

Bankwood Community Primary School - 2023 Key Stage 2 report

November 20, 2023

Bankwood Community Primary School Key Stage 2 report - school information & context



School information

Headteacher: Mrs Sarah Reynolds
School type: Academy sponsor led
MAT / Trust / Federation: STEEL CITY SCHOOLS PARTNERSHIP
DfE no. / URN: 3732052 / 149575
Local authority: Sheffield

Latest inspection type: Section 8 inspection of good and outstanding schools

Date: 3/2/2022

Category:

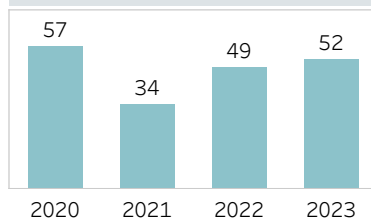
Latest short inspection date: 2 March 2022 **Conversion to full?** Yes

Current grade: Inadequate

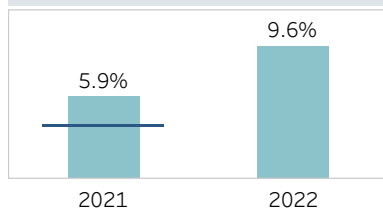
Ofsted inspection judgements by area

Overall effectiveness	4
Leadership & management	4
Quality of Education	4
Personal development	3
Behaviour and attitudes	4
Early years (if applicable)	4

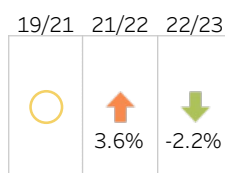
Number on roll (Y6)



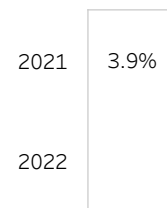
Absence - half terms 1-6 (Y6)



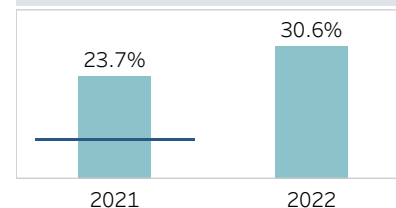
trends



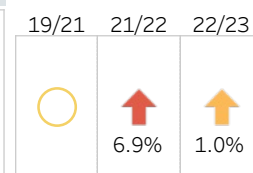
national (Y6)



Persistent absence - half terms 1-6 (Y6)



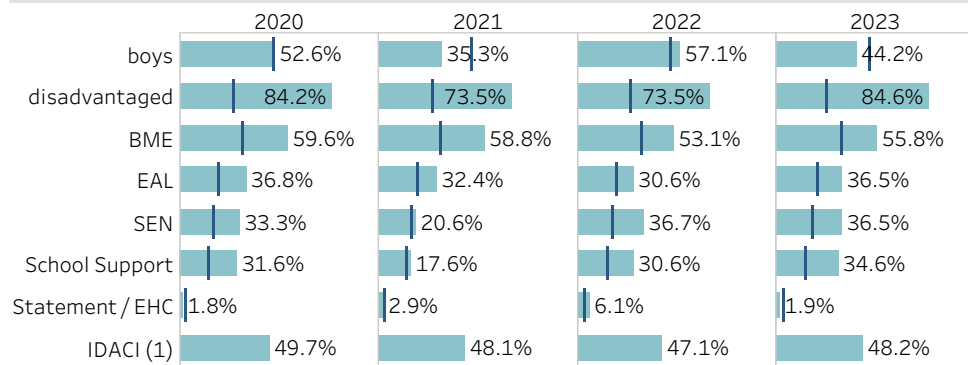
trends



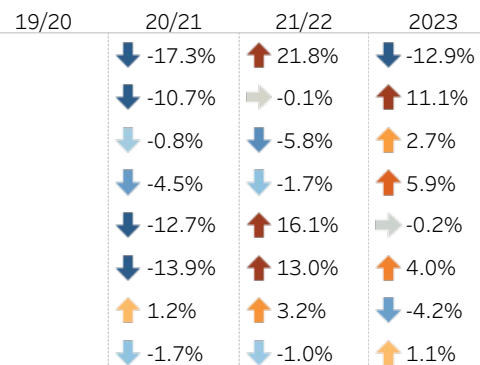
national (Y6)



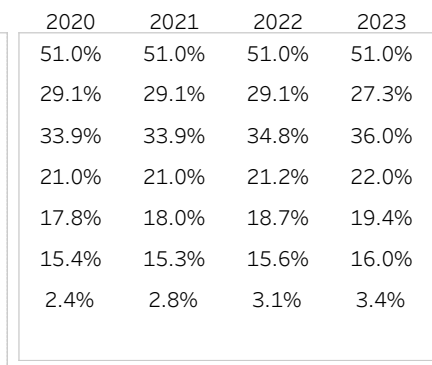
Cohort characteristics (Y6)



trends



national (Y6)



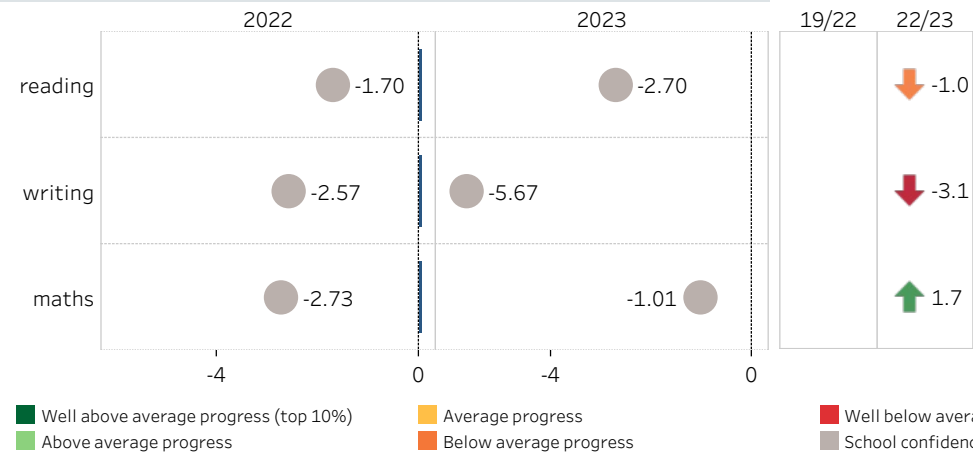
National data for BME pupils and IDACI is for Y0-Y6. From 2018, national data for EAL and disadvantaged is also for Y0-Y6.

Notes

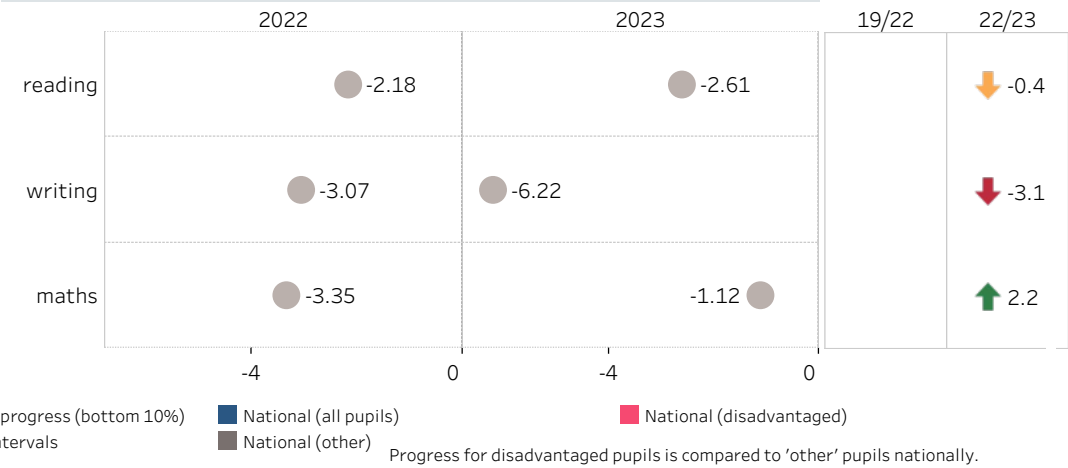
(1) IDACI is school's average score on the Income Deprivation Affecting Children Index. This is a measure of the proportion of children in a local area living in low income households.



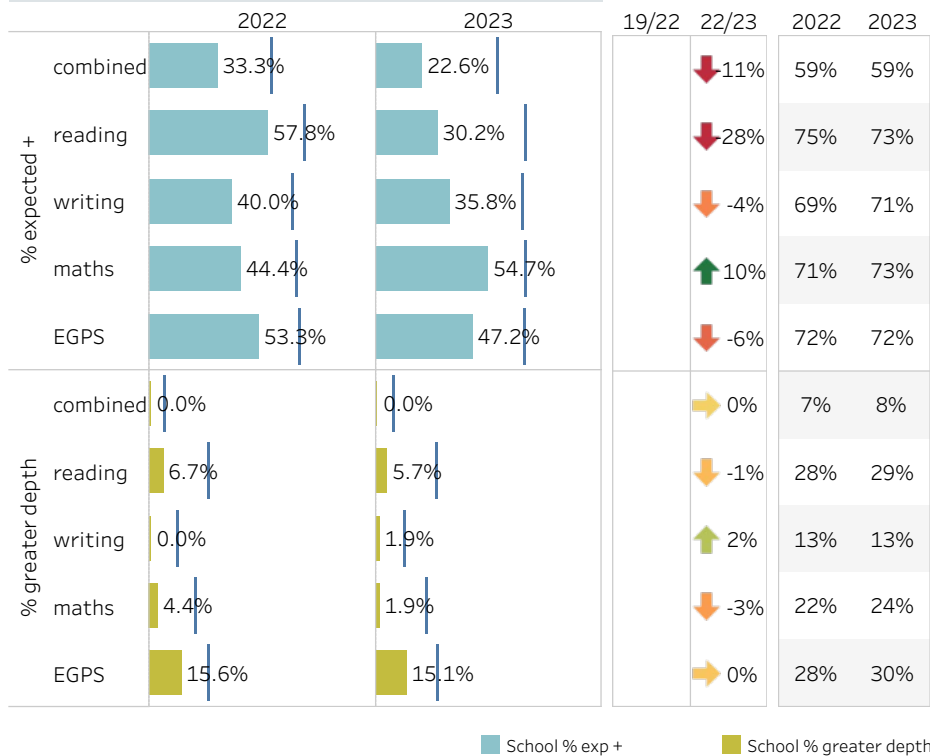
KS2 progress - all pupils (1) National progress data will be released in December.



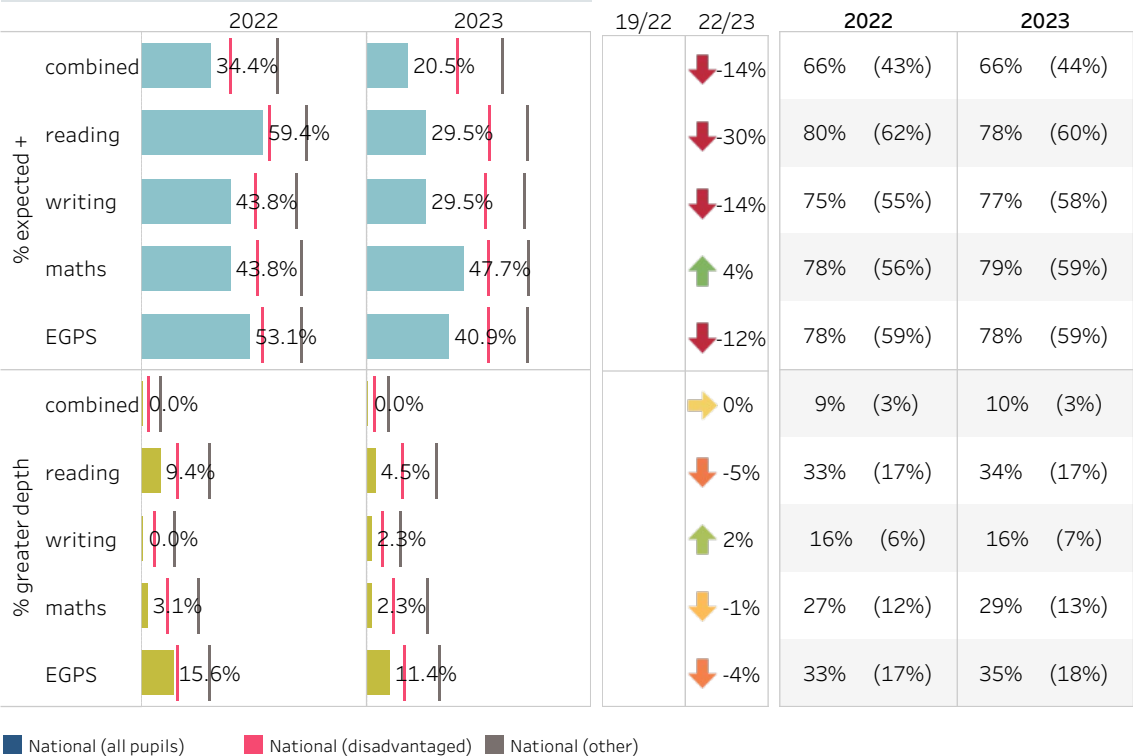
KS2 progress - disadvantaged (1) National progress data will be released in December.



KS2 attainment - all pupils



KS2 attainment - disadvantaged



Notes (1) Progress shading based on confidence intervals and Ofsted IDSR thresholds for top / bottom 10%.

Bankwood Community Primary School Key Stage 2 Report - reading, writing & maths combined, % expected standard

KS2 2023 national data is provisional



KS2 RWM combined, % exp.				trends		pupil difference (1)		cohort		national			
		2022	2023	19/22	22/23	2022	2023	2022	2023			2022	2023
All	all pupils	33.3%	22.6%		↓ -11%	-11	-19	45	53	All	all pupils	59	59
Disadvantage	disadvantaged	34.4%	20.5%		↓ -14%	-10	-20	32	44	Disadvantage	disadvantaged	66 (43)	66 (44)
	other	30.8%	33.3%		↑ 3%	-4	-2	13	9		other	66	66
Prior attainment (overall)	low	0.0%	0.0%		→ 0%			12	21	Prior attainment (overall)	low		
	mid	50.0%	45.0%		↓ -5%			24	20		mid		
	high	60.0%	66.7%		↑ 7%			5	3		high		
Prior attainment (reading)	low	0.0%	0.0%		→ 0%			13	20	Prior attainment (reading)	low		
	mid	52.0%	40.9%		↓ -11%			25	22		mid		
	high	66.7%	100.0%		↑ 33%			3	2		high		
Prior attainment (writing)	low	6.7%	0.0%		↓ -7%			15	21	Prior attainment (writing)	low		
	mid	54.2%	47.8%		↓ -6%			24	23		mid		
	high	50.0%						2			high		
Prior attainment (maths)	low	0.0%	0.0%		→ 0%			15	18	Prior attainment (maths)	low		
	mid	54.2%	41.7%		↓ -13%			24	24		mid		
	high	100.0%	50.0%		↓ -50%			2	2		high		
Gender	boys	26.9%	22.7%		↓ -4%	-7	-7	26	22	Gender	boys	55	56
	girls	42.1%	22.6%		↓ -20%	-3	-12	19	31		girls	63	63
EAL	EAL	50.0%	27.8%		↓ -22%	-1	-5	12	18	EAL	EAL	61	60
	not EAL	27.3%	20.0%		↓ -7%	-10	-13	33	35		not EAL	58	59
Ethnicity	BME	40.9%	24.1%		↓ -17%			22	29	Ethnicity	BME		
	White British	26.1%	17.4%		↓ -9%	-7	-9	23	23		White British	58	59
SEN	SEN	5.9%	5.6%		→ 0%	-2	-2	17	18	SEN	SEN	18	20
	School Support	7.1%	5.9%		↓ -1%	-1	-3	14	17		School Support	21	24
	Statement / EHC	0.0%	0.0%		→ 0%	0	0	3	1		Statement / EHC	7	8
	no SEN	50.0%	31.4%		↓ -19%	-5	-13	28	35		no SEN	69	70

■ School % exp +
 ■ National (all pupils)
 ■ National (disadvantaged)
 ■ National (other)

Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 Report - reading, writing and maths combined, % greater depth

KS2 2023 national data is provisional



KS2 RWM combined, % gds.				trends		pupil difference (1)		cohort		national			
				19/22	22/23			2022	2023			2022	2023
All	all pupils	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-3</div></div>	<div><div>-4</div></div>	<div><div></div><div>45</div></div>	<div><div></div><div>53</div></div>	All	all pupils	7	8
Disadvantage	disadvantaged	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-2</div></div>	<div><div>-4</div></div>	<div><div></div><div>32</div></div>	<div><div></div><div>44</div></div>	Disadvantage	disadvantaged	9 (3)	10 (3)
	other	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-1</div></div>	<div><div>0</div></div>	<div><div></div><div>13</div></div>	<div><div></div><div>9</div></div>		other	9	10
Prior attainment (overall)	low	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>12</div></div>	<div><div></div><div>21</div></div>	Prior attainment (overall)	low		
	mid	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>24</div></div>	<div><div></div><div>20</div></div>		mid		
	high	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>5</div></div>	<div><div></div><div>3</div></div>		high		
Prior attainment (reading)	low	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>13</div></div>	<div><div></div><div>20</div></div>	Prior attainment (reading)	low		
	mid	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>25</div></div>	<div><div></div><div>22</div></div>		mid		
	high	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>3</div></div>	<div><div></div><div>2</div></div>		high		
Prior attainment (writing)	low	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>15</div></div>	<div><div></div><div>21</div></div>	Prior attainment (writing)	low		
	mid	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>24</div></div>	<div><div></div><div>23</div></div>		mid		
	high	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>2</div></div>			high		
Prior attainment (maths)	low	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>15</div></div>	<div><div></div><div>18</div></div>	Prior attainment (maths)	low		
	mid	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>24</div></div>	<div><div></div><div>24</div></div>		mid		
	high	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>2</div></div>	<div><div></div><div>2</div></div>		high		
Gender	boys	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-1</div></div>	<div><div>-1</div></div>	<div><div></div><div>26</div></div>	<div><div></div><div>22</div></div>	Gender	boys	6	7
	girls	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-1</div></div>	<div><div>-2</div></div>	<div><div></div><div>19</div></div>	<div><div></div><div>31</div></div>		girls	9	9
EAL	EAL	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>0</div></div>	<div><div>-1</div></div>	<div><div></div><div>12</div></div>	<div><div></div><div>18</div></div>	EAL	EAL	8	9
	not EAL	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-2</div></div>	<div><div>-2</div></div>	<div><div></div><div>33</div></div>	<div><div></div><div>35</div></div>		not EAL	7	8
Ethnicity	BME	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>22</div></div>	<div><div></div><div>29</div></div>	Ethnicity	BME		
	White British	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-1</div></div>	<div><div>-1</div></div>	<div><div></div><div>23</div></div>	<div><div></div><div>23</div></div>		White British	7	7
SEN	SEN	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>0</div></div>	<div><div>0</div></div>	<div><div></div><div>17</div></div>	<div><div></div><div>18</div></div>	SEN	SEN	1	1
	School Support	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>0</div></div>	<div><div>0</div></div>	<div><div></div><div>14</div></div>	<div><div></div><div>17</div></div>		School Support	1	2
	Statement / EHC	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>0</div></div>	<div><div>0</div></div>	<div><div></div><div>3</div></div>	<div><div></div><div>1</div></div>		Statement / EHC	0	1
	no SEN	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div>-2</div></div>	<div><div>-3</div></div>	<div><div></div><div>28</div></div>	<div><div></div><div>35</div></div>		no SEN	9	10
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Bankwood Community Primary School Key Stage 2 Report - reading, % expected standard

KS2 2023 national data is provisional




Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 Report - reading, % greater depth

KS2 2023 national data is provisional



KS2 reading, % gds.				trends		pupil difference (1)		cohort		national			
				19/22	22/23	2022	2023	2022	2023	2022	2023		
All	all pupils	<div><div></div><div>6.7%</div></div>	<div><div></div><div>5.7%</div></div>		<div><div></div><div>-1%</div></div>	<div><div></div><div>-9</div></div>	<div><div></div><div>-12</div></div>	<div><div></div><div>45</div></div>	<div><div></div><div>53</div></div>	All	all pupils	28	29
Disadvantage	disadvantaged	<div><div></div><div>9.4%</div></div>	<div><div></div><div>4.5%</div></div>		<div><div></div><div>-5%</div></div>	<div><div></div><div>-7</div></div>	<div><div></div><div>-12</div></div>	<div><div></div><div>32</div></div>	<div><div></div><div>44</div></div>	Disadvantage	disadvantaged	33 (17)	34 (17)
	other	<div><div></div><div>0.0%</div></div>	<div><div></div><div>11.1%</div></div>		<div><div></div><div>11%</div></div>	<div><div></div><div>-4</div></div>	<div><div></div><div>-2</div></div>	<div><div></div><div>13</div></div>	<div><div></div><div>9</div></div>		other	33	34
Prior attainment (overall)	low	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>12</div></div>	<div><div></div><div>21</div></div>	Prior attainment (overall)	low		
	mid	<div><div></div><div>8.3%</div></div>	<div><div></div><div>5.0%</div></div>		<div><div></div><div>-3%</div></div>			<div><div></div><div>24</div></div>	<div><div></div><div>20</div></div>		mid		
	high	<div><div></div><div>20.0%</div></div>	<div><div></div><div>66.7%</div></div>		<div><div></div><div>47%</div></div>			<div><div></div><div>5</div></div>	<div><div></div><div>3</div></div>		high		
Prior attainment (reading)	low	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>			<div><div></div><div>13</div></div>	<div><div></div><div>20</div></div>	Prior attainment (reading)	low		
	mid	<div><div></div><div>8.0%</div></div>	<div><div></div><div>4.5%</div></div>		<div><div></div><div>-3%</div></div>			<div><div></div><div>25</div></div>	<div><div></div><div>22</div></div>		mid		
	high	<div><div></div><div>33.3%</div></div>	<div><div></div><div>100.0%</div></div>		<div><div></div><div>67%</div></div>			<div><div></div><div>3</div></div>	<div><div></div><div>2</div></div>		high		
Gender	boys	<div><div></div><div>7.7%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>-8%</div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-5</div></div>	<div><div></div><div>26</div></div>	<div><div></div><div>22</div></div>	Gender	boys	23	27
	girls	<div><div></div><div>5.3%</div></div>	<div><div></div><div>9.7%</div></div>		<div><div></div><div>4%</div></div>	<div><div></div><div>-5</div></div>	<div><div></div><div>-6</div></div>	<div><div></div><div>19</div></div>	<div><div></div><div>31</div></div>		girls	33	31
EAL	EAL	<div><div></div><div>8.3%</div></div>	<div><div></div><div>5.6%</div></div>		<div><div></div><div>-3%</div></div>	<div><div></div><div>-2</div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>12</div></div>	<div><div></div><div>18</div></div>	EAL	EAL	27	26
	not EAL	<div><div></div><div>6.1%</div></div>	<div><div></div><div>5.7%</div></div>		<div><div></div><div>0%</div></div>	<div><div></div><div>-7</div></div>	<div><div></div><div>-8</div></div>	<div><div></div><div>33</div></div>	<div><div></div><div>35</div></div>		not EAL	28	30
Ethnicity	BME	<div><div></div><div>4.5%</div></div>	<div><div></div><div>3.4%</div></div>		<div><div></div><div>-1%</div></div>			<div><div></div><div>22</div></div>	<div><div></div><div>29</div></div>	Ethnicity	BME		
	White British	<div><div></div><div>8.7%</div></div>	<div><div></div><div>8.7%</div></div>		<div><div></div><div>0%</div></div>	<div><div></div><div>-4</div></div>	<div><div></div><div>-4</div></div>	<div><div></div><div>23</div></div>	<div><div></div><div>23</div></div>		White British	28	29
SEN	SEN	<div><div></div><div>0.0%</div></div>	<div><div></div><div>5.6%</div></div>		<div><div></div><div>6%</div></div>	<div><div></div><div>-1</div></div>	<div><div></div><div>0</div></div>	<div><div></div><div>17</div></div>	<div><div></div><div>18</div></div>	SEN	SEN	8	10
	School Support	<div><div></div><div>0.0%</div></div>	<div><div></div><div>5.9%</div></div>		<div><div></div><div>6%</div></div>	<div><div></div><div>-1</div></div>	<div><div></div><div>-1</div></div>	<div><div></div><div>14</div></div>	<div><div></div><div>17</div></div>		School Support	10	12
	Statement / EHC	<div><div></div><div>0.0%</div></div>	<div><div></div><div>0.0%</div></div>		<div><div></div><div>0%</div></div>	<div><div></div><div>0</div></div>	<div><div></div><div>0</div></div>	<div><div></div><div>3</div></div>	<div><div></div><div>1</div></div>		Statement / EHC	4	5
	no SEN	<div><div></div><div>10.7%</div></div>	<div><div></div><div>5.7%</div></div>		<div><div></div><div>-5%</div></div>	<div><div></div><div>-6</div></div>	<div><div></div><div>-9</div></div>	<div><div></div><div>28</div></div>	<div><div></div><div>35</div></div>		no SEN	33	34

School % greater depthNational (all pupils)National (disadvantaged)National (other)

Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 report - reading scaled score

KS2 2023 national data is provisional



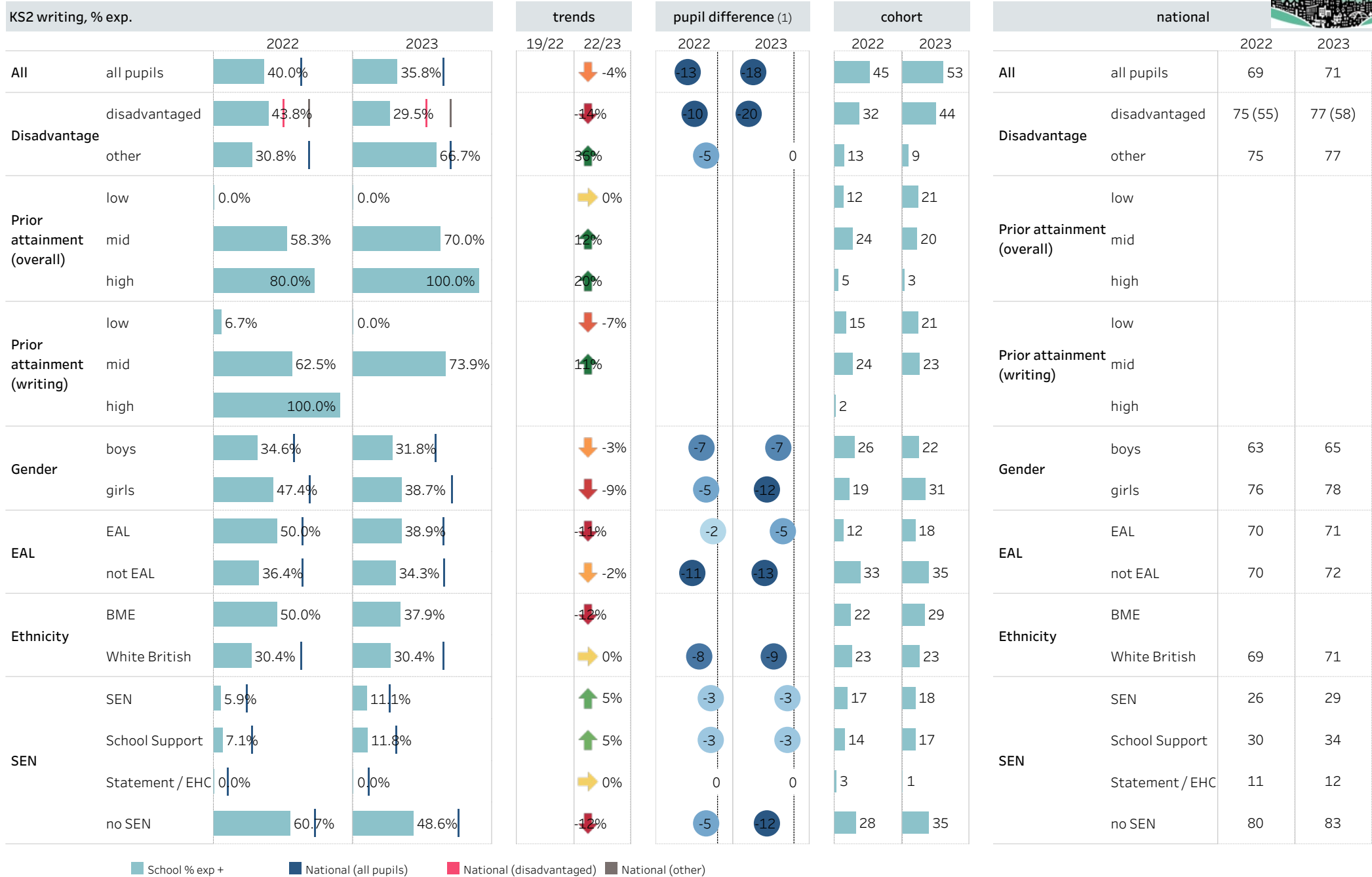
KS2 reading scaled score (1)				trends		cohort		national			
		2022	2023	19/22	22/23	2022	2023			2022	2023
All	all pupils	<div><div></div><div>99.1</div></div>	<div><div></div><div>97.5</div></div>		<div><div></div><div>-1.7</div></div>	<div><div></div><div>40</div></div>	<div><div></div><div>50</div></div>	All	all pupils	105	105
Disadvantage	disadvantaged	<div><div></div><div>99.7</div></div>	<div><div></div><div>97.0</div></div>		<div><div></div><div>-2.7</div></div>	<div><div></div><div>28</div></div>	<div><div></div><div>41</div></div>		disadvantaged	106 (102)	106 (102)
	other	<div><div></div><div>97.8</div></div>	<div><div></div><div>99.6</div></div>		<div><div></div><div>1.7</div></div>	<div><div></div><div>12</div></div>	<div><div></div><div>9</div></div>		other	106	106
Prior attainment (overall)	low	<div><div></div><div>86.8</div></div>	<div><div></div><div>94.1</div></div>		<div><div></div><div>7.3</div></div>	<div><div></div><div>9</div></div>	<div><div></div><div>19</div></div>	Prior attainment (overall)	low		
	mid	<div><div></div><div>103.4</div></div>	<div><div></div><div>101.3</div></div>		<div><div></div><div>-2.2</div></div>	<div><div></div><div>23</div></div>	<div><div></div><div>20</div></div>		mid		
	high	<div><div></div><div>106.6</div></div>	<div><div></div><div>107.0</div></div>		<div><div></div><div>0.4</div></div>	<div><div></div><div>5</div></div>	<div><div></div><div>3</div></div>		high		
Prior attainment (reading)	low	<div><div></div><div>87.2</div></div>	<div><div></div><div>94.1</div></div>		<div><div></div><div>6.9</div></div>	<div><div></div><div>10</div></div>	<div><div></div><div>18</div></div>	Prior attainment (reading)	low		
	mid	<div><div></div><div>103.9</div></div>	<div><div></div><div>100.8</div></div>		<div><div></div><div>-3.1</div></div>	<div><div></div><div>24</div></div>	<div><div></div><div>22</div></div>		mid		
	high	<div><div></div><div>109.0</div></div>	<div><div></div><div>111.0</div></div>		<div><div></div><div>2.0</div></div>	<div><div></div><div>3</div></div>	<div><div></div><div>2</div></div>		high		
Gender	boys	<div><div></div><div>99.6</div></div>	<div><div></div><div>97.5</div></div>		<div><div></div><div>-2.2</div></div>	<div><div></div><div>21</div></div>	<div><div></div><div>20</div></div>	Gender	boys	104	105
	girls	<div><div></div><div>98.6</div></div>	<div><div></div><div>97.5</div></div>		<div><div></div><div>-1.1</div></div>	<div><div></div><div>19</div></div>	<div><div></div><div>30</div></div>		girls	106	106
EAL	EAL	<div><div></div><div>102.5</div></div>	<div><div></div><div>97.1</div></div>		<div><div></div><div>-5.4</div></div>	<div><div></div><div>11</div></div>	<div><div></div><div>17</div></div>	EAL	EAL	104	104
	not EAL	<div><div></div><div>97.8</div></div>	<div><div></div><div>97.6</div></div>		<div><div></div><div>-0.2</div></div>	<div><div></div><div>29</div></div>	<div><div></div><div>33</div></div>		not EAL	105	105
Ethnicity	BME	<div><div></div><div>100.1</div></div>	<div><div></div><div>96.7</div></div>		<div><div></div><div>-3.5</div></div>	<div><div></div><div>21</div></div>	<div><div></div><div>27</div></div>	Ethnicity	BME		
	White British	<div><div></div><div>98.0</div></div>	<div><div></div><div>98.1</div></div>		<div><div></div><div>0.1</div></div>	<div><div></div><div>19</div></div>	<div><div></div><div>22</div></div>		White British	105	105
SEN	SEN	<div><div></div><div>91.4</div></div>	<div><div></div><div>95.4</div></div>		<div><div></div><div>4.0</div></div>	<div><div></div><div>14</div></div>	<div><div></div><div>16</div></div>	SEN	SEN	98	99
	School Support	<div><div></div><div>93.3</div></div>	<div><div></div><div>95.4</div></div>		<div><div></div><div>2.2</div></div>	<div><div></div><div>12</div></div>	<div><div></div><div>16</div></div>		School Support	98	99
	Statement / EHC	<div><div></div><div>80.5</div></div>	<div><div></div><div></div></div>			<div><div></div><div>2</div></div>	<div><div></div><div>0</div></div>		Statement / EHC	96	98
	no SEN	<div><div></div><div>103.3</div></div>	<div><div></div><div>98.4</div></div>		<div><div></div><div>-4.9</div></div>	<div><div></div><div>26</div></div>	<div><div></div><div>34</div></div>		no SEN	106	106

School National (all pupils) National (disadvantaged) National (other)

Notes (1) Only includes pupils who took the reading test and achieved a score.

Bankwood Community Primary School Key Stage 2 Report - writing, % expected standard

KS2 2023 national data is provisional



Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 Report - writing, % greater depth

KS2 2023 national data is provisional



KS2 writing, % gds.				trends		pupil difference (1)		cohort		national			
				19/22	22/23	2022	2023	2022	2023				
											2022	2023	
All	all pupils	0.0%	1.9%		2%	-5	-5	45	53	All	all pupils	13	13
Disadvantage	disadvantaged	0.0%	2.3%		2%	-5	-6	32	44	Disadvantage	disadvantaged	16 (6)	16 (7)
	other	0.0%	0.0%		0%	-2	-1	13	9		other	16	16
Prior attainment (overall)	low	0.0%	0.0%		0%			12	21	Prior attainment (overall)	low		
	mid	0.0%	0.0%		0%			24	20		mid		
	high	0.0%	33.3%		33%			5	3		high		
Prior attainment (writing)	low	0.0%	0.0%		0%			15	21	Prior attainment (writing)	low		
	mid	0.0%	4.3%		4%			24	23		mid		
	high	0.0%						2			high		
Gender	boys	0.0%	0.0%		0%	-2	-2	26	22	Gender	boys	10	10
	girls	0.0%	3.2%		3%	-3	-4	19	31		girls	16	17
EAL	EAL	0.0%	0.0%		0%	-1	-2	12	18	EAL	EAL	13	14
	not EAL	0.0%	2.9%		3%	-4	-3	33	35		not EAL	13	13
Ethnicity	BME	0.0%	0.0%		0%			22	29	Ethnicity	BME		
	White British	0.0%	4.3%		4%	-2	-1	23	23		White British	12	13
SEN	SEN	0.0%	0.0%		0%	0	0	17	18	SEN	SEN	2	3
	School Support	0.0%	0.0%		0%	0	0	14	17		School Support	3	3
	Statement / EHC	0.0%	0.0%		0%	0	0	3	1		Statement / EHC	1	1
	no SEN	0.0%	2.9%		3%	-4	-4	28	35		no SEN	15	16

School % greater depth

National (all pupils)

National (disadvantaged)

National (other)

Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 Report - maths, % expected standard

KS2 2023 national data is provisional



KS2 maths, % exp.				trends		pupil difference (1)		cohort		national			
		2022	2023	19/22	22/23	2022	2023	2022	2023			2022	2023
All	all pupils	<div><div></div><div>44.4%</div></div>	<div><div></div><div>54.7%</div></div>		↑ 10%	-11	-9	45	53	All	all pupils	71	73
Disadvantage	disadvantaged	<div><div></div><div>43.8%</div></div>	<div><div></div><div>47.7%</div></div>		↑ 4%	-10	-13	32	44	Disadvantage	disadvantaged	78 (56)	79 (59)
	other	<div><div></div><div>46.2%</div></div>	<div><div></div><div>88.9%</div></div>		↑ 43%	-4	1	13	9		other	78	79
Prior attainment (overall)	low	0.0%	<div><div></div><div>23.8%</div></div>		↑ 24%			12	21	Prior attainment (overall)	low		
	mid	<div><div></div><div>66.7%</div></div>	<div><div></div><div>85.0%</div></div>		↑ 18%			24	20		mid		
	high	<div><div></div><div>60.0%</div></div>	<div><div></div><div>100.0%</div></div>		↑ 40%			5	3		high		
Prior attainment (maths)	low	0.0%	<div><div></div><div>22.2%</div></div>		↑ 22%			15	18	Prior attainment (reading)	low		
	mid	<div><div></div><div>70.8%</div></div>	<div><div></div><div>79.2%</div></div>		↑ 8%			24	24		mid		
	high	<div><div></div><div>100.0%</div></div>	<div><div></div><div>100.0%</div></div>		→ 0%			2	2		high		
Gender	boys	<div><div></div><div>42.3%</div></div>	<div><div></div><div>59.1%</div></div>		↑ 17%	-7	-3	26	22	Gender	boys	72	73
	girls	<div><div></div><div>47.4%</div></div>	<div><div></div><div>51.6%</div></div>		↑ 4%	-4	-6	19	31		girls	71	72
EAL	EAL	<div><div></div><div>66.7%</div></div>	<div><div></div><div>66.7%</div></div>		→ 0%	-1	-1	12	18	EAL	EAL	75	77
	not EAL	<div><div></div><div>36.4%</div></div>	<div><div></div><div>48.6%</div></div>		↑ 12%	-11	-8	33	35		not EAL	71	72
Ethnicity	BME	<div><div></div><div>54.5%</div></div>	<div><div></div><div>62.1%</div></div>		↑ 8%			22	29	Ethnicity	BME		
	White British	<div><div></div><div>34.8%</div></div>	<div><div></div><div>43.5%</div></div>		↑ 9%	-8	-6	23	23		White British	70	71
SEN	SEN	<div><div></div><div>17.6%</div></div>	<div><div></div><div>27.8%</div></div>		↑ 10%	-2	-1	17	18	SEN	SEN	34	36
	School Support	<div><div></div><div>21.4%</div></div>	<div><div></div><div>29.4%</div></div>		↑ 8%	-2	-2	14	17		School Support	40	42
	Statement / EHC	0.0%	0.0%		→ 0%	0	0	3	1		Statement / EHC	15	16
	no SEN	<div><div></div><div>60.7%</div></div>	<div><div></div><div>68.6%</div></div>		↑ 8%	-5	-5	28	35		no SEN	81	83

School % exp + National (all pupils) National (disadvantaged) National (other)

Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 Report - maths, % greater depth

KS2 2023 national data is provisional



KS2 maths, % gds.				trends		pupil difference (1)		cohort		national			
				19/22	22/23	2022	2023	2022	2023				
				2022	2023					2022	2023		
All	all pupils	4.4%	1.9%		-3%	-7	-11	45	53	All	all pupils	22	24
Disadvantage	disadvantaged	3.1%	2.3%		-1%	-7	-11	32	44	Disadvantage	disadvantaged	27 (12)	29 (13)
	other	7.7%	0.0%		-8%	-2	-2	13	9		other	27	29
Prior attainment (overall)	low	0.0%	0.0%		0%			12	21	Prior attainment (overall)	low		
	mid	4.2%	0.0%		-4%			24	20		mid		
	high	20.0%	33.3%		13%			5	3		high		
Prior attainment (maths)	low	0.0%	0.0%		0%			15	18	Prior attainment (maths)	low		
	mid	4.2%	0.0%		-4%			24	24		mid		
	high	50.0%	50.0%		0%			2	2		high		
Gender	boys	7.7%	0.0%		-8%	-4	-5	26	22	Gender	boys	25	27
	girls	0.0%	3.2%		3%	-3	-5	19	31		girls	20	21
EAL	EAL	0.0%	5.6%		6%	-3	-4	12	18	EAL	EAL	28	30
	not EAL	6.1%	0.0%		-6%	-4	-7	33	35		not EAL	21	22
Ethnicity	BME	4.5%	3.4%		-1%			22	29	Ethnicity	BME		
	White British	4.3%	0.0%		-4%	-3	-4	23	23		White British	20	21
SEN	SEN	0.0%	0.0%		0%	-1	-1	17	18	SEN	SEN	6	7
	School Support	0.0%	0.0%		0%	0	-1	14	17		School Support	7	7
	Statement / EHC	0.0%	0.0%		0%	0	0	3	1		Statement / EHC	3	3
	no SEN	7.1%	2.9%		-4%	-5	-8	28	35		no SEN	27	28

School % greater depth

National (all pupils)

National (disadvantaged)

National (other)

Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 report - maths scaled score

KS2 2023 national data is provisional



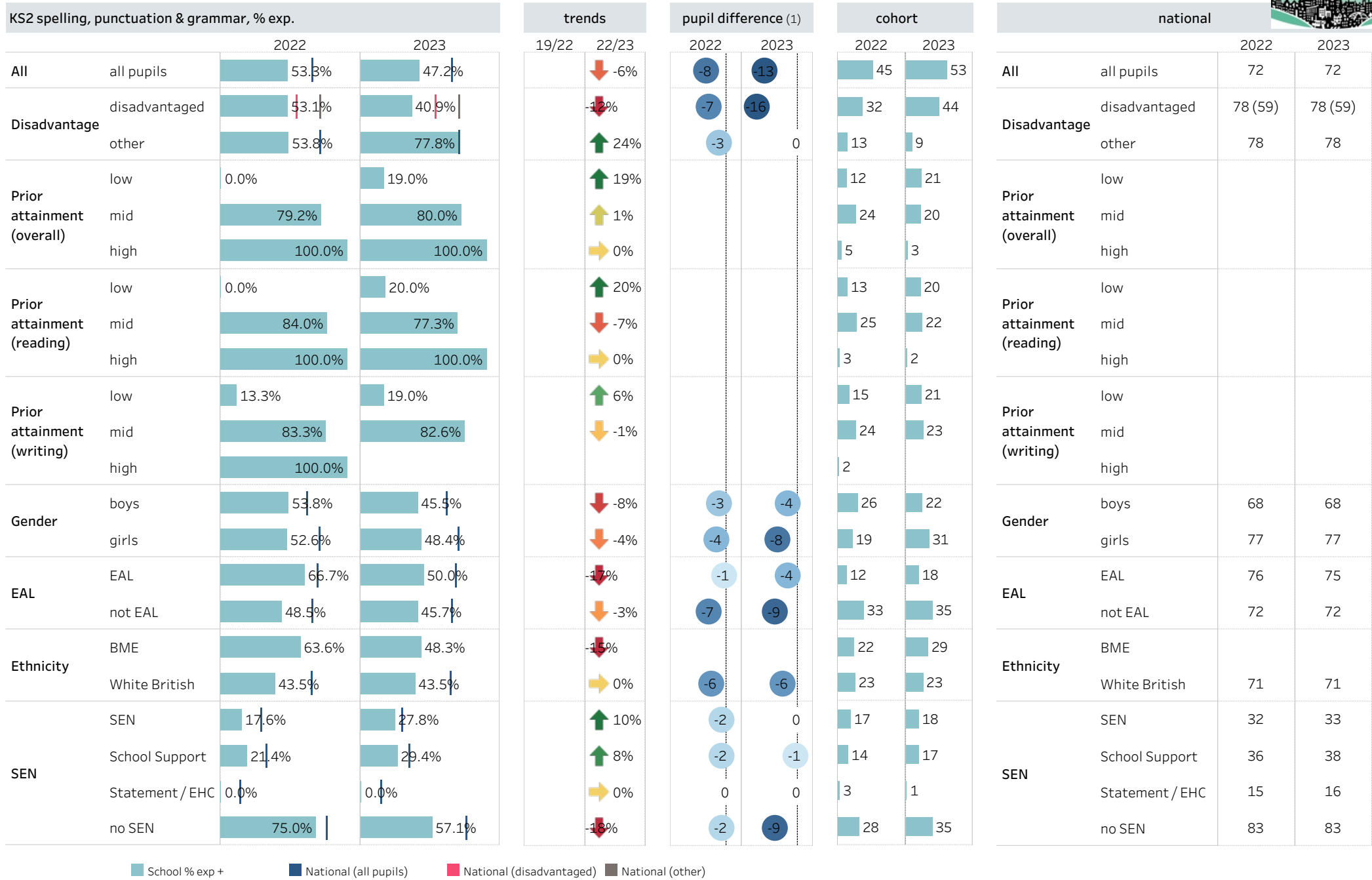
KS2 maths scaled score (1)				trends		cohort		national			
		2022	2023	19/22	22/23	2022	2023			2022	2023
All	all pupils	<div><div></div><div>97.1</div></div>	<div><div></div><div>98.5</div></div>		↑ 1.4	<div><div></div><div>40</div></div>	<div><div></div><div>51</div></div>	All	all pupils	104	104
Disadvantage	disadvantaged	<div><div></div><div>97.1</div></div>	<div><div></div><div>97.7</div></div>		↑ 0.6	<div><div></div><div>27</div></div>	<div><div></div><div>42</div></div>	Disadvantage	disadvantaged	105 (101)	105 (101)
	other	<div><div></div><div>97.1</div></div>	<div><div></div><div>102.2</div></div>		↑ 5.1	<div><div></div><div>13</div></div>	<div><div></div><div>9</div></div>		other	105	105
Prior attainment (overall)	low	<div><div></div><div>88.2</div></div>	<div><div></div><div>93.5</div></div>		↑ 5.2	<div><div></div><div>9</div></div>	<div><div></div><div>20</div></div>	Prior attainment (overall)	low		
	mid	<div><div></div><div>100.5</div></div>	<div><div></div><div>103.4</div></div>		↑ 2.9	<div><div></div><div>22</div></div>	<div><div></div><div>20</div></div>		mid		
	high	<div><div></div><div>102.6</div></div>	<div><div></div><div>104.7</div></div>		↑ 2.1	<div><div></div><div>5</div></div>	<div><div></div><div>3</div></div>		high		
Prior attainment (maths)	low	<div><div></div><div>88.7</div></div>	<div><div></div><div>93.5</div></div>		↑ 4.8	<div><div></div><div>12</div></div>	<div><div></div><div>17</div></div>	Prior attainment (maths)	low		
	mid	<div><div></div><div>101.7</div></div>	<div><div></div><div>102.2</div></div>		↑ 0.5	<div><div></div><div>22</div></div>	<div><div></div><div>24</div></div>		mid		
	high	<div><div></div><div>108.5</div></div>	<div><div></div><div>105.0</div></div>		↓ -3.5	<div><div></div><div>2</div></div>	<div><div></div><div>2</div></div>		high		
Gender	boys	<div><div></div><div>97.9</div></div>	<div><div></div><div>99.6</div></div>		↑ 1.6	<div><div></div><div>22</div></div>	<div><div></div><div>20</div></div>	Gender	boys	104	105
	girls	<div><div></div><div>96.1</div></div>	<div><div></div><div>97.8</div></div>		↑ 1.7	<div><div></div><div>18</div></div>	<div><div></div><div>31</div></div>		girls	103	104
EAL	EAL	<div><div></div><div>98.5</div></div>	<div><div></div><div>100.5</div></div>		↑ 2.0	<div><div></div><div>12</div></div>	<div><div></div><div>17</div></div>	EAL	EAL	105	106
	not EAL	<div><div></div><div>96.5</div></div>	<div><div></div><div>97.5</div></div>		↑ 1.0	<div><div></div><div>28</div></div>	<div><div></div><div>34</div></div>		not EAL	104	104
Ethnicity	BME	<div><div></div><div>97.4</div></div>	<div><div></div><div>99.0</div></div>		↑ 1.6	<div><div></div><div>22</div></div>	<div><div></div><div>28</div></div>	Ethnicity	BME		
	White British	<div><div></div><div>96.7</div></div>	<div><div></div><div>97.6</div></div>		↑ 0.9	<div><div></div><div>18</div></div>	<div><div></div><div>22</div></div>		White British	103	104
SEN	SEN	<div><div></div><div>92.4</div></div>	<div><div></div><div>94.6</div></div>		↑ 2.3	<div><div></div><div>14</div></div>	<div><div></div><div>17</div></div>	SEN	SEN	97	98
	School Support	<div><div></div><div>93.9</div></div>	<div><div></div><div>94.6</div></div>		↑ 0.7	<div><div></div><div>12</div></div>	<div><div></div><div>17</div></div>		School Support	98	98
	Statement / EHC	<div><div></div><div>83.0</div></div>				<div><div></div><div>2</div></div>	<div><div></div><div>0</div></div>		Statement / EHC	96	96
	no SEN	<div><div></div><div>99.7</div></div>	<div><div></div><div>100.4</div></div>		↑ 0.8	<div><div></div><div>26</div></div>	<div><div></div><div>34</div></div>		no SEN	105	106

School National (all pupils) National (disadvantaged) National (other)

Notes (1) Only includes pupils who took the maths test and achieved a score.

Bankwood Community Primary School Key Stage 2 Report - spelling, punctuation & grammar, % expected standard


KS2 2023 national data is provisional



Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

Bankwood Community Primary School Key Stage 2 Report - spelling, punctuation & grammar, % greater depth



KS2 spelling, punctuation & grammar, % gds.				trends		pupil difference (1)		cohort		national			
				19/22	22/23	2022	2023	2022	2023	2022	2023	2022	2023
All	all pupils	<div><div></div><div></div></div> 15.6%	<div><div></div><div></div></div> 15.1%		<div><div></div><div></div></div> 0%	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> 45	<div><div></div><div></div></div> 53	All	all pupils	28	30
Disadvantage	disadvantaged	<div><div></div><div></div></div> 15.6%	<div><div></div><div></div></div> 11.4%	<div><div></div><div></div></div> -4%	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -10	<div><div></div><div></div></div> 32	<div><div></div><div></div></div> 44	<div><div></div><div></div></div>	Disadvantage	disadvantaged	33 (17)	35 (18)
	other	<div><div></div><div></div></div> 15.4%	<div><div></div><div></div></div> 33.3%	<div><div></div><div></div></div> 18%	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> 0	<div><div></div><div></div></div> 13	<div><div></div><div></div></div> 9	<div><div></div><div></div></div>		other	33	35
Prior attainment (overall)	low	0.0%	0.0%	<div><div></div><div></div></div> 0%			<div><div></div><div></div></div> 12	<div><div></div><div></div></div> 21		Prior attainment (overall)	low		
	mid	<div><div></div><div></div></div> 20.8%	<div><div></div><div></div></div> 25.0%	<div><div></div><div></div></div> 4%			<div><div></div><div></div></div> 24	<div><div></div><div></div></div> 20			mid		
	high	<div><div></div><div></div></div> 40.0%	<div><div></div><div></div></div> 66.7%	<div><div></div><div></div></div> 27%			<div><div></div><div></div></div> 5	<div><div></div><div></div></div> 3			high		
Prior attainment (reading)	low	0.0%	0.0%	<div><div></div><div></div></div> 0%			<div><div></div><div></div></div> 13	<div><div></div><div></div></div> 20		Prior attainment (reading)	low		
	mid	<div><div></div><div></div></div> 24.0%	<div><div></div><div></div></div> 22.7%	<div><div></div><div></div></div> -1%			<div><div></div><div></div></div> 25	<div><div></div><div></div></div> 22			mid		
	high	<div><div></div><div></div></div> 33.3%	<div><div></div><div></div></div> 100.0%	<div><div></div><div></div></div> 67%			<div><div></div><div></div></div> 3	<div><div></div><div></div></div> 2			high		
Prior attainment (writing)	low	0.0%	0.0%	<div><div></div><div></div></div> 0%			<div><div></div><div></div></div> 15	<div><div></div><div></div></div> 21		Prior attainment (writing)	low		
	mid	<div><div></div><div></div></div> 29.2%	<div><div></div><div></div></div> 30.4%	<div><div></div><div></div></div> 1%			<div><div></div><div></div></div> 24	<div><div></div><div></div></div> 23			mid		
	high	0.0%					<div><div></div><div></div></div> 2				high		
Gender	boys	<div><div></div><div></div></div> 19.2%	<div><div></div><div></div></div> 9.1%	<div><div></div><div></div></div> -10%	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> 26	<div><div></div><div></div></div> 22		Gender	boys	25	27
	girls	<div><div></div><div></div></div> 10.5%	<div><div></div><div></div></div> 19.4%	<div><div></div><div></div></div> 9%	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> 19	<div><div></div><div></div></div> 31			girls	32	33
EAL	EAL	<div><div></div><div></div></div> 16.7%	<div><div></div><div></div></div> 11.1%	<div><div></div><div></div></div> -6%	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> 12	<div><div></div><div></div></div> 18		EAL	EAL	36	36
	not EAL	<div><div></div><div></div></div> 15.2%	<div><div></div><div></div></div> 17.1%	<div><div></div><div></div></div> 2%	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> 33	<div><div></div><div></div></div> 35			not EAL	26	28
Ethnicity	BME	<div><div></div><div></div></div> 13.6%	<div><div></div><div></div></div> 13.8%	<div><div></div><div></div></div> 0%			<div><div></div><div></div></div> 22	<div><div></div><div></div></div> 29		Ethnicity	BME		
	White British	<div><div></div><div></div></div> 17.4%	<div><div></div><div></div></div> 13.0%	<div><div></div><div></div></div> -4%	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> 23	<div><div></div><div></div></div> 23			White British	24	27
SEN	SEN	<div><div></div><div></div></div> 0.0%	<div><div></div><div></div></div> 5.6%	<div><div></div><div></div></div> 6%	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> 0	<div><div></div><div></div></div> 17	<div><div></div><div></div></div> 18		SEN	SEN	7	8
	School Support	<div><div></div><div></div></div> 0.0%	<div><div></div><div></div></div> 5.9%	<div><div></div><div></div></div> 6%	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> 0	<div><div></div><div></div></div> 14	<div><div></div><div></div></div> 17			School Support	8	9
	Statement / EHC	<div><div></div><div></div></div> 0.0%	<div><div></div><div></div></div> 0.0%	<div><div></div><div></div></div> 0%	<div><div></div><div></div></div> 0	<div><div></div><div></div></div> 0	<div><div></div><div></div></div> 3	<div><div></div><div></div></div> 1			Statement / EHC	4	4
	no SEN	<div><div></div><div></div></div> 25.0%	<div><div></div><div></div></div> 20.0%	<div><div></div><div></div></div> -5%	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> 28	<div><div></div><div></div></div> 35			no SEN	34	36
				<div><div></div><div></div></div> School % greater depth	<div><div></div><div></div></div> National (all pupils)	<div><div></div><div></div></div> National (disadvantaged)	<div><div></div><div></div></div> National (other)						



KS2 spelling, punctuation & grammar scaled score (1)				trends		cohort		national			
		2022	2023	19/22	22/23	2022	2023			2022	2023
All	all pupils	<div><div></div><div>100.0</div></div>	<div><div></div><div>99.8</div></div>		↓ -0.3	<div><div></div><div>42</div></div>	<div><div></div><div>51</div></div>	All	all pupils	105	105
Disadvantage	disadvantaged	<div><div></div><div>99.7</div></div>	<div><div></div><div>98.6</div></div>		↓ -1.0	<div><div></div><div>30</div></div>	<div><div></div><div>42</div></div>	Disadvantage	disadvantaged	106 (102)	106 (102)
	other	<div><div></div><div>101.0</div></div>	<div><div></div><div>105.2</div></div>		↑ 4.2	<div><div></div><div>12</div></div>	<div><div></div><div>9</div></div>		other	106	106
Prior attainment (overall)	low	<div><div></div><div>87.2</div></div>	<div><div></div><div>93.8</div></div>		↑ 5.5	<div><div></div><div>11</div></div>	<div><div></div><div>20</div></div>	Prior attainment (overall)	low		
	mid	<div><div></div><div>105.3</div></div>	<div><div></div><div>105.1</div></div>		↑ 6.6	<div><div></div><div>23</div></div>	<div><div></div><div>20</div></div>		mid		
	high	<div><div></div><div>107.2</div></div>	<div><div></div><div>112.7</div></div>		↓ -0.2	<div><div></div><div>5</div></div>	<div><div></div><div>3</div></div>		high		
Prior attainment (reading)	low	<div><div></div><div>87.2</div></div>	<div><div></div><div>93.9</div></div>		↑ 6.2	<div><div></div><div>11</div></div>	<div><div></div><div>19</div></div>	Prior attainment (reading)	low		
	mid	<div><div></div><div>105.3</div></div>	<div><div></div><div>104.6</div></div>		↑ 6.7	<div><div></div><div>25</div></div>	<div><div></div><div>22</div></div>		mid		
	high	<div><div></div><div>108.3</div></div>	<div><div></div><div>114.5</div></div>		↓ -0.6	<div><div></div><div>3</div></div>	<div><div></div><div>2</div></div>		high		
Prior attainment (writing)	low	<div><div></div><div>89.9</div></div>	<div><div></div><div>93.8</div></div>			<div><div></div><div>13</div></div>	<div><div></div><div>20</div></div>	Prior attainment (writing)	low		
	mid	<div><div></div><div>105.8</div></div>	<div><div></div><div>106.1</div></div>		↑ 3.8	<div><div></div><div>24</div></div>	<div><div></div><div>23</div></div>		mid		
	high	<div><div></div><div>104.0</div></div>			↑ 0.3	<div><div></div><div>2</div></div>			high		
Gender	boys	<div><div></div><div>99.7</div></div>	<div><div></div><div>98.8</div></div>		↓ -0.9	<div><div></div><div>24</div></div>	<div><div></div><div>20</div></div>	Gender	boys	104	104
	girls	<div><div></div><div>100.6</div></div>	<div><div></div><div>100.4</div></div>		↓ -0.1	<div><div></div><div>18</div></div>	<div><div></div><div>31</div></div>		girls	106	106
EAL	EAL	<div><div></div><div>102.5</div></div>	<div><div></div><div>100.8</div></div>		↓ -1.7	<div><div></div><div>11</div></div>	<div><div></div><div>17</div></div>	EAL	EAL	106	106
	not EAL	<div><div></div><div>99.2</div></div>	<div><div></div><div>99.3</div></div>		↑ 0.1	<div><div></div><div>31</div></div>	<div><div></div><div>34</div></div>		not EAL	105	105
Ethnicity	BME	<div><div></div><div>101.4</div></div>	<div><div></div><div>100.2</div></div>		↓ -1.3	<div><div></div><div>21</div></div>	<div><div></div><div>28</div></div>	Ethnicity	BME		
	White British	<div><div></div><div>98.7</div></div>	<div><div></div><div>98.8</div></div>		↑ 0.1	<div><div></div><div>21</div></div>	<div><div></div><div>22</div></div>		White British	104	104
SEN	SEN	<div><div></div><div>91.1</div></div>	<div><div></div><div>95.8</div></div>			<div><div></div><div>15</div></div>	<div><div></div><div>17</div></div>	SEN	SEN	98	98
	School Support	<div><div></div><div>92.5</div></div>	<div><div></div><div>95.8</div></div>		↓ -3.2	<div><div></div><div>13</div></div>	<div><div></div><div>17</div></div>		School Support	98	98
	Statement / EHC	<div><div></div><div>82.5</div></div>			↑ 4.6	<div><div></div><div>2</div></div>	<div><div></div><div>0</div></div>		Statement / EHC	96	96
	no SEN	<div><div></div><div>105.0</div></div>	<div><div></div><div>101.8</div></div>		↑ 3.3	<div><div></div><div>27</div></div>	<div><div></div><div>34</div></div>		no SEN	107	106

School National (all pupils) National (disadvantaged) National (other)

Notes (1) Only includes pupils who took the spelling, punctuation & grammar test and achieved a score.

- The school's result is below the national comparator by 3 or more pupils

- Progress is 'below average' or 'well below average' compared to progress for the national comparator group (disadvantaged pupils are compared to non-disadvantaged nationally).

If a yellow mark is shown then the result is in line with expectations. If there is no mark then there is no data available for that pupil group and measure.

[illegible]

Bankwood Community Primary School Key Stage 2 report - reading progress

KS2 2023 national data is provisional



KS2 progress - reading (1) National progress data will be released in December.				trends		quintiles (2)	cohort		national			
		2022	2023	19/22	22/23	2022	2022	2023			2022	2023
All	all pupils	-1.70	-2.70		↓ -1.0	4	37	44	All	all pupils	0.0	
Disadvantage	disadvantaged	-2.18	-2.61		↓ -0.4	4	27	39	Disadvantage	disadvantaged		
	other	-0.39	-3.38		↓ -3.0	3	10	5		other		
Prior attainment (overall)	low	-2.77	-1.62		↑ 1.2	5	9	21	Prior attainment (overall)	low		
	mid	-0.99	-3.78		↓ -2.8	4	23	20		mid		
	high	-3.02	-3.09		↓ -0.1	5	5	3		high		
Prior attainment (reading)	low	-3.48	-1.69		↑ 1.8	5	10	20	Prior attainment (reading)	low		
	mid	-1.03	-3.93		↓ -2.9	4	24	22		mid		
	high	-1.05	0.61		↑ 1.7	4	3	2		high		
Gender	boys	-1.32	-3.87		↓ -2.6	4	20	19	Gender	boys		
	girls	-2.14	-1.81		↑ 0.3	4	17	25		girls		
EAL	EAL	0.68	-2.65		↓ -3.3	3	11	13	EAL	EAL		
	not EAL	-2.70	-2.72		→ 0.0	5	26	31		not EAL		
Ethnicity	BME	-0.95	-3.52		↓ -2.6	4	19	20	Ethnicity	BME		
	White British	-2.48	-2.09		↑ 0.4	4	18	23		White British		
SEN	SEN	-3.99	-2.29		↑ 1.7	4	13	17	SEN	SEN		
	School Support	-3.66	-1.45		↑ 2.2	4	11	16		School Support		
	Statement / EHC	-5.84	-15.57		↓ -9.7	4	2	1		Statement / EHC		
	no SEN	-0.45	-2.96		↓ -2.5	3	24	27		no SEN		

Well above average progress (top 10%)

Average progress

Above average progress

Below average progress

Well below average progress (bottom 10%)

School confidence intervals

National (pupil group)

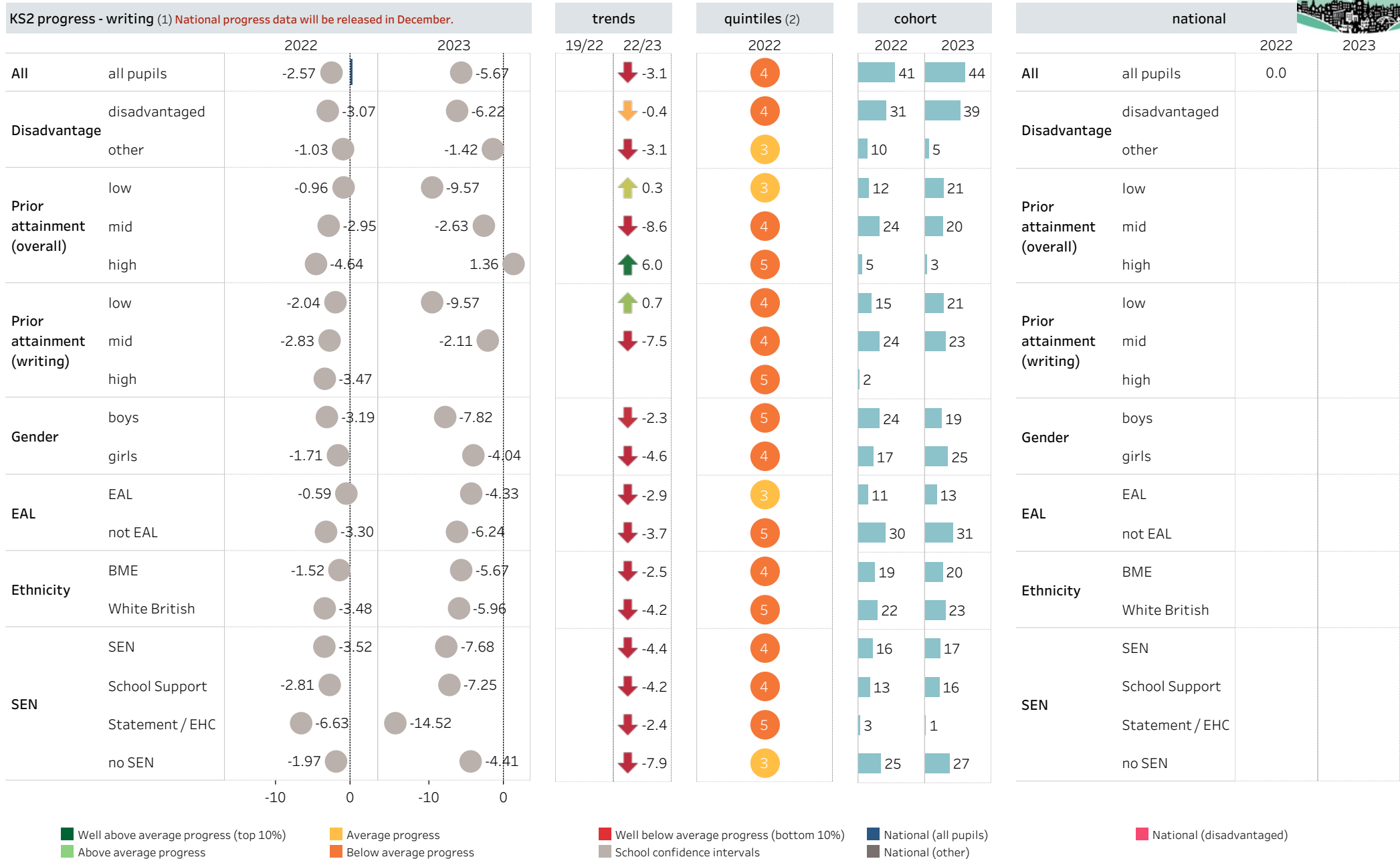
National (disadvantaged)

National (other)

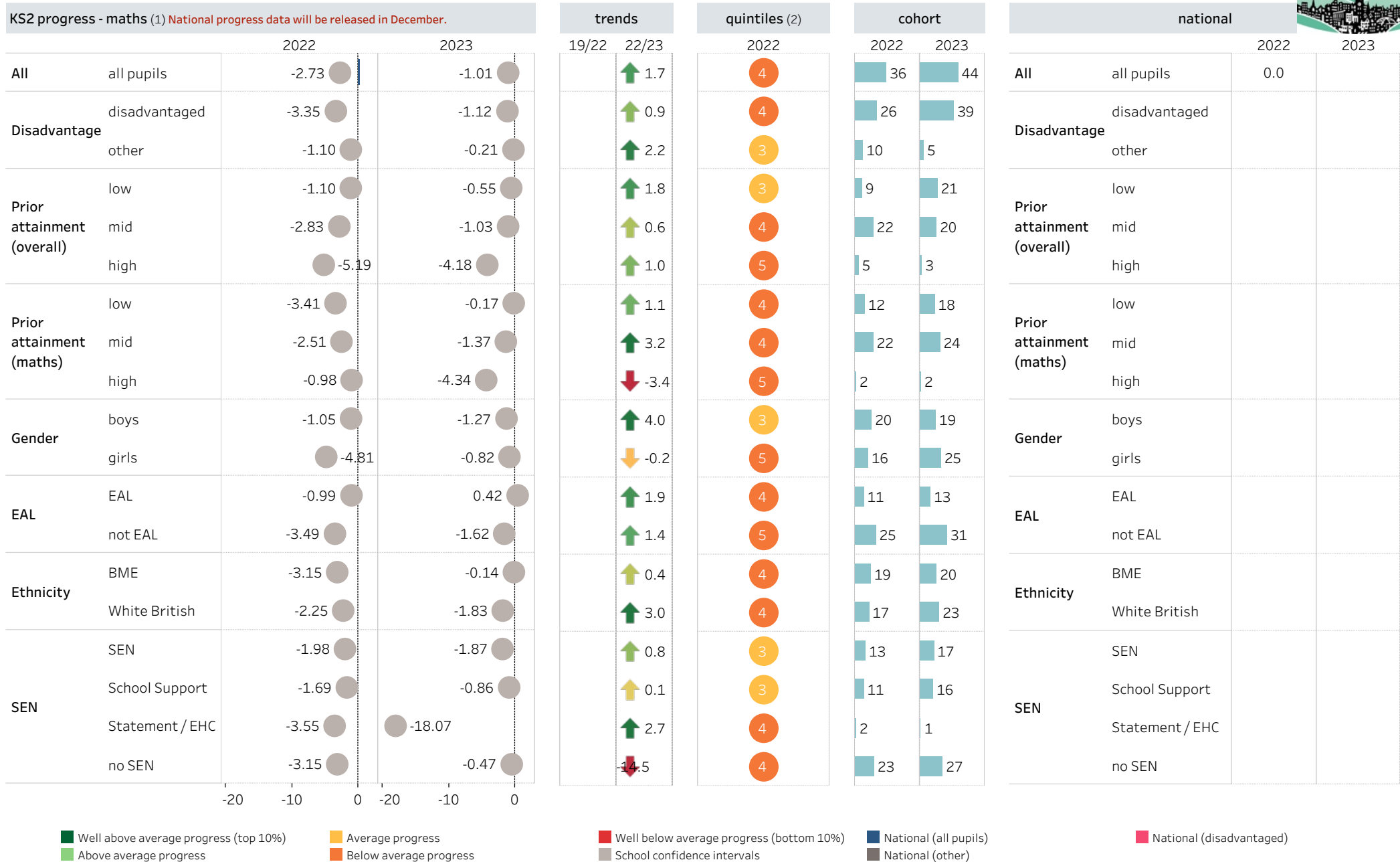
Notes (1) Progress shading based on confidence intervals and Ofsted IDSR thresholds for top / bottom 10%. (2) The 'quintiles' column indicates which quintile the result falls in 1=high and 5= low. National quintiles are provided if they are available. If a national quintile is displayed the result is displayed in a square. If data for national quintiles are not available then the LA quintile is displayed within a circle. Results within the national top 10% / bottom 10% are presented in a dark green / dark red square.

Bankwood Community Primary School Key Stage 2 report - writing

KS2 2023 national data is provisional



Notes (1) Progress shading based on confidence intervals and Ofsted IDSR thresholds for top / bottom 10%. (2) The 'quintiles' column indicates which quintile the result falls in 1=high and 5= low. National quintiles are provided if they are available. If a national quintile is displayed the result is displayed in a square. If data for national quintiles are not available then the LA quintile is displayed within a circle. Results within the national top 10% / bottom 10% are presented in a dark green / dark red square.



Notes (1) Progress shading based on confidence intervals and Ofsted IDSR thresholds for top / bottom 10%. (2) The 'quintiles' column indicates which quintile the result falls in 1=high and 5= low. National quintiles are provided if they are available. If a national quintile is displayed the result is displayed in a square. If data for national quintiles are not available then the LA quintile is displayed within a circle. Results within the national top 10% / bottom 10% are presented in a dark green / dark red square.