

ASP and IDSR

Analyse School Performance
Inspection Data Summary Report

We will

- Look at ASP
- Main reports
- QLA
- Filtering results
- Look at IDSR

Why is this important for governors and leaders?

It is important everyone on the board has the skills to understand the performance data for their school or academy trust so they can hold school leaders to account.

In all cases, you should consider what the data is telling you to form your evidence base:

- what is going well?
- what learning can you apply from one area to another?
- what are the concerns?
- are any areas at risk of becoming a concern?
- what changes need to be made?
- what can be done about it?
- how will this affect productivity for your school or academy trust?
- what is the impact on educational and financial outcomes?



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Continue

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Important

x

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- ✗ contain at least 2 lower-case characters
- ✗ contain at least 2 numbers

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Await approval from organisation

3. Get access to services

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Showing 1 - 11 of **11** rows

[Epping St Johns Church of England School](#)

URN 145050

Address Bury Lane, Epping, Essex, CM16 5JB

Type Academy Sponsor Led

Status Open

[HORBURY BRIDGE ST JOHNS ACADEMY TRUST](#)

UID 3482

Type Single-Academy Trust

Status Open

[St Johns Beaumont](#)

URN 125404

Address Priest Hill, Old Windsor, Berkshire, SL4 2JN

Type Other Independent School

Status Open

[St Johns Church of England Primary School](#)

URN 137071

Confirm request

An email with your request will be sent to approvers at St Johns Church of England Primary School.

Organisation	St Johns Church of England Primary School
Address	[Redacted] 1
Category	Establishment
URN	[Redacted]
UKPRN	[Redacted]

Give a reason why you need to be linked to the organisation, or the services you need (Optional)

Confirm

Cancel

Important

Use 2021/22 school performance data with caution

Click [here](#) for more information.

User research volunteers needed

Click [here](#) for more information.

[Release timetable](#) [Guidance](#) [Sign out](#)

Key stage 2

Key stage 1

Phonics

QLA

All reports

Headline measures

Headline reports

Reading

Writing

Maths

Reading, writing and
maths combined

Progress scatter plot

▶ [Show school details](#)

Key stage 2

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Reports

[Open all](#)

Ofsted inspection data summary reports

+

School performance summary

-

 [School performance summary for 2021/2022](#)

 [School performance summary for 2018/2019](#)

 [School performance summary for 2017/2018](#)

 [School performance summary for 2016/2017](#)

 [School performance summary for 2015/2016](#)

Key stage 2

+

Key stage 1

+

Phonics year 1

+

Use 2021/22 school performance data with caution
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[Release timetable](#) [Guidance](#) [Sign out](#)

[Key stage 2](#) [Key stage 1](#) [Phonics](#) [QLA](#) [All reports](#)

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School performance summary 2021/2022

[View a glossary explaining the terms used in this report.](#)

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▶ [Key stage 2 headline reports](#)

Important

Use 2021/22 school performance data with caution

Following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22.

Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic.

We do not recommend making direct comparisons with data from previous years or between schools or colleges.

The KS2/KS4 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.

For KS4 specifically:

- Several changes were made to exams and grading. These include advanced notice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes.
- Changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by pupils included in this year's measures are not included in the calculations.

For a full explanation of all the factors affecting these results please see the [KS4 2021/22 technical guide](#). Further information on school and college accountability for 2021/22 can be found [here](#)

User research volunteers needed

The ASP team are currently looking at reviewing the Analyse School Performance (ASP) and we need your help in doing this - particularly people based in schools.

You can help us shape the future of the service and give us a better understanding of how the system is used, identifying any areas that can be improved.

We would like to talk with you in a user research capacity - please contact christopher.wood@education.gov.uk to arrange a confidential user research session.

██ (URN: ██████████)

School performance summary 2021/2022

Key stage 2 headline measures

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Progress in reading, writing and maths

Reading

Number of pupils = 60

Pupils with adjusted scores = 2

Progress score -0.69

Confidence interval
-2.3 to 0.9

Writing

Number of pupils = 61

Pupils with adjusted scores = 0

Progress score 1.97

Confidence interval
0.5 to 3.5

Maths

Number of pupils = 61

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Progress score -1.51

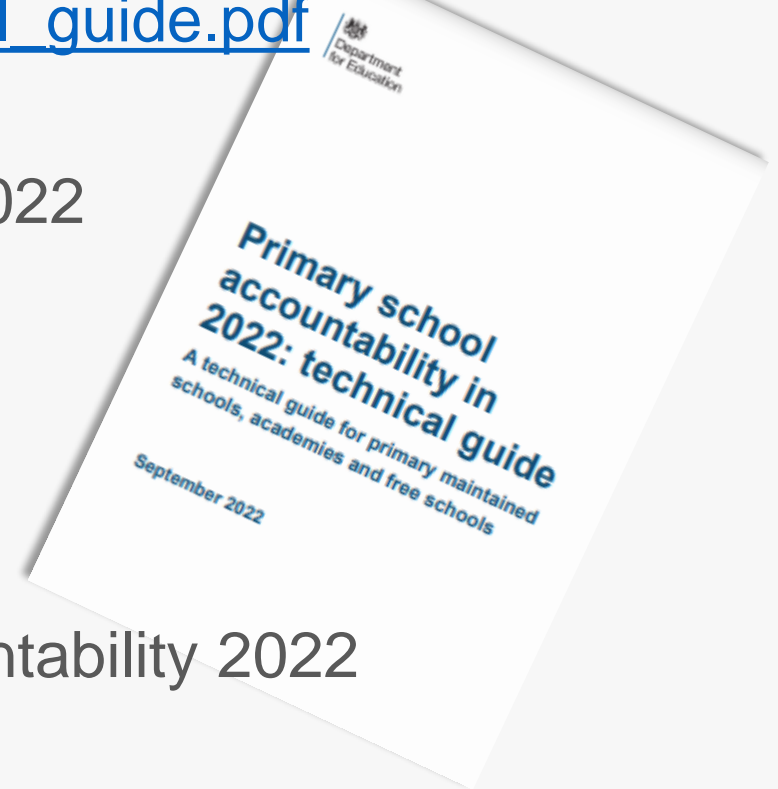
Confidence interval
-3.0 to 0.0

Accountability measures

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109557/Primary_school_accountability_in_2022_-_technical_guide.pdf



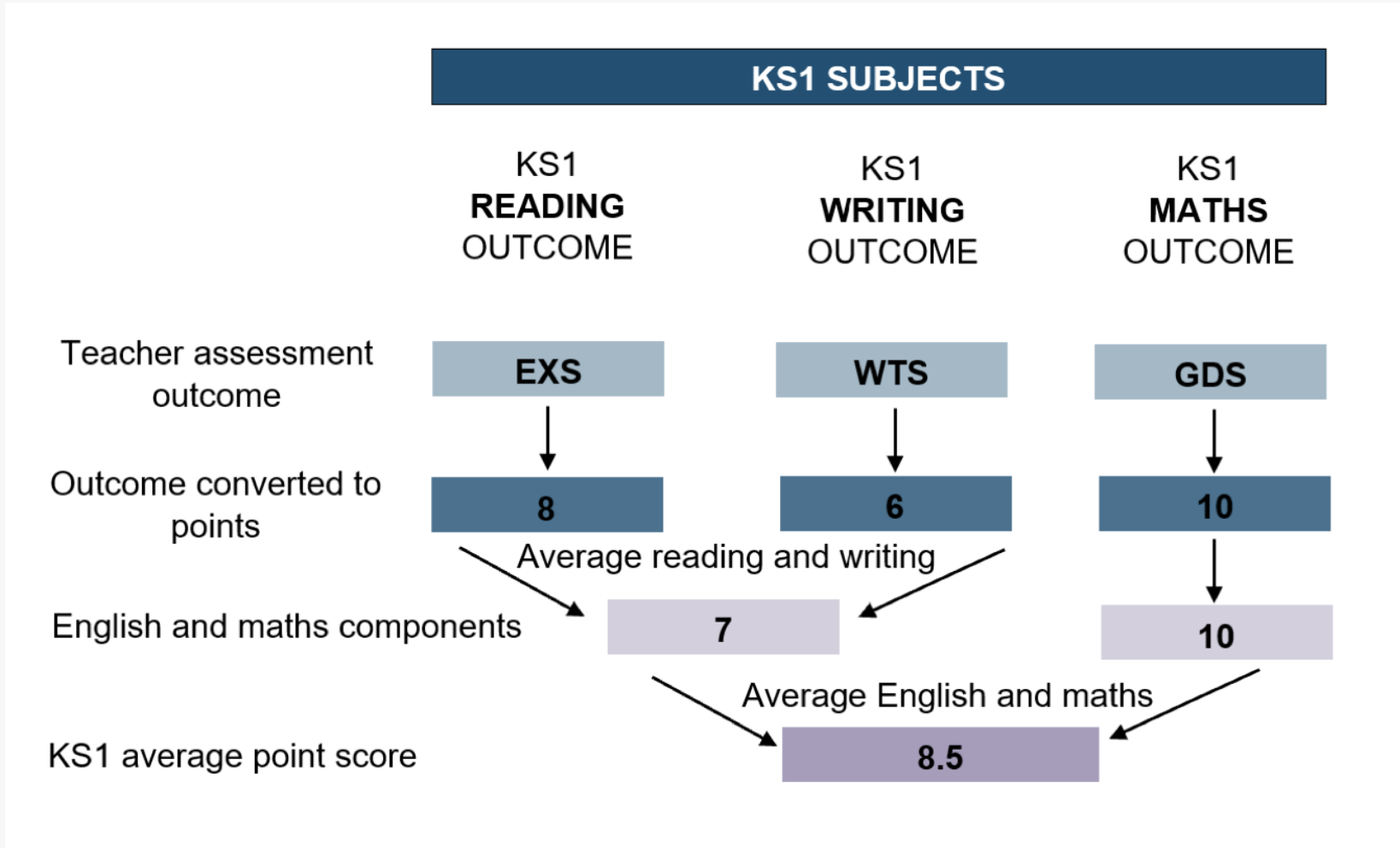
<https://bit.ly/pritech2022>



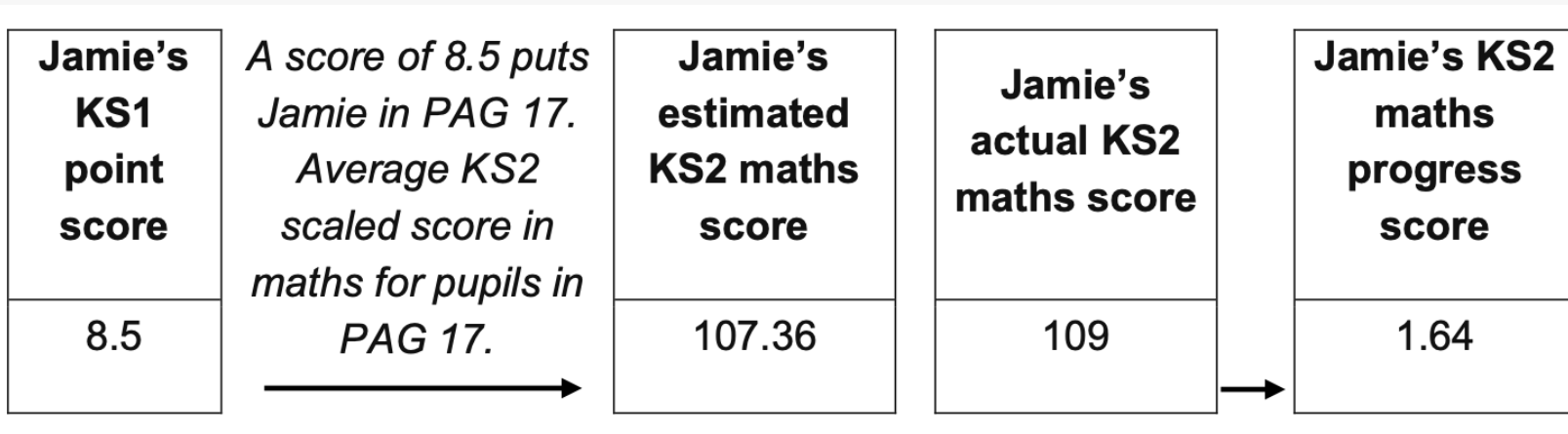
Google: primary school accountability 2022

Key Stage 1 point scores for all subjects

National curriculum teacher assessment	Point score equivalent
Working at greater depth (GDS)	10
Working at the expected standard (EXS)	8
Working towards the expected standard (WTS)	6
Foundations for the expected standard (PKF)	4
Below the standard of the interim pre-key stage standards (BLW)	See the next section
M – Missing	Disregard
D – Disapplied	Disregard
A – Absent	Disregard



Prior Attainment Group (PAG)	KS1 average points score	Average KS2 Reading Score for PAG	Average KS2 Writing Score for PAG	Average KS2 Maths Score for PAG
1	0 to <1.75	63.01	62.82	63.15
2	>=1.75 to <2	67.27	66.68	67.89
3	>=2 to <2.25	70.64	70.10	71.45
4	>=2.25 to <2.5	74.02	73.23	74.89
5	>=2.5 to <2.75	78.13	76.86	78.90
6	>=2.75 to <3	82.19	80.13	81.97
7	>=3 to <3.5	85.66	83.35	86.17
8	>=3.5 to <=4	87.15	84.65	87.00
9	>4 to <5	91.33	88.02	89.84
10	5	92.64	89.09	92.80
11	>5 to <6	94.14	90.07	94.00
12	6	96.13	92.49	95.11
13	>6 to <7	100.63	95.8	97.24
14	7	100.88	96.77	100.35
15	>7 to <8	102.72	97.64	102.42
16	8	105.46	101.57	104.19
17	>8 to <9.5	108.97	104.43	107.36
18	>=9.5 to <10	110.13	105.16	110.33
19	10	112.18	108.51	111.59



Progress in reading, writing and maths

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Teacher assessed writing categories	Points (within the scaled score range)
Working towards the standard	91
Working at the expected standard	103
Working at greater depth	113

Pre-key stage teacher assessment for pupils below the level of the test at Key Stage 2	Points (below the scaled score range)
Standard 6 (working at the KS1 expected standard)	79
Standard 5 (working towards the KS1 expected standard)	76
Standard 4	73
Standard 3	70
Standard 2	67
Standard 1	64
Pupils working on the engagement model	60

Pg24, 25

Progress in reading, writing and maths

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Progress scores

Percentiles	Reading	Writing	Maths
Top 5%	3.8 and above	3.7 and above	4.1 and above
Next 20%	1.6 to 3.7	1.7 to 3.6	1.8 to 4.0
Next 15%	0.7 to 1.5	0.8 to 1.6	0.8 to 1.7
Middle 20%	-0.4 to 0.6	-0.3 to 0.7	-0.5 to 0.7
Next 15%	-1.3 to -0.5	-1.3 to -0.4	-1.6 to -0.6
Next 20%	-3.5 to -1.4	-3.9 to -1.4	-4.3 to -1.7
Bottom 5%	-3.6 and below	-4.0 and below	-4.4 and below

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Percentiles	Reading	Writing	Maths
Top 5%	3.8 and above	3.7 and above	4.1 and above
Next 20%	1.6 to 3.7	1.7 to 3.6	1.8 to 4.0
Next 15%	0.7 to 1.5	0.8 to 1.6	0.8 to 1.7
Middle 20%	-0.4 to 0.6	-0.3 to 0.7	-0.5 to 0.7
Next 15%	-1.3 to -0.5	-1.3 to -0.4	-1.6 to -0.6
Next 20%	-3.5 to -1.4	-3.9 to -1.4	-4.3 to -1.7
Bottom 5%	-3.6 and below	-4.0 and below	-4.4 and below

Confidence intervals

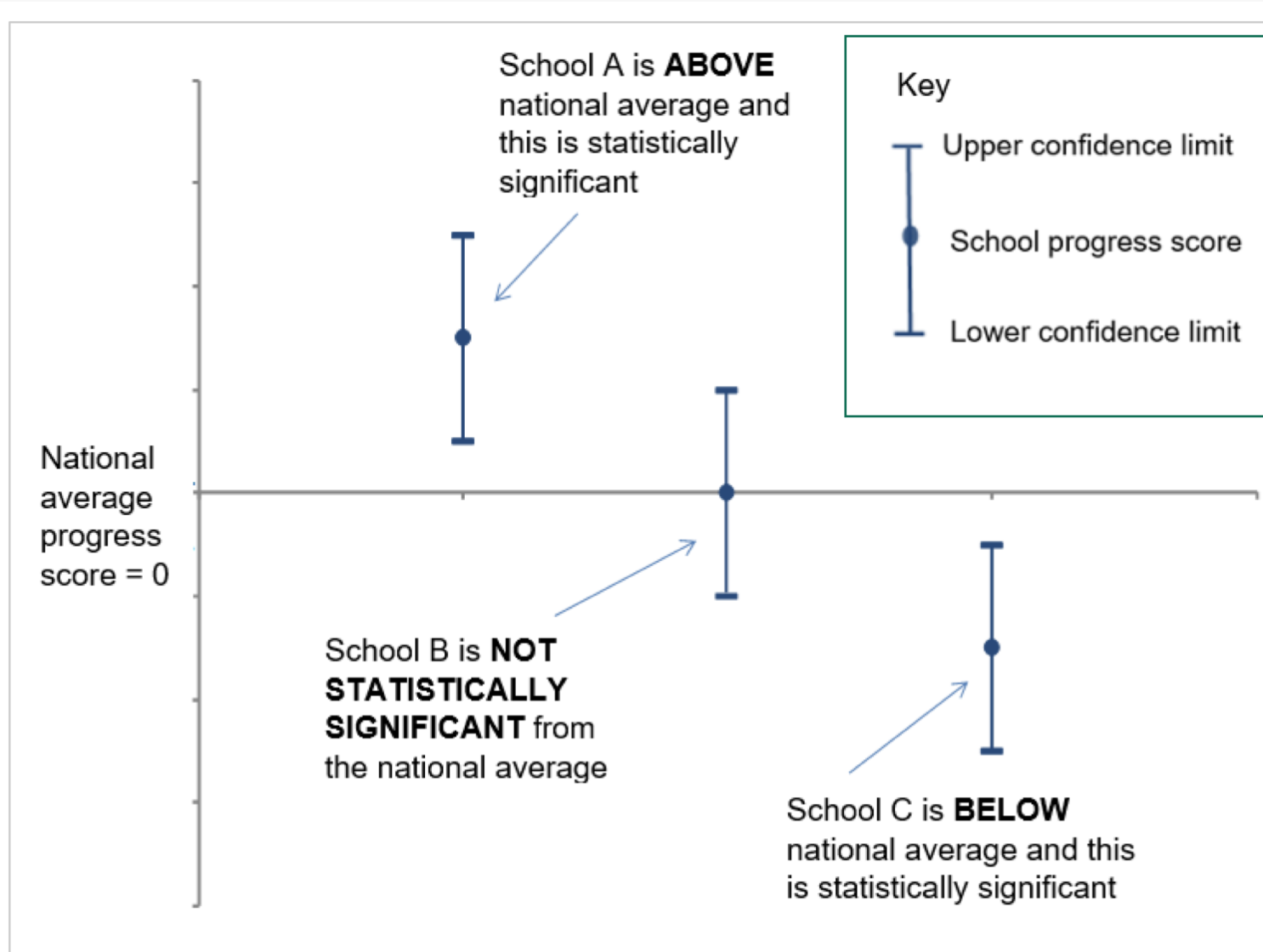
- Progress results are calculated for a school based on a specific cohort of pupils.
- A school may have been just as effective, but have performed differently with a different set of pupils.
- Similarly, some pupils may be more likely to achieve high or low results independently of which school they attend.
- To account for the natural uncertainty 95% confidence intervals around progress scores are provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie.

Confidence intervals

The national average progress score of all pupils at state-funded maintained mainstream school scores will be 0.

- when a school has their lower confidence interval limit higher than zero, the school's progress score is above average and the result is statistically significant
- when a school has their upper confidence interval limit lower than zero, the school's progress score is below average and the result is statistically significant
- in the other case when the confidence interval straddles zero, we cannot say with confidence whether the school's progress score is above or below average, and say the result is not statistically significantly different from average.

Confidence intervals



Progress in reading, writing and maths

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0.5 to 3.5

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Pupils with adjusted scores = 0

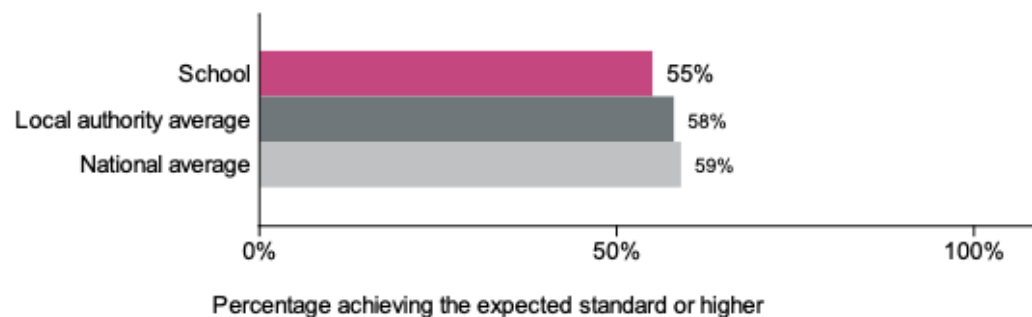
Progress score -1.51

Confidence interval
-3.0 to 0.0

Reading, writing and maths combined

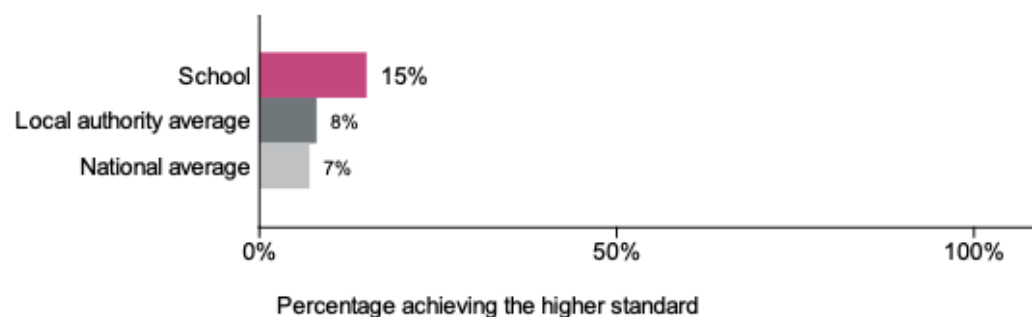
Percentage of pupils achieving the expected standard or higher

Number of pupils = 60



Percentage of pupils achieving the higher standard

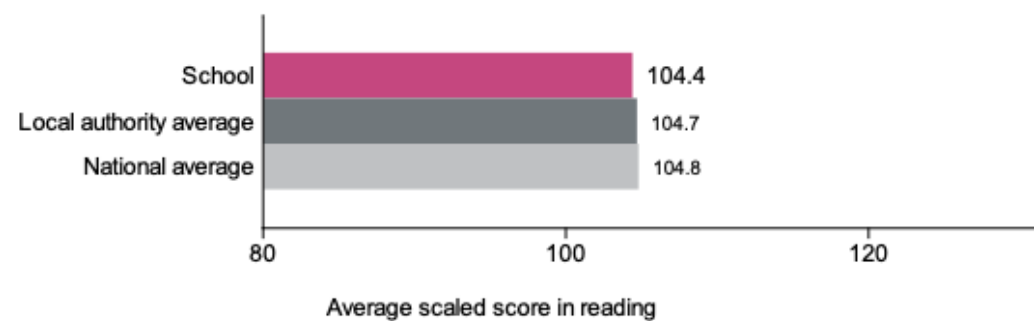
Number of pupils = 60



Average scaled score in:

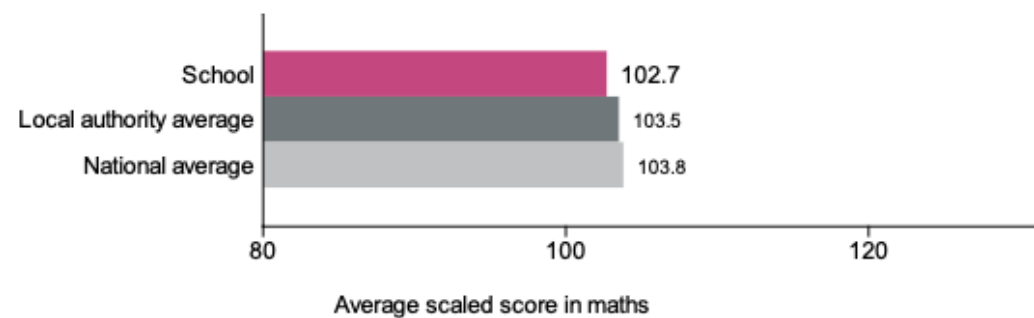
Reading

Number of pupils = 60



Maths

Number of pupils = 61



Key stage 2 headline reports

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	School	National		School %	National %	School %	National %	School	National
All pupils	60	-0.69	0.04	-0.86	0.00	60	75	74	37	28	104.4	104.8
Male	31	-1.50	-0.75	-1.83	-0.80	31	71	70	29	23	103.2	103.7
Female	29	0.17	0.86	0.17	0.84	29	79	80	45	33	105.7	105.9
SEN EHCP	1	-16.13	0.04	-16.13	0.00	1	0	74	0	28	80.0	104.8
SEN support	9	-1.90	0.04	-1.90	0.00	9	44	74	11	28	98.9	104.8
No SEN	50	-0.17	0.50	-0.37	0.49	50	82	84	42	33	105.9	106.2
Non-mobile	58	-0.95	0.09	-1.13	0.05	58	74	76	34	29	104.1	105.0
English first language	57	-0.84	0.04	-1.02	0.00	57	74	74	37	28	104.2	104.8
English additional language	3	2.18	0.04	2.18	0.00	3	100	74	33	28	107.7	104.8

Key stage 2 headline reports

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	School	National		School %	National %	School %	National %	School	National
Prior attainment												
Low overall	9	-1.91	0.04	-1.91	0.00	9	33	33	0	3	95.2	96.6
Middle overall	33	-1.14	0.04	-1.27	0.00	33	76	81	24	20	103.3	104.5
High overall	18	0.73	0.03	0.40	0.00	18	94	97	78	58	111.0	110.4
Reading low	10	-0.63	-0.39	-0.63	-0.43	10	50	35	0	4	96.9	96.9
Reading middle	34	-1.69	0.07	-1.81	0.03	34	74	84	24	23	103.1	105.2
Reading high	16	1.38	0.38	1.01	0.35	16	94	98	88	63	111.8	111.0
Writing low	11	-0.55	-0.07	-0.55	-0.12	11	45	42	0	6	97.5	98.3
Writing middle	41	-0.94	0.03	-1.04	0.00	41	80	87	37	29	104.9	106.2
Writing high	8	0.35	0.27	-0.40	0.25	8	88	99	88	68	111.4	111.6
Maths low	13	-0.74	0.32	-0.74	0.29	13	54	37	0	5	97.5	97.4
Maths middle	32	-0.97	0.06	-1.10	0.02	32	75	84	34	26	104.3	105.5
Maths high	15	-0.06	-0.30	-0.46	-0.34	15	93	97	73	60	110.5	110.6

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 %	School %	National %
All pupils	60	55	59	15	7
Male	31	52	55	10	6
Female	29	59	63	21	9
SEN EHCP	1	0	59	0	7
SEN support	9	11	59	11	7
No SEN	50	64	69	16	9
Non-mobile	58	53	60	16	7
English first language	57	53	59	14	7
English additional language	3	100	59	33	7
Prior attainment					
Low overall	9	0	11	0	0
Middle overall	33	48	60	0	1
High overall	18	94	92	50	21

Key stage 2 additional reports

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	Achieving the expected standard		Achieving the higher standard		Average score				5+		10+		15+		20+	
		Sch %	Nat %	Sch %	Nat %	Sch	Nat	Sch	Nat	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	61	61	72	25	28	102.5	105.1	11.0	12.6	84	87	67	71	33	42	2	3
Male	32	50	68	25	25	100.9	104.2	10.4	12.4	84	84	59	69	25	40	3	3
Female	29	72	77	24	32	104.3	105.9	11.7	12.8	83	89	76	74	41	43	0	3
SEN EHCP	1	0	72	0	28	85.0	105.1	3.0	12.6	0	87	0	71	0	42	0	3
SEN support	10	20	72	10	28	94.9	105.1	7.3	12.6	50	87	40	71	20	42	0	3
No SEN	50	70	82	28	33	104.4	106.6	11.9	13.5	92	94	74	80	36	48	2	4
Non-mobile	59	59	74	25	29	102.4	105.2	10.9	12.7	83	88	66	73	32	43	2	3
English first language	58	59	72	24	28	102.1	105.1	10.7	12.6	83	87	66	71	31	42	0	3
English additional language	3	100	72	33	28	111.0	105.1	16.0	12.6	100	87	100	71	67	42	33	3

Science attainment by pupil group

Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	61	85	79
Male	32	81	76
Female	29	90	82
SEN EHCP	1	0	79
SEN support	10	30	79
No SEN	50	98	88
Non-mobile	59	85	80
English first language	58	84	79
English additional language	3	100	79
Prior attainment			
Low overall	9	44	36
Middle overall	34	88	88
High overall	18	100	99

Key stage 2 progress in writing scatter plot by gender

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Choose data

- Key stage 2 progress in reading
- ✓ Key stage 2 progress in writing
- Key stage 2 progress in maths

Highlight pupils by:

Gender  

Key stage 2 progress in writing scatter plot by gender

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Choose data:

Highlight pupils by

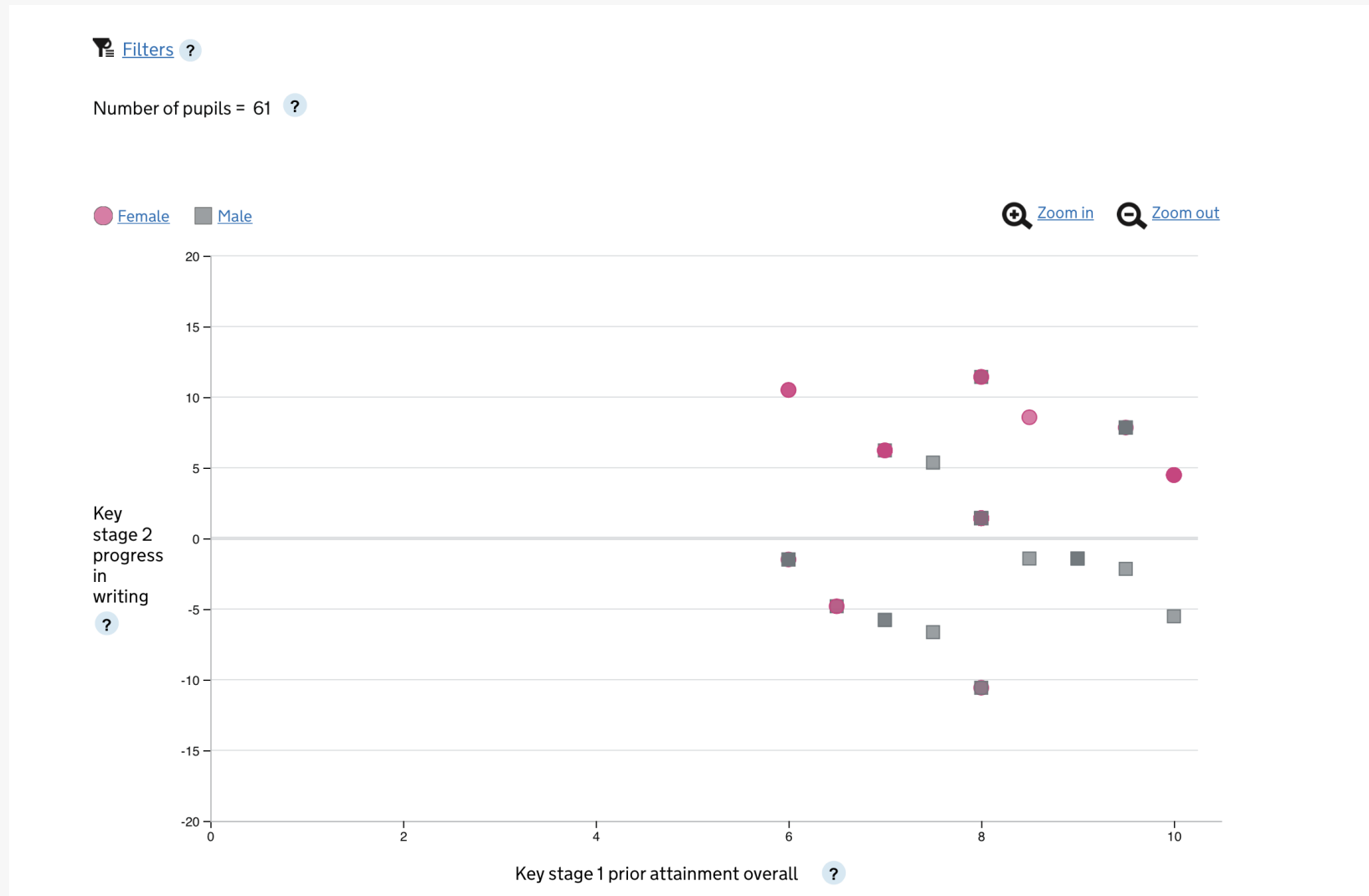
- ✓ Gender
- Special educational needs
- First language
- Adjusted / unadjusted

 [Filters](#) ?

Number of pupils = 61 ?

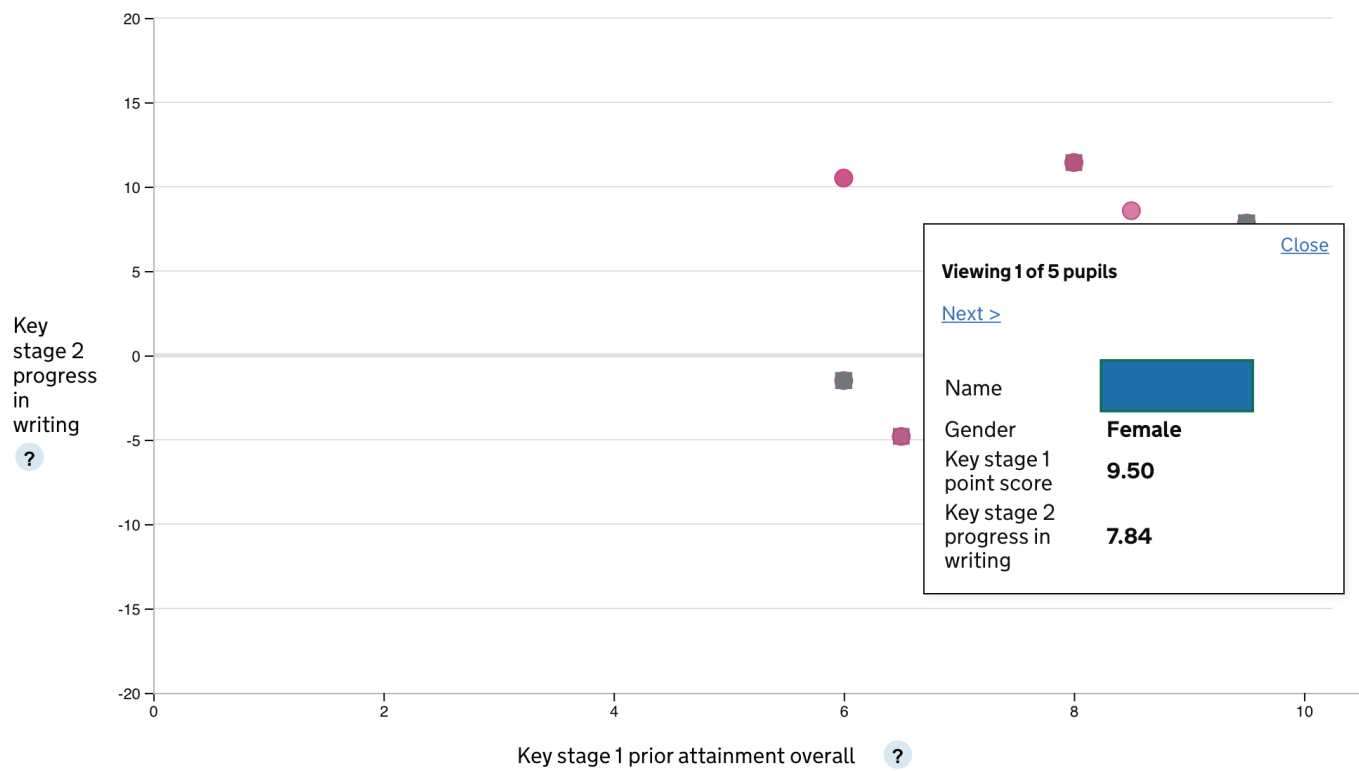
Key stage 2 progress in reading scatter plot by gender

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Female Male

Zoom in Zoom out

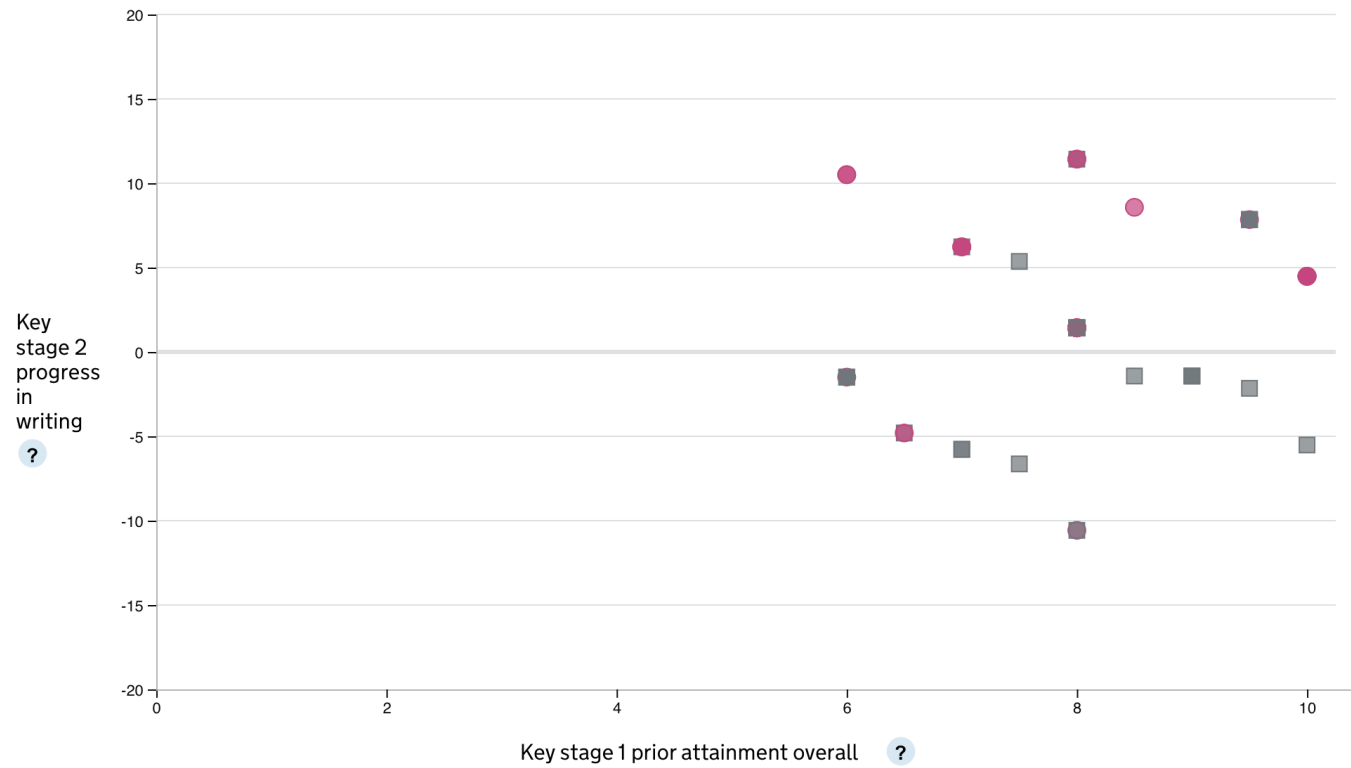


 [Filters ?](#)

Number of pupils = 61 [?](#)

● [Female](#) ■ [Male](#)

 [Zoom in](#)  [Zoom out](#)



Key stage 2 progress in writing scatter plot by gender

This is provisional data for 2021/22. Any amendments made to this school's data via the key stage 2 school's checking exercise in September will be reflected when we publish the revised version. Please note that certain breakdowns including data for disadvantaged pupils is not available in this release. These breakdowns will be made available in our revised release.

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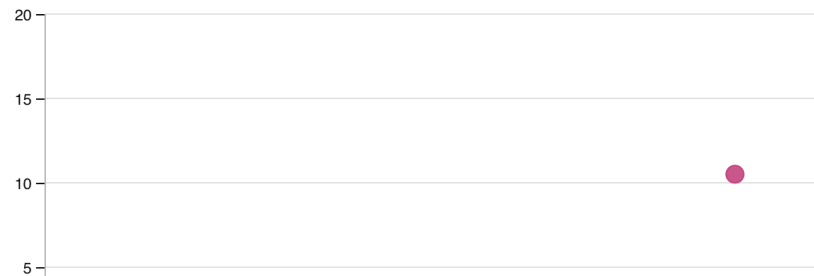
Choose data:

Highlight pupils by: ?

 [Filters ?](#)

Number of pupils = 61 ?

Female Male



[Hide filters](#)

[Clear filters](#)

Gender ▼

Male

Female

Special educational needs (SEN) ▼

SEN support

SEN EHCP

No SEN

First language ▼

English first language

English additional language

Unknown

[Hide filters](#)

[Clear filters](#)

Key stage 2 progress in writing scatter plot by gender

This is provisional data for 2021/22. Any amendments made to this school's data via the key stage 2 school's checking exercise in September will be reflected when we publish the revised version. Please note that certain breakdowns including data for disadvantaged pupils is not available in this release. These breakdowns will be made available in our revised release.

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Choose data:

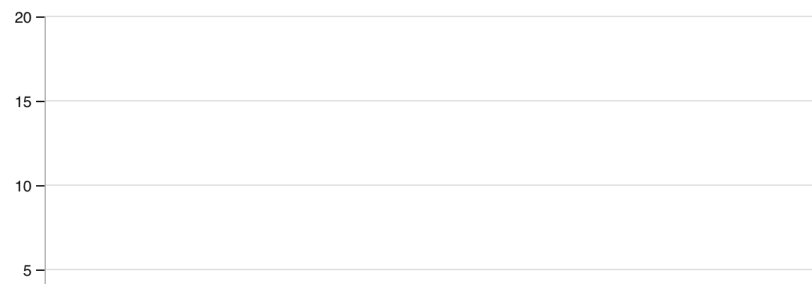
Highlight pupils by: ?

 [Filters ?](#)

Number of pupils = 2 ?

Filters applied: Gender: Female. Special educational needs: No SEN. First language: English additional language.

[Female](#) [Male](#)



[Hide filters](#)

[Clear filters](#)

Gender ▼

Male

Female

Special educational needs (SEN) ▼

SEN support

SEN EHCP

No SEN

First language ▼

English first language

English additional language

Unknown

[Hide filters](#)

[Clear filters](#)

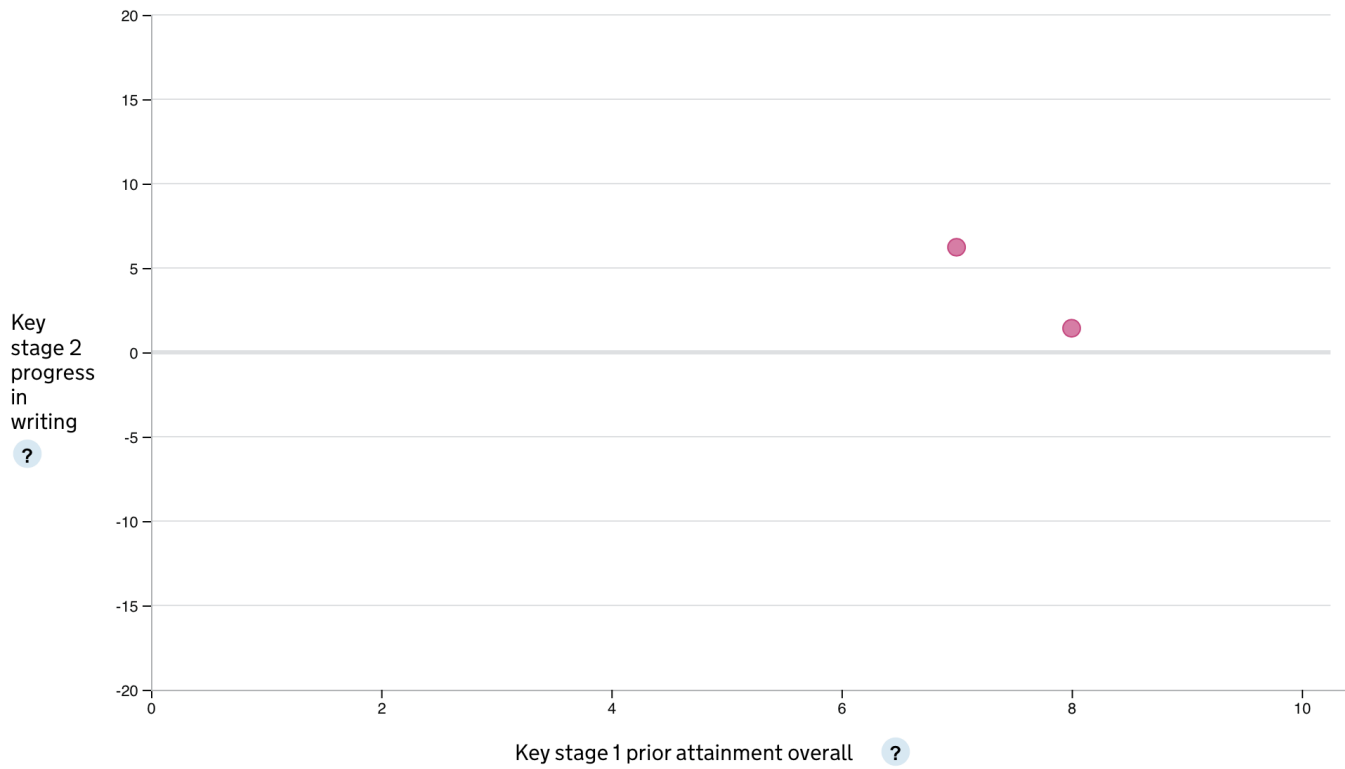
[filters](#) ?

Number of pupils = 2 ?

Filters applied: Gender: Female. Special educational needs: No SEN. First language: English additional language.

● Female ■ Male

 [Zoom in](#)  [Zoom out](#)



Attainment scatter plots

Key stage 2 Key sta

Headline measures

Headline reports

Reading

Writing

Maths

Reading, writing and maths combined

Progress scatter plot

Attainment scatter plot

Additional reports

EGPS

Science

Pupil list

Key stage 2 writing attainment scatter plot by gender

This is provisional data for 2021/22. Any amendments made to this school's data via the key stage 2 school's checking exercise in September will be reflected when we publish the revised version. Please note that certain breakdowns including data for disadvantaged pupils is not available in this release. These breakdowns will be made available in our revised release.

[Download PDF to print or save](#)

Choose data:

against

Highlight pupils by:

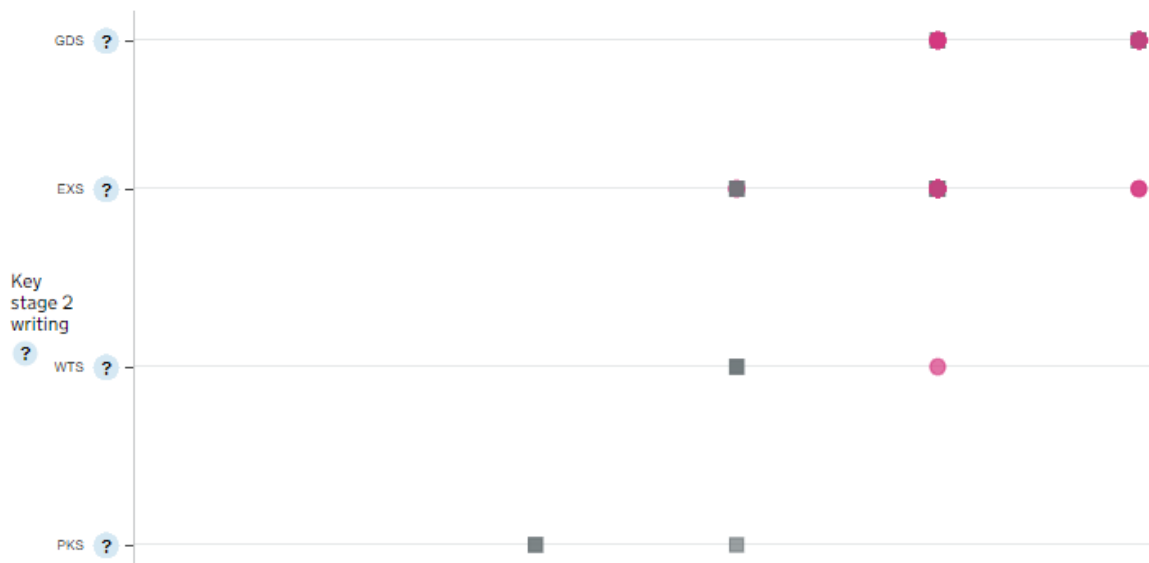
- Key stage 1 prior attainment overall
- Key stage 1 prior attainment in reading
- Key stage 1 prior attainment in writing
- Key stage 1 prior attainment in maths

[Filters](#) ?

Number of pupils = 60 ?

Female Male

[Zoom in](#) [Zoom out](#)



Choose data:

against

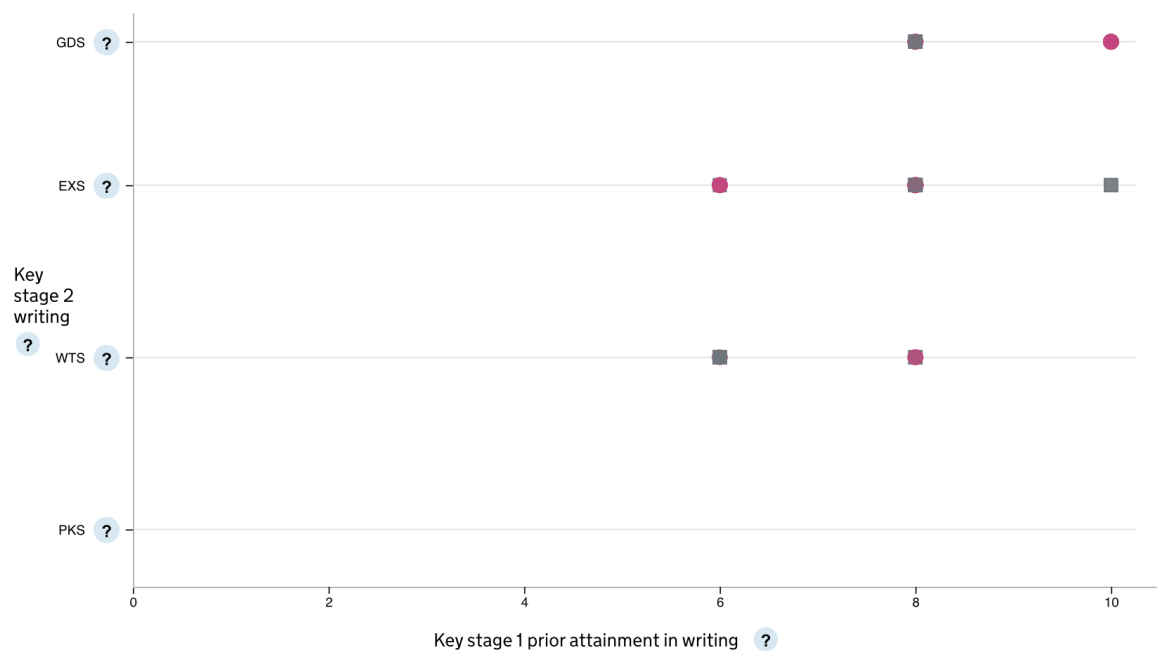
Highlight pupils by:

 [Filters ?](#)

Number of pupils = 61 ?

Female Male

 [Zoom in](#)  [Zoom out](#)



Choose data:

against

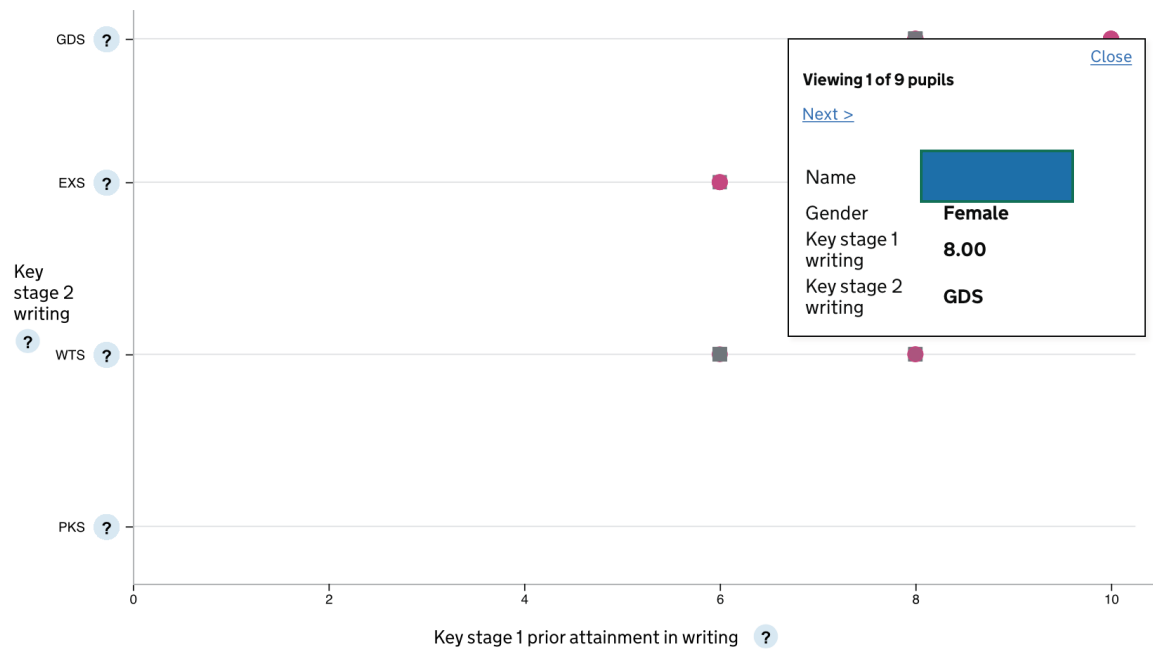
Highlight pupils by:

 [Filters ?](#)

Number of pupils = 61 ?

Female Male

 [Zoom in](#)  [Zoom out](#)



Headline measures

▶ [Show school details](#)

Headline reports

Reading

Writing

Maths

Reading, writing and maths combined

Progress scatter plot

Attainment scatter plot

Additional reports

EGPS

Science

Pupil list

Key stage 2

This is provisional data for 2021/22. Any amendments made to this school's data via the key stage 2 school's checking exercise in September will be reflected when we publish the revised version. Please note that certain breakdowns including data for disadvantaged pupils is not available in this release. These breakdowns will be made available in our revised release.

 [Download PDF to print or save](#)

Progress in reading, writing and maths ?

Reading

Number of pupils = 60

Pupils with adjusted scores = 2

Progress score **-0.69**

Confidence interval ?
-2.3 to 0.9

 [Explore data in detail](#)

 [View pupil breakdown](#)

Writing

Number of pupils = 61

Pupils with adjusted scores = 0

Progress score **1.97**

Confidence interval ?
0.5 to 3.5

 [Explore data in detail](#)

Maths

Number of pupils = 61

Pupils with adjusted scores = 0

Progress score **-1.51**

Confidence interval ?
-3.0 to 0.0

 [Explore data in detail](#)

Key stage 2 pupil list

This is provisional data for 2021/22. Any amendments made to this school's data via the key stage 2 school's checking exercise in September will be reflected when we publish the revised version. Please note that certain breakdowns including data for disadvantaged pupils is not available in this release. These breakdowns will be made available in our revised release.

Looking at

- ✓ Table 1: Pupil context
- Table 2: Key stage 1 Prior attainment
- Table 3: Key stage 2 reading test
- Table 4: Key stage 2 maths test
- Table 5: KS2 Writing teacher assessment
- Table 6: Key stage 2 Combined reading, writing and maths
- Table 7: Key stage 2 Grammar, punctuation and spelling test
- Table 8: Key stage 2 Science teacher assessment

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	English as first language	SEN	Non-mobile	Ethnicity
1	Yes	SEN support	Yes	White English



Key stage 2 pupil list

This is provisional data for 2021/22. Any amendments made to this school's data via the key stage 2 school's checking exercise in September will be reflected when we publish the revised version. Please note that certain breakdowns including data for disadvantaged pupils is not available in this release. These breakdowns will be made available in our revised release.

Pupil context								
Last name	First name	UPN	Gender	Date of birth	English as first language	SEN	Non-mobile	Ethnicity
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Looking at

Table 3: Key stage 2 reading test

Select a row(s) to highlight pupil data.

 [Download to print or save](#)

Key stage 2 reading test									
Last name	First name	Teacher assessment ?	Test scaled score ?	Nominal scaled score	Average reading score for pupils in same prior attainment group	Progress adjusted score ?	Progress unadjusted score	Expected standard	High standard
		N/A	104	104	100.88	3.12	3.12	Yes	No
		N/A	115	115	108.97	6.03	6.03	Yes	Yes
		N/A	115	115	112.18	2.82	2.82	Yes	Yes
		N/A	110	110	112.18	-2.18	-2.18	Yes	Yes
		N/A	92	92	100.63	-8.63	-8.63	No	No
		N/A	104	104	105.46	-1.46	-1.46	Yes	No
		N/A	107	107	105.46	1.54	1.54	Yes	No
		N/A	110	110	105.46	4.54	4.54	Yes	Yes
		N/A	106	106	112.18	-6.18	-6.18	Yes	No
		N/A	109	109	105.46	3.54	3.54	Yes	No
		N/A	105	105	102.72	2.28	2.28	Yes	No

Select your preferred format:

Close

[Download as Excel \(manipulate data and/or save\)](#)

[Download as PDF \(print and/or save\)](#)


Key stage 2 pupil list

This is provisional data for 2021/22. Any amendments made to this school's data via the key stage 2 school's checking exercise in September will be reflected when we publish the revised version. Please note that certain breakdowns including data for disadvantaged pupils is not available in this release. These breakdowns will be made available in our revised release.

Looking at

Table 4: Key stage 2 maths test

Select a row(s) to highlight pupil data.

 [Download to print or save](#)

Performance measures

Additional reports

Reading

Writing

Maths

Science

Pupil list

[Show school details](#)

Key stage 1

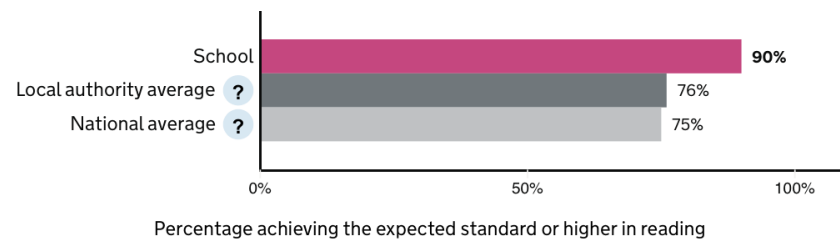
This is provisional data for 2018/19.

 [Download PDF to print or save](#)

Percentage achieving the expected standard or higher in reading ?

Number of pupils = 60

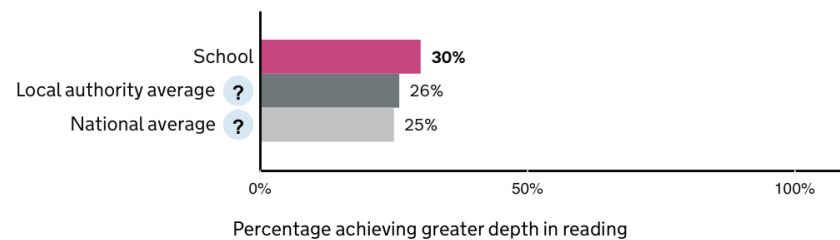
[View as table](#)



Percentage achieving greater depth in reading ?

Number of pupils = 60

[View as table](#)



Percentage achieving the expected standard or higher in writing ?

Number of pupils = 60

[View as chart](#)

	School	Local authority average	National average
Percentage achieving the expected standard or higher in writing	73%	71%	69%

Percentage achieving greater depth in writing ?

Number of pupils = 60

[View as chart](#)

	School	Local authority average	National average
Percentage achieving greater depth in writing	27%	15%	15%

 [Explore data in detail](#)

Percentage achieving the expected standard or higher in maths ?

Number of pupils = 60

[View as chart](#)

	School	Local authority average	National average
Percentage achieving the expected standard or higher in maths	83%	78%	76%

Percentage achieving greater depth in maths ?

Number of pupils = 60

[View as chart](#)

	School	Local authority average	National average
Percentage achieving greater depth in maths	33%	22%	22%

 [Explore data in detail](#)

Reading attainment by pupil group

This is provisional data for 2018/19.

 [Filters ?](#)

 [Download to print or save](#)

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?	
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?
All pupils	60	30	25	90	75	10	17	0	7
Male ?	30	23	22	87	71	13	19	0	9
Female ?	30	37	29	93	79	7	15	0	5
Disadvantaged ?	6	17	28	83	78	17	15	0	5
Ever 6 FSM ?	5	20	28	80	78	20	15	0	5
Children looked after ?	0	N/A	25	N/A	75	N/A	17	N/A	7
Other ?	54	31	28	91	78	9	15	0	5
SEN EHCP ?	0	N/A	25	N/A	75	N/A	17	N/A	7
SEN support ?	1	0	25	0	75	100	17	0	7
No SEN ?	58	31	29	91	83	9	14	0	3
English first language ?	57	32	25	91	75	9	17	0	7
English additional language ?	2	0	25	50	75	50	17	0	7

Reading attainment by pupil group

This is provisional data for 2018/19.

 [Filters](#) ?

 [Download to print or save](#)

Filters applied: Disadvantaged: Yes.

We can only show national average, Ever 6 FSM and CLA figures for unfiltered data. If you select a filter, national average, Ever 6 FSM and CLA figures will **not** then be displayed.

Key stage 1 reading attainment by pupil group					
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?	
		Sch %	Nat % ?	Sch %	Nat % ?
All pupils	6	17	-	83	-
Male ?	4	25	-	100	-
Female ?	2	0	-	50	-
SEN EHCP ?	0	N/A	-	N/A	-
SEN support ?	0	N/A	-	N/A	-
No SEN ?	6	17	-	83	-
English first language ?	6	17	-	83	-
English additional language ?	0	N/A	-	N/A	-

[Hide filters](#)

[Clear filters](#)

Gender ▼

Disadvantaged ▼

1 selected

Special educational needs (SEN) ▼

First language ▼

Ethnicity ▼

[Hide filters](#)

[Clear filters](#)

Reading attainment by pupil group

This is provisional data for 2018/19.

 [Filters ?](#)

 [Download to print or save](#)

Filters applied: Disadvantaged: Yes.

We can only show national average, Ever 6 FSM and CLA figures for unfiltered data. If you select a filter, national average, Ever 6 FSM and CLA figures will **not** then be displayed.

Key stage 1 reading attainment by pupil group										
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?		
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	
All pupils	6	17	-	83	-	17	-	0	-	
Male ?	4	25	-	100	-	0	-	0	-	
Female ?	2	0	-	50	-	50	-	0	-	
SEN EHCP ?	0	N/A	-	N/A	-	N/A	-	N/A	-	
SEN support ?	0	N/A	-	N/A	-	N/A	-	N/A	-	
No SEN ?	6	17	-	83	-	17	-	0	-	
English first language ?	6	17	-	83	-	17	-	0	-	
English additional language ?	0	N/A	-	N/A	-	N/A	-	N/A	-	

Key stage 2

Key stage 1

Phonics

QLA

All reports

Performance measures

Additional reports

Year 1 attainment

Pupil list

Year 2 attainment

[Show school details](#)

Phonics year 1 screening check

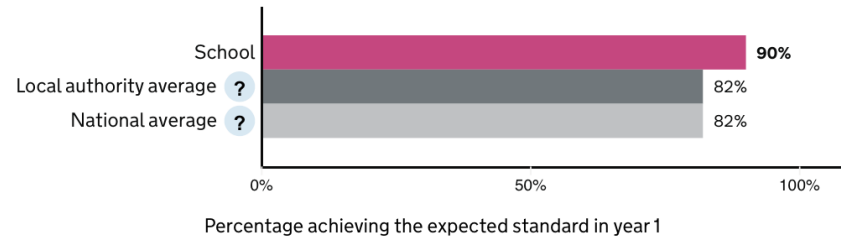
This is provisional data for 2018/19.

[Download PDF to print or save](#)

Percentage achieving the expected standard in phonics

Number of pupils = 59

[View as table](#)

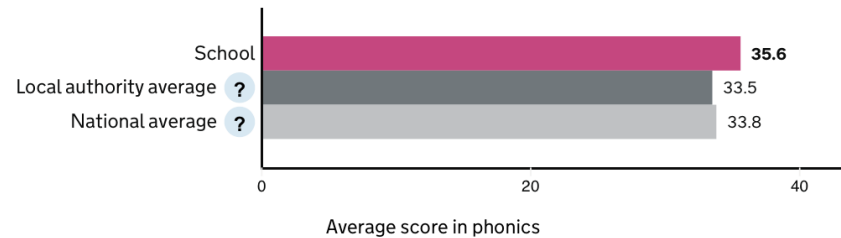


[Explore data in detail](#)

Phonics average score

Number of pupils = 59

[View as table](#)

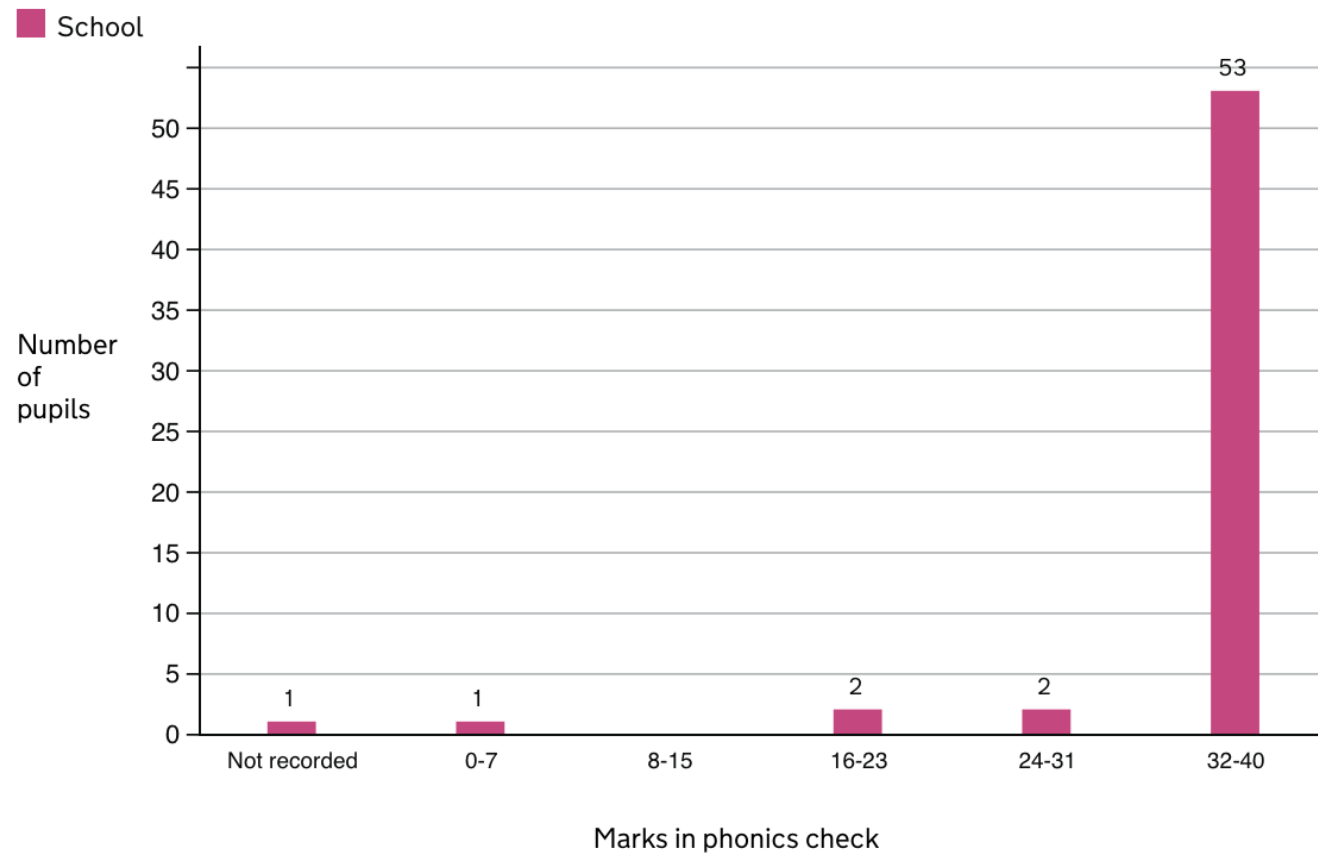


[Explore data in detail](#)

Attainment in phonics by mark ?

Number of pupils = 59

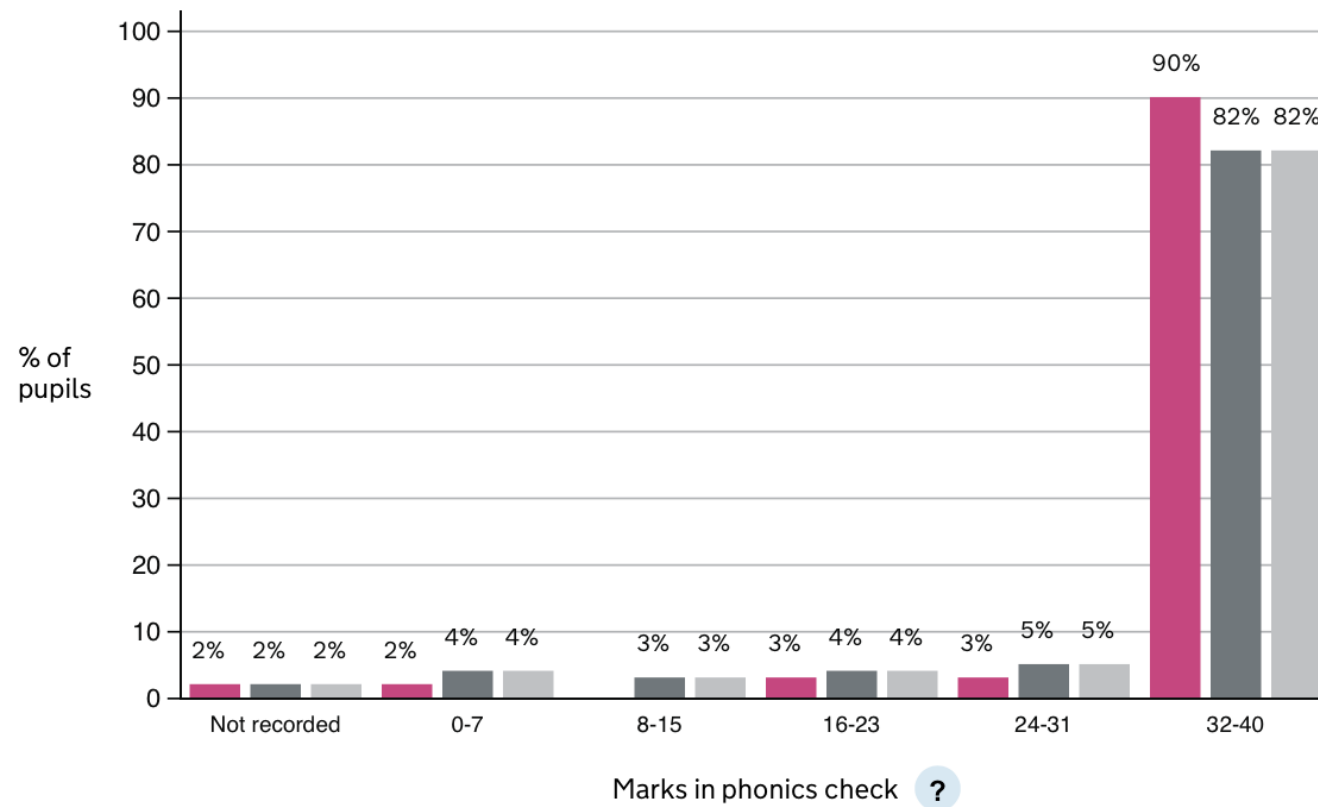
[View as table](#)



Number of pupils = 59

[View as table](#)

School Local authority ? National ?



[Explore data in detail](#)

This is provisional data for 2018/19.

 [Filters ?](#)

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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 % ?	Average mark		
							School	National ?	
All pupils	59	1	5	53	90	82	36	34	
Male	31	0	2	29	94	78	36	33	
Female	28	1	3	24	86	85	35	35	
Disadvantaged ?	3	0	1	2	67	84	24	34	
Ever 6 FSM ?	2	0	1	1	50	84	18	34	
Children looked after ?	0	0	0	0	N/A	82	N/A	34	
Other ?	56	1	4	51	91	84	36	34	
SEN EHCP ?	0	0	0	0	N/A	82	N/A	34	
SEN support ?	3	0	2	1	33	82	19	34	
No SEN ?	56	1	3	52	93	88	36	35	
English first language ?	58	1	5	52	90	82	36	34	
English additional language ?	1	0	0	1	100	82	36	34	

Phonics year 2 attainment by pupil group

This is provisional data for 2018/19.

 [Filters ?](#)

 [Download to print or save](#)

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	5	0	0	5	100	37
Male	3	0	0	3	100	37
Female	2	0	0	2	100	37
Disadvantaged ?	1	0	0	1	100	38
Ever 6 FSM ?	1	0	0	1	100	38
Children looked after ?	0	0	0	0	N/A	N/A
Other ?	4	0	0	4	100	37
SEN EHCP ?	0	0	0	0	N/A	N/A
SEN support ?	0	0	0	0	N/A	N/A
No SEN ?	4	0	0	4	100	37
English first language ?	4	0	0	4	100	37
English additional language ?	0	0	0	0	N/A	N/A

Question level analysis year 6

This section allows you to assess how your pupils performed in the key stage 2 tests by subject strand, by question and by individual pupils and compare these with the national average.

This is QLA 2021/2022 data.

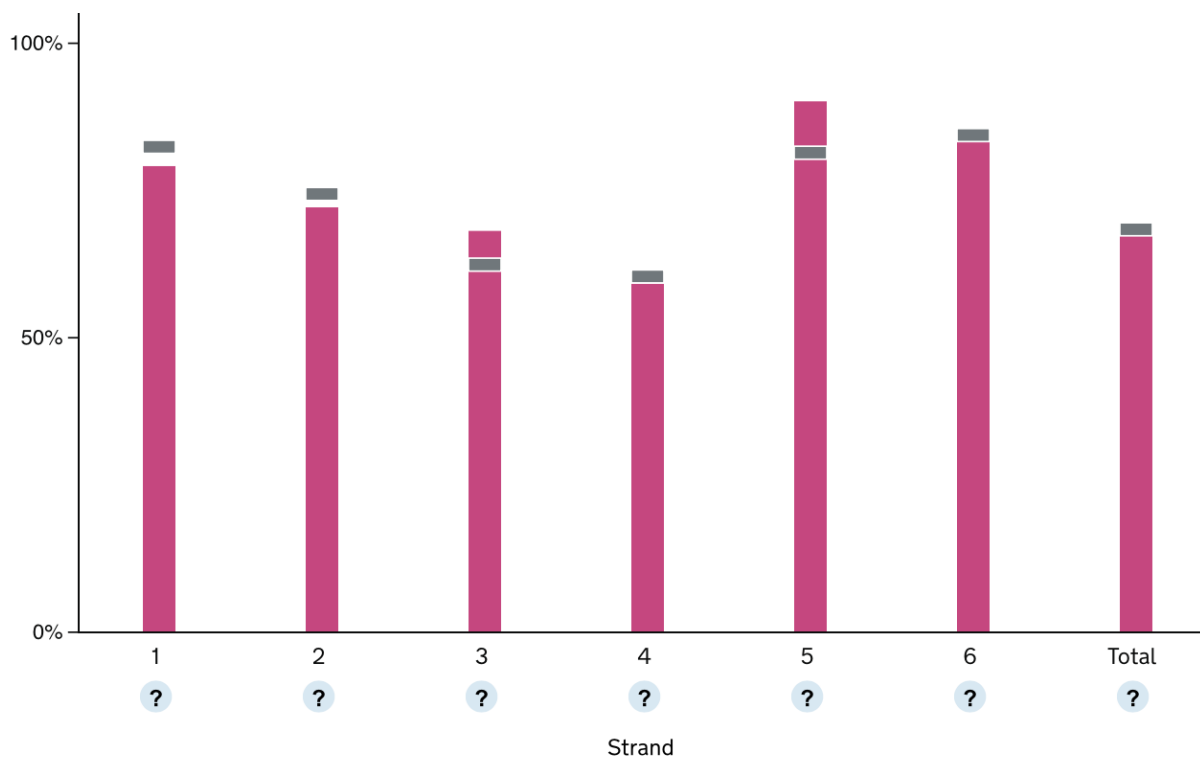
[View as tables](#)

[Download PDF to print or save](#)

Reading

Based on the cohort of 60 pupils.

Correct response ? National ? Marks available ?



Question level analysis year 6

This section allows you to assess how your pupils performed in the key stage 2 tests by subject strand, by question and by individual pupils and compare these with the national average.

This is QLA 2021/2022 data.

 [View as charts](#)

 [Download PDF to print or save](#)

Reading

Based on the cohort of 60 pupils.

Strand	Marks available	Correct response %	National %	Difference
	?	?	?	?
1. Give / explain the meaning of words in context	5	79	82	-3
2. Retrieve and record information / identify key details from fiction and non-fiction	19	72	74	-2
3. Summarise main ideas from more than one paragraph	2	68	62	6
4. Make inferences from the text / explain and justify inferences with evidence from text	22	59	60	-1
5. Predict what might happen from details stated and implied	1	90	81	9
6. Identify / explain how information / narrative content is related and contributes to meaning as a whole	1	85	84	1
Total ?	50	68	68	0

Maths paper 3 by question

Based on the cohort of 61 pupils

This is QLA 2021/2022 data.

[View test paper](#) [Download to print or save](#)

Maths paper 3 by question							
Question	Strand	Marks available ?	Correct response % ?	National % ?	Difference ?	Pupils who attempted the question %	Attempted difference ?
1	5. Geometry - properties of shapes	1	77.0	81.9	-4.9	98.4	-1.5
2	1. Addition, subtraction, multiplication and division (calculations)	1	85.2	86.6	-1.4	100.0	0.3
3	6. Measurement	2	73.0	83.8	-10.8	100.0	0.4
4	3. Fractions, decimals and percentages	2	67.2	79.3	-12.1	100.0	0.4
5	1. Addition, subtraction, multiplication and division (calculations)	2	70.5	80.5	-10.0	100.0	0.5
6a	7. Number and place value	1	67.2	79.1	-11.9	98.4	-0.9
6b	7. Number and place value	1	55.7	63.8	-8.1	98.4	-0.8
7	1. Addition, subtraction, multiplication and division (calculations)	2	79.5	79.2	0.3	98.4	-0.5
8	7. Number and place value	2	61.5	74.2	-12.7	100.0	0.9
9	1. Addition, subtraction, multiplication and division (calculations)	1	50.8	64.7	-13.9	96.7	1.5
10	6. Measurement	2	57.4	69.6	-12.2	98.4	0.0
11	1. Addition, subtraction, multiplication and division (calculations)	1	55.7	57.3	-1.6	91.8	-2.3
12a	1. Addition, subtraction, multiplication and division (calculations)	1	50.8	66.5	-15.7	96.7	0.4

Last name	First name	Overall %	Correct response by strand %					
			1. Give / explain the meaning of words in context	2. Retrieve and record information / identify key details from fiction and non-fiction	3. Summarise main ideas from more than one paragraph	4. Make inferences from the text / explain and justify inferences with evidence from text	5. Predict what might happen from details stated and implied	6. Identify / explain how information / narrative content is related and contributes to meaning as a whole
████████████████████	████████████████████	82.0	100.0	78.9	100.0	77.3	100.0	100.0
████████████████████	████████████████████	74.0	100.0	78.9	50.0	63.6	100.0	100.0
████████████████████	████████████████████	64.0	80.0	78.9	0.0	50.0	100.0	100.0
████████████████████	████████████████████	36.0	40.0	36.8	0.0	31.8	100.0	100.0
████████████████████	████████████████████	84.0	100.0	94.7	50.0	72.7	100.0	100.0
████████████████████	████████████████████	36.0	40.0	47.4	0.0	27.3	0.0	100.0
████████████████████	████████████████████	60.0	100.0	68.4	100.0	36.4	100.0	100.0

Absence ?

This data includes all absences reported during the 2018 / 2019 academic year (autumn term 2018, spring term 2019 and summer term 2019).

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Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence					
		School %	National % ?	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National % ?	
All pupils	352	4.7	4.0	41	11.6	8.2	
Male ?	184	4.4	4.1	20	10.9	8.6	
Female ?	168	4.9	3.9	21	12.5	7.9	
Ever 6 FSM ?	41	9.0	5.6	12	29.3	16.1	
Non-Ever 6 FSM ?	310	4.1	3.5	29	9.4	5.4	
SEN EHCP ?	3	14.1	7.0	1	33.3	19.8	
SEN support ?	35	8.6	5.4	12	34.3	14.2	
No SEN ?	313	4.2	3.7	28	8.9	6.8	
English first language ?	339	4.5	4.0	35	10.3	8.2	
English additional language ?	13	10.1	4.1	6	46.2	8.4	

Exclusions ?

This is data for the 2020/21 academic year.

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Exclusions													
Breakdown	Permanent exclusions			Suspensions			Pupils with 1 or more suspensions			Pupils with 2 or more suspensions			
	No of Permanent Exclusions	School %	National % ?	No of Suspensions	School %	National % ?	No. of pupils	School %	National % ?	No. of pupils	School %	National % ?	
All pupils	0	0.00	0.01	1	0.95	0.99	1	0.95	0.52	0	0.00	0.21	
Male ?	0	0.00	0.01	1	2.13	1.69	1	2.13	0.88	0	0.00	0.35	
Female ?	0	0.00	0.00	0	0.00	0.27	0	0.00	0.15	0	0.00	0.05	
Ever 6 FSM ?	0	0.00	0.02	0	0.00	2.46	0	0.00	1.27	0	0.00	0.53	
Non-Ever 6 FSM ?	0	0.00	0.00	1	1.14	0.57	1	1.14	0.31	0	0.00	0.12	
SEN EHCP ?	0	0.00	0.08	0	0.00	10.97	0	0.00	5.15	0	0.00	2.73	
SEN support ?	0	0.00	0.04	0	0.00	4.37	0	0.00	2.20	0	0.00	0.95	
No SEN ?	0	0.00	0.00	1	1.11	0.25	1	1.11	0.17	0	0.00	0.04	
English first language ?	0	0.00	0.01	1	0.96	1.15	1	0.96	0.60	0	0.00	0.24	
English additional language ?	0	0.00	0.00	0	0.00	0.38	0	0.00	0.25	0	0.00	0.06	

Exclusions - 3 year trends ?

This is data for the exclusions reported in each of the last 3 full academic years.

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Exclusions - 3 year trends									
Breakdown	2017/18			2018/19			2020/21		
	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	0.03	0	0.00	0.02	0	0.00	0.01
Suspensions as a percentage of the pupil group	1	0.93	1.40	3	2.80	1.41	1	0.95	0.99
Pupils with 1 or more suspensions	1	0.93	0.62	1	0.93	0.63	1	0.95	0.52
Pupils with 2 or more suspensions	0	0.00	0.29	1	0.93	0.29	0	0.00	0.21

Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

 [Download PDF to print or save](#)

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National ?	School	National ?	School	National ?
Number on roll	103	279	104	281	112	282
Male % ?	49.5	51.0	52.9	51.0	50.9	51.0
Female % ?	50.5	49.0	47.1	49.0	49.1	49.0
Ever 6 FSM % ?	60.2	24.3	56.7	23.5	53.6	23.0
Minority ethnic groups % ?	3.6	32.3	5.3	32.9	5.4	33.8
SEN EHCP % ?	1.0	1.3	1.0	1.4	1.8	1.6
SEN support % ?	8.7	12.2	9.6	12.4	6.3	12.6
English additional language % ?	1.2	20.7	4.3	20.9	2.7	21.2
Stability % ?	65.5	85.7	74.5	85.8	71.7	85.6
School deprivation indicator ?	0.23	0.21	0.22	0.21	0.22	0.21

Basic characteristics by national curriculum year group

This is final data for 2018/2019 (January 2019 census data).

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For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM % ?	Minority ethnic groups % ?	English additional language % ?	All SEN % ?	SEN EHCP % ?	SEN support % ?
6	16	56	44	13	31	6	19	6	13
5	14	57	43	14	14	0	14	7	7
4	17	29	71	0	18	0	6	0	6
3	15	47	53	13	7	0	20	7	13
2	15	67	33	0	40	0	13	0	13
1	15	40	60	7	0	0	7	0	7
Pre-compulsory ?	16	38	63	6	19	6	0	0	0

Prior attainment of pupils by year group ?

This is final data for 2018/2019 (January 2019 census data).

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For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Key stage 1 prior attainment by year group									
School year	Average point score at key stage 1			% by prior attainment					
				High ?		Middle ?		Low ?	
	School	National ?	Difference	School	National ?	School	National ?	School	National ?
Year 6	16.1	16.3	-0.3	38	34	49	58	13	8

Key stage 1 reading prior attainment by year group										
School year	Greater depth ?		Expected standard ?		Working towards ?		Foundations ?		Below pre-key stage 1 ?	
	School	National ?	School	National ?	School	National ?	School	National ?	School	National ?
Year 5	29	23	85	72	6	18	6	5	0	1
Year 4	31	25	83	74	8	17	6	4	2	1
Year 3	26	25	78	75	20	17	2	5	0	1

Key stage 1 writing prior attainment by year group										
School year	Greater depth ?		Expected standard ?		Working towards ?		Foundations ?		Below pre-key stage 1 ?	
	School	National ?	School	National ?	School	National ?	School	National ?	School	National ?
Year 5	19	13	73	64	23	26	2	5	0	1
Year 4	19	15	73	67	19	24	2	5	6	1
Year 3	17	16	76	70	17	22	7	5	0	1

IDSR

IDSR - what's in it?

- Where applicable, the Ofsted IDSR contains
 - Areas of interest
 - Reading attainment and progress at key stage 2 – based on 2022, 2019, 2018 and 2017 data
 - Writing attainment and progress at key stage 2– based on 2022, 2019, 2018 and 2017 data
 - Mathematics attainment and progress at key stage 2 – based on 2022, 2019, 2018 and 2017 data
 - Other attainment measures at key stage 2 – based on 2022, 2019, 2018 and 2017 data
 - Pupil movement – Moves between Jan 2020 census and Jan 2021 census
 - Absence – Summer 2021, autumn 2020 and earlier data (up to key stage 4)
 - Suspensions and permanent exclusions - 2019/20 final data (all key stages)
 - Pupil groups
 - School and local context – 2022, 2021, 2020
 - Year group context – based on 2022
 - Progress and attainment trend - based on 2022, 2019, 2018 and 2017 data

Changes

- Changes to the IDSR:
 - will be introducing a sentence in the IDSR regarding the multiplication tables check data to indicate if it was significantly different from national
 - earlier this year they removed early years foundation profile data from the IDSR.

BETA This is a new service – your [feedback](#) will help us to improve it.

[Home](#) > IDSR

Select to show only sentences for areas which are significant or exceptional

Hide grey text



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Release information: Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2

Release date: 19 October 2022

Areas of interest

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*).

This school has been contacted by the Standards and Testing Agency as they had missing test data. Where the results for a particular subject appear to have been affected, this is noted in the relevant section.

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

▶ [Guidance](#)

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*

▼ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 progress in reading in 2019.*

▼ **Guidance**

Sentences for 2022 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for 2022 only.

Sentences for 2019 to 2017 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered. Sometimes sentences will appear where we have identified that progress has improved or declined from one year to the next, as also shown in the progress three-year trend chart.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in reading (91%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for key stage 2 attainment of the high standard (110+) in reading in 2022.* Of the 32 pupils, 3 did not meet the expected standard.

▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- Key stage 2 attainment of the expected standard (100+) in reading (91%) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in reading (50%) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018. Of the 32 pupils, 3 did not meet the expected standard.
- The key stage 2 three-year average reading attainment score (109.3) was in the **highest** 20% in 2019.

Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in reading (100%) and greater depth in reading (37%) was significantly **above** national and in the **highest** 20% in 2022.

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.* There were 3 pupil(s) that were screened in Year 2 in 2022; 2 of those met the expected standard.

▶ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

Other attainment measures

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (91%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 high standard in 2022.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2022.*
- Of the 32 pupils, 1 had missing English grammar, punctuation and spelling test data. This is not likely to have impacted on the results.
- Key stage 2 attainment of the expected standard in science (94%) was significantly **above** national and in the **highest** 20% in 2022.

▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (84%) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018 and 2017.
- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 high standard in 2019.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) in 2019.*
- Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (59%) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018.
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2019.*

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 110 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 1,253 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- Overall absence in summer 2021 (2.2%) was in the **lowest** 20% of all schools. Overall absence in autumn 2020 (1.4%) was in the **lowest** 20% of all schools.
- The rate of overall absence (2.2%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. The rate of overall absence (1.4%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (3.7%) was in the **lowest** 20% of all schools. Persistent absence in autumn 2020 (2.6%) was in the **lowest** 20% of all schools.
- The rate of persistent absence (3.7%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. The rate of persistent absence (2.6%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.

► [Guidance](#)

Absence for 2018/19 and earlier

- Overall absence (2.2%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (1.0%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- The rates of overall absence (2.2%) and persistent absence (1.0%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
- The 1 pupil in the whole school with a suspension in 2020/21 was suspended once.
- The 1 suspension in the whole school in 2020/21 was for **physical assault against a pupil**.
- There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

▶ [Guidance](#)

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Pupil groups

Key stage 2

- *No sentences about key stage 2 performance data have been generated for pupil groups.*

Key stage 1

- *No sentences about key stage 1 performance data have been generated for pupil groups.*

Absence

- Overall absence for pupils in receipt of free school meals (3.7%) was in the **lowest** 20% of all schools in 2018/19.
- Overall absence in summer 2021 for pupils in receipt of free school meals (10.1%) was in the **highest** 20% of all schools. In autumn 2020 overall absence for pupils in receipt of free school meals (9.7%) was in the **highest** 20% of all schools.
- Overall absence in summer 2021 for pupils with special educational needs (9.1%) was in the **highest** 20% of all schools. In autumn 2020 overall absence for pupils with special educational needs (9.9%) was in the **highest** 20% of all schools.

School and local context

School characteristics

	2020	2021	2022
School number on roll	Close to average 218	Close to average 219	Close to average 218
School % FSM	Well below average 5	Well below average 5	Well below average 6
School % SEND support	Below average 10	Close to average 11	Close to average 11
School % EHC plan	Below average 0.9	Below average 1.4	Close to average 1.8
School % EAL	Well below average 1	Below average 2	Below average 2
School % stability	Well above average 95	Well above average 96	N/A -

Trust/LA level information

As at October 2022:

- this school is maintained by Kent local authority which maintains 258 primary schools, 19 secondary schools, 23 special schools, 5 pupil referral units and 1 nursery school.
- the latest overall effectiveness grade for this school is [REDACTED]. As at 1 Oct 2022, the LA grade profile was:
 - outstanding - 59
 - good - 230
 - requires improvement - 17
 - inadequate - 0
 - not yet inspected - 0

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	60	3	Above other years 37
Year 2	60	8	Below other years 18
Year 3	63	8	19
Year 4	61	11	26
Year 5	63	2	Above other years 37
Year 6	62	Above other years 23	27

Prior attainment

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	No data	No data	No data
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 15

SEND primary need	SEND support (38)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	0	0	0	1	0	1	2
Moderate Learning Difficulty	1	2	2	4	1	4	14
Severe Learning Difficulty	0	0	0	1	0	0	1
Social, Emotional and Mental Health	1	0	2	1	0	3	7
Speech, Language and Communication Needs	3	1	4	2	2	1	13
Autistic Spectrum Disorder	0	1	0	0	0	0	1
Year group totals	5	4	8	9	3	9	38

SEND primary need	EHC Plan (8)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Moderate Learning Difficulty	0	0	0	0	0	2	2
Severe Learning Difficulty	0	0	0	0	1	0	1
Social, Emotional and Mental Health	0	0	0	2	1	1	4
Speech, Language and Communication Needs	0	0	0	1	0	0	1
Year group totals	0	0	0	3	2	3	8

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (59 pupils)	In line with national (62 pupils)	Sig above national (60 pupils)	Sig above national (60 pupils)
Writing	2022	Sig above national (60 pupils)	Sig above national (62 pupils)	Sig above national (60 pupils)	N/A
Mathematics	2022	In line with national (59 pupils)	Sig above national (62 pupils)	Sig above national (60 pupils)	N/A

Other attainment measures - 2022

KS2 EGPS

KS2 combined RWM

2022

In line with national
(62 pupils)

Sig above national
(62 pupils)

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If you enjoyed this CPD opportunity and would like one of our trainers to deliver training at your school, please contact:



Matt Dickson

assessment@theeducationpeople.org

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