

ST MARY'S CATHOLIC PRIMARY SCHOOL



ACHIEVEMENT 2016 (end of Key Stage 2)

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Key Points to Note

In 2016, the new more challenging curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil now receives their test results as a scaled score and teacher assessments based on the standards in the interim framework.

In 2016, 53% (65% of pupils at St. Mary's reached this standard) of pupils nationally reached the new expected standard and 5% nationally (10% of pupils at St. Mary's reached this standard) reached the higher standard in reading, writing and mathematics. Because of the changes in the curriculum, figures for 2016 are not comparable to those from previous years. Given the differences from previous years to the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

The expected standard in the tests is a scaled score of 100 or above. Attainment at the expected standard in the tests was highest nationally in grammar, punctuation and spelling at 72% (85% of pupils at St. Mary's reached this standard) and lowest nationally in reading at 66% (77% of pupils at St. Mary's reached this standard). 74% of pupils nationally were assessed as working at the expected standard in writing (92% of pupils at St. Mary's reached this standard).

The threshold for the higher score in 2016 was set (after the tests were completed in July) at 110. Achievement at the higher score was highest nationally in grammar, punctuation and spelling at 23% (22% of pupils at St. Mary's reached this standard) and lowest nationally in mathematics at 17% (12% of pupils at St. Mary's reached this standard). The percentage of pupils nationally working at greater depth in writing was 15% (15% of pupils at St. Mary's reached this standard). 19% of pupils nationally achieved the higher score in reading (17% of pupils at St. Mary's reached this standard).

2016 Key Stage 2 school results

These tables show the percentage of children in the school achieving each level at the end of Key Stage 2.

Number of children at the end of Key Stage 2: 60

		TEACHER ASSESSMENT											
		Percentage with each outcome											
	HNM	BLW	PKF	PKE	PKG	WTS	EXS	GDS	A	D	L	F	P
Reading	7	0	2	0	0		92		0	0	0	0	0
Writing		0	2	0	0	7	77	15	0	0	0	0	0
Mathematics	7	0	2	0	0		92		0	0	0	0	0
Science	8						92		0	0	0	0	0

		TEST RESULTS											
		Percentage with each outcome											
	A	B	L	M	T	F	P	H	Q	AS	NS	CA	CN
Reading	0	0	0	0	0	0	0	0	0	77	23	0	0
Writing	0	0	0	0	0	0	0	0	0	85	15	0	0
Mathematics	0	0	0	0	0	0	0	0	0	75	25	0	0

HNM Has not met the required standard for most 11 year olds.

BLW Below the standard of the pre-key stage – to be reported with P-scales or NOTSEN as appropriate.

PKF Pre-key stage foundation.

PKE Pre-key stage early development.

PKG Pre-key stage growing development.

WTS Working towards the expected standard.

EXS Working at the expected standard.

GDS Working at greater depth at the expected standard.

A Absent

D Disapplied

L Left

F Pupil will take test in the future

P Pupil has taken test in the past

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B Working below the level of the test

M Missing

T Unable to access test

H Pupil cheating

Q Maladministration

AS Achieved Standard

NS Not Achieved Standard

CA Ability to represent their actual ability in the test affected

CN Ability to represented their actual ability in the test not affected

Key Stage 2 Attainment and Progress 2016

	School	National
Attainment		
Average Scale Score (Reading and Mathematics)	103.7	102.7
Expected Standard (Reading, Writing and Mathematics)	65%	52%
Progress		
Average Scale Score (Reading and Mathematics)	+1.7	0
Expected Standard (Reading, Writing and Mathematics)	+15%	0%

- 65% of the pupils reached the expected standard in reading, writing and mathematics combined in 2016 which is above the national average (53%). 10% of pupils reached the higher standard in reading, writing and mathematics compared to 5% nationally.
- For all ethnic groups, except for the 5 Black Caribbean pupils (*one had a scaled score of 98 in reading (suffered from severe anxiety), the other three moved from 2b at end of KS1 in maths to scaled scores of 94, 99 (had SEN support and was pupil premium) and 97. All 4 pupils were teacher assessed as meeting the expected standard*), the percentages reaching the expected or higher standards were above the national average for these groups.

Ethnic group	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
White	13	all	69	53	15	5
British	7	all	71	53	14	5
Irish	1	all	100	53	100	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	0	all	-	53	-	5
any other White background	5	all	60	53	0	5
Mixed	6	all	83	53	17	5
White & Black Caribbean	1	all	100	53	0	5
White & Black African	1	all	100	53	0	5
White & Asian	1	all	100	53	0	5
any other mixed background	3	all	67	53	33	5
Asian or Asian British	1	all	100	53	0	5
Indian	0	all	-	53	-	5

Pakistani	0	all	-	53	-	5
Bangladeshi	0	all	-	53	-	5
any other Asian background	1	all	100	53	0	5
Black or Black British	35	all	60	53	9	5
Black Caribbean	5	all	20	53	0	5
Black African	30	all	67	53	10	5
any other Black background	0	all	-	53	-	5
Chinese	0	all	-	53	-	5
any other ethnic group	5	all	60	53	0	5
unclassified - refused	0	all	-	53	-	5
unclassified - not obtained	0	all	-	53	-	5

- Percentages of boys, girls, those on roll in Years 5 and 6, EAL, those with overall low and middle prior attainment (*pupils with prior overall high attainment were in line with national at expected but above (Sch: 55, Nat:17) at the higher standard*), those with low and middle prior attainment in reading (*pupils with high prior attainment in reading were in line with the national average for the expected standard but above (Sch:55, Nat: 18) at the higher standard*) and those with low and middle prior attainment in maths (*pupils with high prior attainment in maths were broadly in line with the national average for the expected standard but above (Sch:56, Nat: 20) at the higher standard*) were above the national average for these groups. Disadvantaged pupils were roughly in line with the national comparator.

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
all pupils	60	all	65	53	10	5
male	34	same	62	49	12	5

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female	26	same	69	57	8	6
disadvantaged	18	non	56	60	6	7
other	42	same	69	60	12	7
Free School Meals	18	non	56	59	6	7
Children Looked After	0	non	-	53	-	5
SEN with statement or EHC plan	1	all	0	53	0	5
SEN support	14	all	29	53	0	5
no SEN	45	same	78	61	13	6
on roll in years 5 & 6	57	same	65	55	11	6
English first language	35	all	69	53	14	5
English additional language	25	all	60	53	4	5
Prior attainment						
overall low	5	same	40	6	0	0
overall middle	43	same	60	46	0	1
overall high	11	same	91	91	55	17
reading low	4	same	25	7	0	0
reading middle	44	same	61	48	0	1
reading high	11	same	91	91	55	18
writing low	7	same	14	10	0	0
writing middle	44	same	66	57	2	3
writing high	8	same	100	95	63	26
Mathematics low	4	same	25	5	0	0
Mathematics middle	46	same	63	49	2	2
Mathematics high	9	same	89	91	56	20

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- In the new scaled score tests (103.7 average scaled score for reading and mathematics) this cohort was one point above the national average (102.7). In mathematics, 75% of the pupils reached the expected standard which was 5% above average (70%). In reading, 77% reached the expected standard which was 11% above the national average (66%). Writing, which was moderated by a team from the local authority in 2016, had the highest numbers reaching the expected standard (92%) which was significantly above the national average (74%). In grammar, punctuation and spelling 85% reached the expected standard which was significantly above the national average (72%).
- Pupil progress in reading, writing and mathematics combined was significantly above the national average (+15% above). In addition the average scaled score for reading and mathematics was significantly above the national average (+1.7 above).
- Achievement at the higher score was highest nationally in grammar, punctuation and spelling at 23% (22% of pupils at St. Mary's reached this standard) and lowest nationally in mathematics at 17% (12% of pupils at St. Mary's reached this standard). The percentage of pupils nationally working at greater depth in writing was 15% (15% of pupils at St. Mary's reached this standard). 19% of pupils nationally achieved the higher score in reading (17% of pupils at St. Mary's reached this standard).
- The school's reading progress score in 2016 was 1.9 points, in maths the progress score was 1.2 points and in writing the progress score was 2.5 points.
- The progress proportions from the end of KS1 to the end of KS2 were stronger at the expected standard than they were at the higher standard in 2016 reflecting the national pattern.

Key Stage 1	Percentage KS1	Percentage KS2	Key Stage 2
Expected or better reading L2b+	71.1	76.7	At least expected standard in reading
Expected or better writing L2b+	63.3	91.7	At least expected standard in writing
Expected or better maths L2b+	76.7	75.0	At least expected standard in maths

Exceeding expected reading L3+	18.3	16.7	Working at higher standard reading
Exceeding expected writing L3+	13.3	15.0	Working at greater depth writing
Exceeding expected maths L3+	15.0	11.7	Working at higher standard maths

- Girls made more progress than boys in all subjects although a higher proportion of boys attained the higher scaled score in mathematics and reading. Percentages were equal for those working at greater depth in writing. . Boys and girls either outperformed or were in line with their national counterparts in all subjects at 100+.

	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	59	1.24	60	all	75	70	12	17	103.6	103.0
male	33	1.12	34	same	74	70	15	18	104.1	103.3
female	26	1.38	26	same	77	70	8	15	103.0	102.8

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	59	1.90	60	all	77	66	17	19	103.7	102.6

male	33	0.46	34	same	71	62	18	16	102.9	101.8
female	26	3.73	26	same	85	70	15	22	104.8	103.4

	Writing progress		National Cohort comparator type	Writing attainment				
	Cohort	Score		Expected standard +		Greater depth		
				School %	National %	School %	National %	
all pupils	59	2.47	60	all	92	74	15	15
male	33	0.97	34	same	85	68	15	11
female	26	4.36	26	same	100	81	15	19

- 50 % of disadvantaged pupils compared with 7% of other pupils were supported as SEN and made less progress in Mathematics than other pupils in school. In writing and reading however disadvantaged pupils made more progress than others in school. Of the 6 who did not reach the expected scaled score in mathematics, 5 were supported as SEN. Of the 5 who did not reach expected in reading, all were supported as SEN. The 4 disadvantaged pupils who did not reach the expected standard in writing were all supported as SEN.

	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch	% Nat	% Nat	% Nat	Sch	Nat
all pupils	59	1.24	60	all	75	70	12	17	103.6	103.0
disadvantaged	17	0.57	18	non	67	75	6	20	100.8	104.1
other	42	1.51	42	same	79	75	14	20	104.8	104.1

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	59	1.90	60	all	77	66	17	19	103.7	102.6
disadvantaged	17	2.85	18	non	72	71	6	23	102.0	103.8
other	42	1.52	42	same	79	71	21	23	104.5	103.8

	Writing progress		National comparator type	Writing attainment				
	Cohort	Score		Expected standard +		Greater depth		
				School %	National %	School %	National %	
all pupils	59	2.47	60	all	92	74	15	15
disadvantaged	17	3.23	18	non	83	79	6	18
other	42	2.16	42	same	95	79	19	18

Progress – KS2 Summary overall and for low, middle and high prior attainment

Reading

	All	Dis
Cohort	59	17
Score	1.90	2.85
CI +/-	1.60	2.98
Rank		

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	5	3	43	13	11	1
Score	10.12	11.14	0.90	0.82	2.07	4.42
National	0	0.36	0	0.35	0	0.30
Difference	10.12	10.77	0.90	0.47	2.07	4.12
CI +/-	5.49	7.08	1.87	3.40	3.70	12.27
Rank	6	5				9

Writing

	All	Dis
Cohort	59	17
Score	2.47	3.23
CI +/-	1.61	3.00
Rank		12

Low	Middle	High
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	All	Dis	All	Dis	All	Dis
Cohort	5	3	43	13	11	1
Score	7.76	13.77	2.06	0.71	1.66	4.32
National	0	0.34	0	0.10	0	0.11
Difference	7.76	13.43	2.06	0.61	1.66	4.21
CI +/-	5.54	7.15	1.89	3.43	3.73	12.38
Rank	8	2				13

Mathematics

	All	Dis
Cohort	59	17
Score	1.24	0.57
CI +/-	1.36	2.53
Rank		

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	5	3	43	13	11	1
Score	5.94	3.76	0.79	-0.08	0.84	-0.57
National	0	0.45	0	0.26	0	0.17
Difference	5.94	3.31	0.79	-0.34	0.84	-0.74
CI +/-	4.67	6.03	1.59	2.90	3.15	10.45
Rank	12					

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 Sig+ and top 10%

 Sig+ not top 10%

 Sig- not bottom 10%

 Sig- and bottom 10%

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

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

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

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

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

- The majority of pupil groups were either at or above their national comparator type in 2016.

	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	59	1.24	60	all	75	70	12	17	103.6	103.0
male	33	1.12	34	same	74	70	15	18	104.1	103.3
female	26	1.38	26	same	77	70	8	15	103.0	102.8
disadvantaged	17	0.57	18	non	67	75	6	20	100.8	104.1
other	42	1.51	42	same	79	75	14	20	104.8	104.1

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Free School Meals	17	0.57	18	non	67	75	6	20	100.8	104.0
Children Looked After	0	-	0	non	-	70	-	17	-	103.1
SEN with statement or EHC plan	1	-4.33	1	all	0	70	0	17	94.0	103.0
SEN support	14	0.18	14	all	43	70	0	17	98.4	103.0
no SEN	44	1.70	45	same	87	78	16	19	105.4	104.1
on roll in years 5 & 6	57	1.12	57	same	75	71	12	17	103.6	103.2
English first language	35	1.55	35	all	74	70	14	17	104.5	103.0
English additional language	24	0.78	25	all	76	70	8	17	102.4	103.0
Prior attainment										
overall low	5	5.94	5	same	40	19	0	1	98.6	94.4
overall middle	43	0.79	43	same	72	68	0	7	102.4	101.8
overall high	11	0.84	11	same	100	97	64	43	110.4	108.7
reading low	4	5.81	4	same	25	25	0	1	97.8	95.6
reading middle	44	0.92	44	same	73	69	0	10	102.4	102.1
reading high	11	0.84	11	same	100	94	64	40	110.4	108.1
writing low	7	2.60	7	same	14	29	0	1	97.0	96.2
writing middle	44	1.24	44	same	80	75	5	14	103.3	103.3
writing high	8	0.06	8	same	100	97	63	49	110.6	109.3
Mathematics low	4	4.06	4	same	25	14	0	0	96.0	93.4
Mathematics middle	46	1.11	46	same	74	69	2	8	102.8	102.0
Mathematics high	9	0.66	9	same	100	98	67	51	110.9	109.7

Ethnic group	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	59	1.24	60	all	75	70	12	17	103.6	103.0
White	13	1.95	13	all	69	70	15	17	103.5	103.0
British	7	1.39	7	all	71	70	14	17	103.9	103.0
Irish	1	-0.57	1	all	100	70	100	17	110.0	103.0
Traveller	0	-	0	all	-	70	-	17	-	103.0
Gypsy/Roma	0	-	0	all	-	70	-	17	-	103.0
any other White background	5	3.25	5	all	60	70	0	17	101.8	103.0
Mixed	6	0.92	6	all	83	70	17	17	106.3	103.0
White & Black Caribbean	1	5.42	1	all	100	70	0	17	109.0	103.0
White & Black African	1	-3.57	1	all	100	70	0	17	107.0	103.0
White & Asian	1	3.86	1	all	100	70	0	17	106.0	103.0
any other mixed background	3	-0.07	3	all	67	70	33	17	105.3	103.0
Asian or Asian British	1	4.42	1	all	100	70	0	17	108.0	103.0
Indian	0	-	0	all	-	70	-	17	-	103.0
Pakistani	0	-	0	all	-	70	-	17	-	103.0
Bangladeshi	0	-	0	all	-	70	-	17	-	103.0
any other Asian background	1	4.42	1	all	100	70	0	17	108.0	103.0
Black or Black British	34	0.49	35	all	71	70	9	17	102.5	103.0
Black Caribbean	5	-2.41	5	all	40	70	0	17	100.2	103.0
Black African	29	0.99	30	all	77	70	10	17	102.9	103.0
any other Black background	0	-	0	all	-	70	-	17	-	103.0
Chinese	0	-	0	all	-	70	-	17	-	103.0
any other ethnic group	5	4.24	5	all	100	70	20	17	107.2	103.0
unclassified - refused	0	-	0	all	-	70	-	17	-	103.0

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unclassified - not obtained	0	-	0	all	-	70	-	17	-	103.0
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	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	59	1.90	60	all	77	66	17	19	103.7	102.6
male	33	0.46	34	same	71	62	18	16	102.9	101.8
female	26	3.73	26	same	85	70	15	22	104.8	103.4
disadvantaged	17	2.85	18	non	72	71	6	23	102.0	103.8
other	42	1.52	42	same	79	71	21	23	104.5	103.8
Free School Meals	17	2.85	18	non	72	71	6	23	102.0	103.8
Children Looked After	0	-	0	non	-	66	-	19	-	102.6
SEN with statement or EHC plan	1	3.74	1	all	100	66	0	19	101.0	102.6
SEN support	14	2.03	14	all	43	66	7	19	98.9	102.6
no SEN	44	1.82	45	same	87	73	20	22	105.3	103.8
on roll in years 5 & 6	57	1.73	57	same	75	67	18	19	103.8	102.8
English first language	35	2.24	35	all	80	66	23	19	104.8	102.6
English additional language	24	1.40	25	all	72	66	8	19	102.3	102.6
Prior attainment										
overall low	5	10.12	5	same	60	17	0	1	101.0	93.0
overall middle	43	0.90	43	same	74	63	5	10	101.8	101.2
overall high	11	2.07	11	same	91	95	73	46	112.5	109.1
reading low	4	10.39	4	same	50	18	0	1	100.5	93.2
reading middle	44	1.09	44	same	75	64	5	9	101.8	101.2

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reading high	11	2.07	11	same	91	97	73	49	112.5	109.6
writing low	7	6.60	7	same	43	23	0	2	99.1	94.4
writing middle	44	0.97	44	same	77	71	7	16	102.5	102.8
writing high	8	2.92	8	same	100	98	88	58	114.5	110.8
Mathematics low	4	9.14	4	same	50	15	0	1	99.3	92.8
Mathematics middle	46	1.35	46	same	76	65	7	13	102.4	101.7
Mathematics high	9	1.49	9	same	89	94	78	48	112.7	109.2

Ethnic group	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch	% Nat	%	Sch	% Nat	%
all pupils	59	1.90	60	all	77	66	17	19	103.7	102.6
White	13	3.84	13	all	69	66	23	19	104.8	102.6
British	7	3.26	7	all	71	66	29	19	105.1	102.6
Irish	1	4.42	1	all	100	66	100	19	116.0	102.6
Traveller	0	-	0	all	-	66	-	19	-	102.6
Gypsy/Roma	0	-	0	all	-	66	-	19	-	102.6
any other White background	5	4.54	5	all	60	66	0	19	102.0	102.6
Mixed	6	0.74	6	all	83	66	33	19	106.3	102.6
White & Black Caribbean	1	-0.60	1	all	100	66	0	19	102.0	102.6
White & Black African	1	0.42	1	all	100	66	100	19	112.0	102.6
White & Asian	1	5.54	1	all	100	66	0	19	108.0	102.6
any other mixed background	3	-0.30	3	all	67	66	33	19	105.3	102.6
Asian or Asian British	1	1.40	1	all	100	66	0	19	104.0	102.6
Indian	0	-	0	all	-	66	-	19	-	102.6

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Pakistani	0	-	0	all	-	66	-	19	-	102.6
Bangladeshi	0	-	0	all	-	66	-	19	-	102.6
any other Asian background	1	1.40	1	all	100	66	0	19	104.0	102.6
Black or Black British	34	2.00	35	all	80	66	14	19	103.4	102.6
Black Caribbean	5	2.80	5	all	80	66	20	19	104.8	102.6
Black African	29	1.86	30	all	80	66	13	19	103.2	102.6
any other Black background	0	-	0	all	-	66	-	19	-	102.6
Chinese	0	-	0	all	-	66	-	19	-	102.6
any other ethnic group	5	-2.34	5	all	60	66	0	19	100.0	102.6
unclassified - refused	0	-	0	all	-	66	-	19	-	102.6
unclassified - not obtained	0	-	0	all	-	66	-	19	-	102.6

	Writing progress				Writing attainment			
	Cohort	Score			Cohort	National comparator type	Expected standard +	
					School %	National %	School %	National %
all pupils	59	2.47	60	all	92	74	15	15
male	33	0.97	34	same	85	68	15	11
female	26	4.36	26	same	100	81	15	19
disadvantaged	17	3.23	18	non	83	79	6	18
other	42	2.16	42	same	95	79	19	18
Free School Meals	17	3.23	18	non	83	78	6	18
Children Looked After	0	-	0	non	-	74	-	15
SEN with statement or EHC plan	1	-5.69	1	all	0	74	0	15
SEN support	14	2.23	14	all	71	74	0	15

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no SEN	44	2.73	45	same	100	84	20	17
on roll in years 5 & 6	57	2.27	57	same	91	75	16	15
English first language	35	3.22	35	all	97	74	20	15
English additional language	24	1.37	25	all	84	74	8	15
Prior attainment								
overall low	5	7.76	5	same	80	20	0	0
overall middle	43	2.06	43	same	91	76	5	6
overall high	11	1.66	11	same	100	97	64	39
reading low	4	7.10	4	same	75	21	0	0
reading middle	44	2.25	44	same	91	76	5	7
reading high	11	1.66	11	same	100	98	64	40
writing low	7	4.39	7	same	57	25	0	0
writing middle	44	2.28	44	same	95	82	7	11
writing high	8	1.82	8	same	100	99	75	54
Mathematics low	4	7.10	4	same	75	19	0	0
Mathematics middle	46	2.29	46	same	91	76	7	9
Mathematics high	9	1.31	9	same	100	97	67	40

	Writing progress			Writing attainment				
					Expected standard +		Greater depth	
Ethnic group	Cohort	Score	Cohort	comparator type	School %	National %	School %	National %
all pupils	59	2.47	60	all	92	74	15	15
White	13	4.07	13	all	92	74	15	15
British	7	1.90	7	all	86	74	14	15
Irish	1	4.32	1	all	100	74	100	15

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Traveller	0	-	0	all	-	74	-	15
Gypsy/Roma	0	-	0	all	-	74	-	15
any other White background	5	7.07	5	all	100	74	0	15
Mixed	6	0.60	6	all	100	74	17	15
White & Black Caribbean	1	0.94	1	all	100	74	0	15
White & Black African	1	-5.68	1	all	100	74	0	15
White & Asian	1	1.33	1	all	100	74	0	15
any other mixed background	3	2.33	3	all	100	74	33	15
Asian or Asian British	1	0.94	1	all	100	74	0	15
Indian	0	-	0	all	-	74	-	15
Pakistani	0	-	0	all	-	74	-	15
Bangladeshi	0	-	0	all	-	74	-	15
any other Asian background	1	0.94	1	all	100	74	0	15
Black or Black British	34	2.10	35	all	89	74	14	15
Black Caribbean	5	1.32	5	all	100	74	0	15
Black African	29	2.24	30	all	87	74	17	15
any other Black background	0	-	0	all	-	74	-	15
Chinese	0	-	0	all	-	74	-	15
any other ethnic group	5	3.35	5	all	100	74	20	15
unclassified - refused	0	-	0	all	-	74	-	15
unclassified - not obtained	0	-	0	all	-	74	-	15

National Cohort comparator type	English grammar, punctuation and spelling						Average spelling mark Sch Nat	Spelling mark							
	Scaled score 100+		High scaled score		Average score			5+		10+		15+		20	
	School	National	School	National	School	National		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	%	%	%	%				%	%	%	%	%	%	%	%

all pupils	60	all	85	72	22	22	105.0	104.0	16	15	95	95	93	85	82	64	10	11
male	34	same	79	67	24	18	104.7	103.0	16	14	94	93	94	82	79	60	12	11
female	26	same	92	78	19	27	105.4	105.0	16	15	96	96	92	88	85	68	8	11
disadvantaged	18	non	83	78	6	27	102.6	105.0	16	15	94	96	89	88	78	68	6	12
other	42	same	86	78	29	27	106.1	105.0	17	15	95	96	95	88	83	68	12	12
Free School Meals	18	non	83	77	6	26	102.6	105.0	16	15	94	96	89	88	78	68	6	12
Children Looked After	0	non	-	73	-	23	-	104.0	-	15	-	95	-	85	-	64	-	11
SEN with statement or EHC plan	1	all	100	72	0	22	100.0	104.0	17	15	100	95	100	85	100	64	0	11
SEN support	14	all	57	72	7	22	100.0	104.0	14	15	86	95	79	85	71	64	0	11
no SEN	45	same	93	82	27	26	106.7	105.3	17	16	98	98	98	91	84	71	13	12
on roll in years 5 & 6	57	same	84	74	23	23	105.1	104.2	16	15	95	95	93	86	82	65	11	11
English first language	35	all	86	72	29	22	105.9	104.0	16	15	94	95	94	85	77	64	14	11
English additional language	25	all	84	72	12	22	103.8	104.0	16	15	96	95	92	85	88	64	4	11
Prior attainment																		
overall low	5	same	60	17	0	1	97.0	94.3	11	9	80	72	60	45	40	18	0	1
overall middle	43	same	84	73	14	12	104.1	102.7	16	14	95	96	95	86	81	59	7	6
overall high	11	same	100	98	64	55	112.4	110.2	19	18	100	100	100	99	100	92	27	25
reading low	4	same	50	17	0	1	96.0	94.3	10	8	75	70	50	41	25	14	0	0
reading middle	44	same	84	74	14	12	104.0	102.9	16	15	95	97	95	87	82	60	7	6
reading high	11	same	100	99	64	57	112.4	110.4	19	18	100	100	100	99	100	94	27	26
writing low	7	same	29	23	0	1	95.6	95.4	10	9	71	76	57	48	29	19	0	1
writing middle	44	same	91	80	16	19	105.0	104.3	17	15	98	98	98	90	86	67	7	9
writing high	8	same	100	99	75	70	113.4	112.0	19	19	100	100	100	100	100	97	38	33
Mathematics low	4	same	50	16	0	1	95.3	94.2	10	9	75	74	50	48	25	20	0	1
Mathematics middle	46	same	85	73	15	15	104.3	103.1	16	15	96	96	96	85	83	61	7	7
Mathematics high	9	same	100	98	67	57	112.9	110.3	19	18	100	100	100	98	100	90	33	25

			English grammar, punctuation and spelling						Average spelling mark		Spelling mark							
			Scaled score 100+		High scaled score		Average score				5+		10+		15+		20	
			School %	National %	School %	National %	School	National			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
Ethnic group	National Cohort comparator type		School %National %		School %National %		School National		Sch	Nat	Sch %Nat %	Sch %Nat %	Sch %Nat %	Sch %Nat %	Sch %Nat %	Sch %Nat %		
all pupils	60	all	85	72	22	22	105.0	104.0	16	15	95	95	93	85	82	64	10	11
White	13	all	69	72	31	22	105.2	104.0	16	15	92	95	85	85	69	64	15	11
British	7	all	71	72	29	22	104.7	104.0	15	15	86	95	86	85	71	64	0	11
Irish	1	all	100	72	100	22	120.0	104.0	20	15	100	95	100	85	100	64	100	11
Traveller	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Gypsy/Roma	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other White background	5	all	60	72	20	22	102.8	104.0	15	15	100	95	80	85	60	64	20	11
Mixed	6	all	83	72	17	22	107.7	104.0	17	15	100	95	100	85	83	64	17	11
White & Black Caribbean	1	all	100	72	0	22	108.0	104.0	19	15	100	95	100	85	100	64	0	11
White & Black African	1	all	100	72	0	22	109.0	104.0	19	15	100	95	100	85	100	64	0	11
White & Asian	1	all	100	72	0	22	108.0	104.0	15	15	100	95	100	85	100	64	0	11
any other mixed background	3	all	67	72	33	22	107.0	104.0	16	15	100	95	100	85	67	64	33	11
Asian or Asian British	1	all	100	72	100	22	113.0	104.0	18	15	100	95	100	85	100	64	0	11
Indian	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Pakistani	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Bangladeshi	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other Asian background	1	all	100	72	100	22	113.0	104.0	18	15	100	95	100	85	100	64	0	11
Black or Black British	35	all	91	72	17	22	104.3	104.0	16	15	94	95	94	85	89	64	9	11
Black Caribbean	5	all	100	72	0	22	103.2	104.0	17	15	100	95	100	85	100	64	0	11
Black African	30	all	90	72	20	22	104.5	104.0	16	15	93	95	93	85	87	64	10	11
any other Black background	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
Chinese	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
any other ethnic group	5	all	80	72	20	22	105.2	104.0	16	15	100	95	100	85	60	64	0	11

Love, Listen and Learn

unclassified - refused	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11
unclassified - not obtained	0	all	-	72	-	22	-	104.0	-	15	-	95	-	85	-	64	-	11

Key Stage 2 Performance Summary (significantly above national)

	Actual Result	Pupil Progress
% Expected Standard (R,W,M)	65%	+15%
% Higher Standard (R,W,M)	10%	+5%
Average Scaled Score (R+M)	103.7	+1.7
% Expected Standard+ Reading	77%	+12%
%Higher Standard Reading	17%	+1%
Scaled Score Reading	103.7	+1.9
% Expected Standard+ Writing	92%	+18%
% Higher Standard Writing	15%	+3%
% Expected Standard+ Maths	75%	+5%
%higher Standard Maths	12%	-3%
Scaled Score Maths	103.6	+1.2
% Expected Standard+ Grammar, Punctuation & Spelling	85%	+12%
%Higher Standard Grammar, Punctuation & Spelling	22%	+3%
Scaled Score Grammar, Punctuation & Spelling	105.0	+1.9

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