Inspection Dashboard

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of progress and attainment at key stages 1 and 2 for 2016 and other data for the last three years. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils, overall and by prior attainment. SEN group progress is compared with the national for all pupils, which is zero.

The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2016, highlighting consistency across starting points and subjects.

Strengths in 2016

- KS2 progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- For KS2 pupils who have special educational needs, progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures.*within one pupil below national.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.

2016

	School	National Floor	National Coasting
Expected+ RWM	56%	65%	85%
Reading progress	-0.7	-5	-2.5
Writing progress	2.3	-7	-3.5
Maths progress	0.8	-5	-2.5
Above?		✓	✓

Coasting elements	2014	2015	2016
Above?	✗	✓	✓

Weaknesses in 2016

- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD).
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the group: disadvantaged expected.
- Attendance was low for the group: SEN support (in the lowest 10%).
- Persistent absence was high for the groups: FSM, SEN support (in the highest 10%).

Weaknesses are indicated for cohorts of at least six. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where attainment is identified as well below the national figure, this is by an amount equivalent to two or more pupils. Data for very small groups should be treated with caution. In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.

Reading

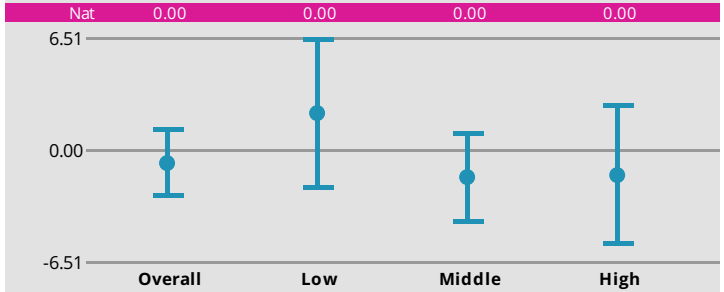
Key stage 2

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in reading for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

Progress

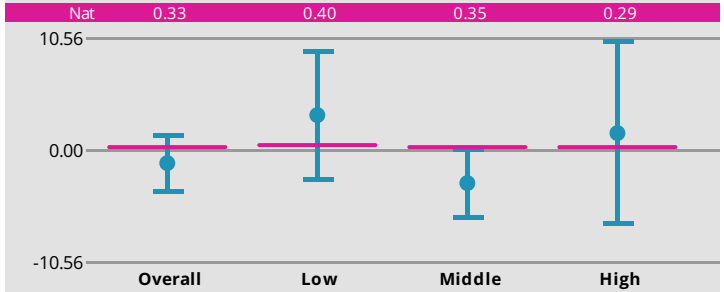
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

All pupils — Coverage 97%



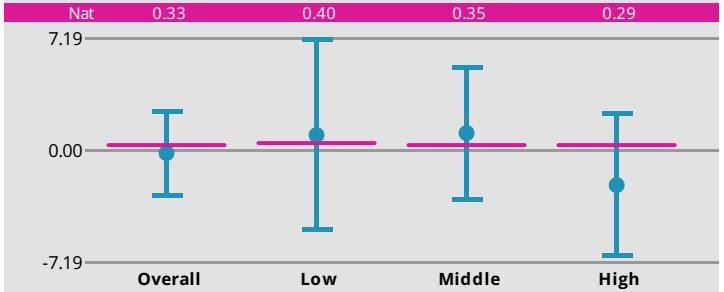
	Overall	Low	Middle	High
Score	-0.66	2.17	-1.46	-1.30
Diff	-0.66	2.17	-1.46	-1.30
Included	38	8	21	9

Disadvantaged — Coverage 95%



	Overall	Low	Middle	High
Score	-1.20	3.32	-3.04	1.69
Diff	-1.54	2.92	-3.39	1.39
Included	19	4	13	2

Other — Coverage 100%

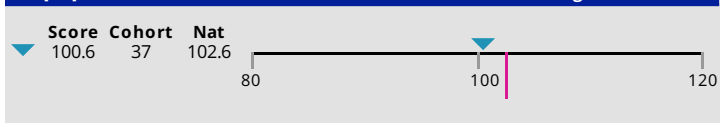


	Overall	Low	Middle	High
Score	-0.12	1.03	1.10	-2.16
Diff	-0.45	0.63	0.75	-2.45
Included	19	4	8	7

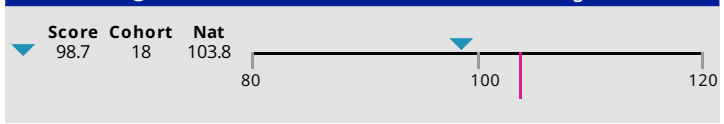
Attainment

School | National

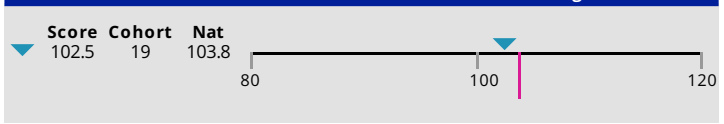
All pupils — Average scaled score



Disadvantaged — Average scaled score

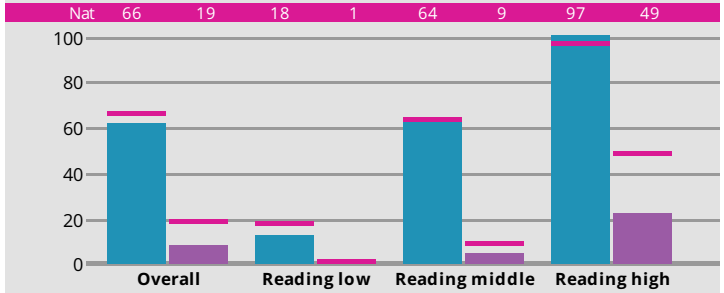


Other — Average scaled score



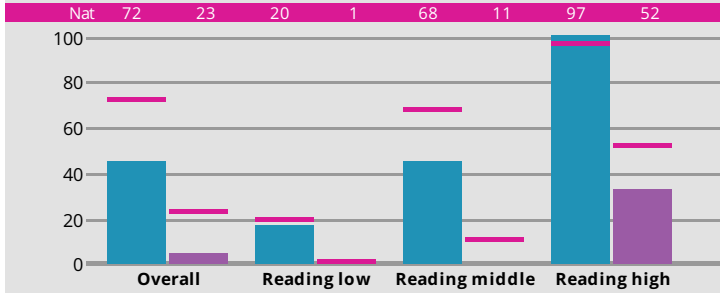
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils — % expected+ % high



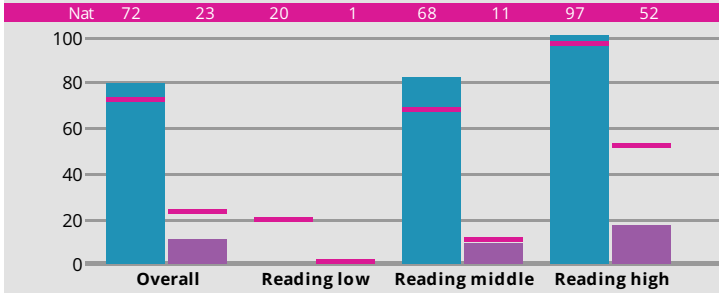
	Overall		Reading low		Reading middle		Reading high	
%	62	8	13	0	64	5	100	22
Diff no	-1	-4	0	0	0	-1	0	-2
Cohort	39	39	8	8	22	22	9	9

Disadvantaged — % expected+ % high



	Overall		Reading low		Reading middle		Reading high	
%	45	5	17	0	45	0	100	33
Diff no	-5	-3	0	0	-2	-1	0	0
Cohort	20	20	6	6	11	11	3	3

Other — % expected+ % high



	Overall		Reading low		Reading middle		Reading high	
%	79	11	0	0	82	9	100	17
Diff no	1	-2	0	0	1	0	0	-2
Cohort	19	19	2	2	11	11	6	6

Writing

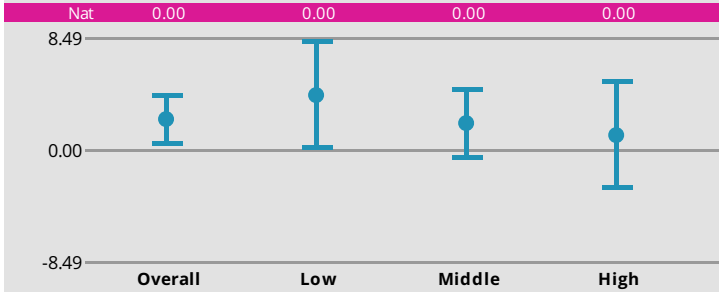
Key stage 2

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in writing for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

Progress

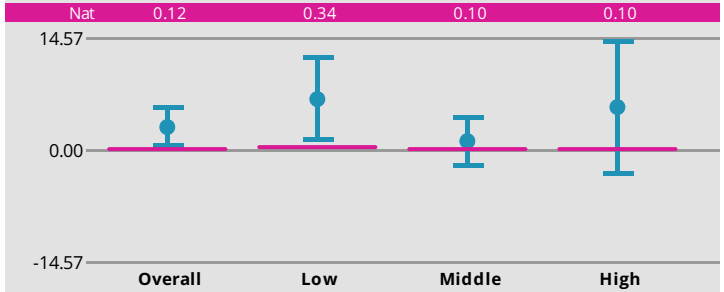
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

All pupils — Coverage 100%



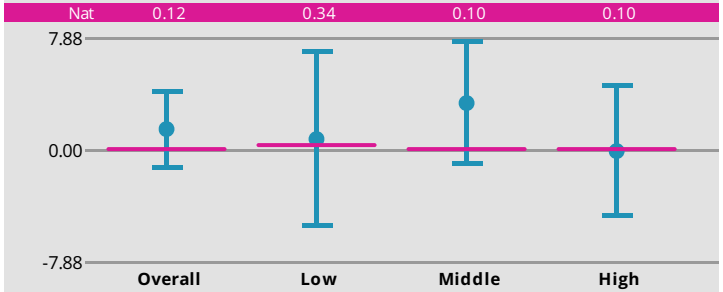
	Overall	Low	Middle	High
Score	2.32	4.13	2.01	1.23
Diff	2.32	4.13	2.01	1.23
Included	39	9	21	9

Disadvantaged — Coverage 100%



	Overall	Low	Middle	High
Score	3.03	6.71	1.21	5.58
Diff	2.90	6.37	1.11	5.47
Included	20	5	13	2

Other — Coverage 100%

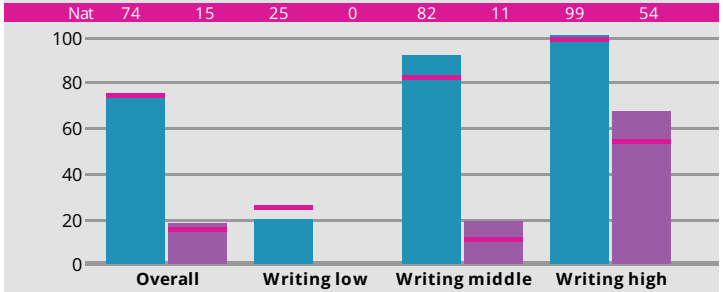


	Overall	Low	Middle	High
Score	1.57	0.90	3.29	-0.01
Diff	1.45	0.55	3.19	-0.12
Included	19	4	8	7

Attainment

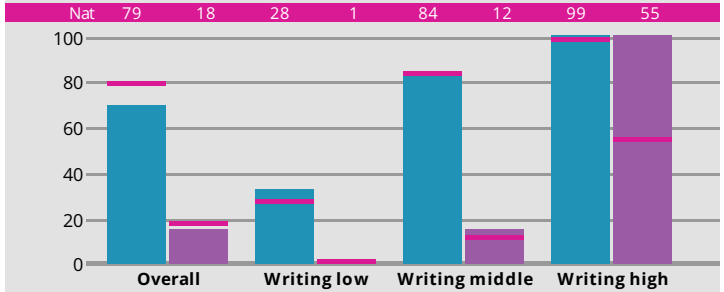
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils — % expected+ % greater depth



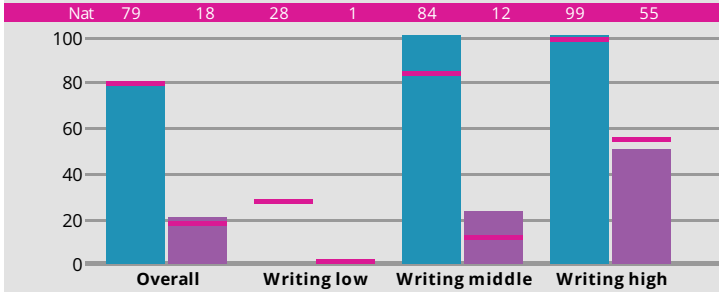
%	74	18	20	0	92	19	100	67
Diff no	0	1	0	0	2	2	0	0
Cohort	39	39	10	10	26	26	3	3

Disadvantaged — % expected+ % greater depth



%	70	15	33	0	85	15	100	100
Diff no	-1	0	0	0	0	0	0	0
Cohort	20	20	6	6	13	13	1	1

Other — % expected+ % greater depth



%	79	21	0	0	100	23	100	50
Diff no	0	0	-1	0	2	1	0	0
Cohort	19	19	4	4	13	13	2	2

Norton Primary Academy

Mathematics

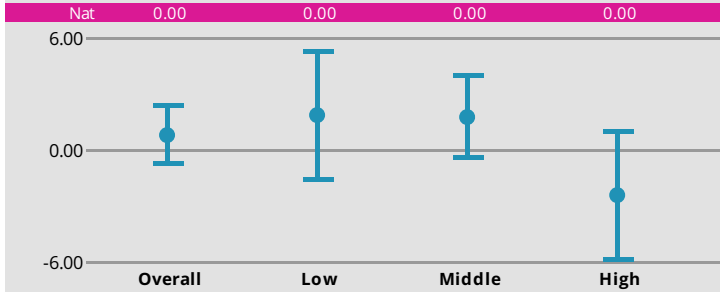
Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in mathematics for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

Ofsted Key stage 2

Progress

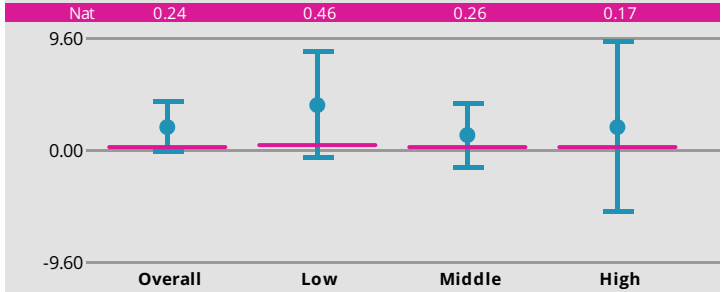
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

All pupils — Coverage 100%



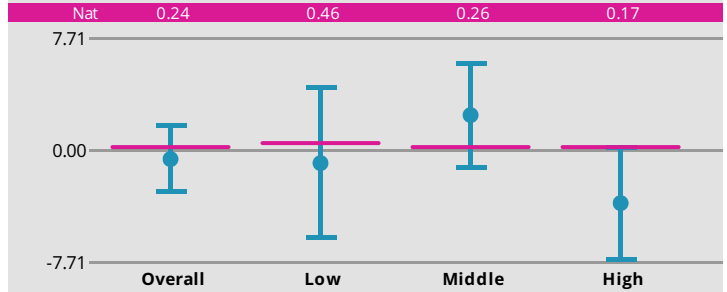
	Overall	Low	Middle	High
Score	0.84	1.82	1.77	-2.32
Diff	0.84	1.82	1.77	-2.32
Included	39	9	21	9

Disadvantaged — Coverage 100%



	Overall	Low	Middle	High
Score	2.06	3.91	1.36	2.01
Diff	1.82	3.45	1.10	1.84
Included	20	5	13	2

Other — Coverage 100%



	Overall	Low	Middle	High
Score	-0.45	-0.79	2.44	-3.56
Diff	-0.69	-1.25	2.19	-3.73
Included	19	4	8	7

Attainment

School | National

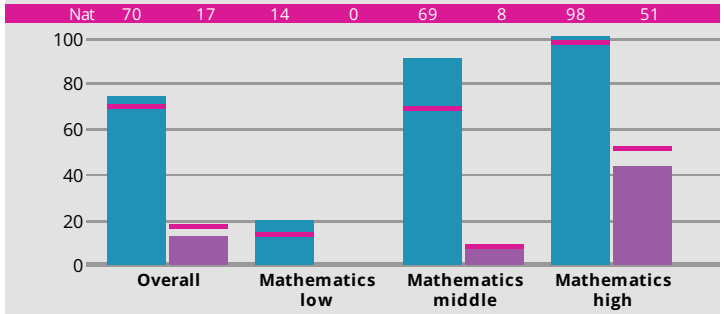
All pupils — Average scaled score

Disadvantaged — Average scaled score

Other — Average scaled score

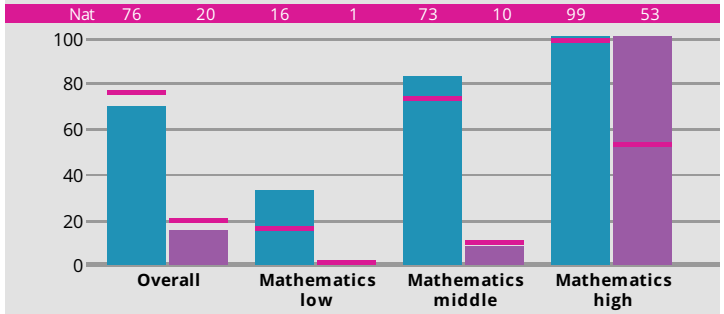
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils — % expected+ % high



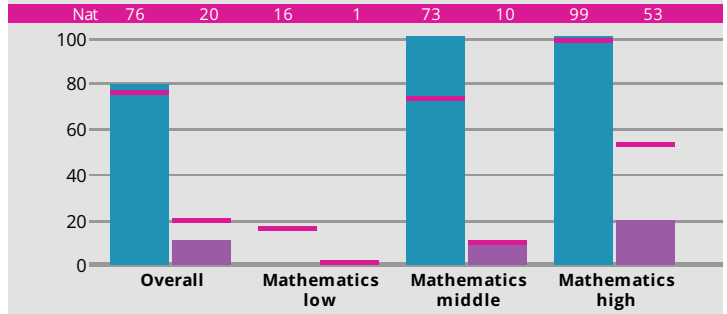
	Overall		Mathematics low		Mathematics middle		Mathematics high	
%	74	13	20	0	91	9	100	43
Diff no	1	-1	0	0	4	0	0	0
Cohort	39	39	10	10	22	22	7	7

Disadvantaged — % expected+ % high



	Overall		Mathematics low		Mathematics middle		Mathematics high	
%	70	15	33	0	83	8	100	100
Diff no	-1	-1	1	0	1	0	0	0
Cohort	20	20	6	6	12	12	2	2

Other — % expected+ % high



	Overall		Mathematics low		Mathematics middle		Mathematics high	
%	79	11	0	0	100	10	100	20
Diff no	0	-1	0	0	2	0	0	-1
Cohort	19	19	4	4	10	10	5	5

Girls and boys

Key stage 2

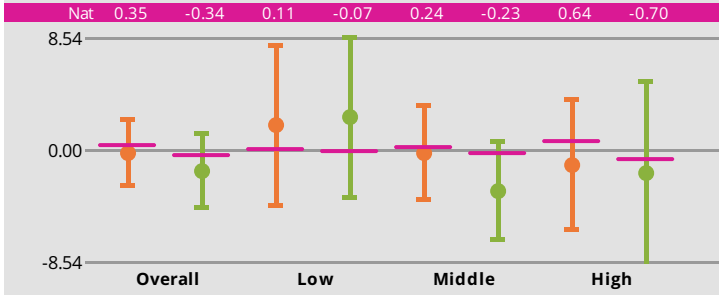
Progress and attainment in reading, writing and mathematics are shown for girls and boys. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the table shows the percentage attaining at least the expected standard and the bars split this into % expected and % high. The difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.

Progress

Girls Boys

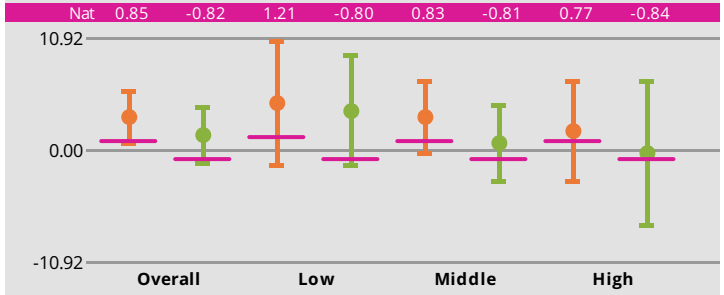
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

Reading — Coverage 100% 94%



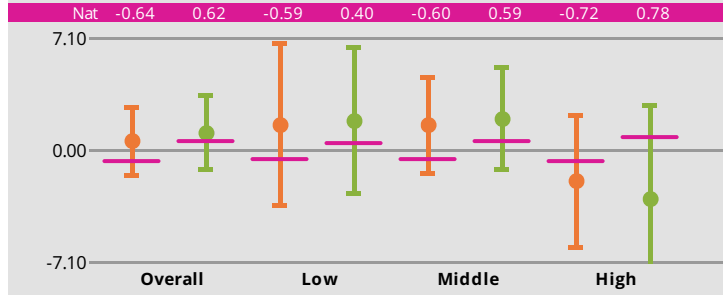
	Overall		Low		Middle		High	
Score	-0.03	-1.44	1.92	2.43	-0.18	-2.88	-1.05	-1.82
Diff	-0.38	-1.10	1.81	2.50	-0.42	-2.64	-1.69	-1.12
Included	21	17	4	4	11	10	6	3

Writing — Coverage 100% 100%



	Overall		Low		Middle		High	
Score	3.10	1.41	4.51	3.83	3.21	0.68	1.95	-0.21
Diff	2.25	2.22	3.29	4.63	2.38	1.49	1.17	0.63
Included	21	18	4	5	11	10	6	3

Mathematics — Coverage 100% 100%



	Overall		Low		Middle		High	
Score	0.60	1.12	1.72	1.90	1.57	1.99	-1.93	-3.10
Diff	1.24	0.50	2.31	1.51	2.17	1.39	-1.21	-3.89
Included	21	18	4	5	11	10	6	3

Attainment

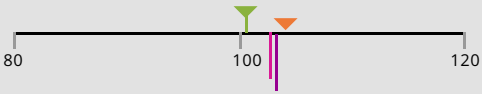
Girls Boys National Girls National Boys

Reading — Average scaled score

Score	Cohort	Nat
102.9	20	103.4
98.0	17	101.8

Mathematics — Average scaled score

Score	Cohort	Nat
104.1	20	102.8
100.7	18	103.3



Girls % expected | Girls % high | Boys % expected | Boys % high

Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

Reading

	Overall		Reading low		Reading middle		Reading high	
Nat exp+	70	62	18	18	66	63	97	96
Nat high	22	16	1	1	10	9	51	47
% exp+	71	50	33	0	69	56	100	100
Diff no	0	-2	0	0	0	0	0	0
% high	10	6	0	0	8	0	20	25
Diff no	-2	-1	0	0	0	0	-1	0
Cohort	21	18	3	5	13	9	5	4

Writing

	Overall		Writing low		Writing middle		Writing high	
Nat exp+	81	68	29	23	86	79	99	99
Nat high	19	11	1	0	13	9	56	50
% exp+	86	61	50	0	94	90	100	100
Diff no	1	-1	0	-1	1	1	0	0
% high	29	6	0	0	31	0	100	50
Diff no	2	0	0	0	2	0	0	0
Cohort	21	18	4	6	16	10	1	2

Mathematics

	Overall		Maths low		Maths middle		Maths high	
Nat exp+	70	70	14	15	69	69	98	98
Nat high	15	18	0	0	8	9	49	53
% exp+	81	67	40	0	91	91	100	100
Diff no	2	0	1	0	2	2	0	0
% high	19	6	0	0	18	0	40	50
Diff no	0	-2	0	0	1	0	0	0
Cohort	21	18	5	5	11	11	5	2

SEN groups

Key stage 2

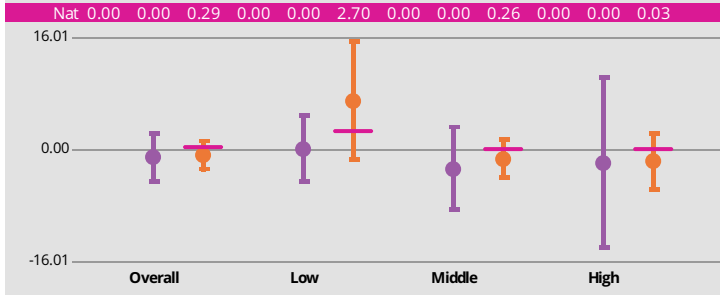
Progress and attainment in reading, writing and mathematics are shown for SEN groups. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; national figures for the no SEN group are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the table shows the percentage attaining at least the expected standard and the bars split this into % expected and % high. The difference from national is shown as the number (no) of pupils it represents. Coverage is shown for each group overall.

Progress

SEN with EHC/statement | SEN support | No SEN

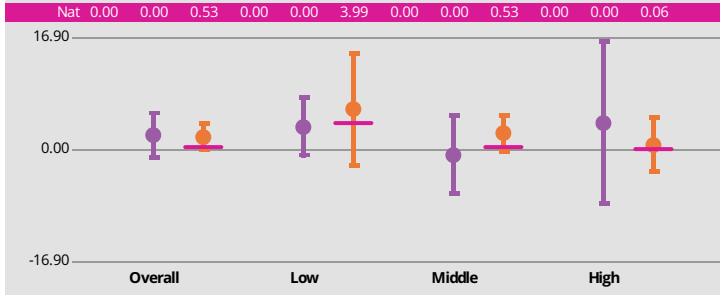
Sig- and in bottom 10% | Sig- and not in bottom 10% | Sig+ and not in top 10% | Sig+ and in top 10%

Reading — Coverage: 92% / 100%



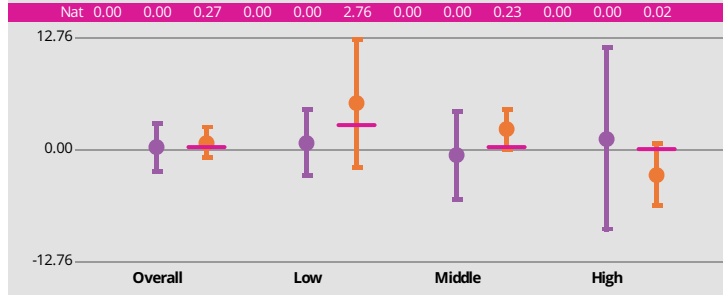
		Overall			Low			Middle			High	
Score	-	-0.80	-0.60	-	0.48	7.27	-	-2.53	-1.21	-	-1.58	-1.27
Diff	-	-0.80	-0.89	-	0.48	4.57	-	-2.53	-1.47	-	-1.58	-1.30
Included	0	11	27	0	6	2	0	4	17	0	1	8

Writing — Coverage: 100% / 100%



		Overall			Low			Middle			High	
Score	-	2.28	2.33	-	3.56	6.11	-	-0.47	2.59	-	4.29	0.85
Diff	-	2.28	1.81	-	3.56	2.12	-	-0.47	2.06	-	4.29	0.79
Included	0	12	27	0	7	2	0	4	17	0	1	8

Mathematics — Coverage: 100% / 100%

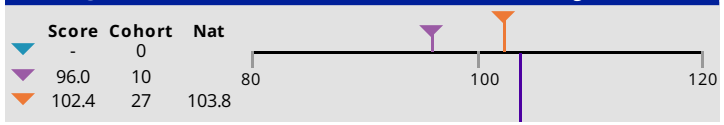


		Overall			Low			Middle			High	
Score	-	0.43	1.02	-	0.86	5.20	-	-0.57	2.32	-	1.43	-2.79
Diff	-	0.43	0.75	-	0.86	2.44	-	-0.57	2.10	-	1.43	-2.81
Included	0	12	27	0	7	2	0	4	17	0	1	8

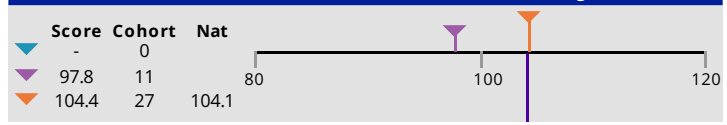
Attainment

SEN with EHC/statement | SEN support | No SEN | No SEN National

Reading — Average scaled score

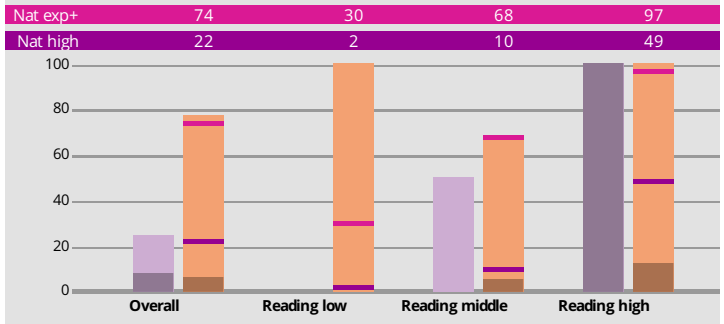


Mathematics — Average scaled score



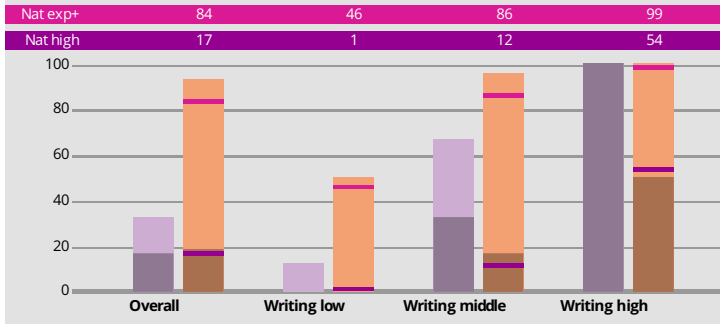
SEN with EHC/statement % expected | SEN with EHC/statement % high | SEN support % expected | SEN support % high | No SEN % expected | No SEN % high

Reading



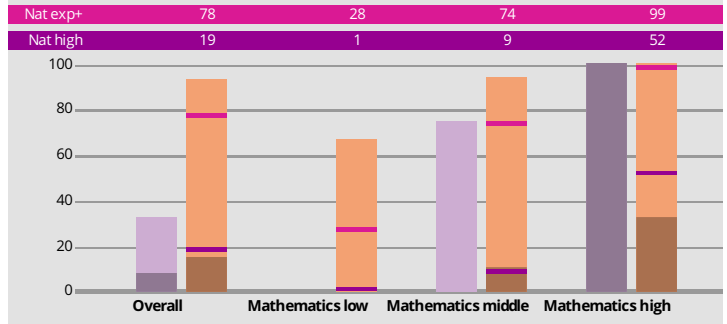
		Overall			Reading low			Reading middle			Reading high	
% exp+	-	25	78	-	0	100	-	50	67	-	100	100
% high	-	8	7	-	0	0	-	0	6	-	100	13
Cohort	0	12	27	0	7	1	0	4	18	0	1	8

Writing



		Overall			Writing low			Writing middle			Writing high	
% exp+	-	33	93	-	13	50	-	67	96	-	100	100
% high	-	17	19	-	0	0	-	33	17	-	100	50
Cohort	0	12	27	0	8	2	0	3	23	0	1	2

Mathematics



		Overall			Mathematics low			Mathematics middle			Mathematics high	
% exp+	-	33	93	-	0	67	-	75	94	-	100	100
% high	-	8	15	-	0	0	-	0	11	-	100	33
Cohort	0	12	27	0	7	3	0	4	18	0	1	6

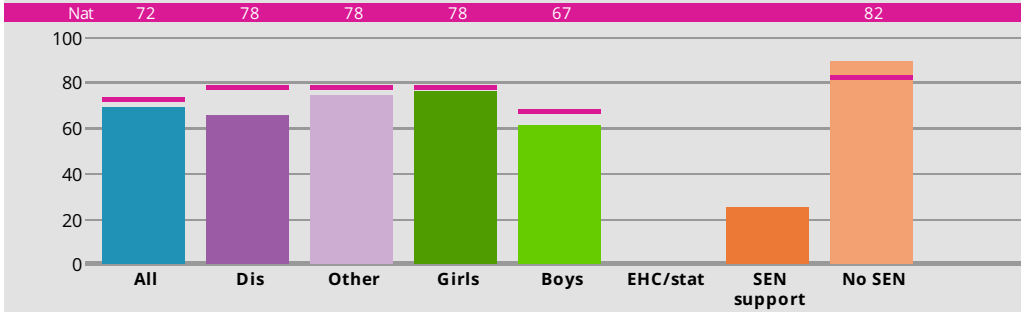
Other subjects

Attainment for each group is shown in English grammar, punctuation and spelling, and in science. Spelling shows the average mark out of a maximum of 20.

Key stage 2

EGPS

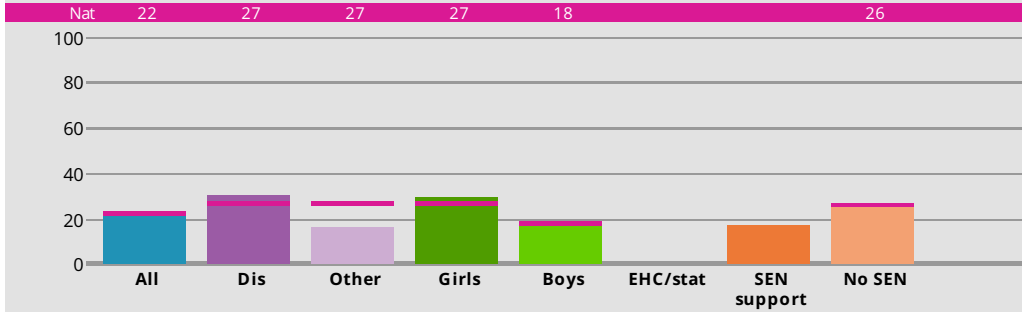
% expected+



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
%	69	65	74	76	61	-	25	89
Cohort	39	20	19	21	18	0	12	27

EGPS

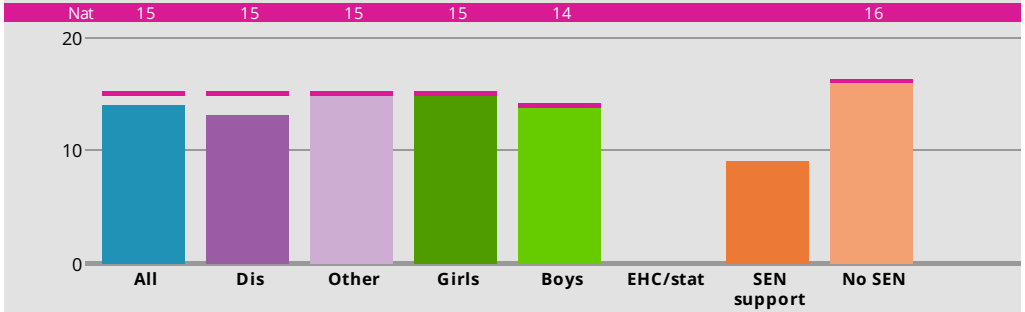
% high



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
%	23	30	16	29	17	-	17	26
Cohort	39	20	19	21	18	0	12	27

Spelling

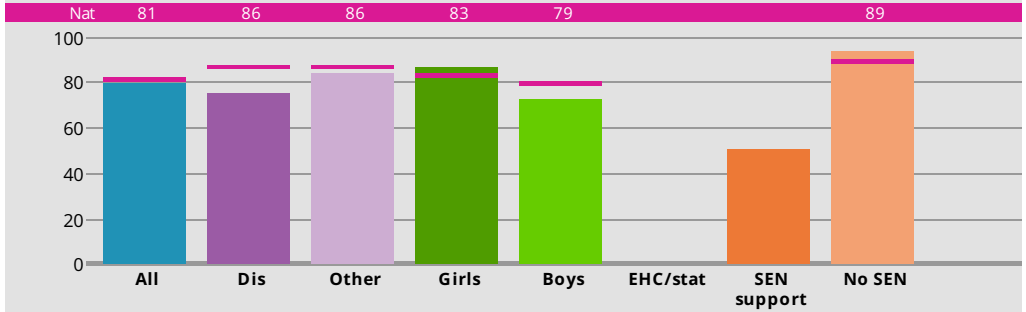
Average mark



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
Mark	14	13	15	15	14	-	9	16
Cohort	39	20	19	21	18	0	12	27

Science

% expected



	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
%	79	75	84	86	72	-	50	93
Cohort	39	20	19	21	18	0	12	27

Reading

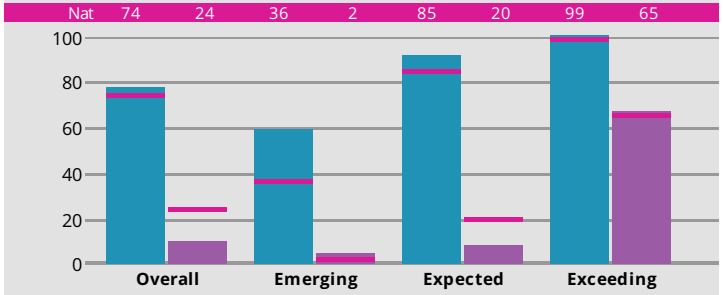
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the reading early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Key stage 1

% expected+ % greater depth

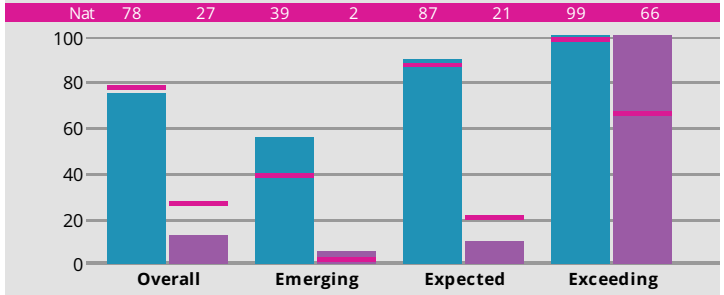
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils



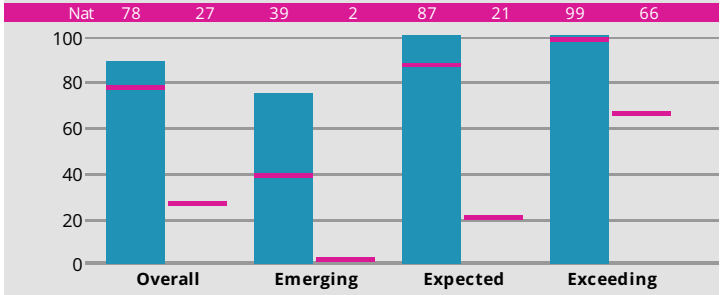
	Overall		Emerging		Expected		Exceeding	
%	78	10	59	5	92	8	100	67
Diff no	1	-6	5	0	1	-2	0	0
Cohort	49	49	22	22	24	24	3	3

Disadvantaged



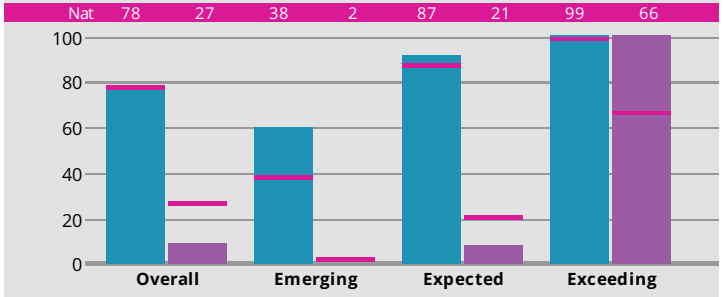
	Overall		Emerging		Expected		Exceeding	
%	75	13	56	6	90	10	100	100
Diff no	-1	-5	3	0	0	-2	0	0
Cohort	40	40	18	18	20	20	2	2

Other



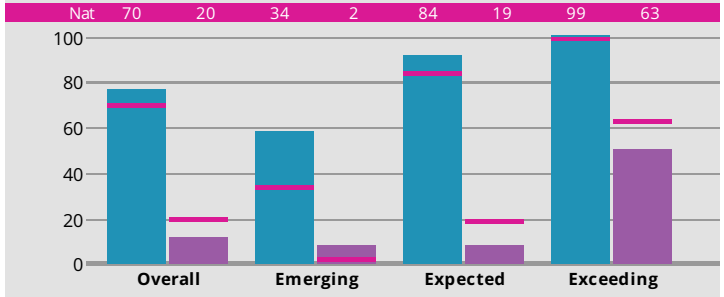
	Overall		Emerging		Expected		Exceeding	
%	89	0	75	0	100	0	100	0
Diff no	0	-2	1	0	0	0	0	0
Cohort	9	9	4	4	4	4	1	1

Girls



	Overall		Emerging		Expected		Exceeding	
%	78	9	60	0	92	8	100	100
Diff no	0	-4	2	0	0	-1	0	0
Cohort	23	23	10	10	12	12	1	1

Boys



	Overall		Emerging		Expected		Exceeding	
%	77	12	58	8	92	8	100	50
Diff no	1	-2	2	0	0	-1	0	0
Cohort	26	26	12	12	12	12	2	2

Writing

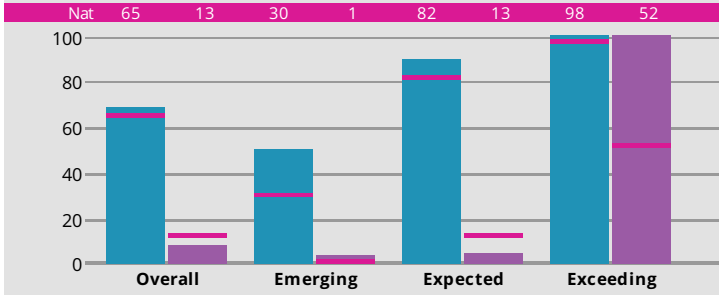
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the writing early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Key stage 1

% expected+ % greater depth

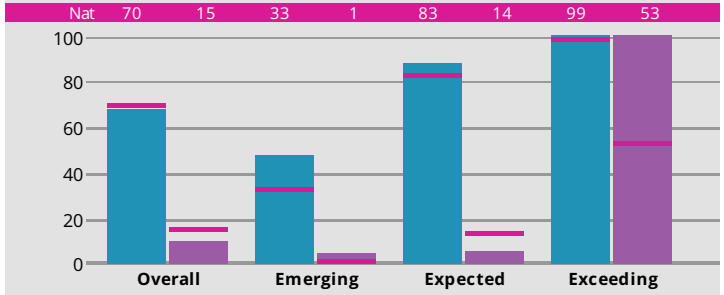
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils



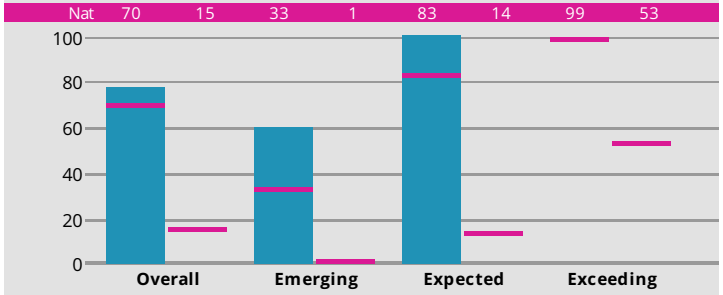
	Overall		Emerging		Expected		Exceeding	
%	69	8	50	4	90	5	100	100
Diff no	1	-2	5	0	1	-1	0	0
Cohort	49	49	26	26	21	21	2	2

Disadvantaged



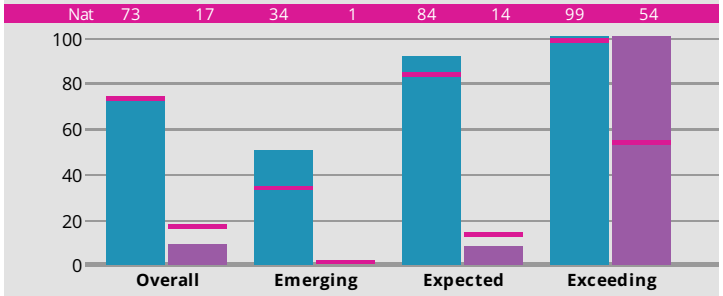
	Overall		Emerging		Expected		Exceeding	
%	68	10	48	5	88	6	100	100
Diff no	0	-2	3	0	0	-1	0	0
Cohort	40	40	21	21	17	17	2	2

Other



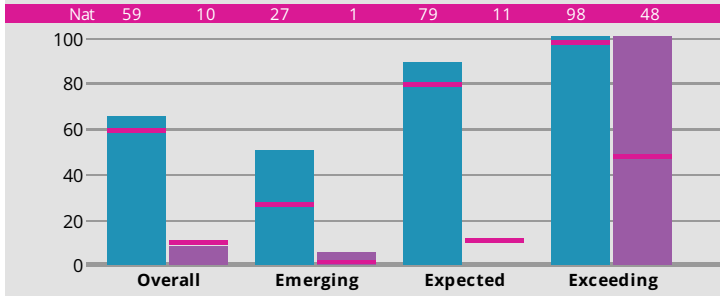
	Overall		Emerging		Expected		Exceeding	
%	78	0	60	0	100	0	-	-
Diff no	0	-1	1	0	0	0	-	-
Cohort	9	9	5	5	4	4	0	0

Girls



	Overall		Emerging		Expected		Exceeding	
%	74	9	50	0	92	8	100	100
Diff no	0	-1	1	0	0	0	0	0
Cohort	23	23	10	10	12	12	1	1

Boys



	Overall		Emerging		Expected		Exceeding	
%	65	8	50	6	89	0	100	100
Diff no	1	0	3	0	0	0	0	0
Cohort	26	26	16	16	9	9	1	1

Mathematics

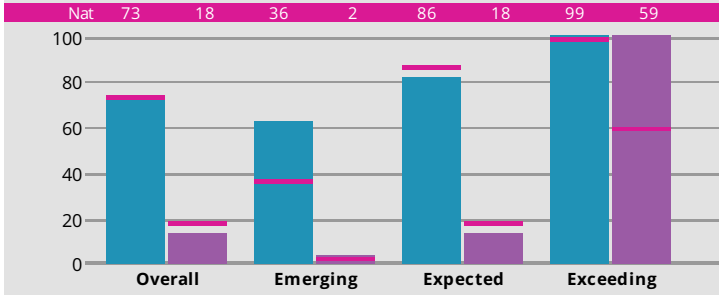
Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the mathematics early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Ofsted Key stage 1

% expected+ % greater depth

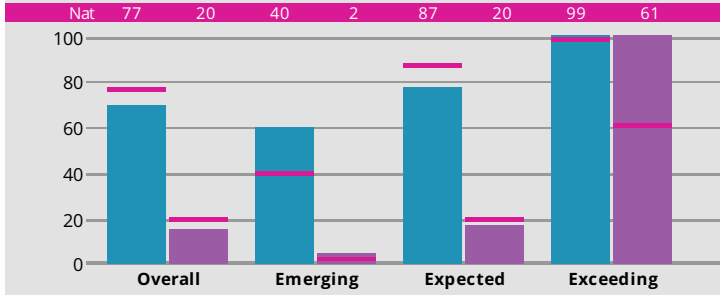
Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils



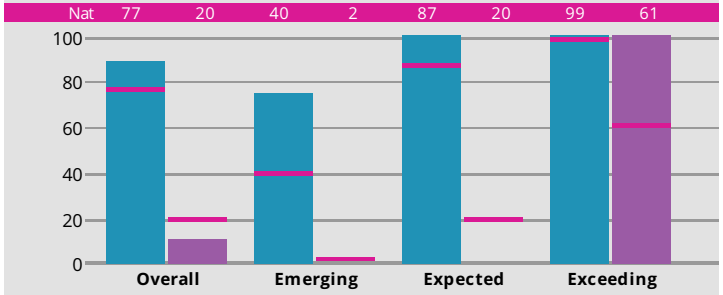
	Overall		Emerging		Expected		Exceeding	
%	73	14	63	4	82	14	100	100
Diff no	0	-1	6	0	0	-1	0	1
Cohort	49	49	24	24	22	22	3	3

Disadvantaged



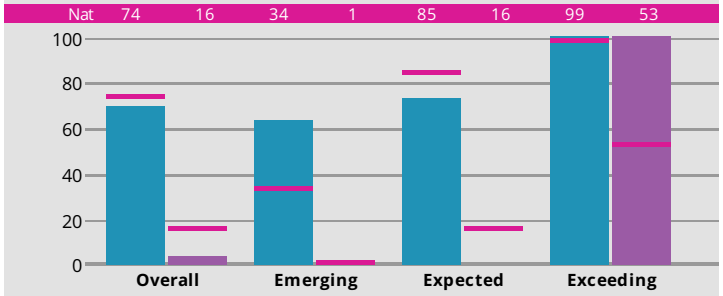
	Overall		Emerging		Expected		Exceeding	
%	70	15	60	5	78	17	100	100
Diff no	-2	-2	4	0	-1	0	0	0
Cohort	40	40	20	20	18	18	2	2

Other



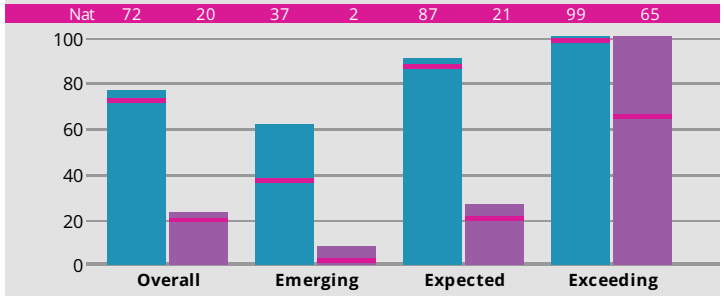
	Overall		Emerging		Expected		Exceeding	
%	89	11	75	0	100	0	100	100
Diff no	1	0	1	0	0	0	0	0
Cohort	9	9	4	4	4	4	1	1

Girls



	Overall		Emerging		Expected		Exceeding	
%	70	4	64	0	73	0	100	100
Diff no	0	-2	3	0	-1	-1	0	0
Cohort	23	23	11	11	11	11	1	1

Boys



	Overall		Emerging		Expected		Exceeding	
%	77	23	62	8	91	27	100	100
Diff no	1	0	3	0	0	0	0	0
Cohort	26	26	13	13	11	11	2	2

SEN groups and science

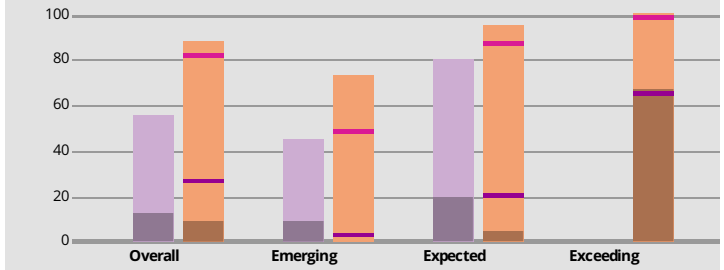
Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN group are shown by horizontal bars. In science, the percentage of pupils attaining the expected standard is shown for each group.

Key stage 1

SEN groups % expected+ and % greater depth

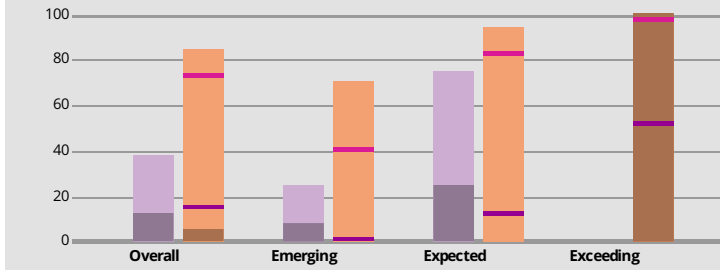
SEN with EHC/statement % expected | SEN with EHC/statement % high | SEN support % expected | SEN support % high | No SEN % expected | No SEN % high

Reading



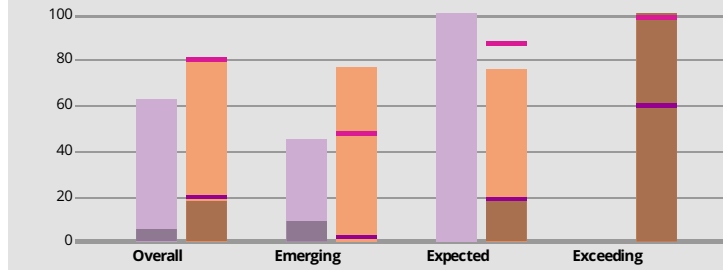
% exp+	-	56	88	-	45	73	-	80	95	-	-	100
% gtr depth	-	13	9	-	9	0	-	20	5	-	-	67
Cohort	0	16	33	0	11	11	0	5	19	0	0	3

Writing



% exp+	-	38	85	-	25	71	-	75	94	-	-	100
% gtr depth	-	13	6	-	8	0	-	25	0	-	-	100
Cohort	0	16	33	0	12	14	0	4	17	0	0	2

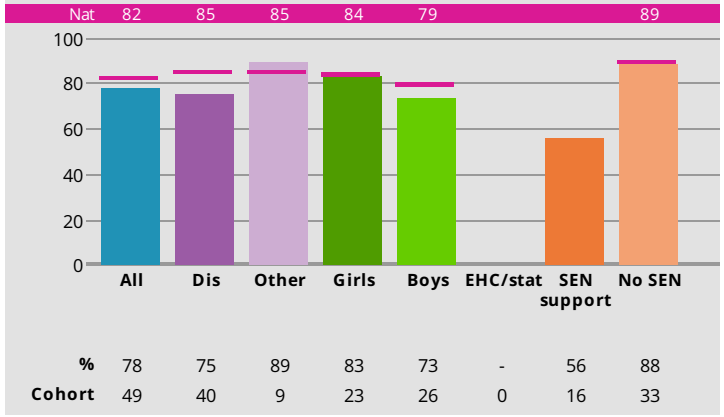
Mathematics



% exp+	-	63	79	-	45	77	-	100	76	-	-	100
% gtr depth	-	6	18	-	9	0	-	0	18	-	-	100
Cohort	0	16	33	0	11	13	0	5	17	0	0	3

Science % expected

Science



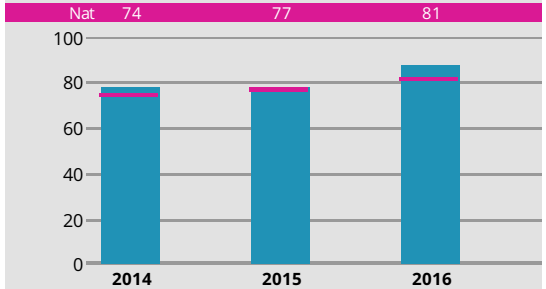
%	78	75	89	83	73	-	56	88
Cohort	49	40	9	23	26	0	16	33

Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.

Key stage 1

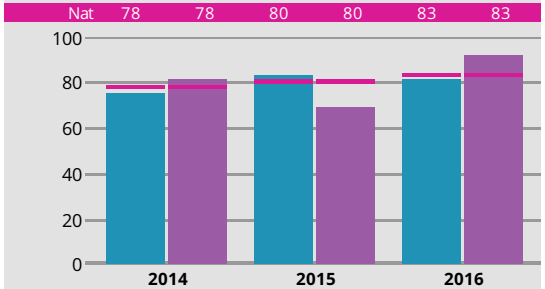
Year 1 % expected

All pupils



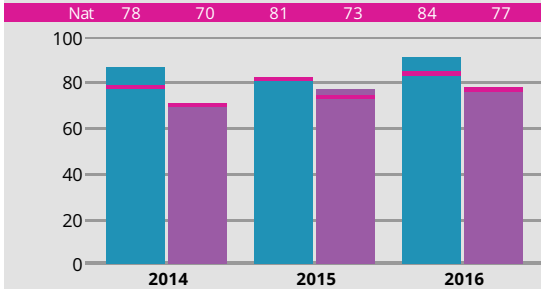
	2014	2015	2016
%	78	78	87
Cohort	55	51	52

Disadvantaged Other



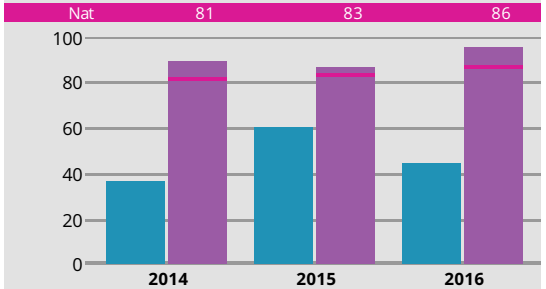
	2014		2015		2016	
%	75	81	83	69	81	92
Cohort	24	31	35	16	27	25

Girls Boys



	2014		2015		2016	
%	86	70	80	77	91	78
Cohort	28	27	25	26	34	18

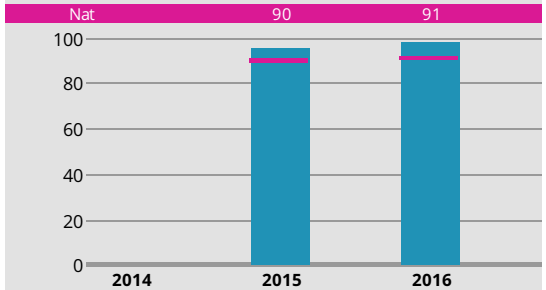
SEN No SEN



	2014		2015		2016	
%	36	89	60	86	44	95
Cohort	22	44	15	36	9	43

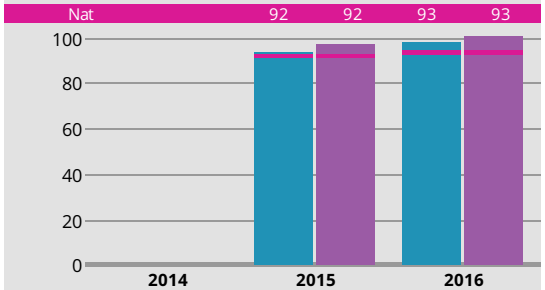
By end of Year 2 % expected

All pupils



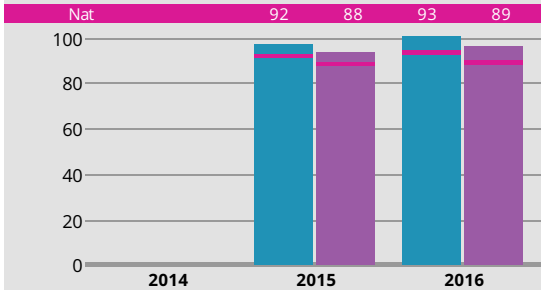
	2014	2015	2016
%		95	98
Cohort		58	49

Disadvantaged Other



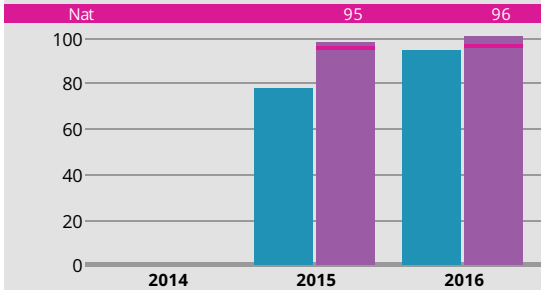
	2014		2015		2016	
%			93	97	98	100
Cohort			29	29	40	9

Girls Boys



	2014		2015		2016	
%			97	93	100	96
Cohort			30	28	23	26

SEN No SEN



	2014		2015		2016	
%			78	98	94	100
Cohort			9	49	16	33

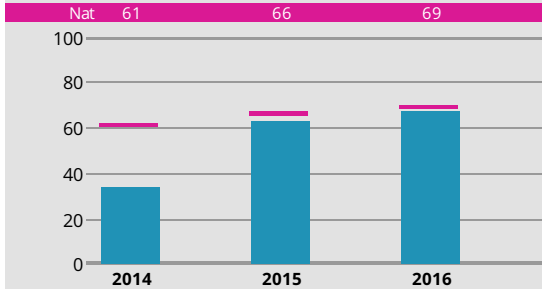
Early Years Foundation Stage Profile

Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the mathematics early learning goals.

Ofsted
Key stage 1

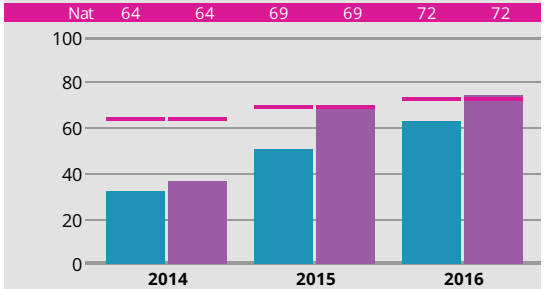
% good level of development

All pupils



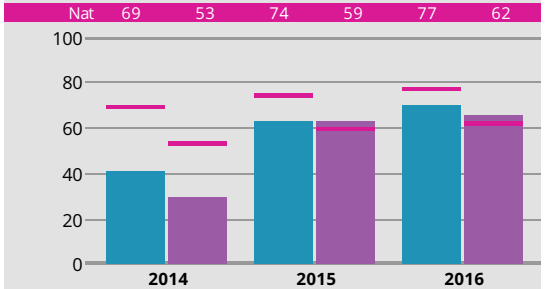
	2014	2015	2016
%	34	63	67
Cohort	50	54	54

FSM Non-FSM



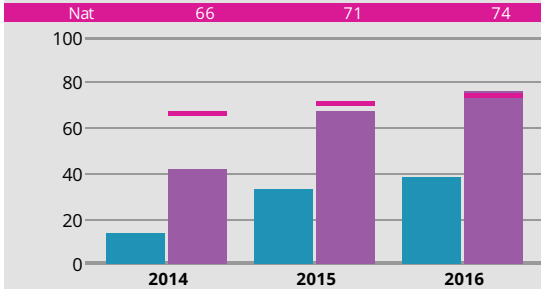
	2014		2015		2016	
%	32	36	50	69	63	74
Cohort	28	22	18	36	35	19

Girls Boys



	2014		2015		2016	
%	41	29	63	63	70	65
Cohort	22	28	35	19	20	34

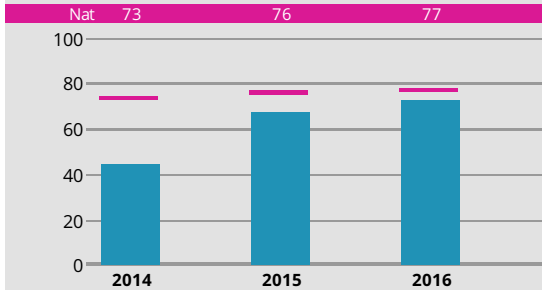
SEN No SEN



	2014		2015		2016	
%	14	42	33	67	38	76
Cohort	14	36	6	48	13	41

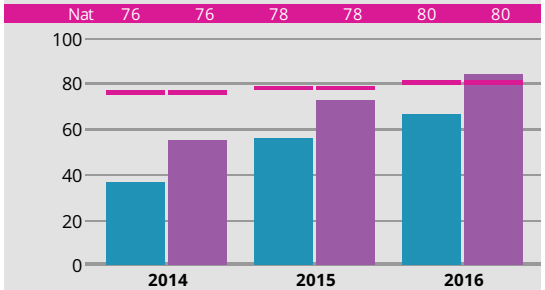
Mathematics % expected+

All pupils



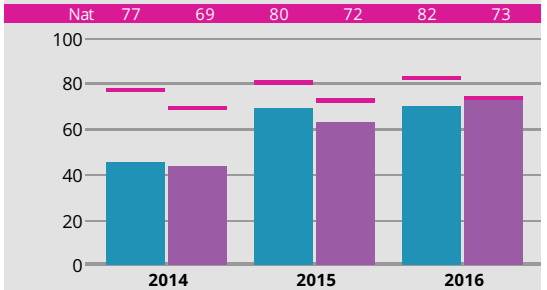
	2014	2015	2016
%	44	67	72
Cohort	50	54	54

FSM Non-FSM



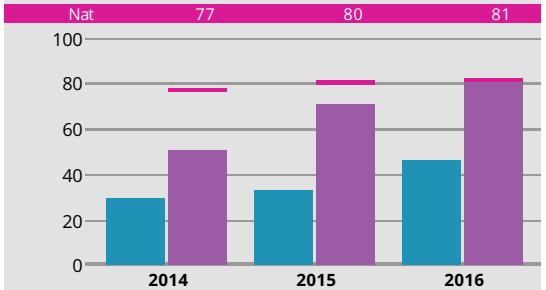
	2014		2015		2016	
%	36	55	56	72	66	84
Cohort	28	22	18	36	35	19

Girls Boys



	2014		2015		2016	
%	45	43	69	63	70	74
Cohort	22	28	35	19	20	34

SEN No SEN



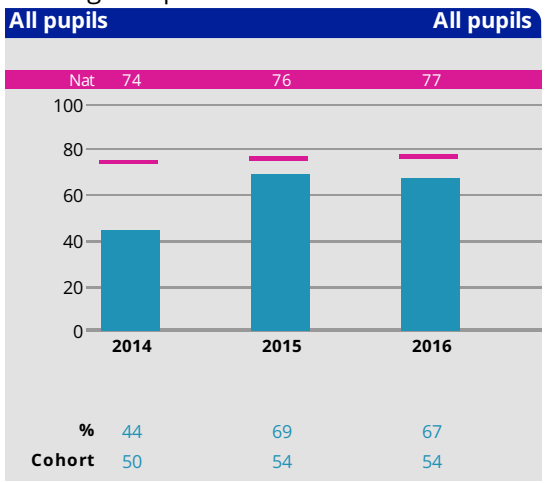
	2014		2015		2016	
%	29	50	33	71	46	80
Cohort	14	36	6	48	13	41

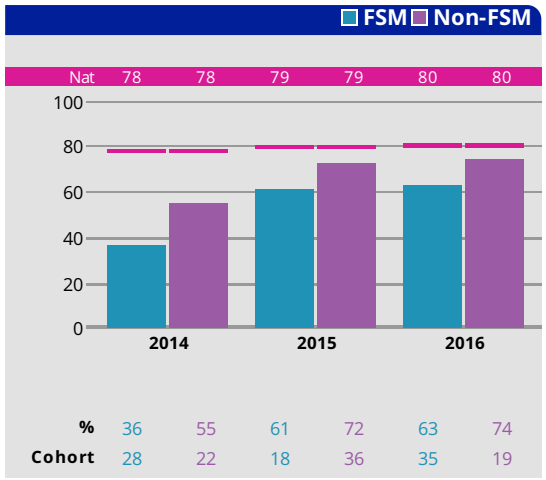
Early Years Foundation Stage Profile

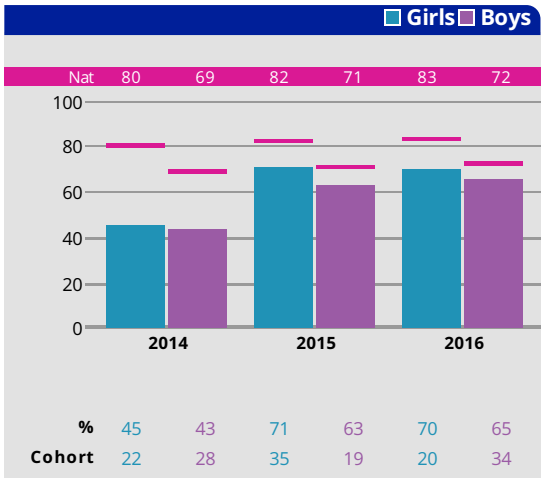
Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.

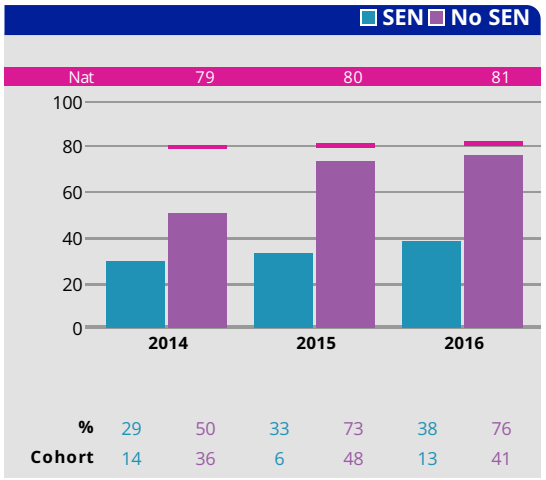
Key stage 1

Reading % expected+

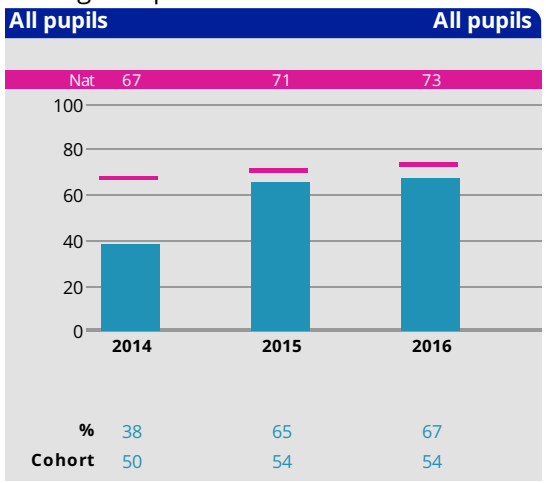


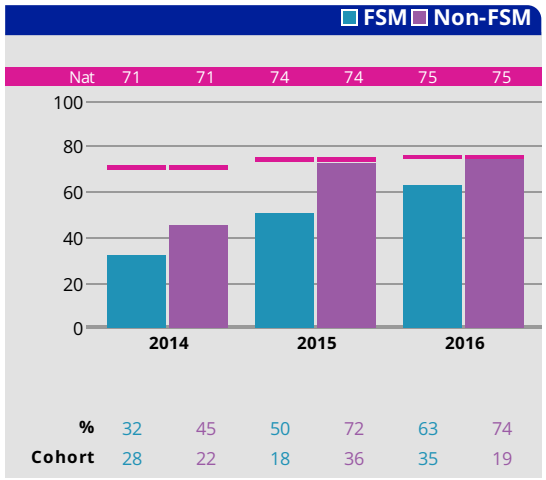


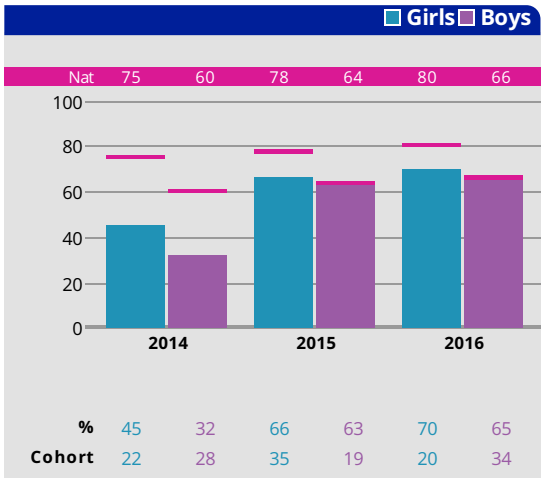


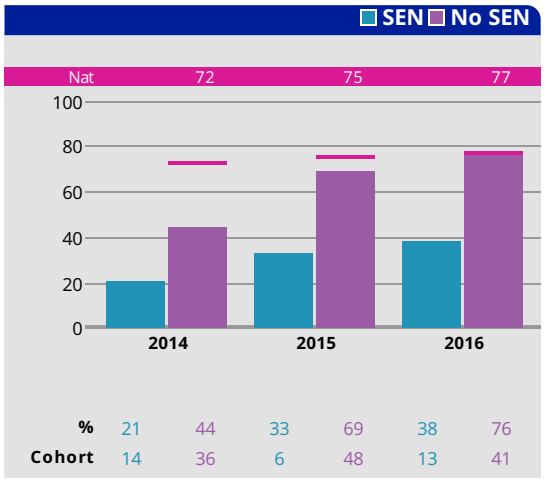


Writing % expected+









Absence, exclusions

Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.

Absence

% of sessions missed (cohort)

	2014	2015	2016
Nat all pupils	3.9	4.0	3.9
All pupils	4.3	4.9	4.3 (323)
FSM	4.9	5.3	4.9 (176)
Non FSM	3.6	4.4	3.6 (145)
Boys	4.0	4.5	4.1 (154)
Girls	4.5	5.3	4.5 (169)
EHC/stat	6.3	10.7	- (0)
SEN support	5.2	5.5	5.5 (70)
No SEN	4.0	4.7	3.9 (251)

Persistent Absence

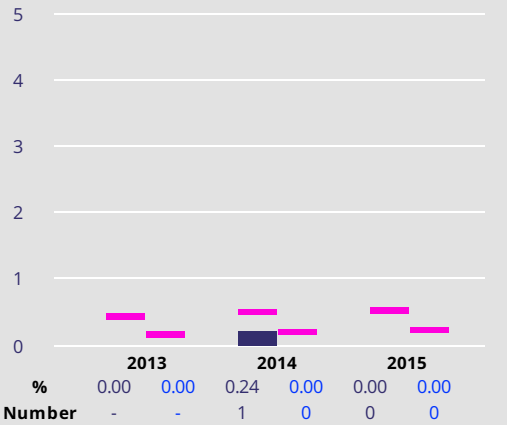
% of pupils absent for 10% or more sessions (cohort)

	2014	2015	2016
Nat all pupils	-	-	8.8
All pupils	-	-	13.0 (323)
FSM	-	-	16.5 (176)
Non FSM	-	-	7.6 (145)
Boys	-	-	13.6 (154)
Girls	-	-	12.4 (169)
EHC/stat	-	-	- (0)
SEN support	-	-	22.9 (70)
No SEN	-	-	10.0 (251)

Fixed term exclusions % and number of pupils excluded

All pupils ☐ Total ☑ Repeat

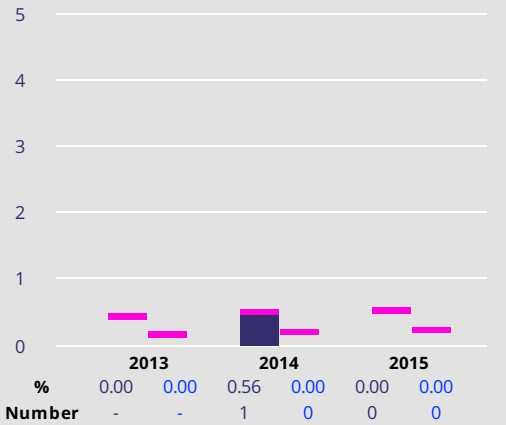
Nat	0.45	0.18	0.49	0.21	0.52	0.23



	2013		2014		2015	
%	0.00	0.00	0.24	0.00	0.00	0.00
Number	-	-	1	0	0	0

FSM ☐ Total ☑ Repeat

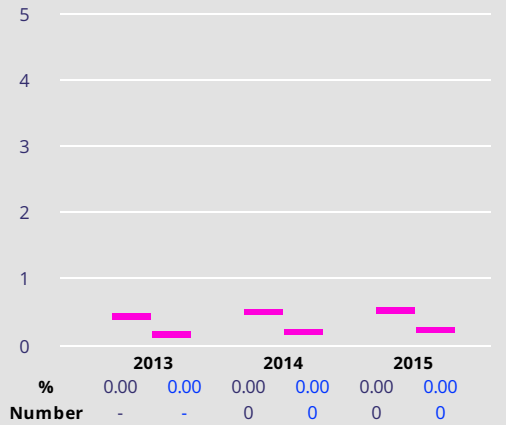
Nat	0.45	0.18	0.49	0.21	0.52	0.23



	2013		2014		2015	
%	0.00	0.00	0.56	0.00	0.00	0.00
Number	-	-	1	0	0	0

SEN support ☐ Total ☑ Repeat

Nat	0.45	0.18	0.49	0.21	0.52	0.23



	2013		2014		2015	
%	0.00	0.00	0.00	0.00	0.00	0.00
Number	-	-	0	0	0	0

Permanent exclusions

All pupils

In 2015, 0 pupils were permanently excluded (below the national %)

In comparison,

0 pupils were excluded in 2014

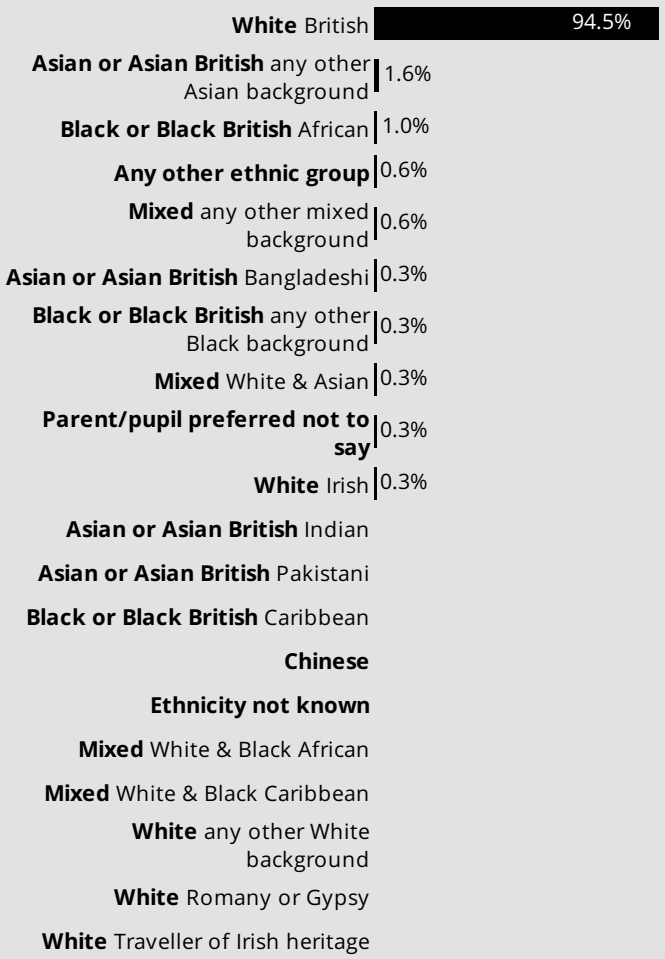
0 pupils were excluded in 2013

Context in 2016

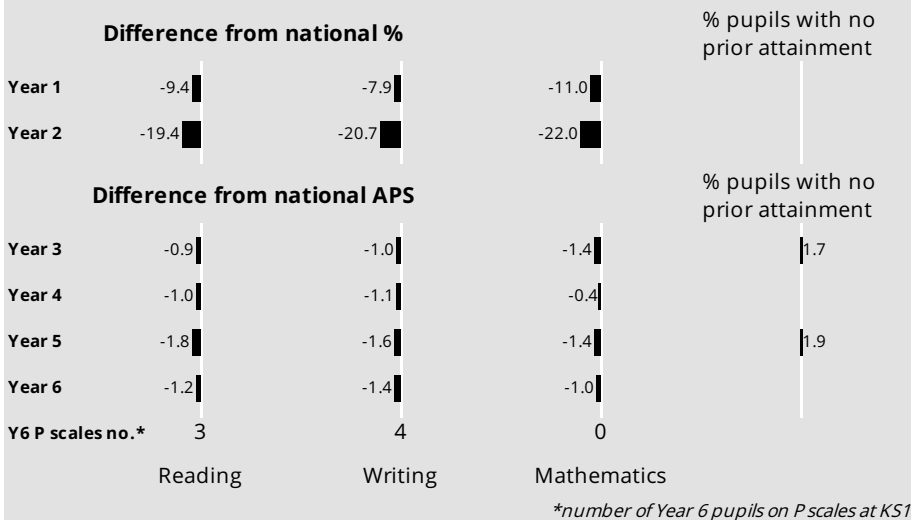
Prior attainment for Years 1 and 2 uses the percentage achieving at least expected in reading and in writing early learning goals and in both mathematics early learning goals. Prior attainment for Years 3 to 6 uses APS calculated with points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group. The numbers of CLA and pupils who left care through adoption or another formal route are shown.

Number on roll up to Year 6: **422**

Ethnicity



Prior attainment



*number of Year 6 pupils on P scales at KS1

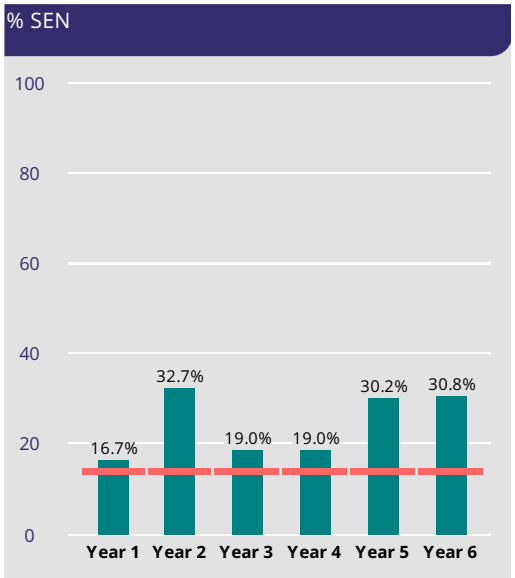
% girls

% first language not English

% stability

CLA and left care

Number on roll up to Year 6	
CLA	5
Left care	5

% free school meals

% SEN