

# Super School Profile

*Torridon Primary School*

**2019**

Produced by Mime  
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**mime** making  
information  
matter

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# About this Profile

Welcome to the 2019 Super School Profile for Torridon Primary School. The Profile provides a comprehensive summary of numerous aspects of a school, including attainment and progress information, contextual analysis and attendance information, all in one place.

The Super School Profile provides you with:

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

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

## How should I be using the Super School Profile?

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

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

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

### Important Information about Key Stage 2 Analysis

The KS2 attainment and progress analysis for 2019 is based early, unvalidated data. Pupils have been removed where schools have notified the LA that they meet the eligibility criteria for discounting from the Performance Tables.

# 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 5 or more pupils, the arrow has a darker shade.

### Key

- ↑ ≥5 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
- ↓ ≥5 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 10% (i.e. 5 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 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 5 pupils (10%) worse than the England average

The school performance is greater than the England average for writing. However, the difference is less than 5 pupils different (10%) 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 5 pupils (10%) 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.

### 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.



# 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)

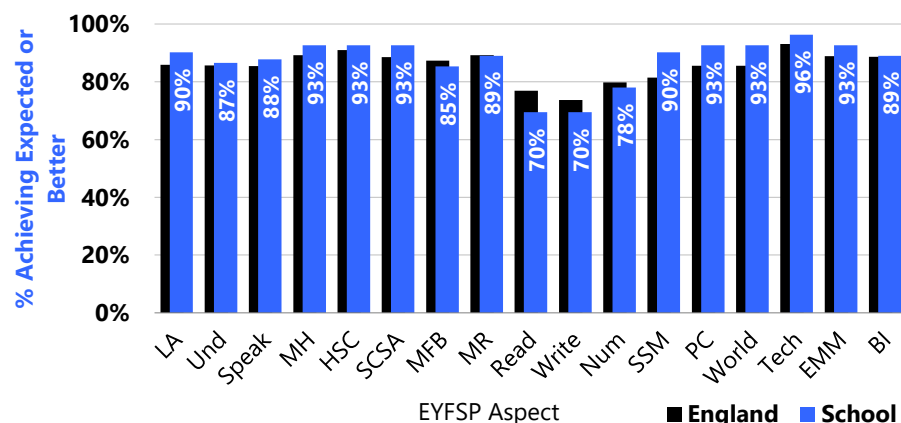
Torridon Primary School

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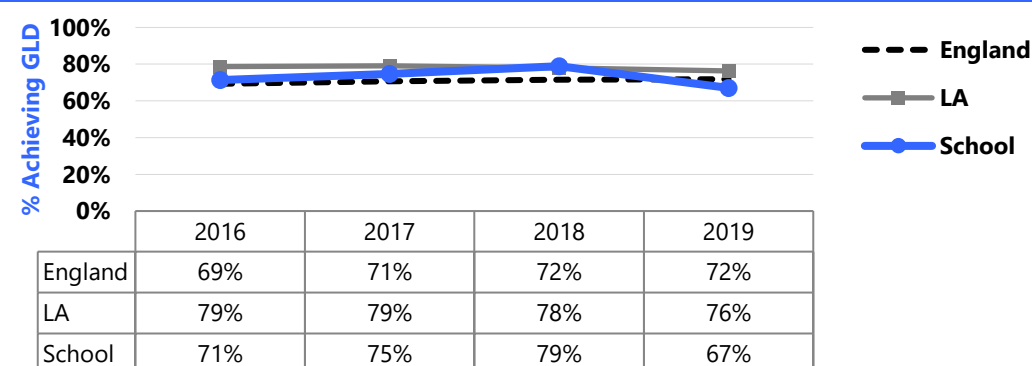
Key to shading		School - Over Time					England - Over Time				
		School 2016	School 2017	School 2018	School 2019	School Change from 2018	Eng 2016	Eng 2017	Eng 2018	Eng 2019	2019 Difference from England
<div> <div>&gt;5* above Eng</div> <div>&gt;1* above Eng</div> </div> <div> <div>within 1* of Eng</div> <div>&gt;1* below Eng</div> <div>&gt;5* below Eng</div> </div>											
*Number of pupils (see page 4 for explanation)											
EYFSP	GLD	71%	75%	79%	67%	-12%	69%	71%	72%	72%	-5%
	Average Score	32.9	33.0	34.0	33.4	-0.6	34.5	34.5	34.6	34.6	-1.2
Yr1 Phonics	Achieving Threshold	86%	74%	88%	65%	-23%	81%	81%	82%	82%	-17%
KS1 Expected Standard*	Reading TA	82%	80%	79%	71%	-8%	74%	76%	75%	75%	-4%
	Writing TA	72%	69%	74%	55%	-19%	65%	68%	70%	69%	-14%
	Maths TA	78%	84%	81%	63%	-18%	73%	75%	76%	76%	-13%
KS1 Greater Depth*	Reading TA	24%	32%	33%	17%	-16%	24%	25%	26%	25%	-8%
	Writing TA	19%	15%	20%	5%	-15%	13%	16%	16%	15%	-10%
	Maths TA	17%	24%	29%	14%	-15%	18%	21%	22%	22%	-8%
KS2 Expected Standard*	Reading Test	57%	66%	78%	63%	-15%	66%	72%	75%	73%	-10%
	Writing TA	73%	64%	70%	75%	+5%	74%	77%	78%	78%	-3%
	Maths Test	67%	71%	78%	77%	-1%	70%	75%	75%	79%	-2%
	RWM Test/TA	43%	53%	66%	57%	-9%	54%	62%	64%	65%	-8%
	GPS Test	74%	74%	80%	79%	-1%	73%	78%	78%	78%	+1%
KS2 Higher Standard*	Reading Test	10%	17%	20%	21%	+1%	19%	25%	28%	27%	-6%
	Writing TA	26%	1%	9%	18%	+9%	15%	18%	20%	20%	-2%
	Maths Test	16%	20%	29%	26%	-3%	17%	23%	24%	27%	-1%
	RWM Test/TA	5%	1%	4%	9%	+5%	5%	9%	10%	10%	-1%
	GPS Test	18%	27%	43%	43%	-	23%	31%	34%	36%	+7%
KS2 Progress	Reading Prog Score	-3.8	-2.9	-2.3	-3.4	-1.1	0	0	0	0	-3.4
	Writing Prog Score	0.0	-4.0	-3.4	-1.9	+1.5	0	0	0	0	-1.9
	Maths Prog Score	-1.9	-1.6	-1.1	-1.8	-0.7	0	0	0	0	-1.8

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

Aspect			Code	Expected or Better						Exceeding					
				School		LA		England		School		LA		England	
				2019 (82 Pupils)	2018	2019	2018	2019	2018	2019 (82 Pupils)	2018	2019	2018	2019	2018
Good Level of Development	CLL	Listening and attention	LA	90%	92%	88% <span>▲</span>	89%	86% <span>▲</span>	86%	22%	34%	14% <span>▲</span>	12%	23%	23%
		Understanding	Und	87%	92%	88% <span>▼</span>	89%	86%	86%	21%	29%	15% <span>▲</span>	12%	23% <span>▼</span>	23%
		Speaking	Speak	88%	90%	87%	88%	85% <span>▲</span>	86%	18%	22%	13% <span>▲</span>	9%	20% <span>▼</span>	20%
	PD	Moving and handling	MH	93%	96%	94%	94%	89% <span>▲</span>	90%	1%	2%	10% <span>▼</span>	5%	18% <span>▼</span>	18%
		Health and self-care	HSC	93%	96%	94% <span>▼</span>	95%	91% <span>▲</span>	91%	0%	3%	9% <span>▼</span>	4%	20% <span>▼</span>	20%
	PSED	Self-confidence and self-awareness	SCSA	93%	94%	91% <span>▲</span>	91%	89% <span>▲</span>	89%	24%	2%	10% <span>▲</span>	6%	18% <span>▲</span>	18%
		Managing feelings and behaviour	MFB	85%	90%	90% <span>▼</span>	91%	87% <span>▼</span>	88%	0%	9%	8% <span>▼</span>	5%	16% <span>▼</span>	16%
		Making relationships	MR	89%	91%	91% <span>▼</span>	92%	89%	90%	0%	0%	8% <span>▼</span>	5%	16% <span>▼</span>	16%
	Lit	Reading	Read	70%	84%	81% <span>▼</span>	82%	77% <span>▼</span>	77%	11%	10%	12%	11%	19% <span>▼</span>	19%
		Writing	Write	70%	80%	79% <span>▼</span>	80%	74% <span>▼</span>	74%	5%	2%	6%	5%	11% <span>▼</span>	11%
	Math	Numbers	Num	78%	87%	84% <span>▼</span>	85%	80% <span>▼</span>	80%	12%	10%	9% <span>▲</span>	8%	17% <span>▼</span>	16%
		Shape, space and measures	SSM	90%	91%	86% <span>▲</span>	86%	82% <span>▲</span>	82%	9%	0%	8%	5%	15% <span>▼</span>	15%
UTW	People and communities	PC	93%	93%	89% <span>▲</span>	90%	86% <span>▲</span>	86%	11%	1%	7% <span>▲</span>	4%	15% <span>▼</span>	15%	
	The world	World	93%	93%	90% <span>▲</span>	90%	86% <span>▲</span>	86%	5%	2%	9% <span>▼</span>	6%	17% <span>▼</span>	16%	
	Technology	Tech	96%	97%	94% <span>▲</span>	95%	93% <span>▲</span>	93%	7%	3%	6% <span>▲</span>	3%	20% <span>▼</span>	19%	
	EAD	Exploring and using media and materials	EMM	93%	97%	92%	94%	89% <span>▲</span>	89%	4%	11%	8% <span>▼</span>	5%	17% <span>▼</span>	16%
		Being imaginative	BI	89%	93%	92% <span>▼</span>	94%	89%	89%	4%	1%	8% <span>▼</span>	4%	16% <span>▼</span>	15%



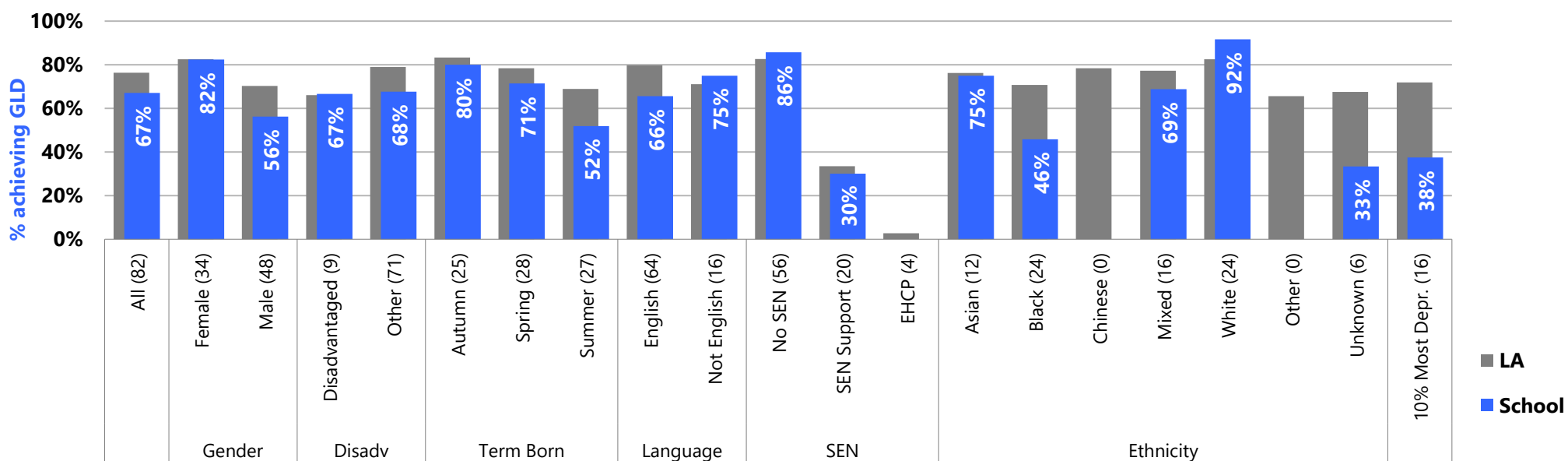
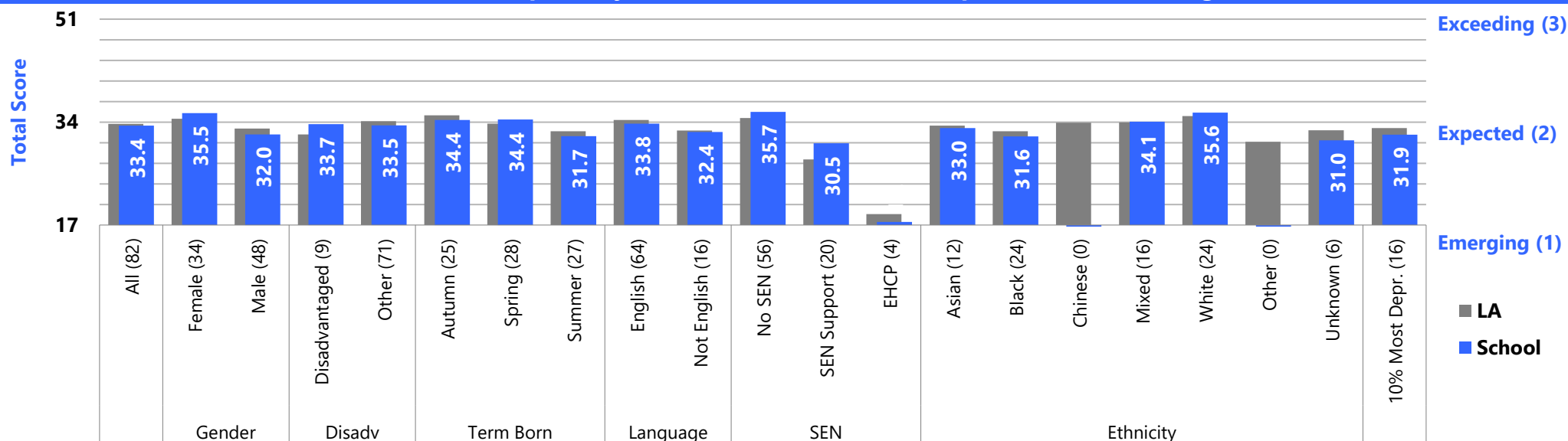
## ii) % Achieving Good Level of Development (Time Series)



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.



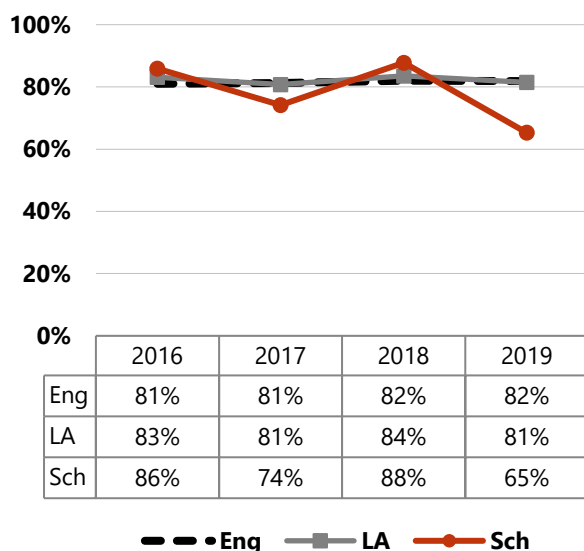
## iii) Vulnerable Groups Analysis - Total Score Across 17 Aspects and % achieving GLD



## i) % Achieving Phonics Threshold

### Year 1

School	Comparisons		
	LA	England	Sch 2018
<b>65%</b>	81% ↓	82% ↓	88% ↓
95 pupils			



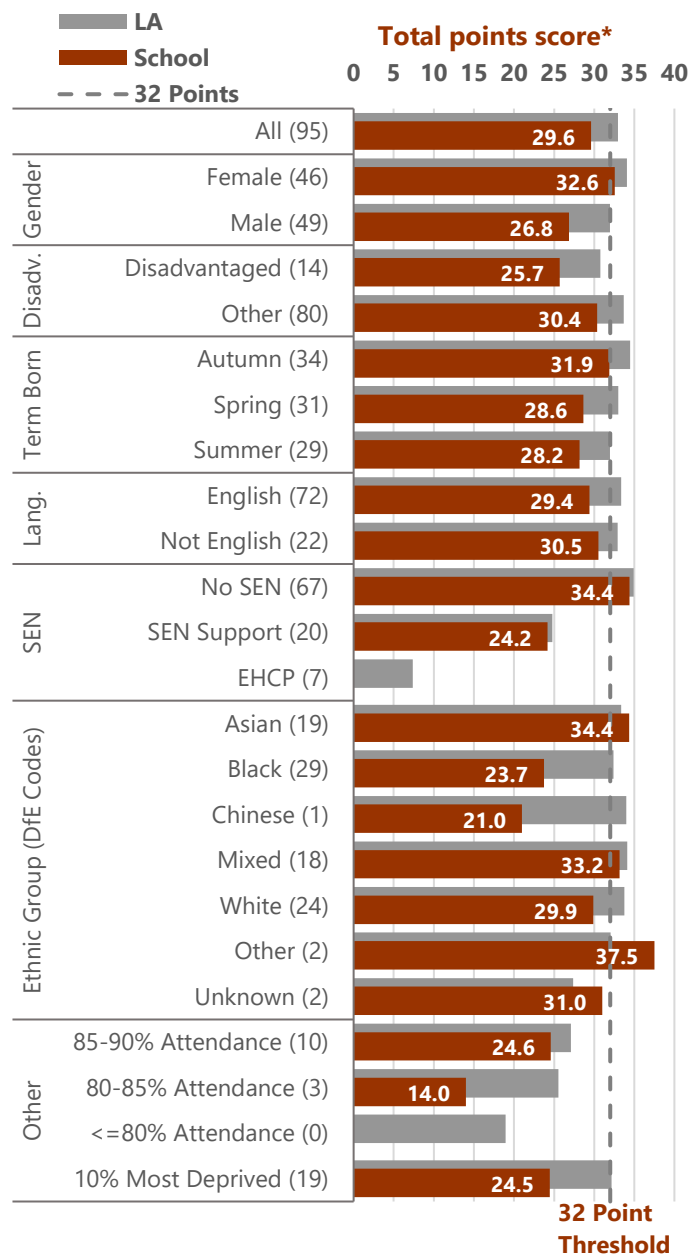
## ii) % Achieving Phonics Threshold

### Year 2

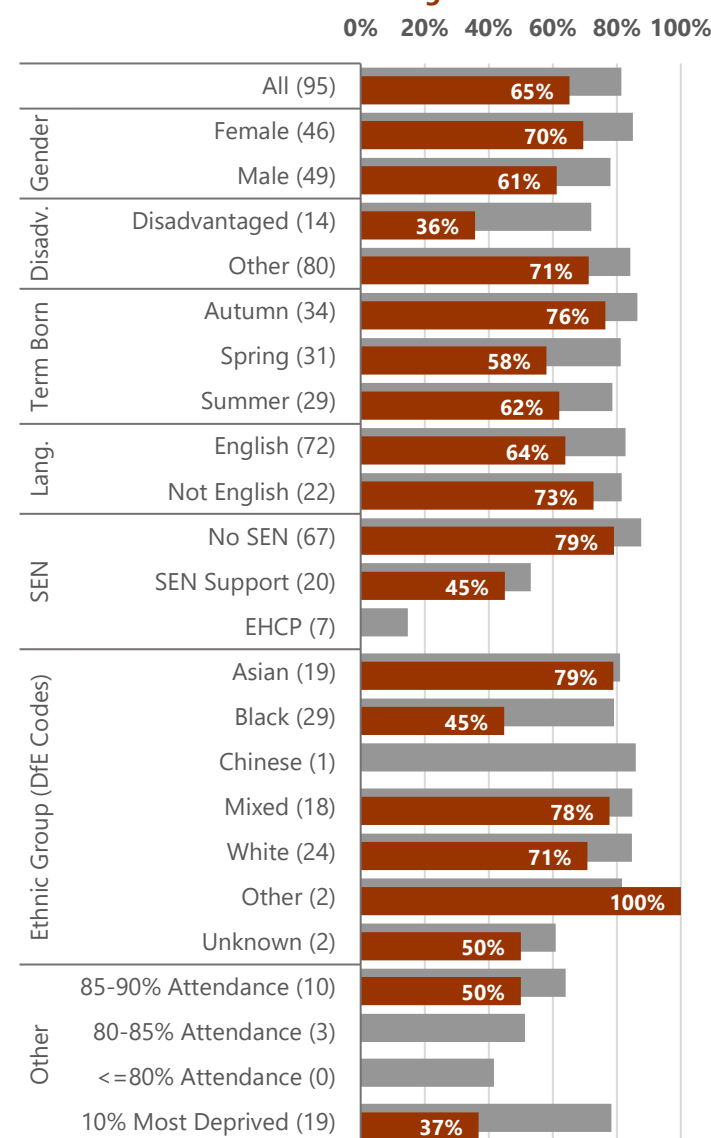
School	Comparisons		
	LA	England	Sch 2018
<b>70%</b>	49% ↑	56% ↑	79%
10 pupils			

\*Disapplied pupils are given a score of 0

## iii) Vulnerable Groups Analysis - Year 1 Phonics

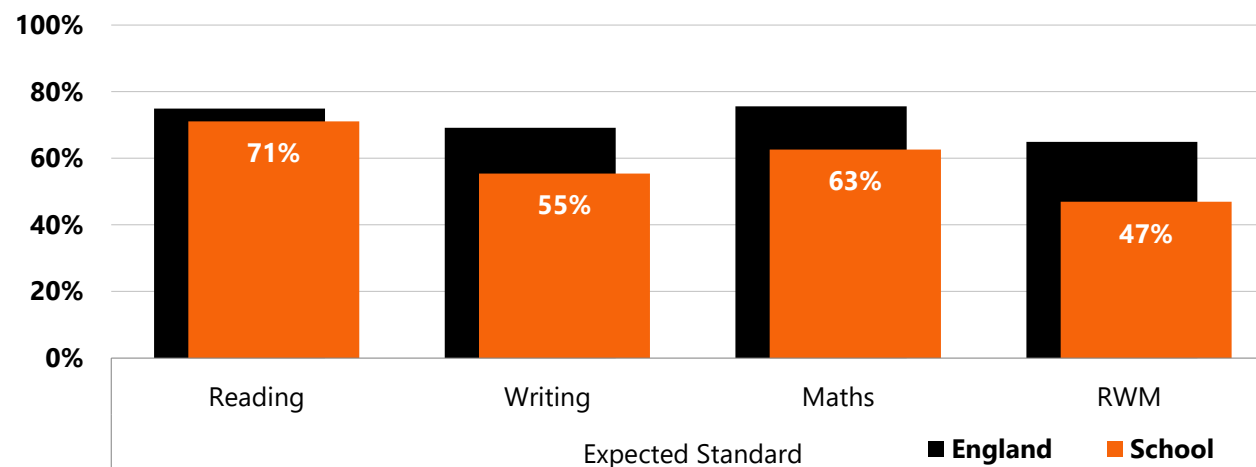


## % Achieving Phonics Threshold

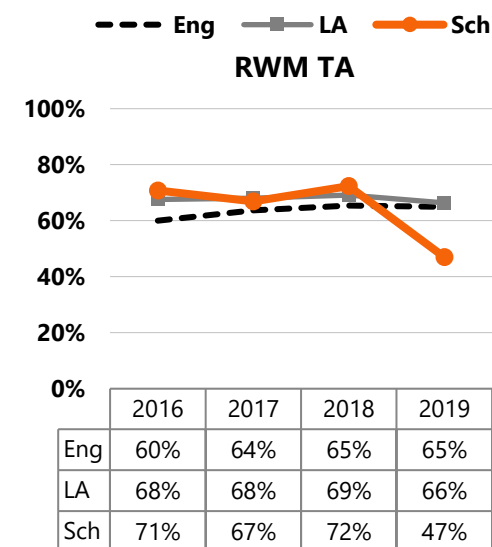
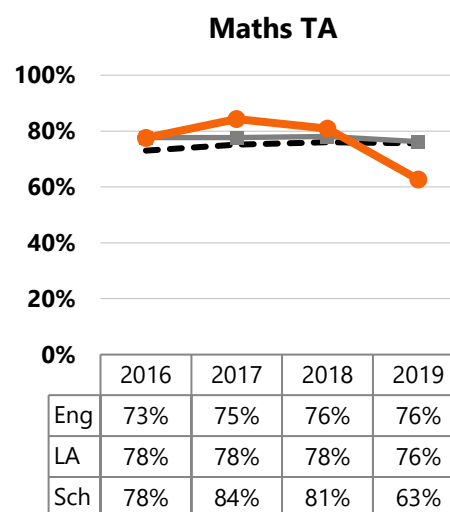
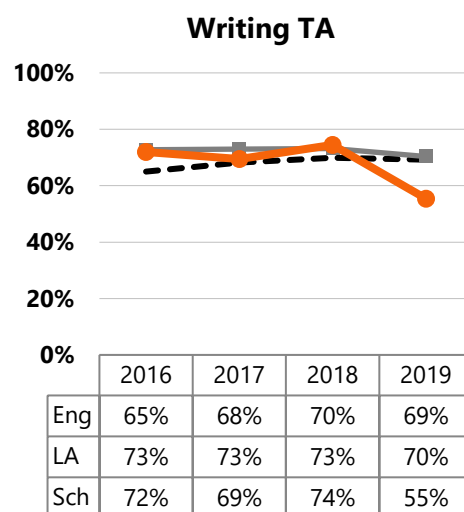
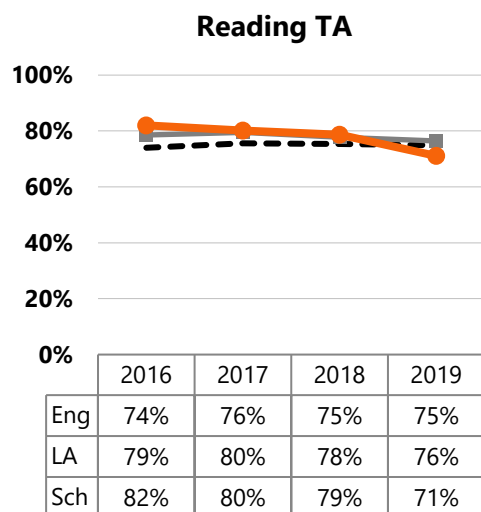


## i) % Reaching Expected Standard

Indicator		School (83 Pupils)	Comparisons	
			LA	England
% Expected	Reading	<b>71%</b>	76% ↓	75% ↓
	Writing	<b>55%</b>	70% ↓	69% ↓
	Maths	<b>63%</b>	76% ↓	76% ↓
	RWM	<b>47%</b>	66% ↓	65% ↓

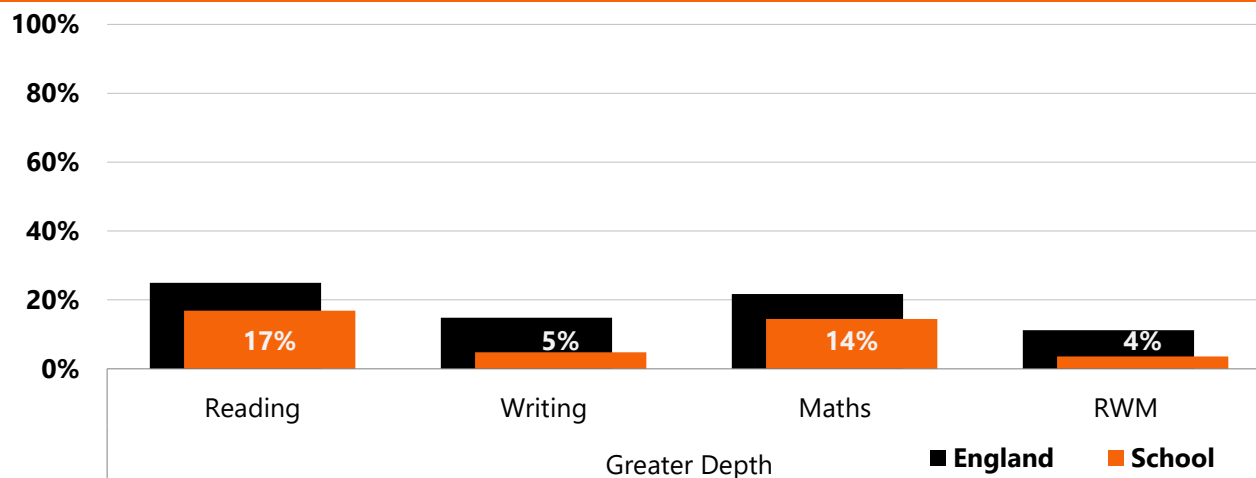


## ii) % Reaching Expected Standard (Time Series)

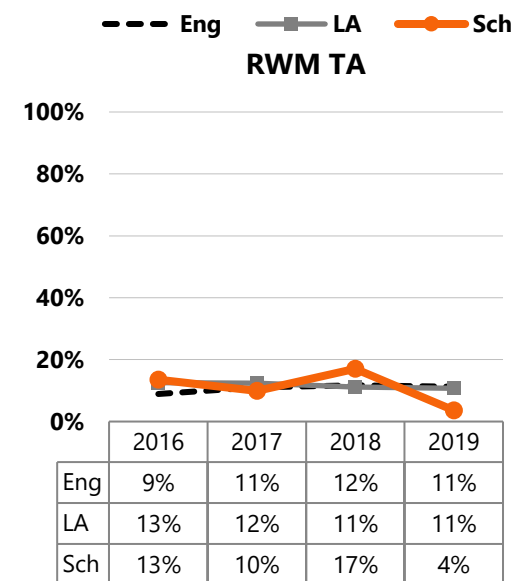
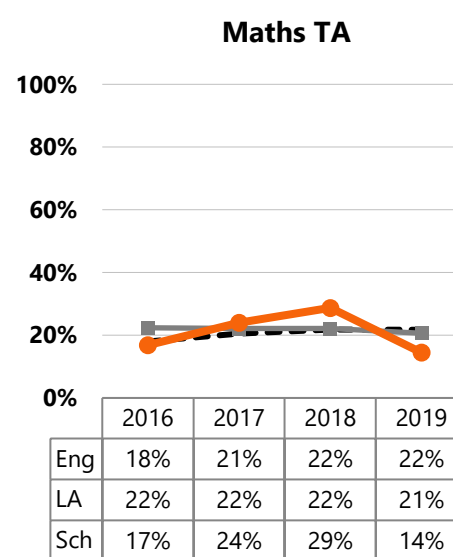
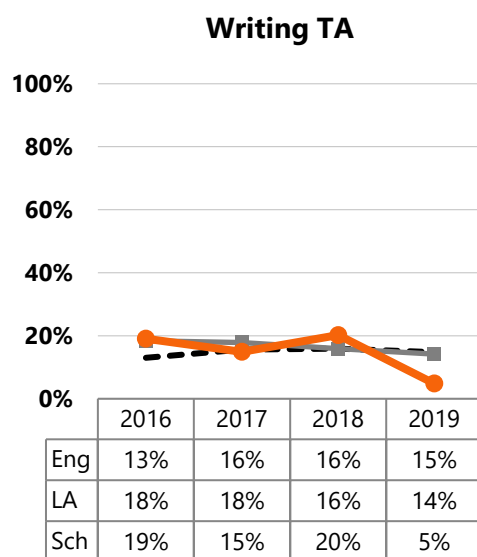
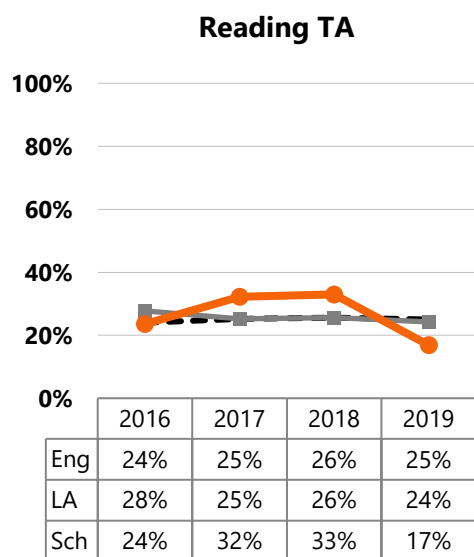


## iii) % Working at Greater Depth

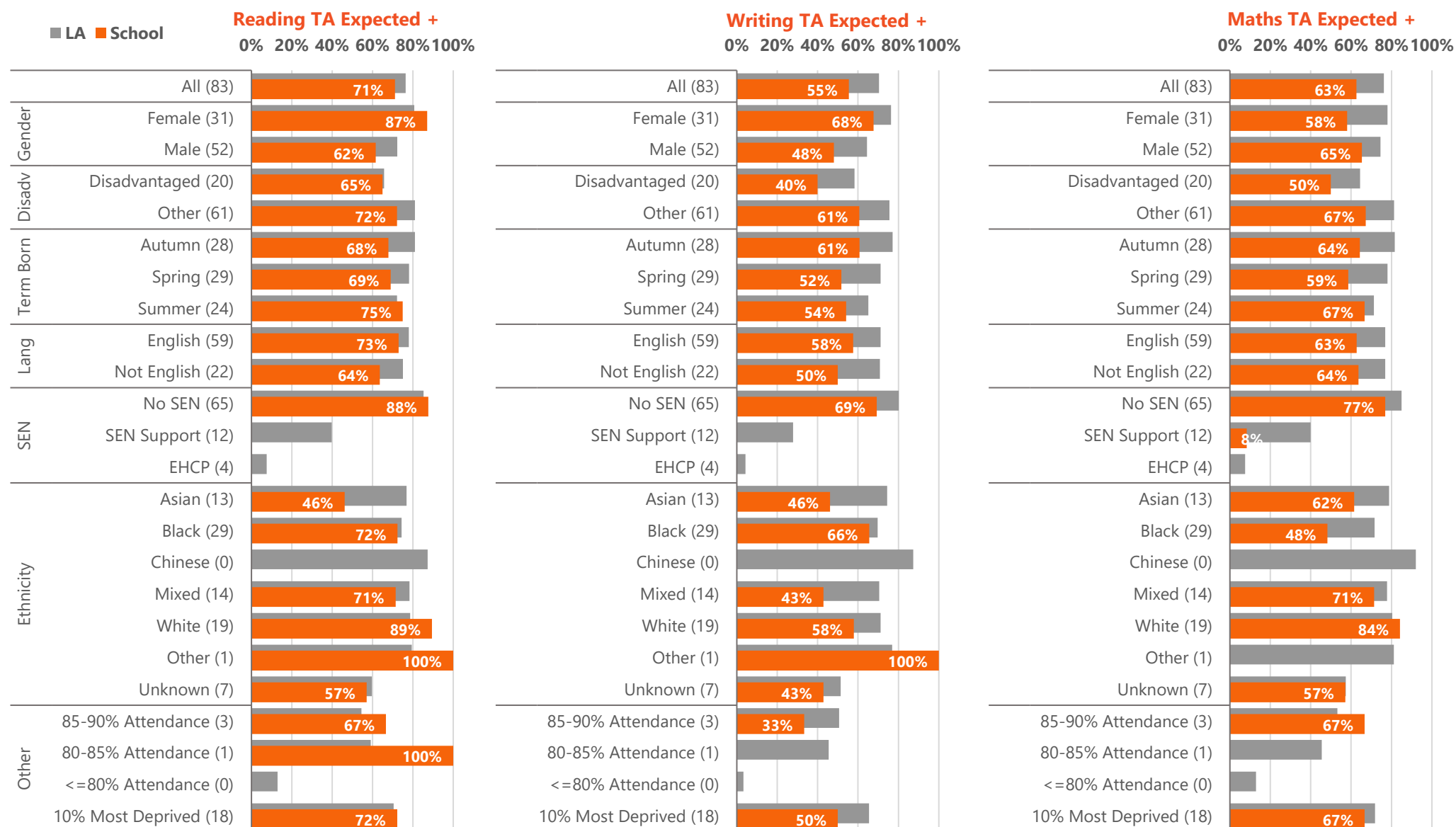
Indicator		School (83 Pupils)	Comparisons	
			LA	England
% Greater Depth	Reading	17%	24% ↓	25% ↓
	Writing	5%	14% ↓	15% ↓
	Maths	14%	21% ↓	22% ↓
	RWM	4%	11% ↓	11% ↓



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

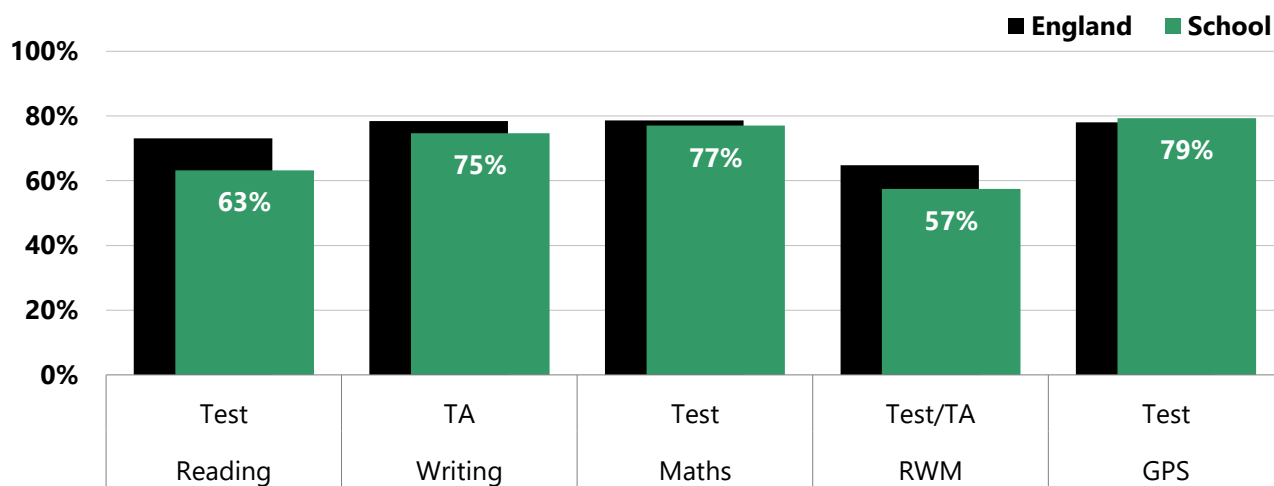


## v) Vulnerable Groups Analysis - TA Expected + (Reading, Writing and Maths)

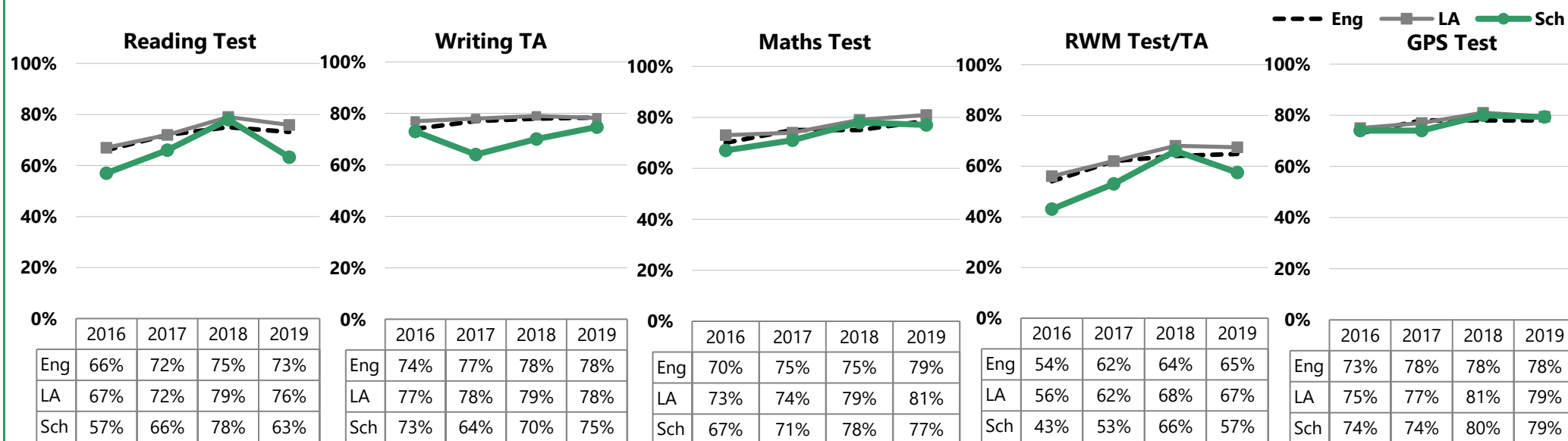


## i) % Reaching Expected Standard (Test and TA)

Indicator		School (87 Pupils)	Comparisons	
			LA	England
Reading	Test	63%	76% ↓	73% ↓
Writing	TA	75%	78% ↓	78% ↓
Maths	Test	77%	81% ↓	79% ↓
RWM	Test/TA	57%	67% ↓	65% ↓
GPS	Test	79%	79%	78% ↑

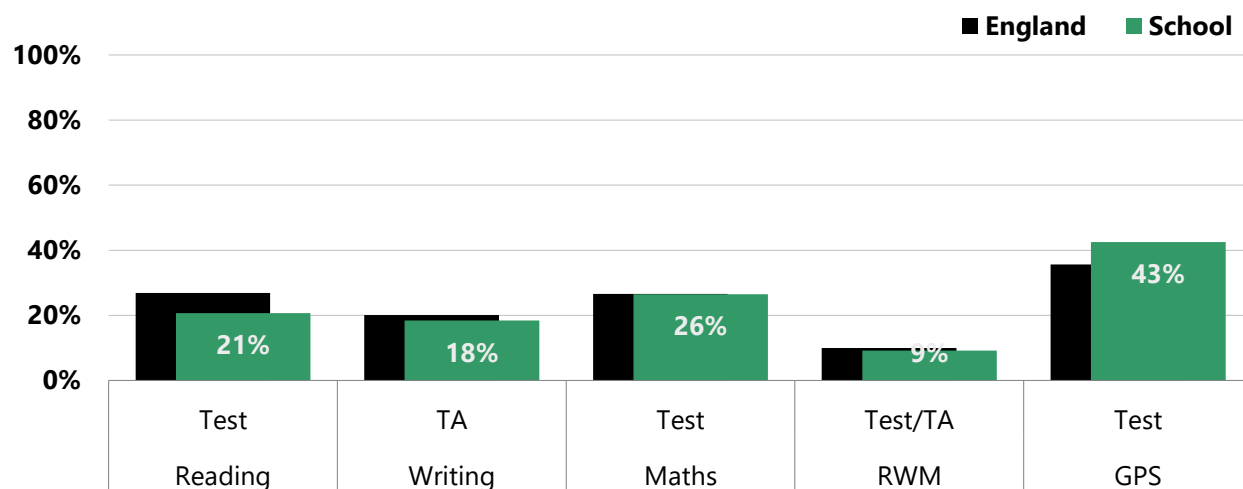


## ii) % Reaching Expected Standard (Time Series)

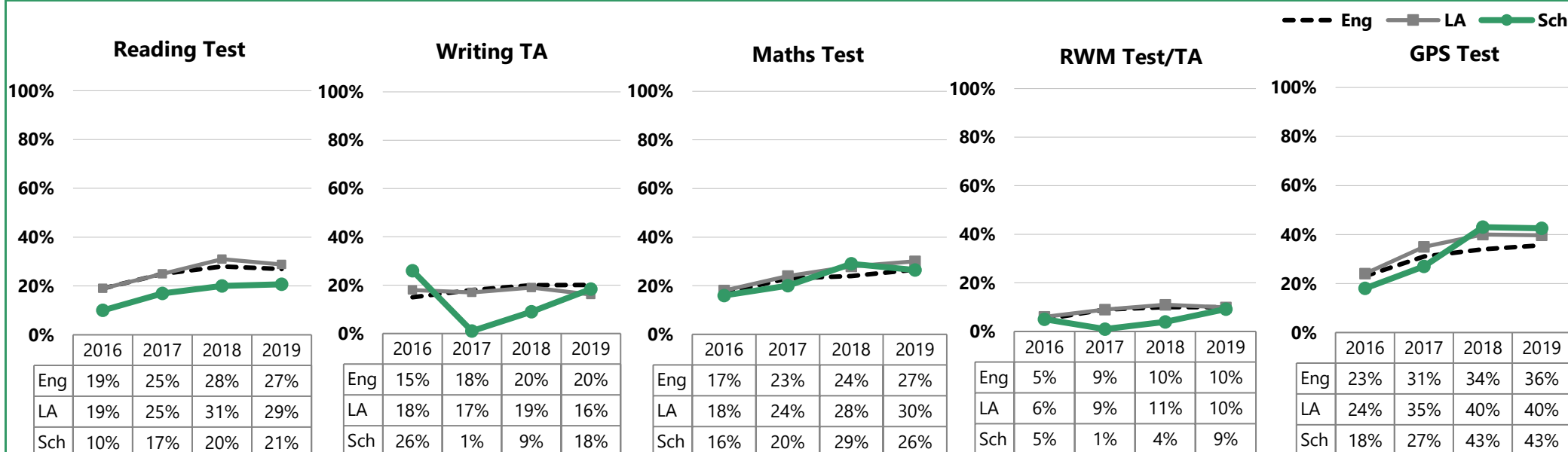


## iii) % Reaching a Higher Standard (Test and TA)

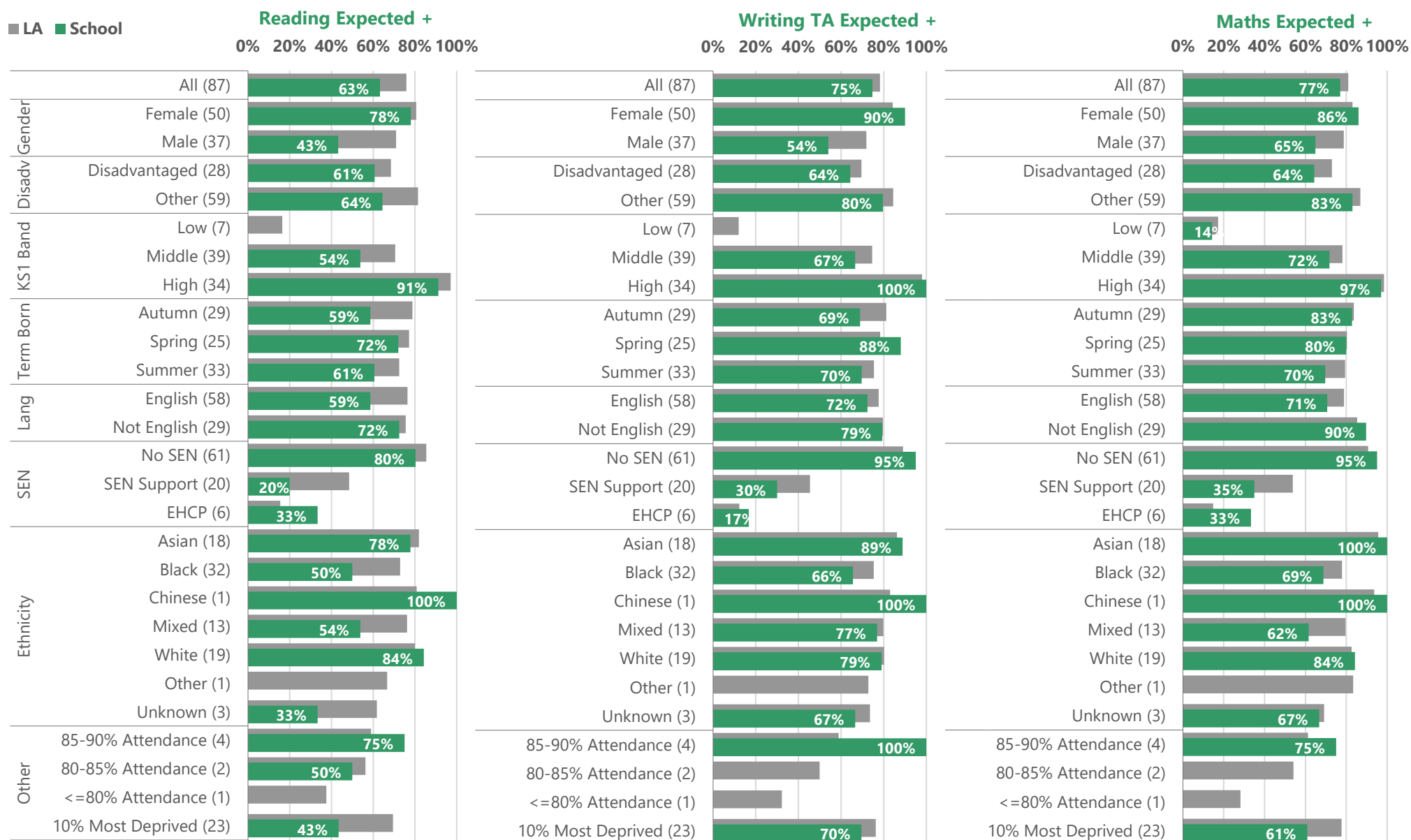
Indicator		School	Comparisons	
		(87 Pupils)	LA	England
Reading	Test	21%	29% ↓	27% ↓
Writing	TA	18%	16% ↑	20% ↓
Maths	Test	26%	30% ↓	27%
RWM	Test/TA	9%	10%	10%
GPS	Test	43%	40% ↑	36% ↑



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



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





## 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	8	7 <b>88%</b> LA: 80%	1 <b>13%</b> LA: 18%	0 <b>0%</b> LA: 2%	
	2C	4	4 <b>100%</b> LA: 62%	0 <b>0%</b> LA: 33%	0 <b>0%</b> LA: 5%	
	2B	11	9 <b>82%</b> LA: 36%	1 <b>9%</b> LA: 54%	1 <b>9%</b> LA: 10%	
	2A	25	5 <b>20%</b> LA: 13%	17 <b>68%</b> LA: 66%	3 <b>12%</b> LA: 22%	
	3 or higher	32	3 <b>9%</b> LA: 2%	16 <b>50%</b> LA: 40%	13 <b>41%</b> LA: 58%	

			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	5	4 <b>80%</b> LA: 85%	1 <b>20%</b> LA: 14%	0 <b>0%</b> LA: 1%	
	2C	5	5 <b>100%</b> LA: 55%	0 <b>0%</b> LA: 42%	0 <b>0%</b> LA: 3%	
	2B	16	6 <b>38%</b> LA: 23%	10 <b>63%</b> LA: 66%	0 <b>0%</b> LA: 10%	
	2A	23	1 <b>4%</b> LA: 5%	19 <b>83%</b> LA: 70%	3 <b>13%</b> LA: 25%	
	3 or higher	30	1 <b>3%</b> LA: 1%	9 <b>30%</b> LA: 33%	20 <b>67%</b> LA: 65%	

			Key Stage 2 - Writing TA			
Writing		Total Pupils	Below Expected	Expected Standard	Greater Depth	
Key Stage 1 Writing Level	1 or lower	10	10 <b>100%</b> LA: 80%	0 <b>0%</b> LA: 20%	0 <b>0%</b> LA: 0%	
	2C	5	3 <b>60%</b> LA: 47%	2 <b>40%</b> LA: 53%	0 <b>0%</b> LA: 0%	
	2B	25	5 <b>20%</b> LA: 16%	20 <b>80%</b> LA: 80%	0 <b>0%</b> LA: 4%	
	2A	21	2 <b>10%</b> LA: 6%	11 <b>52%</b> LA: 76%	8 <b>38%</b> LA: 18%	
	3 or higher	19	0 <b>0%</b> LA: 1%	11 <b>58%</b> LA: 53%	8 <b>42%</b> LA: 46%	

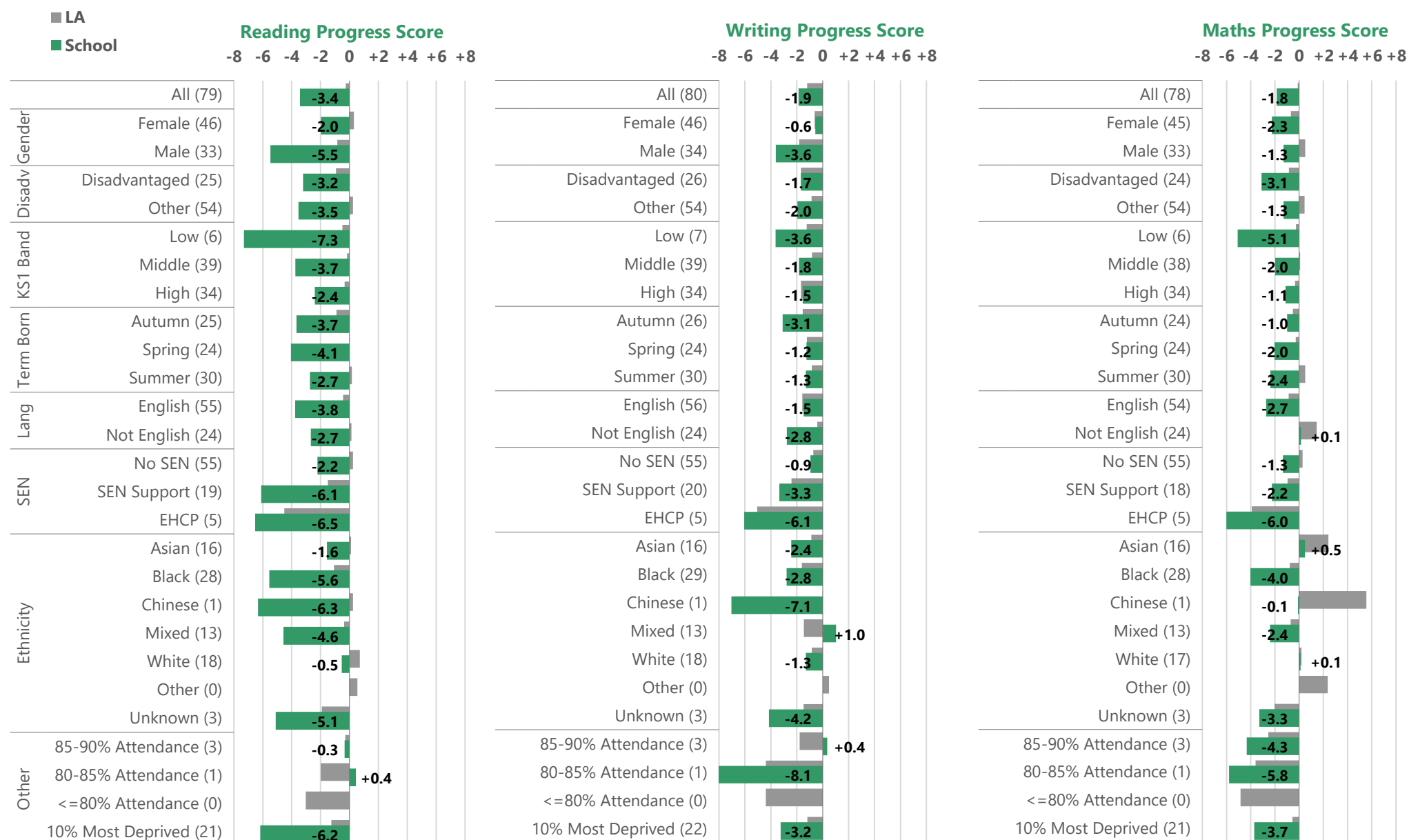
Analysis does not include pupils for whom KS1 prior attainment was not available or who were absent or had lost scripts for the KS2 tests

## vii) KS1 to KS2 Progress Scores

Subject	School			Comparisons	
	Average KS2 Scaled Score*	Av. Exp KS2 Score	Progress Score	LA	National
Reading	102.7	105.3	-3.4	-0.3 ↓	0.0 ↓
Writing		103.2	-1.9	-1.2 ↓	0.0 ↓
Maths	104.9	105.8	-1.8	-0.1 ↓	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 (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: 73%	Writing Eng: 78%	Maths Eng: 79%
<b>All Pupils</b>	All	67%	65%	71%	55%	63%	63%	75%	77%
<b>Gender</b>	Female	82%	70%	87%	68%	58%	78%	90%	86%
	Male	56%	61%	62%	48%	65%	43%	54%	65%
<b>Disadv</b>	Disadvantaged	67%	36%	65%	40%	50%	61%	64%	64%
	Other	68%	71%	72%	61%	67%	64%	80%	83%
<b>Term Born</b>	Autumn	80%	76%	68%	61%	64%	59%	69%	83%
	Spring	71%	58%	69%	52%	59%	72%	88%	80%
	Summer	52%	62%	75%	54%	67%	61%	70%	70%
<b>Language</b>	English	66%	64%	73%	58%	63%	59%	72%	71%
	Not English	75%	73%	64%	50%	64%	72%	79%	90%
<b>SEN</b>	No SEN	86%	79%	88%	69%	77%	80%	95%	95%
	SEN Support	30%	45%	0%	0%	8%	20%	30%	35%
	EHCP / Statement	0%	0%	0%	0%	0%	33%	17%	33%
<b>Ethnicity</b>	Asian	75%	79%	46%	46%	62%	78%	89%	100%
	Black	46%	45%	72%	66%	48%	50%	66%	69%
	Mixed	69%	78%	71%	43%	71%	54%	77%	62%
	White	92%	71%	89%	58%	84%	84%	79%	84%

The analysis shows the percentage of pupils achieving the expected level for each pupil group in Torridon 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  
 -21% 21%

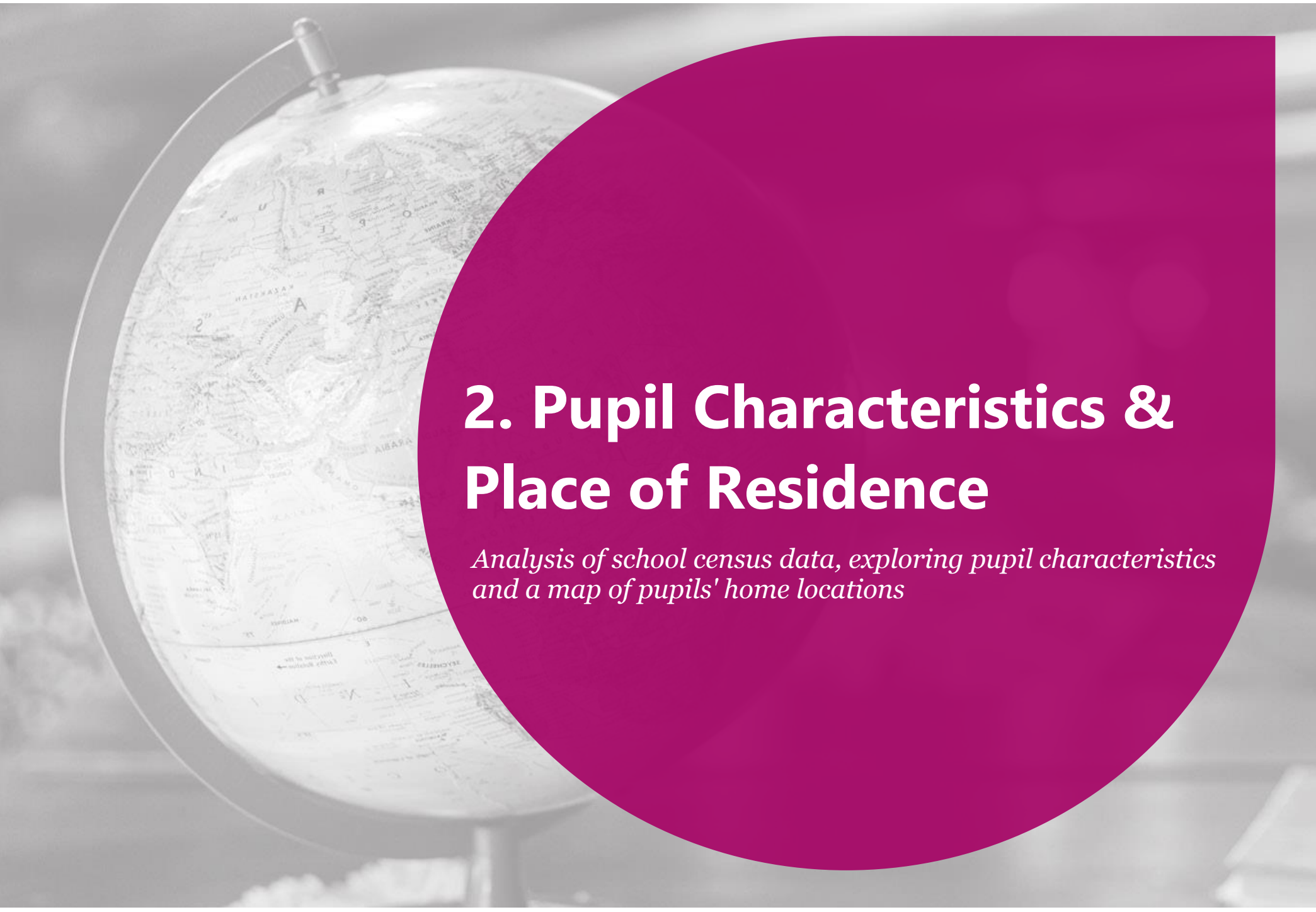
## Dot Size Key:

The dot size shows the number of pupils

3  
 20  
 40  
 60  
 80  
 95

## 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)

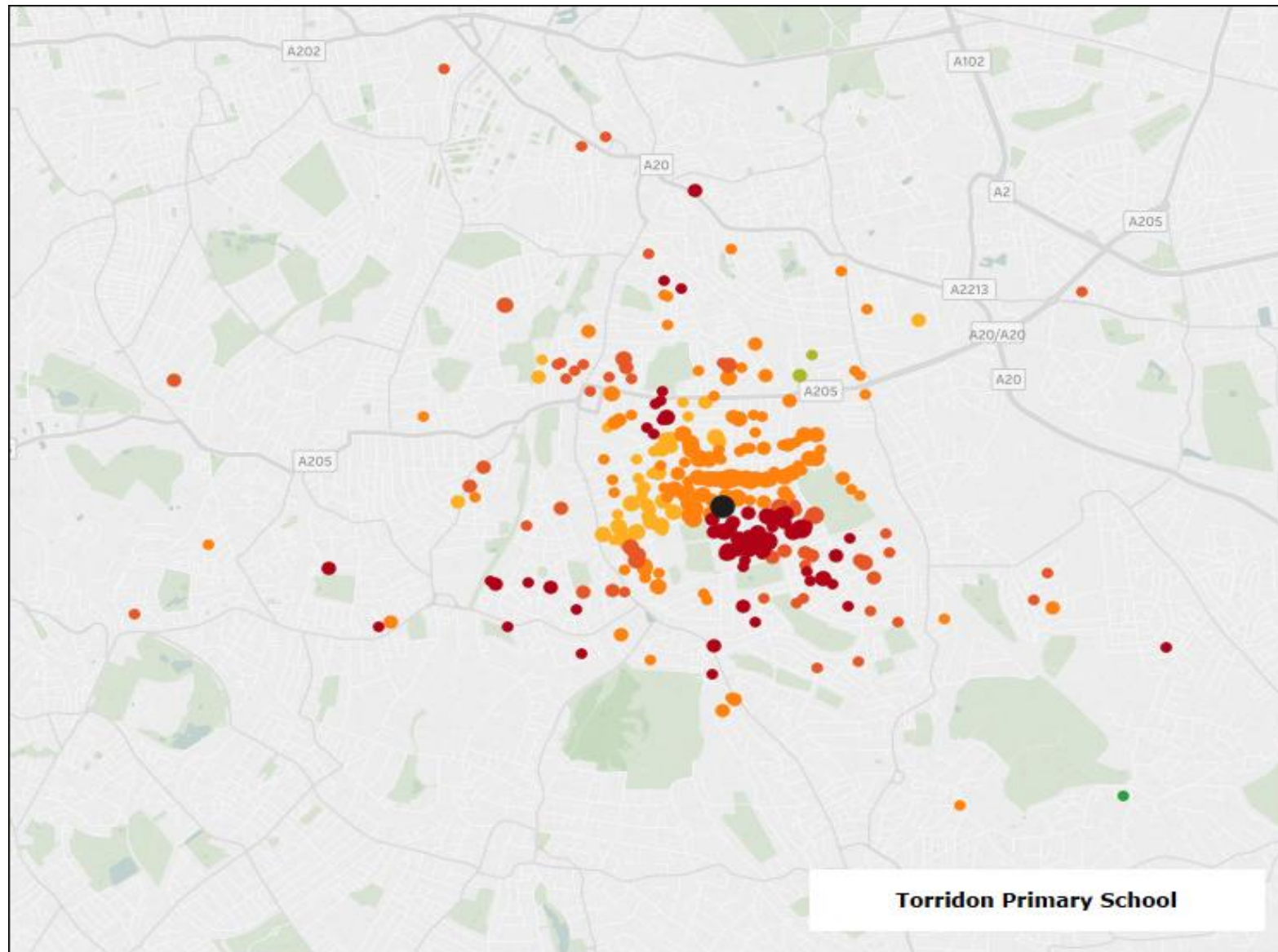
661 Pupils on roll in Jan 2019		Torridon Primary School								LA (Primary Age)								
		Jan 2019								Jan 19	School Difference vs LA							
Pupil Characteristic			%	0%	20%	40%	60%	80%	100%			-15%	-10%	-5%	0%	5%	10%	15%
Gen-der	Female	303	45.8%	<div></div>						49.5%	-3.7%	<div></div>						
	Male	358	54.2%	<div></div>						50.5%	+3.7%	<div></div>						
FSM	Eligible	97	14.7%	<div></div>						15.7%	-1.0%	<div></div>						
	Not Eligible	564	85.3%	<div></div>						84.3%	+1.0%	<div></div>						
Joined School	Joined in Reception / Nursery	372	56.3%	<div></div>						80.4%	-24.1%	<div></div>						
	Joined in Year 1 or 2	17	2.6%	<div></div>						8.7%	-6.1%	<div></div>						
	Joined in Year 3 or 4	110	16.6%	<div></div>						7.9%	+8.7%	<div></div>						
	Joined in Year 5 or 6	162	24.5%	<div></div>						3.0%	+21.5%	<div></div>						
SEN Stage	No Special Educational Need	479	72.5%	<div></div>						84.5%	-12.0%	<div></div>						
	SEN Support	146	22.1%	<div></div>						13.4%	+8.7%	<div></div>						
	EHCP / Statement	36	5.4%	<div></div>						2.0%	+3.4%	<div></div>						
SEN Primary Need	Autistic Spectrum Disorder	37	5.6%	<div></div>						2.2%	+3.4%	<div></div>						
	Hearing Impairment	0	0.0%	<div></div>						0.2%	-0.2%	<div></div>						
	Moderate Learning Difficulty	11	1.7%	<div></div>						0.9%	+0.8%	<div></div>						
	Multi-Sensory Impairment	0	0.0%	<div></div>						0.0%	-	<div></div>						
	Physical Disability	4	0.6%	<div></div>						0.3%	+0.3%	<div></div>						
	Profound & Multiple Learning	0	0.0%	<div></div>						0.0%	-	<div></div>						
	Severe Learning Difficulty	2	0.3%	<div></div>						0.1%	+0.2%	<div></div>						
	Social, Emotional & Mental Health	8	1.2%	<div></div>						1.8%	-0.6%	<div></div>						
	Specific Learning Difficulty	4	0.6%	<div></div>						1.2%	-0.6%	<div></div>						
	Speech, Language & Comm.	35	5.3%	<div></div>						6.2%	-0.9%	<div></div>						
	Visual Impairment	0	0.0%	<div></div>						0.1%	-0.1%	<div></div>						
	Other Difficulty/Disability	0	0.0%	<div></div>						0.8%	-0.8%	<div></div>						
	No Specialist Assessment	81	12.3%	<div></div>						1.5%	+10.8%	<div></div>						
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	160	24.2%	<div></div>						20.3%	+3.9%	<div></div>						
	Band 1b: 10-20%	106	16.0%	<div></div>						26.9%	-10.9%	<div></div>						
	Band 2: 20-40%	297	44.9%	<div></div>						34.8%	+10.1%	<div></div>						
	Band 3: 40-60%	92	13.9%	<div></div>						12.0%	+1.9%	<div></div>						
	Band 4: 60-80%	3	0.5%	<div></div>						5.4%	-4.9%	<div></div>						
	Band 5: Least Deprived 20%	2	0.3%	<div></div>						0.4%	-0.1%	<div></div>						
	Unmatched Postcode	1	0.2%	<div></div>						0.4%	-0.2%	<div></div>						

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

661 Pupils on roll in Jan 2019

661 Pupils on roll in Jan 2019		Torridon Primary School								LA (Primary Age)															
		Jan 2019								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	132	20.0%																6.2%	+13.8%					
	Bangladeshi	3	0.5%																0.7%	-0.2%					
	Indian	15	2.3%																1.1%	+1.2%					
	Pakistani	17	2.6%																0.8%	+1.8%					
	Any Other Asian Background	97	14.7%																3.6%	+11.1%					
	Black or Black British	234	35.4%																33.1%	+2.3%					
	Black - African	70	10.6%																15.7%	-5.1%					
	Black Caribbean	122	18.5%																11.0%	+7.5%					
	Any Other Black Background	42	6.4%																6.4%	-					
	Chinese	2	0.3%																1.6%	-1.3%					
	Mixed	104	15.7%																16.7%	-1.0%					
	White and Black African	17	2.6%																2.8%	-0.2%					
	White and Black Caribbean	43	6.5%																5.5%	+1.0%					
	White and Asian	13	2.0%																2.1%	-0.1%					
	Any Other Mixed Background	31	4.7%																6.3%	-1.6%					
	White	157	23.8%																36.2%	-12.4%					
	White - British	100	15.1%																24.4%	-9.3%					
	White - Irish	1	0.2%																0.4%	-0.2%					
	Gypsy / Roma	0	0.0%																0.0%	-					
	Traveller of Irish Heritage	0	0.0%																0.0%	-					
	Any Other White Background	56	8.5%																11.3%	-2.8%					
	Other	7	1.1%																3.3%	-2.2%					
	Any Other Ethnic Group	7	1.1%																3.3%	-2.2%					
	Unknown	25	3.8%																2.9%	+0.9%					
	Refused	0	0.0%																0.0%	-					
	Information Not Yet Obtained	7	1.1%																1.5%	-0.4%					
	Lang.	English	480	72.6%																65.5%	+7.1%				
Not English		181	27.4%																34.3%	-6.9%					
Unknown		0	0.0%																0.2%	-0.2%					





## 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 648 pupils. Does not show 12 outside the map boundaries and 1 with missing or unrecognised postcode.

Note:

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

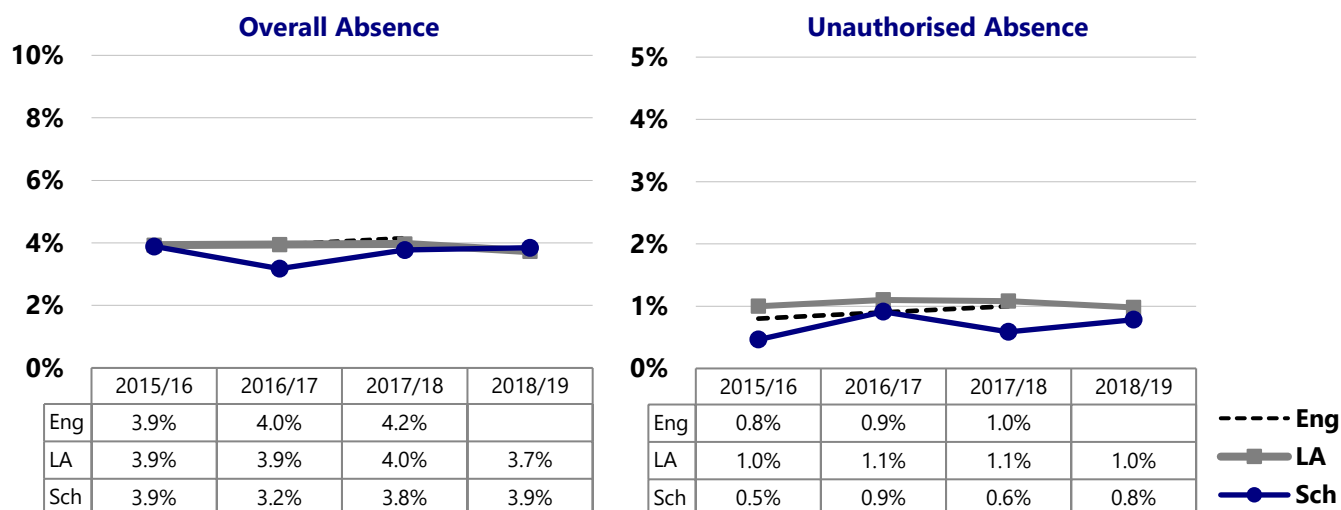
The background is a grayscale photograph of children's legs and feet as they cross a rope bridge. The bridge consists of a thick rope with wooden logs or floats attached to it. The children are wearing various types of shoes, including Mary Janes and sneakers. A large, solid blue circle is overlaid on the right side of the image, partially obscuring the background.

# 3. Pupil Behaviour

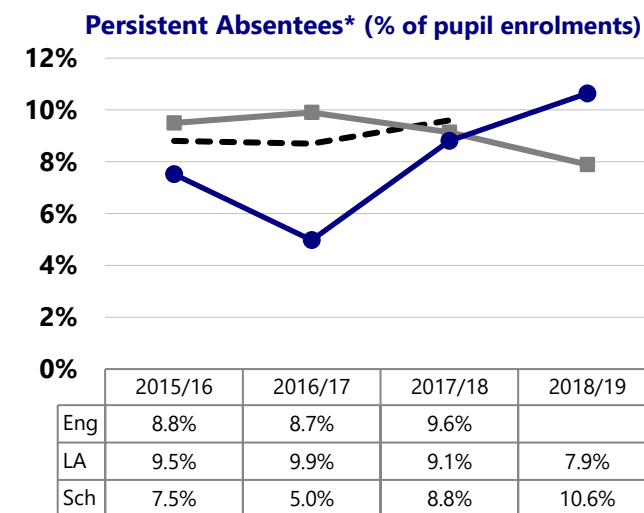
*Analysis of pupil absence and exclusions*



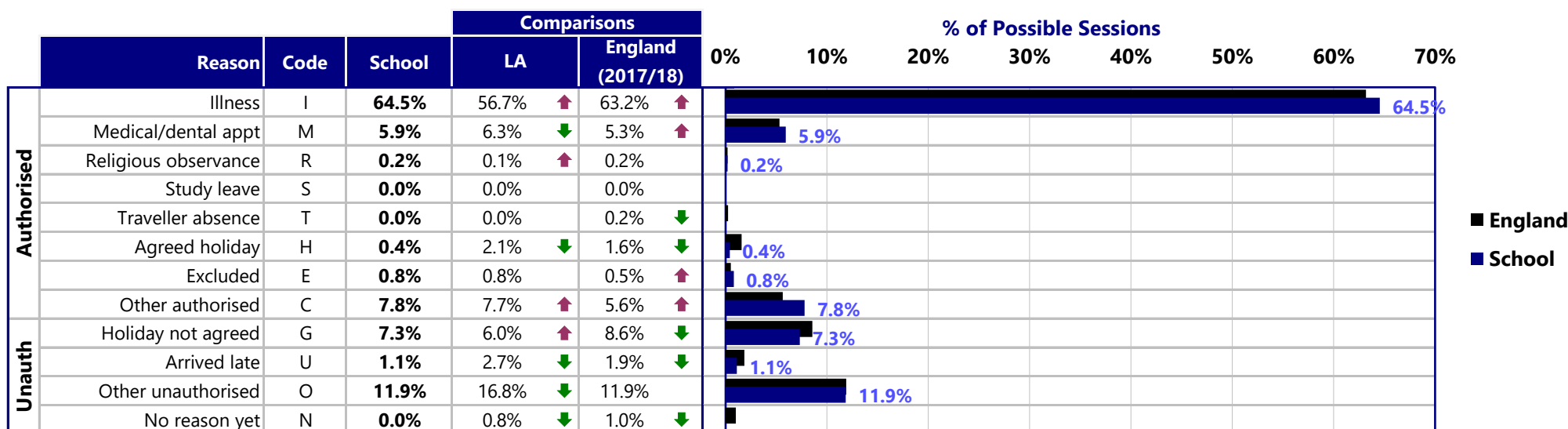
## i) Overall and Unauthorised Absence (Time Series) - Autumn & Spring Terms



## ii) Persistent Absentees - Aut/Spr

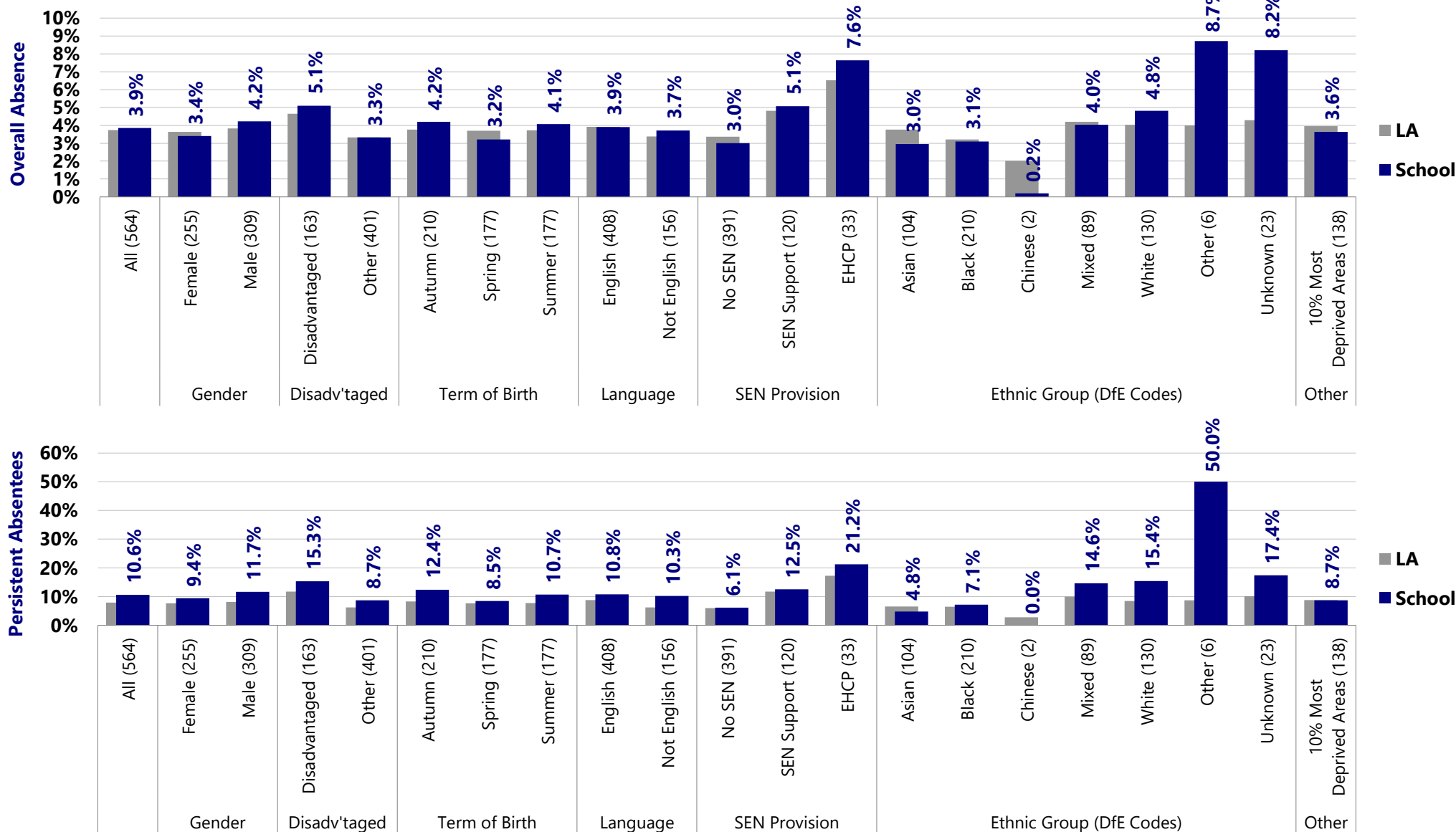


## iii) % Absence by Reason - Autumn & Spring Terms

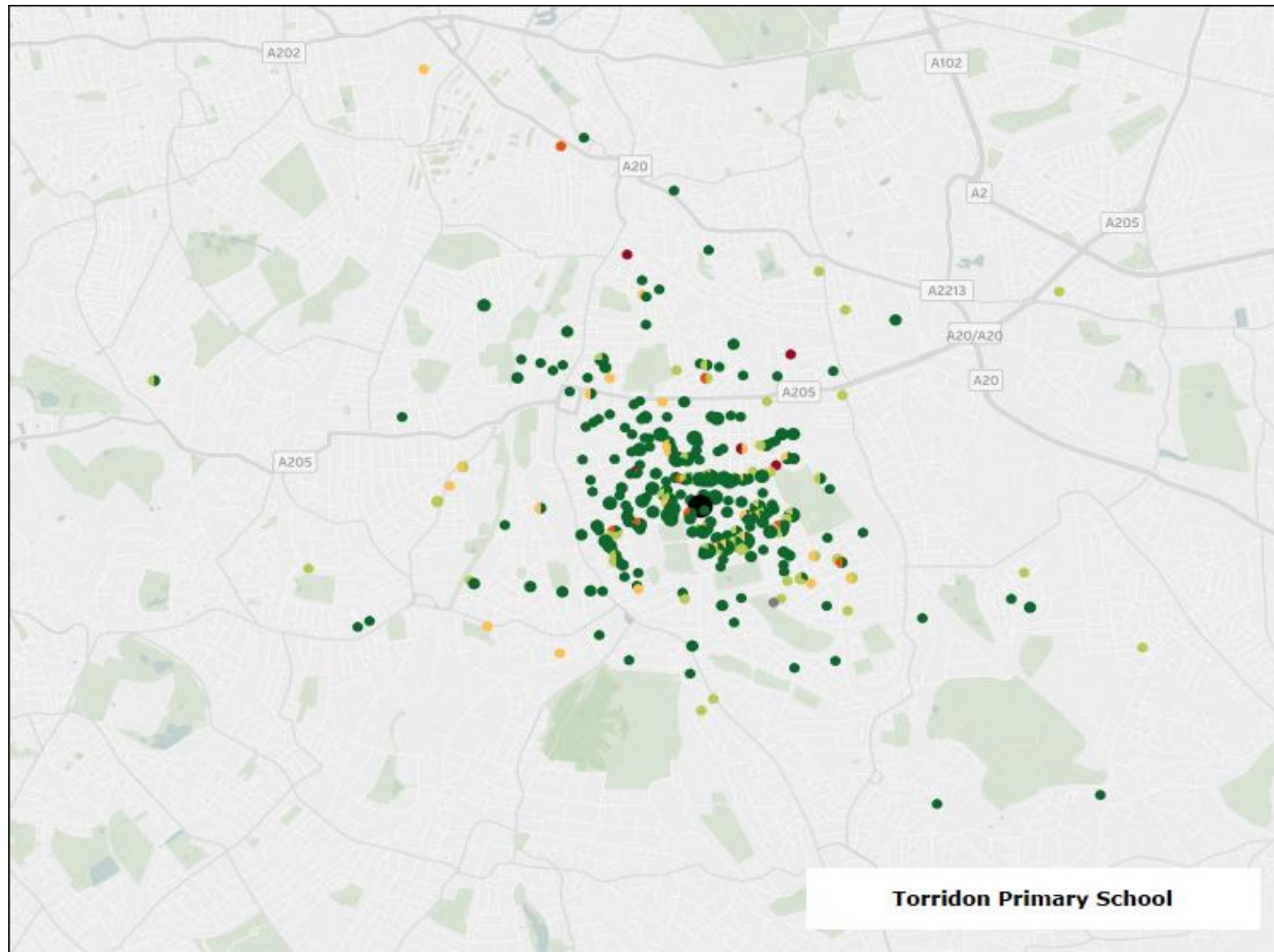


\*A persistent absentee is defined as someone with 90% or less attendance across the Autumn & Spring Terms

## 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?

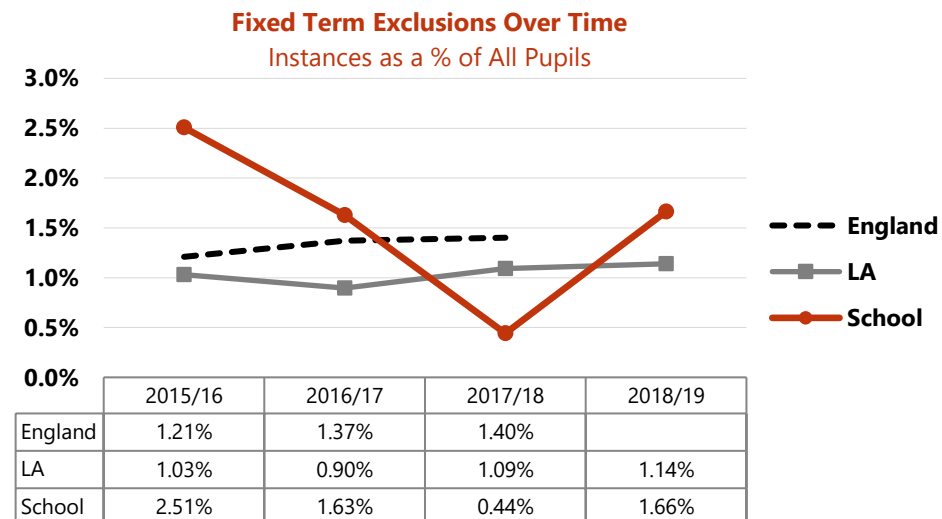
### Notes:

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 (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>11</b> 1.66%	1.14% ↑	1.40% ↑
	No. of pupils with FT exclusions (% of all pupils)	<b>8</b> 1.21%	0.52% ↑	0.62% ↑
	Average length in days of FT exclusion (% of exclusions)	<b>1.0</b>	2.4 ↓	1.8 ↓
	0.5 to 5 Days	<b>11</b> 100.0%	97.7% ↑	
	6 to 15 days	<b>0</b> 0.0%	1.6% ↓	
	16+ Days	<b>0</b> 0.0%	0.7% ↓	



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

Reason	Code	Primary Comparisons			% of all FT Exclusions						LA	School
		School	LA	England (2017/18)	0%	20%	40%	60%	80%	100%		
Bullying	BU	<b>0.0%</b>	0.0%	0.6% ↓								
Damage	DM	<b>0.0%</b>	2.9% ↓	2.3% ↓								
Drug and alcohol related	DA	<b>0.0%</b>	0.0%	0.1% ↓								
Persistent disruptive behaviour	DB	<b>0.0%</b>	24.8% ↓	28.2% ↓								
Physical assault against a pupil	PP	<b>90.9%</b>	21.6% ↑	21.0% ↑								90.9%
Physical assault against an adult	PA	<b>0.0%</b>	33.7% ↓	27.4% ↓								
Racist abuse	RA	<b>0.0%</b>	0.3% ↓	0.8% ↓								
Sexual misconduct	SM	<b>0.0%</b>	1.3% ↓	0.3% ↓								
Theft	TH	<b>0.0%</b>	0.3% ↓	0.2% ↓								
Verbal abuse/threatening behaviour - adult	VA	<b>0.0%</b>	4.6% ↓	9.5% ↓								
Verbal abuse/threatening behaviour - pupil	VP	<b>0.0%</b>	2.9% ↓	3.8% ↓								
Other	OT	<b>9.1%</b>	7.5% ↑	5.9% ↑								9.1%



# 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 for 2019 is from provisional information on the Nexus forum and is for internal school/LA use only.
<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 for 2019 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.
<b>Key Stage 1</b>	Validated KS1 teacher assessment returns from schools. National data for 2019 is from provisional information on Nexus and is for internal school/LA use only.
<b>Key Stage 2</b>	Unvalidated test and TA data provided by the DfE in September 2019. Pupils have been removed where schools have notified the LA that they meet the eligibility criteria for discounting from the Performance Tables. Historical data is the validated performance table data. National data for 2019 is taken from the DfE provisional Statistical First Release.
<b>School Census</b>	Validated January 2019 school census returns from schools, including subsidiary roll pupils in a small number of schools.
<b>Pupil Absence</b>	School census returns from schools in January and May 2019. Historical data is from DfE validated performance table and Statistical First Release data (in a small number of cases this is suppressed, or not available and therefore not shown). Absence analysis only includes primary age pupils and does not include pupils who are below the statutory school age (age 5).
<b>Exclusions</b>	Exclusions data is based on all notified exclusions to the local authority. Note that fixed term exclusions include half day exclusions. All through schools only show exclusions for pupils known to be primary age.

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 analysis by pupil group charts and therefore individual group totals may not match the total for all pupils. Also note that, in a small number of cases, contextual data may not have been provided in the school census.

## Appendix 2 - Glossary

<b>ARE</b>	Age related expectations
<b>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 2016.
<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)



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