

School performance summary 2017/2018

Hounslow Primary School (URN: 000000)

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

Key stage 2

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

Progress in reading, writing and maths

Reading

Number of pupils = 24

Pupils with adjusted scores = 0

Average -1.69

Confidence interval
-4.1 to 0.7

Writing

Number of pupils = 24

Pupils with adjusted scores = 0

Average 1.37

Confidence interval
-0.9 to 3.7

Maths

Number of pupils = 24

Pupils with adjusted scores = 0

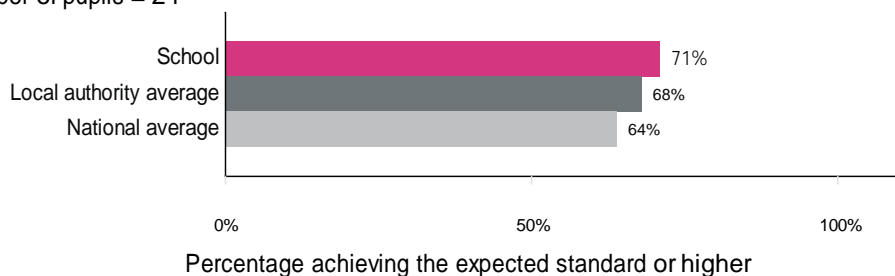
Average -1.44

Confidence interval
-3.6 to 0.8

Reading, writing and maths combined

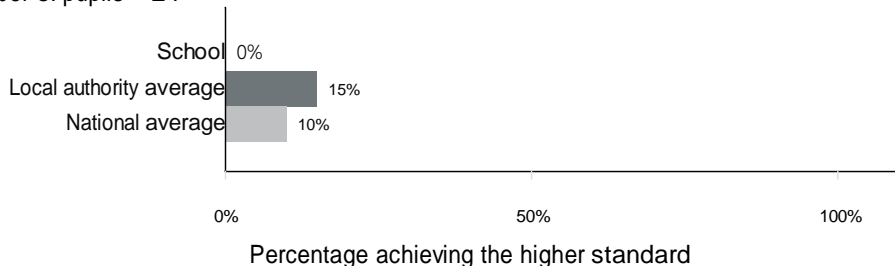
Percentage of pupils achieving the expected standard or higher

Number of pupils = 24



Percentage of pupils achieving the higher standard

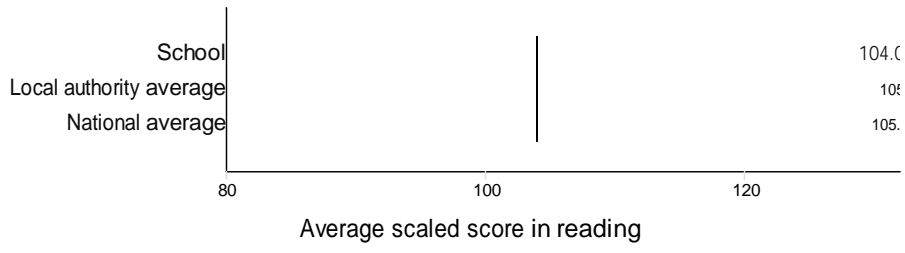
Number of pupils = 24



Average scaled score in:

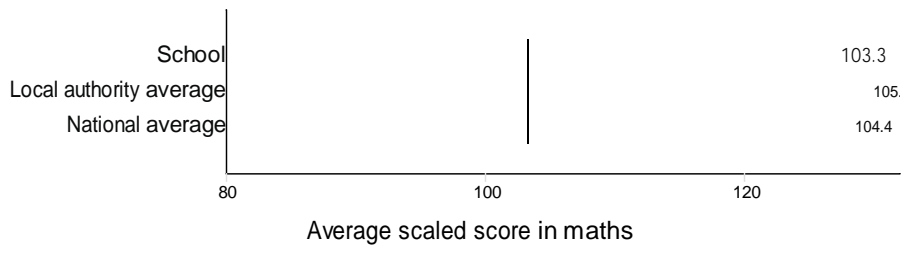
Reading

Number of pupils = 24



Maths

Number of pupils = 24



Key stage 2 disadvantaged

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Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-1.25	2.25	-1.44
Confidence interval	-4.6 to 2.0	-0.8 to 5.4	-4.4 to 1.6
Number of disadvantaged pupils	13	13	13
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	15	12	16	11	11	13
Prior attainment (based on key stage 1 average point score)	14.88	14.54	16.64	15.27	17.14	16.08

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	16	10	8	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	N/A	N/A	-0.55	-0.46	-3.97	-3.90
National comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	N/A	N/A	-0.58	-0.80	-4.00	-4.12
Confidence interval	N/A	N/A	-3.4 to 2.4	-4.2 to 3.2	-8.2 to 0.2	-10.7 to 2.9

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	16	10	8	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	N/A	N/A	2.39	3.32	-0.66	-1.30
National comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	N/A	N/A	2.35	3.03	-0.68	-1.43
Confidence interval	N/A	N/A	-0.4 to 5.2	-0.3 to 6.9	-4.7 to 3.3	-7.8 to 5.2

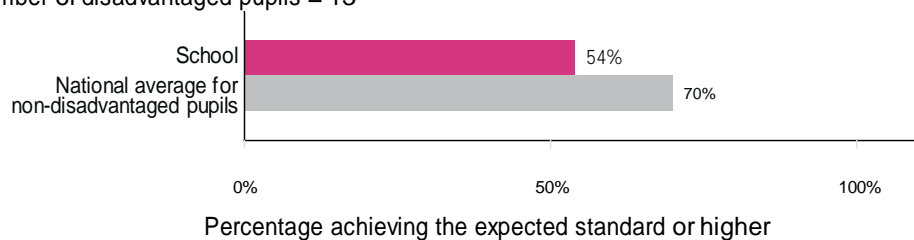
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	16	10	8	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	N/A	N/A	-0.17	0.11	-3.98	-6.60
National comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	N/A	N/A	-0.21	-0.23	-4.00	-6.81
Confidence interval	N/A	N/A	-2.9 to 2.5	-3.3 to 3.5	-7.8 to -0.2	-12.7 to -0.5

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 13

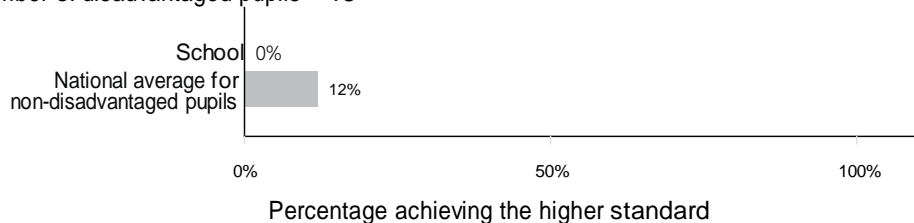


Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	0	0	16	10	8	3
Percentage	N/A	N/A	63	50	88	67
National comparator	7	9	58	63	95	96
Difference	N/A	N/A	4	-13	-8	-29

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 13



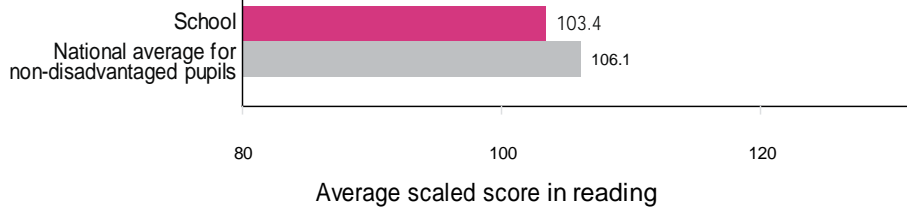
Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	0	0	16	10	8	3
Percentage	N/A	N/A	0	0	0	0
National comparator	0	0	2	2	28	30
Difference	N/A	N/A	-2	-2	-28	-30

Average scaled score for disadvantaged pupils in:

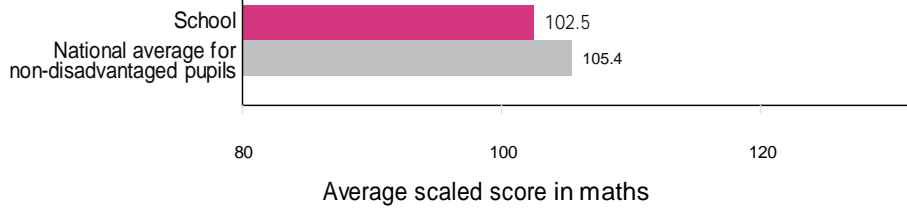
Reading

Number of disadvantaged pupils = 13



Maths

Number of disadvantaged pupils = 13



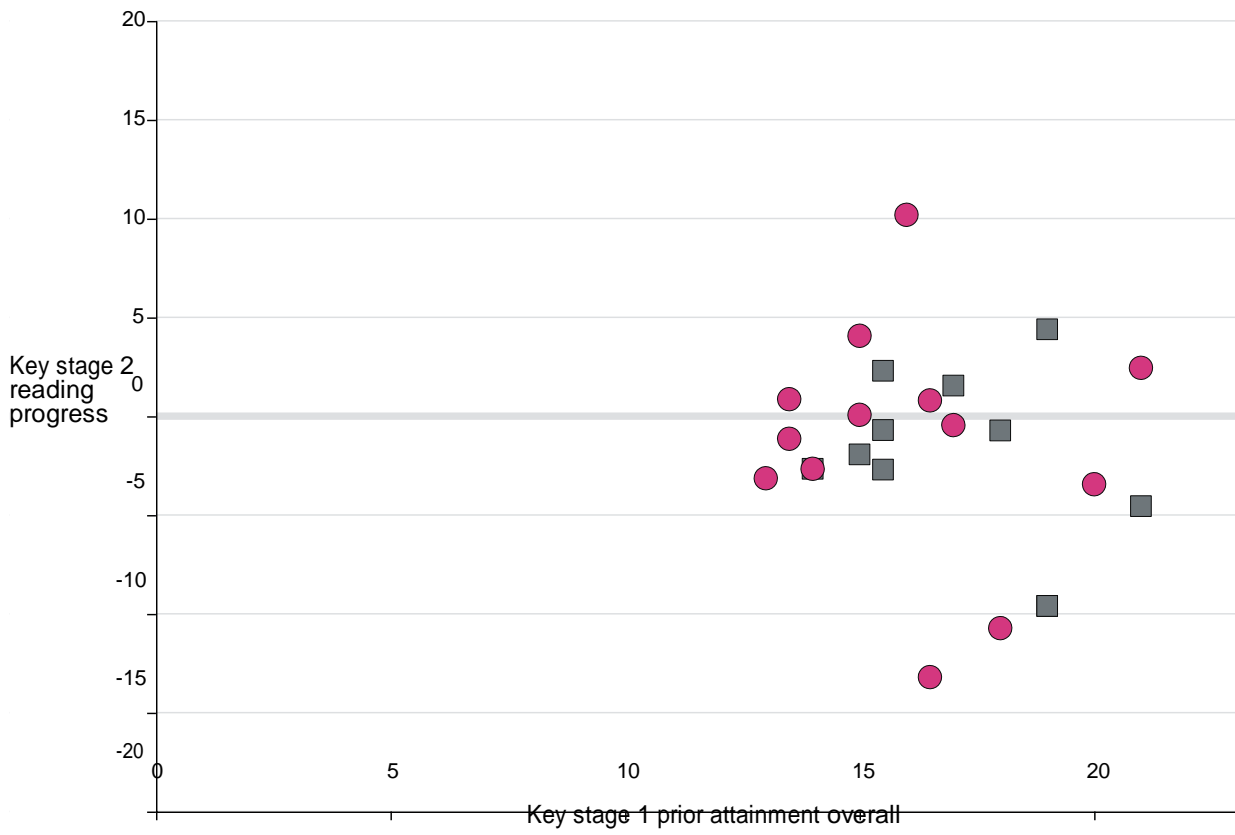
Key stage 2 reading progress and attainment by pupil group

Key stage 2 reading by pupil group										
Breakdown	Reading progress			Reading attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	24	-1.69	-1.69	24	75	75	13	28	104.0	105.0
Male	14	-2.37	-2.37	14	71	72	0	24	102.9	104.2
Female	10	-0.73	-0.73	10	80	79	30	32	105.5	105.9
Disadvantaged	13	-1.25	-1.25	13	62	80	15	33	103.4	106.1
Other	11	-2.20	-2.20	11	91	80	9	33	104.6	106.1
Ever 6 FSM	13	-1.25	-1.25	13	62	80	15	32	103.4	106.1
Children looked after	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.1
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.0
SEN support	5	-1.61	-1.61	5	40	75	0	28	100.0	105.0
No SEN	19	-1.71	-1.71	19	84	83	16	32	105.0	106.3
Non-mobile	22	-1.80	-1.80	22	73	77	9	29	103.3	105.2
English first language	13	0.02	0.02	13	92	75	15	28	106.2	105.0
English additional language	11	-3.71	-3.71	11	55	75	9	28	101.4	105.0
Prior attainment										
Low overall	0	N/A	N/A	0	N/A	20	N/A	2	N/A	94.2
Middle overall	16	-0.55	-0.55	16	69	74	6	17	102.8	103.6
High overall	8	-3.97	-3.97	8	88	98	25	58	106.3	110.7
Reading low	0	N/A	N/A	0	N/A	21	N/A	2	N/A	94.4
Reading middle	19	-1.30	-1.30	19	68	74	11	17	103.0	103.6
Reading high	5	-3.17	-3.17	5	100	98	20	61	107.6	111.0
Writing low	0	N/A	N/A	0	N/A	28	N/A	4	N/A	96.0
Writing middle	21	-1.37	-1.37	21	71	80	10	24	103.4	105.1
Writing high	3	-3.90	-3.90	3	100	99	33	68	107.7	112.0
Maths low	0	N/A	N/A	0	N/A	18	N/A	2	N/A	93.8
Maths middle	18	-1.06	-1.06	18	72	75	6	21	102.9	104.1
Maths high	6	-3.58	-3.58	6	83	98	33	60	107.0	110.8

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

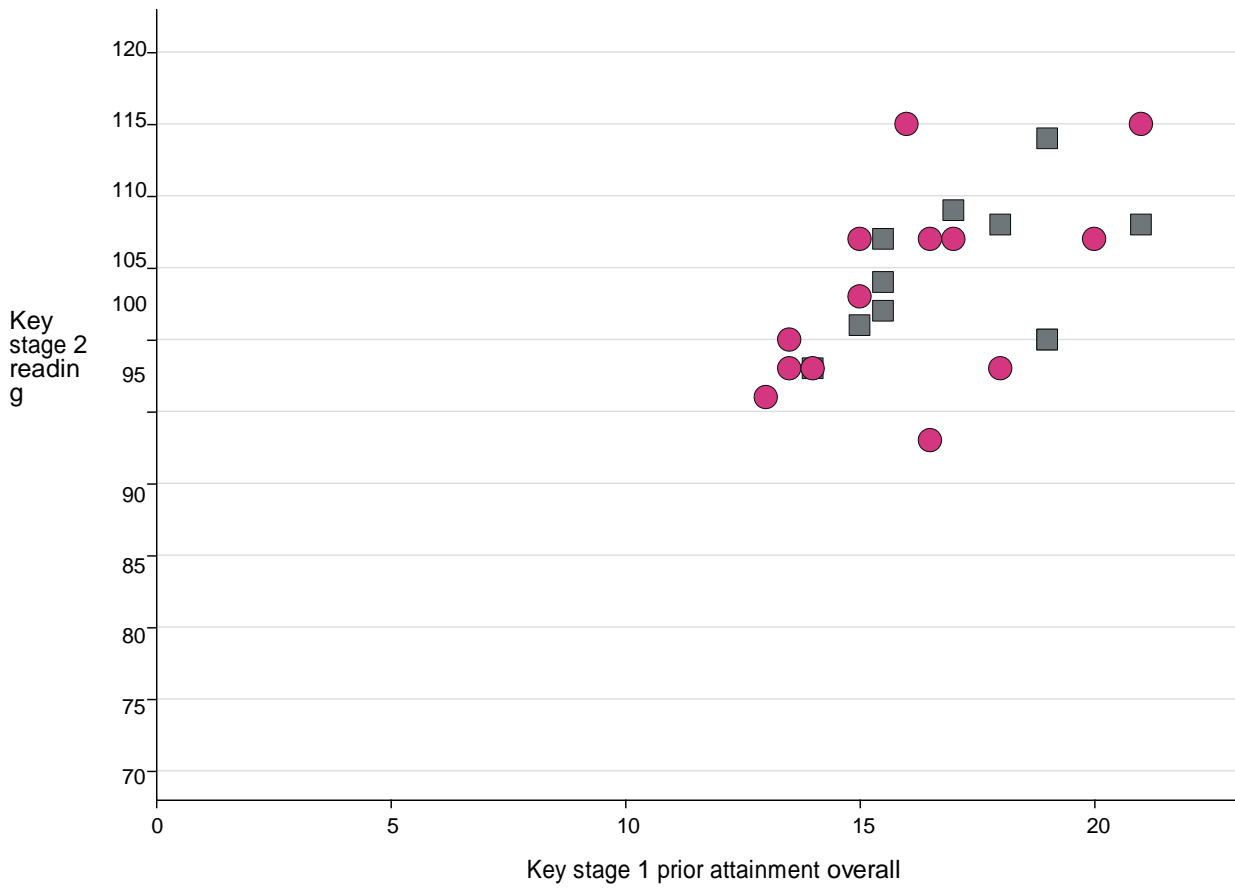
Number of pupils =24

● Disadvantaged ■ Non disadvantaged



Pupil key stage 2 reading attainment against key stage 1 prior attainment overall by disadvantaged
Number of pupils =24

● Disadvantaged ■ Non disadvantaged

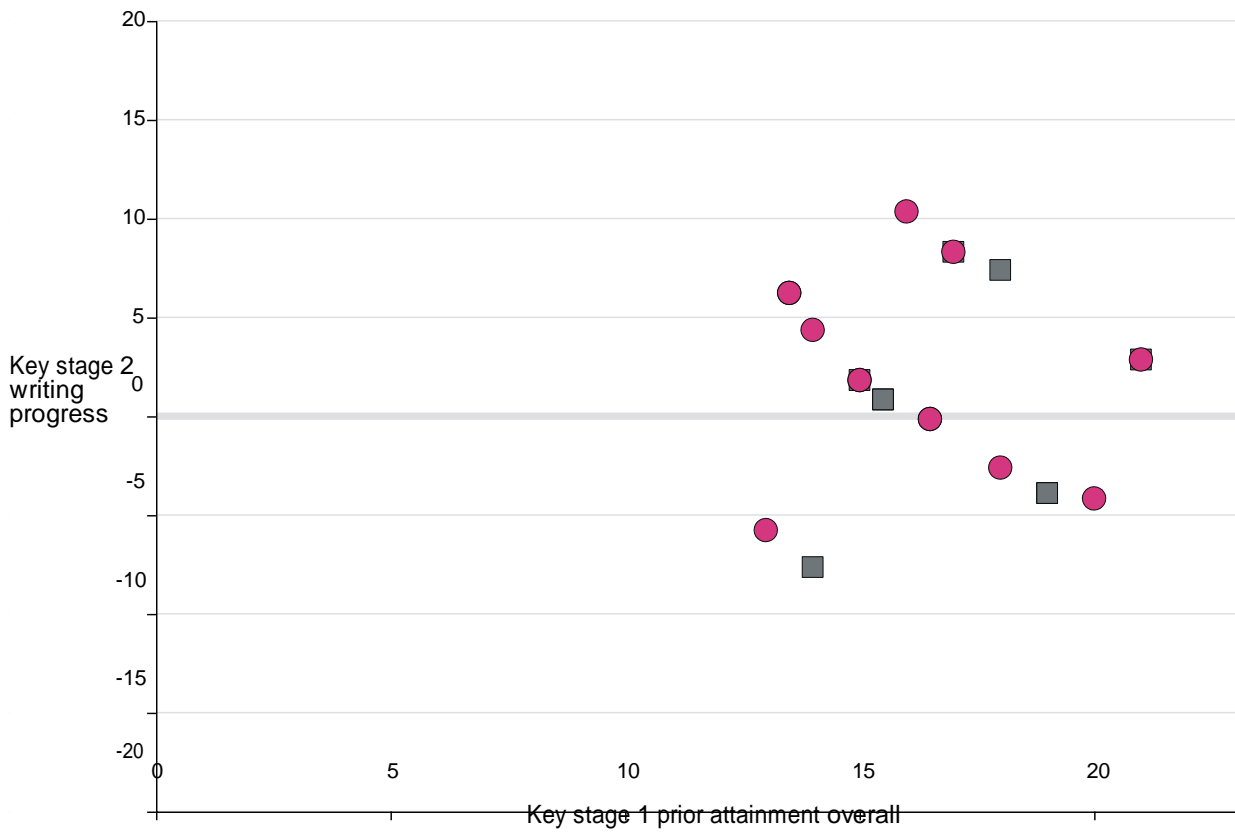


Key stage 2 writing progress and attainment by pupil group

Key stage 2 writing by pupil group								
Breakdown	Writing progress			Writing attainment				
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth	
					School %	National benchmark	School %	National benchmark
All pupils	24	1.37	1.37	24	92	78	25	20
Male	14	1.62	1.62	14	93	72	21	15
Female	10	1.03	1.03	10	90	84	30	25
Disadvantaged	13	2.25	2.25	13	92	83	23	24
Other	11	0.33	0.33	11	91	83	27	24
Ever 6 FSM	13	2.25	2.25	13	92	83	23	23
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	78	N/A	20
SEN support	5	1.31	1.31	5	80	78	0	20
No SEN	19	1.39	1.39	19	95	88	32	23
Non-mobile	22	1.56	1.56	22	91	80	23	21
English first language	13	3.17	3.17	13	100	78	38	20
English additional language	11	-0.75	-0.75	11	82	78	9	20
Prior attainment								
Low overall	0	N/A	N/A	0	N/A	17	N/A	0
Middle overall	16	2.39	2.39	16	88	79	19	7
High overall	8	-0.66	-0.66	8	100	99	38	50
Reading low	0	N/A	N/A	0	N/A	18	N/A	0
Reading middle	19	1.47	1.47	19	89	80	16	8
Reading high	5	1.02	1.02	5	100	99	60	51
Writing low	0	N/A	N/A	0	N/A	23	N/A	0
Writing middle	21	1.48	1.48	21	90	86	19	13
Writing high	3	0.62	0.62	3	100	100	67	67
Maths low	0	N/A	N/A	0	N/A	16	N/A	0
Maths middle	18	2.32	2.32	18	89	80	22	12
Maths high	6	-1.47	-1.47	6	100	98	33	52

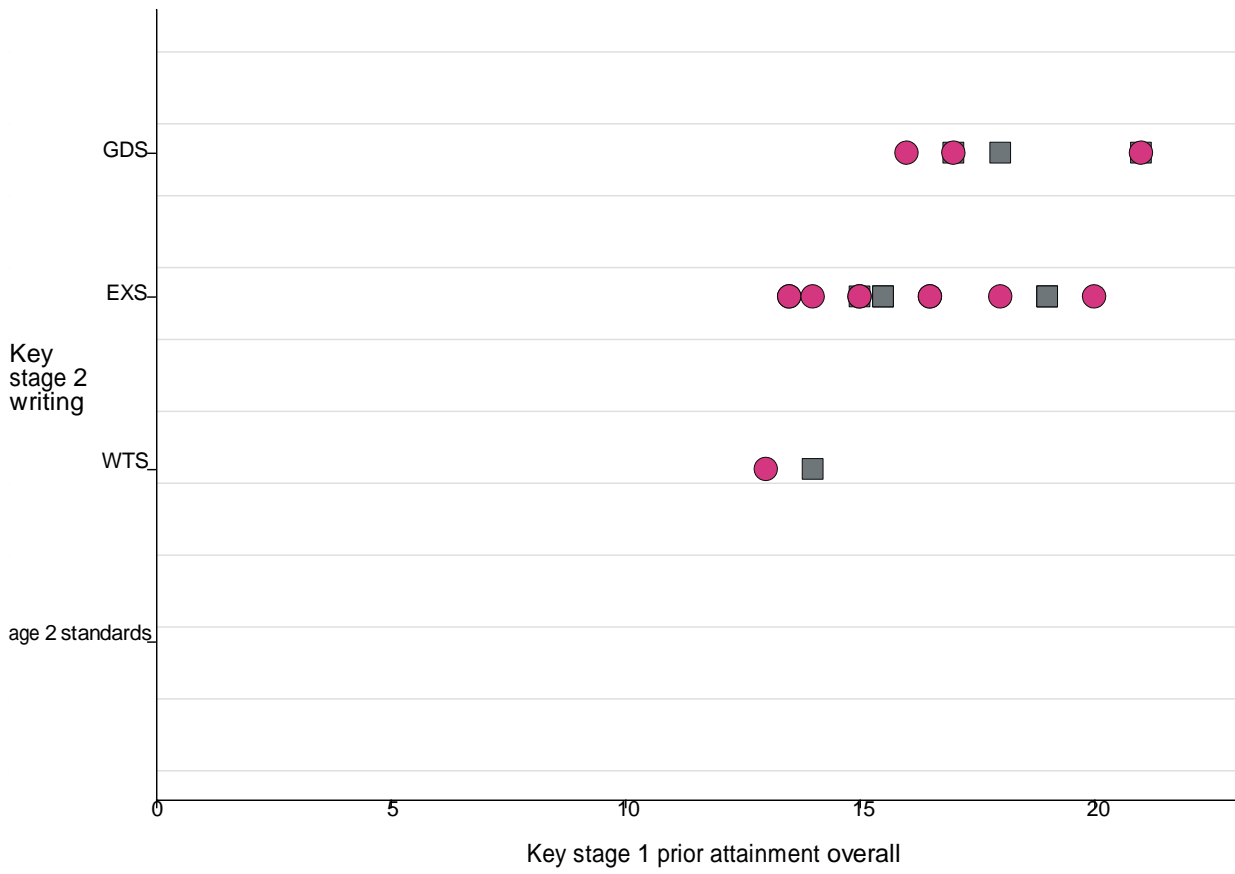
Pupil key stage 2 progress in writing against key stage 1 prior attainment overall by disadvantaged
Number of pupils =24

● Disadvantaged ■ Non disadvantaged



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

Number of pupils =24
● Disadvantaged ■ Non disadvantaged

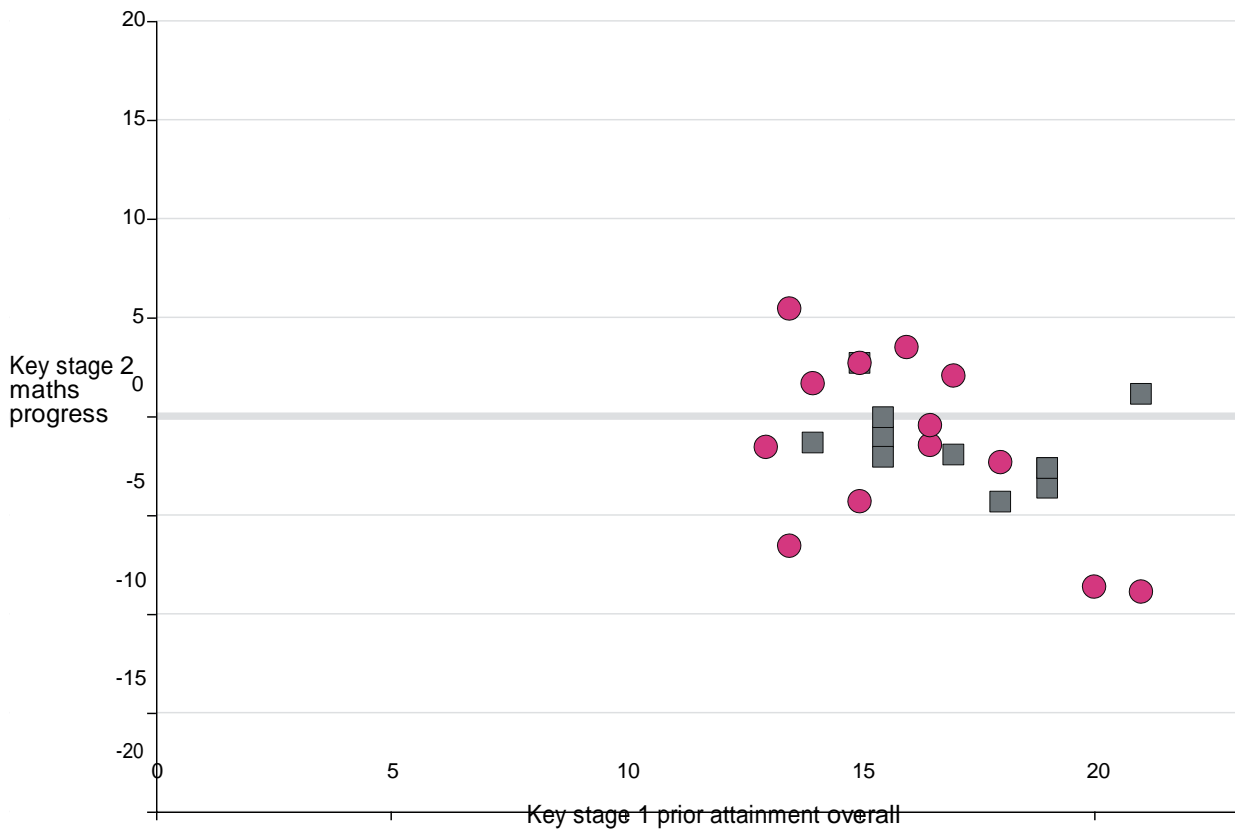


Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	24	-1.44	-1.44	24	83	76	4	24	103.3	104.4
Male	14	-0.19	-0.19	14	93	75	7	25	104.1	104.6
Female	10	-3.18	-3.18	10	70	76	0	22	102.2	104.1
Disadvantaged	13	-1.44	-1.44	13	77	81	0	28	102.5	105.4
Other	11	-1.43	-1.43	11	91	81	9	28	104.3	105.4
Ever 6 FSM	13	-1.44	-1.44	13	77	80	0	28	102.5	105.4
Children looked after	0	NA	NA	0	N/A	76	N/A	24	NA	104.4
SEN with statement or EHC plan	0	NA	NA	0	N/A	76	N/A	24	NA	104.4
SEN support	5	-0.84	-0.84	5	60	76	0	24	100.2	104.4
No SEN	19	-1.60	-1.60	19	89	84	5	27	104.2	105.6
Non-mobile	22	-0.77	-0.77	22	82	77	5	24	103.4	104.5
English first language	13	-0.88	-0.88	13	92	76	8	24	104.2	104.4
English additional language	11	-2.09	-2.09	11	73	76	0	24	102.3	104.4
Prior attainment										
Low overall	0	NA	NA	0	N/A	19	N/A	1	NA	93.9
Middle overall	16	-0.17	-0.17	16	75	74	0	11	102.3	102.7
High overall	8	-3.98	-3.98	8	100	98	13	54	105.4	109.9
Reading low	0	NA	NA	0	N/A	25	N/A	2	NA	95.2
Reading middle	19	-0.59	-0.59	19	79	74	0	14	102.8	103.1
Reading high	5	-4.66	-4.66	5	100	97	20	51	105.4	109.5
Writing low	0	NA	NA	0	N/A	30	N/A	2	NA	96.1
Writing middle	21	-1.15	-1.15	21	81	80	0	20	102.8	104.4
Writing high	3	-3.45	-3.45	3	100	98	33	60	107.3	110.7
Maths low	0	NA	NA	0	N/A	14	N/A	1	NA	92.8
Maths middle	18	-0.53	-0.53	18	78	75	0	13	102.6	103.0
Maths high	6	-4.15	-4.15	6	100	99	17	63	105.7	111.0

Pupil key stage 2 progress in maths against key stage 1 prior attainment overall by disadvantaged
Number of pupils =24

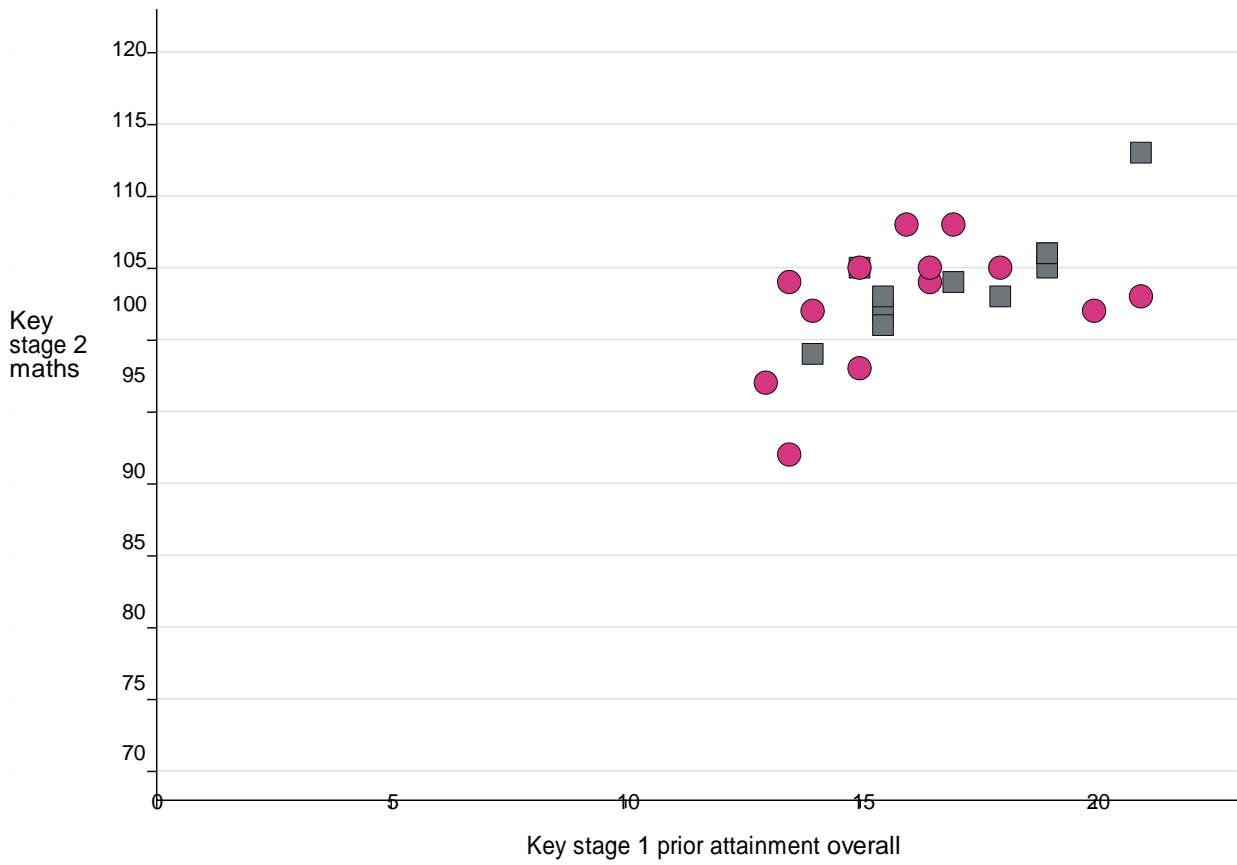
● Disadvantaged ■ Non disadvantaged



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

Number of pupils =24

● Disadvantaged ■ Non disadvantaged



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	24	71	64	0	10
Male	14	71	61	0	8
Female	10	70	68	0	11
Disadvantaged	13	54	70	0	12
Other	11	91	70	0	12
Ever 6 FSM	13	54	70	0	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	0	N/A	64	N/A	10
SEN support	5	40	64	0	10
No SEN	19	79	73	0	12
Non-mobile	22	68	66	0	10
English first language	13	92	64	0	10
English additional language	11	45	64	0	10
Prior attainment					
Low overall	0	N/A	7	N/A	0
Middle overall	16	63	58	0	2
High overall	8	88	95	0	28
Reading low	0	N/A	9	N/A	0
Reading middle	19	63	60	0	2
Reading high	5	100	95	0	29
Writing low	0	N/A	13	N/A	0
Writing middle	21	67	68	0	5
Writing high	3	100	97	0	40
Maths low	0	N/A	6	N/A	0
Maths middle	18	67	61	0	3
Maths high	6	83	96	0	33

Key stage 2 three year average

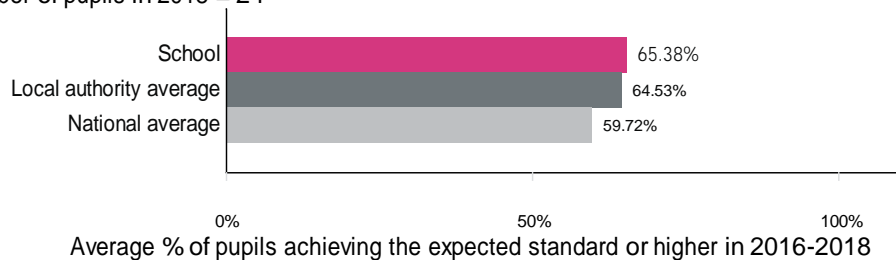
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Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27

Number of pupils in 2018 = 24

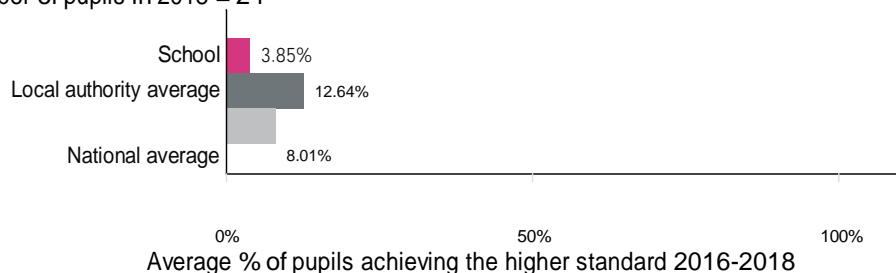


Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27

Number of pupils in 2018 = 24



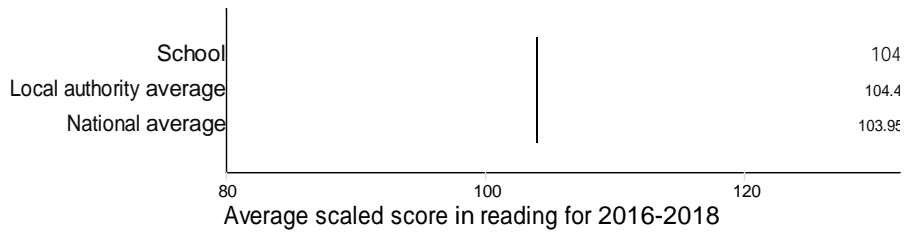
Average scaled score in:

Reading, 2016-2018

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27

Number of pupils in 2018 = 24

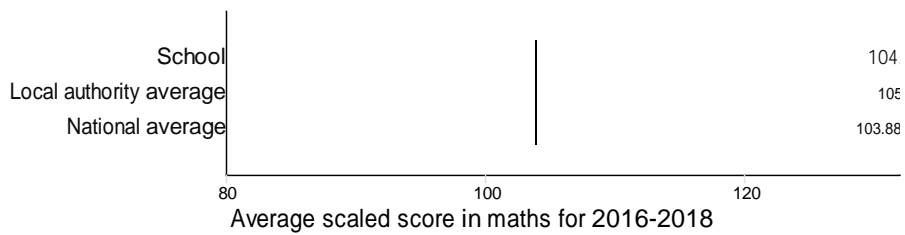


Maths, 2016-2018

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27




Number of pupils in 2018 = 24






Key stage 2 time series

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Progress in reading

	2016	2017	2018
Number of pupils	25	25	24
Pupils with adjusted scores	N/A	N/A	0
School progress score	3.62	3.01	-1.69
Confidence interval	1.1 to 6.1	0.6 to 5.4	-4.1 to 0.7
Progress banding	 Well above average	 Above average	 Average
Local authority average	0.58	-0.05	0.19
National average	0.00	0.00	0.03

Progress in writing

	2016	2017	2018
Number of pupils	25	25	24
Pupils with adjusted scores	N/A	N/A	0
School progress score	1.63	1.41	1.37
Confidence interval	-0.9 to 4.1	-1.0 to 3.8	-0.9 to 3.7
Progress banding	 Average	 Average	 Average
Local authority average	1.28	1.38	0.94
National average	0.00	0.00	0.03

Progress in maths

	2016	2017	2018
Number of pupils	25	25	24
Pupils with adjusted scores	N/A	N/A	0
School progress score	2.06	3.54	-1.44
Confidence interval	0.0 to 4.2	1.3 to 5.7	-3.6 to 0.8
Progress banding	N/A	 Well above average	 Average
Local authority average	1.28	1.49	1.00
National average	0.00	0.00	0.03

Reading, writing and maths combined

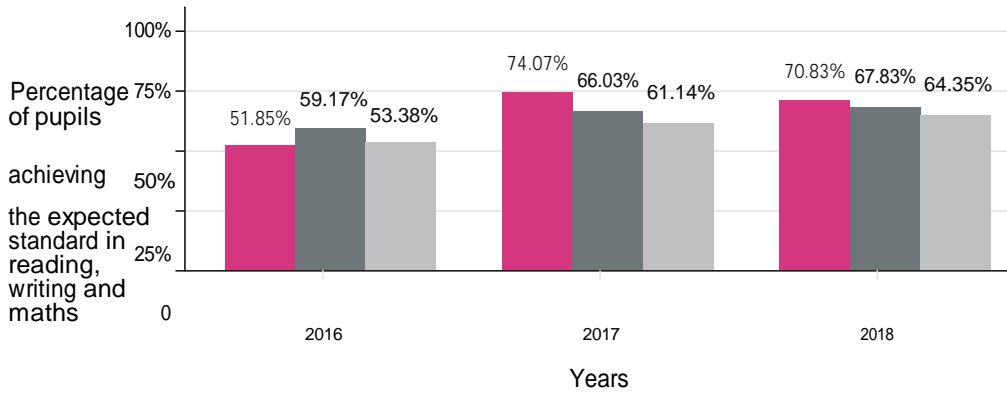
Percentage of pupils achieving the expected standard or higher

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27

Number of pupils in 2018 = 24

■ School ■ Local authority (Hounslow) ■ National



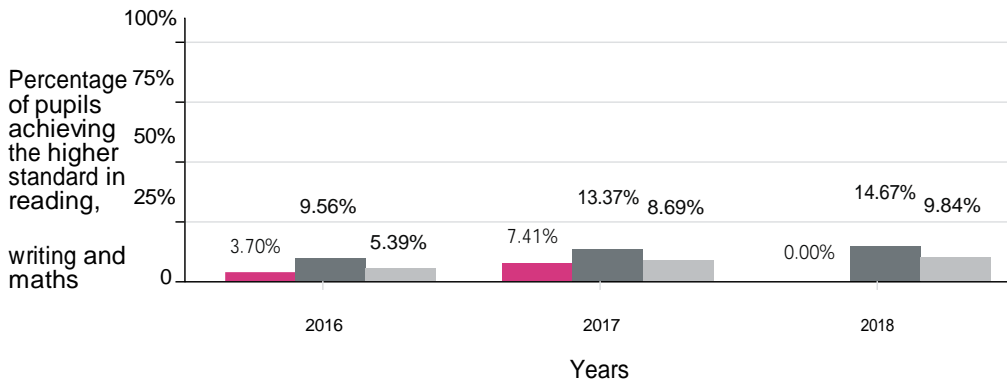
Percentage of pupils achieving the higher standard

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27

Number of pupils in 2018 = 24

■ School ■ Local authority (Hounslow) ■ National



Average scaled scores in:

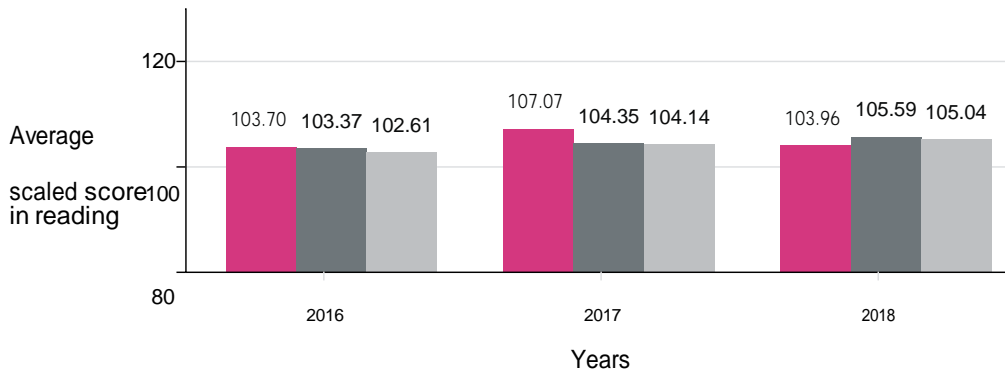
Reading

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27

Number of pupils in 2018 = 24

■ School ■ Local authority (Hounslow) ■ National



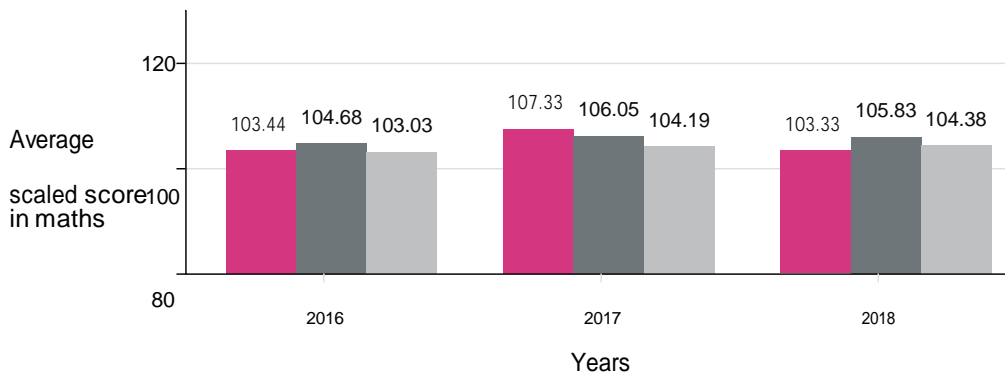
Maths

Number of pupils in 2016 = 27

Number of pupils in 2017 = 27

Number of pupils in 2018 = 24

■ School ■ Local authority (Hounslow) ■ National



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

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment							Average spelling mark		Spelling mark								
	Cohort	Scaled score 100+		High scaled score		Average score				5+		10+		15+		20+		
		Sch %	Nat ben	Sch %	Nat ben	Sch	Nat ben	Sch	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	
All pupils	24	92	78	42	34	108.2	106.2	13.8	12.9	100	89	83	75	58	44	0	3	
Male	14	86	73	36	30	107.5	105.2	13.0	12.5	100	87	79	71	50	41	0	3	
Female	10	100	82	50	39	109.1	107.2	15.0	13.3	100	92	90	79	70	47	0	3	
Disadvantaged	13	92	82	46	39	109.0	107.2	14.7	13.4	100	92	92	79	69	48	0	3	
Other	11	91	82	36	39	107.2	107.2	12.8	13.4	100	92	73	79	45	48	0	3	
Ever 6 FSM	13	92	82	46	39	109.0	107.2	14.7	13.4	100	92	92	79	69	48	0	3	
Children looked after	0	NA	78	NA	34	N/A	106.2	NA	12.9	NA	89	NA	75	NA	44	NA	3	
SEN with statement or EHC plan	0	NA	78	NA	34	N/A	106.2	NA	12.9	NA	89	NA	75	NA	44	NA	3	
SEN support	5	80	78	0	34	103.8	106.2	11.8	12.9	100	89	60	75	40	44	0	3	
No SEN	19	95	87	53	40	109.3	107.7	14.4	13.8	100	96	89	84	63	50	0	3	
Non-mobile	22	91	79	36	35	107.6	106.3	13.5	13.0	100	90	82	76	55	45	0	3	
English first language	13	92	78	38	34	107.7	106.2	12.8	12.9	100	89	77	75	46	44	0	3	
English additional language	11	91	78	45	34	108.7	106.2	15.0	12.9	100	89	91	75	73	44	0	3	
Prior attainment																		
Low overall	0	NA	18	NA	2	N/A	94.3	NA	6.3	NA	44	NA	22	NA	5	NA	0	
Middle overall	16	88	78	31	21	106.7	104.4	13.0	12.1	100	93	75	74	50	33	0	1	
High overall	8	100	99	63	70	111.1	112.5	15.5	16.2	100	100	100	97	75	76	0	7	
Reading low	0	NA	18	NA	2	N/A	94.3	NA	5.7	NA	41	NA	18	NA	4	NA	0	
Reading middle	19	89	78	32	22	107.1	104.5	13.3	12.2	100	93	79	75	53	34	0	1	
Reading high	5	100	99	80	72	112.4	112.7	16.0	16.4	100	100	100	98	80	79	0	8	
Writing low	0	NA	25	NA	2	N/A	95.7	NA	6.7	NA	51	NA	25	NA	6	NA	0	
Writing middle	21	90	84	38	30	107.7	106.1	13.6	13.1	100	95	81	81	57	42	0	2	
Writing high	3	100	100	67	83	111.3	114.3	15.3	17.0	100	100	100	99	67	87	0	11	
Maths low	0	NA	17	NA	2	N/A	94.3	NA	6.7	NA	44	NA	23	NA	6	NA	0	
Maths middle	18	89	78	33	25	107.1	104.9	13.2	12.4	100	92	78	75	50	38	0	1	
Maths high	6	100	98	67	72	111.3	112.8	15.8	16.1	100	99	100	96	83	76	0	8	

Key stage 2 science attainment by pupil group

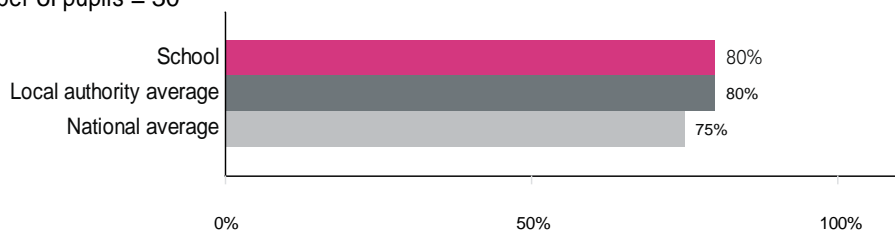
Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	24	100	82
Male	14	100	80
Female	10	100	85
Disadvantaged	13	100	87
Other	11	100	87
Ever 6 FSM	13	100	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	82
SEN support	5	100	82
No SEN	19	100	91
Non-mobile	22	100	84
English first language	13	100	82
English additional language	11	100	82
Prior attainment			
Low overall	0	N/A	23
Middle overall	16	100	85
High overall	8	100	99
Reading low	0	N/A	27
Reading middle	19	100	85
Reading high	5	100	99
Writing low	0	N/A	34
Writing middle	21	100	89
Writing high	3	100	100
Maths low	0	N/A	20
Maths middle	18	100	85
Maths high	6	100	99

Key stage 1

This is provisional data for 2017/18.

Percentage achieving at least the expected standard in reading

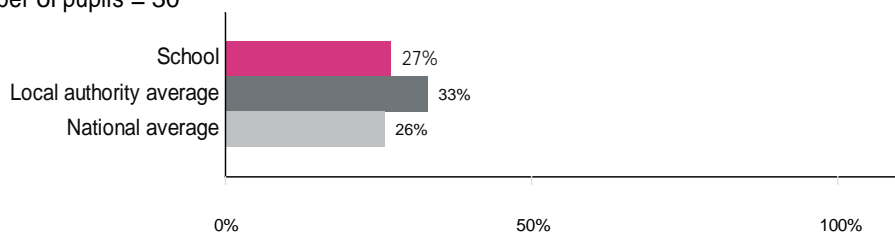
Number of pupils = 30



Percentage achieving at least the expected standard in reading

Percentage achieving greater depth in reading

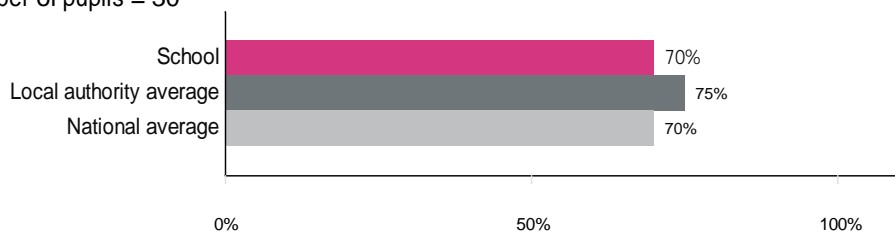
Number of pupils = 30



Percentage achieving greater depth in reading

Percentage achieving at least the expected standard in writing

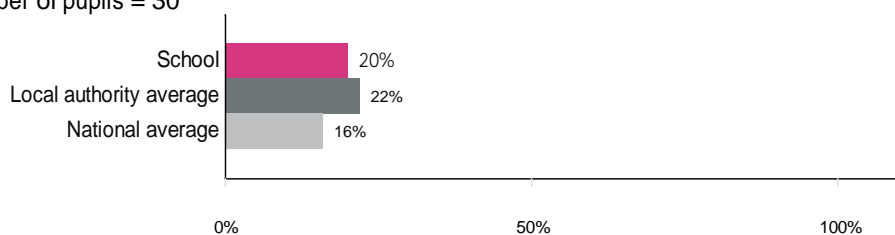
Number of pupils = 30



Percentage achieving the expected standard in writing

Percentage achieving greater depth in writing

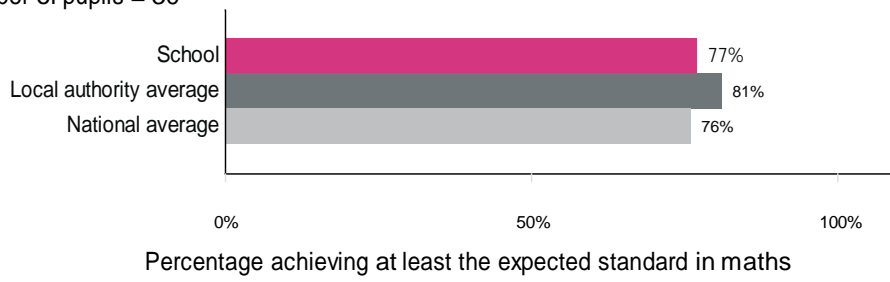
Number of pupils = 30



Percentage achieving greater depth in writing

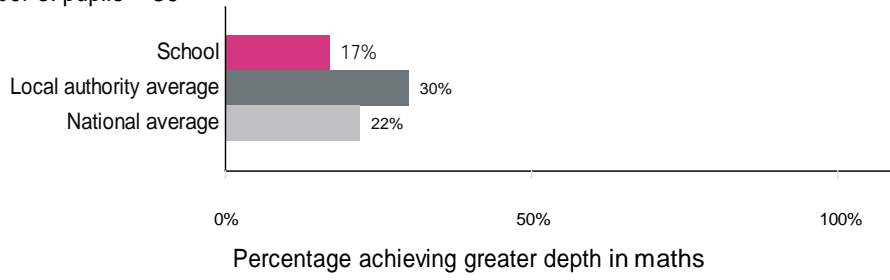
Percentage achieving at least the expected standard in maths

Number of pupils = 30



Percentage achieving greater depth in maths

Number of pupils = 30



Key stage 1 reading attainment by pupil group

Key stage 1 reading attainment by pupil group											
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	80	75	27	26	0	2	0	5	20	17
Male	13	69	71	23	22	0	3	0	6	31	19
Female	17	88	80	29	29	0	1	0	3	12	15
Disadvantaged	9	78	79	11	29	0	2	0	4	22	15
Other	21	81	79	33	29	0	2	0	4	19	15
Ever 6 FSM	9	78	79	11	29	0	2	0	4	22	16
Children looked after	0	N/A	76	N/A	26	N/A	2	N/A	5	N/A	17
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17
SEN support	3	0	75	0	26	0	2	0	5	100	17
No SEN	27	89	83	30	29	0	0	0	2	11	14
English first language	14	93	75	57	26	0	2	0	5	7	17
English additional language	15	73	75	0	26	0	2	0	5	27	17

Key stage 1 reading attainment by pupil group

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	70	70	20	16	0	2	0	5	30	22
Male	13	54	63	23	12	0	3	0	7	46	26
Female	17	82	77	18	20	0	1	0	3	18	18
Disadvantaged	9	67	74	11	18	0	2	0	4	33	20
Other	21	71	74	24	18	0	2	0	4	29	20
Ever 6 FSM	9	67	74	11	18	0	2	0	4	33	20
Children looked after	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	3	0	70	0	16	0	2	0	5	100	22
No SEN	27	78	78	22	18	0	0	0	2	22	19
English first language	14	86	70	43	16	0	2	0	5	14	22
English additional language	15	60	70	0	16	0	2	0	5	40	22

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	77	76	17	22	0	2	7	4	17	18
Male	13	69	75	23	24	0	3	8	5	23	17
Female	17	82	77	12	20	0	1	6	3	12	18
Disadvantaged	9	78	80	0	25	0	2	11	3	11	15
Other	21	76	80	24	25	0	2	5	3	19	15
Ever 6 FSM	9	78	79	0	24	0	2	11	3	11	16
Children looked after	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN support	3	0	76	0	22	0	2	33	4	67	18
No SEN	27	85	84	19	25	0	0	4	2	11	14
English first language	14	93	76	36	22	0	2	0	4	7	18
English additional language	15	67	76	0	22	0	2	13	4	20	18

Key stage 1 science attainment by pupil group

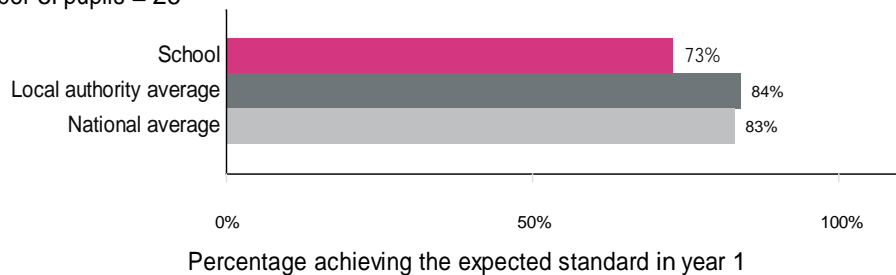
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	30	83	83
Male	13	85	80
Female	17	82	85
Disadvantaged	9	78	86
Other	21	86	86
Ever 6 FSM	9	78	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	83
SEN support	3	33	83
No SEN	27	89	90
English first language	14	100	83
English additional language	15	67	83

Phonics screening check

This is provisional data for 2017/18.

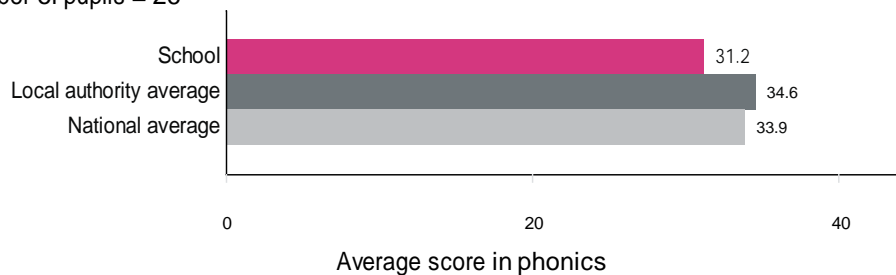
Percentage achieving the expected standard in phonics

Number of pupils = 26

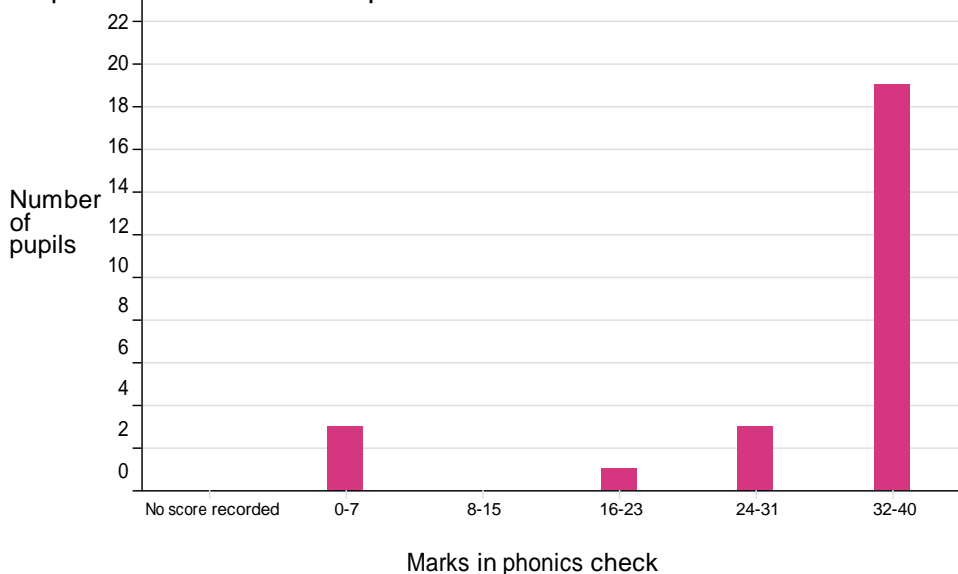


Phonics average score

Number of pupils = 26



Pupils' attainment in phonics



Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark		
							School	National benchmark	
All pupils	26	0	7	19	73	83	31	34	
Male	9	0	2	7	78	79	32	33	
Female	17	0	5	12	71	86	31	35	
Disadvantaged	9	0	5	4	44	85	26	35	
Other	17	0	2	15	88	85	34	35	
Ever 6 FSM	9	0	5	4	44	85	26	34	
Children looked after	0	0	0	0	NA	83	NA	34	
SEN with statement or EHC plan	0	0	0	0	NA	83	NA	34	
SEN support	4	0	2	2	50	83	17	34	
No SEN	22	0	5	17	77	88	34	35	
English first language	15	0	6	9	60	83	28	34	
English additional language	11	0	1	10	91	83	36	34	

Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	3	0	0	0	0	N/A
Male	2	0	0	0	0	N/A
Female	1	0	0	0	0	N/A
Disadvantaged	0	0	0	0	NA	N/A
Other	3	0	0	0	0	N/A
Ever 6 FSM	0	0	0	0	NA	N/A
Children looked after	0	0	0	0	NA	N/A
SEN with statement or EHC plan	0	0	0	0	NA	N/A
SEN support	2	0	0	0	0	N/A
No SEN	1	0	0	0	0	N/A
English first language	2	0	0	0	0	N/A
English additional language	1	0	0	0	0	N/A

Absence and exclusions

School level absence

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 absence.

This data includes all absences reported during the autumn term 2017 and spring term 2018. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

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

School level 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	172	3.9	4.2	16	9.3	9.6
Male	79	3.5	4.2	2	2.5	9.8
Female	93	4.3	4.1	14	15.1	9.4
Ever 6 FSM	60	4.9	5.7	9	15.0	17.2
Non Ever 6 FSM	107	3.3	3.6	6	5.6	6.9
SEN with EHC plan	1	0.4	7.0	0	0.0	20.8
SEN support	23	5.8	5.5	4	17.4	15.6
No SEN	146	3.7	3.9	12	8.2	8.2
English first language	86	3.9	4.2	10	11.6	9.5
English additional language	86	4.0	4.2	6	7.0	10.0

School characteristics

Basic characteristics trends

This is final data for 2017/2018.

Up to Key stage 2 basic characteristics trends						
Breakdown	2016		2017		2018	
	School	National	School	National	School	National
Number on roll	210	275	213	279	201	281
Male %	46.7	51.0	46.5	51.0	49.3	51.0
Female %	53.3	49.0	53.5	49.0	50.7	49.0
Ever 6 FSM %	38.5	25.2	33.7	24.3	33.2	23.5
Minority ethnic groups %	69.1	31.6	71.6	32.3	66.7	32.9
SEN with statement or EHC plan %	1.4	1.3	1.4	1.3	0.5	1.4
SEN support %	15.2	12.1	14.1	12.2	11.4	12.4
English additional language %	46.6	20.1	52.1	20.7	48.4	20.9
Stability %	84.6	85.7	78.7	85.7	80.7	85.8
School deprivation indicator	0.25	0.21	0.24	0.21	0.24	0.21

Basic characteristics by national curriculum year group

This is final data for 2017/2018.

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 %	SEN with statement or EHC plan %	SEN support %
6	25	60	40	52	64	48	20	20
5	26	46	54	39	68	62	8	8
4	28	39	61	29	61	36	11	7
3	28	57	43	36	79	54	14	14
2	28	43	57	32	64	50	11	11
1	26	35	65	35	64	42	15	15
Pre-compulsory	40	60	40	NA	NA	NA	8	8

Glossary

Prior attainment of disadvantaged pupils - 3 year trends

Changes to eligibility criteria for Free School Meals (FSM) under Universal Credit has implications for schools' disadvantaged pupil data (for further information see the [government response to eligibility for free school meals and the early years pupil premium under Universal Credit consultation](https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit)). Schools' disadvantaged cohorts vary year on year and it is important to consider prior attainment when comparing performance. Where a school's disadvantaged cohort's attainment has increased or decreased significantly between years, this may partly be explained by changes in the size and make-up of the cohort. Furthermore, please treat disadvantaged pupil data with caution when comparing school performance nationally, until Universal Credit roll-out is completed.
<https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit>
<https://consult.education.gov.uk/healthy-pupil-unit/fsm/>

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

Progress score

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.

See School performance tables: about the data for more information.

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

<https://www.gov.uk/government/collections/school-performance-tables-about-the-data>

<https://www.gov.uk/government/publications/primary-school-accountability>

Confidence intervals

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

Generally speaking, the greater the number of pupils, the smaller the range of the confidence interval. For smaller schools, the confidence interval tends to be larger, since fewer pupils are included, and therefore the score will be more greatly impacted by performance of individual pupils.

A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0.

For more information on statistical confidence, and more detailed technical guidance in general, see:

<https://www.gov.uk/government/publications/primary-school-accountability>

Change in methodology for writing teacher assessment

Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to the [2017/18 writing teacher assessment frameworks](https://www.gov.uk/government/publications/primary-school-accountability).

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Changes to the 2017/18 writing teacher assessment frameworks mean results in 2018 are not directly comparable to 2016 and 2017, which used the previous interim frameworks.

Percentage of pupils achieving the expected standard or higher

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see:

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>

<https://www.gov.uk/government/publications/primary-school-accountability>

Percentage of pupils achieving the higher standard

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. This standard was set for the first time in 2016 by the Department for Education to provide information about pupils across England achieving in the top 5%. For a more detailed explanation, see:

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>

<https://www.gov.uk/government/publications/primary-school-accountability>

Average score in reading

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. [Readmoreaboutscaledscores.](#)

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

Average score in maths

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. [Readmoreaboutscaledscores.](#)

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

Three year averages

Three year averages are an important way to show how schools are performing across time, smoothing out small variations in a single year, for example, due to a small cohort size. To take into account varying pupil numbers each year, the three-year average is weighted by the size of the school's cohort in each year.

Progress in reading, writing and maths results over time - change in methodology

We introduced a change in methodology for calculating progress scores. This means 2018 scores are not directly comparable with 2016 and 2017 scores respectively.

Reading, writing and maths combined results over time - change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to the 2017/18 writing teacher assessment frameworks.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-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.

[Readmoreaboutaveragepointcores.](#)

The national comparator used for this row is 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.

[Readmoreaboutaveragepointcores.](#)

The national comparator used for this row is 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.

[Readmoreaboutaveragepointcores.](#)

The national comparator used for this row is 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.](#)

The national comparator used for this row is the national figure for low prior attainment in reading.

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.](#)

The national comparator used for this row is the national figure for middle prior attainment in reading.

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.](#)

The national comparator used for this row is the national figure for high prior attainment in reading.

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.](#)

The national comparator used for this row is the national figure for low prior attainment in writing.

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.](#)

The national comparator used for this row is the national figure for middle prior attainment in writing.

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.](#)

The national comparator used for this row is the national figure for high prior attainment in writing.

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.](#)

The national comparator used for this row is the national figure for low prior attainment in maths.

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.](#)

The national comparator used for this row is the national figure for middle prior attainment in maths.

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.](#)

The national comparator used for this row is the national figure for high prior attainment in maths.

Teacher assessments

HNM: Has not met expected standard

EXS: Working at expected standard

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

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

WTS: Working towards the expected standard

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

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

GDS: Working at greater depth within the expected standard

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

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

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

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

Key stage 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard. Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Achieved greater depth

The pupil achieved a greater depth, compared to the standard. Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Below pre-KS1

The pupil did not achieve the pre-key stage 1 standard. Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Foundations

The pupil achieved the pre-key stage 1 standard. Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard. Read more about pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Early Years Foundation Stage

Percentage of pupils achieving a good level of development

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths

Communication and language

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_ORK_2017.pdf

Literacy

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_ORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_ORK_2017.pdf

Physical development

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_ORK_2017.pdf

Personal, social and emotional development

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_ORK_2017.pdf

Understanding the world

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_ORK_2017.pdf

Expressive arts and design

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_ORK_2017.pdf

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.

Post-compulsory

The post-compulsory stage is key stage 5 (16-18 provision).

Pre-compulsory

The pre-compulsory stage is nursery/reception (Early years foundation stage profile level).

Areas to investigate

KS2 progress

- Writing progress was in the top quintile (20%) for at least two years for disadvantaged pupils.
- Reading progress was in the bottom quintile (20%) for at least two years for high prior attainers.

KS2 attainment

- In 2018, writing attainment of the expected standard was at or above national for groups: middle prior attainment and disadvantaged.
- In 2018, mathematics attainment of the expected standard was at or above national for the middle prior attainment group.

KS1 attainment

- There were no meaningful trends or differences for this measure.

Phonics in 2018

- There were no meaningful trends or differences for this measure.

Behaviour

- There were no permanent exclusions in the last three years. The national average in each of these years was zero.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.70%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.33%.

Primary school context in 2018

Phase of education: Primary	Local authority: Hounslow	Ever 6 FSM %: 33.2
Headteacher: Jo Bloggs	Admissions policy: Not applicable	English additional language %: 48.4
Pupils: 201	Ages: 3-11	SEN support %: 11.4
Gender: Mixed	Denomination: Does not apply	SEN with EHC plan %: 0.5
Deprivation Quintile: Highest 40% (0.2)	Special needs provision:	

Ethnicity

- The largest ethnic groups are: White - British (32.9%), White - any other White background (18.6%), Mixed - White & Black Caribbean (5.6%), Black or Black British - African (9.9%), Any other ethnic group (11.8%).
- This school has 14 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- There was nothing significant to report.

Girls

- The percentage of girls in year 1 (65%) was higher than all other year groups.

- The percentage of girls in year 3 (43%) and year 6 (40%) was lower than all other year groups.

Disadvantaged

- The percentage of FSM in year 6 (52%) was higher than all other year groups.
- The percentage of FSM in year 4 (29%) was lower than all other year groups.
- There were no children looked after in the school.

Primary school context 2018

English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (48.4%).
- The percentage of EAL in year 5 (62%) was higher than all other year groups.
- The percentage of EAL in year 4 (36%) was lower than all other year groups.
- There was a larger than average decrease in the percentage of EAL pupils between 2017 and 2018.

Special Educational Needs

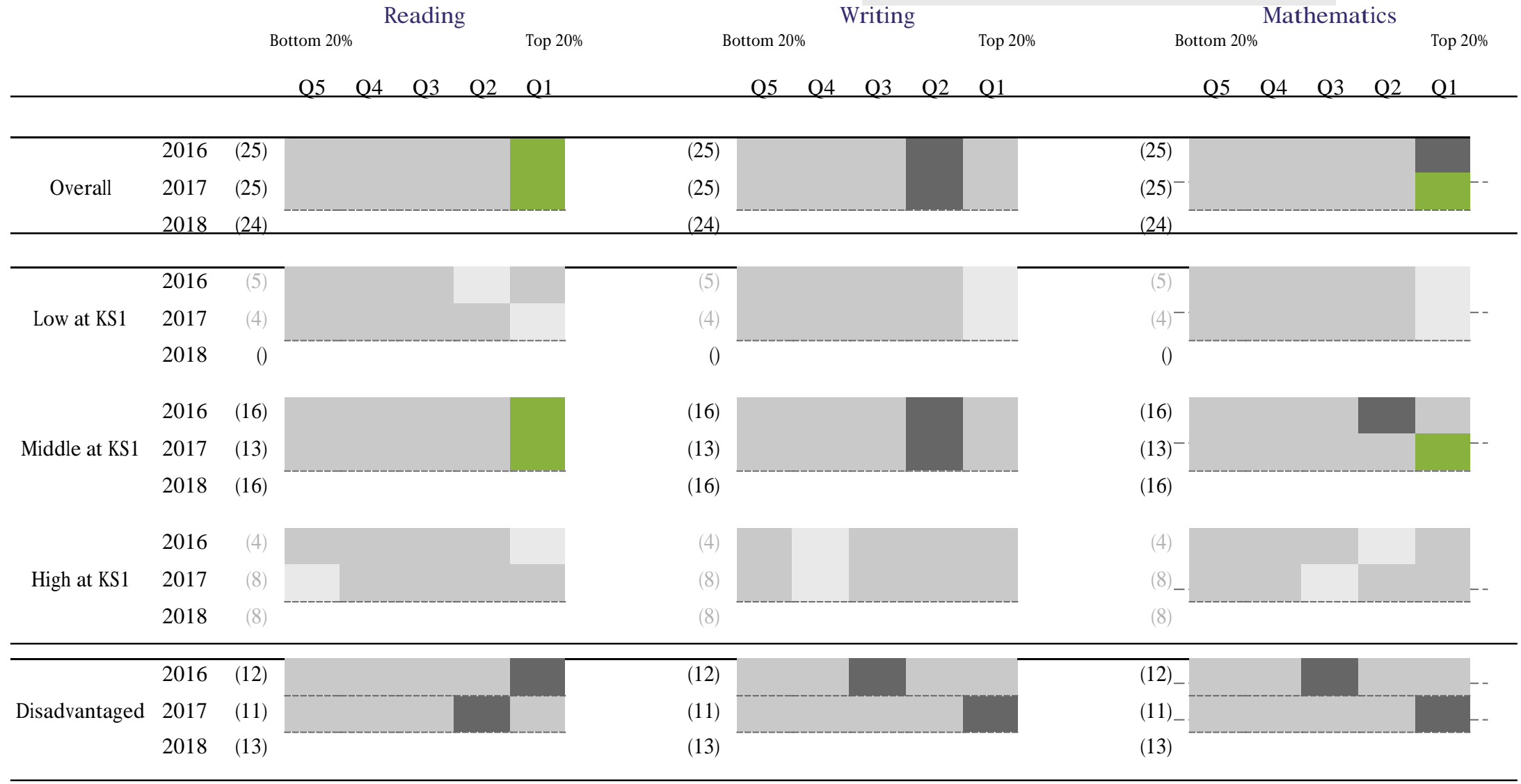
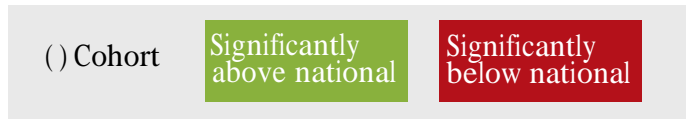
- There was nothing significant to report for this group.

Prior Attainment

- There was nothing significant to report for this group.

Relative progress for the past three years

Progress quintiles based on rank of progress score



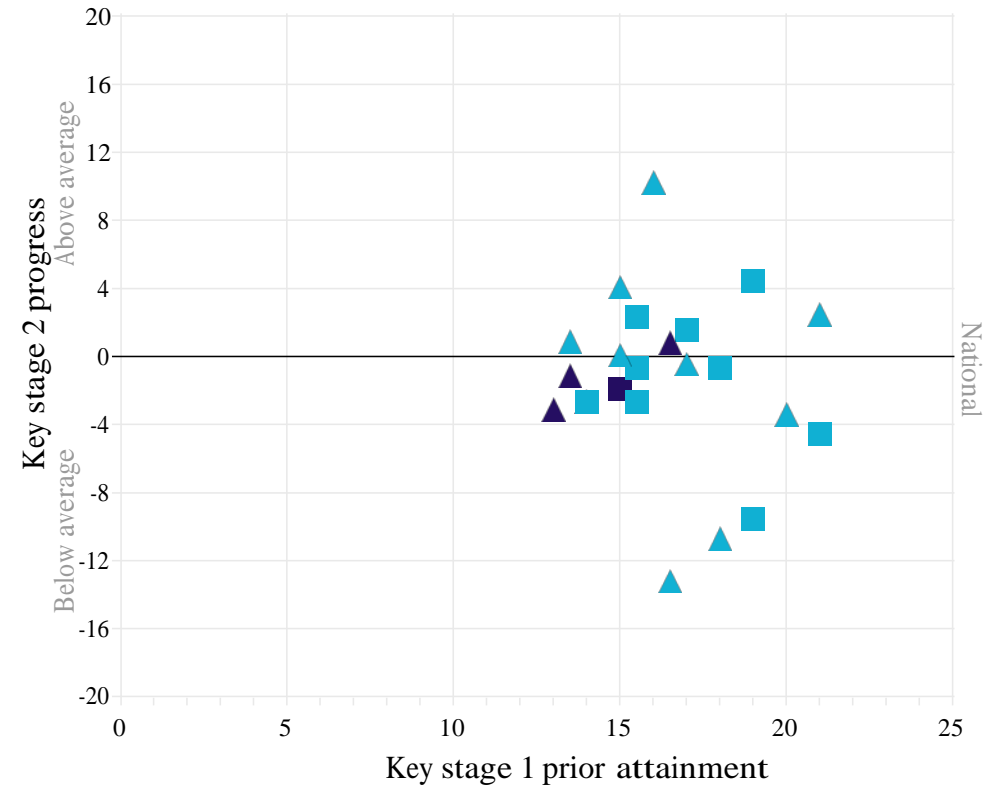
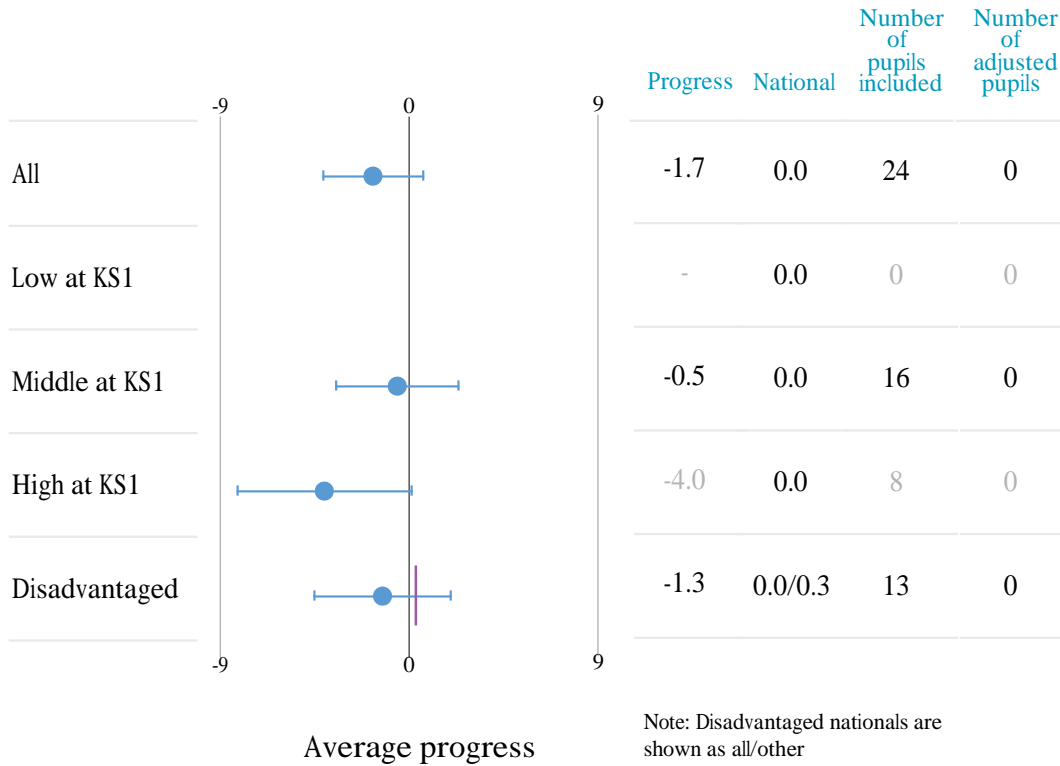
Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is greyed out. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Reading progress in 2018

Reading progress scatterplot

--- Bottom 10%
 --- Top 10%
 --- Other national
 Significantly above national and in top 10%
 Significantly below national and in bottom 10%

△ Disadvantaged
 □ Other
 SEN
 Not SEN



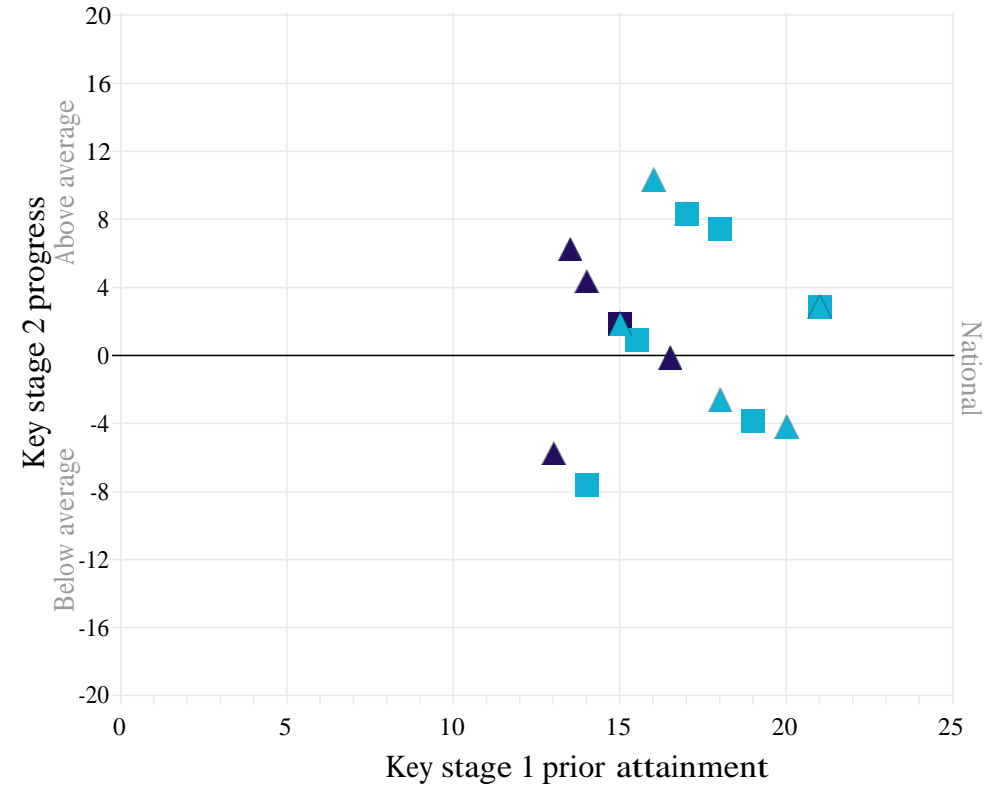
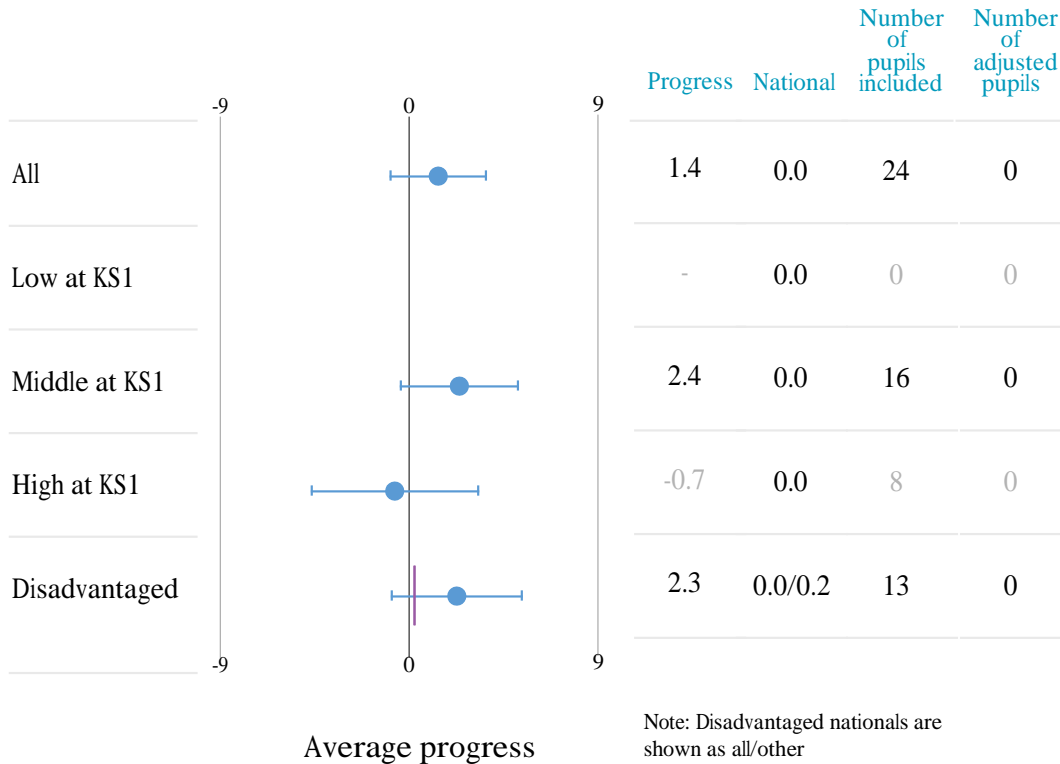
Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Writing progress in 2018

Writing progress scatterplot

--- Bottom 10%
 --- Top 10%
 --- Other national
 Significantly above national and in top 10%
 Significantly below national and in bottom 10%

 Disadvantaged
 Other
 SEN
 Not SEN



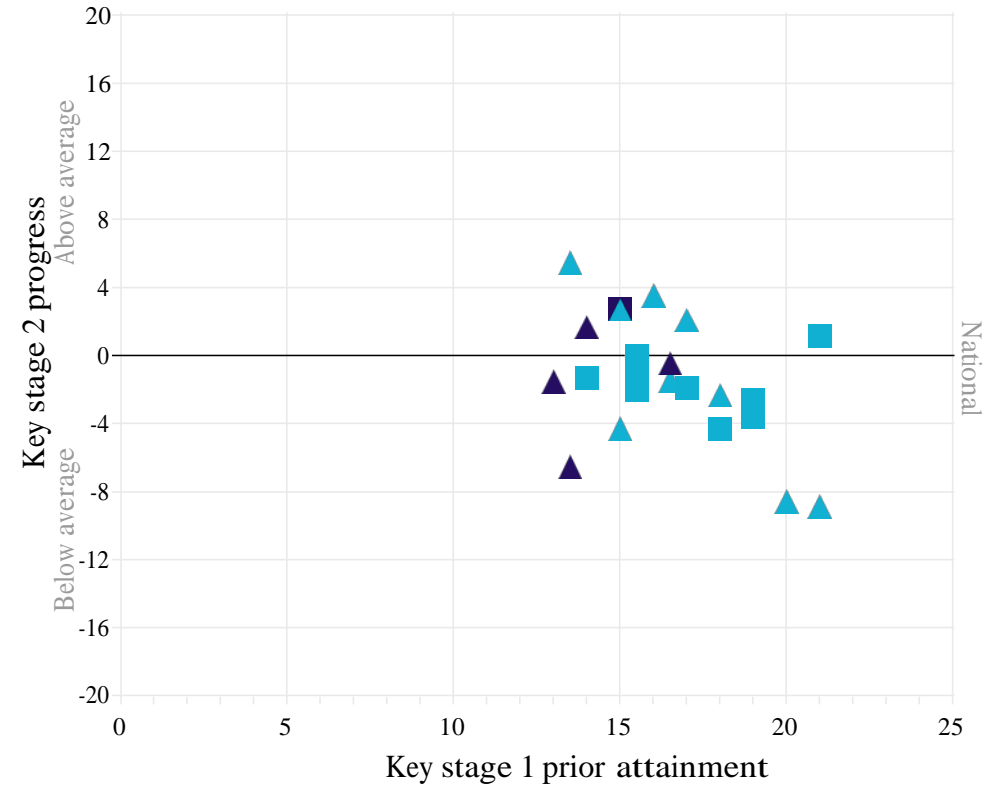
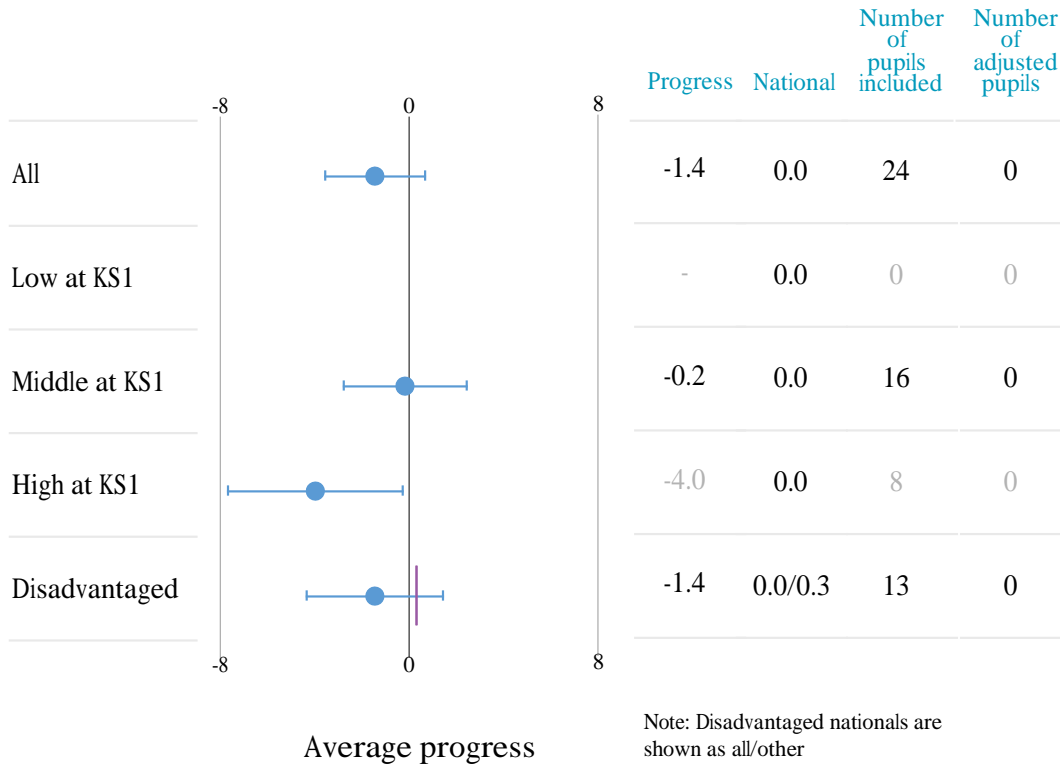
Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Mathematics progress in 2018

Mathematics progress scatterplot

--- Bottom 10%
 --- Top 10%
 --- Other national
 Significantly above national and in top 10%
 Significantly below national and in bottom 10%

 Disadvantaged
 Other
 SEN
 Not SEN



Notes: Progress measures are based on adjusted progress scores. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS1 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

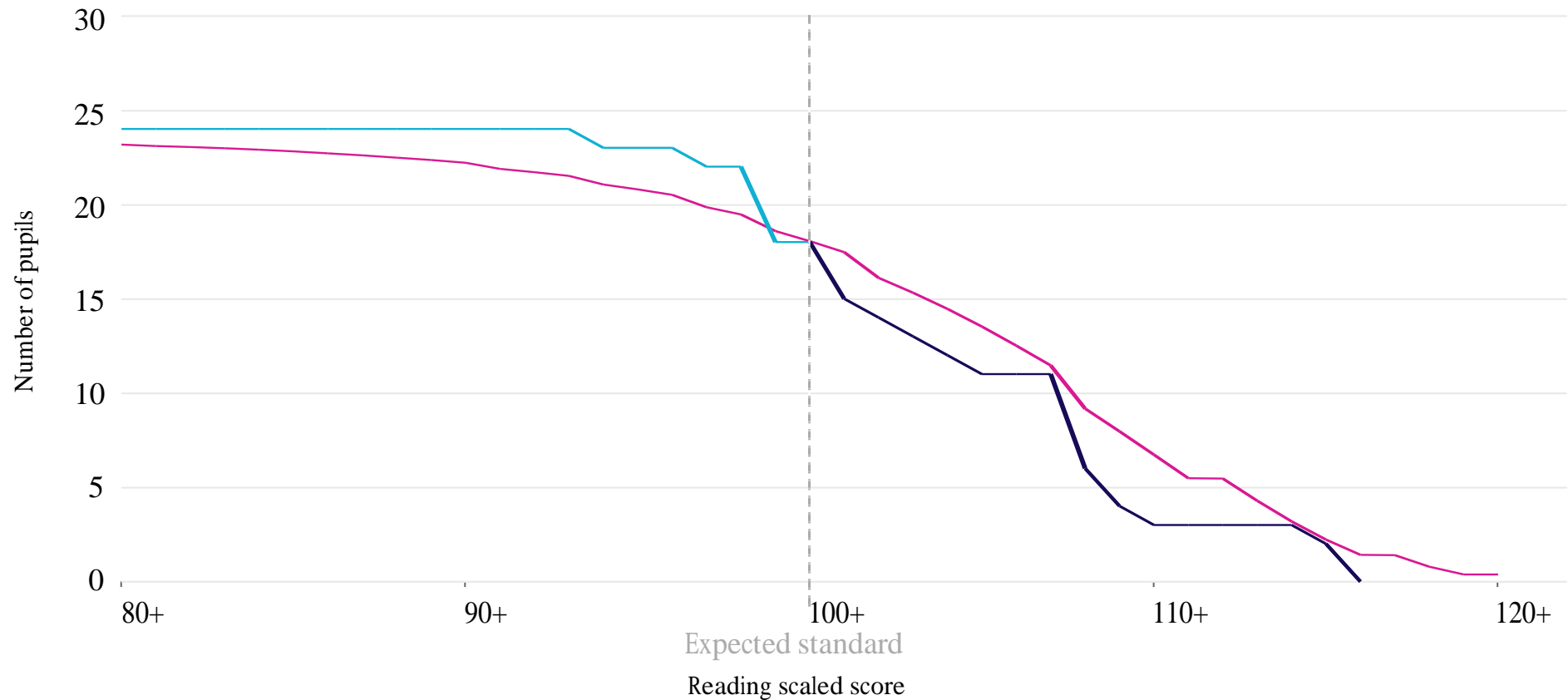
Reading scaled scores 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

— National level — Not achieved expected standard — Achieved expected standard

Cohort = 24 One pupil relates to 4.2 percentage points.

In 2018, 75% of pupils achieved the expected standard, in line with the national.



Notes: The plotted national line is the national reading percentage multiplied by the school reading attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

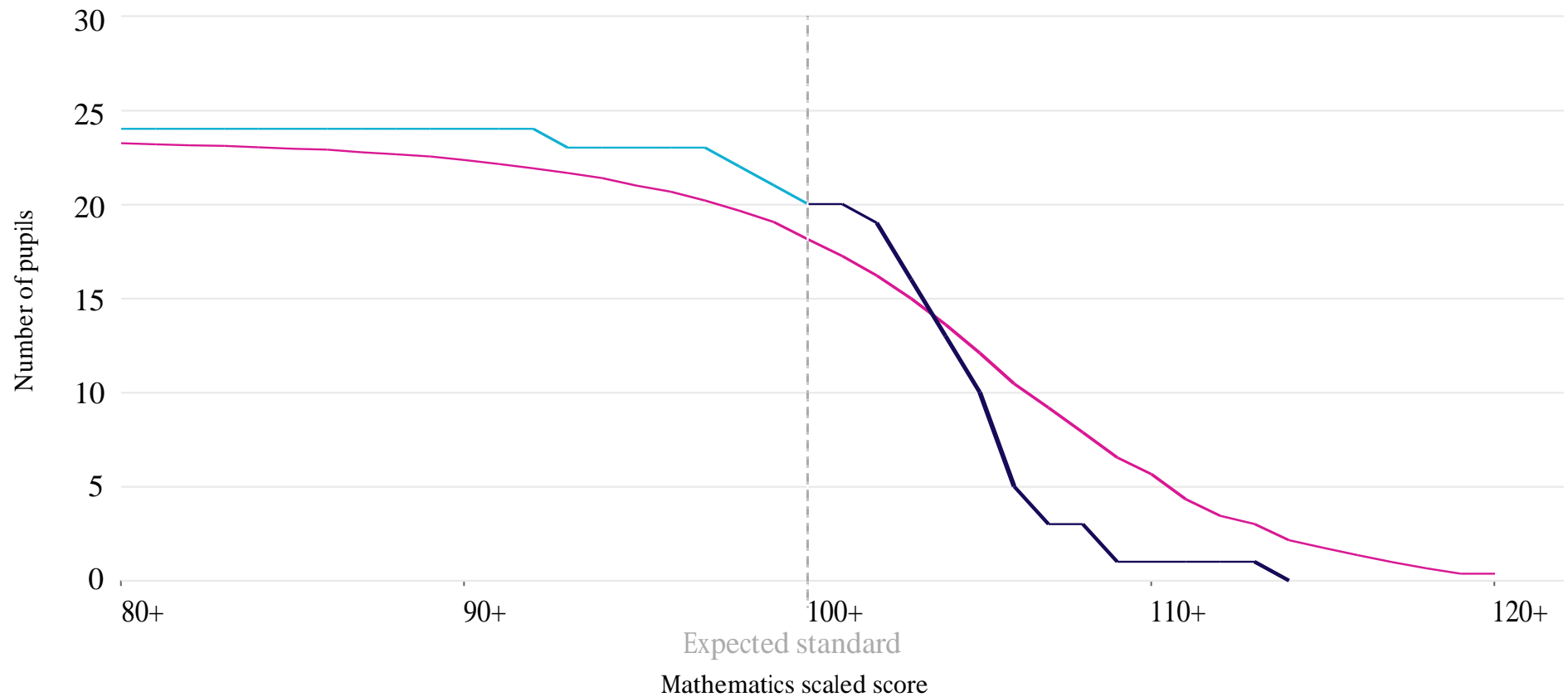
Mathematics scaled scores 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

— National level — Not achieved expected standard — Achieved expected standard

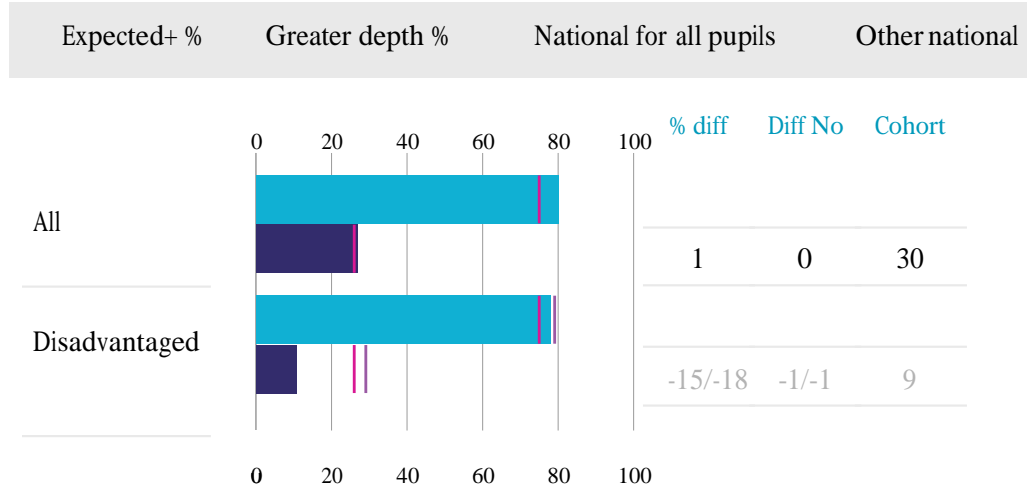
Cohort = 24 One pupil relates to 4.2 percentage points.

In 2018, 83% of pupils achieved the expected standard, 8 percentage points above the national. This difference was not statistically significant.

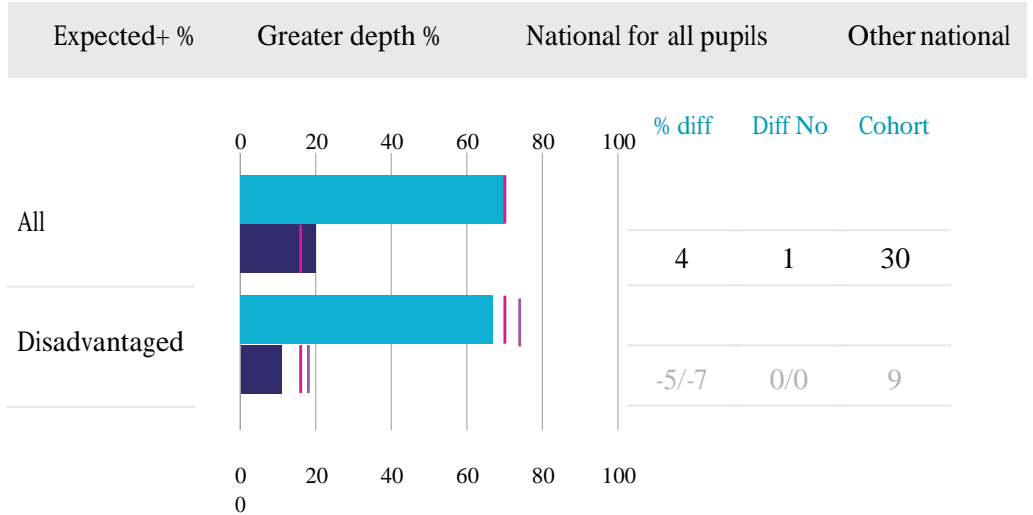


Notes: The plotted national line is the national mathematics percentage multiplied by the school mathematics attainment cohort at each average scaled score interval. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

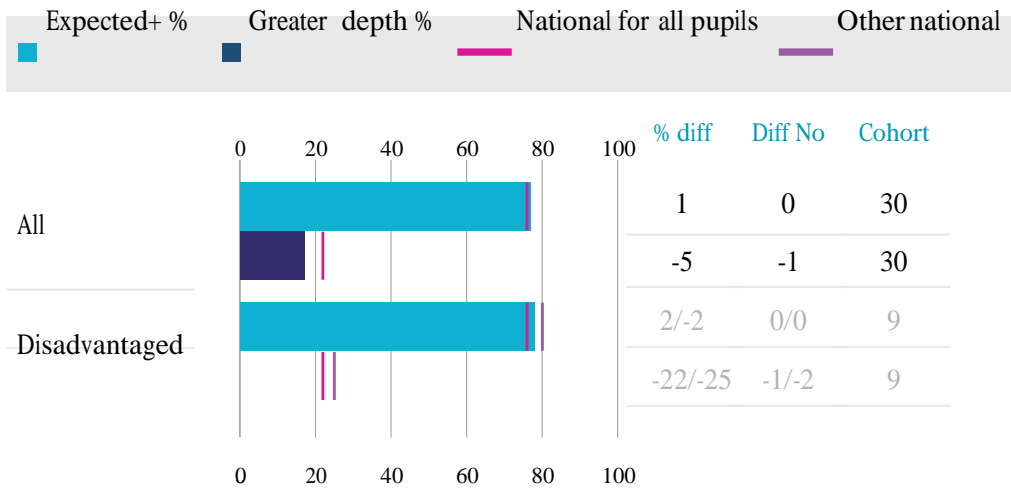
Reading



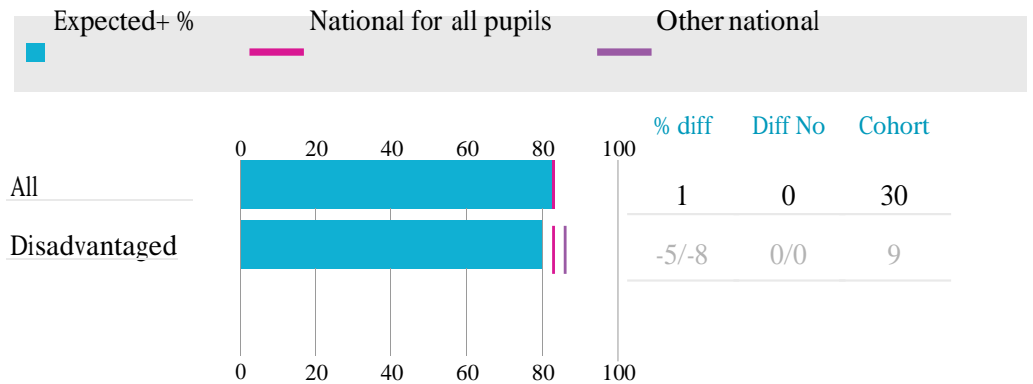
Writing



Mathematics



Science



Note: 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Disadvantaged nationals are shown as all/other (other relates to pupils who are not defined as disadvantaged). For science the only outcome of the teacher assessment was whether pupils met the expected standard. For further information on methodology see

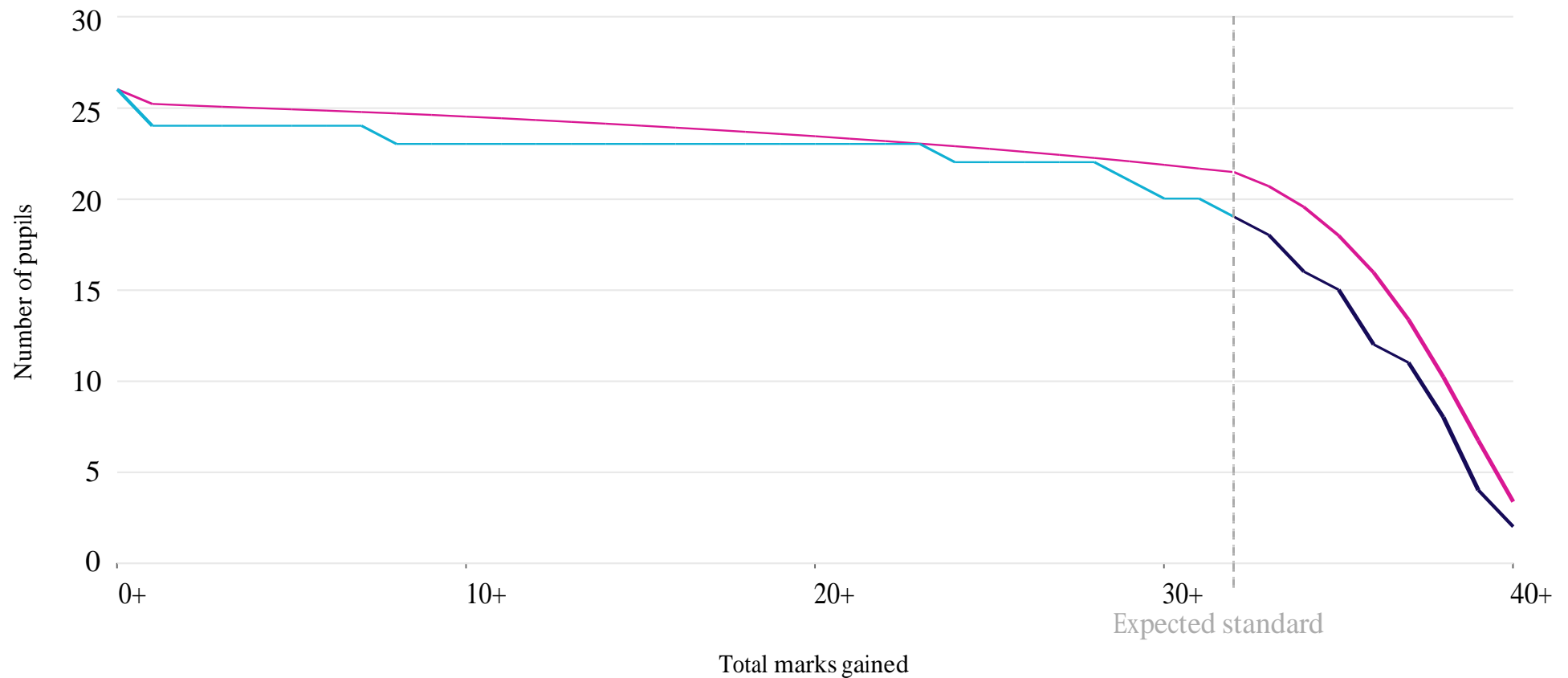
Year 1 phonics marks 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

— National level — Not achieved expected standard — Achieved expected standard

Cohort = 26 One pupil relates to 3.8 percentage points.

In 2018, 73% of pupils achieved the expected standard, 9 percentage points below the national proportion. This difference was not statistically significant.



Notes: The plotted national line is the national phonics attainment percentage at each phonics mark multiplied by the whole school phonics attainment cohort. The expected standard for phonics is 32+. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Primary Inspection Data Summary Report

	URN:	Laestab:
Headteacher:	Type of education:	
Local authority:	Phase of education:	
Pupils:	Academy trust or sponsor:	
Gender:	Date open/converted:	
Admissions policy:	Chair of governors/trustees:	
Ages:	School website:	
Denomination:	Postcode:	

Report information [Guidance](#)

Release information: Revised 2019 KS2

Release date: January 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

Areas of interest [Guidance](#)

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average they also have lower progress scores, which may be for a variety of reasons. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.

Reading

KS2 progress [Guidance](#)

- Key stage 2 progress in reading (2.4) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment (all key stages) [Guidance](#)

- Key stage 2 attainment of the expected standard (100+) in reading (89%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There is nothing significant or exceptional to highlight for key stage 2 attainment of the high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data. Of the 64 pupils, 7 did not meet the expected standard.
- The key stage 2 three-year average reading attainment score (107.6) was in the **highest** 20% of all schools in 2019.

Writing

KS2 progress Guidance

- There is nothing significant or exceptional to highlight for key stage 2 progress in writing in 2019, therefore no conclusions can be drawn from this data.
- Writing progress has **declined** between 2017 and 2018.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in writing (92%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There is nothing significant or exceptional to highlight for key stage 2 attainment of greater depth in writing in 2019, therefore no conclusions can be drawn from this data.

Mathematics

KS2 progress Guidance

- There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) in mathematics in 2019, therefore no conclusions can be drawn from this data. Key stage 2 attainment of the high standard (110+) in mathematics (39%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Of the 64 pupils, 8 did not meet the expected standard. Of these, 7 pupils had a score, with an average scaled score of 90.
- There is nothing significant or exceptional to highlight for the key stage 2 three-year average mathematics attainment score in 2019, therefore no conclusions can be drawn from this data.

Other attainment measures Guidance

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (84%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 high standard in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.

Absence (whole school) Guidance

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

Exclusions (whole school) [Guidance](#)

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There were no fixed period exclusions in 2018/19.
- There were no permanent exclusions in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For middle prior attainers, key stage 2 progress in mathematics (2.9) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the expected standard (100+) in reading (89%) was significantly **above** national in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the expected standard (100+) in mathematics (92%) was significantly **above** national in 2019, as well as in 2018 and 2017.
- Persistent absence for pupils with special educational needs (4.7%) was in the **lowest** 20% of all schools in 2018/19.

School and local context

School level Guidance

		2018	2019	2020	Low Q5	Quintile Q4 Q3 Q2	High Q1
Number on roll	Sch	234	247	261	■	■ ■ ■	■
	Nat	281	282	281			
% FSM6 pupils	Sch	29	29	25	■	■ ■ ■ ■	■
	Nat	24	23	23			
% SEND support	Sch	25.2	23.5	25.3	■	■ ■ ■ ■ ■	■
	Nat	12.4	12.6	12.8			
% SEND EHC plan	Sch	1.3	0.8	1.1	■	■ ■ ■ ■ ■	■
	Nat	1.4	1.6	1.8			
% of EAL	Sch	2	2	0	■	■ ■ ■ ■ ■	■
	Nat	21	21	21			
% Stability	Sch	88	86	89	■	■ ■ ■ ■ ■	■
	Nat	86	86	81			

MAT/LA level information Guidance

As at September 2020:

- this school is part of [REDACTED] which contains 7 primary schools, 2 secondary schools, 1 special school and no pupil referral units.
- the latest overall effectiveness grade for this school is good. As at 1 Sep 2020, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
 - outstanding - 2
 - good - 4
 - requires improvement - 3
 - inadequate - 0
 - not yet inspected - 1

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 61.5% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 2.7 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 6 out of 17 possible ethnic groups. Those with 5% or more are:
 - 93%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the academy trust had a revenue reserve of £-179,000.
- In 2018/19, this school had a negative in-year balance (£-77,648), the second year in a row in which expenditure has exceeded income.
- In 2018/19, this school had a per pupil spend of £4,828.
- In 2018/19, this school received £1,085,970 in grant funding, £322,039 less than the national average.

Year group context 2019 (Primary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1						18		21
Y2						20		21
Y3	58	10/15/10	33/39/37	15/4/11	28	24	2	21
Y4	64	11/17/9	29/33/37	24/14/18	25	26	2	21
Y5	60	11/16/12	32/36/41	17/8/7	28	29	2	22
Y6	65	3/3/3	37/46/45	23/14/15	34	30	3	21

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			-	-	-	-
Writing			-	-	-	-
Mathematics			-	Above	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 28

SEND primary need	SEND Support (58)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			2	0	0	0			0	0	0	0
Moderate Learning Difficulty			5	1	2	5			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			0	6	9	5			0	0	0	0
Speech, Language and Communication Needs			0	0	7	4			0	0	0	0
Hearing Impairment			0	0	0	1			0	0	0	0
Visual Impairment			0	0	0	0			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	0	0	0
Physical Disability			0	0	0	0			1	0	1	0
Autistic Spectrum Disorder			0	0	0	0			0	0	0	0
School Support NSA			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	11	0	0			0	0	0	0
Year group totals			7	18	18	15			1	0	1	0

Year group context 2020 (Primary)

Characteristics Guidance

Year group markedly above average of others ■

Year group markedly below average of others ■

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1						18		21
Y2						20		21
Y3	73	17/21/16	34/41/41	17/6/12	16	24	0	21
Y4	61	12/15/10	32/41/38	16/4/12	28	25	0	21
Y5	67	13/19/12	30/34/37	24/14/18	25	27	0	21
Y6	60	12/17/13	33/35/40	15/8/7	32	29	2	22

Prior attainment Guidance

Well above national ■

Well below national ■

In line with national -

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			-	-	-	-
Writing			-	-	-	-
Mathematics			-	-	-	-

* Year 1 and 2 prior attainment has not been possible to calculate as 2020 data has not been available.

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 29

	SEND primary need						SEND Support (66)						EHC Plan (3)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			1	2	0	0			0	0	0	0			0	0	0	0
Moderate Learning Difficulty			9	7	3	3			0	0	0	0			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			4	0	5	9			0	0	0	0			0	0	0	0
Speech, Language and Communication Needs			2	0	1	6			0	0	0	0			0	0	0	0
Hearing Impairment			0	0	0	0			0	0	0	0			0	0	0	0
Visual Impairment			0	0	0	0			0	0	0	0			0	0	0	0
Multi-Sensory Impairment			3	0	0	0			1	0	0	0			0	0	0	0
Physical Disability			0	0	0	0			0	1	0	1			0	0	0	0
Autistic Spectrum Disorder			0	0	0	0			0	0	0	0			0	0	0	0
School Support NSA			0	1	0	0			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	0	10	0			0	0	0	0			0	0	0	0
Year group totals			19	10	19	18			1	1	0	1						

Progress and attainment trend

Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national
■ Not significant

■ Significantly below national
 Small cohort

Q1 Highest Quintile
 Q5 Lowest Quintile

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment						
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Reading	2017	(56)	■	■	■	■	■	(56)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2018	(53)	■	■	■	■	■	(55)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2019	(61)	■	■	■	■	■	(64)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Writing	2017	(56)	■	■	■	■	■	(56)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2018	(53)	■	■	↓	■	■	(55)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2019	(62)	■	■	■	■	■	(64)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Maths	2017	(56)	■	■	■	■	■	(56)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2018	(53)	■	■	■	■	■	(55)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2019	(61)	■	■	■	■	■	(64)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

↑ Markedly higher than previous year (progress only)

↓ Markedly lower than previous year (progress only)

All attainment information relates to expected standard.

() represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.

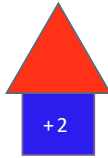
Other attainment measures [Guidance](#)

		KS2 EGPS					KS2 combined RWM					EYFS GLD					
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	
2017	(56)	■	■	■	■	■	(56)	■	■	■	■	■	■	■	■	■	■
2018	(55)	■	■	■	■	■	(55)	■	■	■	■	■	■	■	■	■	■
2019	(64)	■	■	■	■	■	(64)	■	■	■	■	■	■	■	■	■	■

KS2 Progress measure how does it work

We put Chris back with his Y6 peers in his school.

Stage 2:
Chris now brings his +1
progress score with him



- We add all the Y6 progress scores together and divide by the number of pupils to give a mean score
- Schools progress score is +2
- So pupils in Chris' school made slightly more progress than those with similar starting points nationally



The different progress measures added together gives the school progress measure for that subject. This can then be compared for all pupils and groups to national comparators.

KS2 Progress measure- How it works

Stage 1:
This is Chris

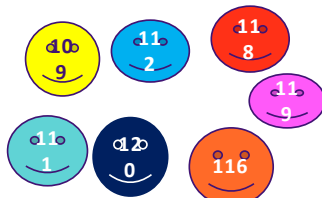


Chris' result are

- KS1 Average Point Score = 18.0
- KS2 reading scaled score=117



All other pupils nationally with average score at KS1 of 18.0



All these pupils' KS2 scores are added together and divided by the number of pupils in the group= average (national mean) reading score is 116

Back to Chris



- He got one point(+1) more than the average for those with similar starting points