Crosshall Infant School Academy (URN: 136332)

This is a new academy which opened on 1 October 2010.
Go to Crosshall Infant School for the previous record.
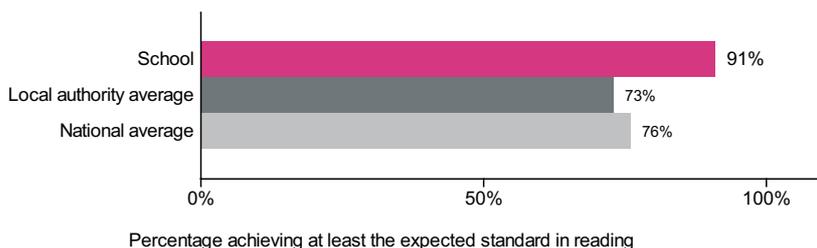
School performance summary 2016/2017

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

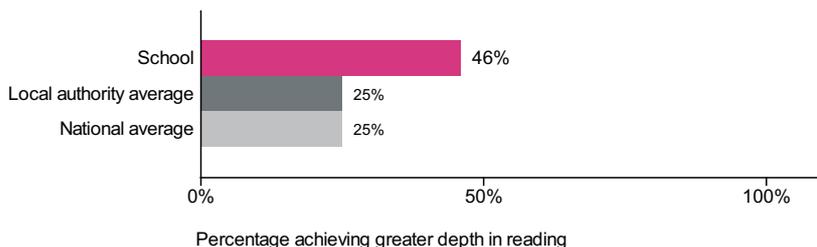## Key stage 1 performance measures

This is provisional data for 2016/2017.

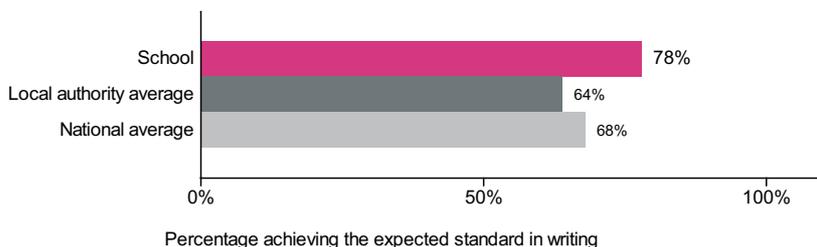## Percentage achieving at least the expected standard in reading

Number of pupils = 114

Percentage achieving at least the expected standard in reading

Percentage achieving greater depth in reading

Number of pupils = 114
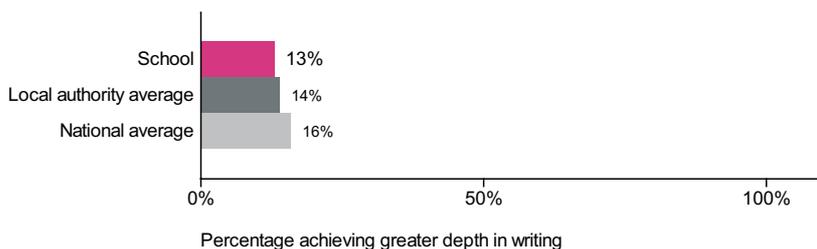

Percentage achieving greater depth in reading

Percentage achieving at least the expected standard in writing

Number of pupils = 114

Percentage achieving the expected standard in writing
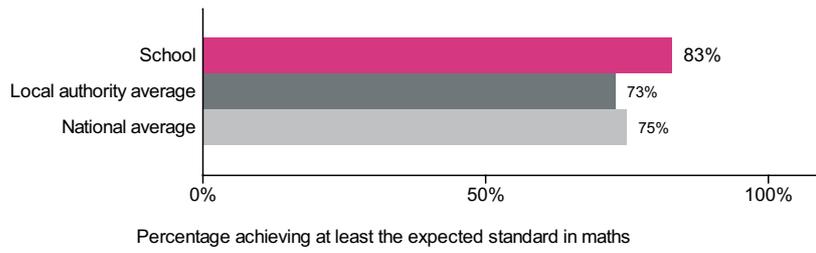
Percentage achieving greater depth in writing

Number of pupils = 114

Percentage achieving greater depth in writing

Percentage achieving at least the expected standard in maths

Number of pupils = 114
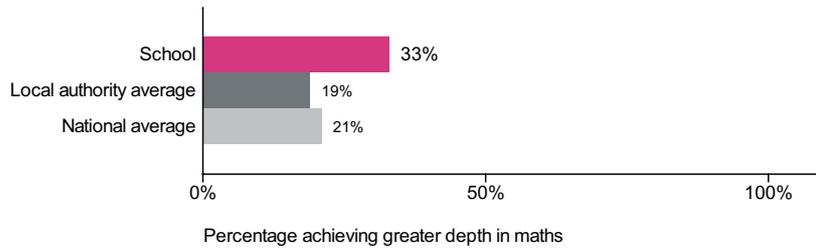

Percentage achieving at least the expected standard in maths

Percentage achieving greater depth in maths

Number of pupils = 114

Percentage achieving greater depth in maths

Key stage 1 reading attainment by pupil group

Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	114	91	76	46	25	3	2	0	4	6	17
Male	59	88	71	46	22	5	3	0	6	7	20
Female	55	95	80	47	29	0	1	0	3	5	15
Disadvantaged	8	63	79	50	28	13	2	0	3	25	15
Other	106	93	79	46	28	2	2	0	3	5	15
Ever 6 FSM	8	63	79	50	28	13	2	0	4	25	16
Children looked after	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN with statement or EHC plan	2	50	76	50	25	0	2	0	4	50	17
SEN support	27	67	76	0	25	11	2	0	4	22	17
No SEN	85	100	83	61	29	0	0	0	2	0	14
English first language	102	90	76	47	25	3	2	0	4	7	17
English additional language	12	100	76	42	25	0	2	0	4	0	17

Key stage 1 writing attainment by pupil group

Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	114	78	68	13	16	3	2	0	5	19	24
Male	59	73	61	15	11	3	3	0	6	24	29
Female	55	84	75	11	20	2	1	0	3	15	20
Disadvantaged	8	63	72	0	18	13	2	0	4	25	22
Other	106	79	72	14	18	2	2	0	4	19	22
Ever 6 FSM	8	63	72	0	18	13	2	0	4	25	22
Children looked after	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN with statement or EHC plan	2	0	68	0	16	50	2	0	5	50	24
SEN support	27	30	68	0	16	7	2	0	5	63	24
No SEN	85	95	76	18	18	0	0	0	2	5	21
English first language	102	78	68	11	16	3	2	0	5	19	24
English additional language	12	75	68	33	16	0	2	0	5	25	24

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	114	83	75	33	21	3	2	0	4	14	19
Male	59	83	74	42	22	3	3	0	5	14	18
Female	55	84	76	24	19	2	1	0	3	15	19
Disadvantaged	8	88	79	50	23	13	2	0	3	0	16
Other	106	83	79	32	23	2	2	0	3	15	16
Ever 6 FSM	8	88	79	50	23	13	2	0	3	0	16
Children looked after	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	2	50	75	0	21	50	2	0	4	0	19
SEN support	27	59	75	0	21	7	2	0	4	33	19
No SEN	85	92	83	45	23	0	0	0	2	8	15
English first language	102	82	75	31	21	3	2	0	4	15	19
English additional language	12	92	75	50	21	0	2	0	4	8	19

Key stage 1 science attainment by pupil group

Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	114	97	83
Male	59	97	80
Female	55	98	85
Disadvantaged	8	88	86
Other	106	98	86
Ever 6 FSM	8	88	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	2	50	83
SEN support	27	93	83
No SEN	85	100	90
English first language	102	97	83
English additional language	12	100	83

Phonics performance measures
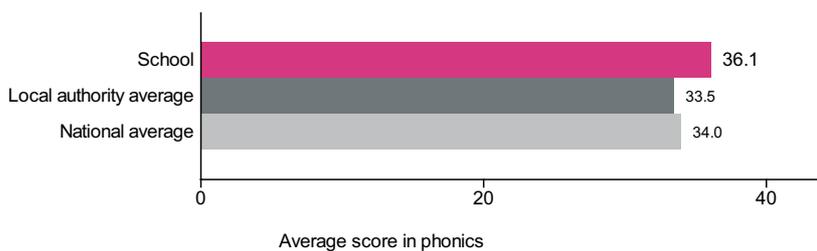
This is provisional data for 2017/18

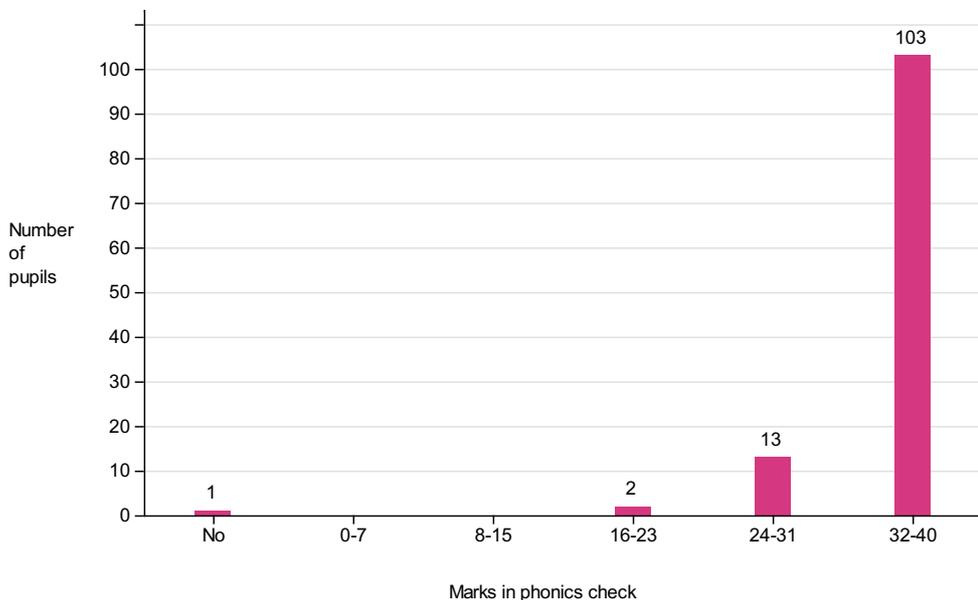## Percentage achieving the expected standard in phonics

Number of pupils = 119

School 87%
Local authority average 80%
National average 81%

Percentage achieving the expected standard in year 1
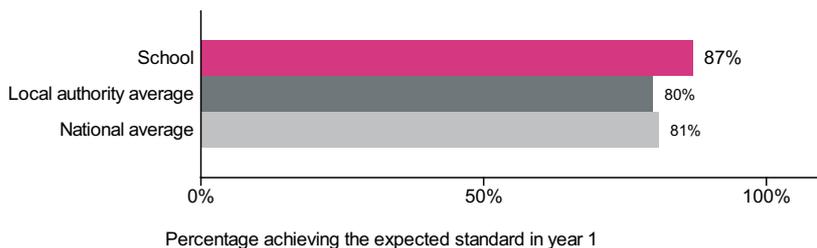
Phonics average score

Number of pupils = 119

School 36.1
Local authority average 33.5
National average 34.0

Average score in phonics

Pupils' attainment in phonics

Number of pupils

No 1
0-7
8-15
16-23 2
24-31 13
32-40 103

Marks in phonics check

Phonics year 1 attainment by pupil group

| Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark	
							School	National
All pupils	119	1	15	103	87	81	36	34
Male	52	0	8	44	85	78	36	33
Female	67	1	7	59	88	85	36	34
Disadvantaged	9	0	2	7	78	84	35	34
Other	110	1	13	96	87	84	36	34
Ever 6 FSM	9	0	2	7	78	84	35	34
Children looked after	0	0	0	0	N/A	81	N/A	34
SEN with statement or EHC plan	2	1	0	1	50	81	40	34
SEN support	32	0	14	18	56	81	32	34
No SEN	85	0	1	84	99	87	38	35
English first language	99	1	13	85	86	81	36	34
English additional language	20	0	2	18	90	81	36	34

Phonics year 2 attainment by pupil group

Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
			Phonics year 2 attainment by pupil group			
All pupils	13	0	3	10	77	34
Male	11	0	3	8	73	34
Female	2	0	0	2	100	35
Disadvantaged	3	0	2	1	33	30
Other	10	0	1	9	90	35
Ever 6 FSM	3	0	2	1	33	30
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	12	0	3	9	75	34
No SEN	1	0	0	1	100	35
English first language	12	0	3	9	75	34
English additional language	1	0	0	1	100	37

Early Years Foundation Stage

This is final data for 2016/2017.

Percentage of pupils achieving a good level of development

Number of pupils = 120

Percentage of pupils achieving a good level of development
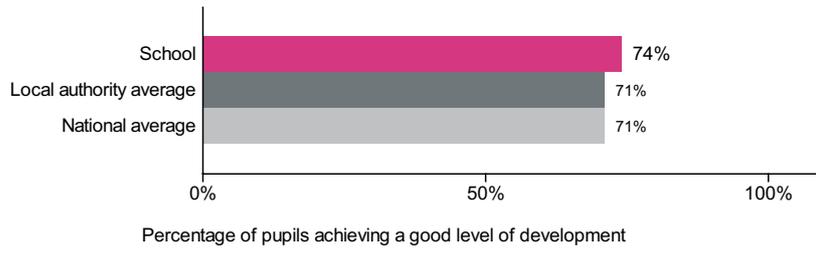
Early years foundation stage attainment by pupil group

Percentage of pupils achieving a good level of development at end of the early years foundation stage					
Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM
Cohort	120	59	61	7	113
School %	74	66	82	57	75
National %	71	64	78	73	73

Percentage of pupils achieving at least the expected level in each of the learning goals

Areas of learning		Early learning goals	Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM
			Cohort	120	59	61	7	113
Prime areas of learning	Communication and language	Listening and attention	School %	85	76	93	100	84
		Listening and attention	National %	86	82	91	88	88
		Understanding	School %	95	92	98	100	95
		Understanding	National %	86	82	90	87	87
		Speaking	School %	93	90	95	100	92
		Speaking	National %	85	81	90	87	87
	Physical development	Moving and handling	School %	94	88	100	100	94
		Moving and handling	National %	90	85	94	91	91
		Health and self-care	School %	97	95	98	100	96
		Health and self-care	National %	91	88	95	92	92
	Personal, social and emotional development	Self-confidence and self-awareness	School %	99	100	98	100	99
		Self-confidence and self-awareness	National %	89	86	93	90	90
		Managing feelings and behaviour	School %	90	85	95	86	90
		Managing feelings and behaviour	National %	88	83	93	89	89
		Making relationships	School %	91	86	95	86	91
		Making relationships	National %	90	86	94	91	91
Specific areas of learning	Literacy	Reading	School %	84	75	93	100	83
		Reading	National %	77	72	82	80	80
		Writing	School %	83	75	92	71	84
		Writing	National %	73	67	80	76	76
	Maths	Numbers	School %	88	83	92	86	88
		Numbers	National %	79	76	83	81	81
		Shape, space and measures	School %	85	80	90	100	84
		Shape, space and measures	National %	82	78	85	84	84
	Understanding the world	People and communities	School %	98	95	100	100	97
		People and communities	National %	86	82	90	87	87
		The world	School %	97	95	98	100	96

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM
	The world	National %	86	82	89	87	87
	Technology	School %	98	98	98	100	98
	Technology	National %	93	91	94	94	94
Expressive arts, designing and making	Exploring and using media and materials	School %	93	86	100	100	93
	Exploring and using media and materials	National %	89	84	94	90	90
	Being imaginative	School %	97	93	100	100	96
	Being imaginative	National %	88	84	93	90	90

Absence and exclusions

School level absence

This data includes all absences reported during the 2016 / 2017 academic year (autumn term 2016, spring term 2017 and summer term 2017).

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

Read more about the methodology used for compiling absence statistics.

Absence						
Breakdown	No. of enrolments in the school	Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions		
		School %	National %	No. of enrolments that are persistent absentees	School %	National %
All pupils	240	3.8	4.0	10	4.2	8.3
Male	114	4.0	4.1	5	4.4	8.6
Female	126	3.6	4.0	5	4.0	8.1
Ever 6 FSM	17	5.7	5.5	2	11.8	15.7
Non Ever 6 FSM	223	3.7	3.5	8	3.6	5.4
SEN with EHC plan	4	8.4	6.6	1	25.0	19.2
SEN support	53	4.6	5.4	4	7.5	14.3
No SEN	180	3.5	3.8	5	2.8	6.9
English first language	207	3.7	4.0	7	3.4	8.2
English additional language	33	4.3	4.1	3	9.1	8.8

School level absence - 3 year trends

This is data for the absences reported in each of the last three full academic years. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Read more about the methodology used for compiling absence statistics.

Absence - 3 year trends									
Breakdown	2014/2015			2015/2016			2016/2017		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	246	3.8	4.0	244	4.0	4.0	240	3.8	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	15	6.1	8.4	15	6.1	8.2	10	4.2	8.3

School level exclusions

This is data for the 2016/17 academic year.
The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.
Read more about the methodology used for compiling exclusion statistics.

	School level exclusions											
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of fixed period exclusions	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.03	1	0.23	1.37	1	0.23	0.62	0	0.00	0.29
Male	0	0.00	0.05	0	0.00	2.36	0	0.00	1.05	0	0.00	0.49
Female	0	0.00	0.01	1	0.44	0.34	1	0.44	0.16	0	0.00	0.07
Ever 6 FSM	0	0.00	0.08	0	0.00	3.77	0	0.00	1.64	0	0.00	0.79
Non-Ever 6 FSM	0	0.00	0.01	1	0.30	0.72	1	0.30	0.34	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.20	0	0.00	12.68	0	0.00	5.06	0	0.00	2.97
SEN support	0	0.00	0.16	1	1.54	7.18	1	1.54	2.98	0	0.00	1.58
No SEN	0	0.00	0.01	0	0.00	0.38	0	0.00	0.22	0	0.00	0.06
English first language	0	0.00	0.03	0	0.00	1.60	0	0.00	0.70	0	0.00	0.34
English additional language	0	0.00	0.01	1	1.64	0.51	1	1.64	0.30	0	0.00	0.09

School level exclusions - 3 year trends

The latest available data is for the 2016/17 academic year.

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

Further information on the methodology used for compiling exclusion statistics can be found in our guide to exclusions statistics .

Exclusions - 3 year trends									
Breakdown	2014/15			2015/16			2016/17		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	0	0.00	0.02	0	0.00	0.02	0	0.00	0.03
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.10	0	0.00	1.21	1	0.23	1.37
Pupils with 1 or more fixed period exclusions	0	0.00	0.52	0	0.00	0.56	1	0.23	0.62
Pupils with 2 or more fixed period exclusions	0	0.00	0.23	0	0.00	0.25	0	0.00	0.29

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.

National %

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools.

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 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard.

Read more about key stage 1 standards:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Achieved greater depth

The pupil achieved a greater depth, compared to the standard.

Read more about key stage 1 standards:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Below pre-KS1

The pupil did not achieve the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Foundations

The pupil achieved the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard.

Read more about pre-key stage 1 standard:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Early Years Foundation Stage

Communication and language

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

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

Literacy

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

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

Maths

Developing skills in counting, understanding and using numbers.

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

Physical development

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

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

Personal, social and emotional development

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

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

Understanding the world

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

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

Expressive arts and design

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

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

Absence and exclusions

Male

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

Female

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

Ever 6 FSM

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

The national comparator used in this row is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

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

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

SEN with statement or EHC plan

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

The national comparator used in this row is the national average for pupils with SEN with statement or EHC plan.

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

English first language

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

The national comparator used in this row is the national average for all pupils with English as their first language.

English additional language

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

The national comparator used in this row is the national average for pupils with English as an additional language.

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools.