

Moorfoot Primary Academy - 2018 Key Stage 2 report

All 2018 data (school and national) is provisional and should only be used for internal school reporting.

November 27, 2018

Moorfoot Primary Academy Key Stage 2 report - school information & context

School



School information	Ofsted inspection judgements by area	
Headteacher: Mrs Head Teacher School type: Academy converter	Overall effectiveness	
MAT / Trust / Federation: Moorfoot Academy Trust DfE no. / URN: 3739999 / 999999	Outcomes for children	
Local authority: Sheffield	Leadership & management	
Latest inspection type: Not yet inspected Date: N/A Category: N/A	Teaching, learning & assessment	
Latest short inspection date: N/A Conversion to full? N/A	Early years (if applicable)	
Current grade:	Development, behaviour & welfare	



Previous grade: N/A





National (all pupils)

Cohort characteristics (Y6) trends national (Y6) 2016 2017 2018 16/17 17/18 2016 2017 2018 56.0% 47.5% 50.0% 4-8.5% **1** 2.5% 51.0% bovs 31.2% 37.6% 36.2% -1.4% 31.0% disadvantaged **+** 6.4% 44.7% 47.1% BME 47.5% **1**2.8% -0.4% 32.1% 36.9% 39.7% 37.7% EAL 2.8% -2.0% 20.0% 17.0% 19.1% 17.4% SEN 2.1% -1.8% 16.8% 16.6% 16.7% School Support 16.3% 19.1% 17.4% 2.8% -1.8% 14.9% 14.7% 14.8% Statement / EHC 0.7% 0.0% 0.0% -0.7% - 0.0% 1.9% 1.9% 1.9% IDACI (1) 21.4% 22.0% 21.7% **^** 0.7% -0.3% National data for BME pupils is for Y0-Y6 National data for BME pupils is for Y0-Y6

(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. (2) Mobile pupils are pupils who have been mobile in Y5 or Y6.

Moorfoot Primary Academy Key Stage 2 report - headlines 2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)

KS2 progress - all pupils (1) 2018 progress figures are estimated based on revised 2018 KS2 progress - disadvantaged (1) 2018 progress figures are estimated based on revised 2018 trends trends estimates from the DfE September checking data for each KS1 group. estimates from the DfE September checking data for each KS1 group. 2016 2018 2016 2017 2018 2017 16/17 17/18 16/17 17/18 **-**1.8 -0.1 -3.31 -3.41 **-**1.0 **-**0.1 1.44 -0.41 0.52 reading reading -23 -0.8 1.2 1.26 0.82 1.4 -0.56 -0.34 0.73 4 -0.4 writing 1.67 writing -0.4 **-**1.0 -3.43 **-**0.3 1.38 1.02 -0.02 maths -2.4 -2.7 -0.7 🦊 maths 0 0 0 -4 -4 0 0 0 -4 Well above average progress (top 10%) Well below average progress (bottom 10%) Average progress National (all pupils) National (disadvantaged) Below average progress School confidence intervals National (other) Above average progress Progress for disadvantaged pupils is compared to 'other' pupils nationally.

Sheffield

KS2 attainment - all pupils	t	trends	national	KS2 attainment - disadvantag	ed	trends	national - of	her (dis.)
2016 2017	2018 16/1	17 17/18 2	2016 2017 2018	2016	2017 2018	16/17 17/18	2016 201	7 2018
combined 54.8% 67.4%	68.9%	13% 🛧 2%	53% 61% 64%	combined 19.0%	43.1% 37.5%	1 24% 🖊 -6%	60% 679 (39%) (489	
+ reading 65.9% 74.1%	74.2%	3% 🔶 0%	66% 72% 75%	+ reading 33.3%	52.9% 47.9%	1 20% 🦊 -5%	72% 77% (53%) (60%	
writing 74.8% 81.5%	80.3%	7% 🖊 -1%	74% 76% 78%	writing 47.6%	64.7% 60.4%	1 7% 🖊 -4%	79% 819 (64%) (669	
^w maths 67.4% 77.0%	75.8%	10% 🕂 -1%	70% 75% 76%	^w maths 40.5%	5 6.9% 47 .9%	1 6% 🖊 -9%	76% 80% (58%) (63%	
EGPS 71.1% 81.5%	81.1%	10% 🔶 0%	72% 77% 78%	EGPS 45.2%	60,8% 58.3%	1 6% 🖊 -2%	78% 829 (61%) (669	
combined 5.9% 14.1%	12.1%	3% 🖊 -2%	5% 9% 10%	combined 2.4%	2.0% 4.2%	→ 0% ↑ 2%	7% 119 (2%) (4%	
÷ reading 25.9% 21.5%	27.3% 🖊 -4	4% 🛧 6%	19% 25% 28%	두 reading 14.3%	3.9%	↓ 10% ↑ 9%	23% 29% (10%) (14%	
र्षे writing 15.6% 26.7%	21.2%	1% 🖊 -5%	15% 18% 20%	vriting 7.1%	7.8%	1 % 🖊 -2%	18% 219 (8%) (109	
% maths 24.4% 32.6%	21.2%	3% 🖊11%	17% 23% 24%	% maths 9.5%	5.9%	↓ -4% ↑ 2%	20% 27% (9%) (13%	
EGPS 30.4% 31.9%	43.9% 🔶 1	L% 🛧 12%	22% 31% 34%	EGPS 7.1%	9.8%	1 3% 1 9%	27% 36% (14%) (21%	
	School % exp +	School 9	% greater depth 📃 Nat	tional (all pupils)	isadvantaged) 📕 National (other)			

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

Moorfoot Primary Academy Key Stage 2 report - overview of strengths and areas for investigation (2018)



What this report shows...

This report shows strengths and areas for investigation.

Attainment is highlighted as a strength if:

The school's result is better than the national comparator by 3 or more pupils OR
 For disadvantaged pupils only, the school's result is close to (within 1 pupil) or above the national average for other pupils

Progress is highlighted as a strength if:

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

Key 📕 Area to investigate 📃 In line with expectations 📕 Strength

Attainment is highlighted as an area for investigation if:

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

Progress is highlighted as an area for investigation if:

- 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.

Results are compared against 2017 national where no 2018 national figures are available.

		comb	oined		reading			writing			maths		EG	PS
		% expected +	% greater depth	progress	% expected +	% greater depth	progress	% expected +	% greater depth	progress	% expected +	% greater depth	% expected +	% greater depth
All	all pupils	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	 Image: A second s	\checkmark
Disadvantage	disadvantaged	!	 Image: A second s	ļ	!	!	 	!	 Image: A second s	!	!	!	!	!
	other	✓	 Image: A second s	 	✓	 Image: A second s	 	 Image: A second s	 Image: A second s	~	✓	 Image: A second s	 	~
Prior attainment (overall)	low	 Image: A second s	 Image: A second s	 	 Image: A second s	 Image: A second s	 	 Image: A second s	 Image: A second s	~	 Image: A start of the start of	 Image: A second s	 	 Image: A second s
(overall)	mid	 Image: A start of the start of	 	~	 Image: A second s	 	~	 Image: A start of the start of	 	~	 Image: A start of the start of	 Image: A second s	 	~
	high	 Image: A start of the start of	 	 	 Image: A start of the start of	 Image: A second s	 	 Image: A start of the start of	 	~	 	 Image: A second s	 	 Image: A second s
EAL	EAL	!	!	!	!	!	ļ	!	!	!	!	!	!	!
	not EAL	✓	~	 	 	~	~	 	~	~	~	~	 	~
Gender	boys	 Image: A second s	 Image: A second s	 	 Image: A start of the start of	 Image: A second s	~	 Image: A start of the start of	 Image: A second s	~	 Image: A start of the start of	 Image: A second s	 Image: A start of the start of	 Image: A second s
	girls	 Image: A second s	 	 	 Image: A start of the start of	 Image: A second s	~	 Image: A start of the start of	 	~	 Image: A start of the start of	 Image: A second s	 	 Image: A second s
SEN	SEN	 Image: A second s	 Image: A second s	 	 Image: A start of the start of	 Image: A second s	~	 Image: A second s	 Image: A second s	~	 Image: A start of the start of	 Image: A second s	 Image: A start of the start of	 Image: A second s
	School Support	 Image: A second s	 Image: A second s	 	 Image: A start of the start of	 Image: A second s	~	 Image: A second s	 Image: A second s	~	 Image: A second s	 Image: A second s	 Image: A start of the start of	 Image: A second s
	no SEN	 Image: A start of the start of	 Image: A second s	~	 Image: A start of the start of	 Image: A second s	~	 Image: A start of the start of	 Image: A second s	~	 Image: A start of the start of	 Image: A second s	 Image: A start of the start of	\checkmark

Moorfoot Primary Academy Key Stage 2 report - reading progress

2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)



ecking data for each K 2016 1.44 -2.31 3.18 5.31 0.48 0.97 5.45 0.05 1.78 1.38 1.38	2017 -0.41 -3.31 1.30 0.25 -0.83 0.23 -0.54 -0.64 0.28 -0.27 -0.54	2018 -0.52 -3.41 1.13 -0.98 -0.95 0.33 -0.65 -1.57 1.51 -1.62	16/17	 -0.1 -0.1 -0.2 -1.2 -0.1 0.1 -0.1 -0.1 -0.9 1.2 	2016 2 5 2 1 3 2 2 3 2 2 3 2 2 2	2017 3 5 3 3 4 3 3 3 3 3 3 3 3 3	2018 4 5 3 3 4 3 3 4 2	41 13 28 7 23 11 7 23 23	27 4 26 13 6		All Disadvantage Prior attainment (overall) Prior attainment		2016 0.0 0.3 (-0.7) 0.3 0.0 0.0 0.0	2017 0.0 0.3 (-0.7) 0.3 0.0 0.0 0.0	2018 0.0 0.3 (-0.6 0.3 0.0 0.0 0.0
-2.31	-3.31	-3.41 1.13 -0.98 -0.95 0.33 -0.65 -1.57 1.51 -1.62	 ↓ -1.0 ↓ -1.9 ↓ -5.1 ↓ -1.3 ↓ -0.7 ↓ -6.0 ↓ -0.7 ↓ -1.5 ↓ -1.7 	 -0.1 -0.2 -1.2 -0.1 0.1 -0.1 -0.1 -0.9 1.2 	2 5 2 1 3 2 2 3 2 2 2	3 5 3 4 3 3 3 3 3 3	3 3 4 3 3	13 28 7 23 11 7 23	16 27 4 26 13 6	16 28 5 24 15 7	Disadvantage Prior attainment (overall) Prior	disadvantaged other low mid high low	0.3 (-0.7) 0.3 0.0 0.0	0.3 (-0.7) 0.3 0.0 0.0	0.3 (-0.6 0.3 0.0 0.0
3.18 5.31 0.48 0.97 5.45 0.05 1.78 1.38	1.30 0.25 -0.83 0.23 -0.54 -0.64 0.28 -0.27	1.13 -0.98 -0.95 0.33 -0.65 -1.57 1.51 -1.62	 ↓ -1.9 ↓ -5.1 ↓ -1.3 ↓ -0.7 ↓ -6.0 ↓ -0.7 ↓ -1.5 ↓ -1.7 	 -0.2 -1.2 -0.1 0.1 -0.1 -0.9 1.2 	5 2 1 3 2 3 2 2 2	5 3 4 3 3 3 3 3 3	3 3 4 3 3	28 7 23 11 7 23	27 4 26 13 6	28 5 24 15 7	Prior attainment (overall) Prior	e other low mid high low	0.3 0.0 0.0	0.3 0.0 0.0	0.3 0.0 0.0
5.31 0.48 0.97 5.45 0.05 1.78 1.38	0.25 -0.83 0.23 -0.54 -0.64 0.28 -0.27	-0.98 -0.95 0.33 -0.65 -1.57 1.51 -1.62	 ↓ -5.1 ↓ -1.3 ↓ -0.7 ↓ -6.0 ↓ -0.7 ↓ -1.5 ↓ -1.7 	 -1.2 -0.1 0.1 -0.1 -0.9 1.2 	2 1 3 2 3 2 2 2	3 4 3 3 3 3 3	3 3 4 3 3 4 2	7 23 11 7 23	4 26 13 6	5 24 15 7	Prior attainment (overall) Prior	other low mid high low	0.0	0.0 0.0	0.0 0.0
0.48 0.97 5.45 0.05 1.78 1.38	-0.83 0.23 -0.54 -0.64 0.28 -0.27	-0.95 0.33 -0.65 -1.57 1.51 -1.62	 ↓ -1.3 ↓ -0.7 ↓ -6.0 ↓ -0.7 ↓ -1.5 ↓ -1.7 	 -0.1 0.1 -0.1 -0.9 1.2 	1 3 2 3 2 2	3 4 3 3 3 3	3 4 3 3 4 2	23 11 7 23	26 13 6	24 15 7	attainment (overall) Prior	mid high low	0.0	0.0	0.0
0.97 5.45 0.05 1.78 1.38	0.23 -0.54 -0.64 0.28 -0.27	0.33 -0.65 -1.57 1.51 -1.62	 -0.7 -6.0 -0.7 -1.5 -1.7 	 ↓ 0.1 ↓ -0.1 ↓ -0.9 ↓ 1.2 	3 2 3 2 2	4 3 3 3 3	4 3 4 2	11 7 23	13 6	15 7	attainment (overall) Prior	high Iow			
5.45 0.05 1.78 1.38	-0.54 -0.64 0.28 -0.27	-0.65 -1.57 1.51 -1.62	 ↓ -6.0 ↓ -0.7 ↓ -1.5 ↓ -1.7 	-0.1 -0.9 1.2	2 2 3 2 2	3 3 3 3	3 4 2	7 23	6	7	Prior	low	0.0	0.0	0.0
0.05	-0.64 0.28	-1.57 1.51 -1.62	 ↓ -0.7 ↓ -1.5 ↓ -1.7 	↓ -0.9↑ 1.2	2 3 2	3 3 3	3 4 2	23							
1.78	0.28	1.51	↓ -1.5	1.2	3	3	4		27	24		mid			
1.38	-0.27	-1.62	- -1.7	-	2	3	2					-			
			•	- 1.3	2			11	10	13	(reading)	high			
1.50	-0 54			1		3	4	23	22	22		boys	-0.3	-0.3	-0.4
	U.J-T 📊	0.58 🌗	- 2.0	1 .1	2	2	3	18	22	22	Gender	girls	0.4	0.3	0.4
5.42	2 -4.92	-4.36	10.5	10.6	5	3	5	33	23	46		EAL	0.3	0.3	0.7
3.95	2.06	1.57	- 1.9	- 0.5	2	2	3	30	28	28	EAL	not EAL	-0.1	-0.1	-0.1
-3.84	-3.64	-3.19	10.2	10.4	2	3	4	15	19	20		BME			0.5
4.48	2.09	1.62	- 2.4	- 0.5	2	2	3	26	37	36	Ethnicity	White British	-0.1	-0.1	-0.2
1.58	-1.93	-0.05	- 3.5	1 .9	2	3	3	7	9	8		SEN	-1.5	-1.6	-1.5
2.13	-1.93	-0.05	- 4.1	1 .9	2	3	3	7	9	8		School Support	-1.3	-1.2	-1.0
c -11.54					5			1			SEN	Statement/EHC	-3.1		
1.45	-0.01	-0.62	- 1.5	-0.6	2	3	3	33	35	36		no SEN	0.3	0.3	0.3
-20 -10 0 10) -20 -10 0 1	.0 -20 -10 0 10)												
	2.13 2.13 2.13 2.13 2.13 2.13 2.13 2.13	2.13 -1.93 -	2.13 -1.93 -0.05 -	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	1.58 -1.93 -0.05 - -3.5 1.9 2 3 3 7 9 2.13 -1.93 -0.05 - -4.1 1.9 2 3 3 7 9 -1154 -0.01 -0.62 -1.5 -0.6 2 3	1.58 -1.93 -0.05 - -3.5 1.9 2 3 3 7 9 8 2.13 -1.93 -0.05 - -4.1 1.9 2 3 3 7 9 8 -11154 -0.01 -0.62 - -1.5 -0.6 2 3 3 3 35 36 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -20 -2	1.58 -1.93 -0.05 - -3.5 1.9 2 3 3 7 9 8 2.13 -1.93 -0.05 - -4.1 1.9 2 3 3 7 9 8 -11154 -0.01 -0.62 -1.5 -0.6 2 3 3 3 35 36	1.58 -1.93 -0.05 -1.9 -3.5 1.9 2 3 3 7 9 8 SEN 2.13 -1.93 -0.05 -0.05 -4.1 1.9 2 3 3 7 9 8 School Support 2 3 3 -1.15 -0.6 2 3 3 7 9 8 School Support 1.45 -0.01 -0.62 -1.5 -0.6 2 3 3 3 35 36 SeN -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0 10 -20 -10 0	1.58 -1.93 -0.05 -1.9 2.13 -1.93 -0.05 -4.1 1.9 2 3 3 7 9 8 SEN -1.5 2.13 -1.93 -0.05 -0.05 -4.1 1.9 2 3 3 7 9 8 SEN -1.5 2.13 -1.154 -0.05 -1.5 -0.6 5 1 1 1 SEN SEN -1.3 1.45 -0.01 -0.62 -1.5 -0.6 2 3 3 35 36 no SEN 0.3	1.58 -1.93 -0.05 -1.9 -3.5 1.9 2 3 3 7 9 8 SEN -1.5 -1.6 2.13 -1.93 -0.05 -1.1 1.9 2 3 3 7 9 8 School Support -1.3 -1.2 -1154 -1.41 -0.62 -1.5 -0.6 2 3 3 35 36 no SEN 0.3 0.3

Notes (1) Progress shading based on confidence intervals and Ofsted IDSR thresholds for top / bottom 10%. (2) Mobile pupils are pupils who have been mobile in Y5 or Y6. (3) 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.

Moorfoot Primary Academy Key Stage 2 report - writing

2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)

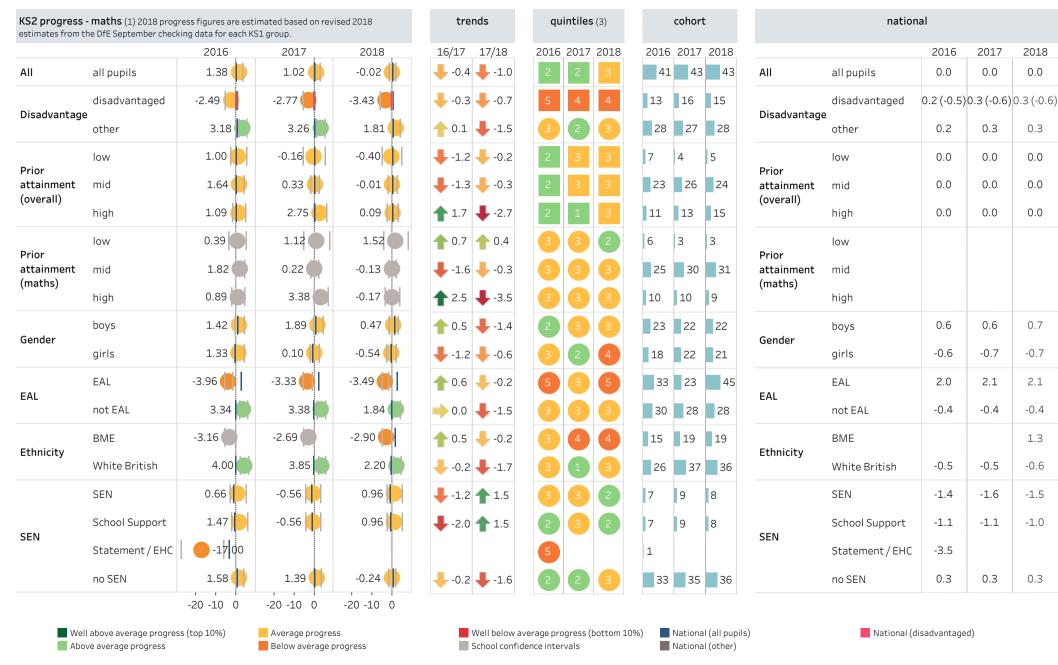


	e DfE September checki		imated based on re 1 group.	evised 2018	trends	quintiles (3)	cohor	t		nation	nal		
		2016	2017	2018	16/17 17/18	2016 2017 2018	2016 2017	2018			2016	2017	2018
.11	all pupils	1.26	1.67 🛑	0.82 🌗	🕇 0.4 🖊 -0.8	2 2 2	41 43	44	All	all pupils	0.0	0.0	0.0
	disadvantaged	-0.56	-0.34	-0.73	1 0.2 - 0.4	3 3 3	13 16	16	Diandarate	disadvantaged	0.1(-0.3)	0.2 (-0.4)	0.2 (-0
isadvantage	other	2.10	2.86	1.71	1 .1	2 3 2	28 27	28	Disadvantage	other	0.1	0.2	0.2
rior	low	3.29	1.50	3.25	↓ -1.8 ↑ 1.7	2 3 2	7 4	5	Prior	low	0.0	0.0	0.0
ttainment	mid	0.92	1.54	0.54 🌗	1 .0 + -1.0	2 2 3	23 26	24	attainment	mid	0.0	0.0	0.0
overall)	high	0.67	1.98	0.46	1 .3 🖊 -1.5	3 2 3	11 13	15	(overall)	high	0.0	0.0	0.0
rior	low	1.29	-1.34	3.57	↓ -2.6 ↑ 4.9	1 3 1	86	7	Prior	low			
ttainment	mid	1.04	1.94	0.26	1 .7 1 .7	333	28 31	31	attainment (writing)	mid			
writing)	high	2.39	3.95	0.50	1 .6 🖊 -3.5	3 2 2	5 5	6	(writing)	high			
	boys	-0.27	0.64 🋑	0.13	1 0.9 4 -0.5	3 4 3	23 21	22	Condou	boys	-0.8	-0.8	-0.
ender	girls	3.21	2.65	1.52	↓ -0.6 ↓ -1.1		18 22	22	Gender	girls	0.8	0.8	0.
AL	EAL	-1.23	-0.28	-1.61	1 .0 - 1.3	4 3 5	33 23	46	EAL	EAL	1.5	1.4	1.
	not EAL	2.17	2.71	2.17	🔶 0.5 🖊 -0.5	3 4 3	30 28	28	EAL	not EAL	-0.3	-0.3	-0.
	BME	-1.06	-0.26	-1.13	1 0.8 4 -0.9	333	15 19	20		BME			0.8
thnicity	White British	2.59	3.11	2.50	🔶 0.5 🖊 -0.6	2 3 2	26 37	36	Ethnicity	White British	-0.4	-0.4	-0.
	SEN	-1.16	-1.24	2.07	-0.1 ↑ 3.3	2 3 1	7 8	8		SEN	-2.6	-2.6	-2.
EN	School Support	-0.54	-1.24	2.07	↓ -0.7 ↑ 3.3	3 3 1	7 8	8	SEN	School Support	-2.4	-2.2	-1.
	Statement/EHC	-13.01				5	1		SEN	Statement / EHC	-4.0		
	no SEN	1.81	2.33	0.54 🌗	1 .5 - 1.8	222	33 35	36		no SEN	0.5	0.5	0.
		-20 -10 0 10	-20 -10 0 10	-20 -10 0 10	·		L						

Notes (1) Progress shading based on confidence intervals and Ofsted IDSR thresholds for top / bottom 10%. (2) Mobile pupils are pupils who have been mobile in Y5 or Y6. (3) 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.

Moorfoot Primary Academy Key Stage 2 report - maths

2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)



Notes (1) Progress shading based on confidence intervals and Ofsted IDSR thresholds for top / bottom 10%. (2) Mobile pupils are pupils who have been mobile in Y5 or Y6. (3) 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.



Moorfoot Primary Academy Key Stage 2 Report - reading, writing & maths combined, % expected standard

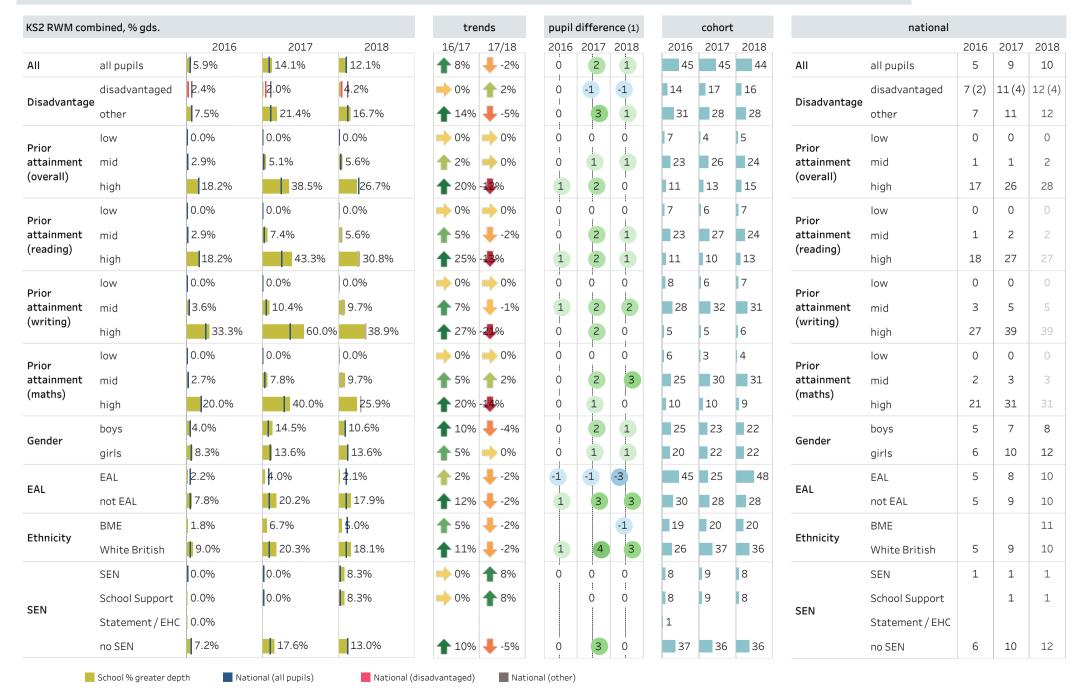
2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)

KS2 RWM com	ibined, % exp.				tre	nds	pupil	differe	nce (1)		cohort	:		national			
		2016	2017	2018	16/17	17/18	2016	2017	2018	2016	2017	2018			2016	2017	2018
All	all pupils	54.8%	67.4%	68.9%	13%	1 2%	1	3	2	45	45	44	All	all pupils	53	61	64
Disadvantage	disadvantaged	19.0%	43.1%	3 <mark>7.5</mark> %	124%	- 6%	-6	-4	-5	14	17	16	Disadvantage	disadvantaged	60 (39)	67 (48)	70 (51
Disauvantage	other	71.0%	82.1%	86.9%	11%	15%	4	5	5	31	28	28	Disauvantage	other	60	67	70
Prior	low	4.8%	25.0%	6.7%	120%	4-18%	0	1	0	7	4	5	Prior	low	6	7	7
attainment	mid	58.0%	64.1%	63.9%	16%	i 0%	3	2	2	23	26	24	attainment	mid	47	56	58
(overall)	high	97.0%	97.4%	97.8%	➡ 0%	➡ 0%	0	0	0	11	13	15	(overall)	high	91	95	95
Prior	low	4.8%	22.2%	19.0%	17%	- 3%	0	1	1	7	6	7	Prior	low	7	9	9
attainment	mid	58.0%	69.1%	69.4 <mark>%</mark>	11%	i 0%	2	3	3	23	27	24	attainment	mid	48	57	57
(reading)	high	97.0%	103.3%	94.9%	16%	- 8%	0	1	0	11	10	13	(reading)	high	91	94	94
Prior	low	4.2%	11.1%	23.8%	17%	13%	0	0	1	8	6	7	Prior	low	10	12	12
attainment	mid	69.0%	76.0%	73.1%	17%	- 3%	4	3	2	28	32	31	attainment	mid	57	66	66
(writing)	high	93.3%	106.7%	100.0%	13%	- 7%	0	1	1	5	5	6	(writing)	high	95	97	97
Prior	low	0.0%	22.2%	8.3%	122%	4-14%	0	0	0	6	3	4	Prior	low	5	6	6
attainment	mid	60.0%	64.4%	68.8%	1 4%	1%	3	2	4	25	30	31	attainment	mid	49	58	58
(maths)	high	93.3%	103.3%	96.3%	10%	- 7%	0	1	0	10	10	9	(maths)	high	91	95	95
Gender	boys	46.7%	63.8%	65.2%	17%	1%	-1	1	1	25	23	22	Gender	boys	50	57	60
Gender	girls	65.0%	71.2%	72.7%	1 6%	1 2%	2	1	2	20	22	22	Gender	girls	57	65	68
EAL	EAL	6.7%	38.0%	39.6%	131%	1 2%	19	-5	-11	45	25	48	EAL	EAL	50	58	63
EAL	not EAL	78.9%	85.7%	85.7 <mark>%</mark>	17%	i 0%	7	7	6	30	28	28	EAL	not EAL	54	62	65
Ethnicity	BME	17.5%	46.7%	50.0%	129%	1 3%			-3	19	20	20	Ethnicity	BME			65
Ethnicity	White British	82.1%	85.1%	83.3%	13%	- 2%	7	9	7	26	37	36	Ethnicity	White British	54	62	64
	SEN	16.7%	22.2%	37.5%	16%	1 5%	0	1	2	8	9	8		SEN	14	18	21
SEN	School Support	16.7%	22.2%	37.5%	1 6%	1 5%	0	1	2	8	9	8	SEN	School Support	16	20	24
SEIN	Statement / EHC	þ.0%					0			1			SEN	Statement / EHC	7		
	no SEN	63.1%	78.7%	75.9%	16%	- 3%	1	3	1	37	36	36		no SEN	62	70	74



Moorfoot Primary Academy Key Stage 2 Report - reading, writing and maths combined, % greater depth

2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)



Learr

Sheffield

Moorfoot Primary Academy Key Stage 2 Report - reading, % expected standard

2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)

KS2 reading, 9	% exp.				tre	nds	pupil	differe	nce (1)		cohort	:		national			
		2016	2017	2018	16/17	17/18	2016	2017	2018	2016	2017	2018			2016	2017	2018
All	all pupils	65.9%	74.1%	74.2%	1 8%	➡ 0%	0	1	-1	45	45	44	All	all pupils	66	72	75
Disadvantage	disadvantaged	33.3%	52.9%	47.9%	1 20%	- 5%	-6	-4	-5	14	17	16	Disadvantage	disadvantaged	72 (53)	77 (60)) 80 (64
Disauvantage	other	80.6%	86.9%	89.3%	1 6%	1 2%	3	3	3	31	28	28	Disadvantage	other	72	77	80
Duiau	low	33.3%	33.3%	13.3%	<mark>→</mark> 0%	-20%	1	1	-1	7	4	5	Duiau	low	17	17	20
Prior attainment (overall)	mid	69.6%	74.4%	72.2%	15%	- 2%	2	1	0	23	26	24	Prior attainment (overall)	mid	64	70	74
(overall)	high	100.0%	97.4%	97.8%	- 3%	➡ 0%	1	0	0	11	13	15	(overall)	high	95	97	98
Duiau	low	38.1%	33.3%	23.8%	- 5%	-10%	1	1	0	7	6	7	Duiau	low	18	19	19
Prior attainment (reading)	mid	68.1%	77.8%	76.4%	1 0%	- 1%	1	2	1	23	27	24	Prior attainment (reading)	mid	64	71	71
(high	100.0%	103.3%	97.4%	1 3%	- 6%	1	1	0	11	10	13	(high	97	98	98
Gender	boys	62.7%	72.5%	72.7%	1 0%	➡ 0%	0	1	1	25	23	22	Gender	boys	62	68	71
Gender	girls	70.0%	75.8%	75.8%	1 6%	➡ 0%	0	0	-1	20	22	22		girls	70	75	79
EAL	EAL	17.8%	42.0%	47.9%	1 24%	1 6%	-18	-6	-11	45	25	48	EAL	EAL	58	65	71
	not EAL	90.0%	94.0%	89.3%	1 4%	- 5%	7	6	5	30	28	28		not EAL	68	73	74
Ethnicity	BME	29.8%	51.7%	58.3%	1 22%	1 7%			-3	19	20	20	Ethnicity	BME			73
Lennercy	White British	92.3%	93.2%	86.1%	1%	- 7%	7	7	4	26	37	36		White British	68	73	76
	SEN	37.5%	37.0%	54.2%	<mark>→</mark> 0%	1 7%	1	0	1	8	9	8		SEN	29	34	38
SEN	School Support	37.5%	37.0%	54.2%	➡ 0%	1 7%	1	0	1	8	9	8	SEN	School Support	32	37	43
	Statement/EHC	0.0%					0			1			5211	Statement/EHC	14		
	no SEN	72.1%	83.3%	78.7%	11%	- 5%	-1	2	-1	37	36	36		no SEN	74	80	83



Moorfoot Primary Academy Key Stage 2 Report - reading, % greater depth

2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)

<s2 %<="" reading,="" th=""><th>ógds.</th><th></th><th></th><th></th><th>tre</th><th>nds</th><th>pupil</th><th>differe</th><th>ence (1)</th><th></th><th>cohort</th><th></th><th></th><th>national</th><th></th><th></th><th></th></s2>	ógds.				tre	nds	pupil	differe	ence (1)		cohort			national			
		2016	2017	2018	16/17	17/18	2016	2017	2018	2016	2017	2018			2016	2017	2018
AII	all pupils	25.9%	21.5%	27.3%	- 4%	1 6%	3	-2	0	45	45	44	All	all pupils	19	25	28
	disadvantaged	14.3%	3.9%	12.5%	-10%	1 9%	-1	-4	-3	14	17	16	Diandurante co	disadvantaged	23 (10)	29 (14))33 (18)
Disadvantage	other	31.2%	32.1%	35.7%	1%	1 4%	2	1	1	31	28	28	Disadvantage	other	23	29	33
	low	9.5%	0.0%	6.7%	-10%	1 7%	0	0	0	7	4	5		low	1	1	2
Prior attainment (overall)	mid	20.3%	12.8%	19.4%	- 7%	1 7%	2	0	0	23	26	24	Prior attainment (overall)	mid	10	14	17
(overall)	high	57.6%	48.7%	46.7%	- 9%	- 2%	1	-1	-1	11	13	15	(overall)	high	46	56	58
	low	9.5%	0.0%	4.8%	-10%	15%	0	0	0	7	6	7		low	1	2	2
Prior attainment (reading)	mid	21.7%	16.0%	16.7%	- 6%	1%	3	1	1	23	27	24	Prior attainment (reading)	mid	9	14	14
(reading)	high	54.5%	53.3%	59.0%	- 1%	1 6%	1	0	0	11	10	13	(reading)	high	49	58	58
Gender	boys	24.0%	21.7%	16.7%	- 2%	- 5%	2	1	-2	25	23	22	Gender	boys	16	21	24
	girls	28.3%	21.2%	37.9%	- 7%	1 7%	1	-2	1	20	22	22	Gender	girls	22	28	32
EAL	EAL	4.4%	4.0%	6.3%	➡ 0%	1 2%	-4	-3	-8	45	25	48	EAL	EAL	14	19	24
	not EAL	36.7%	32.1%	39.3%	- 5%	1 7%	5	2	4	30	28	28	EAL	not EAL	20	26	27
Ethnicity	BME	8.8%	10.0%	11.7%	1%	1 2%			-3	19	20	20	Ethnicity	BME			26
- children y	White British	38.5%	31.1%	38.9%	- 7%	1 8%	5	2	4	26	37	36	Ethnicity	White British	20	26	29
	SEN	12.5%	0 .0%	12.5%	-13%	13%	1	0	1	8	9	8		SEN	5	7	8
SEN	School Support	12.5%	þ .0%	12.5%	-13%	13%	1	0	1	8	9	8	SEN	School Support	5	7	9
	Statement/EHC	0.0%					0			1			JLIV	Statement/EHC	3		
	no SEN	28.8%	26.9%	30.6%	- 2%	1 4%	2	-1	0	37	36	36		no SEN	22	28	32



Moorfoot Primary Academy Key Stage 2 report - reading scaled score

2018 national data is provided where available (black text), otherwise 2017 data is used (grey text)

KS2 reading so	caled score (1)				tre	nds		cohort			nat	ional		
		2016	2017	2018	16/17	17/18	2016	2017	2018			2016	2017	2018
All	all pupils	103.2	103.9	103.9	10.7	• 0.0	43	43	44	All	all pupils	103	104	105
Disadvantage	disadvantaged	98.3	101.5	96.4	1 3.1	- 5.0	13	15	16	Disadvantag	disadvantaged	104 (100)	105 (101)	106 (103)
Disadvantage	other	105.3	105.1	108.2	-0.2	1 3.0	30	28	28	Disadvantag	other	104	105	106
	low	91.3	93.1	83.3	1 .8	- 9.8	6	3	5		low	93	93	94
Prior attainment (overall)	mid	100.2	103.7	103.1	1 3.5	- 0.6	23	26	24	Prior attainment (overall)	mid	101	103	104
(000.0)	high	113.6	107.9	107.9	- 5.7	 0.0	11	13	15	(0.00.00)	high	109	111	111
	low	97.0	87.3	96.6	- 9.7	1 9.3	6	5	6		low	93	93	93
Prior attainment (reading)	mid	100.0	103.5	104.9	1 3.5	1 .4	23	27	24	Prior attainment (reading)	mid	101	103	103
(high	110.9	114.7	108.6	1 3.8	- 6.1	11	10	13	(high	110	111	111
Gender	boys	100.3	102.7	101.0	1 2.4	- 1.7	24	22	22	Gender	boys	102	103	104
Gender	girls	101.6	105.1	106.7	1 3.5	1 .7	20	21	22	Gender	girls	103	105	106
EAL	EAL	92.7	98.0	97.6	† 5.3	- 0.4	43	22	48	EAL	EAL	101	103	104
EAL	not EAL	107.2	108.2	107.5	10.9	- 0.7	29	28	28	EAL	not EAL	103	104	105
	BME	93.4	101.9	101.5	1 8.5	- 0.4	18	18	20		BME			105
Ethnicity	White British	106.0	106.7	107.2	1 0.7	1 0.5	26	37	35	Ethnicity	White British	103	104	105
	SEN	92.1	91.6	93.6	- 0.5	1 2.0	7	8	8		SEN	96	97	98
	School Support	92.1	91.6	93.6	- 0.5	1 2.0	7	8	8		School Support	96	97	98
SEN	Statement / EHC						0			SEN	Statement/EHC	96		
	no SEN	102.5	106.7	106.2	4.1	- 0.5	37	35	36		no SEN	104	105	106

Notes (1) Only includes pupils who took the reading test and achieved a score. (2) Mobile pupils are pupils who have been mobile in Y5 or Y6.

