

# Super School Profile

*Bessemer Grange Primary School*

**2019**

Produced by Mime  
January 2020

**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 2019, plus the inclusion of validated KS2 using DfE Performance Table data (which excludes pupils recently arrived from overseas).

# About this Profile

Welcome to the 2019 Super School Profile for Bessemer Grange 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 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 2019.

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

# 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.

### 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

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%)

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.

### 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.

A spiral-bound notebook with lined pages is shown in a grayscale, slightly blurred perspective. A large, solid red circle is overlaid on the right side of the notebook, partially obscuring the pages. The text is centered within this red circle.

# 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

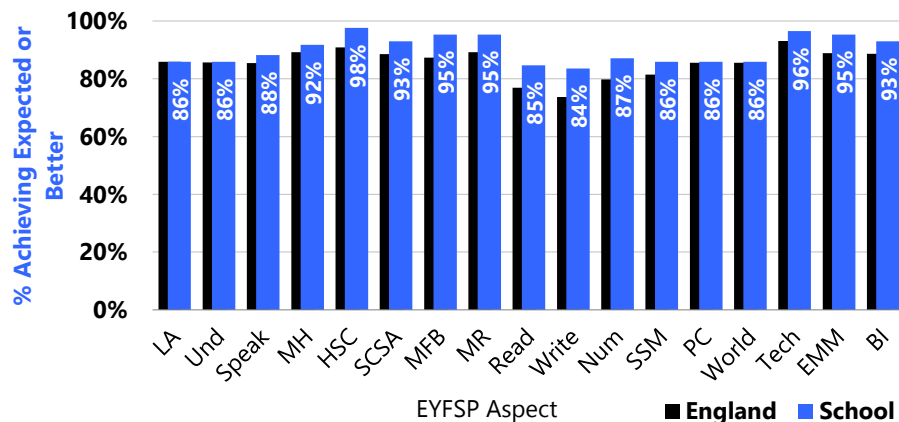
It is important to note that the numbers of pupils in certain groups can be small. Therefore, particular care should be taken when analysing the results of small groups as the effect of one additional pupil on a small group of pupils can be considerable (for larger groups the effect will be less marked).

# Attainment & Progress Summary (2019)

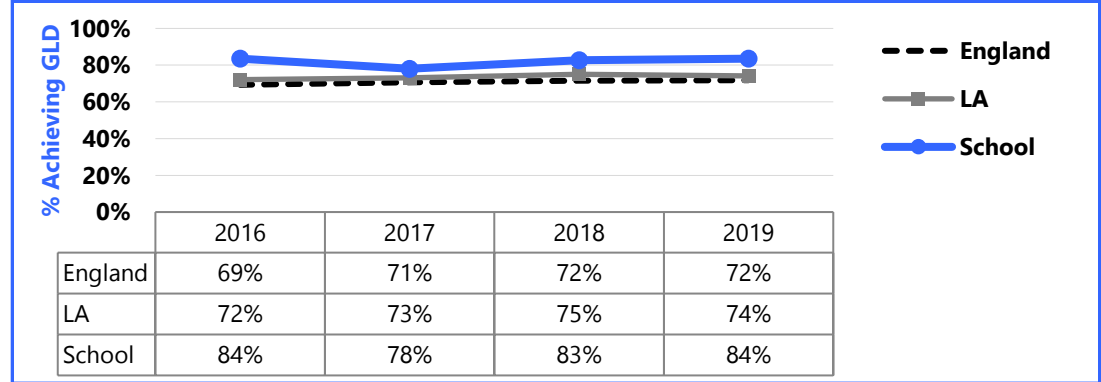
Key to shading		School - Over Time					England - Over Time													
		School 2016	School 2017	School 2018	School 2019	School Change from 2018	Eng 2016	Eng 2017	Eng 2018	Eng 2019	2019 Difference from England									
		-15% -5% +5% +15%					-15% -5% +5% +15%													
<b>EYFSP</b>	GLD	84%	78%	83%	<b>84%</b>	+1%					69%	71%	72%	<b>72%</b>	+12%					
	Average Score	37.7	37.5	37.9	<b>37.3</b>	-0.6						34.5	34.5	34.6	<b>34.6</b>	+2.7				
<b>Yr1 Phonics</b>	Achieving Threshold	84%	94%	80%	<b>95%</b>	+15%					81%	81%	82%	<b>82%</b>	+13%					
<b>KS1</b> Expected Standard*	Reading TA	79%	86%	88%	<b>80%</b>	-8%					74%	76%	75%	<b>75%</b>	+5%					
	Writing TA	72%	79%	82%	<b>76%</b>	-6%					65%	68%	70%	<b>69%</b>	+7%					
	Maths TA	79%	86%	90%	<b>77%</b>	-13%					73%	75%	76%	<b>76%</b>	+1%					
<b>KS1</b> Greater Depth*	Reading TA	42%	53%	43%	<b>41%</b>	-2%					24%	25%	26%	<b>25%</b>	+16%					
	Writing TA	30%	23%	25%	<b>32%</b>	+7%					13%	16%	16%	<b>15%</b>	+17%					
	Maths TA	38%	47%	34%	<b>30%</b>	-4%					18%	21%	22%	<b>22%</b>	+8%					
<b>KS2</b> Expected Standard*	Reading Test	89%	84%	70%	<b>86%</b>	+16%					66%	72%	75%	<b>74%</b>	+12%					
	Writing TA	83%	79%	74%	<b>86%</b>	+12%					74%	77%	78%	<b>79%</b>	+7%					
	Maths Test	89%	86%	77%	<b>88%</b>	+11%					70%	75%	75%	<b>79%</b>	+9%					
	RWM Test/TA	81%	71%	67%	<b>75%</b>	+8%					54%	62%	64%	<b>65%</b>	+10%					
	GPS Test	77%	86%	69%	<b>88%</b>	+19%					73%	78%	78%	<b>78%</b>	+10%					
<b>KS2</b> Higher Standard*	Reading Test	40%	53%	27%	<b>49%</b>	+22%					19%	25%	28%	<b>27%</b>	+22%					
	Writing TA	19%	16%	26%	<b>33%</b>	+7%					15%	18%	20%	<b>20%</b>	+13%					
	Maths Test	34%	45%	29%	<b>41%</b>	+12%					17%	23%	24%	<b>27%</b>	+14%					
	RWM Test/TA	17%	16%	14%	<b>28%</b>	+14%					5%	9%	10%	<b>11%</b>	+17%					
	GPS Test	21%	41%	27%	<b>51%</b>	+24%					23%	31%	34%	<b>36%</b>	+15%					
					-2 -1 0 +1 +2					-2 -1 0 +1 +2										
<b>KS2</b> Progress	Reading Prog Score	+5.6	+5.2	+0.7	<b>+2.9</b>	+2.2					0	0	0	<b>0</b>	+2.9					
	Writing Prog Score	+1.9	+0.1	+0.5	<b>+1.3</b>	+0.8					0	0	0	<b>0</b>	+1.3					
	Maths Prog Score	+3.6	+4.4	+1.0	<b>+1.5</b>	+0.5					0	0	0	<b>0</b>	+1.5					

## 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	
			2019 (85 Pupils)	2018	2019	2018	2019	2018	2019 (85 Pupils)	2018	2019	2018	2019	2018
CLL	Listening and attention	LA	<b>86%</b>	85%	83%	85%	86%	86%	<b>34%</b>	36%	20%	22%	23%	23%
	Understanding	Und	<b>86%</b>	86%	84%	85%	86%	86%	<b>40%</b>	40%	20%	23%	23%	23%
	Speaking	Speak	<b>88%</b>	87%	83%	85%	85%	86%	<b>24%</b>	33%	17%	20%	20%	20%
PD	Moving and handling	MH	<b>92%</b>	91%	89%	89%	89%	90%	<b>25%</b>	30%	16%	18%	18%	18%
	Health and self-care	HSC	<b>98%</b>	90%	91%	91%	91%	91%	<b>36%</b>	37%	17%	19%	20%	20%
PSED	Self-confidence and self-awareness	SCSA	<b>93%</b>	89%	87%	88%	89%	89%	<b>22%</b>	20%	18%	18%	18%	18%
	Managing feelings and behaviour	MFB	<b>95%</b>	89%	86%	87%	87%	88%	<b>20%</b>	24%	16%	17%	16%	16%
	Making relationships	MR	<b>95%</b>	90%	87%	89%	89%	90%	<b>19%</b>	22%	15%	18%	16%	16%
Lit	Reading	Read	<b>85%</b>	84%	77%	79%	77%	77%	<b>29%</b>	37%	17%	20%	19%	19%
	Writing	Write	<b>84%</b>	84%	76%	77%	74%	74%	<b>21%</b>	29%	11%	13%	11%	11%
Math	Numbers	Num	<b>87%</b>	86%	81%	82%	80%	80%	<b>29%</b>	34%	16%	18%	17%	16%
	Shape, space and measures	SSM	<b>86%</b>	86%	81%	83%	82%	82%	<b>29%</b>	33%	14%	17%	15%	15%
UTW	People and communities	PC	<b>86%</b>	86%	84%	85%	86%	86%	<b>25%</b>	30%	15%	15%	15%	15%
	The world	World	<b>86%</b>	87%	84%	85%	86%	86%	<b>26%</b>	34%	16%	17%	17%	16%
	Technology	Tech	<b>96%</b>	95%	93%	95%	93%	93%	<b>53%</b>	74%	14%	18%	20%	19%
EAD	Exploring and using media and materials	EMM	<b>95%</b>	91%	88%	89%	89%	89%	<b>34%</b>	40%	18%	18%	17%	16%
	Being imaginative	BI	<b>93%</b>	92%	88%	89%	89%	89%	<b>28%</b>	34%	16%	17%	16%	15%



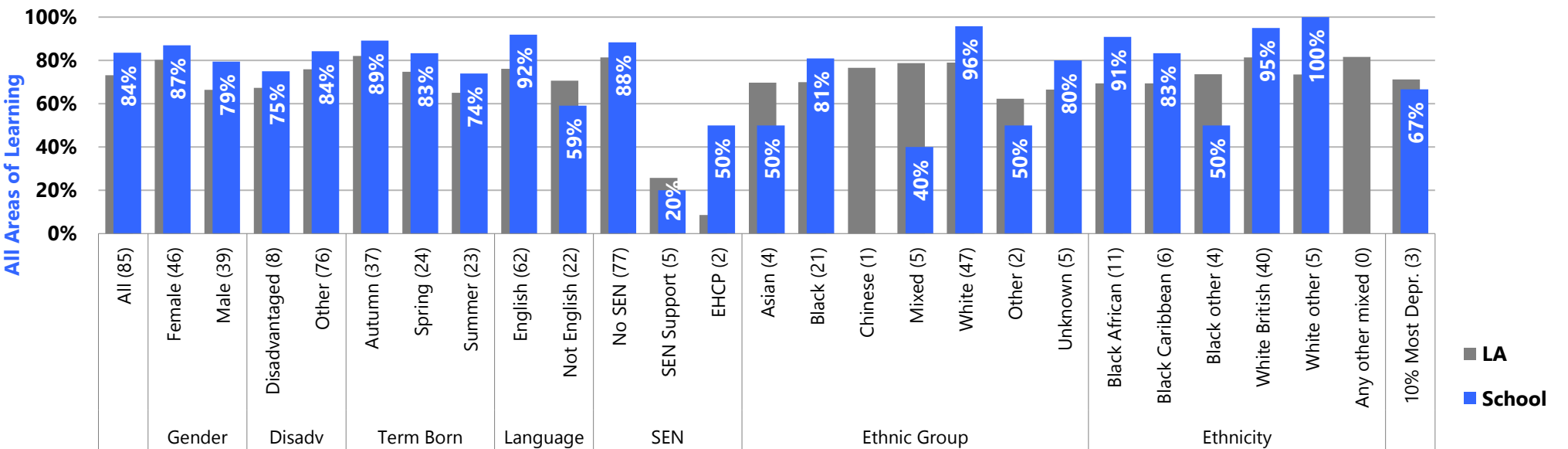
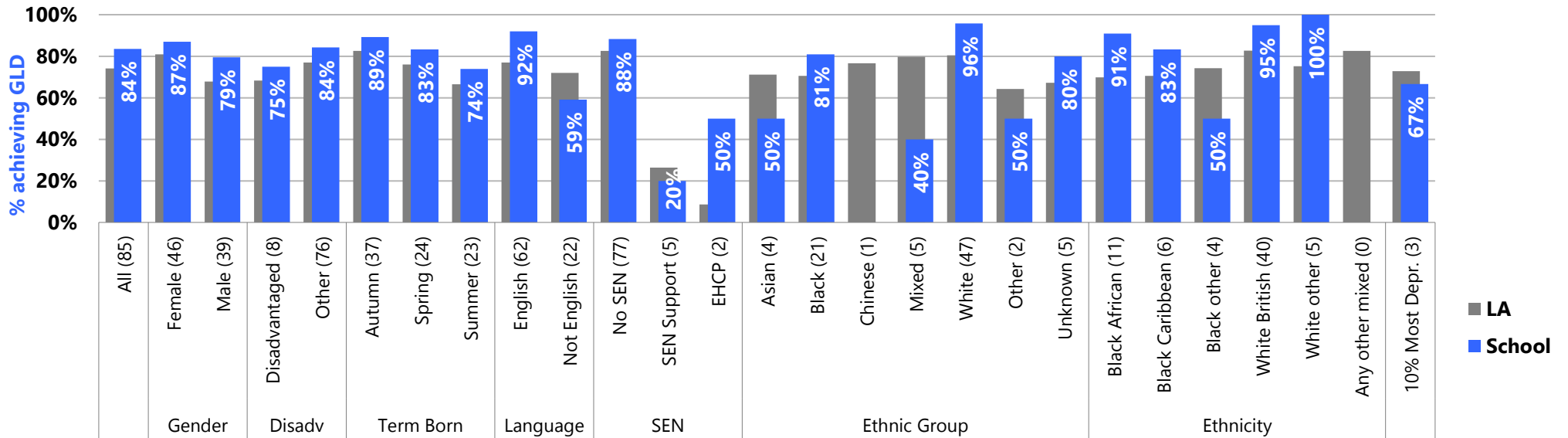
## ii) % Achieving Good Level of Development (Time Series)



NB. 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.



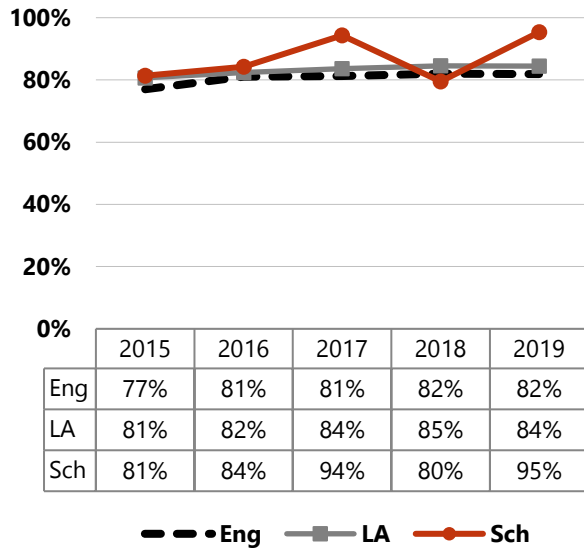
## iii) Vulnerable Groups Analysis - % achieving GLD and % Achieving All Areas of Learning



## i) % Achieving Phonics Threshold

### Year 1

School	Comparisons		
	LA	England	Sch 2018
<b>95%</b>	84% ↑	82% ↑	80% ↑
86 pupils			



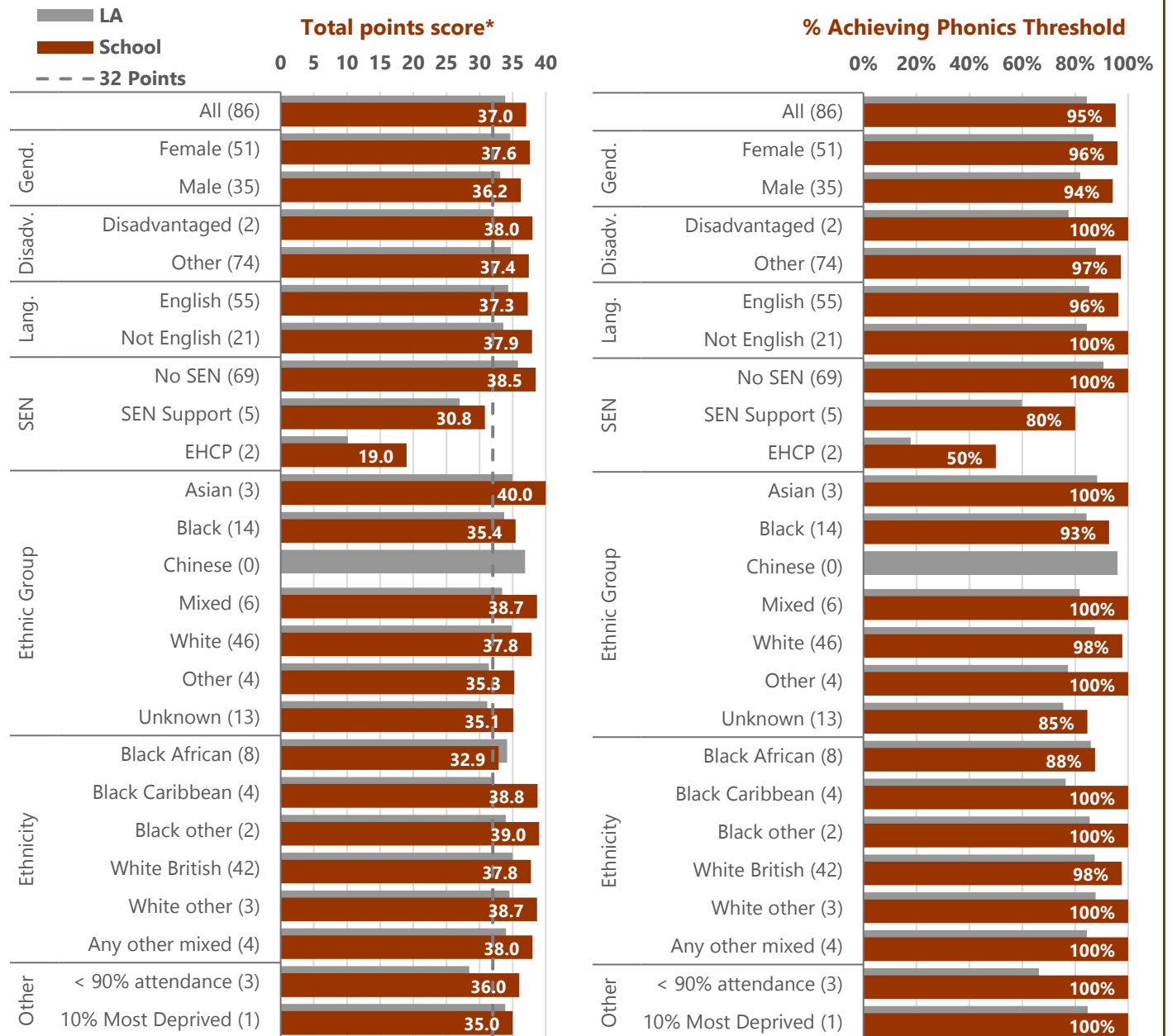
## ii) % Achieving Phonics Threshold

### Year 2 Retakes

School	Comparisons		
	LA	England	Sch 2018
<b>100%</b>	55% ↑	56% ↑	0% ↑
17 pupils			

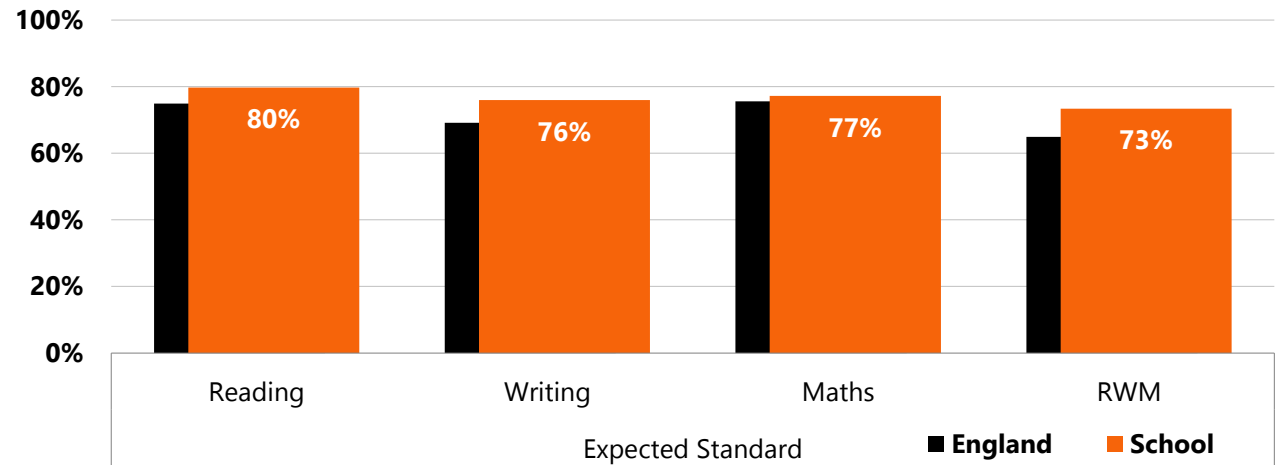
\*Disappointed pupils are given a score of 0

## iii) Vulnerable Groups Analysis - Year 1 Phonics

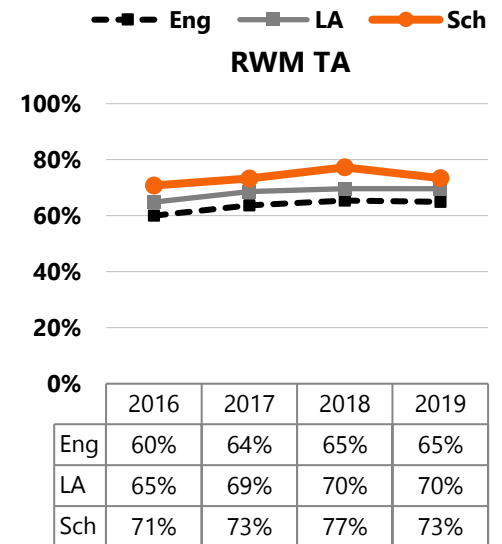
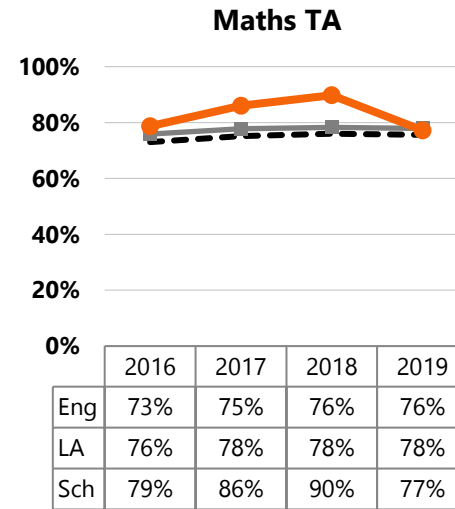
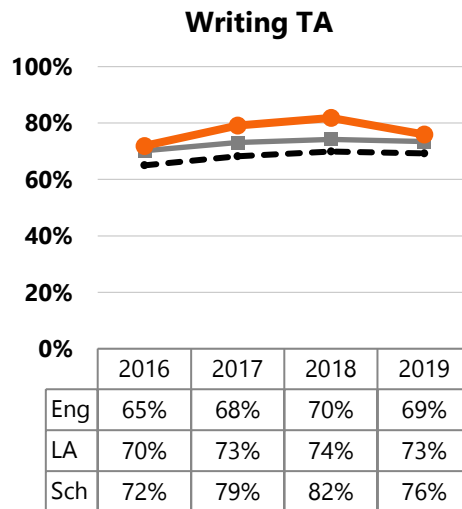
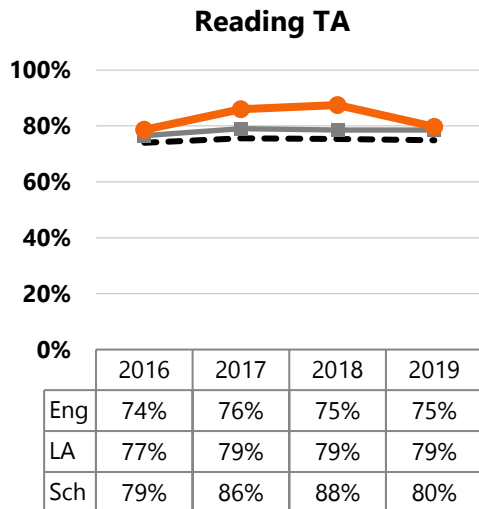


## i) % Reaching Expected Standard

Indicator	School (79 Pupils)	Comparisons			
		LA	England		
% Expected	Reading	<b>80%</b>	79%	75%	↑
	Writing	<b>76%</b>	73%	69%	↑
	Maths	<b>77%</b>	78%	76%	↑
	RWM	<b>73%</b>	70%	65%	↑

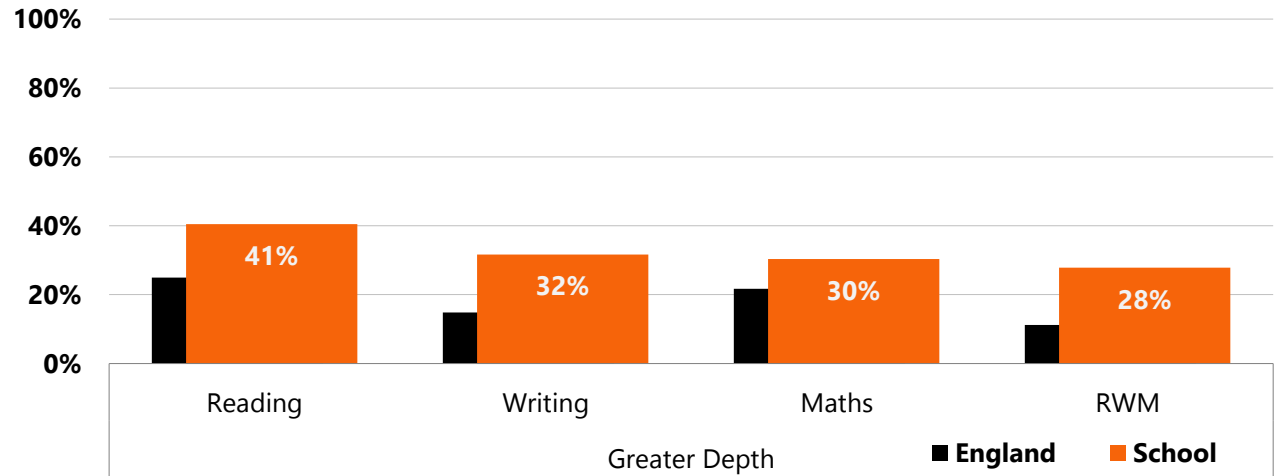


## ii) % Reaching Expected Standard (Time Series)

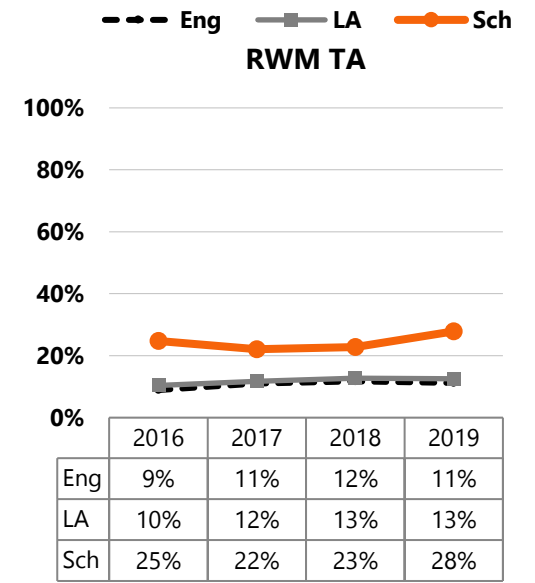
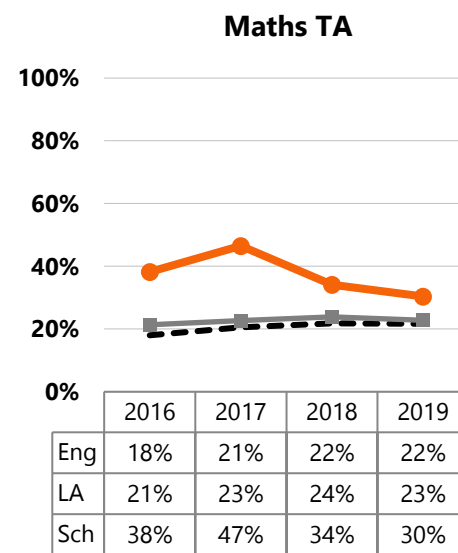
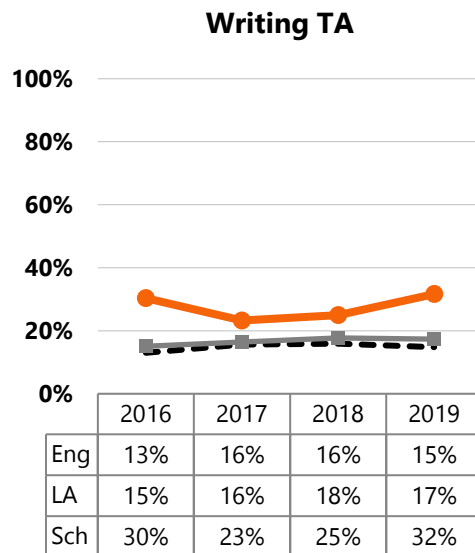
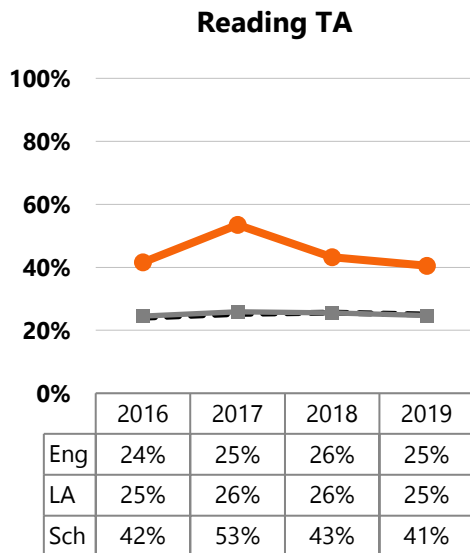


### iii) % Working at Greater Depth

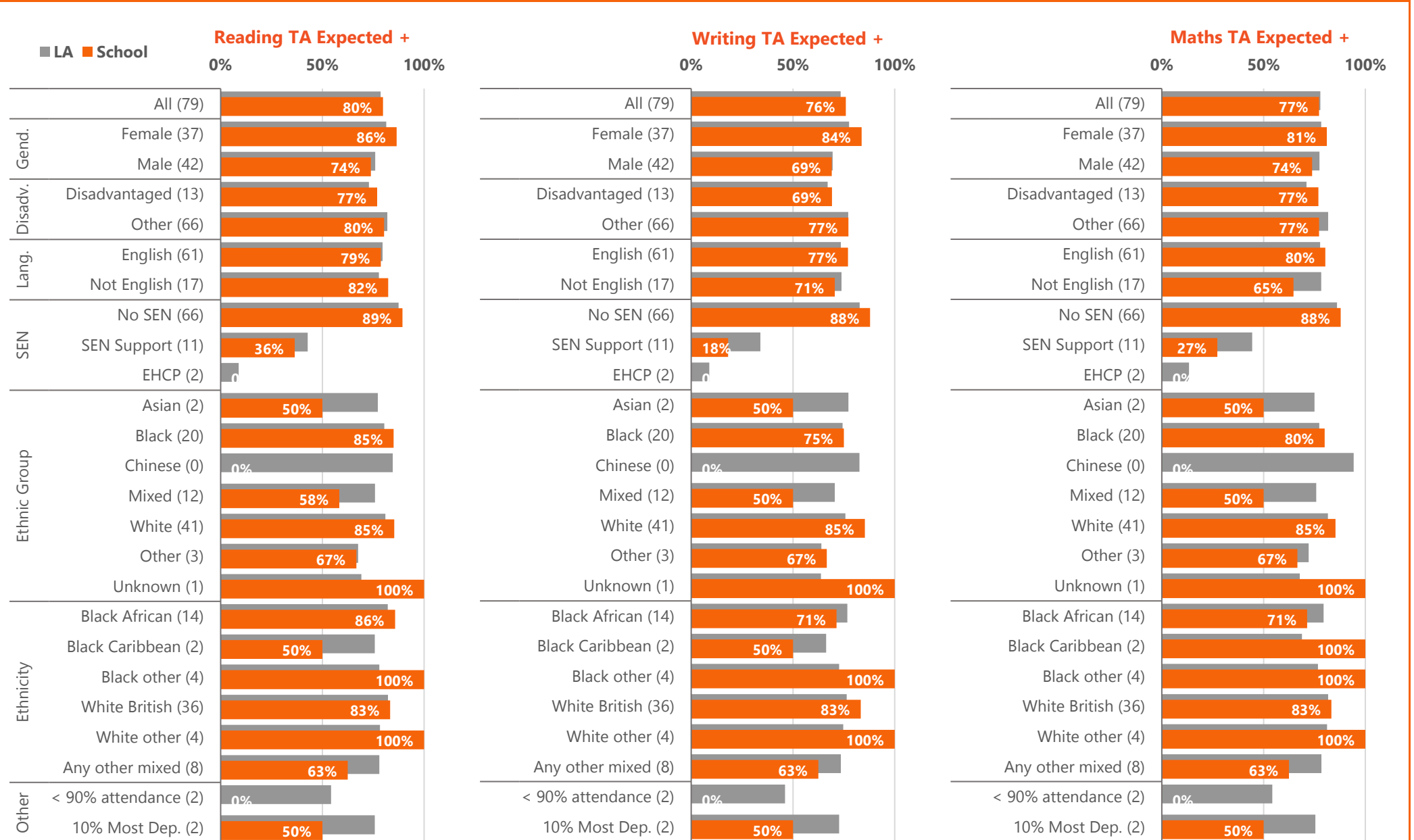
Indicator	School (79 Pupils)	Comparisons	
		LA	England
% Greater Depth	Reading	<b>41%</b>	25% ↑ 25% ↑
	Writing	<b>32%</b>	17% ↑ 15% ↑
	Maths	<b>30%</b>	23% ↑ 22% ↑
	RWM	<b>28%</b>	13% ↑ 11% ↑



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



## v) Vulnerable Groups Analysis - TA Expected + (Reading, Writing and Maths)



## vi) EYFSP to KS1 Transition Matrices

Reading		Total Pupils	Key Stage 1 - Reading TA		
			Below Expected	Expected Standard	Greater Depth
EYFSP Reading	Emerging	15	<b>11 73%</b> LA: 65%	<b>4 27%</b> LA: 34%	<b>0 0%</b> LA: 1%
	Expected	35	<b>2 6%</b> LA: 9%	<b>24 69%</b> LA: 70%	<b>9 26%</b> LA: 21%
	Exceeding	26	<b>0 0%</b> LA: 1%	<b>3 12%</b> LA: 28%	<b>23 88%</b> LA: 71%

Maths		Total Pupils	Key Stage 1 - Maths TA		
			Below Expected	Expected Standard	Greater Depth
EYFSP Maths*	Emerging	14	<b>11 79%</b> LA: 67%	<b>3 21%</b> LA: 31%	<b>0 0%</b> LA: 1%
	Expected	40	<b>5 13%</b> LA: 10%	<b>30 75%</b> LA: 70%	<b>5 13%</b> LA: 20%
	Exceeding	22	<b>0 0%</b> LA: 0%	<b>3 14%</b> LA: 25%	<b>19 86%</b> LA: 74%

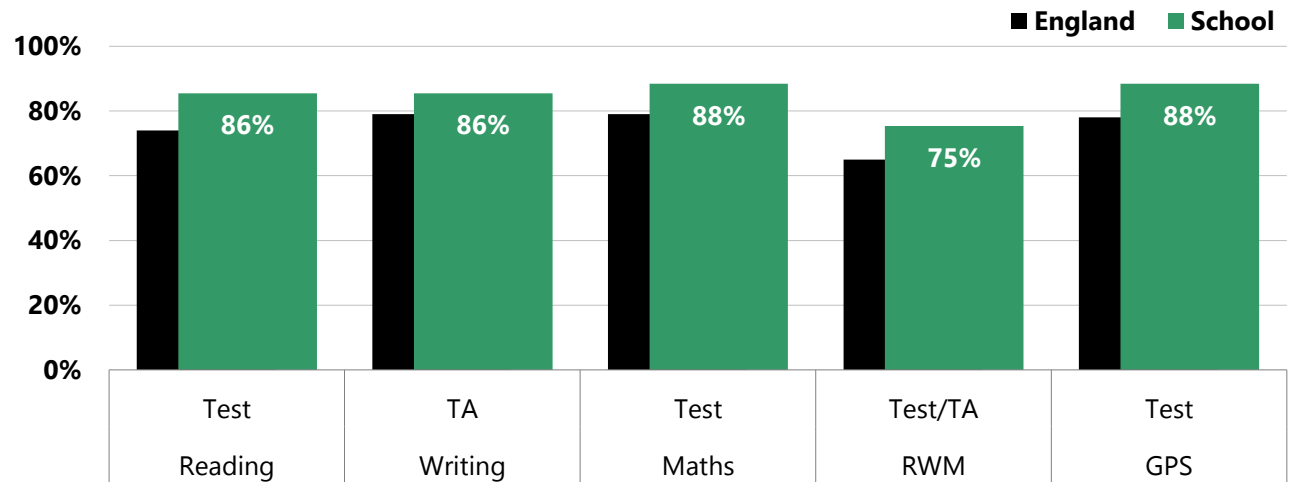
Writing		Total Pupils	Key Stage 1 - Writing TA		
			Below Expected	Expected Standard	Greater Depth
EYFSP Writing	Emerging	16	<b>13 81%</b> LA: 71%	<b>3 19%</b> LA: 29%	<b>0 0%</b> LA: 0%
	Expected	36	<b>3 8%</b> LA: 12%	<b>28 78%</b> LA: 73%	<b>5 14%</b> LA: 15%
	Exceeding	24	<b>0 0%</b> LA: 1%	<b>4 17%</b> LA: 35%	<b>20 83%</b> LA: 64%

\* EYFSP maths prior attainment shows the lower of number and shape, space and measure

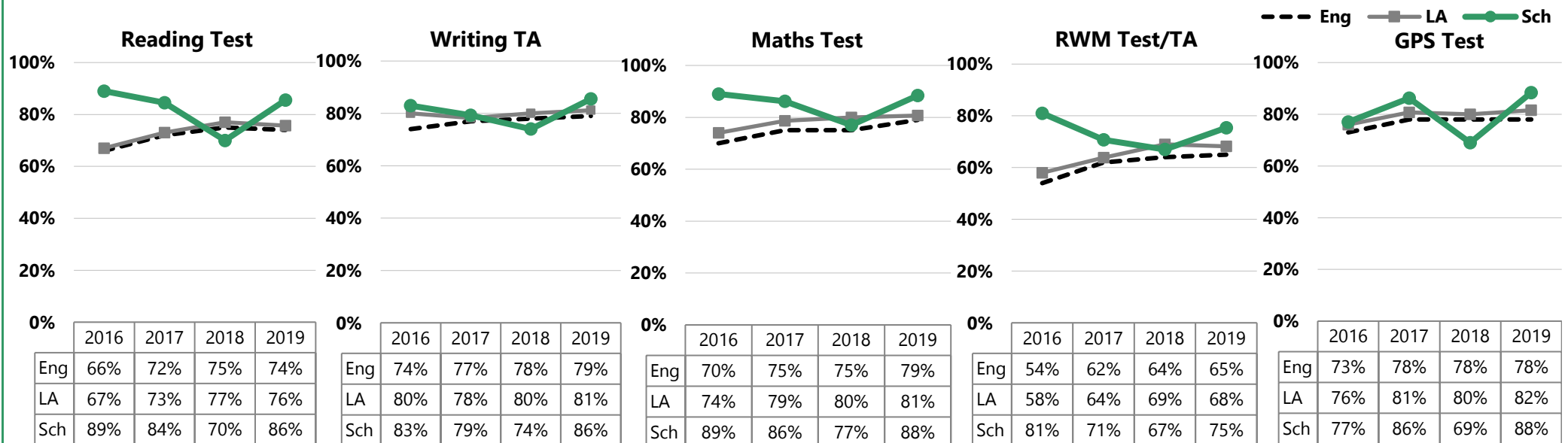
Analysis does not include pupils for whom EYFSP prior attainment was not available or who had no assessment at Key Stage 1

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

Indicator		School	Comparisons	
		(69 Pupils)	LA	England
<b>Reading</b>	Test	<b>86%</b>	76% <span style="color: green;">↑</span>	74% <span style="color: green;">↑</span>
<b>Writing</b>	TA	<b>86%</b>	81% <span style="color: green;">↑</span>	79% <span style="color: green;">↑</span>
<b>Maths</b>	Test	<b>88%</b>	81% <span style="color: green;">↑</span>	79% <span style="color: green;">↑</span>
<b>RWM</b>	Test/TA	<b>75%</b>	68% <span style="color: green;">↑</span>	65% <span style="color: green;">↑</span>
<b>GPS</b>	Test	<b>88%</b>	82% <span style="color: green;">↑</span>	78% <span style="color: green;">↑</span>



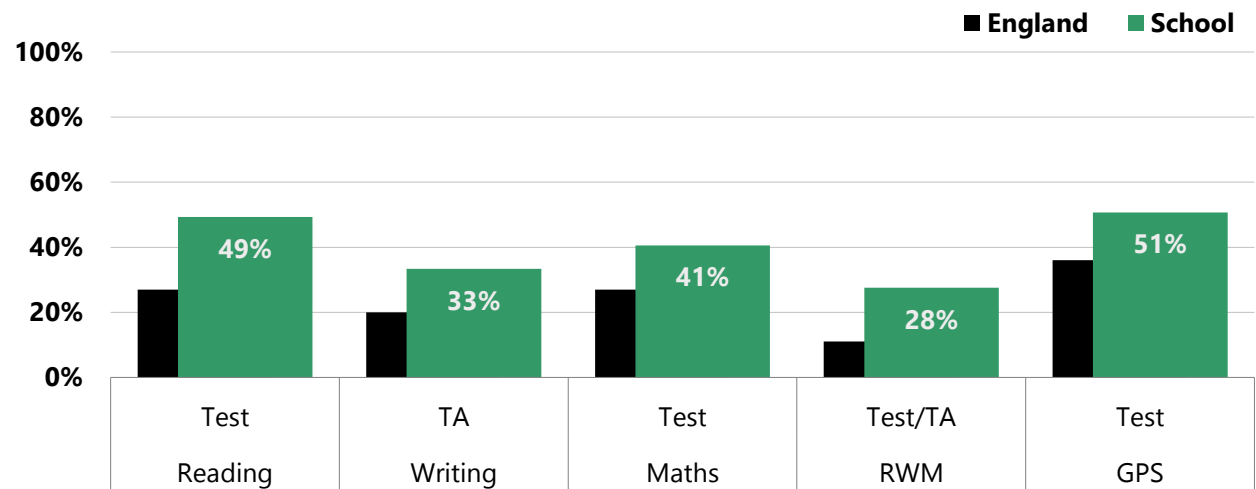
## ii) % Reaching Expected Standard (Time Series)



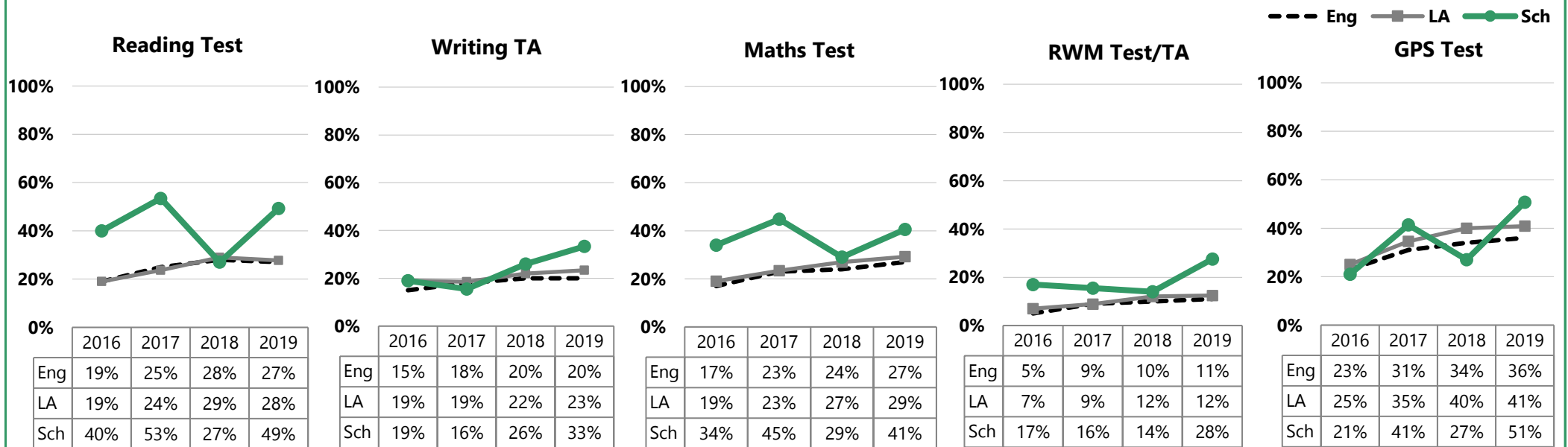
NB. Analysis shown is based on DfE Performance Table data from December each year. See Appendix 1 for further information

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

Indicator		School (69 Pupils)	Comparisons	
			LA	England
Reading	Test	49%	28% ↑	27% ↑
Writing	TA	33%	23% ↑	20% ↑
Maths	Test	41%	29% ↑	27% ↑
RWM	Test/TA	28%	12% ↑	11% ↑
GPS	Test	51%	41% ↑	36% ↑



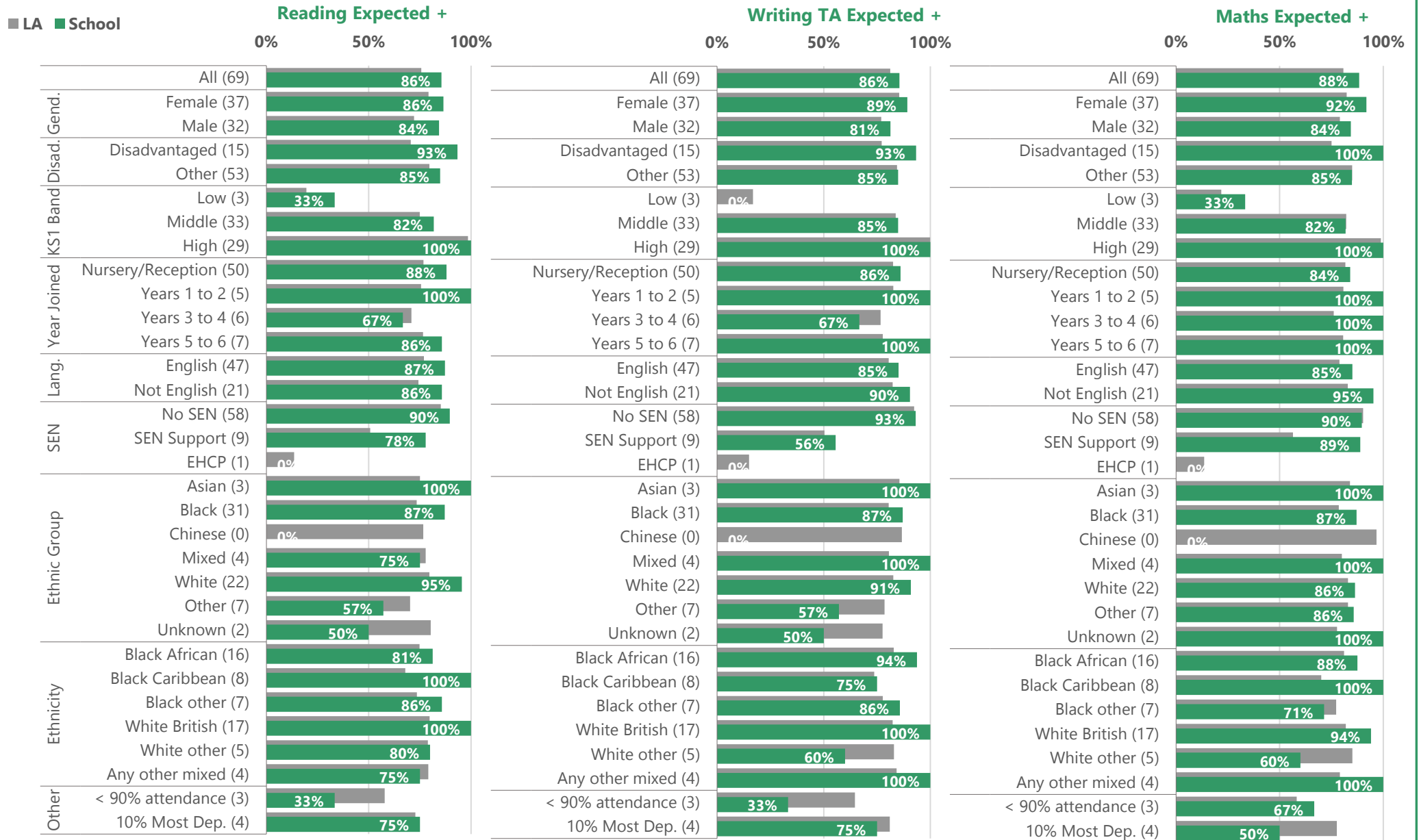
## iv) % Reaching a Higher Standard (Time Series)



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



## v) Vulnerable Groups Analysis - Expected + (Reading, Writing TA and Maths)



## 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	3	<b>2</b> 67% LA: 76%	<b>1</b> 33% LA: 22%	<b>0</b> 0% LA: 2%	
	2C	8	<b>3</b> 38% LA: 54%	<b>4</b> 50% LA: 39%	<b>1</b> 13% LA: 7%	
	2B	11	<b>2</b> 18% LA: 30%	<b>7</b> 64% LA: 57%	<b>2</b> 18% LA: 13%	
	2A	17	<b>1</b> 6% LA: 9%	<b>8</b> 47% LA: 64%	<b>8</b> 47% LA: 27%	
	3 or higher	26	<b>0</b> 0% LA: 1%	<b>4</b> 15% LA: 36%	<b>22</b> 85% LA: 63%	

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	3	<b>2</b> 67% LA: 83%	<b>1</b> 33% LA: 16%	<b>0</b> 0% LA: 1%	
	2C	8	<b>2</b> 25% LA: 47%	<b>6</b> 75% LA: 50%	<b>0</b> 0% LA: 4%	
	2B	15	<b>2</b> 13% LA: 17%	<b>13</b> 87% LA: 71%	<b>0</b> 0% LA: 11%	
	2A	14	<b>2</b> 14% LA: 5%	<b>8</b> 57% LA: 63%	<b>4</b> 29% LA: 32%	
	3 or higher	25	<b>0</b> 0% LA: 0%	<b>2</b> 8% LA: 25%	<b>23</b> 92% LA: 74%	

Writing		Total Pupils	Key Stage 2 - Writing TA		
			Below Expected	Expected Standard	Greater Depth
Key Stage 1 Writing Level	1 or lower	4	<b>3</b> 75% LA: 76%	<b>1</b> 25% LA: 23%	<b>0</b> 0% LA: 1%
	2C	11	<b>5</b> 45% LA: 34%	<b>6</b> 55% LA: 65%	<b>0</b> 0% LA: 1%
	2B	15	<b>0</b> 0% LA: 8%	<b>13</b> 87% LA: 82%	<b>2</b> 13% LA: 10%
	2A	12	<b>0</b> 0% LA: 1%	<b>8</b> 67% LA: 63%	<b>4</b> 33% LA: 37%
	3 or higher	23	<b>0</b> 0% LA: 0%	<b>6</b> 26% LA: 21%	<b>17</b> 74% LA: 79%

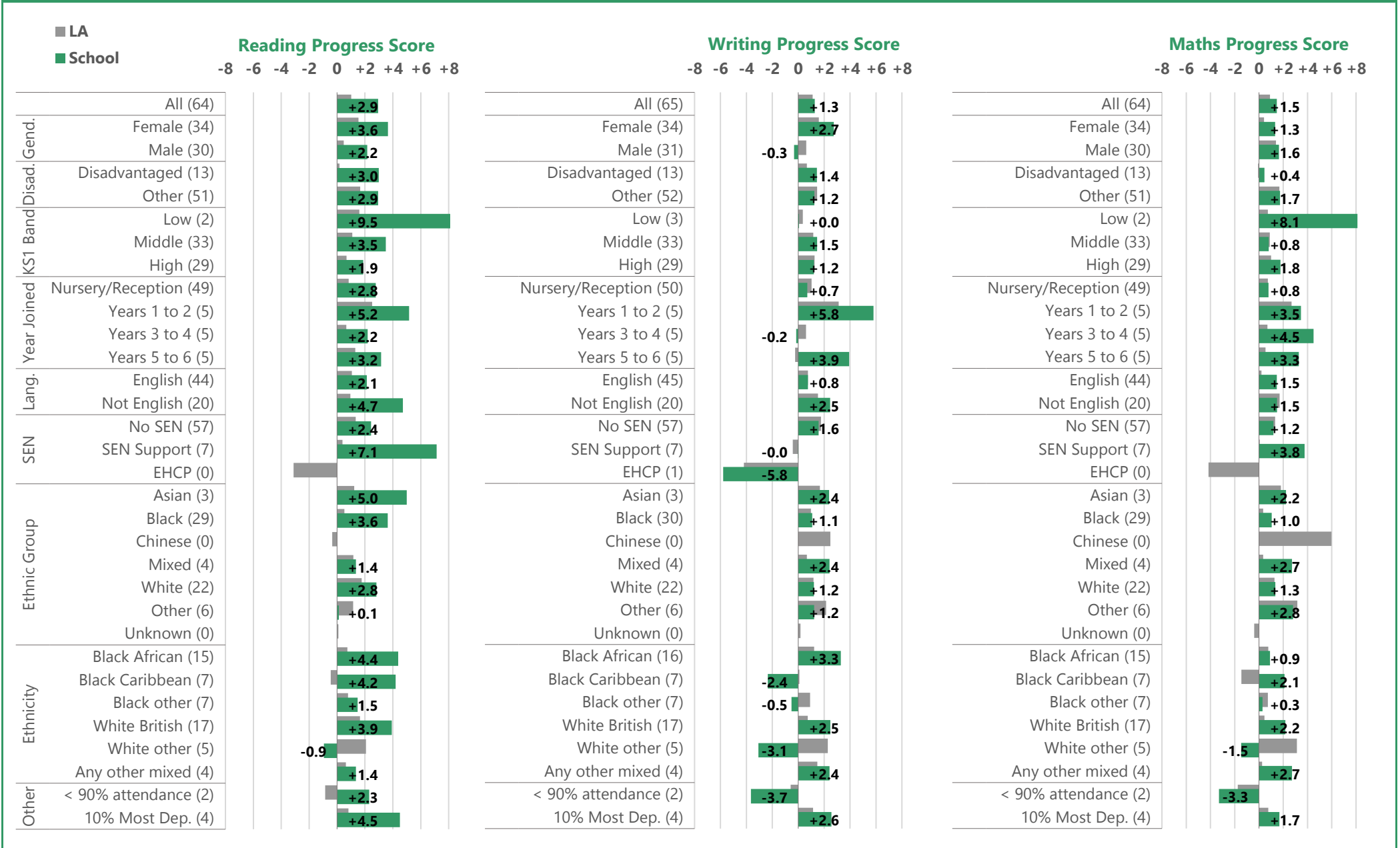
## vii) KS1 to KS2 Progress Scores

Subject	School			Comparisons	
	Average KS2 Scaled Score*	Av. Exp KS2 Score	Progress Score	LA	National
Reading	<b>108.4</b>	105.8	<b>+2.9</b>	+1.0	0.0
Writing		103.6	<b>+1.3</b>	+1.1	0.0
Maths	<b>107.5</b>	106.2	<b>+1.5</b>	+0.9	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 (Reading, Writing and Maths)



		EYFSP	Yr1 Phonics	KS1 (Expected+)			KS2 (Expected+)		
		GLD Eng: 72%	32+ Eng: 82%	Reading Eng: 75%	Writing Eng: 69%	Maths Eng: 76%	Reading Eng: 74%	Writing Eng: 79%	Maths Eng: 79%
<b>All Pupils</b>	All	84% ●	95% ●	80% ●	76% ●	77% ○	86% ●	86% ●	88% ●
<b>Gender</b>	Female	87% ●	96% ●	86% ●	84% ●	81% ●	86% ●	89% ●	92% ●
	Male	79% ●	94% ●	74% ○	69% ○	74% ○	84% ●	81% ○	84% ●
<b>Disadv</b>	Disadvantaged	75% ○		77% ○	69% ○	77% ○	93% ●	93% ●	100% ●
	Other	84% ●	97% ●	80% ●	77% ●	77% ○	85% ●	85% ●	85% ●
<b>Term Born</b>	Autumn	89% ●	100% ●	90% ●	90% ●	86% ●	84% ●	89% ●	84% ●
	Spring	83% ●	100% ●	75% ○	71% ○	79% ○	89% ●	89% ●	93% ●
	Summer	74% ○	93% ●	77% ○	70% ○	70% ○	86% ●	81% ○	86% ●
<b>Language</b>	English	92% ●	96% ●	79% ●	77% ●	80% ●	87% ●	85% ●	85% ●
	Not English	59% ●	100% ●	82% ●	71% ○	65% ●	86% ●	90% ●	95% ●
<b>SEN</b>	No SEN	88% ●	100% ●	89% ●	88% ●	88% ●	90% ●	93% ●	90% ●
	SEN Support	20% ●	80% ○	36% ●	18% ●	27% ●	78% ●	56% ●	89% ●
<b>Ethnicity</b>	Asian	50% ●	100% ●				100% ●	100% ●	100% ●
	Black	81% ●	93% ●	85% ●	75% ●	80% ●	87% ●	87% ●	87% ●
	Mixed	40% ●	100% ●	58% ●	50% ●	50% ●	75% ○	100% ●	100% ●
	White	96% ●	98% ●	85% ●	85% ●	85% ●	95% ●	91% ●	86% ●
	Other		100% ●	67% ○	67% ○	67% ○	57% ●	57% ●	86% ●

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

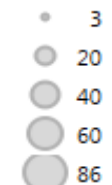
**Colour Key:**

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*

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

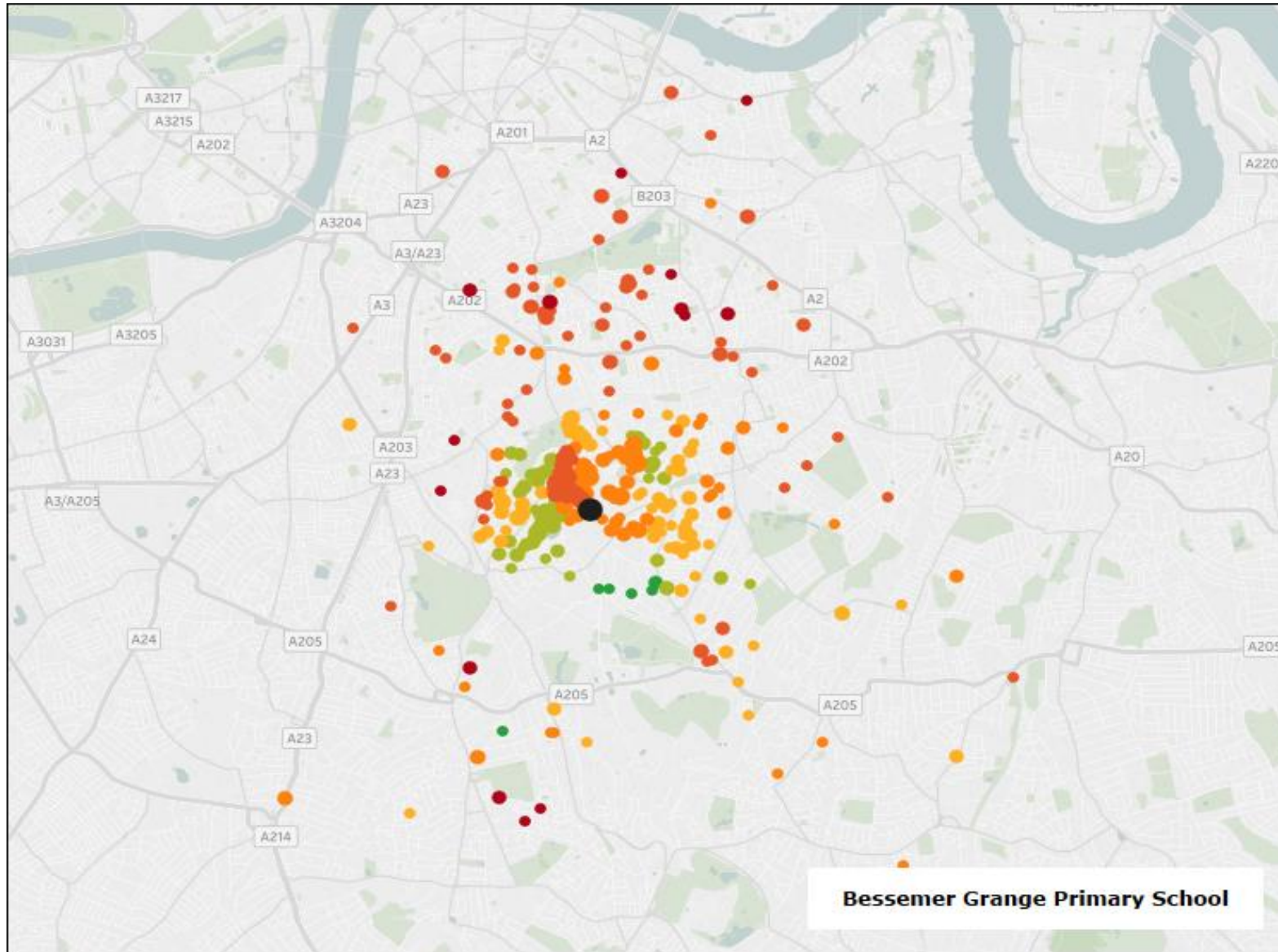
671 Pupils on roll in Jan 2019		Bessemer Grange Primary School					LA (Primary Age)													
		Jan 2019					2015	2016	2017	2018	Jan 19	School Difference vs LA								
Pupil Characteristic		%	0%	20%	40%	60%	80%	100%						-15%	-10%	-5%	0%	5%	10%	15%
Gender	Female	356	53.1%						48.3%	48.9%	48.4%	52.8%	49.2%	+3.9%						
	Male	315	46.9%						51.7%	51.1%	51.6%	47.2%	50.8%	-3.9%						
FSM	Eligible	64	9.5%						11.8%	8.8%	7.9%	6.8%	23.4%	-13.9%						
	Not Eligible	607	90.5%						88.2%	91.2%	92.1%	93.2%	76.6%	+13.9%						
Joined School	Joined in Reception / Nursery	602	89.7%						83.1%	86.5%	86.3%	87.5%	82.7%	+7.0%						
	Joined in Year 1 or 2	38	5.7%						10.5%	7.5%	8.1%	6.5%	8.0%	-2.3%						
	Joined in Year 3 or 4	19	2.8%						4.9%	4.7%	4.2%	3.9%	7.5%	-4.7%						
	Joined in Year 5 or 6	12	1.8%						1.6%	1.3%	1.4%	2.1%	1.8%	-						
SEN Stage	No Special Educational Need	594	88.5%						84.9%	86.6%	85.4%	86.4%	82.9%	+5.6%						
	SEN Support	66	9.8%						13.2%	11.9%	13.4%	12.8%	14.8%	-5.0%						
	EHCP / Statement	11	1.6%						1.9%	1.5%	1.2%	0.9%	2.3%	-0.7%						
SEN Primary Need	Autistic Spectrum Disorder	17	2.5%						1.2%	1.5%	1.4%	2.2%	2.5%	-						
	Hearing Impairment	3	0.4%						0.0%	0.2%	0.3%	0.4%	0.2%	+0.2%						
	Moderate Learning Difficulty	21	3.1%						3.5%	3.4%	4.2%	3.4%	2.3%	+0.8%						
	Multi-Sensory Impairment	0	0.0%						0.0%	0.0%	0.0%	0.0%	0.0%	-						
	Physical Disability	2	0.3%						0.6%	0.2%	0.3%	0.1%	0.5%	-0.2%						
	Profound & Multiple Learning	0	0.0%						0.0%	0.0%	0.0%	0.0%	0.0%	-						
	Severe Learning Difficulty	0	0.0%						0.0%	0.0%	0.0%	0.0%	0.1%	-0.1%						
	Social, Emotional & Mental Health	13	1.9%						1.7%	1.5%	2.0%	2.4%	2.4%	-0.5%						
	Specific Learning Difficulty	4	0.6%						2.1%	1.5%	1.1%	1.5%	1.5%	-0.9%						
	Speech, Language & Comm.	13	1.9%						5.2%	4.6%	4.3%	2.8%	6.1%	-4.2%						
	Visual Impairment	1	0.1%						0.0%	0.2%	0.2%	0.1%	0.1%	-						
	Other Difficulty/Disability	3	0.4%						0.6%	0.5%	0.8%	0.6%	0.5%	-0.1%						
No Specialist Assessment	0	0.0%						0.2%	0.0%	0.0%	0.0%	0.7%	-0.7%							
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	22	3.3%						27.6%	2.1%	3.0%	2.7%	21.9%	-18.6%						
	Band 1b: 10-20%	174	25.9%						16.1%	29.4%	28.4%	25.4%	41.4%	-15.5%						
	Band 2: 20-40%	196	29.2%						29.9%	29.0%	28.6%	30.1%	20.7%	+8.5%						
	Band 3: 40-60%	148	22.1%						16.1%	23.8%	23.0%	22.3%	8.8%	+13.3%						
	Band 4: 60-80%	122	18.2%						9.1%	14.0%	15.7%	17.7%	5.4%	+12.8%						
	Band 5: Least Deprived 20%	7	1.0%						0.4%	1.5%	1.1%	1.2%	1.4%	-0.4%						
Unmatched Postcode	2	0.3%						0.8%	0.2%	0.3%	0.7%	0.4%	-0.1%							



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

671 Pupils on roll in Jan 2019		Bessemer Grange Primary School					LA (Primary Age)												
		Jan 2019					2015	2016	2017	2018	Jan 19	School Difference vs LA							
Pupil Characteristic		%	0%	20%	40%	60%	80%	100%					-15%	-10%	-5%	0%	5%	10%	15%
Ethnicity	Asian or Asian British	26	3.9%						4.9%	4.7%	4.3%	4.5%	5.3%	-1.4%					
	<i>Bangladeshi</i>	2	0.3%						1.4%	1.0%	0.5%	0.4%	2.3%	-2.0%					
	<i>Indian</i>	6	0.9%						0.4%	0.8%	0.9%	0.9%	0.7%	+0.2%					
	<i>Pakistani</i>	3	0.4%						0.6%	0.7%	0.6%	0.6%	0.7%	-0.3%					
	<i>Any Other Asian Background</i>	15	2.2%						2.5%	2.3%	2.3%	2.5%	1.6%	+0.6%					
	Black or Black British	166	24.7%						30.1%	26.6%	26.7%	24.6%	39.5%	-14.8%					
	<i>Black - African</i>	97	14.5%						15.3%	14.5%	16.3%	14.8%	26.9%	-12.4%					
	<i>Black Caribbean</i>	38	5.7%						8.0%	6.2%	5.7%	5.5%	6.8%	-1.1%					
	<i>Any Other Black Background</i>	31	4.6%						6.8%	5.9%	4.7%	4.3%	5.9%	-1.3%					
	Chinese	3	0.4%						1.0%	1.0%	0.6%	0.7%	1.5%	-1.1%					
	Mixed	64	9.5%						9.7%	10.1%	11.3%	11.4%	12.4%	-2.9%					
	<i>White and Black African</i>	10	1.5%						1.2%	1.3%	2.3%	1.9%	2.0%	-0.5%					
	<i>White and Black Caribbean</i>	7	1.0%						1.2%	1.3%	1.9%	1.3%	3.2%	-2.2%					
	<i>White and Asian</i>	9	1.3%						0.6%	0.7%	0.6%	1.0%	1.4%	-0.1%					
	<i>Any Other Mixed Background</i>	38	5.7%						6.8%	6.9%	6.5%	7.1%	5.9%	-0.2%					
	White	342	51.0%						42.5%	47.0%	49.2%	50.4%	31.2%	+19.8%					
	<i>White - British</i>	291	43.4%						34.4%	39.0%	40.5%	41.8%	21.2%	+22.2%					
	<i>White - Irish</i>	5	0.7%						0.0%	0.7%	1.1%	0.7%	0.5%	+0.2%					
	<i>Gypsy / Roma</i>	0	0.0%						0.0%	0.0%	0.0%	0.0%	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>	46	6.9%						8.2%	7.3%	7.6%	7.9%	9.4%	-2.5%						
Other	44	6.6%						9.7%	9.1%	7.5%	7.7%	7.1%	-0.5%						
Unknown	26	3.9%						2.1%	1.5%	0.3%	0.6%	3.0%	+0.9%						
<i>Refused</i>	0	0.0%						0.4%	0.2%	0.3%	0.6%	0.0%	-						
<i>Information Not Yet Obtained</i>	17	2.5%						0.0%	0.0%	0.0%	0.0%	2.0%	+0.5%						
Lang.	English	499	74.4%						76.1%	68.5%	75.8%	73.9%	56.7%	+17.7%					
	Not English	170	25.3%						21.9%	20.7%	23.9%	25.8%	42.5%	-17.2%					
	Unknown	2	0.3%						1.9%	10.8%	0.3%	0.3%	0.7%	-0.4%					

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 2 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.

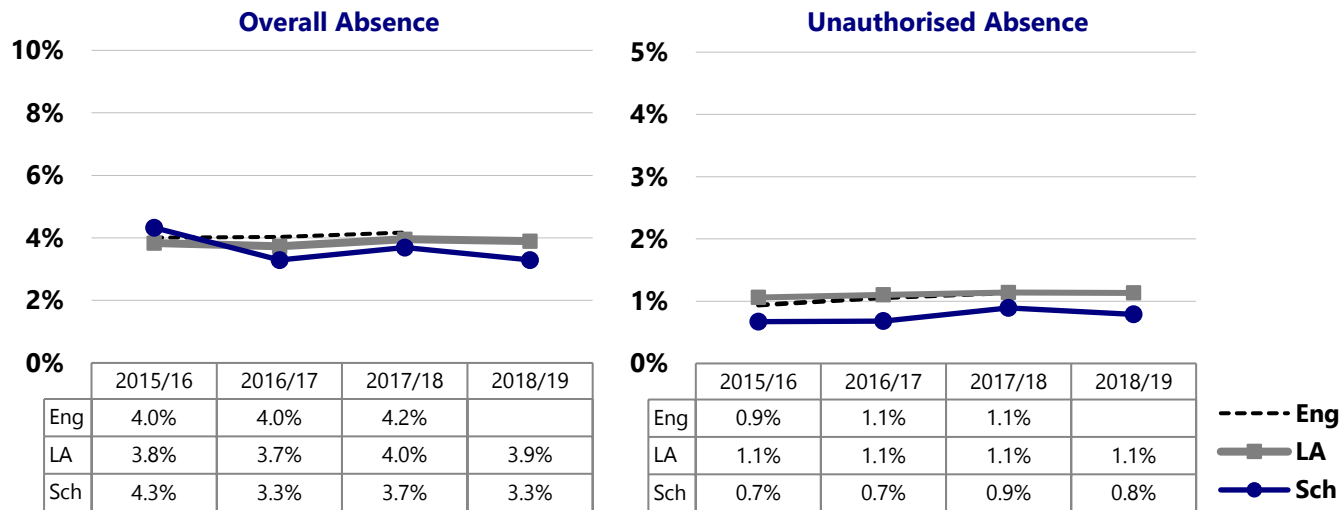




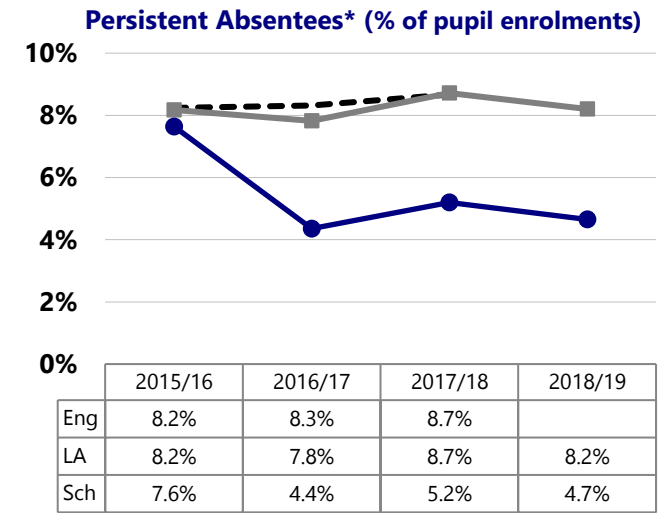
# 3. Pupil Behaviour

*Analysis of pupil absence and exclusions*

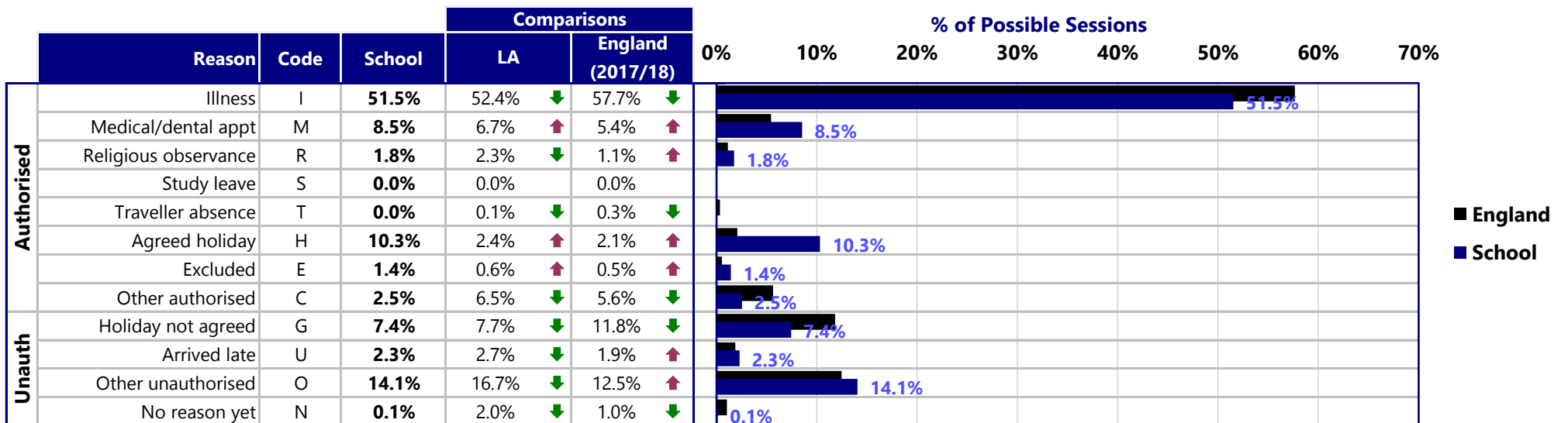
## i) Overall and Unauthorised Absence (Time Series) - Three Terms



## ii) Persistent Absentees - Three Terms

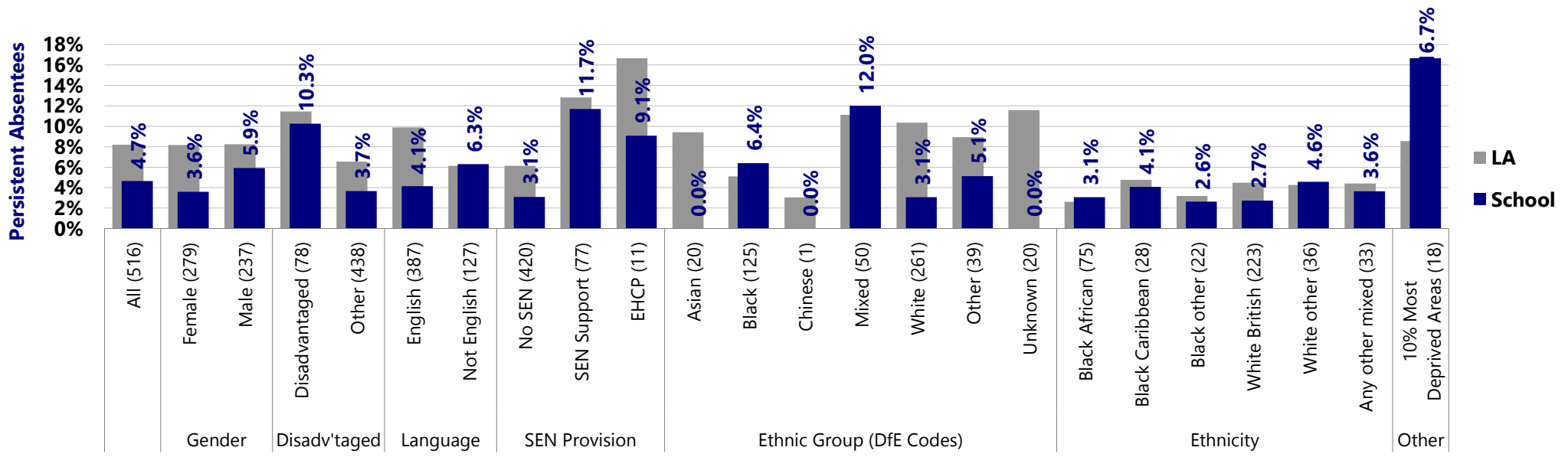
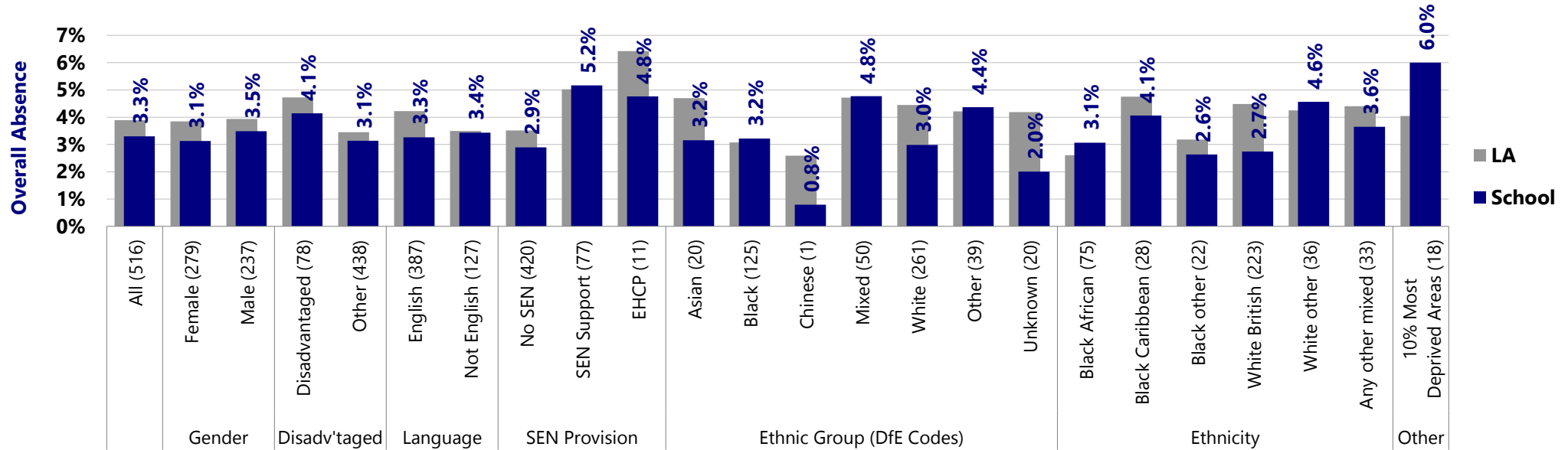


## iii) % Absence by Reason - Three Terms

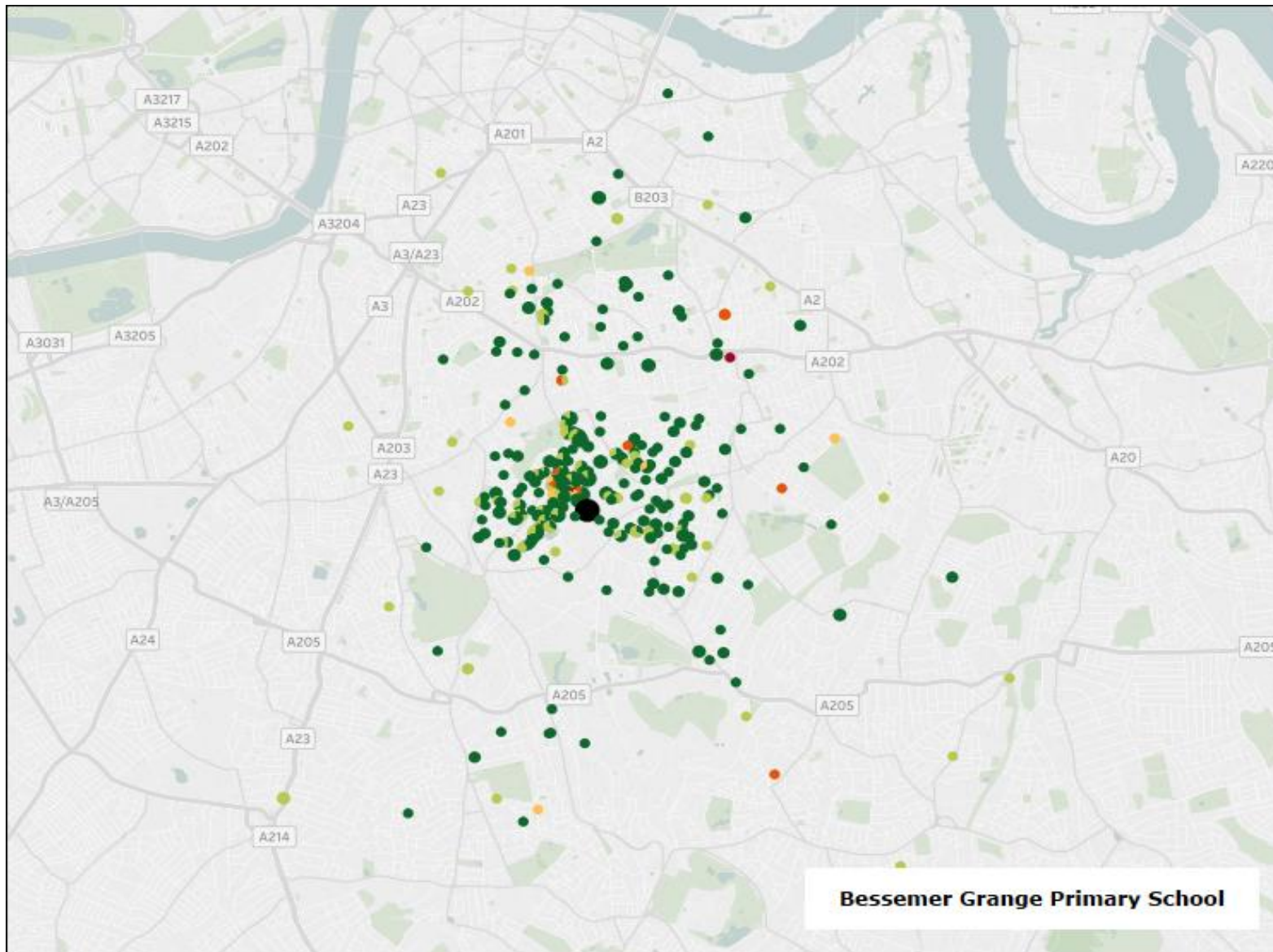


\*A persistent absentee is defined as someone with 90% or less attendance across the Three Terms

## iv) Vulnerable Groups Analysis - Three 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?

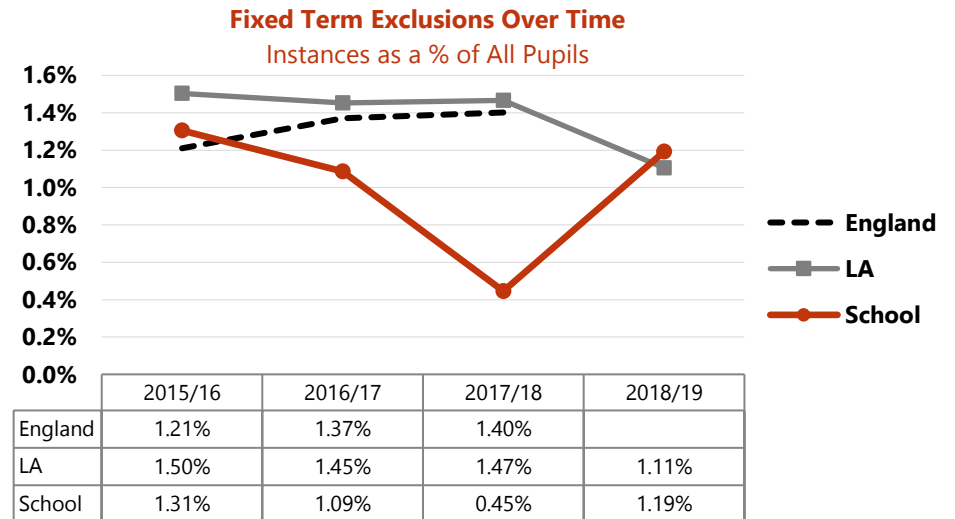
### Notes:

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 Indicators

Indicator		Primary Comparisons				
		School	LA	England (2017/18)		
<b>Permanent Exclusions</b> (% of all pupils)		<b>0</b>	0.00%	0.00%	0.03%	↓
<b>Fixed Term (FT)</b>	No. of instances (FT exclusions as a % of all pupils)	<b>8</b>	1.19%	1.11%	1.40%	↓
	No. of pupils with FT exclusions (% of all pupils)	<b>4</b>	0.60%	0.63%	0.62%	↓
	Average length in days of FT exclusion (% of exclusions)	<b>2.0</b>		2.0	1.8	↑
	0.5 to 5 Days	<b>8</b>	100.0%	96.1%		↑
	6 to 15 days	<b>0</b>	0.0%	3.9%		↓
	16+ Days	<b>0</b>	0.0%	0.0%		

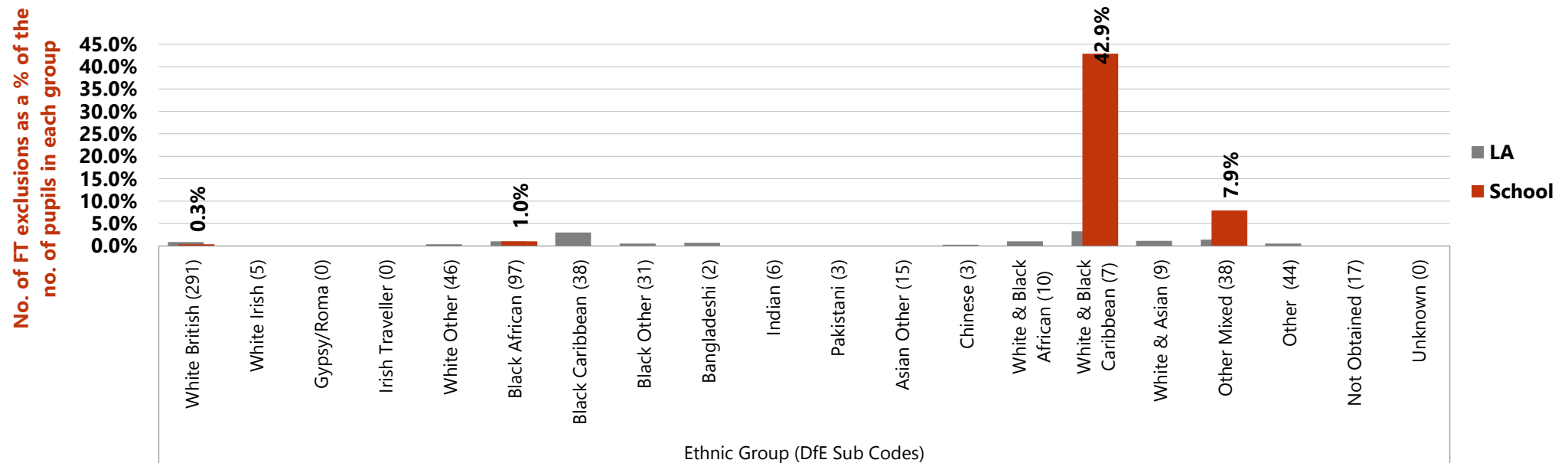
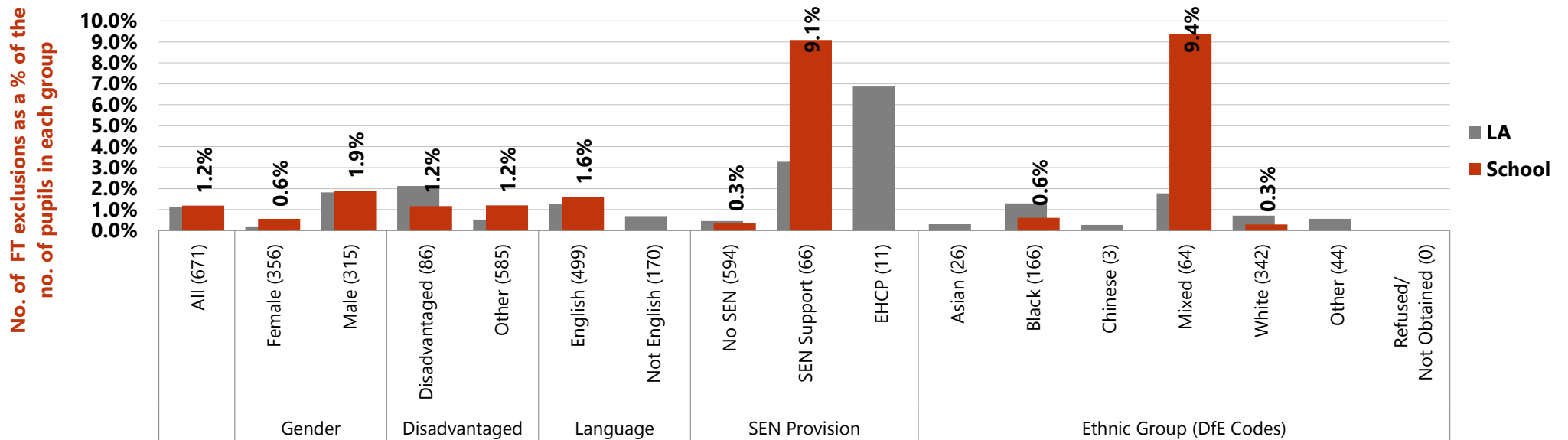


## ii) Fixed Term Exclusions by Reason (% of all instances of fixed term exclusions)

Reason	Code	Primary Comparisons			% of all FT Exclusions					
		School	LA	England (2017/18)	0%	20%	40%	60%	80%	100%
Bullying	BU	<b>0.0%</b>	0.7%	0.6%	↓					
Damage	DM	<b>0.0%</b>	3.2%	2.3%	↓					
Drug and alcohol related	DA	<b>0.0%</b>	0.0%	0.1%	↓					
Persistent disruptive behaviour	DB	<b>37.5%</b>	20.4%	28.2%	↑	37.5%				
Physical assault against a pupil	PP	<b>37.5%</b>	28.9%	21.0%	↑	37.5%				
Physical assault against an adult	PA	<b>25.0%</b>	21.1%	27.4%	↓	25.0%				
Racist abuse	RA	<b>0.0%</b>	0.4%	0.8%	↓					
Sexual misconduct	SM	<b>0.0%</b>	0.0%	0.3%	↓					
Theft	TH	<b>0.0%</b>	1.1%	0.2%	↓					
Verbal abuse/threatening behaviour - adult	VA	<b>0.0%</b>	7.5%	9.5%	↓					
Verbal abuse/threatening behaviour - pupil	VP	<b>0.0%</b>	3.6%	3.8%	↓					
Other	OT	<b>0.0%</b>	13.2%	5.9%	↓					



## 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. EYFSP prior attainment is taken from the Key to Success website. 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 2019 school census returns from schools.
<b>Pupil Absence</b>	School census returns from schools covering all three terms in the 2018/19 academic year. 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 for 2018/19 is from termly schools census returns, matched to pupil characteristics in the January school census. All historical data is from the DfE Statistical First Release data.

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

<b>ARE</b>	Age related expectations
<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>FTE</b>	Full-time equivalent. In FTE calculations part-time nursery pupils count as half an FTE, rather than one pupil used in headcount calculations.
<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 linking of a pupil's home postcode to a relative deprivation score. The index was updated in 2019
<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>	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.*

*Mime*

144 Clapham Manor St  
London  
SW4 6BX

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

**mime** making  
information  
matter