

School performance summary 2017/2018

St Mark's CofE Junior School, Salisbury (URN: 141645)

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

Key stage 2

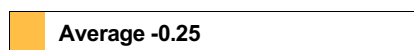
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Progress in reading, writing and maths

Reading

Number of pupils = 82

Pupils with adjusted scores = 1

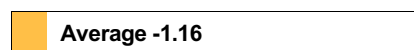


Confidence interval
-1.6 to 1.0

Writing

Number of pupils = 82

Pupils with adjusted scores = 2

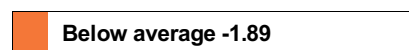


Confidence interval
-2.4 to 0.0

Maths

Number of pupils = 82

Pupils with adjusted scores = 2

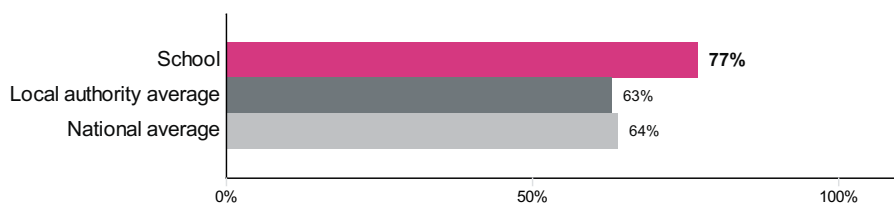


Confidence interval
-3.1 to -0.7

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

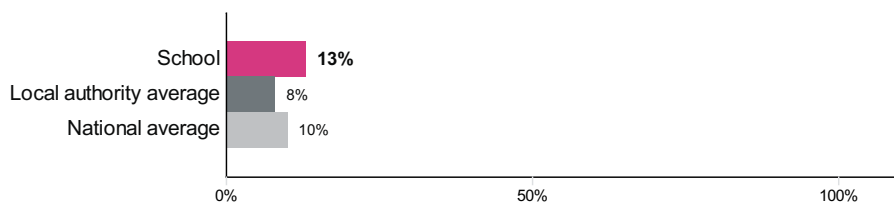
Number of pupils = 86



Percentage achieving the expected standard or higher

Percentage of pupils achieving the higher standard

Number of pupils = 86

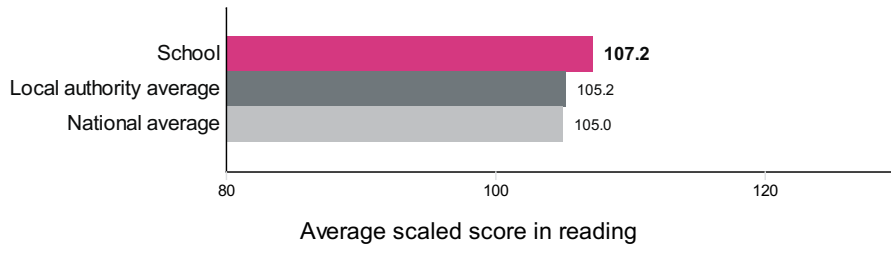


Percentage achieving the higher standard

Average scaled score in:

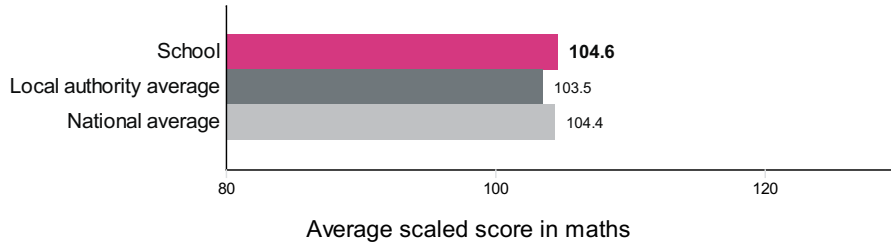
Reading

Number of pupils = 86



Maths

Number of pupils = 86



Key stage 2 disadvantaged

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Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-1.13	-1.76	-3.51
Confidence interval	-5.9 to 3.7	-6.4 to 2.8	-7.8 to 0.8
Number of disadvantaged pupils	6	6	6
Disadvantaged pupils with adjusted score	0	1	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	79	7	75	10	79	7
Prior attainment (based on key stage 1 average point score)	16.95	16.43	16.88	15.90	17.57	15.64

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	43	4	39	2
Number of pupils with adjusted scores	0	0	1	0	0	0
Progress score	N/A	N/A	-0.90	-2.83	0.46	2.28
National Comparator	0.01	0.56	0.03	0.34	0.02	0.22
Difference	N/A	N/A	-0.93	-3.17	0.44	2.06
Confidence interval	N/A	N/A	-2.7 to 0.9	-8.7 to 3.1	-1.4 to 2.4	-6.0 to 10.6

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	43	4	39	2
Number of pupils with adjusted scores	0	0	2	1	0	0
Progress score	N/A	N/A	-1.59	-3.85	-0.68	2.40
National Comparator	0.01	0.55	0.04	0.28	0.01	0.14
Difference	N/A	N/A	-1.63	-4.13	-0.69	2.26
Confidence interval	N/A	N/A	-3.3 to 0.1	-9.4 to 1.8	-2.5 to 1.1	-5.6 to 10.4

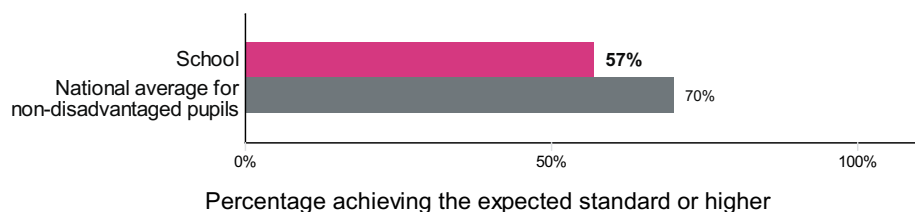
Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	43	4	39	2
Number of pupils with adjusted scores	0	0	2	0	0	0
Progress score	N/A	N/A	-3.07	-5.60	-0.59	0.68
National Comparator	0.02	0.65	0.04	0.34	0.01	0.20
Difference	N/A	N/A	-3.11	-5.94	-0.60	0.48
Confidence interval	N/A	N/A	-4.7 to -1.5	-10.9 to -0.3	-2.3 to 1.1	-6.8 to 8.2

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 7

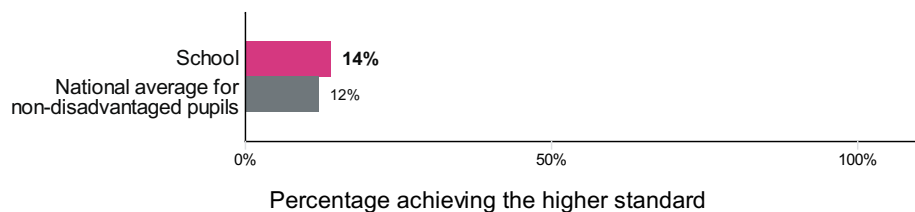


Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	44	5	39	2
Percentage	N/A	N/A	55	40	100	100
National Comparator	7	9	58	63	95	96
Difference	N/A	N/A	-4	-23	5	4

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 7



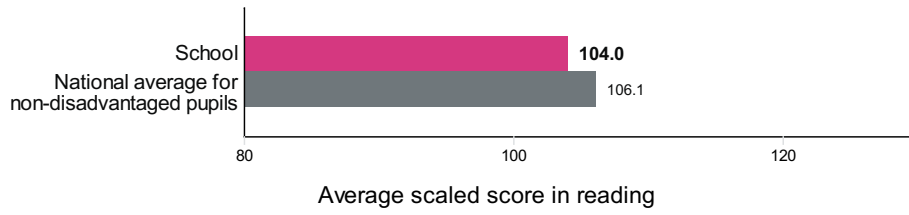
Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	0	0	44	5	39	2
Percentage	N/A	N/A	2	0	23	50
National Comparator	0	0	2	2	28	30
Difference	N/A	N/A	1	-2	-5	20

Average scaled score for disadvantaged pupils in:

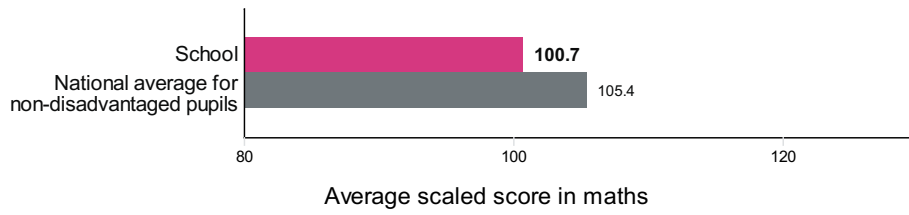
Reading

Number of disadvantaged pupils = 7



Maths

Number of disadvantaged pupils = 7



Key stage 2 reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	86	77	64	13	10
Male	48	79	61	10	8
Female	38	74	68	16	11
Disadvantaged	7	57	70	14	12
Other	79	78	70	13	12
Ever 6 FSM	7	57	70	14	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	0	N/A	64	N/A	10
SEN support	13	31	64	0	10
No SEN	73	85	73	15	12
Non-mobile	86	77	66	13	10
English first language	82	76	64	13	10
English additional language	4	100	64	0	10
Prior attainment					
Low overall	0	N/A	7	N/A	0
Middle overall	44	55	58	2	2
High overall	39	100	95	23	28
Reading low	0	N/A	9	N/A	0
Reading middle	51	61	60	6	2
Reading high	32	100	95	22	29
Writing low	2	50	13	0	0
Writing middle	65	71	68	8	5
Writing high	16	100	97	31	40
Maths low	0	N/A	6	N/A	0
Maths middle	57	65	61	5	3
Maths high	26	100	96	27	33

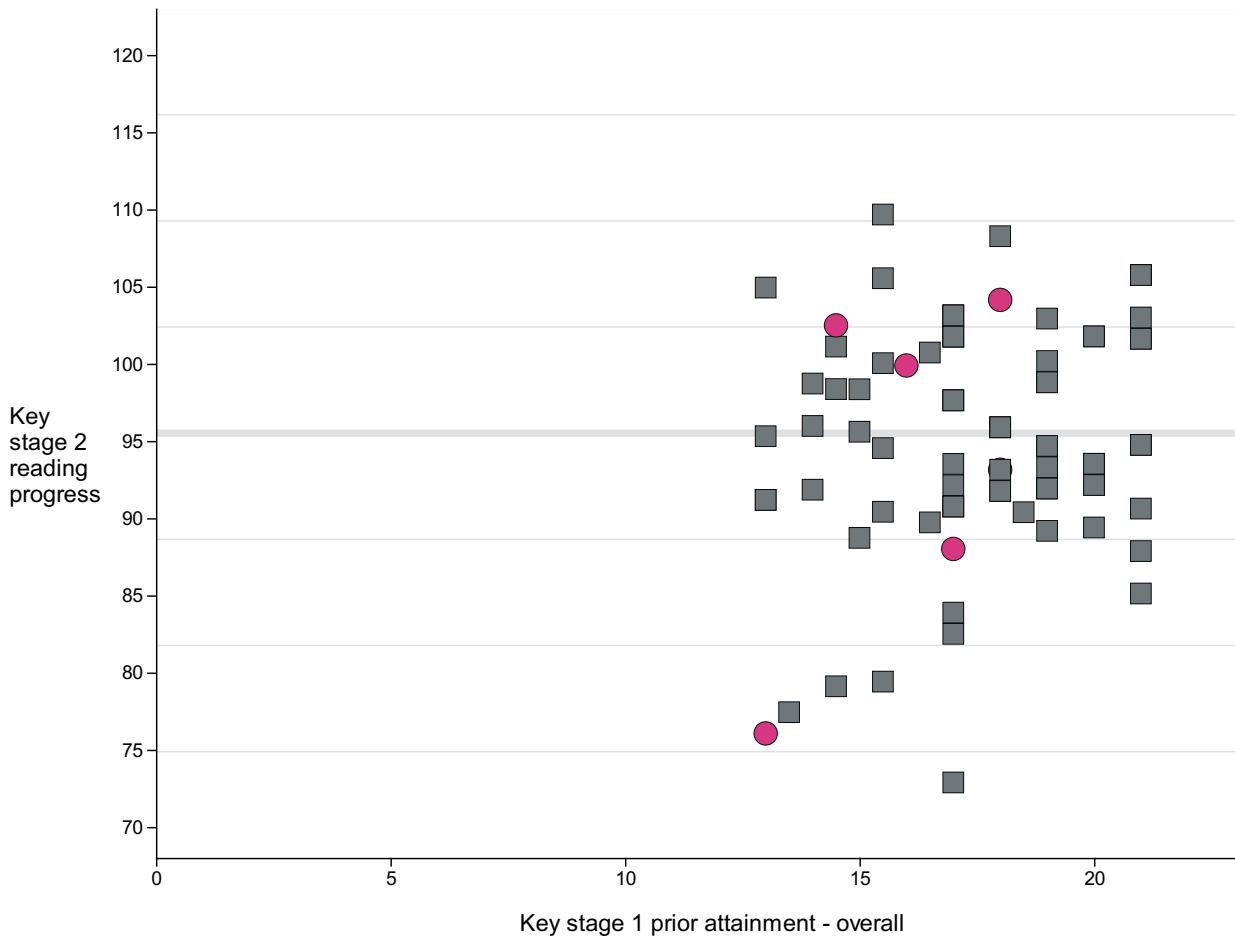
Key stage 2 reading progress and attainment by pupil group

Key stage 2 reading by pupil group										
Breakdown	Reading progress			Reading attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	82	-0.25	-0.29	86	85	75	31	28	107.2	105.0
Male	45	-1.15	-1.22	48	83	72	27	24	106.3	104.2
Female	37	0.85	0.85	38	87	79	37	32	108.3	105.9
Disadvantaged	6	-1.13	-1.13	7	71	80	14	33	104.0	106.1
Other	76	-0.18	-0.22	79	86	80	33	33	107.5	106.1
Ever 6 FSM	6	-1.13	-1.13	7	71	80	14	32	104.0	106.1
Children looked after	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.1
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	75	N/A	28	N/A	105.0
SEN support	12	-3.62	-3.62	13	46	75	8	28	99.5	105.0
No SEN	70	0.33	0.28	73	92	83	36	32	108.5	106.3
Non-mobile	82	-0.25	-0.29	86	85	77	31	29	107.2	105.2
English first language	78	-0.23	-0.27	82	84	75	33	28	107.2	105.0
English additional language	4	-0.64	-0.64	4	100	75	0	28	107.3	105.0
Prior attainment										
Low overall	0	N/A	N/A	0	N/A	20	N/A	2	N/A	94.2
Middle overall	43	-0.90	-0.97	44	70	74	20	17	103.5	103.6
High overall	39	0.46	0.46	39	100	98	41	58	110.8	110.7
Reading low	0	N/A	N/A	0	N/A	21	N/A	2	N/A	94.4
Reading middle	50	-0.91	-0.98	51	75	74	22	17	104.3	103.6
Reading high	32	0.78	0.78	32	100	98	44	61	111.2	111.0
Writing low	2	3.36	3.36	2	50	28	0	4	102.5	96.0
Writing middle	64	-0.74	-0.79	65	82	80	23	24	105.7	105.1
Writing high	16	1.24	1.24	16	100	99	63	68	112.8	112.0
Maths low	0	N/A	N/A	0	N/A	18	N/A	2	N/A	93.8
Maths middle	56	-0.51	-0.57	57	77	75	23	21	105.0	104.1
Maths high	26	0.31	0.31	26	100	98	46	60	111.3	110.8

Pupil key stage 2 progress in reading against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

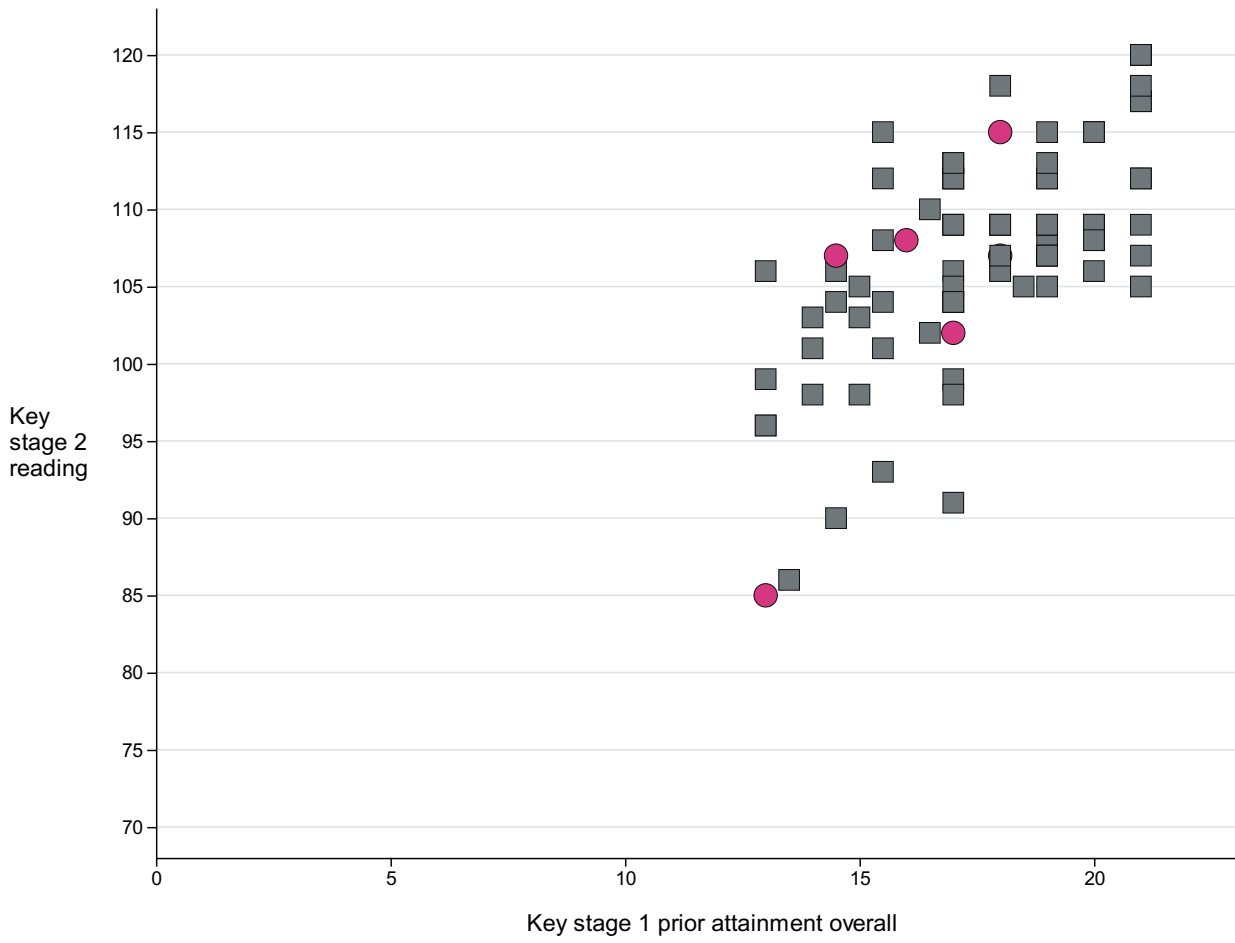
● Disadvantaged ■ Non disadvantaged



Pupil key stage 2 reading attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



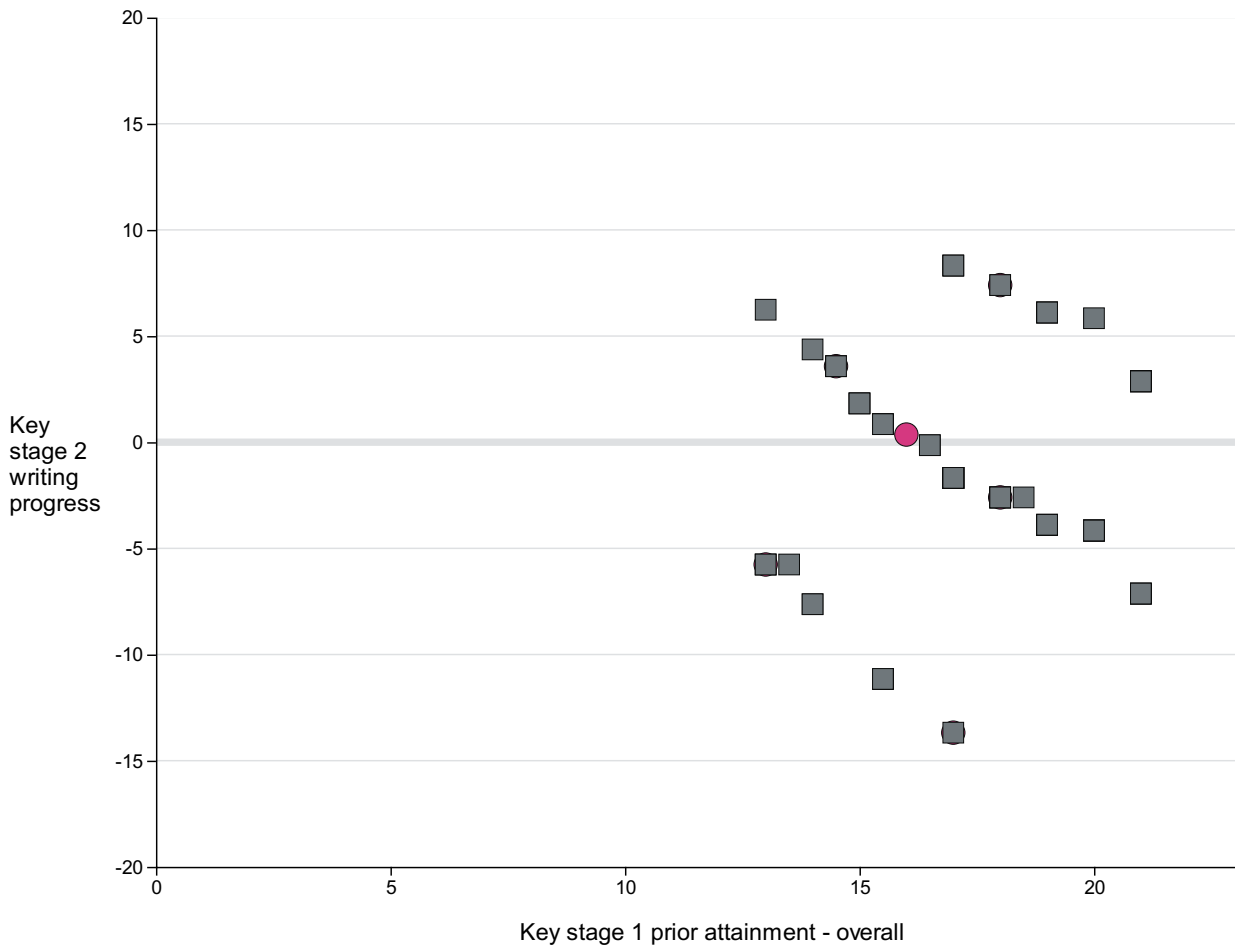
Key stage 2 writing progress and attainment by pupil group

Key stage 2 writing by pupil group								
Breakdown	Writing progress			Writing attainment				
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieved the expected standard		Achieved a greater depth	
					School %	National benchmark	School %	National benchmark
All pupils	82	-1.16	-1.16	86	85	78	23	20
Male	45	-1.20	-1.20	48	85	72	19	15
Female	37	-1.11	-1.11	38	84	84	29	25
Disadvantaged	6	-1.76	-1.78	7	57	83	14	24
Other	76	-1.11	-1.11	79	87	83	24	24
Ever 6 FSM	6	-1.76	-1.78	7	57	83	14	23
Children looked after	0	N/A	N/A	0	N/A	78	N/A	20
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	78	N/A	20
SEN support	12	-2.62	-2.62	13	54	78	0	20
No SEN	70	-0.91	-0.91	73	90	88	27	23
Non-mobile	82	-1.16	-1.16	86	85	80	23	21
English first language	78	-1.25	-1.25	82	84	78	23	20
English additional language	4	0.59	0.59	4	100	78	25	20
Prior attainment								
Low overall	0	N/A	N/A	0	N/A	17	N/A	0
Middle overall	43	-1.59	-1.60	44	70	79	7	7
High overall	39	-0.68	-0.68	39	100	99	38	50
Reading low	0	N/A	N/A	0	N/A	18	N/A	0
Reading middle	50	-1.78	-1.79	51	75	80	8	8
Reading high	32	-0.18	-0.18	32	100	99	44	51
Writing low	2	0.24	0.24	2	50	23	0	0
Writing middle	64	-1.39	-1.39	65	82	86	14	13
Writing high	16	-0.41	-0.41	16	100	100	56	67
Maths low	0	N/A	N/A	0	N/A	16	N/A	0
Maths middle	56	-1.03	-1.03	57	77	80	14	12
Maths high	26	-1.44	-1.44	26	100	98	38	52

Pupil key stage 2 progress in writing against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

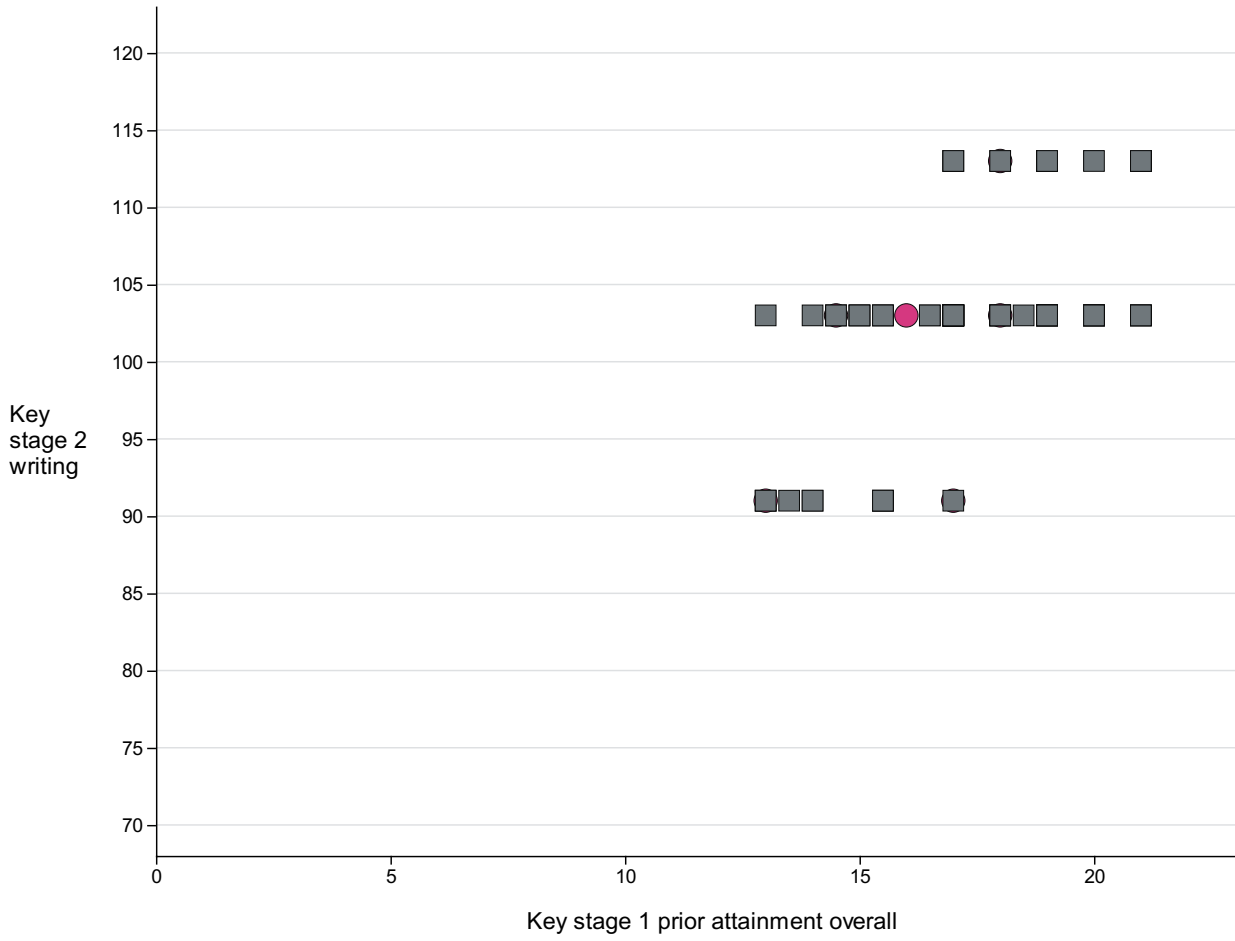
● Disadvantaged ■ Non disadvantaged



Pupil key stage 2 writing attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



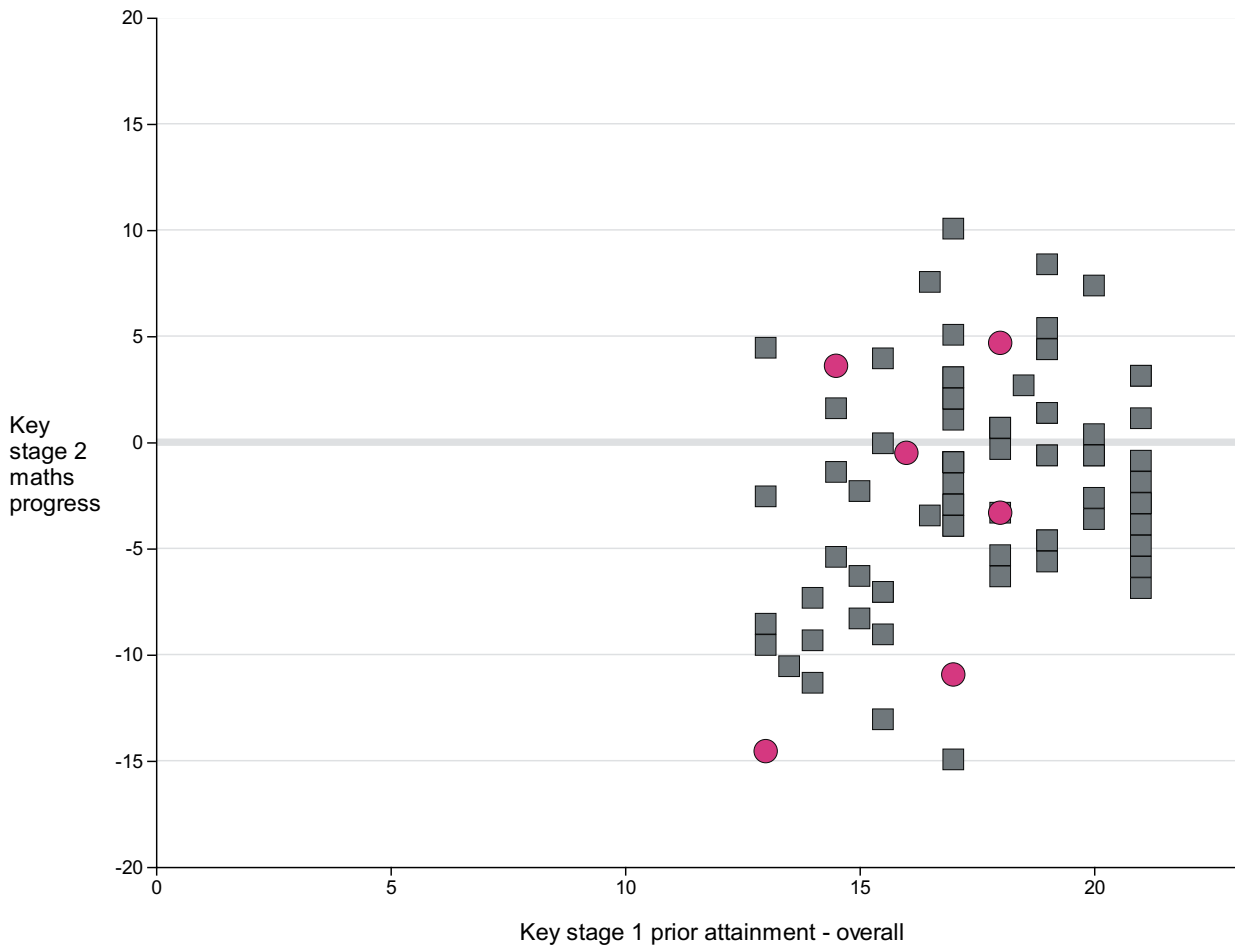
Key stage 2 maths progress and attainment by pupil group

Key stage 2 maths by pupil group										
Breakdown	Maths progress			Maths attainment						
	Cohort	Adjusted score	Unadjusted score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
					School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	82	-1.89	-1.93	86	79	76	27	24	104.6	104.4
Male	45	-1.02	-1.03	48	81	75	31	25	105.6	104.6
Female	37	-2.94	-3.02	38	76	76	21	22	103.4	104.1
Disadvantaged	6	-3.51	-3.51	7	57	81	14	28	100.7	105.4
Other	76	-1.76	-1.81	79	81	81	28	28	104.9	105.4
Ever 6 FSM	6	-3.51	-3.51	7	57	80	14	28	100.7	105.4
Children looked after	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN with statement or EHC plan	0	N/A	N/A	0	N/A	76	N/A	24	N/A	104.4
SEN support	12	-4.93	-4.98	13	31	76	15	24	97.3	104.4
No SEN	70	-1.37	-1.41	73	88	84	29	27	105.8	105.6
Non-mobile	82	-1.89	-1.93	86	79	77	27	24	104.6	104.5
English first language	78	-1.95	-1.99	82	78	76	26	24	104.5	104.4
English additional language	4	-0.74	-0.74	4	100	76	50	24	106.3	104.4
Prior attainment										
Low overall	0	N/A	N/A	0	N/A	19	N/A	1	N/A	93.9
Middle overall	43	-3.07	-3.15	44	59	74	7	11	100.2	102.7
High overall	39	-0.59	-0.59	39	100	98	46	54	109.0	109.9
Reading low	0	N/A	N/A	0	N/A	25	N/A	2	N/A	95.2
Reading middle	50	-2.05	-2.12	51	65	74	18	14	102.1	103.1
Reading high	32	-1.64	-1.64	32	100	97	38	51	108.0	109.5
Writing low	2	-2.05	-2.05	2	50	30	0	2	96.5	96.1
Writing middle	64	-1.74	-1.79	65	74	80	23	20	103.7	104.4
Writing high	16	-2.46	-2.46	16	100	98	38	60	108.3	110.7
Maths low	0	N/A	N/A	0	N/A	14	N/A	1	N/A	92.8
Maths middle	56	-2.81	-2.87	57	68	75	9	13	101.5	103.0
Maths high	26	0.09	0.09	26	100	99	62	63	110.6	111.0

Pupil key stage 2 progress in maths against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

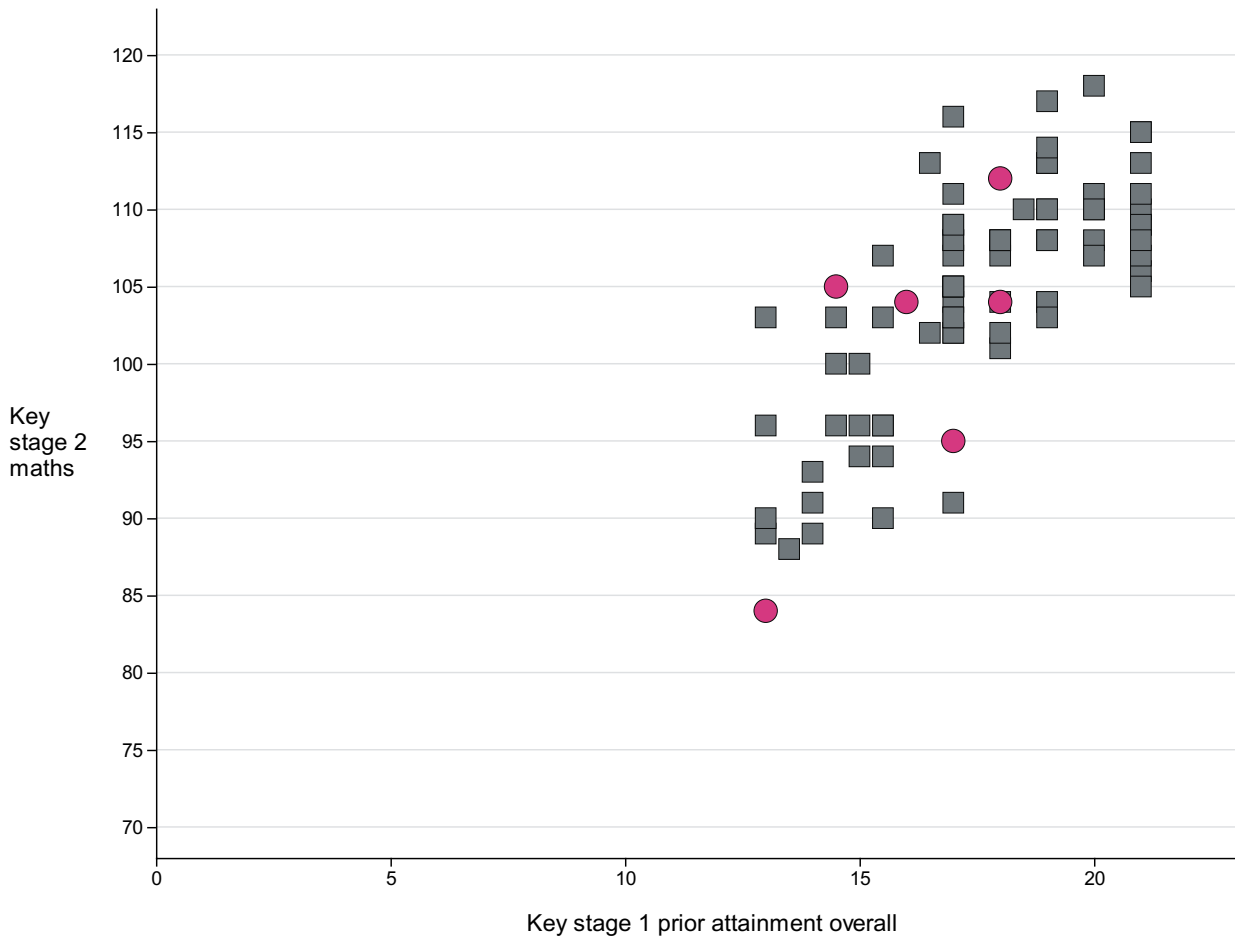
● Disadvantaged ■ Non disadvantaged



Pupil key stage 2 maths attainment against key stage 1 prior attainment overall by disadvantaged

Number of pupils =

● Disadvantaged ■ Non disadvantaged — National average



Key stage 2 three year average

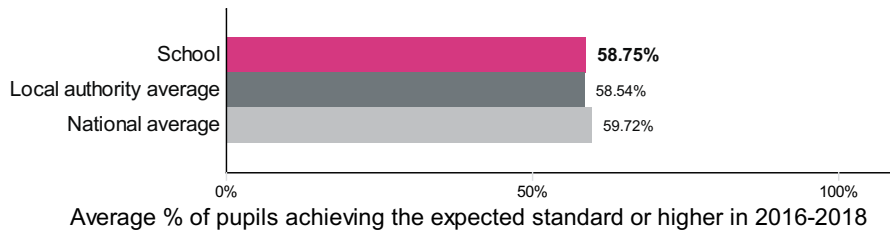
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Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 86

Number of pupils in 2017 = 85

Number of pupils in 2018 = 86

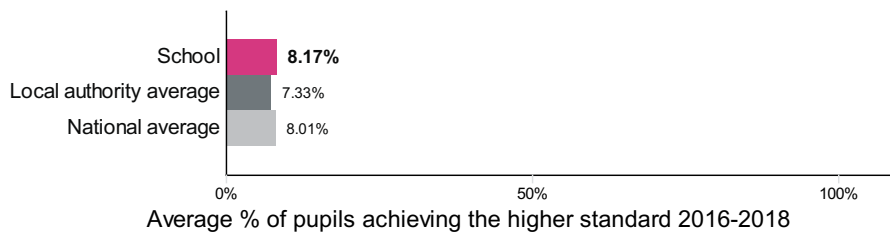


Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 86

Number of pupils in 2017 = 85

Number of pupils in 2018 = 86



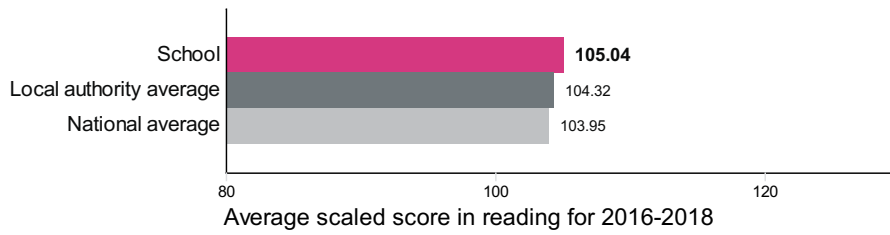
Average scaled score in:

Reading, 2016-2018

Number of pupils in 2016 = 86

Number of pupils in 2017 = 85

Number of pupils in 2018 = 86

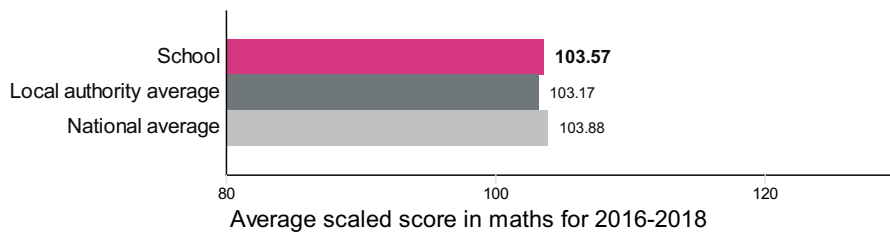


Maths, 2016-2018

Number of pupils in 2016 = 86

Number of pupils in 2017 = 85




Number of pupils in 2018 = 86






Key stage 2 time series

This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.




Progress in reading

	2016	2017	2018
Number of pupils	85	85	82
Pupils with adjusted scores	N/A	N/A	1
School progress score	0.70	-3.18	-0.25
Confidence interval	-0.6 to 2.0	-4.5 to -1.9	-1.6 to 1.0
Progress banding	 Average	 Well below average	 Average
Local authority average	0.41	-0.07	0.02
National average	0.00	0.00	0.03

Progress in writing

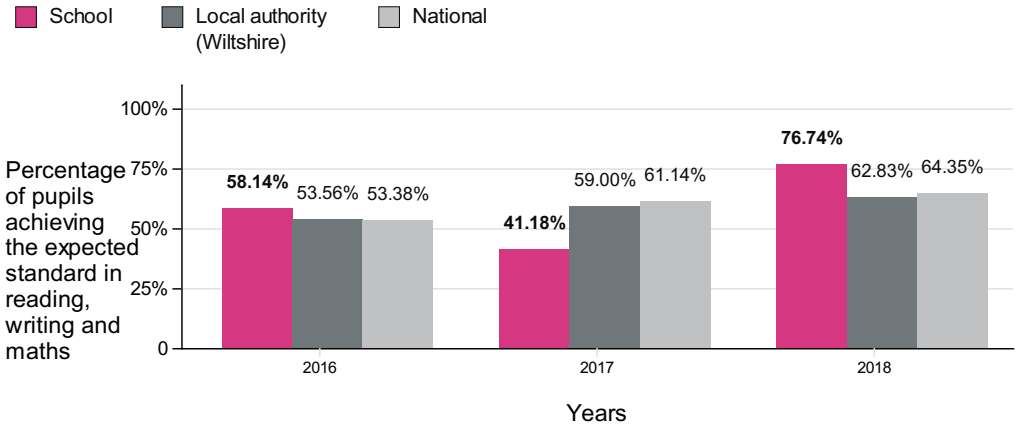
	2016	2017	2018
Number of pupils	85	85	82
Pupils with adjusted scores	N/A	N/A	2
School progress score	-3.12	-6.92	-1.16
Confidence interval	-4.4 to -1.8	-8.2 to -5.6	-2.4 to 0.0
Progress banding	 Below average	 Well below average	 Average
Local authority average	0.00	-0.50	-0.55
National average	0.00	0.00	0.03

Progress in maths

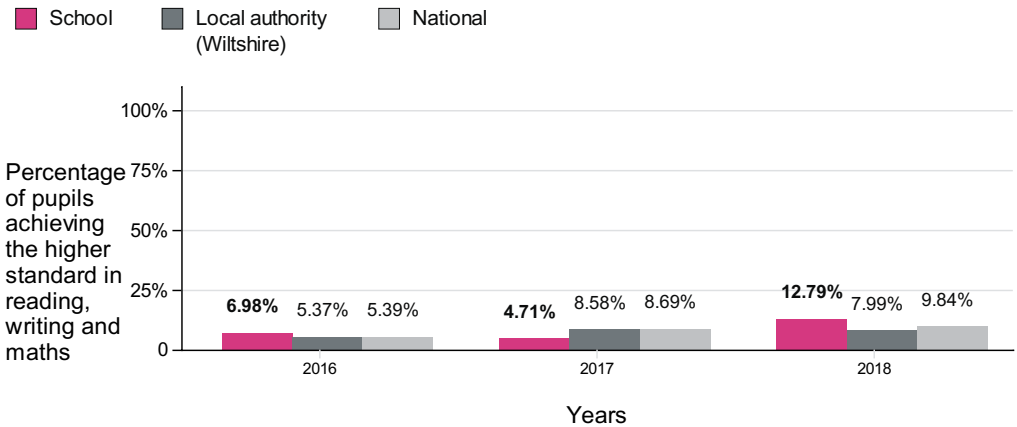
	2016	2017	2018
Number of pupils	85	85	82
Pupils with adjusted scores	N/A	N/A	2
School progress score	-1.22	-3.04	-1.89
Confidence interval	-2.3 to -0.1	-4.2 to -1.8	-3.1 to -0.7
Progress banding	 Below average	 Below average	 Below average
Local authority average	-0.81	-0.89	-0.86
National average	0.00	0.00	0.03

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

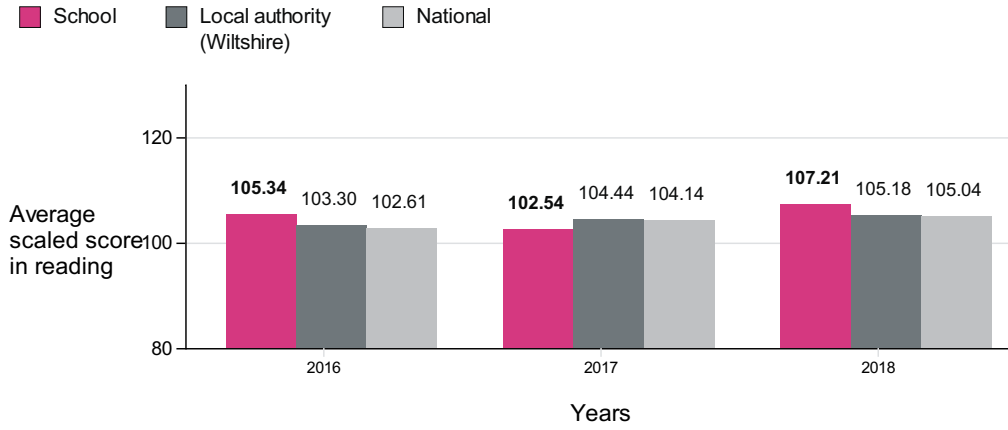


Percentage of pupils achieving the higher standard

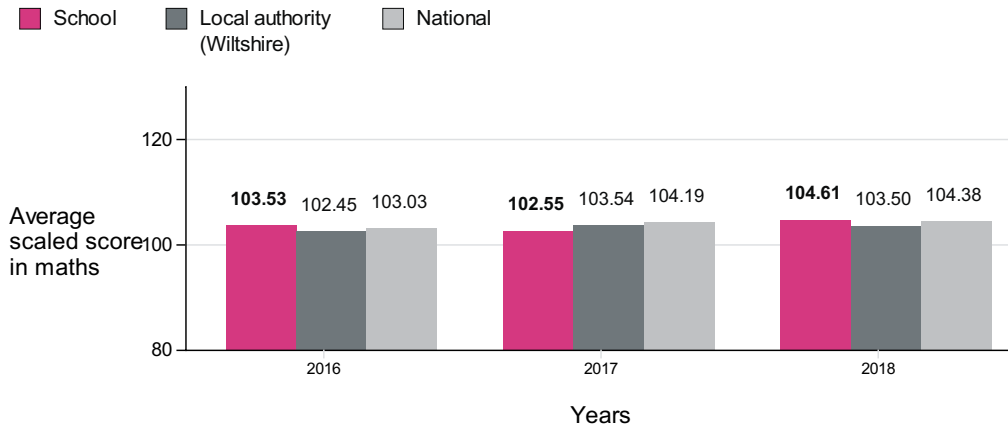


Average scaled scores in:

Reading



Maths



Key stage 2 English grammar, punctuation and spelling attainment by pupil group

Key stage 2 English grammar, punctuation and spelling by pupil group																		
Breakdown	English grammar punctuation and spelling attainment								Average spelling mark		Spelling mark							
	Cohort	Scaled score 100+		High scaled score		Average score		5+			10+		15+		20+			
		Sch %	Nat ben	Sch %	Nat ben	Sch	Nat ben	Sch	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	
All pupils	86	85	78	41	34	107.7	106.2	13.6	12.9	93	89	81	75	52	44	4	3	
Male	48	83	73	35	30	106.6	105.2	13.1	12.5	91	87	72	71	51	41	4	3	
Female	38	87	82	47	39	109.0	107.2	14.1	13.3	95	92	92	79	53	47	3	3	
Disadvantaged	7	57	82	14	39	102.8	107.2	11.5	13.4	83	92	50	79	33	48	0	3	
Other	79	87	82	43	39	108.0	107.2	13.7	13.4	94	92	84	79	53	48	4	3	
Ever 6 FSM	7	57	82	14	39	102.8	107.2	11.5	13.4	83	92	50	79	33	48	0	3	
Children looked after	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN with statement or EHC plan	0	N/A	78	N/A	34	N/A	106.2	N/A	12.9	N/A	89	N/A	75	N/A	44	N/A	3	
SEN support	13	46	78	8	34	98.7	106.2	7.3	12.9	58	89	25	75	17	44	8	3	
No SEN	73	92	87	47	40	109.1	107.7	14.6	13.8	99	96	90	84	58	50	3	3	
Non-mobile	86	85	79	41	35	107.7	106.3	13.6	13.0	93	90	81	76	52	45	4	3	
English first language	82	84	78	39	34	107.3	106.2	13.4	12.9	93	89	80	75	51	44	2	3	
English additional language	4	100	78	75	34	114.5	106.2	17.5	12.9	100	89	100	75	75	44	25	3	
Prior attainment																		
Low overall	0	N/A	18	N/A	2	N/A	94.3	N/A	6.3	N/A	44	N/A	22	N/A	5	N/A	0	
Middle overall	44	70	78	20	21	103.7	104.4	12.0	12.1	88	93	72	74	35	33	2	1	
High overall	39	100	99	67	70	112.2	112.5	15.5	16.2	100	100	92	97	72	76	5	7	
Reading low	0	N/A	18	N/A	2	N/A	94.3	N/A	5.7	N/A	41	N/A	18	N/A	4	N/A	0	
Reading middle	51	75	78	22	22	104.2	104.5	12.1	12.2	90	93	72	75	36	34	2	1	
Reading high	32	100	99	75	72	113.3	112.7	16.2	16.4	100	100	97	98	78	79	6	8	
Writing low	2	50	25	0	2	98.0	95.7	7.5	6.7	100	51	0	25	0	6	0	0	
Writing middle	65	82	84	34	30	106.5	106.1	13.3	13.1	92	95	81	81	48	42	3	2	
Writing high	16	100	100	81	83	114.2	114.3	16.0	17.0	100	100	94	99	75	87	6	11	
Maths low	0	N/A	17	N/A	2	N/A	94.3	N/A	6.7	N/A	44	N/A	23	N/A	6	N/A	0	
Maths middle	57	77	78	28	25	105.7	104.9	13.1	12.4	91	92	79	75	45	38	2	1	
Maths high	26	100	98	73	72	112.2	112.8	15.0	16.1	100	99	88	96	69	76	8	8	

Key stage 2 science attainment by pupil group

Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	86	81	82
Male	48	79	80
Female	38	84	85
Disadvantaged	7	57	87
Other	79	84	87
Ever 6 FSM	7	57	87
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	82
SEN support	13	38	82
No SEN	73	89	91
Non-mobile	86	81	84
English first language	82	80	82
English additional language	4	100	82
Prior attainment			
Low overall	0	N/A	23
Middle overall	44	64	85
High overall	39	100	99
Reading low	0	N/A	27
Reading middle	51	69	85
Reading high	32	100	99
Writing low	2	50	34
Writing middle	65	77	89
Writing high	16	100	100
Maths low	0	N/A	20
Maths middle	57	72	85
Maths high	26	100	99

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 2

Scaled score 100+

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

High scaled score

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

Average score

The average scaled score for each pupil group. The expected standard is a score of 100 or more. The higher standard is 110 or more. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

Achieving the expected standard

A scaled score of 100 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

Achieving a higher standard

A scaled score of 110 or higher. Scaled scores allow us to compare pupil group performance year on year. Read more about scaled scores: <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>.

Non-mobile

Pupils who were on the school roll for the whole of years 5 and 6.

The national comparator used in this row is the national average for pupils on the school roll for the whole of years 5 and 6.

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low overall prior attainment is compared with the national figure for low prior attainment overall.

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with middle overall prior attainment is compared with the national figure for middle prior attainment overall.

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high overall prior attainment is compared with the national figure for high prior attainment overall.

Reading low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low prior attainment in reading is compared with the national figure for low prior attainment overall.

Reading middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with middle prior attainment in reading is compared with the national figure for middle prior attainment overall.

Reading high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in reading is compared with the national figure for high prior attainment overall.

Writing low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low prior attainment in writing is compared with the national figure for low prior attainment overall.

Writing middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with middle prior attainment in writing is compared with the national figure for middle prior attainment overall.

Writing high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in writing is compared with the national figure for high prior attainment overall.

Maths low

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with low prior attainment in maths is compared with the national figure for low prior attainment overall.

Maths middle

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment overall.

Maths high

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores: <https://www.gov.uk/government/publications/primary-school-accountability>.

The school's performance for pupils with high prior attainment in maths is compared with the national figure for high prior attainment in maths.

Teacher assessments

HNM: Has not met expected standard

EXS: Working at expected standard

PKG: Pre-key stage - growing development for the expected standard.

BLW: Below the standard of the interim pre-key stage standards

WTS: Working towards the expected standard

PKE: Pre-key stage - early development of the expected standard

PKF: Pre-key stage - foundations for the expected standard

GDS: Working at greater depth within the expected standard

A: Absent for long periods or recently arrived, or not enough information to provide a TA judgement

D: In exceptional circumstances, the pupil has been disapplied from the national curriculum, including statutory assessment requirements

F: The pupil will reach the end of the programme of study and complete the key stage in a future year. For example, if a pupil takes the maths test a year early in 2017 but is not due to take English reading until 2018, English reading is marked as 'F'

P: The pupil completed the key stage in a previous year. For example, if a pupil took the maths test in 2016 and is taking English reading in 2017, maths is marked as 'P'