

**Primary School Data Pack Version 1.4  
2016  
Unvalidated Data  
Sept 2016**

**St Stephen and All Martyrs', Lever Bridge**

School ID: **3306**

**Bolton  
Council**

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These packs have been produced by the Policy and Strategy Unit in Children's And Adults Services, Bolton Council in liaison with the Educational Improvement Team.

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#### Amendment History

Version	Date	Author	Remarks / Reason for Change
v1	25/07/2016	Fay Davies	Version 1
v1.1	31/08/2016	Fay Davies	Included High test score and early national figures
v1.4	07/09/2016	Fay Davies	Progress checking data included

#### Sign off List

Name	Position
Jaqui Theaker	Principal Information Analyst

EYFSP Summary for St Stephen and All Martyrs', Lever Bridge

2016

Contextual Data

Data as at Jan 2016 School Census	Number in Cohort	Disadvantaged (FSM/LAC)	Bolton Rank (where 1 = highest)	EAL	Bolton Rank (where 1 = highest)	BME	Bolton Rank (where 1 = highest)	SEN	Bolton Rank (where 1 = highest)	% Children Living in 30% Most Deprived	Bolton Rank (where 1 = highest)
St Stephen and All Martyrs', Lever Bridge	30	7%	73	10%	53	25%	46	0%	83	40%	62
Bolton LA	3984	18%		24%		36%		9%		59%	

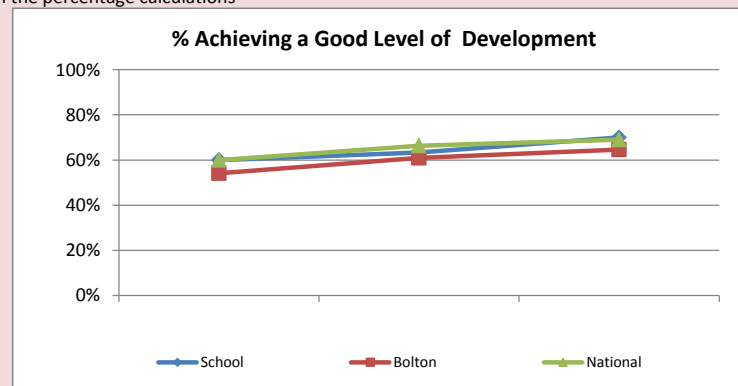
Attainment Data

	St Stephen and All Martyrs', Lever Bridge			Bolton LA			National <sup>1</sup>		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% Pupils Achieving a Good Level of Development	56%	86%	70%	57%	72%	65%			69%

3 Year Trend Attainment Data

	St Stephen and All Martyrs', Lever Bridge			Bolton LA			National <sup>1</sup>		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
% Pupils Achieving a Good Level of Development	60%	63%	70%	54%	61%	65%	60%	66%	69%

Please refer to Page 30 for the definition of pupils included in the percentage calculations



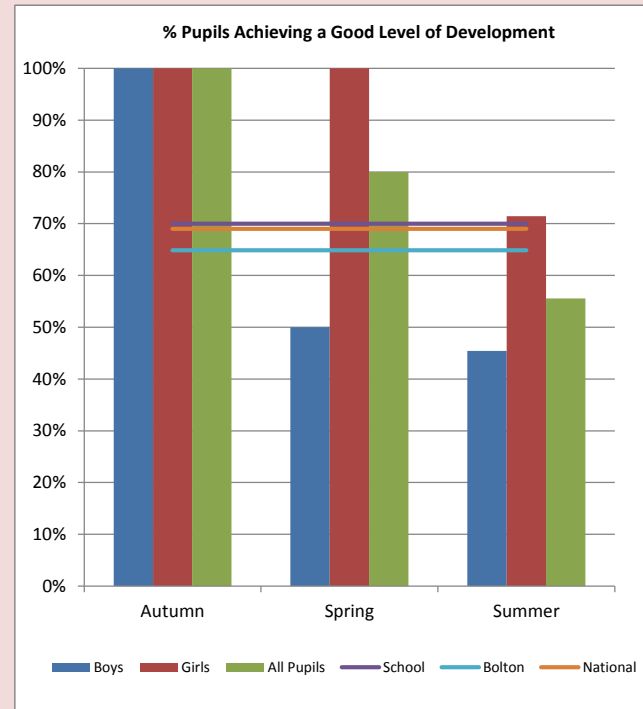
<sup>1</sup> NCER national estimates 01/09/2016

Analysis by Term of Birth and Ethnicity for St Stephen and All Martyrs', Lever Bridge

2016

	Term of Birth					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
Autumn	3	4	7	100%	100%	100%
Spring	2	3	5	50%	100%	80%
Summer	11	7	18	45%	71%	56%
All	16	14	30	56%	86%	70%

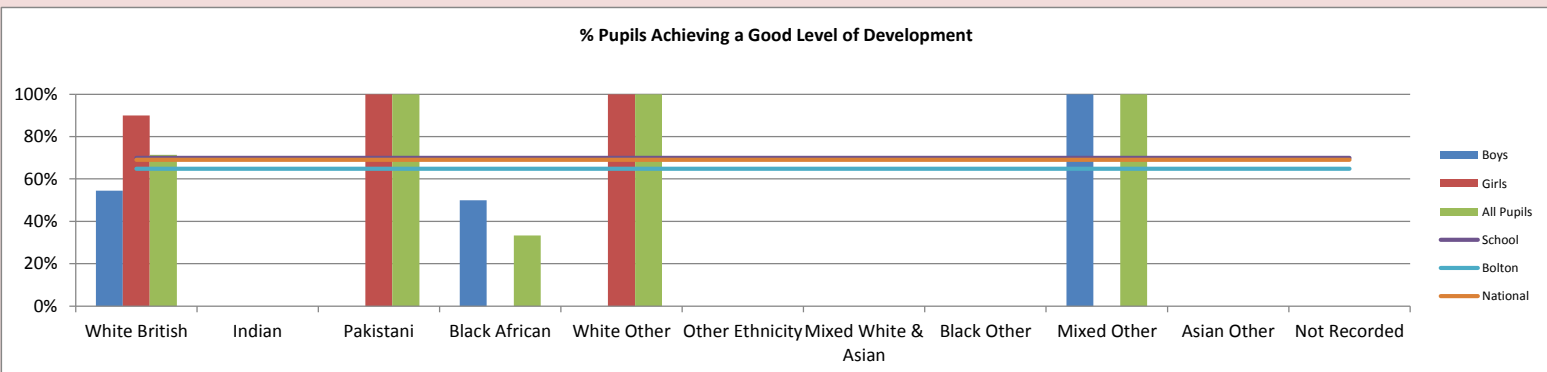
	Ethnicity *					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
White British	11	10	21	55%	90%	71%
Indian	0	0	0			
Pakistani	0	1	1		100%	100%
Black African	2	1	3	50%	0%	33%
White Other	0	1	1		100%	100%
Other Ethnicity	0	0	0			
Mixed White & Asian	0	0	0			
Black Other	0	0	0			
Mixed Other	1	0	1	100%		100%
Asian Other	0	0	0			
Not Recorded	0	0	0			
All	16	14	30	56%	86%	70%



\*please note, only those ethnic groups with 30+ pupils in Bolton are shown, due to this, the sum of the ethnicities may not be equal to the ALL row.

There are 12 ethnic groups with fewer than 30 pupils in the cohort in Bolton

The "other ethnicity" group is an option on the school census and not the sum of the ethnic groups not shown

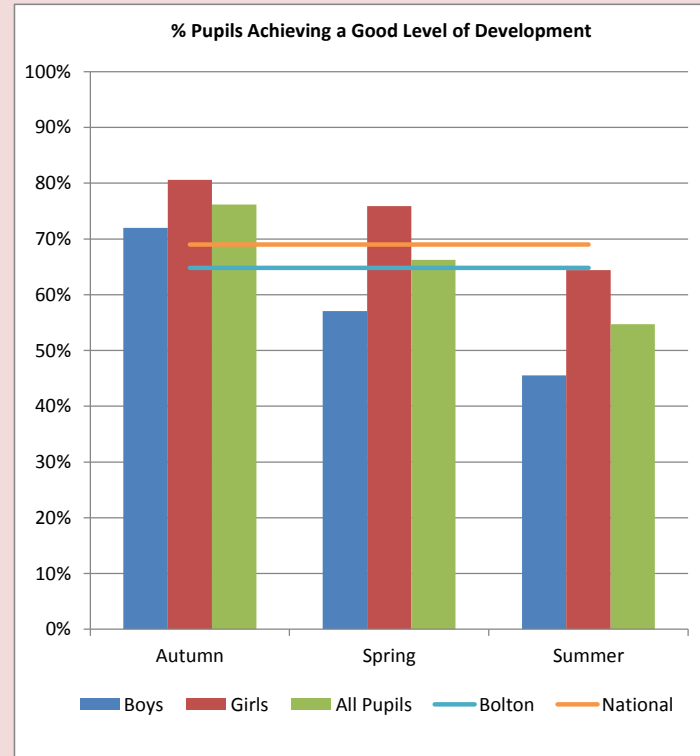


Analysis by Term of Birth and Ethnicity for Bolton

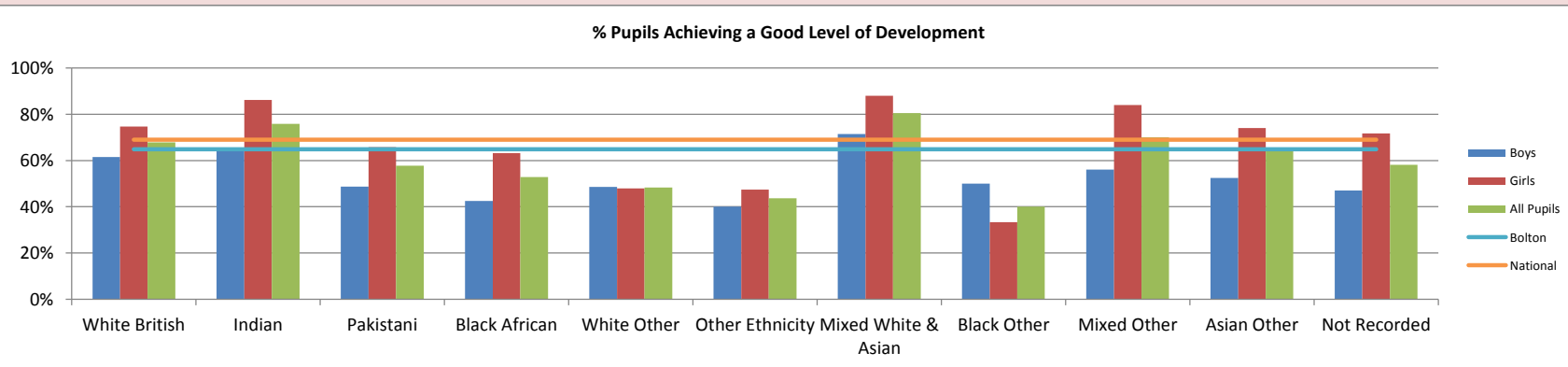
2016

	Term of Birth					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
Autumn	689	664	1353	72%	81%	76%
Spring	501	477	978	57%	76%	66%
Summer	850	803	1653	46%	64%	55%
All	2040	1944	3984	57%	73%	65%

	Ethnicity *					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
White British	1201	1128	2329	61%	75%	68%
Indian	165	174	339	65%	86%	76%
Pakistani	158	178	336	49%	66%	58%
Black African	87	87	174	43%	63%	53%
White Other	68	48	116	49%	48%	48%
Other Ethnicity	40	38	78	40%	47%	44%
Mixed White & Asian	21	25	46	71%	88%	80%
Black Other	4	6	10	50%	33%	40%
Mixed Other	25	25	50	56%	84%	70%
Asian Other	21	27	48	52%	74%	65%
Not Recorded	185	152	337	47%	72%	58%
All	2040	1944	3984	57%	73%	65%



\*please note, only those ethnic groups with 30+ pupils in Bolton are shown, due to this, the sum of the ethnicities may not be equal to the ALL row.  
 There are 12 ethnic groups with fewer than 30 pupils in the cohort in Bolton  
 The "other ethnicity" group is an option on the school census and not the sum of the ethnic groups not shown



**Early Years Foundation Stage Profile 2016: At Least Expected in all Aspects of Learning - St Stephen and All Martyrs', Lever Bridge, Bolton & National**

<b>% of children achieving at least expected in:</b>	<b>St Stephen and All Martyrs', Lever Bridge</b>	<b>Bolton LA</b>	<b>National</b>	<b>Difference (School minus LA)</b>	<b>Difference (School minus National)</b>
<b>CLL : Listening &amp; Attention</b>	80%	80%	-	0.1%	-
<b>CLL : Understanding</b>	83%	79%	-	4.2%	-
<b>CLL : Speaking</b>	83%	78%	-	4.9%	-
<b>Communication and Language (3 Aspects)</b>	80%	75%	-	5.1%	-
<b>PD : Moving and handling</b>	100%	86%	-	13.9%	-
<b>PD : Health and self-care</b>	100%	86%	-	14.1%	-
<b>Physical Development (2 Aspects)</b>	100%	82%	-	17.7%	-
<b>PSED : Self-confidence and self-awareness</b>	87%	84%	-	3.1%	-
<b>PSED : Managing feelings and behaviour</b>	93%	82%	-	10.9%	-
<b>PSED : Making relationships</b>	93%	85%	-	8.5%	-
<b>Personal, Social and Emotional Development (3 Aspects)</b>	80%	79%	-	0.9%	-
<b>Lit : Reading</b>	77%	73%	-	4.0%	-
<b>Lit : Writing</b>	87%	69%	-	17.5%	-
<b>Literacy (2 Aspects)</b>	77%	69%	-	8.0%	-
<b>Math : Numbers</b>	87%	72%	-	14.2%	-
<b>Math : Shapes, space and measures</b>	93%	74%	-	19.0%	-
<b>Mathematics (2 Aspects)</b>	87%	71%	-	16.0%	-
<b>World : People and communities</b>	100%	77%	-	22.5%	-
<b>World : The world</b>	100%	77%	-	23.0%	-
<b>World : Technology</b>	100%	86%	-	13.8%	-
<b>Understanding The World (3 Aspects)</b>	100%	74%	-	25.9%	-
<b>EAD : Exploring and using media materials</b>	100%	81%	-	19.1%	-
<b>EAD : Being imaginative</b>	100%	80%	-	19.9%	-
<b>Expressive Arts and Design (2 Aspects)</b>	100%	78%	-	22.0%	-

Please note that for St Stephen and All Martyrs', Lever Bridge 1 child is equal to 3.3% Pupils with an 'A' in any of the Assessment Scales are not included in the calculations.

**Summary Results Trend for St Stephen and All Martyrs', Lever Bridge (2014 - 2016)**

	2014	2015	2016	Percentage Point Change Since 2015	Direction of Travel from 2014
Cohort Size	30	30	30		

% of children achieving at least expected in:

CLL : Listening & Attention	87%	90%	80%	-10.0	
CLL : Understanding	93%	90%	83%	-6.7	↘↘
CLL : Speaking	90%	90%	83%	-6.7	
Communication and Language (3 Aspects)	87%	90%	80%	-10.0	
PD : Moving and handling	100%	97%	100%	3.3	
PD : Health and self-care	100%	97%	100%	3.3	
Physical Development (2 Aspects)	100%	97%	100%	3.3	
PSED : Self-confidence and self-awareness	77%	90%	87%	-3.3	
PSED : Managing feelings and behaviour	100%	90%	93%	3.3	
PSED : Making relationships	90%	97%	93%	-3.3	
Personal, Social and Emotional Development (3 Aspects)	77%	90%	80%	-10.0	
Lit : Reading	97%	83%	77%	-6.7	↘↘
Lit : Writing	83%	70%	87%	16.7	
Literacy (2 Aspects)	83%	70%	77%	6.7	
Math : Numbers	80%	77%	87%	10.0	
Math : Shapes, space and measures	93%	93%	93%	0.0	→→
Mathematics (2 Aspects)	80%	77%	87%	10.0	
World : People and communities	90%	97%	100%	3.3	↗↗
World : The world	93%	93%	100%	6.7	
World : Technology	100%	97%	100%	3.3	
Understanding The World (3 Aspects)	87%	93%	100%	6.7	↗↗
EAD : Exploring and using media materials	93%	90%	100%	10.0	
EAD : Being imaginative	93%	90%	100%	10.0	
Expressive Arts and Design (2 Aspects)	93%	90%	100%	10.0	

Please note that for St Stephen and All Martyrs', Lever Bridge 1 child is equal to 3.3% Pupils with an 'A' in any of the Assessment Scales are not included in the calculations.

**Summary Results Trend for Bolton (2014 - 2016)**

	2014	2015	2016	Percentage Point Change Since 2015	Direction of Travel from 2014
Cohort Size	3950	3923	3984		

% of children achieving at least expected in:

CLL : Listening & Attention	77%	80%	80%	-0.5	
CLL : Understanding	77%	80%	79%	-0.6	
CLL : Speaking	75%	78%	78%	0.3	↗↗
Communication and Language (3 Aspects)	70%	75%	75%	0.0	↗↗
PD : Moving and handling	86%	87%	86%	-1.3	
PD : Health and self-care	85%	87%	86%	-0.8	
Physical Development (2 Aspects)	81%	83%	82%	-1.2	
PSED : Self-confidence and self-awareness	81%	84%	84%	-0.6	
PSED : Managing feelings and behaviour	81%	84%	82%	-1.2	
PSED : Making relationships	82%	85%	85%	-0.4	
Personal, Social and Emotional Development (3 Aspects)	75%	80%	79%	-0.6	
Lit : Reading	69%	70%	73%	2.6	↗↗
Lit : Writing	62%	65%	69%	3.7	↗↗
Literacy (2 Aspects)	61%	65%	69%	3.9	↗↗
Math : Numbers	66%	70%	72%	2.7	↗↗
Math : Shapes, space and measures	70%	73%	74%	1.2	↗↗
Mathematics (2 Aspects)	64%	68%	71%	2.4	↗↗
World : People and communities	76%	77%	77%	0.0	
World : The world	75%	77%	77%	-0.1	
World : Technology	84%	87%	86%	-0.9	
Understanding The World (3 Aspects)	71%	74%	74%	0.0	↗↗
EAD : Exploring and using media materials	76%	80%	81%	0.6	↗↗
EAD : Being imaginative	75%	80%	80%	0.1	↗↗
Expressive Arts and Design (2 Aspects)	72%	78%	78%	0.5	↗↗

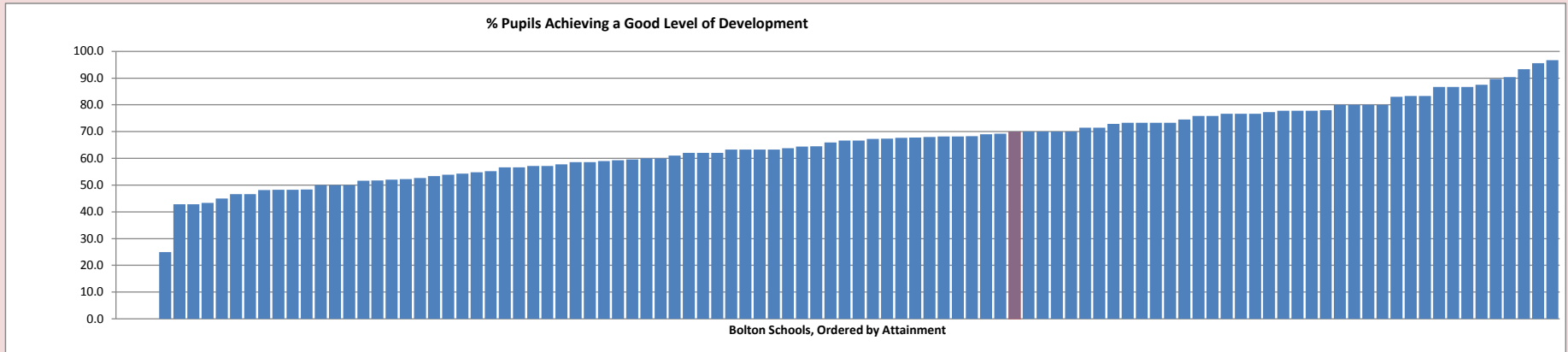
Please note that 1 child is equal to 0.03%

Pupils with an 'A' in any of the Assessment Scales are not included in the calculations.

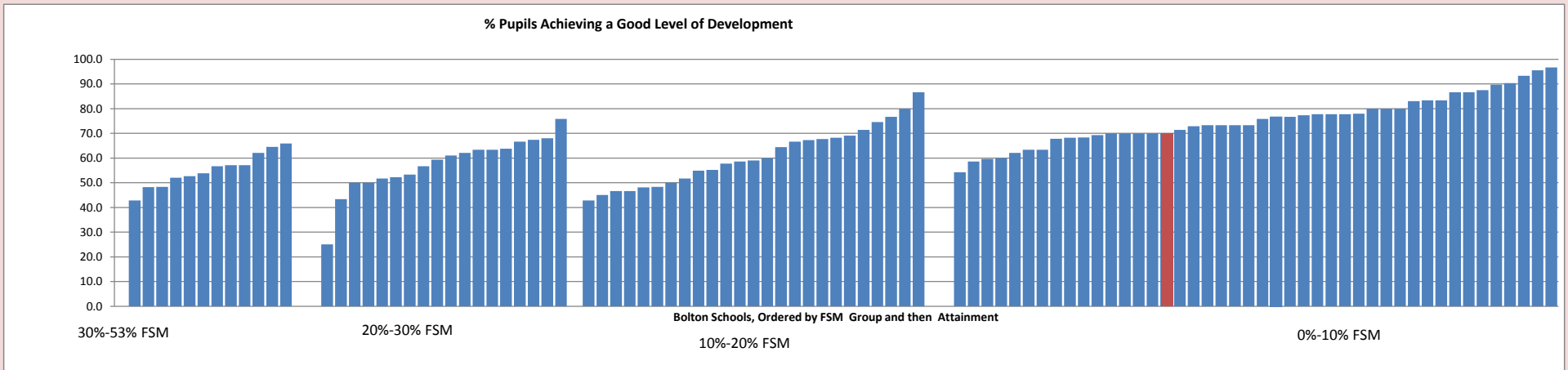


**Early Years Foundation Stage Profile 2016 'you are here' charts: by attainment & by free school meal claimants for St Stephen and All Martyrs', Lever Bridge**

St Stephen and All Martyrs', Lever Bridge is ranked at 35 out of 102 in achieving a good level of development in the EYFSP  
 0% of St Stephen and All Martyrs', Lever Bridge EYFSP pupils claim a free school meal  
 Red marker denotes "Your school is here"



From left to right, schools are grouped by proportion of pupils who are claiming a free school meal (as at the January Census)  
 Schools with the highest percentage of pupils claiming FSM are shown on left and those with the least on the right. Then each group ordered by attainment.



**Children Achieving each Level in the Areas of Learning for St Stephen and All Martyrs', Lever Bridge**

	Number of Children			% of Children		
	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
CLL : Listening & Attention	6	19	5	20%	63%	17%
CLL : Understanding	5	22	3	17%	73%	10%
CLL : Speaking	5	24	1	17%	80%	3%
PD : Moving and handling	0	26	4	0%	87%	13%
PD : Health and self-care	0	15	15	0%	50%	50%
PSED : Self-confidence and self-awareness	4	23	3	13%	77%	10%
PSED : Managing feelings and behaviour	2	24	4	7%	80%	13%
PSED : Making relationships	2	24	4	7%	80%	13%
Lit : Reading	7	18	5	23%	60%	17%
Lit : Writing	4	24	2	13%	80%	7%
Math : Numbers	4	21	5	13%	70%	17%
Math : Shapes, space and measures	2	24	4	7%	80%	13%
World : People and communities	0	29	1	0%	97%	3%
World : The world	0	28	2	0%	93%	7%
World : Technology	0	20	10	0%	67%	33%
EAD : Exploring and using media materials	0	27	3	0%	90%	10%
EAD : Being imaginative	0	30	0	0%	100%	0%

**Children Achieving each Level in the Areas of Learning for Bolton**

	Number of Children			% of Children		
	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
CLL : Listening & Attention	796	2344	840	20%	59%	21%
CLL : Understanding	826	2344	810	21%	59%	20%
CLL : Speaking	856	2449	675	21%	61%	17%
PD : Moving and handling	548	2725	707	14%	68%	18%
PD : Health and self-care	559	2650	771	14%	67%	19%
PSED : Self-confidence and self-awareness	651	2648	681	16%	66%	17%
PSED : Managing feelings and behaviour	694	2657	629	17%	67%	16%
PSED : Making relationships	602	2760	618	15%	69%	16%
Lit : Reading	1085	2180	715	27%	55%	18%
Lit : Writing	1226	2227	527	31%	56%	13%
Math : Numbers	1094	2242	644	27%	56%	16%
Math : Shapes, space and measures	1020	2428	532	26%	61%	13%
World : People and communities	894	2587	499	22%	65%	13%
World : The world	914	2549	517	23%	64%	13%
World : Technology	547	2950	483	14%	74%	12%
EAD : Exploring and using media materials	755	2730	495	19%	69%	12%
EAD : Being imaginative	789	2711	480	20%	68%	12%

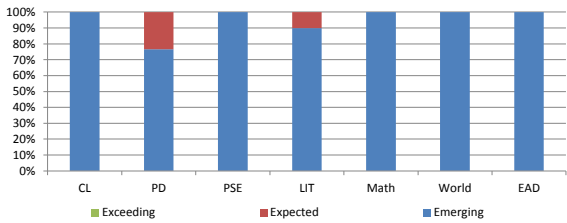
**Ages and Stages Profile for St Stephen and All Martyrs', Lever Bridge and Bolton - On Entry to End of Reception**

**St Stephen and All Martyrs', Lever Bridge**

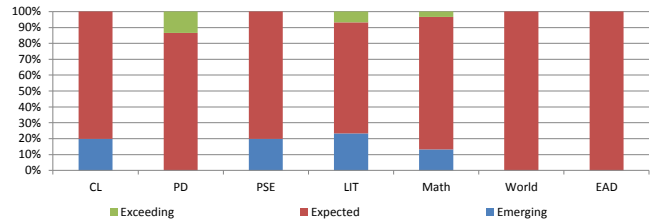
Number of Pupils included (30)		On Entry to Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	100%	0%	0%
	PD	77%	23%	0%
	PSE	100%	0%	0%
	LIT	90%	10%	0%
	Math	100%	0%	0%
	World	100%	0%	0%
	EAD	100%	0%	0%

Number of Pupils included (30)		End of Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	20%	80%	0%
	PD	0%	87%	13%
	PSE	20%	80%	0%
	LIT	23%	70%	7%
	Math	13%	83%	3%
	World	0%	100%	0%
	EAD	0%	100%	0%

**On Entry to Reception Data - Percentage of Children at each Level**



**End of Reception Data - Percentage of Children at each Level**

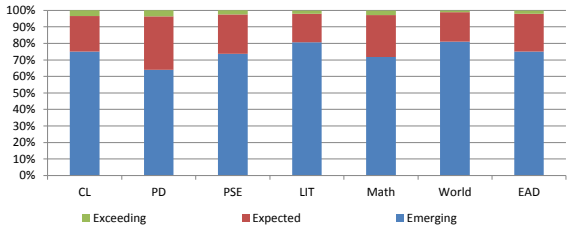


**Bolton**

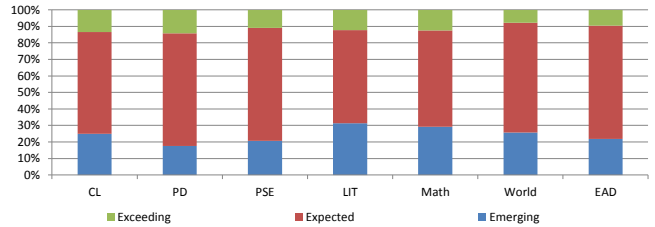
Number of Pupils included (3536)		On Entry to Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	75%	21%	3%
	PD	64%	32%	4%
	PSE	74%	24%	2%
	LIT	81%	17%	2%
	Math	72%	25%	3%
	World	81%	18%	1%
	EAD	75%	23%	2%

Number of Pupils included (3984)		End of Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	25%	62%	13%
	PD	18%	68%	14%
	PSE	21%	68%	11%
	LIT	31%	56%	12%
	Math	29%	58%	12%
	World	26%	66%	8%
	EAD	22%	68%	10%

**On Entry to Reception - Percentage of Children at each Level**



**End of Reception Data - Percentage of Children at each Level**



If a child has moved schools during the academic year, their on entry results will be attributed to the school that submitted their EYFSP results.

**Note: the numbers in brackets denote the number of pupils in the group**

	All Pupils			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (30)	2015 (30)	2016 (30)		
Pupils achieving at least expected in :					
% Good Level Development	60%	63%	70%	6.7	↗↗
CLL : Listening & Attention	87%	90%	80%	-10.0	↔↘
CLL : Understanding	93%	90%	83%	-6.7	↔↘
CLL : Speaking	90%	90%	83%	-6.7	↔↘
PD : Moving and handling	100%	97%	100%	3.3	↔↗
PD : Health and self-care	100%	97%	100%	3.3	↔↗
PSED : Self-confidence and self-awareness	77%	90%	87%	-3.3	↔↗
PSED : Managing feelings and behaviour	100%	90%	93%	3.3	↔↗
PSED : Making relationships	90%	97%	93%	-3.3	↔↗
Lit : Reading	97%	83%	77%	-6.7	↔↘
Lit : Writing	83%	70%	87%	16.7	↔↗
Math : Numbers	80%	77%	87%	10.0	↔↗
Math : Shapes, space and measures	93%	93%	93%	0.0	↔↔
World : People and communities	90%	97%	100%	3.3	↔↗
World : The world	93%	93%	100%	6.7	↔↗
World : Technology	100%	97%	100%	3.3	↔↗
EAD : Exploring and using media materials	93%	90%	100%	10.0	↔↗
EAD : Being imaginative	93%	90%	100%	10.0	↔↗

	Boys			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (12)	2015 (14)	2016 (16)		
Pupils achieving at least expected in :					
% Good Level Development	58%	64%	56%	-8.0	↔↘
CLL : Listening & Attention	100%	79%	75%	-3.6	↔↘
CLL : Understanding	100%	79%	81%	2.7	↔↗
CLL : Speaking	100%	79%	81%	2.7	↔↗
PD : Moving and handling	100%	93%	100%	7.1	↔↗
PD : Health and self-care	100%	93%	100%	7.1	↔↗
PSED : Self-confidence and self-awareness	75%	79%	81%	2.7	↔↗
PSED : Managing feelings and behaviour	100%	79%	88%	8.9	↔↗
PSED : Making relationships	100%	93%	88%	-5.4	↔↘
Lit : Reading	92%	71%	69%	-2.7	↔↘
Lit : Writing	75%	64%	81%	17.0	↔↗
Math : Numbers	83%	71%	81%	9.8	↔↗
Math : Shapes, space and measures	92%	86%	94%	8.0	↔↗
World : People and communities	92%	93%	100%	7.1	↔↗
World : The world	100%	86%	100%	14.3	↔↗
World : Technology	100%	93%	100%	7.1	↔↗
EAD : Exploring and using media materials	92%	79%	100%	21.4	↔↗
EAD : Being imaginative	92%	79%	100%	21.4	↔↗

	Girls			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (18)	2015 (16)	2016 (14)		
Pupils achieving at least expected in :					
% Good Level Development	61%	63%	86%	23.2	↗↗
CLL : Listening & Attention	78%	100%	86%	-14.3	↔↘
CLL : Understanding	89%	100%	86%	-14.3	↔↘
CLL : Speaking	83%	100%	86%	-14.3	↔↘
PD : Moving and handling	100%	100%	100%	0.0	↔↔
PD : Health and self-care	100%	100%	100%	0.0	↔↔
PSED : Self-confidence and self-awareness	78%	100%	93%	-7.1	↔↗
PSED : Managing feelings and behaviour	100%	100%	100%	0.0	↔↔
PSED : Making relationships	83%	100%	100%	0.0	↔↔
Lit : Reading	100%	94%	86%	-8.0	↔↘
Lit : Writing	89%	75%	93%	17.9	↔↗
Math : Numbers	78%	81%	93%	11.6	↔↗
Math : Shapes, space and measures	94%	100%	93%	-7.1	↔↗
World : People and communities	89%	100%	100%	0.0	↔↔
World : The world	89%	100%	100%	0.0	↔↔
World : Technology	100%	100%	100%	0.0	↔↔
EAD : Exploring and using media materials	94%	100%	100%	0.0	↔↔
EAD : Being imaginative	94%	100%	100%	0.0	↔↔

	Non FSM Ever 6			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (22)	2015 (26)	2016 (28)		
Pupils achieving at least expected in :					
% Good Level Development	68%	62%	71%	9.9	↔↗
CLL : Listening & Attention	95%	88%	79%	-9.9	↔↘
CLL : Understanding	100%	88%	82%	-6.3	↔↘
CLL : Speaking	95%	88%	82%	-6.3	↔↘
PD : Moving and handling	100%	96%	100%	3.8	↔↗
PD : Health and self-care	100%	96%	100%	3.8	↔↗
PSED : Self-confidence and self-awareness	82%	88%	86%	-2.7	↔↗
PSED : Managing feelings and behaviour	100%	88%	96%	8.0	↔↗
PSED : Making relationships	95%	96%	96%	0.3	↔↗
Lit : Reading	100%	85%	75%	-9.6	↔↘
Lit : Writing	91%	69%	86%	16.5	↔↗
Math : Numbers	86%	73%	86%	12.6	↔↗
Math : Shapes, space and measures	100%	92%	93%	0.5	↔↗
World : People and communities	100%	96%	100%	3.8	↔↗
World : The world	95%	92%	100%	7.7	↔↗
World : Technology	100%	96%	100%	3.8	↔↗
EAD : Exploring and using media materials	100%	88%	100%	11.5	↔↗
EAD : Being imaginative	100%	88%	100%	11.5	↔↗

	FSM Ever 6			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (8)	2015 (4)	2016 (2)		
Pupils achieving at least expected in :					
% Good Level Development	38%	75%	50%	-25.0	↔↘
CLL : Listening & Attention	63%	100%	100%	0.0	↔↗
CLL : Understanding	75%	100%	100%	0.0	↔↗
CLL : Speaking	75%	100%	100%	0.0	↔↗
PD : Moving and handling	100%	100%	100%	0.0	↔↔
PD : Health and self-care	100%	100%	100%	0.0	↔↔
PSED : Self-confidence and self-awareness	63%	100%	100%	0.0	↔↗
PSED : Managing feelings and behaviour	100%	100%	50%	-50.0	↔↘
PSED : Making relationships	75%	100%	50%	-50.0	↔↘
Lit : Reading	88%	75%	100%	25.0	↔↗
Lit : Writing	63%	75%	100%	25.0	↔↗
Math : Numbers	63%	100%	100%	0.0	↔↗
Math : Shapes, space and measures	75%	100%	100%	0.0	↔↗
World : People and communities	63%	100%	100%	0.0	↔↗
World : The world	88%	100%	100%	0.0	↔↗
World : Technology	100%	100%	100%	0.0	↔↔
EAD : Exploring and using media materials	75%	100%	100%	0.0	↔↗
EAD : Being imaginative	75%	100%	100%	0.0	↔↗

	SEN *			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (1)	2015 (1)	2016 (0)		
Pupils achieving at least expected in :					
% Good Level Development	0%	0%			↔↔
CLL : Listening & Attention	0%	0%			↔↔
CLL : Understanding	0%	0%			↔↔
CLL : Speaking	0%	0%			↔↔
PD : Moving and handling	100%	0%			↔↘
PD : Health and self-care	100%	0%			↔↘
PSED : Self-confidence and self-awareness	0%	0%			↔↔
PSED : Managing feelings and behaviour	100%	0%			↔↘
PSED : Making relationships	0%	0%			↔↔
Lit : Reading	100%	0%			↔↘
Lit : Writing	100%	0%			↔↘
Math : Numbers	0%	0%			↔↔
Math : Shapes, space and measures	100%	0%			↔↘
World : People and communities	0%	0%			↔↔
World : The world	100%	0%			↔↘
World : Technology	100%	0%			↔↘
EAD : Exploring and using media materials	100%	0%			↔↘
EAD : Being imaginative	100%	0%			↔↘

	Pupils living in the 30% Most Deprived areas in England			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (16)	2015 (26)	2016 (12)		
Pupils achieving at least expected in :					
% Good Level Development	56%	65%	67%	1.3	↔↗
CLL : Listening & Attention	75%	88%	75%	-13.5	↔↘
CLL : Understanding	88%	88%	83%	-5.1	↔↘
CLL : Speaking	81%	88%	83%	-5.1	↔↘
PD : Moving and handling	100%	96%	100%	3.8	↔↗
PD : Health and self-care	100%	96%	100%	3.8	↔↗
PSED : Self-confidence and self-awareness	75%	88%	92%	3.2	↔↗
PSED : Managing feelings and behaviour	100%	88%	92%	3.2	↔↗
PSED : Making relationships	88%	96%	92%	-4.5	↔↗
Lit : Reading	94%	81%	75%	-5.8	↔↘
Lit : Writing	75%	73%	83%	10.3	↔↗
Math : Numbers	75%	81%	83%	2.6	↔↗
Math : Shapes, space and measures	88%	92%	92%	-0.6	↔↗
World : People and communities	81%	96%	100%	3.8	↔↗
World : The world	94%	92%	100%	7.7	↔↗
World : Technology	100%	96%	100%	3.8	↔↗
EAD : Exploring and using media materials	88%	88%	100%	11.5	↔↗
EAD : Being imaginative	88%	88%	100%	11.5	↔↗

	EAL *			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (2)	2015 (4)	2016 (3)		
Pupils achieving at least expected in :					
% Good Level Development	50%	50%	100%	50.0	↔↗
CLL : Listening & Attention	50%	50%	100%	50.0	↔↗
CLL : Understanding	100%	50%	100%	50.0	↔↗
CLL : Speaking	50%	50%	100%	50.0	↔↗
PD : Moving and handling	100%	75%	100%	25.0	↔↗
PD : Health and self-care	100%	75%	100%	25.0	↔↗
PSED : Self-confidence and self-awareness	100%	50%	100%	50.0	↔↗
PSED : Managing feelings and behaviour	100%	50%	100%	50.0	↔↗
PSED : Making relationships	100%	75%	100%	25.0	↔↗
Lit : Reading	100%	50%	100%	50.0	↔↗
Lit : Writing	100%	50%	100%	50.0	↔↗
Math : Numbers	100%	50%	100%	50.0	↔↗
Math : Shapes, space and measures	100%	50%	100%	50.0	↔↗
World : People and communities	100%	75%	100%	25.0	↔↗
World : The world	100%	50%	100%	50.0	↔↗
World : Technology	100%	75%	100%	25.0	↔↗
EAD : Exploring and using media materials	100%	50%	100%	50.0	↔↗
EAD : Being imaginative	100%	50%	100%	50.0	↔↗

	Looked After Children *			Percentage Point Change Since 2015	Direction of Travel from 2014
	2014 (0)	2015 (0)	2016 (0)		
Pupils achieving at least expected in :					
% Good Level Development					
CLL : Listening & Attention					
CLL : Understanding					
CLL : Speaking					
PD : Moving and handling					
PD : Health and self-care					
PSED : Self-confidence and self-awareness					
PSED : Managing feelings and behaviour					
PSED : Making relationships					
Lit : Reading					
Lit : Writing					
Math : Numbers					
Math : Shapes, space and measures					
World : People and communities					
World : The world					
World : Technology					
EAD : Exploring and using media materials					
EAD : Being imaginative					

\*Please refer to Page 30 for the definition of pupils included in the percentage calculations

**Bolton Data**

**EYFSP Trend Analysis by Cohort Groups 2014 - 2016**

Note: the numbers in brackets denote the number of pupils in the group

Pupils achieving at least expected in :	
% Good Level Development	54%
CLL : Listening & Attention	77%
CLL : Understanding	77%
CLL : Speaking	75%
PD : Moving and handling	86%
PD : Health and self-care	85%
PSSED : Self-confidence and self-awareness	81%
PSSED : Managing feelings and behaviour	81%
PSSED : Making relationships	82%
Lit : Reading	69%
Lit : Writing	62%
Math : Numbers	66%
Math : Shapes, space and measures	70%
World : People and communities	76%
World : The world	75%
World : Technology	84%
EAD : Exploring and using media materials	76%
EAD : Being imaginative	75%

All Pupils			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (3950)	2015 (3923)	2016 (3984)		
54%	61%	65%	3.7	↗
77%	80%	80%	-0.5	↔
77%	80%	79%	-0.6	↔
75%	78%	78%	0.3	↗
86%	87%	86%	-1.3	↔
85%	87%	86%	-0.8	↔
81%	84%	84%	-0.6	↔
81%	84%	82%	-1.2	↔
82%	85%	85%	-0.4	↔
69%	70%	73%	2.6	↗
62%	65%	69%	3.7	↗
66%	70%	72%	2.7	↗
70%	73%	74%	1.2	↗
76%	77%	77%	0.0	↔
75%	77%	77%	-0.1	↔
84%	87%	86%	-0.9	↔
76%	80%	81%	0.6	↗
75%	80%	80%	0.1	↔

Boys			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (2034)	2015 (2005)	2016 (2040)		
46%	54%	57%	3.5	↗
70%	76%	74%	-1.3	↔
72%	75%	73%	-2.0	↔
69%	73%	73%	-0.4	↔
81%	83%	81%	-2.3	↔
80%	83%	82%	-1.4	↔
77%	80%	79%	-1.0	↔
74%	79%	76%	-2.3	↔
76%	81%	80%	-0.8	↔
62%	63%	66%	2.6	↗
54%	58%	62%	3.5	↗
61%	65%	67%	2.5	↗
66%	68%	69%	0.6	↗
70%	73%	72%	-0.8	↔
71%	73%	72%	-1.0	↔
82%	85%	84%	-1.9	↔
67%	73%	75%	2.1	↗
67%	73%	74%	0.4	↔

Girls			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (1916)	2015 (1918)	2016 (1944)		
63%	69%	73%	3.9	↗
84%	85%	86%	0.5	↗
82%	84%	85%	0.8	↗
81%	83%	84%	1.0	↗
91%	92%	92%	-0.3	↔
90%	91%	90%	-0.2	↔
86%	89%	88%	-0.2	↔
87%	89%	89%	-0.1	↔
88%	90%	90%	0.1	↔
75%	77%	80%	2.7	↗
70%	73%	77%	4.0	↗
71%	75%	78%	3.0	↗
74%	78%	80%	1.8	↗
82%	83%	83%	0.8	↗
79%	82%	83%	0.8	↗
85%	89%	89%	0.2	↗
85%	88%	88%	-0.9	↔
83%	87%	87%	-0.3	↔

Pupils achieving at least expected in :	
% Good Level Development	60%
CLL : Listening & Attention	81%
CLL : Understanding	81%
CLL : Speaking	79%
PD : Moving and handling	88%
PD : Health and self-care	87%
PSSED : Self-confidence and self-awareness	84%
PSSED : Managing feelings and behaviour	84%
PSSED : Making relationships	85%
Lit : Reading	74%
Lit : Writing	68%
Math : Numbers	71%
Math : Shapes, space and measures	75%
World : People and communities	80%
World : The world	79%
World : Technology	87%
EAD : Exploring and using media materials	80%
EAD : Being imaginative	79%

Non FSM Ever 6			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (2919)	2015 (3050)	2016 (3287)		
60%	66%	68%	2.0	↗
81%	83%	82%	-1.4	↔
81%	83%	81%	-1.5	↔
79%	81%	81%	-0.7	↔
88%	89%	88%	-1.5	↔
87%	88%	88%	-0.8	↔
84%	86%	85%	-1.3	↔
84%	86%	85%	-1.2	↔
85%	87%	86%	-1.2	↔
74%	74%	76%	1.4	↗
68%	70%	72%	2.0	↗
71%	74%	75%	1.3	↗
75%	77%	77%	-0.3	↔
80%	81%	80%	-1.1	↔
79%	81%	79%	-1.6	↔
87%	89%	88%	-1.9	↔
80%	83%	83%	0.3	↗
79%	83%	82%	-0.4	↔

FSM Ever 6			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (1027)	2015 (873)	2016 (697)		
38%	44%	49%	5.6	↗
66%	71%	71%	0.4	↔
67%	70%	69%	-0.2	↔
64%	67%	68%	0.9	↗
80%	82%	79%	-2.3	↔
77%	81%	78%	-2.9	↔
73%	77%	77%	0.1	↔
71%	76%	72%	-3.9	↔
73%	77%	78%	0.8	↗
53%	55%	58%	3.4	↗
45%	48%	54%	5.6	↗
52%	54%	58%	4.0	↗
56%	59%	62%	3.1	↗
64%	66%	67%	1.0	↗
63%	64%	66%	2.2	↗
75%	79%	79%	0.8	↗
65%	72%	72%	-0.8	↔
64%	71%	70%	-0.9	↔

SEN *			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (320)	2015 (309)	2016 (347)		
6%	14%	15%	1.1	↗
33%	34%	34%	-0.6	↔
29%	33%	33%	0.1	↔
26%	30%	31%	1.4	↗
46%	47%	44%	-3.7	↔
42%	46%	39%	-6.8	↔
39%	38%	39%	0.4	↔
33%	35%	34%	-1.0	↔
38%	40%	39%	-0.6	↔
28%	23%	29%	5.6	↗
16%	20%	22%	2.1	↗
25%	26%	31%	4.6	↗
23%	27%	28%	1.1	↗
28%	32%	29%	-3.0	↔
28%	33%	31%	-2.5	↔
49%	54%	52%	-1.6	↔
32%	42%	38%	-4.1	↔
31%	40%	36%	-3.8	↔

Pupils achieving at least expected in :	
% Good Level Development	46%
CLL : Listening & Attention	71%
CLL : Understanding	70%
CLL : Speaking	67%
PD : Moving and handling	82%
PD : Health and self-care	80%
PSSED : Self-confidence and self-awareness	76%
PSSED : Managing feelings and behaviour	75%
PSSED : Making relationships	77%
Lit : Reading	60%
Lit : Writing	54%
Math : Numbers	58%
Math : Shapes, space and measures	61%
World : People and communities	69%
World : The world	67%
World : Technology	79%
EAD : Exploring and using media materials	69%
EAD : Being imaginative	68%

Pupils living in the 30% Most Deprived areas in England			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (2398)	2015 (2403)	2016 (2364)		
46%	54%	58%	3.7	↗
71%	75%	74%	-1.1	↔
70%	74%	72%	-1.6	↔
67%	72%	71%	-0.7	↔
82%	84%	82%	-1.9	↔
80%	82%	80%	-1.9	↔
76%	80%	78%	-1.3	↔
75%	79%	77%	-2.2	↔
77%	80%	80%	-0.6	↔
60%	63%	66%	2.9	↗
54%	58%	62%	3.8	↗
58%	62%	65%	2.1	↗
61%	66%	66%	0.0	↔
69%	71%	69%	-1.7	↔
67%	70%	69%	-1.5	↔
79%	83%	81%	-2.1	↔
69%	74%	74%	0.0	↔
68%	73%	73%	-0.3	↔

EAL *			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (958)	2015 (944)	2016 (959)		
44%	54%	56%	2.0	↗
68%	72%	71%	-1.0	↔
64%	68%	67%	-0.6	↔
59%	65%	65%	0.1	↔
83%	83%	83%	-0.4	↔
79%	79%	79%	-0.5	↔
75%	76%	76%	-0.1	↔
77%	77%	76%	-1.6	↔
75%	78%	78%	0.1	↔
58%	62%	65%	2.9	↗
54%	58%	62%	3.5	↗
56%	62%	63%	1.1	↗
57%	64%	62%	-1.4	↔
65%	65%	65%	-0.4	↔
62%	63%	63%	-0.2	↔
79%	81%	80%	-0.8	↔
67%	70%	73%	2.9	↗
65%	70%	70%	-0.2	↔

Looked After Children *			Percentage Point Change Since 2015	Direction of Travel from 2014
2014 (22)	2015 (22)	2016 (13)		
32%	41%	46%	5.2	↗
59%	64%	85%	21.0	↗
64%	77%	85%	7.3	↗
68%	77%	77%	-0.3	↔
68%	82%	92%	10.5	↗
73%	82%	92%	10.5	↗
68%	68%	77%	8.7	↗
64%	64%	77%	13.3	↗
68%	68%	77%	8.7	↗
55%	59%	69%	10.1	↗
41%	50%	62%	11.5	↗
45%	55%	69%	14.7	↗
59%	59%	85%	25.5	↗
68%	64%	92%	28.7	↗
68%	64%	85%	21.0	↗
64%	77%	92%	15.0	↗
55%	73%	85%	11.9	↗
50%	68%	92%	24.1	↗

\*Please refer to Page 30 for the definition of pupils included in the percentage calculations

### Year 1 Phonics Screening Check: % of Pupils achieving the expected standard in Year 1

	St Stephen and All Martyrs <sup>1</sup> , Lever Bridge						Bolton Figures						National Figures <sup>3</sup>		
	2014		2015		2016		2014		2015		2016		2014	2015	2016
	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	% Achieving	% Achieving	% Achieving
All Pupils	30	87%	29	76%	30	77%	3785	75%	3962	77%	3963	80%	75%	77%	81%
Girls	17	88%	18	89%	16	81%	1809	78%	1925	82%	1938	85%	78%	81%	84%
Boys	13	85%	11	55%	14	71%	1976	72%	2037	73%	2025	76%	70%	73%	77%
Disadvantaged (FSM/LAC)	4	50%	9	67%	7	71%	1120	65%	1179	68%	1061	72%			
Non Disadvantaged	26	92%	20	80%	23	78%	2665	79%	2783	81%	2902	83%			
GAP <sup>2</sup>		42%		13%		7%		14%		13%		11%			
FSM Ever 6	4	50%	9	67%	7	71%	1120	65%	1179	68%	1038	72%	61%	65%	-
Non FSM Ever 6	26	92%	20	80%	23	78%	2665	79%	2783	81%	2925	83%			
SEN Support <sup>2</sup>	2	50%	2	50%	2	50%	440	37%	414	40%	422	40%	39%	42%	-
SEN - ECHP	0		0		1	0%	62	10%	83	25%	60	8%	17%	18%	-
SEN - All Pupils with SEN	2	50%	2	50%	3	33%	502	33%	497	37%	482	36%	38%	39%	-
BME	6	83%	8	88%	5	100%	1295	76%	1414	77%	1486	80%			
EAL	3	67%	2	100%	3	67%	999	74%	1036	75%	1025	79%	74%	76%	-
LAC	0		0		0		19	53%	36	69%	20	80%			
Most 0-30% Deprived	23	83%	16	75%	17	76%	2233	72%	2388	74%	2366	77%			
Autumn Birthdays	13	85%	13	92%	12	83%	1274	80%	1335	82%	1329	85%			
Spring Birthdays	10	90%	9	67%	8	75%	1242	77%	1238	78%	1267	79%			
Summer Birthdays	7	86%	7	57%	10	70%	1269	68%	1389	72%	1365	76%			
Summer Born & FSM	2	50%	2	50%	2	50%	337	60%	390	62%	353	66%			
Female & FSM Ever 6	2	50%	6	83%	3	100%	548	68%	579	74%	519	77%			
Male & FSM Ever 6	2	50%	3	33%	4	50%	572	63%	600	63%	519	67%			

### Phonics Screening Check: % of Pupils achieving the expected standard at end of Key Stage 1\*

	St Stephen and All Martyrs <sup>1</sup> , Lever Bridge						Bolton Figures						National Figures <sup>3</sup>		
	2014		2015		2016		2014		2015		2016		2014	2015	2016
	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	% Achieving	% Achieving	% Achieving
All Pupils	30	73%	30	90%	29	90%	3697	89%	3794	90%	3964	90%	88%	90%	-
Girls	19	79%	17	88%	18	89%	1816	91%	1815	91%	1928	92%	91%	92%	-
Boys	11	64%	13	92%	11	91%	1881	86%	1979	88%	2036	88%	86%	88%	-
Disadvantaged (FSM/LAC)	10	60%	4	50%	9	78%	1178	82%	1212	85%	1297	85%			
Non Disadvantaged	20	80%	26	96%	20	95%	2519	92%	2582	92%	2667	93%			
GAP <sup>2</sup>		20%		46%		17%		10%		6%		8%			
FSM Ever 6	10	60%	4	50%	9	78%	1178	82%	1212	85%	1254	85%	80%	82%	-
Non FSM Ever 6	20	80%	26	96%	20	95%	2519	92%	2582	92%	2710	93%			
SEN Support <sup>2</sup>	7	57%	2	0%	2	100%	555	65%	501	65%	467	63%	58%	67%	-
SEN - ECHP	0		0		0		70	23%	80	36%	131	37%	27%	29%	-
SEN - All Pupils with SEN	7	57%	2	0%	2	100%	625	60%	581	61%	558	59%	61%	62%	-
BME	7	100%	6	83%	8	100%	1299	89%	1348	89%	1463	90%			
EAL	4	100%	3	67%	2	100%	970	88%	1050	88%	1120	87%	88%	89%	-
LAC	0		0		0		21	76%	25	72%	31	81%			
Most 0-30% Deprived	20	65%	23	87%	12	92%	2245	87%	2227	89%	2352	89%			
Autumn Birthdays	7	71%	13	92%	13	100%	1236	91%	1264	92%	1338	92%			
Spring Birthdays	9	67%	10	90%	9	89%	1188	88%	1253	91%	1234	91%			
Summer Birthdays	14	79%	7	86%	7	71%	1273	86%	1277	86%	1392	88%			
Summer Born & FSM	4	75%	2	50%	2	50%	378	79%	376	80%	416	83%			
Female & FSM Ever 6	7	86%	2	50%	6	83%	583	86%	593	88%	611	88%			
Male & FSM Ever 6	3	0%	2	50%	3	67%	595	78%	619	83%	643	82%			

\* Only includes those who have taken a Phonics test in NCY1 or NCY2 at a Bolton School and that we have a valid result for.

Please note, the valid marks for this dataset are Working at (WA), Working Towards (WT), Absent (A) and Disapplied (D)

<sup>2</sup> GAP refers to the difference between non-disadvantaged and disadvantaged pupils

<sup>2</sup> 2014 National figures are for School Action Plus only

<sup>3</sup> 2016 NCER national estimates 01/09/2016

**Key Stage 1 Summary for St Stephen and All Martyrs', Lever Bridge**

**2016**

**Contextual Data<sup>1</sup>**

<i>Data as at Jan 2016 School Census</i>	Number in Cohort	Disadvantaged (FSM/LAC)	Bolton Rank (where 1 = highest)	EAL	Bolton Rank (where 1 = highest)	BME	Bolton Rank (where 1 = highest)	SEN	Bolton Rank (where 1 = highest)	% Children Living in 30% Most Deprived	Bolton Rank (where 1 = highest)
St Stephen and All Martyrs', Lever Bridge	30	30%	47	7%	65	27%	43	7%	76	40%	59
Bolton LA	4001	33%		29%		38%		14%		59%	

**KS1 Attainment Data**

Percentage of pupils reaching at least <i>Expected Standard</i> (EXS)	St Stephen and All Martyrs',			Bolton LA			National <sup>2</sup>		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Reading	75%	83%	80%	67%	76%	71%			74%
Writing	67%	78%	73%	58%	71%	64%			66%
Maths	67%	78%	73%	72%	72%	72%			73%
Science	75%	78%	77%	77%	82%	79%			
Reading, Writing & Maths	58%	78%	70%	54%	65%	60%			
Percentage of Pupils reaching the <i>Greater Depth Standard</i> (GDS)									
Reading	33%	33%	33%	16%	21%	19%			24%
Writing	17%	11%	13%	8%	15%	11%			13%
Maths	33%	22%	27%	18%	15%	17%			18%
Reading, Writing & Maths	17%	11%	13%	6%	9%	8%			

**4 Year Trend Attainment Data**

	St Stephen and All Martyrs', Lever Bridge				Bolton LA				National <sup>2</sup>			
	2013 2b+	2014 2b+	2015 2b+	2016 EXS	2013 2b+	2014 2b+	2015 2b+	2016 EXS	2013 2b+	2014 2b+	2015 2b+	2016 EXS
Expected Standard/2b+ Reading	80%	77%	83%	80%	78%	79%	80%	71%	79%	81%	82%	74%
Expected Standard/2b+ Writing	73%	60%	73%	73%	64%	66%	67%	64%	67%	70%	72%	66%
Expected Standard/2b+ Maths	87%	73%	73%	73%	76%	77%	78%	72%	78%	80%	82%	73%
Expected Standard/2b+ Reading, Writing & Maths	73%	57%	67%	70%	61%	64%	64%	60%				

<sup>1</sup> Please refer to Page 30 for the definition of pupils included in the percentage calculations

<sup>2</sup> 2016 NCER National estimates 01/09/2016

**Key Stage 1 Results Summary for St Stephen and All Martyrs', Lever Bridge**

**2016**

All Pupils											
		Test not taken		Working Below			At or Above		% not Met	% Met	% Above
	Cohort	A	D	BLW	PKF	HNM/WTS	EXS	GDS	% < EXS	% EXS+	% GDS
English Reading	30	0	0	0	0	6	14	10	20%	80%	33%
English Writing	30	0	0	0	0	8	18	4	27%	73%	13%
Maths	30	0	0	0	0	8	14	8	27%	73%	27%
Science	30	0	0			7	23		23%	77%	

Boys											
		Test not taken		Working Below			At or Above		% not Met	% Met	% Above
	Cohort	A	D	BLW	PKF	HNM/WTS	EXS	GDS	% < EXS	% EXS+	%GDS
English Reading	12	0	0	0	0	3	5	4	25%	75%	33%
English Writing	12	0	0	0	0	4	6	2	33%	67%	17%
Maths	12	0	0	0	0	4	4	4	33%	67%	33%
Science	12	0	0			3	9		25%	75%	

Girls											
		Test not taken		Working Below			At or Above		% not Met	% Met	% Above
	Cohort	A	D	BLW	PKF	HNM/WTS	EXS	GDS	% < EXS	% EXS+	%GDS
English Reading	18	0	0	0	0	3	9	6	17%	83%	33%
English Writing	18	0	0	0	0	4	12	2	22%	78%	11%
Maths	18	0	0	0	0	4	10	4	22%	78%	22%
Science	18	0	0			4	14		22%	78%	

**BLW** working below the defined standards in the TA framework of the pre-key stage standards (P-scales)  
**HNM** have not met the statements defined for 'WTS' but are working above 'P' scales  
**WTS** working towards the expected standard  
**PKF** Pre-key stage foundation

**GDS** working at a greater depth  
**EXS** working at the expected standard  
**A** absent  
**D** disapplied



### % Pupils achieving 2B+/EXS+ at KS1 (2014 - 2016 )

Reading	St Stephen and All Martyrs', Lever Bridge						Bolton Figures					
	2014		2015		2016		2014		2015		2016	
	Cohort	% Achieving 2b+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving 2b+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+
All Pupils	30	77%	30	83%	30	80%	3719	79%	3861	79%	4001	71%
Girls	19	89%	17	82%	18	83%	1827	83%	1844	83%	1945	76%
Boys	11	55%	13	85%	12	75%	1892	75%	2017	75%	2056	67%
Disadvantaged (FSM/LAC)	10	60%	4	50%	9	56%	1188	68%	1236	68%	1309	59%
Non Disadvantaged	20	85%	26	88%	21	90%	2531	84%	2625	84%	2692	77%
Gap*		25%		38%		35%		17%		17%		18%
FSM Ever 6	10	60%	4	50%	9	56%	1188	68%	1236	68%	1266	59%
Non FSM Ever 6	20	85%	26	88%	21	90%	2531	84%	2625	84%	2735	77%
SEN Support	7	43%	2	0%	2	50%	559	36%	503	36%	467	21%
SEN - EHCP	0		0		0		70	11%	80	11%	93	14%
SEN - All Pupils with SEN	7	43%	2	0%	2	50%	629	34%	583	34%	560	20%
BME	7	100%	6	67%	8	88%	1308	77%	1384	77%	1476	69%
EAL	4	100%	3	33%	2	100%	976	75%	1076	75%	1145	65%
LAC	0		0		0		21	57%	25	57%	31	61%
Most 0-<30% Deprived	20	70%	23	83%	12	75%	2258	75%	2261	75%	2367	66%
Autumn Birthdays	7	86%	13	92%	14	93%	1245	85%	1283	85%	1351	77%
Spring Birthdays	9	78%	10	80%	9	78%	1192	78%	1273	78%	1250	71%
Summer Birthdays	14	71%	7	71%	7	57%	1282	73%	1305	73%	1400	66%
Summer Born & FSM	4	75%	2	50%	2	50%	382	62%	386	62%	420	53%
Female & FSM Ever 6	7	86%	2	50%	6	67%	589	72%	602	72%	617	66%
Male & FSM Ever 6	3	0%	2	50%	3	33%	599	63%	634	63%	649	53%

Writing	St Stephen and All Martyrs', Lever Bridge						Bolton Figures					
	2014		2015		2016		2014		2015		2016	
	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving
All Pupils	30	60%	30	73%	30	73%	3719	66%	3861	67%	4001	64%
Girls	19	68%	17	82%	18	78%	1827	74%	1844	73%	1945	71%
Boys	11	45%	13	62%	12	67%	1892	60%	2017	62%	2056	58%
Disadvantaged (FSM/LAC)	10	50%	4	50%	9	56%	1188	52%	1236	57%	1309	51%
Non Disadvantaged	20	65%	26	77%	21	81%	2531	73%	2625	72%	2692	71%
Gap*		15%		27%		25%		21%		15%		20%
FSM Ever 6	10	50%	4	50%	9	56%	1188	52%	1236	57%	1266	52%
Non FSM Ever 6	20	65%	26	77%	21	81%	2531	73%	2625	72%	2735	70%
SEN Support	7	14%	2	0%	2	0%	559	20%	503	20%	467	13%
SEN - EHCP	0		0		0		70	9%	80	13%	93	10%
SEN - All Pupils with SEN	7	14%	2	0%	2	0%	629	19%	583	19%	560	12%
BME	7	100%	6	50%	8	88%	1308	66%	1384	66%	1476	64%
EAL	4	100%	3	0%	2	100%	976	63%	1076	62%	1145	59%
LAC	0		0		0		21	38%	25	28%	31	45%
Most 0-<30% Deprived	20	60%	23	74%	12	75%	2258	62%	2261	62%	2367	58%
Autumn Birthdays	7	71%	13	77%	14	93%	1245	75%	1283	74%	1351	71%
Spring Birthdays	9	44%	10	80%	9	67%	1192	65%	1273	69%	1250	64%
Summer Birthdays	14	64%	7	57%	7	43%	1282	59%	1305	60%	1400	58%
Summer Born & FSM	4	50%	2	50%	2	50%	382	47%	386	47%	420	46%
Female & FSM Ever 6	7	71%	2	50%	3	33%	589	59%	602	64%	617	61%
Male & FSM Ever 6	3	0%	2	50%	6	67%	599	45%	634	50%	649	43%

\*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

**% Pupils achieving 2B+/EXS+ at KS1 (2014 - 2016 )**

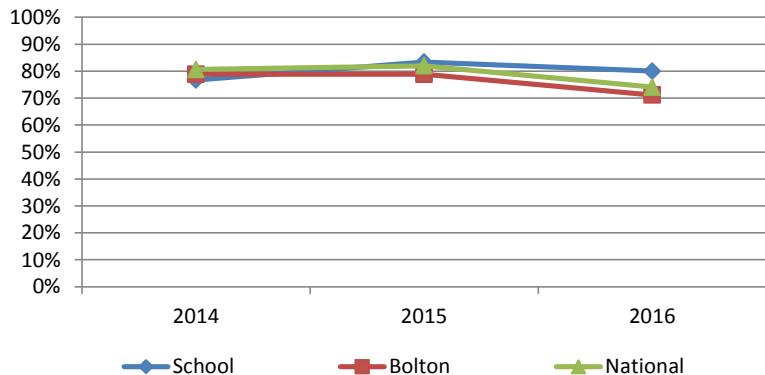
Maths	St Stephen and All Martyrs', Lever Bridge						Bolton Figures					
	2014		2015		2016		2014		2015		2016	
	Cohort	% Achieving 2b+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving 2b+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+
All Pupils	30	73%	30	73%	30	73%	3719	77%	3861	78%	4001	72%
Girls	19	84%	17	76%	18	78%	1827	79%	1844	79%	1945	72%
Boys	11	55%	13	69%	12	67%	1892	76%	2017	78%	2056	72%
Disadvantaged (FSM/LAC)	10	60%	4	50%	9	67%	1188	67%	1236	70%	1309	60%
Non Disadvantaged	20	80%	26	77%	21	76%	2531	83%	2625	82%	2692	78%
Gap*		20%		27%		10%		16%		12%		18%
FSM Ever 6	10	60%	4	50%	9	67%	1188	67%	1236	70%	1266	60%
Non FSM Ever 6	20	80%	26	77%	21	76%	2531	83%	2625	82%	2735	78%
SEN Support	7	43%	2	0%	2	0%	559	36%	503	38%	467	26%
SEN - EHCP	0		0		0		70	13%	80	24%	93	17%
SEN - All Pupils with SEN	7	43%	2	0%	2	0%	629	33%	583	36%	560	25%
BME	7	100%	6	67%	8	100%	1308	73%	1384	76%	1476	70%
EAL	4	100%	3	33%	2	100%	976	72%	1076	74%	1145	66%
LAC	0		0		0	-	21	52%	25	44%	31	61%
Most 0-<30% Deprived	20	75%	23	70%	12	75%	2258	74%	2261	75%	2367	68%
Autumn Birthdays	7	86%	13	77%	14	100%	1245	84%	1283	84%	1351	79%
Spring Birthdays	9	67%	10	80%	9	56%	1192	78%	1273	79%	1250	71%
Summer Birthdays	14	71%	7	57%	7	43%	1282	71%	1305	73%	1400	66%
Summer Born & FSM	4	75%	2	50%	2	50%	382	59%	386	62%	420	55%
Female & FSM Ever 6	7	86%	2	50%	3	67%	589	69%	602	72%	617	62%
Male & FSM Ever 6	3	0%	2	50%	6	67%	599	64%	634	68%	649	59%

Reading, Writing and Maths	St Stephen and All Martyrs', Lever Bridge						Bolton Figures					
	2014		2015		2016		2014		2015		2016	
	Cohort	% Achieving 2b+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving 2b+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+
All Pupils	30	57%	30	67%	30	70%	3719	64%	3861	64%	4001	60%
Girls	19	63%	17	76%	18	78%	1827	70%	1844	69%	1945	65%
Boys	11	45%	13	54%	12	58%	1892	58%	2017	60%	2056	54%
Disadvantaged (FSM/LAC)	10	50%	4	50%	9	56%	1188	49%	1236	53%	1309	45%
Non Disadvantaged	20	60%	26	69%	21	76%	2531	71%	2625	70%	2692	67%
Gap*		10%		19%		21%		22%		16%		22%
FSM Ever 6	10	50%	4	50%	9	56%	1188	49%	1236	53%	1266	46%
Non FSM Ever 6	20	60%	26	69%	21	76%	2531	71%	2625	70%	2735	66%
SEN Support	7	14%	2	0%	2	0%	559	18%	503	17%	467	10%
SEN - EHCP	0		0		0		70	7%	80	13%	93	6%
SEN - All Pupils with SEN	7	14%	2	0%	2	0%	629	17%	583	16%	560	9%
BME	7	100%	6	50%	8	88%	1308	62%	1384	63%	1476	59%
EAL	4	100%	3	0%	2	100%	976	60%	1076	60%	1145	55%
LAC	0		0		0		21	29%	25	28%	31	35%
Most 0-<30% Deprived	20	60%	23	70%	12	67%	2258	58%	2261	59%	2367	54%
Autumn Birthdays	7	71%	13	69%	14	93%	1245	73%	1283	72%	1351	67%
Spring Birthdays	9	44%	10	80%	9	56%	1192	62%	1273	66%	1250	59%
Summer Birthdays	14	57%	7	43%	7	43%	1282	56%	1305	56%	1400	53%
Summer Born & FSM	4	50%	2	50%	2	50%	382	43%	386	43%	420	39%
Female & FSM Ever 6	7	71%	2	50%	6	67%	589	55%	602	59%	617	53%
Male & FSM Ever 6	3	0%	2	50%	3	33%	599	43%	634	48%	649	39%

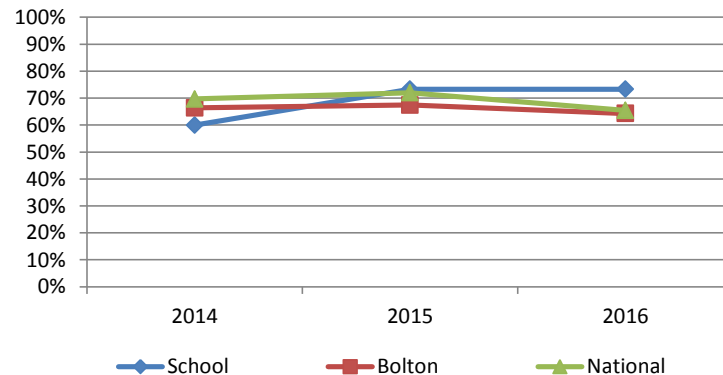
\*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

## Key Stage 1 Graphs - Level 2B+/EXS+

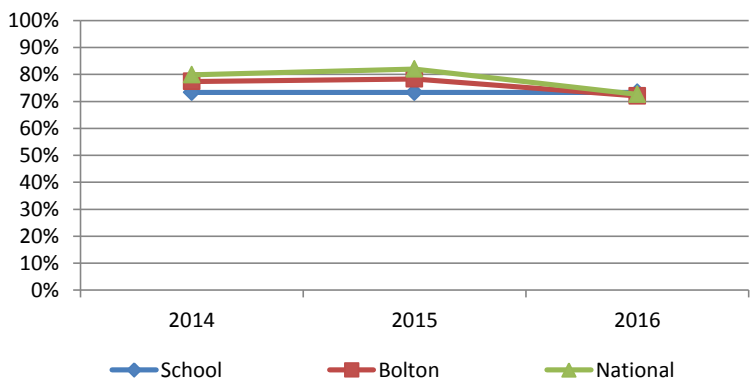
**% Achieving Level 2B+/EXS in Reading**



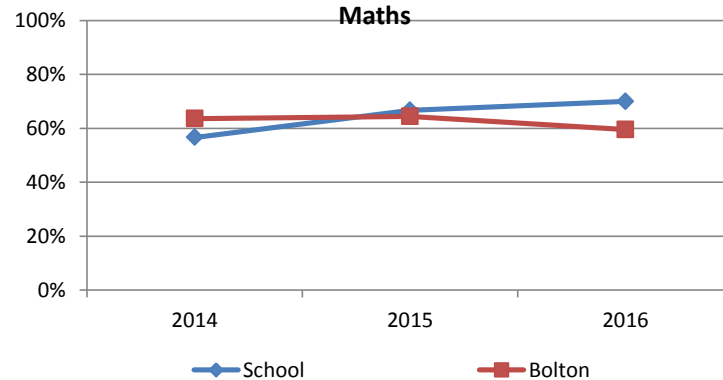
**% Achieving Level 2b+/EXS in Writing**



**% Achieving Level 2B+/EXS in Maths**



**% Achieving Level 2B+/EXS in Reading, Writing and Maths**



Please refer to Page 30 for the definition of pupils included in the percentage calculations

### % Pupils achieving 3+/GDS at KS1 (2014-2016)

Reading	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
All Pupils	30	27%	30	27%	30	33%
Girls	19	37%	17	41%	18	33%
Boys	11	9%	13	8%	12	33%
Disadvantaged (FSM/LAC)	10	20%	4	25%	9	11%
Non Disadvantaged	20	30%	26	27%	21	43%
Gap*		10%		2%		32%
FSM Ever 6	10	20%	4	25%	9	11%
Non FSM Ever 6	20	30%	26	27%	21	43%
SEN Support	7	14%	2	0%	2	0%
SEN - EHCP	0		0		0	
SEN - All Pupils with SEN	7	14%	2	0%	2	0%
BME	7	29%	6	17%	8	50%
EAL	4	25%	3	0%	2	50%
LAC	0		0		0	
Most 0-<30% Deprived	20	20%	23	30%	12	17%
Autumn Birthdays	7	14%	13	31%	14	36%
Spring Birthdays	9	33%	10	30%	9	44%
Summer Birthdays	14	29%	7	14%	7	14%
Summer Born & FSM	4	0%	2	50%	2	0%
Female & FSM Ever 6	7	29%	2	50%	6	17%
Male & FSM Ever 6	3	0%	2	0%	3	0%

Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
3719	26%	3861	27%	4001	19%
1827	30%	1844	30%	1945	21%
1892	23%	2017	24%	2056	16%
1188	15%	1236	17%	1309	12%
2531	32%	2625	32%	2692	22%
	16%		15%		10%
1188	15%	1236	17%	1266	12%
2531	32%	2625	32%	2735	22%
559	6%	503	5%	467	2%
70	0%	80	0%	93	4%
629	5%	583	4%	560	3%
1308	22%	1384	23%	1476	18%
976	19%	1076	20%	1145	14%
21	10%	25	8%	31	10%
2258	21%	2261	22%	2367	14%
1245	36%	1283	36%	1351	26%
1192	24%	1273	27%	1250	19%
1282	20%	1305	19%	1400	11%
382	11%	386	9%	420	7%
589	16%	602	19%	617	15%
599	14%	634	15%	649	9%

Writing	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
All Pupils	30	13%	30	23%	30	13%
Girls	19	21%	17	41%	18	11%
Boys	11	0%	13	0%	12	17%
Disadvantaged (FSM/LAC)	10	10%	4	25%	9	0%
Non Disadvantaged	20	15%	26	23%	21	19%
Gap*		5%		-2%		19%
FSM Ever 6	10	10%	4	25%	9	0%
Non FSM Ever 6	20	15%	26	23%	21	19%
SEN Support	7	0%	2	0%	2	0%
SEN - EHCP	0		0		0	
SEN - All Pupils with SEN	7	0%	2	0%	2	0%
BME	7	14%	6	33%	8	25%
EAL	4	25%	3	0%	2	50%
LAC	0		0		0	
Most 0-<30% Deprived	20	15%	23	26%	12	8%
Autumn Birthdays	7	14%	13	31%	14	29%
Spring Birthdays	9	22%	10	10%	9	0%
Summer Birthdays	14	7%	7	29%	7	0%
Summer Born & FSM	4	0%	2	50%	2	0%
Female & FSM Ever 6	7	14%	2	50%	3	0%
Male & FSM Ever 6	3	0%	2	0%	6	0%

Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
3719	13%	3861	15%	4001	11%
1827	16%	1844	19%	1945	15%
1892	9%	2017	11%	2056	8%
1188	6%	1236	8%	1309	6%
2531	16%	2625	18%	2692	14%
	10%		11%		8%
1188	6%	1236	8%	1266	6%
2531	16%	2625	18%	2735	14%
559	2%	503	1%	467	1%
70	0%	80	0%	93	1%
629	1%	583	1%	560	1%
1308	10%	1384	13%	1476	12%
976	9%	1076	12%	1145	9%
21	10%	25	4%	31	3%
2258	9%	2261	11%	2367	8%
1245	18%	1283	21%	1351	17%
1192	13%	1273	14%	1250	11%
1282	7%	1305	10%	1400	6%
382	3%	386	4%	420	3%
589	8%	602	11%	617	9%
599	4%	634	5%	649	3%

\*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

### % Pupils achieving 3+/GDS at KS1 (2014-2016)

Maths	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
All Pupils	30	3%	30	20%	30	27%
Girls	19	0%	17	29%	18	22%
Boys	11	9%	13	8%	12	33%
Disadvantaged (FSM/LAC)	10	0%	4	0%	9	0%
Non Disadvantaged	20	5%	26	23%	21	38%
Gap*		5%		23%		38%
FSM Ever 6	10	0%	4	0%	9	0%
Non FSM Ever 6	20	5%	26	23%	21	38%
SEN Support	7	14%	2	0%	2	0%
SEN - EHCP	0		0		0	
SEN - All Pupils with SEN	7	14%	2	0%	2	0%
BME	7	0%	6	33%	8	38%
EAL	4	0%	3	0%	2	50%
LAC	0		0		0	
Most 0-<30% Deprived	20	0%	23	22%	12	17%
Autumn Birthdays	7	0%	13	31%	14	36%
Spring Birthdays	9	0%	10	10%	9	22%
Summer Birthdays	14	7%	7	14%	7	14%
Summer Born & FSM	4	0%	2	0%	2	0%
Female & FSM Ever 6	7	0%	2	0%	3	0%
Male & FSM Ever 6	3	0%	2	0%	6	0%

Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
3719	21%	3861	23%	4001	17%
1827	18%	1844	20%	1945	15%
1892	24%	2017	25%	2056	18%
1188	12%	1236	14%	1309	10%
2531	25%	2625	27%	2692	20%
	14%		13%		11%
1188	12%	1236	14%	1266	10%
2531	25%	2625	27%	2735	20%
559	6%	503	4%	467	2%
70	3%	80	1%	93	1%
629	6%	583	4%	560	2%
1308	18%	1384	20%	1476	17%
976	16%	1076	18%	1145	15%
21	5%	25	0%	31	6%
2258	17%	2261	18%	2367	13%
1245	31%	1283	31%	1351	24%
1192	19%	1273	23%	1250	16%
1282	13%	1305	15%	1400	10%
382	8%	386	6%	420	5%
589	9%	602	12%	617	11%
599	15%	634	16%	649	9%

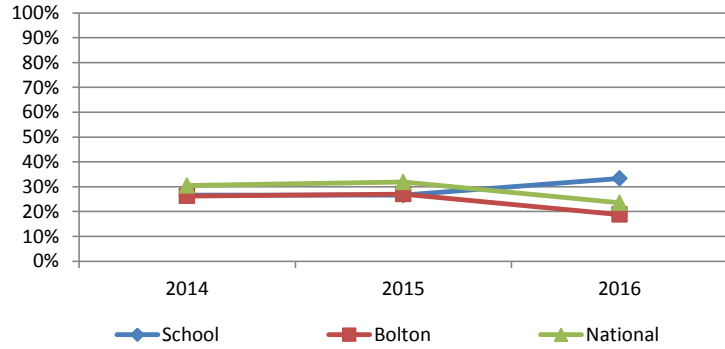
Reading, Writing and Maths	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
All Pupils	30	0%	30	13%	30	13%
Girls	19	0%	17	24%	18	11%
Boys	11	0%	13	0%	12	17%
Disadvantaged (FSM/LAC)	10	0%	4	0%	9	0%
Non Disadvantaged	20	0%	26	15%	21	19%
Gap*		0%		15%		19%
FSM Ever 6	10	0%	4	0%	9	0%
Non FSM Ever 6	20	0%	26	15%	21	19%
SEN Support	7	0%	2	0%	2	0%
SEN - EHCP	0		0		0	
SEN - All Pupils with SEN	7	0%	2	0%	2	0%
BME	7	0%	6	17%	8	25%
EAL	4	0%	3	0%	2	50%
LAC	0		0		0	
Most 0-<30% Deprived	20	0%	23	13%	12	8%
Autumn Birthdays	7	0%	13	31%	14	29%
Spring Birthdays	9	0%	10	0%	9	0%
Summer Birthdays	14	0%	7	0%	7	0%
Summer Born & FSM	4	0%	2	0%	2	0%
Female & FSM Ever 6	7	0%	2	0%	6	0%
Male & FSM Ever 6	3	0%	2	0%	3	0%

Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 3+	Cohort	% Achieving 3+	Cohort	% Achieving GDS
3719	9%	3861	11%	4001	8%
1827	11%	1844	14%	1945	9%
1892	8%	2017	9%	2056	6%
1188	3%	1236	6%	1309	4%
2531	12%	2625	14%	2692	9%
	9%		8%		5%
1188	3%	1236	6%	1266	4%
2531	12%	2625	14%	2735	9%
559	1%	503	1%	467	1%
70	0%	80	0%	93	1%
629	1%	583	1%	560	1%
1308	7%	1384	10%	1476	8%
976	6%	1076	9%	1145	6%
21	0%	25	0%	31	3%
2258	7%	2261	8%	2367	6%
1245	15%	1283	17%	1351	12%
1192	8%	1273	11%	1250	8%
1282	4%	1305	7%	1400	3%
382	2%	386	2%	420	1%
589	4%	602	7%	617	6%
599	3%	634	4%	649	2%

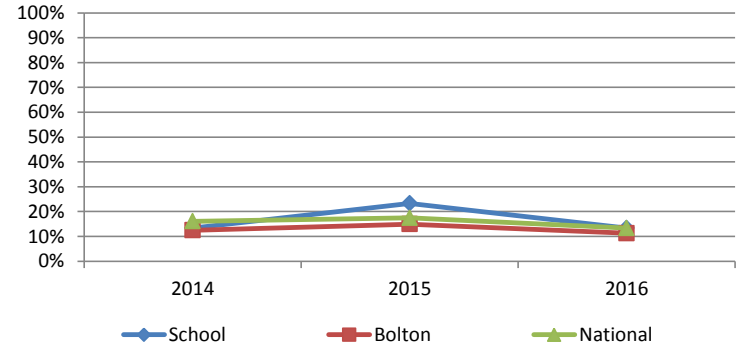
\*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

## Key Stage 1 Graphs - Level 3+/GDS

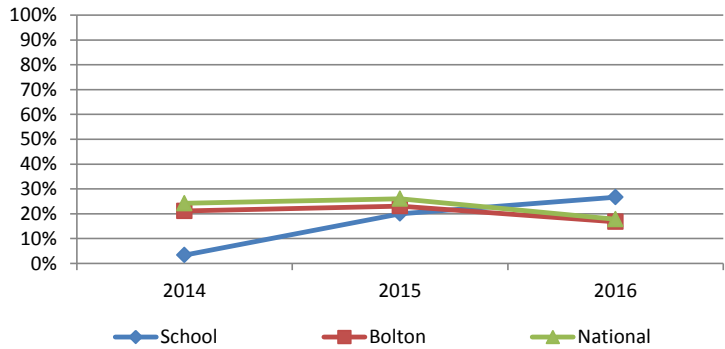
**% Achieving Level 3+/GDS in Reading**



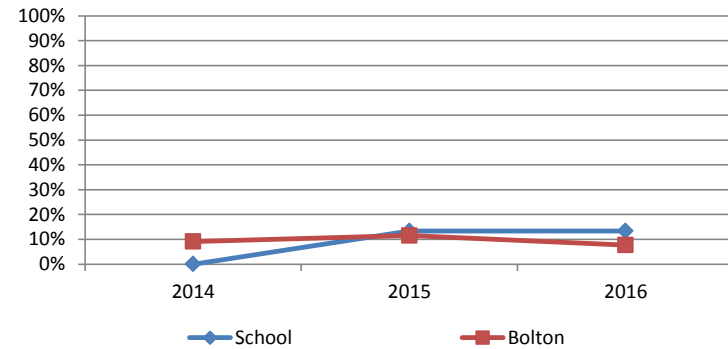
**% Achieving Level 3+/GDS in Writing**



**% Achieving Level 3+/GDS in Maths**



**% Achieving Level 3+/GDS in Reading, Writing & Maths**



Please refer to Page 30 for the definition of pupils included in the percentage calculations

**Key Stage 2 Summary for St Stephen and All Martyrs', Lever Bridge**

**2016**

**Contextual Data<sup>1</sup>**

<i>Data as at Jan 2016 School Census</i>	Number in Cohort	Disadvantaged (FSM/LAC)	Bolton Rank (where 1 = highest)	EAL	Bolton Rank (where 1 = highest)	BME	Bolton Rank (where 1 = highest)	SEN	Bolton Rank (where 1 = highest)	% Children Living in 30% Most Deprived	Bolton Rank (where 1 = highest)
St Stephen and All Martyrs', Lever Bridge	30	47%	30	17%	39	33%	35	10%	62	53%	50
Bolton LA	3635	36%		27%		35%		16%		57%	

**KS2 Attainment Data**

	St Stephen and All Martyrs',			Bolton LA			National <sup>2</sup>		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Expected Standard Reading	31%	50%	40%	59%	67%	63%	62%	70%	66%
Expected Standard Writing	75%	79%	77%	69%	82%	75%	68%	81%	74%
Expected Standard Maths	56%	64%	60%	73%	74%	73%	70%	70%	70%
Expected Standard Reading, Writing & Maths	19%	43%	30%	50%	59%	55%	50%	57%	53%
Expected Standard GPS	56%	64%	60%	69%	80%	74%	67%	78%	72%
High Standard <sup>3</sup> Reading	6%	21%	13%	14%	18%	16%	16%	22%	19%
Greater Depth Standard Writing	6%	14%	10%	10%	18%	14%	11%	19%	15%
High Standard <sup>3</sup> Maths	19%	14%	17%	20%	17%	18%	18%	15%	17%
High Standard Reading, Writing & Maths	6%	14%	10%	4%	6%	5%	5%	6%	5%
High Standard <sup>3</sup> GPS	13%	29%	20%	19%	29%	24%	18%	27%	23%
Averaged Scale Score Reading	95.9	100.1	97.9	101.3	102.9	102.1	102	103	103
Averaged Scale Score Maths	101.2	101.8	101.5	104.0	103.6	103.8	103	103	103
Average Scale Score GPS	101.1	105.1	103.0	103.4	105.6	104.5	103	105	104
Average Pupil Progress Reading	-5.7	-4.4	-5.1	-0.4	0.2	-0.1			
Average Pupil Progress Writing	-1.2	-2.2	-1.7	-0.4	1.3	0.4			
Average Pupil Progress Maths	-1.5	-3.0	-2.2	1.7	0.5	1.1			

**4 Year Trend Attainment Data**

	St Stephen and All Martyrs', Lever Bridge				Bolton LA				National <sup>2</sup>			
	2013 4b+	2014 4b+	2015 4b+	2016 EXS	2013 4b+	2014 4b+	2015 4b+	2016 EXS	2013 4b+	2014 4b+	2015 4b+	2016 EXS
Expected Standard/4b+ Reading	68%	52%	71%	40%	75%	78%	79%	63%	75%	78%	80%	66%
Expected Standard/4+ Writing	87%	93%	93%	77%	87%	88%	88%	75%	83%	85%	87%	74%
Expected Standard/4b+ Maths	65%	62%	75%	60%	77%	79%	79%	73%	73%	76%	77%	70%
Expected Standard/4b+ Reading, Writing & Mat	45%	34%	61%	30%	66%	70%	70%	55%	63%	67%	69%	53%
Sufficient Progress/ 2 levels Reading												
Sufficient Progress/ 2 levels Writing												
Sufficient Progress / 2 levels Maths												

<sup>1</sup>Please refer to Page 30 for the definition of pupils included in the percentage calculations

<sup>2</sup> First National Figures Released 5th July

<sup>3</sup> Test Higher Standard defined by a scaled score of 110 or higher

## Key Stage 2 Results for St Stephen and All Martyrs', Lever Bridge

2016

All Pupils																					
		Test not Taken							Working Below							At or Above			% not Met	% Met	% Above
Cohort	Other	L	A	D	F	P	T	CA	BLW/B	HNM/NS	PKF	PKE	PKG	WTS	CA	EXS/AS	GDS	%<EXS	%EXS+	%GDS/High**	
Reading Test	30	0	0	0	0	0	0	0	1	17					0	12	4	57%	40%	13%	
Maths Test	30	0	0	0	0	0	0	0	1	11					0	18	5	37%	60%	17%	
GAPS Test	30	0	0	0	0	0	0	0	1	11					0	18	6	37%	60%	20%	
Reading TA	30	0	0	0	0	0	0		0	7	0	1	0			22		27%	73%		
Maths TA	30	0	0	0	0	0	0		0	9	0	1	0			20		33%	67%		
Writing TA	30	0	0	0	0	0	0		0		0	1	3	3		20	3	23%	77%	10%	
Science TA	30	0	0	0	0	0	0			7						23		23%	77%		
Boys																					
		Test not taken							Working Below							At or Above			% not Met	% Met	% Above
Cohort	Other	L	A	D	F	P	T	CA	BLW/B	HNM/NS	PKF	PKE	PKG	WTS	CA	EXS/AS	GDS	%<EXS	%EXS+	%GDS/High**	
Reading Test	16	0	0	0	0	0	0	0	1	10					0	5	1	63%	31%	6%	
Maths Test	16	0	0	0	0	0	0	0	1	6					0	9	3	38%	56%	19%	
GAPS Test	16	0	0	0	0	0	0	0	1	6					0	9	2	38%	56%	13%	
Reading TA	16	0	0	0	0	0	0		0	3	0	1	0			12		25%	75%		
Maths TA	16	0	0	0	0	0	0		0	5	0	1	0			10		38%	63%		
Writing TA	16	0	0	0	0	0	0		0		0	1	2	1		11	1	25%	75%	6%	
Science TA	16	0	0	0	0	0	0			4						12		25%	75%		
Girls																					
		Test not taken							Working Below							At or Above			% not Met	% Met	% Above
Cohort	Other	L	A	D	F	P	T	CA	BLW/B	HNM/NS	PKF	PKE	PKG	WTS	CA	EXS/AS	GDS	%<EXS	%EXS+	%GDS/High**	
Reading Test	14	0	0	0	0	0	0	0	0	7					0	7	3	50%	50%	21%	
Maths Test	14	0	0	0	0	0	0	0	0	5					0	9	2	36%	64%	14%	
GAPS Test	14	0	0	0	0	0	0	0	0	5					0	9	4	36%	64%	29%	
Reading TA	14	0	0	0	0	0	0		0	4	0	0	0			10		29%	71%		
Maths TA	14	0	0	0	0	0	0		0	4	0	0	0			10		29%	71%		
Writing TA	14	0	0	0	0	0	0		0		0	0	1	2		9	2	21%	79%	14%	
Science TA	14	0	0	0	0	0	0			3						11		21%	79%		

**Other** M missing, H Pupil cheating, Q Maladministration,  
**A** Absent  
**D** Disapplied  
**L** Left  
**F** Pupil will take test in future  
**P** Pupil has taken test in past  
**T** Unable to access test

**BLW/B** Below standard pre-key stage/Working below level of the test  
**HNM/NS** Has not met the standard/Not achieved Standard  
**PKF** Pre-key stage foundation  
**PKE** Pre-key stage early development  
**PKG** Pre-key stage growing development  
**WTS** Working towards the expected standard  
**CA\*** Consideration Applied - all pupils given 3 extra points on their Scaled Scores

**EXS/AS**  
**GDS/High** Working at the expected standard working at a greater depth or at the Higher Standard

\* For CA pupils who have <100 points then they are Working Below, where they have >=100 points they are At or Above

\*\* High standard in the test are given by a Scaled Score of 110 or more



## % Pupils achieving 4B+/EXS+ at KS2 (2014-2016)

Reading Test	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 4b+	Cohort	% Achieving 4b+	Cohort	% Achieving EXS+
All Pupils	29	52%	28	71%	30	40%
Girls	15	53%	12	67%	14	50%
Boys	14	50%	16	75%	16	31%
Disadvantaged (FSM/LAC)	9	33%	9	78%	14	43%
Non Disadvantaged	20	60%	19	68%	16	38%
GAP*		27%		-9%		-5%
FSM Ever 6	9	33%	9	78%	14	43%
Non FSM Ever 6	20	60%	19	68%	16	38%
SEN Support	7	43%	4	25%	3	0%
SEN - ECHP	0		1	0%	0	
SEN - All Pupils with SEN	7	43%	5	20%	3	0%
BME	4	75%	6	83%	10	40%
EAL	1	0%	3	67%	5	80%
LAC	1	100%	0		0	
Most 0-<30% Deprived	23	43%	17	71%	16	44%
Autumn Birthdays	7	43%	10	60%	11	55%
Spring Birthdays	8	75%	10	90%	8	25%
Summer Birthdays	14	43%	8	63%	11	36%
Summer Born & FSM	6	50%	1	100%	4	50%
Female & FSM Ever 6	4	25%	4	100%	8	50%
Male & FSM Ever 6	5	40%	5	60%	6	33%

Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 4b+	Cohort	% Achieving 4b+	Cohort	% Achieving EXS+
3262	78%	3457	79%	3614	63%
1566	81%	1678	83%	1810	67%
1696	76%	1779	76%	1804	59%
1235	67%	1314	69%	1279	53%
2027	85%	2143	86%	2335	69%
	19%		16%		16%
1235	67%	1314	69%	1279	53%
2027	85%	2143	86%	2335	69%
564	47%	550	46%	464	27%
94	26%	96	23%	110	8%
658	44%	646	43%	574	23%
1077	76%	1175	75%	1256	60%
801	74%	912	73%	961	56%
27	41%	43	47%	26	42%
1885	74%	1973	76%	2065	58%
1106	82%	1187	83%	1168	67%
1006	79%	1097	80%	1205	64%
1150	75%	1173	76%	1241	59%
443	62%	452	64%	448	46%
590	70%	641	74%	648	57%
645	64%	673	65%	631	48%

Writing TA	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 4+	Cohort	% Achieving 4+	Cohort	% Achieving EXS+
All Pupils	29	93%	28	93%	30	77%
Girls	15	93%	12	100%	14	79%
Boys	14	93%	16	88%	16	75%
Disadvantaged (FSM/LAC)	9	100%	9	78%	14	64%
Non Disadvantaged	20	90%	19	100%	16	88%
GAP*		-10%		22%		23%
FSM Ever 6	9	100%	9	78%	14	64%
Non FSM Ever 6	20	90%	19	100%	16	88%
SEN Support	7	71%	4	100%	3	33%
SEN - ECHP	0		1	100%	0	
SEN - All Pupils with SEN	7	71%	5	100%	3	33%
BME	4	100%	6	100%	10	70%
EAL	1	100%	3	100%	5	80%
LAC	1	100%	0		0	
Most 0-<30% Deprived	23	96%	17	94%	16	69%
Autumn Birthdays	7	86%	10	100%	11	73%
Spring Birthdays	8	88%	10	90%	8	63%
Summer Birthdays	14	100%	8	88%	11	91%
Summer Born & FSM	6	100%	1	0%	4	100%
Female & FSM Ever 6	4	100%	4	100%	8	75%
Male & FSM Ever 6	5	100%	5	60%	6	50%

Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 4+	Cohort	% Achieving 4+	Cohort	% Achieving EXS+
3262	88%	3457	88%	3608	75%
1566	93%	1678	91%	1806	82%
1696	84%	1779	85%	1802	69%
1235	80%	1314	80%	1279	65%
2027	93%	2143	93%	2329	81%
	13%		13%		16%
1235	80%	1314	80%	1279	65%
2027	93%	2143	93%	2329	81%
564	61%	550	58%	463	28%
94	22%	96	27%	109	10%
658	56%	646	54%	572	24%
1077	90%	1175	87%	1253	75%
801	90%	912	85%	958	74%
27	67%	43	63%	26	50%
1885	86%	1973	85%	2061	73%
1106	91%	1187	91%	1168	78%
1006	88%	1097	88%	1202	76%
1150	87%	1173	85%	1238	72%
443	78%	452	73%	448	59%
590	87%	641	85%	648	73%
645	74%	673	75%	631	57%

GAPS Test	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort Size	% Achieving 4b+	Cohort Size	% Achieving 4b+	Cohort Size	% Achieving EXS+
All Pupils	29	38%	28	64%	30	60%
Girls	15	47%	12	58%	14	64%
Boys	14	29%	16	69%	16	56%
Disadvantaged (FSM/LAC)	9	33%	9	56%	14	57%
Non Disadvantaged	20	40%	19	68%	16	63%
GAP*		7%		13%		5%
FSM Ever 6	9	33%	9	56%	14	57%
Non FSM Ever 6	20	40%	19	68%	16	63%
SEN Support	7	0%	4	25%	3	0%
SEN - ECHP	0		1	0%	0	
SEN - All Pupils with SEN	7	0%	5	20%	3	0%
BME	4	100%	6	100%	10	70%
EAL	1	100%	3	100%	5	80%
LAC	1	0%	0		0	
Most 0-<30% Deprived	23	48%	17	65%	16	63%
Autumn Birthdays	7	29%	10	60%	11	64%
Spring Birthdays	8	50%	10	80%	8	50%
Summer Birthdays	14	36%	8	50%	11	64%
Summer Born & FSM	6	50%	1	0%	4	75%
Female & FSM Ever 6	4	25%	4	75%	8	63%
Male & FSM Ever 6	5	40%	5	40%	6	50%

Bolton Figures					
2014		2015		2016	
Cohort Size	% Achieving 4b+	Cohort Size	% Achieving 4b+	Cohort Size	% Achieving EXS+
3262	70%	3457	75%	3613	74%
1566	76%	1678	79%	1809	80%
1696	65%	1779	71%	1804	69%
1235	59%	1314	64%	1279	64%
2027	77%	2143	82%	2334	80%
	18%		18%		17%
1235	59%	1314	64%	1279	64%
2027	77%	2143	82%	2334	80%
564	30%	550	33%	464	30%
94	18%	96	17%	110	7%
658	28%	646	31%	574	25%
1077	76%	1175	78%	1255	76%
801	77%	912	77%	960	74%
27	30%	43	42%	26	42%
1885	68%	1973	72%	2064	71%
1106	74%	1187	78%	1168	77%
1006	71%	1097	76%	1204	74%
1150	67%	1173	71%	1241	72%
443	57%	452	58%	448	59%
590	67%	641	69%	648	69%
645	53%	673	60%	631	58%

\*GAP refers to the difference between non-disadvantaged and disadvantaged pupils

### % Pupils achieving 4B+/EXS+ at KS2 (2014-2016)

Maths Test	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 4b+	Cohort	% Achieving 4b+	Cohort	% Achieving EXS+
All Pupils	29	62%	28	75%	30	60%
Girls	15	67%	12	50%	14	64%
Boys	14	57%	16	94%	16	56%
Disadvantaged (FSM/LAC)	9	67%	9	78%	14	50%
Non Disadvantaged	20	60%	19	74%	16	69%
GAP		-7%		-4%		19%
FSM Ever 6	9	67%	9	78%	14	50%
Non FSM Ever 6	20	60%	19	74%	16	69%
SEN Support	7	29%	4	50%	3	33%
SEN - ECHP	0		1	100%	0	
SEN - All Pupils with SEN	7	29%	5	60%	3	33%
BME	4	100%	6	83%	10	60%
EAL	1	100%	3	100%	5	60%
LAC	1	0%	0		0	
Most 0-<30% Deprived	23	70%	17	71%	16	63%
Autumn Birthdays	7	57%	10	70%	11	64%
Spring Birthdays	8	75%	10	90%	8	38%
Summer Birthdays	14	57%	8	63%	11	73%
Summer Born & FSM	6	67%	1	100%	4	75%
Female & FSM Ever 6	4	75%	4	75%	8	63%
Male & FSM Ever 6	5	60%	5	80%	6	33%

Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 4b+	Cohort	% Achieving 4b+	Cohort	% Achieving EXS+
3262	79%	3457	79%	3612	73%
1566	79%	1678	78%	1809	74%
1696	79%	1779	80%	1803	73%
1235	69%	1314	69%	1292	61%
2027	86%	2143	85%	2320	80%
	16%		16%		19%
1235	69%	1314	69%	1279	61%
2027	86%	2143	85%	2333	80%
564	46%	550	49%	464	33%
94	19%	96	21%	110	5%
658	42%	646	45%	574	28%
1077	81%	1175	78%	1254	75%
801	81%	912	77%	959	74%
27	44%	43	42%	26	54%
1885	77%	1973	77%	2063	70%
1106	85%	1187	82%	1168	76%
1006	79%	1097	81%	1204	72%
1150	74%	1173	75%	1240	71%
443	63%	452	62%	448	57%
590	69%	641	69%	648	61%
645	69%	673	69%	631	61%

Reading, Writing and Maths	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort	% Achieving 4b+	Cohort	% Achieving 4b+	Cohort	% Achieving EXS+
All Pupils	29	34%	28	61%	30	30%
Girls	15	33%	12	50%	14	43%
Boys	14	36%	16	69%	16	19%
Disadvantaged (FSM/LAC)	9	11%	9	56%	14	29%
Non Disadvantaged	20	45%	19	63%	16	31%
GAP		34%		8%		3%
FSM Ever 6	9	11%	9	56%	14	29%
Non FSM Ever 6	20	45%	19	63%	16	31%
SEN Support	7	14%	4	25%	3	0%
SEN - ECHP	0		1	0%	0	
SEN - All Pupils with SEN	7	14%	5	20%	3	0%
BME	4	75%	6	67%	10	30%
EAL	1	0%	3	67%	5	60%
LAC	1	0%	0		0	
Most 0-<30% Deprived	23	35%	17	59%	16	38%
Autumn Birthdays	7	14%	10	50%	11	45%
Spring Birthdays	8	63%	10	90%	8	13%
Summer Birthdays	14	29%	8	38%	11	27%
Summer Born & FSM	6	17%	1	0%	4	25%
Female & FSM Ever 6	4	0%	4	75%	8	38%
Male & FSM Ever 6	5	20%	5	40%	6	17%

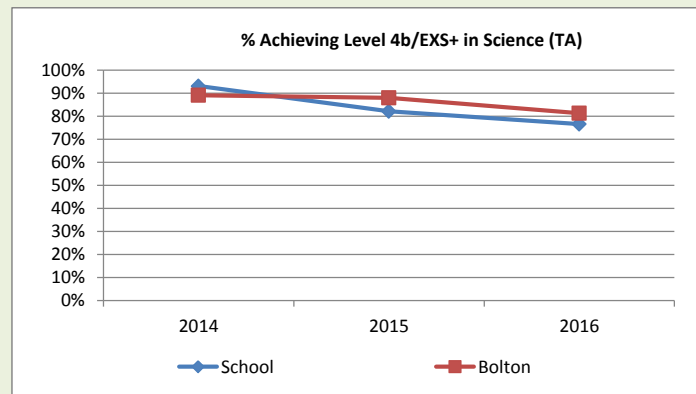
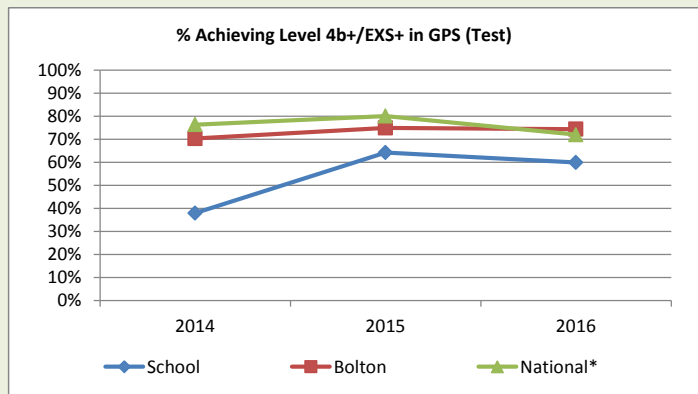
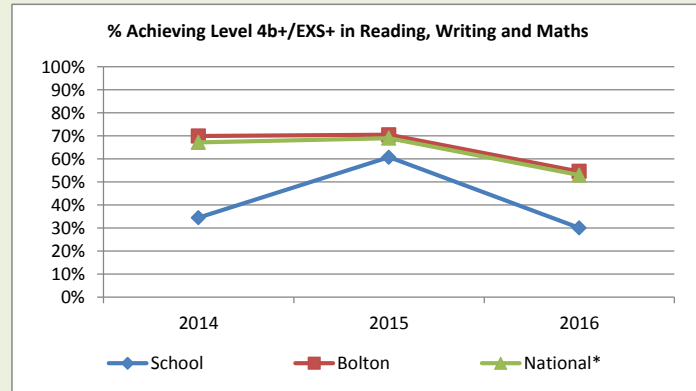
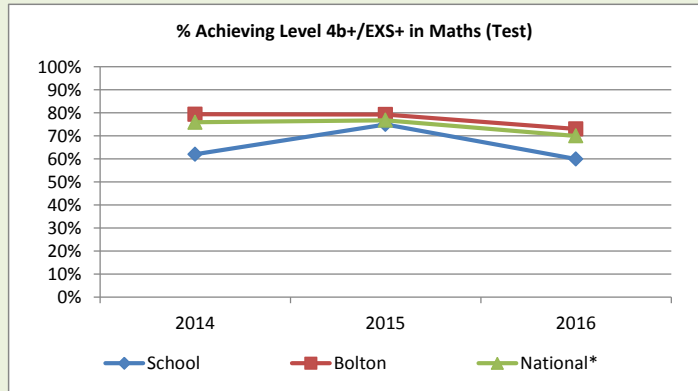
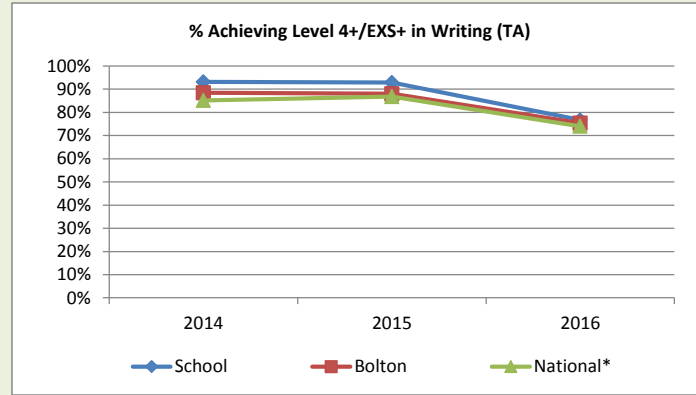
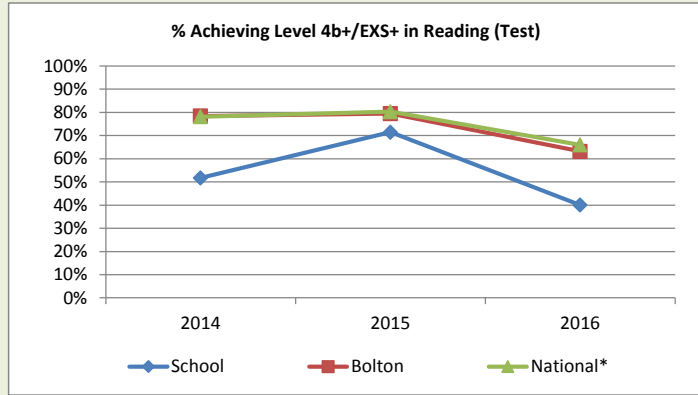
Bolton Figures					
2014		2015		2016	
Cohort	% Achieving 4b+	Cohort	% Achieving 4b+	Cohort	% Achieving EXS+
3262	70%	3457	70%	3608	55%
1566	72%	1678	72%	1806	59%
1696	68%	1779	69%	1802	50%
1235	56%	1314	57%	1292	41%
2027	79%	2143	78%	2316	62%
	23%		21%		21%
1235	56%	1314	57%	1279	41%
2027	79%	2143	78%	2329	62%
564	30%	550	30%	463	13%
94	11%	96	13%	109	2%
658	28%	646	27%	572	11%
1077	71%	1175	67%	1253	53%
801	69%	912	65%	958	51%
27	26%	43	35%	26	23%
1885	66%	1973	66%	2061	50%
1106	75%	1187	74%	1168	59%
1006	71%	1097	72%	1202	54%
1150	64%	1173	66%	1238	50%
443	49%	452	51%	448	35%
590	58%	641	60%	648	46%
645	54%	673	55%	631	37%

Science TA	St Stephen and All Martyrs', Lever Bridge					
	2014		2015		2016	
	Cohort Size	% Achieving 4+	Cohort Size	% Achieving 4+	Cohort Size	% Achieving EXS+
All Pupils	29	93%	28	82%	30	77%
Girls	15	93%	12	75%	14	79%
Boys	14	93%	16	88%	16	75%
Disadvantaged (FSM/LAC)	9	100%	9	78%	14	64%
Non Disadvantaged	20	90%	19	84%	16	88%
GAP		-10%		6%		23%
FSM Ever 6	9	100%	9	78%	14	64%
Non FSM Ever 6	20	90%	19	84%	16	88%
SEN Support	7	71%	4	25%	3	33%
SEN - ECHP	0		1	100%	0	
SEN - All Pupils with SEN	7	71%	5	40%	3	33%
BME	4	100%	6	100%	10	70%
EAL	1	100%	3	100%	5	80%
LAC	1	100%	0		0	
Most 0-<30% Deprived	23	96%	17	76%	16	69%
Autumn Birthdays	7	86%	10	70%	11	73%
Spring Birthdays	8	100%	10	90%	8	63%
Summer Birthdays	14	93%	8	88%	11	91%
Summer Born & FSM	6	100%	1	100%	4	100%
Female & FSM Ever 6	4	100%	4	100%	8	75%
Male & FSM Ever 6	5	100%	5	60%	6	50%

Bolton Figures					
2014		2015		2016	
Cohort Size	% Achieving 4+	Cohort Size	% Achieving 4+	Cohort Size	% Achieving EXS+
3262	89%	3457	88%	3608	81%
1566	90%	1678	90%	1806	84%
1696	88%	1779	86%	1802	79%
1235	82%	1314	80%	1292	72%
2027	94%	2143	93%	2316	87%
	12%		12%		15%
1235	82%	1314	80%	1279	72%
2027	94%	2143	93%	2329	87%
564	68%	550	61%	463	43%
94	28%	96	28%	109	13%
658	62%	646	56%	572	37%
1077	89%	1175	87%	1253	80%
801	88%	912	85%	958	78%
27	56%	43	67%	26	69%
1885	87%	1973	85%	2061	78%
1106	92%	1187	91%	1168	84%
1006	90%	1097	88%	1202	81%
1150	86%	1173	85%	1238	79%
443	78%	452	75%	448	68%
590	83%	641	84%	648	75%
645	80%	673	77%	631	69%

\*GAP refers to the difference between non-disadvantaged and disadvantaged pupils

## Key Stage 2 Graphs - Level 4B+/EXS+



Please refer to Page 30 for the definition of pupils included in the percentage calculations

## Key Stage 1 to Key Stage 2 Conversion Data

**St Stephen and All Martyrs', Lever Bridge**

Key Stage Level Conversion - KS1 Reading (2012) to KS2 Reading (2016)		2016 Key Stage 2 Reading:													Total	No. Achieving at Least the Expected Standard	No. Reaching Higher Standard		
		Test not Taken					Scaled Score												
		A	L	B	CN	CA	N	80-89	90-99	100-104	105-109	110-114	115-119	120					
2012 Key Stage 1 Reading:	Abs																		
	D																		
	W			1														1	
	1							1										1	
	2C							1	3									4	
	2B							2	8									10	
	2A								1	4								5	4
	3									1	2	4						7	7
	4																		
	No Results								1		1							2	1
	<b>Total</b>			1				4	13	5	3	4						30	40%

Key Stage Level Conversion - KS1 Maths (2012) to KS2 Maths (2016)		2016 Key Stage 2 Maths:													Total	No. Achieving at Least the Expected Standard	No. Reaching Higher Standard		
		Test not Taken					Scaled Score												
		A	L	B	CN	CA	N	80-89	90-99	100-104	105-109	110-114	115-119	120					
2012 Key Stage 1 Maths:	A																		
	D			1														1	
	W																		
	1							1										1	
	2C							1	3	1	1							6	2
	2B								4	3								7	3
	2A								2	2	3							7	5
	3										1	4	1					6	6
	4																		
	No Results										2							2	2
	<b>Total</b>			1				2	9	6	7	4	1					30	60%

Key Stage Level Conversion - KS1 Writing (2012) to KS2 Writing (2016)		2016 Key Stage 2 Writing:										Total	No. Achieving at Least the Expected Standard	No. Reaching Greater Depth					
		TA not Done			Working Below				At or Above										
		Other	A	D	L	BLW	PKF	PKE	PKG	WTS	EXS				GDS				
2012 Key Stage 1 Writing:	A																		
	D																		
	W							1										1	
	1								2									2	
	2C								1	1	6							8	6
	2B									1	5							6	5
	2A									1	4							5	4
	3										3	3						6	6
	4																		
	No Results										2							2	2
	<b>Total</b>							1	3	3	20	3						30	77%

**Other**  
A  
D  
L  
CN  
CA  
BLW/B  
HNM/NS

M=missing, H=Pupil cheating, Q=Maladministration,  
Absent  
Disapplied  
Left  
Consideration Not Applied  
Consideration Applied  
Below the standard of the pre-key stage/Working below the level of the test  
Has not met the standard/Not achieved Standard

PKF Pre-key stage foundation  
PKE Pre-key stage early development  
PKG Pre-key stage growing development  
WTS Working towards the expected standard  
EXS/AS Working at the expected standard  
GDS Working at a greater depth

## Key Stage 1 to Key Stage 2 Conversion Data

### Bolton

Key Stage Level Conversion - KS1 Reading (2012) to KS2 Reading (2016)		2016 Key Stage 2 Reading:													Total	No. Achieving at Least the Expected Standard	No. Reaching Higher Standard*		
		Test not Taken				Scaled Score													
		A	L	B	CN	CA	N	80-89	90-99	100-104	105-109	110-114	115-119	120					
A																			
D							1	1	1								3	1	
W		3	65			3	10	15	6								102	6	
1	3	4	19		3	13	99	143	52	13	3						349	68	3
2C	1	1	4		8	2	64	184	94	30	5	1					386	130	6
2B	1	5	1		4		34	335	302	129	27	4					838	462	31
2A	1		1		5		4	159	325	281	108	38	2				919	754	148
3					4		1	18	144	283	237	122	18				823	804	377
4																			
No Results	1	7	57		2	8	31	53	30	13	12	1	1				214	57	14
<b>Total</b>	<b>7</b>	<b>20</b>	<b>147</b>		<b>26</b>	<b>26</b>	<b>244</b>	<b>908</b>	<b>954</b>	<b>749</b>	<b>392</b>	<b>166</b>	<b>21</b>				<b>3634</b>	<b>63%</b>	<b>16%</b>

Key Stage Level Conversion - KS1 Maths (2012) to KS2 Maths (2016)		2016 Key Stage 2 Maths:													Total	No. Achieving at Least the Expected Standard	No. Reaching Higher Standard*		
		Test not Taken				Scaled Score													
		A	L	B	CN	CA	N	80-89	90-99	100-104	105-109	110-114	115-119	120					
A																			
D			2				3	4	1	1							11	2	
W		2	62				4	8	2								78	2	
1	2	3	21		1		51	128	44	14	1	1					265	60	2
2C	2	3	4		5		24	232	172	68	7	1	1				514	249	9
2B	1	5	1		6		4	246	348	259	59	9					932	675	68
2A					7		2	59	277	438	150	34	2				962	901	186
3					3			1	44	233	270	103	7				658	657	380
4																			
No Results		9	50		2	1	14	46	39	40	10	3	1				213	93	14
<b>Total</b>	<b>5</b>	<b>22</b>	<b>140</b>		<b>24</b>	<b>1</b>	<b>102</b>	<b>724</b>	<b>927</b>	<b>1053</b>	<b>497</b>	<b>151</b>	<b>11</b>				<b>3633</b>	<b>73%</b>	<b>18%</b>

Key Stage Level Conversion - KS1 Writing (2012) to KS2 Writing (2016)		2016 Key Stage 2 Writing:										Total	No. Achieving at Least the Expected Standard	No. Reaching Greater Depth					
		TA not Done			Working Below					At or Above									
		Other	A	D	L	BLW	PKF	PKE	PKG	WTS	EXS				GDS				
A																			
D									1	1	1						3	1	
W	1		2	3	35	21	10	22	33	9							135	9	
1		3		4		4	19	73	221	186	2						512	188	2
2C	1			4		1	7	33	167	446	7						665	453	7
2B	1			2			2	6	89	819	83						1001	902	83
2A	1	1						3	13	516	179						712	695	179
3									1	164	224						389	388	224
4																			
No Results	2	1	26	8	13	4	14	19	46	72	9						212	81	9
<b>Total</b>	<b>6</b>	<b>5</b>	<b>28</b>	<b>21</b>	<b>48</b>	<b>30</b>	<b>52</b>	<b>157</b>	<b>571</b>	<b>2213</b>	<b>504</b>						<b>3629</b>	<b>75%</b>	<b>14%</b>

**Other** M=missing, H= Pupil cheating, Q=Maladministration,  
**A** Absent  
**D** Disapiled  
**L** Left  
**CN** Consideration Not Applied  
**CA** Consideration Applied  
**BLW/B** Below the standard of the pre-key stage/Working below the level of the test  
**HNM/NS** Has not met the standard/Not achieved Standard  
 \* High test Standard defined by Scaled Score of 110

**PKF** Pre-key stage foundation  
**PKE** Pre-key stage early development  
**PKG** Pre-key stage growing development  
**WTS** Working towards the expected standard  
**EXS/AS** Working at the expected standard  
**GDS** Working at a greater depth

## Key Stage 2: Average Scaled Score Trend

For 2016 the assessment score at KS2 is no longer the APS (Average Point Score) but has moved to a Scaled Score. For individual pupils a Scaled Score of 100 is the score at which they are considered to have achieved the "Expected Standard". The school Average Scaled Score (for All pupils) is a headline performance measure and will appear in performance tables.

		St Stephen and All Martyrs', Lever Bridge				Bolton LA				National Figures			
		APS 2013	APS 2014	APS 2015	Average Scaled Score 2016	APS 2013	APS 2014	APS 2015	Average Scaled Score 2016	APS 2013	APS 2014	APS 2015	Average Scaled Score 2016
<b>Reading</b>	All Pupils	27.4	26.4	28.7	97.9	28.4	29.0	28.9	102.1	28.5	29.0	29.0	103
	Girls	26.5	26.6	29.0	100.1	28.9	29.3	29.4	102.9				103
	Boys	27.9	26.1	28.5	95.9	28.0	28.7	28.5	101.3				102
	Disadvantaged	23.4	23.7	27.7	96.9	27.1	27.5	27.6	100.0				
	Non Disadvantaged	28.2	27.6	29.2	98.9	29.2	29.9	29.7	103.2				
	Gap*	4.8	3.9	1.5	2.1	2.1	2.4	2.2	3.2				
	SEN	24.8	25.3	24.6	90.0	23.9	24.4	24.3	94.9				
EAL	27.0	27.0	29.0	106.3	28.0	28.6	28.1	106.3					
<b>Maths</b>	All Pupils	27.2	26.6	27.2	101.5	28.9	29.2	29.2	103.8	28.7	29.0	29.0	103
	Girls	26.5	27.0	26.0	101.8	28.7	29.1	28.9	103.6				103
	Boys	27.6	26.1	28.1	101.2	29.1	29.3	29.5	104.0				103
	Disadvantaged	25.8	27.0	26.3	99.5	27.5	27.6	27.7	101.5				
	Non Disadvantaged	27.5	26.4	27.6	103.3	29.7	30.2	30.1	105.0				
	Gap*	1.7	-0.6	1.3	3.8	2.1	2.6	2.5	3.5				
	SEN	24.0	24.4	24.6	97.0	24.5	24.3	24.4	96.8				
EAL	28.2	27.0	27.0	107.3	29.1	29.6	28.9	107.3					

\* Gap is the difference between the Disadvantaged and Non-Disadvantaged groups

Note: APS data used FSM Ever 6 / Not FSM Ever 6 categories rather than Disadvantaged and Not Disadvantaged

## Key Stage 1 to Key Stage 2 'Bolton Value Added' Analysis

Please Note: The progress analysis on this page follows the guidance from the DfE on how progress will be calculated nationally, but this 'Bolton' Value Added score only compares your school to other schools within Bolton.

**It is not your official Progress score.**

At KS1 the government defines low attaining pupils as those with an APS of less than 12, middle attaining pupils with an APS of between 12 and 18, and high attaining pupils as having an APS of 18 or above. The shaded areas in the boxes below denote low and high attaining pupils\*\*.

A **positive** Value Added means on average pupils are making **more** progress than the Bolton average.

A **negative** Value Added means on average pupils are making **less** progress than the Bolton average.

	St Stephen and All			Bolton		Score compared to Bolton per child	Value Added
	KS1 APS	Cohort	KS2 Average Score	Cohort	KS2 Average Score		
<b>Reading</b>	4 - 9.9	1	82.0	179	92.0	-10.0	-10.0
	10 - 11.9	1	87.0	258	95.1	-8.1	-8.1
	12 - 13.4	2	93.5	212	96.9	-3.4	-6.8
	13.5 - 14.9	5	92.2	464	99.0	-6.8	-33.8
	15 - 15.9	6	92.8	644	101.4	-8.6	-51.5
	16 - 16.9	3	97.3	324	104.0	-6.7	-20.1
	17 - 17.9	1	102.0	387	105.4	-3.4	-3.4
	18 - 20.9	5	105.6	529	108.1	-2.5	-12.5
	21+	3	112.7	279	111.1	1.6	4.8
Total	27				Total	-141.4	
<b>Reading Value Added (per child)</b>							<b>-5.2</b>

	St Stephen and All			Bolton		Score compared to Bolton per child	Value Added
	KS1 APS	Cohort	KS2 Average Score	Cohort	KS2 Average Score		
<b>Maths</b>	4 - 9.9	1	87.0	189	94.5	-7.5	-7.5
	10 - 11.9	1	89.0	263	97.9	-8.9	-8.9
	12 - 13.4	2	99.5	212	100.3	-0.8	-1.5
	13.5 - 14.9	5	97.0	465	101.2	-4.2	-20.8
	15 - 15.9	6	100.5	645	103.5	-3.0	-18.1
	16 - 16.9	3	101.3	324	105.5	-4.1	-12.4
	17 - 17.9	1	95.0	387	106.4	-11.4	-11.4
	18 - 20.9	5	106.8	529	108.4	-1.6	-7.9
	21+	3	112.3	279	111.5	0.8	2.4
Total	27				Total	-86.1	
<b>Maths Value Added (per child)</b>							<b>-3.2</b>

	St Stephen and All			Bolton		Score compared to Bolton per child	Value Added
	KS1 APS	Cohort	KS2 Average Score	Cohort	KS2 Average Score		
<b>Writing</b>	4 - 9.9	1	79.0	211	88.3	-9.3	-9.3
	10 - 11.9	1	79.0	268	93.9	-14.9	-14.9
	12 - 13.4	2	103.0	212	97.5	5.5	11.1
	13.5 - 14.9	5	93.4	466	98.7	-5.3	-26.4
	15 - 15.9	6	101.0	645	102.0	-1.0	-6.1
	16 - 16.9	3	103.0	324	103.0	0.0	0.0
	17 - 17.9	1	103.0	387	104.3	-1.3	-1.3
	18 - 20.9	5	103.0	528	106.1	-3.1	-15.5
	21+	3	113.0	279	109.2	3.8	11.5
Total	27				Total	-50.9	
<b>Writing Value Added (per child)</b>							<b>-1.9</b>

\*[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496158/Primary\\_school\\_accountability\\_in\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496158/Primary_school_accountability_in_2016.pdf)

\*\*[https://tableschecking.education.gov.uk/2016\\_KS2\\_Checking\\_Exercise\\_User\\_Guidance\\_and\\_FAQ.pdf](https://tableschecking.education.gov.uk/2016_KS2_Checking_Exercise_User_Guidance_and_FAQ.pdf)

#### Abbreviations used in this report include:

FSM	Children who were claiming for Free School Meals at the time of the January 2016 Census
FSM Ever 6	Children who have claimed for Free School Meals at any point within the Last 6 years
Disadvantaged	Children who are eligible for Pupil Premium including those receiving Adopted From Care Premium (AFC), Looked After Premium (LAP) or Deprivation Pupil Premium (DPP).
EAL	Children with English as an additional language.
BME	Black and Minority Ethnic. This includes all pupils with a recorded ethnicity other than White British.
SEN	Children with Special Education Needs, which includes those on a Education, Care and Health Plan (previously Statement) and SEN Support
LAC	Children looked after in January 2016. These are only children who are looked after by Bolton or who live in Bolton and attend a Bolton school. This doesn't include children who are looked after by and reside in another authority.
IMD	The Index of Multiple Deprivation 2015 (IMD) is a nationally derived rank of Lower Super Output Areas (LSOA's). These are small statistical areas covering the whole of England. There are 175 covering Bolton, each with a population of around 1,500. The IMD score given to these combines a number of separate indicators chosen to cover a range of economic, social and housing issues in to a give a single score, the LSOA's are then ranked against all others nationally. This can give you an indication on how deprived an area is compared to others. Percentiles of the rank scores are used to compare areas.

#### Notes about the Key Stage Assessments

**EYFSP** - Any child who was Absent "A" hasn't been included in the percentage calculation.  
The EYFS profile requires practitioners to assess children against a new set of 17 early learning goals (ELGs).

**Good Level of Development (GLD)** - The achievement of all the ELG (expected level) for Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics. The points are calculated as follows:

Emerging – 1 point  
Expected – 2 points  
Exceeding – 3 points

**Phonics** - The statutory Phonic Screening Check for all Year 1 pupils took place for the first time in June 2012. The check takes place in Year 1. Any child who did not meet the standard in Year 1 repeats the check in Year 2. The results for the Phonics Screening Check at the end of Key Stage 1 include all children who achieved the standard in Year 1 and those who repeated the test in Year 2.

**Interim KS1 and KS2 Assessment Arrangements** - In 2015-16 the government introduced new KS1 and KS2 assessment arrangements. These arrangements were given as Interim Frameworks for the year 2015-16. The government documents can be found at <https://www.gov.uk/government/publications/2016-assessment-and-reporting-arrangements-pdf-format-versions>

**KS1** - All children who were eligible for KS1 teacher assessments are included in the percentage calculations. This includes those pupils who were working towards level 1 (W), absent pupils (A) and pupils who were disapplied from the national curriculum (D).

**KS2** - All children who were eligible for KS2 tests and assessments are included in the percentage calculations. This includes pupils who were working below the level of the test (B – test only), unable to access the test (T – test only), took the test but failed to register a level (N – test only), were disapplied from the National Curriculum (D – TA only), or were absent (A). The figures also include results which schools may have applied to be discounted from the DfE performance tables (i.e. International new arrivals). Pupils with missing results, or results coded as maladministration, are not included.

From 2015 revised tests and assessments took place, Reading Test, Reading Teacher Assessment (TA), Writing TA, Maths Test, Maths TA and the new grammar, punctuation and spelling (GPS) Test.

**Grammar, Punctuation and Spelling** - A new statutory test of English grammar, punctuation and spelling (GPS) was introduced for children at the end of Key Stage 2 from May 2013. The test assesses levels 3-5 of the current statutory Key Stage 2 English National Curriculum programme of study for English.

**Scaled Scores at KS1** - A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. 85 is the lowest scaled score that can be awarded on a KS1 test. The highest scaled score is 115. Details of Scaled scores at KS1 can be found at <https://www.gov.uk/guidance/scaled-scores-at-key-stage-1>.

**Conversion table at KS1** - The raw score to scaled score conversion table can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/527252/Scaled\\_score\\_conversion\\_tables\\_FINALJC.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/527252/Scaled_score_conversion_tables_FINALJC.pdf)

**Scaled Scores at KS2** - A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. 80 is the lowest scaled score that can be awarded and 120 is the highest scaled score. Details of Scaled scores at KS2 can be found at <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

**Conversion table at KS2** - The raw score to scaled score conversion table can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/534106/2016\\_KS2\\_scaled\\_scores.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/534106/2016_KS2_scaled_scores.pdf)

**Progress measures** - The system of national curriculum levels is no longer used to report end of key stage assessment. The progress measure based on pupils making at least 2 levels of progress between key stage 1 and key stage 2, will no longer be calculated. The old measure will be replaced by a value-added measure. There will be no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes will contribute towards the school's progress score. This new measure is a school-level accountability measure. A school's progress scores in English reading, English writing and mathematics will be calculated as the average of its pupils' progress scores. These scores will give an indication of whether, as a group, pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools. The school level scores will be used to judge whether a school has met the progress element of the floor standard. More detail can be found in [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496158/Primary\\_school\\_accountability\\_in\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496158/Primary_school_accountability_in_2016.pdf)

**Floor Standards** - In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics or
  - the school achieves sufficient progress scores in all of English reading and English writing and mathematics
- To be above the floor, the school needs to meet either the attainment or all of the progress element. The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element. As this is the first year of new accountability measures and new tests, the government has said it will release minimum expectations for a school's progress scores in December.

#### Notes

- 1 Contextual information included in this report is derived by matching pupils attainment data with data collected in the previous January Census. Pupils who have arrived in the borough after January will not have been recorded, and therefore are not included in the contextual analysis.  
The contextual analysis offers a guide for attainment for vulnerable groups, but it is recognised that there can be changes in individual pupil contexts between the January
- 2 The EYFSP Bolton LA figures in this pack are based on all pupils in Bolton including private, voluntary and independent (PVI) providers where places are in receipt of government funding. The figures are in line with the DfE Statistical First Release (SFR) figures.
- 3 Bolton LA figures for KS1 & KS2 include Academies and special schools.
- 4 The on entry assessment 'Expected' relates to % children working in line (40-60c) with EYFS Outcomes in each area of learning.
- 5 The end of Reception 'Expected' is the % of children who achieved the ELGs in each area of learning.
- 6 The pupils included in the Phonics assessment at Key Stage 1 is based on all pupils who have passed in either year 1 or year 2. Individual school pupil numbers may not be the same in NCER where pupils have moved between schools between those years.

#### Data Sources

Contextual data taken from School Census Jan 2016  
National KS2 figures from DfE Statistical First Release, published 5/07/2016

#### National Statistics Release Dates 2016

National curriculum assessments at key stage 2: 2015 to 2016

1 September 2016 9:30am (provisional)



Phonics Screening check and key stage 1 assessments: England 2016  
Early years foundation stage profile results in England:2015 to 2016  
2016 Key stage 2 national curriculum tests review outcomes (Provisional)  
National curriculum assessments at key stage 2 :2016 revised

29 September 2016 (provisional)  
13 October 2016 (provisional)  
November 2016 (provisional)  
December 2016 (provisional)

**Demographic data**

All demographic data apart from the FSM Ever 6 and Pupil Premium indicators are taken from the January Census. The January census data is matched to the summer assessment data. If a child wasn't on roll in a Bolton school in January they won't return any demographic data, and they are excluded from the calculations.

**Discounted Students - Key Stage 2**

The discounted students at KS2 have not been taken out of the KS2 dataset in this release.

**Datasets Used**

The datasets used for EYFSP, Key Stage 1 and Phonics are based on the data that have been submitted by schools in the Summer term. The Dataset for Key Stage 2 is the provisional dataset provided by the DfE in this release.

**National****Figures**

National averages for KS2 are the provisional DfE figures (published 5/07/2016).