

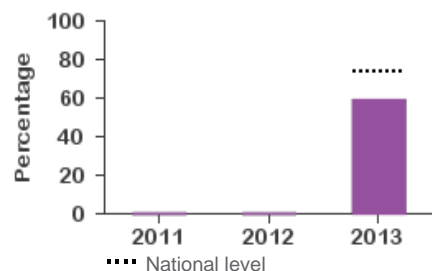
## St Stephens Community Primary School(URN: 111946, DfE No.: 9082632) - Key Stage 2

### How are pupils doing in exams? (Attainment)

#### English grammar, punctuation and spelling

In 2013, 59% of pupils attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test. No comparison is possible with the previous year.

Percentage of pupils who attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test



In 2013, the school's result was in the bottom 40% of similar schools' results, and in the bottom 20% of all schools.

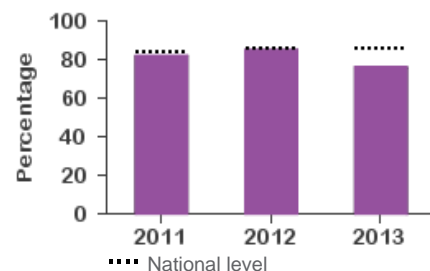
#### Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

#### Reading

In 2013, 76% of pupils attained Level 4 or above in the Key Stage 2 reading test. This is a decrease of nine percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 reading test



In 2013, the school's result was in the middle 20% of similar schools' results, and in the bottom 20% of all schools.

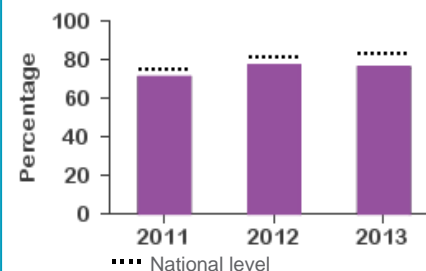
#### Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

#### Writing

In 2013, 76% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. This is a decrease of one percentage point since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 writing assessment



In 2013, the school's result was in the middle 20% of similar schools' results, and in the bottom 40% of all schools.

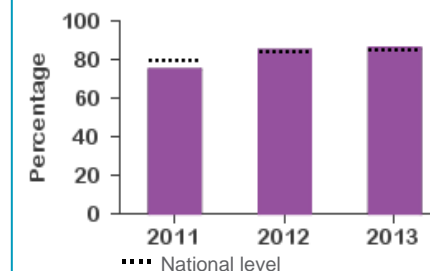
#### Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

#### Mathematics

In 2013, 86% of pupils attained Level 4 or above in the Key Stage 2 mathematics test. This is an increase of one percentage point since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 mathematics test



In 2013, the school's result was in the top 40% of similar schools' results, and in the middle 20% of all schools.

#### Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Are pupils making progress?

Reading

In 2013, 90% of pupils achieved expected progress in reading. This is an increase of two percentage points since 2012.

Percentage of pupils who achieved expected progress in reading

Year	Percentage
2011	2
2012	88
2013	90

.... National level

In 2013, the school's result was in the top 40% of similar schools' results, and in the middle 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Writing

In 2013, 93% of pupils achieved expected progress in writing. This is a decrease of seven percentage points since 2012.

Percentage of pupils who achieved expected progress in writing

Year	Percentage
2011	2
2012	100
2013	93

.... National level

In 2013, the school's result was in the top 40% of similar schools' results, and in the middle 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Mathematics

In 2013, 97% of pupils achieved expected progress in mathematics. This is an increase of five percentage points since 2012.

Percentage of pupils who achieved expected progress in mathematics

Year	Percentage
2011	92
2012	92
2013	97

.... National level

In 2013, the school's result was in the top 20% of similar schools' results, and in the top 40% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

How good is attendance?

Overall attendance

In 2013, the attendance rate at this school was 94.5%. The attendance rate has decreased by 0.4 percentage points since 2012. The attendance rate is in the bottom 40% of all schools

Level of attendance at this school

Year	Percentage
2011	94.9
2012	95.3
2013	94.5

.... National level

Comparison with other schools

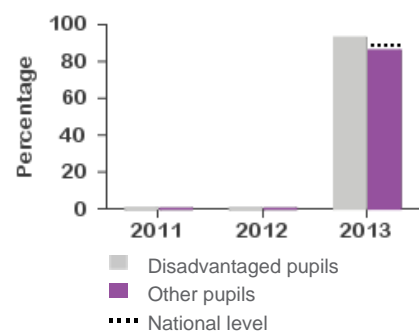
All schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

## Closing the gap between disadvantaged and other pupils

### Reading expected progress

In 2013, 93% of disadvantaged pupils achieved expected progress, while 86% of other pupils achieved expected progress.

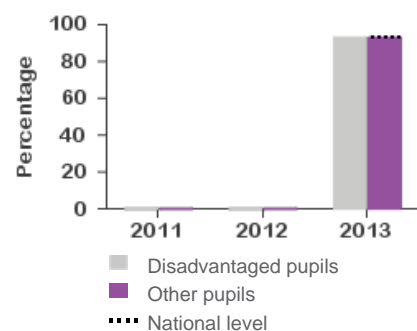
#### Percentage of pupils who achieved expected progress



### Writing expected progress

In 2013, 93% of disadvantaged pupils achieved expected progress, while 93% of other pupils achieved expected progress.

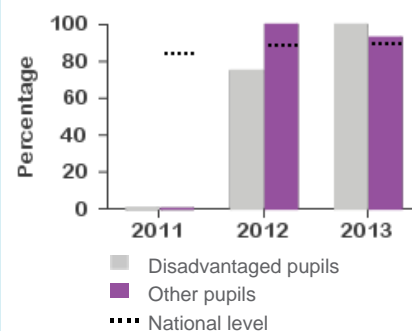
#### Percentage of pupils who achieved expected progress



### Mathematics expected progress

In 2013, 100% of disadvantaged pupils achieved expected progress, while 93% of other pupils achieved expected progress.

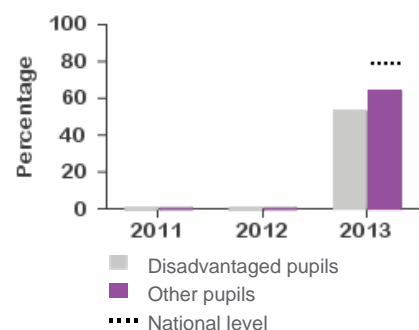
#### Percentage of pupils who achieved expected progress



### Grammar, Punctuation and Spelling

In 2013, 53% of disadvantaged pupils attained Level 4 or above in the key stage 2 Grammar, Punctuation and Spelling test and assessment, while 64% of other pupils attained Level 4 or above.

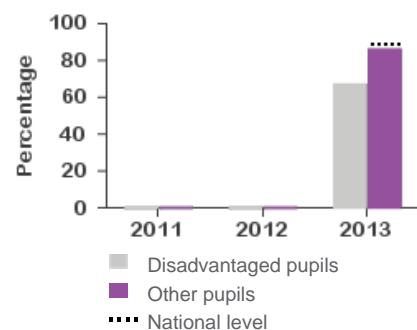
#### Percentage of pupils who attained Level 4 or above



### Reading attainment

In 2013, 67% of disadvantaged pupils attained Level 4 or above in the key stage 2 reading test and assessment, while 86% of other pupils attained Level 4 or above.

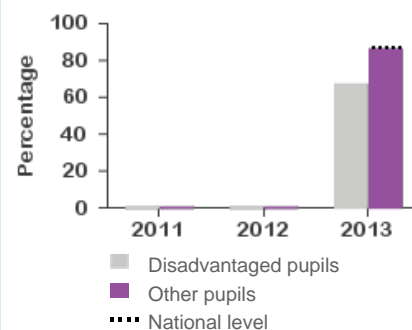
#### Percentage of pupils who attained Level 4 or above



### Writing attainment

In 2013, 67% of disadvantaged pupils attained Level 4 or above in the key stage 2 writing test, while 86% of other pupils attained Level 4 or above.

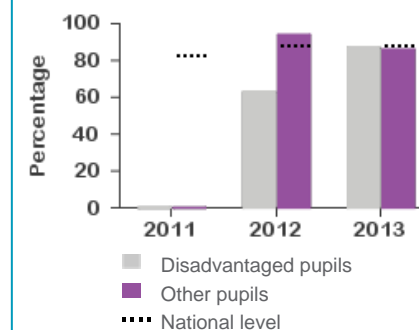
#### Percentage of pupils who attained Level 4 or above



### Mathematics attainment

In 2013, 87% of disadvantaged pupils attained Level 4 or above in the key stage 2 mathematics test, while 86% of other pupils attained Level 4 or above.

#### Percentage of pupils who attained Level 4 or above



## Context

Contextual data are provided at school level and at year group level for those pupils reflected in the dashboard measures. Quintiles are provided for the latest year of data to enable users to view the school's position when compared nationally. The data presented in this section are taken from the January Schools Census.

2011 2012 2013

Comparing your school to the national picture in 2013

### Number of pupils

School (All pupils)	197	200	188
National average	245	251	257
Year 6 pupils (KS2)	29	27	30

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
4 - 132	133 - 206	207 - 259	260 - 380	381 - 1130

### % of girls

School (all pupils)	52.8	52.0	50.0
National average	49.0	49.0	49.0
Year 6 pupils (KS2)	58.6	51.9	43.3

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 46.0	46.1 - 48.1	48.2 - 49.8	49.9 - 51.9	52.0 - 100.0

### % of pupils eligible for Free School Meals (FSM) \*please see note

School (all pupils)	30.6	43.0	44.7
National average	19.2	26.2	26.7
Year 6 pupils (KS2)	13.8	33.3	53.3

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 9.2	9.3 - 15.6	15.7 - 25.4	25.5 - 41.5	41.6 - 89.2

\*FSM data for 2011 are not comparable to data for 2012 due to a change in methodology. See help for further information.

### % of pupils supported by school action plus or with a statement of SEN

School (all pupils)	15.7	21.5	22.3
National average	8.0	7.9	7.7
Year 6 pupils (KS2)	27.6	29.6	26.7

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 4.0	4.1 - 6.0	6.1 - 8.0	8.1 - 11.1	11.2 - 50.0

\*This school has special classes

SEN year group data includes school action, school action plus and statement of SEN. These data are not comparable to the school or national level data as they do not include school action pupils.

Data notes: (1) - indicates data are not available. (2) The letters 'SUPP' indicate that data have been suppressed (see [FAQs](#)).

(3) The National average data and quintile ranges presented on this page do not include data from special schools.

## Explanatory notes

### Data stage

Data will be published as unvalidated, validated and final. A footnote on the dashboard is used to specify which data are contained in the PDF.

### Missing data

There are three explanations for why data are missing from the dashboard:

- Data are not available.
- Data are zero.
- Data have been suppressed due to small pupil numbers.

Information on the reasons behind missing data may be found later in this document or in the interactive version of the report where it can be accessed via the question mark symbol (?)

### National levels

The national level for the attainment and closing the gap sections includes maintained state nursery, primary, middle and secondary schools (including academies), along with city technology colleges and special schools. The national level for attendance includes state nursery, primary, middle and secondary schools (including academies) and city technology colleges, but special schools are excluded.

### Quintiles

Quintiles are used to split a dataset into five groups each representing 20% of the data. For the "all schools" measure the quintiles are constructed using by ranking the results across all schools. For the "similar schools" measure the quintiles are constructed by ranking the unique results within the grouping. The groups are not necessarily evenly split as there may be several identical scores in the dataset and these would be placed in the same quintile. The "all schools" measure allows the user to view where, amongst all the maintained schools in England that offer the key stage of interest, the school of interest is ranked. The relative position of the school can be viewed as its quintile position, for example, schools in the "middle 20%" are performing around average. The "similar schools" measure shows the user where, amongst the results of the schools in the group, the result of the school is ranked. For a more detailed breakdown of these measures please see the guidance document.

### All schools

The "all schools" measure allows the user to view where the school of interest is ranked, compared with all the maintained schools in England that offer the key stage of interest. The relative position of the school can be viewed as its quintile position, for example, schools in the "middle 20%" are performing around average. For a more detailed breakdown of this measure please see the guidance document.

### Similar schools

The "similar schools" measure groups schools together using their prior attainment score for the cohort. Each school has its own group, which includes the schools that are most similar to the school of interest in terms of their prior attainment score. For the Key Stage 4 cohort, their Key Stage 2 average prior attainment score is used; for the Key Stage 2 cohort, their Key Stage 1 average prior attainment score is used to group the schools. There is no similar school comparison for Key Stage 1 data.

### Attainment

Key Stage 2 attainment measures are presented as the percentage of pupils achieving National Curriculum Level 4 or above in English grammar, punctuation and spelling, reading, writing and mathematics. It is expected that pupils will reach at least Level 4 by the end of Key Stage 2. Data for 2011 and 2012 are not available for English grammar, punctuation and spelling as the measure did not exist.

### Expected progress

Expected progress refers to the percentage of pupils progressing through two National Curriculum levels between the end of Key Stage 1 and the end of Key Stage 2, with data presented for reading, writing and mathematics. In 2011, the measure of expected progress was changed to include teacher assessments where no appropriate test data are available. Data for 2011 are not available for reading and writing as this measure did not exist.

### Attendance

Attendance data relate to the percentage of sessions (mornings and afternoons are classified as sessions) attended by the whole school, not just the key stage. Attendance is calculated as (100% - percentage of overall absence).

### Closing the gap

Closing the gap measures compare the gap between the performance of pupils in the disadvantaged pupil category and those in the other pupil category. Disadvantaged pupils are those pupils who were eligible for free school meals at any point during the last six years and children looked after (for example, in the continuous care of the local authority for at least six months). Data for 2011 and 2012 are not available for reading and writing as this measure did not exist.