School performance summary 2017/2018

Northwood Broom Academy (URN: 143486)

> **This is a new academy which opened on 1 September 2017. Go to <u>Northwood Broom Community School</u> 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 2017/18. CLA data is not currently available, therefore we are not currently publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in a later release.
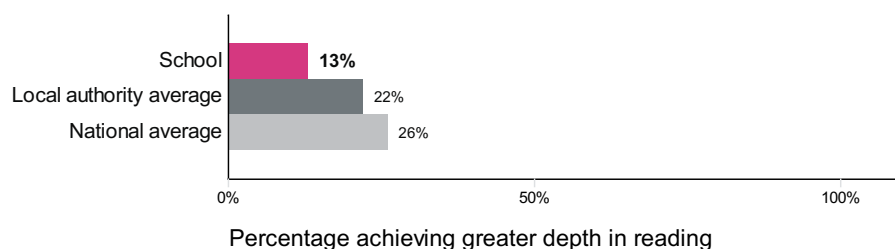
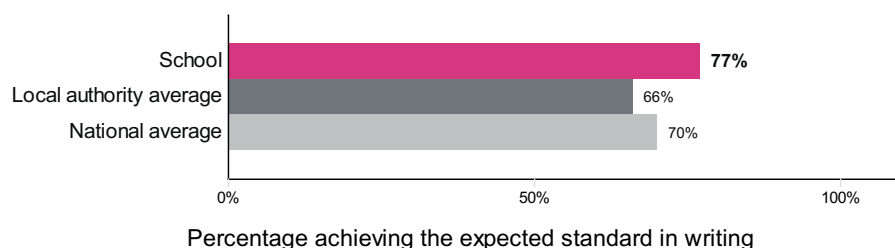### Percentage achieving at least the expected standard in reading

Number of pupils = 60

School	**80%**
Local authority average	72%
National average	75%

Percentage achieving at least the expected standard in reading
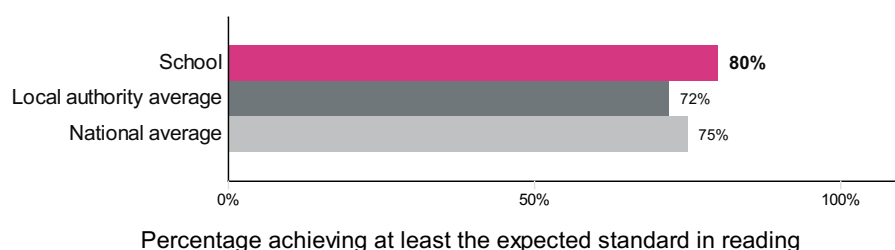
Percentage achieving greater depth in reading

Number of pupils = 60

|	
School	**13%**
Local authority average	22%
National average	26%

Percentage achieving greater depth in reading

Percentage achieving at least the expected standard in writing

Number of pupils = 60

School	**77%**
Local authority average	66%
National average	70%

Percentage achieving the expected standard in writing

Percentage achieving greater depth in writing

Number of pupils = 60

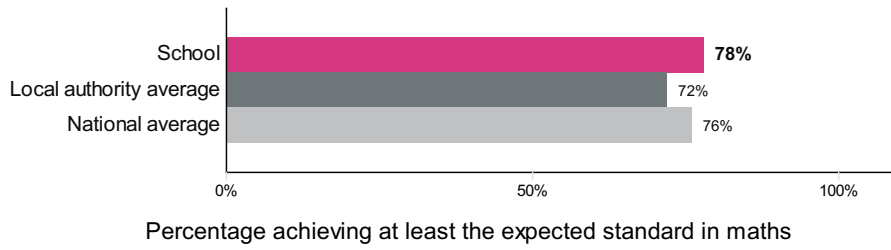|	
School	**3%**
Local authority average	14%
National average	16%

Percentage achieving greater depth in writing
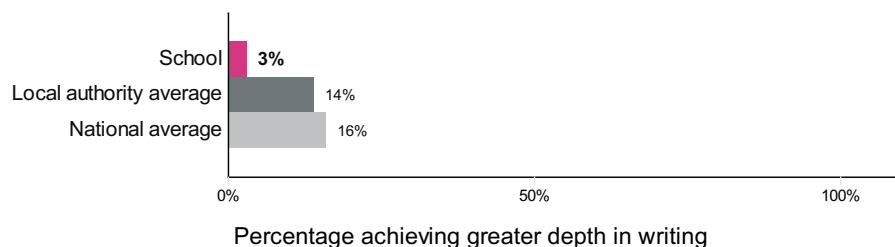
Percentage achieving at least the expected standard in maths

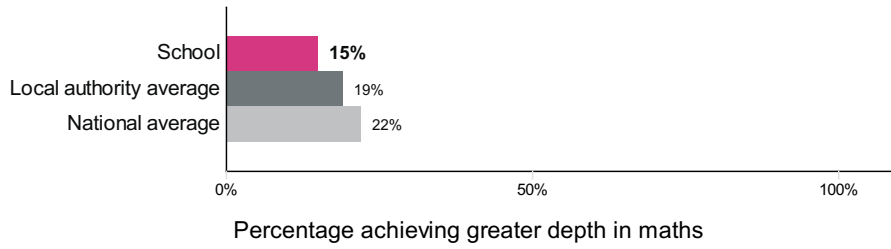Number of pupils = 60

School: 78%
Local authority average: 72%
National average: 76%

Percentage achieving at least the expected standard in maths

Percentage achieving greater depth in maths

Number of pupils = 60

School: 15%
Local authority average: 19%
National average: 22%

Percentage achieving greater depth in maths

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	80	75	13	26	2	2	8	5	10	17
Male	27	81	71	19	22	0	3	11	6	7	19
Female	33	79	80	9	29	3	1	6	3	12	15
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17
SEN support	6	50	75	0	26	17	2	33	5	0	17
No SEN	54	83	83	15	29	0	0	6	2	11	14
English first language	45	80	75	13	26	2	2	7	5	11	17
English additional language	15	80	75	13	26	0	2	13	5	7	17

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

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	77	70	3	16	2	2	7	5	15	22
Male	27	70	63	7	12	0	3	7	7	22	26
Female	33	82	77	0	20	3	1	6	3	9	18
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	6	33	70	0	16	17	2	17	5	33	22
No SEN	54	81	78	4	18	0	0	6	2	13	19
English first language	45	76	70	4	16	2	2	4	5	18	22
English additional language	15	80	70	0	16	0	2	13	5	7	22

Key stage 1 writing attainment by pupil group											
		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

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	78	76	15	22	2	2	7	4	13	18
Male	27	74	75	30	24	0	3	7	5	19	17
Female	33	82	77	3	20	3	1	6	3	9	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	6	50	76	0	22	17	2	33	4	0	18
No SEN	54	81	84	17	25	0	0	4	2	15	14
English first language	45	80	76	13	22	2	2	7	4	11	18
English additional language	15	73	76	20	22	0	2	7	4	20	18

Key stage 1 maths attainment by pupil group											
		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

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	87	83
Male	27	81	80
Female	33	91	85
SEN with statement or EHC plan	0	N/A	83
SEN support	6	67	83
No SEN	54	89	90
English first language	45	89	83
English additional language	15	80	83

All pupils	60	87	83
Male	27	81	80
Female	33	91	85
SEN with statement or EHC plan	0	N/A	83
SEN support	6	67	

Phonics screening check

This is provisional data for 2017/18. CLA data is not currently available, therefore we are not currently publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in a later release.

Percentage achieving the expected standard in phonics

Number of pupils = 56

School **79%**
Local authority average 80%
National average 83%

Percentage achieving the expected standard in year 1
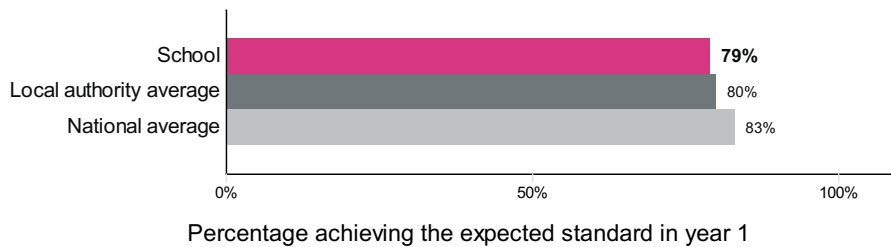
Phonics average score

Number of pupils = 56

School **32.4**
Local authority average 33.6
National average 33.9

Average score in phonics
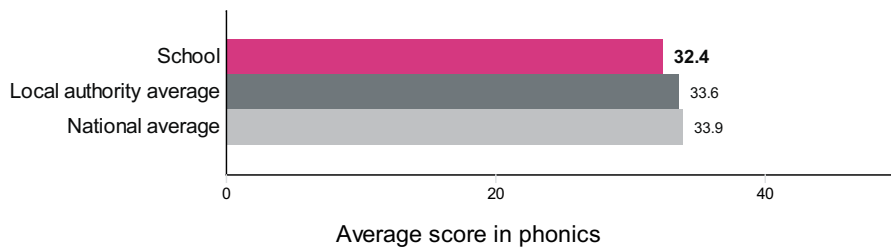
Pupils' attainment in phonics

Number of pupils

Marks in phonics check
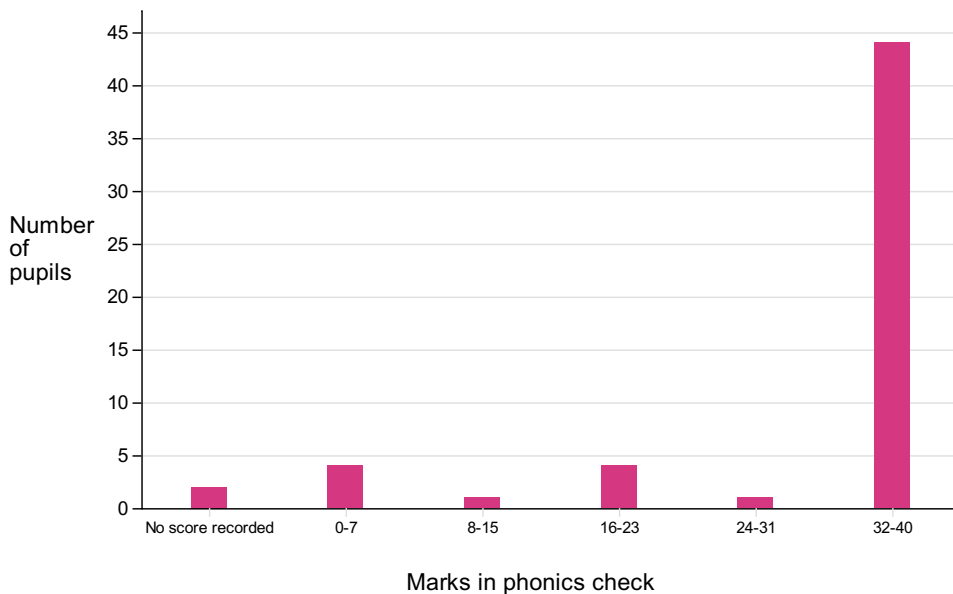
Phonics year 1 attainment by pupil group

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	56	2	10	44	79	83	32	34
Male	37	1	5	31	84	79	34	33
Female	19	1	5	13	68	86	30	35
SEN with statement or EHC plan	4	1	3	0	0	83	3	34
SEN support	10	0	2	8	80	83	34	34
No SEN	42	1	5	36	86	88	34	35
English first language	43	1	9	33	77	83	32	34
English additional language	12	0	1	11	92	83	34	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	10	0	3	7	70	33
Male	6	0	1	5	83	35
Female	4	0	2	2	50	29
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	3	0	2	1	33	28
No SEN	7	0	1	6	86	35
English first language	7	0	2	5	71	32
English additional language	3	0	1	2	67	34

Glossary

Progress score

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.
https://www.gov.uk/government/publications/primary-school-accountability

Results over time for Progress in reading, writing and maths

We introduced a change in methodology for calculating progress scores. This means 2018 scores are not directly comparable with 2016 and 2017 scores respectively.

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