

# School performance summary 2016/2017

## Downs Infant School (URN: 114367)

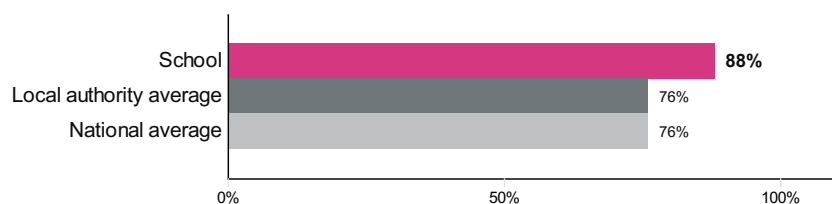
A glossary explaining terms used in this report is at the end of the printed version.

### Key stage 1

This is provisional data for 2016/2017.

#### Percentage achieving at least the expected standard in reading

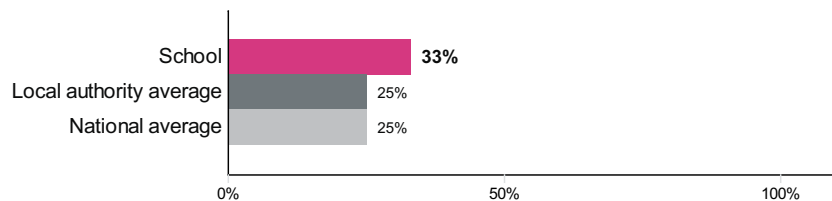
Number of pupils = 120



Percentage achieving at least the expected standard in reading

#### Percentage achieving greater depth in reading

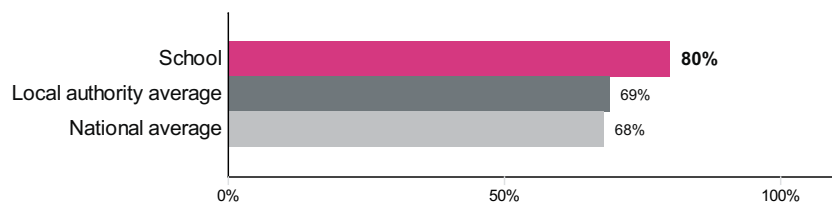
Number of pupils = 120



Percentage achieving greater depth in reading

#### Percentage achieving at least the expected standard in writing

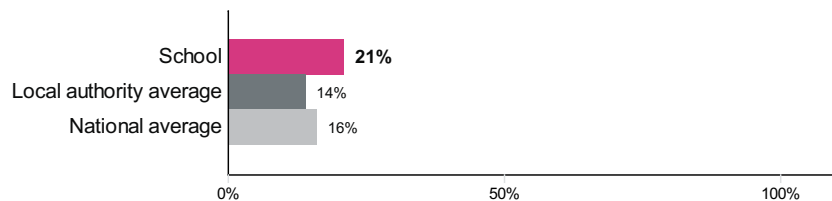
Number of pupils = 120



Percentage achieving the expected standard in writing

#### Percentage achieving greater depth in writing

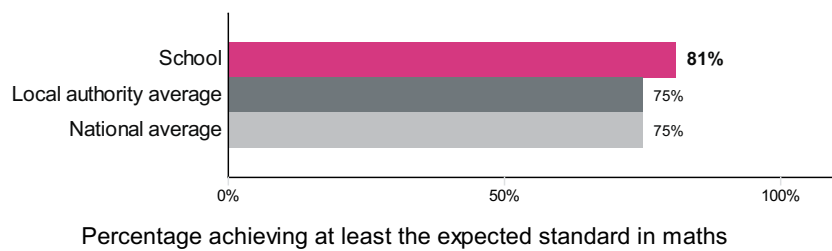
Number of pupils = 120



Percentage achieving greater depth in writing

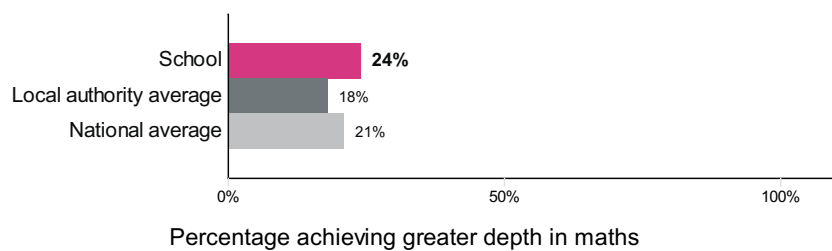
### Percentage achieving at least the expected standard in maths

Number of pupils = 120



### Percentage achieving greater depth in maths

Number of pupils = 120



## 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 %
<b>All pupils</b>	120	88	76	33	25	1	2	4	4	7	17
Male	56	88	71	27	22	0	3	5	6	7	20
Female	64	89	80	38	29	2	1	3	3	6	15
Disadvantaged	13	62	79	8	28	8	2	23	3	8	15
Other	107	92	79	36	28	0	2	2	3	7	15
Ever 6 FSM	9	67	79	0	28	11	2	11	4	11	16
Children looked after	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN with statement or EHC plan	2	0	76	0	25	50	2	50	4	0	17
SEN support	24	54	76	0	25	0	2	17	4	29	17
No SEN	94	99	83	41	29	0	0	0	2	1	14
English first language	110	89	76	33	25	1	2	4	4	6	17
English additional language	10	80	76	30	25	0	2	10	4	10	17

## 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 %
<b>All pupils</b>	120	80	68	21	16	1	2	3	5	16	24
Male	56	77	61	14	11	0	3	4	6	20	29
Female	64	83	75	27	20	2	1	3	3	13	20
Disadvantaged	13	62	72	0	18	8	2	23	4	8	22
Other	107	82	72	23	18	0	2	1	4	17	22
Ever 6 FSM	9	67	72	0	18	11	2	11	4	11	22
Children looked after	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN with statement or EHC plan	2	0	68	0	16	50	2	50	5	0	24
SEN support	24	29	68	0	16	0	2	13	5	58	24
No SEN	94	95	76	27	18	0	0	0	2	5	21
English first language	110	80	68	20	16	1	2	4	5	15	24
English additional language	10	80	68	30	16	0	2	0	5	20	24

## Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>All pupils</b>	120	81	75	24	21	1	2	3	4	15	19
Male	56	86	74	27	22	0	3	4	5	11	18
Female	64	77	76	22	19	2	1	3	3	19	19
Disadvantaged	13	54	79	0	23	8	2	23	3	15	16
Other	107	84	79	27	23	0	2	1	3	15	16
Ever 6 FSM	9	56	79	0	23	11	2	11	3	22	16
Children looked after	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	2	0	75	0	21	50	2	50	4	0	19
SEN support	24	25	75	4	21	0	2	13	4	63	19
No SEN	94	97	83	30	23	0	0	0	2	3	15
English first language	110	81	75	23	21	1	2	4	4	15	19
English additional language	10	80	75	40	21	0	2	0	4	20	19

## Key stage 1 science attainment by pupil group

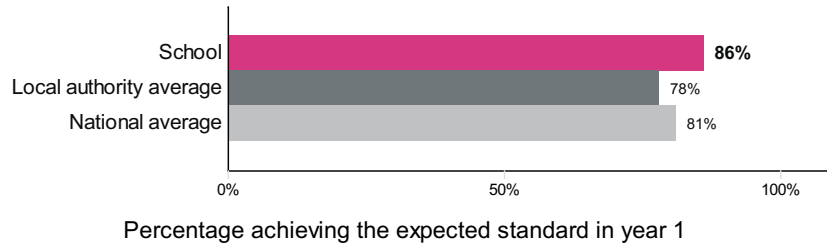
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
<b>All pupils</b>	120	83	83
Male	56	84	80
Female	64	83	85
Disadvantaged	13	38	86
Other	107	89	86
Ever 6 FSM	9	44	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	2	0	83
SEN support	24	29	83
No SEN	94	99	90
English first language	110	85	83
English additional language	10	70	83

# Phonics year 1 screening check

This is provisional data for 2016/2017.

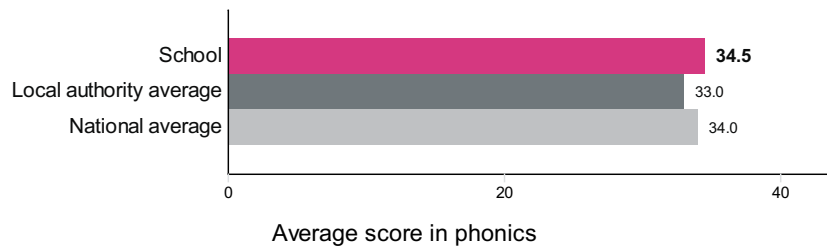
## Percentage achieving the expected standard in phonics

Number of pupils = 120

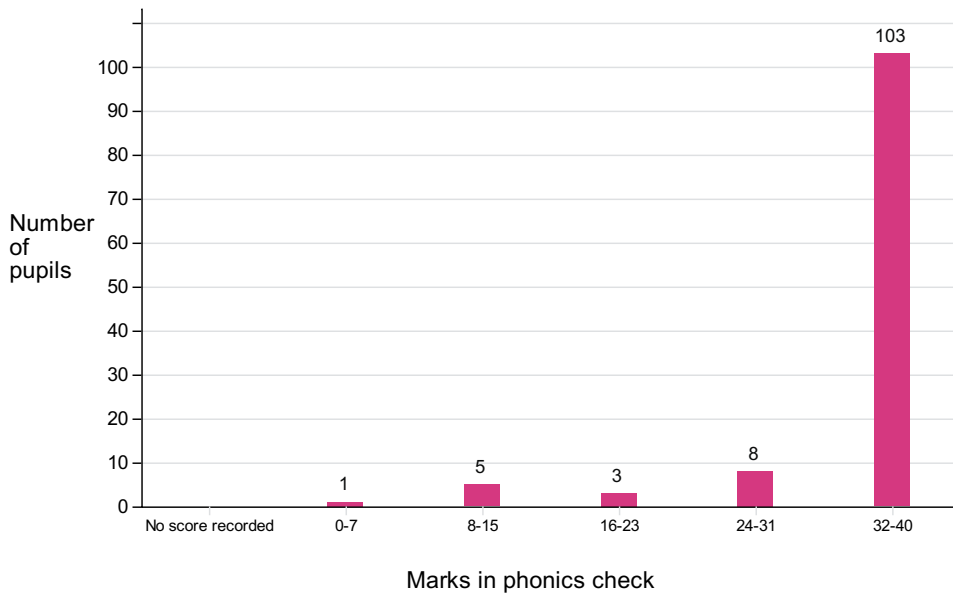


## Phonics average score

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	0	17	103	86	81	35	34	
Male	61	0	9	52	85	78	35	33	
Female	59	0	8	51	86	85	34	34	
Disadvantaged	20	0	4	16	80	84	34	34	
Other	100	0	13	87	87	84	35	34	
Ever 6 FSM	17	0	3	14	82	84	35	34	
Children looked after	1	0	0	1	100	81	36	34	
SEN with statement or EHC plan	0	0	0	0	N/A	81	N/A	34	
SEN support	15	0	10	5	33	81	25	34	
No SEN	105	0	7	98	93	87	36	35	
English first language	106	0	12	94	89	81	35	34	
English additional language	13	0	4	9	69	81	31	34	



## Phonics year 2 attainment by pupil group

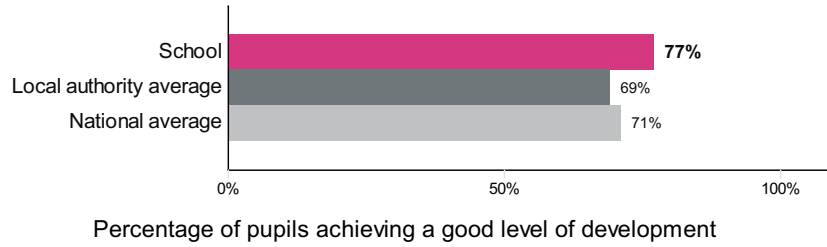
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
<b>All pupils</b>	28	2	4	22	79	34
Male	15	1	2	12	80	35
Female	13	1	2	10	77	33
Disadvantaged	8	2	2	4	50	30
Other	20	0	2	18	90	35
Ever 6 FSM	5	1	1	3	60	32
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	2	2	0	0	0	N/A
SEN support	21	0	4	17	81	33
No SEN	5	0	0	5	100	37
English first language	25	2	3	20	80	34
English additional language	3	0	1	2	67	34

# Early Years Foundation Stage

This is final data for 2016/2017.

## Percentage of pupils achieving a good level of development

Number of pupils = 119



## 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	119	58	61	8	111
School %	77	66	89	38	80
National %	71	64	78	73	73

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

Areas of learning		Early learning goals	Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM	
			Cohort	119	58	61	8	111	
Prime areas of learning	Communication and language	Listening and attention	School %	87	79	93	63	88	
		Listening and attention	National %	86	82	91	88	88	
		Understanding	School %	90	86	93	63	92	
		Understanding	National %	86	82	90	87	87	
		Speaking	School %	89	86	92	63	91	
		Speaking	National %	85	81	90	87	87	
	Physical development	Moving and handling	School %	92	84	98	75	93	
		Moving and handling	National %	90	85	94	91	91	
		Health and self-care	School %	97	97	98	88	98	
		Health and self-care	National %	91	88	95	92	92	
	Personal, social and emotional development	Self-confidence and self-awareness	School %	92	88	95	75	93	
		Self-confidence and self-awareness	National %	89	86	93	90	90	
		Managing feelings and behaviour	School %	92	88	97	63	95	
		Managing feelings and behaviour	National %	88	83	93	89	89	
		Making relationships	School %	94	91	97	75	95	
		Making relationships	National %	90	86	94	91	91	
	Specific areas of learning	Literacy	Reading	School %	85	79	90	50	87
			Reading	National %	77	72	82	80	80
Writing			School %	83	74	92	50	86	
Writing			National %	73	67	80	76	76	
Maths		Numbers	School %	91	90	92	63	93	
		Numbers	National %	79	76	83	81	81	
		Shape, space and measures	School %	94	91	97	88	95	
		Shape, space and measures	National %	82	78	85	84	84	
Understanding the world		People and communities	School %	96	93	98	88	96	
		People and communities	National %	86	82	90	87	87	
		The world	School %	95	95	95	75	96	
		The world	National %	86	82	89	87	87	
		Technology	School %	100	100	100	100	100	
		Technology	National %	93	91	94	94	94	
Expressive arts, designing and making		Exploring and using media and materials	School %	97	95	100	100	97	
		Exploring and using media and materials	National %	89	84	94	90	90	
		Being imaginative	School %	93	91	95	75	95	
		Being imaginative	National %	88	84	93	90	90	

# Absence and exclusions

## School level absence

This data includes all absences reported during the full academic year 2016/17. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

The national comparators shown are based on a breakdown of schools where middle-deemed schools are separated out.

For example, a middle-deemed primary school will have the national figures for middle schools deemed primaries shown, and a secondary school (not a middle deemed secondary) will have the national figures for state-funded secondaries that are not middle deemed secondaries. This means the national figures are slightly different from the National Statistics release, where middle schools are grouped with primary or secondary schools.

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.](#)

Absence						
Breakdown	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions		
	No. of enrolments in the school	School %	National %	No. of enrolments that are persistent absentees	School %	National %
<b>All pupils</b>	243	3.2	4.0	13	5.3	8.3
Male	120	2.8	4.1	5	4.2	8.6
Female	123	3.6	4.0	8	6.5	8.1
Ever 6 FSM	29	3.5	5.5	1	3.4	15.7
Non Ever 6 FSM	213	3.2	3.5	12	5.6	5.4
SEN with EHC plan	5	2.9	6.6	0	0.0	19.2
SEN support	33	5.3	5.4	6	18.2	14.3
No SEN	205	2.9	3.8	7	3.4	6.9
English first language	218	2.9	4.0	7	3.2	8.2
English additional language	25	5.5	4.1	6	24.0	8.8

## School level exclusions

This is data for the 2016/17 academic year.

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

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

School level exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of fixed period exclusions	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
<b>All pupils</b>	0	0.00	0.03	0	0.00	1.37	0	0.00	0.62	0	0.00	0.29
Male	0	0.00	0.05	0	0.00	2.36	0	0.00	1.05	0	0.00	0.49
Female	0	0.00	0.01	0	0.00	0.34	0	0.00	0.16	0	0.00	0.07
Ever 6 FSM	0	0.00	0.08	0	0.00	3.77	0	0.00	1.64	0	0.00	0.79
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.72	0	0.00	0.34	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.20	0	0.00	12.68	0	0.00	5.06	0	0.00	2.97
SEN support	0	0.00	0.16	0	0.00	7.18	0	0.00	2.98	0	0.00	1.58
No SEN	0	0.00	0.01	0	0.00	0.38	0	0.00	0.22	0	0.00	0.06
English first language	0	0.00	0.04	0	0.00	1.90	0	0.00	0.83	0	0.00	0.40
English additional language	0	0.00	0.01	0	0.00	0.60	0	0.00	0.36	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. 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			2015/2016			2016/2017		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	249	3.3	4.0	242	3.2	4.0	243	3.2	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	14	5.6	8.4	8	3.3	8.2	13	5.3	8.3

## School level exclusions - 3 year trends

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

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

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

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



## **Glossary**

### **Male**

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

### **Female**

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

### **Disadvantaged**

Pupils may be defined as disadvantaged if:

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

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

### **Other**

Non-disadvantaged children.

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

### **Ever 6 FSM**

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

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

### **Non-Ever 6 FSM**

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

### **Children looked after**

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

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

### **SEN with statement or EHC plan**

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

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

### **SEN support**

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

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

### **No SEN**

Pupils with no Special Educational Needs.

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

### **English first language**

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

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

### **English additional language**

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

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

### **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](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](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](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](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](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](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](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](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](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](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](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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)