

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 2017/2018

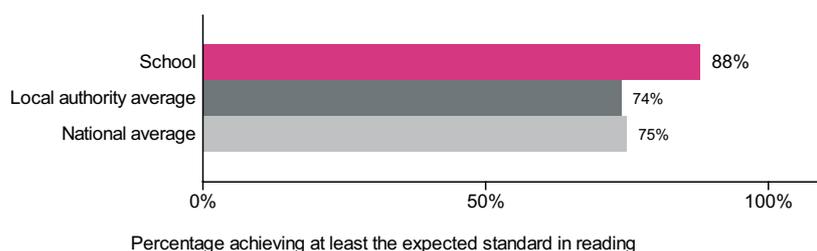
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1 performance measures

This is provisional data for 2017/18.

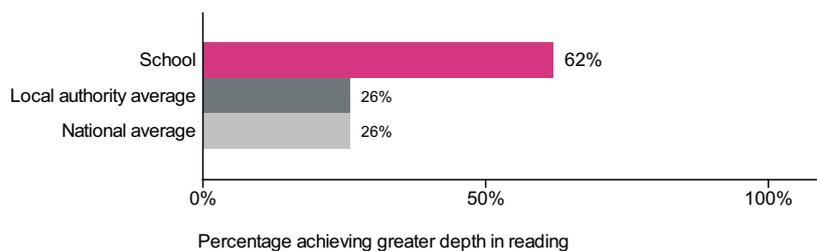
Percentage achieving at least the expected standard in reading

Number of pupils = 118



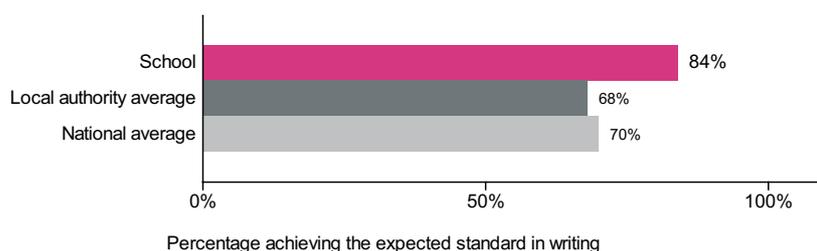
Percentage achieving greater depth in reading

Number of pupils = 118



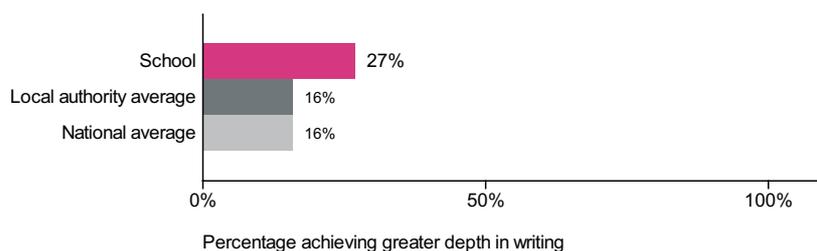
Percentage achieving at least the expected standard in writing

Number of pupils = 118



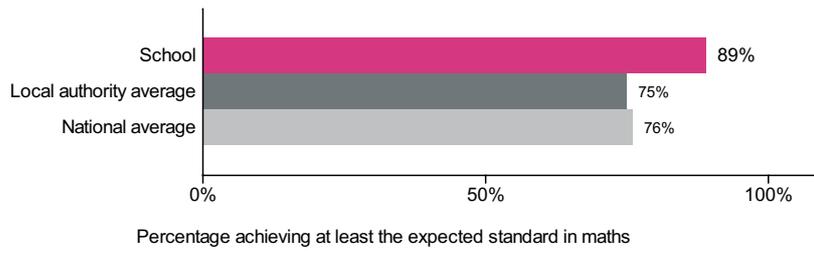
Percentage achieving greater depth in writing

Number of pupils = 118



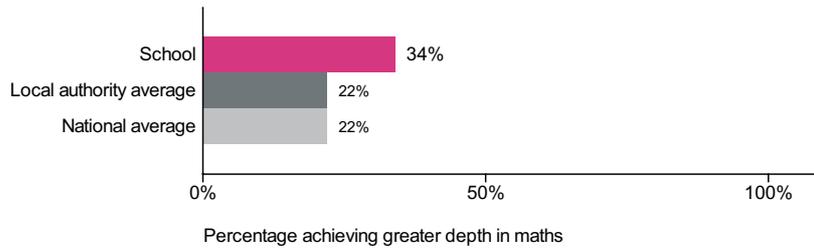
Percentage achieving at least the expected standard in maths

Number of pupils = 118



Percentage achieving greater depth in maths

Number of pupils = 118



Key stage 1 additional reports

Reading attainment by pupil group

Key stage 1 reading attainment by pupil group											
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	118	88	75	62	26	3	2	0	5	8	17
Male	53	87	71	57	22	4	3	0	6	9	19
Female	65	89	80	66	29	3	1	0	3	8	15
Disadvantaged	10	80	79	40	29	10	2	0	4	10	15
Ever 6 FSM	10	80	79	40	29	10	2	0	4	10	16
Children looked after	0	N/A	76	N/A	26	N/A	2	N/A	5	N/A	17
Other	108	89	79	64	29	3	2	0	4	8	15
SEN with statement or EHC plan	4	75	75	50	26	25	2	0	5	0	17
SEN support	36	67	75	14	26	8	2	0	5	25	17
No SEN	78	99	83	85	29	0	0	0	2	1	14
English first language	98	88	75	61	26	2	2	0	5	10	17
English additional language	20	90	75	65	26	10	2	0	5	0	17

Writing attainment by pupil group

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	118	84	70	27	16	2	2	0	5	14	22
Male	53	83	63	21	12	2	3	0	7	15	26
Female	65	85	77	32	20	2	1	0	3	14	18
Disadvantaged	10	70	74	10	18	10	2	0	4	20	20
Ever 6 FSM	10	70	74	10	18	10	2	0	4	20	20
Children looked after	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
Other	108	85	74	29	18	1	2	0	4	14	20
SEN with statement or EHC plan	4	75	70	0	16	25	2	0	5	0	22
SEN support	36	56	70	3	16	3	2	0	5	42	22
No SEN	78	97	78	40	18	0	0	0	2	3	19
English first language	98	83	70	24	16	1	2	0	5	16	22
English additional language	20	90	70	40	16	5	2	0	5	5	22

Maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	118	89	76	34	22	2	2	0	4	9	18
Male	53	87	75	36	24	0	3	0	5	13	17
Female	65	91	77	32	20	3	1	0	3	6	18
Disadvantaged	10	90	80	10	25	10	2	0	3	0	15
Ever 6 FSM	10	90	79	10	24	10	2	0	3	0	16
Children looked after	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
Other	108	89	80	36	25	1	2	0	3	10	15
SEN with statement or EHC plan	4	75	76	0	22	25	2	0	4	0	18
SEN support	36	69	76	0	22	3	2	0	4	28	18
No SEN	78	99	84	51	25	0	0	0	2	1	14
English first language	98	90	76	35	22	1	2	0	4	9	18
English additional language	20	85	76	30	22	5	2	0	4	10	18

Science attainment by pupil group

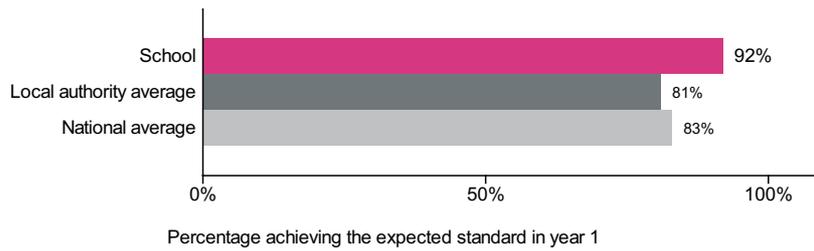
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		School %	National %
All pupils	118	98	83
Male	53	100	80
Female	65	97	85
Disadvantaged	10	90	86
Ever 6 FSM	10	90	86
Children looked after	0	N/A	83
Other	108	99	86
SEN with statement or EHC plan	4	75	83
SEN support	36	97	83
No SEN	78	100	90
English first language	98	99	83
English additional language	20	95	83

Phonics performance measures

This is provisional data for 2017/18

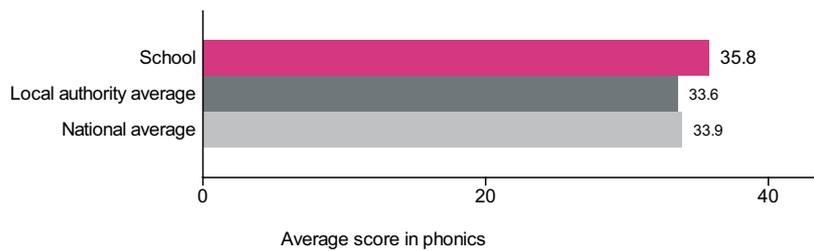
Percentage achieving the expected standard in phonics

Number of pupils = 119

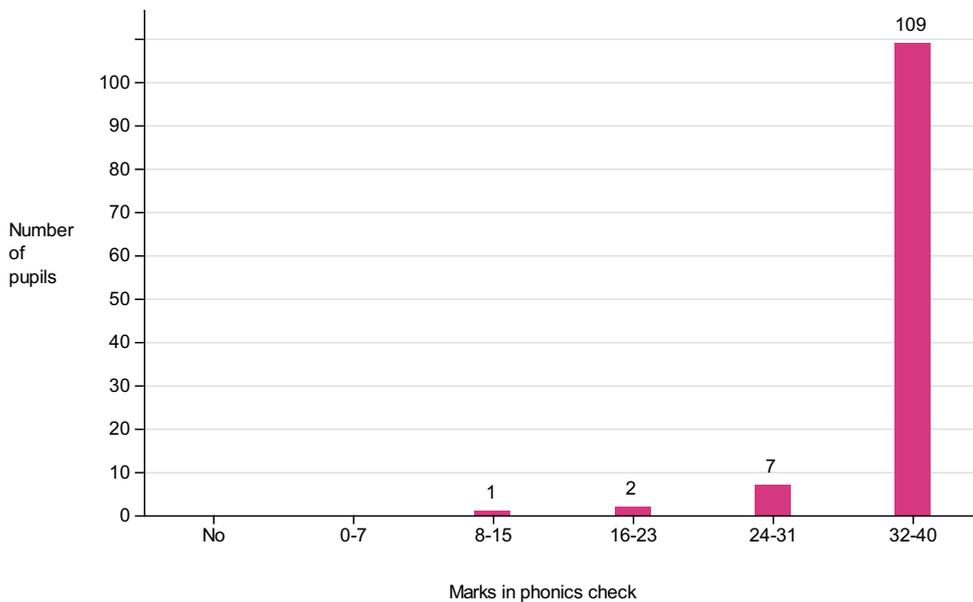


Phonics average score

Number of pupils = 119



Pupils' attainment in phonics



Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark	
							School	National
All pupils	119	0	10	109	92	83	36	34
Male	58	0	6	52	90	79	35	33
Female	61	0	4	57	93	86	36	35
Disadvantaged	10	0	2	8	80	85	35	35
Ever 6 FSM	10	0	2	8	80	85	35	34
Children looked after	0	0	0	0	N/A	83	N/A	34
Other	109	0	8	101	93	85	36	35
SEN with statement or EHC plan	0	0	0	0	N/A	83	N/A	34
SEN support	36	0	8	28	78	83	33	34
No SEN	83	0	2	81	98	88	37	35
English first language	107	0	9	98	92	83	36	34
English additional language	12	0	1	11	92	83	36	34

Phonics additional reports

Phonics year 2 attainment by pupil group

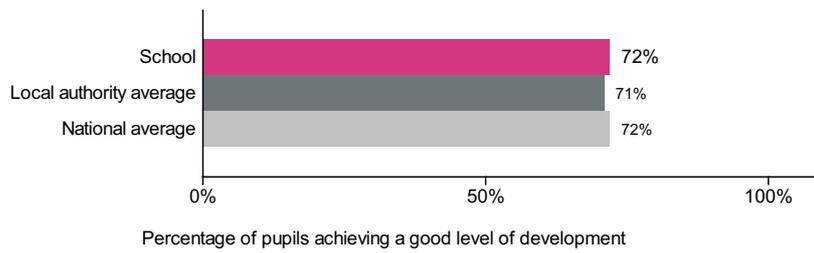
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	18	1	2	14	78	33
Male	10	0	1	8	80	32
Female	8	1	1	6	75	34
Disadvantaged	3	1	0	2	67	36
Ever 6 FSM	3	1	0	2	67	36
Children looked after	0	0	0	0	N/A	N/A
Other	15	0	2	12	80	33
SEN with statement or EHC plan	2	1	0	1	50	35
SEN support	15	0	2	13	87	33
No SEN	1	0	0	0	0	N/A
English first language	15	1	0	13	87	34
English additional language	3	0	2	1	33	27

EYFS performance measures

This is final data for 2017/2018.

Percentage of pupils achieving a good level of development

Number of pupils = 116



EYFS additional reports

Early years foundation stage attainment by pupil group report

Percentage of pupils achieving a good level of development at end of the early years foundation stage					
Breakdown	All pupils	Male	Female	FSM	Non-FSM
Cohort	116	55	61	4	112
School %	72	60	84	75	72
National %	72	65	78	74	74

Percentage of pupils achieving at least the expected level in each of the learning goals								
Areas of learning		Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM
			Cohort	116	55	61	4	112
Prime areas of learning	Communication and language	Listening and attention	School %	89	80	97	75	89
			National %	86	82	91	88	88
		Understanding	School %	91	85	97	100	91
			National %	86	82	90	87	87
		Speaking	School %	91	85	97	100	91
			National %	86	81	90	87	87
	Physical development	Moving and handling	School %	92	87	97	100	92
			National %	90	85	94	91	91
		Health and self-care	School %	94	91	97	100	94
			National %	91	88	94	92	92
	Personal, social and emotional development	Self-confidence and self-awareness	School %	91	87	95	100	91
			National %	89	85	93	90	90
		Managing feelings and behaviour	School %	87	76	97	75	88
			National %	88	83	93	89	89
Making relationships		School %	91	82	98	75	91	
		National %	90	86	94	91	91	
Specific areas of learning	Literacy	Reading	School %	89	85	92	75	89
			National %	77	72	82	79	79
		Writing	School %	77	65	87	75	77
			National %	74	67	80	76	76
	Maths	Numbers	School %	85	85	85	100	85

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM
	Numbers	National %	80	76	83	82	82
	Shape, space and measures	School %	90	85	93	100	89
	Shape, space and measures	National %	82	78	85	84	84
Understanding the world	People and communities	School %	94	89	98	100	94
	People and communities	National %	86	82	90	87	87
	The world	School %	95	93	97	100	95
	The world	National %	86	82	89	87	87
	Technology	School %	100	100	100	100	100
	Technology	National %	93	92	95	94	94
Expressive arts, designing and making	Exploring and using media and materials	School %	97	95	98	100	96
	Exploring and using media and materials	National %	89	84	94	90	90
	Being imaginative	School %	94	89	98	100	94
	Being imaginative	National %	89	84	94	90	90

Absence and exclusions

Absence

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

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

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

Breakdown	No. of enrolments in the school	Absence				
		Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions		
		School %	National %	No. of enrolments that are persistent absentees	School %	National %
All pupils	243	4.0	4.2	17	7.0	8.7
Male	113	3.9	4.2	7	6.2	9.0
Female	130	4.1	4.1	10	7.7	8.4
Ever 6 FSM	20	5.8	5.7	2	10.0	16.5
Non Ever 6 FSM	223	3.9	3.7	15	6.7	5.8
SEN with EHC plan	4	2.6	6.8	0	0.0	20.0
SEN support	56	4.6	5.5	6	10.7	14.8
No SEN	183	3.9	3.9	11	6.0	7.2
English first language	207	3.9	4.2	12	5.8	8.6
English additional language	36	4.8	4.2	5	13.9	8.8

Absence - 3 year trends

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

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

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

Absence - 3 year trends									
Breakdown	2015/16			2016/17			2017/18		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	244	4.0	4.0	240	3.8	4.0	243	4.0	4.2
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	15	6.1	8.2	10	4.2	8.3	17	7.0	8.7

Exclusions

This is data for the 2017/18 academic year.

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

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

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

Breakdown	Exclusions											
	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.03	2	0.48	1.40	2	0.48	0.62	0	0.00	0.29
Male	0	0.00	0.05	1	0.51	2.42	1	0.51	1.06	0	0.00	0.50
Female	0	0.00	0.00	1	0.45	0.34	1	0.45	0.16	0	0.00	0.07
Ever 6 FSM	0	0.00	0.07	0	0.00	3.88	0	0.00	1.66	0	0.00	0.81
Non-Ever 6 FSM	0	0.00	0.01	2	0.61	0.75	2	0.61	0.35	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.18	1	20.00	13.44	1	20.00	5.32	0	0.00	3.24
SEN support	0	0.00	0.15	1	1.27	7.07	1	1.27	2.91	0	0.00	1.54
No SEN	0	0.00	0.01	0	0.00	0.39	0	0.00	0.21	0	0.00	0.06
English first language	0	0.00	0.03	0	0.00	1.64	0	0.00	0.71	0	0.00	0.34
English additional language	0	0.00	0.01	2	3.39	0.51	2	3.39	0.30	0	0.00	0.09

Exclusions - 3 year trends

This is data for the 2017/18 academic year.

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

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

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

Exclusions - 3 year trends									
Breakdown	2015/16			2016/17			2017/18		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	0	0.00	0.02	0	0.00	0.03	0	0.00	0.03
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.21	1	0.23	1.37	2	0.48	1.40
Pupils with 1 or more fixed period exclusions	0	0.00	0.56	1	0.23	0.62	2	0.48	0.62
Pupils with 2 or more fixed period exclusions	0	0.00	0.25	0	0.00	0.29	0	0.00	0.29

School characteristics

Basic characteristics trends

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

Up to Key stage 2 basic characteristics trends						
Breakdown	2016		2017		2018	
	School	National	School	National	School	National
Number on roll	435	275	432	279	418	281
Male %	49.4	51.0	47.0	51.0	47.4	51.0
Female %	50.6	49.0	53.0	49.0	52.6	49.0
Ever 6 FSM %	5.9	25.2	6.8	24.3	7.4	23.5
Minority ethnic groups %	14.3	31.6	15.0	32.3	18.4	32.9
SEN with statement or EHC plan %	1.6	1.3	0.9	1.3	1.2	1.4
SEN support %	16.1	12.1	15.0	12.2	18.9	12.4
English additional language %	11.8	20.1	13.7	20.7	14.6	20.9
Stability %	96.2	85.7	97.4	85.7	97.1	85.8
School deprivation indicator	0.11	0.21	0.11	0.21	0.11	0.21

Basic characteristics by national curriculum year group

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

Basic characteristics by national curriculum year group								
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic group %	First language not English %	All SEN %	SEN support %
2	119	45	56	8	19	18	34	30
1	120	48	52	8	18	12	30	30
Pre-compulsory	179	49	51	N/A	N/A	N/A	5	4

Prior attainment of pupils by year group

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

No data is available for this report for this school.

Glossary

Prior attainment of disadvantaged pupils - 3 year trends

Changes to eligibility criteria for Free School Meals (FSM) under Universal Credit has implications for schools' disadvantaged pupil data (for further information see the [government response to eligibility for free school meals and the early years pupil premium under Universal Credit consultation](#)). Schools' disadvantaged cohorts vary year on year and it is important to consider prior attainment when comparing performance. Where a school's disadvantaged cohort's attainment has increased or decreased significantly between years, this may partly be explained by changes in the size and make-up of the cohort. Furthermore, please treat disadvantaged pupil data with caution when comparing school performance nationally, until Universal Credit roll-out is completed.
<https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit>
<https://consult.education.gov.uk/healthy-pupil-unit/fsm/>

Male

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

Female

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

Disadvantaged

Pupils may be defined as disadvantaged if:

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

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

Other

Non-disadvantaged children.

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

Ever 6 FSM

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

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

Non-Ever 6 FSM

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

Children looked after

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

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

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

SEN with statement or EHC plan

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

English first language

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

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

English additional language

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

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

Unclassified

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

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

SEN unit or resourced provision

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

receive extra funding from the local authority

cater for a specific type or types of SEN (for example, autistic spectrum disorders)

are usually for pupils with statements or those with EHC plans (but could include pupils with SEN but without a statement or plan)

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

receives extra funding from the local authority

caters for a specific type or types of SEN (for example, specific learning difficulties)

is usually for pupils with statements or those with EHC plans (but could include pupils with SEN but without a statement or plan)

National average

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

National average (for tables with equivalent data on CSCP)

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

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

Local authority average

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

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

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

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

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

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

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

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

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

Disadvantaged (like-for-like pupil group reports)

Pupils may be defined as disadvantaged if:

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

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

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

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

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

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

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

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other DfE statistical publications covering attainment of looked after children.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

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

Other (like-for-like pupil group reports)

Non-disadvantaged children.

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

Key stage 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard. Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Achieved greater depth

The pupil achieved a greater depth, compared to the standard. Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Below pre-KS1

The pupil did not achieve the pre-key stage 1 standard. Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Foundations

The pupil achieved the pre-key stage 1 standard. Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard. Read more about pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Key stage 1 attainment, including teacher assessment

Key:

GDS - Working at greater depth

EXS - Working at the expected standard

WTS - Working towards the expected standard

PKF - Pre-key stage 1 - foundations for the expected standard

PKE - Pre-key stage 1 - early development of the expected standard

PKG - Pre-key stage 1 - growing development for the expected standard

BLW - Below the standard of the interim pre-key stage 1 standards

A - Absent for long periods or recently arrived, or not enough information to provide a teacher assessment judgement

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

HNM - Has not met the standard

NULL - Result not provided

U - Unable to access

Early Years Foundation Stage

Percentage of pupils achieving a good level of development

communication and language

physical development

personal, social and emotional development

literacy

maths

Communication and language

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

Find out more:

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

Literacy

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

Find out more:

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

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

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

Physical development

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

Find out more:

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

Personal, social and emotional development

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

Find out more:

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

Understanding the world

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

Find out more:

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

Expressive arts and design

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

Find out more:

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

FSM

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

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

Non-FSM

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

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

Absence and exclusions

Male

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

Female

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

Ever 6 FSM

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

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

Non-Ever 6 FSM

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

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

SEN with statement or EHC plan

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

English first language

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

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

English additional language

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

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

National average

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

Read more about the methodology used for compiling absence statistics:

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

Read more about the methodology used for compiling exclusion statistics:

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

School characteristics

Male

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

Female

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

Ever 6 FSM

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

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

Minority ethnic group

Pupils who are not white British.

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

SEN with statement or EHC plan

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

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

SEN support

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

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

All SEN %

Includes SEN pupils with a statement or an EHC plan and SEN support pupils.

English additional language

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

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

Stability

Stability is a measure of the percentage of students who were admitted to the school at a time later than the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

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

School deprivation indicator

Pupils living in an area of income deprived families.

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

First language not English %

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

National

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

Post-compulsory

The post-compulsory stage is key stage 5 (16-18 provision).

Pre-compulsory

The pre-compulsory stage is nursery/ reception (Early years foundation stage profile level).

Prior attainment data

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