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Now published: 16-18 remaining measures, 2017 absence data and time series data.

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See [publication timetable \(/publication-timetable/\)](/publication-timetable/) for full details. [We no longer grant 24 hour pre-release access to media organisations \(https://www.gov.uk/government/organisations/department-for-education/about/statistics#announcements\)](https://www.gov.uk/government/organisations/department-for-education/about/statistics#announcements).

Victoria Primary Academy

Address:	Ivy Avenue, Leeds, LS9 9ER
School type:	Academy - Converter Mainstream
Education phase:	Primary
Multi-academy trust (MAT):	Wellspring Academy Trust (/multi-academy-trust/5252)
Gender of entry:	Mixed
Ofsted rating:	3 Requires Improvement Inspected 13 Nov 2013
Local authority:	Leeds (/find-a-school-in-england?searchtype=search-by-la&la=383)
Headteacher/ Principal:	Mrs Amanda Green
Age range:	3 to 11
Religious character:	Does not apply
Admissions policy:	Unknown
Unique reference:	142450
Apply for a place:	Apply for a primary school place (https://www.gov.uk/apply-for-primary-school-



[place](#))

Compare similar schools: **Primary** (</school/similar/142450?phase=ks2>)

▼ [About these results](#)

This page shows [final](#) results data for pupils who completed [key stage 2](#) in the summer of 2017. These figures were published in December 2017.

Progress score in reading, writing and maths

Reading

Below average -2.2

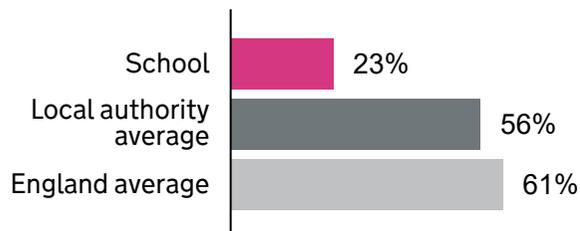
Writing

Average -0.4

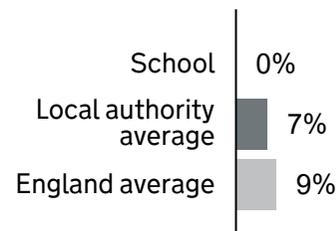
Maths

Below average -3.3

Pupils meeting expected standard in reading, writing and maths

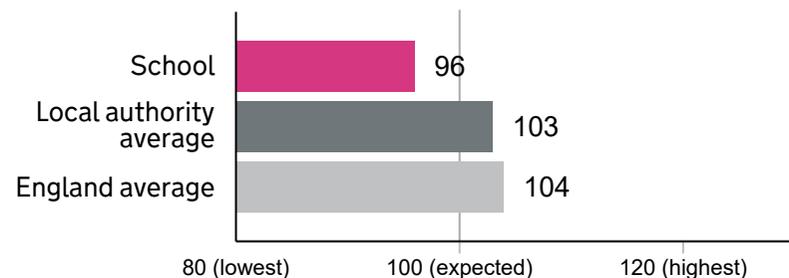
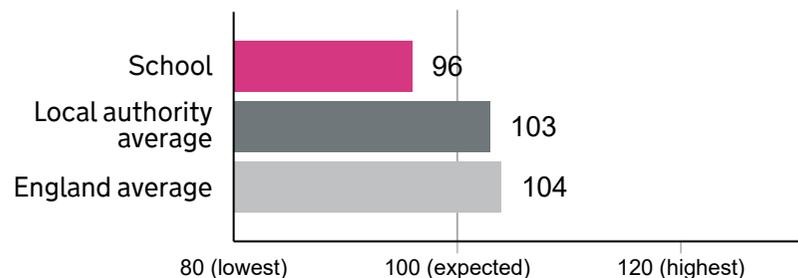


Pupils achieving at a higher standard in reading, writing and maths



Average score in reading

Average score in maths



Results over time

These measures were first recorded in 2016, so 2 years of results are shown. You can also [download historical performance data back to 1991 \(/download-data\)](#).

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 final	2017 final
School	-0.5 Average (-2.4 to 1.4)	-2.2 Below average (-3.9 to -0.5)
Local authority	Average 0	Average 0.1
England state-funded schools	0.0	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 final	2017 final
School	1.5 Average (-0.4 to 3.4)	-0.4 Average (-2.1 to 1.3)
Local authority	Below average -0.6	Below average -0.6
England state-funded schools	0.0	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 final	2017 final
School	-0.6 Average (-2.2 to 1)	-3.3 Below average (-4.8 to -1.8)

Local authority	Above average 0.2	Above average 0.3
England state-funded schools	0.0	0.0

Pupils meeting expected standard in reading, writing and maths

This measure was first recorded in 2016.

	2016 final	2017 final
School	47%	23%
Local authority	48%	56%
England state-funded schools	53%	61%
England all schools	53%	61%

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

This measure was first recorded in 2016.

	2016 final	2017 final
School	0%	0%
Local authority	4%	7%
England state-funded schools	5%	9%
England all schools	5%	9%

Average score in reading

This measure was first recorded in 2016.

	2016 final	2017 final
School	99	96
Local authority	102	103
England state-funded schools	103	104
England all schools	103	104

Average score in maths

This measure was first recorded in 2016.

	2016 final	2017 final
School	99	96
Local authority	102	103
England state-funded schools	103	104
England all schools	103	104

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	England state-funded schools other pupils
Progress in reading (score, description and confidence intervals)	-3.6 Well below average (-5.7 to -1.5)	0.3 Average (0.0 to 0.0)

Progress in writing (score, description and confidence intervals)	-0.8 Average (-2.9 to 1.3)	0.2 Average (0.0 to 0.0)
Progress in maths (score, description and confidence intervals)	-4.2 Well below average (-6.0 to -2.4)	0.3 Average (0.0 to 0.0)
Percentage of pupils meeting the expected standard	11%	67%
Percentage of pupils achieving a high standard	0%	11%
Average score in reading	93	105
Average score in maths	93	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](#) (<https://www.gov.uk/government/publications/primary-school-accountability>).

All pupils	Low prior attainers	Middle prior attainers	High prior attainers
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Pupils eligible for key stage 2 assessment	60	18	37	0
Progress in reading (score, description and confidence intervals)	-2.2 Below average (-3.9 to -0.5)	-3.1 Well below average (-6.1 to -0.1)	-1.8 Average (-3.8 to 0.2)	NA
Progress in writing (score, description and confidence intervals)	-0.4 Average (-2.1 to 1.3)	2.4 Average (-0.7 to 5.5)	-1.6 Average (-3.6 to 0.4)	NA
Progress in maths (score, description and confidence intervals)	-3.3 Below average (-4.8 to -1.8)	-2.8 Below average (-5.4 to -0.2)	-3.5 Well below average (-5.3 to -1.7)	NA
Percentage of pupils meeting the expected standard in reading, writing and maths	23%	0%	35%	=
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	0%	0%	=
Average score in reading	96	89	101	=
Average score in maths	96	89	99	=

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)	-2.2 Below average (-3.9 to -0.5)	NA
Progress in writing (score, description and confidence intervals)	-0.4 Average (-2.1 to 1.3)	NA
Progress in maths (score, description and confidence intervals)	-3.3 Below average (-4.8 to -1.8)	NA
Percentage of pupils meeting the expected standard in reading, writing and maths	23%	SUPP
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	SUPP
Average score in reading	96	SUPP
Average score in maths	96	SUPP

Girls and boys

	All pupils	Girls	Boys
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Progress in reading (score, description and confidence intervals)	-2.2 Below average (-3.9 to -0.5)	-2.1 Average (-4.4 to 0.2)	-2.3 Average (-4.6 to 0.0)
Progress in writing (score, description and confidence intervals)	-0.4 Average (-2.1 to 1.3)	-0.4 Average (-2.7 to 1.9)	-0.4 Average (-2.8 to 2.0)
Progress in maths (score, description and confidence intervals)	-3.3 Below average (-4.8 to -1.8)	-2.9 Below average (-5.0 to -0.8)	-3.6 Well below average (-5.7 to -1.5)
Percentage of pupils meeting the expected standard in reading, writing and maths	23%	28%	19%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	0%	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)	-2.2 Below average (-3.9 to -0.5)	-2.2 Below average (-3.9 to -0.5)

Progress in writing (score, description and confidence intervals)	-0.4 Average (-2.1 to 1.3)	-0.4 Average (-2.1 to 1.3)
Progress in maths (score, description and confidence intervals)	-3.3 Below average (-4.8 to -1.8)	-3.3 Below average (-4.8 to -1.8)
Percentage of pupils meeting the expected standard in reading, writing and maths	23%	23%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	0%
Average score in reading	96	96
Average score in maths	96	96

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: Where there are 5 or fewer pupils or students covered by the measure at the school or college (10 in the case of pupil or student destinations measures), we avoid making these figures public to protect the privacy of those individuals.

Further guidance

Read the [guidance about using the school performance tables](https://www.gov.uk/government/collections/school-performance-tables-about-the-data) (<https://www.gov.uk/government/collections/school-performance-tables-about-the-data>).

Read more information about the [key stages and the national curriculum](https://www.gov.uk/national-curriculum) (<https://www.gov.uk/national-curriculum>).

[Print full information about this school/college](#)

