

School performance summary 2017/2018

Downs Infant School (URN: 114367)

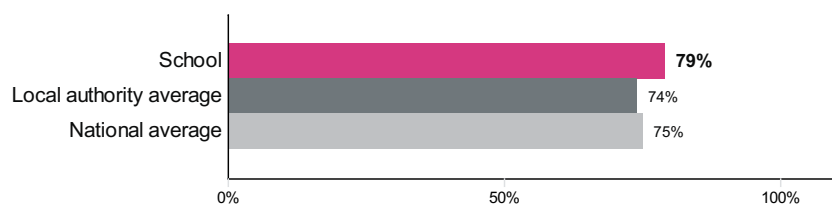
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1

This is provisional data for 2017/18.

Percentage achieving at least the expected standard in reading

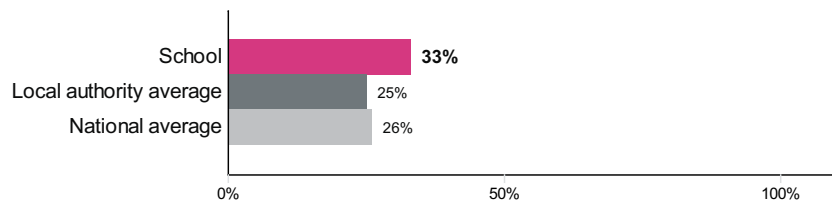
Number of pupils = 120



Percentage achieving at least the expected standard in reading

Percentage achieving greater depth in reading

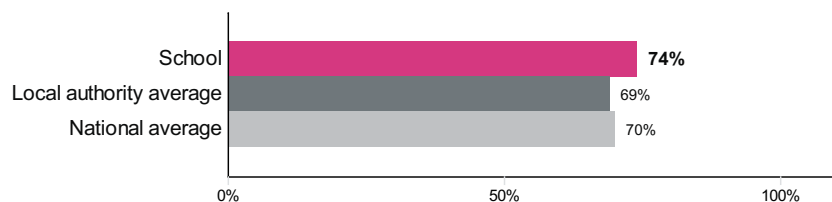
Number of pupils = 120



Percentage achieving greater depth in reading

Percentage achieving at least the expected standard in writing

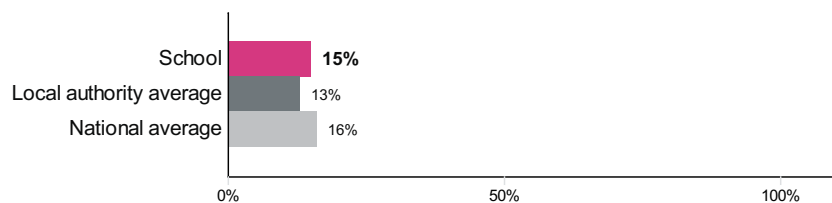
Number of pupils = 120



Percentage achieving the expected standard in writing

Percentage achieving greater depth in writing

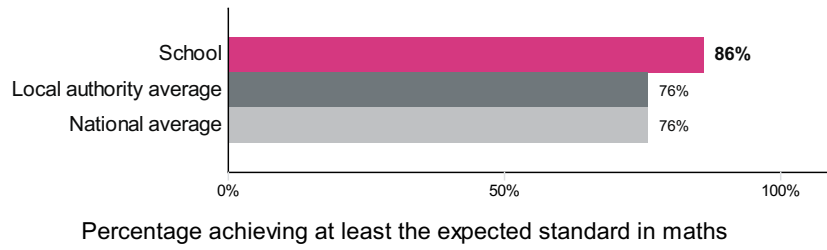
Number of pupils = 120



Percentage achieving greater depth in writing

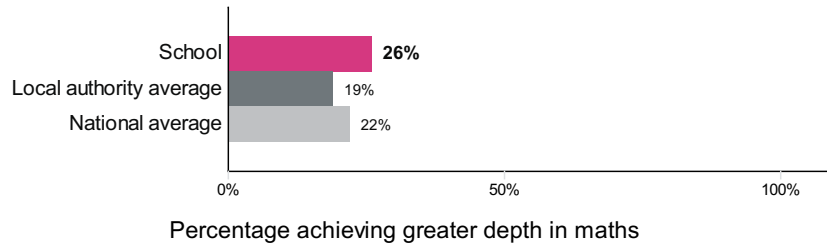
Percentage achieving at least the expected standard in maths

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 %
All pupils	120	79	75	33	26	1	2	5	5	15	17
Male	61	79	71	31	22	0	3	7	6	15	19
Female	59	80	80	34	29	2	1	3	3	15	15
Disadvantaged	22	77	79	18	29	0	2	9	4	14	15
Other	98	80	79	36	29	1	2	4	4	15	15
Ever 6 FSM	19	79	79	21	29	0	2	5	4	16	16
Children looked after	1	100	76	0	26	0	2	0	5	0	17
SEN with statement or EHC plan	1	0	75	0	26	0	2	100	5	0	17
SEN support	13	15	75	0	26	0	2	38	5	46	17
No SEN	106	88	83	37	29	1	0	0	2	11	14
English first language	103	83	75	35	26	0	2	4	5	14	17
English additional language	17	59	75	18	26	6	2	12	5	24	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 %
All pupils	120	74	70	15	16	1	2	7	5	18	22
Male	61	70	63	13	12	0	3	11	7	18	26
Female	59	78	77	17	20	2	1	2	3	19	18
Disadvantaged	22	68	74	5	18	0	2	9	4	23	20
Other	98	76	74	17	18	1	2	6	4	17	20
Ever 6 FSM	19	74	74	5	18	0	2	5	4	21	20
Children looked after	1	100	70	0	16	0	2	0	5	0	22
SEN with statement or EHC plan	1	0	70	0	16	0	2	100	5	0	22
SEN support	13	8	70	0	16	0	2	38	5	54	22
No SEN	106	83	78	17	18	1	0	2	2	14	19
English first language	103	78	70	16	16	0	2	5	5	17	22
English additional language	17	53	70	12	16	6	2	18	5	24	22

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	120	86	76	26	22	1	2	4	4	9	18
Male	61	87	75	36	24	0	3	7	5	7	17
Female	59	85	77	15	20	2	1	2	3	12	18
Disadvantaged	22	73	80	9	25	0	2	14	3	14	15
Other	98	89	80	30	25	1	2	2	3	8	15
Ever 6 FSM	19	79	79	11	24	0	2	5	3	16	16
Children looked after	1	100	76	0	22	0	2	0	4	0	18
SEN with statement or EHC plan	1	0	76	0	22	0	2	100	4	0	18
SEN support	13	23	76	0	22	0	2	31	4	46	18
No SEN	106	94	84	29	25	1	0	0	2	5	14
English first language	103	89	76	28	22	0	2	3	4	8	18
English additional language	17	65	76	12	22	6	2	12	4	18	18

Key stage 1 science attainment by pupil group

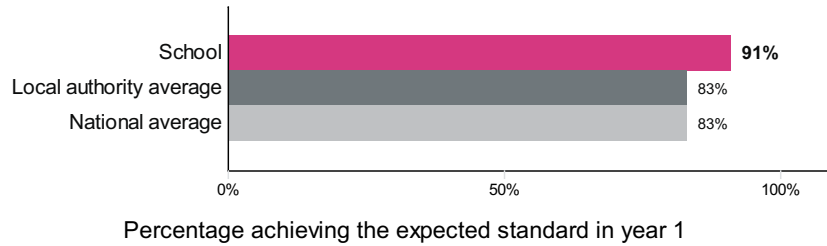
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		School %	National %
All pupils	120	97	83
Male	61	95	80
Female	59	98	85
Disadvantaged	22	91	86
Other	98	98	86
Ever 6 FSM	19	95	86
Children looked after	1	100	83
SEN with statement or EHC plan	1	0	83
SEN support	13	85	83
No SEN	106	99	90
English first language	103	99	83
English additional language	17	82	83

Phonics year 1 screening check

This is provisional data for 2017/18.

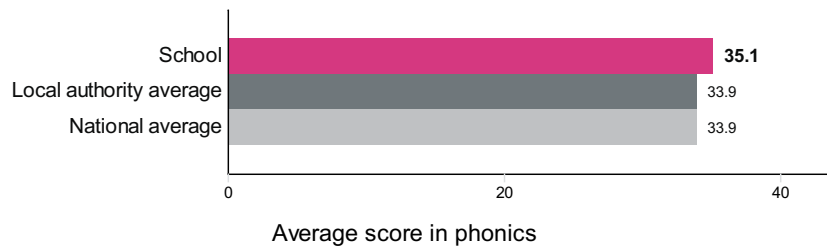
Percentage achieving the expected standard in phonics

Number of pupils = 119

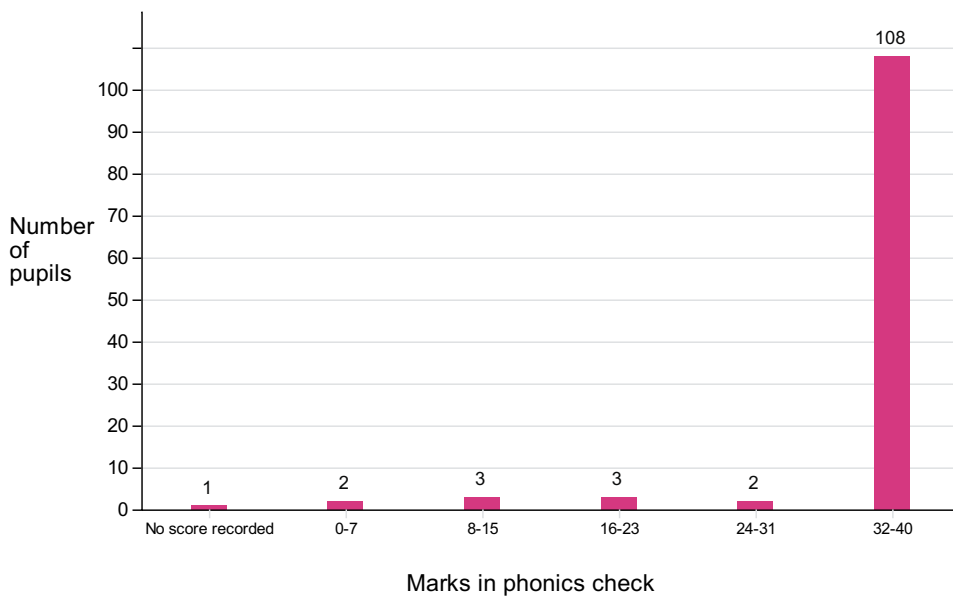


Phonics average score

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	1	10	108	91	83	35	34	
Male	57	1	6	50	88	79	34	33	
Female	62	0	4	58	94	86	36	35	
Disadvantaged	12	0	2	10	83	85	31	35	
Other	107	1	8	98	92	85	36	35	
Ever 6 FSM	10	0	1	9	90	85	33	34	
Children looked after	1	0	1	0	0	83	3	34	
SEN with statement or EHC plan	3	1	2	0	0	83	4	34	
SEN support	6	0	3	3	50	83	24	34	
No SEN	110	0	5	105	95	88	36	35	
English first language	113	1	10	102	90	83	35	34	
English additional language	6	0	0	6	100	83	37	34	

Phonics year 2 attainment by pupil group

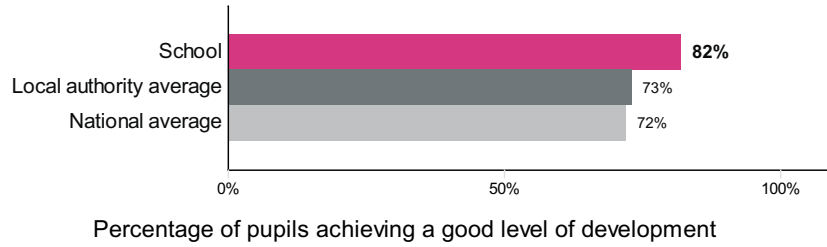
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	18	0	7	11	61	31
Male	10	0	3	7	70	33
Female	8	0	4	4	50	28
Disadvantaged	4	0	1	3	75	34
Other	14	0	6	8	57	30
Ever 6 FSM	3	0	1	2	67	33
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	1	0	1	0	0	25
SEN support	10	0	5	5	50	29
No SEN	7	0	1	6	86	35
English first language	11	0	4	7	64	31
English additional language	7	0	3	4	57	30

Early Years Foundation Stage

This is final data for 2017/2018.

Percentage of pupils achieving a good level of development

Number of pupils = 119



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	119	66	53	13	106
School %	82	77	87	46	86
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	119	66	53	13	106	
Prime areas of learning	Communication and language	Listening and attention	School %	92	91	92	62	95	
		Listening and attention	National %	86	82	91	88	88	
		Understanding	School %	92	89	96	62	96	
		Understanding	National %	86	82	90	87	87	
		Speaking	School %	93	89	98	69	96	
		Speaking	National %	86	81	90	87	87	
	Physical development	Moving and handling	School %	94	89	100	92	94	
		Moving and handling	National %	90	85	94	91	91	
		Health and self-care	School %	96	94	98	77	98	
		Health and self-care	National %	91	88	94	92	92	
	Personal, social and emotional development	Self-confidence and self-awareness	School %	94	91	98	69	97	
		Self-confidence and self-awareness	National %	89	85	93	90	90	
		Managing feelings and behaviour	School %	93	92	94	69	96	
		Managing feelings and behaviour	National %	88	83	93	89	89	
		Making relationships	School %	93	91	96	69	96	
		Making relationships	National %	90	86	94	91	91	
	Specific areas of learning	Literacy	Reading	School %	84	80	89	54	88
			Reading	National %	77	72	82	79	79
Writing			School %	82	77	87	46	86	
Writing			National %	74	67	80	76	76	
Maths		Numbers	School %	88	88	89	62	92	
		Numbers	National %	80	76	83	82	82	
		Shape, space and measures	School %	94	92	96	69	97	
		Shape, space and measures	National %	82	78	85	84	84	
Understanding the world		People and communities	School %	96	94	98	77	98	
		People and communities	National %	86	82	90	87	87	
		The world	School %	96	94	98	77	98	
		The world	National %	86	82	89	87	87	
		Technology	School %	97	97	98	85	99	
		Technology	National %	93	92	95	94	94	
Expressive arts, designing and making		Exploring and using media and materials	School %	97	95	98	85	98	
		Exploring and using media and materials	National %	89	84	94	90	90	
		Being imaginative	School %	96	95	96	69	99	
		Being imaginative	National %	89	84	94	90	90	

Absence and exclusions

School level absence

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 absence.

This data includes all absences reported during the autumn term 2017 and spring 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 exclusion statistics.](#)

School level 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 %
All pupils	243	3.6	4.2	17	7.0	9.6
Male	122	3.4	4.2	7	5.7	9.8
Female	121	3.8	4.1	10	8.3	9.4
Ever 6 FSM	28	6.3	5.7	7	25.0	17.2
Non Ever 6 FSM	214	3.2	3.6	10	4.7	6.9
SEN with EHC plan	5	4.7	7.0	1	20.0	20.8
SEN support	14	7.1	5.5	2	14.3	15.6
No SEN	223	3.3	3.9	13	5.8	8.2
English first language	219	3.5	4.2	13	5.9	9.5
English additional language	24	4.5	4.2	4	16.7	10.0

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	358	275	358	279	359	281
Male %	49.7	51.0	49.2	51.0	51.8	51.0
Female %	50.3	49.0	50.8	49.0	48.2	49.0
Ever 6 FSM %	10.1	25.2	10.1	24.3	11.4	23.5
Minority ethnic groups %	26.4	31.6	27.7	32.3	25.7	32.9
SEN with statement or EHC plan %	0.6	1.3	1.4	1.3	1.1	1.4
SEN support %	11.5	12.1	12.0	12.2	7.0	12.4
English additional language %	8.4	20.1	10.0	20.7	9.6	20.9
Stability %	97.5	85.7	98.3	85.7	95.8	85.8
School deprivation indicator	0.15	0.21	0.15	0.21	0.16	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	120	51	49	16	33	14	12	11
1	119	49	51	8	19	5	7	4
Pre-compulsory	120	56	44	N/A	N/A	N/A	6	6

Prior attainment of pupils by year group

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

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 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.

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.

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 and Ever 6 FSM pupils are the national averages for disadvantaged pupils and Ever 6 FSM pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged and non-Ever 6 FSM. Data for like-for-like comparisons of CLA pupils is not currently available. 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)

Data for like-for-like comparisons of CLA pupils is not currently available.

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

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.

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.

