

School performance summary 2016/2017

Northwood Broom Academy (URN: 143486)

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

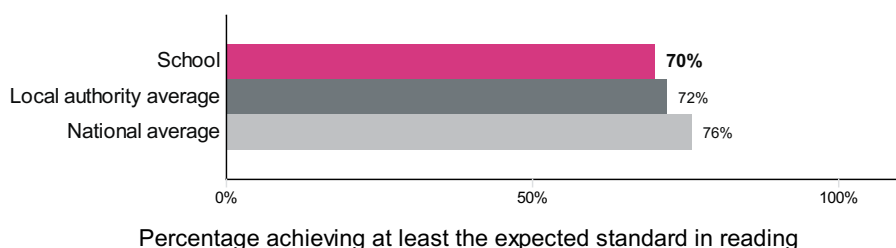
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1

This is provisional data for 2016/2017.

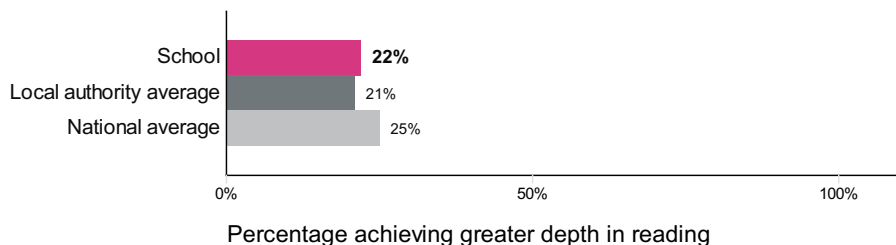
Percentage achieving at least the expected standard in reading

Number of pupils = 60



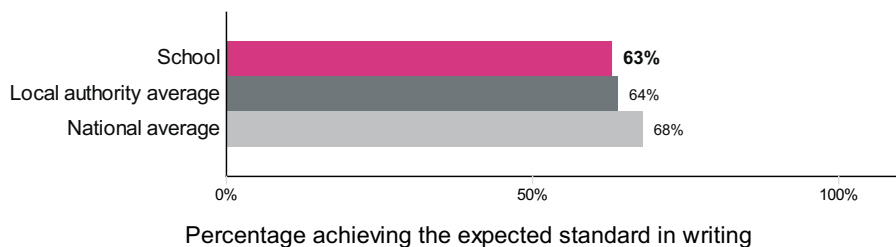
Percentage achieving greater depth in reading

Number of pupils = 60



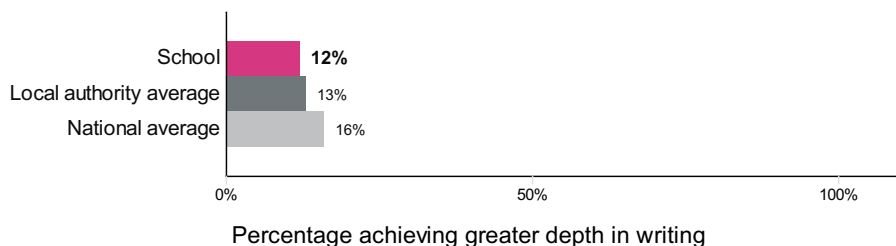
Percentage achieving at least the expected standard in writing

Number of pupils = 60



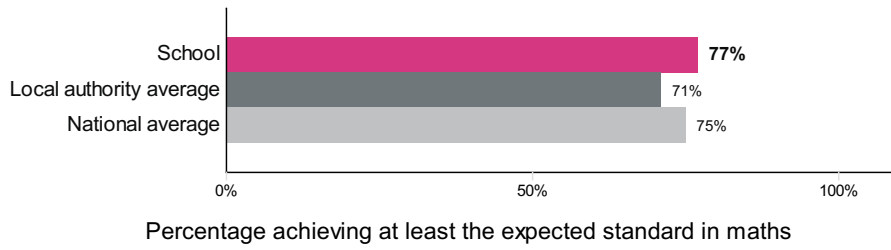
Percentage achieving greater depth in writing

Number of pupils = 60



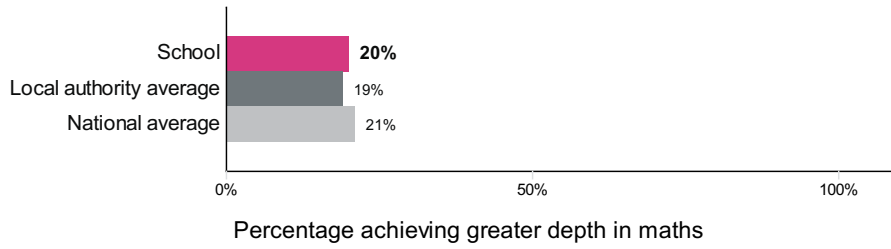
Percentage achieving at least the expected standard in maths

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
All pupils	60	70	76	22	25	5	2	0	4	25	17
Male	30	70	71	20	22	3	3	0	6	27	20
Female	30	70	80	23	29	7	1	0	3	23	15
Disadvantaged	32	63	79	19	28	6	2	0	3	31	15
Other	28	79	79	25	28	4	2	0	3	18	15
Ever 6 FSM	32	63	79	19	28	6	2	0	4	31	16
Children looked after	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN with statement or EHC plan	2	50	76	50	25	50	2	0	4	0	17
SEN support	6	33	76	0	25	17	2	0	4	50	17
No SEN	52	75	83	23	29	2	0	0	2	23	14
English first language	50	80	76	26	25	4	2	0	4	16	17
English additional language	10	20	76	0	25	10	2	0	4	70	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
All pupils	60	63	68	12	16	3	2	2	5	32	24
Male	30	57	61	10	11	3	3	0	6	40	29
Female	30	70	75	13	20	3	1	3	3	23	20
Disadvantaged	32	56	72	3	18	3	2	3	4	38	22
Other	28	71	72	21	18	4	2	0	4	25	22
Ever 6 FSM	32	56	72	3	18	3	2	3	4	38	22
Children looked after	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN with statement or EHC plan	2	50	68	0	16	50	2	0	5	0	24
SEN support	6	0	68	0	16	17	2	0	5	83	24
No SEN	52	71	76	13	18	0	0	2	2	27	21
English first language	50	72	68	14	16	2	2	2	5	24	24
English additional language	10	20	68	0	16	10	2	0	5	70	24

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	60	77	75	20	21	3	2	2	4	18	19
Male	30	80	74	23	22	3	3	0	5	17	18
Female	30	73	76	17	19	3	1	3	3	20	19
Disadvantaged	32	69	79	16	23	3	2	3	3	25	16
Other	28	86	79	25	23	4	2	0	3	11	16
Ever 6 FSM	32	69	79	16	23	3	2	3	3	25	16
Children looked after	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	2	50	75	0	21	50	2	0	4	0	19
SEN support	6	33	75	0	21	17	2	0	4	50	19
No SEN	52	83	83	23	23	0	0	2	2	15	15
English first language	50	82	75	24	21	2	2	2	4	14	19
English additional language	10	50	75	0	21	10	2	0	4	40	19

Key stage 1 science attainment by pupil group

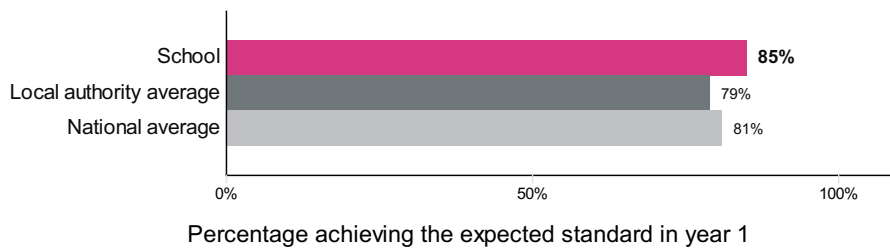
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	60	75	83
Male	30	77	80
Female	30	73	85
Disadvantaged	32	63	86
Other	28	89	86
Ever 6 FSM	32	63	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	2	50	83
SEN support	6	33	83
No SEN	52	81	90
English first language	50	82	83
English additional language	10	40	83

Phonics screening check

This is provisional data for 2016/2017.

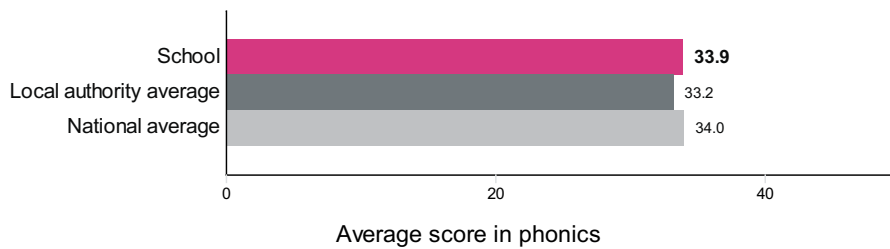
Percentage achieving the expected standard in phonics

Number of pupils = 60

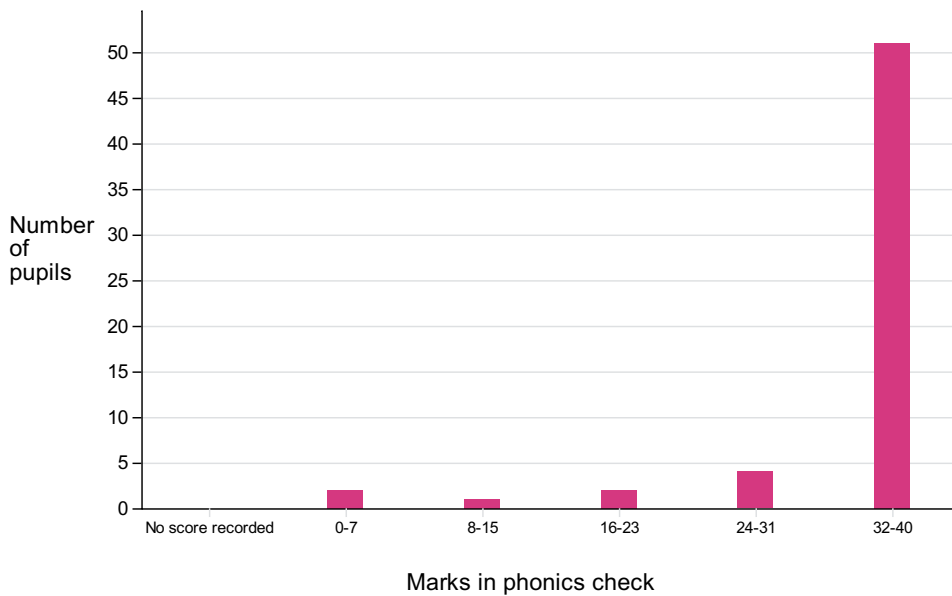


Phonics average score

Number of pupils = 60



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	60	0	9	51	85	81	34	34	
Male	26	0	5	21	81	78	33	33	
Female	34	0	4	30	88	85	34	34	
Disadvantaged	21	0	6	15	71	84	32	34	
Other	39	0	3	36	92	84	35	34	
Ever 6 FSM	20	0	6	14	70	84	32	34	
Children looked after	0	0	0	0	N/A	81	N/A	34	
SEN with statement or EHC plan	1	0	1	0	0	81	0	34	
SEN support	7	0	4	3	43	81	26	34	
No SEN	52	0	4	48	92	87	36	35	
English first language	46	0	7	39	85	81	34	34	
English additional language	14	0	2	12	86	81	35	34	

Phonics year 2 attainment by pupil group

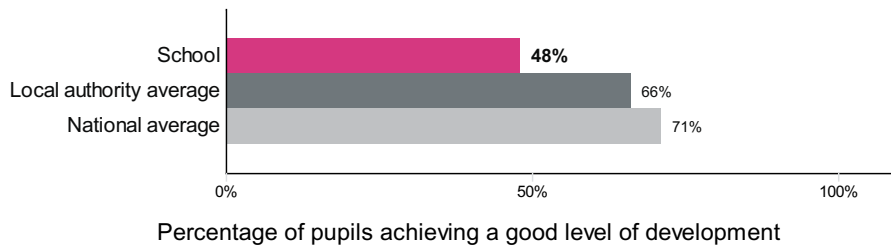
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	16	0	4	12	75	32
Male	8	0	1	7	88	35
Female	8	0	3	5	63	30
Disadvantaged	11	0	3	8	73	33
Other	5	0	1	4	80	32
Ever 6 FSM	11	0	3	8	73	33
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	1	0	1	0	0	16
SEN support	3	0	1	2	67	28
No SEN	12	0	2	10	83	35
English first language	9	0	2	7	78	33
English additional language	7	0	2	5	71	32

Early Years Foundation Stage

This is final data for 2016/2017.

Percentage of pupils achieving a good level of development

Number of pupils = 60



Early years foundation stage attainment by pupil group

Percentage of pupils achieving a good level of development at end of the early years foundation stage					
Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM
Cohort	60	38	22	19	41
School %	48	47	50	47	49
National benchmark	71	64	78	73	73

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

Areas of learning		Early learning goals	Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM
			Cohort	60	38	22	19	41
Prime areas of learning	Communication and language	Listening and attention	School %	75	74	77	79	73
		Listening and attention	National benchmark	86	82	91	88	88
		Understanding	School %	72	74	68	79	68
		Understanding	National benchmark	86	82	90	87	87
		Speaking	School %	70	71	68	68	71
		Speaking	National benchmark	85	81	90	87	87
	Physical development	Moving and handling	School %	70	76	59	68	71
		Moving and handling	National benchmark	90	85	94	91	91
		Health and self-care	School %	88	92	82	89	88
		Health and self-care	National benchmark	91	88	95	92	92
	Personal, social and emotional development	Self-confidence and self-awareness	School %	75	79	68	74	76
		Self-confidence and self-awareness	National benchmark	89	86	93	90	90
		Managing feelings and behaviour	School %	83	84	82	89	80
		Managing feelings and behaviour	National benchmark	88	83	93	89	89
		Making relationships	School %	82	84	77	89	78
		Making relationships	National benchmark	90	86	94	91	91
Specific areas of learning	Literacy	Reading	School %	50	47	55	47	51
		Reading	National benchmark	77	72	82	80	80
		Writing	School %	48	47	50	47	49
		Writing	National benchmark	73	67	80	76	76
	Maths	Numbers	School %	63	66	59	63	63
		Numbers	National benchmark	79	76	83	81	81
		Shape, space and measures	School %	65	68	59	68	63
		Shape, space and measures	National benchmark	82	78	85	84	84
	Understanding the world	People and communities	School %	68	71	64	74	66
		People and communities	National benchmark	86	82	90	87	87
		The world	School %	67	68	64	68	66
		The world	National benchmark	86	82	89	87	87
		Technology	School %	87	92	77	79	90
		Technology	National benchmark	93	91	94	94	94
	Expressive arts, designing and making	Exploring and using media and materials	School %	80	82	77	74	83
		Exploring and using media and materials	National benchmark	89	84	94	90	90
Being imaginative		School %	77	76	77	74	78	
Being imaginative		National benchmark	88	84	93	90	90	

Absence and exclusions

School level absence

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

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

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

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

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

Absence						
Breakdown	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions		
	No. of enrolments in the school	School %	National average %	No. of enrolments that are persistent absentees	School %	National average %
All pupils	125	3.3	4.0	7	5.6	8.3
Male	59	3.3	4.1	4	6.8	8.6
Female	66	3.3	4.0	3	4.5	8.1
Ever 6 FSM	53	3.6	5.5	5	9.4	15.7
Non Ever 6 FSM	72	3.1	3.5	2	2.8	5.4
SEN with EHC plan	3	0.8	6.6	0	0.0	19.2
SEN support	11	4.2	5.4	1	9.1	14.3
No SEN	111	3.3	3.8	6	5.4	6.9
English first language	99	3.1	4.0	5	5.1	8.2
English additional language	26	4.0	4.1	2	7.7	8.8

School level exclusions

This is data for the 2016/17 academic year.

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

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

School level exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National average %	No. of fixed period exclusions	School %	National average %	No. of pupils	School %	National average %	No. of pupils	School %	National average %
All pupils	0	0.00	0.03	0	0.00	1.37	0	0.00	0.62	0	0.00	0.29
Male	0	0.00	0.05	0	0.00	2.36	0	0.00	1.05	0	0.00	0.49
Female	0	0.00	0.01	0	0.00	0.34	0	0.00	0.16	0	0.00	0.07
Ever 6 FSM	0	0.00	0.08	0	0.00	3.77	0	0.00	1.64	0	0.00	0.79
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.72	0	0.00	0.34	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.20	0	0.00	12.68	0	0.00	5.06	0	0.00	2.97
SEN support	0	0.00	0.16	0	0.00	7.18	0	0.00	2.98	0	0.00	1.58
No SEN	0	0.00	0.01	0	0.00	0.38	0	0.00	0.22	0	0.00	0.06
English first language	0	0.00	0.04	0	0.00	1.90	0	0.00	0.83	0	0.00	0.40
English additional language	0	0.00	0.01	0	0.00	0.60	0	0.00	0.36	0	0.00	0.11

School level absence - 3 year trends

This is data for the absences reported in each of the last three full academic years. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Absence - 3 year trends									
Breakdown	2014/2015			2015/2016			2016/2017		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	126	5.1	4.0	125	3.2	4.0	125	3.3	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	19	15.1	8.4	13	10.4	8.2	7	5.6	8.3

School level exclusions - 3 year trends

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

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

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

Exclusions - 3 year trends									
Breakdown	2014/15			2015/16			2016/17		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	0	0.00	0.02	0	0.00	0.02	0	0.00	0.03
Fixed period exclusions as a percentage of the pupil group	11	4.66	1.10	3	1.30	1.21	0	0.00	1.37
Pupils with 1 or more fixed period exclusions	7	2.97	0.52	2	0.87	0.56	0	0.00	0.62
Pupils with 2 or more fixed period exclusions	2	0.85	0.23	1	0.43	0.25	0	0.00	0.29

Glossary

Male

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

Female

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

Disadvantaged

Pupils may be defined as disadvantaged if:

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

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

Other

Non-disadvantaged children.

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

Ever 6 FSM

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

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

Non-Ever 6 FSM

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

Children looked after

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

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

SEN with statement or EHC plan

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

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

SEN support

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

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

No SEN

Pupils with no Special Educational Needs.

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

English first language

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

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

English additional language

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

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

Unclassified

This refers to pupils where the census return showed them as unclassified for English as a first language.

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

Key stage 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard.

Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

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

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