

Hamilton Academy (URN: 143484)

This is a new academy which opened on 1 September 2017.
Go to [Hamilton Infant School](#) for the previous record.

School performance summary 2018/2019

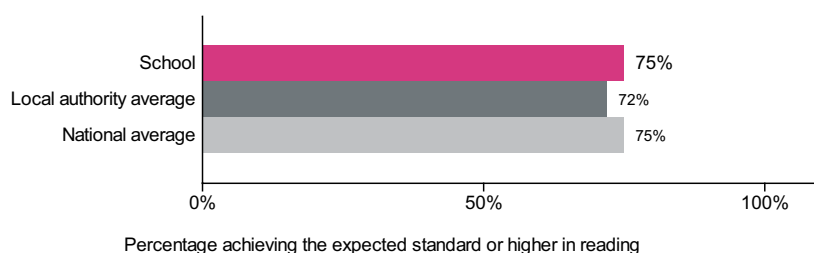
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1

This is provisional data for 2018/19.

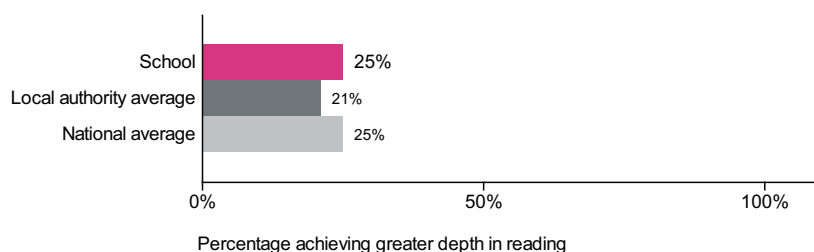
Percentage achieving the expected standard or higher in reading

Number of pupils = 51



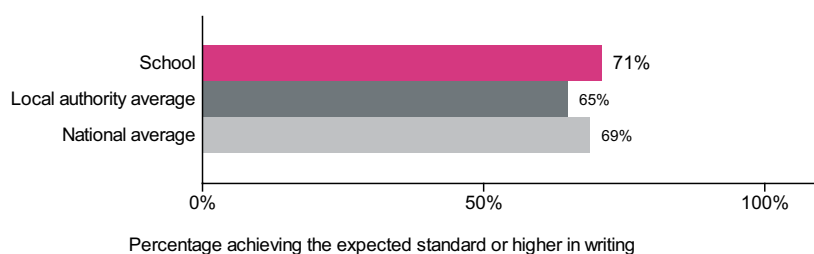
Percentage achieving greater depth in reading

Number of pupils = 51



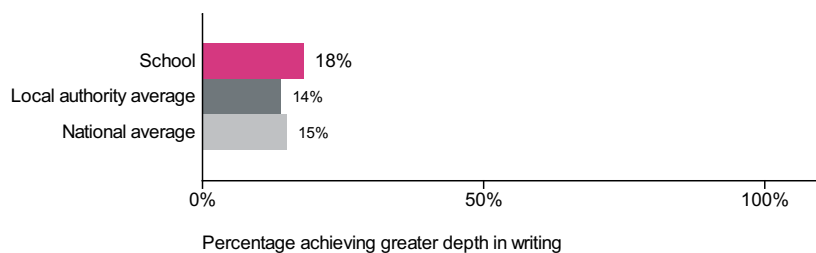
Percentage achieving the expected standard or higher in writing

Number of pupils = 51



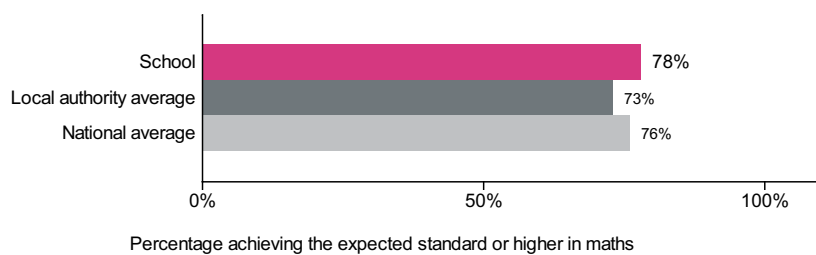
Percentage achieving greater depth in writing

Number of pupils = 51



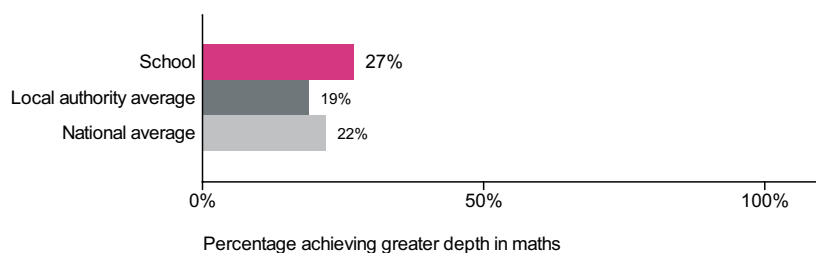
Percentage achieving the expected standard or higher in maths

Number of pupils = 51



Percentage achieving greater depth in maths

Number of pupils = 51



Key stage 1 additional reports

Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	51	25	25	75	75	8	17	10	7
Male	34	18	22	68	71	12	19	9	9
Female	17	41	29	88	79	0	15	12	5
Disadvantaged	10	20	28	80	78	10	15	0	5
Ever 6 FSM	10	20	28	80	78	10	15	0	5
Children looked after	0	N/A	25	N/A	75	N/A	17	N/A	7
Other	41	27	28	73	78	7	15	12	5
SEN EHCP	1	0	25	0	75	0	17	100	7
SEN support	8	13	25	63	75	13	17	0	7
No SEN	40	30	29	83	83	8	14	10	3
English first language	42	31	25	83	75	7	17	7	7
English additional language	7	0	25	43	75	14	17	29	7

Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	51	18	15	71	69	6	22	16	8
Male	34	9	11	62	63	9	26	18	10
Female	17	35	19	88	76	0	18	12	5
Disadvantaged	10	0	17	70	73	0	20	20	6
Ever 6 FSM	10	0	17	70	73	0	20	20	6
Children looked after	0	N/A	15	N/A	69	N/A	22	N/A	8
Other	41	22	17	71	73	7	20	15	6
SEN EHCP	1	0	15	0	69	0	22	100	8
SEN support	8	0	15	50	69	13	22	13	8
No SEN	40	23	17	80	78	5	19	15	3
English first language	42	21	15	79	69	5	22	14	8
English additional language	7	0	15	43	69	14	22	29	8

Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	51	27	22	78	76	8	18	8	6
Male	34	24	24	74	75	12	18	6	7
Female	17	35	19	88	77	0	18	12	4
Disadvantaged	10	30	24	80	79	10	16	0	4
Ever 6 FSM	10	30	24	80	79	10	16	0	4
Children looked after	0	N/A	22	N/A	76	N/A	18	N/A	6
Other	41	27	24	78	79	7	16	10	4
SEN EHCP	1	0	22	100	76	0	18	0	6
SEN support	8	13	22	63	76	13	18	0	6
No SEN	40	33	25	85	84	8	15	8	2
English first language	42	31	22	86	76	10	18	2	6
English additional language	7	14	22	57	76	0	18	29	6

Science attainment by pupil group

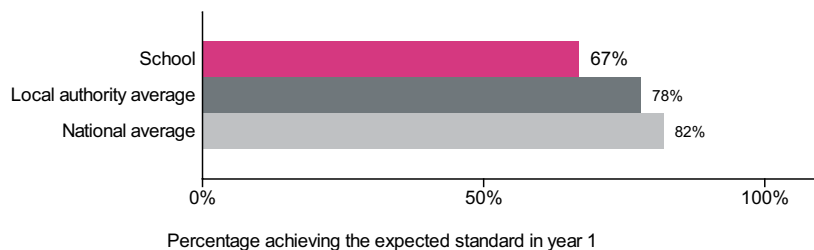
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	51	80	82
Male	34	76	80
Female	17	88	85
Disadvantaged	10	90	85
Ever 6 FSM	10	90	85
Children looked after	0	N/A	82
Other	41	78	85
SEN EHCP	1	0	82
SEN support	8	63	82
No SEN	40	90	90
English first language	42	88	82
English additional language	7	57	82

Phonics performance measures

This is provisional data for 2018/19.

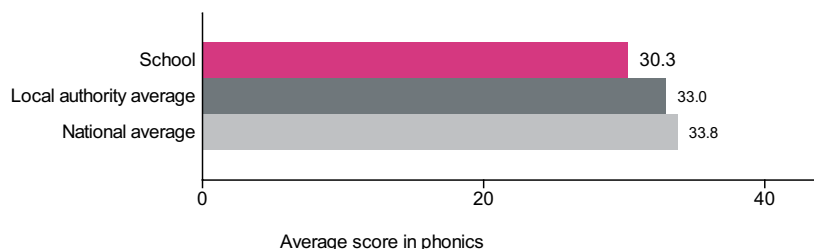
Percentage achieving the expected standard in phonics

Number of pupils = 58



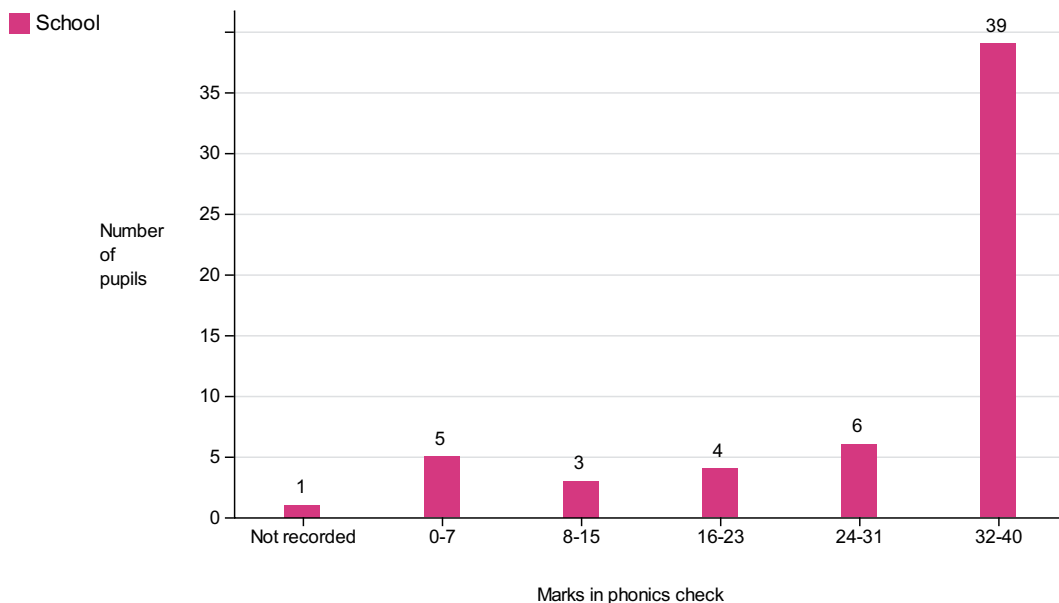
Phonics average score

Number of pupils = 58



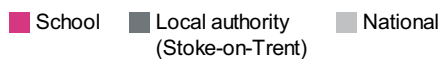
Attainment in phonics by mark

Number of pupils = 58



Attainment in phonics by %

Number of pupils = 58



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	58	1	18	39	67	82	30	34
Male	29	1	7	21	72	78	31	33
Female	29	0	11	18	62	85	30	35
Disadvantaged	14	0	9	5	36	84	22	34
Ever 6 FSM	14	0	9	5	36	84	22	34
Children looked after	0	0	0	0	N/A	82	N/A	34
Other	44	1	9	34	77	84	33	34
SEN EHCP	1	1	0	0	0	82	N/A	34
SEN support	10	0	6	4	40	82	17	34
No SEN	47	0	12	35	74	88	33	35
English first language	51	1	16	34	67	82	30	34
English additional language	7	0	2	5	71	82	29	34

Phonics additional reports

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	12	0	6	6	50	20
Male	10	0	4	6	60	22
Female	2	0	2	0	0	7
Disadvantaged	3	0	1	2	67	24
Ever 6 FSM	3	0	1	2	67	24
Children looked after	0	0	0	0	N/A	N/A
Other	9	0	5	4	44	18
SEN EHCP	1	0	0	1	100	37
SEN support	4	0	2	2	50	20
No SEN	5	0	2	3	60	24
English first language	7	0	1	6	86	32
English additional language	3	0	3	0	0	4

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 2018 and spring term 2019. 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 absence statistics.](#)

Absence						
Breakdown	No. of enrolments in the school	Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions		
		School %	National %	No. of enrolments that are persistent absentees	School %	National %
All pupils	121	3.6	3.9	12	9.9	8.4
Male	69	3.5	4.0	9	13.0	8.6
Female	52	3.7	3.8	3	5.8	8.1
Ever 6 FSM	27	4.9	5.4	6	22.2	15.7
Non-Ever 6 FSM	91	3.1	3.4	5	5.5	5.8
SEN EHCP	2	2.6	7.0	0	0.0	19.8
SEN support	21	3.3	5.3	2	9.5	14.0
No SEN	96	3.6	3.6	8	8.3	7.0
English first language	98	3.4	3.9	7	7.1	8.3
English additional language	23	4.7	3.8	5	21.7	8.6

School characteristics

Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	208	279	220	281	216	282
Male %	56.2	51.0	60.5	51.0	55.6	51.0
Female %	43.8	49.0	39.5	49.0	44.4	49.0
Ever 6 FSM %	16.4	24.3	17.1	23.5	20.7	23.0
Minority ethnic groups %	15.7	32.3	25.4	32.9	25.0	33.8
SEN EHCP %	1.0	1.3	1.4	1.4	0.9	1.6
SEN support %	11.5	12.2	15.0	12.4	14.8	12.6
English additional language %	8.7	20.7	16.1	20.9	13.0	21.2
Stability %	95.7	85.7	91.5	85.8	92.0	85.6
School deprivation indicator	0.24	0.21	0.25	0.21	0.25	0.21

Basic characteristics by national curriculum year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
2	54	63	37	20	28	15	20	2	19
1	58	52	48	26	28	14	22	2	21
Pre-compulsory	104	54	46	16	22	12	10	0	10

Prior attainment of pupils by year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

No data is available for this report for this school.

Glossary

Key stage 1

Key stage 1 Performance measures

Percentage achieving the expected standard or higher in reading

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving greater depth in reading

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving the expected standard or higher in writing

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving greater depth in writing

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving the expected standard or higher in maths

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving greater depth in maths

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Local authority average

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

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Key stage 1 reports

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.

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 for this row is the national average for 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.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Other

Non-disadvantaged children.

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

SEN EHCP

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Reading

Achieved greater depth

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Working towards

The pupil is working towards the expected standard of reading.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Writing

Achieved greater depth

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Working towards

The pupil is working towards the expected standard of writing.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Maths

Achieved greater depth

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Working towards

The pupil is working towards the expected standard of maths.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Phonics Performance measures

Attainment in phonics by mark

This graph shows the distribution of pupils' marks in phonics. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

Attainment in phonics by %

This graph shows the distribution of pupils' marks in phonics against national and local authority comparators. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

Marks in phonics check

Percentages have been rounded to nearest whole number, so may not sum to 100.

Local authority average

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

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Year 1 attainment

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

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 for this row is the national average for 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.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Other

Non-disadvantaged children.

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

SEN EHCP

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

Year 2 attainment

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 for this row is the national average for 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.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Other

Non-disadvantaged children.

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

SEN EHCP

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

Absence

National average

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. The national comparator for special schools used here is the national average for special schools.

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 EHCP

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

The national comparator used in this row is the national average for pupils with an EHCP.

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 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 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.

School characteristics

Basic characteristics trends

Up to Key stage 5 basic characteristics trends

National average

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. The national comparator used for special schools is all state-funded mainstream special schools in England. 2017 and 2018 figures are not available as this is a new measure.

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 groups

Pupils who are not white British.

The national comparator used in this row is the national average for non-white British pupils.

SEN EHCP

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

The national comparator used in this row is the national average for pupils with SEN with EHCP.

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.

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 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.

Basic characteristics by national curriculum year group

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.

Minority ethnic groups

Pupils who are not white British.

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.

All SEN

Includes SEN pupils with an education, health and care plan and SEN support pupils.

SEN EHCP

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

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.

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 of pupils by year group

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.

National average

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

Key stage 2 prior attainment by year group (years 10 and 11)

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

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

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

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

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

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

Key stage 2 prior attainment by year group (years 7, 8 and 9)

Average scaled score

This score is an average for pupils in the school. The expected standard is a score of 100 or more. The higher standard is 110 or more. For a more detailed explanation, see Scaled scores at key stage 2.

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

Achieving the expected standard

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see Scaled scores at key stage 2.

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

Achieving the expected standard

Pupils are meeting the expected standard if their teacher assesses them as 'working at the expected standard' or better in writing.

Key stage 1 prior attainment by year group

High overall

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

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

Middle overall

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

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

Low overall

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

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

Key stage 1 reading prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of reading, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of reading.

Working towards

The pupil exceeded the pre-key stage 1 standard of reading and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of reading.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of reading.

Key stage 1 writing prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of writing, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of writing.

Working towards

The pupil exceeded the pre-key stage 1 standard of writing and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of writing.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of writing.

Key stage 1 maths prior attainment by year group**Achieved greater depth**

The pupil achieved a greater depth of maths, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of maths.

Working towards

The pupil exceeded the pre-key stage 1 standard of maths and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of maths.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of maths.