

Lace Hill Academy (URN: 140207)

School performance summary 2017/2018

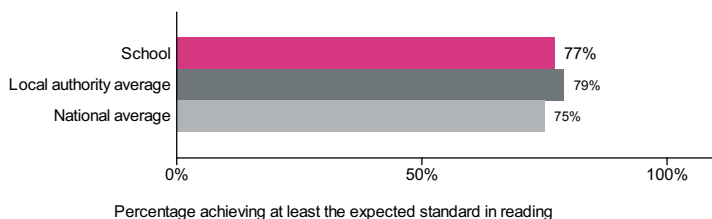
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1 performance measures

This is provisional data for 2017/18.

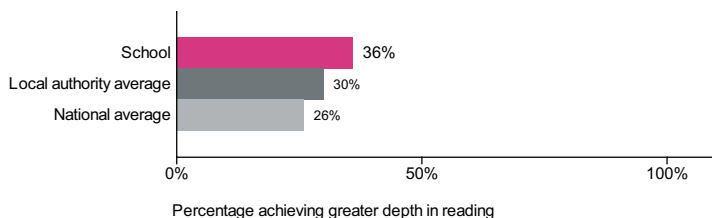
Percentage achieving at least the expected standard in reading

Number of pupils = 22



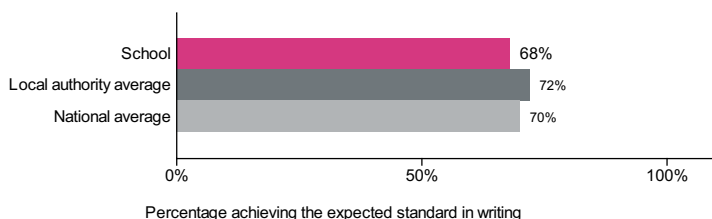
Percentage achieving greater depth in reading

Number of pupils = 22



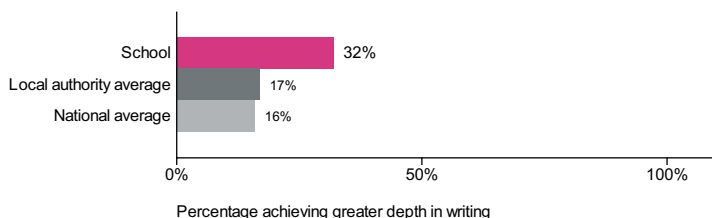
Percentage achieving at least the expected standard in writing

Number of pupils = 22



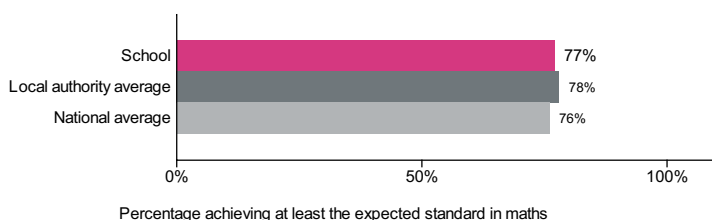
Percentage achieving greater depth in writing

Number of pupils = 22



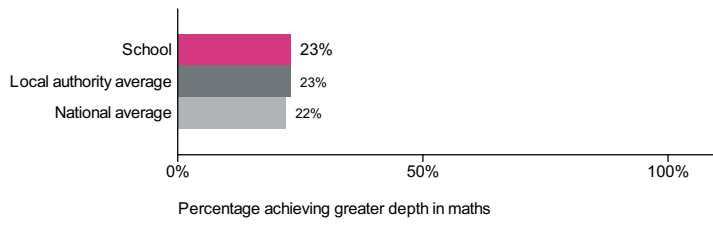
Percentage achieving at least the expected standard in maths

Number of pupils = 22



Percentage achieving greater depth in maths

Number of pupils = 22



Key stage 1 additional reports

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 %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	22	77	75	36	26	0	2	18	5	5	17
Male	9	78	71	22	22	0	3	22	6	0	19
Female	13	77	80	46	29	0	1	15	3	8	15
Disadvantaged	4	75	79	25	29	0	2	25	4	0	15
Ever 6 FSM	4	75	79	25	29	0	2	25	4	0	16
Children looked after	0	N/A	76	N/A	26	N/A	2	N/A	5	N/A	17
Other	18	78	79	39	29	0	2	17	4	6	15
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17
SEN support	1	0	75	0	26	0	2	100	5	0	17
No SEN	21	81	83	38	29	0	0	14	2	5	14
English first language	19	79	75	37	26	0	2	16	5	5	17
English additional language	3	67	75	33	26	0	2	33	5	0	17

Writing 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 %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	22	68	70	32	16	0	2	18	5	14	22
Male	9	56	63	22	12	0	3	22	7	22	26
Female	13	77	77	38	20	0	1	15	3	8	18
Disadvantaged	4	75	74	0	18	0	2	25	4	0	20
Ever 6 FSM	4	75	74	0	18	0	2	25	4	0	20
Children looked after	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
Other	18	67	74	39	18	0	2	17	4	17	20
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	1	0	70	0	16	0	2	100	5	0	22
No SEN	21	71	78	33	18	0	0	14	2	14	19
English first language	19	68	70	32	16	0	2	16	5	16	22
English additional language	3	67	70	33	16	0	2	33	5	0	22

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 %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	22	77	76	23	22	0	2	18	4	5	18
Male	9	67	75	33	24	0	3	22	5	11	17
Female	13	85	77	15	20	0	1	15	3	0	18
Disadvantaged	4	75	80	0	25	0	2	25	3	0	15
Ever 6 FSM	4	75	79	0	24	0	2	25	3	0	16
Children looked after	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
Other	18	78	80	28	25	0	2	17	3	6	15
SEN with statement or EHC plan	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN support	1	0	76	0	22	0	2	100	4	0	18
No SEN	21	81	84	24	25	0	0	14	2	5	14
English first language	19	79	76	21	22	0	2	16	4	5	18
English additional language	3	67	76	33	22	0	2	33	4	0	18

Science attainment by pupil group

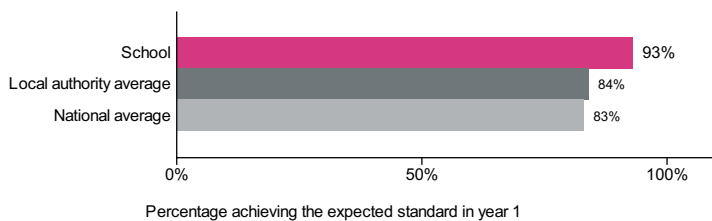
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		School %	National %
All pupils	22	86	83
Male	9	78	80
Female	13	92	85
Disadvantaged	4	75	86
Ever 6 FSM	4	75	86
Children looked after	0	N/A	83
Other	18	89	86
SEN with statement or EHC plan	0	N/A	83
SEN support	1	0	83
No SEN	21	90	90
English first language	19	89	83
English additional language	3	67	83

Phonics performance measures

This is provisional data for 2017/18

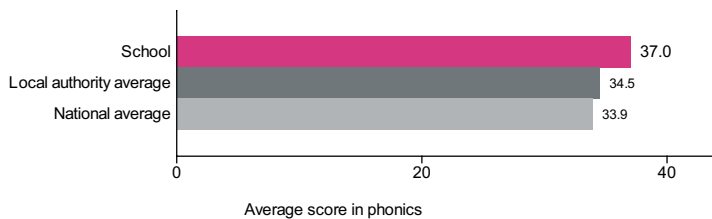
Percentage achieving the expected standard in phonics

Number of pupils = 28

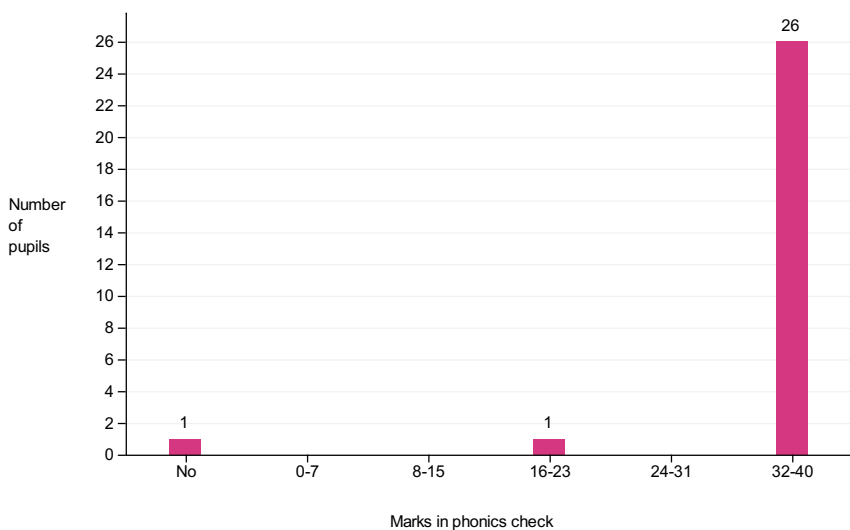


Phonics average score

Number of pupils = 28



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 %	Average mark		
							School	National	
All pupils	28	1	1	26	93	83	37	34	
Male	18	1	1	16	89	79	37	33	
Female	10	0	0	10	100	86	37	35	
Disadvantaged	2	0	1	1	50	85	28	35	
Ever 6 FSM	2	0	1	1	50	85	28	34	
Children looked after	0	0	0	0	N/A	83	N/A	34	
Other	26	1	0	25	96	85	38	35	
SEN with statement or EHC plan	1	1	0	0	0	83	N/A	34	
SEN support	1	0	0	1	100	83	36	34	
No SEN	26	0	1	25	96	88	37	35	
English first language	23	1	1	21	91	83	37	34	
English additional language	5	0	0	5	100	83	37	34	

Phonics additional reports

Phonics year 2 attainment by pupil group

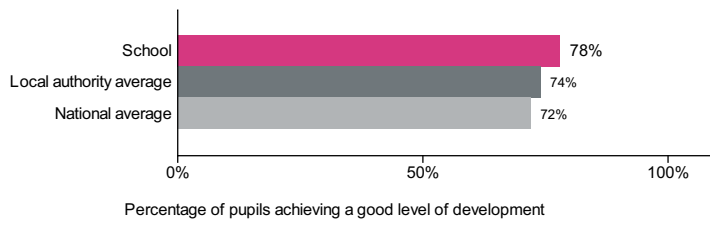
Phonics year 2 attainment by pupil group							
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark	
All pupils	5	0	1	4	80	33	
Male	2	0	0	2	100	34	
Female	3	0	1	2	67	33	
Disadvantaged	1	0	0	1	100	33	
Ever 6 FSM	1	0	0	1	100	33	
Children looked after	0	0	0	0	N/A	N/A	
Other	4	0	1	3	75	34	
SEN with statement or EHC plan	0	0	0	0	N/A	N/A	
SEN support	1	0	0	1	100	33	
No SEN	4	0	1	3	75	34	
English first language	4	0	1	3	75	33	
English additional language	1	0	0	1	100	34	

EYFS performance measures

This is final data for 2017/2018.

Percentage of pupils achieving a good level of development

Number of pupils = 27



EYFS additional reports

Early years foundation stage attainment by pupil group report

Percentage of pupils achieving a good level of development at end of the early years foundation stage					
Breakdown	All pupils	Male	Female	FSM	Non-FSM
Cohort	27	15	12	2	25
School %	78	73	83	50	80
National %	72	65	78	74	74

Percentage of pupils achieving at least the expected level in each of the learning goals									
Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM		
		Cohort	27	15	12	2	25		
Prime areas of learning	Communication and language	Listening and attention	School %	96	93	100	100	96	
		Listening and attention	National %	86	82	91	88	88	
		Understanding	School %	96	93	100	100	96	
		Understanding	National %	86	82	90	87	87	
		Speaking	School %	93	93	92	100	92	
		Speaking	National %	86	81	90	87	87	
	Physical development	Moving and handling	School %	81	73	92	100	80	
		Moving and handling	National %	90	85	94	91	91	
		Health and self-care	School %	93	87	100	100	92	
		Health and self-care	National %	91	88	94	92	92	
	Personal, social and emotional development	Self-confidence and self-awareness	School %	93	93	92	100	92	
		Self-confidence and self-awareness	National %	89	85	93	90	90	
		Managing feelings and behaviour	School %	93	87	100	100	92	
		Managing feelings and behaviour	National %	88	83	93	89	89	
		Making relationships	School %	93	87	100	100	92	
		Making relationships	National %	90	86	94	91	91	
	Specific areas of learning	Literacy	Reading	School %	85	80	92	50	88
			Reading	National %	77	72	82	79	79
			Writing	School %	81	73	92	50	84
			Writing	National %	74	67	80	76	76
		Maths	Numbers	School %	89	87	92	50	92
Numbers			National %	80	76	83	82	82	
Shape, space and measures			School %	93	93	92	50	96	
Shape, space and measures			National %	82	78	85	84	84	
Understanding the world		People and communities	School %	93	93	92	100	92	
		People and communities	National %	86	82	90	87	87	
		The world	School %	96	100	92	50	100	
		The world	National %	86	82	89	87	87	
		Technology	School %	100	100	100	100	100	
		Technology	National %	93	92	95	94	94	
Expressive arts, designing and making		Exploring and using media and materials	School %	96	93	100	100	96	
		Exploring and using media and materials	National %	89	84	94	90	90	
		Being imaginative	School %	96	93	100	100	96	
		Being imaginative	National %	89	84	94	90	90	

Absence and exclusions

Absence

This data includes all absences reported during the 2017 / 2018 academic year (autumn term 2017, spring term 2018 and summer 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 absence statistics.](#)

Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions			
		School %	National %	No. of enrolments that are persistent absentees	School %	National %	
All pupils	110	3.8	4.2	7	6.4	8.7	
Male	52	3.5	4.2	3	5.8	9.0	
Female	58	4.0	4.1	4	6.9	8.4	
Ever 6 FSM	17	11.7	5.7	7	41.2	16.5	
Non Ever 6 FSM	90	2.6	3.7	0	0.0	5.8	
SEN with EHC plan	1	4.0	6.8	0	0.0	20.0	
SEN support	5	6.6	5.5	1	20.0	14.8	
No SEN	103	3.6	3.9	6	5.8	7.2	
English first language	94	3.9	4.2	7	7.4	8.6	
English additional language	16	2.8	4.2	0	0.0	8.8	

Absence - 3 year trends

This is data for the absences reported in each of the last three full academic years.

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

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

Absence - 3 year trends									
Breakdown	2015/16			2016/17			2017/18		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	14	4.1	4.0	71	3.9	4.0	110	3.8	4.2
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	0	0.0	8.2	8	11.3	8.3	7	6.4	8.7

Exclusions

This is data for the 2017/18 academic year.

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

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

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

Breakdown	Exclusions											
	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.03	2	1.18	1.40	2	1.18	0.62	0	0.00	0.29
Male	0	0.00	0.05	2	2.38	2.42	2	2.38	1.06	0	0.00	0.50
Female	0	0.00	0.00	0	0.00	0.34	0	0.00	0.16	0	0.00	0.07
Ever 6 FSM	0	0.00	0.07	0	0.00	3.88	0	0.00	1.66	0	0.00	0.81
Non-Ever 6 FSM	0	0.00	0.01	2	1.74	0.75	2	1.74	0.35	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.18	0	0.00	13.44	0	0.00	5.32	0	0.00	3.24
SEN support	0	0.00	0.15	1	12.50	7.07	1	12.50	2.91	0	0.00	1.54
No SEN	0	0.00	0.01	1	0.63	0.39	1	0.63	0.21	0	0.00	0.06
English first language	0	0.00	0.03	2	1.35	1.64	2	1.35	0.71	0	0.00	0.34
English additional language	0	0.00	0.01	0	0.00	0.51	0	0.00	0.30	0	0.00	0.09

Exclusions - 3 year trends

This is data for the 2017/18 academic year.

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

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

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

Exclusions - 3 year trends									
Breakdown	2015/16			2016/17			2017/18		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	0	0.00	0.02	0	0.00	0.03	0	0.00	0.03
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.21	1	0.82	1.37	2	1.18	1.40
Pupils with 1 or more fixed period exclusions	0	0.00	0.56	1	0.82	0.62	2	1.18	0.62
Pupils with 2 or more fixed period exclusions	0	0.00	0.25	0	0.00	0.29	0	0.00	0.29

School characteristics

Basic characteristics trends

This is final data for 2017/2018 (January 2018 census data).

Up to Key stage 2 basic characteristics trends						
Breakdown	2016		2017		2018	
	School	National	School	National	School	National
Number on roll	54	275	122	279	169	281
Male %	48.1	51.0	50.8	51.0	49.7	51.0
Female %	51.9	49.0	49.2	49.0	50.3	49.0
Ever 6 FSM %	21.9	25.2	14.6	24.3	13.6	23.5
Minority ethnic groups %	50.0	31.6	38.1	32.3	36.2	32.9
SEN with statement or EHC plan %	0.0	1.3	0.8	1.3	0.6	1.4
SEN support %	11.1	12.1	6.6	12.2	4.7	12.4
English additional language %	8.3	20.1	9.5	20.7	12.4	20.9
Stability %	91.7	85.7	68.3	85.7	64.8	85.8
School deprivation indicator	0.07	0.21	0.06	0.21	0.07	0.21

Basic characteristics by national curriculum year group

This is final data for 2017/2018 (January 2018 census data).

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 %	All SEN %	SEN support %
5	19	47	53	21	21	5	5	5
4	14	36	64	29	50	21	7	7
3	18	44	56	11	44	11	6	6
2	24	42	58	17	38	13	4	4
1	30	67	33	7	33	13	7	3
Pre-compulsory	64	50	50	N/A	N/A	N/A	5	5

Prior attainment of pupils by year group

This is final data for 2017/2018 (January 2018 census data).

Key stage 1 prior attainment by year group									
School year starting September 2017	Average point score at key stage 1			% by prior attainment					
				Low		Middle		High	
	School	National	Difference	School	National	School	National	School	National
Year 6	N/A	-	N/A	N/A	9	N/A	59	N/A	33
Year 5	17.8	16.3	1.5	0	8	47	58	53	34

Key stage 1 reading prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	21	23	64	73	0	1	0	5	21	18
Year 3	17	25	72	75	0	1	0	4	22	17

Key stage 1 writing prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	29	13	57	64	0	1	0	5	29	26
Year 3	6	15	67	68	0	1	0	5	28	24

Key stage 1 maths prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	21	17	71	71	0	1	0	4	14	20
Year 3	33	20	56	75	0	1	0	4	39	18

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](#)

). 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 looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children. <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been 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.

SEN unit or resourced provision

SEN units are special provisions within a mainstream school where the children are taught mainly in separate classes. These units:

- receive extra funding from the local authority
- cater for a specific type or types of SEN (for example, autistic spectrum disorders)
- are usually for pupils with statements or those with EHC plans (but could include pupils with SEN but without a statement or plan)

Resourced provision is where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring some specialist facilities. Resourced provision:

- receives extra funding from the local authority
- caters for a specific type or types of SEN (for example, specific learning difficulties)
- is usually for pupils with statements or those with EHC plans (but could include pupils with SEN but without a statement or plan)

National average

The data used for the national comparator is all state-funded schools in England.

National average (for tables with equivalent data on CSCP)

The data used for the national comparator is all state-funded schools in England.

This is different to the national comparator for this measure on the Compare school and college performance service (CSCP) which is all schools in England. The CSCP comparator also includes independent schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision facilities.

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

Like-for-like national average (disadvantaged landing page)

The comparator for this row is the national average for disadvantaged pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged (and for Ever 6 FSM and CLA it is non-Ever 6 FSM and non-CLA) pupils.

National average for disadvantaged pupils (like-for-like disadvantaged landing page)

The comparator for this row is the national average for disadvantaged children. This is different from the default DfE national comparator, which is the national average for non-disadvantaged children.

Like-for-like national average (pupil group reports)

The comparators for disadvantaged pupils, Ever 6 FSM and CLA pupils are the national averages for disadvantaged pupils, Ever 6 FSM and CLA pupils.

This is different from the default DfE national comparator, which is the national average for non-disadvantaged, non-Ever 6 FSM and non-CLA.

The comparator for other pupils remains as non-disadvantaged pupils nationally.

Disadvantaged (like-for-like pupil group reports)

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 comparator for this row is the national average for disadvantaged pupils. This is different to the default DfE national comparator.

Ever 6 FSM (like-for-like pupil group reports)

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 comparator for this row is the national average for Ever 6 FSM pupils. This is different to the default DfE national comparator.

Children looked after (like-for-like pupil group reports)

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children. <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

The national comparator used in this row is the national average for pupils in state-funded schools who have been looked after for at least 1 day for the year in question. This is different to the default DfE national comparator.

Other (like-for-like pupil group reports)

Non-disadvantaged children.

In this like-for-like view of the data, the national comparator used in this row remains the national average for non-disadvantaged children.

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

Key stage 1 attainment, including teacher assessment

Key:

- GDS - Working at greater depth
- EXS - Working at the expected standard
- WTS - Working towards the expected standard
- PKF - Pre-key stage 1 - foundations for the expected standard
- PKE - Pre-key stage 1 - early development of the expected standard
- PKG - Pre-key stage 1 - growing development for the expected standard
- BLW - Below the standard of the interim pre-key stage 1 standards
- A - Absent for long periods or recently arrived, or not enough information to provide a teacher assessment judgement
- D - In exceptional circumstances, the pupil has been disapplied from the national curriculum, including statutory assessment requirements
- HNM - Has not met the standard
- NULL - Result not provided
- U - Unable to access

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_2017.pdf

Literacy

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts and design

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

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

FSM

Pupils known to have been eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Non-FSM

Pupils who were not eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Absence and exclusions

Male

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

Female

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

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 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.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

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 national comparator used in this row is the national average for pupils with SEN with 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 pupils with SEN support.

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 with English as their first language.

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 pupils with English as an additional language.

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Read more about the methodology used for compiling absence statistics:

<https://www.gov.uk/government/publications/absence-statistics-guide>

Read more about the methodology used for compiling exclusion statistics:

<https://www.gov.uk/government/publications/exclusions-statistics-guide>

School characteristics

Male

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

Female

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

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 eligible for free school meals.

Minority ethnic group

Pupils who are not white British.

The national comparator used in this row is the national average for non-white British pupils.

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 national comparator used in this row is the national average for pupils with SEN with 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 pupils with SEN support.

All SEN %

Includes SEN pupils with a statement or an EHC plan and SEN support 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 pupils with English as an additional language.

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).

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

School deprivation indicator

Pupils living in an area of income deprived families.

The national comparator used in this row is the national average for pupils living in an area of income deprived families.

First language not English %

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.

National

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. For all-through schools, the national comparator is all state-funded mainstream secondary schools in England.

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).

Prior attainment data

This data shows the previous key stage prior attainment for each school year. For example, the year 11 row shows the prior attainment of pupils at key stage 2, when they were in year 6.