

Understanding Your School Report

Moss Park Junior School

Prepared for: S Nunwick





Introduction

This individual Understanding Your School Report was prepared for Moss Park Junior School by Arbor Education using your most recent Analyse School Performance (ASP) data. We hope that you find the report useful in understanding and improving performance at Moss Park Junior School.

A bit about Arbor

Our mission is to transform the way schools & MATs work to help save teachers time and improve student outcomes.

We've built a [simple, smart cloud-based MIS](#) which is used by over 800 schools to spot trends faster, automate & simplify administrative tasks, and ultimately reduce staff workload.

We spend a lot of time thinking about how better use of data can change the way schools work, and we designed this report to give you a tiny taste of what we can do. We also hope it's a useful tool for school improvement planning. If you'd like to know more about our MIS or the other reports we offer, why not visit www.arbor-education.com?

A quick note

Arbor is an accredited supplier of ASP data. We achieved accreditation through a [tender with the Department for Education](#) which means Arbor receives secure, early access to school performance data. We use this data to provide schools with intuitive reports and dashboards to help understand performance and plan self-improvement strategies. Over 10,000 schools have used our service over the past 4 years! As a note, the analysis in this report has been run by Arbor and the DfE may not necessarily agree with the conclusions we've drawn.



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Focusing on



All of your students

To get



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How to use this report

We've designed this report to help you plan around and respond to your school's specific context. It combines your latest DfE performance data (ASP) with ONS area classifications, families of schools, and top quintile benchmarks to give you the most complete picture of your outcomes in the context of your school's unique demographic intake.

What will you find in the report?

- The **Area Type Comparison graph** helps you examine patterns between your area type, relative level of deprivation, and attainment
- The **Schools Like You** benchmark uses EEF Families of Schools methodology to compare your performance to schools with similar Prior Attainment, % FSM, % EAL
- The **3 Year Rolling Average** indicator helps you compare your performance this year to the past three

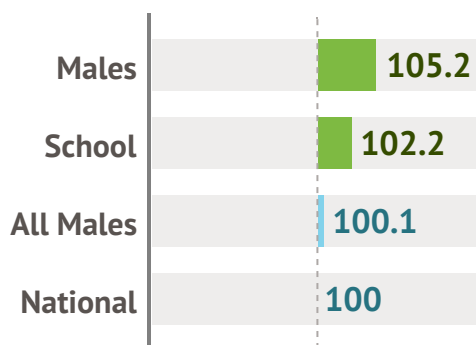
As a quick note:

- A green value means the cohort has performed above average on this measure
- A yellow value means the cohort has performed between the school and national averages on this measure (this may warrant further investigation)
- An orange value means the cohort has underperformed relative to the school and national averages on this measure (warranting further investigation)

Overall Progress Score Example

105.2

Cohort size = 59



The Overall Progress Score amongst boys at Sunnyville is 3.0 points greater than the school average, and 5.2 greater than the national average. The school gap has improved by 0.5 since 2 years ago. Well done!



If the cohort is smaller than 30, then the significance of any difference shown is low. However, it may still be worth further investigation.

We tell you what the chart means in plain English and, where possible, analyse trends over time. For further context on some measures we use median averages to tell you how your school ranks compared to others.






Key Findings

We've looked at all data for Moss Park Junior School and narrowed the findings down to show where pupils have outperformed, as well as some areas you might want to improve. "Things to look into" shows you the measures where you've had a negative trend in performance over the last 3 years, and "Priorities to target" shows you the measures with the largest gap between your school and the national average. To give you some more context, we've shown how your performance has changed over the past 3 years, and how you compare nationally.



Things to shout about!

	You	3yr	National
 KS2 Achieving Expected Standard: Reading, Writing & Maths	79.7%	▲14.1%	65.4%
 KS2 Pupils Achieving Higher Standard: Reading	32.8	▲4.7	27.3

Things to look into

	You	3yr	National
 KS2 Average Scaled Score: Reading (Disadvantaged)	100.2	▼-4.8	104.5
 KS2 Average Scaled Score: Maths (Disadvantaged)	100.5	▼-4.5	105.1
 KS2 Achieving Expected Standard: EGPS	81.3%	▼-3.1%	78.5%
 KS2 Pupils Achieving Higher Standard: Maths	28.1	▼-1.6	26.9
 KS2 Overall Progress Score: Maths	1.13	▼-0.45	0.03

Priorities to target

	You	3yr	National
 KS2 Average Scaled Score: Maths (Disadvantaged)	100.5	▼-4.5	105.1
 KS2 Average Scaled Score: Reading (Disadvantaged)	100.2	▼-4.8	104.5

Summary

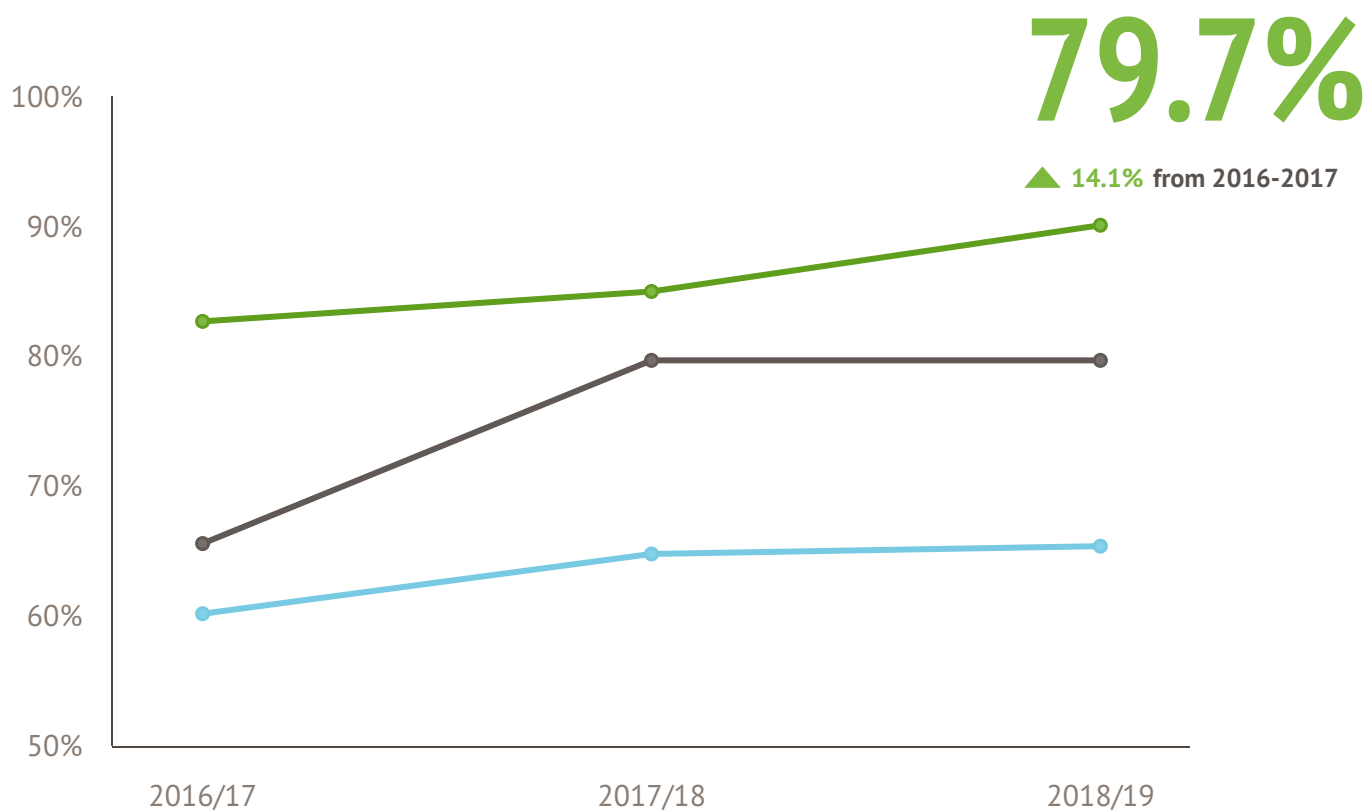
Key Stage 2

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Key Stage 2

Achieving Expected Standard: Reading, Writing and Maths

The most recent data shows that 79.7% of students achieved the expected standard in Reading, Writing & Maths. This is 10.4% less than the Top Quintile schools average, and 14.3% higher than the national average. Overall, at Moss Park Junior School the percentage achieving the expected standard in Reading, Writing & Maths has increased by 14.1% per year since 2017, while the national rate of change has increased by 5.2% per year since 2017.



Key	2016/17	2017/18	2018/19	Trend
School	65.6%	79.7%	79.7%	▲ 14.1
Top Quintile	82.7%	85.0%	90.1%	▲ 7.4
National	60.2%	64.8%	65.4%	▲ 5.2
School vs. National	5.4%	14.9%	14.3%	

Cohort size = 64

Key Stage 2

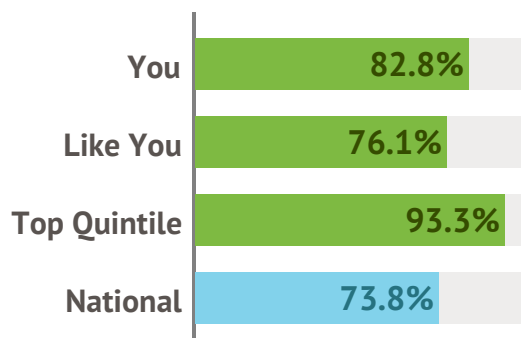
Achieving Expected Standard: Reading and Writing

Pupils Achieving Expected Standard: Reading

82.8%

▼ 12.5% from 2017/18
▲ 4.7% from 2016/17
85.4% 3 year average

Cohort size = 64



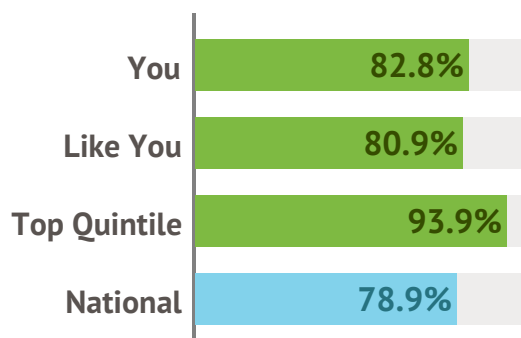
At Moss Park Junior School 82.8% of pupils achieve the expected standard in Reading. This is 6.7% more than the average for similar schools, 10.5% lower than the Top Quintile schools average and 9.0% more than the national average.

Pupils Achieving Expected Standard: Writing

82.8%

▲ 1.5% from 2017/18
▲ 4.7% from 2016/17
80.7% 3 year average

Cohort size = 64



At Moss Park Junior School 82.8% of pupils achieve at the expected standard in Writing. This is 1.9% higher than the average for similar schools, 11.1% less than the Top Quintile schools average and 3.9% more than the national average.

Key Stage 2

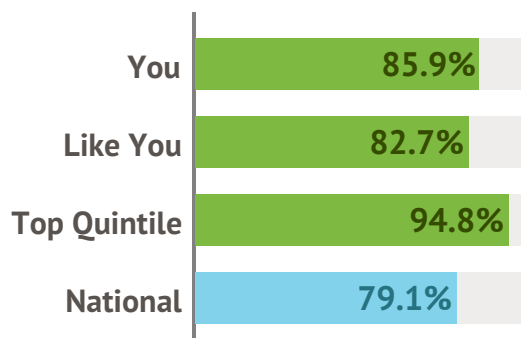
Achieving Expected Standard: Maths and EGPS

Pupils Achieving Expected Standard: Maths

85.9%

▲ 3.1% from 2017/18
 ▲ 4.6% from 2016/17
 83.3% 3 year average

Cohort size = 64



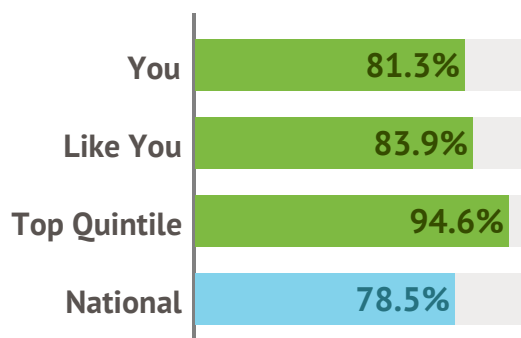
At Moss Park Junior School 85.9% of pupils achieve the expected standard in Maths. This is 3.2% higher than the average for similar schools, 8.9% lower than the Top Quintile schools average and 6.8% more than the national average.

Pupils Achieving Expected Standard: EGPS

81.3%

▼ 9.3% from 2017/18
 ▼ 3.1% from 2016/17
 85.4% 3 year average

Cohort size = 64



At Moss Park Junior School 81.3% of pupils achieve the expected standard in EGPS. This is 2.6% less than the average for similar schools, 13.3% less than the Top Quintile schools average and 2.8% higher than the national average.

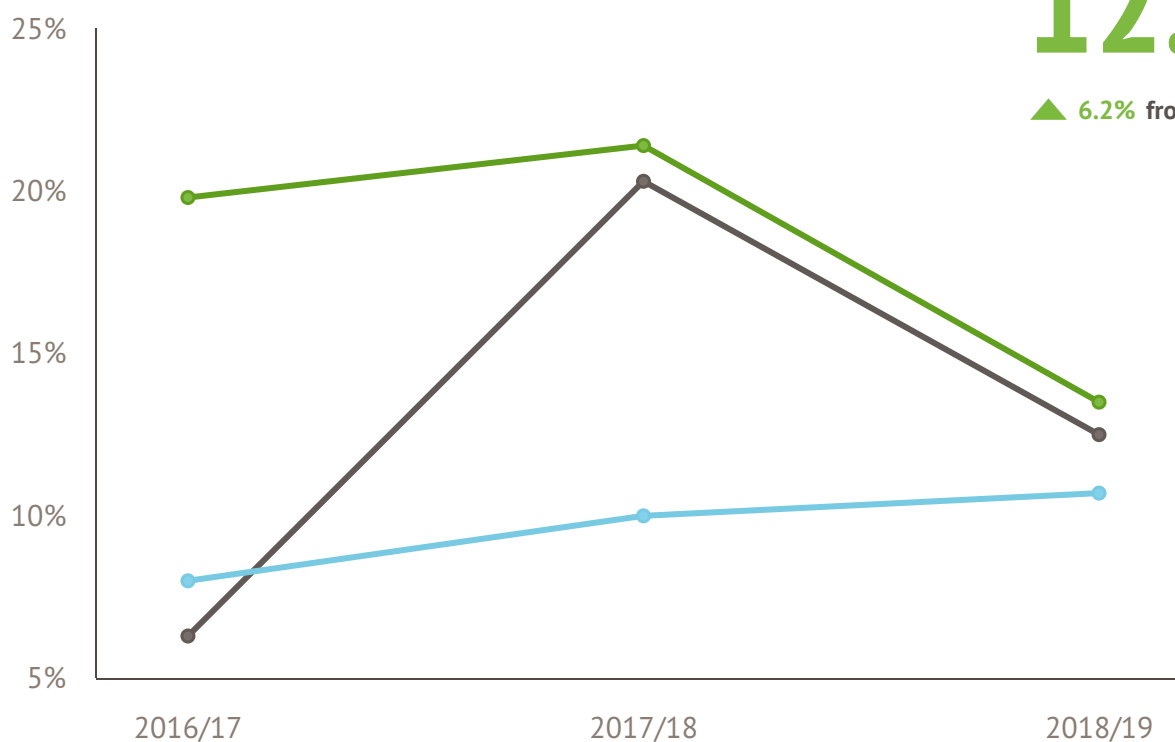
Key Stage 2

Achieving Higher Standard: Reading, Writing and Maths

The most recent data shows that 12.5% of students achieved the higher standard in Reading, Writing & Maths. This is 1.0% less than the Top Quintile schools average, and 1.8% more than the national average. Overall, at Moss Park Junior School the percentage achieving the higher standard in Reading, Writing & Maths has increased by 6.2% per year since 2017, while the national rate of change has increased by 2.7% per year since 2017.

12.5%

▲ 6.2% from 2016-2017



Key	2016/17	2017/18	2018/19	Trend
School	6.3%	20.3%	12.5%	▲ 6.2
Top Quintile	19.8%	21.4%	13.5%	▼ -6.3
National	8.0%	10.0%	10.7%	▲ 2.7
School vs. National	-1.7%	10.3%	1.8%	

Cohort size = 64

Key Stage 2

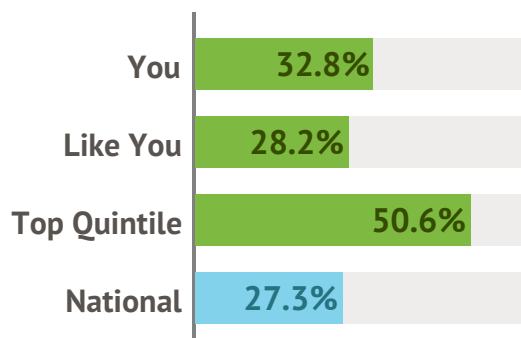
Achieving Higher Standard: Reading and Writing

Pupils Achieving Higher Standard: Reading

32.8%

No change from 2017/18
 ▲ 4.7% from 2016/17
 31.2% 3 year average

Cohort size = 64



At Moss Park Junior School 32.8% of pupils achieve a high scaled score in Reading. This is 4.6% more than the average for similar schools, 17.8% less than the Top Quintile schools average and 5.5% more than the national average.

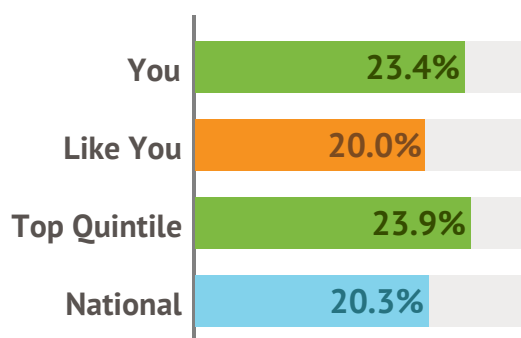
Pupils Working at Greater Depth Within the Expected Standard:

Writing

23.4%

No change from 2017/18
 ▲ 17.1% from 2016/17
 17.7% 3 year average

Cohort size = 64



At Moss Park Junior School 23.4% of pupils achieve greater depth within the expected standard in Writing. This is 3.4% more than the average for similar schools, 0.5% lower than the Top Quintile schools average and 3.1% higher than the national average.

Key Stage 2

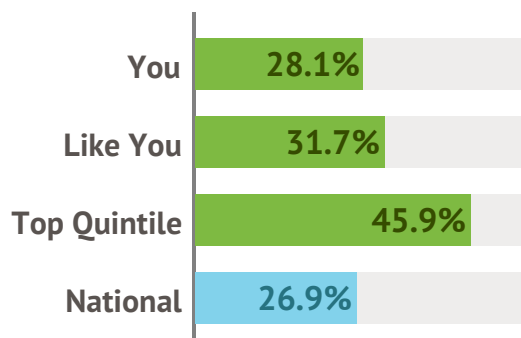
Achieving Higher Standard: Maths and EGPS

Pupils Achieving Higher Standard: Maths

28.1%

▼ 9.4% from 2017/18
 ▼ 1.6% from 2016/17
 31.8% 3 year average

Cohort size = 64



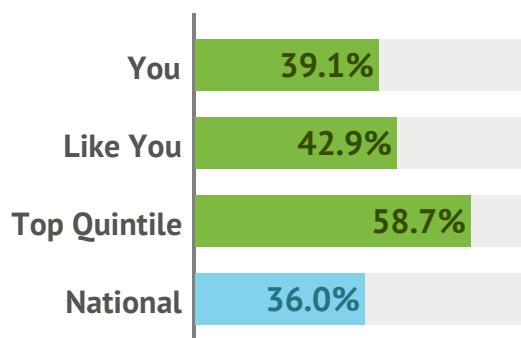
At Moss Park Junior School 28.1% of pupils achieve a high scaled score in Maths. This is 3.6% lower than the average for similar schools, 17.8% less than the Top Quintile schools average and 1.2% higher than the national average.

Pupils Achieving Higher Standard: EGPS

39.1%

▼ 12.5% from 2017/18
 ▲ 6.3% from 2016/17
 41.2% 3 year average

Cohort size = 64



At Moss Park Junior School 39.1% of pupils achieve the higher standard in EGPS. This is 3.8% less than the average for similar schools, 19.6% less than the Top Quintile schools average and 3.1% more than the national average.

Key Stage 2

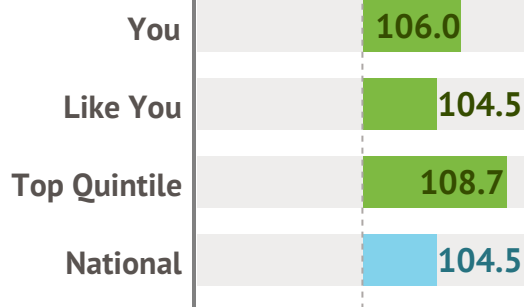
Average Scaled Score: All Core Subjects

Average Scaled Score: Reading

106.0

▼ **1.3** from 2017/18
 ▲ **0.8** from 2016/17
 106.2 3 year average

Cohort size = 64



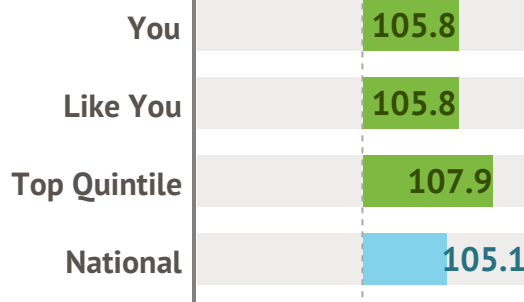
At Moss Park Junior School the Average Scaled Score for Reading is 106.0 points. This is 1.5 points higher than the average for similar schools, 2.7 points less than the average for Top Quintile schools and 1.5 points higher than the national average.

Average Scaled Score: Maths

105.8

▼ **1** from 2017/18
 No change from 2016/17
 106.1 3 year average

Cohort size = 64



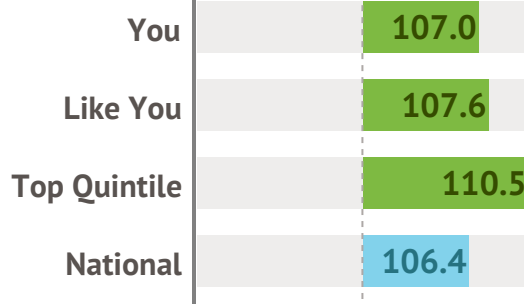
At Moss Park Junior School the Average Scaled Score for Maths is 105.8 points. This is in line with the average for similar schools, 2.1 points less than the average for Top Quintile schools and 0.7 points higher than the national average.

Average Scaled Score: EGPS

107.0

▼ **2.6** from 2017/18
 ▲ **0.5** from 2016/17
 107.7 3 year average

Cohort size = 64



At Moss Park Junior School the Average Scaled Score for EGPS is 107.0 points. This is 0.6 points lower than the average for similar schools, 3.5 points lower than the average for Top Quintile schools and 0.6 points more than the national average.

Key Stage 2

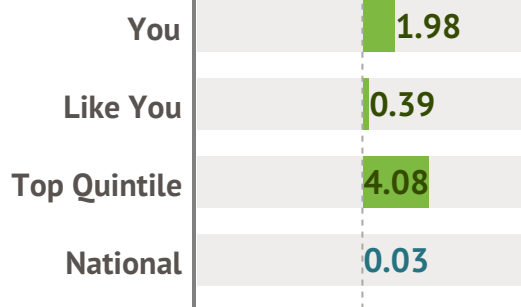
Overall Progress Score: All Core Subjects

Overall Progress Score: Reading

1.98

▲ **0.2** from 2017/18
 ▲ **0.82** from 2016/17
 1.64 3 year average

Cohort size = 62



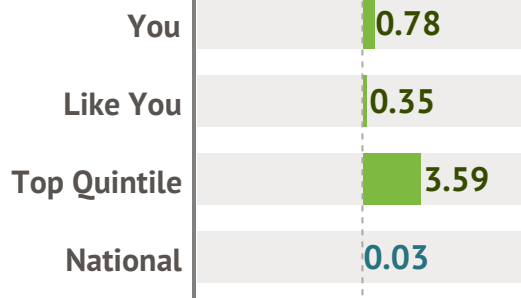
At Moss Park Junior School the Overall Progress Score: Reading is 1.98 points. This is 1.59 points more than the average for similar schools, 2.10 points less than the average for Top Quintile schools and 1.95 points higher than the national average.

Overall Progress Score: Writing

0.78

▲ **1.18** from 2017/18
 ▲ **1.45** from 2016/17
 -0.10 3 year average

Cohort size = 62



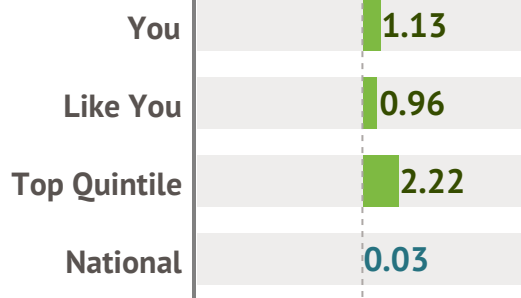
At Moss Park Junior School the Overall Progress Score: Writing is 0.78 points. This is 0.43 points more than the average for similar schools, 2.81 points lower than the average for Top Quintile schools and 0.75 points higher than the national average.

Overall Progress Score: Maths

1.13

▼ **0.79** from 2017/18
 ▼ **0.45** from 2016/17
 1.54 3 year average

Cohort size = 62



At Moss Park Junior School the Overall Progress Score: Maths is 1.13 points. This is 0.17 points higher than the average for similar schools, 1.09 points less than the average for Top Quintile schools and 1.10 points more than the national average.

Reading

Key Stage 2

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Key Stage 2

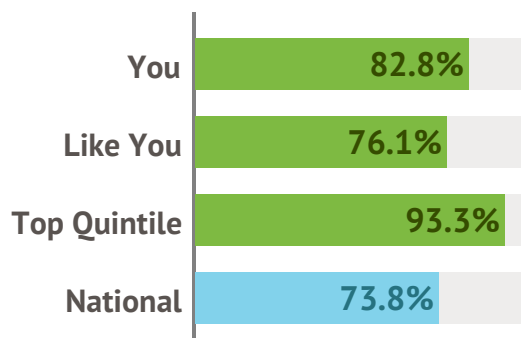
Attainment in Reading

Pupils Achieving Expected Standard: Reading

82.8%

▼ **12.5%** from 2017/18
 ▲ **4.7%** from 2016/17
 85.4% 3 year average

Cohort size = 64



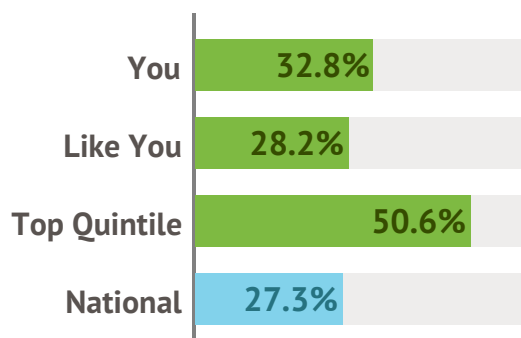
At Moss Park Junior School 82.8% of pupils achieve the expected standard in Reading. This is 6.7% higher than the average for similar schools, 10.5% less than the Top Quintile schools average and 9.0% higher than the national average.

Pupils Achieving Higher Standard: Reading

32.8%

No change from 2017/18
 ▲ **4.7%** from 2016/17
 31.2% 3 year average

Cohort size = 64



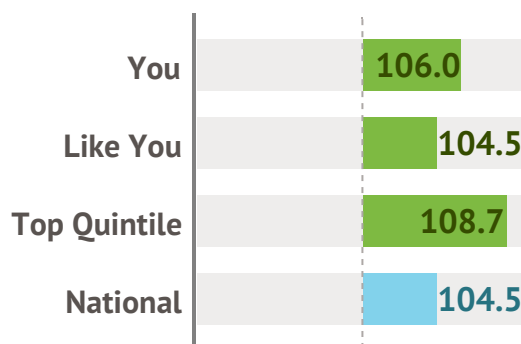
At Moss Park Junior School 32.8% of pupils achieve a high scaled score in Reading. This is 4.6% higher than the average for similar schools, 17.8% less than the Top Quintile schools average and 5.5% higher than the national average.

Average Scaled Score: Reading

106.0

▼ **1.3** from 2017/18
 ▲ **0.8** from 2016/17
 106.2 3 year average

Cohort size = 64



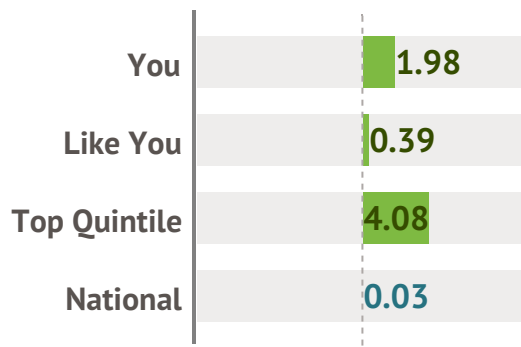
At Moss Park Junior School the Average Scaled Score for Reading is 106.0 points. This is 1.5 points higher than the average for similar schools, 2.7 points lower than the average for Top Quintile schools and 1.5 points higher than the national average.

Key Stage 2
Overall Progress Score: Reading
Overall Progress Score: Reading

1.98

▲ **0.2** from 2017/18
 ▲ **0.82** from 2016/17
1.64 3 year average

Cohort size = 62



At Moss Park Junior School the Overall Progress Score: Reading is 1.98 points. This is 1.59 points more than the average for similar schools, 2.10 points less than the average for Top Quintile schools and 1.95 points higher than the national average.

Key Stage 2

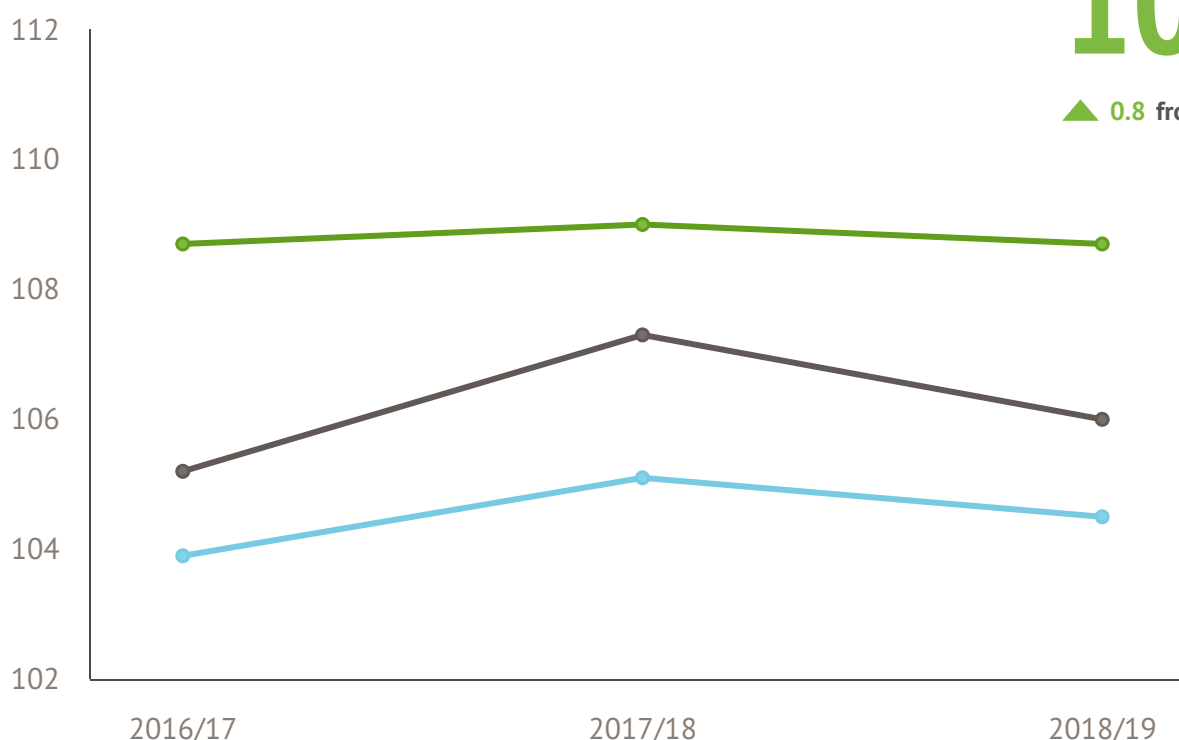
Average Scaled Score: Reading

Attainment: The Average Scaled Score for Reading at Moss Park Junior School is 106.0 points. This is 1.5 points more than the national average.

Trend: The Average Scaled Score for Reading at Moss Park Junior School has risen by an average rate of 0.4 points per year since 2017, which is 1.3 times faster than the national rate of change. Overall, at Moss Park Junior School the Average Scaled Score for Reading has increased by 0.8 points over the past 3 years.

106.0

▲ 0.8 from 2016-2017



Key	2016/17	2017/18	2018/19	Trend
— School	105.2	107.3	106.0	▲ 0.8
— Top Quintile	108.7	109.0	108.7	0.0
— National	103.9	105.1	104.5	▲ 0.6
School vs. National	1.3	2.2	1.5	

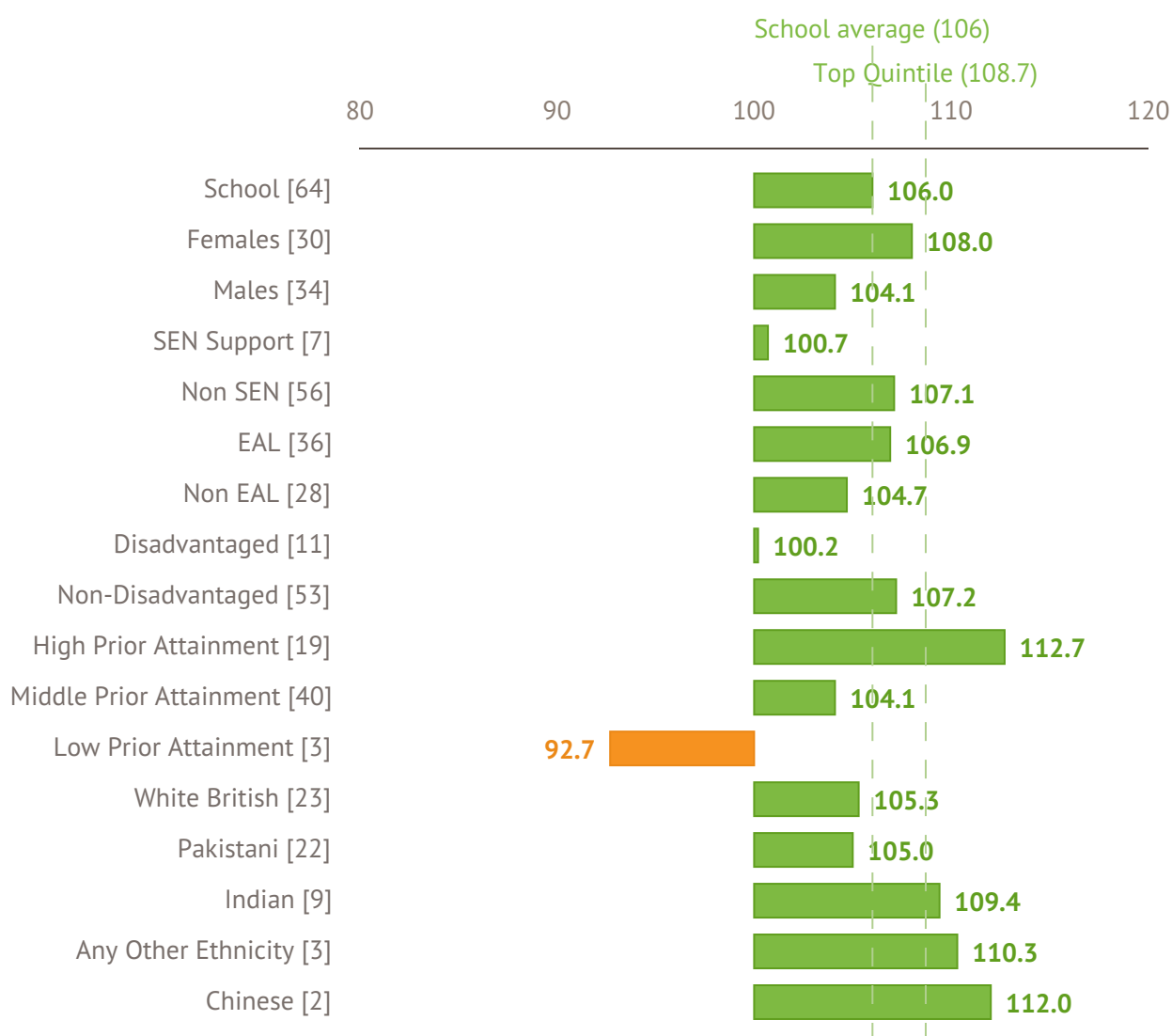
Cohort size = 64

Key Stage 2

Average Scaled Score: Reading

Positive Gaps: The largest positive gaps in your Average Scaled Score for Reading are for High Prior Attainment, Chinese and Any Other Ethnicity students, all of whom outperformed the Moss Park Junior School average.

Negative Gaps: The largest gaps that need closing in your Average Scaled Score for Reading are for Low Prior Attainment students all of whom underperformed the Moss Park Junior School average. These might be worth further investigation.



* We caution around reading too much into the results of cohorts with fewer than 10 pupils, they are unlikely to be statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

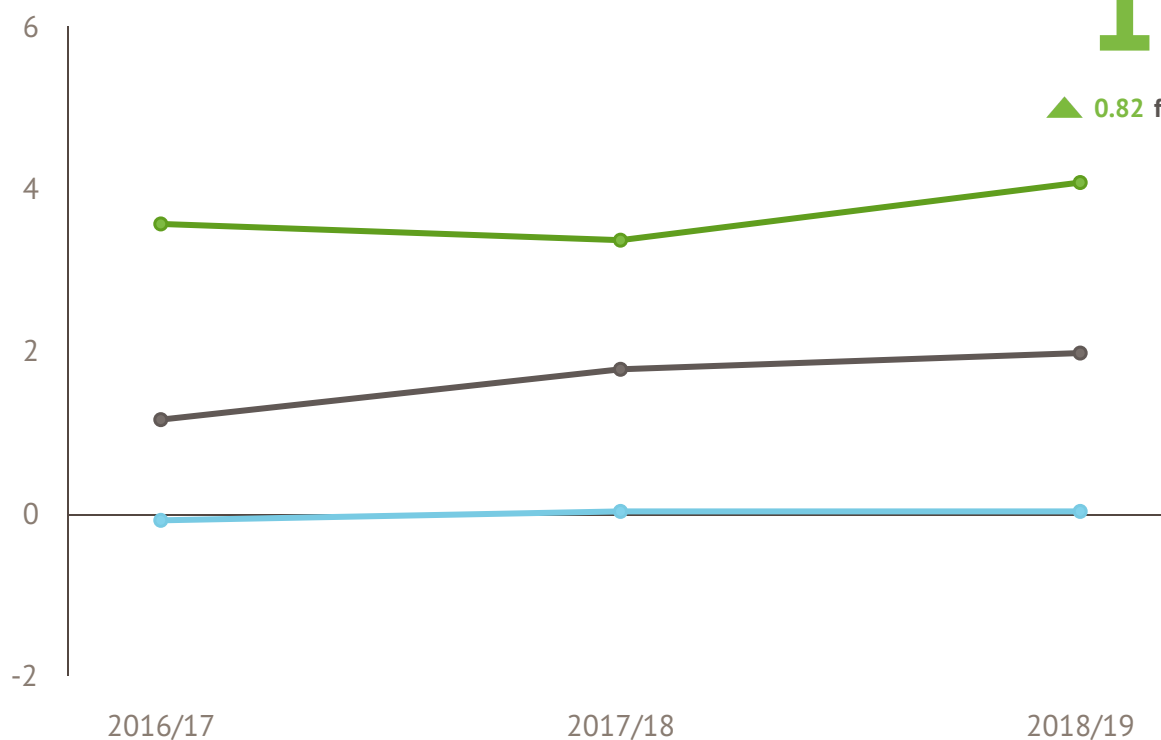
Key Stage 2

Overall Progress Score: Reading

The most recent data shows that your Overall Progress Score: Reading at Moss Park Junior School is 1.98 points. This is 2.10 points lower than the Top Quintile schools average, and 1.95 points more than the national average. Overall, Overall Progress Score: Reading at Moss Park Junior School has increased by 0.82 points over the past 3 years, while the national rate of change has increased by 0.11 points over the past 3 years.

1.98

▲ 0.82 from 2016-2017



Key	2016/17	2017/18	2018/19	Trend
School	1.16	1.78	1.98	▲ 0.82
Top Quintile	3.57	3.37	4.08	▲ 0.51
National	-0.08	0.03	0.03	▲ 0.11
School vs. National	1.24	1.75	1.95	

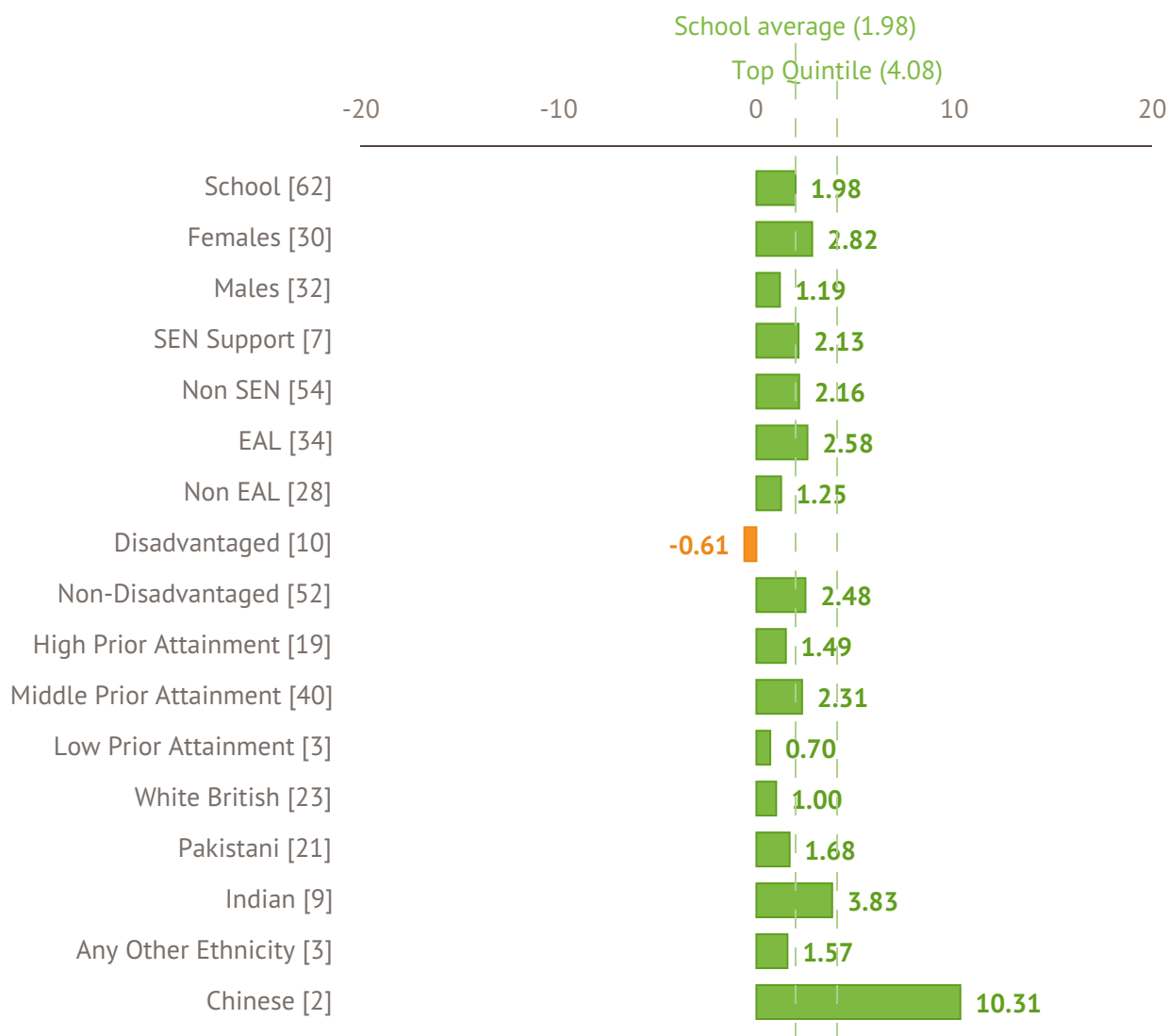
Cohort size = 62

Key Stage 2

Overall Progress Score: Reading

Positive Gaps: The largest positive gaps in your Overall Progress Score: Reading are for Chinese, Indian and Female students, all of whom outperformed the Moss Park Junior School average.

Negative Gaps: The largest gaps that need closing in your Overall Progress Score: Reading are for Disadvantaged students all of whom underperformed the Moss Park Junior School average. These might be worth further investigation.



* We caution around reading too much into the results of cohorts with fewer than 10 pupils, they are unlikely to be statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

Writing

Key Stage 2

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Key Stage 2

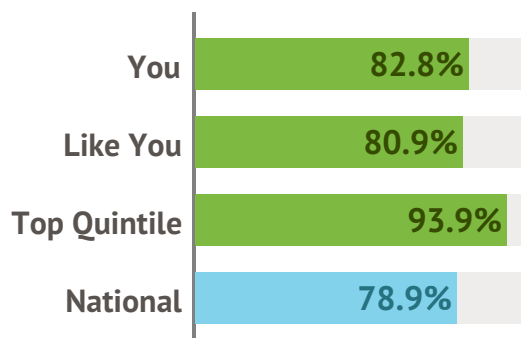
Attainment in Writing

Pupils Achieving Expected Standard: Writing

82.8%

▲ 1.5% from 2017/18
 ▲ 4.7% from 2016/17
 80.7% 3 year average

Cohort size = 64



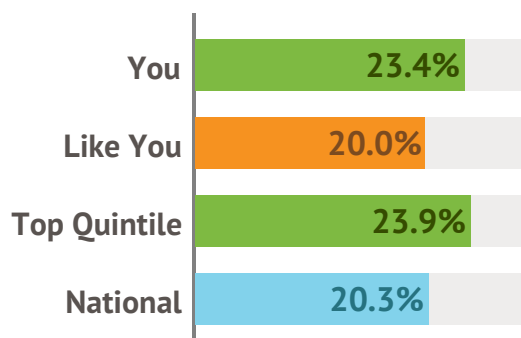
At Moss Park Junior School 82.8% of pupils achieve at the expected standard in Writing. This is 1.9% more than the average for similar schools, 11.1% lower than the Top Quintile schools average and 3.9% more than the national average.

Pupils Achieving Greater Depth Within the Expected Standard: Writing

23.4%

No change from 2017/18
 ▲ 17.1% from 2016/17
 17.7% 3 year average

Cohort size = 64



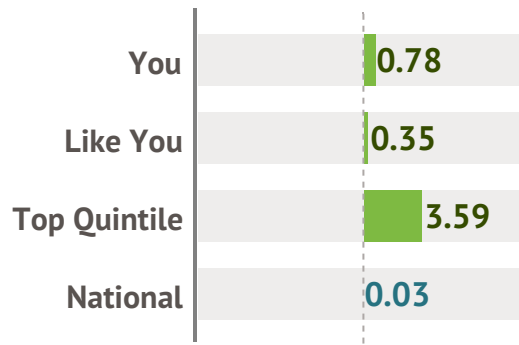
At Moss Park Junior School 23.4% of pupils achieve greater depth within the expected standard in Writing. This is 3.4% higher than the average for similar schools, 0.5% less than the Top Quintile schools average and 3.1% more than the national average.

Key Stage 2
Overall Progress Score: Writing
Overall Progress Score: Writing

0.78

▲ **1.18** from 2017/18
 ▲ **1.45** from 2016/17
 -0.10 3 year average

Cohort size = 62



At Moss Park Junior School the Overall Progress Score: Writing is 0.78 points. This is 0.43 points more than the average for similar schools, 2.81 points lower than the average for Top Quintile schools and 0.75 points more than the national average.

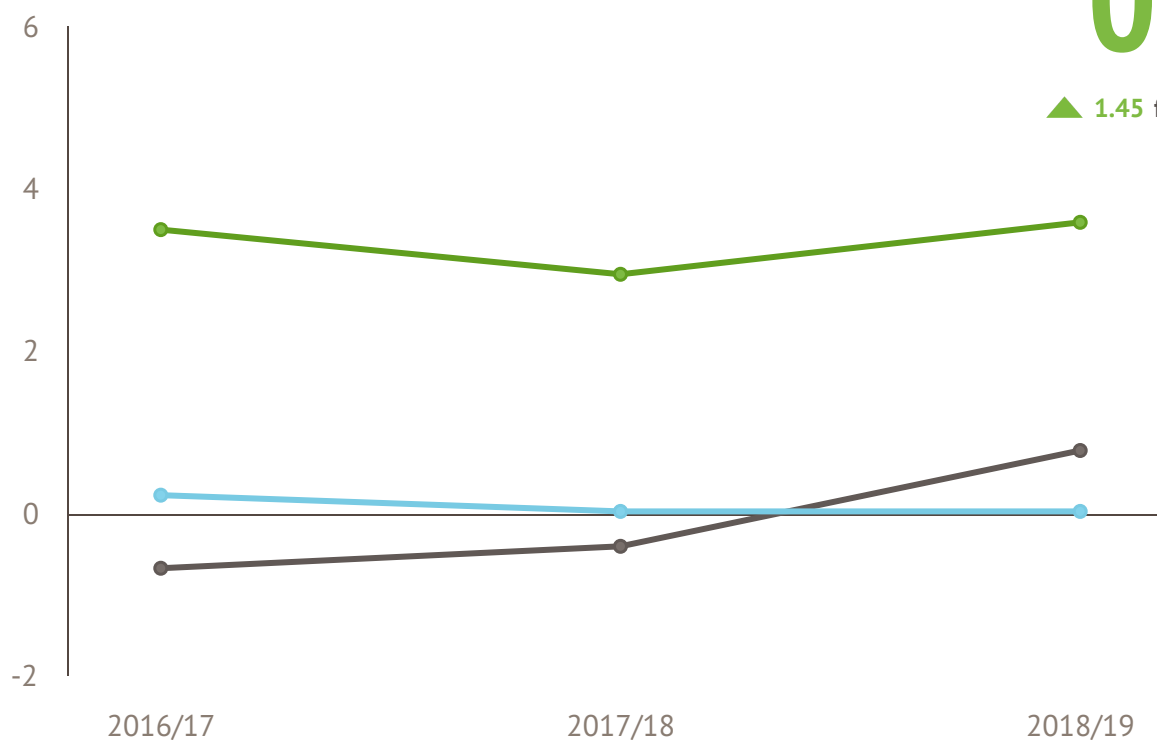
Key Stage 2

Overall Progress Score: Writing

The most recent data shows that your Overall Progress Score: Writing at Moss Park Junior School is 0.78 points. This is 2.81 points lower than the Top Quintile schools average, and 0.75 points higher than the national average. Overall, Overall Progress Score: Writing at Moss Park Junior School has increased by 1.45 points over the past 3 years, while the national rate of change has decreased by 0.20 points over the past 3 years.

0.78

▲ 1.45 from 2016-2017



Key	2016/17	2017/18	2018/19	Trend
School	-0.67	-0.40	0.78	▲ 1.45
Top Quintile	3.50	2.95	3.59	▲ 0.09
National	0.23	0.03	0.03	▼ -0.20
School vs. National	-0.90	-0.43	0.75	

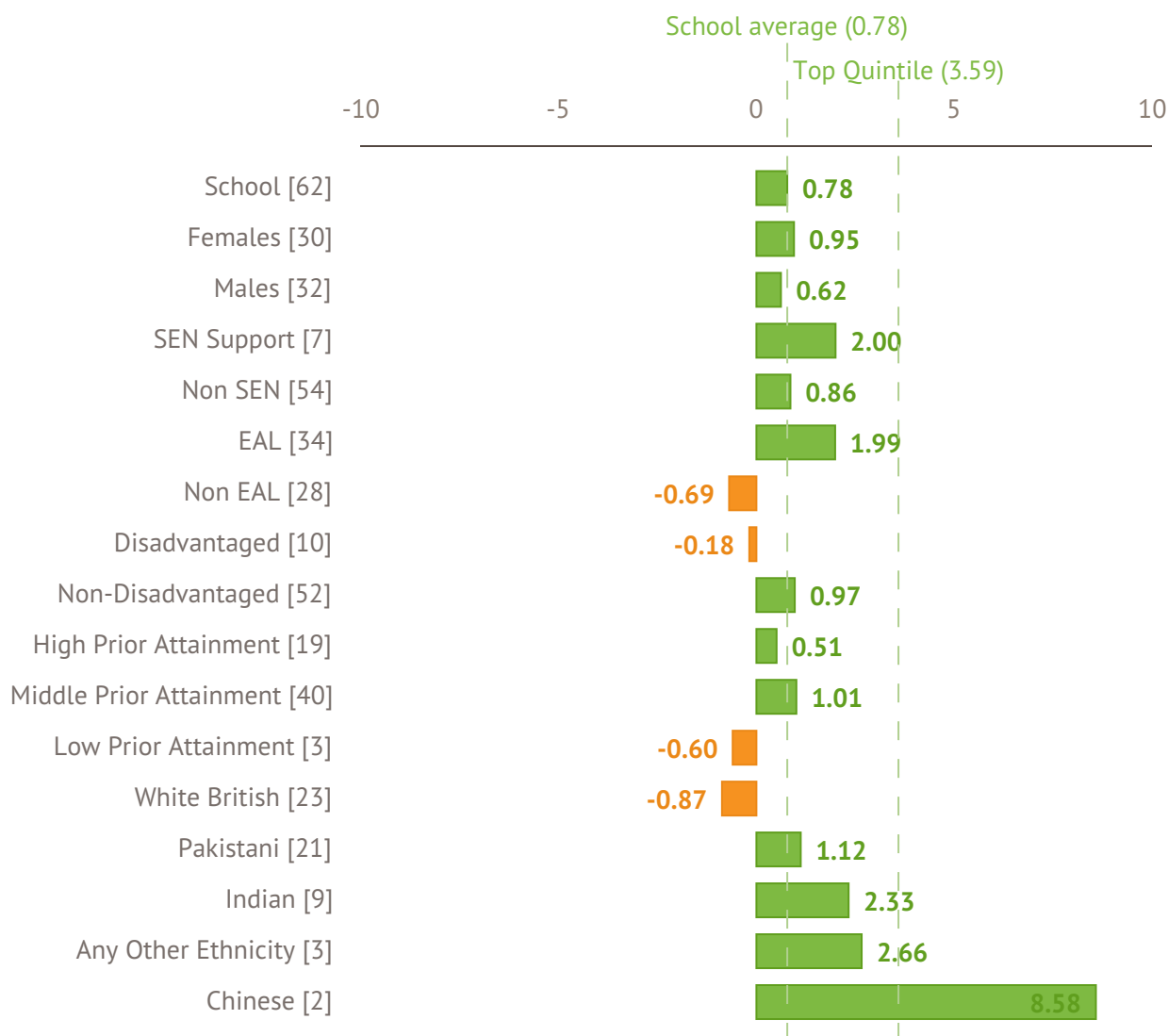
Cohort size = 62

Key Stage 2

Overall Progress Score: Writing

Positive Gaps: The largest positive gaps in your Overall Progress Score: Writing are for Chinese, Any Other Ethnicity and Indian students, all of whom outperformed the Moss Park Junior School average.

Negative Gaps: The largest gaps that need closing in your Overall Progress Score: Writing are for White British, Not EAL and Low Prior Attainment students all of whom underperformed the Moss Park Junior School average. These might be worth further investigation.



* We caution around reading too much into the results of cohorts with fewer than 10 pupils, they are unlikely to be statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

Maths

Key Stage 2

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Key Stage 2

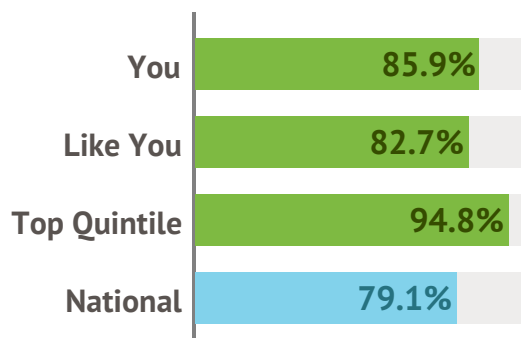
Attainment in Maths

Pupils Achieving Expected Standard: Maths

85.9%

▲ **3.1%** from 2017/18
 ▲ **4.6%** from 2016/17
 83.3% 3 year average

Cohort size = 64



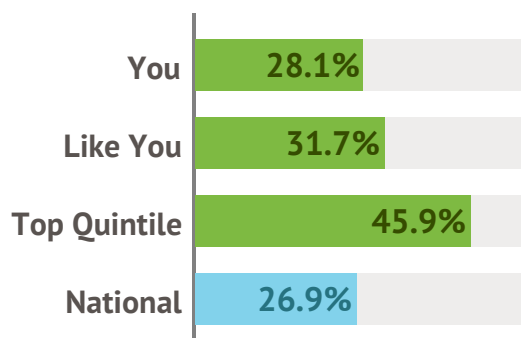
At Moss Park Junior School 85.9% of pupils achieve the expected standard in Maths. This is 3.2% more than the average for similar schools, 8.9% less than the Top Quintile schools average and 6.8% higher than the national average.

Pupils Achieving Higher Standard: Maths

28.1%

▼ **9.4%** from 2017/18
 ▼ **1.6%** from 2016/17
 31.8% 3 year average

Cohort size = 64



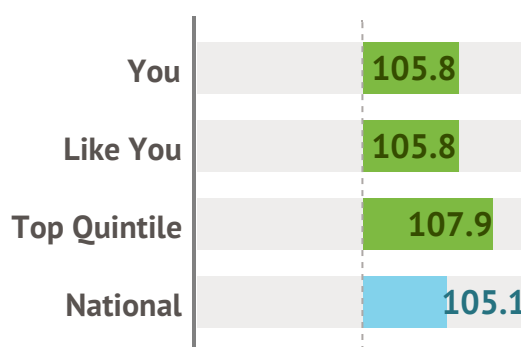
At Moss Park Junior School 28.1% of pupils achieve a high scaled score in Maths. This is 3.6% lower than the average for similar schools, 17.8% less than the Top Quintile schools average and 1.2% more than the national average.

Average Scaled Score: Maths

105.8

▼ **1** from 2017/18
 No change from 2016/17
 106.1 3 year average

Cohort size = 64



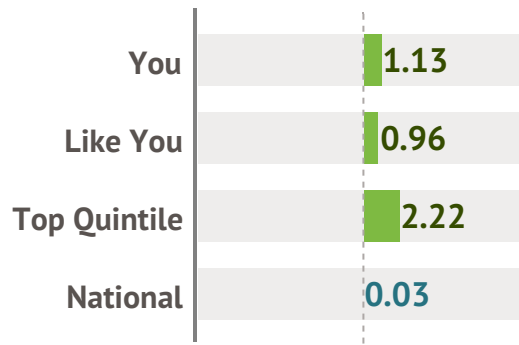
At Moss Park Junior School the Average Scaled Score for Maths is 105.8 points. This is in line with the average for similar schools, 2.1 points less than the average for Top Quintile schools and 0.7 points higher than the national average.

Key Stage 2
Overall Progress Score: Maths
Overall Progress Score: Maths

1.13

▼ **0.79** from 2017/18
 ▼ **0.45** from 2016/17
1.54 3 year average

Cohort size = 62



At Moss Park Junior School the Overall Progress Score: Maths is 1.13 points. This is 0.17 points higher than the average for similar schools, 1.09 points less than the average for Top Quintile schools and 1.10 points higher than the national average.

Key Stage 2

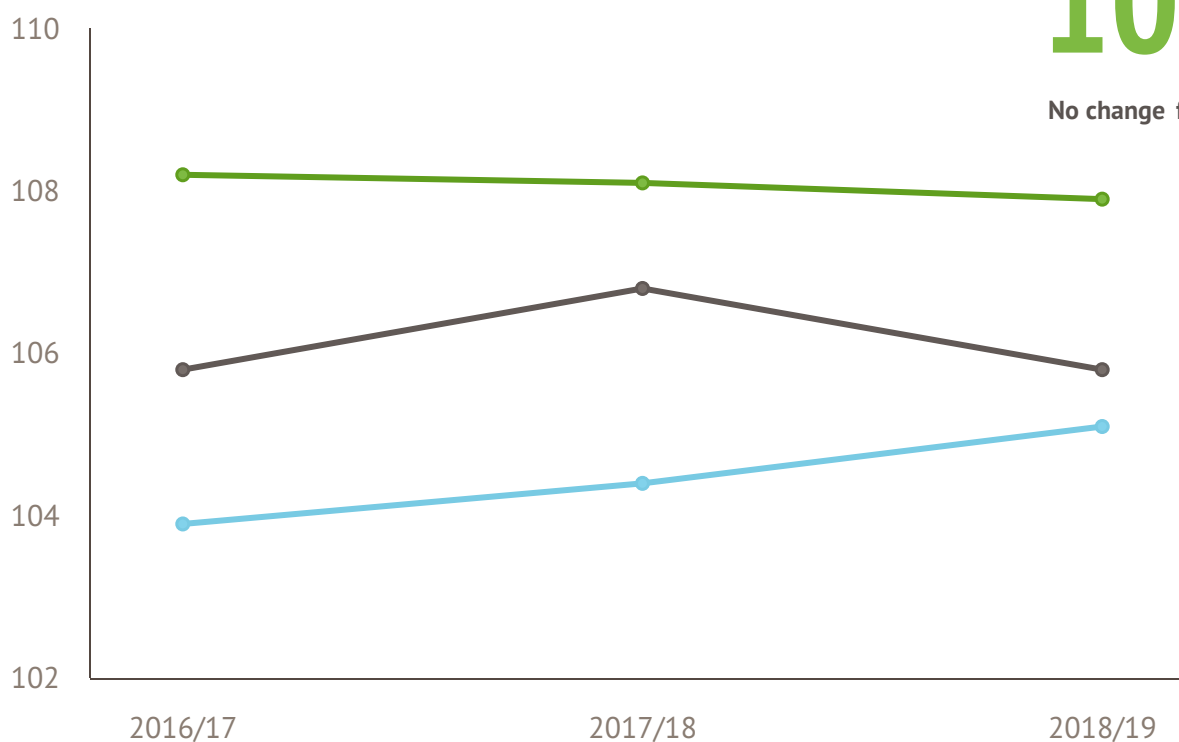
Average Scaled Score: Maths

Attainment: The Average Scaled Score for Maths at Moss Park Junior School is 105.8 points. This is 0.7 points more than the national average.

Trend: The Average Scaled Score for Maths at Moss Park Junior School has stayed constant since 2017, while the national rate of change has increased by 0.6 points.

105.8

No change from 2016-2017



Key	2016/17	2017/18	2018/19	Trend
School	105.8	106.8	105.8	0.0
Top Quintile	108.2	108.1	107.9	▼ -0.3
National	103.9	104.4	105.1	▲ 1.2
School vs. National	1.9	2.4	0.7	

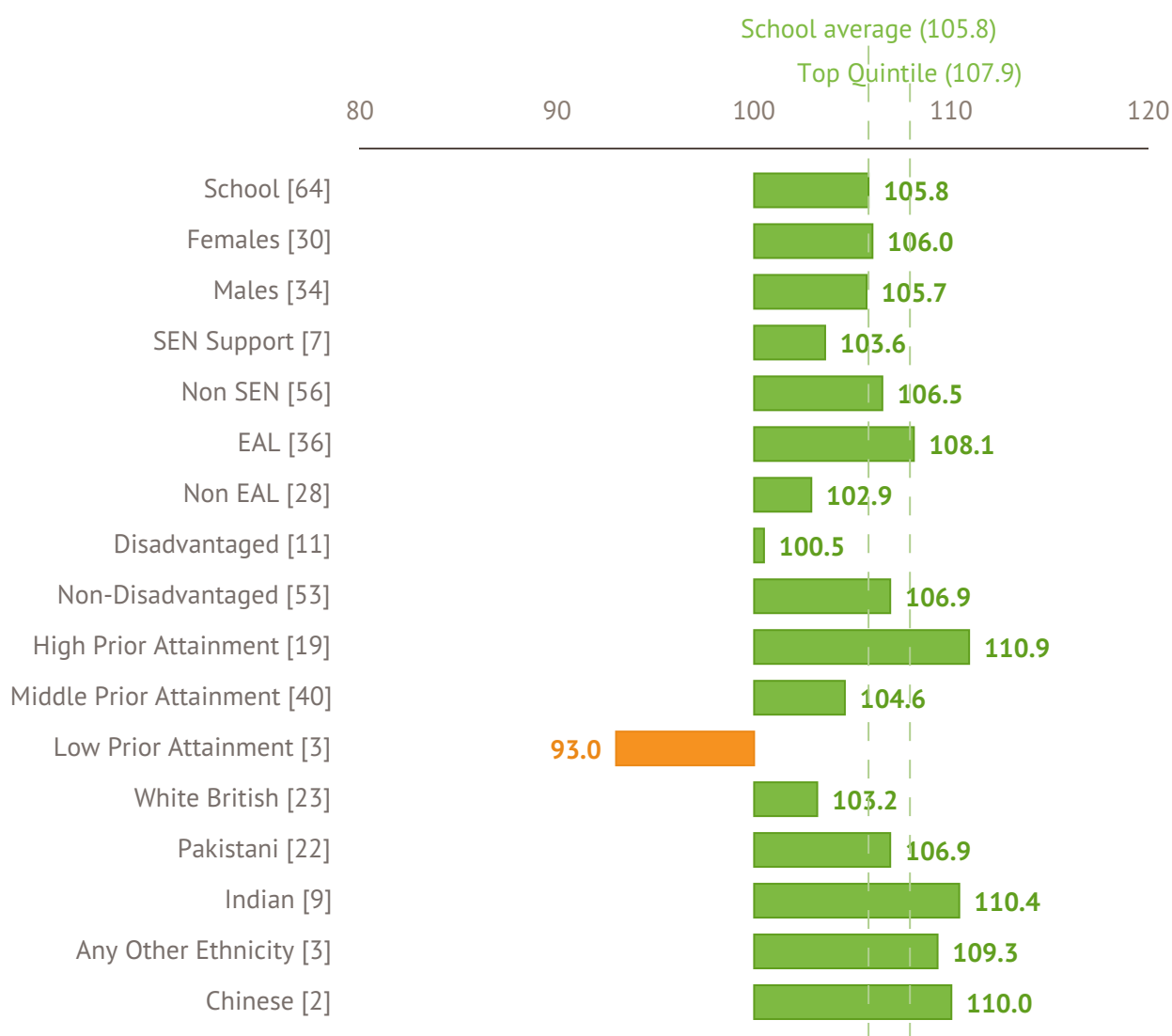
Cohort size = 64

Key Stage 2

Average Scaled Score: Maths

Positive Gaps: The largest positive gaps in your Average Scaled Score for Maths are for High Prior Attainment, Indian and Chinese students, all of whom outperformed the Moss Park Junior School average.

Negative Gaps: The largest gaps that need closing in your Average Scaled Score for Maths are for Low Prior Attainment students all of whom underperformed the Moss Park Junior School average. These might be worth further investigation.



* We caution around reading too much into the results of cohorts with fewer than 10 pupils, they are unlikely to be statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

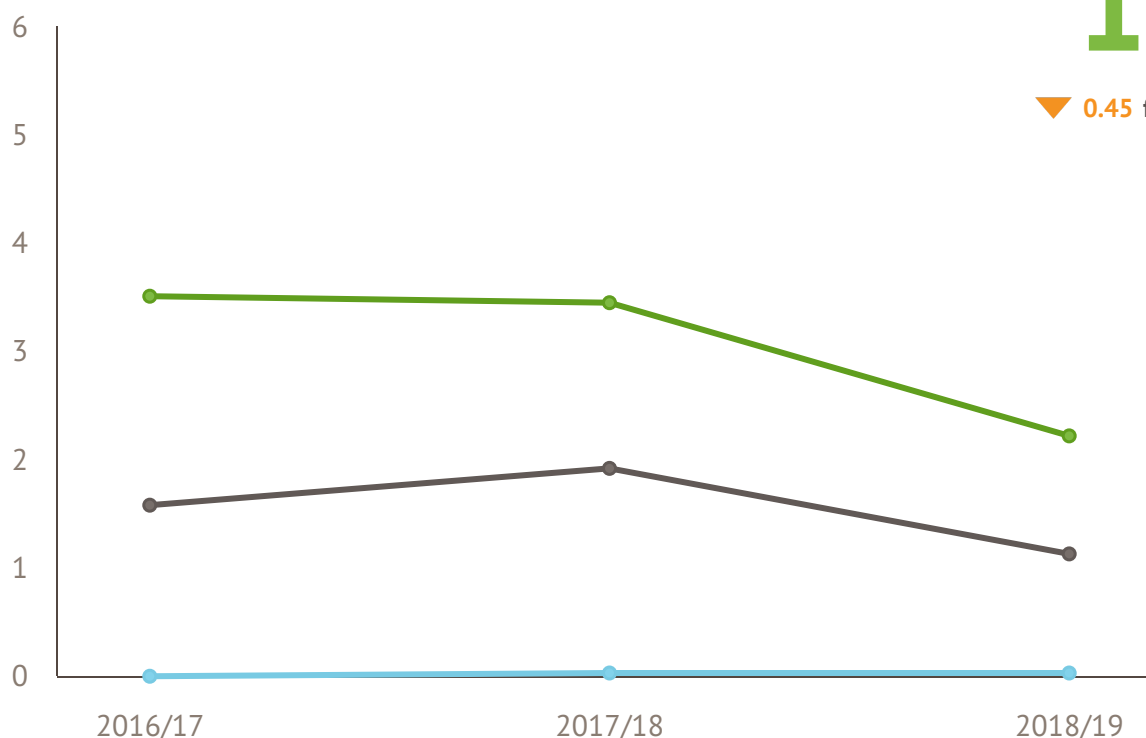
Key Stage 2

Overall Progress Score: Maths

The most recent data shows that your Overall Progress Score: Maths at Moss Park Junior School is 1.13 points. This is 1.09 points less than the Top Quintile schools average, and 1.10 points more than the national average. Overall, Overall Progress Score: Maths at Moss Park Junior School has decreased by 0.45 points over the past 3 years, while the national rate of change has increased by 0.03 points over the past 3 years.

1.13

▼ 0.45 from 2016-2017



Key	2016/17	2017/18	2018/19	Trend
School	1.58	1.92	1.13	▼ -0.45
Top Quintile	3.51	3.45	2.22	▼ -1.29
National	0.00	0.03	0.03	0.00
School vs. National	1.58	1.89	1.10	

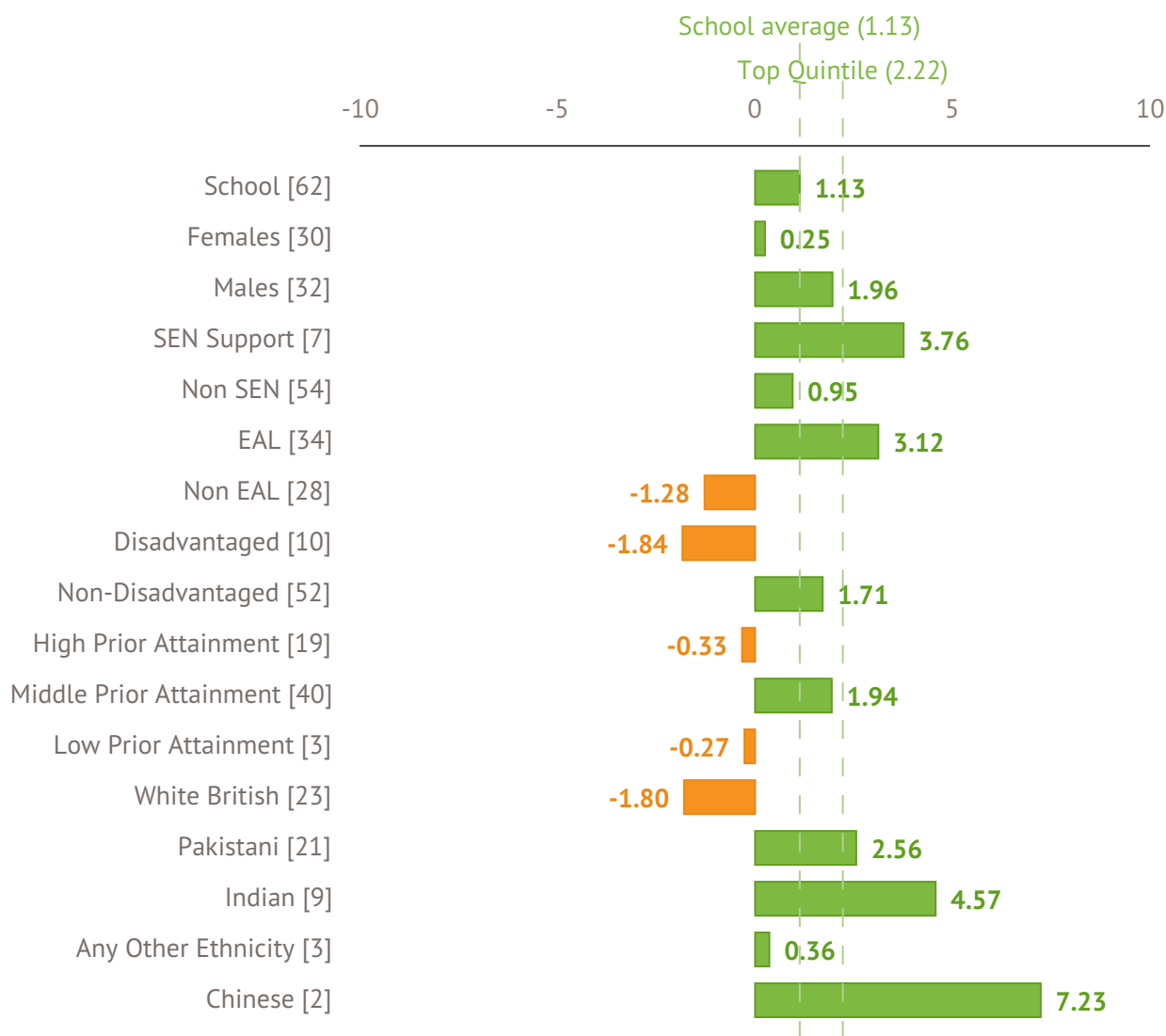
Cohort size = 62

Key Stage 2

Overall Progress Score: Maths

Positive Gaps: The largest positive gaps in your Overall Progress Score: Maths are for Chinese, Indian and SEN Support students, all of whom outperformed the Moss Park Junior School average.

Negative Gaps: The largest gaps that need closing in your Overall Progress Score: Maths are for Disadvantaged, White British and Not EAL students all of whom underperformed the Moss Park Junior School average. These might be worth further investigation.



* We caution around reading too much into the results of cohorts with fewer than 10 pupils, they are unlikely to be statistically significant. Instead, try to average results over 3 years to get an overview of the pupil group's performance.

Spelling and Grammar

Key Stage 2

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Key Stage 2

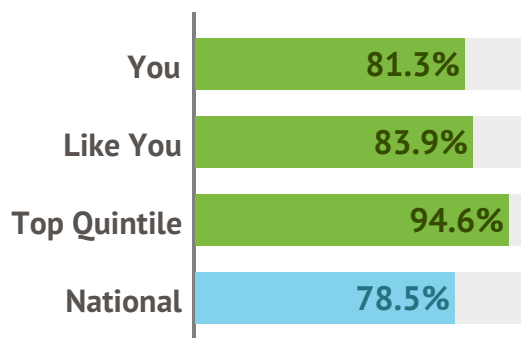
Attainment in EGPS

Pupils Achieving Expected Standard: EGPS

81.3%

▼ 9.3% from 2017/18
▼ 3.1% from 2016/17
85.4% 3 year average

Cohort size = 64



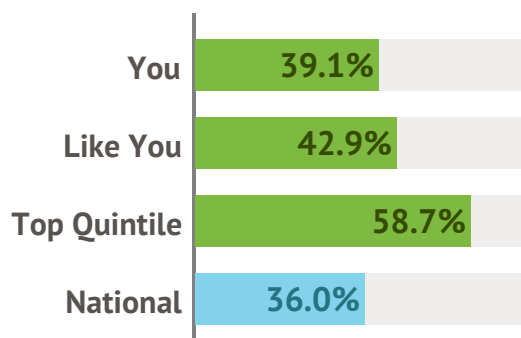
At Moss Park Junior School 81.3% of pupils achieve the expected standard in EGPS. This is 2.6% less than the average for similar schools, 13.3% less than the Top Quintile schools average and 2.8% more than the national average.

Pupils Achieving Higher Standard: EGPS

39.1%

▼ 12.5% from 2017/18
▲ 6.3% from 2016/17
41.2% 3 year average

Cohort size = 64



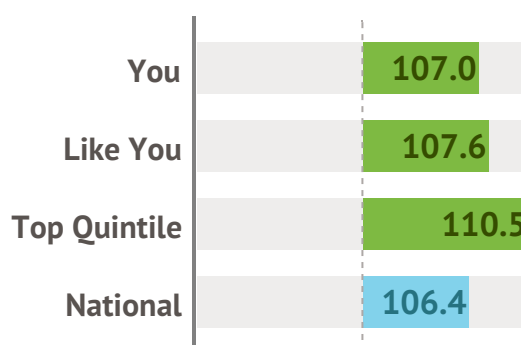
At Moss Park Junior School 39.1% of pupils achieve the higher standard in EGPS. This is 3.8% less than the average for similar schools, 19.6% less than the Top Quintile schools average and 3.1% higher than the national average.

Average Scaled Score: EGPS

107.0

▼ 2.6 from 2017/18
▲ 0.5 from 2016/17
107.7 3 year average

Cohort size = 64



At Moss Park Junior School the Average Scaled Score for EGPS is 107.0 points. This is 0.6 points lower than the average for similar schools, 3.5 points lower than the average for Top Quintile schools and 0.6 points more than the national average.

Closing The Gap

Key Stage 2

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Key Stage 2

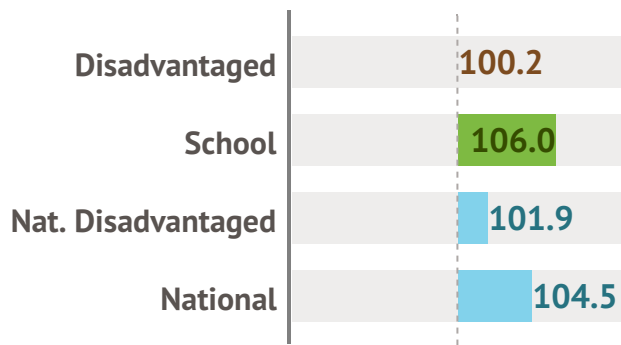
Average Scaled Score: Reading

Disadvantaged

100.2

▼ 5.6 from 2017/18
▼ 4.8 from 2016/17
103.7 3 year average

Cohort size = 11



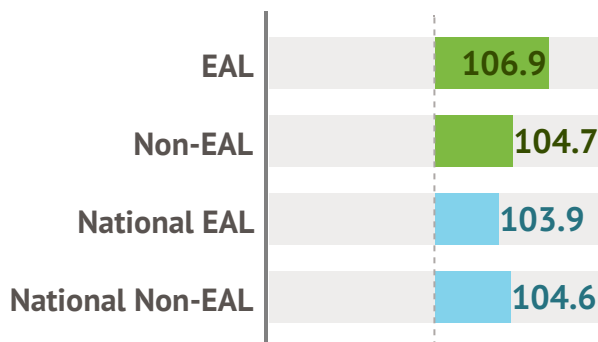
The Average Scaled Score for Reading for Disadvantaged students is 5.8 points lower than the School average, and 1.7 points less than the Nat. Disadvantaged average. The school gap has widened by 5.6 points since 2016/17.

English as an Additional Language

106.9

▲ 0.5 from 2017/18
▲ 3.8 from 2016/17
105.5 3 year average

Cohort size = 36



The Average Scaled Score for Reading for EAL students at Moss Park Junior School is 2.2 points more than the Non-EAL average, and 3.0 points more than the national EAL average. This group is outperforming the Non-EAL average by 5.0 points more than they were in 2016/17.

Key Stage 2

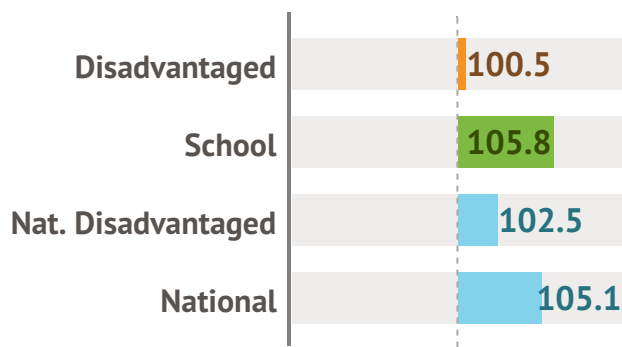
Average Scaled Score: Maths

Disadvantaged

100.5

▼ **3** from 2017/18
 ▼ **4.5** from 2016/17
 103.0 3 year average

Cohort size = 11



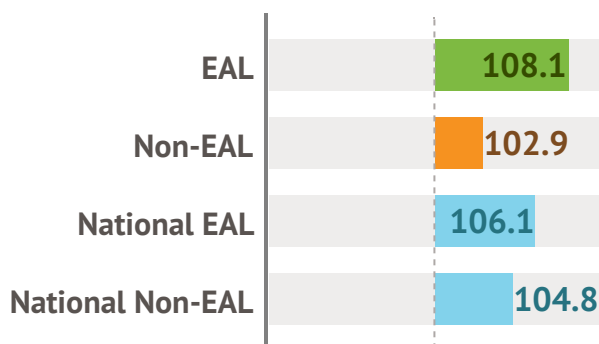
The Average Scaled Score for Maths for Disadvantaged students at Moss Park Junior School is 5.3 points lower than the School average, and 2.0 points lower than the Nat. Disadvantaged average. The school gap has widened by 4.5 points since 2016/17.

English as an Additional Language

108.1

▲ **0.1** from 2017/18
 ▼ **0.3** from 2016/17
 108.2 3 year average

Cohort size = 36



The Average Scaled Score for Maths for EAL students at Moss Park Junior School is 5.2 points more than the Non-EAL average, and 2.0 points higher than the national EAL average. This group is outperforming the Non-EAL average by 1.7 points more than they were in 2016/17.

Area Characteristics

Key Stage 2

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How to use this section

The relationship between disadvantage and attainment varies considerably between different parts of England, but until now it's been difficult to examine those patterns holistically.

During each national census, the Office for National Statistics (ONS) classifies each district in England into one of eight "Area Types". These Area Types help us to identify areas of the country with similar characteristics.

To help you look at the relationship between disadvantage and attainment at Moss Park Junior School, we've created a graph on the next page which shows all schools in your Area Type mapped against:

- Your % Disadvantaged pupils
- Your outcomes for % achieving expected standard: Reading, Writing & Mathematics combined

You can read more about how to use this graph in Loic Menzie's article, "Breaking the link: poverty and rural schools" at the back of this report.

What's your Area Type?

Urban Settlements

Your school is in Trafford, which is classified by the Office for National Statistics as being a Urban Settlements area.

55 local authorities are classified as being in this area type and 15% of the UK population live within them. Many of the people living in these areas are young, with higher than average proportions of the population aged 0-4 or 4-14 compared to elsewhere.

Ethnic minority groups are over-represented in urban settlements compared with the national picture and households are more likely to live in semi-detached or terraced housing. Adults generally have lower qualifications than nationally and are more likely to be unemployed.

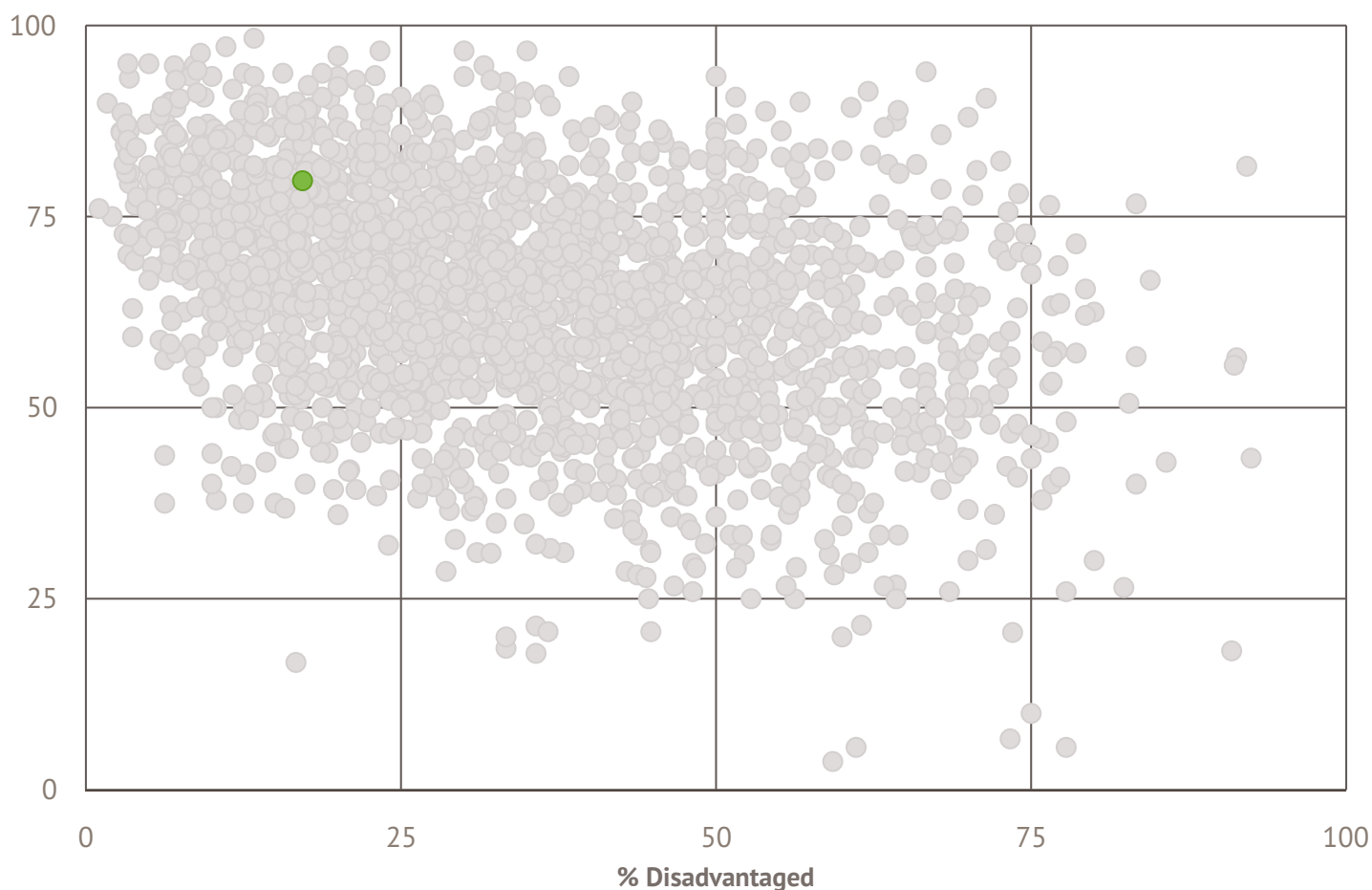
Residents who are employed are more likely to work in the wholesale and retail trade, transport and storage, and administrative and support services industries.

Key Stage 2

Achieving Expected Standard: Reading, Writing and Maths

This graph compares your school's pupil deprivation levels and performance to other schools in the same type of area. This graph looks at the percentage of pupils achieving the expected standard in Reading, Writing & Maths in areas known as "Urban Settlements".

% Achieving Expected Standard: Reading, Writing & Maths



Key

- Schools in your area type
- Your school

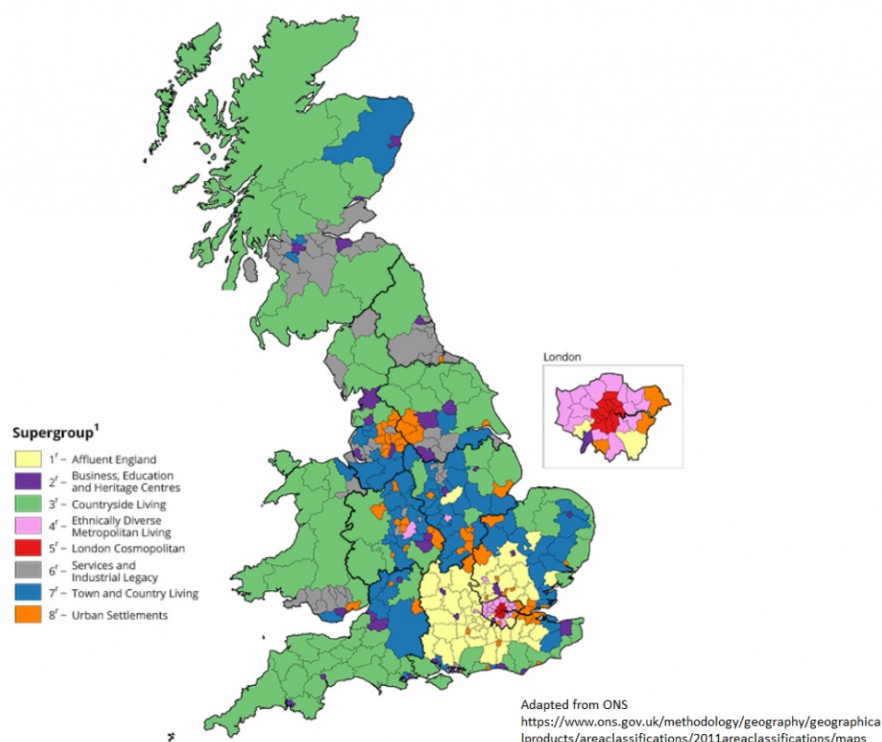
Appendix

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Breaking the Link? Attainment, poverty and rural schools

By Loic Menzies, The Centre for Education and Youth (CfEY)

The relationship between disadvantage and attainment varies considerably between different parts of England. Combining datasets shows that poverty has a particularly pernicious effect on educational attainment in some area-types, particularly the rural areas shown in green, below.



Free School Meals aren't the only ingredient

In recent years there has been increasing recognition that the relationship between deprivation and educational achievement is not as simple as we once thought. Researchers like Simon Burgess [have shown](#) that the interaction between disadvantage and ethnicity / migration status, for example, is often underestimated.

At The Centre for Education and Youth (CfEY) we've had a longstanding interest in ONS area classifications (see [“What FSM does and doesn't, tell us about pupil disadvantage”](#) and [“Maybe it's because I'm a Londoner”](#)). These classifications combine a range of characteristics of different areas, including industrial and employment data; demographics and qualification levels.

Combining these classifications with school data reveals striking differences between patterns of school performance in different area types.

Breaking the Link? Attainment, poverty and rural schools

Affluent England and London in the lead (surprise, surprise)

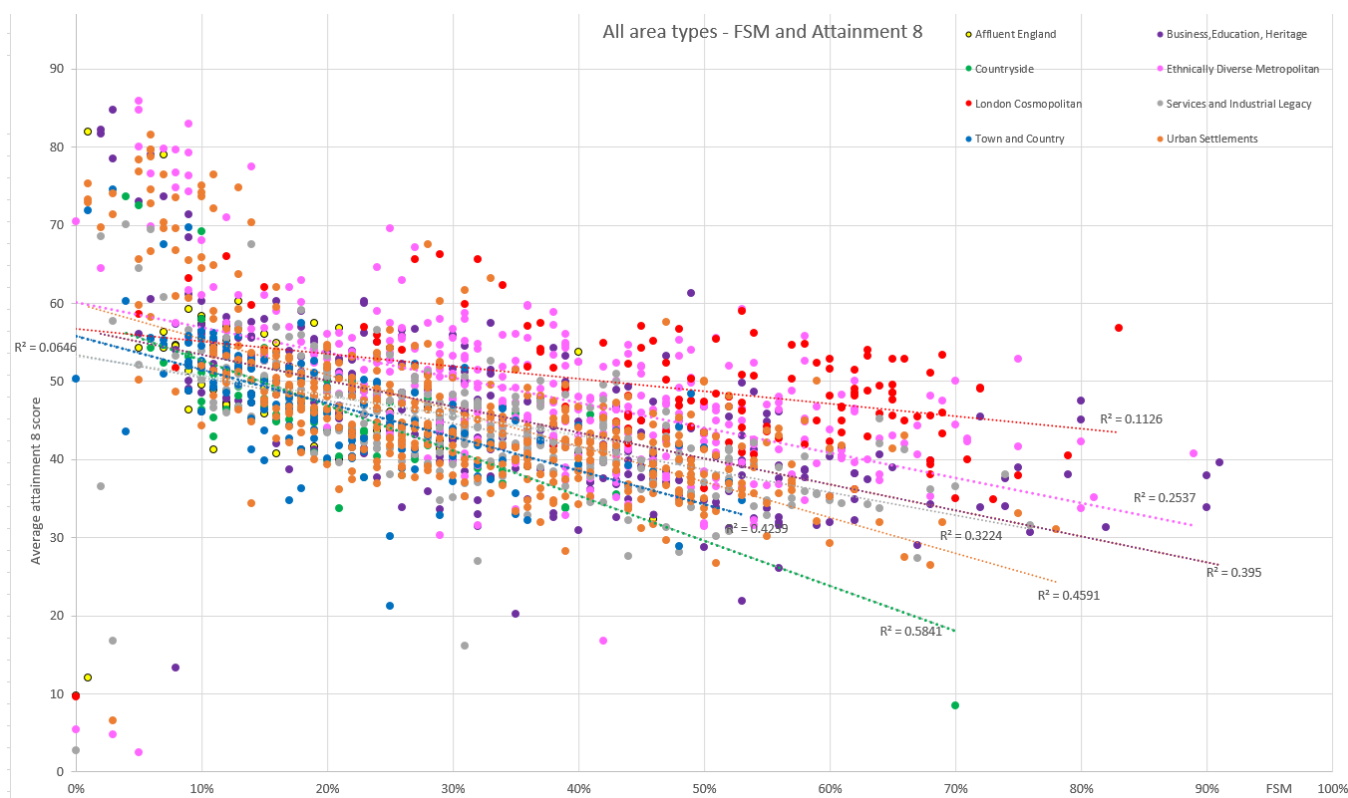
At the most basic level, we see that area types differ considerably in their attainment and deprivation levels.

Areas described as “Affluent England” achieve most highly, but “London Cosmopolitan” and “Ethnically Diverse Cosmopolitan” areas are not far behind – despite having two or three-times the same level of deprivation.

However, once we plot FSM levels against attainment, the results get considerably more interesting – and the worrying situation in rural schools is revealed.

A variable picture

Firstly, notice how, apart from a small cluster of very-low-deprivation, very-high-attainment schools on the far left, pink dots dominate the top of the distribution. These represent “ethnically diverse cosmopolitan” areas (most of which are in Greater London). This shows that regardless of their deprivation levels, pupils tend to do best in these areas. Meanwhile, red dots are concentrated in the top right-hand corner. These represent high-achieving, high-deprivation central-London schools.



Breaking the Link? Attainment, poverty and rural schools

How strong is the link between deprivation and attainment...? It depends on the area

Switching our attention to the trend lines and R-squared values (representing the strength of the relationship between poverty and attainment), we see that the angle of the lines differs considerably – as does the strength of the correlation, even though all eight correlations are significant.

Notably, in rural areas the relationship between poverty and educational outcomes is particularly strong. So although pupils in rural schools with low deprivation attain highly, schools in deprived areas are really struggling.

It seems that rural schools have particular difficulty breaking the link between poverty and low pupil attainment.

	Average (school level) FSM	Average (school level) Attainment 8	Disadvantage - attainment correlation (r squared)
Affluent England (n=75)	17%	49.0	0.06*
London Cosmopolitan (n=122)	51%	48.6	0.11***
Ethnically Diverse Metropolitan Living (n=365)	37%	48.2	0.25***
Services and Industrial Legacy (n=289)	32%	44.0	0.32***
Business, Education and Heritage Centres (n=299)	35%	45.3	0.40***
Town and Country Living (n=153)	21%	46.6	0.42***
Urban Settlements (n=441)	31%	45.9	0.46***
Countryside Living (n=84)	21%	46.5	0.58***
*P<0.05, ** P<0.01, *** P<0.001			

Breaking the Link? Attainment, poverty and rural schools

What about pupil progress?

Switching the measure to pupil progress paints an even starker picture of pupil outcomes in disadvantaged rural schools.

In general, the relationship between FSM and Progress is much weaker than when looking at attainment (r squared values of <0.2 in most area types).

This is unsurprising, since how well pupils achieve at KS2 (which is taken into account in Progress 8), already depends a lot on their deprivation level.

However, in rural schools, we find that a moderate relationship returns. It therefore seems that low attainment in rural, high-deprivation secondary schools is not just about pupils having low starting points. Instead, there is an important link between school deprivation level and progress rates.

Why is pupil progress in disadvantaged secondary schools worse in rural schools than in other parts of the country?



Breaking the Link? Attainment, poverty and rural schools

Implications

When considering how to break the link between poverty and education outcomes, it is crucial to take a nuanced view of poverty. Geography, demographics and community/economic context play a critical role in moderating the relationship between poverty and educational outcomes.

Studies of the factors affecting schools in different area types are therefore urgently needed, since these would help schools understand how best to respond to their circumstances.

Key factors to explore could include:

- Local labour markets and their history
- Attitudes to education linked to the above and to their contrasting ethnic make up
- Proximity to other schools
- School size
- Teacher labour market
- The range of, and actual wealth levels, both in the school and the community (FSM is a binary which hides huge variation in deprivation levels)
- The effect of school funding levels

Find out more about this analysis in [Schools Week](#).

Loic Menzies is Director of [The Centre for Education and Youth \(CfEY\)](#). He specialises in education policy and research, youth development and social enterprise. He was previously a tutor for Canterbury Christ Church's Faculty of Education, an Associate Senior Manager and Head of History and Social Sciences at St. George's R.C. School in North West London and a youth worker. He holds a degree in Politics, Philosophy and Economics from Magdalen College, Oxford. He is a trustee of The Kite Trust which supports LGBT+ young people and a volunteer with the homeless charity Jimmy's Cambridge.

Methodology notes

- Thank you to Alice Luetchford for support with analysis
- All data is from 2017-18
- Calculations are based on three fields in DfE data: "PTFSMCLA" (This refers to ever 6 FSM and Looked after children) and ATT8SCR (Average attainment 8 for the school) and P8MEA (Progress 8 measure after adjustment for extreme scores)
- Details of the area level classification can be found [here](#)
- Schools without available data were excluded from the analysis, as were special school where attainment, progress and deprivation follow different patterns. This means that since PTFSMCLA is suppressed for schools with very low numbers of eligible pupils, schools with very low levels of disadvantage are not included in this analysis
- Calculated averages are based on school rather than pupil level data

Area Type Overview

We wanted to include descriptions of all the area types in England, as defined by the Office for National Statistics (ONS), to show how your area type compares to others. We've adapted these descriptions based on the [ONS website](#)

Affluent England

51 local authorities in the UK are classified as being in this type of area and 10.3% of the population live in these areas. Local authorities in this group tend to be in larger counties in England near to and around London including Buckinghamshire, Hampshire, Hertfordshire, Kent, Oxfordshire and Surrey.

Residents in these areas are much more likely to live in detached housing and to own their own property. These areas are above average in terms of ethnic diversity with a below average number of UK and Irish born residents. Rates of divorce or separation are lower in these areas than they are nationally and people living in these areas aged 16 years or over have an above average likelihood of holding higher qualifications.

Unemployment rates are noticeably below the national average in Affluent England and employed residents often work in the information and communication industries.

Business, Education and Heritage Centres

35 local authorities are classified as being in these areas and 14.4% of UK population live in them, mainly in fairly big cities with national or regional importance.

The population in Business, Education and Heritage centres is relatively young and residents are more likely to live in either flats or terraces and to privately rent their home than they are elsewhere. These areas are above average in terms of ethnic diversity with an above average proportion of residents born in other EU countries. A result of this households are less likely to speak English or Welsh as their main language.

Residents' levels of education qualifications are higher than is typical of the UK in these areas but unemployment is marginally higher than elsewhere. Those in work are particularly likely to work in the education and 'accommodation or food service activities' sectors.

Countryside Living

83 local authorities are classified as being in these areas and 15.2% of UK population live in them. These areas typically have low population density and an older than average population (46 years old compared to 39).

People living in these areas are more likely to own their own home and to live in a detached property. Unemployment and qualification levels are both below the national average but part-time working is more prevalent than usual for the UK. Compared to elsewhere in the UK, workers in 'countryside living' areas are far more likely to work in the agriculture, forestry and fishing industry, and 'accommodation or food service activities'.

Area Type Overview

Ethnically Diverse Metropolitan Living

19 local authorities are classified as being in these areas and 9.4% of UK population live in them. These areas have a high population density and residents are younger than average. Ethnically diverse metropolitan areas are commonly found in Inner and Outer London Boroughs, as well as in-and-around various other important UK towns and cities with high proportions of residents from non-White ethnic groups. Many people in these areas live in overcrowded housing, often in terraces or flats that are either socially-rented or privately-rented. Unemployment in Ethnically Diverse Metropolitan areas is above the national average and workers often work in the administrative or support services industry.

London Cosmopolitan

12 local authorities - all in Inner London, are classified as being in these areas and 4.2% of UK population live in them. These areas have a very high population density and residents are younger, and more ethnically diverse than average.

Residents in London Cosmopolitan areas are more likely to live in flats and are more likely to rent. Unemployment is higher than average in these areas but those with jobs are particularly likely to work in the information and communication sectors or finance, insurance and real estate.

Services and Industrial Legacy

57 local authorities are classified as being in these areas and they are typically found in northern England as well as South Wales and Scotland's Central Belt. 15.3% of UK population live in this type of area.

The proportion of residents who are from ethnic minority groups is much lower in these areas compared to the UK as a whole and rates of divorce and separation are above the national rate. Households are more likely to have children and are more likely to live in semi-detached or terraced properties, as well as to be socially renting.

The proportion of people with higher-level qualifications in Services and Industrial Legacy areas is lower than the national average and rates of unemployment are above average. Those in employment often work in the energy, water or air conditioning industries, manufacturing industries, and the mining, quarrying or construction industries.

Area Type Overview

Town and Country Living

79 local authorities are classified as being in this area type and 16.1% of the UK population live within them. Town and Country Living areas are dispersed around the country apart from the North east and London. The population density is below the UK average.

The proportion of residents who come from minority ethnic groups is lower than elsewhere and the population is also older.

Residents often live in detached or semi-detached properties and many own their home. They tend to have higher levels of educational attainment and often work in the manufacturing industries.

Urban Settlements

55 local authorities are classified as being in this area type and 15% of the UK population live within them. Many of the people living in these areas are young, with higher than average proportions of the population aged 0-4 or 4-14 compared to elsewhere.

Ethnic minority groups are over-represented in urban settlements compared with the national picture and households are more likely to live in semi-detached or terraced housing. Adults generally have lower qualifications than nationally and are more likely to be unemployed.

Residents who are employed are more likely to work in the wholesale and retail trade, transport and storage, and administrative and support services industries.

How we did this for Moss Park Junior School

Why we created this report

Analyse School Performance (ASP) is a great tool for looking at headline measures, but it can be time consuming to draw meaningful conclusions from it. We created this report to do that work for you, so you can focus on using data to take action rather than spending hours analysing results!

We also wanted to create a report which supports you to plan a curriculum and school improvement approach informed by the best possible understanding of your school, drawing on different sources of information.'

How we produced this report

Our clever data scientists built an algorithm, modelled on the [EEF Families of Schools](#) database, which took 150 million school data points gathered from the Department for Education and used supercomputers to group you with schools with similar Prior Attainment, EAL, and FSM students.

We then analysed the data from schools "Like You" last year to create a benchmark showing where Moss Park Junior School outperformed and where you could improve. We also created a benchmark showing how the top 20% of schools performed as a discussion point.

Lastly, we expanded the algorithm to look for similar schools in the same Area Type as you using the [ONS' Area Classifications](#) database. We then plotted your performance against your school's socio-economic context and relative level of deprivation to show you whether there is a correlation between these factors for your school and schools like you.

The work involved a lot of coffee, chocolate bars, and staring at many, many data tables. We hope you find it useful!

How to use this report with Analyse School Performance

This report is based on official Department for Education and ONS data and can be used either as a companion to, or as a replacement of, the Analyse School Performance service. We hope that it's shown to governors and senior leaders to celebrate successes, prioritise interventions and ultimately improve school outcomes.

Accessing more analysis for Moss Park Junior School

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

Why do I have some data missing?

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



**Click here
for more reports**

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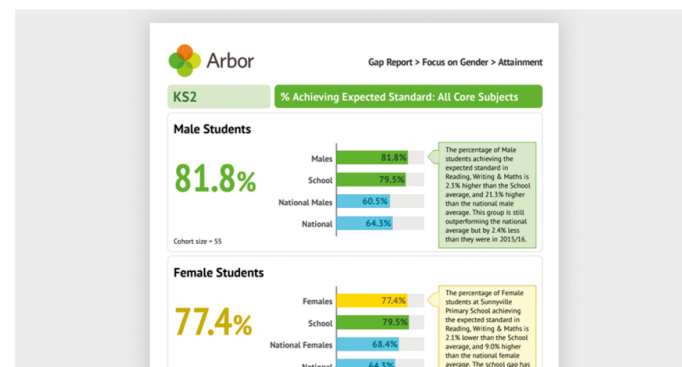
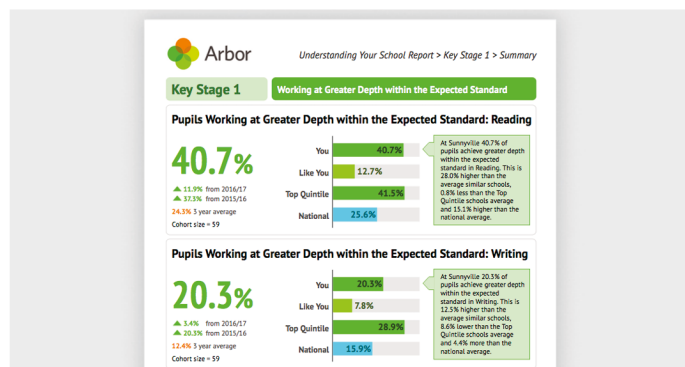
Like this report? You'll love the others!

Understanding Your School Report (New!)

Our new report is designed to help you understand your outcomes in the context of your school's unique demographic intake, helping you to plan a more nuanced and personalised school improvement approach

Gap Reports

A set of 5 reports showing the gaps between different student groups across attendance and attainment. Get individual reports on Prior Attainment, Ethnicity, Disadvantage, Gender and SEN. Use them to identify which areas in your school to focus on and why

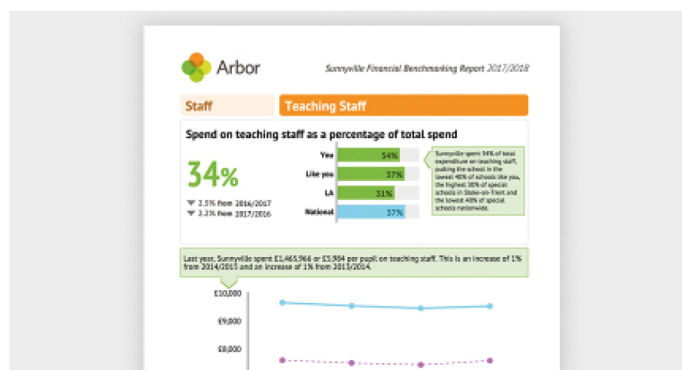
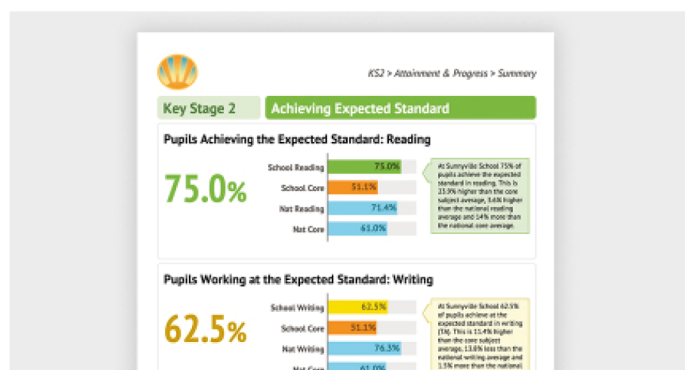


Attainment & Progress

Analyse the attainment and progress of different demographic groups at your school over the last 3 years. Use this report to identify where you could be making more progress

Financial Benchmarking

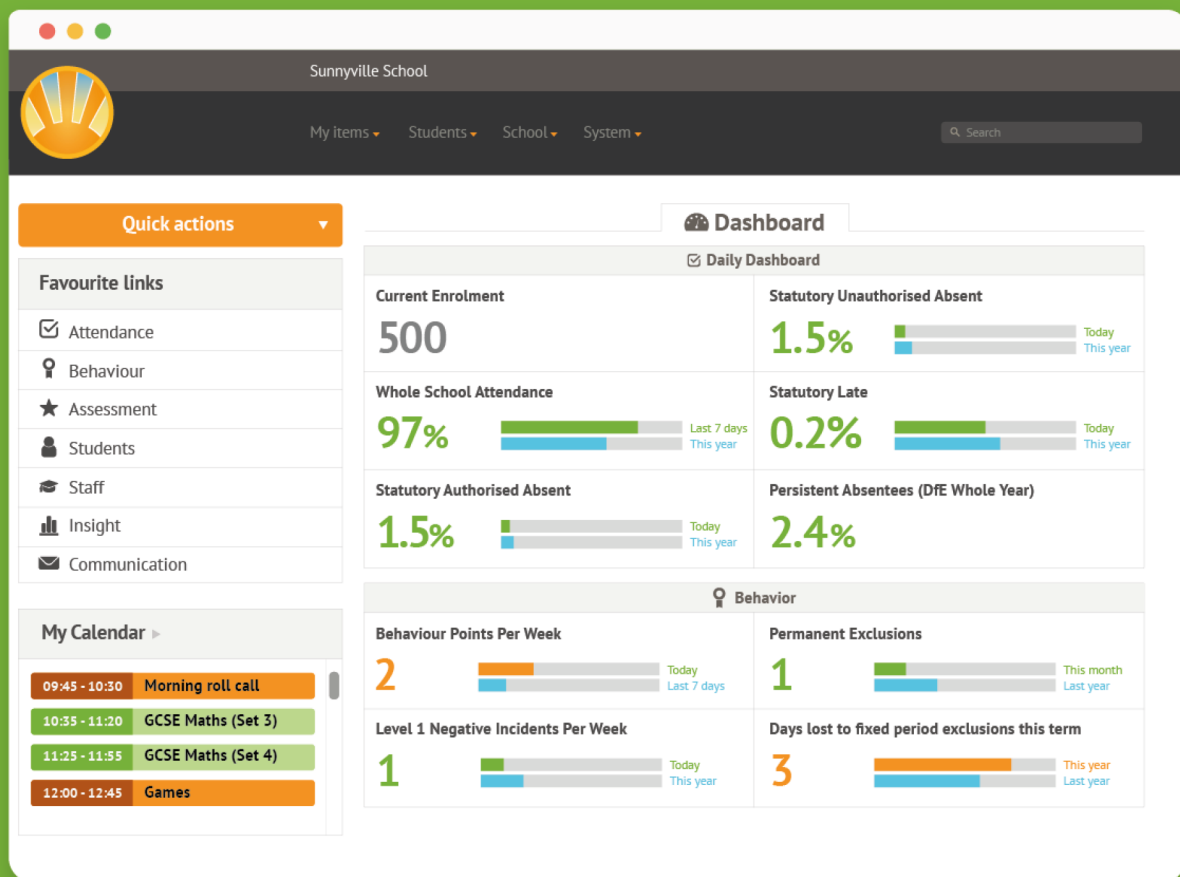
Coming in late Autumn Term: Benchmark your school or academy's income and expenditure patterns over the last 3 years to help identify where to save money and plan your next budget



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☎ 0207 043 1830 ✉ insight@arbor-education.com

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