



Primary School Profile

Version 1.0
Autumn 2016

Hindley Junior and Infant School

359 2031

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Introduction

As part of our service level agreement to primary schools in Wigan, each establishment receives a 'Primary School Profile' in the first week of September.

In summary, this document contains the following key items:

- Selection of tables and graphs showing the context of your primary school (e.g., % FSM / SEN etc.)
- Reports showing the performance of your school in 2016 across all national curriculum key stages
- Easy access to key comparator information (such as LA and national figures)

Further copies are available upon request together with access to any underlying data used in the tables & reports.

What's new in 2016?

- Provisional National figures are now shown within many of the school dashboard pages. These have been derived from the NCER emerging national with the exception of KS2 which was released by the DfE in SFR39/2016 on 1st September.
- There are reports that focus on the performance of pupils identified as 'Disadvantaged' (please note that pupil premium pupil lists are available on request so you can compare with your school's records)
- We have used the DfE's definition for disadvantaged which will include pupils who have been eligible for FSM in the last 6 years, who have been adopted from care, or who have been looked after for at least 1 day in the last 12 months. We have used the July 2016 Pupil Premium download from Key to Success to identify children as disadvantaged. This download is also available for schools.

Wigan School Improvement Strategy

As part of our LA School Improvement work, your school profile is made available to your respective consortium lead – any corrections made to your data will also be notified to the lead.

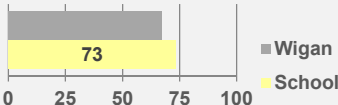
Important - Data Quality!

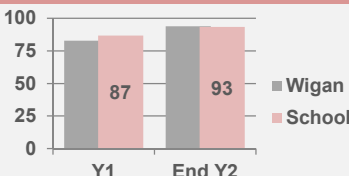
We make every effort to ensure the data shown in this document is accurate, however, there is always a risk that some items may be incorrect, (e.g., unvalidated data etc.). Please contact us if you think any of the data is incorrect - tel: 01942 486226

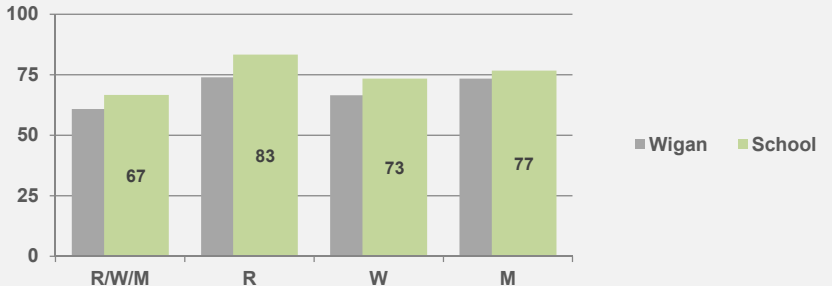
Autumn 2016 Data Schedule

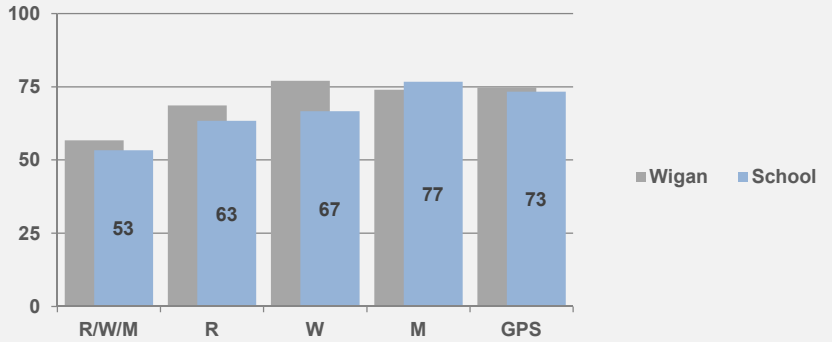
Regular updates will be provided direct to schools via Perspective

- **9th September 2016 - Primary Profiles issued to Headteachers**
 - an updated version will be provided containing KS2 higher standard once details are released by the DfE
- **14th September 2016 - Primary School Improvement Board meeting**
- **30th September 2016 - FFT release EYFS / KS1 / KS2 results into FFT Aspire**
- **6th October 2016 - School Census Day**
- **2nd November 2016 - Education Service Day** - All education teams will be unavailable for the full day for a service day.
An emergency contact number will be circulated nearer the time
- **October/November 2016 - FFT Aspire training for schools - details to be confirmed**
- **November 2016 - Primary School Predictions to be returned to EBIU**
- **December 2016 - Primary school performance tables are due to be released**
- **Friday 23rd December 2016 at 12 noon - SIMS helpdesk closes until Tuesday 3rd January 2017**

Subject	Cohort	2016	2015	% Change	2014 to 2016	2016 Wigan vs. School	Wigan comparison	+ / -	National comparison^	+ / -	
EYFSP	% GLD	30	73	73	→	0		67	6	69	4

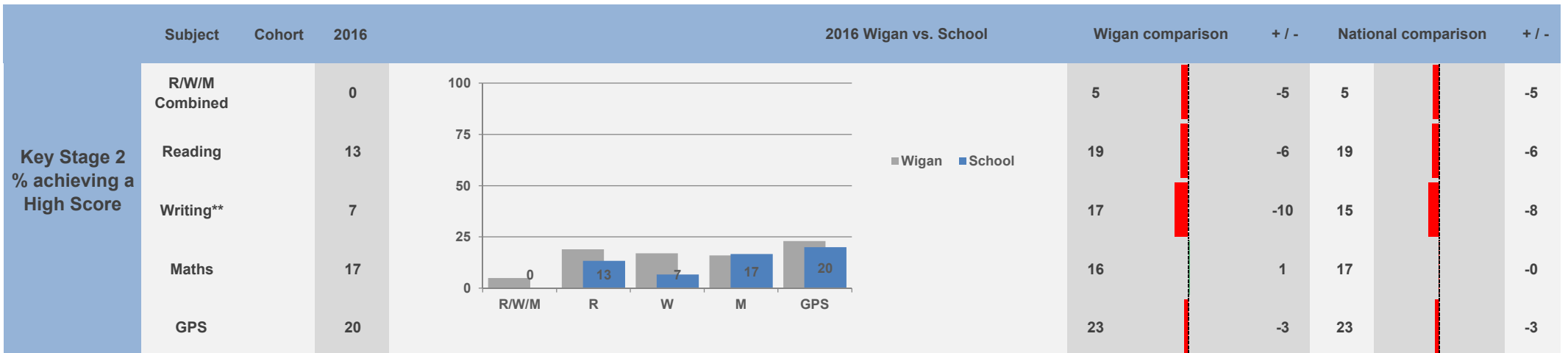
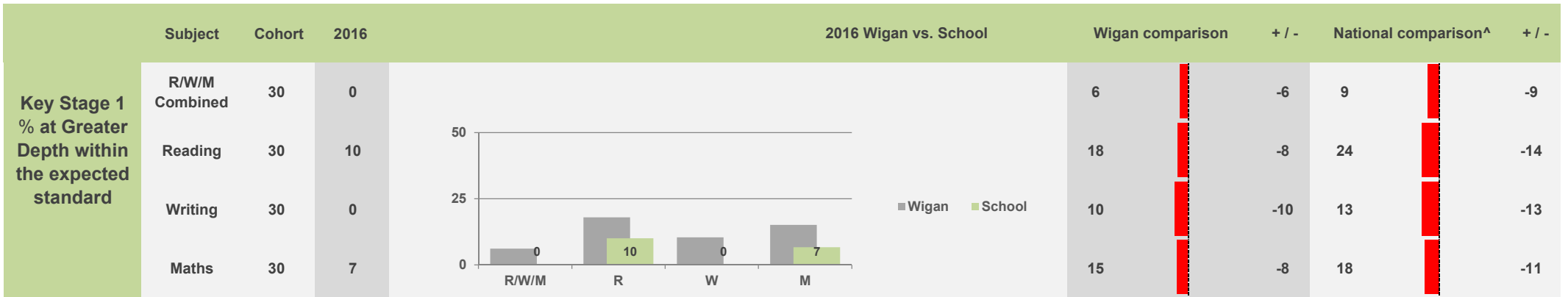
Subject	Cohort	2016	2015	% Change	2013 to 2016	2016 Wigan vs. School	Wigan comparison	+ / -	National comparison^	+ / -	
Phonics % Working at the required level	Year 1	30	87	70	↑	17		83	4	81	6
	by the end of Year 2	30	93	93	→	0		94	6	N/A	9

Subject	Cohort	2016	2016 Wigan vs. School	Wigan comparison	+ / -	National comparison^	+ / -	
Key Stage 1 % at the Expected Standard	R/W/M Combined	30	67		61	6	60	6
	Reading	30	83	83	74	9	74	9
	Writing	30	73	73	67	7	66	8
	Maths	30	77	77	73	3	73	4

Subject	Cohort	2016	2016 Wigan vs. School	Wigan comparison	+ / -	National comparison^^	+ / -	
Key Stage 2 % at the Expected Standard	R/W/M Combined*	30	53		57	-3	53	0
	Reading	30	63	63	69	-5	66	-3
	Writing (TA)	30	67	67	77	-10	74	-7
	Maths	30	77	77	74	3	70	7
	GPS	30	73	73	75	-1	72	1

^ National Figures are derived from the NCER emerging national picture and are provisional - Phonics end of year 2 is not a national dataset and is taken from local analysis

^^ KS2 National Figures taken from interim KS2 SFR30/2016 published by the DfE on the 5th July 2016



Intake Profile Summary						
	School			LA*		
	2016	2015	2014	2016	2015	2014
Total NoR	203	208	207	27,939	27,436	26,878
% Free School Meals	18%	21%	19%	15%	15%	17%
% SEN	15%	19%	22%	15%	16%	18%

OFSTED	
Inspection Date	Outcome
16/05/2012	Good
16/10/2006	Outstanding

Please note the DfE has set the high score at 110 for Reading, Maths and GPS and was published in the 'primary school accountability in 2016' document (1st September 2016)

^ National Figures are derived from the NCER emerging national picture and are provisional

* LA Figures taken from the DfE's Pupil Characteristic SFR (Based on January Census) based on Primary schools only

** The Writing TA is measured at Greater Depth within the expected standard

School Context

The following pages contain a variety of graphs and tables designed to illustrate the context of your school intake.

The data has been extracted from the January School Census data collections. Please be aware that for a variety of reasons, some of the figures shown on the following pages may differ to those held in your school records. All cohort figures exclude N1 and N2 pupils, with the exception of EAL reports which also exclude Reception pupils

The LA average figures are filtered to incorporate 'Primary mainstream schools' only (infants and juniors are included).

The reports and graphs are split into the following six sections:

Cohort Size & Gender

SEN

Free School Meals Eligibility

Intake Profile by IDACI (Income Deprivation Affecting Children)

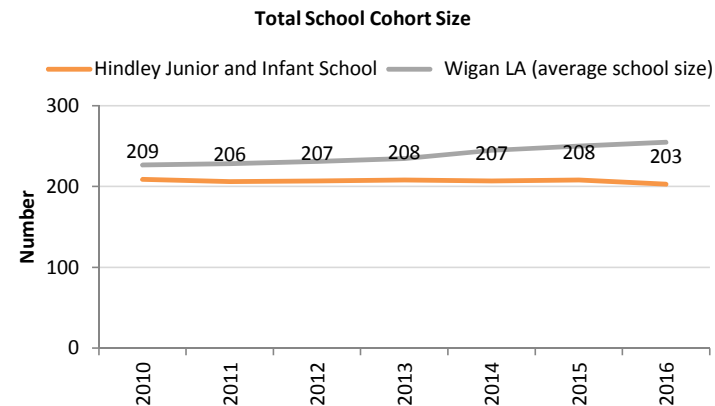
Intake Profile by ACORN (A Classification Of Residential Neighbourhoods)

Pupils with English as an additional language (EAL)

Context summary (all indicators)

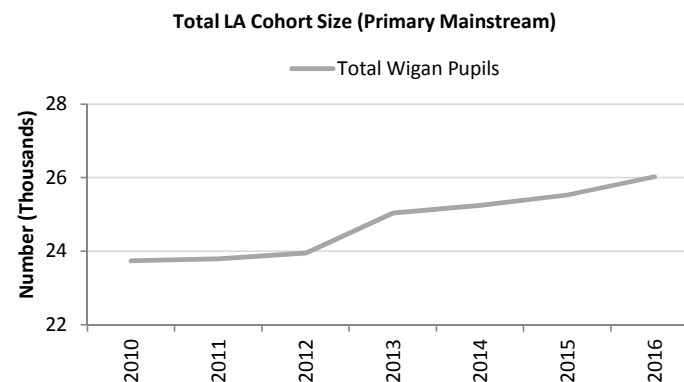
School size

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Reception	29	30	30	31	30	29	30	1	-1
Year 1	30	28	30	29	30	31	30	-1	1
Year 2	29	30	30	30	30	30	29	-1	-1
Year 3	30	30	29	30	28	28	30	2	0
Year 4	31	30	30	28	30	30	26	-4	-2
Year 5	30	30	30	30	29	30	28	-2	-2
Year 6	30	28	28	30	30	30	30	0	0
School Total	209	206	207	208	207	208	203	-5	-5
LA Average*	227	228	231	235	245	250	255	5	20



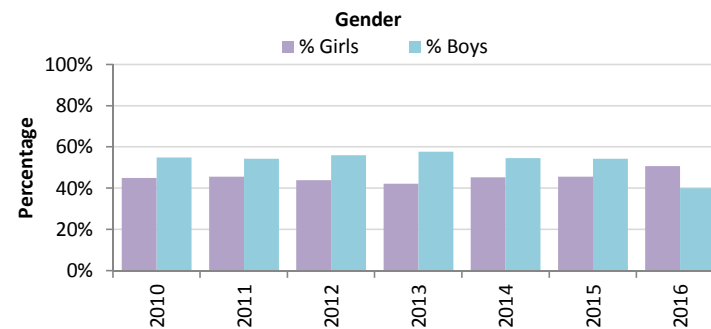
Wigan LA Cohort

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Reception	3,580	3,589	3,560	3,891	3,783	3,820	3,897	77	6
Year 1	3,451	3,565	3,586	3,682	3,831	3,780	3,824	44	142
Year 2	3,348	3,429	3,581	3,695	3,598	3,791	3,795	4	100
Year 3	3,181	3,333	3,402	3,650	3,639	3,563	3,791	228	141
Year 4	3,358	3,180	3,319	3,489	3,596	3,604	3,564	-40	75
Year 5	3,365	3,339	3,164	3,403	3,448	3,554	3,596	42	193
Year 6	3,461	3,357	3,338	3,227	3,352	3,423	3,563	140	336
Total Wigan Pupils	23,744	23,792	23,950	25,037	25,247	25,535	26,030	-495	993



Gender

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Girls	94	94	91	88	94	95	103	8	15
Boys	115	112	116	120	113	113	100	-13	-20
% Girls	45%	46%	44%	42%	45%	46%	51%	5%	8%
% Boys	55%	54%	56%	58%	55%	54%	40%	-14%	-18%
% Girls (LA*)	49%	49%	49%	49%	49%	49%	49%	0%	0%
% Boys (LA*)	51%	51%	51%	51%	51%	51%	51%	0%	0%

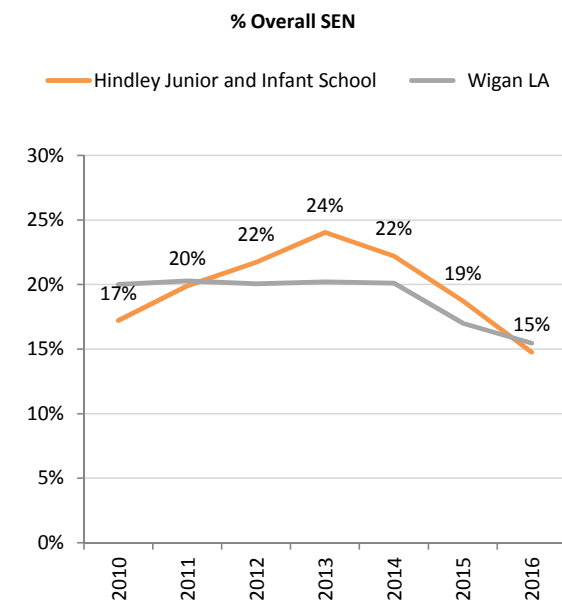


Children identified with Special Educational Needs (SEN)

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
No identified SEN	173	165	162	158	161	169	173	4	15
School Action	15	12	22	14	17	17	-	-	-
School Action Plus	16	24	18	30	25	20	-	-	-
SEN Support	-	-	-	-	-	0	27	27	-
Statemented	5	5	5	6	4	2	0	-2	-6
Education Health & Care Plan	-	-	-	-	-	0	3	3	-
Total Pupils	209	206	207	208	207	208	203	-5	-5

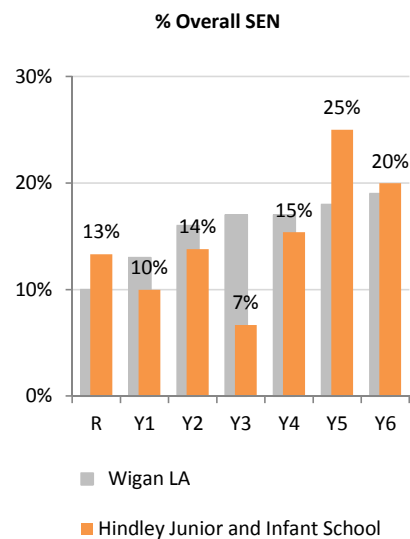
Percentage identified with Special Educational Needs (SEN)

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
% Overall SEN in school	17%	20%	22%	24%	22%	19%	15%	-4%	-9%
% Overall SEN in Wigan LA^	20%	20%	20%	20%	20%	17%	15%	-2%	-5%
% SA, SAP or SEN Support	15%	17%	19%	21%	20%	18%	13%	-4%	-8%
% SA, SAP or SEN Support in Wigan LA^	18%	18%	19%	18%	17%	13%	14%	0%	-3%
% Statemented or EHCP	2%	2%	2%	3%	2%	1%	1%	1%	-1%
% Statemented or EHCP in Wigan LA^	1%	1%	1%	1%	1%	1%	1%	0%	0%

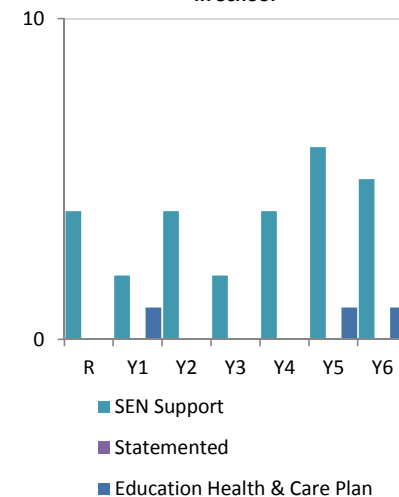


SEN by Year Group at Hindley Junior and Infant School

	R	Y1	Y2	Y3	Y4	Y5	Y6
No identified SEN	26	27	25	28	22	21	24
SEN Support	4	2	4	2	4	6	5
Statemented	0	0	0	0	0	0	0
Education Health & Care Plan	0	1	0	0	0	1	1
Total Pupils	30	30	29	30	26	28	30
% Overall SEN in year group	13%	10%	14%	7%	15%	25%	20%
% Overall SEN in Wigan LA	10%	13%	16%	17%	17%	18%	19%

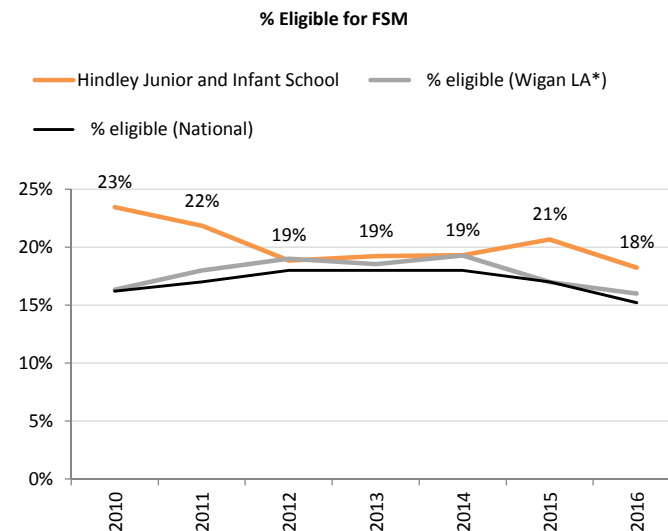


SEN Population by NC Year Group in School



Numbers of children eligible for FSM at Hindley Junior and Infant School

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Pupils eligible	49	45	39	40	40	43	37	-6	-3
Pupils not eligible	160	161	168	168	167	165	166	1	-2
Total pupils	209	206	207	208	207	208	203	-5	-5
% eligible (School)	23%	22%	19%	19%	19%	21%	18%	-2%	-1%
% eligible (Wigan LA*)	16%	18%	19%	19%	19%	17%	16%	-1%	-3%
% eligible (National)	16%	17%	18%	18%	18%	17%	15%	-2%	-3%

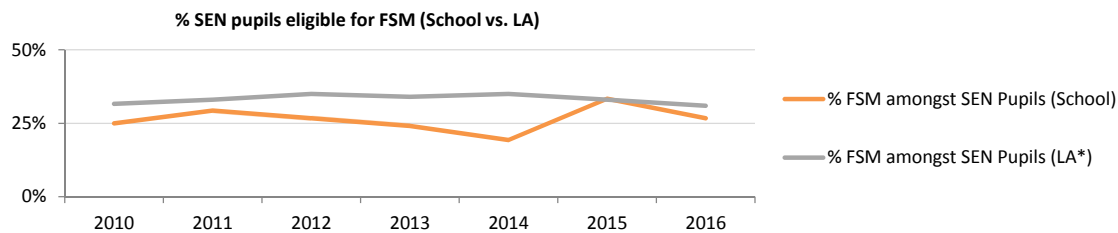


Percentage of children eligible for FSM by NC Year Group at Hindley Junior and Infant School

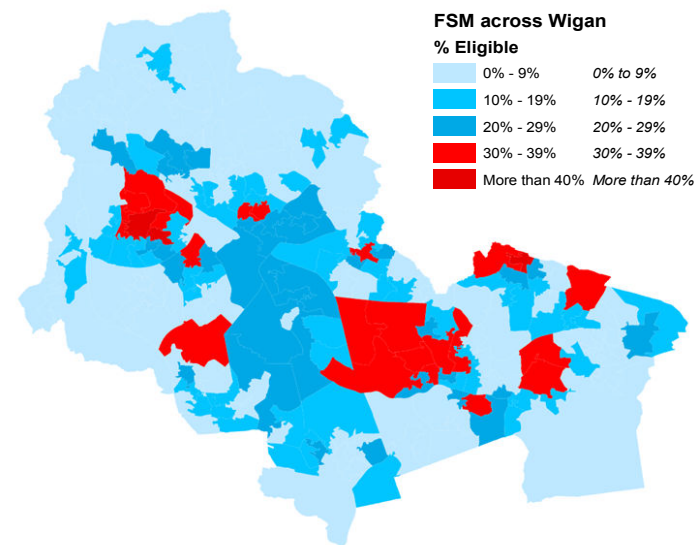
	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Reception	31%	27%	33%	26%	17%	21%	30%	9%	4%
Year 1	23%	21%	17%	31%	23%	13%	13%	0%	-18%
Year 2	24%	20%	23%	10%	33%	27%	10%	-16%	0%
Year 3	20%	17%	10%	13%	14%	36%	33%	-2%	20%
Year 4	26%	23%	17%	11%	13%	13%	27%	14%	16%
Year 5	20%	17%	20%	17%	17%	17%	7%	-10%	-10%
Year 6	20%	29%	11%	27%	17%	20%	7%	-13%	-20%

Percentage of children with an SEN Category who are eligible for FSM Hindley Junior and Infant School

	2010	2011	2012	2013	2014	2015	2016
No identified SEN	23%	20%	17%	17%	17%	18%	17%
School Action	13%	25%	23%	0%	24%	24%	-
School Action Plus	38%	29%	22%	33%	32%	40%	-
SEN Support	-	-	-	-	-	0%	22%
With Statement	20%	40%	60%	50%	25%	50%	0%
Education Health & Care Plan	-	-	-	-	-	0%	67%
% FSM amongst SEN Pupils (School)	25%	29%	27%	24%	19%	33%	27%
% FSM amongst SEN Pupils (LA*)	32%	33%	35%	34%	35%	33%	31%



Mapping FSM across Wigan by Super Output Area (SOAs)



Income Deprivation Affecting Children Index (IDACI*) Score

IDACI is the principal measure of deprivation used by the DfE. All areas of England are allocated a deprivation score using a number of factors (e.g., rates of FSM and Working Tax Credits). By using address details on the School Census, pupils are allocated an 'IDACI Score' thus allowing us to differentiate between either schools or groups of pupils. The closer the score is to '1', the more deprived the cohort is.

Note: The IDACI score may differ slightly from that show in in RAISE or other reports due to changes in postcode reference tables. A difference of +/- 0.02 is not uncommon.

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
School IDACI Score	0.22	0.22	0.22	0.21	0.23	0.23	0.23	0.00	0.02
Wigan LA* IDACI Score	0.20	0.20	0.20	0.20	0.20	0.21	0.21	0.01	0.01
National* IDACI Score	0.24	0.24	0.23	0.23	0.23	0.24	0.24	0.00	0.01

Income Deprivation Affecting Children Index (IDACI) Score by NC Year Group

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Reception	0.23	0.21	0.21	0.20	0.23	0.24	0.23	-0.02	0.03
Year 1	0.26	0.24	0.21	0.23	0.22	0.22	0.25	0.04	0.02
Year 2	0.24	0.24	0.23	0.18	0.25	0.23	0.23	0.00	0.05
Year 3	0.17	0.26	0.26	0.22	0.20	0.26	0.25	-0.01	0.03
Year 4	0.24	0.19	0.25	0.23	0.23	0.19	0.26	0.07	0.03
Year 5	0.18	0.23	0.19	0.23	0.25	0.24	0.18	-0.05	-0.04
Year 6	0.21	0.19	0.21	0.18	0.25	0.24	0.24	0.00	0.05

Income Deprivation Affecting Children Index (IDACI) Score by Wigan Township

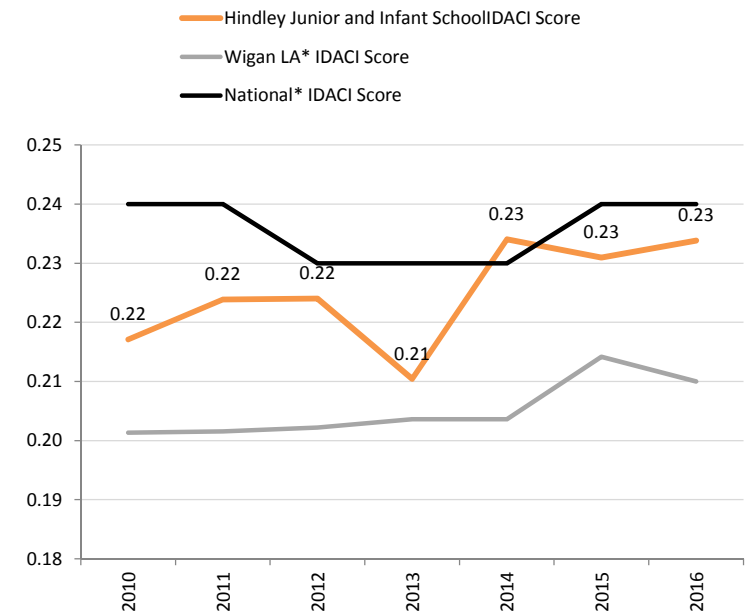
	2010	2011	2012	2013	2014	2015	2016
Wigan South	0.30	0.30	0.31	0.31	0.32	0.32	0.32
Wigan North	0.26	0.26	0.26	0.26	0.27	0.27	0.28
Atherton	0.27	0.26	0.26	0.26	0.27	0.26	0.27
Leigh	0.25	0.25	0.25	0.25	0.26	0.26	0.26
Hindley Abram	0.23	0.23	0.23	0.23	0.23	0.23	0.23
Golborne Lowton	0.15	0.15	0.15	0.15	0.15	0.16	0.15
Tyldesley Astley	0.15	0.15	0.15	0.15	0.15	0.15	0.15
Ashton Bryn	0.13	0.13	0.13	0.13	0.14	0.13	0.13
Standish Aspull Shevington	0.10	0.10	0.10	0.10	0.11	0.11	0.11
Orrell Billinge Winstanley	0.06	0.06	0.06	0.06	0.06	0.06	0.06

Most Deprived

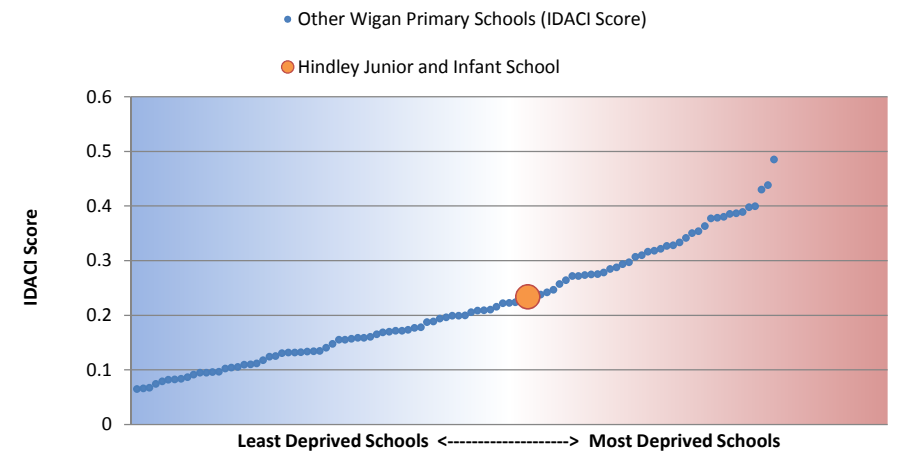


Least Deprived

School Deprivation Score (IDACI) year on year



Average IDACI Scores for all Wigan Primary Schools



Points to consider

- IDACI is the traditional measure of deprivation used by the DfE and has been featured in RAISE for over five years.
- The use of average IDACI scores can be useful when trying to compare between schools where FSM rates may be low but where deprivation still
- * IDACI score is derived from the 2011 IMD / IDACI dataset published by the DCLG

A Classification Of Residential Neighbourhoods (ACORN)

ACORN is an alternative way of examining the profile of a school's intake. ACORN is a commercial dataset produced by CACI Ltd. The data is available for all children at postcode level and allocates children to one of either five ACORN Categories (dependent upon where the child lives as per the School Census). The dataset itself is built using commercially available data (such as loyalty card information, spending patterns and credit data).

ACORN by Pupil Numbers at Hindley Junior and Infant School

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Wealthy Achievers	25	29	35	36	31	31	22	-9	-14
Urban Prosperity	0	0	0	0	0	0	6	6	6
Comfortably Off	41	33	28	25	32	40	20	-20	-5
Moderate Means	73	73	70	74	72	67	88	21	14
Hard-Pressed	67	69	72	70	69	67	67	0	-3
Unknown	2	3	2	2	3	2	0	-2	-2

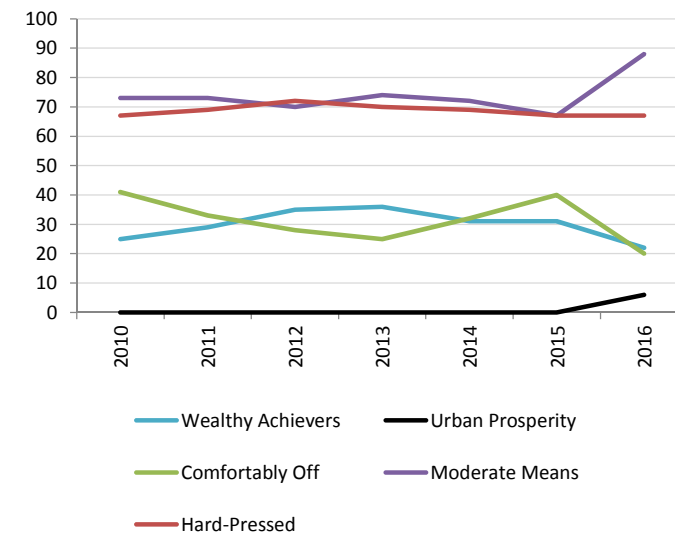
ACORN by Percentages at Hindley Junior and Infant School

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Wealthy Achievers	12%	14%	17%	17%	15%	15%	11%	-4%	-7%
Urban Prosperity	0%	0%	0%	0%	0%	0%	3%	3%	3%
Comfortably Off	20%	16%	14%	12%	15%	19%	10%	-9%	-2%
Moderate Means	35%	35%	34%	36%	35%	32%	43%	11%	8%
Hard-Pressed	32%	33%	35%	34%	33%	32%	33%	1%	-1%
Unknown	1%	1%	1%	1%	1%	1%	0%	-1%	-1%

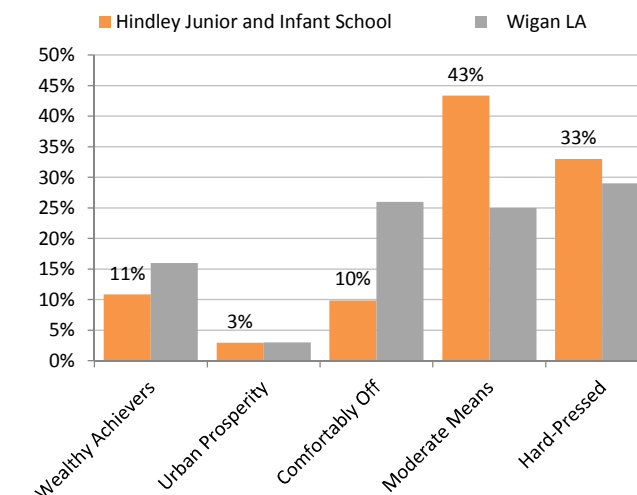
ACORN by Percentages across Wigan LA

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Wealthy Achievers	20%	19%	19%	18%	17%	16%	16%	0%	-2%
Urban Prosperity	1%	1%	1%	1%	0%	0%	3%	3%	2%
Comfortably Off	31%	31%	31%	30%	30%	29%	26%	-3%	-4%
Moderate Means	18%	19%	19%	20%	20%	20%	25%	5%	5%
Hard-Pressed	29%	29%	29%	31%	31%	30%	29%	-1%	-2%

Pupil Numbers by ACORN



ACORN by Percentages (School vs. Wigan LA)



Points to consider

- ACORN is a commercial dataset and is based upon spending patterns and credit records. It therefore has inherent weaknesses, especially when trying to compare areas where there is a high percentage of rented households.
- ACORN is built up and matched to pupils at 'postcode-level' and is therefore far more precise than IDACI (see previous page)
- The category known as 'Urban Prosperity' represents affluent inner-city housing and therefore Wigan has few residents falling within this category - Wigan's only 'Urban Prosperity' area falls within close proximity to Wigan Hospital (just ten postcode areas)

Numbers of pupils identified as EAL

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Pupils identified as EAL	5	5	5	6	5	8	7	-1	1
Pupils not identified as EAL	175	171	172	171	167	188	196	8	25
Total pupils (Y1 to Y6)	180	176	177	177	172	196	203	7	26
% EAL (School)	3%	3%	3%	3%	3%	4%	3%	-1%	0%
% EAL (Wigan LA*)	3%	5%	6%	5%	4%	4%	7%	3%	2%
% EAL (National)	16%	17%	17%	18%	19%	19%	20%	1%	2%

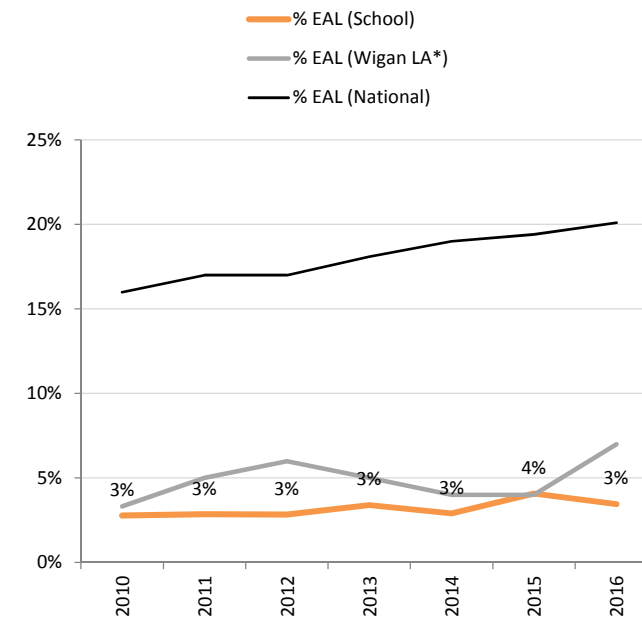
Number of children identified as EAL by NC Year Group

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Year 1	1	0	2	0	0	2	2	0	2
Year 2	1	1	0	2	0	0	2	2	0
Year 3	2	1	0	0	3	0	0	0	0
Year 4	1	2	1	0	0	3	0	-3	0
Year 5	0	1	2	1	1	0	3	3	2
Year 6	0	0	0	2	1	1	0	-1	-2

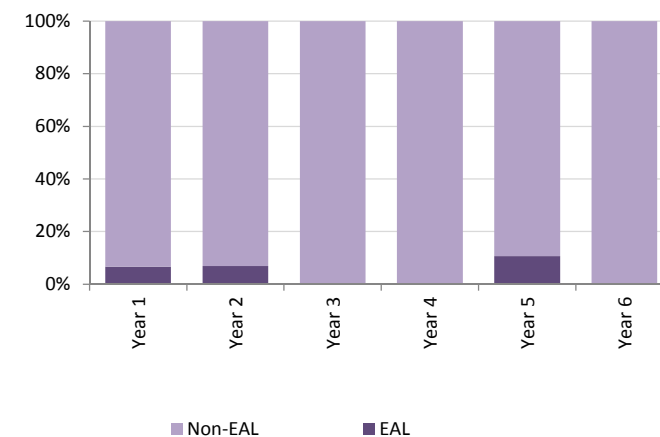
Percentage of children identified as EAL by NC Year Group

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Year 1	3%	0%	7%	0%	0%	6%	7%	0%	7%
Year 2	3%	3%	0%	7%	0%	0%	7%	7%	0%
Year 3	7%	3%	0%	0%	11%	0%	0%	0%	0%
Year 4	3%	7%	3%	0%	0%	10%	0%	-10%	0%
Year 5	0%	3%	7%	3%	3%	0%	11%	11%	7%
Year 6	0%	0%	0%	7%	3%	3%	0%	-3%	-7%

% of Pupils identified as EAL



% EAL by NCY



Points to consider

- The 'EAL tag' is recorded for pupils in Year 1 through to Year 11 in the termly School Census
- EAL rates within Wigan have always been comparatively low, especially when compared with other Greater Manchester LAs and the England average
- Despite the low rates of EAL amongst Wigan schools, there has been a marked increase over the past ten years within some establishments

School Size

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Total pupils (R to Y6)	209	206	207	208	207	208	203	-5	-5
Wigan Average Primary Size	227	228	231	235	245	250	255	5	20

Percentage of pupils identified as SEN (A, P, S, K, E)

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
% SEN in school	17%	20%	22%	24%	22%	19%	15%	-4%	-9%
% SEN in Wigan primary schools	20%	20%	20%	20%	20%	17%	15%	-2%	-5%

Percentage of pupils eligible for Free School Meals

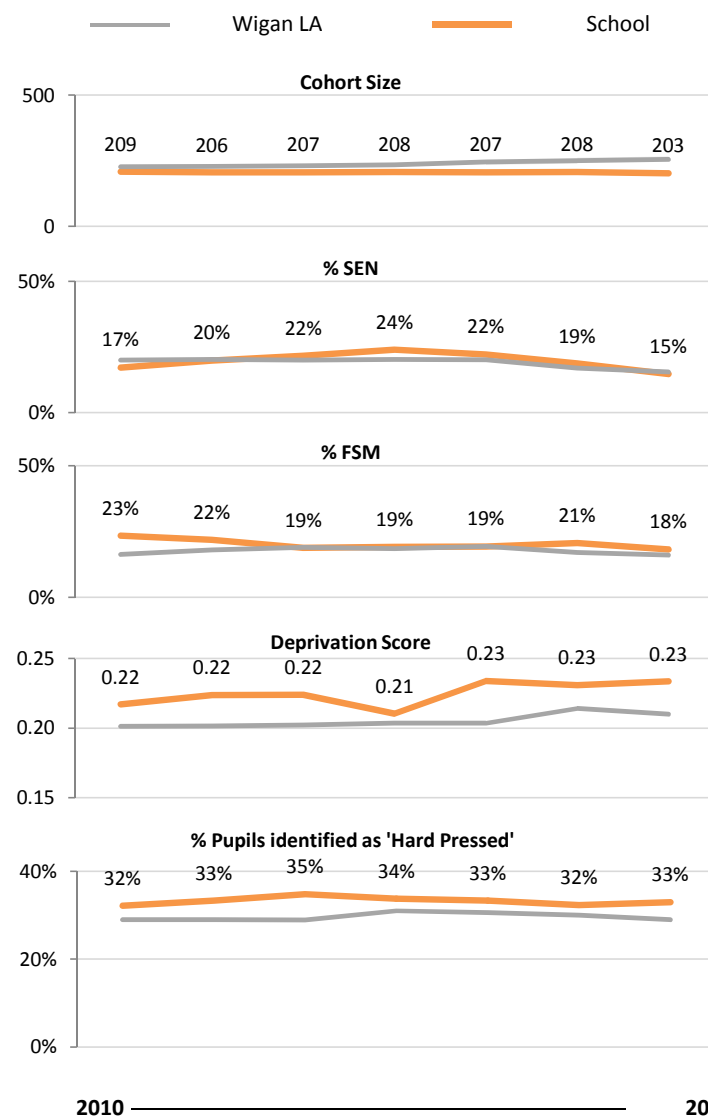
	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
% FSM in school	23%	22%	19%	19%	19%	21%	18%	-2%	-1%
% FSM in Wigan	16%	18%	19%	19%	19%	17%	16%	-1%	-3%
% FSM in England primary schooc	16%	17%	18%	18%	18%	17%	15%	-2%	-3%

Deprivation Score (Income Deprivation Affecting Children Index)

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
School IDACI Score	0.22	0.22	0.22	0.21	0.23	0.23	0.23	0.00	0.02
Wigan IDACI Score	0.20	0.20	0.20	0.20	0.20	0.21	0.21	0.00	0.01
England average	0.24	0.24	0.23	0.23	0.23	0.24	0.24	0.00	0.01

Percentage of pupils by ACORN Category

	2010	2011	2012	2013	2014	2015	2016	1yr Change	3yr Change
Wealthy Achievers	12%	14%	17%	17%	15%	15%	11%	-4%	-7%
Urban Prosperity	0%	0%	0%	0%	0%	0%	3%	3%	3%
Comfortably Off	20%	16%	14%	12%	15%	19%	10%	-9%	-2%
Moderate Means	35%	35%	34%	36%	35%	32%	43%	11%	8%
Hard-Pressed	32%	33%	35%	34%	33%	32%	33%	1%	-1%
LA 'Hard-Pressed' average	29%	29%	29%	31%	31%	30%	29%	-1%	-2%



Section 4

Early Years Foundation Stage

Early Year Foundation Stage

At Age Related Expectation or Above

Within the Statutory Early Years Foundation Stage, pupils are assessed across 17 development aspects. For each of the aspect pupils are assessed on a 1-3 scale. The table below indicates what each score represents.

1	Below Expectations
2	Expected
3	Exceeding

The 17 scales are split into two sub headings, Prime Learning Goals and Specific Learning Goals. The principal measure of performance is, the '% of pupils achieving a Good Level of Development', or GLD (see right hand side below). This measure includes all Prime Learning Goals and the Literacy and Maths element of the Specific Learning Goals.

Prime Learning Goals	Communication & Language	- Listening & Attention	Good Level of Development
		- Understanding	
		- Speaking	
	Physical Development	- Moving & Handling	
		- Health & Self Care	
		- Self Confidence & Self Awareness	
	Personal, Social, and Emotional Development	- Managing Feelings & Behaviour	
		- Making Relationships	
		Specific Learning Goals	
Mathematics			
	- Writing		
Specific Learning Goals	Mathematics	- Numbers	
		- Shape, Space & Measures	
	Understanding The World	- People & Communities	
		- The World	
		- Technology	
	Expressive Arts & Design	- Exploring Media & Materials	
		- Being Imaginative	

Good Level of Development

		School / LA Difference
73%	2016	6%
73%	2015	9%
61%	2014	6%

The percentage of pupils achieving a 'Good Level of Development' in 2016 at Hindley Junior and Infant School is 73%

This is a difference of 0% from 2015

In 2016, 67% of pupils across Wigan were assessed as achieving a 'Good Level of Development'.

All Pupils

Total number of pupils in cohort: 30

			Number at Expected or Ahead	% Expected or Ahead	% Expected or Ahead	School / LA Difference	Difference bar	Number Exceeding	% Exceeding	% Exceeding	School / LA Difference	Difference bar
			School	Wigan	Difference			School	Wigan	Difference		
Prime Learning Goals	Communication & Language	- Listening & Attention	28	93%	83%	10%		0	0%	19%	-19%	
		- Understanding	26	87%	83%	4%		2	7%	18%	-11%	
		- Speaking	27	90%	83%	7%		3	10%	15%	-5%	
	Physical Development	- Moving & Handling	29	97%	87%	10%		0	0%	14%	-14%	
		- Health & Self Care	30	100%	88%	12%		0	0%	15%	-15%	
	Personal, Social and Emotional Development	- Self Confidence & Self Awareness	29	97%	87%	10%		0	0%	15%	-15%	
		- Managing Feelings & Behaviour	28	93%	86%	7%		0	0%	14%	-14%	
		- Making Relationships	29	97%	87%	10%		0	0%	13%	-13%	
	Pupils achieving all Prime Learning Goals			25	83%	76%	7%	0	0%	4%	-4%	
	Specific Learning Goals	Literacy	- Reading	22	73%	73%	0%		1	3%	16%	-13%
- Writing			22	73%	69%	4%		0	0%	10%	-10%	
Mathematics		- Numbers	22	73%	75%	-2%		0	0%	13%	-13%	
		- Shape, Space & Measures	23	77%	77%	0%		0	0%	12%	-12%	
Understanding the world		- People & Communities	26	87%	81%	6%		0	0%	9%	-9%	
		- The World	26	87%	81%	6%		0	0%	9%	-9%	
		- Technology	30	100%	87%	13%		0	0%	8%	-8%	
Expressive Arts and Design		- Exploring Media & Materials	27	90%	82%	8%		0	0%	11%	-11%	
		- Being Imaginative	27	90%	82%	8%		0	0%	10%	-10%	
Pupils achieving all Specific Learning Goals			22	73%	63%	10%	0	0%	2%	-2%		
Pupils achieving all Early Learning Goals			22	73%	62%	11%	0	0%	2%	-2%		
Pupils achieving a 'Good Level of Development'			22	73%	67%	6%						

Boys

Total number of boys in cohort: 14

			Number at Expected or Above	% Expected or Above	% Expected or Above	School / LA Difference	Difference bar	Number Exceeding	% Exceeding	% Exceeding	School / LA Difference	Difference bar	
			School	Wigan	Difference			School	Wigan	Difference			
Prime Learning Goals	Communication & Language	- Listening & Attention	13	93%	77%	16%		0	0%	14%	-14%		
		- Understanding	11	79%	78%	1%		0	0%	14%	-14%		
		- Speaking	12	86%	78%	8%		0	0%	11%	-11%		
	Physical Development	- Moving & Handling	13	93%	82%	11%		0	0%	9%	-9%		
		- Health & Self Care	14	100%	84%	16%		0	0%	12%	-12%		
	Personal, Social and Emotional Development	- Self Confidence & Self Awareness	13	93%	83%	10%		0	0%	10%	-10%		
		- Managing Feelings & Behaviour	13	93%	80%	13%		0	0%	9%	-9%		
		- Making Relationships	13	93%	82%	11%		0	0%	9%	-9%		
	Pupils achieving all Prime Learning Goals			11	79%	68%	10%		0	0%	2%	-2%	
	Specific Learning Goals	Literacy	- Reading	10	71%	67%	5%		0	0%	13%	-13%	
- Writing			10	71%	61%	10%		0	0%	6%	-6%		
Mathematics		- Numbers	10	71%	70%	1%		0	0%	13%	-13%		
		- Shape, Space & Measures	10	71%	72%	-1%		0	0%	11%	-11%		
Understanding the world		- People & Communities	11	79%	76%	3%		0	0%	7%	-7%		
		- The World	11	79%	76%	2%		0	0%	8%	-8%		
		- Technology	14	100%	85%	15%		0	0%	9%	-9%		
Expressive Arts and Design		- Exploring Media & Materials	11	79%	74%	5%		0	0%	6%	-6%		
		- Being Imaginative	11	79%	74%	4%		0	0%	6%	-6%		
Pupils achieving all Specific Learning Goals			10	71%	55%	16%		0	0%	1%	-1%		
Pupils achieving all Early Learning Goals			10	71%	54%	17%		0	0%	1%	-1%		
Pupils achieving a 'Good Level of Development'			10	71%	59%	13%							

Girls










Total number of girls in cohort: 16

			Number at Expected or Above	% Expected or Above	% Expected or Above	School / LA Difference	Difference bar	
			School	Wigan	Difference			
Prime Learning Goals	Communication & Language	- Listening & Attention	15	94%	90%	4%		
		- Understanding	15	94%	89%	5%		
		- Speaking	15	94%	88%	6%		
	Physical Development	- Moving & Handling	16	100%	93%	7%		
		- Health & Self Care	16	100%	93%	7%		
	Personal, Social and Emotional Development	- Self Confidence & Self Awareness	16	100%	91%	9%		
		- Managing Feelings & Behaviour	15	94%	92%	2%		
		- Making Relationships	16	100%	92%	8%		
	Pupils achieving all Prime Learning Goals			14	88%	85%	3%	
	Specific Learning Goals	Literacy	- Reading	12	75%	80%	-5%	
- Writing			12	75%	77%	-2%		
Mathematics		- Numbers	12	75%	80%	-5%		
		- Shape, Space & Measures	13	81%	82%	-1%		
Understanding the world		- People & Communities	15	94%	86%	8%		
		- The World	15	94%	85%	8%		
		- Technology	16	100%	89%	11%		
Expressive Arts and Design		- Exploring Media & Materials	16	100%	91%	9%		
		- Being Imaginative	16	100%	89%	11%		
Pupils achieving all Specific Learning Goals			12	75%	71%	4%		
Pupils achieving all Early Learning Goals			12	75%	71%	4%		
Pupils achieving a 'Good Level of Development'			12	75%	76%	-1%		

			Number Exceeding	% Exceeding	% Exceeding	School / LA Difference	Difference bar
			School	Wigan	Difference		
			0	0%	24%	-24%	
			2	13%	22%	-10%	
			3	19%	19%	0%	
			0	0%	20%	-20%	
			0	0%	19%	-19%	
			0	0%	19%	-19%	
			0	0%	18%	-18%	
			0	0%	17%	-17%	
			0	0%	6%	-6%	
			1	6%	19%	-13%	
			0	0%	14%	-14%	
			0	0%	13%	-13%	
			0	0%	12%	-12%	
			0	0%	12%	-12%	
			0	0%	10%	-10%	
			0	0%	7%	-7%	
			0	0%	16%	-16%	
			0	0%	14%	-14%	
			0	0%	3%	-3%	
			0	0%	3%	-3%	

Disadvantaged/Other Pupils

30% of pupils within the Reception year group at Hindley Junior and Infant School are described as disadvantaged by the DfE

Disadvantaged		Number at Expected or Above	% Expected or Above	% Expected or Above	School / LA Difference	Difference bar
Total number of pupils in cohort:		School		Wigan	Difference	
Total number of pupils in cohort:		9				
Pupils achieving all Prime Learning Goals		6	67%	62%	5%	
Pupils achieving all Specific Learning Goals		5	56%	43%	12%	
Pupils achieving all Early Learning Goals		5	56%	43%	13%	
Disadvantaged pupils achieving GLD		5	56%	48%	7%	
Other Pupils		Number at Expected or Above	% Expected or Above	% Expected or Above	School / LA Difference	Difference bar
Total number of pupils in cohort:		School		Wigan	Difference	
Total number of pupils in cohort:		21				
Pupils achieving all Prime Learning Goals		19	90%	79%	11%	
Pupils achieving all Specific Learning Goals		17	81%	67%	14%	
Pupils achieving all Early Learning Goals		17	81%	66%	15%	
Other pupils achieving GLD		17	81%	71%	10%	
Overall GLD Disadvantaged Gap			-25%	-22%	-3%	

All Pupils Trend

		Number at Expected or Above 2014	% Exceeded or Above 2014	Number at Expected or Above 2015	% Exceeded or Above 2015	Number at Expected or Above 2016	% Exceeded or Above 2016	
Total number of pupils in cohort 2014:		31						
Total number of pupils in cohort 2015:		30						
Total number of pupils in cohort 2016:		30						
Prime Learning Goals	Communication & Language	- Listening & Attention	23	74%	25	83%	28	93%
		- Understanding	23	74%	26	87%	26	87%
		- Speaking	22	71%	27	90%	27	90%
	Physical Development	- Moving & Handling	27	87%	24	80%	29	97%
		- Health & Self Care	25	81%	30	100%	30	100%
	Personal, Social and Emotional Development	- Self Confidence & Self Awareness	26	84%	27	90%	29	97%
		- Managing Feelings & Behaviour	26	84%	25	83%	28	93%
		- Making Relationships	27	87%	30	100%	29	97%
	Pupils achieving all Prime Learning Goals		21	68%	22	73%	25	83%
	Specific Learning Goals	Literacy	- Reading	22	71%	25	83%	22
- Writing			22	71%	25	83%	22	73%
Mathematics		- Numbers	24	77%	25	83%	22	73%
		- Shape, Space & Measures	20	65%	25	83%	23	77%
Understanding the world		- People & Communities	26	84%	26	87%	26	87%
		- The World	27	87%	30	100%	26	87%
		- Technology	30	97%	25	83%	30	100%
Expressive arts and design		- Exploring Media & Materials	17	55%	29	97%	27	90%
		- Being Imaginative	12	39%	27	90%	27	90%
Pupils achieving all Specific Learning Goals		9	29%	22	73%	22	73%	
Pupils achieving all Early Learning Goals		8	26%	21	70%	22	73%	
Pupils achieving a 'Good Level of Development'		19	61%	22	73%	22	73%	

2014-2016 Trendline

Number Exceeding 2014	% Exceeding 2014	Number Exceeding 2015	% Exceeding 2015	Number Exceeding 2016	% Exceeding 2016
2014		2015		2016	
11	35%	0	0%	0	0%
7	23%	0	0%	2	7%
0	0%	0	0%	3	10%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
3	10%	0	0%	0	0%
3	10%	0	0%	0	0%
0	0%	0	0%	0	0%

2014-2016 Trendline

6	19%	2	7%	1	3%
0	0%	0	0%	0	0%
7	23%	0	0%	0	0%
1	3%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%

Introduction

Steps of Progress

In November 2013 EBIU introduced a data collection from all schools to generate a Wigan average performance threshold. This threshold examines all 17 aspects of learning contained within the early years foundation stage. The data collated is used for moderation purposes and for schools to further assess their performance.

A total of 83 schools out of 101 in Wigan have both on entry & end of year reception data. The data submitted has been analysed to establish your school's average steps progress for the 2015/16 academic year. The following suite of reports details the steps progress for all pupils & selected contextual groups.

This document contains:

- 1) Progress for all pupils across all 17 Aspects of EYFS
- 2) Progress for all pupils with contextual information applied for all 17 aspects (gender, FSM, SEN & summer born)
- 3) Wigan LA Averages
- 4) Visual indicators

NB: Upon request, we can supply the underlying data used to create the Steps Progress for your school

Calculating steps of progress

To calculate the number of steps progress from on entry to end of year for the pupils within your cohort, each of the age bands available within the template have been converted into a numerical value. Please see below the conversion table that has been applied for the data analysis:

0-11		8-20		16-26		22-36		30-50		40-60		ELG		EXCEEDING	
E	1	E	4	E	7	E	10	E	13	E	16	WT	19	WT	22
W	2	W	5	W	8	W	11	W	14	W	17	BF	20	BF	23
S	3	S	6	S	9	S	12	S	15	S	18	EN	21	EN	24

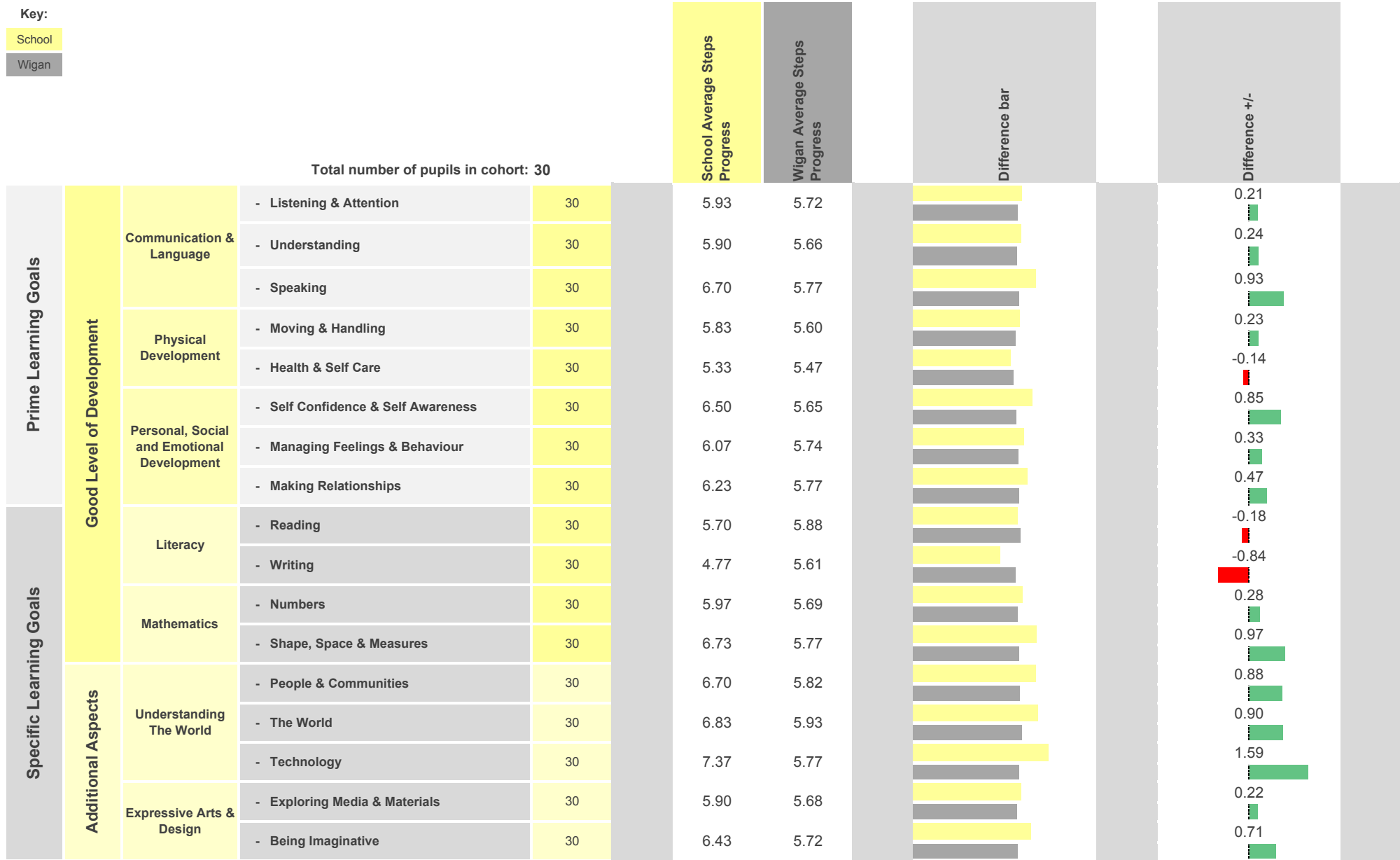
Important:

Please note we make every effort to ensure that the data provided in this report is accurate, however there is a risk of anomalies within the dataset, due to unvalidated data.

If you have any queries please contact: 01942 486068

All Pupils

Number of Steps Progress from On Entry to On Exit



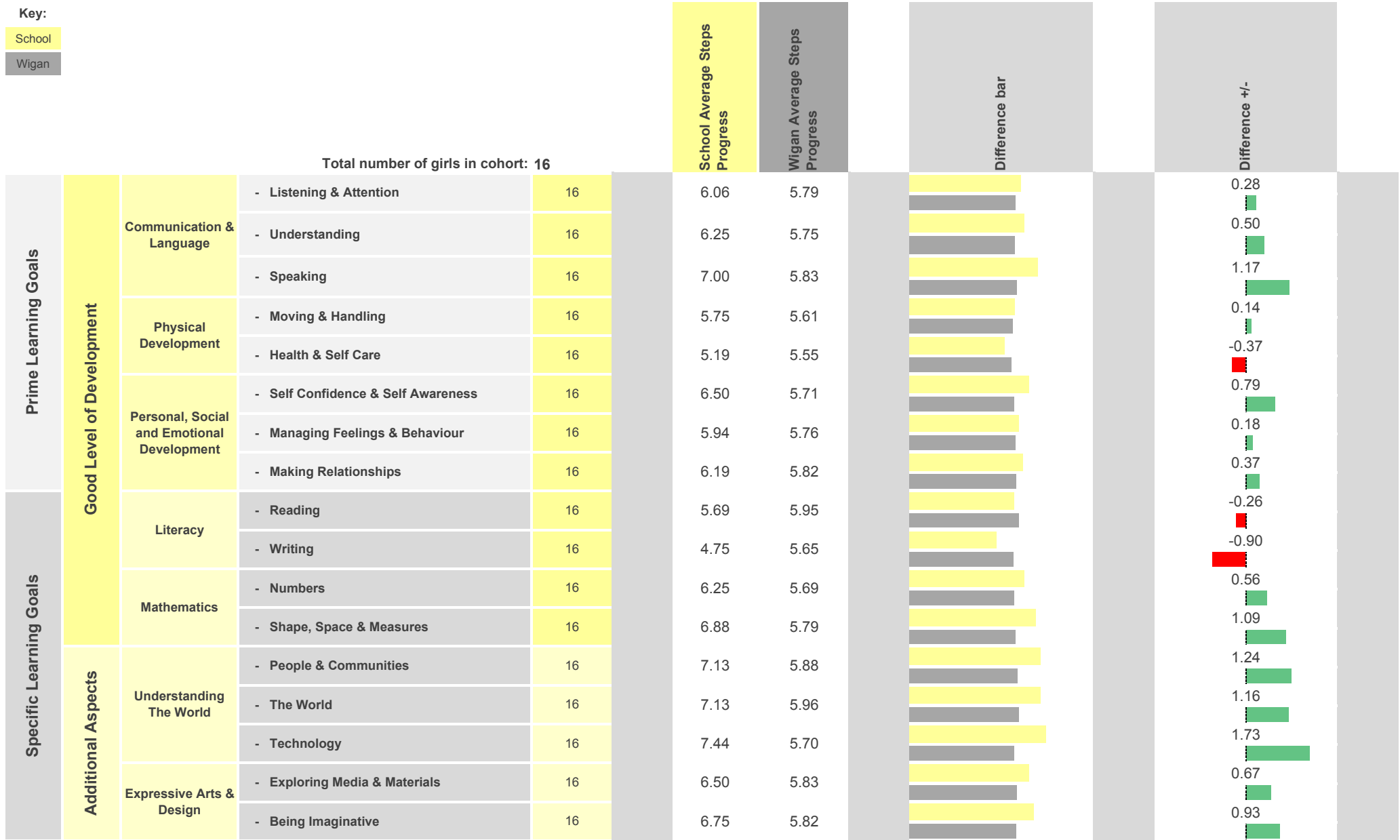
Boys

Number of Steps Progress from On Entry to On Exit

				School Average Steps Progress	Wigan Average Steps Progress	Difference bar	Difference +/-	
Total number of boys in cohort: 14								
Prime Learning Goals	Good Level of Development	Communication & Language	- Listening & Attention	14	5.79	5.66		0.13
			- Understanding	14	5.50	5.57		-0.07
			- Speaking	14	6.36	5.72		0.64
		Physical Development	- Moving & Handling	14	5.93	5.59		0.34
			- Health & Self Care	14	5.50	5.40		0.10
		Personal, Social and Emotional Development	- Self Confidence & Self Awareness	14	6.50	5.60		0.90
			- Managing Feelings & Behaviour	14	6.21	5.71		0.51
			- Making Relationships	14	6.29	5.71		0.57
		Specific Learning Goals	Literacy	- Reading	14	5.71	5.82	
- Writing	14			4.79	5.56		-0.78	
Mathematics	- Numbers		14	5.64	5.69		-0.05	
	- Shape, Space & Measures		14	6.57	5.75		0.83	
Additional Aspects	Understanding The World		- People & Communities	14	6.21	5.75		0.47
			- The World	14	6.50	5.89		0.61
		- Technology	14	7.29	5.84		1.44	
	Expressive Arts & Design	- Exploring Media & Materials	14	5.21	5.54		-0.32	
- Being Imaginative		14	6.07	5.63		0.44		

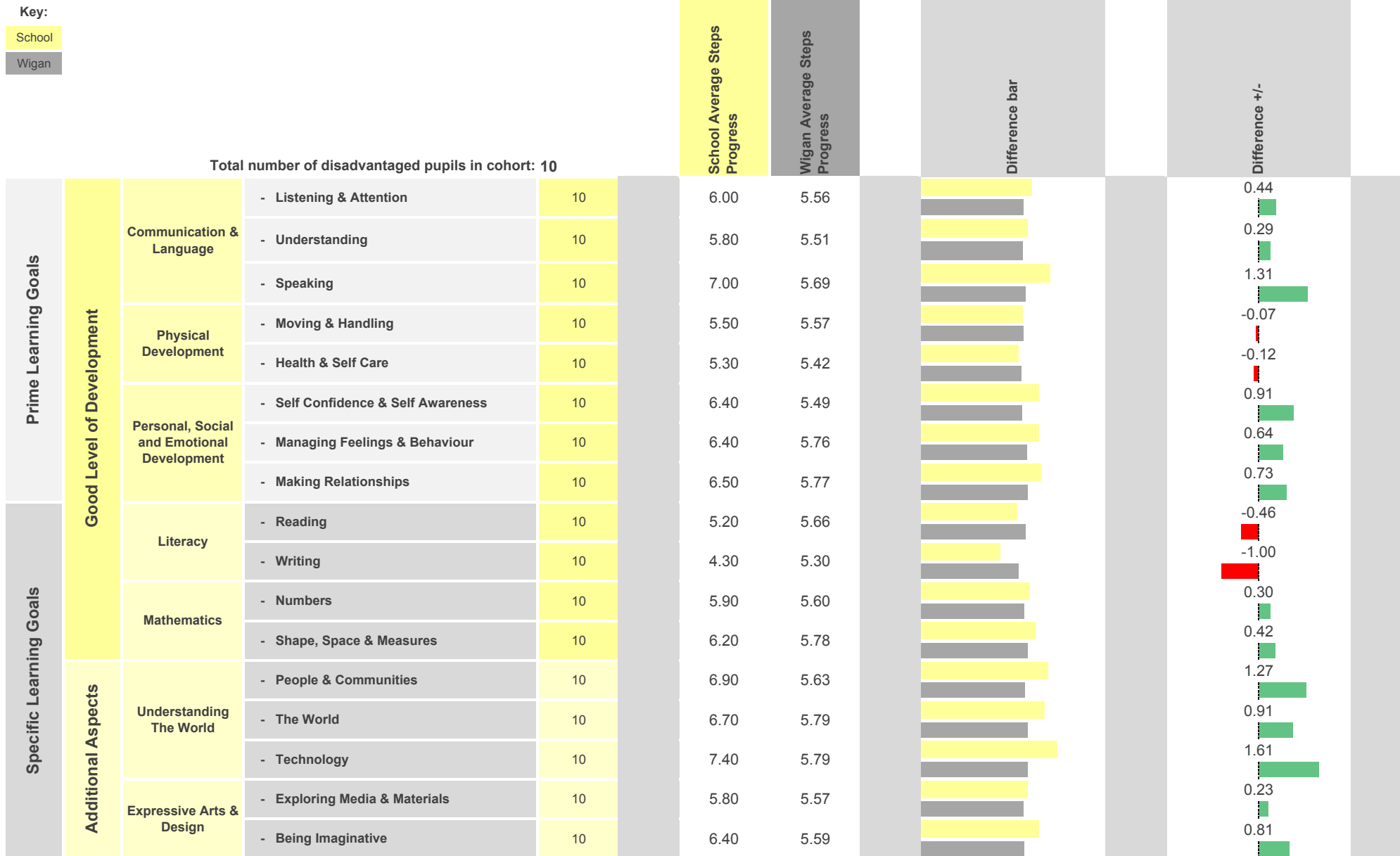
Girls

Number of Steps Progress from On Entry to On Exit



Disadvantaged

Number of Steps Progress from On Entry to On Exit



NON Disadvantaged

Number of Steps Progress from On Entry to On Exit

Key:

School

Wigan

				School Average Steps Progress	Wigan Average Steps Progress	Difference bar	Difference +/-	
Total number of other pupils in cohort: 20								
Prime Learning Goals	Good Level of Development	Communication & Language	- Listening & Attention	20	5.90	5.74		0.16
			- Understanding	20	5.95	5.67		0.28
			- Speaking	20	6.55	5.78		0.77
		Physical Development	- Moving & Handling	20	6.00	5.60		0.40
			- Health & Self Care	20	5.35	5.48		-0.13
		Personal, Social and Emotional Development	- Self Confidence & Self Awareness	20	6.55	5.67		0.88
			- Managing Feelings & Behaviour	20	5.90	5.73		0.17
			- Making Relationships	20	6.10	5.77		0.33
		Specific Learning Goals	Literacy	- Reading	20	5.95	5.91	
- Writing	20			5.00	5.64		-0.64	
Mathematics	- Numbers		20	6.00	5.70		0.30	
	- Shape, Space & Measures		20	7.00	5.76		1.24	
Additional Aspects	Understanding The World		- People & Communities	20	6.60	5.84		0.76
			- The World	20	6.90	5.94		0.96
			- Technology	20	7.35	5.77		1.58
	Expressive Arts & Design		- Exploring Media & Materials	20	5.95	5.69		0.26
			- Being Imaginative	20	6.45	5.74		0.71

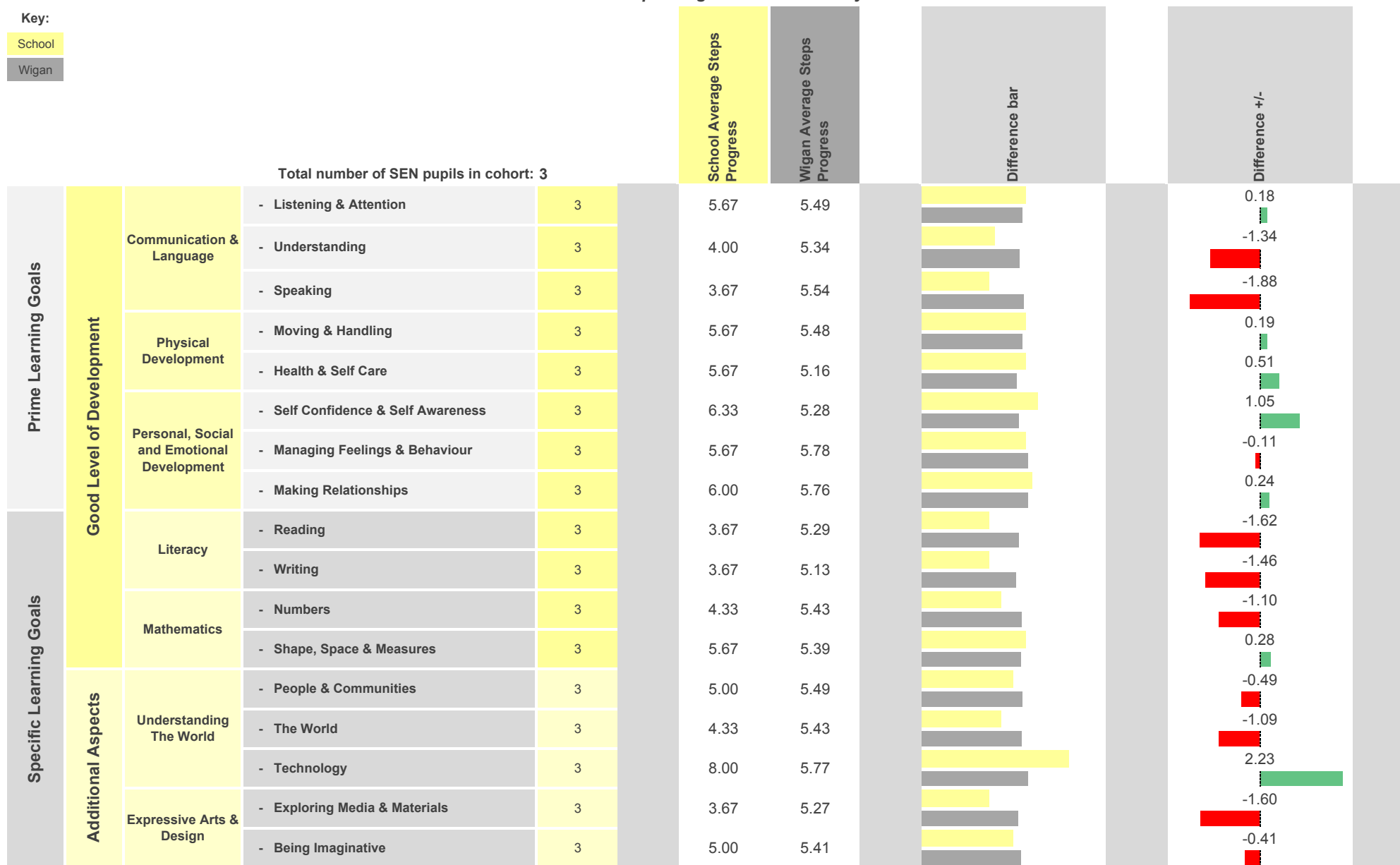
SEN

Number of Steps Progress from On Entry to On Exit

Key:

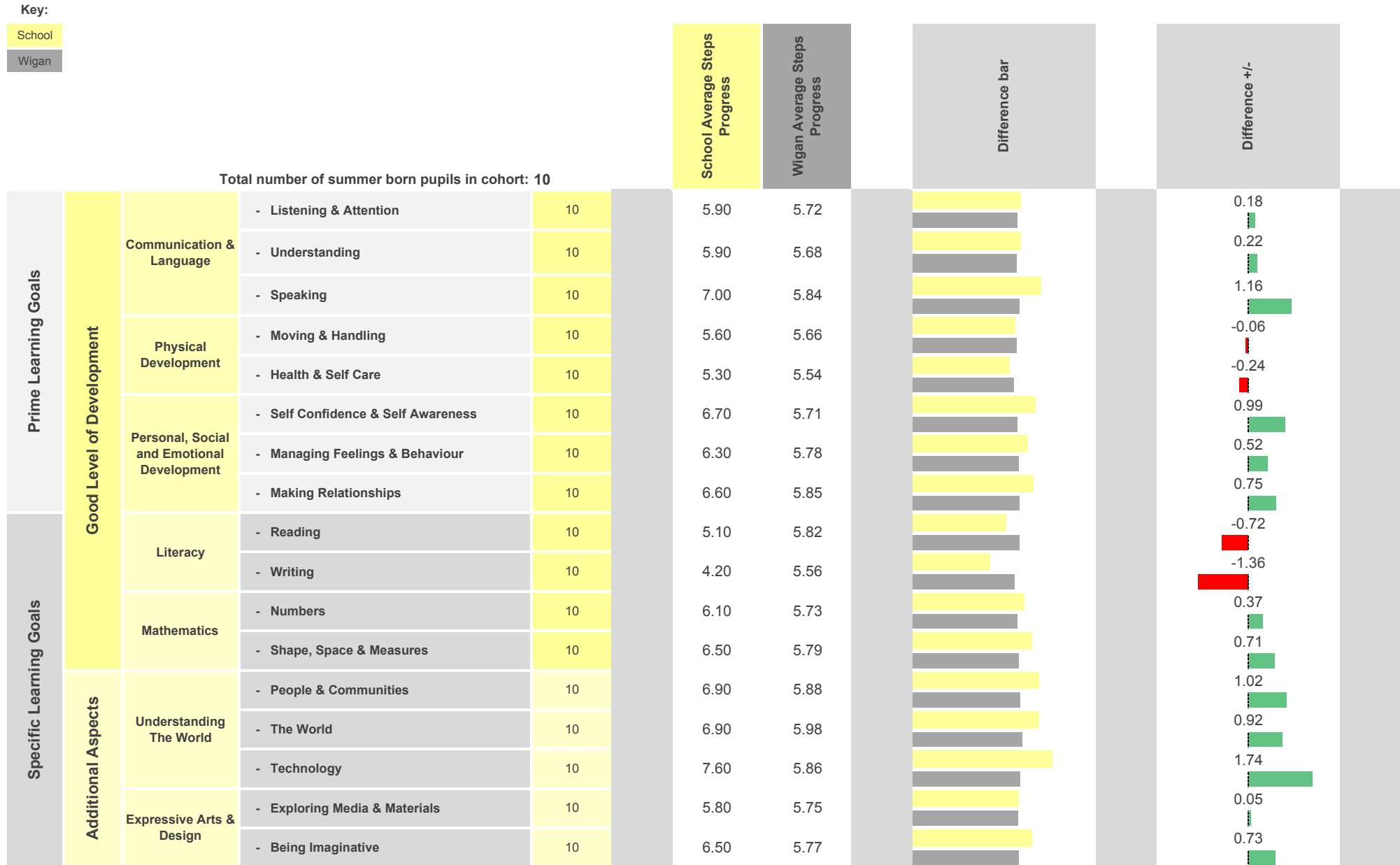
School

Wigan



Summer Born*

Number of Steps Progress from On Entry to On Exit



*The term 'summer born' is used to refer to children born between 1st April to 31st August.

Steps of Progress

Key: School Wigan

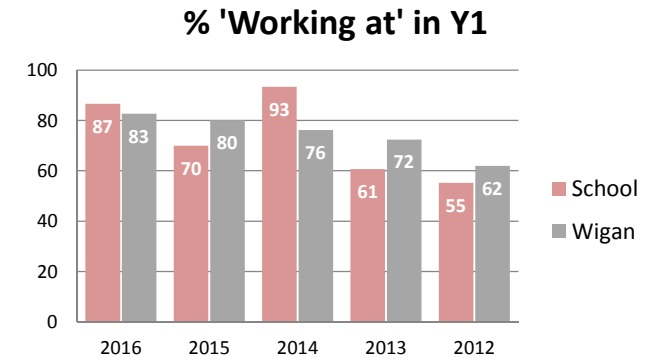
Age Band Points Conversion	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Start	Ahead or Below Starting LA Average?	Steps Progress	Higher or Lower than LA Average?	Finish
	22-36E	22-36W	22-36S	30-50E	30-50W	30-50S	40-60E	40-60W	40-60S	Wt ELG	Bf ELG	En ELG	Wt Exc	Bf Exc	En Exc					
Listening & Attention																14.27	●	5.9	●	20.20
																14.87		5.7		20.59
Understanding																14.30	●	5.9	●	20.20
																14.95		5.7		20.61
Speaking																13.37	●	6.7	●	20.07
																14.71		5.8		20.48
Moving & Handling																14.70	●	5.8	●	20.53
																15.01		5.6		20.61
Health & Self Care																15.40	●	5.3	●	20.73
																15.26		5.5		20.74
Self Confidence and Self Awareness																13.97	●	6.5	●	20.47
																15.00		5.7		20.65
Managing Feelings and Behaviour																14.27	●	6.1	●	20.33
																14.85		5.7		20.58
Making Relationships																14.30	●	6.2	●	20.53
																14.84		5.8		20.60
Reading																13.73	●	5.7	●	19.43
																14.38		5.9		20.27
Writing																14.77	●	4.8	●	19.53
																14.42		5.6		20.02
Numbers																13.30	●	6.0	●	19.27
																14.59		5.7		20.29
Space, Shape & Measures																12.57	●	6.7	●	19.30
																14.53		5.8		20.30
People & Communities																13.30	●	6.7	●	20.00
																14.51		5.8		20.33
The World																13.20	●	6.8	●	20.03
																14.39		5.9		20.32
Technology																13.63	●	7.4	●	21.00
																14.80		5.8		20.57
Exploring & Using Media & Materials																14.17	●	5.9	●	20.07
																14.66		5.7		20.34
Being Imaginative					x	x	x	x	x	x	x	x				13.87	●	6.4	●	20.30
																14.60		5.7		20.33

Section 5

Phonics Screening Check

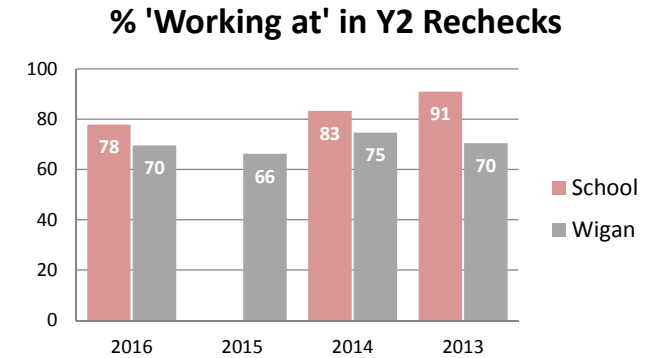
2016 Year 1 Phonics Check

	School	Wigan	School / LA Difference
No. of pupils in Year 1 :	30	3863	
No. of pupils 'working at' the required level (Wa):	26	3194	
No. of pupils who did not take the Phonics Check (D):	0	53	
No. of pupils who were absent (A):	0	12	
% of pupils 'working at' the required level (Wa):	87	83	4



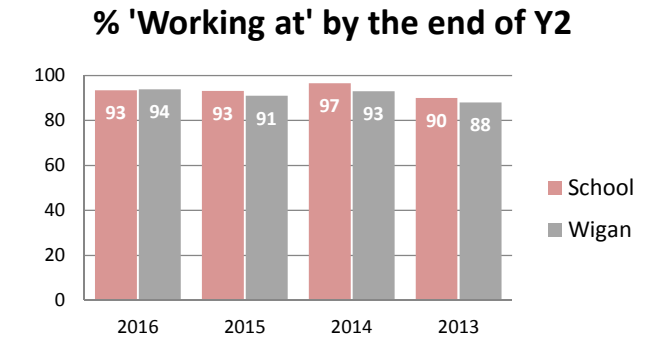
2016 Year 2 Phonics Recheck

	School	Wigan	School / LA Difference
No. of pupils Rechecked in Year 2 :	9	782	
No. of pupils 'working at' the required level (Wa):	7	544	
% of pupils 'working at' the required level (Wa):	78	70	8



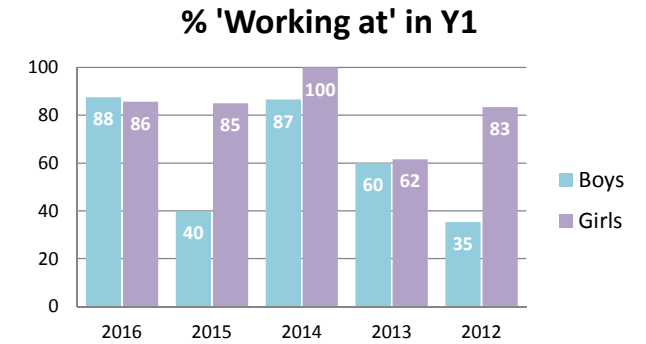
2016 End of Year 2 Phonics Results (reported in end of Key Stage 1 Cohort)

	School	Wigan	School / LA Difference
No. of pupils in the end of Key Stage 1 Cohort:	30	3824	
No. of pupils 'working at' the required level by end of Y2 (Wa):	28	3588	
No. of pupils 'working at' the required level in Y1 (Wa):	21	3049	
No. of pupils to take Recheck in Y2 but did not take the check (D):	0	22	
No. of pupils to take Recheck in Y2 who were reported as (A):	0	5	
No. of pupils to take Recheck in Y2 but no mark returned:	0	3	
% of pupils 'working at' the required level (Wa):	93	94	0



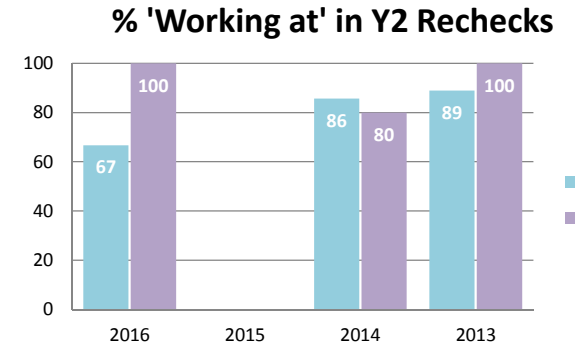
2016 Year 1 Phonics Check

	Boys	Girls	Boys / Girls Difference
No. of pupils in Year 1 :	16	14	
No. of pupils 'working at' the required level (Wa):	14	12	
No. of pupils who did not take the Phonics Check (D):	0	0	
No. of pupils who were absent (A):	0	0	
% of pupils 'working at' the required level (Wa):	88	86	2



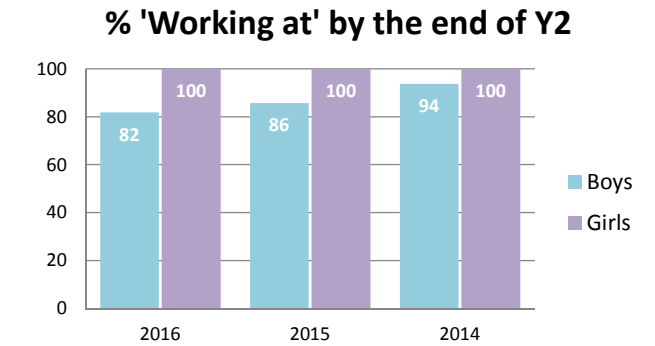
2016 Year 2 Phonics Recheck

	Boys	Girls	Boys / Girls Difference
No. of pupils Rechecked in Year 2 :	6	3	
No. of pupils 'working at' the required level (Wa):	4	3	
% of pupils 'working at' the required level (Wa):	67	100	-33



2016 End of Year 2 Phonics Results (reported in end of Key Stage 1 Cohort)

	Boys	Girls	Boys / Girls Difference
No. of pupils in the end of Key Stage 1 cohort:	11	19	
No. of pupils 'working at' the required level by end of Y2 (Wa):	9	19	
No. of pupils 'working at' the required level in Y1 (Wa):	5	16	
No. of pupils to take Recheck in Y2 but who did not take the check (D):	0	0	
No. of pupils to take Recheck in Y2 reported as absent (A):	0	0	
No. of pupils due to take the Recheck in Y2 but no mark returned:	0	0	
% of pupils 'working at' the required level (Wa):	82	100	-18



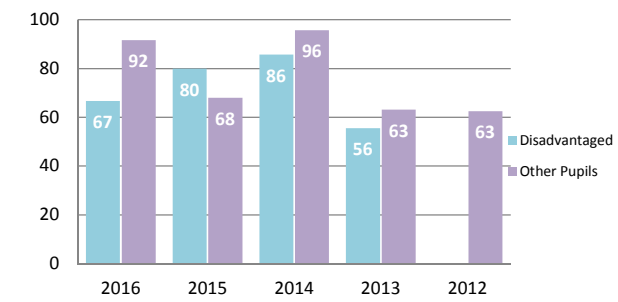
End of Year 2 Phonics Results only available from 2014

2016 Year 1 Phonics Check

	Disadvantaged	Other Pupils	Disadvantaged / Other Pupils Difference
No. of pupils in Year 1 :	6	24	
No. of pupils 'working at' the required level (Wa):	4	22	
No. of pupils who did not take the Phonics Check (D):	0	0	
No. of pupils who were absent (A):	0	0	
% of pupils 'working at' the required level (Wa):	67	92	-25



% 'Working at' in Y1

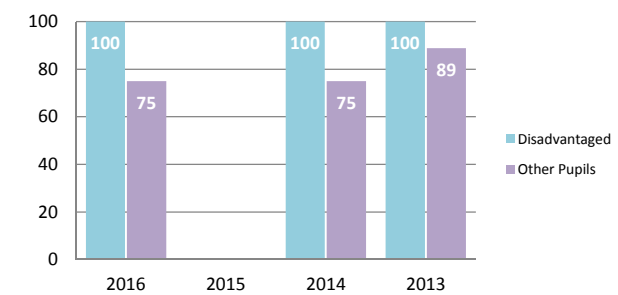


2016 Year 2 Phonics Recheck

	Disadvantaged	Other Pupils	Disadvantaged / Other Pupils Difference
No. of pupils Rechecked in Year 2 :	1	8	
No. of pupils 'working at' the required level (Wa):	1	6	
% of pupils 'working at' the required level (Wa):	100	75	25



% 'Working at' in Y2 Rechecks

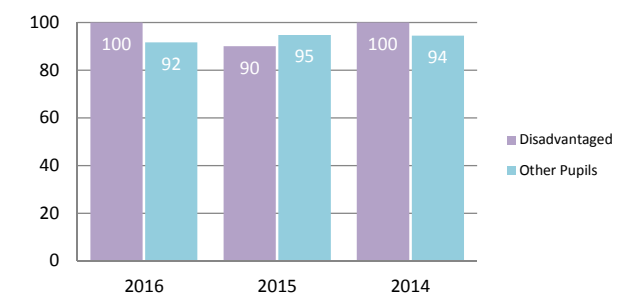


2016 End of Year 2 Phonics Results (reported in end of Key Stage 1 Cohort)

	Disadvantaged	Other Pupils	Disadvantaged / Other Pupils Difference
No. of pupils in end of Key Stage 1 cohort:	6	24	
No. of pupils 'working at' the required level by end of Y2 (Wa):	6	22	
No. of pupils 'working at' the required level in Y1 (Wa):	5	16	
No. of pupils to take Recheck in Y2 but did not take the check (D):	0	0	
No. of pupils to take Recheck in Y2 reported as absent (A):	0	0	
No. of pupils to take Recheck in Y2 but no mark returned:	0	12	
% of pupils 'working at' the required level (Wa):	100	92	8



% 'Working at' by the end of Y2



End of Year 2 Phonics Results report only available from 2014
Prior to 2016 the cohorts identified are based on the Ever 6 Cohort

Section 6

Key Stage 1







Key Stage 1 Teacher Assessments

All children at the end of Year 2 are assessed against the new National Curriculum and may be recorded as follows

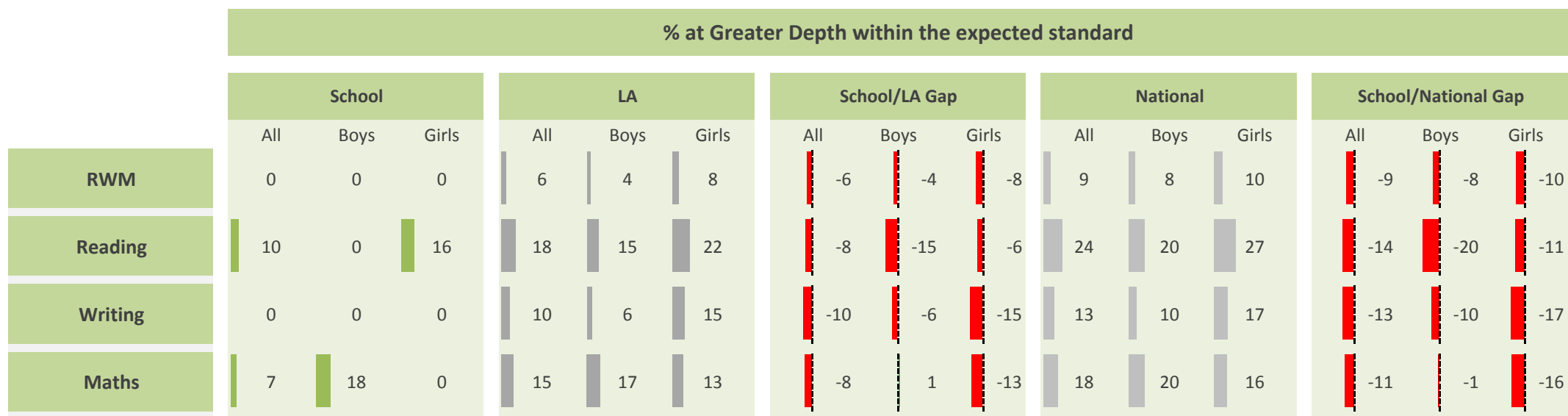
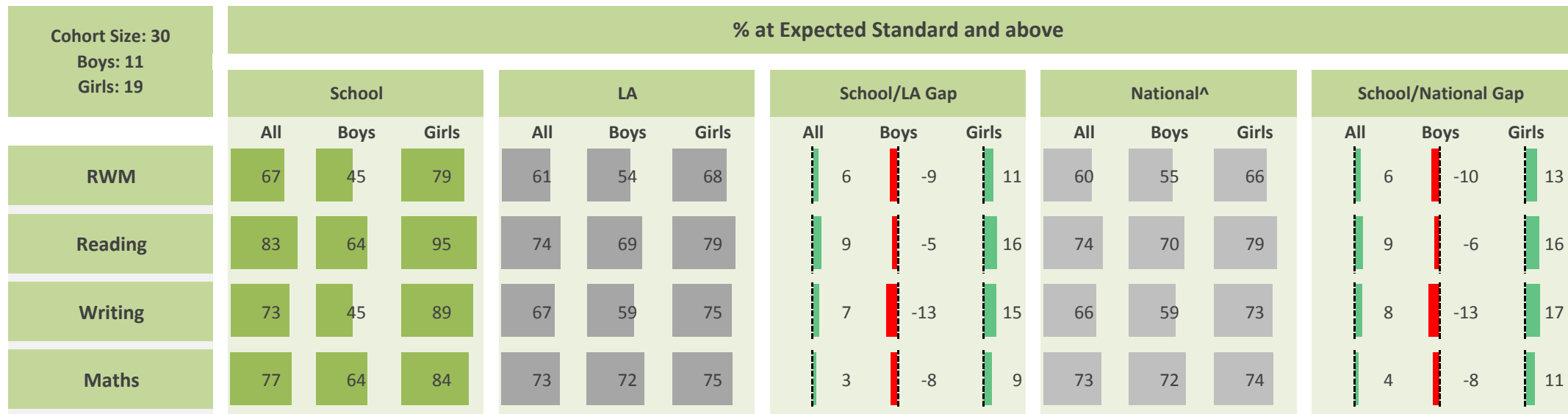
- Below the standard of the interim pre-key stage (corresponds with P scales or NOTSEN)
- Pre-key stage foundations for the expected standard
- Working towards the expected standard
- Working at the expected standard
- Working at a greater depth within the expected standard

Key Stage 1 in a nutshell...

In 2016, your school reported teacher assessments for a total of 30 children at the end of Year 2

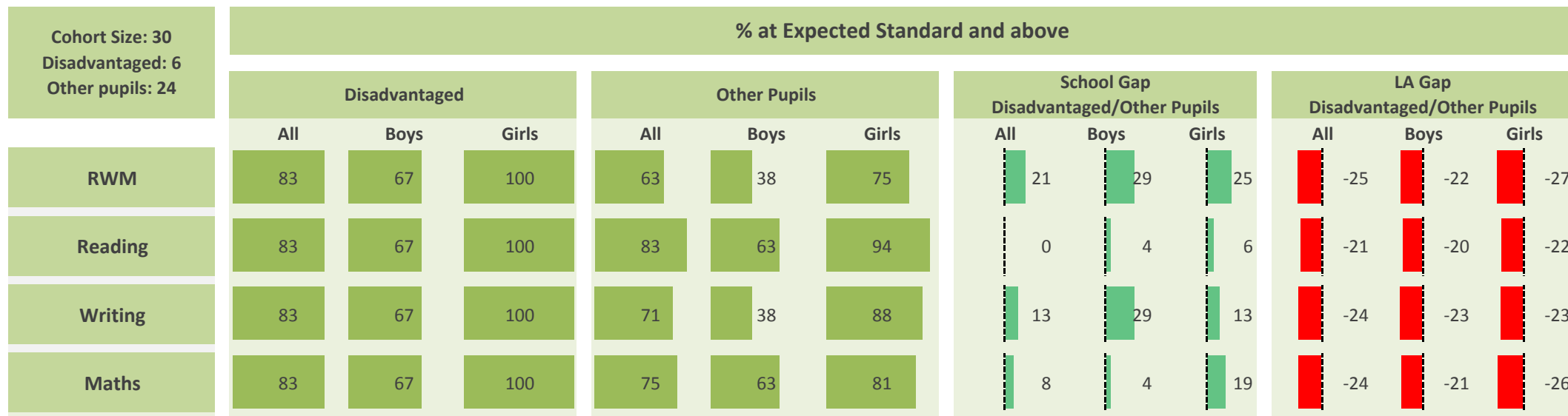
		School	/	LA difference
Reading				
83%	the percentage of pupils working at the expected standard or above compared with 74% across Wigan in 2016	9%		
10%	the percentage of pupils working at a greater depth within the expected standard compared with 18% across Wigan in 2016	-8%		
Writing				
73%	the percentage of pupils working at the expected standard or above compared with 67% across Wigan in 2016	7%		
0%	the percentage of pupils working at a greater depth within the expected standard compared with 10% across Wigan in 2016	-10%		
Maths				
77%	the percentage of pupils working at the expected standard or above compared with 73% across Wigan in 2016	3%		
7%	the percentage of pupils working at a greater depth within the expected standard compared with 15% across Wigan in 2016	-8%		

Key stage 1 - Attainment - All Pupils



[^] National Figures are derived from the NCER emerging national picture and are provisional

Key stage 1 - Attainment - Disadvantaged Gap



Warning: Low numbers in the Disadvantaged cohort can lead to distorted figures
National gap figures will be provided once they have been released by the DfE

Key stage 1 - Attainment - SEN Gap

Cohort Size: 30 SEN: 4 Not SEN: 26	% at Expected Standard and above											
	SEN Pupils			Non SEN Pupils			School Gap SEN/Non SEN Pupils			LA Gap SEN/Non SEN Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	#VALUE!	77	71	79			#VALUE!			
Reading	0	0	#VALUE!	96	100	95			#VALUE!			
Writing	0	0	#VALUE!	85	71	89			#VALUE!			
Maths	0	0	#VALUE!	88	100	84			#VALUE!			

	% at Greater Depth within the expected standard											
	SEN Pupils			Non SEN Pupils			School Gap SEN/Non SEN Pupils			LA Gap SEN/Non SEN Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	#VALUE!	0	0	0			#VALUE!			
Reading	0	0	#VALUE!	12	0	16			#VALUE!			
Writing	0	0	#VALUE!	0	0	0			#VALUE!			
Maths	0	0	#VALUE!	8	29	0			#VALUE!			

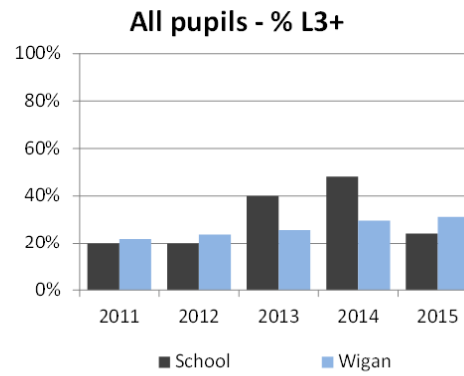
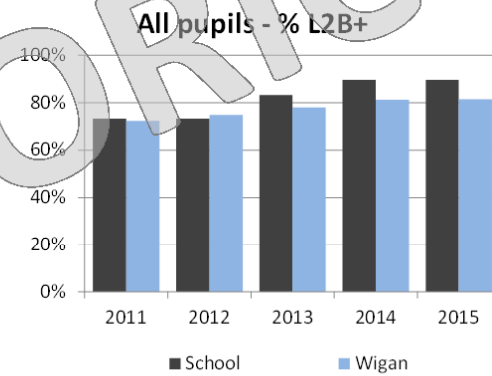
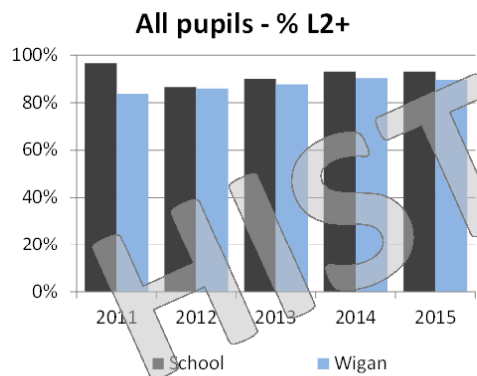
Warning: Low numbers in the SEN cohort can lead to distorted figures
National gap figures will be provided once they have been released by the DfE

1. Attainment in Reading at Key Stage 1 - L2 / L2B / L3

Pupils		% Level 2+		
		All	Girls	Boys
30	2011	97%	92%	100%
30	2012	87%	93%	81%
30	2013	90%	100%	83%
29	2014	93%	100%	88%
29	2015	93%	100%	86%

	% Level 2B+		
	All	Girls	Boys
2011	73%	58%	83%
2012	73%	86%	63%
2013	83%	100%	72%
2014	90%	100%	81%
2015	90%	93%	86%

	% Level 3+		
	All	Girls	Boys
2011	20%	17%	22%
2012	20%	29%	13%
2013	40%	58%	28%
2014	48%	62%	38%
2015	24%	20%	29%



2015 School / LA Difference

	% Level 2+	% Level 2B+	% Level 3+
All Pupils (29)	3%	8%	-7%
Girls (15)	7%	6%	-18%
Boys (14)	-1%	9%	3%

Wigan LA Reading	% achieving Level 2+		
	All	Girls	Boys
2011	84%	89%	79%
2012	86%	89%	83%
2013	88%	91%	85%
2014	90%	93%	88%
2015	90%	93%	87%

	% achieving Level 2b+		
	All	Girls	Boys
2011	72%	79%	65%
2012	75%	79%	71%
2013	78%	84%	73%
2014	81%	85%	77%
2015	82%	87%	77%

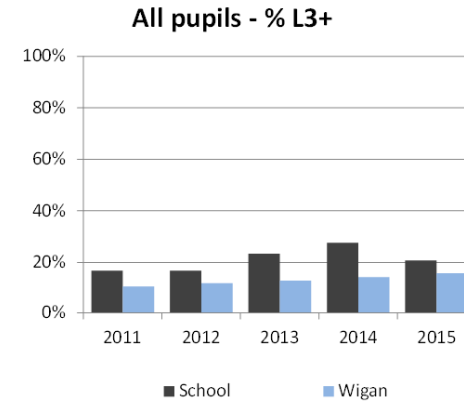
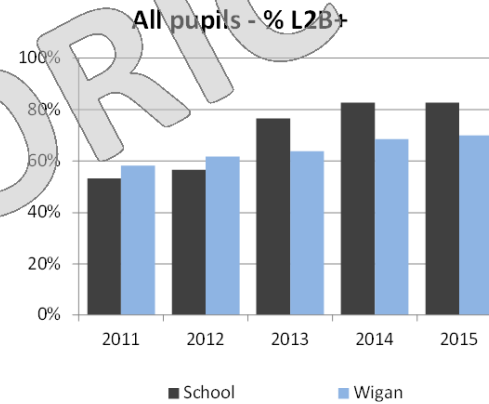
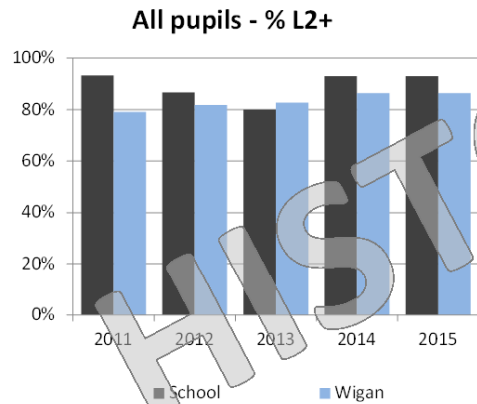
	% achieving Level 3+		
	All	Girls	Boys
2011	22%	28%	16%
2012	24%	29%	19%
2013	26%	30%	22%
2014	30%	34%	25%
2015	31%	38%	25%

2. Attainment in Writing at Key Stage 1 - L2 / L2B / L3

Pupils		% Level 2+		
		All	Girls	Boys
30	2011	93%	92%	94%
30	2012	87%	93%	81%
30	2013	80%	100%	67%
29	2014	93%	100%	88%
29	2015	93%	93%	93%

	% Level 2B+		
	All	Girls	Boys
2011	53%	42%	61%
2012	57%	71%	44%
2013	77%	100%	61%
2014	83%	92%	75%
2015	83%	87%	79%

	% Level 3+		
	All	Girls	Boys
2011	17%	17%	17%
2012	17%	21%	13%
2013	23%	42%	11%
2014	28%	31%	25%
2015	21%	20%	21%



2015 School / LA Difference

	% Level 2+	% Level 2B+	% Level 3+
All Pupils (29)	7%	13%	5%
Girls (15)	1%	7%	-2%
Boys (14)	11%	18%	11%

Writing	% achieving Level 2+		
	All	Girls	Boys
2011	79%	86%	72%
2012	82%	87%	77%
2013	83%	89%	77%
2014	86%	91%	82%
2015	86%	92%	81%

	% achieving Level 2b+		
	All	Girls	Boys
2011	58%	69%	48%
2012	62%	70%	54%
2013	64%	73%	56%
2014	69%	76%	61%
2015	70%	80%	61%

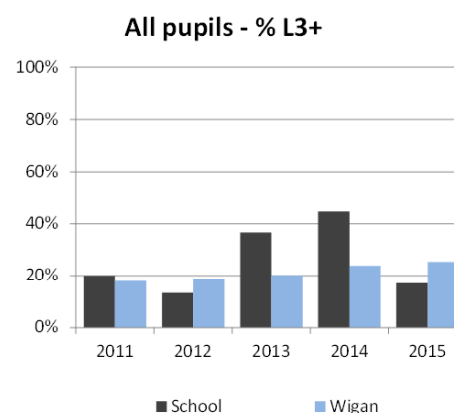
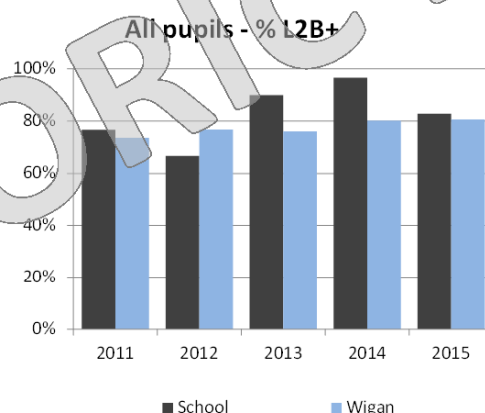
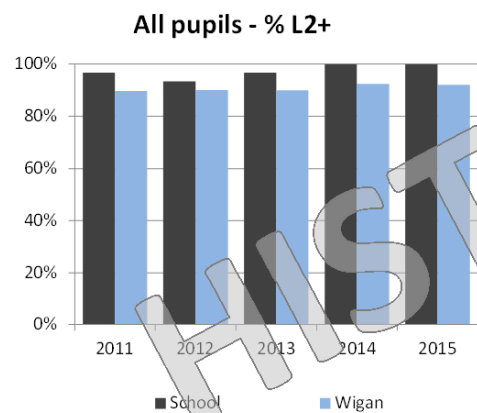
	% achieving Level 3+		
	All	Girls	Boys
2011	10%	14%	6%
2012	12%	16%	7%
2013	13%	17%	8%
2014	14%	19%	9%
2015	16%	22%	10%

3. Attainment in Maths at Key Stage 1 - L2 / L2B / L3

Pupils	% Level 2+			
	All	Girls	Boys	
30	2011	97%	92%	100%
30	2012	93%	100%	88%
30	2013	97%	100%	94%
29	2014	100%	100%	100%
29	2015	100%	100%	100%

	% Level 2B+		
	All	Girls	Boys
2011	77%	58%	89%
2012	67%	71%	63%
2013	90%	100%	83%
2014	97%	100%	94%
2015	83%	87%	79%

	% Level 3+		
	All	Girls	Boys
2011	20%	8%	28%
2012	13%	7%	19%
2013	37%	42%	33%
2014	45%	46%	44%
2015	17%	13%	21%



2015 School / LA Difference

	% Level 2+	% Level 2B+	% Level 3+
All Pupils (29)	8%	2%	-8%
Girls (15)	6%	3%	-11%
Boys (14)	10%	1%	-5%

Wigan LA Maths	% achieving Level 2+		
	All	Girls	Boys
2011	90%	91%	88%
2012	90%	91%	89%
2013	90%	92%	88%
2014	92%	93%	91%
2015	92%	94%	90%

	% achieving Level 2b+		
	All	Girls	Boys
2011	74%	76%	72%
2012	77%	78%	76%
2013	76%	78%	75%
2014	80%	82%	79%
2015	81%	84%	78%

	% achieving Level 3+		
	All	Girls	Boys
2011	18%	15%	21%
2012	19%	17%	21%
2013	20%	18%	22%
2014	24%	21%	26%
2015	25%	25%	26%

4. Attainment summary for FSM / non-FSM pupils in Year 2 at Hindley Junior and Infant School

			% at Level 2+ R/W/M						% at Level 2b+ R/W/M						% at Level 3+ R/W/M					
Non-FSM	FSM		Reading		Writing		Maths		Reading		Writing		Maths		Reading		Writing		Maths	
			non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM
			% L2+	% L2+	% L2+	% L2+	% L2+	% L2+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L3+	% L3+	% L3+	% L3+	% L3+	% L3+
2013	27	3	93%	67%	81%	67%	100%	67%	85%	67%	78%	67%	93%	67%	44%	0%	26%	0%	41%	0%
2014	19	10	95%	90%	95%	90%	100%	100%	95%	80%	89%	70%	95%	100%	58%	30%	42%	0%	47%	40%
2015	21	8	95%	88%	95%	88%	100%	100%	95%	75%	86%	75%	86%	75%	19%	38%	19%	25%	14%	25%

Wigan FSM / non-FSM performance

			% at Level 2+ R/W/M						% at Level 2b+ R/W/M						% at Level 3+ R/W/M					
Non-FSM	FSM		Reading		Writing		Maths		Reading		Writing		Maths		Reading		Writing		Maths	
			non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM
			% L2+	% L2+	% L2+	% L2+	% L2+	% L2+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L3+	% L3+	% L3+	% L3+	% L3+	% L3+
2013	2903	700	91%	75%	86%	68%	93%	79%	82%	61%	69%	44%	80%	59%	29%	11%	14%	4%	23%	7%
2014	2951	633	92%	82%	89%	75%	94%	86%	84%	69%	72%	51%	83%	68%	33%	16%	16%	6%	26%	13%
2015	3203	626	92%	77%	89%	72%	94%	82%	85%	66%	73%	52%	83%	67%	34%	16%	17%	7%	28%	12%

2015 School / LA Difference

Warning: Low numbers of FSM pupils will lead to distorted results!

			% at Level 2+ R/W/M		% at Level 2b+ R/W/M		% at Level 3+ R/W/M	
Subject	Group	Value	Group	Value	Group	Value	Group	Value
Reading	non-FSM	3%	non-FSM	11%	non-FSM	-15%		
	FSM	11%	FSM	9%	FSM	22%		
Writing	non-FSM	6%	non-FSM	12%	non-FSM	2%		
	FSM	15%	FSM	23%	FSM	18%		
Maths	non-FSM	6%	non-FSM	2%	non-FSM	-14%		
	FSM	18%	FSM	9%	FSM	13%		

5. Attainment summary for Ever 6 / non-Ever 6 pupils in Year 2 at Hindley Junior and Infant School

		% at Level 2+ R/W/M						% at Level 2b+ R/W/M						% at Level 3+ R/W/M						
Non-Ever 6	Ever 6	Reading		Writing		Maths		Reading		Writing		Maths		Reading		Writing		Maths		
		non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	
		% L2+	% L2+	% L2+	% L2+	% L2+	% L2+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L3+	% L3+	% L3+	% L3+	% L3+	% L3+	
2014	18	11	94%	91%	94%	91%	100%	100%	94%	82%	89%	73%	94%	100%	61%	27%	44%	0%	50%	36%
2015	19	10	95%	90%	95%	90%	100%	100%	95%	80%	89%	70%	84%	80%	16%	40%	16%	30%	16%	20%

Wigan Ever 6 / non-Ever 6 performance

		% at Level 2+ R/W/M						% at Level 2b+ R/W/M						% at Level 3+ R/W/M						
Non-Ever 6	Ever 6	Reading		Writing		Maths		Reading		Writing		Maths		Reading		Writing		Maths		
		non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	non-Ever 6	Ever 6	
		% L2+	% L2+	% L2+	% L2+	% L2+	% L2+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L2b+	% L3+	% L3+	% L3+	% L3+	% L3+	% L3+	
2014	2580	970	94%	84%	91%	77%	95%	87%	86%	71%	75%	54%	84%	71%	35%	18%	17%	7%	28%	14%
2015	2746	1083	93%	81%	91%	76%	95%	85%	87%	69%	76%	54%	85%	69%	37%	17%	19%	7%	30%	13%

2015 School / LA Difference

Warning: Low numbers of FSM pupils will lead to distorted results!

		% at Level 2+ R/W/M		% at Level 2b+ R/W/M		% at Level 3+ R/W/M	
Reading	non-Ever 6	1%		8%		-21%	
	Ever 6	9%		11%		23%	
Writing	non-Ever 6	4%		13%		-3%	
	Ever 6	14%		16%		23%	
Maths	non-Ever 6	5%		-1%		-14%	
	Ever 6	15%		11%		7%	

Section 7

Key Stage 2



Key Stage 2

The headline figure of RWM includes the reading and maths test outcomes and the writing teacher assessment.



Key Stage 2 in a nutshell...

In 2016, the test cohort reported by your school was a total of 30 children at the end of Year 6



Reading / Writing / Maths

		School	/	LA difference
53%	the percentage of pupils working at the expected standard or above compared with 57% across Wigan in 2016	-3%		
0%	the percentage of pupils achieving a high score compared with 5% across Wigan in 2016	-5%		



Reading

63%	the percentage of pupils working at the expected standard or above compared with 69% across Wigan in 2016	-5%		
13%	the percentage of pupils achieving a high score compared with 18% across Wigan in 2016	-5%		



Writing (TA)

67%	the percentage of pupils working at the expected standard or above compared with 77% across Wigan in 2016	-10%		
7%	the percentage of pupils working at greater depth within the expected standard compared with 17% across Wigan in 2016	-10%		

Maths

77%	the percentage of pupils working at the expected standard or above compared with 74% across Wigan in 2016	3%		
17%	the percentage of pupils achieving a high score compared with 16% across Wigan in 2016	1%		

Grammar, Punctuation & Spelling

73%	the percentage of pupils working at the expected standard or above compared with 75% across Wigan in 2016	-1%		
20%	the percentage of pupils achieving a high score compared with 23% across Wigan in 2016	-3%		

Key stage 2 - Attainment - All Pupils

	Cohort Size: 30 Boys: 16 Girls: 14																	
	% at Expected Standard and above																	
	School			LA			School/LA Gap			National [^]			School/National Gap			Average Scaled Score		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	53	44	64	57	53	61	-3	-9	4	53	50	57	0	-6	7	-	-	-
Reading	63	56	71	69	65	72	-5	-9	-1	66	62	70	-3	-6	1	101	100	103
Writing (TA)	67	56	79	77	71	83	-10	-15	-4	74	68	81	-7	-12	-2	-	-	-
Maths	77	75	79	74	75	73	3	0	5	70	70	70	7	5	9	103	103	103
GPS	73	63	86	75	71	79	-1	-8	7	72	67	78	1	-5	8	102	100	104

	% achieving a High Score														
	School			LA			School/LA Gap			National [^]			School/National Gap		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	0	5	3	7	-5	-3	-7	5	5	6	-5	-5	-6
Reading	13	6	21	19	16	22	-5	-9	0	19	16	22	-6	-10	-1
Writing (TA)*	7	6	7	17	11	23	-10	-5	-16	15	11	19	-8	-5	-12
Maths	17	25	7	16	17	16	0	9	-9	17	18	15	0	7	-8
GPS	20	13	29	23	18	29	-3	-5	0	23	18	27	-3	-6	2

The DfE has set the high score at 110 for Reading, Maths and GPS and was published in the Primary school accountability in 2016 document (1st September 2016)

* The Writing TA is measured at Greater Depth within the expected standard

[^] KS2 National Figures taken from interim KS2 SFR30/2016 published by the DfE on the 5th July 2016

Key stage 2 - Attainment - Disadvantaged Gap

	% Expected Standard and above													
	Disadvantaged (Dis)			Other Pupils (Oth)			School Gap Disadvantaged/Other Pupils			LA Gap Disadvantaged/Other Pupils			Average Scaled Score School Wigan	
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	Dis	Oth
Cohort Size: 30 Disadvantaged: 14 Other Pupils: 16														
RWM	50	43	57	56	44	71	-6	-2	-14	-23	-19	-26	-	-
Reading	57	43	71	69	67	71	-12	-24	0	-19	-18	-20	101	102
Writing (TA)	64	57	71	69	56	86	-4	2	-14	-16	-16	-15	-	-
Maths	71	71	71	81	78	86	-10	-6	-14	-18	-14	-21	102	103
GPS	71	57	86	75	67	86	-4	-10	0	-18	-17	-19	100	104

	% achieving a High Score											
	Disadvantaged			Other Pupils			School Gap Disadvantaged/Other Pupils			LA Gap Disadvantaged/Other Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	0	0	0	0	0	0	0	-4	-3	-5
Reading	21	14	29	6	0	14	15	14	14	-12	-11	-13
Writing (TA)*	7	14	0	0	0	0	7	14	0	-12	-7	-18
Maths	21	29	14	13	22	0	9	6	14	-9	-8	-10
GPS	14	29	0	25	0	57	-11	29	-57	-14	-12	-17

The DfE has set the high score at 110 for Reading, Maths and GPS and was published in the Primary school accountability in 2016 document (1st September 2016).

* The Writing TA is measured at Greater Depth within the expected standard

Warning: Low numbers in the Disadvantaged cohort can lead to distorted figures

Key stage 2 - Attainment - SEN Gap

Cohort Size: 30 SEN: 6 Not SEN: 24	% Expected Standard and above													
	SEN			Non SEN			School Gap SEN/Non SEN Pupils			LA Gap SEN/Non SEN Pupils			Average Scaled Score School Wigan	
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	SEN	Non
RWM	0	0	0	67	58	75	-67	-58	-75	-52	-50	-55	-	-
Reading	33	25	50	71	67	75	-38	-42	-25	-46	-40	-53	96	103
Writing (TA)	17	25	0	79	67	92	-63	-42	-92	-58	-56	-59	-	-
Maths	17	25	0	92	92	92	-75	-67	-92	-47	-43	-54	94	105
GPS	33	25	50	83	75	92	-50	-50	-42	-59	-56	-62	92	105

	% achieving a High Score											
	SEN			Non SEN			School Gap SEN/Non SEN Pupils			LA Gap SEN/Non SEN Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	0	0	0	0	0	0	0	-6	-4	-9
Reading	17	0	50	13	8	17	4	-8	33	-19	-15	-22
Writing (TA)*	0	0	0	8	8	8	-8	-8	-8	-20	-14	-26
Maths	0	0	0	21	33	8	-21	-33	-8	-16	-16	-17
GPS	0	0	0	0	0	0	0	0	0	-25	-19	-31

The DfE has set the high score at 110 for Reading, Maths and GPS and was published in the Primary school accountability in 2016 document (1st September 2016).

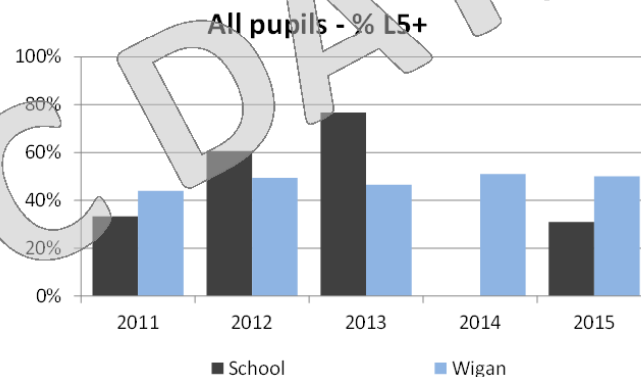
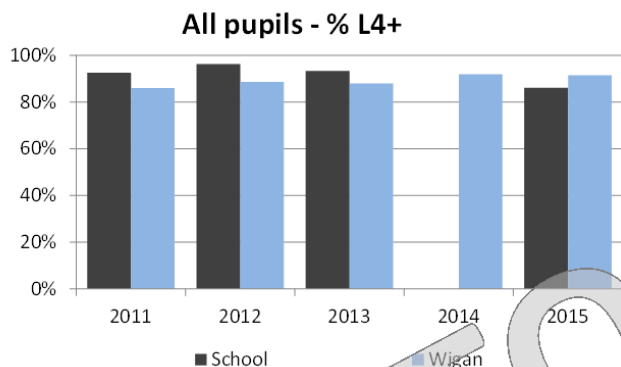
* The Writing TA is measured at Greater Depth within the expected standard

Warning: Low numbers in the SEN cohort can lead to distorted figures

1. Attainment in Reading at Key Stage 2 - % L4+ / %L5+

Pupils	Girls	Boys		% Level 4+		
				All	Girls	Boys
27	13	14	2011	93%	92%	93%
28	15	13	2012	96%	93%	100%
30	13	17	2013	93%	92%	94%
30	12	18	2014	0%	0%	0%
29	9	20	2015	86%	78%	90%

	% Level 5+		
	All	Girls	Boys
2011	33%	31%	36%
2012	61%	73%	46%
2013	77%	77%	77%
2014	0%	0%	0%
2015	31%	44%	25%



2015 School / LA Difference

	% Level 4+	% Level 5+
All Pupils (29)	-5%	-19%
Girls (9)	-16%	-11%
Boys (20)	1%	-20%

Wigan LA Reading

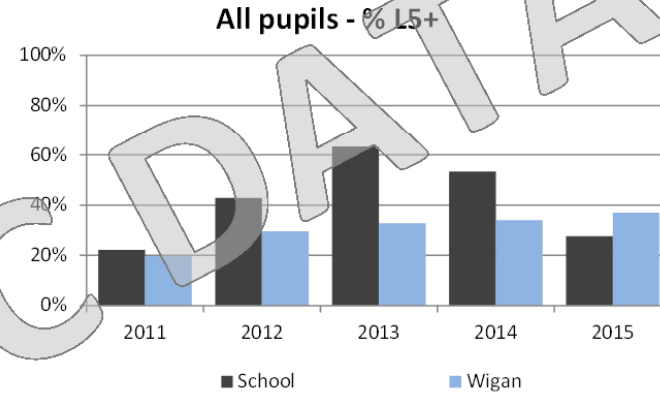
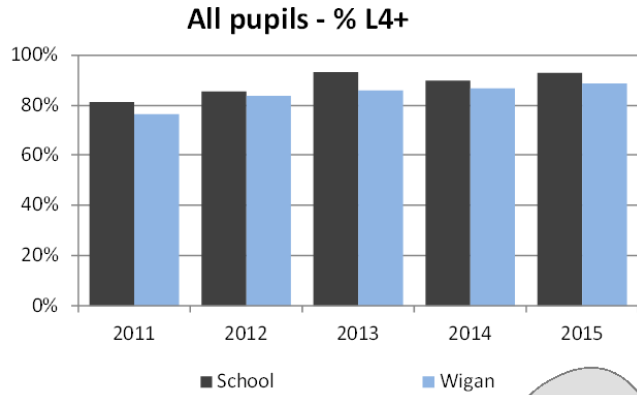
	% achieving Level 4+		
	All	Girls	Boys
2011	86%	91%	82%
2012	89%	91%	86%
2013	88%	92%	85%
2014	92%	92%	91%
2015	92%	94%	89%

	% achieving Level 5+		
	All	Girls	Boys
2011	44%	52%	37%
2012	49%	56%	44%
2013	47%	51%	42%
2014	51%	54%	49%
2015	50%	55%	45%

2. Attainment in Writing at Key Stage 2 - % L4+ / %L5+

Pupils	Girls	Boys		% Level 4+		
				All	Girls	Boys
27	13	14	2011	82%	85%	79%
28	15	13	2012	86%	87%	85%
30	13	17	2013	93%	92%	94%
30	12	18	2014	90%	100%	83%
29	9	20	2015	93%	100%	90%

	% Level 5+		
	All	Girls	Boys
2011	22%	23%	21%
2012	43%	60%	23%
2013	63%	62%	65%
2014	53%	67%	44%
2015	28%	11%	35%



2015 School / LA Difference

	% Level 4+	% Level 5+
All Pupils (29)	4%	-9%
Girls (9)	7%	-34%
Boys (20)	6%	7%

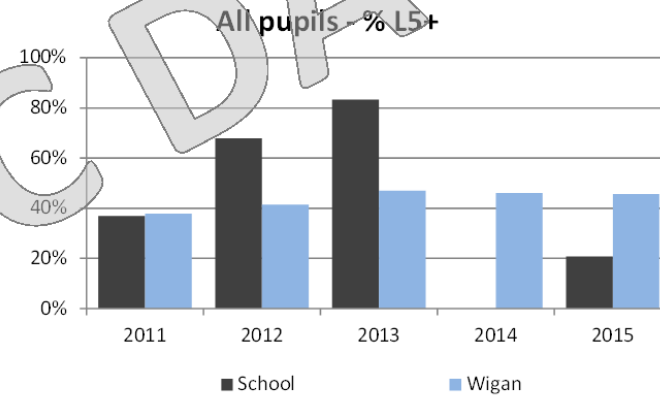
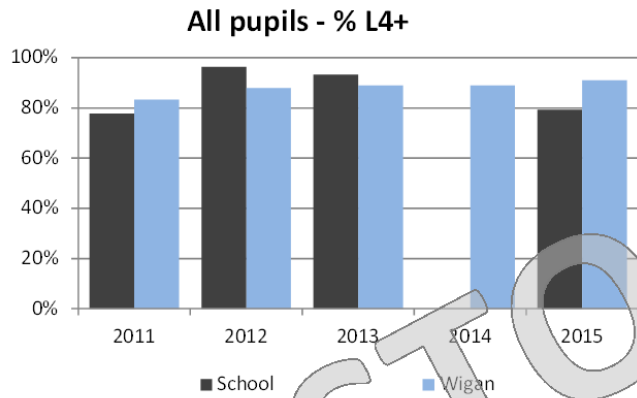
Wigan LA Writing (Teacher Assessed)	% achieving Level 4+		
	All	Girls	Boys
2011	77%	84%	70%
2012	84%	89%	79%
2013	86%	92%	79%
2014	87%	91%	84%
2015	89%	93%	84%

	% achieving Level 5+		
	All	Girls	Boys
2011	20%	26%	14%
2012	30%	38%	22%
2013	33%	41%	25%
2014	34%	41%	27%
2015	37%	46%	28%

3. Attainment in Maths at Key Stage 2 - % L4+ / %L5+

Pupils	Girls	Boys		% Level 4+		
				All	Girls	Boys
27	13	14	2011	78%	62%	93%
28	15	13	2012	96%	93%	100%
30	13	17	2013	93%	92%	94%
30	12	18	2014	0%	0%	0%
29	9	20	2015	79%	67%	85%

	% Level 5+		
	All	Girls	Boys
2011	37%	23%	50%
2012	68%	73%	62%
2013	83%	85%	82%
2014	0%	0%	0%
2015	21%	11%	25%



2015 School / LA Difference

	% Level 4+	% Level 5+
All Pupils (29)	-12%	-25%
Girls (9)	-25%	-31%
Boys (20)	-5%	-24%

Wigan LA
Maths

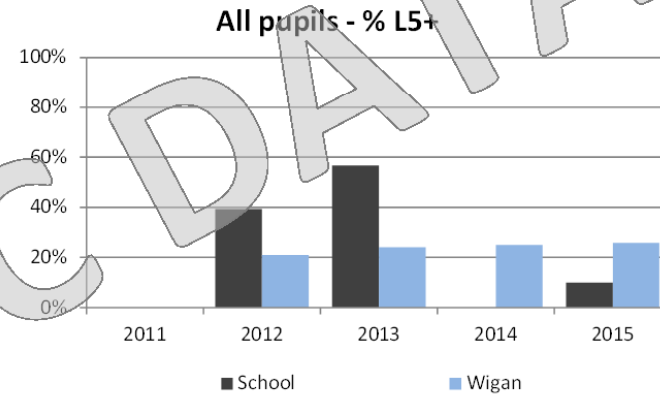
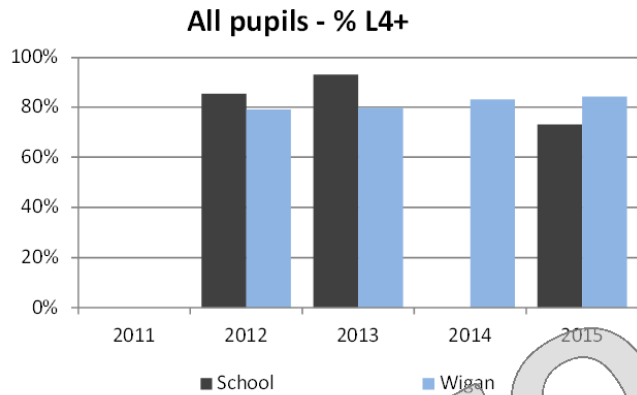
	% achieving Level 4+		
	All	Girls	Boys
2011	83%	84%	83%
2012	88%	89%	87%
2013	89%	91%	88%
2014	89%	89%	89%
2015	91%	92%	90%

	% achieving Level 5+		
	All	Girls	Boys
2011	38%	36%	40%
2012	41%	40%	43%
2013	47%	46%	48%
2014	46%	45%	48%
2015	46%	43%	49%

4. Attainment in Reading / Writing / Maths (combined) at Key Stage 2 - % L4+ / %L5+

Pupils	Girls	Boys		% Level 4+		
				All	Girls	Boys
27	13	14	2011	R/W/M was not recorded prior to 2013		
28	15	13	2012	86%	87%	85%
30	13	17	2013	93%	92%	94%
30	12	18	2014	0%	0%	0%
29	9	20	2015	73%	56%	85%

				% Level 5+		
				All	Girls	Boys
2011	R/W/M was not recorded prior to 2013					
2012	39%	53%	23%			
2013	57%	54%	59%			
2014	0%	0%	0%			
2015	10%	11%	10%			



2015 School / LA Difference

	% Level 4+	% Level 5+
All Pupils (29)	-11%	-16%
Girls (9)	-32%	-18%
Boys (20)	4%	-13%

Wigan LA

Reading, Writing TA, Maths (Combined)

	% achieving Level 4+		
	All	Girls	Boys
2011	-	-	-
2012	79%	83%	74%
2013	80%	85%	74%
2014	83%	85%	81%
2015	84%	88%	81%

	% achieving Level 5+		
	All	Girls	Boys
2011	-	-	-
2012	21%	26%	16%
2013	24%	28%	20%
2014	25%	30%	21%
2015	26%	29%	23%

5. Attainment summary for FSM / non-FSM pupils in Year 6 at Hindley Junior and Infant School

% at Level 4+ R/W/M

			Reading			Writing			Maths		
	non-FSM	FSM	non-FSM	FSM	Gap	non-FSM	FSM	Gap	non-FSM	FSM	Gap
2013	22	8	96%	88%	-8%	96%	88%	-8%	96%	88%	-8%
2014	25	5	0%	0%	0%	88%	100%	12%	0%	0%	0%
2015	24	5	96%	40%	-56%	100%	60%	-40%	92%	20%	-72%

% at Level 5+ R/W/M

	Reading			Writing			Maths		
	non-FSM	FSM	Gap	non-FSM	FSM	Gap	non-FSM	FSM	Gap
2013	86%	50%	-36%	73%	38%	-35%	91%	63%	-28%
2014	0%	0%	0%	52%	60%	8%	0%	0%	0%
2015	33%	20%	-13%	29%	20%	-9%	25%	0%	-25%

Traffic light system activates when school figure is + / - 5+ from the LA gap

Wigan FSM / non-FSM performance

% at Level 4+ R/W/M

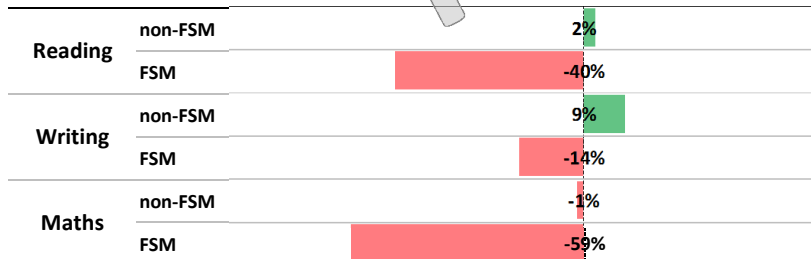
			Reading			Writing			Maths		
	non-FSM	FSM	non-FSM	FSM	Gap	non-FSM	FSM	Gap	non-FSM	FSM	Gap
2013	2628	565	90%	79%	-12%	89%	71%	-17%	92%	78%	-13%
2014	2780	533	94%	80%	-15%	90%	74%	-16%	91%	77%	-14%
2015	2972	484	93%	80%	-15%	91%	74%	-18%	93%	79%	-14%

% at Level 5+ R/W/M

	Reading			Writing			Maths		
	non-FSM	FSM	Gap	non-FSM	FSM	Gap	non-FSM	FSM	Gap
2013	51%	27%	-24%	37%	15%	-21%	51%	27%	-24%
2014	55%	31%	-25%	36%	19%	-17%	50%	27%	-24%
2015	54%	27%	-26%	40%	19%	-21%	49%	25%	-25%

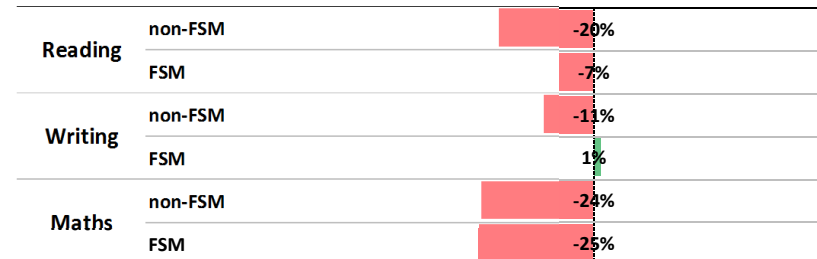
2015 School / LA Difference

% at Level 4+ R/W/M



Warning: Low numbers of FSM pupils will lead to distorted results!

% at Level 5+ R/W/M



6. Attainment summary for FSM Ever 6 / non-FSM Ever 6 pupils in Year 6 at Hindley Junior and Infant School

% at Level 4+ R/W/M

	not Ever 6	Ever 6	Reading			Writing			Maths		
			not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap
2014	19	11	0%	0%	0%	90%	91%	1%	0%	0%	0%
2015	20	9	95%	67%	-28%	100%	78%	-22%	90%	56%	-34%

% at Level 5+ R/W/M

	not Ever 6	Ever 6	Reading			Writing			Maths		
			not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap
2014			0%	0%	0%	53%	55%	2%	0%	0%	0%
2015			40%	11%	-29%	35%	11%	-24%	30%	0%	-30%

Traffic light system activates when school figure is +/- 5+ from the LA gap

Wigan FSM Ever 6 / non- Ever 6 performance

% at Level 4+ R/W/M

	not Ever 6	Ever 6	Reading			Writing			Maths		
			not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap
2014	2302	998	95%	85%	-11%	91%	79%	-12%	92%	82%	-10%
2015	2378	1076	95%	85%	-10%	93%	79%	-15%	94%	84%	-10%

% at Level 5+ R/W/M

	not Ever 6	Ever 6	Reading			Writing			Maths		
			not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap	not Ever 6	Ever 6	Gap
2014			58%	36%	-22%	39%	21%	-18%	54%	30%	-23%
2015			57%	34%	-23%	44%	21%	-23%	53%	29%	-24%

2015 School / LA Difference

Warning: Low numbers of FSM Ever 6 pupils will lead to distorted results!

% at Level 4+ R/W/M

	not Ever 6	Ever 6	Gap
Reading	not Ever 6	1%	
	Ever 6	-18%	
Writing	not Ever 6	7%	
	Ever 6	-1%	
Maths	not Ever 6	-4%	
	Ever 6	-29%	

% at Level 5+ R/W/M

	not Ever 6	Ever 6	Gap
Reading	not Ever 6	-17%	
	Ever 6	-23%	
Writing	not Ever 6	-9%	
	Ever 6	-10%	
Maths	not Ever 6	-23%	
	Ever 6	-29%	

Reading KS1-2 Progress Grid

Reading KS1-2 Progress Grid: Pupil numbers

		Key Stage 2 Reading Scaled Score							
		80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-120
Key Stage 1 Level	N/A								
	W								
	1	1		2			1		
	2C			1	1	1			
	2B			2	3	2	1		
	2A				1	4	3	1	
	3						3	3	
	4								
	Total	1	0	5	5	7	8	4	0

at the 'Expected Standard'	achieving a 'High Score'	Cohort
0	0	0
0	0	0
1	0	4
1	0	3
3	0	8
8	1	9
6	3	6
0	0	0
19	4	30

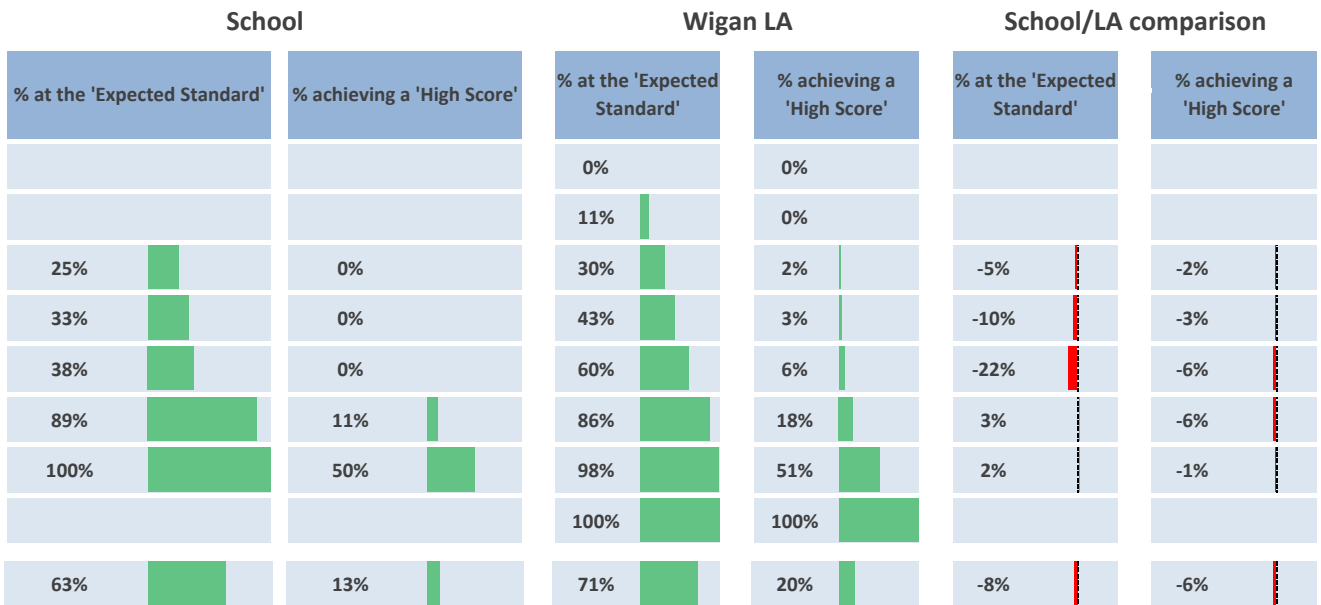
Wigan EBU Progress Grids

The pupil progress grid to the left shows the number of pupils converting their KS1 levels to scaled scores - pupils shown in the blue area have successfully achieved 100+

The progress grid below shows how your school performance compares with Wigan LA (please note national data at this level is not yet available)

KS1-2 Progress Grid: Percentage of pupils

		80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-120
		Key Stage 1 Level	N/A						
W									
1	25%			50%			25%		
2C				33%	33%	33%			
2B				25%	38%	25%	13%		
2A					11%	44%	33%	11%	
3							50%	50%	
4									
Total	3%		0%	17%	17%	23%	27%	13%	0%



Writing KS1-2 Progress Grid

Writing KS1-2 Progress Grid: Pupil numbers

		Key Stage 2 Writing Score						
		BLW	PKF	PKE	PKG	WTS	EXS	GDS
Key Stage 1 Level	N/A							
	W							
	1				2	1	1	
	2C					6	3	
	2B					1	5	
	2A						5	1
	3						4	1
	4							
	Total		0	0	0	2	8	18

at the 'Expected Standard'	achieving a 'High Score'	Cohort
0	0	0
0	0	0
1	0	4
3	0	9
5	0	6
6	1	6
5	1	5
0	0	0
20	2	30

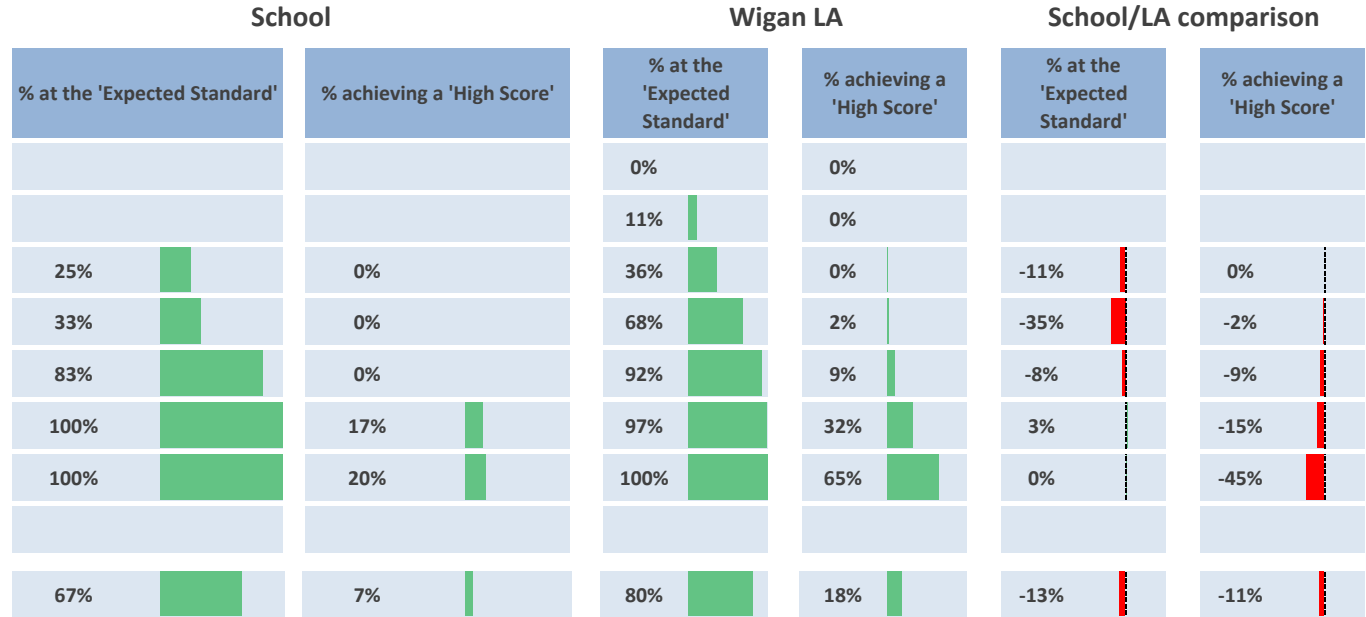
Wigan EBIU Progress Grids

The pupil progress grid to the left shows the number of pupils converting their KS1 levels to scaled scores - pupils shown in the blue area have successfully achieved 100+

The progress grid below shows how your school performance compares with Wigan LA (please note national data at this level is not yet available)

KS1-2 Progress Grid: Percentage of pupils

		BLW	PKF	PKE	PKG	WTS	EXS	GDS
		Key Stage 1 Level	N/A					
W								
1					50%	25%	25%	
2C						67%	33%	
2B						17%	83%	
2A							83%	17%
3							80%	20%
4								
Total			0%	0%	0%	7%	27%	60%



Maths KS1-2 Progress Grid

Maths KS1-2 Progress Grid: Pupil numbers

		Key Stage 2 Maths Scaled Score							
		80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-120
Key Stage 1 Level	N/A								
	W								
	1			1	1				
	2C	1		1	3	2			
	2B					3	1		
	2A					4	5	4	
	3					1	2	1	
	4								
	Total	1	0	2	4	10	8	5	0

at the 'Expected Standard'	achieving a 'High Score'	Cohort
0	0	0
0	0	0
0	0	2
2	0	7
4	0	4
13	4	13
4	1	4
0	0	0
23	5	30

Wigan EBIU Progress Grids

The pupil progress grid to the left shows the number of pupils converting their KS1 levels to scaled scores - pupils shown in the blue area have successfully achieved 100+

The progress grid below shows how your school performance compares with Wigan LA (please note national data at this level is not yet available)

KS1-2 Progress Grid: Percentage of pupils

		80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-120
		Key Stage 1 Level	N/A						
W									
1				50%	50%				
2C	14%			14%	43%	29%			
2B						75%	25%		
2A						31%	38%	31%	
3						25%	50%	25%	
4									
Total	3%		0%	7%	13%	33%	27%	17%	0%

