

School performance summary 2016/2017

St Mark's CofE Junior School, Salisbury (URN: 141645)

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

Key stage 2

This is revised data for 2016/2017.

Progress in reading, writing and maths

Reading

Number of pupils = 85



Confidence interval
-4.5 to -1.9

Writing

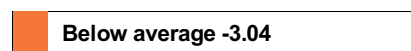
Number of pupils = 85



Confidence interval
-8.2 to -5.6

Maths

Number of pupils = 85

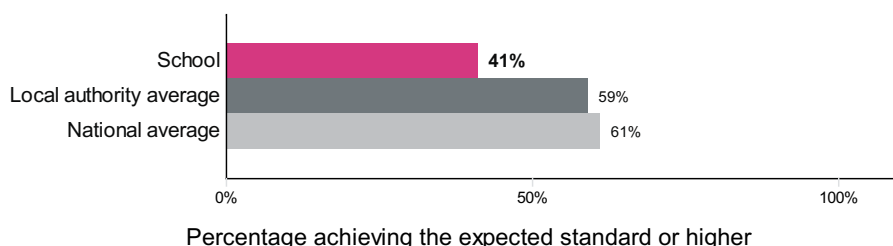


Confidence interval
-4.2 to -1.8

Reading, writing and maths combined

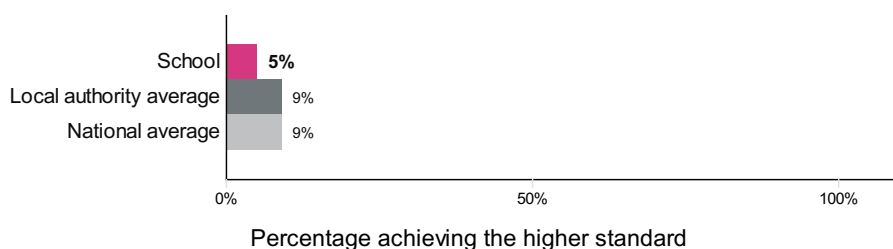
Percentage of pupils achieving the expected standard or higher

Number of pupils = 85



Percentage of pupils achieving the higher standard

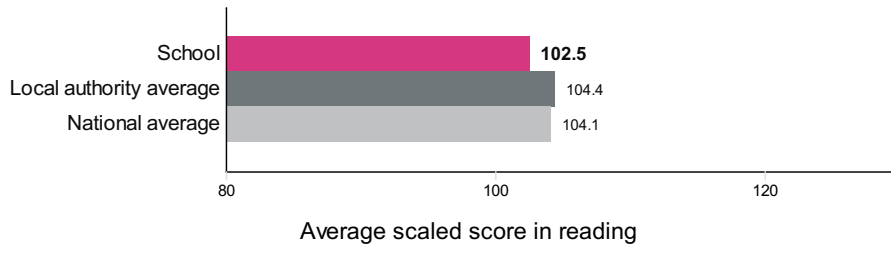
Number of pupils = 85



Average scaled score in:

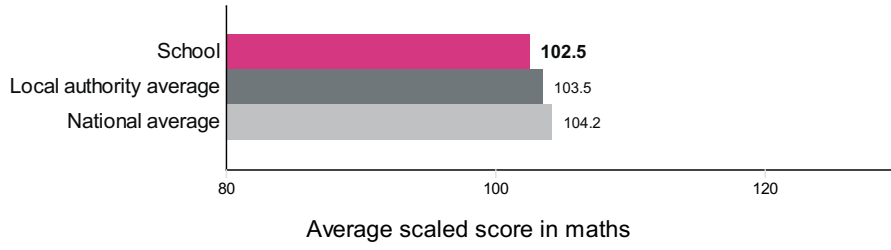
Reading

Number of pupils = 85



Maths

Number of pupils = 85



Key stage 2 disadvantaged

This is revised data for 2016/2017.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-5.08	-9.37	-3.45
Confidence interval	-8.9 to -1.2	-13.1 to -5.6	-6.9 to 0.0
National average for non-disadvantaged pupils	0.33	0.18	0.29
Number of disadvantaged pupils	10	10	10

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	4	2	51	5	30	3
Score	-5.88	-7.13	-3.97	-4.31	-1.48	-4.99
National Comparator	0.00	0.47	0.00	0.34	0.00	0.29
Difference	-5.88	-7.60	-3.97	-4.65	-1.48	-5.28
Confidence interval	-12.0 to 0.2	-15.8 to 1.5	-5.7 to -2.3	-9.8 to 1.1	-3.7 to 0.8	-12.0 to 2.1

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	4	2	51	5	30	3
Score	-7.20	-13.20	-7.78	-7.90	-5.44	-9.26
National Comparator	0.00	0.48	0.00	0.17	0.00	0.13
Difference	-7.20	-13.68	-7.78	-8.07	-5.44	-9.39
Confidence interval	-13.1 to -1.3	-21.6 to -4.8	-9.4 to -6.1	-13.2 to -2.6	-7.6 to -3.3	-16.1 to -2.4

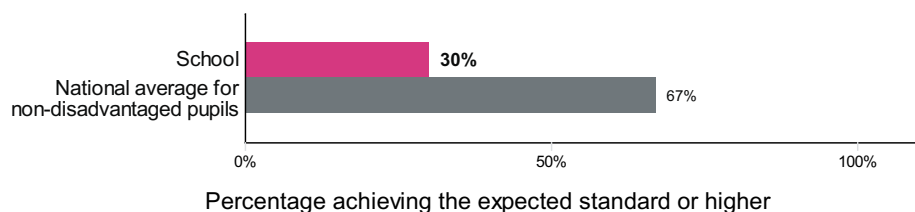
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	4	2	51	5	30	3
Score	-5.04	-3.04	-4.08	-2.15	-1.02	-5.88
National Comparator	0.00	0.58	0.00	0.31	0.00	0.20
Difference	-5.04	-3.62	-4.08	-2.46	-1.02	-6.08
Confidence interval	-10.6 to 0.5	-10.8 to 4.8	-5.6 to -2.5	-7.1 to 2.8	-3.0 to 1.0	-12.2 to 0.5

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 10

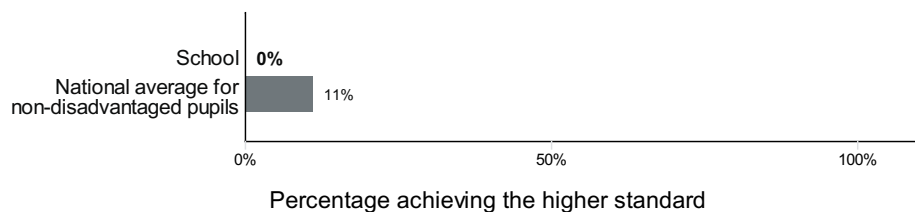


Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	4	2	51	5	30	3
Percentage	0	0	24	20	77	67
National Comparator	7	8	56	60	95	96
Difference	-7	-8	-32	-40	-18	-29

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 10



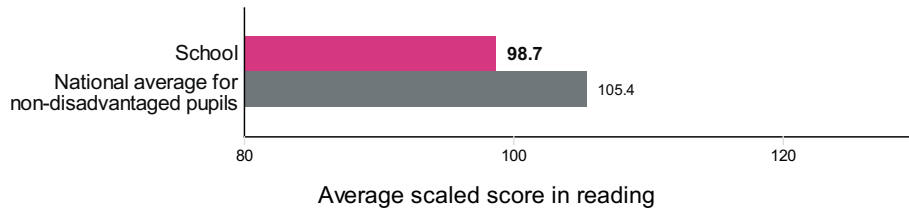
Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	4	2	51	5	30	3
Percentage	0	0	0	0	13	0
National Comparator	0	0	1	2	26	28
Difference	0	0	-1	-2	-13	-28

Average scaled score for disadvantaged pupils in:

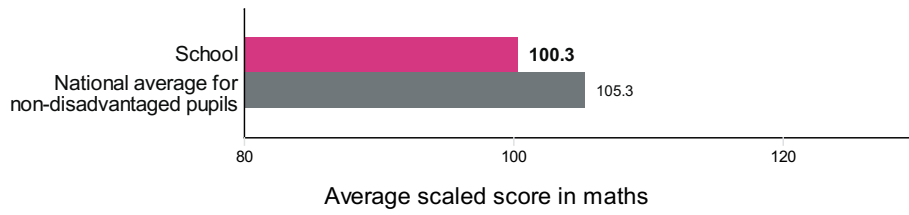
Reading

Number of disadvantaged pupils = 10



Maths

Number of disadvantaged pupils = 10



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	85	41	61	5	9
Male	45	33	57	4	7
Female	40	50	65	5	10
Disadvantaged	10	30	67	0	11
Other	75	43	67	5	11
Ever 6 FSM	10	30	67	0	11
Children looked after	0	N/A	61	N/A	9
SEN with statement or EHC plan	0	N/A	61	N/A	9
SEN support	10	10	61	0	9
No SEN	75	45	70	5	10
Non-mobile	83	42	63	5	9
English first language	80	40	61	4	9
English additional language	5	60	61	20	9
Prior attainment					
Low overall	4	0	7	0	0
Middle overall	51	24	56	0	1
High overall	30	77	95	13	26
Reading low	4	0	9	0	0
Reading middle	51	24	57	0	2
Reading high	30	77	94	13	27
Writing low	4	0	12	0	0
Writing middle	66	32	66	0	5
Writing high	15	93	97	27	39
Maths low	1	0	6	0	0
Maths middle	63	27	58	2	3
Maths high	21	86	95	14	31

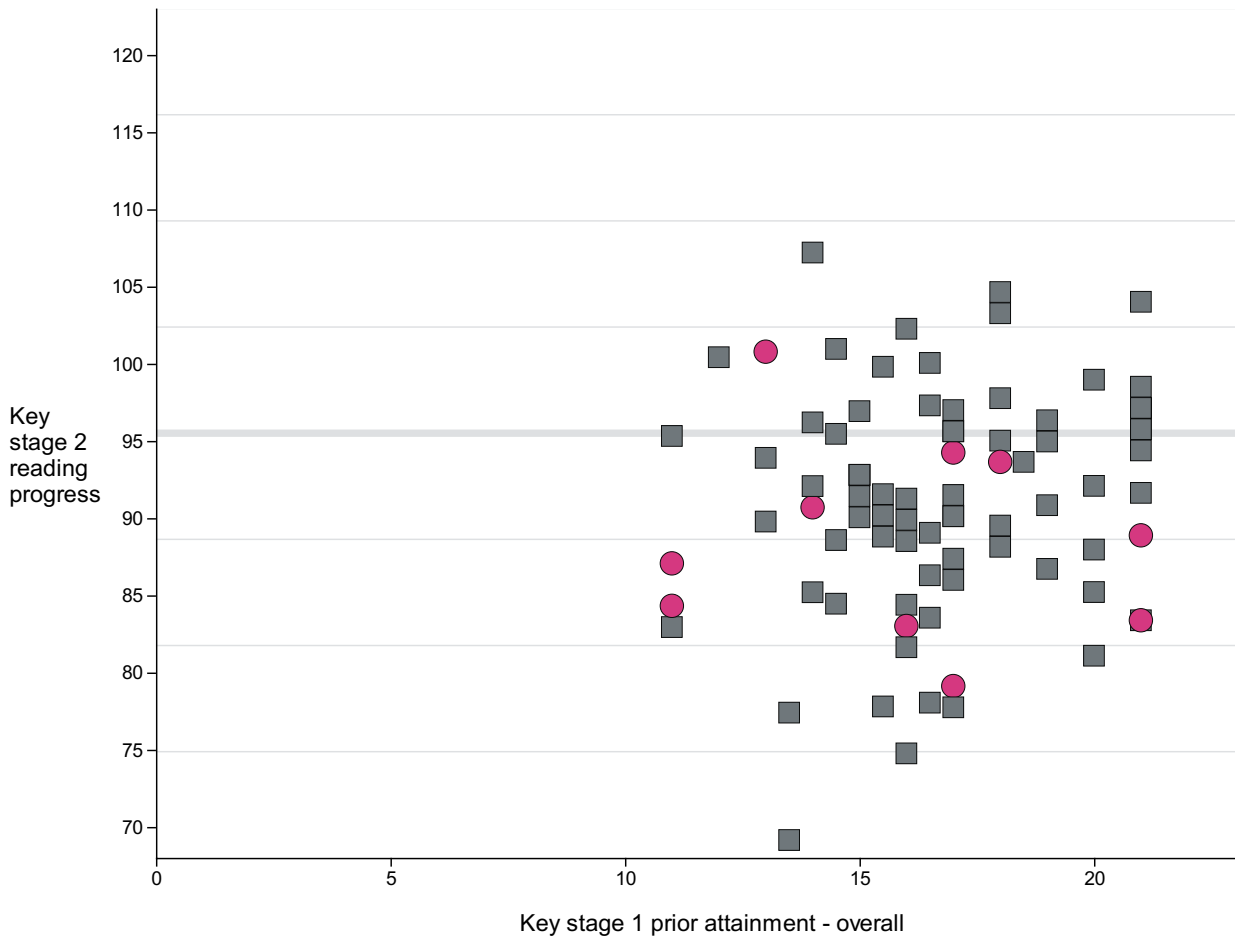
Key stage 2 reading progress and attainment by pupil group

Key stage 2 reading by pupil group									
Breakdown	Reading progress		Reading attainment						
	Cohort	Score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	85	-3.18	85	68	72	18	25	102.5	104.1
Male	45	-2.24	45	71	68	16	21	103.1	103.4
Female	40	-4.25	40	65	75	20	28	102.0	104.9
Disadvantaged	10	-5.08	10	50	77	0	29	98.7	105.4
Other	75	-2.93	75	71	77	20	29	103.1	105.4
Ever 6 FSM	10	-5.08	10	50	77	0	29	98.7	105.3
Children looked after	0	N/A	0	N/A	72	N/A	25	N/A	104.2
SEN with statement or EHC plan	0	N/A	0	N/A	72	N/A	25	N/A	104.1
SEN support	10	-6.18	10	30	72	0	25	93.7	104.1
No SEN	75	-2.78	75	73	80	20	28	103.6	105.4
Non-mobile	83	-3.18	83	69	73	18	25	102.6	104.3
English first language	80	-3.22	80	69	72	15	25	102.3	104.1
English additional language	5	-2.52	5	60	72	60	25	105.6	104.1
Prior attainment									
Low overall	4	-5.88	4	0	17	0	1	88.3	93.1
Middle overall	51	-3.97	51	55	70	0	14	99.6	102.6
High overall	30	-1.48	30	100	97	50	56	109.3	110.6
Reading low	4	-4.47	4	0	19	0	2	91.0	93.4
Reading middle	51	-4.08	51	57	71	0	14	99.6	102.7
Reading high	30	-1.48	30	97	98	50	58	109.0	111.0
Writing low	4	-2.95	4	25	25	0	3	91.8	94.9
Writing middle	66	-3.64	66	64	77	6	21	101.2	104.3
Writing high	15	-1.22	15	100	99	73	67	111.1	112.1
Maths low	1	-8.13	1	0	16	0	1	86.0	92.8
Maths middle	63	-3.51	63	59	72	6	17	100.4	103.2
Maths high	21	-1.96	21	100	97	52	58	109.8	110.8

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

Number of pupils =

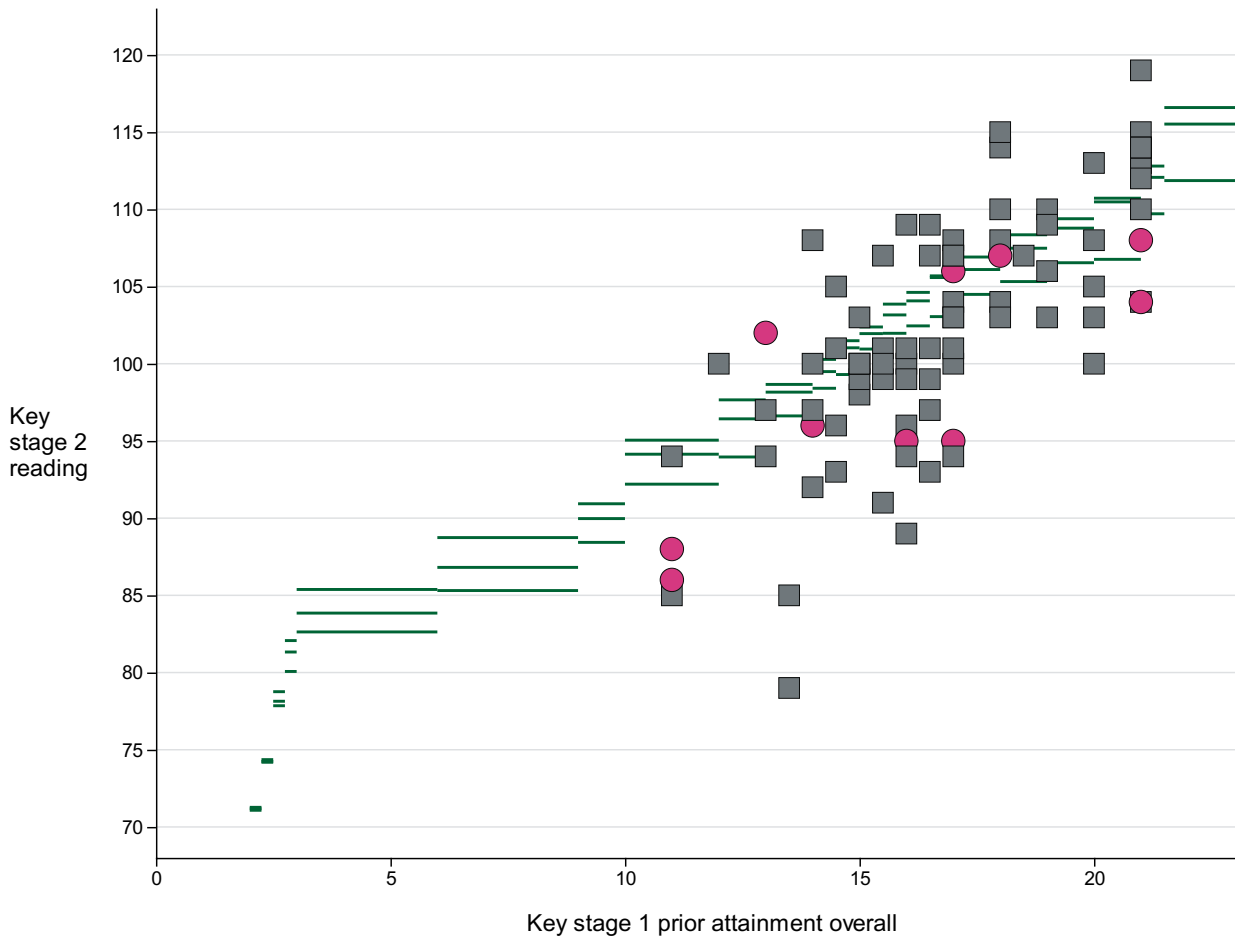
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



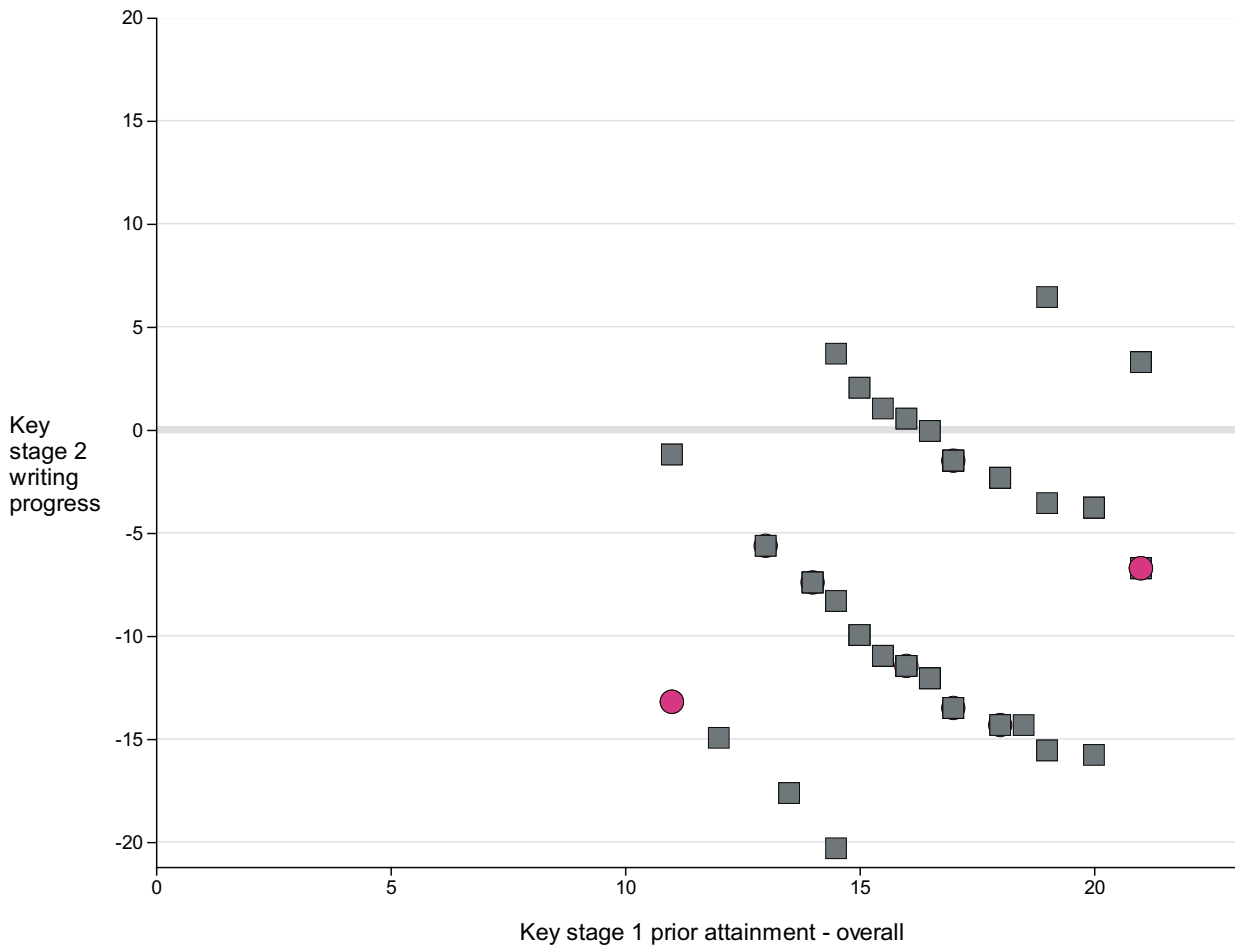
Key stage 2 writing progress and attainment by pupil group

Key stage 2 writing by pupil group							
Breakdown	Writing progress		Writing attainment				
	Cohort	Score	Cohort	Achieved the expected standard		Achieved a greater depth	
				School %	National benchmark	School %	National benchmark
All pupils	85	-6.92	85	45	76	7	18
Male	45	-7.71	45	36	70	4	13
Female	40	-6.04	40	55	82	10	23
Disadvantaged	10	-9.37	10	30	81	0	21
Other	75	-6.60	75	47	81	8	21
Ever 6 FSM	10	-9.37	10	30	81	0	21
Children looked after	0	N/A	0	N/A	76	N/A	18
SEN with statement or EHC plan	0	N/A	0	N/A	76	N/A	18
SEN support	10	-10.38	10	10	76	0	18
No SEN	75	-6.46	75	49	86	8	21
Non-mobile	83	-6.96	83	45	78	7	18
English first language	80	-7.31	80	43	76	5	18
English additional language	5	-0.77	5	80	76	40	18
Prior attainment							
Low overall	4	-7.20	4	0	17	0	0
Middle overall	51	-7.78	51	29	78	0	7
High overall	30	-5.44	30	77	98	20	46
Reading low	4	-5.75	4	0	18	0	0
Reading middle	51	-8.28	51	27	78	0	7
Reading high	30	-4.78	30	80	99	20	48
Writing low	4	-7.64	4	0	23	0	0
Writing middle	66	-7.75	66	36	84	0	12
Writing high	15	-3.10	15	93	100	40	64
Maths low	1	-13.20	1	0	17	0	0
Maths middle	63	-7.52	63	32	78	2	11
Maths high	21	-4.84	21	86	98	24	48

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

Number of pupils =

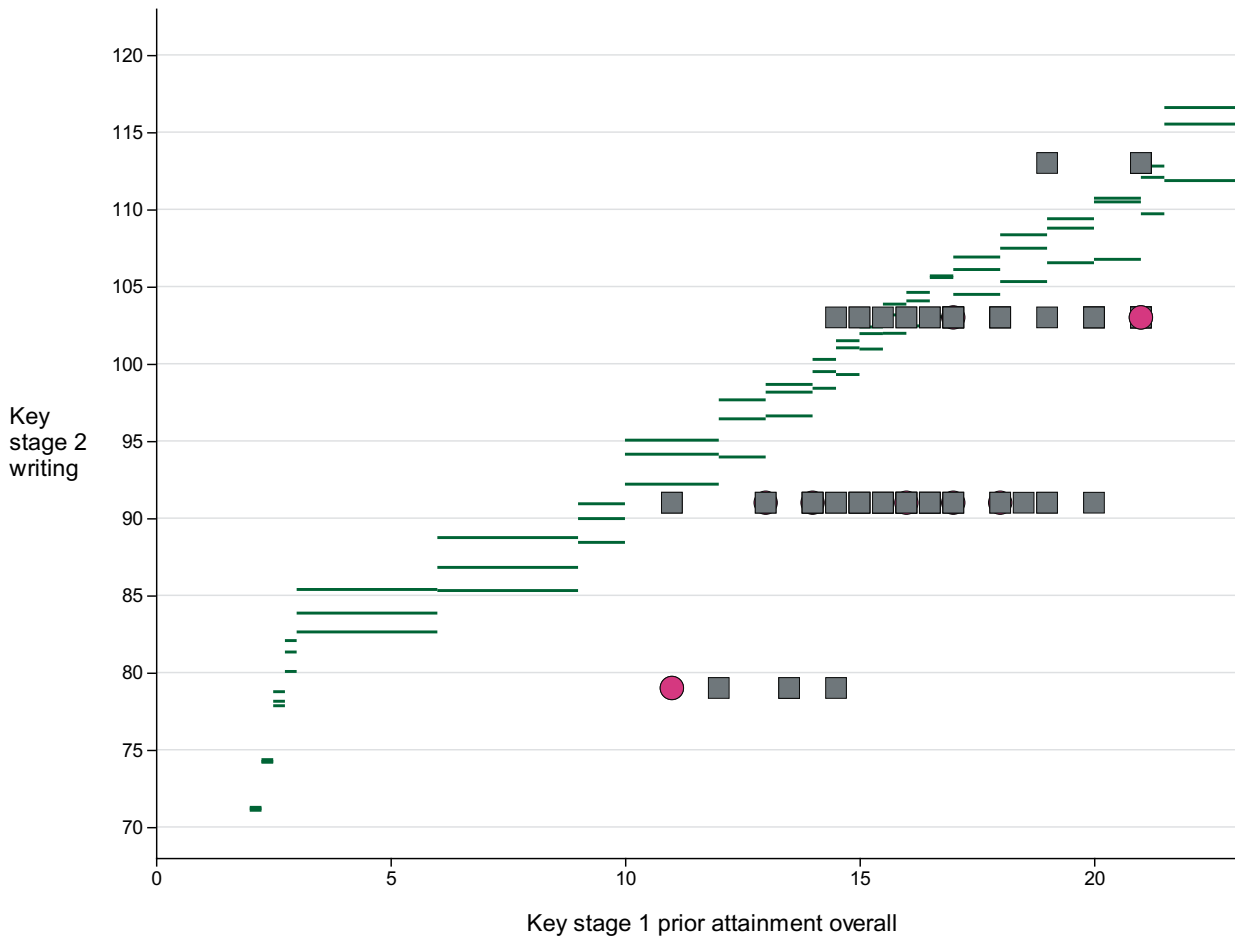
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



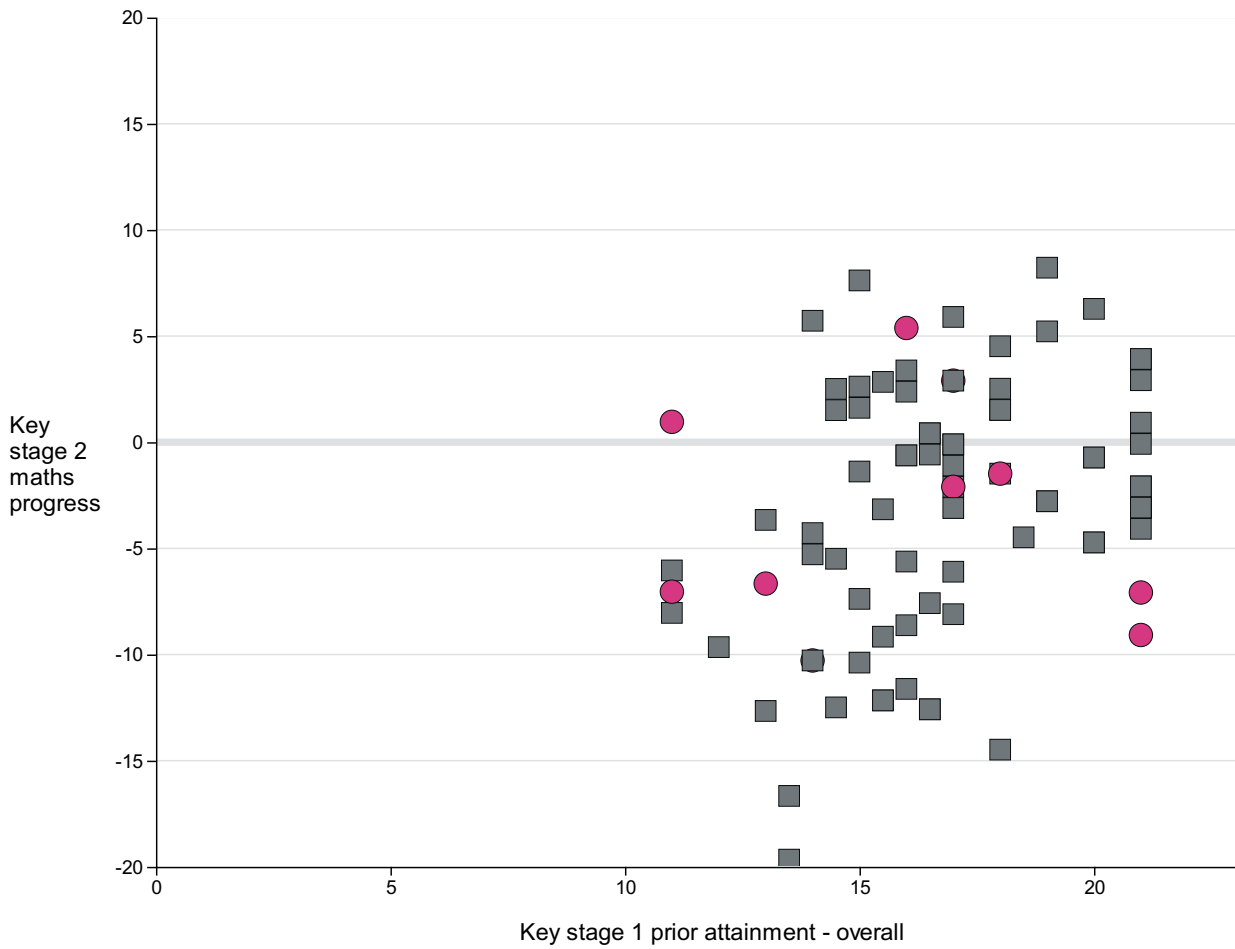
Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group									
Breakdown	Maths progress		Maths attainment						
	Cohort	Score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	85	-3.04	85	66	75	20	23	102.5	104.2
Male	45	-2.06	45	67	75	22	24	103.2	104.4
Female	40	-4.15	40	65	75	18	21	101.8	104.0
Disadvantaged	10	-3.45	10	60	80	10	27	100.3	105.3
Other	75	-2.99	75	67	80	21	27	102.9	105.3
Ever 6 FSM	10	-3.45	10	60	80	10	27	100.3	105.3
Children looked after	0	N/A	0	N/A	75	N/A	23	N/A	104.2
SEN with statement or EHC plan	0	N/A	0	N/A	75	N/A	23	N/A	104.2
SEN support	10	-5.98	10	30	75	0	23	94.6	104.2
No SEN	75	-2.65	75	71	83	23	26	103.5	105.4
Non-mobile	83	-3.08	83	65	76	20	23	102.5	104.4
English first language	80	-3.39	80	64	75	19	23	102.1	104.2
English additional language	5	2.57	5	100	75	40	23	110.4	104.2
Prior attainment									
Low overall	4	-5.04	4	0	20	0	1	90.0	93.9
Middle overall	51	-4.08	51	53	74	6	11	99.6	102.7
High overall	30	-1.02	30	97	98	47	54	109.2	110.0
Reading low	4	-3.85	4	25	26	0	2	92.5	95.2
Reading middle	51	-3.66	51	55	75	8	14	100.1	103.0
Reading high	30	-1.89	30	90	97	43	51	108.0	109.6
Writing low	4	-7.69	4	0	31	0	2	88.0	96.0
Writing middle	66	-3.16	66	62	80	14	19	101.6	104.3
Writing high	15	-1.31	15	100	98	53	61	110.3	110.8
Maths low	1	0.96	1	0	15	0	1	96.0	92.9
Maths middle	63	-3.71	63	56	75	10	12	100.1	103.0
Maths high	21	-1.22	21	100	99	52	63	110.0	111.1

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

Number of pupils =

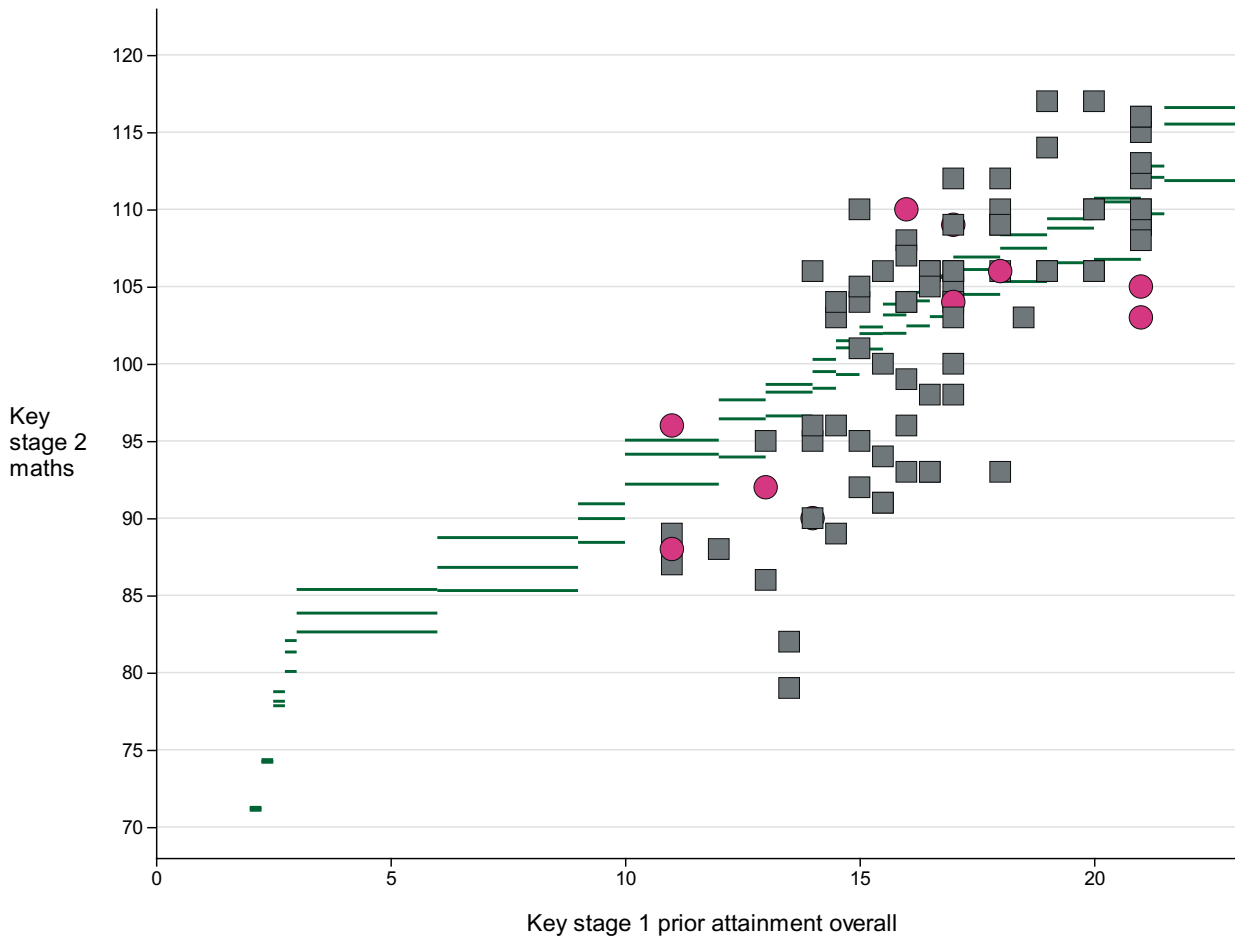
● Disadvantaged ■ Non disadvantaged



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 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	
All pupils	85	76	77	22	31	105.0	106.0	10.4	12.0	86	86	60	67	20	37	2	3	
Male	45	76	73	20	27	104.7	105.1	10.1	12.0	82	83	56	64	20	35	0	3	
Female	40	78	81	25	35	105.3	106.9	10.8	12.0	90	89	65	71	20	40	5	4	
Disadvantaged	10	70	82	10	36	101.9	107.0	8.8	13.0	80	89	50	72	10	41	0	4	
Other	75	77	82	24	36	105.4	107.0	10.6	13.0	87	89	61	72	21	41	3	4	
Ever 6 FSM	10	70	82	10	35	101.9	107.0	8.8	13.0	80	89	50	71	10	41	0	4	
Children looked after	0	N/A	77	N/A	31	N/A	106.0	N/A	12.0	N/A	86	N/A	67	N/A	37	N/A	3	
SEN with statement or EHC plan	0	N/A	77	N/A	31	N/A	106.0	N/A	12.0	N/A	86	N/A	67	N/A	37	N/A	3	
SEN support	10	30	77	0	31	96.0	106.0	5.0	12.0	40	86	10	67	10	37	0	3	
No SEN	75	83	86	25	36	106.1	107.4	11.0	13.0	92	93	67	76	21	43	3	4	
Non-mobile	83	76	78	23	32	105.0	106.2	10.5	12.0	86	87	61	69	20	38	2	3	
English first language	80	75	77	20	31	104.6	106.0	10.2	12.0	85	86	59	67	19	37	1	3	
English additional language	5	100	77	60	31	111.2	106.0	13.8	12.0	100	86	80	67	40	37	20	3	
Prior attainment																		
Low overall	4	0	20	0	1	93.3	95.3	5.3	6.0	50	41	25	17	0	4	0	0	
Middle overall	51	69	78	0	18	102.0	104.4	8.3	11.0	80	90	45	64	4	27	0	1	
High overall	30	100	99	63	67	111.5	112.3	14.5	16.0	100	99	90	94	50	70	7	9	
Reading low	4	0	20	0	1	94.3	95.3	5.0	5.0	50	38	25	14	0	3	0	0	
Reading middle	51	69	79	2	19	102.1	104.6	8.3	11.0	80	90	43	65	4	28	0	1	
Reading high	30	100	99	60	69	111.2	112.5	14.6	16.0	100	100	93	96	50	73	7	10	
Writing low	4	0	26	0	2	93.0	96.5	5.5	6.0	50	46	25	20	0	5	0	0	
Writing middle	66	76	84	11	27	103.7	106.1	9.5	12.0	85	93	55	72	12	36	0	2	
Writing high	15	100	100	80	81	113.8	114.1	15.5	17.0	100	100	93	98	60	82	13	14	
Maths low	1	0	19	0	2	95.0	95.3	3.0	6.0	0	40	0	18	0	5	0	0	
Maths middle	63	70	79	6	23	102.5	105.0	8.9	12.0	83	89	51	66	6	32	0	2	
Maths high	21	100	98	71	68	112.8	112.4	15.3	16.0	100	99	90	93	62	70	10	10	

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
All pupils	85	46	82
Male	45	42	79
Female	40	50	84
Disadvantaged	10	40	86
Other	75	47	86
Ever 6 FSM	10	40	86
Children looked after	0	N/A	82
SEN with statement or EHC plan	0	N/A	82
SEN support	10	10	82
No SEN	75	51	90
Non-mobile	83	46	83
English first language	80	45	82
English additional language	5	60	82
Prior attainment			
Low overall	4	0	25
Middle overall	51	27	85
High overall	30	83	99
Reading low	4	0	29
Reading middle	51	29	85
Reading high	30	80	99
Writing low	4	0	35
Writing middle	66	38	89
Writing high	15	93	100
Maths low	1	0	22
Maths middle	63	32	85
Maths high	21	90	99

Absence and exclusions

School level absence

This data includes all absences reported during the full academic year 2016/17. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

The national comparators shown are based on a breakdown of schools where middle-deemed schools are separated out.

For example, a middle-deemed primary school will have the national figures for middle schools deemed primaries shown, and a secondary school (not a middle deemed secondary) will have the national figures for state-funded secondaries that are not middle deemed secondaries. This means the national figures are slightly different from the National Statistics release, where middle schools are grouped with primary or secondary schools.

The national comparator for special schools used here is the national average for special schools.

[Read more about the methodology used for compiling absence statistics.](#)

Absence						
Breakdown	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions		
	No. of enrolments in the school	School %	National average %	No. of enrolments that are persistent absentees	School %	National average %
All pupils	360	3.3	4.0	17	4.7	8.3
Male	193	3.2	4.1	7	3.6	8.6
Female	167	3.4	4.0	10	6.0	8.1
Ever 6 FSM	28	5.8	5.5	5	17.9	15.7
Non Ever 6 FSM	331	3.1	3.5	11	3.3	5.4
SEN with EHC plan	2	3.3	6.6	0	0.0	19.2
SEN support	34	5.2	5.4	4	11.8	14.3
No SEN	323	3.1	3.8	12	3.7	6.9
English first language	342	3.3	4.0	16	4.7	8.2
English additional language	18	3.9	4.1	1	5.6	8.8

School level exclusions

This is data for the 2016/17 academic year.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

[Read more about the methodology used for compiling exclusion statistics.](#)

School level exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National average %	No. of fixed period exclusions	School %	National average %	No. of pupils	School %	National average %	No. of pupils	School %	National average %
All pupils	0	0.00	0.03	0	0.00	1.37	0	0.00	0.62	0	0.00	0.29
Male	0	0.00	0.05	0	0.00	2.36	0	0.00	1.05	0	0.00	0.49
Female	0	0.00	0.01	0	0.00	0.34	0	0.00	0.16	0	0.00	0.07
Ever 6 FSM	0	0.00	0.08	0	0.00	3.77	0	0.00	1.64	0	0.00	0.79
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.72	0	0.00	0.34	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.20	0	0.00	12.68	0	0.00	5.06	0	0.00	2.97
SEN support	0	0.00	0.16	0	0.00	7.18	0	0.00	2.98	0	0.00	1.58
No SEN	0	0.00	0.01	0	0.00	0.38	0	0.00	0.22	0	0.00	0.06
English first language	0	0.00	0.04	0	0.00	1.90	0	0.00	0.83	0	0.00	0.40
English additional language	0	0.00	0.01	0	0.00	0.60	0	0.00	0.36	0	0.00	0.11

School level absence - 3 year trends

This is data for the absences reported in each of the last three full academic years. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Absence - 3 year trends									
Breakdown	2014/2015			2015/2016			2016/2017		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	350	3.3	4.0	357	3.2	4.0	360	3.3	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	15	4.3	8.4	16	4.5	8.2	17	4.7	8.3

School level exclusions - 3 year trends

The latest available data is for the 2016/17 academic year.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

[Further information on the methodology used for compiling exclusion statistics can be found in our guide to exclusions statistics.](#)

Exclusions - 3 year trends									
Breakdown	2014/15			2015/16			2016/17		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	0	0.00	0.02	0	0.00	0.02	0	0.00	0.03
Fixed period exclusions as a percentage of the pupil group	1	0.29	1.10	0	0.00	1.21	0	0.00	1.37
Pupils with 1 or more fixed period exclusions	1	0.29	0.52	0	0.00	0.56	0	0.00	0.62
Pupils with 2 or more fixed period exclusions	0	0.00	0.23	0	0.00	0.25	0	0.00	0.29

School characteristics

This is final data for 2016/2017.

Prior attainment of pupils by year group

Key stage 1 attainment by national curriculum year group									
School year	Average points score at key stage 1			% by prior attainment					
	School	National	Difference	Low		Middle		High	
				School %	National average %	School %	National average %	School %	National average %
Year 6	16.7	15.9	0.8	5	10	61	59	35	31
Year 5	17.4	16.1	1.3	0	9	53	59	47	33
Year 4	17.1	16.3	0.8	6	8	51	58	43	34

Key stage 1 reading attainment by national curriculum year group										
School year	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School %	National average %	School %	National average %	School %	National average %	School %	National average %	School %	National average %
Year 3	24	23	79	74	1	1	6	5	12	18

Key stage 1 writing attainment by national curriculum year group										
School year	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School %	National average %	School %	National average %	School %	National average %	School %	National average %	School %	National average %
Year 3	11	13	63	65	1	2	4	5	30	27

Key stage 1 maths attainment by national curriculum year group										
School year	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School %	National average %	School %	National average %	School %	National average %	School %	National average %	School %	National average %
Year 3	13	18	79	72	1	1	5	4	13	20

Basic characteristics by national curriculum year group

Basic characteristics by national curriculum year group							
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic group %	First language not English %	Special educational needs %
6	85	53	47	12	8	6	12
5	90	54	46	7	14	4	10
4	90	57	43	10	11	6	8
3	94	50	50	3	14	4	13

Basic characteristics trends

Up to Key stage 2 basic characteristics trends						
Breakdown	2015		2016		2017	
	School	National	School	National	School	National
Number on roll	342	269	354	275	359	279
Male %	52.9	51.0	54.5	51.0	53.5	51.0
Female %	47.1	49.0	45.5	49.0	46.5	49.0
Ever 6 FSM %	8.8	26.0	9.0	25.2	7.8	24.3
Minority ethnic groups %	10.9	30.7	9.9	31.6	12.0	32.3
SEN with EHC plan %	0.3	1.4	0.3	1.3	0.6	1.3
SEN support %	7.0	13.0	8.5	12.1	10.0	12.2
English additional language %	5.3	19.5	5.4	20.1	5.0	20.7
Stability %	90.1	85.9	93.2	85.7	95.3	85.7
School deprivation indicator	0.09	0.24	0.08	0.21	0.08	0.21

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'

School characteristics

Minority ethnic group

Pupils who are not white British.

Stability

Stability is a measure of the percentage of students who were admitted to the school at a time later than the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

School deprivation indicator

Pupils living in an area of income deprived families.