

This data is based on the information provided to the DfE by the STA on 17 October 2021. It will not include any minor changes to data made after this date, for example arising from maladministration investigations.

Key stage 2 summary data

| | Value |
|---|------------------|
| Key stage 2 cohort information | |
| Number of pupils eligible for KS2 assessment | 87 |
| Number of boys | 41 |
| Number of girls | 46 |
| Percentage of boys | 47% |
| Percentage of girls | 53% |
| Cohort KS1 average points score | 7.5 |
| Low prior attainment band: number of all eligible pupils | 25 |
| Low prior attainment band: percentage of all eligible pupils | 32% |
| Middle prior attainment band: number of all eligible pupils | 33 |
| Middle prior attainment band: percentage of all eligible pupils | 42% |
| High prior attainment band: number of all eligible pupils | 20 |
| High prior attainment band: percentage of all eligible pupils | 26% |
| Number of pupils who are non-mobile | 83 |
| Percentage of pupils who are non-mobile | 95% |
| Number of pupils with English as an additional language | 74 |
| Percentage of pupils with English as an additional language | 85% |
| Number of pupils with an EHC plan | 3 |
| Percentage of pupils with an EHC plan | 3% |
| Number of pupils on SEN Support | 3 |
| Percentage of pupils on SEN support | 3% |
| Reading, writing TA and mathematics - attainment | |
| Reading, writing TA and mathematics: percentage of pupils achieving the expected standard | 69% |
| Reading, writing TA and mathematics: percentage of pupils achieving a high score | 13% |
| Progress measures: KS1 to KS2 | |
| Reading progress score (confidence interval in brackets) | 2.4 (1.0 to 3.9) |

| | Value |
|---|------------------|
| Percentage of eligible pupils included in the reading progress measure | 89% |
| Writing TA progress score (confidence interval in brackets) | 3.6 (2.2 to 4.9) |
| Percentage of eligible pupils included in the writing TA progress measure | 90% |
| Mathematics progress score (confidence interval in brackets) | 4.7 (3.4 to 6.0) |
| Percentage of eligible pupils included in the mathematics progress measure | 89% |
| Individual subjects - attainment | |
| Reading: percentage of pupils achieving expected standard | 79% |
| Reading: percentage of pupils achieving a higher standard | 30% |
| Reading: percentage of pupils absent or working at the standard of the test but who are unable to access it | 1% |
| Writing TA: percentage of pupils achieving expected standard | 75% |
| Writing TA: percentage of pupils working at greater depth within expected standard | 21% |
| Writing TA: percentage of pupils absent or disapplied | 0% |
| Mathematics: percentage of pupils achieving expected standard | 82% |
| Mathematics: percentage of pupils achieving a higher standard | 32% |
| Mathematics: percentage of pupils absent or working at the standard of the test but who are unable to access it | 1% |
| Grammar, punctuation and spelling: percentage of pupils achieving expected standard | 77% |
| Grammar, punctuation and spelling: percentage of pupils achieving a higher standard | 40% |
| Grammar, punctuation and spelling: percentage of pupils absent or working at the standard of the test but who are unable to access it | 1% |
| Average scaled score per pupil | |
| Average scaled score in reading | 105 |
| Average scaled score in grammar, punctuation and spelling | 107 |
| Average scaled score in mathematics | 106 |
| Attainment of low/middle/high prior attainers - reading, writing TA and mathematics | |
| Percentage of pupils with low prior attainment reaching the expected standard in reading, writing TA and mathematics | 28% |
| Percentage of pupils with low prior attainment achieving a higher standard in reading, writing TA and mathematics | 0% |
| Percentage of pupils with medium prior attainment reaching the expected standard in reading, writing TA and mathematics | 91% |
| Percentage of pupils with medium prior attainment achieving a higher standard in reading, writing TA and mathematics | 0% |
| Percentage of pupils with high prior attainment reaching the expected standard in reading, writing TA and mathematics | 100% |
| Percentage of pupils with high prior attainment achieving a higher standard in reading, writing TA and mathematics | 50% |
| Attainment of low/middle/high prior attainers - reading | |

| | Value |
|---|--------------|
| Percentage of pupils with low prior attainment reaching the expected standard in reading | 52% |
| Percentage of pupils with low prior attainment achieving a high score in reading | 12% |
| Percentage of pupils with medium prior attainment reaching the expected standard in reading | 97% |
| Percentage of pupils with medium prior attainment achieving a high score in reading | 30% |
| Percentage of pupils with high prior attainment reaching the expected standard in reading | 100% |
| Percentage of pupils with high prior attainment achieving a high score in reading | 60% |
| Attainment of low/middle/high prior attainers - writing TA | |
| Percentage of pupils with low prior attainment reaching the expected standard in writing TA | 40% |
| Percentage of pupils with low prior attainment working at greater depth in writing TA | 0% |
| Percentage of pupils with medium prior attainment reaching the expected standard in writing TA | 94% |
| Percentage of pupils with medium prior attainment working at greater depth in writing TA | 12% |
| Percentage of pupils with high prior attainment reaching the expected standard in writing TA | 100% |
| Percentage of pupils with high prior attainment working at greater depth in writing TA | 65% |
| Attainment of low/middle/high prior attainers - mathematics | |
| Percentage of pupils with low prior attainment reaching the expected standard in mathematics | 64% |
| Percentage of pupils with low prior attainment achieving a high score in mathematics | 8% |
| Percentage of pupils with medium prior attainment reaching the expected standard in mathematics | 94% |
| Percentage of pupils with medium prior attainment achieving a high score in mathematics | 21% |
| Percentage of pupils with high prior attainment reaching the expected standard in mathematics | 100% |
| Percentage of pupils with high prior attainment achieving a high score in mathematics | 90% |
| Attainment of low/middle/high prior attainers - grammar, punctuation and spelling | |
| Percentage of pupils with low prior attainment reaching the expected standard in grammar, punctuation and spelling | 44% |
| Percentage of pupils with low prior attainment achieving a high score in grammar, punctuation and spelling | 12% |
| Percentage of pupils with medium prior attainment reaching the expected standard in grammar, punctuation and spelling | 97% |
| Percentage of pupils with medium prior attainment achieving a high score in grammar, punctuation and spelling | 33% |

| | Value |
|---|--------------|
| Percentage of pupils with high prior attainment reaching the expected standard in grammar, punctuation and spelling | 100% |
| Percentage of pupils with high prior attainment achieving a high score in grammar, punctuation and spelling | 95% |
| Attainment of disadvantaged pupils at end of key stage 2 | |
| Number of disadvantaged pupils | 21 |
| Percentage of disadvantaged pupils | 24% |
| Percentage of disadvantaged pupils reaching the expected standard in reading, writing TA and mathematics | 48% |
| Percentage of disadvantaged pupils achieving a higher standard in reading, writing TA and mathematics | 10% |