

# Super School Profile

*Keyworth Primary School*

**2018**

Produced by Mime  
January 2019

**mime** making  
information  
matter

# Contents

## Introduction

### Section 1) Attainment & Progress

- a) Attainment & Progress Summary
- b) Early Years Foundation Stage Profile
- c) Year 1 Phonics
- d) Key Stage 1
- e) Key Stage 2 (Validated)
- f) All Years Vulnerable Groups Grid

### Section 2) Pupil Characteristics & Place of Residence

- a) School Census Analysis
- b) Map of Pupil Residence

### Section 3) Pupil Behaviour

- a) Pupil Absence
- b) Exclusions

## Appendices (Data Sources & Caveats, Glossary)

**IMPORTANT NOTE:** This updated version of the Super School Profile has a small number of changes compared with the version produced in September. These include the addition of validated national comparisons for FSP, Phonics, KS1 and KS2 for 2018, plus the inclusion of validated KS2 using DfE Performance Table data (which excludes pupils recently arrived from overseas).

# Introduction

Welcome to the 2018 Super School Profile for Keyworth Primary School. The Super School 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
- Prompt questions to consider when reviewing the analysis

The Super School 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 all aspects of a school. The Super School 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.

You may choose to insert additional analyses from other sources into the relevant sections of the Profile.

## **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 Key Stage 2 attainment and progress analysis in this version of the Profile is based on validated KS2 data from the DfE performance tables, and therefore excludes pupils who were recently arrived from overseas.

This differs from the version of this profile produced in September which used unvalidated data for 2018.

Further information on the data sources used in this Profile can be found in the Appendix.

# Introduction

## 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, many 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.

### Key

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

### Worked Example

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

Indicator	School (50 Pupils)	Comparisons	
		LA	England
% Expected	Reading	70%	78% ↓ 76% ↓
	Writing	74%	77% ↓ 70% ↑
	Maths	84%	73% ↑ 76% ↑
	RWM	66%	58% ↑ 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%) better than the LA 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%)

Please be aware that the arrows do not indicate statistical significance.

Note that, in a few cases, a down arrow may be green (for example, lower absence rates are better than higher absence rates, so in the absence analysis down arrows are green). In other cases, the arrows may be black because there is no "better or worse" judgement that can be applied to the comparisons.

A background image of a spiral-bound notebook with lined pages. A large, semi-transparent red circle is overlaid on the right side of the notebook, containing the title and subtitle text.

# 1. Attainment & Progress

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

## 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 common questions that you should consider when reviewing the analysis in each of the pages 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 of 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 (2018)

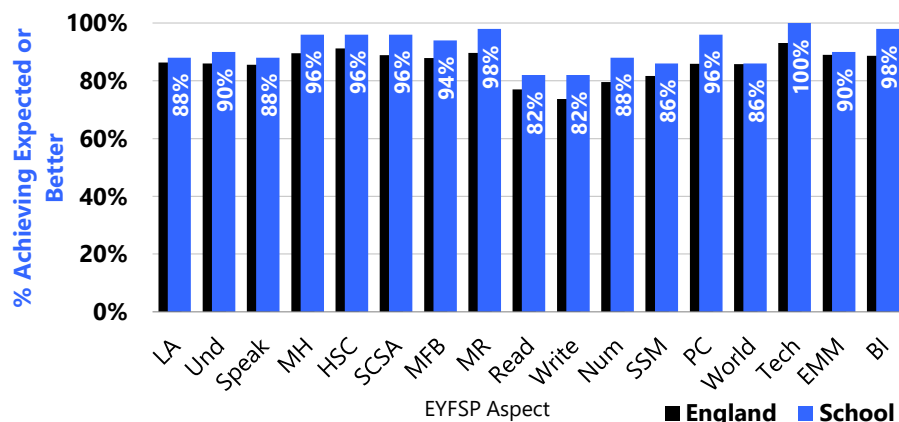
		School - Over Time*					England - Over Time*					2018 Difference from England							
		School 2015	School 2016	School 2017	School 2018	School Change from 2017	Eng 2015	Eng 2016	Eng 2017	Eng 2018									
		-15% -5% +5% +15%					-15% -5% +5% +15%												
<b>EYFSP</b>	GLD	50%	64%	76%	<b>78%</b>	<b>+2%</b>					66%	69%	71%	<b>72%</b>	<b>+6%</b>				
	Average Score	31.8	35.4	34.3	<b>35.4</b>	<b>+1.1</b>					34.3	34.5	34.5	<b>34.6</b>	<b>+0.8</b>				
<b>Yr1 Phonics</b>	Achieving Threshold	69%	71%	84%	<b>85%</b>	<b>+1%</b>					77%	81%	81%	<b>82%</b>	<b>+3%</b>				
<b>KS1</b> Expected Standard*	Reading TA	68%	68%	73%	<b>76%</b>	<b>+3%</b>					82%	74%	76%	<b>75%</b>	<b>+1%</b>				
	Writing TA	41%	50%	66%	<b>76%</b>	<b>+10%</b>					72%	65%	68%	<b>70%</b>	<b>+6%</b>				
	Maths TA	61%	70%	75%	<b>81%</b>	<b>+6%</b>					82%	73%	75%	<b>76%</b>	<b>+5%</b>				
<b>KS1</b> Greater Depth*	Reading TA	8%	23%	23%	<b>24%</b>	<b>+1%</b>					32%	24%	25%	<b>26%</b>	<b>-2%</b>				
	Writing TA	3%	0%	18%	<b>24%</b>	<b>+6%</b>					18%	13%	16%	<b>16%</b>	<b>+8%</b>				
	Maths TA	7%	8%	23%	<b>29%</b>	<b>+6%</b>					26%	18%	21%	<b>22%</b>	<b>+7%</b>				
<b>KS2</b> Expected Standard*	Reading Test	67%	60%	60%	<b>71%</b>	<b>+11%</b>					80%	66%	72%	<b>76%</b>	<b>-5%</b>				
	Writing TA	83%	69%	60%	<b>71%</b>	<b>+11%</b>					87%	74%	77%	<b>79%</b>	<b>-8%</b>				
	Maths Test	69%	73%	66%	<b>65%</b>	<b>-1%</b>					77%	70%	75%	<b>76%</b>	<b>-11%</b>				
	RWM Test/TA	52%	53%	49%	<b>57%</b>	<b>+8%</b>					69%	54%	62%	<b>65%</b>	<b>-8%</b>				
	GPS Test	69%	76%	70%	<b>75%</b>	<b>+5%</b>					73%	73%	78%	<b>78%</b>	<b>-3%</b>				
<b>KS2</b> Higher Standard*	Reading Test	28%	13%	9%	<b>6%</b>	<b>-3%</b>					49%	19%	25%	<b>28%</b>	<b>-22%</b>				
	Writing TA	20%	22%	13%	<b>12%</b>	<b>-1%</b>					36%	15%	18%	<b>20%</b>	<b>-8%</b>				
	Maths Test	22%	11%	6%	<b>18%</b>	<b>+12%</b>					41%	17%	23%	<b>24%</b>	<b>-6%</b>				
	RWM Test/TA	13%	4%	6%	<b>0%</b>	<b>-6%</b>					24%	5%	9%	<b>10%</b>	<b>-10%</b>				
	GPS Test	50%	20%	26%	<b>20%</b>	<b>-6%</b>					56%	23%	31%	<b>35%</b>	<b>-15%</b>				
					-2 -1 0 +1 +2										-2 -1 0 +1 +2				
<b>KS2</b> Progress	Reading Prog Score	-	+2.6	-1.1	<b>+0.2</b>	<b>+1.3</b>					-	0	0	<b>0</b>	<b>+0.2</b>				
	Writing Prog Score	-	+1.1	-3.3	<b>+1.5</b>	<b>+4.8</b>					-	0	0	<b>0</b>	<b>+1.5</b>				
	Maths Prog Score	-	+2.9	+0.9	<b>+0.7</b>	<b>-0.2</b>					-	0	0	<b>0</b>	<b>+0.7</b>				

\* For 2015 KS1 and KS2, the profile shows the closest equivalent level thresholds (2B+ for KS1 exp+, 3+ for KS1 GD, 4B+ for KS2 test exp+, 4+ for KS2 writing exp+, 5+ for KS2 HS/GD).

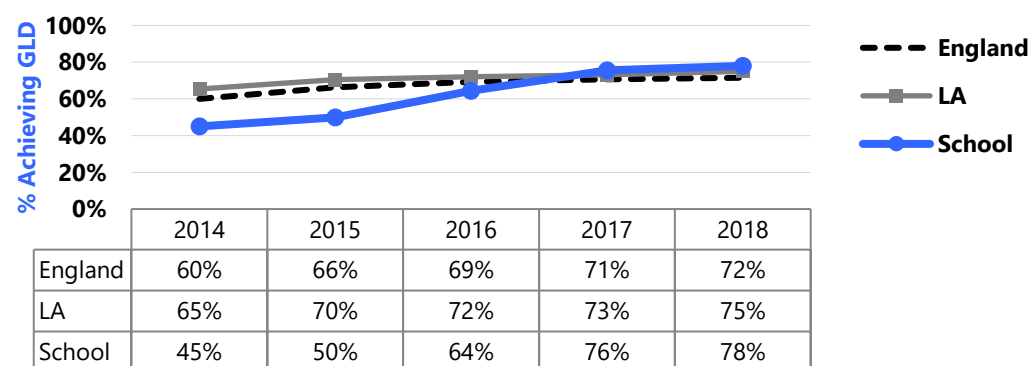
## i) % Achieving Expected Level or Better in Each Aspect of Learning

Good Level of Development	Aspect	Code	Expected or Better						Exceeding		
			School		LA		England		School	LA	England
			2018 (50 Pupils)	2017	2018	2017	2018	2017	2018 (50 Pupils)	2018	2018
CLL	Listening and attention	LA	<b>88%</b>	90%	85%	84%	86%	86%	<b>22%</b>	22%	23%
	Understanding	Und	<b>90%</b>	88%	85%	84%	86%	86%	<b>28%</b>	23%	23%
	Speaking	Speak	<b>88%</b>	83%	85%	83%	86%	85%	<b>20%</b>	20%	20%
PD	Moving and handling	MH	<b>96%</b>	95%	89%	89%	90%	90%	<b>4%</b>	18%	18%
	Health and self-care	HSC	<b>96%</b>	93%	91%	91%	91%	91%	<b>0%</b>	19%	20%
PSED	Self-confidence and self-awareness	SCSA	<b>96%</b>	90%	88%	88%	89%	89%	<b>12%</b>	18%	18%
	Managing feelings and behaviour	MFB	<b>94%</b>	83%	87%	87%	88%	88%	<b>8%</b>	17%	16%
	Making relationships	MR	<b>98%</b>	88%	89%	88%	90%	90%	<b>10%</b>	18%	16%
Lit	Reading	Read	<b>82%</b>	78%	79%	78%	77%	77%	<b>40%</b>	20%	19%
	Writing	Write	<b>82%</b>	78%	77%	75%	74%	73%	<b>20%</b>	13%	11%
Math	Numbers	Num	<b>88%</b>	85%	82%	80%	80%	79%	<b>28%</b>	18%	16%
	Shape, space and measures	SSM	<b>86%</b>	85%	83%	81%	82%	82%	<b>26%</b>	17%	15%
UTW	People and communities	PC	<b>96%</b>	85%	85%	84%	86%	86%	<b>8%</b>	15%	15%
	The world	World	<b>86%</b>	85%	85%	84%	86%	86%	<b>34%</b>	17%	16%
	Technology	Tech	<b>100%</b>	93%	95%	93%	93%	93%	<b>0%</b>	18%	19%
EAD	Exploring and using media and materials	EMM	<b>90%</b>	90%	89%	89%	89%	89%	<b>10%</b>	18%	16%
	Being imaginative	BI	<b>98%</b>	90%	89%	88%	89%	88%	<b>12%</b>	17%	15%

NB. The arrows compare your school to the LA and England averages for the current year. See the introduction for more details.



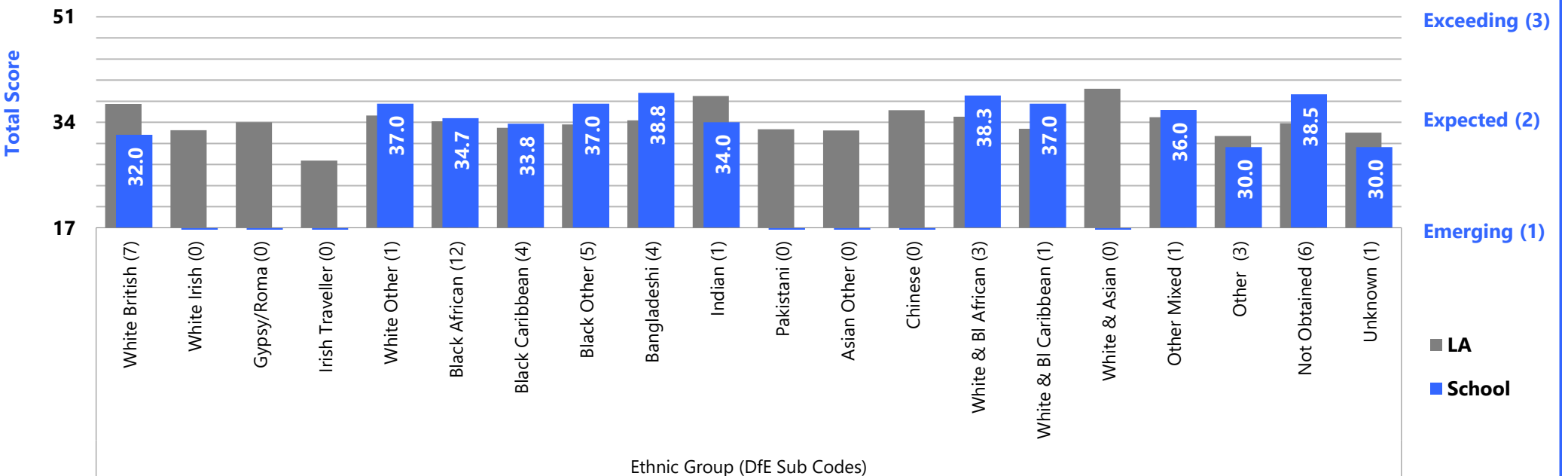
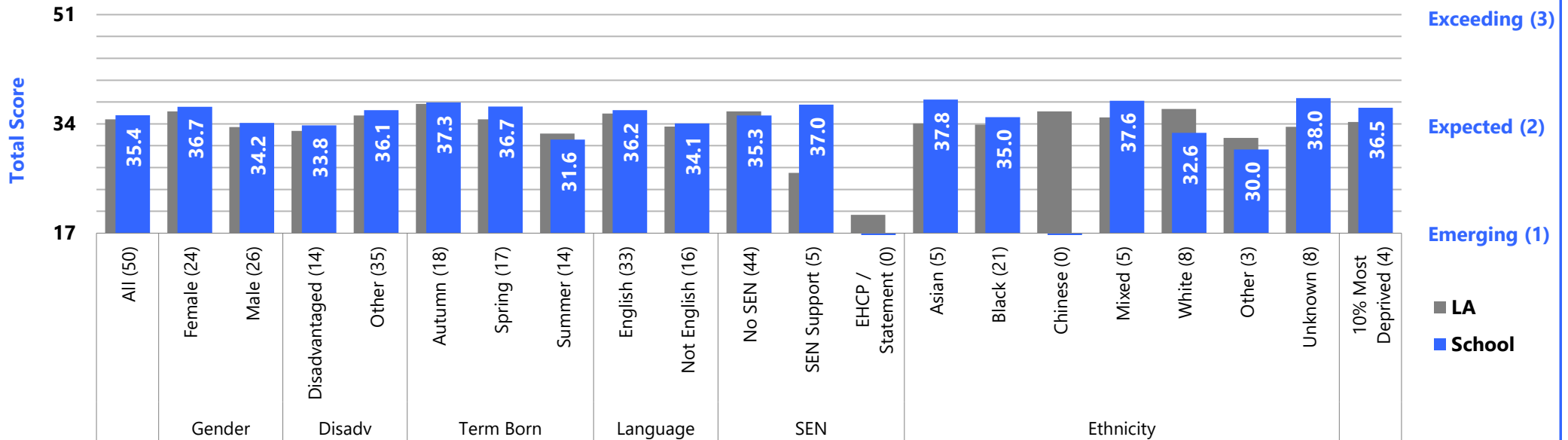
## ii) % Achieving Good Level of Development (Time Series)



NB. Local authority data excludes pupils at PVLs.



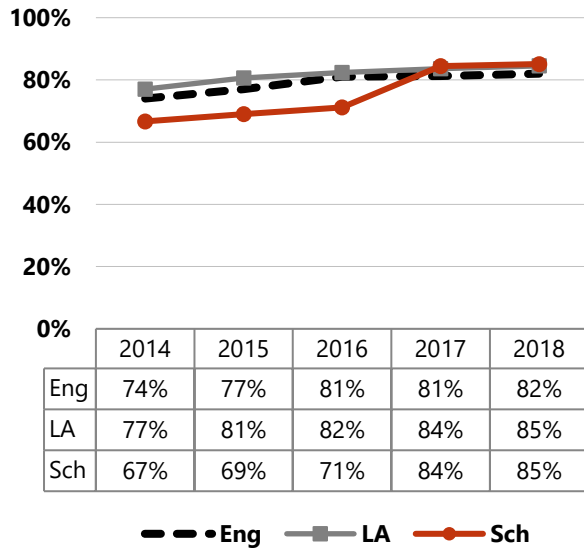
## iii) Vulnerable Groups Analysis - Total Score Across 17 Aspects



## i) % Achieving Phonics Threshold

Year 1

School	Comparisons		
	LA	England	Sch 2017
<b>85%</b>	85%	82% <span style="color: green;">↑</span>	84%
47 pupils			



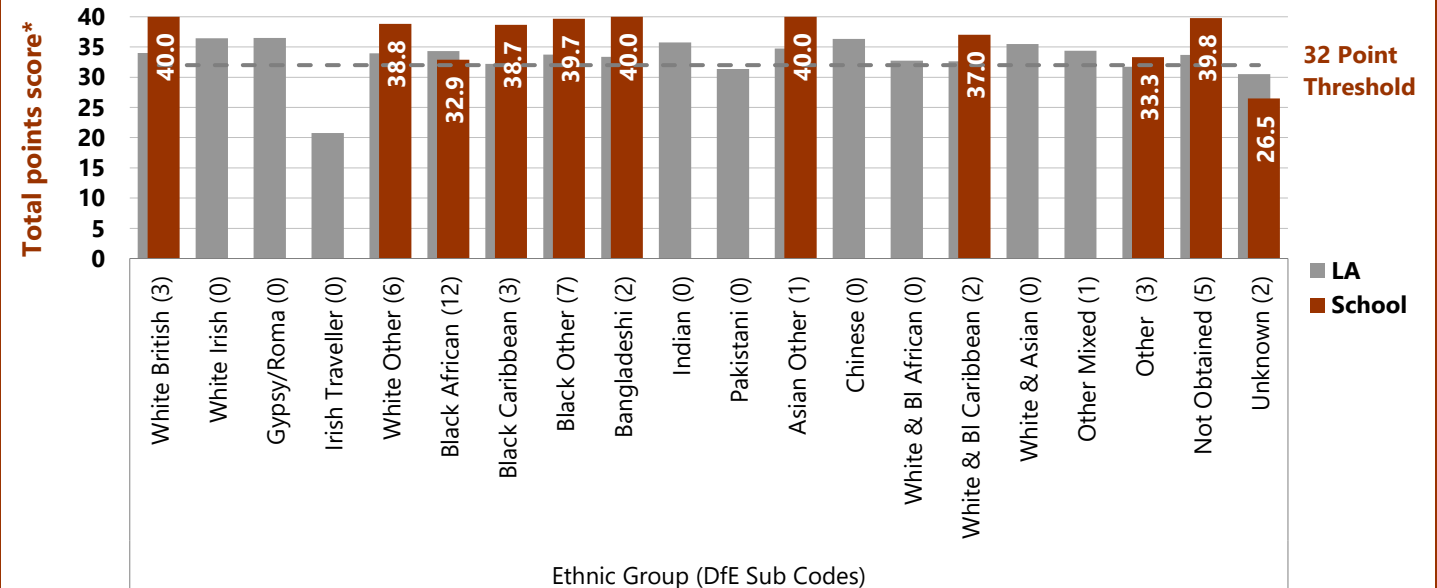
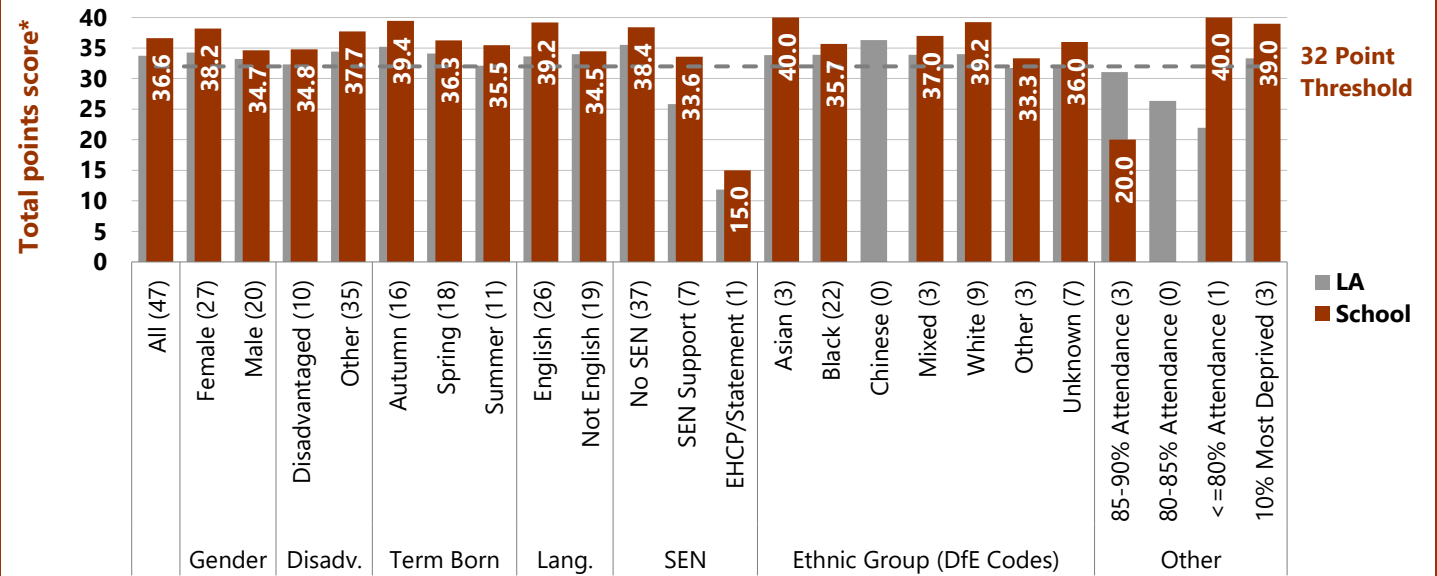
## ii) % Achieving Phonics Threshold

Year 2

School	Comparisons		
	LA	England	Sch 2017
<b>60%</b>	59%	61%	80% <span style="color: red;">↓</span>
10 pupils			

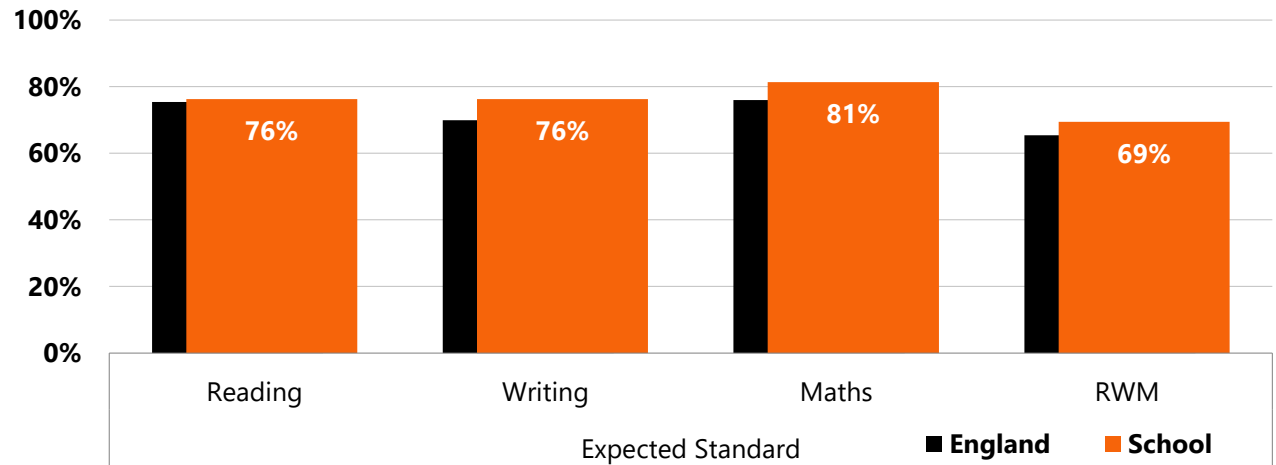
\*Disapplied pupils are given a score of 0

## iii) Vulnerable Groups Analysis - Year 1 Phonics



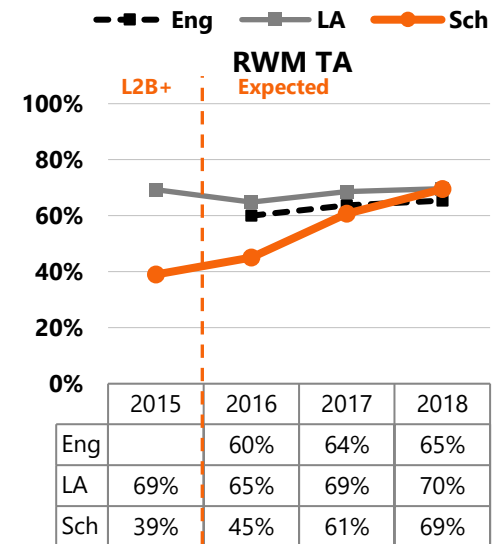
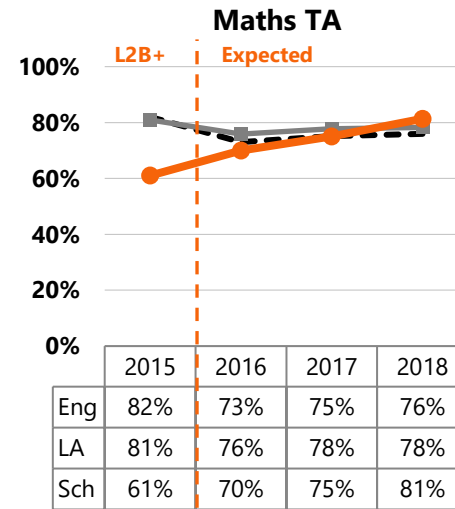
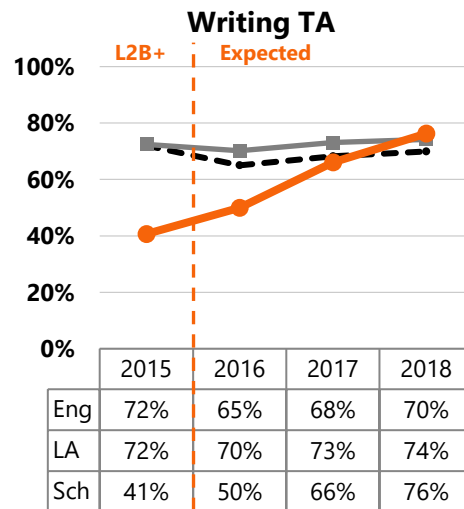
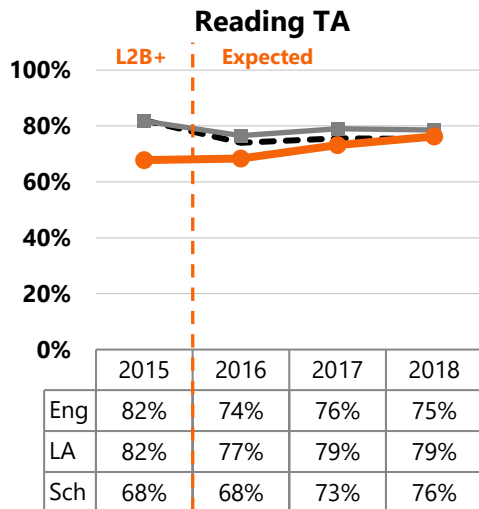
## i) % Reaching Expected Standard

Indicator	School (59 Pupils)	Comparisons		
		LA	England	
% Expected	Reading	<b>76%</b>	79% ↓	75%
	Writing	<b>76%</b>	74% ↑	70% ↑
	Maths	<b>81%</b>	78% ↑	76% ↑
	RWM	<b>69%</b>	70%	65% ↑



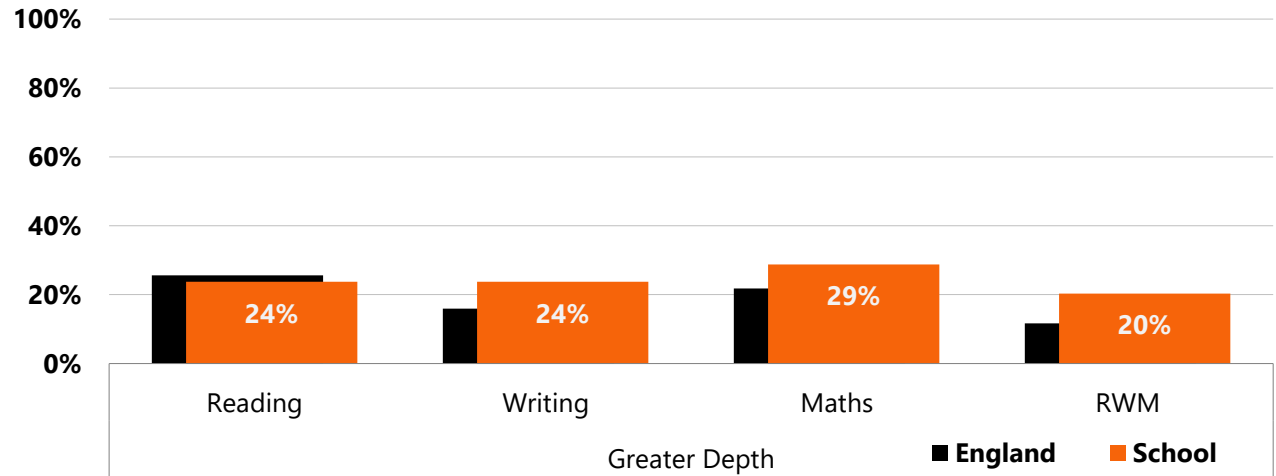
## ii) % Reaching Expected Standard (Time Series)

NB. Prior to 2016 the chart shows % Level 2B+. This is not directly comparable with the expected standard from 2016 onwards.



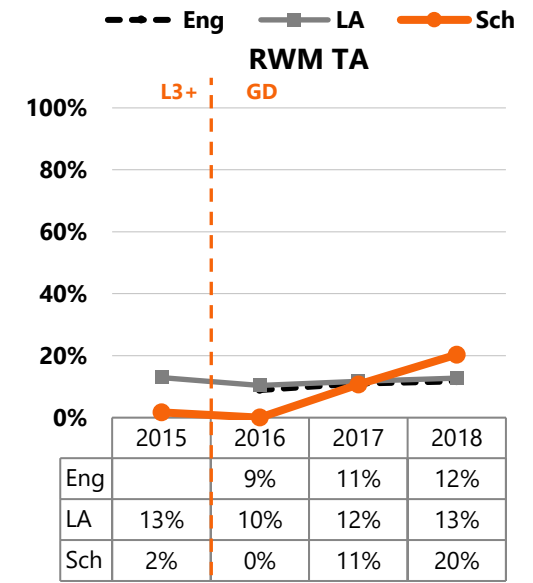
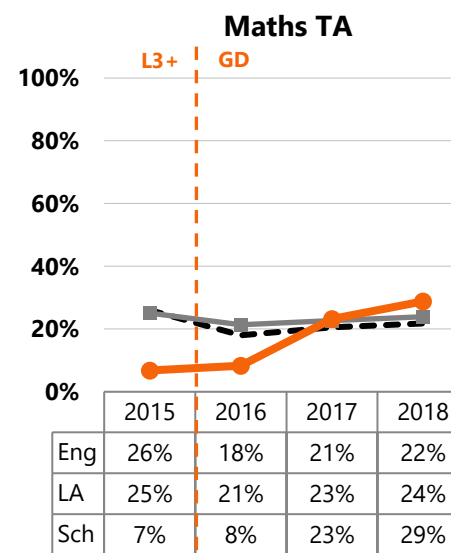
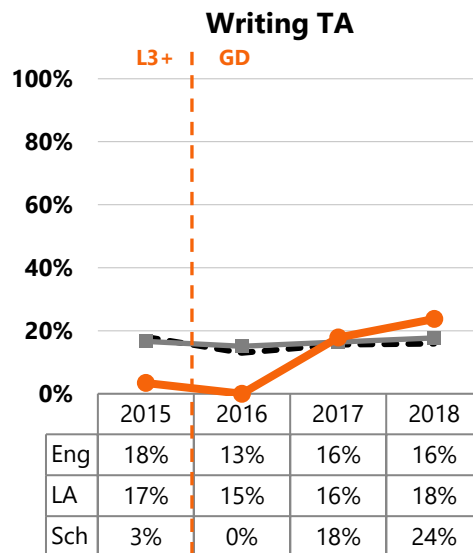
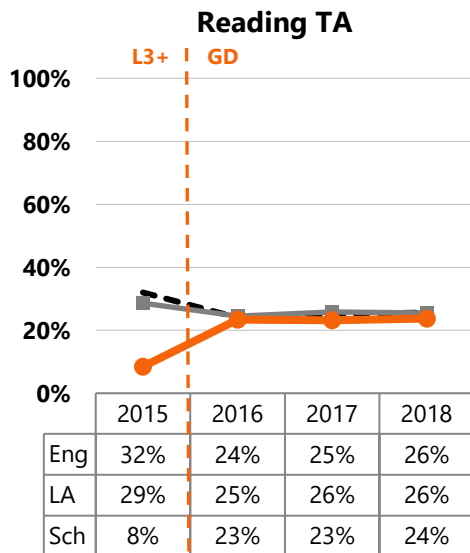
### iii) % Working at Greater Depth

Indicator	School (59 Pupils)	Comparisons	
		LA	England
% Greater Depth	Reading	<b>24%</b>	26% ↓ 26% ↓
	Writing	<b>24%</b>	18% ↑ 16% ↑
	Maths	<b>29%</b>	24% ↑ 22% ↑
	RWM	<b>20%</b>	13% ↑ 12% ↑

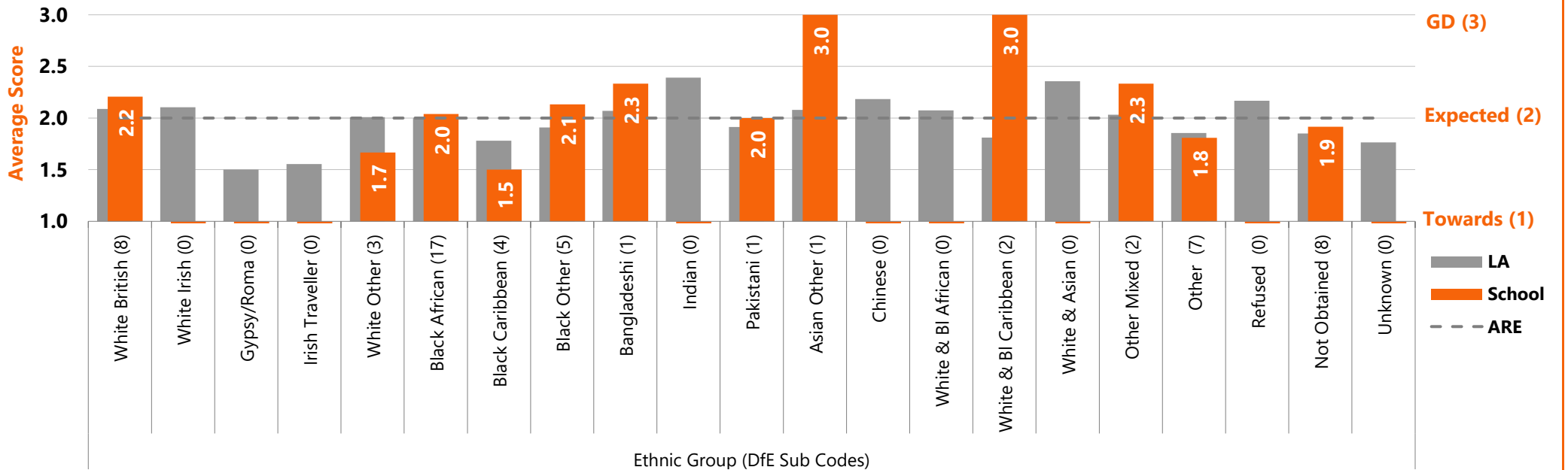
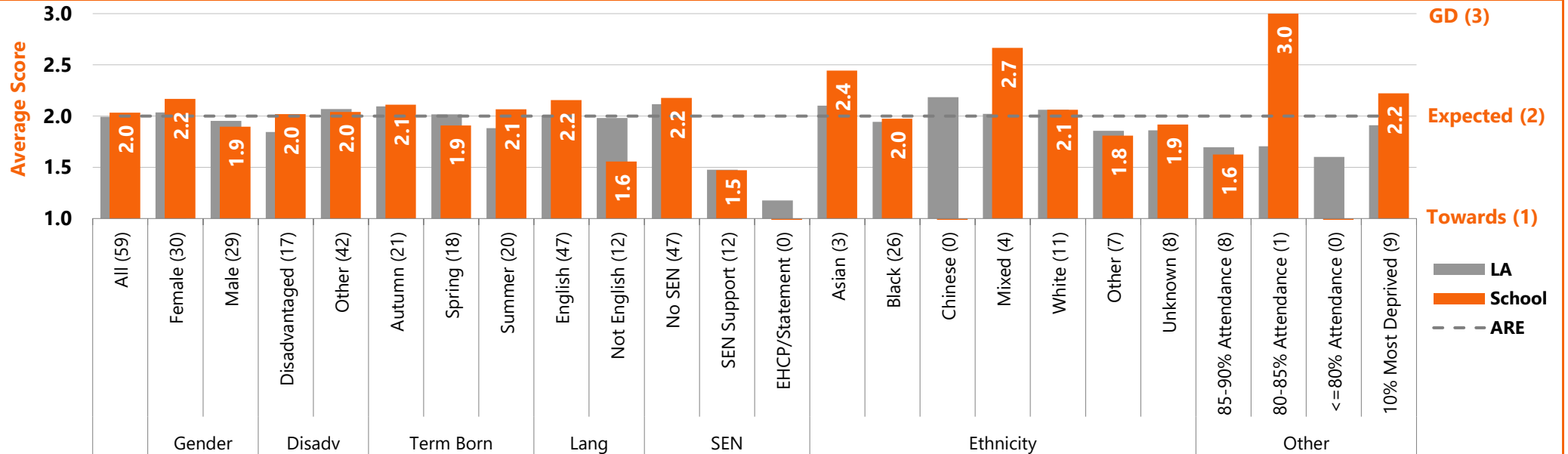


### iv) % at Greater Depth (Time Series)

NB. Prior to 2016 the chart shows % Level 3+. This is not directly comparable with greater depth from 2016 onwards.

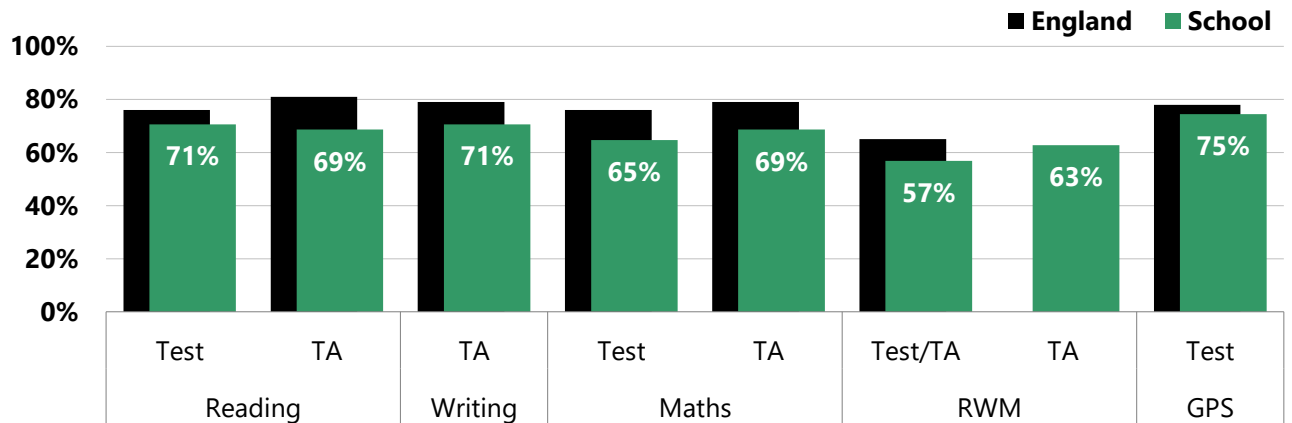


## v) Vulnerable Groups Analysis - TA Average Band Score (RWM)



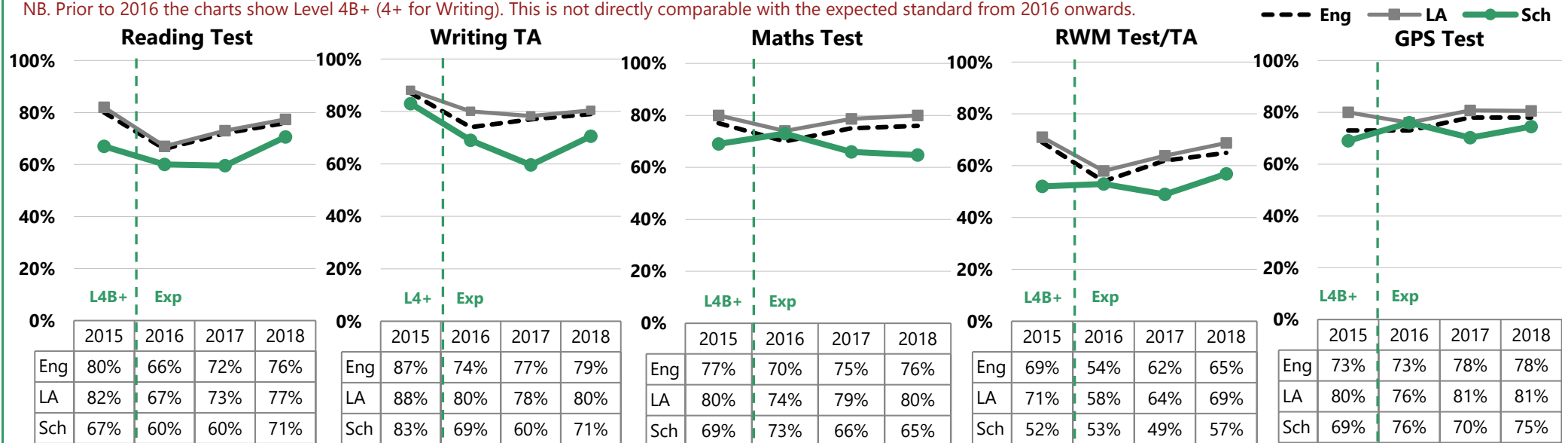
## i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons	
		(51 Pupils)	LA	England
Reading	Test	71%	77% ↓	76% ↓
	TA	69%	82% ↓	81% ↓
Writing	TA	71%	80% ↓	79% ↓
Maths	Test	65%	80% ↓	76% ↓
	TA	69%	82% ↓	79% ↓
RWM	Test/TA	57%	69% ↓	65% ↓
	TA	63%	75% ↓	-
GPS	Test	75%	81% ↓	78% ↓



## ii) % Reaching Expected Standard (Time Series)

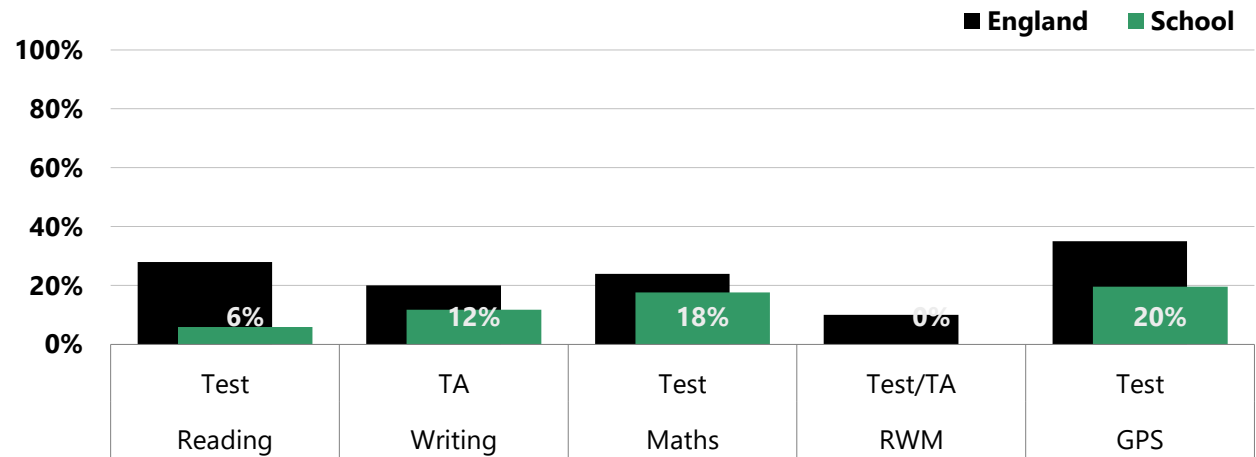
NB. Prior to 2016 the charts show Level 4B+ (4+ for Writing). This is not directly comparable with the expected standard from 2016 onwards.



NB. Analysis shown is based on DfE Performance Table data from December each year. See Appendix 1 for further information

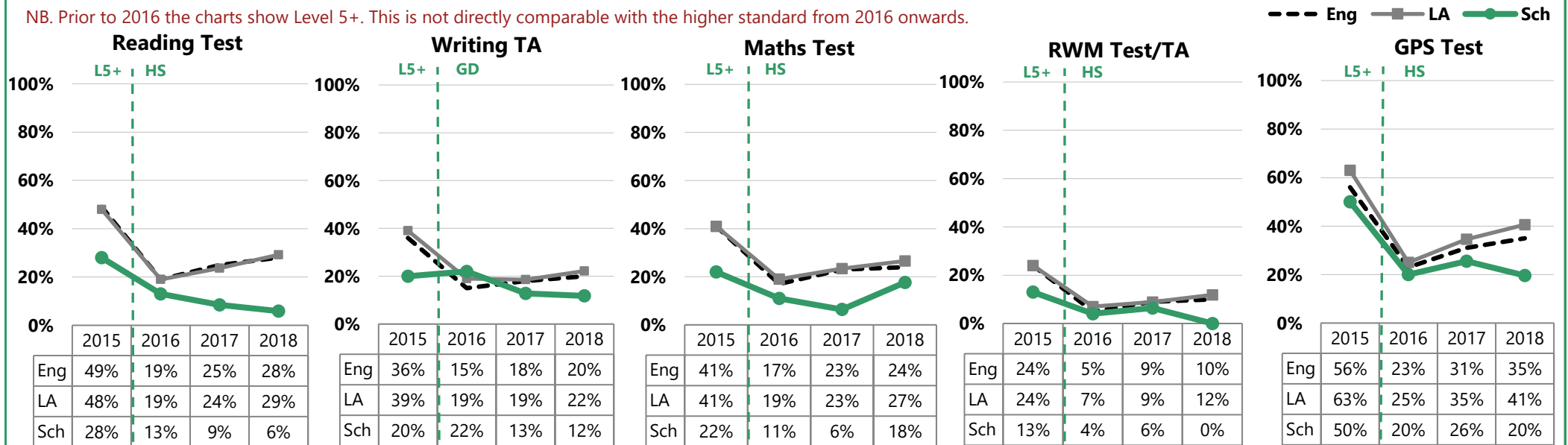
## iii) % Reaching a Higher Standard (Test and TA)

Indicator		School	Comparisons	
		(51 Pupils)	LA	England
<b>Reading</b>	Test	<b>6%</b>	29% ↓	28% ↓
<b>Writing</b>	TA	<b>12%</b>	22% ↓	20% ↓
<b>Maths</b>	Test	<b>18%</b>	27% ↓	24% ↓
<b>RWM</b>	Test/TA	<b>0%</b>	12% ↓	10% ↓
<b>GPS</b>	Test	<b>20%</b>	41% ↓	35% ↓



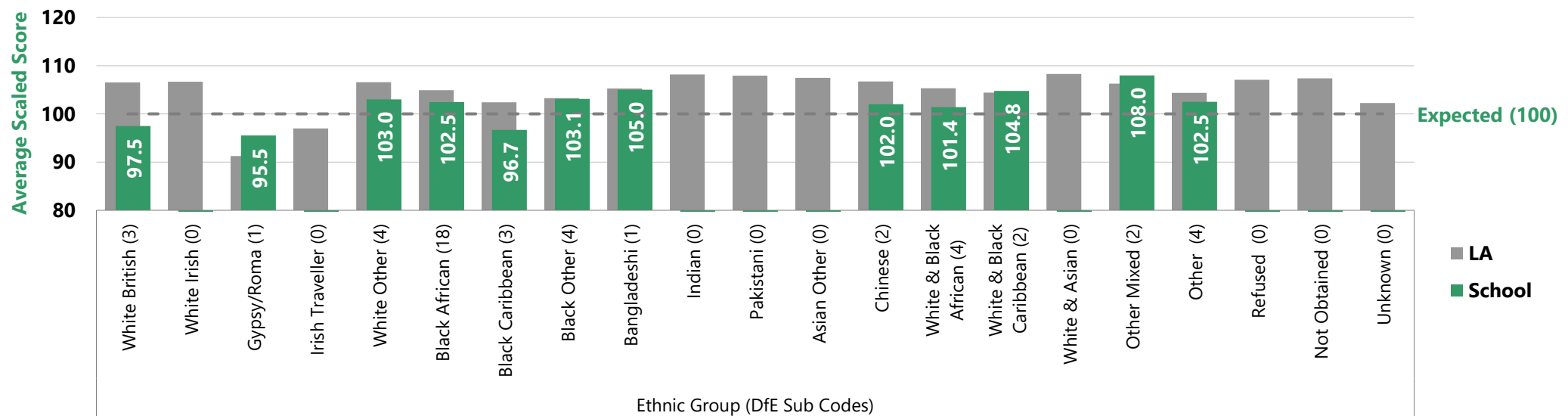
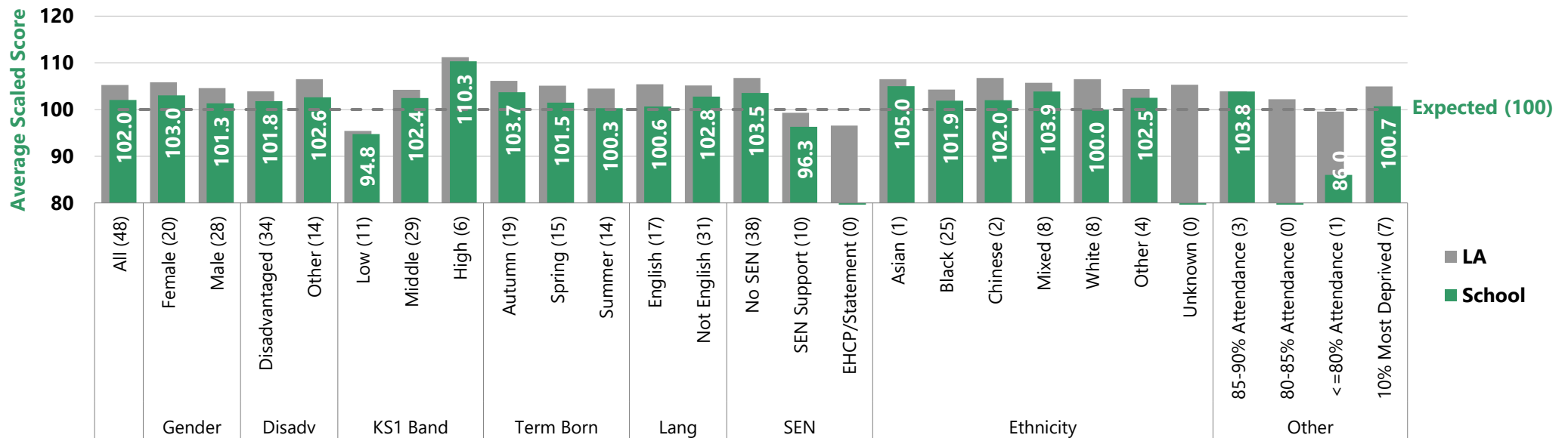
## iv) % Reaching a Higher Standard (Time Series)

NB. Prior to 2016 the charts show Level 5+. This is not directly comparable with the higher standard from 2016 onwards.



NB. Analysis shown is based on DfE Performance Table data from December each year. See Appendix 1 for further information

## v) Vulnerable Groups Analysis - Average Scaled Score (Reading and Maths)



NB. The number of pupils included in the scaled score averages may differ to the expected standard analysis because it does not include pupils who did not take the test or those with a raw score of 0, 1 or 2



## vi) 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 Level	1 or lower	14	<b>10 71%</b> LA: 73%	<b>4 29%</b> LA: 24%	<b>0 0%</b> LA: 3%
	2C	8	<b>3 38%</b> LA: 47%	<b>5 63%</b> LA: 46%	<b>0 0%</b> LA: 7%
	2B	11	<b>1 9%</b> LA: 25%	<b>10 91%</b> LA: 60%	<b>0 0%</b> LA: 15%
	2A	12	<b>0 0%</b> LA: 8%	<b>11 92%</b> LA: 63%	<b>1 8%</b> LA: 29%
	3 or higher	3	<b>0 0%</b> LA: 1%	<b>2 67%</b> LA: 32%	<b>1 33%</b> LA: 67%

Maths		Total Pupils	Key Stage 2 - Maths Test		
			Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
Key Stage 1 Maths Level	1 or lower	10	<b>9 90%</b> LA: 83%	<b>1 10%</b> LA: 17%	<b>0 0%</b> LA: 0%
	2C	13	<b>5 38%</b> LA: 44%	<b>8 62%</b> LA: 54%	<b>0 0%</b> LA: 2%
	2B	13	<b>2 15%</b> LA: 16%	<b>9 69%</b> LA: 75%	<b>2 15%</b> LA: 10%
	2A	7	<b>1 14%</b> LA: 5%	<b>6 86%</b> LA: 61%	<b>0 0%</b> LA: 34%
	3 or higher	5	<b>0 0%</b> LA: 0%	<b>0 0%</b> LA: 28%	<b>5 100%</b> LA: 72%

Writing		Total Pupils	Key Stage 2 - Writing TA		
			Below Expected	Expected Standard	Greater Depth
Key Stage 1 Writing Level	1 or lower	15	<b>10 67%</b> LA: 73%	<b>5 33%</b> LA: 26%	<b>0 0%</b> LA: 0%
	2C	11	<b>4 36%</b> LA: 31%	<b>7 64%</b> LA: 67%	<b>0 0%</b> LA: 2%
	2B	13	<b>0 0%</b> LA: 8%	<b>12 92%</b> LA: 80%	<b>1 8%</b> LA: 12%
	2A	8	<b>0 0%</b> LA: 1%	<b>4 50%</b> LA: 62%	<b>4 50%</b> LA: 37%
	3 or higher	1	<b>0 0%</b> LA: 0%	<b>0 0%</b> LA: 26%	<b>1 100%</b> LA: 74%

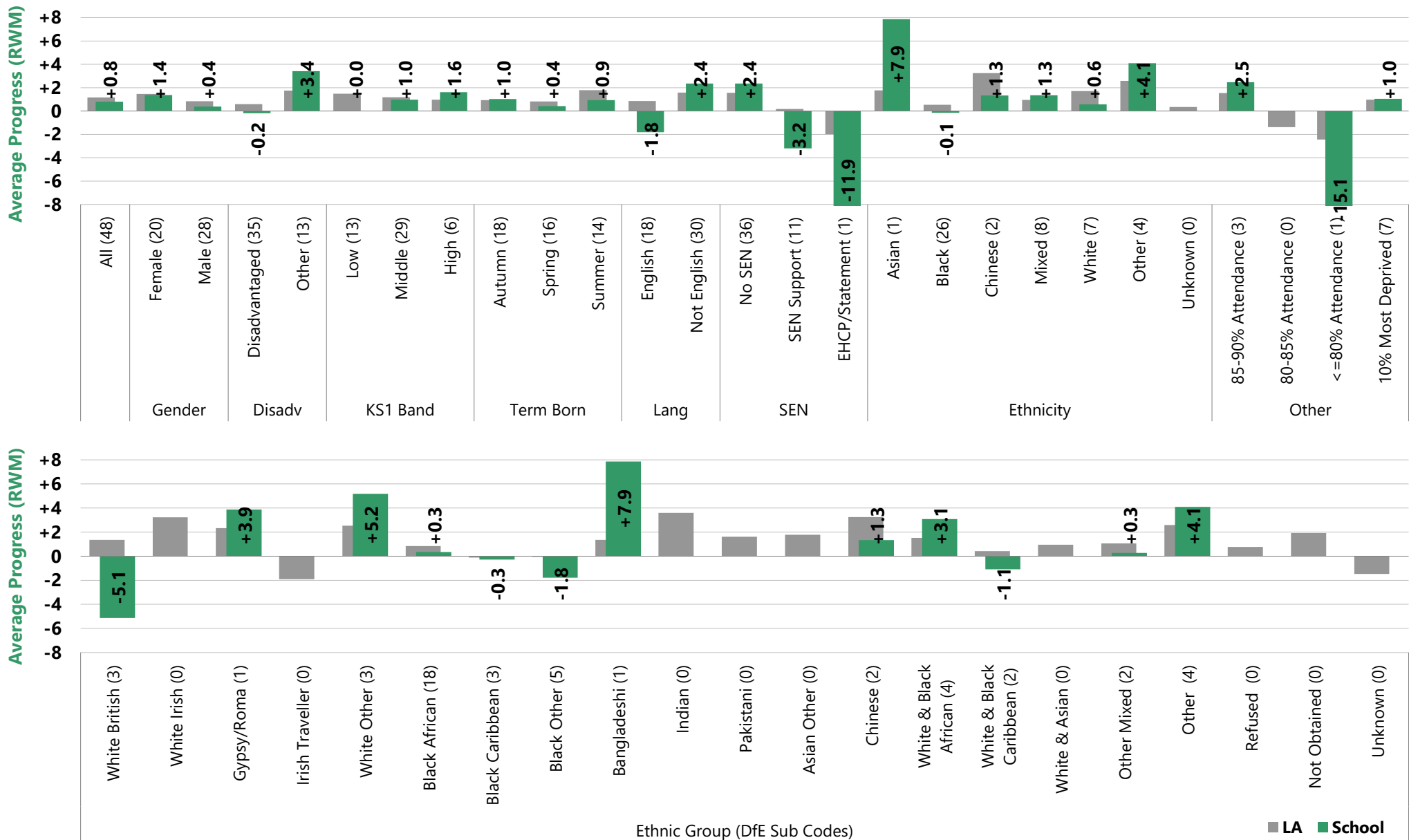
## vii) KS1 to KS2 Progress Scores

Subject	School			Comparisons	
	Average KS2 Scaled Score*	Av. Exp KS2 Score	Progress Score	LA	National
Reading	<b>102.3</b>	100.3	<b>+0.2</b>	+1.1	0.0
Writing		97.8	<b>+1.5</b>	+1.1	0.0
Maths	<b>102.3</b>	99.7	<b>+0.7</b>	+1.3	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 expected and progress scores (e.g. because they have no prior attainment) and vice-versa (e.g. pupils on P scales)

## viii) Vulnerable Groups Analysis - Average Progress Score (RWM)



		EYFSP	Yr1 Phonics (Total Pts)	KS1 (Av Band)	KS2 (Av Scaled)
		Exp: 34	Exp: 32	Exp: 2	Exp: 100
<b>All Pupils</b>	All	35.4	36.6	2.0	102.0
<b>Gender</b>	Female	36.7	38.2	2.2	103.0
	Male	34.2	34.7	1.9	101.3
<b>Disadvantaged</b>	Disadvantaged	33.8	34.8	2.0	101.8
	Other	36.1	37.7	2.0	102.6
<b>Term of Birth</b>	Autumn	37.3	39.4	2.1	103.7
	Spring	36.7	36.3	1.9	101.5
	Summer	31.6	35.5	2.1	100.3
<b>Language</b>	English	36.2	39.2	2.2	100.6
	Not English	34.1	34.5	1.6	102.8
<b>SEN Provision</b>	No SEN	35.3	38.4	2.2	103.5
	SEN Support	37.0	33.6	1.5	96.3
<b>Ethnicity</b>	Asian	37.8	40.0	2.4	
	Black	35.0	35.7	2.0	101.9
	Mixed	37.6	37.0	2.7	103.9
	White	32.6	39.2	2.1	100.0
	Other	30.0	33.3	1.8	102.5

The analysis shows the difference between the average score for each pupil group in Keyworth Primary School, and age related expectations for each year. **Only groups with at least 3 pupils are shown.**

**Age Related Expectations**

EYFSP: 34 pts  
 Year 1 Phonics: 32 pts  
 KS1: 2 (Exp)  
 KS2: 100 (Exp)

**Colour Key**

Shading shows difference from age related expectations




**Dot Size Key**  
 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*

## i) Pupil Breakdown by Contextual Characteristic (1)

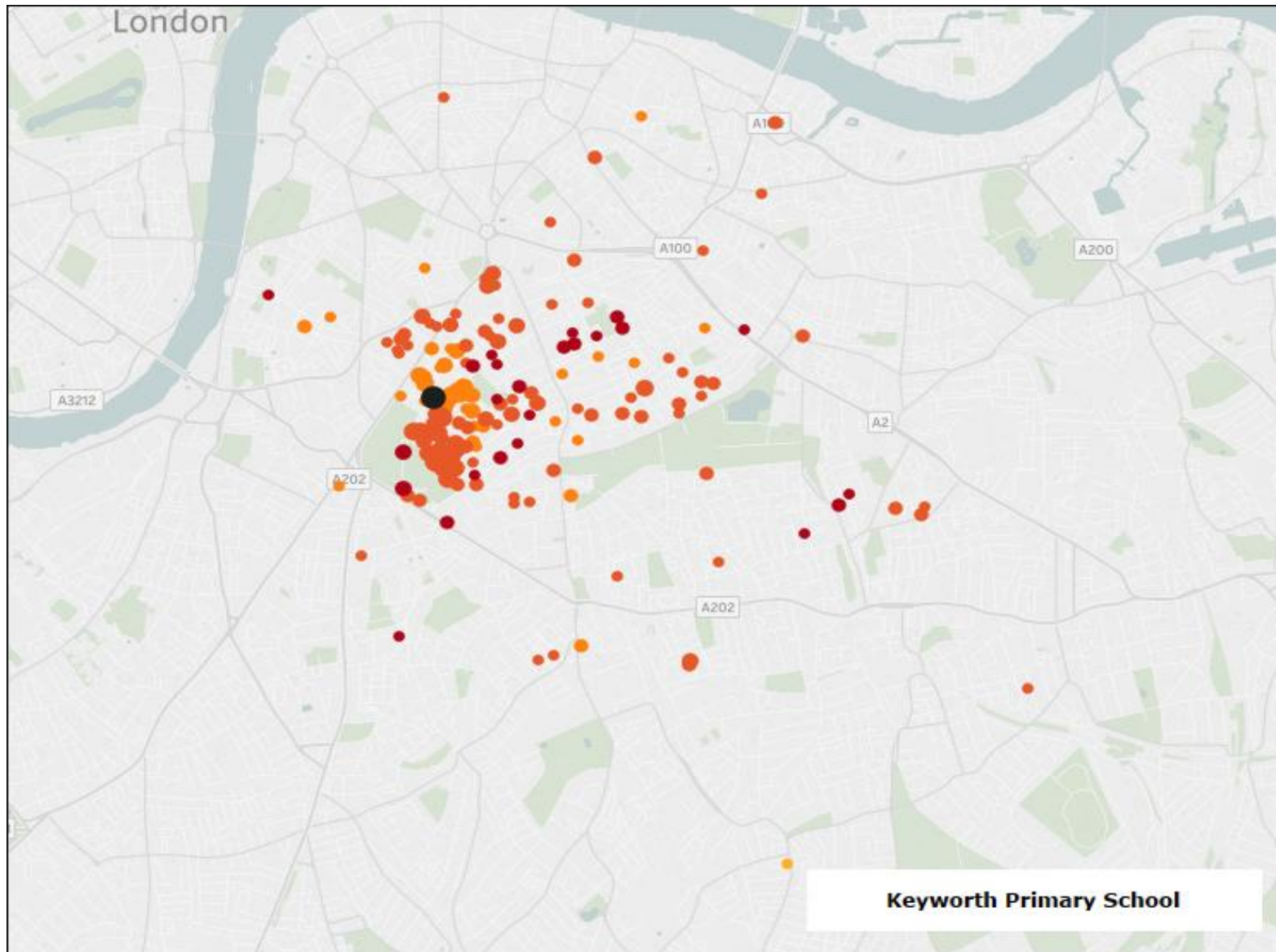
405 Pupils on roll in Jan 2018		School					LA (Primary Age)								
		Jan 2018			2014	2015	2016	2017	Jan 18	School Difference vs LA					
Pupil Characteristic		No.	%	0%	20%	40%	60%	80%	100%						
Gen-der	Female	203	50.1%							53.3%	50.2%	51.8%	52.7%	49.3%	+0.8%
	Male	202	49.9%							46.7%	49.8%	48.2%	47.3%	50.7%	-0.8%
FSM	Eligible	107	26.4%							14.1%	14.8%	23.2%	26.0%	20.2%	+6.2%
	Not eligible	298	73.6%							85.9%	85.2%	76.8%	74.0%	79.8%	-6.2%
Joined School	Joined in Reception / Nursery	340	84.0%							77.9%	75.9%	76.6%	79.9%	82.4%	+1.6%
	Joined in Year 1 or 2	45	11.1%							11.8%	12.0%	11.5%	11.7%	8.0%	+3.1%
	Joined in Year 3 or 4	20	4.9%							7.7%	8.9%	9.9%	7.5%	7.6%	-2.7%
	Joined in Year 5 or 6	0	0.0%							2.6%	3.2%	2.1%	1.0%	2.0%	-2.0%
SEN Stage	No Special Educational Need	335	82.7%							90.8%	90.2%	89.0%	81.8%	83.2%	-0.5%
	SEN Support*	64	15.8%							7.9%	8.6%	9.9%	16.5%	14.2%	+1.6%
	EHCP / Statement	6	1.5%							1.3%	1.1%	1.1%	1.7%	2.7%	-1.2%
SEN Primary Need	Autistic Spectrum Disorder	10	2.5%							0.8%	1.4%	1.1%	1.7%	2.6%	-0.1%
	Hearing Impairment	0	0.0%							0.0%	0.0%	0.0%	0.0%	0.2%	-0.2%
	Moderate Learning Difficulty	2	0.5%							2.6%	1.1%	0.9%	0.2%	2.4%	-1.9%
	Multi-Sensory Impairment	0	0.0%							0.0%	0.0%	0.0%	0.0%	0.0%	-
	Physical Disability	0	0.0%							0.0%	0.2%	0.2%	0.2%	0.5%	-0.5%
	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%	0.0%	0.0%	0.2%	-0.2%
	Social, Emotional & Mental Health*	26	6.4%							0.3%	0.9%	3.4%	8.7%	2.4%	+4.0%
	Specific Learning Difficulty	8	2.0%							0.3%	0.2%	0.0%	0.2%	1.3%	+0.7%
	Speech, Language & Comm.	22	5.4%							3.1%	2.5%	2.8%	6.8%	5.7%	-0.3%
	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%	3.4%	2.5%	0.2%	0.5%	-0.5%
	No Specialist Assessment	2	0.5%								0.0%	0.0%	0.0%	0.8%	-0.3%
	Deprivation Band (IDAC)	Band 1a: Most deprived 10%	40	9.9%							24.9%	25.9%	11.7%	11.2%	22.3%
Band 1b: 10-20%		247	61.0%							59.5%	58.2%	60.6%	59.2%	41.4%	+19.6%
Band 2: 20-40%		112	27.7%							12.1%	13.0%	25.5%	27.7%	20.4%	+7.3%
Band 3: 40-60%		2	0.5%							0.0%	0.0%	0.7%	0.5%	8.5%	-8.0%
Band 4: 60-80%		0	0.0%							0.0%	0.0%	0.2%	0.0%	5.1%	-5.1%
Band 5: Least Deprived 20%		0	0.0%							0.0%	0.0%	0.2%	0.0%	1.3%	-1.3%
Unmatched Postcode	4	1.0%							3.6%	3.0%	1.1%	1.5%	0.9%	+0.1%	

\* For trend data prior to 2015, SEN Support includes School Action and School Action Plus, while SEMH includes BESD

## ii) Pupil Breakdown by Contextual Characteristic (2)

405 Pupils on roll in Jan 2018		School					LA (Primary Age)								
		Jan 2018				2014	2015	2016	2017	Jan 18	School Difference vs LA				
Pupil Characteristic		No.	%	0%	20%	40%	60%	80%	100%						
Ethnicity	Asian or Asian British	23	5.7%							6.4%	5.2%	5.3%	6.6%	5.6%	+0.1%
	<i>Bangladeshi</i>	16	4.0%							4.6%	4.1%	4.1%	4.6%	2.4%	+1.6%
	<i>Indian</i>	1	0.2%							0.0%	0.0%	0.2%	0.2%	0.8%	-0.6%
	<i>Pakistani</i>	3	0.7%							0.8%	0.7%	0.5%	0.7%	0.7%	-
	<i>Any Other Asian Background</i>	3	0.7%							1.0%	0.5%	0.5%	1.0%	1.7%	-1.0%
	Black or Black British	193	47.7%							53.6%	51.1%	51.1%	48.8%	40.8%	+6.9%
	<i>Black - African</i>	132	32.6%							44.1%	39.5%	37.2%	35.4%	27.4%	+5.2%
	<i>Black Caribbean</i>	27	6.7%							5.1%	5.9%	5.5%	5.8%	6.8%	-0.1%
	<i>Any Other Black Background</i>	34	8.4%							4.4%	5.7%	8.5%	7.5%	6.6%	+1.8%
	Chinese	7	1.7%							1.5%	1.6%	1.8%	1.7%	1.4%	+0.3%
	Mixed	37	9.1%							13.1%	11.4%	8.9%	10.0%	12.1%	-3.0%
	<i>White and Black African</i>	11	2.7%							4.1%	3.2%	2.8%	2.9%	2.0%	+0.7%
	<i>White and Black Caribbean</i>	12	3.0%							4.1%	3.4%	1.8%	2.9%	3.1%	-0.1%
	<i>White and Asian</i>	0	0.0%							0.0%	0.0%	0.0%	0.0%	1.3%	-1.3%
	<i>Any Other Mixed Background</i>	14	3.5%							4.9%	4.8%	4.4%	4.1%	5.8%	-2.3%
	White	77	19.0%							16.4%	18.4%	19.0%	20.6%	30.6%	-11.6%
	<i>White - British</i>	51	12.6%							10.3%	13.2%	13.5%	13.8%	20.7%	-8.1%
	<i>White - Irish</i>	0	0.0%							0.0%	0.0%	0.0%	0.0%	0.4%	-0.4%
	<i>Gypsy / Roma</i>	1	0.2%							0.3%	0.2%	0.2%	0.2%	0.1%	+0.1%
	<i>Traveller of Irish Heritage</i>	0	0.0%							0.0%	0.0%	0.0%	0.0%	0.1%	-0.1%
<i>Any Other White Background</i>	25	6.2%							5.9%	5.0%	5.3%	6.6%	9.3%	-3.1%	
Other	35	8.6%							8.5%	7.5%	7.3%	7.5%	7.2%	+1.4%	
Unknown	33	8.1%							0.5%	4.8%	6.4%	4.9%	2.4%	+5.7%	
<i>Refused</i>	1	0.2%							0.0%	0.0%	0.0%	0.0%	0.8%	-0.6%	
<i>Information Not Yet Obtained</i>	32	7.9%							0.5%	4.8%	6.4%	4.9%	1.6%	+6.3%	
Lang.	English	232	57.3%							39.7%	50.5%	55.3%	56.3%	55.5%	+1.8%
	Not English	173	42.7%							60.3%	49.5%	44.7%	43.7%	43.7%	-1.0%
	Unknown	0	0.0%							0.0%	0.0%	0.0%	0.0%	0.8%	-0.8%

NB. Prior to 2017 ethnicity was not mandatory for nursery and reception children so some pupil ethnicities may be unknown.



**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 386 pupils. Does not show 15 outside the map boundaries and 4 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.

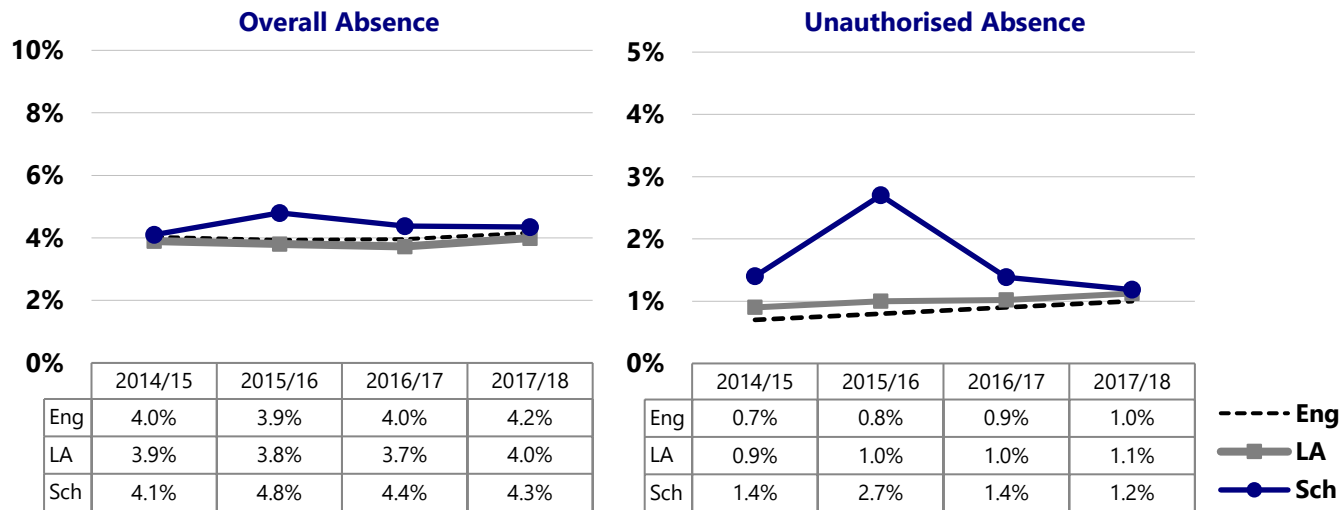
The background is a grayscale photograph of a school playground. In the foreground, the lower legs and feet of several children are visible as they swing on a swing set. The children are wearing school uniforms, including skirts, trousers, white socks, and dark shoes. A large, solid blue circle is overlaid on the right side of the image, partially obscuring the background. The text is centered within this blue circle.

# 3. Pupil Behaviour

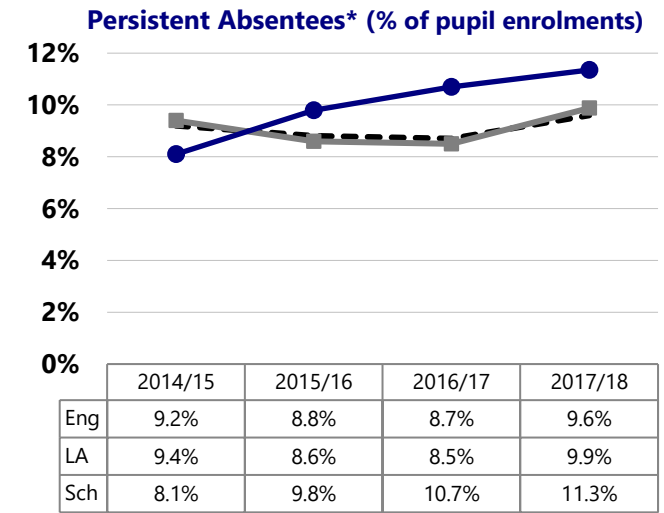
*Analysis of pupil absence and exclusions*



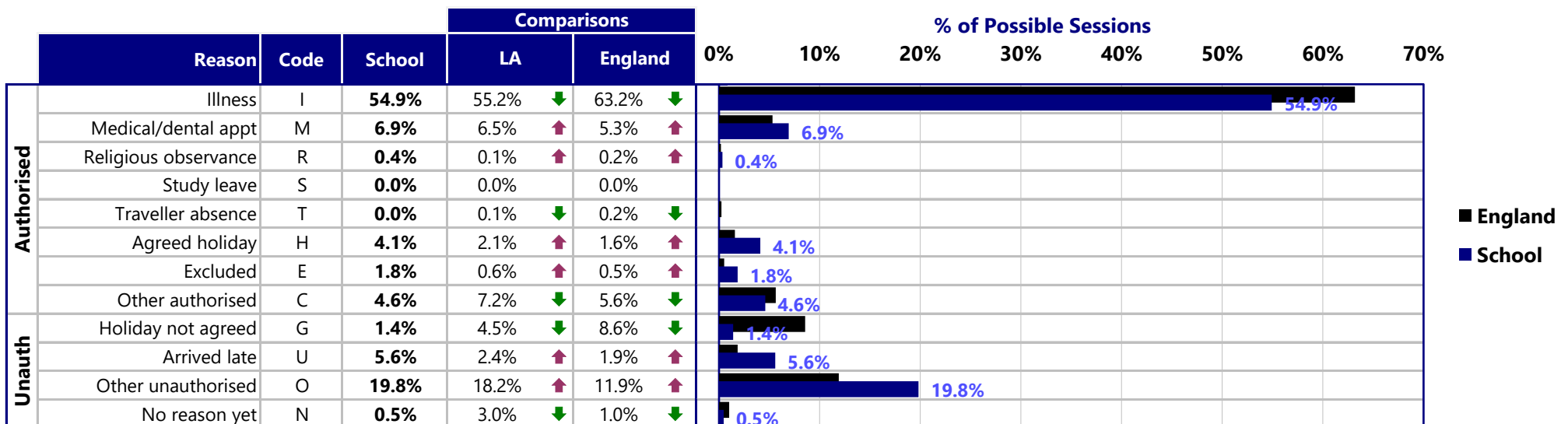
## i) Overall and Unauthorised Absence (Time Series) - Autumn & Spring Terms



## ii) Persistent Absentees - Aut/Spr

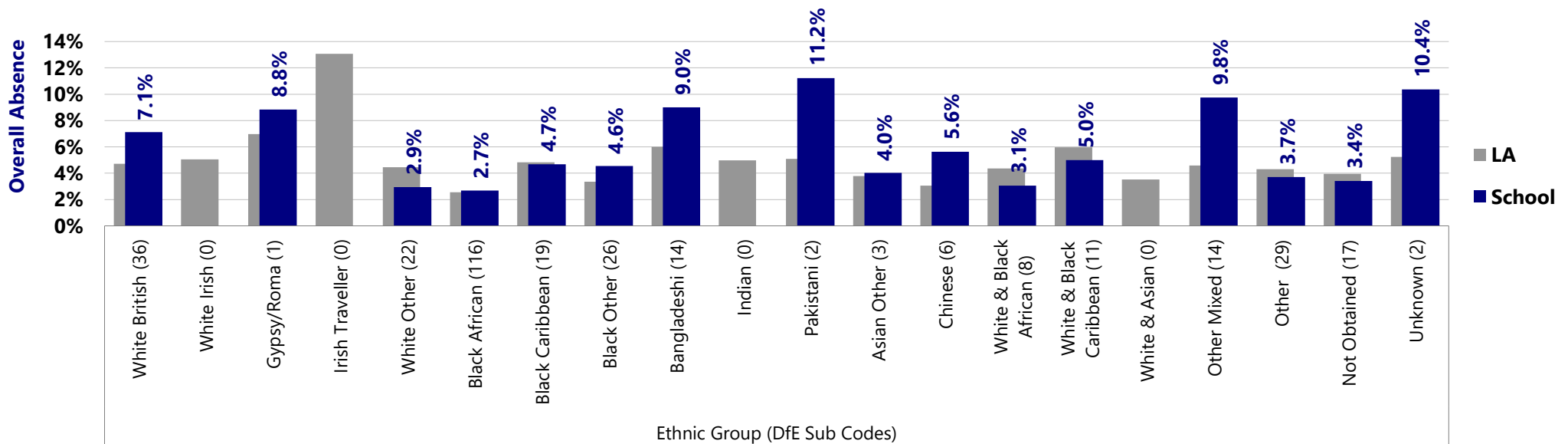
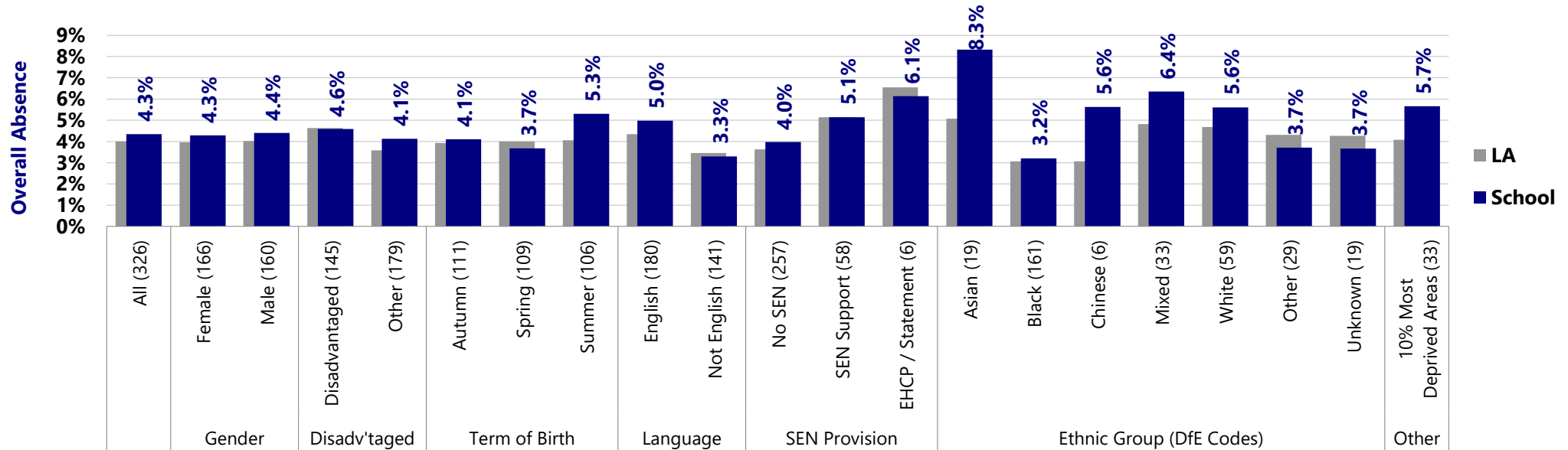


## iii) % Absence by Reason - Autumn & Spring Terms

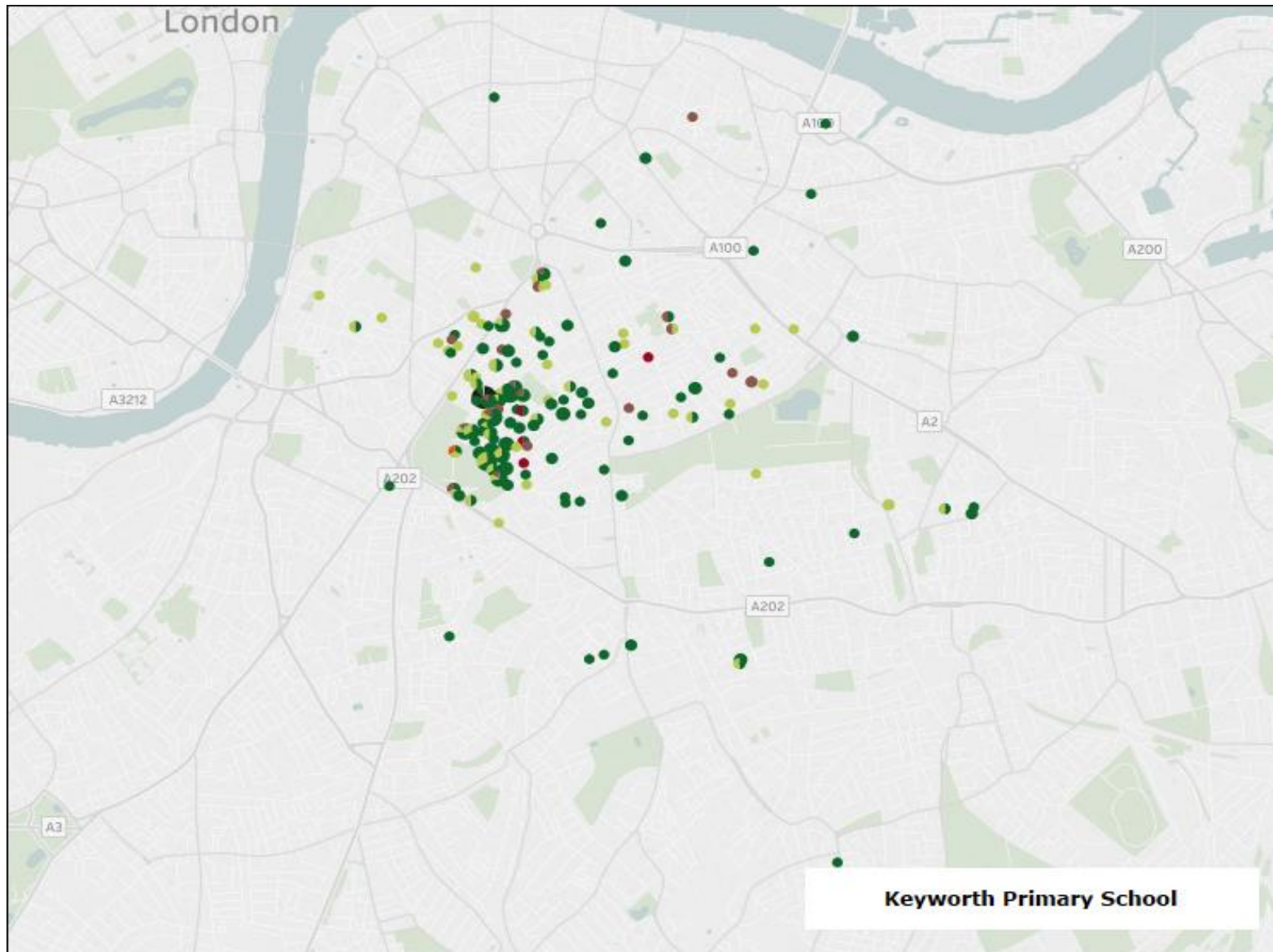


\*A persistent absentee is defined as someone with 90% or less attendance across the Autumn and Spring terms.

## 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?

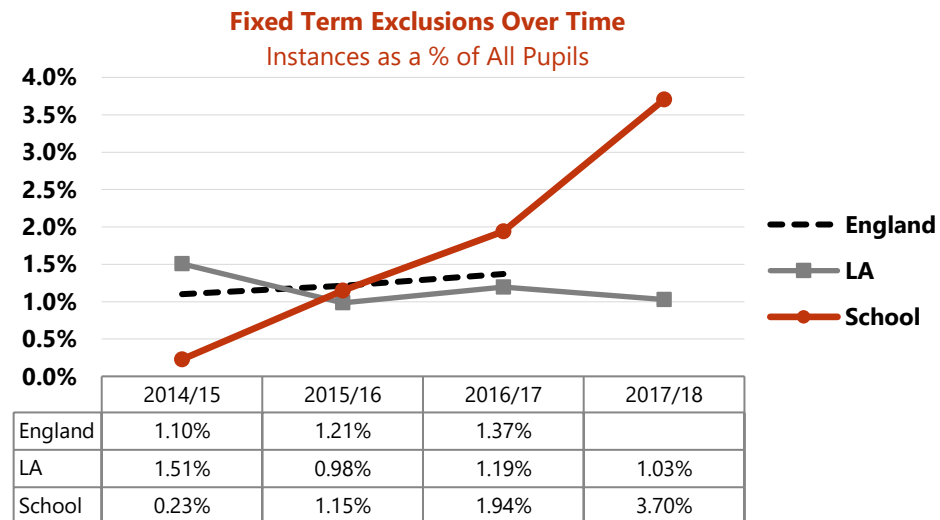
### Notes:

Each dot refers to a particular 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 Indicators

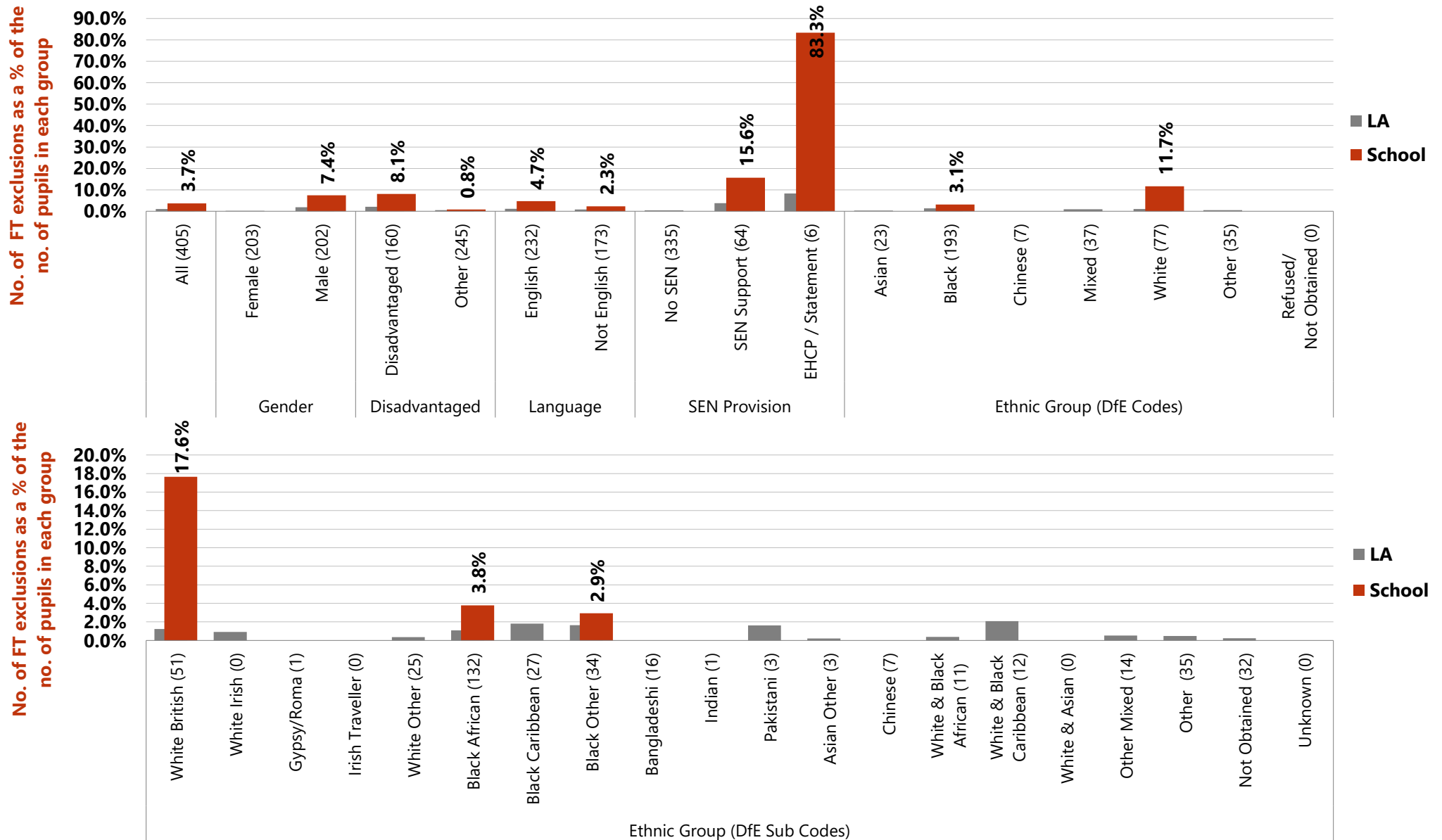
Indicator		Primary Comparisons		
		School	LA	England (2016/17)
<b>Permanent Exclusions</b> (% of all pupils)		<b>0</b> 0.00%	0.01% ↓	0.03% ↓
<b>Fixed Term (FT)</b>	No. of instances (FT exclusions as a % of all pupils)	<b>15</b> 3.70%	1.03% ↑	1.37% ↑
	No. of pupils with FT exclusions (% of all pupils)	<b>5</b> 1.23%	0.60% ↑	0.62% ↑
	Average length in days of FT exclusion (% of exclusions)	<b>2.2</b>	1.7 ↑	1.9 ↑
	0.5 to 5 Days	<b>15</b> 100.0%	100.0%	
	6 to 15 days	<b>0</b> 0.0%	0.0%	
16+ Days	<b>0</b> 0.0%	0.0%		



## ii) Fixed Term Exclusions by Reason (% of all instances of fixed term exclusions)

Reason	Code	Primary Comparisons			% of all FT Exclusions					
		School	LA	England (2016/17)	0%	20%	40%	60%	80%	100%
Bullying	BU	<b>0.0%</b>	1.9%	↓ 0.6%						
Damage	DM	<b>0.0%</b>	0.4%	↓ 2.2%						
Drug and alcohol related	DA	<b>0.0%</b>	0.0%	↓ 0.1%						
Persistent disruptive behaviour	DB	<b>20.0%</b>	23.9%	↓ 27.6%			20.0%			
Physical assault against a pupil	PP	<b>40.0%</b>	31.1%	↑ 20.8%			40.0%			
Physical assault against an adult	PA	<b>20.0%</b>	23.1%	↓ 27.2%			20.0%			
Racist abuse	RA	<b>0.0%</b>	0.4%	↓ 0.7%						
Sexual misconduct	SM	<b>0.0%</b>	0.0%	↓ 0.4%						
Theft	TH	<b>0.0%</b>	0.0%	↓ 0.3%						
Verbal abuse/threatening behaviour - adult	VA	<b>6.7%</b>	8.7%	↓ 9.7%			6.7%			
Verbal abuse/threatening behaviour - pupil	VP	<b>0.0%</b>	4.5%	↓ 3.9%						
Other	OT	<b>13.3%</b>	6.1%	↑ 6.5%			13.3%			

## iii) Vulnerable Groups Analysis - Fixed Term Exclusions (as a % of Pupils in Each Group)



NB. Because a pupil may have more than one exclusion, 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
<b>EYFSP</b>	Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data is taken from the DfE Statistical First Release
<b>Year 1 Phonics</b>	Validated Year 1 Phonics check returns from schools. Analysis also shows pupils resitting in Year 2 (Year 2 performance does not include pupils sitting the test in the previous year in Year 1). National data is taken from the DfE Statistical First Release. Note that absent pupils are included in the threshold measures but not in the average points scores.
<b>Key Stage 1</b>	Validated KS1 teacher assessment returns from schools. National data is taken from the DfE Statistical First Release.
<b>Key Stage 2</b>	DfE Performance Table data from December each year. The figures therefore discount pupils recently arrived from overseas, in line with Performance Table rules. Note that this is a different source to the unvalidated version of this profile. National data is taken from the DfE Statistical First Release.
<b>School Census</b>	Validated January 2018 school census returns from schools. Note that LA figures show all primary aged pupils including nurseries and special schools.
<b>Pupil Absence</b>	School census returns from schools in January and May 2018. 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).
<b>Exclusions</b>	Exclusions data based on notified exclusions to the Local Authority matched to pupil characteristics in the January school census. Exclusions data for 2017/18 is a combination of the School Census (Summer and Autumn 2018) and what the LA has recorded internally in Capita ONE as at 29th November 2018.

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.

Where pupil details cannot be matched (e.g. due to the use of temporary UPNs or new entrants after the census) the pupils will not be shown on the report and therefore individual group totals may not match the total for all pupils. Also note that, in a small number of cases, contextual data may not have been provided in the school census.

## Appendix 2 - Glossary

<b>ARE</b>	Age related expectations
<b>BESD</b>	Behaviour, Emotional and Social Difficulty (SEN primary need type replaced by SEMH from 2015 onwards)
<b>CLL</b>	Communication and Language (EYFSP prime area of learning)
<b>Disadvantaged</b>	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.
<b>EAD</b>	Expressive Arts and Design (EYFSP specific area of learning)
<b>EHCP</b>	Education, Health and Care Plan
<b>EYFSP</b>	Early Years Foundation Stage Profile
<b>FSM</b>	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).
<b>FSM Ever 6</b>	A pupil who has received free school meals at some point in the preceding 6 years.
<b>FT</b>	Fixed Term (Exclusion)
<b>GLD</b>	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.
<b>GPS</b>	Grammar, Punctuation and Spelling (test at KS2)
<b>IDACI</b>	Income Deprivation Affecting Children Index - A national dataset that allows us to link a pupil's home postcode to a relative deprivation score. This was updated in 2016, although note that time series school census analysis (Section 2a) from 2015 and earlier uses the previous definitions of IDACI.
<b>KS</b>	Key Stage
<b>LA</b>	Local Authority
<b>Lit</b>	Literacy (EYFSP specific area of learning)
<b>LSOA</b>	Lower Super Output Area - An area of approximately 1500 residents used by the government for statistical purposes.
<b>Math</b>	Abbreviation used for Mathematics (EYFSP specific area of learning)
<b>PD</b>	Physical Development (EYFSP prime area of learning)
<b>Persistent Absentee</b>	From 2015/16 this is a pupil attending school for 90% or less of their possible sessions.
<b>PSED</b>	Personal, Social and Emotional Development (EYFSP prime area of learning)
<b>RWM</b>	Reading, Writing & Maths combined
<b>Scaled Score</b>	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.
<b>SEMH</b>	Social, Emotional and Mental Health (SEN primary need type)
<b>SEN</b>	Special Educational Need
<b>TA</b>	Teacher assessment
<b>UPN</b>	Unique Pupil Number
<b>UTW</b>	Understanding of the World (EYFSP specific area of learning)
<b>10% Most Deprived Areas</b>	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, in fact, some schools in less deprived areas may have no pupils in this category).



*Mime are experts in communicating complex information with clarity within the education sector. We are passionate about using data to improve the life chances of young people. For more information, please get in touch.*

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