Super School Profile

Bessemer Grange 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 Bessemer Grange 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.

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

⬆ >=3 pupils better than the comparator

⬆ >=1 pupils better than the comparator

No arrow means the difference is within the equivalent of 1 pupil

⬇ >=1 pupils below the comparator

⬇ >=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 x 2%).

Name of indicator

Indicator		School (50 Pupils)	Comparisons	
			LA	England
% Expected	Reading	**70%**	78% ⬇	76% ⬇
	Writing	**74%**	77% ⬇	70% ⬆
	Maths	**84%**	73% ⬆	76% ⬆
	RWM	**66%**	58% ⬆	65%

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

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

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.

1. Attainment & Progress

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

Attainment & Progress - 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 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).

Key to shading

within 3% of Eng	
>9% above Eng	>3% below Eng
>3% above Eng	>9% below Eng

		School 2015	School 2016	School 2017	**School 2018**	School Change from 2017	Eng 2015	Eng 2016	Eng 2017	**Eng 2018**	2018 Difference from England	
EYFSP	GLD	81%	84%	78%	**83%**	+5%	66%	69%	71%	**72%**	+11%	**Section 1b**
	Average Score	39.1	37.7	37.5	**37.9**	+0.4	34.3	34.5	34.5	**34.6**	+3.3	
Yr1 Phonics	Achieving Threshold	81%	84%	94%	**80%**	-14%	77%	81%	81%	**82%**	-2%	**Section 1c**
KS1 Expected Standard*	Reading TA	77%	79%	86%	**88%**	+2%	82%	74%	76%	**75%**	+13%	**Section 1d**
	Writing TA	71%	72%	79%	**82%**	+3%	72%	65%	68%	**70%**	+12%	
	Maths TA	80%	79%	86%	**90%**	+4%	82%	73%	75%	**76%**	+14%	
KS1 Greater Depth*	Reading TA	34%	42%	53%	**43%**	-10%	32%	24%	25%	**26%**	+17%	**Section 1d**
	Writing TA	33%	30%	23%	**25%**	+2%	18%	13%	16%	**16%**	+9%	
	Maths TA	36%	38%	47%	**34%**	-13%	26%	18%	21%	**22%**	+12%	
KS2 Expected Standard*	Reading Test	97%	89%	84%	**70%**	-14%	80%	66%	72%	**76%**	-6%	**Section 1e**
	Writing TA	90%	83%	79%	**74%**	-5%	87%	74%	77%	**79%**	-5%	
	Maths Test	87%	89%	86%	**77%**	-9%	77%	70%	75%	**76%**	+1%	
	RWM Test/TA	87%	81%	71%	**67%**	-4%	69%	54%	62%	**65%**	+2%	
	GPS Test	85%	77%	86%	**69%**	-17%	73%	73%	78%	**78%**	-9%	
KS2 Higher Standard*	Reading Test	67%	40%	53%	**27%**	-26%	49%	19%	25%	**28%**	-1%	**Section 1e**
	Writing TA	44%	19%	16%	**26%**	+10%	36%	15%	18%	**20%**	+6%	
	Maths Test	56%	34%	45%	**29%**	-16%	41%	17%	23%	**24%**	+5%	
	RWM Test/TA	36%	17%	16%	**14%**	-2%	24%	5%	9%	**10%**	+4%	
	GPS Test	67%	21%	41%	**27%**	-14%	56%	23%	31%	**35%**	-8%	
KS2 Progress	Reading Prog Score	-	+5.6	+5.2	**+0.7**	-4.5	-	0	0	**0**	+0.7	**Section 1e**
	Writing Prog Score	-	+1.9	+0.1	**+0.5**	+0.4	-	0	0	**0**	+0.5	
	Maths Prog Score	-	+3.6	+4.4	**+1.0**	-3.4	-	0	0	**0**	+1.0	

* 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

	Aspect	Code	Expected or Better						Exceeding		
			School		LA		England		School	LA	England
			2018 (87 Pupils)	2017	2018	2017	2018	2017	2018 (87 Pupils)	2018	2018
CLL	Listening and attention	LA	85%	85%	85%	84%	86% ↓	86%	36%	22% ↑	23% ↑
CLL	Understanding	Und	86%	87%	85% ↑	84%	86%	86%	40%	23% ↑	23% ↑
CLL	Speaking	Speak	87%	88%	85% ↑	83%	86% ↑	85%	33%	20% ↑	20% ↑
PD	Moving and handling	MH	91%	89%	89% ↑	89%	90% ↑	90%	30%	18% ↑	18% ↑
PD	Health and self-care	HSC	90%	89%	91% ↓	91%	91% ↓	91%	37%	19% ↑	20% ↑
PSED	Self-confidence and self-awareness	SCSA	89%	83%	88%	88%	89%	89%	20%	18%	18% ↑
PSED	Managing feelings and behaviour	MFB	89%	82%	87% ↑	87%	88%	88%	24%	17% ↑	16% ↑
PSED	Making relationships	MR	90%	83%	89%	88%	90%	90%	22%	18% ↑	16% ↑
Lit	Reading	Read	84%	79%	79% ↑	78%	77% ↑	77%	37%	20% ↑	19% ↑
Lit	Writing	Write	84%	78%	77% ↑	75%	74% ↑	73%	29%	13% ↑	11% ↑
Math	Numbers	Num	86%	80%	82% ↑	80%	80% ↑	79%	34%	18% ↑	16% ↑
Math	Shape, space and measures	SSM	86%	80%	83% ↑	81%	82% ↑	82%	33%	17% ↑	15% ↑
UTW	People and communities	PC	86%	89%	85% ↑	84%	86%	86%	30%	15% ↑	15% ↑
UTW	The world	World	87%	88%	85% ↑	84%	86%	86%	34%	17% ↑	16% ↑
UTW	Technology	Tech	95%	90%	95%	93%	93% ↑	93%	74%	18% ↑	19% ↑
EAD	Exploring and using media and materials	EMM	91%	91%	89% ↑	89%	89% ↑	89%	40%	18% ↑	16% ↑
EAD	Being imaginative	BI	92%	91%	89% ↑	88%	89% ↑	88%	34%	17% ↑	15% ↑

Good Level of Development

NB. The arrows compare your school to the LA and England averages for the current year. See the introduction for more details.
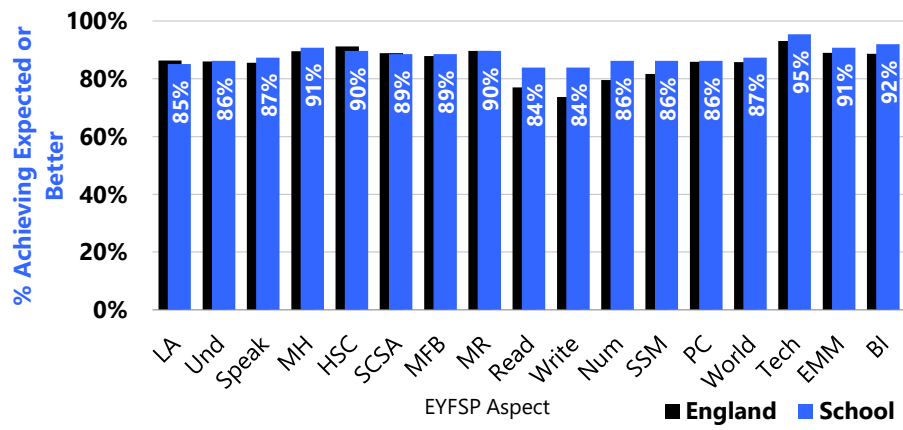
ii) % Achieving Good Level of Development (Time Series)

	2014	2015	2016	2017	2018
England	60%	66%	69%	71%	72%
LA	65%	70%	72%	73%	75%
School	68%	81%	84%	78%	83%
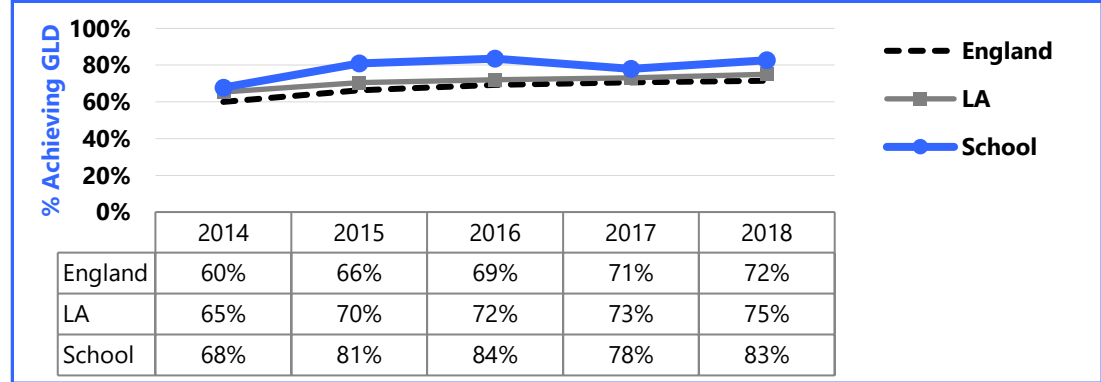
NB. Local authority data excludes pupils at PVIs.

iii) Vulnerable Groups Analysis - Total Score Across 17 Aspects

Top chart — Total Score, LA (grey) vs School (blue):

Group	School
All (87)	37.9
Female (49)	39.6
Male (38)	35.6
Disadvantaged (2)	28.0
Other (78)	38.7
Autumn (24)	42.2
Spring (27)	38.2
Summer (29)	35.6
English (59)	39.6
Not English (21)	35.3
No SEN (74)	39.3
SEN Support (6)	28.5
EHCP / Statement (0)	
Asian (4)	44.0
Black (16)	33.0
Chinese (0)	
Mixed (7)	44.3
White (48)	39.8
Other (4)	28.5
Unknown (8)	31.6
10% Most Deprived (1)	25.0

Categories: Gender, Disadv, Term Born, Language, SEN, Ethnicity

Scale: Exceeding (3), Expected (2), Emerging (1) — 17, 34, 51

Legend: ■ LA ■ School

Bottom chart — Ethnic Group (DfE Sub Codes), Total Score:

Group	School
White British (44)	40.5
White Irish (1)	17.0
Gypsy/Roma (0)	
Irish Traveller (0)	
White Other (3)	37.0
Black African (10)	34.2
Black Caribbean (4)	28.0
Black Other (2)	37.0
Bangladeshi (0)	
Indian (2)	43.0
Pakistani (1)	41.0
Asian Other (1)	49.0
Chinese (0)	
White & Bl African (1)	50.0
White & Bl Caribbean (0)	
White & Asian (1)	46.0
Other Mixed (5)	42.8
Other (4)	28.5
Not Obtained (0)	
Unknown (7)	31.0

Scale: Exceeding (3), Expected (2), Emerging (1) — 17, 34, 51

Legend: ■ LA ■ School

i) % Achieving Phonics Threshold
Year 1

School	Comparisons		
	LA	England	Sch 2017
80%	85% ↓	82% ↓	94% ↓
83 pupils			

	2014	2015	2016	2017	2018
Eng	74%	77%	81%	81%	82%
LA	77%	81%	82%	84%	85%
Sch	74%	81%	84%	94%	80%

- - Eng   — LA   — Sch
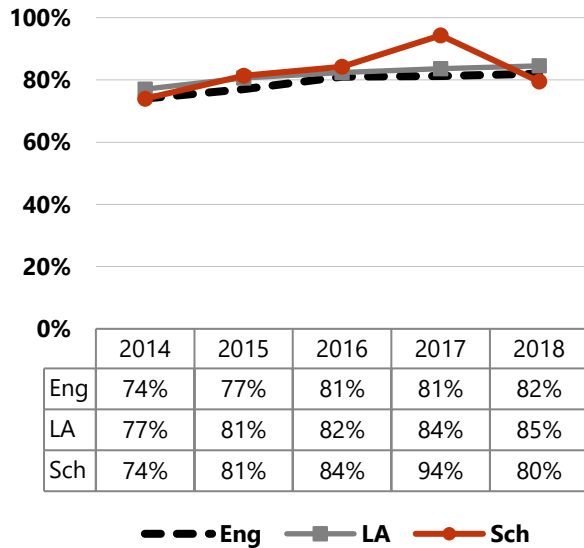
ii) % Achieving Phonics Threshold
Year 2

School	Comparisons		
	LA	England	Sch 2017
0%	59% ↓	61% ↓	75% ↓
5 pupils			

*Disapplied pupils are given a score of 0

iii) Vulnerable Groups Analysis - Year 1 Phonics

School values (Total points score):
- All (83): 33.0
- Female (40): 34.4
- Male (43): 31.6
- Disadvantaged (13): 32.7
- Other (70): 33.0
- Autumn (24): 35.0
- Spring (29): 32.2
- Summer (30): 32.0
- English (64): 33.3
- Not English (18): 31.5
- No SEN (71): 35.4
- SEN Support (10): 18.2
- EHCP/Statement (2): 19.5
- Asian (2): 29.0
- Black (21): 33.8
- Chinese (0): —
- Mixed (13): 27.8
- White (43): 34.5
- Other (3): 29.3
- Unknown (1): 37.0
- 85-90% Attendance (6): 29.0
- 80-85% Attendance (1): 38.0
- <=80% Attendance (0): —
- 10% Most Deprived (2): 37.5

Categories: Gender | Disadv. | Term Born | Lang. | SEN | Ethnic Group (DfE Codes) | Other

32 Point Threshold

Ethnic Group (DfE Sub Codes):
- White British (37): 34.5
- White Irish (1): 39.0
- Gypsy/Roma (0): —
- Irish Traveller (0): —
- White Other (5): 33.0
- Black African (15): 34.5
- Black Caribbean (2): 22.0
- Black Other (4): 37.0
- Bangladeshi (0): —
- Indian (0): —
- Pakistani (1): 18.0
- Asian Other (1): 40.0
- Chinese (0): —
- White & Bl African (1): 34.01
- White & Bl Caribbean (4): 22.5
- White & Asian (0): —
- Other Mixed (8): 29.6
- Other (3): 29.3
- Not Obtained (0): —
- Unknown (0): —

32 Point Threshold

■ LA ■ School

Total points score*

*Disapplied pupils are given a score of 0

i) % Reaching Expected Standard

Indicator		School	Comparisons	
		(88 Pupils)	LA	England
% Expected	Reading	**88%**	79% ⬆	75% ⬆
	Writing	**82%**	74% ⬆	70% ⬆
	Maths	**90%**	78% ⬆	76% ⬆
	RWM	**77%**	70% ⬆	65% ⬆

Expected Standard — ■ England ■ School
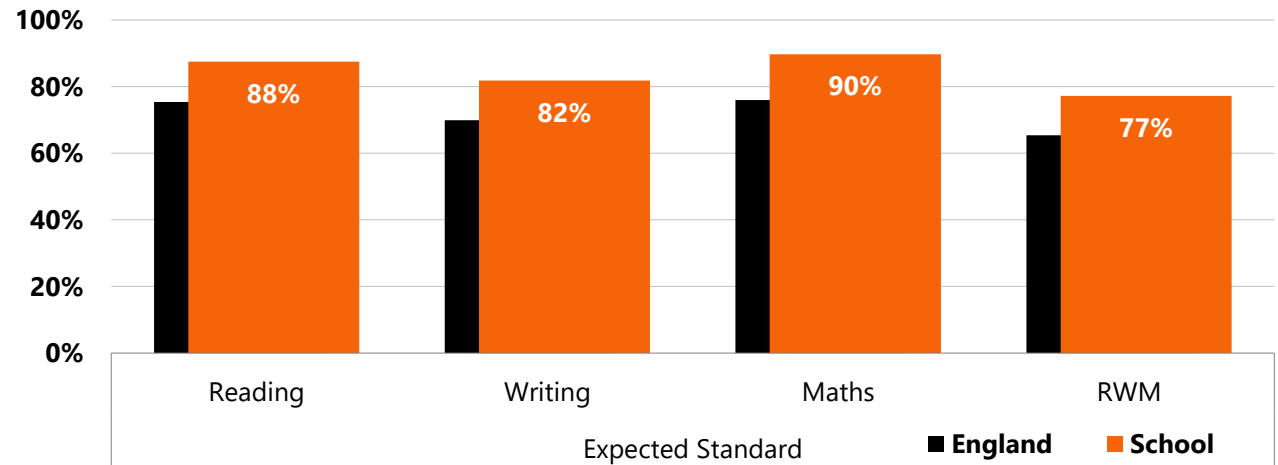
ii) % Reaching Expected Standard (Time Series)

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

Legend: - -◄- - Eng — ▪ — LA —●— Sch

Reading TA

	2015	2016	2017	2018
Eng	82%	74%	76%	75%
LA	82%	77%	79%	79%
Sch	77%	79%	86%	88%

Writing TA

	2015	2016	2017	2018
Eng	72%	65%	68%	70%
LA	72%	70%	73%	74%
Sch	71%	72%	79%	82%

Maths TA

	2015	2016	2017	2018
Eng	82%	73%	75%	76%
LA	81%	76%	78%	78%
Sch	80%	79%	86%	90%

RWM TA

	2015	2016	2017	2018
Eng		60%	64%	65%
LA	69%	65%	69%	70%
Sch	66%	71%	73%	77%
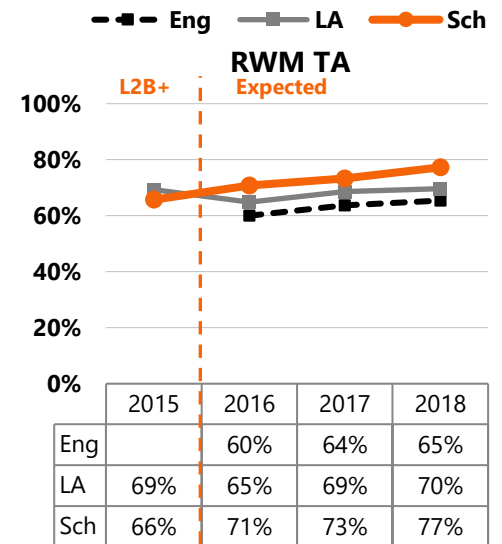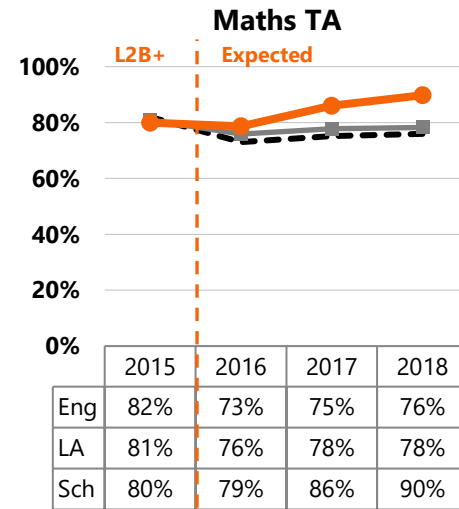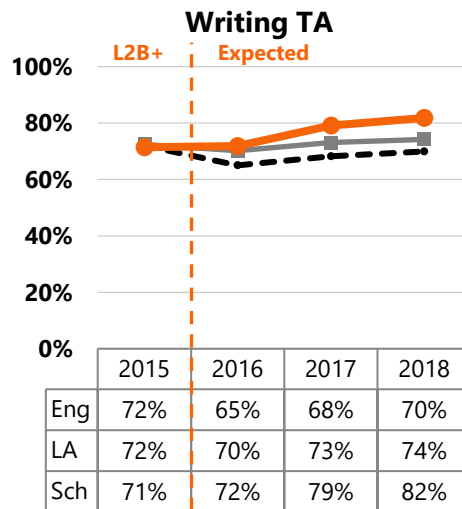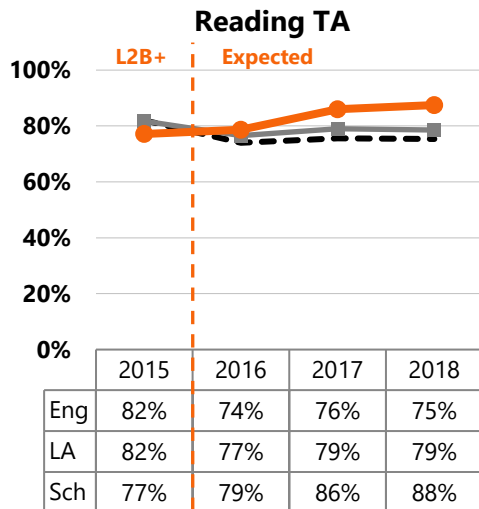
iii) % Working at Greater Depth

Indicator		School	Comparisons			
		(88 Pupils)	LA		England	
% Greater Depth	Reading	**43%**	26%	⬆	26%	⬆
	Writing	**25%**	18%	⬆	16%	⬆
	Maths	**34%**	24%	⬆	22%	⬆
	RWM	**23%**	13%	⬆	12%	⬆
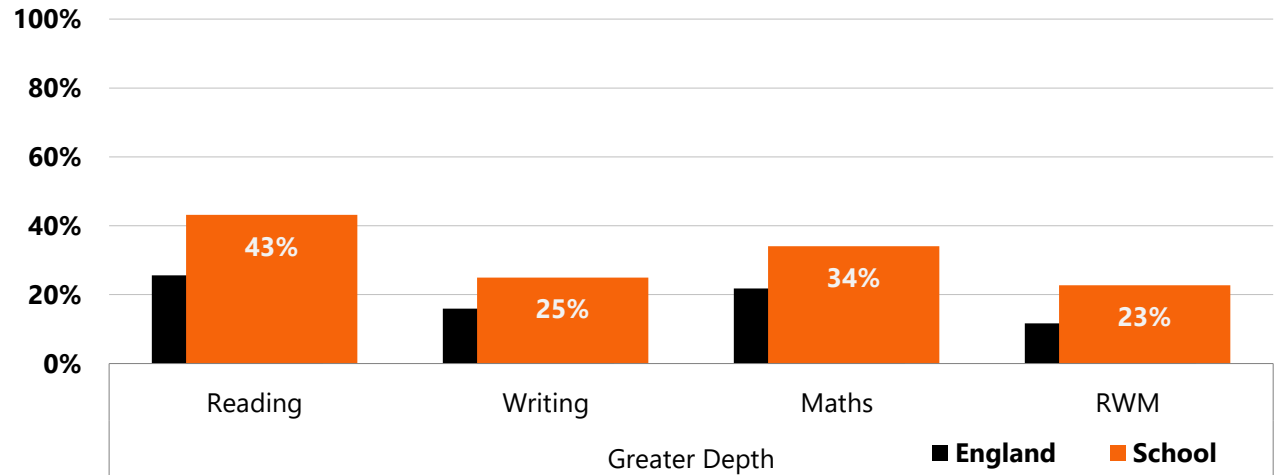
iv) % at Greater Depth (Time Series)

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

Legend: Eng (dashed), LA (grey), Sch (orange)

Reading TA

	2015	2016	2017	2018
Eng	32%	24%	25%	26%
LA	29%	25%	26%	26%
Sch	34%	42%	53%	43%

Writing TA

	2015	2016	2017	2018
Eng	18%	13%	16%	16%
LA	17%	15%	16%	18%
Sch	33%	30%	23%	25%

Maths TA

	2015	2016	2017	2018
Eng	26%	18%	21%	22%
LA	25%	21%	23%	24%
Sch	36%	38%	47%	34%

RWM TA

	2015	2016	2017	2018
Eng		9%	11%	12%
LA	13%	10%	12%	13%
Sch	24%	25%	22%	23%
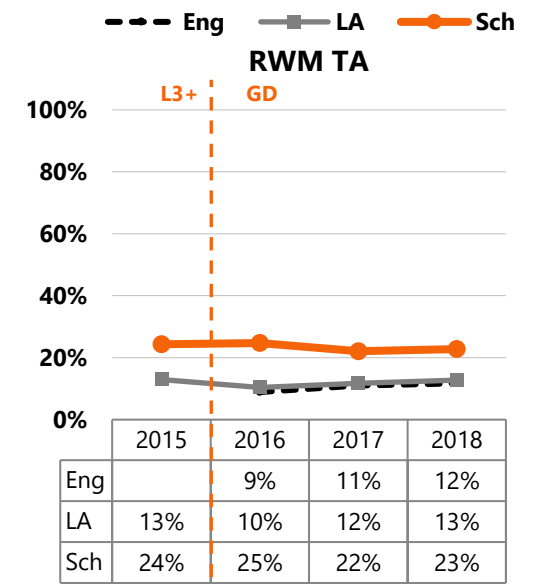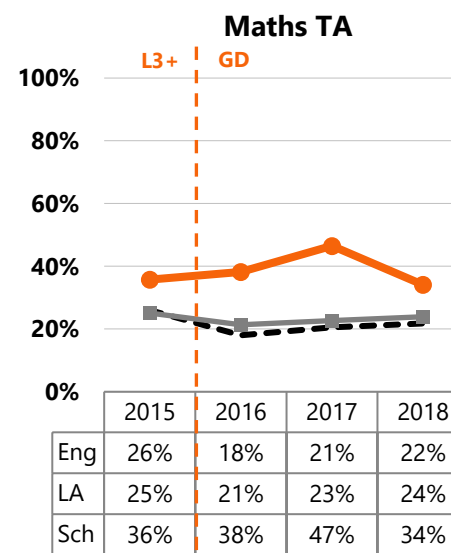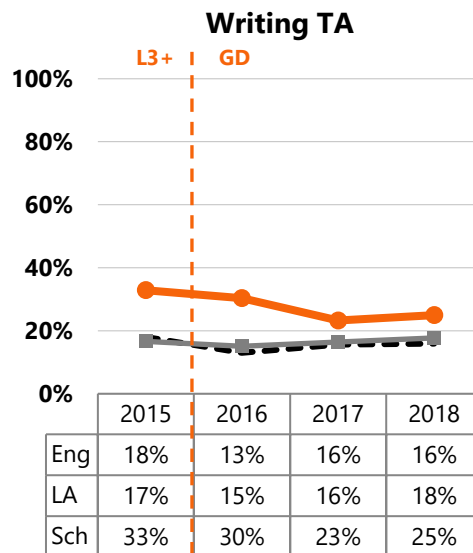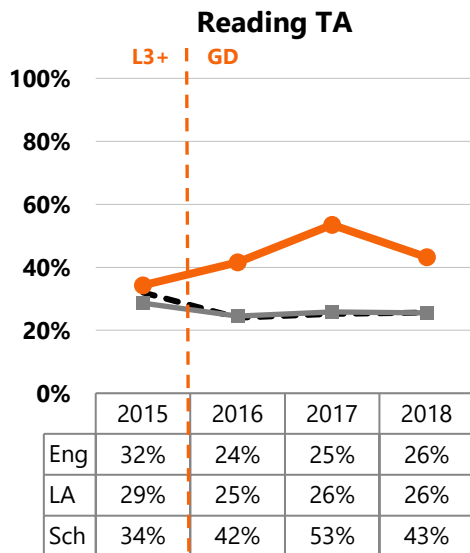
v) Vulnerable Groups Analysis - TA Average Band Score (RWM)

Chart 1 — Average Score by vulnerable group:

Group	LA	School
All (88)	2.0	2.2
Female (44)	2.05	2.2
Male (44)	1.95	2.3
Disadvantaged (10)	—	1.8
Other (78)	2.05	2.3
Autumn (30)	2.1	2.3
Spring (26)	—	2.3
Summer (32)	1.9	2.1
English (65)	—	2.2
Not English (23)	1.95	2.2
No SEN (77)	2.1	2.3
SEN Support (10)	1.45	1.5
EHCP/Statement (1)	1.2	3.0
Asian (3)	2.1	2.0
Black (18)	1.95	1.9
Chinese (0)	2.2	—
Mixed (9)	2.0	2.2
White (48)	2.05	2.3
Other (10)	1.85	2.3
Unknown (0)	1.85	—
85-90% Attendance (2)	1.7	2.5
80-85% Attendance (0)	1.7	—
<=80% Attendance (1)	1.6	1.0
10% Most Deprived (3)	1.9	2.1

Category bands: Gender | Disadv | Term Born | Lang | SEN | Ethnicity | Other

Scale: GD (3) / Expected (2) / Towards (1) — ARE dashed line at 2.0

Chart 2 — Ethnic Group (DfE Sub Codes):

Ethnic Group	LA	School
White British (42)	2.1	2.3
White Irish (0)	2.1	—
Gypsy/Roma (0)	1.5	—
Irish Traveller (0)	1.55	—
White Other (6)	2.0	2.2
Black African (11)	2.0	2.0
Black Caribbean (4)	1.8	1.7
Black Other (3)	1.9	1.8
Bangladeshi (0)	2.05	—
Indian (0)	2.4	—
Pakistani (1)	1.9	3.0
Asian Other (2)	2.05	1.5
Chinese (0)	2.2	—
White & Bl African (2)	2.05	1.8
White & Bl Caribbean (2)	1.8	1.8
White & Asian (1)	2.35	3.0
Other Mixed (4)	2.05	2.4
Other (10)	1.85	2.3
Refused (0)	2.15	—
Not Obtained (0)	1.85	—
Unknown (0)	1.75	—

Scale: GD (3) / Expected (2) / Towards (1) — ARE dashed line at 2.0

i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons	
		(70 Pupils)	LA	England
Reading	Test	**70%**	77% ⬇	76% ⬇
	TA	**76%**	82% ⬇	81% ⬇
Writing	TA	**74%**	80% ⬇	79% ⬇
Maths	Test	**77%**	80% ⬇	76%
	TA	**76%**	82% ⬇	79% ⬇
RWM	Test/TA	**67%**	69% ⬇	65% ⬆
	TA	**74%**	75%	-
GPS	Test	**69%**	81% ⬇	78% ⬇

■ England ■ School
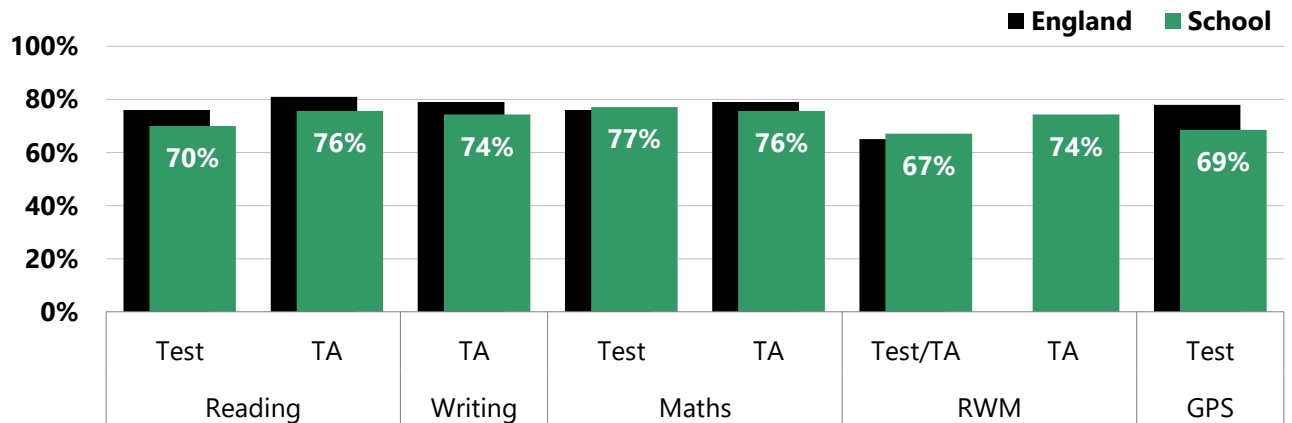
ii) % Reaching Expected Standard (Time Series)

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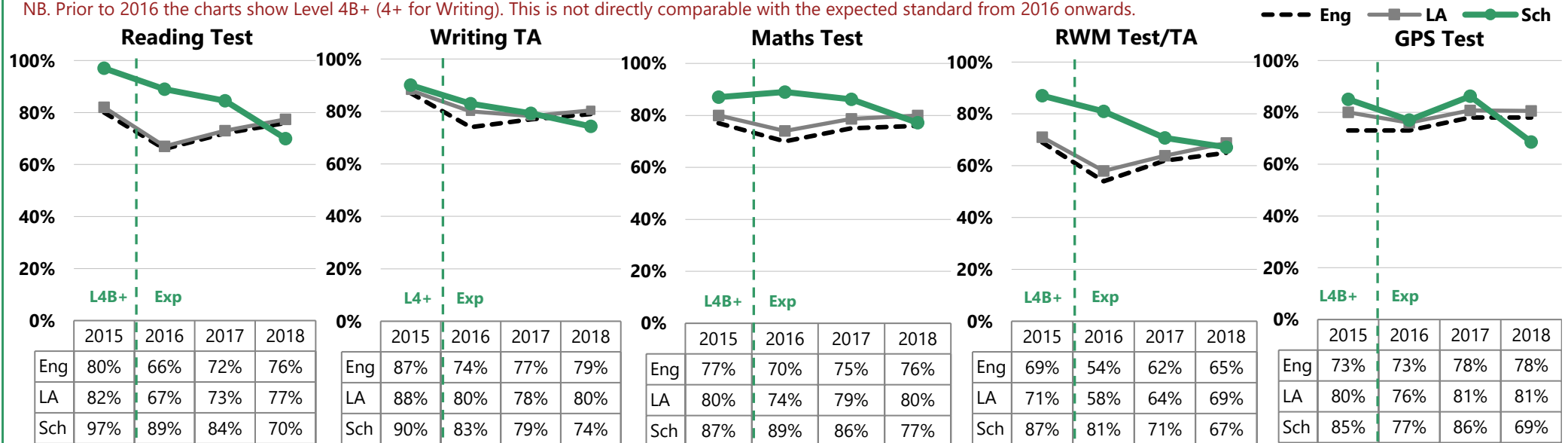
- - - Eng ▬ LA ⬤ Sch

Reading Test

	2015	2016	2017	2018
Eng	80%	66%	72%	76%
LA	82%	67%	73%	77%
Sch	97%	89%	84%	70%

Writing TA

	2015	2016	2017	2018
Eng	87%	74%	77%	79%
LA	88%	80%	78%	80%
Sch	90%	83%	79%	74%

Maths Test

	2015	2016	2017	2018
Eng	77%	70%	75%	76%
LA	80%	74%	79%	80%
Sch	87%	89%	86%	77%

RWM Test/TA

	2015	2016	2017	2018
Eng	69%	54%	62%	65%
LA	71%	58%	64%	69%
Sch	87%	81%	71%	67%

GPS Test

	2015	2016	2017	2018
Eng	73%	73%	78%	78%
LA	80%	76%	81%	81%
Sch	85%	77%	86%	69%

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	
		(70 Pupils)	LA	England
Reading	Test	**27%**	29% ⬇	28%
Writing	TA	**26%**	22% ⬆	20% ⬆
Maths	Test	**29%**	27% ⬆	24% ⬆
RWM	Test/TA	**14%**	12% ⬆	10% ⬆
GPS	Test	**27%**	41% ⬇	35% ⬇

■ England ■ School

	Test Reading	TA Writing	Test Maths	Test/TA RWM	Test GPS
School	27%	26%	29%	14%	27%
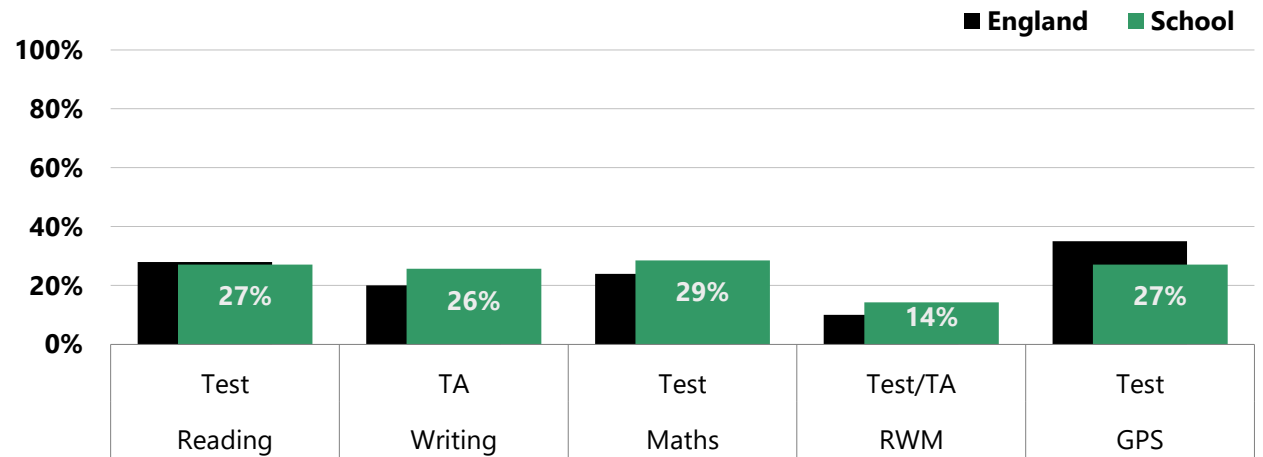
iv) % Reaching a Higher Standard (Time Series)

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

--- Eng   ■ LA   ● Sch

Reading Test

	2015	2016	2017	2018
Eng	49%	19%	25%	28%
LA	48%	19%	24%	29%
Sch	67%	40%	53%	27%

Writing TA

	2015	2016	2017	2018
Eng	36%	15%	18%	20%
LA	39%	19%	19%	22%
Sch	44%	19%	16%	26%

Maths Test

	2015	2016	2017	2018
Eng	41%	17%	23%	24%
LA	41%	19%	23%	27%
Sch	56%	34%	45%	29%

RWM Test/TA

	2015	2016	2017	2018
Eng	24%	5%	9%	10%
LA	24%	7%	9%	12%
Sch	36%	17%	16%	14%

GPS Test

	2015	2016	2017	2018
Eng	56%	23%	31%	35%
LA	63%	25%	35%	41%
Sch	67%	21%	41%	27%

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

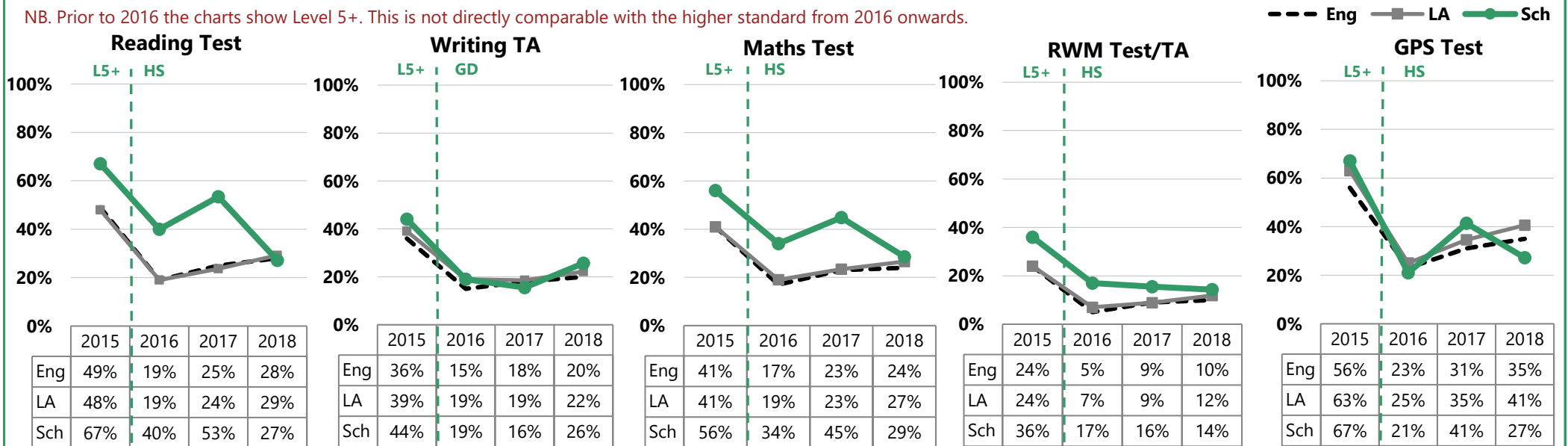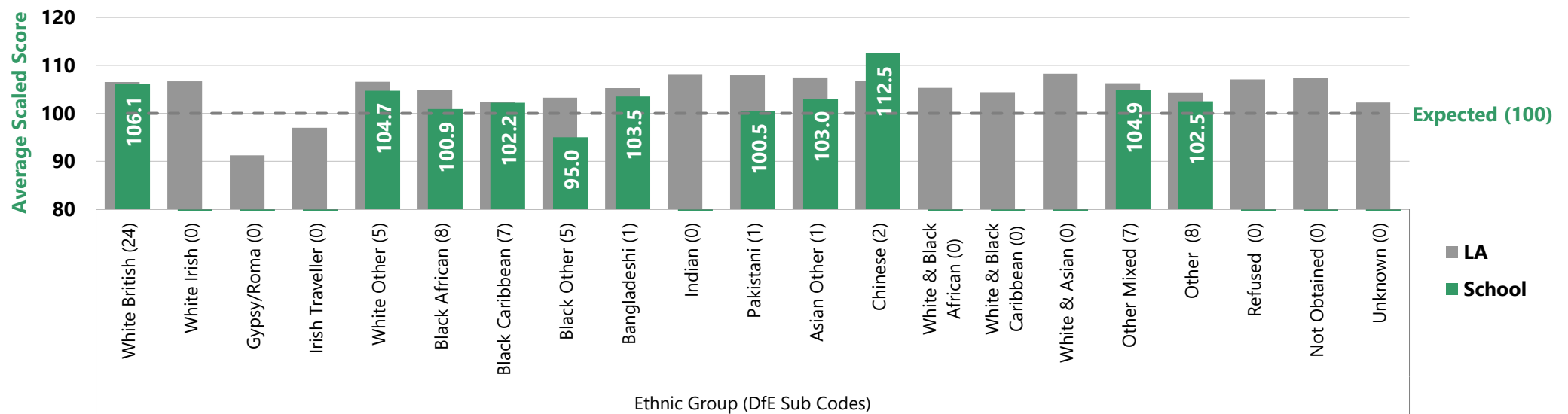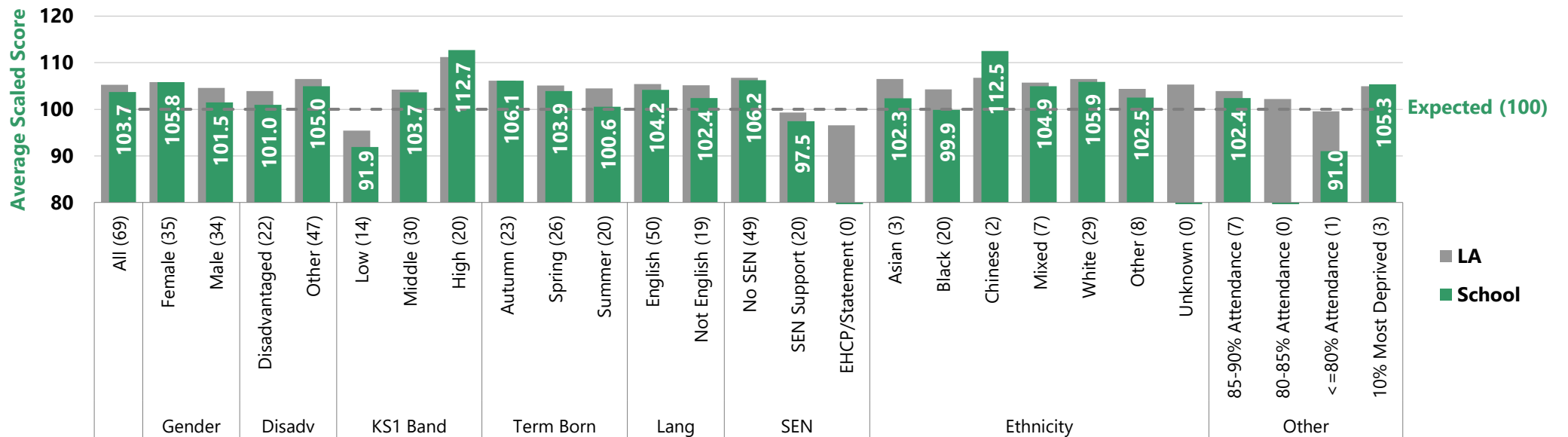## v) Vulnerable Groups Analysis - Average Scaled Score (Reading and Maths)

Upper chart — Average Scaled Score (School values):

Group	Category	School
	All (69)	103.7
Gender	Female (35)	105.8
	Male (34)	101.5
Disadv	Disadvantaged (22)	101.0
	Other (47)	105.0
KS1 Band	Low (14)	91.9
	Middle (30)	103.7
	High (20)	112.7
Term Born	Autumn (23)	106.1
	Spring (26)	103.9
	Summer (20)	100.6
Lang	English (50)	104.2
	Not English (19)	102.4
SEN	No SEN (49)	106.2
	SEN Support (20)	97.5
	EHCP/Statement (0)	
Ethnicity	Asian (3)	102.3
	Black (20)	99.9
	Chinese (2)	112.5
	Mixed (7)	104.9
	White (29)	105.9
	Other (8)	102.5
	Unknown (0)	
Other	85-90% Attendance (7)	102.4
	80-85% Attendance (0)	
	<=80% Attendance (1)	91.0
	10% Most Deprived (3)	105.3

Lower chart — Ethnic Group (DfE Sub Codes) (School values):

Ethnic Group	School
White British (24)	106.1
White Irish (0)	
Gypsy/Roma (0)	
Irish Traveller (0)	
White Other (5)	104.7
Black African (8)	100.9
Black Caribbean (7)	102.2
Black Other (5)	95.0
Bangladeshi (1)	103.5
Indian (0)	
Pakistani (1)	100.5
Asian Other (1)	103.0
Chinese (2)	112.5
White & Black African (0)	
White & Black Caribbean (0)	
White & Asian (0)	
Other Mixed (7)	104.9
Other (8)	102.5
Refused (0)	
Not Obtained (0)	
Unknown (0)	

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

Key Stage 2 - Reading Test

Reading		Total Pupils	Below Expected <100		Expected Standard 100 to 109		Higher Standard 110+	
Key Stage 1 Reading Level	1 or lower	13	9	69% LA: 73%	3	23% LA: 24%	1	8% LA: 3%
	2C	6	4	67% LA 47%	2	33% LA: 46%	0	0% LA: 7%
	2B	15	2	13% LA: 25%	12	80% LA: 60%	1	7% LA: 15%
	2A	11	1	9% LA: 8%	8	73% LA: 63%	2	18% LA: 29%
	3 or higher	19	1	5% LA: 1%	4	21% LA: 32%	14	74% LA: 67%

Key Stage 2 - Maths Test

Maths		Total Pupils	Below Expected <100		Expected Standard 100 to 109		Higher Standard 110+	
Key Stage 1 Maths Level	1 or lower	7	6	86% LA: 83%	1	14% LA: 17%	0	0% LA: 0%
	2C	17	7	41% LA: 44%	8	47% LA: 54%	2	12% LA: 2%
	2B	14	1	7% LA: 16%	13	93% LA: 75%	0	0% LA: 10%
	2A	9	0	0% LA: 5%	6	67% LA: 61%	3	33% LA: 34%
	3 or higher	17	0	0% LA: 0%	3	18% LA: 28%	14	82% LA: 72%

Key Stage 2 - Writing TA

Writing		Total Pupils	Below Expected		Expected Standard		Greater Depth	
Key Stage 1 Writing Level	1 or lower	10	8	80% LA: 73%	2	20% LA: 26%	0	0% LA: 0%
	2C	15	6	40% LA: 31%	9	60% LA: 67%	0	0% LA: 2%
	2B	14	1	7% LA: 8%	11	79% LA: 80%	2	14% LA: 12%
	2A	10	0	0% LA: 1%	7	70% LA: 62%	3	30% LA: 37%
	3 or higher	15	0	0% LA: 0%	2	13% LA: 26%	13	87% LA: 74%

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

vii) KS1 to KS2 Progress Scores

Subject	School			Comparisons	
	Average KS2 Scaled Score*	Av. Exp KS2 Score	Progress Score	LA	National
Reading	103.6	103.3	+0.7	+1.1 ⬇	0.0 ⬆
Writing		100.9	+0.5	+1.1 ⬇	0.0 ⬆
Maths	103.8	102.8	+1.0	+1.3 ⬇	0.0 ⬆

* 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)

Average Progress (RWM)

Group	Value
All (64)	+0.7
Female (30)	+1.6
Male (34)	-0.0
Disadvantaged (21)	-0.8
Other (43)	+1.5
Low (14)	-1.6
Middle (30)	+1.3
High (20)	+1.5
Autumn (22)	+0.0
Spring (23)	+1.5
Summer (19)	+0.6
English (49)	+0.2
Not English (15)	+2.6
No SEN (45)	+1.6
SEN Support (19)	-1.3
EHCP/Statement (0)	
Asian (3)	+0.4
Black (20)	-0.7
Chinese (1)	+4.8
Mixed (7)	-1.0
White (27)	+1.7
Other (6)	+2.8
Unknown (0)	
85-90% Attendance (6)	+4.2
80-85% Attendance (0)	
<=80% Attendance (1)	-12.9
10% Most Deprived (3)	+3.8

Categories: Gender, Disadv, KS1 Band, Term Born, Lang, SEN, Ethnicity, Other

Average Progress (RWM) — Ethnic Group (DfE Sub Codes)

Group	Value
White British (23)	+1.1
White Irish (0)	
Gypsy/Roma (0)	
Irish Traveller (0)	
White Other (4)	+5.1
Black African (8)	-0.2
Black Caribbean (7)	-1.5
Black Other (5)	-0.1
Bangladeshi (1)	+0.0
Indian (0)	
Pakistani (1)	+1.5
Asian Other (1)	-0.3
Chinese (1)	+4.8
White & Black African (0)	
White & Black Caribbean (0)	
White & Asian (0)	
Other Mixed (7)	-1.0
Other (6)	+2.8
Refused (0)	
Not Obtained (0)	
Unknown (0)	

■ LA ■ School

		EYFSP (Exp: 34)	Yr1 Phonics (Total Pts) (Exp: 32)	KS1 (Av Band) (Exp: 2)	KS2 (Av Scaled) (Exp: 100)
All Pupils	All	37.9	33.0	2.2	103.7
Gender	Female	39.6	34.4	2.2	105.8
	Male	35.6	31.6	2.3	101.5
Disadvantaged	Disadvantaged		32.7	1.8	101.0
	Other	38.7	33.0	2.3	105.0
Term of Birth	Autumn	42.2	35.0	2.3	106.1
	Spring	38.2	32.2	2.3	103.9
	Summer	35.6	32.0	2.1	100.6
Language	English	39.6	33.3	2.2	104.2
	Not English	35.3	31.5	2.2	102.4
SEN Provision	No SEN	39.3	35.4	2.3	106.2
	SEN Support	28.5	18.2	1.5	97.5
Ethnicity	Asian	44.0		2.0	102.3
	Black	33.0	33.8	1.9	99.9
	Mixed	44.3	27.8	2.2	104.9
	White	39.8	34.5	2.3	105.9
	Other	28.5	29.3	2.3	102.5

The analysis shows the difference between the average score for each pupil group in Bessemer Grange 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
-25% ———————— 25%
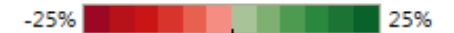
Dot Size Key
Number of Pupils
3
20
40
60
88
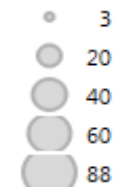
Need to understand more?

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
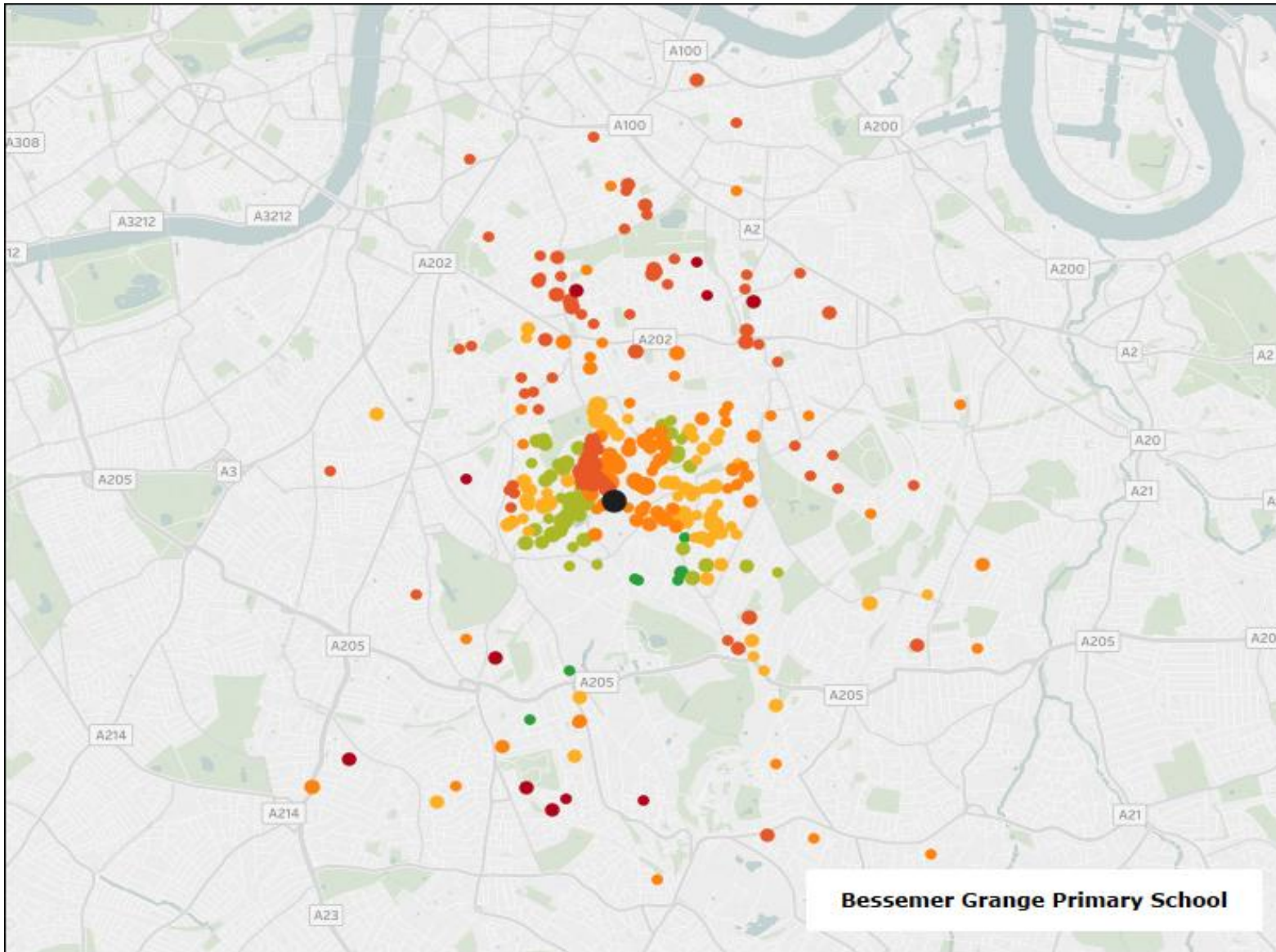
i) Pupil Breakdown by Contextual Characteristic (1)

674 Pupils on roll in Jan 2018

	Pupil Characteristic	No.	% (Jan 2018)	2014	2015	2016	2017	LA Jan 18	School Difference vs LA
Gender	Female	356	52.8%	48.0%	48.3%	48.9%	48.4%	49.3%	+3.5%
Gender	Male	318	47.2%	52.0%	51.7%	51.1%	51.6%	50.7%	-3.5%
FSM	Eligible	46	6.8%	14.8%	11.8%	8.8%	7.9%	20.2%	-13.4%
FSM	Not eligible	628	93.2%	85.2%	88.2%	91.2%	92.1%	79.8%	+13.4%
Joined School	Joined in Reception / Nursery	590	87.5%	79.2%	83.1%	86.5%	86.3%	82.4%	+5.1%
Joined School	Joined in Year 1 or 2	44	6.5%	12.8%	10.5%	7.5%	8.1%	8.0%	-1.5%
Joined School	Joined in Year 3 or 4	26	3.9%	6.4%	4.9%	4.7%	4.2%	7.6%	-3.7%
Joined School	Joined in Year 5 or 6	14	2.1%	1.6%	1.6%	1.3%	1.4%	2.0%	+0.1%
SEN Stage	No Special Educational Need	582	86.4%	80.6%	84.9%	86.6%	85.4%	83.2%	+3.2%
SEN Stage	SEN Support*	86	12.8%	17.5%	13.2%	11.9%	13.4%	14.2%	-1.4%
SEN Stage	EHCP / Statement	6	0.9%	1.9%	1.9%	1.5%	1.2%	2.7%	-1.8%
SEN Primary Need	Autistic Spectrum Disorder	15	2.2%	1.2%	1.2%	1.5%	1.4%	2.6%	-0.4%
SEN Primary Need	Hearing Impairment	3	0.4%	0.0%	0.0%	0.2%	0.3%	0.2%	+0.2%
SEN Primary Need	Moderate Learning Difficulty	23	3.4%	0.8%	3.5%	3.4%	4.2%	2.4%	+1.0%
SEN Primary Need	Multi-Sensory Impairment	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-
SEN Primary Need	Physical Disability	1	0.1%	0.6%	0.6%	0.2%	0.3%	0.5%	-0.4%
SEN Primary Need	Profound & Multiple Learning	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	-0.1%
SEN Primary Need	Severe Learning Difficulty	0	0.0%	0.2%	0.0%	0.0%	0.0%	0.2%	-0.2%
SEN Primary Need	Social, Emotional & Mental Health*	16	2.4%	2.1%	1.7%	1.5%	2.0%	2.4%	-
SEN Primary Need	Specific Learning Difficulty	10	1.5%	0.6%	2.1%	1.5%	1.1%	1.3%	+0.2%
SEN Primary Need	Speech, Language & Comm.	19	2.8%	5.2%	5.2%	4.6%	4.3%	5.7%	-2.9%
SEN Primary Need	Visual Impairment	1	0.1%	0.0%	0.0%	0.2%	0.2%	0.1%	-
SEN Primary Need	Other Difficulty/Disability	4	0.6%	0.4%	0.6%	0.5%	0.8%	0.5%	+0.1%
SEN Primary Need	No Specialist Assessment	0	0.0%		0.2%	0.0%	0.0%	0.8%	-0.8%
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	18	2.7%	27.2%	27.6%	2.1%	3.0%	22.3%	-19.6%
Deprivation Band (IDACI)	Band 1b: 10-20%	171	25.4%	18.8%	16.1%	29.4%	28.4%	41.4%	-16.0%
Deprivation Band (IDACI)	Band 2: 20-40%	203	30.1%	27.0%	29.9%	29.0%	28.6%	20.4%	+9.7%
Deprivation Band (IDACI)	Band 3: 40-60%	150	22.3%	15.5%	16.1%	23.8%	23.0%	8.5%	+13.8%
Deprivation Band (IDACI)	Band 4: 60-80%	119	17.7%	8.9%	9.1%	14.0%	15.7%	5.1%	+12.6%
Deprivation Band (IDACI)	Band 5: Least Deprived 20%	8	1.2%	0.6%	0.4%	1.5%	1.1%	1.3%	-0.1%
Deprivation Band (IDACI)	Unmatched Postcode	5	0.7%	2.1%	0.8%	0.2%	0.3%	0.9%	-0.2%

* 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)

674 Pupils on roll in Jan 2018

Pupil Characteristic		No.	%	Jan 2018 (chart)	2014	2015	2016	2017	LA Jan 18	School Difference vs LA
Ethnicity	Asian or Asian British	**30**	**4.5%**		5.2%	4.9%	4.7%	4.3%	5.6%	-1.1%
	Bangladeshi	3	0.4%		1.4%	1.4%	1.0%	0.5%	2.4%	-2.0%
	Indian	6	0.9%		0.8%	0.4%	0.8%	0.9%	0.8%	+0.1%
	Pakistani	4	0.6%		0.6%	0.6%	0.7%	0.6%	0.7%	-0.1%
	Any Other Asian Background	17	2.5%		2.3%	2.5%	2.3%	2.3%	1.7%	+0.8%
	Black or Black British	**166**	**24.6%**		33.4%	30.1%	26.6%	26.7%	40.8%	-16.2%
	Black - African	100	14.8%		16.1%	15.3%	14.5%	16.3%	27.4%	-12.6%
	Black Caribbean	37	5.5%		8.2%	8.0%	6.2%	5.7%	6.8%	-1.3%
	Any Other Black Background	29	4.3%		9.1%	6.8%	5.9%	4.7%	6.6%	-2.3%
	Chinese	**5**	**0.7%**		0.8%	1.0%	1.0%	0.6%	1.4%	-0.7%
	Mixed	**77**	**11.4%**		9.3%	9.7%	10.1%	11.3%	12.1%	-0.7%
	White and Black African	13	1.9%		1.4%	1.2%	1.3%	2.3%	2.0%	-0.1%
	White and Black Caribbean	9	1.3%		2.3%	1.2%	1.3%	1.9%	3.1%	-1.8%
	White and Asian	7	1.0%		0.8%	0.6%	0.7%	0.6%	1.3%	-0.3%
	Any Other Mixed Background	48	7.1%		4.7%	6.8%	6.9%	6.5%	5.8%	+1.3%
	White	**340**	**50.4%**		43.5%	42.5%	47.0%	49.2%	30.6%	+19.8%
	White - British	282	41.8%		32.4%	34.4%	39.0%	40.5%	20.7%	+21.1%
	White - Irish	5	0.7%		0.0%	0.0%	0.7%	1.1%	0.4%	+0.3%
	Gypsy / Roma	0	0.0%		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	53	7.9%		11.1%	8.2%	7.3%	7.6%	9.3%	-1.4%
	Other	**52**	**7.7%**		7.4%	9.7%	9.1%	7.5%	7.2%	+0.5%
	Unknown	**4**	**0.6%**		0.4%	2.1%	1.5%	0.3%	2.4%	-1.8%
	Refused	4	0.6%		0.4%	0.4%	0.2%	0.3%	0.8%	-0.2%
	Information Not Yet Obtained	0	0.0%		0.0%	0.0%	0.0%	0.0%	1.6%	-1.6%
Lang.	English	**498**	**73.9%**		74.0%	76.1%	68.5%	75.8%	55.5%	+18.4%
	Not English	**174**	**25.8%**		25.8%	21.9%	20.7%	23.9%	43.7%	-17.9%
	Unknown	**2**	**0.3%**		0.2%	1.9%	10.8%	0.3%	0.8%	-0.5%

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

Map shows 657 pupils. Does not show 12 outside the map boundaries and 5 with missing or unrecognised postcode.

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?
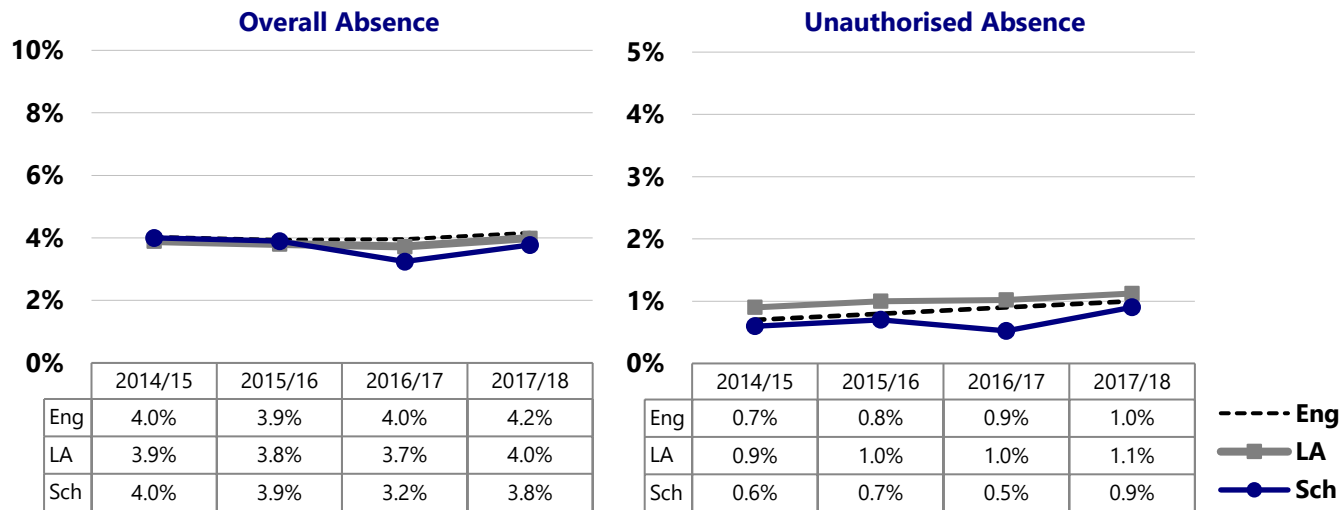
Bessemer Grange Primary School

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.
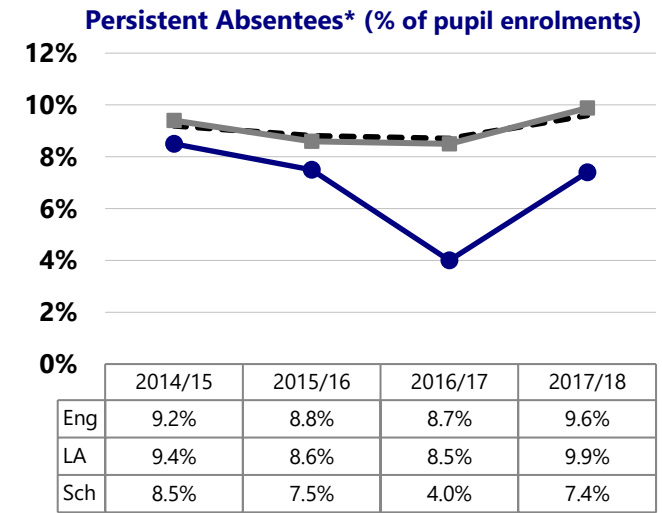
3. Pupil Behaviour

Analysis of pupil absence and exclusions

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

Overall Absence

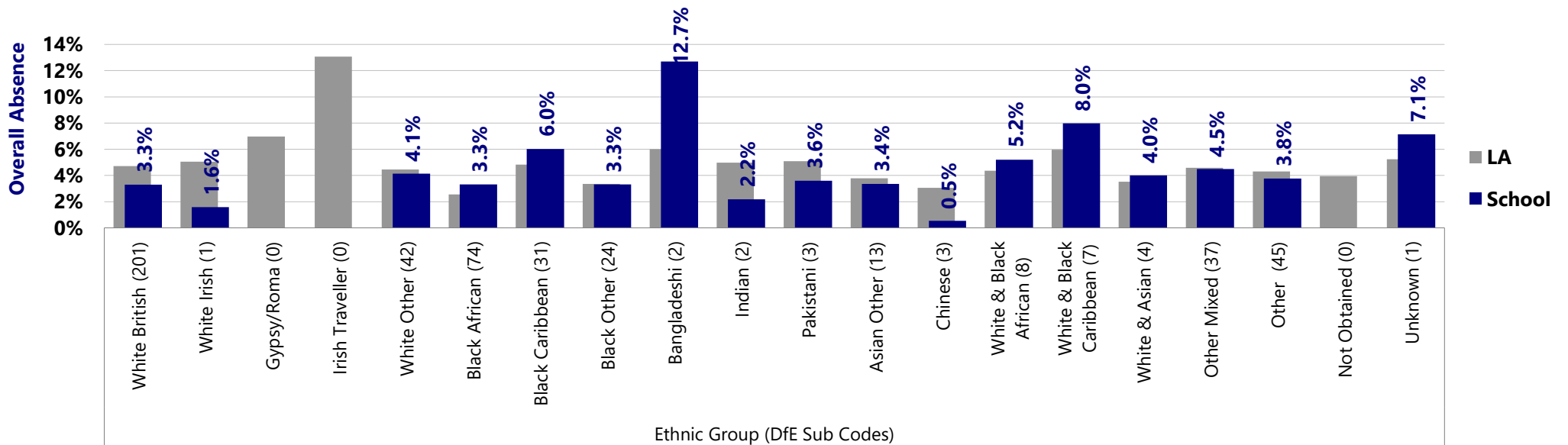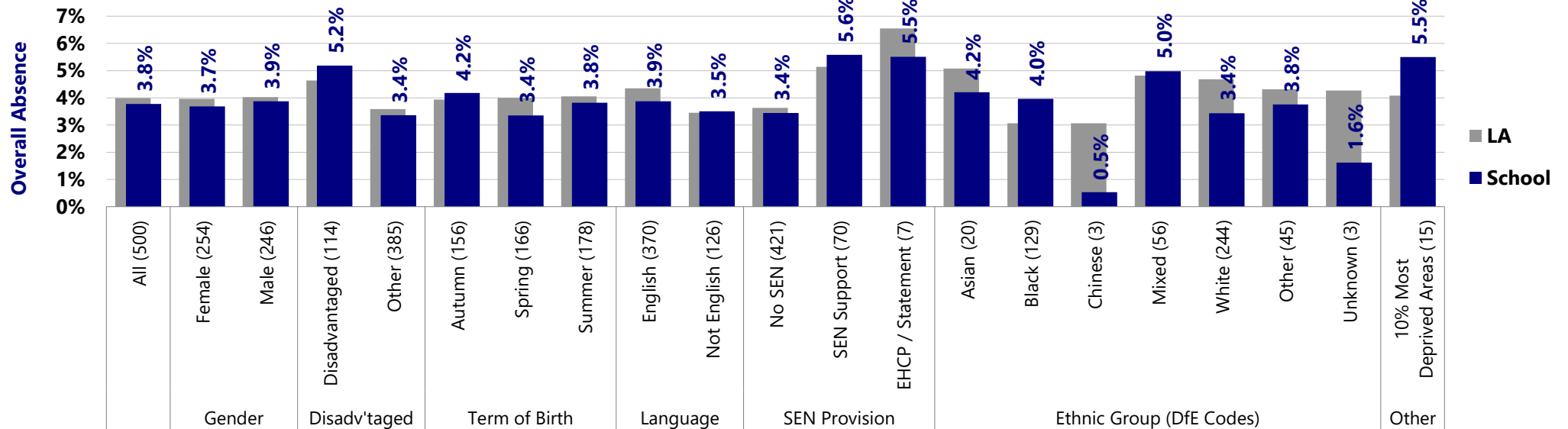|	2014/15	2015/16	2016/17	2017/18
Eng	4.0%	3.9%	4.0%	4.2%
LA	3.9%	3.8%	3.7%	4.0%
Sch	4.0%	3.9%	3.2%	3.8%

Unauthorised Absence

	2014/15	2015/16	2016/17	2017/18
Eng	0.7%	0.8%	0.9%	1.0%
LA	0.9%	1.0%	1.0%	1.1%
Sch	0.6%	0.7%	0.5%	0.9%

- - - - Eng
▬■▬ LA
●— Sch

ii) Persistent Absentees - Aut/Spr

Persistent Absentees* (% of pupil enrolments)

	2014/15	2015/16	2016/17	2017/18
Eng	9.2%	8.8%	8.7%	9.6%
LA	9.4%	8.6%	8.5%	9.9%
Sch	8.5%	7.5%	4.0%	7.4%

iii) % Absence by Reason - Autumn & Spring Terms

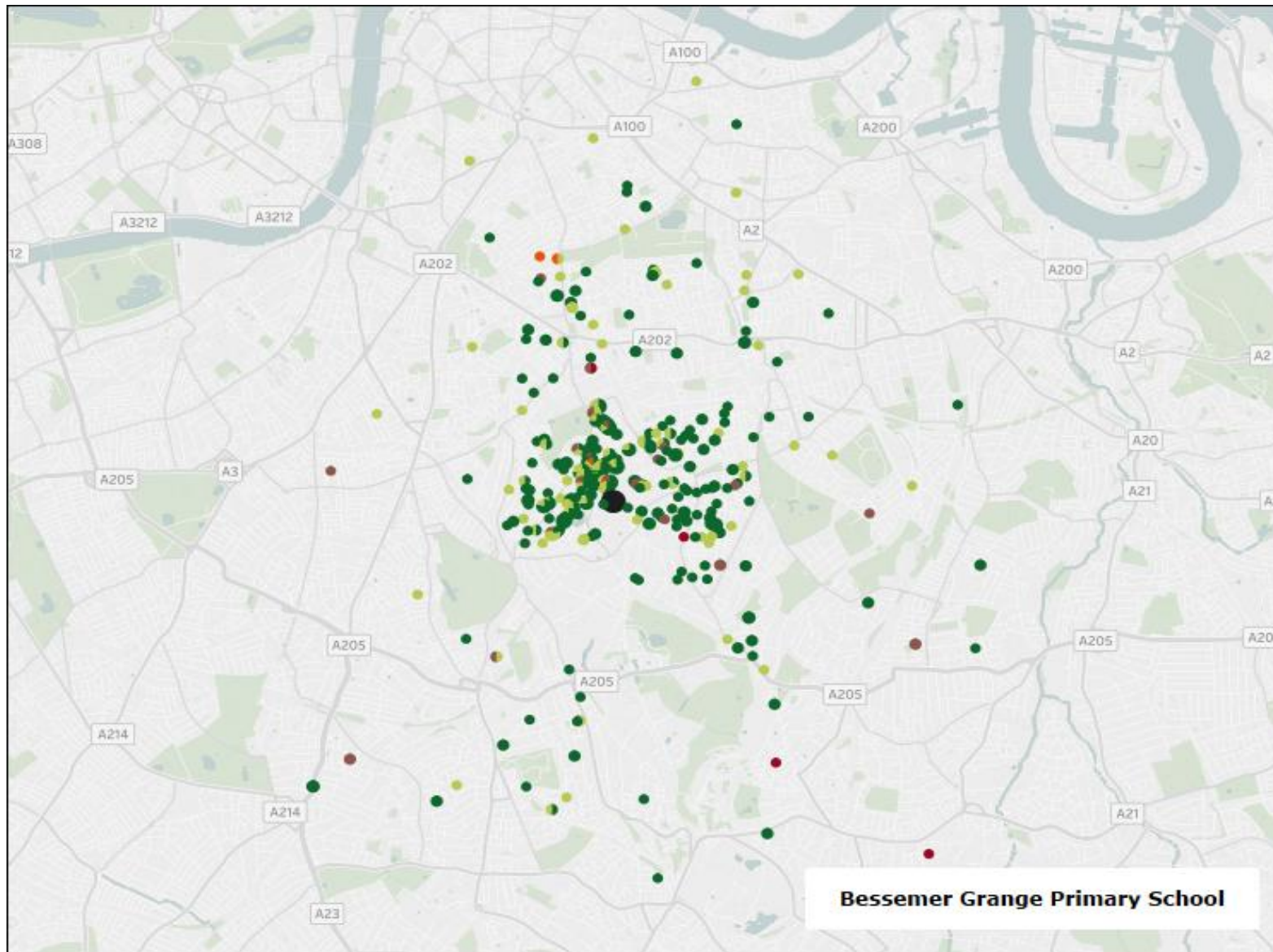|	Reason	Code	School	Comparisons LA		Comparisons England		% of Possible Sessions
Authorised	Illness	I	54.4%	55.2%	⬇	63.2%	⬇	54.4%
Authorised	Medical/dental appt	M	8.1%	6.5%	⬆	5.3%	⬆	8.1%
Authorised	Religious observance	R	0.0%	0.1%	⬇	0.2%	⬇	
Authorised	Study leave	S	0.0%	0.0%		0.0%		
Authorised	Traveller absence	T	0.0%	0.1%	⬇	0.2%	⬇	
Authorised	Agreed holiday	H	10.4%	2.1%	⬆	1.6%	⬆	10.4%
Authorised	Excluded	E	0.4%	0.6%	⬇	0.5%	⬇	0.4%
Authorised	Other authorised	C	2.9%	7.2%	⬇	5.6%	⬇	2.9%
Unauth	Holiday not agreed	G	2.9%	4.5%	⬇	8.6%	⬇	2.9%
Unauth	Arrived late	U	2.1%	2.4%	⬇	1.9%	⬆	2.1%
Unauth	Other unauthorised	O	18.9%	18.2%	⬆	11.9%	⬆	18.9%
Unauth	No reason yet	N	0.0%	3.0%	⬇	1.0%	⬇	0.0%

■ England
■ School

*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

Overall Absence (top chart) — LA / School

Group	School %
All (500)	3.8%
Female (254)	3.7%
Male (246)	3.9%
Disadvantaged (114)	5.2%
Other (385)	3.4%
Autumn (156)	4.2%
Spring (166)	3.4%
Summer (178)	3.8%
English (370)	3.9%
Not English (126)	3.5%
No SEN (421)	3.4%
SEN Support (70)	5.6%
EHCP / Statement (7)	5.5%
Asian (20)	4.2%
Black (129)	4.0%
Chinese (3)	0.5%
Mixed (56)	5.0%
White (244)	3.4%
Other (45)	3.8%
Unknown (3)	1.6%
10% Most Deprived Areas (15)	5.5%

Categories: Gender | Disadv'taged | Term of Birth | Language | SEN Provision | Ethnic Group (DfE Codes) | Other

Overall Absence (bottom chart) — Ethnic Group (DfE Sub Codes) — LA / School

Group	School %
White British (201)	3.3%
White Irish (1)	1.6%
Gypsy/Roma (0)	
Irish Traveller (0)	
White Other (42)	4.1%
Black African (74)	3.3%
Black Caribbean (31)	6.0%
Black Other (24)	3.3%
Bangladeshi (2)	12.7%
Indian (2)	2.2%
Pakistani (3)	3.6%
Asian Other (13)	3.4%
Chinese (3)	0.5%
White & Black African (8)	5.2%
White & Black Caribbean (7)	8.0%
White & Asian (4)	4.0%
Other Mixed (37)	4.5%
Other (45)	3.8%
Not Obtained (0)	
Unknown (1)	7.1%

v) Pupil Map by Attendance Band

Bessemer Grange Primary School

Key (Attendance Band):

- Band 1: 96-100% Attendance
- Band 2: 91-95%
- Band 3: 86-90% (Persistent Absentee)
- Band 4: 80-85% (Persisent Absentee)
- Band 5: <=80% (Persisent 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?
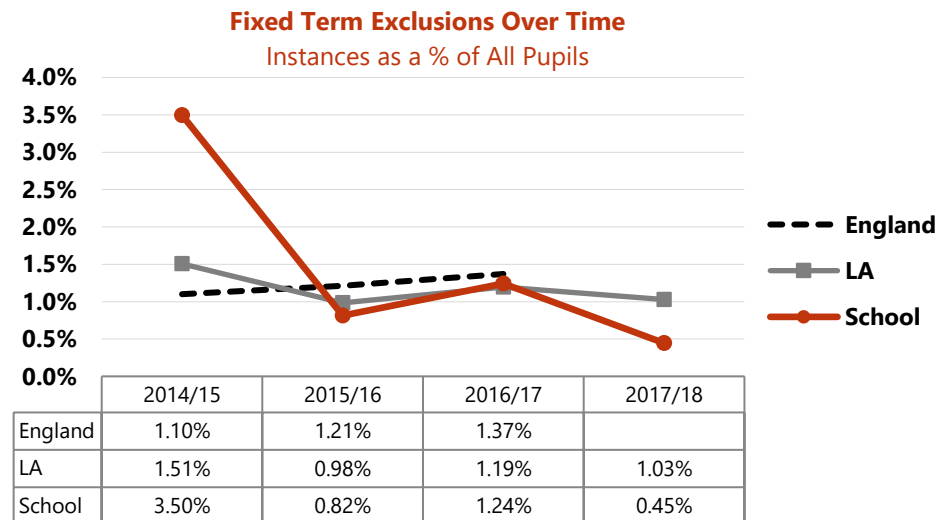
2. If so, are there particular actions you need to take to address this?

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.

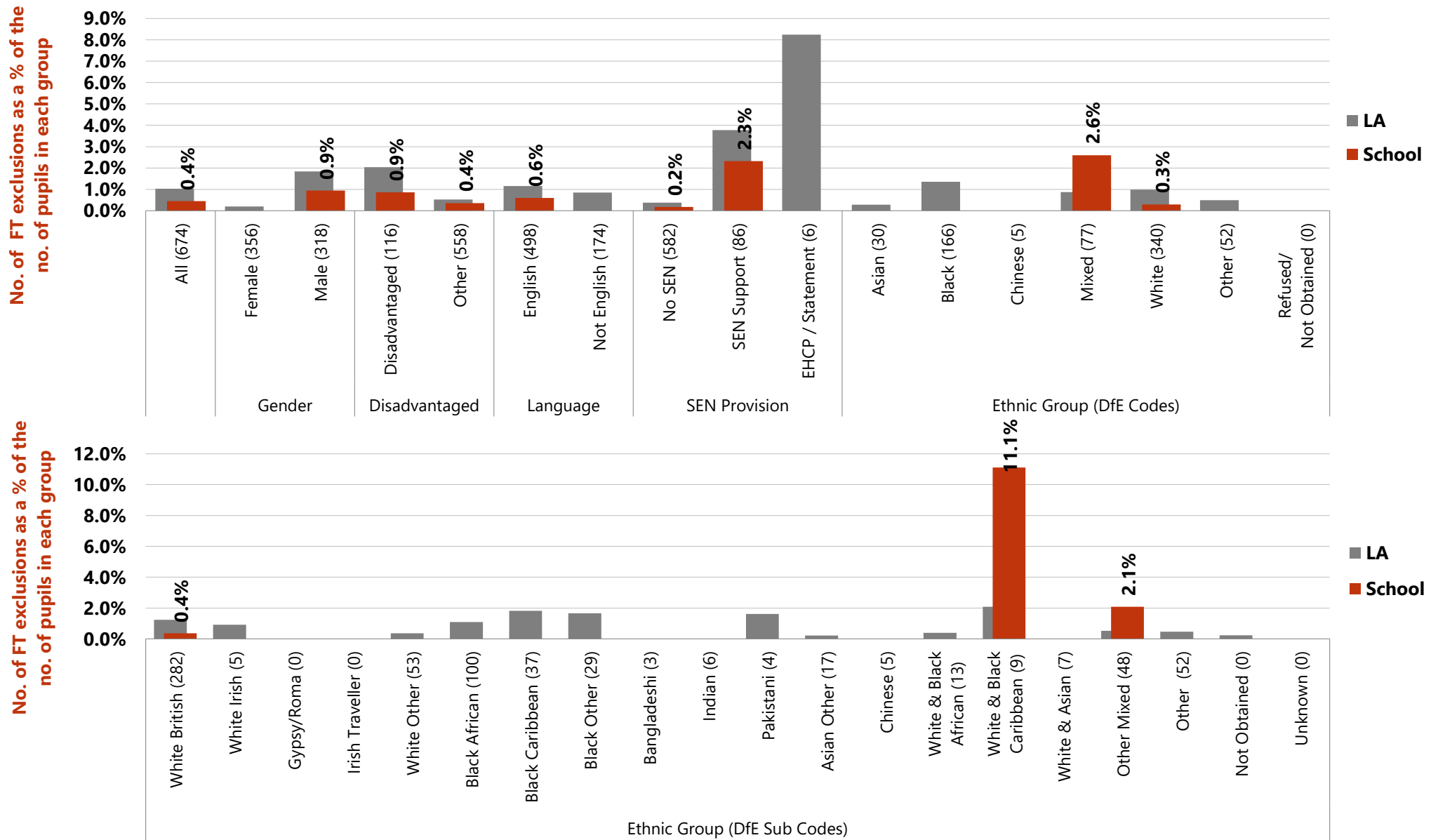## i) Headline Exclusions Indicators

		Primary Comparisons		
	Indicator	School	LA	England (2016/17)
	Permanent Exclusions (% of all pupils)	0 0.00%	0.01% ⬇	0.03% ⬇
Fixed Term (FT)	No. of instances (FT exclusions as a % of all pupils)	3 0.45%	1.03% ⬇	1.37% ⬇
	No. of pupils with FT exclusions (% of all pupils)	3 0.45%	0.60% ⬇	0.62% ⬇
	Average length in days of FT exclusion (% of exclusions)	1.0	1.7 ⬇	1.9 ⬇
	0.5 to 5 Days	3 100.0%	100.0%	
	6 to 15 days	0 0.0%	0.0%	
	16+ Days	0 0.0%	0.0%	

Fixed Term Exclusions Over Time
Instances as a % of All Pupils

	2014/15	2015/16	2016/17	2017/18
England	1.10%	1.21%	1.37%	
LA	1.51%	0.98%	1.19%	1.03%
School	3.50%	0.82%	1.24%	0.45%

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)	
Bullying	BU	0.0%	1.9% ⬇	0.6% ⬇	
Damage	DM	0.0%	0.4% ⬇	2.2% ⬇	
Drug and alcohol related	DA	0.0%	0.0%	0.1% ⬇	
Persistent disruptive behaviour	DB	100.0%	23.9% ⬆	27.6% ⬆	100.0%
Physical assault against a pupil	PP	0.0%	31.1% ⬇	20.8% ⬇	
Physical assault against an adult	PA	0.0%	23.1% ⬇	27.2% ⬇	
Racist abuse	RA	0.0%	0.4% ⬇	0.7% ⬇	
Sexual misconduct	SM	0.0%	0.0%	0.4% ⬇	
Theft	TH	0.0%	0.0%	0.3% ⬇	
Verbal abuse/threatening behaviour - adult	VA	0.0%	8.7% ⬇	9.7% ⬇	
Verbal abuse/threatening behaviour - pupil	VP	0.0%	4.5% ⬇	3.9% ⬇	
Other	OT	0.0%	6.1% ⬇	6.5% ⬇	

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

No. of FT exclusions as a % of the no. of pupils in each group

Legend: LA (grey), School (red)

Top chart data labels (School %):
- All (674): 0.4%
- Male (318): 0.9%
- Disadvantaged (116): 0.9%
- Other (558): 0.4%
- English (498): 0.6%
- No SEN (582): 0.2%
- SEN Support (86): 2.3%
- Mixed (77): 2.6%
- White (340): 0.3%

Categories: All (674) | Gender: Female (356), Male (318) | Disadvantaged: Disadvantaged (116), Other (558) | Language: English (498), Not English (174) | SEN Provision: No SEN (582), SEN Support (86), EHCP / Statement (6) | Ethnic Group (DfE Codes): Asian (30), Black (166), Chinese (5), Mixed (77), White (340), Other (52), Refused/ Not Obtained (0)

Bottom chart – Ethnic Group (DfE Sub Codes)

Data labels (School %):
- White British (282): 0.4%
- White & Black Caribbean (9): 11.1%
- Other Mixed (48): 2.1%

Categories: White British (282), White Irish (5), Gypsy/Roma (0), Irish Traveller (0), White Other (53), Black African (100), Black Caribbean (37), Black Other (29), Bangladeshi (3), Indian (6), Pakistani (4), Asian Other (17), Chinese (5), White & Black African (13), White & Black Caribbean (9), White & Asian (7), Other Mixed (48), Other (52), Not Obtained (0), Unknown (0)

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

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 is taken from the DfE Statistical First Release
Year 1 Phonics	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.
Key Stage 1	Validated KS1 teacher assessment returns from schools. National data is taken from the DfE Statistical First Release.
Key Stage 2	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.
School Census	Validated January 2018 school census returns from schools. Note that LA figures show all primary aged pupils including nurseries and special schools.
Pupil Absence	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).
Exclusions	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.

ARE	Age related expectations
BESD	Behaviour, Emotional and Social Difficulty (SEN primary need type replaced by SEMH from 2015 onwards)
CLL	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)
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 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.
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	From 2015/16 this is 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
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 *nationally* (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.

Mime
144 Clapham Manor St
London
SW4 6BX

info@mimeconsulting.co.uk
www.mimeconsulting.co.uk
0208 099 4240

mime *making information matter*