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BETA This is a new service – your feedback will help us to improve it.

The Martin Wilson School

Address:	New Park Road, Shrewsbury, SY1 2SP
School type:	Foundation school
Education phase:	Primary
Gender of entry:	Mixed
Ofsted rating:	2 Good | Inspected 01 Jul 2016
Local authority:	Shropshire
Headteacher/ Principal:	Mr David Purslow
Age range:	3 to 11
Religious character:	Does not apply
Admissions policy:	Unknown
Unique reference:	123447
Website:	School website
Apply for a place:	Primary
Further information:	Get information about schools
Compare similar schools:	**Primary**

This is revised data for 2017/2018

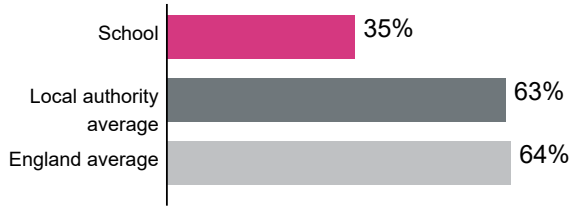
▼ About these results

> This page shows revised results data for pupils who completed key stage 2 in the summer of 2018. These figures were published in December 2018.

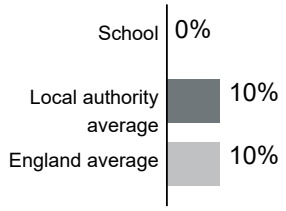
Progress score in reading, writing and maths

Reading	Writing	Maths
Well below average -4.1	Well below average -3.9	Well below average -4.2

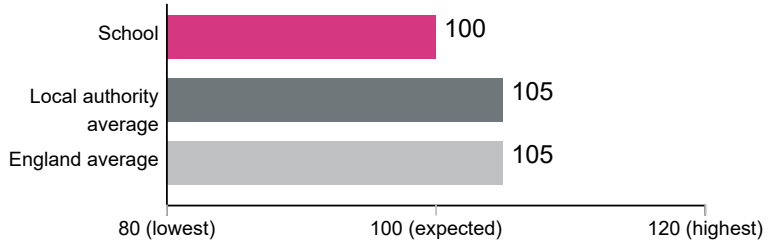
Pupils meeting expected standard in reading, writing and maths



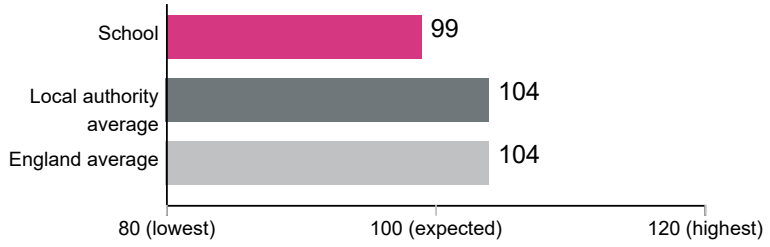
Pupils achieving at a higher standard in reading, writing and maths



Average score in reading



Average score in maths



Results over time

Progress in reading

Progress scores are not directly comparable between years because of changes in the distribution of scores. This means we have to adjust the thresholds for the progress bandings each year. However, a change in a school's progress banding is indicative of a change in its performance. For example, a school that had a progress banding of 'average' in 2016 and 'above average' in 2017 is likely to have improved the progress made with its pupils. This measure was first recorded in 2016.

2016	
School progress score	-4.2
Confidence interval	(-6.7 to -1.7)
Progress description	Well below average
Local authority state-funded schools	0
England state-funded schools	0.0

2017	
School progress score	-2.4
Confidence interval	(-5.2 to 0.4)
Progress description	Average
Local authority state-funded schools	0.2
England state-funded schools	0.0

2018	
School progress score	-4.1
Confidence interval	(-7 to -1.2)
Progress description	Well below average
Local authority state-funded schools	0
England state-funded schools	0.0

Progress in writing

Progress scores are not directly comparable between years because of changes in the distribution of scores. This means we have to adjust the thresholds for the progress bandings each year. However, a change in a school's progress banding is indicative of a change in its performance. For example, a school that had a progress banding of 'average' in 2016 and 'above average' in 2017 is likely to have improved the progress made with its pupils. This measure was first recorded in 2016.

2016

School progress score	-3.3
Confidence interval	(-5.8 to -0.8)
Progress description	Below average
Local authority state-funded schools	-1.3
England state-funded schools	0.0

2017

School progress score	-1.2
Confidence interval	(-3.9 to 1.5)
Progress description	Average
Local authority state-funded schools	-0.6
England state-funded schools	0.0

2018

School progress score	-3.9
Confidence interval	(-6.7 to -1.1)
Progress description	Well below average
Local authority state-funded schools	-0.6
England state-funded schools	0.0

Progress in maths

Progress scores are not directly comparable between years because of changes in the distribution of scores. This means we have to adjust the thresholds for the progress bandings each year. However, a change in a school's progress banding is indicative of a change in its performance. For example, a school that had a progress banding of 'average' in 2016 and 'above average' in 2017 is likely to have improved the progress made with its pupils. This measure was first recorded in 2016.

2016

School progress score	-6.6
Confidence interval	(-8.7 to -4.5)
Progress description	Well below average
Local authority state-funded schools	-0.4

England state-funded schools	0.0

2017

School progress score	-2.5
Confidence interval	(-5 to 0)
Progress description	Average
Local authority state-funded schools	-0.5
England state-funded schools	0.0

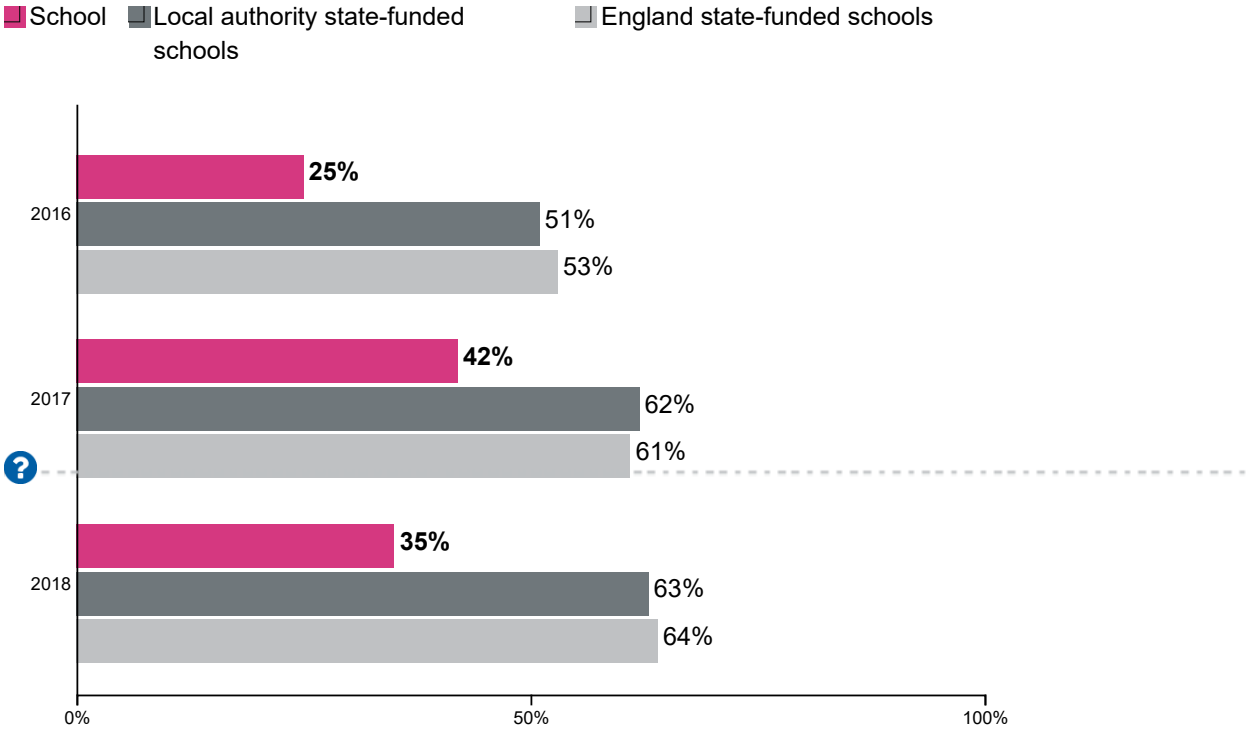
2018

School progress score	-4.2
Confidence interval	(-6.9 to -1.5)
Progress description	Well below average
Local authority state-funded schools	-0.5
England state-funded schools	0.0

Pupils meeting expected standard in reading, writing and maths

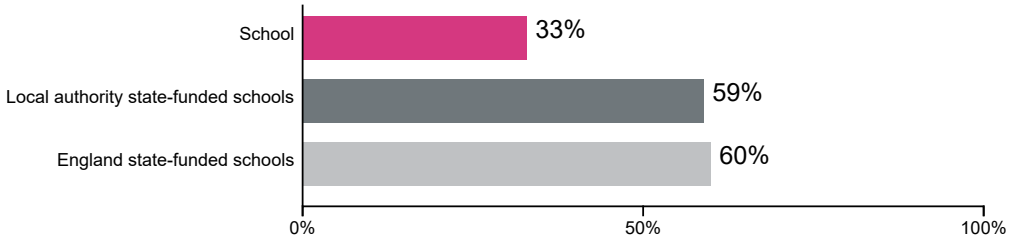
This measure was first recorded in 2016

Results over 3 years



Average % of pupils meeting the expected standard in 2016-2018

Three year average

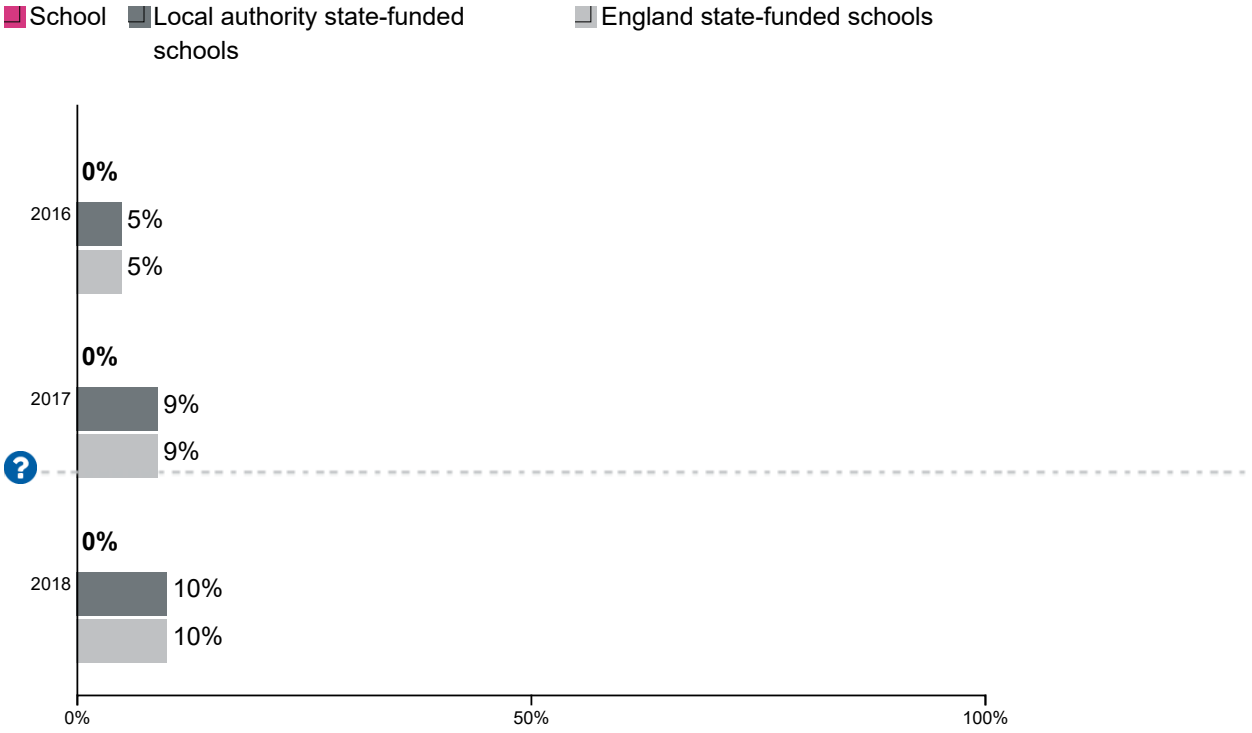


Percentage of pupils meeting the expected standard in 2016-2018

Pupils achieving at a higher standard in reading, writing and maths

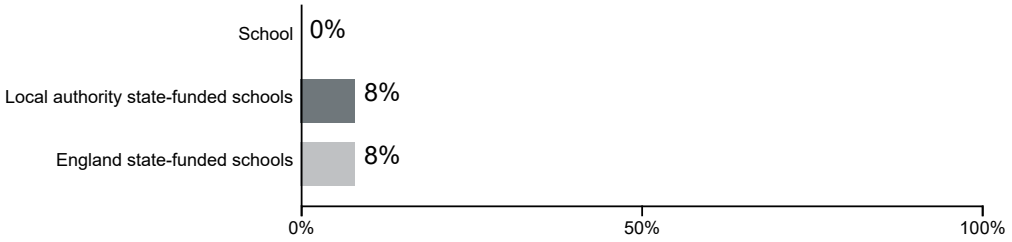
This measure was first recorded in 2016

Results over 3 years



Average % of pupils achieving at a higher standard in 2016-2018

Three year average

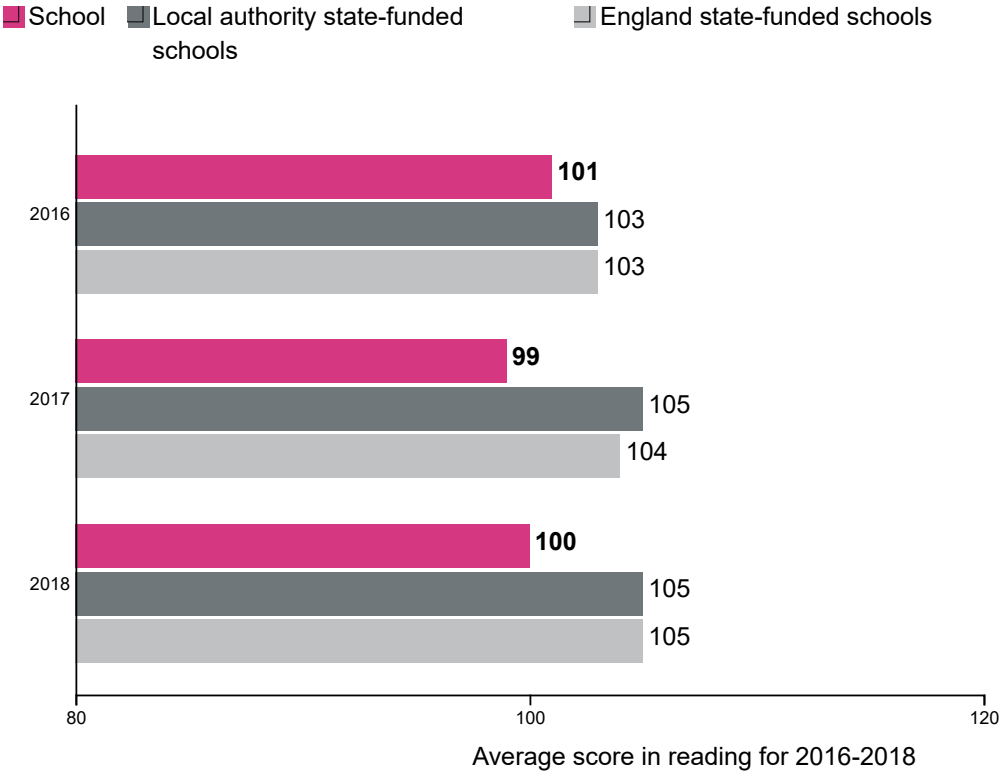


Percentage of pupils achieving at a higher standard in 2016-2018

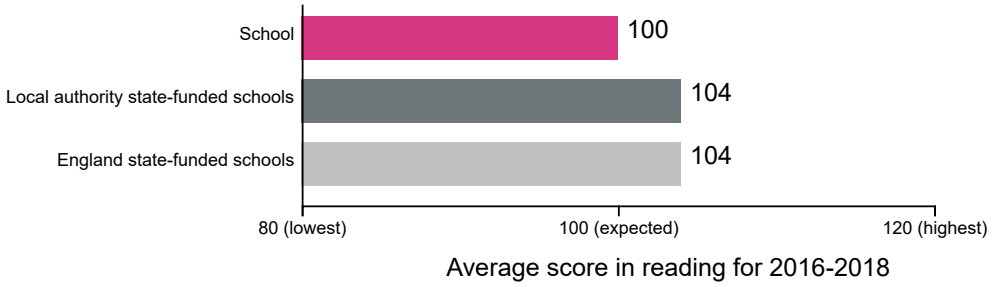
Average score in reading

This measure was first recorded in 2016

Results over 3 years



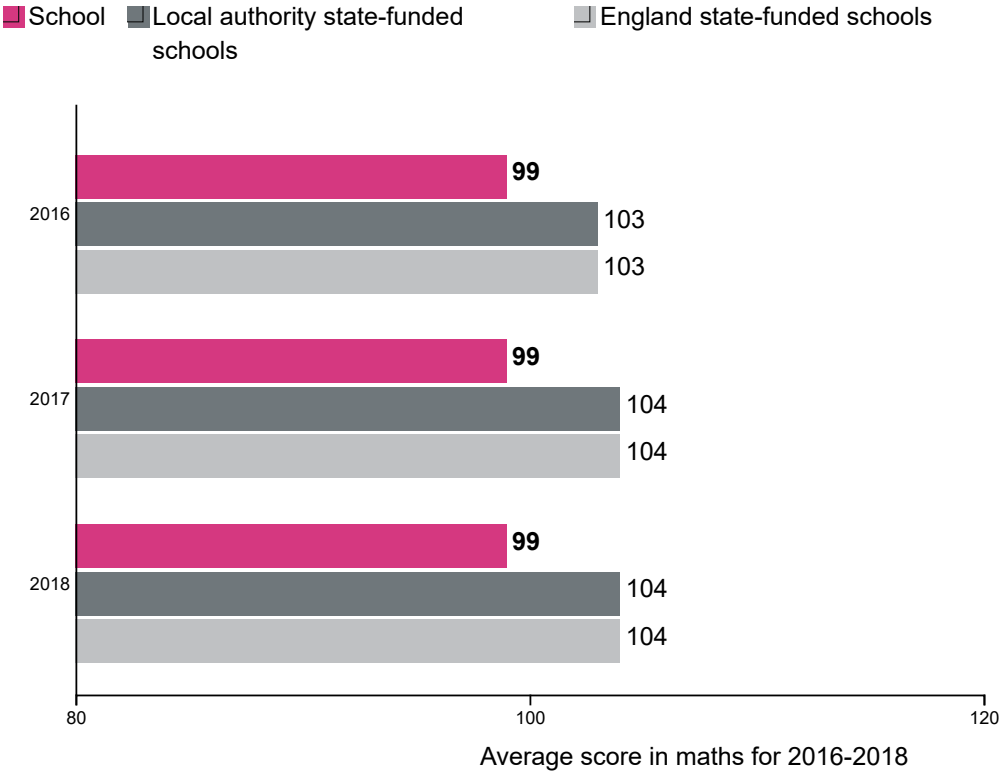
Three year average



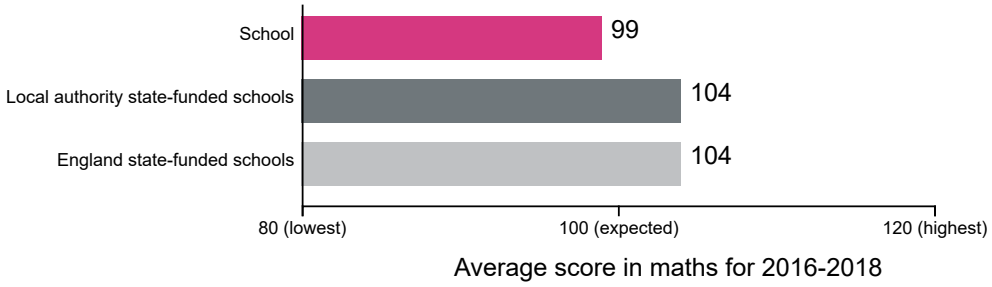
Average score in maths

This measure was first recorded in 2016

Results over 3 years



Three year average



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)	SUPP	0.2 (-0.1 to 0.5)	0.3 (0 to 0)
Progress in writing (score, description and confidence intervals)	SUPP	-0.4 (-0.6 to -0.2)	0.2 (0 to 0)
Progress in maths (score, description and confidence intervals)	SUPP	-0.4 (-0.6 to -0.2)	0.3 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	SUPP	68%	70%
Percentage of pupils achieving a high standard in reading, writing and maths	SUPP	12%	12%
Average score in reading	SUPP	106	106
Average score in maths	SUPP	105	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	17	2	7	7
Progress in reading (score, description and confidence intervals)	-4.1 (-7 to -1.2)	SUPP	-5.3 (-9.7 to -0.9)	-3.1 (-7.5 to 1.3)

	All pupils	Low prior attainers	Middle prior attainers	High prior attainers
Progress in writing (score, description and confidence intervals)	-3.9 (-6.7 to -1.1)	SUPP	-8.2 (-12.4 to -4)	-1.4 (-5.6 to 2.8)
Progress in maths (score, description and confidence intervals)	-4.2 (-6.9 to -1.5)	SUPP	-5.3 (-9.3 to -1.3)	-4.4 (-8.4 to -0.4)
Percentage of pupils meeting the expected standard in reading, writing and maths	35%	SUPP	0%	86%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	SUPP	0%	0%
Average score in reading	100	SUPP	98	107
Average score in maths	99	SUPP	97	105

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)	-4.1 (-7 to -1.2)	SUPP
Progress in writing (score, description and confidence intervals)	-3.9 (-6.7 to -1.1)	SUPP
Progress in maths (score, description and confidence intervals)	-4.2 (-6.9 to -1.5)	SUPP
Percentage of pupils meeting the expected standard in reading, writing and maths	35%	SUPP
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	SUPP
Average score in reading	100	SUPP
Average score in maths	99	SUPP

Girls and boys

	All pupils	Girls	Boys
Progress in reading (score, description and confidence intervals)	-4.1 (-7 to -1.2)	SUPP	-3.7 (-7.2 to -0.2)
Progress in writing (score, description and confidence intervals)	-3.9 (-6.7 to -1.1)	SUPP	-4.7 (-8.1 to -1.3)
Progress in maths (score, description and confidence intervals)	-4.2 (-6.9 to -1.5)	SUPP	-3.4 (-6.6 to -0.2)
Percentage of pupils meeting the expected standard in reading, writing and maths	35%	SUPP	33%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	SUPP	0%

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)	-4.1 (-7 to -1.2)	-4.1 (-7 to -1.2)
Progress in writing (score, description and confidence intervals)	-3.9 (-6.7 to -1.1)	-3.9 (-6.7 to -1.1)
Progress in maths (score, description and confidence intervals)	-4.2 (-6.9 to -1.5)	-4.2 (-6.9 to -1.5)
Percentage of pupils meeting the expected standard in reading, writing and maths	35%	38%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	0%
Average score in reading	100	101
Average score in maths	99	100

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.