

# School performance summary 2017/2018

## St Matthew's Primary School (URN: 110750)

A glossary explaining terms used in this report is at the end of the printed version.

### Key stage 2

This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

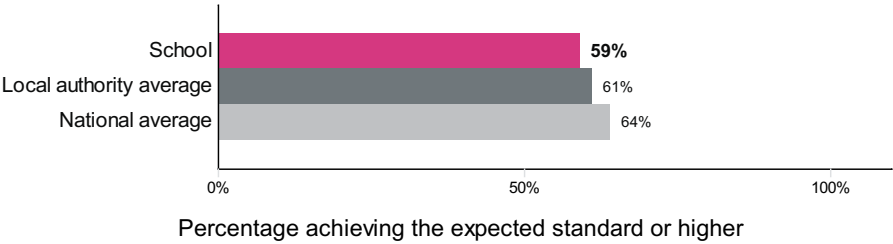
### Progress in reading, writing and maths

<b>Reading</b> Number of pupils = 77  Pupils with adjusted scores = 0 <div><div></div><div>Average 0.60</div></div> Confidence interval -0.7 to 1.9	<b>Writing</b> Number of pupils = 77  Pupils with adjusted scores = 2 <div><div></div><div>Average -0.35</div></div> Confidence interval -1.7 to 0.9	<b>Maths</b> Number of pupils = 77  Pupils with adjusted scores = 0 <div><div></div><div>Below average -1.74</div></div> Confidence interval -2.9 to -0.5
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### Reading, writing and maths combined

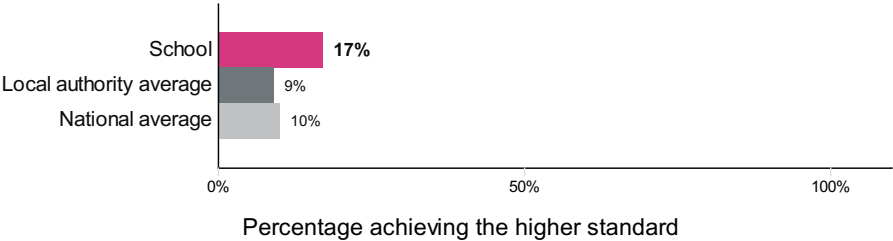
#### Percentage of pupils achieving the expected standard or higher

Number of pupils = 88



#### Percentage of pupils achieving the higher standard

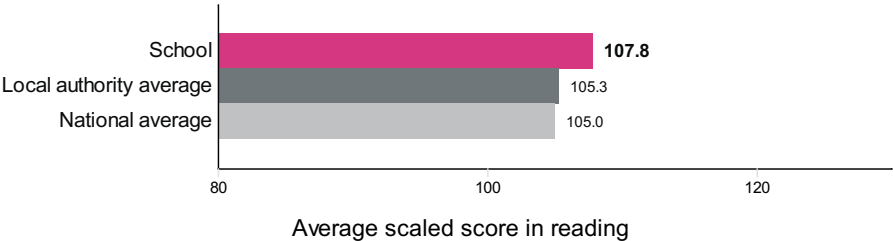
Number of pupils = 88



# Average scaled score in:

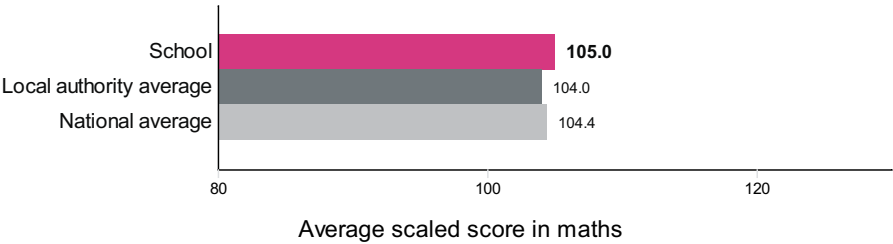
## Reading

Number of pupils = 88



## Maths

Number of pupils = 88



## Key stage 2 disadvantaged

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### Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>-2.47</b>	<b>-0.48</b>	<b>-3.86</b>
Confidence interval	-5.6 to 0.6	-3.5 to 2.5	-6.7 to -1.1
Number of disadvantaged pupils	14	14	14
Disadvantaged pupils with adjusted score	0	1	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

### Prior attainment of disadvantaged pupils - 3 year trends

	2016		2017		2018	
Group	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	53	7	42	18	74	14
Prior attainment (based on key stage 1 average point score)	16.92	12.48	17.52	14.93	17.30	16.00

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	40	8	34	5
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	-5.63	-14.66	0.02	-2.83	1.84	0.54
National Comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	-5.63	-15.22	-0.01	-3.17	1.81	0.32
Confidence interval	-12.4 to 1.2	-26.4 to -3.0	-1.9 to 1.9	-7.0 to 1.4	-0.2 to 3.8	-4.8 to 5.8

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	40	8	34	5
Number of pupils with adjusted scores	0	0	2	1	0	0
Progress score	-4.09	-9.46	-1.24	-1.05	1.02	2.24
National Comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	-4.10	-10.01	-1.28	-1.33	1.01	2.10
Confidence interval	-10.6 to 2.4	-20.7 to 1.7	-3.0 to 0.6	-5.1 to 2.9	-0.9 to 2.9	-2.8 to 7.2

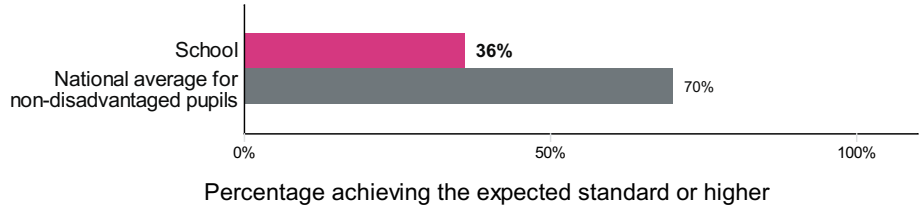
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	40	8	34	5
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	-7.80	-14.67	-3.54	-2.74	0.92	-3.49
National Comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	-7.82	-15.32	-3.58	-3.08	0.90	-3.69
Confidence interval	-13.9 to -1.7	-25.3 to -4.1	-5.2 to -1.8	-6.5 to 1.1	-0.9 to 2.7	-8.3 to 1.3

# Reading, writing and maths combined

## Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 14

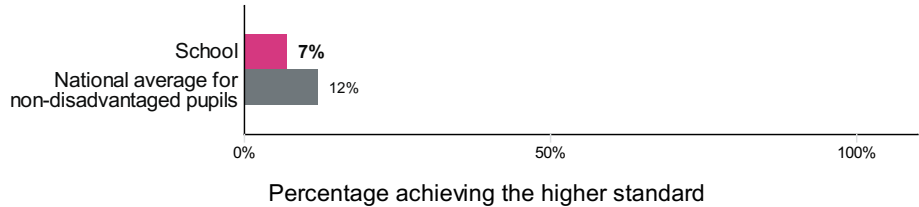


## Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	40	8	34	5
Percentage	0	0	33	13	94	80
National Comparator	7	9	58	63	95	96
Difference	-7	-9	-26	-50	-1	-16

## Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 14



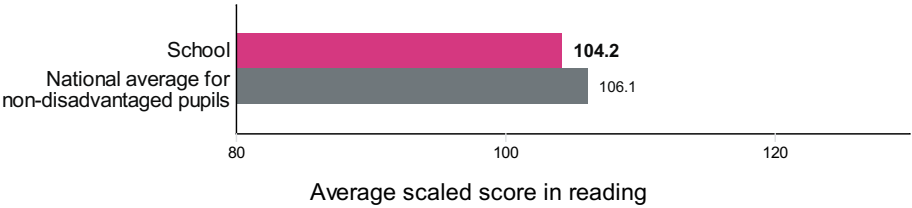
## Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	40	8	34	5
Percentage	0	0	0	0	29	20
National Comparator	0	0	2	2	28	30
Difference	0	0	-2	-2	1	-10

# Average scaled score for disadvantaged pupils in:

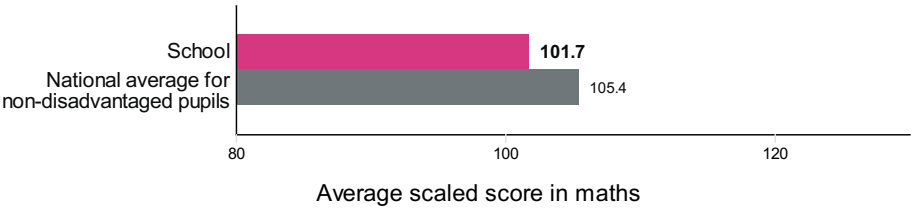
## Reading

Number of disadvantaged pupils = 14



## Maths

Number of disadvantaged pupils = 14



Key stage 2 reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	88	59	64	17	10
Male	46	61	61	20	8
Female	42	57	68	14	11
Disadvantaged	14	36	70	7	12
Other	74	64	70	19	12
Ever 6 FSM	14	36	70	7	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	1	0	64	0	10
SEN support	15	33	64	7	10
No SEN	72	65	73	19	12
Non-mobile	80	61	66	16	10
English first language	61	62	64	13	10
English additional language	27	52	64	26	10
Prior attainment					
Low overall	3	0	7	0	0
Middle overall	40	33	58	0	2
High overall	34	94	95	29	28
Reading low	2	0	9	0	0
Reading middle	42	43	60	2	2
Reading high	33	82	95	27	29
Writing low	8	13	13	0	0
Writing middle	54	56	68	6	5
Writing high	15	93	97	47	40
Maths low	3	0	6	0	0
Maths middle	54	46	61	4	3
Maths high	20	100	96	40	33

Key stage 2 reading progress and attainment by pupil group

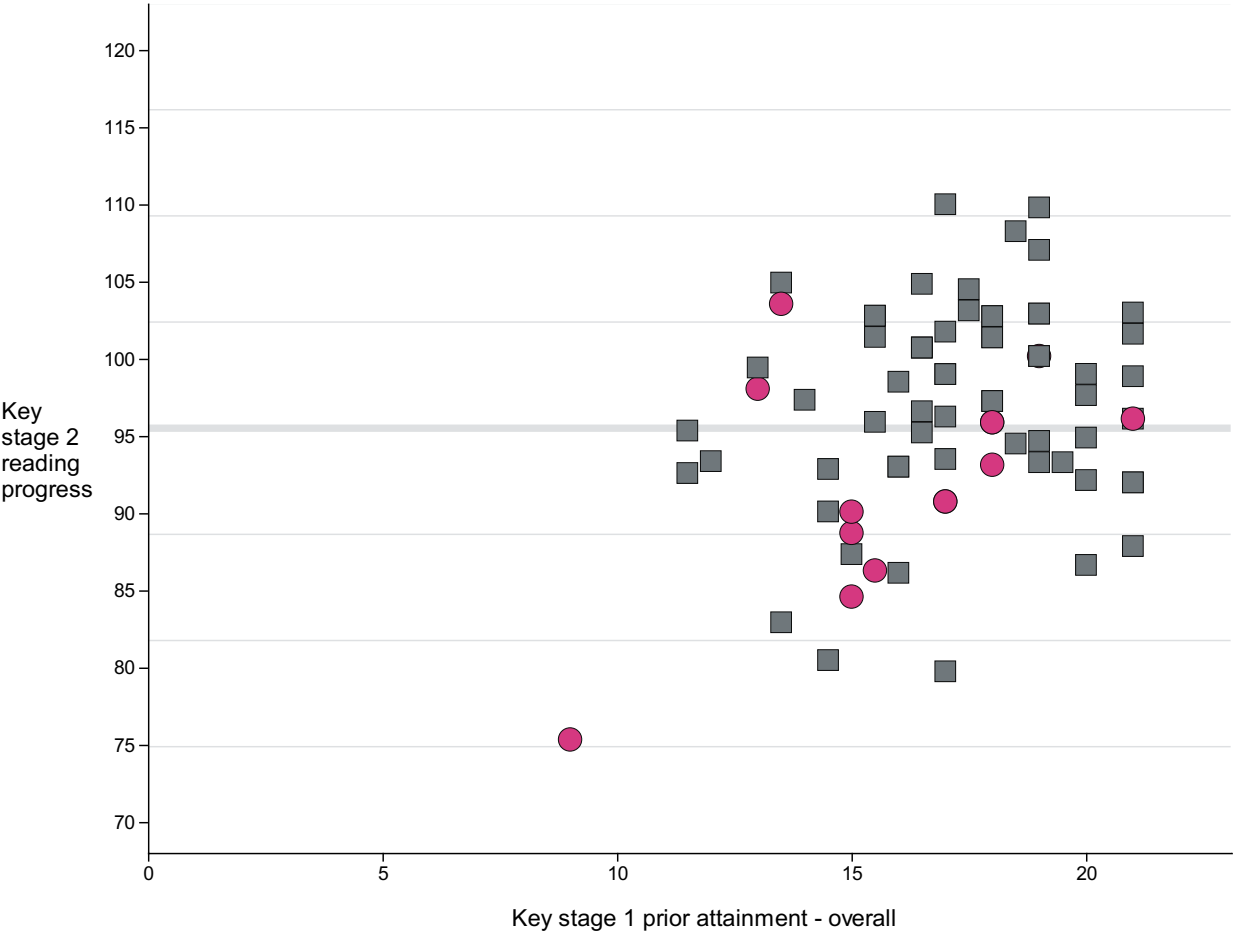
Key stage 2 reading by pupil group										
Breakdown	Reading progress			Reading attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	77	0.60	0.60	88	82	75	48	28	107.8	105.0
Male	39	0.20	0.20	46	83	72	43	24	107.3	104.2
Female	38	1.01	1.01	42	81	79	52	32	108.3	105.9
Disadvantaged	14	-2.47	-2.47	14	64	80	14	33	104.2	106.1
Other	63	1.29	1.29	74	85	80	54	33	108.4	106.1
Ever 6 FSM	14	-2.47	-2.47	14	64	80	14	32	104.2	106.1
Children looked after	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.1
SEN with statement or EHC plan	1	-10.92	-10.92	1	0	75	0	28	91.0	105.0
SEN support	15	-1.76	-1.76	15	60	75	20	28	102.3	105.0
No SEN	61	1.37	1.37	72	88	83	54	32	109.1	106.3
Non-mobile	75	0.53	0.53	80	81	77	49	29	107.8	105.2
English first language	57	0.40	0.40	61	84	75	46	28	107.6	105.0
English additional language	20	1.17	1.17	27	78	75	52	28	108.2	105.0
Prior attainment										
Low overall	3	-5.63	-5.63	3	0	20	0	2	94.0	94.2
Middle overall	40	0.02	0.02	40	73	74	30	17	104.4	103.6
High overall	34	1.84	1.84	34	100	98	71	58	112.0	110.7
Reading low	2	-8.11	-8.11	2	0	21	0	2	96.0	94.4
Reading middle	42	-0.09	-0.09	42	71	74	26	17	104.3	103.6
Reading high	33	2.01	2.01	33	100	98	76	61	111.8	111.0
Writing low	8	-3.52	-3.52	8	50	28	0	4	98.0	96.0
Writing middle	54	0.65	0.65	54	81	80	41	24	107.0	105.1
Writing high	15	2.61	2.61	15	100	99	93	68	113.7	112.0
Maths low	3	-5.63	-5.63	3	0	18	0	2	94.0	93.8
Maths middle	54	0.97	0.97	54	80	75	43	21	106.5	104.1
Maths high	20	0.55	0.55	20	100	98	65	60	111.5	110.8



Pupil key stage 2 progress in reading against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

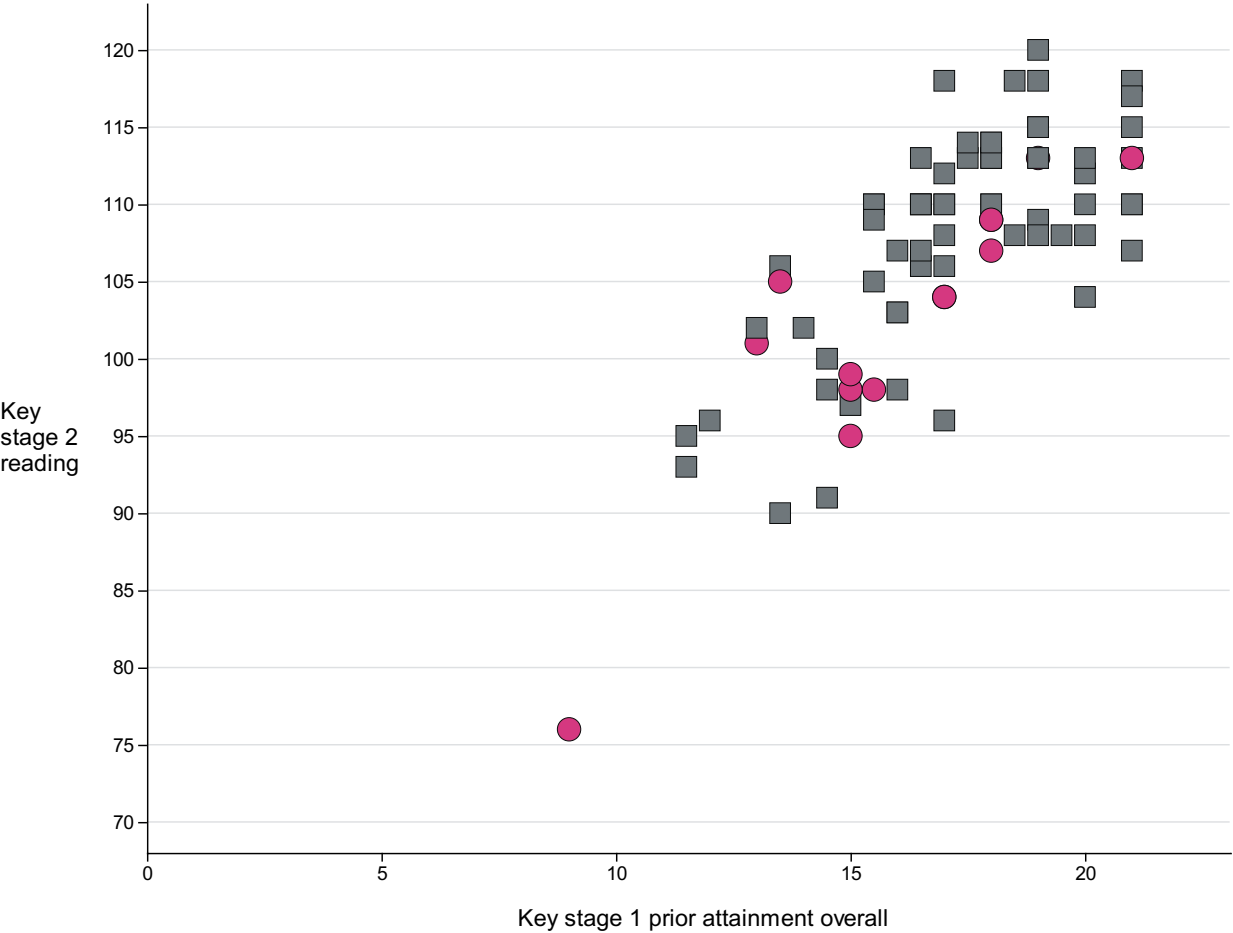
Disadvantaged Non disadvantaged



Pupil key stage 2 reading attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

Disadvantaged Non disadvantaged National average



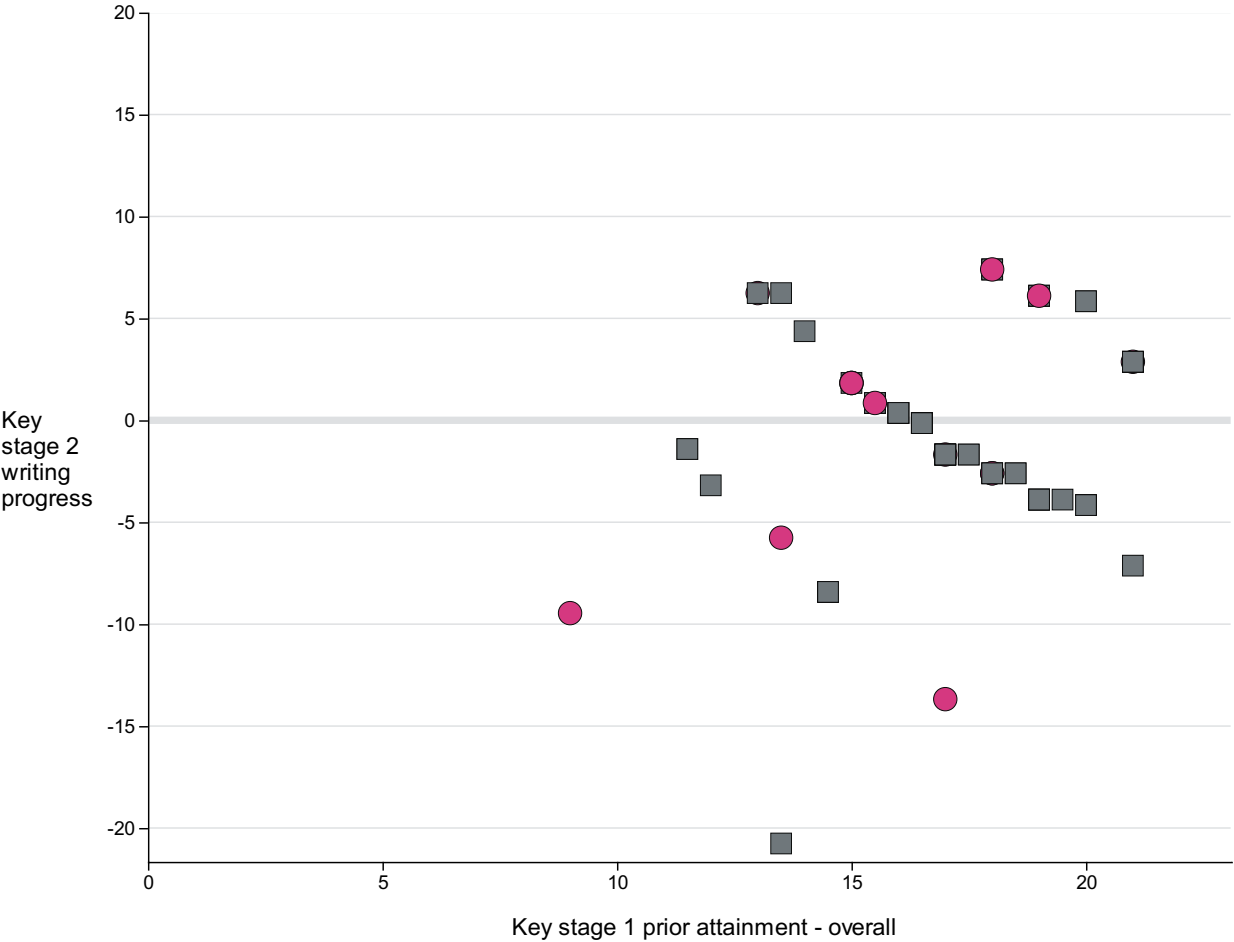
Key stage 2 writing progress and attainment by pupil group

Key stage 2 writing by pupil group								
Breakdown	Writing progress			Writing attainment				
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth	
					School %	National benchmark	School %	National benchmark
All pupils	77	-0.35	-0.36	88	85	78	27	20
Male	39	-1.64	-1.66	46	80	72	22	15
Female	38	0.97	0.97	42	90	84	33	25
Disadvantaged	14	-0.48	-0.49	14	79	83	21	24
Other	63	-0.32	-0.33	74	86	83	28	24
Ever 6 FSM	14	-0.48	-0.49	14	79	83	21	23
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20
SEN with statement or EHC plan	1	-8.42	-8.42	1	0	78	0	20
SEN support	15	-2.63	-2.67	15	60	78	7	20
No SEN	61	0.34	0.34	72	92	88	32	23
Non-mobile	75	-0.42	-0.43	80	88	80	28	21
English first language	57	-0.53	-0.54	61	85	78	28	20
English additional language	20	0.14	0.14	27	85	78	26	20
Prior attainment								
Low overall	3	-4.09	-4.09	3	0	17	0	0
Middle overall	40	-1.24	-1.25	40	83	79	0	7
High overall	34	1.02	1.02	34	100	99	53	50
Reading low	2	-6.33	-6.33	2	0	18	0	0
Reading middle	42	-1.26	-1.28	42	81	80	2	8
Reading high	33	1.17	1.17	33	100	99	52	51
Writing low	8	-5.61	-5.68	8	25	23	0	0
Writing middle	54	-0.57	-0.57	54	93	86	9	13
Writing high	15	3.22	3.22	15	100	100	87	67
Maths low	3	-4.09	-4.09	3	0	16	0	0
Maths middle	54	-0.23	-0.24	54	87	80	15	12
Maths high	20	-0.12	-0.12	20	100	98	50	52

Pupil key stage 2 progress in writing against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

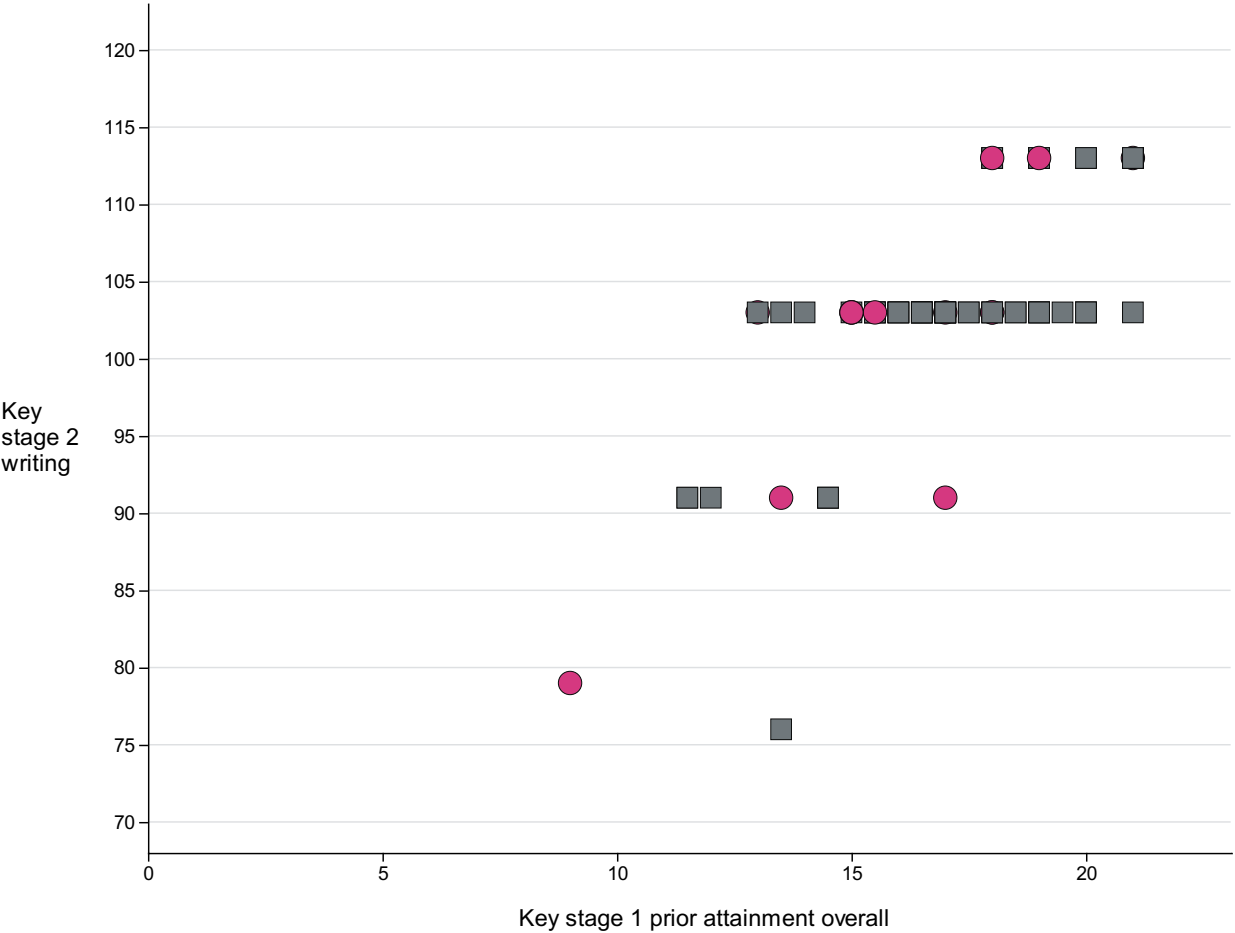
Disadvantaged Non disadvantaged



Pupil key stage 2 writing attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

Disadvantaged Non disadvantaged National average



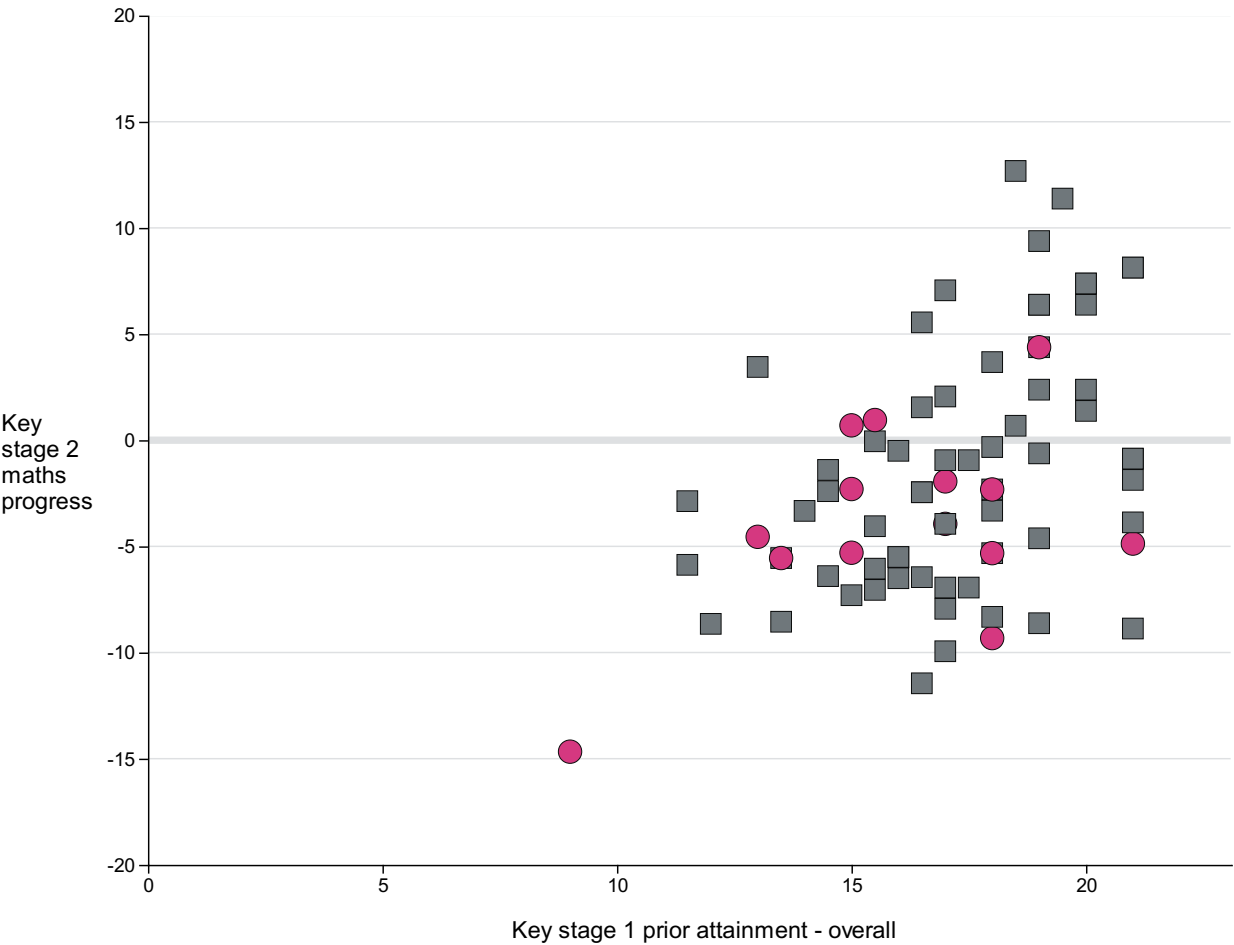
Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	77	-1.74	-1.74	88	68	76	30	24	105.0	104.4
Male	39	0.62	0.62	46	74	75	41	25	107.3	104.6
Female	38	-4.15	-4.15	42	62	76	17	22	102.6	104.1
Disadvantaged	14	-3.86	-3.86	14	64	81	7	28	101.7	105.4
Other	63	-1.26	-1.26	74	69	81	34	28	105.6	105.4
Ever 6 FSM	14	-3.86	-3.86	14	64	80	7	28	101.7	105.4
Children looked after	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN with statement or EHC plan	1	-1.40	-1.40	1	100	76	0	24	100.0	104.4
SEN support	15	-4.11	-4.11	15	40	76	7	24	99.1	104.4
No SEN	61	-1.16	-1.16	72	74	84	35	27	106.3	105.6
Non-mobile	75	-1.59	-1.59	80	69	77	30	24	105.1	104.5
English first language	57	-2.36	-2.36	61	67	76	23	24	104.1	104.4
English additional language	20	0.05	0.05	27	70	76	44	24	107.2	104.4
Prior attainment										
Low overall	3	-7.80	-7.80	3	0	19	0	1	90.5	93.9
Middle overall	40	-3.54	-3.54	40	45	74	5	11	99.9	102.7
High overall	34	0.92	0.92	34	94	98	56	54	110.2	109.9
Reading low	2	-11.66	-11.66	2	0	25	0	2	89.0	95.2
Reading middle	42	-1.72	-1.72	42	55	74	17	14	101.8	103.1
Reading high	33	-1.15	-1.15	33	82	97	42	51	107.8	109.5
Writing low	8	-5.64	-5.64	8	25	30	0	2	95.1	96.1
Writing middle	54	-1.20	-1.20	54	63	80	26	20	104.2	104.4
Writing high	15	-1.58	-1.58	15	93	98	47	60	108.6	110.7
Maths low	3	-7.80	-7.80	3	0	14	0	1	90.5	92.8
Maths middle	54	-3.32	-3.32	54	56	75	9	13	101.2	103.0
Maths high	20	3.46	3.46	20	100	99	80	63	113.8	111.0

Pupil key stage 2 progress in maths against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

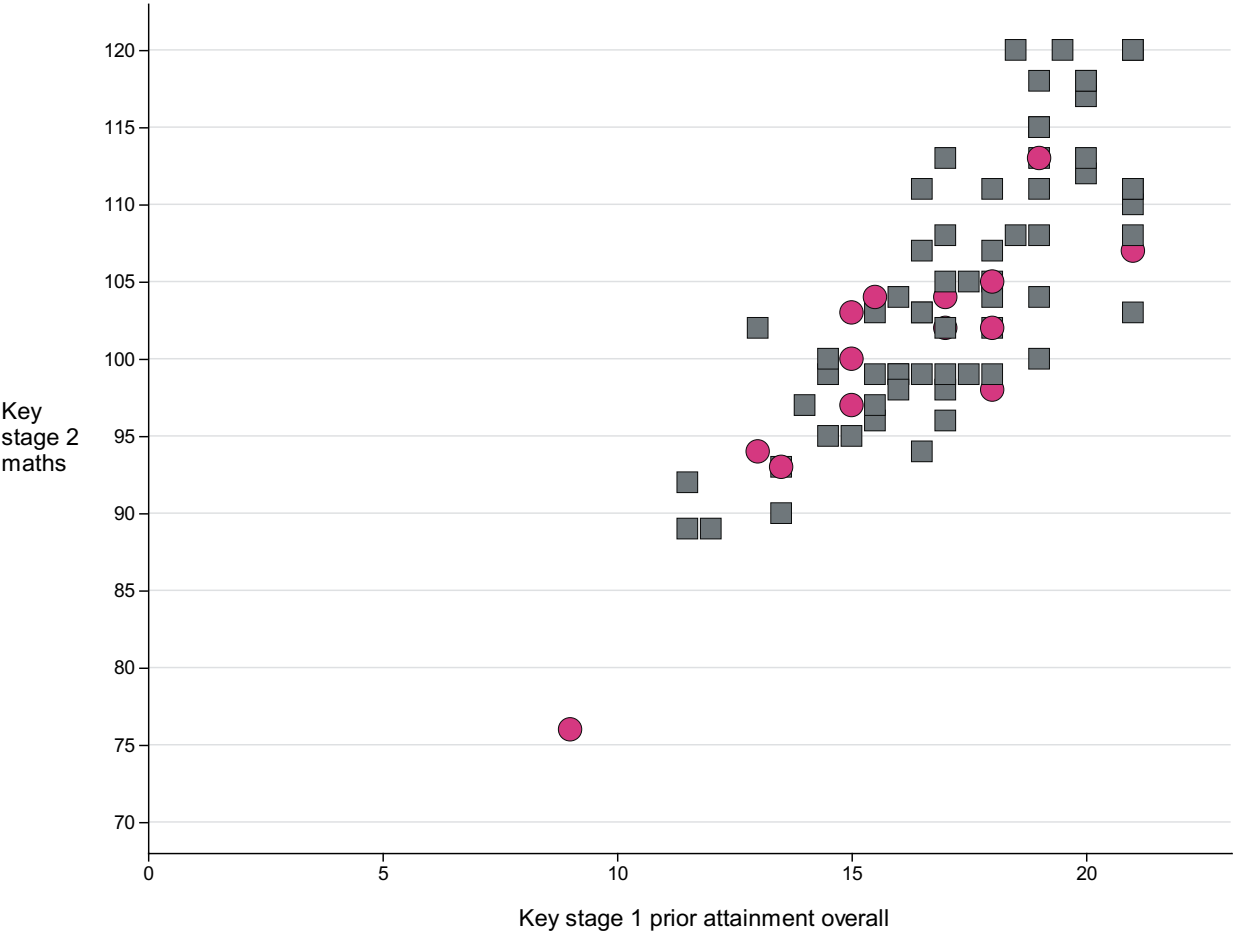
Disadvantaged Non disadvantaged



Pupil key stage 2 maths attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

Disadvantaged Non disadvantaged National average



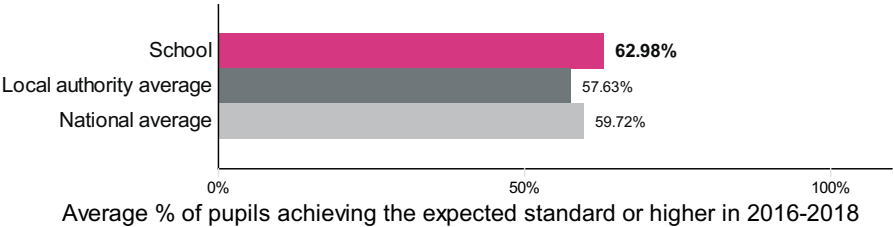


## Key stage 2 three year average

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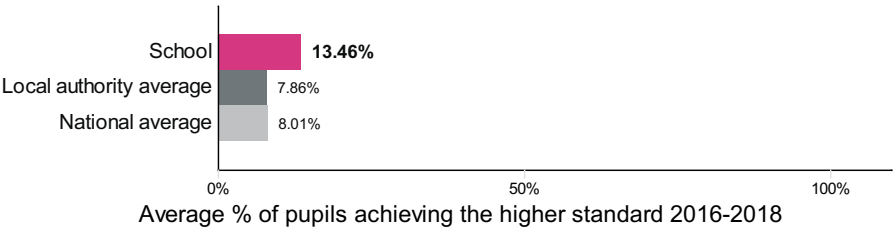
### Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 60  
Number of pupils in 2017 = 60  
Number of pupils in 2018 = 88



### Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

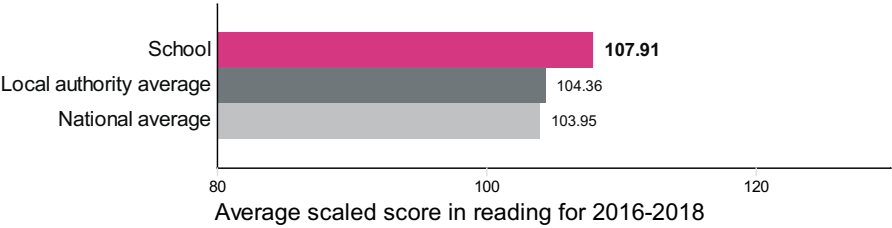
Number of pupils in 2016 = 60  
Number of pupils in 2017 = 60  
Number of pupils in 2018 = 88



Average scaled score in:

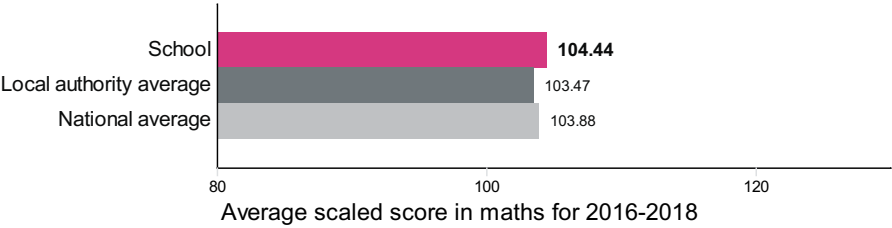
Reading, 2016-2018

Number of pupils in 2016 = 60  
Number of pupils in 2017 = 60  
Number of pupils in 2018 = 88



Maths, 2016-2018




Number of pupils in 2016 = 60  
Number of pupils in 2017 = 60  
Number of pupils in 2018 = 88






## Key stage 2 time series

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### Progress in reading

	2016	2017	2018
Number of pupils	49	54	77
Pupils with adjusted scores	N/A	N/A	0
School progress score	3.78	4.26	0.60
Confidence interval	2.0 to 5.6	2.6 to 6.0	-0.7 to 1.9
Progress banding	 Well above average	 Well above average	 Average
Local authority average	-0.28	0.16	0.06
National average	0.00	0.00	0.03

### Progress in writing

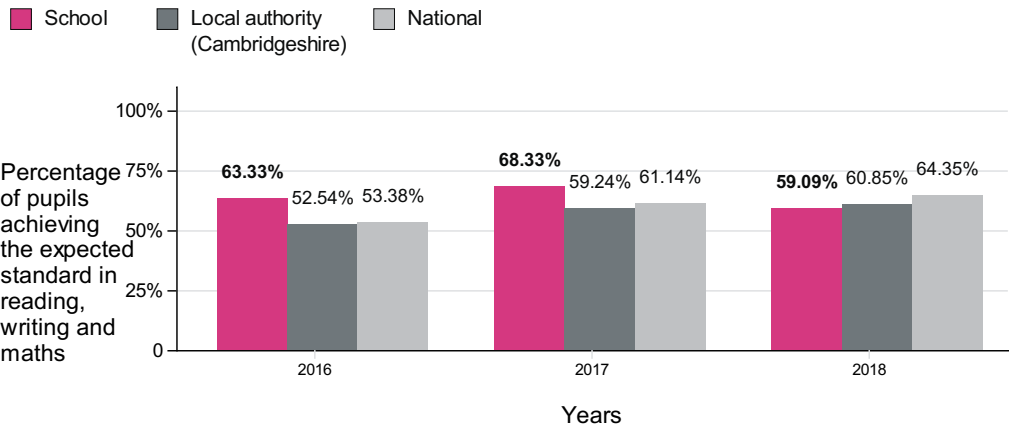
	2016	2017	2018
Number of pupils	52	54	77
Pupils with adjusted scores	N/A	N/A	2
School progress score	-0.74	-1.73	-0.35
Confidence interval	-2.4 to 1.0	-3.3 to -0.1	-1.7 to 0.9
Progress banding	 Average	 Below average	 Average
Local authority average	-0.84	-1.20	-0.94
National average	0.00	0.00	0.03

### Progress in maths

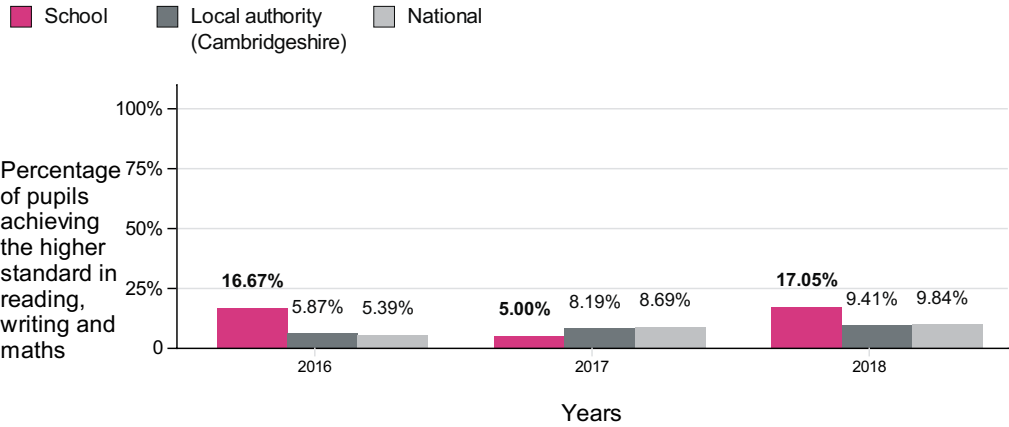
	2016	2017	2018
Number of pupils	49	54	77
Pupils with adjusted scores	N/A	N/A	0
School progress score	-0.47	-1.32	-1.74
Confidence interval	-2.0 to 1.0	-2.8 to 0.2	-2.9 to -0.5
Progress banding	 Average	 Average	 Below average
Local authority average	-0.91	-0.89	-0.50
National average	0.00	0.00	0.03

# Reading, writing and maths combined

## Percentage of pupils achieving the expected standard or higher

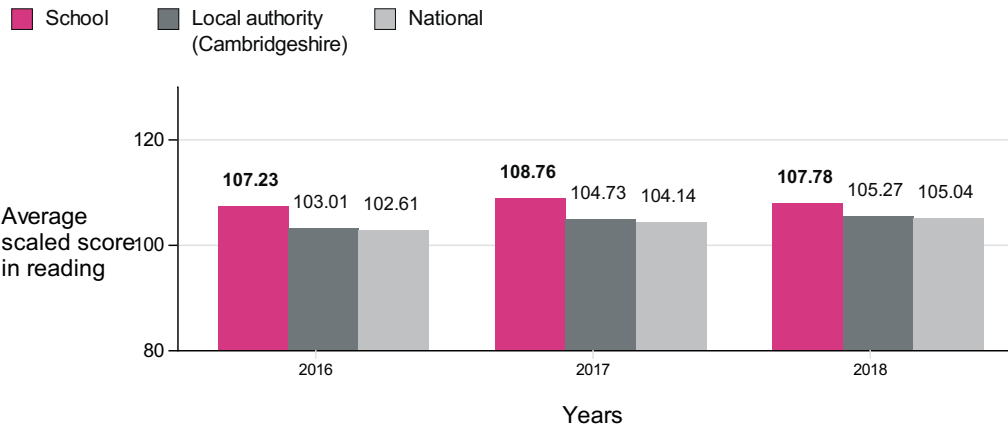


## Percentage of pupils achieving the higher standard

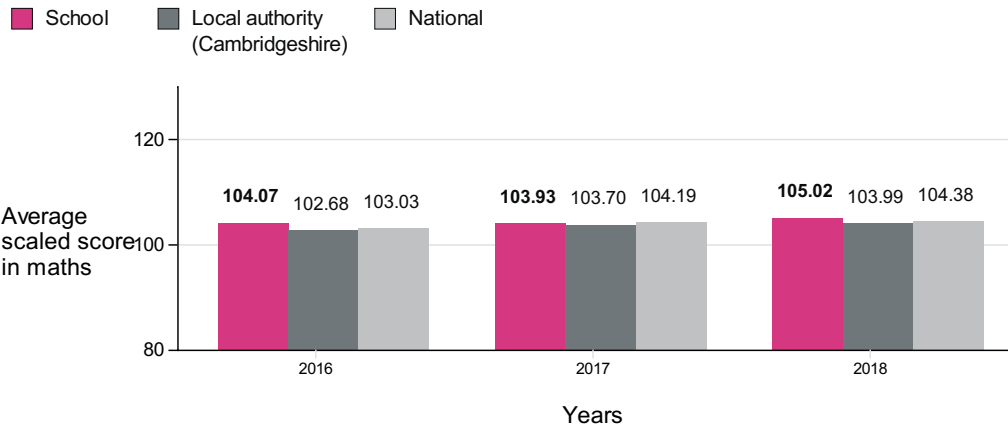


# Average scaled scores in:

## Reading



## Maths



Key stage 2 English grammar, punctuation and spelling attainment by pupil group

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment							Average spelling mark		Spelling mark								
	Cohort	Scaled score 100+		High scaled score		Average score				5+		10+		15+		20+		
		Sch %	Nat ben	Sch %	Nat ben	Sch	Nat ben	Sch	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	
All pupils	88	83	78	39	34	107.3	106.2	14.0	12.9	98	89	85	75	48	44	3	3	
Male	46	76	73	33	30	106.9	105.2	13.2	12.5	96	87	76	71	42	41	0	3	
Female	42	90	82	45	39	107.8	107.2	14.9	13.3	100	92	95	79	54	47	7	3	
Disadvantaged	14	86	82	14	39	104.2	107.2	13.0	13.4	100	92	92	79	23	48	0	3	
Other	74	82	82	43	39	107.9	107.2	14.2	13.4	97	92	84	79	52	48	4	3	
Ever 6 FSM	14	86	82	14	39	104.2	107.2	13.0	13.4	100	92	92	79	23	48	0	3	
Children looked after	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN with statement or EHC plan	1	0	78	0	34	96.0	106.2	11.0	12.9	100	89	100	75	0	44	0	3	
SEN support	15	53	78	13	34	101.6	106.2	10.9	12.9	86	89	57	75	21	44	0	3	
No SEN	72	90	87	44	40	108.6	107.7	14.6	13.8	100	96	90	84	54	50	4	3	
Non-mobile	80	84	79	40	35	107.5	106.3	14.1	13.0	97	90	85	76	48	45	4	3	
English first language	61	82	78	39	34	106.8	106.2	13.9	12.9	97	89	83	75	47	44	3	3	
English additional language	27	85	78	37	34	108.7	106.2	14.3	12.9	100	89	88	75	50	44	4	3	
Prior attainment																		
Low overall	3	0	18	0	2	93.0	94.3	9.0	6.3	100	44	0	22	0	5	0	0	
Middle overall	40	75	78	3	21	102.6	104.4	12.0	12.1	95	93	75	74	25	33	0	1	
High overall	34	100	99	76	70	112.5	112.5	16.5	16.2	100	100	100	97	74	76	9	7	
Reading low	2	50	18	0	2	100.0	94.3	12.0	5.7	100	41	100	18	0	4	0	0	
Reading middle	42	71	78	12	22	103.3	104.5	12.3	12.2	95	93	71	75	31	34	0	1	
Reading high	33	100	99	67	72	111.4	112.7	16.1	16.4	100	100	100	98	67	79	9	8	
Writing low	8	25	25	0	2	97.1	95.7	8.3	6.7	71	51	43	25	0	6	0	0	
Writing middle	54	87	84	24	30	106.1	106.1	13.7	13.1	100	95	85	81	41	42	0	2	
Writing high	15	100	100	93	83	113.8	114.3	17.3	17.0	100	100	100	99	87	87	20	11	
Maths low	3	0	17	0	2	93.0	94.3	9.0	6.7	100	44	0	23	0	6	0	0	
Maths middle	54	81	78	20	25	104.6	104.9	12.9	12.4	96	92	81	75	33	38	2	1	
Maths high	20	100	98	80	72	114.0	112.8	17.3	16.1	100	99	100	96	85	76	10	8	

## Key stage 2 science attainment by pupil group

Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
<b>All pupils</b>	88	91	82
Male	46	89	80
Female	42	93	85
Disadvantaged	14	86	87
Other	74	92	87
Ever 6 FSM	14	86	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	1	100	82
SEN support	15	73	82
No SEN	72	94	91
Non-mobile	80	94	84
English first language	61	95	82
English additional language	27	81	82
<b>Prior attainment</b>			
Low overall	3	33	23
Middle overall	40	93	85
High overall	34	100	99
Reading low	2	0	27
Reading middle	42	93	85
Reading high	33	100	99
Writing low	8	63	34
Writing middle	54	96	89
Writing high	15	100	100
Maths low	3	33	20
Maths middle	54	94	85
Maths high	20	100	99

## Glossary

### Male

The national comparator used in this row is the national average for all male pupils.

### Female

The national comparator used in this row is the national average for all female pupils.

### Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator used in this row is the national average for all non-disadvantaged children.

### Other

Non-disadvantaged children.

The national comparator used in this row is the national average for all non-disadvantaged children.

### Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who **are not eligible** for free school meals. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children **who are eligible** for free school meals.

### Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

### Children looked after

This means children who have been in the care of local authorities for at least one day or who have been adopted from care.

The national comparator used in this row is the national average for all children who are not looked after.

### SEN with statement or EHC plan

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs a statement of SEN or an education, health and care (EHC) plan.

The school's performance for pupils with SEN with statement or EHC plan is compared with the national average for **all pupils**. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children **with a statement or EHC plan**.

### SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

### No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for all pupils with no SEN.

### English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.



The national comparator used in this row is the national average for all pupils.

### **English additional language**

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

### **Unclassified**

This refers to pupils where the census return showed them as unclassified for English as a first language.

The national comparator used in this row is the national average for all pupils.

## **Key stage 2**

### **Scaled score 100+**

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

### **High scaled score**

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

### **Average score**

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

### **Achieving the expected standard**

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

### **Achieving a higher standard**

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

### **Non-mobile**

Pupils who were on the school roll for the whole of years 5 and 6.

The national comparator used in this row is the national average for pupils on the school roll for the whole of years 5 and 6.

### **Low overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low overall prior attainment is compared with the national figure for low prior attainment overall.

### **Middle overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with middle overall prior attainment is compared with the national figure for middle prior attainment overall.

### **High overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high overall prior attainment is compared with the national figure for high prior attainment overall.

### **Reading low**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low prior attainment in reading is compared with the national figure for low prior attainment overall.

### **Reading middle**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with middle prior attainment in reading is compared with the national figure for middle prior attainment overall.

### **Reading high**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in reading is compared with the national figure for high prior attainment overall.

### **Writing low**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low prior attainment in writing is compared with the national figure for low prior attainment overall.

### **Writing middle**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with middle prior attainment in writing is compared with the national figure for middle prior attainment overall.

### **Writing high**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in writing is compared with the national figure for high prior attainment overall.

### **Maths low**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low prior attainment in maths is compared with the national figure for low prior attainment overall.

### **Maths middle**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment overall.

## Maths high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment in maths.

## Teacher assessments

**HNM:** Has not met expected standard

**EXS:** Working at expected standard

**PKG:** Pre-key stage - growing development for the expected standard.

**BLW:** Below the standard of the interim pre-key stage standards

**WTS:** Working towards the expected standard

**PKE:** Pre-key stage - early development of the expected standard

**PKF:** Pre-key stage - foundations for the expected standard

**GDS:** Working at greater depth within the expected standard

**A:** Absent for long periods or recently arrived, or not enough information to provide a TA judgement

**D:** In exceptional circumstances, the pupil has been disapplied from the national curriculum, including statutory assessment requirements

**F:** The pupil will reach the end of the programme of study and complete the key stage in a future year. For example, if a pupil takes the maths test a year early in 2017 but is not due to take English reading until 2018, English reading is marked as 'F'

**P:** The pupil completed the key stage in a previous year. For example, if a pupil took the maths test in 2016 and is taking English reading in 2017, maths is marked as 'P'

## Key stage 1

### Achieved the expected standard

The pupil achieved or exceeded the expected standard.

Read more about key stage 1 standards:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/576179/2017\\_interim\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_V2\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf)

### Achieved greater depth

The pupil achieved a greater depth, compared to the standard.

Read more about key stage 1 standards:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/576179/2017\\_interim\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_V2\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf)

### Below pre-KS1

The pupil did not achieve the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538418/2017\\_Interim\\_Pre\\_Key\\_Stage\\_Standards\\_key\\_stage\\_1\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf)

## Foundations

The pupil achieved the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538418/2017\\_Interim\\_Pre\\_Key\\_Stage\\_Standards\\_key\\_stage\\_1\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf)

## Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard.

Read more about pre-key stage 1 standard:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538418/2017\\_Interim\\_Pre\\_Key\\_Stage\\_Standards\\_key\\_stage\\_1\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf)

## **Early Years Foundation Stage**

### **Communication and language**

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Literacy**

Linking sounds and letters, and beginning to read and write.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Maths**

Developing skills in counting, understanding and using numbers.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Physical development**

Being active and interactive, and developing coordination, control and movement.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Personal, social and emotional development**

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Understanding the world**

Making sense of the physical world and the community where they live.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### **Expressive arts and design**

Exploring and playing with a wide range of media and materials, as well as opportunities for sharing their thoughts, ideas and feelings.

Find out more:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)