

The Government has announced (<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCWS176/>) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020, and has outlined accountability arrangements (<https://www.gov.uk/government/news/teacher-assessed-grades-for-students>) for 2020/21. Further information on what this means for the way school and college accountability will operate for 2019/20 and for 2020/21 can be found [here](https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures). (<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>)

Toddington St George Church of England School (URN: 139372)

School performance summary 2018/2019

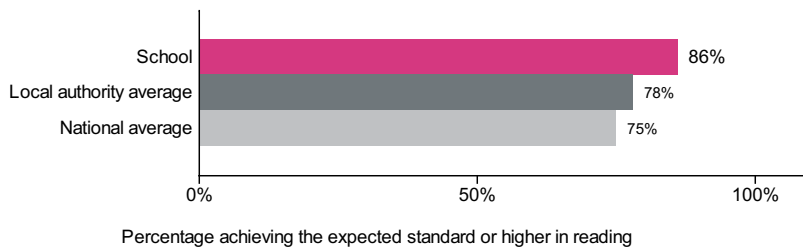
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1 performance measures

This is provisional data for 2018/19.

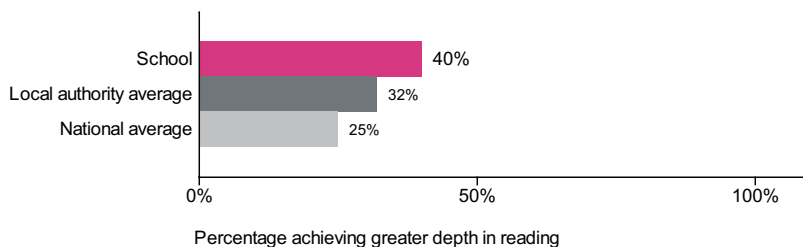
Percentage achieving the expected standard or higher in reading

Number of pupils = 50



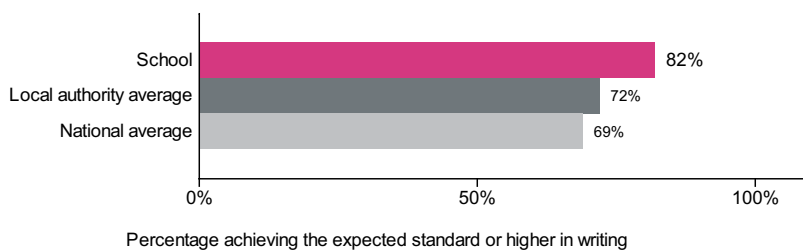
Percentage achieving greater depth in reading

Number of pupils = 50



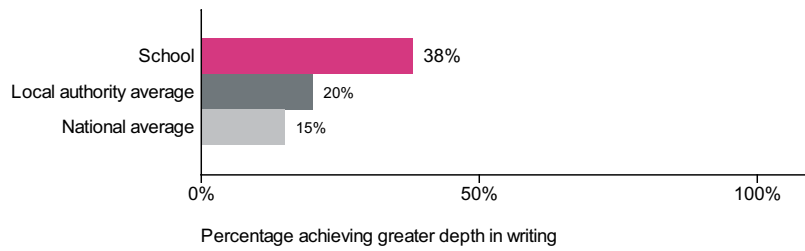
Percentage achieving the expected standard or higher in writing

Number of pupils = 50



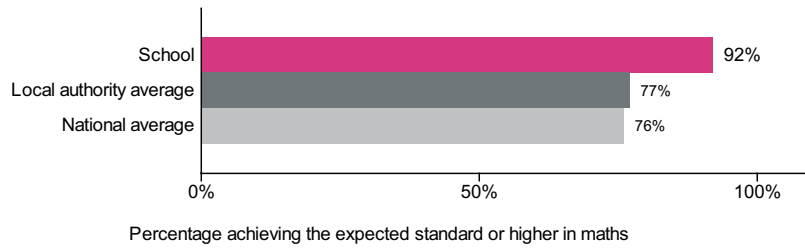
Percentage achieving greater depth in writing

Number of pupils = 50



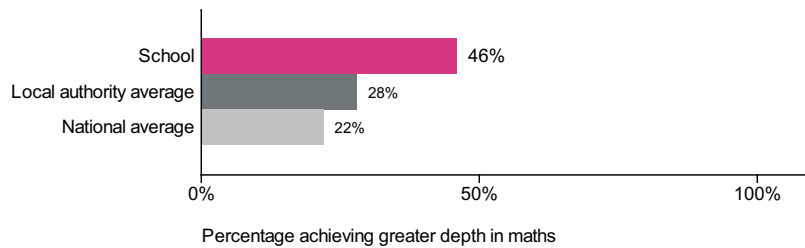
Percentage achieving the expected standard or higher in maths

Number of pupils = 50



Percentage achieving greater depth in maths

Number of pupils = 50



Key stage 1 additional reports

Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	50	40	25	86	75	12	17	2	7
Male	24	38	22	79	71	17	19	4	9
Female	26	42	29	92	79	8	15	0	5
Disadvantaged	6	0	28	50	78	33	15	17	5
Ever 6 FSM	5	0	28	60	78	20	15	20	5
Children looked after	0	N/A	25	N/A	75	N/A	17	N/A	7
Other	44	45	28	91	78	9	15	0	5
SEN EHCP	0	N/A	25	N/A	75	N/A	17	N/A	7
SEN support	14	7	25	64	75	29	17	7	7
No SEN	36	53	29	94	83	6	14	0	3
English first language	48	38	25	85	75	13	17	2	7
English additional language	2	100	25	100	75	0	17	0	7

Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	50	38	15	82	69	16	22	2	8
Male	24	29	11	71	63	25	26	4	10
Female	26	46	19	92	76	8	18	0	5
Disadvantaged	6	0	17	33	73	50	20	17	6
Ever 6 FSM	5	0	17	40	73	40	20	20	6
Children looked after	0	N/A	15	N/A	69	N/A	22	N/A	8
Other	44	43	17	89	73	11	20	0	6
SEN EHCP	0	N/A	15	N/A	69	N/A	22	N/A	8
SEN support	14	0	15	50	69	43	22	7	8
No SEN	36	53	17	94	78	6	19	0	3
English first language	48	35	15	81	69	17	22	2	8
English additional language	2	100	15	100	69	0	22	0	8

Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	50	46	22	92	76	6	18	2	6
Male	24	50	24	92	75	4	18	4	7
Female	26	42	19	92	77	8	18	0	4
Disadvantaged	6	0	24	83	79	0	16	17	4
Ever 6 FSM	5	0	24	80	79	0	16	20	4
Children looked after	0	N/A	22	N/A	76	N/A	18	N/A	6
Other	44	52	24	93	79	7	16	0	4
SEN EHCP	0	N/A	22	N/A	76	N/A	18	N/A	6
SEN support	14	14	22	79	76	14	18	7	6
No SEN	36	58	25	97	84	3	15	0	2
English first language	48	44	22	92	76	6	18	2	6
English additional language	2	100	22	100	76	0	18	0	6

Science attainment by pupil group

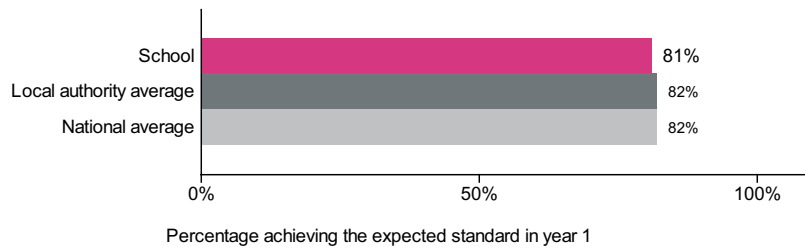
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	50	86	82
Male	24	79	80
Female	26	92	85
Disadvantaged	6	33	85
Ever 6 FSM	5	40	85
Children looked after	0	N/A	82
Other	44	93	85
SEN EHCP	0	N/A	82
SEN support	14	64	82
No SEN	36	94	90
English first language	48	85	82
English additional language	2	100	82

Phonics performance measures

This is provisional data for 2018/19.

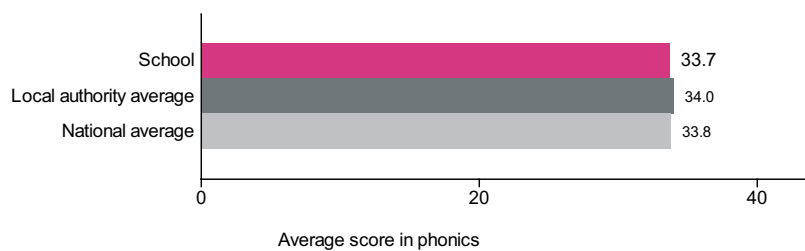
Percentage achieving the expected standard in phonics

Number of pupils = 59



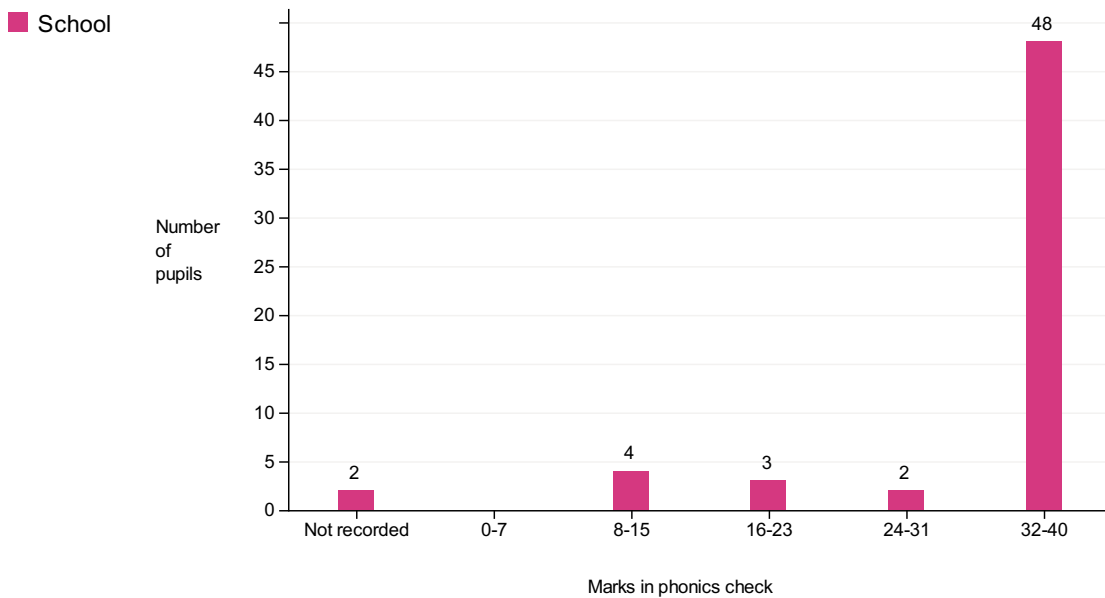
Phonics average score

Number of pupils = 59



Attainment in phonics by mark

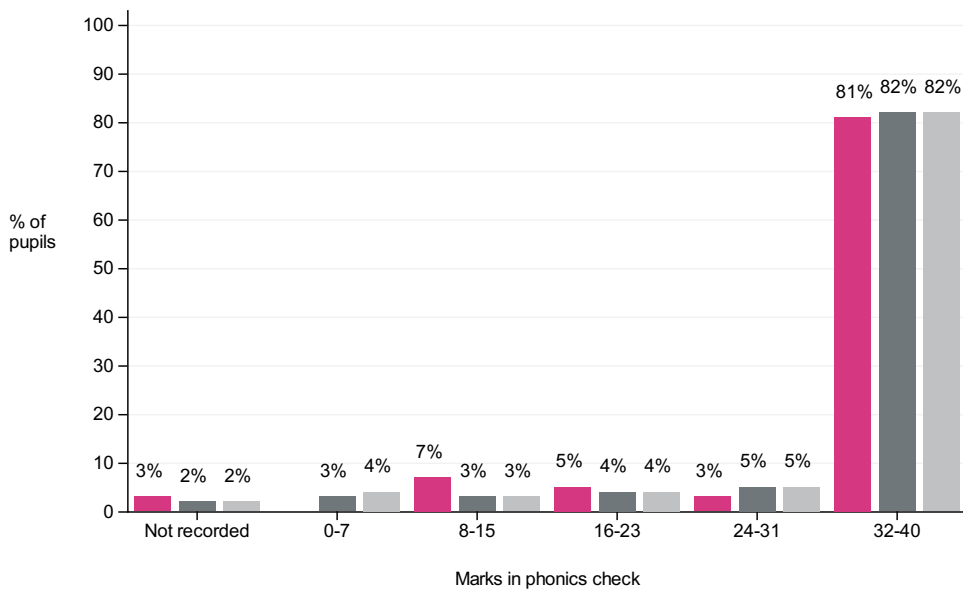
Number of pupils = 59



Attainment in phonics by %

Number of pupils = 59

■ School ■ Local authority (Central Bedfordshire) ■ National



Phonics additional reports

Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	59	2	9	48	81	82	34	34	
Male	32	2	7	23	72	78	33	33	
Female	27	0	2	25	93	85	35	35	
Disadvantaged	3	1	1	1	33	84	32	34	
Ever 6 FSM	3	1	1	1	33	84	32	34	
Children looked after	0	0	0	0	N/A	82	N/A	34	
Other	56	1	8	47	84	84	34	34	
SEN EHCP	1	1	0	0	0	82	N/A	34	
SEN support	10	0	5	5	50	82	28	34	
No SEN	47	0	4	43	91	88	35	35	
English first language	58	1	9	48	83	82	34	34	
English additional language	0	0	0	0	N/A	82	N/A	34	

Phonics year 2 attainment by pupil group

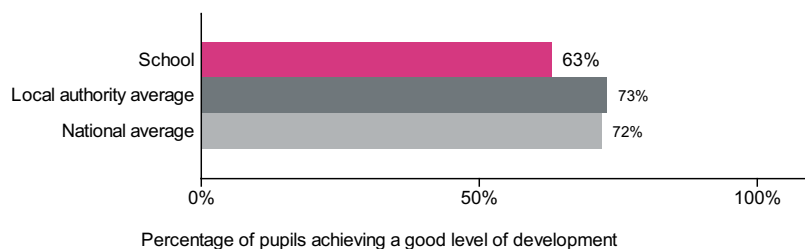
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	6	1	3	2	33	28
Male	5	0	3	2	40	28
Female	1	1	0	0	0	N/A
Disadvantaged	3	0	2	1	33	27
Ever 6 FSM	2	0	1	1	50	25
Children looked after	0	0	0	0	N/A	N/A
Other	3	1	1	1	33	29
SEN EHCP	0	0	0	0	N/A	N/A
SEN support	6	1	3	2	33	28
No SEN	0	0	0	0	N/A	N/A
English first language	6	1	3	2	33	28
English additional language	0	0	0	0	N/A	N/A

EYFS performance measures

This is final data for 2018/2019.

Percentage of pupils achieving a good level of development

Number of pupils = 60



EYFS additional reports

Early years foundation stage attainment by pupil group report

Percentage of pupils achieving a good level of development at end of the early years foundation stage								
Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
Cohort	60	30	30	2	58	1	9	50
School %	63	53	73	50	64	100	22	70
National %	72	66	78	74	74	72	72	77

Percentage of pupils achieving at least the expected level in each of the learning goals										
Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
		Cohort	60	30	30	2	58	1	9	50
Prime areas of learning										
Communication and language	Listening and attention	School %	85	80	90	50	86	100	67	88
	Listening and attention	National %	86	81	91	87	87	86	86	90
	Understanding	School %	88	83	93	50	90	100	56	94
	Understanding	National %	86	82	90	87	87	86	86	90
	Speaking	School %	80	77	83	50	81	100	44	86
	Speaking	National %	85	81	90	87	87	85	85	90
Physical development	Moving and handling	School %	88	77	100	100	88	100	78	90
	Moving and handling	National %	89	85	94	90	90	89	89	93
	Health and self-care	School %	92	87	97	50	93	100	67	96
	Health and self-care	National %	91	88	94	92	92	91	91	95
Personal, social and emotional development	Self-confidence and self-awareness	School %	88	80	97	100	88	100	67	92
	Self-confidence and self-awareness	National %	88	85	92	90	90	88	88	93
	Managing feelings and behaviour	School %	83	77	90	50	84	100	56	88
	Managing feelings and behaviour	National %	87	83	92	89	89	87	87	92
	Making relationships	School %	85	77	93	100	84	100	67	88
	Making relationships	National %	89	85	93	90	90	89	89	94
Specific areas of learning										
Literacy	Reading	School %	83	77	90	50	84	100	56	88
	Reading	National %	77	72	82	79	79	77	77	81
	Writing	School %	68	60	77	50	69	100	33	74
	Writing	National %	74	68	80	76	76	74	74	78
Maths	Numbers	School %	80	73	87	50	81	100	67	82
	Numbers	National %	80	76	83	82	82	80	80	84
	Shape, space and measures	School %	85	80	90	50	86	100	56	90
	Shape, space and measures	National %	82	78	85	84	84	82	82	86
Understanding the world	People and communities	School %	85	77	93	50	86	100	44	92
	People and communities	National %	86	82	90	87	87	86	86	90
	The world	School %	85	83	87	50	86	100	56	90
	The world	National %	85	82	89	87	87	85	85	90
	Technology	School %	97	97	97	100	97	100	89	98
	Technology	National %	93	92	95	94	94	93	93	96
Expressive arts, designing and making	Exploring and using media and materials	School %	92	83	100	100	91	100	78	94
	Exploring and using media and materials	National %	89	84	94	90	90	89	89	93
	Being imaginative	School %	92	83	100	100	91	100	78	94

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
	Being imaginative	National %	89	84	94	90	90	89	89	93

Absence

This data includes all absences reported during the 2018 / 2019 academic year (autumn term 2018, spring term 2019 and summer term 2019).

Absence							
Breakdown	No. of enrolments in the school	Sessions missed due to absence					
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	238	3.5	4.0	13	5.5	8.2	
Male	131	3.5	4.1	7	5.3	8.6	
Female	107	3.6	3.9	6	5.6	7.9	
Ever 6 FSM	20	7.3	5.6	3	15.0	16.1	
Non-Ever 6 FSM	216	3.2	3.5	10	4.6	5.4	
SEN EHCP	2	12.7	7.0	1	50.0	19.8	
SEN support	59	4.3	5.4	4	6.8	14.2	
No SEN	177	3.1	3.7	8	4.5	6.8	
English first language	234	3.5	4.0	13	5.6	8.2	
English additional language	4	3.0	4.1	0	0.0	8.4	

Absence - 3 year trends

This is data for the absences reported in each of the last 3 full academic years.

Absence - 3 year trends									
Breakdown	2016/17			2017/18			2018/19		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	241	3.3	4.0	234	4.2	4.2	238	3.5	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	9	3.7	8.3	21	9.0	8.7	13	5.5	8.2

Exclusions

This is data for the 2018/19 academic year.

Exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.02	1	0.29	1.41	1	0.29	0.63	0	0.00	0.29
Male	0	0.00	0.04	1	0.54	2.41	1	0.54	1.07	0	0.00	0.51
Female	0	0.00	0.00	0	0.00	0.36	0	0.00	0.17	0	0.00	0.07
Ever 6 FSM	0	0.00	0.06	1	4.76	3.86	1	4.76	1.67	0	0.00	0.81
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.79	0	0.00	0.37	0	0.00	0.16
SEN EHCP	0	0.00	0.18	0	0.00	13.61	0	0.00	5.56	0	0.00	3.32
SEN support	0	0.00	0.12	0	0.00	6.90	0	0.00	2.89	0	0.00	1.49
No SEN	0	0.00	0.00	1	0.36	0.38	1	0.36	0.21	0	0.00	0.06
English first language	0	0.00	0.03	1	0.30	1.65	1	0.30	0.72	0	0.00	0.35
English additional language	0	0.00	0.01	0	0.00	0.50	0	0.00	0.29	0	0.00	0.09

Exclusions - 3 year trends

This is data for the exclusions reported in each of the last 3 full academic years.

Exclusions - 3 year trends										
Breakdown	2016/17			2017/18			2018/19			
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %	
Permanent exclusions as a percentage of the pupil group	0	0.00	0.03	0	0.00	0.03	0	0.00	0.02	
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.37	0	0.00	1.40	1	0.29	1.41	
Pupils with 1 or more fixed period exclusions	0	0.00	0.62	0	0.00	0.62	1	0.29	0.63	
Pupils with 2 or more fixed period exclusions	0	0.00	0.29	0	0.00	0.29	0	0.00	0.29	

School characteristics

Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	333	279	340	281	340	282
Male %	54.7	51.0	54.7	51.0	54.4	51.0
Female %	45.3	49.0	45.3	49.0	45.6	49.0
Ever 6 FSM %	6.6	24.3	6.6	23.5	7.6	23.0
Minority ethnic groups %	15.3	32.3	14.9	32.9	15.0	33.8
SEN EHCP %	2.1	1.3	1.8	1.4	1.2	1.6
SEN support %	18.9	12.2	22.4	12.4	16.8	12.6
English additional language %	0.9	20.7	0.9	20.9	1.5	21.2
Stability %	94.9	85.7	93.0	85.8	90.9	85.6
School deprivation indicator	0.13	0.21	0.13	0.21	0.13	0.21

Basic characteristics by national curriculum year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
4	62	69	31	8	10	0	27	2	26
3	57	47	53	11	26	2	14	0	14
2	51	47	53	12	16	4	27	0	27
1	60	53	47	5	8	0	18	2	17
Pre-compulsory	110	54	46	3	15	2	10	2	8

Prior attainment of pupils by year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Key stage 1 reading prior attainment by year group										
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	N/A	23	N/A	72	N/A	18	N/A	5	N/A	1
Year 4	45	25	82	74	11	17	2	4	3	1
Year 3	46	25	86	75	14	17	0	5	0	1

Key stage 1 writing prior attainment by year group										
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	N/A	13	N/A	64	N/A	26	N/A	5	N/A	1
Year 4	35	15	81	67	13	24	2	5	3	1
Year 3	28	16	84	70	16	22	0	5	0	1

Key stage 1 maths prior attainment by year group										
School year	Greater depth		Expected standard		Working towards		Foundations		Below pre-key stage 1	
	School	National	School	National	School	National	School	National	School	National
Year 5	N/A	17	N/A	71	N/A	20	N/A	4	N/A	1
Year 4	48	20	81	74	15	18	2	4	2	1
Year 3	47	22	89	76	11	18	0	4	0	1

Glossary

Key stage 1 performance measures

Percentage achieving the expected standard or higher in reading

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving greater depth in reading

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving the expected standard or higher in writing

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving greater depth in writing

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving the expected standard or higher in maths

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving greater depth in maths

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Key stage 1 additional reports

Reading

Achieved greater depth

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Working towards

The pupil is working towards the expected standard of reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Writing

Achieved greater depth

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Working towards

The pupil is working towards the expected standard of writing. Read more about key stage 1 standards

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Maths

Achieved greater depth

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Achieved the expected standard or higher

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Working towards

The pupil is working towards the expected standard of maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Pre-key stage 1 standards

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

All key stage 1 pupil group reports

Male

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

Female

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

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Other

Non-disadvantaged children.

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

SEN EHCP

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 an Education, Health and Care Plan (EHCP).

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

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 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.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Phonics performance measures

Attainment in phonics by mark

This graph shows the distribution of pupils' marks in phonics. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

Attainment in phonics by %

This graph shows the distribution of pupils' marks in phonics against national and local authority comparators. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

Marks in phonics check

Percentages have been rounded to nearest whole number, so may not sum to 100.

All Phonics pupil group reports

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Year 1 attainment

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

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 for this row is the national average for 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.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under

an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Other

Non-disadvantaged children.

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

SEN EHCP

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 an education, health and care plan (EHCP).

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

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 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.

Year 2 attainment

Cohort

The overall 'Cohort' figure for Year 2 Phonics also includes any pupils who were expected to take the Year 2 Phonics check, but for whom no data was recorded.

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 for this row is the national average for 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.

Children looked after

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Other

Non-disadvantaged children.

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

SEN EHCP

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 an education, health and care plan (EHCP).

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

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 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.

EYFS performance measures

Percentage of pupils achieving a good level of development

Children achieving a good level of development are those achieving at least the expected level in these areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

EYFS additional reports

Percentage of pupils achieving a good level of development

Children achieving a good level of development are those achieving at least the expected level in these areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths

FSM

Pupils known to have been eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Non-FSM

Pupils who were not eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

SEN EHCP

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 an education, health and care plan (EHCP).

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

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 column is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs and those whose SEN provision could not be determined.

The national comparator used in this column is the national average for pupils with no SEN and those whose SEN provision could not be determined.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Percentage of pupils achieving at least the expected level

The percentage of children achieving 'expected' or 'exceeded' in each early learning goal.

FSM

Pupils known to have been eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of the year this data covers.

Non-FSM

Pupils who were not eligible for free school meals on census day in January of the year this data covers.

The national comparator used in this column is the national average for children who were not eligible for free school meals on census day in January of

the year this data covers.

SEN EHCP

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 an education, health and care plan (EHCP).

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

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 column is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs and those whose SEN provision could not be determined.

The national comparator used in this column is the national average for pupils with no SEN and those whose SEN provision could not be determined.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Communication and language

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

[Find out more:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

Being active and interactive, and developing coordination, control and movement.

[Find out more:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

[Find out more:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Literacy

Linking sounds and letters, and beginning to read and write.

[Find out more:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

[Find out more:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

Making sense of the physical world and the community where they live.

[Find out more:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts, design and making

Exploring and playing with a wide range of media and materials, as well as opportunities for sharing their thoughts, ideas and feelings.

[Find out more:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Absence

Absence

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

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

Read more about the methodology used for compiling absence statistics.

<https://www.gov.uk/government/publications/absence-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Male

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

Female

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

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 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.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

SEN EHCP

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 an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with an EHCP.

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 pupils with SEN support.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for 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 pupils with English as their first language.

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 pupils with English as an additional language.

Absence – 3 year trends

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Read more about the methodology used for compiling absence statistics.

<https://www.gov.uk/government/publications/absence-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Exclusions

Exclusions

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

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

Read more about the methodology used for compiling exclusion statistics.

<https://www.gov.uk/government/publications/exclusions-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Male

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

Female

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

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 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.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

SEN EHCP

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 an education, health and care plan (EHCP).

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

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 pupils with SEN support.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for 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 pupils with English as their first language.

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 pupils with English as an additional language.

Exclusions – 3 year trends

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

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

Read more about the methodology used for compiling exclusion statistics.

<https://www.gov.uk/government/publications/exclusions-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

School characteristics

Basic characteristics trends

Up to Key stage 5 basic characteristics trends

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. For all-through schools, the national comparator is all state-funded mainstream secondary schools in England. The national comparator used for special schools is all state-funded special schools in England. 2017 and 2018 figures are not available as this is a new measure. Included in these are academies, free schools, local authority maintained schools and special schools.

Male

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

Female

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

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 eligible for free school meals.

Minority ethnic groups

Pupils who are not white British.

The national comparator used in this row is the national average for non-white British pupils.

SEN EHCP

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 an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with SEN with EHCP.

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 pupils with SEN support.

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 pupils with English as an additional language.

Stability %

Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

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

School deprivation indicator

Pupils living in an area of income deprived families.

The national comparator used in this row is the national average for pupils living in an area of income deprived families.

Basic characteristics by national curriculum year group

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.

Minority ethnic groups

Pupils who are not white British.

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.

All SEN

Includes SEN pupils with an education, health and care plan and SEN support pupils.

SEN EHCP

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 an education, health and care plan (EHCP).

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.

Post-compulsory

The post-compulsory stage is key stage 5 (16-18 provision).

Pre-compulsory

The pre-compulsory stage is nursery/ reception (Early years foundation stage profile level).

Prior attainment of pupils by year group

Prior attainment data

This data shows the previous key stage prior attainment for each school year. For example, the year 11 row shows the prior attainment of pupils at key stage 2, when they were in year 6.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Key stage 2 prior attainment by year group (years 10 and 11)

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. 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 30 or higher. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. 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 24 or higher and below 30. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. 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 24. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Key stage 2 prior attainment by year group (years 7, 8 and 9)

Average scaled score

This score is an average for pupils in the school. The expected standard is a score of 100 or more. The higher standard is 110 or more. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

Achieving the expected standard

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

Achieving the expected standard

Pupils are meeting the expected standard if their teacher assesses them as 'working at the expected standard' or better in writing.

Key stage 1 prior attainment by year group

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>

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>

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>

Key stage 1 reading prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of reading, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of reading.

Working towards

The pupil exceeded the pre-key stage 1 standard of reading and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of reading.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of reading.

Key stage 1 writing prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of writing, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of writing.

Working towards

The pupil exceeded the pre-key stage 1 standard of writing and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of writing.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of writing.

Key stage 1 maths prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of maths, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of maths.

Working towards

The pupil exceeded the pre-key stage 1 standard of maths and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of maths.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of maths.