Super School Profile

Torridon Primary School

2022

Produced by Mime
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mime *making information matter*

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About this Profile

Welcome to the 2022 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 2022 is based on early, unvalidated data which includes pupils who were recently arrived from overseas. Note that these new arrivals may be discounted from ASP and IDSR data and therefore the analysis in the Profile may differ from the final published figures.

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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. The arrows do not indicate statistical significance.

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 - Attainment

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	Comparisons 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 5 pupils (10%) 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 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%)

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.

Shading used on the Attainment Pupil Groups Grids

The detailed analysis of performance by pupil groups uses shading to highlight groups that perform above or below average. Note that this does not mean their performance is particularly high or low compared to the same group of pupils elsewhere. Where the group performs at least 10% above or below the 'All Pupils' figure, a darker shade will be used. If the gap is at least 5% a lighter shade will be used. Small groups of 3 or less are in grey font and never shaded green or red.

Colour coding in the Pupil Behaviour section

Where the exclusion rate is lower than the comparator rate, it is indicated with a dark green down arrow (since lower rates are better than higher rates). Any rate that is higher than the comparator rate is shown with a dark red up arrow. In other cases, the arrows may be black because there is no "better or worse" judgement that can be applied.

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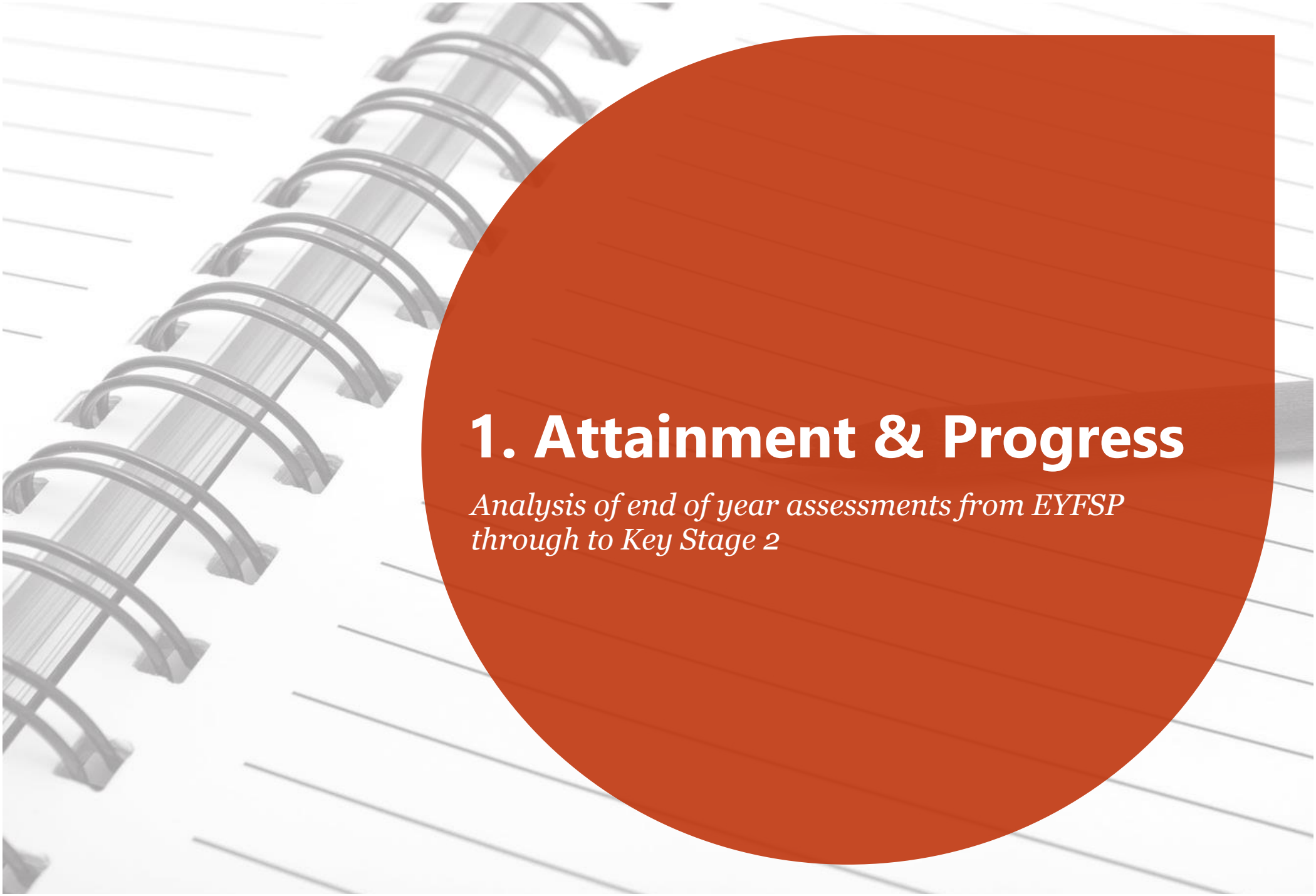

1. Attainment & Progress

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

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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).

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Attainment & Progress Summary (2022)

Torridon Primary School **1a**

Key to shading

- >5* above Eng
- >1* above Eng
- within 1* of Eng
- >1* below Eng
- >5* below Eng

*Number of pupils (see page 4 for explanation)

		School - Over Time					England - Over Time					
		School 2017	School 2018	School 2019	School 2022	School Change from 2019 (-15% -5% +5% +15%)	Eng 2017	Eng 2018	Eng 2019	Eng 2022 Provisional	2022 Difference from England (-15% -5% +5% +15%)	
EYFSP	GLD	75%	79%	67%	**64%**	-3%	71%	72%	72%	**65%**	-1%	**Section 1b**
	Average Score	33.0	34.0	33.4	**31.5**	-1.9	34.5	34.6	34.6	**31.0**	+0.5	
Yr1 Phonics	Achieving Threshold	74%	88%	65%	**82%**	+17%	81%	82%	82%	**76%**	+6%	**Section 1c**
KS1 Expected Standard	Reading TA	80%	79%	71%	**74%**	+3%	76%	75%	75%	**67%**	+7%	**Section 1d**
	Writing TA	69%	74%	55%	**65%**	+10%	68%	70%	69%	**58%**	+7%	
	Maths TA	84%	81%	63%	**77%**	+14%	75%	76%	76%	**68%**	+9%	
KS1 Greater Depth	Reading TA	32%	33%	17%	**13%**	-4%	25%	26%	25%	**18%**	-5%	**Section 1d**
	Writing TA	15%	20%	5%	**14%**	+9%	16%	16%	15%	**8%**	+6%	
	Maths TA	24%	29%	14%	**18%**	+4%	21%	22%	22%	**15%**	+3%	
KS2 Expected Standard	Reading Test	66%	78%	63%	**77%**	+14%	72%	75%	74%	**74%**	+3%	**Section 1e**
	Writing TA	64%	70%	75%	**66%**	-9%	77%	78%	79%	**69%**	-3%	
	Maths Test	71%	78%	78%	**72%**	-6%	75%	75%	79%	**71%**	+1%	
	RWM Test/TA	53%	66%	59%	**62%**	+3%	62%	64%	65%	**58%**	+4%	
	GPS Test	74%	80%	80%	**72%**	-8%	78%	78%	78%	**72%**	-	
KS2 Higher Standard	Reading Test	17%	20%	21%	**36%**	+15%	25%	28%	27%	**28%**	+8%	**Section 1e**
	Writing TA	1%	9%	18%	**14%**	-4%	18%	20%	20%	**13%**	+1%	
	Maths Test	20%	29%	26%	**19%**	-7%	23%	24%	27%	**22%**	-3%	
	RWM Test/TA	1%	4%	9%	**8%**	-1%	9%	10%	11%	**7%**	+1%	
	GPS Test	27%	43%	43%	**43%**	-	31%	34%	36%	**28%**	+15%	
						(-2 -1 0 +1 +2)					(-2 -1 0 +1 +2)	
KS2 Progress	Reading Prog Score	-2.9	-2.3	-3.4	**-0.9**	+2.5	0	0	0	**0**	-0.9	**Section 1e**
	Writing Prog Score	-4.0	-3.4	-1.9	**-2.1**	-0.2	0	0	0	**0**	-2.1	
	Maths Prog Score	-1.6	-1.1	-1.8	**-1.2**	+0.6	0	0	0	**0**	-1.2	

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Early Years Foundation Stage Profile (2022)

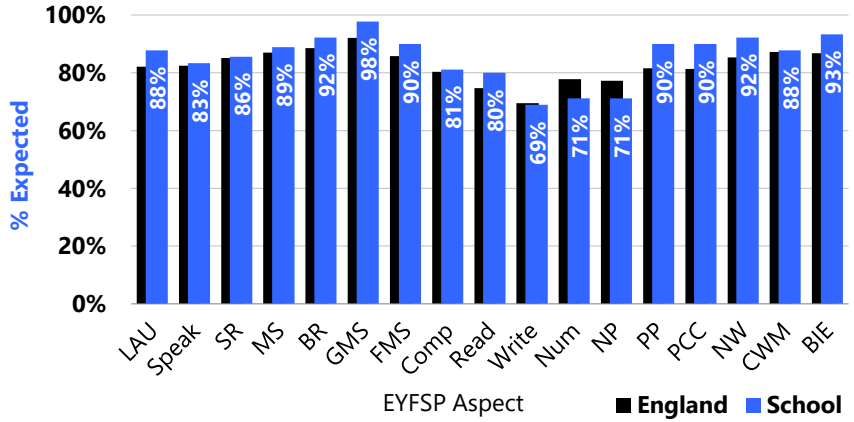
Torridon Primary School **1b**

i) % Achieving Expected Level in Each Aspect of Learning

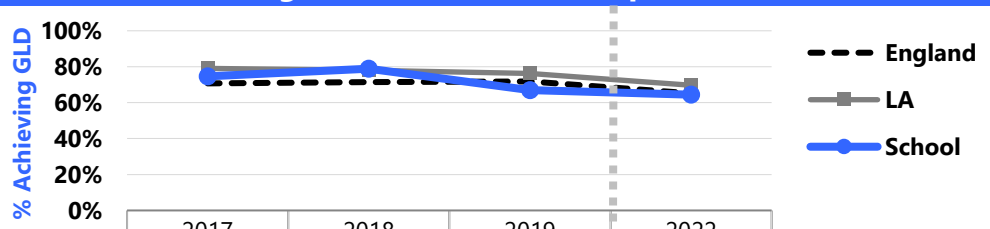
		Aspect	Code	Expected							
				School				LA		England	
				2017	2018	2019	2022 (90 Pupils)	2019	2022	2019	2022
Good Level of Development	CL	Listening, attention and understanding	LAU	90%	92%	87%	**88%**	88%	84% ↑	86%	82% ↑
		Speaking	Speak	88%	90%	88%	**83%**	87%	84%	85%	83%
	PSED	Self-regulation	SR	95%	94%	93%	**86%**	91%	86%	89%	85%
		Managing self	MS	93%	90%	85%	**89%**	90%	89%	87%	87% ↑
		Building relationships	BR	93%	91%	89%	**92%**	91%	90% ↑	89%	89% ↑
	PD	Gross motor skills	GMS	96%	96%	93%	**98%**	94%	94% ↑	89%	92% ↑
		Fine motor skills	FMS				**90%**		89%		86% ↑
	Lit	Comprehension	Comp	76%	84%	70%	**81%**	81%	83% ↓	77%	80%
		Word reading	Read				**80%**		79% ↑		75% ↑
		Writing	Write	75%	80%	70%	**69%**	79%	75% ↓	74%	70%
	Math	Numbers	Num	78%	87%	78%	**71%**	84%	82% ↓	80%	78% ↓
		Numerical patterns	NP				**71%**		82% ↓		77% ↓
	UTW	Past and present	PP	-	-	-	**90%**	-	84% ↑	-	82% ↑
		People, culture and communities	PCC	89%	93%	93%	**90%**	89%	84% ↑	86%	81% ↑
		The natural world	NW	93%	93%	93%	**92%**	90%	88% ↑	86%	85% ↑
	EAD	Creating with materials	CWM	96%	97%	93%	**88%**	92%	91% ↓	89%	87%
		Being imaginative and expressive	BIE	96%	93%	89%	**93%**	92%	91% ↑	89%	87% ↑

NB. Prior year comparisons show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information

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 PVIs.



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



	2017	2018	2019	2022
England	71%	72%	72%	65%
LA	79%	78%	76%	70%
School	75%	79%	67%	64%

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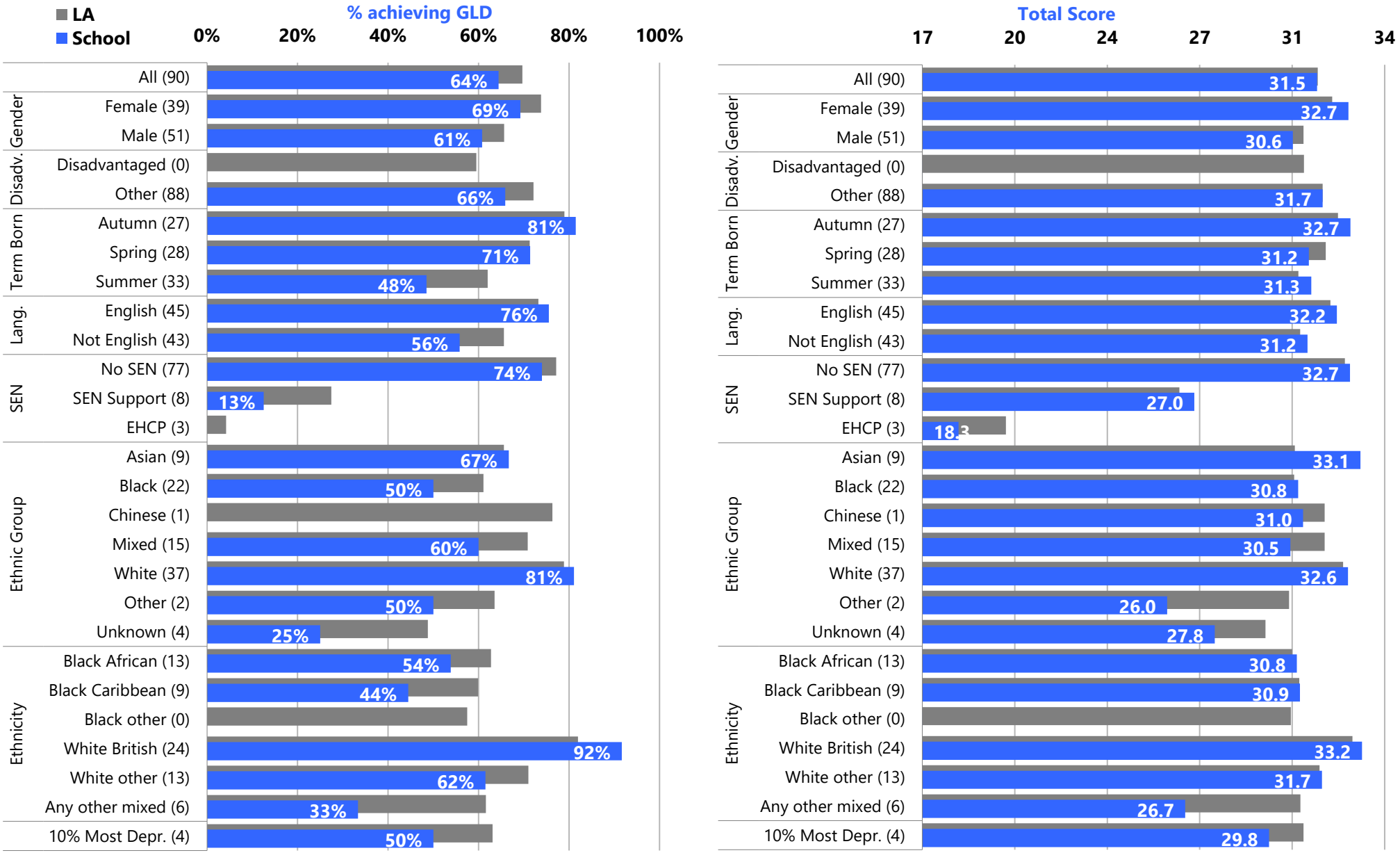
iii) Vulnerable Groups Analysis - % achieving GLD and total score



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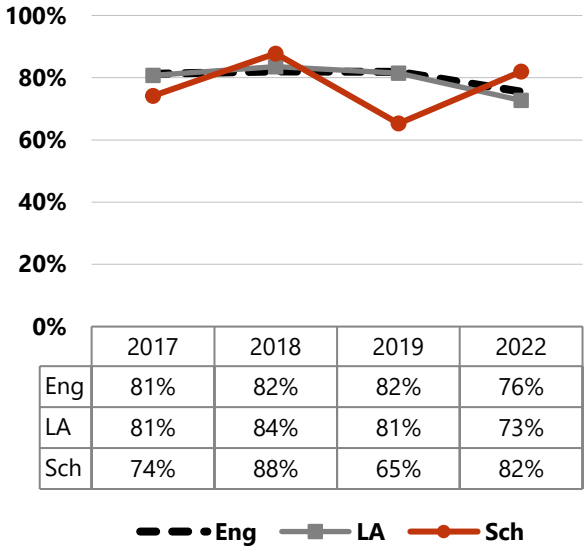
Year 1 Phonics (2022)

Torridon Primary School **1c**

i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2019
82%	73% ↑	76% ↑	65% ↑
83 pupils			

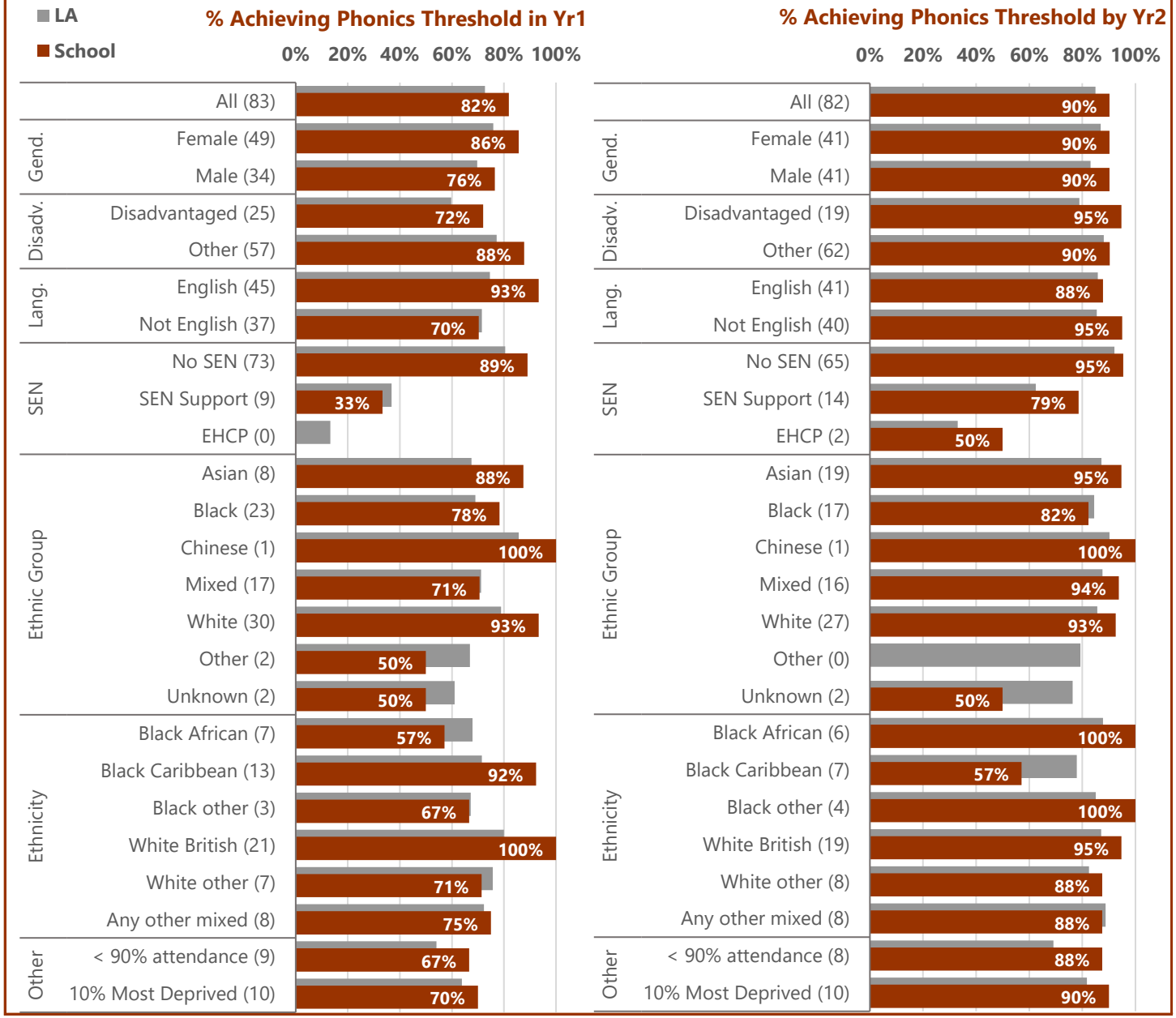


	2017	2018	2019	2022
Eng	81%	82%	82%	76%
LA	81%	84%	81%	73%
Sch	74%	88%	65%	82%

ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)

School	Comparisons	
	LA	Eng 2019
90%	85% ↑	91%
82 pupils		

iii) Vulnerable Groups Analysis



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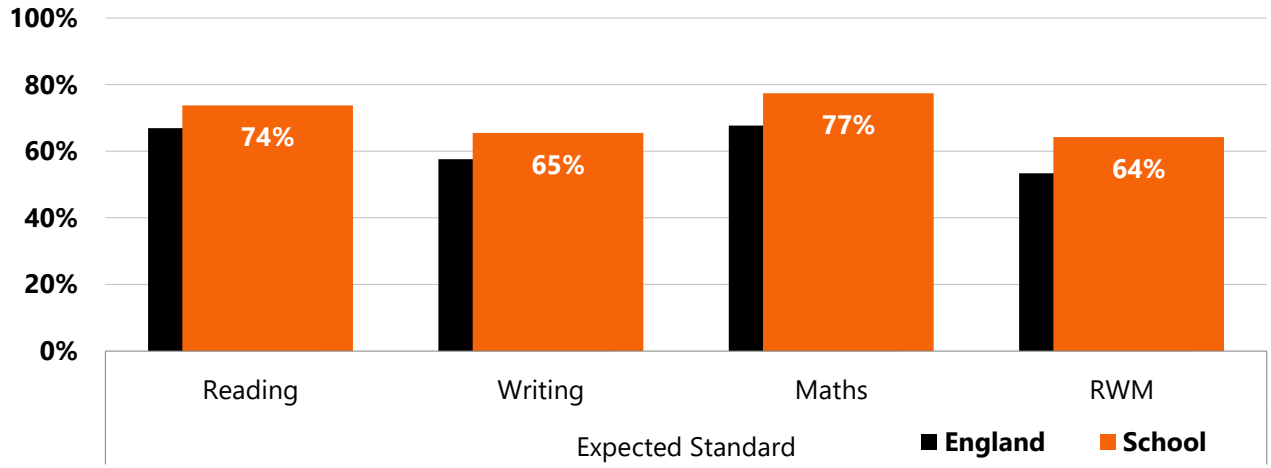
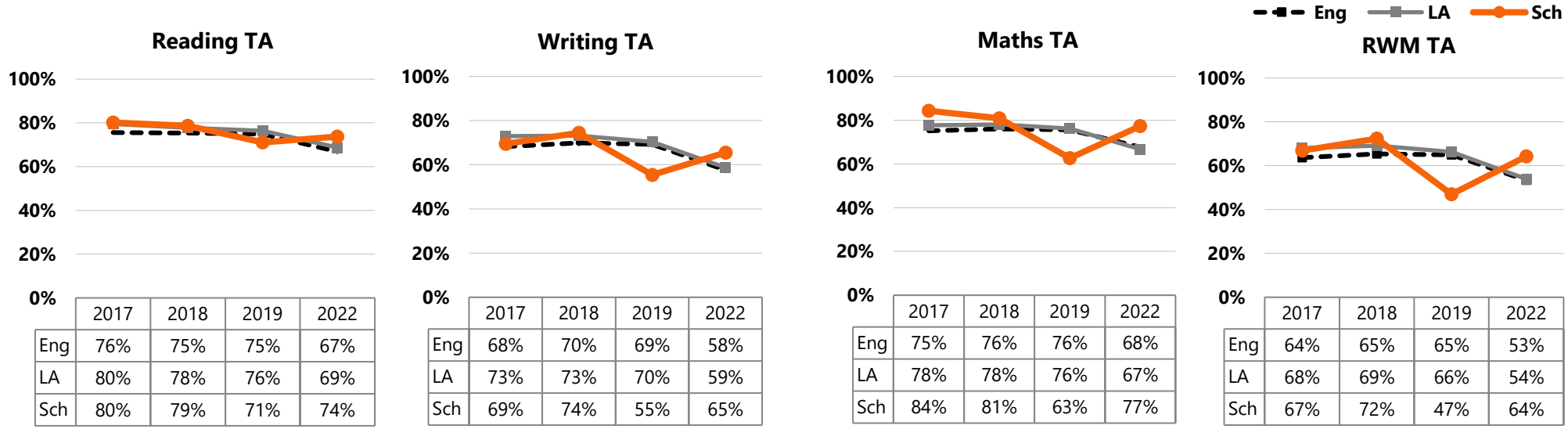
i) % Reaching Expected Standard

Indicator		School (84 Pupils)	Comparisons LA		England	
% Expected	Reading	**74%**	69%	↑	67%	↑
	Writing	**65%**	59%	↑	58%	↑
	Maths	**77%**	67%	↑	68%	↑
	RWM	**64%**	54%	↑	53%	↑



ii) % Reaching Expected Standard (Time Series)



Reading TA	2017	2018	2019	2022
Eng	76%	75%	75%	67%
LA	80%	78%	76%	69%
Sch	80%	79%	71%	74%

Writing TA	2017	2018	2019	2022
Eng	68%	70%	69%	58%
LA	73%	73%	70%	59%
Sch	69%	74%	55%	65%

Maths TA	2017	2018	2019	2022
Eng	75%	76%	76%	68%
LA	78%	78%	76%	67%
Sch	84%	81%	63%	77%

RWM TA	2017	2018	2019	2022
Eng	64%	65%	65%	53%
LA	68%	69%	66%	54%
Sch	67%	72%	47%	64%

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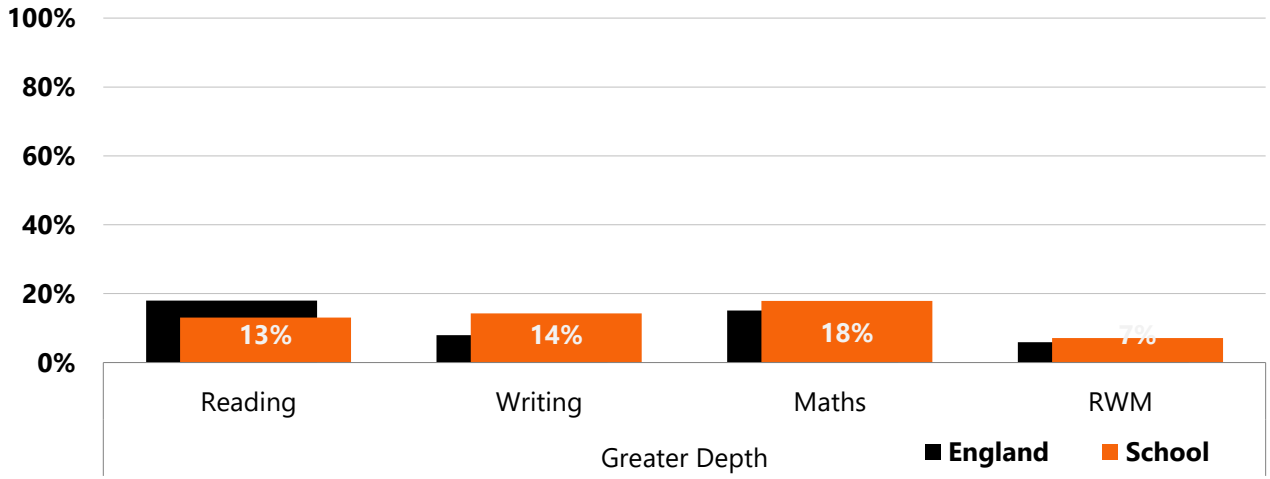
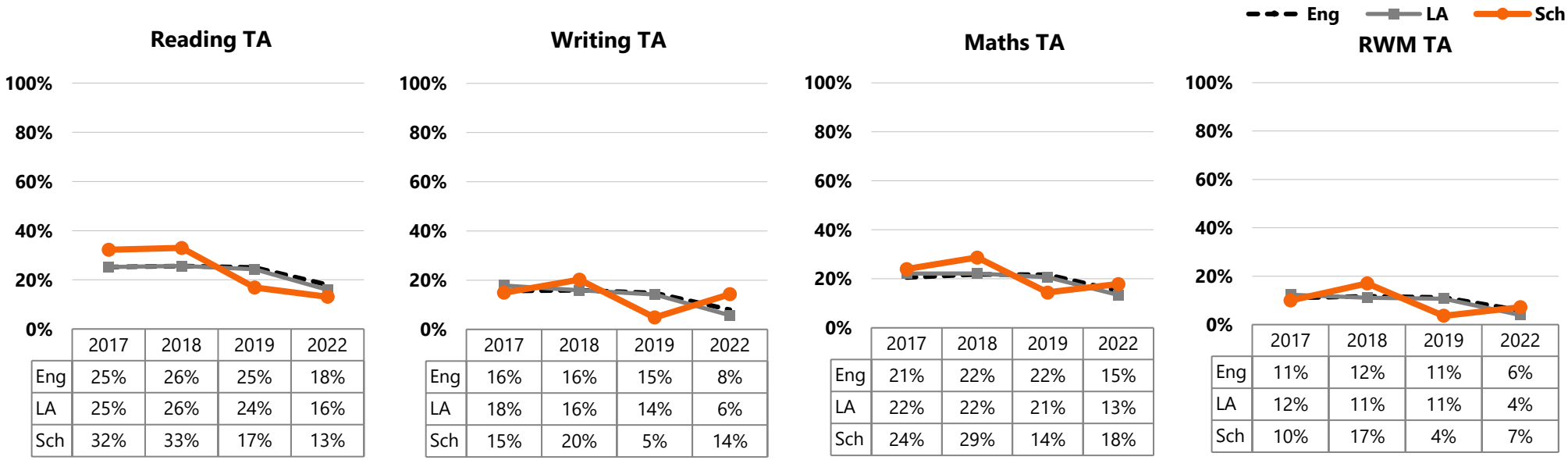
iii) % Working at Greater Depth

Indicator		School (84 Pupils)	Comparisons LA		Comparisons England	
% Greater Depth	Reading	**13%**	16%	↓	18%	↓
	Writing	**14%**	6%	↑	8%	↑
	Maths	**18%**	13%	↑	15%	↑
	RWM	**7%**	4%	↑	6%	↑



iv) % at Greater Depth (Time Series)



Reading TA	2017	2018	2019	2022
Eng	25%	26%	25%	18%
LA	25%	26%	24%	16%
Sch	32%	33%	17%	13%

Writing TA	2017	2018	2019	2022
Eng	16%	16%	15%	8%
LA	18%	16%	14%	6%
Sch	15%	20%	5%	14%

Maths TA	2017	2018	2019	2022
Eng	21%	22%	22%	15%
LA	22%	22%	21%	13%
Sch	24%	29%	14%	18%

RWM TA	2017	2018	2019	2022
Eng	11%	12%	11%	6%
LA	12%	11%	11%	4%
Sch	10%	17%	4%	7%

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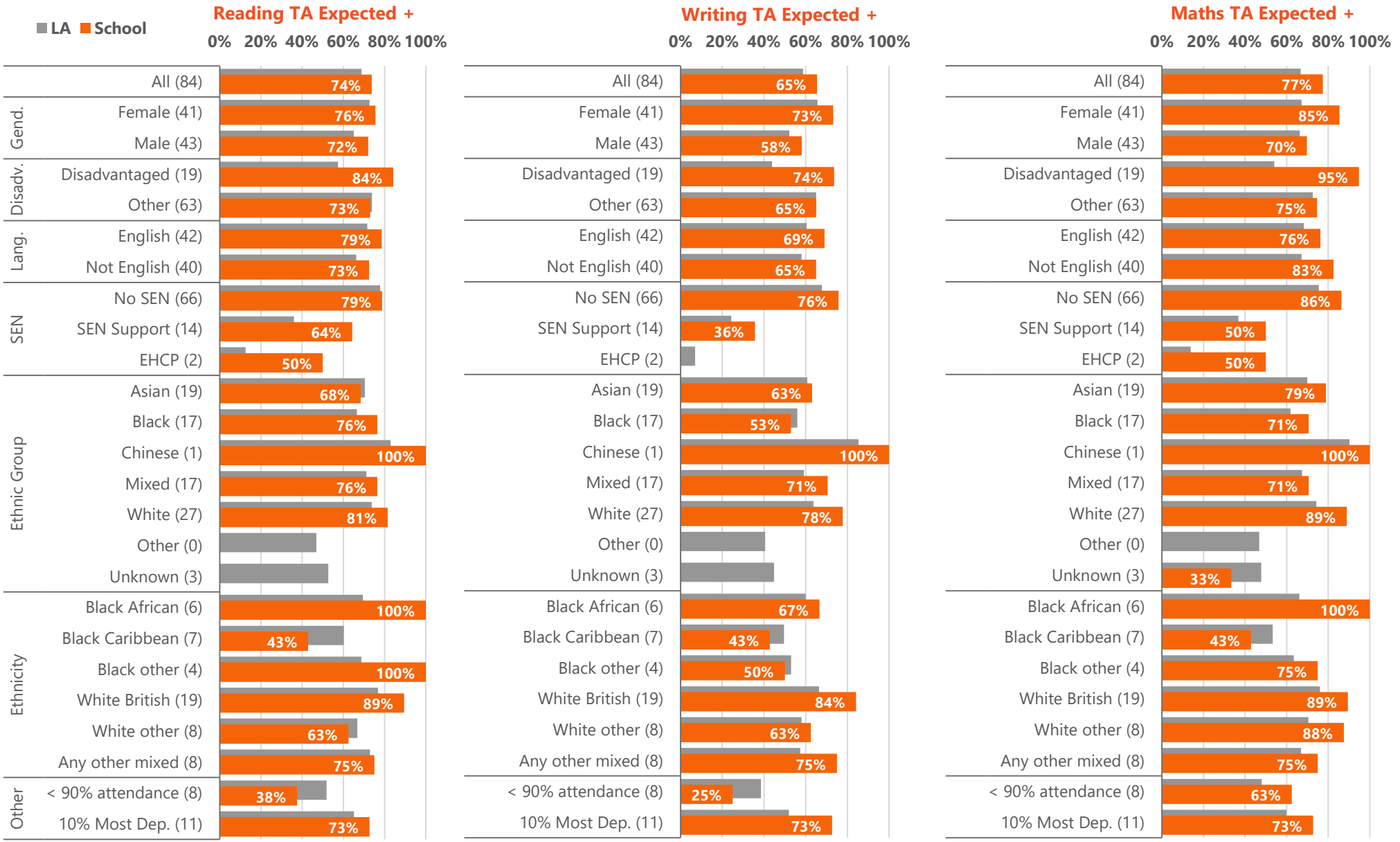
v) Vulnerable Groups Analysis - TA



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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Information on shading used can be found on page 4

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	84	**74%**	13%	**65%**	14%	**77%**	18%	**64%**	7%
Gender	Female	41	**76%**	15%	**73%**	17%	**85%**	22%	**71%**	7%
	Male	43	**72%**	12%	**58%**	12%	**70%**	14%	**58%**	7%
	Gap (Male - Female)		**-4%**	-3%	**-15%**	-5%	**-15%**	-8%	**-13%**	-
FSM	Eligible	26	**73%**	4%	**65%**	8%	**85%**	8%	**65%**	4%
	Not eligible	56	**77%**	18%	**68%**	18%	**77%**	23%	**66%**	9%
	Gap (Eligible - Not eligible)		**-4%**	-14%	**-3%**	-10%	**+8%**	-15%	**-1%**	-5%
Disadv.	Disadvantaged	19	**84%**	5%	**74%**	11%	**95%**	11%	**74%**	5%
	Other	63	**73%**	16%	**65%**	16%	**75%**	21%	**63%**	8%
	Gap (Disadvantaged - Other)		**+11%**	-11%	**+9%**	-5%	**+20%**	-10%	**+11%**	-3%
SEN	No SEN	66	**79%**	17%	**76%**	18%	**86%**	23%	**74%**	9%
	SEN Support	14	**64%**	0%	**36%**	0%	**50%**	0%	**36%**	0%
	EHCP	2	**50%**	0%	**0%**	0%	**50%**	0%	**0%**	0%
Born	Autumn	33	**79%**	18%	**79%**	27%	**85%**	18%	**76%**	12%
	Spring	23	**70%**	4%	**43%**	9%	**65%**	9%	**43%**	4%
	Summer	26	**77%**	15%	**73%**	4%	**85%**	27%	**73%**	4%
Att.	95-100% Attendance	63	**79%**	14%	**75%**	17%	**83%**	21%	**73%**	8%
	90-95% Attendance	11	**82%**	18%	**55%**	9%	**73%**	18%	**55%**	9%
	85-90% Attendance	5	**40%**	0%	**40%**	0%	**80%**	0%	**40%**	0%
	80-85% Attendance	3	**33%**	0%	**0%**	0%	**33%**	0%	**0%**	0%

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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

Information on shading used can be found on page 4

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	84	**74%**	13%	**65%**	14%	**77%**	18%	**64%**	7%
EAL	English	42	**79%**	17%	**69%**	19%	**76%**	17%	**69%**	7%
EAL	Not English	40	**73%**	10%	**65%**	10%	**83%**	20%	**63%**	8%
EAL	Gap (Not English - English)		**-6%**	-7%	**-4%**	-9%	**+7%**	+3%	**-6%**	+1%
Ethnic Groups	Asian	19	**68%**	0%	**63%**	5%	**79%**	16%	**63%**	0%
Ethnic Groups	Black	17	**76%**	6%	**53%**	12%	**71%**	6%	**53%**	6%
Ethnic Groups	Chinese	1	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnic Groups	Mixed	17	**76%**	12%	**71%**	18%	**71%**	12%	**71%**	12%
Ethnic Groups	White	27	**81%**	30%	**78%**	22%	**89%**	33%	**74%**	11%
Ethnic Groups	Unknown	3	**0%**	0%	**0%**	0%	**33%**	0%	**0%**	0%
Ethnicity	Bangladeshi	2	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnicity	Indian	2	**50%**	0%	**50%**	50%	**50%**	0%	**50%**	0%
Ethnicity	Pakistani	3	**100%**	0%	**67%**	0%	**100%**	0%	**67%**	0%
Ethnicity	Asian Other	12	**58%**	0%	**58%**	0%	**75%**	25%	**58%**	0%
Ethnicity	Black African	6	**100%**	17%	**67%**	17%	**100%**	17%	**67%**	17%
Ethnicity	Black Caribbean	7	**43%**	0%	**43%**	0%	**43%**	0%	**43%**	0%
Ethnicity	Black Other	4	**100%**	0%	**50%**	25%	**75%**	0%	**50%**	0%
Ethnicity	Chinese	1	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnicity	White & Asian	1	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%
Ethnicity	White & Black African	2	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	White & Black Caribbean	6	**100%**	0%	**83%**	0%	**83%**	0%	**83%**	0%
Ethnicity	Other Mixed	8	**75%**	13%	**75%**	25%	**75%**	13%	**75%**	13%
Ethnicity	White British	19	**89%**	32%	**84%**	32%	**89%**	37%	**79%**	16%
Ethnicity	White Other	8	**63%**	25%	**63%**	0%	**88%**	25%	**63%**	0%

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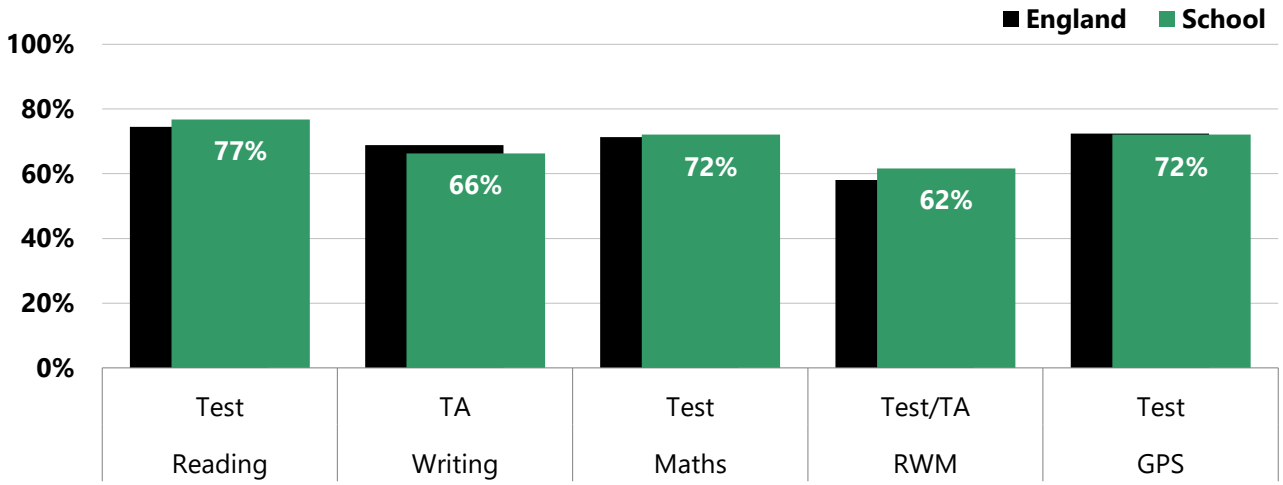
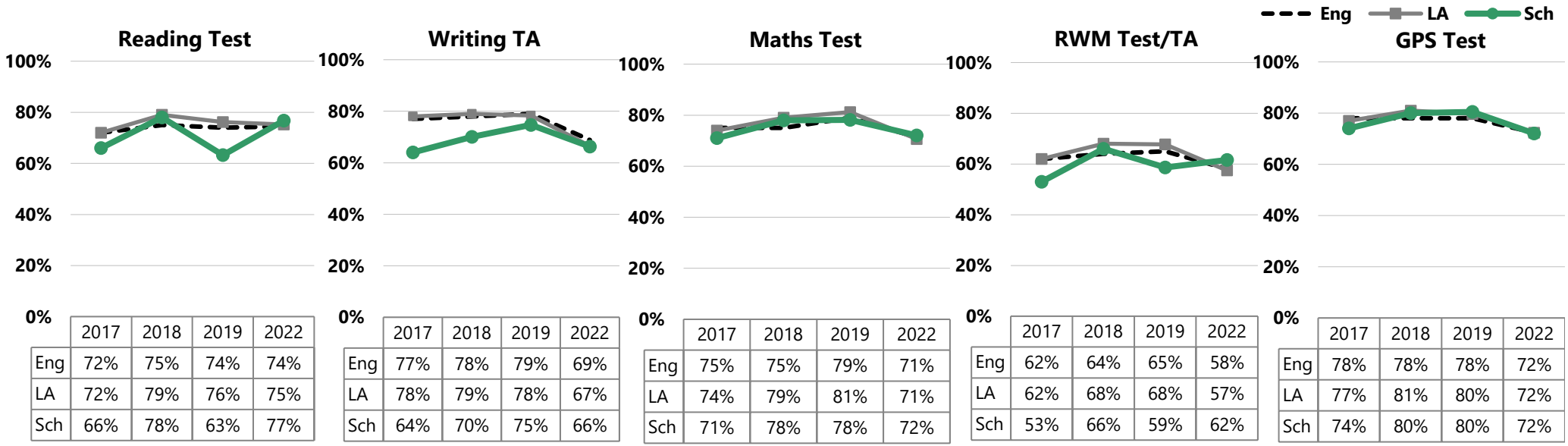
i) % Reaching Expected Standard (Test and TA)

Indicator		School (86 Pupils)	Comparisons LA	Comparisons England
Reading	Test	**77%**	75% ↑	74% ↑
Writing	TA	**66%**	67%	69% ↓
Maths	Test	**72%**	71% ↑	71%
RWM	Test/TA	**62%**	57% ↑	58% ↑
GPS	Test	**72%**	72%	72%



ii) % Reaching Expected Standard (Time Series)



	2017	2018	2019	2022
Eng	72%	75%	74%	74%
LA	72%	79%	76%	75%
Sch	66%	78%	63%	77%

	2017	2018	2019	2022
Eng	77%	78%	79%	69%
LA	78%	79%	78%	67%
Sch	64%	70%	75%	66%

	2017	2018	2019	2022
Eng	75%	75%	79%	71%
LA	74%	79%	81%	71%
Sch	71%	78%	78%	72%

	2017	2018	2019	2022
Eng	62%	64%	65%	58%
LA	62%	68%	68%	57%
Sch	53%	66%	59%	62%

	2017	2018	2019	2022
Eng	78%	78%	78%	72%
LA	77%	81%	80%	72%
Sch	74%	80%	80%	72%

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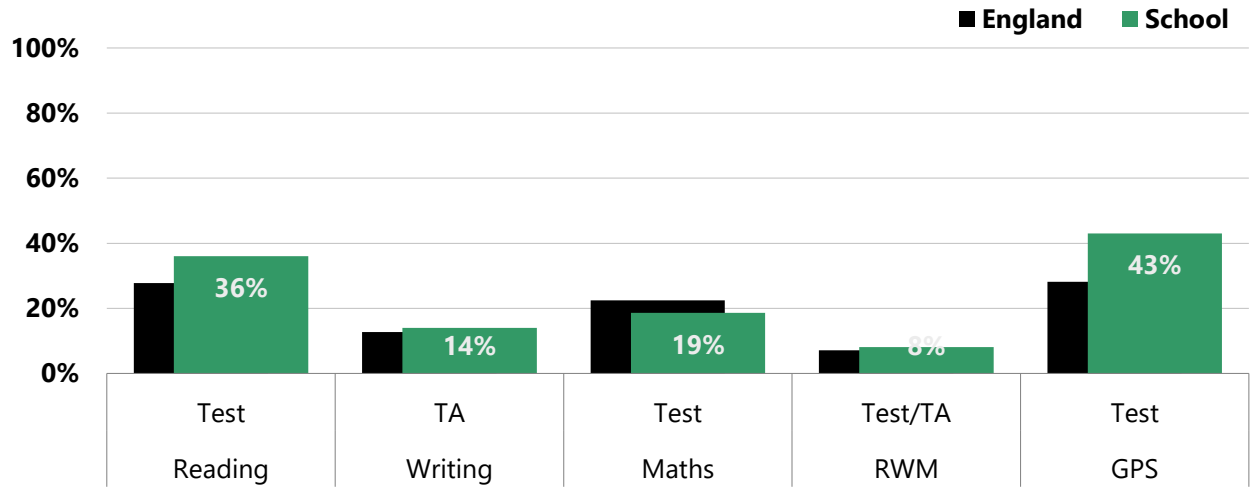
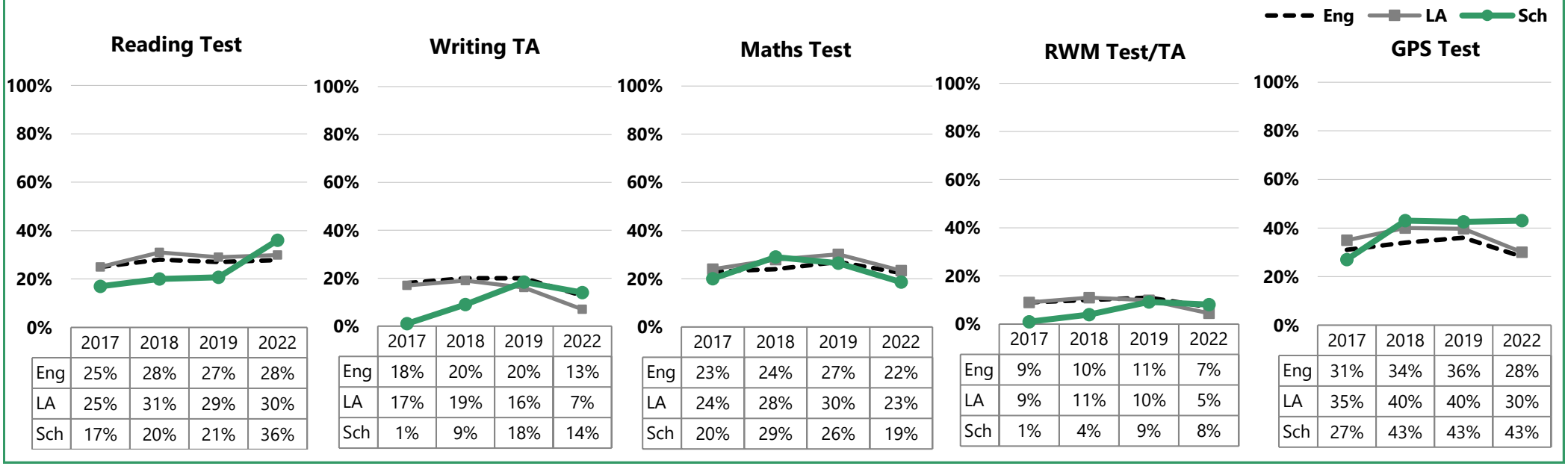
iii) % Reaching a Higher Standard (Test and TA)

Indicator		School (86 Pupils)	Comparisons LA		Comparisons England	
Reading	Test	**36%**	30%	↑	28%	↑
Writing	TA	**14%**	7%	↑	13%	↑
Maths	Test	**19%**	23%	↓	22%	↓
RWM	Test/TA	**8%**	5%	↑	7%	
GPS	Test	**43%**	30%	↑	28%	↑



iv) % Reaching a Higher Standard (Time Series)



Reading Test	2017	2018	2019	2022
Eng	25%	28%	27%	28%
LA	25%	31%	29%	30%
Sch	17%	20%	21%	36%

Writing TA	2017	2018	2019	2022
Eng	18%	20%	20%	13%
LA	17%	19%	16%	7%
Sch	1%	9%	18%	14%

Maths Test	2017	2018	2019	2022
Eng	23%	24%	27%	22%
LA	24%	28%	30%	23%
Sch	20%	29%	26%	19%

RWM Test/TA	2017	2018	2019	2022
Eng	9%	10%	11%	7%
LA	9%	11%	10%	5%
Sch	1%	4%	9%	8%

GPS Test	2017	2018	2019	2022
Eng	31%	34%	36%	28%
LA	35%	40%	40%	30%
Sch	27%	43%	43%	43%

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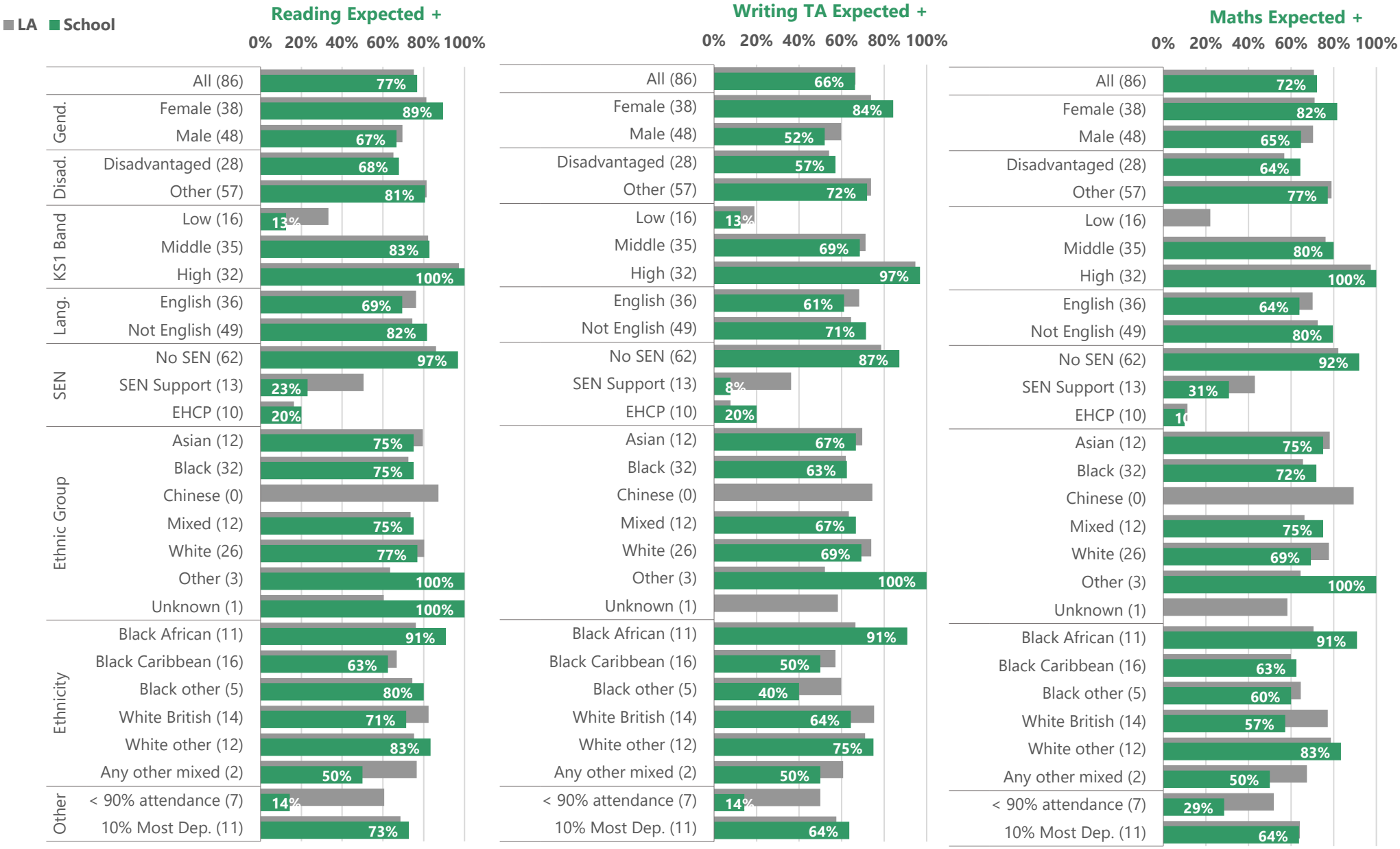
v) Vulnerable Groups Analysis



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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

In some cases pupil nos. will be lower for individual subjects. Information on shading used can be found on page 4

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	86	77%	36%	66%	14%	72%	19%	62%	8%	72%	43%
Gender	Female	38	89%	39%	84%	21%	82%	18%	76%	8%	84%	53%
	Male	48	67%	33%	52%	8%	65%	19%	50%	8%	63%	35%
	Gap (Male - Female)		-22%	-6%	-32%	-13%	-17%	+1%	-26%	-	-21%	-18%
FSM	Eligible	24	67%	33%	50%	8%	67%	17%	50%	0%	58%	29%
	Not eligible	61	80%	38%	74%	16%	75%	20%	67%	11%	79%	49%
	Gap (Eligible - Not eligible)		-13%	-5%	-24%	-8%	-8%	-3%	-17%	-11%	-21%	-20%
Disadv.	Disadvantaged	28	68%	36%	57%	7%	64%	14%	57%	0%	61%	32%
	Other	57	81%	37%	72%	18%	77%	21%	65%	12%	79%	49%
	Gap (Disadvantaged - Other)		-13%	-1%	-15%	-11%	-13%	-7%	-8%	-12%	-18%	-17%
SEN	No SEN	62	97%	50%	87%	19%	92%	26%	82%	11%	94%	58%
	SEN Support	13	23%	0%	8%	0%	31%	0%	8%	0%	15%	0%
	EHCP	10	20%	0%	20%	0%	10%	0%	10%	0%	20%	10%
KS1 PA	Low Prior Attainment	16	13%	0%	13%	0%	0%	0%	0%	0%	13%	0%
	Middle Prior Attainment	35	83%	11%	69%	0%	80%	3%	63%	0%	74%	23%
	High Prior Attainment	32	100%	84%	97%	38%	100%	47%	97%	22%	100%	91%
Born	Autumn	35	80%	40%	66%	23%	77%	20%	66%	14%	74%	54%
	Spring	28	75%	36%	71%	7%	71%	21%	61%	7%	75%	36%
	Summer	22	73%	32%	64%	9%	68%	14%	59%	0%	68%	36%
Att.	95-100% Attendance	57	82%	42%	68%	16%	77%	25%	65%	11%	75%	49%
	90-95% Attendance	21	81%	33%	81%	14%	76%	10%	71%	5%	86%	43%
	85-90% Attendance	5	0%	0%	0%	0%	20%	0%	0%	0%	0%	0%
	80-85% Attendance	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<=80% Attendance	1	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%

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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

In some cases pupil nos. will be lower for individual subjects. Information on shading used can be found on page 4

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	86	**77%**	36%	**66%**	14%	**72%**	19%	**62%**	8%	**72%**	43%
EAL	English	36	**69%**	28%	**61%**	11%	**64%**	17%	**56%**	6%	**64%**	36%
EAL	Not English	49	**82%**	43%	**71%**	16%	**80%**	20%	**67%**	10%	**80%**	49%
EAL	Gap (Not English - English)		**+13%**	+15%	**+10%**	+5%	**+16%**	+3%	**+11%**	+4%	**+16%**	+13%
Ethnic Groups	Asian	12	**75%**	50%	**67%**	8%	**75%**	33%	**58%**	8%	**83%**	50%
Ethnic Groups	Black	32	**75%**	31%	**63%**	9%	**72%**	13%	**63%**	3%	**66%**	41%
Ethnic Groups	Mixed	12	**75%**	42%	**67%**	25%	**75%**	17%	**58%**	17%	**83%**	50%
Ethnic Groups	White	26	**77%**	35%	**69%**	15%	**69%**	23%	**62%**	12%	**69%**	42%
Ethnic Groups	Other	3	**100%**	33%	**100%**	33%	**100%**	0%	**100%**	0%	**100%**	33%
Ethnic Groups	Unknown	1	**100%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	Pakistani	2	**100%**	0%	**50%**	0%	**50%**	0%	**50%**	0%	**100%**	50%
Ethnicity	Asian Other	10	**70%**	60%	**70%**	10%	**80%**	40%	**60%**	10%	**80%**	50%
Ethnicity	Black African	11	**91%**	36%	**91%**	18%	**91%**	18%	**91%**	9%	**82%**	55%
Ethnicity	Black Caribbean	16	**63%**	25%	**50%**	6%	**63%**	13%	**50%**	0%	**56%**	38%
Ethnicity	Black Other	5	**80%**	40%	**40%**	0%	**60%**	0%	**40%**	0%	**60%**	20%
Ethnicity	White & Asian	2	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%
Ethnicity	White & Black African	2	**50%**	0%	**100%**	0%	**50%**	0%	**50%**	0%	**100%**	50%
Ethnicity	White & Black Caribbean	6	**83%**	33%	**50%**	0%	**83%**	0%	**50%**	0%	**83%**	33%
Ethnicity	Other Mixed	2	**50%**	50%	**50%**	50%	**50%**	0%	**50%**	0%	**50%**	50%
Ethnicity	White British	14	**71%**	36%	**64%**	7%	**57%**	29%	**57%**	7%	**57%**	43%
Ethnicity	White Other	12	**83%**	33%	**75%**	25%	**83%**	17%	**67%**	17%	**83%**	42%
Ethnicity	Any Other Ethnicity	3	**100%**	33%	**100%**	33%	**100%**	0%	**100%**	0%	**100%**	33%

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vii) 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	Pre-KS	1	1 100% LA: 85%	- LA: 13%	- LA: 2%
	Working Towards	19	17 89% LA: 57%	2 11% LA: 38%	0 0% LA: 5%
	Expected Standard	33	1 3% LA: 14%	26 79% LA: 61%	6 18% LA: 25%
	Greater Depth	29	0 0% LA: 2%	4 14% LA: 33%	25 86% LA: 66%

Maths		Total Pupils	Key Stage 2 - Maths Test: Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
Key Stage 1 Maths	Pre-KS	1	1 100% LA: 94%	- LA: 6%	- LA: 0%
	Working Towards	16	15 94% LA: 71%	1 6% LA: 27%	0 0% LA: 2%
	Expected Standard	42	6 14% LA: 19%	34 81% LA: 64%	2 5% LA: 17%
	Greater Depth	23	0 0% LA: 1%	9 39% LA: 35%	14 61% LA: 64%

Writing		Total Pupils	Key Stage 2 - Writing TA: Below Expected	Expected Standard	Greater Depth
Key Stage 1 Writing	Pre-KS	1	- LA: 93%	1 100% LA: 7%	- LA: 0%
	Working Towards	24	20 83% LA: 66%	4 17% LA: 34%	0 0% LA: 0%
	Expected Standard	39	6 15% LA: 18%	33 85% LA: 77%	0 0% LA: 5%
	Greater Depth	19	0 0% LA: 0%	7 37% LA: 73%	12 63% LA: 27%

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

viii) KS1 to KS2 Progress Scores

Subject	School: Average KS2 Scaled Score*	School: Progress Score	Comparisons: LA	Comparisons: National
Reading	104.8	-0.9	+0.3 ↓	0.0 ↓
Writing		-2.1	-1.0 ↓	0.0 ↓
Maths	103.6	-1.2	-0.1 ↓	0.0 ↓

* NB. Some pupils with a scaled score are not included in the progress scores (e.g. because they have no prior attainment) and vice-versa

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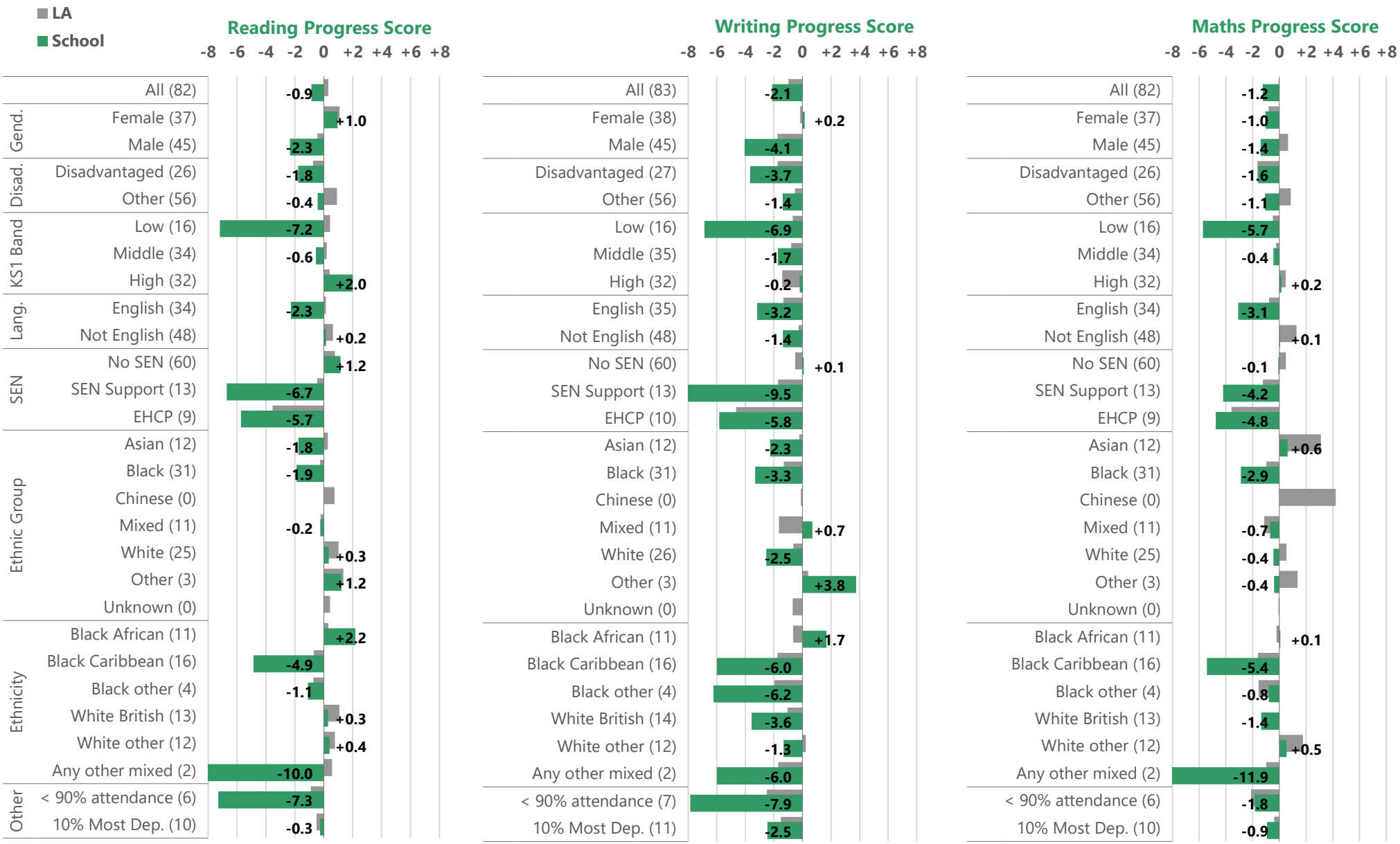
ix) Vulnerable Groups Analysis - Average Progress Score (Reading, Writing and Maths)



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Vulnerable Groups Grid (2022)

		EYFSP GLD Eng: 65%	Yr1 Phonics 32+ Eng: 76%	KS1 (Expected+) Reading Eng: 67%	KS1 (Expected+) Writing Eng: 58%	KS1 (Expected+) Maths Eng: 68%	KS2 (Expected+) Reading Eng: 74%	KS2 (Expected+) Writing Eng: 69%	KS2 (Expected+) Maths Eng: 71%
All Pupils	All	64%	82%	74%	65%	77%	77%	66%	72%
Gender	Female	69%	86%	76%	73%	85%	89%	84%	82%
	Male	61%	76%	72%	58%	70%	67%	52%	65%
Disadv	Disadvantaged		72%	84%	74%	95%	68%	57%	64%
	Other	66%	88%	73%	65%	75%	81%	72%	77%
Term Born	Autumn	81%	85%	79%	79%	85%	80%	66%	77%
	Spring	71%	81%	70%	43%	65%	75%	71%	71%
	Summer	48%	82%	77%	73%	85%	73%	64%	68%
Language	English	76%	93%	79%	69%	76%	69%	61%	64%
	Not English	56%	70%	73%	65%	83%	82%	71%	80%
SEN	No SEN	74%	89%	79%	76%	86%	97%	87%	92%
	SEN Support	13%	33%	64%	36%	50%	23%	8%	31%
	EHCP	0%					20%	20%	10%
Ethnicity	Asian	67%	88%	68%	63%	79%	75%	67%	75%
	Black	50%	78%	76%	53%	71%	75%	63%	72%
	Mixed	60%	71%	76%	71%	71%	75%	67%	75%
	White	81%	93%	81%	78%	89%	77%	69%	69%
	Other						100%	100%	100%

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
90

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.

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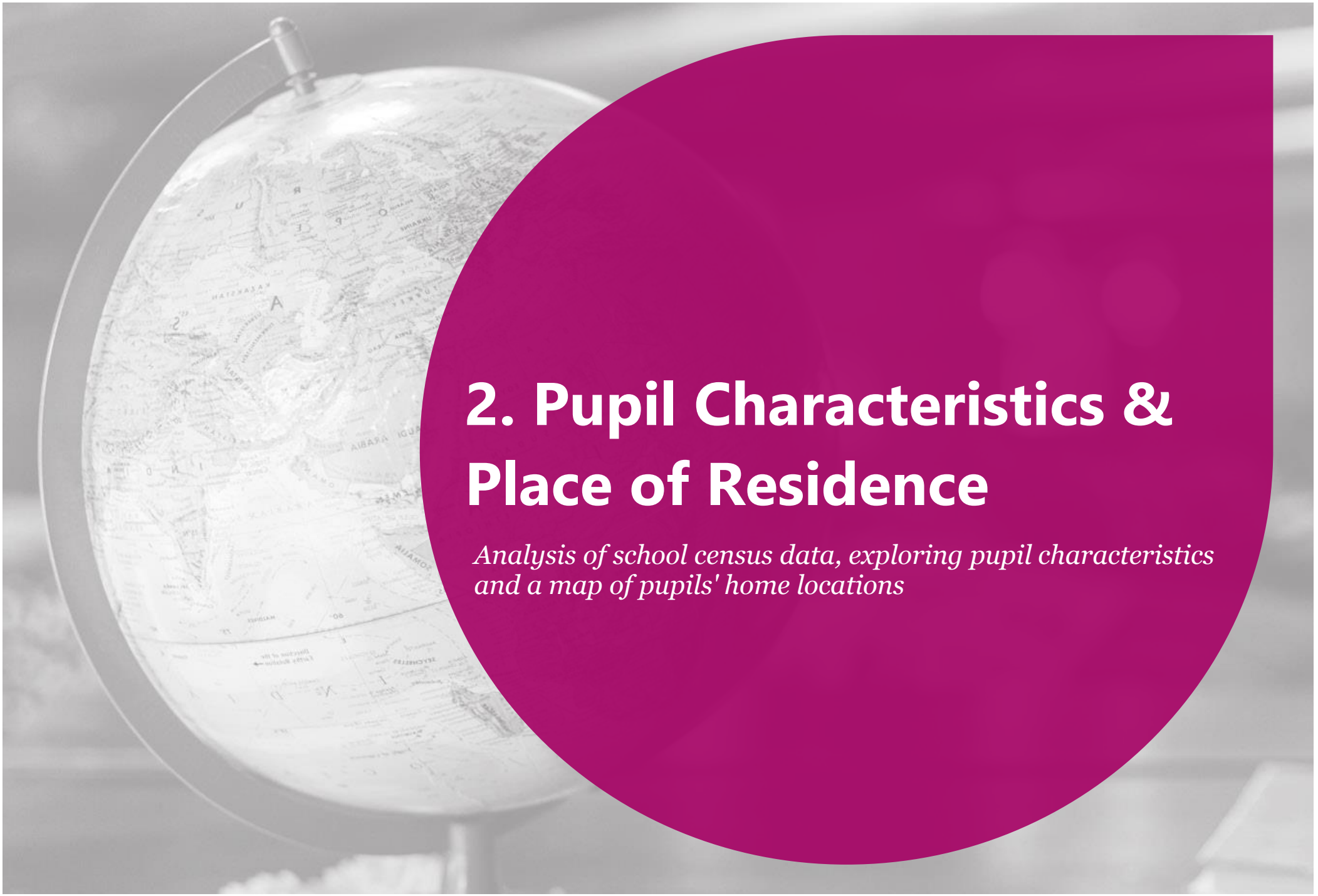

2. Pupil Characteristics & Place of Residence

Analysis of school census data, exploring pupil characteristics and a map of pupils' home locations

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Pupil Breakdown by Contextual Characteristic (1)

636 Pupils on roll in Jan 2022

Pupil Characteristic		Torridon Primary School: Year Group Analysis N	R	Y1	Y2	Y3	Y4	Y5	Y6	Torridon Primary School: School		LA (Primary Age Maintained): LA	School Difference vs LA
	Total Roll	**37**	**90**	**86**	**86**	**84**	**90**	**78**	**85**	**636**			
Gender	Female	18	40	50	43	35	46	32	38	**302**	**47.5%**	49.5%	-2.0%
Gender	Male	19	50	36	43	49	44	46	47	**334**	**52.5%**	50.5%	+2.0%
FSM	Eligible	0	14	29	27	23	21	22	24	**160**	**25.2%**	23.3%	+1.9%
FSM	Not Eligible	37	76	57	59	61	69	56	61	**476**	**74.8%**	76.7%	-1.9%
Joined School	Joined in Reception / Nursery	37	90	78	75	64	79	60	73	**556**	**87.4%**	83.1%	+4.3%
Joined School	Joined in Year 1 or 2			8	11	11	3	6	6	**45**	**7.1%**	8.7%	-1.6%
Joined School	Joined in Year 3 or 4					9	8	9	2	**28**	**4.4%**	6.4%	-2.0%
Joined School	Joined in Year 5 or 6							3	4	**7**	**1.1%**	1.7%	-0.6%
SEN Stage	No Special Educational Need	35	78	76	70	60	66	58	62	**505**	**79.4%**	82.9%	-3.5%
SEN Stage	SEN Support	2	9	10	14	19	17	18	13	**102**	**16.0%**	14.3%	+1.7%
SEN Stage	EHCP / Statement	0	3	0	2	5	7	2	10	**29**	**4.6%**	2.8%	+1.8%
SEN Primary Need	Autistic Spectrum Disorder	0	1	0	1	4	6	1	9	**22**	**3.5%**	2.1%	+1.4%
SEN Primary Need	Hearing Impairment	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.2%	-0.2%
SEN Primary Need	Moderate Learning Difficulty	0	0	0	0	0	1	1	3	**5**	**0.8%**	0.7%	+0.1%
SEN Primary Need	Multi-Sensory Impairment	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.0%	-
SEN Primary Need	Physical Disability	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.3%	-0.3%
SEN Primary Need	Profound & Multiple Learning	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.0%	-
SEN Primary Need	Severe Learning Difficulty	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.1%	-0.1%
SEN Primary Need	Social, Emotional & Mental Health	1	0	1	2	0	3	3	1	**11**	**1.7%**	2.0%	-0.3%
SEN Primary Need	Specific Learning Difficulty	0	2	0	1	0	0	0	0	**3**	**0.5%**	1.7%	-1.2%
SEN Primary Need	Speech, Language & Comm.	1	9	5	3	5	3	2	4	**32**	**5.0%**	7.7%	-2.7%
SEN Primary Need	Visual Impairment	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.1%	-0.1%
SEN Primary Need	Other Difficulty/Disability	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.5%	-0.5%
SEN Primary Need	No Specialist Assessment	0	0	4	9	15	11	13	6	**58**	**9.1%**	1.5%	+7.6%
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	2	4	11	11	10	9	8	11	**66**	**10.4%**	11.5%	-1.1%
Deprivation Band (IDACI)	Band 1b: 10-20%	7	14	21	18	23	22	16	20	**141**	**22.2%**	25.6%	-3.4%
Deprivation Band (IDACI)	Band 2: 20-40%	24	60	44	44	43	54	43	38	**350**	**55.0%**	41.4%	+13.6%
Deprivation Band (IDACI)	Band 3: 40-60%	4	11	9	12	7	4	8	13	**68**	**10.7%**	14.2%	-3.5%
Deprivation Band (IDACI)	Band 4: 60-80%	0	1	1	0	1	0	3	1	**7**	**1.1%**	5.3%	-4.2%
Deprivation Band (IDACI)	Band 5: Least Deprived 20%	0	0	0	1	0	0	0	2	**3**	**0.5%**	1.8%	-1.3%
Deprivation Band (IDACI)	Unmatched Postcode	0	0	0	0	0	1	0	0	**1**	**0.2%**	0.2%	-

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Pupil Breakdown by Contextual Characteristic (2)

636 Pupils on roll in Jan 2022

Pupil Characteristic		Torridon Primary School – Year Group Analysis N	R	Y1	Y2	Y3	Y4	Y5	Y6	Torridon Primary School – School		LA (Primary Age Maintained) Jan 22	School Difference vs LA
Ethnicity	Asian or Asian British	**10**	**10**	**8**	**19**	**16**	**19**	**12**	**12**	**106**	**16.7%**	5.9%	+10.8%
	Bangladeshi	0	0	0	2	3	1	0	0	6	0.9%	0.7%	+0.2%
	Indian	0	2	2	2	0	4	3	0	13	2.0%	1.1%	+0.9%
	Pakistani	1	4	1	3	3	2	2	2	18	2.8%	0.9%	+1.9%
	Any Other Asian Background	9	4	5	12	10	12	7	10	69	10.8%	3.2%	+7.6%
	Black or Black British	**10**	**23**	**25**	**18**	**28**	**29**	**24**	**32**	**189**	**29.7%**	29.6%	+0.1%
	Black - African	4	14	9	7	5	10	7	11	67	10.5%	15.2%	-4.7%
	Black Caribbean	4	9	13	7	17	11	12	16	89	14.0%	9.5%	+4.5%
	Any Other Black Background	2	0	3	4	6	8	5	5	33	5.2%	4.8%	+0.4%
	Chinese	**0**	**1**	**1**	**1**	**0**	**1**	**0**	**0**	**4**	**0.6%**	1.5%	-0.9%
	Mixed	**6**	**15**	**19**	**19**	**15**	**17**	**17**	**12**	**120**	**18.9%**	17.6%	+1.3%
	White and Black African	0	0	2	2	1	3	1	2	11	1.7%	2.7%	-1.0%
	White and Black Caribbean	4	4	7	7	7	7	9	6	51	8.0%	5.3%	+2.7%
	White and Asian	0	5	1	1	1	2	0	2	12	1.9%	2.6%	-0.7%
	Any Other Mixed Background	2	6	9	9	6	5	7	2	46	7.2%	7.1%	+0.1%
	White	**8**	**37**	**30**	**28**	**25**	**21**	**21**	**26**	**196**	**30.8%**	37.7%	-6.9%
	White - British	6	24	21	20	14	14	11	14	124	19.5%	25.5%	-6.0%
	White - Irish	0	0	2	0	0	0	0	0	2	0.3%	0.5%	-0.2%
	Gypsy / Roma	0	0	0	0	0	0	0	0	0	0.0%	0.1%	-0.1%
	Traveller of Irish Heritage	0	0	0	0	0	0	0	0	0	0.0%	0.0%	-
	Any Other White Background	2	13	7	8	11	7	10	12	70	11.0%	11.6%	-0.6%
	Other	**1**	**2**	**2**	**0**	**0**	**2**	**2**	**3**	**12**	**1.9%**	3.7%	-1.8%
	Unknown	**2**	**2**	**1**	**1**	**0**	**1**	**2**	**0**	**9**	**1.4%**	4.0%	-2.6%
	Refused	2	2	1	1	0	1	2	0	9	1.4%	1.5%	-0.1%
	Information Not Yet Obtained	0	0	0	0	0	0	0	0	0	0.0%	2.6%	-2.6%
Lang.	English	16	45	48	45	47	49	36	36	**322**	**50.6%**	63.6%	-13.0%
	Not English	21	45	38	41	37	41	42	49	**314**	**49.4%**	36.3%	+13.1%
	Unknown	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.1%	-0.1%

School: 0% 50% 100%

School Difference vs LA: -15% 0% 15%

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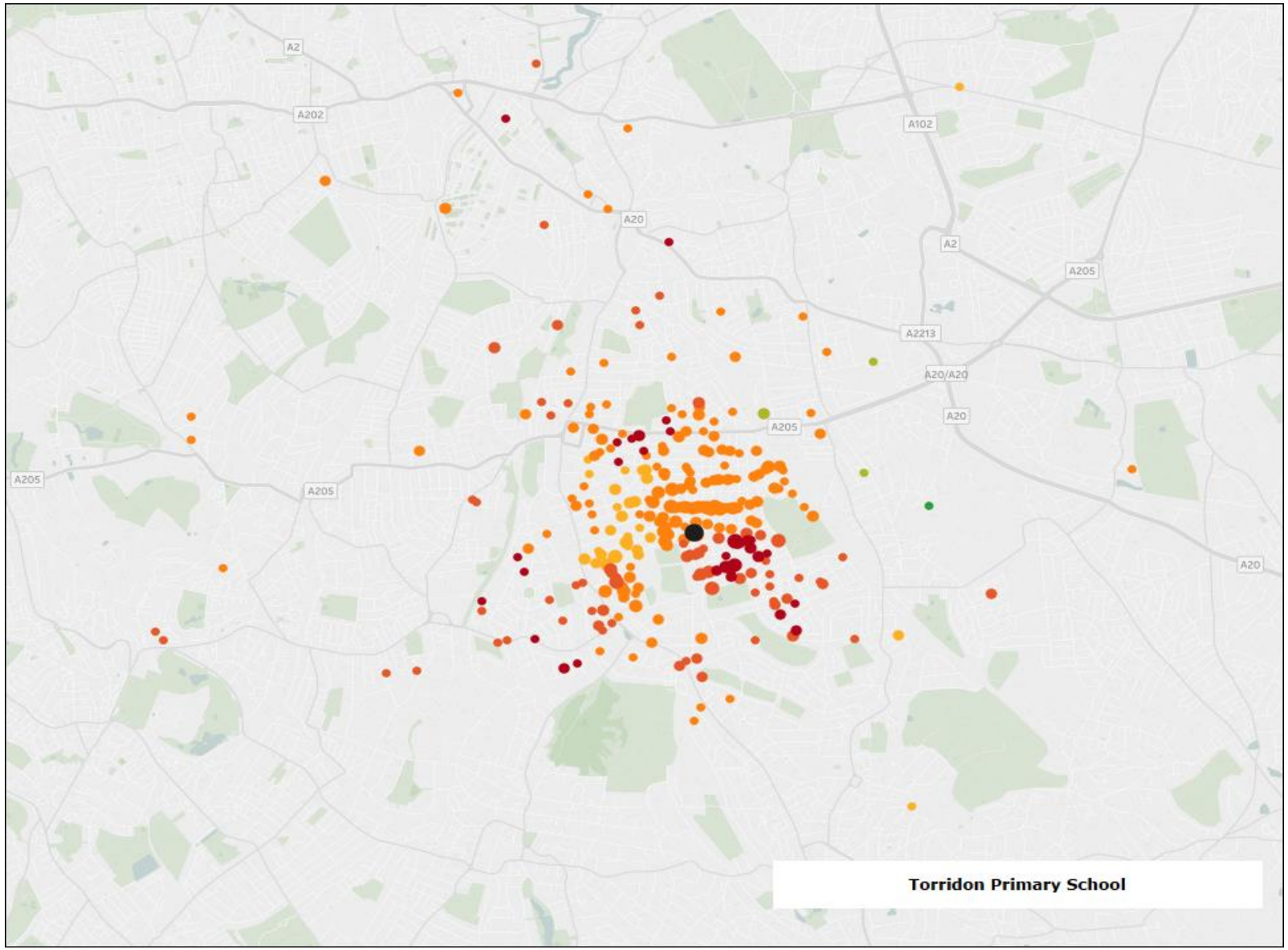
Map of Pupil Residence (Jan 2022)

Torridon Primary School **2b**



Map shows 620 pupils. Does not show 15 outside the map boundaries and 1 with missing or unrecognised postcode.

Key (Deprivation Band):

- Band 1a: 10% Most Deprived
- Band 1b: 10-20%
- Band 2: 20-40%
- Band 3: 40-60%
- Band 4: 60-80%
- Band 5: 20% Least Deprived
- Unknown IDACI band
- Location of school

Questions to Consider

1. Are there local areas that do not have many pupils attending your school? If so, what are the reasons for this?
2. Do pupils that travel further to your school come from more deprived or less deprived areas?

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.

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3. Pupil Behaviour

Analysis of pupil absence and exclusions

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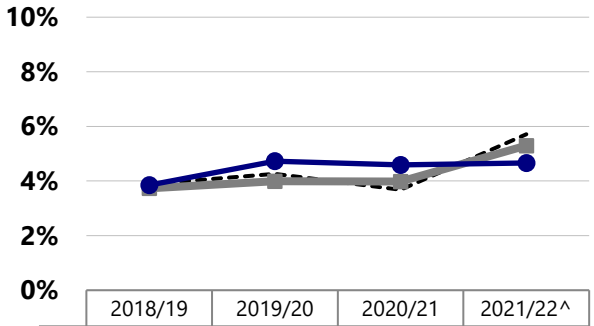
Pupil Absence (Autumn & Spring Terms)

Torridon Primary School **3a**

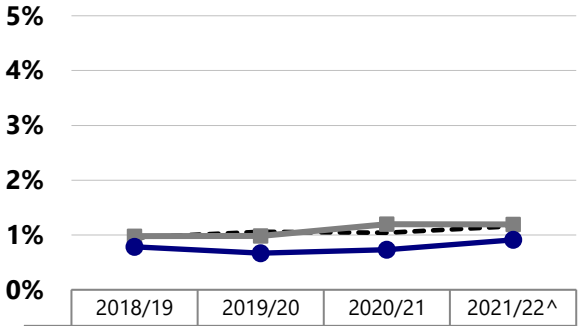
i) Overall and Unauthorised Absence (Time Series) - Autumn & Spring Terms*

Overall Absence



	2018/19	2019/20	2020/21	2021/22^
Eng	3.9%	4.3%	3.7%	5.7%
LA	3.7%	4.0%	4.0%	5.3%
Sch	3.9%	4.7%	4.6%	4.7%

Unauthorised Absence

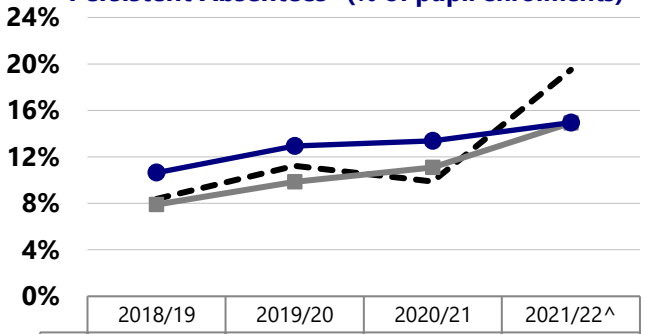


	2018/19	2019/20	2020/21	2021/22^
Eng	1.0%	1.1%	1.0%	1.2%
LA	1.0%	1.0%	1.2%	1.2%
Sch	0.8%	0.7%	0.7%	0.9%

Eng
LA
Sch

ii) Persistent Absentees - Aut/Spr*

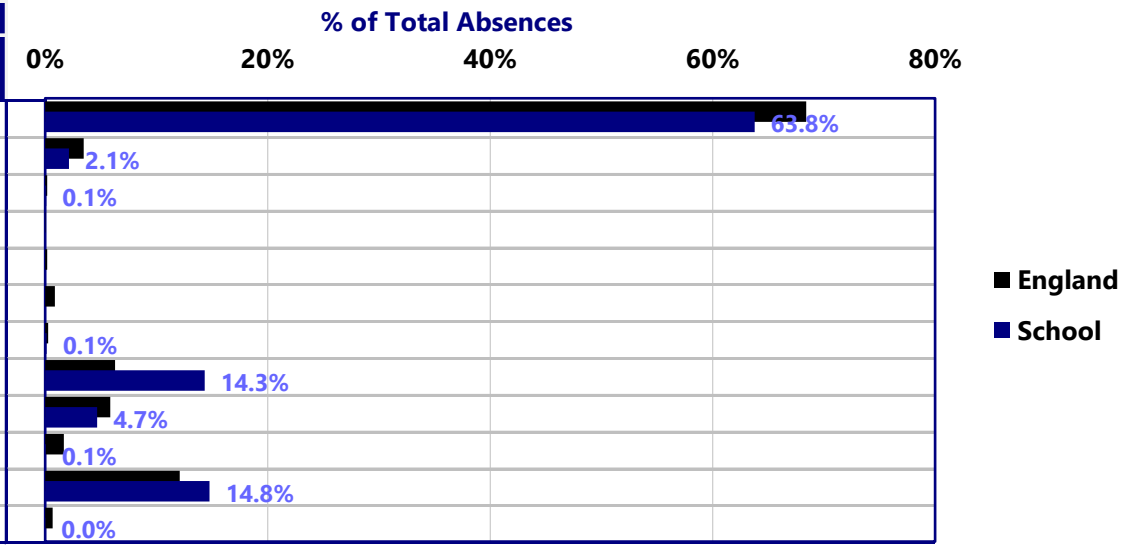
Persistent Absentees[1] (% of pupil enrolments)



	2018/19	2019/20	2020/21	2021/22^
Eng	8.4%	11.2%	9.9%	19.5%
LA	7.9%	9.8%	11.1%	14.9%
Sch	10.6%	12.9%	13.4%	15.0%

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

	Reason	Code	School	Comparisons LA	Comparisons England^
Authorised	Illness (inc from COVID)	I	**63.8%**	64.3% ↓	68.4% ↓
Authorised	Medical/dental appt	M	**2.1%**	3.8% ↓	3.5% ↓
Authorised	Religious observance	R	**0.1%**	0.1%	0.2% ↓
Authorised	Study leave	S	**0.0%**	0.0%	0.0%
Authorised	Traveller absence	T	**0.0%**	0.0%	0.2% ↓
Authorised	Agreed holiday	H	**0.0%**	1.1% ↓	0.9% ↓
Authorised	Excluded	E	**0.1%**	0.2% ↓	0.3% ↓
Authorised	Other authorised	C	**14.3%**	8.0% ↑	6.3% ↑
Unauth	Holiday not agreed	G	**4.7%**	3.3% ↑	5.9% ↓
Unauth	Arrived late	U	**0.1%**	2.0% ↓	1.7% ↓
Unauth	Other unauthorised	O	**14.8%**	16.3% ↓	12.1% ↑
Unauth	No reason yet	N	**0.0%**	0.9% ↓	0.7% ↓



*2019/20 and 2020/21 data was affected by the COVID pandemic and only shows the Autumn term position for schools, LA and England. In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22.

^England comparisons for 2021/22 are for the Autumn term only.

[1]A persistent absentee is defined as someone with 90% or less attendance

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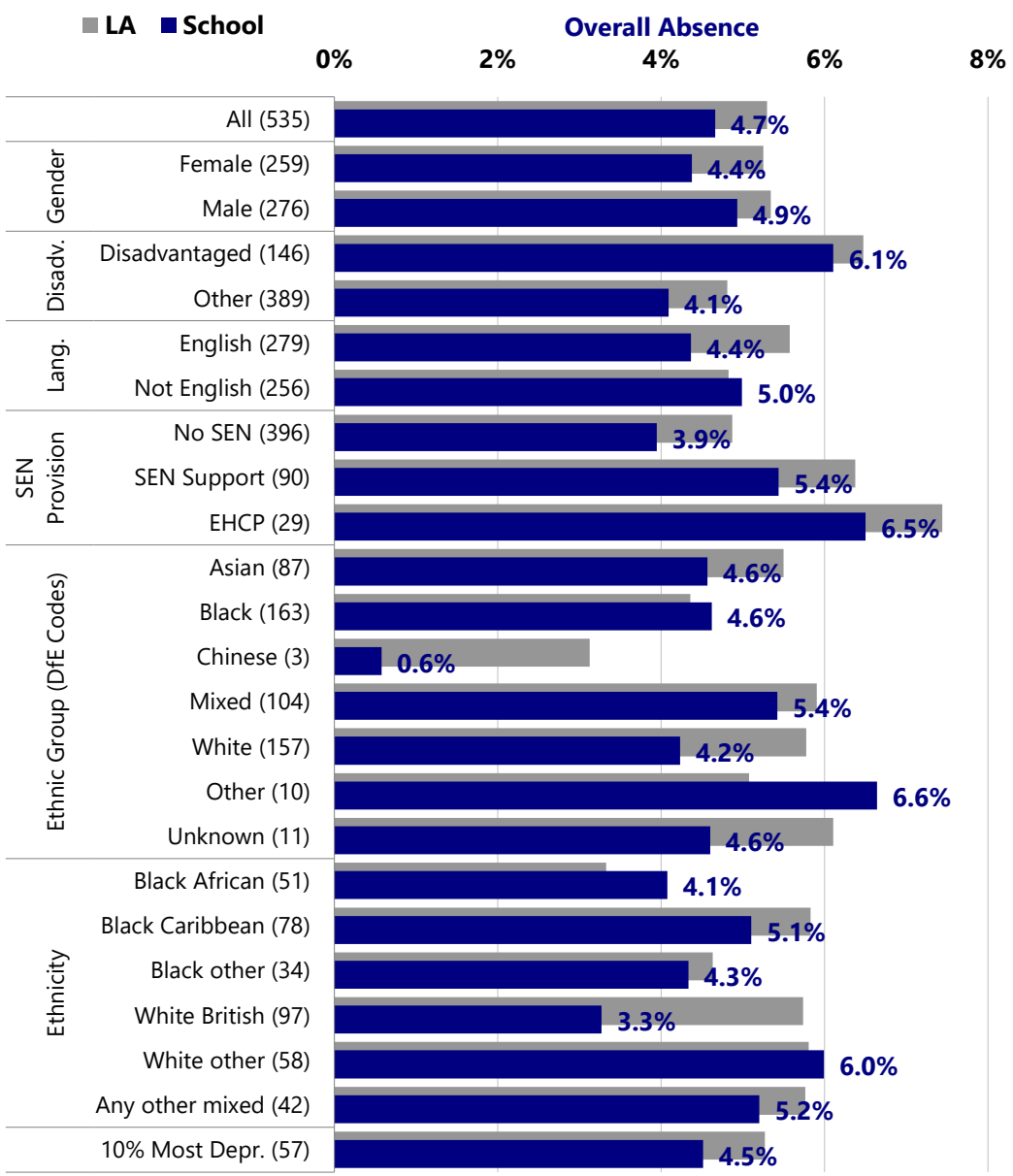
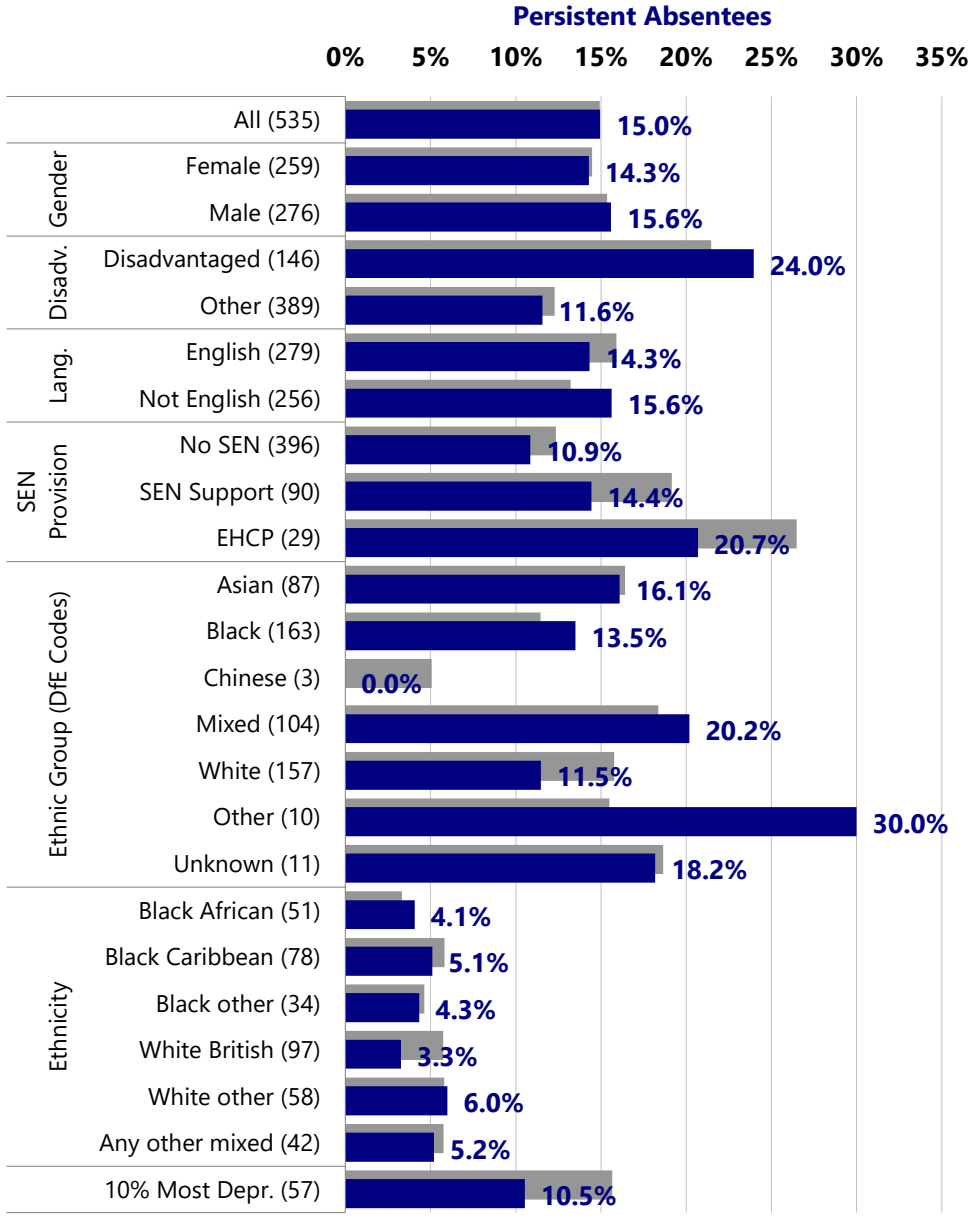
iv) Vulnerable Groups Analysis - Autumn & Spring Terms





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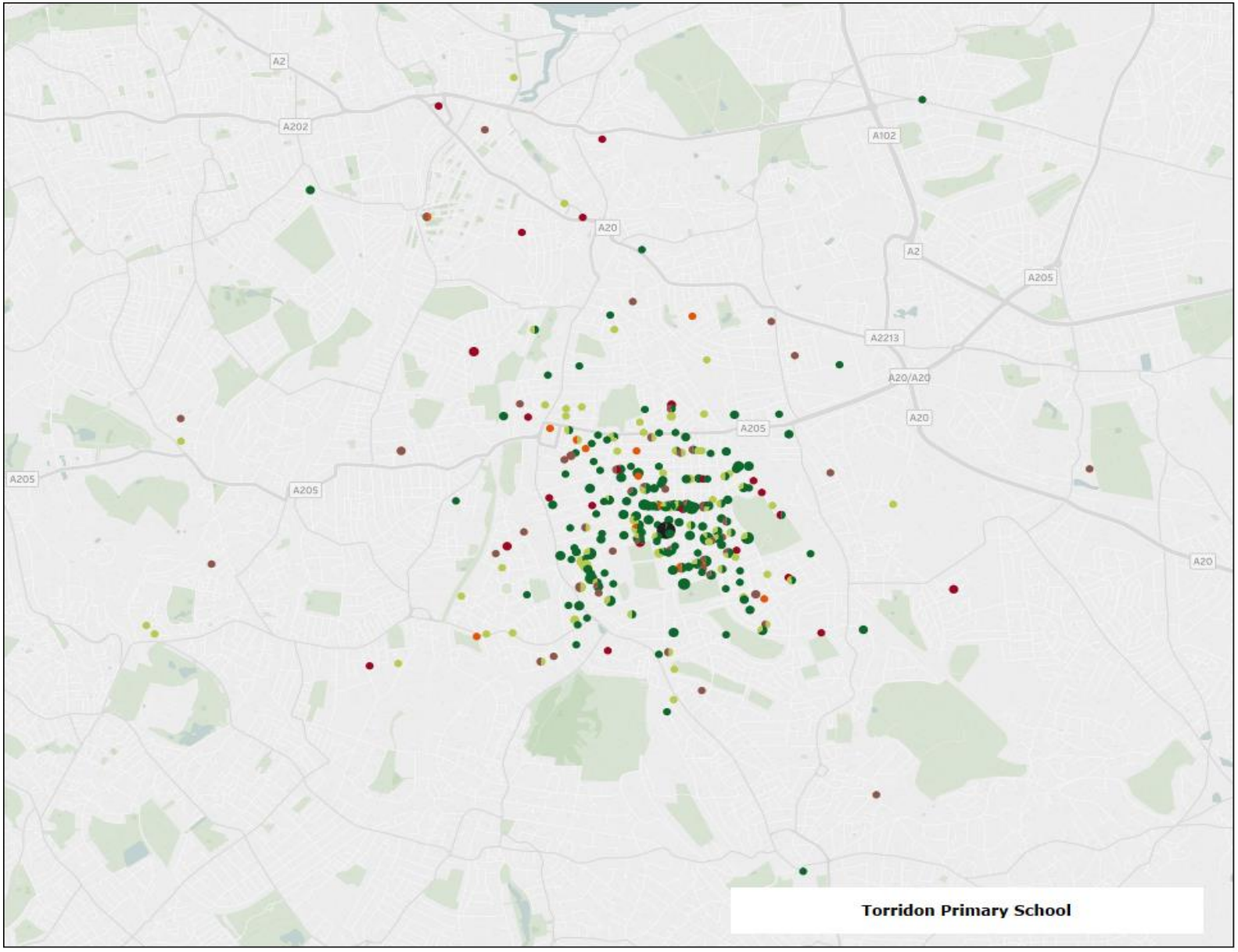
v) Pupil Map by Attendance Band



Key (Attendance Band):

- Band 1: 96-100% Attendance
- Band 2: 91-95%
- Band 3: 86-90% (Persistent Absentee)
- Band 4: 80-85% (Persisent Absentee)
- Band 5: <=80% (Persisent Absentee)
- Unknown
- Location of school

Questions to Consider

1. Are there any areas of red and orange dots that suggest poor attendance is concentrated in particular areas?

2. If so, are there particular actions you need to take to address this?

Notes:
Each dot refers to a 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.

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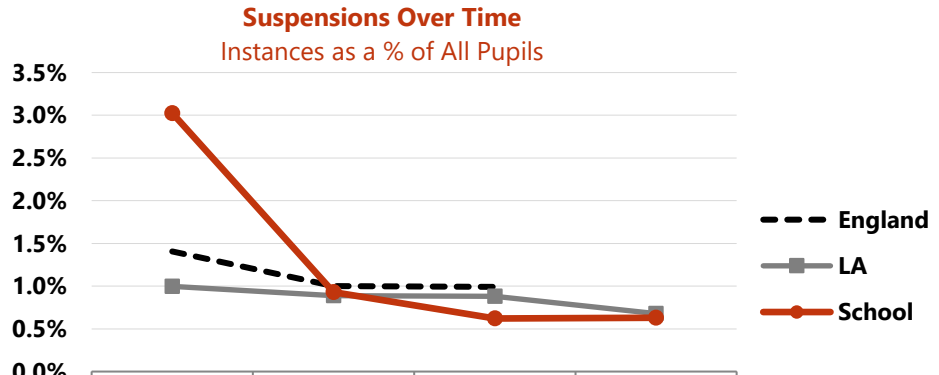
Exclusions & Suspensions (2021/22 Aut & Spr)

Torridon Primary School **3b**

i) Headline Exclusions & Suspensions Indicators

	Indicator	Primary Comparisons: Sch (Aut/Spr 21/22)		LA (Aut/Spr 21/22)		Eng (Full Year 20/21)	
	Permanent Exclusions (% of all pupils)	**0**	0.00%	0.00%		0.01%	
Suspensions	No. of instances (suspensions as a % of all pupils)	**4**	0.63%	0.68%	↓	0.99%	
Suspensions	No. of pupils with suspensions (% of all pupils)	**4**	0.63%	0.46%	↑	0.52%	
Suspensions	Average length in days of suspensions		**1.0**	1.7	↓	2.0	↓
Suspensions	0.5 to 5 Days	**4**	100.0%	99.4%	↑	98.6%	↑
Suspensions	6 to 15 days	**0**	0.0%	0.6%	↓	1.2%	↓
Suspensions	16+ Days	**0**	0.0%	0.0%		0.1%	↓

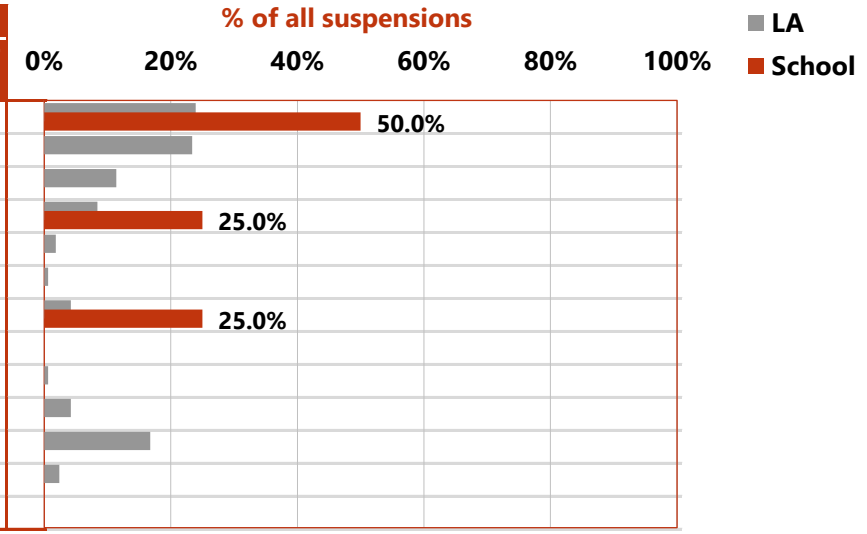


	2018/19	2019/20	2020/21	2021/22*
England	1.41%	1.00%	0.99%	
LA	1.00%	0.89%	0.88%	0.68%
School	3.03%	0.93%	0.62%	0.63%

*Only covers Autumn & Spring terms in 2021/22

ii) Suspensions by Reason (% of all instances of suspensions)

Reason (Selected codes)	Code	Primary Comparisons": Sch (Aut/Spr 21/22)		LA (Aut/Spr 21/22)		Eng (Full Year 20/21)	
Physical Assault Against a Pupil	PP	**50.0%**		24.0%	↑	18.4%	↑
Physical Assault Against an Adult	PA	**0.0%**		23.4%	↓	23.3%	↓
Verbal abuse/threatening behaviour - adult	VA	**0.0%**		11.4%	↓	12.4%	↓
Verbal abuse/threatening behaviour - pupil	VP	**25.0%**		8.4%	↑	6.0%	↑
Offensive Weapon	OW	**0.0%**		1.8%	↓	1.2%	↓
Bullying	BU	**0.0%**		0.6%	↓	0.7%	↓
Abuse - Race	RA	**25.0%**		4.2%	↑	1.1%	↑
Abuse - Sexual Orientation / Gender Identity	LG	**0.0%**		0.0%		0.2%	↓
Sexual Misconduct	SM	**0.0%**		0.6%	↓	0.4%	↓
Damage	DM	**0.0%**		4.2%	↓	6.0%	↓
Persistent Disruptive Behaviour	DB	**0.0%**		16.8%	↓	28.0%	↓
Inappropriate Use of Online Technology	MT	**0.0%**		2.4%	↓	0.6%	↓
Public Health Transgression	PH	**0.0%**		0.0%		1.7%	↓



2019/20 and 2020/21 data is affected by the periods of school closure due to the COVID-19 pandemic and therefore rates are lower than for a typical year.

" School and LA reason code analysis is based on the first reason stated for each exclusion, whereas the England comparator shows the total reasons given that are assigned each code (where one exclusion may have more than one reason).

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Appendices

Appendix 1 - Data Sources & Caveats

Section	Data Source
EYFSP	Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data for 2022 is from provisional information on the Nexus forum and is for internal school/LA use only. Prior year comparators show the closest possible aspect from the previous framework - see Appendix 3 for more information.
Year 1 Phonics	Validated Year 1 Phonics check returns from schools. Analysis also shows the proportion of the full Year 2 cohort (who were on roll at the time of the phonics check) who achieved the threshold, including those who resat the check in Year 2. Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Lewisham. National data for 2022 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 2022 is from provisional information on Nexus and is for internal school/LA use only.
Key Stage 2	Unvalidated test and TA data provided by the DfE in Summer 2022 via ASP. This will include pupils who may be discounted from final DfE figures. Historical data is the validated performance table data from each year; note that the DfE sometimes retrospectively changes historical data in subsequent publications. National data for 2022 is taken from the DfE provisional Statistical First Release.
School Census	Validated January 2022 school census returns from schools.
Pupil Absence	School census returns from schools in January and May 2022. 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). Note that LA figures for the current year include primary aged children from all through schools, unlike published DfE data for prior years. Absence analysis does not include pupils who are below the statutory school age (age 5). In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22 - hence 2021/22 absence often appears higher than in 2020/21
Exclusions	Data from 2021/22 is taken from the January and May school census, so does not yet show the full year. Prior years show the full year, based on DfE published statistics from the school census. Note that LA figures for the current year include primary aged exclusions from all through schools (shown as a proportion of all primary aged pupils), unlike published DfE data for prior years. Reason code analysis is based on the first reason stated for each exclusion for the LA. The national comparisons, however, shows the total reasons given that are assigned each code (where one exclusion may have more than one reason).

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.

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Appendix 2 - Glossary

ARE	Age related expectations
CL	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) - now referred to as a suspension by the DfE
FTE	Full-time equivalent. In FTE calculations part-time nursery pupils count as half an FTE, rather than one pupil used in headcount calculations.
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 linking of a pupil's home postcode to a relative deprivation score. The index was updated in 2019
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	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
Suspension	Formerly known as a fixed term exclusion
TA	Teacher assessment
UPN	Unique Pupil Number
UTW	Understanding of the World (EYFSP specific area of learning)
10% Most Deprived Areas	Term used in the contextual analysis in this Profile to show pupils living in the 10% most deprived areas *nationally* (based on IDACI scores). Note that it does not show your school's 10% most deprived pupils (and some schools in less deprived areas may have no pupils in this category)

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Appendix 3 - EYFSP Aspects and Mapping to Old Framework

The table below shows the areas of learning and aspects from the EYFSP framework in use from 2021/22, and which aspect from the previous framework is shown for comparison purposes in the EYFS analysis in this profile.

Area of Learning	EYFSP aspect from 2022	Aspect for comparison from 2019 and earlier
Communication and Language	Listening, attention and understanding	The lower of Listening and Attention & Understanding
	Speaking	Speaking
Personal, Social and Emotional Development	Self-regulation	Self-confidence and Self-awareness
	Managing self	Managing Feelings and Behaviour
	Building relationships	Making relationships
Physical Development	Gross motor skills	Moving and Handling
	Fine motor skills	
Literacy	Comprehension	Reading
	Word reading	
	Writing	Writing
Mathematics	Numbers	Numbers
	Numerical patterns	
Understanding the World	Past and present	N/A
	People, culture and communities	People and Communities
	The natural world	The World
Expressive Arts and Design	Creating with materials	Exploring and Using Media and Materials
	Being imaginative and expressive	Being Imaginative

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