

# School performance summary 2017/2018

## Ryton Junior School (URN: 108355)

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

### Key stage 2

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

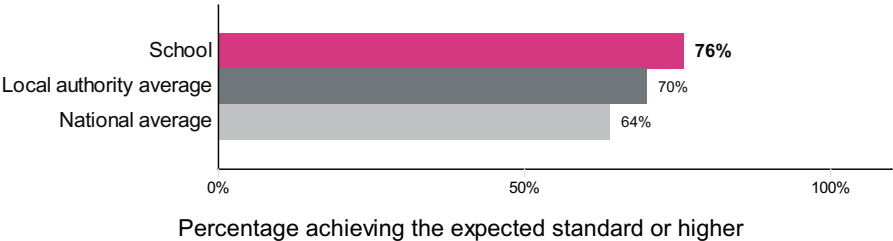
### Progress in reading, writing and maths

<b>Reading</b> Number of pupils = 49  Pupils with adjusted scores = 0 <div><div></div><div>Above average 2.26</div></div> Confidence interval 0.6 to 4.0	<b>Writing</b> Number of pupils = 49  Pupils with adjusted scores = 0 <div><div></div><div>Above average 2.10</div></div> Confidence interval 0.5 to 3.7	<b>Maths</b> Number of pupils = 49  Pupils with adjusted scores = 0 <div><div></div><div>Above average 2.81</div></div> Confidence interval 1.3 to 4.3
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### Reading, writing and maths combined

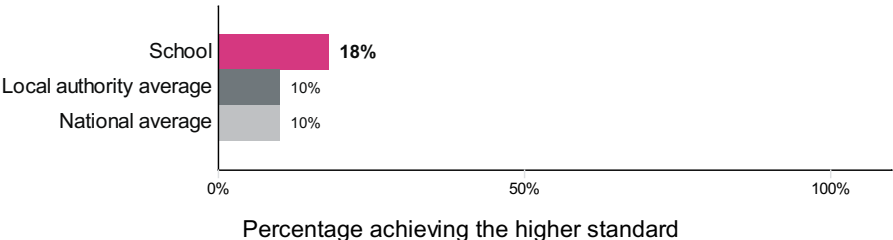
#### Percentage of pupils achieving the expected standard or higher

Number of pupils = 49



#### Percentage of pupils achieving the higher standard

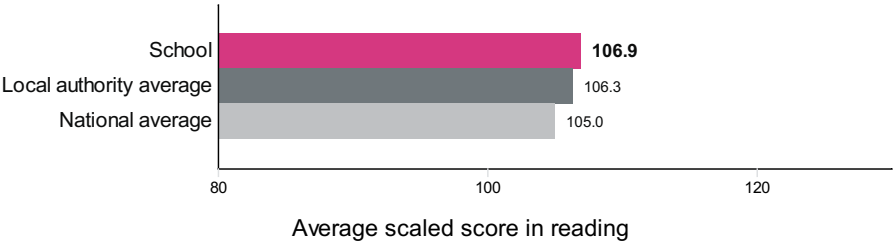
Number of pupils = 49



# Average scaled score in:

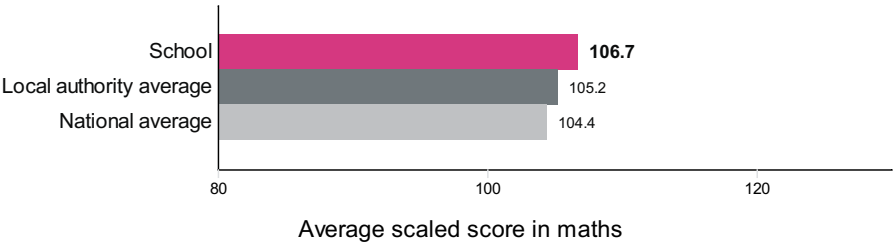
## Reading

Number of pupils = 49



## Maths

Number of pupils = 49



## Key stage 2 disadvantaged

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### Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>0.24</b>	<b>1.48</b>	<b>-1.55</b>
Confidence interval	-3.2 to 3.6	-1.7 to 4.7	-4.7 to 1.5
Number of disadvantaged pupils	12	12	12
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

### Prior attainment of disadvantaged pupils - 3 year trends

	2016		2017		2018	
Group	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	39	9	43	6	37	12
Prior attainment (based on key stage 1 average point score)	16.62	16.22	17.00	16.67	16.65	14.08

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	30	10	16	1
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	3.37	1.34	2.52	0.63	1.56	-4.72
National Comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	3.37	0.78	2.49	0.29	1.54	-4.94
Confidence interval	-3.4 to 10.2	-10.4 to 13.0	0.4 to 4.6	-3.1 to 4.3	-1.3 to 4.5	-16.4 to 7.0

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	30	10	16	1
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	7.91	2.54	2.80	2.98	-0.31	-14.60
National Comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	7.90	1.99	2.76	2.70	-0.32	-14.74
Confidence interval	1.4 to 14.4	-8.7 to 13.7	0.7 to 4.9	-0.6 to 6.6	-3.1 to 2.5	-25.8 to -3.4

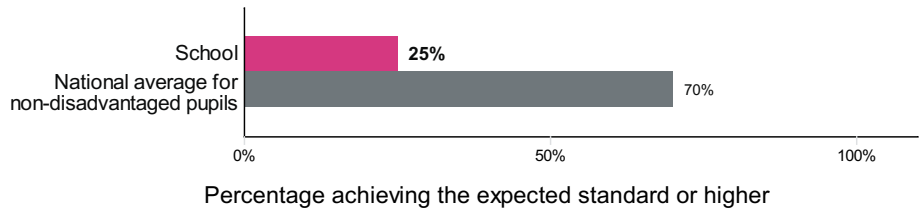
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	3	1	30	10	16	1
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	4.53	0.33	2.37	-0.96	3.29	-9.32
National Comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	4.51	-0.32	2.33	-1.30	3.28	-9.52
Confidence interval	-1.6 to 10.6	-10.3 to 10.9	0.5 to 4.3	-4.4 to 2.4	0.6 to 6.0	-19.9 to 1.3

# Reading, writing and maths combined

## Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 12

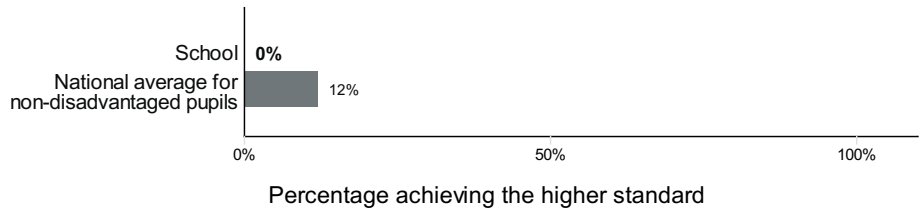


## Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	3	1	30	10	16	1
Percentage	33	0	70	30	94	0
National Comparator	7	9	58	63	95	96
Difference	26	-9	12	-33	-2	-96

## Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 12



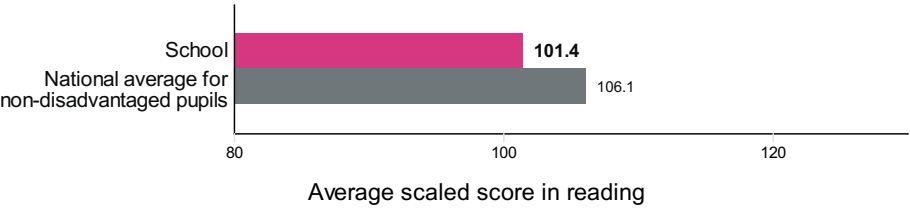
## Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	3	1	30	10	16	1
Percentage	0	0	3	0	50	0
National Comparator	0	0	2	2	28	30
Difference	0	0	2	-2	22	-30

# Average scaled score for disadvantaged pupils in:

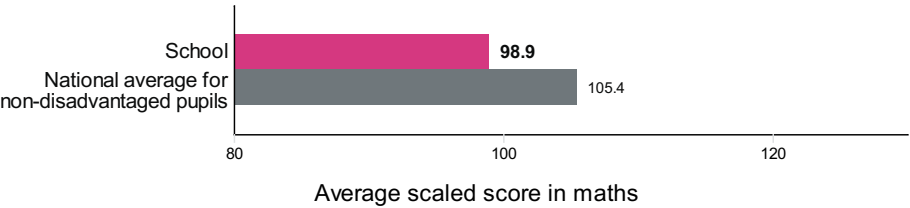
## Reading

Number of disadvantaged pupils = 12



## Maths

Number of disadvantaged pupils = 12



Key stage 2 reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	49	76	64	18	10
Male	24	83	61	17	8
Female	25	68	68	20	11
Disadvantaged	12	25	70	0	12
Other	37	92	70	24	12
Ever 6 FSM	12	25	70	0	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	0	N/A	64	N/A	10
SEN support	3	33	64	0	10
No SEN	46	78	73	20	12
Non-mobile	47	79	66	19	10
English first language	48	75	64	17	10
English additional language	1	100	64	100	10
Prior attainment					
Low overall	3	33	7	0	0
Middle overall	30	70	58	3	2
High overall	16	94	95	50	28
Reading low	1	0	9	0	0
Reading middle	33	70	60	3	2
Reading high	15	93	95	53	29
Writing low	7	43	13	0	0
Writing middle	34	76	68	9	5
Writing high	8	100	97	75	40
Maths low	3	33	6	0	0
Maths middle	36	75	61	8	3
Maths high	10	90	96	60	33

Key stage 2 reading progress and attainment by pupil group

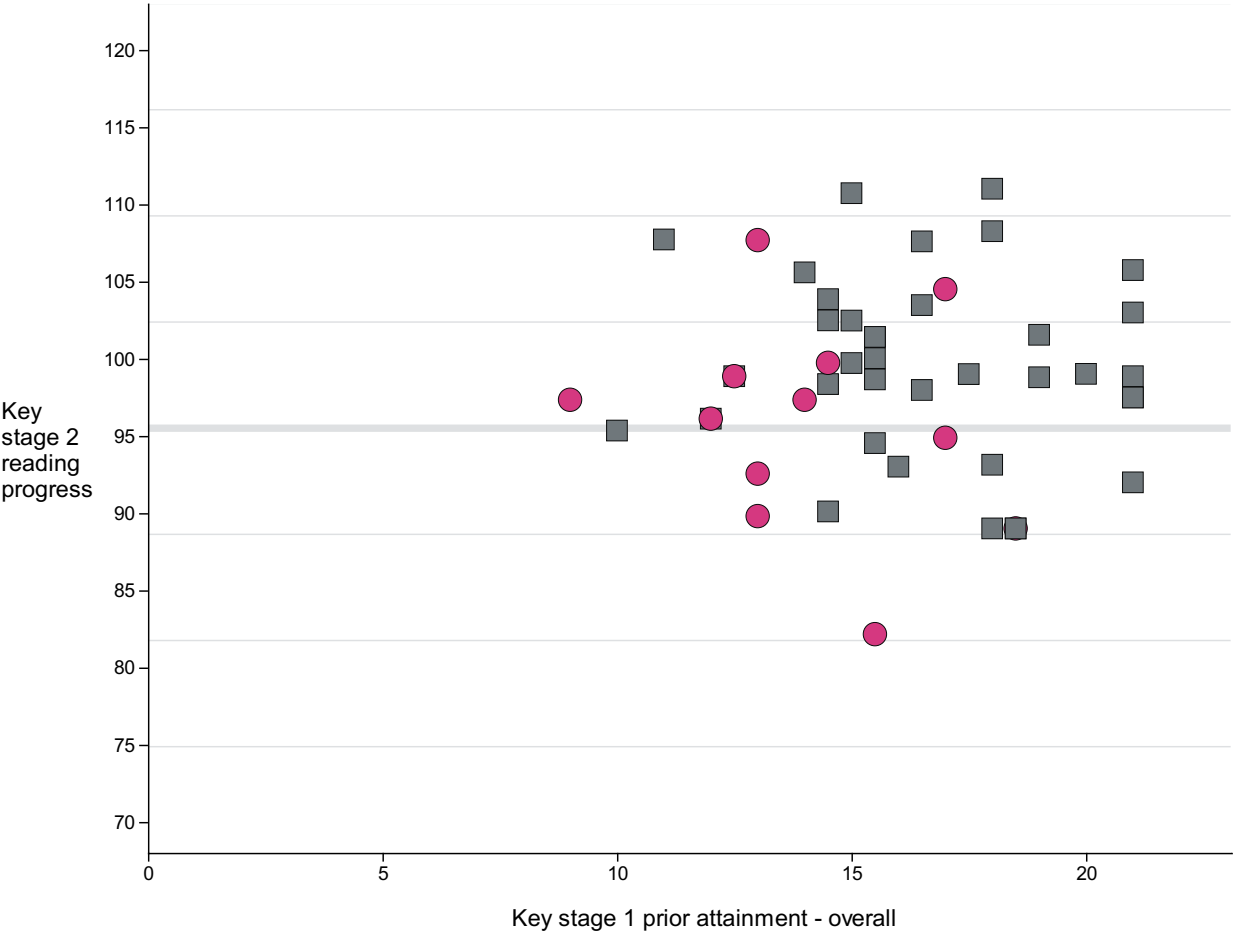
Key stage 2 reading by pupil group										
Breakdown	Reading progress			Reading attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	49	2.26	2.26	49	84	75	33	28	106.9	105.0
Male	24	3.00	3.00	24	88	72	38	24	107.3	104.2
Female	25	1.56	1.56	25	80	79	28	32	106.6	105.9
Disadvantaged	12	0.24	0.24	12	58	80	8	33	101.4	106.1
Other	37	2.92	2.92	37	92	80	41	33	108.7	106.1
Ever 6 FSM	12	0.24	0.24	12	58	80	8	32	101.4	106.1
Children looked after	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.1
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.0
SEN support	3	2.59	2.59	3	33	75	33	28	100.3	105.0
No SEN	46	2.24	2.24	46	87	83	33	32	107.3	106.3
Non-mobile	47	2.43	2.43	47	83	77	34	29	107.1	105.2
English first language	48	2.28	2.28	48	83	75	31	28	106.8	105.0
English additional language	1	1.45	1.45	1	100	75	100	28	114.0	105.0
Prior attainment										
Low overall	3	3.37	3.37	3	33	20	0	2	97.0	94.2
Middle overall	30	2.52	2.52	30	80	74	17	17	105.2	103.6
High overall	16	1.56	1.56	16	100	98	69	58	111.9	110.7
Reading low	1	1.34	1.34	1	0	21	0	2	92.0	94.4
Reading middle	33	2.07	2.07	33	79	74	12	17	104.6	103.6
Reading high	15	2.75	2.75	15	100	98	80	61	113.1	111.0
Writing low	7	2.27	2.27	7	43	28	0	4	98.7	96.0
Writing middle	34	2.13	2.13	34	88	80	24	24	106.8	105.1
Writing high	8	2.81	2.81	8	100	99	100	68	114.6	112.0
Maths low	3	3.37	3.37	3	33	18	0	2	97.0	93.8
Maths middle	36	2.68	2.68	36	83	75	25	21	106.4	104.1
Maths high	10	0.41	0.41	10	100	98	70	60	111.6	110.8



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

Number of pupils =

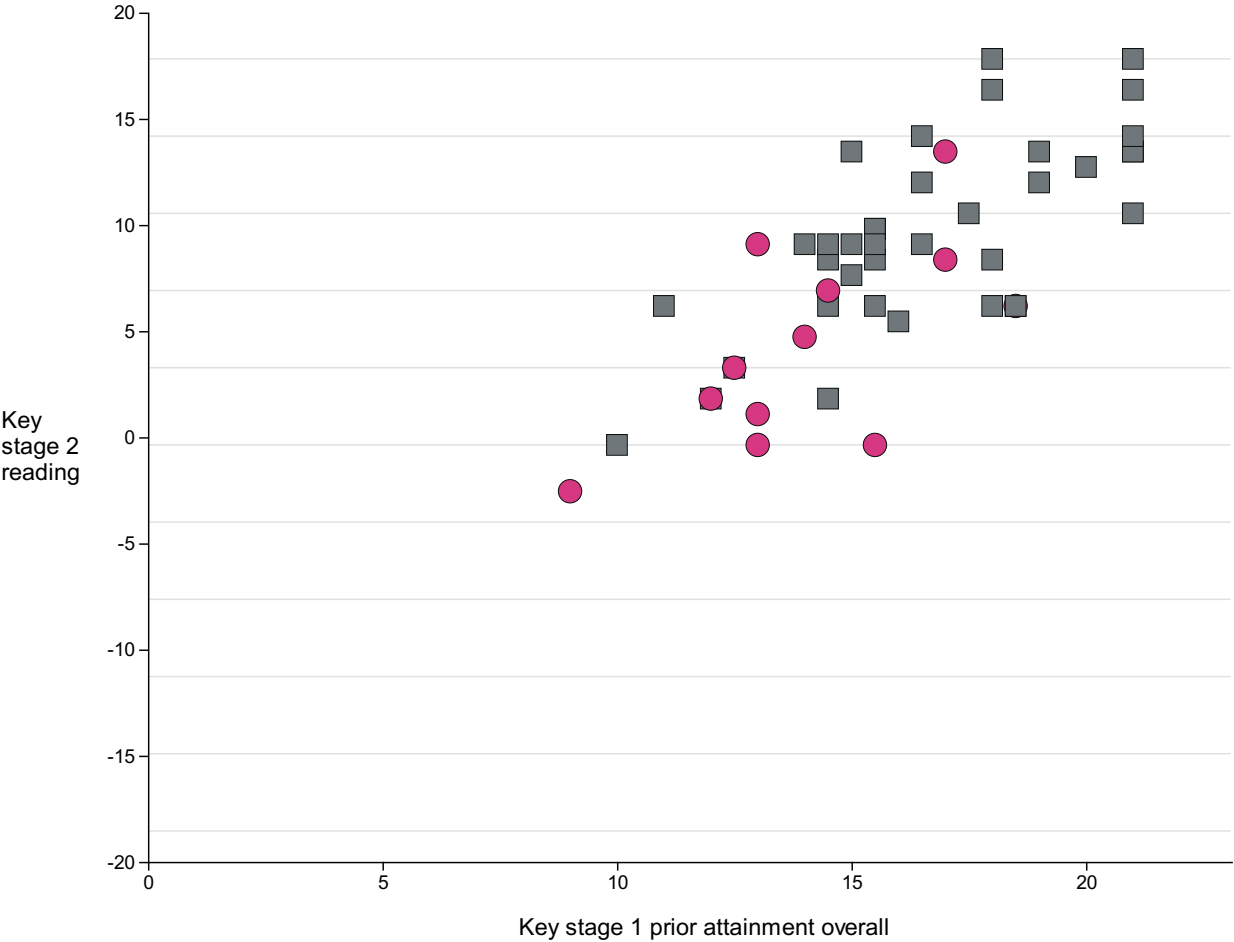
Disadvantaged Non disadvantaged



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

Number of pupils =

Disadvantaged Non disadvantaged National average



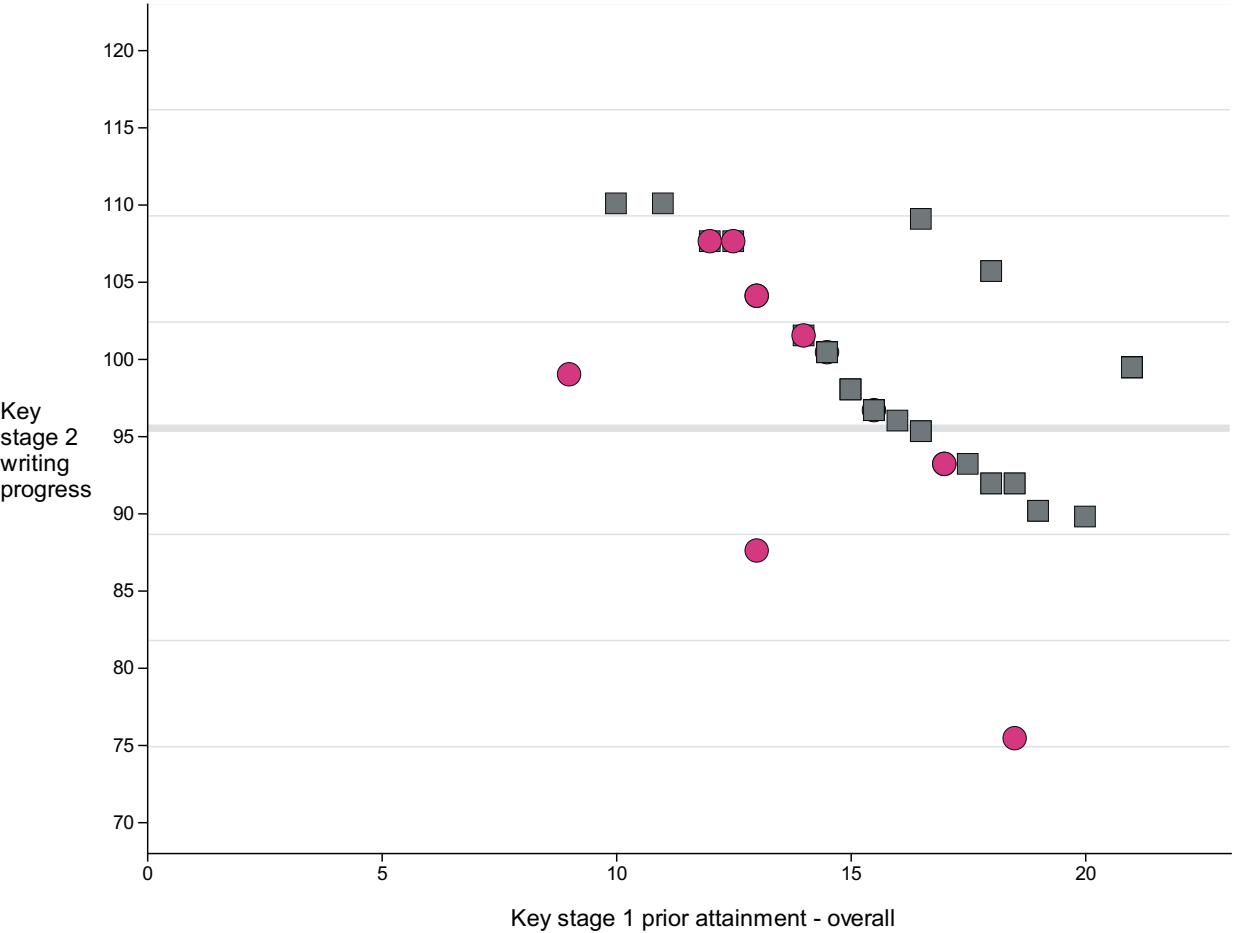
Key stage 2 writing progress and attainment by pupil group

Key stage 2 writing by pupil group								
Breakdown	Writing progress			Writing attainment				
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth	
					School %	National benchmark	School %	National benchmark
All pupils	49	2.10	2.10	49	94	78	18	20
Male	24	2.10	2.10	24	92	72	17	15
Female	25	2.10	2.10	25	96	84	20	25
Disadvantaged	12	1.48	1.48	12	75	83	0	24
Other	37	2.30	2.30	37	100	83	24	24
Ever 6 FSM	12	1.48	1.48	12	75	83	0	23
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	78	N/A	20
SEN support	3	3.82	3.82	3	67	78	0	20
No SEN	46	1.99	1.99	46	96	88	20	23
Non-mobile	47	2.41	2.41	47	96	80	19	21
English first language	48	2.08	2.08	48	94	78	17	20
English additional language	1	2.87	2.87	1	100	78	100	20
Prior attainment								
Low overall	3	7.91	7.91	3	67	17	0	0
Middle overall	30	2.80	2.80	30	97	79	3	7
High overall	16	-0.31	-0.31	16	94	99	50	50
Reading low	1	2.54	2.54	1	0	18	0	0
Reading middle	33	2.69	2.69	33	94	80	3	8
Reading high	15	0.77	0.77	15	100	99	53	51
Writing low	7	7.80	7.80	7	86	23	0	0
Writing middle	34	1.14	1.14	34	94	86	9	13
Writing high	8	1.18	1.18	8	100	100	75	67
Maths low	3	7.91	7.91	3	67	16	0	0
Maths middle	36	2.39	2.39	36	97	80	8	12
Maths high	10	-0.67	-0.67	10	90	98	60	52

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

Number of pupils =

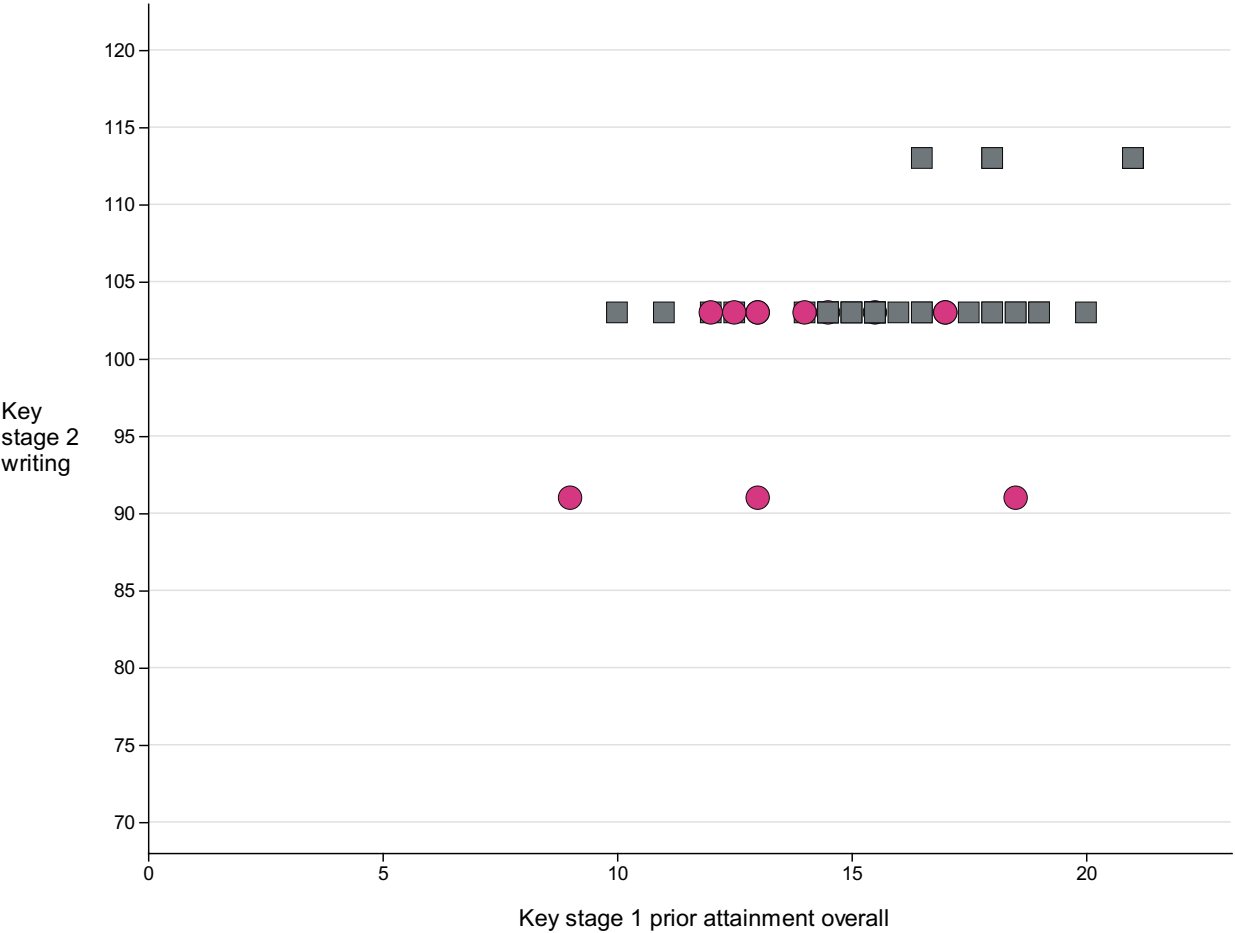
Disadvantaged Non disadvantaged



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

Number of pupils =

Disadvantaged Non disadvantaged National average



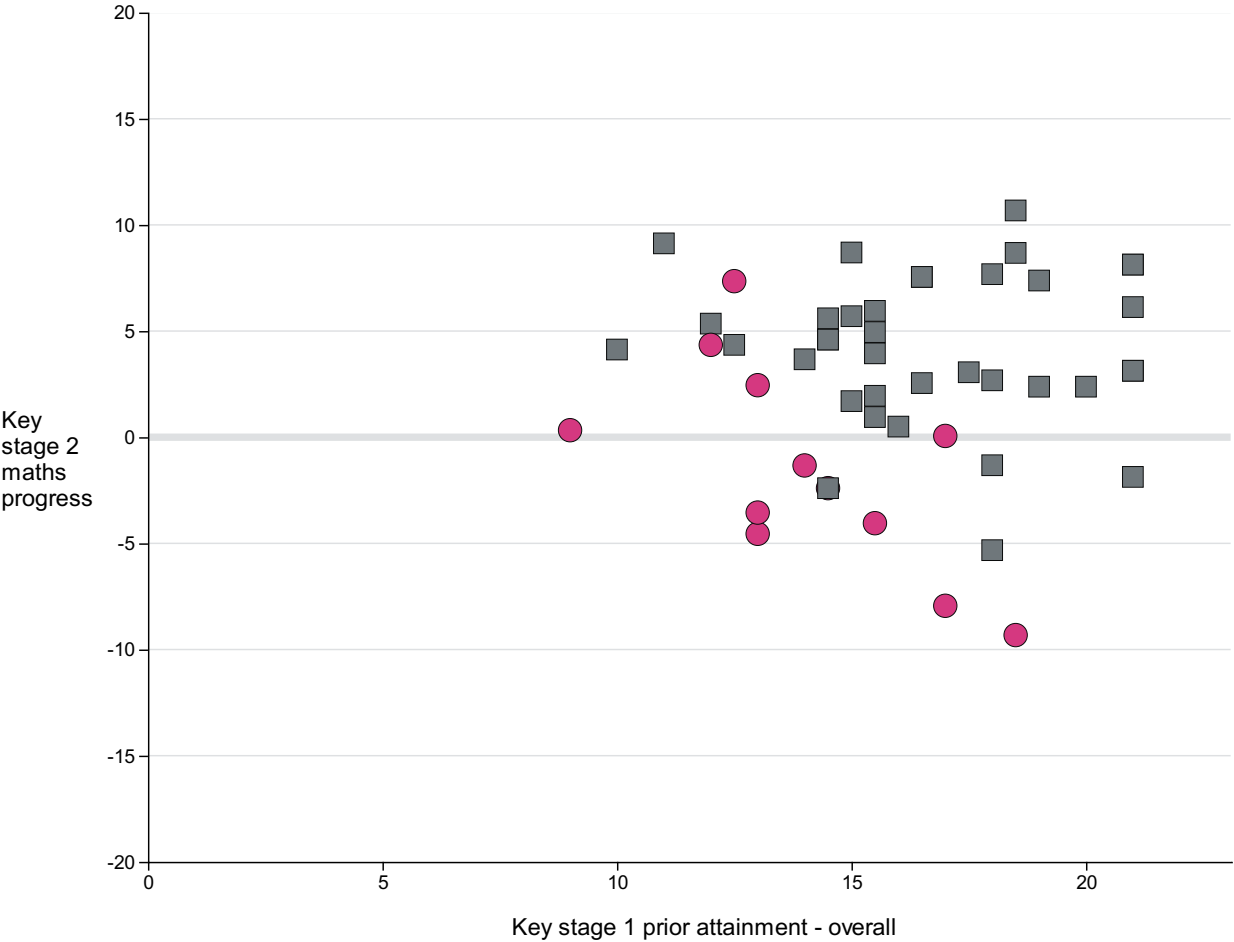
Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	49	2.81	2.81	49	80	76	33	24	106.7	104.4
Male	24	4.63	4.63	24	88	75	38	25	108.2	104.6
Female	25	1.06	1.06	25	72	76	28	22	105.2	104.1
Disadvantaged	12	-1.55	-1.55	12	33	81	0	28	98.9	105.4
Other	37	4.22	4.22	37	95	81	43	28	109.2	105.4
Ever 6 FSM	12	-1.55	-1.55	12	33	80	0	28	98.9	105.4
Children looked after	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN support	3	1.51	1.51	3	33	76	0	24	98.7	104.4
No SEN	46	2.89	2.89	46	83	84	35	27	107.2	105.6
Non-mobile	47	3.15	3.15	47	83	77	34	24	107.0	104.5
English first language	48	2.74	2.74	48	79	76	31	24	106.4	104.4
English additional language	1	6.13	6.13	1	100	76	100	24	118.0	104.4
Prior attainment										
Low overall	3	4.53	4.53	3	33	19	0	1	98.0	93.9
Middle overall	30	2.37	2.37	30	77	74	10	11	104.3	102.7
High overall	16	3.29	3.29	16	94	98	81	54	112.7	109.9
Reading low	1	0.33	0.33	1	0	25	0	2	91.0	95.2
Reading middle	33	3.01	3.01	33	76	74	15	14	104.8	103.1
Reading high	15	2.52	2.52	15	93	97	73	51	111.9	109.5
Writing low	7	4.04	4.04	7	71	30	0	2	100.4	96.1
Writing middle	34	2.14	2.14	34	76	80	24	20	105.8	104.4
Writing high	8	4.57	4.57	8	100	98	100	60	115.6	110.7
Maths low	3	4.53	4.53	3	33	14	0	1	98.0	92.8
Maths middle	36	2.35	2.35	36	81	75	19	13	105.3	103.0
Maths high	10	3.92	3.92	10	90	99	90	63	114.3	111.0

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

Number of pupils =

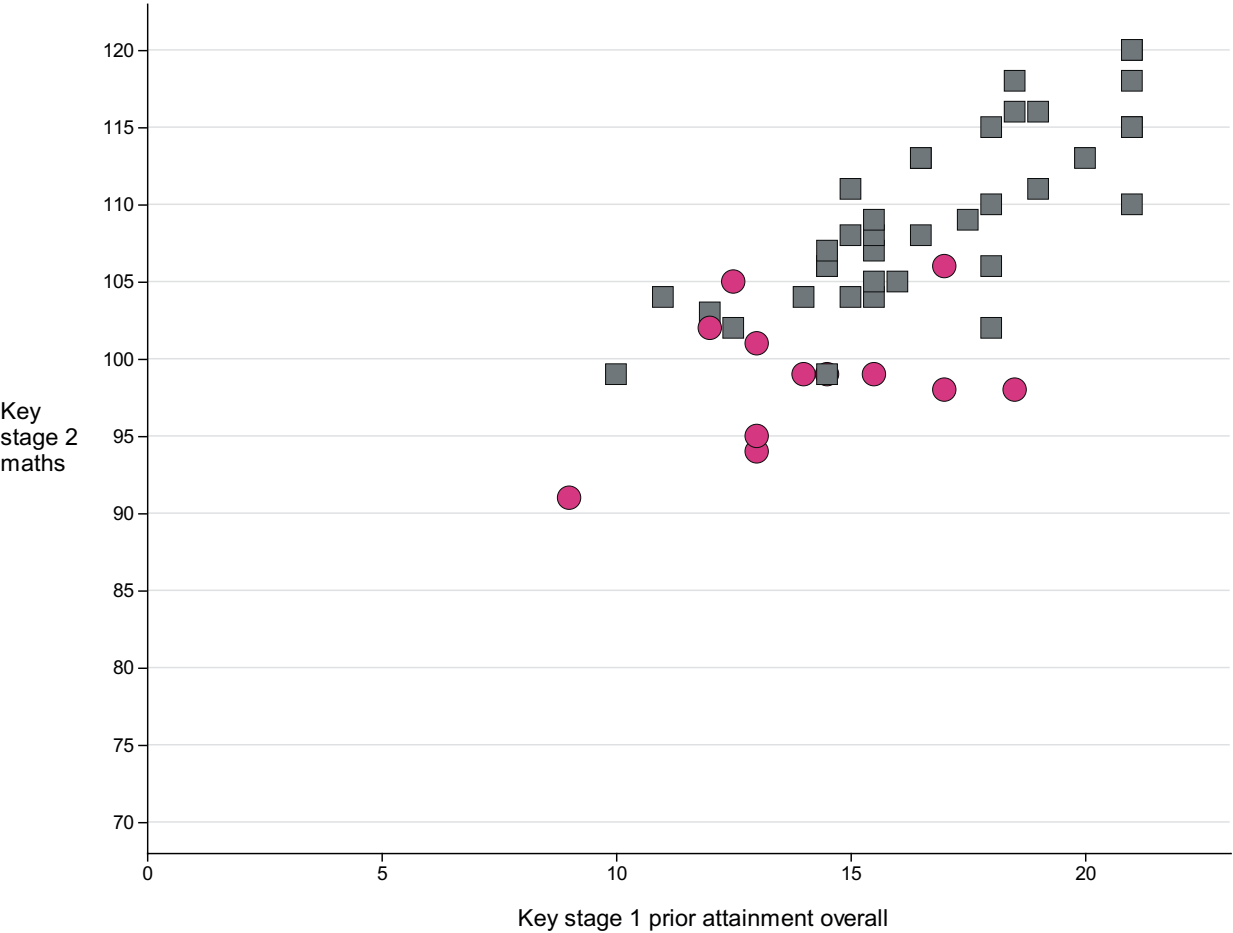
Disadvantaged Non disadvantaged



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

Number of pupils =

Disadvantaged Non disadvantaged National average



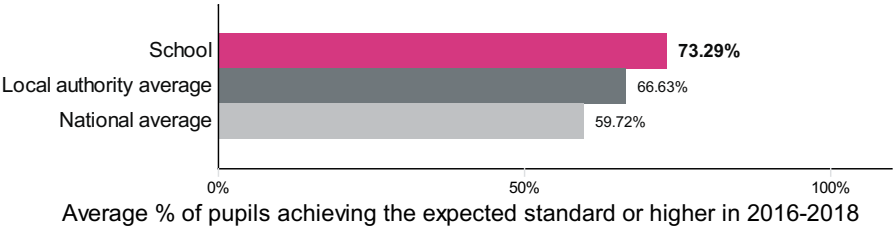


## Key stage 2 three year average

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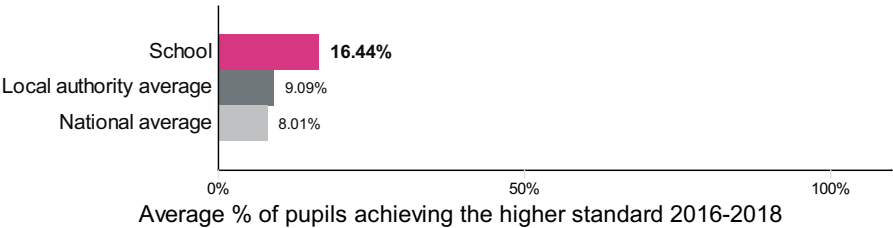
### Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 48  
Number of pupils in 2017 = 49  
Number of pupils in 2018 = 49



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

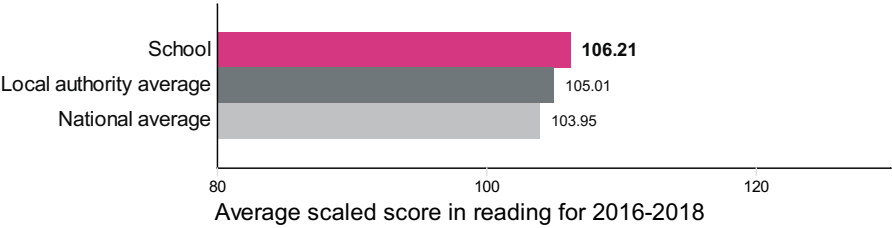
Number of pupils in 2016 = 48  
Number of pupils in 2017 = 49  
Number of pupils in 2018 = 49



Average scaled score in:

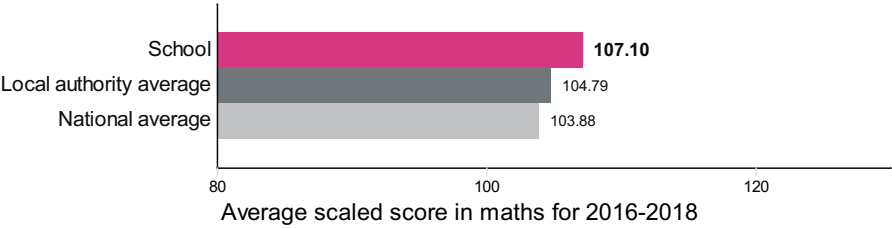
Reading, 2016-2018

Number of pupils in 2016 = 48  
Number of pupils in 2017 = 49  
Number of pupils in 2018 = 49



Maths, 2016-2018




Number of pupils in 2016 = 48  
Number of pupils in 2017 = 49  
Number of pupils in 2018 = 49






## Key stage 2 time series

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




### Progress in reading

	2016	2017	2018
Number of pupils	47	49	49
Pupils with adjusted scores	N/A	N/A	0
School progress score	-0.33	2.56	2.26
Confidence interval	1.5 to -2.1	4.3 to 0.9	4.0 to 0.6
Progress banding	 Average	 Above average	 Above average
Local authority average	1.56	1.49	1.59
National average	0.00	0.00	0.03

### Progress in writing

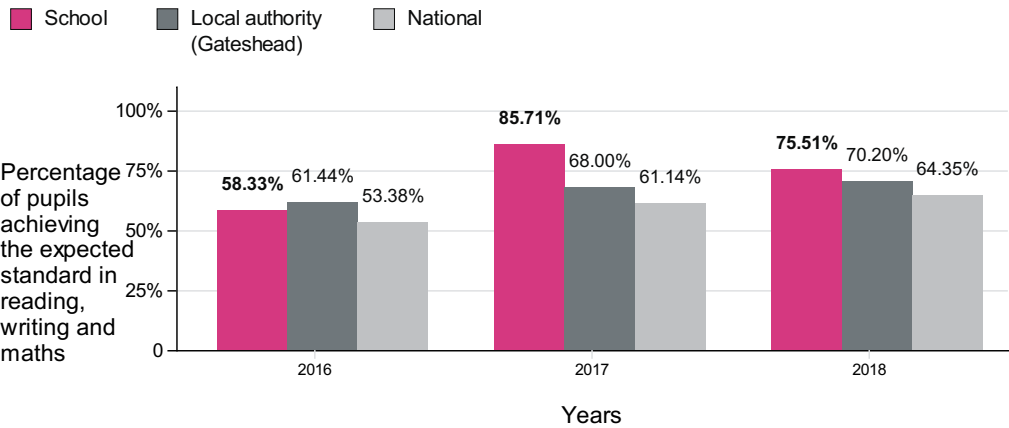
	2016	2017	2018
Number of pupils	47	49	49
Pupils with adjusted scores	N/A	N/A	0
School progress score	2.24	0.66	2.10
Confidence interval	4.0 to 0.4	2.4 to -1.0	3.7 to 0.5
Progress banding	 Above average	 Average	 Above average
Local authority average	1.78	1.29	0.70
National average	0.00	0.00	0.03

### Progress in maths

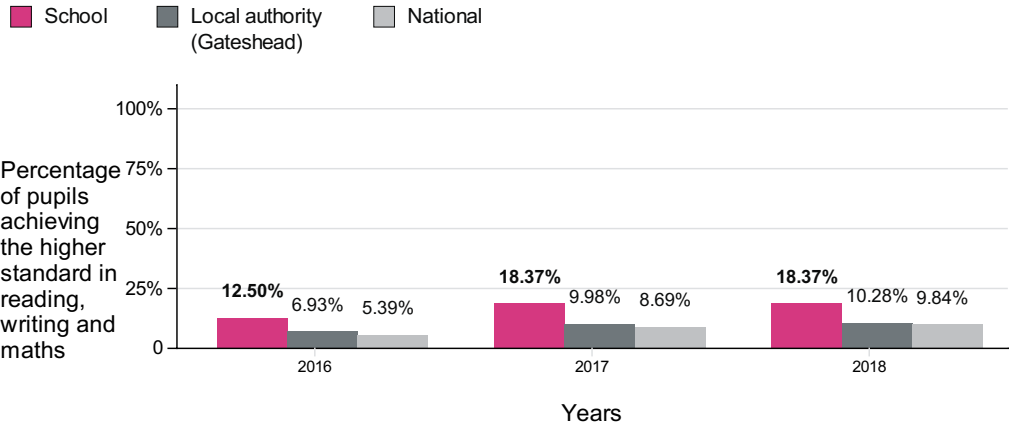
	2016	2017	2018
Number of pupils	47	49	49
Pupils with adjusted scores	N/A	N/A	0
School progress score	1.26	3.84	2.81
Confidence interval	2.8 to -0.2	5.4 to 2.2	4.3 to 1.3
Progress banding	 Average	 Well above average	 Above average
Local authority average	1.47	1.42	1.21
National average	0.00	0.00	0.03

# Reading, writing and maths combined

## Percentage of pupils achieving the expected standard or higher

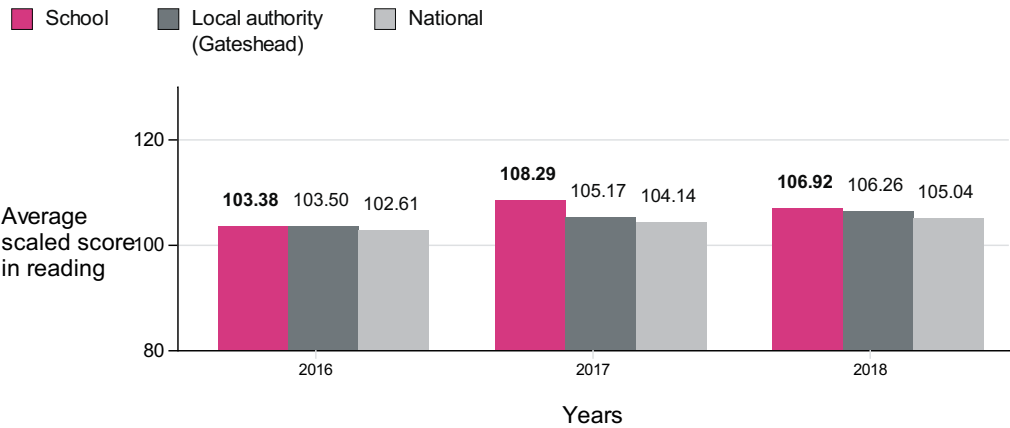


## Percentage of pupils achieving the higher standard

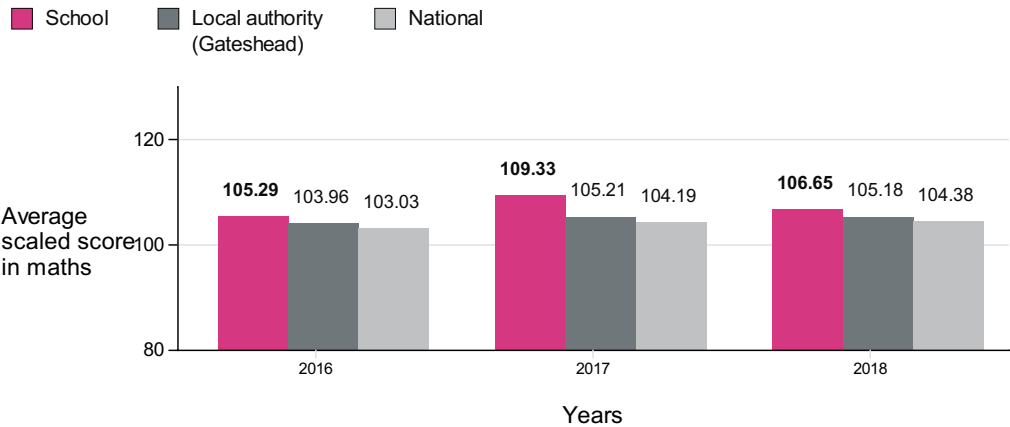


# Average scaled scores in:

## Reading



## Maths



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

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment							Average spelling mark		Spelling mark								
	Cohort	Scaled score 100+		High scaled score		Average score				5+		10+		15+		20+		
		Sch %	Nat ben	Sch %	Nat ben	Sch	Nat ben	Sch	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	
All pupils	49	88	78	51	34	109.9	106.2	14.6	12.9	96	89	94	75	63	44	4	3	
Male	24	88	73	46	30	109.3	105.2	14.4	12.5	96	87	92	71	63	41	4	3	
Female	25	88	82	56	39	110.4	107.2	14.8	13.3	96	92	96	79	64	47	4	3	
Disadvantaged	12	58	82	17	39	103.7	107.2	11.8	13.4	83	92	83	79	33	48	0	3	
Other	37	97	82	62	39	111.9	107.2	15.5	13.4	100	92	97	79	73	48	5	3	
Ever 6 FSM	12	58	82	17	39	103.7	107.2	11.8	13.4	83	92	83	79	33	48	0	3	
Children looked after	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN with statement or EHC plan	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN support	3	33	78	33	34	104.0	106.2	9.3	12.9	67	89	33	75	33	44	0	3	
No SEN	46	91	87	52	40	110.3	107.7	14.9	13.8	98	96	98	84	65	50	4	3	
Non-mobile	47	89	79	53	35	110.3	106.3	14.6	13.0	96	90	94	76	64	45	4	3	
English first language	48	88	78	50	34	109.7	106.2	14.5	12.9	96	89	94	75	63	44	4	3	
English additional language	1	100	78	100	34	120.0	106.2	18.0	12.9	100	89	100	75	100	44	0	3	
Prior attainment																		
Low overall	3	33	18	0	2	97.7	94.3	7.0	6.3	67	44	33	22	0	5	0	0	
Middle overall	30	90	78	40	21	108.3	104.4	14.3	12.1	97	93	97	74	60	33	0	1	
High overall	16	94	99	81	70	115.1	112.5	16.6	16.2	100	100	100	97	81	76	13	7	
Reading low	1	0	18	0	2	94.0	94.3	4.0	5.7	0	41	0	18	0	4	0	0	
Reading middle	33	85	78	36	22	107.5	104.5	13.7	12.2	97	93	94	75	55	34	0	1	
Reading high	15	100	99	87	72	116.2	112.7	17.3	16.4	100	100	100	98	87	79	13	8	
Writing low	7	57	25	29	2	103.6	95.7	11.9	6.7	86	51	71	25	57	6	0	0	
Writing middle	34	91	84	44	30	109.0	106.1	14.3	13.1	97	95	97	81	56	42	0	2	
Writing high	8	100	100	100	83	119.3	114.3	18.3	17.0	100	100	100	99	100	87	25	11	
Maths low	3	33	17	0	2	97.7	94.3	7.0	6.7	67	44	33	23	0	6	0	0	
Maths middle	36	92	78	50	25	109.7	104.9	14.8	12.4	97	92	97	75	64	38	0	1	
Maths high	10	90	98	70	72	114.3	112.8	16.3	16.1	100	99	100	96	80	76	20	8	

## Key stage 2 science attainment by pupil group

Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
<b>All pupils</b>	49	92	82
Male	24	92	80
Female	25	92	85
Disadvantaged	12	67	87
Other	37	100	87
Ever 6 FSM	12	67	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	82
SEN support	3	67	82
No SEN	46	93	91
Non-mobile	47	94	84
English first language	48	92	82
English additional language	1	100	82
<b>Prior attainment</b>			
Low overall	3	67	23
Middle overall	30	93	85
High overall	16	94	99
Reading low	1	0	27
Reading middle	33	91	85
Reading high	15	100	99
Writing low	7	86	34
Writing middle	34	91	89
Writing high	8	100	100
Maths low	3	67	20
Maths middle	36	94	85
Maths high	10	90	99

## Glossary

### Male

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

### Female

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

### Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator used in this row is the national average for all non-disadvantaged children.

### Other

Non-disadvantaged children.

The national comparator used in this row is the national average for all non-disadvantaged children.

### Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who **are not eligible** for free school meals. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children **who are eligible** for free school meals.

### Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

### Children looked after

This means children who have been in the care of local authorities for at least one day or who have been adopted from care.

The national comparator used in this row is the national average for all children who are not looked after.

### SEN with statement or EHC plan

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs a statement of SEN or an education, health and care (EHC) plan.

The school's performance for pupils with SEN with statement or EHC plan is compared with the national average for **all pupils**. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children **with a statement or EHC plan**.

### SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

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

### No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for all pupils with no SEN.

### English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.



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

### **English additional language**

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

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

### **Unclassified**

This refers to pupils where the census return showed them as unclassified for English as a first language.

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

## **Key stage 2**

### **Scaled score 100+**

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>.

### **High scaled score**

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>.

### **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>.

### **Non-mobile**

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

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

### **Low overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low overall prior attainment is compared with the national figure for low prior attainment overall.

### **Middle overall**

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

The school's performance for pupils with middle overall prior attainment is compared with the national figure for middle prior attainment overall.

### **High overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high overall prior attainment is compared with the national figure for high prior attainment overall.

### **Reading low**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low prior attainment in reading is compared with the national figure for low prior attainment overall.

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

The school's performance for pupils with middle prior attainment in reading is compared with the national figure for middle prior attainment overall.

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

The school's performance for pupils with high prior attainment in reading is compared with the national figure for high prior attainment overall.

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

The school's performance for pupils with low prior attainment in writing is compared with the national figure for low prior attainment overall.

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

The school's performance for pupils with middle prior attainment in writing is compared with the national figure for middle prior attainment overall.

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

The school's performance for pupils with high prior attainment in writing is compared with the national figure for high prior attainment overall.

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

The school's performance for pupils with low prior attainment in maths is compared with the national figure for low prior attainment overall.

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

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment overall.

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

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment in maths.

### **Teacher assessments**

**HNM:** Has not met expected standard

**EXS:** Working at expected standard

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

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

**WTS:** Working towards the expected standard

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

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

**GDS:** Working at greater depth within the expected standard

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

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

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

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