

Farsley Farfield Primary School (URN: 107981)

School performance summary 2018/2019

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

Key stage 2

This is provisional data for 2018/19. CLA data is not currently available, so we are not publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in the revised release.

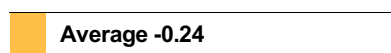
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Progress in reading, writing and maths

Reading

Number of pupils = 59

Pupils with adjusted scores = 0

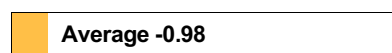


Confidence interval
-1.8 to 1.3

Writing

Number of pupils = 60

Pupils with adjusted scores = 0

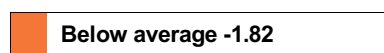


Confidence interval
-2.4 to 0.5

Maths

Number of pupils = 59

Pupils with adjusted scores = 1

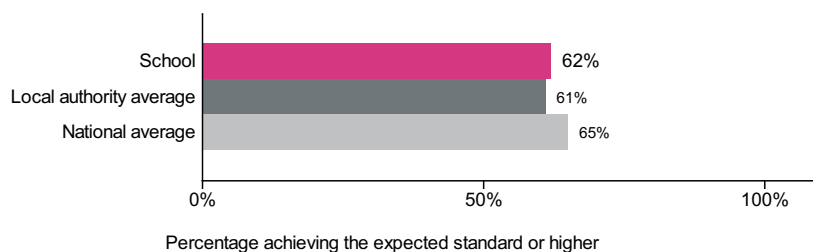


Confidence interval
-3.2 to -0.4

Reading, writing and maths combined

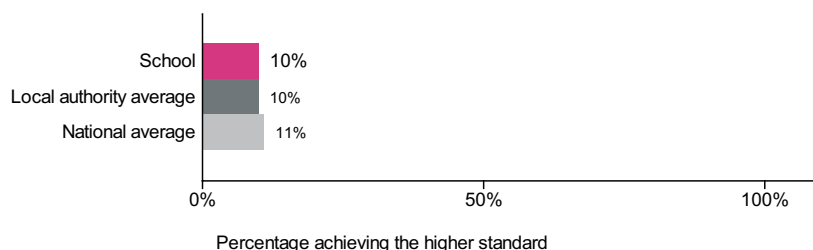
Percentage of pupils achieving the expected standard or higher

Number of pupils = 61



Percentage of pupils achieving the higher standard

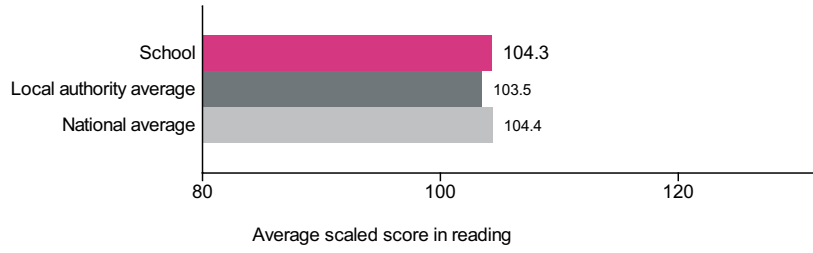
Number of pupils = 61



Average scaled score in:

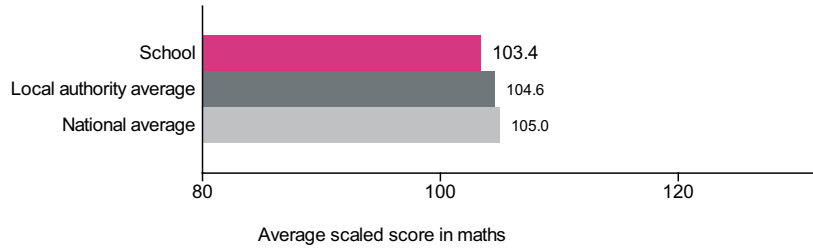
Reading

Number of pupils = 61



Maths

Number of pupils = 61



Key stage 2 three year average

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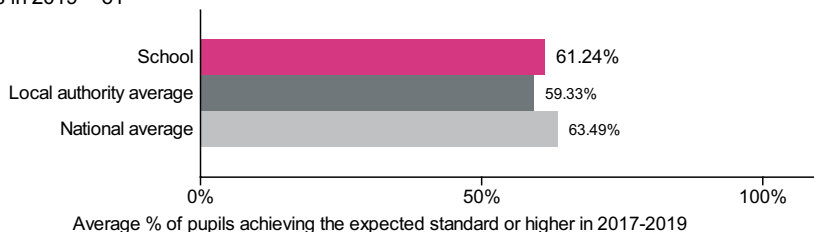
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Percentage of pupils achieving expected standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 57

Number of pupils in 2018 = 60

Number of pupils in 2019 = 61

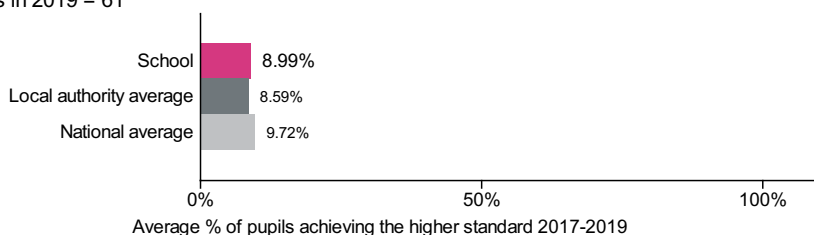


Percentage of pupils achieving higher standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 57

Number of pupils in 2018 = 60

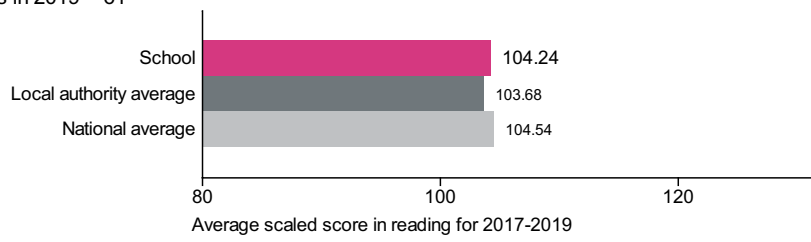
Number of pupils in 2019 = 61



Average scaled score in:

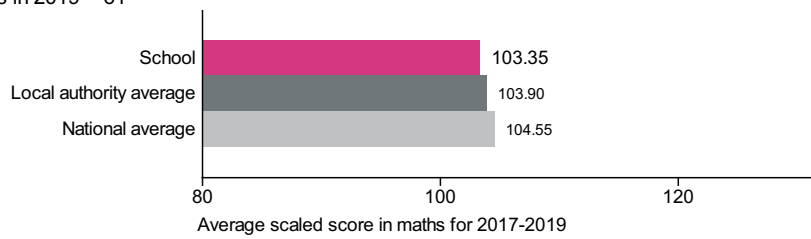
Reading, 2017-2019

Number of pupils in 2017 = 57
Number of pupils in 2018 = 60
Number of pupils in 2019 = 61



Maths, 2017-2019

Number of pupils in 2017 = 57
Number of pupils in 2018 = 60
Number of pupils in 2019 = 61






Key stage 2 results over 3 years




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Progress in reading

	2017	2018	2019
Number of pupils	56	59	59
Pupils with adjusted scores	N/A	0	0
School progress score	-0.30	0.55	-0.24
Confidence interval	-1.9 to 1.3	-1.0 to 2.0	-1.8 to 1.3
Progress banding	 Average	 Average	 Average
Local authority average	0.10	0.15	0.15
National average	0.00	0.03	0.03

Progress in writing

	2017	2018	2019
Number of pupils	56	59	60
Pupils with adjusted scores	N/A	2	0
School progress score	1.53	-0.93	-0.98
Confidence interval	-0.1 to 3.1	-2.4 to 0.6	-2.4 to 0.5
Progress banding	 Average	 Average	 Average
Local authority average	-0.57	-0.07	0.16
National average	0.00	0.03	0.03

Progress in maths

	2017	2018	2019
Number of pupils	56	59	59
Pupils with adjusted scores	N/A	0	1
School progress score	-0.12	-0.29	-1.82
Confidence interval	-1.6 to 1.4	-1.7 to 1.1	-3.2 to -0.4
Progress banding	 Average	 Average	 Below average
Local authority average	0.25	0.20	0.51
National average	0.00	0.03	0.03

Reading, writing and maths combined

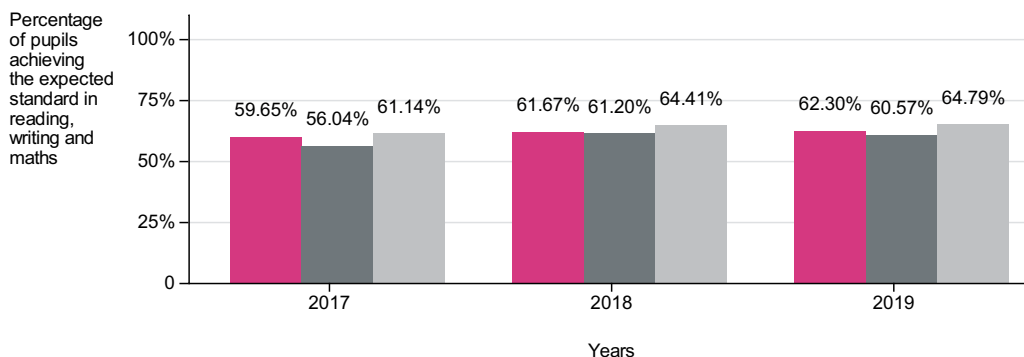
Percentage of pupils achieving the expected standard or higher

Number of pupils in 2017 = 57

Number of pupils in 2018 = 60

Number of pupils in 2019 = 61

■ School ■ Local authority (Leeds) ■ National



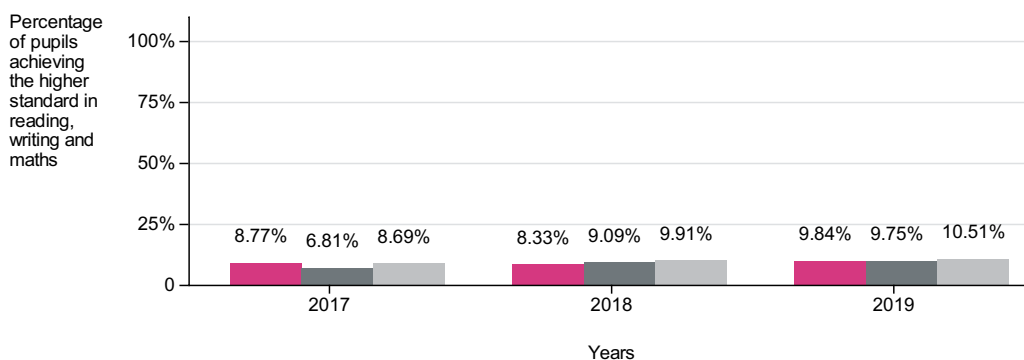
Percentage of pupils achieving the higher standard

Number of pupils in 2017 = 57

Number of pupils in 2018 = 60

Number of pupils in 2019 = 61

■ School ■ Local authority (Leeds) ■ National



Average scaled scores in:

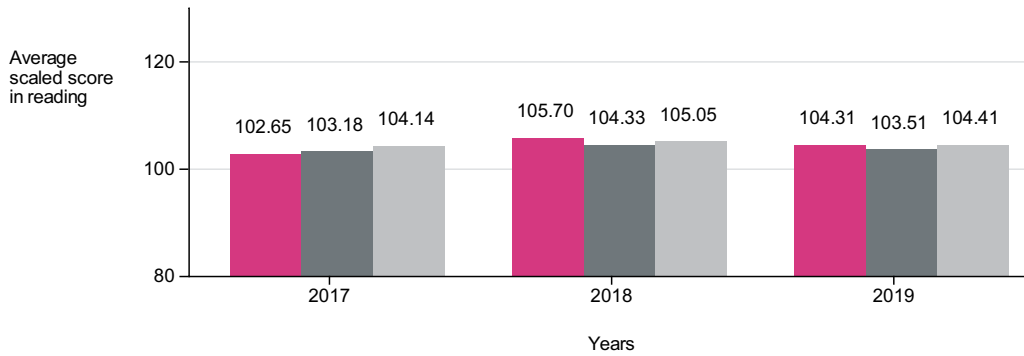
Reading

Number of pupils in 2017 = 57

Number of pupils in 2018 = 60

Number of pupils in 2019 = 61

■ School ■ Local authority (Leeds) ■ National



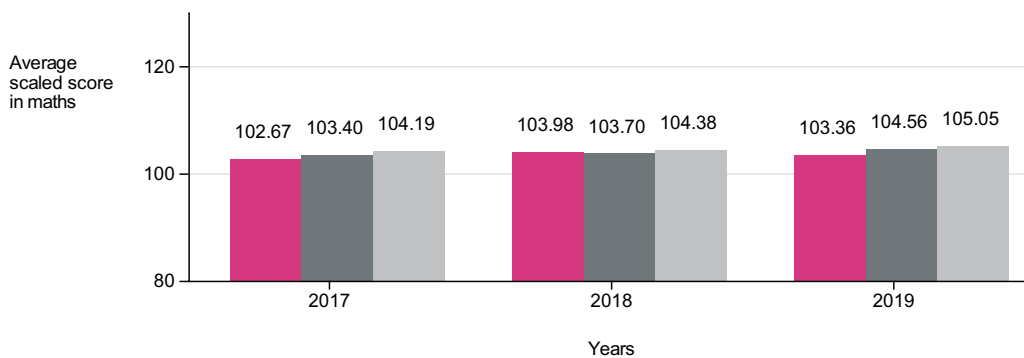
Maths

Number of pupils in 2017 = 57

Number of pupils in 2018 = 60

Number of pupils in 2019 = 61

■ School ■ Local authority (Leeds) ■ National



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	59	-0.24	0.03	-0.24	0.00	61	75	73	30	27	104.3	104.4
Male	19	-0.91	-0.54	-0.91	-0.58	21	76	69	10	22	102.3	103.3
Female	40	0.09	0.62	0.09	0.60	40	75	78	40	32	105.4	105.5
SEN EHCP	2	-7.91	0.03	-7.91	0.00	3	33	73	0	27	90.0	104.4
SEN support	5	-7.25	0.03	-7.25	0.00	5	20	73	0	27	94.0	104.4
No SEN	52	0.73	0.34	0.73	0.33	53	83	81	34	31	105.6	105.7
Non-mobile	57	0.00	0.07	0.00	0.05	59	76	74	31	28	104.8	104.6
English first language	50	-0.58	0.03	-0.58	0.00	52	71	73	27	27	103.5	104.4
English additional language	8	1.34	0.03	1.34	0.00	8	100	73	38	27	107.1	104.4
Prior attainment												
Low overall	4	-8.75	0.02	-8.75	0.00	4	0	16	0	1	82.3	92.7
Middle overall	41	-0.38	0.03	-0.38	0.00	42	74	70	17	14	102.9	102.5
High overall	14	2.61	0.03	2.61	0.00	14	100	97	79	56	113.5	110.3
Reading low	4	-8.80	-0.30	-8.80	-0.32	4	0	17	0	2	83.0	93.0
Reading middle	41	-0.21	-0.20	-0.21	-0.23	42	74	70	17	14	103.0	102.6
Reading high	14	2.14	0.54	2.14	0.52	14	100	98	79	59	112.9	110.7
Writing low	5	-8.54	0.09	-8.54	0.07	5	0	24	0	3	83.8	94.5
Writing middle	47	0.31	-0.03	0.31	-0.06	48	79	77	25	22	104.5	104.2
Writing high	7	2.06	0.23	2.06	0.20	7	100	99	86	67	115.3	111.7
Maths low	4	-8.75	0.24	-8.75	0.23	4	0	14	0	1	82.3	92.4
Maths middle	45	-0.10	0.17	-0.10	0.14	46	76	72	22	19	103.6	103.1
Maths high	10	2.56	-0.39	2.56	-0.42	10	100	97	80	57	114.6	110.4

Writing progress and attainment by pupil group

Key stage 2 writing by pupil group										
Breakdown	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth	
		School	National	School	National		School %	National %	School %	National %
All pupils	60	-0.98	0.03	-0.98	0.00	61	75	78	15	20
Male	20	-2.40	-0.73	-2.40	-0.78	21	62	72	10	15
Female	40	-0.27	0.82	-0.27	0.81	40	83	85	18	25
SEN EHCP	3	-3.52	0.03	-3.52	0.00	3	33	78	0	20
SEN support	5	-4.97	0.03	-4.97	0.00	5	20	78	0	20
No SEN	52	-0.45	0.52	-0.45	0.50	53	83	88	17	24
Non-mobile	58	-1.04	0.10	-1.04	0.07	59	76	80	15	21
English first language	51	-1.27	0.03	-1.27	0.00	52	71	78	13	20
English additional language	8	0.59	0.03	0.59	0.00	8	100	78	13	20
Prior attainment										
Low overall	4	-0.26	0.02	-0.26	0.00	4	0	15	0	0
Middle overall	42	-1.31	0.04	-1.31	0.00	42	74	78	5	7
High overall	14	-0.20	0.02	-0.20	0.00	14	100	99	50	49
Reading low	4	-0.72	-0.19	-0.72	-0.21	4	0	17	0	0
Reading middle	42	-1.29	-0.05	-1.29	-0.09	42	74	79	5	7
Reading high	14	-0.13	0.25	-0.13	0.23	14	100	99	50	51
Writing low	5	-0.75	-0.36	-0.75	-0.39	5	0	21	0	0
Writing middle	48	-1.30	0.00	-1.30	-0.03	48	79	85	6	13
Writing high	7	1.04	0.42	1.04	0.41	7	100	100	86	67
Maths low	4	-0.26	0.29	-0.26	0.28	4	0	14	0	0
Maths middle	46	-1.40	0.17	-1.40	0.14	46	76	79	4	11
Maths high	10	0.69	-0.41	0.69	-0.43	10	100	98	70	51

Maths progress and attainment by pupil group

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	59	-1.82	0.03	-1.83	0.00	61	70	79	26	27	103.4	105.0
Male	19	-0.64	0.73	-0.67	0.70	21	71	78	19	29	103.4	105.3
Female	40	-2.38	-0.69	-2.38	-0.72	40	70	79	30	24	103.3	104.7
SEN EHCP	2	-10.68	0.03	-10.99	0.00	3	0	79	0	27	87.5	105.0
SEN support	5	-7.93	0.03	-7.93	0.00	5	20	79	0	27	94.8	105.0
No SEN	52	-0.89	0.37	-0.89	0.35	53	79	87	30	31	104.6	106.3
Non-mobile	57	-1.58	0.10	-1.58	0.08	59	73	80	27	27	103.8	105.2
English first language	50	-2.61	0.03	-2.63	0.00	52	65	79	21	27	102.2	105.0
English additional language	8	2.75	0.03	2.75	0.00	8	100	79	50	27	108.6	105.0
Prior attainment												
Low overall	4	-8.29	0.03	-8.29	0.01	4	0	19	0	1	85.0	94.0
Middle overall	41	-1.87	0.04	-1.89	0.00	42	69	77	12	13	102.0	103.3
High overall	14	0.19	0.02	0.19	0.00	14	93	99	79	58	111.1	110.3
Reading low	4	-9.00	0.71	-9.00	0.69	4	0	26	0	2	85.0	95.5
Reading middle	41	-1.44	0.11	-1.44	0.07	42	71	78	14	16	102.4	103.6
Reading high	14	-0.88	-0.29	-0.93	-0.32	14	86	98	71	54	109.9	109.9
Writing low	5	-8.16	0.49	-8.16	0.46	5	0	31	0	3	86.3	96.3
Writing middle	47	-1.36	0.05	-1.37	0.01	48	73	83	23	22	103.4	104.9
Writing high	7	-0.37	-0.32	-0.37	-0.34	7	100	99	71	63	112.7	111.0
Maths low	4	-8.29	-0.54	-8.29	-0.56	4	0	14	0	1	85.0	92.8
Maths middle	45	-1.71	-0.04	-1.73	-0.08	46	70	78	17	14	102.5	103.6
Maths high	10	0.29	0.38	0.29	0.36	10	100	99	80	67	112.4	111.3

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	61	62	65	10	11
Male	21	57	60	5	9
Female	40	65	70	13	13
SEN EHCP	3	0	65	0	11
SEN support	5	20	65	0	11
No SEN	53	70	74	11	12
Non-mobile	59	64	66	10	11
English first language	52	56	65	10	11
English additional language	8	100	65	0	11
Prior attainment					
Low overall	4	0	7	0	0
Middle overall	42	57	58	0	2
High overall	14	93	95	43	29
Reading low	4	0	9	0	0
Reading middle	42	60	59	0	2
Reading high	14	86	95	43	30
Writing low	5	0	11	0	0
Writing middle	48	63	67	2	5
Writing high	7	100	97	71	41
Maths low	4	0	5	0	0
Maths middle	46	59	61	0	3
Maths high	10	100	95	60	33

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 %			
All pupils	61	84	78	38	36	107.3	106.3	14.5	13.4	95	89	80	76	61	50	8	5	
Male	21	86	74	19	31	105.7	105.3	13.5	12.9	100	86	75	73	50	46	0	5	
Female	40	83	83	48	41	108.1	107.4	15.0	13.8	92	91	82	80	67	53	13	6	
SEN EHCP	3	33	78	0	36	96.5	106.3	10.0	13.4	100	89	50	76	0	50	0	5	
SEN support	5	40	78	0	36	94.5	106.3	8.3	13.4	75	89	50	76	25	50	0	5	
No SEN	53	91	87	43	42	108.7	107.8	15.1	14.3	96	95	83	85	66	57	9	6	
Non-mobile	59	85	79	39	37	107.7	106.5	14.7	13.5	96	90	81	77	63	51	9	5	
English first language	52	81	78	31	36	105.9	106.3	13.9	13.4	94	89	76	76	54	50	6	5	
English additional language	8	100	78	75	36	114.3	106.3	17.5	13.4	100	89	100	76	100	50	13	5	
Prior attainment																		
Low overall	4	0	17	0	2	88.7	94.1	4.7	6.2	67	40	0	22	0	7	0	0	
Middle overall	42	86	77	26	21	106.0	104.2	14.1	12.4	95	91	80	74	59	40	5	2	
High overall	14	100	99	86	71	114.9	112.6	17.3	16.5	100	100	93	97	79	80	21	12	
Reading low	4	0	17	0	2	85.3	94.1	2.7	5.6	33	37	0	19	0	6	0	0	
Reading middle	42	86	78	26	22	106.3	104.5	14.2	12.6	98	92	78	75	59	40	5	2	
Reading high	14	100	99	86	72	114.6	112.8	17.6	16.7	100	100	100	98	79	81	21	12	
Writing low	5	0	23	0	3	89.3	95.4	4.3	6.6	50	46	0	25	0	8	0	0	
Writing middle	48	90	84	35	30	107.4	106.0	14.8	13.4	98	94	83	81	62	48	6	3	
Writing high	7	100	100	86	83	116.3	114.4	17.7	17.4	100	100	100	99	86	89	29	16	
Maths low	4	0	16	0	2	88.7	94.1	4.7	6.7	67	39	0	23	0	8	0	0	
Maths middle	46	87	78	33	26	106.7	104.8	14.5	12.7	96	91	82	76	60	44	7	3	
Maths high	10	100	98	80	72	115.4	112.9	17.0	16.5	100	99	90	96	80	79	20	12	

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	80	83
Male	21	81	80
Female	40	80	86
SEN EHCP	3	33	83
SEN support	5	20	83
No SEN	53	89	91
Non-mobile	59	81	84
English first language	52	77	83
English additional language	8	100	83
Prior attainment			
Low overall	4	0	23
Middle overall	42	81	84
High overall	14	100	99
Reading low	4	0	27
Reading middle	42	81	85
Reading high	14	100	99
Writing low	5	0	33
Writing middle	48	85	89
Writing high	7	100	100
Maths low	4	0	19
Maths middle	46	83	85
Maths high	10	100	99

Glossary

Key stage 2

Landing page

Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

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

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

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores. <https://www.gov.uk/government/publications/primary-school-accountability>

Confidence interval

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

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

A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0. For more information on statistical confidence, and more detailed technical guidance in general, see: <https://www.gov.uk/government/publications/primary-school-accountability>

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to the writing teacher assessment frameworks in 2017. <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Achieving the expected standard or higher

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>
<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>
<https://www.gov.uk/government/publications/primary-school-accountability>

Percentage of pupils achieving the higher standard

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. We set this standard for the first time in 2016 to provide information about pupils across England achieving in the top 5%. For a more detailed explanation, see: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>
<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>
<https://www.gov.uk/government/publications/primary-school-accountability>

Average score in reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores. <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

Average score in maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

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

National average

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

Local authority average

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

Pupil group reports

National average / National %

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

Local authority average

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

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.

SEN EHCP

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 an education, health and care plan (EHCP).

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

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.

Non-mobile

Pupils who were on the school roll for the whole of years 5 and 6.

The national comparator used in this row is the national average for pupils on the school roll for the whole of years 5 and 6.

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.

Key stage 2 reading / maths by pupil group

Achieving the expected standard

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores

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

Achieving a higher standard

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores

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

Average score

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores

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

Key stage 2 writing by pupil group

Change in methodology

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

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

Achieved the expected standard

This refers to pupils who can write at a level meeting or exceeding the national standard.

Read more about writing standards

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

Achieved a greater depth

This refers to pupils who can write at a level clearly exceeding the national standard.

Read more about writing standards

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

Key stage 2 reading, writing and maths by pupil group

Achieving the expected standard or higher

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

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

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

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

Achieving the higher standard

Pupils are 'achieving at a higher standard' if they achieve a 'scaled score' of 110 or more in their reading and maths tests, and their teacher assesses them as 'working at a greater depth within the expected standard' in writing. For a more detailed explanation, see:

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

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

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

Prior attainment

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

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

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

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

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

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

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

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

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

Reading low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

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

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

Reading middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

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

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

Reading high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

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

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

Writing low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

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

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

Writing middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

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

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

Writing high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

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

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

Maths low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

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

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

Maths middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

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

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

Maths high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

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

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

Scatter plots - progress

Progress score

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1. See School performance tables: about the data for more information.

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

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

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores.

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

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

Key stage 1 prior attainment overall

This is a pupil's average performance at key stage 1 across reading, writing and mathematics. Read more about prior attainment.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf

Scatter plots - attainment

Key stage 2 reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Read more about scaled scores.

This scatter plot displays the outcomes of pupils who did the national curriculum assessments and achieved a scaled score and therefore not the outcomes of pupils working below the national curriculum assessment standard.

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

Key stage 2 writing

Writing is teacher assessed and we report pupil attainment in line with the framework. The scatter plot includes the outcomes for pupils working below the standard of the test as reported against the pre key stage 2 standards.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738700/2018-19_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_a...pdf

GDS

Working at greater depth.

EXS

Working at the expected standard.

WTS

Working towards the expected standard.

Pre key stage 2 standards

Read more about pre key stage 2 standards.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738700/2018-19_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_a...pdf

Key stage 2 maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Read more about scaled scores.

This scatter plot displays the outcomes of pupils who did the national curriculum assessments and achieved a scaled score and therefore not the outcomes of pupils working below the national curriculum assessment standard.

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

Key stage 1 prior attainment overall

This is a pupil's average performance at key stage 1 across reading, writing and mathematics. Read more about prior attainment.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560969/Primary_school_accountability_summary.pdf.pdf

Three year average

Key stage 2 three year average

Three year averages cannot be calculated where there is no data available, for the school, in previous years.

Percentage of pupils achieving the expected standard for reading, writing and maths, 2017-2019

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

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

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

Percentage of pupils achieving the higher standard for reading, writing and maths, 2017-2019

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

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

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

National average

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

Local authority average

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

Average scaled score in reading 2017-2019

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

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

Average scaled score in maths 2017-2019

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

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

Results over 3 years

Progress score

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of the previous key stage - key stage 1.

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

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

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores. <https://www.gov.uk/government/publications/primary-school-accountability>

National average

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

Local authority average

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

Confidence interval

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

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

A school is above average if their progress score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if their progress score is below 0 and the whole confidence interval is below 0. For more information on statistical confidence, and more detailed technical guidance in general, see: <https://www.gov.uk/government/publications/primary-school-accountability>

Change in methodology

We introduced a change in methodology for calculating progress scores. This means 2018 and 2019 scores are not directly comparable with 2017 scores.

Percentage of pupils achieving the expected standard or higher

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

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

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

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

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to the writing teacher assessment frameworks in 2017.

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

Percentage of pupils achieving the higher standard

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

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

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

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

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to the writing teacher assessment frameworks in 2017.

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

Average score in reading

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

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

Average score in maths

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores.

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

Pupil list

Teacher assessment

Key:

GDS - Working at greater depth

EXS - Working at the expected standard

WTS - Working towards the expected standard

PKS6 - Pre key stage 2 standards

PKS5 - Pre key stage 2 standards

PKS4 - Pre key stage 2 standards

PKS3 - Pre key stage 2 standards

PKS2 - Pre key stage 2 standards

PKS1 - Pre key stage 2 standards

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738700/2018-19_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_a...pdf

Test scaled score

Scaled scores allow us to make accurate comparisons between pupil groups in different years. Read more about scaled scores.

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

Progress adjusted scores

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

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

In 2018/19, the new pre-key stage standards were used for the first time to report teacher assessment in reading, writing and maths for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The progress methodology reflects this in the nominal points allocated for these pupils, only for the purpose of creating school level progress scores. <https://www.gov.uk/government/publications/primary-school-accountability>

Change in methodology

Changes made to the 2017/18 writing teacher assessment frameworks mean judgements are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.

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

Change in methodology

Attainment in reading, writing and maths (combined) is not directly comparable to earlier years (2016 and 2017) because of changes to writing teacher assessment frameworks in 2017.

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