year for which we have a full data set, since the School Census collects data two terms in arrears.

There is no school data available for 2016
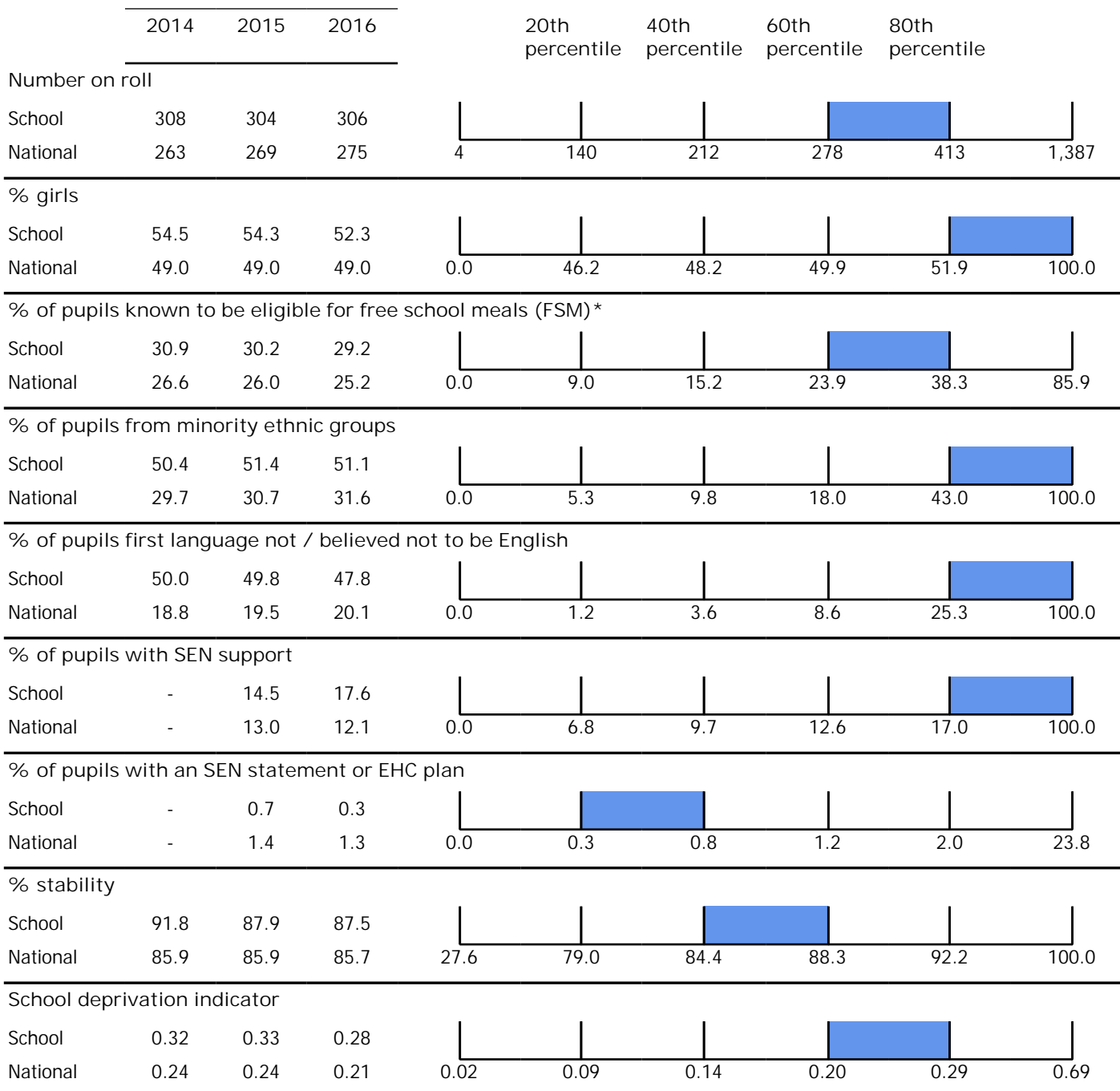
Data on permanent exclusions is shown as provided by schools as part of the schools census. It may not reflect changes made as part of a LA checking exercise, nor match figures published as part of the statistical first release.

Significance tests are not supplied with this data. Comparisons should be made with all pupils nationally and not solely with the same group nationally.

Basic characteristics trend

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

	2014	2015	2016		20th percentile	40th percentile	60th percentile	80th percentile	

Number on roll

School	308	304	306						
National	263	269	275	4	140	212	278	413	1,387

% girls

School	54.5	54.3	52.3						
National	49.0	49.0	49.0	0.0	46.2	48.2	49.9	51.9	100.0

% of pupils known to be eligible for free school meals (FSM)*

School	30.9	30.2	29.2						
National	26.6	26.0	25.2	0.0	9.0	15.2	23.9	38.3	85.9

% of pupils from minority ethnic groups

School	50.4	51.4	51.1						
National	29.7	30.7	31.6	0.0	5.3	9.8	18.0	43.0	100.0

% of pupils first language not / believed not to be English

School	50.0	49.8	47.8						
National	18.8	19.5	20.1	0.0	1.2	3.6	8.6	25.3	100.0

% of pupils with SEN support

School	-	14.5	17.6						
National	-	13.0	12.1	0.0	6.8	9.7	12.6	17.0	100.0

% of pupils with an SEN statement or EHC plan

School	-	0.7	0.3						
National	-	1.4	1.3	0.0	0.3	0.8	1.2	2.0	23.8

% stability

School	91.8	87.9	87.5						
National	85.9	85.9	85.7	27.6	79.0	84.4	88.3	92.2	100.0

School deprivation indicator

School	0.32	0.33	0.28						
National	0.24	0.24	0.21	0.02	0.09	0.14	0.20	0.29	0.69

Summary report RAISEonline 2016 based on unvalidated data

Basic characteristics by year group 2016

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

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	82	54.9 / 45.1	-	-	-	13.4	-
1	37	43.2 / 56.8	24.3	50.0	37.8	24.3	-
2	34	50.0 / 50.0	35.3	57.6	55.9	17.6	-
3	29	44.8 / 55.2	37.9	37.9	37.9	10.3	-
4	45	37.8 / 62.2	35.6	51.1	48.9	26.7	-
5	38	47.4 / 52.6	26.3	59.5	57.9	26.3	-
6	41	48.8 / 51.2	31.7	48.8	46.3	9.8	-

Summary report RAISEonline 2016 based on unvalidated data

Ethnic groups and English as a first language trend

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

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	49.6	48.4	47.8	69.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	0.0	1.3	0.4	5.6
Mixed				
White & Black Caribbean	0.0	0.0	0.4	1.5
White & Black African	0.0	0.0	0.0	0.7
White & Asian	0.9	0.4	0.0	1.2
any other mixed background	0.4	1.8	3.1	1.9
Asian or Asian British				
Indian	0.0	0.0	0.0	2.8
Pakistani	0.9	0.4	0.4	4.2
Bangladeshi	46.6	45.7	43.3	1.7
any other Asian background	1.3	0.4	0.4	1.7
Black or Black British				
Caribbean	0.0	0.0	0.0	1.2
African	0.4	0.4	0.4	3.7
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.4	1.3	1.7
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.4	2.2	0.5
First language				
English	50.0	50.2	52.2	81.8
Other	50.0	49.8	47.8	18.0
Unclassified	0.0	0.0	0.0	0.2

Summary report RAISEonline 2016 based on unvalidated data

Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	6	7	0	0	0
Moderate Learning Difficulty	-	0	0	1	1	0
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	2	5	0	0	0
Speech, Language and Communication Needs	-	5	16	0	0	0
Hearing Impairment	-	1	1	0	0	0
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	0	0	0
Autistic Spectrum Disorder	-	0	0	1	1	1
SEN support but no Specialist Assessment of type of need	-	2	19	-	0	0
Other Difficulty/Disability	-	2	6	0	0	0
School total	-	44	54	2	2	1
Percentage of school roll	-	14.5	17.6	0.6	0.7	0.3

Summary report RAISEonline 2016 based on unvalidated data

KS1 prior attainment of KS2 pupils 2016

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2015/2016. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2016 National Pupil Database, which is not the same as the average score of all the pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

Average points score at KS1

NC Year starting Sept 2015	School	National	Difference	Sig	% Coverage
Year 6	15.4	15.7	-0.3		100.0
Year 5	15.4	15.9	-0.5		94.7
Year 4	15.5	16.1	-0.6		97.8
Year 3	16.1	16.3	-0.2		100.0

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	4.9	75.6	19.5	11.4	59.6	28.9
Year 5	5.6	72.2	22.2	10.1	59.2	30.7
Year 4	13.6	56.8	29.5	9.1	58.4	32.5
Year 3	10.3	58.6	31.0	8.2	57.4	34.4

Summary report RAISEonline 2016 based on unvalidated data