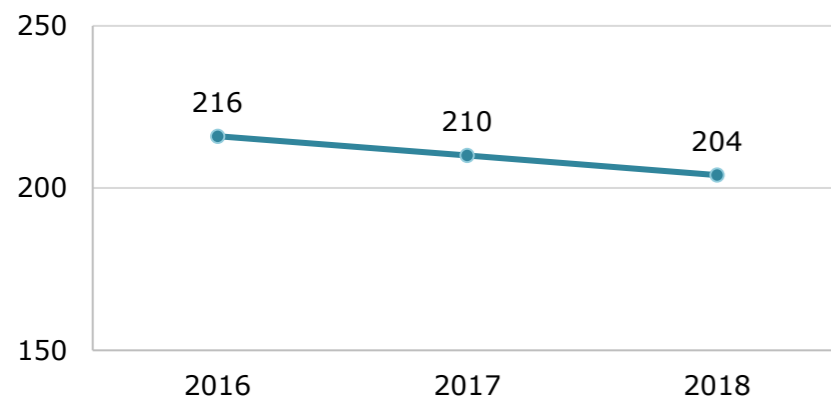


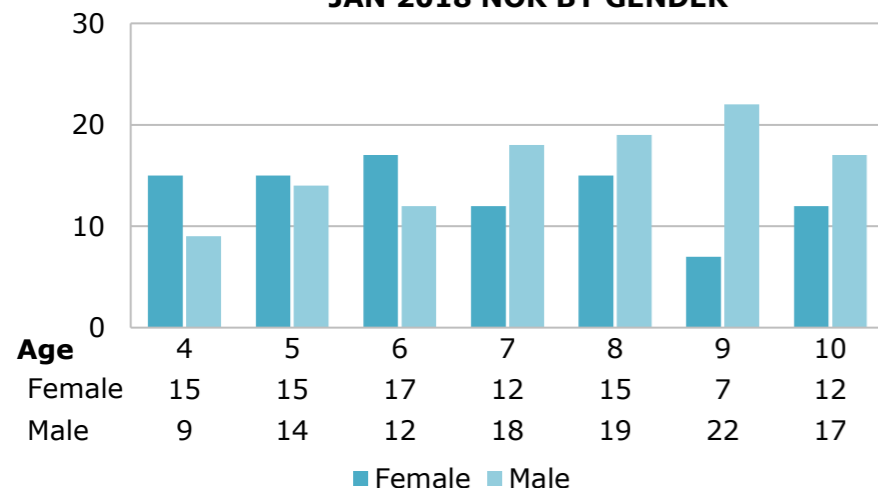
DESKTOP MONITORING REPORT 2018 - (Provisional Data)

2032 Ludgvan School
SCHOOL CONTEXT

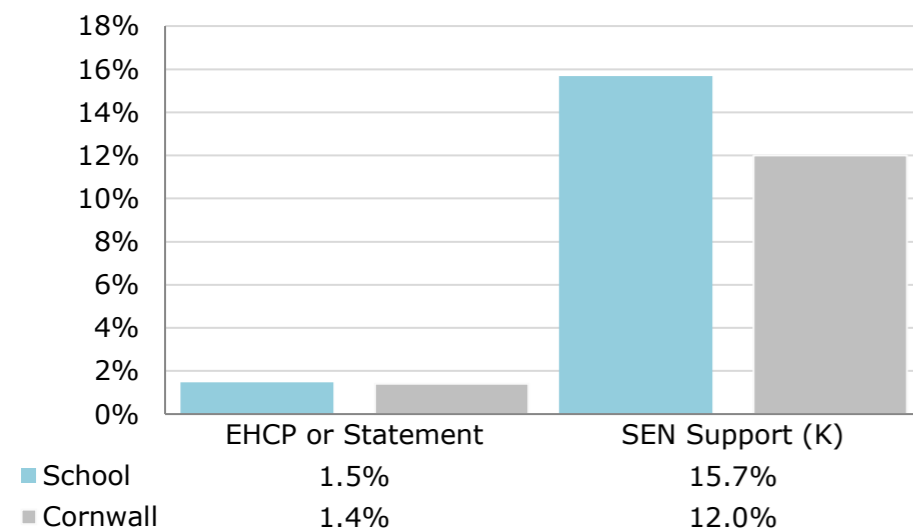
JAN CENSUS TOTAL HEADCOUNT



JAN 2018 NOR BY GENDER



% SEN JAN 2018 CENSUS



2018: Provisional

	Above Floor	Above Coasting	
% EXP+ RWM	✓	✓	
PROGRESS READING	✓	✓	
PROGRESS WRITING	✓	✓	
PROGRESS MATHS	✓	✓	
OVERALL 2018?	✓	✓	
	2016	2017	2018
Above Coasting	✓	✓	✓
Above Floor	✓	✓	✓

Please note the official floor and coasting standard is derived from validated data. 2018 indicators are based on unvalidated and could vary from the final data outcome. DfE calculate to 1 decimal place for this measure.

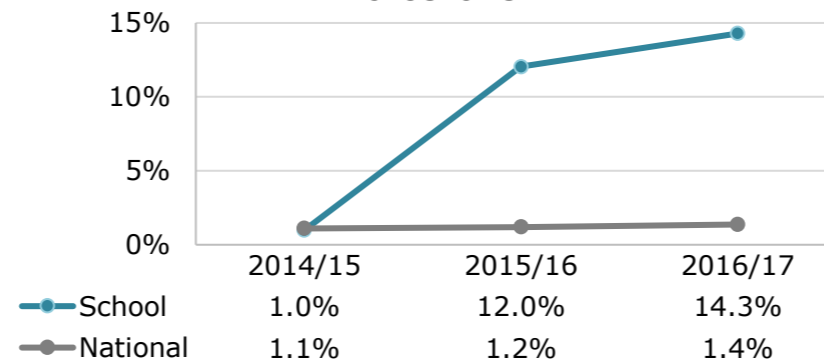
A green 'tick' indicates where a school is above the threshold; a red X where they have fallen below. A grey circle denotes this measure is not applicable, usually as the cohort is <11.

Coasting: If progress is below the threshold in only one subject, that score must be significantly below average to be below the threshold. This significance test is **not** accounted for in the individual progress measures above, however is included in the overall outcome.

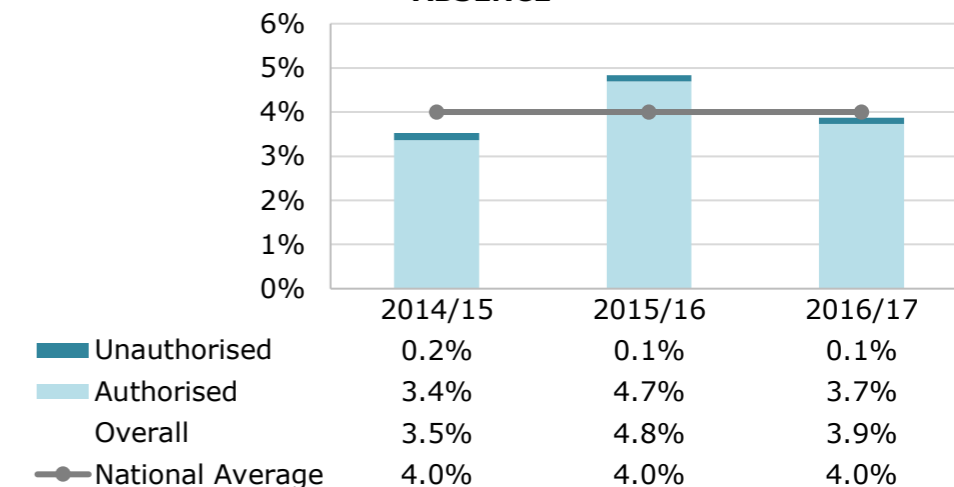
If a school has <50% KS1 prior attainment data, has fewer than 11 pupils at KS2 or closes within the year, they will be exempt.

For a school to be 'Coasting' it must reach the coasting criteria for 3 consecutive years.

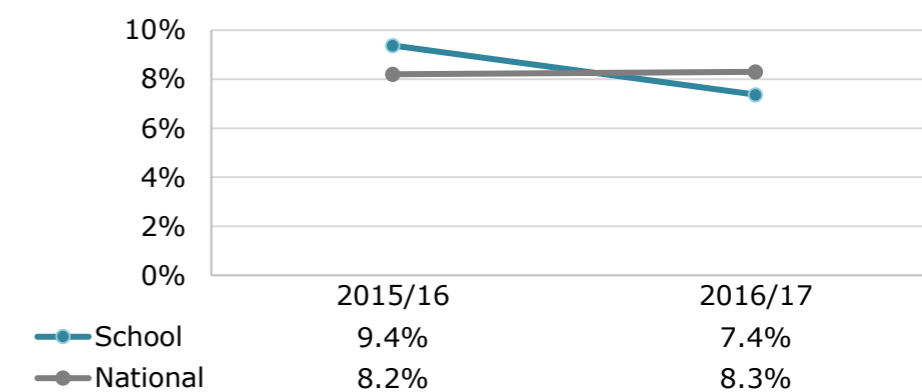
FIXED EXCLUSIONS RATE



ABSENCE

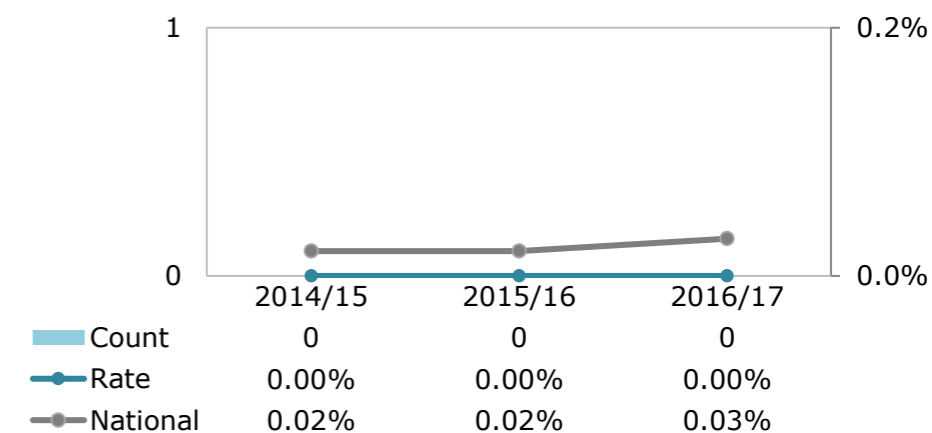


PERSISTENT ABSENCE



The persistent absence rate is the % of pupils who are absent for 10% or more of sessions. Figures for 2014/15 are not included as the methodology changed in 2015/16.

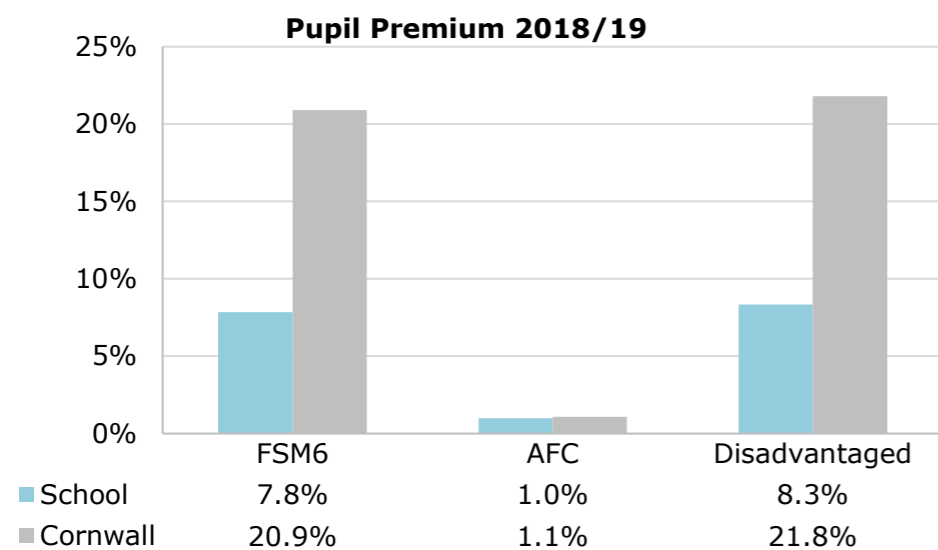
PERMANENT EXCLUSIONS



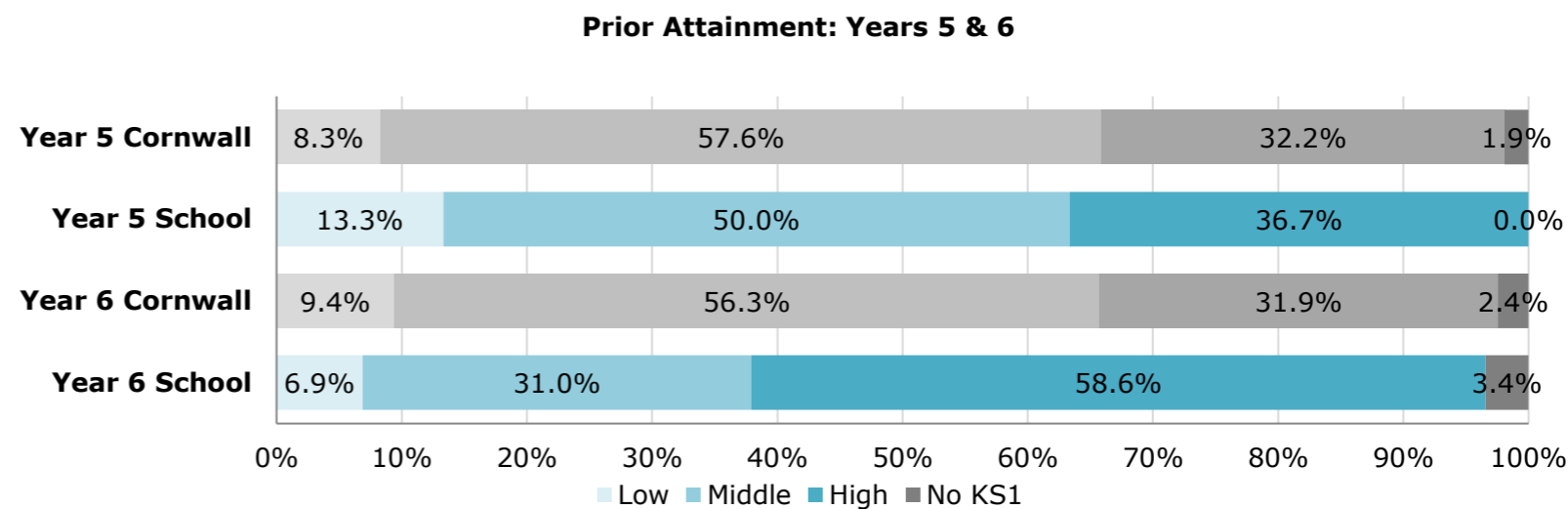
All school level contextual data compiled from DfE School census, apart from Pupil Premium data. All Cornwall averages on page 1 are based on all Primary schools in Cornwall (excluding Special schools and APA's). All national averages are sourced from the DfE SFR. The persistent absence rate is the % of pupils who are absent for 10% of all sessions or more. Persistent absence figures for 2014/15 are not included as the methodology changed in 2015/16. The fixed and permanent exclusion rate is the number of fixed exclusions as a % of the NOR on January census day.

DESKTOP MONITORING REPORT 2018 - (Provisional Data)

**2032 Ludgvan School
SCHOOL CONTEXT**



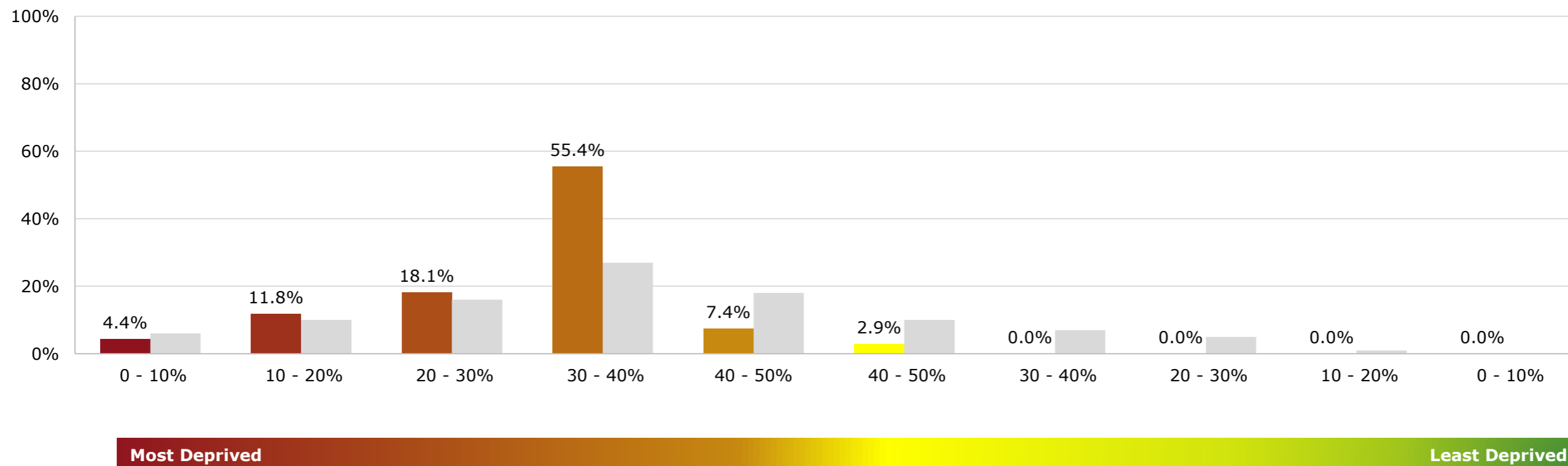
This data includes the pupils for whom you will receive Pupil Premium in financial year 2018/19 and may not represent all PP pupils currently on roll in your school. Pupils who are classified as "disadvantaged" are those who have claimed free school meals in the last 6 years (FSM6), those with post-looked after arrangements (AFC), or children in care. Pupil Premium data is compiled from the DfE Pupil Premium download July 2018. As some pupils may be FSM6 and adopted from care, the "disadvantaged" percentage may vary from the total of the two elements.



Year 5 prior attainment data relates to 30 pupils who were on roll at the time of the summer 2018 census and may include pupils no longer on roll. Year 6 prior attainment data relates to 29 pupils who are recorded on the school's Key Stage 2 results.

Prior attainment groups are based on the Average Point Score (APS) at KS1 for Reading, Writing & Maths, with Maths double weighted. "Low": APS <12; "Middle": APS >=12 & <18; "High": APS >18; "No KS1": KS1 attainment information is unavailable. The DfE have not yet announced how prior attainment groups will be calculated under the new assessment framework introduced in 2016 (current year 4 cohort).

DEPRIVATION: % of Pupils in Living in "Most Deprived" Areas of England as @ Jan 2018 (IMD 2015)



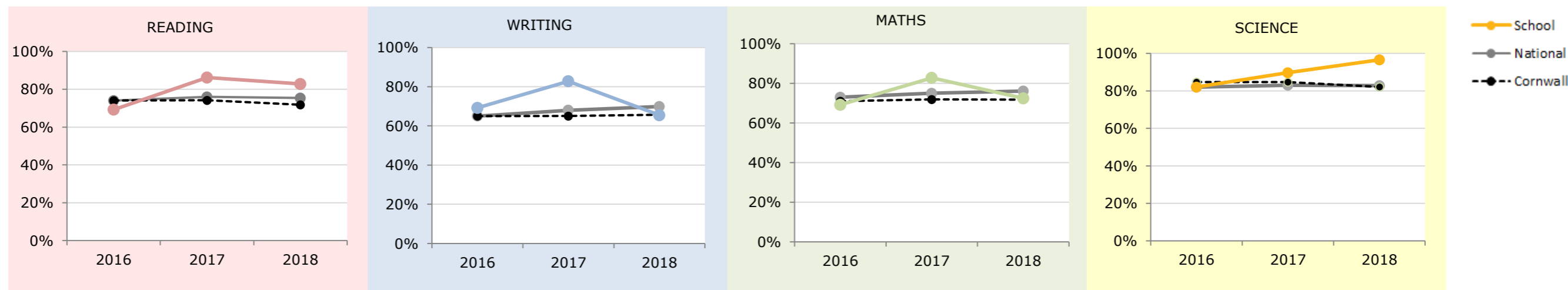
The percentage of pupils in your school living in the most deprived 30% of small areas in England is 34.3% compared to a LA average of 32.1%.

Deprivation is calculated using from the Indices of Multiple Deprivation (IMD) 2015 and pupil home postcodes from the January 2018 school census. School percentages are represented by the coloured bars. The Cornwall average is represented by the grey bars. For further analysis and information relating to deprivation including pupil listings, please see the **CONTEXT** area of Corestats.

DESKTOP MONITORING REPORT 2018 - (Provisional Data)
2032 Ludgvan School
ALL PUPILS: KEY STAGE 1

EXPECTED STANDARD

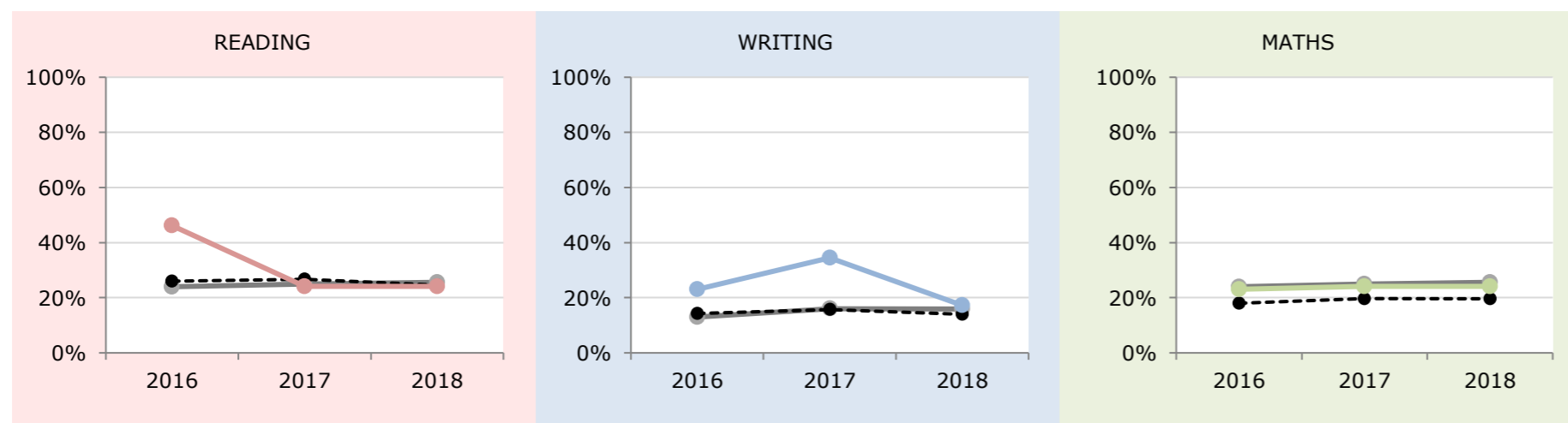
YEAR	PUPILS	READING				WRITING				MATHS				SCIENCE			
		SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'
2016	39	69.2%	74%	74%	-1	69.2%	65%	65%	1	69.2%	71%	73%	-1	82.1%	85%	82%	0
2017	29	86.2%	74%	76%	2	82.8%	65%	68%	4	82.8%	72%	75%	2	89.7%	85%	83%	1
2018	29	82.8%	72%	75%	2	65.5%	66%	70%	-1	72.4%	72%	76%	-1	96.6%	82%	83%	3
3 YEAR	97	78.3%	73%	75%	3	72.2%	65%	68%	4	74.2%	72%	75%	0	88.7%	84%	83%	5



GREATER DEPTH

YEAR	PUPILS	READING				WRITING				MATHS			
		SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'
2016	39	46.2%	26%	24%	8	23.1%	14%	13%	3	23.1%	18%	18%	2
2017	29	24.1%	27%	25%	0	34.5%	16%	16%	5	24.1%	20%	21%	0
2018	29	24.1%	25%	26%	0	17.2%	14%	16%	0	24.1%	20%	22%	0
3 YEAR	97	33.0%	26%	25%	7	24.7%	15%	15%	9	23.7%	19%	20%	3

Greater Depth is not a possible outcome for Science.



Significance Testing and Shading

Throughout this analysis, the significant testing below has been applied to Expected Standard and Greater Depth percentages. In addition, the Pupil Difference has been shaded red where the school is one or more pupil below the national average, and shaded green where the schools is one or more pupils above the national average.

Significance testing (EXS and GDS)

- Significantly above LA/national** (Green dashed border)
- Not significantly above or below LA/national average/Significance invalid (White border)
- Significantly below LA/national** (Red dashed border)

Shading (Pupil Difference)

- 1** (Red box): Denotes the school is below the national average by one whole pupil or more
- 1** (Green box): Denotes the school is above the national average by one whole pupil or more

Highlighted comparisons are a guide and take cohort size into account. EXS and GDS data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. Only data in tables is highlighted. No highlighting is applied to charts. The 3 Year % figure is the % of all pupils over the 3 year period achieving the standard. The 'Pupil Dif' figure is the equivalent number of pupils below or above the national average. 2016 and 2017 national and LA data sourced from DfE SFR. 2018 national data is NCER indicative and should be treated with caution. Please see the **KEY STAGE 1** area of Corestats for more analysis, including pupil lists.

DESKTOP MONITORING REPORT 2018 - (Provisional Data)

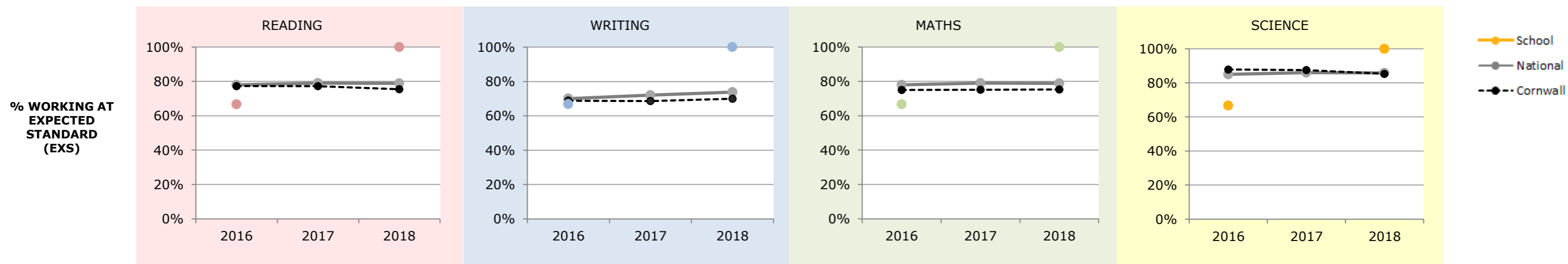
2032 Ludgvan School
DISADVANTAGED: KEY STAGE 1

Please use caution: small cohorts

EXPECTED STANDARD

LA and National comparators are for non-disadvantaged pupils

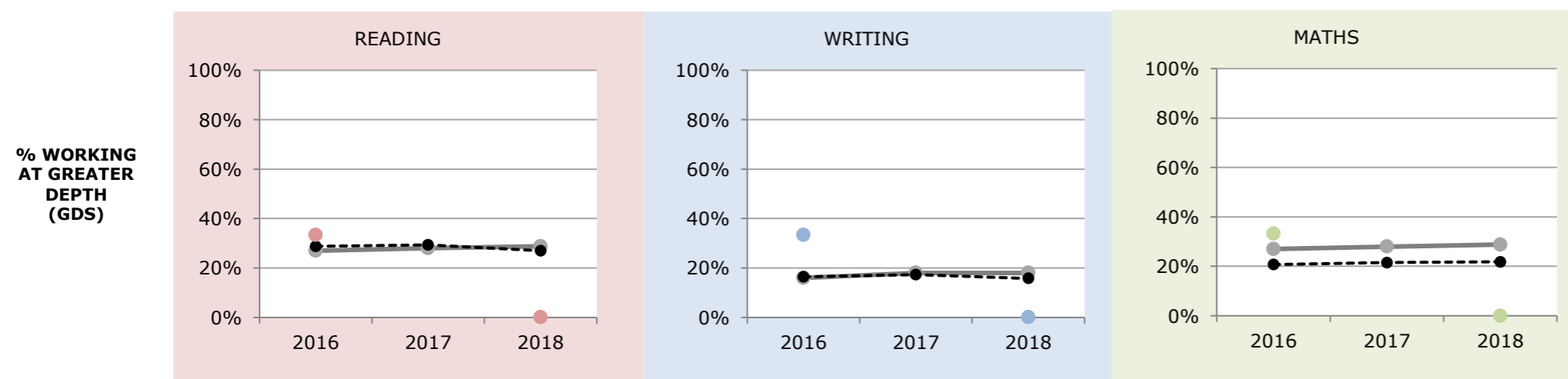
YEAR	PUPILS	READING				WRITING				MATHS				SCIENCE			
		SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'
2016	3	66.7%	77%	78%	0	66.7%	69%	70%	0	66.7%	75%	77%	0	66.7%	88%	85%	0
2017	0	-	77%	79%	-	-	69%	72%	-	-	75%	79%	-	-	88%	86%	-
2018	1	100.0%	75%	79%	0	100.0%	70%	74%	0	100.0%	75%	80%	0	100.0%	85%	86%	0
3 YEAR	4	75.0%	77%	79%	0	75.0%	69%	72%	0	75.0%	75%	79%	0	75.0%	87%	86%	0



GREATER DEPTH

YEAR	PUPILS	READING				WRITING				MATHS			
		SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'
2016	3	33.3%	29%	27%	0	33.3%	16%	16%	0	33.3%	21%	20%	0
2017	0	-	29%	28%	-	-	17%	18%	-	-	21%	23%	-
2018	1	0.0%	27%	29%	0	0.0%	16%	18%	0	0.0%	22%	25%	0
3 YEAR	4	25.0%	28%	28%	0	25.0%	17%	17%	0	25.0%	21%	23%	0

Greater Depth is not a possible outcome for Science.



Significance Testing and Shading

Throughout this analysis, the significant testing below has been applied to Expected Standard and Greater Depth percentages. In addition, the Pupil Difference has been shaded red where the school is one or more pupil below the national average, and shaded green where the schools is one or more pupils above the national average.

Significance testing (EXS and GDS)

- Significantly above LA/national** (Green dashed box)
- Not significantly above or below LA/national average/Significance invalid (White box)
- Significantly below LA/national** (Red dashed box)

Shading (Pupil Difference)

- 1** (Red box): Denotes the school is below the national average by one whole pupil or more
- 1** (Green box): Denotes the school is above the national average by one whole pupil or more

Highlighted comparisons are a guide and take cohort size into account. EXS and GDS data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. Only data in tables is highlighted. No highlighting is applied to charts. The 3 Year % figure is the % of all pupils over the 3 year period achieving the standard. The 'Pupil Dif' figure is the equivalent number of pupils below or above the national average. 2016 and 2017 national and LA data sourced from DfE SFR. 2018 national data is NCER emerging and should be treated with caution. Please see the **KEY STAGE 1** area of Corestats for more analysis, including pupil lists.

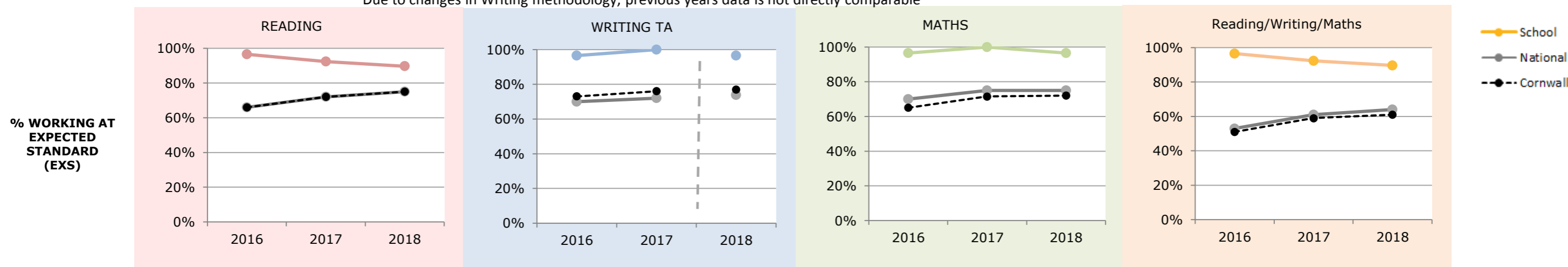
DESKTOP MONITORING REPORT 2018 - (Provisional Data)

2032 Ludgvan School
ALL PUPILS: KEY STAGE 2

EXPECTED STANDARD

YEAR	PUPILS	READING				WRITING (TA)				MATHS				READING/WRITING/MATHS			
		SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'
2016	29	96.6%	66%	66%	8	96.6%	73%	74%	6	96.6%	65%	70%	7	96.6%	51%	53%	12
2017	26	92.3%	72%	72%	5	100.0%	76%	76%	6	100.0%	72%	75%	6	92.3%	59%	61%	8
2018	29	89.7%	75%	75%	4	96.6%	77%	78%	5	96.6%	72%	75%	6	89.7%	61%	64%	7
3 YEAR	84	92.9%	71%	71%	18	97.6%	75%	76%	18	97.6%	70%	73%	20	92.9%	57%	59%	28

Due to changes in Writing methodology, previous years data is not directly comparable



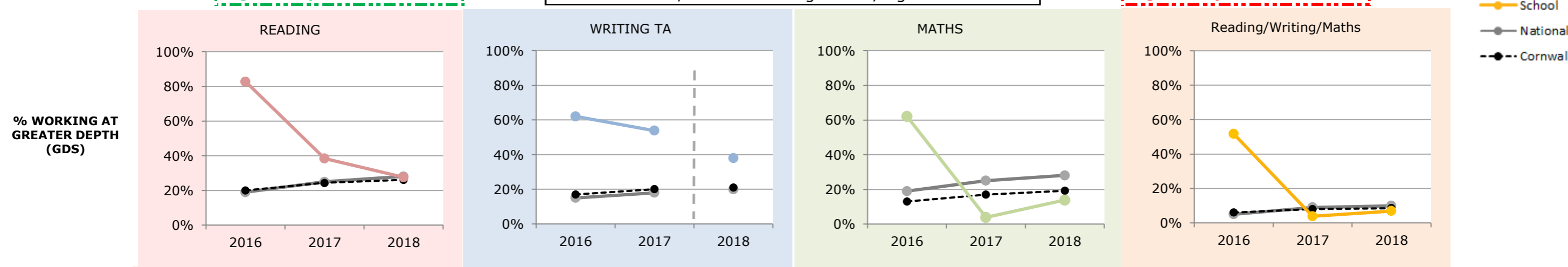
GREATER DEPTH

YEAR	PUPILS	READING				WRITING (TA)				MATHS				READING/WRITING/MATHS			
		SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'
2016	29	82.8%	20%	19%	18	62.1%	17%	15%	13	62.1%	13%	17%	13	51.7%	6%	5%	13
2017	26	38.5%	24%	25%	3	53.8%	20%	18%	9	3.8%	17%	23%	-4	3.8%	8%	9%	-1
2018	29	27.6%	26%	28%	0	37.9%	21%	20%	5	13.8%	19%	24%	-2	6.9%	9%	10%	0
3 YEAR	84	50.0%	24%	24%	21	51.2%	19%	18%	28	27.4%	16%	21%	5	21.4%	8%	8%	11

Significantly above LA/national

Difference to LA/National Not Significant/Significance invalid

Significantly below LA/national



Highlighted comparisons are a guide and take cohort size into account. EXS and GDS data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. Only data in tables is highlighted. No highlighting is applied to charts. The 3 Year % figure is the % of all pupils over the 3 year period achieving the standard. The 'Pupil Dif' figure is the equivalent number of pupils below or above the national average. 2016 and 2017 national and LA data is validated and sourced from DfE SFR. 2018 national data is unvalidated and taken from the DfE SFR. Please see the **KEY STAGE 2** area of Corestats for more analysis, including pupil lists.

DESKTOP MONITORING REPORT 2018 - (Provisional Data)

2032 Ludgvan School
DISADVANTAGED: KEY STAGE 2

Please use caution: small cohorts

EXPECTED STANDARD

LA and National comparators are for non-disadvantaged pupils

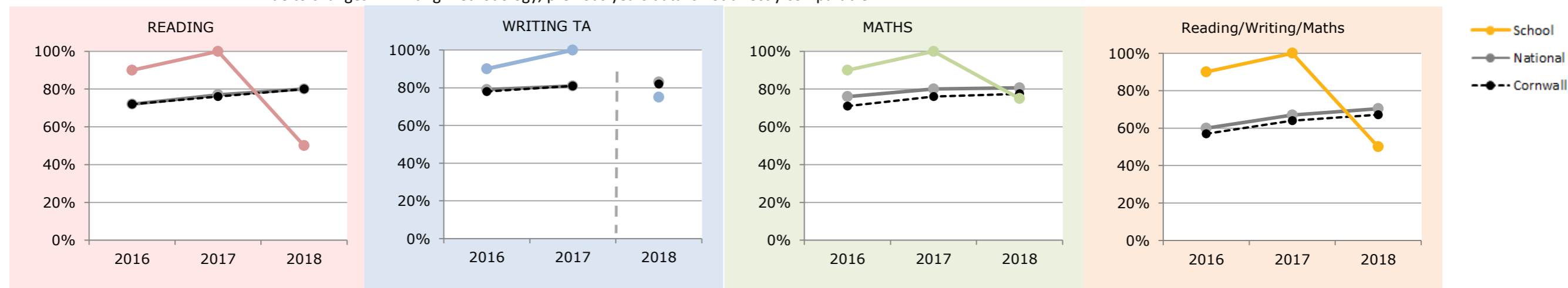
YEAR	PUPILS	READING				WRITING (TA)				MATHS				READING/WRITING/MATHS			
		SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'
2016	10	90.0%	72%	72%	1	90.0%	78%	79%	1	90.0%	71%	76%	1	90.0%	57%	60%	3
2017	5	100.0%	76%	77%	1	100.0%	81%	81%	0	100.0%	76%	80%	1	100.0%	64%	67%	1
2018	4	50.0%	80%	80%	-1	75.0%	82%	83%	0	75.0%	78%	81%	0	50.0%	67%	70%	0

3 YEAR	19	84.2%	76%	76%	1	89.5%	80%	81%	1	89.5%	75%	79%	2	84.2%	63%	66%	3
--------	----	-------	-----	-----	---	-------	-----	-----	---	-------	-----	-----	---	-------	-----	-----	---

Due to changes in Writing methodology, previous years data is not directly comparable

% WORKING AT EXPECTED STANDARD (EXS)

Note national data is indicative and may vary from DFE SFR released in Autumn.



GREATER DEPTH

YEAR	PUPILS	READING				WRITING (TA)				MATHS				READING/WRITING/MATHS			
		SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPI DIF'
2016	10	80.0%	24%	23%	5	50.0%	20%	18%	3	60.0%	16%	20%	4	60.0%	7%	7%	5
2017	5	20.0%	28%	29%	0	80.0%	23%	21%	2	0.0%	20%	27%	-1	0.0%	10%	11%	0
2018	4	0.0%	30%	33%	-1	50.0%	25%	24%	1	0.0%	23%	28%	-1	0.0%	11%	12%	0

3 YEAR	19	47.4%	27%	28%	3	57.9%	23%	21%	7	31.6%	20%	25%	1	31.6%	9%	10%	4
--------	----	-------	-----	-----	---	-------	-----	-----	---	-------	-----	-----	---	-------	----	-----	---

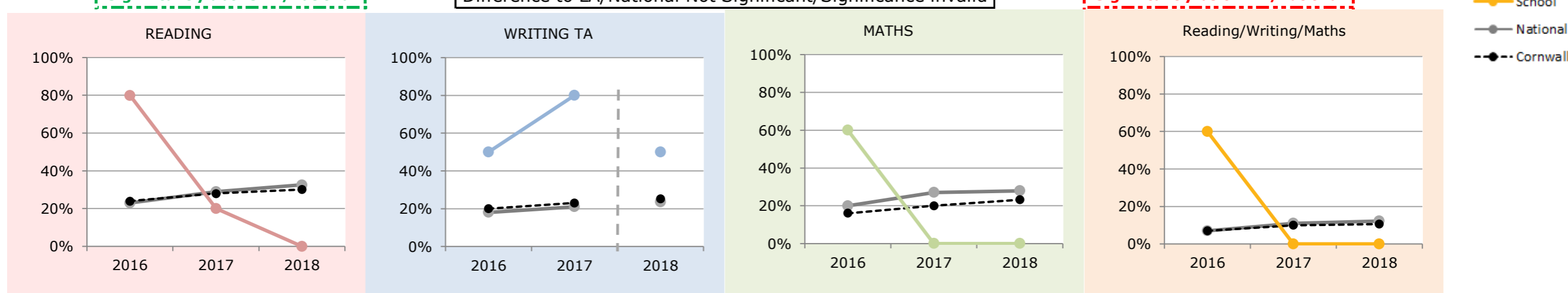
Significantly above LA/national

Difference to LA/National Not Significant/Significance invalid

Significantly below LA/national

% WORKING AT GREATER DEPTH (GDS)

Note national data is indicative and may vary from DFE SFR released in Autumn.



Highlighted comparisons are a guide and take cohort size into account. EXS and GDS data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. Only data in tables is highlighted. No highlighting is applied to charts. The 3 Year % figure is the % of all pupils over the 3 year period achieving the standard. The 'Pupil Dif' figure is the equivalent number of pupils below or above the national average. 2016 and 2017 national and LA data sourced from DFE SFR. 2018 national data is NCER emerging and should be treated with caution. Please see the KEY STAGE 2 area of Corestats for more analysis, including pupil lists.

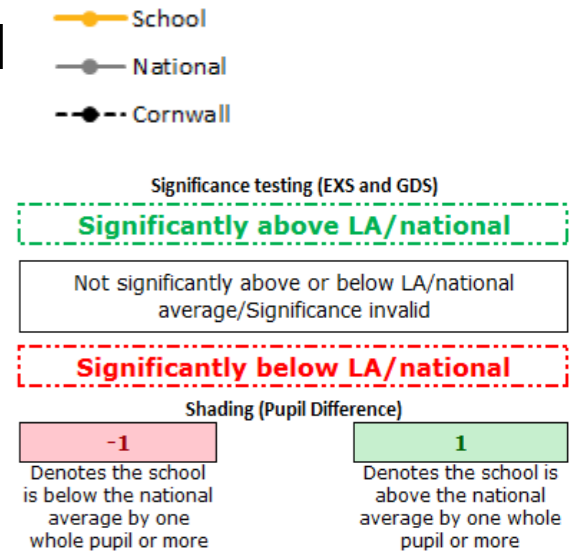
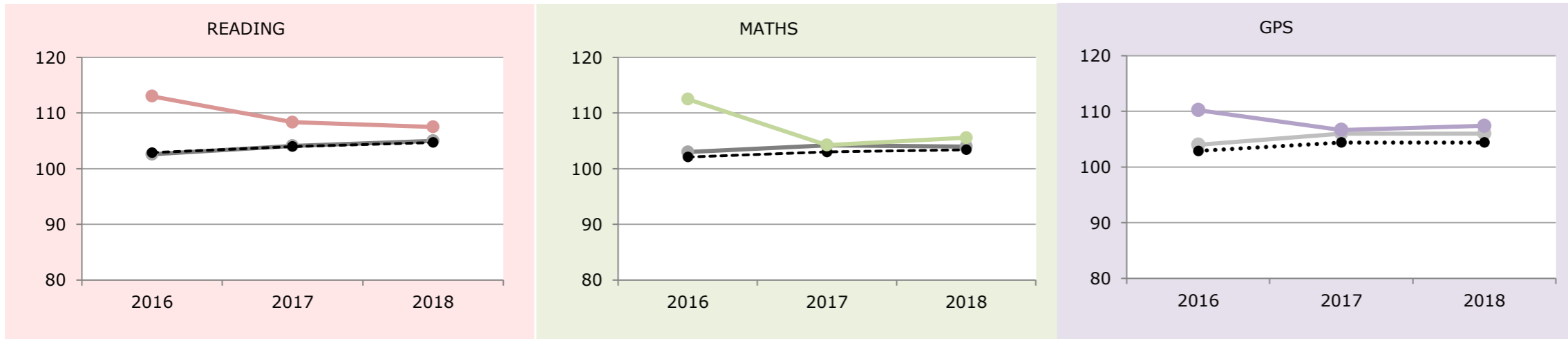
DESKTOP MONITORING REPORT 2018 - (Provisional Data)

2032 Ludgvan School
ALL PUPILS: KEY STAGE 2

Average Scaled Score

YEAR	READING					MATHS					GPS				
	PUPILS	SCHOOL	LA	NAT	Difference	PUPILS	SCHOOL	LA	NAT	Difference	PUPILS	SCHOOL	LA	NAT	Difference
2016	29	113.0	102.9	102.6	10.4	28	112.5	102.1	103.0	9.5	28	110.2	102.9	104.0	6.2
2017	26	108.3	104.0	104.1	4.2	26	104.2	103.0	104.2	0.0	26	106.7	104.4	106.0	0.7
2018	28	107.5	104.7	105	2.5	28	105.6	103.4	104	1.6	28	107.4	104.4	106	1.4
3 YEAR	83	109.7	103.9	103.9	5.8	82	107.5	102.8	103.7	3.8	82	108.1	103.9	105.3	2.8

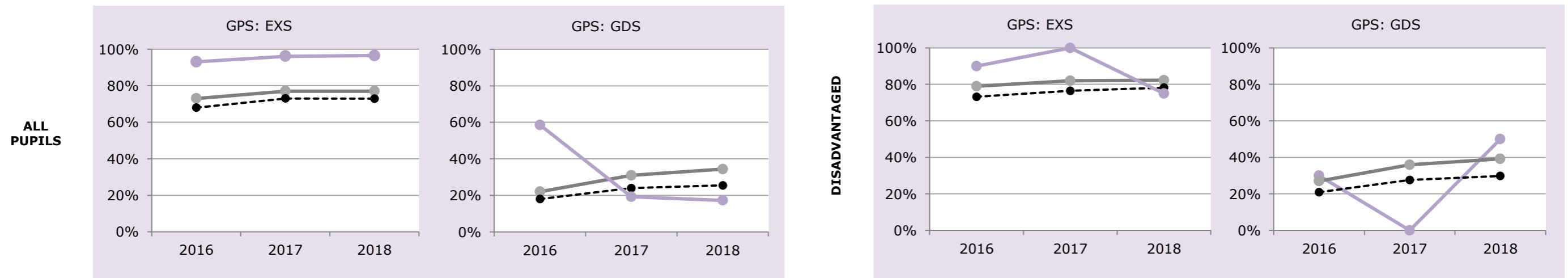
Significance testing has not been applied to scaled scores. Scaled score cohorts may vary from the total cohort as only pupils who achieved a scaled score are included in this measure.



GRAMMAR, PUNCTUATION & SPELLING

LA and National comparators are for non-disadvantaged pupils

YEAR	ALL PUPILS	GPS: ALL PUPILS								DIS PUPILS	GPS: DISADVANTAGED PUPILS							
		EXPECTED STANDARD				GREATER DEPTH					EXPECTED STANDARD				GREATER DEPTH			
		SCHOOL	LA	NAT	PUPIL DIF'	SCHOOL	LA	NAT	PUPIL DIF'		SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'	SCHOOL	LA (Other)	NAT (Other)	PUPIL DIF'
2016	29	93.1%	68%	73%	5	58.6%	18%	22%	10	10	90.0%	73%	79%	1	30.0%	21%	27%	0
2017	26	96.2%	73%	77%	4	19.2%	24%	31%	-3	5	100.0%	77%	82%	0	0.0%	28%	36%	-1
2018	29	96.6%	73%	77%	5	17.2%	26%	34%	-4	4	75.0%	78%	82%	0	50.0%	30%	39%	0
3 YEAR	84	95.2%	71%	76%	16	32.1%	23%	29%	2	19	89.5%	76%	81%	1	26.3%	26%	34%	-1



Highlighted comparisons are a guide and take cohort size into account. EXS and GDS data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. Only data in tables is highlighted. No highlighting is applied to charts. The 3 Year % figure is the % of all pupils over the 3 year period achieving the standard. The 'Pupil Dif' figure is the equivalent number of pupils below or above the national average. 2016 and 2017 national and LA data is validated and sourced from DfE SFR, ASP and RAISE. 2018 "all pupils" national data is unvalidated and taken from the DfE SFR. National Non/disadvantaged data is NCER emerging and should be viewed with caution. Please see the KEY STAGE 2 area of Corestats for more analysis, including pupil lists.

DESKTOP MONITORING REPORT 2018 - (Provisional Data)

**2032 Ludgvan School
KEY STAGE 1- 2 PROGRESS AND ATTAINMENT**

READING **Non-Disadvantaged**

YEAR	COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
2016	19	113.3	19	9.72
2017	21	109.2	20	3.55
2018	25	107.8	24	-0.04
3 YEAR	65	109.9	63	4.04

Disadvantaged

COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
10	112.4	10	12.45
5	104.8	5	-1.41
3	104.7	4	-6.38
18	109.0	19	4.84

GAP DISADVANTAGED / NON

YEAR	Attainment: Scaled Score	PROGRESS
2016	-0.9	2.7
2017	-4.4	-5.0
2018	-3.2	-6.3
3 YEAR	-0.9	0.8

A negative value denotes that disadvantaged pupils performance is lower than non-disadvantaged pupils. A positive value denotes disadvantaged pupils have outperformed non-disadvantaged pupils.

WRITING (TA) **Non-Disadvantaged**

YEAR	COHORT	% EXPECTED STANDARD	PROGRESS COHORT	AVERAGE PROGRESS SCORE
2016	19	100.0%	19	7.55
2017	21	100.0%	20	4.90
2018	25	100.0%	24	1.78
3 YEAR	65	100.0%	63	4.54

Disadvantaged

COHORT	% EXPECTED STANDARD	PROGRESS COHORT	AVERAGE PROGRESS SCORE
10	90.0%	10	7.92
5	100.0%	5	6.91
4	75.0%	4	-0.13
19	89.5%	19	5.96

GAP DISADVANTAGED / NON

YEAR	Attainment (Pupil Gap)	PROGRESS
2016	-1	0.3
2017	0	2.0
2018	-1	-1.9
3 YEAR	-2	1.4

Scaled score and progress cohorts may vary from the total cohort as some pupils may not be eligible for these measures.

MATHS **Non-Disadvantaged**

YEAR	COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
2016	19	112.3	19	8.37
2017	21	104.6	20	-0.46
2018	25	105.8	24	-1.37
3 YEAR	65	107.3	63	1.85

Disadvantaged

COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
9	113.0	9	12.93
5	102.6	5	-3.34
3	103.7	4	-6.78
17	108.3	18	4.03

GAP DISADVANTAGED / NON

YEAR	Attainment: Scaled Score	PROGRESS
2016	0.7	4.6
2017	-2.0	-2.9
2018	-2.1	-5.4
3 YEAR	1.0	2.2

Scaled Score Shading: Below 100 Above 100 Above non-disadvantaged national average

Progress scores are capped progress scores, in line with DFE methodology introduced in 2018 and published in performance tables. Scaled Scores range from 80-120. 100 is the expected national standard. There is no scaled score equivalent for Writing. Scaled scores include adjustments for pupils awarded special consideration (+3 points to a pupils scaled score). Highlighted comparisons are a guide only. 2016 and 2017 data is validated data. National and LA values taken from DFE SFR. 2018 national scaled scores for groups are NCER emerging and should be viewed with caution. Progress scores for "all pupils" and additional groups can be found in the 2018 attainment summary in the **Key Stage 2** area of Corestats, along with pupil listings including capped scores. Additional Narrowing the Gap analysis can be found in the **PRIME** area of Corestats.

DESKTOP MONITORING REPORT 2018 - (Provisional Data)

**2032 Ludgvan School
KEY STAGE 1- 2 PROGRESS AND ATTAINMENT**

Please use caution: small cohorts

READING BOYS

YEAR	COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
2016	20	113.0	20	9.98
2017	15	108.5	15	2.83
2018	17	107.1	17	-1.55

3 YEAR	52	109.8	52	4.15
--------	----	-------	----	------

WRITING (TA) BOYS

YEAR	COHORT	% EXPECTED STANDARD	PROGRESS COHORT	AVERAGE PROGRESS SCORE
2016	20	95.0%	20	7.97
2017	15	100.0%	15	4.91
2018	17	100.0%	17	0.21

3 YEAR	52	98.1%	52	4.55
--------	----	-------	----	------

MATHS BOYS

YEAR	COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
2016	19	112.8	19	9.66
2017	15	105.0	15	-0.47
2018	17	105.7	17	-2.21

3 YEAR	51	108.2	51	2.72
--------	----	-------	----	------

GIRLS

COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
9	113.1	9	12.16
11	108.1	10	2.15
11	108.2	11	-0.01

31	109.6	30	4.36
----	-------	----	------

GIRLS

COHORT	% EXPECTED STANDARD	PROGRESS COHORT	AVERAGE PROGRESS SCORE
9	100.0%	9	7.24
11	100.0%	10	5.88
12	91.7%	11	3.52

32	96.9%	30	5.42
----	-------	----	------

GIRLS

COHORT	AVERAGE SCALED SCORE	PROGRESS COHORT	AVERAGE PROGRESS SCORE
9	111.8	9	10.20
11	103.2	10	-1.89
11	105.4	11	-2.05

31	106.5	30	1.68
----	-------	----	------

GAP GIRLS - BOYS

YEAR	Attainment Scaled Score	PROGRESS
2016	0.2	2.2
2017	-0.4	-0.7
2018	1.1	1.5

3 YEAR	-0.2	0.2
--------	------	-----

GAP GIRLS - BOYS

YEAR	Attainment (Pupil Gap)	PROGRESS
2016	0	-0.7
2017	0	1.0
2018	-1	3.3

3 YEAR	0	0.9
--------	---	-----

GAP GIRLS - BOYS

YEAR	Attainment Scaled Score	PROGRESS
2016	-1.1	0.5
2017	-1.8	-1.4
2018	-0.3	0.2

3 YEAR	-1.7	-1.0
--------	------	------

A negative value denotes that girls performance is lower than boys. A positive value denotes girls have outperformed boys.

Scaled score and progress cohorts may vary from the total cohort as some pupils may not be eligible for these measures.

Scaled Score Shading: Below 100 Above 100 Above group national average

Progress scores are capped progress scores, in line with DFE methodology introduced in 2018 and published in performance tables. Scaled Scores range from 80-120. 100 is the expected national standard. There is no scaled score equivalent for Writing. Scaled scores include adjustments for pupils awarded special consideration (+3 points to a pupils scaled score). Highlighted comparisons are a guide only. 2016 and 2017 data is validated data. National and LA values taken from DFE SFR. 2018 scaled scores for groups are NCER indicative and should be viewed with caution. Progress scores for "all pupils" and additional groups can be found in the 2018 attainment summary in the **Key Stage 2** area of Corestats along with pupil listings including capped scores. Additional Narrowing the Gap analysis can be found in the **PRIME** area of Corestats.