

Super School Profile

Keyworth Primary School

2022

Produced by Mime
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About this Profile

Welcome to the 2022 Super School Profile for Keyworth Primary School. The Profile provides a comprehensive summary of numerous aspects of a school, including attainment and progress information, contextual analysis and attendance information, all in one place.

The Super School Profile provides you with:

- Headline analysis across a range of topics
- Visual cues to help you easily pull out key points from the analysis
- Benchmark information so you know how the school compares to averages
- Time series information so you can see direction of travel

The Profile is intended for use by headteachers, senior leadership teams, governors, link inspectors and anyone interested in getting a comprehensive, yet easy-to-digest overview of a school. The Profile may be particularly valuable in the run up to an Ofsted inspection, but it is expected to be a useful guide throughout the year.

How should I be using the Super School Profile?

The Super School Profile is designed for anyone with an interest in your school's performance to get a strategic view of the key issues for your school, and it is up to you how you choose to use it.

Where does the data in the Super School Profile come from?

All data sources and some caveats to consider when looking at the analysis are detailed in the Appendix.

Important Information about Key Stage 2 Analysis

The KS2 attainment and progress analysis for 2022 is based on early, unvalidated data which includes pupils who were recently arrived from overseas. Note that these new arrivals may be discounted from ASP and IDSR data and therefore the analysis in the Profile may differ from the final published figures.

Explanation of Colour Coding Used

What do the coloured arrows mean in the analysis?

The Super School Profile allows you to compare your school's current performance with other comparators (e.g. a prior year or the England average). To aid this comparison, some of the tables of data include green and red arrows showing how your school compares. For attainment measures, the shading varies depending on how far above or below the comparator your school is. If the difference is the equivalent of 3 or more pupils, the arrow has a darker shade. The arrows do not indicate statistical significance.

Key

- ↑ ≥3 pupils better than the comparator
- ↑ ≥1 pupil better than the comparator
- No arrow means the difference is within the equivalent of 1 pupil
- ↓ ≥1 pupil below the comparator
- ↓ ≥3 pupils below the comparator

Worked Example - Attainment

In this example the school has 50 pupils and therefore each pupil is 2% of the cohort (i.e. 100%/50). Hence, darker shades are used for differences of at least 6% (i.e. 3 x 2%).

Indicator	School (50 Pupils)	Comparisons		
		LA	England	
% Expected	Reading	66%	78% ↓	76% ↓
	Writing	74%	77% ↓	70% ↑
	Maths	88%	73% ↑	76% ↑
	RWM	66%	56% ↑	65%

Name of indicator

Your school's latest year's performance

The green up arrow shows that the school performance is higher than the LA comparison for RWM. The arrow is dark green because it is at least the equivalent of 3 pupils (6%) better than the LA average

The red down arrow shows that the school performance is lower than the England comparison for reading. The arrow is dark red because it is at least the equivalent of 3 pupils (6%) worse than the England average

The school performance is greater than the England average for writing. However, the difference is less than 3 pupils different (6%) so the arrow is lightly shaded

There is no arrow for writing because the difference between the school and England percentage is less than what one pupil is equal to (2%)

Colour coding on the Attainment & Progress Summary

The attainment and progress summary page uses colour coding in the same way as described in the example above. However, colour is used in the background shading of the school percentages, rather than on arrows, to compare school performance with England averages for the last four years.

Shading used on the Attainment Pupil Groups Grids

The detailed analysis of performance by pupil groups uses shading to highlight groups that perform above or below average. Note that this does not mean their performance is particularly high or low compared to the same group of pupils elsewhere. Where the group performs at least 10% above or below the 'All Pupils' figure, a darker shade will be used. If the gap is at least 5% a lighter shade will be used. Small groups of 3 or less are in grey font and never shaded green or red.

Colour coding in the Pupil Behaviour section

Where the exclusion rate is lower than the comparator rate, it is indicated with a dark green down arrow (since lower rates are better than higher rates). Any rate that is higher than the comparator rate is shown with a dark red up arrow. In other cases, the arrows may be black because there is no "better or worse" judgement that can be applied.



1. Attainment & Progress

*Analysis of end of year assessments from EYFSP
through to Key Stage 2*

Questions to Consider

Questions to consider when reviewing attainment analysis

This section considers analysis across the whole of the primary phase, using similar types of analysis for each assessment. As such, there are a number of key questions that you should consider when reviewing the analysis in this section. For example:

- 1 How do your school results compare with LA and national figures? Are there any noticeable differences or common patterns? Can the reasons why be identified?
- 2 Can you identify a clear trend in your school performance, and how does this compare to the trends for the LA or England? Can the reasons for changes be identified? Are they linked to random fluctuations, changes in cohort size or 'real' changes in policy and practice?
- 3 How does the performance of particular groups of pupils compare with your school as a whole, and for the LA averages for that pupil group? Furthermore are the issues identified consistent across year groups? Are additional resources needed to support particular groups of pupils?
- 4 Can you identify any specific intervention/strategy that enabled certain pupils to attain above the expected standard? If yes, how can the school develop and share what has worked well throughout the school?
- 5 Were pupils who attained below the expected standard identified as being 'at risk' of underachieving? If so, what actions were taken?
- 6 If particular curriculum strengths have been identified, consider any strategies in place that may have positively impacted on a subject. Or if curriculum weaknesses have been identified, what possible improvement strategies could be implemented for these subjects? How far are the strengths and weaknesses identified specific to a particular year group or are they the same for the school as a whole?
- 7 Are there implications from the analysis for teaching and learning strategies, planning, assessment, professional development, provision or interventions?

Additional questions to consider when reviewing KS1 to KS2 progress analysis

- 1 Are there noticeable differences between the progress pupils made from KS1 to KS2 in reading, writing and in maths? Can the reasons why be identified?
- 2 Which pupils do not have KS1 prior attainment and are therefore not included in the KS2 progress analysis? How might you measure progress for them?

Note on vulnerable pupils analysis

It is important to note that the numbers of pupils in certain groups can be small. Therefore, particular care should be taken when analysing the results of small groups as the effect of one additional pupil on a small group of pupils can be considerable (for larger groups the effect will be less marked).

Attainment & Progress Summary (2022)

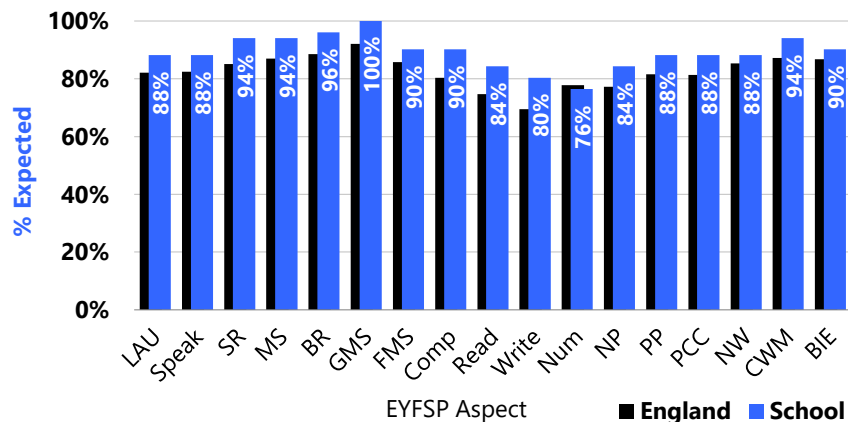
		School - Over Time					England - Over Time					2022 Difference from England					
		School 2017	School 2018	School 2019	School 2022	School Change from 2019	Eng 2017	Eng 2018	Eng 2019	Eng 2022	Provisional						
EYFSP	GLD	76%	78%	75%	76%	+1%					71%	72%	72%	65%	+11%		
	Average Score	34.3	35.4	34.9	32.2	-2.7					34.5	34.6	34.6	31.0	+1.2		
Yr1 Phonics	Achieving Threshold	84%	85%	83%	85%	+2%				81%	82%	82%	76%	+9%			
KS1 Expected Standard	Reading TA	73%	76%	80%	82%	+2%				76%	75%	75%	67%	+15%			
	Writing TA	66%	76%	76%	64%	-12%				68%	70%	69%	58%	+6%			
	Maths TA	75%	81%	83%	76%	-7%				75%	76%	76%	68%	+8%			
KS1 Greater Depth	Reading TA	23%	24%	35%	24%	-11%				25%	26%	25%	18%	+6%			
	Writing TA	18%	24%	33%	6%	-27%				16%	16%	15%	8%	-2%			
	Maths TA	23%	29%	28%	15%	-13%				21%	22%	22%	15%	-			
KS2 Expected Standard	Reading Test	60%	71%	79%	75%	-4%				72%	75%	74%	74%	+1%			
	Writing TA	60%	71%	77%	67%	-10%				77%	78%	79%	69%	-2%			
	Maths Test	66%	65%	81%	77%	-4%				75%	75%	79%	71%	+6%			
	RWM Test/TA	49%	57%	66%	62%	-4%				62%	64%	65%	58%	+4%			
	GPS Test	70%	75%	87%	79%	-8%				78%	78%	78%	72%	+7%			
KS2 Higher Standard	Reading Test	9%	6%	30%	27%	-3%				25%	28%	27%	28%	-1%			
	Writing TA	13%	12%	25%	13%	-12%				18%	20%	20%	13%	-			
	Maths Test	6%	18%	21%	31%	+10%				23%	24%	27%	22%	+9%			
	RWM Test/TA	6%	0%	11%	13%	+2%				9%	10%	11%	7%	+6%			
	GPS Test	26%	20%	34%	27%	-7%				31%	34%	36%	28%	-1%			
KS2 Progress	Reading Prog Score	-1.1	+0.2	+4.8	0.0	-4.8				0	0	0	0	-			
	Writing Prog Score	-3.3	+1.5	+4.0	+0.4	-3.6				0	0	0	0	+0.4			
	Maths Prog Score	+0.9	+0.7	+3.7	+1.5	-2.2				0	0	0	0	+1.5			

i) % Achieving Expected Level in Each Aspect of Learning

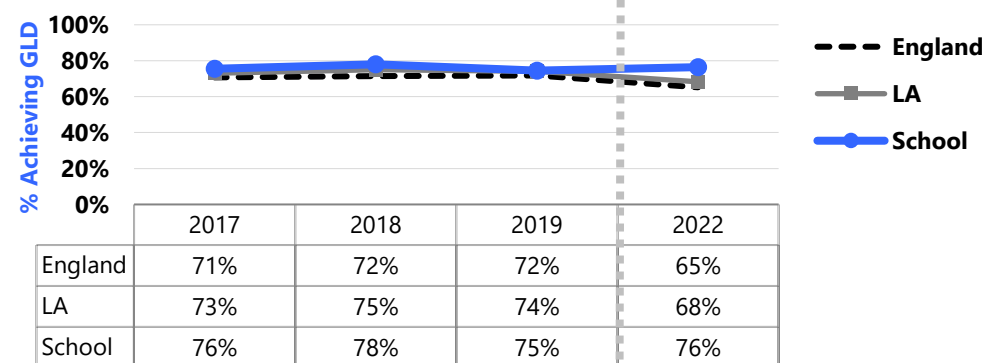
Aspect			Expected								
			Code	School				LA		England	
				2017	2018	2019	2022 (51 Pupils)	2019	2022	2019	2022
CL	Listening, attention and understanding	LAU	88%	88%	82%	88%	83%	80% ▲	86%	82% ▲	
	Speaking	Speak	83%	88%	82%	88%	83%	80% ▲	85%	83% ▲	
PSED	Self-regulation	SR	90%	96%	88%	94%	87%	84% ▲	89%	85% ▲	
	Managing self	MS	83%	94%	86%	94%	86%	85% ▲	87%	87% ▲	
	Building relationships	BR	88%	98%	92%	96%	87%	86% ▲	89%	89% ▲	
PD	Gross motor skills	GMS	95%	96%	92%	100%	89%	90% ▲	89%	92% ▲	
	Fine motor skills	FMS				90%		84% ▲		86% ▲	
Lit	Comprehension	Comp	78%	82%	78%	90%	77%	79% ▲	77%	80% ▲	
	Word reading	Read				84%		76% ▲		75% ▲	
	Writing	Write	78%	82%	75%	80%	76%	73% ▲	74%	70% ▲	
Math	Numbers	Num	85%	88%	78%	76%	81%	78% ▲	80%	78% ▲	
	Numerical patterns	NP				84%		78% ▲		77% ▲	
UTW	Past and present	PP	-	-	-	88%	-	80% ▲	-	82% ▲	
	People, culture and communities	PCC	85%	96%	80%	88%	84%	81% ▲	86%	81% ▲	
	The natural world	NW	85%	86%	80%	88%	84%	82% ▲	86%	85% ▲	
EAD	Creating with materials	CWM	90%	90%	88%	94%	88%	86% ▲	89%	87% ▲	
	Being imaginative and expressive	BIE	90%	98%	84%	90%	88%	86% ▲	89%	87% ▲	

NB. Prior year comparisons show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information

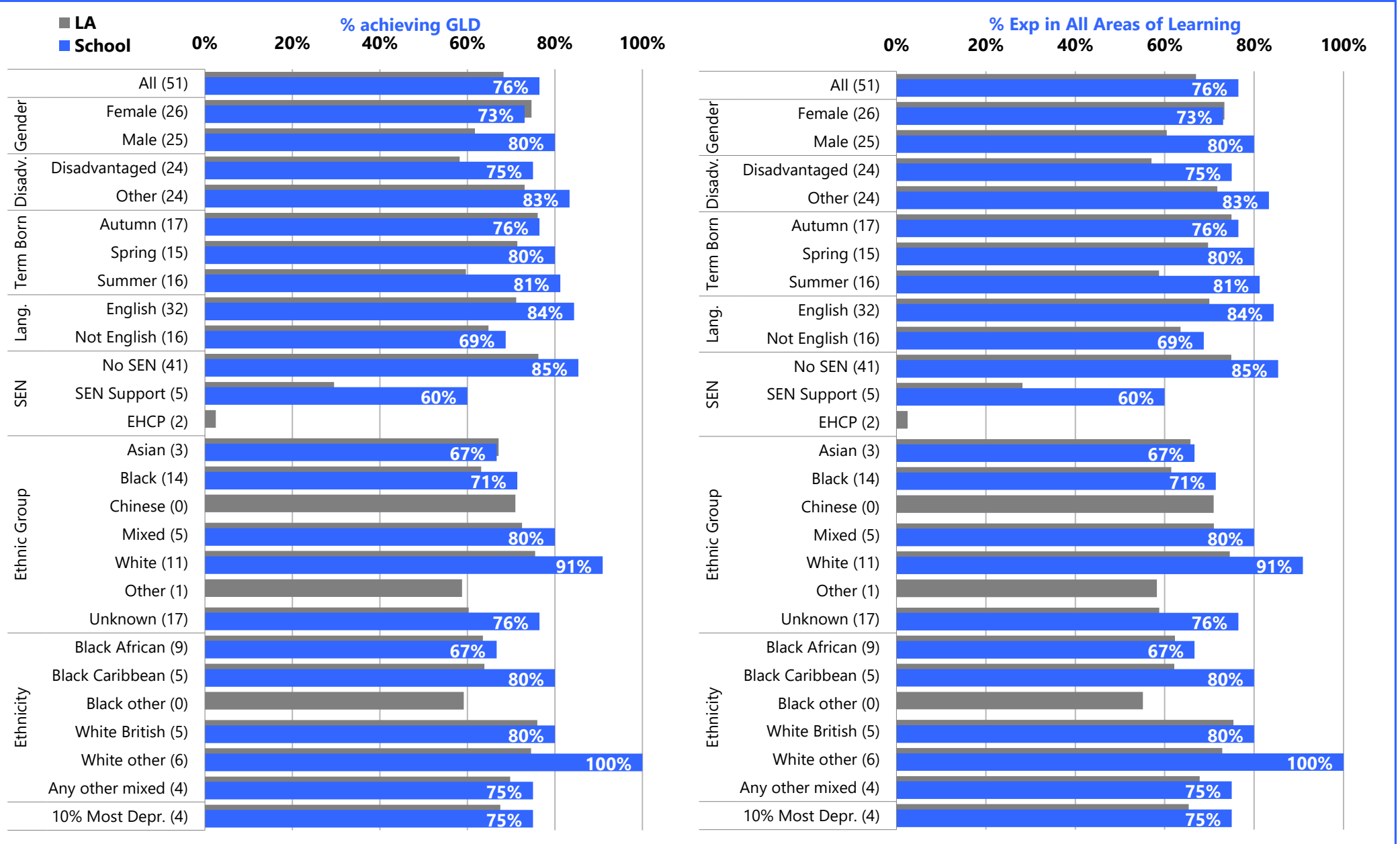
The arrows compare your school to the LA and England averages for the current year. See the Introduction for more details. Local authority data excludes pupils at PVI's.



ii) % Achieving Good Level of Development (Time Series)

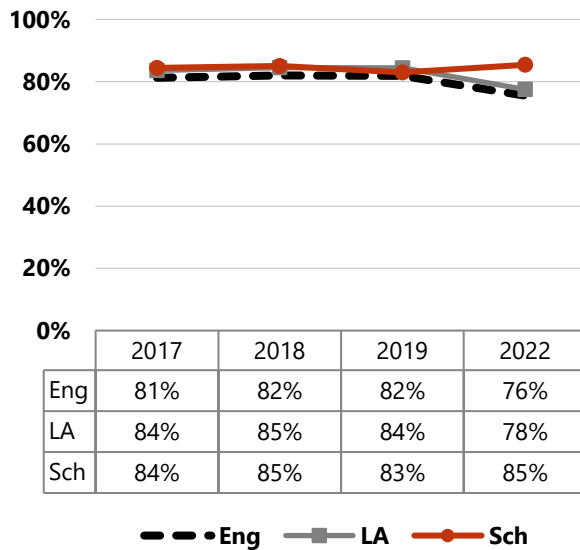


iii) Vulnerable Groups Analysis - % achieving GLD and % at Expectation in All Areas of Learning



i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2019
85%	78% ↑	76% ↑	83% ↑
48 pupils			

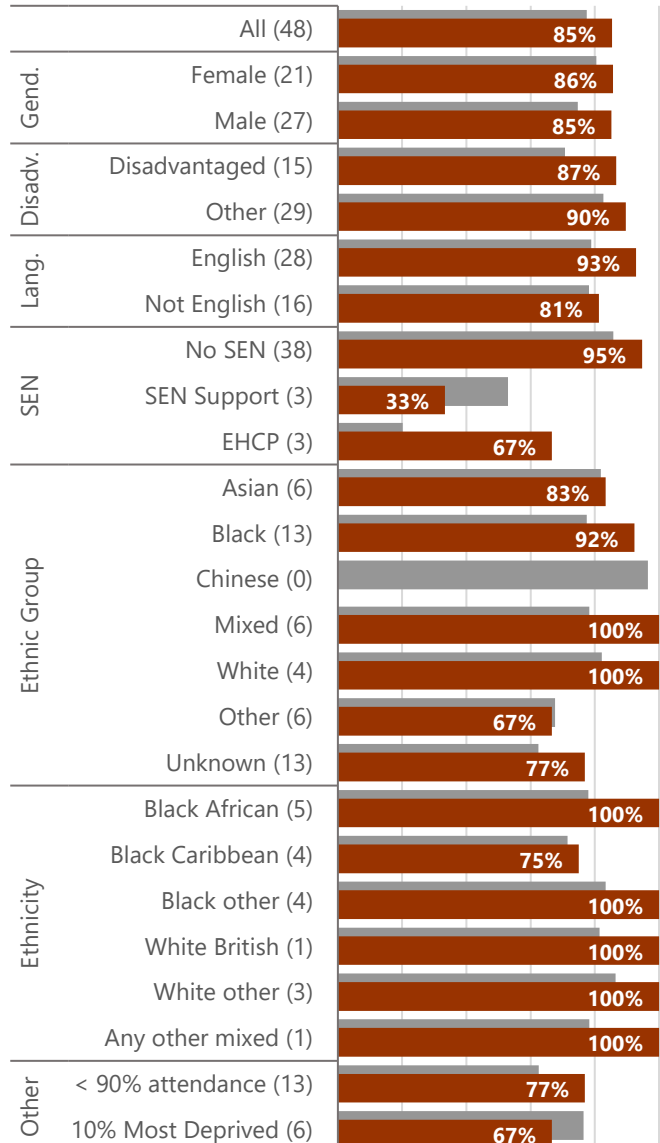


ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)

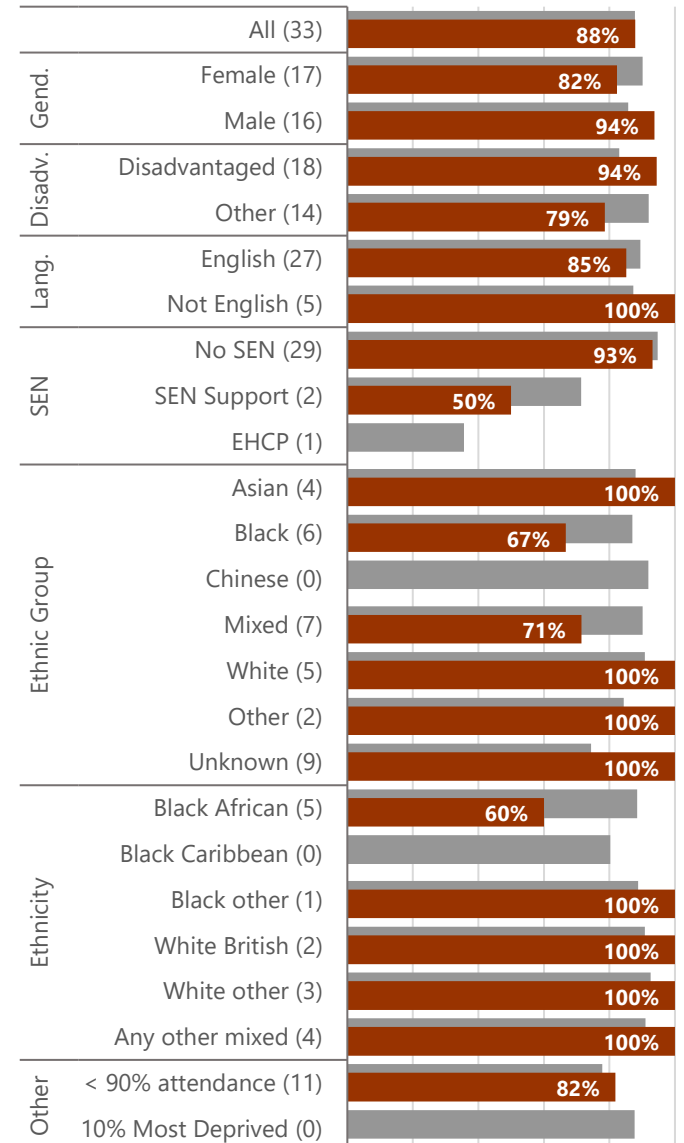
School	Comparisons	
	LA	Eng 2019
88%	88%	91% ↓
33 pupils		

iii) Vulnerable Groups Analysis

■ LA ■ School % Achieving Phonics Threshold in Yr1

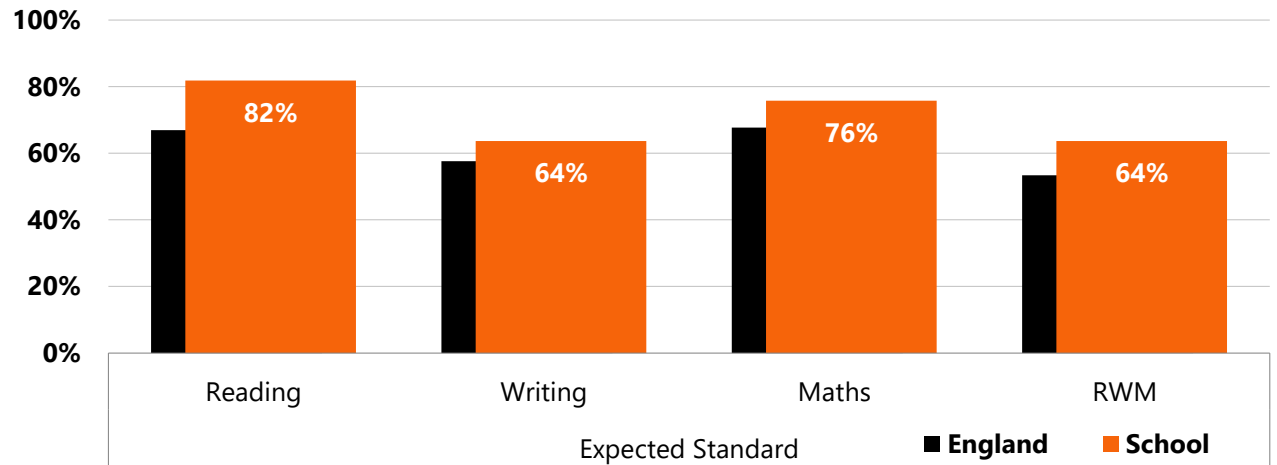


■ LA ■ School % Achieving Phonics Threshold by Yr2

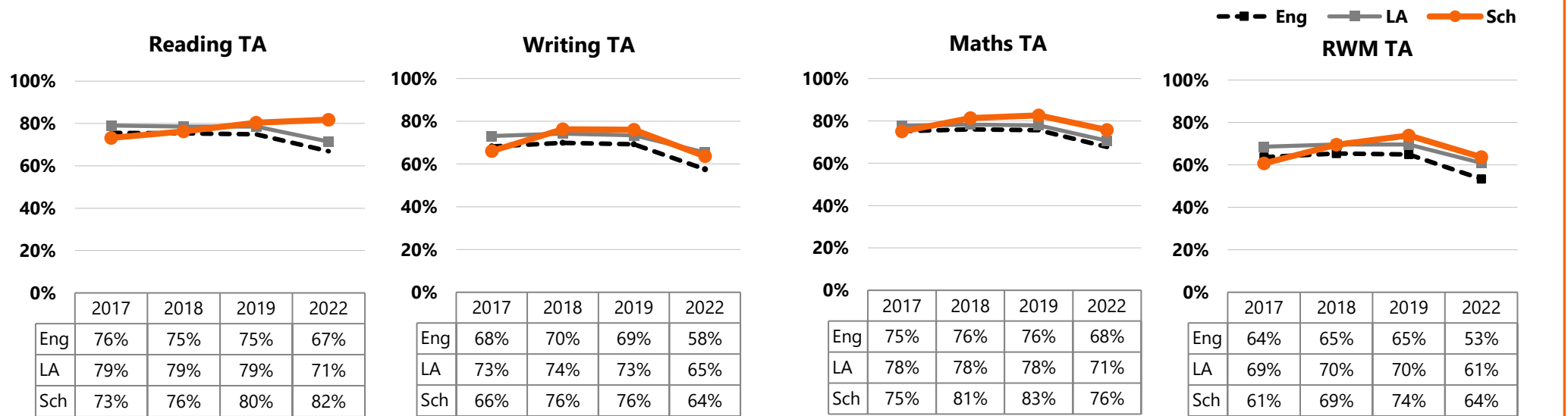


i) % Reaching Expected Standard

Indicator	School (33 Pupils)	Comparisons	
		LA	England
% Expected	Reading	82%	71% ↑ 67% ↑
	Writing	64%	65% 58% ↑
	Maths	76%	71% ↑ 68% ↑
	RWM	64%	61% 53% ↑

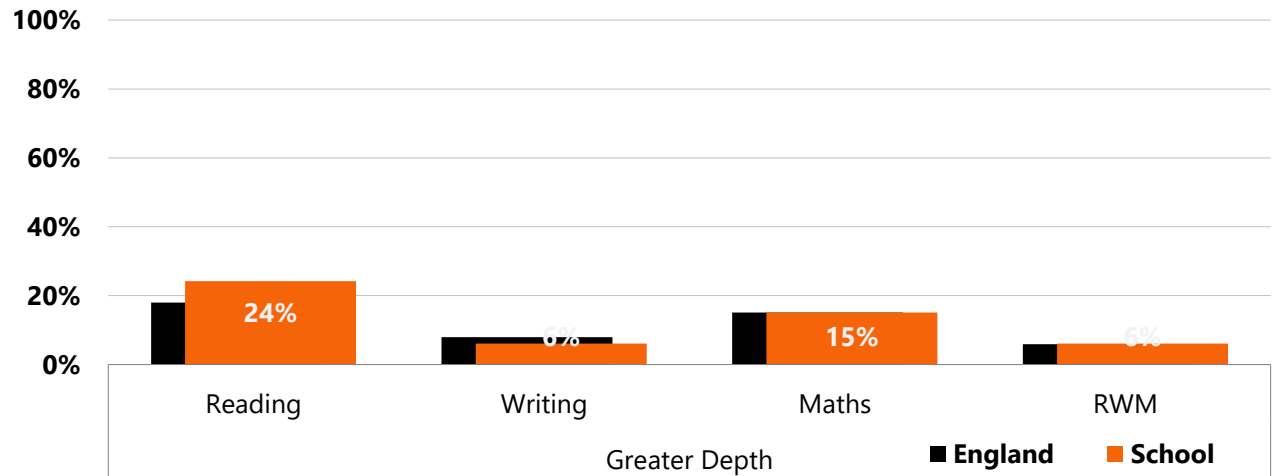


ii) % Reaching Expected Standard (Time Series)

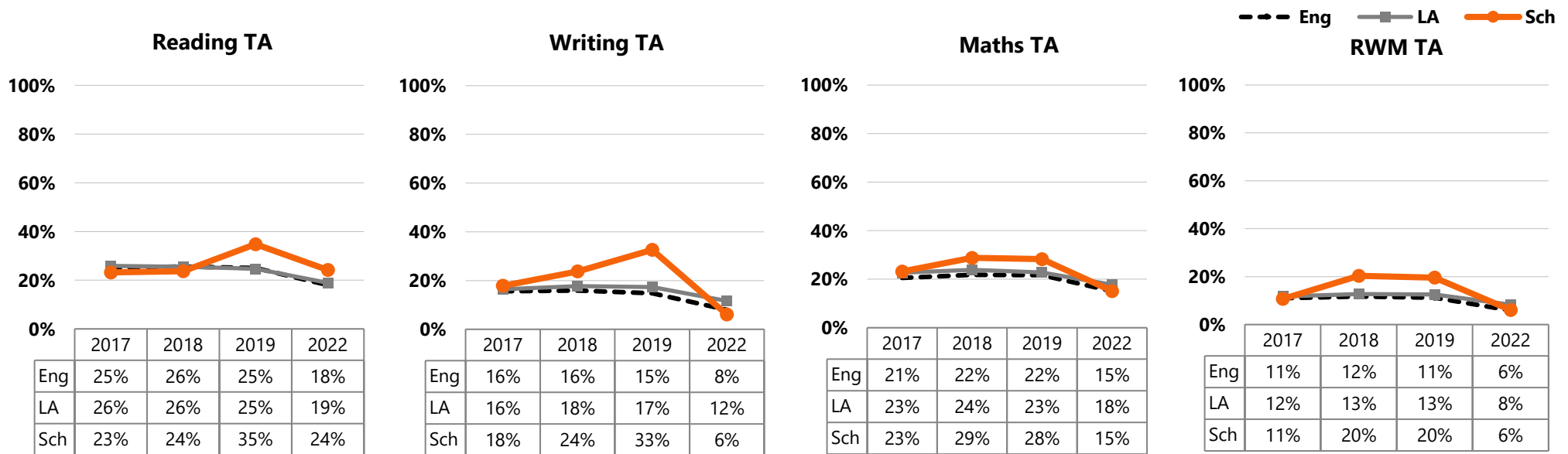


iii) % Working at Greater Depth

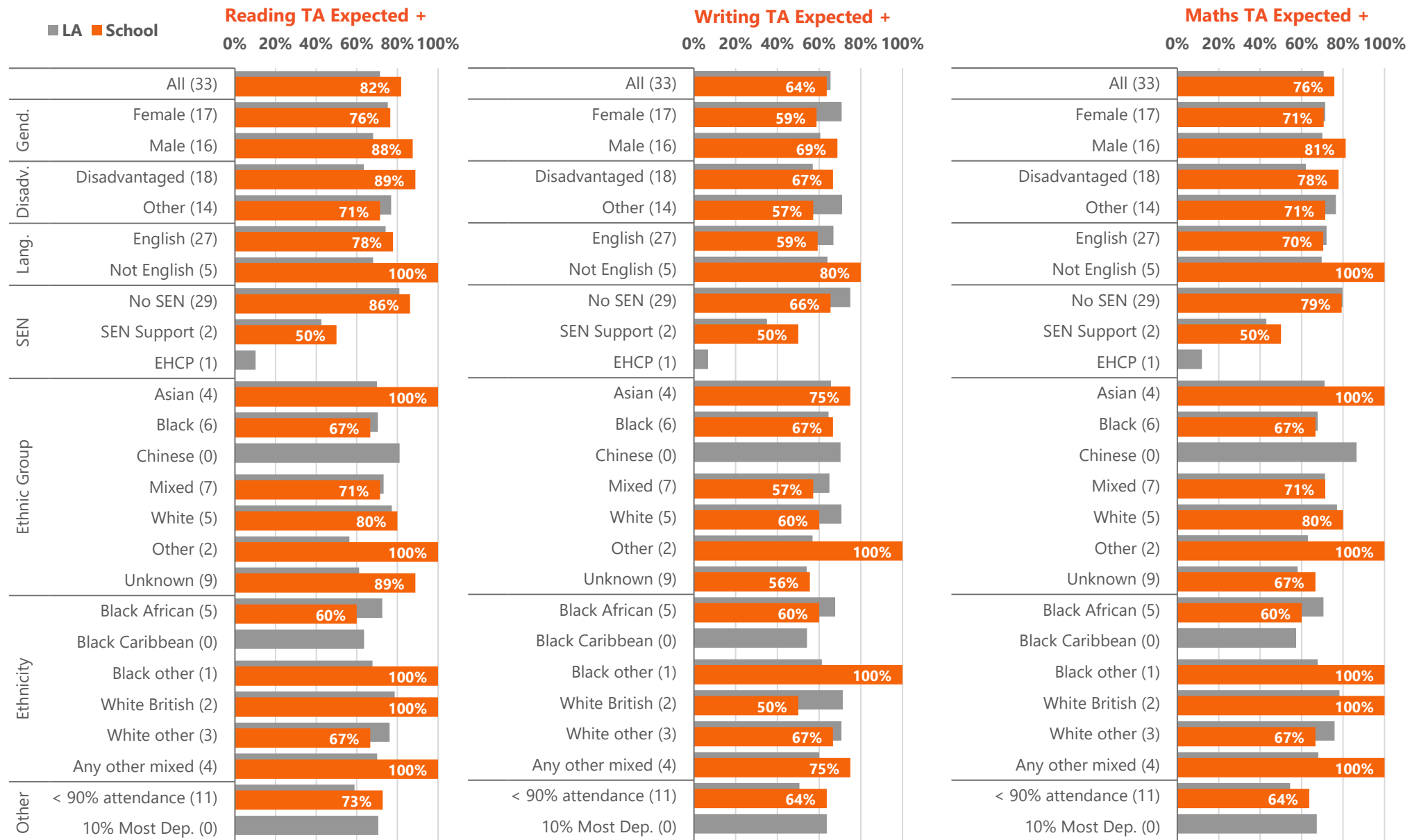
Indicator	School (33 Pupils)	Comparisons	
		LA	England
% Greater Depth	Reading	24%	19% ↑ 18% ↑
	Writing	6%	12% ↓ 8%
	Maths	15%	18% 15%
	RWM	6%	8% 6%



iv) % at Greater Depth (Time Series)



v) Vulnerable Groups Analysis - TA



vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Information on shading used can be found on page 4

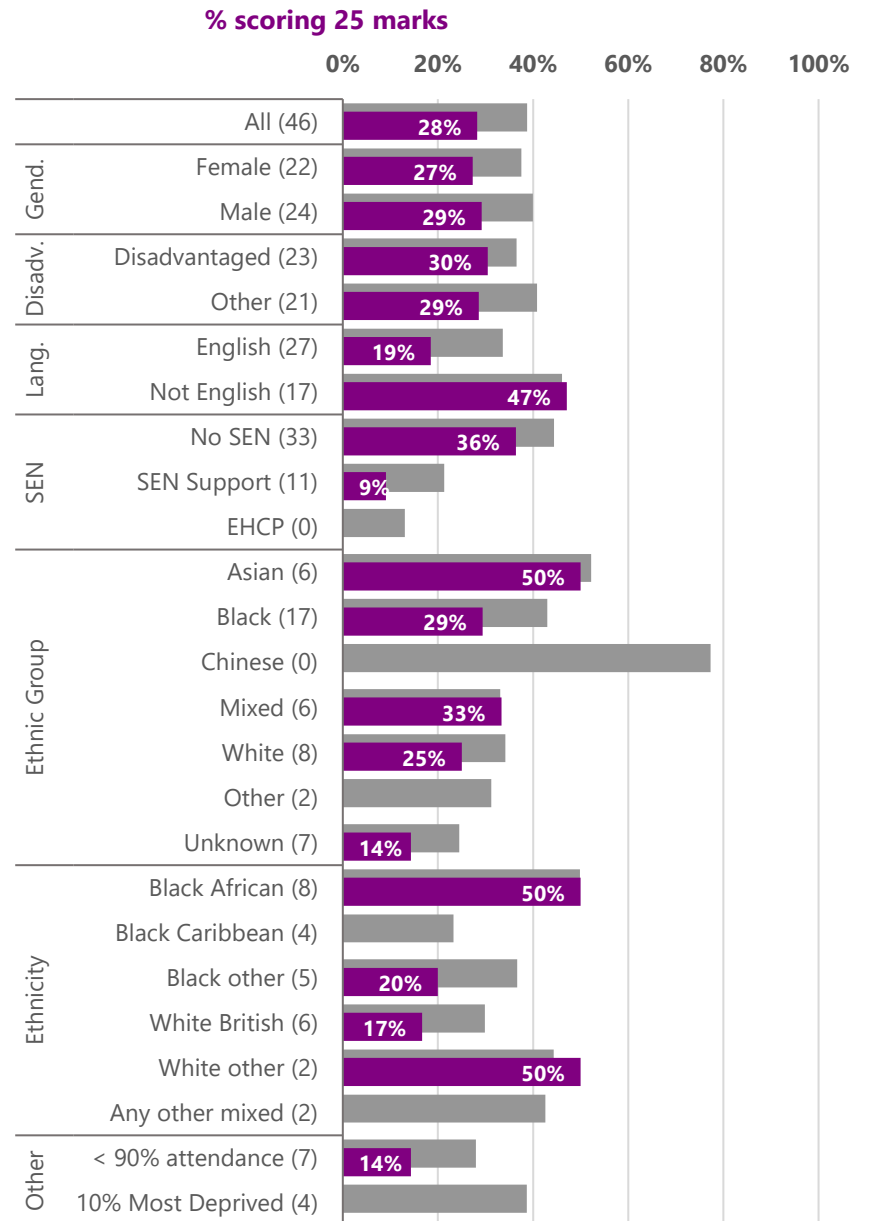
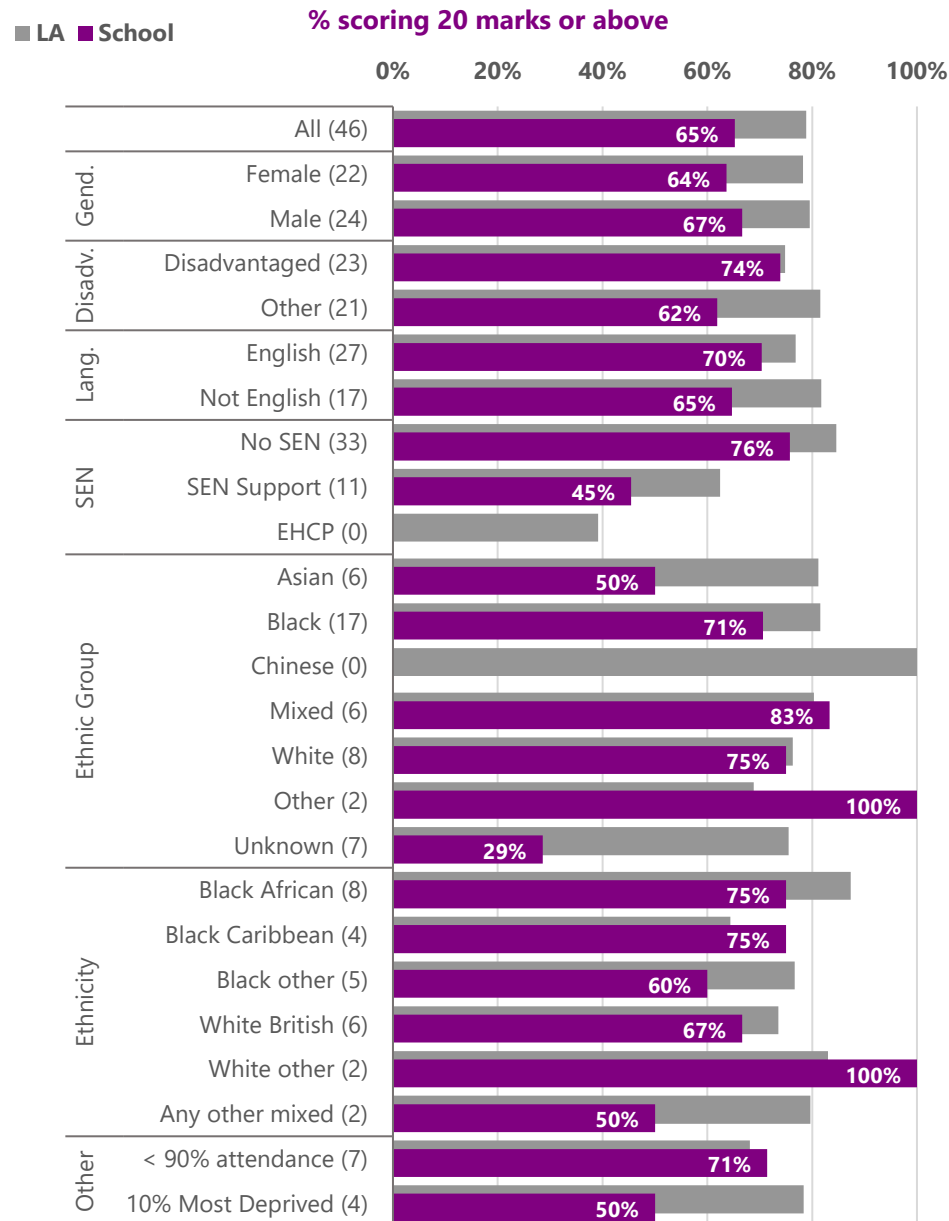
		Pupils No.	Reading		Writing		Maths		RWM	
			Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils		33	82%	24%	64%	6%	76%	15%	64%	6%
Gender	Female	17	76%	18%	59%	6%	71%	12%	59%	6%
	Male	16	88%	31%	69%	6%	81%	19%	69%	6%
	Gap (Male - Female)		+12%	+13%	+10%	-	+10%	+7%	+10%	-
FSM	Eligible	18	89%	17%	67%	0%	78%	6%	67%	0%
	Not eligible	14	71%	36%	57%	14%	71%	29%	57%	14%
	Gap (Eligible - Not eligible)		+18%	-19%	+10%	-14%	+7%	-23%	+10%	-14%
Disadv.	Disadvantaged	18	89%	17%	67%	0%	78%	6%	67%	0%
	Other	14	71%	36%	57%	14%	71%	29%	57%	14%
	Gap (Disadvantaged - Other)		+18%	-19%	+10%	-14%	+7%	-23%	+10%	-14%
SEN	No SEN	29	86%	24%	66%	7%	79%	14%	66%	7%
	SEN Support	2	50%	50%	50%	0%	50%	50%	50%	0%
	EHCP	1	0%	0%	0%	0%	0%	0%	0%	0%
Born	Autumn	8	100%	50%	88%	25%	100%	50%	88%	25%
	Spring	10	100%	30%	80%	0%	90%	10%	80%	0%
	Summer	14	57%	7%	36%	0%	50%	0%	36%	0%
Att.	95-100% Attendance	13	85%	31%	77%	8%	85%	8%	77%	8%
	90-95% Attendance	8	88%	25%	38%	13%	75%	25%	38%	13%
	85-90% Attendance	6	67%	17%	67%	0%	67%	17%	67%	0%
	80-85% Attendance	3	67%	0%	33%	0%	33%	0%	33%	0%
	<=80% Attendance	2	100%	50%	100%	0%	100%	50%	100%	0%

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

Information on shading used can be found on page 4

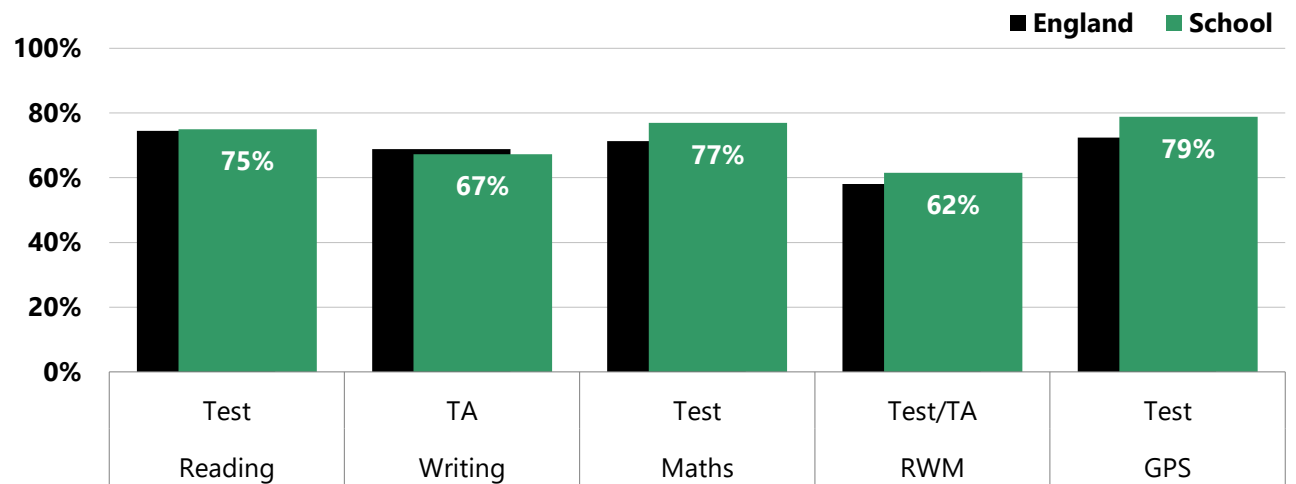
		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils		33	82%	24%	64%	6%	76%	15%	64%	6%
EAL	English	27	78%	30%	59%	7%	70%	19%	59%	7%
	Not English	5	100%	0%	80%	0%	100%	0%	80%	0%
	Gap (Not English - English)		+22%	-30%	+21%	-7%	+30%	-19%	+21%	-7%
Ethnic Groups	Asian	4	100%	0%	75%	0%	100%	0%	75%	0%
	Black	6	67%	17%	67%	0%	67%	0%	67%	0%
	Mixed	7	71%	29%	57%	14%	71%	29%	57%	14%
	White	5	80%	20%	60%	20%	80%	20%	60%	20%
	Other	2	100%	0%	100%	0%	100%	0%	100%	0%
	Unknown	9	89%	44%	56%	0%	67%	22%	56%	0%
Ethnicity	Bangladeshi	3	100%	0%	67%	0%	100%	0%	67%	0%
	Indian	1	100%	0%	100%	0%	100%	0%	100%	0%
	Black African	5	60%	20%	60%	0%	60%	0%	60%	0%
	Black Other	1	100%	0%	100%	0%	100%	0%	100%	0%
	White & Asian	1	0%	0%	0%	0%	0%	0%	0%	0%
	White & BI Caribbean	2	50%	50%	50%	50%	50%	50%	50%	50%
	Other Mixed	4	100%	25%	75%	0%	100%	25%	75%	0%
	White British	2	100%	0%	50%	0%	100%	0%	50%	0%
	White Other	3	67%	33%	67%	33%	67%	33%	67%	33%
	Any Other Ethnicity	2	100%	0%	100%	0%	100%	0%	100%	0%

i) Vulnerable Groups Analysis

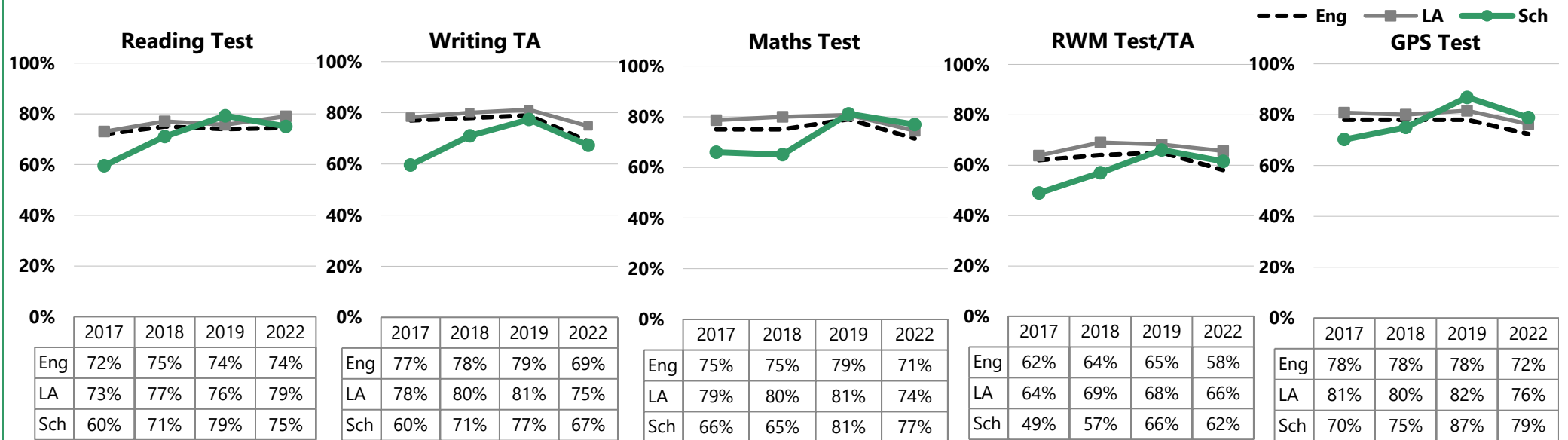


i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons	
		(52 Pupils)	LA	England
Reading	Test	75%	79% ↓	74%
Writing	TA	67%	75% ↓	69%
Maths	Test	77%	74% ↑	71% ↑
RWM	Test/TA	62%	66% ↓	58% ↑
GPS	Test	79%	76% ↑	72% ↑

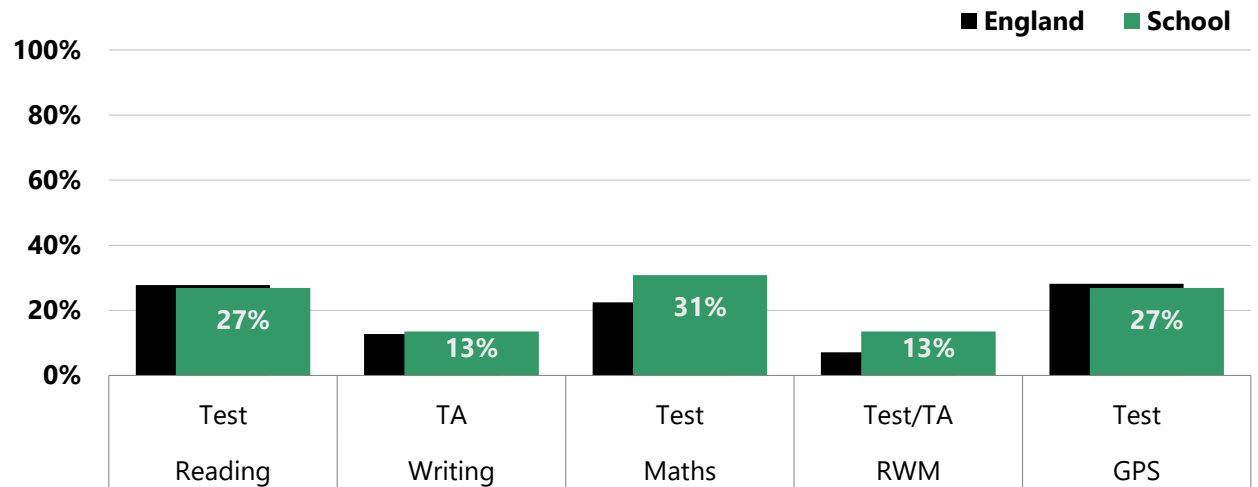


ii) % Reaching Expected Standard (Time Series)

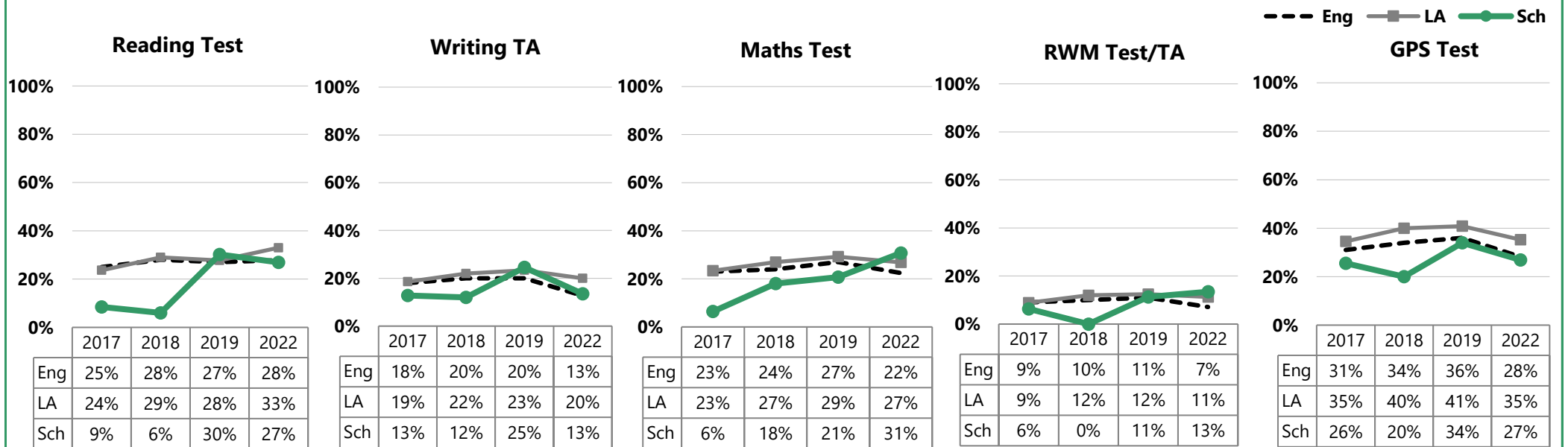


iii) % Reaching a Higher Standard (Test and TA)

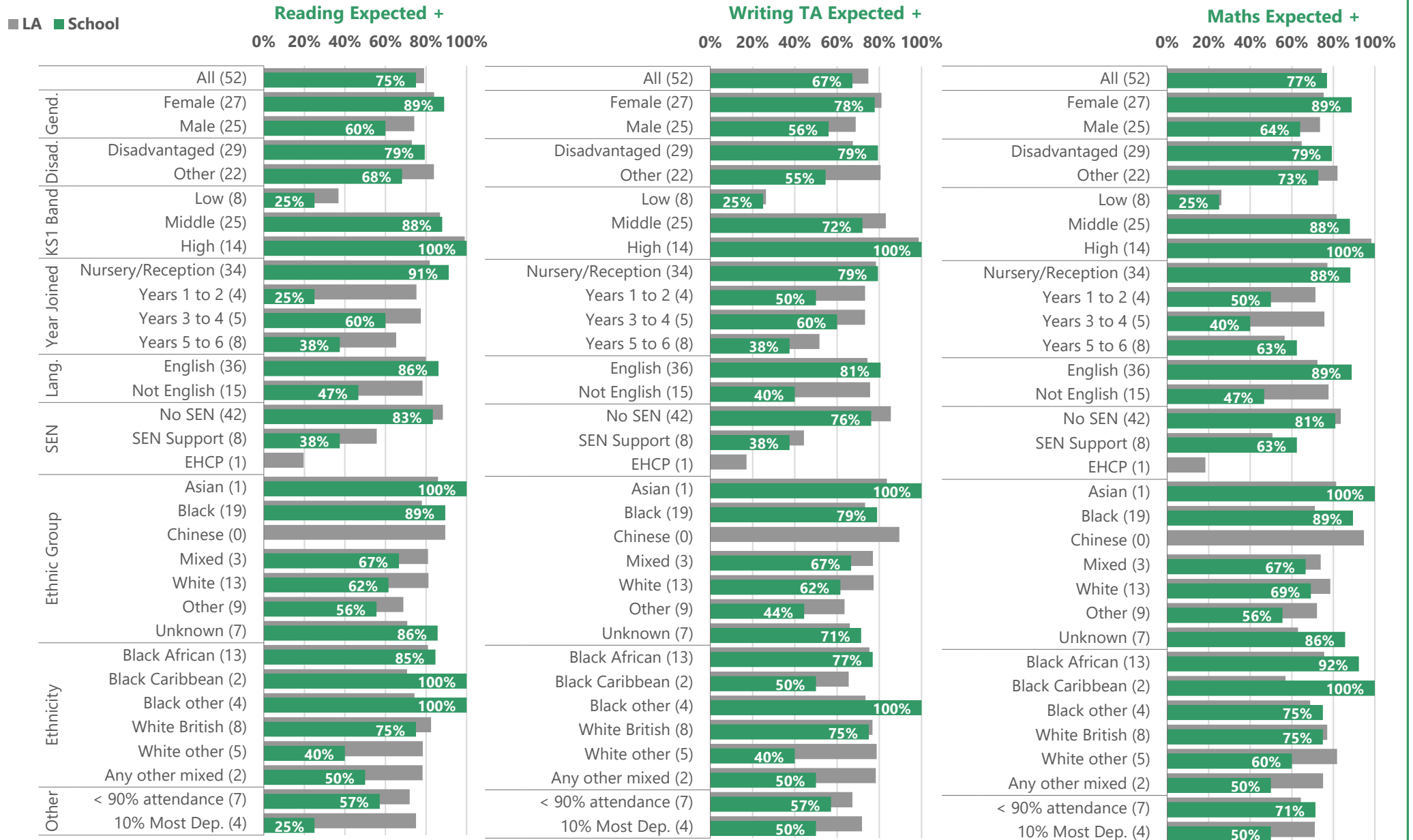
Indicator		School	Comparisons	
		(52 Pupils)	LA	England
Reading	Test	27%	33% ↓	28%
Writing	TA	13%	20% ↓	13%
Maths	Test	31%	27% ↑	22% ↑
RWM	Test/TA	13%	11% ↑	7% ↑
GPS	Test	27%	35% ↓	28%



iv) % Reaching a Higher Standard (Time Series)



v) Vulnerable Groups Analysis



vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

In some cases pupil nos. will be lower for individual subjects. Information on shading used can be found on page 4

		Pupils No.	Reading		Writing (TA)		Maths		RWM		GPS	
			Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		52	75%	27%	67%	13%	77%	31%	62%	13%	79%	27%
Gender	Female	27	89%	41%	78%	26%	89%	44%	74%	26%	85%	44%
	Male	25	60%	12%	56%	0%	64%	16%	48%	0%	72%	8%
	Gap (Male - Female)		-29%	-29%	-22%	-26%	-25%	-28%	-26%	-26%	-13%	-36%
FSM	Eligible	30	80%	30%	77%	13%	83%	33%	67%	13%	83%	33%
	Not eligible	21	67%	24%	57%	14%	67%	29%	57%	14%	71%	19%
	Gap (Eligible - Not eligible)		+13%	+6%	+20%	-1%	+16%	+4%	+10%	-1%	+12%	+14%
Disadv.	Disadvantaged	29	79%	31%	79%	14%	79%	34%	69%	14%	86%	34%
	Other	22	68%	23%	55%	14%	73%	27%	55%	14%	68%	18%
	Gap (Disadvantaged - Other)		+11%	+8%	+24%	-	+6%	+7%	+14%	-	+18%	+16%
SEN	No SEN	42	83%	29%	76%	17%	81%	33%	71%	17%	86%	33%
	SEN Support	8	38%	25%	38%	0%	63%	25%	25%	0%	50%	0%
	EHCP	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
KS1 PA	Low Prior Attainment	8	25%	0%	25%	0%	25%	0%	25%	0%	38%	0%
	Middle Prior Attainment	25	88%	16%	72%	0%	88%	12%	60%	0%	92%	16%
	High Prior Attainment	14	100%	64%	100%	43%	100%	86%	100%	43%	100%	64%
Born	Autumn	15	73%	27%	73%	20%	80%	33%	67%	20%	80%	33%
	Spring	19	63%	21%	63%	16%	68%	32%	58%	16%	68%	26%
	Summer	17	88%	35%	71%	6%	82%	29%	65%	6%	88%	24%
Att.	95-100% Attendance	32	84%	25%	75%	16%	88%	34%	72%	16%	88%	31%
	90-95% Attendance	12	58%	25%	58%	8%	50%	25%	42%	8%	67%	17%
	85-90% Attendance	3	33%	0%	33%	0%	33%	0%	33%	0%	33%	0%
	80-85% Attendance	1	100%	100%	100%	0%	100%	100%	100%	0%	100%	0%
	<=80% Attendance	3	67%	67%	67%	33%	100%	33%	67%	33%	67%	67%

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

In some cases pupil nos. will be lower for individual subjects. Information on shading used can be found on page 4

	Pupils No.	Reading		Writing (TA)		Maths		RWM		GPS		
		Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	
All Pupils	52	75%	27%	67%	13%	77%	31%	62%	13%	79%	27%	
EAL	English	36	86%	31%	81%	17%	89%	39%	72%	17%	89%	33%
	Not English	15	47%	20%	40%	7%	47%	13%	40%	7%	53%	13%
	Gap (Not English - English)		-39%	-11%	-41%	-10%	-42%	-26%	-32%	-10%	-36%	-20%
Ethnic Groups	Asian	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Black	19	89%	21%	79%	11%	89%	21%	68%	11%	89%	32%
	Mixed	3	67%	67%	67%	33%	67%	67%	67%	33%	67%	33%
	White	13	62%	31%	62%	8%	69%	31%	54%	8%	77%	8%
	Other	9	56%	11%	44%	11%	56%	22%	44%	11%	56%	33%
	Unknown	7	86%	29%	71%	14%	86%	43%	71%	14%	86%	29%
Ethnicity	Asian Other	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Black African	13	85%	31%	77%	15%	92%	31%	69%	15%	92%	38%
	Black Caribbean	2	100%	0%	50%	0%	100%	0%	50%	0%	50%	0%
	Black Other	4	100%	0%	100%	0%	75%	0%	75%	0%	100%	25%
	White & BI Caribbean	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Other Mixed	2	50%	50%	50%	0%	50%	50%	50%	0%	50%	0%
	White British	8	75%	38%	75%	13%	75%	38%	63%	13%	88%	13%
	White Other	5	40%	20%	40%	0%	60%	20%	40%	0%	60%	0%
	Any Other Ethnicity	9	56%	11%	44%	11%	56%	22%	44%	11%	56%	33%

vii) KS1 to KS2 Transition Matrices

Reading		Total Pupils	Key Stage 2 - Reading Test		
			Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
Key Stage 1 Reading	Pre-KS	4	4 100% LA: 84%	- LA: 14%	- LA: 2%
	Working Towards	9	4 44% LA: 53%	5 56% LA: 41%	0 0% LA: 5%
	Expected Standard	23	1 4% LA: 10%	18 78% LA: 60%	4 17% LA: 30%
	Greater Depth	11	0 0% LA: 0%	2 18% LA: 31%	9 82% LA: 69%

Maths		Total Pupils	Key Stage 2 - Maths Test		
			Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
Key Stage 1 Maths	Pre-KS	6	4 67% LA: 89%	2 33% LA: 11%	- LA: 0%
	Working Towards	3	1 33% LA: 64%	2 67% LA: 36%	0 0% LA: 1%
	Expected Standard	26	4 15% LA: 15%	17 65% LA: 65%	5 19% LA: 20%
	Greater Depth	12	0 0% LA: 0%	2 17% LA: 29%	10 83% LA: 70%

Writing		Total Pupils	Key Stage 2 - Writing TA		
			Below Expected	Expected Standard	Greater Depth
Key Stage 1 Writing	Pre-KS	5	5 100% LA: 88%	- LA: 12%	- LA: 0%
	Working Towards	8	6 75% LA: 60%	2 25% LA: 38%	0 0% LA: 1%
	Expected Standard	24	2 8% LA: 10%	22 92% LA: 75%	0 0% LA: 15%
	Greater Depth	10	0 0% LA: 0%	4 40% LA: 33%	6 60% LA: 67%

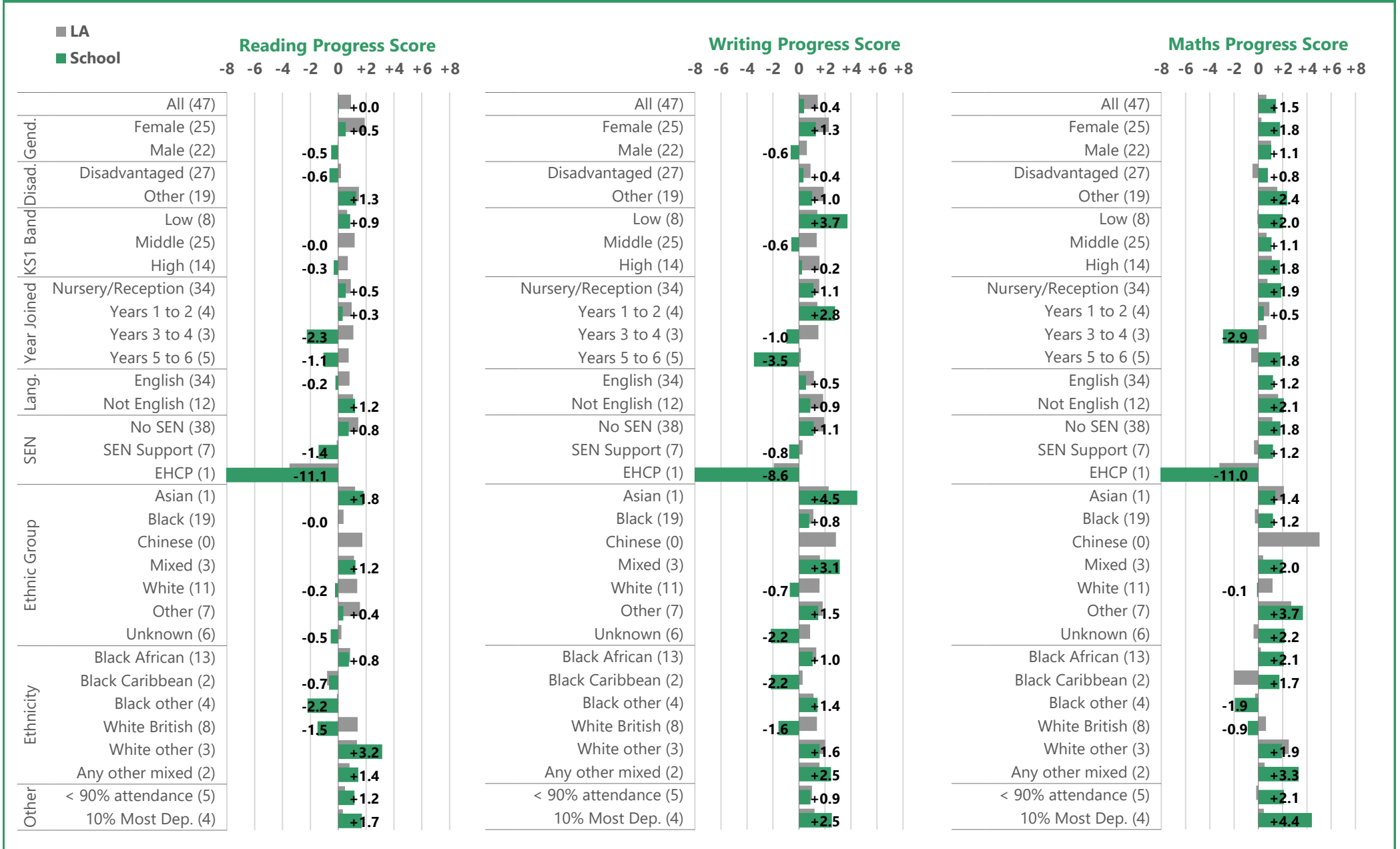
viii) KS1 to KS2 Progress Scores

Subject	School		Comparisons	
	Average KS2 Scaled Score*	Progress Score	LA	National
Reading	104.2	0.0	+0.9	0.0
Writing		+0.4	+1.4	0.0
Maths	105.0	+1.5	+0.7	0.0

Analysis does not include pupils for whom KS1 prior attainment was not available or who were absent or had lost scripts for the KS2 tests

* NB. Some pupils with a scaled score are not included in the progress scores (e.g. because they have no prior attainment) and vice-versa

ix) Vulnerable Groups Analysis - Average Progress Score (Reading, Writing and Maths)



		EYFSP	Yr1 Phonics	KS1 (Expected+)			KS2 (Expected+)		
		GLD Eng: 65%	32+ Eng: 76%	Reading Eng: 67%	Writing Eng: 58%	Maths Eng: 68%	Reading Eng: 74%	Writing Eng: 69%	Maths Eng: 71%
All Pupils	All	76% ●	85% ●	82% ●	64% ●	76% ●	75% ○	67% ○	77% ●
Gender	Female	73% ●	86% ●	76% ●	59% ○	71% ○	89% ●	78% ●	89% ●
	Male	80% ●	85% ●	88% ●	69% ●	81% ●	60% ●	56% ●	64% ●
Disadv	Disadvantaged	75% ●	87% ●	89% ●	67% ●	78% ●	79% ●	79% ●	79% ●
	Other	83% ●	90% ●	71% ●	57% ○	71% ○	68% ●	55% ●	73% ○
Term Born	Autumn	76% ●	88% ●	100% ●	88% ●	100% ●	73% ○	73% ●	80% ●
	Spring	80% ●	100% ●	100% ●	80% ●	90% ●	63% ●	63% ●	68% ○
	Summer	81% ●	79% ○	57% ●	36% ●	50% ●	88% ●	71% ○	82% ●
Language	English	84% ●	93% ●	78% ●	59% ○	70% ○	86% ●	81% ●	89% ●
	Not English	69% ●	81% ●	100% ●	80% ●	100% ●	47% ●	40% ●	47% ●
SEN	No SEN	85% ●	95% ●	86% ●	66% ●	79% ●	83% ●	76% ●	81% ●
	SEN Support	60% ●	33% ●				38% ●	38% ●	63% ●
	EHCP		67% ●						
Ethnicity	Asian	67% ○	83% ●	100% ●	75% ●	100% ●			
	Black	71% ●	92% ●	67% ○	67% ●	67% ○	89% ●	79% ●	89% ●
	Mixed	80% ●	100% ●	71% ●	57% ○	71% ○	67% ●	67% ○	67% ●
	White	91% ●	100% ●	80% ●	60% ○	80% ●	62% ●	62% ●	69% ○
	Other		67% ●				56% ●	44% ●	56% ●

The analysis shows the percentage of pupils achieving the expected level for each pupil group in Keyworth Primary School. **Only groups with at least 3 pupils are shown.**

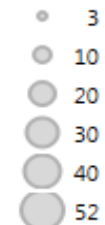
Colour Key:

The colour shows the difference between the group and the England average for all pupils. Where the group is within 3% points of national the dot will be white



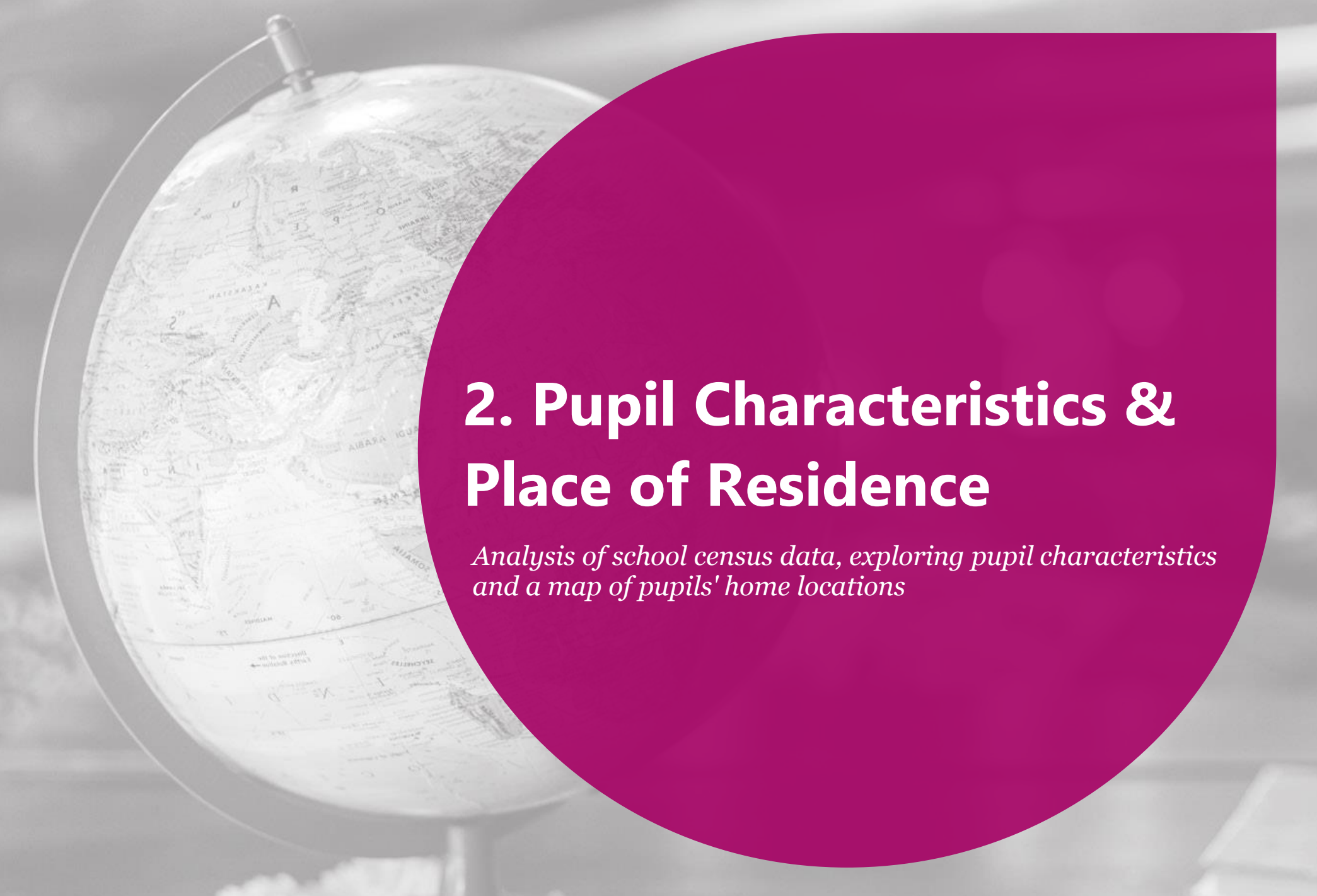
Dot Size Key:

The dot size shows the number of pupils



Need to understand more?

Explore the vulnerable groups analysis for each of the year groups in this report. These provide actual pupil numbers and compare your school performance with benchmarks for each pupil group.



2. Pupil Characteristics & Place of Residence

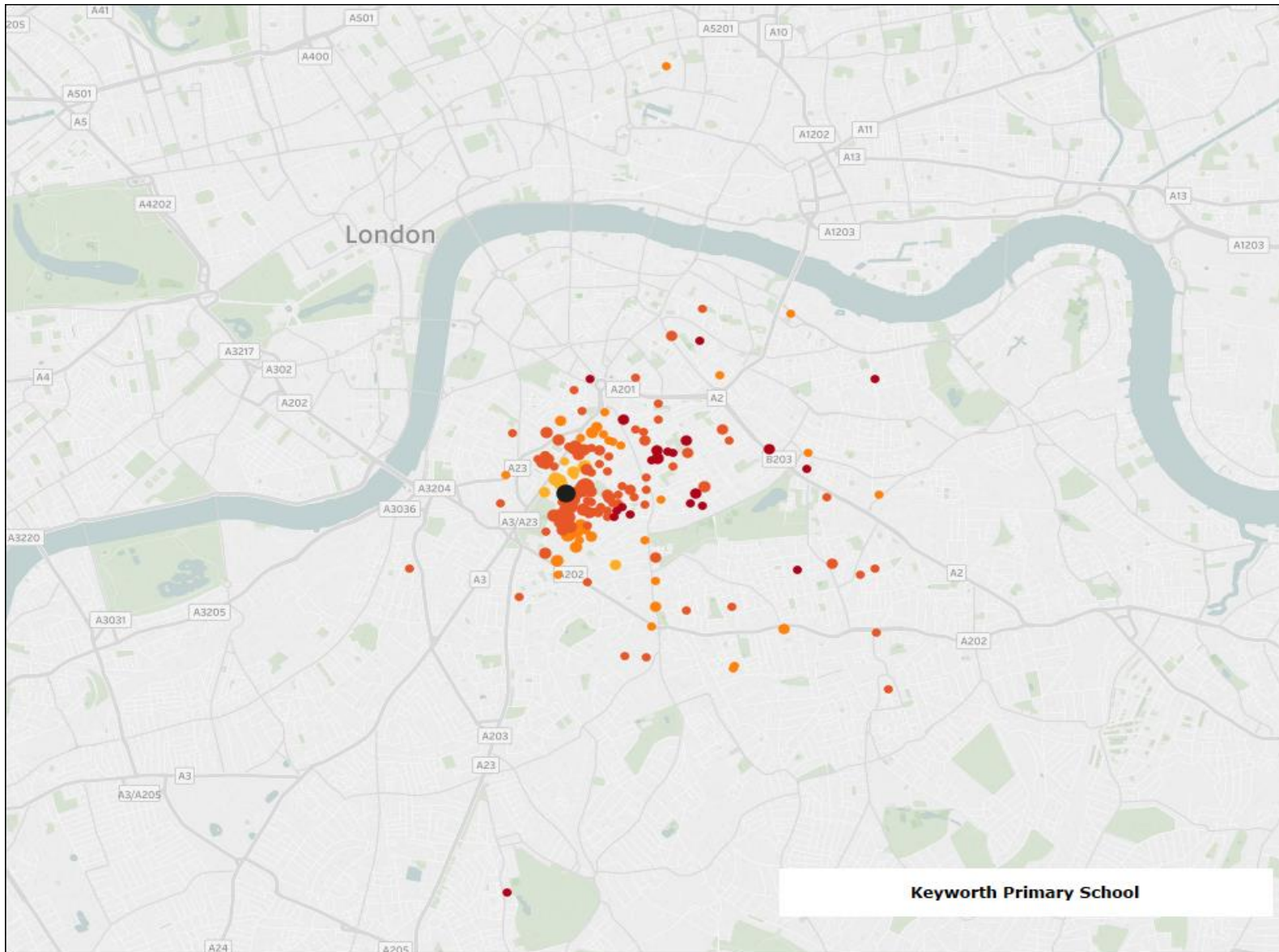
Analysis of school census data, exploring pupil characteristics and a map of pupils' home locations

Pupil Breakdown by Contextual Characteristic (1)

355 Pupils on roll in Jan 2022		Keyworth Primary School						LA (Primary Age Maintained)											
		2018	2019	2020	2021	Jan 2022		Jan 22	School Difference vs LA										
Pupil Characteristic																			
		%						%											
Gender	Female	50.1%	51.5%	50.8%	48.7%	173	48.7%						49.2%	-0.5%					
	Male	49.9%	48.5%	49.2%	51.3%	182	51.3%						50.8%	+0.5%					
FSM	Eligible	26.4%	29.4%	32.7%	41.4%	179	50.4%						34.9%	+15.5%					
	Not Eligible	73.6%	70.6%	67.3%	58.6%	176	49.6%						65.1%	-15.5%					
Joined School	Joined in Reception / Nursery	84.0%	85.0%	84.8%	87.8%	300	84.5%						83.4%	+1.1%					
	Joined in Year 1 or 2	11.1%	8.9%	8.0%	7.0%	30	8.5%						7.7%	+0.8%					
	Joined in Year 3 or 4	4.9%	4.3%	5.3%	4.1%	14	3.9%						7.0%	-3.1%					
	Joined in Year 5 or 6	0.0%	1.8%	1.9%	1.2%	11	3.1%						1.9%	+1.2%					
SEN Stage	No Special Educational Need	82.7%	84.8%	83.0%	84.5%	296	83.4%						81.8%	+1.6%					
	SEN Support	15.8%	12.7%	15.2%	12.8%	49	13.8%						15.1%	-1.3%					
	EHCP / Statement	1.5%	2.5%	1.9%	2.6%	10	2.8%						3.0%	-0.2%					
SEN Primary Need	Autistic Spectrum Disorder	2.5%	3.3%	2.9%	2.9%	12	3.4%						3.5%	-0.1%					
	Hearing Impairment	0.0%	0.3%	0.0%	0.0%	0	0.0%						0.2%	-0.2%					
	Moderate Learning Difficulty	0.5%	0.5%	0.3%	0.0%	1	0.3%						1.4%	-1.1%					
	Multi-Sensory Impairment	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.0%	-					
	Physical Disability	0.0%	0.0%	0.0%	0.0%	1	0.3%						0.4%	-0.1%					
	Profound & Multiple Learning	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.1%	-0.1%					
	Severe Learning Difficulty	0.0%	0.0%	0.0%	0.3%	1	0.3%						0.1%	+0.2%					
	Social, Emotional & Mental Health	6.4%	3.6%	4.5%	3.5%	16	4.5%						2.3%	+2.2%					
	Specific Learning Difficulty	2.0%	2.5%	1.9%	1.7%	10	2.8%						1.8%	+1.0%					
	Speech, Language & Comm.	5.4%	5.1%	6.9%	6.4%	12	3.4%						7.0%	-3.6%					
	Visual Impairment	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.1%	-0.1%					
	Other Difficulty/Disability	0.0%	0.0%	0.0%	0.3%	5	1.4%						0.5%	+0.9%					
No Specialist Assessment	0.5%	0.0%	0.5%	0.3%	1	0.3%						1.0%	-0.7%						
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	9.9%	9.6%	8.0%	9.3%	29	8.2%						19.3%	-11.1%					
	Band 1b: 10-20%	61.0%	60.9%	62.2%	63.3%	221	62.3%						35.7%	+26.6%					
	Band 2: 20-40%	27.7%	28.9%	21.3%	17.8%	70	19.7%						24.7%	-5.0%					
	Band 3: 40-60%	0.5%	0.3%	7.7%	8.5%	32	9.0%						10.0%	-1.0%					
	Band 4: 60-80%	0.0%	0.0%	0.3%	0.3%	2	0.6%						8.0%	-7.4%					
	Band 5: Least Deprived 20%	0.0%	0.0%	0.0%	0.6%	0	0.0%						1.9%	-1.9%					
Unmatched Postcode	1.0%	0.3%	0.5%	0.3%	1	0.3%						0.3%	-						

Pupil Breakdown by Contextual Characteristic (2)

355 Pupils on roll in Jan 2022		Keyworth Primary School					LA (Primary Age Maintained)												
Pupil Characteristic	2018	2019	2020	2021	Jan 2022					Jan 22	School Difference vs LA								
					%	0%	20%	40%	60%	80%	100%		-15%	-10%	-5%	0%	5%	10%	15%
Ethnicity																			
Asian or Asian British	5.7%	5.8%	5.6%	6.1%	28	7.9%							5.5%	+2.4%					
Bangladeshi	4.0%	4.3%	3.7%	5.0%	19	5.4%							2.3%	+3.1%					
Indian	0.2%	0.3%	0.5%	0.6%	2	0.6%							0.7%	-0.1%					
Pakistani	0.7%	0.5%	0.5%	0.0%	0	0.0%							0.7%	-0.7%					
Any Other Asian Background	0.7%	0.8%	0.8%	0.6%	7	2.0%							1.8%	+0.2%					
Black or Black British	47.7%	42.1%	41.0%	38.5%	122	34.4%							36.7%	-2.3%					
Black - African	32.6%	28.4%	25.5%	23.9%	73	20.6%							25.2%	-4.6%					
Black Caribbean	6.7%	6.3%	7.7%	6.7%	26	7.3%							6.3%	+1.0%					
Any Other Black Background	8.4%	7.4%	7.7%	7.9%	23	6.5%							5.2%	+1.3%					
Chinese	1.7%	1.3%	1.9%	0.6%	2	0.6%							1.3%	-0.7%					
Mixed	9.1%	9.6%	10.6%	10.5%	41	11.5%							13.7%	-2.2%					
White and Black African	2.7%	1.8%	2.1%	2.3%	8	2.3%							2.1%	+0.2%					
White and Black Caribbean	3.0%	3.3%	3.5%	3.2%	13	3.7%							3.3%	+0.4%					
White and Asian	0.0%	0.0%	0.3%	0.9%	3	0.8%							1.7%	-0.9%					
Any Other Mixed Background	3.5%	4.6%	4.8%	4.1%	17	4.8%							6.5%	-1.7%					
White	19.0%	19.8%	20.2%	19.0%	70	19.7%							31.0%	-11.3%					
White - British	12.6%	12.9%	12.5%	11.1%	38	10.7%							21.1%	-10.4%					
White - Irish	0.0%	0.0%	0.0%	0.0%	0	0.0%							0.4%	-0.4%					
Gypsy / Roma	0.2%	0.0%	0.0%	0.0%	0	0.0%							0.1%	-0.1%					
Traveller of Irish Heritage	0.0%	0.0%	0.0%	0.0%	0	0.0%							0.1%	-0.1%					
Any Other White Background	6.2%	6.9%	7.7%	7.9%	32	9.0%							9.3%	-0.3%					
Other	8.6%	8.4%	8.8%	9.3%	33	9.3%							7.7%	+1.6%					
Unknown	8.1%	12.9%	12.0%	16.0%	59	16.6%							4.0%	+12.6%					
Refused	0.2%	1.3%	2.1%	3.2%	19	5.4%							1.5%	+3.9%					
Information Not Yet Obtained	7.9%	11.7%	9.8%	12.8%	40	11.3%							2.5%	+8.8%					
Lang.																			
English	57.3%	64.2%	67.0%	65.9%	237	66.8%							60.8%	+6.0%					
Not English	42.7%	35.8%	33.0%	34.1%	118	33.2%							38.9%	-5.7%					
Unknown	0.0%	0.0%	0.0%	0.0%	0	0.0%							0.3%	-0.3%					



Key (Deprivation Band):

- Band 1a: 10% Most Deprived
- Band 1b: 10-20%
- Band 2: 20-40%
- Band 3: 40-60%
- Band 4: 60-80%
- Band 5: 20% Least Deprived
- Unknown IDACI band
- Location of school

Questions to Consider

1. Are there local areas that do not have many pupils attending your school? If so, what are the reasons for this?
2. Do pupils that travel further to your school come from more deprived or less deprived areas?

Map shows 338 pupils. Does not show 16 outside the map boundaries and 1 with missing or unrecognised postcode.

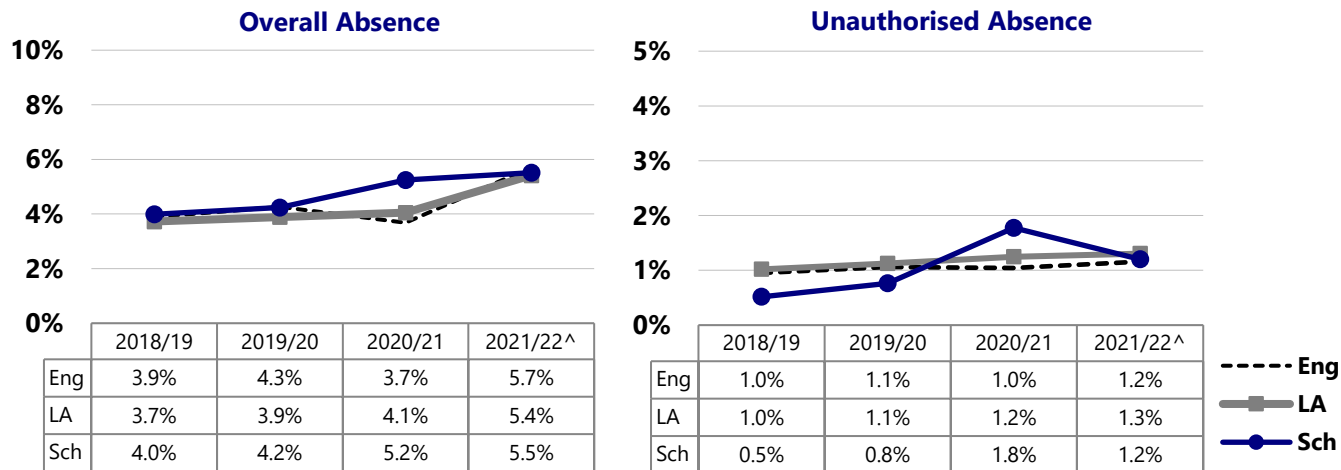
Note:
Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.



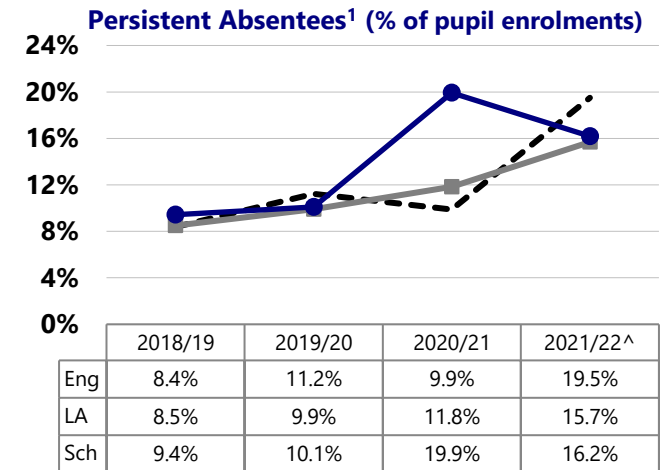
3. Pupil Behaviour

Analysis of pupil absence and exclusions

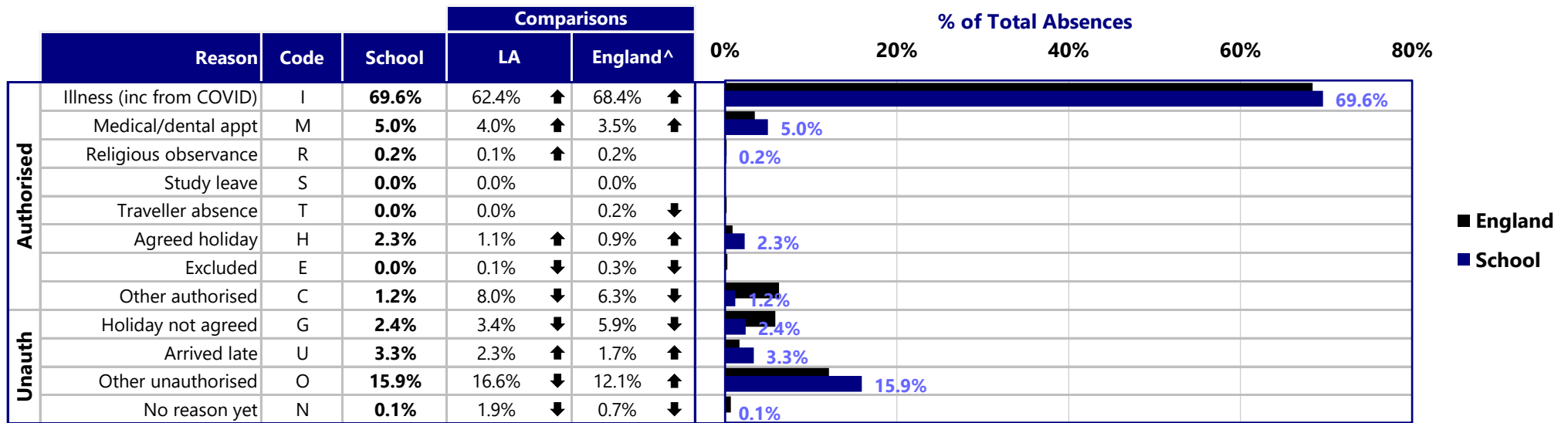
i) Overall and Unauthorised Absence (Time Series) - Autumn & Spring Terms*



ii) Persistent Absentees - Aut/Spr*



iii) % Absence by Reason - Autumn & Spring Terms*

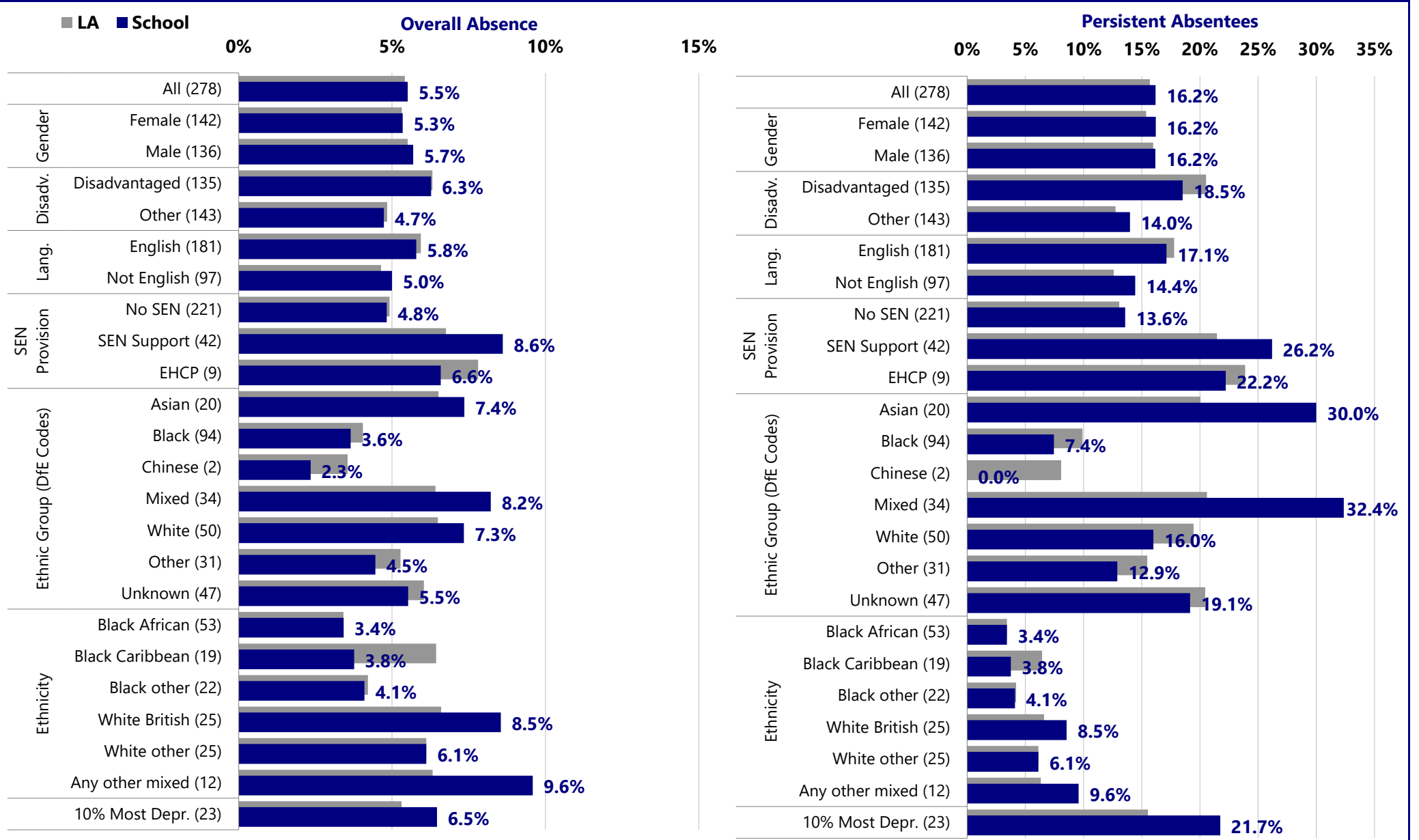


*2019/20 and 2020/21 data was affected by the COVID pandemic and only shows the Autumn term position for schools, LA and England. In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22

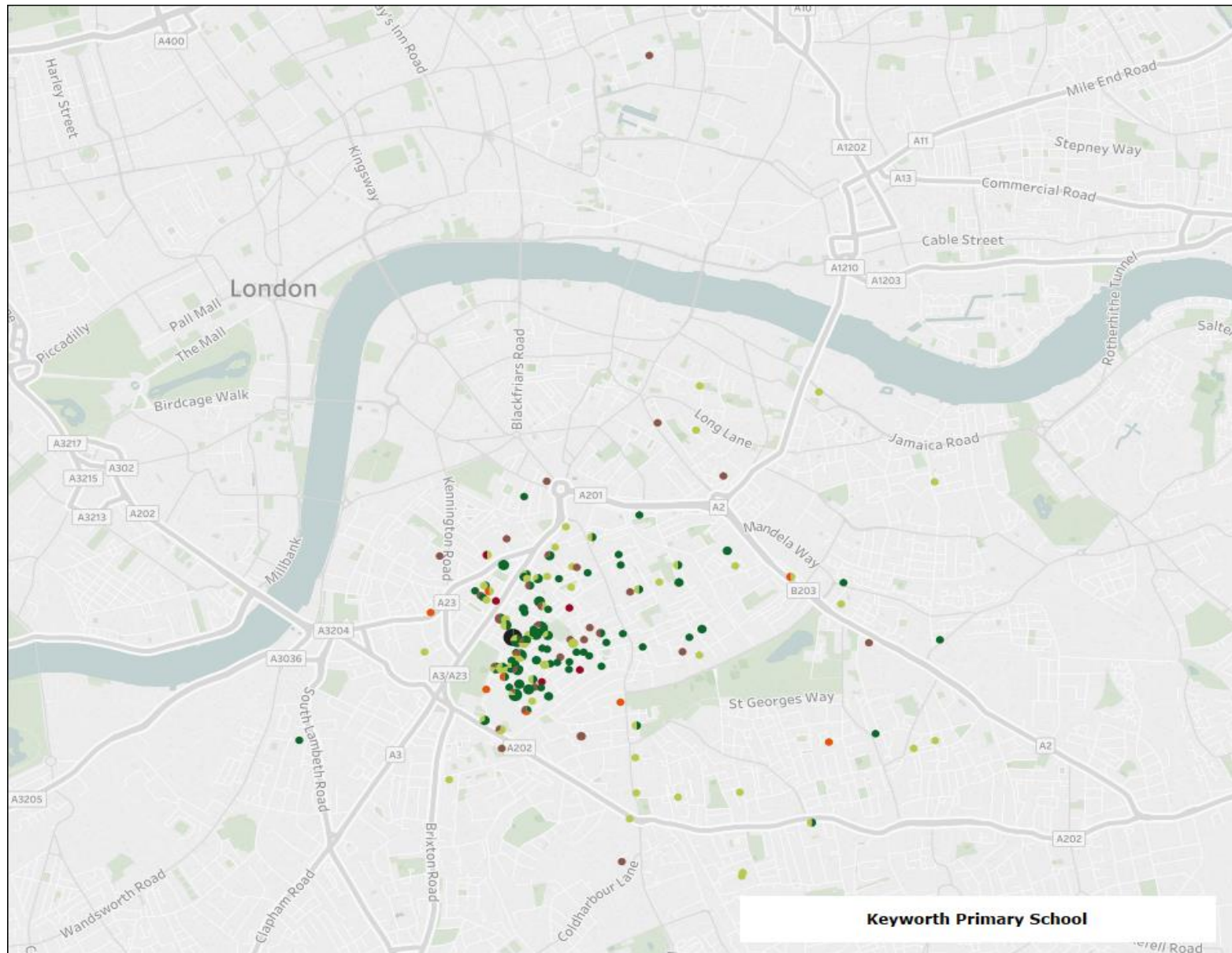
^England comparisons for 2021/22 are for the Autumn term only.

¹A persistent absentee is defined as someone with 90% or less attendance

iv) Vulnerable Groups Analysis - Autumn & Spring Terms



v) Pupil Map by Attendance Band



Key (Attendance Band):

- Band 1: 96-100% Attendance
- Band 2: 91-95%
- Band 3: 86-90% (Persistent Absentee)
- Band 4: 80-85% (Persistent Absentee)
- Band 5: <=80% (Persistent Absentee)
- Unknown
- Location of school

Questions to Consider

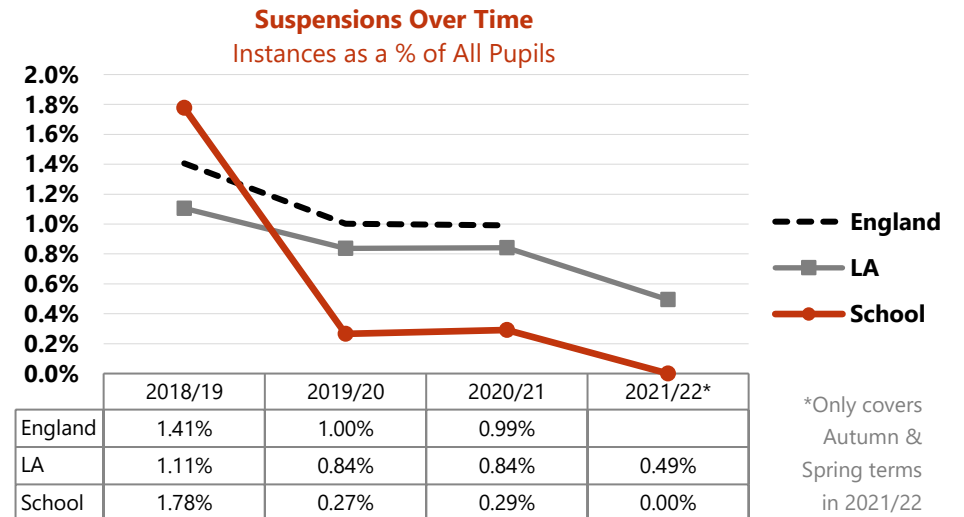
1. Are there any areas of red and orange dots that suggest poor attendance is concentrated in particular areas?
2. If so, are there particular actions you need to take to address this?

Notes:
 Each dot refers to a single postcode. Where more than one pupil lives in a particular postcode, the dot will be larger. If pupils in the same postcode have different attendance levels, the dot will become a pie chart.

Pupils from Nursery and Reception are not plotted on the map.

i) Headline Exclusions & Suspensions Indicators

Indicator		Primary Comparisons			
		Sch (Aut/Spr 21/22)	LA (Aut/Spr 21/22)	Eng (Full Year 20/21)	
Permanent Exclusions (% of all pupils)		0	0.00%	0.00%	0.01%
Suspensions	No. of instances (suspensions as a % of all pupils)	0	0.00%	0.49% ↓	0.99%
	No. of pupils with suspensions (% of all pupils)	0	0.00%	0.36% ↓	0.52%
	Average length in days of suspensions	-	-	1.6	2.0
	0.5 to 5 Days	-	-	98.2%	98.6% ↑
	6 to 15 days	-	-	1.8%	1.2% ↑
16+ Days	-	-	0.0%	0.1% ↑	



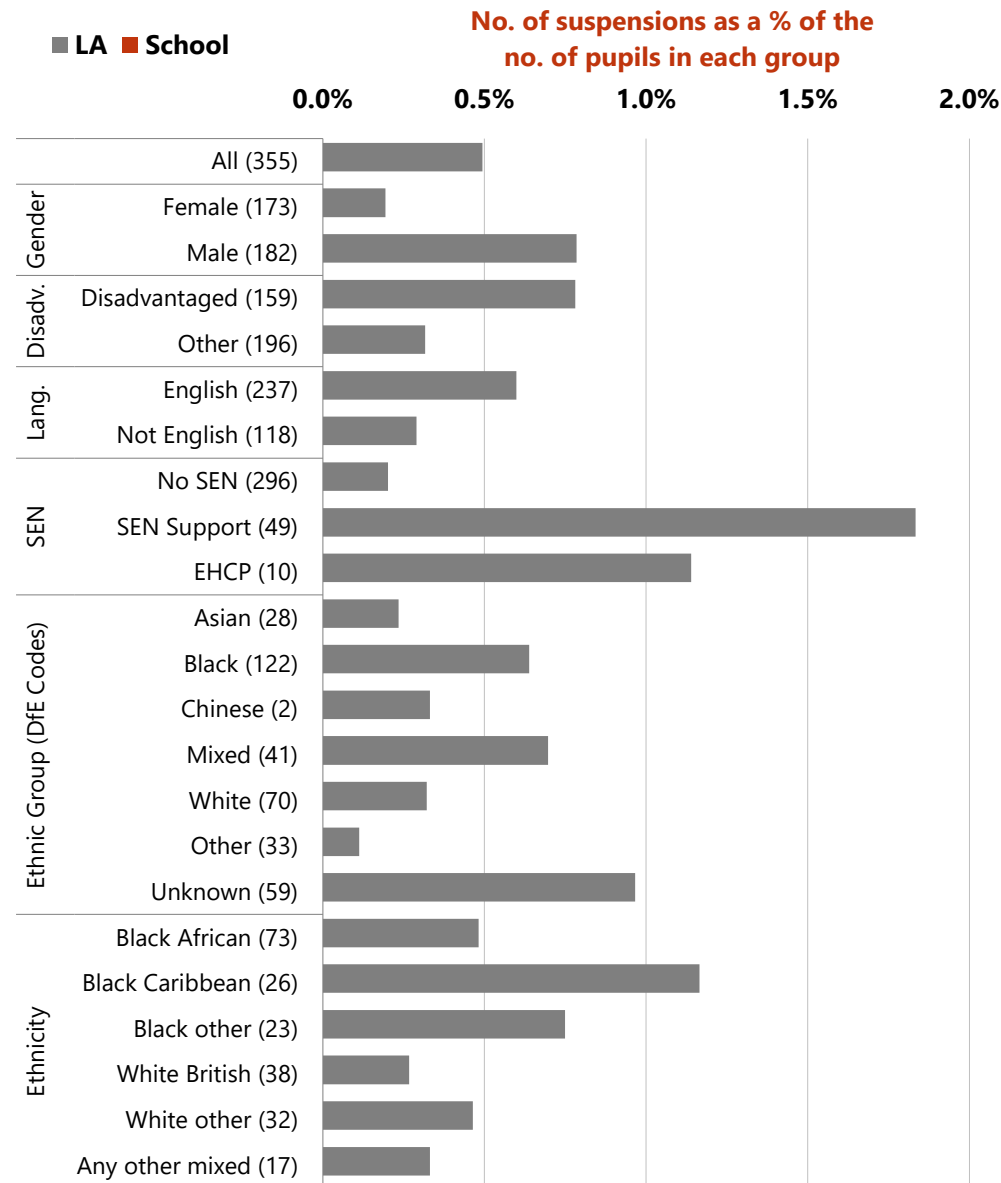
ii) Suspensions by Reason (% of all instances of suspensions)

Reason (Selected codes)	Code	Primary Comparisons"			% of all suspensions					
		Sch (Aut/Spr 21/22)	LA (Aut/Spr 21/22)	Eng (Full Year 20/21)	0%	20%	40%	60%	80%	100%
Physical Assault Against a Pupil	PP	-	16.7%	18.4%	[Bar chart showing 16.7% for LA]					
Physical Assault Against an Adult	PA	-	36.8%	23.3%	[Bar chart showing 36.8% for LA]					
Verbal abuse/threatening behaviour - adult	VA	-	4.4%	12.4%	[Bar chart showing 4.4% for LA]					
Verbal abuse/threatening behaviour - pupil	VP	-	4.4%	6.0%	[Bar chart showing 4.4% for LA]					
Offensive Weapon	OW	-	4.4%	1.2%	[Bar chart showing 4.4% for LA]					
Bullying	BU	-	1.8%	0.7%	[Bar chart showing 1.8% for LA]					
Abuse - Race	RA	-	3.5%	1.1%	[Bar chart showing 3.5% for LA]					
Abuse - Sexual Orientation / Gender Identity	LG	-	0.0%	0.2%	[Bar chart showing 0.0% for LA]					
Sexual Misconduct	SM	-	0.9%	0.4%	[Bar chart showing 0.9% for LA]					
Damage	DM	-	3.5%	6.0%	[Bar chart showing 3.5% for LA]					
Persistent Disruptive Behaviour	DB	-	20.2%	28.0%	[Bar chart showing 20.2% for LA]					
Inappropriate Use of Online Technology	MT	-	3.5%	0.6%	[Bar chart showing 3.5% for LA]					
Public Health Transgression	PH	-	0.0%	1.7%	[Bar chart showing 0.0% for LA]					

2019/20 and 2020/21 data is affected by the periods of school closure due to the COVID-19 pandemic and therefore rates are lower than for a typical year.

" School and LA reason code analysis is based on the first reason stated for each exclusion, whereas the England comparator shows the total reasons given that are assigned each code (where one exclusion may have more than one reason).

iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school.



Appendices

Appendix 1 - Data Sources & Caveats

Section	Data Source
EYFSP	Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data for 2022 is from provisional information on the Nexus forum and is for internal school/LA use only. Prior year comparators show the closest possible aspect from the previous framework - see Appendix 3 for more information.
Year 1 Phonics	Validated Year 1 Phonics check returns from schools. Analysis also shows the proportion of the full Year 2 cohort (who were on roll at the time of the phonics check) who achieved the threshold, including those who resat the check in Year 2. Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Southwark. National data for 2022 is from provisional information on Nexus and is for internal school/LA use only. Note that absent pupils are included in the threshold measures but not in the average points scores.
Key Stage 1	Validated KS1 teacher assessment returns from schools. National data for 2022 is from provisional information on Nexus and is for internal school/LA use only.
Year 4 Multiplication Check	Test data provided by schools through a non-statutory collection. Children who left school are removed, but children who were absent, working below or unable to access the test are included as not achieving
Key Stage 2	Unvalidated test and TA data provided by the DfE in Summer 2022 via ASP. This will include pupils who may be discounted from the performance tables. Historical data is the validated performance table data from each year; note that the DfE sometimes retrospectively changes historical data in subsequent publications. National data for 2022 is taken from the DfE provisional Statistical First Release.
School Census	Validated January 2022 school census returns from schools. LA figures do not include special schools or nurseries, but do include primary age pupils from all through schools
Pupil Absence	School census returns from schools in January and May 2022. Historical data is from DfE validated performance table and Statistical First Release data (in a small number of cases this is suppressed and therefore not shown). Absence analysis does not include pupils who are below the statutory school age (age 5). In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22 - hence 2021/22 absence often appears higher than in 2020/21
Exclusions	Data from 2021/22 is taken from the January and May school census, so does not yet show the full year. Prior years show the full year, based on DfE published statistics from the school census; however, note that LA figures in this profile include primary aged exclusions from all through schools (shown as a proportion of all primary aged pupils), unlike published DfE data. Reason code analysis is based on the first reason stated for each exclusion for the LA. The national comparisons, however, shows the total reasons given that are assigned each code (where one exclusion may have more than one reason).

Note that contextual analysis (e.g. KS1 analysis by ethnicity) is created by linking the above data sources to the January census for the same year and school, using a pupil's UPN. Note that, owing to pupil mobility, this may not be the same as the analysis in schools' own systems which may include the characteristics of new pupils on roll at the point of the assessment in the summer term.

Appendix 2 - Glossary

ARE	Age related expectations
CL	Communication and Language (EYFSP prime area of learning)
Disadvantaged	Term used to describe pupils who are either FSM Ever 6 (i.e. they have received free school meals at some point in the preceding 6 years), adopted from care or Looked After Children. "Other" is the term used to class all pupils other than those classed as disadvantaged
EAD	Expressive Arts and Design (EYFSP specific area of learning)
EHCP	Education, Health and Care Plan
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals. Note that in this Profile, "FSM Eligible" describes pupils who were eligible for free school meals on the date of the school census (as opposed to FSM Ever 6 which looks at FSM eligibility at any point in the preceding 6 years)
FSM Ever 6	A pupil who has received free school meals at some point in the preceding 6 years
FT	Fixed term (Exclusion) - now referred to as a suspension by the DfE
FTE	Full-time equivalent. In FTE calculations part-time nursery pupils count as half an FTE, rather than one pupil used in headcount calculations.
GLD	Good Level of Development at EYFSP defined as a pupil achieving the expected level or better in all aspects within the prime areas of learning (CLL, PD, PSED) and within literacy and maths
GPS	Grammar, Punctuation and Spelling (test at KS2)
IDACI	Income Deprivation Affecting Children Index - A national dataset that allows linking of a pupil's home postcode to a relative deprivation score. The index was updated in 2019
Joined school	A pupil's entry date is used to calculate the year in which they joined the school. However, note that entry dates can be affected by a school becoming an academy and by the merging of infant and junior schools
KS	Key stage
LA	Local authority
Lit	Literacy (EYFSP specific area of learning)
LSOA	Lower Super Output Area - An area of approximately 1500 residents used by the government for statistical purposes
Math	Abbreviation used for Mathematics (EYFSP specific area of learning)
PD	Physical Development (EYFSP prime area of learning)
Persistent Absentee	A pupil attending school for 90% or less of their possible sessions
PSED	Personal, Social and Emotional Development (EYFSP prime area of learning)
RWM	Reading, Writing & Maths combined
Scaled Score	A pupil's raw test score is converted to a scaled score. A scaled score of 100 or more means the child has met the expected standard for the test
SEMH	Social, Emotional and Mental Health (SEN primary need type)
SEN	Special Educational Need
Suspension	Formerly known as a fixed term exclusion
TA	Teacher assessment
UPN	Unique Pupil Number
UTW	Understanding of the World (EYFSP specific area of learning)
10% Most Deprived Areas	Term used in the contextual analysis in this Profile to show pupils living in the 10% most deprived areas <i>nationally</i> (based on IDACI scores). Note that it does not show your school's 10% most deprived pupils (and some schools in less deprived areas may have no pupils in this category)

Appendix 3 - EYFSP Aspects and Mapping to Old Framework

The table below shows the areas of learning and aspects from the EYFSP framework in use from 2021/22, and which aspect from the previous framework is shown for comparison purposes in the EYFS analysis in this profile.

Area of Learning	EYFSP aspect from 2022	Aspect for comparison from 2019 and earlier
Communication and Language	Listening, attention and understanding	The lower of Listening and Attention & Understanding
	Speaking	Speaking
Personal, Social and Emotional Development	Self-regulation	Self-confidence and Self-awareness
	Managing self	Managing Feelings and Behaviour
	Building relationships	Making relationships
Physical Development	Gross motor skills	Moving and Handling
	Fine motor skills	
Literacy	Comprehension	Reading
	Word reading	
	Writing	Writing
Mathematics	Numbers	Numbers
	Numerical patterns	
Understanding the World	Past and present	N/A
	People, culture and communities	People and Communities
	The natural world	The World
Expressive Arts and Design	Creating with materials	Exploring and Using Media and Materials
	Being imaginative and expressive	Being Imaginative

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