

Super School Profile

Torridon Primary School

2023

Produced by Mime
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mime making
information
matter

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About this Profile

Welcome to the 2023 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 Key Stage 2 attainment and progress analysis in this version of the Profile uses validated KS2 data from the DfE performance tables, and excludes pupils who recently arrived from overseas.

This differs from the version of this profile produced in September which used unvalidated data for 2023.

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

Explanation of Colour Coding Used

What do the coloured arrows mean in the analysis?

The Super School Profile allows you to compare your school's current performance with other comparators (e.g. a prior year or the England average). To aid this comparison, some of the tables of data include green and red arrows showing how your school compares. For attainment measures, the shading varies depending on how far above or below the comparator your school is. If the difference is the equivalent of 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	England
Name of indicator Your school's latest year's performance % Expected	Reading	66%	78% ↓	76% ↓
	Writing	74%	77% ↗	70% ↗
	Maths	88%	73% ↑	76% ↑
	RWM	66%	56% ↑	65%

The red down arrow shows that the school performance is lower than the England comparison for reading. The arrow is dark red because it is at least the equivalent of 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

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.



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 and, if so, 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 (2023)

Torridon Primary School

1a

Key to shading

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

*Number of pupils (see page 4 for explanation)

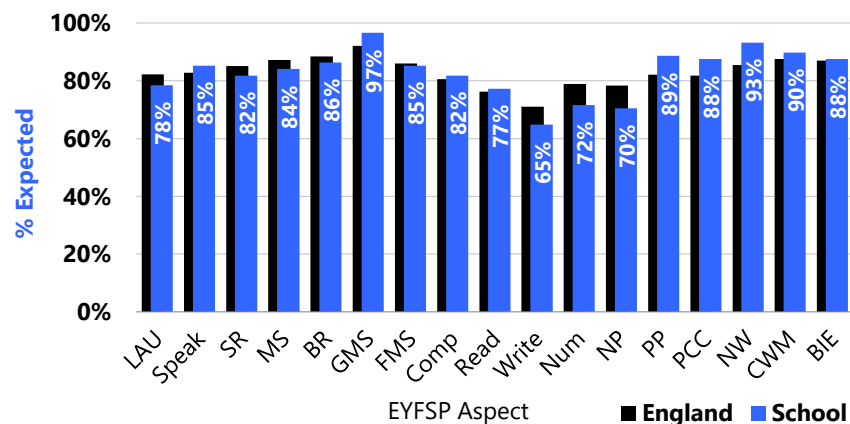
Key to shading <div><div>>5* above Eng</div><div>>1* above Eng</div></div> <div><div>within 1* of Eng</div><div>>1* below Eng</div><div>>5* below Eng</div></div> <div>*Number of pupils (see page 4 for explanation)</div>		School - Over Time					England - Over Time																
		School 2018	School 2019	School 2022	School 2023	School Change from 2022				Eng 2018	Eng 2019	Eng 2022	Eng 2023	2023 Difference from England									
						-15%	-5%	+5%	+15%					-15%	-5%	+5%		+15%					
EYFSP	GLD	79%	67%	64%	60%	-4%					72%	72%	65%	67%	-7%					Section 1b			
Yr1 Phonics	Achieving Threshold	88%	65%	82%	80%	-2%					82%	82%	75%	79%	+1%					Section 1c			
KS1 Expected Standard	Reading TA	79%	71%	74%	69%	-5%					75%	75%	67%	68%	+1%					Section 1d			
	Writing TA	74%	55%	65%	64%	-1%					70%	69%	58%	60%	+4%								
	Maths TA	81%	63%	77%	85%	+8%					76%	76%	68%	70%	+15%								
KS1 Greater Depth	Reading TA	33%	17%	13%	11%	-2%					26%	25%	18%	19%	-8%					Section 1d			
	Writing TA	20%	5%	14%	6%	-8%					16%	15%	8%	8%	-2%								
	Maths TA	29%	14%	18%	13%	-5%					22%	22%	15%	16%	-3%								
KS2 Expected Standard	Reading Test	78%	63%	77%	81%	+4%					76%	74%	75%	73%	+8%					Section 1e			
	Writing TA	70%	75%	66%	76%	+10%					79%	79%	70%	72%	+4%								
	Maths Test	78%	78%	72%	80%	+8%					76%	79%	72%	73%	+7%								
	RWM Test/TA	66%	59%	62%	59%	-3%					65%	65%	59%	60%	-1%								
	GPS Test	80%	80%	72%	80%	+8%					78%	79%	73%	73%	+7%								
KS2 Higher Standard	Reading Test	20%	21%	36%	29%	-7%					28%	27%	28%	29%	-					Section 1e			
	Writing TA	9%	18%	14%	11%	-3%					20%	20%	13%	13%	-2%								
	Maths Test	29%	26%	19%	24%	+5%					24%	27%	23%	24%	-								
	RWM Test/TA	4%	9%	8%	8%	-					10%	11%	7%	8%	-								
	GPS Test	43%	43%	43%	46%	+3%					35%	36%	28%	30%	+16%								
							-2	-1	0	+1	+2						-2	-1	0	+1	+2		
KS2 Progress	Reading Prog Score	-2.3	-3.4	-0.9	+0.6	+1.5					0	0	0	0	+0.6					Section 1e			
	Writing Prog Score	-3.4	-1.9	-2.1	+0.5	+2.6					0	0	0	0	+0.5								
	Maths Prog Score	-1.1	-1.8	-1.2	+1.1	+2.3					0	0	0	0	+1.1								

i) % Achieving Expected Level in Each Aspect of Learning

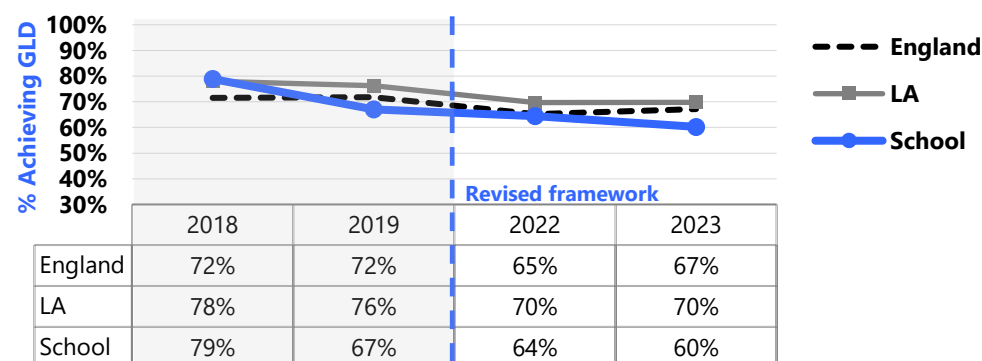
Aspect				Expected									
				School				LA		England			
				2018	2019	2022	2023 (88 Pupils)	2022	2023	2022	2023		
Good Level of Development	CL	Listening, attention and understanding	LAU	92%	87%	88%	78%	84%	83%	↓	82%	82%	↓
		Speaking	Speak	90%	88%	83%	85%	84%	83%	↑	83%	83%	↑
	PSED	Self-regulation	SR	94%	93%	86%	82%	86%	86%	↓	85%	85%	↓
		Managing self	MS	90%	85%	89%	84%	89%	88%	↓	87%	87%	↓
		Building relationships	BR	91%	89%	92%	86%	90%	89%	↓	89%	88%	↓
	PD	Gross motor skills	GMS	96%	93%	98%	97%	94%	93%	↑	92%	92%	↑
		Fine motor skills	FMS			90%	85%	89%	88%	↓	86%	86%	
	Lit	Comprehension	Comp	84%	70%	81%	82%	83%	83%		80%	81%	↑
		Word reading	Read			80%	77%	79%	77%		75%	76%	
		Writing	Write			80%	70%	69%	65%	75%	74%	↓	70%
	Math	Numbers	Num	87%	78%	71%	72%	82%	81%	↓	78%	79%	↓
		Numerical patterns	NP			71%	70%	82%	80%	↓	77%	78%	↓
UTW	Past and present	PP	-	-	90%	89%	84%	83%	↑	82%	82%	↑	
	People, culture and communities	PCC	93%	93%	90%	88%	84%	84%	↑	81%	82%	↑	
	The natural world	NW	93%	93%	92%	93%	88%	87%	↑	85%	85%	↑	
	Creating with materials	CWM	97%	93%	88%	90%	91%	90%		87%	88%	↑	
	Being imaginative and expressive	BIE	93%	89%	93%	88%	91%	90%	↓	87%	87%		

NB. Comparisons for 2019 and earlier years show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information

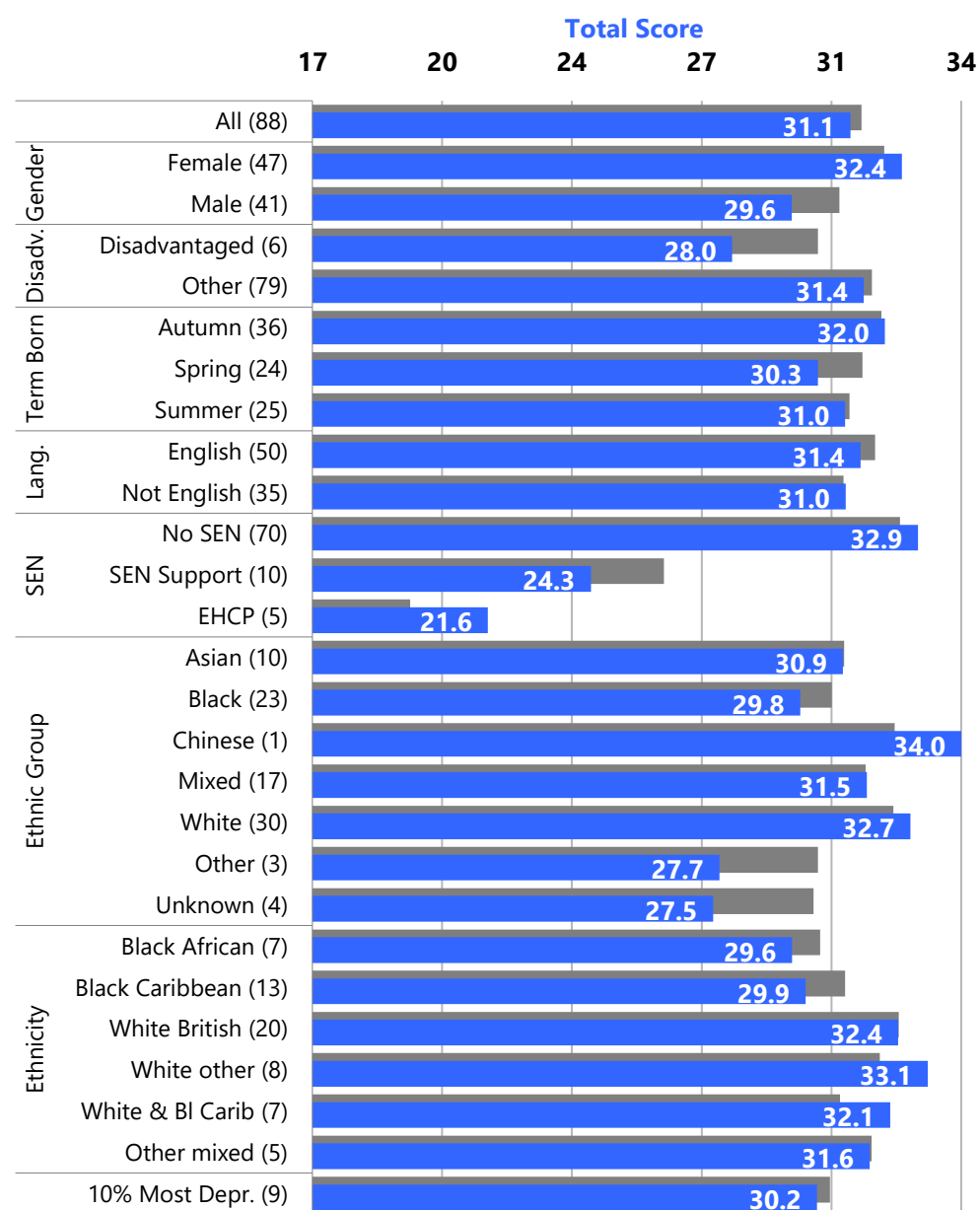
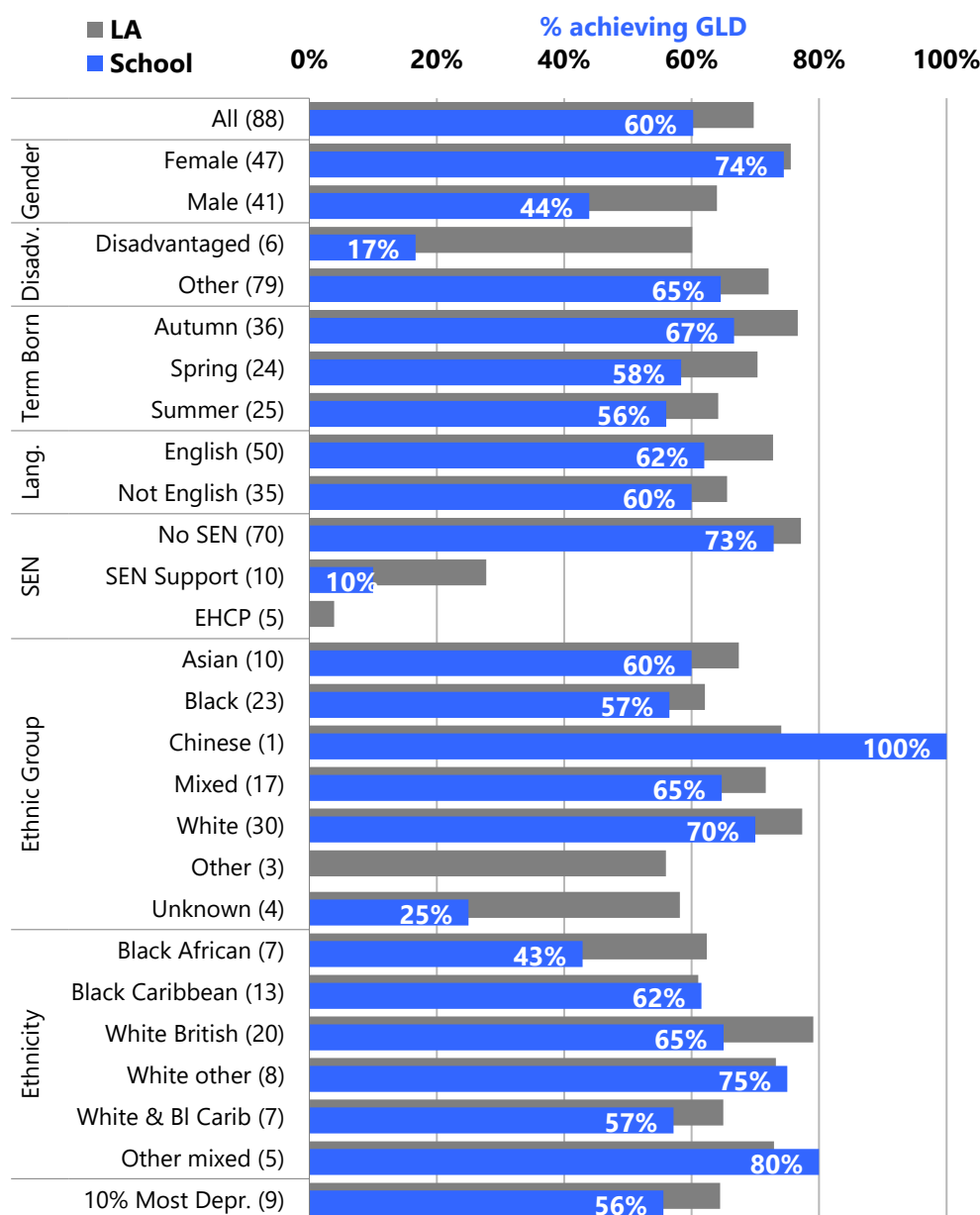
The arrows compare your school to the LA and England averages for the current year. See the Introduction for more details. Local authority data excludes pupils at PVI's.



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

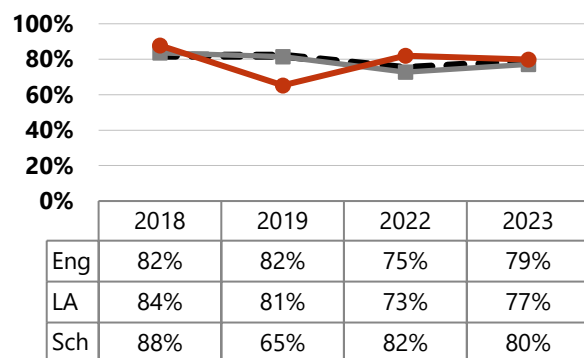


iii) Vulnerable Groups Analysis - % achieving GLD and Total Score



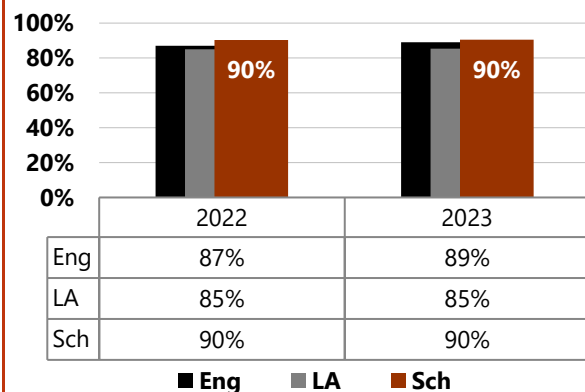
i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2022
80%	77% ↑	79%	82% ↓
89 pupils			

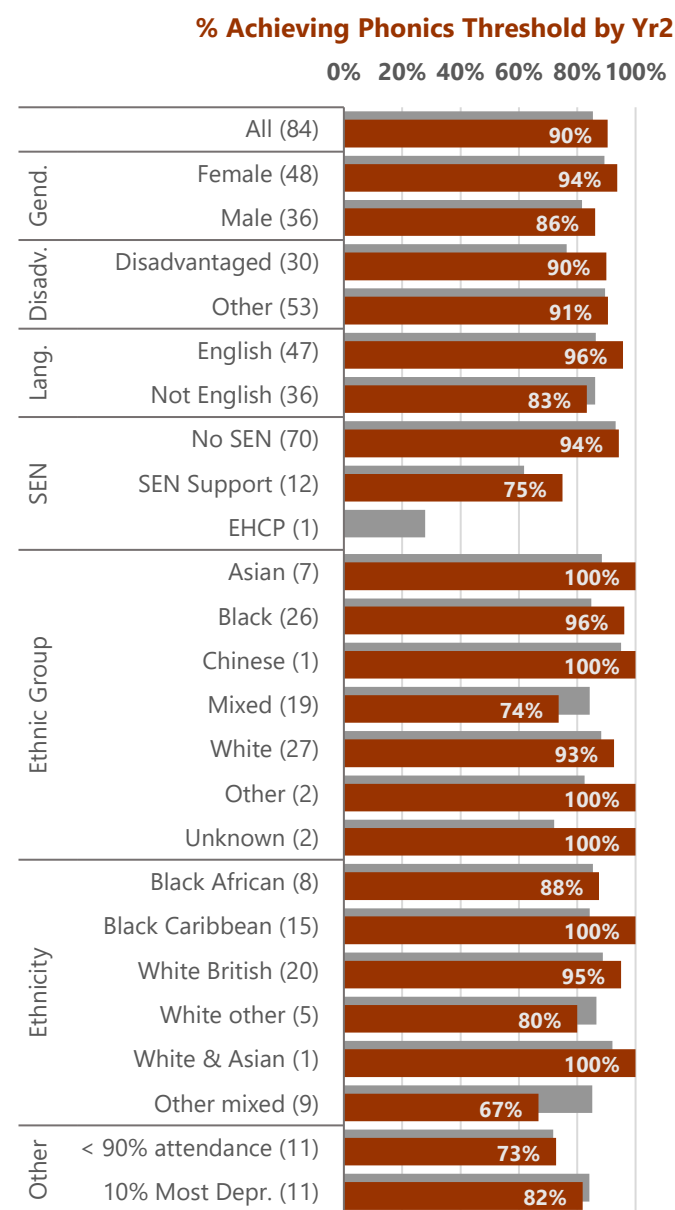
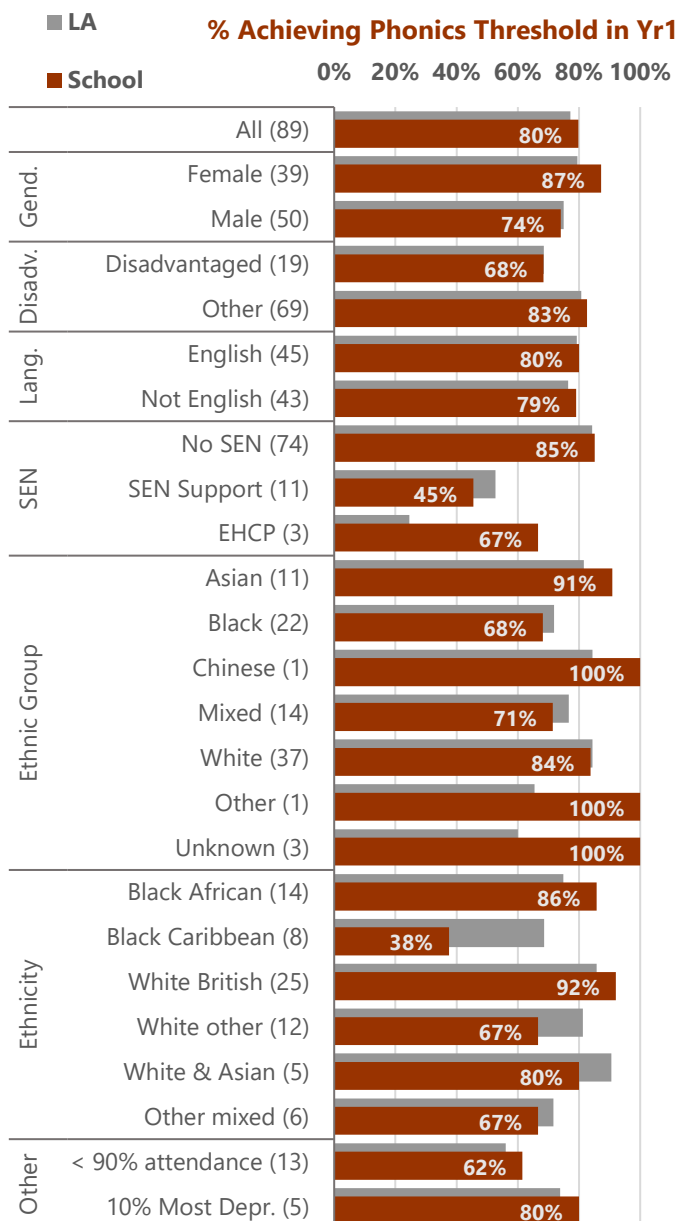


ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative) ^

School	Comparisons	
	LA	England
90%	85% ↑	89% ↑
84 pupils		



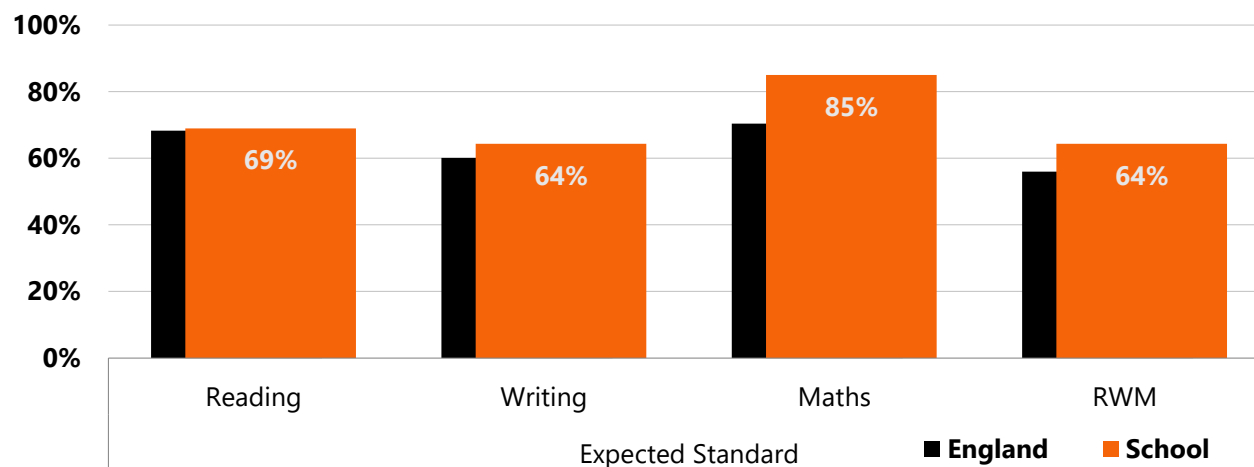
iii) Vulnerable Groups Analysis



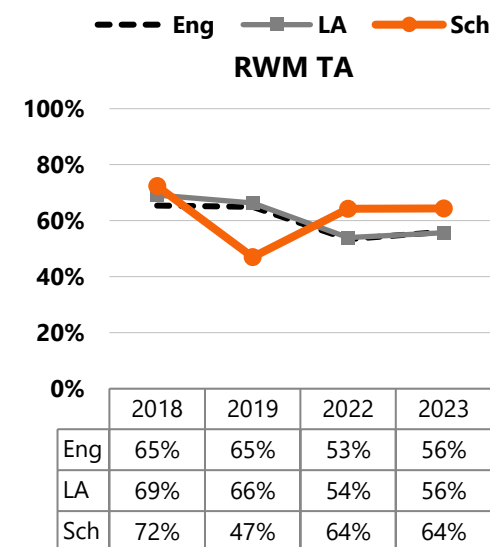
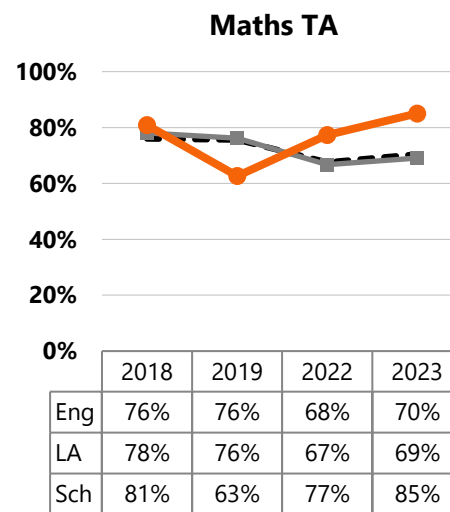
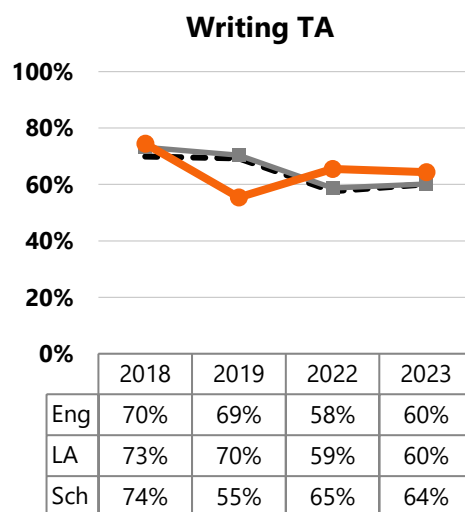
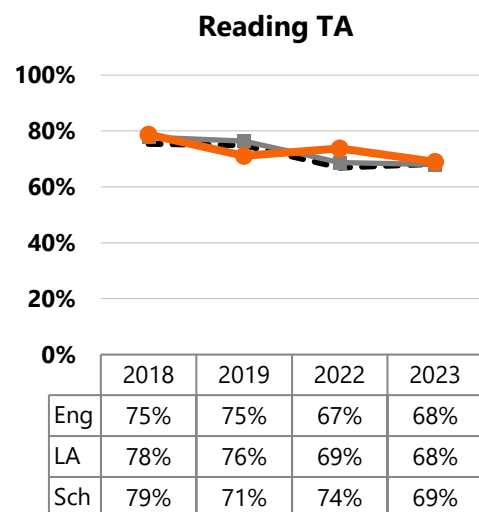
^Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Lewisham

i) % Reaching Expected Standard

Indicator		School (87 Pupils)	Comparisons	
			LA	England
% Expected	Reading	69%	68%	68%
	Writing	64%	60% ↑	60% ↑
	Maths	85%	69% ↑	70% ↑
	RWM	64%	56% ↑	56% ↑

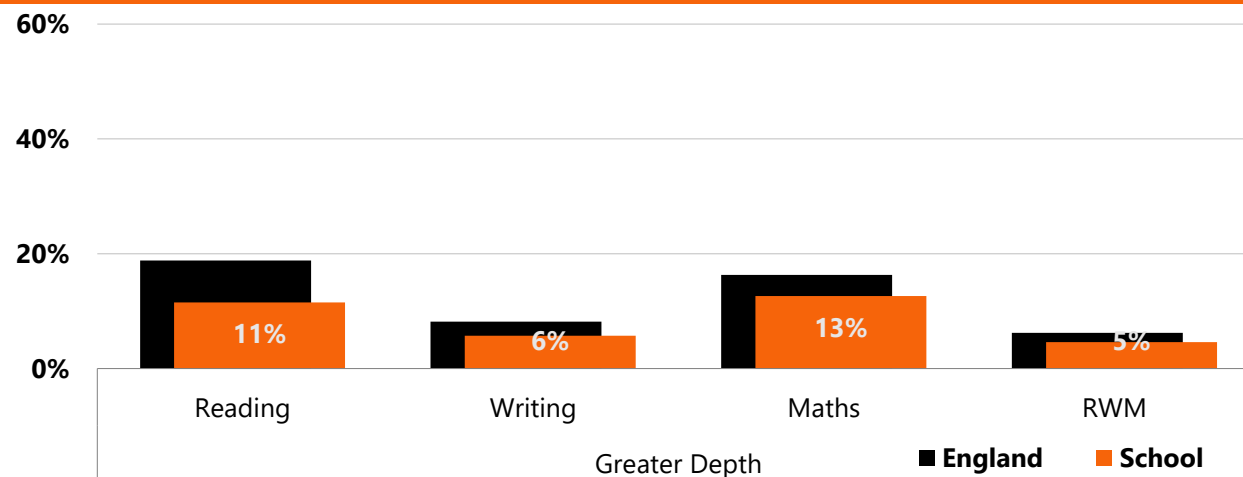


ii) % Reaching Expected Standard (Time Series)

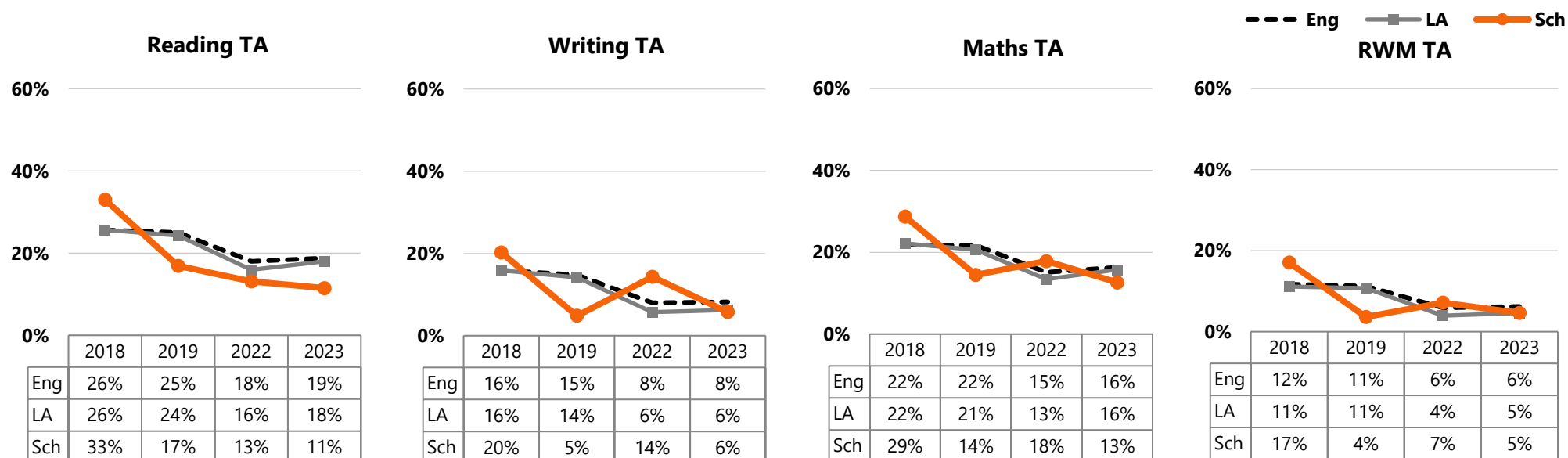


iii) % Working at Greater Depth

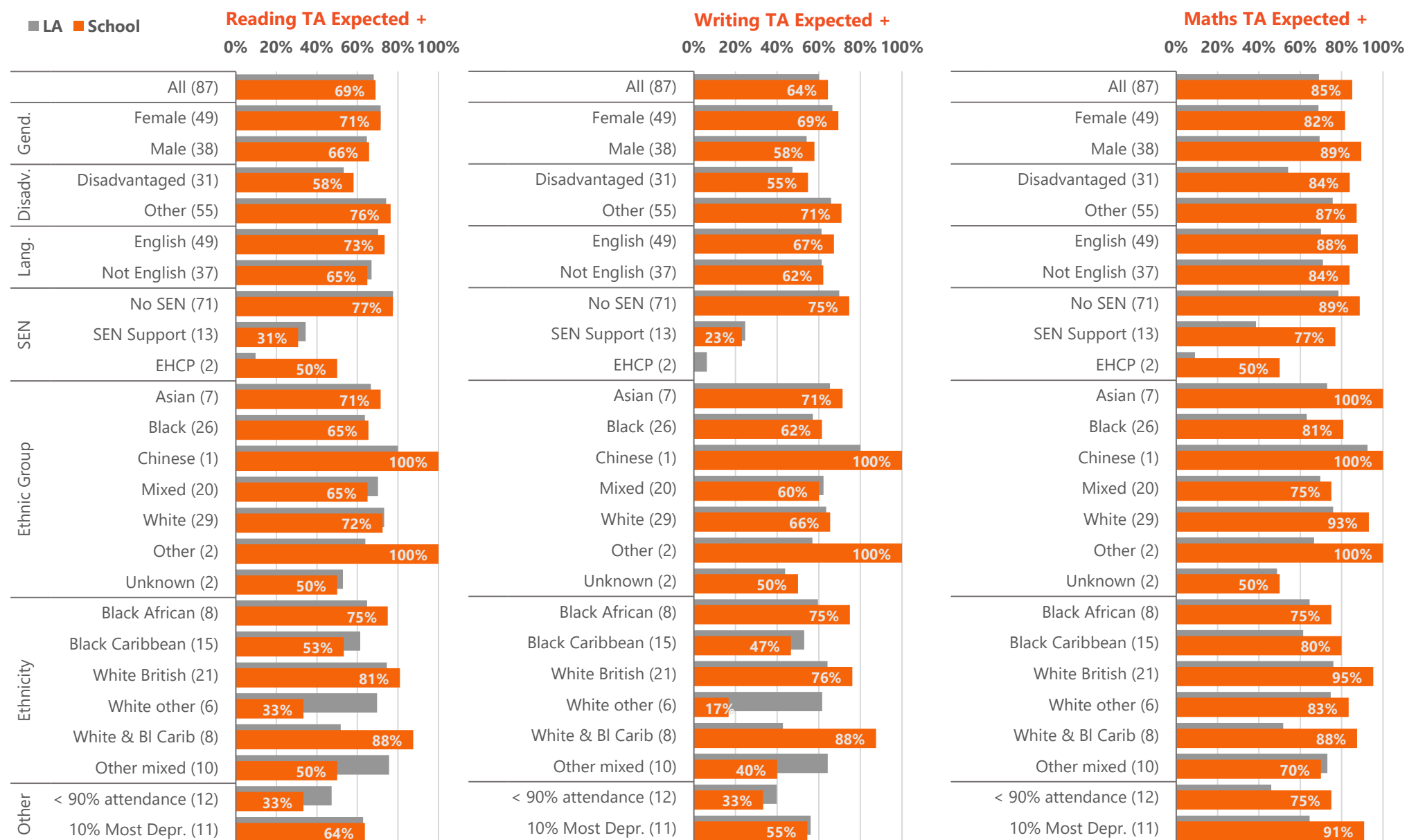
Indicator		School (87 Pupils)	Comparisons	
			LA	England
% Greater Depth	Reading	11%	18% ↓	19% ↓
	Writing	6%	6%	8% ↓
	Maths	13%	16% ↓	16% ↓
	RWM	5%	5%	6% ↓



iv) % at Greater Depth (Time Series)



v) Vulnerable Groups Analysis - TA



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

Key to shading (on Exp + only):

 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils		87	69%	11%	64%	6%	85%	13%	64%	5%
Gender	Female	49	71%	14%	69%	8%	82%	14%	69%	6%
	Male	38	66%	8%	58%	3%	89%	11%	58%	3%
	Gap (Male - Female)		-5%	-6%	-11%	-5%	+7%	-3%	-11%	-3%
FSM	Eligible	30	60%	3%	57%	3%	83%	10%	57%	3%
	Not eligible	56	75%	16%	70%	7%	88%	14%	70%	5%
	Gap (Eligible - Not eligible)		-15%	-13%	-13%	-4%	-5%	-4%	-13%	-2%
Disadv.	Disadvantaged	31	58%	3%	55%	3%	84%	10%	55%	3%
	Other	55	76%	16%	71%	7%	87%	15%	71%	5%
	Gap (Disadvantaged - Other)		-18%	-13%	-16%	-4%	-3%	-5%	-16%	-2%
SEN	No SEN	71	77%	14%	75%	7%	89%	15%	75%	6%
	SEN Support	13	31%	0%	23%	0%	77%	0%	23%	0%
	EHCP	2	50%	0%	0%	0%	50%	0%	0%	0%
Born	Autumn	34	85%	15%	82%	12%	88%	21%	82%	9%
	Spring	24	67%	4%	63%	0%	92%	8%	63%	0%
	Summer	28	54%	14%	46%	4%	79%	7%	46%	4%
Att.	95-100% Attendance	53	79%	15%	74%	8%	92%	19%	74%	6%
	90-95% Attendance	21	67%	10%	62%	5%	76%	5%	62%	5%
	85-90% Attendance	7	57%	0%	57%	0%	100%	0%	57%	0%
	80-85% Attendance	3	0%	0%	0%	0%	67%	0%	0%	0%
	<=80% Attendance	2	0%	0%	0%	0%	0%	0%	0%	0%

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

Key to shading (on Exp + only):

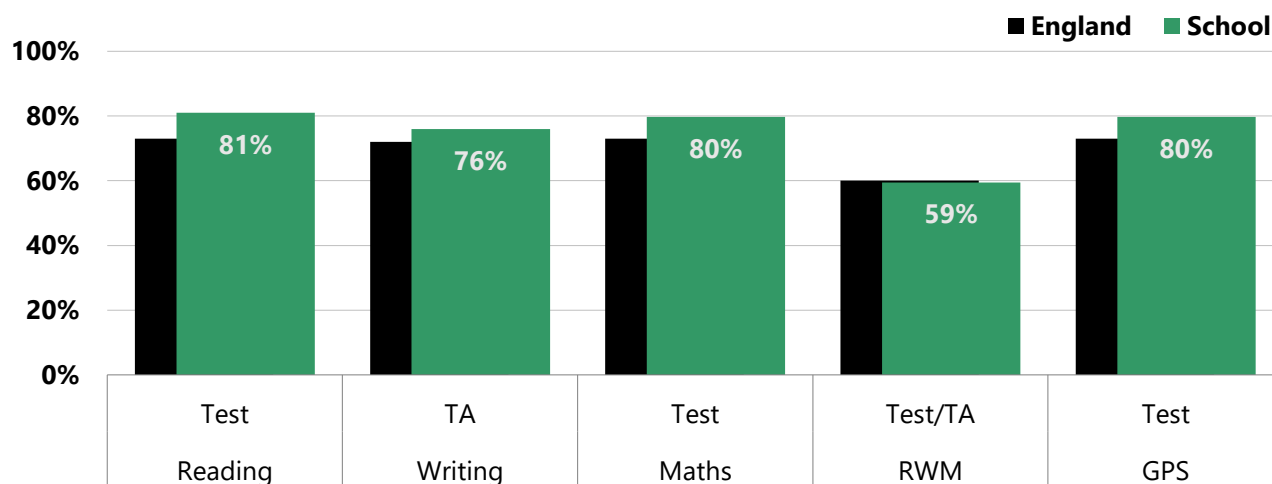
 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

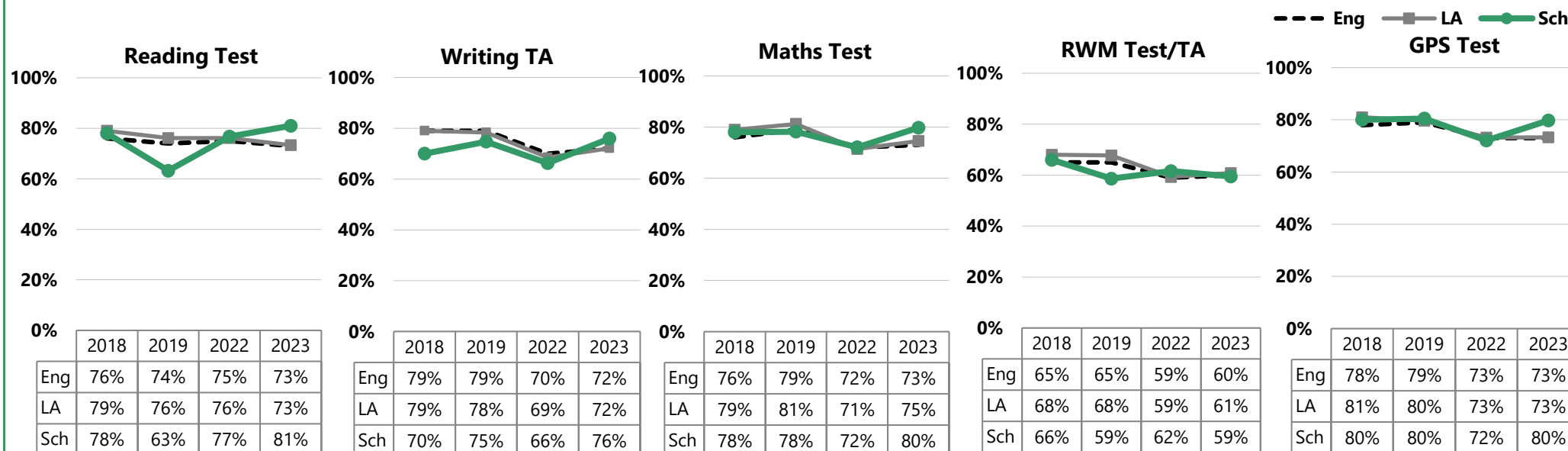
		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils		87	69%	11%	64%	6%	85%	13%	64%	5%
EAL	English	49	73%	14%	67%	8%	88%	14%	67%	6%
	Not English	37	65%	8%	62%	3%	84%	11%	62%	3%
	Gap (Not English - English)		-8%	-6%	-5%	-5%	-4%	-3%	-5%	-3%
Ethnic Groups	Asian	7	71%	14%	71%	0%	100%	29%	71%	0%
	Black	26	65%	4%	62%	4%	81%	4%	62%	4%
	Chinese	1	100%	0%	100%	0%	100%	0%	100%	0%
	Mixed	20	65%	5%	60%	0%	75%	5%	60%	0%
	White	29	72%	24%	66%	14%	93%	24%	66%	10%
	Other	2	100%	0%	100%	0%	100%	0%	100%	0%
	Unknown	2	50%	0%	50%	0%	50%	0%	50%	0%
Ethnicity	Indian	2	100%	50%	100%	0%	100%	0%	100%	0%
	Pakistani	1	0%	0%	0%	0%	100%	0%	0%	0%
	Asian Other	4	75%	0%	75%	0%	100%	50%	75%	0%
	Black African	8	75%	13%	75%	13%	75%	13%	75%	13%
	Black Caribbean	15	53%	0%	47%	0%	80%	0%	47%	0%
	Black Other	3	100%	0%	100%	0%	100%	0%	100%	0%
	Chinese	1	100%	0%	100%	0%	100%	0%	100%	0%
	White & Asian	1	100%	100%	100%	0%	100%	0%	100%	0%
	White & Black African	1	0%	0%	0%	0%	0%	0%	0%	0%
	White & Black Caribbean	8	88%	0%	88%	0%	88%	0%	88%	0%
	Other Mixed	10	50%	0%	40%	0%	70%	10%	40%	0%
	White British	21	81%	29%	76%	14%	95%	33%	76%	14%
	White Irish	2	100%	50%	100%	50%	100%	0%	100%	0%
	White Other	6	33%	0%	17%	0%	83%	0%	17%	0%
	Any Other Ethnicity	2	100%	0%	100%	0%	100%	0%	100%	0%

i) % Reaching Expected Standard (Test and TA)

Indicator		School (79 Pupils)	Comparisons	
			LA	England
Reading	Test	81%	73% ↑	73% ↑
Writing	TA	76%	72% ↑	72% ↑
Maths	Test	80%	75% ↑	73% ↑
RWM	Test/TA	59%	61% ↓	60%
GPS	Test	80%	73% ↑	73% ↑



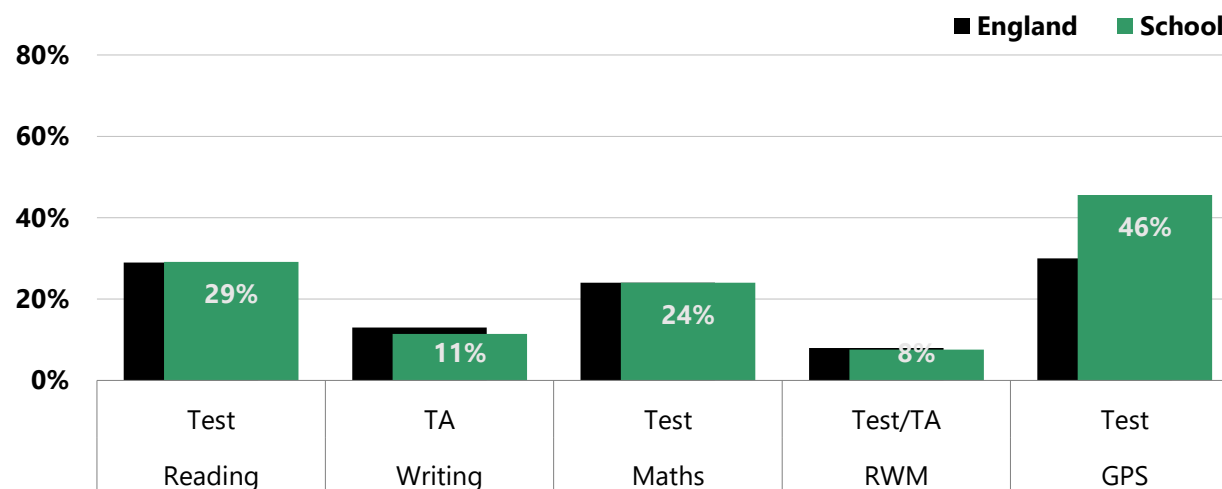
ii) % Reaching Expected Standard (Time Series)



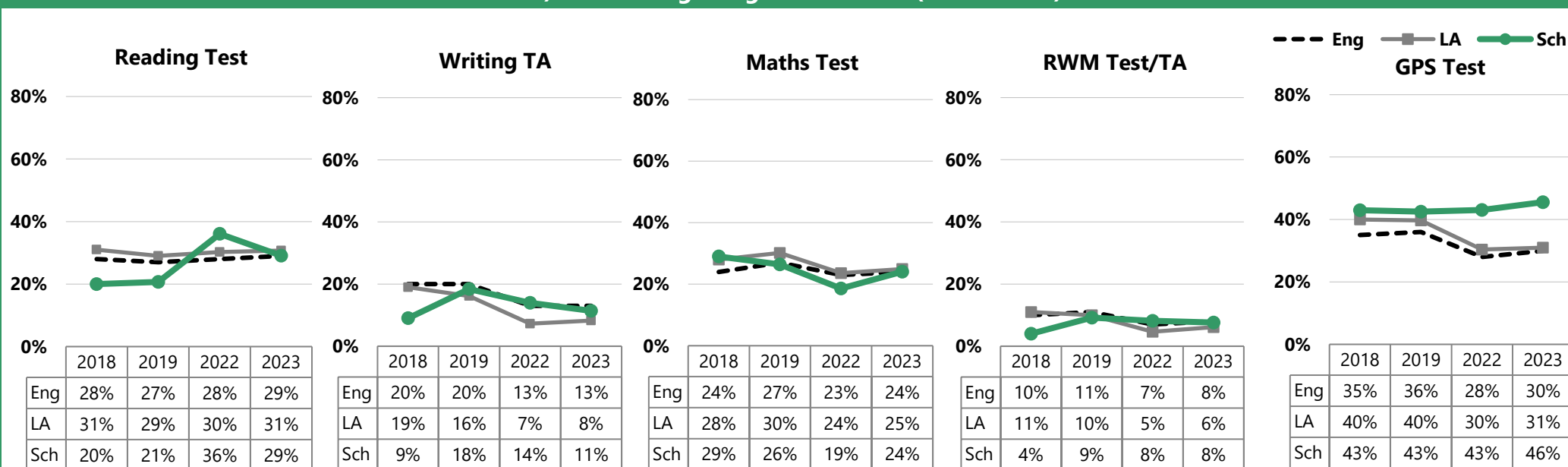
NB. Analysis shown is based on DfE validated data from December each year. See Appendix 1 for further information

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

Indicator		School (79 Pupils)	Comparisons	
			LA	England
Reading	Test	29%	31% ↓	29%
Writing	TA	11%	8% ↑	13% ↓
Maths	Test	24%	25%	24%
RWM	Test/TA	8%	6% ↑	8%
GPS	Test	46%	31% ↑	30% ↑



iv) % Reaching a Higher Standard (Time Series)

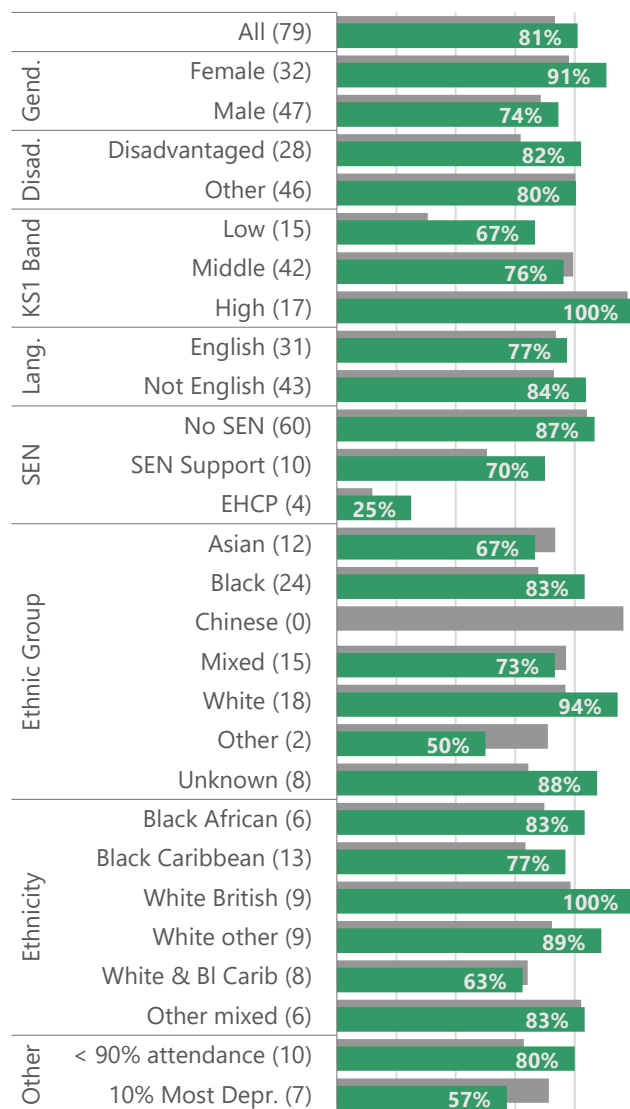


NB. Analysis shown is based on DfE validated data from December each year. See Appendix 1 for further information

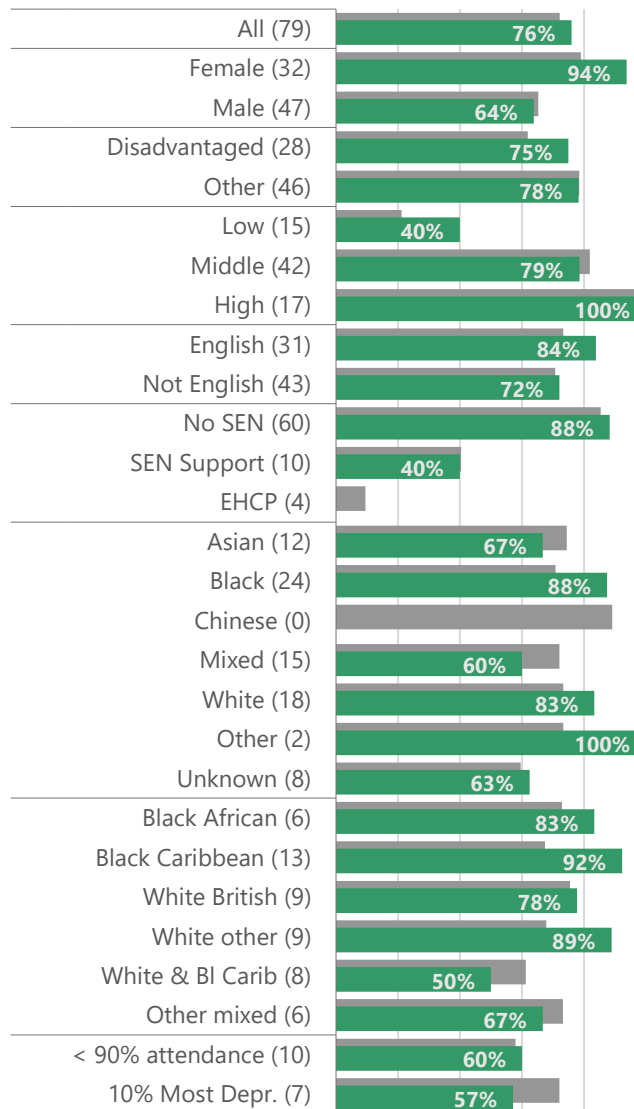
v) Vulnerable Groups Analysis

■ LA ■ School

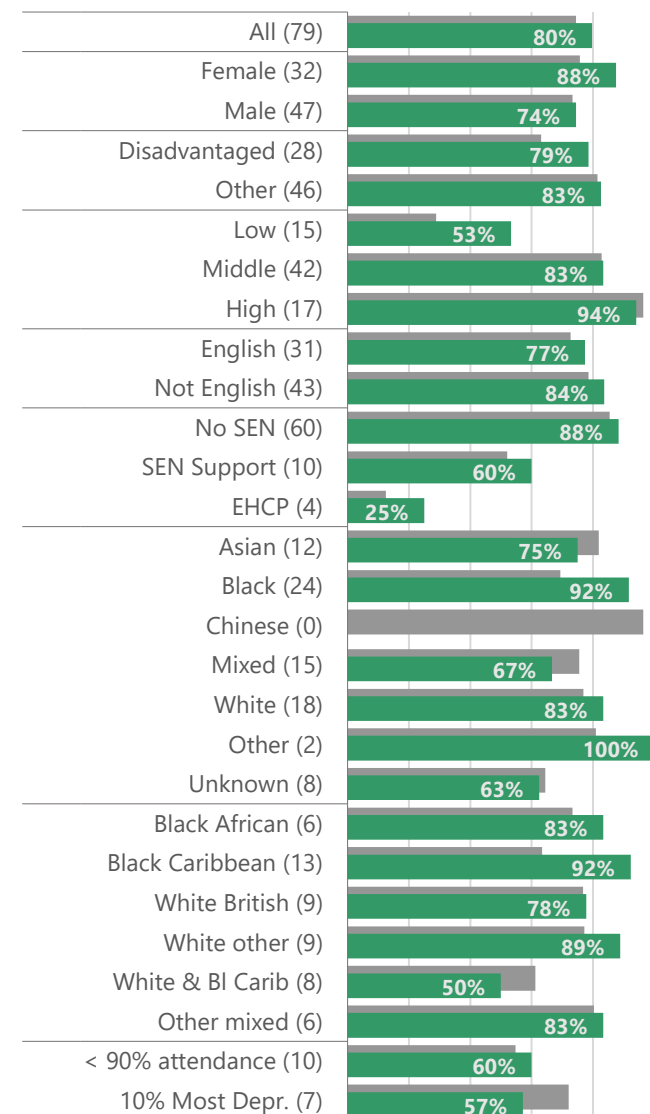
Reading Expected +
0% 20% 40% 60% 80% 100%



Writing TA Expected +
0% 20% 40% 60% 80% 100%



Maths Expected +
0% 20% 40% 60% 80% 100%



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

Key to shading (on Exp + only):

 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		79	81%	29%	76%	11%	80%	24%	59%	8%	80%	46%
Gender	Female	32	91%	38%	94%	19%	88%	28%	78%	16%	88%	66%
	Male	47	74%	23%	64%	6%	74%	21%	47%	2%	74%	32%
	Gap (Male - Female)		-17%	-15%	-30%	-13%	-14%	-7%	-31%	-14%	-14%	-34%
FSM	Eligible	24	79%	21%	71%	4%	75%	21%	46%	4%	79%	38%
	Not eligible	50	82%	34%	80%	14%	84%	26%	66%	8%	82%	50%
	Gap (Eligible - Not eligible)		-3%	-13%	-9%	-10%	-9%	-5%	-20%	-4%	-3%	-12%
Disadv.	Disadvantaged	28	82%	21%	75%	7%	79%	21%	54%	4%	79%	43%
	Other	46	80%	35%	78%	13%	83%	26%	63%	9%	83%	48%
	Gap (Disadvantaged - Other)		+2%	-14%	-3%	-6%	-4%	-5%	-9%	-5%	-4%	-5%
SEN	No SEN	60	87%	33%	88%	13%	88%	27%	70%	8%	90%	53%
	SEN Support	10	70%	20%	40%	0%	60%	10%	20%	0%	50%	20%
	EHCP	4	25%	0%	0%	0%	25%	25%	0%	0%	25%	0%
KS1 PA	Low Prior Attainment	15	67%	13%	40%	0%	53%	7%	27%	0%	40%	13%
	Middle Prior Attainment	42	76%	21%	79%	5%	83%	19%	55%	2%	86%	40%
	High Prior Attainment	17	100%	65%	100%	35%	94%	53%	94%	24%	100%	88%
Born	Autumn	29	76%	31%	86%	17%	86%	17%	66%	7%	86%	45%
	Spring	27	89%	30%	63%	7%	70%	30%	56%	7%	74%	48%
	Summer	23	78%	26%	78%	9%	83%	26%	57%	9%	78%	43%
Att.	95-100% Attendance	45	87%	36%	82%	13%	87%	29%	67%	7%	84%	51%
	90-95% Attendance	19	68%	26%	74%	11%	79%	26%	53%	11%	79%	47%
	85-90% Attendance	5	60%	20%	60%	0%	80%	0%	40%	0%	80%	40%
	80-85% Attendance	2	100%	0%	50%	0%	50%	0%	50%	0%	50%	0%
	<=80% Attendance	3	100%	0%	67%	0%	33%	0%	33%	0%	67%	0%

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

Key to shading (on Exp + only):

 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		79	81%	29%	76%	11%	80%	24%	59%	8%	80%	46%
EAL	English	31	77%	42%	84%	19%	77%	29%	61%	16%	84%	52%
	Not English	43	84%	21%	72%	5%	84%	21%	58%	0%	79%	42%
	Gap (Not English - English)		+7%	-21%	-12%	-14%	+7%	-8%	-3%	-16%	-5%	-10%
Ethnic Groups	Asian	12	67%	17%	67%	0%	75%	33%	33%	0%	83%	25%
	Black	24	83%	38%	88%	13%	92%	13%	67%	4%	88%	50%
	Mixed	15	73%	27%	60%	13%	67%	20%	53%	7%	60%	33%
	White	18	94%	39%	83%	17%	83%	44%	72%	17%	83%	67%
	Other	2	50%	0%	100%	0%	100%	0%	50%	0%	100%	50%
	Unknown	8	88%	13%	63%	13%	63%	13%	63%	13%	75%	38%
Ethnicity	Indian	3	67%	33%	100%	0%	67%	33%	33%	0%	100%	33%
	Pakistani	3	100%	33%	67%	0%	67%	0%	33%	0%	67%	0%
	Asian Other	6	50%	0%	50%	0%	83%	50%	33%	0%	83%	33%
	Black African	6	83%	33%	83%	33%	83%	0%	67%	0%	67%	33%
	Black Caribbean	13	77%	23%	92%	0%	92%	0%	62%	0%	100%	46%
	Black Other	5	100%	80%	80%	20%	100%	60%	80%	20%	80%	80%
	White & Black African	1	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
	White & Black Caribbean	8	63%	25%	50%	0%	50%	13%	38%	0%	38%	13%
	Other Mixed	6	83%	33%	67%	33%	83%	33%	67%	17%	83%	67%
	White British	9	100%	56%	78%	22%	78%	67%	67%	22%	78%	67%
	White Other	9	89%	22%	89%	11%	89%	22%	78%	11%	89%	67%
	Any Other Ethnicity	2	50%	0%	100%	0%	100%	0%	50%	0%	100%	50%

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	2	2 100% LA: 87%	0 0% LA: 11%	0 0% LA: 2%	
	Working Towards	14	5 36% LA: 60%	8 57% LA: 35%	1 7% LA: 5%	
	Expected Standard	45	8 18% LA: 18%	26 58% LA: 57%	11 24% LA: 25%	
	Greater Depth	13	0 0% LA: 2%	3 23% LA: 26%	10 77% LA: 73%	

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	2	2 100% LA: 91%	0 0% LA: 9%	0 0% LA: 0%	
	Working Towards	20	6 30% LA: 60%	13 65% LA: 40%	1 5% LA: 0%	
	Expected Standard	41	6 15% LA: 15%	25 61% LA: 65%	10 24% LA: 20%	
	Greater Depth	11	1 9% LA: 2%	3 27% LA: 27%	7 64% LA: 71%	

Writing		Total Pupils	Key Stage 2 - Writing TA			
			Below Expected	Expected Standard	Greater Depth	
Key Stage 1 Writing	Pre-KS	2	2 100% LA: 91%	0 0% LA: 9%	0 0% LA: 0%	
	Working Towards	24	13 54% LA: 62%	11 46% LA: 38%	0 0% LA: 0%	
	Expected Standard	43	3 7% LA: 10%	36 84% LA: 84%	4 9% LA: 6%	
	Greater Depth	5	0 0% LA: 0%	1 20% LA: 61%	4 80% LA: 39%	

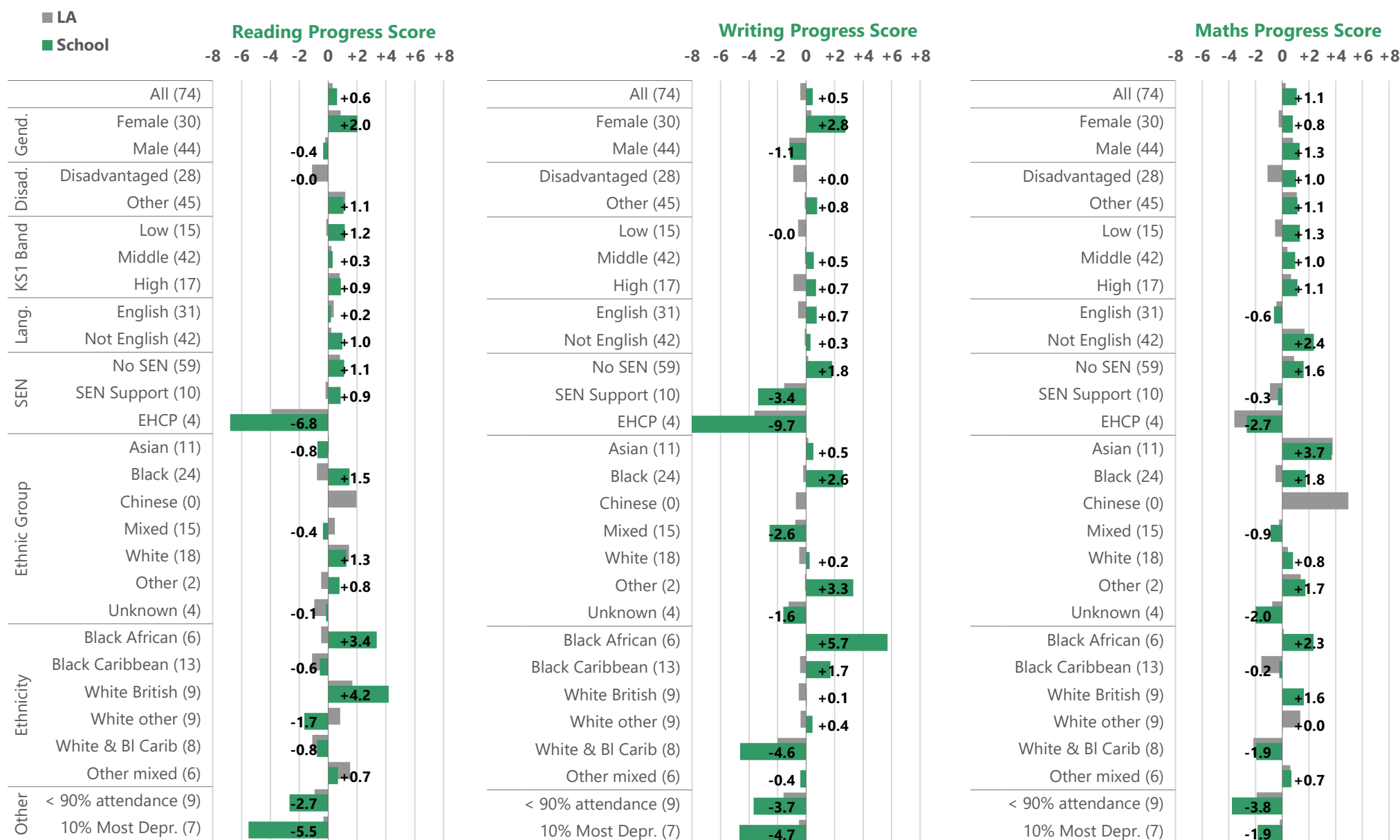
Analysis does not include pupils for whom KS1 prior attainment was not available or who were absent or had lost scripts for the KS2 tests

viii) KS1 to KS2 Progress Scores

Subject	School		Comparisons	
	Average KS2 Scaled Score*	Progress Score	LA	National
Reading	105.4	+0.6	+0.3	0.0
Writing		+0.5	-0.4	0.0
Maths	104.9	+1.1	+0.3	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

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



		EYFSP GLD	YR1 Phonics 32+	KS1 (Expected +)			KS2 (Expected +)		
England average (All pupils):		Eng: 67%	Eng: 79%	Reading Eng: 68%	Writing Eng: 60%	Maths Eng: 70%	Reading Eng: 73%	Writing Eng: 72%	Maths Eng: 73%
All Pupils	All	60% (88)	80% (89)	69% (87)	64% (87)	85% (87)	81% (79)	76% (79)	80% (79)
Gender	Female	74% (47)	87% (39)	71% (49)	69% (49)	82% (49)	91% (32)	94% (32)	88% (32)
	Male	44% (41)	74% (50)	66% (38)	58% (38)	89% (38)	74% (47)	64% (47)	74% (47)
Disadv.	Disadvantaged	17% (6)	68% (19)	58% (31)	55% (31)	84% (31)	82% (28)	75% (28)	79% (28)
	Other	65% (79)	83% (69)	76% (55)	71% (55)	87% (55)	80% (46)	78% (46)	83% (46)
Term Born	Autumn	67% (36)	96% (23)	85% (34)	82% (34)	88% (34)	76% (29)	86% (29)	86% (29)
	Spring	58% (24)	71% (31)	67% (24)	63% (24)	92% (24)	89% (27)	63% (27)	70% (27)
	Summer	56% (25)	76% (34)	54% (28)	46% (28)	79% (28)	78% (23)	78% (23)	83% (23)
Language	English	62% (50)	80% (45)	73% (49)	67% (49)	88% (49)	77% (31)	84% (31)	77% (31)
	Not English	60% (35)	79% (43)	65% (37)	62% (37)	84% (37)	84% (43)	72% (43)	84% (43)
SEN	No SEN	73% (70)	85% (74)	77% (71)	75% (71)	89% (71)	87% (60)	88% (60)	88% (60)
	SEN Support	10% (10)	45% (11)	31% (13)	23% (13)	77% (13)	70% (10)	40% (10)	60% (10)
	EHCP	0% (5)	67% (3)				25% (4)	0% (4)	25% (4)
Ethnic Group	Asian	60% (10)	91% (11)	71% (7)	71% (7)	100% (7)	67% (12)	67% (12)	75% (12)
	Black	57% (23)	68% (22)	65% (26)	62% (26)	81% (26)	83% (24)	88% (24)	92% (24)
	Mixed	65% (17)	71% (14)	65% (20)	60% (20)	75% (20)	73% (15)	60% (15)	67% (15)
	White	70% (30)	84% (37)	72% (29)	66% (29)	93% (29)	94% (18)	83% (18)	83% (18)
	Other	0% (3)							

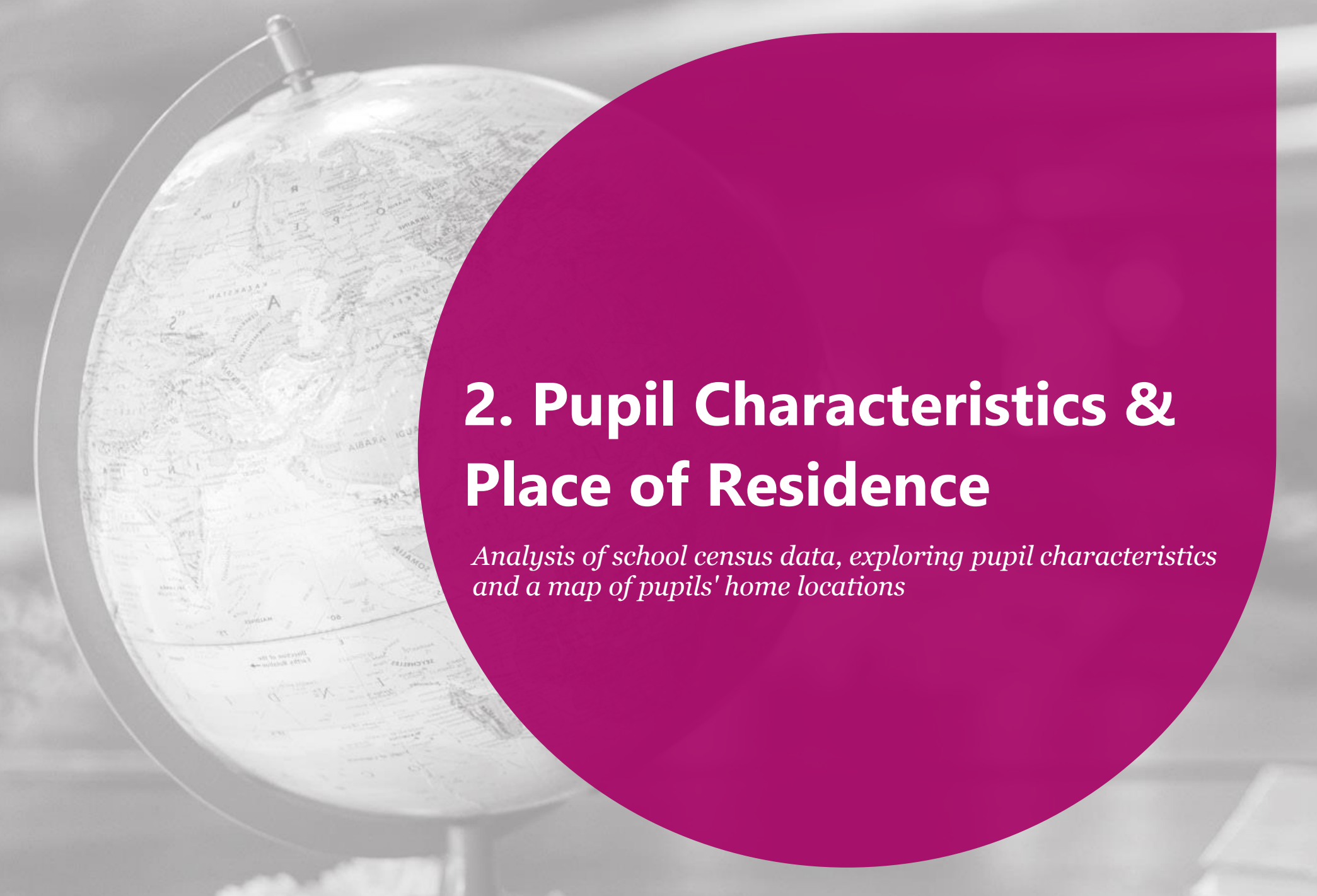
This analysis shows the percentage of pupils achieving the expected standard for each pupil group at Torridon Primary School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

	>3* above Eng. All pupils		>1* below Eng. All pupils
	>1* above Eng. All pupils		>3* below Eng. All pupils

*Number of pupils (see page 4 for explanation)

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

Pupil Breakdown by Contextual Characteristic (1)

640 Pupils on roll in Jan 2023

Torridon Primary School

Year Group Analysis

School

Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School					
Gen-der	Total Roll	38	88	90	88	84	88	85	79	640					
	Female	15	47	39	50	40	42	42	32	307	48.0%				
FSM	Male	23	41	51	38	44	46	43	47	333	52.0%				
	Eligible	0	8	19	31	27	27	21	26	159	24.8%				
Joined School	Not Eligible	38	80	71	57	57	61	64	53	481	75.2%				
	Joined in Reception / Nursery	38	88	84	72	66	59	69	57	533	83.3%				
	Joined in Year 1 or 2			6	16	13	10	3	5	53	8.3%				
	Joined in Year 3 or 4					5	19	8	9	41	6.4%				
	Joined in Year 5 or 6							5	8	13	2.0%				
SEN Stage	No Special Educational Need	33	72	75	73	66	65	63	65	512	80.0%				
	SEN Support	5	11	12	13	15	18	14	10	98	15.3%				
	EHCP / Statement	0	5	3	2	3	5	8	4	30	4.7%				
SEN Primary Need	Autistic Spectrum Disorder	0	7	2	2	2	3	5	2	23	3.6%				
	Hearing Impairment	0	0	0	0	0	0	0	0	0	0.0%				
	Moderate Learning Difficulty	0	0	0	0	0	0	0	0	0	0.0%				
	Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0.0%				
	Physical Disability	0	0	0	0	0	0	0	0	0	0.0%				
	Profound & Multiple Learning	0	0	0	0	0	0	0	0	0	0.0%				
	Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0.0%				
	Social, Emotional & Mental Health	0	2	1	1	4	5	6	7	26	4.1%				
	Specific Learning Difficulty	0	0	1	1	3	5	2	1	13	2.0%				
	Speech, Language & Comm.	5	7	11	11	9	10	9	4	66	10.3%				
	Visual Impairment	0	0	0	0	0	0	0	0	0	0.0%				
	Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0.0%				
	No Specialist Assessment	0	0	0	0	0	0	0	0	0	0.0%				
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	5	9	5	12	11	9	10	7	68	10.6%				
	Band 1b: 10-20%	10	10	14	20	17	27	21	19	138	21.6%				
	Band 2: 20-40%	16	56	59	44	45	42	48	41	351	54.8%				
	Band 3: 40-60%	7	12	10	8	10	9	4	8	68	10.6%				
	Band 4: 60-80%	0	1	2	0	0	1	0	4	8	1.3%				
	Band 5: Least Deprived 20%	0	0	0	2	1	0	1	0	4	0.6%				
	Unmatched Postcode	0	0	0	2	0	0	1	0	3	0.5%				

LA (Primary Age Mainstream)

LA

School Difference vs LA

		-15%	0%	15%
49.6%	-1.6%			
50.4%	+1.6%			
24.6%	+0.2%			
75.4%	-0.2%			
82.9%	+0.4%			
8.8%	-0.5%			
6.4%	-			
1.9%	+0.1%			
82.3%	-2.3%			
14.8%	+0.5%			
2.9%	+1.8%			
2.3%	+1.3%			
0.2%	-0.2%			
0.6%	-0.6%			
0.0%	-			
0.3%	-0.3%			
0.0%	-			
0.1%	-0.1%			
2.3%	+1.8%			
1.8%	+0.2%			
8.2%	+2.1%			
0.1%	-0.1%			
0.5%	-0.5%			
1.4%	-1.4%			
11.1%	-0.5%			
25.5%	-3.9%			
41.7%	+13.1%			
14.3%	-3.7%			
5.5%	-4.2%			
1.8%	-1.2%			
0.2%	+0.3%			

Pupil Breakdown by Contextual Characteristic (2)

640 Pupils on roll in Jan 2023

Torridon Primary School

Year Group Analysis

School

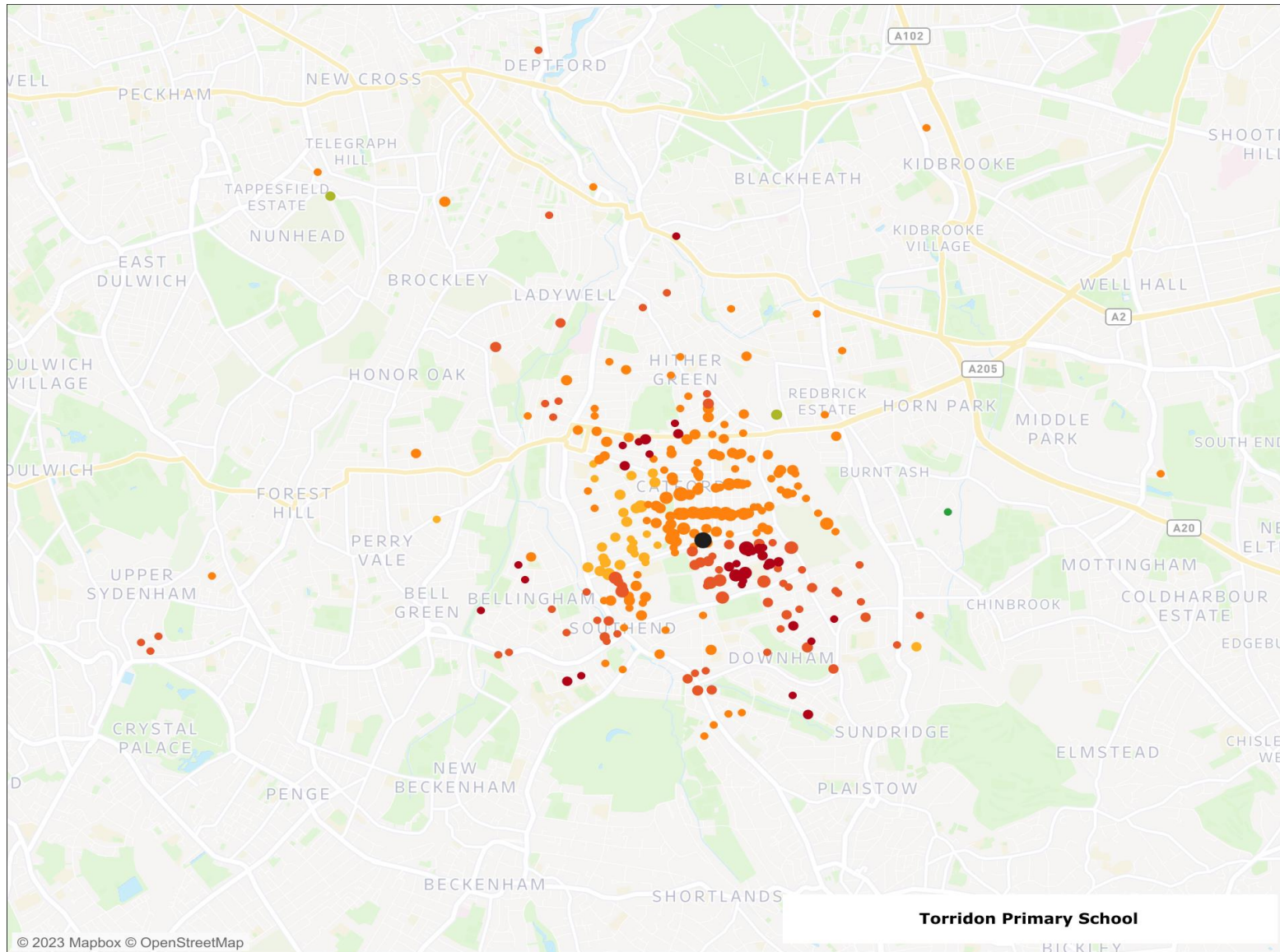
Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School					
Ethnicity	Asian or Asian British	11	13	11	8	18	17	17	12	107	16.7%	<div></div>			
	Bangladeshi	1	0	0	0	2	2	1	0	6	0.9%	<div></div>			
	Indian	0	0	2	3	2	0	4	3	14	2.2%	<div></div>			
	Pakistani	2	3	4	1	3	4	2	3	22	3.4%	<div></div>			
	Any Other Asian Background	8	10	5	4	11	11	10	6	65	10.2%	<div></div>			
	Black or Black British	6	23	23	26	18	26	28	25	175	27.3%	<div></div>			
	Black - African	3	7	15	8	7	7	11	7	65	10.2%	<div></div>			
	Black Caribbean	3	13	8	15	8	15	10	13	85	13.3%	<div></div>			
	Any Other Black Background	0	3	0	3	3	4	7	5	25	3.9%	<div></div>			
	Chinese	1	1	1	1	1	0	0	0	5	0.8%	<div></div>			
	Mixed	4	17	15	20	17	17	17	17	124	19.4%	<div></div>			
	White and Black African	2	4	0	1	2	1	3	1	14	2.2%	<div></div>			
	White and Black Caribbean	0	7	3	8	7	9	7	9	50	7.8%	<div></div>			
	White and Asian	0	1	5	1	1	1	2	0	11	1.7%	<div></div>			
	Any Other Mixed Background	2	5	7	10	7	6	5	7	49	7.7%	<div></div>			
	White	12	30	37	30	27	27	19	19	201	31.4%	<div></div>			
	White - British	6	20	25	22	17	15	11	10	126	19.7%	<div></div>			
	White - Irish	0	2	0	2	0	0	0	0	4	0.6%	<div></div>			
	Gypsy / Roma	0	0	0	0	0	0	0	0	0	0.0%	<div></div>			
	Traveller of Irish Heritage	0	0	0	0	0	0	0	0	0	0.0%	<div></div>			
	Any Other White Background	6	8	12	6	10	12	8	9	71	11.1%	<div></div>			
Other	2	3	1	2	1	0	3	2	14	2.2%	<div></div>				
Unknown	2	1	2	1	2	1	1	4	14	2.2%	<div></div>				
Refused	2	1	2	1	2	1	1	4	14	2.2%	<div></div>				
Information Not Yet Obtained	0	0	0	0	0	0	0	0	0	0.0%	<div></div>				
Lang.	English	11	50	47	50	43	48	43	31	323	50.5%	<div></div>			
	Not English	27	38	43	38	41	40	42	48	317	49.5%	<div></div>			
	Unknown	0	0	0	0	0	0	0	0	0	0.0%	<div></div>			

LA (Primary Age Mainstream)

LA

School Difference vs LA

		-15%	0%	15%
5.9%	+10.8%			
0.7%	+0.2%			
1.2%	+1.0%			
0.8%	+2.6%			
3.2%	+7.0%			
28.6%	-1.3%			
15.1%	-4.9%			
9.1%	+4.2%			
4.3%	-0.4%			
1.3%	-0.5%			
18.1%	+1.3%			
2.7%	-0.5%			
5.3%	+2.5%			
2.6%	-0.9%			
7.5%	+0.2%			
38.1%	-6.7%			
25.7%	-6.0%			
0.6%	-			
0.0%	-			
0.0%	-			
11.7%	-0.6%			
4.0%	-1.8%			
4.1%	-1.9%			
1.8%	+0.4%			
2.3%	-2.3%			
63.4%	-12.9%			
36.4%	+13.1%			
0.2%	-0.2%			



Map shows 619 pupils. Does not show 18 outside the map boundaries and 3 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:

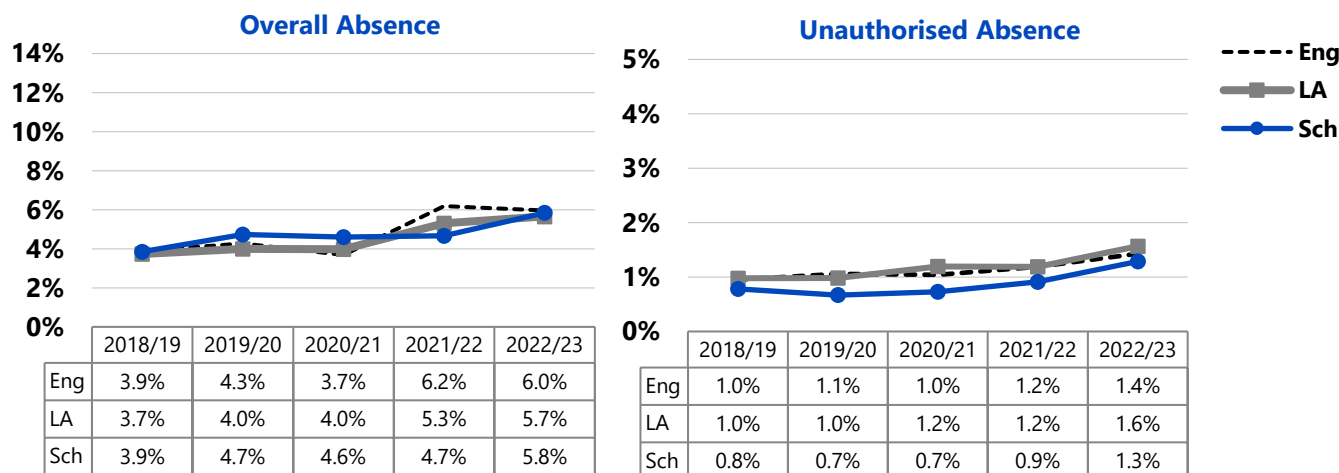
Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.

The background of the slide 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 logs. A large, solid blue circle is overlaid on the right side of the image, containing the title and subtitle text.

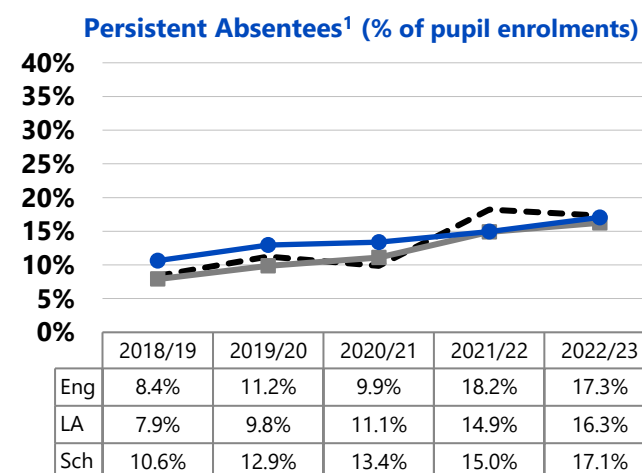
3. Pupil Behaviour

Analysis of pupil absence and exclusions

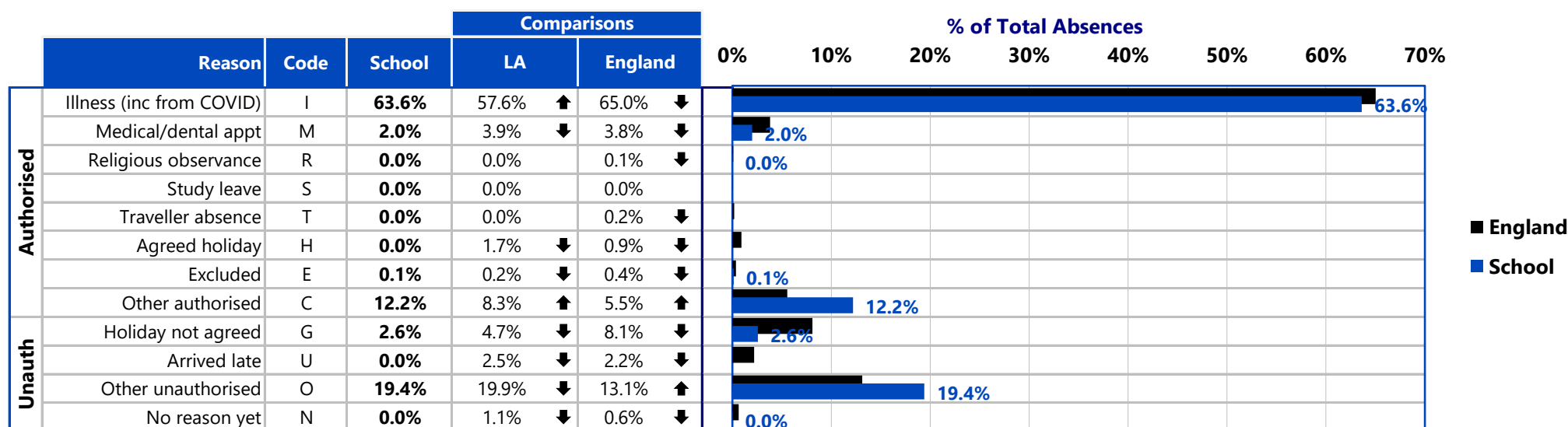
i) Overall and Unauthorised Absence (Time Series) - Autumn & Spring Terms*



ii) Persistent Absentees - Aut/Spr*



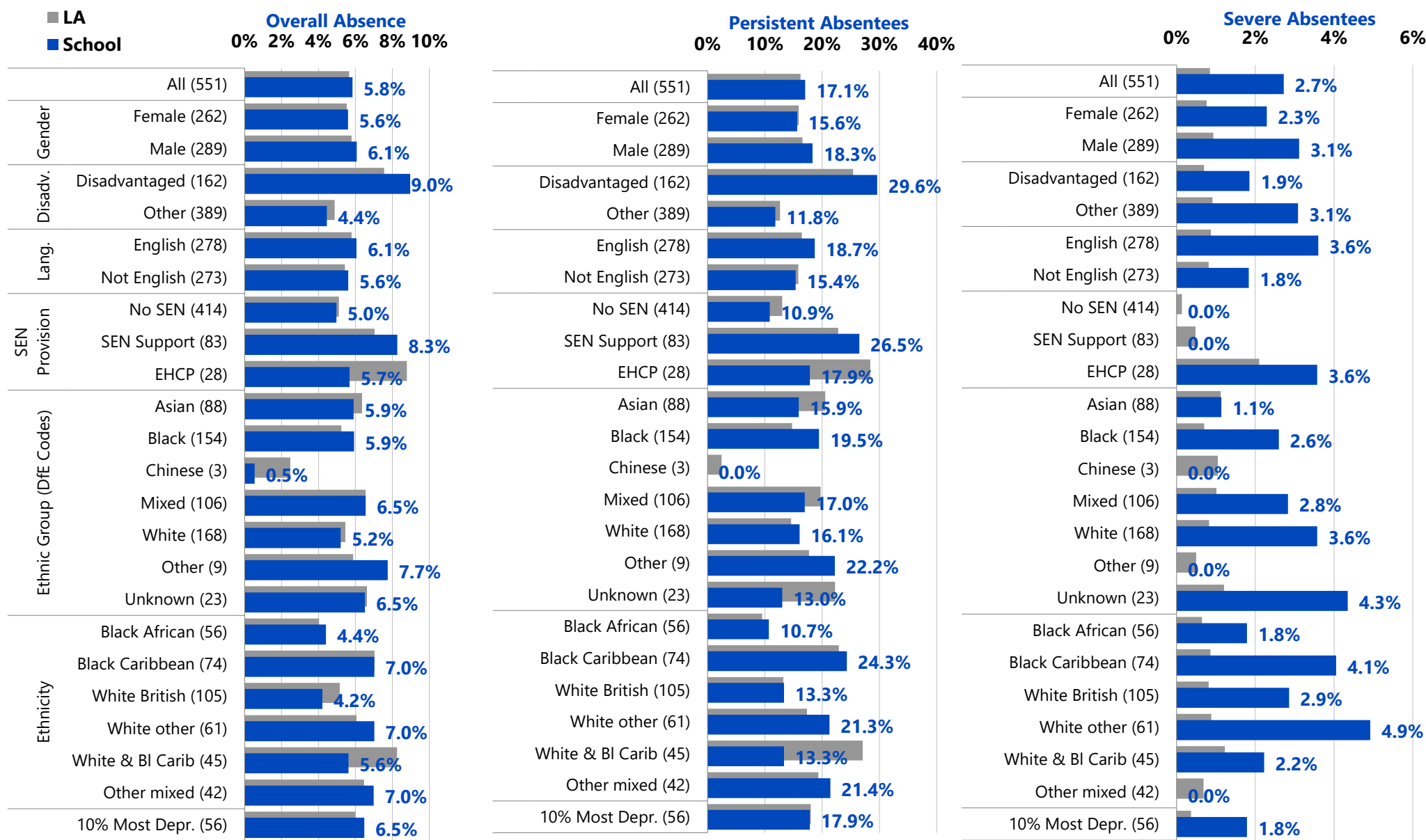
iii) % Absence by Reason - Autumn & Spring Terms



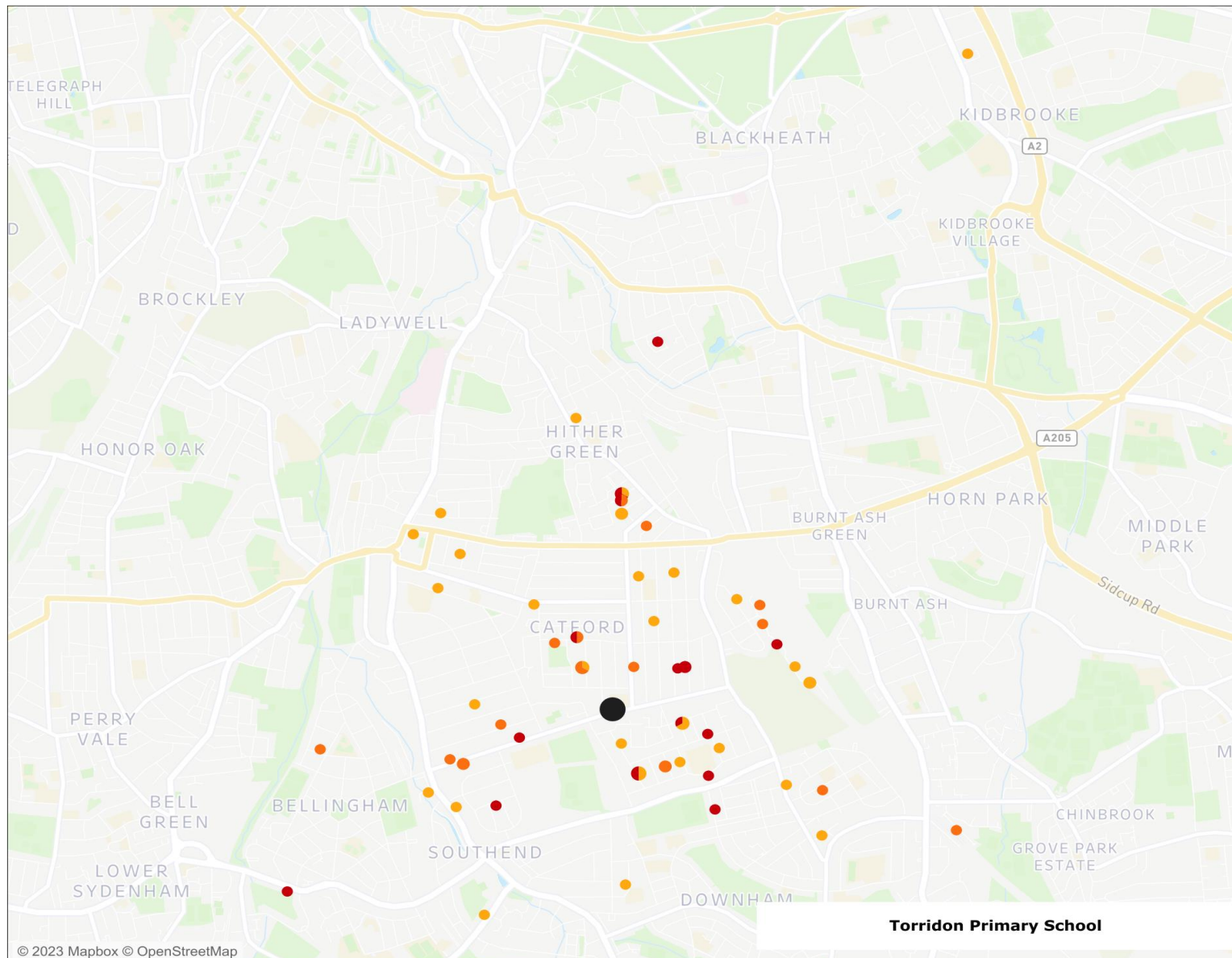
*2019/20 and 2020/21 data was affected by the COVID pandemic and only shows the Autumn term position for schools, LA and England. In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22 and 2022/23.

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

iv) Vulnerable Groups Analysis - Autumn & Spring Terms



v) Map of Persistent Absentees



Key (Attendance Band):

- Band 3: 86-90% (Persistent Absentee)
- Band 4: 80-85% (Persistent Absentee)
- Band 5: <=80% (Persistent Absentee)
- Location of school

Questions to Consider

1. Are there any concentrations of dots that suggest persistent absence is a problem in particular geographical areas?
2. If so, are there particular actions you need to take to address this?

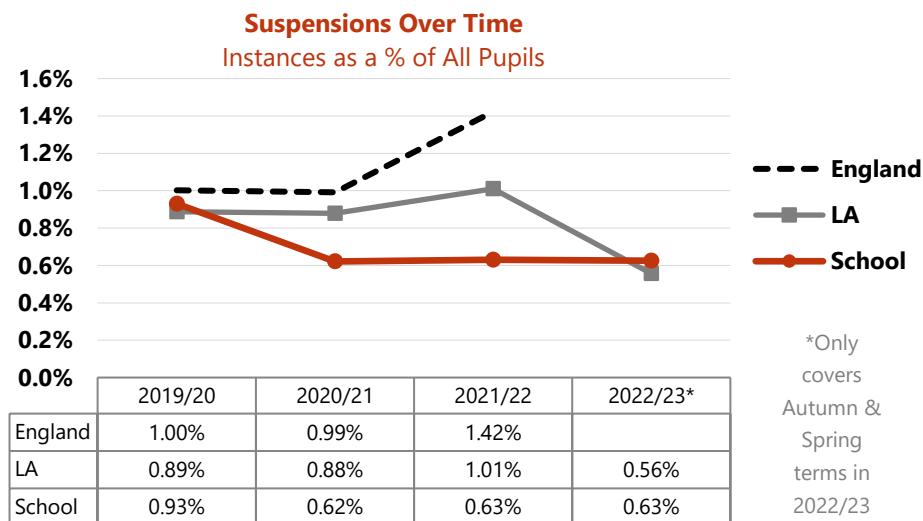
Notes:

Each dot refers to a single postcode. Where more than one pupil lives in a particular postcode, the dot will be larger. If pupils in the same postcode have different attendance levels, the dot will become a pie chart.

Pupils from Nursery and Reception are not plotted on the map.

i) Headline Exclusions & Suspensions Indicators

Indicator		Primary Comparisons		
		Sch (Aut/Spr 22/23)	LA (Aut/Spr 22/23)	Eng (Full Year 2021/22)
Permanent Exclusions (% of all pupils)		0 0.00%	0.00%	0.02%
Suspensions	No. of instances (suspensions as a % of all pupils)	4 0.63%	0.56% ▲	1.42%
	No. of pupils with suspensions (% of all pupils)	4 0.63%	0.37% ▲	0.68%
	Average length in days of suspensions	1.0	1.7 ▼	2.0 ▼
	0.5 to 5 Days	4 100.0%	99.3% ▲	98.7% ▲
	6 to 15 days	0 0.0%	0.7% ▼	1.1% ▼
	16+ Days	0 0.0%	0.0%	0.2% ▼



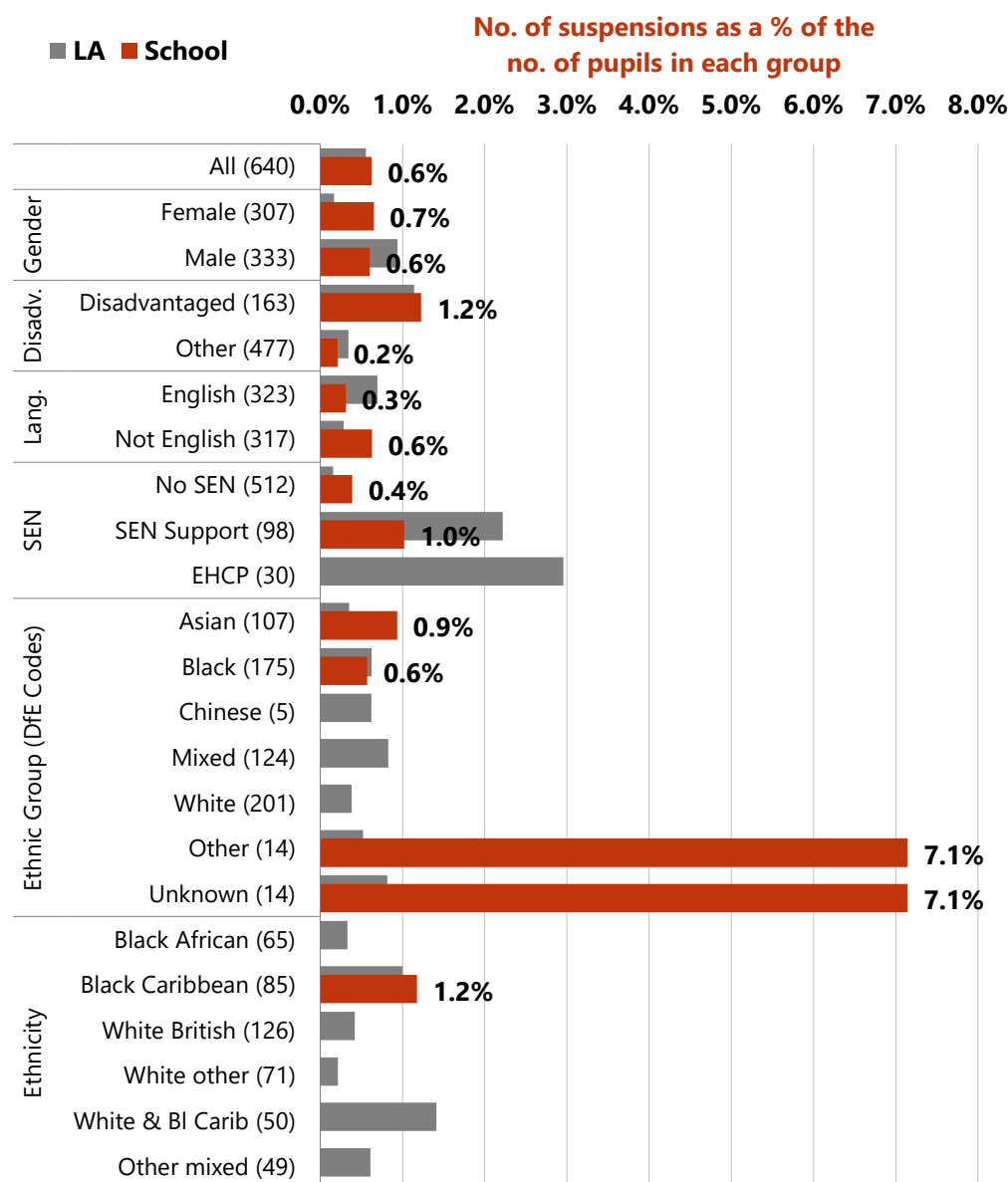
ii) Suspensions by Reason (% of all instances of suspensions)

Reason (Selected codes)	Code	Primary Comparisons [^]			% of all suspensions					
		Sch (Aut/Spr 22/23)	LA (Aut/Spr 22/23)	Eng (Full Year 2021/22)	0%	20%	40%	60%	80%	100%
Physical Assault Against a Pupil	PP	25.0%	23.1% ▲	17.6% ▲	<div><div></div></div> 25.0%					
Physical Assault Against an Adult	PA	0.0%	28.4% ▼	24.2% ▼	<div><div></div></div>					
Verbal abuse/threatening behaviour - adult	VA	0.0%	6.7% ▼	12.3% ▼	<div><div></div></div>					
Verbal abuse/threatening behaviour - pupil	VP	25.0%	2.2% ▲	5.5% ▲	<div><div></div></div> 25.0%					
Offensive Weapon	OW	25.0%	0.7% ▲	1.1% ▲	<div><div></div></div> 25.0%					
Bullying	BU	0.0%	3.0% ▼	0.7% ▼	<div><div></div></div>					
Abuse - Race	RA	0.0%	2.2% ▼	0.9% ▼	<div><div></div></div>					
Abuse - Sexual Orientation / Gender Identity	LG	0.0%	0.7% ▼	0.2% ▼	<div><div></div></div>					
Sexual Misconduct	SM	0.0%	0.7% ▼	0.6% ▼	<div><div></div></div>					
Damage	DM	0.0%	2.2% ▼	6.5% ▼	<div><div></div></div>					
Theft	TH	0.0%	0.0%	0.1% ▼	<div><div></div></div>					
Drugs and alcohol related	DA	25.0%	0.7% ▲	0.4% ▲	<div><div></div></div> 25.0%					
Persistent Disruptive Behaviour	DB	0.0%	29.1% ▼	29.1% ▼	<div><div></div></div>					
Inappropriate Use of Online Technology	MT	0.0%	0.0%	0.4% ▼	<div><div></div></div>					

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 shows the first reason stated for an exclusion, whereas England data shows all reasons given for each exclusion (i.e. one exclusion may have more than one reason).

iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



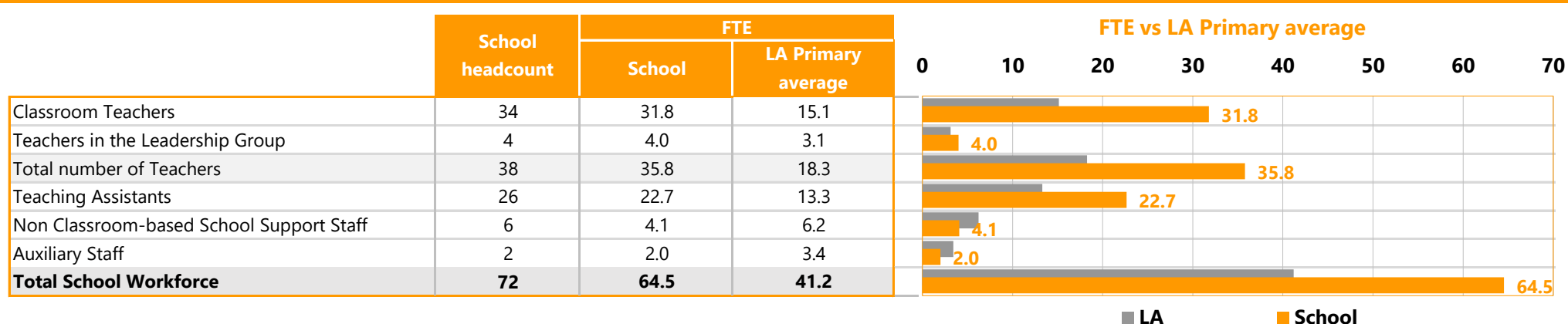
NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school.



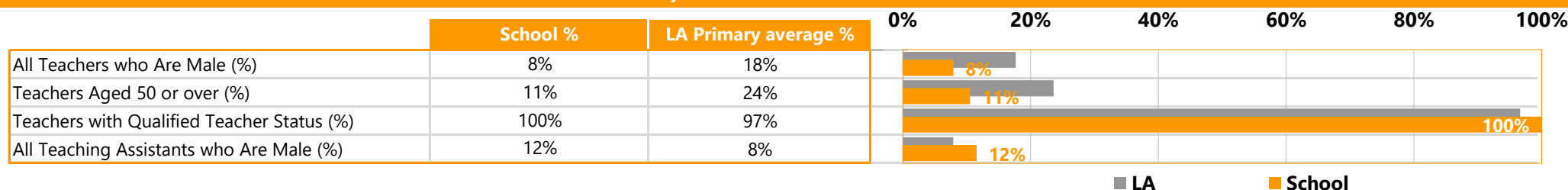
4. Staffing

Information on your school workforce

i) School workforce breakdown by role type



ii) Staff characteristics



iii) Teacher sickness absence

	Teachers with at Least One Period of Sickness (%)	Total Number of Days Lost to Sickness	Average Number of Days Lost to Teacher Sickness (per teacher)
School	67%	396	9.4
LA Primary average	70%	146	6.8

iv) Other workforce indicators

	Mean Gross Salary of All Teachers (£)	Pupil: Teacher Ratio FTE
School	£49,104	17.5
LA Primary average	£49,515	19.3

Note that * indicates that the data is suppressed or missing



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 is taken from the DfE Statistical First Release. Comparators for 2019 and earlier 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 is taken from the DfE Statistical First Release.
Key Stage 1	Validated KS1 teacher assessment returns from schools. National data is taken from the DfE Statistical First Release.
Key Stage 2	Validated DfE data from December each year. The figures therefore discount pupils recently arrived from overseas, in line with DfE rules. Historical data is the validated performance table data from each year; note that the DfE sometimes retrospectively changes historical data in subsequent publications. Note that this is a different source to the unvalidated version of this profile.
School Census	Validated January 2023 school census returns from schools. LA figures do not include special schools or nurseries, but do include primary age pupils from all through schools.
Pupil Absence	School census returns from schools in January and May 2023. 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 and 2022/23 - hence 2021/22 and 2022/23 absence often appears higher than in 2020/21
Exclusions	Data from 2022/23 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).
School Workforce	Data from School Workforce Census as of November 2022. Some sickness data is suppressed due to small numbers of teachers involved. Local Authority figures do not include all through schools.

Note that contextual analysis (e.g. KS1 analysis by ethnicity) is created by linking the above data sources to the January census for the same year and school, using a pupil's UPN. Note that, owing to pupil mobility, this may not be the same as the analysis in schools' own systems which may include the characteristics of new pupils on roll at the point of the assessment in the summer term.

Where pupil details cannot be matched (e.g. due to the use of temporary UPNs or new entrants after the census) the pupils will not be shown on the 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

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)
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
Severe Absentee	A pupil attending school for 50% or less of their possible sessions
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 <i>nationally</i> (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)

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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