

Compare school and college performance in England

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Community school

Foxhills Junior School

Ages 7 to 11 • Mixed gender

Results by pupil characteristics

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance at state-funded schools at local authority and national level.

	School dis. pupils	Local authority (non- dis. pupils)	England (non- dis. pupils)
Number of pupils at the end of key stage 2	18	11592	447479
Progress score in reading (confidence interval)	-1.4 (-4.3 to 1.6)	-0.1 (-0.2 to 0.1)	0.3
Progress score in writing (confidence interval)	0.5 (-2.2 to 3.2)	0.3 (0.1 to 0.4)	0.3
Progress score in maths (confidence interval)	0.6 (-2.0 to 3.1)	-0.4 (-0.5 to -0.3)	0.4
Percentage of pupils meeting the expected standard in reading, writing and maths	50%	73%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	6%	15%	13%
Average score in reading	101	106	105
Average score in maths	104	106	106

Prior attainment

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. Middle prior attainers achieved an average

point score of 12 or higher and below 18. High prior attainers achieved an average point score of 18 or higher. Pupils without key stage 1 results are not included in these figures. [Read more about average point scores.](#)

You can view the pupils' results in the context of their prior attainment (low, middle or high).

	All pupils	Low	Middle	High
Number of pupils at the end of key stage 2	89	2	53	33
Progress score in reading (confidence interval)	0.5 (-0.8 to 1.8)	SUPP	0.1 (-1.5 to 1.8)	1.3 (-0.8 to 3.5)
Progress score in writing (confidence interval)	0.7 (-0.5 to 1.9)	SUPP	1.4 (-0.1 to 2.9)	-0.4 (-2.3 to 1.6)
Progress score in maths (confidence interval)	0.4 (-0.8 to 1.5)	SUPP	1.1 (-0.3 to 2.6)	-0.6 (-2.4 to 1.2)
Percentage of pupils meeting the expected standard in reading, writing and maths	73%	SUPP	64%	94%
Percentage of pupils achieving at a higher standard in reading, writing and maths	10%	SUPP	2%	24%
Average score in reading	106	SUPP	103	111
Average score in maths	106	SUPP	105	110

English as an additional language (EAL)

Pupils whose first language is not English.

	All pupils	EAL pupils
Number of pupils at the end of key stage 2	89	3

	All pupils	EAL pupils
Progress score in reading (confidence interval)	0.5 (-0.8 to 1.8)	SUPP
Progress score in writing (confidence interval)	0.7 (-0.5 to 1.9)	SUPP
Progress score in maths (confidence interval)	0.4 (-0.8 to 1.5)	SUPP
Percentage of pupils meeting the expected standard in reading, writing and maths	73%	SUPP
Percentage of pupils achieving at a higher standard in reading, writing and maths	10%	SUPP
Average score in reading	106	SUPP
Average score in maths	106	SUPP

Girls and boys

	All pupils	Girls	Boys
Number of pupils at the end of key stage 2	89	39	50
Progress score in reading (confidence interval)	0.5 (-0.8 to 1.8)	0.9 (-1.0 to 2.9)	0.2 (-1.5 to 1.9)
Progress score in writing (confidence interval)	0.7 (-0.5 to 1.9)	0.2 (-1.6 to 2.0)	1.2 (-0.4 to 2.7)
Progress score in maths (confidence interval)	0.4 (-0.8 to 1.5)	-0.7 (-2.4 to 1.0)	1.2 (-0.3 to 2.7)

	All pupils	Girls	Boys
Percentage of pupils meeting the expected standard in reading, writing and maths	73%	74%	72%
Percentage of pupils achieving at a higher standard in reading, writing and maths	10%	10%	10%

Non-mobile pupils

Non-mobile pupils are pupils who were at the school throughout both year 5 and year 6.

	All pupils	Non-mobile pupils
Number of pupils at the end of key stage 2	89	80
Progress score in reading (confidence interval)	0.5 (-0.8 to 1.8)	0.8 (-0.6 to 2.1)
Progress score in writing (confidence interval)	0.7 (-0.5 to 1.9)	0.9 (-0.3 to 2.2)
Progress score in maths (confidence interval)	0.4 (-0.8 to 1.5)	0.4 (-0.8 to 1.6)
Percentage of pupils meeting the expected standard in reading, writing and maths	73%	74%
Percentage of pupils achieving at a higher standard in reading, writing and maths	10%	10%
Average score in reading	106	106
Average score in maths	106	106

About this data

▼ [Abbreviations](#)

- **LOWCOV = Low coverage:** Shown for the 'value added' measure and coverage indicator where schools have less than 50% of pupils included in calculation of the measure
- **NA = Not applicable:** Figures are either not available for the year in question, or the data field is not applicable to the school or college
- **NE = No entries:** The school or college did not enter any pupils or students for the qualifications covered by the measure.

For a multi-academy trust, the schools or colleges eligible for inclusion in the trust's performance measures, did not enter any pupils or students for the qualifications covered by the measure

- **NEM = No entries:** We suppress multi-academy trust (MAT) figures if the MAT has fewer than three schools/colleges with eligible pupils or students in this measure, or where there are 5 or fewer pupils or students covered by the measure.
- **NEW = New school or college**
- **NP = Not published:** For example, we do not publish Progress 8 data for independent schools and independent special schools, or breakdowns by disadvantaged and other pupils for independent schools, independent special schools and non-maintained special schools
- **RE = Redacted:** We redact these figures if they do not allow the calculation of a reliable estimate and therefore don't provide a fair measure of performance. For transparency, we publish the headline information for these providers separately in the national achievement rates tables.
- **SN = Small number:** The number is subject to rounding and is less than 3
- **SP = Small percentage:** The percentage is subject to rounding and is between 0% and 0.5%
- **SUPP = Suppressed:** In certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure (29 for apprenticeships measures). We avoid making these figures public to protect individual privacy. We may also suppress data on a case-by-case basis.

For a multi-academy trust, we will suppress data when there are 5 or fewer pupils or students, covered by the measure, in total across the establishments eligible for inclusion in the trusts performance measures.

- **SUPPM = Suppressed:** We suppress multi-academy trust (MAT) figures if the MAT has fewer than three schools/colleges with eligible pupils or students in this measure, or where there are 5 or fewer pupils or students covered by the measure.
- **-- = Null:** Figures are either not available for the year in question, or the data field is not applicable to the school or college.
- **NELIG = Not Eligible:** The school, college or multi-academy trust (MAT) was not eligible for inclusion in MAT performance measures in accordance with the rules* on MAT eligibility.
[KS2: \(Page 11\)](#)
[KS4: \(Page 31\)](#)
[16-18: \(Page 69\)](#)
- **SUPPMAT = Suppressed MAT:** In addition to suppression outlined in SUPP. A multi-academy trust will additionally have its data suppressed for a particular measure if exactly one of the establishments, eligible for inclusion in the trusts performance measures, has its data suppressed. This is to avoid multi-academy trust data inadvertently undoing suppression applied to an establishment.

▼ [Further guidance](#)

Read the [guidance about using the school performance tables](#).

Read more information about the [key stages and the national curriculum](#).

