Super School Profile

Torridon Primary School

2024

Produced by Mime
February 2025

mime *making information matter*

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About this Profile

Welcome to the 2024 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.

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 2024.

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

Updates for 2024:

- **EYFSP pupil characteristic breakdown**: Additional tables of data have been provided showing the achievement of each EYFSP aspect split by pupil characteristics.
- **Ethnicity analysis:** The Chinese ethnic group is now part of the Asian broad ethnic group, in line with the new approach taken by the DfE.
- **Attendance by year group:** Attendance analysis now includes a breakdown by year group, including how these compare to the same age group elsewhere in the local authority.
- **Severe absence:** Severe absence (>50%) is now shown on the attendance pupil map, attendance trend charts and as a breakdown in attainment sections.
- **Local context:** The local context page has an additional category specifically for your Reception cohort. This means that you can see if your latest pupil intake is likely to have a different context to other children in your school.

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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

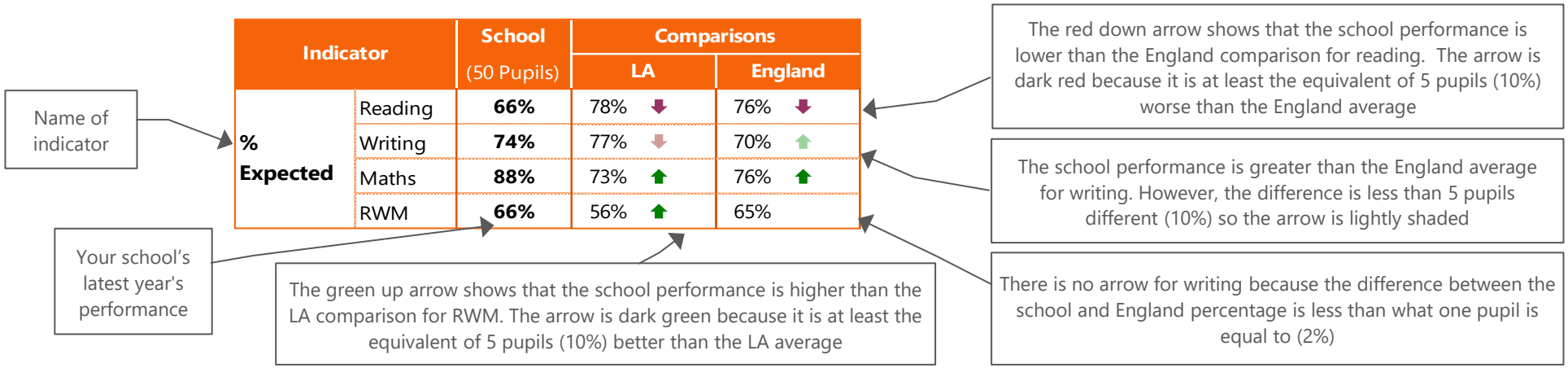
- >=5 pupils better than the comparator
- >=1 pupil better than the comparator

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%).



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.

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 the equivalent of at least 3 pupils above or below the 'All Pupils' figure, a darker shade will be used. If the gap the equivalent of at least 1 pupil 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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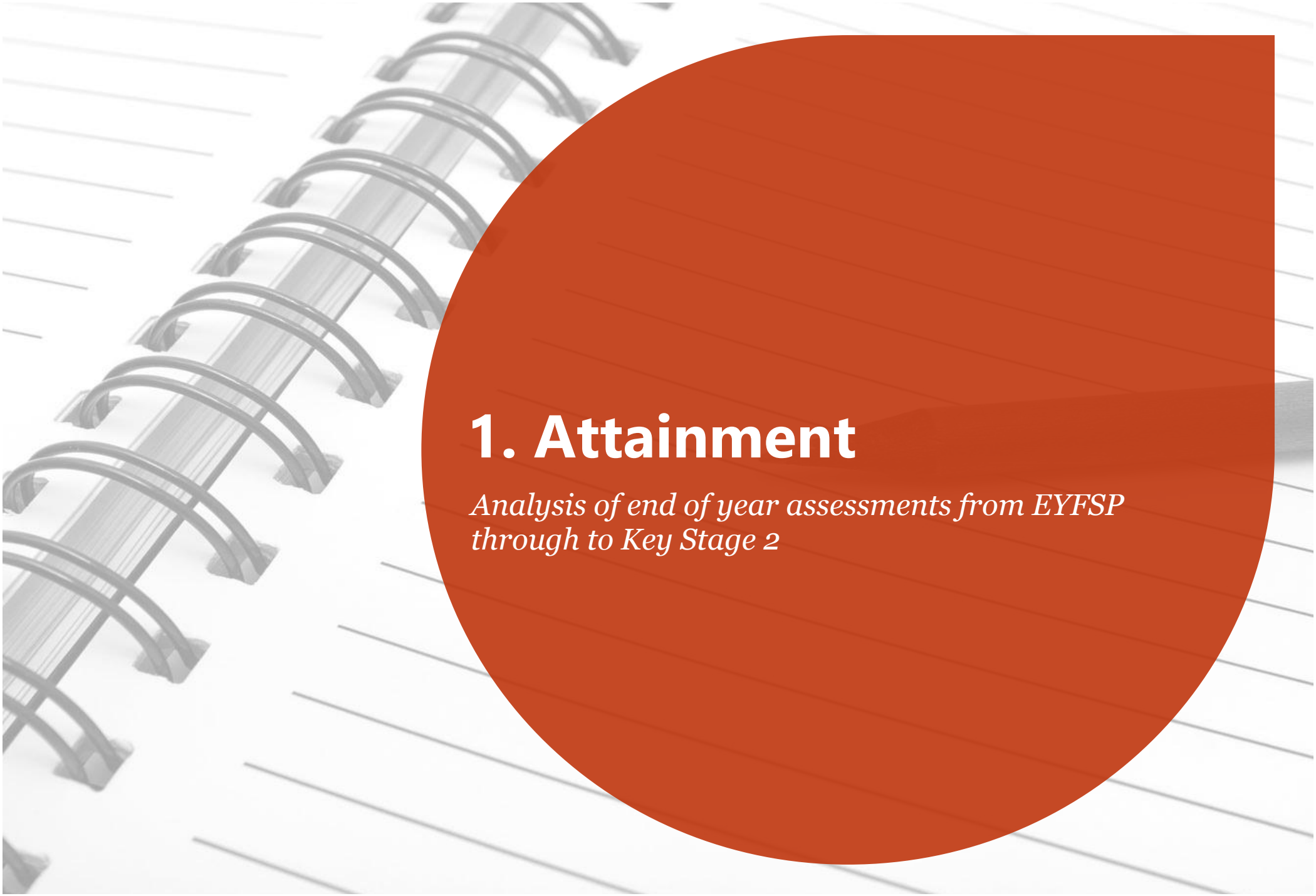

1. Attainment

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 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?

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 (2024)

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					London	
		School 2019	School 2022	School 2023	School 2024	School Change from 2023	Eng 2019	Eng 2022	Eng 2023	Eng 2024	2024 Difference from England	2024	
						-15% -5% +5% +15%					-15% -5% +5% +15%		
EYFSP	GLD	67%	64%	60%	**64%**	+4%	72%	65%	67%	**68%**	-4%	**70%**	**Section 1b**
Yr1	Achieving Threshold	65%	82%	80%	**81%**	+1%	82%	75%	79%	**80%**	+1%	**82%**	**Section 1c**
KS1 Expected Standard	Reading TA	71%	74%	69%	-	-	75%	67%	68%	-	-	-	**Section 1d**
	Writing TA	55%	65%	64%	-	-	69%	58%	60%	-	-	-	
	Maths TA	63%	77%	85%	-	-	76%	68%	70%	-	-	-	
KS1 Greater Depth	Reading TA	17%	13%	11%	-	-	25%	18%	19%	-	-	-	**Section 1d**
	Writing TA	5%	14%	6%	-	-	15%	8%	8%	-	-	-	
	Maths TA	14%	18%	13%	-	-	22%	15%	16%	-	-	-	
KS2 Expected Standard	Reading Test	63%	77%	81%	**75%**	-6%	74%	75%	73%	**75%**	-	**80%**	**Section 1e**
	Writing TA	75%	66%	76%	**71%**	-5%	79%	70%	72%	**72%**	-1%	**77%**	
	Maths Test	78%	72%	80%	**76%**	-4%	79%	72%	73%	**74%**	+2%	**80%**	
	RWM Test/TA	59%	62%	59%	**65%**	+6%	65%	59%	60%	**61%**	+4%	**69%**	
	GPS Test	80%	72%	80%	**80%**	-	79%	73%	73%	**73%**	+7%	**80%**	
KS2 Higher Standard	Reading Test	21%	36%	29%	**33%**	+4%	27%	28%	29%	**29%**	+4%	**34%**	**Section 1e**
	Writing TA	18%	14%	11%	**12%**	+1%	20%	13%	13%	**13%**	-1%	**18%**	
	Maths Test	26%	19%	24%	**26%**	+2%	27%	23%	24%	**24%**	+2%	**33%**	
	RWM Test/TA	9%	8%	8%	**10%**	+2%	11%	7%	8%	**8%**	+2%	**12%**	
	GPS Test	43%	43%	46%	**44%**	-2%	36%	28%	30%	**32%**	+12%	**43%**	
						-2 -1 0 +1 +2					-2 -1 0 +1 +2		
KS2 Progress	Reading Prog Score	-3.4	-0.9	+0.6		-	0.0	0.0	0.0	-	-		**Section 1e**
	Writing Prog Score	-1.9	-2.1	+0.5		-	0.0	0.0	0.0	-	-		
	Maths Prog Score	-1.8	-1.2	+1.1		-	0.0	0.0	0.0	-	-		

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Early Years Foundation Stage Profile (2024)

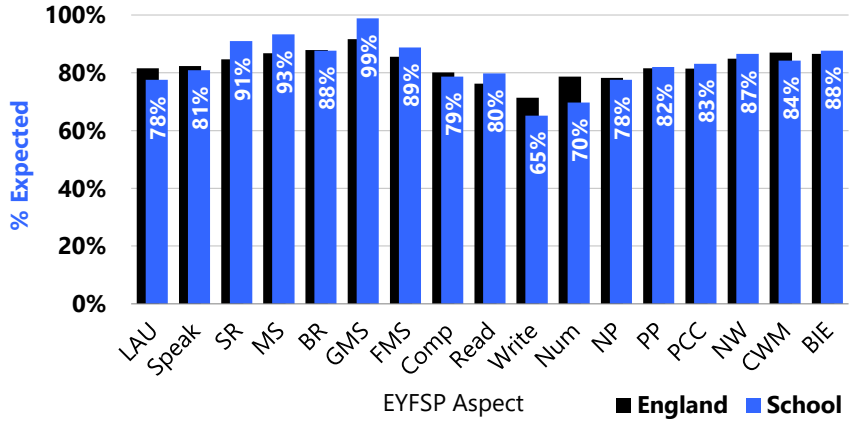
Torridon Primary School **1b**

i) % Achieving Expected Level in Each Aspect of Learning

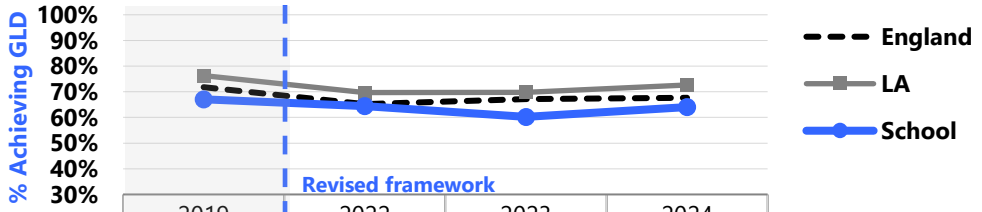
		Aspect	Code	Expected							
				School				LA		England	
				2019	2022	2023	2024 (89 Pupils)	2023	2024	2023	2024
Good Level of Development	CL	Listening, attention and understanding	LAU	87%	88%	78%	**78%**	83%	84% ↓	82%	82% ↓
		Speaking	Speak	88%	83%	85%	**81%**	83%	84% ↓	83%	82% ↓
	PSED	Self-regulation	SR	93%	86%	82%	**91%**	86%	88% ↑	85%	85% ↑
		Managing self	MS	85%	89%	84%	**93%**	88%	89% ↑	87%	87% ↑
		Building relationships	BR	89%	92%	86%	**88%**	89%	89% ↓	88%	88%
	PD	Gross motor skills	GMS	93%	98%	97%	**99%**	93%	93% ↑	92%	92% ↑
		Fine motor skills	FMS		90%	85%	**89%**	88%	88%	86%	86% ↑
	Lit	Comprehension	Comp	70%	81%	82%	**79%**	83%	83% ↓	81%	80% ↓
		Word reading	Read		80%	77%	**80%**	77%	80%	76%	76% ↑
		Writing	Write	70%	69%	65%	**65%**	74%	76% ↓	71%	71% ↓
	Math	Numbers	Num	78%	71%	72%	**70%**	81%	82% ↓	79%	79% ↓
		Numerical patterns	NP		71%	70%	**78%**	80%	82% ↓	78%	78%
	UTW	Past and present	PP	-	90%	89%	**82%**	83%	85% ↓	82%	82%
		People, culture and communities	PCC	93%	90%	88%	**83%**	84%	84% ↓	82%	81% ↑
		The natural world	NW	93%	92%	93%	**87%**	87%	88% ↓	85%	85% ↑
	EAD	Creating with materials	CWM	93%	88%	90%	**84%**	90%	90% ↓	88%	87% ↓
		Being imaginative and expressive	BIE	89%	93%	88%	**88%**	90%	89% ↓	87%	87%

NB. Comparisons for 2019 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)



	2019	2022	2023	2024
England	72%	65%	67%	68%
LA	76%	70%	70%	73%
School	67%	64%	60%	64%

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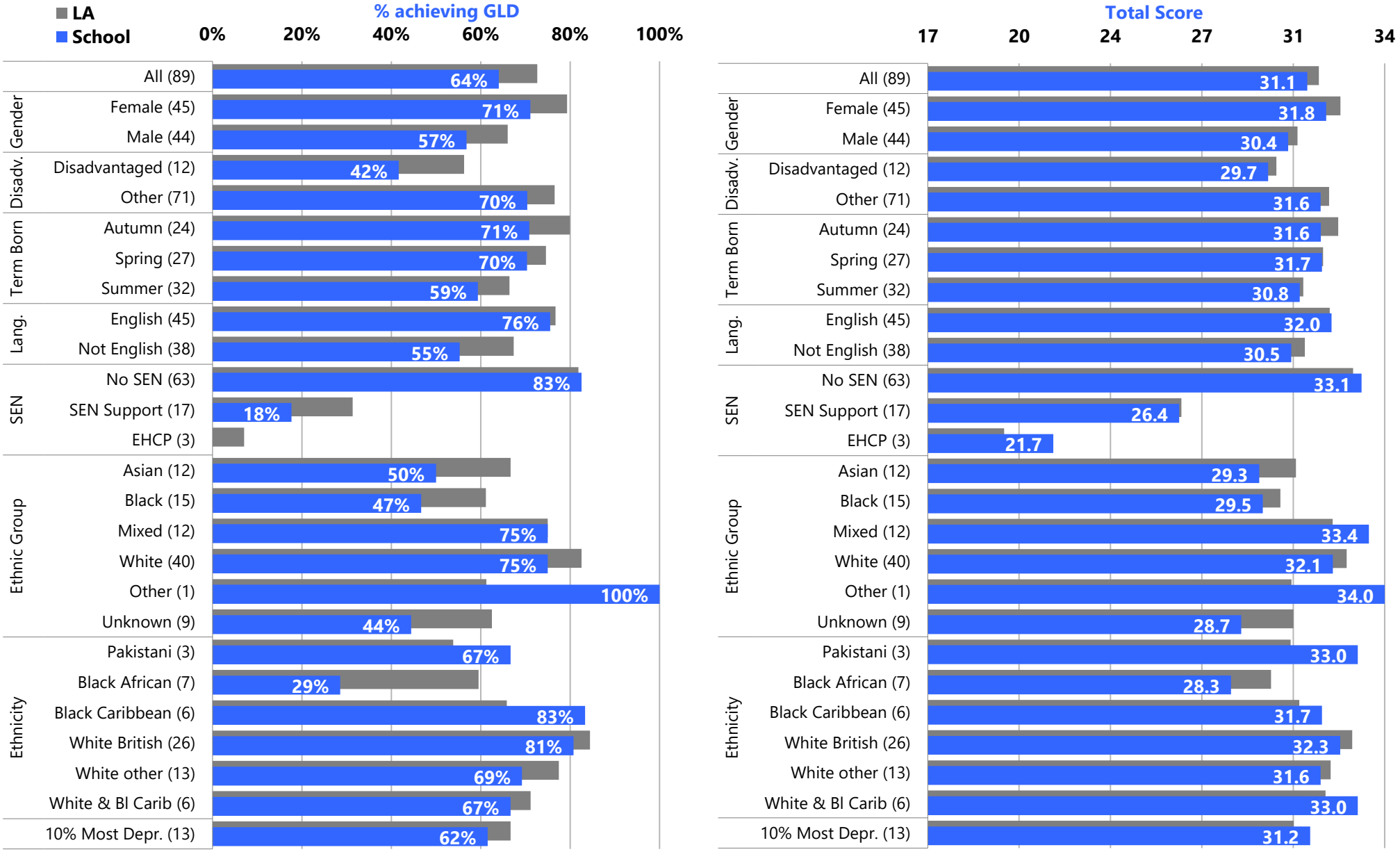
iii) Vulnerable Groups Analysis - % achieving GLD and Total Score



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Early Years Foundation Stage Profile (2024)

Torridon Primary School **1b**

iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (1)

Key to shading:

*Number of pupils (see page 4 for explanation)

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

		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
	All	89	78%	81%	91%	93%	88%	99%	89%	79%	80%	65%	70%	78%	82%	83%	87%	84%	88%
Gender	Female	45	84%	84%	91%	96%	87%	100%	96%	84%	87%	73%	73%	80%	87%	89%	89%	91%	91%
Gender	Male	44	70%	77%	91%	91%	89%	98%	82%	73%	73%	57%	66%	75%	77%	77%	84%	77%	84%
Gender	Gap (Male - Female)		-14%	-7%	-	-5%	+2%	-2%	-14%	-11%	-14%	-16%	-7%	-5%	-10%	-12%	-5%	-14%	-7%
FSM	Eligible	13	62%	69%	85%	100%	77%	100%	92%	62%	62%	46%	54%	77%	77%	85%	92%	92%	92%
FSM	Not eligible	70	81%	86%	91%	91%	91%	99%	87%	84%	87%	71%	76%	80%	84%	84%	87%	84%	89%
FSM	Gap (Eligible - Not eligible)		-19%	-17%	-6%	+9%	-14%	+1%	+5%	-22%	-25%	-25%	-22%	-3%	-7%	+1%	+5%	+8%	+3%
Disadv.	Disadvantaged	12	58%	67%	83%	100%	75%	100%	92%	58%	58%	42%	50%	67%	83%	75%	92%	83%	83%
Disadv.	Other	71	82%	86%	92%	92%	92%	99%	87%	85%	87%	72%	76%	82%	83%	86%	87%	86%	90%
Disadv.	Gap (Disad. - Other)		-24%	-19%	-9%	+8%	-17%	+1%	+5%	-27%	-29%	-30%	-26%	-15%	-	-11%	+5%	-3%	-7%
SEN	No SEN	63	95%	97%	97%	98%	97%	100%	95%	95%	94%	83%	89%	90%	95%	95%	97%	98%	98%
SEN	SEN Support	17	29%	47%	76%	82%	71%	94%	59%	41%	53%	24%	24%	47%	53%	59%	65%	47%	65%
SEN	EHCP	3	0%	0%	33%	33%	33%	100%	100%	0%	33%	0%	0%	33%	0%	0%	33%	33%	33%
Born	Autumn	24	79%	88%	92%	96%	88%	100%	92%	83%	88%	71%	79%	79%	83%	83%	83%	88%	92%
Born	Spring	27	81%	85%	93%	96%	89%	100%	93%	81%	81%	74%	70%	78%	89%	85%	93%	89%	89%
Born	Summer	32	75%	78%	88%	88%	91%	97%	81%	78%	81%	59%	69%	81%	78%	84%	88%	81%	88%

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Early Years Foundation Stage Profile (2024)

Torridon Primary School **1b**

iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (2)

Key to shading:

*Number of pupils (see page 4 for explanation)

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

		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
	All	89	78%	81%	91%	93%	88%	99%	89%	79%	80%	65%	70%	78%	82%	83%	87%	84%	88%
Lang.	English	45	84%	93%	87%	91%	89%	98%	89%	89%	84%	76%	82%	84%	91%	91%	93%	89%	91%
Lang.	Not English	38	71%	71%	95%	95%	89%	100%	87%	71%	82%	58%	61%	74%	74%	76%	82%	82%	87%
Lang.	Gap (EAL - Not EAL)		-13%	-22%	+8%	+4%	-	+2%	-2%	-18%	-2%	-18%	-21%	-10%	-17%	-15%	-11%	-7%	-4%
Ethnic Groups	Asian	12	50%	67%	92%	92%	83%	100%	92%	58%	67%	50%	58%	67%	67%	58%	75%	83%	75%
Ethnic Groups	Black	15	67%	67%	80%	87%	80%	93%	80%	67%	80%	47%	60%	73%	67%	73%	73%	73%	80%
Ethnic Groups	Mixed	12	100%	100%	100%	100%	100%	100%	92%	100%	92%	83%	83%	92%	100%	100%	100%	100%	100%
Ethnic Groups	White	40	85%	90%	90%	93%	93%	100%	90%	88%	85%	75%	78%	83%	90%	93%	95%	88%	95%
Ethnic Groups	Other	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ethnic Groups	Unknown	9	67%	56%	100%	100%	67%	100%	89%	56%	56%	44%	44%	56%	67%	67%	67%	67%	67%
Ethnicity	Bangladeshi	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ethnicity	Indian	1	0%	0%	100%	100%	100%	100%	100%	0%	0%	0%	0%	100%	0%	0%	100%	100%	100%
Ethnicity	Pakistani	3	67%	100%	100%	100%	100%	100%	67%	100%	100%	67%	100%	100%	100%	100%	100%	100%	100%
Ethnicity	Asian Other	6	50%	67%	100%	100%	83%	100%	100%	50%	50%	50%	50%	50%	67%	50%	67%	83%	67%
Ethnicity	Black African	7	57%	71%	57%	71%	57%	100%	71%	71%	86%	29%	57%	57%	71%	71%	71%	57%	71%
Ethnicity	Black Caribbean	6	83%	83%	100%	100%	100%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
Ethnicity	Black Other	2	50%	0%	100%	100%	100%	100%	100%	0%	50%	0%	0%	100%	0%	50%	50%	100%	100%
Ethnicity	Chinese	1	0%	0%	0%	0%	0%	100%	100%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
Ethnicity	White & Asian	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ethnicity	White & Bl African	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	50%	100%	100%	100%	100%	100%	100%
Ethnicity	White & Bl Caribbean	6	100%	100%	100%	100%	100%	100%	83%	100%	83%	67%	83%	83%	100%	100%	100%	100%	100%
Ethnicity	Other Mixed	3	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ethnicity	White British	26	88%	96%	88%	88%	92%	100%	88%	92%	85%	81%	85%	88%	92%	92%	96%	88%	92%
Ethnicity	White Irish	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	0%	0%	100%	100%	100%	100%	100%
Ethnicity	White Other	13	77%	77%	92%	100%	92%	100%	92%	77%	85%	69%	69%	77%	85%	92%	92%	85%	100%
Ethnicity	Any Other Ethnicity	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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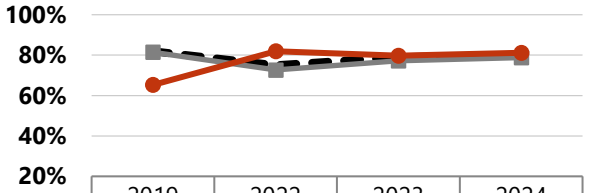
Year 1 Phonics (2024)

Torridon Primary School **1c**

i) % Achieving Phonics Threshold Year 1

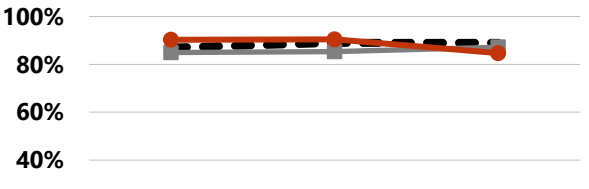
School	Comparisons		
	LA	England	Sch 2023
81%	79% ↑	80%	80% ↑
90 pupils			



	2019	2022	2023	2024
Eng	82%	75%	79%	80%
LA	81%	73%	77%	79%
Sch	65%	82%	80%	81%

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

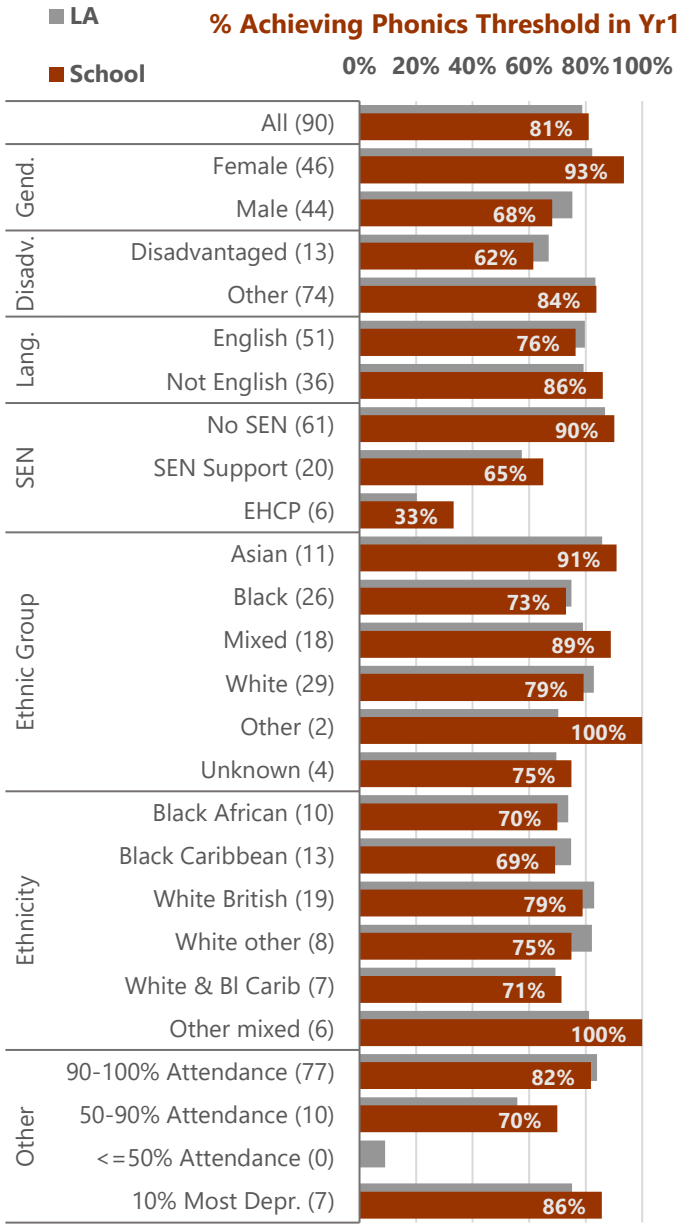
School	Comparisons	
	LA	England
85%	87% ↓	89% ↓
85 pupils		

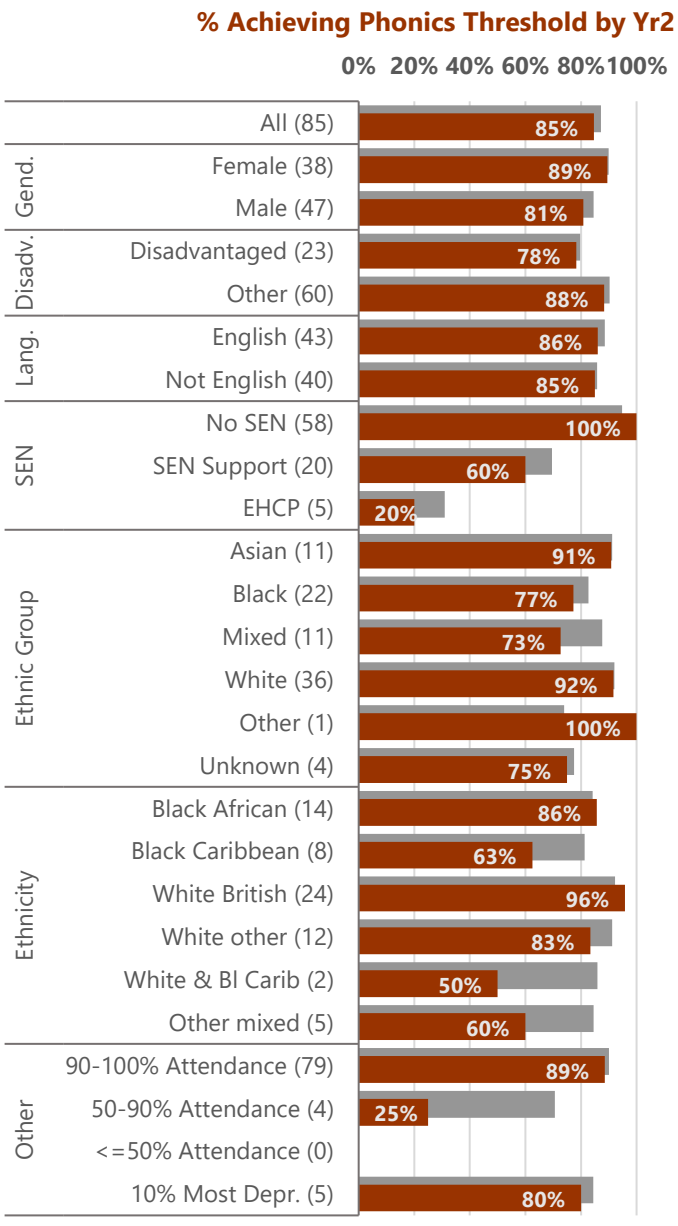


	2022	2023	2024
Eng	87%	89%	89%
LA	85%	85%	87%
Sch	90%	90%	85%

Eng LA Sch

iii) Vulnerable Groups Analysis





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

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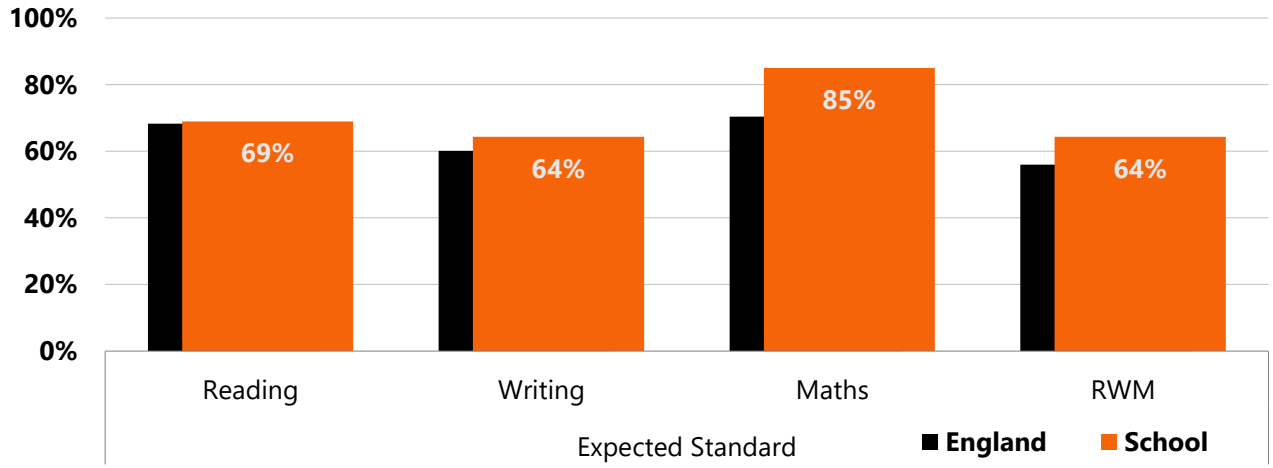
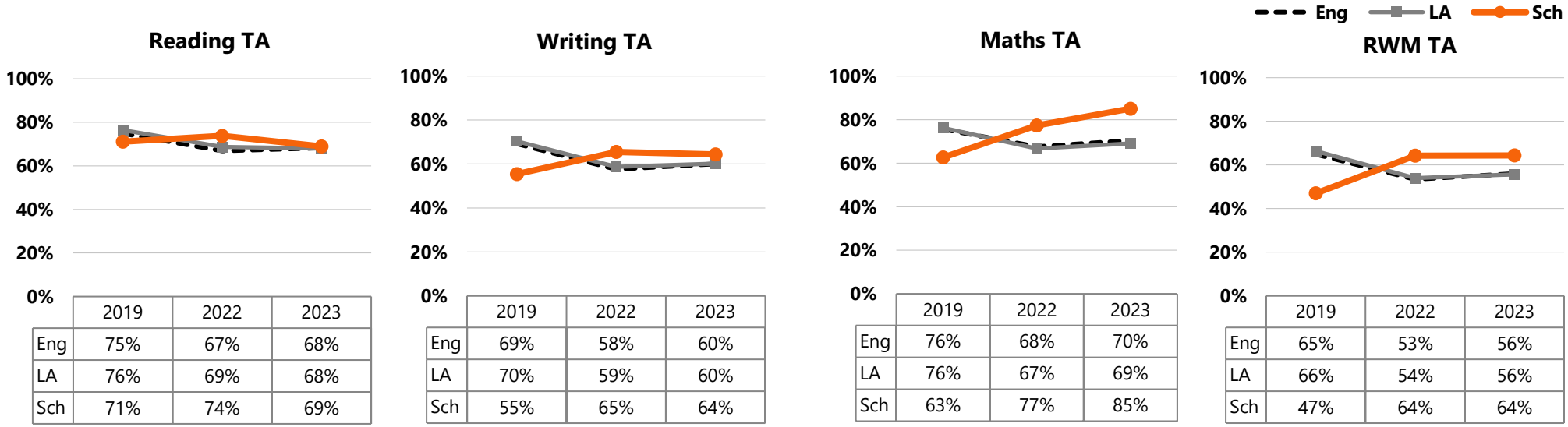
i) % Reaching Expected Standard

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)



	2019	2022	2023
Eng	75%	67%	68%
LA	76%	69%	68%
Sch	71%	74%	69%

	2019	2022	2023
Eng	69%	58%	60%
LA	70%	59%	60%
Sch	55%	65%	64%

	2019	2022	2023
Eng	76%	68%	70%
LA	76%	67%	69%
Sch	63%	77%	85%

	2019	2022	2023
Eng	65%	53%	56%
LA	66%	54%	56%
Sch	47%	64%	64%

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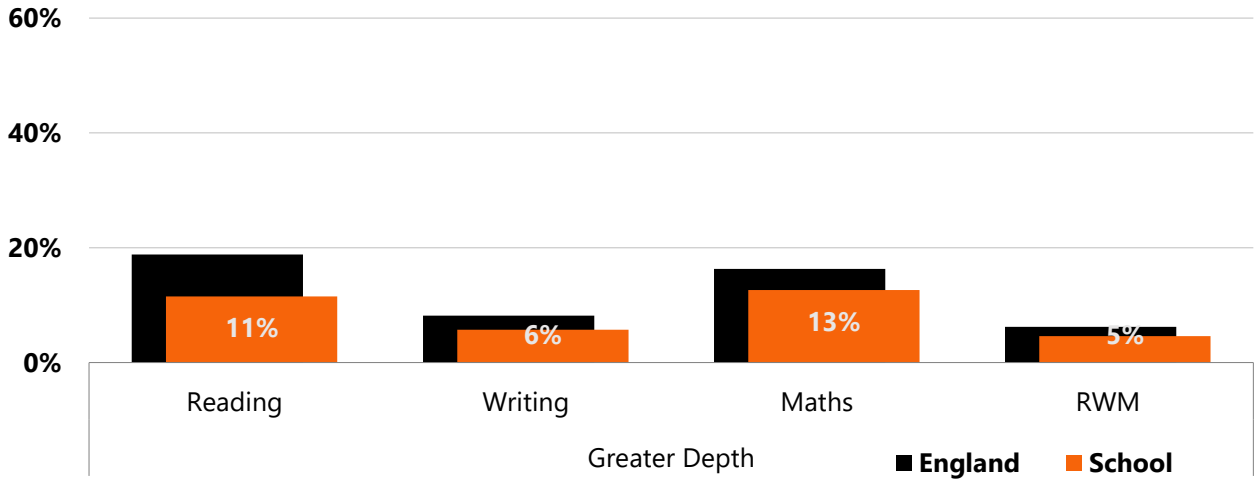
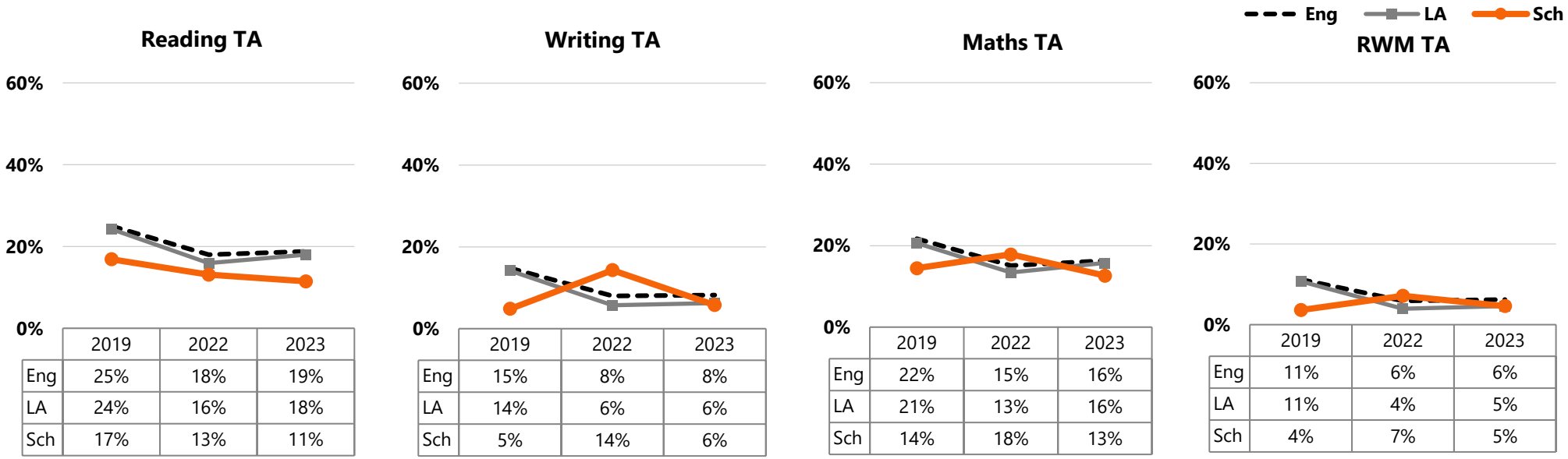
iii) % Working at Greater Depth

Indicator		School (87 Pupils)	Comparisons LA	Comparisons 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)



	2019	2022	2023
Eng	25%	18%	19%
LA	24%	16%	18%
Sch	17%	13%	11%

	2019	2022	2023
Eng	15%	8%	8%
LA	14%	6%	6%
Sch	5%	14%	6%

	2019	2022	2023
Eng	22%	15%	16%
LA	21%	13%	16%
Sch	14%	18%	13%

	2019	2022	2023
Eng	11%	6%	6%
LA	11%	4%	5%
Sch	4%	7%	5%

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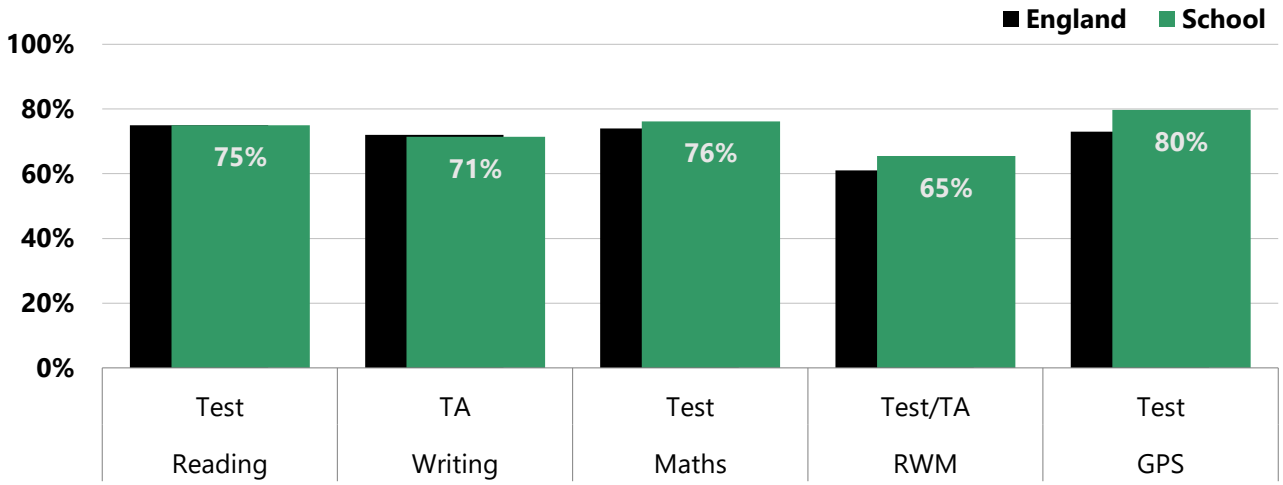
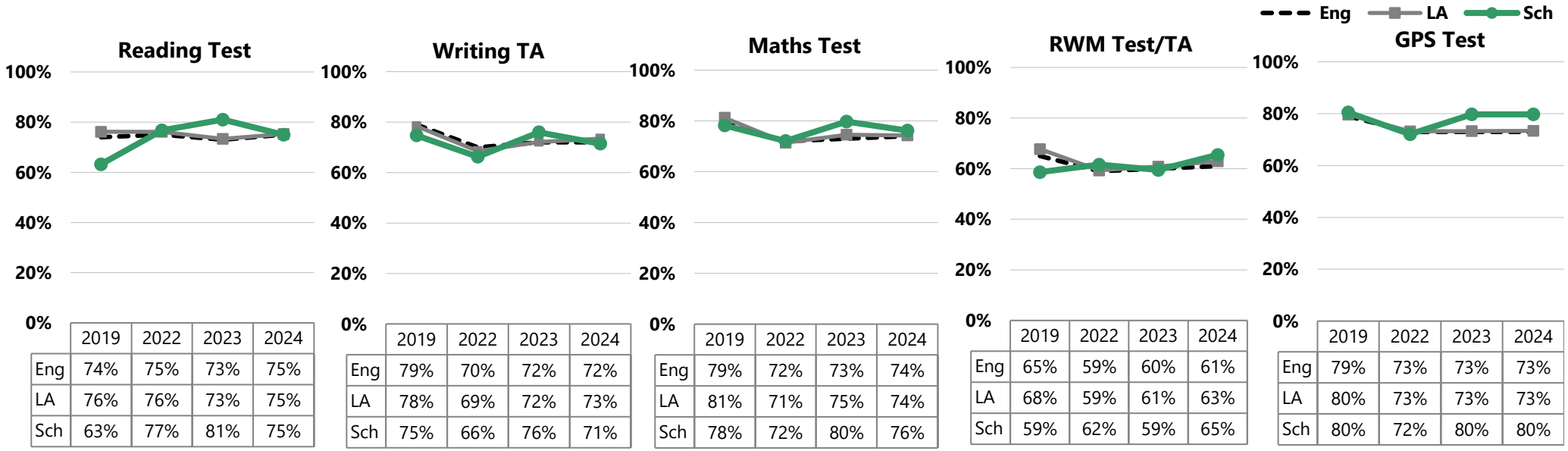
i) % Reaching Expected Standard (Test and TA)

Indicator		School (84 Pupils)	Comparisons LA		Comparisons England	
Reading	Test	**75%**	75%		75%	
Writing	TA	**71%**	73%	↓	72%	
Maths	Test	**76%**	74%	↑	74%	↑
RWM	Test/TA	**65%**	63%	↑	61%	↑
GPS	Test	**80%**	73%	↑	73%	↑



ii) % Reaching Expected Standard (Time Series)



	2019	2022	2023	2024
Eng	74%	75%	73%	75%
LA	76%	76%	73%	75%
Sch	63%	77%	81%	75%

	2019	2022	2023	2024
Eng	79%	70%	72%	72%
LA	78%	69%	72%	73%
Sch	75%	66%	76%	71%

	2019	2022	2023	2024
Eng	79%	72%	73%	74%
LA	81%	71%	75%	74%
Sch	78%	72%	80%	76%

	2019	2022	2023	2024
Eng	65%	59%	60%	61%
LA	68%	59%	61%	63%
Sch	59%	62%	59%	65%

	2019	2022	2023	2024
Eng	79%	73%	73%	73%
LA	80%	73%	73%	73%
Sch	80%	72%	80%	80%

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

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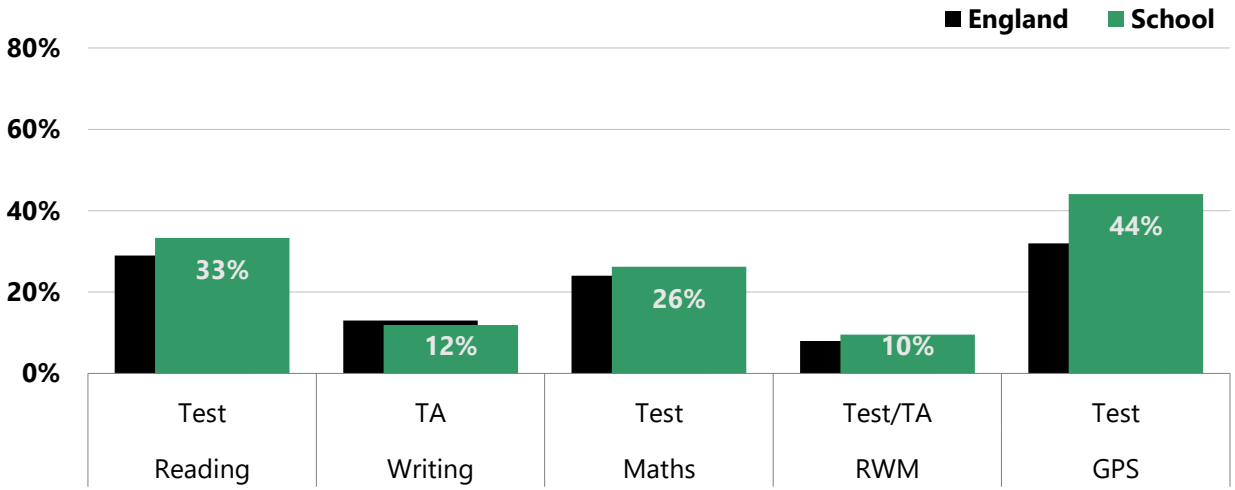
iii) % Reaching a Higher Standard (Test and TA)

Indicator		School (84 Pupils)	Comparisons LA	Comparisons England
Reading	Test	**33%**	33%	29% ↑
Writing	TA	**12%**	12%	13%
Maths	Test	**26%**	27%	24% ↑
RWM	Test/TA	**10%**	9%	8% ↑
GPS	Test	**44%**	36% ↑	32% ↑



iv) % Reaching a Higher Standard (Time Series)

	2019	2022	2023	2024
Eng	27%	28%	29%	29%
LA	29%	30%	31%	33%
Sch	21%	36%	29%	33%

	2019	2022	2023	2024
Eng	20%	13%	13%	13%
LA	16%	7%	8%	12%
Sch	18%	14%	11%	12%

	2019	2022	2023	2024
Eng	27%	23%	24%	24%
LA	30%	24%	25%	27%
Sch	26%	19%	24%	26%

	2019	2022	2023	2024
Eng	11%	7%	8%	8%
LA	10%	5%	6%	9%
Sch	9%	8%	8%	10%

	2019	2022	2023	2024
Eng	36%	28%	30%	32%
LA	40%	30%	31%	36%
Sch	43%	43%	46%	44%

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

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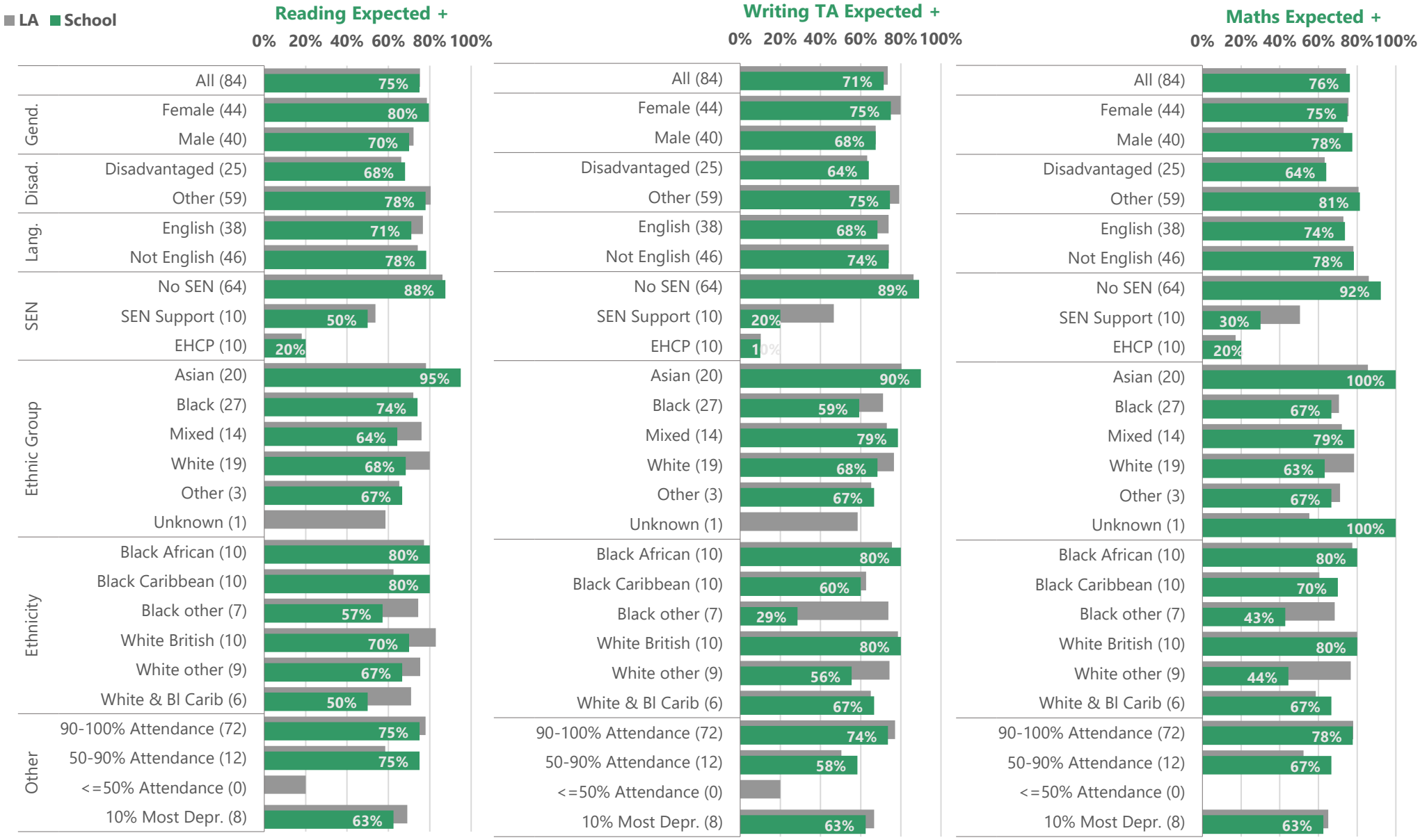
v) Vulnerable Groups Analysis



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

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below 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	84	**75%**	33%	**71%**	12%	**76%**	26%	**65%**	10%	**80%**	44%
Gender	Female	44	**80%**	41%	**75%**	11%	**75%**	18%	**73%**	7%	**82%**	43%
Gender	Male	40	**70%**	25%	**68%**	13%	**78%**	35%	**58%**	13%	**78%**	45%
Gender	Gap (Male - Female)		**-10%**	-16%	**-7%**	+2%	**+3%**	+17%	**-15%**	+6%	**-4%**	+2%
FSM	Eligible	25	**68%**	20%	**64%**	0%	**64%**	8%	**60%**	0%	**68%**	20%
FSM	Not eligible	59	**78%**	39%	**75%**	17%	**81%**	34%	**68%**	14%	**85%**	54%
FSM	Gap (Eligible - Not eligible)		**-10%**	-19%	**-11%**	-17%	**-17%**	-26%	**-8%**	-14%	**-17%**	-34%
Disadv.	Disadvantaged	25	**68%**	20%	**64%**	0%	**64%**	8%	**60%**	0%	**68%**	20%
Disadv.	Other	59	**78%**	39%	**75%**	17%	**81%**	34%	**68%**	14%	**85%**	54%
Disadv.	Gap (Disadvantaged - Other)		**-10%**	-19%	**-11%**	-17%	**-17%**	-26%	**-8%**	-14%	**-17%**	-34%
SEN	No SEN	64	**88%**	44%	**89%**	16%	**92%**	34%	**84%**	13%	**97%**	56%
SEN	SEN Support	10	**50%**	0%	**20%**	0%	**30%**	0%	**0%**	0%	**30%**	10%
SEN	EHCP	10	**20%**	0%	**10%**	0%	**20%**	0%	**10%**	0%	**20%**	0%
Born	Autumn	31	**81%**	42%	**74%**	16%	**84%**	26%	**71%**	13%	**81%**	42%
Born	Spring	25	**84%**	28%	**80%**	12%	**76%**	32%	**76%**	8%	**88%**	48%
Born	Summer	28	**61%**	29%	**61%**	7%	**68%**	21%	**50%**	7%	**71%**	43%
Att.	95-100% Attendance	49	**78%**	41%	**80%**	18%	**84%**	35%	**71%**	14%	**88%**	53%
Att.	90-95% Attendance	23	**70%**	26%	**61%**	4%	**65%**	17%	**57%**	4%	**74%**	35%
Att.	85-90% Attendance	12	**75%**	17%	**58%**	0%	**67%**	8%	**58%**	0%	**58%**	25%

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

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below 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	84	**75%**	33%	**71%**	12%	**76%**	26%	**65%**	10%	**80%**	44%
EAL	English	38	**71%**	34%	**68%**	13%	**74%**	16%	**63%**	8%	**74%**	37%
EAL	Not English	46	**78%**	33%	**74%**	11%	**78%**	35%	**67%**	11%	**85%**	50%
EAL	Gap (Not English - English)		**+7%**	-1%	**+6%**	-2%	**+4%**	+19%	**+4%**	+3%	**+11%**	+13%
Ethnic Groups	Asian	20	**95%**	40%	**90%**	20%	**100%**	55%	**90%**	20%	**100%**	60%
Ethnic Groups	Black	27	**74%**	22%	**59%**	4%	**67%**	15%	**56%**	4%	**70%**	33%
Ethnic Groups	Mixed	14	**64%**	36%	**79%**	14%	**79%**	7%	**64%**	7%	**79%**	43%
Ethnic Groups	White	19	**68%**	42%	**68%**	16%	**63%**	26%	**58%**	11%	**79%**	42%
Ethnic Groups	Other	3	**67%**	33%	**67%**	0%	**67%**	33%	**67%**	0%	**67%**	67%
Ethnic Groups	Unknown	1	**0%**	0%	**0%**	0%	**100%**	0%	**0%**	0%	**0%**	0%
Ethnicity	Bangladeshi	1	**100%**	100%	**100%**	0%	**100%**	100%	**100%**	0%	**100%**	100%
Ethnicity	Indian	4	**100%**	50%	**100%**	0%	**100%**	25%	**100%**	0%	**100%**	25%
Ethnicity	Pakistani	4	**100%**	75%	**100%**	75%	**100%**	100%	**100%**	75%	**100%**	100%
Ethnicity	Asian Other	11	**91%**	18%	**82%**	9%	**100%**	45%	**82%**	9%	**100%**	55%
Ethnicity	Black African	10	**80%**	30%	**80%**	0%	**80%**	30%	**70%**	0%	**80%**	40%
Ethnicity	Black Caribbean	10	**80%**	30%	**60%**	10%	**70%**	10%	**60%**	10%	**60%**	40%
Ethnicity	Black Other	7	**57%**	0%	**29%**	0%	**43%**	0%	**29%**	0%	**71%**	14%
Ethnicity	White & Asian	2	**50%**	50%	**100%**	50%	**100%**	0%	**50%**	0%	**100%**	100%
Ethnicity	White & Black African	3	**100%**	33%	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	100%
Ethnicity	White & Black Caribbean	6	**50%**	17%	**67%**	0%	**67%**	0%	**50%**	0%	**67%**	0%
Ethnicity	Other Mixed	3	**67%**	67%	**67%**	33%	**67%**	33%	**67%**	33%	**67%**	33%
Ethnicity	White British	10	**70%**	60%	**80%**	30%	**80%**	40%	**70%**	20%	**80%**	60%
Ethnicity	White Other	9	**67%**	22%	**56%**	0%	**44%**	11%	**44%**	0%	**78%**	22%
Ethnicity	Any Other Ethnicity	3	**67%**	33%	**67%**	0%	**67%**	33%	**67%**	0%	**67%**	67%

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Vulnerable Groups Summary (2024)

		EYFSP GLD		YR1 Phonics 32+		KS2 (Expected +) Reading		KS2 (Expected +) Writing		KS2 (Expected +) Maths	
England average (All pupils):		Eng: 68%		Eng: 80%		Eng: 75%		Eng: 72%		Eng: 74%	
All Pupils	**All**	**64%**	(89)	**81%**	(90)	**75%**	(84)	**71%**	(84)	**76%**	(84)
Gender	**Female**	**71%**	(45)	**93%**	(46)	**80%**	(44)	**75%**	(44)	**75%**	(44)
	Male	**57%**	(44)	**68%**	(44)	**70%**	(40)	**68%**	(40)	**78%**	(40)
Disadv.	**Disadvantaged**	**42%**	(12)	**62%**	(13)	**68%**	(25)	**64%**	(25)	**64%**	(25)
	Other	**70%**	(71)	**84%**	(74)	**78%**	(59)	**75%**	(59)	**81%**	(59)
Term Born	**Autumn**	**71%**	(24)	**84%**	(38)	**81%**	(31)	**74%**	(31)	**84%**	(31)
	Spring	**70%**	(27)	**77%**	(22)	**84%**	(25)	**80%**	(25)	**76%**	(25)
	Summer	**59%**	(32)	**78%**	(27)	**61%**	(28)	**61%**	(28)	**68%**	(28)
Language	**English**	**76%**	(45)	**76%**	(51)	**71%**	(38)	**68%**	(38)	**74%**	(38)
	Not English	**55%**	(38)	**86%**	(36)	**78%**	(46)	**74%**	(46)	**78%**	(46)
SEN	**No SEN**	**83%**	(63)	**90%**	(61)	**88%**	(64)	**89%**	(64)	**92%**	(64)
	SEN Support	**18%**	(17)	**65%**	(20)	**50%**	(10)	**20%**	(10)	**30%**	(10)
	EHCP	0%	(3)	**33%**	(6)	**20%**	(10)	**10%**	(10)	**20%**	(10)
Ethnic Group	**Asian**	**50%**	(12)	**91%**	(11)	**95%**	(20)	**90%**	(20)	**100%**	(20)
	Black	**47%**	(15)	**73%**	(26)	**74%**	(27)	**59%**	(27)	**67%**	(27)
	Mixed	**75%**	(12)	**89%**	(18)	**64%**	(14)	**79%**	(14)	**79%**	(14)
	White	**75%**	(40)	**79%**	(29)	**68%**	(19)	**68%**	(19)	**63%**	(19)
	Other					67%	(3)	67%	(3)	67%	(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* above Eng. All pupils
- >1* below 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.

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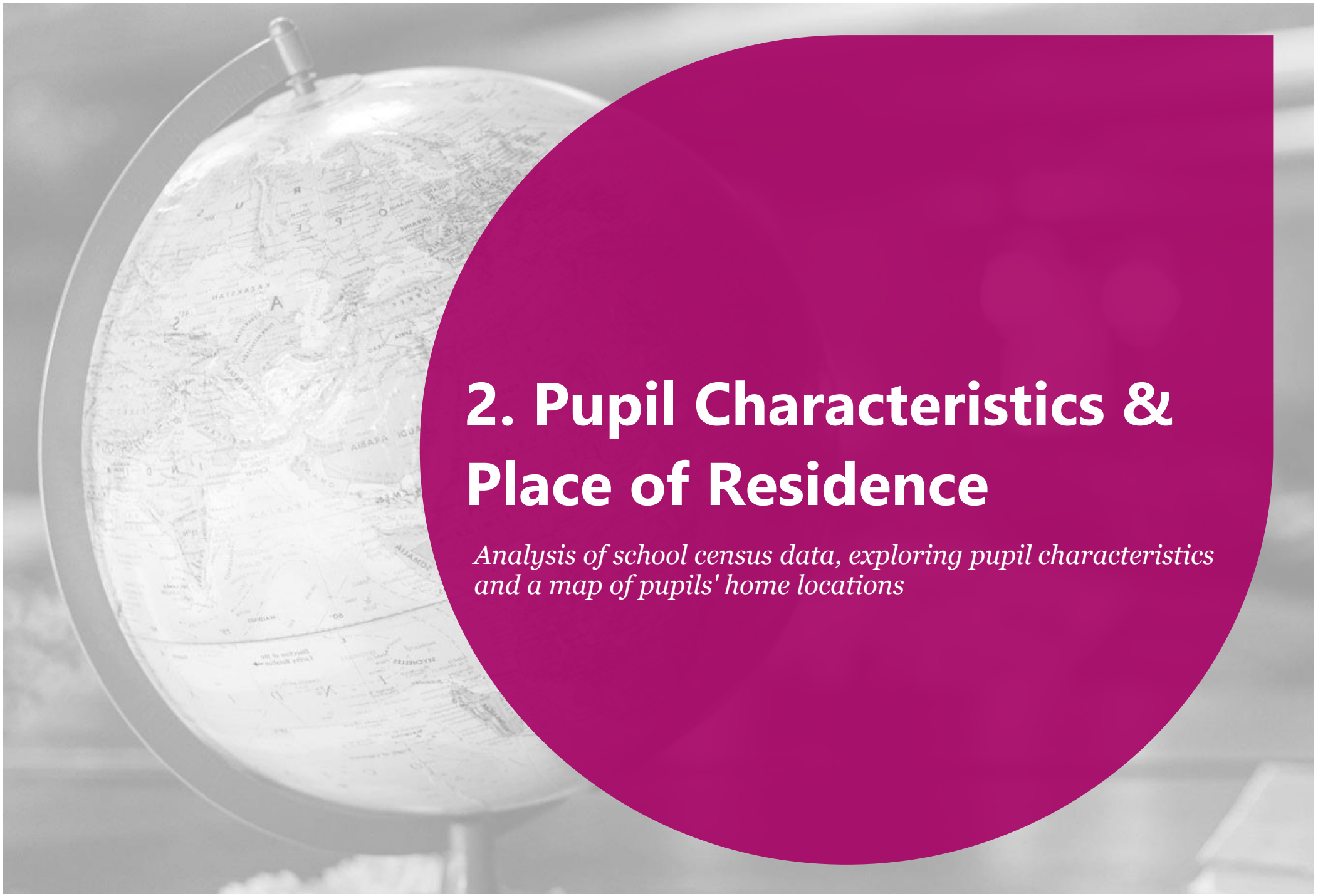

2. Pupil Characteristics & Place of Residence

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

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School Census Analysis (Jan 2024)

Torridon Primary School **2a**

Pupil Breakdown by Contextual Characteristic (1)

641 Pupils on roll in Jan 2024

Pupil Characteristic		Torridon Primary School – Year Group Analysis								School		LA (Primary Age Mainstream)	School Difference vs LA
		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School		LA	School Difference vs LA (-15% 0% 15%)
	Total Roll	**37**	**85**	**88**	**87**	**87**	**86**	**86**	**85**	**641**			
Gender	Female	19	43	46	37	48	43	42	44	**322**	**50.2%**	49.8%	+0.4%
Gender	Male	18	42	42	50	39	43	44	41	**319**	**49.8%**	50.2%	-0.4%
FSM	Eligible	3	13	15	26	33	30	31	26	**177**	**27.6%**	25.6%	+2.0%
FSM	Not Eligible	34	72	73	61	54	56	55	59	**464**	**72.4%**	74.4%	-2.0%
Joined School	Joined in Reception / Nursery	37	85	85	77	66	66	55	63	**534**	**83.3%**	82.7%	+0.6%
Joined School	Joined in Year 1 or 2			3	10	15	12	8	3	**51**	**8.0%**	8.7%	-0.7%
Joined School	Joined in Year 3 or 4					6	8	21	8	**43**	**6.7%**	6.6%	+0.1%
Joined School	Joined in Year 5 or 6							2	11	**13**	**2.0%**	2.0%	-
SEN Stage	No Special Educational Need	32	65	62	61	72	72	61	65	**490**	**76.4%**	81.3%	-4.9%
SEN Stage	SEN Support	4	17	20	21	13	11	19	10	**115**	**17.9%**	15.5%	+2.4%
SEN Stage	EHCP / Statement	1	3	6	5	2	3	6	10	**36**	**5.6%**	3.2%	+2.4%
SEN Primary Need	Autistic Spectrum Disorder	1	2	5	2	3	3	3	6	**25**	**3.9%**	2.2%	+1.7%
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	0	0	0	**0**	**0.0%**	0.6%	-0.6%
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%**	0.2%	-0.2%
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	0	1	2	1	0	3	7	1	**15**	**2.3%**	2.7%	-0.4%
SEN Primary Need	Specific Learning Difficulty	0	0	0	2	1	2	2	3	**10**	**1.6%**	1.7%	-0.1%
SEN Primary Need	Speech, Language & Comm.	1	13	9	13	6	5	9	8	**64**	**10.0%**	8.7%	+1.3%
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%**	0.4%	-0.4%
SEN Primary Need	No Specialist Assessment	3	4	10	8	5	1	4	2	**37**	**5.8%**	1.6%	+4.2%
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	2	14	7	5	8	10	11	8	**65**	**10.1%**	10.8%	-0.7%
Deprivation Band (IDACI)	Band 1b: 10-20%	10	14	11	15	19	18	26	22	**135**	**21.1%**	25.0%	-3.9%
Deprivation Band (IDACI)	Band 2: 20-40%	18	46	58	57	43	45	41	43	**351**	**54.8%**	42.2%	+12.6%
Deprivation Band (IDACI)	Band 3: 40-60%	7	11	10	10	12	11	8	7	**76**	**11.9%**	14.5%	-2.6%
Deprivation Band (IDACI)	Band 4: 60-80%	0	0	1	0	0	1	0	0	**2**	**0.3%**	5.5%	-5.2%
Deprivation Band (IDACI)	Band 5: Least Deprived 20%	0	0	1	0	3	1	0	4	**9**	**1.4%**	1.6%	-0.2%
Deprivation Band (IDACI)	Unmatched Postcode	0	0	0	0	2	0	0	1	**3**	**0.5%**	0.3%	+0.2%

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School Census Analysis (Jan 2024)

Torridon Primary School **2a**

Pupil Breakdown by Contextual Characteristic (2)

641 **Pupils on roll in Jan 2024**

	Pupil Characteristic	Torridon Primary School – Year Group Analysis N	R	Y1	Y2	Y3	Y4	Y5	Y6	School		LA (Primary Age Mainstream) LA	School Difference vs LA (-15% 0% 15%)
Ethnicity	Asian or Asian British	**10**	**12**	**11**	**12**	**8**	**21**	**17**	**20**	**111**	**17.3%**	7.5%	+9.8%
	Bangladeshi	0	1	0	0	0	2	2	1	6	0.9%	0.8%	+0.1%
	Chinese	0	1	1	1	1	1	0	0	5	0.8%	1.2%	-0.4%
	Indian	3	1	0	2	2	2	0	4	14	2.2%	1.3%	+0.9%
	Pakistani	1	3	1	4	1	3	4	4	21	3.3%	0.8%	+2.5%
	Any Other Asian Background	6	6	9	5	4	13	11	11	65	10.1%	3.4%	+6.7%
	Black or Black British	**12**	**15**	**26**	**24**	**30**	**21**	**26**	**27**	**181**	**28.2%**	27.9%	+0.3%
	Black - African	6	7	10	15	10	9	10	10	77	12.0%	15.3%	-3.3%
	Black Caribbean	6	6	13	9	17	9	14	10	84	13.1%	8.8%	+4.3%
	Any Other Black Background	0	2	3	0	3	3	2	7	20	3.1%	3.8%	-0.7%
	Mixed	**3**	**13**	**19**	**11**	**17**	**14**	**17**	**14**	**108**	**16.8%**	18.2%	-1.4%
	White and Black African	0	3	4	0	1	1	1	3	13	2.0%	2.7%	-0.7%
	White and Black Caribbean	2	6	8	2	6	5	10	6	45	7.0%	5.1%	+1.9%
	White and Asian	0	1	1	4	1	1	0	2	10	1.6%	2.8%	-1.2%
	Any Other Mixed Background	1	3	6	5	9	7	6	3	40	6.2%	7.6%	-1.4%
	White	**9**	**41**	**29**	**37**	**29**	**27**	**25**	**20**	**217**	**33.9%**	37.9%	-4.0%
	White - British	5	27	19	24	19	17	13	10	134	20.9%	25.6%	-4.7%
	White - Irish	0	1	2	0	2	0	0	0	5	0.8%	0.6%	+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	4	13	8	13	8	10	12	10	78	12.2%	11.7%	+0.5%
	Other	**0**	**1**	**2**	**1**	**2**	**1**	**0**	**3**	**10**	**1.6%**	4.0%	-2.4%
	Unknown	**3**	**3**	**1**	**2**	**1**	**2**	**1**	**1**	**14**	**2.2%**	4.4%	-2.2%
	Refused	3	3	1	2	1	2	1	1	14	2.2%	1.7%	+0.5%
	Information Not Yet Obtained	0	0	0	0	0	0	0	0	0	0.0%	2.7%	-2.7%
Lang.	English	16	45	51	44	45	41	42	38	**322**	**50.2%**	62.9%	-12.7%
	Not English	21	40	37	43	42	45	44	47	**319**	**49.8%**	36.9%	+12.9%
	Unknown	0	0	0	0	0	0	0	0	**0**	**0.0%**	0.2%	-0.2%

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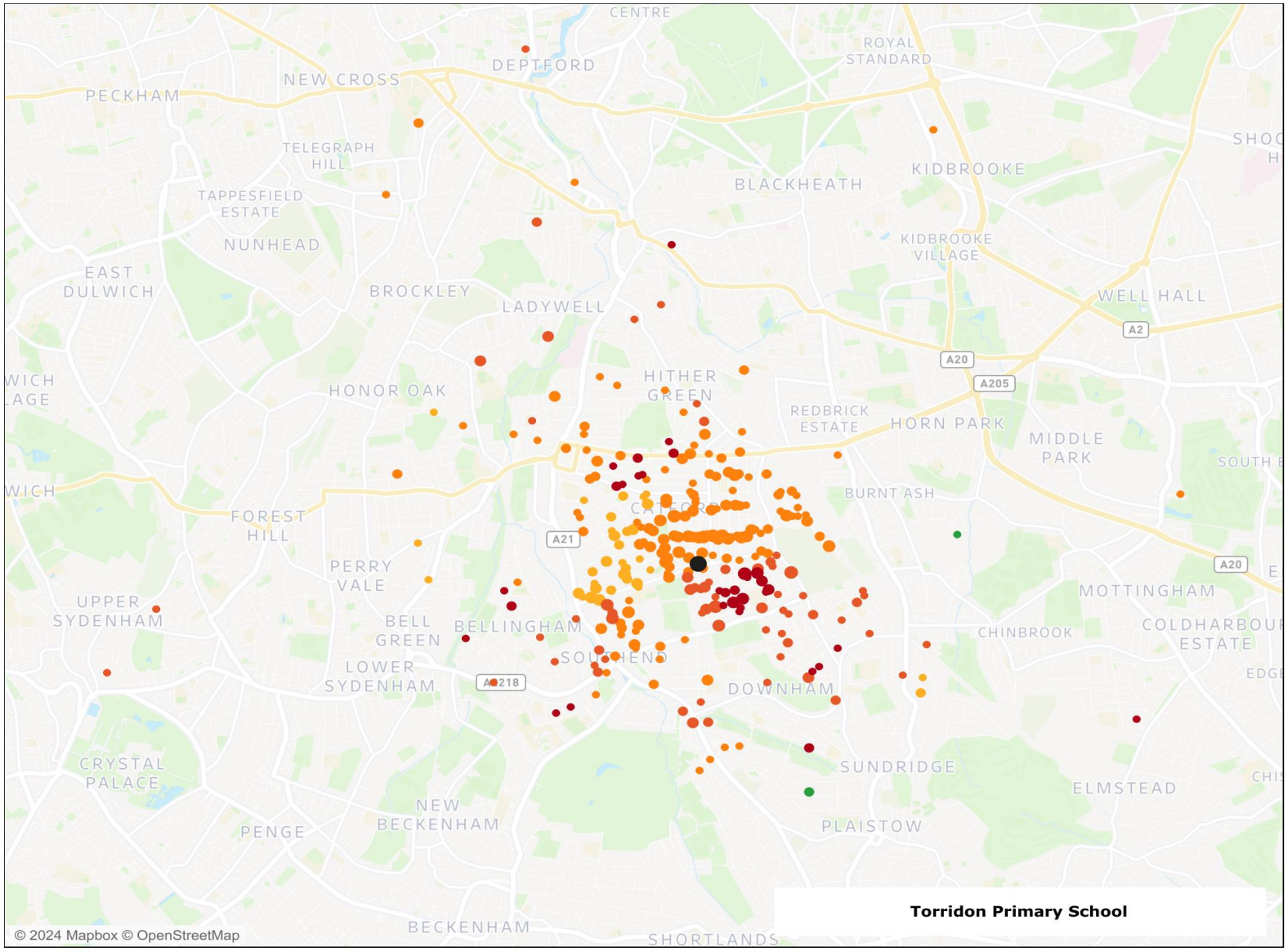
Map of Pupil Residence (Jan 2024)

Torridon Primary School **2b**



Map shows 616 pupils. Does not show 22 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.

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3. Pupil Behaviour

Analysis of pupil absence and exclusions

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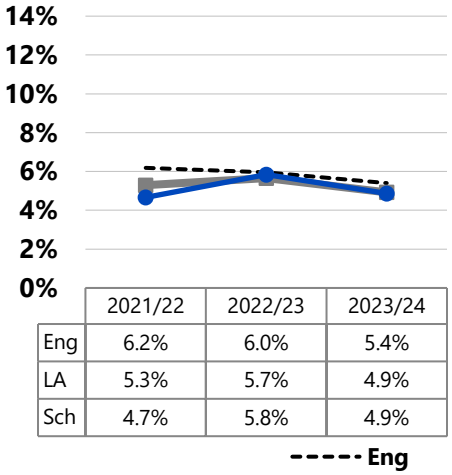
Pupil Absence (Autumn & Spring Terms)

Torridon Primary School **3a**

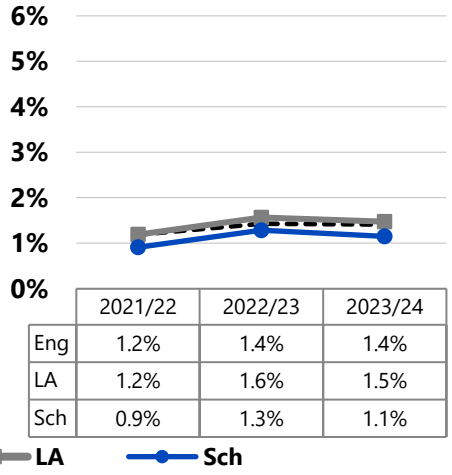
i) Overall & Unauthorised Absence - Aut/Spr

Overall Absence



	2021/22	2022/23	2023/24
Eng	6.2%	6.0%	5.4%
LA	5.3%	5.7%	4.9%
Sch	4.7%	5.8%	4.9%

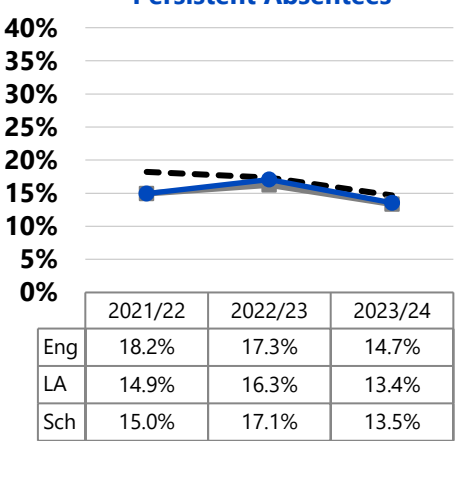
Unauthorised Absence



	2021/22	2022/23	2023/24
Eng	1.2%	1.4%	1.4%
LA	1.2%	1.6%	1.5%
Sch	0.9%	1.3%	1.1%

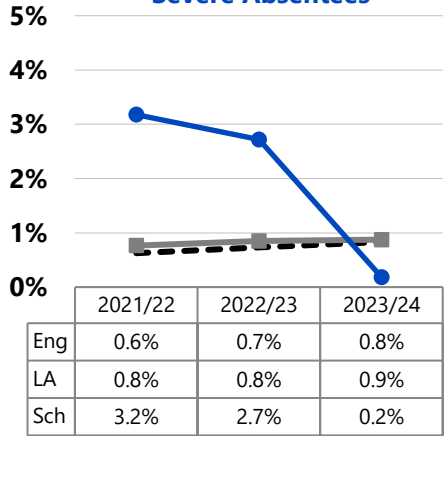
ii) Persistent & Severe Absentees - Aut/Spr

Persistent Absentees[1]



	2021/22	2022/23	2023/24
Eng	18.2%	17.3%	14.7%
LA	14.9%	16.3%	13.4%
Sch	15.0%	17.1%	13.5%

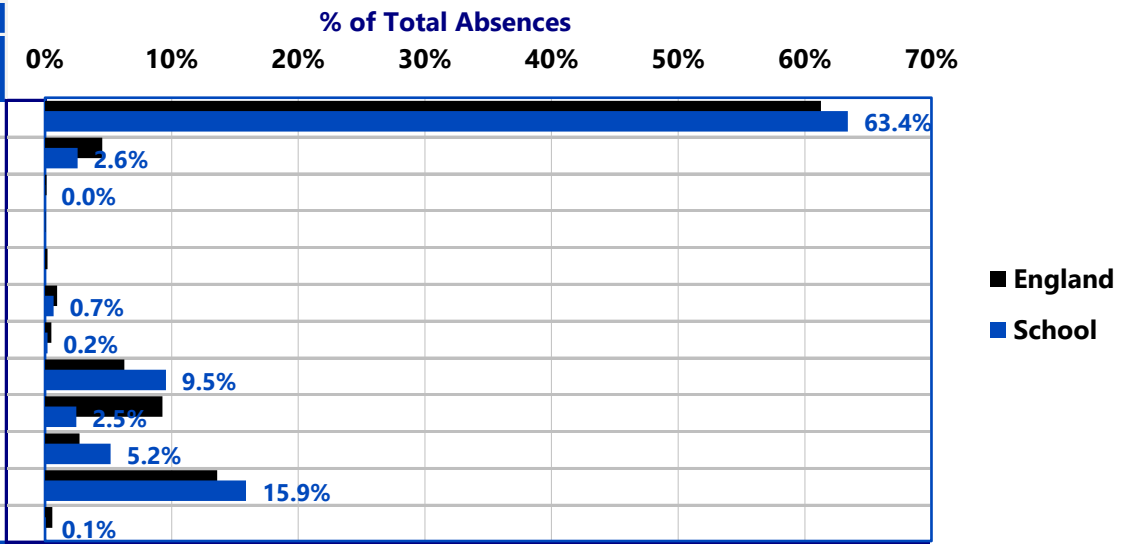
Severe Absentees[1]



	2021/22	2022/23	2023/24
Eng	0.6%	0.7%	0.8%
LA	0.8%	0.8%	0.9%
Sch	3.2%	2.7%	0.2%

iii) % Absence by Reason - Autumn & Spring Terms

	Reason	Code	School	Comparisons LA	Comparisons England
Authorised	Illness (inc from COVID)	I	**63.4%**	53.8% ↑	61.3% ↑
	Medical/dental appt	M	**2.6%**	4.7% ↓	4.5% ↓
	Religious observance	R	**0.0%**	0.0%	0.1% ↓
	Study leave	S	**0.0%**	0.0%	0.0%
	Traveller absence	T	**0.0%**	0.0%	0.2% ↓
	Agreed holiday	H	**0.7%**	2.0% ↓	1.0% ↓
	Excluded	E	**0.2%**	0.3% ↓	0.5% ↓
	Other authorised	C	**9.5%**	8.8% ↑	6.3% ↑
Unauth	Holiday not agreed	G	**2.5%**	5.6% ↓	9.3% ↓
	Arrived late	U	**5.2%**	3.4% ↑	2.7% ↑
	Other unauthorised	O	**15.9%**	20.7% ↓	13.6% ↑
	No reason yet	N	**0.1%**	0.7% ↓	0.6% ↓



[1]A persistent absentee is defined as someone with 90% or less attendance. A severe absentee is defined as someone with 50% or less attendance

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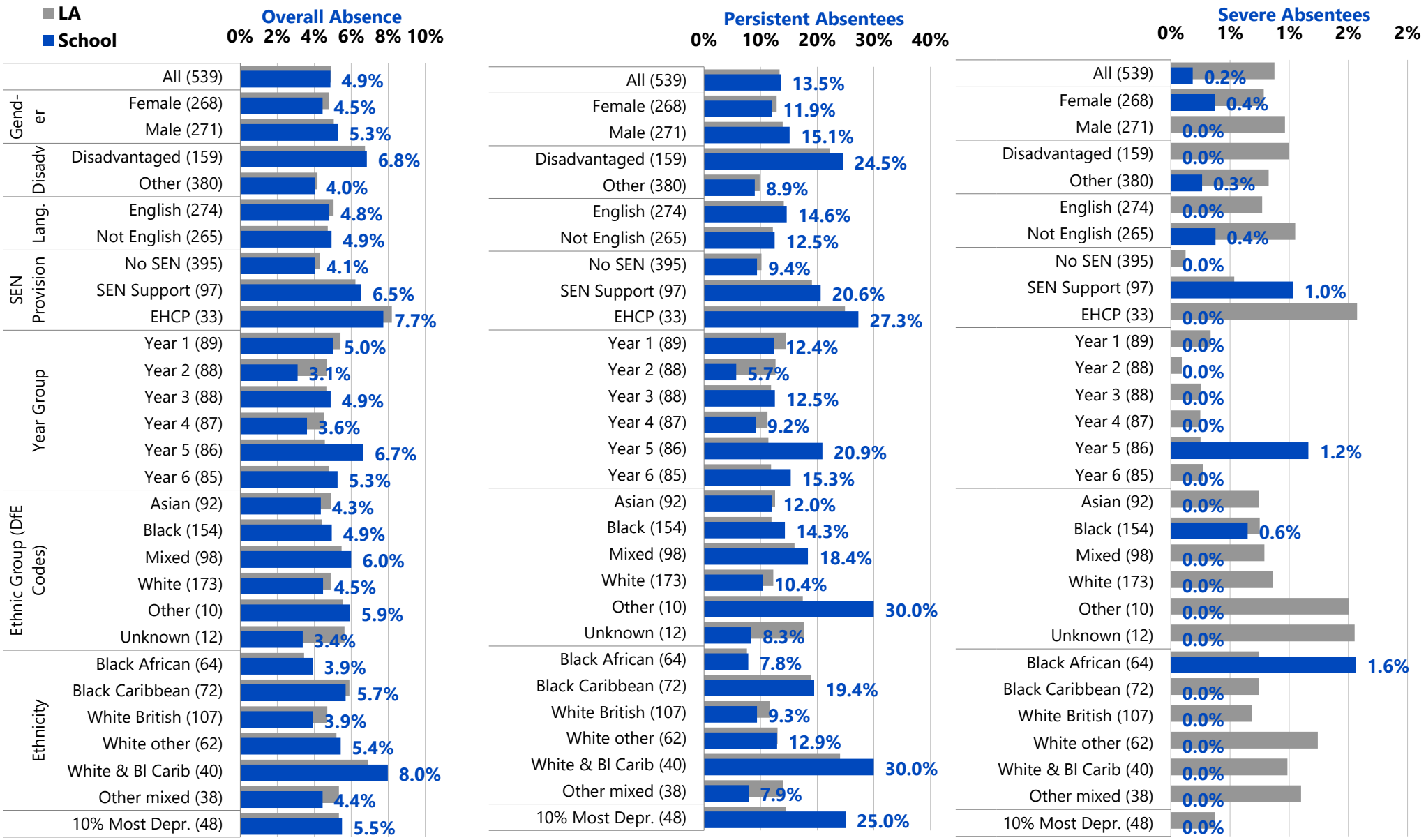
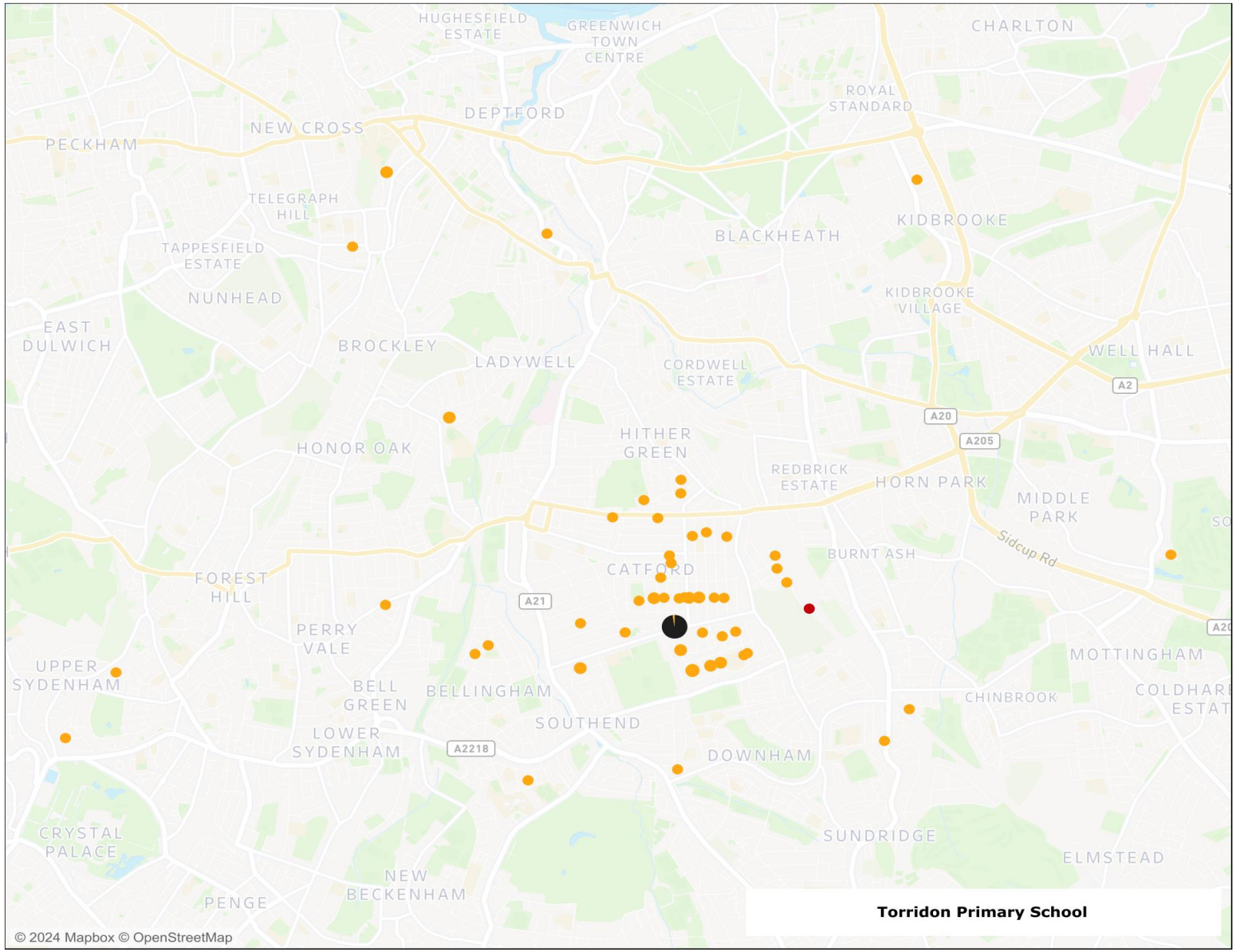
iv) Vulnerable Groups Analysis - Autumn & Spring Terms



v) Map of Persistent Absentees



Key (Attendance Band):

- 50-90% attendance (Persistent but not Severe Absentee)
- <=50% attendance (Severe 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.

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Exclusions & Suspensions (2023/24 Aut & Spr)

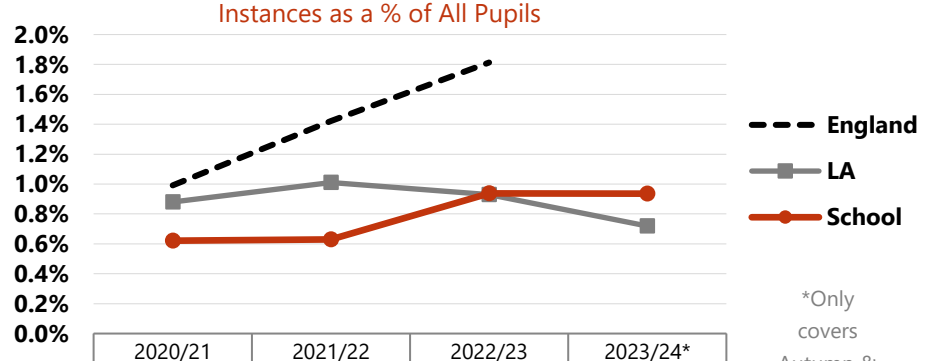
Torridon Primary School **3b**

i) Headline Exclusions & Suspensions Indicators

	Indicator	Primary Comparisons: Sch (Aut/Spr 23/24)		LA (Aut/Spr 23/24)	Eng (Full Year 2022/23)
	Permanent Exclusions (% of all pupils)	**0**	0.00%	0.00%	0.03%
Suspensions	No. of instances (suspensions as a % of all pupils)	**6**	0.94%	0.72% ↑	1.81%
Suspensions	No. of pupils with suspensions (% of all pupils)	**6**	0.94%	0.44% ↑	0.82%
Suspensions	Average length in days of suspensions	**0.8**		1.9 ↓	2.0 ↓
Suspensions	0.5 to 5 Days	**6**	100.0%	97.6% ↑	98.7% ↑
Suspensions	6 to 15 days	**0**	0.0%	2.4% ↓	1.1% ↓
Suspensions	16+ Days	**0**	0.0%	0.0%	0.2% ↓

Suspensions Over Time

Instances as a % of All Pupils

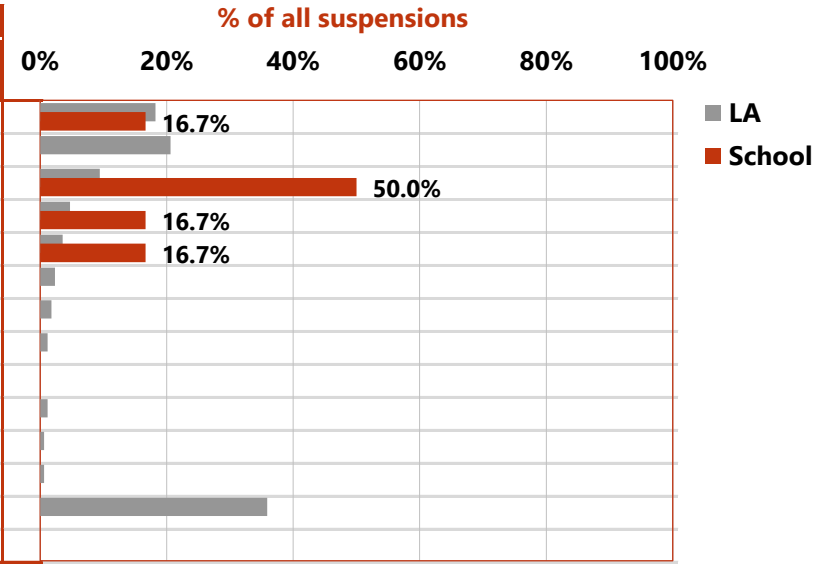


	2020/21	2021/22	2022/23	2023/24*
England	0.99%	1.42%	1.81%	
LA	0.88%	1.01%	0.93%	0.72%
School	0.62%	0.63%	0.94%	0.94%

*Only covers Autumn & Spring terms in 2023/24

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

Reason (Selected codes)	Code	Primary Comparisons^: Sch (Aut/Spr 23/24)	LA (Aut/Spr 23/24)	Eng (Full Year 2022/23)
Physical Assault Against a Pupil	PP	**16.7%**	18.2% ↓	17.5% ↓
Physical Assault Against an Adult	PA	**0.0%**	20.6% ↓	24.9% ↓
Verbal abuse/threatening behaviour - adult	VA	**50.0%**	9.4% ↑	11.8% ↑
Verbal abuse/threatening behaviour - pupil	VP	**16.7%**	4.7% ↑	5.1% ↑
Offensive Weapon	OW	**16.7%**	3.5% ↑	1.0% ↑
Bullying	BU	**0.0%**	2.4% ↓	0.6% ↓
Abuse - Race	RA	**0.0%**	1.8% ↓	1.0% ↓
Abuse - Sexual Orientation / Gender Identity	LG	**0.0%**	1.2% ↓	0.1% ↓
Sexual Misconduct	SM	**0.0%**	0.0%	0.5% ↓
Damage	DM	**0.0%**	1.2% ↓	7.1% ↓
Theft	TH	**0.0%**	0.6% ↓	0.1% ↓
Drugs and alcohol related	DA	**0.0%**	0.6% ↓	0.3% ↓
Persistent Disruptive Behaviour	DB	**0.0%**	35.9% ↓	29.2% ↓
Inappropriate Use of Online Technology	MT	**0.0%**	0.0%	0.4% ↓



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).

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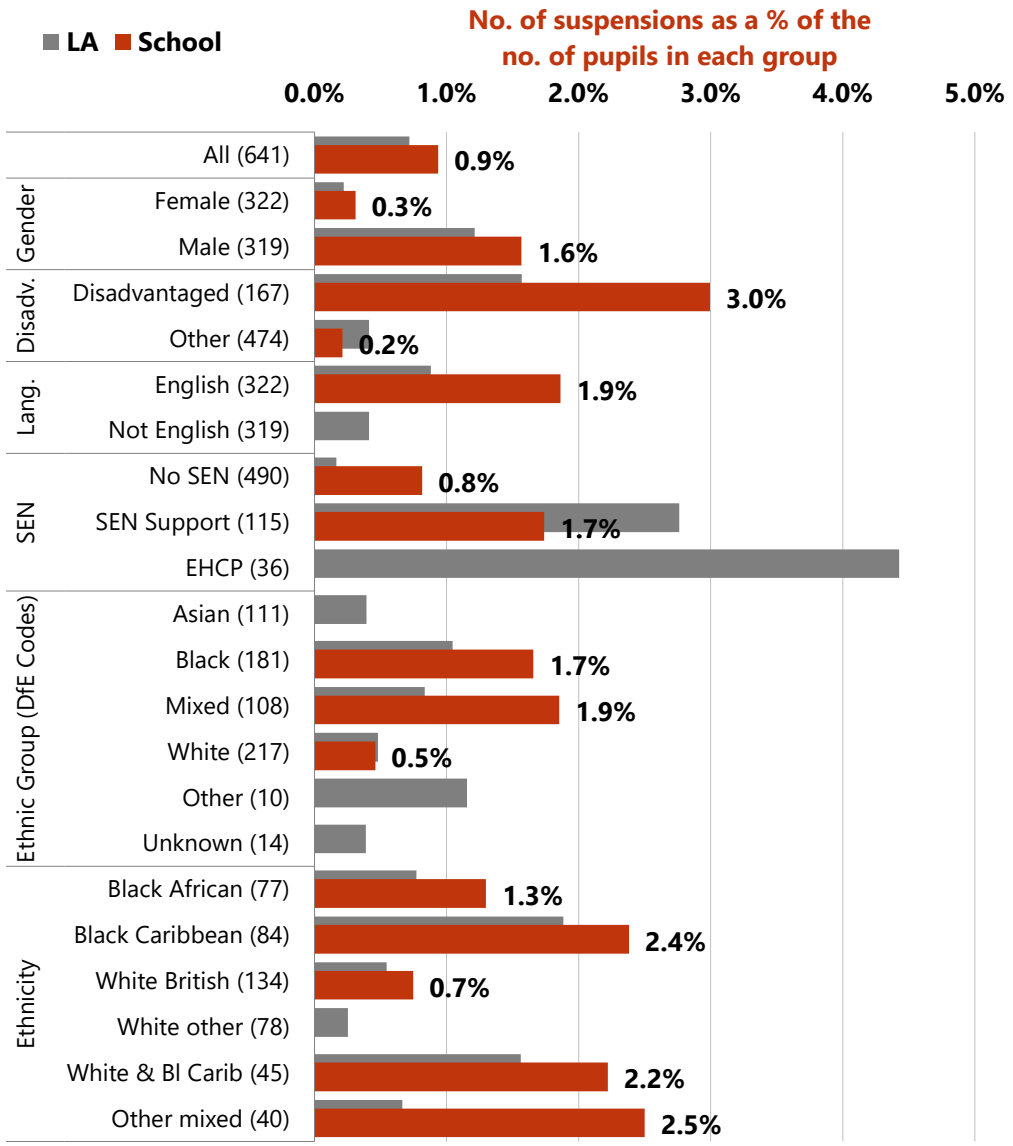
iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



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.
The ethnicities displayed are based on the overall cohort size of each group, not the number of suspensions - this may mean that the specific ethnicity with suspensions is not visible

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4. Staffing

Information on your school workforce

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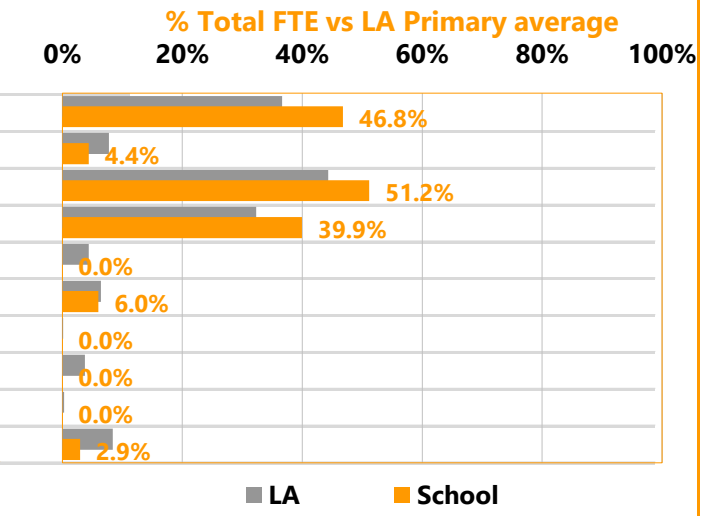
School Workforce (November 2023)

Torridon Primary School **4a**

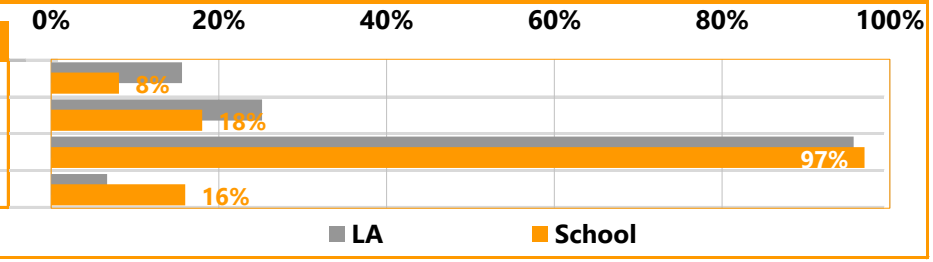
i) School workforce breakdown by role type

	School headcount	School FTE	Total FTE %	
			School	LA Primary average
Classroom Teachers	34	32.0	46.8%	36.6%
Teachers in the Leadership Group	3	3.0	4.4%	7.7%
Total number of Teachers	37	35.0	51.2%	44.3%
Teaching Assistants	30	27.3	39.9%	32.3%
Other Support Staff	0	0.0	0.0%	4.4%
Administrative Staff	6	4.1	6.0%	6.4%
Technicians	0	0.0	0.0%	0.1%
School Business Professionals	0	0.0	0.0%	3.7%
Leadership Non-Teachers	0	0.0	0.0%	0.3%
Auxiliary Staff	2	2.0	2.9%	8.4%
Total School Workforce	**88**	**68.4**		



ii) Staff characteristics

	School %	LA Primary average %
All Teachers who Are Male (%)	8%	16%
Teachers Aged 50 or over (%)	18%	25%
Teachers with Qualified Teacher Status (%)	97%	96%
All Teaching Assistants who Are Male (%)	16%	7%



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	85%	360	9.0
LA Primary average	68%	95	5.1

iv) Other workforce indicators

	Mean Gross Salary of All Teachers (£)	Pupil: Teacher Ratio FTE
School	£55,187	18.0
LA Primary average	£52,894	19.9

Note that * indicates that the data has been suppressed by the DfE due to small numbers or is missing

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5. Local Area Context

Analysis of the local area, based on the home locations of the pupils at your school

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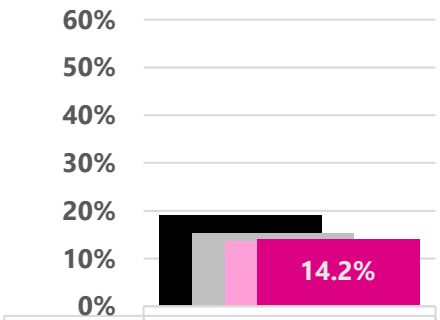
Local Context

Torridon Primary School **5a**

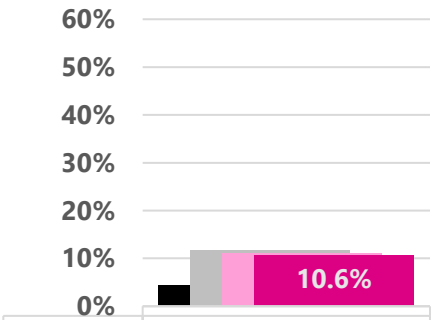
This page uses the home locations of children at your school matched to data from the 2021 Census and DWP to help illustrate the sorts of challenges that your children may be facing. The postcodes for each child at the school have been matched to small geographical areas (containing around 300 people) which gives an average across your school based on those local households. Based on this, the charts show the average for your whole school, as well as for your reception cohort only. LA averages are based on all pupils at state-funded schools in the LA. See Appendix 1 for full details of the measures included.

Relative Low Income



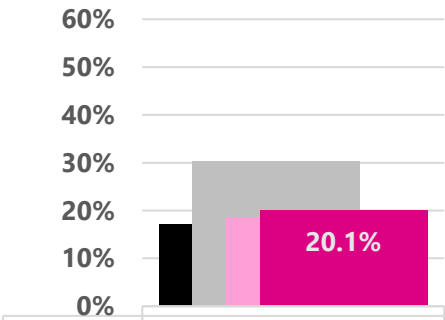
England	19.0%
LA	15.3%
Sch - Rec	13.7%
Sch - All	14.2%

Overcrowded Households



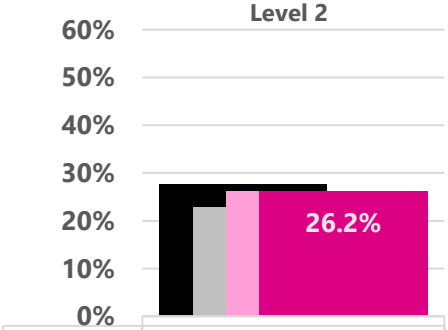
England	4.4%
LA	11.7%
Sch - Rec	11.1%
Sch - All	10.6%

Social Rented Houses



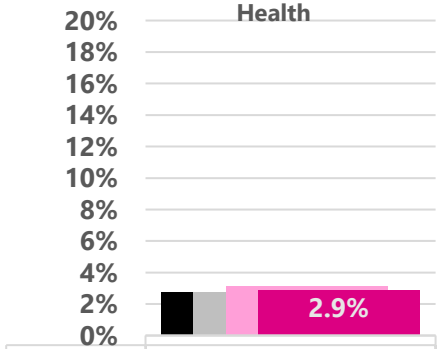
England	17.1%
LA	30.4%
Sch - Rec	18.5%
Sch - All	20.1%

Highest Qualification Below Level 2



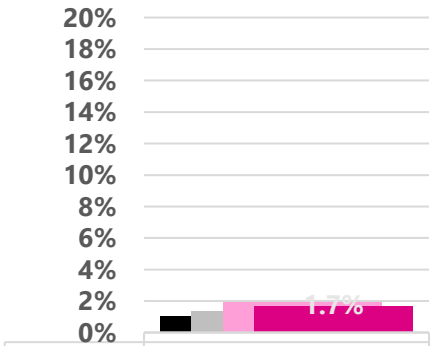
England	27.8%
LA	22.9%
Sch - Rec	26.1%
Sch - All	26.2%

Young People Not in Good Health



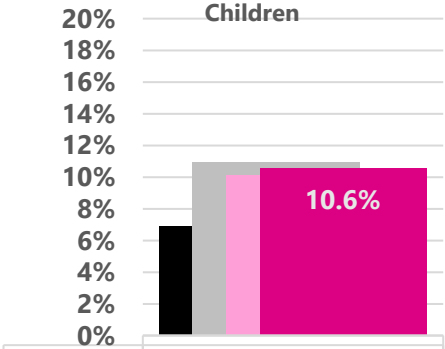
England	2.8%
LA	2.7%
Sch - Rec	3.2%
Sch - All	2.9%

Young Carers



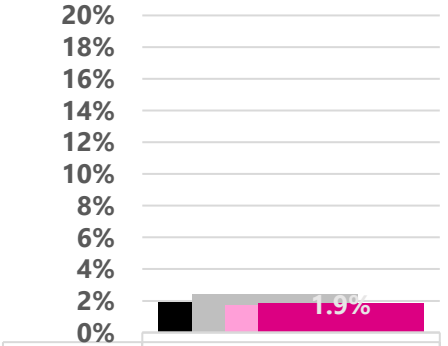
England	1.1%
LA	1.4%
Sch - Rec	1.9%
Sch - All	1.7%

Lone Parents with Dependent Children



England	6.9%
LA	11.0%
Sch - Rec	10.2%
Sch - All	10.6%

Resident in UK less than 2 years



England	1.9%
LA	2.4%
Sch - Rec	1.8%
Sch - All	1.9%

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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 is taken from the DfE Statistical First Release. Comparators for 2019 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	No data for 2024. Prior year data is validated KS1 teacher assessment returns from schools.
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 2024 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 2024. 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). Note that map of persistent absentees only shows pupils that were on roll at the school for the January 2024 census.
Exclusions	Data from 2023/24 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; however, note that LA figures in this profile include primary aged exclusions from all through schools (shown as a proportion of all primary aged pupils), unlike published DfE data. 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 2023. Some sickness data is suppressed due to small numbers of teachers involved. Local Authority figures do not include all through schools.

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Appendix 1 - Data Sources & Caveats

Section	Data Source
Local Context	Data from the 2021 Census and the Department for Work and Pensions (DWP). The average values for small geographical areas (OA and Ward level) were matched to the postcodes of school children (taken from the validated January 2024 school census returns from schools). See below for details on each of the measures: - Relative Low Income – Ward level data from the 2022 DWP release: Children in low income families: local area statistics. This gives the percentage of 0-15 year olds living in a family defined as being in low income before housing costs. - Overcrowded Households – Output Area level data from the 2021 Census (ONS), under the Housing topic. This is based on the occupancy rating for bedrooms, which is calculated by comparing the number of bedrooms required by the household to the number of available bedrooms. Households with a negative occupancy rating are defined as being overcrowded. - Social Rented Houses – Output Area level data from the 2021 Census (ONS), under the Housing topic. This gives the percentage of resident households that fall under the "Rented: Social rented" category for the tenure of household. - Highest Qualification Level Below Level 2 – Output Area level data from the 2021 Census (ONS), under the Education topic. This gives the percentage of the over 16 year old resident population that either holds no qualifications, or only holds a Level 1 or entry level qualification. - Young People Not in Good Health – Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of 0-15 year old residents who assessed the general state of their health as not being either "Good" or "Very Good". - Young Carers – Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of 0-15 year old residents that are recorded as providing any hours of unpaid care per week. - Lone Parent Households – Output Area level data from the 2021 Census (ONS), under the population topic. This gives the percentage of households that fall under the category of "Single family household: Lone parent family: With dependent children" for household composition. - Resident in the UK Less than 2 years – Output Area level data from the 2021 Census (ONS), under the Population topic. This gives the percentage of all usual residents, who were not born in the UK, and most recently arrived to live in the UK less than 2 years ago.

Note that contextual analysis (e.g. KS2 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.

The ethnicities displayed on the vulnerable groups analysis charts are the six ethnicities with the largest cohort size in your school for the relevant year group.

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)
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
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
Term Born	September to December are classed as autumn born, January to April as spring born, and May to August as summer born, regardless of whether the child is out of their regular year group
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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