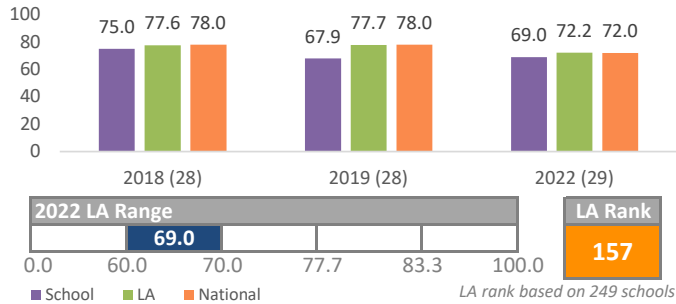


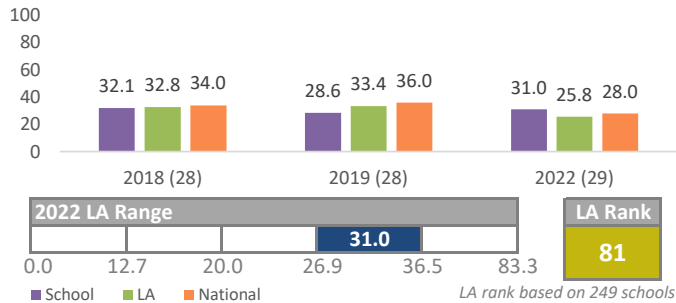


Grammar, punctuation & spelling

Percentage achieving the expected standard or above

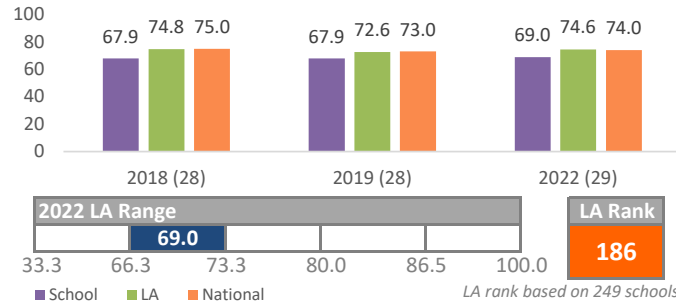


Percentage achieving higher standard

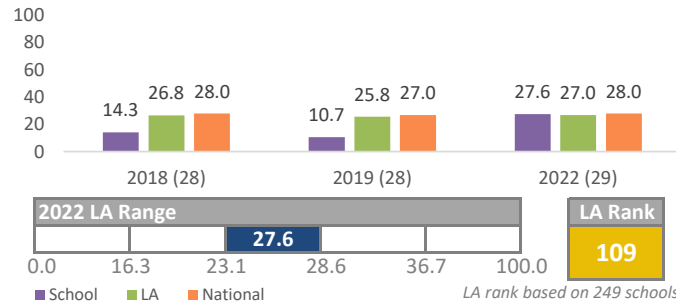


Reading

Percentage achieving the expected standard or above

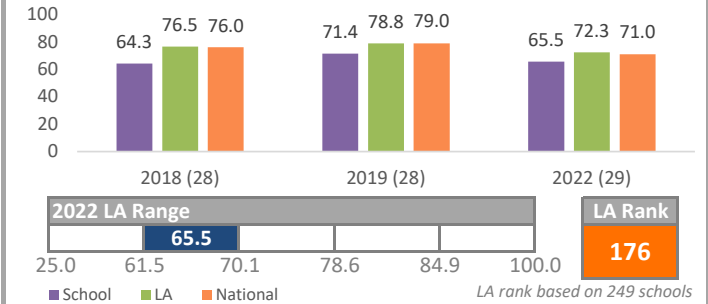


Percentage achieving higher standard

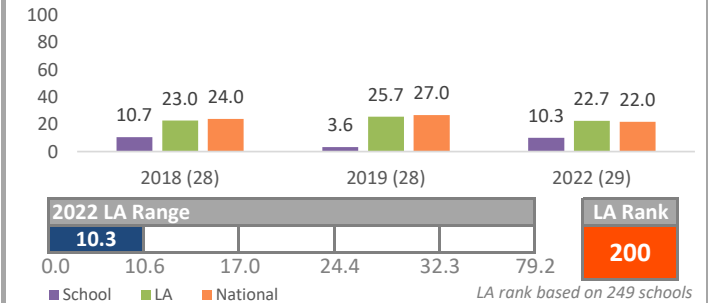


Mathematics

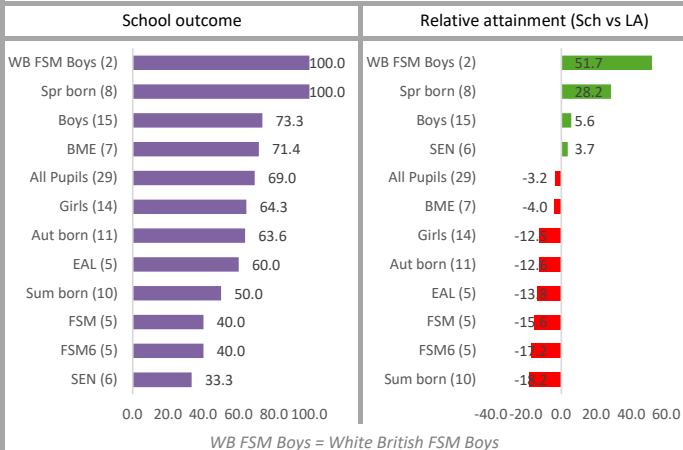
Percentage achieving the expected standard or above



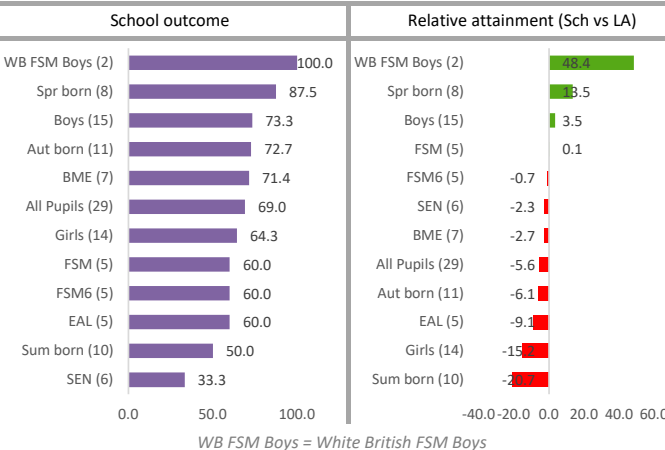
Percentage achieving higher standard



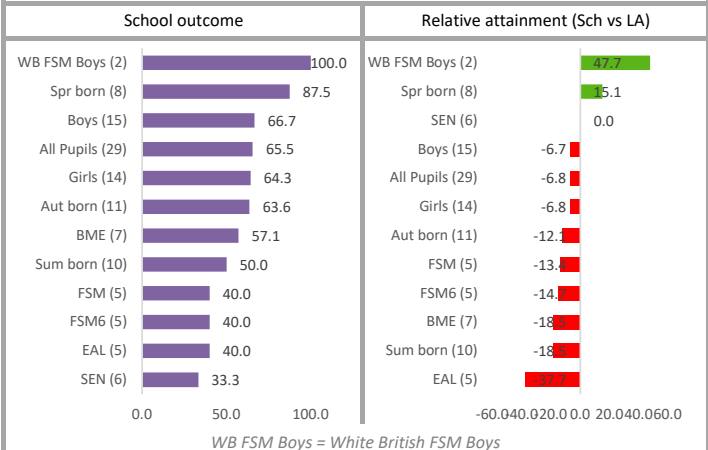
Percentage achieving the expected standard or above by pupil group



Percentage achieving the expected standard or above by pupil group



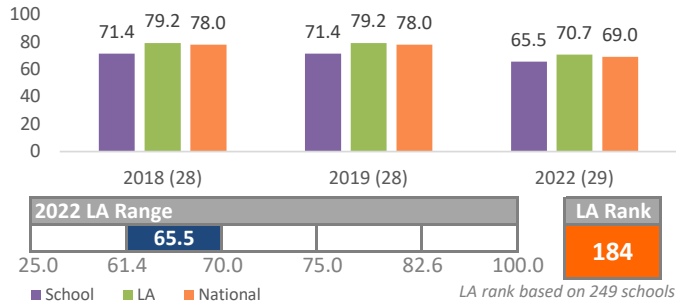
Percentage achieving the expected standard or above by pupil group



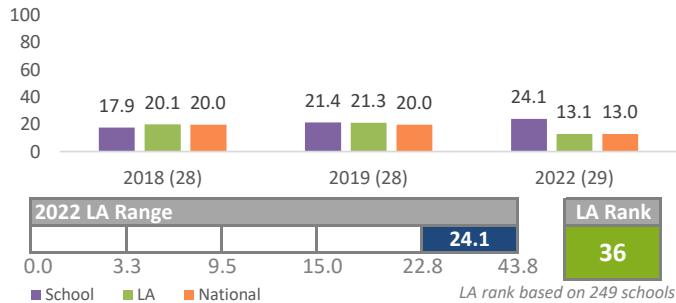


Writing TA

Percentage achieving the expected standard or above

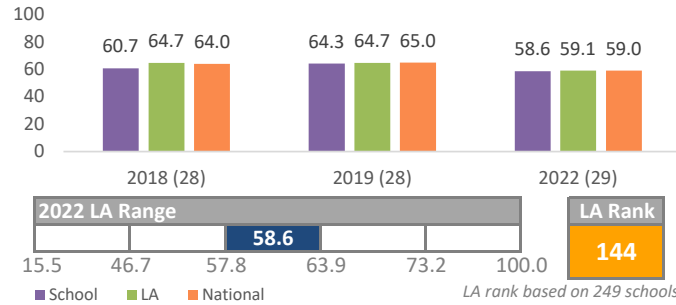


Percentage achieving higher standard

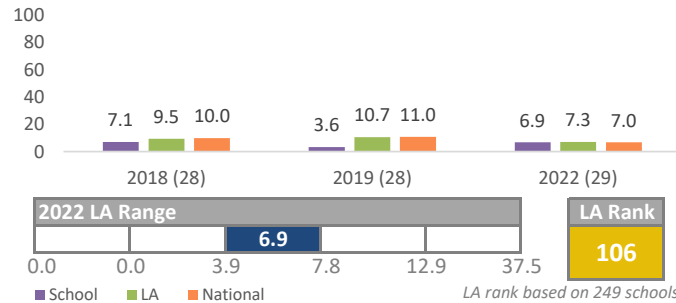


Reading, Writing TA and Maths

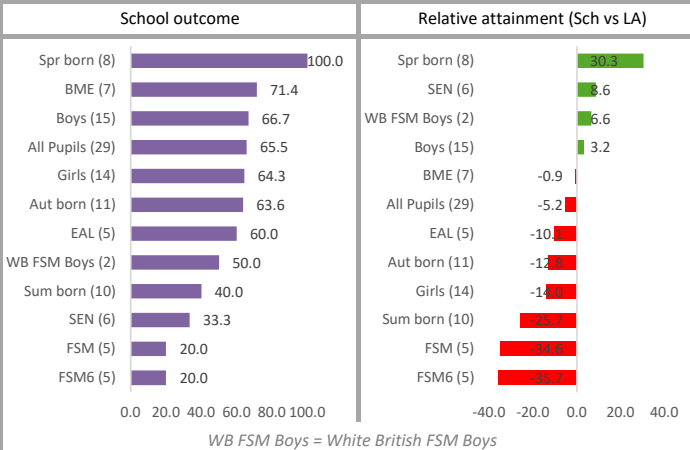
Percentage achieving the expected standard or above



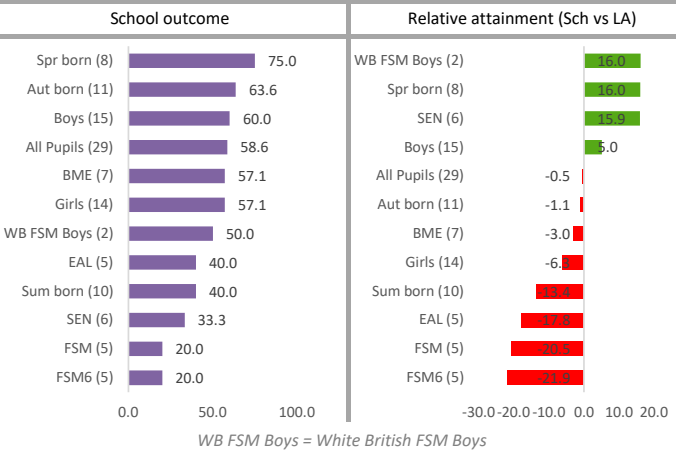
Percentage achieving higher standard



Percentage achieving the expected standard or above by pupil group

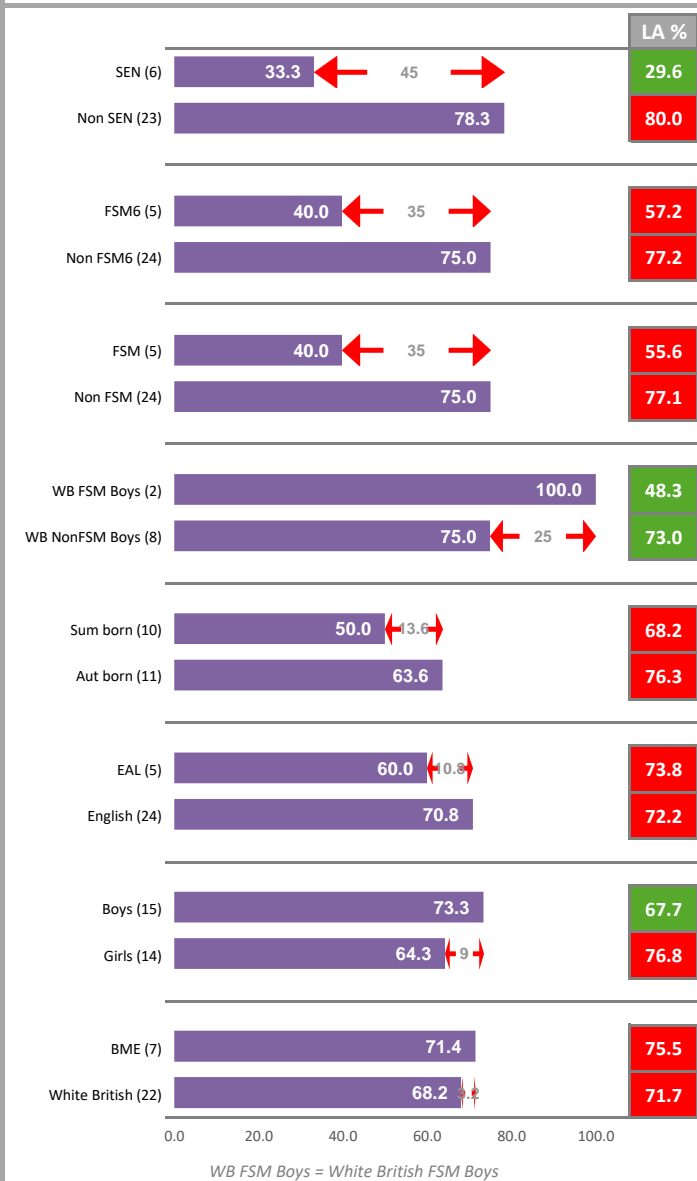


Percentage achieving the expected standard or above by pupil group



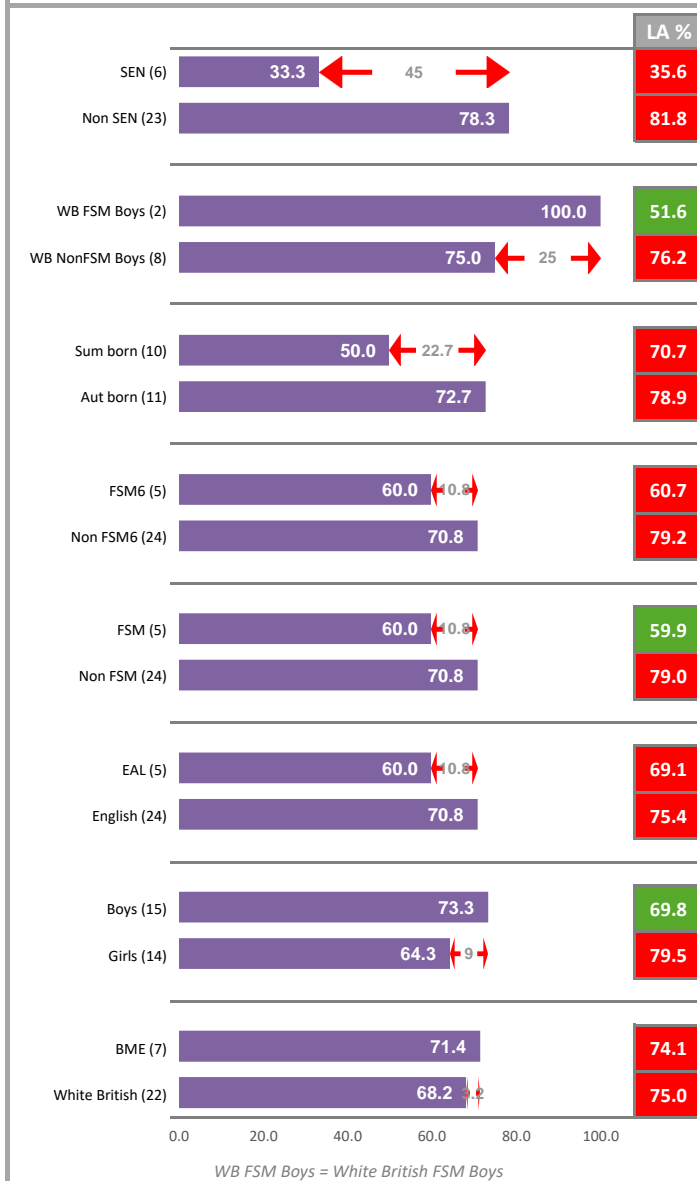
Grammar, punctuation & spelling

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



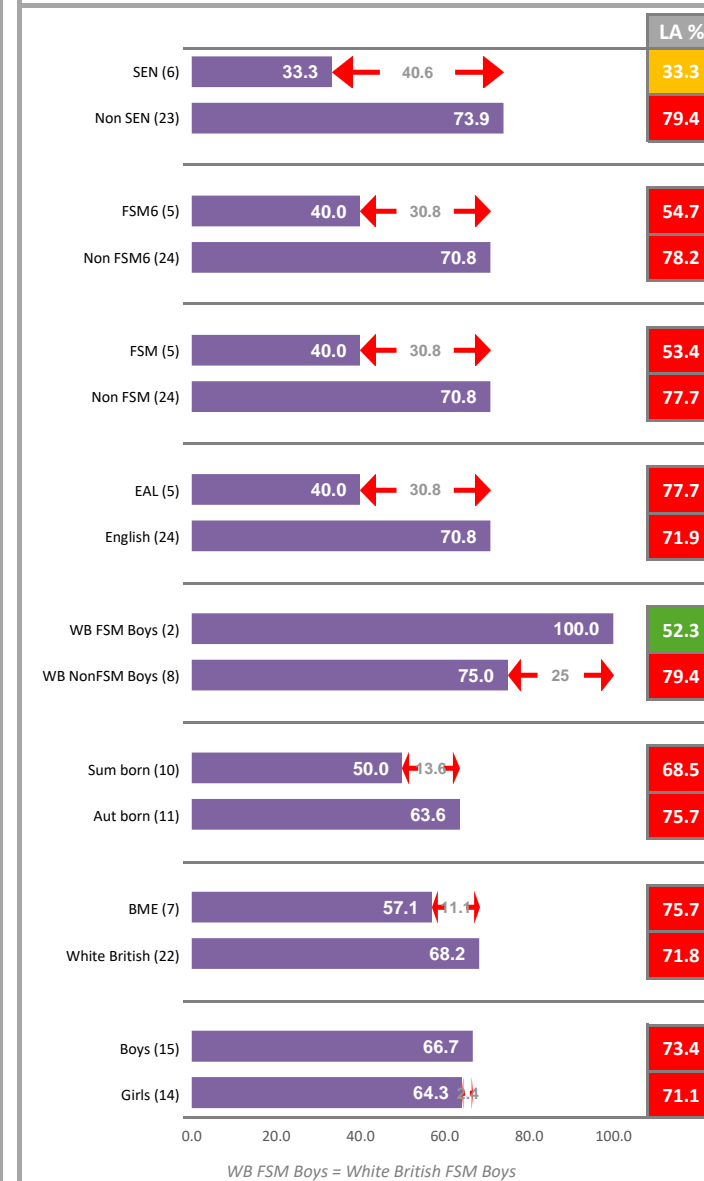
Reading

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



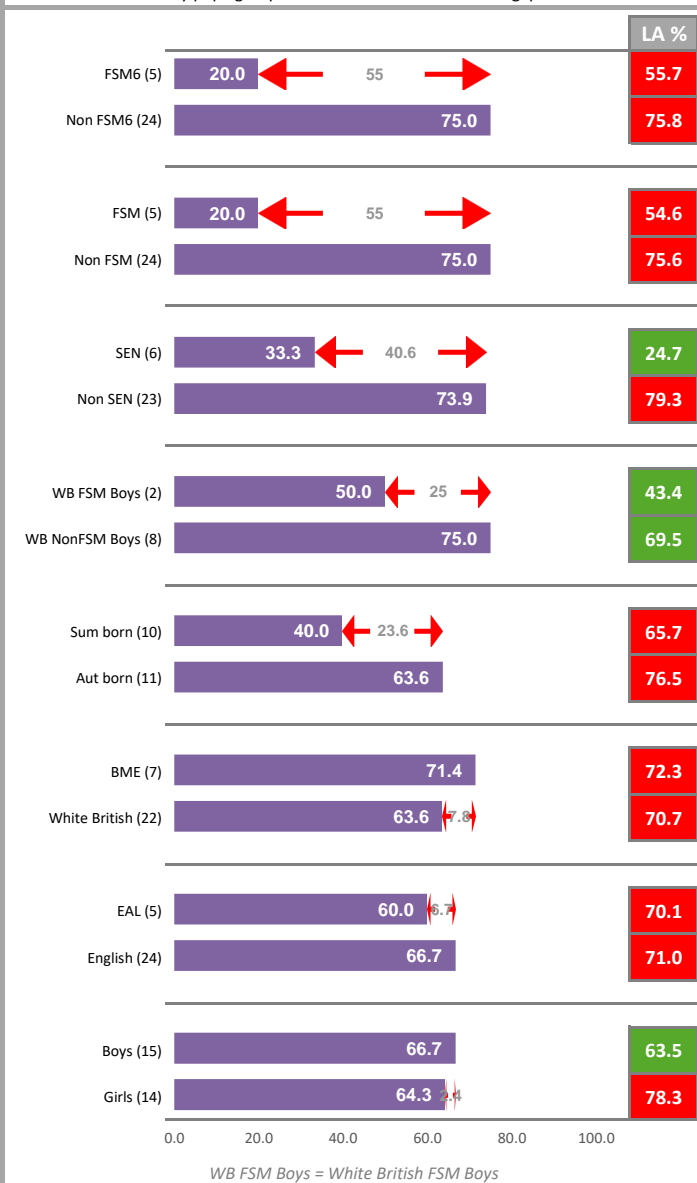
Mathematics

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



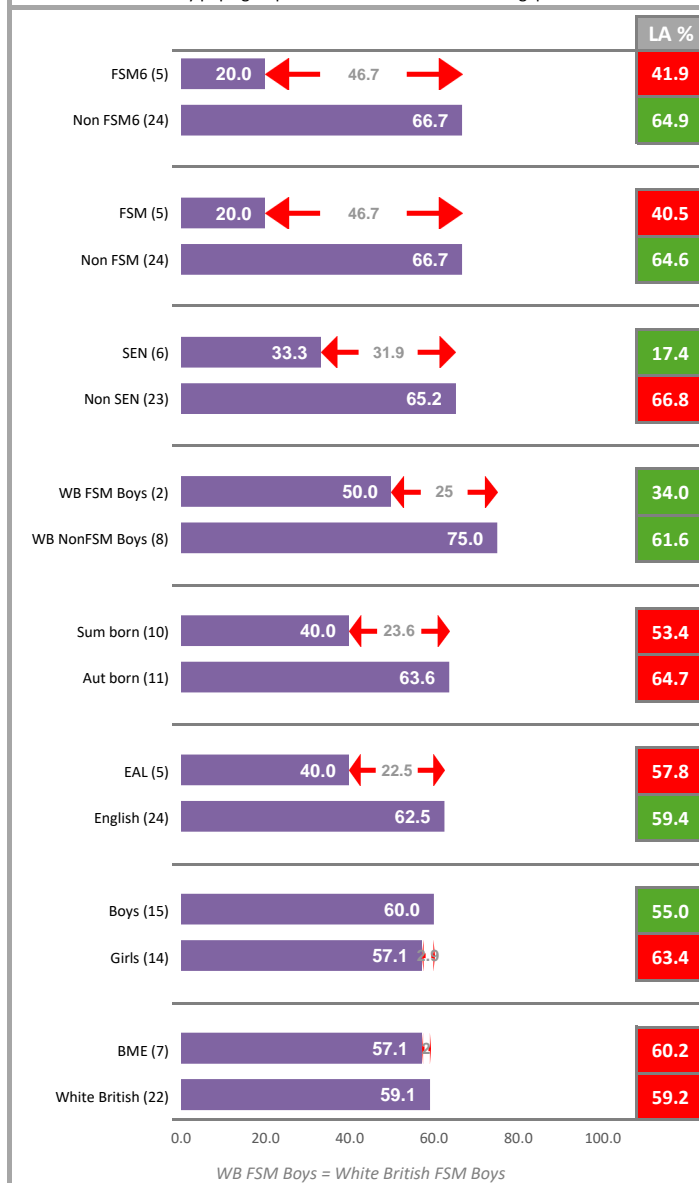
Writing TA

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



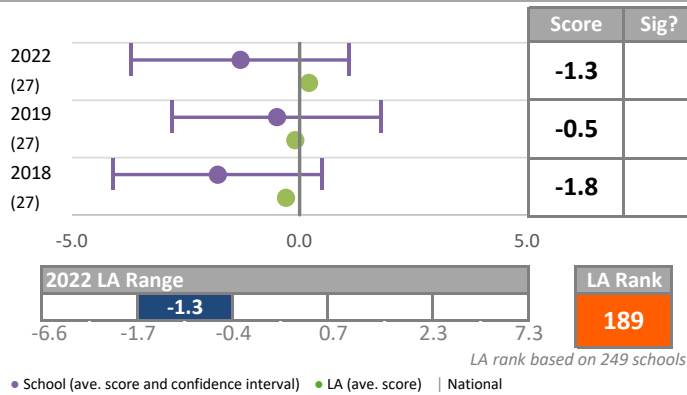
Reading, Writing TA and Maths

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap

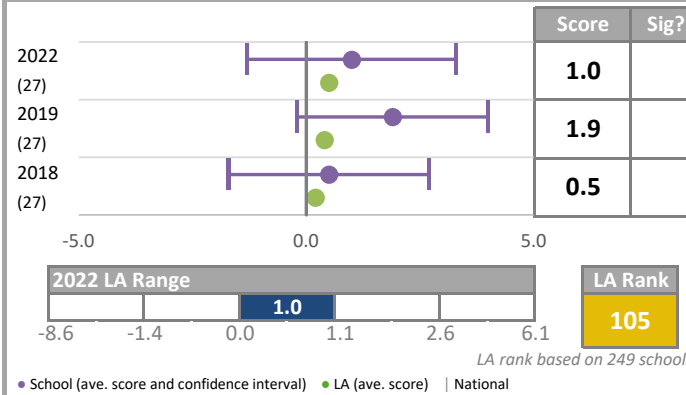




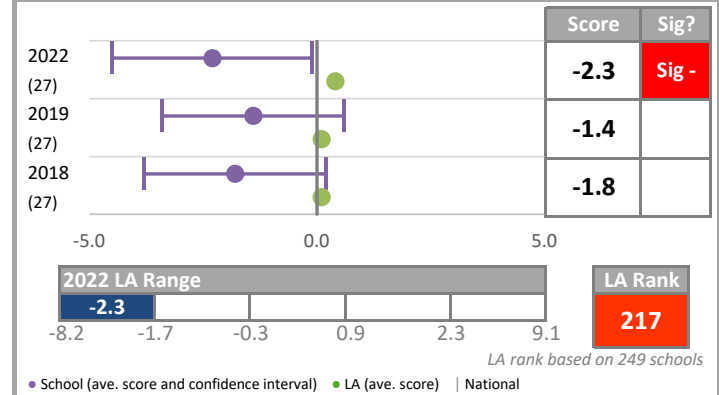
Reading Progress



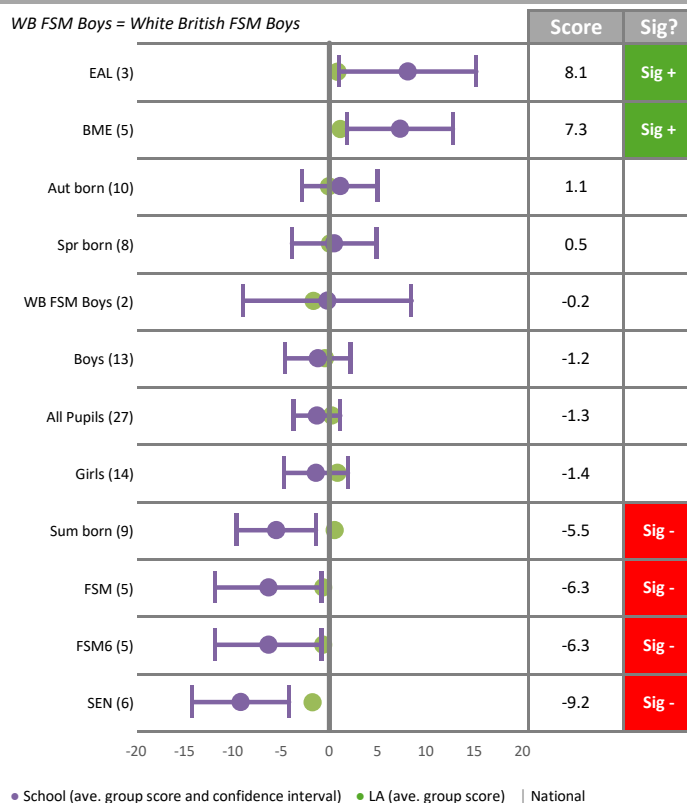
Writing Progress



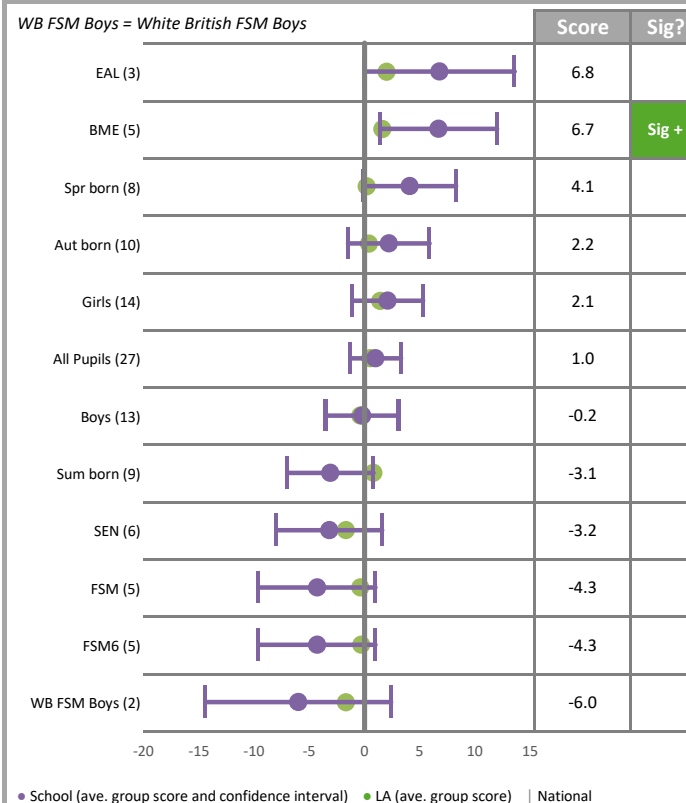
Mathematics Progress



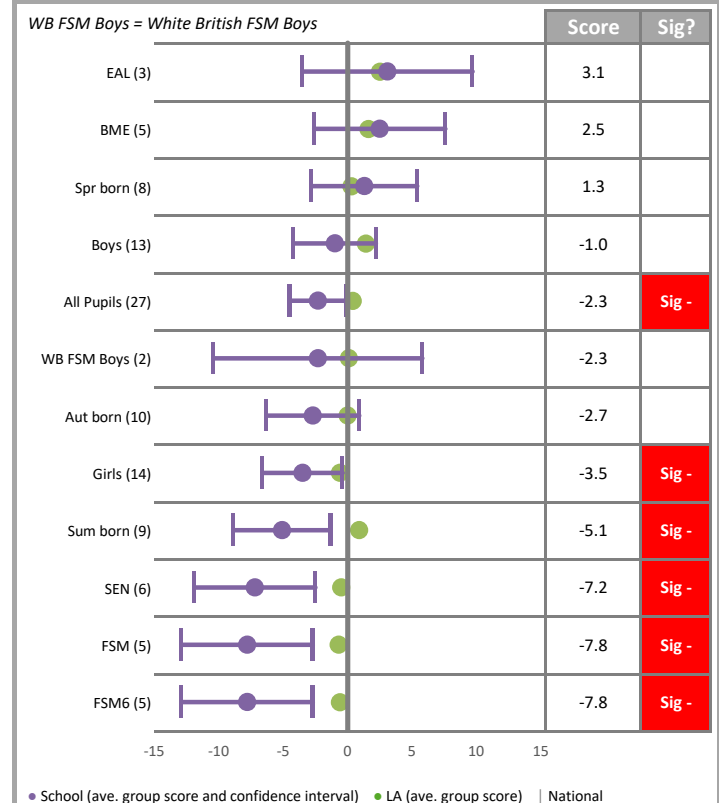
Progress by pupil group



Progress by pupil group



Progress by pupil group



Reading Progress

Average progress score by pupil group



Writing Progress

Average progress score by pupil group



Mathematics Progress

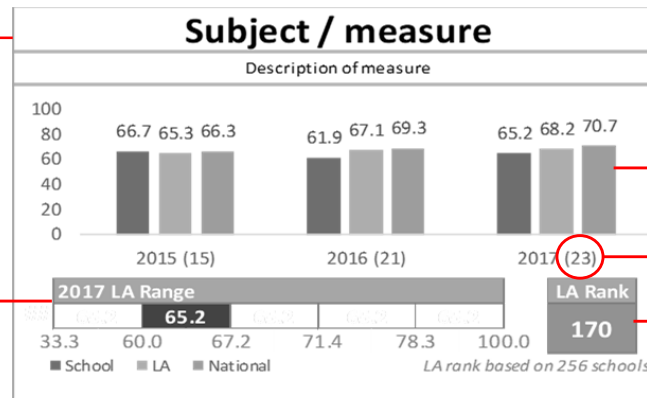
Average progress score by pupil group





Subject or measure which the below analysis relates

Shows the range of results for schools in the LA (excluding special schools) for this subject / measure in the stated assessment year (2017 in this example). Broadly the same number of schools (20% or a fifth) are placed in each segment. The lowest ranked school scored 33.3 and the highest school scored 100. This school features in the second quintile (second fifth) for this measure which is identified by the blue box. Schools in the second quintile scored between 60.0 and 67.2. The value in the blue box (65.2) is the schools outcome.

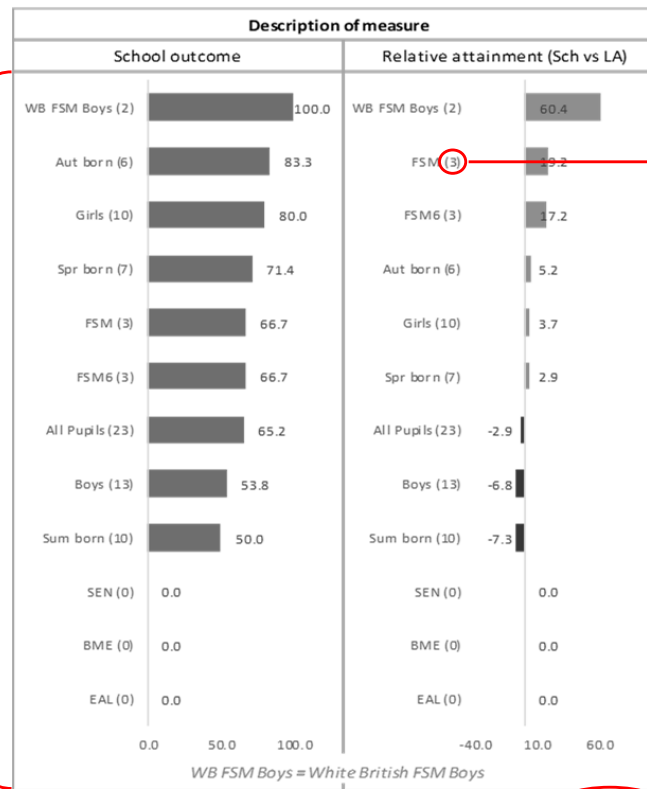


Trend showing school, LA and national outcomes

Shows a rank against all schools (excluding special schools) in the LA for this subject / measure in the latest assessment year (2017 in this example). This school is ranked 170th out of 256 schools.

Figures in brackets refer to pupil numbers. In this example there were 23 pupils in the 2017 cohort and 3 FSM pupils.

Shows outcomes for pupil groups within the school for this subject / measure in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - SEN, BME and EAL in this example). Caution should be used when interpreting outcomes of small groups.



Shows the difference between the pupil groups in the school compared with the same group in the LA for this subject / measure in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group in comparison to the LA cohort at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - SEN, BME and EAL in this example). Caution should be used when interpreting outcomes of small groups.

Date in which the report was created. Any changes made since this date will not be reflected.

Report created: 01/01/2017

Pupil groups

WB FSM - White British Free School Meal pupils

Aut / Spr / Sum born - Autumn born (pupils with a date of birth month of Sept, Oct, Nov or Dec) / Spring born (Jan, Feb, Mar, Apr) / Summer born (May, Jun, Jul, Aug).

FSM - pupils eligible for Free School Meals

FSM6 - pupils eligible for Free School Meals at any point in the past 6 years

SEN - Pupils with Special Educational Needs (any SEN)

BME - Black and minority ethnic pupils. Any pupils with a main ethnicity code other than White British, Refused or Information Not Obtained

EAL - English as an Additional Language. Any pupils with a language code other than English, Believed to be English, Refused or Information Not Obtained

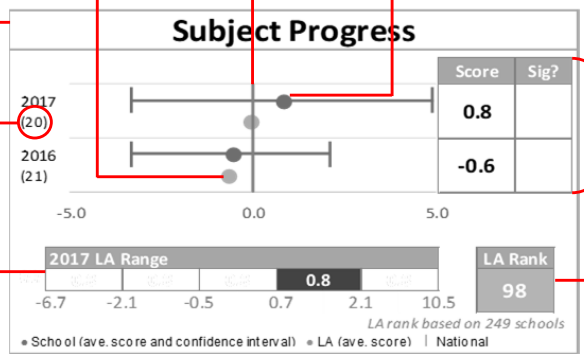


Average LA score. Average national score. Average school score together with confidence interval.

Subject which the below analysis relates.

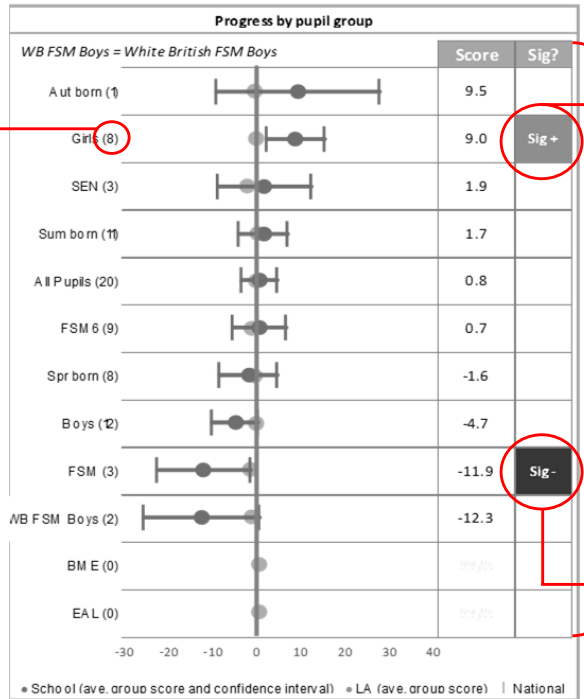
Shows the range of progress scores for schools in the LA (excluding special schools) for this subject in the stated assessment year (2017 in this example). Broadly the same number of schools (20% or a fifth) are placed in each segment. The lowest ranked school scored -6.7 and the highest school scored 10.5. This school features in the fourth quintile (fourth fifth) for this subject which is identified by the blue box. Schools in the fourth quintile scored between 0.7 and 2.1. The value in the blue box (0.8) is the schools outcome.

Figures in brackets refer to the number of pupils in the cohort with a progress score and therefore included in the calculation. In this example there were 20 pupils in the 2017 cohort and 8 girls.



Average progress score for the school together with significance indicator for the stated years.

Shows a rank against all schools (excluding special schools) in the LA for this subject in the latest assessment year (2017 in this example). This school is ranked 98th out of 249 schools.



Lower end of the confidence interval is above zero and therefore the outcome is significantly positive.

Shows average score and confidence intervals for pupil groups within the school (purple) together with LA outcomes (green) for this subject in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group (based on average score) at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - BME and EAL in this example).

Upper end of the confidence interval is below zero and therefore the outcome is significantly negative.

Confidence intervals
Confidence intervals (purple line either side of the school score) show the range of uncertainty around the score. If the lower end of the confidence interval is greater than zero it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils with similar starting points nationally (significantly positive). If the upper end is below zero, then the school has made less than average progress (significantly negative). Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average. In this example, collectively pupils make slightly more progress than similar pupils nationally (0.8) but this is not significant as the lower and upper ends are either side of zero. Small cohorts tend to have wider intervals.

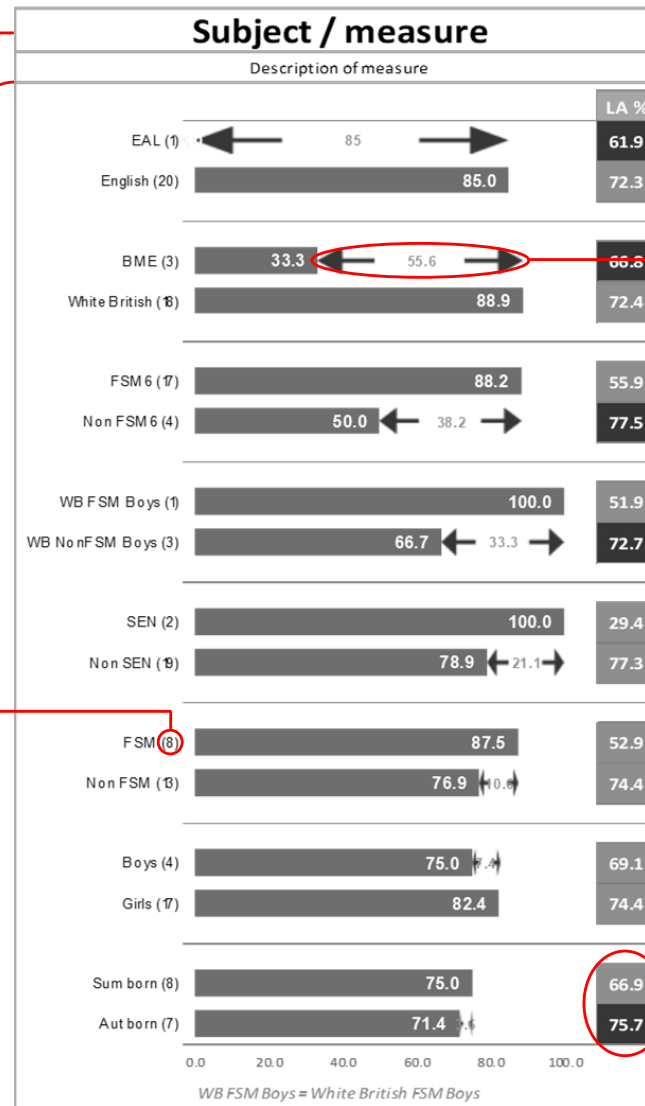
For a definition of pupil groups please refer to the attainment guidance.



Subject or measure which the below analysis relates

Shows outcomes for pupil groups within the school for this subject / measure in the latest assessment year. The pupil groups are ordered with the largest gap (the difference between the vulnerable group and other pupils) at the top and the group with the smaller gap at the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets). Caution should be used when interpreting outcomes of small groups.

Figures in brackets refer to pupil numbers. In this example there were 8 FSM pupils in the cohort.



The red arrows represent the percentage point gap between the two pupil groups. In this example there is a within school gap of 55.6 percentage points between white British pupils (where 88.9% achieved this outcome) and pupils from a black or minority ethnic group (where 33.3% achieved the measure).

Shows the outcome for the particular pupil group in the LA. The value is shaded depending on if the school outcome is above (green) or below (red) the LA average. In this example summer born pupils in the school are doing better than the LA average so is shaded green where Autumn borns are below the LA average so shaded red.

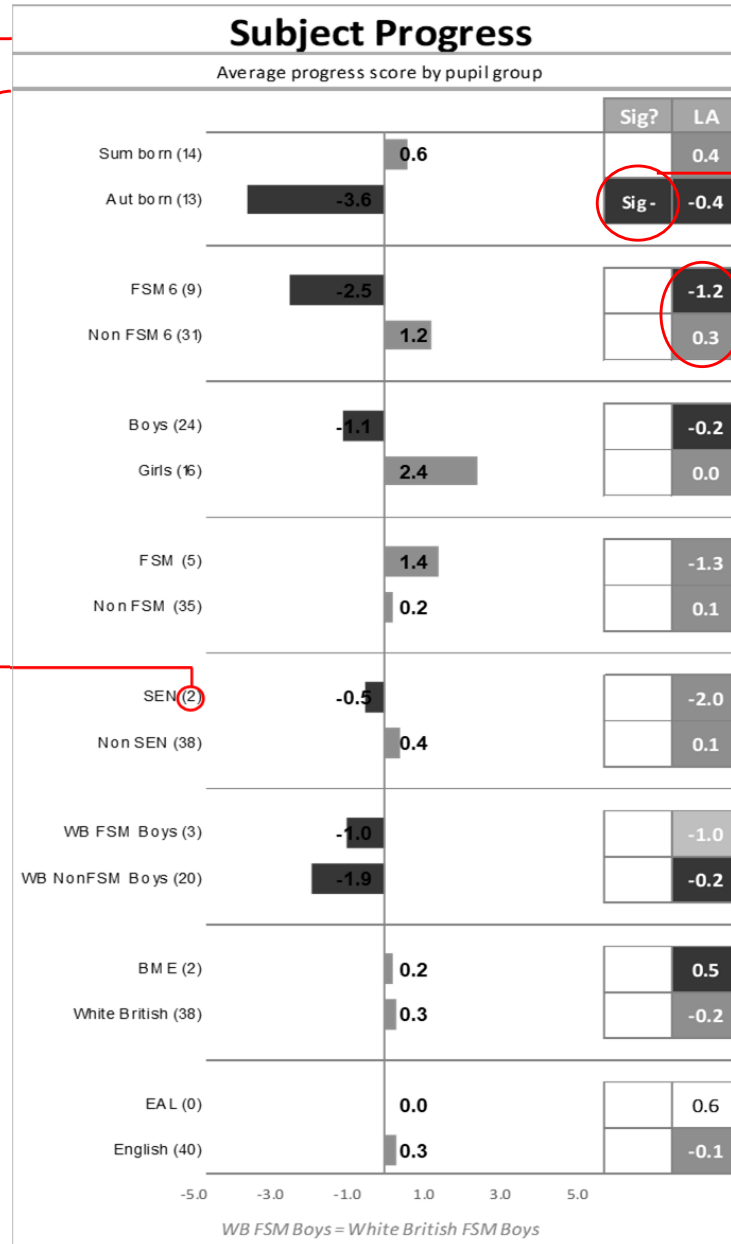
For a definition of pupil groups please refer to the attainment guidance.



Subject or measure which the below analysis relates

Shows progress outcomes for pupil groups within the school for this subject in the latest assessment year. The pupil groups are ordered with the largest gap (the difference between the vulnerable group and other pupils) at the top and the group with the smaller gap at the bottom. Any group(s) with no pupils will appear at the bottom of the list (EAL in this example - identified by the 0 in brackets). Caution should be used when interpreting outcomes of small groups.

Figures in brackets refer to the number of pupils in the cohort with a progress score and therefore included in the calculation. In this example there were 2 SEN pupils in the cohort.



Upper end of the confidence interval is below zero and therefore the school outcome is significantly negative.

Shows the outcome for the particular pupil group in the LA. The value is shaded depending on if the school outcome is above (green), below (red) or in-line (orange) the LA average.

The progress score for white British FSM boys in the school is negative (-1.0) therefore is displayed as a red negative bar on the chart. This is in-line with the LA average for this group (-1.0) so the LA average is shaded orange.

Although EAL pupils in the school are making slightly more progress than pupils with a similar prior attainment score nationally (+0.2) they are not doing as well as other EAL pupils in the LA (+0.5), therefore the score is shaded red.

For a definition of pupil groups please refer to the attainment guidance.