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Compare school and college performance in England

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Community school

Eyres Monsell Primary School

Ages 3 to 11 • Mixed sex

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 of non-disadvantaged pupils 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	28	3412	468532
Progress score in reading (confidence interval)	-1.2 (-3.6 to 1.1)	0.2	0.4
Progress score in writing (confidence interval)	0.1 (-2.1 to 2.4)	0.5	0.4
Progress score in maths (confidence interval)	-1.7 (-3.9 to 0.5)	1.8	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	39%	63%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	4%	7%	10%
Average score in reading	102	105	106
Average score in maths	100	106	105

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 7. Middle prior attainers achieved an average point score of 7 or higher and below 8. High prior attainers achieved an average point score of 8 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	60	21	28	7
Progress score in reading (confidence interval)	-0.3 (-1.9 to 1.4)	-1.9 (-4.6 to 0.8)	1.4 (-0.9 to 3.7)	-2.4 (-7.0 to 2.3)
Progress score in writing (confidence interval)	-0.1 (-1.7 to 1.5)	0.2 (-2.4 to 2.8)	-0.3 (-2.5 to 2.0)	-0.3 (-4.8 to 4.2)
Progress score in maths (confidence interval)	-0.7 (-2.3 to 0.8)	-2.1 (-4.6 to 0.4)	0.5 (-1.7 to 2.7)	-1.5 (-5.9 to 2.9)
Percentage of pupils meeting the expected standard in reading, writing and maths	55%	14%	71%	100%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	0%	0%	29%
Average score in reading	104	97	106	109
Average score in maths	103	95	105	108

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	60	21
Progress score in reading (confidence interval)	-0.3 (-1.9 to 1.4)	-0.3 (-3.2 to 2.6)
Progress score in writing (confidence interval)	-0.1 (-1.7 to 1.5)	-1.0 (-3.8 to 1.8)
Progress score in maths (confidence interval)	-0.7 (-2.3 to 0.8)	-0.6 (-3.4 to 2.1)

	All pupils	EAL pupils
Percentage of pupils meeting the expected standard in reading, writing and maths	55%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	0%
Average score in reading	104	104
Average score in maths	103	104

Girls and boys

	All pupils	Girls	Boys
Number of pupils at the end of key stage 2	60	33	27
Progress score in reading (confidence interval)	-0.3 (-1.9 to 1.4)	0.5 (-1.7 to 2.7)	-1.3 (-3.7 to 1.2)
Progress score in writing (confidence interval)	-0.1 (-1.7 to 1.5)	0.0 (-2.2 to 2.1)	-0.1 (-2.5 to 2.2)
Progress score in maths (confidence interval)	-0.7 (-2.3 to 0.8)	-1.3 (-3.3 to 0.8)	-0.1 (-2.4 to 2.2)
Percentage of pupils meeting the expected standard in reading, writing and maths	55%	58%	52%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	3%	4%
Average score in reading	104	105	102
Average score in maths	103	103	103

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	60	47
Progress score in reading (confidence interval)	-0.3 (-1.9 to 1.4)	0.2 (-1.6 to 2.0)
Progress score in writing (confidence interval)	-0.1 (-1.7 to 1.5)	0.5 (-1.2 to 2.3)
Progress score in maths (confidence interval)	-0.7 (-2.3 to 0.8)	-0.5 (-2.2 to 1.2)
Percentage of pupils meeting the expected standard in reading, writing and maths	55%	57%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	2%
Average score in reading	104	104
Average score in maths	103	102

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 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. 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.

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[KS4: \(Page 31\)](#)

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- 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](#).

