



RAISEonline 2012 Summary Report
Ernesettle Community School

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

Based on the following datasets for 2012:-

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

Production date : 28 February 2013

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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 Key Stage 1 final data represent data submitted to the Department for Education (DfE) by local authorities at the end of the data collection. The final data incorporates data submitted after the collection deadline.

The Key Stage 2 validated data reflect the outcome of requests for changes to the data that schools may have submitted during the September 2012 Schools Performance Tables checking period where these were received within the deadline and met Tables' criteria, 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. Please note that Ofsted are not able to amend the data that are published within RAISEonline.

RAISEonline contains a series of interactive reports which allow access to the underlying pupil level data that underpin 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-Meals/Children-Looked-After (FSM/CLA) 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.

MISSING KEY STAGE 2 TEACHER ASSESSMENTS

The Key Stage 2 reports now include the writing and English attainment and progress data for those schools whose teacher assessments were not received by the 13 July 2012 deadline and therefore, did not have the data available in the unvalidated dataset.

RAISEonline users should note that in 2012 writing teacher assessment scores have been provided and used to calculate English measures in RAISEonline, whereas in previous years writing test results have been used. Caution should therefore be taken when comparing these indicators over time.

The national figures quoted in the RAISEonline reports have been calculated based on unvalidated data. An assessment of the impact of including the missing teacher assessment data on the national figures for expected progress has been carried out and for the majority of pupil groups, there has been no change. Caution is required for indicators that contain relatively small numbers of pupils, where a difference is possible with the national comparator for percentage achieving expected progress. This includes national expected progress measures for "Other or no prior available", and small pupil groups such as special educational needs and ethnicity.

DEVELOPMENTS AND DATA PROCESSES

The categorisation of pupils eligible for FSM (free school meals) changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. A new pupil-group breakdown displays the progress and attainment of pupils who have been in school throughout years 5 and 6 in Key Stage 2.

The value added (VA) measure takes into account only a pupil's prior attainment. The methodology was adjusted in 2011 to improve the predictive power and reliability of the model. In 2012 there has been a minor change to the calculation of confidence intervals for pupil groups. Full details of the methodology can be found in the RAISEonline library. The introduction of teacher assessments only for Key Stage 2 writing has also impacted on the VA model as writing is only given a whole level not a sub level.

The methodology used to calculate overall English has been changed to take account of the different way in which writing results are being assessed this year. Full details of this methodology have already been shared with primary schools and can be found in the RAISEonline library.

Absence data for special schools will be received by Ofsted during the spring term 2013. The data will be published in RAISEonline interactive reports during the summer term 2013. Following the release within interactive reports, the figures will be incorporated into the summary report during publication of the next set of data.

Key Stage 1 reports now include school and national figures for the Children Looked After pupil groups.

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.

Extra 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 pupil groups.

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

GUIDANCE AND SUPPORT

If you require further information about the methodology used for producing RAISEonline reports, please view the supporting documents in the RAISEonline library accessible at the top-right corner of the RAISEonline screen, in particular the How Ofsted and DfE analyse your data folder. To view the whole spectrum of available documents, we recommend that you log into the system prior to accessing the library.

You may also be able to find an answer in the FAQ section of the library. Additional FAQs are available on the front page before you log in. Further information is also available in the help box within each interactive report. Please click on the Help? button near the top right of the screen.

If your query remains unresolved after trying these options, 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 maintained mainstream 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.

	2010	2011	2012		20th percentile	40th percentile	60th percentile	80th percentile	
Number on roll									
School	332	325	325						
National	241	245	251	3	129	204	252	367	1,064
% girls									
School	53.3	51.7	52.0						
National	48.9	49.0	49.0	0.0	46.0	48.1	49.9	52.0	100.0
% of pupils known to be eligible for free school meals (FSM) *									
School	36.8	38.8	54.1						
National	18.5	19.2	26.2	0.0	8.8	15.0	24.8	40.9	98.5
% of pupils from minority ethnic groups									
School	3.0	3.8	5.7						
National	25.7	26.7	27.7	0.0	4.0	7.6	14.3	35.3	100.0
% of pupils first language not / believed not to be English									
School	0.0	0.0	0.4						
National	16.1	16.8	17.5	0.0	0.6	2.4	6.0	19.6	100.0
% of pupils supported at school action									
School	-	16.6	12.6						
National	-	11.3	10.6	0.0	5.4	8.1	10.9	14.9	49.0
% of pupils supported by school action plus or with a statement of SEN									
School	-	11.7	13.2						
National	-	8.0	7.9	0.0	4.0	6.0	8.2	11.4	41.0
% stability									
School	84.7	80.3	81.1						
National	84.6	85.0	85.4	33.3	78.6	84.1	88.1	91.8	100.0
School deprivation indicator									
School	0.37	0.34	0.34						
National	0.24	0.23	0.24	0.01	0.09	0.14	0.21	0.33	0.78

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. The calculation is based on pupils in Reception to Year 11 and those pupils in special schools, who are not following the national curriculum.

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

Context

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	97	48.5 / 51.5	-	-	-	13.4	0
1	43	48.8 / 51.2	58.1	9.3	2.3	23.3	0
2	36	38.9 / 61.1	50.0	8.3	0.0	19.4	0
3	37	64.9 / 35.1	67.6	0.0	0.0	35.1	0
4	40	50.0 / 50.0	47.5	2.5	0.0	42.5	0
5	40	55.0 / 45.0	57.5	7.5	0.0	37.5	0
6	32	25.0 / 75.0	59.4	6.3	0.0	28.1	2

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.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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Context

Table 1.1.3: 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 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 on first language is only available from 2011.

Ethnic group	School %			National %
	2010	2011	2012	2012
White				
British	95.5	96.2	94.3	73.7
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	0.4	0.4	4.0
Mixed				
White & Black Caribbean	1.2	1.7	1.8	1.3
White & Black African	0.0	0.0	0.0	0.5
White & Asian	0.3	0.4	0.4	1.0
any other mixed background	0.3	0.4	0.4	1.6
Asian or Asian British				
Indian	0.0	0.0	0.0	2.6
Pakistani	0.0	0.0	0.0	3.8
Bangladeshi	0.0	0.0	0.0	1.5
any other Asian background	0.0	0.0	0.4	1.5
Black or Black British				
Caribbean	0.0	0.0	0.0	1.4
African	1.2	0.4	1.3	3.1
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	0.3	0.4	0.9	1.5
Parent/pupil preferred not to say	0.3	0.0	0.0	0.5
Ethnicity not known	0.9	0.0	0.0	0.4
First language				
English	-	100.0	99.6	84.6
Other	-	0.0	0.4	15.2
Unclassified	-	0.0	0.0	0.2

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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'.]

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

Context

Table 1.1.4: 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		
	2010	2011	2012	2010	2011	2012
Specific Learning Difficulty	-	9	5	-	0	0
Moderate Learning Difficulty	-	5	9	-	0	0
Severe Learning Difficulty	-	0	0	-	0	0
Profound & Multiple Learning Difficulty	-	0	0	-	0	0
Behaviour, Emotional & Social Difficulties	-	5	12	-	1	1
Speech, Language and Communication Needs	-	12	13	-	1	1
Hearing Impairment	-	0	0	-	0	0
Visual Impairment	-	0	0	-	0	0
Multi-Sensory Impairment	-	0	0	-	0	0
Physical Disability	-	1	0	-	0	0
Autistic Spectrum Disorder	-	0	1	-	1	1
Other Difficulty/Disability	-	3	0	-	0	0
School total	-	35	40	-	3	3
Percentage of school roll	-	10.8	12.3	-	0.9	0.9

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

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 2012. From 2012, persistent absentee data - absent for 15% or more sessions only are published. Data for persistent absentees – absent for 20% or more sessions for 2011 and earlier can still be seen in the trend report.

Please note that the absence analysis for mainstream schools is based on the combined autumn and spring term data for 2012. 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 2011 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.

	2010			2011			2012		
	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	4.5	3.4	4.6
% Persistent absentees- absent for 20% or more sessions	2.4	1.8	2.4	2.5	1.9	2.6	-	-	-
% of sessions missed due to Overall Absence	6.80	5.30	6.20	5.45	5.14	6.00	5.4	4.4	5.1
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.01	-	0.00	0.01	-	-	-	-
% enrolments with 1 or more fixed term exclusions	0.00	0.47	-	0.00	0.48	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	0.90	-	0.00	0.91	-	-	-	-

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

Absence

Chart 2.1.2

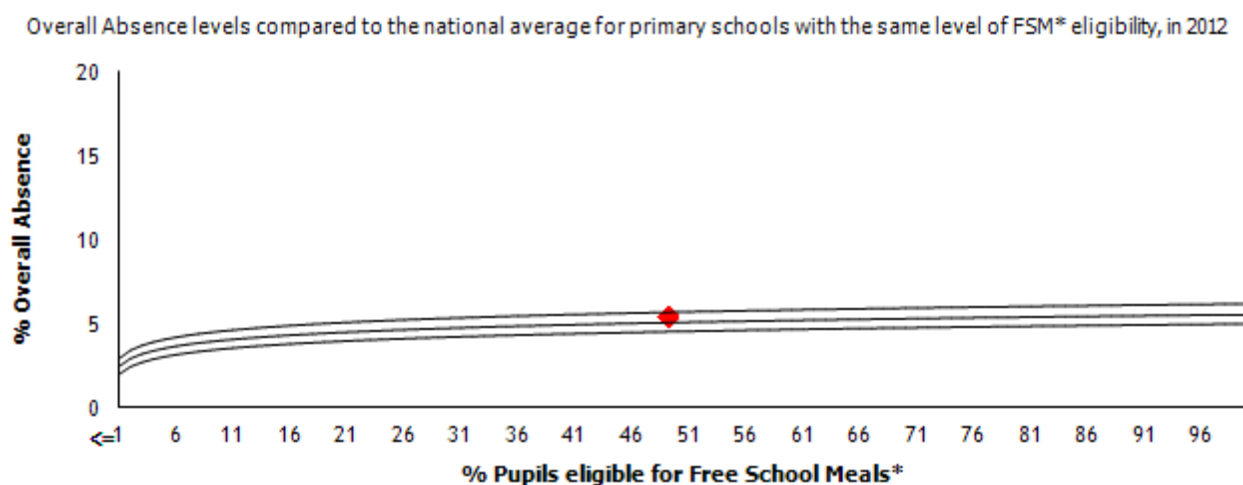
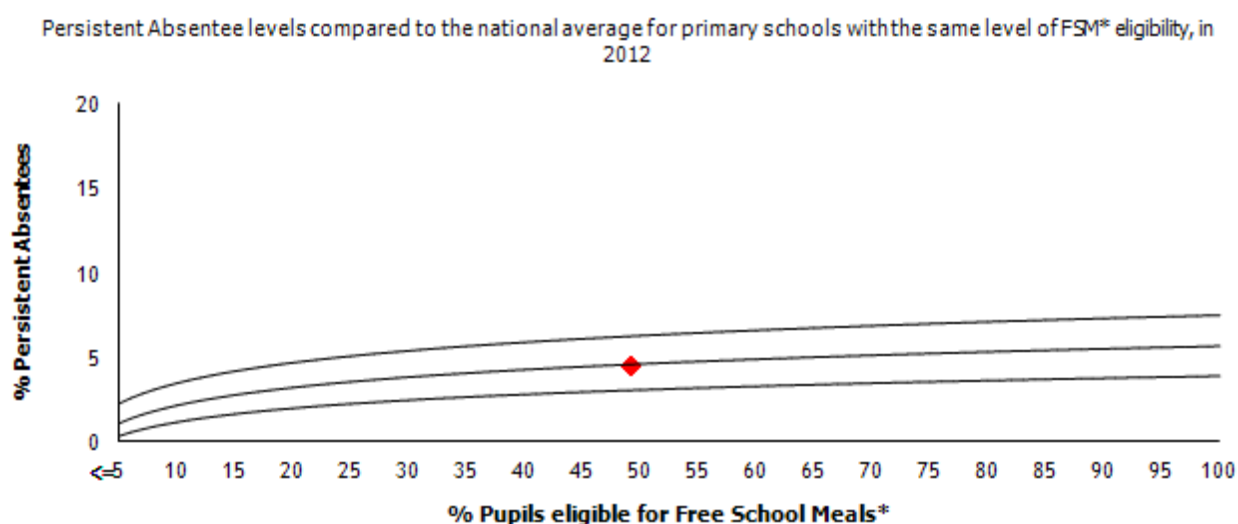


Chart 2.1.3



The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

From 2012, '% of sessions missed due to overall absence' is displayed to one decimal place. This is to align the presentation of absence measures.

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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. From 2012, persistent absentee data - absent for 15% or more sessions only are published.

Please note that the absence analysis for mainstream schools 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	
	School	National average for primary schools	School	National average for primary schools
All Pupils	5.4	4.4	4.5	3.4
Gender				
Male	6.0	4.4	4.3	3.4
Female	4.9	4.4	4.7	3.3
Free School Meals*				
FSM	5.4	5.9	4.3	6.5
Non FSM	5.4	3.8	4.9	2.2
English as a First Language				
English or believed to be English	5.4	4.3	4.6	3.2
Other than English or believed to be other than English	20.9	4.8	0.0	4.0
Unclassified	0.0	4.9	0.0	4.3
Special Educational Needs				
No Identified SEN	5.2	4.1	4.9	2.7
SEN without a statement	5.6	5.5	4.2	6.0
School Action	6.1	5.3	6.4	5.5
School Action Plus	4.6	5.8	0.0	6.8
SEN with a statement	12.1	6.7	0.0	8.9

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Absence

Ethnic Group				

White				
British	5.4	4.2	4.8	3.0
Irish	0.0	4.8	0.0	4.5
Traveller of Irish Heritage	0.0	20.1	0.0	41.5
Gypsy/Roma	0.0	14.0	0.0	29.7
Any Other White Background	6.5	5.4	0.0	5.0
Mixed				
White and Black Caribbean	6.4	5.2	0.0	5.5
White and Black African	0.0	4.5	0.0	4.0
White and Asian	6.5	4.6	0.0	3.7
Any other Mixed Background	3.6	4.8	0.0	4.3
Asian or Asian British				
Indian	0.0	4.3	0.0	3.1
Pakistani	0.0	5.1	0.0	4.7
Bangladeshi	0.0	5.3	0.0	4.9
Any other Asian Background	0.0	4.4	0.0	3.3
Black or Black British				
Black Caribbean	0.0	4.4	0.0	4.0
Black African	5.6	3.1	0.0	1.6
Any Other Black Background	0.0	4.0	0.0	3.1
Chinese	0.0	3.3	0.0	2.1
Any Other Ethnic Group	17.7	4.9	0.0	3.9
Unclassified - Refused	0.0	4.7	0.0	4.1
Unclassified - Information Not Obtained	0.0	5.6	0.0	1.2

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

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 2011 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 pupil group		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	0.00	0.91	0.00	0.48	0.00	0.01
Gender						
Male	0.00	1.61	0.00	0.83	0.00	0.03
Female	0.00	0.18	0.00	0.10	0.00	0.00
Free School Meals*						
FSM	0.00	2.60	0.00	1.29	0.00	0.05
Non FSM	0.00	0.54	0.00	0.30	0.00	0.01
English as a First Language						
English or believed to be English	0.00	1.25	0.00	0.63	0.00	0.02
Other than English or believed to be other than English	0.00	0.49	0.00	0.34	0.00	0.00
Unclassified	0.00	2.41	0.00	1.52	0.00	0.08
Special Educational Needs						
No Identified SEN	0.00	0.18	0.00	0.12	0.00	0.00
SEN without a statement	0.00	3.51	0.00	1.77	0.00	0.06
School Action	0.00	1.39	0.00	0.83	0.00	0.01
School Action Plus	0.00	7.14	0.00	3.39	0.00	0.14
SEN with a statement	0.00	10.00	0.00	4.27	0.00	0.20

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Absence

	Fixed term exclusions as a percentage of the pupil group		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Ethnic Group						
White						
British	0.00	1.17	0.00	0.58	0.00	0.02
Irish	0.00	0.88	0.00	0.51	0.00	0.01
Traveller of Irish Heritage	0.00	5.53	0.00	3.03	0.00	0.28
Gypsy/Roma	0.00	4.17	0.00	1.99	0.00	0.07
Any Other White Background	0.00	0.56	0.00	0.33	0.00	0.01
Mixed						
White and Black Caribbean	0.00	2.81	0.00	1.38	0.00	0.04
White and Black African	0.00	1.77	0.00	0.82	0.00	0.01
White and Asian	0.00	0.51	0.00	0.31	0.00	0.02
Any other Mixed Background	0.00	1.36	0.00	0.72	0.00	0.02
Asian or Asian British						
Indian	0.00	0.12	0.00	0.09	0.00	0.00
Pakistani	0.00	0.49	0.00	0.37	0.00	0.01
Bangladeshi	0.00	0.27	0.00	0.22	0.00	0.00
Any other Asian Background	0.00	0.17	0.00	0.13	0.00	0.00
Black or Black British						
Black Caribbean	0.00	3.27	0.00	1.87	0.00	0.09
Black African	0.00	1.07	0.00	0.71	0.00	0.01
Any Other Black Background	0.00	1.81	0.00	1.07	0.00	0.04
Chinese	0.00	0.13	0.00	0.10	0.00	0.00
Any Other Ethnic Group	0.00	0.51	0.00	0.35	0.00	0.00
Unclassified - Refused	0.00	0.86	0.00	0.54	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 pupil group		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the pupil group	
School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
0.00	9.63	0.00	5.64	0.00	0.24

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.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Prior Attainment

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

The tables 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 2011/2012. This has been broken down by year group. The tables also show the national picture for maintained mainstream schools (the national average is based on matched pupil records from the 2012 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

Average points score at KS1					
NC Year starting Sept 2011	School	National	Difference	Sig	% Coverage
Year 6	13.4	15.3	-1.9	Sig-	100.0
Year 5	12.8	15.3	-2.5	Sig-	97.5
Year 4	14.0	15.3	-1.3	Sig-	97.5
Year 3	13.7	15.4	-1.7	Sig-	100.0

% by Prior Attainment Band						
	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	25.0	65.6	9.4	17.8	57.6	24.6
Year 5	35.9	61.5	2.6	17.4	57.6	25.0
Year 4	30.8	46.2	23.1	17.3	58.0	24.8
Year 3	32.4	54.1	13.5	16.7	58.3	25.0

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

Attainment at Year 1

Table 4.1.1: Year 1 Phonics Screening Check by Pupil Characteristics

This report shows the percentage of pupils meeting the expected standard in the year one phonics screening check for each pupil group alongside the national percentage for the same pupil group.

	Phonics Screening Check			
	Cohort	Number achieving expected standard	% School	% National
All Pupils	41	33	80	58
Gender				
Male	18	14	78	54
Female	23	19	83	62
Free School Meals*				
FSM	24	16	67	45
Non FSM	17	17	100	62
Children Looked After				
CLA	-	-	-	-
Not CLA	-	-	-	-
Free School Meals* Or Children Looked After				
CLA or FSM	-	-	-	-
Not CLA or FSM	-	-	-	-
English as a First Language				
English or believed to be English	41	33	80	58
Other than English or believed to be other than English	0	0	0	58
Unclassified	0	0	0	33
Special Educational Needs				
No Identified SEN	30	28	93	65
SEN without a statement	11	5	45	25
School Action	3	1	33	25
School Action Plus	8	4	50	25
SEN with a statement	0	0	0	12
Ethnicity Group				
White				
British	39	31	79	58
Irish	0	0	0	61
Traveller of Irish Heritage	0	0	0	16
Gypsy/Roma	0	0	0	17
Any Other White Background	0	0	0	53

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

Attainment at Year 1

	Phonics Screening Check			
	Cohort	Number achieving expected standard	% School	% National
Mixed				
White and Black Caribbean	0	0	0	54
White and Black African	0	0	0	58
White and Asian	0	0	0	65
Any other Mixed Background	0	0	0	61
Asian or Asian British				
Indian	0	0	0	70
Pakistani	0	0	0	57
Bangladeshi	0	0	0	59
Any other Asian Background	1	1	100	66
Black or Black British				
Black Caribbean	0	0	0	54
Black African	1	1	100	62
Any Other Black Background	0	0	0	58
Chinese	0	0	0	69
Any Other Ethnic Group	0	0	0	57
Unclassified - Refused	0	0	0	59
Unclassified - Information Not Obtained	0	0	0	35
Term Of Birth				
Autumn	14	12	86	66
Spring	15	14	93	58
Summer	12	7	58	50

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

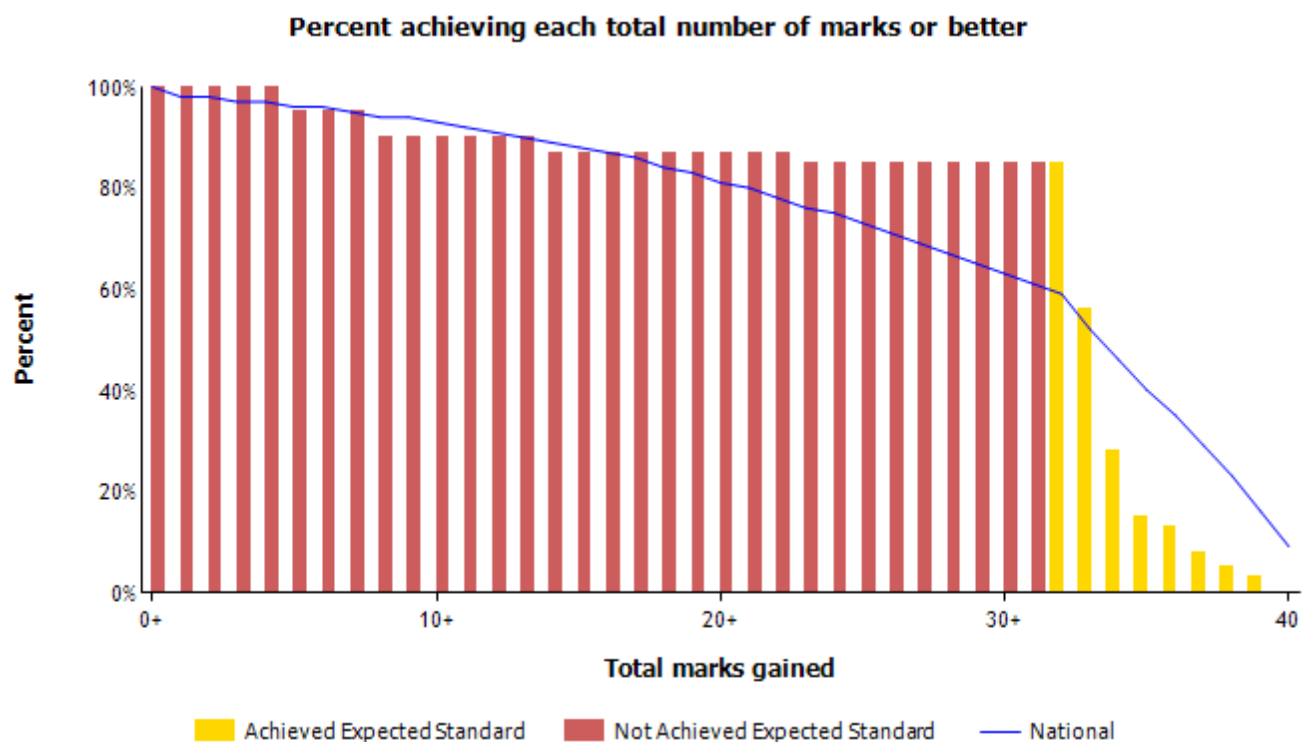
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Year 1

Chart 4.1.2 and Table 4.1.3: Year 1 Phonics Screening Total Marks Breakdown

Percent achieving each total number of marks or better

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



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

Mark	School		National
	Number of Pupils	Cumulative Percent	Cumulative Percent
0+	39	100%	100%
1+	39	100%	98%
2+	39	100%	98%
3+	39	100%	97%
4+	39	100%	97%
5+	37	95%	96%
6+	37	95%	96%
7+	37	95%	95%
8+	35	90%	94%
9+	35	90%	94%
10+	35	90%	93%
11+	35	90%	92%
12+	35	90%	91%
13+	35	90%	90%
14+	34	87%	89%
15+	34	87%	88%
16+	34	87%	87%
17+	34	87%	86%
18+	34	87%	84%
19+	34	87%	83%
20+	34	87%	81%
21+	34	87%	80%
22+	34	87%	78%
23+	33	85%	76%
24+	33	85%	75%
25+	33	85%	73%
26+	33	85%	71%
27+	33	85%	69%
28+	33	85%	67%
29+	33	85%	65%
30+	33	85%	63%
31+	33	85%	61%
32+	33	85%	59%
33+	22	56%	52%
34+	11	28%	46%
35+	6	15%	40%
36+	5	13%	35%
37+	3	8%	29%
38+	2	5%	23%
39+	1	3%	16%
40	0	0%	9%

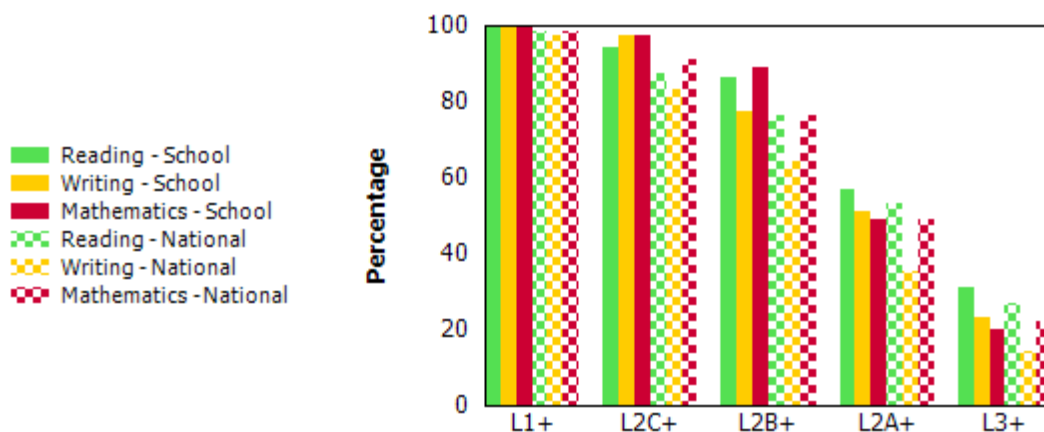
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 1

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2012

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	0	35	33	30	20	11
	School	0	0	100	94	86	57	31
	National	0	2	98	87	76	53	27
	Difference	0	-2	2	7	10	4	4
	Significance	-	-	-	-			
Writing	Entries	0	0	35	34	27	18	8
	School	0	0	100	97	77	51	23
	National	0	3	97	83	64	35	14
	Difference	0	-3	3	14	13	17	9
	Significance	-	-	-	Sig+		Sig+	-
Mathematics	Entries	0	0	35	34	31	17	7
	School	0	0	100	97	89	49	20
	National	0	2	98	91	76	49	22
	Difference	0	-2	2	7	12	-1	-2
	Significance	-	-	-	-			

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

Table 4.2.3: 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 2012.

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										35	35
English (lower)							0	0	0		N/A	
Reading		0	0	0	0	0						
Writing		0	0	0	0	0						
Speaking		0	0	0	0	0						
Listening		0	0	0	0	0						
	Total Number of pupils	0					0					
	School distribution for only those pupils assessed as 'W' in Reading	0%					0%				N/A	
	National distribution for only those pupils assessed as 'W' in Reading	80%					10%				N/A	
Writing	Number of pupils										35	35
English (lower)							0	0	0			
Reading		0	0	0	0	0						
Writing		0	0	0	0	0						

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

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
Speaking		0	0	0	0	0				N/A	
Listening		0	0	0	0	0					
	Total Number of pupils	0					0				
	School distribution for only those pupils assessed as 'W' in Writing	0%					0%				
	National distribution for only those pupils assessed as 'W' in Writing	84%					8%				
Mathematics	Number of pupils									35	35
Mathematics (lower)							0	0	0	N/A	
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%				

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

Teacher assessments for pupils working below Level1

National distribution
for only those pupils
assessed as 'W' in
Mathematics

P8	P7	P6	P5	P4	P3i/P3 ii	P2i/P2 ii	P1i/P1 ii
80%					13%		

All other pupils results	Total number of pupils in year group
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 4.2.4 Overall

Key Stage 1 average point score (Total)

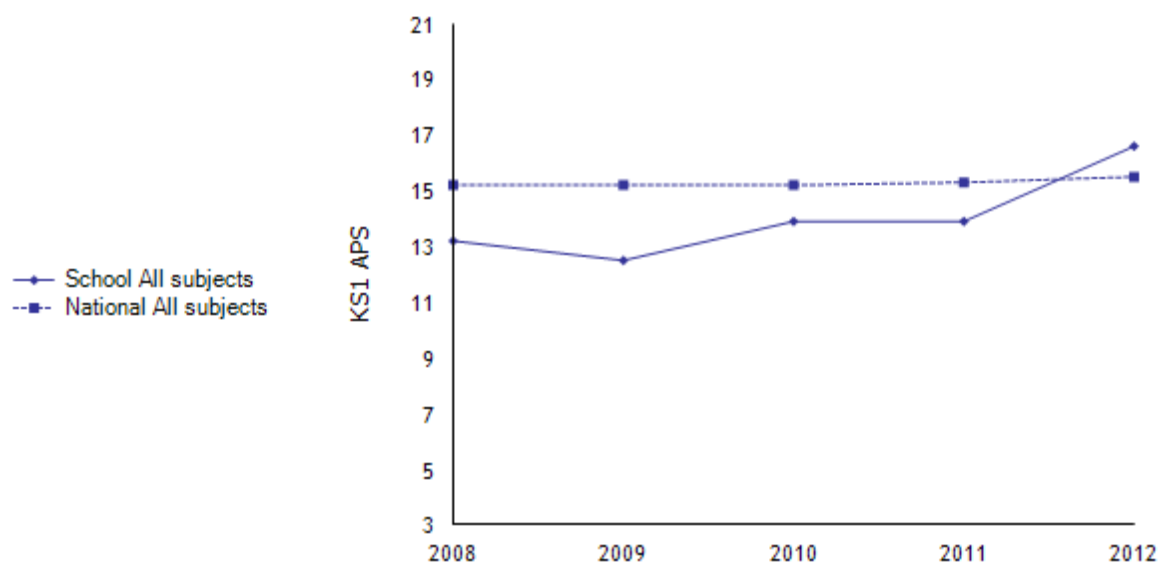


Chart 4.2.5 Reading

Key Stage 1 average point score (Reading)



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

Chart 4.2.6
Writing

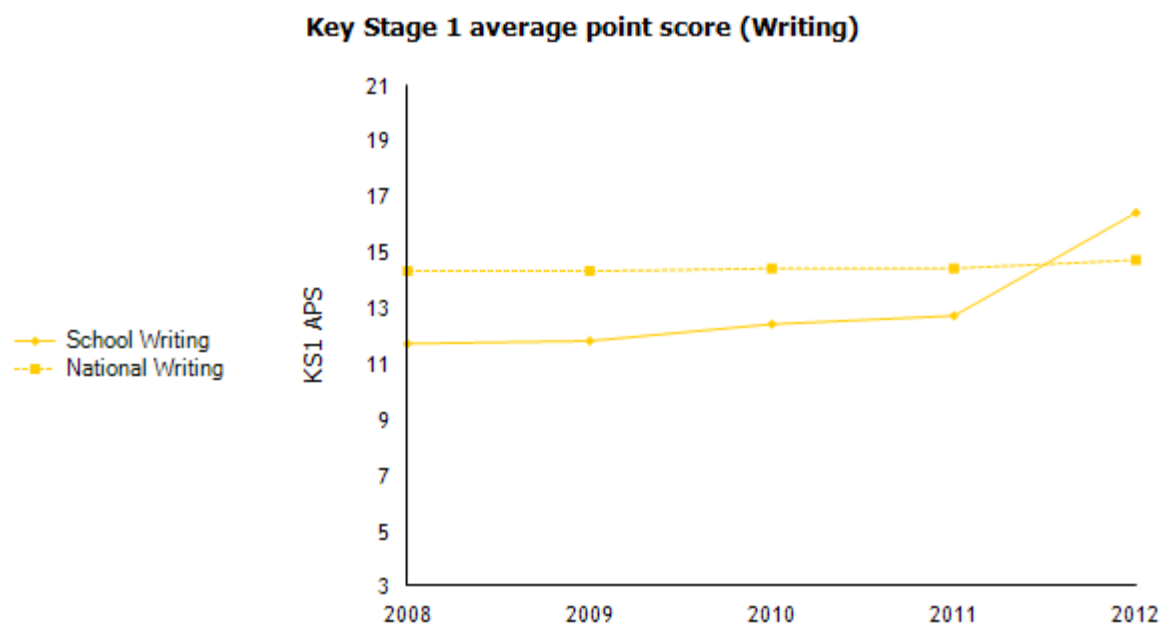
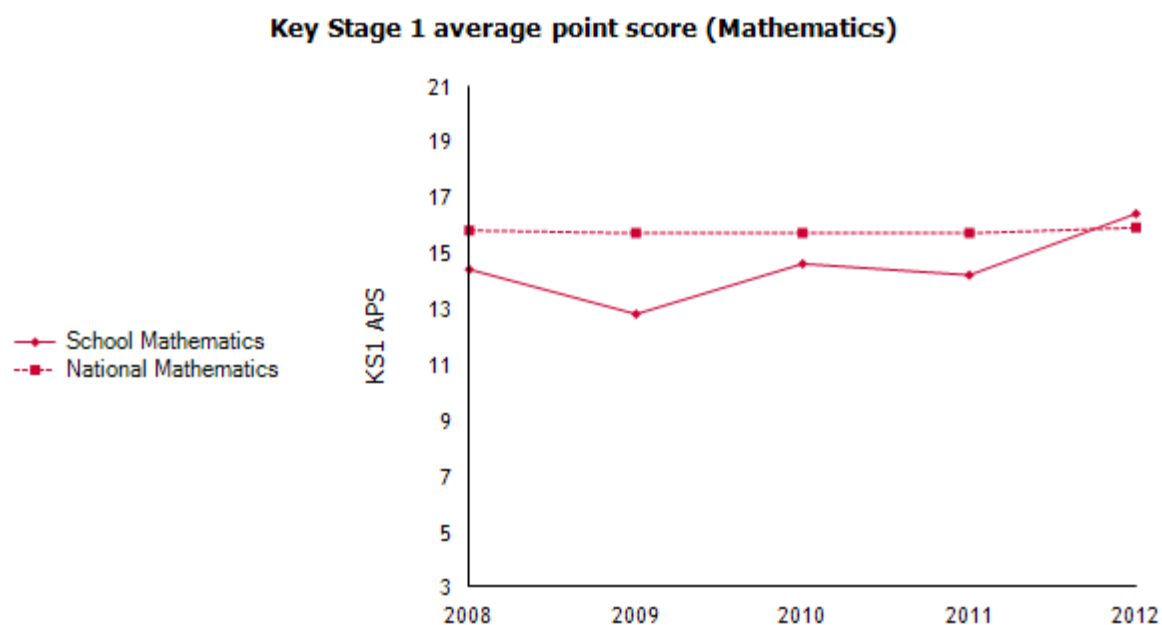


Chart 4.2.7
Mathematics



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

Table 4.2.8

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.

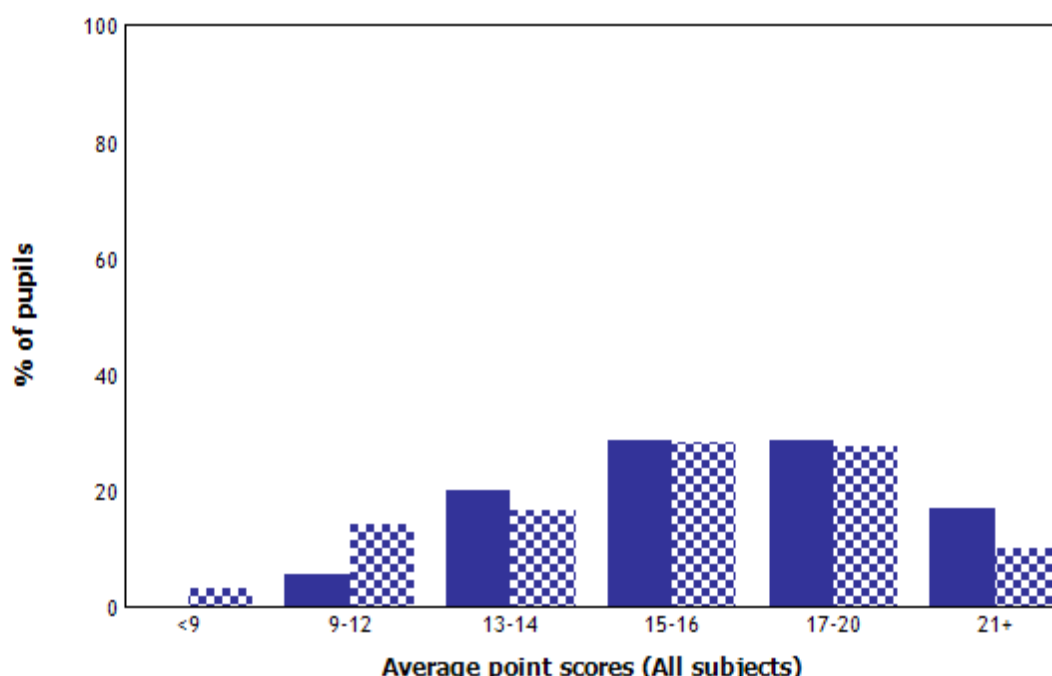
Year		2008	2009	2010	2011	2012
All Subjects	Cohort	37	46	39	39	35
	School	13.2	12.5	13.9 ↑	13.9	16.6 ↑
	National	15.2	15.2	15.2	15.3	15.5
	Difference	-2.0	-2.7	-1.3	-1.4	1.1
	Significance	Sig-	Sig-	Sig-	Sig-	Sig+
<hr/>						
Reading	Cohort	37	46	39	39	35
	School	13.6	13.0	14.6	14.7	17.1 ↑
	National	15.7	15.7	15.7	15.8	16.0
	Difference	-2.1	-2.7	-1.1	-1.1	1.1
	Significance	Sig-	Sig-			
<hr/>						
Writing	Cohort	37	46	39	39	35
	School	11.7	11.8	12.4	12.7	16.4 ↑
	National	14.3	14.3	14.4	14.4	14.7
	Difference	-2.6	-2.5	-2.0	-1.7	1.7
	Significance	Sig-	Sig-	Sig-	Sig-	Sig+
<hr/>						
Mathematics	Cohort	37	46	39	39	35
	School	14.4	12.8	14.6 ↑	14.2	16.4 ↑
	National	15.8	15.7	15.7	15.7	15.9
	Difference	-1.4	-2.9	-1.1	-1.5	0.5
	Significance	Sig-	Sig-		Sig-	

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

Attainment at Key Stage 1

Chart 4.2.9 and Table 4.2.10: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2012

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	35	16.6	15.5	35	17.1	16.0	35	16.4	14.7	35	16.4	15.9
Gender												
Male	13	16.6	15.1	13	17.0	15.5	13	15.9	14.0	13	16.8	15.9
Female	22	16.6	16.0	22	17.1	16.6	22	16.6	15.4	22	16.2	15.9
Free School Meals*												
FSM	17	16.6	14.1	17	17.0	14.4	17	16.4	13.2	17	16.5	14.6
Non FSM	18	16.6	16.1	18	17.1	16.6	18	16.3	15.2	18	16.3	16.4
Children Looked After												
CLA	0	-	12.6	0	-	13.1	0	-	11.7	0	-	13.2
Not CLA	35	16.6	15.5	35	17.1	16.0	35	16.4	14.7	35	16.4	15.9
Free School Meals* or Children Looked After												
CLA or FSM	17	16.6	14.0	17	17.0	14.4	17	16.4	13.2	17	16.5	14.6
Not CLA or FSM	18	16.6	16.1	18	17.1	16.6	18	16.3	15.2	18	16.3	16.4

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/>												
English as a First Language												
English or believed to be English	35	16.6	15.7	35	17.1	16.2	35	16.4	14.8	35	16.4	16.0
Other than English or believed to be other	0	-	15.0	0	-	15.3	0	-	14.2	0	-	15.4
Unclassified	0	-	12.1	0	-	12.2	0	-	11.2	0	-	13.1
<hr/>												
Special Educational Needs												
No Identified SEN	28	17.5	16.5	28	18.1	17.1	28	17.2	15.7	28	17.1	16.8
SEN without a statement	7	13.2	12.0	7	12.7	12.2	7	13.0	11.0	7	13.9	12.9
School Action	6	12.8	12.4	6	12.0	12.5	6	12.7	11.4	6	13.7	13.2
School Action plus	1	15.7	11.4	1	17.0	11.6	1	15.0	10.3	1	15.0	12.3
SEN with a statement	0	-	7.2	0	-	7.5	0	-	6.5	0	-	7.7
<hr/>												
Ethnicity Group												
White												
British	32	16.7	15.7	32	17.2	16.2	32	16.4	14.8	32	16.5	16.1
Irish	0	-	16.2	0	-	16.8	0	-	15.2	0	-	16.5
Traveller of Irish Heritage	0	-	10.5	0	-	10.5	0	-	9.4	0	-	11.7
Gypsy/Roma	0	-	10.2	0	-	10.0	0	-	9.4	0	-	11.2
Any other White background	1	9.0	14.7	1	9.0	14.9	1	9.0	13.8	1	9.0	15.4
Mixed												
White & Black Caribbean	1	21.0	15.2	1	21.0	15.7	1	21.0	14.3	1	21.0	15.5
White & Black African	0	-	15.5	0	-	16.1	0	-	14.7	0	-	15.7
White & Asian	1	17.0	16.2	1	17.0	16.8	1	17.0	15.5	1	17.0	16.5
Any other mixed background	0	-	15.8	0	-	16.3	0	-	15.0	0	-	16.0
Asian or Asian British												
Indian	0	-	16.5	0	-	16.9	0	-	15.8	0	-	16.7
Pakistani	0	-	14.7	0	-	15.1	0	-	14.1	0	-	15.0
Bangladeshi	0	-	15.1	0	-	15.6	0	-	14.5	0	-	15.4
Any other Asian background	0	-	15.8	0	-	16.1	0	-	15.0	0	-	16.2
Black or Black British												
Black Caribbean	0	-	14.6	0	-	15.2	0	-	13.9	0	-	14.7
Black African	0	-	15.2	0	-	15.8	0	-	14.5	0	-	15.3

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
Any other Black background	0	-	14.7	0	-	15.3	0	-	14.1	0	-	14.9
Chinese	0	-	16.7	0	-	16.8	0	-	15.8	0	-	17.6
Any other ethnic group	0	-	14.8	0	-	15.1	0	-	14.0	0	-	15.3
Unclassified - Refused	0	-	15.8	0	-	16.3	0	-	14.9	0	-	16.1
Unclassified - Information not obtained	0	-	12.4	0	-	12.6	0	-	11.5	0	-	13.4

Term of Birth												
Autumn	6	16.8	16.3	6	17.3	16.8	6	16.7	15.5	6	16.3	16.7
Spring	12	17.7	15.5	12	18.3	16.0	12	17.5	14.7	12	17.2	15.9
Summer	17	15.8	14.7	17	16.1	15.2	17	15.5	13.9	17	15.9	15.1

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

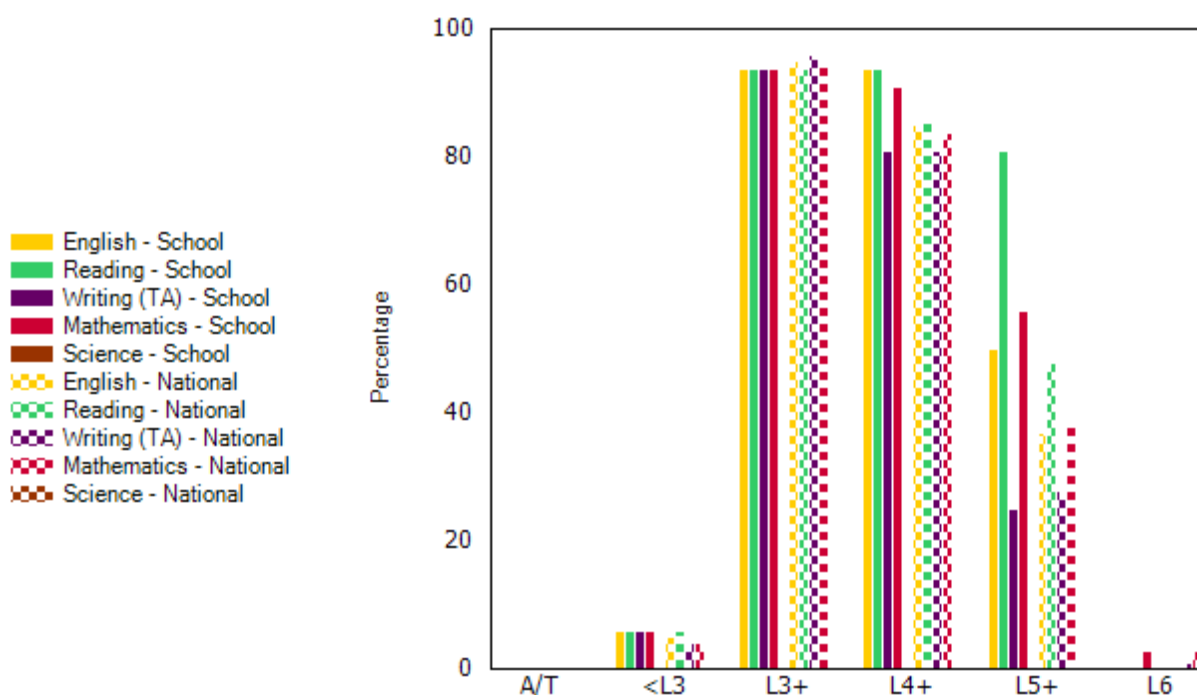
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Attainment at Key Stage 2

Chart 4.3.1 and Table 4.3.2: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2012

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+	L6
English	Entries	0	2	30	30	16	0
	School	0	6	94	94	50	0
	National	0	5	95	85	37	0
	Difference	0	2	-1	8	13	0
	Significance	-	-	-	-	-	-
Reading	Entries	0	2	30	30	26	0
	School	0	6	94	94	81	0
	National	0	6	94	86	48	0
	Difference	0	1	0	7	33	0
	Significance	-	-	-	-	Sig+	-
Writing (TA)	Entries	0	2	30	26	8	0
	School	0	6	94	81	25	0
	National	0	4	96	81	28	1
	Difference	0	2	-2	0	-3	-1
	Significance	-	-	-	-	-	-
Mathematics	Entries	0	2	30	29	18	1
	School	0	6	94	91	56	3
	National	0	4	95	84	39	3
	Difference	0	2	-1	7	17	0
	Significance	-	-	-	-	Sig+	-
Science	Entries	0	0	0	0	0	0
	School	-	-	-	-	-	-
	National	-	-	-	-	-	-
	Difference	-	-	-	-	-	-
	Significance	-	-	-	-	-	-

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

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Attainment at Key Stage 2

Table 4.3.3: 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	32	94	85	-	32	91	84	-	32	91	79	-
Gender												
Male	8	88	82	-	8	88	84	-	8	88	77	-
Female	24	96	89	-	24	92	84	-	24	92	82	-
Free School Meals*												
FSM	19	95	76	-	19	89	75	-	19	89	68	Sig+
Non FSM	13	92	89	-	13	92	88	-	13	92	84	-
Children Looked After												
CLA	2	100	60	-	2	100	56	-	2	100	50	-
Not CLA	30	93	86	-	30	90	84	-	30	90	80	-
Free School Meals* or Children Looked After												
CLA or FSM	19	95	76	-	19	89	75	-	19	89	68	Sig+
Not CLA or FSM	13	92	89	-	13	92	88	-	13	92	84	-
Prior Attainment												
Low	8	75	45	-	8	63	47	-	8	63	34	-
Middle	21	100	94	-	21	100	91	-	21	100	87	-
High	3	100	100	-	3	100	100	-	3	100	100	-
Non-mobile pupils												
Pupils on roll throughout years 5 & 6	30	93	87	-	30	90	85	-	30	90	81	-
English as a First Language												

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
English or believed to be English	32	94	86	-	32	91	85	-	32	91	80	
Other than English or believed to be other	0	0	81	-	0	0	82	-	0	0	76	-
Unclassified	0	0	56	-	0	0	56	-	0	0	49	-
Special Educational Needs												
No Identified SEN	23	100	95	-	23	100	93	-	23	100	91	-
SEN without a statement	9	78	59	-	9	67	60	-	9	67	46	-
School Action	3	100	65	-	3	67	64	-	3	67	51	-
School Action plus	6	67	48	-	6	67	52	-	6	67	38	-
SEN with a statement	0	0	23	-	0	0	23	-	0	0	18	-
Ethnicity Group												
White												
British	30	93	86	-	30	90	85	-	30	90	80	
Irish	0	0	91	-	0	0	88	-	0	0	86	-
Traveller of Irish Heritage	0	0	44	-	0	0	47	-	0	0	36	-
Gypsy/Roma	0	0	37	-	0	0	39	-	0	0	30	-
Any other White background	0	0	78	-	0	0	82	-	0	0	74	-
Mixed												
White & Black Caribbean	1	100	84	-	1	100	80	-	1	100	76	-
White & Black African	0	0	86	-	0	0	83	-	0	0	79	-
White & Asian	0	0	89	-	0	0	88	-	0	0	84	-
Any other mixed background	1	100	87	-	1	100	85	-	1	100	81	-
Asian or Asian British												

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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
Indian	0	0	90	-	0	0	90	-	0	0	86	-
Pakistani	0	0	82	-	0	0	80	-	0	0	74	-
Bangladeshi	0	0	88	-	0	0	85	-	0	0	81	-
Any other Asian background	0	0	85	-	0	0	87	-	0	0	81	-
Black or Black British												
Black Caribbean	0	0	83	-	0	0	78	-	0	0	74	-
Black African	0	0	85	-	0	0	82	-	0	0	78	-
Any other Black background	0	0	83	-	0	0	79	-	0	0	74	-
Chinese	0	0	88	-	0	0	94	-	0	0	87	-
Any other ethnic group	0	0	79	-	0	0	81	-	0	0	74	-
Unclassified - Refused	0	0	85	-	0	0	84	-	0	0	80	-
Unclassified - Information not obtained	0	0	60	-	0	0	60	-	0	0	53	-

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Table 4.3.4: 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	32	50	37		32	56	39	Sig+	32	38	27	
Gender												
Male	8	63	31	-	8	63	42	-	8	50	25	-
Female	24	46	44		24	54	36		24	33	29	
Free School Meals*												
FSM	19	47	22	-	19	58	25	-	19	37	14	-
Non FSM	13	54	43		13	54	45		13	38	32	-
Children Looked After												
CLA	2	0	13	-	2	50	14	-	2	0	6	-
Not CLA	30	53	37		30	57	39		30	40	27	
Free School Meals* or Children Looked After												
CLA or FSM	19	47	22	-	19	58	25	-	19	37	14	-
Not CLA or FSM	13	54	43		13	54	45		13	38	32	-
Prior Attainment												
Low	8	13	3	-	8	25	5	-	8	0	1	-
Middle	21	57	30	Sig+	21	62	33	Sig+	21	43	17	-
High	3	100	84	-	3	100	82	-	3	100	72	-
Non-mobile pupils												
Pupils on roll throughout years 5 & 6	30	50	38		30	57	40		30	40	28	
English as a First Language												

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
English or believed to be English	32	50	39		32	56	40		32	38	28	
Other than English or believed to be other	0	0	31	-	0	0	37	-	0	0	23	-
Unclassified	0	0	19	-	0	0	19	-	0	0	13	-
Special Educational Needs												
No Identified SEN	23	61	47		23	70	48	Sig+	23	52	34	
SEN without a statement	9	22	8	-	9	22	11	-	9	0	4	-
School Action	3	33	8	-	3	0	12	-	3	0	4	-
School Action plus	6	17	8	-	6	33	11	-	6	0	5	-
SEN with a statement	0	0	5	-	0	0	6	-	0	0	3	-
Ethnicity Group												
White												
British	30	53	39		30	57	40		30	40	28	
Irish	0	0	51	-	0	0	48	-	0	0	38	-
Traveller of Irish Heritage	0	0	3	-	0	0	6	-	0	0	1	-
Gypsy/Roma	0	0	6	-	0	0	6	-	0	0	3	-
Any other White background	0	0	33	-	0	0	39	-	0	0	25	-
Mixed												
White & Black Caribbean	1	0	33	-	1	0	31	-	1	0	21	-
White & Black African	0	0	39	-	0	0	37	-	0	0	27	-
White & Asian	0	0	48	-	0	0	49	-	0	0	37	-
Any other mixed background	1	0	42	-	1	100	42	-	1	0	30	-
Asian or Asian British												

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
Indian	0	0	43	-	0	0	51	-	0	0	35	-
Pakistani	0	0	26	-	0	0	31	-	0	0	18	-
Bangladeshi	0	0	33	-	0	0	37	-	0	0	24	-
Any other Asian background	0	0	38	-	0	0	49	-	0	0	32	-
Black or Black British												
Black Caribbean	0	0	29	-	0	0	26	-	0	0	17	-
Black African	0	0	33	-	0	0	33	-	0	0	22	-
Any other Black background	0	0	31	-	0	0	28	-	0	0	19	-
Chinese	0	0	56	-	0	0	71	-	0	0	51	-
Any other ethnic group	0	0	30	-	0	0	38	-	0	0	23	-
Unclassified - Refused	0	0	42	-	0	0	41	-	0	0	30	-
Unclassified - Information not obtained	0	0	21	-	0	0	22	-	0	0	14	-

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Table 4.3.5: Key Stage 2 Proportion achieving or surpassing Level 6 in tests

Percentage of Key Stage 2 pupils achieving level 6 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	32	0	0	-	32	3	3	-	32	0	0	-
<hr/>												
Gender												
Male	8	0	0	-	8	13	4	-	8	0	0	-
Female	24	0	0	-	24	0	2	-	24	0	0	-
<hr/>												
Free School Meals*												
FSM	19	0	0	-	19	5	1	-	19	0	0	-
Non FSM	13	0	0	-	13	0	4	-	13	0	0	-
<hr/>												
Children Looked After												
CLA	2	0	0	-	2	0	0	-	2	0	0	-
Not CLA	30	0	0	-	30	3	3	-	30	0	0	-
<hr/>												
Free School Meals* or Children Looked After												
CLA or FSM	19	0	0	-	19	5	1	-	19	0	0	-
Not CLA or FSM	13	0	0	-	13	0	4	-	13	0	0	-
<hr/>												
Prior Attainment												
Low	8	0	0	-	8	0	0	-	8	0	0	-
Middle	21	0	0	-	21	0	1	-	21	0	0	-
High	3	0	0	-	3	33	12	-	3	0	0	-
<hr/>												
Non-mobile pupils												
Pupils on roll throughout years 5 & 6	30	0	0	-	30	3	4	-	30	0	0	-
<hr/>												
English as a First Language												

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
English or believed to be English	32	0	0	-	32	3	3	-	32	0	0	-
Other than English or believed to be other	0	0	0	-	0	0	4	-	0	0	0	-
Unclassified	0	0	0	-	0	0	1	-	0	0	0	-
Special Educational Needs												
No Identified SEN	23	0	0	-	23	4	4	-	23	0	0	-
SEN without a statement	9	0	0	-	9	0	0	-	9	0	0	-
School Action	3	0	0	-	3	0	0	-	3	0	0	-
School Action plus	6	0	0	-	6	0	1	-	6	0	0	-
SEN with a statement	0	0	0	-	0	0	0	-	0	0	0	-
Ethnicity Group												
White												
British	30	0	0	-	30	3	3	-	30	0	0	-
Irish	0	0	0	-	0	0	5	-	0	0	0	-
Traveller of Irish Heritage	0	0	0	-	0	0	0	-	0	0	0	-
Gypsy/Roma	0	0	0	-	0	0	0	-	0	0	0	-
Any other White background	0	0	0	-	0	0	4	-	0	0	0	-
Mixed												
White & Black Caribbean	1	0	0	-	1	0	2	-	1	0	0	-
White & Black African	0	0	0	-	0	0	3	-	0	0	0	-
White & Asian	0	0	0	-	0	0	7	-	0	0	0	-
Any other mixed background	1	0	0	-	1	0	5	-	1	0	0	-
Asian or Asian British												

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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
Indian	0	0	0	-	0	0	8	-	0	0	0	-
Pakistani	0	0	0	-	0	0	2	-	0	0	0	-
Bangladeshi	0	0	0	-	0	0	3	-	0	0	0	-
Any other Asian background	0	0	0	-	0	0	8	-	0	0	0	-
Black or Black British												
Black Caribbean	0	0	0	-	0	0	1	-	0	0	0	-
Black African	0	0	0	-	0	0	2	-	0	0	0	-
Any other Black background	0	0	0	-	0	0	2	-	0	0	0	-
Chinese	0	0	1	-	0	0	19	-	0	0	1	-
Any other ethnic group	0	0	0	-	0	0	4	-	0	0	0	-
Unclassified - Refused	0	0	0	-	0	0	4	-	0	0	0	-
Unclassified - Information not obtained	0	0	0	-	0	0	2	-	0	0	0	-

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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Attainment at Key Stage 2

Table 4.3.6: 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 2012.

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	2	0									30	32
English (lower)										0	0	0	
Reading													
Writing													
Speaking													
Listening													
	Total Number of pupils	2	0	0					0				
	School distribution of teacher assessments for only those pupils operating below the level of the tests (B)	100%	0%	0%					0%			N/A	
	National distribution of teacher assessments for only those pupils operating below the level of the tests (B)	74%	14%	9%					2%			N/A	

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Attainment at Key Stage 2

Teacher assessments for pupils operating below the level of the tests (B)

		Level 2 or above	Level 1	P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii	All other pupils results	Total number of pupils in year group
Mathematics	Number of pupils	2	0									30	32
Mathematics (lower)									0	0	0		
Using and applying													
Number													
Shape, space & measures													
	Total Number of pupils	2	0	0					0				
	School distribution of teacher assessments for only those pupils operating below the level of the tests (B)	100%	0%	0%					0%			N/A	
	National distribution of teacher assessments for only those pupils operating below the level of the tests (B)	68%	16%	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.

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Attainment at Key Stage 2

Table 4.3.7: 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 2012.

		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	16	30	30	30	2	2									0	32
												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	16	30	30	30	2	2	2					2			0		
School Cumulative Percentage	50%	94%	94%	94%	100%	100%	100%					100%			0%		
National Cumulative Percentage	37%	85%	95%	95%	74%	88%	97%					99%			0%		
Difference	13%	9%	-1%	-1%	26%	12%	3%					1%			0%		
Mathematics Mathematics (lower) Using and applying Number Shape, space & measures	Number of pupils	18	29	30	30	2	2									0	32
												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	18	29	30	30	2	2	2					2			0	
School Cumulative Percentage	56%	91%	94%	94%	100%	100%	100%					100%			0%		

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Attainment at Key Stage 2

National Cumulative Percentage Difference	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		
	39%	84%	95%	96%	68%	84%	96%					100%			0%	
	17%	7%	-1%	-2%	32%	16%	4%					0%			0%	

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.

A - Pupil absent

T - Pupil unable to access the test

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

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

Pupils who have a P scale 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 4.3.8 Overall

Key Stage 2 average point score (Total)

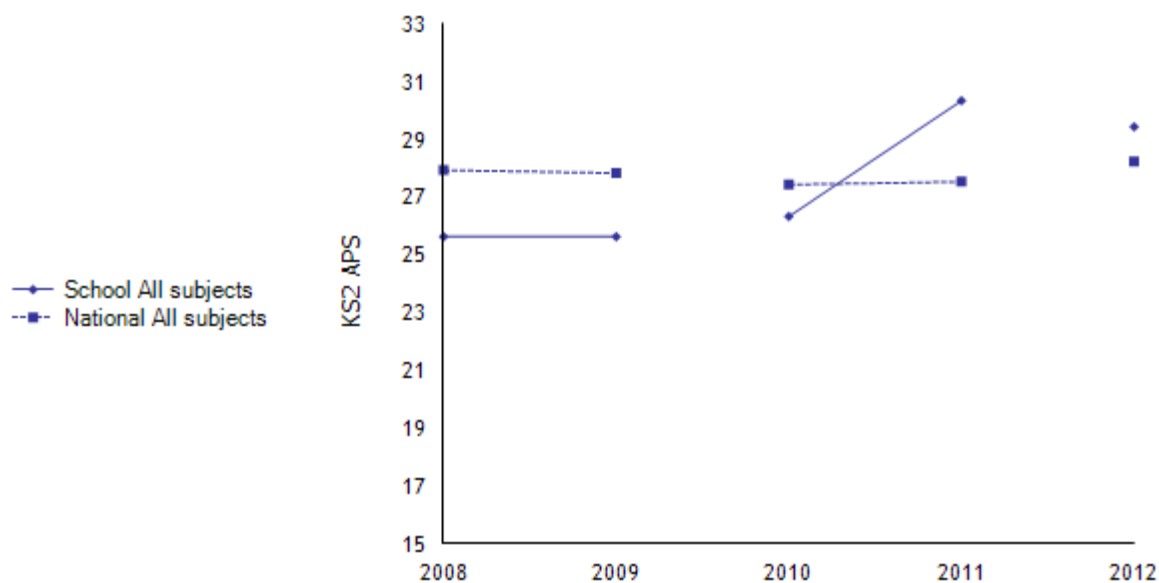
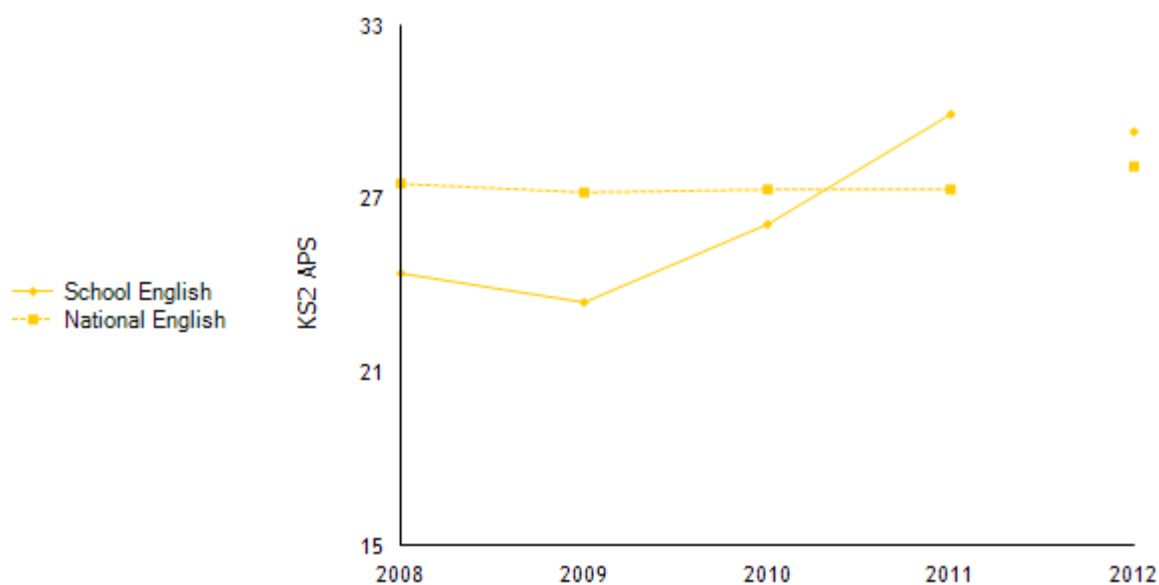


Chart 4.3.9 English

Key Stage 2 average point score (English)



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

Chart 4.3.10
Mathematics

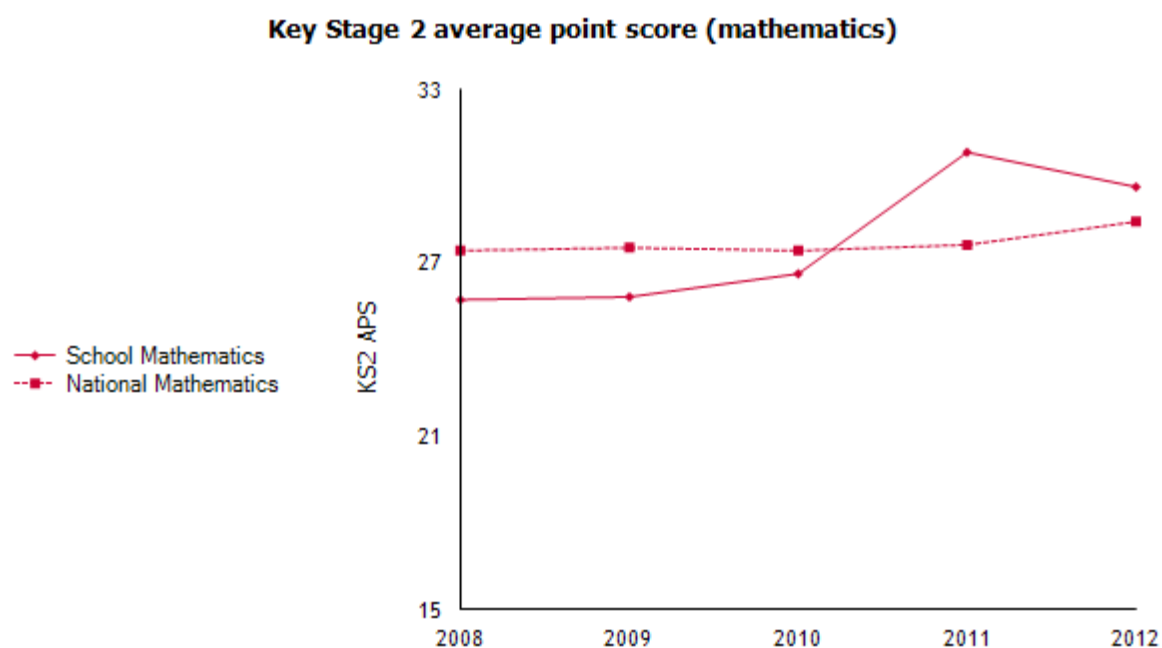


Chart 4.3.11
Science

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 4.3.12

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		2008	2009	2010*	2011	2012
All Subjects	Cohort	46	35	40	36	32
	School	25.6	25.6	26.3	30.3 ↑	29.4
	National	27.9	27.8	27.4	27.5	28.2
	Difference	-2.3	-2.2	-1.1	2.8	1.2
	Significance	Sig-	Sig-	Sig-	Sig+	
English	Cohort	46	35	40	36	32
	School	24.4	23.4	26.1 ↑	29.9 ↑	29.3
	National	27.5	27.2	27.3	27.3	28.1
	Difference	-3.1	-3.8	-1.2	2.6	1.2
	Significance	Sig-	Sig-		Sig+	
Mathematics	Cohort	46	35	40	36	32
	School	25.7	25.8	26.6	30.8 ↑	29.6
	National	27.4	27.5	27.4	27.6	28.4
	Difference	-1.7	-1.7	-0.8	3.2	1.2
	Significance	Sig-			Sig+	
Science	Cohort	46	35	-	-	-
	School	26.7	27.7	-	-	-
	National	28.9	28.7	-	-	-
	Difference	-2.2	-1.0	-	-	-
	Significance	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.

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

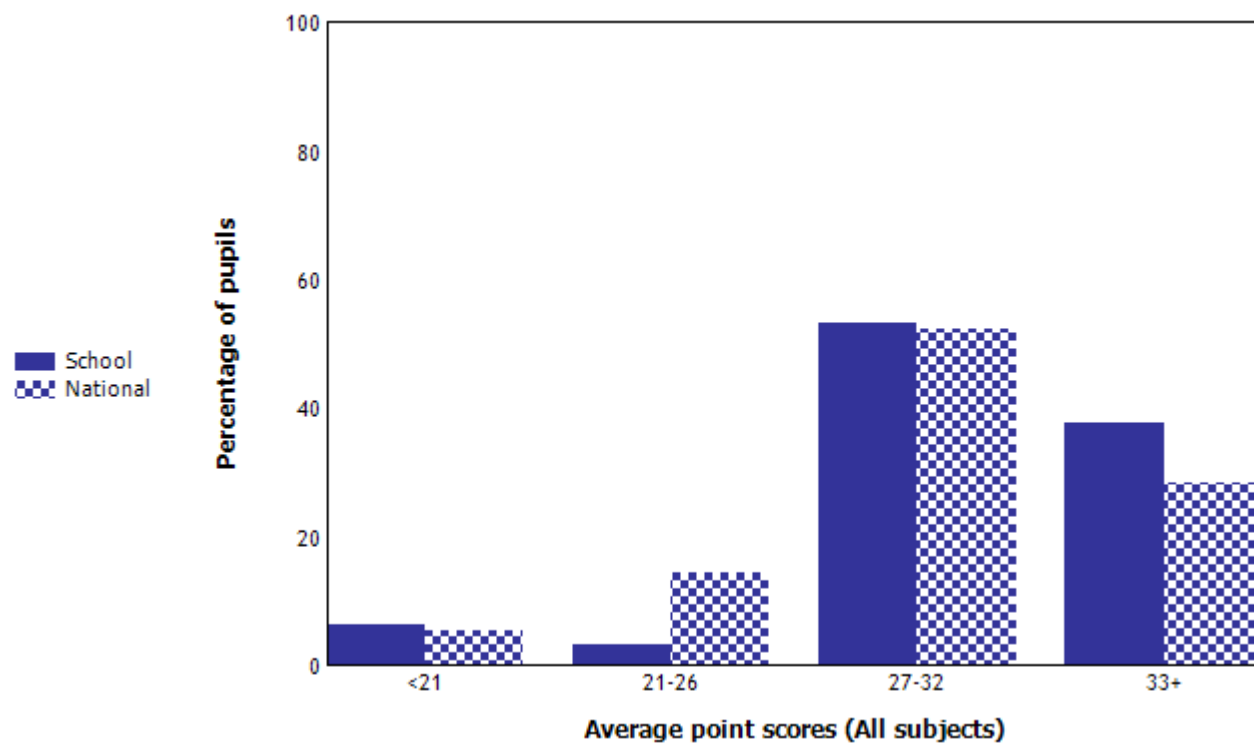
The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Attainment at Key Stage 2

Chart 4.3.13 and Table 4.3.14: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2012

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



	All NC Core Subjects			English			Reading			Writing (TA)			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	32	29.4	28.2	32	29.3	28.1	32	31.1	28.8	32	27.0	27.3	32	29.6	28.4	-	-	-
Gender																		
Male	8	29.6	28.0	8	29.3	27.4	8	30.8	28.2	8	26.3	26.4	8	30.0	28.6	-	-	-
Female	24	29.4	28.5	24	29.3	28.8	24	31.3	29.4	24	27.3	28.1	24	29.5	28.2	-	-	-

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

	All NC Core Subjects			English			Reading			Writing (TA)			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
Free School Meals*																		
FSM	19	29.5	26.6	19	29.2	26.5	19	31.4	27.2	19	26.7	25.6	19	29.8	26.6	-	-	-
Non FSM	13	29.3	28.9	13	29.3	28.8	13	30.7	29.4	13	27.5	27.9	13	29.3	29.1	-	-	-
Children Looked After																		
CLA	2	28.5	24.1	2	27.0	24.2	2	33.0	24.9	2	21.0	22.7	2	30.0	24.0	-	-	-
Not CLA	30	29.5	28.3	30	29.4	28.1	30	31.0	28.8	30	27.4	27.3	30	29.6	28.4	-	-	-
Free School Meals* or Children Looked After																		
CLA or FSM	19	29.5	26.5	19	29.2	26.5	19	31.4	27.1	19	26.7	25.5	19	29.8	26.6	-	-	-
Not CLA or FSM	13	29.3	28.9	13	29.3	28.8	13	30.7	29.4	13	27.5	28.0	13	29.3	29.1	-	-	-
Prior Attainment																		
Low	8	24.8	22.8	8	24.8	22.7	8	27.8	23.2	8	21.8	21.5	8	24.8	22.9	-	-	-
Middle	21	30.6	28.4	21	30.4	28.4	21	32.1	29.3	21	28.1	27.5	21	30.7	28.5	-	-	-
High	3	34.0	32.3	3	33.0	32.1	3	33.0	32.4	3	33.0	31.6	3	35.0	32.6	-	-	-
Non-mobile pupils																		
Pupils on roll throughout years 5 and 6	30	29.4	28.4	30	29.2	28.3	30	31.0	28.9	30	27.0	27.5	30	29.6	28.5	-	-	-
English as a First Language																		
English or believed to be English	32	29.4	28.4	32	29.3	28.3	32	31.1	29.0	32	27.0	27.4	32	29.6	28.4	-	-	-

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

	All NC Core Subjects			English			Reading			Writing (TA)			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
Other than English or believed to be other	0	-	27.7	0	-	27.3	0	-	27.8	0	-	26.6	0	-	28.0	-	-	-
Unclassified	0	-	24.4	0	-	24.2	0	-	24.5	0	-	22.3	0	-	24.5	-	-	-
<hr/>																		
Special Educational Needs																		
No Identified SEN	23	31.0	29.6	23	30.7	29.5	23	32.2	30.2	23	28.8	28.7	23	31.4	29.7	-	-	-
SEN without a statement	9	25.3	24.6	9	25.7	24.4	9	28.3	25.1	9	22.3	23.5	9	25.0	24.7	-	-	-
School Action	3	27.0	25.2	3	29.0	25.1	3	31.0	25.8	3	25.0	24.2	3	25.0	25.3	-	-	-
School Action plus	6	24.5	23.6	6	24.0	23.3	6	27.0	24.0	6	21.0	22.4	6	25.0	23.8	-	-	-
SEN with a statement	0	-	19.1	0	-	18.9	0	-	19.2	0	-	15.6	0	-	19.2	-	-	-
<hr/>																		
Ethnicity Group																		
White																		
British	30	29.5	28.4	30	29.4	28.3	30	31.0	29.0	30	27.0	27.4	30	29.6	28.5	-	-	-
Irish	0	-	29.3	0	-	29.4	0	-	30.0	0	-	28.3	0	-	29.3	-	-	-
Traveller of Irish Heritage	0	-	22.9	0	-	22.6	0	-	23.3	0	-	21.3	0	-	23.1	-	-	-
Gypsy/Roma	0	-	21.5	0	-	21.3	0	-	21.6	0	-	20.0	0	-	21.7	-	-	-
Any other White background	0	-	27.7	0	-	27.2	0	-	27.7	0	-	26.3	0	-	28.1	-	-	-
Mixed																		
White & Black Caribbean	1	27.0	27.6	1	27.0	27.8	1	33.0	28.5	1	27.0	27.0	1	27.0	27.5	-	-	-
White & Black African	0	-	28.3	0	-	28.4	0	-	29.0	0	-	27.5	0	-	28.2	-	-	-
White & Asian	0	-	29.2	0	-	29.0	0	-	29.6	0	-	28.2	0	-	29.4	-	-	-

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

Attainment at Key Stage 2

	All NC Core Subjects			English			Reading			Writing (TA)			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
Any other mixed background	1	30.0	28.6	1	27.0	28.5	1	33.0	29.2	1	27.0	27.7	1	33.0	28.7	-	-	-
Asian or Asian British																		
Indian	0	-	29.3	0	-	28.8	0	-	29.3	0	-	28.3	0	-	29.7	-	-	-
Pakistani	0	-	27.3	0	-	27.1	0	-	27.6	0	-	26.5	0	-	27.4	-	-	-
Bangladeshi	0	-	28.1	0	-	28.0	0	-	28.4	0	-	27.5	0	-	28.2	-	-	-
Any other Asian background	0	-	28.8	0	-	28.1	0	-	28.6	0	-	27.4	0	-	29.4	-	-	-
Black or Black British																		
Black Caribbean	0	-	27.2	0	-	27.4	0	-	28.0	0	-	26.7	0	-	27.0	-	-	-
Black African	0	-	27.7	0	-	27.7	0	-	28.3	0	-	27.0	0	-	27.7	-	-	-
Any other Black background	0	-	27.3	0	-	27.5	0	-	28.1	0	-	26.6	0	-	27.2	-	-	-
Chinese	0	-	30.7	0	-	29.4	0	-	29.8	0	-	28.7	0	-	31.9	-	-	-
Any other ethnic group	0	-	27.5	0	-	27.0	0	-	27.4	0	-	26.3	0	-	28.0	-	-	-
Unclassified - Refused	0	-	28.4	0	-	28.4	0	-	29.0	0	-	27.3	0	-	28.5	-	-	-
Unclassified - Information not obtained	0	-	24.9	0	-	24.8	0	-	25.2	0	-	23.1	0	-	25.1	-	-	-

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

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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.

		2010	2011	2012
All subjects	Cohort for VA	-	35	32
	VA School score	-	104.3	102.8
	95% confidence interval +/-	-	0.7	0.8
	Significance	-	Sig+	Sig+
	Percentile rank	-	1	1
	Coverage	-	97%	100%
English	Cohort for VA	-	35	32
	VA School score	-	103.6	102.2
	95% confidence interval +/-	-	0.8	0.9
	Significance	-	Sig+	Sig+
	Percentile rank	-	1	2
	Coverage	-	97%	100%
Mathematics	Cohort for VA	-	35	32
	VA School score	-	104.9	103.2
	95% confidence interval +/-	-	0.9	1.0
	Significance	-	Sig+	Sig+
	Percentile rank	-	1	1
	Coverage	-	97%	100%

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

From 2012, the methodology for calculating the pupil group confidence interval has changed. The formula used now takes into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

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

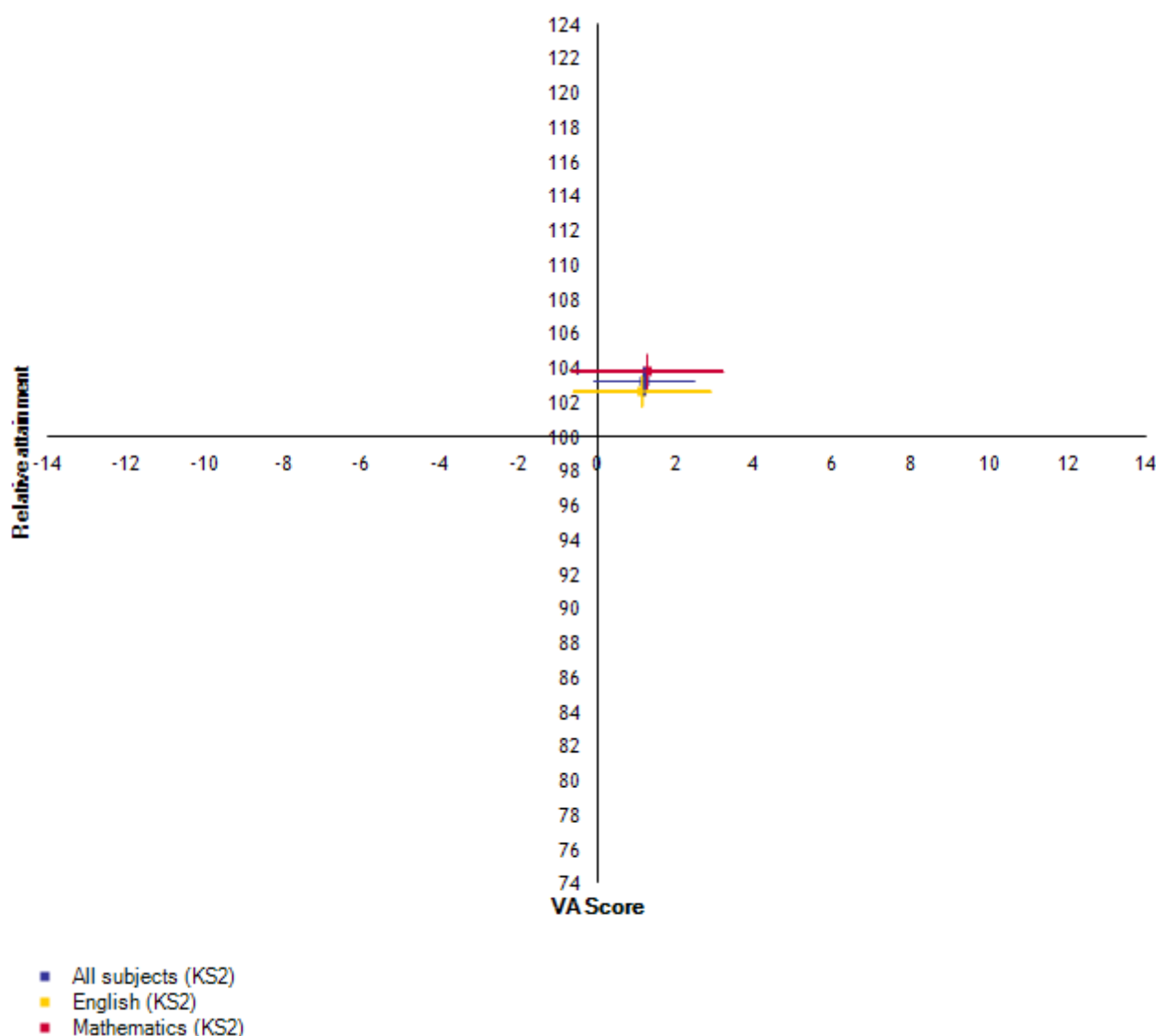
Progress Measures Value Added

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 2012



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

Progress Measures Value Added

		2010		2011		2012	
		VA	Relative attainment	VA	Relative attainment	VA	Relative attainment
All subjects (KS2)	School score	-	-	104.3	2.9	102.8	1.2
	Cohort	-	-	35	36	32	32
	95% confidence Interval	-	-	0.7	0.8	0.8	1.3
	Significance	-	-	Sig+	Sig+	Sig+	
English (KS2)	School score	-	-	103.6	2.6	102.2	1.1
	Cohort	-	-	35	36	32	32
	95% confidence Interval	-	-	0.8	1.1	0.9	1.7
	Significance	-	-	Sig+	Sig+	Sig+	
Mathematics (KS2)	School score	-	-	104.9	3.1	103.2	1.3
	Cohort	-	-	35	36	32	32
	95% confidence Interval	-	-	0.9	1.3	1.0	1.9
	Significance	-	-	Sig+	Sig+	Sig+	

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

From 2012, the methodology for calculating the pupil group confidence interval has changed. The formula used now takes into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

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 2012, 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	3	3	100%	98%
Middle	21	21	100%	84%
Low	8	5	63%	23%
Whole School	32	29	91%	70%

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

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

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 2012, 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	3	3	100%	66%
Middle	21	9	43%	12%
Low	8	0	0%	0%
Whole School	32	12	38%	14%

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

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

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								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than 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	0	0	0	0	0%	0%	-	-	-
	W	0	0	0	0	0	1	0	0	1	1	100%	68%	1	100%	32%
	1	0	0	0	2	0	6	1	0	9	7	78%	88%	7	78%	54%
	2	0	0	0	0	0	7	12	0	19	19	100%	94%	12	63%	29%
	3	0	0	0	0	0	0	3	0	3	3	100%	84%	0	0%	0%
	4	0	0	0	0	0	0	0	0	0	0	0%	7%	-	-	-
Summary										32	30	94%	89%	20	63%	26%

Key

represents pupils making more than expected progress

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	32
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In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Where no appropriate Key Stage 2 reading test level is available, the reading teacher assessment is used. Full details of the methodology used for calculating the overall English outcome and expected progress can be found in the Library.

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

Expected Progress - English

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. Pupils making more than expected progress are also counted as making expected progress. 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								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than 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	0	0	0	0	0%	0%	-	-	-
	W		0	0	0	0	0	1	0	0	1	1	100%	68%	1	100%	32%
	1		0	0	0	2	0	6	1	0	9	7	78%	88%	7	78%	54%
	2	2C	0	0	0	0	0	1	2	0	3	3	100%	82%	2	67%	9%
		2B	0	0	0	0	0	6	4	0	10	10	100%	94%	4	40%	20%
		2A	0	0	0	0	0	0	6	0	6	6	100%	99%	6	100%	47%
	3		0	0	0	0	0	0	3	0	3	3	100%	84%	0	0%	0%
	4		0	0	0	0	0	0	0	0	0	0	0%	7%	-	-	-
Summary											32	30	94%	89%	20	63%	26%

Key

represents pupils making more than expected progress

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	32
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Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - English

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Where no appropriate Key Stage 2 reading test level is available, the reading teacher assessment is used. Full details of the methodology used for calculating the overall English outcome and expected progress can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. Pupils making more than expected progress are also counted as making expected progress. 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								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6							
KS1 Reading Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	1%	-	-	-
	W		0	0	0	0	0	0	1	0	1	1	100%	72%	1	100%	37%
	1		0	0	0	2	0	1	2	0	5	3	60%	83%	3	60%	58%
	2	2C	0	0	0	0	0	0	8	0	8	8	100%	81%	8	100%	19%
		2B	0	0	0	0	0	2	7	0	9	9	100%	93%	7	78%	35%
		2A	0	0	0	0	0	1	5	0	6	6	100%	99%	5	83%	62%
	3		0	0	0	0	0	0	3	0	3	3	100%	89%	0	0%	1%
	4		0	0	0	0	0	0	0	0	0	0	0%	8%	-	-	-
Summary											32	30	94%	90%	24	75%	34%

Key

represents pupils making more than expected progress

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	32
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Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - English

From 2012, the calculation of expected progress will use the Key Stage 2 reading teacher assessment where no appropriate test level is available. Full details of the methodology used can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

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								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
			Other or No KS2 Result	W	1	2	3	4	5	6							
KS1 Writing Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	8%	-	-	-
	W		0	0	0	2	1	1	0	0	4	4	100%	76%	2	50%	48%
	1		0	0	0	0	3	4	0	0	7	7	100%	92%	4	57%	45%
	2	2C	0	0	0	0	0	9	1	0	10	10	100%	80%	1	10%	6%
		2B	0	0	0	0	0	4	3	0	7	7	100%	96%	3	43%	23%
		2A	0	0	0	0	0	0	4	0	4	4	100%	99%	4	100%	55%
	3		0	0	0	0	0	0	0	0	0	0	0%	85%	0	0%	6%
	4		0	0	0	0	0	0	0	0	0	0	0%	60%	-	-	-
Summary											32	32	100%	90%	14	44%	28%

Key

represents pupils making more than expected progress

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	32
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Ernesettle Community School (URN: 134802 DfE No. 8793767)

Expected Progress - English

From 2012, the calculation of expected progress in writing is based upon teacher assessment only. Full details of the methodology used can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

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

Expected Progress - mathematics

Table 5.3.1: 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								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than 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	0	0	0	0	0	0%	41%	-	-	-
	W	0	0	0	0	0	0	1	0	1	1	100%	64%	1	100%	28%
	1	0	0	0	2	1	2	0	0	5	3	60%	80%	2	40%	36%
	2	0	0	0	0	0	9	15	0	24	24	100%	89%	15	63%	31%
	3	0	0	0	0	0	0	1	1	2	2	100%	88%	1	50%	14%
	4	0	0	0	0	0	0	0	0	0	0	0%	83%	-	-	-
Summary										32	30	94%	87%	19	59%	28%

Key

represents pupils making more than expected progress

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	32
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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. Full details of the methodology used can be found in the Library.

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

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. Pupils making more than expected progress are also counted as making expected progress. For more information, please refer to the help article.

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

Table 5.3.2: 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								Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than 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	0	0	0	0	0	0%	41%	-	-	-
	W		0	0	0	0	0	0	1	0	1	1	100%	64%	1	100%	28%
	1		0	0	0	2	1	2	0	0	5	3	60%	80%	2	40%	36%
	2	2C	0	0	0	0	0	5	1	0	6	6	100%	68%	1	17%	6%
		2B	0	0	0	0	0	4	7	0	11	11	100%	91%	7	64%	21%
		2A	0	0	0	0	0	0	7	0	7	7	100%	99%	7	100%	53%
	3		0	0	0	0	0	0	1	1	2	2	100%	88%	1	50%	14%
	4		0	0	0	0	0	0	0	0	0	0	0%	83%	-	-	-
Summary											32	30	94%	87%	19	59%	28%

Key

represents pupils making more than expected progress

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	32
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Ernesettle Community School (URN: 134802 DfE No. 8793767)
Expected Progress - mathematics

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. Full details of the methodology used can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

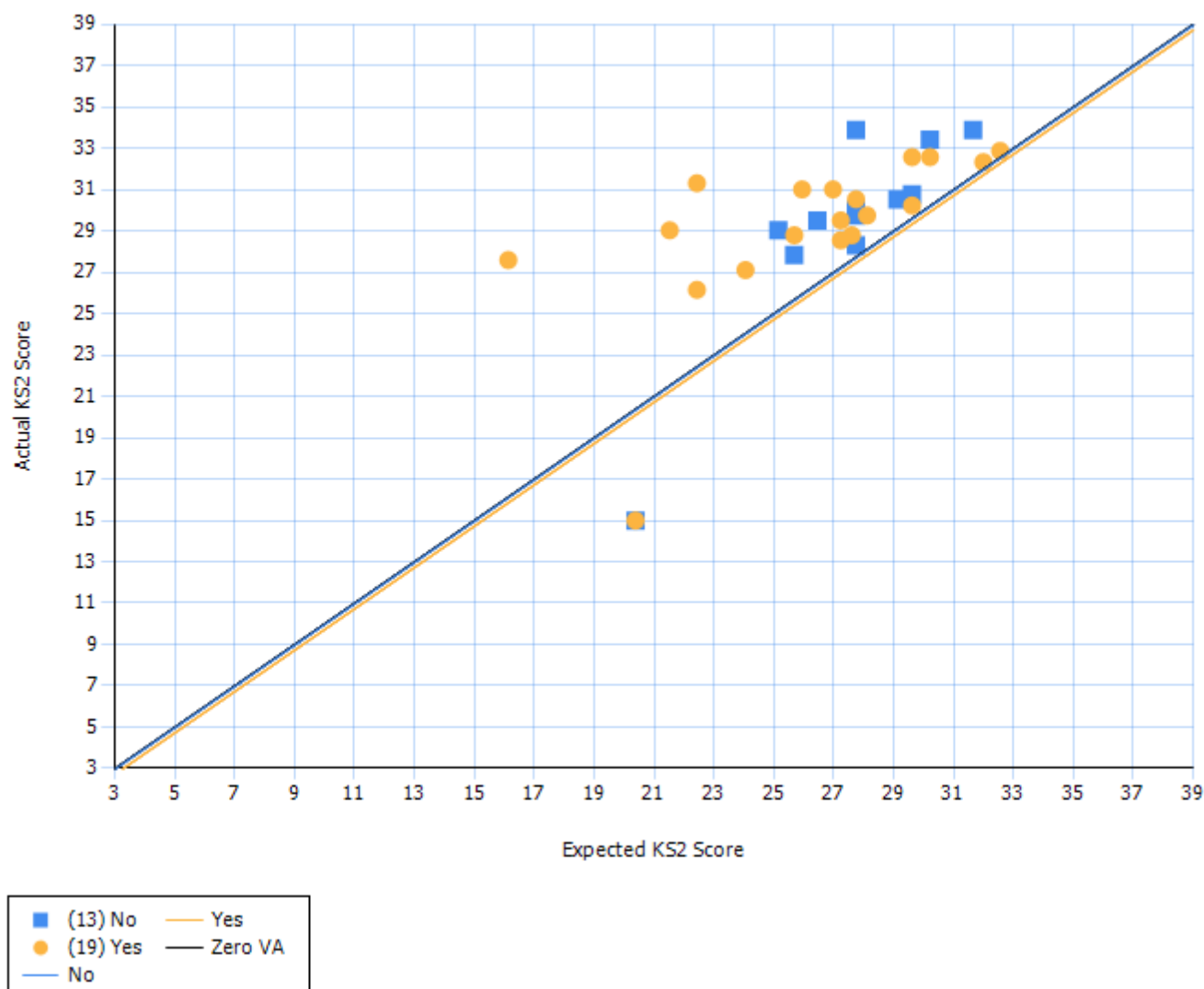
The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. Pupils making more than expected progress are also counted as making expected progress. For more information, please refer to the help article.

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

Chart 5.4.1: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil - English showing spread by pupil characteristics (FSM)

2012 English (KS2) value added line, showing spread of pupils by free school meal*

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.



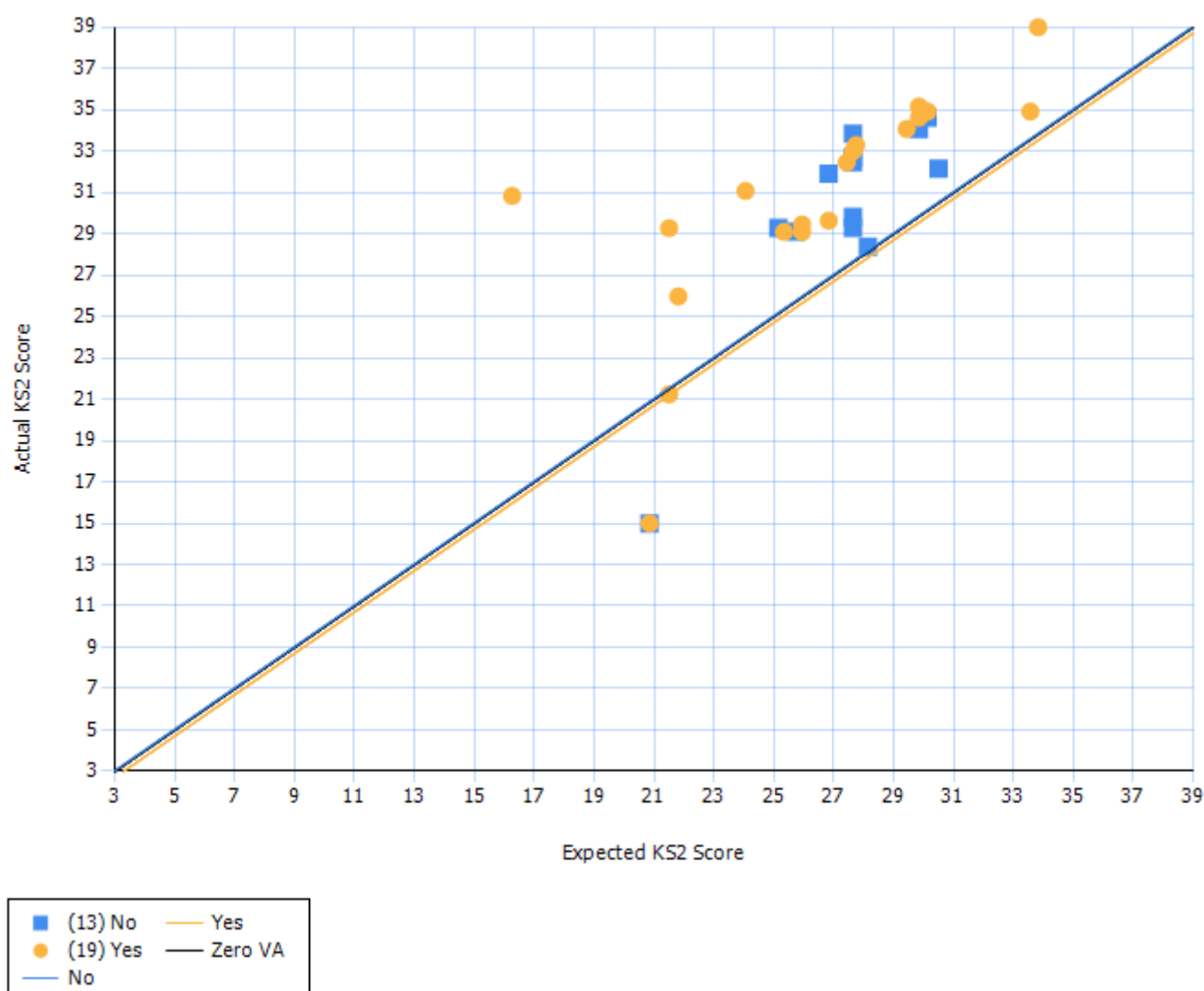
Ernesettle Community School (URN: 134802 DfE No. 8793767)

Progress Measures Value Added

Chart 5.4.2: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil - Mathematics showing spread by pupil characteristics (FSM)

2012 Mathematics (KS2) value added line, showing spread of pupils by free school meal*

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 100%

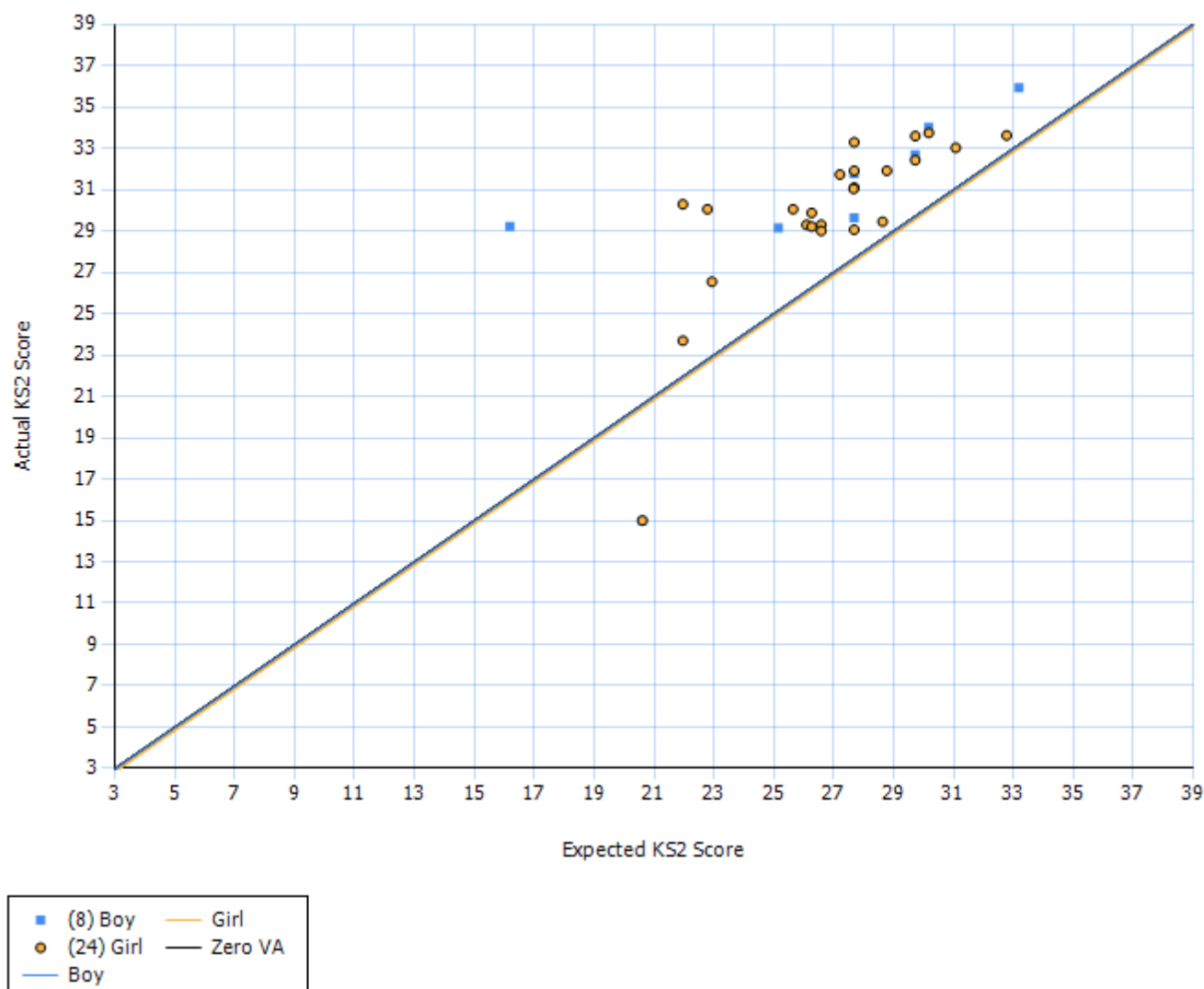
The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Chart 5.4.3: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (Gender)

2012 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 100%

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

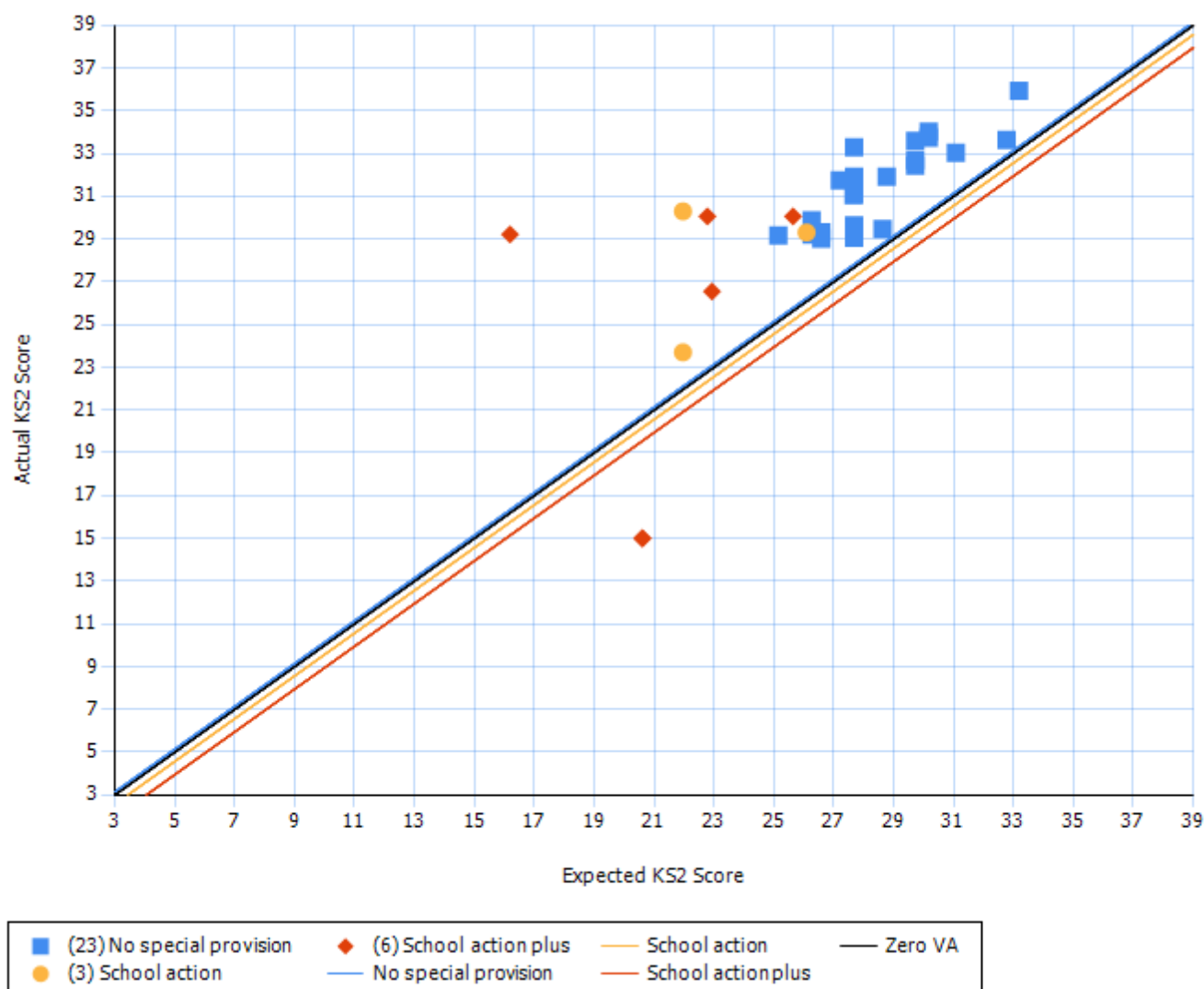
The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Chart 5.4.4: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (SEN)

2012 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 100%

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

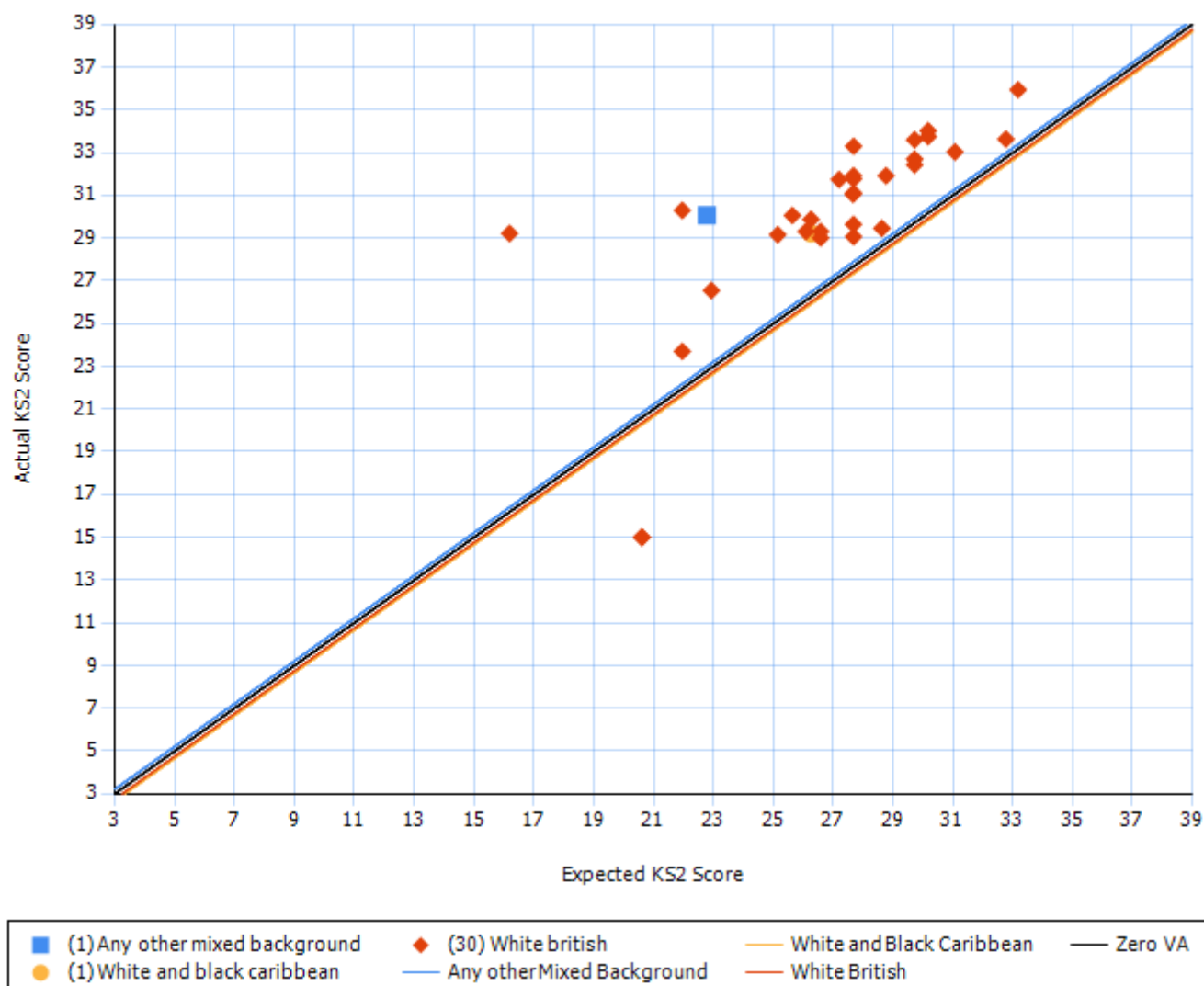
The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Chart 5.4.5: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (extended ethnicity)

2012 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 100%

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

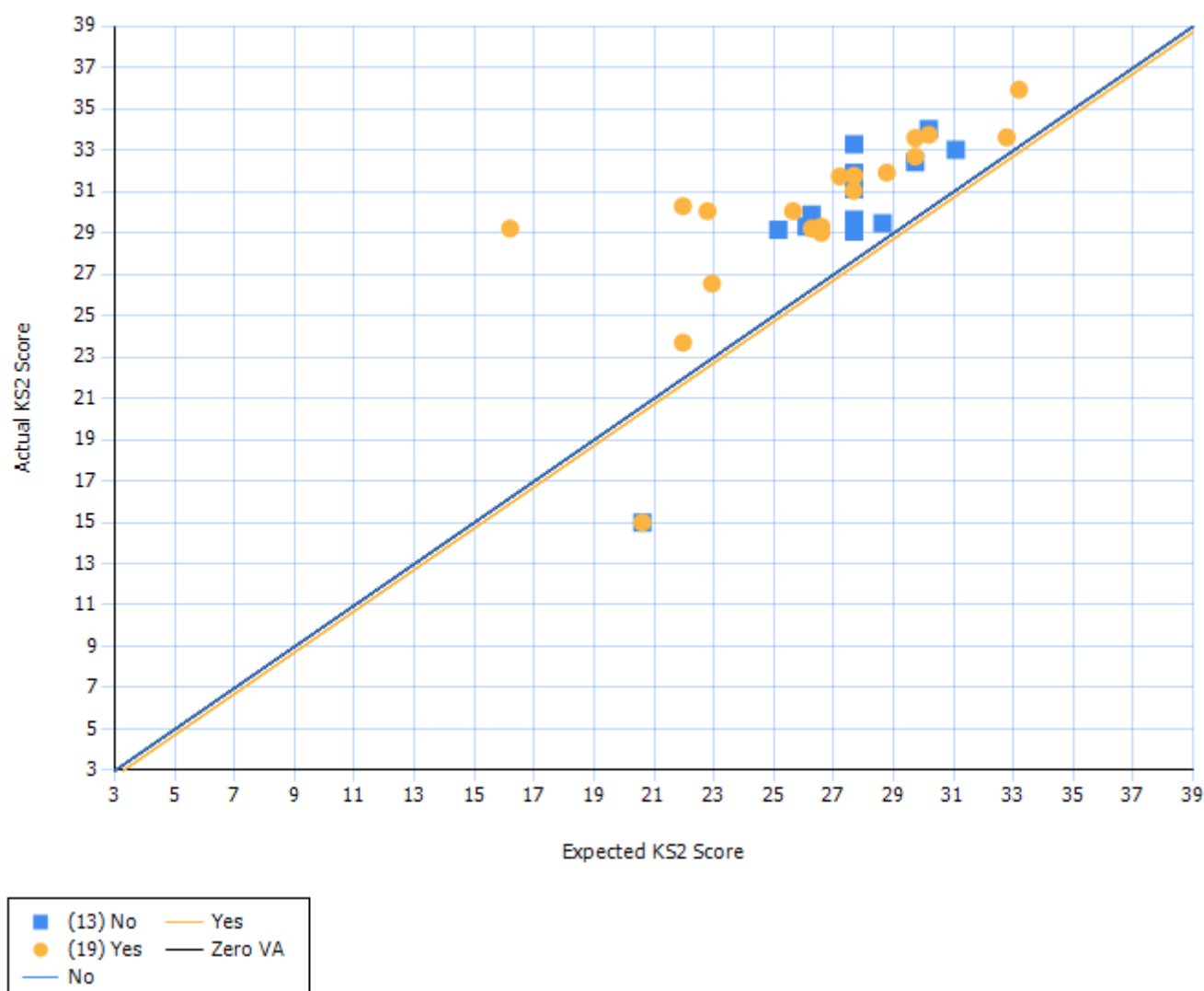
The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Chart 5.4.6: Key Stage 1 to Key Stage 2 fine grades value added analysis by pupil (FSM)

2012 All subjects (KS2) value added line, showing spread of pupils by free school meal*

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 100%

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

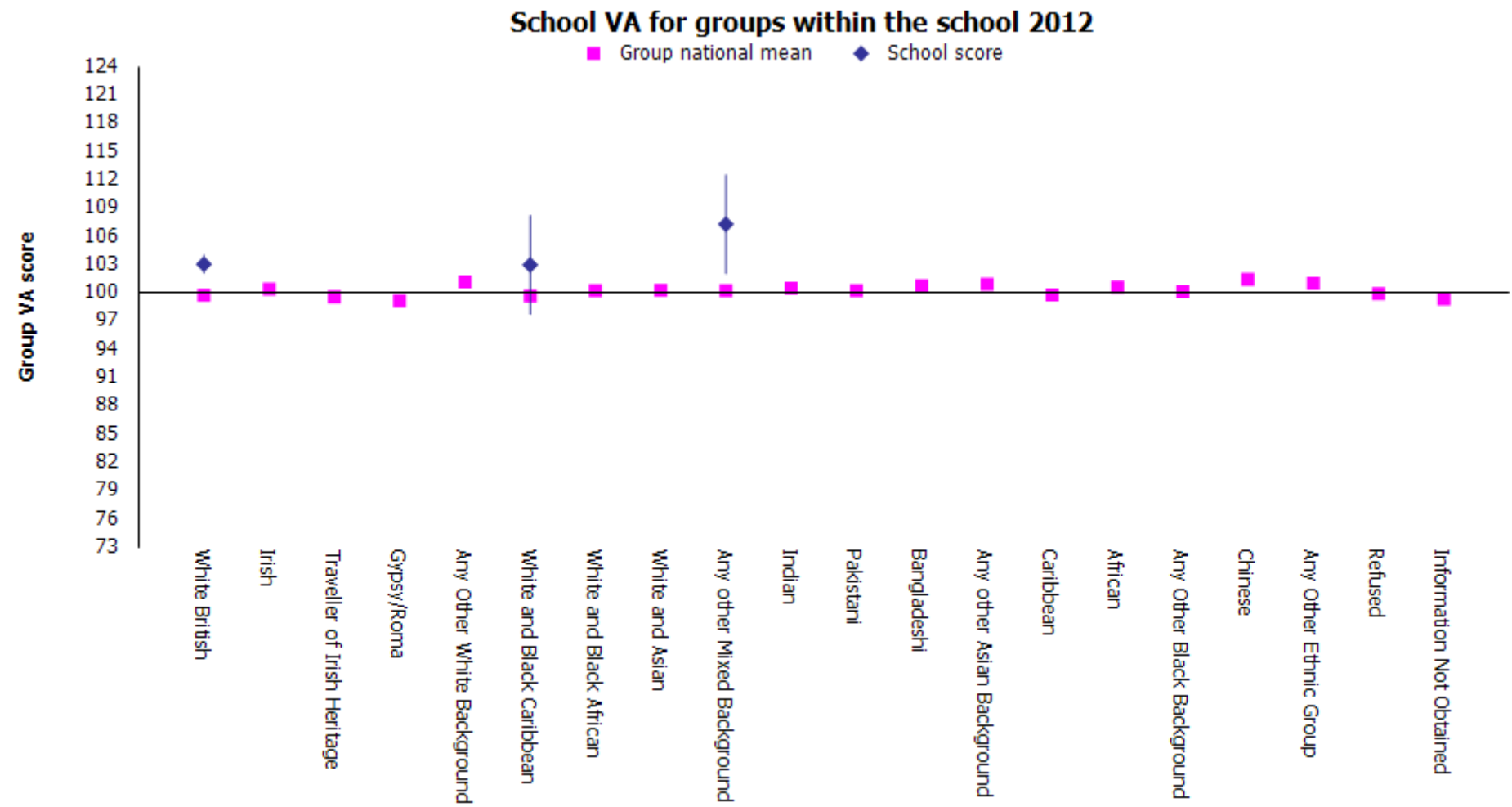
The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Chart 5.4.7 and Table 5.4.8: 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	30	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
School Score	103.0	-	-	-	-	103.0	-	-	107.3	-	-	-	-	-	-	-	-	-	-	-
95% confidence interval	1.0	-	-	-	-	5.2	-	-	5.2	-	-	-	-	-	-	-	-	-	-	-
Group national mean	99.7	100.4	99.6	99.1	101.2	99.7	100.2	100.3	100.2	100.5	100.2	100.7	100.9	99.8	100.6	100.1	101.4	101.0	99.9	99.4
Significance from national average for group	Sig+	-	-	-	-	-	-	-	Sig+	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	Sig+	-	-	-	-	-	-	-	Sig+	-	-	-	-	-	-	-	-	-	-	-

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

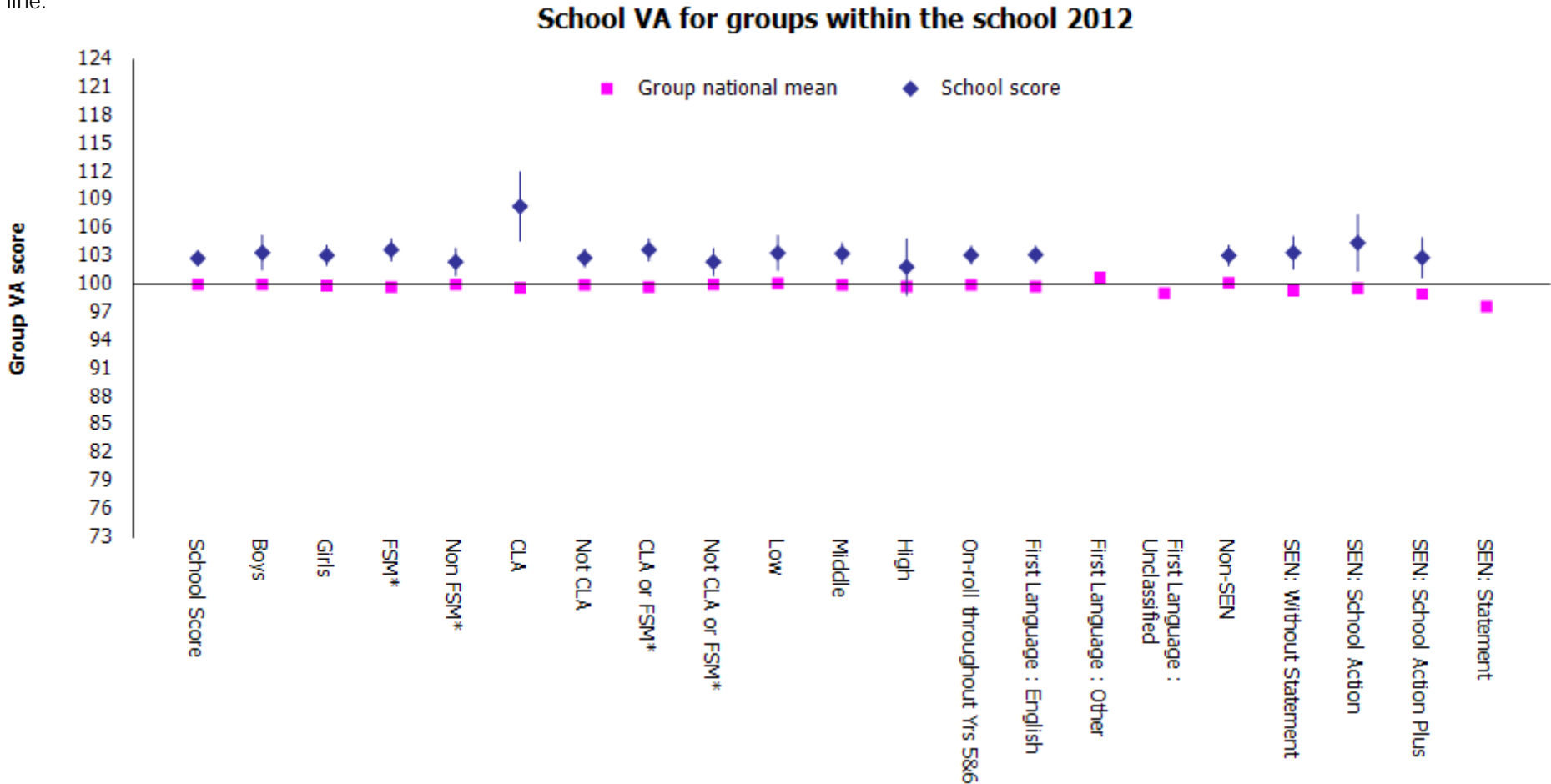
From 2012, the methodology for calculating the pupil group confidence interval has changed. The formula used now takes into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

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

Chart 5.4.9 and Table 5.4.10: 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	FSM*	Non FSM*	CLA	Not CLA	CLA or FSM*	Not CLA or FSM*	Low	Middle	High	On-roll throughout Yrs 5&6	First Language : English	First Language : Other	First Language : Unclassified	Non-SEN	SEN: Without Statement	SEN: School Action	SEN: School Action Plus	SEN: Statement
Cohort for VA	32	8	24	19	13	2	30	19	13	8	21	3	30	32	0	0	23	9	3	6	0
School Score	102.8	103.4	103.1	103.7	102.4	108.3	102.8	103.7	102.4	103.3	103.3	101.9	103.1	103.2	-	-	103.1	103.4	104.4	102.9	-
95% confidence interval	0.8	1.9	1.1	1.2	1.5	3.7	1.0	1.2	1.5	1.9	1.1	3.0	1.0	0.9	-	-	1.1	1.7	3.0	2.1	-
Group national mean	100.0	100.0	99.9	99.7	100.0	99.6	99.9	99.7	100.0	100.1	99.9	99.7	100.0	99.8	100.8	99.1	100.1	99.3	99.6	98.9	97.6
Significance from national average for group	Sig+	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+	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).

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

From 2012, the methodology for calculating the pupil group confidence interval has changed. The formula used now takes into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

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

Table 5.5.1: 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	32	94	89	-	32	94	87	-
Gender								
Male	8	88	88	-	8	88	88	-
Female	24	96	91	-	24	96	87	-
Free School Meals*								
FSM	19	95	87	-	19	95	83	-
Non FSM	13	92	90	-	13	92	89	-
Children Looked After								
CLA	2	100	79	-	2	100	73	-
Not CLA	30	93	89	-	30	93	87	-
Free School Meals* Or Children Looked After								
CLA or FSM	19	95	87	-	19	95	83	-
Not CLA or FSM	13	92	90	-	13	92	89	-
Prior Attainment								
Low	8	75	83	-	8	75	72	-
Middle	21	100	93	-	21	100	90	-
High	3	100	87	-	3	100	92	-
Non-mobile pupils								
Pupils on roll throughout years 5 and 6	30	93	90	-	30	93	88	-
English as a First Language								
English or believed to be English	32	94	89	-	32	94	87	-
Other than English or believed to be other than English	-	-	92	-	-	-	90	-
Unclassified	-	-	62	-	-	-	67	-
Special Educational Needs								
No Identified SEN	23	100	93	-	23	100	92	-
SEN without a statement	9	78	84	-	9	78	75	-
School Action	3	100	87	-	3	100	77	-
School Action Plus	6	67	79	-	6	67	72	-
SEN with a statement	-	-	48	-	-	-	48	-
Ethnicity Group								
White								
British	30	93	89	-	30	93	87	-

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

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Irish	-	-	92	-	-	-	89	-
Traveller of Irish Heritage	-	-	79	-	-	-	71	-
Gypsy/Roma	-	-	72	-	-	-	68	-
Any Other White Background	-	-	91	-	-	-	91	-
Mixed								
White and Black Caribbean	1	100	89	-	1	100	84	-
White and Black African	-	-	91	-	-	-	87	-
White and Asian	-	-	92	-	-	-	90	-
Any other Mixed Background	1	100	91	-	1	100	88	-
Asian or Asian British								
Indian	-	-	92	-	-	-	92	-
Pakistani	-	-	91	-	-	-	87	-
Bangladeshi	-	-	94	-	-	-	91	-
Any other Asian Background	-	-	91	-	-	-	92	-
Black or Black British								
Black Caribbean	-	-	90	-	-	-	84	-
Black African	-	-	92	-	-	-	89	-
Any Other Black Background	-	-	90	-	-	-	86	-
Chinese	-	-	94	-	-	-	96	-
Any Other Ethnic Group	-	-	91	-	-	-	90	-
Unclassified - Refused	-	-	88	-	-	-	87	-
Unclassified - Information Not Obtained	-	-	69	-	-	-	72	-

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 ($APS \geq 18$).

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

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

Value Added

Table 5.6.1: 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 2012					
		2010		2011		2012		English		Maths	
		School	National	School	National	School	National	School	National	School	National
All Pupils	32	-	-	104.3	100.0	102.8	100.0	102.2	100.0	103.2	↓ 100.0
Gender											
Boys	8	-	-	104.9	100.0	103.4	100.0	102.4	99.6	104.4	100.3
Girls	24	-	-	104.8	99.9	103.1	99.9	102.6	100.2	103.5	↓ 99.5
Free School Meals*											
FSM	19	-	-	-	-	103.7	99.7	103.0	99.7	104.4	99.7
Non FSM	13	-	-	-	-	102.4	100.0	101.9	100.0	102.9	100.0
Children Looked After											
CLA	2	-	-	-	99.8	108.3	99.6	107.3	99.7	109.4	99.5
Not CLA	30	-	-	104.8	99.9	102.8	99.9	102.3	99.9	103.4	↓ 99.9
Free School Meals* Or Children Looked After											
CLA or FSM	19	-	-	-	-	103.7	99.7	103.0	99.7	104.4	99.7
Not CLA or FSM	13	-	-	-	-	102.4	100.0	101.9	100.0	102.9	100.0
Prior Attainment											
Low	8	-	-	106.6	100.1	103.3	100.1	103.5	100.1	103.2	↓ 100.1
Middle	21	-	-	103.9	99.9	103.3	99.9	102.5	99.9	104.1	100.0
High	3	-	-	102.3	99.8	101.9	99.7	101.0	99.8	102.7	99.8

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

Value Added



		Value Added				Value Added by Subject 2012					
		2010		2011		2012		English		Maths	
		School	National	School	National	School	National	School	National	School	National
	Number of pupils in latest year										
Non-mobile pupils											
Pupils on roll throughout years 5 and 6	30	-	-	-	-	103.1	100.0	102.5	99.9	103.7	100.0
English as a First Language											
First Language - English	32	-	-	104.8	99.8	103.2	99.8	102.6	99.8	103.8	↓ 99.8
First Language - Other	-	-	-	-	100.8	-	100.8	-	100.6	-	101.0
Unclassified	-	-	-	-	99.4	-	99.1	-	99.2	-	99.0
Special Educational Needs											
Non-SEN	23	-	-	104.6	100.2	103.1	100.1	102.2	100.1	104.0	↓ 100.2
SEN without a statement	9	-	-	-	-	103.4	99.3	103.6	99.3	103.2	99.4
School Action	3	-	-	106.3	99.5	104.4	99.6	105.2	99.6	103.6	↓ 99.6
School Action Plus	6	-	-	104.0	99.0	102.9	98.9	102.7	98.8	103.0	99.1
SEN with a statement	-	-	-	107.3	97.9	-	97.6	-	97.4	-	97.8
Ethnicity Group											
White											
British	30	-	-	104.8	99.8	103.0	99.7	102.4	99.8	103.7	↓ 99.7
Irish	-	-	-	-	100.4	-	100.4	-	100.4	-	100.3
Traveller of Irish Heritage	-	-	-	-	99.2	-	99.6	-	99.7	-	99.5
Gypsy/Roma	-	-	-	-	99.0	-	99.1	-	99.1	-	99.1
Any Other White Background	-	-	-	-	101.1	-	101.2	-	101.0	-	101.3
Mixed											
White and Black Caribbean	1	-	-	-	99.7	103.0	99.7	103.1	99.9	102.8	99.5
White and Black African	-	-	-	-	100.1	-	100.2	-	100.4	-	100.1

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

Value Added

	Number of pupils in latest year	Value Added				Value Added by Subject 2012					
		2010		2011		2012		English		Maths	
		School	National	School	National	School	National	School	National	School	National
White and Asian	-	-	-	-	100.2	-	100.3	-	100.2	-	100.4
Any other Mixed Background	1	-	-	-	100.2	107.3	100.2	107.5	100.3	107.0	100.2
Asian or Asian British											
Indian	-	-	-	-	100.6	-	100.5	-	100.2	-	100.8
Pakistani	-	-	-	-	100.3	-	100.2	-	100.1	-	100.3
Bangladeshi	-	-	-	-	100.7	-	100.7	-	100.6	-	100.8
Any other Asian Background	-	-	-	-	101.2	-	100.9	-	100.4	-	101.4
Black or Black British											
Black Caribbean	-	-	-	-	99.7	-	99.8	-	100.0	-	99.6
Black African	-	-	-	-	100.6	-	100.6	-	100.6	-	100.6
Any Other Black Background	-	-	-	-	100.1	-	100.1	-	100.2	-	100.0
Chinese	-	-	-	-	101.4	-	101.4	-	100.7	-	102.2
Any Other Ethnic Group	-	-	-	-	101.0	-	101.0	-	100.8	-	101.2
Unclassified - Refused	-	-	-	-	100.0	-	99.9	-	99.9	-	99.9
Unclassified - Information Not Obtained	-	-	-	-	99.5	-	99.4	-	99.4	-	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

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

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Value Added

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

From 2012, the methodology for calculating the pupil group confidence interval has changed. The formula used now takes into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

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 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 in the last 6 years/ Children Looked After.

School Context

	Pre Comp	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	97	43	36	37	40	40	32
%FSM*	-	58.1	50.0	67.6	47.5	57.5	59.4
Children Looked After	0	0	0	0	0	0	2

Please note that the above data was sourced from the schools January 2012 census therefore the year groups displayed above refer to the academic year 2011/12.

Key Stage 1 to Key Stage 2 value added: Free School Meals* / Children Looked After

	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	32	102.8	0.8	100.0	32	102.2	0.9	100.0	32	103.2	1.0	100.0
CLA or FSM	19	103.7	1.2	99.7	19	103.0	1.3	99.7	19	104.4	1.5	99.7
Not CLA or FSM	13	102.4	1.5	100.0	13	101.9	1.6	100.0	13	102.9	1.8	100.0

Percentage achieving expected progress, 2012 English and mathematics Free School Meals* / Children Looked After

	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	32	94	90	4	32	94	89	5
Non CLA/FSM	13	92	90	2	13	92	89	3
CLA/FSM	19	95	90	5	19	95	89	6
Within School Gap		3				3		

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

Narrowing the Gaps With Pupil Premium at Key Stage 2

Average point scores, 2012, English and Maths by Free School Meals* / Children Looked After

	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	32	29.4	28.9	0.5	32	29.3	28.8	0.5	32	29.6	29.1	0.5
Non CLA/FSM	13	29.3	28.9	0.4	13	29.3	28.8	0.5	13	29.3	29.1	0.2
CLA/FSM	19	29.5	28.9	0.6	19	29.2	28.8	0.4	19	29.8	29.1	0.7
Within School Gap		0.2				-0.1				0.5		

Percentage of pupils attaining or surpassing each level in 2012 in Key Stage 2 for all national curriculum subjects FSM* / Children Looked After

Percentage of Key Stage 2 pupils achieving level 4 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference
All Pupils	32	94	89	5	32	91	88	3	32	91	84	7
Non CLA/FSM	13	92	89	3	13	92	88	4	13	92	84	8
CLA/FSM	19	95	89	6	19	89	88	1	19	89	84	5
Within School Gap		3				-3				-3		

Percentage of Key Stage 2 pupils achieving level 5 or above												
	English				Mathematics				English & Mathematics			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference
All Pupils	32	50	43	7	32	56	45	11	32	38	32	6
Non CLA/FSM	13	54	43	11	13	54	45	9	13	38	32	6
CLA/FSM	19	47	43	4	19	58	45	13	19	37	32	5
Within School Gap		-7				4				-1		

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.

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

Narrowing the Gaps With Pupil Premium at Key Stage 2

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.

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

From 2012, the methodology for calculating the pupil group confidence interval has changed. The formula used now takes into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

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Narrowing the Gaps With Pupil Premium at Key Stage 2

Table 6.1.2: Narrowing the Gaps Trend - Free School Meals and Children Looked After

This report provides schools with a time series displaying performance of pupils eligible for Free School Meals/Children Looked After for three key indicators.

Percentage of pupils attaining level 4 or above in English and mathematics at Key Stage 2

	2010				2011				2012			
	Cohort	School	National Non CLA/FSM* Average	Diff	Cohort	School	National Non CLA/FSM* Average	Diff	Cohort	School	National Non CLA/FSM* Average	Diff
All pupils	-	-	-	-	36	92	80	12	32	91	84	7
CLA/FSM*	-	-	-	-	19	84	80	4	19	89	84	5
Non CLA/FSM*	-	-	-	-	17	100	80	20	13	92	84	8
Within School Gap		-				-16				-3		

Percentage of pupils achieving expected progress in English at Key Stage 2

	2010				2011				2012			
	Cohort	School	National Non CLA/FSM* Average	Diff	Cohort	School	National Non CLA/FSM* Average	Diff	Cohort	School	National Non CLA/FSM* Average	Diff
All Pupils	-	-	-	-	36	100	85	15	32	94	90	4
CLA/FSM*	-	-	-	-	19	100	85	15	19	95	90	5
Non CLA/FSM*	-	-	-	-	17	100	85	15	13	92	90	2
Within School Gap		-				0				3		

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Narrowing the Gaps With Pupil Premium at Key Stage 2

Percentage of pupils achieving expected progress in mathematics at Key Stage 2

	2010				2011				2012			
	Cohort	School	National Non CLA/FSM* Average	Diff	Cohort	School	National Non CLA/FSM* Average	Diff	Cohort	School	National Non CLA/FSM* Average	Diff
All Pupils	-	-	-	-	35	97	85	12	32	94	89	5
CLA/FSM*	-	-	-	-	18	94	85	9	19	95	89	6
Non CLA/FSM*	-	-	-	-	17	100	85	15	13	92	89	3
Within School Gap		-				-6				3		

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.

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. All data in this trend report uses this new FSM categorisation.