

Important

Use 2021/22 school performance data with caution

Following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22.

Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic.

We do not recommend making direct comparisons with data from previous years or between schools or colleges.

The KS2/KS4 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.

For KS4 specifically:

- Several changes were made to exams and grading. These include advanced notice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes.
- Changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by pupils included in this year's measures are not included in the calculations.

For a full explanation of all the factors affecting these results please see the

KS4 2021/22 technical guide

. Further information on school and college accountability for 2021/22 can be found [here](#)

User research volunteers needed

The ASP team are currently looking at reviewing the Analyse School Performance (ASP) and we need your help in doing this - particularly people based in schools.

You can help us shape the future of the service and give us a better understanding of how the system is used, identifying any areas that can be improved.

We would like to talk with you in a user research capacity - please contact christopher.wood@education.gov.uk to arrange a confidential user research session.

Studlands Rise First School (URN: 117331) School performance summary 2021/2022

School characteristics

Basic characteristics trends

This is final data for 2021/2022 (January 2022 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2020		2021		2022	
	School	National	School	National	School	National
Number on roll	176	281	177	278	168	277
Male %	43.8	50.9	41.2	50.9	44.6	50.9
Female %	56.3	49.1	58.8	49.1	55.4	49.1
Ever 6 FSM %	6.1	22.7	5.4	24.9	7.4	25.5
Minority ethnic groups %	11.5	34.3	10.9	34.4	9.6	35.2
SEN EHCP %	1.1	1.8	2.3	2.1	1.8	2.3
SEN support %	4.5	12.8	7.3	12.6	12.5	13.0
English additional language %	2.3	21.3	1.7	21.0	3.0	21.3
Stability %	94.1	80.9	94.0	81.7	91.6	76.6
School deprivation indicator	0.07	0.21	0.07	0.18	0.05	0.18

Basic characteristics by national curriculum year group

This is final data for 2021/2022 (January 2022 census data).

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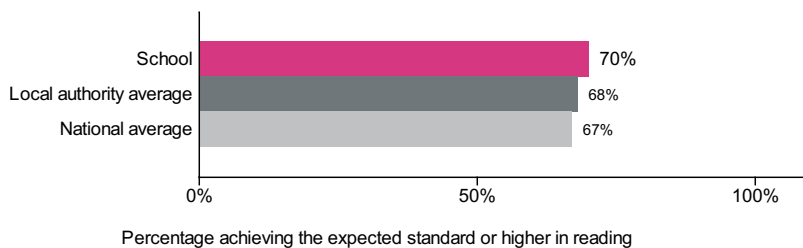
Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
4	29	34	66	7	3	3	14	3	10
3	30	27	73	17	7	3	13	0	13
2	30	40	60	3	3	0	13	3	10
1	30	47	53	7	17	10	17	3	13
Pre-compulsory	49	63	37	3	15	0	14	0	14

Key stage 1 performance measures

This is provisional data for 2021/22.

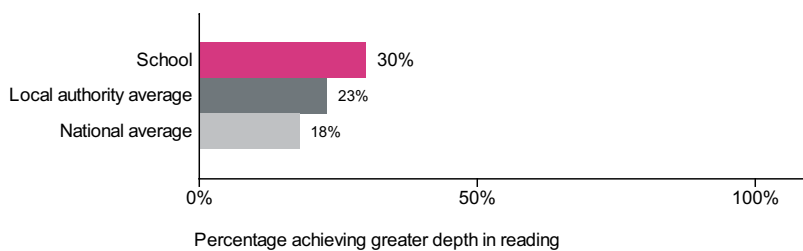
Percentage achieving the expected standard or higher in reading

Number of pupils = 30



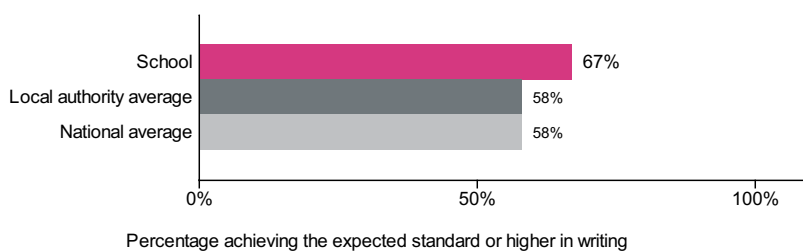
Percentage achieving greater depth in reading

Number of pupils = 30



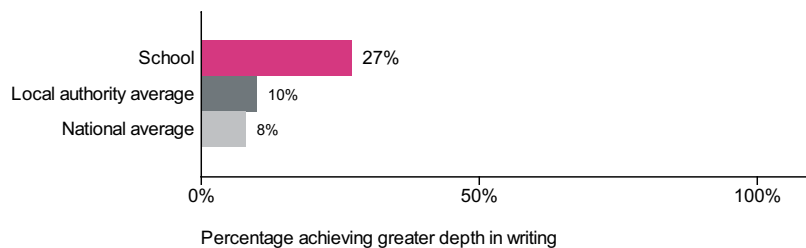
Percentage achieving the expected standard or higher in writing

Number of pupils = 30



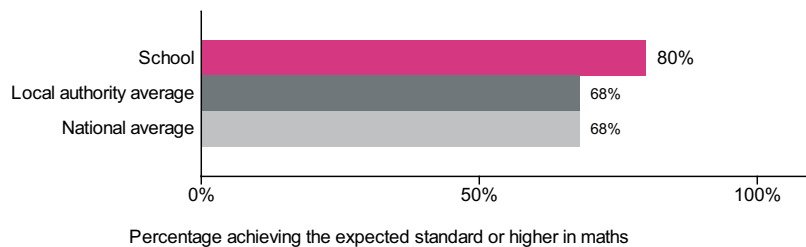
Percentage achieving greater depth in writing

Number of pupils = 30



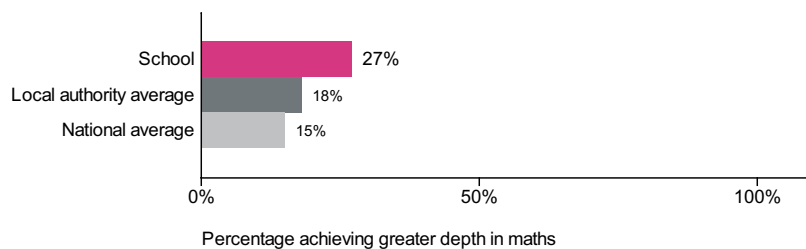
Percentage achieving the expected standard or higher in maths

Number of pupils = 30



Percentage achieving greater depth in maths

Number of pupils = 30



Key stage 1 additional reports

Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	30	30	18	70	67	27	23	3	9
Male	12	17	16	58	63	33	24	8	11
Female	18	39	20	78	71	22	22	0	7
Disadvantaged	2	0	21	100	72	0	20	0	7
Other	28	32	21	68	72	29	20	4	7
SEN EHCP	1	0	N/A	0	N/A	100	N/A	0	N/A
SEN support	3	0	N/A	33	N/A	33	N/A	33	N/A
No SEN	26	35	21	77	75	23	21	0	4
English first language	30	30	N/A	70	N/A	27	N/A	3	N/A
English additional language	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	30	27	8	67	58	30	31	3	10
Male	12	8	6	50	52	42	34	8	13
Female	18	39	10	78	64	22	28	0	8
Disadvantaged	2	0	10	50	63	50	28	0	8
Other	28	29	10	68	63	29	28	4	8
SEN EHCP	1	0	N/A	0	N/A	100	N/A	0	N/A
SEN support	3	0	N/A	0	N/A	67	N/A	33	N/A
No SEN	26	31	9	77	66	23	29	0	5
English first language	30	27	N/A	67	N/A	30	N/A	3	N/A
English additional language	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	30	27	15	80	68	17	24	3	7
Male	12	8	18	75	68	17	22	8	8
Female	18	39	12	83	67	17	26	0	6
Disadvantaged	2	0	18	100	73	0	21	0	5
Other	28	29	18	79	73	18	21	4	5
SEN EHCP	1	0	N/A	100	N/A	0	N/A	0	N/A
SEN support	3	0	N/A	33	N/A	33	N/A	33	N/A
No SEN	26	31	17	85	75	15	21	0	3
English first language	30	27	N/A	80	N/A	17	N/A	3	N/A
English additional language	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Science attainment by pupil group

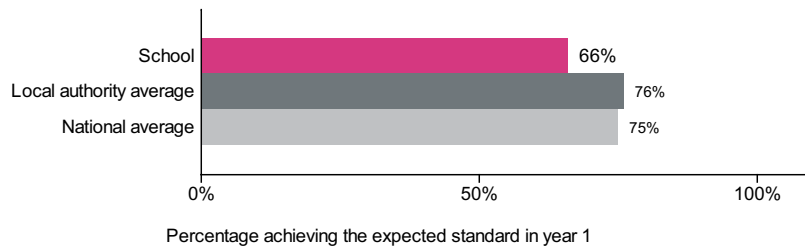
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	30	80	77
Male	12	75	75
Female	18	83	79
Disadvantaged	2	100	82
Other	28	79	82
SEN EHCP	1	0	N/A
SEN support	3	67	N/A
No SEN	26	85	85
English first language	30	80	N/A
English additional language	0	N/A	N/A

Phonics performance measures

This is provisional data for 2021/22.

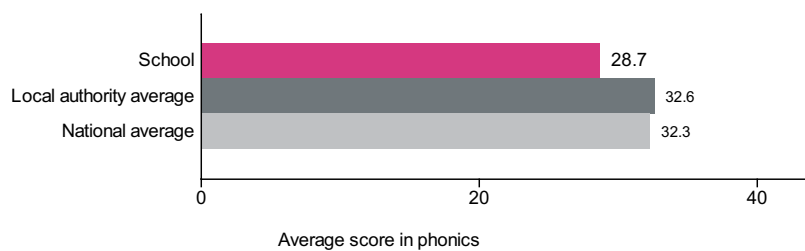
Percentage achieving the expected standard in phonics

Number of pupils = 29



Phonics average score

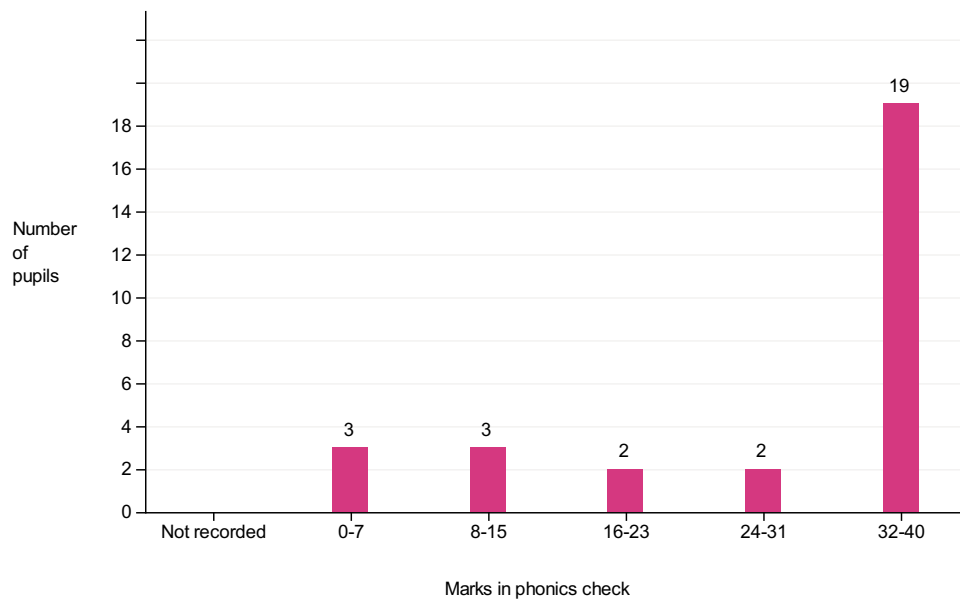
Number of pupils = 29



Attainment in phonics by mark

Number of pupils = 29

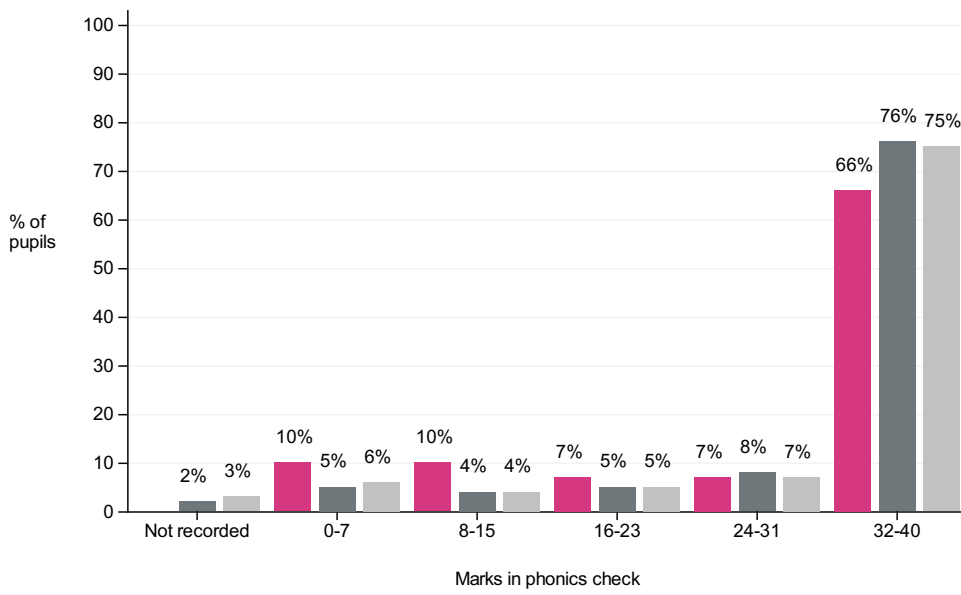
■ School



Attainment in phonics by %

Number of pupils = 29

■ School ■ Local authority (Hertfordshire) ■ National



Phonics additional reports

Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	29	0	10	19	66	75	29	32	
Male	14	0	4	10	71	72	30	32	
Female	15	0	6	9	60	79	27	33	
Disadvantaged	3	0	3	0	0	80	13	33	
Other	26	0	7	19	73	80	31	33	
SEN EHCP	1	0	1	0	0	N/A	0	N/A	
SEN support	4	0	2	2	50	N/A	23	N/A	
No SEN	24	0	7	17	71	82	31	34	
English first language	26	0	9	17	65	N/A	28	N/A	
English additional language	3	0	1	2	67	N/A	34	N/A	

Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	5	0	2	3	60	27
Male	4	0	2	2	50	26
Female	1	0	0	1	100	34
Disadvantaged	0	0	0	0	N/A	N/A
Other	5	0	2	3	60	27
SEN EHCP	1	0	0	1	100	39
SEN support	2	0	2	0	0	14
No SEN	2	0	0	2	100	35
English first language	5	0	2	3	60	27
English additional language	0	0	0	0	N/A	N/A