



**RAISEonline 2011 Summary Report**  
**Primary School**

Unique Reference Number (URN)

DfE Number

Local Authority

Based on the following datasets for 2011:-

Key Stage 1:                      unvalidated data

Key Stage 2:                      unvalidated data

Production date : 13 October 2011

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## **IMPORTANT**

### **Office for Standards in Education, Children's Services and Skills (Ofsted) Department for Education (DfE)**

#### **DATA**

This version of the summary report (formerly known as the full report) contains analyses based on unvalidated data. Please refer to the summary report cover page for further details for each key stage. The Key Stage 2 unvalidated data in this report do not reflect the changes requested by schools during the 5 July to 18 July 2011 checking period nor do they reflect any changes resulting from marking reviews. These changes will be reflected in the validated data. This checking period encompassed requests to remove pupils who have recently arrived from overseas, to remove pupils who left the school before test week, or add pupils who joined the school before test week.

RAISEonline contains a series of interactive reports which allow access to the underlying pupil level data that underpins the analyses contained in the summary report. If you think your analyses are wrong a first step may be to check these underlying data in RAISEonline in the pupil list reports. If you think there is an error in the analyses due to a miscalculation rather than the incorrect data, please use the 'contact us' facility on RAISEonline that you can access via <https://www.raiseonline.org> or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

RAISEonline contains a copy of the underlying data (called 'school's own data') that a school's RAISEonline administrator may amend pending the release of a later dataset. You will be able to see if the analyses for your school would change and can use analyses based on these data in discussions with school improvement partners and inspectors. This may be done via the 'Data management' section of RAISEonline. Please note that the changes will be to the school's own copy of the data and the published data in RAISEonline will remain unaffected.

#### **AIM OF THE SUMMARY REPORT**

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

The summary report has been ordered into the following sections: school context, absence and exclusion, prior attainment, recent attainment, progress, and the free school meal (FSM) narrowing the gaps analysis. Within these sections the ordering of data charts follows the general pattern: threshold data followed by inclusive measures, and cohort followed by pupil group measures.

As announced in the White Paper The Importance of Teaching, contextual value added (CVA) analyses have been discontinued. Accordingly the CVA and the Key Stage 1 contextualised attainment (CA) have not been produced with 2011 data. The existing value-added (VA) indicator has been further developed and more charts have been introduced in RAISEonline. The measure takes into account only a pupil's prior attainment and the methodology has been adjusted appropriately to improve the predictive power and reliability of the model. VA data tables and scatterplot graphs have been produced for different pupil groups, enabling the difference between expected and actual progress to be examined in detail for these specific groups.

The expected progress reports now reflect the progress of different pupil groups against national average figures and include teacher assessment data.

New attainment reports for Key Stage 1 and 2 provide the number of pupils and attainment for teacher assessment scores and pupils below Level 1.

The contextual-information section now includes data on pupils' main type of special educational need. Existing reports have been developed to provide more detailed information, including cohort level data, significance testing, data for previous years and data broken down by different pupil groupings.

Absence and exclusion data for 2011 are provided to RAISEonline from the Department for Education during the 2011 academic year. Data for mainstream schools are received by RAISEonline during the autumn term 2011 and will be published in the interactive reports towards the end of the autumn term 2011. Data for special schools are collected separately and will be received by RAISEonline during the spring term 2012 and will be published in the interactive reports by the beginning of the summer term 2012. Figures will be incorporated in to the summary report during the next major data update.

The prior attainment bands have been renamed from the existing 'below', 'at' and 'above' pupil groups to 'low', 'middle' and 'high'. The underlying methodology has broadly remained the same. For 2011 measures the Key Stage 4 prior attainment bands have been developed to include Key Stage 2 teacher assessment measures.







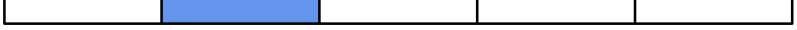

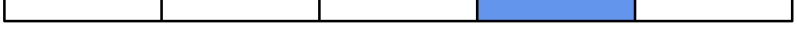
If you require further information about the methodology used for producing RAISEonline reports, please view our guide to calculations that can be accessed via RAISEonline library available at <https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx> in the 'How Ofsted and DfE analyse your data' folder. If this does not resolve your query, please use the 'contact us' facility on RAISEonline or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Context

**Table 1.1.1: Basic Characteristics of your school**

This section shows some key indicators for your school, together with national averages for Primary schools. The information is based on the January School Census return, and shows three years' data. This allows you to compare your school's key indicators against the national picture for maintained mainstream schools.

For the current year 'quintile graphs' are also displayed for these indicators. These graphs 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.

	2009	2010	2011	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	207	207	210				
National	238	241	245	5	127	201	246
<b>% girls</b>							
School	52.2	49.3	45.7				
National	48.9	48.9	49.0	0.0	45.9	48.0	49.9
<b>% of pupils known to be eligible for free school meals (FSM)</b>							
School	9.2	7.7	11.0				
National	17.0	18.5	19.2	0.0	5.3	9.9	17.3
<b>% of pupils from minority ethnic groups</b>							
School	35.6	41.9	43.6				
National	24.5	25.7	26.7	0.0	3.6	7.0	13.3
<b>% of pupils first language not / believed not to be English</b>							
School	23.2	29.6	32.0				
National	15.3	16.1	16.8	0.0	0.5	2.2	5.6
<b>% of pupils supported at school action</b>							
School	-	-	1.9				
National	-	-	11.3	0.0	5.9	8.7	11.6
<b>% of pupils supported by school action plus or with a statement of SEN</b>							
School	-	-	5.2				
National	-	-	8.0	0.0	4.2	6.1	8.3
<b>% stability</b>							
School	80.8	83.8	84.5				
National	84.4	84.6	85.0	32.6	78.2	83.8	87.8
<b>School deprivation indicator</b>							
School	0.23	0.23	0.23				
National	0.24	0.24	0.23	0.01	0.09	0.14	0.21

Absence indicators for maintained mainstream schools are now available as a separate report

New categorisations for proportions of pupils with SEN have been used for 2011 which is not comparable to previous years.

## Context

**Table 1.1.2: Basic Characteristics by National Curriculum year group**

The table below shows some key indicators for your school broken down by National Curriculum year group. This table includes all pupils listed in the School Census, and therefore values presented below may differ from published figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Looked after Children
Pre-Compulsory	29	65.5 / 34.5	-	-	-	0.0	-
1	30	73.3 / 26.7	10.0	40.0	36.7	10.0	-
2	30	56.7 / 43.3	6.7	53.3	40.0	10.0	-
3	30	43.3 / 56.7	13.3	33.3	20.0	0.0	-
4	30	46.7 / 53.3	13.3	43.3	30.0	20.0	-
5	30	56.7 / 43.3	16.7	46.7	30.0	3.3	-
6	31	38.7 / 61.3	3.2	45.2	35.5	6.5	-

Data on Children Looked After (CLA) will be available in the next relevant data release.



## Context

### Table 1.1.3: Census Ward Information

The table below shows some key indicators for up to 10 wards that contribute the greatest proportion of the school's pupils for whom we have been able to match pupil data with their home postcodes.

In the 2001 Census of Population, the school was located in the

The coverage shows the proportion of pupils within your school for whom it has been possible to match ward information to their home postcode. Coverage may be lower in areas where new postcodes have recently been introduced and in some cases this may mean that this analysis does not reflect the wards from which the school draws its pupils.

The analysis should be treated with caution where coverage is below 80%.

% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
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England	19.2	20.1	23.5	14.6
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Coverage: 100%

## Context

**Table 1.1.4: Ethnic Groups and English as a first language**

The table below shows some key data regarding the ethnic composition and first language of pupils at your school together with the national averages for maintained mainstream Primary schools. The information is derived from the ethnic categories recorded for pupils at your school from the School Census, and shows three years' data. Please note that figures are rounded and may not add up to 100%.

Ethnic group	School %			National %
	2009	2010	2011	2011
<b>White</b>				
British	61.8	57.5	56.4	74.8
Irish	1.0	1.4	1.1	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.2
any other White background	13.0	14.5	14.9	3.8
<b>Mixed</b>				
White & Black Caribbean	0.5	0.5	0.6	1.3
White & Black African	0.5	0.5	0.6	0.5
White & Asian	1.4	1.4	1.7	0.9
any other mixed background	4.3	4.8	5.0	1.5
<b>Asian or Asian British</b>				
Indian	8.2	11.1	10.5	2.5
Pakistani	0.0	0.0	0.0	3.7
Bangladeshi	0.0	0.0	0.0	1.5
any other Asian background	0.5	1.0	2.2	1.4
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.4
African	4.3	3.4	2.8	3.0
any other Black background	0.0	0.5	1.1	0.6
<b>Chinese</b>	0.5	1.0	1.7	0.4
<b>Any other ethnic group</b>	3.4	1.4	1.7	1.4
<b>Parent/pupil preferred not to say</b>	0.0	0.0	0.0	0.5
<b>Ethnicity not known</b>	0.5	1.0	0.0	0.4
<b>First language</b>				
English	-	-	68.0	85.2
Other	-	-	32.0	14.5
Unclassified	-	-	0.0	0.3

## Context

From 2011, we are not displaying any information on ethnicity or first language for children younger than statutory school age. The data shown in the ethnicity and first language breakdown relates to children of compulsory school age only. This is because it is not compulsory to record these characteristics for pre-school children. The calculations for these characteristics are based on children of statutory school age or older and this has not changed. [Previously pre-compulsory children were recorded as 'Ethnicity not known'.]

## Context

**Table 1.1.5: Main SEN Type**

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census, and shows three years' data

Primary SEN	School action plus			Statements		
	2009	2010	2011	2009	2010	2011
Specific Learning Difficulty	-	-	1	-	-	0
Moderate Learning Difficulty	-	-	0	-	-	0
Severe Learning Difficulty	-	-	0	-	-	0
Profound & Multiple Learning Difficulty	-	-	0	-	-	0
Behaviour, Emotional & Social Difficulties	-	-	3	-	-	0
Speech, Language and Communication Needs	-	-	5	-	-	0
Hearing Impairment	-	-	0	-	-	0
Visual Impairment	-	-	0	-	-	0
Multi-Sensory Impairment	-	-	0	-	-	0
Physical Disability	-	-	1	-	-	0
Autistic Spectrum Disorder	-	-	0	-	-	0
Other Difficulty/Disability	-	-	1	-	-	0
<b>School total</b>	-	-	11	-	-	-
<b>Percentage of school roll</b>	-	-	5.2	-	-	0.0

## Context

**Table 1.1.6: Main SEN Type by National Curriculum year group**

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census, and shows data broken down into national curriculum year.

NC Year Group	Assistance	Number on Roll	Primary Type of need											
			Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Behaviour, Emotional & Social Difficulties	Autistic Spectrum Disorder	Speech, Language and Communication Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Other Difficulty/Disability
Pre-compulsory	School Action plus	29	0	0	0	0	0	0	0	0	0	0	0	0
	Statements	29	0	0	0	0	0	0	0	0	0	0	0	0
1	School Action plus	30	0	0	0	0	1	0	1	0	0	0	0	1
	Statements	30	0	0	0	0	0	0	0	0	0	0	0	0
2	School Action plus	30	0	0	0	0	1	0	1	0	0	0	0	0
	Statements	30	0	0	0	0	0	0	0	0	0	0	0	0
3	School Action plus	30	0	0	0	0	0	0	0	0	0	0	0	0
	Statements	30	0	0	0	0	0	0	0	0	0	0	0	0
4	School Action plus	30	0	0	0	0	0	0	3	0	0	0	1	0
	Statements	30	0	0	0	0	0	0	0	0	0	0	0	0
5	School Action plus	30	0	0	0	0	0	0	0	0	0	0	0	0
	Statements	30	0	0	0	0	0	0	0	0	0	0	0	0

Context

6	School Action plus	31	1	0	0	0	1	0	0	0	0	0	0	0
	Statements	31	0	0	0	0	0	0	0	0	0	0	0	0

## Absence

### Table 2.1.1: School Level Absence and Exclusions - 3 Year Trend

This analysis shows the proportion of enrolments in the school who were classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with national average levels of persistent absenteeism and sessions missed, as well as the median trendline level for schools of the same type with the same level of Free School Meal eligibility. The graphs for Persistent and Overall Absence both apply to 2011.

Please note that the absence analysis is based on the combined autumn and spring term data for 2011. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports.

The exclusions analysis is based on 3 terms data for the 2011 academic year.

**There is no data available for 2011**

2011 absence data will not be available until the end of the autumn term 2011 for mainstream schools and the beginning of the summer term 2012 for special schools.

## Absence

### Table 2.1.2: School Level Absence by pupil groups

This analysis shows the proportion of enrolments in the school who are classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with national average levels of persistent absenteeism and sessions missed.

Please note that the absence analysis is based on the combined autumn and spring term data. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports. For consistency, the national comparator for is also presented.

There is no data available for 2011

2011 absence data will not be available until the end of the autumn term 2011 for mainstream schools and the beginning of the summer term 2012 for special schools.



## Absence

### **Table 2.1.3: School Level Exclusions by pupil groups**

This analysis shows the proportion of enrolments in the school who have been excluded for fixed term and permanent exclusions . The analysis also provides a comparison with the national average levels of exclusions

As School Census collects exclusions data two terms in arrears, this analysis relates to the 2011 academic year, which is the most recent year for which we have a full set of data.

There is no school data available for 2011

2010 exclusion data will not be available until the end of the autumn term 2011.

## Prior Attainment

**Table 3.1.1: The Prior attainment of pupils at Key Stage 2**

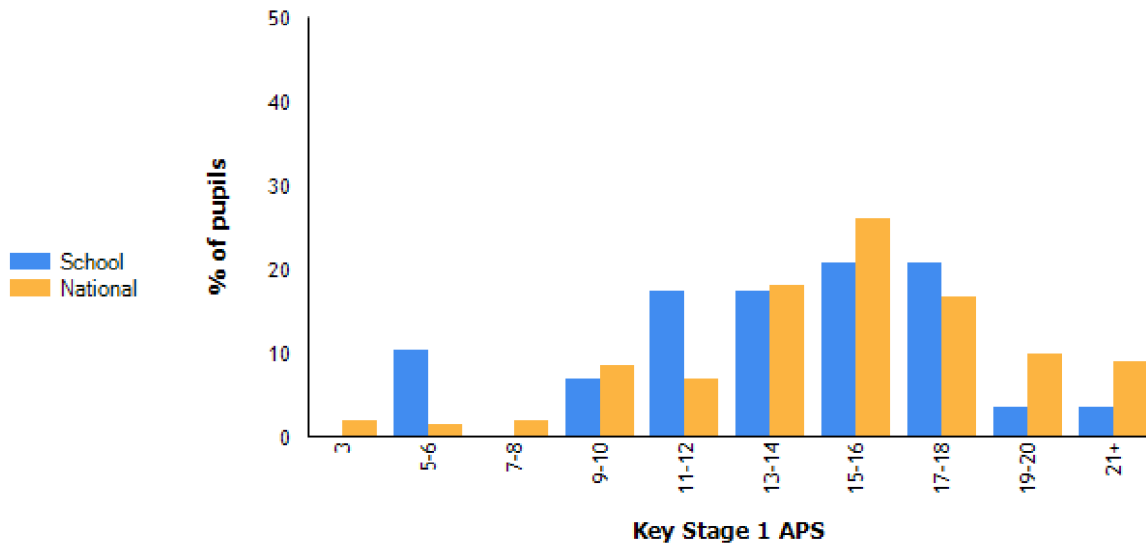
The graphs below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying at Key Stage 2 in your school in 2010/2011. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2011 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account.

Average points score at KS1					
NC Year starting Sept 2010	School	National	Difference	Sig	% Coverage
Year 6	13.9	15.3	-1.4	Sig-	93.5
Year 5	14.6	15.3	-0.6		93.3
Year 4	12.4	15.3	-2.9		90.0
Year 3	14.8	15.3	-0.5		100.0

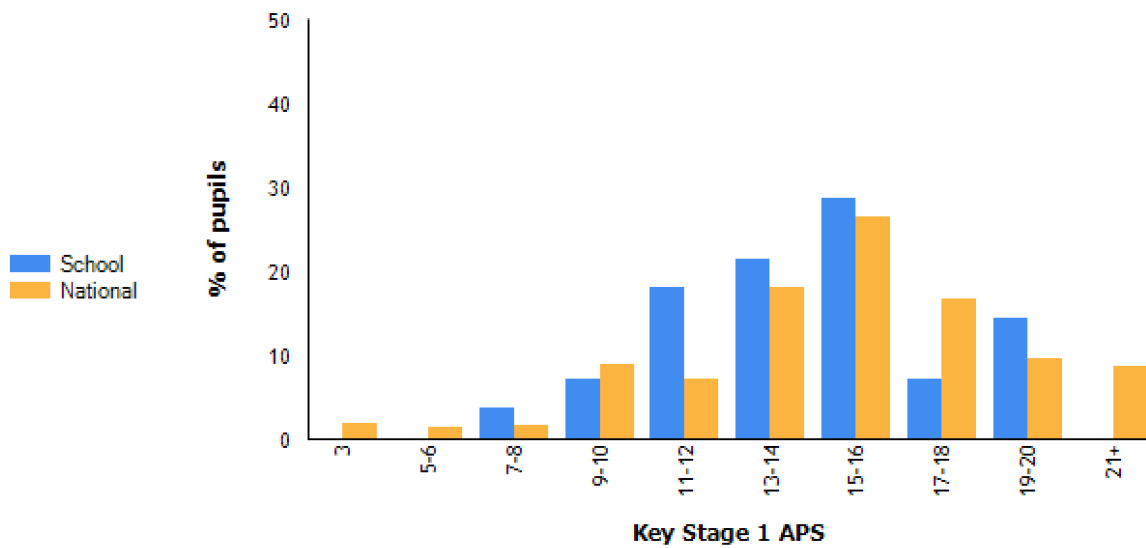
% by Prior Attainment Band						
	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	20.7	62.1	17.2	18.5	56.5	25.0
Year 5	25.0	53.6	21.4	18.6	57.0	24.4
Year 4	48.1	48.1	3.7	18.0	57.1	24.9
Year 3	20.0	56.7	23.3	17.9	57.5	24.6

## Prior Attainment

### Year 6 in September 2010

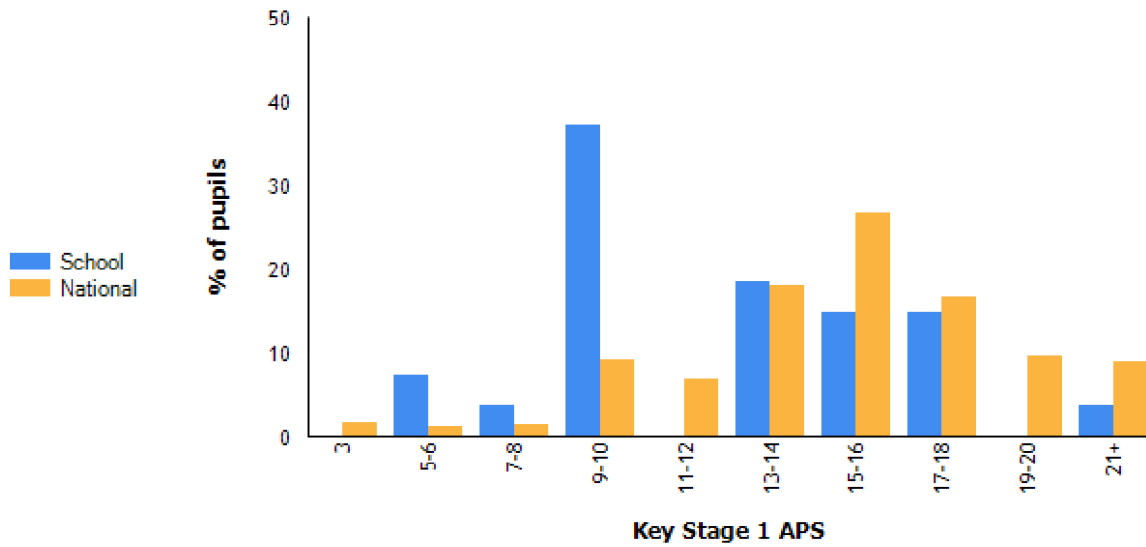


### Year 5 in September 2010

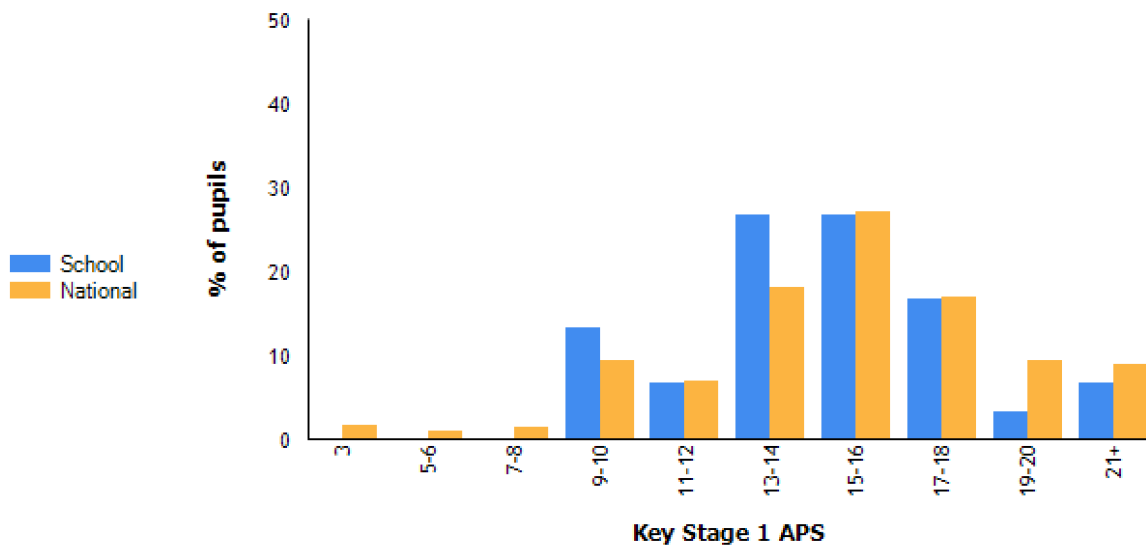


## Prior Attainment

### Year 4 in September 2010



### Year 3 in September 2010

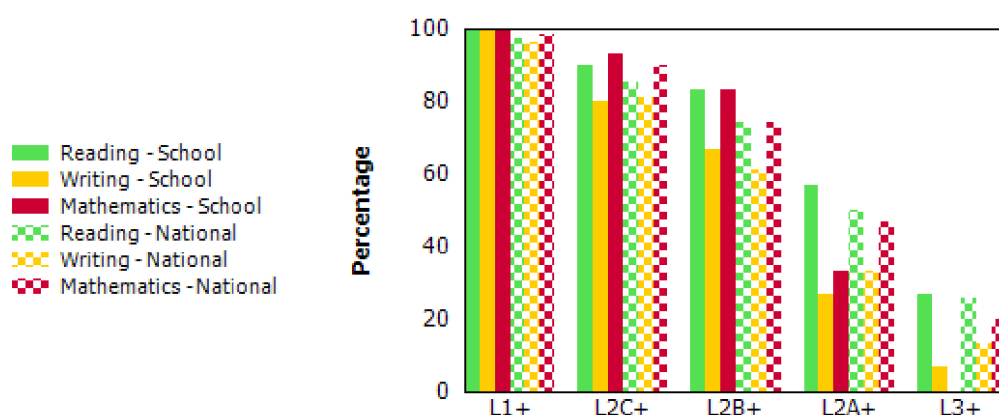


## Attainment at Key Stage 1

**Chart 4.1.1 and Table 4.1.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2011**

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

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



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	0	30	27	25	17	8
	School	0	0	100	90	83	57	27
	National	0	3	97	85	74	50	26
	Difference	0	-3	3	5	10	6	1
	Significance	-	-	-	-			
Writing	Entries	0	0	30	24	20	8	2
	School	0	0	100	80	67	27	7
	National	0	4	96	81	61	33	13
	Difference	0	-4	4	-1	5	-6	-6
	Significance	-	-	-				-
Mathematics	Entries	0	0	30	28	25	10	0
	School	0	0	100	93	83	33	0
	National	0	2	98	90	74	47	20
	Difference	0	-2	2	4	9	-14	-20
	Significance	-	-	-	-			Sig-

## Attainment at Key Stage 1

**Table 4.1.3: Key Stage 1 Threshold Report: Teacher assessments for pupils below Level 1**

This report displays the number and percentage of pupils working at each Pscale level in 2011.

Teacher assessments for pupils working below Level1												
		P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii		All other pupils results	Total number of pupils in year group
Reading	Number of pupils									30	30	
	English (lower)						0	0	0			
	Reading	0	0	0	0	0						
	Writing	0	0	0	0	0						
	Speaking	0	0	0	0	0						
	Listening	0	0	0	0	0						
	Total Number of pupils	0					0					
	School distribution for only those pupils assessed as 'W' in Reading	0%					0%			N/A		
National distribution for only those pupils assessed as 'W' in Reading	82%					9%			N/A			
Writing	Number of pupils									30	30	
	English (lower)						0	0	0			

## Attainment at Key Stage 1

Reading	0	0	0	0	0			
Writing	0	0	0	0	0			
Speaking	0	0	0	0	0			
Listening	0	0	0	0	0			
<b>Total Number of pupils</b>	0					0		
<b>School distribution for only those pupils assessed as 'W' in Writing</b>	0%					0%	N/A	
<b>National distribution for only those pupils assessed as 'W' in Writing</b>	86%					7%	N/A	
<b>Mathematics</b>	<b>Number of pupils</b>						30	30
Mathematics (lower)						0	0	0
Using and applying	0	0	0	0	0			
Number	0	0	0	0	0			
Shape, space & measures	0	0	0	0	0			
<b>Total Number of pupils</b>	0					0		
<b>School distribution for only those pupils assessed as 'W' in Mathematics</b>	0%					0%	N/A	

## Attainment at Key Stage 1

**National distribution  
for only those pupils  
assessed as 'W' in  
Mathematics**

82%	12%	N/A
-----	-----	-----

### Notes

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

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

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

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



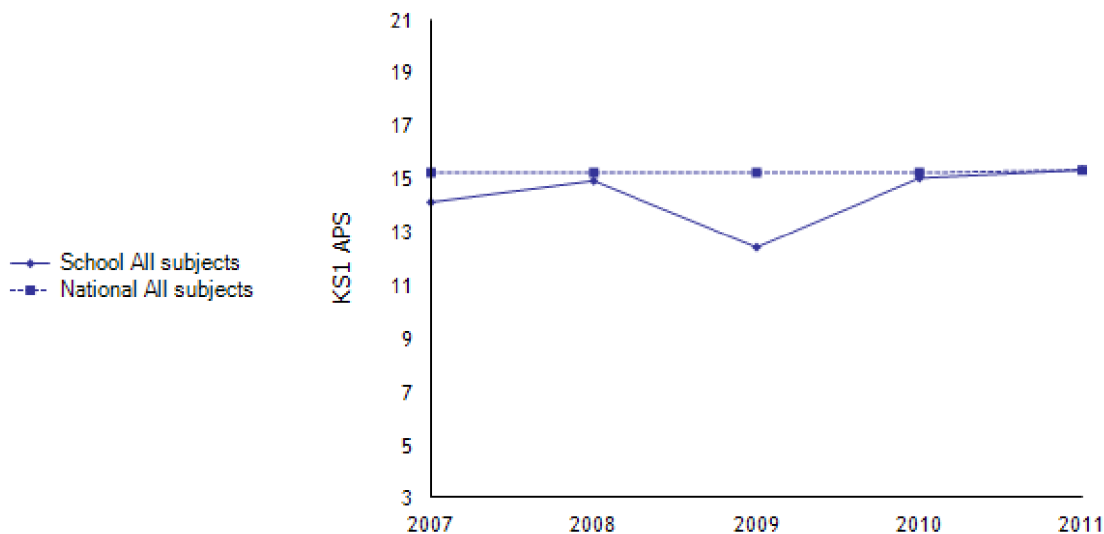
## Attainment at Key Stage 1

### Attainment, Average Points Score at Key Stage 1 : Overall and by Subject

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

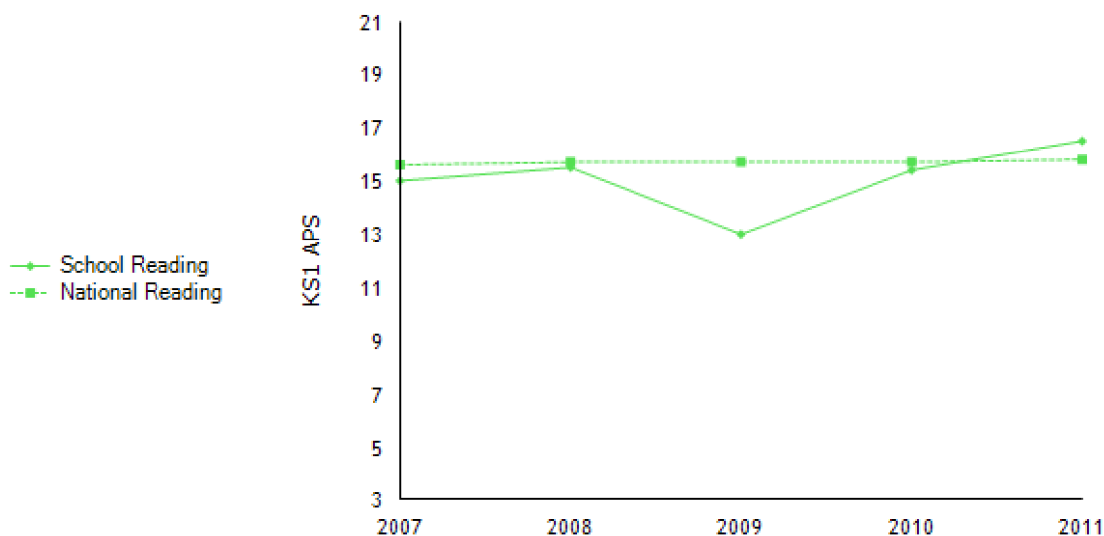
#### Chart 4.1.4 Overall

Key Stage 1 average point score (Total)



#### Chart 4.1.5 Reading

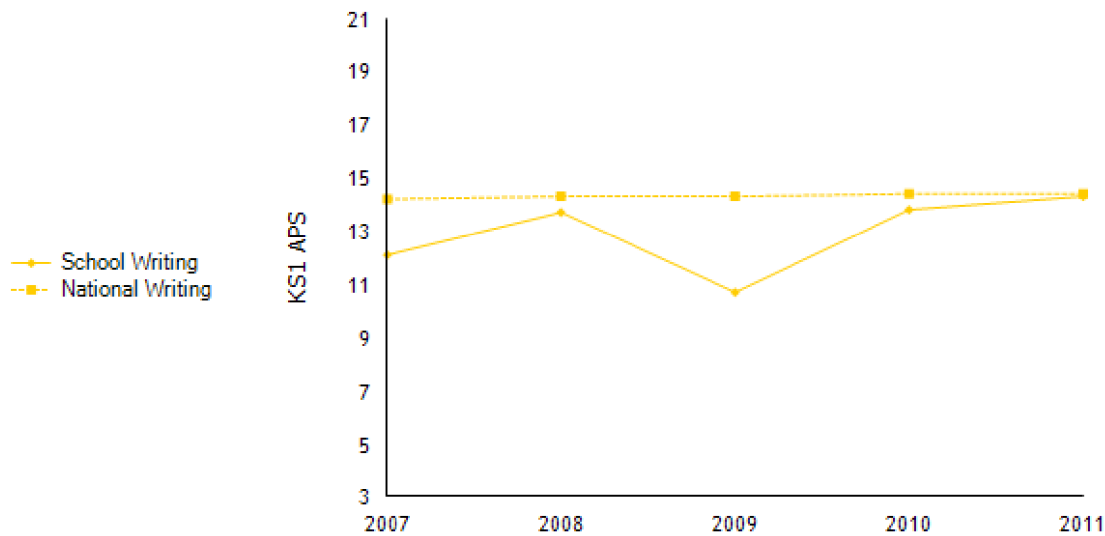
Key Stage 1 average point score (Reading)



## Attainment at Key Stage 1

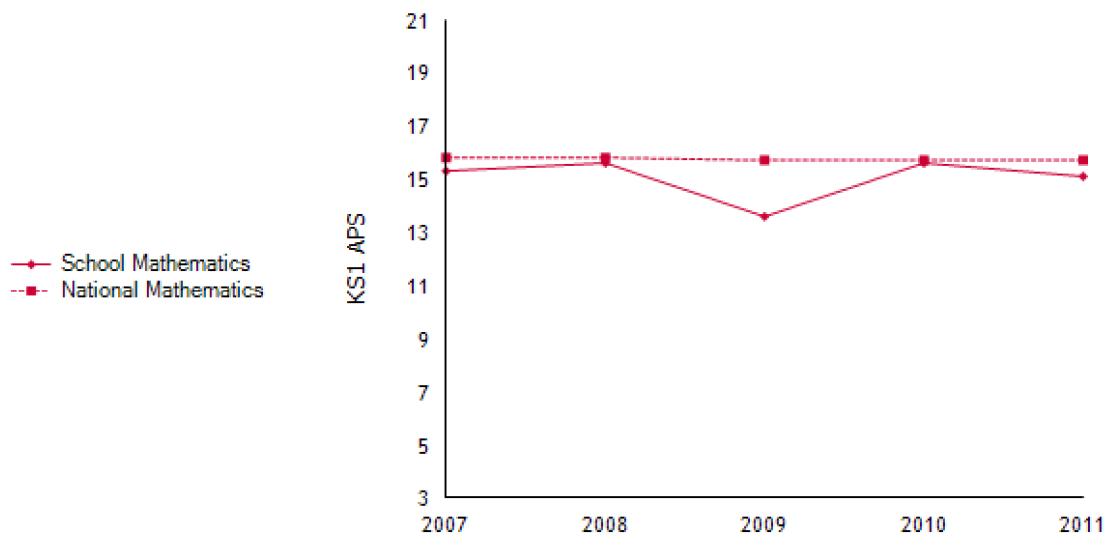
**Chart 4.1.6**  
**Writing**

**Key Stage 1 average point score (Writing)**



**Chart 4.1.7**  
**Mathematics**

**Key Stage 1 average point score (Mathematics)**



## Attainment at Key Stage 1

**Table 4.1.8**

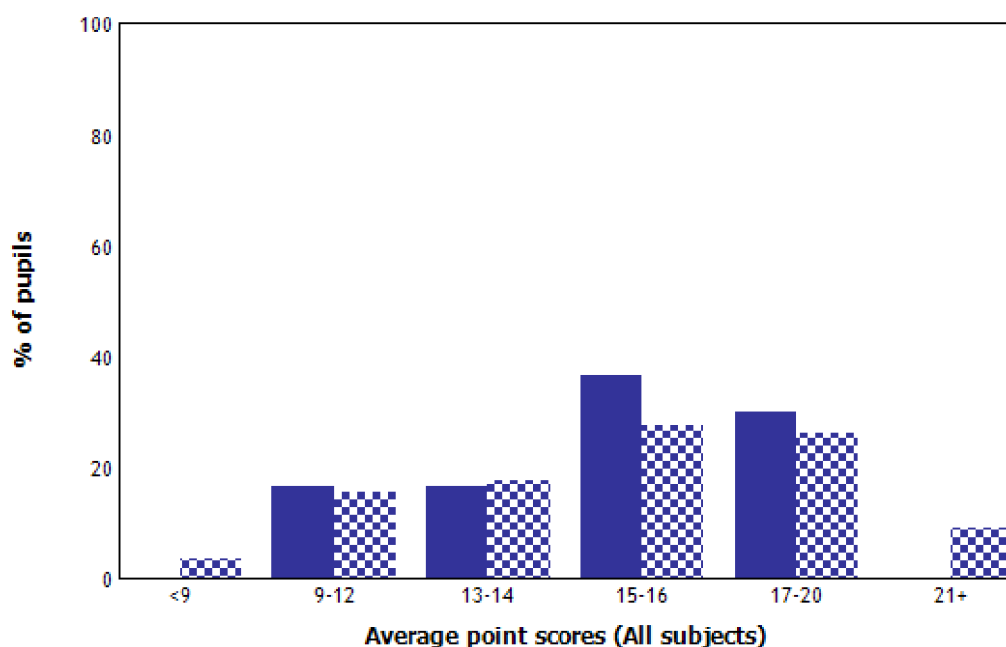
Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the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

Year		2007	2008	2009	2010	2011
<b>All Subjects</b>	Cohort	30	28	30	29	30
	School	14.1	14.9	12.4 ↓	15.0 ↑	15.3
	National	15.2	15.2	15.2	15.2	15.3
	Difference	-1.1	-0.3	-2.8	-0.3	0.0
	Significance	Sig-		Sig-		
<hr/>						
<b>Reading</b>	Cohort	30	28	30	29	30
	School	15.0	15.5	13.0	15.4	16.5
	National	15.6	15.7	15.7	15.7	15.8
	Difference	-0.6	-0.2	-2.7	-0.3	0.7
	Significance			Sig-		
<hr/>						
<b>Writing</b>	Cohort	30	28	30	29	30
	School	12.1	13.7	10.7 ↓	13.8 ↑	14.3
	National	14.2	14.3	14.3	14.4	14.4
	Difference	-2.1	-0.6	-3.6	-0.5	-0.1
	Significance	Sig-		Sig-		
<hr/>						
<b>Mathematics</b>	Cohort	30	28	30	29	30
	School	15.3	15.6	13.6 ↓	15.6 ↑	15.1
	National	15.8	15.8	15.7	15.7	15.7
	Difference	-0.6	-0.3	-2.1	-0.1	-0.7
	Significance			Sig-		

## Attainment at Key Stage 1

### Chart 4.1.9 and Table 4.1.10: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2011

This report provides analysis of Key Stage 1 pupils average point scores for reading, writing and mathematics.



	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>All Pupils</b>	30	15.3	15.3	30	16.5	15.8	30	14.3	14.4	30	15.1	15.7
<hr/>												
<b>Gender</b>												
Male	17	14.4	14.9	17	15.6	15.2	17	12.9	13.7	17	14.6	15.7
Female	13	16.5	15.8	13	17.6	16.4	13	16.2	15.2	13	15.6	15.7
<hr/>												
<b>Free School Meals</b>												
FSM	2	12.3	13.5	2	12.0	13.9	2	11.0	12.6	2	14.0	14.1
Non FSM	28	15.5	15.7	28	16.8	16.2	28	14.6	14.9	28	15.1	16.1
<hr/>												
<b>English as a First Language</b>												
English or believed to be English	18	15.1	15.5	18	16.6	16.0	18	13.8	14.6	18	15.1	15.9
Other than English or believed to be other	12	15.5	14.7	12	16.3	15.0	12	15.2	13.9	12	15.0	15.1
Unclassified	0	-	11.9	0	-	12.1	0	-	10.9	0	-	12.9

## Attainment at Key Stage 1

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>Special Educational Needs</b>												
No Identified SEN	27	15.5	16.4	27	16.9	16.9	27	14.5	15.5	27	15.2	16.7
SEN without a statement	3	13.2	11.8	3	13.0	11.9	3	13.0	10.8	3	13.7	12.6
School Action	1	11.0	12.1	1	9.0	12.3	1	9.0	11.2	1	15.0	13.0
School Action plus	2	14.3	11.0	2	15.0	11.2	2	15.0	10.0	2	13.0	12.0
SEN with a statement	0	-	7.1	0	-	7.4	0	-	6.4	0	-	7.7
-----												
<b>Ethnicity Group</b>												
<b>White</b>												
British	14	15.2	15.5	14	16.9	16.0	14	13.9	14.6	14	15.0	15.9
Irish	1	18.3	15.9	1	21.0	16.4	1	17.0	14.9	1	17.0	16.3
Traveller of Irish Heritage	0	-	10.4	0	-	10.4	0	-	9.3	0	-	11.7
Gypsy/Roma	0	-	9.8	0	-	9.6	0	-	8.9	0	-	10.9
Any other White background	5	14.7	14.5	5	15.0	14.7	5	14.2	13.5	5	15.0	15.2
<b>Mixed</b>												
White & Black Caribbean	0	-	14.8	0	-	15.4	0	-	14.0	0	-	15.2
White & Black African	0	-	15.4	0	-	16.0	0	-	14.6	0	-	15.6
White & Asian	1	10.3	16.0	1	9.0	16.5	1	9.0	15.2	1	13.0	16.3
Any other mixed background	0	-	15.4	0	-	16.0	0	-	14.6	0	-	15.8
<b>Asian or Asian British</b>												
Indian	5	14.7	16.3	5	15.4	16.7	5	14.2	15.6	5	14.6	16.6
Pakistani	0	-	14.5	0	-	14.9	0	-	13.8	0	-	14.7
Bangladeshi	0	-	14.8	0	-	15.2	0	-	14.1	0	-	15.1
Any other Asian background	2	15.7	15.6	2	17.0	15.9	2	15.0	14.8	2	15.0	16.0
<b>Black or Black British</b>												
Black Caribbean	0	-	14.4	0	-	14.9	0	-	13.7	0	-	14.5
Black African	0	-	14.8	0	-	15.4	0	-	14.2	0	-	15.0
Any other Black background	1	18.3	14.5	1	21.0	15.1	1	17.0	13.8	1	17.0	14.7
<b>Chinese</b>	1	19.7	16.4	1	21.0	16.5	1	21.0	15.5	1	17.0	17.3
<b>Any other ethnic group</b>	0	-	14.5	0	-	14.7	0	-	13.7	0	-	15.0

## Attainment at Key Stage 1

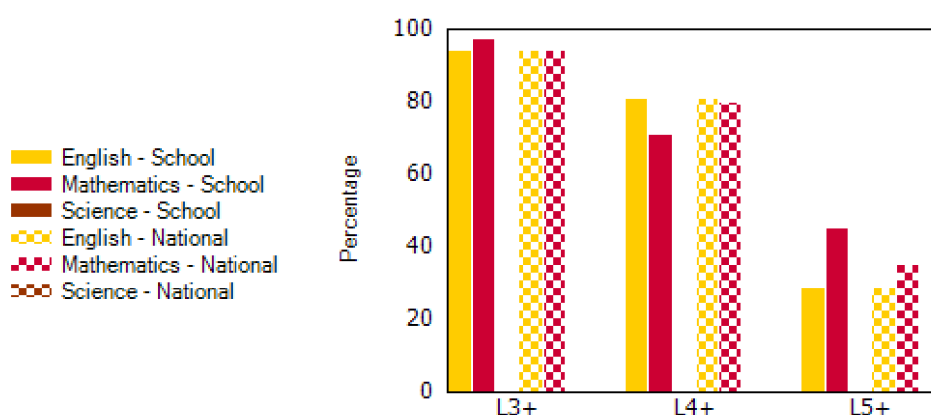
	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Unclassified - Refused	0	-	15.5	0	-	16.0	0	-	14.6	0	-	15.8
Unclassified - Information not obtained	0	-	12.1	0	-	12.3	0	-	11.1	0	-	13.1
-----												
<b>Term of Birth</b>												
Autumn	6	15.8	16.1	6	16.7	16.6	6	14.3	15.3	6	16.3	16.6
Spring	13	15.9	15.3	13	17.0	15.8	13	15.2	14.4	13	15.5	15.7
Summer	11	14.3	14.5	11	15.7	15.0	11	13.4	13.6	11	13.9	14.9

## Attainment at Key Stage 2

### Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2011

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 2. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown.

**Percentage of pupils attaining each level in Key Stage 2 National Curriculum core subject, cumulative distribution**



		A/T	<L3	L3+	L4+	L5+
English	Entries	0	2	29	25	9
	School	0	6	94	81	29
	National	1	6	94	81	29
	Difference	-1	1	0	-1	0
	Significance	-	-	-		
Mathematics	Entries	0	1	30	22	14
	School	0	3	97	71	45
	National	1	5	94	80	35
	Difference	-1	-2	2	-9	10
	Significance	-	-	-		
Science	Entries	0	0	0	0	0
	School	-	-	-	-	-
	National	-	-	-	-	-
	Difference	-	-	-	-	-
	Significance	-	-	-	-	-

Statutory testing of science in Key Stage 2 was discontinued in 2010.

## Attainment at Key Stage 2

**Table 4.2.3: Key Stage 2 Proportion achieving or surpassing Level 4 in tests**

### Percentage of Key Stage 2 pupils achieving level 4 or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Significance tests have been performed.

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
<b>All Pupils</b>	31	81	81		31	71	80		31	71	74	
<b>Gender</b>												
Male	12	83	77	-	12	83	80	-	12	83	72	-
Female	19	79	86	-	19	63	80	-	19	63	77	-
<b>Free School Meals</b>												
FSM	1	100	67	-	1	100	67	-	1	100	58	-
Non FSM	30	80	84	-	30	70	83		30	70	78	
<b>Attainment at KS1</b>												
Low	6	17	37	-	6	17	40	-	6	17	25	-
Middle	18	100	90	-	18	83	86	-	18	83	81	-
High	5	100	100	-	5	100	99	-	5	100	99	-
<b>English as a First Language</b>												
English or believed to be English	20	90	82	-	20	75	81	-	20	75	75	-
Other than English or believed to be other	11	64	77	-	11	64	77	-	11	64	70	-
Unclassified	0	0	51	-	0	0	50	-	0	0	43	-
<b>Special Educational Needs</b>												
No Identified SEN	29	79	93	-	29	72	91	-	29	72	87	-
SEN without a statement	2	100	51	-	2	50	53	-	2	50	38	-
School Action	0	0	57	-	0	0	58	-	0	0	43	-



## Attainment at Key Stage 2

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
School Action plus	2	100	41	-	2	50	46	-	2	50	31	-
SEN with a statement	0	0	20	-	0	0	21	-	0	0	15	-
<b>Ethnicity Group</b>												
<b>White</b>												
British	17	88	82	-	17	71	81	-	17	71	75	-
Irish	0	0	87	-	0	0	85	-	0	0	80	-
Traveller of Irish Heritage	0	0	38	-	0	0	39	-	0	0	30	-
Gypsy/Roma	0	0	30	-	0	0	33	-	0	0	23	-
Any other White background	3	67	74	-	3	67	77	-	3	67	68	-
<b>Mixed</b>												
White & Black Caribbean	0	0	79	-	0	0	77	-	0	0	70	-
White & Black African	0	0	83	-	0	0	79	-	0	0	74	-
White & Asian	1	100	86	-	1	100	85	-	1	100	80	-
Any other mixed background	2	100	84	-	2	100	81	-	2	100	76	-
<b>Asian or Asian British</b>												
Indian	5	60	87	-	5	60	86	-	5	60	82	-
Pakistani	0	0	76	-	0	0	75	-	0	0	68	-
Bangladeshi	0	0	82	-	0	0	79	-	0	0	74	-
Any other Asian background	0	0	82	-	0	0	84	-	0	0	77	-
<b>Black or Black British</b>												
Black Caribbean	0	0	78	-	0	0	73	-	0	0	67	-
Black African	1	100	79	-	1	100	76	-	1	100	70	-

## Attainment at Key Stage 2

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Any other Black background	0	0	77	-	0	0	73	-	0	0	67	-
<b>Chinese</b>	0	0	88	-	0	0	94	-	0	0	86	-
<b>Any other ethnic group</b>	2	50	73	-	2	50	78	-	2	50	68	-
Unclassified - Refused	0	0	81	-	0	0	80	-	0	0	75	-
Unclassified - Information not obtained	0	0	57	-	0	0	56	-	0	0	49	-

## Attainment at Key Stage 2

**Table 4.2.4: Key Stage 2 Proportion achieving or surpassing Level 5 in tests**

### Percentage of Key Stage 2 pupils achieving level 5 or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Significance tests have been performed.

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
<b>All Pupils</b>	31	29	29		31	45	35		31	23	21	
<b>Gender</b>												
Male	12	25	23	-	12	67	37	-	12	25	18	-
Female	19	32	35		19	32	33		19	21	23	-
<b>Free School Meals</b>												
FSM	1	0	14	-	1	0	19	-	1	0	8	-
Non FSM	30	30	32		30	47	38		30	23	24	
<b>Attainment at KS1</b>												
Low	6	0	1	-	6	0	4	-	6	0	0	-
Middle	18	22	19	-	18	50	27	-	18	17	10	-
High	5	80	72	-	5	80	77	-	5	60	60	-
<b>English as a First Language</b>												
English or believed to be English	20	25	30		20	40	35		20	20	21	-
Other than English or believed to be other	11	36	23	-	11	55	33	-	11	27	18	-
Unclassified	0	0	17	-	0	0	18	-	0	0	10	-
<b>Special Educational Needs</b>												
No Identified SEN	29	31	37		29	48	44		29	24	27	
SEN without a statement	2	0	5	-	2	0	9	-	2	0	2	-
School Action	0	0	5	-	0	0	9	-	0	0	2	-

## Attainment at Key Stage 2

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
School Action plus	2	0	5	-	2	0	9	-	2	0	3	-
SEN with a statement	0	0	3	-	0	0	5	-	0	0	2	-
<b>Ethnicity Group</b>												
<b>White</b>												
British	17	24	30		17	35	35		17	18	21	-
Irish	0	0	37	-	0	0	44	-	0	0	29	-
Traveller of Irish Heritage	0	0	3	-	0	0	6	-	0	0	1	-
Gypsy/Roma	0	0	4	-	0	0	6	-	0	0	2	-
Any other White background	3	67	25	-	3	67	35	-	3	67	19	-
<b>Mixed</b>												
White & Black Caribbean	0	0	25	-	0	0	27	-	0	0	16	-
White & Black African	0	0	31	-	0	0	34	-	0	0	22	-
White & Asian	1	0	38	-	1	0	46	-	1	0	30	-
Any other mixed background	2	50	33	-	2	100	37	-	2	50	23	-
<b>Asian or Asian British</b>												
Indian	5	0	35	-	5	60	47	-	5	0	28	-
Pakistani	0	0	20	-	0	0	27	-	0	0	14	-
Bangladeshi	0	0	23	-	0	0	32	-	0	0	17	-
Any other Asian background	0	0	31	-	0	0	47	-	0	0	26	-
<b>Black or Black British</b>												
Black Caribbean	0	0	20	-	0	0	20	-	0	0	11	-
Black African	1	100	23	-	1	100	28	-	1	100	15	-

## Attainment at Key Stage 2

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Any other Black background	0	0	22	-	0	0	24	-	0	0	14	-
<b>Chinese</b>	0	0	45	-	0	0	67	-	0	0	41	-
<b>Any other ethnic group</b>	2	50	22	-	2	0	35	-	2	0	17	-
Unclassified - Refused	0	0	31	-	0	0	37	-	0	0	22	-
Unclassified - Information not obtained	0	0	17	-	0	0	20	-	0	0	11	-

## Attainment at Key Stage 2

**Table 4.2.5: Key Stage 2 Below the Level of the Test Report : Teacher Assessments**

This report displays the number and percentage of pupils below the level of the test at each level in 2011.

Teacher assessments for pupils operating below the level of the tests (B)															
		Level 2 or above	Level 1	P8	P7	P6	P5	P4	P3i/P3 ii	P2i/P2 ii	P1i/P1 ii		All other pupils results	Total number of pupils in year group	
English	Number of pupils	1	0										30	31	
	English (lower)									0	0	0			
	Reading														
	Writing														
	Speaking														
	Listening														
	Total Number of pupils	1	0	0					0						
	School distribution of teacher assessments for only those pupils operating below the level of the tests (B)	100%	0%	0%					0%			N/A			
National distribution of teacher assessments for only those pupils operating below the level of the tests (B)	66%	19%	11%					3%			N/A				

## Attainment at Key Stage 2

<b>Mathematics</b>	<b>Number of pupils</b>	1	0							
Mathematics (lower)							0	0	0	
Using and applying							0	0	0	
Number							0	0	0	
Shape, space & measures							0	0	0	
	<b>Total Number of pupils</b>	1	0	0					0	
	<b>School distribution of teacher assessments for only those pupils operating below the level of the tests (B)</b>	100%	0%	0%					0%	
	<b>National distribution of teacher assessments for only those pupils operating below the level of the tests (B)</b>	67%	18%	12%					3%	

30	31
N/A	
N/A	

This report displays additional information about the teacher assessments of those pupils who were identified as operating below the level of the test and coded B. The known teacher assessments are displayed as level 2+, level 1 and P scales.

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

## Attainment at Key Stage 2

**Table 4.2.6: Key Stage 2 Threshold Report : Cumulative assessments for pupils below the level of the tests**

The table below shows the cumulative distribution of the levels achieved by pupils in the school working below the level of the test for Key Stage 2 in 2011.

		Test Results				Teacher assessments for pupils operating below the level of the tests (B)									A/T/ M	Total number of pupils in year group	
		L5+	L4+	L3+	N or 2+	Level 2 or above	Level 1 or above	P8	P7	P6	P5	P4	P3i/ P3ii	P2i/ P2ii			P1i/ P1ii
English	Number of pupils	9	25	29	30	1	1									0	31
												0	0	0			
							0	0	0	0	0						
							0	0	0	0	0						
							0	0	0	0	0						
	Cumulative Total Number of pupils  School Cumulative Percentage  National Cumulative Percentage  Difference						Total P4 or above					Total P1i or above					
		9	25	29	30	1	1	1					1			0	
		29%	81%	94%	97%	100%	100%	100%					100%			0%	
		29%	81%	94%	94%	66%	85%	96%					99%			1%	
		0%	0%	0%	3%	34%	15%	4%					1%			-1%	
Mathematics	Number of pupils	14	22	30	30	1	1									0	31
												0	0	0			
							0	0	0	0	0						
							0	0	0	0	0						
							0	0	0	0	0						
	Cumulative Total Number of pupils  School Cumulative Percentage						Total P4 or above					Total P1i or above					
		14	22	30	30	1	1	1					1			0	
		45%	71%	97%	97%	100%	100%	100%					100%			0%	



## Attainment at Key Stage 2

<b>National Cumulative Percentage Difference</b>	35%	80%	94%	95%	67%	85%	96%	100%	1%	
	10%	-9%	3%	2%	33%	15%	4%	0%	-1%	

This report displays additional information about the teacher assessments of those pupils who were identified as operating below the level of the test and coded B.

The known teacher assessments are displayed as level 2+, level 1 and Pscales.

A - Pupil absent

T - Pupil unable to access the test

M - Pupil operating below the level of the test but teacher assessment missing

The Pscale information is shown for each pupil with the cumulative figures amalgamated to P1i or above and P4 or above

Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

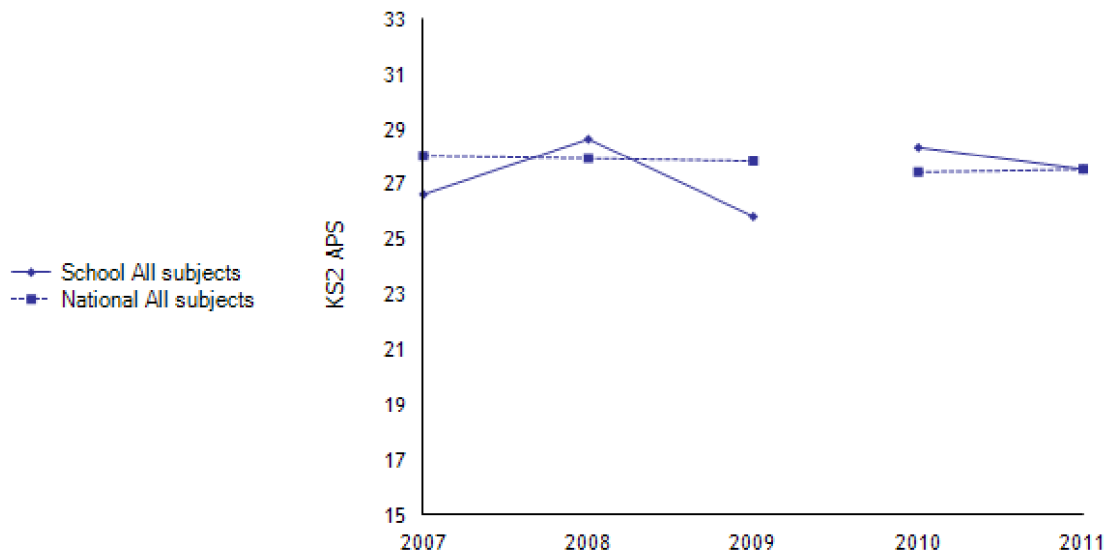
## Attainment at Key Stage 2

### Attainment, Average Points Score at Key Stage 2 : Overall and by Subject

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

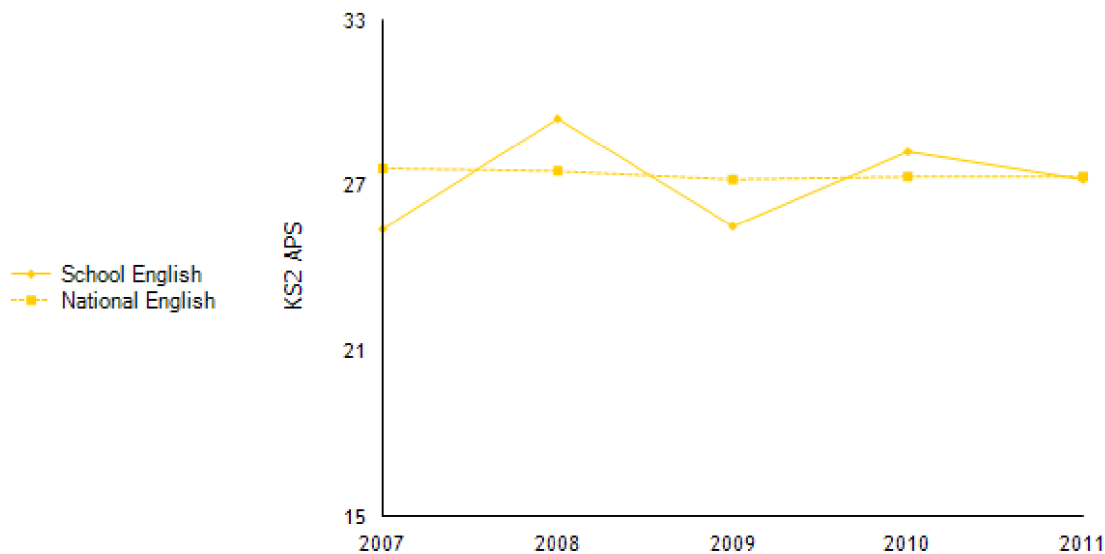
#### Chart 4.2.7 Overall

Key Stage 2 average point score (Total)



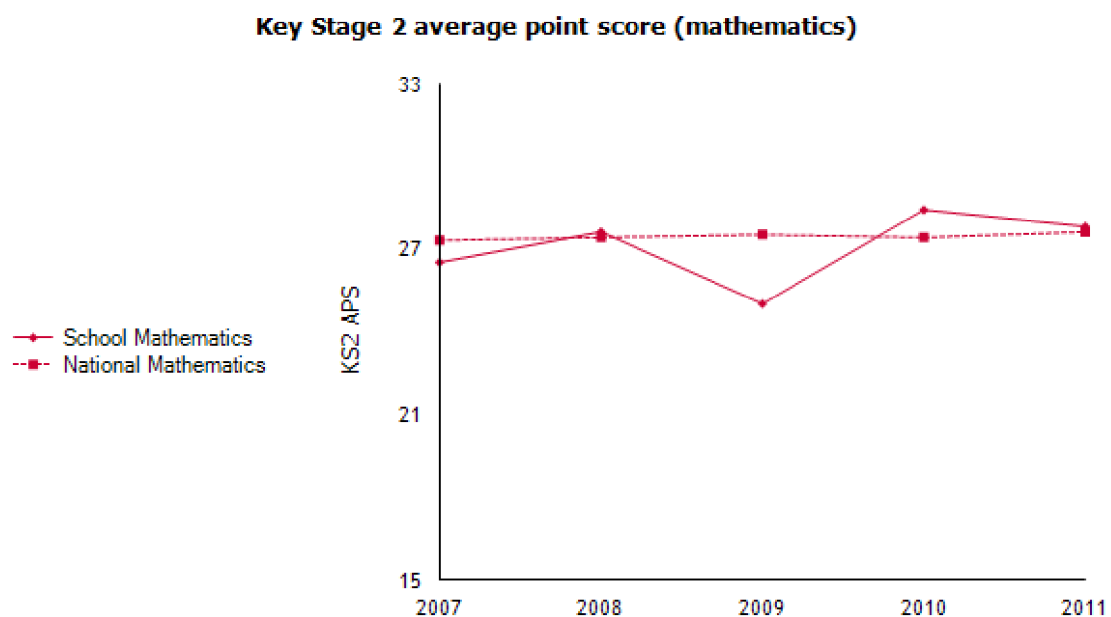
#### Chart 4.2.8 English

Key Stage 2 average point score (English)



## Attainment at Key Stage 2

**Chart 4.2.9**  
**Mathematics**



**Chart 4.2.10**  
**Science**

No data available; statutory testing of science in Key Stage 2 was discontinued in 2010.

## Attainment at Key Stage 2

**Table 4.2.11**

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

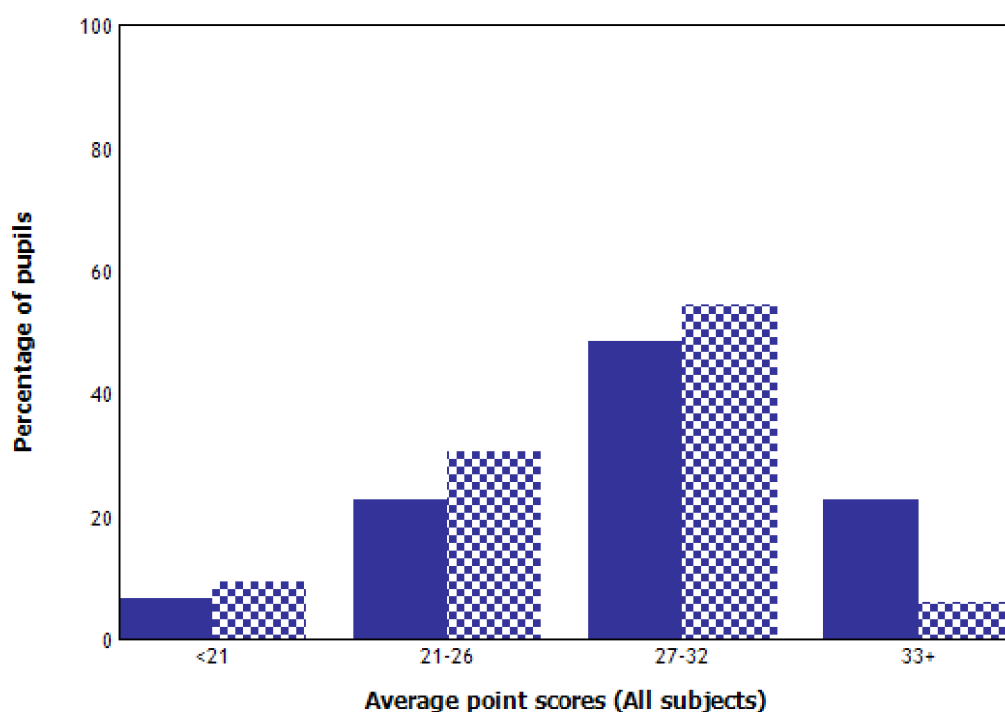
Year		2007	2008	2009	2010*	2011
<b>All Subjects</b>	Cohort	31	28	28	31	31
	School	26.6	28.6 ↑	25.8 ↓	28.3	27.5
	National	28.0	27.9	27.8	27.4	27.5
	Difference	-1.4	0.7	-2.0	0.9	0.0
	Significance	Sig-		Sig-		
<b>English</b>	Cohort	31	28	28	31	31
	School	25.4	29.4 ↑	25.5 ↓	28.2 ↑	27.2
	National	27.6	27.5	27.2	27.3	27.3
	Difference	-2.3	1.9	-1.7	0.9	-0.1
	Significance		Sig+	Sig-		
<b>Mathematics</b>	Cohort	31	28	28	31	31
	School	26.5	27.6	25.0 ↓	28.4 ↑	27.8
	National	27.3	27.4	27.5	27.4	27.6
	Difference	-0.8	0.2	-2.5	1.0	0.1
	Significance			Sig-		
<b>Science</b>	Cohort	31	28	28	-	-
	School	27.9	28.7	26.8	-	-
	National	29.0	28.9	28.7	-	-
	Difference	-1.1	-0.2	-1.9	-	-
	Significance			Sig-	-	-

\* Statutory testing of science in Key Stage 2 was discontinued in 2010. Significance state changes of overall APS from 2009 to 2010 have not been tested because of the change in methodology to exclude science.

## Attainment at Key Stage 2

**Chart 4.2.12 and Table 4.2.13: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2011**

This report provides analysis of Key Stage 2 pupils average point scores for the national curriculum subjects.



	All NC Core Subjects			English			Mathematics			Science		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>All Pupils</b>	31	27.5	27.5	31	27.2	27.3	31	27.8	27.6	-	-	-
<b>Gender</b>												
Male	12	28.5	27.2	12	27.0	26.6	12	30.0	27.7	-	-	-
Female	19	26.8	27.8	19	27.3	28.1	19	26.4	27.6	-	-	-
<b>Free School Meals</b>												
FSM	1	27.0	25.4	1	27.0	25.2	1	27.0	25.6	-	-	-
Non FSM	30	27.5	27.9	30	27.2	27.8	30	27.8	28.1	-	-	-
<b>English as a First Language</b>												
English or believed to be English	20	27.6	27.6	20	27.6	27.5	20	27.6	27.7	-	-	-
Other than English or believed to be other	11	27.3	26.9	11	26.5	26.5	11	28.1	27.3	-	-	-
Unclassified	0	-	23.6	0	-	23.5	0	-	23.8	-	-	-

## Attainment at Key Stage 2

	All NC Core Subjects			English			Mathematics			Science		
	School	National		School	National		School	National		School	National	
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>Special Educational Needs</b>												
No Identified SEN	29	27.6	28.9	29	27.2	28.8	29	28.0	29.0	-	-	-
SEN without a statement	2	25.5	23.8	2	27.0	23.6	2	24.0	24.1	-	-	-
School Action	0	-	24.4	0	-	24.2	0	-	24.6	-	-	-
School Action plus	2	25.5	22.8	2	27.0	22.4	2	24.0	23.2	-	-	-
SEN with a statement	0	-	18.7	0	-	18.5	0	-	19.0	-	-	-
<b>Ethnicity Group</b>												
<b>White</b>												
British	17	27.2	27.6	17	27.4	27.5	17	27.0	27.7	-	-	-
Irish	0	-	28.4	0	-	28.2	0	-	28.6	-	-	-
Traveller of Irish Heritage	0	-	22.1	0	-	21.8	0	-	22.5	-	-	-
Gypsy/Roma	0	-	20.9	0	-	20.6	0	-	21.3	-	-	-
Any other White background	3	28.0	26.9	3	27.0	26.4	3	29.0	27.4	-	-	-
<b>Mixed</b>												
White & Black Caribbean	0	-	27.0	0	-	27.0	0	-	27.0	-	-	-
White & Black African	0	-	27.6	0	-	27.6	0	-	27.5	-	-	-
White & Asian	1	27.0	28.5	1	27.0	28.3	1	27.0	28.7	-	-	-
Any other mixed background	2	31.5	27.8	2	30.0	27.7	2	33.0	27.9	-	-	-
<b>Asian or Asian British</b>												
Indian	5	26.4	28.5	5	24.6	28.1	5	28.2	28.8	-	-	-
Pakistani	0	-	26.6	0	-	26.4	0	-	26.7	-	-	-
Bangladeshi	0	-	27.2	0	-	27.0	0	-	27.4	-	-	-
Any other Asian background	0	-	28.0	0	-	27.4	0	-	28.6	-	-	-
<b>Black or Black British</b>												
Black Caribbean	0	-	26.4	0	-	26.5	0	-	26.2	-	-	-
Black African	1	33.0	26.8	1	33.0	26.8	1	33.0	26.8	-	-	-
Any other Black background	0	-	26.5	0	-	26.5	0	-	26.4	-	-	-
<b>Chinese</b>	0	-	29.7	0	-	28.8	0	-	30.6	-	-	-
<b>Any other ethnic group</b>	2	25.5	26.7	2	27.0	26.1	2	24.0	27.3	-	-	-
Unclassified - Refused	0	-	27.6	0	-	27.4	0	-	27.8	-	-	-

## Attainment at Key Stage 2

	All NC Core Subjects			English			Mathematics			Science		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Unclassified - Information not obtained	0	-	24.3	0	-	24.2	0	-	24.5	-	-	-

Statutory testing of science in Key Stage 2 was discontinued in 2010.

## Progress Measures Value Added

**Table 5.1.1: Key Stage 1 to Key Stage 2 value added scores for school, trend**

### Overall subjects value added: School analysis

This report provides the overall value added measure for the school relative to mean of 100. The school is placed within the national distribution to illustrate the range of value added scores attained by other maintained mainstream schools.

		2009	2010	2011
<b>All subjects</b>	<b>Cohort for VA</b>	-	-	29
	<b>VA School score</b>	-	-	100.5
	<b>95% confidence interval +/-</b>	-	-	0.8
	<b>Significance</b>	-	-	
	<b>Percentile rank</b>	-	-	31
	<b>Coverage</b>	-	-	94%
<b>English</b>	<b>Cohort for VA</b>	-	-	29
	<b>VA School score</b>	-	-	100.6
	<b>95% confidence interval +/-</b>	-	-	0.8
	<b>Significance</b>	-	-	
	<b>Percentile rank</b>	-	-	29
	<b>Coverage</b>	-	-	94%
<b>Mathematics</b>	<b>Cohort for VA</b>	-	-	29
	<b>VA School score</b>	-	-	100.4
	<b>95% confidence interval +/-</b>	-	-	1.0
	<b>Significance</b>	-	-	
	<b>Percentile rank</b>	-	-	35
	<b>Coverage</b>	-	-	94%



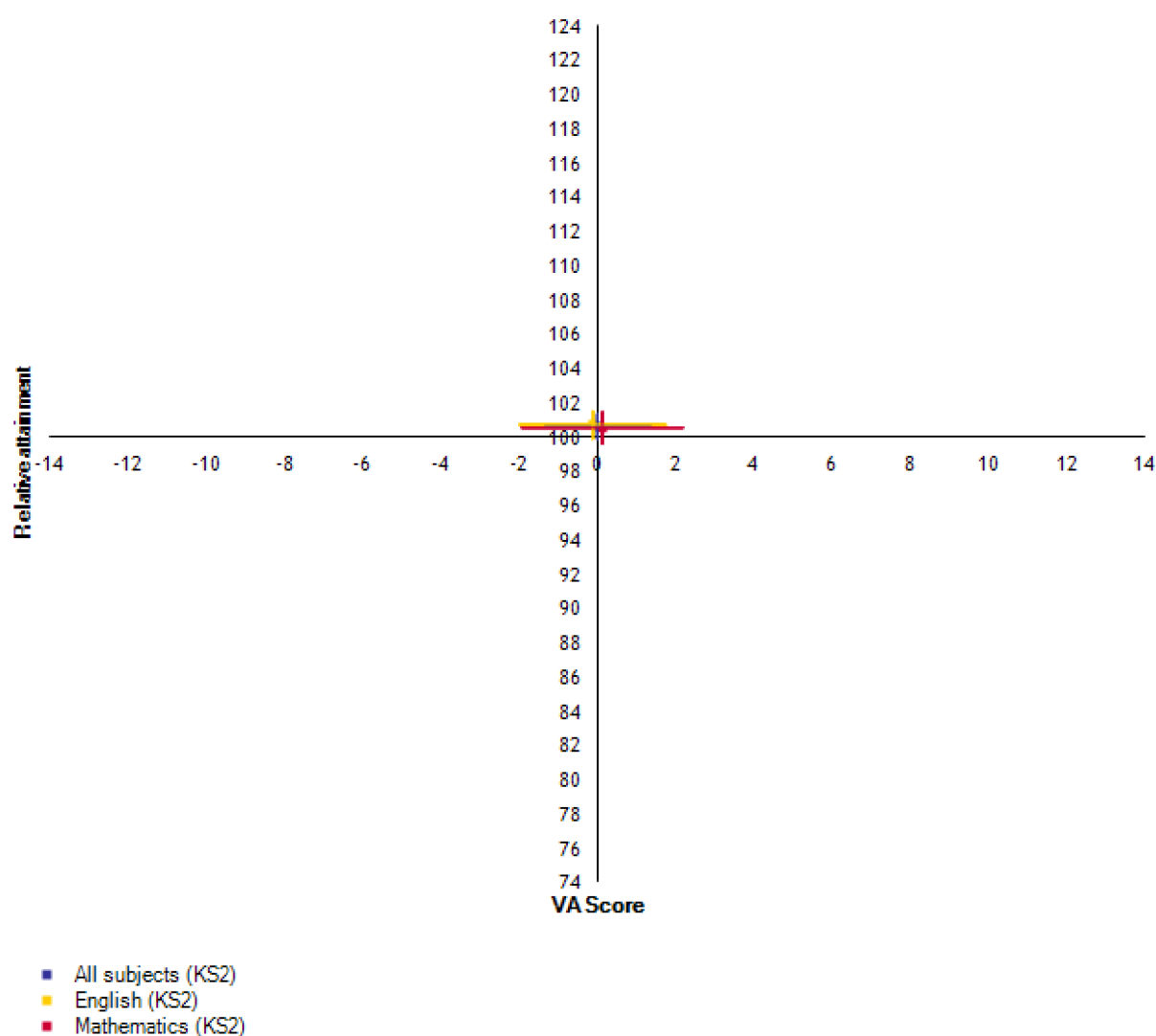
## Progress Measures Value Added

### Chart 5.1.2 and Table 5.1.3: Key Stage 1 to Key Stage 2 performance: value added and relative attainment

#### Overall value added and Key Stage 2 attainment

This analysis shows the school's attainment (average point score) relative to the national average (mean) and the school's value added score. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown.

VA/APS 2011



## Progress Measures Value Added

		2009		2010		2011	
		VA	Relative attainment	VA	Relative attainment	VA	Relative attainment
<b>All subjects (KS2)</b>	<b>School score</b>	-	-	-	-	100.5	0.0
	<b>Cohort</b>	-	-	-	-	29	31
	<b>95% confidence Interval</b>	-	-	-	-	0.8	1.4
	<b>Significance</b>	-	-	-	-		
<b>English (KS2)</b>	<b>School score</b>	-	-	-	-	100.6	-0.1
	<b>Cohort</b>	-	-	-	-	29	31
	<b>95% confidence Interval</b>	-	-	-	-	0.8	1.9
	<b>Significance</b>	-	-	-	-		
<b>Mathematics (KS2)</b>	<b>School score</b>	-	-	-	-	100.4	0.1
	<b>Cohort</b>	-	-	-	-	29	31
	<b>95% confidence Interval</b>	-	-	-	-	1.0	2.1
	<b>Significance</b>	-	-	-	-		

## Progress Measures Value Added

**Table 5.1.4: Threshold Measures Key Stage 1 to Key Stage 2: Pupils Achieving Level 4+ in both English and Mathematics**

This analysis provides the number of pupils who achieved Level 4+ English and Mathematics in 2011, grouped by their prior attainment at Key Stage 1. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate, it is highlighted in green (sig+) or blue (sig-).

Prior attainment at KS1	Number of pupils	Number of pupils achieving Level 4+	Success rate	Predicted success rate
High	5	5	100%	97%
Middle	18	15	83%	78%
Low	6	1	17%	17%
Whole School	29	21	72%	68%

Please note: Only pupils included in the VA calculation are included in this analysis.

## Progress Measures Value Added

**Table 5.1.5: Threshold Measures Key Stage 1 to Key Stage 2: Pupils Achieving Level 5+ in both English and Mathematics**

This analysis provides the number of pupils who achieved Level 5+ English and Mathematics in 2011, grouped by their prior attainment at Key Stage 1. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate, it is highlighted in green (sig+) or blue (sig-).

Prior attainment at KS1	Number of pupils	Number of pupils achieving Level 5+	Success rate	Predicted success rate
High	5	3	60%	47%
Middle	18	3	17%	10%
Low	6	0	0%	0%
Whole School	29	6	21%	14%

Please note: Only pupils included in the VA calculation are included in this analysis.

## Expected Progress - English

**Table 5.2.1: Expected Progress in English Key Stage 1 to Key Stage 2**

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

Number of Pupils		Key Stage 2 English Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 English Level	Other or No Prior Available	0	0	0	0	1	0	1	0	1	1	100%	62%
	W	0	0	0	0	2	0	0	0	2	2	100%	62%
	1	0	0	0	2	1	3	1	0	7	5	71%	84%
	2	0	0	0	0	0	11	2	0	13	13	100%	90%
	3	0	0	0	0	0	2	5	0	7	5	71%	72%
Summary										30	26	87%	83%

### Key

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

<b>Total Cohort</b>	<b>31</b>
---------------------	-----------

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

## Expected Progress - English

**Table 5.2.2: Expected Progress in English Key Stage 1 to Key Stage 2 - sublevel variation**

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

Number of Pupils		Sub Level	Key Stage 2 English Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 English Level	Other or No Prior Available		0	0	0	0	1	0	1	0	1	1	100%	62%
	W		0	0	0	0	2	0	0	0	2	2	100%	62%
	1		0	0	0	2	1	3	1	0	7	5	71%	84%
	2	2C	0	0	0	0	0	5	0	0	5	5	100%	72%
		2B	0	0	0	0	0	6	2	0	8	8	100%	90%
		2A	0	0	0	0	0	0	0	0	0	0	0%	98%
	3		0	0	0	0	0	2	5	0	7	5	71%	72%
Summary											30	26	87%	83%

### Key

represents pupils making expected progress

represents pupils making less than expected progress

indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

<b>Total Cohort</b>	<b>31</b>
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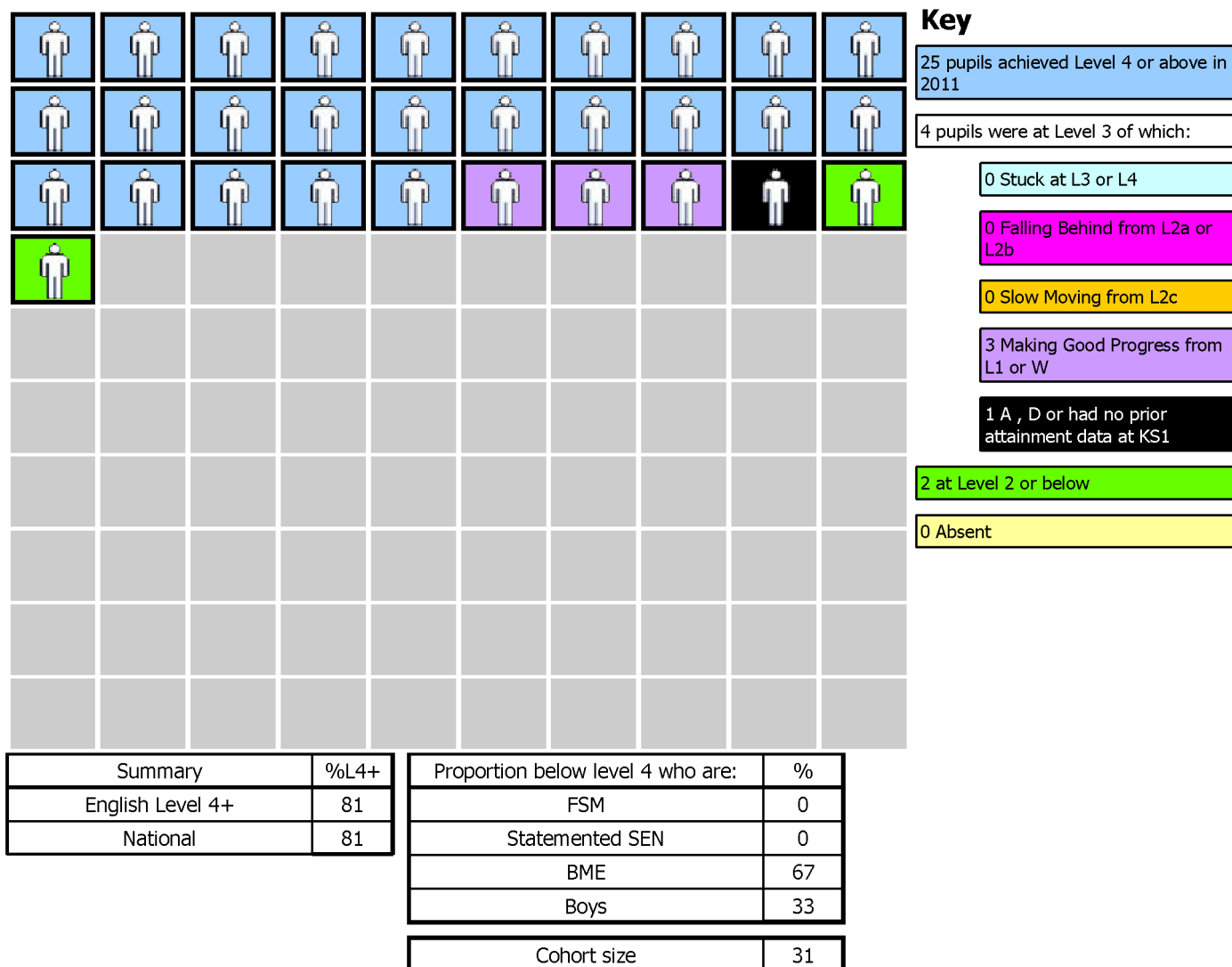
The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

## Pupil Progress - English

### Chart 5.3.1: Pupil Progress Key Stage 1 to 2 English

#### For 2011 results, English (KS2)

The chart shows the proportion of pupils achieving level 4 or above in Key Stage 2 English (KS2) and for those who did not reach this threshold how they have progressed since Key Stage 1.

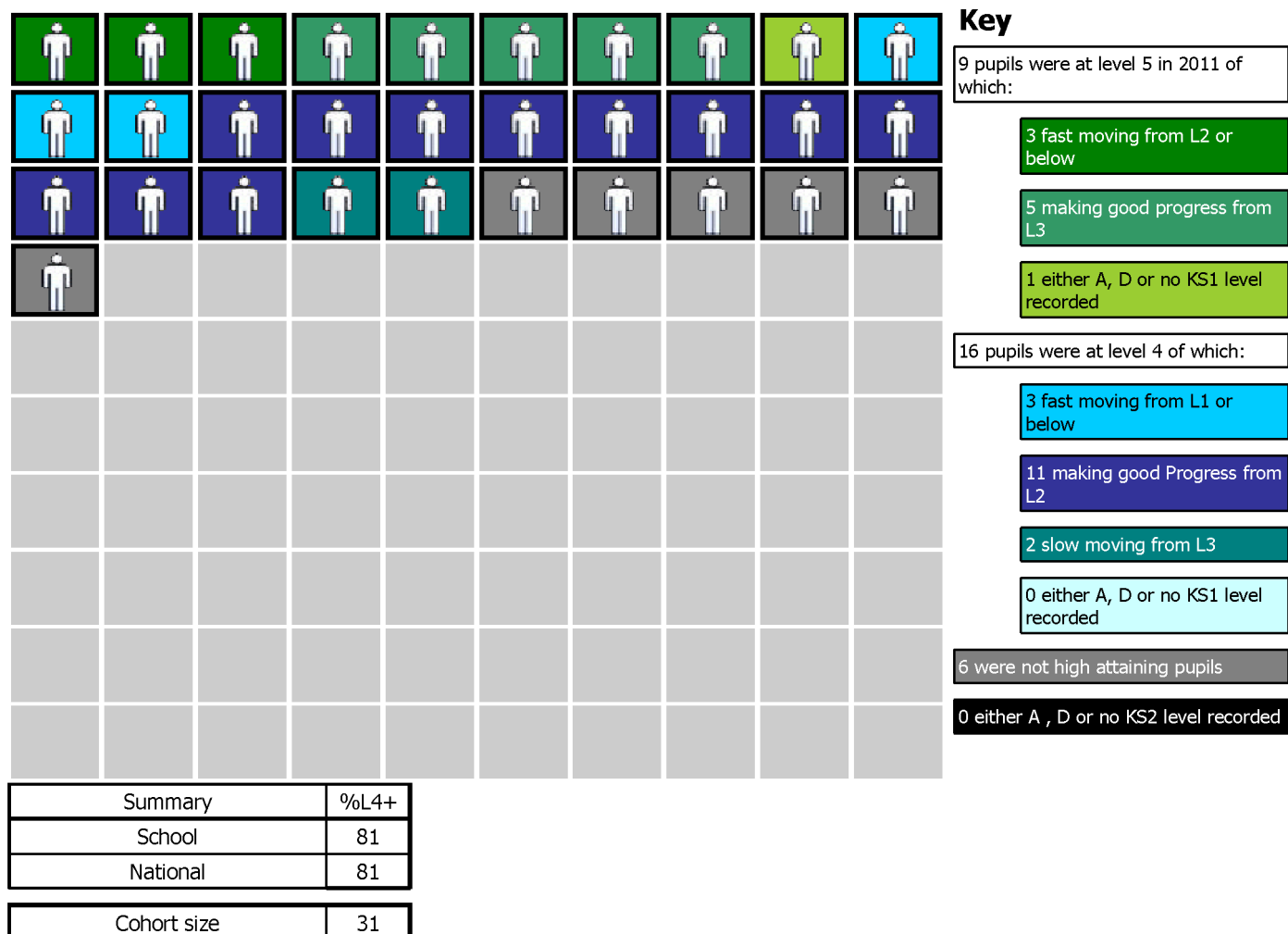


## Pupil Progress - English

### Chart 5.3.2: Pupil Progress Key Stage 1 to 2 High Attainers in English

#### For 2011 results, English (KS2)

The chart shows how pupils who attained level 4 or above in Key Stage 2 English (KS2) progressed from Key Stage 1.





## Expected Progress - Mathematics

**Table 5.4.1: Expected Progress in Mathematics Key Stage 1 to Key Stage 2**

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

Number of Pupils		Key Stage 2 Mathematics Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 Mathematics Level	Other or No Prior Available	0	0	0	0	1	0	1	0	1	1	100%	76%
	W	0	0	0	0	1	0	0	0	1	1	100%	55%
	1	0	0	0	1	2	1	0	0	4	3	75%	74%
	2	0	0	0	0	4	7	7	0	18	14	78%	84%
	3	0	0	0	0	0	0	6	0	6	6	100%	84%
Summary										30	25	83%	82%

### Key

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

<b>Total Cohort</b>	<b>31</b>
---------------------	-----------

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

## Expected Progress - Mathematics

**Table 5.4.2: Expected Progress in Mathematics Key Stage 1 to Key Stage 2 - sublevel variation**

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

Number of Pupils		Sub Level	Key Stage 2 Mathematics Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 Mathematics Level	Other or No Prior Available		0	0	0	0	1	0	1	0	1	1	100%	76%
	W		0	0	0	0	1	0	0	0	1	1	100%	55%
	1		0	0	0	1	2	1	0	0	4	3	75%	74%
	2	2C	0	0	0	0	4	2	0	0	6	2	33%	58%
		2B	0	0	0	0	0	2	2	0	4	4	100%	86%
		2A	0	0	0	0	0	3	5	0	8	8	100%	97%
	3		0	0	0	0	0	0	6	0	6	6	100%	84%
Summary											30	25	83%	82%

### Key

represents pupils making expected progress

represents pupils making less than expected progress

indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

<b>Total Cohort</b>	<b>31</b>
---------------------	-----------

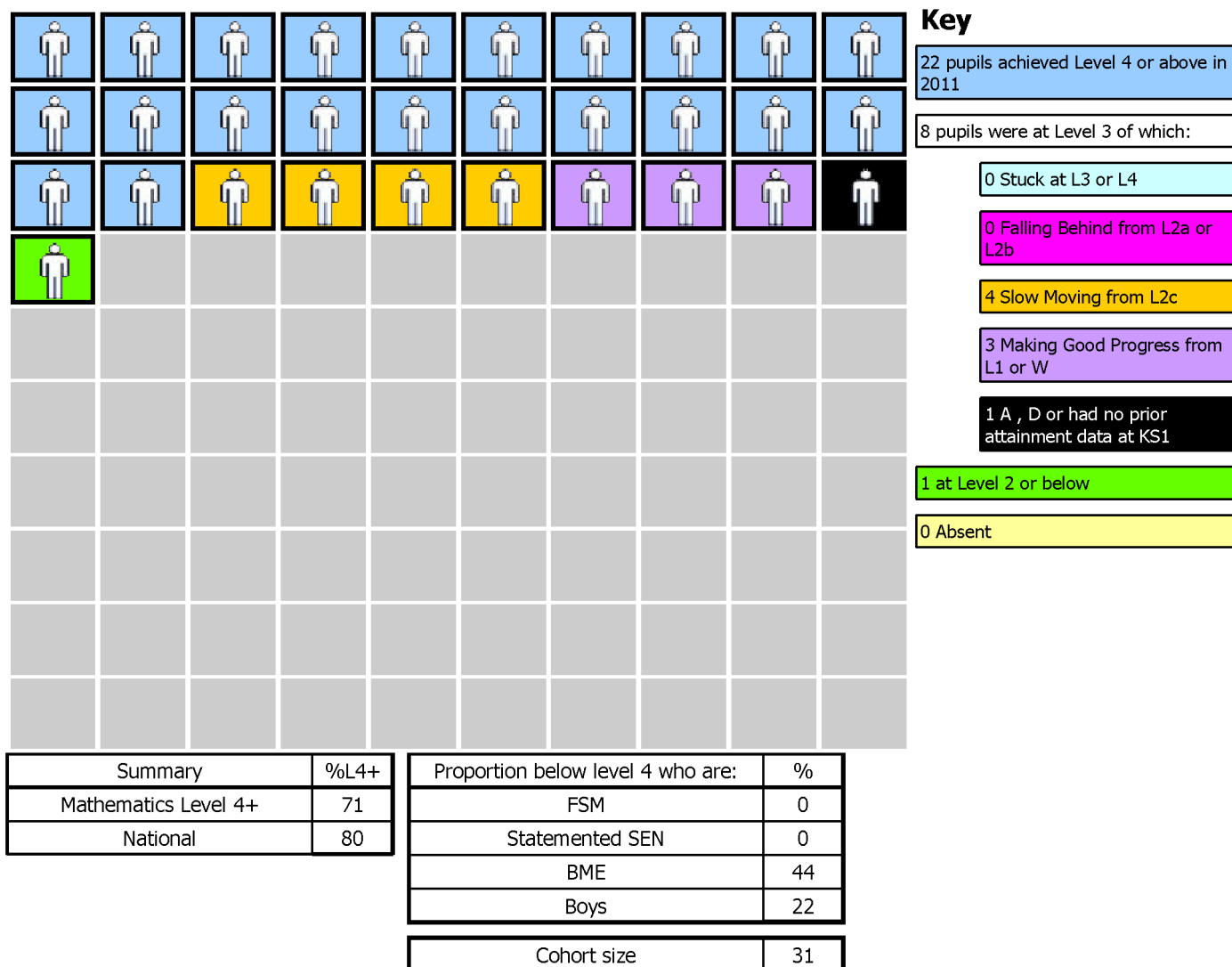
The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

## Pupil Progress - Mathematics

### Chart 5.5.1: Pupil Progress Key Stage 1 to 2 Mathematics

#### For 2011 results, Mathematics (KS2)

The chart shows the proportion of pupils achieving level 4 or above in Key Stage 2 Mathematics (KS2) and for those who did not reach this threshold how they have progressed since Key Stage 1.

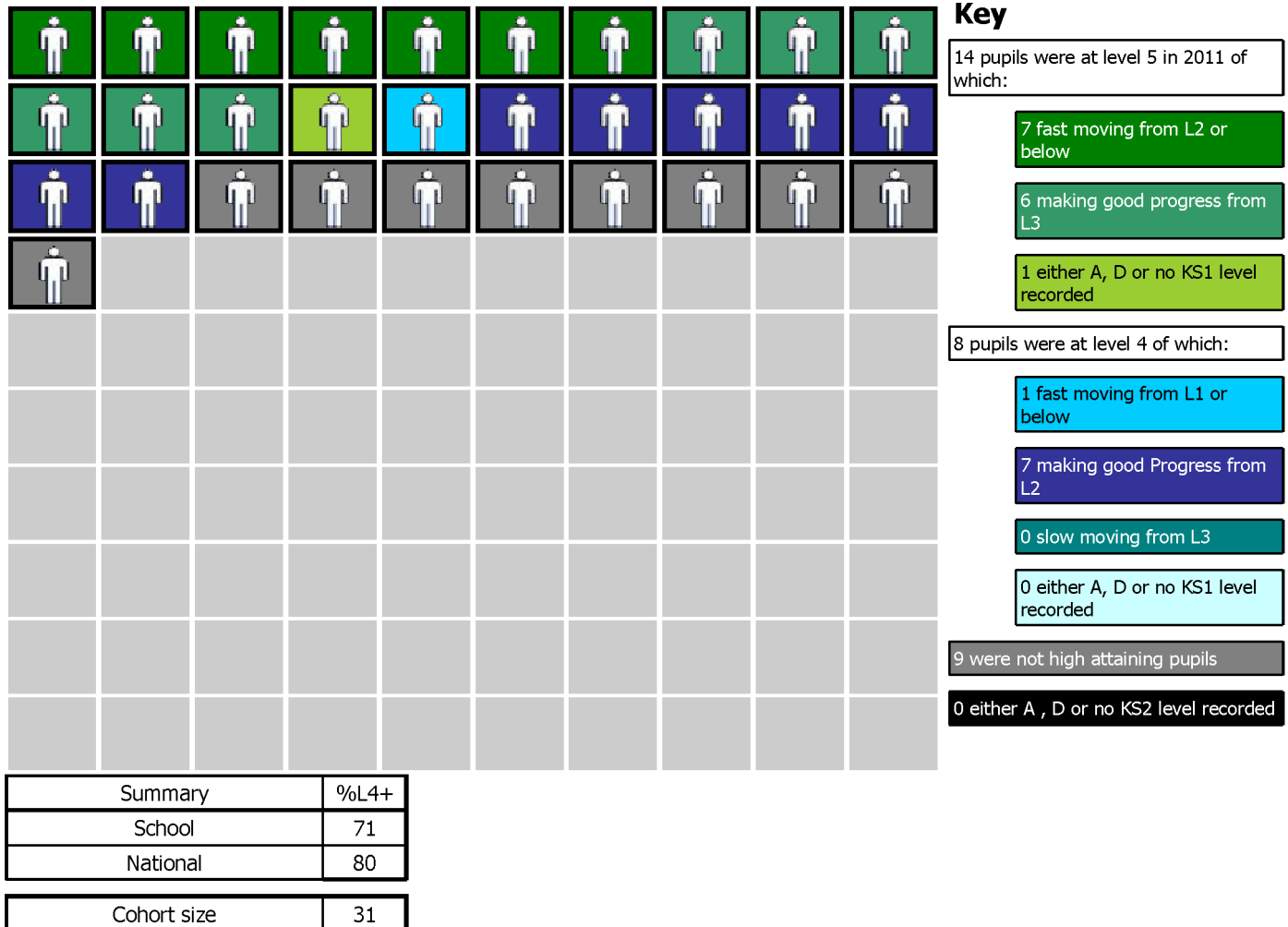


## Pupil Progress - Mathematics

### Chart 5.5.2: Pupil Progress Key Stage 1 to 2 High Attainers in Mathematics

#### For 2011 results, Mathematics (KS2)

The chart shows how pupils who attained level 4 or above in Key Stage 2 Mathematics (KS2) progressed from Key Stage 1.

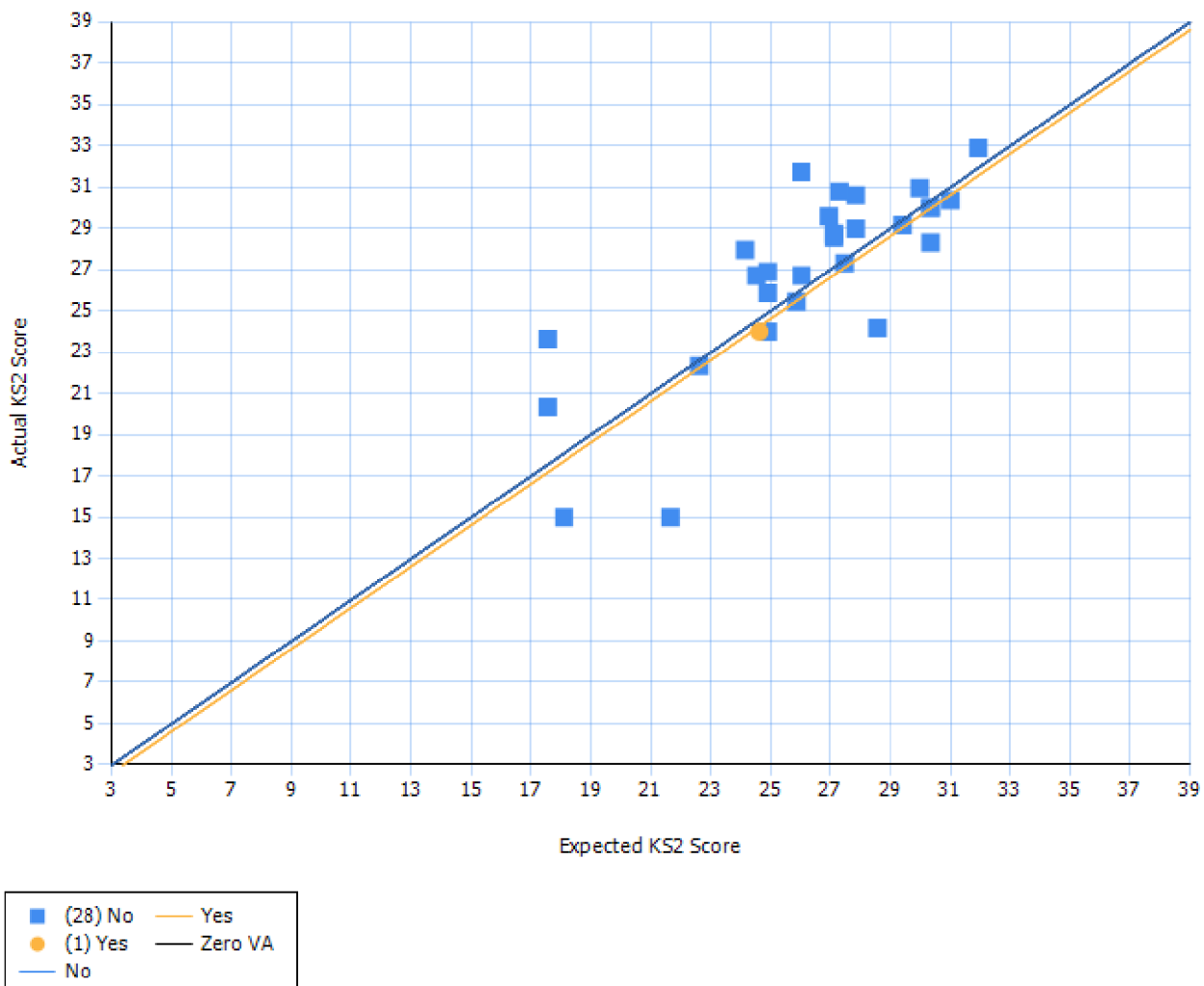


## Progress Measures Value Added

**Chart 5.6.1: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil - English showing spread by pupil characteristics (FSM)**

### 2011 English (KS2) value added line, showing spread of pupils by free school meal eligibility

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



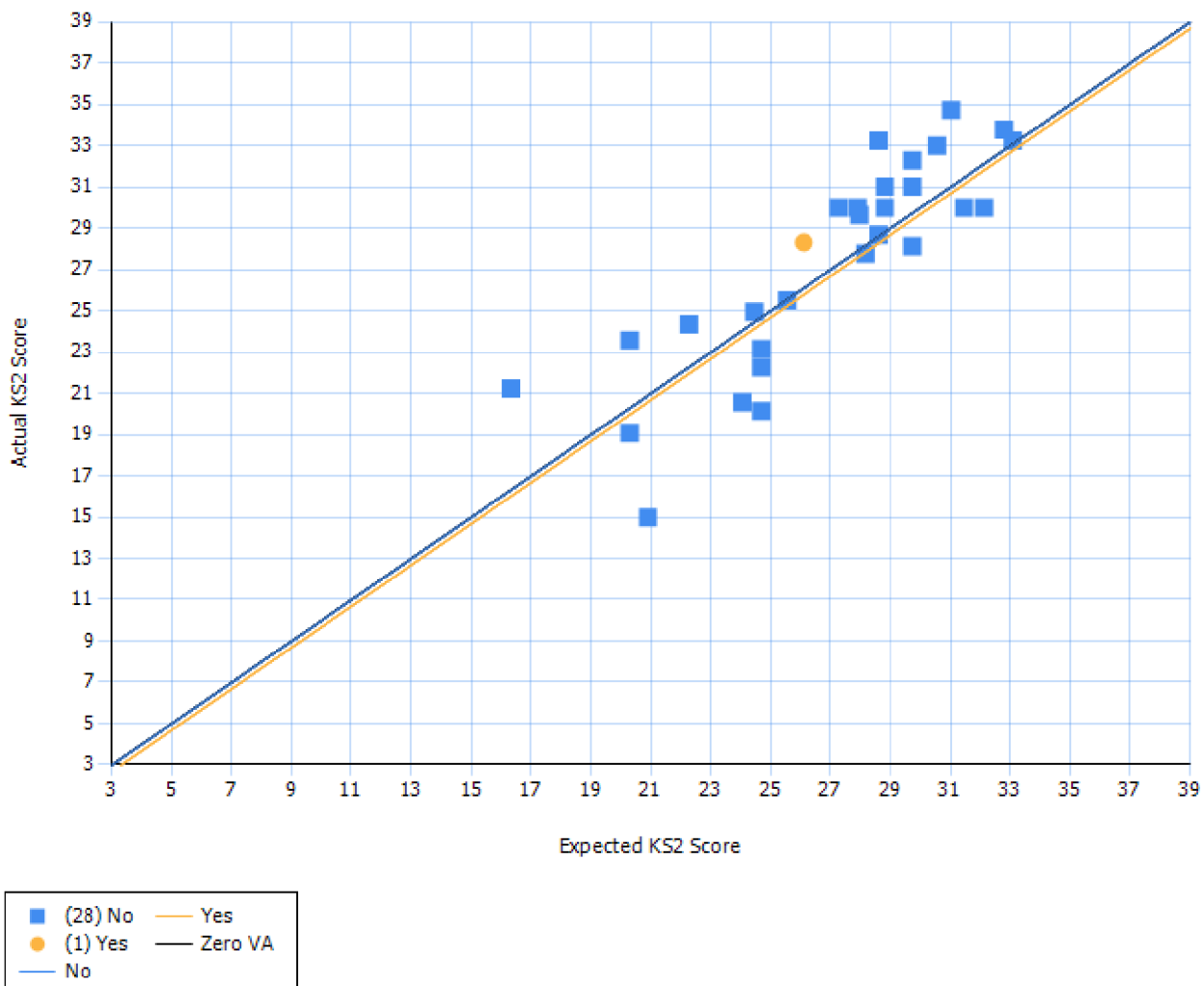
Coverage 94%

## Progress Measures Value Added

**Chart 5.6.2: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil - Mathematics showing spread by pupil characteristics (FSM)**

### 2011 Mathematics (KS2) value added line, showing spread of pupils by free school meal eligibility

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



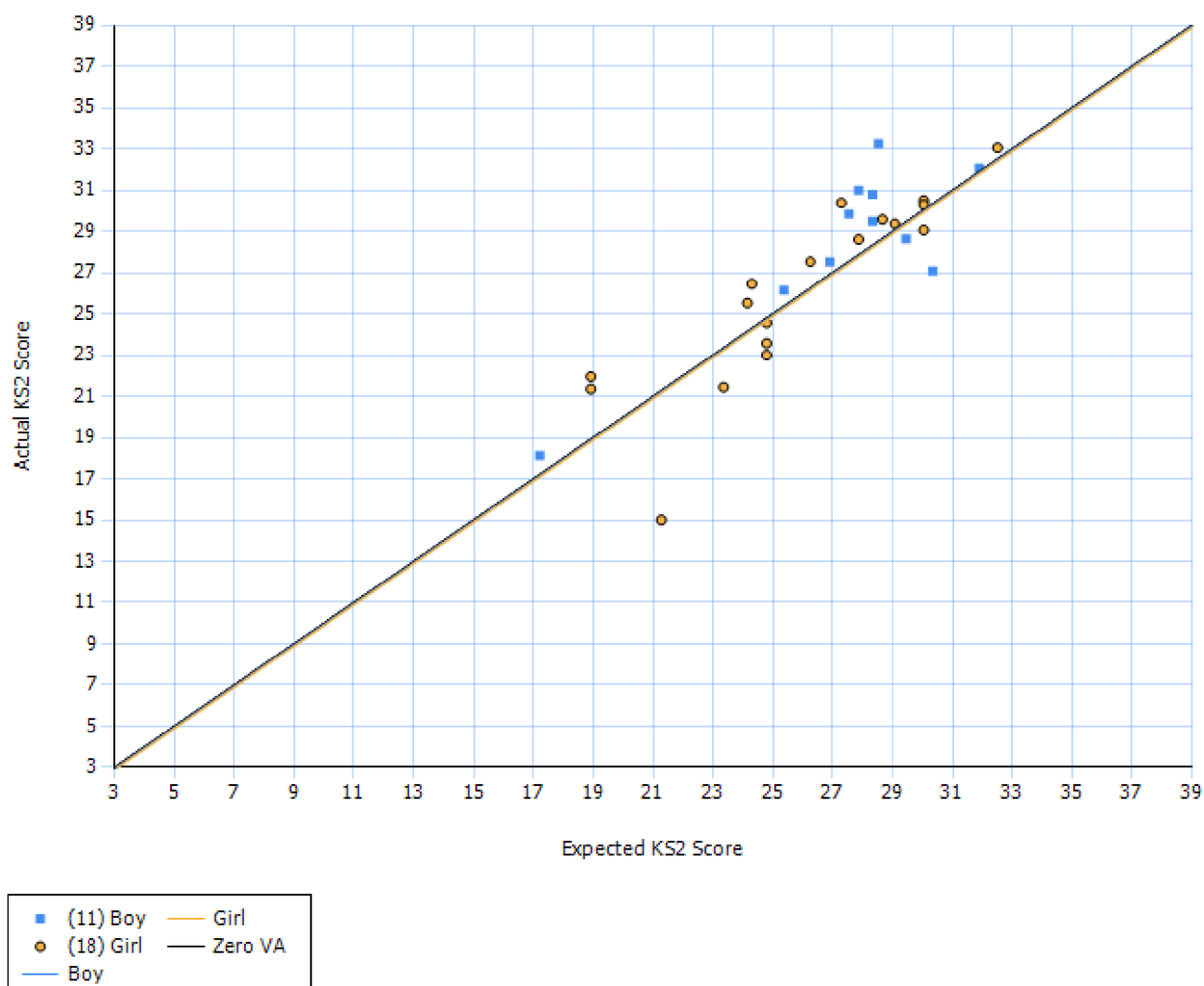
Coverage 94%

## Progress Measures Value Added

**Chart 5.6.3: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (Gender)**

### 2011 All subjects (KS2) value added line, showing spread of pupils by gender

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



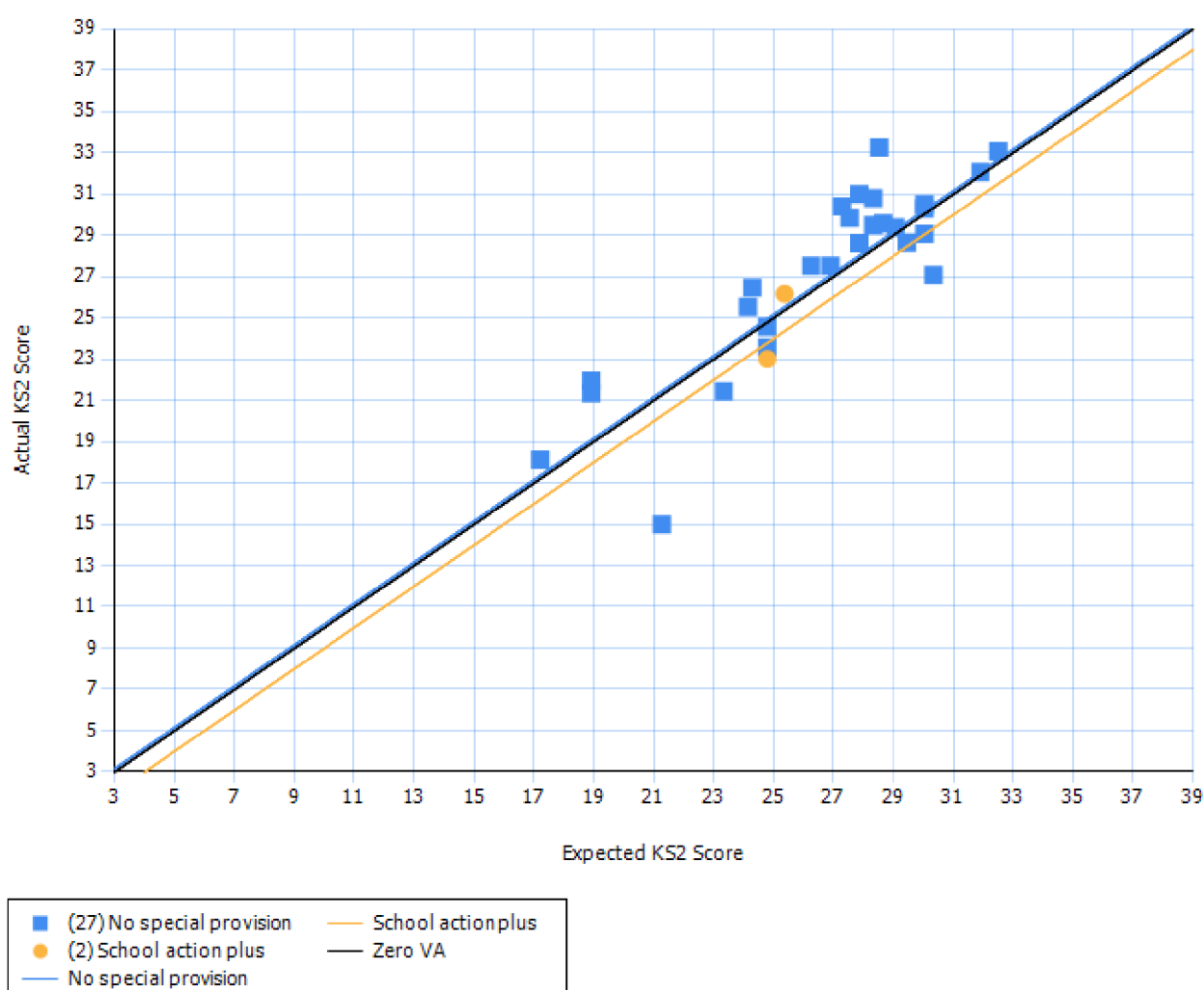
Coverage 94%

## Progress Measures Value Added

**Chart 5.6.4: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (SEN)**

### 2011 All subjects (KS2) value added line, showing spread of pupils by special educational needs

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



Coverage 94%

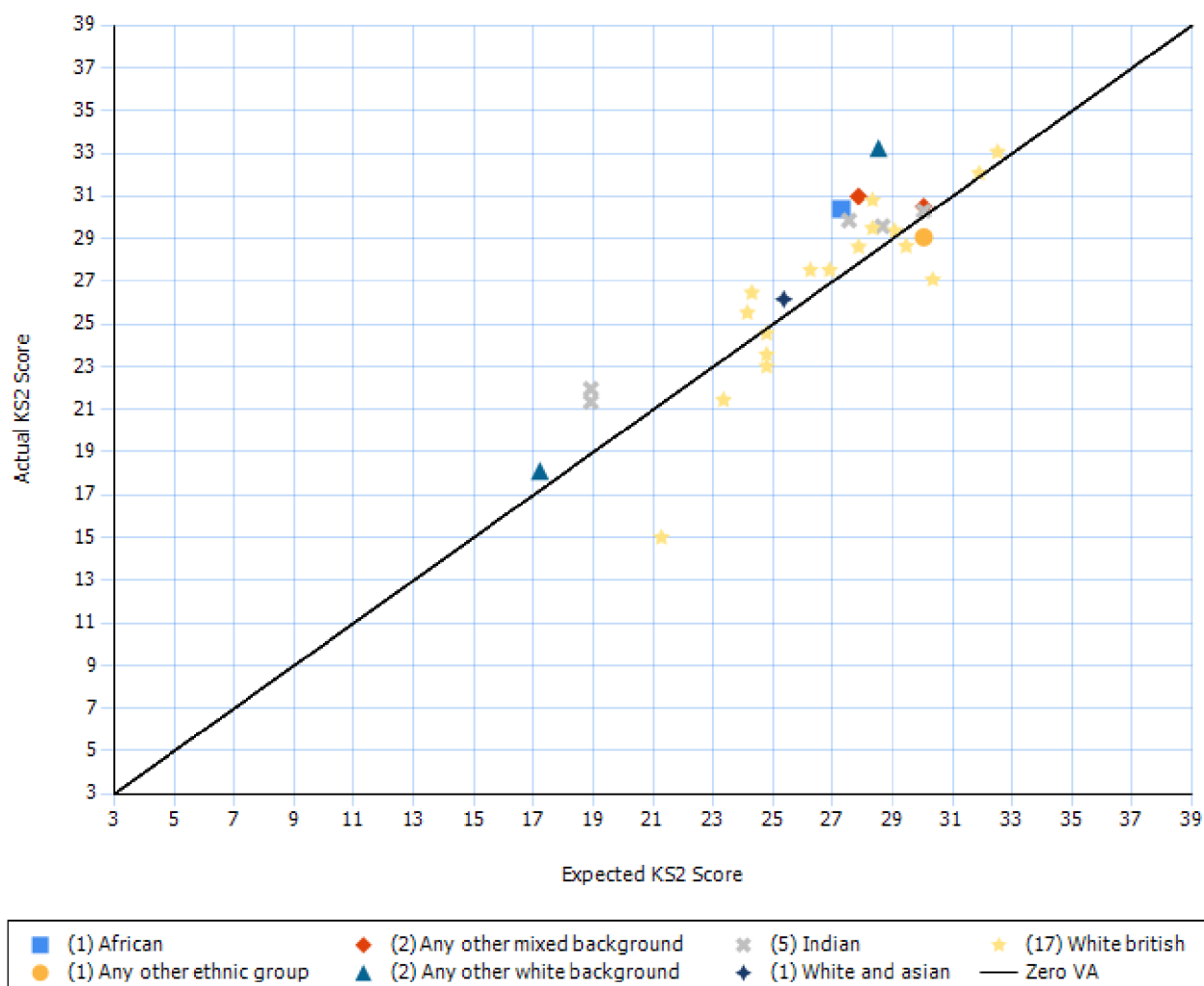


## Progress Measures Value Added

**Chart 5.6.5: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (main ethnic code)**

### 2011 All subjects (KS2) value added line, showing spread of pupils by main ethnic code

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



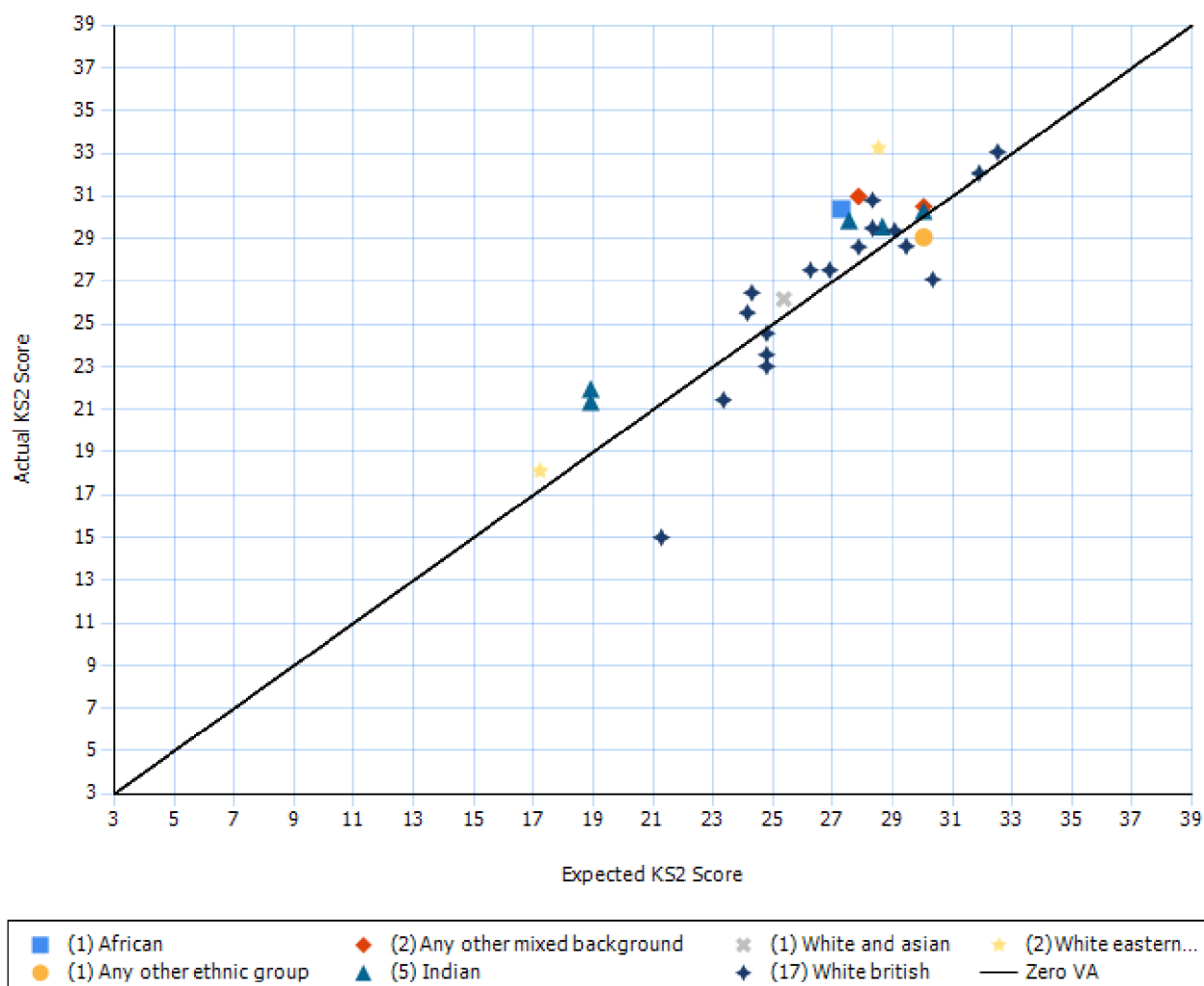
Coverage 94%

## Progress Measures Value Added

**Chart 5.6.6: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (extended ethnicity)**

### 2011 All subjects (KS2) value added line, showing spread of pupils by ethnicity

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



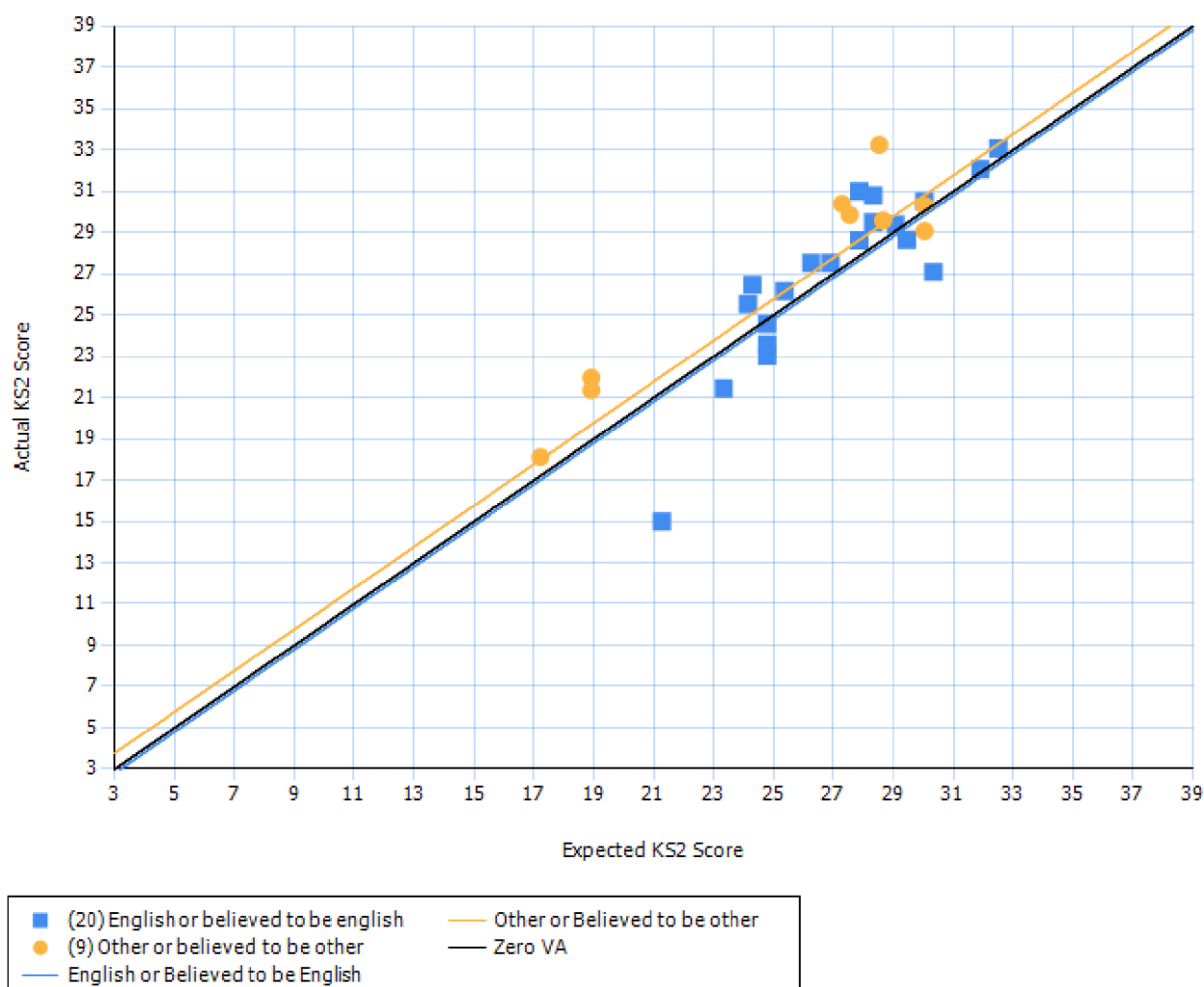
Coverage 94%

## Progress Measures Value Added

**Chart 5.6.7: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (EAL)**

### 2011 All subjects (KS2) value added line, showing spread of pupils by first language

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



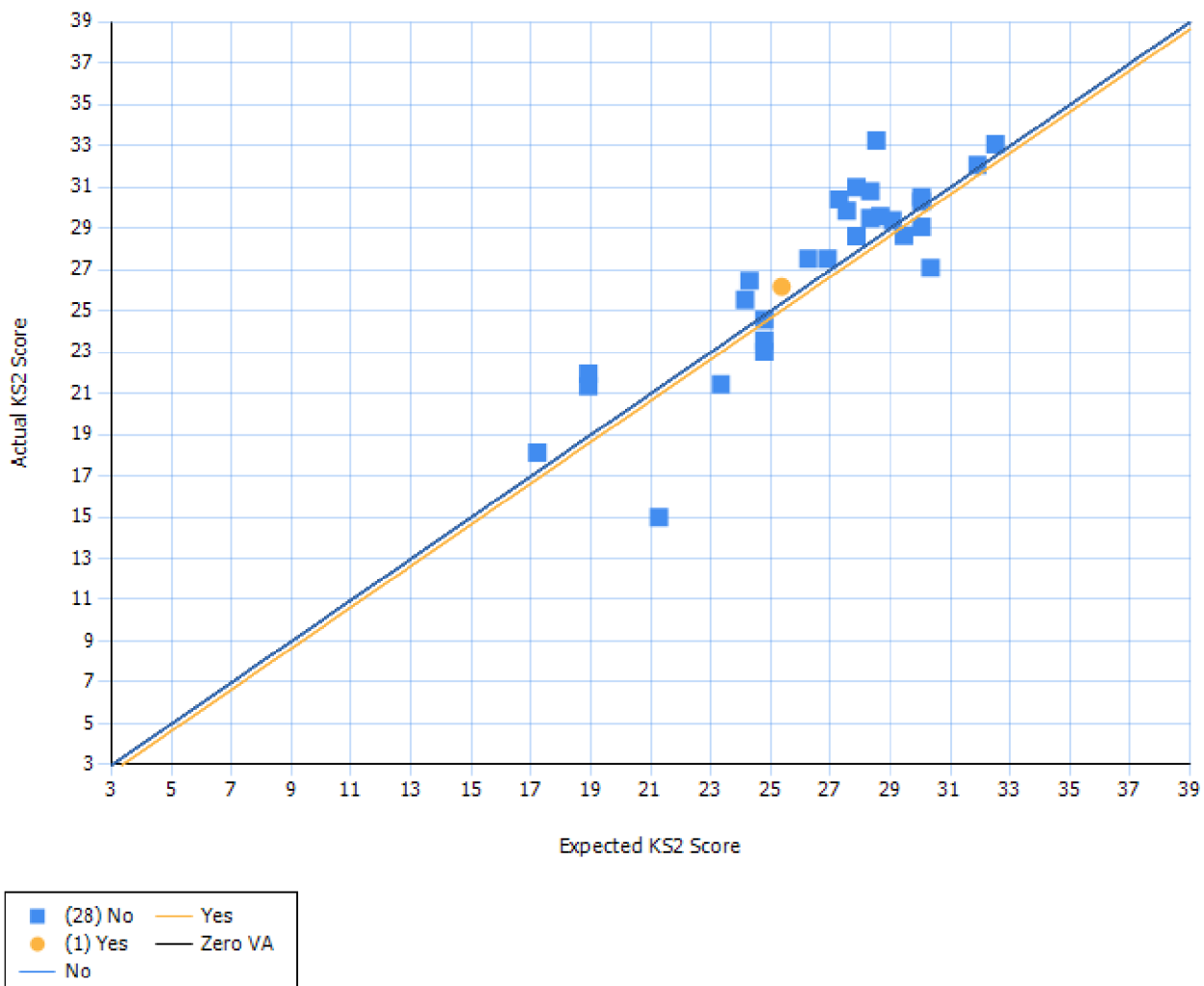
Coverage 94%

## Progress Measures Value Added

**Chart 5.6.8: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (FSM)**

### 2011 All subjects (KS2) value added line, showing spread of pupils by free school meal eligibility

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



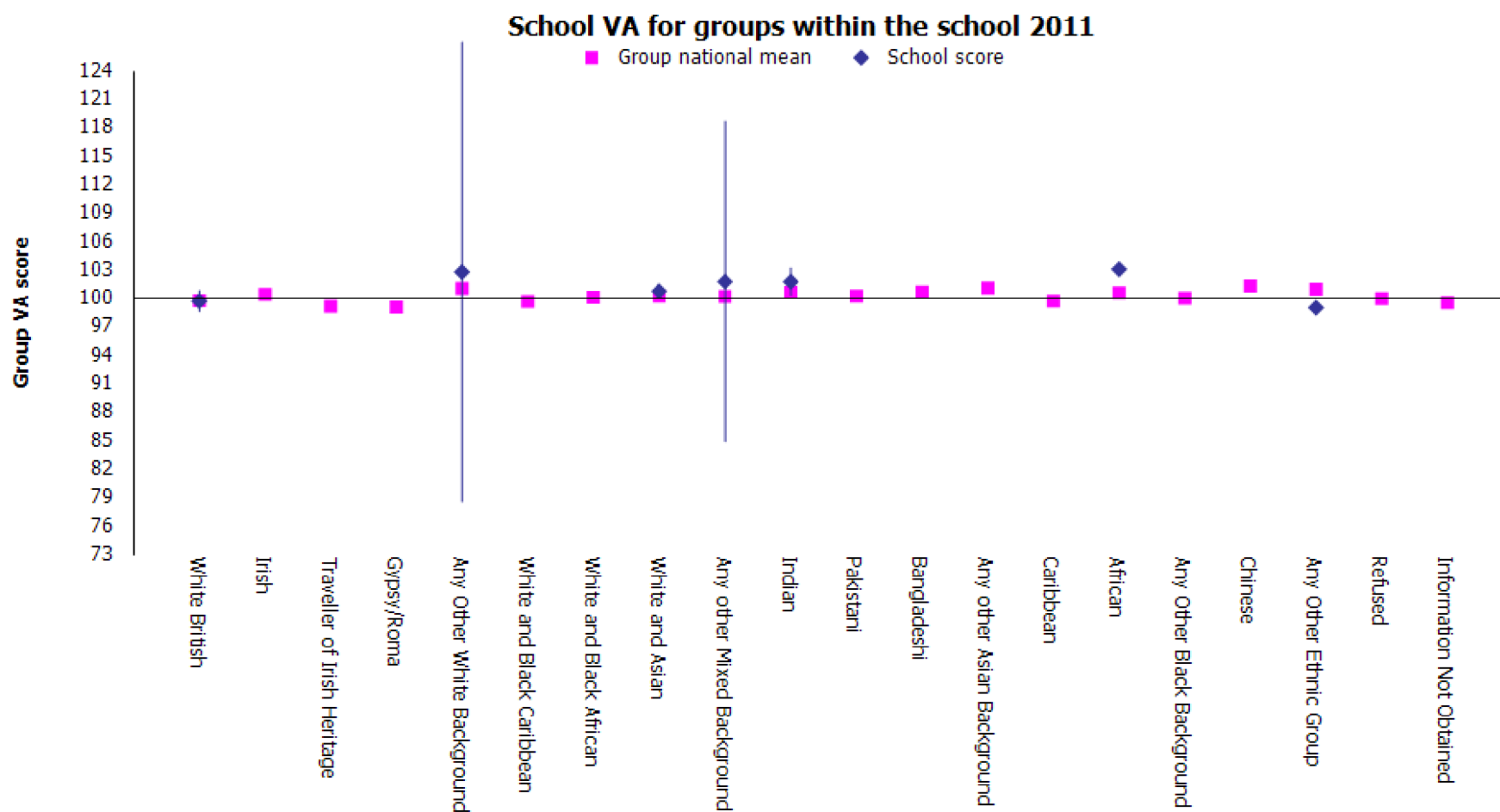
Coverage 94%

## Progress Measures Value Added

**Chart 5.6.9 and Table 5.6.10: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds**

### Overall value added

This report provides the overall value added score for particular ethnic groups within the school relative to both the national mean of 100 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.



## Progress Measures Value Added

	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	17	0	0	0	2	0	0	1	2	5	0	0	0	0	1	0	0	1	0	0
School Score	99.7	-	-	-	102.8	-	-	100.8	101.8	101.8	-	-	-	-	103.1	-	-	99.0	-	-
95% confidence interval	1.1	-	-	-	24.2	-	-	-	16.9	1.4	-	-	-	-	-	-	-	-	-	-
Group national mean	99.8	100.4	99.2	99.1	101.1	99.7	100.1	100.2	100.2	100.6	100.3	100.7	101.1	99.7	100.6	100.1	101.3	101.0	100.0	99.6
Significance from national average for group		-	-	-		-	-	-			-	-	-	-	-	-	-	-	-	-
Significance from overall national average		-	-	-		-	-	-		Sig+	-	-	-	-	-	-	-	-	-	-

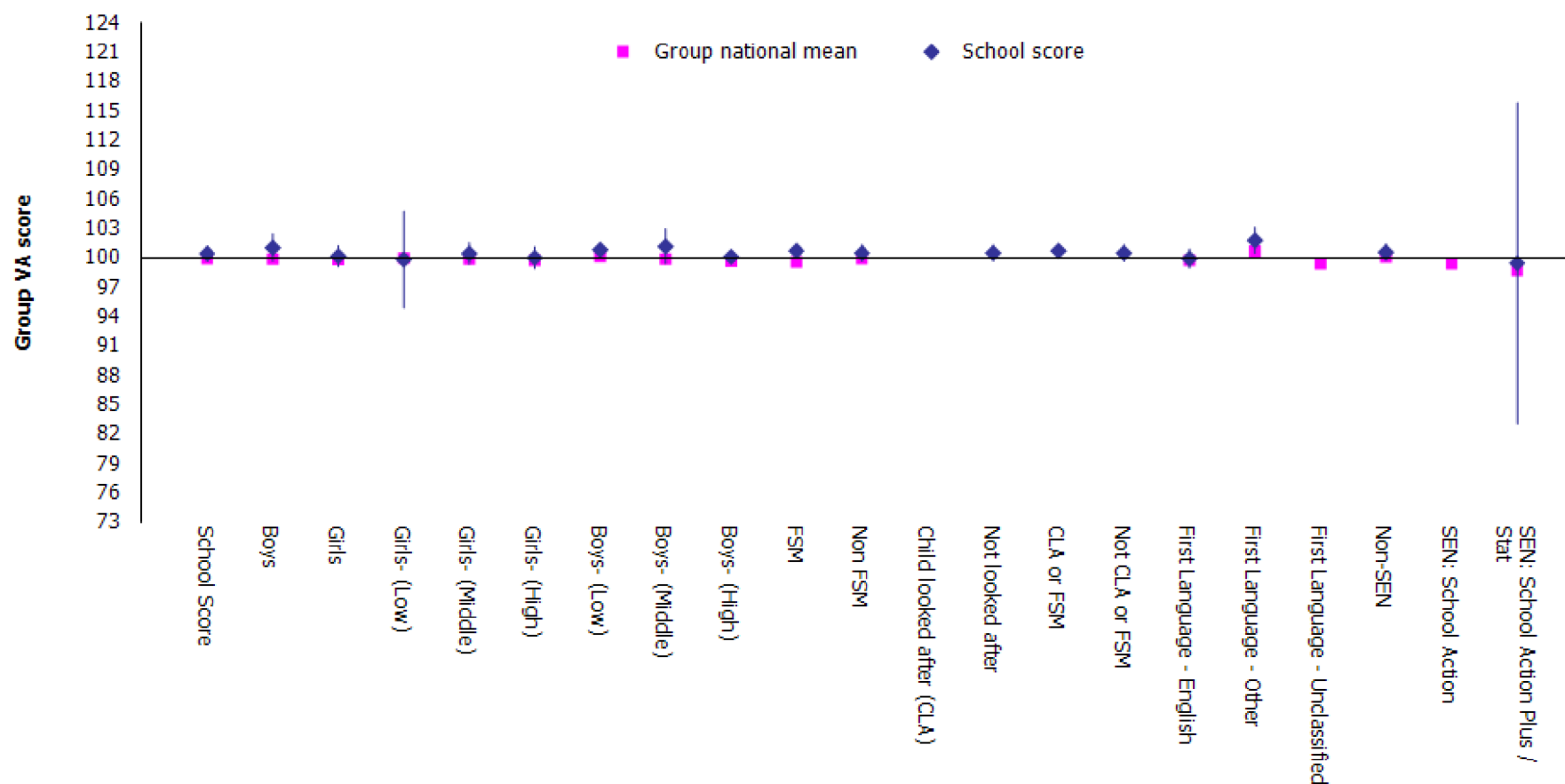
## Progress Measures Value Added

**Chart 5.6.11 and Table 5.6.12: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - pupil characteristics**

### Overall value added

This report provides the overall value added score for particular groups within the school relative to both the national mean of 100 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

**School VA for groups within the school 2011**



## Progress Measures Value Added

	School Score	Boys	Girls	Girls- (Low)	Girls- (Middle)	Girls- (High)	Boys- (Low)	Boys- (Middle)	Boys- (High)	FSM	Non FSM	Child looked after (CLA)	Not looked after	CLA or FSM	Not CLA or FSM	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: School Action	SEN: School Action Plus / Stat
Cohort for VA	29	11	18	5	9	4	1	9	1	1	28	0	29	1	28	20	9	0	27	0	2
School Score	100.5	101.1	100.2	99.9	100.5	100.1	100.9	101.2	100.2	100.8	100.6	-	100.6	100.8	100.6	100.0	101.9	-	100.7	-	99.5
95% confidence interval	0.8	1.4	1.1	4.9	1.1	1.1	-	1.8	-	-	0.9	-	0.8	-	0.9	1.0	1.3	-	0.9	-	16.4
Group national mean	100.0	100.0	99.9	100.0	99.9	99.8	100.2	100.0	99.7	99.7	100.0	-	-	-	-	99.8	100.8	99.5	100.2	99.5	98.8
Significance from national average for group							-		-	-		-	-	-	-			-		-	
Significance from overall national average							-		-	-		-		-		Sig+		-		-	

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage.

Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18).

High attaining are those above Level 2 at Key Stage 1 (APS≥18).



## Expected Progress English, Mathematics

**Table 5.7.1: Key Stage 1 to Key Stage 2 performance - Expected Progress, School and National**

This report shows the percentage of pupils making expected progress between Key Stage 1 and 2.  
Significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
<b>All Pupils</b>	30	87	83		30	83	82	
<b>Gender</b>								
Male	11	91	81	-	11	100	83	-
Female	19	84	86	-	19	74	82	-
<b>Free School Meals</b>								
FSM	1	100	79	-	1	100	75	-
Non FSM	29	86	84	-	29	83	84	-
<b>Children Looked After</b>								
CLA	-	-	-	-	-	-	-	-
Not CLA	30	87	-	-	30	83	-	-
<b>Deprivation</b>								
CLA or FSM	-	-	-	-	-	-	-	-
Not CLA or FSM	29	86	-	-	29	83	-	-
<b>Attainment at KS1</b>								
Low	6	67	78	-	6	67	65	-
Middle	18	94	88	-	18	83	85	-
High	5	80	77	-	5	100	89	-
<b>English as a First Language</b>								
English or believed to be English	20	95	83	-	20	75	82	-
Other than English or believed to be other than English	10	70	87	-	10	100	85	-
Unclassified	-	-	58	-	-	-	59	-
<b>Special Educational Needs</b>								
No Identified SEN	28	86	87	-	28	86	88	-
SEN without a statement	2	100	77	-	2	50	68	-
School Action	-	-	80	-	-	-	70	-
School Action Plus	2	100	71	-	2	50	64	-
SEN with a statement	-	-	42	-	-	-	41	-
<b>Ethnicity Group</b>								
<b>White</b>								
British	17	94	83	-	17	71	82	-
Irish	-	-	87	-	-	-	87	-
Traveller of Irish Heritage	-	-	65	-	-	-	61	-

## Expected Progress English, Mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	-	-	59	-	-	-	53	-
Any Other White Background	3	67	85	-	3	100	86	-
<b>Mixed</b>								
White and Black Caribbean	-	-	83	-	-	-	79	-
White and Black African	-	-	85	-	-	-	82	-
White and Asian	1	100	85	-	1	100	86	-
Any other Mixed Background	2	100	85	-	2	100	84	-
<b>Asian or Asian British</b>								
Indian	5	60	88	-	5	100	89	-
Pakistani	-	-	86	-	-	-	82	-
Bangladeshi	-	-	89	-	-	-	85	-
Any other Asian Background	-	-	88	-	-	-	90	-
<b>Black or Black British</b>								
Black Caribbean	-	-	83	-	-	-	77	-
Black African	1	100	87	-	1	100	84	-
Any Other Black Background	-	-	82	-	-	-	80	-
<b>Chinese</b>	-	-	91	-	-	-	95	-
<b>Any Other Ethnic Group</b>	1	100	85	-	1	100	87	-
Unclassified - Refused	-	-	82	-	-	-	82	-
Unclassified - Information Not Obtained	-	-	65	-	-	-	66	-

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available.

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

## Value Added

**Table 5.8.1: Key Stage 1 to Key Stage 2 value added Summary Report**


This report summarises the VA scores in the school. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate, it is highlighted in green (sig+) or blue (sig-).


	Number of pupils in latest year	Value Added						Value Added by Subject 2011			
		2009		2010		2011		English		Maths	
		School	National	School	National	School	National	School	National	School	National
<b>All Pupils</b>	29	-	-	-	-	100.5	100.0	100.6	100.0	100.4	100.0
<b>Gender</b>											
Boys	11	-	-	-	-	101.1	100.0	100.4	99.7	101.9	100.2
Girls	18	-	-	-	-	100.2	99.9	100.8	100.2	99.6	99.6
<b>Free School Meals</b>											
FSM	1	-	-	-	-	100.8	99.7	99.4	99.6	102.2	99.7
Non FSM	28	-	-	-	-	100.6	100.0	100.7	100.0	100.4	100.0
<b>Children Looked After</b>											
CLA	-	-	-	-	-	-	-	-	-	-	-
Not CLA	29	-	-	-	-	100.6	-	100.7	-	100.5	-
<b>Free School Meals or Children Looked After</b>											
CLA or FSM	1	-	-	-	-	100.8	-	99.4	-	102.2	-
Not CLA or FSM	28	-	-	-	-	100.6	-	100.7	-	100.4	-
<b>Prior Attainment</b>											
Low	6	-	-	-	-	100.1	100.1	100.4	100.1	99.7	100.1
Middle	18	-	-	-	-	100.9	99.9	101.0	99.9	100.7	99.9
High	5	-	-	-	-	100.1	99.8	99.5	99.8	100.7	99.8
<b>English as a First Language</b>											
First Language - English	20	-	-	-	-	100.0	99.8	100.2	99.8	99.8	99.8
First Language - Other	9	-	-	-	-	101.9	100.8	101.6	100.6	102.1	100.9
Unclassified	-	-	-	-	-	-	99.5	-	99.6	-	99.3
<b>Special Educational Needs</b>											
Non-SEN	27	-	-	-	-	100.7	100.2	100.7	100.2	100.6	100.1
<b>SEN without a statement</b>											
School Action	-	-	-	-	-	-	99.5	-	99.5	-	99.5
School Action Plus	2	-	-	-	-	99.5	99.0	100.2	98.8	98.8	99.2
<b>SEN with a statement</b>	-	-	-	-	-	-	97.9	-	97.7	-	98.1
<b>Ethnicity Group</b>											
<b>White</b>											
British	17	-	-	-	-	99.7	99.8	100.2	99.8	99.2	99.8

## Value Added

	Number of pupils in latest year	Value Added						Value Added by Subject 2011			
		2009		2010		2011		English		Maths	
		School	National	School	National	School	National	School	National	School	National
Irish	-	-	-	-	-	-	100.4	-	100.4	-	100.4
Traveller of Irish Heritage	-	-	-	-	-	-	99.2	-	99.1	-	99.3
Gypsy/Roma	-	-	-	-	-	-	99.1	-	99.2	-	99.0
Any Other White Background	2	-	-	-	-	102.8	101.1	101.3	101.0	104.3	101.1
<b>Mixed</b>											
White and Black Caribbean	-	-	-	-	-	-	99.7	-	99.9	-	99.6
White and Black African	-	-	-	-	-	-	100.1	-	100.3	-	100.0
White and Asian	1	-	-	-	-	100.8	100.2	99.4	100.2	102.2	100.3
Any other Mixed Background	2	-	-	-	-	101.8	100.2	100.6	100.3	103.0	100.1
<b>Asian or Asian British</b>											
Indian	5	-	-	-	-	101.8	100.6	101.8	100.4	101.8	100.9
Pakistani	-	-	-	-	-	-	100.3	-	100.2	-	100.4
Bangladeshi	-	-	-	-	-	-	100.7	-	100.6	-	100.8
Any other Asian Background	-	-	-	-	-	-	101.1	-	100.8	-	101.5
<b>Black or Black British</b>											
Black Caribbean	-	-	-	-	-	-	99.7	-	99.9	-	99.5
Black African	1	-	-	-	-	103.1	100.6	103.5	100.7	102.7	100.6
Any Other Black Background	-	-	-	-	-	-	100.1	-	100.2	-	99.9
<b>Chinese</b>	-	-	-	-	-	-	101.3	-	100.8	-	101.9
<b>Any Other Ethnic Group</b>	1	-	-	-	-	99.0	101.0	99.7	100.7	98.4	101.3
Unclassified - Refused	-	-	-	-	-	-	100.0	-	100.0	-	100.0
Unclassified - Information Not Obtained	-	-	-	-	-	-	99.6	-	99.7	-	99.4

### Key

 School performance is significantly higher than the national VA figure

 School performance is significantly below the national VA figure

Overall national performance for all pupils in any one year is 100. The national performance of distinct pupil groups does differ from 100. Some groups have a score higher than 100 and some are below 100.

## Narrowing the Gaps With Pupil Premium at Key Stage 2

**Table 6.1.1: Narrowing the Gaps for Free School Meals and Children Looked After pupil groups**

This report aims to provide schools with a single, easy-to-use and comprehensive overview of the attainment and progress of pupils eligible for Free School Meals.

### School Context

	2009	2010	2011						
				20th percentile	40th percentile	60th percentile	80th percentile		
<b>% of pupils known to be eligible for free school meals (FSM)</b>									
School	9.2	7.7	11.0						
National	17.0	18.5	19.2	0.0	5.3	9.9	17.3	30.4	90.1

	Pre Comp	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	29	30	30	30	30	30	31
%FSM	-	10.0	6.7	13.3	13.3	16.7	3.2

Please note that the above data was sourced from the schools January 2011 census therefore the year groups displayed above refer to the academic year 2010/11.

### Key Stage 1 to Key Stage 2 value added: Free School Meals

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	29	100.5	0.8	100.0	29	100.6	0.8	100.0	29	100.4	1.0	100.0
FSM	1	100.8	-	99.7	1	99.4	-	99.6	1	102.2	-	99.7
Non FSM	28	100.6	0.9	100.0	28	100.7	1.1	100.0	28	100.4	1.0	100.0

### Percentage achieving expected progress, 2011 English and mathematics Free School Meals

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference
All Pupils	30	87	84	3	30	83	84	-1
Non FSM	29	86	84	2	29	83	84	-1
FSM	1	100	84	16	1	100	84	16
Within School Gap		14				17		

### Average point scores, 2011, English and Maths by Free School Meals

## Narrowing the Gaps With Pupil Premium at Key Stage 2

	All NC Core Subjects				English				Mathematics			
	School		National		School		National		School		National	
	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference
<b>All Pupils</b>	31	27.5	27.9	-0.4	31	27.2	27.8	-0.6	31	27.8	28.1	-0.3
Non FSM	30	27.5	27.9	-0.4	30	27.2	27.8	-0.6	30	27.8	28.1	-0.3
FSM	1	27.0	27.9	-0.9	1	27.0	27.8	-0.8	1	27.0	28.1	-1.1
Within School Gap		-0.5				-0.2				-0.8		

### Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects FSM

Percentage of Key Stage 2 pupils achieving level 4 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference
<b>All Pupils</b>	31	81	84	-3	31	71	83	-12	31	71	78	-7
Non FSM	30	80	84	-4	30	70	83	-13	30	70	78	-8
FSM	1	100	84	16	1	100	83	17	1	100	78	22
Within School Gap		20				30				30		

Percentage of Key Stage 2 pupils achieving level 5 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference
<b>All Pupils</b>	31	29	32	-3	31	45	38	7	31	23	24	-1
Non FSM	30	30	32	-2	30	47	38	9	30	23	24	-1
FSM	1	0	32	-32	1	0	38	-38	1	0	24	-24
Within School Gap		-30				-47				-23		

Please note:

- School cohort figures are compared to the national non FSM figures
- Significance is displayed for:
  - o All pupils against all pupils nationally
  - o Non FSM against the national Non FSM
  - o FSM against the national FSM

Caution should be taken when interpreting the analysis for small cohorts.