

# School performance summary 2017/2018

## Hamilton Academy (URN: 143484)

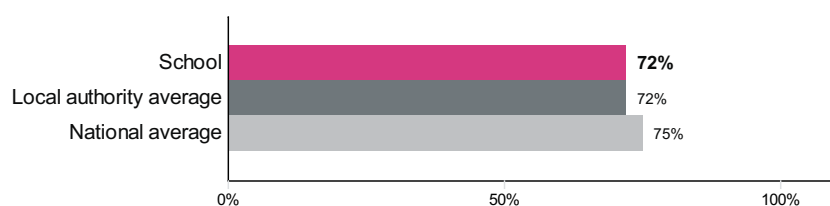
A glossary explaining terms used in this report is at the end of the printed version.

### Key stage 1

This is provisional data for 2017/18.

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

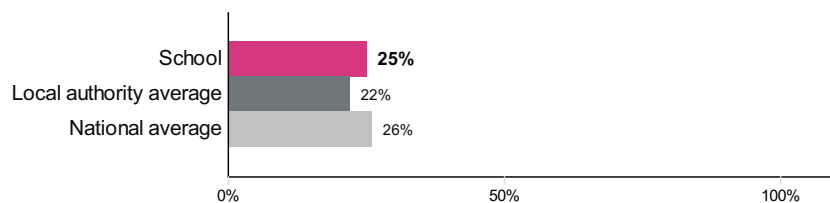
Number of pupils = 60



Percentage achieving at least the expected standard in reading

#### Percentage achieving greater depth in reading

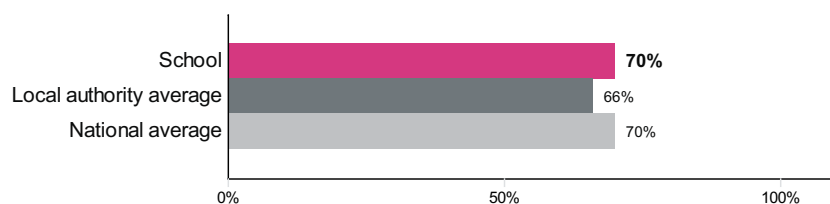
Number of pupils = 60



Percentage achieving greater depth in reading

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

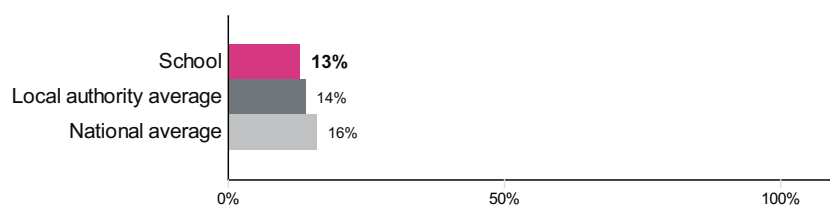
Number of pupils = 60



Percentage achieving the expected standard in writing

#### Percentage achieving greater depth in writing

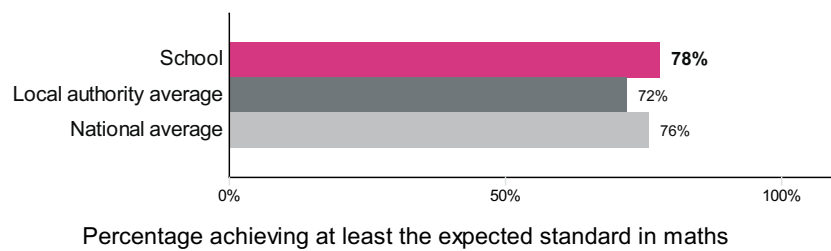
Number of pupils = 60



Percentage achieving greater depth in writing

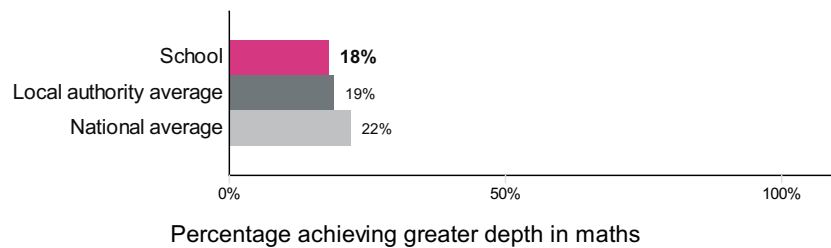
## Percentage achieving at least the expected standard in maths

Number of pupils = 60



## Percentage achieving greater depth in maths

Number of pupils = 60



## 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 ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	60	72	75	25	26	7	2	12	5	10	17
Male	41	73	71	27	22	5	3	15	6	7	19
Female	19	68	80	21	29	11	1	5	3	16	15
Disadvantaged	13	85	79	15	29	8	2	0	4	8	15
Other	47	68	79	28	29	6	2	15	4	11	15
Ever 6 FSM	13	85	79	15	29	8	2	0	4	8	16
Children looked after	0	N/A	76	N/A	26	N/A	2	N/A	5	N/A	17
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17
SEN support	14	36	75	7	26	14	2	43	5	7	17
No SEN	46	83	83	30	29	4	0	2	2	11	14
English first language	54	78	75	28	26	2	2	13	5	7	17
English additional language	4	25	75	0	26	50	2	0	5	25	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 ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	60	70	70	13	16	5	2	18	5	7	22
Male	41	73	63	12	12	2	3	22	7	2	26
Female	19	63	77	16	20	11	1	11	3	16	18
Disadvantaged	13	85	74	0	18	0	2	15	4	0	20
Other	47	66	74	17	18	6	2	19	4	9	20
Ever 6 FSM	13	85	74	0	18	0	2	15	4	0	20
Children looked after	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	14	36	70	0	16	7	2	57	5	0	22
No SEN	46	80	78	17	18	4	0	7	2	9	19
English first language	54	76	70	15	16	2	2	17	5	6	22
English additional language	4	25	70	0	16	25	2	25	5	25	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 ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	60	78	76	18	22	3	2	13	4	5	18
Male	41	78	75	20	24	2	3	15	5	5	17
Female	19	79	77	16	20	5	1	11	3	5	18
Disadvantaged	13	77	80	15	25	0	2	8	3	15	15
Other	47	79	80	19	25	4	2	15	3	2	15
Ever 6 FSM	13	77	79	15	24	0	2	8	3	15	16
Children looked after	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN support	14	36	76	0	22	7	2	50	4	7	18
No SEN	46	91	84	24	25	2	0	2	2	4	14
English first language	54	83	76	20	22	2	2	11	4	4	18
English additional language	4	50	76	0	22	0	2	50	4	0	18

## Key stage 1 science attainment by pupil group

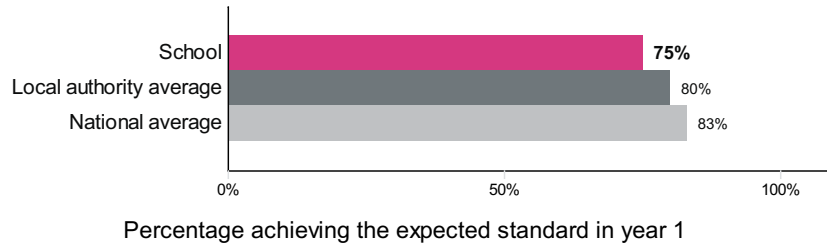
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
<b>All pupils</b>	60	82	83
Male	41	88	80
Female	19	68	85
Disadvantaged	13	85	86
Other	47	81	86
Ever 6 FSM	13	85	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	83
SEN support	14	50	83
No SEN	46	91	90
English first language	54	87	83
English additional language	4	25	83

# Phonics year 1 screening check

This is provisional data for 2017/18.

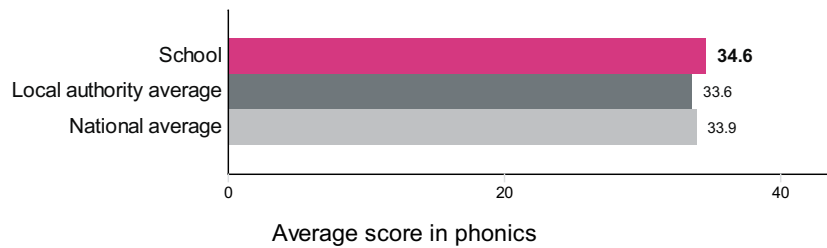
## Percentage achieving the expected standard in phonics

Number of pupils = 55

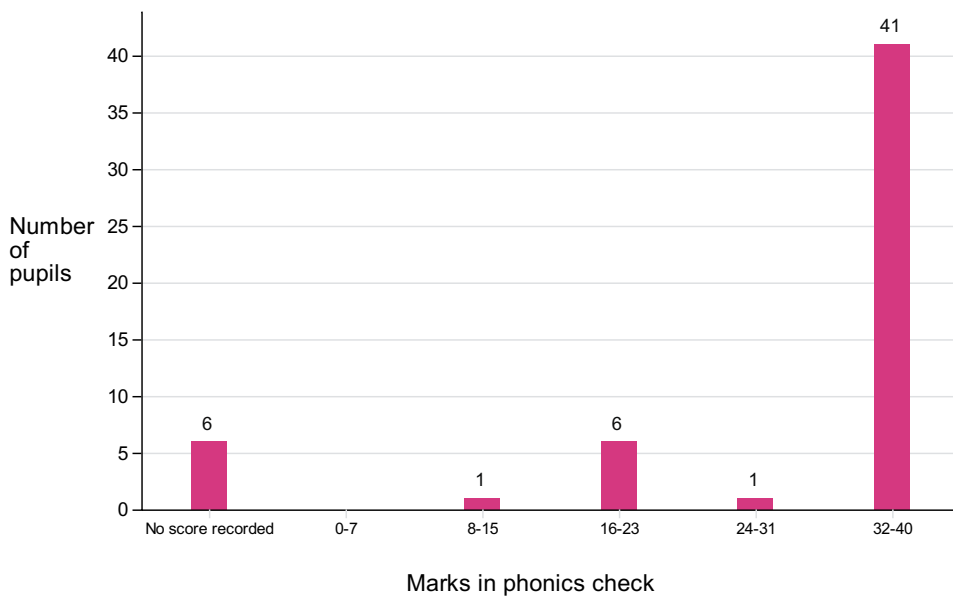


## Phonics average score

Number of pupils = 55



## 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 benchmark	Average mark		
							School	National benchmark	
All pupils	55	6	8	41	75	83	35	34	
Male	34	3	8	23	68	79	33	33	
Female	21	3	0	18	86	86	38	35	
Disadvantaged	8	0	1	7	88	85	36	35	
Other	47	6	7	34	72	85	34	35	
Ever 6 FSM	8	0	1	7	88	85	36	34	
Children looked after	0	0	0	0	N/A	83	N/A	34	
SEN with statement or EHC plan	2	1	1	0	0	83	14	34	
SEN support	7	0	2	5	71	83	32	34	
No SEN	46	5	5	36	78	88	36	35	
English first language	44	1	7	36	82	83	35	34	
English additional language	10	5	0	5	50	83	37	34	



## Phonics year 2 attainment by pupil group

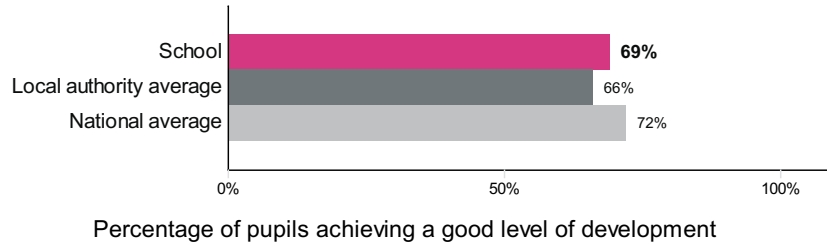
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
<b>All pupils</b>	20	0	6	14	70	29
Male	13	0	4	9	69	29
Female	7	0	2	5	71	28
Disadvantaged	5	0	1	4	80	32
Other	15	0	5	10	67	28
Ever 6 FSM	5	0	1	4	80	32
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	11	0	4	7	64	28
No SEN	9	0	2	7	78	30
English first language	15	0	3	12	80	33
English additional language	3	0	2	1	33	19

# Early Years Foundation Stage

This is final data for 2017/2018.

## Percentage of pupils achieving a good level of development

Number of pupils = 58



## Early years foundation stage attainment by pupil group

This is final data for 2017/2018.

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	58	32	26	9	49
School %	69	56	85	44	73
National benchmark	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	58	32	26	9	49	
Prime areas of learning	Communication and language	Listening and attention	School %	79	66	96	67	82	
		Listening and attention	National benchmark	86	82	91	88	88	
		Understanding	School %	79	69	92	67	82	
		Understanding	National benchmark	86	82	90	87	87	
		Speaking	School %	76	63	92	67	78	
		Speaking	National benchmark	86	81	90	87	87	
	Physical development	Moving and handling	School %	79	66	96	56	84	
		Moving and handling	National benchmark	90	85	94	91	91	
		Health and self-care	School %	76	63	92	56	80	
		Health and self-care	National benchmark	91	88	94	92	92	
	Personal, social and emotional development	Self-confidence and self-awareness	School %	78	63	96	67	80	
		Self-confidence and self-awareness	National benchmark	89	85	93	90	90	
		Managing feelings and behaviour	School %	81	69	96	67	84	
		Managing feelings and behaviour	National benchmark	88	83	93	89	89	
		Making relationships	School %	79	66	96	67	82	
		Making relationships	National benchmark	90	86	94	91	91	
	Specific areas of learning	Literacy	Reading	School %	69	56	85	44	73
			Reading	National benchmark	77	72	82	79	79
Writing			School %	69	56	85	44	73	
Writing			National benchmark	74	67	80	76	76	
Maths		Numbers	School %	72	63	85	44	78	
		Numbers	National benchmark	80	76	83	82	82	
		Shape, space and measures	School %	76	66	88	56	80	
		Shape, space and measures	National benchmark	82	78	85	84	84	
Understanding the world		People and communities	School %	76	63	92	67	78	
		People and communities	National benchmark	86	82	90	87	87	
		The world	School %	76	63	92	67	78	
		The world	National benchmark	86	82	89	87	87	
		Technology	School %	95	91	100	89	96	
		Technology	National benchmark	93	92	95	94	94	
Expressive arts, designing and making		Exploring and using media and materials	School %	79	66	96	67	82	
		Exploring and using media and materials	National benchmark	89	84	94	90	90	
		Being imaginative	School %	79	66	96	67	82	
		Being imaginative	National benchmark	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 average %	No. of enrolments that are persistent absentees	School %	National average %
<b>All pupils</b>	129	5.4	4.2	21	16.3	9.6
Male	82	5.3	4.2	13	15.9	9.8
Female	47	5.6	4.1	8	17.0	9.4
Ever 6 FSM	23	5.0	5.7	4	17.4	17.2
Non Ever 6 FSM	101	5.0	3.6	14	13.9	6.9
SEN with EHC plan	2	16.4	7.0	1	50.0	20.8
SEN support	21	7.9	5.5	5	23.8	15.6
No SEN	101	4.6	3.9	13	12.9	8.2
English first language	105	4.5	4.2	11	10.5	9.5
English additional language	24	11.7	4.2	10	41.7	10.0

# School characteristics

## Basic characteristics trends

This is final data for 2017/2018.

Up to Key stage 2 basic characteristics trends						
Breakdown	2016		2017		2018	
	School	National	School	National	School	National
Number on roll	222	275	208	279	220	281
Male %	56.3	51.0	56.2	51.0	60.5	51.0
Female %	43.7	49.0	43.8	49.0	39.5	49.0
Ever 6 FSM %	22.0	25.2	16.4	24.3	17.1	23.5
Minority ethnic groups %	14.5	31.6	15.7	32.3	25.4	32.9
SEN with statement or EHC plan %	0.9	1.3	1.0	1.3	1.4	1.4
SEN support %	13.5	12.1	11.5	12.2	15.0	12.4
English additional language %	6.8	20.1	8.7	20.7	16.1	20.9
Stability %	92.3	85.7	95.7	85.7	91.5	85.8
School deprivation indicator	0.23	0.21	0.24	0.21	0.25	0.21

## Basic characteristics by national curriculum year group

This is final data for 2017/2018.

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	59	68	32	22	15	9	24	24
1	59	61	39	14	36	24	15	12
Pre-compulsory	102	56	44	N/A	N/A	N/A	13	12

## 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.

## 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

### 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](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)

## **School characteristics**

### **Minority ethnic group**

Pupils who are not white British.

### **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).

### **School deprivation indicator**

Pupils living in an area of income deprived families.

### **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).