

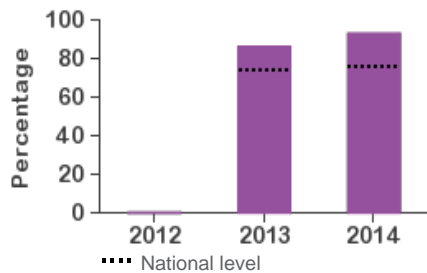
Dulverton Primary School (URN: 101434, DfE No.: 3032056) - Key Stage 2

How are pupils doing in exams? (Attainment)

English grammar, punctuation and spelling

In 2014, 93% of pupils attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test. This is an increase of seven percentage points since 2013.

Percentage of pupils who attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test



In 2014, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

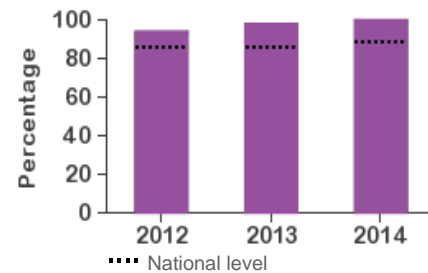
Comparison with other schools

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

Reading

In 2014, 100% of pupils attained Level 4 or above in the Key Stage 2 reading test. This is an increase of two percentage points since 2013.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 reading test



In 2014, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

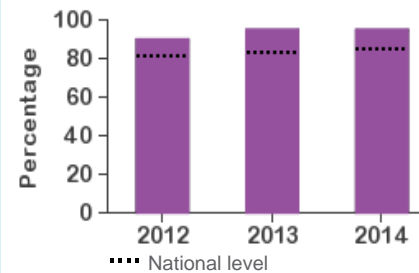
Comparison with other schools

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

Writing

In 2014, 95% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. This has not changed since 2013.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 writing assessment



In 2014, the school's result was in the top 40% of similar schools' results, and in the top 20% of all schools.

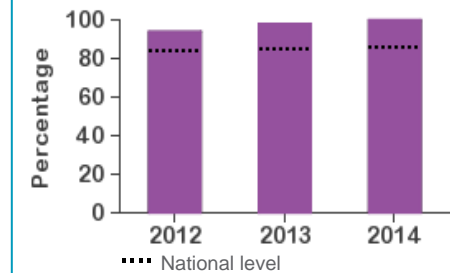
Comparison with other schools

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

Mathematics

In 2014, 100% of pupils attained Level 4 or above in the Key Stage 2 mathematics test. This is an increase of two percentage points since 2013.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 mathematics test



In 2014, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

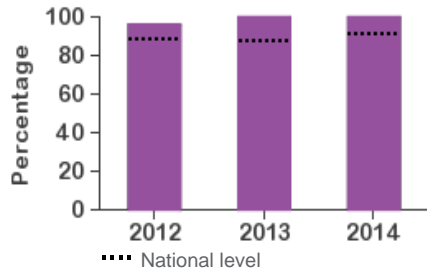
Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

Are pupils making progress?

Reading

In 2014, 100% of pupils achieved expected progress in reading. This has not changed since 2013.

Percentage of pupils who achieved expected progress in reading



In 2014, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

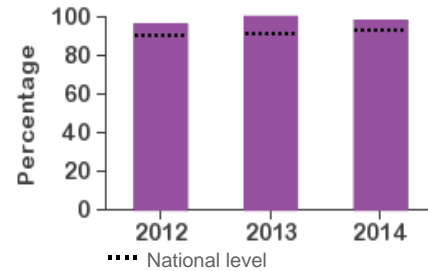
Comparison with other schools

Similar schools		All schools	
Highest	■	Highest	■
2nd quintile	□	2nd quintile	□
3rd quintile	□	3rd quintile	□
4th quintile	□	4th quintile	□
Lowest	□	Lowest	□

Writing

In 2014, 98% of pupils achieved expected progress in writing. This is a decrease of two percentage points since 2013.

Percentage of pupils who achieved expected progress in writing



In 2014, the school's result was in the top 20% of similar schools' results, and in the top 40% of all schools.

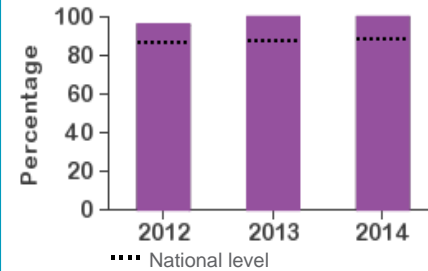
Comparison with other schools

Similar schools		All schools	
Highest	■	Highest	□
2nd quintile	□	2nd quintile	■
3rd quintile	□	3rd quintile	□
4th quintile	□	4th quintile	□
Lowest	□	Lowest	□

Mathematics

In 2014, 100% of pupils achieved expected progress in mathematics. This has not changed since 2013.

Percentage of pupils who achieved expected progress in mathematics



In 2014, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

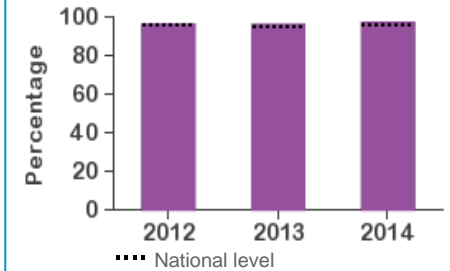
Similar schools		All schools	
Highest	■	Highest	■
2nd quintile	□	2nd quintile	□
3rd quintile	□	3rd quintile	□
4th quintile	□	4th quintile	□
Lowest	□	Lowest	□

How good is attendance?

Overall attendance

In 2014, the attendance rate at this school was 97%. The attendance rate has increased by 1.1 percentage points since 2013. The attendance rate is in the top 20% of all schools

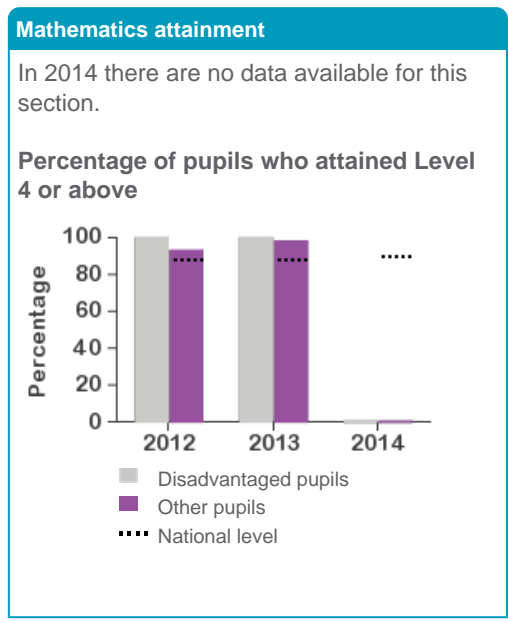
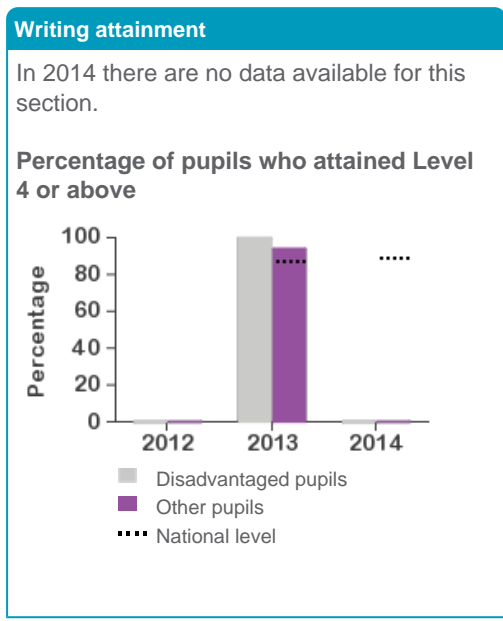
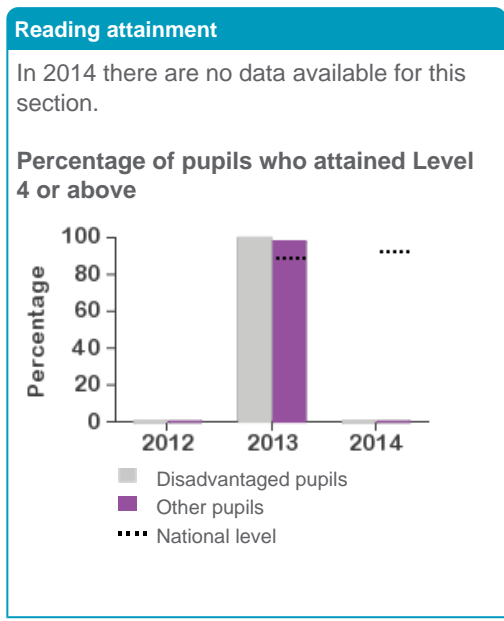
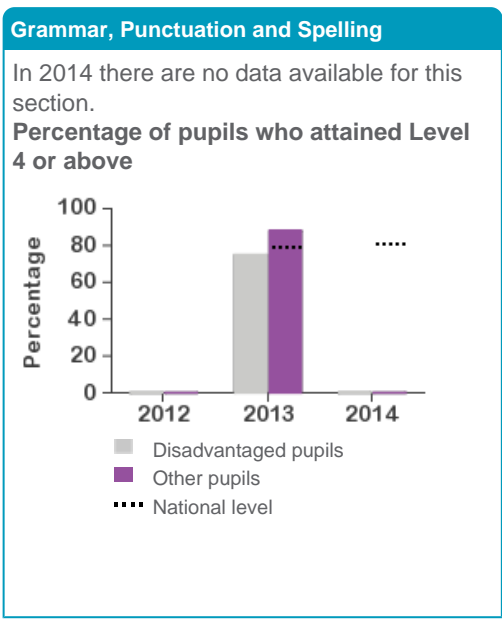
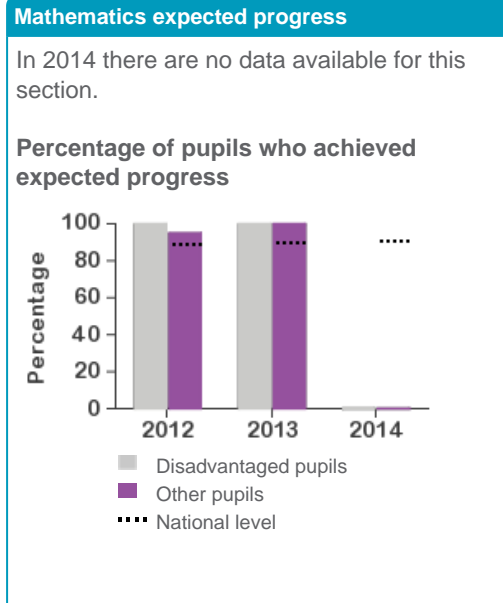
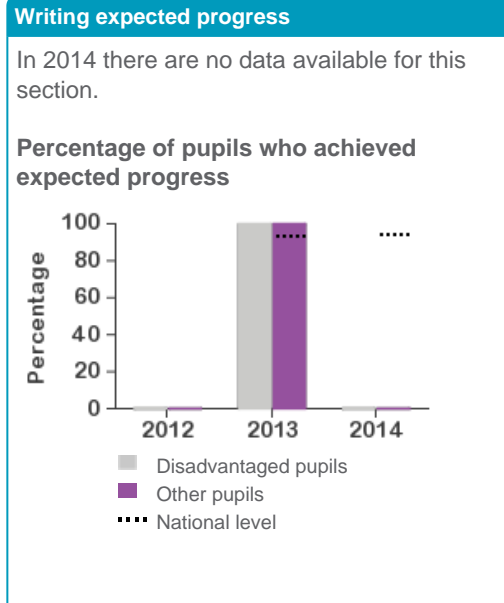
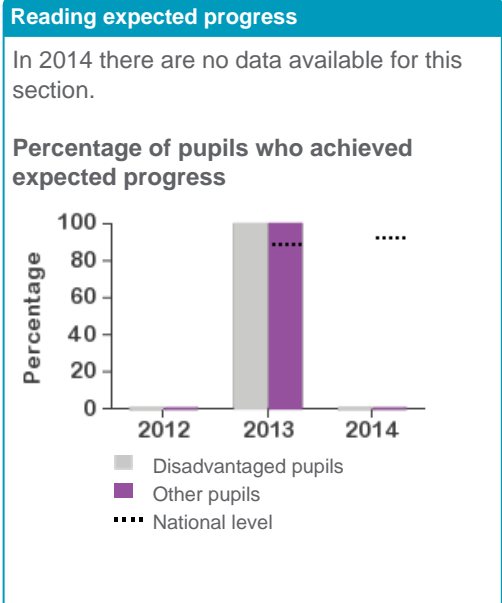
Level of attendance at this school



Comparison with other schools

All schools	
Highest	■
2nd quintile	□
3rd quintile	□
4th quintile	□
Lowest	□

Closing the gap between disadvantaged and other pupils



Context

Contextual data are provided at school level and at year group level for those pupils reflected in the dashboard measures. Quintiles are provided for the latest year of data to enable users to view the school's position when compared nationally. The data presented in this section are taken from the January Schools Census.

2012 2013 2014

Comparing your school to the national picture in 2014

Number of pupils

School (All pupils)	433	439	445
National average	251	257	263

Year 6 pupils (KS2)	52	58	59
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Lowest	4th quintile	3rd quintile	2nd quintile	Highest
3 - 134	135 - 208	209 - 264	265 - 394	395 - 1096

% of girls

School (all pupils)	44.6	46.2	47.2
National average	49.0	49.0	49.0

Year 6 pupils (KS2)	42.3	44.8	39
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Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 46.1	46.2 - 48.1	48.2 - 49.9	50.0 - 51.9	52.0 - 100.0

% of pupils eligible for Free School Meals (FSM) *please see note

School (all pupils)	7.6	8.2	8.4
National average	26.2	26.7	26.6

Year 6 pupils (KS2)	11.5	13.8	8.5
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Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 9.4	9.5 - 15.8	15.9 - 25.5	25.6 - 41.0	41.1 - 87.8

% of pupils supported by school action plus or with a statement of SEN

School (all pupils)	3.2	2.5	3.4
National average	7.9	7.7	7.7

Year 6 pupils (KS2)	23.1	12.1	11.9
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Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 4.1	4.2 - 6.0	6.1 - 8.0	8.1 - 11.0	11.1 - 66.7

SEN year group data includes school action, school action plus and statement of SEN. These data are not comparable to the school or national level data as they do not include school action pupils.

Explanatory notes

Data stage

Data will be published as unvalidated, validated and final. A footnote on the dashboard is used to specify which data are contained in the PDF.

Missing data

There are three explanations for why data are missing from the dashboard:

- Data are not available.
- Data are zero.
- Data have been suppressed due to small pupil numbers.

Information on the reasons behind missing data may be found later in this document or in the interactive version of the report where it can be accessed via the question mark symbol (?)

National levels

The national level for the attainment and closing the gap sections includes maintained state nursery, primary, middle and secondary schools (including academies), along with city technology colleges and special schools. The national level for attendance includes state nursery, primary, middle and secondary schools (including academies) and city technology colleges, but special schools are excluded.

Quintiles

Quintiles are used to split a dataset into five groups each representing 20% of the data. For the "all schools" measure the quintiles are constructed using by ranking the results across all schools. For the "similar schools" measure the quintiles are constructed by ranking the unique results within the grouping. The groups are not necessarily evenly split as there may be several identical scores in the dataset and these would be placed in the same quintile. The "all schools" measure allows the user to view where, amongst all the maintained schools in England that offer the key stage of interest, the school of interest is ranked. The relative position of the school can be viewed as its quintile position, for example, schools in the "middle 20%" are performing around average. The "similar schools" measure shows the user where, amongst the results of the schools in the group, the result of the school is ranked. For a more detailed breakdown of these measures please see the guidance document.

All schools

The "all schools" measure allows the user to view where the school of interest is ranked, compared with all the maintained schools in England that offer the key stage of interest. The relative position of the school can be viewed as its quintile position, for example, schools in the "middle 20%" are performing around average. For a more detailed breakdown of this measure please see the guidance document.

Similar schools

Schools are grouped together as similar based upon the prior attainment of pupils in the cohort. Each school has its own group of similar schools for each measure shown on the Dashboard. For Key Stage 4, the prior attainment of pupils at Key Stage 2 is used to predict the outcomes for these pupils at Key Stage 4, and the 54 schools with the most similar prediction are selected. The 54 schools selected are likely to differ for each measure, for example, for mathematics the schools identified may differ from English. For Key Stage 2, the prior attainment at Key Stage 1 is used, and the most similar 124 schools are chosen. There is no similar school comparison for Key Stage 1 data.

Attainment

Key Stage 2 attainment measures are presented as the percentage of pupils achieving National Curriculum Level 4 or above in English grammar, punctuation and spelling, reading, writing and mathematics. It is expected that pupils will reach at least Level 4 by the end of Key Stage 2. Data for 2011 and 2012 are not available for English grammar, punctuation and spelling as the measure did not exist.

Expected progress

Expected progress refers to the percentage of pupils progressing through two National Curriculum levels between the end of Key Stage 1 and the end of Key Stage 2, with data presented for reading, writing and mathematics. In 2011, the measure of expected progress was changed to include teacher assessments where no appropriate test data are available. Data for 2011 are not available for reading and writing as this measure did not exist.

Attendance

Attendance data relate to the percentage of sessions (mornings and afternoons are classified as sessions) attended by the whole school, not just the key stage. Attendance is calculated as (100% - percentage of overall absence).

Closing the gap

Closing the gap measures compare the gap between the performance of pupils in the disadvantaged pupil category and those in the other pupil category. Disadvantaged pupils are those pupils who were eligible for free school meals at any point during the last six years and children looked after (for example, in the continuous care of the local authority for at least six months). Data for 2011 and 2012 are not available for reading and writing as this measure did not exist.