



RAISEonline 2011 Summary Report
Ernesettle Community School

Unique Reference Number (URN)	134802
DfE Number	8793767
Local Authority	Plymouth

Based on the following datasets for 2011:-

Key Stage 1:	final data
Key Stage 2:	validated data

Production date : 20 March 2012

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IMPORTANT

Office for Standards in Education, Children's Services and Skills (Ofsted) Department for Education (DfE)

DATA

Please refer to the summary report (formerly known as the full report) cover page for details of the dataset used in the analyses for each key stage. The validated data reflect the outcome of requests for changes made during the 2011 Schools and Colleges Tables checking period and changes made as a result of marking reviews. The validated data may not reflect the outcome of any late or ongoing appeals, or of late-resolved maladministration cases.

RAISEonline contains a series of interactive reports which allow access to the underlying pupil level data that underpins the analyses contained in the summary report. If you think your analyses are wrong a first step may be to check these underlying data in RAISEonline in the pupil list reports. If you think there is an error in the analyses due to a miscalculation rather than the incorrect data, please use the 'contact us' facility on RAISEonline that you can access via <https://www.raiseonline.org> or email enquiries@ofsted.gov.uk.

RAISEonline contains a copy of the underlying data (called 'school's own data') that a school's RAISEonline administrator may amend pending the release of a later dataset. You will be able to see if the analyses for your school would change and can use analyses based on these data in discussions with school improvement partners and inspectors. This may be done via the 'Data management' section of RAISEonline. Please note that the changes will be to the school's own copy of the data and the published data in RAISEonline will remain unaffected.

AIM OF THE SUMMARY REPORT

The summary report is designed to help schools and inspectors to see how effectively a school is performing in terms of the achievement of its pupils. The report is made available to schools to help with their self evaluation and planning to raise standards, and is used by inspectors to generate questions and hypotheses to explore during an inspection.

The summary report has been ordered into the following sections: school context, absence and exclusion, prior attainment, recent attainment, progress, and the free school meal (FSM) narrowing the gaps analysis. For special schools, the narrowing the gaps analysis is accessible through the interactive reports only. Within these sections the ordering of data charts follows the general pattern: threshold data followed by inclusive measures, and cohort followed by pupil group measures.

As announced in the White Paper The Importance of Teaching, contextual value added (CVA) analyses have been discontinued and have not been produced with 2011 data. The existing value added (VA) indicator has been further developed and more charts have been introduced in RAISEonline. The measure takes into account only a pupil's prior attainment and the methodology has been adjusted appropriately to improve the predictive power and reliability of the model. VA data tables and scatterplot graphs have been produced for different pupil groups, enabling the difference between expected and actual progress to be examined in detail for these specific groups.

The expected progress reports now reflect the progress of different pupil groups against national average figures and include Key Stage 2 teacher assessment data.

New reports for both attainment and VA have been developed which enable schools and inspectors to analyse each of the five subject areas of the English Baccalaureate. These reports enable users to make comparisons with appropriate national figures for individual and group performance.

The contextual information section now includes data on pupils' main type of special educational need. Existing reports have been developed to provide more detailed information, including cohort level data, significance testing, data for previous years and data broken down by different pupil groupings. The absence section has been expanded to include exclusions data, and provide data broken down by different pupil groupings.

Absence data for 2011 for special schools will be received by Ofsted during the spring term 2012. The data will be published in RAISEonline interactive reports by the beginning of the summer term 2012. Figures will be incorporated into the summary report during the next major data update.

The prior attainment bands have been renamed from the existing 'below', 'at' and 'above' pupil groups to 'low', 'middle' and 'high'. The underlying methodology has broadly remained the same. However, from 2011 the Key Stage 4 prior attainment bands have been developed to include Key Stage 2 teacher assessment data.

Note when looking at the performance of different groups of pupils:

Green and blue highlights are used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. Inspectors and schools need to be aware that this does not necessarily correlate with being educationally significant. The performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

Particular care needs to be taken when considering the performance of pupils with special educational needs. The identification of this group at all levels varies considerably between schools and across local areas. The results reported will be influenced by the types of special educational need pupils have within a school and the approaches to identification of the local authority and school. Therefore caution must be taken when interpreting green and blue flags for these pupils groups.

When considering attendance and exclusions, although there are no significance tests flagged, comparisons should be made with all pupils nationally and not solely the same group nationally.

If you require further information about the methodology used for producing RAISEonline reports, please view our guide to calculations that can be accessed via RAISEonline library available at <https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx> in the 'How Ofsted and DfE analyse your data' folder. If this does not resolve your query, please use the 'contact us' facility on RAISEonline or email enquiries@ofsted.gov.uk.

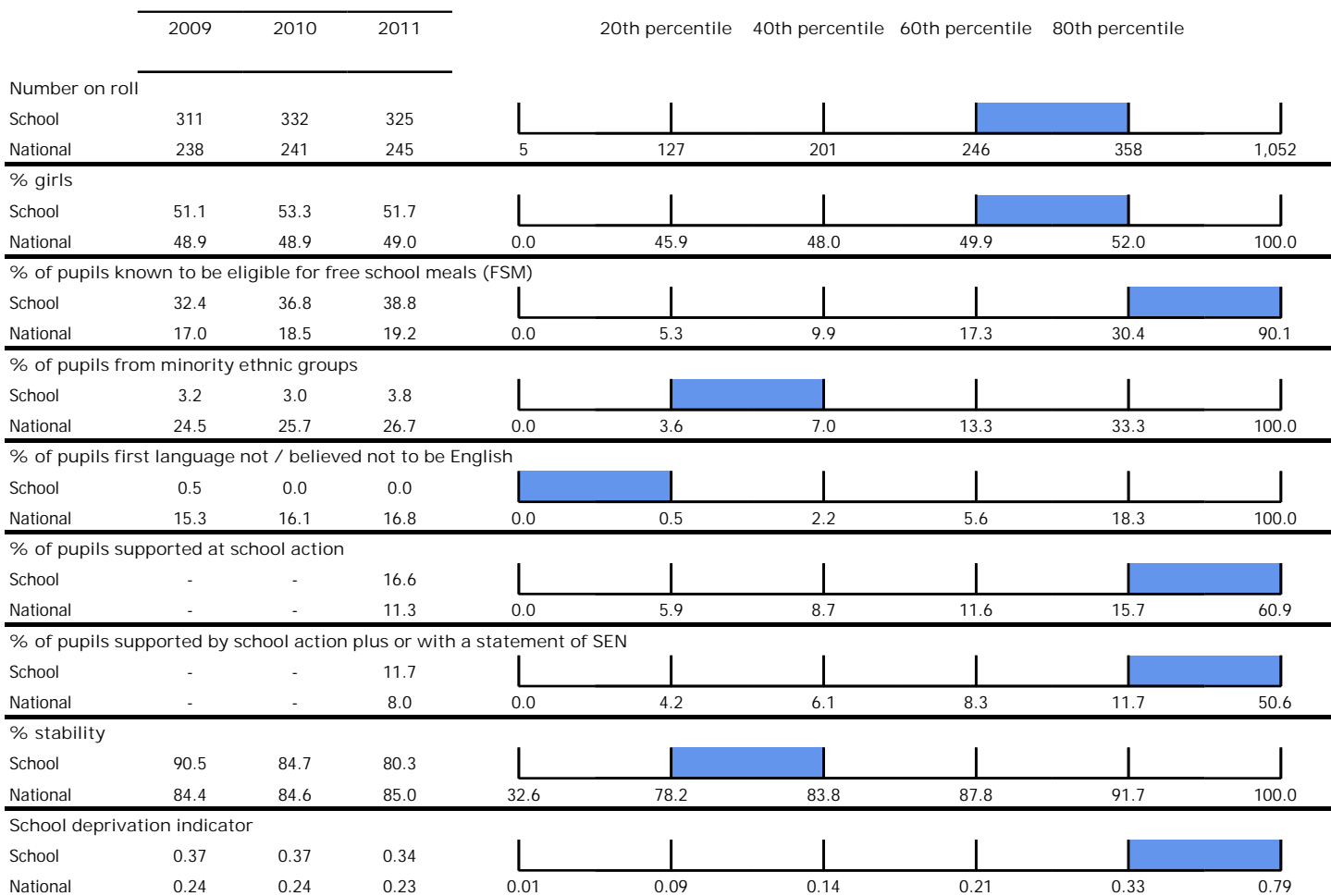
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Context

Table 1.1.1: Basic Characteristics of your school

This section shows some key indicators for your school, together with national averages for Primary schools. The information is based on the January School Census return, and shows three years' data. This allows you to compare your school's key indicators against the national picture for maintained mainstream schools.

For the current year 'quintile graphs' are also displayed for these indicators. These graphs are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



Absence indicators for maintained mainstream schools are now available as a separate report

New categorisations for proportions of pupils with SEN have been used for 2011 which is not comparable to previous years.

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Table 1.1.2: Basic Characteristics by National Curriculum year group

The table below shows some key indicators for your school broken down by National Curriculum year group. This table includes all pupils listed in the School Census, and therefore values presented below may differ from published figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	91	47.3 / 52.7	45.5	-	-	18.7	0
1	42	45.2 / 54.8	40.5	9.5	0.0	19.0	0
2	41	58.5 / 41.5	46.3	0.0	0.0	31.7	0
3	39	46.2 / 53.8	33.3	0.0	0.0	43.6	0
4	45	60.0 / 40.0	33.3	6.7	0.0	42.2	0
5	31	25.8 / 74.2	29.0	6.5	0.0	22.6	1
6	36	50.0 / 50.0	41.7	0.0	0.0	30.6	1

Children Looked After is a count of the number of students who have been looked after continuously for 6 months (≥ 183 days) during the year and are aged 5-15. The information is based on the Local Authority return.

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Context

Table 1.1.3: Census Ward Information

The table below shows some key indicators for up to 10 wards that contribute the greatest proportion of the school's pupils for whom we have been able to match pupil data with their home postcodes.

In the 2001 Census of Population, the school was located in the Honicknowle ward.

The coverage shows the proportion of pupils within your school for whom it has been possible to match ward information to their home postcode. Coverage may be lower in areas where new postcodes have recently been introduced and in some cases this may mean that this analysis does not reflect the wards from which the school draws its pupils.

The analysis should be treated with caution where coverage is below 80%.

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Honicknowle	87.6	5.1	7.6	1.4	13.1
Budshead	5.0	12.0	15.4	2.7	9.3
St Budeaux	4.0	7.1	9.2	1.5	9.6
Ham	2.2	6.3	8.4	1.2	9.9
Devonport	0.6	8.8	8.8	3.1	12.2
Moor View	0.3	9.9	14.0	2.5	11.2
Stoke	0.3	18.8	17.8	5.4	5.6
England		19.2	20.1	23.5	14.6

Coverage: 99%

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Context

Table 1.1.4: Ethnic Groups and English as a first language

The table below shows some key data regarding the ethnic composition and first language of pupils at your school together with the national averages for maintained mainstream Primary schools. The information is derived from the ethnic categories recorded for pupils at your school from the School Census, and shows three years' data. Please note that figures are rounded and may not add up to 100%. Data is only available from 2011.

Ethnic group	School %			National %
	2009	2010	2011	2011
White				
British	95.8	95.5	96.2	74.8
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.2
any other White background	0.0	0.0	0.4	3.8
Mixed				
White & Black Caribbean	1.0	1.2	1.7	1.3
White & Black African	0.0	0.0	0.0	0.5
White & Asian	0.3	0.3	0.4	0.9
any other mixed background	0.0	0.3	0.4	1.5
Asian or Asian British				
Indian	0.0	0.0	0.0	2.5
Pakistani	0.0	0.0	0.0	3.7
Bangladeshi	0.0	0.0	0.0	1.5
any other Asian background	0.0	0.0	0.0	1.4
Black or Black British				
Caribbean	0.0	0.0	0.0	1.4
African	1.0	1.2	0.4	3.0
any other Black background	0.0	0.0	0.0	0.6
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.6	0.3	0.4	1.4
Parent/pupil preferred not to say	0.0	0.3	0.0	0.5
Ethnicity not known	1.3	0.9	0.0	0.4
First language				
English	-	-	100.0	85.2
Other	-	-	0.0	14.5
Unclassified	-	-	0.0	0.3

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From 2011, we are not displaying any information on ethnicity or first language for children younger than statutory school age. The data shown in the ethnicity and first language breakdown relates to children of compulsory school age only. This is because it is not compulsory to record these characteristics for pre-school children. The calculations for these characteristics are based on children of statutory school age or older and this has not changed. [Previously pre-compulsory children were recorded as 'Ethnicity not known'.]

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Table 1.1.5: Main SEN Type - 3 year trend

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census. Data is only available from 2011.

Primary SEN	School action plus			Statements		
	2009	2010	2011	2009	2010	2011
Specific Learning Difficulty	-	-	9	-	-	0
Moderate Learning Difficulty	-	-	5	-	-	0
Severe Learning Difficulty	-	-	0	-	-	0
Profound & Multiple Learning Difficulty	-	-	0	-	-	0
Behaviour, Emotional & Social Difficulties	-	-	5	-	-	1
Speech, Language and Communication Needs	-	-	12	-	-	1
Hearing Impairment	-	-	0	-	-	0
Visual Impairment	-	-	0	-	-	0
Multi-Sensory Impairment	-	-	0	-	-	0
Physical Disability	-	-	1	-	-	0
Autistic Spectrum Disorder	-	-	0	-	-	1
Other Difficulty/Disability	-	-	3	-	-	0
School total	-	-	35	-	-	3
Percentage of school roll	-	-	10.8	-	-	0.9

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Context

Table 1.1.6: Main SEN Type by National Curriculum year group

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census, and shows data broken down into national curriculum year. Data is only available from 2011.

NC Year Group	Assistance	Number on Roll	Primary Type of need											
			Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Behaviour, Emotional & Social Difficulties	Speech, Language and Communication Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/ Disability
Pre-compulsory	School Action plus	91	1	2	0	0	0	3	0	0	0	0	0	1
	Statements	91	0	0	0	0	0	0	0	0	0	0	0	0
1	School Action plus	42	1	0	0	0	1	2	0	0	0	0	0	0
	Statements	42	0	0	0	0	0	0	0	0	0	0	0	0
2	School Action plus	41	1	0	0	0	0	4	0	0	0	0	0	0
	Statements	41	0	0	0	0	0	0	0	0	0	0	0	0
3	School Action plus	39	0	2	0	0	3	2	0	0	0	1	0	0
	Statements	39	0	0	0	0	0	0	0	0	0	0	0	0
4	School Action plus	45	0	1	0	0	0	1	0	0	0	0	0	0
	Statements	45	0	0	0	0	1	0	0	0	0	0	1	0
5	School Action plus	31	2	0	0	0	1	0	0	0	0	0	0	0
	Statements	31	0	0	0	0	0	0	0	0	0	0	0	0

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6	School Action plus	36	4	0	0	0	0	0	0	0	0	0	0	2
	Statements	36	0	0	0	0	0	1	0	0	0	0	0	0

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Absence

School Level Absence and Exclusions - 3 Year Trend

Table 2.1.1

The absence analysis shows the proportion of enrolments in the school who were classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with national average levels of persistent absenteeism and sessions missed, as well as the median trendline level for schools of the same type with the same level of Free School Meal eligibility. The graphs for Persistent and Overall Absence both apply to 2011.

Please note that the absence analysis is based on the combined autumn and spring term data for 2011. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports.

The exclusions analysis is based on 3 terms data for the 2010 academic year. The exclusions analysis shows the proportion of enrolments in the school who have been excluded for fixed term and permanent exclusions. The analysis also provides a comparison with the national average levels of exclusions.

	2009			2010			2011		
	School	National average for primary schools	Median trendline for school's FSM level	School	National average for primary schools	Median trendline for school's FSM level	School	National average for primary schools	Median trendline for school's FSM level
Absence									
% Persistent absentees- absent for 15% or more sessions	-	-	-	-	-	-	7.8	5.2	7.3
% Persistent absentees- absent for 20% or more sessions	2.1	2.2	3.1	2.4	1.8	2.4	2.5	1.9	2.6
% of sessions missed due to Overall Absence	5.60	5.45	6.36	6.80	5.30	6.20	5.45	5.14	6.00
Exclusions									
Permanent exclusions as a percentage of the total school roll	-	-	-	0.00	0.01	-	-	-	-
% enrolments with 1 or more fixed term exclusions	-	-	-	0.00	0.47	-	-	-	-
Fixed term exclusions as a percentage of the total school roll	-	-	-	0.00	0.90	-	-	-	-

Ernesettle Community School (URN: 134802 DfE No. 8793767) Absence

Chart 2.1.2

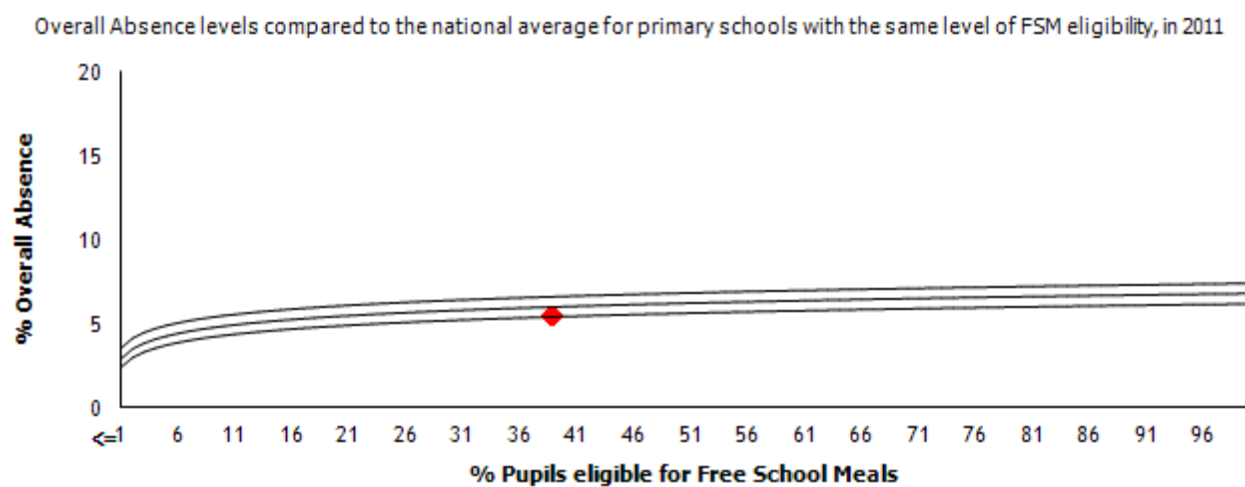
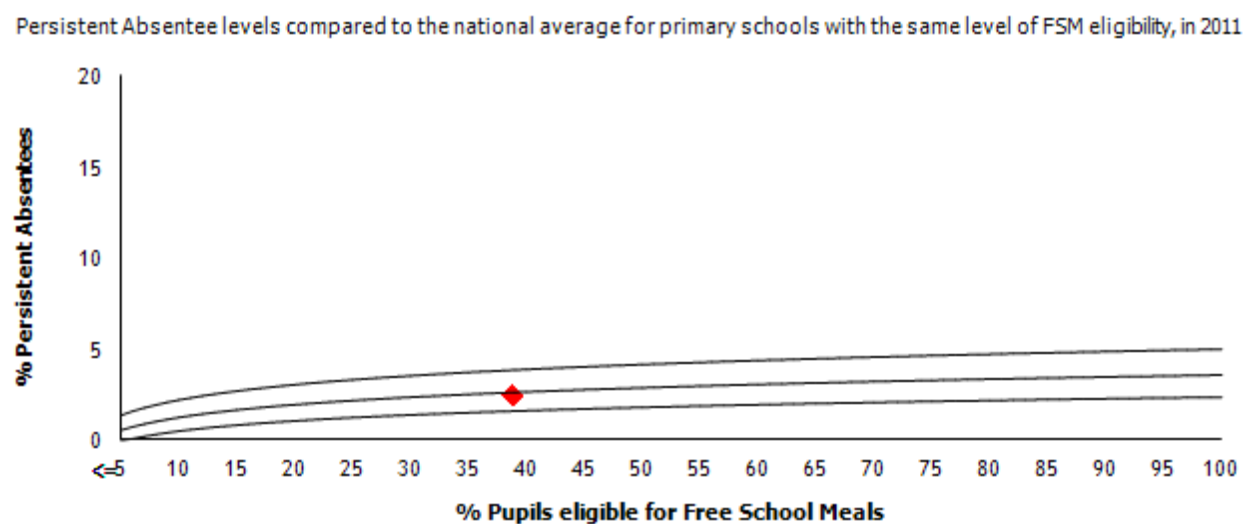


Chart 2.1.3



Ernesettle Community School (URN: 134802 DfE No. 8793767)

Absence

Table 2.1.4: School Level Absence by pupil groups

This analysis shows the proportion of enrolments in the school who are classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with national average levels of persistent absenteeism and sessions missed.

Please note that the absence analysis is based on the combined autumn and spring term data. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports. For consistency, the national comparator for primary schools is also presented.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions		% Persistent absentees- absent for 20% or more sessions	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	5.45	5.14	7.8	5.2	2.5	1.9
Gender						
Male	4.58	5.15	2.5	5.3	0.0	1.9
Female	6.28	5.13	12.8	5.1	4.8	1.8
Free School Meals						
FSM	7.87	7.17	13.8	11.0	4.3	4.4
Non FSM	3.98	4.66	4.0	3.8	1.3	1.2
English as a First Language						
English or believed to be English	5.45	4.97	7.8	4.9	2.5	1.8
Other than English or believed to be other than English	0.00	5.97	0.0	6.7	0.0	2.3
Unclassified	0.00	5.79	0.0	6.5	0.0	2.3
Special Educational Needs						
No Identified SEN	5.44	4.74	7.4	4.1	2.5	1.3
SEN without a statement	5.49	6.43	9.2	8.9	2.6	3.6
School Action	6.31	6.25	12.8	8.4	4.3	3.2
School Action Plus	4.15	6.75	3.5	9.9	0.0	4.3
SEN with a statement	5.56	7.40	0.0	12.2	0.0	5.8

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Absence

Ethnic Group

White						
British	5.52	4.88	7.7	4.6	2.6	1.6
Irish	0.00	5.50	0.0	6.6	0.0	2.7
Traveller of Irish Heritage	0.00	21.25	0.0	47.3	0.0	33.7
Gypsy/Roma	0.00	16.15	0.0	37.8	0.0	23.3
Any Other White Background	4.55	6.17	0.0	7.4	0.0	2.7
Mixed						
White and Black Caribbean	2.56	5.93	0.0	8.0	0.0	3.1
White and Black African	0.00	5.29	0.0	5.8	0.0	2.2
White and Asian	1.14	5.47	0.0	6.0	0.0	2.3
Any other Mixed Background	3.79	5.62	0.0	6.5	0.0	2.5
Asian or Asian British						
Indian	0.00	5.29	0.0	5.3	0.0	1.6
Pakistani	0.00	6.75	0.0	8.3	0.0	2.8
Bangladeshi	0.00	6.99	0.0	8.6	0.0	2.8
Any other Asian Background	0.00	5.34	0.0	5.3	0.0	1.7
Black or Black British						
Black Caribbean	0.00	5.17	0.0	6.3	0.0	2.5
Black African	0.00	4.03	0.0	2.8	0.0	0.9
Any Other Black Background	0.00	4.68	0.0	4.8	0.0	1.8
Chinese	0.00	3.83	0.0	2.8	0.0	0.8
Any Other Ethnic Group	16.67	6.08	100.0	6.6	0.0	2.3
Unclassified - Refused	0.00	5.38	0.0	5.8	0.0	2.1
Unclassified - Information Not Obtained	0.00	6.26	0.0	8.3	0.0	3.1

2011 absence data will not be available until the end of the autumn term 2011 for mainstream schools and the beginning of the summer term 2012 for special schools.

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Absence

Table 2.1.5: School Level Exclusions by pupil groups

This analysis shows the proportion of enrolments in the school who have been excluded for fixed term and permanent exclusions. The analysis also provides a comparison with the national average levels of exclusions.

As School Census collects exclusions data two terms in arrears, this analysis relates to the 2010 academic year, which is the most recent year for which we have a full set of data.

	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	0.00	0.90	0.00	0.47	0.00	0.01
Gender						
Male	0.00	1.61	0.00	0.83	0.00	0.03
Female	0.00	0.17	0.00	0.10	0.00	0.00
Free School Meals						
FSM	0.00	2.56	0.00	1.27	0.00	0.04
Non FSM	0.00	0.55	0.00	0.30	0.00	0.01
English as a First Language						
English or believed to be English	0.00	1.22	0.00	0.62	0.00	0.02
Other than English or believed to be other than English	0.00	0.51	0.00	0.36	0.00	0.00
Unclassified	0.00	1.20	0.00	0.67	0.00	0.02
Special Educational Needs						
No Identified SEN	0.00	0.18	0.00	0.12	0.00	0.00
SEN without a statement	0.00	3.35	0.00	1.70	0.00	0.06
School Action	0.00	1.26	0.00	0.76	0.00	0.02
School Action Plus	0.00	7.09	0.00	3.36	0.00	0.13
SEN with a statement	0.00	9.81	0.00	4.19	0.00	0.17

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Absence

Ethnic Group	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
White						
British	0.00	1.15	0.00	0.58	0.00	0.02
Irish	0.00	0.81	0.00	0.49	0.00	0.01
Traveller of Irish Heritage	0.00	4.46	0.00	2.55	0.00	0.18
Gypsy/Roma	0.00	3.45	0.00	1.89	0.00	0.04
Any Other White Background	0.00	0.64	0.00	0.36	0.00	0.01
Mixed						
White and Black Caribbean	0.00	2.73	0.00	1.37	0.00	0.06
White and Black African	0.00	1.13	0.00	0.64	0.00	0.04
White and Asian	0.00	0.65	0.00	0.32	0.00	0.01
Any other Mixed Background	0.00	1.38	0.00	0.73	0.00	0.04
Asian or Asian British						
Indian	0.00	0.15	0.00	0.10	0.00	0.00
Pakistani	0.00	0.47	0.00	0.33	0.00	0.00
Bangladeshi	0.00	0.33	0.00	0.27	0.00	0.00
Any other Asian Background	0.00	0.21	0.00	0.13	0.00	0.00
Black or Black British						
Black Caribbean	0.00	3.52	0.00	1.97	0.00	0.08
Black African	0.00	1.16	0.00	0.80	0.00	0.01
Any Other Black Background	0.00	2.22	0.00	1.21	0.00	0.02
Chinese	0.00	0.09	0.00	0.08	0.00	0.00
Any Other Ethnic Group	0.00	0.53	0.00	0.37	0.00	0.00
Unclassified - Refused	0.00	1.10	0.00	0.56	0.00	0.02

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Absence

Unclassified - Information Not Obtained

Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
0.00	1.25	0.00	0.69	0.00	0.00

Data on permanent exclusions is shown as provided by schools as part of the schools census. It may not reflect changes made as part of a LA checking exercise, nor match figures published as part of the statistical first release.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Prior Attainment

Table 3.1.1: The Prior attainment of pupils in Key Stage 2

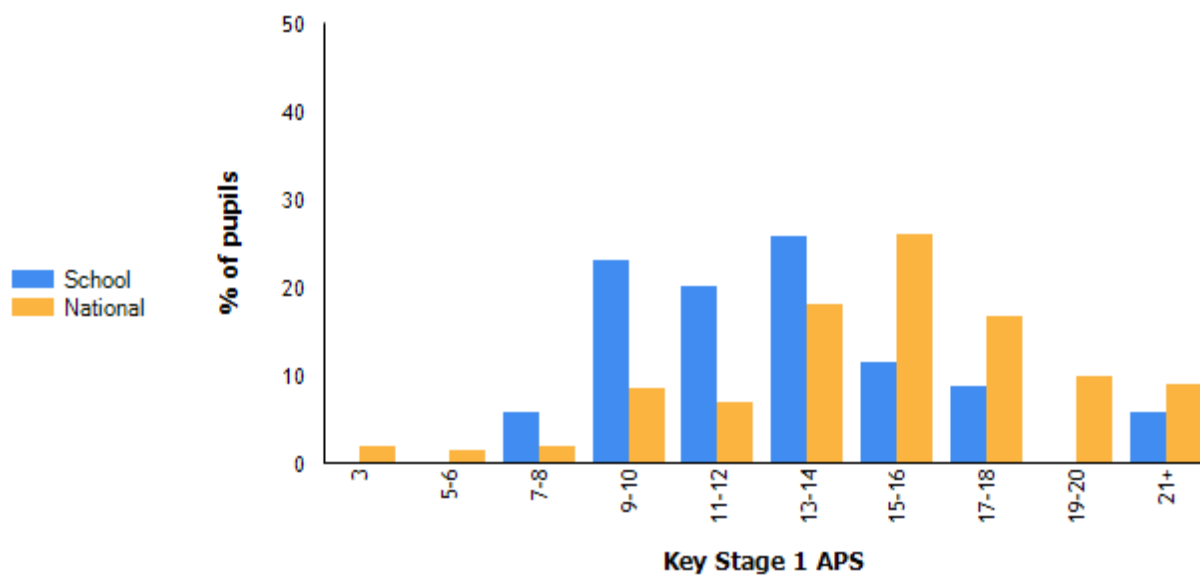
The graphs below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying at Key Stage 2 in your school in 2010/2011. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2011 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account.

Average points score at KS1					
NC Year starting Sept 2010	School	National	Difference	Sig	% Coverage
Year 6	13.0	15.3	-2.3	Sig-	97.2
Year 5	13.4	15.3	-1.9	Sig-	96.8
Year 4	12.4	15.3	-2.9	Sig-	100.0
Year 3	14.2	15.3	-1.1		100.0

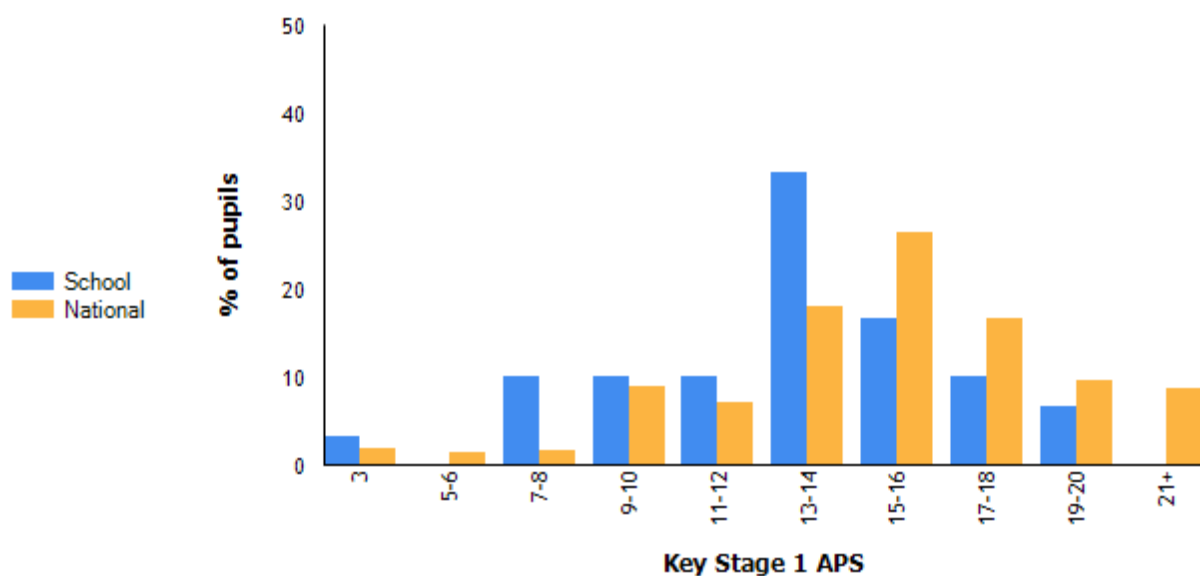
% by Prior Attainment Band						
	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	40.0	48.6	11.4	18.5	56.5	25.0
Year 5	26.7	63.3	10.0	18.6	57.0	24.4
Year 4	40.0	57.8	2.2	18.0	57.1	24.9
Year 3	30.8	46.2	23.1	17.9	57.5	24.6

Ernesettle Community School (URN: 134802 DfE No. 8793767) Prior Attainment

Year 6 in September 2010

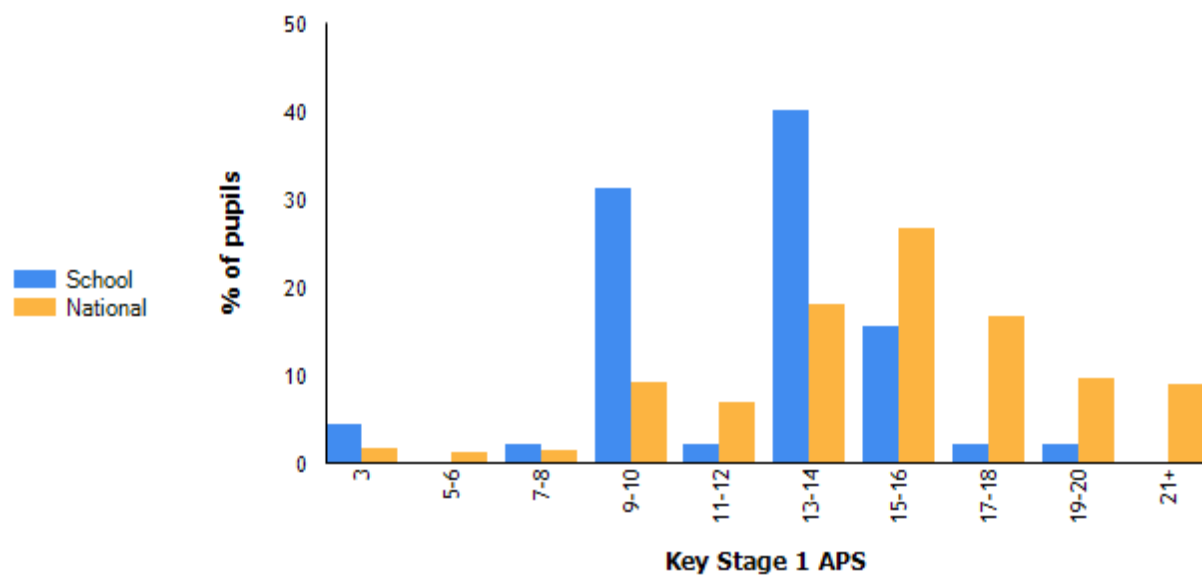


Year 5 in September 2010

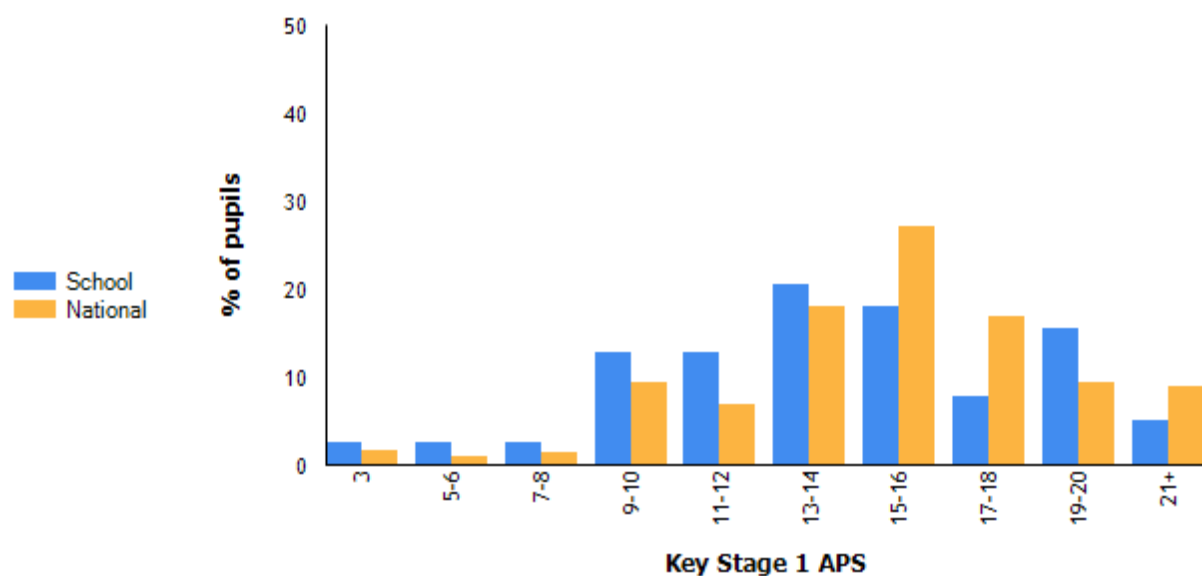


Ernesettle Community School (URN: 134802 DfE No. 8793767) Prior Attainment

Year 4 in September 2010



Year 3 in September 2010



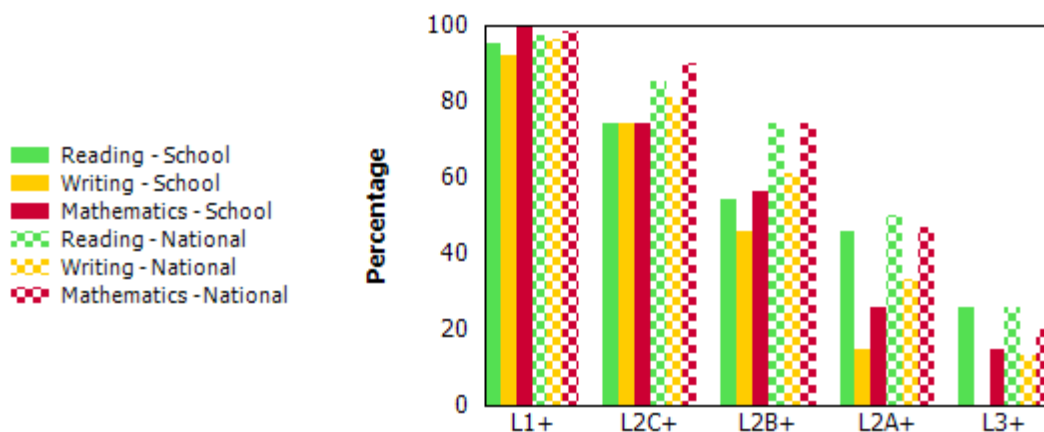
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 1

Chart 4.1.1 and Table 4.1.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2011

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	2	37	29	21	18	10
	School	0	5	95	74	54	46	26
	National	0	3	97	85	74	50	26
	Difference	0	2	-2	-11	-20	-4	0
	Significance	-	-	-		Sig-		
Writing	Entries	0	3	36	29	18	6	0
	School	0	8	92	74	46	15	0
	National	0	4	96	81	61	33	13
	Difference	0	4	-4	-7	-15	-17	-13
	Significance	-	-	-			Sig-	-
Mathematics	Entries	0	0	39	29	22	10	6
	School	0	0	100	74	56	26	15
	National	0	2	98	90	74	47	20
	Difference	0	-2	2	-15	-18	-21	-5
	Significance	-	-	-	-	Sig-	Sig-	

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 1

Table 4.1.3: Key Stage 1 Threshold Report: Teacher assessments for pupils below Level 1

This report displays the number and percentage of pupils working at each Pscale level in 2011.

Teacher assessments for pupils working below Level1												
		P8	P7	P6	P5	P4	P3i/P3 ii	P2i/P2 ii	P1i/P1 ii		All other pupils results	Total number of pupils in year group
Reading	Number of pupils										37	39
English (lower)							0	0	0			
Reading		2	0	0	0	0						
Writing		1	0	0	0	0						
Speaking		0	0	0	0	0						
Listening		0	0	0	0	0						
	Total Number of pupils	2					0					
	School distribution for only those pupils assessed as 'W' in Reading	100%					0%				N/A	
	National distribution for only those pupils assessed as 'W' in Reading	82%					9%				N/A	
Writing	Number of pupils										36	39
English (lower)							0	0	0			

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 1

Reading		1	0	0	0	0			
Writing		2	1	0	0	0			
Speaking		0	0	0	0	0			
Listening		0	0	0	0	0			
	Total Number of pupils	3					0		
	School distribution for only those pupils assessed as 'W' in Writing	100%					0%	N/A	
	National distribution for only those pupils assessed as 'W' in Writing	86%					7%	N/A	
Mathematics	Number of pupils							39	39
Mathematics (lower)							0	0	0
Using and applying		0	0	0	0	0			
Number		0	0	0	0	0			
Shape, space & measures		0	0	0	0	0			
	Total Number of pupils	0					0		
	School distribution for only those pupils assessed as 'W' in Mathematics	0%					0%	N/A	

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 1

National distribution for only those pupils assessed as 'W' in Mathematics	82%	12%	N/A	
---	-----	-----	-----	--

Notes
 Reading table includes all pupils awarded 'W' in their teacher assessment for Reading with a valid Pscale grade
 Writing table includes all pupils awarded 'W' in their teacher assessment for Writing with a valid Pscale grade
 Mathematics table includes all pupils awarded 'W' in their teacher assessment for Mathematics with a valid Pscale grade
 The total numbers of pupils on Pscals is shown for P4 - P8 and P1i - P3ii. Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 1

Attainment, Average Points Score at Key Stage 1 : Overall and by Subject

The following pages provide analysis of pupils' average points scores over the last five years in reading, writing and mathematics.

Chart 4.1.4 Overall

Key Stage 1 average point score (Total)

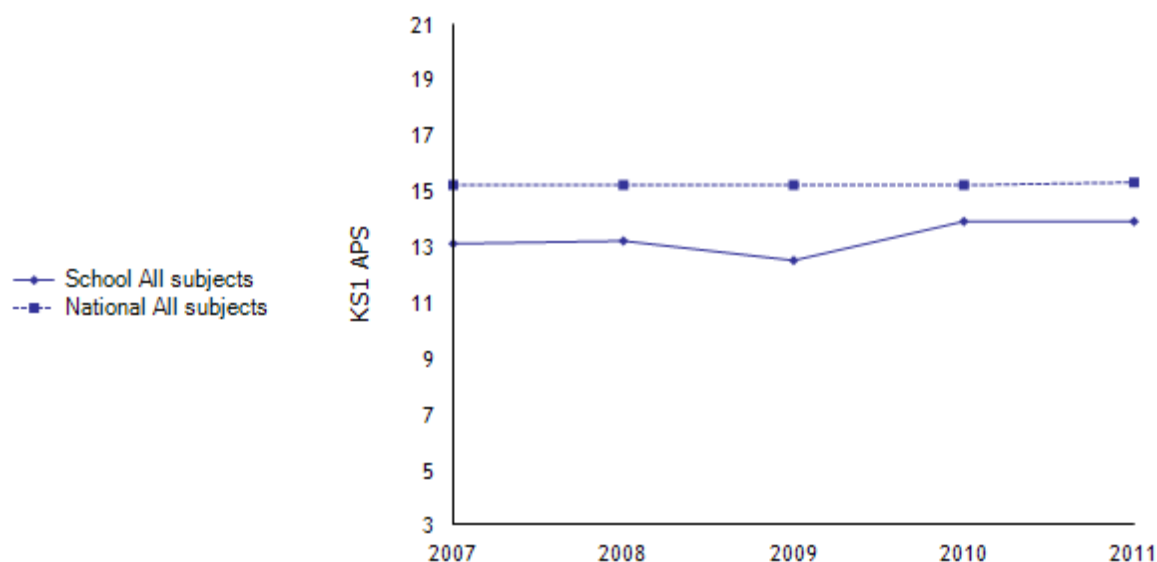
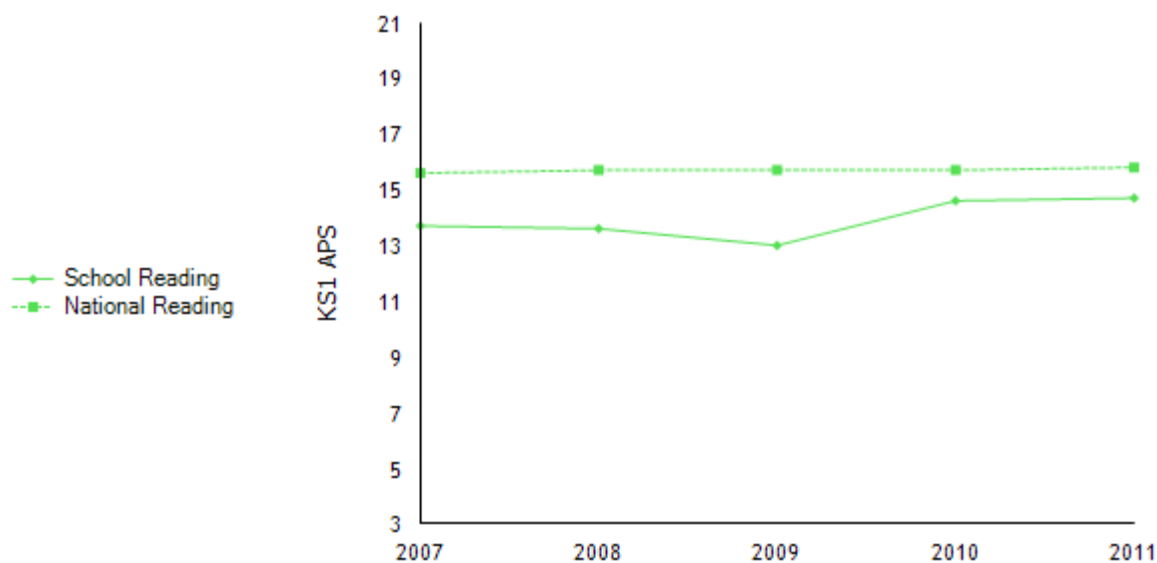


Chart 4.1.5 Reading

Key Stage 1 average point score (Reading)



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 1

Chart 4.1.6
Writing

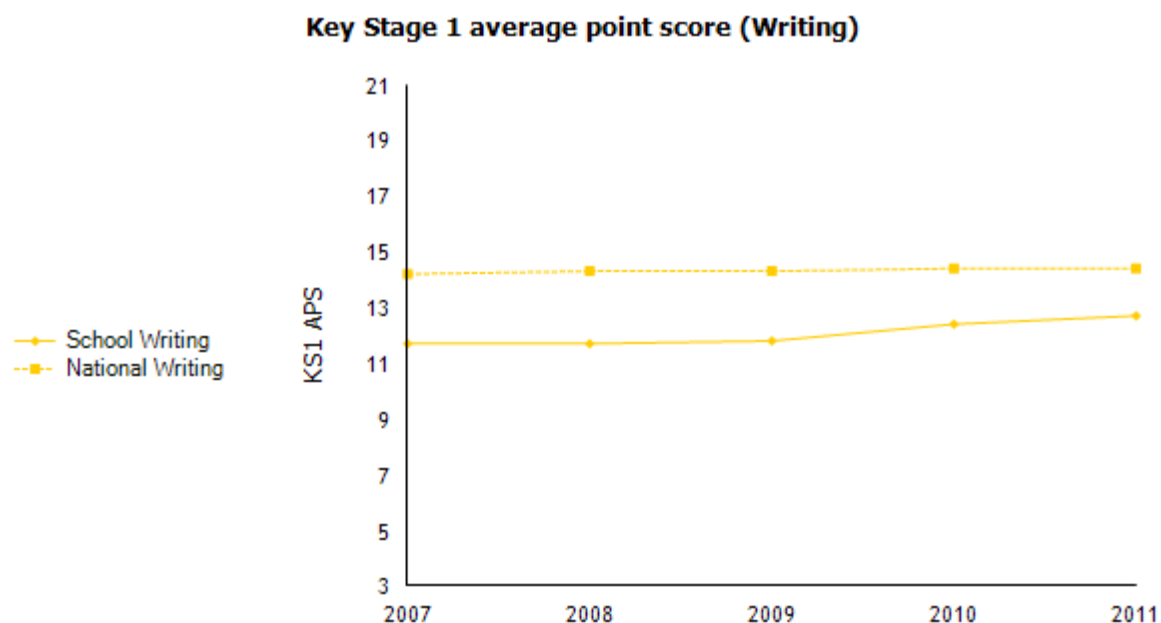
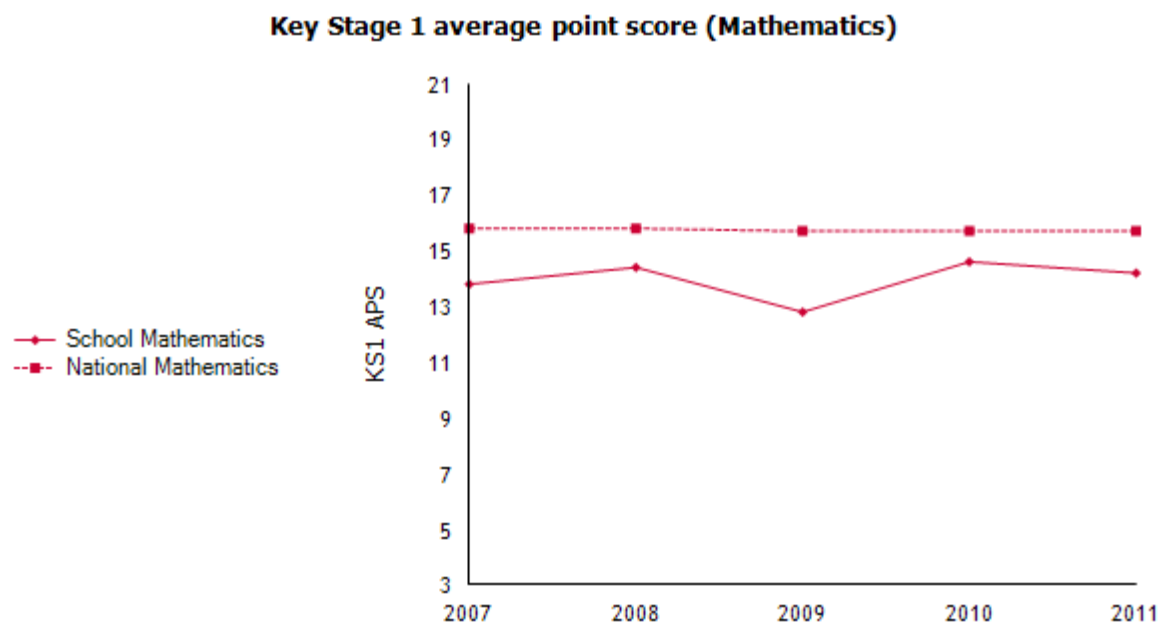


Chart 4.1.7
Mathematics



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 1

Table 4.1.8

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

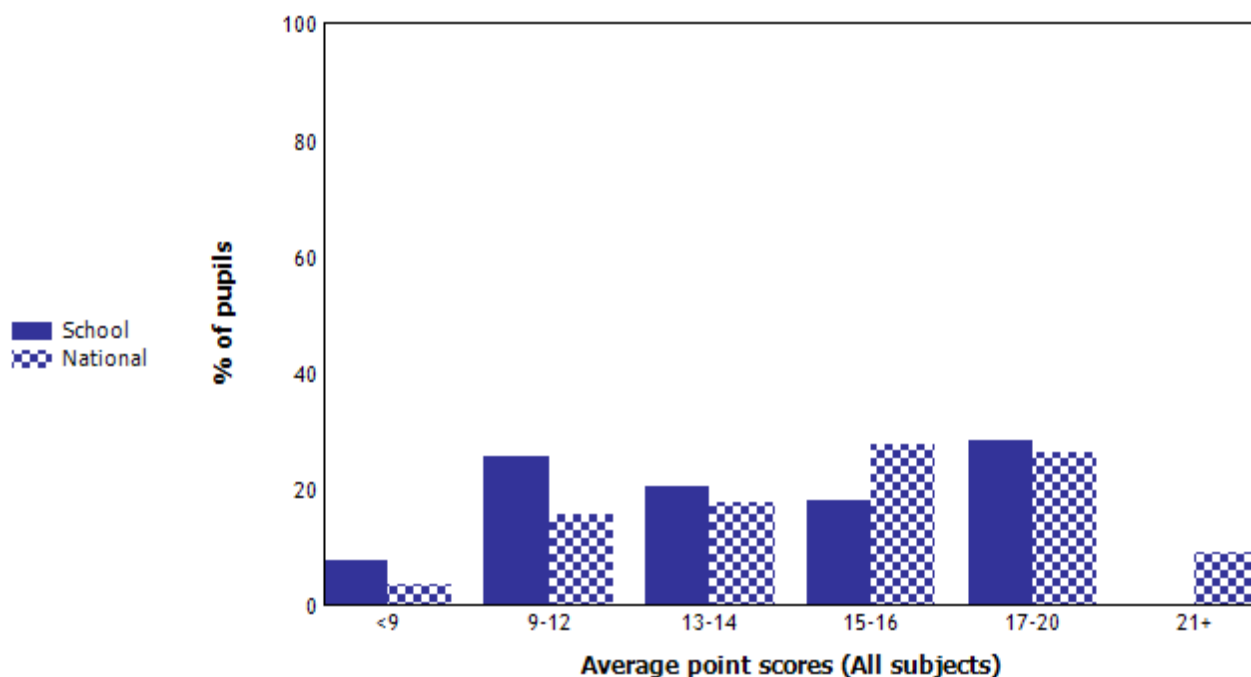
Year		2007	2008	2009	2010	2011
All Subjects	Cohort	35	37	46	39	39
	School	13.1	13.2	12.5	13.9 ↑	13.9
	National	15.2	15.2	15.2	15.2	15.3
	Difference	-2.1	-2.0	-2.7	-1.3	-1.4
	Significance	Sig-	Sig-	Sig-	Sig-	Sig-
<hr/>						
Reading	Cohort	35	37	46	39	39
	School	13.7	13.6	13.0	14.6	14.7
	National	15.6	15.7	15.7	15.7	15.8
	Difference	-1.9	-2.1	-2.7	-1.1	-1.1
	Significance	Sig-	Sig-	Sig-		
<hr/>						
Writing	Cohort	35	37	46	39	39
	School	11.7	11.7	11.8	12.4	12.7
	National	14.2	14.3	14.3	14.4	14.4
	Difference	-2.5	-2.6	-2.5	-2.0	-1.7
	Significance	Sig-	Sig-	Sig-	Sig-	Sig-
<hr/>						
Mathematics	Cohort	35	37	46	39	39
	School	13.8	14.4	12.8	14.6 ↑	14.2
	National	15.8	15.8	15.7	15.7	15.7
	Difference	-2.0	-1.4	-2.9	-1.1	-1.5
	Significance	Sig-	Sig-	Sig-		Sig-

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 1

Chart 4.1.9 and Table 4.1.10: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2011

This report provides analysis of Key Stage 1 pupils average point scores for reading, writing and mathematics.



	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	39	13.9	15.3	39	14.7	15.8	39	12.7	14.4	39	14.2	15.7
Gender												
Male	25	13.6	14.9	25	14.4	15.2	25	12.3	13.7	25	14.2	15.7
Female	14	14.4	15.8	14	15.3	16.4	14	13.6	15.2	14	14.3	15.7
Free School Meals												
FSM	16	13.3	13.5	16	13.9	13.9	16	12.3	12.6	16	13.8	14.1
Non FSM	23	14.3	15.7	23	15.3	16.2	23	13.1	14.9	23	14.6	16.1
English as a First Language												
English or believed to be English	39	13.9	15.5	39	14.7	16.0	39	12.7	14.6	39	14.2	15.9
Other than English or believed to be other	0	-	14.7	0	-	15.0	0	-	13.9	0	-	15.1
Unclassified	0	-	11.9	0	-	12.1	0	-	10.9	0	-	12.9

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 1

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<hr/>												
Special Educational Needs												
No Identified SEN	25	15.5	16.4	25	16.7	16.9	25	14.0	15.5	25	15.8	16.7
SEN without a statement	14	11.0	11.8	14	11.1	11.9	14	10.4	10.8	14	11.4	12.6
School Action	9	11.1	12.1	9	11.7	12.3	9	10.6	11.2	9	11.2	13.0
School Action plus	5	10.7	11.0	5	10.2	11.2	5	10.2	10.0	5	11.8	12.0
SEN with a statement	0	-	7.1	0	-	7.4	0	-	6.4	0	-	7.7
<hr/>												
<hr/>												
Ethnicity Group												
White												
British	39	13.9	15.5	39	14.7	16.0	39	12.7	14.6	39	14.2	15.9
Irish	0	-	15.9	0	-	16.4	0	-	14.9	0	-	16.3
Traveller of Irish Heritage	0	-	10.4	0	-	10.4	0	-	9.3	0	-	11.7
Gypsy/Roma	0	-	9.8	0	-	9.6	0	-	8.9	0	-	10.9
Any other White background	0	-	14.5	0	-	14.7	0	-	13.5	0	-	15.2
Mixed												
White & Black Caribbean	0	-	14.8	0	-	15.4	0	-	14.0	0	-	15.2
White & Black African	0	-	15.4	0	-	16.0	0	-	14.6	0	-	15.6
White & Asian	0	-	16.0	0	-	16.5	0	-	15.2	0	-	16.3
Any other mixed background	0	-	15.4	0	-	16.0	0	-	14.6	0	-	15.8
Asian or Asian British												
Indian	0	-	16.3	0	-	16.7	0	-	15.6	0	-	16.6
Pakistani	0	-	14.5	0	-	14.9	0	-	13.8	0	-	14.7
Bangladeshi	0	-	14.8	0	-	15.2	0	-	14.1	0	-	15.1
Any other Asian background	0	-	15.6	0	-	15.9	0	-	14.8	0	-	16.0
Black or Black British												
Black Caribbean	0	-	14.4	0	-	14.9	0	-	13.7	0	-	14.5
Black African	0	-	14.8	0	-	15.4	0	-	14.2	0	-	15.0
Any other Black background	0	-	14.5	0	-	15.1	0	-	13.8	0	-	14.7
Chinese	0	-	16.4	0	-	16.5	0	-	15.5	0	-	17.3
Any other ethnic group	0	-	14.5	0	-	14.7	0	-	13.7	0	-	15.0

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 1

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Unclassified - Refused	0	-	15.5	0	-	16.0	0	-	14.6	0	-	15.8
Unclassified - Information not obtained	0	-	12.1	0	-	12.3	0	-	11.1	0	-	13.1
.....												
Term of Birth												
Autumn	10	15.3	16.1	10	16.2	16.6	10	14.0	15.3	10	15.8	16.6
Spring	14	12.8	15.3	14	13.1	15.8	14	11.4	14.4	14	13.7	15.7
Summer	15	14.0	14.5	15	15.1	15.0	15	13.1	13.6	15	13.7	14.9

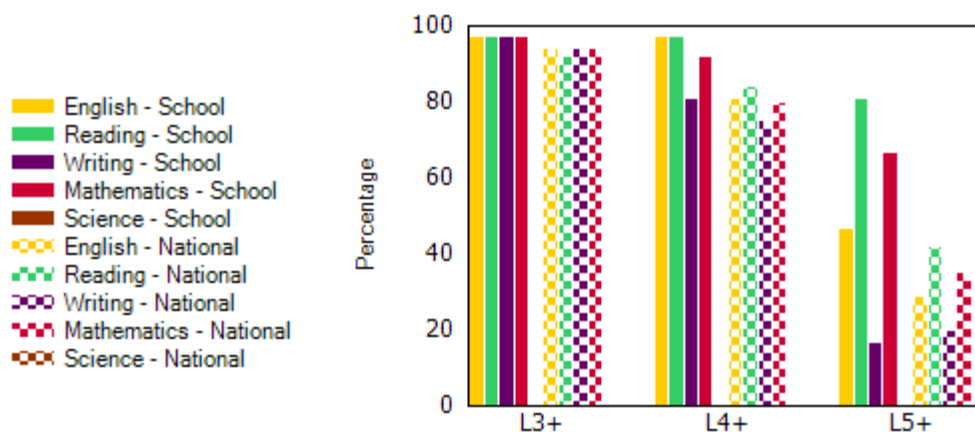
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 2

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2011

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 2. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

Percentage of pupils attaining each level in Key Stage 2 National Curriculum core subject, cumulative distribution



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

		A/T	<L3	L3+	L4+	L5+
English	Entries	1	0	35	35	17
	School	3	0	97	97	47
	National	1	6	94	81	29
	Difference	2	-6	4	16	18
	Significance	-	-	-	Sig+	Sig+
Reading	Entries	1	0	35	35	29
	School	3	0	97	97	81
	National	1	7	92	84	42
	Difference	2	-7	5	14	39
	Significance	-	-	-	Sig+	Sig+
Writing	Entries	1	0	35	29	6
	School	3	0	97	81	17
	National	1	5	94	75	20
	Difference	2	-5	3	6	-3
	Significance	-	-	-		
Mathematics	Entries	1	0	35	33	24
	School	3	0	97	92	67
	National	1	5	94	80	35
	Difference	2	-5	3	11	32
	Significance	-	-	-		Sig+
Science	Entries	0	0	0	0	0
	School	-	-	-	-	-
	National	-	-	-	-	-
	Difference	-	-	-	-	-
	Significance	-	-	-	-	-

Statutory testing of science in Key Stage 2 was discontinued in 2010.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

Table 4.2.3: Key Stage 2 Proportion achieving or surpassing Level 4 in tests

Percentage of Key Stage 2 pupils achieving level 4 or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level.

Statistical significance tests have been performed.

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	36	97	81	Sig+	36	92	80		36	92	74	Sig+
<hr/>												
Gender												
Male	18	94	77	-	18	94	80	-	18	94	72	Sig+
Female	18	100	86	-	18	89	80	-	18	89	77	-
<hr/>												
Free School Meals												
FSM	15	93	67	-	15	80	67	-	15	80	58	
Non FSM	21	100	84	-	21	100	83	-	21	100	78	-
<hr/>												
Attainment at KS1												
Low	14	100	37	Sig+	14	93	40	Sig+	14	93	25	-
Middle	17	94	90	-	17	88	86	-	17	88	81	-
High	4	100	100	-	4	100	99	-	4	100	99	-
<hr/>												
English as a First Language												
English or believed to be English	36	97	82	Sig+	36	92	81		36	92	75	Sig+
Other than English or believed to be other	0	0	77	-	0	0	77	-	0	0	70	-
Unclassified	0	0	51	-	0	0	50	-	0	0	43	-
<hr/>												
Special Educational Needs												
No Identified SEN	25	96	93	-	25	96	91	-	25	96	87	-
SEN without a statement	10	100	51	-	10	80	53	-	10	80	38	-
School Action	4	100	57	-	4	75	58	-	4	75	43	-

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
School Action plus	6	100	41	-	6	83	46	-	6	83	31	-
SEN with a statement	1	100	20	-	1	100	21	-	1	100	15	-
Ethnicity Group												
White												
British	36	97	82	Sig+	36	92	81		36	92	75	Sig+
Irish	0	0	87	-	0	0	85	-	0	0	80	-
Traveller of Irish Heritage	0	0	38	-	0	0	39	-	0	0	30	-
Gypsy/Roma	0	0	30	-	0	0	33	-	0	0	23	-
Any other White background	0	0	74	-	0	0	77	-	0	0	68	-
Mixed												
White & Black Caribbean	0	0	79	-	0	0	77	-	0	0	70	-
White & Black African	0	0	83	-	0	0	79	-	0	0	74	-
White & Asian	0	0	86	-	0	0	85	-	0	0	80	-
Any other mixed background	0	0	84	-	0	0	81	-	0	0	76	-
Asian or Asian British												
Indian	0	0	87	-	0	0	86	-	0	0	82	-
Pakistani	0	0	76	-	0	0	75	-	0	0	68	-
Bangladeshi	0	0	82	-	0	0	79	-	0	0	74	-
Any other Asian background	0	0	82	-	0	0	84	-	0	0	77	-
Black or Black British												
Black Caribbean	0	0	78	-	0	0	73	-	0	0	67	-
Black African	0	0	79	-	0	0	76	-	0	0	70	-

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	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Any other Black background	0	0	77	-	0	0	73	-	0	0	67	-
Chinese	0	0	88	-	0	0	94	-	0	0	86	-
Any other ethnic group	0	0	73	-	0	0	78	-	0	0	68	-
Unclassified - Refused	0	0	81	-	0	0	80	-	0	0	75	-
Unclassified - Information not obtained	0	0	57	-	0	0	56	-	0	0	49	-

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Attainment at Key Stage 2

Table 4.2.4: Key Stage 2 Proportion achieving or surpassing Level 5 in tests

Percentage of Key Stage 2 pupils achieving level 5 or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level.

Statistical significance tests have been performed.

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	36	47	29	Sig+	36	67	35	Sig+	36	33	21	
Gender												
Male	18	39	23	-	18	72	37	Sig+	18	33	18	-
Female	18	56	35		18	61	33	Sig+	18	33	23	-
Free School Meals												
FSM	15	27	14	-	15	60	19	-	15	13	8	-
Non FSM	21	62	32	Sig+	21	71	38	Sig+	21	48	24	-
Attainment at KS1												
Low	14	21	1	-	14	57	4	-	14	7	0	-
Middle	17	53	19	-	17	71	27	-	17	41	10	-
High	4	100	72	-	4	100	77	-	4	100	60	-
English as a First Language												
English or believed to be English	36	47	30	Sig+	36	67	35	Sig+	36	33	21	
Other than English or believed to be other	0	0	23	-	0	0	33	-	0	0	18	-
Unclassified	0	0	17	-	0	0	18	-	0	0	10	-
Special Educational Needs												
No Identified SEN	25	52	37		25	80	44	Sig+	25	44	27	
SEN without a statement	10	40	5	-	10	40	9	-	10	10	2	-
School Action	4	25	5	-	4	50	9	-	4	0	2	-

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	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
School Action plus	6	50	5	-	6	33	9	-	6	17	3	-
SEN with a statement	1	0	3	-	1	0	5	-	1	0	2	-
Ethnicity Group												
White												
British	36	47	30	Sig+	36	67	35	Sig+	36	33	21	
Irish	0	0	37	-	0	0	44	-	0	0	29	-
Traveller of Irish Heritage	0	0	3	-	0	0	6	-	0	0	1	-
Gypsy/Roma	0	0	4	-	0	0	6	-	0	0	2	-
Any other White background	0	0	25	-	0	0	35	-	0	0	19	-
Mixed												
White & Black Caribbean	0	0	25	-	0	0	27	-	0	0	16	-
White & Black African	0	0	31	-	0	0	34	-	0	0	22	-
White & Asian	0	0	38	-	0	0	46	-	0	0	30	-
Any other mixed background	0	0	33	-	0	0	37	-	0	0	23	-
Asian or Asian British												
Indian	0	0	35	-	0	0	47	-	0	0	28	-
Pakistani	0	0	20	-	0	0	27	-	0	0	14	-
Bangladeshi	0	0	23	-	0	0	32	-	0	0	17	-
Any other Asian background	0	0	31	-	0	0	47	-	0	0	26	-
Black or Black British												
Black Caribbean	0	0	20	-	0	0	20	-	0	0	11	-
Black African	0	0	23	-	0	0	28	-	0	0	15	-

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Attainment at Key Stage 2

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Any other Black background	0	0	22	-	0	0	24	-	0	0	14	-
Chinese	0	0	45	-	0	0	67	-	0	0	41	-
Any other ethnic group	0	0	22	-	0	0	35	-	0	0	17	-
Unclassified - Refused	0	0	31	-	0	0	37	-	0	0	22	-
Unclassified - Information not obtained	0	0	17	-	0	0	20	-	0	0	11	-

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Attainment at Key Stage 2

Table 4.2.5: Key Stage 2 Below the Level of the Test Report : Teacher Assessments

This report displays the number and percentage of pupils below the level of the test at each level in 2011.

Teacher assessments for pupils operating below the level of the tests (B)												All other pupils results	Total number of pupils in year group
		Level 2 or above	Level 1	P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii		
English	Number of pupils	0	0									36	36
English (lower)										0	0	0	
Reading													
Writing													
Speaking													
Listening													
	Total Number of pupils	0	0	0					0				
	School distribution of teacher assessments for only those pupils operating below the level of the tests (B)	0%	0%	0%					0%			N/A	
	National distribution of teacher assessments for only those pupils operating below the level of the tests (B)	66%	19%	11%					3%			N/A	

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

Mathematics	Number of pupils	0	0						36	36
Mathematics (lower)							0	0	0	
Using and applying							0	0	0	
Number							0	0	0	
Shape, space & measures							0	0	0	
	Total Number of pupils	0	0	0					0	
	School distribution of teacher assessments for only those pupils operating below the level of the tests (B)	0%	0%	0%					0%	N/A
	National distribution of teacher assessments for only those pupils operating below the level of the tests (B)	67%	18%	12%					3%	N/A

This report displays additional information about the teacher assessments of those pupils who were identified as operating below the level of the test and coded B. The known teacher assessments are displayed as level 2+, level 1 and P scales. The total numbers of pupils on Pscales is shown for P4 - P8 and P1i - P3ii. Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

Table 4.2.6: Key Stage 2 Threshold Report : Cumulative assessments for pupils below the level of the tests

The table below shows the cumulative distribution of the levels achieved by pupils in the school working below the level of the test for Key Stage 2 in 2011.

		Test Results				Teacher assessments for pupils operating below the level of the tests (B)									A/T/ M	Total number of pupils in year group	
		L5+	L4+	L3+	N or 2+	Level 2 or above	Level 1 or above	P8	P7	P6	P5	P4	P3i/ P3ii	P2i/ P2ii			P1i/ P1ii
English English (lower) Reading Writing Speaking Listening	Number of pupils	17	35	35	35	0	0									1	36
													0	0	0		
								0	0	0	0	0					
								0	0	0	0	0					
								0	0	0	0	0					
								0	0	0	0	0					
								Total P4 or above					Total P1i or above				
Cumulative Total Number of pupils	17	35	35	35	0	0	0					0			1		
School Cumulative Percentage	47%	97%	97%	97%	0%	0%	0%					0%			3%		
National Cumulative Percentage	29%	81%	94%	94%	66%	85%	96%					99%			1%		
Difference	18%	16%	3%	3%	-66%	-85%	-96%					-99%			2%		
Mathematics Mathematics (lower) Using and applying Number Shape, space & measures	Number of pupils	24	33	35	35	0	0									1	36
												0	0	0			
							0	0	0	0	0						
							0	0	0	0	0						
							0	0	0	0	0						
							Total P4 or above					Total P1i or above					
Cumulative Total Number of pupils	24	33	35	35	0	0	0					0			1		
School Cumulative Percentage	67%	92%	97%	97%	0%	0%	0%					0%			3%		

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

National Cumulative Percentage	35%	80%	94%	95%	67%	85%	96%	100%	1%	
Difference	32%	12%	3%	2%	-67%	-85%	-96%	-100%	2%	

This report displays additional information about the teacher assessments of those pupils who were identified as operating below the level of the test and coded B.

The known teacher assessments are displayed as level 2+, level 1 and Pscals.

A - Pupil absent

T - Pupil unable to access the test

M - Pupil operating below the level of the test but teacher assessment missing

The Pscale information is shown for each pupil with the cumulative figures amalgamated to P1i or above and P4 or above

Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 2

Attainment, Average Points Score at Key Stage 2 : Overall and by Subject

The following pages provide analysis of pupils' average points scores over the last five years in the National Curriculum core subjects.

Chart 4.2.7 Overall

Key Stage 2 average point score (Total)

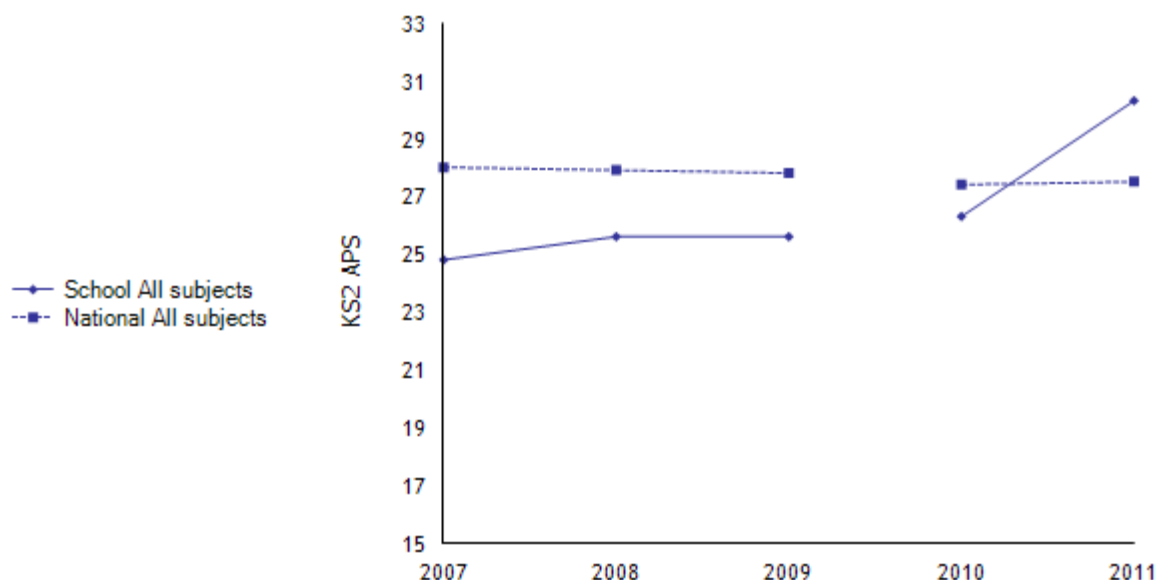
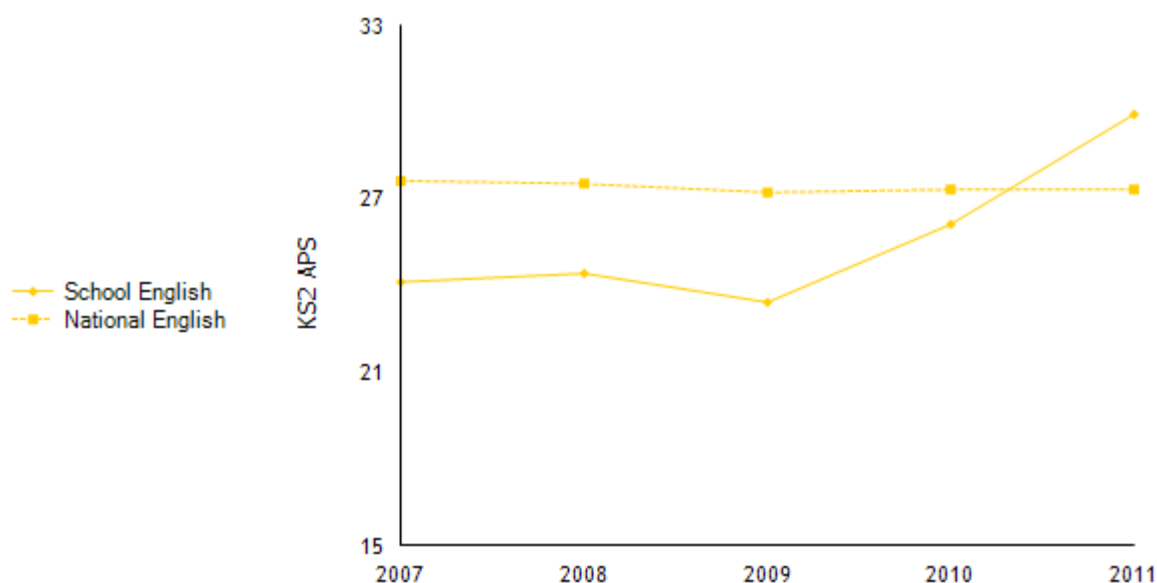


Chart 4.2.8 English

Key Stage 2 average point score (English)



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

Chart 4.2.9
Mathematics

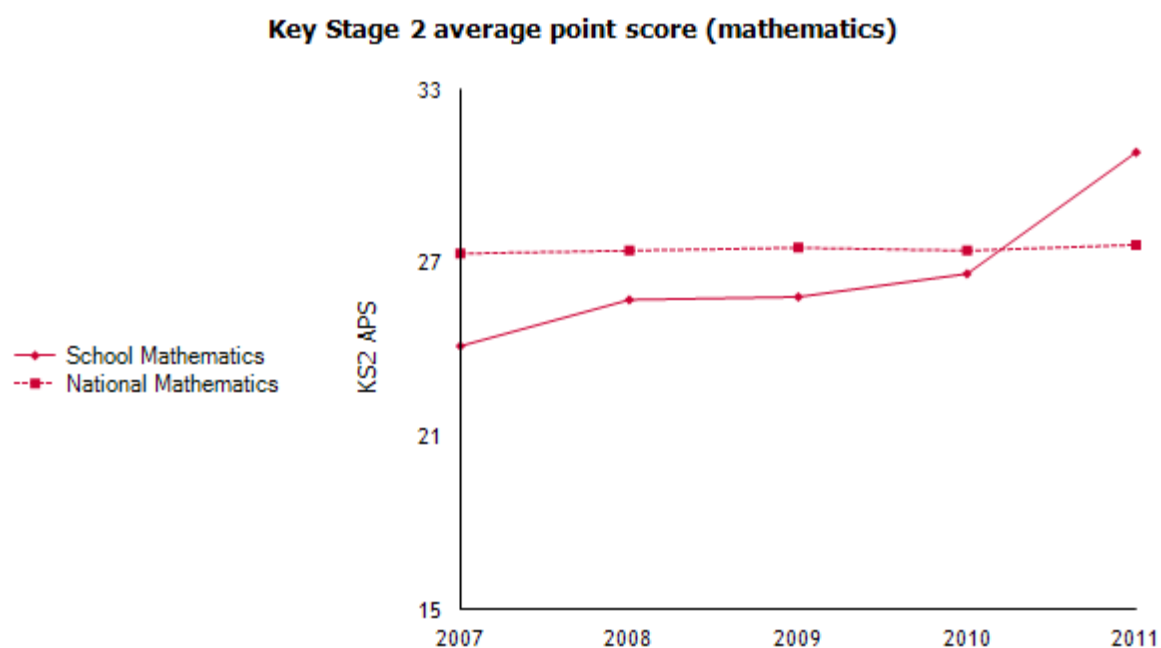


Chart 4.2.10
Science

No data available; statutory testing of science in Key Stage 2 was discontinued in 2010.

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 2

Table 4.2.11

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2007	2008	2009	2010*	2011
All Subjects	Cohort	41	46	35	40	36
	School	24.8	25.6	25.6	26.3	30.3 ↑
	National	28.0	27.9	27.8	27.4	27.5
	Difference	-3.2	-2.3	-2.2	-1.1	2.8
	Significance	Sig-	Sig-	Sig-	Sig-	Sig+
English	Cohort	41	46	35	40	36
	School	24.2	24.4	23.4	26.1 ↑	29.9 ↑
	National	27.6	27.5	27.2	27.3	27.3
	Difference	-3.4	-3.1	-3.8	-1.2	2.6
	Significance	Sig-	Sig-	Sig-		Sig+
Mathematics	Cohort	41	46	35	40	36
	School	24.2	25.7	25.8	26.6	30.8 ↑
	National	27.3	27.4	27.5	27.4	27.6
	Difference	-3.1	-1.7	-1.7	-0.8	3.2
	Significance	Sig-	Sig-			Sig+
Science	Cohort	41	46	35	-	-
	School	26.2	26.7	27.7	-	-
	National	29.0	28.9	28.7	-	-
	Difference	-2.8	-2.2	-1.0	-	-
	Significance	Sig-	Sig-		-	-

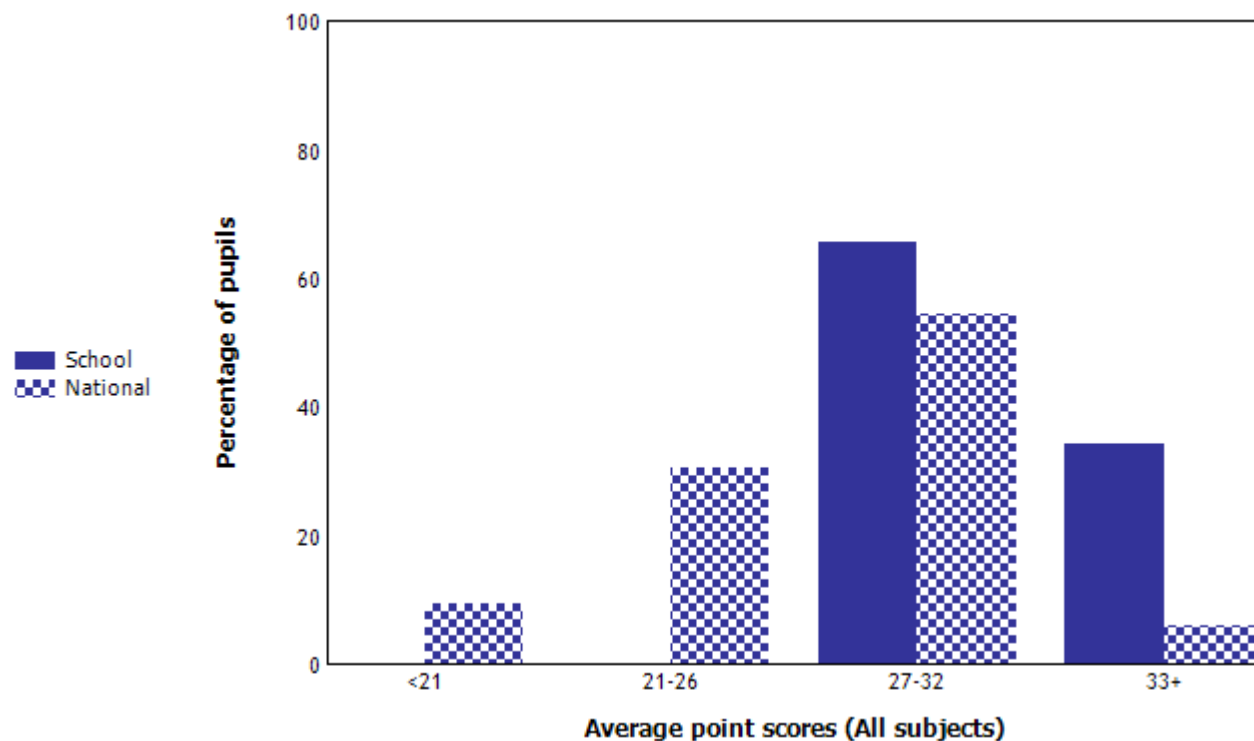
* Statutory testing of science in Key Stage 2 was discontinued in 2010. Significance state changes of overall APS from 2009 to 2010 have not been tested because of the change in methodology to exclude science.

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 2

Chart 4.2.12 and Table 4.2.13: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2011

This report provides analysis of Key Stage 2 pupils average point scores for the national curriculum subjects.



	All NC Core Subjects			English			Reading			Writing			Mathematics			Science		
	School		National	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	36	30.3	27.5	36	29.9	27.3	36	32.0	28.1	36	27.0	26.4	36	30.8	27.6	-	-	-
Gender																		
Male	18	30.5	27.2	18	29.5	26.6	18	31.2	27.5	18	25.6	25.6	18	31.6	27.7	-	-	-
Female	18	30.2	27.8	18	30.3	28.1	18	32.7	28.8	18	28.3	27.2	18	30.0	27.6	-	-	-

Free School
Meals

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 2

	All NC Core Subjects			English			Reading			Writing			Mathematics			Science		
	School		National	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
FSM	15	29.4	25.4	15	28.7	25.2	15	31.7	25.8	15	26.6	24.5	15	30.0	25.6	-	-	-
Non FSM	21	31.0	27.9	21	30.7	27.8	21	32.1	28.6	21	27.3	26.8	21	31.3	28.1	-	-	-
<hr/>																		
English as a First Language																		
English or believed to be English	36	30.3	27.6	36	29.9	27.5	36	32.0	28.3	36	27.0	26.4	36	30.8	27.7	-	-	-
Other than English or believed to be other	0	-	26.9	0	-	26.5	0	-	27.1	0	-	26.0	0	-	27.3	-	-	-
Unclassified	0	-	23.6	0	-	23.5	0	-	23.9	0	-	22.9	0	-	23.8	-	-	-
<hr/>																		
Special Educational Needs																		
No Identified SEN	25	31.1	28.9	25	30.3	28.8	25	32.8	29.7	25	27.8	27.7	25	32.0	29.0	-	-	-
SEN without a statement	10	28.8	23.8	10	29.4	23.6	10	30.6	24.1	10	25.8	22.9	10	28.2	24.1	-	-	-
School Action	4	28.5	24.4	4	28.5	24.2	4	30.0	24.8	4	25.5	23.5	4	28.5	24.6	-	-	-
School Action plus	6	29.0	22.8	6	30.0	22.4	6	31.0	22.8	6	26.0	21.9	6	28.0	23.2	-	-	-
SEN with a statement	1	27.0	18.7	1	27.0	18.5	1	27.0	18.7	1	21.0	18.3	1	27.0	19.0	-	-	-
<hr/>																		
Ethnicity Group																		
White																		
British	36	30.3	27.6	36	29.9	27.5	36	32.0	28.4	36	27.0	26.4	36	30.8	27.7	-	-	-
Irish	0	-	28.4	0	-	28.2	0	-	29.3	0	-	27.1	0	-	28.6	-	-	-
Traveller of Irish Heritage	0	-	22.1	0	-	21.8	0	-	22.1	0	-	21.5	0	-	22.5	-	-	-
Gypsy/Roma	0	-	20.9	0	-	20.6	0	-	20.8	0	-	20.3	0	-	21.3	-	-	-
Any other White background	0	-	26.9	0	-	26.4	0	-	27.1	0	-	25.6	0	-	27.4	-	-	-

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Attainment at Key Stage 2

	All NC Core Subjects			English			Reading			Writing			Mathematics			Science		
	School		National	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Mixed																		
White & Black Caribbean	0	-	27.0	0	-	27.0	0	-	27.8	0	-	26.2	0	-	27.0	-	-	-
White & Black African	0	-	27.6	0	-	27.6	0	-	28.2	0	-	26.7	0	-	27.5	-	-	-
White & Asian	0	-	28.5	0	-	28.3	0	-	29.0	0	-	27.3	0	-	28.7	-	-	-
Any other mixed background	0	-	27.8	0	-	27.7	0	-	28.4	0	-	26.8	0	-	27.9	-	-	-
Asian or Asian British																		
Indian	0	-	28.5	0	-	28.1	0	-	28.8	0	-	27.4	0	-	28.8	-	-	-
Pakistani	0	-	26.6	0	-	26.4	0	-	26.8	0	-	25.9	0	-	26.7	-	-	-
Bangladeshi	0	-	27.2	0	-	27.0	0	-	27.4	0	-	26.6	0	-	27.4	-	-	-
Any other Asian background	0	-	28.0	0	-	27.4	0	-	28.0	0	-	26.8	0	-	28.6	-	-	-
Black or Black British																		
Black Caribbean	0	-	26.4	0	-	26.5	0	-	27.1	0	-	25.9	0	-	26.2	-	-	-
Black African	0	-	26.8	0	-	26.8	0	-	27.3	0	-	26.2	0	-	26.8	-	-	-
Any other Black background	0	-	26.5	0	-	26.5	0	-	27.0	0	-	25.9	0	-	26.4	-	-	-
Chinese	0	-	29.7	0	-	28.8	0	-	29.4	0	-	27.7	0	-	30.6	-	-	-
Any other ethnic group	0	-	26.7	0	-	26.1	0	-	26.7	0	-	25.6	0	-	27.3	-	-	-
Unclassified - Refused	0	-	27.6	0	-	27.4	0	-	28.3	0	-	26.5	0	-	27.8	-	-	-
Unclassified - Information not obtained	0	-	24.3	0	-	24.2	0	-	24.7	0	-	23.5	0	-	24.5	-	-	-

Statutory testing of science in Key Stage 2 was discontinued in 2010.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Progress Measures Value Added

Table 5.1.1: Key Stage 1 to Key Stage 2 value added scores for school, trend

Overall subjects value added: School analysis

This report provides the overall value added measure for the school relative to mean of 100. The school is placed within the national distribution to illustrate the range of value added scores attained by other maintained mainstream schools.

		2009	2010	2011
All subjects	Cohort for VA	-	-	35
	VA School score	-	-	104.3
	95% confidence interval +/-	-	-	0.7
	Significance	-	-	Sig+
	Percentile rank	-	-	1
	Coverage	-	-	97%
English	Cohort for VA	-	-	35
	VA School score	-	-	103.6
	95% confidence interval +/-	-	-	0.8
	Significance	-	-	Sig+
	Percentile rank	-	-	1
	Coverage	-	-	97%
Mathematics	Cohort for VA	-	-	35
	VA School score	-	-	104.9
	95% confidence interval +/-	-	-	0.9
	Significance	-	-	Sig+
	Percentile rank	-	-	1
	Coverage	-	-	97%

Ernesettle Community School (URN: 134802 DfE No. 8793767)

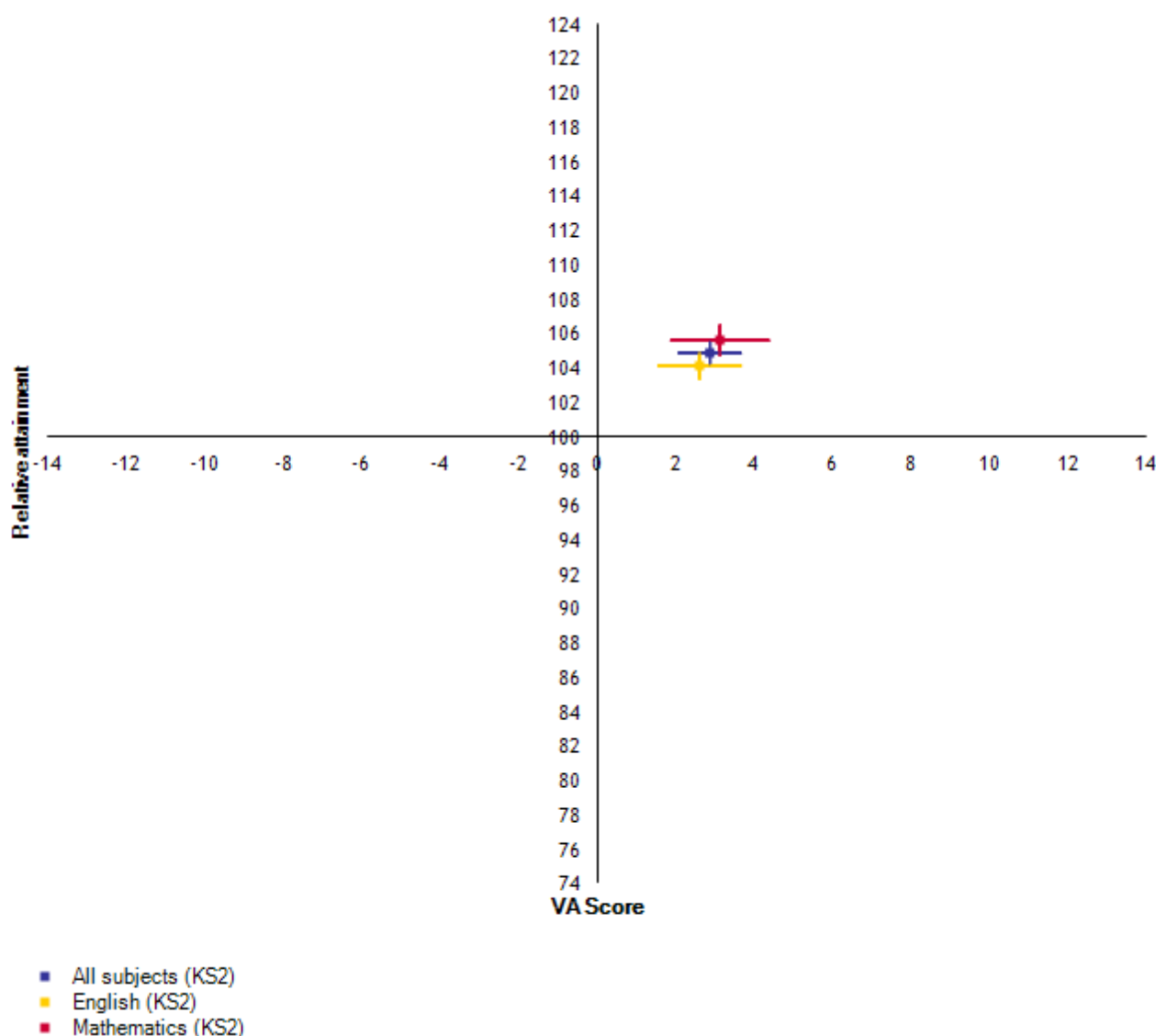
Progress Measures Value Added

Chart 5.1.2 and Table 5.1.3: Key Stage 1 to Key Stage 2 performance: value added and relative attainment

Overall value added and Key Stage 2 attainment

This analysis shows the school's attainment (average point score) relative to the national average (mean) and the school's value added score. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

VA/APS 2011



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Progress Measures Value Added

		2009		2010		2011	
		VA	Relative attainment	VA	Relative attainment	VA	Relative attainment
All subjects (KS2)	School score	-	-	-	-	104.3	2.9
	Cohort	-	-	-	-	35	36
	95% confidence Interval	-	-	-	-	0.7	0.8
	Significance	-	-	-	-	Sig+	Sig+
English (KS2)	School score	-	-	-	-	103.6	2.6
	Cohort	-	-	-	-	35	36
	95% confidence Interval	-	-	-	-	0.8	1.1
	Significance	-	-	-	-	Sig+	Sig+
Mathematics (KS2)	School score	-	-	-	-	104.9	3.1
	Cohort	-	-	-	-	35	36
	95% confidence Interval	-	-	-	-	0.9	1.3
	Significance	-	-	-	-	Sig+	Sig+

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Progress Measures Value Added

Table 5.1.4: Threshold Measures Key Stage 1 to Key Stage 2: Pupils Achieving Level 4+ in both English and mathematics

This analysis provides the number of pupils who achieved Level 4+ English and mathematics in 2011, grouped by their prior attainment at Key Stage 1. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate for this group, it is highlighted in green (sig+) or blue (sig-).

Prior attainment at KS1	Number of pupils	Number of pupils achieving Level 4+	Success rate	Predicted success rate
High	4	4	100%	97%
Middle	17	16	94%	72%
Low	14	13	93%	26%
Whole School	35	33	94%	56%

Please note: Only pupils included in the VA calculation are included in this analysis.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Progress Measures Value Added

Table 5.1.5: Threshold Measures Key Stage 1 to Key Stage 2: Pupils Achieving Level 5+ in both English and mathematics

This analysis provides the number of pupils who achieved Level 5+ English and mathematics in 2011, grouped by their prior attainment at Key Stage 1. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate for this group, it is highlighted in green (sig+) or blue (sig-).

Prior attainment at KS1	Number of pupils	Number of pupils achieving Level 5+	Success rate	Predicted success rate
High	4	4	100%	53%
Middle	17	7	41%	6%
Low	14	1	7%	0%
Whole School	35	12	34%	9%

Please note: Only pupils included in the VA calculation are included in this analysis.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - English

Table 5.2.1: Expected Progress in English Key Stage 1 to Key Stage 2

This table shows the number of pupils attaining each English Key Stage 2 attainment level and their corresponding English Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 English Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 English Level	Other or No Prior Available	0	0	0	0	0	0	1	0	1	1	100%	62%
	W	0	0	0	0	0	0	0	0	0	0	0%	62%
	1	0	0	0	0	0	12	2	0	14	14	100%	84%
	2	0	0	0	0	0	7	10	0	17	17	100%	90%
	3	0	0	0	0	0	0	4	0	4	4	100%	72%
Summary										36	36	100%	83%

Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	36
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The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - English

Table 5.2.2: Expected Progress in English Key Stage 1 to Key Stage 2 - sublevel variation

This table shows the number of pupils attaining each English Key Stage 2 attainment level and their corresponding English Key Stage 1 prior attainment, including sub-levels.

Number of Pupils		Sub Level	Key Stage 2 English Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 English Level	Other or No Prior Available		0	0	0	0	0	0	1	0	1	1	100%	62%
	W		0	0	0	0	0	0	0	0	0	0	0%	62%
	1		0	0	0	0	0	12	2	0	14	14	100%	84%
	2	2C	0	0	0	0	0	3	5	0	8	8	100%	72%
		2B	0	0	0	0	0	2	4	0	6	6	100%	90%
		2A	0	0	0	0	0	2	1	0	3	3	100%	98%
	3		0	0	0	0	0	0	4	0	4	4	100%	72%
Summary											36	36	100%	83%

Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	36
---------------------	----

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - English

Table 5.2.3: Expected Progress in Reading Key Stage 1 to Key Stage 2 - sublevel variation

This table shows the number of pupils attaining each Reading Key Stage 2 attainment level and their corresponding Reading Key Stage 1 prior attainment, including sub-levels.

Number of Pupils		Sub Level	Key Stage 2 Reading Level						Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
			No KS2 Result	B or N	2	3	4	5+				
KS1 Reading Level	Other or No Prior Available		0	0	0	0	0	1	1	1	100%	100%
	W		0	0	0	0	0	0	0	0	0%	100%
	1		0	0	0	0	5	6	11	11	100%	75%
	2	2C	0	0	0	0	0	7	7	7	100%	75%
		2B	1	0	0	0	0	9	9	9	100%	91%
		2A	0	0	0	0	1	2	3	3	100%	98%
	3		0	0	0	0	0	4	4	4	100%	85%
Summary									35	35	100%	87%

Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	36
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The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments (TA's) where available, please note that TA data was not available for reading and writing, therefore only pupils with test results have been included in the calculation.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - English

Table 5.2.4: Expected Progress in Writing Key Stage 1 to Key Stage 2 - sublevel variation

This table shows the number of pupils attaining each Writing Key Stage 2 attainment level and their corresponding Writing Key Stage 1 prior attainment, including sub-levels.

Number of Pupils		Sub Level	Key Stage 2 Writing Level						Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
			No KS2 Result	B or N	2	3	4	5+				
KS1 Writing Level	Other or No Prior Available		0	0	0	0	1	0	0	0	0%	100%
	W		0	0	0	2	0	0	2	2	100%	100%
	1		0	0	0	2	11	2	15	15	100%	89%
	2	2C	1	0	0	2	6	1	9	7	78%	67%
		2B	0	0	0	0	2	1	3	3	100%	88%
		2A	0	0	0	0	2	1	3	3	100%	97%
	3		0	0	0	0	1	1	2	1	50%	63%
Summary									34	31	91%	83%

Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	36
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The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments (TA's) where available, please note that TA data was not available for reading and writing, therefore only pupils with test results have been included in the calculation.

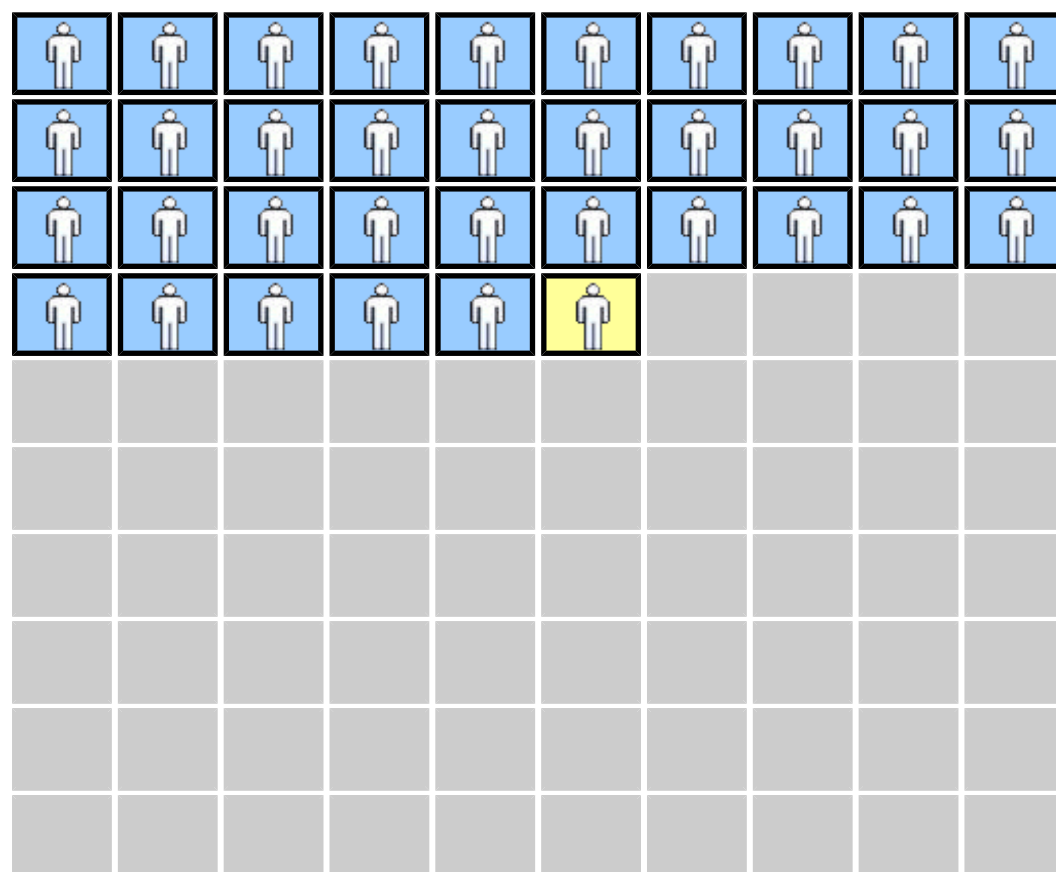
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Pupil Progress - English

Chart 5.3.1: Pupil Progress Key Stage 1 to 2 English

For 2011 results, English (KS2)

The chart shows the proportion of pupils achieving level 4 or above in Key Stage 2 English (KS2) and for those who did not reach this threshold how they have progressed since Key Stage 1.



Key

35 pupils achieved Level 4 or above in 2011

0 pupils were at Level 3 of which:

0 Stuck at L3 or L4

0 Falling Behind from L2a or L2b

0 Slow Moving from L2c

0 Making Good Progress from L1 or W

0 A , D or had no prior attainment data at KS1

0 at Level 2 or below

1 Absent

Summary	%L4+
English Level 4+	97
National	81

Proportion below level 4 who are:	%
FSM	100
Statemented SEN	0
BME	0
Boys	100
Cohort size	36

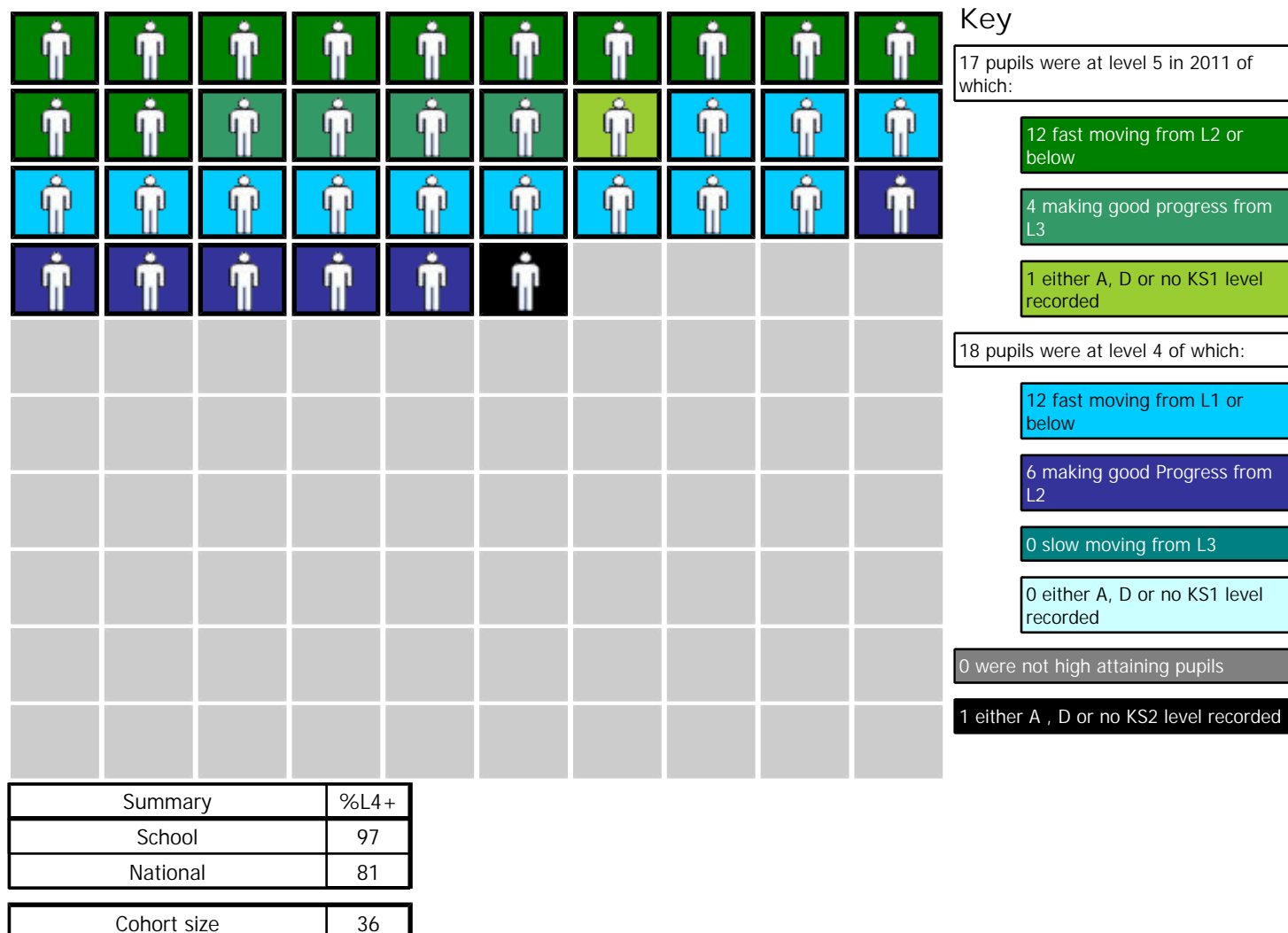
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Pupil Progress - English

Chart 5.3.2: Pupil Progress Key Stage 1 to 2 High Attainers in English

For 2011 results, English (KS2)

The chart shows how pupils who attained level 4 or above in Key Stage 2 English (KS2) progressed from Key Stage 1.



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - mathematics

Table 5.4.1: Expected Progress in Mathematics Key Stage 1 to Key Stage 2

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Mathematics Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 Mathematics Level	Other or No Prior Available	0	0	0	0	0	1	0	0	0	0	0%	76%
	W	0	0	0	0	0	0	0	0	0	0	0%	55%
	1	0	0	0	0	1	4	3	0	8	8	100%	74%
	2	0	0	0	0	1	5	19	0	25	24	96%	84%
	3	0	0	0	0	0	0	2	0	2	2	100%	84%
Summary										35	34	97%	82%

Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	36
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The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - mathematics

Table 5.4.2: Expected Progress in Mathematics Key Stage 1 to Key Stage 2 - sublevel variation

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment, including sub-levels.

Number of Pupils		Sub Level	Key Stage 2 Mathematics Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 Mathematics Level	Other or No Prior Available		0	0	0	0	0	1	0	0	0	0	0%	76%
	W		0	0	0	0	0	0	0	0	0	0	0%	55%
	1		0	0	0	0	1	4	3	0	8	8	100%	74%
	2	2C	0	0	0	0	1	2	7	0	10	9	90%	58%
		2B	0	0	0	0	0	3	5	0	8	8	100%	86%
		2A	0	0	0	0	0	0	7	0	7	7	100%	97%
	3		0	0	0	0	0	0	2	0	2	2	100%	84%
Summary											35	34	97%	82%

Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	36
---------------------	----

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

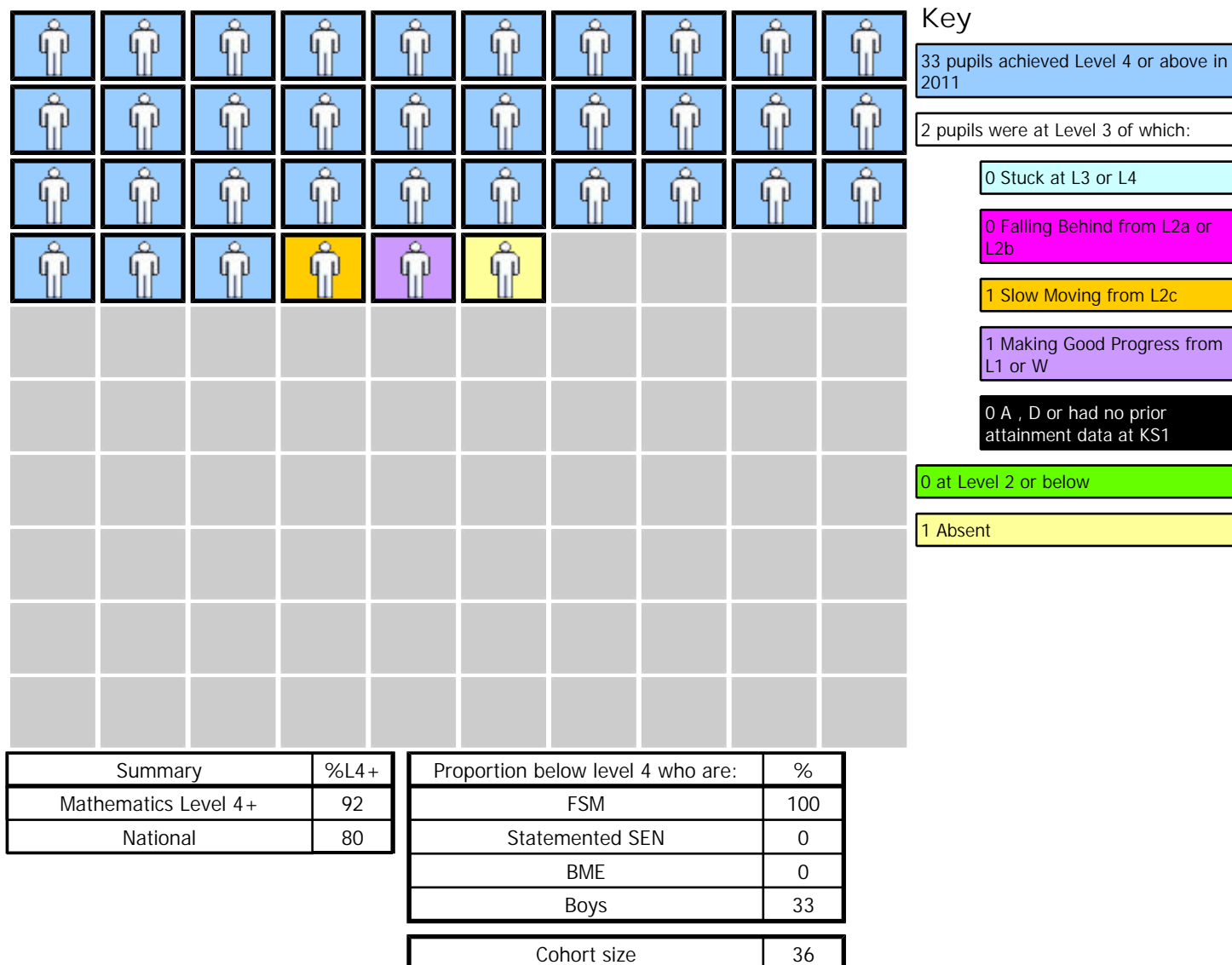
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Pupil Progress - mathematics

Chart 5.5.1: Pupil Progress Key Stage 1 to 2 Mathematics

For 2011 results, mathematics (KS2)

The chart shows the proportion of pupils achieving level 4 or above in Key Stage 2 mathematics (KS2) and for those who did not reach this threshold how they have progressed since Key Stage 1.



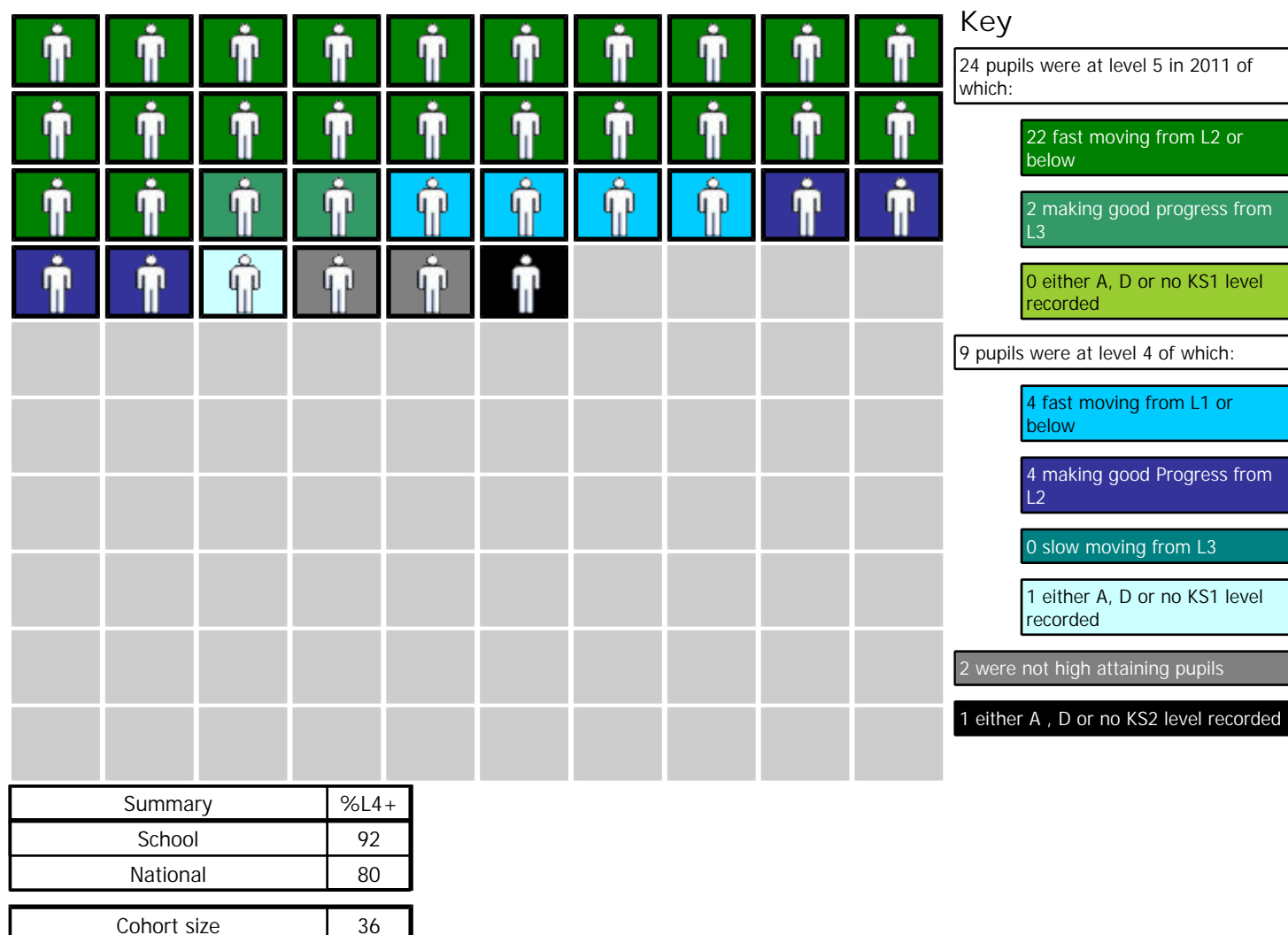
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Pupil Progress - mathematics

Chart 5.5.2: Pupil Progress Key Stage 1 to 2 High Attainers in Mathematics

For 2011 results, mathematics (KS2)

The chart shows how pupils who attained level 4 or above in Key Stage 2 mathematics (KS2) progressed from Key Stage 1.



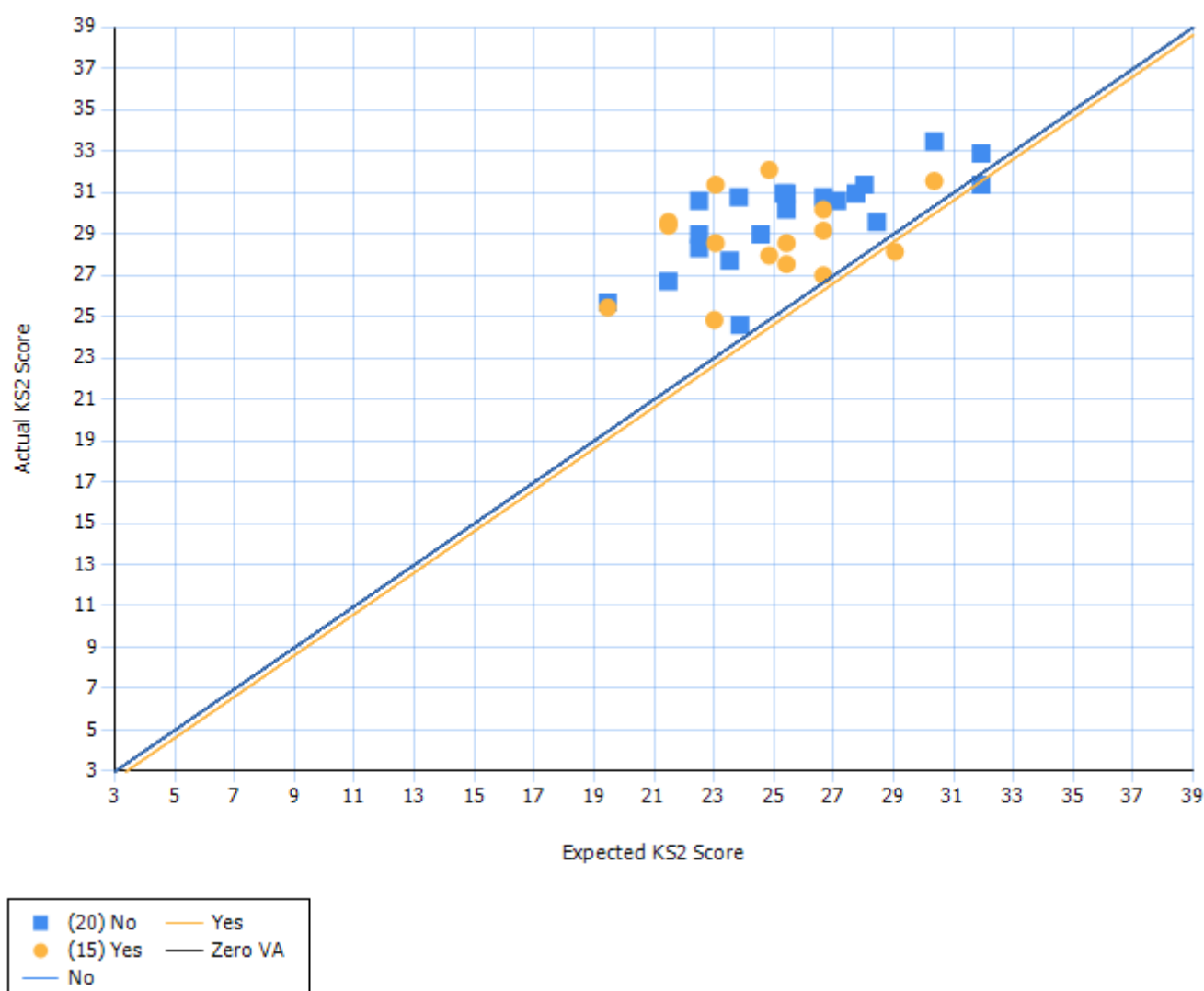
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Progress Measures Value Added

Chart 5.6.1: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil - English showing spread by pupil characteristics (FSM)

2011 English (KS2) value added line, showing spread of pupils by free school meal eligibility

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 97%

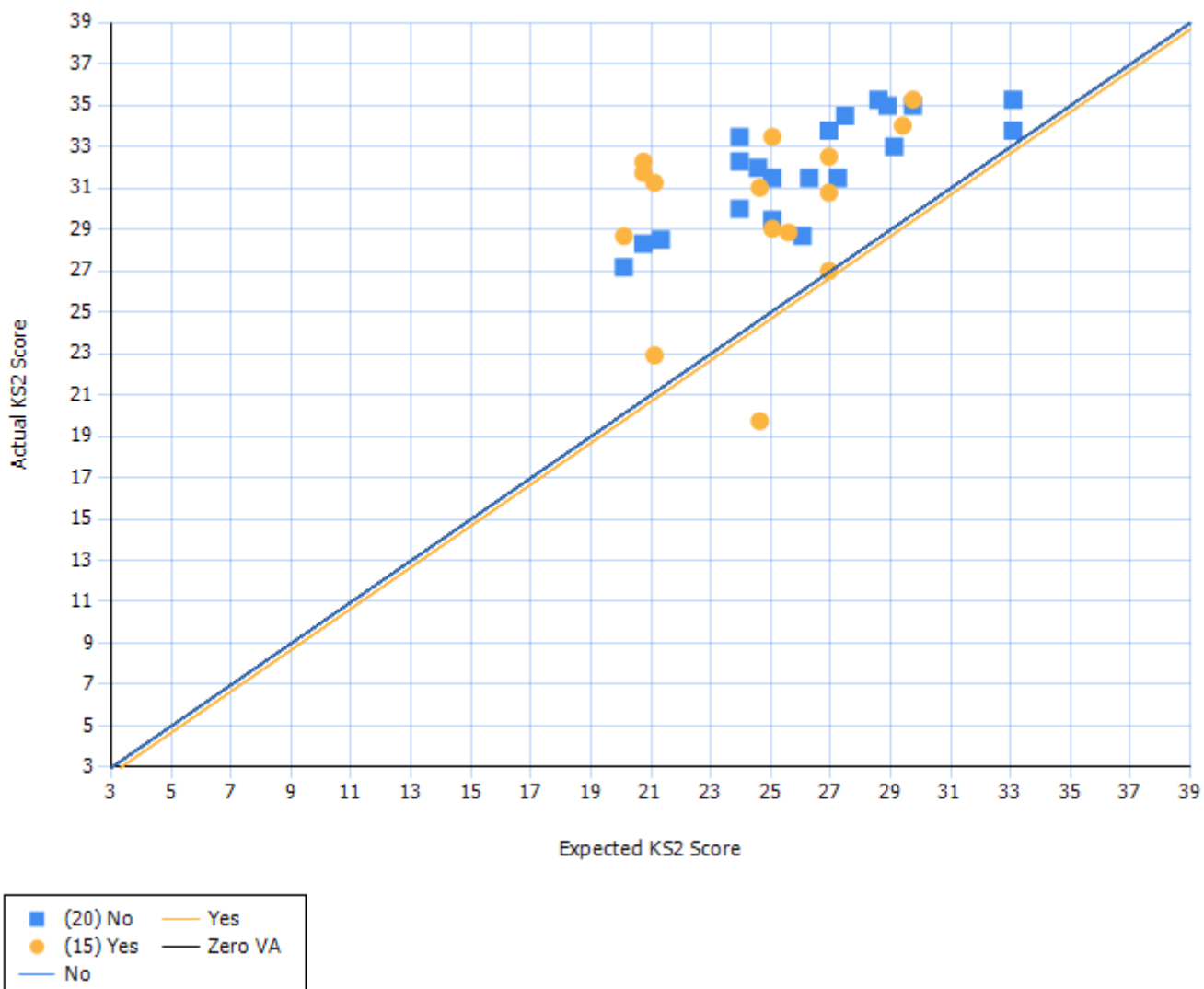
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Progress Measures Value Added

Chart 5.6.2: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil - Mathematics showing spread by pupil characteristics (FSM)

2011 Mathematics (KS2) value added line, showing spread of pupils by free school meal eligibility

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



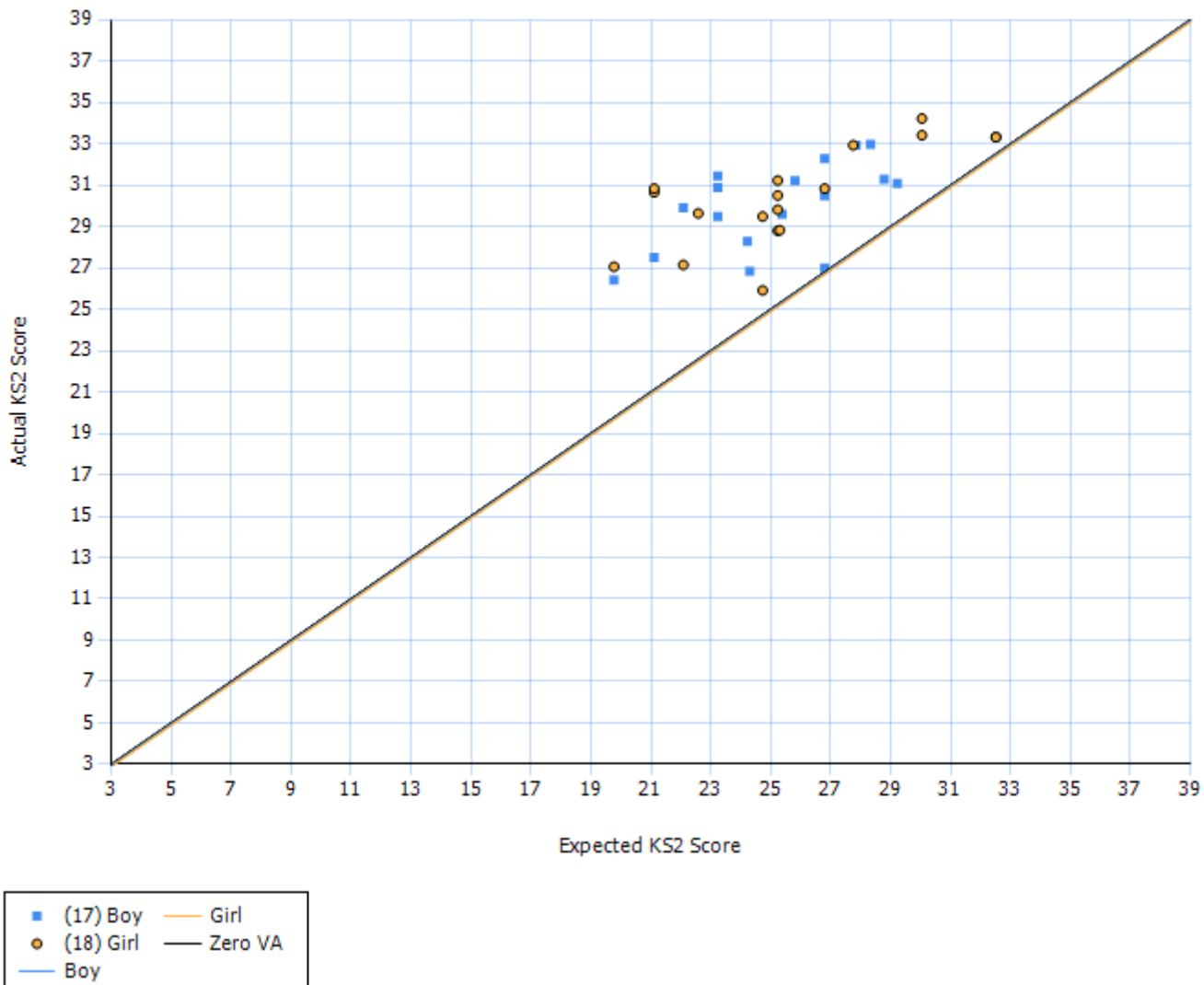
Coverage 97%

Ernesettle Community School (URN: 134802 DfE No. 8793767) Progress Measures Value Added

Chart 5.6.3: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (Gender)

2011 All subjects (KS2) value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



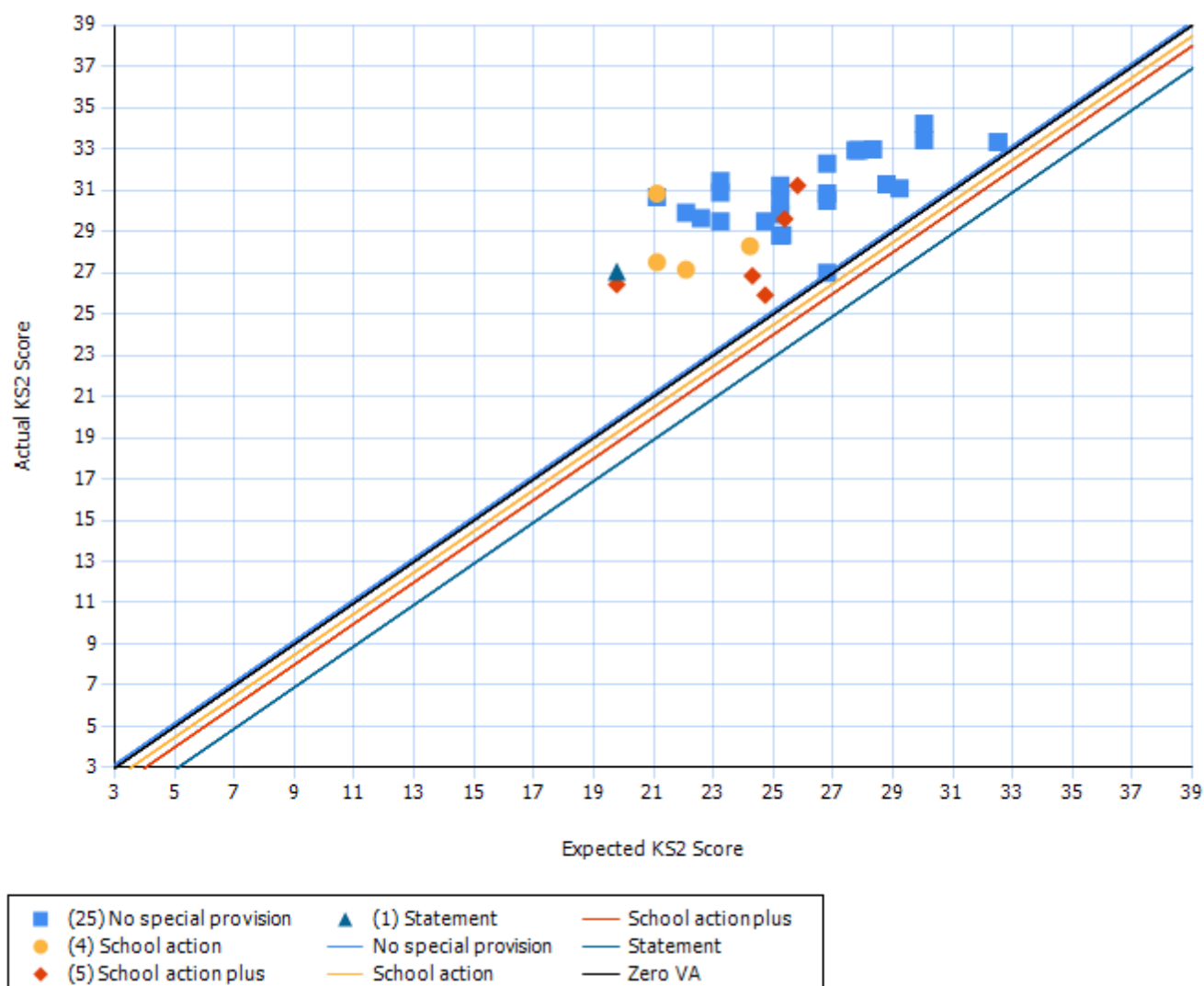
Coverage 97%

Ernesettle Community School (URN: 134802 DfE No. 8793767) Progress Measures Value Added

Chart 5.6.4: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (SEN)

2011 All subjects (KS2) value added line, showing spread of pupils by special educational needs

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 97%

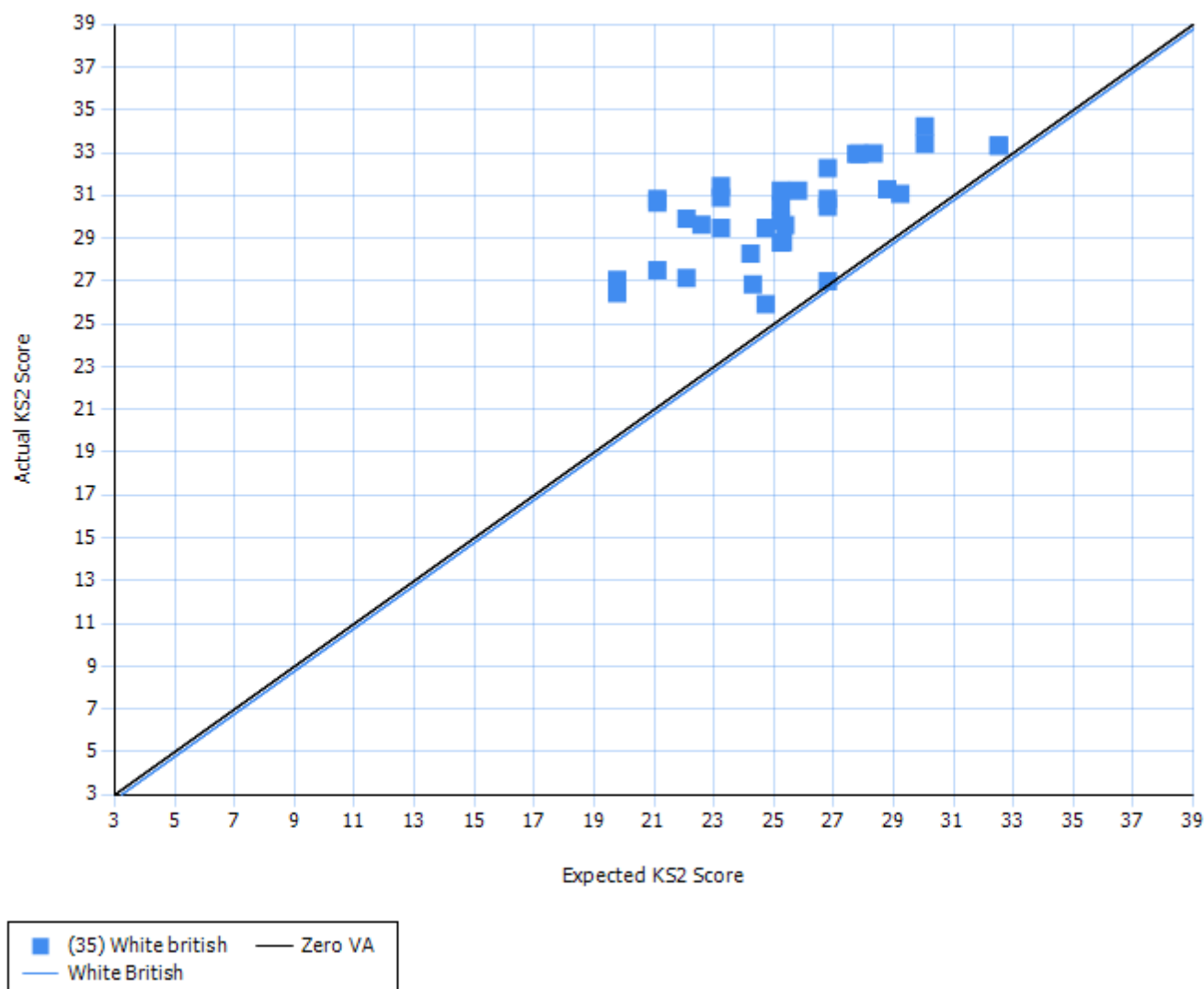
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Progress Measures Value Added

Chart 5.6.5: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (main ethnic code)

2011 All subjects (KS2) value added line, showing spread of pupils by main ethnic code

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 97%

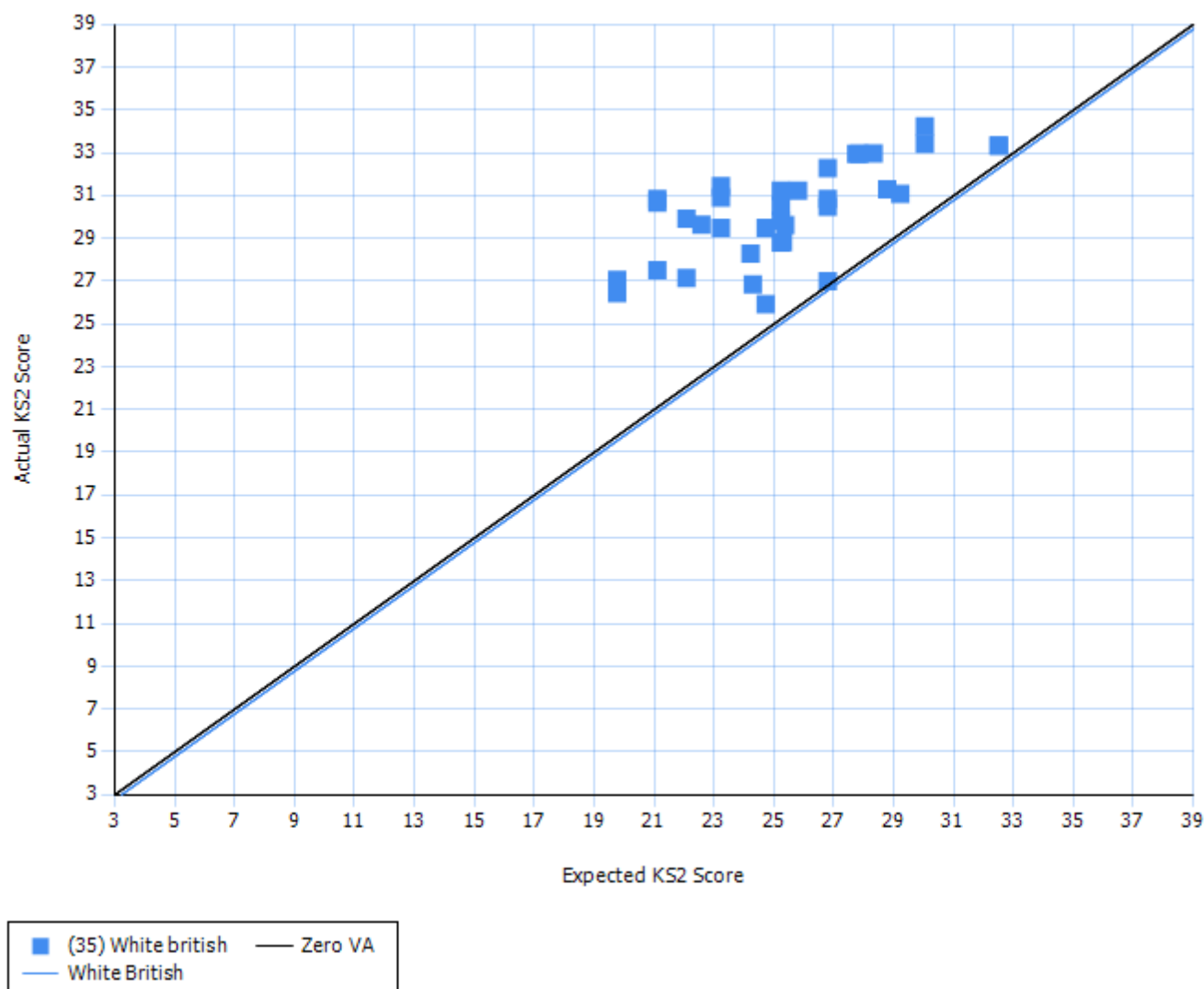
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Progress Measures Value Added

Chart 5.6.6: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (extended ethnicity)

2011 All subjects (KS2) value added line, showing spread of pupils by ethnicity

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



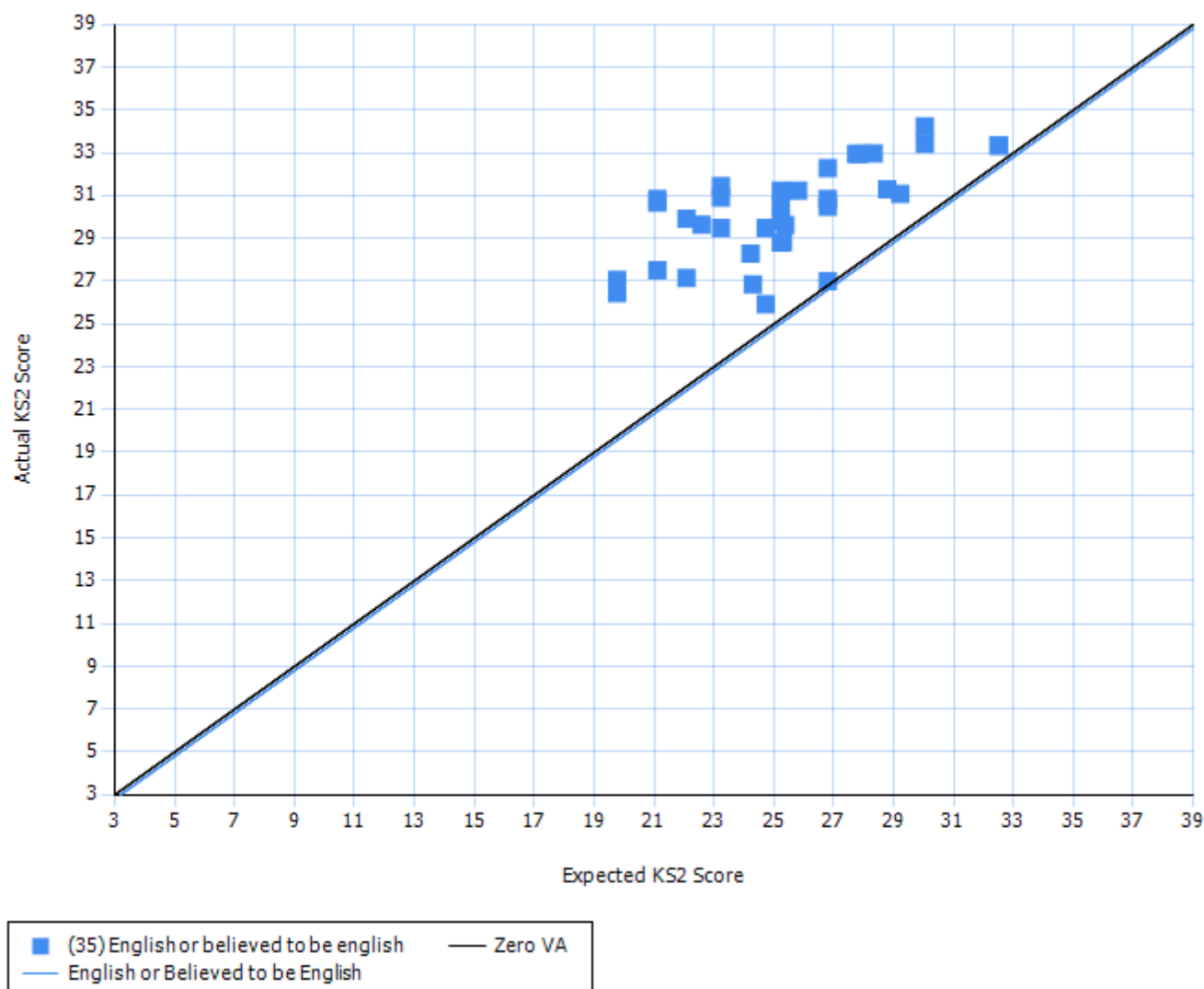
Coverage 97%

Ernesettle Community School (URN: 134802 DfE No. 8793767) Progress Measures Value Added

Chart 5.6.7: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (EAL)

2011 All subjects (KS2) value added line, showing spread of pupils by first language

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 97%

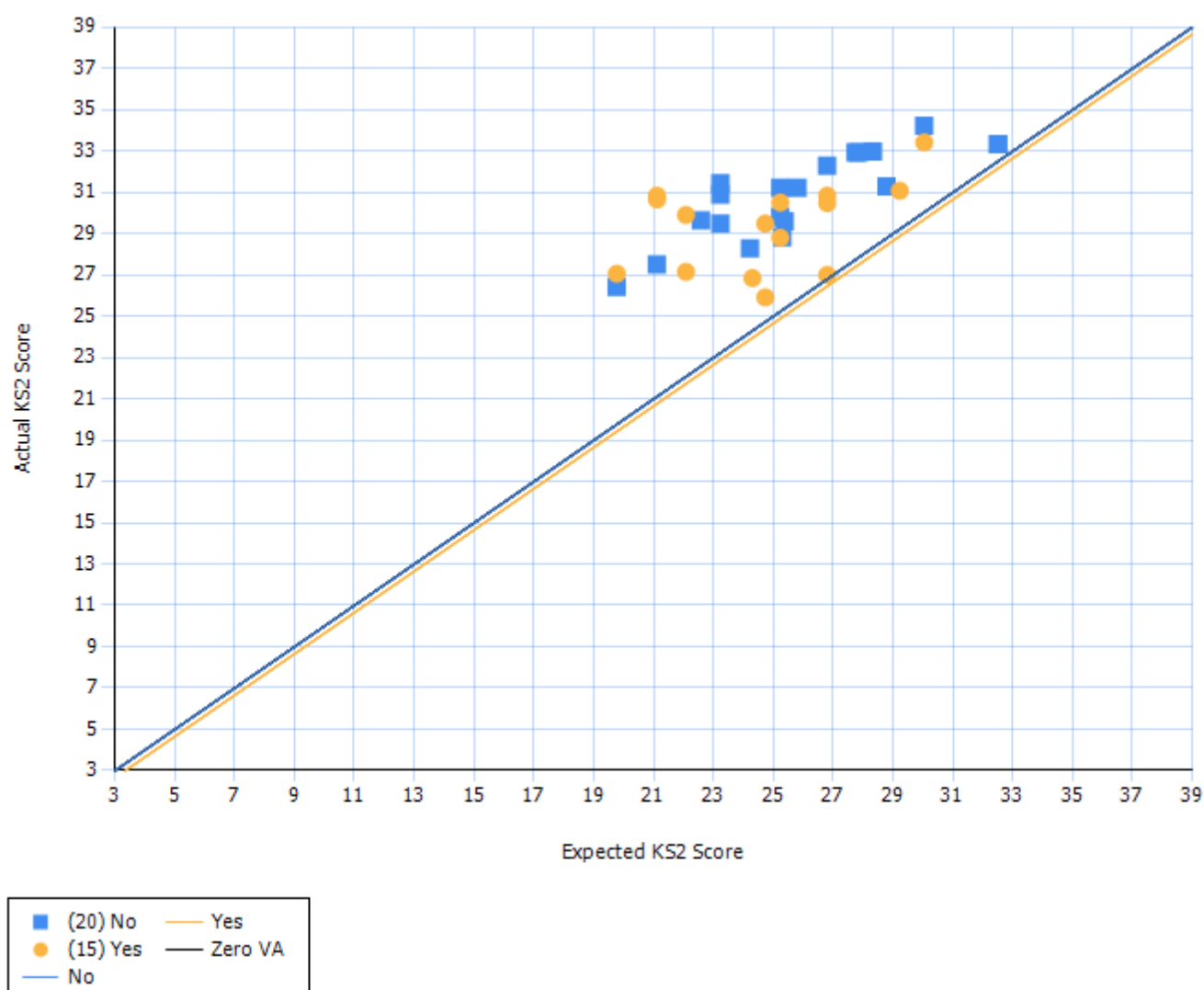
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Progress Measures Value Added

Chart 5.6.8: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (FSM)

2011 All subjects (KS2) value added line, showing spread of pupils by free school meal eligibility

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



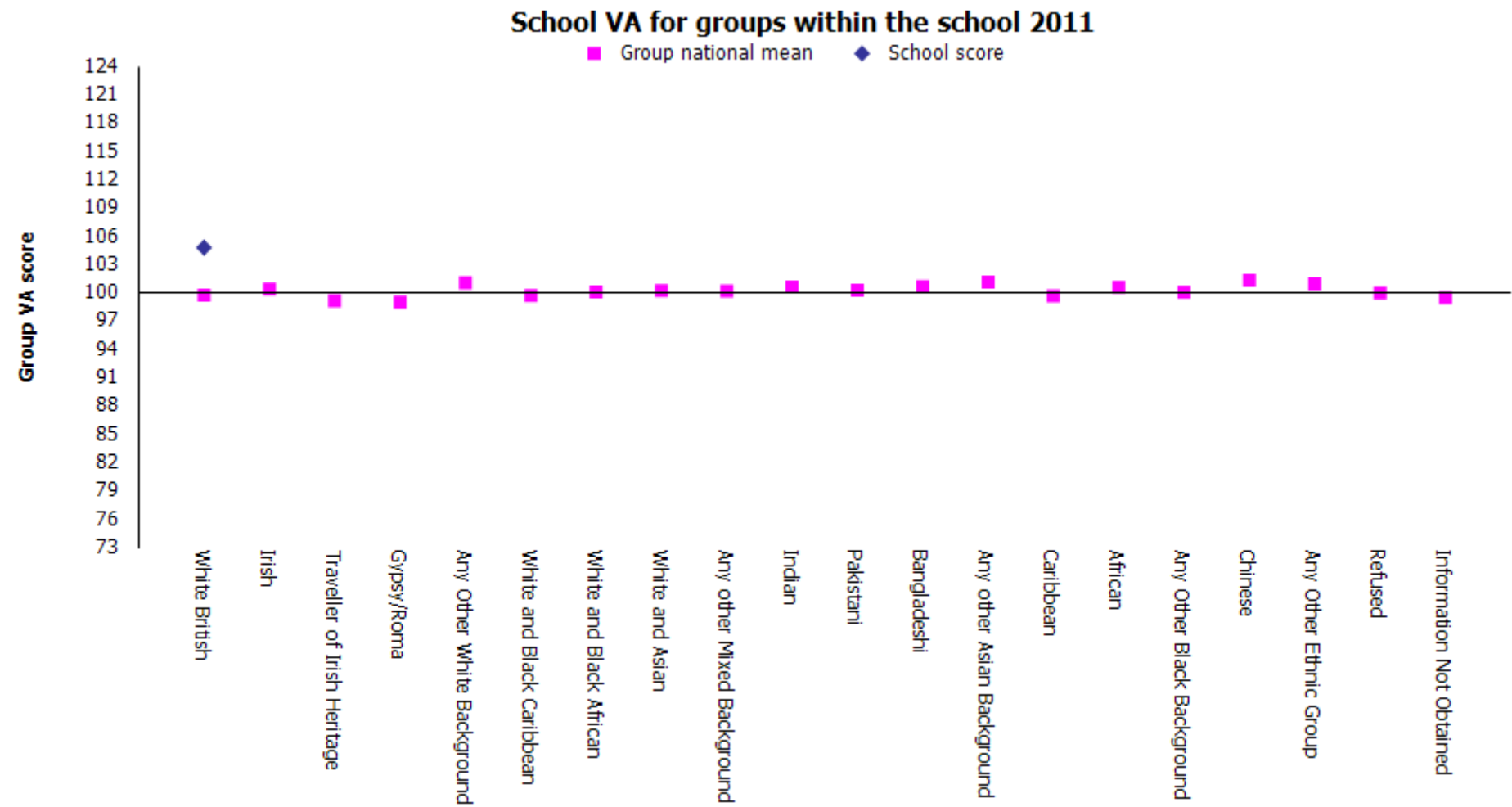
Coverage 97%

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Progress Measures Value Added

Chart 5.6.9 and Table 5.6.10: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds

Overall value added

This report provides the overall value added score for particular ethnic groups within the school relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Progress Measures Value Added

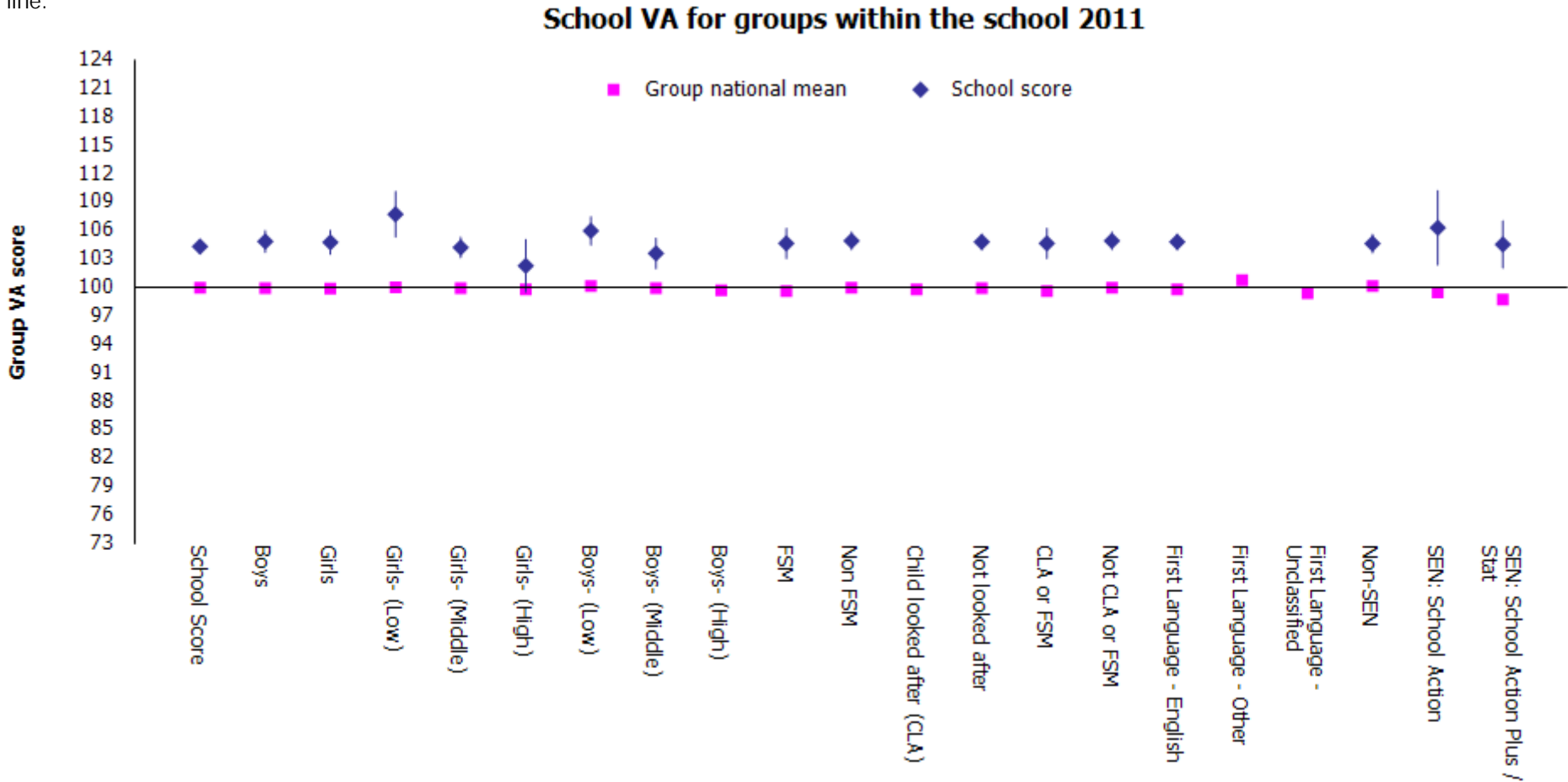
	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Score	104.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
95% confidence interval	0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Group national mean	99.8	100.4	99.2	99.0	101.1	99.7	100.1	100.2	100.2	100.6	100.3	100.7	101.2	99.7	100.6	100.1	101.4	101.0	100.0	99.5
Significance from national average for group	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Ernesettle Community School (URN: 134802 DfE No. 8793767) **Progress Measures Value Added**

Chart 5.6.11 and Table 5.6.12: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - pupil characteristics

Overall value added

This report provides the overall value added score for particular groups within the school relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.



Ernesettle Community School (URN: 134802 DfE No. 8793767)
Progress Measures Value Added

	School Score	Boys	Girls	Girls- (Low)	Girls- (Middle)	Girls- (High)	Boys- (Low)	Boys- (Middle)	Boys- (High)	FSM	Non FSM	Child looked after (CLA)	Not looked after	CLA or FSM	Not CLA or FSM	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: School Action	SEN: School Action Plus / Stat
Cohort for VA	35	17	18	5	9	4	9	8	0	15	20	0	35	15	20	35	0	0	25	4	6
School Score	104.3	104.9	104.8	107.7	104.2	102.3	106.0	103.6	-	104.7	104.9	-	104.8	104.7	104.9	104.8	-	-	104.6	106.3	104.6
95% confidence interval	0.7	1.2	1.3	2.4	1.1	2.8	1.5	1.6	-	1.6	0.9	-	0.8	1.6	0.9	0.8	-	-	1.0	3.9	2.5
Group national mean	100.0	100.0	99.9	100.0	99.9	99.8	100.2	100.0	99.7	99.6	100.0	99.8	99.9	99.6	100.0	99.8	100.8	99.4	100.2	99.5	98.8
Significance from national average for group	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+	Sig+	-	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	-	-	Sig+	Sig+	Sig+
Significance from overall national average	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+	Sig+	-	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	-	-	Sig+	Sig+	Sig+

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage.
Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18).
High attaining are those above Level 2 at Key Stage 1 (APS≥18).

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Expected Progress English, mathematics

Table 5.7.1: Key Stage 1 to Key Stage 2 performance - percentage making expected progress, School and National

This report shows the percentage of pupils making expected progress between Key Stage 1 and 2.
Statistical significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	36	100	83	Sig+	35	97	82	Sig+
Gender								
Male	18	100	81	-	17	100	83	-
Female	18	100	86	-	18	94	82	-
Free School Meals								
FSM	15	100	79	-	15	93	75	-
Non FSM	21	100	84	-	20	100	84	-
Children Looked After								
CLA	1	100	74	-	-	-	67	-
Not CLA	35	100	83	Sig+	35	97	82	Sig+
Free School Meals Or Children Looked After								
CLA or FSM	16	100	79	-	15	93	75	-
Not CLA or FSM	20	100	84	-	20	100	84	-
Attainment at KS1								
Low	14	100	78	-	14	100	65	-
Middle	17	100	88	-	17	94	85	-
High	4	100	77	-	4	100	89	-
English as a First Language								
English or believed to be English	36	100	83	Sig+	35	97	82	Sig+
Other than English or believed to be other than English	-	-	87	-	-	-	85	-
Unclassified	-	-	58	-	-	-	59	-
Special Educational Needs								
No Identified SEN	25	100	87	-	25	100	88	-
SEN without a statement	10	100	77	-	9	89	68	-
School Action	4	100	80	-	4	100	70	-
School Action Plus	6	100	71	-	5	80	64	-
SEN with a statement	1	100	42	-	1	100	41	-
Ethnicity Group								
White								
British	36	100	83	Sig+	35	97	82	Sig+
Irish	-	-	87	-	-	-	87	-
Traveller of Irish Heritage	-	-	65	-	-	-	61	-

Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	-	-	59	-	-	-	53	-
Any Other White Background	-	-	85	-	-	-	86	-
Mixed								
White and Black Caribbean	-	-	83	-	-	-	79	-
White and Black African	-	-	85	-	-	-	82	-
White and Asian	-	-	85	-	-	-	86	-
Any other Mixed Background	-	-	85	-	-	-	84	-
Asian or Asian British								
Indian	-	-	88	-	-	-	89	-
Pakistani	-	-	86	-	-	-	82	-
Bangladeshi	-	-	89	-	-	-	85	-
Any other Asian Background	-	-	88	-	-	-	90	-
Black or Black British								
Black Caribbean	-	-	83	-	-	-	77	-
Black African	-	-	87	-	-	-	84	-
Any Other Black Background	-	-	82	-	-	-	80	-
Chinese	-	-	91	-	-	-	95	-
Any Other Ethnic Group	-	-	85	-	-	-	87	-
Unclassified - Refused	-	-	82	-	-	-	82	-
Unclassified - Information Not Obtained	-	-	65	-	-	-	66	-

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available.

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 ($APS < 12$). Middle attaining are those at Level 2 at Key Stage 1 ($12 \leq APS < 18$). High attaining are those above Level 2 at Key Stage 1 ($APS \geq 18$).

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Value Added

Table 5.8.1: Key Stage 1 to Key Stage 2 value added Summary Report

This report summarises the VA scores in the school. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, it is highlighted in green (sig+) or blue (sig-).


	Number of pupils in latest year	Value Added						Value Added by Subject 2011			
		2009		2010		2011		English		Maths	
		School	National	School	National	School	National	School	National	School	National
All Pupils	35	-	-	-	-	104.3	100.0	103.6	100.0	104.9	100.0
Gender											
Boys	17	-	-	-	-	104.9	100.0	103.8	99.7	105.9	100.2
Girls	18	-	-	-	-	104.8	99.9	104.3	100.2	105.2	99.6
Free School Meals											
FSM	15	-	-	-	-	104.7	99.6	104.0	99.6	105.3	99.7
Non FSM	20	-	-	-	-	104.9	100.0	104.1	100.0	105.7	100.0
Children Looked After											
CLA	0	-	-	-	-	-	99.8	-	99.9	-	99.7
Not CLA	35	-	-	-	-	104.8	99.9	104.1	99.9	105.6	99.9
Free School Meals Or Children Looked After											
CLA or FSM	15	-	-	-	-	104.7	99.6	104.0	99.6	105.3	99.7
Not CLA or FSM	20	-	-	-	-	104.9	100.0	104.1	100.0	105.7	100.0
Prior Attainment											
Low	14	-	-	-	-	106.6	100.1	105.8	100.1	107.4	100.1
Middle	17	-	-	-	-	103.9	99.9	103.3	99.9	104.5	99.9
High	4	-	-	-	-	102.3	99.8	101.2	99.8	103.4	99.8
English as a First Language											
First Language - English	35	-	-	-	-	104.8	99.8	104.1	99.8	105.6	99.8
First Language - Other	-	-	-	-	-	-	100.8	-	100.7	-	100.9
Unclassified	-	-	-	-	-	-	99.4	-	99.6	-	99.2
Special Educational Needs											
Non-SEN	25	-	-	-	-	104.6	100.2	103.6	100.2	105.7	100.1
SEN without a statement											
School Action	4	-	-	-	-	106.3	99.5	105.5	99.5	107.1	99.5
School Action Plus	5	-	-	-	-	104.0	99.0	105.0	98.8	103.0	99.1
SEN with a statement	1	-	-	-	-	107.3	97.9	106.0	97.7	108.6	98.1
Ethnicity Group											
White											
British	35	-	-	-	-	104.8	99.8	104.1	99.8	105.6	99.8


Ernesettle Community School (URN: 134802 DfE No. 8793767)

Value Added

	Number of pupils in latest year	Value Added						Value Added by Subject 2011			
		2009		2010		2011		English		Maths	
		School	National	School	National	School	National	School	National	School	National
Irish	-	-	-	-	-	-	100.4	-	100.4	-	100.4
Traveller of Irish Heritage	-	-	-	-	-	-	99.2	-	99.1	-	99.3
Gypsy/Roma	-	-	-	-	-	-	99.0	-	99.1	-	99.0
Any Other White Background	-	-	-	-	-	-	101.1	-	101.0	-	101.2
Mixed											
White and Black Caribbean	-	-	-	-	-	-	99.7	-	99.9	-	99.6
White and Black African	-	-	-	-	-	-	100.1	-	100.3	-	100.0
White and Asian	-	-	-	-	-	-	100.2	-	100.2	-	100.3
Any other Mixed Background	-	-	-	-	-	-	100.2	-	100.3	-	100.1
Asian or Asian British											
Indian	-	-	-	-	-	-	100.6	-	100.4	-	100.9
Pakistani	-	-	-	-	-	-	100.3	-	100.2	-	100.4
Bangladeshi	-	-	-	-	-	-	100.7	-	100.6	-	100.8
Any other Asian Background	-	-	-	-	-	-	101.2	-	100.8	-	101.5
Black or Black British											
Black Caribbean	-	-	-	-	-	-	99.7	-	99.9	-	99.5
Black African	-	-	-	-	-	-	100.6	-	100.7	-	100.6
Any Other Black Background	-	-	-	-	-	-	100.1	-	100.2	-	100.0
Chinese	-	-	-	-	-	-	101.4	-	100.8	-	101.9
Any Other Ethnic Group	-	-	-	-	-	-	101.0	-	100.7	-	101.3
Unclassified - Refused	-	-	-	-	-	-	100.0	-	100.0	-	100.0
Unclassified - Information Not Obtained	-	-	-	-	-	-	99.5	-	99.7	-	99.3

Key

 School performance is significantly higher than the national VA figure for this group

 School performance is significantly below the national VA figure for this group

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Narrowing the Gaps With Pupil Premium at Key Stage 2

Table 6.1.1: Narrowing the Gaps for Free School Meals

This report aims to provide schools with a single, easy-to-use and comprehensive overview of the attainment and progress of pupils eligible for Free School Meals.

School Context

	2009	2010	2011	20th percentile	40th percentile	60th percentile	80th percentile
% of pupils known to be eligible for free school meals (FSM)							
School	32.4	36.8	38.8				
National	17.0	18.5	19.2	0.0	5.3	9.9	17.3

	Pre Comp	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	91	42	41	39	45	31	36
%FSM	45.5	40.5	46.3	33.3	33.3	29.0	41.7

Please note that the above data was sourced from the schools January 2011 census therefore the year groups displayed above refer to the academic year 2010/11.

Key Stage 1 to Key Stage 2 value added: Free School Meals

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	35	104.3	0.7	100.0	35	103.6	0.8	100.0	35	104.9	0.9	100.0
FSM	15	104.7	1.6	99.6	15	104.0	1.7	99.6	15	105.3	2.4	99.7
Non FSM	20	104.9	0.9	100.0	20	104.1	1.1	100.0	20	105.7	1.0	100.0

Percentage achieving expected progress, 2011 English and mathematics Free School Meals

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference
All Pupils	36	100	84	16	35	97	84	13
Non FSM	21	100	84	16	20	100	84	16
FSM	15	100	84	16	15	93	84	9
Within School Gap		0				-7		

Average point scores, 2011, English and Maths by Free School Meals

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Narrowing the Gaps With Pupil Premium at Key Stage 2

	All NC Core Subjects				English				Mathematics			
	School		National		School		National		School		National	
	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference
All Pupils	36	30.3	27.9	2.4	36	29.9	27.8	2.1	36	30.8	28.1	2.7
Non FSM	21	31.0	27.9	3.1	21	30.7	27.8	2.9	21	31.3	28.1	3.2
FSM	15	29.4	27.9	1.5	15	28.7	27.8	0.9	15	30.0	28.1	1.9
Within School Gap		-1.6				-2.0				-1.3		

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects FSM

Percentage of Key Stage 2 pupils achieving level 4 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non FSM Average	Average Differen ce	Cohort	%	Non FSM Average	Average Differen ce	Cohort	%	Non FSM Average	Average Differen ce
All Pupils	36	97	84	13	36	92	83	9	36	92	78	14
Non FSM	21	100	84	16	21	100	83	17	21	100	78	22
FSM	15	93	84	9	15	80	83	-3	15	80	78	2
Within School Gap		-7				-20				-20		

Percentage of Key Stage 2 pupils achieving level 5 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non FSM Average	Average Differen ce	Cohort	%	Non FSM Average	Average Differen ce	Cohort	%	Non FSM Average	Average Differen ce
All Pupils	36	47	32	15	36	67	38	29	36	33	24	9
Non FSM	21	62	32	30	21	71	38	33	21	48	24	24
FSM	15	27	32	-5	15	60	38	22	15	13	24	-11
Within School Gap		-35				-11				-35		

School cohort figures are compared to the national non FSM figures.

Significance is displayed for: all pupils against all pupils nationally; non-FSM against the national non-FSM; and FSM against the national FSM.

Caution should be taken when interpreting the analysis for small cohorts.

This report enables schools to compare the level of their FSM pupils' performance to the national level of non-FSM performance with the intention of encouraging schools to set more ambitious achievement goals for their FSM pupils.

However, this report is also intended to encourage schools to further explore the performance of their FSM pupils by using the full range of data available in RAISEonline.

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Narrowing the Gaps With Pupil Premium at Key Stage 2

Table 6.1.2: Narrowing the Gaps for Free School Meals and Children Looked After pupil groups

This report aims to provide schools with a single, easy-to-use and comprehensive overview of the attainment and progress of pupils eligible for Free School Meals/Children Looked After.

School Context

	Pre Comp	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	91	42	41	39	45	31	36
%FSM	45.5	40.5	46.3	33.3	33.3	29.0	41.7
Children Looked After	0	0	0	0	0	1	1

Please note that the above data was sourced from the schools January 2011 census therefore the year groups displayed above refer to the academic year 2010/11.

Key Stage 1 to Key Stage 2 value added: CLA or FSM

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	35	104.3	0.7	100.0	35	103.6	0.8	100.0	35	104.9	0.9	100.0
CLA or FSM	15	104.7	1.6	99.6	15	104.0	1.7	99.6	15	105.3	2.4	99.7
Not CLA or FSM	20	104.9	0.9	100.0	20	104.1	1.1	100.0	20	105.7	1.0	100.0

Percentage achieving expected progress, 2011 English and mathematics CLA or FSM

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM Average	Average Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM Average	Average Difference
All Pupils	36	100	84	16	35	97	84	13
Non CLA/FSM	20	100	84	16	20	100	84	16
CLA/FSM	16	100	84	16	15	93	84	9
Within School Gap		0				-7		

Average point scores, 2011, English and Maths by CLA or FSM

Ernesettle Community School (URN: 134802 DfE No. 8793767)

Narrowing the Gaps With Pupil Premium at Key Stage 2

	All NC Core Subjects				English				Mathematics			
	School		National		School		National		School		National	
	Cohort	APS	Non CLA/FSM Average	Average Difference	Cohort	APS	Non CLA/FSM Average	Average Difference	Cohort	APS	Non CLA/FSM Average	Average Difference
All Pupils	36	30.3	28.0	2.3	36	29.9	27.8	2.1	36	30.8	28.1	2.7
Non CLA/FSM	20	31.1	28.0	3.1	20	30.6	27.8	2.8	20	31.5	28.1	3.4
CLA/FSM	16	29.4	28.0	1.4	16	29.0	27.8	1.2	16	29.8	28.1	1.7
Within School Gap		-1.7				-1.6				-1.7		

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects CLA or FSM

Percentage of Key Stage 2 pupils achieving level 4 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FS M Average	Average Differen ce	Cohort	%	Non CLA/FS M Average	Average Differen ce	Cohort	%	Non CLA/FS M Average	Average Differen ce
All Pupils	36	97	85	12	36	92	83	9	36	92	78	14
Non CLA/FSM	20	100	85	15	20	100	83	17	20	100	78	22
CLA/FSM	16	94	85	9	16	81	83	-2	16	81	78	3
Within School Gap		-6				-19				-19		

Percentage of Key Stage 2 pupils achieving level 5 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FS M Average	Average Differen ce	Cohort	%	Non CLA/FS M Average	Average Differen ce	Cohort	%	Non CLA/FS M Average	Average Differen ce
All Pupils	36	47	32	15	36	67	39	28	36	33	24	9
Non CLA/FSM	20	60	32	28	20	75	39	36	20	50	24	26
CLA/FSM	16	31	32	-1	16	56	39	17	16	13	24	-11
Within School Gap		-29				-19				-37		

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

Significance is displayed for: all pupils against all pupils nationally; non-(CLA or FSM) against the national non-(CLA or FSM); and (CLA or FSM) against the national (CLA or FSM).

Caution should be taken when interpreting the analysis for small cohorts.

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

Ernesettle Community School (URN: 134802 DfE No. 8793767)

National Transition Matrices

National Transition Matrices

The following national transition matrices describe the percentage distribution of pupil outcomes at Key Stage 2 for each Key Stage 1 prior attainment starting point for English, mathematics, reading and writing. The matrices also show the percentage of pupils from each Key Stage 1 prior attainment starting point who achieved expected progress and the percentage achieving more than expected progress and is based upon the data for all pupils nationally.

In line with the Department for Education's performance tables policy on suppressing data for small cohorts, data for cohorts of between 1 and 5 pupils have been suppressed. The # symbol is used to indicate where data has been suppressed.

For English and maths national transition matrices, Key Stage 2 level includes teacher assessments where available. Key stage 2 teacher assessments are not included in reading and writing matrices for 2011 as these were not available.

Data for all national transition matrices are as at the validated data release, whereas the national figures in the school level Expected Progress English and maths reports are based on data as at the unvalidated data release. As a result, the percentages in the "Overall % achieving expected progress" column in English and maths reports differ for pupils with either no Key Stage 1 result or a "W" grade at Key Stage 1. This is mainly due to the validated dataset having additional Key Stage 2 teacher assessments for these pupil groups.

The colour coding shown in the national transition matrices matches the coding used in the school level Expected Progress Reports shown earlier in the Summary Report.

represents pupils making expected progress

represents pupils making less than expected progress

indicates pupils whose progress could not be determined and who have therefore been excluded from the calculation.

Ernesettle Community School (URN: 134802 DfE No. 8793767)
National Transition Matrices

Table 7.1.1: National Transition Matrices - English Key Stage 1 to 2

% of Pupils		Key Stage 2 Level								
		Other or No KS2 Result	W	1	2	3	4	5	Overall % achieving expected progress	Overall % achieving more than expected progress
KS1 Test Level	Other or no prior available	6	10	14	0	1	4	65	69	
	W	2	16	15	37	20	10	1	68	31
	1	0	0	1	14	40	43	2	85	45
	2	0	#	0	0	9	71	19	90	19
	3	0	0	0	0	0	27	72	72	N/A

Ernesettle Community School (URN: 134802 DfE No. 8793767)
National Transition Matrices

Table 7.1.2: National Transition Matrices - English Key Stage 1 to 2 - sublevel variation

% of Pupils		Key Stage 2 Level								
		Other or No KS2 Result	W	1	2	3	4	5	Overall % achieving expected progress	Overall % achieving more than expected progress
KS1 Test Level	Other or no prior available	6	10	14	0	1	4	65	69	
	W	2	16	15	37	20	10	1	68	31
	1	0	0	1	14	40	43	2	85	45
	2C	0	#	0	2	25	68	4	72	4
	2B	0	#	0	0	9	78	12	90	12
	2A	0	0	#	0	2	64	34	98	34
	3	0	0	0	0	0	27	72	72	N/A

Ernesettle Community School (URN: 134802 DfE No. 8793767)
National Transition Matrices

Table 7.1.3: National Transition Matrices - Reading Key Stage 1 to 2 - sublevel variation

		Pupils with a test outcome of B or N																	
			KS2 English P-scales						KS2 Reading P-scales					KS2 Reading					
% of Pupils		Other or No KS2 Result	P1i	P1ii	P2i	P2ii	P3i	P3ii	P4	P5	P6	P7	P8	B/N	3	4	5	Overall % achieving expected progress	Overall % achieving more than expected progress
KS1 Test Level	Other or no prior available	2	#	#	0	0	0	0	0	0	0	0	0	18	10	36	33		
	P1i	0	31	#	0	#	#	#	#	#	#	#	0	#	0	0	0		
	P1ii	0	#	21	29	17	13	#	#	0	0	0	0	#	0	0	0		
	P2i	0	#	7	12	26	21	12	11	#	#	#	0	#	0	0	0		
	P2ii	0	0	#	6	15	19	26	19	#	#	#	0	5	0	#	0		
	P3i	0	0	#	#	6	10	28	20	15	7	6	#	4	0	0	0		
	P3ii	#	0	0	#	#	5	19	20	22	12	8	#	6	#	#	0		
	P4	#	0	0	0	#	1	3	9	13	13	10	11	35	2	2	#		
	P5	1	#	0	0	#	#	#	1	5	9	12	14	51	4	3	#		
	P6	1	0	0	#	0	0	#	1	1	2	5	10	67	7	6	1		
	P7	2	#	0	0	0	0	#	#	#	1	1	3	73	10	10	1		
	P8	2	0	0	0	0	0	#	#	#	0	0	1	63	18	14	1		
	W	1	0	0	0	0	0	1	1	1	1	1	2	51	17	21	3		
	1	1	0	0	#	0	0	0	#	#	#	0	0	25	26	42	6	75	48
	2C	1	0	0	0	0	0	0	0	0	0	#	#	6	19	62	13	75	13
	2B	0	0	0	0	0	0	0	0	0	0	0	0	1	7	64	27	91	27
	2A	0	0	0	0	0	0	0	0	0	0	0	0	0	2	44	54	98	54
	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	85	85	N/A

Ernesettle Community School (URN: 134802 DfE No. 8793767)
National Transition Matrices

Table 7.1.4: National Transition Matrices - Writing Key Stage 1 to 2 - sublevel variation

		Pupils with a test outcome of B or N																	
			KS2 English P-scales						KS2 Writing P-scales					KS2 Writing					
% of Pupils		Other or No KS2 Result	P1i	P1ii	P2i	P2ii	P3i	P3ii	P4	P5	P6	P7	P8	B/N	3	4	5	Overall % achieving expected progress	Overall % achieving more than expected progress
KS1 Test Level	Other or no prior available	2	#	#	0	0	0	0	0	0	0	0	0	15	20	45	17		
	P1i	0	31	#	0	#	#	#	#	#	#	#	0	#	#	0	0		
	P1ii	0	#	21	30	17	13	#	#	0	0	0	0	#	0	0	0		
	P2i	0	#	7	13	26	21	13	12	#	#	#	0	#	0	0	0		
	P2ii	0	0	#	6	15	19	26	19	#	#	#	0	6	0	#	0		
	P3i	0	0	#	#	6	11	27	20	16	6	6	#	#	#	0	0		
	P3ii	0	0	0	#	#	4	17	19	23	12	8	4	7	3	#	0		
	P4	#	0	0	0	#	1	2	8	12	16	12	13	31	3	1	#		
	P5	1	#	0	0	0	0	#	1	3	6	12	15	52	8	1	#		
	P6	1	0	0	#	0	0	0	#	0	1	2	6	68	17	4	0		
	P7	1	0	0	0	0	0	0	#	#	0	0	2	59	29	8	#		
	P8	1	#	0	0	0	0	0	0	#	#	0	0	42	43	13	0		
	W	1	0	0	0	0	0	0	1	1	1	1	1	39	38	17	1		
	1	1	0	0	0	0	0	#	#	#	#	#	0	10	51	37	1	89	38
	2C	1	0	0	0	0	0	0	0	0	0	#	#	1	31	63	5	68	5
	2B	0	0	0	0	0	0	0	0	0	0	0	0	0	11	73	15	88	15
	2A	0	0	0	0	0	0	0	0	0	0	0	0	0	3	61	36	97	36
	3	0	0	0	0	0	0	0	0	0	0	0	0	#	0	36	64	64	N/A

Ernesettle Community School (URN: 134802 DfE No. 8793767)
National Transition Matrices

Table 7.2.1: National Transition Matrices - mathematics Key Stage 1 to 2

% of Pupils		Key Stage 2 Level								
		Other or No KS2 Result	W	1	2	3	4	5	Overall % achieving expected progress	Overall % achieving more than expected progress
KS1 Test Level	Other or no prior available	4	7	6	0	1	3	79	82	
	W	2	20	17	37	18	6	0	61	24
	1	0	0	2	24	47	26	1	74	27
	2	0	#	0	1	15	59	25	84	25
	3	0	0	0	0	0	16	84	84	N/A

Ernesettle Community School (URN: 134802 DfE No. 8793767)
National Transition Matrices

Table 7.2.2: National Transition Matrices - mathematics Key Stage 1 to 2 - sublevel variation

% of Pupils		Key Stage 2 Level								
		Other or No KS2 Result	W	1	2	3	4	5	Overall % achieving expected progress	Overall % achieving more than expected progress
KS1 Test Level	Other or no prior available	4	7	6	0	1	3	79	82	
	W	2	20	17	37	18	6	0	61	24
	1	0	0	2	24	47	26	1	74	27
	2C	0	#	0	4	37	54	4	58	4
	2B	0	#	0	0	14	70	16	86	16
	2A	0	0	#	0	3	52	45	97	45
	3	0	0	0	0	0	16	84	84	N/A