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Compare school and college performance in England

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Important

We are developing a new service and your feedback on Compare School and College Performance (CSCP) will help us shape this service. [Tell us how you use CSCP](#).

Community school

Eyres Monsell Primary School

Ages 3 to 11 • Mixed sex

Additional measures

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

Grammar, punctuation, spelling at the expected standard	57%	74%	73
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▼ More info

The English grammar, punctuation and spelling test focuses on the relevant elements of the [English programmes of study](#). The expected standard is a scaled score of 100 or more on the test.

Grammar, punctuation, spelling at the higher standard	13%	34%	30
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▼ More info

The English grammar, punctuation and spelling test focuses on the relevant elements of the [English programmes of study](#). The higher standard is a scaled score of 110 or more on the test.

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- NP = Not published: For example, we do not publish Progress 8 and prior attainment data for independent schools and independent special schools as these school are not required to enter pupils for key stage 2 national curriculum tests and assessments. Breakdowns by disadvantaged and other pupils are also not available 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