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Moorside Primary School

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).

	School disadvantaged pupils	Local authority other (non-disadvantaged) pupils	England state-funded schools other (non- disadvantaged) pupils
Progress in reading (score, description and confidence intervals)	0.8 (-2 to 3.6)	1.7 (1.4 to 2)	0.3 (0 to 0)
Progress in writing (score, description and confidence intervals)	3.1 (0.4 to 5.8)	1.6 (1.3 to 1.9)	0.2 (0 to 0)
Progress in maths (score, description and confidence intervals)	6.8 (4.1 to 9.5)	1.9 (1.6 to 2.2)	0.3 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	36%	77%	70%
Percentage of pupils achieving a high standard in reading, writing and maths	0%	17%	12%
Average score in reading	98	107	106
Average score in maths	104	107	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 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](#).

	All pupils	Low prior attainers	Middle prior attainers	High prior attainers
Pupils eligible for key stage 2 assessment	55	15	19	4
Progress in reading (score, description and confidence intervals)	1.6 (-0.3 to 3.5)	1.9 (-1.1 to 4.9)	1.3 (-1.5 to 4.1)	SUPP
Progress in writing (score, description and confidence intervals)	3.5 (1.7 to 5.3)	4.5 (1.6 to 7.4)	2.6 (0 to 5.2)	SUPP
Progress in maths (score, description and confidence intervals)	7.7 (5.9 to 9.5)	12.6 (9.6 to 15.6)	5.3 (2.8 to 7.8)	SUPP
Percentage of pupils meeting the expected standard in reading, writing and maths	36%	7%	68%	SUPP
Percentage of pupils achieving at a higher standard in reading, writing and maths	9%	0%	5%	SUPP
Average score in reading	100	93	104	SUPP
Average score in maths	105	101	107	SUPP

English as an additional language (EAL)

Pupils whose first language is not English.

	All pupils	EAL pupils
Progress in reading (score, description and confidence intervals)	1.6 (-0.3 to 3.5)	2.1 (-0.2 to 4.4)
Progress in writing (score, description and confidence intervals)	3.5 (1.7 to 5.3)	4.1 (1.9 to 6.3)
Progress in maths (score, description and confidence intervals)	7.7 (5.9 to 9.5)	9.1 (7 to 11.2)
Percentage of pupils meeting the expected standard in reading, writing and maths	36%	36%
Percentage of pupils achieving at a higher standard in reading, writing and maths	9%	8%
Average score in reading	100	99
Average score in maths	105	106

Girls and boys

	All pupils	Girls	Boys
Progress in reading (score, description and confidence intervals)	1.6 (-0.3 to 3.5)	0.8 (-1.9 to 3.5)	2.5 (-0.3 to 5.3)
Progress in writing (score, description and confidence intervals)	3.5 (1.7 to 5.3)	4.5 (1.9 to 7.1)	2.4 (-0.2 to 5)
Progress in maths (score, description and confidence intervals)	7.7 (5.9 to 9.5)	5.1 (2.6 to 7.6)	10.4 (7.8 to 13)
Percentage of pupils meeting the expected standard in reading, writing and maths	36%	36%	37%
Percentage of pupils achieving at a higher standard in reading, writing and maths	9%	12%	7%

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
Progress in reading (score, description and confidence intervals)	1.6 (-0.3 to 3.5)	2.9 (0.8 to 5)
Progress in writing (score, description and confidence intervals)	3.5 (1.7 to 5.3)	4.6 (2.6 to 6.6)
Progress in maths (score, description and confidence intervals)	7.7 (5.9 to 9.5)	7.9 (6 to 9.8)
Percentage of pupils meeting the expected standard in reading, writing and maths	36%	43%
Percentage of pupils achieving at a higher standard in reading, writing and maths	9%	13%
Average score in reading	100	101
Average score in maths	105	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
- 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
- SP = Small percentage: the number 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 (10 in the case of destination measures). We avoid making these figures public to protect individual privacy. We may also suppress data on a case-by-case basis.

▼ [Further guidance](#)

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

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

