

Meir Heath Academy (URN: 143350)

This is a new academy which opened on 1 January 2017.
Go to [Meir Heath Primary School](#) for the previous record.

School performance summary 2018/2019

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

Key stage 2

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

Also, 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

Reading

Number of pupils = 59

Pupils with adjusted scores = 0

Average -0.83

Confidence interval
-2.4 to 0.7

Writing

Number of pupils = 59

Pupils with adjusted scores = 0

Average -0.49

Confidence interval
-1.9 to 1.0

Maths

Number of pupils = 59

Pupils with adjusted scores = 0

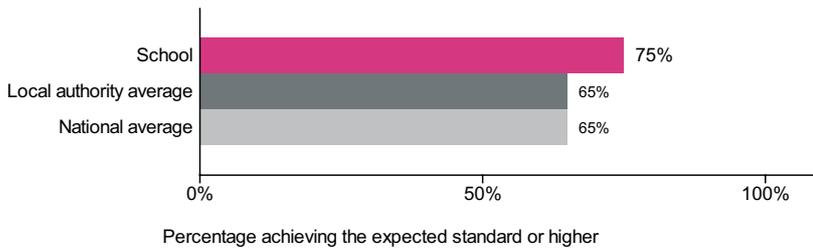
Average -1.26

Confidence interval
-2.6 to 0.1

Reading, writing and maths combined

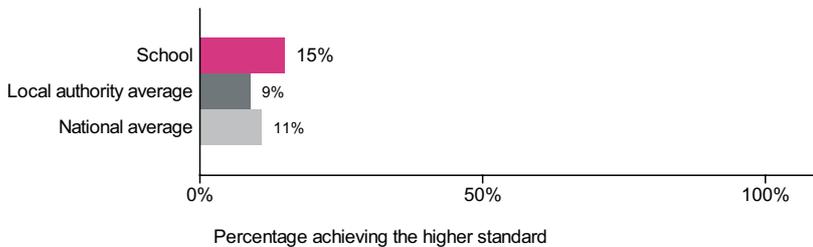
Percentage of pupils achieving the expected standard or higher

Number of pupils = 60



Percentage of pupils achieving the higher standard

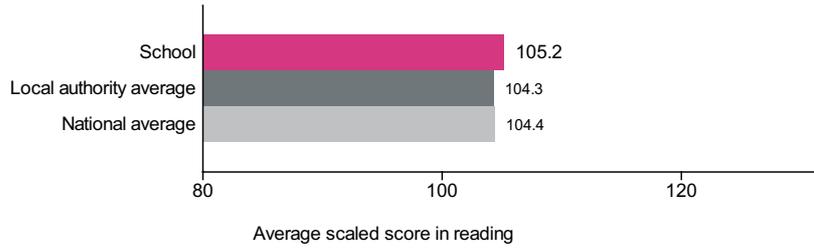
Number of pupils = 60



Average scaled score in:

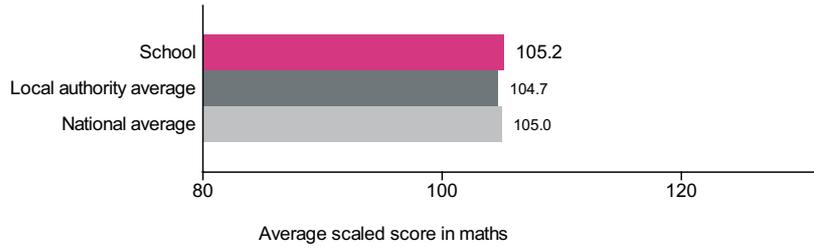
Reading

Number of pupils = 60



Maths

Number of pupils = 60



Key stage 2 three year average

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

Number of pupils in 2017 = 48

Number of pupils in 2018 = 53

Number of pupils in 2019 = 60

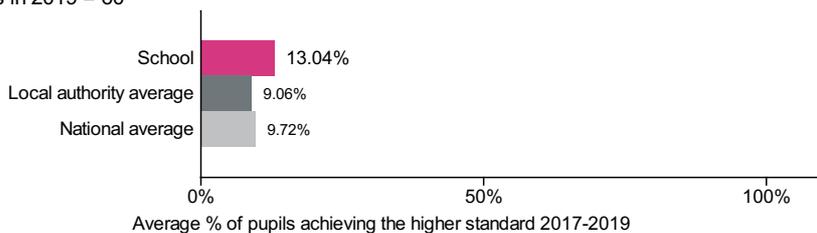


Percentage of pupils achieving higher standard in reading, writing and maths, 2017-2019

Number of pupils in 2017 = 48

Number of pupils in 2018 = 53

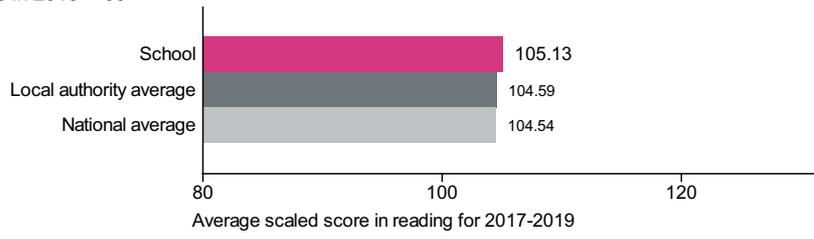
Number of pupils in 2019 = 60



Average scaled score in:

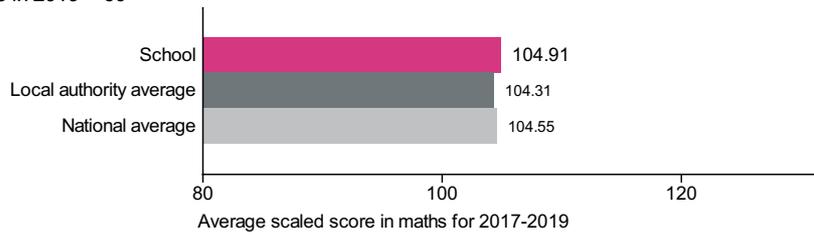
Reading, 2017-2019

Number of pupils in 2017 = 48
Number of pupils in 2018 = 53
Number of pupils in 2019 = 60



Maths, 2017-2019

Number of pupils in 2017 = 48
Number of pupils in 2018 = 53
Number of pupils in 2019 = 60



Key stage 2 results over 3 years

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Progress in reading

	2017	2018	2019
Number of pupils	48	53	59
Pupils with adjusted scores	N/A	1	0
School progress score	0.16	-2.74	-0.83
Confidence interval	N/A	-4.3 to -1.1	-2.4 to 0.7
Progress banding	 Average	 Below average	 Average
Local authority average	-0.36	-0.49	-0.59
National average	0.00	0.03	0.03

Progress in writing

	2017	2018	2019
Number of pupils	48	53	59
Pupils with adjusted scores	N/A	0	0
School progress score	1.32	0.39	-0.49
Confidence interval	N/A	-1.1 to 1.9	-1.9 to 1.0
Progress banding	 Average	 Average	 Average
Local authority average	-0.31	-0.30	-0.33
National average	0.00	0.03	0.03

Progress in maths

	2017	2018	2019
Number of pupils	48	53	59
Pupils with adjusted scores	N/A	0	0
School progress score	-0.68	-1.61	-1.26
Confidence interval	N/A	-3.1 to -0.1	-2.6 to 0.1
Progress banding	 Average	 Below average	 Average
Local authority average	-0.58	-0.71	-0.72
National average	0.00	0.03	0.03

Reading, writing and maths combined

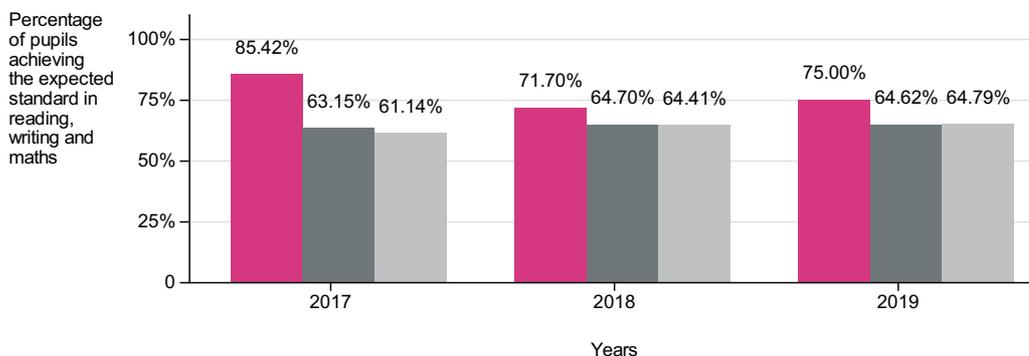
Percentage of pupils achieving the expected standard or higher

Number of pupils in 2017 = 48

Number of pupils in 2018 = 53

Number of pupils in 2019 = 60

■ School ■ Local authority (Staffordshire) ■ National



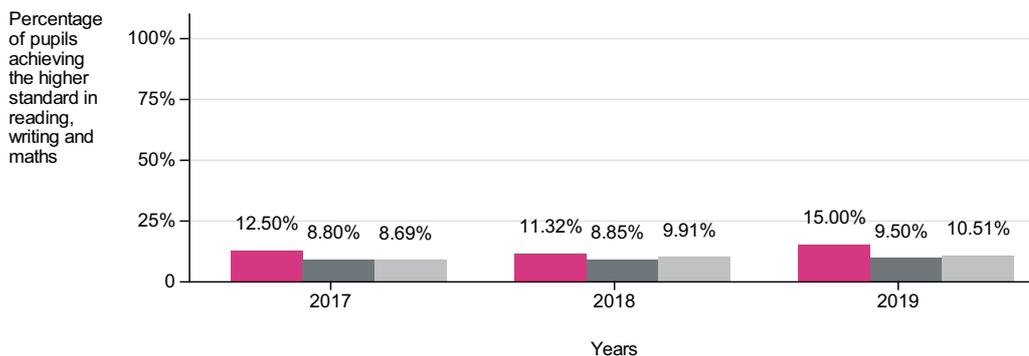
Percentage of pupils achieving the higher standard

Number of pupils in 2017 = 48

Number of pupils in 2018 = 53

Number of pupils in 2019 = 60

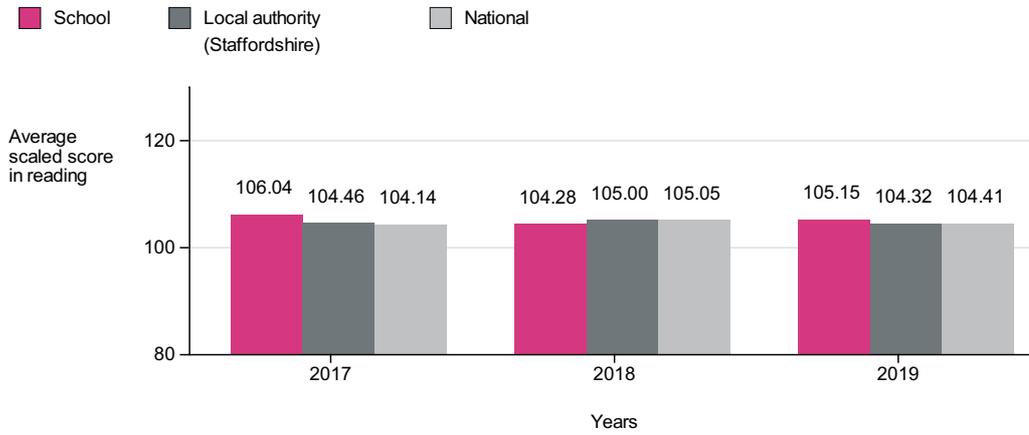
■ School ■ Local authority (Staffordshire) ■ National



Average scaled scores in:

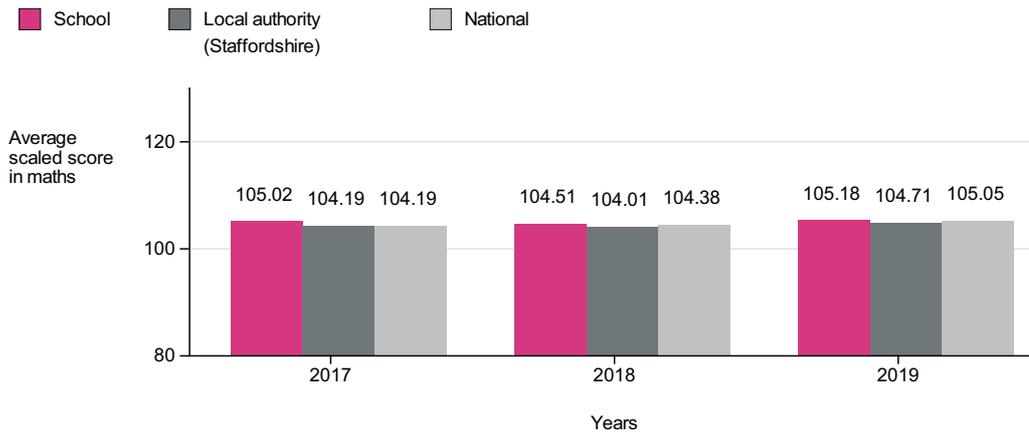
Reading

Number of pupils in 2017 = 48
Number of pupils in 2018 = 53
Number of pupils in 2019 = 60



Maths

Number of pupils in 2017 = 48
Number of pupils in 2018 = 53
Number of pupils in 2019 = 60



Reading progress and attainment by pupil group

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	59	-0.83	0.03	-0.83	0.00	60	80	73	28	27	105.2	104.4
Male	24	-1.82	-0.54	-1.82	-0.58	25	68	69	28	22	103.5	103.3
Female	35	-0.16	0.62	-0.16	0.60	35	89	78	29	32	106.3	105.5
SEN EHCP	0	N/A	0.03	N/A	0.00	0	N/A	73	N/A	27	N/A	104.4
SEN support	5	-2.12	0.03	-2.12	0.00	5	40	73	20	27	98.6	104.4
No SEN	54	-0.72	0.34	-0.72	0.33	54	83	81	30	31	105.7	105.7
Non-mobile	54	-1.17	0.07	-1.17	0.05	54	78	74	26	28	104.5	104.6
English first language	57	-0.78	0.03	-0.78	0.00	57	81	73	28	27	105.2	104.4
English additional language	2	-2.44	0.03	-2.44	0.00	2	50	73	50	27	104.0	104.4
Prior attainment												
Low overall	0	N/A	0.02	N/A	0.00	0	N/A	16	N/A	1	N/A	92.7
Middle overall	33	-1.07	0.03	-1.07	0.00	33	64	70	9	14	101.6	102.5
High overall	26	-0.54	0.03	-0.54	0.00	26	100	97	54	56	109.7	110.3
Reading low	1	-2.72	-0.30	-2.72	-0.32	1	0	17	0	2	93.0	93.0
Reading middle	34	-1.58	-0.20	-1.58	-0.23	34	68	70	6	14	101.7	102.6
Reading high	24	0.31	0.54	0.31	0.52	24	100	98	63	59	110.5	110.7
Writing low	1	-2.72	0.09	-2.72	0.07	1	0	24	0	3	93.0	94.5
Writing middle	41	-1.22	-0.03	-1.22	-0.06	41	73	77	20	22	103.1	104.2
Writing high	17	0.20	0.23	0.20	0.20	17	100	99	53	67	110.8	111.7
Maths low	1	-0.72	0.24	-0.72	0.23	1	0	14	0	1	95.0	92.4
Maths middle	40	-0.79	0.17	-0.79	0.14	40	73	72	15	19	103.2	103.1
Maths high	18	-0.95	-0.39	-0.95	-0.42	18	100	97	61	57	110.1	110.4

Writing progress and attainment by pupil group

Key stage 2 writing by pupil group										
Breakdown	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth	
		School	National	School	National		School %	National %	School %	National %
All pupils	59	-0.49	0.03	-0.49	0.00	60	83	78	25	20
Male	24	-1.60	-0.73	-1.60	-0.78	25	72	72	20	15
Female	35	0.28	0.82	0.28	0.81	35	91	85	29	25
SEN EHCP	0	N/A	0.03	N/A	0.00	0	N/A	78	N/A	20
SEN support	5	-3.07	0.03	-3.07	0.00	5	40	78	0	20
No SEN	54	-0.25	0.52	-0.25	0.50	54	87	88	28	24
Non-mobile	54	-0.33	0.10	-0.33	0.07	54	81	80	26	21
English first language	57	-0.41	0.03	-0.41	0.00	57	84	78	25	20
English additional language	2	-2.58	0.03	-2.58	0.00	2	50	78	50	20
Prior attainment										
Low overall	0	N/A	0.02	N/A	0.00	0	N/A	15	N/A	0
Middle overall	33	-1.39	0.04	-1.39	0.00	33	70	78	3	7
High overall	26	0.66	0.02	0.66	0.00	26	100	99	54	49
Reading low	1	-2.71	-0.19	-2.71	-0.21	1	0	17	0	0
Reading middle	34	-1.51	-0.05	-1.51	-0.09	34	74	79	3	7
Reading high	24	1.06	0.25	1.06	0.23	24	100	99	58	51
Writing low	1	-2.71	-0.36	-2.71	-0.39	1	0	21	0	0
Writing middle	41	-1.14	0.00	-1.14	-0.03	41	78	85	10	13
Writing high	17	1.22	0.42	1.22	0.41	17	100	100	65	67
Maths low	1	-2.71	0.29	-2.71	0.28	1	0	14	0	0
Maths middle	40	-0.40	0.17	-0.40	0.14	40	78	79	15	11
Maths high	18	-0.54	-0.41	-0.54	-0.43	18	100	98	50	51

Maths progress and attainment by pupil group

Key stage 2 maths by pupil group													
Breakdown	Maths progress					Maths attainment							
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score		
		School	National	School	National		School %	National %	School %	National %	School	National	
All pupils	59	-1.26	0.03	-1.26	0.00	60	85	79	30	27	105.2	105.0	
Male	24	-0.16	0.73	-0.16	0.70	25	76	78	44	29	105.9	105.3	
Female	35	-2.01	-0.69	-2.01	-0.72	35	91	79	20	24	104.7	104.7	
SEN EHCP	0	N/A	0.03	N/A	0.00	0	N/A	79	N/A	27	N/A	105.0	
SEN support	5	-2.92	0.03	-2.92	0.00	5	40	79	20	27	99.2	105.0	
No SEN	54	-1.10	0.37	-1.10	0.35	54	89	87	30	31	105.6	106.3	
Non-mobile	54	-1.37	0.10	-1.37	0.08	54	83	80	26	27	104.7	105.2	
English first language	57	-1.18	0.03	-1.18	0.00	57	86	79	28	27	105.1	105.0	
English additional language	2	-3.44	0.03	-3.44	0.00	2	50	79	50	27	103.5	105.0	
Prior attainment													
Low overall	0	N/A	0.03	N/A	0.01	0	N/A	19	N/A	1	N/A	94.0	
Middle overall	33	-1.49	0.04	-1.49	0.00	33	73	77	6	13	101.8	103.3	
High overall	26	-0.97	0.02	-0.97	0.00	26	100	99	58	58	109.2	110.3	
Reading low	1	-2.62	0.71	-2.62	0.69	1	0	26	0	2	95.0	95.5	
Reading middle	34	-1.08	0.11	-1.08	0.07	34	76	78	12	16	102.7	103.6	
Reading high	24	-1.45	-0.29	-1.45	-0.32	24	100	98	54	54	108.8	109.9	
Writing low	1	-2.62	0.49	-2.62	0.46	1	0	31	0	3	95.0	96.3	
Writing middle	41	-0.76	0.05	-0.76	0.01	41	80	83	20	22	104.1	104.9	
Writing high	17	-2.38	-0.32	-2.38	-0.34	17	100	99	53	63	108.0	111.0	
Maths low	1	-5.62	-0.54	-5.62	-0.56	1	0	14	0	1	92.0	92.8	
Maths middle	40	-1.71	-0.04	-1.71	-0.08	40	80	78	8	14	102.7	103.6	
Maths high	18	0.00	0.38	0.00	0.36	18	100	99	78	67	111.1	111.3	

Reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
All pupils	60	75	65	15	11
Male	25	64	60	16	9
Female	35	83	70	14	13
SEN EHCP	0	N/A	65	N/A	11
SEN support	5	40	65	0	11
No SEN	54	78	74	17	12
Non-mobile	54	72	66	15	11
English first language	57	75	65	14	11
English additional language	2	50	65	50	11
Prior attainment					
Low overall	0	N/A	7	N/A	0
Middle overall	33	55	58	0	2
High overall	26	100	95	35	29
Reading low	1	0	9	0	0
Reading middle	34	59	59	0	2
Reading high	24	100	95	38	30
Writing low	1	0	11	0	0
Writing middle	41	66	67	7	5
Writing high	17	100	97	35	41
Maths low	1	0	5	0	0
Maths middle	40	65	61	3	3
Maths high	18	100	95	44	33

Additional reports

English grammar, punctuation and spelling attainment by pupil group

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment							Average spelling mark		Spelling mark								
	Cohort	Achieving the expected standard		Achieving the higher standard		Average score				5+		10+		15+		20+		
		Sch %	Nat %	Sch %	Nat %	Sch	Nat	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %			
All pupils	60	90	78	57	36	109.1	106.3	14.3	13.4	95	89	85	76	60	50	5	5	
Male	25	80	74	52	31	107.7	105.3	13.8	12.9	92	86	80	73	48	46	4	5	
Female	35	97	83	60	41	110.1	107.4	14.6	13.8	97	91	89	80	69	53	6	6	
SEN EHCP	0	N/A	78	N/A	36	N/A	106.3	N/A	13.4	N/A	89	N/A	76	N/A	50	N/A	5	
SEN support	5	40	78	20	36	98.8	106.3	6.8	13.4	40	89	20	76	20	50	0	5	
No SEN	54	94	87	61	42	110.1	107.8	15.0	14.3	100	95	91	85	65	57	6	6	
Non-mobile	54	89	79	56	37	108.7	106.5	14.0	13.5	94	90	83	77	57	51	4	5	
English first language	57	89	78	58	36	109.1	106.3	14.4	13.4	95	89	86	76	61	50	5	5	
English additional language	2	100	78	50	36	109.5	106.3	12.0	13.4	100	89	50	76	50	50	0	5	
Prior attainment																		
Low overall	0	N/A	17	N/A	2	N/A	94.1	N/A	6.2	N/A	40	N/A	22	N/A	7	N/A	0	
Middle overall	33	82	77	27	21	105.0	104.2	11.9	12.4	91	91	73	74	39	40	0	2	
High overall	26	100	99	96	71	114.4	112.6	17.2	16.5	100	100	100	97	88	80	12	12	
Reading low	1	0	17	0	2	93.0	94.1	1.0	5.6	0	37	0	19	0	6	0	0	
Reading middle	34	85	78	29	22	105.6	104.5	12.3	12.6	94	92	76	75	38	40	0	2	
Reading high	24	100	99	100	72	114.8	112.8	17.6	16.7	100	100	100	98	96	81	13	12	
Writing low	1	0	23	0	3	93.0	95.4	1.0	6.6	0	46	0	25	0	8	0	0	
Writing middle	41	88	84	44	30	107.3	106.0	13.2	13.4	95	94	80	81	46	48	2	3	
Writing high	17	100	100	94	83	114.5	114.4	17.7	17.4	100	100	100	99	100	89	12	16	
Maths low	1	0	16	0	2	96.0	94.1	6.0	6.7	100	39	0	23	0	8	0	0	
Maths middle	40	88	78	43	26	107.0	104.8	13.3	12.7	93	91	80	76	53	44	5	3	
Maths high	18	100	98	94	72	114.7	112.9	16.8	16.5	100	99	100	96	83	79	6	12	

Science attainment by pupil group

Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	60	95	83
Male	25	92	80
Female	35	97	86
SEN EHCP	0	N/A	83
SEN support	5	80	83
No SEN	54	96	91
Non-mobile	54	94	84
English first language	57	95	83
English additional language	2	100	83
Prior attainment			
Low overall	0	N/A	23
Middle overall	33	91	84
High overall	26	100	99
Reading low	1	100	27
Reading middle	34	91	85
Reading high	24	100	99
Writing low	1	100	33
Writing middle	41	93	89
Writing high	17	100	100
Maths low	1	0	19
Maths middle	40	95	85
Maths high	18	100	99

Glossary

Key stage 2

Landing page

Progress score

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

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

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

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

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

Confidence interval

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

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

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

Change in methodology

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

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

Achieving the expected standard or higher

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

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

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

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

Percentage of pupils achieving the higher standard

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

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

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

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

Average score in reading

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

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

Average score in maths

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

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

National average

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

Local authority average

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

Pupil group reports

National average / National %

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

Local authority average

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

Male

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

Female

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

SEN EHCP

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

Non-mobile

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

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

English first language

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

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

English additional language

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

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

Key stage 2 reading / maths by pupil group

Achieving the expected standard

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

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

Achieving a higher standard

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

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

Average score

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

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

Key stage 2 writing by pupil group

Change in methodology

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

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

Achieved the expected standard

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

Read more about writing standards

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

Achieved a greater depth

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

Read more about writing standards

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

Key stage 2 reading, writing and maths by pupil group

Achieving the expected standard or higher

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

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

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

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

Achieving the higher standard

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

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

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

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

Prior attainment

Low overall

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

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

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

Middle overall

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

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

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

High overall

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

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

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

Reading low

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

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

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

Reading middle

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

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

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

Reading high

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

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

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

Writing low

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

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

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

Writing middle

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

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

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

Writing high

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

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

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

Maths low

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

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

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

Maths middle

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

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

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

Maths high

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

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

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

Scatter plots - progress

Progress score

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

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

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

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

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

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

Key stage 1 prior attainment overall

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

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

Scatter plots - attainment

Key stage 2 reading

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

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

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

Key stage 2 writing

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

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

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

GDS

Working at greater depth.

EXS

Working at the expected standard.

WTS

Working towards the expected standard.

Pre key stage 2 standards

Read more about pre key stage 2 standards.

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

Key stage 2 maths

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

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

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

Key stage 1 prior attainment overall

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

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

Three year average

Key stage 2 three year average

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

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

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

Change in methodology

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

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

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

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

Change in methodology

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

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

National average

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

Local authority average

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

Average scaled score in reading 2017-2019

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

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

Average scaled score in maths 2017-2019

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

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

Results over 3 years

Progress score

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

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

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

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

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

National average

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

Local authority average

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

Confidence interval

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

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

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

Change in methodology

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

Percentage of pupils achieving the expected standard or higher

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

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

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

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

Change in methodology

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

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

Percentage of pupils achieving the higher standard

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

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

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

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

Change in methodology

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

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

Average score in reading

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

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

Average score in maths

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

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

Pupil list

Teacher assessment

Key:

GDS - Working at greater depth

EXS - Working at the expected standard

WTS - Working towards the expected standard

PKS6 - Pre key stage 2 standards

PKS5 - Pre key stage 2 standards

PKS4 - Pre key stage 2 standards

PKS3 - Pre key stage 2 standards

PKS2 - Pre key stage 2 standards

PKS1 - Pre key stage 2 standards

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

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

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

HNM - Has not met the standard

NULL - Result not provided

U - Unable to access

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

Test scaled score

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

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

Progress adjusted scores

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

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

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

Change in methodology

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

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

Change in methodology

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

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