



Northumberland County Council

NCC Primary Analysis Report 2019 - Version 1

All DATA IS PROVISIONAL

School

Slaley First School

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Source Data

All contextual data is taken from the January Census of the results year. Any subsequent changes to contextual data may not be reflected in this report.

Disadvantaged, FSMever6 and LAC/Post LAC data is taken from DfE July Pupil Premium file, which is available from Key to Success.

All raw data used to calculate teacher assessment measures is taken from the statutory assessment data provided by schools in July.

All raw data used to calculate test measures is taken from the July DfE Test Data file, which is available from NCA Tools.

All prior attainment data is taken from Key to Success.

All national data is taken from Analyse School Performance.

This provisional version of the report uses 2018 National results

Notes on Methodology

All calculations are based on the methodology described in the RAISEonline Methodology Guidance Version 2 (published November 2016), with the exception of KS2 calculations which are based on the methodology described in the DfE Primary School Accountability in 2018 (published September 2018).

All rounding that has been performed on the data contained in this report follows the 'round half to even' methodology, where any number which ends in .5 is rounded to the nearest even integer. This method is used to reduce the likelihood of rounding errors in aggregated data.

PKF label used in this report is a aggregate of all the new Pre- key stage standards

Disclaimer

Please note that all data is unvalidated

All figures found in this report are based upon your own data and are to be taken as provisional and used with caution



With regards to KS1 to KS2 progress, all figures in this report use the 2018 KS2 estimated points scores (using 2018 national results) as the comparison due to the 2019 scores not being available until the performance tables are published in December 2019.

Early Years Foundation Stage Profile 2017

	Cohort	Percentage of Pupils Achieving a Good Level of Development	
		School	National
All Pupils	13	84.6	70.7
Gender			
Male	6	66.7	64.0
Female	7	100.0	77.7
Free School Meals			
FSM	1	100.0	56.0
Non FSM	12	83.3	73.0

Percentage of pupil achieving at least expected in													
Communication and Language						Literacy				Mathematics			
Listening and Attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, Space and Measures	
School	National	School	National	School	National	School	National	School	National	School	National	School	National
92.3	86.2	92.3	85.9	92.3	85.4	84.6	77.0	84.6	73.3	84.6	79.2	84.6	81.6
83.3	81.8	83.3	82.1	83.3	81.3	66.7	71.9	66.7	66.9	66.7	75.7	66.7	78.1
100.0	90.9	100.0	90.0	100.0	89.8	100.0	82.4	100.0	79.9	100.0	82.9	100.0	85.3
100.0	77.0	100.0	77.0	100.0	77.0	100.0	63.0	100.0	58.0	100.0	66.0	100.0	69.0
91.7	88.0	91.7	87.0	91.7	87.0	83.3	80.0	83.3	76.0	83.3	81.0	83.3	84.0

	Cohort	Percentage of pupil achieving at least expected in																			
		Physical Development				Personal, Social and Emotional Development						Understanding the World				Expressive Arts and Design					
		Moving and Handling		Health and Self-care		Self-confidence and Self-awareness		Managing Feelings and Behaviour		Making Relationships		People and Communities		The World		Technology		Exploring and Using Media and Materials		Being Imaginative	
School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National		
All Pupils	13	84.6	89.6	92.3	91.3	92.3	89.1	92.3	88.0	92.3	89.7	92.3	85.7	92.3	85.7	92.3	92.7	92.3	88.8	92.3	88.4
Gender																					
Male	6	66.7	85.3	83.3	88.3	83.3	85.7	83.3	83.4	83.3	85.8	83.3	81.7	83.3	82.3	83.3	91.4	83.3	83.7	83.3	83.6
Female	7	100.0	94.2	100.0	94.5	100.0	92.6	100.0	92.8	100.0	93.7	100.0	89.9	100.0	89.3	100.0	94.0	100.0	94.1	100.0	93.4
Free School Meals																					
FSM	1	100.0	82.0	100.0	85.0	100.0	82.0	100.0	80.0	100.0	82.0	100.0	76.0	100.0	76.0	100.0	87.0	100.0	81.0	100.0	80.0
Non FSM	12	83.3	91.0	91.7	92.0	91.7	90.0	91.7	89.0	91.7	91.0	91.7	87.0	91.7	87.0	91.7	94.0	91.7	90.0	91.7	90.0

Below National Average Greater than or equal to 5% higher than National Average 



This report has been produced by the NCC Data Unit as part of the School Improvement SLA.

Early Years Foundation Stage Profile 2018

	Cohort	Percentage of Pupils Achieving a Good Level of Development	
		School	National
All Pupils	7	100.0	71.5
Gender			
Male	2	100.0	65.0
Female	5	100.0	78.4
Free School Meals			
FSM	0	-	57.0
Non FSM	7	100.0	74.0

Percentage of pupil achieving at least expected in													
Communication and Language						Literacy				Mathematics			
Listening and Attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, Space and Measures	
School	National	School	National	School	National	School	National	School	National	School	National	School	National
100.0	86.3	100.0	86.0	100.0	85.6	100.0	77.0	100.0	73.7	100.0	79.6	100.0	81.7
100.0	81.9	100.0	82.1	100.0	81.4	100.0	71.9	100.0	67.4	100.0	76.1	100.0	78.1
100.0	90.9	100.0	90.1	100.0	89.9	100.0	82.4	100.0	80.2	100.0	83.3	100.0	85.4
-	77.0	-	77.0	-	77.0	-	62.0	-	59.0	-	66.0	-	69.0
100.0	88.0	100.0	87.0	100.0	87.0	100.0	79.0	100.0	76.0	100.0	82.0	100.0	84.0

	Cohort	Percentage of pupil achieving at least expected in																			
		Physical Development				Personal, Social and Emotional Development						Understanding the World				Expressive Arts and Design					
		Moving and Handling		Health and Self-care		Self-confidence and Self-awareness		Managing Feelings and Behaviour		Making Relationships		People and Communities		The World		Technology		Exploring and Using Media and Materials		Being Imaginative	
School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National		
All Pupils	7	100.0	89.5	100.0	91.2	100.0	88.9	100.0	87.9	100.0	89.7	100.0	85.9	100.0	85.8	100.0	93.1	100.0	89.0	100.0	88.7
Gender																					
Male	2	100.0	85.2	100.0	88.1	100.0	85.4	100.0	83.3	100.0	85.7	100.0	81.8	100.0	82.3	100.0	91.7	100.0	84.1	100.0	84.1
Female	5	100.0	94.1	100.0	94.4	100.0	92.6	100.0	92.8	100.0	93.8	100.0	90.1	100.0	89.5	100.0	94.6	100.0	94.2	100.0	93.6
Free School Meals																					
FSM	0	-	82.0	-	85.0	-	81.0	-	79.0	-	82.0	-	76.0	-	76.0	-	88.0	-	81.0	-	81.0
Non FSM	7	100.0	91.0	100.0	92.0	100.0	90.0	100.0	89.0	100.0	91.0	100.0	87.0	100.0	87.0	100.0	94.0	100.0	90.0	100.0	90.0

Below National Average Greater than or equal to 5% higher than National Average 

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Early Years Foundation Stage Profile 2019

**PROVISIONAL DATA -
2018 National Average**

	Cohort	Percentage of Pupils Achieving a Good Level of Development	
		School	National
All Pupils	8	100	71.5
Gender			
Male	4	100	65.0
Female	4	100	78.4
Free School Meals			
FSM	0	-	57.0
Non FSM	8	100	74.0

Percentage of pupil achieving at least expected in													
Communication and Language						Literacy				Mathematics			
Listening and Attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, Space and Measures	
School	National	School	National	School	National	School	National	School	National	School	National	School	National
100	86.3	100	86.0	100	85.6	100	77.0	100	73.7	100	79.6	100	81.7
100	81.9	100	82.1	100	81.4	100	71.9	100	67.4	100	76.1	100	78.1
100	90.9	100	90.1	100	89.9	100	82.4	100	80.2	100	83.3	100	85.4
-	77.0	-	77.0	-	77.0	-	62.0	-	59.0	-	66.0	-	69.0
100	88.0	100	87.0	100	87.0	100	79.0	100	76.0	100	82.0	100	84.0

	Cohort	Percentage of pupil achieving at least expected in																			
		Physical Development				Personal, Social and Emotional Development						Understanding the World						Expressive Arts and Design			
		Moving and Handling		Health and Self-care		Self-confidence and Self-awareness		Managing Feelings and Behaviour		Making Relationships		People and Communities		The World		Technology		Exploring and Using Media and Materials		Being Imaginative	
School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	8	100	89.5	100	91.2	100	88.9	100	87.9	100	89.7	100	85.9	100	85.8	100	93.1	100	89.0	100	88.7
Gender																					
Male	4	100	85.2	100	88.1	100	85.4	100	83.3	100	85.7	100	81.8	100	82.3	100	91.7	100	84.1	100	84.1
Female	4	100	94.1	100	94.4	100	92.6	100	92.8	100	93.8	100	90.1	100	89.5	100	94.6	100	94.2	100	93.6
Free School Meals																					
FSM	0	-	82.0	-	85.0	-	81.0	-	79.0	-	82.0	-	76.0	-	76.0	-	88.0	-	81.0	-	81.0
Non FSM	8	100	91.0	100	92.0	100	90.0	100	89.0	100	91.0	100	87.0	100	87.0	100	94.0	100	90.0	100	90.0

Below National Average

Greater than or equal to 5% higher than National Average

This report has been produced by the NCC Data Unit as part of the School Improvement SLA.



Year 2 Phonics Marks 2019 Compared with Year 1

This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

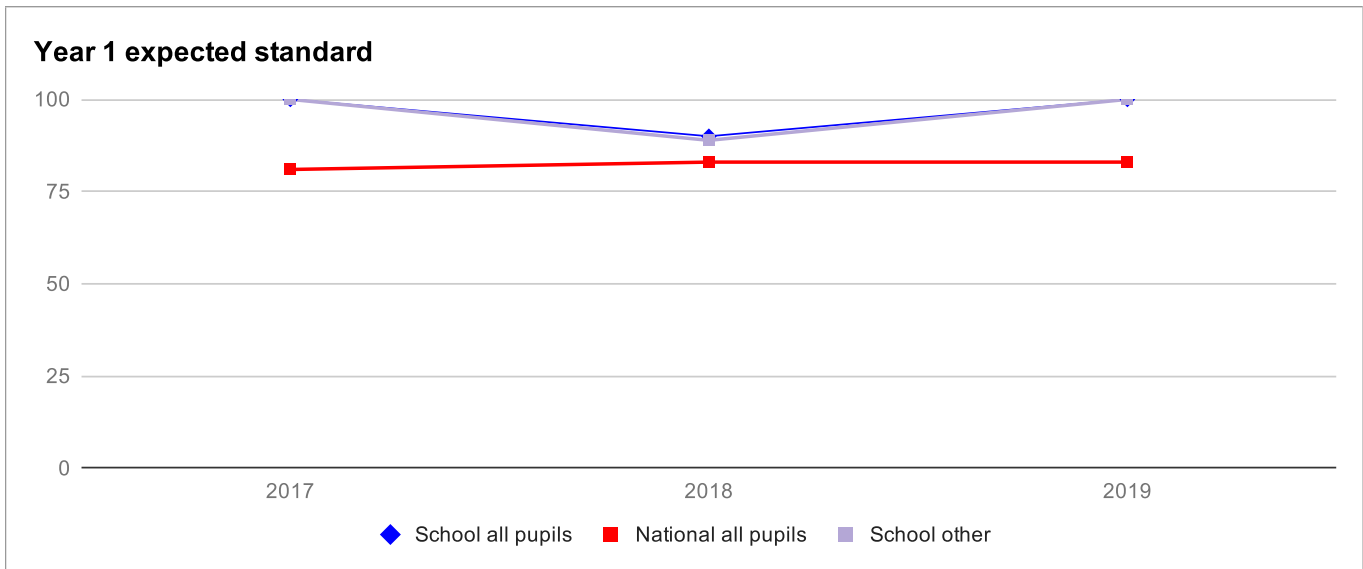
Number of Pupils		Year 2 Marks									
		None	0 - 9	10 - 19	20 - 24	25 - 29	30 - 31	32+	Total Number of Pupils	Number Achieved Expected Standard	School % Achieved Expected Standard
No Y1 Outcome		0	0	0	0	0	0	0	0	-	-
Year 1 Marks	0 - 9	0	0	0	0	0	0	0	0	-	-
	10 - 19	0	0	0	0	0	0	0	0	-	-
	20 - 24	0	0	0	0	0	0	0	0	-	-
	25 - 29	0	0	0	0	0	0	0	0	-	-
	30 - 31	0	0	0	0	0	0	0	0	-	-
Summary									0	-	-

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2236 - Slaley First School

Phonics percentages attaining expected standard in Year 1 and Year 2 trend

This report provides analysis of pupils reaching the expected standards over the last three years in the phonics screening check for the school and national.



	Year 1					
	2017		2018		2019	
	School	National	School	National	School	National 2018
All Pupils	100	81	90	83	100	83
Boys	100	78	80	79	100	79
Girls	100	85	100	86	100	86
Disadvantaged	-	84	100	85	-	85
Other	100	84	88.9	85	100	85

	Year 2 Re-Check		
	2017	2018	2019
	School	School	School
All Pupils	100	100	-
Boys	100	100	-
Girls	100	100	-
Disadvantaged	-	100	-
Other	100	100	-

Below National Average

Greater than or equal to 5% higher than National Average

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2236 - Slaley First School

Year 1 Phonics - Percentages Attaining the Expected Standard 2019

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

	Cohort	Number A/D*	Number Achieving Expected Standard	% School	% National 2018	Average Mark	
						School	National 2018
All Pupils	8	0	8	100.0	83	37.63	34
Gender							
Male	2	0	2	100.0	79	38	33
Female	6	0	6	100.0	86	37.5	35
Free School Meals*							
FSM	0	-	-	-	85	-	34
Non FSM	8	0	8	100.0	85	37.63	34
Children Looked After							
CLA	0	-	-	-	83	-	34
Not CLA	8	0	8	100.0	-	37.63	-
Disadvantaged Pupils							
Disadvantaged Pupils	0	-	-	-	85	-	35
Other Pupils	8	0	8	100.0	85	37.63	35
Special Educational Needs							
No SEN	7	0	7	100.0	88	37.71	35
SEN Support	1	0	1	100.0	83	37	34
SEN with Statement or EHC Plan	0	-	-	-	83	-	34
Term of Birth							
Autumn	4	0	4	100.0		37	
Spring	2	0	2	100.0		37.5	
Summer	2	0	2	100.0		39	

Below National Average

Greater than or equal to 5% higher than National Average

* Free School Meals: FSMever6 pupils are those who are, or have been, eligible for free school meals and have claimed them in the last 6 years (years R to 11) at the time of the January Census.

* A in total marks indicates that a pupil was absent for the test.

* D in total marks indicates that a pupil did not take the test.

This report has been produced by the NCC Data Unit as part of the School Improvement SLA.



2236 - Slaley First School

Phonics Year 2 Re-Check 2019

This report shows the percentage of pupils meeting the expected standard in the phonics screening re-check at the end of year 2 for each pupil group.

	Cohort	Number A/D ⁺	Number Achieving Expected Standard	% School
All Pupils	0	-	-	-
Gender				
Male	0	-	-	-
Female	0	-	-	-
Free School Meals*				
FSM	0	-	-	-
Non FSM	0	-	-	-
Children Looked After				
CLA	0	-	-	-
Not CLA	0	-	-	-
Disadvantaged Pupils				
Disadvantaged Pupils	0	-	-	-
Other Pupils	0	-	-	-
Special Educational Needs				
No SEN	0	-	-	-
SEN Support	0	-	-	-
SEN with Statement or EHC Plan	0	-	-	-
Term of Birth				
Autumn	0	-	-	-
Spring	0	-	-	-
Summer	0	-	-	-

* Free School Meals: FSMever6 pupils are those who are, or have been, eligible for free school meals and have claimed them in the last 6 years (years R to 11) at the time of the January Census.

⁺ A in total marks indicates that a pupil was absent for the test.

⁺ D in total marks indicates that a pupil did not take the test.

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KS1 Reading Teacher Assessment 2019 Compared with EYFSP

2018 National

All Pupils		Key Stage 1 Reading																
		Number of Pupils						Expected Standard +						Greater Depth				
		No Data	BLW	PKF*	WTS	EXS	GDS	Total	Number	School %	National % 2018	Difference in %	Difference in Number	Number	School %	National % 2018	Difference in %	Difference in Number
EYFSP Reading	No Data	-	-	-	-	-	0	0	-				0	-				
	Emerging	0	0	0	0	1	0	1	100				0	0				
	Expected	0	-	0	0	2	3	5	100				3	60				
	Exceeding	-	-	-	0	0	2	2	100				2	100				
Total		0	0	0	0	3	5	8	8	100	75	25	2	5	62	26	36	2

Disadvantaged Pupils		Key Stage 1 Reading																
		Number of Pupils						Expected Standard +						Greater Depth				
		No Data	BLW	PKF*	WTS	EXS	GDS	Total	Number	School %	National % 2018	Difference in %	Difference in Number	Number	School %	National % 2018	Difference in %	Difference in Number
EYFSP Reading	No Data	-	-	-	-	-	0	0	-				0	-				
	Emerging	-	-	-	-	-	0	0	-				0	-				
	Expected	-	-	0	0	1	0	1	100				0	0				
	Exceeding	-	-	-	-	-	0	0	-				0	-				
Total		0	0	0	0	1	0	1	1	100	79	21	0	0	0	29	-29	0

All Pupils Working on P Scales at KS1		Key Stage 1 Reading				
		Number of Pupils				
		P1	P2	P3	P4	Total
EYFSP Reading	No Data	-	-	-	-	0
	Emerging	-	-	-	-	0
	Expected	-	-	-	-	0
	Exceeding	-	-	-	-	0
Total		0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF* Final pre-key stage standards

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Below National Average

Greater than or equal to 5% higher than National Average



Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

This report has been produced by the NCC Data Unit as part of the School Improvement SLA.

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KS1 Writing Teacher Assessment 2019 Compared with EYFSP

2018 National

All Pupils		Key Stage 1 Writing																
		Number of Pupils						Expected Standard +						Greater Depth				
		No Data	BLW	PKF*	WTS	EXS	GDS	Total	Number	School %	National % 2018	Difference in %	Difference in Number	Number	School %	National % 2018	Difference in %	Difference in Number
EYFSP Writing	No Data	-	-	-	-	-	0	0	-				0	-				
	Emerging	0	0	0	1	0	0	1	0				0	0				
	Expected	0	-	0	0	3	2	5	5	100			2	40				
	Exceeding	-	-	-	0	0	2	2	2	100			2	100				
	Total	0	0	0	1	3	4	8	7	88	70	18	1	4	50	16	34	2

Disadvantaged Pupils		Key Stage 1 Writing																
		Number of Pupils						Expected Standard +						Greater Depth				
		No Data	BLW	PKF*	WTS	EXS	GDS	Total	Number	School %	National Other % 2018	Difference in %	Difference in Number	Number	School %	National Other % 2018	Difference in %	Difference in Number
EYFSP Writing	No Data	-	-	-	-	-	0	0	-				0	-				
	Emerging	-	-	-	-	-	0	0	-				0	-				
	Expected	-	-	0	0	1	0	1	1	100			0	0				
	Exceeding	-	-	-	-	-	0	0	-				0	-				
	Total	0	0	0	0	1	0	1	1	100	74	26	0	0	0	18	-18	0

All Pupils Working on P Scales at KS1		Key Stage 1 Writing				
		Number of Pupils				Total
		P1	P2	P3	P4	
EYFSP Writing	No Data	-	-	-	-	0
	Emerging	-	-	-	-	0
	Expected	-	-	-	-	0
	Exceeding	-	-	-	-	0
	Total	0	0	0	0	0

BLW Below pre-key stage 1 standards

PKF* Final pre-key stage standards

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard

Below National Average

Greater than or equal to 5% higher than National Average



Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

This report has been produced by the NCC Data Unit as part of the School Improvement SLA.

PROVISIONAL DATA

KS1 Maths Teacher Assessment 2019 Compared with EYFSP

2018 National

All Pupils		Key Stage 1 Maths																
		Number of Pupils						Expected Standard +						Greater Depth				
		No Data	BLW	PKF*	WTS	EXS	GDS	Total	Number	School %	National % 2018	Difference in %	Difference in Number	Number	School %	National % 2018	Difference in %	Difference in Number
EYFSP Maths	No Data	-	-	-	-	-	0	0	-				0	-				
	Emerging	0	0	0	1	0	0	1	0				0	0				
	Expected	0	-	0	0	4	1	5	5	100			1	20				
	Exceeding	-	-	-	0	0	2	2	2	100			2	100				
	Total	0	0	0	1	4	3	8	7	88	76	12	0	3	38	22	16	1

Disadvantaged Pupils		Key Stage 1 Maths																
		Number of Pupils						Expected Standard +						Greater Depth				
		No Data	BLW	PKF*	WTS	EXS	GDS	Total	Number	School %	National Other % 2018	Difference in %	Difference in Number	Number	School %	National Other % 2018	Difference in %	Difference in Number
EYFSP Maths	No Data	-	-	-	-	-	0	0	-				0	-				
	Emerging	-	-	-	-	-	0	0	-				0	-				
	Expected	-	-	0	0	1	0	1	1	100			0	0				
	Exceeding	-	-	-	-	-	0	0	-				0	-				
	Total	0	0	0	0	1	0	1	1	100	80	20	0	0	0	25	-25	0

All Pupils Working on P Scales at KS1		Key Stage 1 Maths				
		Number of Pupils				
		P1	P2	P3	P4	Total
EYFSP Maths	No Data	-	-	-	-	0
	Emerging	-	-	-	-	0
	Expected	-	-	-	-	0
	Exceeding	-	-	-	-	0
	Total	0	0	0	0	0

- BLW Below pre-key stage 1 standards
- PKF* Final pre-key stage standards
- WTS Working towards the expected standard
- EXS Working at the expected standard
- GDS Working at greater depth within the expected standard
- Below National Average
- Greater than or equal to 5% higher than National Average

The mathematics EYFSP outcome shown is the lowest of the two mathematics early learning goals (ELG) for each pupil (Exceeding if both ELG are Exceeding, Expected if both are Expected or one is Expected and the other is Exceeding, otherwise Emerging).

At KS1, a pupil's lowest P scale in using and applying, number, and shape, space and measures is shown in the mathematics table.

This report has been produced by the NCC Data Unit as part of the School Improvement SLA.

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KS1 Reading Teacher Assessment 2019

**PROVISIONAL
DATA**

	Cohort	National Comparator Type	At Least Expected Standard in Reading				Below Expected Standard in Reading					
			Expected Standard +		Greater Depth		Below pre-KS1		Foundations		Working Towards	
			School %	National % 2018	School %	National % 2018	School %	National % 2018	School %	National % 2018	School %	National % 2018
All Pupils	8	all	100	75	62	26		2		5		17
Gender												
Male	3	same	100	71	33	22		3		6		19
Female	5	same	100	80	80	29		1		3		15
Disadvantaged Pupils												
Disadvantaged Pupils	1	non	100	79		29		2		4		15
Other Pupils	7	same	100	79	71	29		2		4		15
FSM*	1	non	100	79		29		2		4		16
Children Looked After	0	non	-	76	-	26	-	2	-	5	-	17
Special Educational Needs												
SEN with Statement or EHC Plan	0	all	-	75	-	26	-	2	-	5	-	17
SEN Support	0	all	-	75	-	26	-	2	-	5	-	17
No SEN	8	same	100	83	62	29		0		2		14
Term of Birth												
Autumn	1	same	100		100							
Spring	3	same	100		100							
Summer	4	same	100		25							
EYFSP												
GLD* - Yes	0	same	-		-			-		-		-
GLD* - No	0	same	-		-			-		-		-
Reading Emerging	1	same	100									
Reading Expected	5	same	100		60							
Reading Exceeding	2	same	100		100							
Writing Emerging	1	same	100									
Writing Expected	5	same	100		60							
Writing Exceeding	2	same	100		100							
Mathematics Emerging	1	same	100									
Mathematics Expected	5	same	100		60							
Mathematics Exceeding	2	same	100		100							

* Free School Meals: FSMever6 pupils are those who are, or have been, eligible for free school meals and have claimed them in the last 6 years (years R to 11) at the time of the January Census.

* Good Level of Development

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KS1 Writing Teacher Assessment 2019

**PROVISIONAL
DATA**

	Cohort	National Comparator Type	At Least Expected Standard in Writing				Below Expected Standard in Writing					
			Expected Standard +		Greater Depth		Below pre-KSI		Foundations		Working Towards	
			School %	National % 2018	School %	National % 2018	School %	National % 2018	School %	National % 2018	School %	National % 2018
All Pupils	8	all	88	70	50	16		2		5	12	22
Gender												
Male	3	same	67	63	33	12		3		7	33	26
Female	5	same	100	77	60	20		1		3		18
Disadvantaged Pupils												
Disadvantaged Pupils	1	non	100	74		18		2		4		20
Other Pupils	7	same	86	74	57	18		2		4	14	20
FSM*	1	non	100	74		18		2		4		20
Children Looked After	0	non	-	70	-	16	-	2	-	5	-	22
Special Educational Needs												
SEN with Statement or EHC Plan	0	all	-	70	-	16	-	2	-	5	-	22
SEN Support	0	all	-	70	-	16	-	2	-	5	-	22
No SEN	8	same	88	78	50	18		0		2	12	19
Term of Birth												
Autumn	1	same	100									
Spring	3	same	100		100							
Summer	4	same	75		25						25	
EYFSP												
GLD* - Yes	0	same	-		-		-		-		-	
GLD* - No	0	same	-		-		-		-		-	
Reading Emerging	1	same	0								100	
Reading Expected	5	same	100		40							
Reading Exceeding	2	same	100		100							
Writing Emerging	1	same	0								100	
Writing Expected	5	same	100		40							
Writing Exceeding	2	same	100		100							
Mathematics Emerging	1	same	0								100	
Mathematics Expected	5	same	100		40							
Mathematics Exceeding	2	same	100		100							

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* Good Level of Development

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KS1 Mathematics Teacher Assessment 2019

PROVISIONAL DATA

	Cohort	National Comparator Type	At Least Expected Standard in Mathematics				Below Expected Standard in Mathematics					
			Expected Standard +		Greater Depth		Below pre-KS1		Foundations		Working Towards	
			School %	National % 2018	School %	National % 2018	School %	National % 2018	School %	National % 2018	School %	National % 2018
All Pupils	8	all	88	76	38	22		2		4	12	18
Gender												
Male	3	same	67	75	33	24		3		5	33	17
Female	5	same	100	77	40	20		1		3		18
Disadvantaged Pupils												
Disadvantaged Pupils	1	non	100	80		25		2		3		15
Other Pupils	7	same	86	80	43	25		2		3	14	15
FSM*	1	non	100	79		24		2		3		16
Children Looked After	0	non	-	76	-	22	-	2	-	4	-	18
Special Educational Needs												
SEN with Statement or EHC Plan	0	all	-	76	-	22	-	2	-	4	-	18
SEN Support	0	all	-	76	-	22	-	2	-	4	-	18
No SEN	8	same	88	84	38	25		0		2	12	14
Term of Birth												
Autumn	1	same	100		100							
Spring	3	same	100		67							
Summer	4	same	75								25	
EYFSP												
GLD* - Yes	0	same	-		-		-		-		-	
GLD* - No	0	same	-		-		-		-		-	
Reading Emerging	1	same	0								100	
Reading Expected	5	same	100		20							
Reading Exceeding	2	same	100		100							
Writing Emerging	1	same	0								100	
Writing Expected	5	same	100		20							
Writing Exceeding	2	same	100		100							
Mathematics Emerging	1	same	0								100	
Mathematics Expected	5	same	40		20							
Mathematics Exceeding	2	same	50		50							

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* Good Level of Development

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KS1 Science Teacher Assessment 2019

PROVISIONAL DATA	Cohort	National Comparator Type	Expected Standard	
			School %	National % 2018
All Pupils	8	all	100	83
Gender				
Male	3	same	100	80
Female	5	same	100	85
Disadvantaged Pupils				
Disadvantaged Pupils	1	non	100	86
Other Pupils	7	same	100	86
FSM*	1	non	100	86
Children Looked After	0	non	-	83
Special Educational Needs				
SEN with Statement or EHC Plan	0	all	-	83
SEN Support	0	all	-	83
No SEN	8	same	100	90
Term of Birth				
Autumn	1	same	100	
Spring	3	same	100	
Summer	4	same	100	
EYFSP				
GLD ⁺ - Yes	0	same	-	
GLD ⁺ - No	0	same	-	
Reading Emerging	1	same	100	
Reading Expected	5	same	100	
Reading Exceeding	2	same	100	
Writing Emerging	1	same	100	
Writing Expected	5	same	100	
Writing Exceeding	2	same	100	
Mathematics Emerging	1	same	100	
Mathematics Expected	5	same	100	
Mathematics Exceeding	2	same	100	

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* Good Level of Development

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