

Summary

Data to be published in 2016 Performance Tables (subject to inclusion of late results)

| | | |
|---|------------------------------------|------|
| Key stage 2 cohort information | <input type="text" value="True"/> | |
| Number of pupils eligible for KS2 assessment | <input type="text" value="False"/> | 89 |
| Number of boys | <input type="text" value="False"/> | 52 |
| Number of girls | <input type="text" value="False"/> | 37 |
| % of boys | <input type="text" value="False"/> | 58% |
| % of girls | <input type="text" value="False"/> | 42% |
| Cohort KS1 average points score | <input type="text" value="False"/> | 16.1 |
| Low prior attainment band: number of all eligible pupils | <input type="text" value="False"/> | 6 |
| Low prior attainment band: % of all eligible pupils | <input type="text" value="False"/> | 8% |
| Middle prior attainment band: number of all eligible pupils | <input type="text" value="False"/> | 44 |
| Middle prior attainment band: % of all eligible pupils | <input type="text" value="False"/> | 57% |
| High prior attainment band: number of all eligible pupils | <input type="text" value="False"/> | 27 |
| High prior attainment band: % of all eligible pupils | <input type="text" value="False"/> | 35% |
| Number of pupils who are non-mobile | <input type="text" value="False"/> | 83 |
| % of pupils who are non-mobile | <input type="text" value="False"/> | 93% |
| Number of pupils with English as an additional language | <input type="text" value="False"/> | 77 |

| | | |
|---|--------------------------------|---------------------|
| % of pupils with English as an additional language | <input type="checkbox"/> False | 87% |
| Number of pupils with SEN with statements or EHC plan | <input type="checkbox"/> False | 2 |
| % of pupils with SEN with statements or EHC plan | <input type="checkbox"/> False | 2% |
| Number of pupils with SEN without statements or EHC plans (SEN Support) | <input type="checkbox"/> False | 7 |
| % of pupils with SEN without statements or EHC Plans (SEN Support) | <input type="checkbox"/> False | 8% |
| Reading, writing and mathematics - attainment | <input type="checkbox"/> True | |
| Reading, writing and mathematics: % of pupils achieving the expected standard | <input type="checkbox"/> False | 48% |
| Reading, writing and mathematics: % of pupils achieving a high score | <input type="checkbox"/> False | 3% |
| Progress measures: KS1 to KS2 | <input type="checkbox"/> True | |
| Reading progress score (confidence interval in brackets) | <input type="checkbox"/> False | -3.2 (-4.6 to -1.8) |
| % of eligible pupils included in the reading progress measure | <input type="checkbox"/> False | 87% |
| Writing progress score (confidence interval in brackets) | <input type="checkbox"/> False | -1.0 (-2.4 to 0.4) |
| % of eligible pupils included in the writing progress measure | <input type="checkbox"/> False | 87% |
| Maths progress score (confidence interval in brackets) | <input type="checkbox"/> False | 0.9 (-0.3 to 2.1) |
| % of eligible pupils included in the maths progress measure | <input type="checkbox"/> False | 87% |
| Individual subjects - attainment | <input type="checkbox"/> True | |
| Reading: % of pupils achieving expected standard | <input type="checkbox"/> False | 51% |
| Reading: % of pupils achieving a high standard | <input type="checkbox"/> False | 11% |
| Reading: % of pupils absent or unable to access the test | <input type="checkbox"/> False | 0% |

| | | |
|---|--------------------------------|-----|
| Writing: % of pupils achieving expected standard | <input type="checkbox"/> False | 70% |
| Writing: % of pupils working at greater depth within expected standard | <input type="checkbox"/> False | 8% |
| Writing: % of pupils absent or disapplied | <input type="checkbox"/> False | 0% |
| Mathematics: % of pupils achieving expected standard | <input type="checkbox"/> False | 73% |
| Mathematics: % of pupils achieving a high standard | <input type="checkbox"/> False | 25% |
| Mathematics: % of pupils absent or unable to access the test | <input type="checkbox"/> False | 0% |
| Grammar, punctuation & spelling: % of pupils achieving expected standard | <input type="checkbox"/> False | 82% |
| Grammar, punctuation & spelling: % of pupils achieving a high standard | <input type="checkbox"/> False | 31% |
| Grammar, punctuation & spelling: % of pupils absent or unable to access the test | <input type="checkbox"/> False | 0% |
| Average scaled score per pupil | <input type="checkbox"/> True | |
| Average scaled score in reading | <input type="checkbox"/> False | 100 |
| Average scaled score in grammar, punctuation and spelling | <input type="checkbox"/> False | 107 |
| Average scaled score in maths | <input type="checkbox"/> False | 104 |
| Attainment of low/middle/high prior attainers - reading, writing and maths | <input type="checkbox"/> True | |
| % of pupils with low prior attainment reaching the expected standard in reading, writing and maths | <input type="checkbox"/> False | 0% |
| % of pupils with low prior attainment achieving a higher standard in reading, writing and maths | <input type="checkbox"/> False | 0% |
| % of pupils with medium prior attainment reaching the expected standard in reading, writing and maths | <input type="checkbox"/> False | 39% |
| % of pupils with medium prior attainment achieving a higher standard in reading, writing and maths | <input type="checkbox"/> False | 0% |
| % of pupils with high prior attainment reaching the expected standard in reading, writing and maths | | 89% |

False

% of pupils with high prior attainment achieving a higher standard in reading, writing and maths

11%

False

Attainment of low/middle/high prior attainers - reading True

% of pupils with low prior attainment reaching the expected standard in reading False

0%

% of pupils with low prior attainment achieving a high score in reading False

0%

% of pupils with medium prior attainment reaching the expected standard in reading False

43%

% of pupils with medium prior attainment achieving a high score in reading False

2%

% of pupils with high prior attainment reaching the expected standard in reading False

89%

% of pupils with high prior attainment achieving a high score in reading False

30%

Attainment of low/middle/high prior attainers - writing True

% of pupils with low prior attainment reaching the expected standard in writing False

17%

% of pupils with low prior attainment working at greater depth in writing False

0%

% of pupils with medium prior attainment reaching the expected standard in writing False

68%

% of pupils with medium prior attainment working at greater depth in writing False

0%

% of pupils with high prior attainment reaching the expected standard in writing False

100%

% of pupils with high prior attainment working at greater depth in writing False

26%

Attainment of low/middle/high prior attainers - maths True

% of pupils with low prior attainment reaching the expected standard in maths False

17%

% of pupils with low prior attainment achieving a high score in maths False

0%

% of pupils with medium prior attainment reaching the expected standard in maths False

70%

% of pupils with medium prior attainment achieving a high score in maths 11%

% of pupils with high prior attainment reaching the expected standard in maths 100%

% of pupils with high prior attainment achieving a high score in maths 59%

Attainment of low/middle/high prior attainers - grammar, punctuation and spelling

% of pupils with low prior attainment reaching the expected standard in grammar, punctuation and spelling 50%

% of pupils with low prior attainment achieving a high score in grammar, punctuation and spelling 0%

% of pupils with medium prior attainment reaching the expected standard in grammar, punctuation and spelling 80%

% of pupils with medium prior attainment achieving a high score in grammar, punctuation and spelling 14%

% of pupils with high prior attainment reaching the expected standard in grammar, punctuation and spelling 100%

% of pupils with high prior attainment achieving a high score in grammar, punctuation and spelling 78%