



RAISEonline 2013 Summary Report
St Cyprian's Greek Orthodox Primary School

Unique Reference Number (URN) 138335
DfE Number 3063008
Local Authority Croydon

Based on the following datasets for 2013:-

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

Production date : 24 October 2013

IMPORTANT

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors to generate questions and hypotheses to explore during an inspection.

The RAISEonline library contains further information and guidance. To view all available documents, we recommend that you log into the system prior to accessing the library:

<https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx>

* Details of developments and changes to data can be found in the '2013 RAISEonline newsletter, July 2013' pdf document in the Newsletters folder. Recent changes include the 2013 alteration to no longer provide an overall Key Stage 2 English measure and separately present measures for: reading; writing; grammar, punctuation and spelling.

* The categorisation of pupils eligible for free school meals (FSM) changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

* The methodology used to calculate measures can be found in the 'How Ofsted and DfE analyse your data' folder.

* National progression tables may be found in the 'Transition matrices - Target setting' section of the library.

The FAQ section of RAISEonline covers a wide range of common questions. Please click on the FAQ picture that appears to the right of the screen immediately after logging in. Further information is also available within each interactive report, by pressing the 'Help?' button near the top right of the screen.

We also recommend that you regularly read RAISEonline Latest news to keep up to date.

The Key Stage 1 unvalidated data represent data received by the Department for Education (DfE). Any data submitted after the collection deadline will be incorporated within the final datasets if these are published.

The Key Stage 2 unvalidated data do not reflect the outcome of amendments requested by schools during the annual performance tables' data checking exercise run between 6 September and 20 September 2013. The RAISEonline data contain reading and writing measures only for those schools whose data were submitted and processed by the 28 June 2013 deadline for submission of teacher assessment scores. Accepted amendments from the checking exercise will be included in the DfE Key Stage 2 performance tables being published in December 2013 and the subsequent release of validated data in RAISEonline. Exclusions data are not available in the unvalidated report.

We are not able to make ad hoc changes to published data in RAISEonline. The website provides interactive reports, accessed via Tree view tab, which allow exploration of pupil level data that underlie the measures contained in the summary report and a range of other analyses. If you think your measures are wrong, please first check these underlying pupil list reports. After this step, if you think there is an error in the measures due to a miscalculation rather than incorrect data, please use the Contact us facility on RAISEonline <https://www.raiseonline.org> or email enquiries@ofsted.gov.uk

The School's own data section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. You will be able to see if analyses for your school would change and use these in discussions with school improvement partners and inspectors. Note that the changes will apply to the school's own copy of the data only; the published data in RAISEonline will remain unaffected.

Green and blue highlights are used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. This does not necessarily correlate with being educationally significant. The performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

The summary report is divided into the following sections:

1. Context
2. Absence and Exclusions
3. Prior Attainment **
4. Attainment Measures
5. Progress Measures **

Value Added

Expected Progress

6. Closing the Gap **

** provided for schools with key stage 2

Important Information for Governors

Her Majesty's Chief Inspector has made it clear that effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement of all pupils in their school, including the most able and those who are disadvantaged.

Inspectors will meet with as many governors during an inspection as is possible. They will want to know how well governing bodies use a range of information and evaluate the performance of the school, particularly in terms of pupils' progress, the leadership of teaching and the management of staff. In February 2013 Ofsted launched the data dashboard to help governors understand essential headline school performance data. Inspectors will want to know how governors are using this, and other information such as RAISEonline, to ask challenging questions which help the school to sustain high performance or to improve. The School Inspection Handbook and the subsidiary guidance contain further information about how inspectors evaluate the effectiveness of governance.

To support governors further, RAISEonline has been changed. Tables that governors might find particularly useful to look at, in addition to the data dashboard, are highlighted by the letter G in the top right corner of select reports and tables in the summary report.

The reports below have been selected as key starting points for governors but the full suite of reports within RAISEonline should be used when analysing a school's data.

Background Information

* Basic characteristics of your school - displays information on the context of the school, giving governors information about the pupils within the school, and their characteristics, compared with other schools nationally.

* Prior attainment of pupils at Key Stage 2 - allows governors to compare the average prior attainment of pupils within the school to the national average. It shows the Key Stage 1 results of pupils currently studying in Key Stage 2 alongside the national average for each year group. Prior attainment is the best indicator of future performance.

Absence and Exclusions

* School Level Absence and Exclusions - this table allows the analysis of figures over time and comparison against national averages. This will allow governors to examine absence levels and question what action has been taken by the school to improve attendance. Governors can also consider whether levels of exclusion seem appropriate. The next table allows further examination of figures for different pupil groups. This data is usually updated at the end of the autumn term or early in the spring term.

Performance Indicators

There are four different indicators within RAISEonline, relating to attainment and progress, each of which can be used by governors when exploring the school's performance.

Attainment Measures

Threshold data

Threshold data answers the question 'What proportion of pupils have reached a particular standard?'

The following reports display threshold data for pupil groups within the school against national data for these groups. They also highlight where the school's data is statistically significantly different from the national average. This enables governors to ask questions about differences in the performance of pupil groups both within the school and compared with national levels of performance.

Phonics Screening Check

- * Year 1 phonics screening check by pupil characteristics
- * Year 2 phonics screening check by pupil characteristics

Key Stage 1

- * Percentage of pupils attaining or surpassing each level at KS1 by subject, 2013

Key Stage 2

- * Percentage of pupils attaining or surpassing each level at Key Stage 2 by subject, 2013
- * Key Stage 2 proportion achieving or surpassing level 4 in tests

It is important to note that, at Key Stage 2, level 4+ in reading, writing and mathematics is an indicator used in floor standards.

Average Point Score (APS)

This is most useful when asking the question 'What is the overall attainment of all pupils?'

The following reports enable governors to ask questions about differences in the performance of pupil groups both within the school and against national data. Governors can also explore performance over time to highlight any persistent trends of over/under performance overall and by subject. These reports also highlight where the school's data is statistically significantly different from the national average.

Key Stage 1

- * Attainment, average point score at Key Stage 1
- * Attainment, average point score at Key Stage 1: overall and by subject and by pupil groups, 2013

Key Stage 2

- * Attainment, average point score at Key Stage 2 overall and by subjects

Progress Indicators

Expected/more than expected progress

Expected/more than expected progress data helps to answer questions such as, 'What proportion of pupils have made two whole levels (or more) of progress from Key Stage 1 to Key Stage 2 in reading, writing and mathematics?'

These reports allow governors to explore progress data for the school by pupil group and to see if there is any difference in the amount of progress made by various ability groups within the school. The expected progress summary report highlights where the school's data is statistically significantly different to the national average.

Expected progress data in reading, writing and mathematics is an indicator used in the Key Stage 2 floor standard.

Key Stage 2

- * Key Stage 1 to Key Stage 2 performance – percentage making expected progress, school and national
- * Expected Progress in reading Key Stage 1 to Key Stage 2, sublevel variation
- * Expected Progress in writing Key Stage 1 to Key Stage 2, sublevel variation
- * Expected Progress in mathematics Key Stage 1 to Key Stage 2, sublevel variation

The reports below are similar to those above, but show the performance of pupils who are eligible for Free School Meals (FSM), and Children Looked After (CLA) alongside that of non-FSM/CLA pupils both within the school and nationally.

- * Expected Progress in reading Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation
- * Expected Progress in writing Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation
- * Expected Progress in mathematics Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation

Value Added (VA)

VA is most useful when asking the question 'How does the overall progress of pupils compare with progress for pupils with similar prior attainment nationally?'

Key Stage 1–2 VA is a relative measure of progress between Key Stage 1 and Key Stage 2. It measures the amount of progress each pupil has made from their Key Stage 1 starting point. It then compares their progress with all other pupils nationally of similar prior attainment to produce a 'score'. Pupil scores are aggregated to school level, where they are centred around 100.

(For more information on how VA is calculated please see the RAISEonline library)

The following reports allow governors to explore VA progress by subject and pupil group alongside national data. Governors are also able to explore progress by individuals when viewing the VA scatter-plot.

Key Stage 2

- * Key Stage 1 to Key Stage 2 value added summary report
- * Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (all, FSM/CLA)

Closing the Gaps

The following reports enable governors to compare the level of their FSM and CLA performance to the national level of non-FSM/CLA performance for all indicators.

- * Closing the Gaps for free school meals and children looked after pupil groups
- * Closing the Gaps trend – free school meals and children looked after



Context

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

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

	2011	2012	2013	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	406	451	476				
National	245	251	257	4	132	206	259
							380
							1,130
% girls							
School	51.0	50.6	52.5				
National	49.0	49.0	49.0	0.0	46.0	48.1	49.8
							51.9
							100.0
% of pupils known to be eligible for free school meals (FSM)*							
School	16.4	21.4	20.5				
National	19.2	26.2	26.7	0.0	9.2	15.6	25.4
							41.5
							89.2
% of pupils from minority ethnic groups							
School	93.1	93.6	97.1				
National	26.7	27.7	28.7	0.0	4.3	8.1	15.1
							37.3
							100.0
% of pupils first language not / believed not to be English							
School	36.3	38.6	40.2				
National	16.8	17.5	18.1	0.0	0.7	2.6	6.6
							21.0
							100.0
% of pupils supported at school action							
School	20.9	24.2	5.5				
National	11.3	10.6	9.7	0.0	4.9	7.4	10.0
							13.6
							59.5
% of pupils supported by school action plus or with a statement of SEN							
School	6.7	4.4	5.0				
National	8.0	7.9	7.7	0.0	4.0	6.0	8.0
							11.1
							50.0
% stability							
School	79.4	80.5	84.1				
National	85.0	85.4	85.8	30.0	79.1	84.4	88.4
							92.2
							100.0
School deprivation indicator							
School	0.30	0.30	0.31				
National	0.23	0.24	0.24	0.01	0.09	0.14	0.21
							0.33
							0.77

The categorisation of pupils eligible for FSM changed in 2012, see important page for details.

Context

Table 1.1.2: Basic Characteristics by National Curriculum year group (BasicNCYearGroup)

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

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	118	52.5 / 47.5	-	-	-	9.3	0
1	81	44.4 / 55.6	23.5	96.2	38.3	9.9	0
2	57	56.1 / 43.9	17.5	100.0	47.4	7.0	0
3	58	37.9 / 62.1	19.0	94.7	48.3	12.1	0
4	46	45.7 / 54.3	21.7	97.7	37.0	10.9	0
5	62	45.2 / 54.8	27.4	98.4	35.5	17.7	0
6	54	46.3 / 53.7	24.1	96.2	35.2	7.4	1

Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

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

Ethnic group	School %			National %
	2011	2012	2013	2013
White				
British	6.8	6.3	2.8	72.7
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.3	0.3	0.3	0.2
any other White background	24.9	22.8	25.1	4.3
Mixed				
White & Black Caribbean	2.5	2.7	2.0	1.4
White & Black African	0.3	0.6	0.6	0.5
White & Asian	0.6	0.6	1.1	1.0
any other mixed background	6.5	6.6	8.1	1.6
Asian or Asian British				
Indian	1.2	1.2	1.1	2.6
Pakistani	1.2	1.2	1.1	3.9
Bangladeshi	0.0	0.0	0.0	1.6
any other Asian background	2.2	2.1	2.0	1.6
Black or Black British				
Caribbean	20.6	22.8	24.9	1.3
African	15.1	17.4	18.4	3.3
any other Black background	13.2	11.4	7.8	0.6
Chinese				
	0.6	0.3	0.3	0.4
Any other ethnic group				
	2.5	2.1	1.7	1.5
Parent/pupil preferred not to say				
	1.5	1.5	2.2	0.5
Ethnicity not known				
	0.0	0.3	0.6	0.4
First language				
English	63.7	61.4	59.8	83.9
Other	36.3	38.6	40.2	15.9
Unclassified	0.0	0.0	0.0	0.2

Context

Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)

The data on the primary needs of pupils with SEN met by School Action Plus or a statement, are obtained from the School Census.

Main SEN	School action plus			Statements		
	2011	2012	2013	2011	2012	2013
Specific Learning Difficulty	2	1	0	0	0	0
Moderate Learning Difficulty	9	4	11	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	7	7	1	0	0	1
Speech, Language and Communication Needs	9	8	9	0	0	2
Hearing Impairment	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0
School total	27	20	21	-	-	3
Percentage of school roll	6.7	4.4	4.4	0.0	0.0	0.6



Absence and exclusions

School Level Absence and Exclusions - 3 Year Trend (Trend_1)

Table 2.1.1

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 2.5 terms of data (autumn, spring and summer first half-term) in special schools. Exclusions indicators are based on 3 terms of data. From 2012, only persistent absentee data - absent for 15% or more sessions is published.

	2011			2012			2013		
	School	National average for primary schools	Median trendline for school's FSM level	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level
Absence									
% Persistent absentees- absent for 15% or more sessions	9.0	5.2	5.2	5.0	3.4	3.2	-	-	-
% Persistent absentees- absent for 20% or more sessions	2.1	1.9	1.7	-	-	-	-	-	-
% of sessions missed due to Overall Absence	6.40	5.14	5.24	5.4	4.4	4.5	-	-	-
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.01	-	-	-	-	-	-	-
% enrolments with 1 or more fixed term exclusions	2.22	0.48	-	-	-	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	4.44	0.91	-	-	-	-	-	-	-

2013 absence data will not be available until the end of the autumn term 2013 for mainstream schools.

From 2012, '% of sessions missed due to overall absence' is displayed to one decimal place, to align the presentation of absence measures.

Absence and exclusions

Table 2.1.2: School Level Absence by pupil groups (Abs_2)

These data relate to the 2013 academic year. This is the most recent year for which we have a full data set, since the School Census collects data in arrears.

Absence indicators are based on 2 terms data (autumn and spring) for mainstream schools and 2.5 terms of data (autumn, spring and summer first half -term) for special schools. Exclusions indicators are based on 3 terms of data. For consistency, the national comparator for primary schools is also presented.

There is no data available for 2013



Prior Attainment

Table 3.1.1: The Prior attainment of pupils at Key Stage 2 (PriorKS2)

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2012/2013. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2013 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 2012	School	National	Difference	Sig	% Coverage
Year 6	15.3	15.3	0.0		85.2
Year 5	15.3	15.3	0.0		90.3
Year 4	15.2	15.4	-0.2		97.8
Year 3	16.2	15.6	0.6		98.3

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	15.2	63.0	21.7	17.3	57.7	25.0
Year 5	17.9	57.1	25.0	17.2	58.1	24.7
Year 4	20.0	53.3	26.7	16.7	58.4	25.0
Year 3	12.3	52.6	35.1	14.9	58.5	26.7



Attainment at Year 1

Table 4.1.1: Year 1 Phonics Screening Check by Pupil Characteristics (Y1.PPC)

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

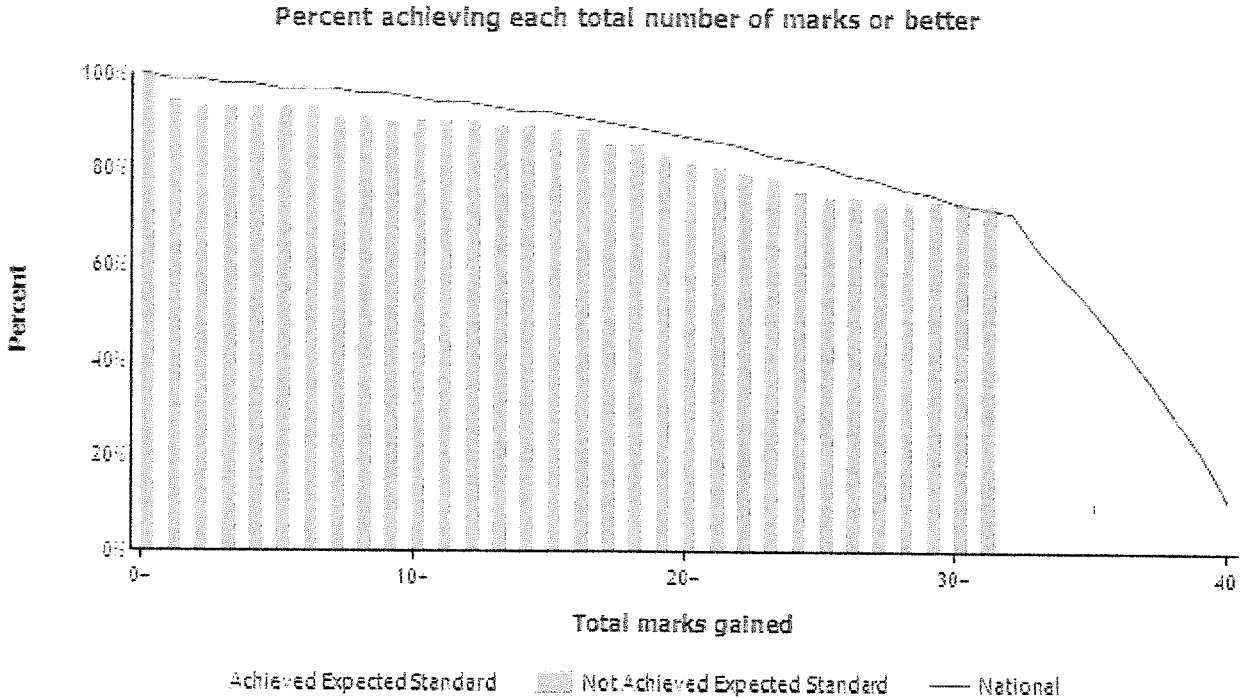
	Cohort	Phonics Screening Check		
		Number achieving expected standard	% School	% National
All Pupils	81	58	72	69
Gender				
Male	36	22	61	65
Female	45	36	80	73
Free School Meals*				
FSM	18	12	67	57
Non FSM	63	46	73	73
Children Looked After				
CLA	0	0	0	47
Not CLA	81	58	72	69
Free School Meals* Or Children Looked After				
CLA or FSM	18	12	67	57
Not CLA or FSM	63	46	73	73
English as a First Language				
English or believed to be English	49	36	73	69
Other than English or believed to be other than English	31	22	71	69
Unclassified	1	0	0	36
Special Educational Needs				
No Identified SEN	73	56	77	76
SEN without a statement	8	2	25	34
School Action	4	1	25	34
School Action Plus	4	1	25	33
SEN with a statement	0	0	0	14
Ethnicity Group				
White				
British	3	2	67	69
Irish	0	0	0	69
Traveller of Irish Heritage	0	0	0	28
Gypsy/Roma	0	0	0	23
Any Other White Background	20	14	70	65
Mixed				
White and Black Caribbean	3	2	67	64
White and Black African	0	0	0	70
White and Asian	2	1	50	75
Any other Mixed Background	9	8	89	73
Asian or Asian British				
Indian	1	0	0	80
Pakistani	0	0	0	68
Bangladeshi	0	0	0	70
Any other Asian Background	0	0	0	75
Black or Black British				
Black Caribbean	19	16	84	66
Black African	17	12	71	73
Any Other Black Background	3	2	67	69
Chinese	0	0	0	77
Any Other Ethnic Group	0	0	0	69
Unclassified - Refused	3	1	33	70
Unclassified - Information Not Obtained	1	0	0	43
Term Of Birth				
Autumn	31	25	81	76
Spring	25	16	64	69
Summer	25	17	68	62

Attainment at Year 1

Chart 4.1.2 and Table 4.1.3: Year 1 Phonics Screening Total Marks Breakdown (Y1.PFTM - cumulative selection)

Percent achieving each total number of marks or better

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



Attainment at Year 1

Mark	School		National
	Number of Pupils	Cumulative Percent	Cumulative Percent
0+	81	100%	100%
1+	76	94%	99%
2+	75	93%	99%
3+	75	93%	98%
4+	75	93%	98%
5+	75	93%	97%
6+	75	93%	97%
7+	74	91%	97%
8+	74	91%	96%
9+	73	90%	96%
10+	73	90%	95%
11+	73	90%	94%
12+	73	90%	94%
13+	72	89%	93%
14+	72	89%	92%
15+	71	88%	92%
16+	71	88%	91%
17+	69	85%	90%
18+	69	85%	89%
19+	67	83%	88%
20+	66	81%	87%
21+	65	80%	86%
22+	64	79%	85%
23+	63	78%	83%
24+	61	75%	82%
25+	60	74%	81%
26+	60	74%	79%
27+	59	73%	78%
28+	59	73%	76%
29+	59	73%	75%
30+	59	73%	73%
31+	59	73%	72%
32+	58	72%	71%
33+	42	52%	63%
34+	35	43%	57%
35+	30	37%	51%
36+	21	26%	44%
37+	17	21%	37%
38+	13	16%	29%
39+	8	10%	21%
40	4	5%	11%



Attainment at Year 2

Table 4.1.4: Year 2 Phonics Screening Check by Pupil Characteristics (Y2.PPC)

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

	Phonics Screening Check Re-takes			Phonics Screening Check Taken for first time				
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
All Pupils	15	11	73	69	1	1	100	51
Gender								
Male	9	6	67	66	1	1	100	49
Female	6	5	83	72	-	-	-	54
Free School Meals*								
FSM	4	1	25	62	-	-	-	49
Non FSM	11	10	91	72	1	1	100	52
Children Looked After								
CLA	-	-	-	54	-	-	-	40
Not CLA	15	11	73	69	1	1	100	51
Free School Meals* Or Children Looked After								
CLA or FSM	4	1	25	61	-	-	-	48
Not CLA or FSM	11	10	91	72	1	1	100	52
English as a First Language								
English or believed to be English	8	5	63	68	-	-	-	63
Other than English or believed to be other than English	7	6	86	70	1	1	100	49
Unclassified	-	-	-	60	-	-	-	38
Special Educational Needs								
No Identified SEN	12	9	75	81	1	1	100	55
SEN without a statement	2	1	50	50	-	-	-	38
School Action	-	-	-	56	-	-	-	44



Attainment at Year 2

	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
School Action Plus	2	1	50	41	-	-	-	29
SEN with a statement	1	1	100	16	-	-	-	7
Ethnicity Group								
White								
British	-	-	-	68	-	-	-	61
Irish	-	-	-	68	-	-	-	56
Traveller of Irish Heritage	-	-	-	40	-	-	-	27
Gypsy/Roma	-	-	-	40	-	-	-	14
Any Other White Background	4	4	100	68	1	1	100	48
Mixed								
White and Black Caribbean	-	-	-	66	-	-	-	59
White and Black African	-	-	-	70	-	-	-	60
White and Asian	-	-	-	72	-	-	-	68
Any other Mixed Background	1	1	100	71	-	-	-	68
Asian or Asian British								
Indian	-	-	-	77	-	-	-	65
Pakistani	-	-	-	69	-	-	-	50
Bangladeshi	-	-	-	74	-	-	-	49
Any other Asian Background	-	-	-	72	-	-	-	58
Black or Black British								
Black Caribbean	3	2	67	66	-	-	-	59
Black African	5	4	80	71	-	-	-	58
Any Other Black Background	-	-	-	68	-	-	-	53
Chinese								
	-	-	-	74	-	-	-	59



Attainment at Year 2

Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
1	0	0	70	-	-	-	51
-	-	-	69	-	-	-	61
1	0	0	60	-	-	-	38
-----				-----			
4	3	75	70	1	1	100	58
3	3	100	69	-	-	-	51
8	5	63	67	-	-	-	46

Any Other Ethnic Group

Unclassified - Refused

Unclassified - Information Not Obtained

Autumn

Spring

Summer

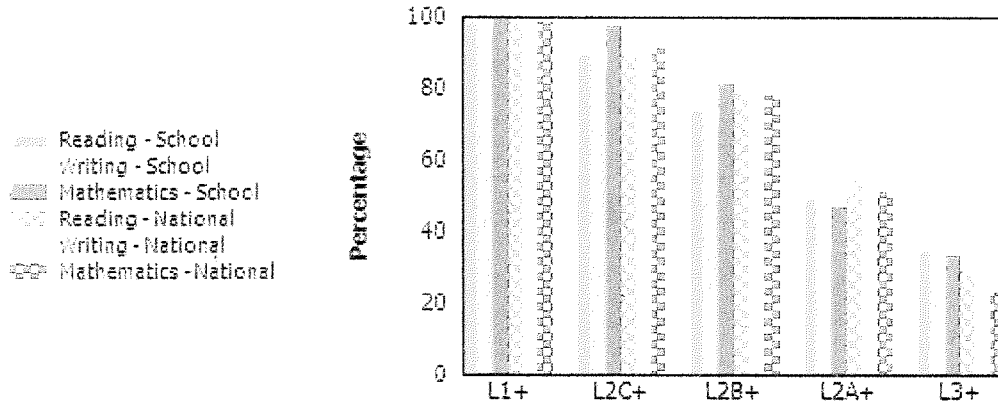


Attainment at Key Stage 1

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2013 (KS1.3)

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	1	57	52	43	29	21
	School	0	2	98	90	74	50	36
	National	0	2	98	89	79	55	29
	Difference	0	0	1	1	-5	-5	7
	Significance	-	-	-	-	-	-	-
Writing	Entries	0	1	57	51	43	22	16
	School	0	2	98	88	74	38	28
	National	0	3	97	85	67	37	15
	Difference	0	-1	1	3	7	1	13
	Significance	-	-	-	-	-	-	Sig+
Mathematics	Entries	0	0	58	56	47	27	19
	School	0	0	100	97	81	47	33
	National	0	2	98	91	78	51	23
	Difference	0	-2	2	5	3	-4	10
	Significance	-	-	-	-	-	-	-

boys lead

Attainment at Key Stage 1

Table 4.2.3: Key Stage 1 Threshold Report: Teacher assessments for pupils below Level 1 (KS1.BTL)

This report displays the number and percentage of pupils working at each Pscale level in 2013.

		Teacher assessments for pupils working below Level 1							All other pupils results	Total number of pupils in year group	
		P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii			P1i/P1ii
Reading	Number of pupils								57	58	
English (lower)							0	0			0
Reading		1	0	0	0	0					
Writing		0	1	0	0	0					
Speaking		0	0	0	0	0					
Listening		0	0	0	0	0					
	Total Number of pupils	1					0				
	School distribution for only those pupils assessed as 'W' in Reading	100%					0%				
	National distribution for only those pupils assessed as 'W' in Reading	79%					11%				
Writing	Number of pupils										57
English (lower)							0	0	0		
Reading		1	0	0	0	0					
Writing		0	1	0	0	0					
Speaking		0	0	0	0	0					
Listening		0	0	0	0	0					
	Total Number of pupils	1					0				
	School distribution for only those pupils assessed as 'W' in Writing	100%					0%				
	National distribution for only those pupils assessed as 'W' in Writing	83%					9%				
Mathematics	Number of pupils								58	58	
Mathematics (lower)							0	0			0
Using and applying Number		0	0	0	0	0					
Shape, space & measures		0	0	0	0	0					
	Total Number of pupils	0					0				
	School distribution for only those pupils assessed as 'W' in Mathematics	0%					0%				
	National distribution for only those pupils assessed as 'W' in Mathematics	79%					14%				

Notes

Reading table includes all pupils awarded 'W' in their teacher assessment for Reading with a valid Pscale grade

Writing table includes all pupils awarded 'W' in their teacher assessment for Writing with a valid Pscale grade

Mathematics table includes all pupils awarded 'W' in their teacher assessment for Mathematics with a valid Pscale grade

The total numbers of pupils on Pscals is shown for P4 - P8 and P1i - P3ii. Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.



Attainment at Key Stage 1

Attainment, Average Points Score at Key Stage 1 : Overall and by Subject (KS1.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in reading, writing and mathematics.

Table 4.2.4

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2009	2010	2011	2012	2013
All Subjects	Cohort	55	59	54	57	58
	School	15.4	15.4	15.1	16.4 ↑	16.3
	National	15.2	15.2	15.3	15.5	15.8
	Difference	0.2	0.2	-0.2	0.9	0.5
	Significance				Sig+	
Reading	Cohort	55	59	54	57	58
	School	15.5	15.6	15.3	16.3	16.4
	National	15.7	15.7	15.8	16.0	16.3
	Difference	-0.2	-0.1	-0.5	0.3	0.1
	Significance					
Writing	Cohort	55	59	54	57	58
	School	14.9	15.0	14.6	16.0	15.8
	National	14.3	14.4	14.4	14.7	14.9
	Difference	0.6	0.6	0.2	1.3	0.9
	Significance				Sig+	
Mathematics	Cohort	55	59	54	57	58
	School	15.7	15.6	15.3	16.9 ↑	16.7
	National	15.7	15.7	15.7	15.9	16.1
	Difference	0.0	-0.1	-0.4	1.0	0.6
	Significance				Sig+	



Attainment at Key Stage 1

Table 4.2.5: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2013 (KS1.2A)

	All NC Core Subjects			Reading			Writing			Mathematics		
	School	National		School	National		School	National		School	National	
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	58	16.3	15.8	58	16.4	16.3	58	15.8	14.9	58	16.7	16.1
<hr/>												
Gender												
Male	33	15.7	15.3	33	15.7	15.7	33	14.8	14.2	33	16.5	16.0
Female	25	17.1	16.2	25	17.3	16.8	25	17.0	15.7	25	17.1	16.1
<hr/>												
Free School Meals*												
FSM	10	15.2	14.3	10	15.4	14.8	10	14.6	13.5	10	15.6	14.8
Non FSM	48	16.5	16.3	48	16.6	16.8	48	16.0	15.5	48	17.0	16.5
<hr/>												
Children Looked After												
CLA	0	-	12.9	0	-	13.4	0	-	12.0	0	-	13.3
Not CLA	58	16.3	15.8	58	16.4	16.3	58	15.8	14.9	58	16.7	16.1
<hr/>												
Free School Meals* or Children Looked After												
CLA or FSM	10	15.2	14.3	10	15.4	14.8	10	14.6	13.5	10	15.6	14.7
Not CLA or FSM	48	16.5	16.3	48	16.6	16.8	48	16.0	15.5	48	17.0	16.5
<hr/>												
English as a First Language												
English or believed to be English	30	16.9	15.9	30	17.4	16.4	30	16.3	15.1	30	17.0	16.2
Other than English or believed to be other	27	16.0	15.2	27	15.8	15.6	27	15.6	14.5	27	16.7	15.6
Unclassified	1	5.0	12.3	1	3.0	12.5	1	3.0	11.4	1	9.0	13.1
<hr/>												
Special Educational Needs												
No Identified SEN	53	16.5	16.7	53	16.6	17.3	53	16.0	15.9	53	16.8	16.9
SEN without a statement	4	14.5	12.3	4	14.5	12.5	4	13.0	11.3	4	16.0	13.0
School Action	1	19.0	12.6	1	21.0	12.8	1	15.0	11.7	1	21.0	13.3
School Action plus	3	13.0	11.7	3	12.3	11.9	3	12.3	10.7	3	14.3	12.5
SEN with a statement	1	13.7	7.3	1	13.0	7.6	1	13.0	6.7	1	15.0	7.8
<hr/>												
Ethnicity Group												
White												
British	1	19.0	15.9	1	21.0	16.4	1	15.0	15.0	1	21.0	16.2



Attainment at Key Stage 1

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Irish	0	-	16.2	0	-	16.8	0	-	15.3	0	-	16.5
Traveller of Irish Heritage	0	-	11.0	0	-	10.9	0	-	10.1	0	-	12.2
Gypsy/Roma	0	-	10.9	0	-	10.8	0	-	10.0	0	-	11.8
Any other White background	15	15.6	14.9	15	15.3	15.2	15	15.0	14.1	15	16.6	15.6
Mixed												
White & Black Caribbean	2	20.0	15.4	2	21.0	15.9	2	18.0	14.6	2	21.0	15.6
White & Black African	1	19.0	15.7	1	21.0	16.3	1	21.0	14.9	1	15.0	15.8
White & Asian	1	21.0	16.4	1	21.0	17.0	1	21.0	15.6	1	21.0	16.7
Any other mixed background	4	16.2	16.0	4	16.0	16.5	4	16.0	15.2	4	16.5	16.2
Asian or Asian British												
Indian	0	-	16.7	0	-	17.2	0	-	16.0	0	-	16.9
Pakistani	0	-	15.1	0	-	15.5	0	-	14.4	0	-	15.3
Bangladeshi	0	-	15.5	0	-	15.9	0	-	14.8	0	-	15.7
Any other Asian background	1	21.0	16.1	1	21.0	16.5	1	21.0	15.3	1	21.0	16.4
Black or Black British												
Black Caribbean	13	16.6	15.1	13	17.3	15.7	13	16.1	14.4	13	16.5	15.2
Black African	16	16.4	15.5	16	16.4	16.1	16	16.1	14.9	16	16.8	15.6
Any other Black background	0	-	15.2	0	-	15.7	0	-	14.6	0	-	15.2
Chinese	0	-	16.8	0	-	16.8	0	-	15.8	0	-	17.6
Any other ethnic group	1	13.0	15.1	1	13.0	15.4	1	13.0	14.3	1	13.0	15.6
Unclassified - Refused	1	16.3	15.9	1	17.0	16.5	1	15.0	15.1	1	17.0	16.2
Unclassified - Information not obtained	2	9.0	12.8	2	8.0	13.0	2	8.0	11.9	2	11.0	13.5

Term of Birth												
Autumn	25	17.3	16.5	25	17.4	17.0	25	16.8	15.7	25	17.6	16.9
Spring	15	15.8	15.8	15	16.1	16.3	15	15.4	14.9	15	16.1	16.1
Summer	18	15.3	15.0	18	15.3	15.5	18	14.7	14.2	18	16.0	15.3



Attainment at Key Stage 2

Table 4.3.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2013 (KS2.3)

The table below show the cumulative distribution of the levels achieved by the school for Key Stage 2. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

		A/T	<L3	L3+	L4+	L4B+	L5+	L6
Mathematics	Entries	0	0	53	53	50	24	6
	School%	0	0	100	100	94	45	11
	National%	0	4	96	85	73	41	6
	Difference%	0	-4	4	15	21	4	5
	Significance	-	-	-	Sig+	Sig+		-
Reading	Entries	0	0	53	51	48	27	0
	School%	0	0	100	96	91	51	0
	National%	0	6	94	86	75	44	0
	Difference%	0	-6	6	10	16	7	0
	Significance	-	-	-	Sig+	Sig+		-
Writing (TA) (Writing TA is reported as a level)	Entries	0	0	53	52	-	30	0
	School%	0	0	100	98	-	57	0
	National%	0	4	96	83	-	30	2
	Difference%	0	-4	4	15	-	26	-2
	Significance	-	-	-	Sig+	-	Sig+	-
English Grammar, Punctuation and Spelling (EGPS)	Entries	0	0	53	49	44	34	3
	School%	0	0	100	92	83	64	6
	National%	0	6	94	74	65	47	2
	Difference%	0	-6	6	19	18	17	4
	Significance	-	-	-	Sig+	Sig+	Sig+	-



Attainment at Key Stage 2

Table 4.3.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %
All Pupils	53	94	75 Sig+	53	100	85 Sig+	53	96	86 Sig+	53	98	83 Sig+	53	92	74 Sig+
Gender															
Male	25	92	72 Sig+	25	100	85 -	25	92	83 -	25	100	78 Sig+	25	92	69 Sig+
Female	28	96	79 Sig+	28	100	85 -	28	100	88 -	28	96	88 -	28	93	79
Free School Meals*															
FSM	12	100	64 -	12	100	77 -	12	100	78 -	12	100	74 -	12	92	62 -
Non FSM	41	93	81	41	100	88 -	41	95	89 -	41	98	87 Sig+	41	93	79 Sig+
Children Looked After															
CLA	1	100	45 -	1	100	60 -	1	100	63 -	1	100	54 -	1	100	44 -
Not CLA	52	94	76 Sig+	52	100	85 Sig+	52	96	86 Sig+	52	98	83 Sig+	52	92	74 Sig+
Free School Meals* or Children Looked After															
CLA or FSM	13	100	63 -	13	100	77 -	13	100	78 -	13	100	73 -	13	92	62 -
Not CLA or FSM	40	93	81	40	100	88 -	40	95	89 -	40	98	87	40	93	79 Sig+
Prior Attainment															
Low	7	100	26 -	7	100	49 -	7	100	50 -	7	100	38 -	7	71	24 -
Middle	29	93	83	29	100	91 -	29	93	93 -	29	100	92 -	29	97	80 Sig+
High	10	100	99 -	10	100	100 -	10	100	100 -	10	100	100 -	10	100	99 -
Non-mobile pupils															
Pupils on roll throughout years 5 & 6	51	96	77 Sig+	51	100	86 Sig+	51	96	87	51	100	85 Sig+	51	94	75 Sig+



Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %
English as a First Language															
English or believed to be English	35	94	76 Sig+	35	100	85 Sig+	35	94	87	35	100	84 Sig+	35	91	74 Sig+
Other than English or believed to be other	18	94	72 Sig+	18	100	83	18	100	81	18	94	80	18	94	74
Unclassified	0	0	42	0	0	56	0	0	55	0	0	50	0	0	44
Special Educational Needs															
No Identified SEN	50	94	88	50	100	93	50	96	94	50	98	94	50	96	86 Sig+
SEN without a statement	3	100	38	3	100	61	3	100	63	3	100	51	3	33	35
School Action	1	100	42	1	100	66	1	100	68	1	100	58	1	0	39
School Action plus	2	100	31	2	100	54	2	100	55	2	100	41	2	50	30
SEN with a statement	0	0	14	0	0	25	0	0	27	0	0	18	0	0	17
Ethnicity Group															
White															
British	2	100	76	2	100	85	2	100	87	2	100	84	2	100	73
Irish	0	0	82	0	0	88	0	0	91	0	0	87	0	0	80
Traveller of Irish Heritage	0	0	34	0	0	53	0	0	52	0	0	43	0	0	31
Gypsy/Roma	0	0	23	0	0	40	0	0	38	0	0	32	0	0	21
Any other White background	10	90	68	10	100	82	10	100	78	10	90	75	10	80	68
Mixed															



Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %
White & Black Caribbean	1	100	72 -	1	100	82 -	1	100	85 -	1	100	81 -	1	100	71 -
White & Black African	0	0	75 -	0	0	84 -	0	0	86 -	0	0	84 -	0	0	76 -
White & Asian	0	0	81 -	0	0	88 -	0	0	89 -	0	0	87 -	0	0	80 -
Any other mixed background	3	67	79 -	3	100	86 -	3	67	88 -	3	100	86 -	3	100	78 -
Asian or Asian British															
Indian	1	100	83 -	1	100	90 -	1	100	89 -	1	100	89 -	1	100	85 -
Pakistani	3	100	71 -	3	100	82 -	3	100	82 -	3	100	81 -	3	100	75 -
Bangladeshi	0	0	76 -	0	0	85 -	0	0	85 -	0	0	86 -	0	0	80 -
Any other Asian background	4	100	78 -	4	100	88 -	4	100	85 -	4	100	85 -	4	100	82 -
Black or Black British															
Black Caribbean	12	92	70 -	12	100	80 -	12	92	83 -	12	100	80 -	12	92	70 -
Black African	7	100	75 -	7	100	84 -	7	100	85 -	7	100	83 -	7	86	77 -
Any other Black background	8	100	70 -	8	100	80 -	8	100	83 -	8	100	80 -	8	100	73 -
Chinese	0	0	85 -	0	0	94 -	0	0	90 -	0	0	89 -	0	0	86 -
Any other ethnic group	1	100	70 -	1	100	84 -	1	100	80 -	1	100	78 -	1	100	72 -
Unclassified - Refused	1	100	77 -	1	100	85 -	1	100	87 -	1	100	84 -	1	100	76 -
Unclassified - Information not obtained	0	0	47 -	0	0	60 -	0	0	59 -	0	0	54 -	0	0	48 -

Attainment at Key Stage 2

Table 4.3.3: Key Stage 2 Proportion achieving or surpassing Level 5 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading & Writing(TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %
All Pupils	53	26	21	53	45	41	53	51	44	53	57	30	53	64	47
Gender															
Male	25	24	18	25	52	43	25	48	41	25	48	23	25	60	42
Female	28	29	24	28	39	39	28	54	48	28	64	38	28	68	53
Free School Meals*															
FSM	12	17	10	12	42	27	12	58	30	12	33	17	12	50	34
Non FSM	41	29	26	41	46	47	41	49	51	41	63	36	41	68	53
Children Looked After															
CLA	1	0	5	1	0	16	1	100	21	1	100	8	1	100	22
Not CLA	52	27	21	52	46	41	52	50	44	52	56	30	52	63	48
Free School Meals* or Children Looked After															
CLA or FSM	13	15	10	13	38	27	13	62	30	13	38	17	13	54	34
Not CLA or FSM	40	30	26	40	48	47	40	48	51	40	63	36	40	68	53
Prior Attainment															
Low	7	0	0	7	14	5	7	14	7	7	14	1	7	29	5
Middle	29	10	10	29	34	35	29	41	39	29	59	21	29	66	43
High	10	100	63	10	100	83	10	100	86	10	100	76	10	100	91
Non-mobile pupils															
Pupils on roll throughout years 5 & 6	51	27	22	51	47	42	51	53	45	51	59	31	51	67	49

Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %
English as a First Language															
English or believed to be English	35	26	22	35	40	41	35	46	46	35	57	31	35	60	47
Other than English or believed to be other	18	28	19	18	56	41	18	61	36	18	56	27	18	72	50
Unclassified	0	0	8	0	0	20	0	0	24	0	0	13	0	0	25
Special Educational Needs															
No Identified SEN	50	28	27	50	48	50	50	52	53	50	58	38	50	66	58
SEN without a statement	3	0	2	3	0	12	3	33	15	3	33	4	3	33	12
School Action	1	0	2	1	0	12	1	0	15	1	0	4	1	0	12
School Action plus	2	0	3	2	0	12	2	50	15	2	50	5	2	50	12
SEN with a statement	0	0	2	0	0	6	0	0	8	0	0	3	0	0	8
Ethnicity Group															
White															
British	2	50	21	2	100	41	2	50	46	2	50	31	2	50	46
Irish	0	0	30	0	0	50	0	0	58	0	0	40	0	0	55
Traveller of Irish Heritage	0	0	1	0	0	8	0	0	12	0	0	4	0	0	11
Gypsy/Roma	0	0	1	0	0	6	0	0	9	0	0	3	0	0	8
Any other White background	10	0	19	10	40	41	10	50	38	10	30	26	10	40	44
Mixed															


Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	Cohort Number	Sc %	Na Sig %	
White & Black Caribbean	1	0	16	-	1	0	32	-	1	100	41	-	1	100	43	-
White & Black African	0	0	22	-	0	0	40	-	0	0	46	-	0	0	51	-
White & Asian	0	0	30	-	0	0	51	-	0	0	54	-	0	0	57	-
Any other mixed background	3	0	25	-	3	0	44	-	3	0	50	-	3	100	54	-
Asian or Asian British																
Indian	1	100	29	-	1	100	55	-	1	100	48	-	1	100	63	-
Pakistani	3	33	15	-	3	67	35	-	3	33	32	-	3	100	48	-
Bangladeshi	0	0	19	-	0	0	41	-	0	0	37	-	0	0	55	-
Any other Asian background	4	75	26	-	4	75	54	-	4	75	44	-	4	75	61	-
Black or Black British																
Black Caribbean	12	25	12	-	12	33	27	-	12	58	33	-	12	50	22	-
Black African	7	29	19	-	7	71	39	-	7	43	40	-	7	57	28	-
Any other Black background	8	25	14	-	8	25	30	-	8	50	36	-	8	63	24	-
Chinese	0	0	41	-	0	0	72	-	0	0	59	-	0	0	48	-
Any other ethnic group	1	0	18	-	1	0	41	-	1	0	36	-	1	100	25	-
Unclassified - Refused	1	100	23	-	1	100	43	-	1	100	48	-	1	100	32	-
Unclassified - Information not obtained	0	0	10	-	0	0	21	-	0	0	27	-	0	0	16	-

Attainment at Key Stage 2

Table 4.3.4: Key Stage 2 Below the Level of the Test Report : Teacher Assessments (KS2.BTL)

		Teacher assessments for pupils operating below the level of the tests (B) or reported at level 2 and below in writing (TA).									
Number of pupils reported as "B"	Level 2*	Level 1	P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii	
		0	0	0	0	0	0	0	0		
Reading	0	0	0	0	0	0	0				
Writing	0	0	0	0	0	0	0				
Speaking			0	0	0	0	0				
Listening			0	0	0	0	0				
English										0	0
Mathematics	0	0									
Using and applying			0	0	0	0	0				
Number			0	0	0	0	0				
Shape, space & measures			0	0	0	0	0				

Key  The subject assessment is not available

This report displays additional information about the teacher assessments of those pupils who were identified as operating below the level of the test in reading and mathematics and coded B. The known teacher assessments are displayed as level 2, level 1 and P scales. Pupils who have a P scale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

P scale assessments for p4 to p8 are not made for English and mathematics

* teacher assessments higher than level 2 for pupils with a test result of B are capped at level 2 in reading and mathematics.



Attainment at Key Stage 2

Attainment, Average Points Score at Key Stage 2 : Overall and by Subjects (KS2.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in the National Curriculum core subjects.

Table 4.3.5

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2009	2010*	2011	2012	2013**
All Subjects	Cohort	48	41	48	47	53
	School	26.5	26.0	27.7 ↑	30.9	30.2
	National	27.8	27.4	27.5	28.2	28.3
	Difference	-1.3	-1.4	0.2	2.7	1.9
	Significance	Sig-	Sig-		Sig+	Sig+
Mathematics	Cohort	48	41	48	47	53
	School	25.9	25.0	27.9 ↑	30.7 ↑	30.4
	National	27.5	27.4	27.6	28.4	28.7
	Difference	-1.6	-2.4	0.3	2.3	1.7
	Significance	Sig-	Sig-		Sig+	Sig+
Reading	Cohort	-	-	48	47	53
	School	-	-	28.8	31.5	29.8
	National	-	-	28.1	28.8	28.5
	Difference	-	-	0.7	2.7	1.3
	Significance	-	-		-	Sig+
Writing(TA)	Cohort	-	-	48	47	53
	School	-	-	26.6	31.1	30.3
	National	-	-	26.4	27.3	27.5
	Difference	-	-	0.2	3.8	2.8
	Significance	-	-		-	Sig+
English Grammar, Punctuation & Spelling	Cohort	-	-	-	-	53
	School	-	-	-	-	30.7
Spelling	National	-	-	-	-	28.0
	Difference	-	-	-	-	2.7
	Significance	-	-	-	-	Sig+
English	Cohort	48	41	48	47	-
	School	26.5	27.1	27.5	31.1	-
	National	27.2	27.3	27.3	28.1	-
	Difference	-0.7	-0.2	0.2	3.0	-
	Significance				Sig+	-
Science	Cohort	48	-	-	-	-
	School	27.3	-	-	-	-
	National	28.7	-	-	-	-
	Difference	-1.4	-	-	-	-
	Significance	Sig-	-	-	-	-

**For 2013 the overall average point score is calculated from mathematics, reading and writing(TA) only.

Attainment at Key Stage 2

Table 4.3.6: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2013 (KS2.2A)

	Mathematics, Reading and Writing (TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National		School		National		School		National	
	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS
All Pupils	53	30.2	28.3	28.7	53	29.8	28.5	53	30.3	27.5	53	30.7	28.0							
Gender																				
Male	25	30.1	28.1	28.9	25	29.4	28.1	25	29.9	26.6	25	30.1	27.3							
Female	28	30.3	28.6	28.5	28	30.2	29.0	28	30.6	28.4	28	31.3	28.8							
Free School Meals*																				
FSM	12	29.6	26.7	27.0	12	30.5	26.9	12	29.0	25.9	12	29.5	26.2							
Non FSM	41	30.4	29.1	29.5	41	29.6	29.2	41	30.7	28.2	41	31.1	28.8							
Children Looked After																				
CLA	1	30.0	24.1	24.5	1	33.0	24.8	1	33.0	22.8	1	33.0	23.6							
Not CLA	52	30.2	28.4	28.7	52	29.8	28.5	52	30.2	27.5	52	30.7	28.0							
Free School Meals* or Children Looked After																				
CLA or FSM	13	29.7	26.7	27.0	13	30.7	26.9	13	29.3	25.9	13	29.8	26.2							
Not CLA or FSM	40	30.4	29.1	29.5	40	29.6	29.2	40	30.6	28.3	40	31.1	28.8							
Prior Attainment																				
Low	7	27.9	22.7	23.2	7	27.9	22.9	7	27.9	21.6	7	27.0	21.1							
Middle	29	29.4	28.5	28.7	29	29.1	28.9	29	30.5	27.7	29	30.9	28.3							
High	10	34.5	32.7	33.2	10	33.0	32.3	10	33.0	31.9	10	34.2	32.8							
Non-mobile pupils																				
Pupils on roll throughout years 5 and 6	51	30.4	28.5	28.9	51	29.9	28.7	51	30.5	27.7	51	31.0	28.2							
English as a First Language																				
English or believed to be English	35	29.8	28.5	28.8	35	29.4	28.7	35	30.4	27.7	35	30.1	28.0							
Other than English or believed to be other	18	31.0	27.9	28.6	18	30.7	27.6	18	30.0	26.9	18	32.0	28.1							
Unclassified	0	-	23.4	24.3	0	-	24.0	0	-	22.1	0	-	23.3							
Special Educational Needs																				
No Identified SEN	50	30.4	29.7	30.0	50	29.9	29.8	50	30.4	29.0	50	31.1	29.7							
SEN without a statement	3	28.0	24.6	25.0	3	29.0	24.9	3	29.0	23.7	3	25.0	22.9							
School Action	1	27.0	25.2	25.4	1	27.0	25.4	1	27.0	24.4	1	21.0	23.5							
School Action plus	2	28.5	23.7	24.2	2	30.0	23.9	2	30.0	22.7	2	27.0	22.1							

Boys only
Girls only
FSM - 100%

Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling				
	School		National		School		National		School		National		School		National		School		National		
	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS	
SEN with a statement	0	-	18.4	19.5	0	-	19.4	15.5	0	-	18.7	0	-	18.7	0	-	18.7	0	-	18.7	
Ethnicity Group																					
White																					
British	2	31.5	28.5	28.8	2	33.0	28.7	27.7	2	30.0	28.7	27.7	2	30.0	28.7	27.7	2	30.0	28.0	28.0	
Irish	0	-	29.4	29.8	0	-	29.8	28.5	0	-	29.8	28.5	0	-	29.8	28.5	28.5	0	-	29.0	29.0
Traveller of Irish Heritage	0	-	22.9	23.9	0	-	23.5	21.9	0	-	23.5	21.9	0	-	23.5	21.9	21.9	0	-	22.0	22.0
Gypsy/Roma	0	-	21.2	22.0	0	-	21.3	20.0	0	-	21.3	20.0	0	-	21.3	20.0	20.0	0	-	20.1	20.1
Any other White background	10	29.3	27.7	28.5	10	29.4	27.4	26.4	10	30.0	27.4	26.4	10	28.2	26.4	26.4	26.4	10	28.2	27.2	27.2
Mixed																					
White & Black Caribbean	1	30.0	27.7	27.8	1	27.0	28.2	27.1	1	33.0	28.2	27.1	1	33.0	27.1	27.1	27.1	1	33.0	27.5	27.5
White & Black African	0	-	28.3	28.5	0	-	28.6	27.7	0	-	28.6	27.7	0	-	28.6	27.7	27.7	0	-	28.4	28.4
White & Asian	0	-	29.4	29.9	0	-	29.4	28.5	0	-	29.4	28.5	0	-	29.4	28.5	28.5	0	-	29.2	29.2
Any other mixed background	3	27.5	28.8	29.1	3	27.0	29.0	28.0	3	25.0	29.0	28.0	3	31.0	28.0	28.0	28.0	3	33.0	28.8	28.8
Asian or Asian British																					
Indian	1	36.0	29.6	30.4	1	39.0	29.0	28.5	1	33.0	29.0	28.5	1	33.0	28.5	28.5	28.5	1	33.0	29.9	29.9
Pakistani	3	31.5	27.6	28.0	3	33.0	27.5	26.9	3	29.0	27.5	26.9	3	31.0	26.9	26.9	26.9	3	33.0	28.0	28.0
Bangladeshi	0	-	28.2	28.7	0	-	27.9	27.7	0	-	27.9	27.7	0	-	27.9	27.7	27.7	0	-	28.9	28.9
Any other Asian background	4	32.3	29.2	30.2	4	33.0	28.5	27.8	4	31.5	28.5	27.8	4	31.5	27.8	27.8	27.8	4	34.5	29.4	29.4
Black or Black British																					
Black Caribbean	12	29.5	27.2	27.2	12	29.0	27.2	26.8	12	30.0	27.6	26.8	12	30.0	26.8	26.8	26.8	12	30.0	27.4	27.4
Black African	7	31.5	28.1	28.5	7	33.0	28.1	27.2	7	29.6	28.1	27.2	7	30.4	27.2	27.2	27.2	7	30.4	28.6	28.6
Any other Black background	8	29.4	27.3	27.5	8	28.5	27.7	26.7	8	30.0	27.7	26.7	8	30.8	26.7	26.7	26.7	8	30.8	27.8	27.8
Chinese																					
Any other ethnic group	0	-	31.0	32.6	0	-	29.8	29.1	0	-	29.8	29.1	0	-	29.1	29.1	29.1	0	-	30.4	30.4
Unclassified - Refused	1	28.5	27.8	28.6	1	27.0	27.4	26.6	1	27.0	27.4	26.6	1	33.0	26.6	26.6	26.6	1	33.0	27.8	27.8
Unclassified - Information not obtained	1	36.0	28.6	28.9	1	39.0	28.9	27.6	1	33.0	28.9	27.6	1	33.0	27.6	27.6	27.6	1	33.0	28.5	28.5
Unclassified - Information not obtained	0	-	24.1	24.9	0	-	24.7	23.0	0	-	24.7	23.0	0	-	23.0	23.0	23.0	0	-	24.0	24.0

For 2013 the combined subjects point score uses mathematics, reading and writing (TA). Details are available in the RAISEonline library.



Closing the Gaps With Pupil Premium at Key Stage 2

This section displays trend data for average point scores

Average point scores by Free School Meals* / Children Looked After

Overall

	2011			2012 - English & Mathematics			2013 - Mathematics, Reading and Writing (TA)					
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	47	30.9	28.9	2.0	53	30.2	29.1	1.1
CLA/FSM*	-	-	-	-	16	30.2	28.9	1.3	13	29.7	29.1	0.6
Non CLA/FSM*	-	-	-	-	31	31.3	28.9	2.4	40	30.4	29.1	1.3
Within School Gap	-	-	-	-		-1.1				-0.7		

Mathematics

	2011			2012			2013					
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	47	30.7	29.1	1.6	53	30.4	29.5	0.9
CLA/FSM*	-	-	-	-	16	30.8	29.1	1.7	13	29.3	29.5	-0.2
Non CLA/FSM*	-	-	-	-	31	30.7	29.1	1.6	40	30.8	29.5	1.3
Within School Gap	-	-	-	-		0.1				-1.5		

Reading

	2011			2012			2013					
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	47	31.5	29.4	2.1	53	29.8	29.2	0.6
CLA/FSM*	-	-	-	-	16	30.8	29.4	1.4	13	30.7	29.2	1.5
Non CLA/FSM*	-	-	-	-	31	31.8	29.4	2.4	40	29.6	29.2	0.4
Within School Gap	-	-	-	-		-1.0				1.1		



Closing the Gaps With Pupil Premium at Key Stage 2

Writing (TA)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	47	31.1	28.0	3.1	53	30.3	28.3	2.0
CLA/FSM*	-	-	-	-	16	29.3	28.0	1.3	13	29.3	28.3	1.0
Non CLA/FSM*	-	-	-	-	31	32.0	28.0	4.0	40	30.6	28.3	2.3
Within School Gap	-	-	-	-		-2.8				-1.3		

English Grammar, Punctuation and Spelling

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	53	30.7	28.8	1.9
CLA/FSM*	-	-	-	-	-	-	-	-	13	29.8	28.8	1.0
Non CLA/FSM*	-	-	-	-	-	-	-	-	40	31.1	28.8	2.3
Within School Gap	-	-	-	-		-				-1.3		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. All data in this trend report uses this new FSM categorisation.

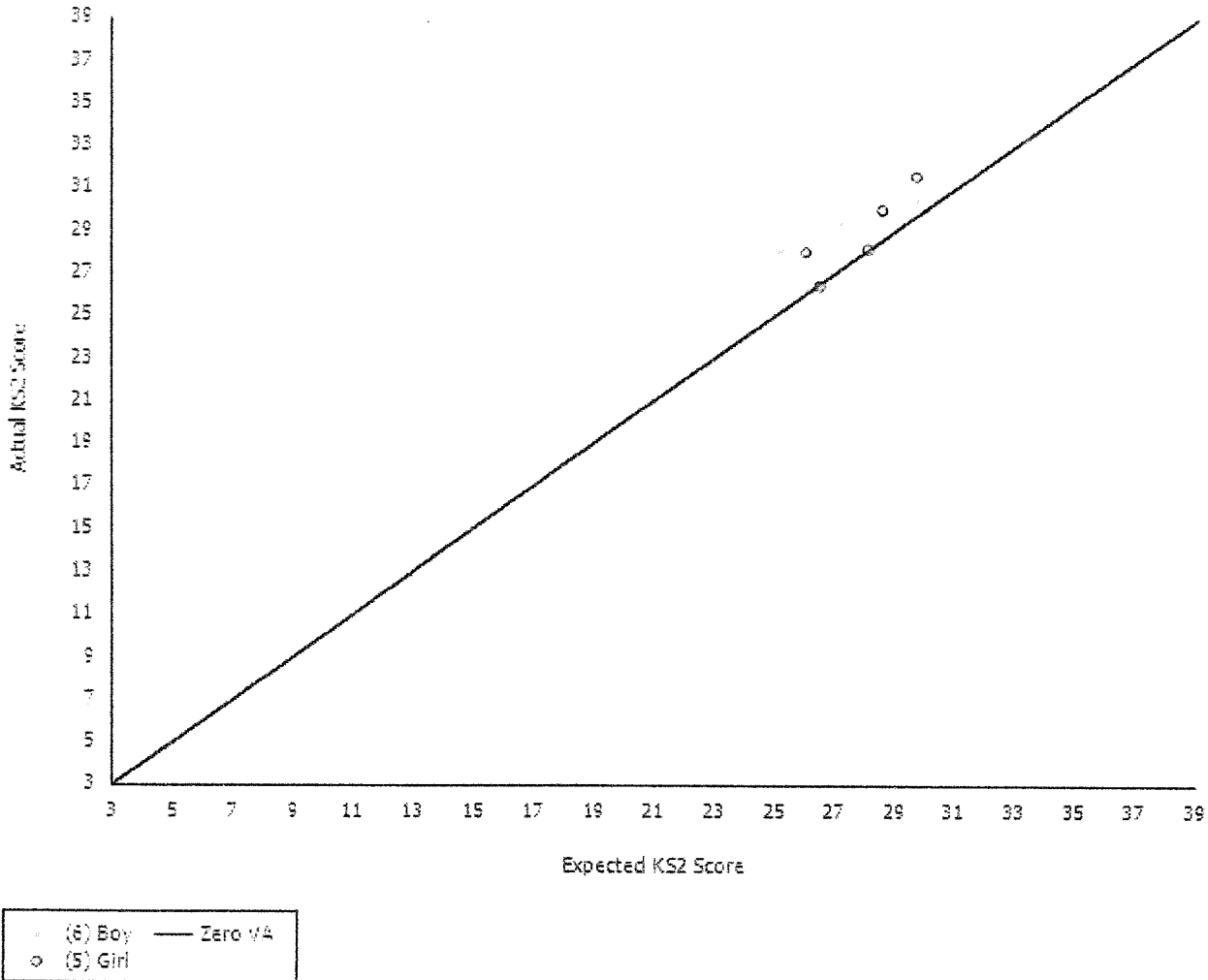


Closing the Gaps With Pupil Premium at Key Stage 2

Chart 6.1.3: Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by pupil (all, FSM/CLA) (KS12.VASct)

2013 All subjects (KS2) value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 85%

Filtered on: Looked after ever or FSM='Yes'

The information displayed is based on FSM/CLA, but other group variants can be displayed using the interactive report.

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

Progress Measures Value Added

Table 5.1.1: Key Stage 1 to Key Stage 2 value added scores for school, trend (KS12.VATrd)

Overall subjects value added: School analysis

		2011	2012	2013
All subjects	Cohort for VA	43	42	46
	VA School score	100.6	101.7	101.7
	95% confidence interval +/-	0.7	0.7	0.7
	Significance		Sig+	Sig+
	Percentile rank	27	6	6
	Coverage	90%	89%	87%
Mathematics	Cohort for VA	43	42	46
	VA School score	100.6	101.5	101.8
	95% confidence interval +/-	0.8	0.8	0.9
	Significance		Sig+	Sig+
	Percentile rank	31	11	10
	Coverage	90%	89%	87%
Reading	Cohort for VA	-	-	46
	VA School score	-	-	100.9
	95% confidence interval +/-	-	-	0.8
	Significance	-	-	Sig+
	Percentile rank	-	-	19
	Coverage	-	-	87%
Writing (TA)	Cohort for VA	-	-	46
	VA School score	-	-	102.4
	95% confidence interval +/-	-	-	0.8
	Significance	-	-	Sig+
	Percentile rank	-	-	2
	Coverage	-	-	87%
English	Cohort for VA	43	42	-
	VA School score	100.7	101.9	-
	95% confidence interval +/-	0.7	0.8	-
	Significance		Sig+	-
	Percentile rank	26	3	-
	Coverage	90%	89%	-

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

Progress Measures Value Added

Table 5.1.1.2: Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds (KS12.VAETH)

	2	0	0	0	4	1	0	0	0	3	1	3	0	0	4	12	7	8	0	1	0	0		
Cohort for VA																								
School Score	101.8	-	-	-	101.9	101.9	-	-	101.0	101.7	102.9	-	103.6	101.1	102.7	101.4	-	101.9	-	-	-	-	-	
95% confidence interval	3.7	-	-	-	5.2	5.2	-	3.0	3.0	5.2	3.0	-	2.6	1.5	2.0	1.9	-	5.2	-	-	-	-	-	
Group national mean	99.7	100.5	99.8	99.2	101.1	99.7	100.1	100.3	100.4	100.7	100.3	100.8	101.1	99.9	100.8	100.2	101.7	101.1	101.1	100.1	100.1	99.4	99.4	
Significance from national average for group	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White British																								
Irish																								
Traveller of Irish Heritage																								
Gypsy/Roma																								
Any Other White Background																								
White and Black Caribbean																								
White and Black African																								
White and Asian																								
Any other Mixed Background																								
Indian																								
Pakistani																								
Bangladeshi																								
Any other Asian Background																								
Caribbean																								
African																								
Any Other Black Background																								
Chinese																								
Any Other Ethnic Group																								
Refused																								
Information Not Obtained																								

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library. The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

Progress Measures Value Added

Table 5.1.3: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - pupil characteristics (KS12.VAGrp)

This report indicates significance relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

Cohort for VA	46	23	23	10	36	1	45	11	35	7	29	10	46	34	12	0	44	2	1	1	1	0
School Score	101.7	101.7	102.1	101.1	102.1	100.8	101.9	101.1	102.1	104.8	101.6	100.7	101.9	101.7	102.4	-	101.7	105.3	103.3	107.3	-	-
95% confidence interval	0.7	1.1	1.1	1.7	0.9	5.2	0.8	1.6	0.9	2.0	1.0	1.7	0.8	0.9	1.5	-	0.8	3.7	5.2	5.2	-	-
Group national mean	100.0	100.0	99.8	99.8	100.0	99.9	99.9	99.8	100.0	100.2	100.0	99.8	100.0	99.8	100.8	99.2	100.1	99.4	99.6	99.1	97.9	-
Significance from national average for group	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	Sig+	-
Significance from overall national average	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	Sig+	-
School Score	46	23	23	10	36	1	45	11	35	7	29	10	46	34	12	0	44	2	1	1	1	0
SEN: Statement																						
SEN: School Action Plus																						
SEN: School Action																						
SEN: Without Statement																						
Non-SEN																						
First Language : Unclassified																						
First Language : Other																						
First Language : English																						
On-roll throughout Yrs 5&6																						
High																						
Middle																						
Low																						
Not CLA or FSM*																						
CLA or FSM*																						
Not CLA																						
CLA																						
Non FSM*																						
FSM*																						
Girls																						
Boys																						
School Score	46	23	23	10	36	1	45	11	35	7	29	10	46	34	12	0	44	2	1	1	1	0

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18). High attaining are those above Level 2 at Key Stage 1 (APS≥18).

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

Progress Measures Value Added

Table 5.1.4: Key Stage 1 to Key Stage 2 value added Summary Report (KS12.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

	Number of pupils in latest year	Value Added						Value Added by Subject 2013											
		2011			2012			2013			Mathematics			Reading			Writing (TA)		
		School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	46	100.6	100.0	101.7	100.0	101.7	100.0	101.8	100.0	100.9	100.0	102.4	100.0						
Gender																			
Boys	23	101.0	100.0	102.0	100.0	101.7	100.0	101.9	100.4	100.8	99.9	102.1	99.6	102.1	99.6				
Girls	23	100.3	99.9	101.8	99.9	102.1	99.8	101.9	99.6	101.2	100.0	103.2	100.2	103.2	100.2				
Free School Meals*																			
FSM	10	-	-	102.3	99.7	101.1	99.8	100.8	99.8	100.9	99.7	102.0	99.8	102.0	99.8				
Non FSM	36	-	-	101.7	100.0	102.1	100.0	102.2	100.1	101.0	100.0	102.9	100.0	102.9	100.0				
Children Looked After																			
CLA	1	-	99.8	-	99.6	100.8	99.9	98.8	99.8	101.4	100.0	104.2	99.8	104.2	99.8				
Not CLA	45	100.7	99.9	101.9	99.9	101.9	99.9	102.0	100.0	101.0	99.9	102.6	99.9	102.6	99.9				
Free School Meals* Or Children Looked After																			
CLA or FSM	11	-	-	102.3	99.7	101.1	99.8	100.6	99.8	100.9	99.7	102.2	99.8	102.2	99.8				
Not CLA or FSM	35	-	-	101.7	100.0	102.1	100.0	102.3	100.1	101.0	100.0	102.8	100.0	102.8	100.0				
Prior Attainment																			
Low	7	101.7	100.1	104.4	100.1	104.8	100.2	104.8	100.2	104.9	100.1	104.6	100.2	104.6	100.2				
Middle	29	100.6	99.9	101.9	99.9	101.6	100.0	101.5	100.0	100.5	99.9	103.0	99.9	103.0	99.9				
High	10	99.6	99.8	100.7	99.7	100.7	99.8	101.3	99.8	99.8	99.8	100.4	99.8	100.4	99.8				
Non-mobile pupils																			
Pupils on roll throughout years 5 and 6	46	-	-	102.1	100.0	101.9	100.0	101.9	100.0	101.0	99.9	102.7	100.0	102.7	100.0				
English as a First Language																			
First Language - English	34	100.6	99.8	102.1	99.8	101.7	99.8	101.5	99.7	100.9	99.9	102.8	99.8	102.8	99.8				
First Language - Other	12	101.0	100.8	101.3	100.8	102.4	100.8	103.0	101.2	101.3	100.3	102.3	100.7	102.3	100.7				
Unclassified	-	-	99.4	-	99.1	-	99.2	-	99.1	-	99.5	-	99.2	-	99.2				
Special Educational Needs																			
Non-SEN	44	100.5	100.2	101.5	100.1	101.7	100.1	101.7	100.2	100.8	100.1	102.6	100.1	102.6	100.1				
SEN without a statement	2	-	-	102.8	99.3	105.3	99.4	105.8	99.4	104.5	99.3	105.3	99.3	105.3	99.3				
School Action	1	101.1	99.5	103.1	99.6	103.3	99.6	103.5	99.6	102.4	99.5	103.9	99.6	103.9	99.6				
School Action Plus	1	100.7	99.0	101.0	98.9	107.3	99.1	108.0	99.2	106.6	99.0	106.7	98.9	106.7	98.9				
SEN with a statement	-	-	97.9	-	97.6	-	97.9	-	98.1	-	97.8	-	97.6	-	97.6				



Expected Progress - reading

Table 5.2.1: Expected Progress in Reading Key Stage 1 to Key Stage 2 - sublevel variation (KS2-EPR)

This table shows the number of pupils attaining each Reading Key Stage 2 attainment level and their corresponding Reading Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils	Key Stage 2 Reading Level											Total No. of Pupils	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress											
	Other or No KS2 Result	W	1	2	3	4	5	6	Other or no prior available	W	1					2	3	4	5	6						
KS1 Reading Level	Other or no prior available	0	0	0	0	0	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-
	W	0	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	100%	31%
	1	0	0	0	0	0	2	1	0	3	3	3	3	0	0	0	0	0	0	0	0	0	0	3	100%	54%
	2C	0	0	0	0	0	10	3	0	13	13	13	13	0	0	0	0	0	0	0	0	0	0	3	23%	15%
2	2B	0	0	0	0	2	8	3	0	13	11	11	11	0	0	0	0	0	0	0	0	0	3	23%	29%	
	2A	0	0	0	0	0	0	5	0	5	5	5	0	0	0	0	0	0	0	0	0	0	5	100%	56%	
3		0	0	0	0	0	0	11	0	11	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0%	1%
4		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-
Summary																	46	44	96%	88%	15	33%	30%			

Total Cohort	53
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Key

- represents pupils making more than expected progress
- represents pupils making expected progress
- represents pupils making less than expected progress
- indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

Expected Progress - reading

Table 5.2.2: Expected Progress in Reading Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each reading Key Stage 2 attainment level and their corresponding reading Key Stage 1 prior attainment.

Number of Pupils	Key Stage 2 Reading Level						Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress							
	Sub Level	Other or No KS2 Result	1	2	3	4		5	6	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress				
			W	0	0	0		0	0	0	0	0	0	0	0	0	0		
KS1 Reading Level	Other or no prior available																		
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	2C		0	0	0	0	3	1	0	4	100%	100%	79%	1	25%	22%	17%	1	31%
	2B		0	0	0	0	2	1	0	3	100%	80%	93%	1	33%	20%	31%	1	31%
	2A		0	0	0	0	0	3	0	3	100%	100%	99%	3	100%	100%	58%	3	58%
3			0	0	0	0	0	1	0	1	100%	100%	88%	0	0%	0%	2%	0	2%
	4		0	0	0	0	0	0	0	0	0%	0%	11%	0	-	-	-	0	-
Summary								11	11	100%	94%	89%	5	45%	29%	29%	5	29%	

Total Cohort of FSM/CLA pupils	13
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Key
 represents pupils making more than expected progress
 represents pupils making expected progress
 represents pupils making less than expected progress
 indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - writing

Table 5.2.3: Expected Progress in Writing Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each Writing Key Stage 2 attainment level and their corresponding Writing Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils	Key Stage 2 Writing Level						Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
	Other or No KS2 Result	W	1	2	3	4							
KS1 Writing Level	Other or no prior available						0	0	0%	10%	-	-	-
	W	0	0	0	1	4	2	0	0%	72%	0	0%	42%
	1	0	0	0	0	0	0	0	100%	92%	6	100%	48%
	2	0	0	0	0	5	1	0	100%	84%	3	25%	7%
KS2 Writing Level	2C	0	0	0	0	9	3	0	100%	97%	11	73%	25%
	2B	0	0	0	0	4	11	0	100%	99%	7	100%	58%
	2A	0	0	0	0	0	7	0	100%	89%	0	0%	9%
3	0	0	0	0	0	0	6	0	0%	61%	-	-	
4	0	0	0	0	0	0	0	0	100%	91%	27	59%	30%
Summary							46	46	100%	91%	27	59%	30%

Total Cohort	53
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Key
represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - writing

Table 5.2.4: Expected Progress in Writing Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each writing Key Stage 2 attainment level and their corresponding writing Key Stage 1 prior attainment.

Number of Pupils	Key Stage 2 Writing Level							Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress					
	Sub Level	Other or No KS2 Result	W	1	2	3	4		5	6	FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress
KS1 Writing Level	Other or no prior available																	
	W	0	0	0	0	0	2	0	0	0	0%	0%	13%	0	0%	0%	-	-
	1	0	0	0	0	0	0	0	0	0	0%	0%	70%	0	0%	0%	0	43%
	2	0	0	0	0	1	0	0	1	1	100%	100%	93%	1	100%	100%	1	51%
KS2 Writing Level	2C	0	0	0	0	4	0	0	4	100%	100%	85%	0	0%	38%	0	8%	
	2B	0	0	0	0	1	4	0	5	100%	100%	97%	4	80%	70%	4	26%	
	2A	0	0	0	0	0	1	0	1	100%	100%	100%	1	100%	100%	1	60%	
3	0	0	0	0	0	0	0	0	0	0%	100%	90%	0	0%	0%	0	10%	
4	0	0	0	0	0	0	0	0	0	0%	0%	61%	0	-	-	-	-	
Summary									11	11	100%	93%	6	55%	60%	31%		

Total Cohort of FSM/CLA pupils	13
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Key

- represents pupils making more than expected progress
- represents pupils making expected progress
- represents pupils making less than expected progress
- indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - mathematics

Table 5.3.1: Expected Progress in mathematics Key Stage 1 to Key Stage 2 - sublevel variation (KS2.EPR)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils	Key Stage 2 Mathematics Level						Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
	Other or no prior available	Sub Level	W	1	2	3							
KS1 Mathematics Level	Other or no prior available												
	W	0	0	0	0	4	2	1	1	100%	48%	-	-
	1	0	0	0	0	0	0	0	0	0%	58%	0	0%
	2	0	0	0	0	3	0	0	3	100%	81%	3	100%
	2C	0	0	0	0	9	4	0	13	100%	70%	4	31%
	2B	0	0	0	0	8	3	0	11	100%	91%	3	27%
	2A	0	0	0	0	5	5	1	11	100%	99%	6	55%
	3	0	0	0	0	0	0	4	8	100%	90%	4	50%
	4	0	0	0	0	0	0	0	0	0%	89%	-	-
	Summary								47	47	100%	88%	20

Total Cohort	53
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Key
represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress - mathematics

Table 5.3.2: Expected Progress in mathematics Key Stage 1 to Key Stage 2 for FSM/CLA pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment.

Number of Pupils	Key Stage 2 Mathematics Level							Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress			
	Sub Level	Other or No KS2 Result	1	2	3	4	5		6	FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress
			W	0	0	0	2		0							
KS1	Other or no prior available								0	0%	100%	55%	-	-	-	
	W	0	0	0	0	0	2	0	0	0%	100%	55%	0	0%	23%	
Mathematics Level	1	0	0	0	0	0	0	0	0	0%	0%	53%	0	0%	39%	
	2	0	0	0	0	4	0	4	4	100%	100%	71%	0	44%	8%	
	2B	0	0	0	0	3	1	0	4	100%	100%	92%	1	29%	25%	
3	2A	0	0	0	0	1	0	2	2	100%	100%	99%	1	56%	58%	
		0	0	0	0	0	1	1	1	100%	100%	91%	0	57%	27%	
4		0	0	0	0	0	0	0	0	0%	0%	88%	0	-	-	
Summary								11	11	100%	100%	90%	18%	50%	34%	

Total Cohort of FSM/CLA pupils	13
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Key

- represents pupils making more than expected progress
- represents pupils making expected progress
- represents pupils making less than expected progress
- indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



Expected Progress reading, writing, mathematics

Table 5.4.1: Key Stage 2 performance - percentage making expected progress, School and National (KS2.EPRS)

Expected Progress is defined as making 2 levels of progress from Key Stage 1 to Key Stage 2. Statistical significance tests have been performed on the data.

	Mathematics			Reading			Writing (TA)					
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
All Pupils	47	100	88	Sig+	46	96	88		46	100	91	-
Gender												
Male	23	100	88	-	23	91	87	-	23	100	90	-
Female	24	100	88	-	23	100	89	-	23	100	93	-
Free School Meals*												
FSM	10	100	84	-	10	100	84	-	10	100	89	-
Non FSM	37	100	90	-	36	94	89	-	36	100	93	-
Children Looked After												
CLA	1	100	74	-	1	100	77	-	1	100	81	-
Not CLA	46	100	88	Sig+	45	96	88		45	100	92	-
Free School Meals* Or Children Looked After												
CLA or FSM	11	100	84	-	11	100	84	-	11	100	89	-
Not CLA or FSM	36	100	90	-	35	94	89	-	35	100	93	-
Prior Attainment												
Low	7	100	74	-	7	100	76	-	7	100	84	-
Middle	29	100	90	-	29	93	92	-	29	100	93	-
High	10	100	93	-	10	100	89	-	10	100	94	-
Non-mobile pupils												
Pupils on roll throughout years 5 and 6	47	100	89	Sig+	46	96	88		46	100	92	-
English as a First Language												
English or believed to be English	35	100	87	-	34	94	88	-	34	100	91	-
Other than English or believed to be other than English	12	100	91	-	12	100	89	-	12	100	92	-



Expected Progress reading, writing, mathematics

	Mathematics			Reading			Writing (TA)					
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
Unclassified	-	-	63	-	-	-	60	-	-	-	-	59
Special Educational Needs												
No Identified SEN	45	100	93	-	44	95	92	-	44	100	95	-
SEN without a statement	2	100	77	-	2	100	79	-	2	100	84	-
School Action	1	100	78	-	1	100	82	-	1	100	85	-
School Action Plus	1	100	74	-	1	100	75	-	1	100	81	-
SEN with a statement	-	-	47	-	-	-	47	-	-	-	51	-
Ethnicity Group												
White												
British	2	100	87	-	2	100	88	-	2	100	91	-
Irish	-	-	91	-	-	-	93	-	-	-	93	-
Traveller of Irish Heritage	-	-	79	-	-	-	77	-	-	-	80	-
Gypsy/Roma	-	-	69	-	-	-	68	-	-	-	73	-
Any Other White Background	4	100	91	-	4	100	89	-	4	100	92	-
Mixed												
White and Black Caribbean	1	100	85	-	1	100	87	-	1	100	91	-
White and Black African	-	-	88	-	-	-	88	-	-	-	93	-
White and Asian	-	-	91	-	-	-	90	-	-	-	93	-
Any other Mixed Background	3	100	89	-	3	67	90	-	3	100	93	-
Asian or Asian British												
Indian	1	100	93	-	1	100	90	-	1	100	94	-
Pakistani	3	100	88	-	3	100	87	-	3	100	92	-
Bangladeshi	-	-	91	-	-	-	89	-	-	-	95	-
Any other Asian Background	4	100	93	-	4	100	90	-	4	100	93	-
Black or Black British												
Black Caribbean	12	100	85	-	12	92	86	-	12	100	91	-



Expected Progress reading, writing, mathematics

	Mathematics			Reading			Writing (TA)					
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
Black African	7	100	91	-	7	100	89	-	7	100	92	-
Any Other Black Background	8	100	87	-	8	100	87	-	8	100	91	-
Chinese	-	-	96	-	-	-	93	-	-	-	95	-
Any Other Ethnic Group	1	100	92	-	1	100	89	-	1	100	92	-
Unclassified - Refused	1	100	88	-	-	-	90	-	-	-	91	-
Unclassified - Information Not Obtained	-	-	68	-	-	-	66	-	-	-	66	-

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18). High attaining are those above Level 2 at Key Stage 1 (APS≥18).

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or group is not significantly different from the national average.



Closing the Gaps With Pupil Premium at Key Stage 2

Table 6.1.1: Closing the Gaps - Free School Meals and Children Looked After (KS2.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

School Context

	Pre Comp	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	118	81	57	58	46	62	54
%FSM*	-	23.5	17.5	19.0	21.7	27.4	24.1
Children Looked After	0	0	0	0	0	0	1

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

Key Stage 1 to Key Stage 2 value added: Free School Meals* / Children Looked After

	Overall				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	46	101.7	0.7	100.0	46	101.8	0.9	100.0
CLA or FSM	11	101.1	1.6	99.8	11	100.6	2.0	99.8
Not CLA or FSM	35	102.1	0.9	100.0	35	102.3	1.1	100.1

	Reading				Writing (TA)			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	46	100.9	0.8	100.0	46	102.4	0.8	100.0
CLA or FSM	11	100.9	1.9	99.7	11	102.2	1.9	99.8
Not CLA or FSM	35	101.0	1.1	100.0	35	102.8	1.0	100.0

Percentage achieving expected progress, 2013 Mathematics, Reading and Writing (TA) Free School Meals* / Children Looked After

	Mathematics				Reading				Writing (TA)			
	School		National		School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	47	100	90	10	46	96	89	7	46	100	93	7
Non CLA/FSM	36	100	90	10	35	94	89	5	35	100	93	7
CLA/FSM	11	100	90	10	11	100	89	11	11	100	93	7
Within School Gap		0				6				0		



Closing the Gaps With Pupil Premium at Key Stage 2

Average point scores, 2013, Mathematics, Reading, Writing (TA) and English Grammar, Punctuation & Spelling by Free School Meals* / Children Looked After

	Mathematics, Reading and Writing (TA)				Mathematics			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	53	30.2	29.1	1.1	53	30.4	29.5	0.9
Non CLA/FSM	40	30.4	29.1	1.3	40	30.8	29.5	1.3
CLA/FSM	13	29.7	29.1	0.6	13	29.3	29.5	-0.2
Within School Gap		-0.7				-1.5		

	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	53	29.8	29.2	0.6	53	30.3	28.3	2.0	53	30.7	28.8	1.9
Non CLA/FSM	40	29.6	29.2	0.4	40	30.6	28.3	2.3	40	31.1	28.8	2.3
CLA/FSM	13	30.7	29.2	1.5	13	29.3	28.3	1.0	13	29.8	28.8	1.0
Within School Gap		1.1				-1.3				-1.3		

Percentage of pupils attaining or surpassing level 4 and level 5 in 2013 in Key Stage 2 for Mathematics, Reading, Writing (TA) and English Grammar Punctuation and Spelling FSM* / Children Looked After

Percentage of Key Stage 2 pupils achieving level 4 or above											
	Mathematics, Reading and Writing (TA)				Mathematics						
	School		National		School		National				
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference			
All Pupils	53	94	81	13	53	100	88	12			
Non CLA/FSM	40	93	81	12	40	100	88	12			
CLA/FSM	13	100	81	19	13	100	88	12			
Within School Gap		7				0					

	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	53	96	89	7	53	98	87	11	53	92	79	13
Non CLA/FSM	40	95	89	6	40	98	87	11	40	93	79	14



Closing the Gaps With Pupil Premium at Key Stage 2

CLA/FSM	13	100	89	11	13	100	87	13	13	92	79	13
Within School Gap		5				2				-1		
Percentage of Key Stage 2 pupils achieving level 5 or above												
	Mathematics, Reading and Writing (TA)				Mathematics							
	School		National		School		National					
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference				
All Pupils	53	26	26	0	53	45	47	-2				
Non CLA/FSM	40	30	26	4	40	48	47	1				
CLA/FSM	13	15	26	-11	13	38	47	-9				
Within School Gap		-15				-10						
	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	53	51	51	0	53	57	36	21	53	64	53	11
Non CLA/FSM	40	48	51	-3	40	63	36	27	40	68	53	15
CLA/FSM	13	62	51	11	13	38	36	2	13	54	53	1
Within School Gap		14				-25				-14		

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.



Closing the Gaps With Pupil Premium at Key Stage 2

Closing the Gaps Trend - Free School Meals and Children Looked After (KS2.CTGT)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining level 4 or above at Key Stage 2

	2011 - English & Mathematics			2012 - English & Mathematics			2013 - Mathematics, Reading and Writing (TA)					
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All pupils	48	75	80	-5	47	100	84	16	53	94	81	13
CLA/FSM*	15	67	80	-13	16	100	84	16	13	100	81	19
Non CLA/FSM*	33	79	80	-1	31	100	84	16	40	93	81	12
Within School Gap		-12				0				7		

Percentage of pupils achieving expected progress in English at Key Stage 2

	2011			2012			2013					
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	45	84	85	-1	42	100	90	10	-	-	-	-
CLA/FSM*	15	93	85	8	13	100	90	10	-	-	-	-
Non CLA/FSM*	30	80	85	-5	29	100	90	10	-	-	-	-
Within School Gap		13				0				-		

Percentage of pupils achieving expected progress in Reading at Key Stage 2

	2011			2012			2013					
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	46	96	89	7
CLA/FSM*	-	-	-	-	-	-	-	-	11	100	89	11
Non CLA/FSM*	-	-	-	-	-	-	-	-	35	94	89	5
Within School Gap	-	-	-	-	-	-	-	-		6		



Closing the Gaps With Pupil Premium at Key Stage 2

Percentage of pupils achieving expected progress in Writing (TA) at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	46	100	93	7
CLA/FSM*	-	-	-	-	-	-	-	-	11	100	93	7
Non CLA/FSM*	-	-	-	-	-	-	-	-	35	100	93	7
Within School Gap	-	-	-	-	-	-	-	-		0		

Percentage of pupils achieving expected progress in Mathematics at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	44	89	85	4	42	98	89	9	47	100	90	10
CLA/FSM*	15	87	85	2	13	100	89	11	11	100	90	10
Non CLA/FSM*	29	90	85	5	29	97	89	8	36	100	90	10
Within School Gap		-3				3				0		

