

## High Down Infant School (URN: 143284)

This is a new academy which opened on 1 September 2016.  
Go to [High Down Infant School](#) for the previous record.

### School performance summary 2018/2019

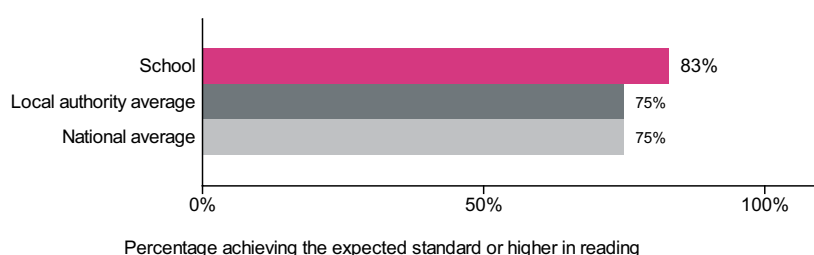
A glossary explaining terms used in this report is at the end of the printed version.

#### Key stage 1

This is provisional data for 2018/19. CLA data is not currently available, therefore we are not currently publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in a later release.

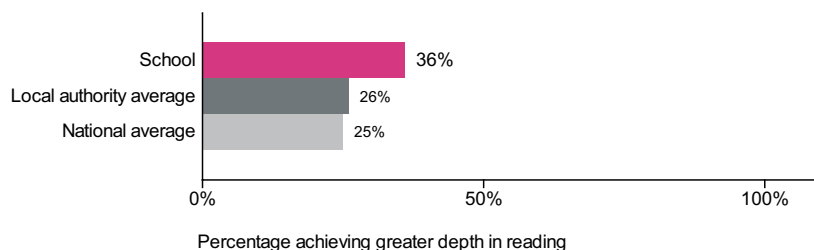
#### Percentage achieving the expected standard or higher in reading

Number of pupils = 84



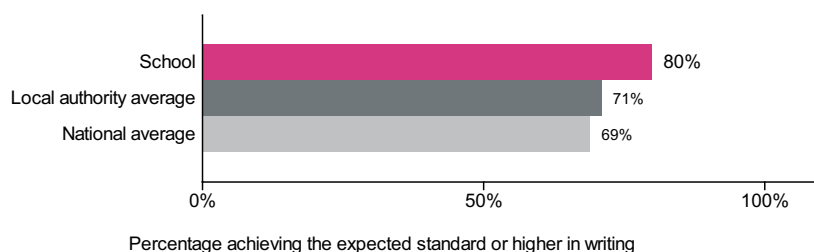
#### Percentage achieving greater depth in reading

Number of pupils = 84



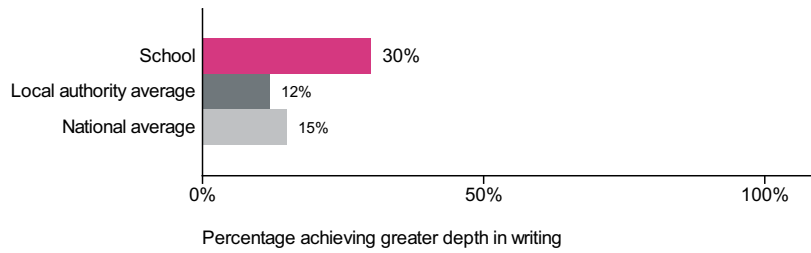
#### Percentage achieving the expected standard or higher in writing

Number of pupils = 84



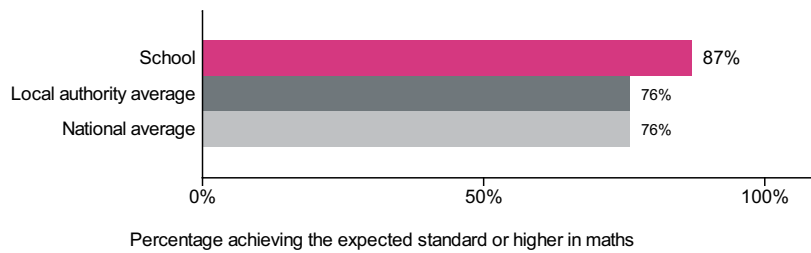
## Percentage achieving greater depth in writing

Number of pupils = 84



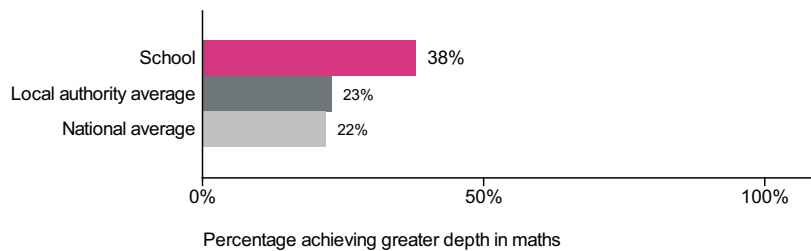
## Percentage achieving the expected standard or higher in maths

Number of pupils = 84



## Percentage achieving greater depth in maths

Number of pupils = 84



## Key stage 1 additional reports

### Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	84	36	25	83	75	12	17	5	7
Male	44	32	22	82	71	11	19	7	9
Female	40	40	29	85	79	13	15	3	5
SEN EHCP	0	N/A	25	N/A	75	N/A	17	N/A	7
SEN support	4	0	25	50	75	0	17	50	7
No SEN	80	38	29	85	83	13	14	3	3
English first language	81	37	25	84	75	12	17	4	7
English additional language	3	0	25	67	75	0	17	33	7

## Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	84	30	15	80	69	15	22	5	8
Male	44	25	11	77	63	16	26	7	10
Female	40	35	19	83	76	15	18	3	5
SEN EHCP	0	N/A	15	N/A	69	N/A	22	N/A	8
SEN support	4	0	15	25	69	25	22	50	8
No SEN	80	31	17	83	78	15	19	3	3
English first language	81	31	15	81	69	15	22	4	8
English additional language	3	0	15	33	69	33	22	33	8

## Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	84	38	22	87	76	10	18	4	6
Male	44	36	24	89	75	7	18	5	7
Female	40	40	19	85	77	13	18	3	4
SEN EHCP	0	N/A	22	N/A	76	N/A	18	N/A	6
SEN support	4	0	22	50	76	25	18	25	6
No SEN	80	40	25	89	84	9	15	3	2
English first language	81	40	22	88	76	9	18	4	6
English additional language	3	0	22	67	76	33	18	0	6

## Science attainment by pupil group

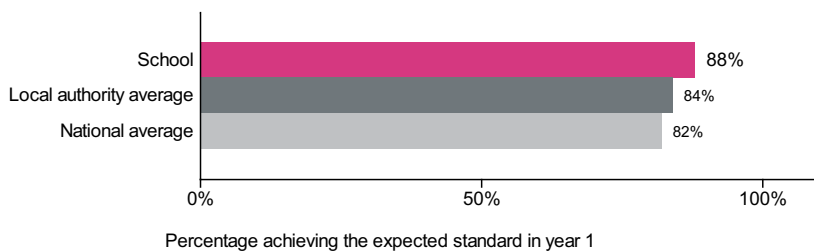
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	84	94	82
Male	44	93	80
Female	40	95	85
SEN EHCP	0	N/A	82
SEN support	4	50	82
No SEN	80	96	90
English first language	81	95	82
English additional language	3	67	82

## Phonics performance measures

This is provisional data for 2018/19. CLA data is not currently available, therefore we are not currently publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in a later release.

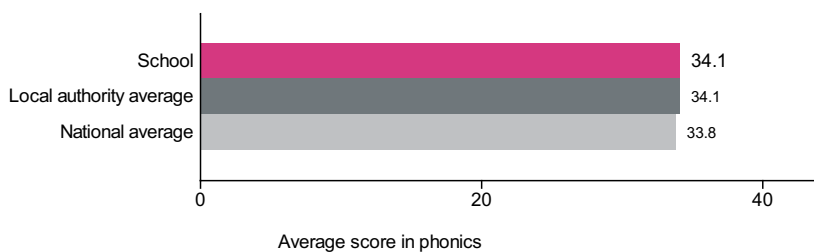
### Percentage achieving the expected standard in phonics

Number of pupils = 89



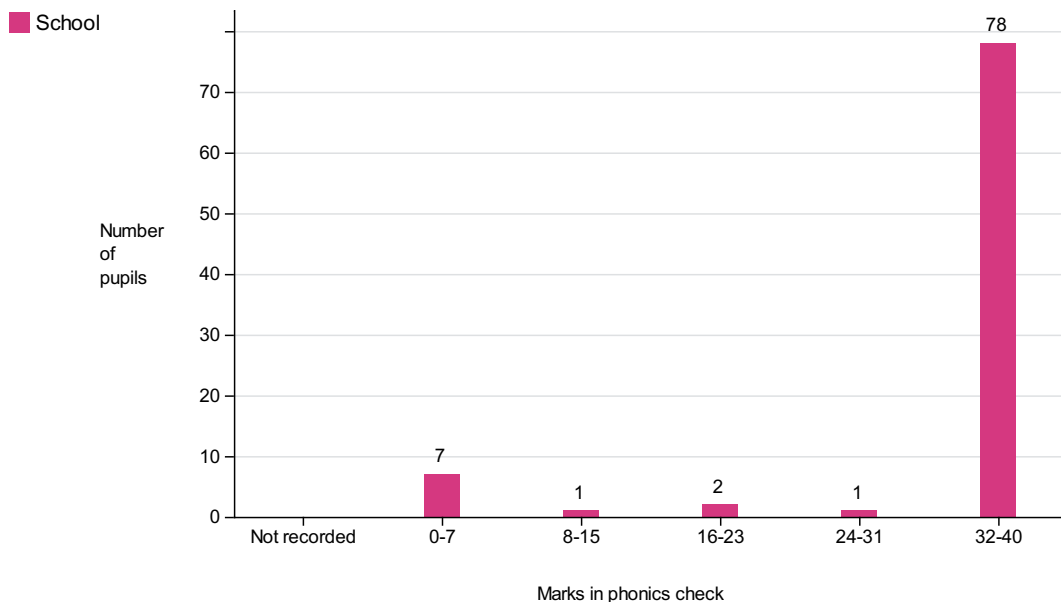
### Phonics average score

Number of pupils = 89



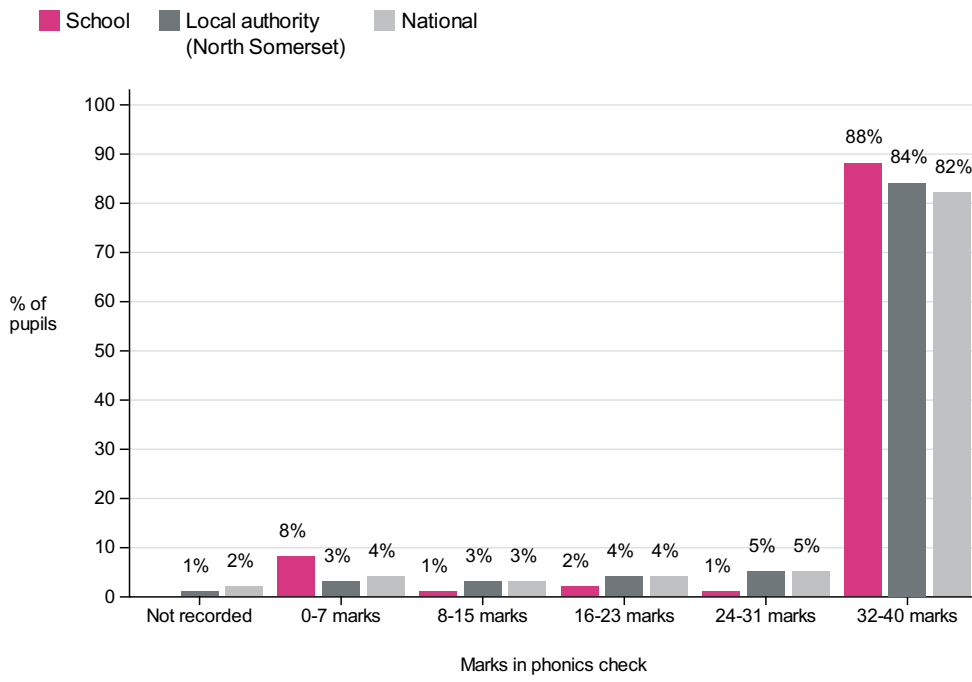
### Attainment in phonics by mark

Number of pupils = 89



# Attainment in phonics by %

Number of pupils = 89





## 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	89	0	11	78	88	82	34	34
Male	34	0	5	29	85	78	34	33
Female	55	0	6	49	89	85	34	35
SEN EHCP	0	0	0	0	N/A	82	N/A	34
SEN support	4	0	3	1	25	82	11	34
No SEN	84	0	7	77	92	88	36	35
English first language	84	0	10	74	88	82	34	34
English additional language	3	0	0	3	100	82	39	34

## Phonics additional reports

### 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	13	0	6	7	54	29
Male	8	0	4	4	50	28
Female	5	0	2	3	60	29
SEN EHCP	0	0	0	0	N/A	N/A
SEN support	2	0	2	0	0	17
No SEN	11	0	4	7	64	31
English first language	11	0	5	6	55	28
English additional language	2	0	1	1	50	30

# School characteristics

## Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	349	279	334	281	292	282
Male %	52.4	51.0	49.1	51.0	49.7	51.0
Female %	47.6	49.0	50.9	49.0	50.3	49.0
Ever 6 FSM %	8.1	24.3	6.3	23.5	4.9	23.0
Minority ethnic groups %	5.4	32.3	9.6	32.9	10.7	33.8
SEN EHCP %	0.0	1.3	0.3	1.4	0.3	1.6
SEN support %	3.4	12.2	3.9	12.4	3.4	12.6
English additional language %	1.0	20.7	2.5	20.9	4.5	21.2
Stability %	96.5	85.7	95.5	85.8	95.9	85.6
School deprivation indicator	0.08	0.21	0.08	0.21	0.08	0.21

## Basic characteristics by national curriculum year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
2	84	54	46	8	12	4	5	0	5
1	88	39	61	3	9	3	5	0	5
Pre-compulsory	120	55	45	3	11	6	3	1	2

## Prior attainment of pupils by year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

No data is available for this report for this school.

# Glossary

## Key stage 1

### Key stage 1 Performance measures

#### Percentage achieving the expected standard or higher in reading

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### Percentage achieving greater depth in reading

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### Percentage achieving the expected standard or higher in writing

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### Percentage achieving greater depth in writing

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### Percentage achieving the expected standard or higher in maths

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### Percentage achieving greater depth in maths

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

### National average

The data used for the national comparator is all state-funded schools in England.

### Key stage 1 reports

#### 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.

### SEN EHCP

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 an Education, Health and Care Plan (EHCP).

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

### 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 average**

The data used for the national comparator is all state-funded schools in England.

### **Reading**

#### **Achieved greater depth**

The pupil achieved a greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Achieved the expected standard or higher**

The pupil achieved the expected standard or greater depth in reading. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Working towards**

The pupil is working towards the expected standard of reading.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

#### **Pre-key stage 1 standards**

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Writing**

#### **Achieved greater depth**

The pupil achieved a greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Achieved the expected standard or higher**

The pupil achieved the expected standard or greater depth in writing. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

#### **Working towards**

The pupil is working towards the expected standard of writing.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

#### **Pre-key stage 1 standards**

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Maths**

#### **Achieved greater depth**

The pupil achieved a greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Achieved the expected standard or higher**

The pupil achieved the expected standard or greater depth in maths. Read more about key stage 1 standards.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

### **Working towards**

The pupil is working towards the expected standard of maths.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Pre-key stage 1 standards**

Read more about the pre-key stage 1 standards.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

## **Phonics Performance measures**

### **Attainment in phonics by mark**

This graph shows the distribution of pupils' marks in phonics. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

### **Attainment in phonics by %**

This graph shows the distribution of pupils' marks in phonics against national and local authority comparators. A mark of 32 or higher out of 40 is the expected standard for the phonics check.

### **Marks in phonics check**

Percentages have been rounded to nearest whole number, so may not sum to 100.

### **Local authority average**

The data used for this comparator is all state-funded schools in this school's local authority.

### **National average**

The data used for the national comparator is all state-funded schools in England.

### **Year 1 attainment**

#### **National % / National**

The data used for the national comparator is all state-funded schools in England.

### **SEN EHCP**

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 an education, health and care plan (EHCP).

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

### **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.

### **Year 2 attainment**

#### **SEN EHCP**

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 an education, health and care plan (EHCP).

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

#### **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.

## **School characteristics**

### **Basic characteristics trends**

#### **Up to Key stage 5 basic characteristics trends**

##### **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. For all-through schools, the national comparator is all state-funded mainstream secondary schools in England. The national comparator used for special schools is all state-funded mainstream special schools in England. 2017 and 2018 figures are not available as this is a new measure.

##### **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.

**Minority ethnic groups**

Pupils who are not white British.

The national comparator used in this row is the national average for non-white British pupils.

**SEN EHCP**

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 an education, health and care plan (EHCP).

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

**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.

**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.

**Stability %**

Stability is a measure of the percentage of students who were admitted to the school at 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).

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

**School deprivation indicator**

Pupils living in an area of income deprived families.

The national comparator used in this row is the national average for pupils living in an area of income deprived families.

**Basic characteristics by national curriculum year group****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.

**Minority ethnic groups**

Pupils who are not white British.

**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.

**All SEN**

Includes SEN pupils with an education, health and care plan and SEN support pupils.

**SEN EHCP**

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 an education, health and care plan (EHCP).

**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.

**Post-compulsory**

The post-compulsory stage is key stage 5 (16-18 provision).

## **Pre-compulsory**

The pre-compulsory stage is nursery/ reception (Early years foundation stage profile level).

## **Prior attainment of pupils by year group**

### **Prior attainment data**

This data shows the previous key stage prior attainment for each school year. For example, the year 11 row shows the prior attainment of pupils at key stage 2, when they were in year 6.

### **National average**

The data used for the national comparator is all state-funded mainstream schools in England.

## **Key stage 2 prior attainment by year group (years 10 and 11)**

### **High overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

### **Middle overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

### **Low overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

## **Key stage 2 prior attainment by year group (years 7, 8 and 9)**

### **Average scaled score**

This score is an average for pupils in the school. The expected standard is a score of 100 or more. The higher standard is 110 or more. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

### **Achieving the expected standard**

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

### **Achieving the expected standard**

Pupils are meeting the expected standard if their teacher assesses them as 'working at the expected standard' or better in writing.

## **Key stage 1 prior attainment by year group**

### **High overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

### **Middle overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

### **Low overall**

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

### **Key stage 1 reading prior attainment by year group**

#### **Achieved greater depth**

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

#### **Achieving the expected standard**

The pupil achieved or exceeded the expected standard of reading.

#### **Working towards**

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

#### **Foundations**

The pupil achieved the pre-key stage 1 standard of reading.

#### **Below pre-key stage 1**

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

### **Key stage 1 writing prior attainment by year group**

#### **Achieved greater depth**

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

#### **Achieving the expected standard**

The pupil achieved or exceeded the expected standard of writing.

#### **Working towards**

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

#### **Foundations**

The pupil achieved the pre-key stage 1 standard of writing.

#### **Below pre-key stage 1**

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

### **Key stage 1 maths prior attainment by year group**

#### **Achieved greater depth**

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

#### **Achieving the expected standard**

The pupil achieved or exceeded the expected standard of maths.

#### **Working towards**

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

#### **Foundations**

The pupil achieved the pre-key stage 1 standard of maths.

**Below pre-key stage 1**

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