

School performance summary 2015/2016

Downs Infant School (URN: 114367)

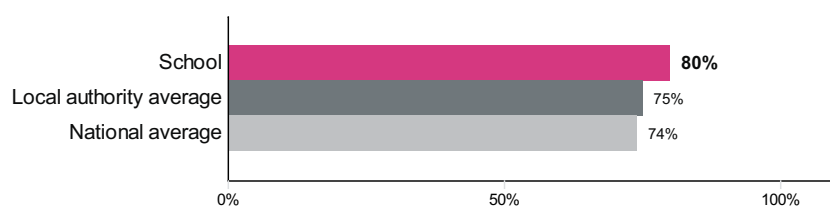
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1

This is final data for 2015/2016.

Percentage achieving at least the expected standard in reading

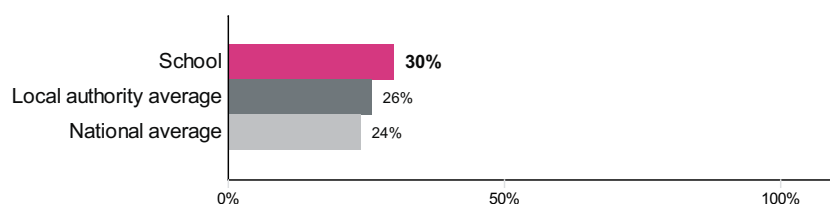
Number of pupils = 119



Percentage achieving at least the expected standard in reading

Percentage achieving greater depth in reading

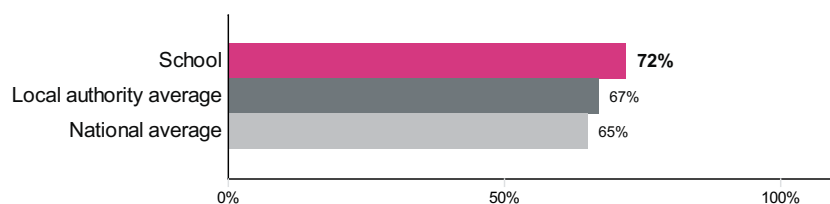
Number of pupils = 119



Percentage achieving greater depth in reading

Percentage achieving at least the expected standard in writing

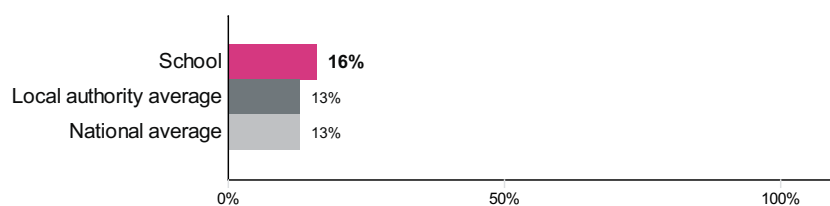
Number of pupils = 119



Percentage achieving the expected standard in writing

Percentage achieving greater depth in writing

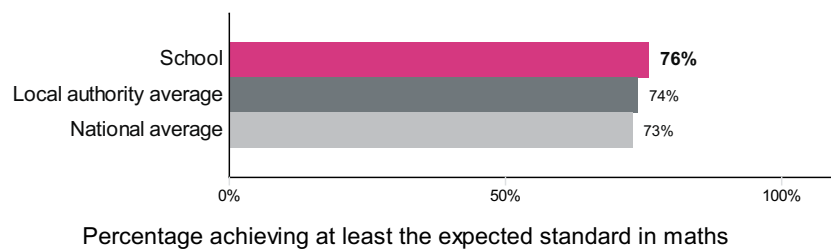
Number of pupils = 119



Percentage achieving greater depth in writing

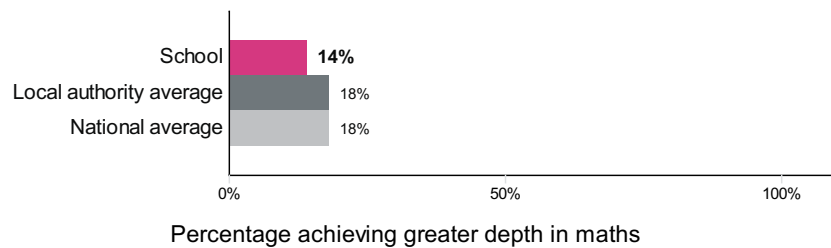
Percentage achieving at least the expected standard in maths

Number of pupils = 119



Percentage achieving greater depth in maths

Number of pupils = 119



Key stage 1 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	119	80	74	30	24	0	2	3	5	17	19
Male	59	73	70	31	20	0	3	5	6	22	21
Female	60	87	78	30	27	0	1	2	4	12	16
Disadvantaged	18	61	78	6	27	0	2	6	4	33	16
Other	101	83	78	35	27	0	2	3	4	14	16
Ever 6 FSM	13	54	78	8	27	0	2	8	4	38	16
Children looked after	0	N/A	74	N/A	24	N/A	2	N/A	5	N/A	19
SEN with statement or EHC plan	1	0	74	0	24	0	2	100	5	0	19
SEN support	23	26	74	4	24	0	2	13	5	61	19
No SEN	95	94	82	37	27	0	0	0	2	6	15
English first language	108	82	74	32	24	0	2	4	5	14	19
English additional language	11	55	74	9	24	0	2	0	5	45	19

Key stage 1 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	119	72	65	16	13	0	2	3	5	24	27
Male	59	64	59	14	10	0	3	5	7	31	31
Female	60	80	73	18	17	0	1	2	4	18	22
Disadvantaged	18	44	70	6	15	0	2	6	4	50	24
Other	101	77	70	18	15	0	2	3	4	20	24
Ever 6 FSM	13	38	70	8	15	0	2	8	4	54	24
Children looked after	0	N/A	66	N/A	13	N/A	2	N/A	5	N/A	27
SEN with statement or EHC plan	1	0	65	0	13	0	2	100	5	0	27
SEN support	23	13	65	4	13	0	2	13	5	74	27
No SEN	95	87	73	19	15	0	0	0	2	13	24
English first language	108	75	65	17	13	0	2	4	5	21	27
English additional language	11	45	65	9	13	0	2	0	5	55	27

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	119	76	73	14	18	0	2	3	4	21	21
Male	59	75	72	20	20	0	3	5	5	20	20
Female	60	78	74	8	16	0	1	0	4	22	21
Disadvantaged	18	56	77	6	20	0	2	6	3	39	18
Other	101	80	77	16	20	0	2	2	3	18	18
Ever 6 FSM	13	62	77	8	20	0	2	8	3	31	18
Children looked after	0	N/A	73	N/A	18	N/A	2	N/A	4	N/A	21
SEN with statement or EHC plan	1	0	73	0	18	0	2	100	4	0	21
SEN support	23	22	73	4	18	0	2	9	4	70	21
No SEN	95	91	80	17	20	0	0	0	2	9	17
English first language	108	78	73	15	18	0	2	3	4	19	21
English additional language	11	64	73	9	18	0	2	0	4	36	21

Key stage 1 science attainment by pupil group

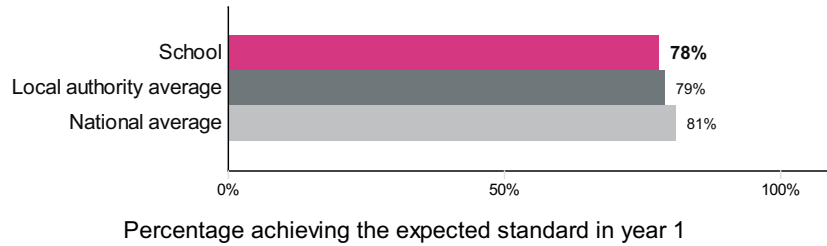
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	119	87	82
Male	59	80	79
Female	60	93	84
Disadvantaged	18	61	85
Other	101	91	85
Ever 6 FSM	13	62	85
Children looked after	0	N/A	82
SEN with statement or EHC plan	1	0	82
SEN support	23	48	82
No SEN	95	97	89
English first language	108	89	82
English additional language	11	64	82

Phonics year 1 screening check

This is final data for 2015/2016.

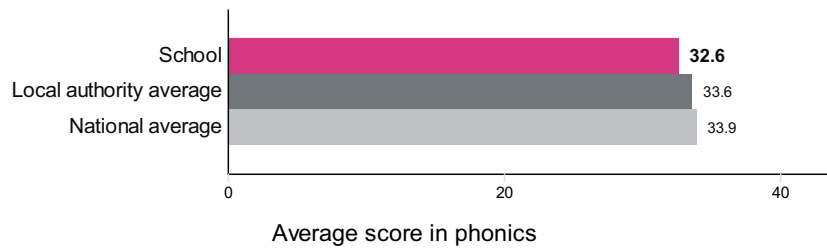
Percentage achieving the expected standard in phonics

Number of pupils = 120

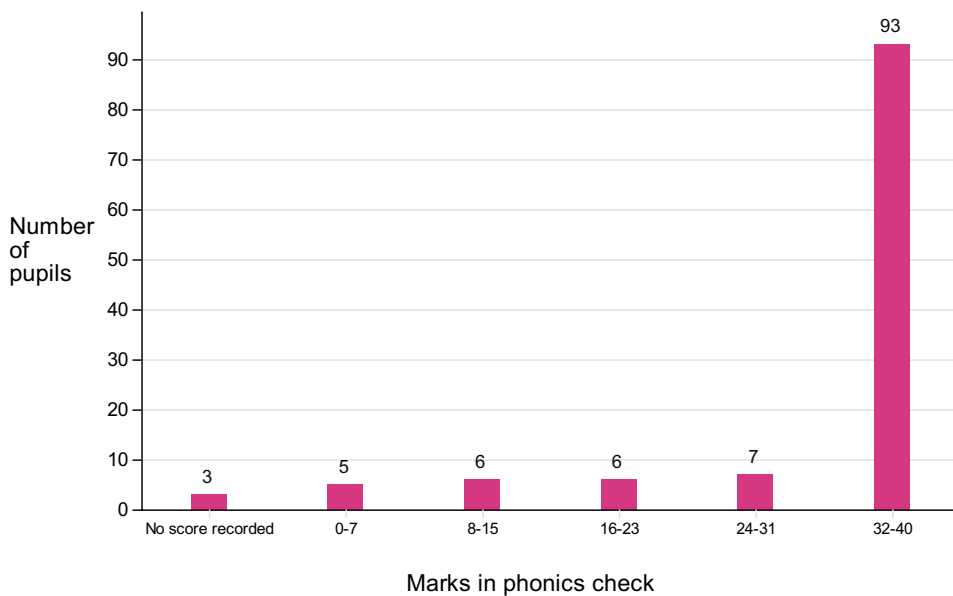


Phonics average score

Number of pupils = 120



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	120	3	24	93	78	81	33	34	
Male	58	2	13	43	74	77	32	33	
Female	62	1	11	50	81	84	33	35	
Disadvantaged	12	2	5	5	42	83	28	35	
Other	108	1	19	88	81	83	33	35	
Ever 6 FSM	8	1	3	4	50	83	31	35	
Children looked after	0	0	0	0	N/A	81	N/A	34	
SEN with statement or EHC plan	1	1	0	0	0	81	N/A	34	
SEN support	16	1	11	4	25	81	17	34	
No SEN	103	1	13	89	86	86	35	35	
English first language	110	2	22	86	78	81	33	34	
English additional language	10	1	2	7	70	81	33	34	

Phonics year 2 attainment by pupil group

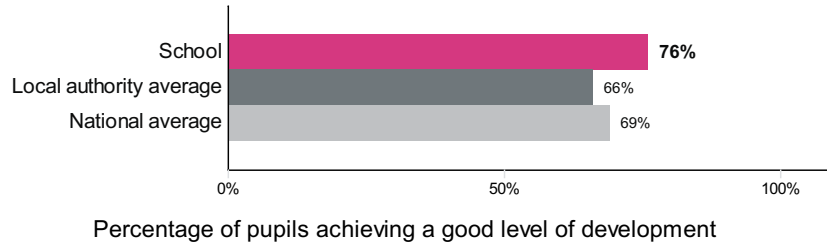
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	26	0	12	14	54	29
Male	15	0	9	6	40	26
Female	11	0	3	8	73	31
Disadvantaged	6	0	3	3	50	26
Other	20	0	9	11	55	29
Ever 6 FSM	4	0	2	2	50	25
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	1	0	1	0	0	10
SEN support	17	0	11	6	35	26
No SEN	8	0	0	8	100	36
English first language	22	0	11	11	50	28
English additional language	4	0	1	3	75	33

Early Years Foundation Stage

This is final data for 2015/2016.

Percentage of pupils achieving a good level of development

Number of pupils = 121



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	121	63	58	17	104
School %	76	75	78	71	77
National %	69	62	77	72	72

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	121	63	58	17	104	
Prime areas of learning	Communication and language	Listening and attention	School %	94	90	98	88	95
		Listening and attention	National %	86	82	91	88	88
		Understanding	School %	95	95	95	88	96
		Understanding	National %	86	82	90	87	87
		Speaking	School %	93	94	93	82	95
		Speaking	National %	85	81	90	87	87
	Physical development	Moving and handling	School %	95	92	98	94	95
		Moving and handling	National %	90	85	94	91	91
		Health and self-care	School %	98	97	98	88	99
		Health and self-care	National %	92	89	95	93	93
	Personal, social and emotional development	Self-confidence and self-awareness	School %	97	100	93	88	98
		Self-confidence and self-awareness	National %	89	86	93	90	90
		Managing feelings and behaviour	School %	92	89	95	82	93
		Managing feelings and behaviour	National %	88	83	93	89	89
Making relationships		School %	92	90	93	82	93	
Making relationships		National %	90	86	94	91	91	
Specific areas of learning	Literacy	Reading	School %	85	86	84	71	88
		Reading	National %	77	72	83	80	80
		Writing	School %	82	79	84	76	83
		Writing	National %	73	66	80	75	75
	Maths	Numbers	School %	88	92	84	82	89
		Numbers	National %	79	75	83	81	81
		Shape, space and measures	School %	93	95	90	82	94
		Shape, space and measures	National %	82	78	86	84	84
	Understanding the world	People and communities	School %	95	95	95	88	96
		People and communities	National %	86	82	90	87	87
		The world	School %	96	97	95	94	96
		The world	National %	86	82	89	87	87
		Technology	School %	100	100	100	100	100
		Technology	National %	92	91	94	93	93
	Expressive arts, designing and making	Exploring and using media and materials	School %	98	100	97	94	99
		Exploring and using media and materials	National %	89	83	94	90	90
Being imaginative		School %	98	98	98	94	99	
Being imaginative		National %	88	83	93	90	90	

Absence and exclusions

School level absence

This data includes all absences reported during the full academic year 2015/16. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

School level absence				
Breakdown	Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions	
	School %	National %	School %	National %
All pupils	3.2	4.0	3.3	8.2
Male	3.4	4.1	4.2	8.5
Female	3.0	4.0	2.4	8.0
Ever 6 FSM	4.3	5.4	5.0	15.1
Non Ever 6 FSM	3.1	3.5	3.2	5.4
SEN with EHC plan	3.2	6.4	0.0	18.7
SEN support	5.0	5.3	13.2	13.9
No SEN	2.9	3.8	1.5	6.9
English first language	3.0	3.9	3.2	8.0
English additional language	5.3	4.3	5.0	9.3

School level exclusions

This is data for the 2015/16 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	0.02	0	0.00	1.21	0	0.00	0.56	0	0.00	0.25
Male	0	0.00	0.04	0	0.00	2.09	0	0.00	0.96	0	0.00	0.44
Female	0	0.00	0.00	0	0.00	0.29	0	0.00	0.14	0	0.00	0.06
Ever 6 FSM	0	0.00	0.07	0	0.00	3.28	0	0.00	1.47	0	0.00	0.69
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.62	0	0.00	0.30	0	0.00	0.13
SEN with statement or EHC plan	0	0.00	0.22	0	0.00	11.34	0	0.00	4.73	0	0.00	2.77
SEN support	0	0.00	0.15	0	0.00	6.34	0	0.00	2.72	0	0.00	1.39
No SEN	0	0.00	0.00	0	0.00	0.34	0	0.00	0.19	0	0.00	0.06
English first language	0	0.00	0.04	0	0.00	1.66	0	0.00	0.75	0	0.00	0.35
English additional language	0	0.00	0.01	0	0.00	0.59	0	0.00	0.35	0	0.00	0.11

School level absence - 3 year trends

This is data for the absences reported in each of the last three full academic years, except 2013/2014, when there was 2 terms of data. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Absence - 3 year trends						
Breakdown	2014		2015		2016	
	School %	National %	School %	National %	School %	National %
Persistent absentees - absent for 10% or more sessions	2.1	2.8	5.6	8.4	3.3	8.2
Sessions missed due to overall absence	3.2	3.9	3.3	4.0	3.2	4.0

School level exclusions - 3 year trends

The latest available data is for the 2015/16 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.

[View further information on the methodology used for compiling exclusion statistics.](#)

Exclusions - 3 year trends									
Breakdown	2013/14			2014/15			2015/16		
	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	0.02
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.02	0	0.00	1.10	0	0.00	1.21
Pupils with 1 or more fixed period exclusions	0	0.00	0.49	0	0.00	0.52	0	0.00	0.56
Pupils with 2 or more fixed period exclusions	0	0.00	0.21	0	0.00	0.23	0	0.00	0.25

Glossary

Male

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

Female

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

Disadvantaged

Pupils may be defined as disadvantaged if:

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

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

Other

Non-disadvantaged children.

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

Ever 6 FSM

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

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

Non-Ever 6 FSM

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

Children looked after

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

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

SEN with statement or EHC plan

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

English first language

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

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

English additional language

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

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

Unclassified

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

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

Key stage 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