Ofsted Readiness Report
Laycock Primary School

Prepared for: Emmanuel Keteku, Headteacher

Arbor

Introduction

This individual Ofsted Readiness Report was prepared for Laycock Primary School by Arbor Education Partners using the most recent Ofsted and Department for Education data. We hope that you find the report useful in understanding and improving performance at Laycock Primary School.

This year we have taken the all new 2016 performance measures and transformed them to generate the data insights you know and love. We have used the best proxy historical measures possible to ensure you are still able to see trends in your data, we've applied the newest students groupings to enable you to see key gaps between your different pupils, and we've added new measure types to give you an even clearer picture of your school's performance.

A bit about Arbor

Our mission is to help schools all around the world use their data more effectively to save time and improve outcomes.

This report is designed to show you how valuable data can be to help guide decision-making, and give you a tiny taste of what we can do.

If you like this report, you'll love our Management Information System. This makes data in Laycock Primary School intuitive for all school stakeholders, allowing you to improve outcomes on a daily basis. Why not check out www.arbor-education.com for more information?

150 million data points analysed

Including

28 of your teachers

Focusing on

**420 of your students**

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Ofsted Prediction For Laycock

The last inspection at Laycock was on 23rd May 2012 with the school rated as Good. Looking at the most recent data for Laycock, Arbor predicts that you would have a 72.2% chance of achieving Good making it the most likely category.

Good 72.2% likelihood*

		72.2%	
	24.2%		
1.3%			2.3%
Inadequate	Requires Improvement	Good	Outstanding
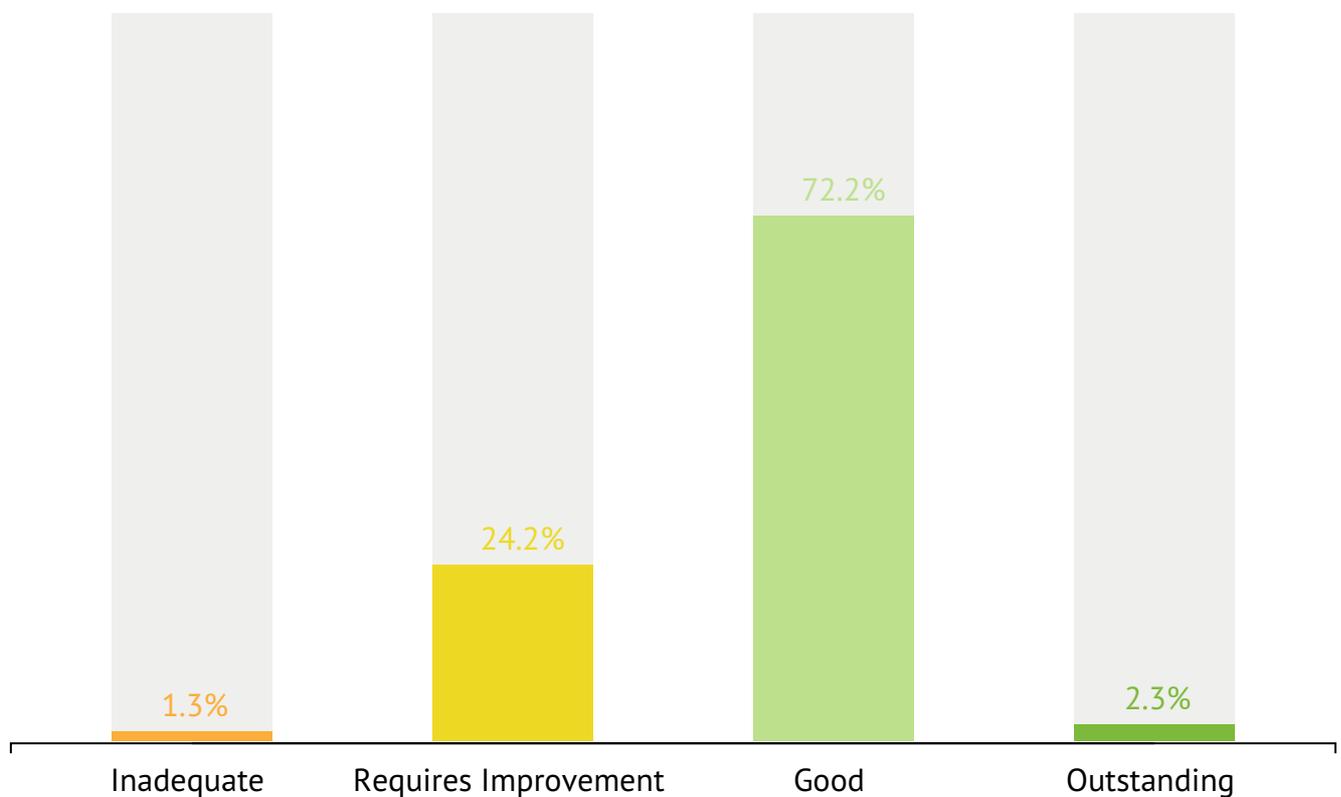
*Our Data Scientists have created a statistical model using all available DfE and Ofsted data about Laycock to predict the probability of your next Ofsted inspection. Due to the change in performance measures for 2016, we will update your prediction for free later this Winter, or early in the Spring term, once we have been able to run the new measures through our model to ascertain which have the greatest impact upon Ofsted's position. For now, we've generated this prediction using your 2014/15 data combined with the latest data from Ofsted inspections.

Key Findings

We've looked at all data for Laycock and narrowed the findings down to show where pupils have outperformed, as well as some areas you might want to improve. To give you some more context, we've shown how this has changed over the past 3 years, and how you compare nationally. Don't forget to pat yourself on the back and celebrate the things you do well!

⭐ Things to shout about!

			You	3yr	National
⭐	KS2	Overall Progress Score: Writing	3.6	N/A	0.0
⭐	KS2	Pupils Achieving Greater Depth Within Expected Standard in Writing	27%	N/A	15%
⭐	KS1	Pupils Working at Greater Depth Within Expected Standard in Writing	19%	N/A	13%
⭐	KS1	Pupils Achieving Expected Standard in Writing	74%	N/A	65%
⭐	KS1	Pupils Working at Greater Depth Within Expected Standard in Reading	31%	N/A	24%

🔍 Things to look into

			You	3yr	National
⭐	KS1	Pupils Achieving Expected Standard in Maths	72%	N/A	73%
⭐	KS2	Overall Progress Score: Maths	-0.2	N/A	0.0
⭐	KS2	Overall Progress Score: Reading	-0.1	N/A	0.0

🎯 Priorities to target

			You	3yr	National
⭐	KS2	Pupils Achieving Expected Standard in EGPS	50%	N/A	72%
⭐	KS2	Average Scaled Score: Reading (Disadvantaged) *	98.4	N/A	103.8
⭐	KS2	Average Scaled Score: Maths (Disadvantaged) *	99.4	N/A	104.1
⭐	KS2	Average Scaled Score: Reading	99.2	N/A	102.6
⭐	KS2	Average Scaled Score: Maths	100.1	N/A	103

* Following advice from Ofsted, attainment of disadvantaged pupils is compared with national attainment of non-disadvantaged pupils.
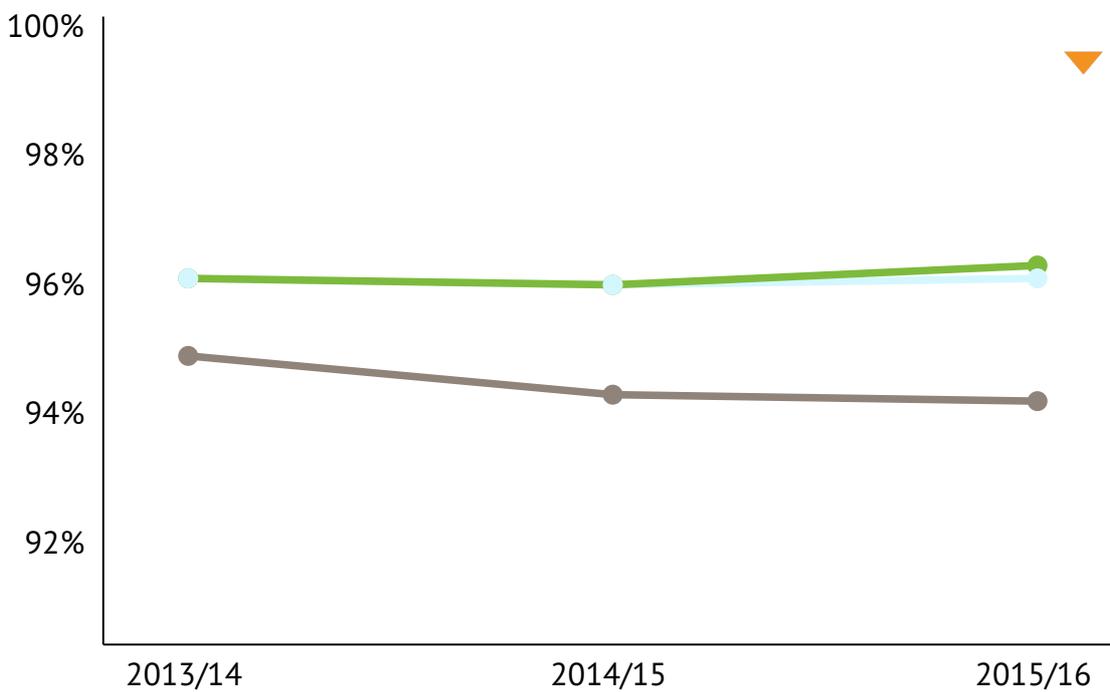
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Overall	**Attendance**

The most recent data shows that attendance at Laycock was 94.2%. This is 1.9% lower than the national average, and 2.1% lower than the average for Outstanding schools.

Attendance at Laycock has decreased by an average rate of 0.4% per year since 2014, while the national rate of change has stayed constant. Overall, attendance at Laycock has decreased by 0.7% over the past three years.

94.2%

▼ **-0.7** over 3yrs

Key	2013/14	2014/15	2015/16	Trend (3yr)
You	94.9	94.3	94.2	-0.7
National	96.1	96.0	96.1	0.0
Outstanding	96.1	96.0	96.3	0.2

Cohort size = 100
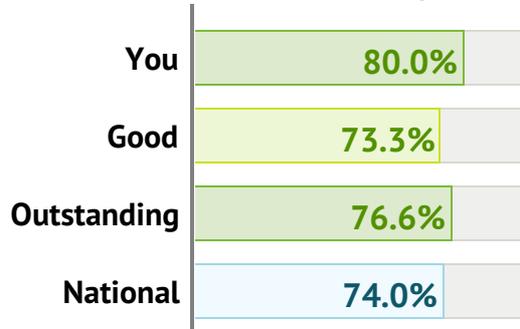
Summary
Key Stage 1

Key Stage 1

% Working At The Expected Standard

% Working at expected standard: Reading

80.0%

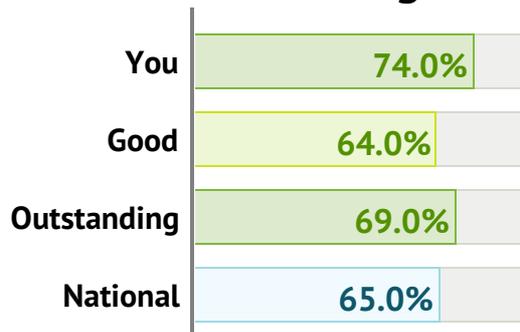|	
You	80.0%
Good	73.3%
Outstanding	76.6%
National	74.0%

At Laycock 80.0% of pupils work at or above the expected standard in Reading. This is 6.0% higher than the national average, 6.7% higher than the average for Good schools, and 3.4% higher than the average for Outstanding schools.

Cohort size = 54

% Working at expected standard: Writing

74.0%

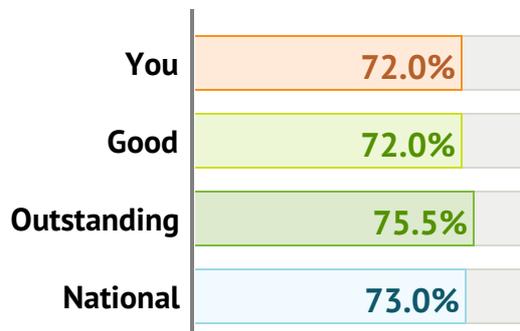|	
You	74.0%
Good	64.0%
Outstanding	69.0%
National	65.0%

At Laycock 74.0% of pupils work at or above the expected standard in Writing. This is 9.0% higher than the national average, 10.0% higher than the average for Good schools, and 5.0% higher than the average for Outstanding schools.

Cohort size = 54

% Working at expected standard: Maths

72.0%

|	
You	72.0%
Good	72.0%
Outstanding	75.5%
National	73.0%

At Laycock 72.0% of pupils work at or above the expected standard in Maths. This is 1.0% lower than the national average, the same as the average for Good schools, and 3.5% lower than the average for Outstanding schools.

Cohort size = 54

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Key Stage 1

% Working At Greater Depth Within Expected Standard

% Working at greater depth within expected standard: Reading

31.0%

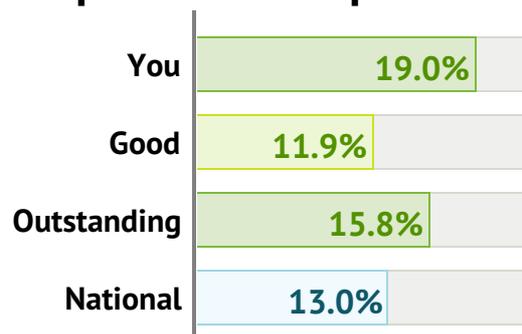|	
You	31.0%
Good	22.1%
Outstanding	26.5%
National	24.0%
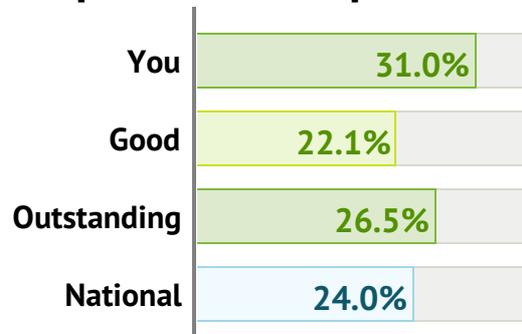
At Laycock 31.0% of pupils are working at a greater depth within the expected standard in Reading. This is 7.0% higher than the national average, 8.9% higher than the average for Good schools, and 4.5% higher than the average for Outstanding schools.

Cohort size = 54

% Working at greater depth within expected standard: Writing

19.0%

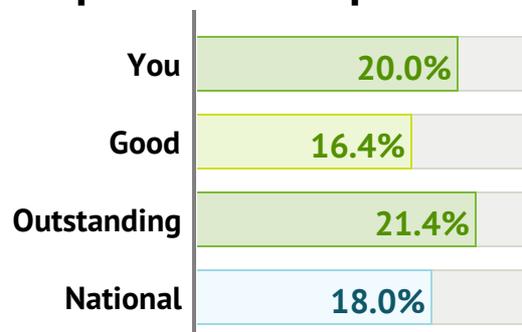|	
You	19.0%
Good	11.9%
Outstanding	15.8%
National	13.0%

At Laycock 19.0% of pupils are working at a greater depth within the expected standard in Writing. This is 6.0% higher than the national average, 7.1% higher than the average for Good schools, and 3.2% higher than the average for Outstanding schools.

Cohort size = 54

% Working at greater depth within expected standard: Maths

20.0%

You	20.0%
Good	16.4%
Outstanding	21.4%
National	18.0%

At Laycock 20.0% of pupils are working at a greater depth within the expected standard in Maths. This is 2.0% higher than the national average, 3.6% higher than the average for Good schools, and 1.4% lower than the average for Outstanding schools.

Cohort size = 54
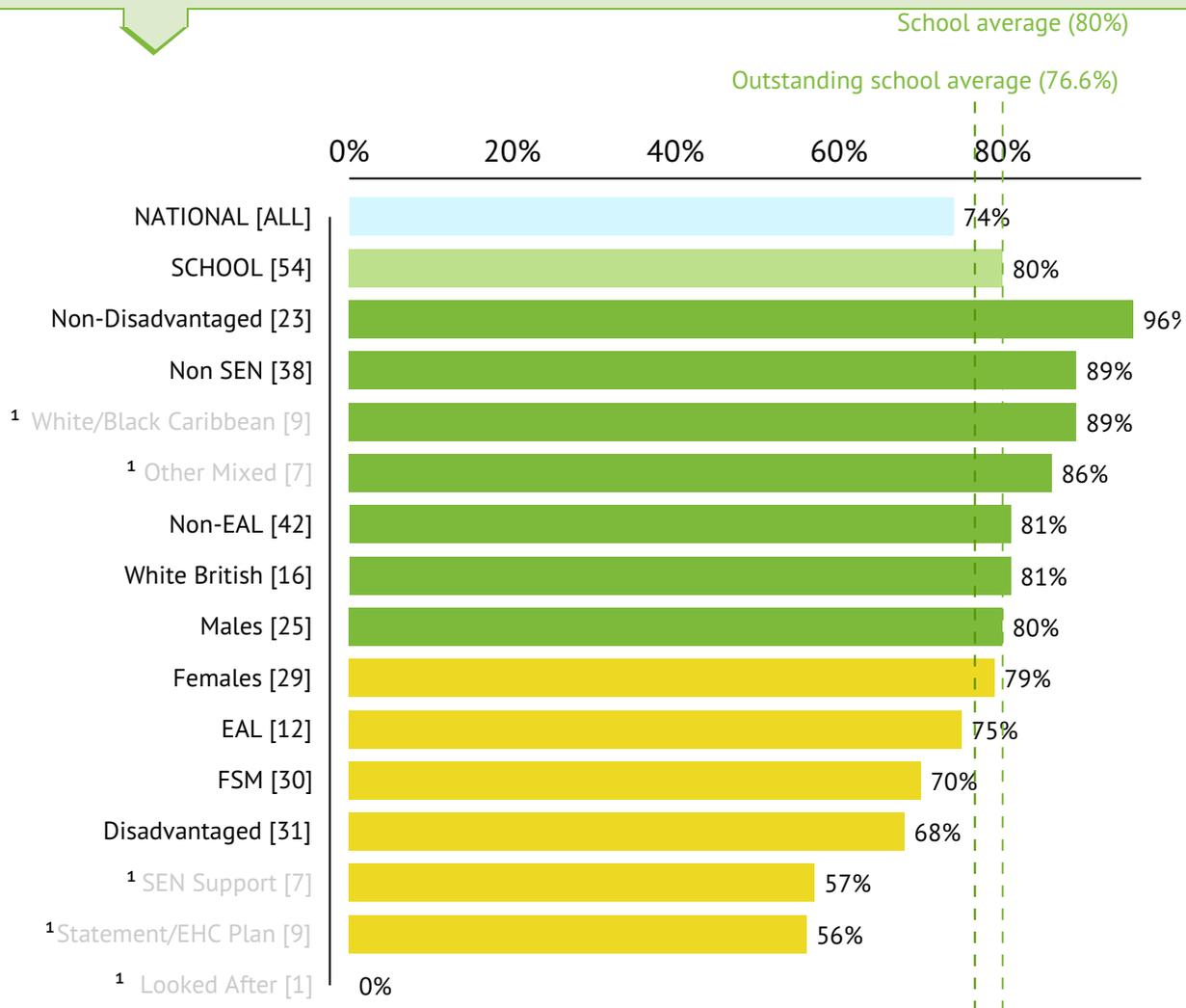

Reading
Key Stage 1

Key Stage 1

% Working At Expected Standard: Reading

Overall: At Laycock the percentage of pupils working at the expected standard in Reading is 80.0%. This is 6.0% higher than the national average, and 3.4% higher than the average for Outstanding schools.

Top Groups: The groups with the highest percentage of pupils working at the expected standard are non-disadvantaged students, non-SEN students and White/Black Caribbean students, who are all achieving at or above the school average and the average for Outstanding schools.

Lowest Groups: The group with the lowest percentage of pupils working at the expected standard is students Looked After who are achieving below the school and its respective group national average.

School average (80%)

Outstanding school average (76.6%)

Group	%
NATIONAL [ALL]	74%
SCHOOL [54]	80%
Non-Disadvantaged [23]	96%
Non SEN [38]	89%
[1] White/Black Caribbean [9]	89%
[1] Other Mixed [7]	86%
Non-EAL [42]	81%
White British [16]	81%
Males [25]	80%
Females [29]	79%
EAL [12]	75%
FSM [30]	70%
Disadvantaged [31]	68%
[1] SEN Support [7]	57%
[1] Statement/EHC Plan [9]	56%
[1] Looked After [1]	0%

[1] We caution around reading too much into the results of smaller cohorts, as they are not always statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

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Key Stage 1

% Working At Expected Standard: Reading

The most recent data shows that 80.0% of pupils are working at the expected standard in Reading. This is 6.0% higher than the national average, and 3.4% higher than the average for Outstanding schools.

When compared with the most similar measure from previous years, % achieving level 2 or above, % working at the expected standard has increased more at Laycock this year than in previous years, relative to the national average.

80.0%
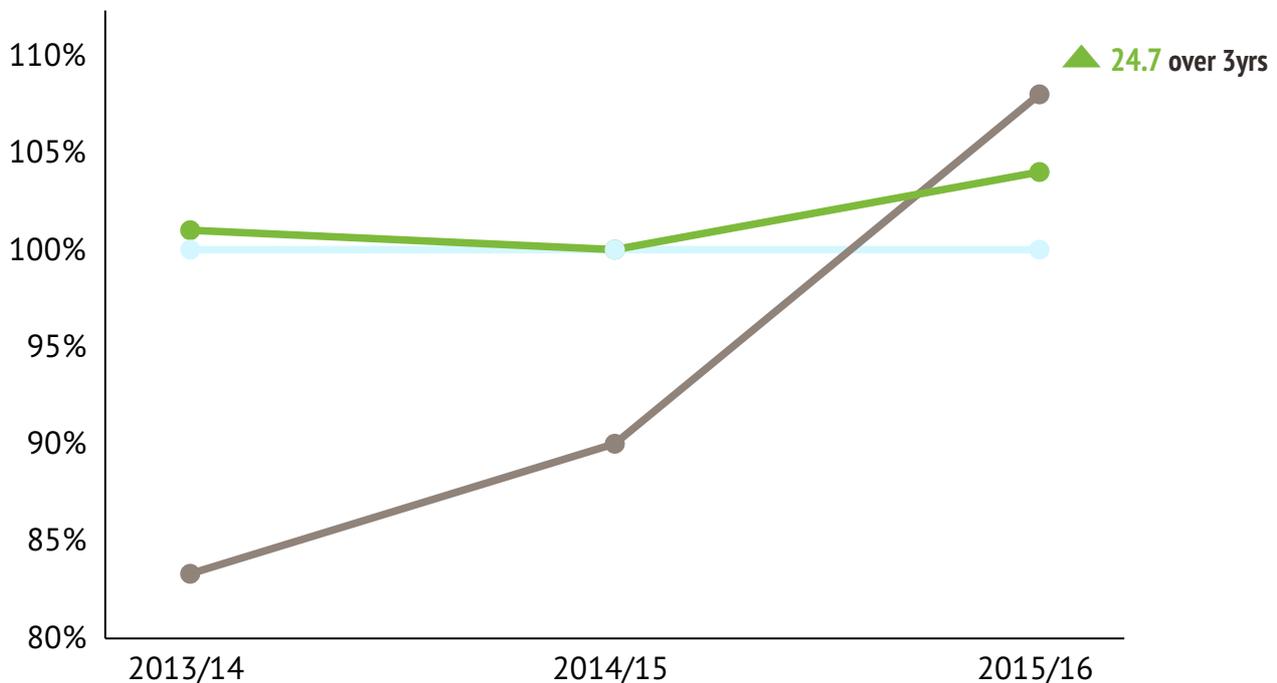
▲ **24.7** over 3yrs

Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	% achieving level 2 or above	% achieving level 2 or above	% working at the expected standard	
—— You	83.3	90.0	108 (80.0%)	24.7
—— National	100	100	100 (74.0%)	0.0
—— Outstanding	101	100	104 (76.6%)	3.0

Cohort size = 54

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.

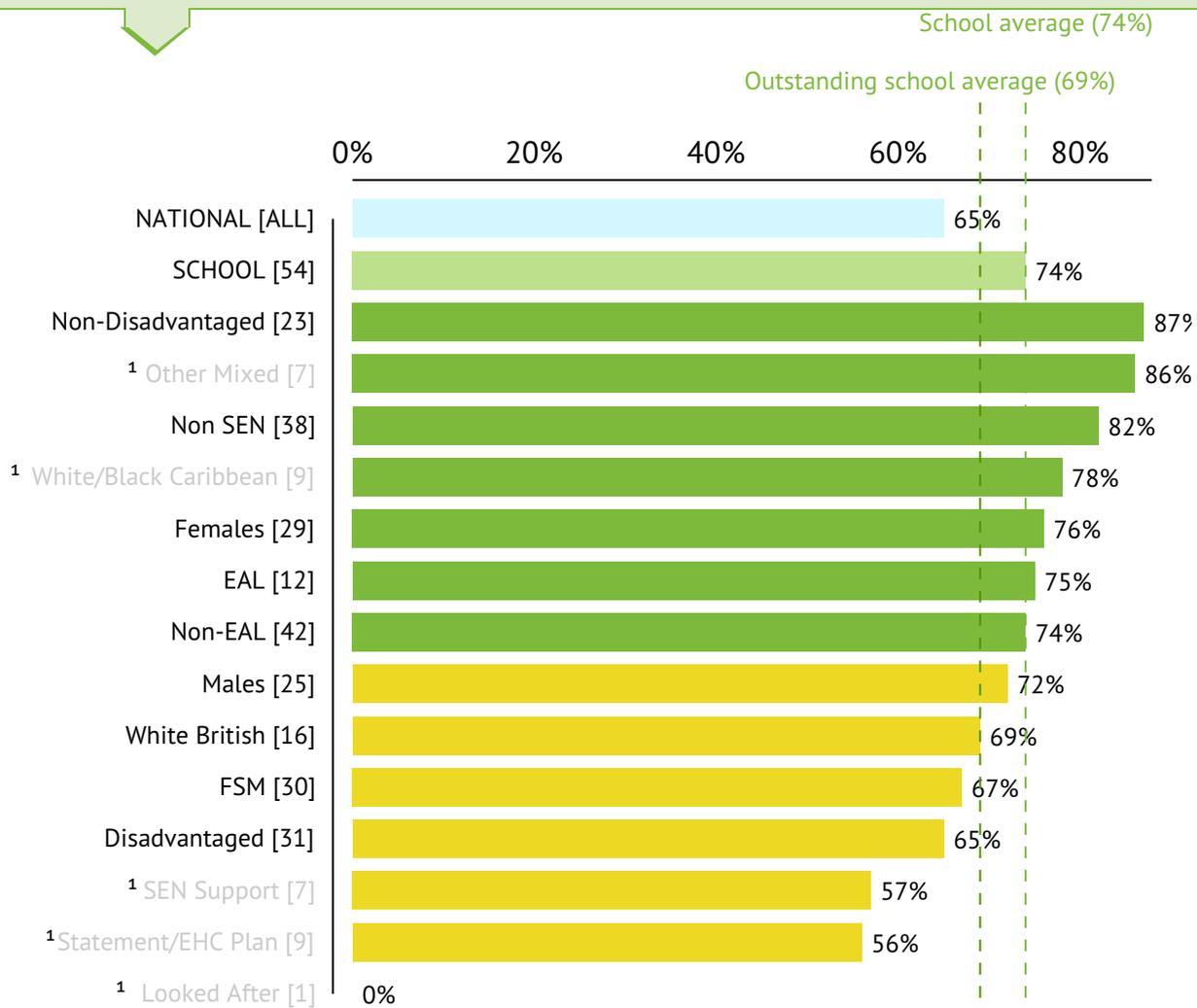Powered by Arbor

Writing
Key Stage 1

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Key Stage 1

% Working At Expected Standard: Writing

Overall: At Laycock the percentage of pupils working at the expected standard in Writing is 74.0%. This is 9.0% higher than the national average, and 5.0% higher than the average for Outstanding schools.

Top Groups: The groups with the highest percentage of pupils working at the expected standard are non-disadvantaged students, Other Mixed students and non-SEN students, who are all achieving at or above the school average and the average for Outstanding schools.

Lowest Groups: The group with the lowest percentage of pupils working at the expected standard is students Looked After who are achieving below the school and its respective group national average.

School average (74%)

Outstanding school average (69%)

Group	%
NATIONAL [ALL]	65%
SCHOOL [54]	74%
Non-Disadvantaged [23]	87%
[1] Other Mixed [7]	86%
Non SEN [38]	82%
[1] White/Black Caribbean [9]	78%
Females [29]	76%
EAL [12]	75%
Non-EAL [42]	74%
Males [25]	72%
White British [16]	69%
FSM [30]	67%
Disadvantaged [31]	65%
[1] SEN Support [7]	57%
[1] Statement/EHC Plan [9]	56%
[1] Looked After [1]	0%

[1] We caution around reading too much into the results of smaller cohorts, as they are not always statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

Key Stage 1

% Working At Expected Standard: Writing

The most recent data shows that 74.0% of pupils are working at the expected standard in Writing. This is 9.0% higher than the national average, and 5.0% higher than the average for Outstanding schools.

When compared with the most similar measure from previous years, % achieving level 2 or above, % working at the expected standard has increased more at Laycock this year than in previous years, relative to the national average.

74.0%
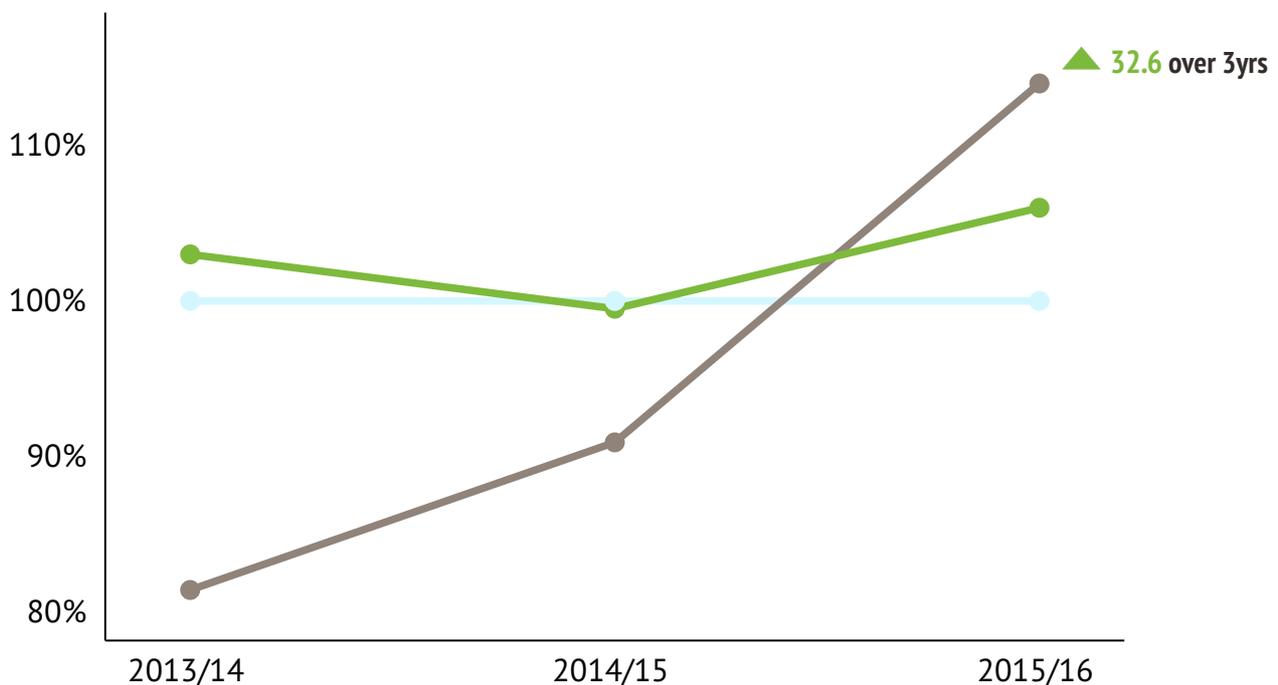
▲ **32.6 over 3yrs**

Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	% achieving level 2 or above	% achieving level 2 or above	% working at the expected standard	
You	81.4	90.9	114 (74.0%)	32.6
National	100	100	100 (65.0%)	0.0
Outstanding	103	99.5	106 (69.0%)	3.0

Cohort size = 54

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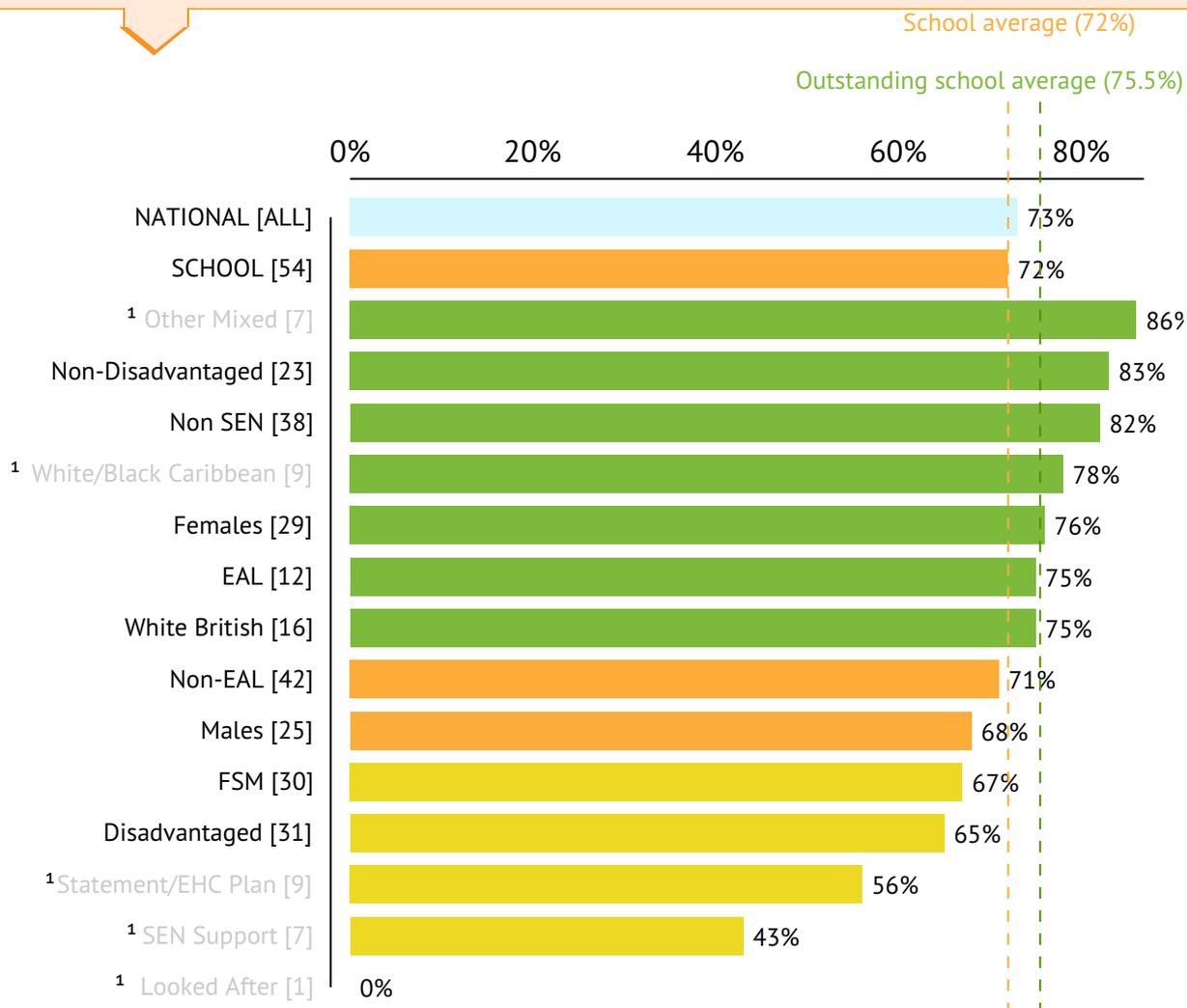
Maths
Key Stage 1

Key Stage 1 — % Working At Expected Standard: Maths

Overall: At Laycock the percentage of pupils working at the expected standard in Maths is 72.0%. This is 1.0% lower than the national average, and 3.5% lower than the average for Outstanding schools.

Top Groups: The groups with the highest percentage of pupils working at the expected standard are Other Mixed students, non-disadvantaged students and non-SEN students, who are all achieving at or above the school average and the average for Outstanding schools.

Lowest Groups: The groups with the lowest percentage of pupils working at the expected standard are students Looked After, males and Non-EAL students, who are all achieving below the school and their respective group national averages.

School average (72%)

Outstanding school average (75.5%)

Group	%
NATIONAL [ALL]	73%
SCHOOL [54]	72%
[1] Other Mixed [7]	86%
Non-Disadvantaged [23]	83%
Non SEN [38]	82%
[1] White/Black Caribbean [9]	78%
Females [29]	76%
EAL [12]	75%
White British [16]	75%
Non-EAL [42]	71%
Males [25]	68%
FSM [30]	67%
Disadvantaged [31]	65%
[1] Statement/EHC Plan [9]	56%
[1] SEN Support [7]	43%
[1] Looked After [1]	0%

[1] We caution around reading too much into the results of smaller cohorts, as they are not always statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

Key Stage 1 | **% Working At Expected Standard: Maths**

The most recent data shows that 72.0% of pupils are working at the expected standard in Maths. This is 1.0% lower than the national average, and 3.5% lower than the average for Outstanding schools.

When compared with the most similar measure from previous years, % achieving level 2 or above, % working at the expected standard has decreased more at Laycock this year than in previous years, relative to the national average.

72.0%
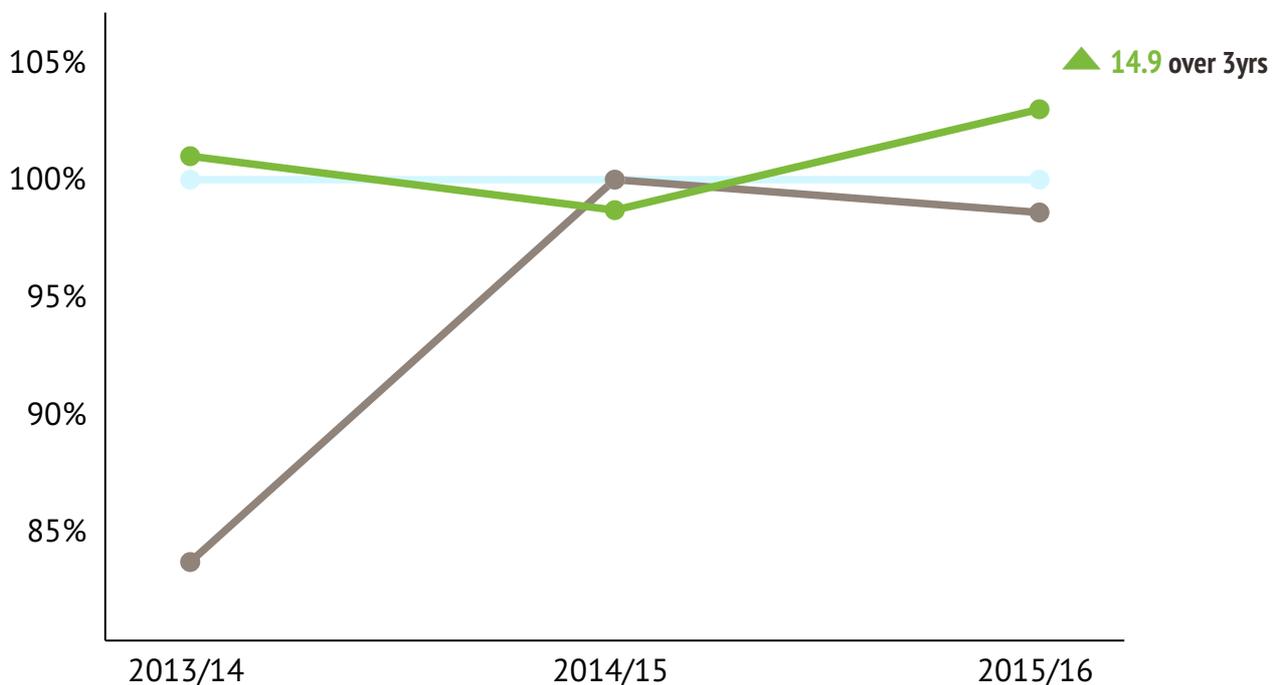
▲ 14.9 over 3yrs

Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	% achieving level 2 or above	% achieving level 2 or above	% working at the expected standard	
You	83.7	100	98.6 (72.0%)	14.9
National	100	100	100 (73.0%)	0.0
Outstanding	101	98.7	103 (75.5%)	2.0

Cohort size = 54

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.
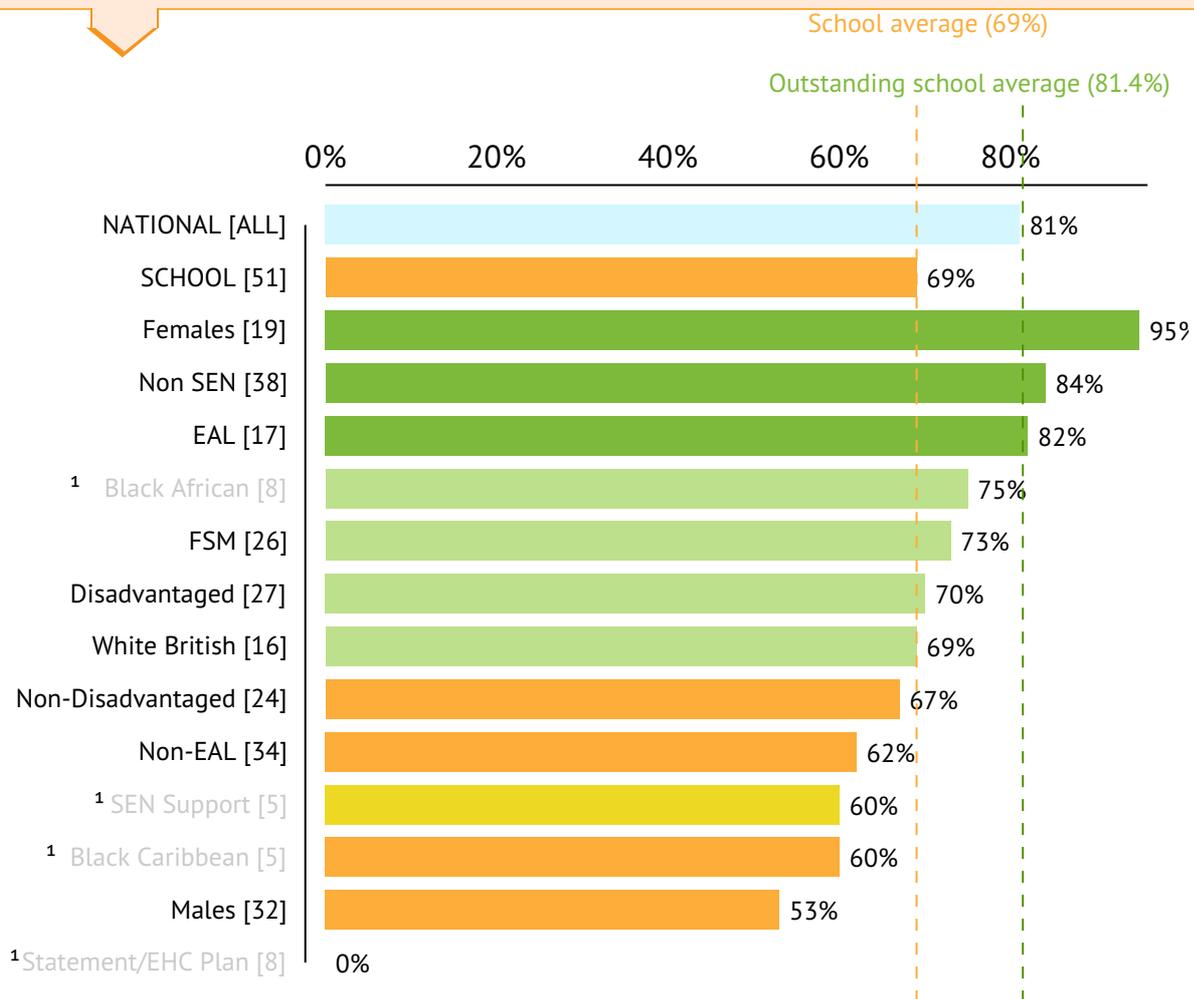
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Phonics
Key Stage 1

Key Stage 1

% Achieving Expected Standard: Y1 Phonics

Overall: At Laycock the percentage of pupils achieving the expected standard in Y1 Phonics is 69.0%. This is 12.0% lower than the national average, and 12.4% lower than the average for Outstanding schools.

Top Groups: The groups with the highest percentage of pupils achieving the expected standard are females, non-SEN students and EAL students, who are all achieving at or above the school average and the average for Outstanding schools.

Lowest Groups: The groups with the lowest percentage of pupils achieving the expected standard are SEN Statement or EHC students, males and Black Caribbean students, who are all achieving below the school and their respective group national averages.
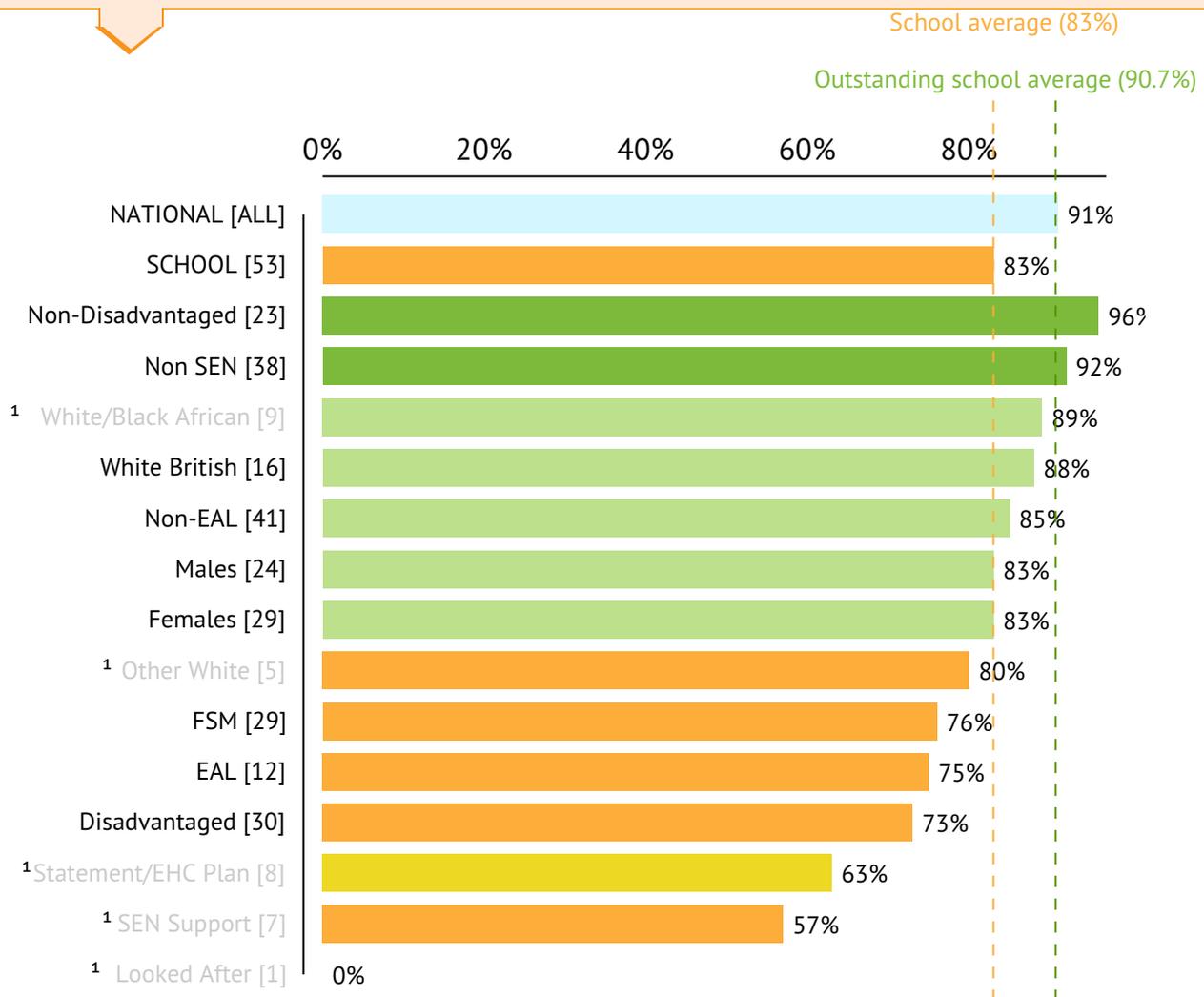
School average (69%)

Outstanding school average (81.4%)

| Group	%
NATIONAL [ALL]	81%
SCHOOL [51]	69%
Females [19]	95%
Non SEN [38]	84%
EAL [17]	82%
[1] Black African [8]	75%
FSM [26]	73%
Disadvantaged [27]	70%
White British [16]	69%
Non-Disadvantaged [24]	67%
Non-EAL [34]	62%
[1] SEN Support [5]	60%
[1] Black Caribbean [5]	60%
Males [32]	53%
[1] Statement/EHC Plan [8]	0%

[1] We caution around reading too much into the results of smaller cohorts, as they are not always statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

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Key Stage 1 — % Achieving Expected Standard: Y1 Phonics

The most recent data shows that 69.0% of pupils are achieving the expected standard in Y1 Phonics. This is 12.0% lower than the national average, and 12.4% lower than the average for Outstanding schools.

At Laycock the percentage achieving the expected standard in Y1 Phonics has decreased by an average rate of 5.5% per year since 2013, while the national rate of change has increased. Overall, the percentage achieving the expected standard in Y1 Phonics at Laycock has decreased by 11% over the past three years.

69.0%

▼ **-11.0** over 3yrs
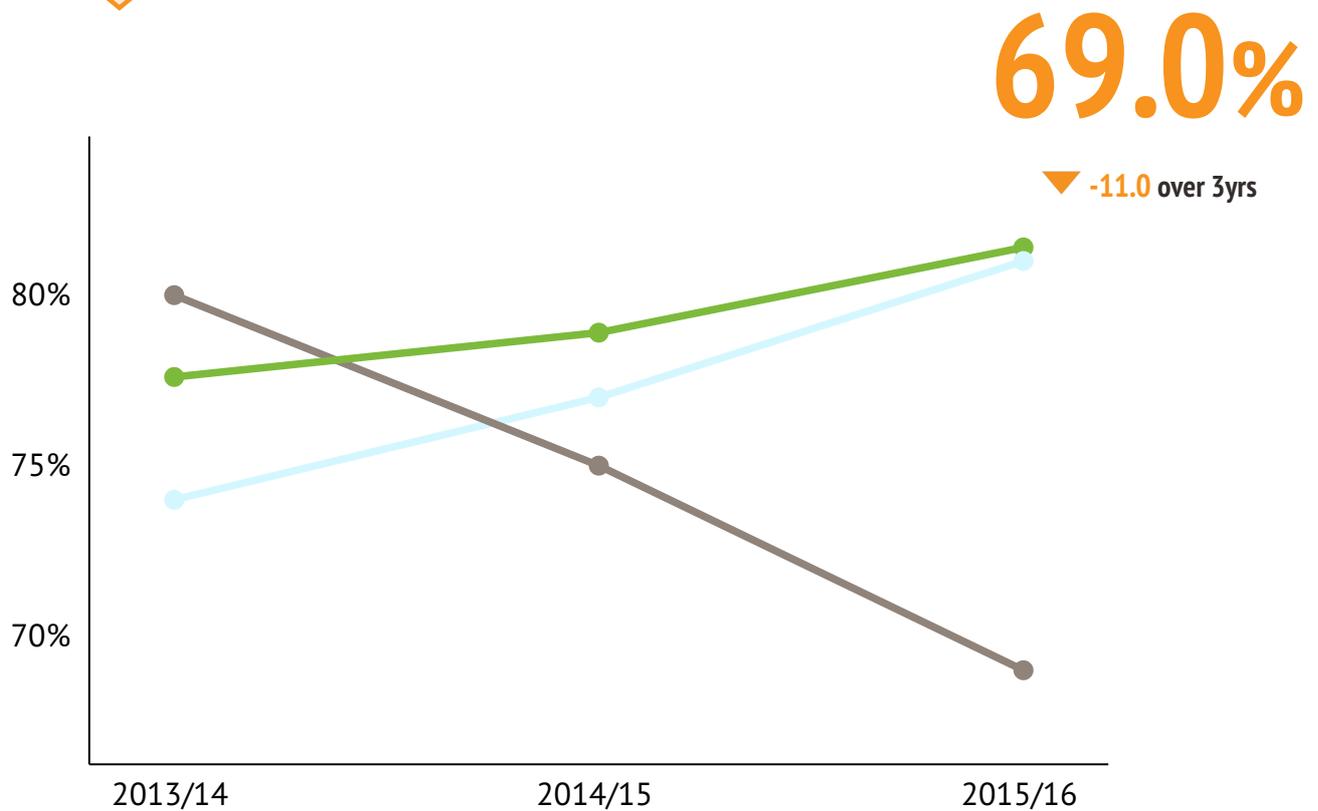
Key	2013/14	2014/15	2015/16	Trend (3yr)
You	80.0	75.0	69.0	-11.0
National	74.0	77.0	81.0	7.0
Outstanding	77.6	78.9	81.4	3.8

Cohort size = 100

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Key Stage 1

% Achieving Expected Standard: Y2 Phonics

Overall: At Laycock the percentage of pupils achieving the expected standard in Y2 Phonics is 83.0%. This is 8.0% lower than the national average, and 7.7% lower than the average for Outstanding schools.

Top Groups: The groups with the highest percentage of pupils achieving the expected standard are non-disadvantaged students and non-SEN students, who are both achieving at or above the school average and the average for Outstanding schools.

Lowest Groups: The groups with the lowest percentage of pupils achieving the expected standard are students Looked After, SEN Support students and disadvantaged students, who are all achieving below the school and their respective group national averages.

School average (83%)

Outstanding school average (90.7%)

Group	%
NATIONAL [ALL]	91%
SCHOOL [53]	83%
Non-Disadvantaged [23]	96%
Non SEN [38]	92%
[1] White/Black African [9]	89%
White British [16]	88%
Non-EAL [41]	85%
Males [24]	83%
Females [29]	83%
[1] Other White [5]	80%
FSM [29]	76%
EAL [12]	75%
Disadvantaged [30]	73%
[1] Statement/EHC Plan [8]	63%
[1] SEN Support [7]	57%
[1] Looked After [1]	0%

[1] We caution around reading too much into the results of smaller cohorts, as they are not always statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

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Key Stage 1

% Achieving Expected Standard: Y2 Phonics

The most recent data shows that 83.0% of pupils are achieving the expected standard in Y2 Phonics. This is 8.0% lower than the national average, and 7.7% lower than the average for Outstanding schools.

At Laycock the percentage achieving the expected standard in Y2 Phonics has increased by an average rate of 22.5% per year since 2013, which is 1.8 times faster than the national rate of change. Overall, the percentage achieving the expected standard in Y2 Phonics at Laycock has increased by 45% over the past three years.

83.0%

▲ 45.0 over 3yrs
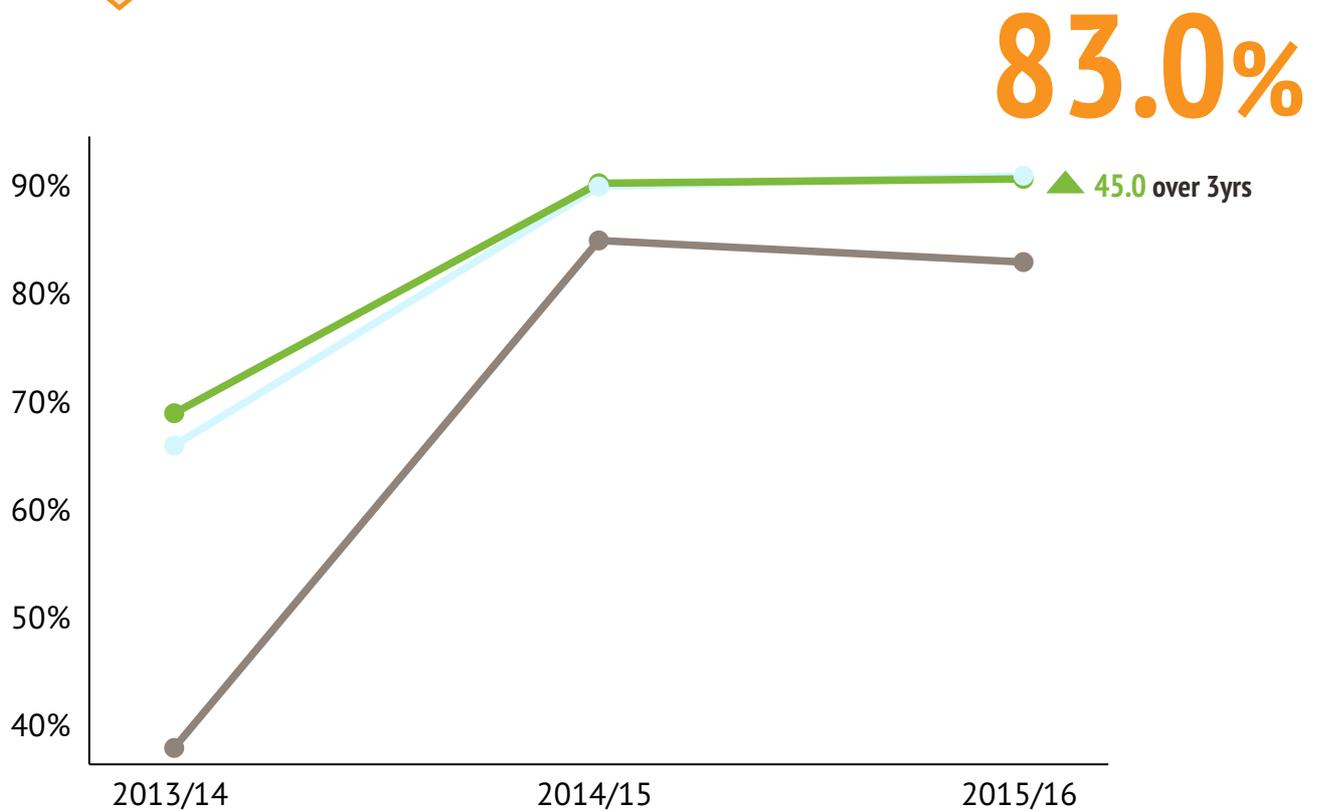
Key	2013/14	2014/15	2015/16	Trend (3yr)
You	38.0	85.0	83.0	45.0
National	66.0	90.0	91.0	25.0
Outstanding	69.0	90.3	90.7	21.7

Cohort size = 100

Closing the Gap
Key Stage 1

Key Stage 1

% Working at expected standard: Reading

Disadvantaged

68.0%
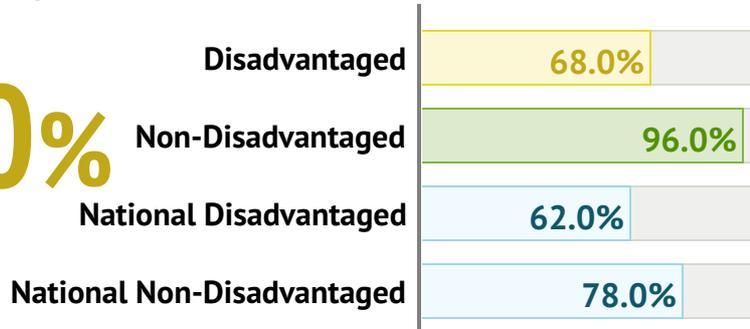
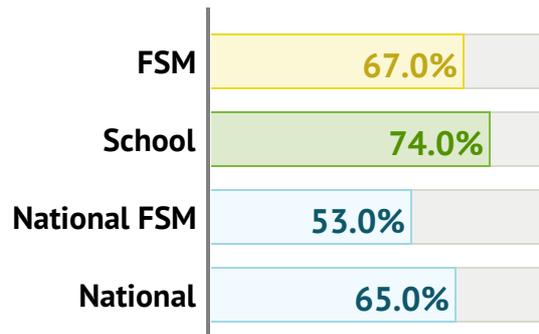|	
Disadvantaged	68.0%
Non-Disadvantaged	96.0%
National Disadvantaged	62.0%
National Non-Disadvantaged	78.0%

The percentage achieving expected standard for reading amongst disadvantaged students is 28.0% less than the non-disadvantaged students average, but 6.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

Free School Meals

70.0%

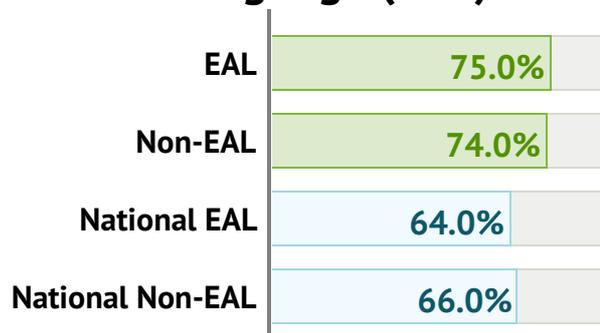|	
FSM	70.0%
School	80.0%
National FSM	62.0%
National	74.0%
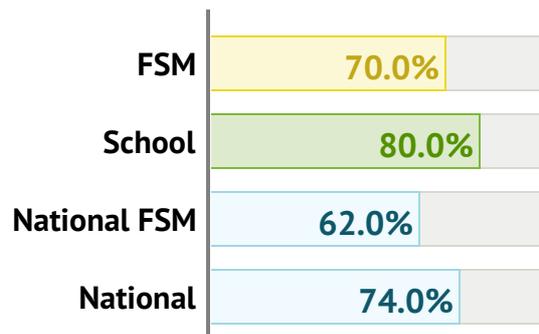
The percentage achieving expected standard for reading amongst FSM students is 10.0% less than the school average, but 8.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

English As An Additional Language (EAL)

75.0%

EAL	75.0%
Non-EAL	81.0%
National EAL	70.0%
National Non-EAL	75.0%
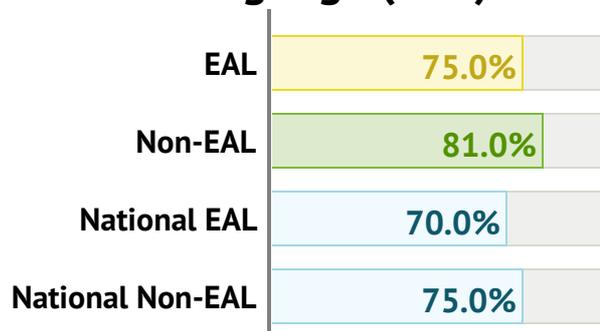
The percentage achieving expected standard for reading amongst EAL students is 6.0% less than the Non-EAL students average, but 5.0% greater than the national EAL students average. This might be worth looking at.

Cohort size = 12

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Key Stage 1 — % Working at expected standard: Writing

Disadvantaged

65.0%

Disadvantaged	65.0%
Non-Disadvantaged	87.0%
National Disadvantaged	53.0%
National Non-Disadvantaged	70.0%
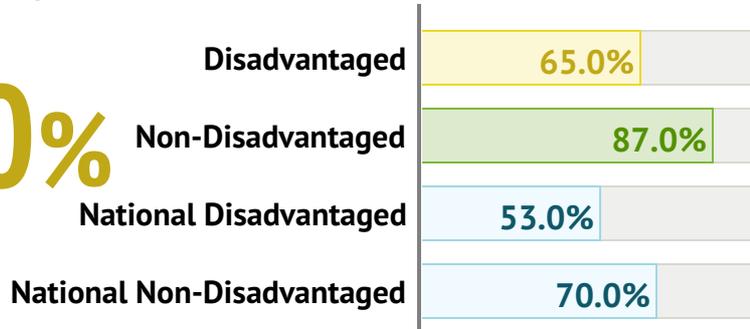
The percentage achieving expected standard for writing amongst disadvantaged students is 22.0% less than the non-disadvantaged students average, but 12.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

Free School Meals

67.0%

FSM	67.0%
School	74.0%
National FSM	53.0%
National	65.0%

The percentage achieving expected standard for writing amongst FSM students is 7.0% less than the school average, but 14.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

English As An Additional Language (EAL)

75.0%

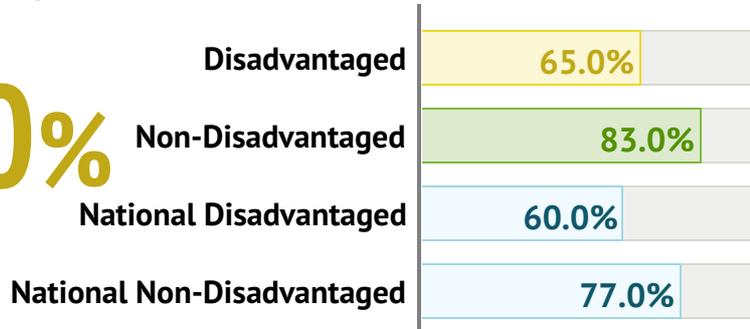|	
EAL	75.0%
Non-EAL	74.0%
National EAL	64.0%
National Non-EAL	66.0%

The percentage achieving expected standard for writing amongst EAL students is 1.0% greater than the Non-EAL students average, and 11.0% greater than the national EAL students average.

Cohort size = 12

Arbor

Key Stage 1 | **% Working at expected standard: Maths**

Disadvantaged

65.0%

|	
Disadvantaged	65.0%
Non-Disadvantaged	83.0%
National Disadvantaged	60.0%
National Non-Disadvantaged	77.0%

The percentage achieving expected standard for maths amongst disadvantaged students is 18.0% less than the non-disadvantaged students average, but 5.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

Free School Meals

67.0%

FSM	67.0%
School	72.0%
National FSM	60.0%
National	73.0%
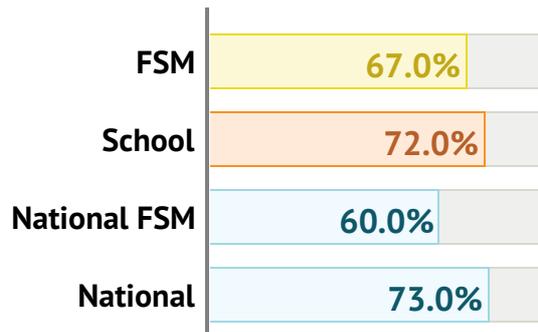
The percentage achieving expected standard for maths amongst FSM students is 5.0% less than the school average, but 7.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

English As An Additional Language (EAL)

75.0%

EAL	75.0%
Non-EAL	71.0%
National EAL	72.0%
National Non-EAL	73.0%
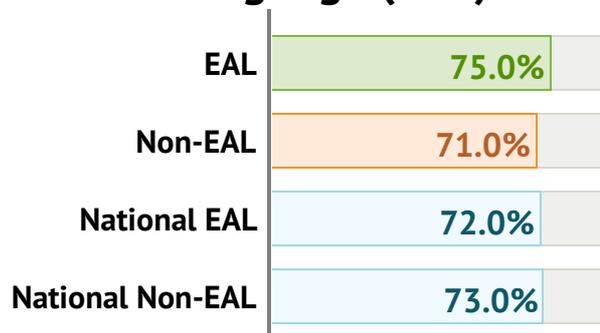
The percentage achieving expected standard for maths amongst EAL students is 4.0% greater than the Non-EAL students average, and 3.0% greater than the national EAL students average.

Cohort size = 12

Summary
Key Stage 2

Key Stage 2

Achieving Expected Standard: Reading, Writing (TA) and Maths

The most recent data shows that 37.0% of pupils achieve the expected standard in Reading, Writing and Maths. This is 16.0% lower than the national average, and 24.7% lower than the average for Outstanding schools.

When compared with the most similar measure from previous years, % achieving level 4 or above, % achieving the expected standard has decreased more at Laycock this year than in previous years, relative to the national average.

37.0%

▼ **-23.9** over 3yrs
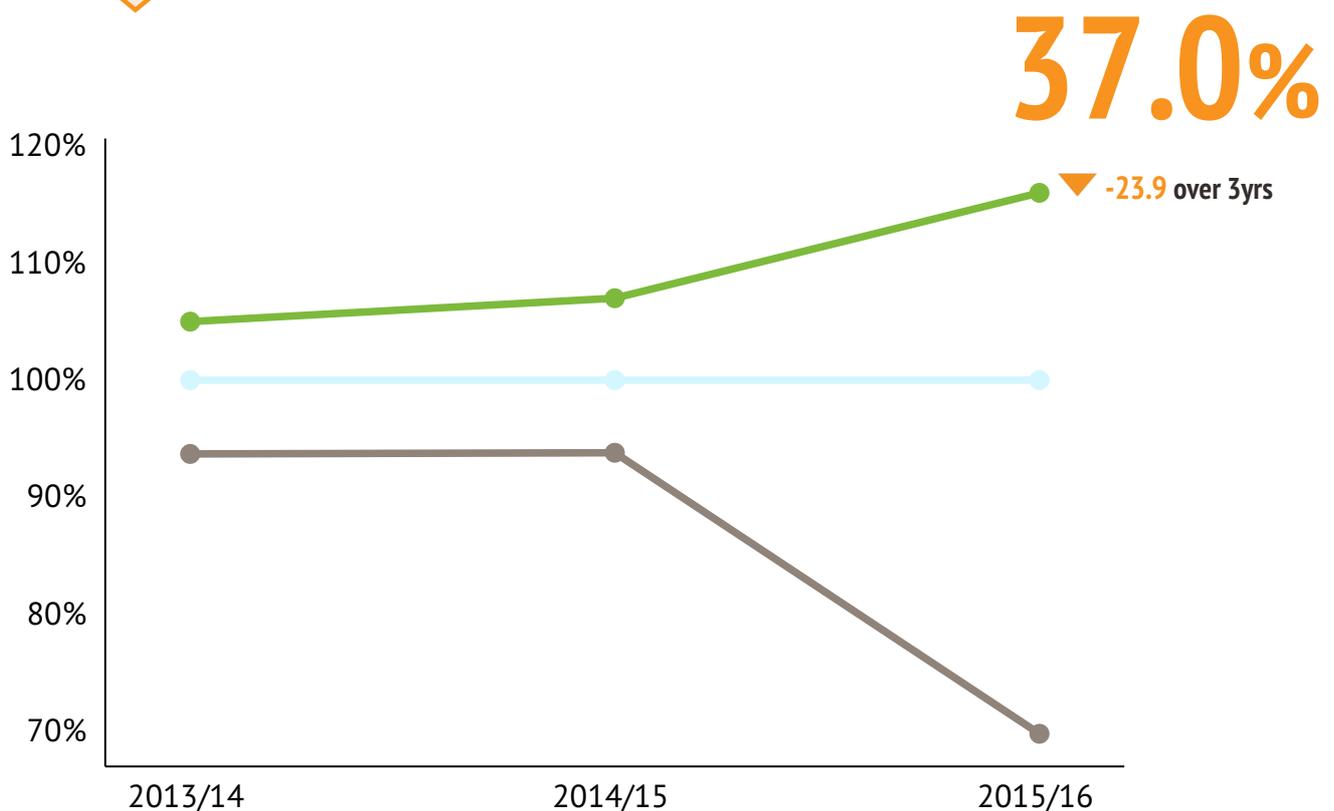
Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	% achieving level 4 or above	% achieving level 4 or above	% achieving the expected standard	
You	93.7	93.8	69.8 (37.0%)	-23.9
National	100	100	100 (53.0%)	0.0
Outstanding	105	107	116 (61.7%)	11.0

Cohort size = 60

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.

Key Stage 2 — % Achieving Expected Standard: English Reading and Writing (TA)

% pupils achieving expected standard: English Reading

52.0%

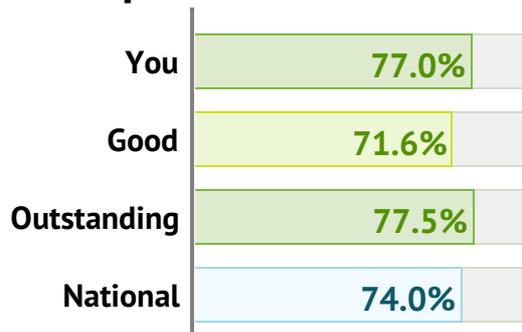|	
You	52.0%
Good	66.3%
Outstanding	73.3%
National	66.0%

At Laycock 52.0% of pupils achieve or surpass the expected standard in Reading. This is 14.0% lower than the national average, 14.3% lower than the average for Good schools, and 21.3% lower than the average for Outstanding schools.

Cohort size = 60

% pupils working at the expected standard: English Writing (TA)

77.0%

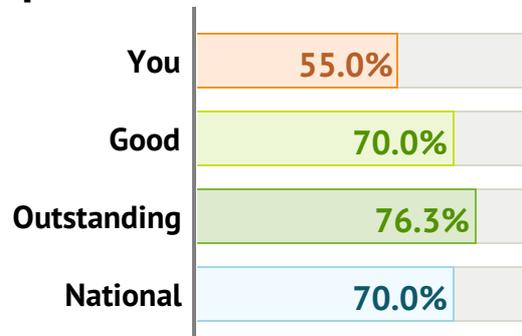|	
You	77.0%
Good	71.6%
Outstanding	77.5%
National	74.0%

At Laycock 77.0% of pupils are working at the expected standard in Writing. This is 3.0% higher than the national average, 5.4% higher than the average for Good schools, and 0.5% lower than the average for Outstanding schools.

Cohort size = 60

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Key Stage 2

% Achieving Expected Standard: Maths and EGPS

% pupils achieving expected standard: Maths

55.0%

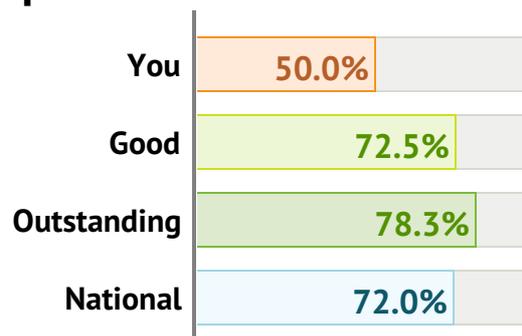|	
You	55.0%
Good	70.0%
Outstanding	76.3%
National	70.0%

At Laycock 55.0% of pupils achieve or surpass the expected standard in Maths. This is 15.0% lower than the national average, 15.0% lower than the average for Good schools, and 21.3% lower than the average for Outstanding schools.

Cohort size = 60

% pupils achieving expected standard: EGPS

50.0%

You	50.0%
Good	72.5%
Outstanding	78.3%
National	72.0%

At Laycock 50.0% of pupils achieve or surpass the expected standard in EGPS. This is 22.0% lower than the national average, 22.5% lower than the average for Good schools, and 28.3% lower than the average for Outstanding schools.

Cohort size = 60

Key Stage 2

Achieving Higher Standard: Reading, Writing (TA) and Maths

The most recent data shows that 5.0% of pupils achieve the higher standard in Reading, Writing and Maths. This is the same as the national average, and 2.7% lower than the average for Outstanding schools.

When compared with the most similar measure from previous years, % achieving level 5 or above, % achieving the higher standard has decreased less at Laycock this year than in previous years, relative to the national average.
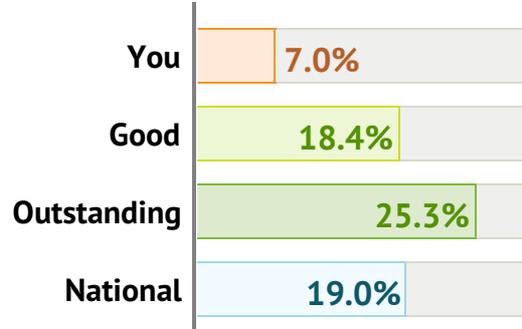
5.0%

▲ **83.3** over 3yrs
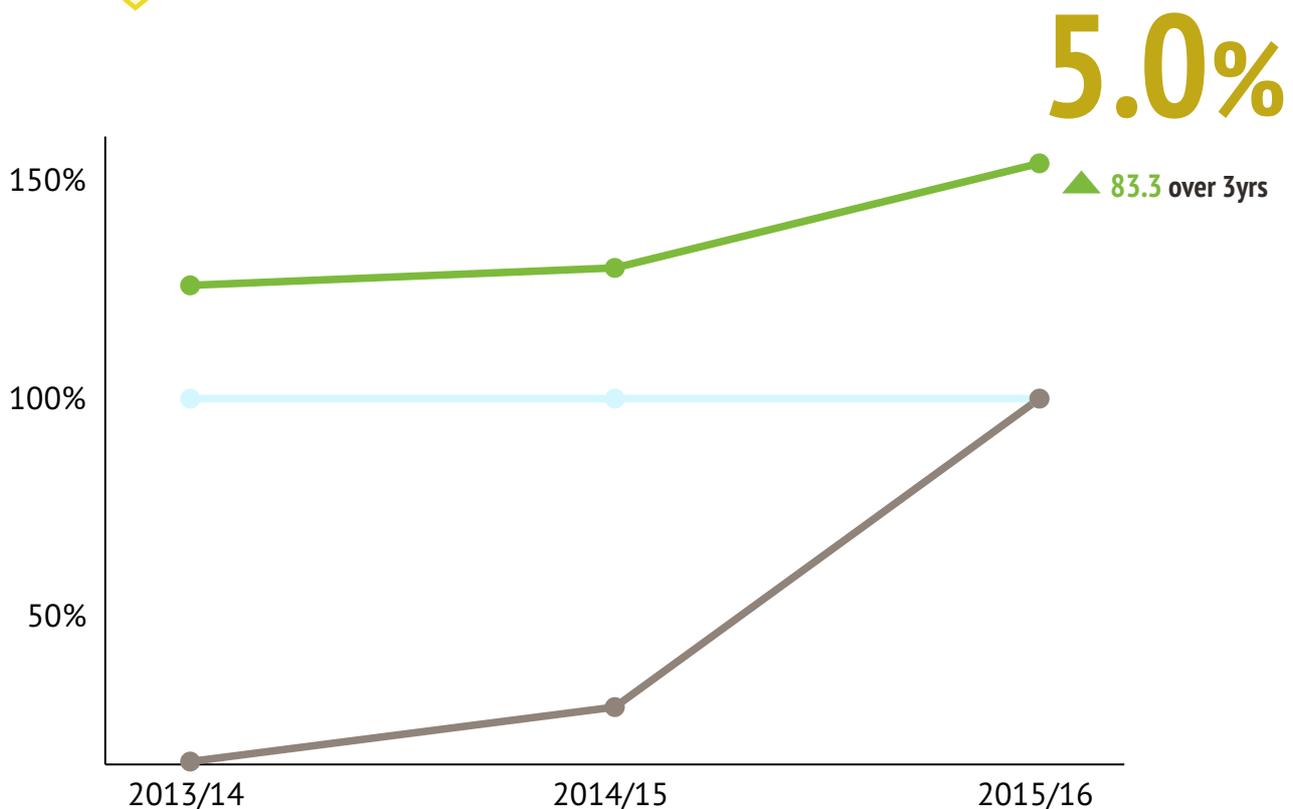
Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	% achieving level 5 or above	% achieving level 5 or above	% achieving the higher standard	
You	16.7	29.2	100 (5.0%)	83.3
National	100	100	100 (5.0%)	0.0
Outstanding	126	130	154 (7.7%)	28.0

Cohort size = 0

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.

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Key Stage 2

% Achieving higher standard: English Reading and Writing (TA)

% pupils achieving higher standard: English Reading

7.0%

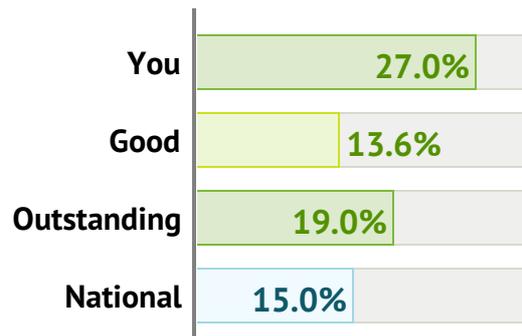|	
You	7.0%
Good	18.4%
Outstanding	25.3%
National	19.0%

At Laycock 7.0% of pupils achieve or surpass the higher standard in Reading. This is 12.0% lower than the national average, 11.4% lower than the average for Good schools, and 18.3% lower than the average for Outstanding schools.

Cohort size = 60

% pupils working at greater depth within the expected standard: English Writing (TA)

27.0%

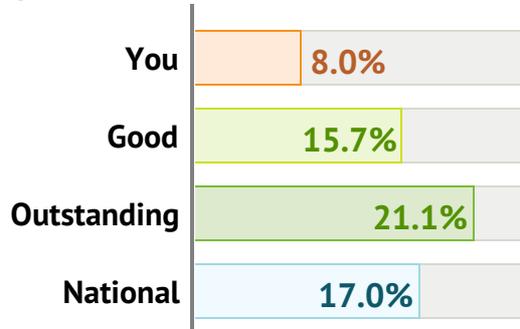|	
You	27.0%
Good	13.6%
Outstanding	19.0%
National	15.0%

At Laycock 27.0% of pupils are working at greater depth within the expected standard in Writing. This is 12.0% higher than the national average, 13.4% higher than the average for Good schools, and 8.0% higher than the average for Outstanding schools.

Cohort size = 60

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Key Stage 2 **% Achieving Higher Standard: Maths and EGPS**

% pupils achieving higher standard: Maths

8.0%

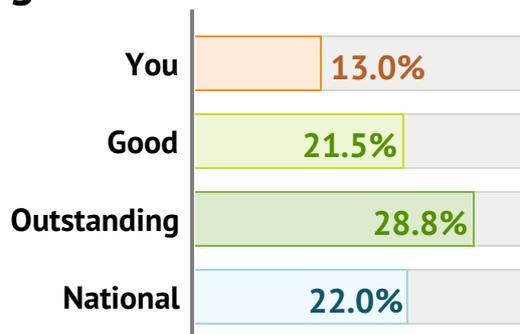|	
You	8.0%
Good	15.7%
Outstanding	21.1%
National	17.0%

At Laycock 8.0% of pupils achieve or surpass the higher standard in Maths. This is 9.0% lower than the national average, 7.7% lower than the average for Good schools, and 13.1% lower than the average for Outstanding schools.

Cohort size = 60

% pupils achieving higher standard: EGPS

13.0%

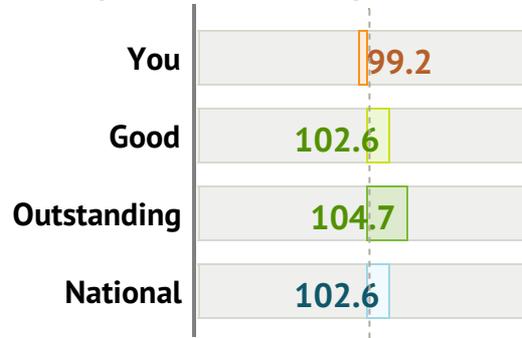|	
You	13.0%
Good	21.5%
Outstanding	28.8%
National	22.0%

At Laycock 13.0% of pupils achieve or surpass the higher standard in EGPS. This is 9.0% lower than the national average, 8.5% lower than the average for Good schools, and 15.8% lower than the average for Outstanding schools.

Cohort size = 60

Key Stage 2

Average Scaled Score: All Core Subjects

Average Scaled Score: English Reading

99.2

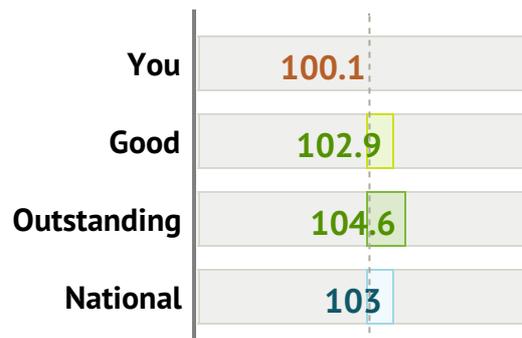|	
You	99.2
Good	102.6
Outstanding	104.7
National	102.6

At Laycock the AvSS in Reading is 99.2. This is 3.4 points lower than the national average, 3.4 points lower than the average for Good schools, and 5.5 points lower than the average for Outstanding schools.

Cohort size = 60

Average Scaled Score: Maths

100.1

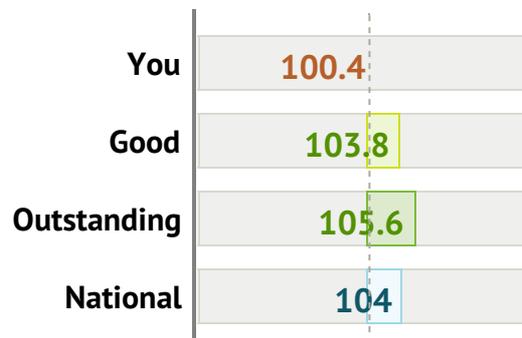|	
You	100.1
Good	102.9
Outstanding	104.6
National	103

At Laycock the AvSS in Maths is 100.1. This is 2.9 points lower than the national average, 2.8 points lower than the average for Good schools, and 4.5 points lower than the average for Outstanding schools.

Cohort size = 60

Average Scaled Score: EGPS

100.4

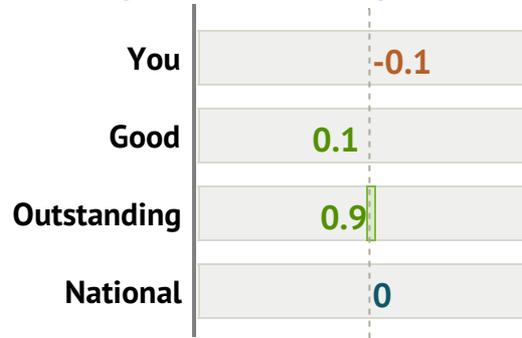|	
You	100.4
Good	103.8
Outstanding	105.6
National	104

At Laycock the AvSS in EGPS is 100.4. This is 3.6 points lower than the national average, 3.4 points lower than the average for Good schools, and 5.2 points lower than the average for Outstanding schools.

Cohort size = 60

Key Stage 2 | Overall Progress Score: All Core Subjects

Overall Progress Score: English Reading

-0.1

You	-0.1
Good	0.1
Outstanding	0.9
National	0

At Laycock the Overall Progress Score in Reading is -0.1. This is 0.1 points lower than the national average, 0.2 points lower than the average for Good schools, and 1.0 points lower than the average for Outstanding schools.

Cohort size = 54

Overall Progress Score: English Writing (TA)

3.6

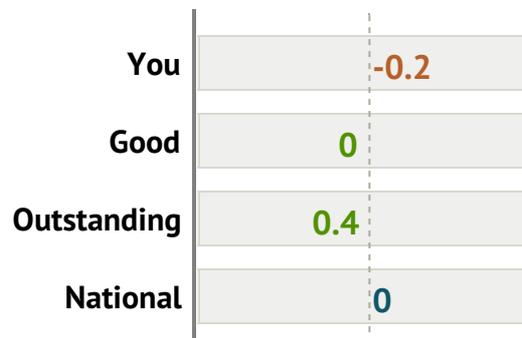|	
You	3.6
Good	-0.2
Outstanding	0.4
National	0

At Laycock the Overall Progress Score in Writing is 3.6. This is 3.6 points higher than the national average, 3.8 points higher than the average for Good schools, and 3.2 points higher than the average for Outstanding schools.

Cohort size = 55

Overall Progress Score: Maths

-0.2

You	-0.2
Good	0
Outstanding	0.4
National	0

At Laycock the Overall Progress Score in Maths is -0.2. This is 0.2 points lower than the national average, 0.2 points lower than the average for Good schools, and 0.6 points lower than the average for Outstanding schools.
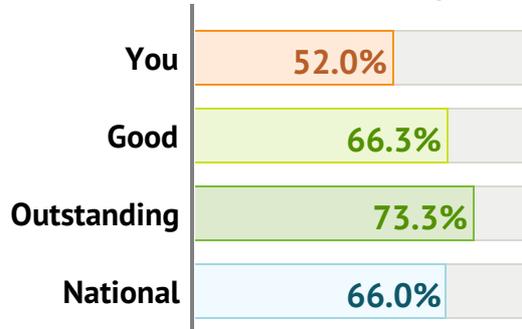
Cohort size = 55

Reading
Key Stage 2

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Arbor

Key Stage 2

% Attainment in English Reading

% pupils achieving expected standard: English Reading

52.0%

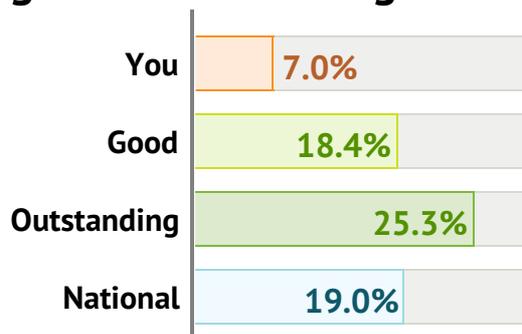|	
You	52.0%
Good	66.3%
Outstanding	73.3%
National	66.0%

At Laycock 52.0% of pupils achieve or surpass the expected standard in Reading. This is 14.0% lower than the national average, 14.3% lower than the average for Good schools, and 21.3% lower than the average for Outstanding schools.

Cohort size = 60

% pupils achieving higher standard: English Reading

7.0%

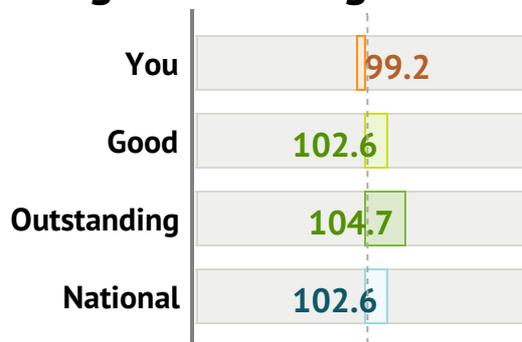|	
You	7.0%
Good	18.4%
Outstanding	25.3%
National	19.0%

At Laycock 7.0% of pupils achieve or surpass the higher standard in Reading. This is 12.0% lower than the national average, 11.4% lower than the average for Good schools, and 18.3% lower than the average for Outstanding schools.

Cohort size = 60

Average Scaled Score: English Reading

99.2

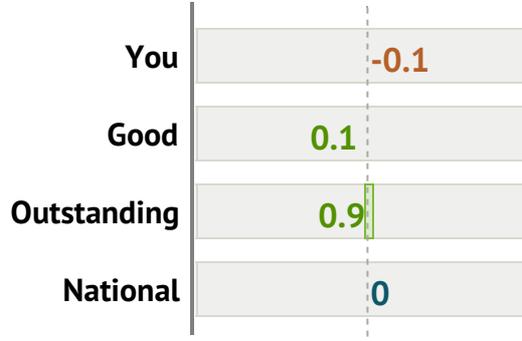|	
You	99.2
Good	102.6
Outstanding	104.7
National	102.6

At Laycock the AvSS in Reading is 99.2. This is 3.4 points lower than the national average, 3.4 points lower than the average for Good schools, and 5.5 points lower than the average for Outstanding schools.

Cohort size = 60

Key Stage 2   **% Progress in English Reading**

Overall Progress Score: English Reading

-0.1

You	-0.1
Good	0.1
Outstanding	0.9
National	0

At Laycock the Overall Progress Score in Reading is -0.1. This is 0.1 points lower than the national average, 0.2 points lower than the average for Good schools, and 1.0 points lower than the average for Outstanding schools.
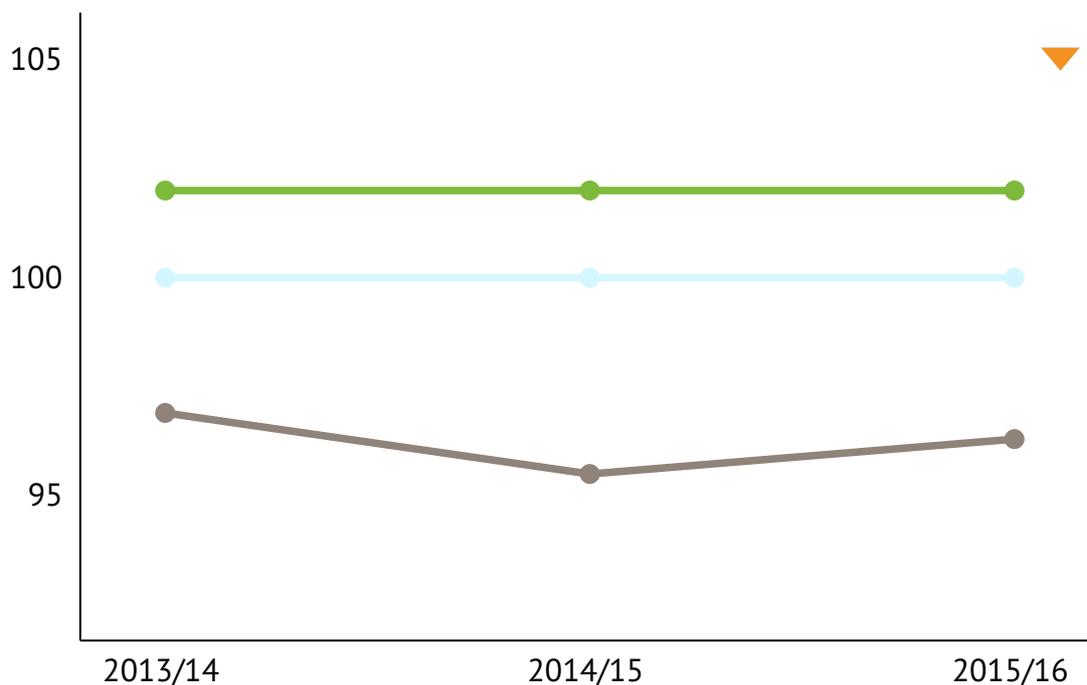
Cohort size = 54

Key Stage 2 — Average Scaled Score: English Reading

The most recent data shows that pupils at Laycock achieved 99.2 points for Reading. This is 3.8 points lower than the national average, and 5.8 points lower than the average for Outstanding schools.

When compared with the most similar measure from previous years, Average Points Score, Average Scaled Score has decreased less at Laycock this year than in previous years, relative to the national average.

99.2

▼ **-0.6 over 3yrs**

Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	Average Points Score	Average Points Score	Average Scaled Score	
You	96.9	95.5	96.3 (99.2)	-0.6
National	100	100	100 (103.0)	0.0
Outstanding	102	102	102 (105.0)	0.0

Cohort size = 60

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.
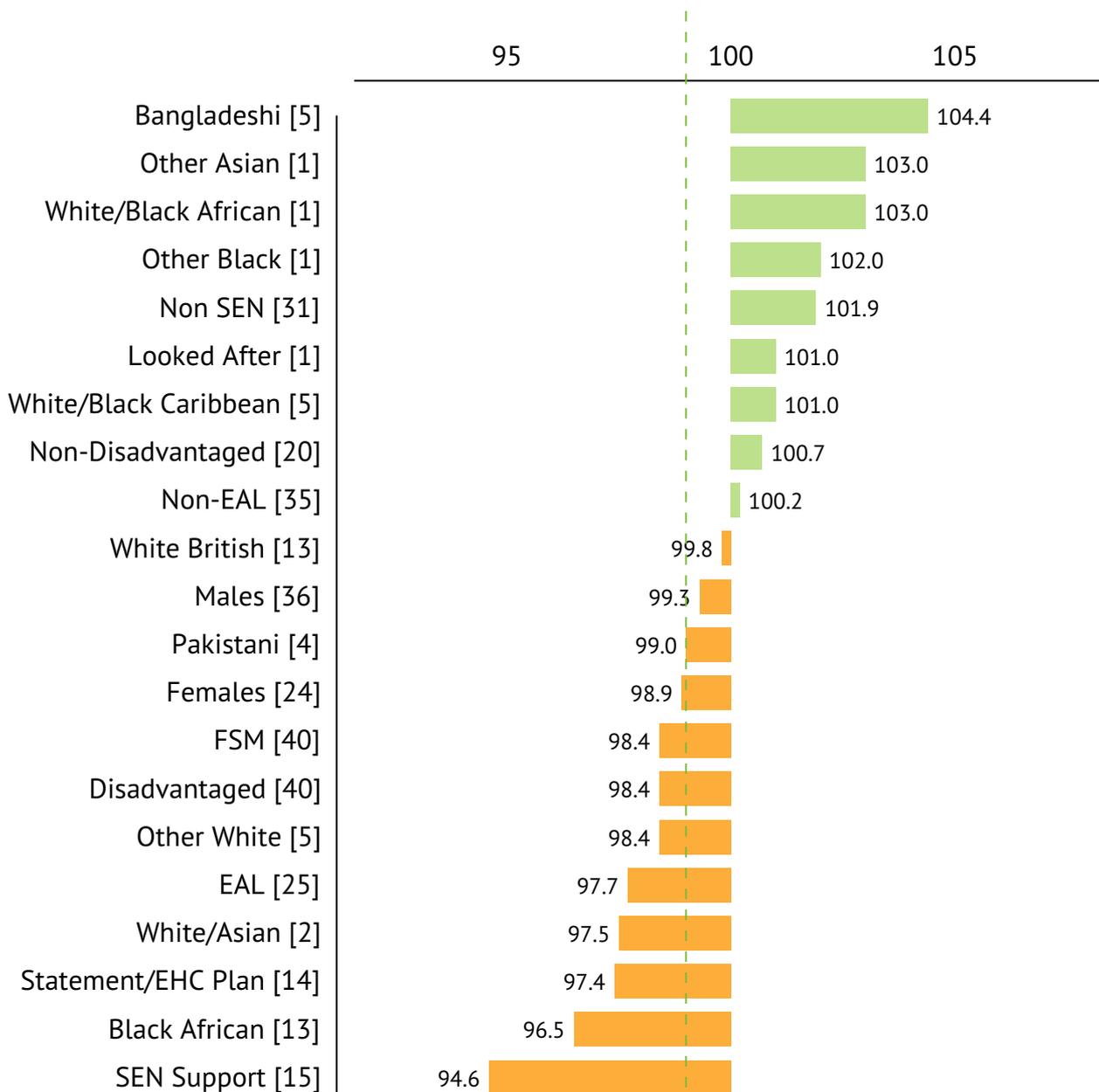
Key Stage 2

Average Scaled Score: English Reading

Positive Gaps: The largest positive gaps in Average Scaled Score: English Reading are for Bangladeshi students, Other Asian students and White/Black African students, all of whom outperformed Laycock's average.

Negative Gaps: The largest gaps that need closing in Average Scaled Score: English Reading are for Black Caribbean students, SEN Support students and Black African students all of whom underperformed Laycock's average. These might be worth further investigation.

School average (99.0)

Group	Score
Bangladeshi [5]	104.4
Other Asian [1]	103.0
White/Black African [1]	103.0
Other Black [1]	102.0
Non SEN [31]	101.9
Looked After [1]	101.0
White/Black Caribbean [5]	101.0
Non-Disadvantaged [20]	100.7
Non-EAL [35]	100.2
White British [13]	99.8
Males [36]	99.3
Pakistani [4]	99.0
Females [24]	98.9
FSM [40]	98.4
Disadvantaged [40]	98.4
Other White [5]	98.4
EAL [25]	97.7
White/Asian [2]	97.5
Statement/EHC Plan [14]	97.4
Black African [13]	96.5
SEN Support [15]	94.6

Key Stage 2 — % Achieving Each Standard: English Reading

Overall: At Laycock % of students are working at or above the expected standard in Reading. This is the same as the national average and the same as schools like you. 100% of students are working below the expected standard in Reading. This is the same as the national average and the same as schools like you.

Low/Middle/High Prior Attainment: At Laycock 29.0% of low prior achievers are working at a level which is at or higher than the national average for their prior attainment level. At Laycock 63.0% of middle prior achievers are working at a level which is at or higher than the national average for their prior attainment level. At Laycock 89.0% of high prior achievers are working at a level which is at or higher than the national average for their prior attainment level.

Current Attainment

Prior Attainment	BLW	PKF	PKE	PKG	<100	100+	High
NA					100%		
W					100%		
1					50%	31.3%	
2C					80%	20%	
2B					41.7%	58.3%	
2A					40%	50%	10%
3+					7.7%	69.2%	23.1%

BLW	Below pre-KS
PGF	Foundations for Expected Standard
PKE	Early Development of Expected Standard
PKG	Growing Development of Expected Standard
<100	Working Towards Expected Standard
100	Achieving Expected Standard
High	Achieving Higher Standard

Students with no KS2 score are not included in this table. This accounts for rows which do not add up to 100%

Key Stage 2 — Overall Progress Score: English Reading

The most recent data shows that Laycock has an Overall Progress Score of -0.1 for Reading. This is 0.1 points lower than the national average, and 1.0 points lower than the average for Outstanding schools.

When compared with the most similar measure from previous years, Value Added Score, the Overall Progress Score has decreased more at Laycock this year than in previous years, relative to the national average.

-0.1

▼ **-1.0 over 3yrs**
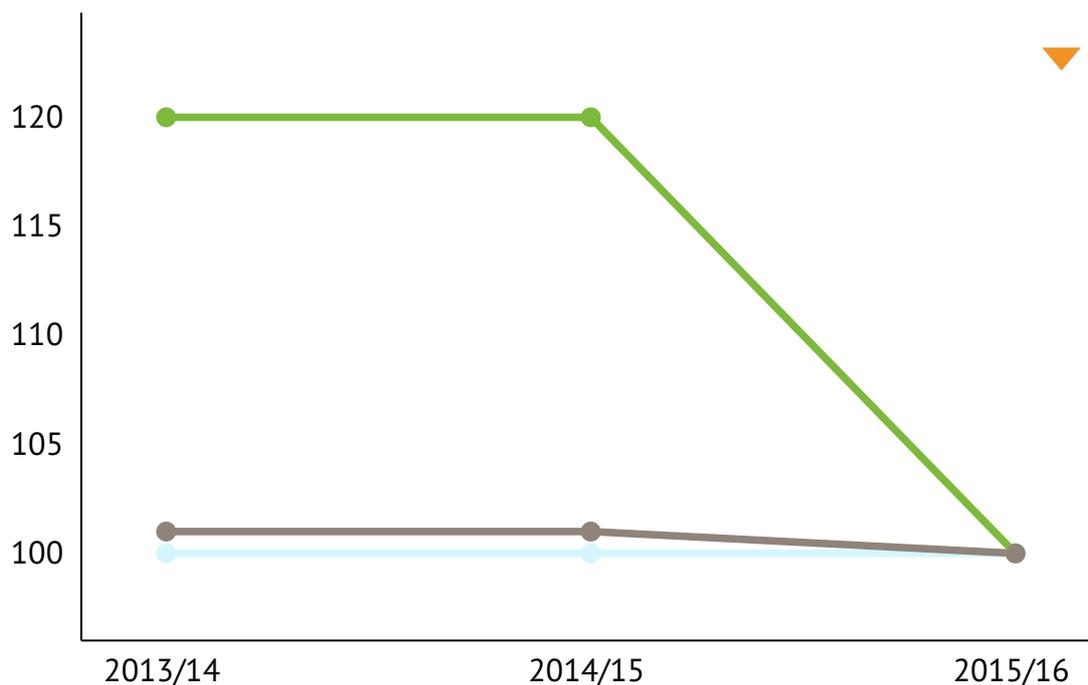
Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	Value Added Score	Value Added Score	the Overall Progress Score	
You	101	101	100.0 (-0.1)	-1.0
National	100	100	100 (0.0)	0.0
Outstanding	120	120	100 (0.9)	-20.0

Cohort size = 54

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.
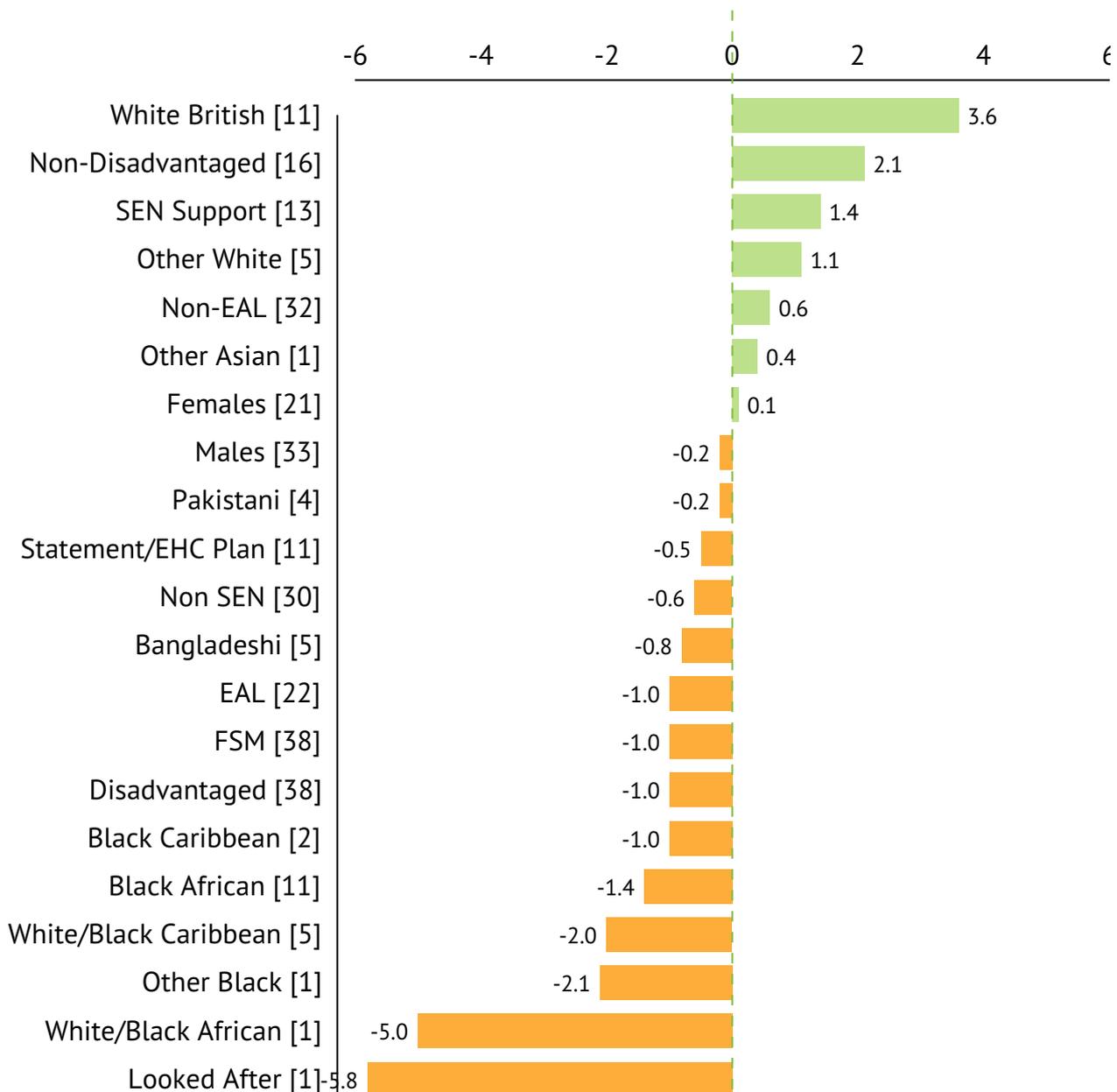
Key Stage 2

Overall Progress Score: English Reading

Positive Gaps: The largest positive gaps in Overall Progress Score are for White British students, non-disadvantaged students and SEN Support students, all of whom outperformed Laycock's average.

Negative Gaps: The largest gaps that need closing in Overall Progress Score are for students Looked After, White/Asian students and White/Black African students all of whom underperformed Laycock's average. These might be worth further investigation.
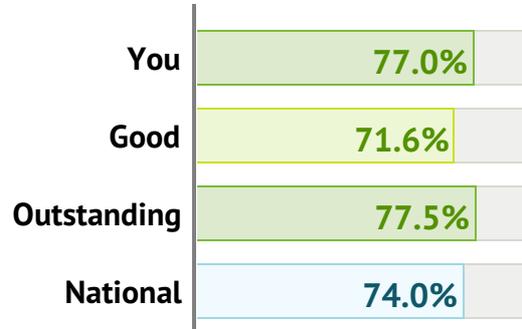
School average (-0.0)

Group	Score
White British [11]	3.6
Non-Disadvantaged [16]	2.1
SEN Support [13]	1.4
Other White [5]	1.1
Non-EAL [32]	0.6
Other Asian [1]	0.4
Females [21]	0.1
Males [33]	-0.2
Pakistani [4]	-0.2
Statement/EHC Plan [11]	-0.5
Non SEN [30]	-0.6
Bangladeshi [5]	-0.8
EAL [22]	-1.0
FSM [38]	-1.0
Disadvantaged [38]	-1.0
Black Caribbean [2]	-1.0
Black African [11]	-1.4
White/Black Caribbean [5]	-2.0
Other Black [1]	-2.1
White/Black African [1]	-5.0
Looked After [1]	-5.8

Writing
Key Stage 2

Arbor

Key Stage 2   **% Attainment in English Writing (TA)**

% pupils working at the expected standard: English Writing (TA)

77.0%

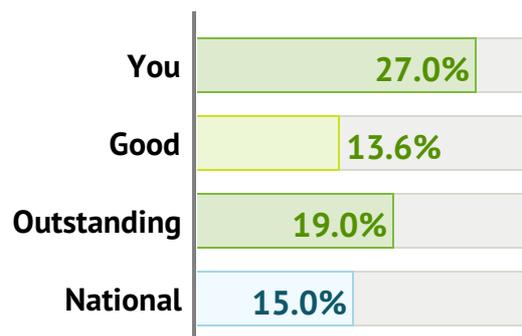|	
You	77.0%
Good	71.6%
Outstanding	77.5%
National	74.0%

At Laycock 77.0% of pupils are working at the expected standard in Writing. This is 3.0% higher than the national average, 5.4% higher than the average for Good schools, and 0.5% lower than the average for Outstanding schools.

Cohort size = 60

% pupils working at greater depth within the expected standard: English Writing (TA)

27.0%

|	
You	27.0%
Good	13.6%
Outstanding	19.0%
National	15.0%

At Laycock 27.0% of pupils are working at greater depth within the expected standard in Writing. This is 12.0% higher than the national average, 13.4% higher than the average for Good schools, and 8.0% higher than the average for Outstanding schools.

Cohort size = 60

Key Stage 2

% Progress in English Writing (TA)

Overall Progress Score: English Writing (TA)
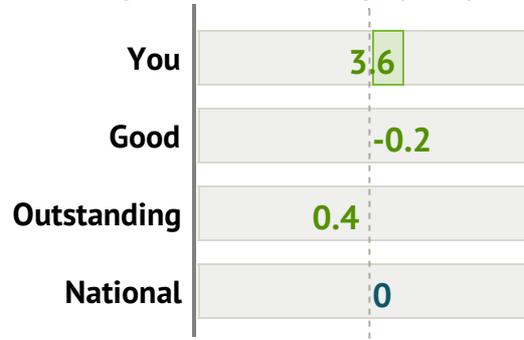
3.6

You	3.6
Good	-0.2
Outstanding	0.4
National	0

At Laycock the Overall Progress Score in Writing is 3.6. This is 3.6 points higher than the national average, 3.8 points higher than the average for Good schools, and 3.2 points higher than the average for Outstanding schools.

Cohort size = 55

Key Stage 2 — % Achieving Each Standard: English Writing (TA)

Overall: At Laycock % of students are working at or above the expected standard in Writing. This is the same as the national average and the same as schools like you. 100% of students are working below the expected standard in Writing. This is the same as the national average and the same as schools like you.

Low/Middle/High Prior Attainment: At Laycock 43.0% of low prior achievers are working at a level which is at or higher than the national average for their prior attainment level. At Laycock 96.0% of middle prior achievers are working at a level which is at or higher than the national average for their prior attainment level. At Laycock 100% of high prior achievers are working at a level which is at or higher than the national average for their prior attainment level.

Current Attainment

Prior Attainment	BLW	PKF	PKE	PKG	<100	100+	High
NA					33.3%	66.7%	
W					50%		
1		5.6%	11.1%	16.7%	16.7%	44.4%	
2C				10%		90%	
2B						56.3%	43.8%
2A						25%	75%
3+							100%

BLW	Below pre-KS
PGF	Foundations for Expected Standard
PKE	Early Development of Expected Standard
PKG	Growing Development of Expected Standard
<100	Working Towards Expected Standard
100	Achieving Expected Standard
High	Achieving Higher Standard

Students with no KS2 score are not included in this table. This accounts for rows which do not add up to 100%

Key Stage 2   Overall Progress Score: English Writing (TA)

The most recent data shows that Laycock has an Overall Progress Score of 3.6 for Writing. This is 3.6 points higher than the national average, and 3.2 points higher than the average for Outstanding schools.

When compared with the most similar measure from previous years, Value Added Score, the Overall Progress Score has increased more at Laycock this year than in previous years, relative to the national average.

3.6

▲ **1.0 over 3yrs**
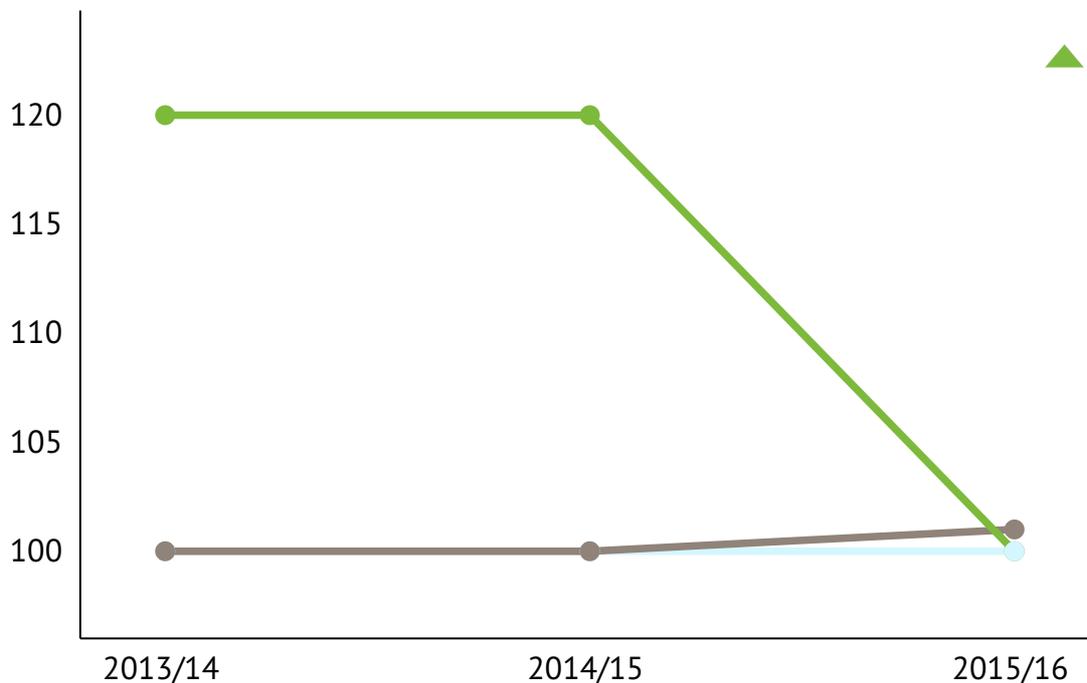
Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	Value Added Score	Value Added Score	the Overall Progress Score	
— You	100	100	101 (3.6)	1.0
— National	100	100	100 (0.0)	0.0
— Outstanding	120	120	100 (0.4)	-20.0

Cohort size = 55

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.
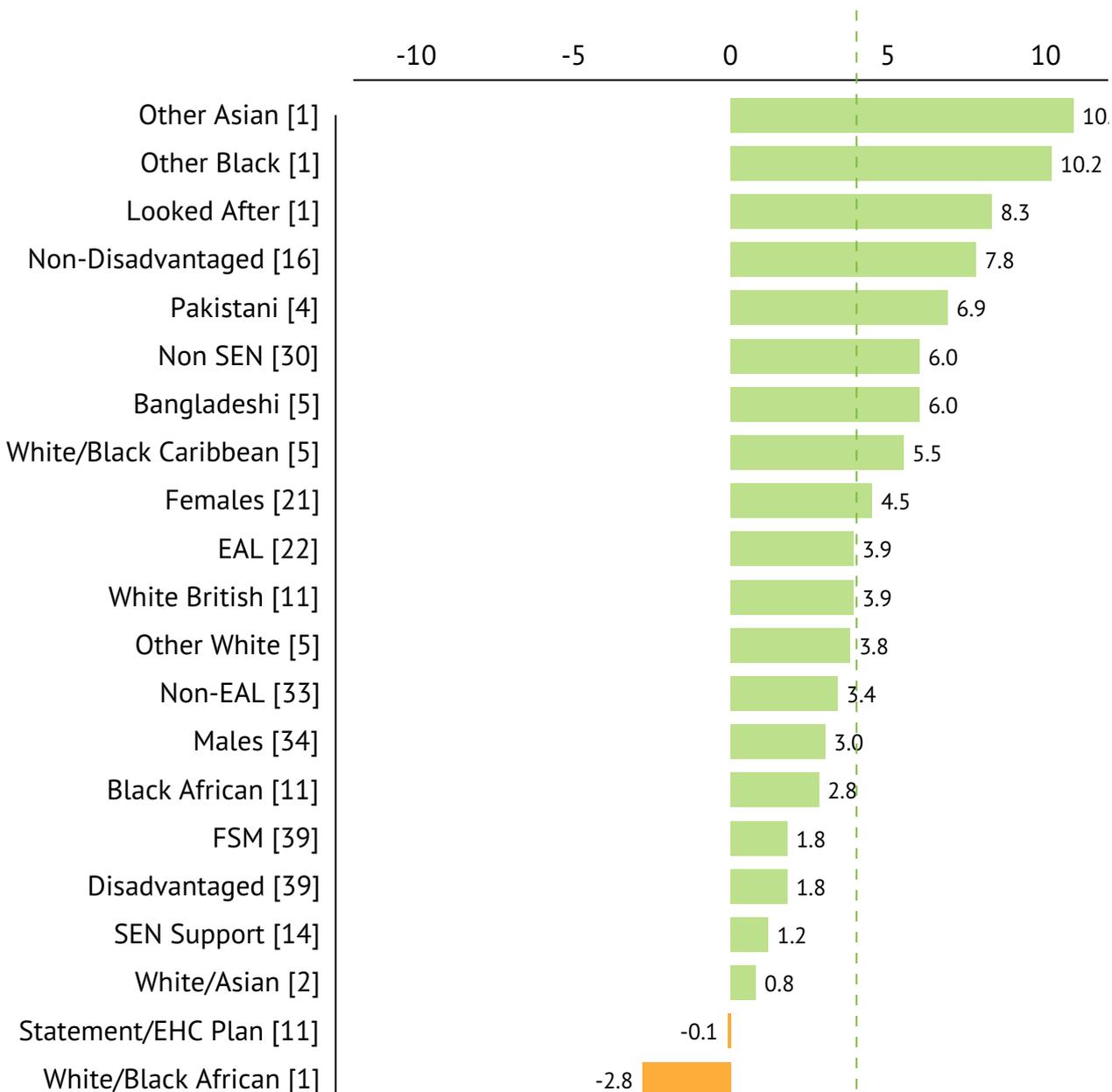
Key Stage 2 — Overall Progress Score: English Writing (TA)

Positive Gaps: The largest positive gaps in Overall Progress Score are for Other Asian students, Other Black students and students Looked After, all of whom outperformed Laycock's average.

Negative Gaps: The largest gaps that need closing in Overall Progress Score are for Black Caribbean students, White/Black African students and SEN Statement or EHC students all of whom underperformed Laycock's average. These might be worth further investigation.
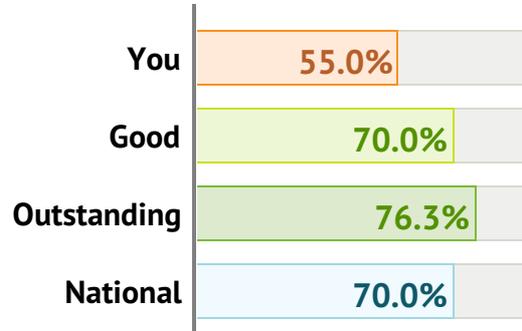
School average (4.0)

Group	Score
Other Asian [1]	10.
Other Black [1]	10.2
Looked After [1]	8.3
Non-Disadvantaged [16]	7.8
Pakistani [4]	6.9
Non SEN [30]	6.0
Bangladeshi [5]	6.0
White/Black Caribbean [5]	5.5
Females [21]	4.5
EAL [22]	3.9
White British [11]	3.9
Other White [5]	3.8
Non-EAL [33]	3.4
Males [34]	3.0
Black African [11]	2.8
FSM [39]	1.8
Disadvantaged [39]	1.8
SEN Support [14]	1.2
White/Asian [2]	0.8
Statement/EHC Plan [11]	-0.1
White/Black African [1]	-2.8

Maths
Key Stage 2

Arbor

Key Stage 2 | % Attainment in Maths

% pupils achieving expected standard: Maths

55.0%

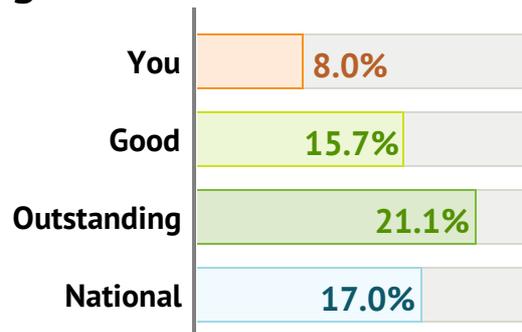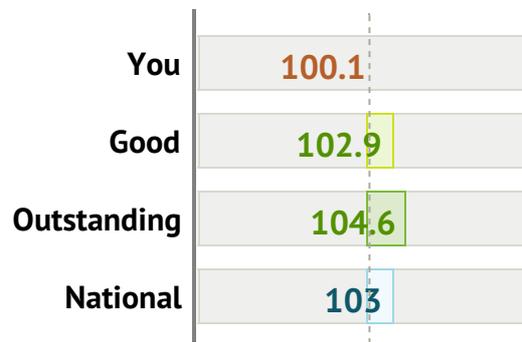|	
You	55.0%
Good	70.0%
Outstanding	76.3%
National	70.0%

At Laycock 55.0% of pupils achieve or surpass the expected standard in Maths. This is 15.0% lower than the national average, 15.0% lower than the average for Good schools, and 21.3% lower than the average for Outstanding schools.

Cohort size = 60

% pupils achieving higher standard: Maths

8.0%

You	8.0%
Good	15.7%
Outstanding	21.1%
National	17.0%

At Laycock 8.0% of pupils achieve or surpass the higher standard in Maths. This is 9.0% lower than the national average, 7.7% lower than the average for Good schools, and 13.1% lower than the average for Outstanding schools.

Cohort size = 60

Average Scaled Score: Maths

100.1

You	100.1
Good	102.9
Outstanding	104.6
National	103

At Laycock the AvSS in Maths is 100.1. This is 2.9 points lower than the national average, 2.8 points lower than the average for Good schools, and 4.5 points lower than the average for Outstanding schools.

Cohort size = 60

Key Stage 2 | % Progress in Maths

Overall Progress Score: Maths

-0.2

You	-0.2
Good	0
Outstanding	0.4
National	0

At Laycock the Overall Progress Score in Maths is -0.2. This is 0.2 points lower than the national average, 0.2 points lower than the average for Good schools, and 0.6 points lower than the average for Outstanding schools.
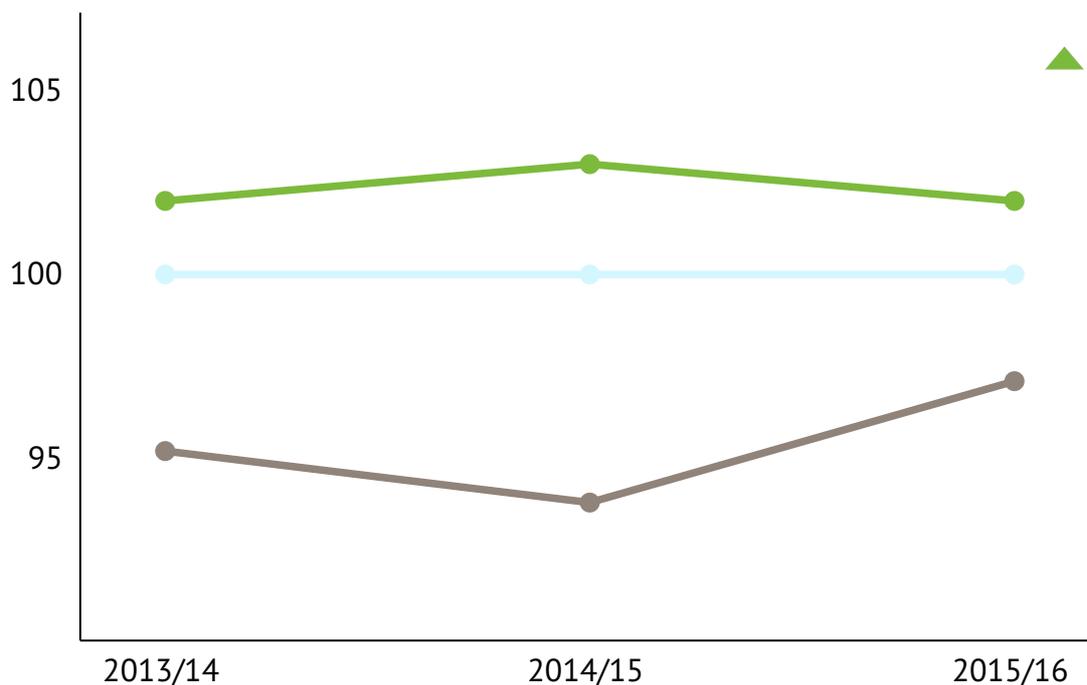
Cohort size = 55

Key Stage 2 — Average Scaled Score: Maths

The most recent data shows that pupils at Laycock achieved 100 points for Maths. This is 3.0 points lower than the national average, and 5.0 points lower than the average for Outstanding schools.

When compared with the most similar measure from previous years, Average Points Score, Average Scaled Score has decreased less at Laycock this year than in previous years, relative to the national average.

100.0

▲ 1.9 **over 3yrs**

Key	2013/14	2014/15	2015/16	Trend (3yr)
Measure Name	Average Points Score	Average Points Score	Average Scaled Score	
You	95.2	93.8	97.1 (100.0)	1.9
National	100	100	100 (103.0)	0.0
Outstanding	102	103	102 (105.0)	0.0

Cohort size = 60

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.
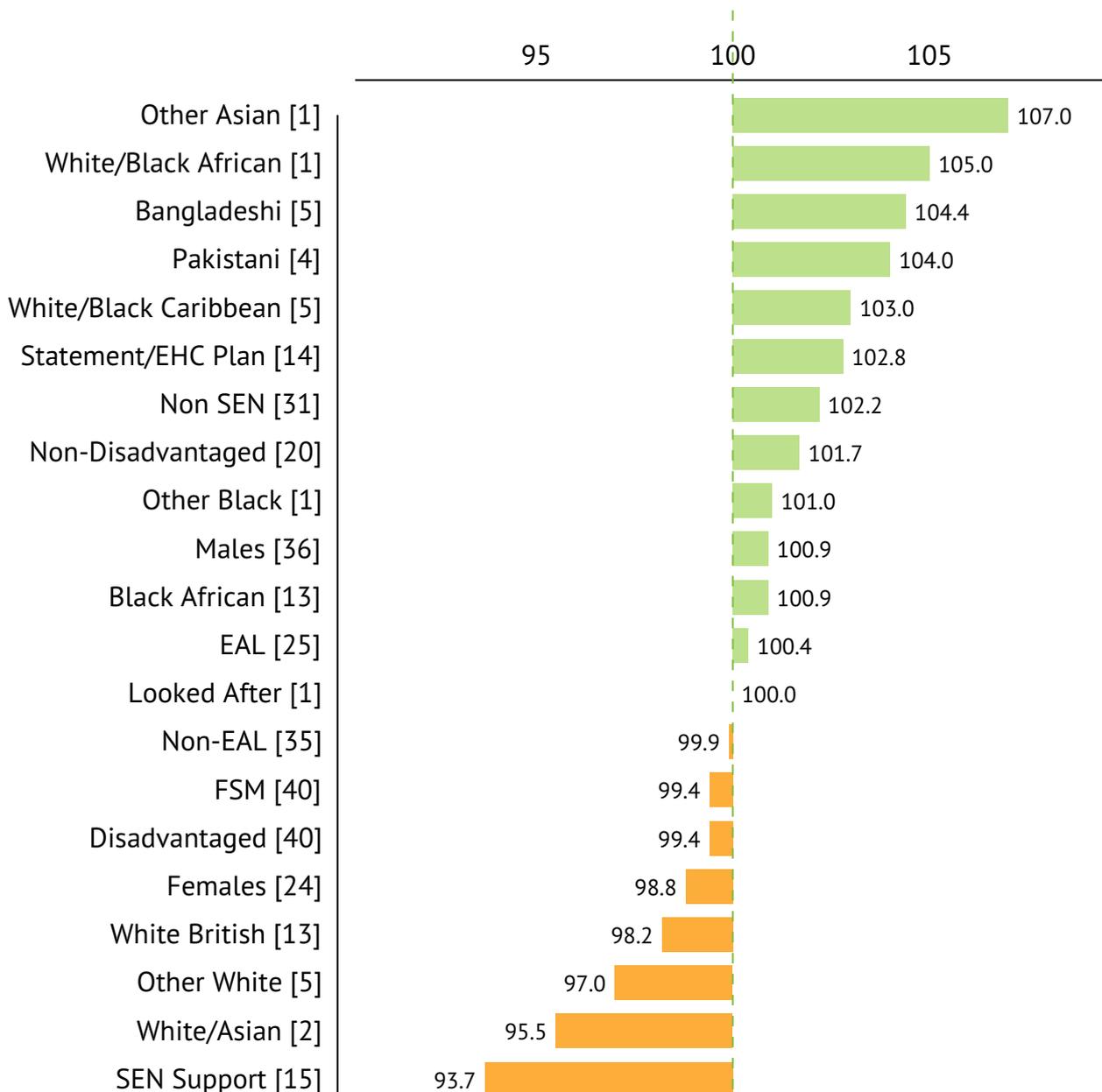
Key Stage 2 — Average Scaled Score: Maths

Positive Gaps: The largest positive gaps in Average Scaled Score: Maths are for Other Asian students, White/Black African students and Bangladeshi students, all of whom outperformed Laycock's average.

Negative Gaps: The largest gaps that need closing in Average Scaled Score: Maths are for Black Caribbean students, SEN Support students and White/Asian students all of whom underperformed Laycock's average. These might be worth further investigation.

School average (100.0)

Group	Score
Other Asian [1]	107.0
White/Black African [1]	105.0
Bangladeshi [5]	104.4
Pakistani [4]	104.0
White/Black Caribbean [5]	103.0
Statement/EHC Plan [14]	102.8
Non SEN [31]	102.2
Non-Disadvantaged [20]	101.7
Other Black [1]	101.0
Males [36]	100.9
Black African [13]	100.9
EAL [25]	100.4
Looked After [1]	100.0
Non-EAL [35]	99.9
FSM [40]	99.4
Disadvantaged [40]	99.4
Females [24]	98.8
White British [13]	98.2
Other White [5]	97.0
White/Asian [2]	95.5
SEN Support [15]	93.7

Key Stage 2

% Achieving Each Standard: Maths

Overall: At Laycock % of students are working at or above the expected standard in Maths. This is the same as the national average and the same as schools like you. 100% of students are working below the expected standard in Maths. This is the same as the national average and the same as schools like you.

Low/Middle/High Prior Attainment: At Laycock 19.0% of low prior achievers are working at a level which is at or higher than the national average for their prior attainment level. At Laycock 67.0% of middle prior achievers are working at a level which is at or higher than the national average for their prior attainment level. At Laycock 100% of high prior achievers are working at a level which is at or higher than the national average for their prior attainment level.

Current Attainment

Prior Attainment	BLW	PKF	PKE	PKG	<100	100+	High
NA					33.3%	66.7%	
W							
1					80%	13.3%	
2C					77.8%	22.2%	
2B					14.3%	78.6%	7.1%
2A					23.1%	61.5%	15.4%
3+						60%	40%

BLW	Below pre-KS
PGF	Foundations for Expected Standard
PKE	Early Development of Expected Standard
PKG	Growing Development of Expected Standard
<100	Working Towards Expected Standard
100	Achieving Expected Standard
High	Achieving Higher Standard

Students with no KS2 score are not included in this table. This accounts for rows which do not add up to 100%

## Key Stage 2 | Overall Progress Score: Maths

The most recent data shows that Laycock has an Overall Progress Score of -0.2 for Maths. This is 0.2 points lower than the national average, and 0.6 points lower than the average for Outstanding schools.

When compared with the most similar measure from previous years, Value Added Score, the Overall Progress Score has decreased more at Laycock this year than in previous years, relative to the national average.

-0.2

▼ **-1.0 over 3yrs**
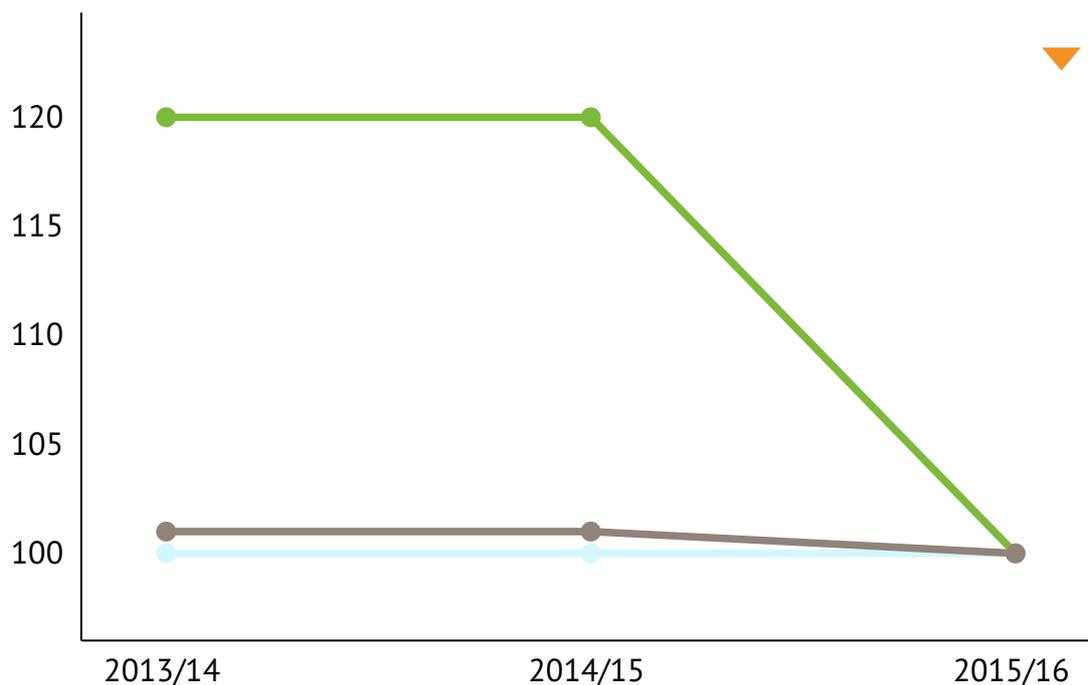
Key Measure Name	2013/14 Value Added Score	2014/15 Value Added Score	2015/16 the Overall Progress Score	Trend (3yr)
You	101	101	100.0 (-0.2)	-1.0
National	100	100	100 (0.0)	0.0
Outstanding	120	120	100 (0.4)	-20.0

Cohort size = 55

Owing to the change in performance measures for 2016 it is not possible to draw direct comparisons between this year's data and that for previous years. Indeed the DfE have advised schools not to do so. However we know how helpful understanding performance trajectory can be for schools. So we've done our best to enable you to see a pattern of performance between this year's measure and the most similar measure from previous years. To do this we took the national average each year as 100% and rebased all measure values to that, enabling a comparison to the national average to be drawn.

Key Stage 2 — Overall Progress Score: Maths

Positive Gaps: The largest positive gaps in Overall Progress Score are for SEN Statement or EHC students, Pakistani students and Other Asian students, all of whom outperformed Laycock's average.

Negative Gaps: The largest gaps that need closing in Overall Progress Score are for White/Asian students, students Looked After and Other Black students all of whom underperformed Laycock's average. These might be worth further investigation.
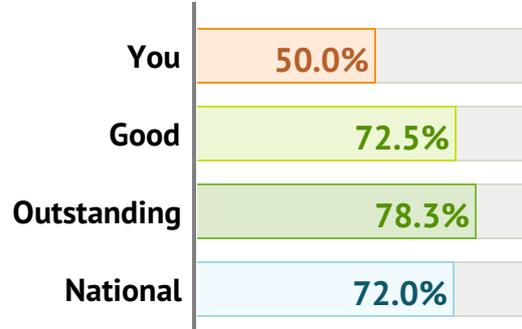
School average (-0.0)

Group	Score
Statement/EHC Plan [11]	4.0
Pakistani [4]	4.0
Other Asian [1]	3.4
Black African [11]	1.3
Non-Disadvantaged [16]	1.2
White British [11]	0.5
Males [34]	0.4
EAL [22]	0.2
Non-EAL [33]	-0.4
FSM [39]	-0.7
Disadvantaged [39]	-0.7
White/Black Caribbean [5]	-0.7
Non SEN [30]	-1.0
Females [21]	-1.1
Bangladeshi [5]	-1.2
Other White [5]	-1.4
SEN Support [14]	-1.8
White/Black African [1]	-2.5
Black Caribbean [3]	-3.1
Other Black [1]	-3.5
Looked After [1]	-6.3
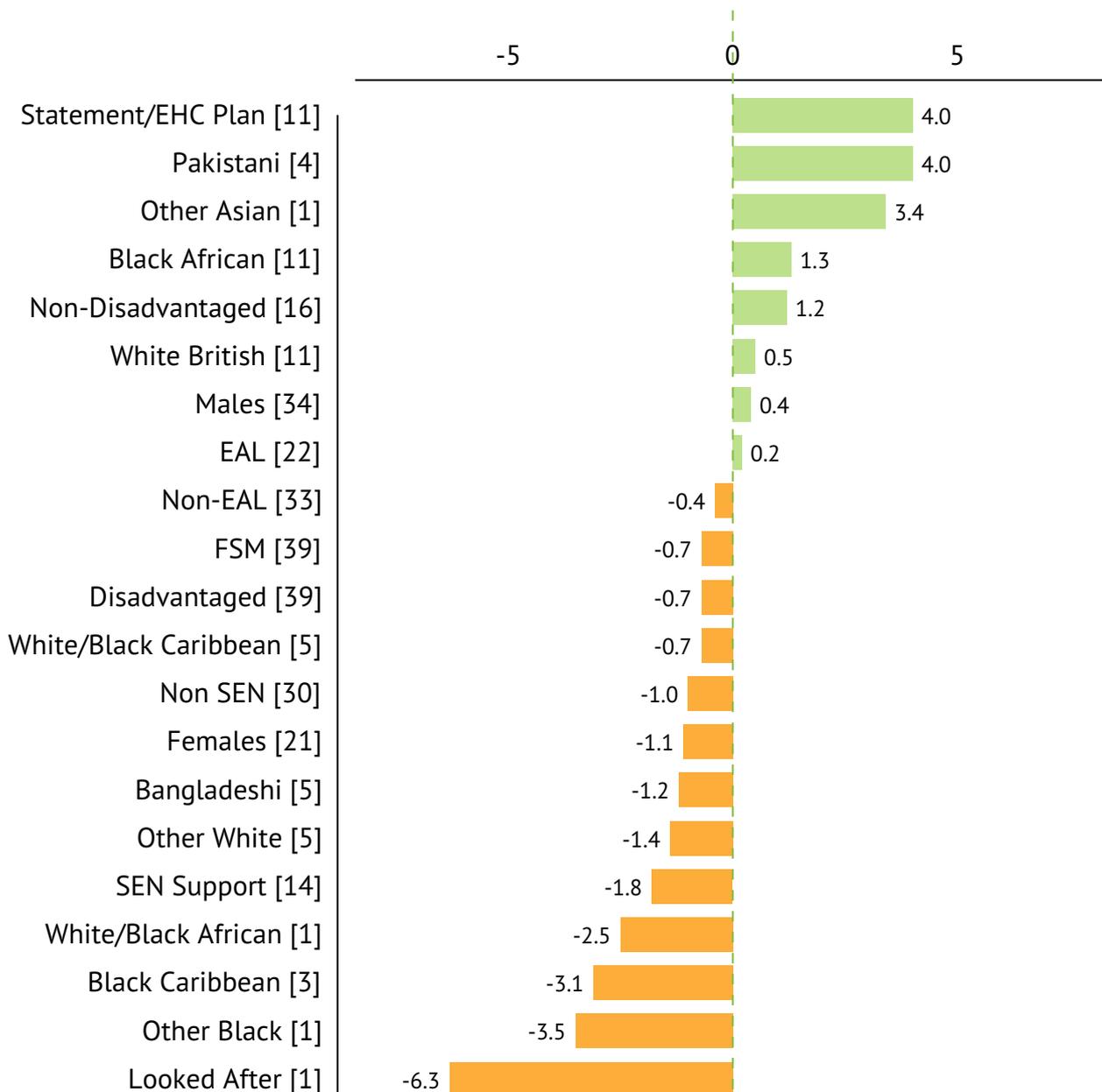
Spelling and Grammar
Key Stage 2

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| Key Stage 2 | % Attainment in EGPS |

% pupils achieving expected standard: EGPS

50.0%

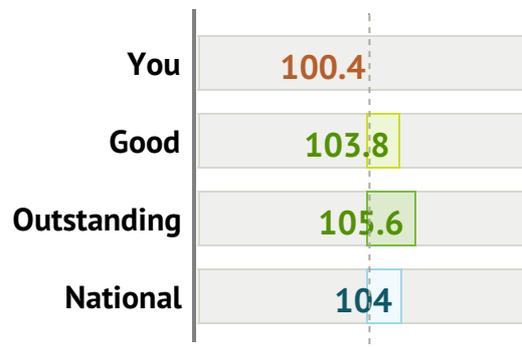|	
You	50.0%
Good	72.5%
Outstanding	78.3%
National	72.0%

At Laycock 50.0% of pupils achieve or surpass the expected standard in EGPS. This is 22.0% lower than the national average, 22.5% lower than the average for Good schools, and 28.3% lower than the average for Outstanding schools.

Cohort size = 60

% pupils achieving higher standard: EGPS

13.0%

You	13.0%
Good	21.5%
Outstanding	28.8%
National	22.0%

At Laycock 13.0% of pupils achieve or surpass the higher standard in EGPS. This is 9.0% lower than the national average, 8.5% lower than the average for Good schools, and 15.8% lower than the average for Outstanding schools.

Cohort size = 60

Average Scaled Score: EGPS

100.4

You	100.4
Good	103.8
Outstanding	105.6
National	104

At Laycock the AvSS in EGPS is 100.4. This is 3.6 points lower than the national average, 3.4 points lower than the average for Good schools, and 5.2 points lower than the average for Outstanding schools.

Cohort size = 60

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Closing the Gap
Key Stage 2

Key Stage 2

Average Scaled Score: English Reading

Disadvantaged
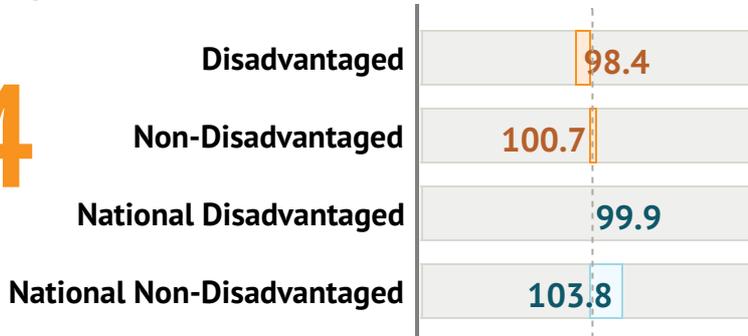
98.4

|	
Disadvantaged	98.4
Non-Disadvantaged	100.7
National Disadvantaged	99.9
National Non-Disadvantaged	103.8

The AvSS for reading amongst disadvantaged students is 2.3 points less than the non-disadvantaged students average, and 1.5 points less than the national disadvantaged students average. This is probably worth exploring in more detail.

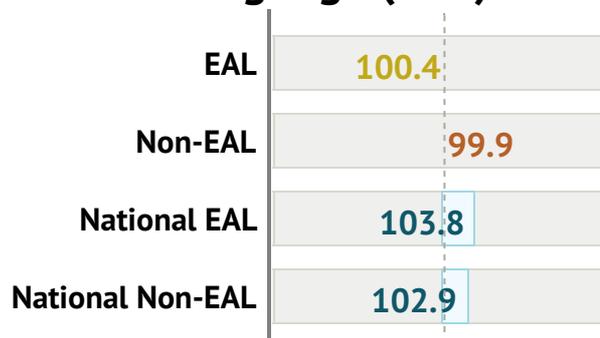Cohort size = 40

Free School Meals

98.4

FSM	98.4
School	99.2
National FSM	99.9
National	102.6
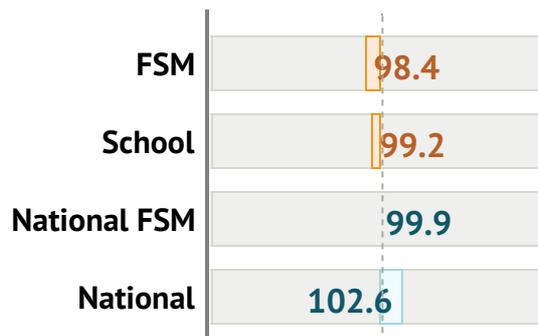
The AvSS for reading amongst FSM students is 0.8 points less than the school average, and 1.5 points less than the national FSM students average. This is probably worth exploring in more detail.

Cohort size = 40

English As An Additional Language (EAL)

97.7

EAL	97.7
Non-EAL	100.2
National EAL	101.2
National Non-EAL	102.9
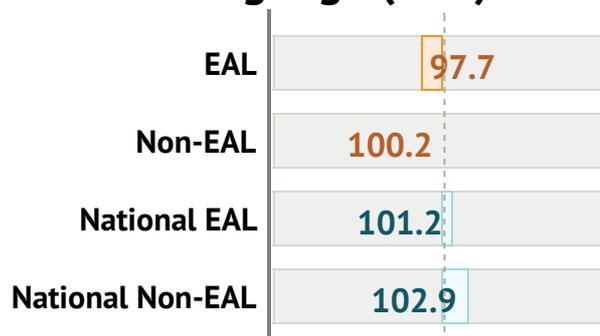
The AvSS for reading amongst EAL students is 2.5 points less than the Non-EAL students average, and 3.5 points less than the national EAL students average. This is probably worth exploring in more detail.

Cohort size = 25
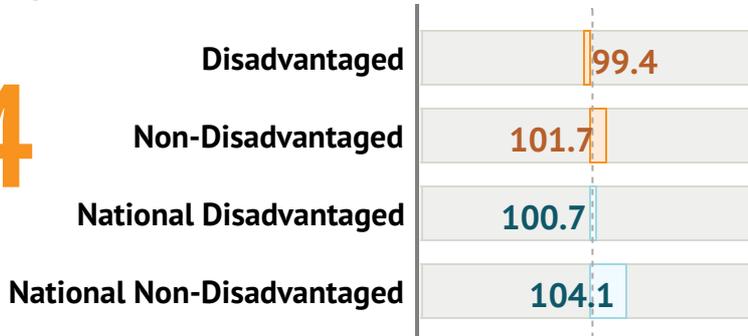
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Arbor

Key Stage 2 — Average Scaled Score: Maths

Disadvantaged

99.4

Disadvantaged	99.4
Non-Disadvantaged	101.7
National Disadvantaged	100.7
National Non-Disadvantaged	104.1

The AvSS for maths amongst disadvantaged students is 2.3 points less than the non-disadvantaged students average, and 1.3 points less than the national disadvantaged students average. This is probably worth exploring in more detail.

Cohort size = 40

Free School Meals

99.4

FSM	99.4
School	100.1
National FSM	100.8
National	103
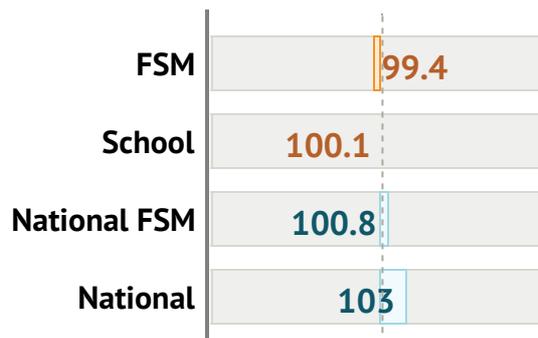
The AvSS for maths amongst FSM students is 0.7 points less than the school average, and 1.4 points less than the national FSM students average. This is probably worth exploring in more detail.

Cohort size = 40

English As An Additional Language (EAL)

100.4

EAL	100.4
Non-EAL	99.9
National EAL	103.8
National Non-EAL	102.9

The AvSS for maths amongst EAL students is 0.5 points greater than the Non-EAL students average, but 3.4 points less than the national EAL students average. This might be worth looking at.

Cohort size = 25

How we did this for Laycock

Why we created the report

Information has the power to help prioritise and personalise instruction, but all too often ends up as a tide of meaningless data that overwhelms educators. We created this report to help Laycock see the power information can have when intelligently analysed, and intuitively presented.

We also wanted to improve the transparency of Ofsted inspections, giving schools a tool that saves time and proactively makes sure you're prepared in case the inspector calls.

How we produced the report

Our clever data scientists built an algorithm that looked at over 150 million school data points gathered from the Department of Education and Ofsted inspections, and used supercomputers to predict the likelihood of your next Ofsted judgement.*

We then analysed the data from schools rated 'Outstanding' and 'Good' to create a benchmark showing where Laycock outperformed and where you could improve. The end result was checked by current and former HMIs and Ofsted inspectors to ensure it matched what they would look for during an inspection.

Due to the change in performance measures for 2016 we are not able to update our model for this year until the new data has been released. The result you currently see is based on your results from 2014/15. **We will update your prediction for free** when we have been able to run the new measures through our model to ascertain which have the greatest impact upon Ofsted's position on what constitutes 'Good' or 'Outstanding'.

How to use this report with RAISEonline

This report is based on official Ofsted and Department of Education data, so can be used ahead of and during an inspection to help Laycock prepare. More than this, we hope that it's shown to governors and senior leaders to celebrate successes, prioritise interventions and ultimately improve school outcomes.

Whilst our algorithm predicts the probability of a school's Ofsted inspection rating, it's worth remembering it's not a certainty and there are always exceptions to the rule.

You still need to check RAISEonline, as Ofsted would use this if they inspected Laycock. This report should be seen as a summary companion to RAISEonline's detailed analysis. Show it to your governors and senior leaders to get a snapshot overview.

Accessing more analysis for Laycock

Arbor also produces other reports analysing achievement gaps, and student attainment. Use these to gain more insight into these areas, especially if this report flags these for attention. Just click the button below to purchase.

Why do I have some data missing?

We do the best with what we are given, but we're not magicians! Either the data wasn't reported to the DfE, or it was disguised to preserve anonymity, so we've listed it as not available.

**Click here
for more reports**

or sign up at https://login.arbor.sc

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Arbor's Friends

We couldn't have done this all by ourselves, and we'd like to thank the people who made this project possible in such a short space of time.

Challenge Partners is a network of high-achieving schools focused on improving the quality of teaching and leadership, leading to school improvement and better outcomes for children and young people. Challenge Partners also conduct annual Quality Assurance Reviews for each school in the partnership, with trained senior leaders and Ofsted lead inspectors.

LKMco are an education and youth-development 'think-and-action tank.' They support schools, teachers and education and youth organisations by planning, evaluating and improving the way they work. LKMco work to ensure all children and young people receive the support they need to make a fulfilling transition to adulthood by carrying out research and campaigning for action.
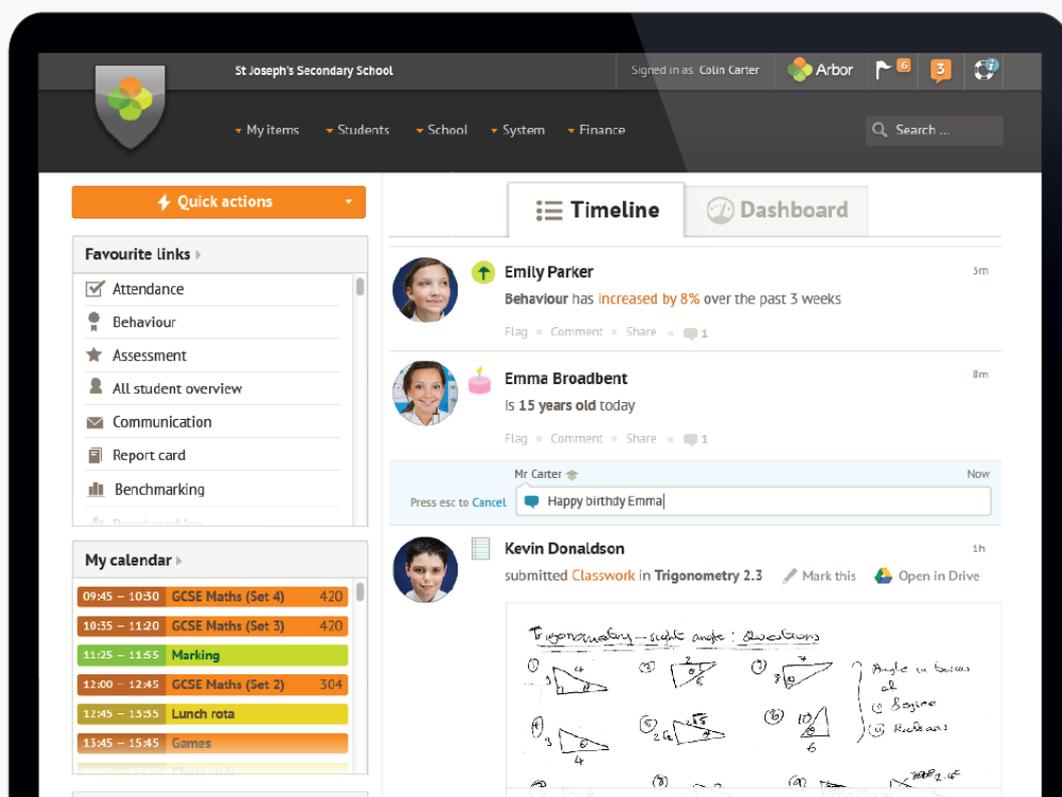
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