



Super School Profile

College Town Infants School

2018

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mime making
information
matter

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Introduction

Welcome to the 2018 Super School Profile for College Town Infants 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 KS2 attainment and progress analysis for 2018 is based on early, unvalidated data which includes pupils who recently arrived from overseas. Note that these new arrivals may be discounted from the DfE performance tables and therefore the analysis in the September version of this Profile may differ from the published performance table figures.

All previous years' KS2 analysis is validated data taken directly from the DfE Performance Tables.

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

- ↑ ≥ 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. $3 \times 2\%$).

Indicator	School (50 Pupils)	Comparisons	
		LA	England
% Expected	Reading	70% ↓	78% ↓
	Writing	74% ↓	70% ↑
	Maths	84% ↑	76% ↑
	RWM	66% ↑	65%

Name of indicator →

Your school's latest year's performance →

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%)

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

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

EYFSP, Year 1 & 2 Phonics, Year 1 TA, Key Stage 1 TA, Year 3, 4 & 5 tests and TA and Key Stage 2 attainment and progress

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).

Attainment & Progress Summary (2018)

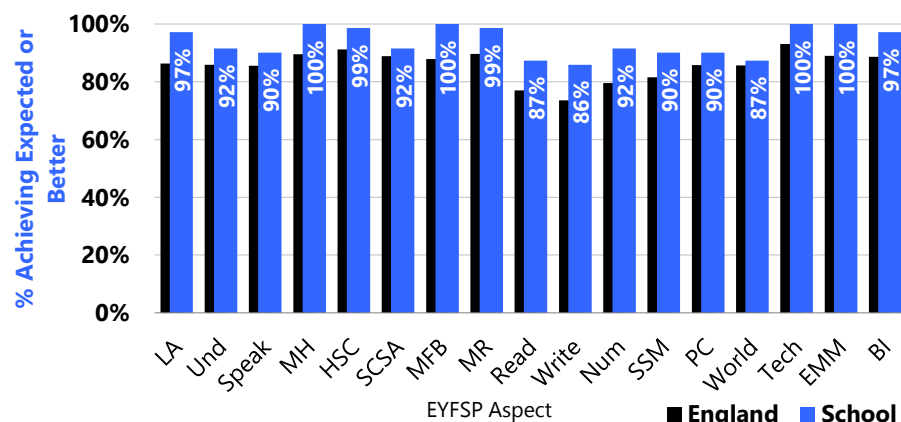
Key to shading		School - Over Time*					England - Over Time*									
		School 2015	School 2016	School 2017	School 2018	School Change from 2017	Eng 2015	Eng 2016	Eng 2017	Eng 2018	2018 Difference from England					
						-15% -5% +5% +15%				Provisional	-15% -5% +5% +15%					
EYFSP	GLD	81%	82%	73%	82%	+9%										
	Average Score	38.3	38.6	36.0	36.0	-										
Yr1 Phonics	Achieving Threshold	76%	86%	88%	76%	-12%										
KS1 Expected Standard*	Reading TA	87%	86%	73%	91%	+18%										
	Writing TA	79%	75%	66%	82%	+16%										
	Maths TA	83%	80%	75%	88%	+13%										
KS1 Greater Depth*	Reading TA	39%	40%	46%	47%	+1%										
	Writing TA	18%	26%	30%	33%	+3%										
	Maths TA	25%	32%	34%	41%	+7%										
KS2 Expected Standard*	Reading Test	-	-	-	-	-										
	Writing TA	-	-	-	-	-										
	Maths Test	-	-	-	-	-										
	RWM Test/TA	-	-	-	-	-										
	GPS Test	-	-	-	-	-										
KS2 Higher Standard*	Reading Test	-	-	-	-	-										
	Writing TA	-	-	-	-	-										
	Maths Test	-	-	-	-	-										
	RWM Test/TA	-	-	-	-	-										
	GPS Test	-	-	-	-	-										
KS2 Progress	Reading Prog Score	-	-	-	-	-										
	Writing Prog Score	-	-	-	-	-										
	Maths Prog Score	-	-	-	-	-										

* 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).

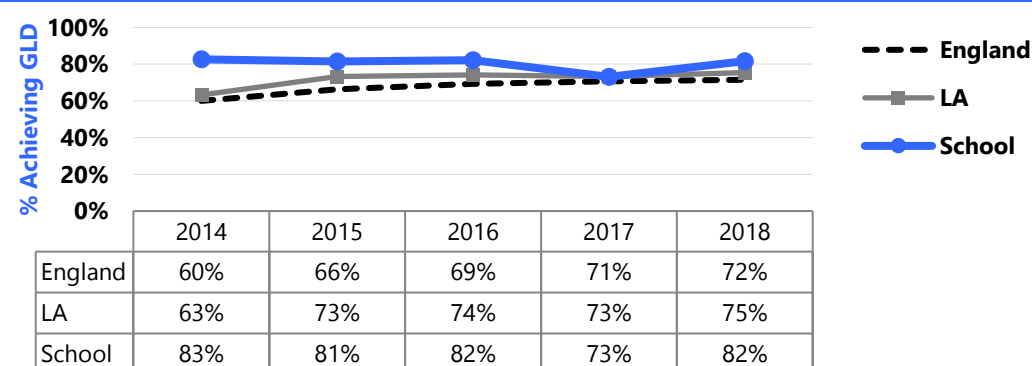
i) % Achieving Expected Level or Better in Each Aspect of Learning

Aspect			Code	Expected or Better						Exceeding						
				School		LA		England		School	LA	England				
				2018 (71 Pupils)	2017	2018	2017	2018	2017				2018 (71 Pupils)	2018	2018	
Good Level of Development	CLL	Listening and attention	LA	97%	92%	91%	⬆	92%	86%	⬆	86%	34%	28%	⬆	23%	⬆
		Understanding	Und	92%	92%	90%	⬆	90%	86%	⬆	86%	31%	27%	⬆	23%	⬆
		Speaking	Speak	90%	90%	88%	⬆	89%	86%	⬆	85%	24%	24%	⬆	20%	⬆
	PD	Moving and handling	MH	100%	86%	93%	⬆	90%	90%	⬆	90%	23%	21%	⬆	18%	⬆
		Health and self-care	HSC	99%	94%	94%	⬆	94%	91%	⬆	91%	13%	24%	⬇	20%	⬇
	PSED	Self-confidence and self-awareness	SCSA	92%	94%	91%		92%	89%	⬆	89%	18%	22%	⬇	18%	
		Managing feelings and behaviour	MFB	100%	92%	91%	⬆	91%	88%	⬆	88%	8%	19%	⬇	16%	⬇
		Making relationships	MR	99%	91%	92%	⬆	93%	90%	⬆	90%	7%	19%	⬇	16%	⬇
	Lit	Reading	Read	87%	85%	81%	⬆	79%	77%	⬆	77%	30%	24%	⬆	19%	⬆
		Writing	Write	86%	79%	77%	⬆	75%	74%	⬆	73%	11%	15%	⬇	11%	
Math	Numbers	Num	92%	82%	84%	⬆	83%	80%	⬆	79%	30%	21%	⬆	16%	⬆	
	Shape, space and measures	SSM	90%	86%	86%	⬆	86%	82%	⬆	82%	13%	20%	⬇	15%	⬇	
Good Level of Development	UTW	People and communities	PC	90%	90%	90%		91%	86%	⬆	86%	11%	21%	⬇	15%	⬇
		The world	World	87%	91%	89%	⬇	92%	86%	⬆	86%	8%	23%	⬇	16%	⬇
		Technology	Tech	100%	99%	96%	⬆	96%	93%	⬆	93%	17%	23%	⬇	19%	⬇
	EAD	Exploring and using media and materials	EMM	100%	91%	93%	⬆	94%	89%	⬆	89%	14%	22%	⬇	17%	⬇
		Being imaginative	BI	97%	92%	93%	⬆	94%	89%	⬆	88%	7%	23%	⬇	15%	⬇

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

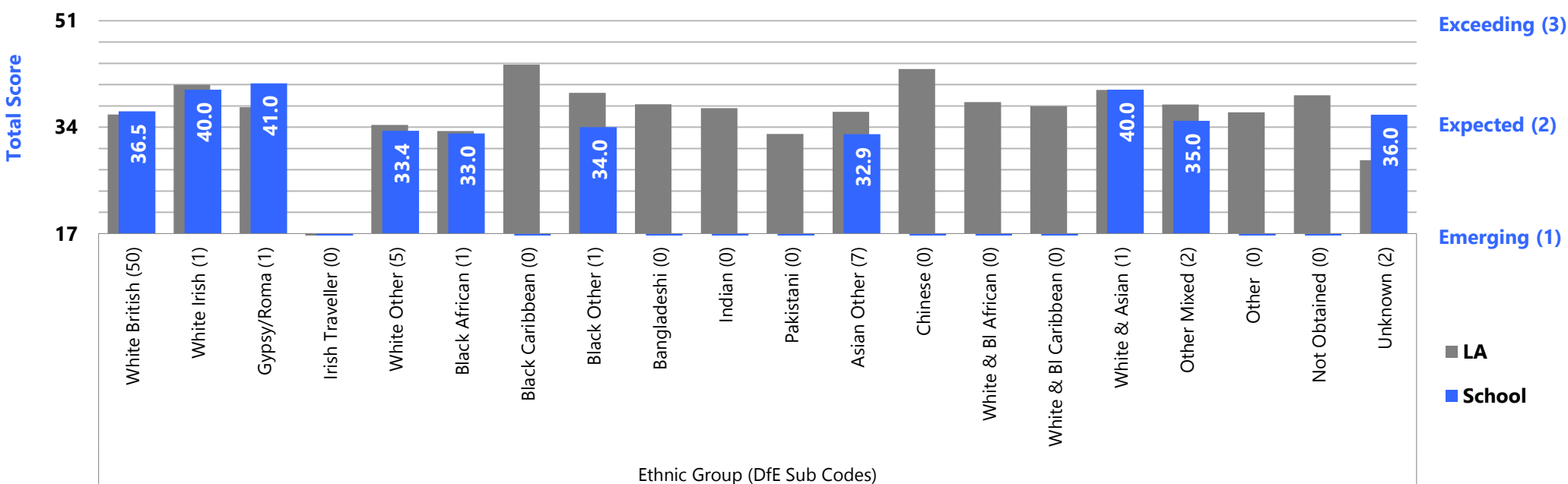
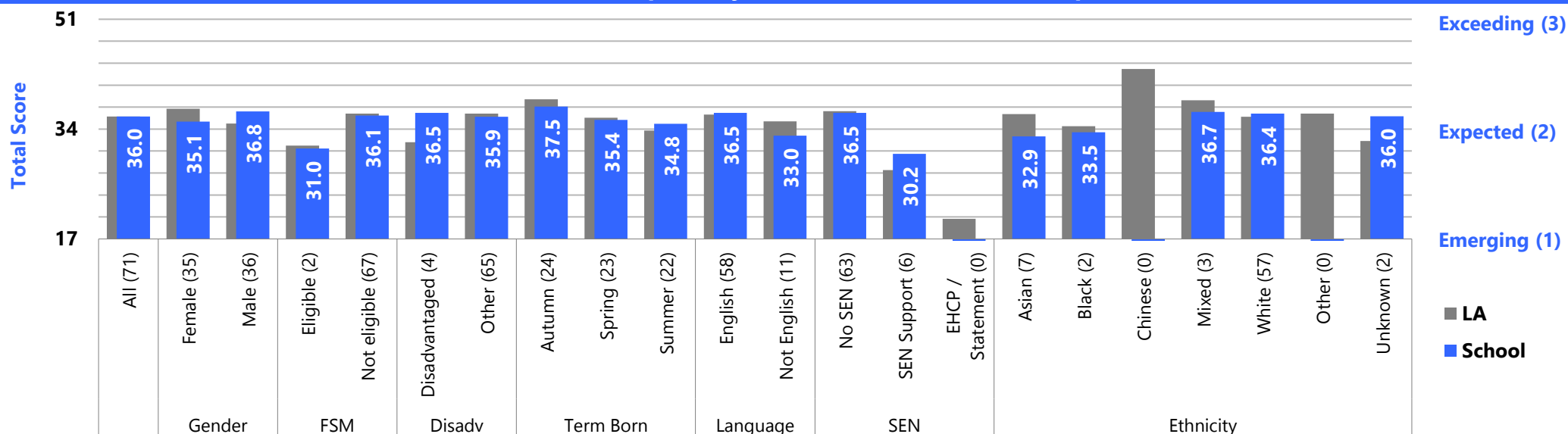


ii) % Achieving Good Level of Development (Time Series)



NB. Local authority data excludes pupils at PVLs.

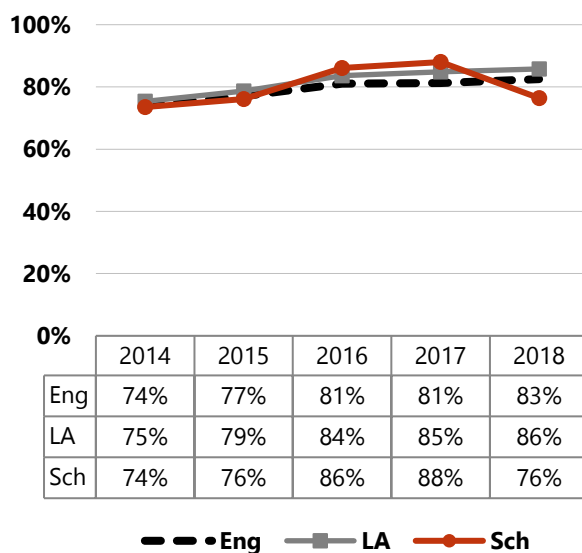
iii) Vulnerable Groups Analysis - Total Score Across 17 Aspects



i) % Achieving Phonics Threshold

Year 1

School	Comparisons		
	LA	England	Sch 2017
76%	86% ↓	83% ↓	88% ↓
72 pupils			

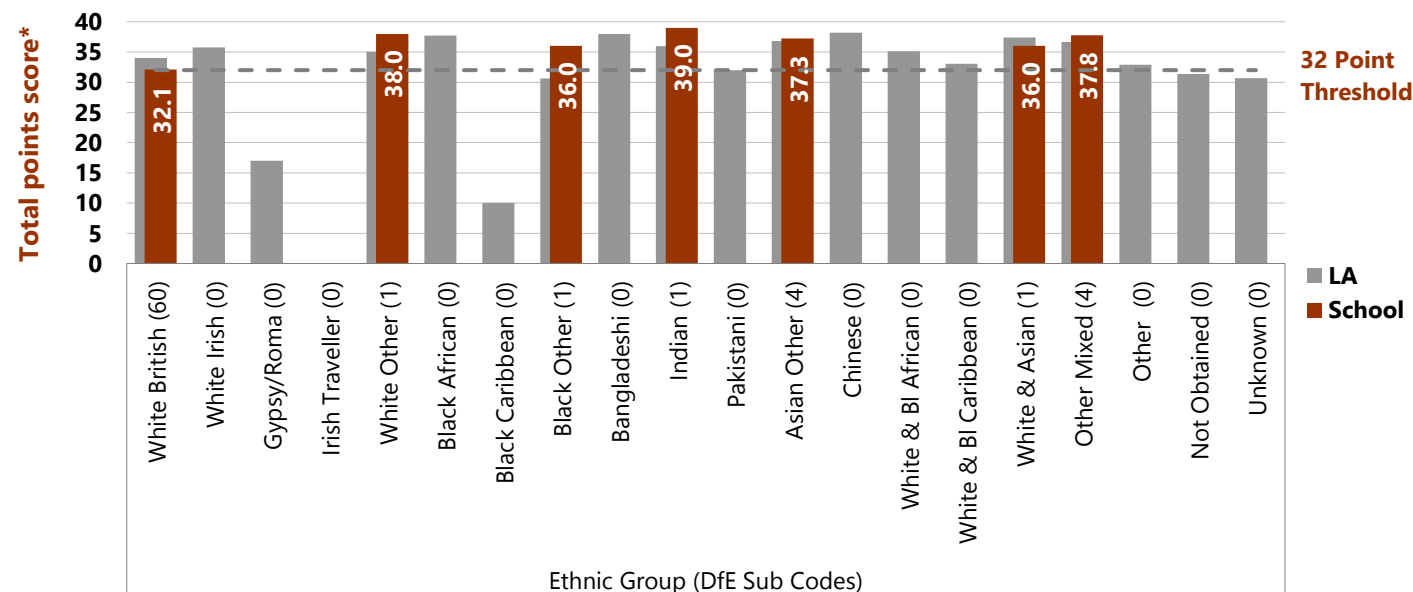
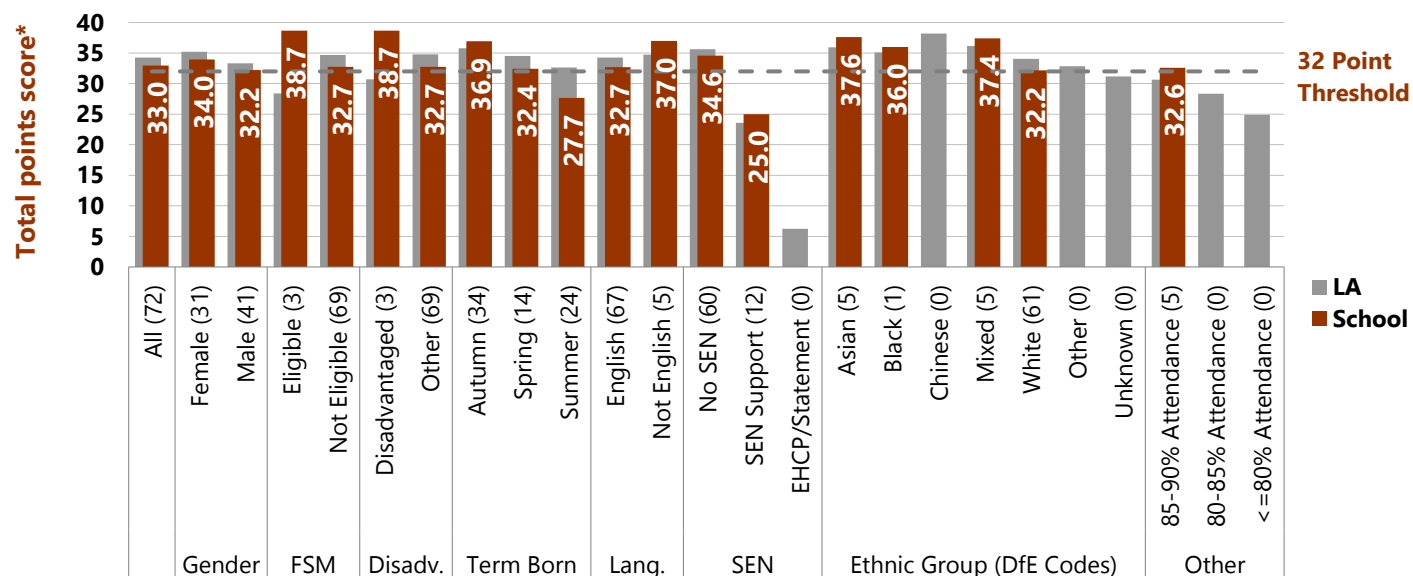


ii) % Achieving Phonics Threshold

Year 2

School	Comparisons		
	LA	England	Sch 2017
70%	70%	61%	33% ↑
10 pupils			

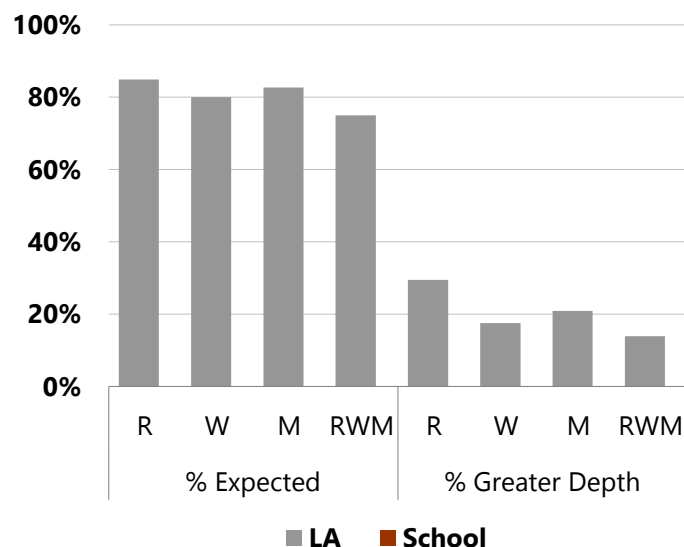
iii) Vulnerable Groups Analysis - Year 1 Phonics



*Disapplied pupils are given a score of 0

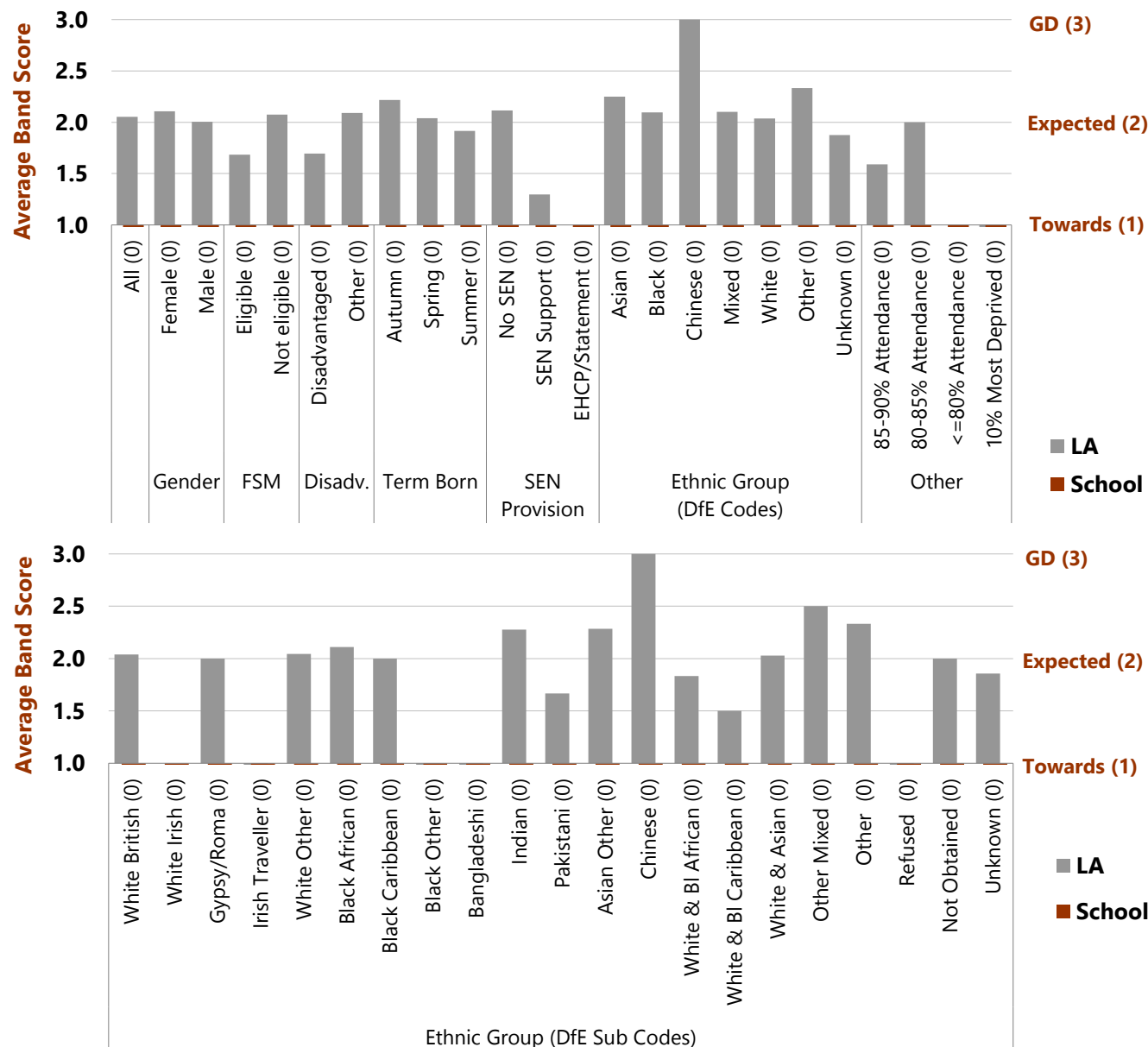
iv) % Reaching Expected Standard (TA)

Indicator		School (0 Pupils)	Comparison
			LA
% Expected	Reading	-	85%
	Writing	-	80%
	Maths	-	83%
	RWM	-	75%
% Greater Depth	Reading	-	29%
	Writing	-	18%
	Maths	-	21%
	RWM	-	14%



NB. Not all schools provided teacher assessment data so the local authority comparisons are for a subset of all schools.

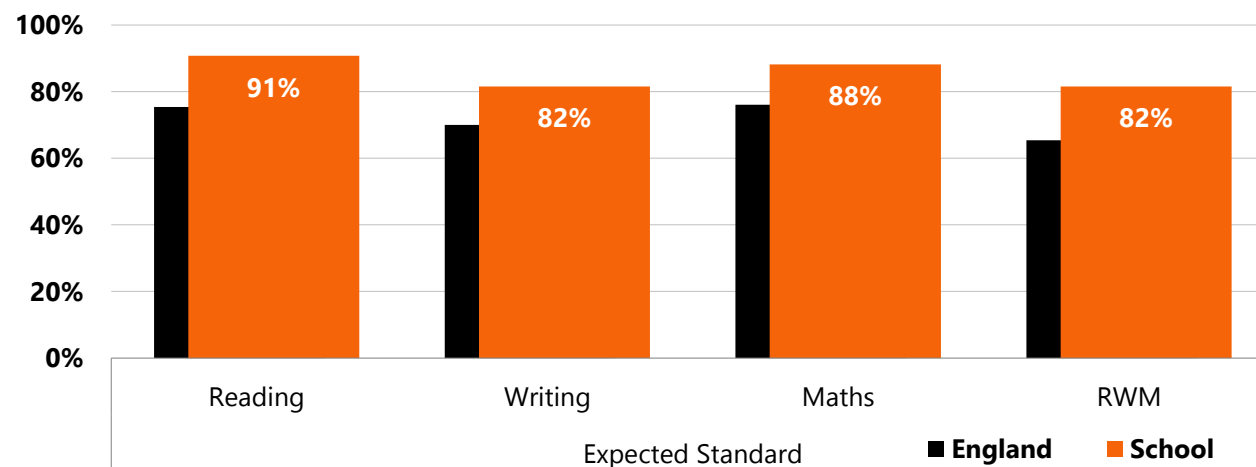
v) Vulnerable Groups Analysis - TA Average Band Score (RWM)



NB. Average Band Score is calculated only for pupils with each of reading, writing and maths teacher assessments

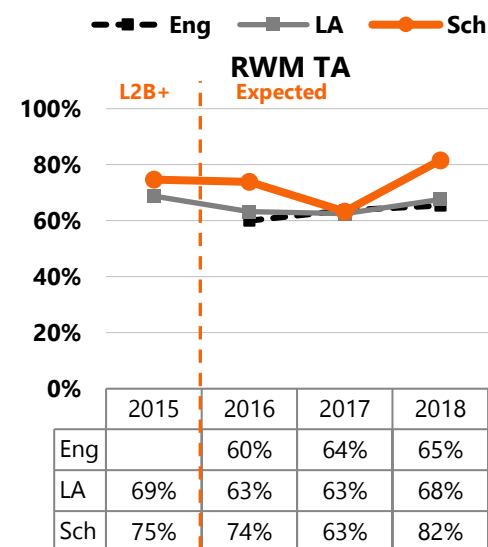
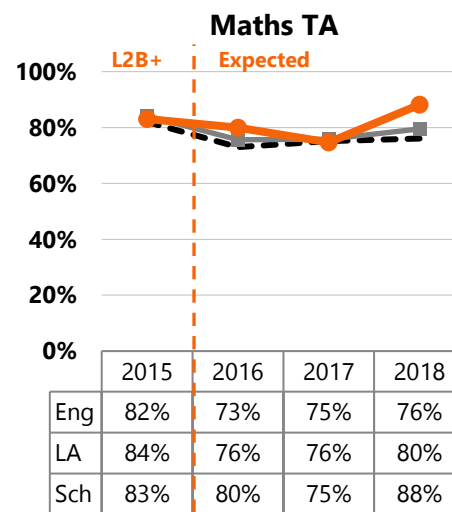
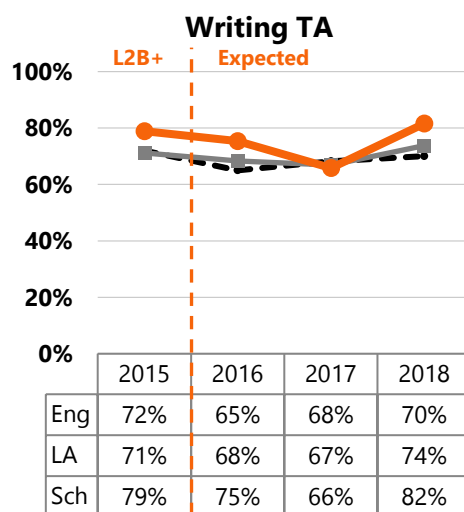
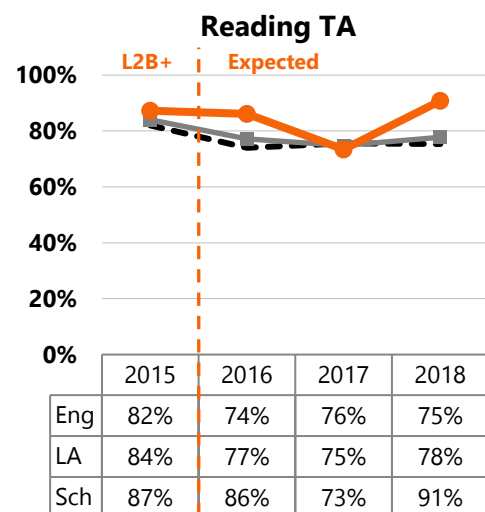
i) % Reaching Expected Standard

Indicator		School (76 Pupils)	Comparisons	
			LA	England
% Expected	Reading	91%	78% ↑	75% ↑
	Writing	82%	74% ↑	70% ↑
	Maths	88%	80% ↑	76% ↑
	RWM	82%	68% ↑	65% ↑



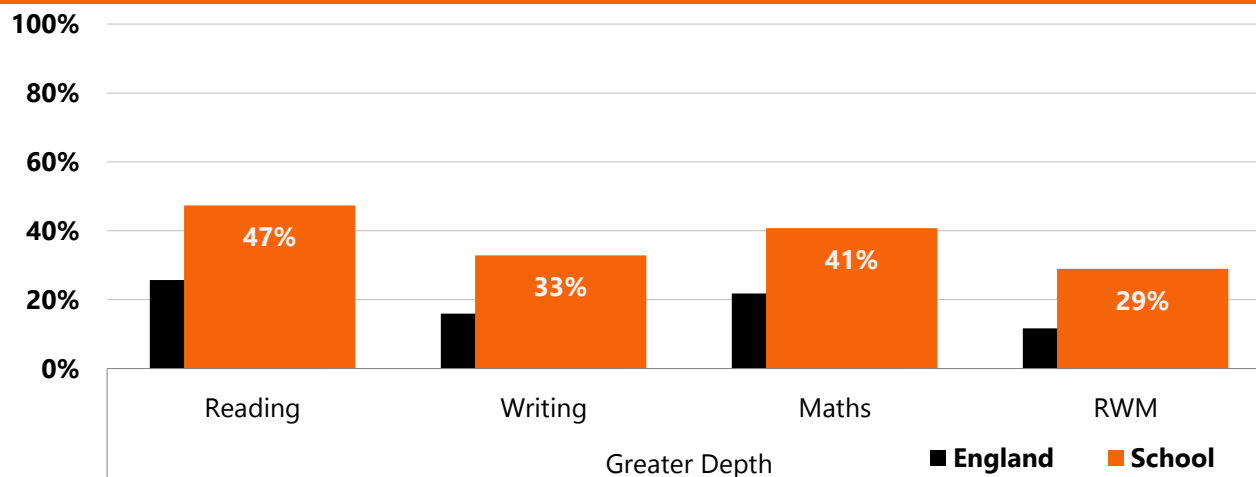
ii) % Reaching Expected Standard (Time Series)

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



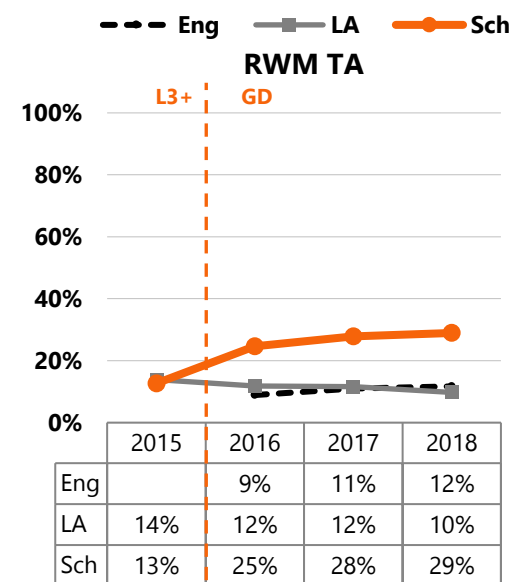
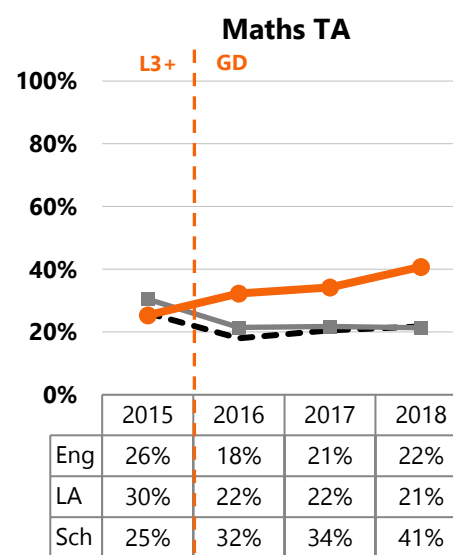
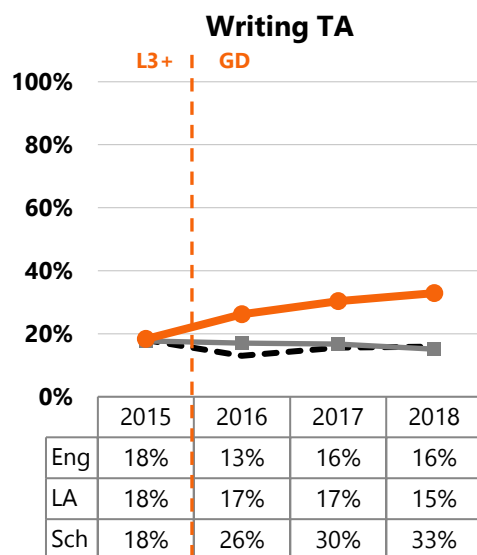
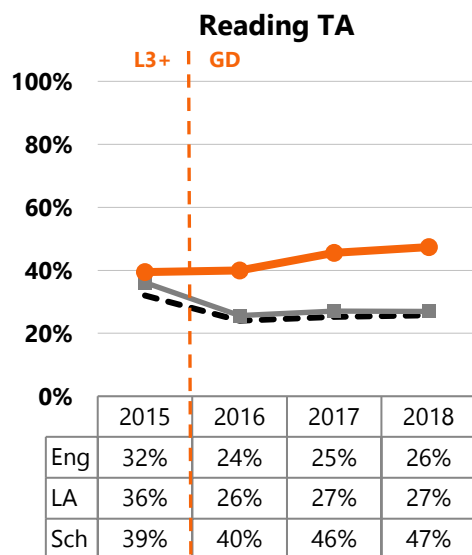
iii) % Working at Greater Depth

Indicator		School (76 Pupils)	Comparisons	
			LA	England
% Greater Depth	Reading	47%	27% ↑	26% ↑
	Writing	33%	15% ↑	16% ↑
	Maths	41%	21% ↑	22% ↑
	RWM	29%	10% ↑	12% ↑

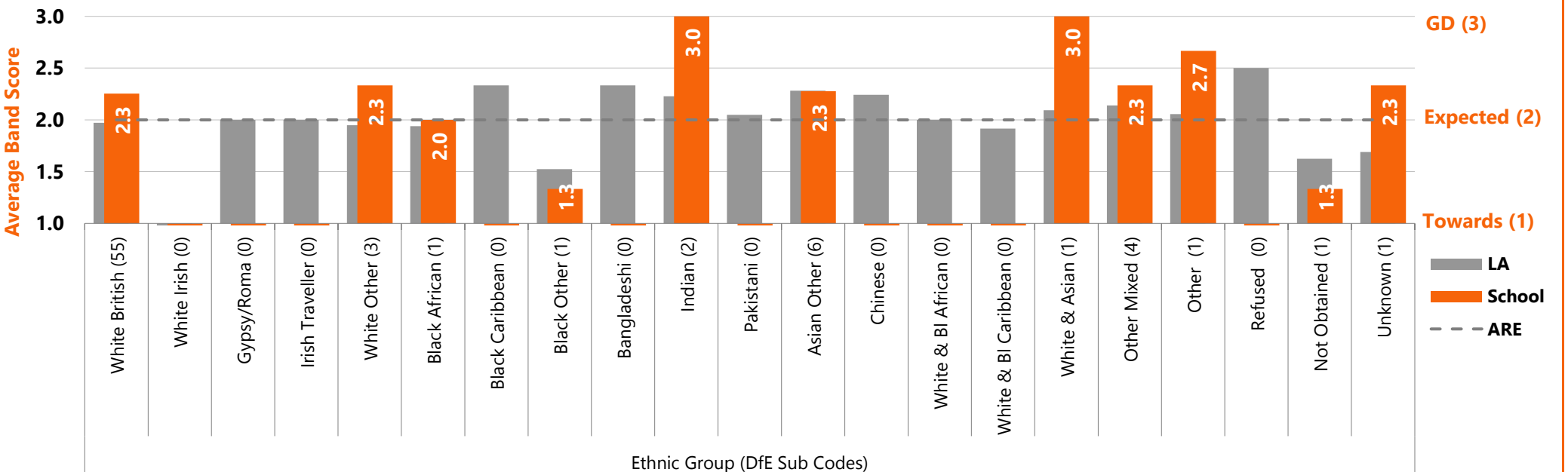
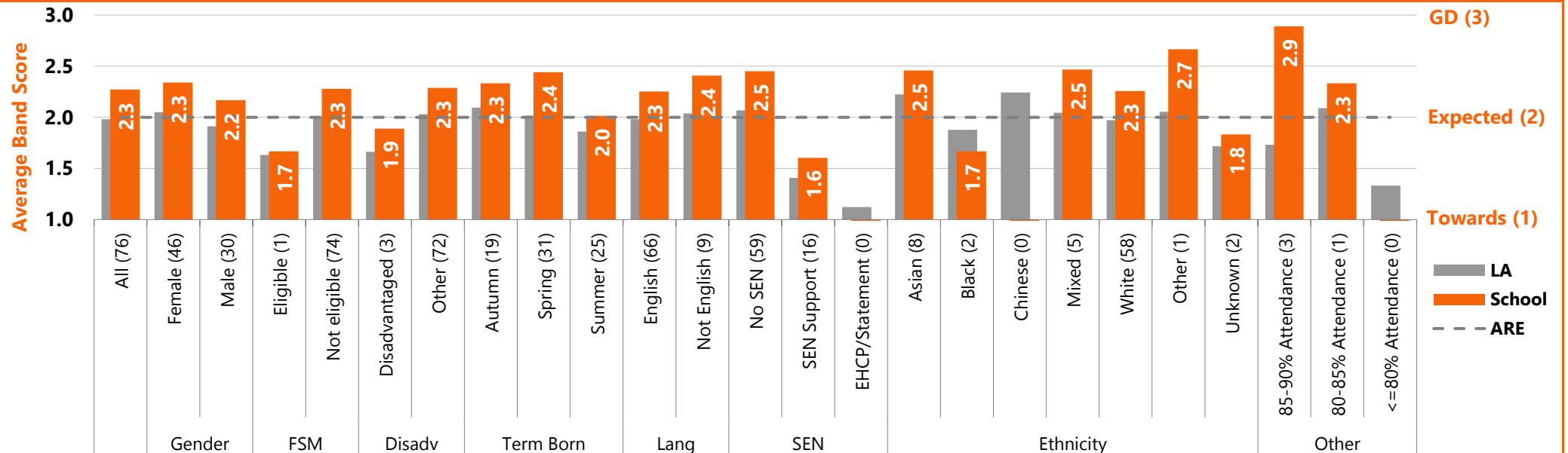


iv) % at Greater Depth (Time Series)

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

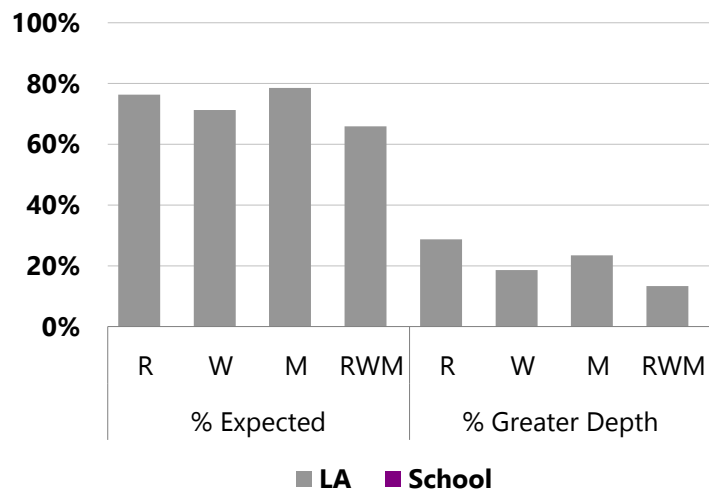


v) Vulnerable Groups Analysis - TA Average Band Score (RWM)



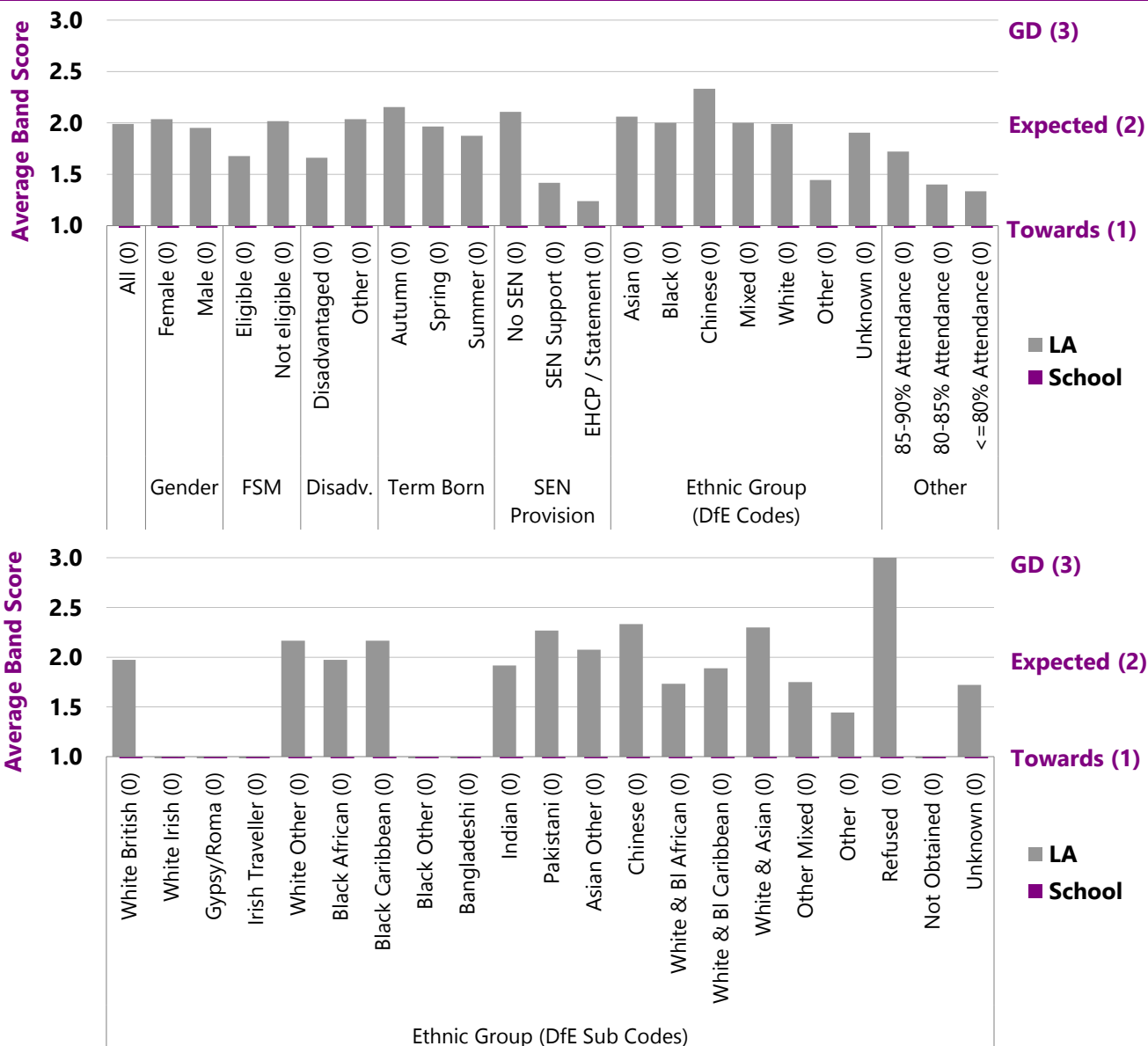
i) % Reaching Expected Standard or at Greater Depth (TA)

Indicator		School (0 Pupils)	Comparison LA
% Expected	Reading	-	76%
	Writing	-	71%
	Maths	-	79%
	RWM	-	66%
% Greater Depth	Reading	-	29%
	Writing	-	19%
	Maths	-	23%
	RWM	-	13%



NB. Not all schools provided teacher assessment data so the local authority comparisons are for a subset of all schools.

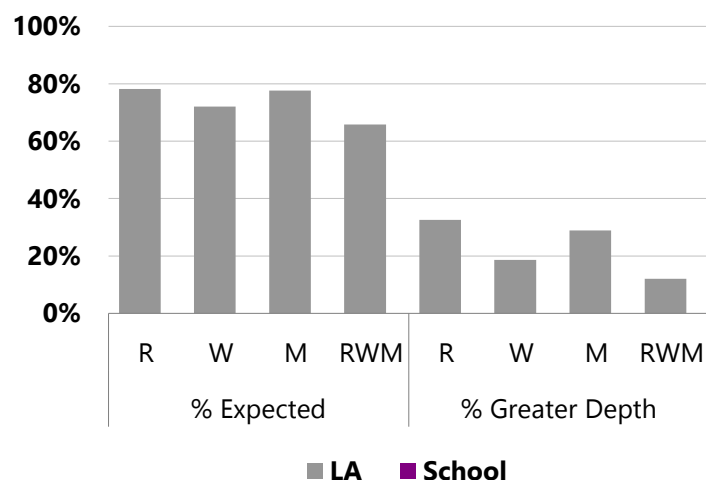
ii) Vulnerable Groups Analysis - TA Average Band Score (RWM)



NB. Average Band Score is calculated only for pupils with each of reading, writing and maths teacher assessments

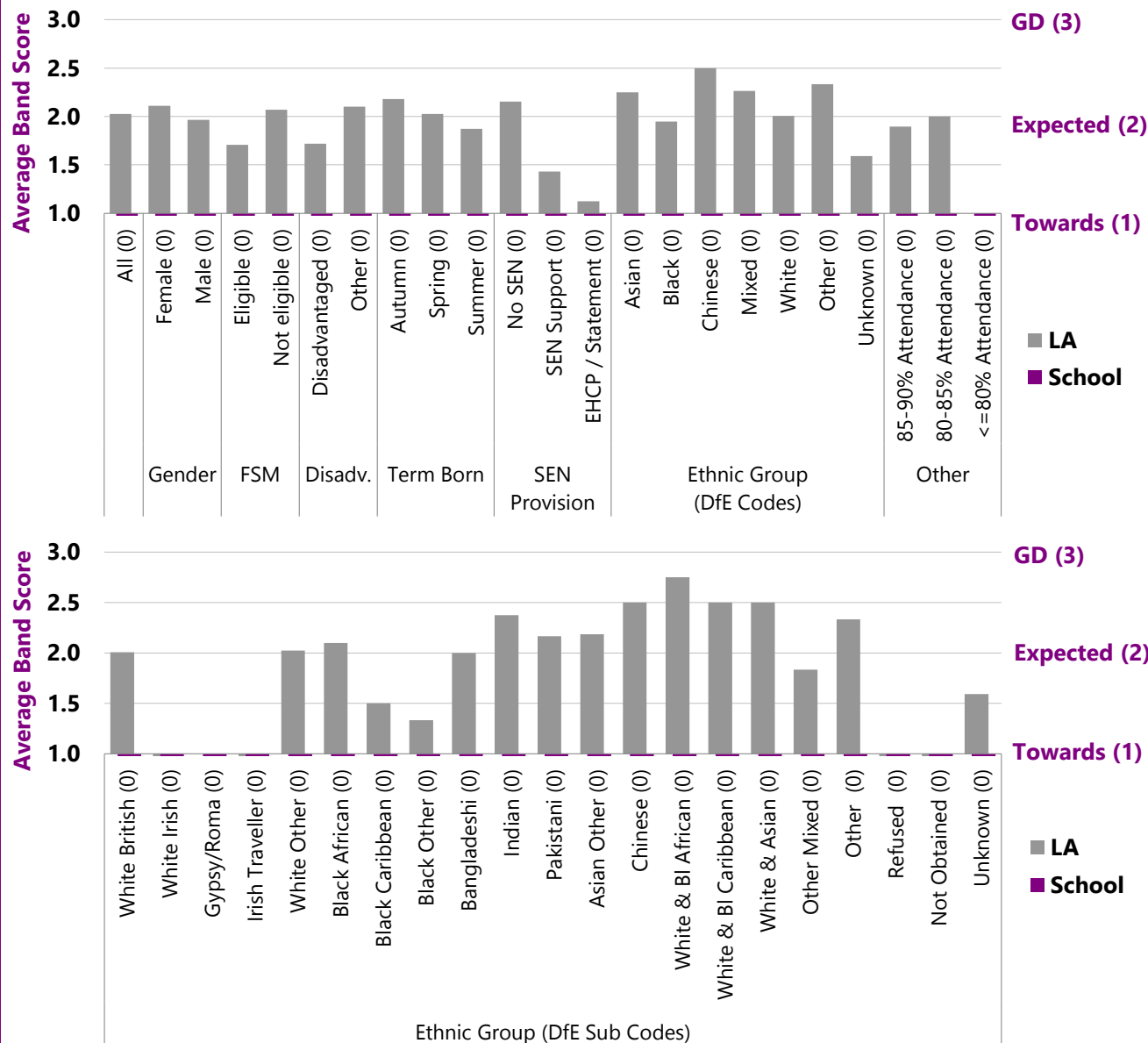
i) % Reaching Expected Standard or at Greater Depth (TA)

Indicator		School (0 Pupils)	Comparison LA
% Expected	Reading	-	78%
	Writing	-	72%
	Maths	-	78%
	RWM	-	66%
% Greater Depth	Reading	-	33%
	Writing	-	19%
	Maths	-	29%
	RWM	-	12%



NB. Not all schools provided teacher assessment data so the local authority comparisons are for a subset of all schools.

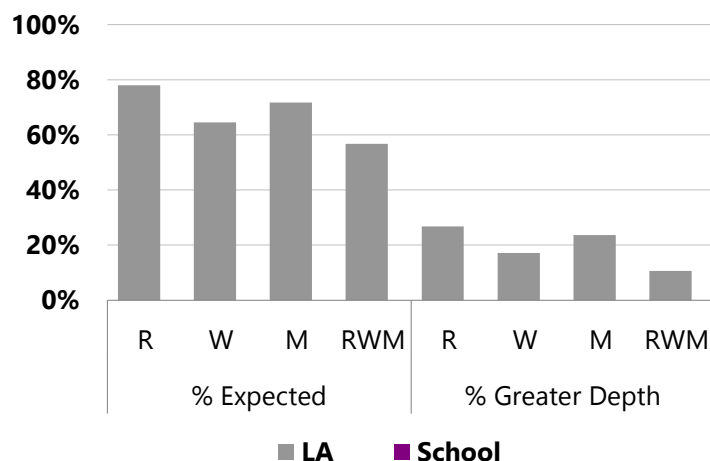
ii) Vulnerable Groups Analysis - TA Average Band Score (RWM)



NB. Average Band Score is calculated only for pupils with each of reading, writing and maths teacher assessments

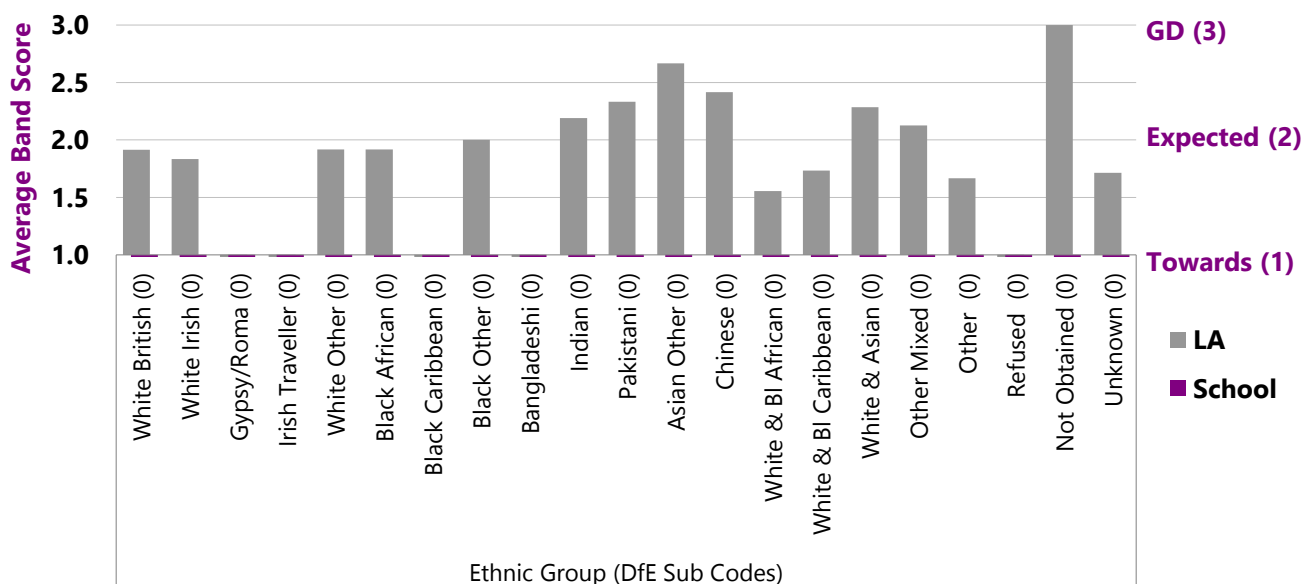
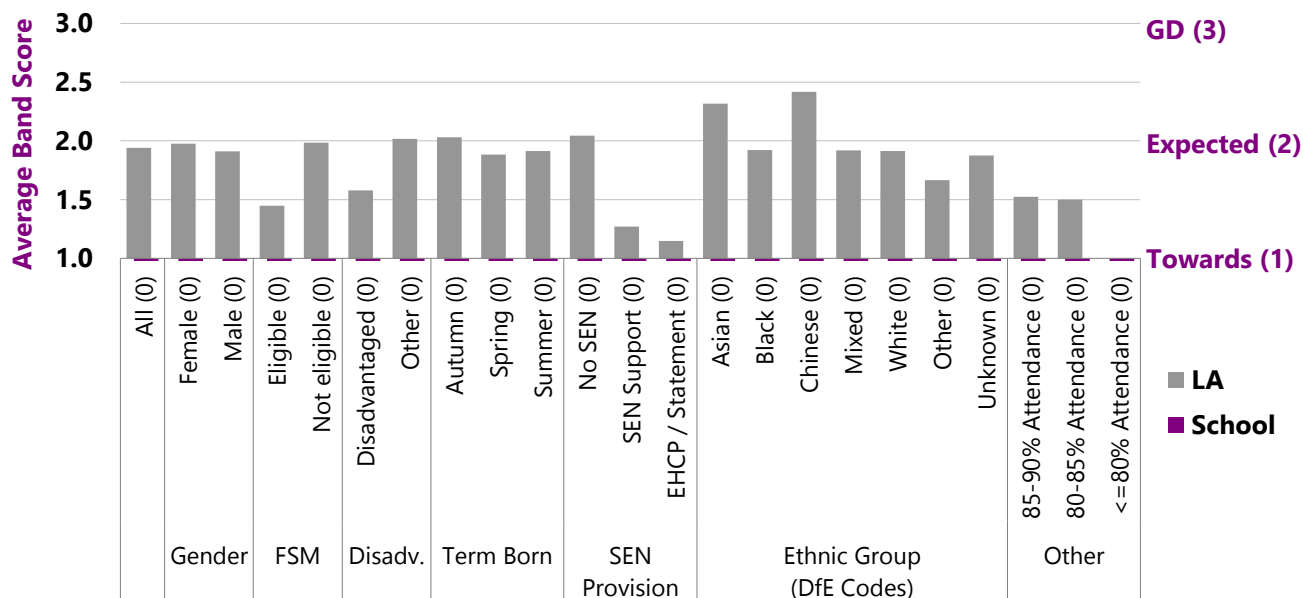
i) % Reaching Expected Standard or at Greater Depth (TA)

Indicator		School (0 Pupils)	Comparison LA
% Expected	Reading	-	78%
	Writing	-	64%
	Maths	-	72%
	RWM	-	57%
% Greater Depth	Reading	-	27%
	Writing	-	17%
	Maths	-	24%
	RWM	-	11%



NB. Not all schools provided teacher assessment data so the local authority comparisons are for a subset of all schools.

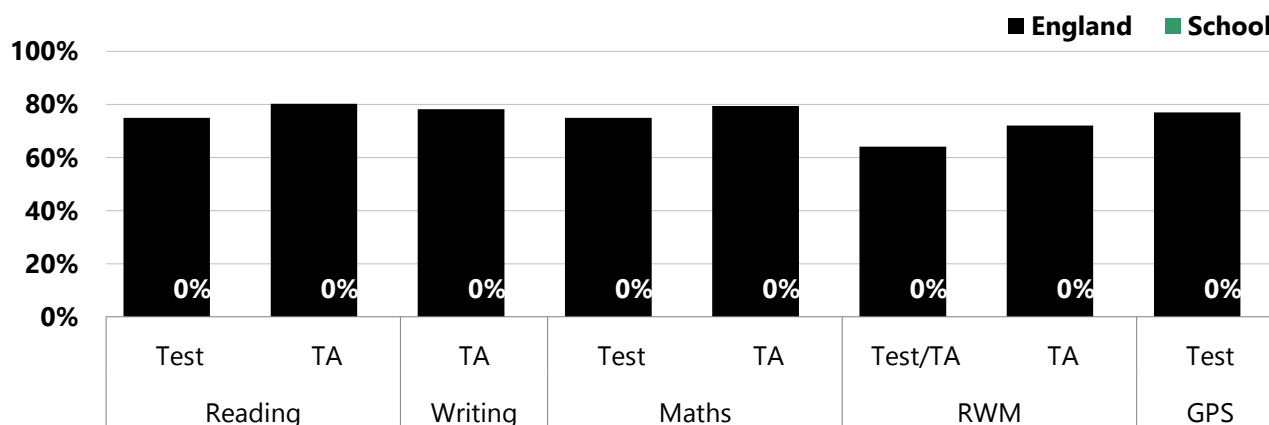
ii) Vulnerable Groups Analysis - TA Average Band Score (RWM)



NB. Average Band Score is calculated only for pupils with each of reading, writing and maths teacher assessments

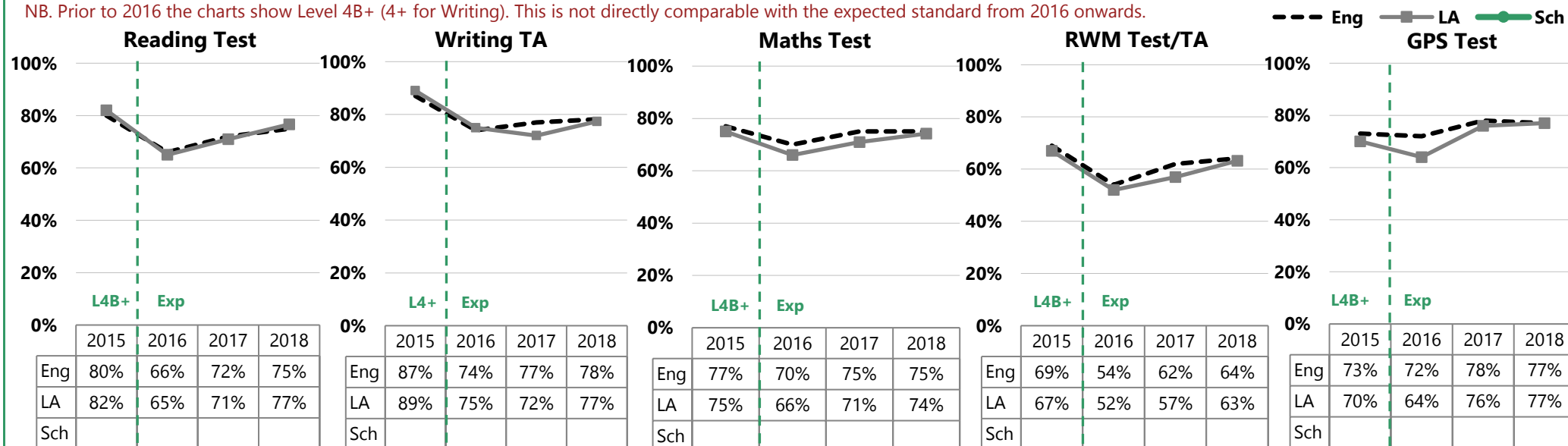
i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons	
		(0 Pupils)	LA	England
Reading	Test	-	77%	75%
	TA	-	82%	80%
Writing	TA	-	77%	78%
Maths	Test	-	74%	75%
	TA	-	77%	79%
RWM	Test/TA	-	63%	64%
	TA	-	70%	72%
GPS	Test	-	77%	77%



ii) % Reaching Expected Standard (Time Series)

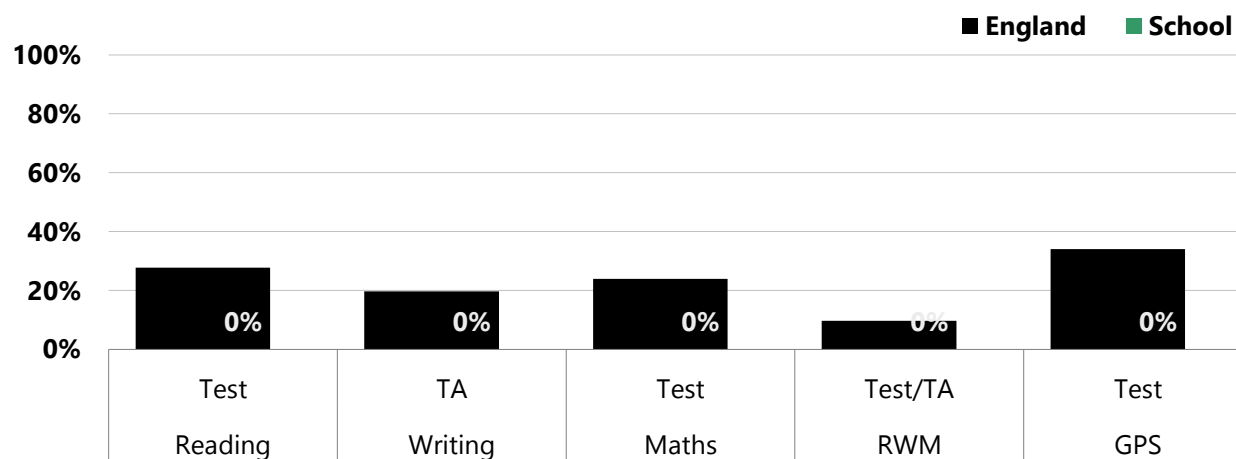
NB. Prior to 2016 the charts show Level 4B+ (4+ for Writing). This is not directly comparable with the expected standard from 2016 onwards.



NB. Data shown for 2018 is based on early, unvalidated data which includes pupils recently arrived from overseas. All other years show validated data.

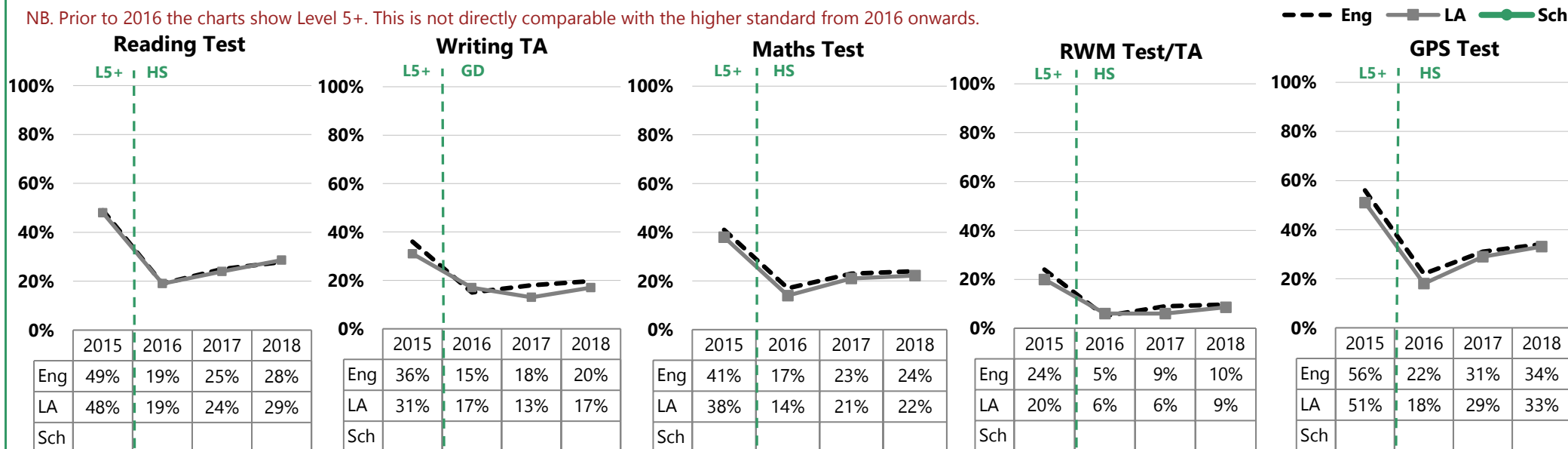
iii) % Reaching a Higher Standard (Test and TA)

Indicator		School	Comparisons	
		(0 Pupils)	LA	England
Reading	Test	-	29%	28%
Writing	TA	-	17%	20%
Maths	Test	-	22%	24%
RWM	Test/TA	-	9%	10%
GPS	Test	-	33%	34%



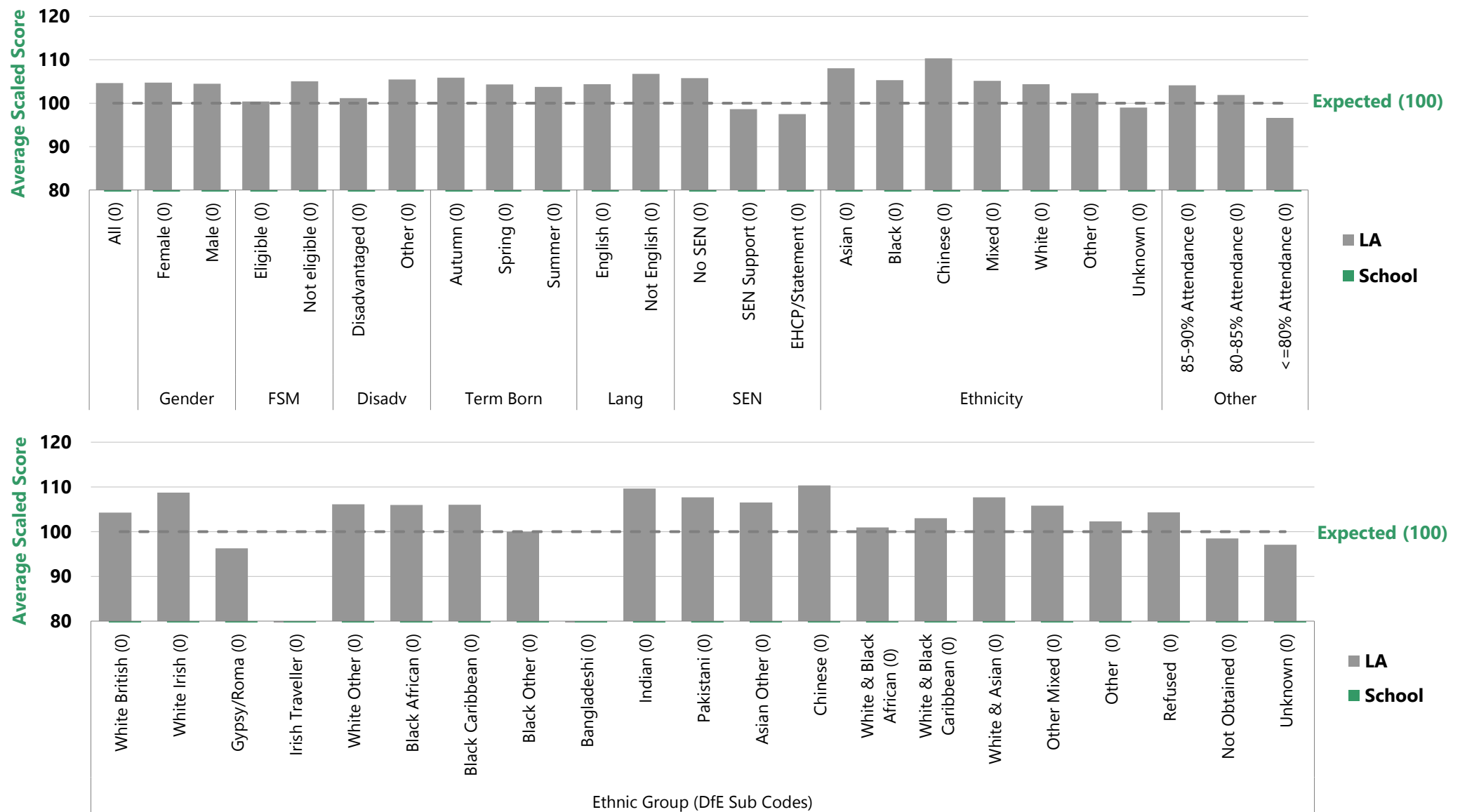
iv) % Reaching a Higher Standard (Time Series)

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



NB. Data shown for 2018 is based on early, unvalidated data which includes pupils recently arrived from overseas. All other years show validated data.

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

		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	0	- LA: 83%	- LA: 14%	- LA: 2%
	2C	0	- LA: 63%	- LA: 34%	- LA: 2%
	2B	0	- LA: 31%	- LA: 61%	- LA: 9%
	2A	0	- LA: 12%	- LA: 68%	- LA: 20%
	3 or higher	0	- LA: 1%	- LA: 37%	- LA: 62%

		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	0	- LA: 92%	- LA: 8%	- LA: 0%
	2C	0	- LA: 66%	- LA: 32%	- LA: 1%
	2B	0	- LA: 36%	- LA: 62%	- LA: 2%
	2A	0	- LA: 8%	- LA: 74%	- LA: 18%
	3 or higher	0	- LA: 0%	- LA: 38%	- LA: 62%

		Key Stage 2 - Writing TA			
Writing		Total Pupils	Below Expected	Expected Standard	Greater Depth
Key Stage 1 Writing Level	1 or lower	0	- LA: 81%	- LA: 19%	- LA: 0%
	2C	0	- LA: 47%	- LA: 52%	- LA: 1%
	2B	0	- LA: 12%	- LA: 83%	- LA: 6%
	2A	0	- LA: 3%	- LA: 75%	- LA: 22%
	3 or higher	0	- LA: 0%	- LA: 38%	- LA: 62%

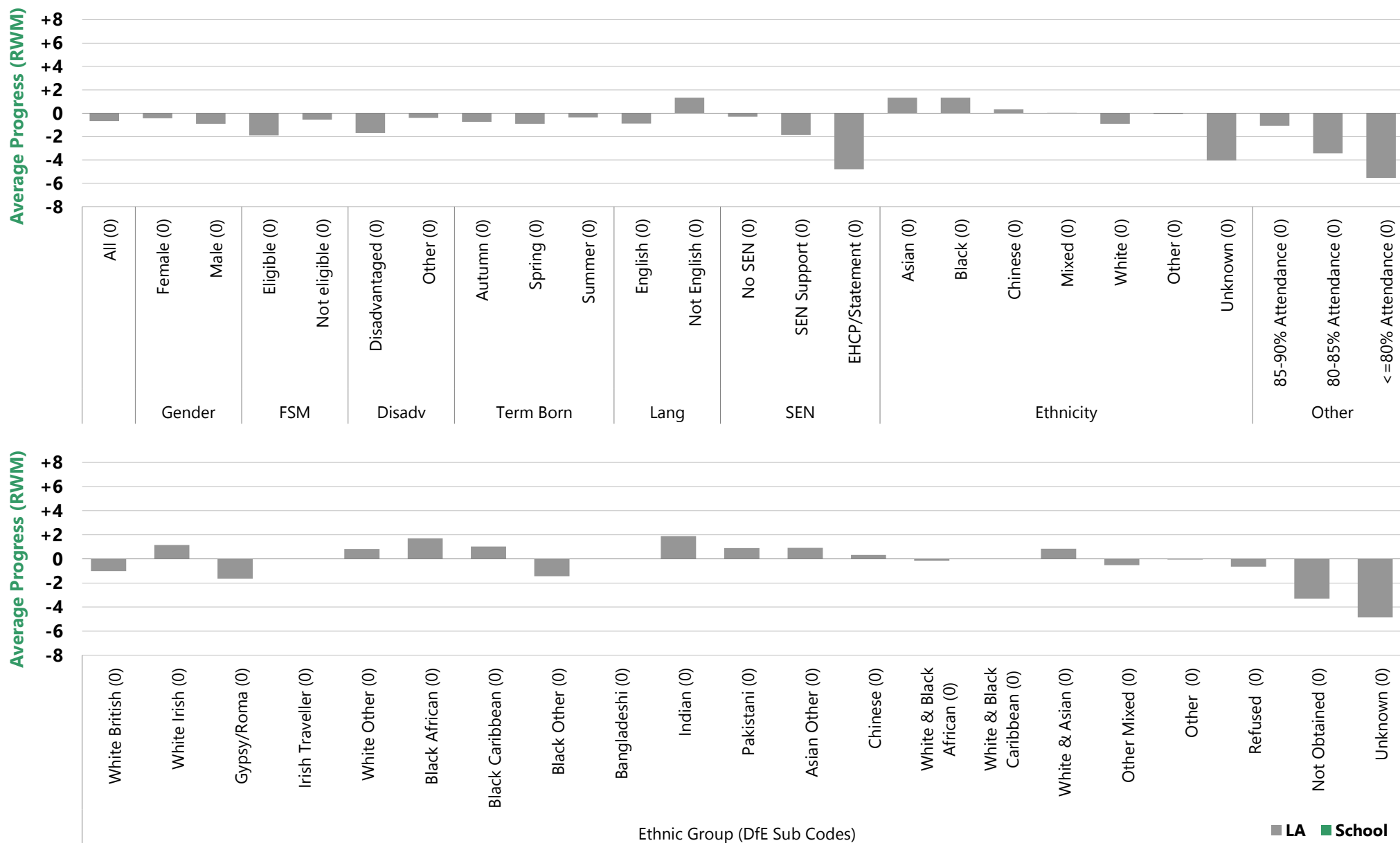
vii) KS1 to KS2 Progress Scores














































Subject	School			Comparisons	
	Average KS2 Scaled Score*	Av. Exp KS2 Score	Progress Score	LA	National
Reading	-	-	-	-0.4	0.0
Writing	-	-	-	-0.8	0.0
Maths	-	-	-	-0.8	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 Exp: 34	Yr1 Phonics (Total Pts) Exp: 32	KS1 (Av Band) Exp: 2
All Pupils	All	 36.0	 33.0	 2.3
Gender	Female	 35.1	 34.0	 2.3
	Male	 36.8	 32.2	 2.2
Disadvantaged	Disadvantaged	 36.5	 38.7	 1.9
	Other	 35.9	 32.7	 2.3
Term of Birth	Autumn	 37.5	 36.9	 2.3
	Spring	 35.4	 32.4	 2.4
	Summer	 34.8	 27.7	 2.0
Language	English	 36.5	 32.7	 2.3
	Not English	 33.0	 37.0	 2.4
SEN Provision	No SEN	 36.5	 34.6	 2.5
	SEN Support	 30.2	 25.0	 1.6
Ethnicity	Asian	 32.9	 37.6	 2.5
	Mixed	 36.7	 37.4	 2.5
	White	 36.4	 32.2	 2.3


The analysis shows the difference between the average score for each pupil group in College Town Infant and Nursery 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%

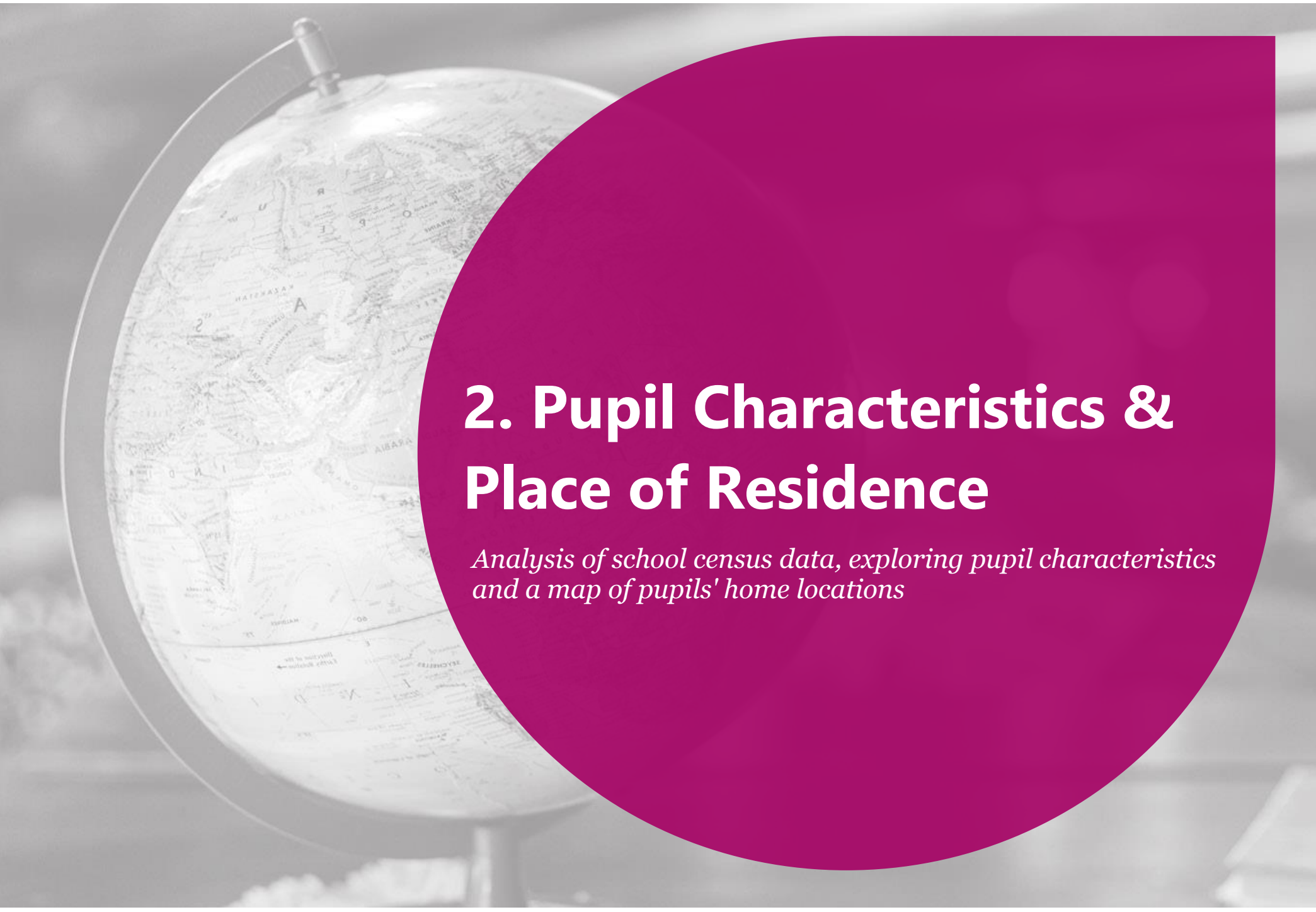
Dot Size Key

Number of Pupils

 3
 20
 40
 60
 76

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

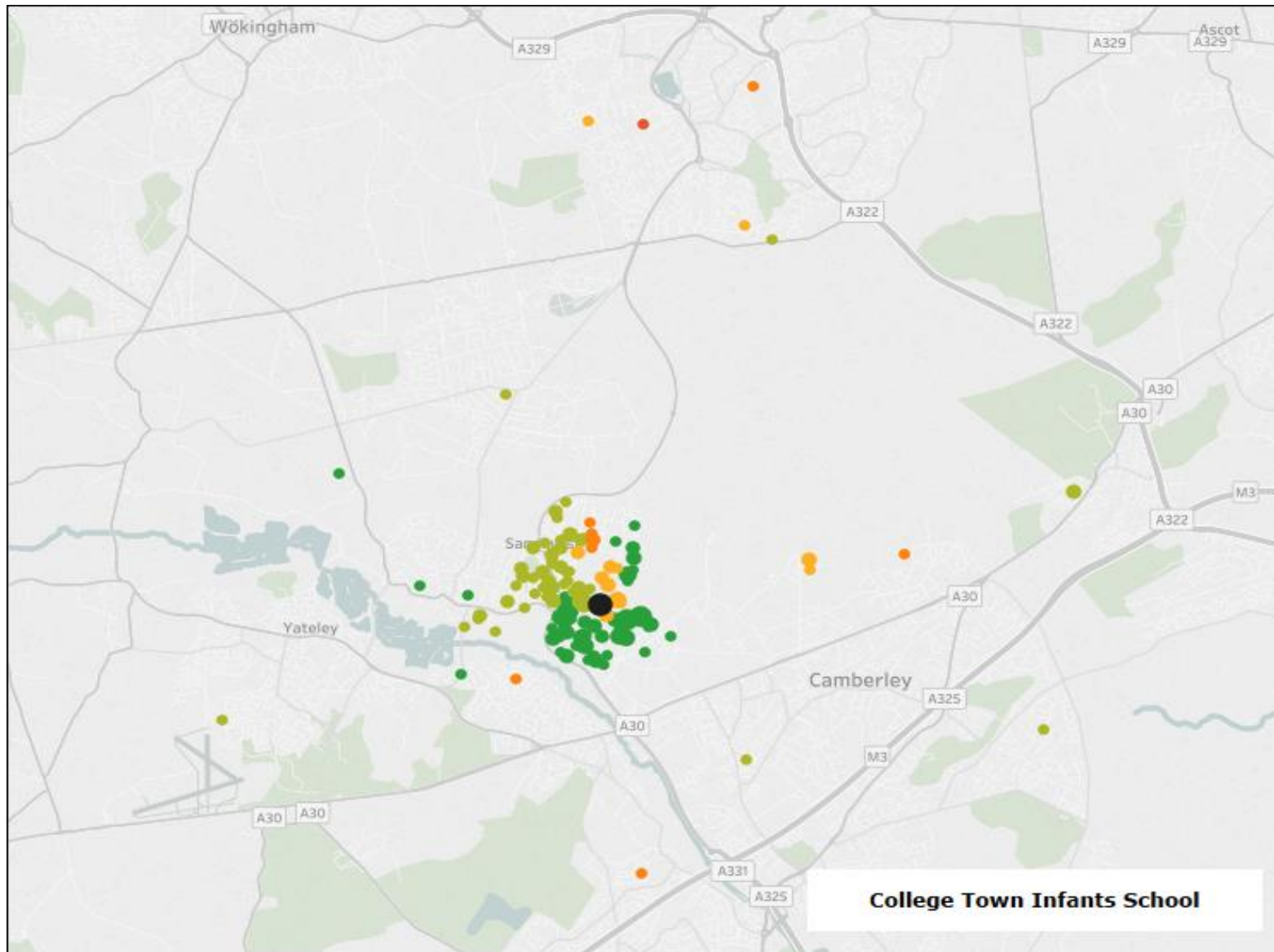
i) Pupil Breakdown by Contextual Characteristic (1)

273 Pupils on roll in Jan 2018			School				LA (Primary Age)			
			Jan 2018		5 Year % Trend		Jan 18	School Difference vs LA		
Pupil Characteristic			No.	%	0% 20% 40% 60% 80% 100%	'14 '18		-15% -10% -5% 0% 5% 10% 15%		
Gen-der	Female		133	48.7%			48.7%	-		
	Male		140	51.3%			51.3%	-		
FSM	Eligible		8	2.9%			6.7%	-3.8%		
	Not eligible		265	97.1%			93.3%	+3.8%		
Joined School	Joined in Reception / Nursery		249	91.2%			76.1%	+15.1%		
	Joined in Year 1		14	5.1%			4.0%	+1.1%		
	Joined after Year 1		10	3.7%			19.8%	-16.1%		
SEN Stage	No Special Educational Need		232	85.0%			87.4%	-2.4%		
	SEN Support*		40	14.7%			10.9%	+3.8%		
	EHCP / Statement		1	0.4%			1.7%	-1.3%		
SEN Primary Need	Autistic Spectrum Disorder		0	0.0%			1.3%	-1.3%		
	Hearing Impairment		0	0.0%			0.2%	-0.2%		
	Moderate Learning Difficulty		0	0.0%			2.0%	-2.0%		
	Multi-Sensory Impairment		1	0.4%			0.0%	+0.4%		
	Physical Disability		1	0.4%			0.4%	-		
	Profound & Multiple Learning		0	0.0%			0.1%	-0.1%		
	Severe Learning Difficulty		0	0.0%			0.6%	-0.6%		
	Social, Emotional & Mental Health*		3	1.1%			1.6%	-0.5%		
	Specific Learning Difficulty		0	0.0%			2.3%	-2.3%		
	Speech, Language & Comm.		16	5.9%			2.6%	+3.3%		
	Visual Impairment		0	0.0%			0.1%	-0.1%		
	Other Difficulty/Disability		0	0.0%			1.0%	-1.0%		
	No Specialist Assessment		20	7.3%			0.4%	+6.9%		
Deprivation Band (IDACI)	Band 1a: Most deprived 10%		0	0.0%			0.0%	-		
	Band 1b: 10-20%		1	0.4%			1.6%	-1.2%		
	Band 2: 20-40%		10	3.7%			17.7%	-14.0%		
	Band 3: 40-60%		39	14.3%			31.8%	-17.5%		
	Band 4: 60-80%		85	31.1%			19.9%	+11.2%		
	Band 5: Least Deprived 20%		138	50.5%			28.7%	+21.8%		
	Unmatched Postcode		0	0.0%			0.3%	-0.3%		
Dis-adv'	Disadvantaged		10	3.7%			13.3%	-9.6%		
	Other		263	96.3%			86.7%	+9.6%		

*NB. For trend data prior to 2015, SEN Support includes School Action and School Action Plus, while SEMH includes BESD (see glossary)

ii) Pupil Breakdown by Contextual Characteristic (2)

			School								LA (Primary Age)										
			Jan 2018						5 Year % Trend		Jan 18	School Difference vs LA									
Pupil Characteristic			No.	%	0%	20%	40%	60%	80%	100%	'14	'18			-15%	-10%	-5%	0%	5%	10%	15%
Ethnicity	White - British		202	74.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		75.4%	-1.4%	<div><div></div></div>						
	White - Irish		2	0.7%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.2%	+0.5%	<div><div></div></div>						
	Gypsy / Roma		2	0.7%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.2%	+0.5%	<div><div></div></div>						
	Traveller of Irish Heritage		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.0%	-	<div><div></div></div>						
	Any Other White Background		13	4.8%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		7.0%	-2.2%	<div><div></div></div>						
	Black - African		3	1.1%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		2.4%	-1.3%	<div><div></div></div>						
	Black Caribbean		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.2%	-0.2%	<div><div></div></div>						
	Any Other Black Background		3	1.1%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.3%	+0.8%	<div><div></div></div>						
	Bangladeshi		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.1%	-0.1%	<div><div></div></div>						
	Indian		4	1.5%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		3.0%	-1.5%	<div><div></div></div>						
	Pakistani		2	0.7%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.7%	-	<div><div></div></div>						
	Any Other Asian Background		19	7.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		2.2%	+4.8%	<div><div></div></div>						
	Chinese		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.5%	-0.5%	<div><div></div></div>						
	White and Black African		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.9%	-0.9%	<div><div></div></div>						
	White and Black Caribbean		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		1.4%	-1.4%	<div><div></div></div>						
	White and Asian		6	2.2%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		1.9%	+0.3%	<div><div></div></div>						
	Any Other Mixed Background		15	5.5%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		2.1%	+3.4%	<div><div></div></div>						
	Any Other Ethnic Group		1	0.4%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.7%	-0.3%	<div><div></div></div>						
	Refused		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.2%	-0.2%	<div><div></div></div>						
	Information Not Yet Obtained		1	0.4%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.4%	-	<div><div></div></div>						
	Unknown		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.0%	-	<div><div></div></div>						
Language	English		242	88.6%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		86.7%	+1.9%	<div><div></div></div>						
	Not English		31	11.4%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		13.1%	-1.7%	<div><div></div></div>						
	Unknown		0	0.0%	<div><div></div></div>						<div><div></div><div></div><div></div><div></div><div></div></div>		0.2%	-0.2%	<div><div></div></div>						



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 264 pupils. Does not show 9 outside the map boundaries and 0 with missing or unrecognised postcode.

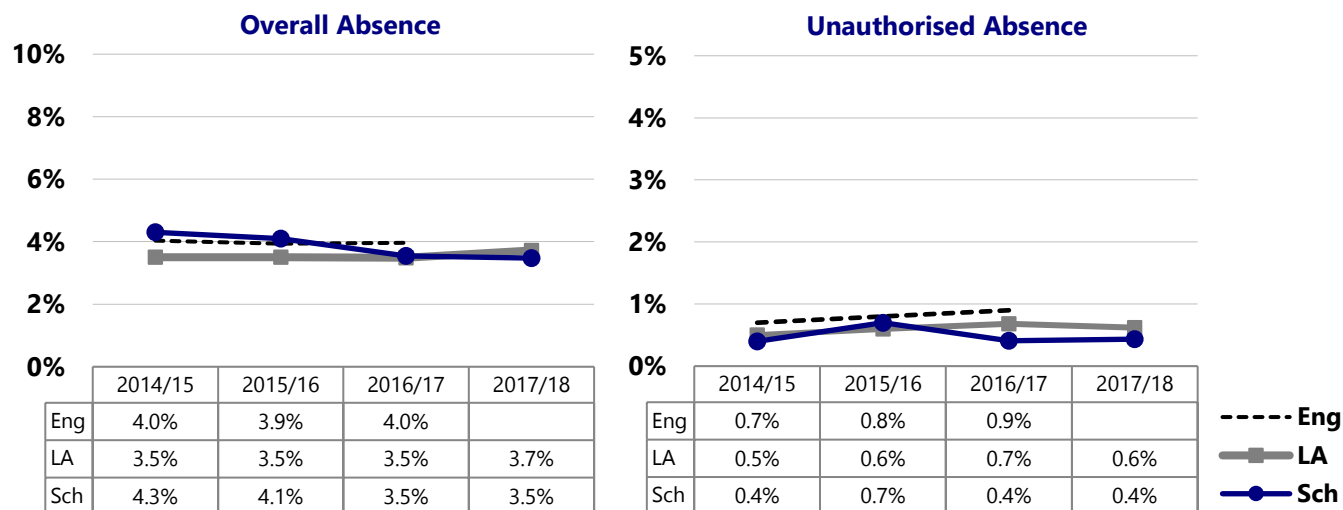
Note:
Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.

The background is a grayscale photograph of children's legs and feet as they walk across a rope bridge. The bridge is made of thick ropes and wooden planks. 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.

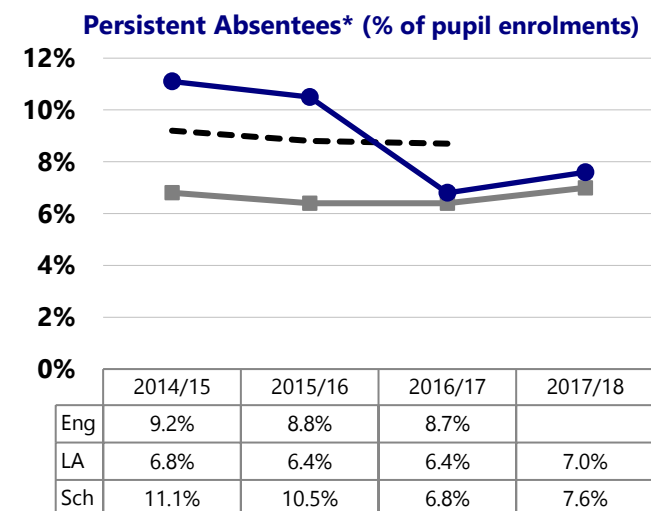
3. Pupil Behaviour

Analysis of pupil absence and exclusions

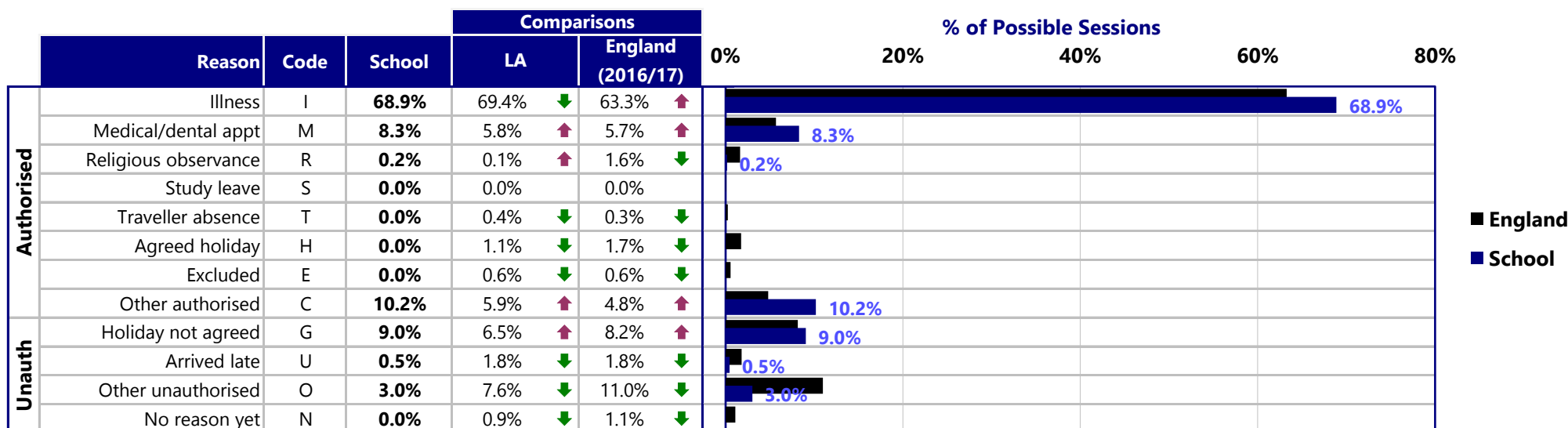
i) Overall and Unauthorised Absence (Time Series) Autumn & Spring Terms



ii) Persistent Absentees (Aut/Spr)

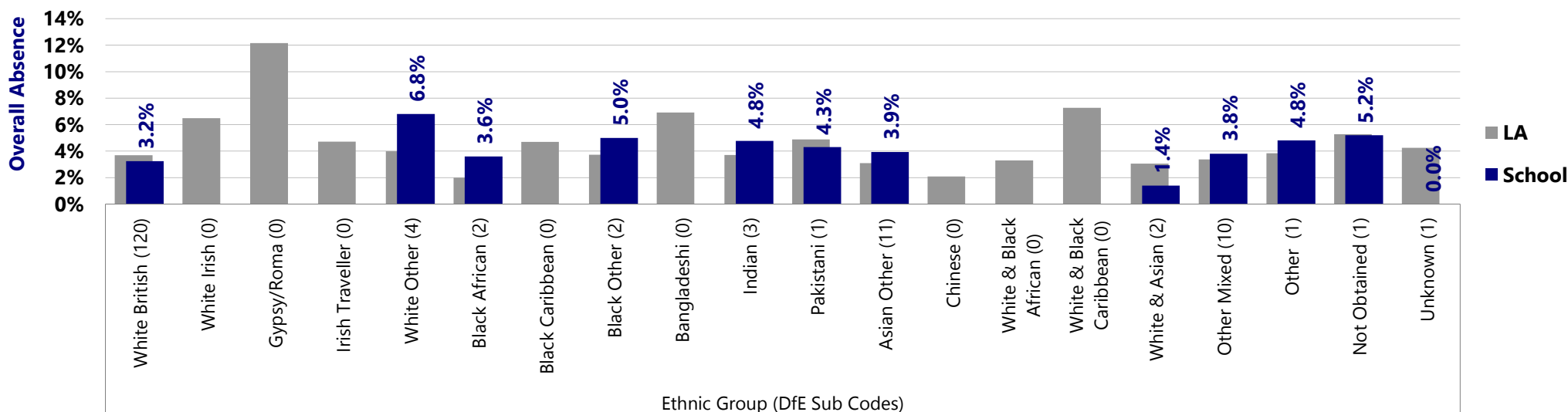
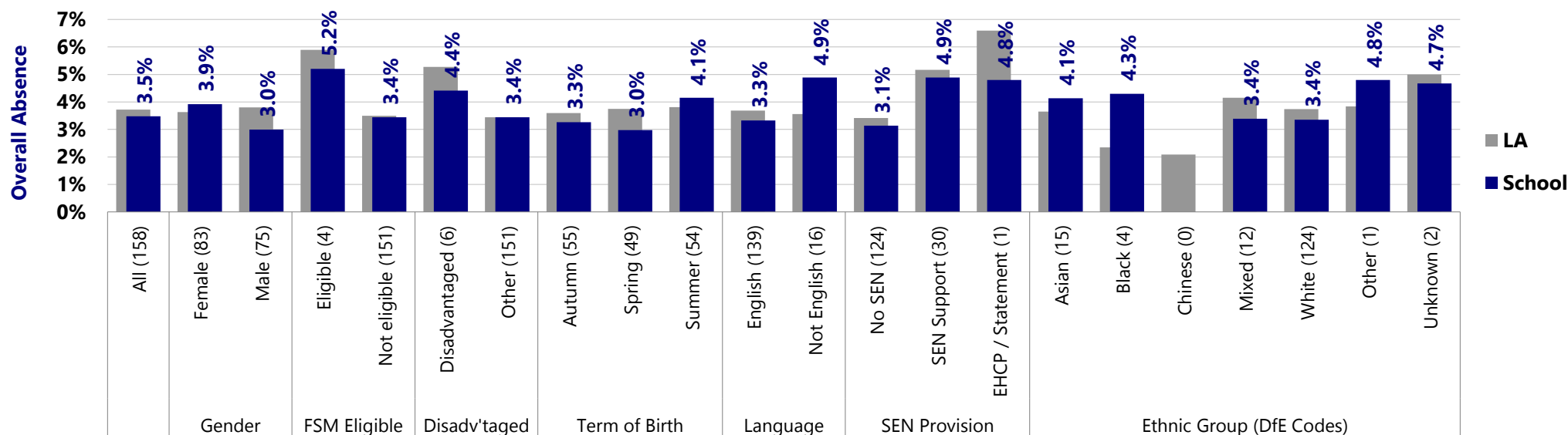


iii) % Absence by Reason (Autumn & Spring Terms)

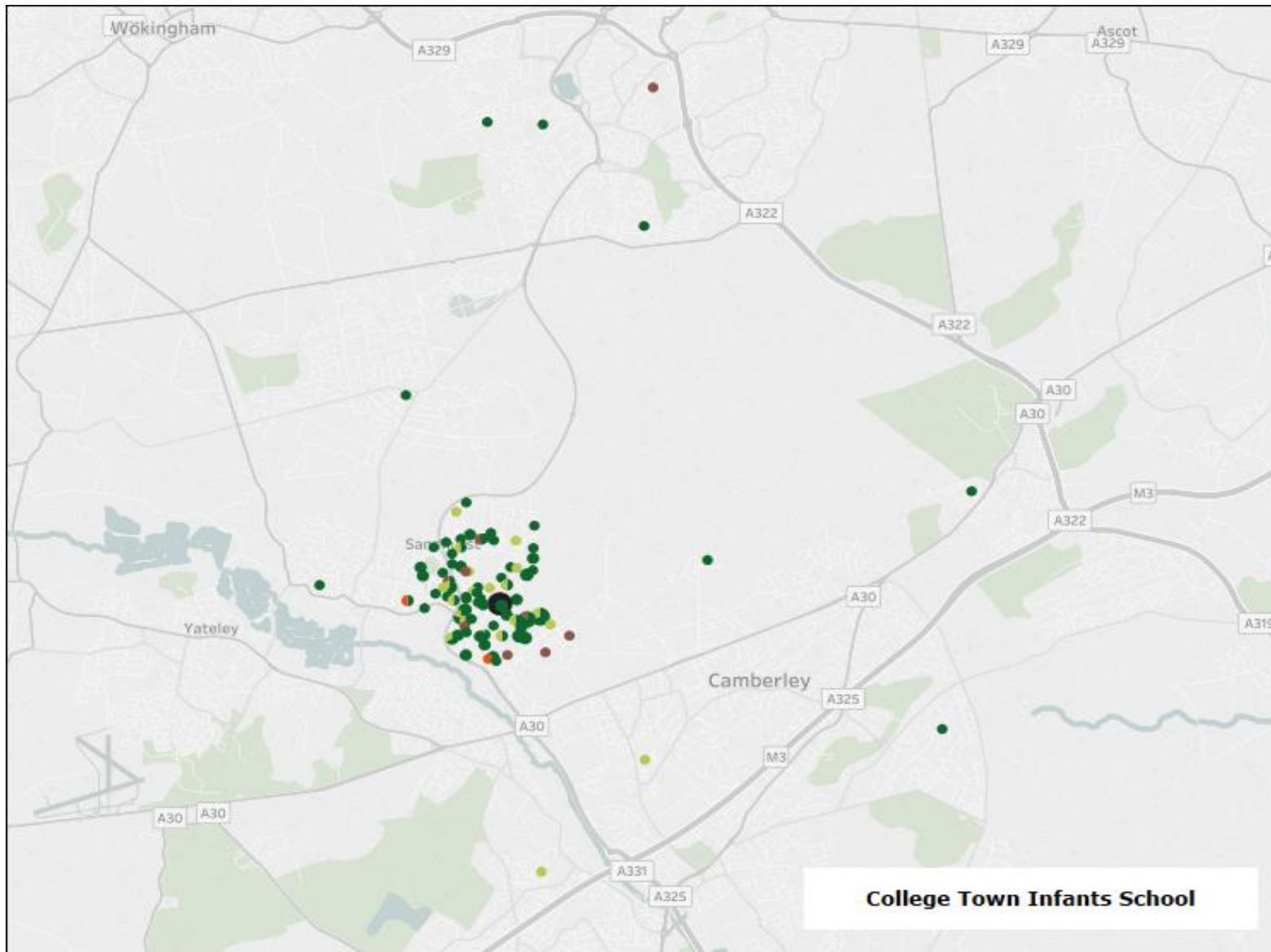


*A persistent absentee is defined as someone with 90% or less attendance across the Autumn and Spring terms.

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?

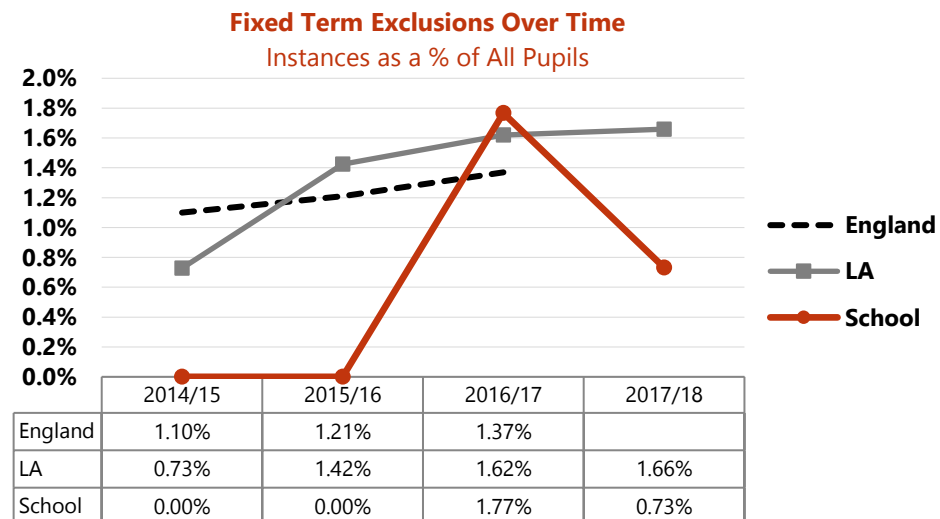
Notes:

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

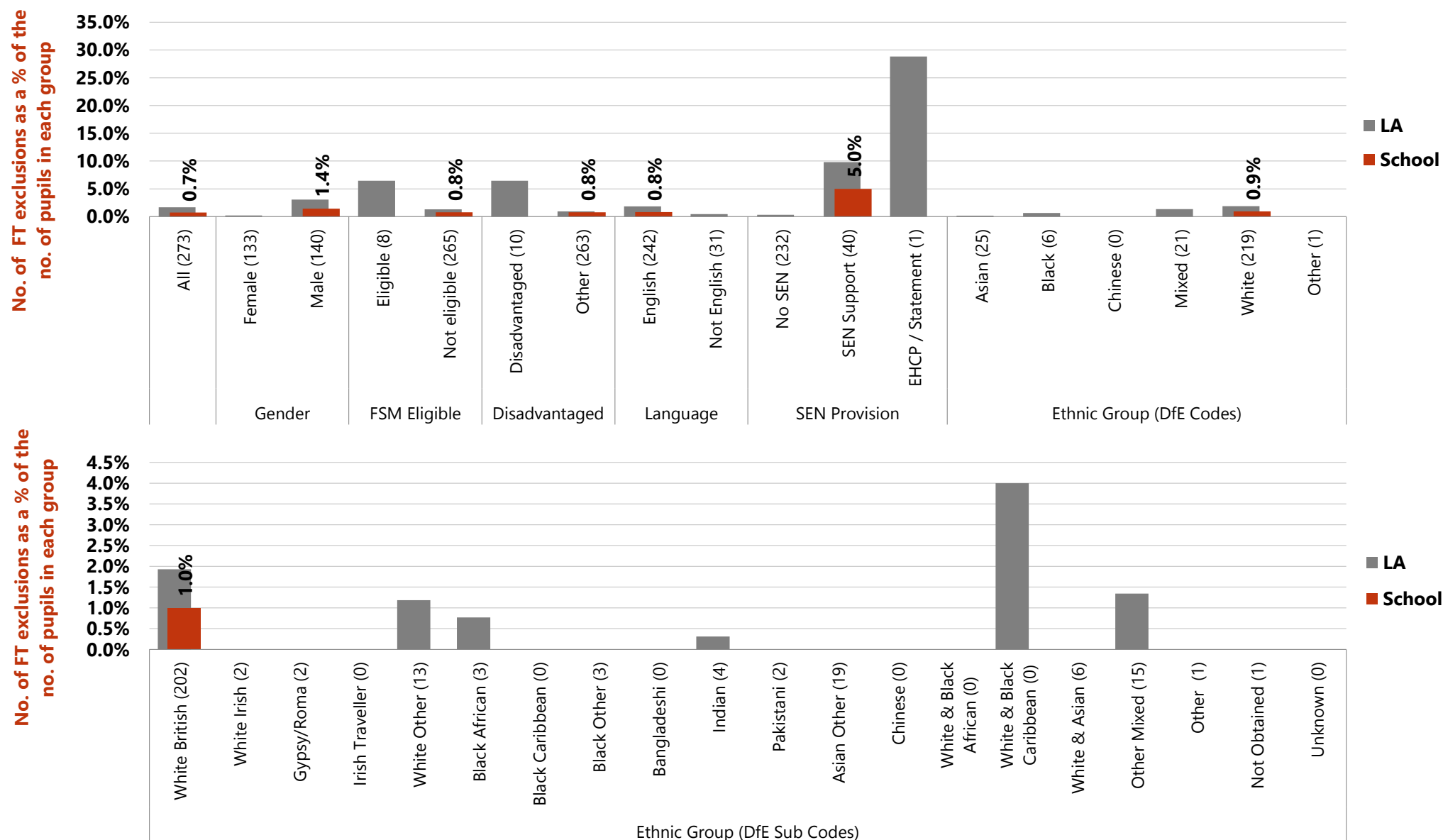
Indicator		Primary Comparisons			
		School	LA	England (2016/17)	
Permanent Exclusions (% of all pupils)		0	0.00%	0.03%	↓
Fixed Term (FT)	No. of instances (FT exclusions as a % of all pupils)	2	0.73%	1.66%	↓
	No. of pupils with FT exclusions (% of all pupils)	1	0.37%	0.66%	↓
	Average length in days of FT exclusion (% of exclusions)	3.5	1.6	1.9	↑
	0.5 to 5 Days	2	100.0%	99.4%	↑
	6 to 15 days	0	0.0%	0.6%	↓
	16+ Days	0	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	0.0%	0.0%	0.6%	↓					
Damage	DM	0.0%	5.0%	2.2%	↓					
Drug and alcohol related	DA	0.0%	0.0%	0.1%	↓					
Persistent disruptive behaviour	DB	0.0%	42.5%	27.6%	↓					
Physical assault against a pupil	PP	100.0%	19.0%	20.8%	↑					
Physical assault against an adult	PA	0.0%	16.2%	27.2%	↓					
Racist abuse	RA	0.0%	1.1%	0.7%	↓					
Sexual misconduct	SM	0.0%	0.6%	0.4%	↓					
Theft	TH	0.0%	0.6%	0.3%	↓					
Verbal abuse/threatening behaviour - adult	VA	0.0%	8.9%	9.7%	↓					
Verbal abuse/threatening behaviour - pupil	VP	0.0%	3.4%	3.9%	↓					
Other	OT	0.0%	2.8%	6.5%	↓					

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
Early Years Foundation Stage Profile	Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data for 2018 is from provisional information on the Nexus forum and is for internal school/LA use only.
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 for 2018 is from provisional information on Nexus and is for internal school/LA use only. Note that absent pupils are included in the threshold measures but not in the average points scores.
Key Stage 1	Validated KS1 teacher assessment returns from schools. National data for 2018 is from provisional information on Nexus and is for internal school/LA use only.
Year 1,3,4,5	Year 1,3,4,5 teacher assessments supplied by schools directly to the LA. LA figures based on the sample of schools returning data.
Key Stage 2	Unvalidated test and TA data provided by the DfE on 4th September 2018. This will include pupils who may be discounted from the performance tables. Historical data is the validated performance table data. National data for 2018 is taken from the DfE provisional Statistical First Release.
School Census	Validated January 2018 school census returns from schools, including subsidiary roll pupils in a small number of schools. 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 is based on all notified exclusions to the Local Authority matched to pupil characteristics in the January school census. Note that fixed term exclusions include half day exclusions.

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.

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

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)

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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