

The Government has announced (<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCWS176/>) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This update published here (<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>) clarifies what this means for the way school and college accountability will operate for 2019/20.

Larkhill Primary School (URN: 145545)

This is a new academy which opened on 1 March 2018.
Go to [Larkhill Primary School](#) for the previous record.

School performance summary 2017/2018

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

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	288	275	304	279	265	281
Male %	53.1	51.0	53.9	51.0	49.1	51.0
Female %	46.9	49.0	46.1	49.0	50.9	49.0
Ever 6 FSM %	4.9	25.2	3.9	24.3	2.6	23.5
Minority ethnic groups %	26.6	31.6	26.0	32.3	26.4	32.9
SEN with statement or EHC plan %	1.4	1.3	1.3	1.3	1.5	1.4
SEN support %	14.9	12.1	7.6	12.2	11.7	12.4
English additional language %	20.6	20.1	11.2	20.7	11.6	20.9
Stability %	54.5	85.7	55.8	85.7	62.2	85.8
School deprivation indicator	0.06	0.21	0.06	0.21	0.06	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 %
6	36	50	50	3	19	11	19	17
5	27	52	48	7	33	19	11	11
4	43	51	49	5	31	7	12	12
3	42	48	52	0	32	14	5	2
2	41	51	49	0	20	5	17	15
1	44	57	43	5	25	16	14	11
Pre-compulsory	32	31	69	N/A	N/A	N/A	16	16

Prior attainment of pupils by year group

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

Key stage 1 prior attainment by year group									
School year starting September 2017	Average point score at key stage 1			% by prior attainment					
				Low		Middle		High	
	School	National	Difference	School	National	School	National	School	National
Year 6	13.9	16.1	-2.2	15	9	82	59	3	33
Year 5	15.9	16.3	-0.4	4	8	81	58	15	34

Key stage 1 reading prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	26	23	67	73	0	1	2	5	23	18
Year 3	17	25	81	75	0	1	0	4	19	17

Key stage 1 writing prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	19	13	63	64	0	1	2	5	28	26
Year 3	12	15	74	68	0	1	0	5	26	24

Key stage 1 maths prior attainment by year group										
School year starting September 2017	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School	National	School	National	School	National	School	National	School	National
Year 4	12	17	70	71	0	1	2	4	21	20
Year 3	10	20	81	75	0	1	0	4	19	18

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 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>

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.

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.

National average (for tables with equivalent data on CSCP)

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

This is different to the national comparator for this measure on the Compare school and college performance service (CSCP) which is all schools in England. The CSCP comparator also includes independent schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision facilities.

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, Ever 6 FSM and CLA pupils are the national averages for disadvantaged pupils, Ever 6 FSM and CLA pupils.

This is different from the default DfE national comparator, which is the national average for non-disadvantaged, non-Ever 6 FSM and non-CLA.

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)

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>

The national comparator used in this row is the national average for pupils in state-funded schools who have been looked after for at least 1 day for the year in question. This is different to the default DfE national comparator.

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.

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.

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. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

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.