Summary report

An overview for schools, governors and inspectors

RAISEonline 2016

Northwood Broom Community School

Local authority
Stoke-on-Trent

Unique reference number (URN)
123995

DfE number
8612050

Based on 2016 datasets
Key stage 1: final data

Production date
09 February 2017

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. Revised 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 ïallÐ ïsameÐ or ïnonÐ For all tables where pupil groups are displayed, users will be able to switch the national comparator to ïsameÐ 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 OfstedÐs 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? How much effect might their progress have had on group or school progress scores?

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.

In 2016, a school is above the floor standard 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 standard, the school needs to meet either the attainment element or all parts of the progress element. The floor standard is defined to one decimal place so, for example, a progress score of -4.96 in mathematics would not meet the progress element of the floor standard. Ofsted's Inspection dashboard shows whether the school is above the floor standard.

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 final data comprises data submitted to the Department for Education (DfE) by local authorities by the end of the data collection period and after the collection deadline.

The Key Stage 2 validated data includes the outcomes of changes that schools requested during the September 2016 Schools Performance Tables checking period which were received within the deadline and met the criteria. The validated data may not reflect the outcomes of any late or on-going appeals, or of late-resolved maladministration cases.

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.

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

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

	All	Dis
National	Figure for national all	Figure for national other

Attainment	
expected or above	greater depth

Reading

	A/D		All	Dis			All	Dis
Cohort	0		58	30			58	30
School %			72	70			36	30
National %			74	78			24	27
Difference %			-2	-8			13	3

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	20	14	24	11	9	3	20	14	24	11	9	3
School %	45	50	92	91	100	100	10	14	42	27	89	100
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	9	11	6	4	1	1	8	12	22	6	24	34
Diff (no of pupils)	1	1	1	0	0	0	1	1	5	0	2	1

Writing

	A/D		All	Dis			All	Dis
Cohort	0		58	30			58	30
School %			64	60			16	10
National %			65	70			13	15
Difference %			-2	-10			2	-5

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	21	14	29	13	3	1	21	14	29	13	3	1
School %	33	36	86	85	100	100	0	0	28	23	33	0
National %	30	33	82	83	98	99	1	1	13	14	52	53
Difference %	4	3	5	2	2	1	-1	-1	15	9	-19	-53
Diff (no of pupils)	0	0	1	0	0	0	0	0	4	1	0	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		expected or above — All	expected or above — Dis		greater depth — All	greater depth — Dis
Cohort	0		58	30		58	30
School %			76	73		21	20
National %			73	77		18	20
Difference %			3	-3		3	0

	Emerging All	Emerging Dis	Expected All	Expected Dis	Exceeding All	Exceeding Dis	Emerging All	Emerging Dis	Expected All	Expected Dis	Exceeding All	Exceeding Dis
Cohort	19	12	33	16	1	0	19	12	33	16	1	0
School %	42	42	97	94	100	-	0	0	36	38	0	-
National %	36	40	86	87	99	99	2	2	18	20	59	61
Difference %	6	2	11	7	1	-	-2	-2	18	17	-59	-
Diff (no of pupils)	1	0	3	1	0	-	0	0	5	2	0	-

Science

	A/D		All	Dis
Cohort	0		58	30
School %			83	80
National %			82	85
Difference %			1	-5

	Emerging All	Emerging Dis	Expected All	Expected Dis	Exceeding All	Exceeding Dis
Cohort	6	4	38	22	9	2
School %	50	50	89	86	100	100
National %	47	51	88	91	98	99
Difference %	3	-1	1	-4	2	1
Diff (no of pupils)	0	0	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	58	all	72	74	36	24	3	2	7	5	17	19
male	23	same	61	70	22	20	4	3	9	6	26	21
female	35	same	80	78	46	27	3	1	6	4	11	16
disadvantaged	30	non	70	78	30	27	3	2	7	4	20	16
other	28	same	75	78	43	27	4	2	7	4	14	16
Free School Meals	29	non	69	78	31	27	3	2	7	4	21	16
Children Looked After	1	non	100	74	0	24	0	2	0	5	0	19
SEN with statement or EHC plan	1	all	100	74	100	24	0	2	0	5	0	19
SEN support	5	all	20	74	0	24	20	2	20	5	40	19
no SEN	52	same	77	82	38	27	2	0	6	2	15	15
English first language	42	all	74	74	40	24	2	2	5	5	19	19
English additional language	16	all	69	74	25	24	6	2	13	5	13	19
autumn birth	20	same	70	80	55	31	0	2	5	3	25	14
spring birth	15	same	87	74	33	23	0	2	7	5	7	18
summer birth	23	same	65	68	22	17	9	3	9	7	17	23
Early Years Foundation Stage												
good level of development - yes	30	same	93	93	57	37	0	0	0	0	7	7
good level of development - no	23	same	52	48	13	5	4	5	9	11	35	36
reading emerging	20	same	45	36	10	2	5	7	10	15	40	41
reading expected	24	same	92	85	42	20	0	0	0	1	8	13
reading exceeding	9	same	100	99	89	65	0	0	0	0	0	1
writing emerging	21	same	48	42	10	3	5	6	10	13	38	39
writing expected	29	same	93	90	52	26	0	0	0	1	7	10
writing exceeding	3	same	100	99	100	71	0	0	0	0	0	1
mathematics emerging	19	same	47	38	11	2	5	7	11	14	37	40
mathematics expected	33	same	91	88	52	26	0	0	0	1	9	11
mathematics exceeding	1	same	100	99	100	67	0	0	0	0	0	1

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	58	all	72	74	36	24	3	2	7	5	17	19
White	38	all	71	74	39	24	5	2	8	5	16	19
British	35	all	77	74	43	24	3	2	6	5	14	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	3	all	0	74	0	24	33	2	33	5	33	19
Mixed	7	all	71	74	29	24	0	2	0	5	29	19
White & Black Caribbean	2	all	50	74	0	24	0	2	0	5	50	19
White & Black African	3	all	100	74	67	24	0	2	0	5	0	19
White & Asian	1	all	100	74	0	24	0	2	0	5	0	19
any other mixed background	1	all	0	74	0	24	0	2	0	5	100	19
Asian or Asian British	7	all	86	74	43	24	0	2	0	5	14	19
Indian	0	all	-	74	-	24	-	2	-	5	-	19
Pakistani	5	all	80	74	60	24	0	2	0	5	20	19
Bangladeshi	1	all	100	74	0	24	0	2	0	5	0	19
any other Asian background	1	all	100	74	0	24	0	2	0	5	0	19
Black or Black British	3	all	67	74	33	24	0	2	0	5	33	19
Black Caribbean	1	all	0	74	0	24	0	2	0	5	100	19
Black African	2	all	100	74	50	24	0	2	0	5	0	19
any other Black background	0	all	-	74	-	24	-	2	-	5	-	19
Chinese	0	all	-	74	-	24	-	2	-	5	-	19
any other ethnic group	3	all	67	74	0	24	0	2	33	5	0	19
unclassified - refused	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	0	all	-	74	-	24	-	2	-	5	-	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	58	all	64	65	16	13	3	2	7	5	26	27
male	23	same	52	59	9	10	4	3	9	7	35	31
female	35	same	71	73	20	17	3	1	6	4	20	22
disadvantaged	30	non	60	70	10	15	3	2	7	4	30	24
other	28	same	68	70	21	15	4	2	7	4	21	24
Free School Meals	29	non	59	70	10	15	3	2	7	4	31	24
Children Looked After	1	non	100	66	0	13	0	2	0	5	0	27
SEN with statement or EHC plan	1	all	0	65	0	13	0	2	100	5	0	27
SEN support	5	all	0	65	0	13	20	2	20	5	60	27
no SEN	52	same	71	73	17	15	2	0	4	2	23	24
English first language	42	all	64	65	19	13	2	2	5	5	29	27
English additional language	16	all	63	65	6	13	6	2	13	5	19	27
autumn birth	20	same	55	73	25	19	0	2	5	4	40	21
spring birth	15	same	73	66	20	13	0	2	13	5	13	27
summer birth	23	same	65	58	4	8	9	3	4	7	22	32
Early Years Foundation Stage												
good level of development - yes	30	same	87	86	27	21	0	0	0	0	13	13
good level of development - no	23	same	39	36	4	2	4	5	9	11	48	47
reading emerging	20	same	35	25	0	1	5	8	10	15	50	51
reading expected	24	same	79	75	17	9	0	0	0	1	21	23
reading exceeding	9	same	100	97	56	43	0	0	0	0	0	3
writing emerging	21	same	33	30	0	1	5	6	10	13	52	50
writing expected	29	same	86	82	28	13	0	0	0	1	14	18
writing exceeding	3	same	100	98	33	52	0	0	0	0	0	2
mathematics emerging	19	same	32	28	0	1	5	7	11	14	53	50
mathematics expected	33	same	85	79	27	14	0	0	0	1	15	20
mathematics exceeding	1	same	100	96	0	46	0	0	0	0	0	3

KS1 writing teacher assessment 2016

Ethnic group	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	58	all	64	65	16	13	3	2	7	5	26	27
White	38	all	66	65	21	13	5	2	8	5	21	27
British	35	all	71	65	23	13	3	2	6	5	20	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	3	all	0	65	0	13	33	2	33	5	33	27
Mixed	7	all	43	65	0	13	0	2	0	5	57	27
White & Black Caribbean	2	all	0	65	0	13	0	2	0	5	100	27
White & Black African	3	all	67	65	0	13	0	2	0	5	33	27
White & Asian	1	all	0	65	0	13	0	2	0	5	100	27
any other mixed background	1	all	100	65	0	13	0	2	0	5	0	27
Asian or Asian British	7	all	86	65	0	13	0	2	0	5	14	27
Indian	0	all	-	65	-	13	-	2	-	5	-	27
Pakistani	5	all	80	65	0	13	0	2	0	5	20	27
Bangladeshi	1	all	100	65	0	13	0	2	0	5	0	27
any other Asian background	1	all	100	65	0	13	0	2	0	5	0	27
Black or Black British	3	all	67	65	33	13	0	2	0	5	33	27
Black Caribbean	1	all	0	65	0	13	0	2	0	5	100	27
Black African	2	all	100	65	50	13	0	2	0	5	0	27
any other Black background	0	all	-	65	-	13	-	2	-	5	-	27
Chinese	0	all	-	65	-	13	-	2	-	5	-	27
any other ethnic group	3	all	33	65	0	13	0	2	33	5	33	27
unclassified - refused	0	all	-	65	-	13	-	2	-	5	-	27
unclassified - not obtained	0	all	-	65	-	13	-	2	-	5	-	27

Summary report RAISEonline 2016 based on final data

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	58	all	76	73	21	18	3	2	3	4	17	21
male	23	same	70	72	22	20	4	3	4	5	22	20
female	35	same	80	74	20	16	3	1	3	4	14	21
disadvantaged	30	non	73	77	20	20	3	2	0	3	23	18
other	28	same	79	77	21	20	4	2	7	3	11	18
Free School Meals	29	non	72	77	21	20	3	2	0	3	24	18
Children Looked After	1	non	100	73	0	18	0	2	0	4	0	21
SEN with statement or EHC plan	1	all	0	73	0	18	0	2	0	4	100	21
SEN support	5	all	40	73	20	18	20	2	20	4	20	21
no SEN	52	same	81	80	21	20	2	0	2	2	15	17
English first language	42	all	76	73	21	18	2	2	2	4	19	21
English additional language	16	all	75	73	19	18	6	2	6	4	13	21
autumn birth	20	same	75	80	35	25	0	2	5	3	20	15
spring birth	15	same	87	73	13	17	0	2	0	4	13	20
summer birth	23	same	70	65	13	12	9	3	4	6	17	26
Early Years Foundation Stage												
good level of development - yes	30	same	100	91	33	27	0	0	0	0	0	9
good level of development - no	23	same	48	47	9	4	4	5	4	10	43	38
reading emerging	20	same	45	36	0	2	5	7	5	14	45	42
reading expected	24	same	96	82	29	15	0	0	0	1	4	16
reading exceeding	9	same	100	98	56	49	0	0	0	0	0	2
writing emerging	21	same	43	41	0	2	5	5	5	12	48	41
writing expected	29	same	100	87	34	19	0	0	0	1	0	12
writing exceeding	3	same	100	99	67	55	0	0	0	0	0	1
mathematics emerging	19	same	42	36	0	2	5	6	5	13	47	44
mathematics expected	33	same	97	86	36	18	0	0	0	1	3	13
mathematics exceeding	1	same	100	99	0	59	0	0	0	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	58	all	76	73	21	18	3	2	3	4	17	21
White	38	all	71	73	24	18	5	2	5	4	18	21
British	35	all	77	73	26	18	3	2	3	4	17	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	3	all	0	73	0	18	33	2	33	4	33	21
Mixed	7	all	71	73	0	18	0	2	0	4	29	21
White & Black Caribbean	2	all	50	73	0	18	0	2	0	4	50	21
White & Black African	3	all	100	73	0	18	0	2	0	4	0	21
White & Asian	1	all	0	73	0	18	0	2	0	4	100	21
any other mixed background	1	all	100	73	0	18	0	2	0	4	0	21
Asian or Asian British	7	all	100	73	29	18	0	2	0	4	0	21
Indian	0	all	-	73	-	18	-	2	-	4	-	21
Pakistani	5	all	100	73	40	18	0	2	0	4	0	21
Bangladeshi	1	all	100	73	0	18	0	2	0	4	0	21
any other Asian background	1	all	100	73	0	18	0	2	0	4	0	21
Black or Black British	3	all	100	73	33	18	0	2	0	4	0	21
Black Caribbean	1	all	100	73	0	18	0	2	0	4	0	21
Black African	2	all	100	73	50	18	0	2	0	4	0	21
any other Black background	0	all	-	73	-	18	-	2	-	4	-	21
Chinese	0	all	-	73	-	18	-	2	-	4	-	21
any other ethnic group	3	all	67	73	0	18	0	2	0	4	33	21
unclassified - refused	0	all	-	73	-	18	-	2	-	4	-	21
unclassified - not obtained	0	all	-	73	-	18	-	2	-	4	-	21

KS1 science teacher assessment 2016

	Cohort	National comparator type	Expected standard	
			School %	National %
all pupils	58	all	83	82
male	23	same	83	79
female	35	same	83	84
disadvantaged	30	non	80	85
other	28	same	86	85
Free School Meals	29	non	79	85
Children Looked After	1	non	100	82
SEN with statement or EHC plan	1	all	0	82
SEN support	5	all	60	82
no SEN	52	same	87	89
English first language	42	all	83	82
English additional language	16	all	81	82
autumn birth	20	same	95	87
spring birth	15	same	80	82
summer birth	23	same	74	76
Early Years Foundation Stage				
good level of development - yes	30	same	100	96
good level of development - no	23	same	70	62
reading emerging	20	same	65	52
reading expected	24	same	100	92
reading exceeding	9	same	100	99
writing emerging	21	same	67	57
writing expected	29	same	100	94
writing exceeding	3	same	100	99
mathematics emerging	19	same	68	53
mathematics expected	33	same	97	93
mathematics exceeding	1	same	100	99

	Cohort	National comparator type	Expected standard	
			School %	National %
Ethnic group				
White	38	all	76	82
British	35	all	83	82
Irish	0	all	-	82
Traveller	0	all	-	82
Gypsy/Roma	0	all	-	82
any other White background	3	all	0	82
Mixed	7	all	100	82
White & Black Caribbean	2	all	100	82
White & Black African	3	all	100	82
White & Asian	1	all	100	82
any other mixed background	1	all	100	82
Asian or Asian British	7	all	100	82
Indian	0	all	-	82
Pakistani	5	all	100	82
Bangladeshi	1	all	100	82
any other Asian background	1	all	100	82
Black or Black British	3	all	100	82
Black Caribbean	1	all	100	82
Black African	2	all	100	82
any other Black background	0	all	-	82
Chinese	0	all	-	82
any other ethnic group	3	all	67	82
unclassified - refused	0	all	-	82
unclassified - not obtained	0	all	-	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	1	5	2	40	43	-3	0	1	20	10	10	0
	Emerging	0	1	2	8	7	2	20	9	45	36	9	1	2	10	2	8	1
	Expected	0	0	0	2	12	10	24	22	92	85	6	1	10	42	20	22	5
	Exceeding	0	0	0	0	1	8	9	9	100	99	1	0	8	89	65	24	2
	Total	0	2	4	10	21	21	58	42	72	74	-2	0	21	36	24	13	7

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	1	0	0	1	2	1	50	44	6	0	1	50	11	39	0
	Emerging	0	1	1	5	5	2	14	7	50	39	11	1	2	14	2	12	1
	Expected	0	0	0	1	7	3	11	10	91	87	4	0	3	27	21	6	0
	Exceeding	0	0	0	0	0	3	3	3	100	99	1	0	3	100	66	34	1
	Total	0	1	2	6	12	9	30	21	70	78	-8	-2	9	30	27	3	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	1	0	1
	Emerging	0	0	0	0	0	0	0	1	1
	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	1	1	2

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																
									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 writing	No data	0	1	2	0	2	0	5	2	40	38	2	0	0	0	6	-6	0
	Emerging	0	1	2	11	7	0	21	7	33	30	4	0	0	0	1	-1	0
	Expected	0	0	0	4	17	8	29	25	86	82	5	1	8	28	13	15	4
	Exceeding	0	0	0	0	2	1	3	3	100	98	2	0	1	33	52	-19	0
	Total	0	2	4	15	28	9	58	37	64	65	-2	0	9	16	13	2	1

Disadvantaged pupils		Key stage 1 writing																
									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 writing	No data	0	0	1	0	1	0	2	1	50	38	12	0	0	0	6	-6	0
	Emerging	0	1	1	7	5	0	14	5	36	33	3	0	0	0	1	-1	0
	Expected	0	0	0	2	8	3	13	11	85	83	2	0	3	23	14	9	1
	Exceeding	0	0	0	0	1	0	1	1	100	99	1	0	0	0	53	-53	0
	Total	0	1	2	9	15	3	30	18	60	70	-10	-2	3	10	15	-5	-1

All pupils working on P scales at KS1		Key stage 1 writing P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS writing	No data	0	0	0	0	0	0	0	1	1
	Emerging	0	0	0	0	0	0	1	0	1
	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	1	1	2

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		No data	BLW	PKF	WTS	EXS	GDS	Total	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	0	3	0	5	3	60	51	9	0	0	0	9	-9	0
	Emerging	0	1	1	9	8	0	19	8	42	36	6	1	0	0	2	-2	0
	Expected	0	0	0	1	20	12	33	32	97	86	11	3	12	36	18	18	5
	Exceeding	0	0	0	0	1	0	1	1	100	99	1	0	0	0	59	-59	0
	Total	0	2	2	10	32	12	58	44	76	73	3	1	12	21	18	3	1

Disadvantaged pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	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	0	2	0	2	2	100	52	48	0	0	0	10	-10	0
	Emerging	0	1	0	6	5	0	12	5	42	40	2	0	0	0	2	-2	0
	Expected	0	0	0	1	9	6	16	15	94	87	7	1	6	38	20	17	2
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	61	-61	0
	Total	0	1	0	7	16	6	30	22	73	77	-3	-1	6	20	20	0	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	1	0	1
	Emerging	0	0	0	0	0	0	1	0	1
	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	2	0	2

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
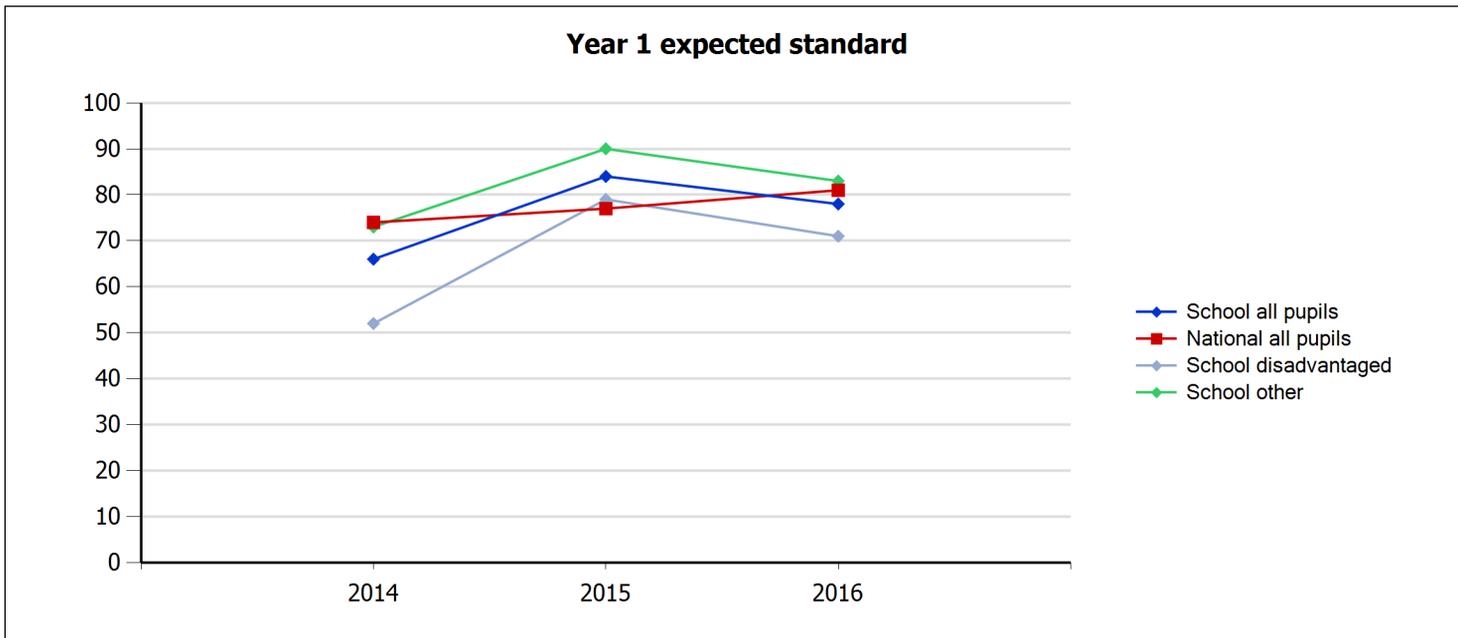
	Year 1						Year 2 Cumulative					
	2014		2015		2016		2014		2015		2016	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	66	74	84	77	78	81	-	-	90	90	93	91
Boys	57	70	75	73	74	77	-	-	84	88	91	89
Girls	73	78	93	81	81	84	-	-	96	92	94	93
Disadvantaged	52	63	79	66	71	70	-	-	79	84	97	86
Other	73	78	90	80	83	83	-	-	97	92	89	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	0	1	1	0	0	2	0	0	38
Year 1 marks	0-9	0	0	0	0	0	0	0	0	0	0	23
	10-19	1	0	1	0	0	0	0	2	0	0	59
	20-24	0	0	0	0	0	0	3	3	3	100	78
	25-29	0	0	0	0	0	0	1	1	1	100	88
	30-31	0	0	0	0	0	0	0	0	0	0	92
								Summary	8	4	50	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

Summary report RAISEonline 2016 based on final data
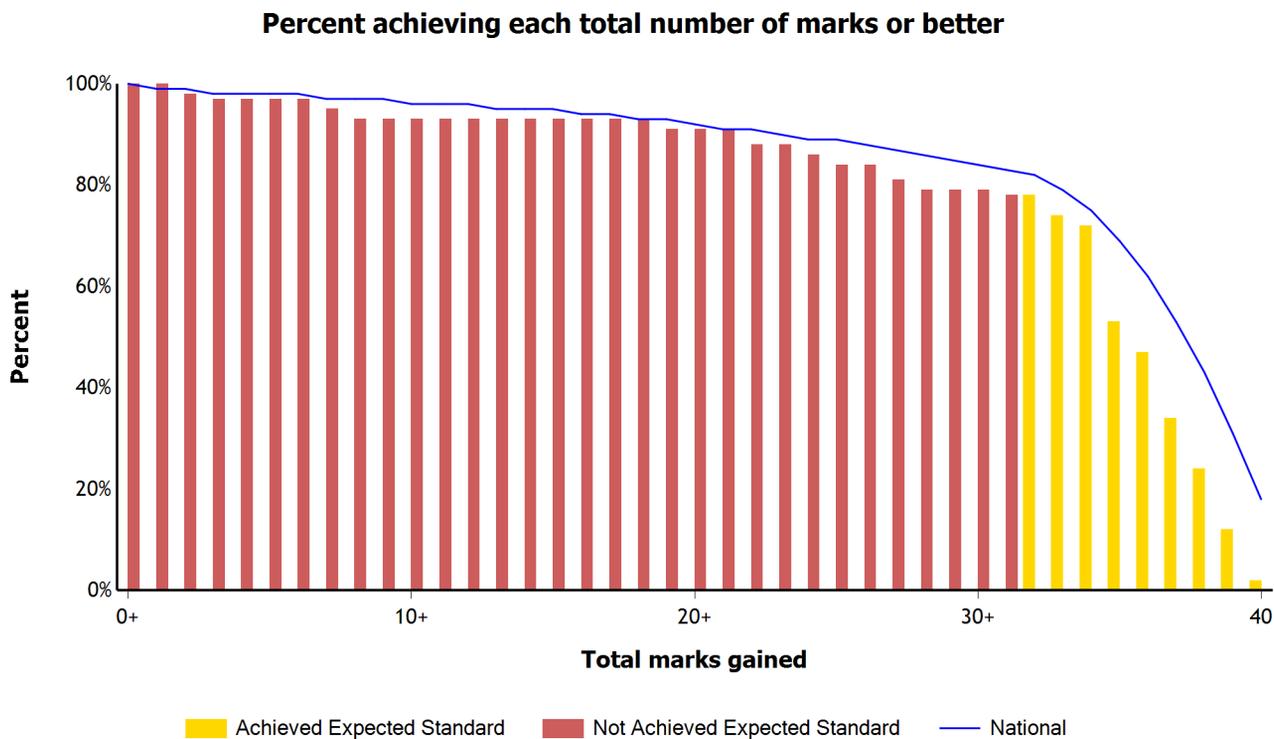
Year 1 phonics percentages attaining expected standard 2016

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	National
All Pupils	58	0	45	78	81	32	34
Gender							
Male	31	0	23	74	77	32	33
Female	27	0	22	81	84	32	35
Free School Meals*							
FSM	28	0	20	71	70	31	31
Non FSM	30	0	25	83	83	33	35
Children Looked After							
CLA	1	0	0	0	61	21	30
Not CLA	57	0	45	79	81	32	34
Disadvantaged pupils							
Disadvantaged pupils	28	0	20	71	70	31	31
Other pupils	30	0	25	83	83	33	35
English as a First Language							
English or believed to be English	49	0	41	84	81	34	34
Other than English or believed to be other than English	8	0	4	50	80	25	34
Unclassified	1	0	0	0	41	7	25
Special Educational Needs							
No SEN	51	0	41	80	86	33	35
SEN support	6	0	3	50	46	27	25
SEN with statement or EHC plan	1	0	1	100	18	36	19
Ethnicity Group							
White							
British	43	0	37	86	81	34	34
Irish	0	0	0	0	81	-	34
Traveller of Irish Heritage	0	0	0	0	41	-	24
Gypsy/Roma	1	0	0	0	37	23	23
Any Other White Background	4	0	2	50	78	19	33
Mixed							
White and Black Caribbean	1	0	1	100	78	38	33
White and Black African	1	0	0	0	82	30	34
White and Asian	1	0	1	100	85	34	35
Any other Mixed Background	0	0	0	0	83	-	35
Asian or Asian British							
Indian	0	0	0	0	89	-	36
Pakistani	2	0	2	100	81	33	34
Bangladeshi	0	0	0	0	82	-	34
Any other Asian Background	1	0	0	0	85	27	35
Black or Black British							
Black Caribbean	0	0	0	0	79	-	33
Black African	2	0	1	50	84	33	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	34	34
Unclassified - Refused	0	0	0	0	81	-	34
Unclassified - Information Not Obtained	1	0	0	0	47	7	27
Term Of Birth							
Autumn	17	0	16	94	86	36	35
Spring	18	0	14	78	81	32	34
Summer	23	0	15	65	75	29	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 final 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.

Phonics Screening Check

	Cohort	Number A/D*	Number achieving expected standard	% School	% National
All Pupils	58	-	54	93	91
Gender					
Male	23	-	21	91	89
Female	35	-	33	94	93
Free School Meals*					
FSM	29	-	28	97	86
Non FSM	29	-	26	90	93
Children Looked After					
CLA	1	-	1	100	77
Not CLA	57	-	53	93	91
Disadvantaged pupils					
Disadvantaged pupils	30	-	29	97	86
Other pupils	28	-	25	89	93
English as a First Language					
English or believed to be English	42	-	41	98	92
Other than English or believed to be other than English	16	-	13	81	90
Unclassified	-	-	-	-	52
Special Educational Needs					
No SEN	52	-	50	96	96
SEN support	5	-	3	60	69
SEN with statement or EHC plan	1	-	1	100	29
Ethnicity Group					
White					
British	35	-	34	97	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	3	-	1	33	89
Mixed					
White and Black Caribbean	2	-	2	100	90
White and Black African	3	-	3	100	92
White and Asian	1	-	1	100	94
Any other Mixed Background	1	-	1	100	92
Asian or Asian British					
Indian	-	-	-	-	95
Pakistani	5	-	4	80	92
Bangladeshi	1	-	1	100	92
Any other Asian Background	1	-	1	100	93
Black or Black British					
Black Caribbean	1	-	1	100	90
Black African	2	-	2	100	92
Any Other Black Background	-	-	-	-	89
Chinese	-	-	-	-	94
Any Other Ethnic Group	3	-	3	100	89
Unclassified - Refused	-	-	-	-	90
Unclassified - Information Not Obtained	-	-	-	-	60
Term Of Birth					
Autumn	20	-	18	90	94
Spring	15	-	15	100	91
Summer	23	-	21	91	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 2016

	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	60	63	69	77	86	75	86	77	85	68	77	65	73	72	79	72	82
Gender																	
Male	26	62	62	77	82	69	82	77	81	65	72	62	66	65	75	65	78
Female	34	65	77	76	91	79	90	76	90	71	83	68	80	76	83	76	86
Free School Meals																	
FSM	6	50	55	50	78	50	78	50	77	50	63	50	58	50	66	50	70
Non FSM	54	65	72	80	88	78	87	80	87	70	80	67	75	74	81	74	84

	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	60	80	90	80	92	85	89	83	88	87	90	77	86	77	86	87	92	88	89	88	88
Gender																					
Male	26	69	85	77	89	81	86	81	83	81	86	73	82	73	82	85	91	85	83	85	83
Female	34	88	94	82	95	88	93	85	93	91	94	79	90	79	89	88	94	91	94	91	93
Free School Meals																					
FSM	6	67	83	50	85	67	82	67	80	67	83	50	77	50	77	67	87	67	81	67	80
Non FSM	54	81	91	83	93	87	90	85	89	89	91	80	87	80	87	89	93	91	90	91	90

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	59	66	66	85	86	80	85	76	84	75	76	76	71	75	77	75	81
Gender																	
Male	33	58	59	82	81	73	81	70	80	67	71	67	64	64	74	64	77
Female	26	77	74	88	91	88	90	85	89	85	82	88	78	88	81	88	85
Free School Meals																	
FSM	26	54	52	88	77	77	77	69	75	69	62	69	56	65	64	65	69
Non FSM	33	76	69	82	87	82	87	82	86	79	79	82	74	82	80	82	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	59	86	90	86	91	85	89	81	87	85	89	85	85	83	85	85	92	85	88	86	87
Gender																					
Male	33	88	85	85	88	82	85	76	82	79	85	82	81	79	82	82	91	82	82	82	82
Female	26	85	94	88	94	88	92	88	93	92	93	88	89	88	89	88	93	88	94	92	93
Free School Meals																					
FSM	26	85	83	85	85	77	82	77	79	81	82	85	75	81	75	85	86	85	80	85	79
Non FSM	33	88	91	88	92	91	90	85	89	88	90	85	87	85	87	85	93	85	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	54	56	61	80	84	89	84	93	82	67	74	63	67	67	75	67	79
Gender																	
Male	25	44	53	72	79	84	80	92	78	60	69	56	60	64	71	64	76
Female	29	66	69	86	89	93	88	93	87	72	80	69	75	69	78	69	83
Free School Meals																	
FSM	21	48	45	81	74	86	74	81	72	52	58	52	51	52	60	52	65
Non FSM	33	61	64	79	86	91	86	100	84	76	78	70	71	76	78	76	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	54	85	89	98	91	87	87	85	86	83	88	91	84	91	84	98	91	89	86	85	85
Gender																					
Male	25	76	84	96	88	88	84	76	81	72	83	92	80	92	81	96	90	80	80	72	79
Female	29	93	94	100	94	86	91	93	92	93	92	90	88	90	87	100	92	97	93	97	92
Free School Meals																					
FSM	21	90	82	95	84	76	80	86	77	81	80	81	73	86	73	95	84	86	78	81	76
Non FSM	33	82	90	100	92	94	89	85	88	85	90	97	86	94	86	100	92	91	88	88	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	-	-	-	-	8.3	8.8
% Persistent absentees- absent for 15% or more sessions	2.4	2.8	5.6	2.7	-	-
% of sessions missed due to Overall Absence	4.4	3.9	5.2	4.0	3.1	3.9
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	0.00	0.02	-	-
% pupils with 1 or more fixed term exclusions	3.42	0.49	2.97	0.52	-	-
% pupils with more than 1 fixed term exclusion	2.14	0.21	0.85	0.23	-	-
Fixed term exclusions as a percentage of the pupil group	8.12	1.01	4.66	1.10	-	-

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.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	3.1	3.9	8.3	8.8
Gender				
Male	2.8	4.0	5.4	9.0
Female	3.4	3.9	10.8	8.6
Free School Meals*				
FSM	3.9	5.2	10.5	15.1
Non FSM	2.5	3.4	6.3	6.2
English as a First Language				
English or believed to be English	2.6	3.9	6.3	8.5
Other than English or believed to be other than English	5.2	4.2	16.0	9.9
Unclassified	-	4.2	-	11.3
Special Educational Needs				
No SEN	3.1	3.7	7.4	7.5
SEN support	3.3	5.2	10.0	14.2
SEN with statement or EHC plan	2.7	6.4	0.0	19.1
Ethnic Group				
White				
British	2.2	3.8	3.7	8.1
Irish	-	4.7	-	12.8
Traveller of Irish Heritage	-	16.6	-	59.0
Gypsy/Roma	-	11.0	-	41.3
Any Other White Background	8.1	4.6	33.3	11.2
Mixed				
White and Black Caribbean	6.0	4.7	33.3	12.9
White and Black African	2.2	3.9	0.0	9.1
White and Asian	0.8	4.0	0.0	8.9
Any other Mixed Background	1.7	4.3	0.0	10.3
Asian or Asian British				
Indian	-	3.7	-	7.8
Pakistani	7.9	4.9	14.3	11.8
Bangladeshi	19.4	4.9	100.0	11.8
Any other Asian Background	3.5	3.7	0.0	7.6
Black or Black British				
Black Caribbean	0.0	4.1	0.0	10.8

Summary report RAISEonline 2016 based on final data

Absence 2016

Black African	1.2	2.6	20.0	4.6
Any Other Black Background	-	3.3	-	7.6
Chinese	-	2.6	-	4.3
Any Other Ethnic Group	5.3	4.2	20.0	9.5
Unclassified - Refused	-	4.2	-	10.0
Unclassified - Information Not Obtained	-	4.9	-	16.3

Summary report RAISEonline 2016 based on final 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.

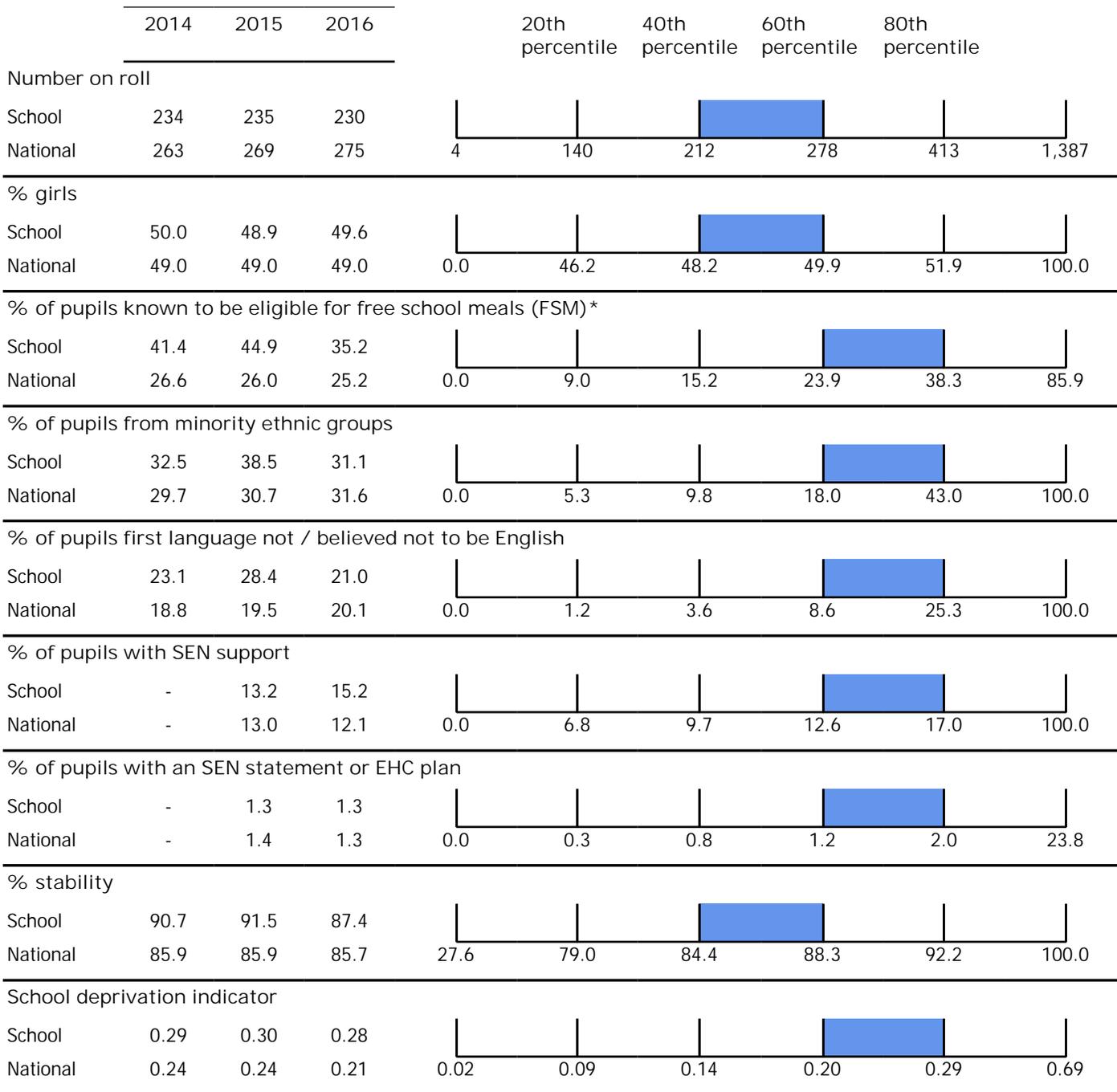|	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	4.66	1.10	2.97	0.52	0.85	0.23	0.00	0.02
Gender								
Male	8.26	1.91	4.96	0.90	1.65	0.40	0.00	0.04
Female	0.87	0.25	0.87	0.13	0.00	0.05	0.00	0.00
Free School Meals*								
FSM	10.13	2.91	7.59	1.34	1.27	0.61	0.00	0.06
Non FSM	3.06	0.55	1.02	0.27	1.02	0.11	0.00	0.01
English as a First Language								
English or believed to be English	11.90	1.51	7.14	0.70	2.38	0.31	0.00	0.03
Other than English or believed to be other than English	2.94	0.55	2.94	0.34	0.00	0.10	0.00	0.01
Unclassified	-	1.59	-	0.90	-	0.41	-	0.08
Special Educational Needs								
No SEN	0.50	0.30	0.00	0.18	0.00	0.05	0.00	0.00
SEN support	29.03	5.30	19.35	2.37	3.23	1.15	0.00	0.12
SEN with statement or EHC plan	33.33	10.88	33.33	4.57	33.33	2.55	0.00	0.16
Ethnic Group								
White								
British	6.94	1.47	4.17	0.67	1.39	0.30	0.00	0.03
Irish	-	1.27	-	0.67	-	0.32	-	0.03
Traveller of Irish Heritage	-	6.53	-	3.58	-	1.54	-	0.17
Gypsy/Roma	-	3.63	-	2.01	-	0.75	-	0.16
Any Other White Background	0.00	0.64	0.00	0.35	0.00	0.12	0.00	0.01
Mixed								
White and Black Caribbean	400.00	3.09	200.00	1.43	100.00	0.66	0.00	0.06
White and Black African	0.00	1.85	0.00	0.80	0.00	0.38	0.00	0.03
White and Asian	0.00	0.73	0.00	0.39	0.00	0.13	0.00	0.01
Any other Mixed Background	25.00	1.46	25.00	0.72	0.00	0.29	0.00	0.03
Asian or Asian British								
Indian	-	0.10	-	0.08	-	0.01	-	0.00
Pakistani	0.00	0.41	0.00	0.29	0.00	0.07	0.00	0.00
Bangladeshi	-	0.20	-	0.15	-	0.03	-	0.00
Any other Asian Background	0.00	0.26	0.00	0.17	0.00	0.05	0.00	0.00

Exclusions 2015

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Black or Black British								
Black Caribbean	-	3.54	-	1.94	-	0.75	-	0.08
Black African	0.00	1.08	0.00	0.64	0.00	0.20	0.00	0.01
Any Other Black Background	0.00	1.67	0.00	1.13	0.00	0.33	0.00	0.02
Chinese	-	0.25	-	0.12	-	0.04	-	0.01
Any Other Ethnic Group	8.33	0.60	8.33	0.36	0.00	0.11	0.00	0.01
Unclassified - Refused	-	1.41	-	0.66	-	0.27	-	0.05
Unclassified - Information Not Obtained	-	2.69	-	1.02	-	0.52	-	0.09

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.

Summary report RAISEonline 2016 based on final data

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 | 234 | 235 | 230 |
| National | 263 | 269 | 275 |

4   140   212   278   413   1,387

% girls

| School | 50.0 | 48.9 | 49.6 |
| 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 | 41.4 | 44.9 | 35.2 |
| 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 | 32.5 | 38.5 | 31.1 |
| 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 | 23.1 | 28.4 | 21.0 |
| 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 | - | 13.2 | 15.2 |
| 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 | - | 1.3 | 1.3 |
| National | - | 1.4 | 1.3 |

0.0   0.3   0.8   1.2   2.0   23.8

% stability

| School | 90.7 | 91.5 | 87.4 |
| National | 85.9 | 85.9 | 85.7 |

27.6   79.0   84.4   88.3   92.2   100.0

School deprivation indicator

| School | 0.29 | 0.30 | 0.28 |
| National | 0.24 | 0.24 | 0.21 |

0.02   0.09   0.14   0.20   0.29   0.69

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	111	55.9 / 44.1	-	-	-	22.5	1
1	60	53.3 / 46.7	46.7	23.3	13.3	11.7	1
2	59	37.3 / 62.7	50.8	39.0	28.8	10.2	1

Summary report RAISEonline 2016 based on final 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	66.9	61.5	68.9	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	0.8	0.0	0.0	0.3
any other White background	1.7	1.7	5.0	5.6
Mixed				
White & Black Caribbean	0.0	0.9	2.5	1.5
White & Black African	0.8	1.7	3.4	0.7
White & Asian	0.8	1.7	1.7	1.2
any other mixed background	3.4	3.4	0.8	1.9
Asian or Asian British				
Indian	0.0	0.0	0.0	2.8
Pakistani	11.9	11.1	5.9	4.2
Bangladeshi	0.8	0.0	0.8	1.7
any other Asian background	0.8	1.7	2.5	1.7
Black or Black British				
Caribbean	0.0	0.0	0.8	1.2
African	2.5	5.1	3.4	3.7
any other Black background	0.8	0.9	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	7.6	10.3	4.2	1.7
Parent/pupil preferred not to say	0.8	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
First language				
English	76.3	70.9	79.0	81.8
Other	22.9	28.2	21.0	18.0
Unclassified	0.8	0.9	0.0	0.2

Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	2	1	0	0	1
Moderate Learning Difficulty	-	3	2	0	0	0
Severe Learning Difficulty	-	1	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	9	5	0	2	0
Speech, Language and Communication Needs	-	14	24	2	0	0
Hearing Impairment	-	1	1	0	0	0
Visual Impairment	-	1	2	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	0	1	2
Autistic Spectrum Disorder	-	0	0	0	0	0
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	1	0	0
School total	-	31	35	3	3	3
Percentage of school roll	-	13.2	15.2	1.3	1.3	1.3

Summary report RAISEonline 2016 based on final data