

The Government has announced (<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCWS176/>) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This update published here (<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>) clarifies what this means for the way school and college accountability will operate for 2019/20.

Brickhill Primary School (URN: 109503)

School performance summary 2016/2017

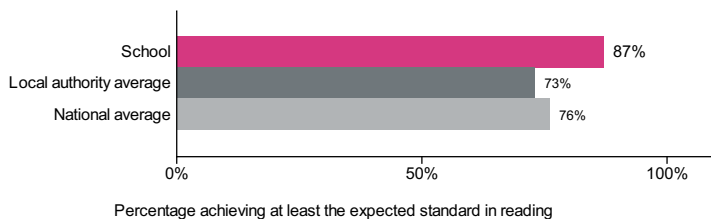
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1 performance measures

This is provisional data for 2016/2017.

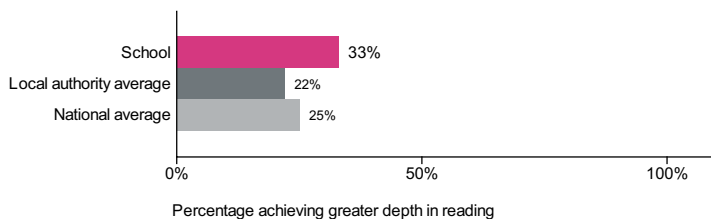
Percentage achieving at least the expected standard in reading

Number of pupils = 60



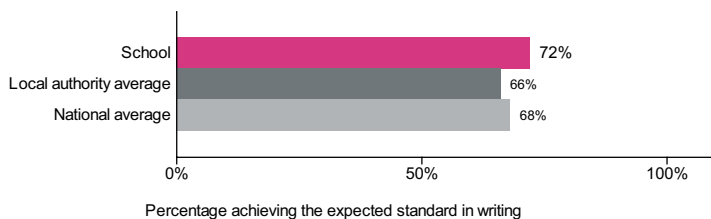
Percentage achieving greater depth in reading

Number of pupils = 60



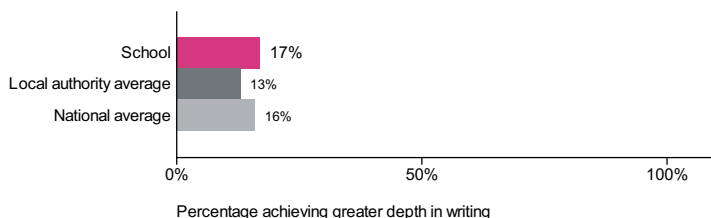
Percentage achieving at least the expected standard in writing

Number of pupils = 60



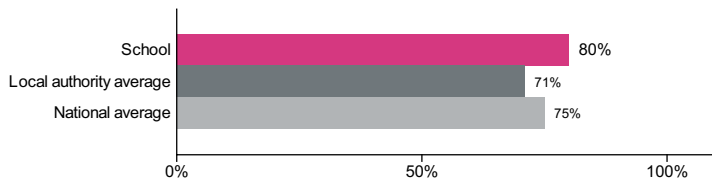
Percentage achieving greater depth in writing

Number of pupils = 60



Percentage achieving at least the expected standard in maths

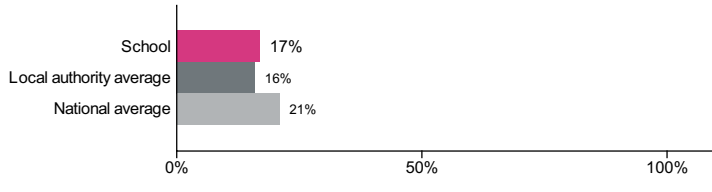
Number of pupils = 60



Percentage achieving at least the expected standard in maths

Percentage achieving greater depth in maths

Number of pupils = 60



Percentage achieving greater depth in maths

Key stage 1 reading attainment by pupil group

Key stage 1 reading attainment by pupil group											
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	60	87	76	33	25	0	2	7	4	7	17
Male	27	89	71	26	22	0	3	4	6	7	20
Female	33	85	80	39	29	0	1	9	3	6	15
Disadvantaged	18	72	79	17	28	0	2	17	3	11	15
Other	42	93	79	40	28	0	2	2	3	5	15
Ever 6 FSM	18	72	79	17	28	0	2	17	4	11	16
Children looked after	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN with statement or EHC plan	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN support	7	43	76	0	25	0	2	29	4	29	17
No SEN	53	92	83	38	29	0	0	4	2	4	14
English first language	54	89	76	35	25	0	2	6	4	6	17
English additional language	3	67	76	33	25	0	2	33	4	0	17

Key stage 1 writing attainment by pupil group

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	60	72	68	17	16	0	2	10	5	18	24
Male	27	74	61	19	11	0	3	15	6	11	29
Female	33	70	75	15	20	0	1	6	3	24	20
Disadvantaged	18	61	72	0	18	0	2	22	4	17	22
Other	42	76	72	24	18	0	2	5	4	19	22
Ever 6 FSM	18	61	72	0	18	0	2	22	4	17	22
Children looked after	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN with statement or EHC plan	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN support	7	14	68	0	16	0	2	71	5	14	24
No SEN	53	79	76	19	18	0	0	2	2	19	21
English first language	54	76	68	17	16	0	2	9	5	15	24
English additional language	3	67	68	33	16	0	2	33	5	0	24

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	60	80	75	17	21	0	2	8	4	12	19
Male	27	81	74	19	22	0	3	4	5	15	18
Female	33	79	76	15	19	0	1	12	3	9	19
Disadvantaged	18	61	79	17	23	0	2	17	3	22	16
Other	42	88	79	17	23	0	2	5	3	7	16
Ever 6 FSM	18	61	79	17	23	0	2	17	3	22	16
Children looked after	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	19
SEN support	7	43	75	0	21	0	2	29	4	29	19
No SEN	53	85	83	19	23	0	0	6	2	9	15
English first language	54	81	75	17	21	0	2	7	4	11	19
English additional language	3	100	75	33	21	0	2	0	4	0	19

Key stage 1 science attainment by pupil group

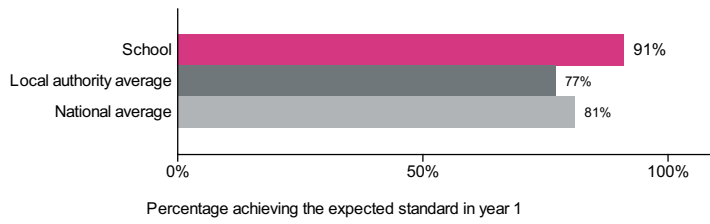
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National %
All pupils	60	87	83
Male	27	89	80
Female	33	85	85
Disadvantaged	18	78	86
Other	42	90	86
Ever 6 FSM	18	78	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	83
SEN support	7	57	83
No SEN	53	91	90
English first language	54	91	83
English additional language	3	67	83

Phonics performance measures

This is provisional data for 2017/18

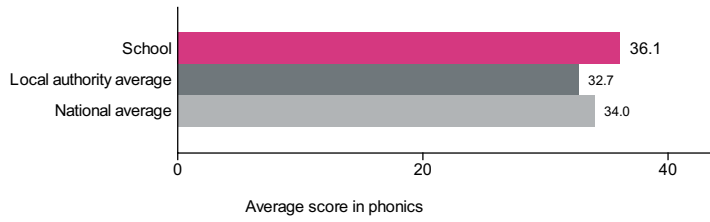
Percentage achieving the expected standard in phonics

Number of pupils = 57

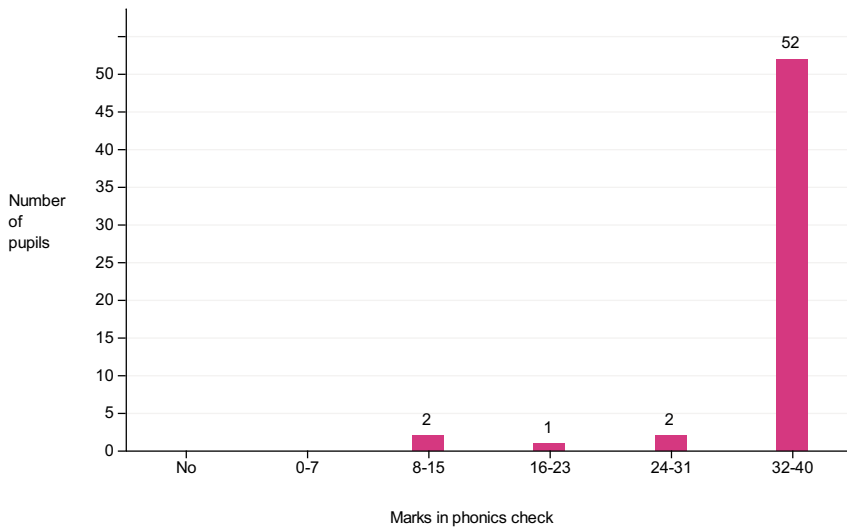


Phonics average score

Number of pupils = 57



Pupils' attainment in phonics



Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	57	0	5	52	91	81	36	34	
Male	27	0	3	24	89	78	36	33	
Female	30	0	2	28	93	85	36	34	
Disadvantaged	11	0	1	10	91	84	36	34	
Other	46	0	4	42	91	84	36	34	
Ever 6 FSM	11	0	1	10	91	84	36	34	
Children looked after	0	0	0	0	N/A	81	N/A	34	
SEN with statement or EHC plan	0	0	0	0	N/A	81	N/A	34	
SEN support	3	0	2	1	33	81	25	34	
No SEN	54	0	3	51	94	87	37	35	
English first language	46	0	4	42	91	81	37	34	
English additional language	11	0	1	10	91	81	34	34	

Phonics year 2 attainment by pupil group

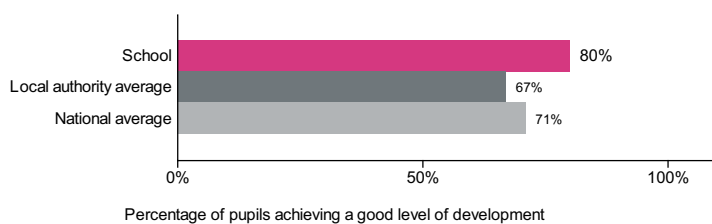
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	16	0	2	14	88	36
Male	5	0	1	4	80	35
Female	11	0	1	10	91	37
Disadvantaged	7	0	2	5	71	34
Other	9	0	0	9	100	38
Ever 6 FSM	7	0	2	5	71	34
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	3	0	1	2	67	33
No SEN	13	0	1	12	92	37
English first language	12	0	2	10	83	36
English additional language	1	0	0	1	100	35

Early Years Foundation Stage

This is final data for 2016/2017.

Percentage of pupils achieving a good level of development

Number of pupils = 54



Early years foundation stage attainment by pupil group

Percentage of pupils achieving a good level of development at end of the early years foundation stage					
Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM
Cohort	54	32	22	6	48
School %	80	78	82	33	85
National %	71	64	78	73	73

Percentage of pupils achieving at least the expected level in each of the learning goals									
Areas of learning		Early learning goals	Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM	
			Cohort	54	32	22	6	48	
Prime areas of learning	Communication and language	Listening and attention	School %	96	94	100	100	96	
		Listening and attention	National %	86	82	91	88	88	
		Understanding	School %	96	94	100	100	96	
		Understanding	National %	86	82	90	87	87	
		Speaking	School %	96	94	100	100	96	
		Speaking	National %	85	81	90	87	87	
	Physical development	Moving and handling	School %	96	94	100	100	96	
		Moving and handling	National %	90	85	94	91	91	
		Health and self-care	School %	98	97	100	100	98	
		Health and self-care	National %	91	88	95	92	92	
	Personal, social and emotional development	Self-confidence and self-awareness	School %	98	97	100	100	98	
		Self-confidence and self-awareness	National %	89	86	93	90	90	
		Managing feelings and behaviour	School %	96	94	100	100	96	
		Managing feelings and behaviour	National %	88	83	93	89	89	
		Making relationships	School %	98	97	100	100	98	
		Making relationships	National %	90	86	94	91	91	
	Specific areas of learning	Literacy	Reading	School %	85	81	91	50	90
			Reading	National %	77	72	82	80	80
Writing			School %	80	78	82	33	85	
Writing			National %	73	67	80	76	76	
Maths		Numbers	School %	87	84	91	67	90	
		Numbers	National %	79	76	83	81	81	
		Shape, space and measures	School %	87	84	91	67	90	
		Shape, space and measures	National %	82	78	85	84	84	
Understanding the world		People and communities	School %	96	94	100	100	96	
		People and communities	National %	86	82	90	87	87	
		The world	School %	96	94	100	100	96	

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	Ever 6 FSM	Non-Ever 6 FSM
	The world	National %	86	82	89	87	87
	Technology	School %	98	97	100	100	98
	Technology	National %	93	91	94	94	94
Expressive arts, designing and making	Exploring and using media and materials	School %	98	97	100	100	98
	Exploring and using media and materials	National %	89	84	94	90	90
	Being imaginative	School %	98	97	100	100	98
	Being imaginative	National %	88	84	93	90	90

Absence and exclusions

School level absence

This data includes all absences reported during the 2016 / 2017 academic year (autumn term 2016, spring term 2017 and summer term 2017).

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

[Read more about the methodology used for compiling absence statistics](#)

Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions			
		School %	National %	No. of enrolments that are persistent absentees	School %	National %	
All pupils	238	3.7	4.0	18	7.6	8.3	
Male	121	3.9	4.1	14	11.6	8.6	
Female	117	3.6	4.0	4	3.4	8.1	
Ever 6 FSM	56	6.5	5.5	11	19.6	15.7	
Non Ever 6 FSM	175	2.9	3.5	6	3.4	5.4	
SEN with EHC plan	1	1.8	6.6	0	0.0	19.2	
SEN support	21	7.0	5.4	8	38.1	14.3	
No SEN	213	3.4	3.8	8	3.8	6.9	
English first language	207	3.6	4.0	16	7.7	8.2	
English additional language	31	4.3	4.1	2	6.5	8.8	

School level absence - 3 year trends

This is data for the absences reported in each of the last three full academic years. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

[Read more about the methodology used for compiling absence statistics](#)

Absence - 3 year trends									
Breakdown	2014/2015			2015/2016			2016/2017		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	236	3.6	4.0	241	3.6	4.0	238	3.7	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	12	5.1	8.4	12	5.0	8.2	18	7.6	8.3

School level exclusions

This is data for the 2016/17 academic year.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

[Read more about the methodology used for compiling exclusion statistics](#)

School level exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of fixed period exclusions	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.03	9	3.32	1.37	2	0.74	0.62	2	0.74	0.29
Male	0	0.00	0.05	6	4.26	2.36	1	0.71	1.05	1	0.71	0.49
Female	0	0.00	0.01	3	2.31	0.34	1	0.77	0.16	1	0.77	0.07
Ever 6 FSM	0	0.00	0.08	9	16.07	3.77	2	3.57	1.64	2	3.57	0.79
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.72	0	0.00	0.34	0	0.00	0.15
SEN with statement or EHC plan	0	0.00	0.20	6	200.00	12.68	1	33.33	5.06	1	33.33	2.97
SEN support	0	0.00	0.16	0	0.00	7.18	0	0.00	2.98	0	0.00	1.58
No SEN	0	0.00	0.01	3	1.19	0.38	1	0.40	0.22	1	0.40	0.06
English first language	0	0.00	0.03	9	3.75	1.60	2	0.83	0.70	2	0.83	0.34
English additional language	0	0.00	0.01	0	0.00	0.51	0	0.00	0.30	0	0.00	0.09

School level exclusions - 3 year trends

The latest available data is for the 2016/17 academic year.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

[Further information on the methodology used for compiling exclusion statistics can be found in our guide to exclusions statistics](#)

Exclusions - 3 year trends									
Breakdown	2014/15			2015/16			2016/17		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	1	0.36	0.02	0	0.00	0.02	0	0.00	0.03
Fixed period exclusions as a percentage of the pupil group	18	6.45	1.10	4	1.44	1.21	9	3.32	1.37
Pupils with 1 or more fixed period exclusions	5	1.79	0.52	1	0.36	0.56	2	0.74	0.62
Pupils with 2 or more fixed period exclusions	4	1.43	0.23	1	0.36	0.25	2	0.74	0.29

School characteristics

This is final data for 2016/2017.

Prior attainment of pupils by year group

Key stage 1 attainment by national curriculum year group									
School year	Average points score at key stage 1			% by prior attainment					
	School	National	Difference	Low		Middle		High	
				School %	National %	School %	National %	School %	National %
Year 4	16.7	16.3	0.4	8	8	50	58	42	34

Key stage 1 reading attainment by national curriculum year group										
School year	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
Year 3	28	23	81	74	0	1	6	5	13	18

Key stage 1 writing attainment by national curriculum year group										
School year	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
Year 3	8	13	75	65	0	2	6	5	19	27

Key stage 1 maths attainment by national curriculum year group										
School year	Greater depth		Expected standard		Below pre-key stage 1		Foundations		Working towards	
	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
Year 3	4	18	81	72	0	1	9	4	9	20

Basic characteristics by national curriculum year group

Basic characteristics by national curriculum year group							
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic group %	First language not English %	Special educational needs %
4	53	55	45	23	36	13	8
3	53	55	45	25	53	4	11
2	54	43	57	30	35	4	9
1	57	49	51	19	46	21	5
Pre-compulsory	54	59	41	N/A	N/A	N/A	2

Basic characteristics trends

Up to Key stage 2 basic characteristics trends						
Breakdown	2015		2016		2017	
	School	National	School	National	School	National
Number on roll	279	269	277	275	271	279
Male %	48.7	51.0	49.8	51.0	52.0	51.0
Female %	51.3	49.0	50.2	49.0	48.0	49.0
Ever 6 FSM %	20.4	26.0	20.6	25.2	21.4	24.3
Minority ethnic groups %	42.7	30.7	43.4	31.6	42.9	32.3
SEN with EHC plan %	0.4	1.4	0.7	1.3	1.1	1.3
SEN support %	4.7	13.0	5.4	12.1	5.9	12.2
English additional language %	12.8	19.5	10.6	20.1	11.0	20.7
Stability %	88.1	85.9	89.8	85.7	89.4	85.7
School deprivation indicator	0.18	0.24	0.15	0.21	0.16	0.21

Glossary

Male

The national comparator used in this row is the national average for all male pupils.

Female

The national comparator used in this row is the national average for all female pupils.

Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator used in this row is the national average for all non-disadvantaged children.

Other

Non-disadvantaged children.

The national comparator used in this row is the national average for all non-disadvantaged children.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

Children looked after

This means children who have been in the care of local authorities for at least one day or who have been adopted from care.

The national comparator used in this row is the national average for all children who are not looked after.

SEN with statement or EHC plan

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs a statement of SEN or an education, health and care (EHC) plan.

The school's performance for pupils with SEN with statement or EHC plan is compared with the national average for all pupils. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children with a statement or EHC plan.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for all pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

National %

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools.

Unclassified

This refers to pupils where the census return showed them as unclassified for English as a first language.

The national comparator used in this row is the national average for all pupils.

Key stage 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard.

Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Achieved greater depth

The pupil achieved a greater depth, compared to the standard.

Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Below pre-KS1

The pupil did not achieve the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Foundations

The pupil achieved the pre-key stage 1 standard.

Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard.

Read more about pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Early Years Foundation Stage

Communication and language

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Literacy

Linking sounds and letters, and beginning to read and write.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

Being active and interactive, and developing coordination, control and movement.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

Making sense of the physical world and the community where they live.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts and design

Exploring and playing with a wide range of media and materials, as well as opportunities for sharing their thoughts, ideas and feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Absence and exclusions

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

SEN with statement or EHC plan

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs a statement of SEN or an education, health and care (EHC) plan.

The national comparator used in this row is the national average for pupils with SEN with statement or EHC plan.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for pupils with SEN support.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for all pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils with English as their first language.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for pupils with English as an additional language.

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

School characteristics

Minority ethnic group

Pupils who are not white British.

Stability

Stability is a measure of the percentage of students who were admitted to the school at a time later than the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

School deprivation indicator

Pupils living in an area of income deprived families.