



# Super School Profile

*Torridon Primary School*

**2025**

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## About this Profile

Welcome to the 2025 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 KS2 attainment and progress analysis for 2025 is based on early, unvalidated data which includes pupils who were recently arrived from overseas. Note that these new arrivals may be discounted from the DfE performance tables and therefore the analysis in the Profile may differ from the final published figures.

All previous years' KS2 analysis is validated DfE data. An updated version of the KS2 analysis with validated data will be available after the DfE performance tables are released.

### Updates for 2025:

**Local Context Analysis:** Extra context on the lives of your pupils - now expanded to two pages.

**EDI Analysis:** Analysis of characteristics relevant to Equality, Diversity, and Inclusion in your staff and pupil populations.

# 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<br>(50 Pupils) | Comparisons |         |       |
|------------|-----------------------|-------------|---------|-------|
|            |                       | LA          | England |       |
| % Expected | Reading               | 66%         | 78% ↓   | 76% ↓ |
|            | Writing               | 74%         | 77% ↓   | 70% ↑ |
|            | Maths                 | 88%         | 73% ↑   | 76% ↑ |
|            | RWM                   | 66%         | 56% ↑   | 65%   |

Name of indicator →

Your school's latest year's performance →

The red down arrow shows that the school performance is lower than the England comparison for reading. The arrow is dark red because it is at least the equivalent of 5 pupils (10%) worse than the England average

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

There is no arrow for writing because the difference between the school and England percentage is less than what one pupil is equal to (2%)

The green up arrow shows that the school performance is higher than the LA comparison for RWM. The arrow is dark green because it is at least the equivalent of 5 pupils (10%) better than the LA average

## 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.

# 1. Attainment

*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?

### 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).



# 1b. Vulnerable Groups Summary (2025)

|                               |                      | EYFSP<br>GLD    | YR1 Phonics<br>32+ | KS2 (Expected +) |                 |                 |
|-------------------------------|----------------------|-----------------|--------------------|------------------|-----------------|-----------------|
| England average (All pupils): |                      | Eng: 68%        | Eng: 80%           | Reading          | Writing         | Maths           |
|                               |                      | Eng: 75%        | Eng: 72%           | Eng: 74%         |                 |                 |
| <b>All Pupils</b>             | <b>All</b>           | <b>66%</b> (88) | <b>81%</b> (86)    | <b>77%</b> (82)  | <b>68%</b> (82) | <b>74%</b> (82) |
| <b>Gender</b>                 | <b>Female</b>        | <b>72%</b> (43) | <b>93%</b> (43)    | <b>84%</b> (38)  | <b>76%</b> (38) | <b>79%</b> (38) |
|                               | <b>Male</b>          | <b>60%</b> (45) | <b>70%</b> (43)    | <b>70%</b> (44)  | <b>61%</b> (44) | <b>70%</b> (44) |
| <b>Disadv.</b>                | <b>Disadvantaged</b> | <b>61%</b> (18) | <b>79%</b> (19)    | <b>63%</b> (30)  | <b>53%</b> (30) | <b>50%</b> (30) |
|                               | <b>Other</b>         | <b>68%</b> (65) | <b>84%</b> (64)    | <b>88%</b> (50)  | <b>80%</b> (50) | <b>88%</b> (50) |
| <b>Term Born</b>              | <b>Autumn</b>        | <b>63%</b> (30) | <b>91%</b> (23)    | <b>75%</b> (28)  | <b>71%</b> (28) | <b>75%</b> (28) |
|                               | <b>Spring</b>        | <b>63%</b> (32) | <b>92%</b> (24)    | <b>83%</b> (29)  | <b>62%</b> (29) | <b>72%</b> (29) |
|                               | <b>Summer</b>        | <b>76%</b> (21) | <b>72%</b> (36)    | <b>78%</b> (23)  | <b>78%</b> (23) | <b>74%</b> (23) |
| <b>Language</b>               | <b>English</b>       | <b>69%</b> (39) | <b>86%</b> (42)    | <b>78%</b> (41)  | <b>71%</b> (41) | <b>68%</b> (41) |
|                               | <b>Not English</b>   | <b>64%</b> (44) | <b>80%</b> (41)    | <b>79%</b> (39)  | <b>69%</b> (39) | <b>79%</b> (39) |
| <b>SEN</b>                    | <b>No SEN</b>        | <b>72%</b> (71) | <b>97%</b> (62)    | <b>89%</b> (63)  | <b>84%</b> (63) | <b>87%</b> (63) |
|                               | <b>SEN Support</b>   | <b>40%</b> (10) | <b>50%</b> (14)    | <b>60%</b> (10)  | <b>30%</b> (10) | <b>40%</b> (10) |
|                               | <b>EHCP</b>          |                 | <b>29%</b> (7)     | <b>14%</b> (7)   | <b>0%</b> (7)   | <b>0%</b> (7)   |
| <b>Ethnic Group</b>           | <b>Asian</b>         | <b>77%</b> (13) | <b>58%</b> (12)    | <b>88%</b> (16)  | <b>75%</b> (16) | <b>88%</b> (16) |
|                               | <b>Black</b>         | <b>55%</b> (31) | <b>74%</b> (19)    | <b>79%</b> (24)  | <b>58%</b> (24) | <b>63%</b> (24) |
|                               | <b>Mixed</b>         | <b>43%</b> (7)  | <b>91%</b> (11)    | <b>75%</b> (16)  | <b>69%</b> (16) | <b>69%</b> (16) |
|                               | <b>White</b>         | <b>78%</b> (27) | <b>92%</b> (37)    | <b>75%</b> (24)  | <b>79%</b> (24) | <b>79%</b> (24) |

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)

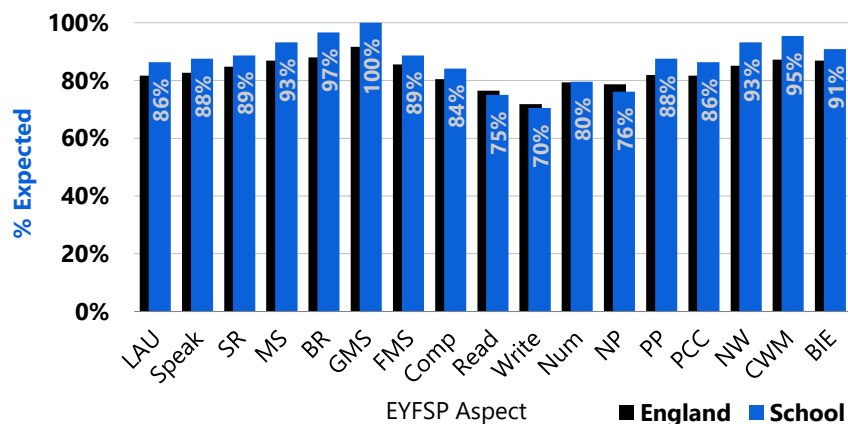
### Need to understand more?

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.

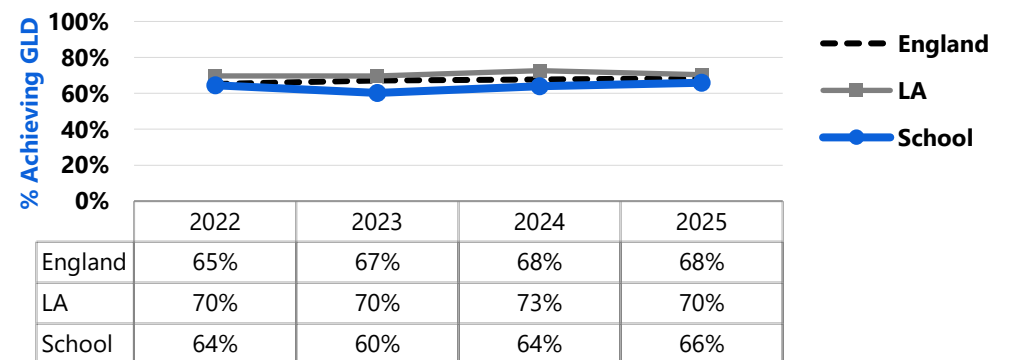
## i) % Achieving Expected Level in Each Aspect of Learning

| Aspect |  |       | Expected |        |      |             |                     |      |      |         |      |   |
|--------|--|-------|----------|--------|------|-------------|---------------------|------|------|---------|------|---|
|        |  |       | Code     | School |      |             |                     | LA   |      | England |      |   |
|        |  |       |          | 2022   | 2023 | 2024        | 2025<br>(88 Pupils) | 2024 | 2025 | 2024    | 2025 |   |
| CL     | Listening, attention and understanding | LAU   | 88%      | 78%    | 78%  | <b>86%</b>  | 84%                 | 81%  | ↑    | 82%     | 82%  | ↑ |
|        | Speaking                               | Speak | 83%      | 85%    | 81%  | <b>88%</b>  | 84%                 | 81%  | ↑    | 82%     | 83%  | ↑ |
| PSED   | Self-regulation                        | SR    | 86%      | 82%    | 91%  | <b>89%</b>  | 88%                 | 85%  | ↑    | 85%     | 85%  | ↑ |
|        | Managing self                          | MS    | 89%      | 84%    | 93%  | <b>93%</b>  | 89%                 | 87%  | ↑    | 87%     | 87%  | ↑ |
|        | Building relationships                 | BR    | 92%      | 86%    | 88%  | <b>97%</b>  | 89%                 | 87%  | ↑    | 88%     | 88%  | ↑ |
| PD     | Gross motor skills                     | GMS   | 98%      | 97%    | 99%  | <b>100%</b> | 93%                 | 91%  | ↑    | 92%     | 92%  | ↑ |
|        | Fine motor skills                      | FMS   | 90%      | 85%    | 89%  | <b>89%</b>  | 88%                 | 85%  | ↑    | 86%     | 86%  | ↑ |
| Lit    | Comprehension                          | Comp  | 81%      | 82%    | 79%  | <b>84%</b>  | 83%                 | 81%  | ↑    | 80%     | 80%  | ↑ |
|        | Word reading                           | Read  | 80%      | 77%    | 80%  | <b>75%</b>  | 80%                 | 78%  | ↓    | 76%     | 77%  | ↓ |
|        | Writing                                | Write | 69%      | 65%    | 65%  | <b>70%</b>  | 76%                 | 74%  | ↓    | 71%     | 72%  | ↓ |
| Math   | Numbers                                | Num   | 71%      | 72%    | 70%  | <b>80%</b>  | 82%                 | 80%  |      | 79%     | 79%  |   |
|        | Numerical patterns                     | NP    | 71%      | 70%    | 78%  | <b>76%</b>  | 82%                 | 80%  | ↓    | 78%     | 79%  | ↓ |
| UTW    | Past and present                       | PP    | 90%      | 89%    | 82%  | <b>88%</b>  | 85%                 | 83%  | ↑    | 82%     | 82%  | ↑ |
|        | People, culture and communities        | PCC   | 90%      | 88%    | 83%  | <b>86%</b>  | 84%                 | 83%  | ↑    | 81%     | 82%  | ↑ |
|        | The natural world                      | NW    | 92%      | 93%    | 87%  | <b>93%</b>  | 88%                 | 85%  | ↑    | 85%     | 85%  | ↑ |
| EAD    | Creating with materials                | CWM   | 88%      | 90%    | 84%  | <b>95%</b>  | 90%                 | 87%  | ↑    | 87%     | 87%  | ↑ |
|        | Being imaginative and expressive       | BIE   | 93%      | 88%    | 88%  | <b>91%</b>  | 89%                 | 87%  | ↑    | 87%     | 87%  | ↑ |

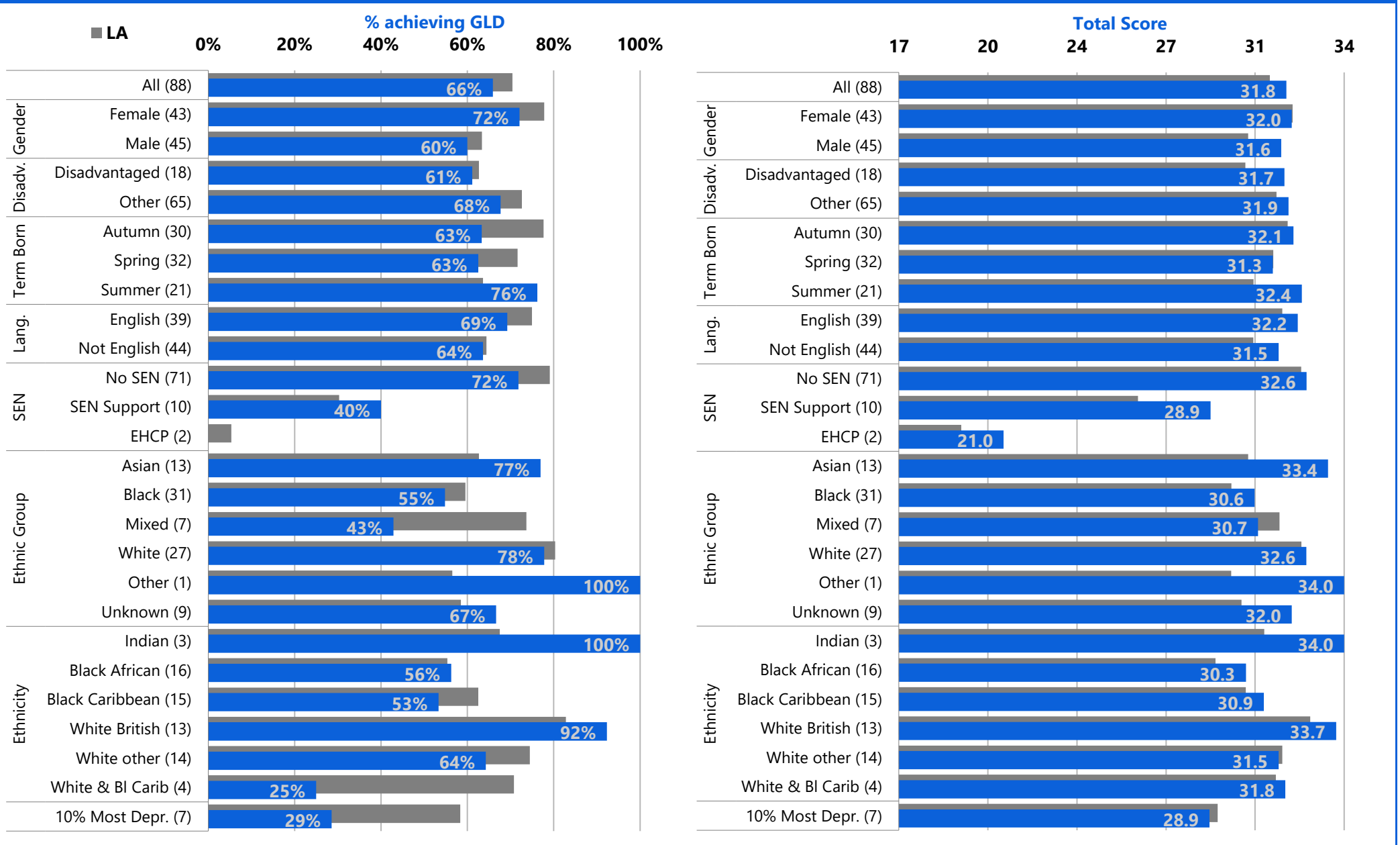
The arrows compare your school to the LA and England averages for the current year. See the Introduction for more details. Local authority data excludes pupils at PVI's.



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



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



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

**Key to shading:**



\*Number of pupils (see page 4 for explanation)

|         |                               | 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     |                               | 88     | 86% | 88% | 89%  | 93% | 97%  | 100% | 89%  | 84%      | 75%  | 70%  | 80%   | 76% | 88% | 86% | 93% | 95%  | 91%  |
| Gender  | Female                        | 43     | 86% | 88% | 91%  | 95% | 95%  | 100% | 98%  | 86%      | 81%  | 77%  | 79%   | 74% | 88% | 86% | 91% | 93%  | 91%  |
|         | Male                          | 45     | 87% | 87% | 87%  | 91% | 98%  | 100% | 80%  | 82%      | 69%  | 64%  | 80%   | 78% | 87% | 87% | 96% | 98%  | 91%  |
|         | Gap (Male - Female)           |        | +1% | -1% | -4%  | -4% | +3%  | -    | -18% | -4%      | -12% | -13% | +1%   | +4% | -1% | +1% | +5% | +5%  | -    |
| FSM     | Eligible                      | 18     | 89% | 94% | 83%  | 89% | 94%  | 100% | 83%  | 89%      | 72%  | 67%  | 89%   | 83% | 83% | 83% | 89% | 94%  | 89%  |
|         | Not eligible                  | 65     | 86% | 86% | 91%  | 95% | 97%  | 100% | 89%  | 83%      | 77%  | 72%  | 77%   | 74% | 89% | 88% | 94% | 97%  | 92%  |
|         | Gap (Eligible - Not eligible) |        | +3% | +8% | -8%  | -6% | -3%  | -    | -6%  | +6%      | -5%  | -5%  | +12%  | +9% | -6% | -5% | -5% | -3%  | -3%  |
| Disadv. | Disadvantaged                 | 18     | 89% | 94% | 83%  | 89% | 94%  | 100% | 83%  | 89%      | 72%  | 67%  | 89%   | 83% | 83% | 83% | 89% | 94%  | 89%  |
|         | Other                         | 65     | 86% | 86% | 91%  | 95% | 97%  | 100% | 89%  | 83%      | 77%  | 72%  | 77%   | 74% | 89% | 88% | 94% | 97%  | 92%  |
|         | Gap (Disad. - Other)          |        | +3% | +8% | -8%  | -6% | -3%  | -    | -6%  | +6%      | -5%  | -5%  | +12%  | +9% | -6% | -5% | -5% | -3%  | -3%  |
| SEN     | No SEN                        | 71     | 96% | 94% | 94%  | 97% | 100% | 100% | 90%  | 92%      | 80%  | 75%  | 83%   | 80% | 93% | 93% | 97% | 99%  | 93%  |
|         | SEN Support                   | 10     | 40% | 60% | 70%  | 90% | 90%  | 100% | 80%  | 50%      | 50%  | 50%  | 60%   | 50% | 70% | 60% | 80% | 90%  | 100% |
|         | EHCP                          | 2      | 0%  | 0%  | 0%   | 0%  | 0%   | 100% | 50%  | 0%       | 50%  | 50%  | 50%   | 50% | 0%  | 0%  | 0%  | 50%  | 0%   |
| Born    | Autumn                        | 30     | 90% | 93% | 87%  | 93% | 97%  | 100% | 90%  | 90%      | 77%  | 70%  | 83%   | 73% | 90% | 90% | 93% | 100% | 90%  |
|         | Spring                        | 32     | 78% | 78% | 88%  | 94% | 97%  | 100% | 88%  | 75%      | 72%  | 66%  | 75%   | 75% | 84% | 81% | 91% | 94%  | 94%  |
|         | Summer                        | 21     | 95% | 95% | 95%  | 95% | 95%  | 100% | 86%  | 90%      | 81%  | 81%  | 81%   | 81% | 90% | 90% | 95% | 95%  | 90%  |

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

**Key to shading:**



>3\* above All pupils



>1\* above All pupils



>1\* below All pupils



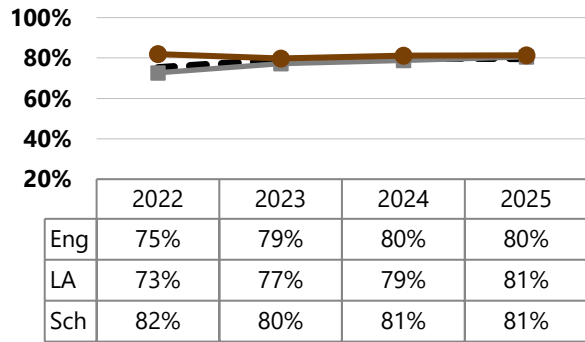
>3\* below All pupils

\*Number of pupils (see page 4 for explanation)

|               |                      | Pupils | 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           |                      | 88     | 86%  | 88%  | 89%  | 93%  | 97%  | 100% | 89%  | 84%      | 75%  | 70%  | 80%   | 76%  | 88%  | 86%  | 93%  | 95%  | 91%  |
| Lang.         | English              | 39     | 92%  | 92%  | 90%  | 92%  | 97%  | 100% | 90%  | 87%      | 72%  | 69%  | 82%   | 79%  | 95%  | 92%  | 95%  | 97%  | 100% |
|               | Not English          | 44     | 82%  | 84%  | 89%  | 95%  | 95%  | 100% | 86%  | 82%      | 80%  | 73%  | 77%   | 73%  | 82%  | 82%  | 91%  | 95%  | 84%  |
|               | Gap (EAL - Not EAL)  |        | -10% | -8%  | -1%  | +3%  | -2%  | -    | -4%  | -5%      | +8%  | +4%  | -5%   | -6%  | -13% | -10% | -4%  | -2%  | -16% |
| Ethnic Groups | Asian                | 13     | 100% | 100% | 100% | 100% | 100% | 100% | 92%  | 100%     | 92%  | 92%  | 77%   | 85%  | 100% | 100% | 100% | 100% | 100% |
|               | Black                | 31     | 74%  | 77%  | 81%  | 90%  | 94%  | 100% | 84%  | 74%      | 61%  | 61%  | 71%   | 65%  | 81%  | 77%  | 90%  | 90%  | 87%  |
|               | Mixed                | 7      | 86%  | 86%  | 86%  | 86%  | 86%  | 100% | 71%  | 71%      | 57%  | 43%  | 71%   | 71%  | 86%  | 86%  | 86%  | 100% | 100% |
|               | White                | 27     | 93%  | 93%  | 93%  | 96%  | 100% | 100% | 93%  | 89%      | 89%  | 78%  | 89%   | 85%  | 89%  | 89%  | 93%  | 100% | 89%  |
|               | Other                | 1      | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100%     | 100% | 100% | 100%  | 100% | 100% | 100% | 100% | 100% | 100% |
|               | Unknown              | 9      | 89%  | 89%  | 89%  | 89%  | 100% | 100% | 100% | 100%     | 89%  | 67%  | 67%   | 89%  | 78%  | 89%  | 89%  | 100% | 89%  |
| Ethnicity     | Bangladeshi          | 1      | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100%     | 100% | 100% | 100%  | 100% | 100% | 100% | 100% | 100% | 100% |
|               | Indian               | 3      | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100%     | 100% | 100% | 100%  | 100% | 100% | 100% | 100% | 100% | 100% |
|               | Pakistani            | 2      | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100%     | 100% | 100% | 50%   | 100% | 100% | 100% | 100% | 100% | 100% |
|               | Asian Other          | 6      | 100% | 100% | 100% | 100% | 100% | 100% | 83%  | 100%     | 83%  | 83%  | 67%   | 67%  | 100% | 100% | 100% | 100% | 100% |
|               | Black African        | 16     | 63%  | 69%  | 75%  | 88%  | 88%  | 100% | 88%  | 69%      | 69%  | 69%  | 75%   | 69%  | 75%  | 75%  | 88%  | 88%  | 81%  |
|               | Black Caribbean      | 15     | 87%  | 87%  | 87%  | 93%  | 100% | 100% | 80%  | 80%      | 53%  | 53%  | 67%   | 60%  | 87%  | 80%  | 93%  | 93%  | 93%  |
|               | Chinese              | 1      | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100%     | 100% | 100% | 100%  | 100% | 100% | 100% | 100% | 100% | 100% |
|               | White & BI Caribbean | 4      | 100% | 100% | 100% | 100% | 100% | 100% | 75%  | 75%      | 50%  | 25%  | 75%   | 75%  | 100% | 100% | 100% | 100% | 100% |
|               | Other Mixed          | 3      | 67%  | 67%  | 67%  | 67%  | 67%  | 100% | 67%  | 67%      | 67%  | 67%  | 67%   | 67%  | 67%  | 67%  | 67%  | 100% | 100% |
|               | White British        | 13     | 100% | 100% | 92%  | 92%  | 100% | 100% | 100% | 100%     | 100% | 92%  | 92%   | 100% | 100% | 100% | 100% | 100% | 100% |
|               | White Other          | 14     | 86%  | 86%  | 93%  | 100% | 100% | 100% | 86%  | 79%      | 86%  | 64%  | 79%   | 71%  | 79%  | 79%  | 86%  | 100% | 79%  |
|               | Any Other Ethnicity  | 1      | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100%     | 100% | 100% | 100%  | 100% | 100% | 100% | 100% | 100% | 100% |

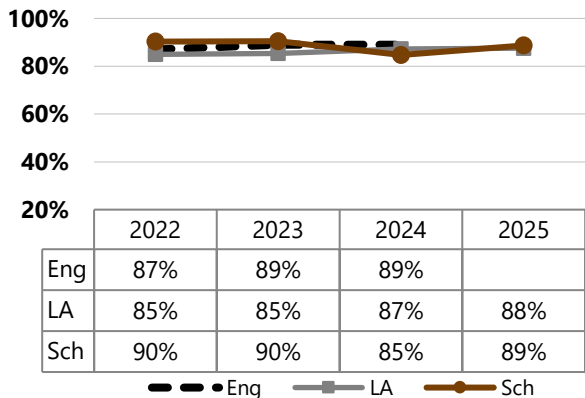
## i) % Achieving Phonics Threshold Year 1

| School     | Comparisons |  |          |
|------------|-------------|--|----------|
|            | LA          | England                                  | Sch 2024 |
| <b>81%</b> | 81%         | 80% <span style="color: green;">↑</span> | 81%      |
| 86 pupils  |             |  |          |

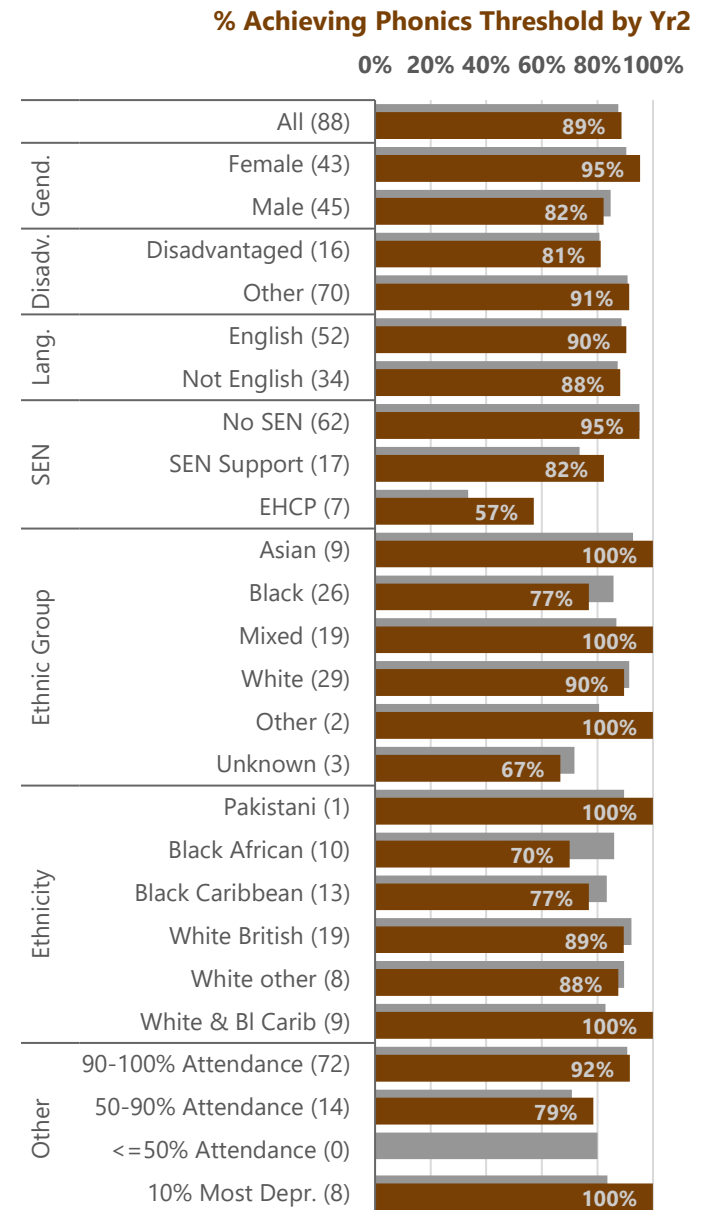
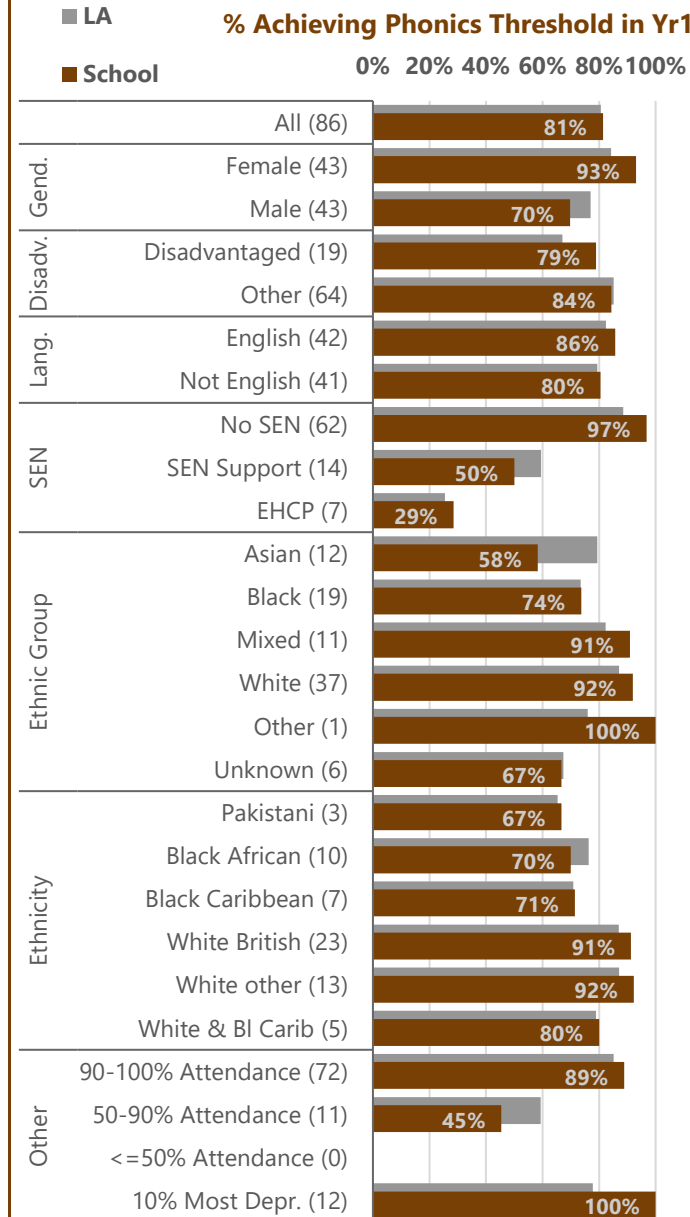


## ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative) ^

| School     | Comparisons |           |
|------------|-------------|-----------|
|            | LA          | Eng. 2024 |
| <b>89%</b> | 88%         | 89%       |
| 88 pupils  |             |           |



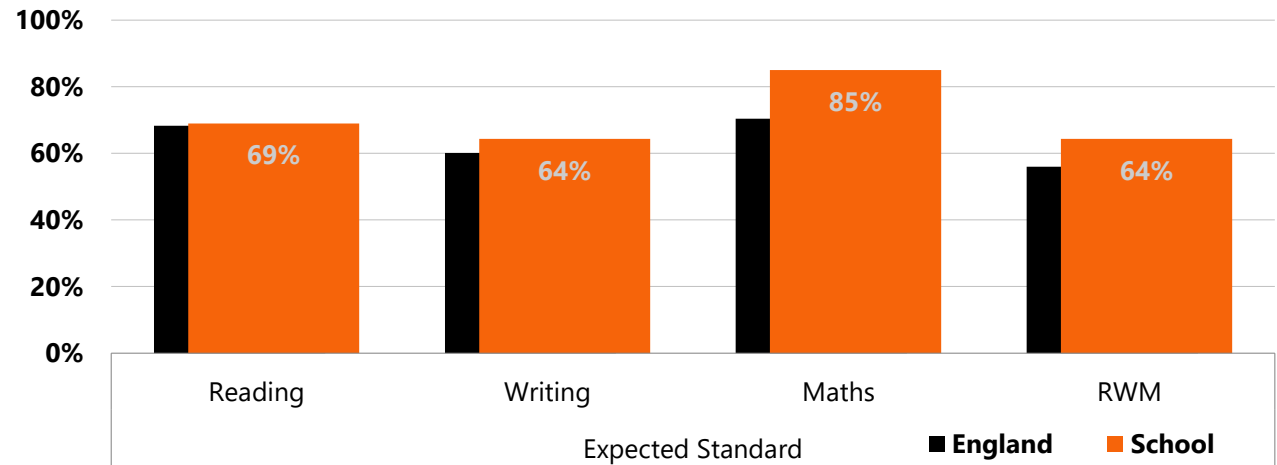
## iii) Vulnerable Groups Analysis



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

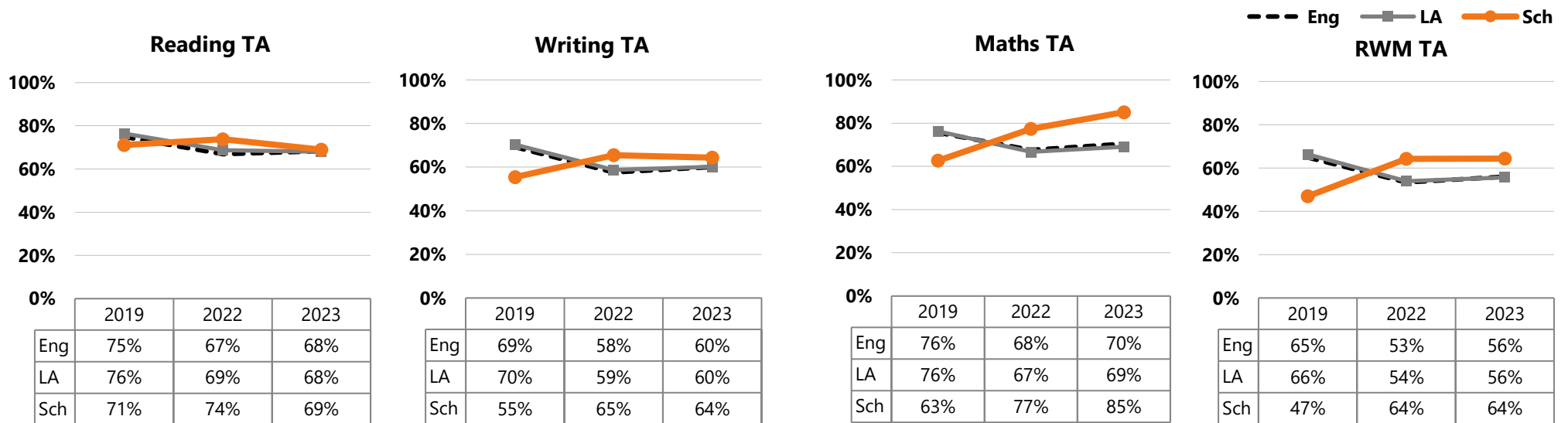
i) % Reaching Expected Standard

| Indicator  | School<br>(87 Pupils) | Comparisons |  |
|------------|-----------------------|-------------|--|
|            |                       | LA          | England                                  |
| % Expected | Reading               | 69%         | 68%                                      |
|            | Writing               | 64%         | 60% <span style="color: green;">↑</span> |
|            | Maths                 | 85%         | 69% <span style="color: green;">↑</span> |
|            | RWM                   | 64%         | 56% <span style="color: green;">↑</span> |



Please note: The data displayed in this KS1 analysis is 2022/23 statutory KS1 outcomes.

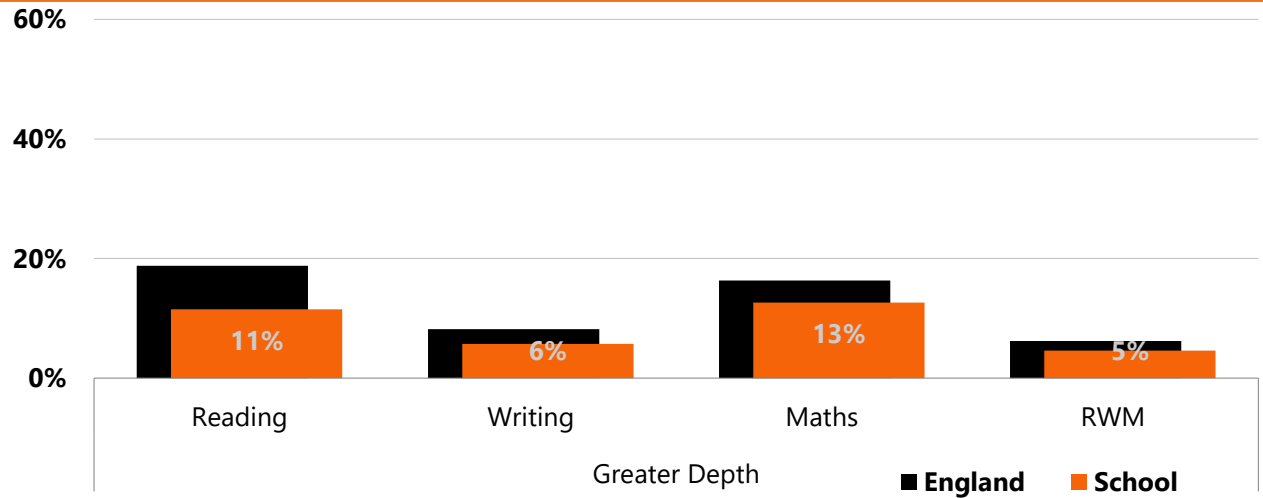
ii) % Reaching Expected Standard (Time Series)



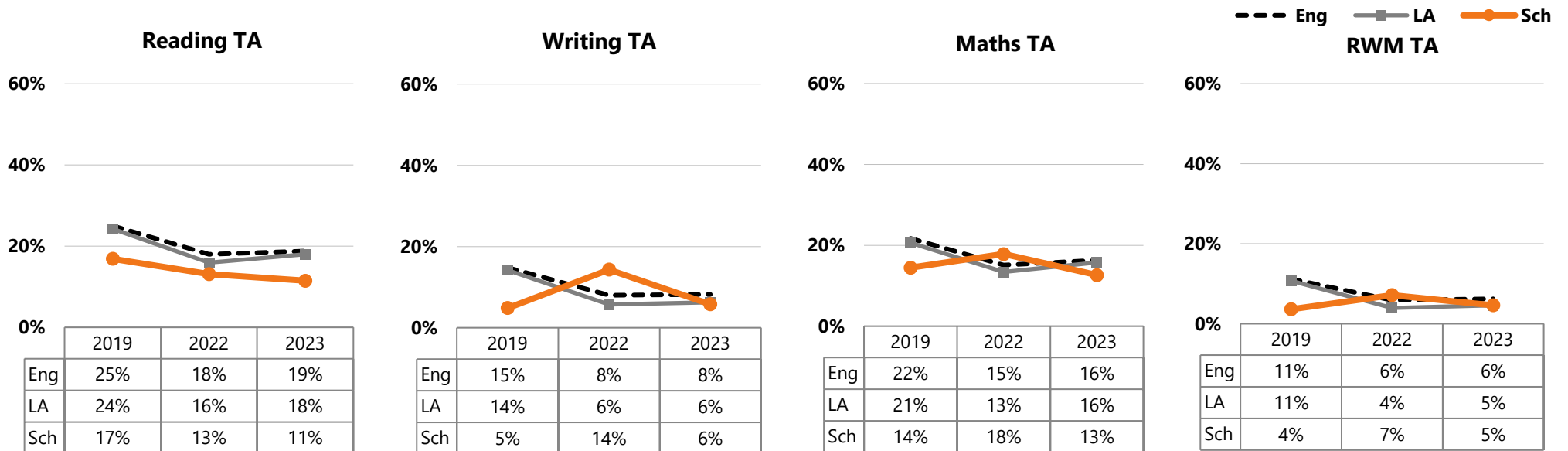
iii) % Working at Greater Depth

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

Please note: The data displayed in this KS1 analysis is 2022/23 statutory KS1 outcomes.

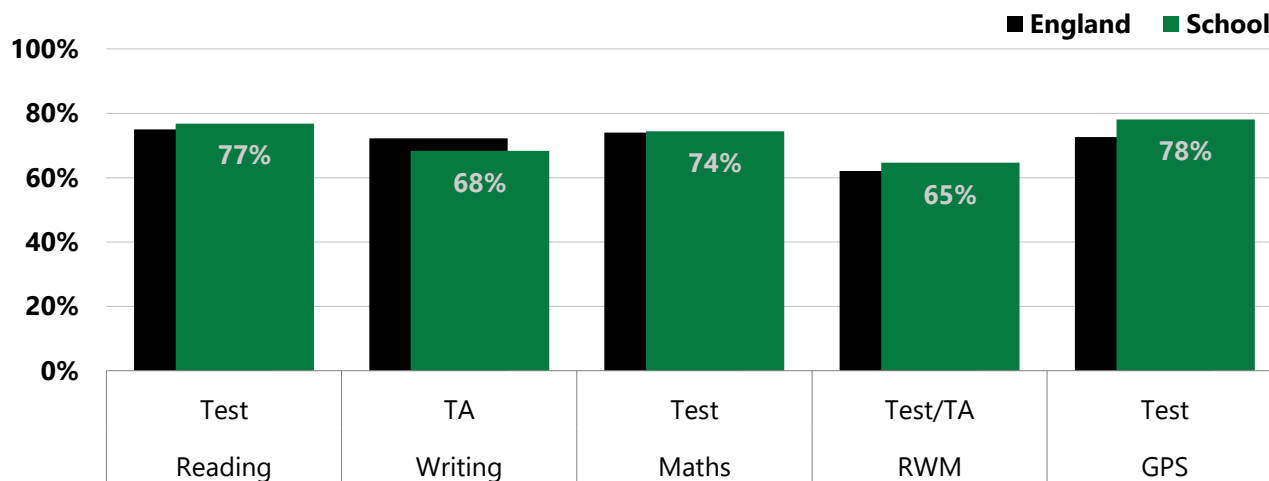


iv) % at Greater Depth (Time Series)

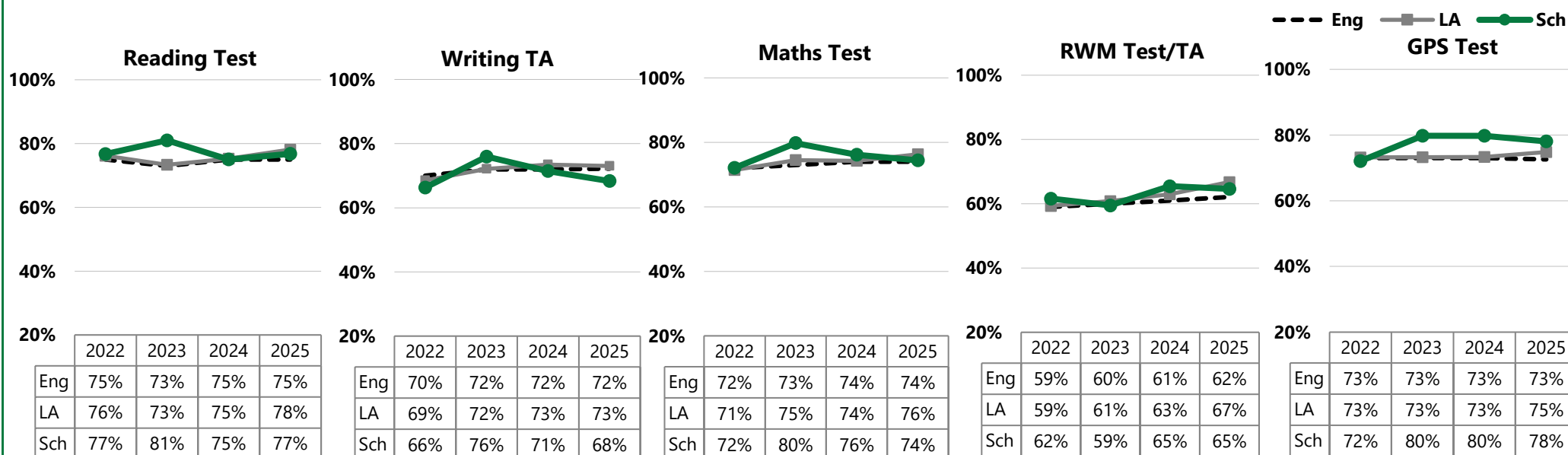


## i) % Reaching Expected Standard (Test and TA)

| Indicator |         | School      | Comparisons |         |
|-----------|---------|-------------|-------------|---------|
|           |         | (82 Pupils) | LA          | England |
| Reading   | Test    | 77%         | 78% ↓       | 75% ↑   |
| Writing   | TA      | 68%         | 73% ↓       | 72% ↓   |
| Maths     | Test    | 74%         | 76% ↓       | 74%     |
| RWM       | Test/TA | 65%         | 67% ↓       | 62% ↑   |
| GPS       | Test    | 78%         | 75% ↑       | 73% ↑   |

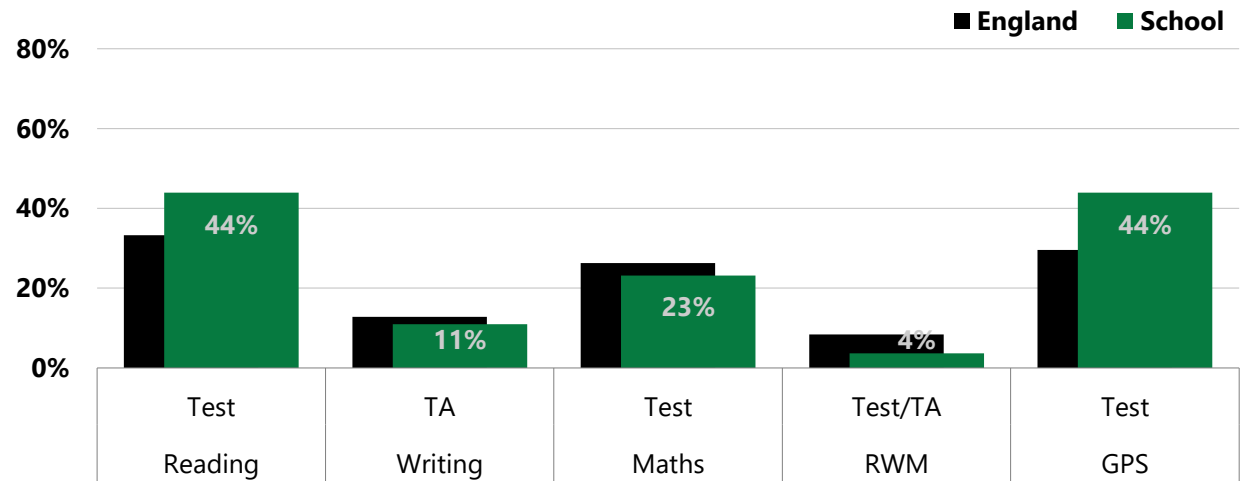


## ii) % Reaching Expected Standard (Time Series)

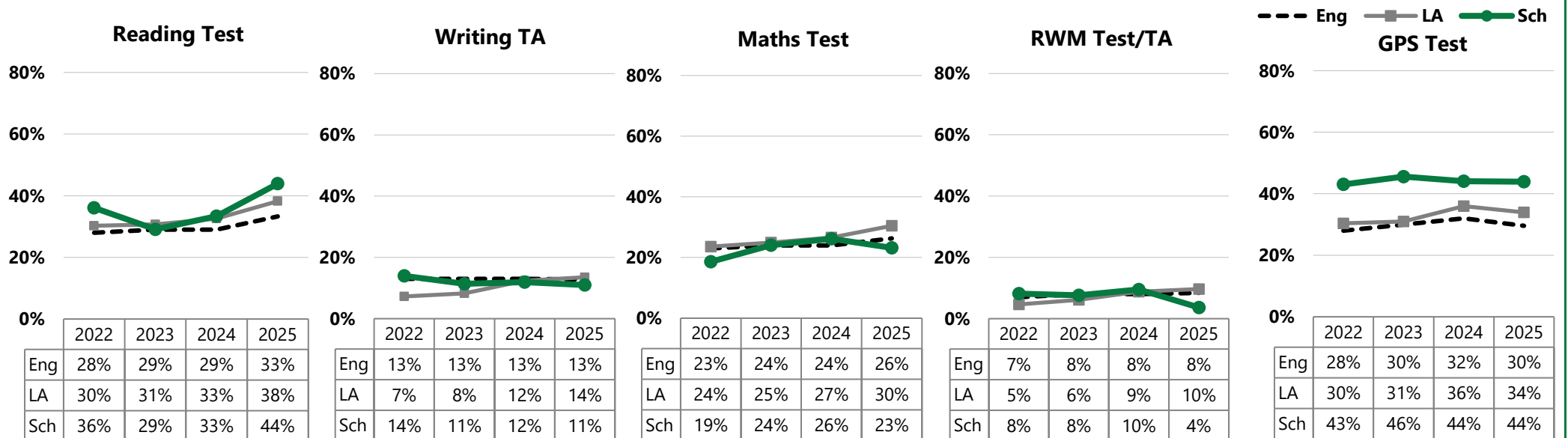


## iii) % Reaching a Higher Standard (Test and TA)

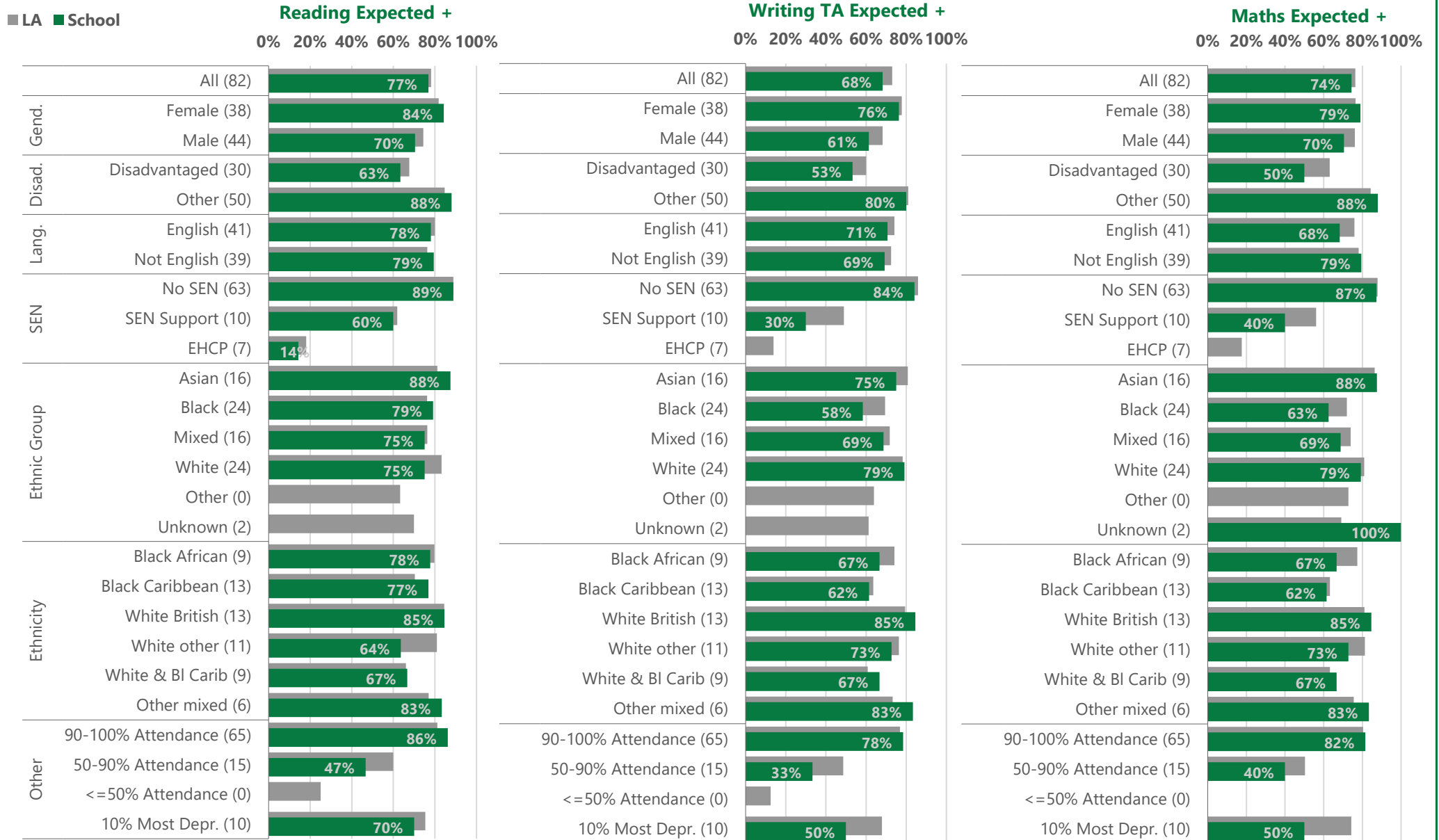
| Indicator      |         | School      | Comparisons                              |  |
|----------------|---------|-------------|--|--|
|                |         | (82 Pupils) | LA                                       | England                                  |
| <b>Reading</b> | Test    | <b>44%</b>  | 38% <span style="color: green;">↑</span> | 33% <span style="color: green;">↑</span> |
| <b>Writing</b> | TA      | <b>11%</b>  | 14% <span style="color: red;">↓</span>   | 13% <span style="color: red;">↓</span>   |
| <b>Maths</b>   | Test    | <b>23%</b>  | 30% <span style="color: red;">↓</span>   | 26% <span style="color: red;">↓</span>   |
| <b>RWM</b>     | Test/TA | <b>4%</b>   | 10% <span style="color: red;">↓</span>   | 8% <span style="color: red;">↓</span>    |
| <b>GPS</b>     | Test    | <b>44%</b>  | 34% <span style="color: green;">↑</span> | 30% <span style="color: green;">↑</span> |



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



## v) Vulnerable Groups Analysis



## 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 | 82                            | 77%     | 44%  | 68%          | 11%  | 74%   | 23%  | 65% | 4%   | 78% | 44%  |      |
| Gender     | Female                        | 38      | 84%  | 55%          | 76%  | 21%   | 79%  | 24% | 74%  | 5%  | 84%  | 58%  |
|            | Male                          | 44      | 70%  | 34%          | 61%  | 2%    | 70%  | 23% | 57%  | 2%  | 73%  | 32%  |
|            | Gap (Male - Female)           |         | -14% | -21%         | -15% | -19%  | -9%  | -1% | -17% | -3% | -11% | -26% |
| FSM        | Eligible                      | 29      | 62%  | 31%          | 52%  | 3%    | 48%  | 17% | 45%  | 0%  | 62%  | 24%  |
|            | Not eligible                  | 51      | 88%  | 53%          | 80%  | 16%   | 88%  | 25% | 78%  | 6%  | 88%  | 57%  |
|            | Gap (Eligible - Not eligible) |         | -26% | -22%         | -28% | -13%  | -40% | -8% | -33% | -6% | -26% | -33% |
| Disadv.    | Disadvantaged                 | 30      | 63%  | 33%          | 53%  | 7%    | 50%  | 17% | 47%  | 0%  | 63%  | 27%  |
|            | Other                         | 50      | 88%  | 52%          | 80%  | 14%   | 88%  | 26% | 78%  | 6%  | 88%  | 56%  |
|            | Gap (Disadvantaged - Other)   |         | -25% | -19%         | -27% | -7%   | -38% | -9% | -31% | -6% | -25% | -29% |
| SEN        | No SEN                        | 63      | 89%  | 54%          | 84%  | 13%   | 87%  | 29% | 81%  | 5%  | 90%  | 56%  |
|            | SEN Support                   | 10      | 60%  | 10%          | 30%  | 10%   | 40%  | 0%  | 20%  | 0%  | 50%  | 10%  |
|            | EHCP                          | 7       | 14%  | 14%          | 0%   | 0%    | 0%   | 0%  | 0%   | 0%  | 14%  | 0%   |
| Born       | Autumn                        | 28      | 75%  | 43%          | 71%  | 18%   | 75%  | 32% | 64%  | 7%  | 79%  | 46%  |
|            | Spring                        | 29      | 83%  | 55%          | 62%  | 14%   | 72%  | 21% | 62%  | 3%  | 76%  | 45%  |
|            | Summer                        | 23      | 78%  | 35%          | 78%  | 0%    | 74%  | 13% | 74%  | 0%  | 83%  | 43%  |
| Att.       | 95-100% Attendance            | 45      | 84%  | 40%          | 80%  | 11%   | 82%  | 24% | 76%  | 4%  | 82%  | 49%  |
|            | 90-95% Attendance             | 20      | 90%  | 70%          | 75%  | 20%   | 80%  | 30% | 75%  | 5%  | 85%  | 60%  |
|            | 85-90% Attendance             | 7       | 86%  | 57%          | 57%  | 0%    | 86%  | 14% | 57%  | 0%  | 86%  | 29%  |
|            | 80-85% Attendance             | 1       | 0%   | 0%           | 0%   | 0%    | 0%   | 0%  | 0%   | 0%  | 100% | 0%   |
|            | <=80% Attendance              | 7       | 14%  | 0%           | 14%  | 0%    | 0%   | 0%  | 0%   | 0%  | 29%  | 0%   |

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

Key to shading (on Exp + only):

|  |  |
|--|--|
| <span style="background-color: #2e8b57; color: white; padding: 2px;"> </span> >3* above All pupils | <span style="background-color: #f08080; color: white; padding: 2px;"> </span> >1* below All pupils |
| <span style="background-color: #90ee90; color: white; padding: 2px;"> </span> >1* above All pupils | <span style="background-color: #ff4500; color: white; padding: 2px;"> </span> >3* below All pupils |

\*Number of pupils (see page 4 for explanation)

|               | Pupils<br>No.               | Reading |      | Writing (TA) |      | Maths |      | RWM  |      | GPS  |      |      |
|---------------|-----------------------------|---------|------|--------------|------|-------|------|------|------|------|------|------|
|               |                             | Exp+    | HS   | Exp+         | HS   | Exp+  | HS   | Exp+ | HS   | Exp+ | HS   |      |
| All Pupils    | 82                          | 77%     | 44%  | 68%          | 11%  | 74%   | 23%  | 65%  | 4%   | 78%  | 44%  |      |
| EAL           | English                     | 41      | 78%  | 39%          | 71%  | 15%   | 68%  | 15%  | 68%  | 5%   | 76%  | 41%  |
|               | Not English                 | 39      | 79%  | 51%          | 69%  | 8%    | 79%  | 31%  | 64%  | 3%   | 82%  | 49%  |
|               | Gap (Not English - English) |         | +1%  | +12%         | -2%  | -7%   | +11% | +16% | -4%  | -2%  | +6%  | +8%  |
| Ethnic Groups | Asian                       | 16      | 88%  | 56%          | 75%  | 6%    | 88%  | 56%  | 75%  | 6%   | 88%  | 69%  |
|               | Black                       | 24      | 79%  | 38%          | 58%  | 8%    | 63%  | 4%   | 54%  | 0%   | 75%  | 25%  |
|               | Mixed                       | 16      | 75%  | 44%          | 69%  | 6%    | 69%  | 13%  | 69%  | 0%   | 69%  | 44%  |
|               | White                       | 24      | 75%  | 46%          | 79%  | 21%   | 79%  | 25%  | 71%  | 8%   | 83%  | 50%  |
|               | Unknown                     | 2       | 0%   | 0%           | 0%   | 0%    | 100% | 50%  | 0%   | 0%   | 50%  | 0%   |
| Ethnicity     | Bangladeshi                 | 1       | 100% | 100%         | 100% | 0%    | 100% | 0%   | 100% | 0%   | 100% | 100% |
|               | Pakistani                   | 4       | 75%  | 50%          | 75%  | 0%    | 75%  | 25%  | 75%  | 0%   | 75%  | 50%  |
|               | Asian Other                 | 11      | 91%  | 55%          | 73%  | 9%    | 91%  | 73%  | 73%  | 9%   | 91%  | 73%  |
|               | Black African               | 9       | 78%  | 56%          | 67%  | 11%   | 67%  | 0%   | 67%  | 0%   | 78%  | 44%  |
|               | Black Caribbean             | 13      | 77%  | 31%          | 62%  | 8%    | 62%  | 8%   | 54%  | 0%   | 77%  | 15%  |
|               | Black Other                 | 2       | 100% | 0%           | 0%   | 0%    | 50%  | 0%   | 0%   | 0%   | 50%  | 0%   |
|               | White & Black African       | 1       | 100% | 0%           | 0%   | 0%    | 0%   | 0%   | 0%   | 0%   | 100% | 0%   |
|               | White & Black Caribbean     | 9       | 67%  | 44%          | 67%  | 11%   | 67%  | 11%  | 67%  | 0%   | 56%  | 44%  |
|               | Other Mixed                 | 6       | 83%  | 50%          | 83%  | 0%    | 83%  | 17%  | 83%  | 0%   | 83%  | 50%  |
|               | White British               | 13      | 85%  | 62%          | 85%  | 23%   | 85%  | 31%  | 85%  | 15%  | 85%  | 54%  |
|               | White Other                 | 11      | 64%  | 27%          | 73%  | 18%   | 73%  | 18%  | 55%  | 0%   | 82%  | 45%  |

## **2. Pupil Characteristics & Place of Residence**

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

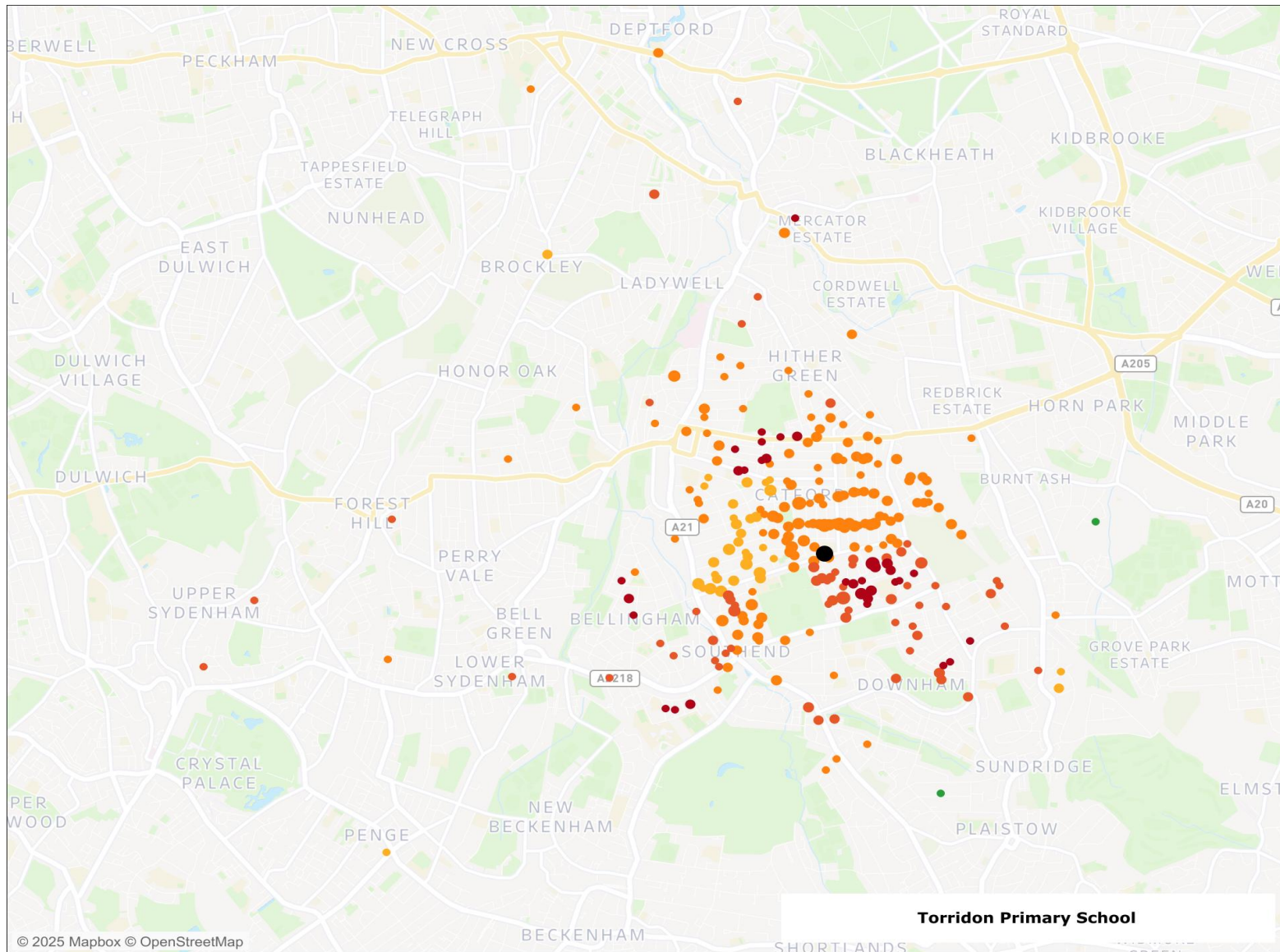
## Pupil Breakdown by Contextual Characteristic (1)

| 632 Pupils on roll in Jan 2025 |                                   | Torridon Primary School    |           |           |           |           |           |           |           | LA (Primary Age Mainstream) |       |       |      |                         |      |    |      |       |        |
|--------------------------------|-----------------------------------|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------------------|-------|-------|------|-------------------------|------|----|------|-------|--------|
| Pupil Characteristic           |                                   | Year Group Analysis        |           |           |           |           |           |           | School    |                             |       |       | LA   | School Difference vs LA |      |    |      |       |        |
|                                |                                   | N                          | R         | Y1        | Y2        | Y3        | Y4        | Y5        | Y6        | School                      | 0%    | 50%   | 100% |                         | -15% | 0% | 15%  |       |        |
| <b>Total Roll</b>              |                                   | <b>37</b>                  | <b>90</b> | <b>86</b> | <b>86</b> | <b>83</b> | <b>87</b> | <b>80</b> | <b>83</b> | <b>632</b>                  |       |       |      |                         |      |    |      |       |        |
| Gender                         | Female                            | 18                         | 43        | 44        | 43        | 38        | 48        | 42        | 41        | 317                         | 50.2% |       |      |                         |      |    |      | 49.7% | +0.5%  |
|                                | Male                              | 19                         | 47        | 42        | 43        | 45        | 39        | 38        | 42        | 315                         | 49.8% |       |      |                         |      |    |      | 50.3% | -0.5%  |
| FSM                            | Eligible                          | 1                          | 20        | 20        | 18        | 25        | 31        | 27        | 30        | 172                         | 27.2% |       |      |                         |      |    |      | 24.9% | +2.3%  |
|                                | Not Eligible                      | 36                         | 70        | 66        | 68        | 58        | 56        | 53        | 53        | 460                         | 72.8% |       |      |                         |      |    |      | 75.1% | -2.3%  |
| Joined School                  | Joined in Reception / Nursery     | 37                         | 90        | 85        | 79        | 65        | 62        | 58        | 54        | 530                         | 83.9% |       |      |                         |      |    |      | 82.6% | +1.3%  |
|                                | Joined in Year 1 or 2             |                            |           | 1         | 7         | 12        | 12        | 12        | 8         | 52                          | 8.2%  |       |      |                         |      |    |      | 8.4%  | -0.2%  |
|                                | Joined in Year 3 or 4             |                            |           |           |           | 6         | 13        | 9         | 18        | 46                          | 7.3%  |       |      |                         |      |    |      | 7.0%  | +0.3%  |
|                                | Joined in Year 5 or 6             |                            |           |           |           |           |           | 1         | 3         | 4                           | 0.6%  |       |      |                         |      |    |      | 2.0%  | -1.4%  |
| SEN Stage                      | No Special Educational Need       | 32                         | 75        | 65        | 62        | 64        | 74        | 68        | 65        | 505                         | 79.9% |       |      |                         |      |    |      | 80.7% | -0.8%  |
|                                | SEN Support                       | 4                          | 11        | 14        | 17        | 14        | 8         | 9         | 11        | 88                          | 13.9% |       |      |                         |      |    |      | 15.5% | -1.6%  |
|                                | EHCP / Statement                  | 1                          | 4         | 7         | 7         | 5         | 5         | 3         | 7         | 39                          | 6.2%  |       |      |                         |      |    |      | 3.8%  | +2.4%  |
| SEN Primary Need               | Autistic Spectrum Disorder        | 2                          | 3         | 4         | 10        | 3         | 4         | 3         | 7         | 36                          | 5.7%  |       |      |                         |      |    |      | 2.4%  | +3.3%  |
|                                | Down Syndrome                     | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.0%  | -      |
|                                | Hearing Impairment                | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.2%  | -0.2%  |
|                                | Moderate Learning Difficulty      | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 1                           | 0.2%  |       |      |                         |      |    |      | 0.7%  | -0.5%  |
|                                | Multi-Sensory Impairment          | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.0%  | -      |
|                                | Physical Disability               | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.3%  | -0.3%  |
|                                | Profound & Multiple Learning      | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.1%  | -0.1%  |
|                                | Severe Learning Difficulty        | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.1%  | -0.1%  |
|                                | Social, Emotional & Mental Health | 0                          | 0         | 1         | 3         | 2         | 2         | 2         | 5         | 15                          | 2.4%  |       |      |                         |      |    |      | 3.2%  | -0.8%  |
|                                | Specific Learning Difficulty      | 0                          | 0         | 0         | 1         | 2         | 1         | 2         | 2         | 8                           | 1.3%  |       |      |                         |      |    |      | 1.9%  | -0.6%  |
|                                | Speech, Language & Comm.          | 3                          | 12        | 15        | 7         | 11        | 6         | 5         | 3         | 62                          | 9.8%  |       |      |                         |      |    |      | 9.3%  | +0.5%  |
|                                | Visual Impairment                 | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.1%  | -0.1%  |
|                                | Other Difficulty/Disability       | 0                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0                           | 0.0%  |       |      |                         |      |    |      | 0.3%  | -0.3%  |
|                                | No Specialist Assessment          | 0                          | 0         | 1         | 3         | 1         | 0         | 0         | 0         | 5                           | 0.8%  |       |      |                         |      |    |      | 0.7%  | +0.1%  |
|                                | Deprivation Band (IDACI)          | Band 1a: Most deprived 10% | 2         | 7         | 12        | 8         | 6         | 10        | 10        | 10                          | 65    | 10.3% |      |                         |      |    |      |       | 10.9%  |
| Band 1b: 10-20%                |                                   | 6                          | 15        | 14        | 13        | 15        | 19        | 17        | 22        | 121                         | 19.1% |       |      |                         |      |    |      | 24.8% | -5.7%  |
| Band 2: 20-40%                 |                                   | 27                         | 49        | 46        | 50        | 51        | 39        | 40        | 40        | 342                         | 54.1% |       |      |                         |      |    |      | 42.2% | +11.9% |
| Band 3: 40-60%                 |                                   | 2                          | 18        | 14        | 13        | 11        | 14        | 11        | 10        | 93                          | 14.7% |       |      |                         |      |    |      | 14.6% | +0.1%  |
| Band 4: 60-80%                 |                                   | 0                          | 1         | 0         | 1         | 0         | 0         | 1         | 1         | 4                           | 0.6%  |       |      |                         |      |    |      | 5.5%  | -4.9%  |
| Band 5: Least Deprived 20%     | 0                                 | 0                          | 0         | 1         | 0         | 3         | 1         | 0         | 5         | 0.8%                        |       |       |      |                         |      |    | 1.7% | -0.9% |        |

## Pupil Breakdown by Contextual Characteristic (2)

| 632 Pupils on roll in Jan 2025 |                             | Torridon Primary School |    |    |    |    |    |    |        | LA (Primary Age Mainstream) |       |     |                         |        |       |    |     |
|--------------------------------|-----------------------------|-------------------------|----|----|----|----|----|----|--------|-----------------------------|-------|-----|-------------------------|--------|-------|----|-----|
| Pupil Characteristic           |                             | Year Group Analysis     |    |    |    |    |    |    | School |                             |       | LA  | School Difference vs LA |        |       |    |     |
|                                |                             | N                       | R  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6     | School                      | 0%    | 50% | 100%                    |        | -15%  | 0% | 15% |
| Ethnicity                      | Asian or Asian British      | 10                      | 14 | 13 | 9  | 11 | 8  | 21 | 17     | 103                         | 16.3% |     |                         | 7.3%   | +9.0% |    |     |
|                                | Bangladeshi                 | 0                       | 1  | 1  | 0  | 0  | 0  | 2  | 2      | 6                           | 0.9%  |     |                         | 0.8%   | +0.1% |    |     |
|                                | Chinese                     | 0                       | 1  | 1  | 1  | 1  | 1  | 1  | 0      | 6                           | 0.9%  |     |                         | 1.0%   | -0.1% |    |     |
|                                | Indian                      | 0                       | 3  | 2  | 0  | 2  | 2  | 2  | 0      | 11                          | 1.7%  |     |                         | 1.2%   | +0.5% |    |     |
|                                | Pakistani                   | 4                       | 2  | 3  | 1  | 5  | 1  | 3  | 4      | 23                          | 3.6%  |     |                         | 0.9%   | +2.7% |    |     |
|                                | Any Other Asian Background  | 6                       | 7  | 6  | 7  | 3  | 4  | 13 | 11     | 57                          | 9.0%  |     |                         | 3.3%   | +5.7% |    |     |
|                                | Black or Black British      | 7                       | 33 | 19 | 26 | 23 | 32 | 18 | 26     | 184                         | 29.1% |     |                         | 27.8%  | +1.3% |    |     |
|                                | Black - African             | 3                       | 18 | 10 | 10 | 14 | 12 | 8  | 11     | 86                          | 13.6% |     |                         | 15.5%  | -1.9% |    |     |
|                                | Black Caribbean             | 4                       | 15 | 7  | 13 | 9  | 19 | 9  | 13     | 89                          | 14.1% |     |                         | 8.7%   | +5.4% |    |     |
|                                | Any Other Black Background  | 0                       | 0  | 2  | 3  | 0  | 1  | 1  | 2      | 9                           | 1.4%  |     |                         | 3.6%   | -2.2% |    |     |
|                                | Mixed                       | 5                       | 8  | 12 | 19 | 11 | 16 | 13 | 16     | 100                         | 15.8% |     |                         | 18.6%  | -2.8% |    |     |
|                                | White and Black African     | 1                       | 0  | 2  | 3  | 0  | 1  | 1  | 1      | 9                           | 1.4%  |     |                         | 2.7%   | -1.3% |    |     |
|                                | White and Black Caribbean   | 2                       | 5  | 6  | 9  | 2  | 6  | 5  | 9      | 44                          | 7.0%  |     |                         | 5.1%   | +1.9% |    |     |
|                                | White and Asian             | 0                       | 0  | 1  | 1  | 4  | 1  | 1  | 0      | 8                           | 1.3%  |     |                         | 2.8%   | -1.5% |    |     |
|                                | Any Other Mixed Background  | 2                       | 3  | 3  | 6  | 5  | 8  | 6  | 6      | 39                          | 6.2%  |     |                         | 8.0%   | -1.8% |    |     |
|                                | White                       | 12                      | 30 | 38 | 29 | 34 | 28 | 26 | 24     | 221                         | 35.0% |     |                         | 38.0%  | -3.0% |    |     |
|                                | White - British             | 7                       | 15 | 24 | 19 | 20 | 18 | 16 | 13     | 132                         | 20.9% |     |                         | 25.8%  | -4.9% |    |     |
|                                | White - Irish               | 0                       | 0  | 1  | 2  | 0  | 2  | 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     | 5                           | 15                      | 13 | 8  | 14 | 8  | 10 | 11 | 84     | 13.3%                       |       |     | 11.5%                   | +1.8%  |       |    |     |
| Other                          | 1                           | 1                       | 1  | 2  | 1  | 2  | 1  | 0  | 9      | 1.4%                        |       |     | 4.3%                    | -2.9%  |       |    |     |
| Unknown                        | 2                           | 4                       | 3  | 1  | 3  | 1  | 1  | 0  | 15     | 2.4%                        |       |     | 4.0%                    | -1.6%  |       |    |     |
| Refused                        | 2                           | 3                       | 3  | 1  | 3  | 1  | 1  | 0  | 14     | 2.2%                        |       |     | 1.6%                    | +0.6%  |       |    |     |
| Information Not Yet Obtained   | 0                           | 1                       | 0  | 0  | 0  | 0  | 0  | 0  | 1      | 0.2%                        |       |     | 2.4%                    | -2.2%  |       |    |     |
| Lang.                          | English                     | 13                      | 42 | 44 | 52 | 41 | 45 | 38 | 41     | 316                         | 50.0% |     | 62.5%                   | -12.5% |       |    |     |
|                                | Not English                 | 24                      | 48 | 42 | 34 | 42 | 42 | 42 | 42     | 316                         | 50.0% |     | 37.4%                   | +12.6% |       |    |     |
|                                | Unknown                     | 0                       | 0  | 0  | 0  | 0  | 0  | 0  | 0      | 0                           | 0.0%  |     | 0.1%                    | -0.1%  |       |    |     |

## 2b. Map of Pupil Residence (Jan 2025)



**Key (Deprivation Band):**

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

**Questions to Consider**

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

Map shows 601 pupils. Does not show 29 outside the map boundaries and 2 with missing or unrecognised postcode.

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

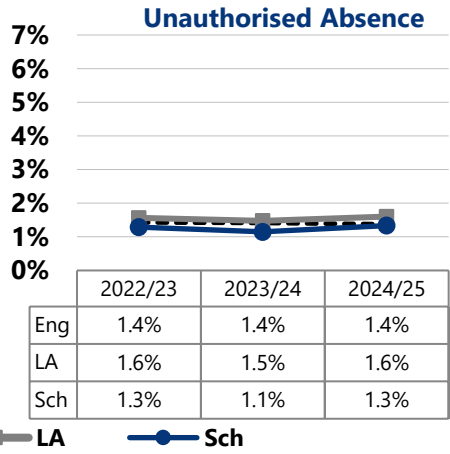
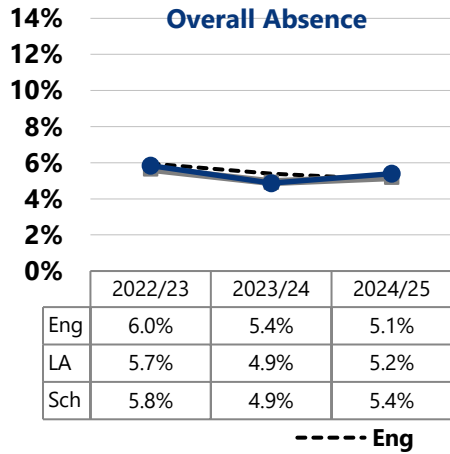


# 3. Pupil Behaviour

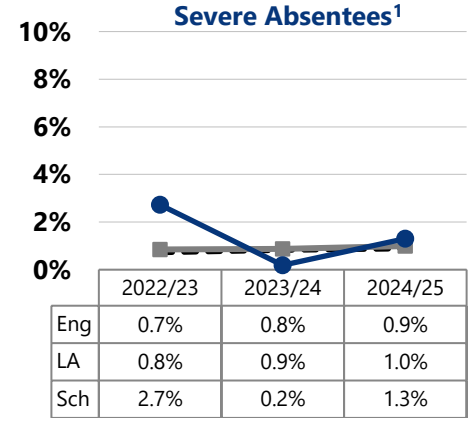
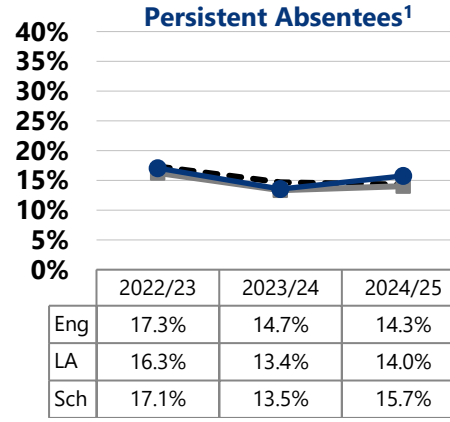
*Analysis of pupil absence  
and exclusions*

# 3a. Pupil Absence (Autumn & Spring Terms)

## i) Overall & Unauthorised Absence - Aut/Spr<sup>^</sup>



## ii) Persistent & Severe Absentees - Aut/Spr<sup>^</sup>



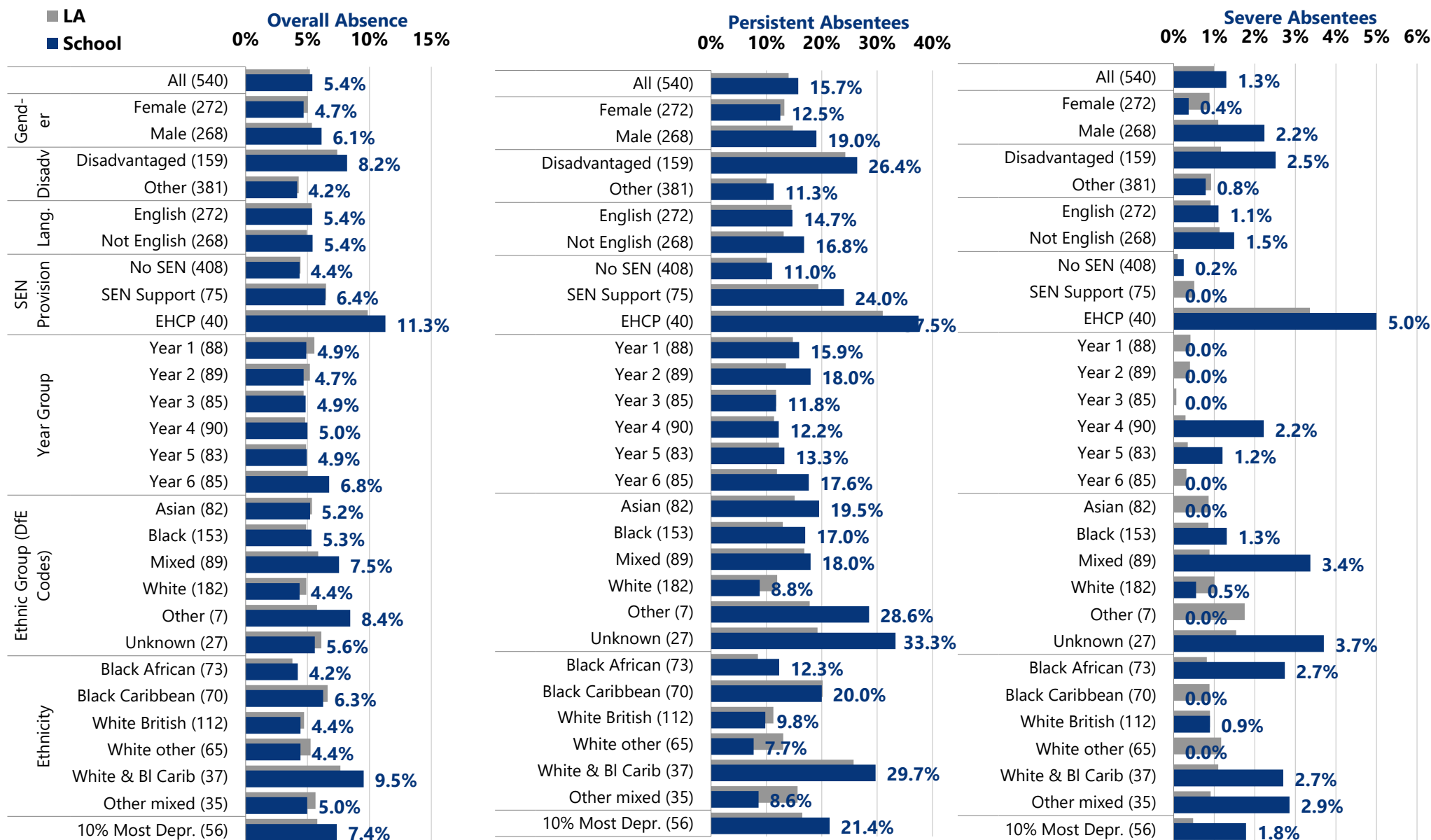
## iii) % Absence by Reason - Autumn & Spring Terms

|            | Reason                   | Code | School | Comparisons |                      | % of Total Absences |     |       |     |     |     |     |     |  |  |  |  |  |
|------------|--------------------------|------|--------|-------------|----------------------|---------------------|-----|-------|-----|-----|-----|-----|-----|--|--|--|--|--|
|            |                          |      |        | LA          | England <sup>^</sup> | 0%                  | 10% | 20%   | 30% | 40% | 50% | 60% | 70% |  |  |  |  |  |
| Authorised | Illness (inc from COVID) | I    | 59.0%  | 51.9%       | ↑                    | 58.5%               | ↑   | 59.0% |     |     |     |     |     |  |  |  |  |  |
|            | Medical/dental appt      | M    | 3.8%   | 5.0%        | ↓                    | 4.9%                | ↓   | 3.8%  |     |     |     |     |     |  |  |  |  |  |
|            | Religious observance     | R    | 1.0%   | 0.8%        | ↑                    | 0.1%                | ↑   | 1.0%  |     |     |     |     |     |  |  |  |  |  |
|            | Study leave              | S    | 0.0%   | 0.0%        |                      | 0.0%                |     | 0.0%  |     |     |     |     |     |  |  |  |  |  |
|            | Traveller absence        | T    | 0.0%   | 0.0%        |                      | 0.2%                | ↓   | 0.0%  |     |     |     |     |     |  |  |  |  |  |
|            | Excluded                 | E    | 0.1%   | 0.2%        | ↓                    | 0.6%                | ↓   | 0.1%  |     |     |     |     |     |  |  |  |  |  |
|            | Regulated performance    | C1   | 0.1%   | 0.0%        | ↑                    | 0.1%                |     | 0.1%  |     |     |     |     |     |  |  |  |  |  |
|            | Temporary part-time      | C2   | 0.6%   | 1.1%        | ↓                    | 2.2%                | ↓   | 0.6%  |     |     |     |     |     |  |  |  |  |  |
|            | Attending an interview   | J1   | 2.3%   | 1.0%        | ↑                    | 0.2%                | ↑   | 2.3%  |     |     |     |     |     |  |  |  |  |  |
| Unauth     | Other authorised         | C    | 8.4%   | 9.1%        | ↓                    | 6.1%                | ↑   | 8.4%  |     |     |     |     |     |  |  |  |  |  |
|            | Holiday not agreed       | G    | 5.4%   | 5.5%        | ↓                    | 11.1%               | ↓   | 5.4%  |     |     |     |     |     |  |  |  |  |  |
|            | Arrived late             | U    | 6.0%   | 4.6%        | ↑                    | 3.0%                | ↑   | 6.0%  |     |     |     |     |     |  |  |  |  |  |
|            | Other unauthorised       | O    | 13.3%  | 19.7%       | ↓                    | 12.5%               | ↑   | 13.3% |     |     |     |     |     |  |  |  |  |  |
|            | No reason yet            | N    | 0.0%   | 1.0%        | ↓                    | 0.5%                | ↓   | 0.0%  |     |     |     |     |     |  |  |  |  |  |

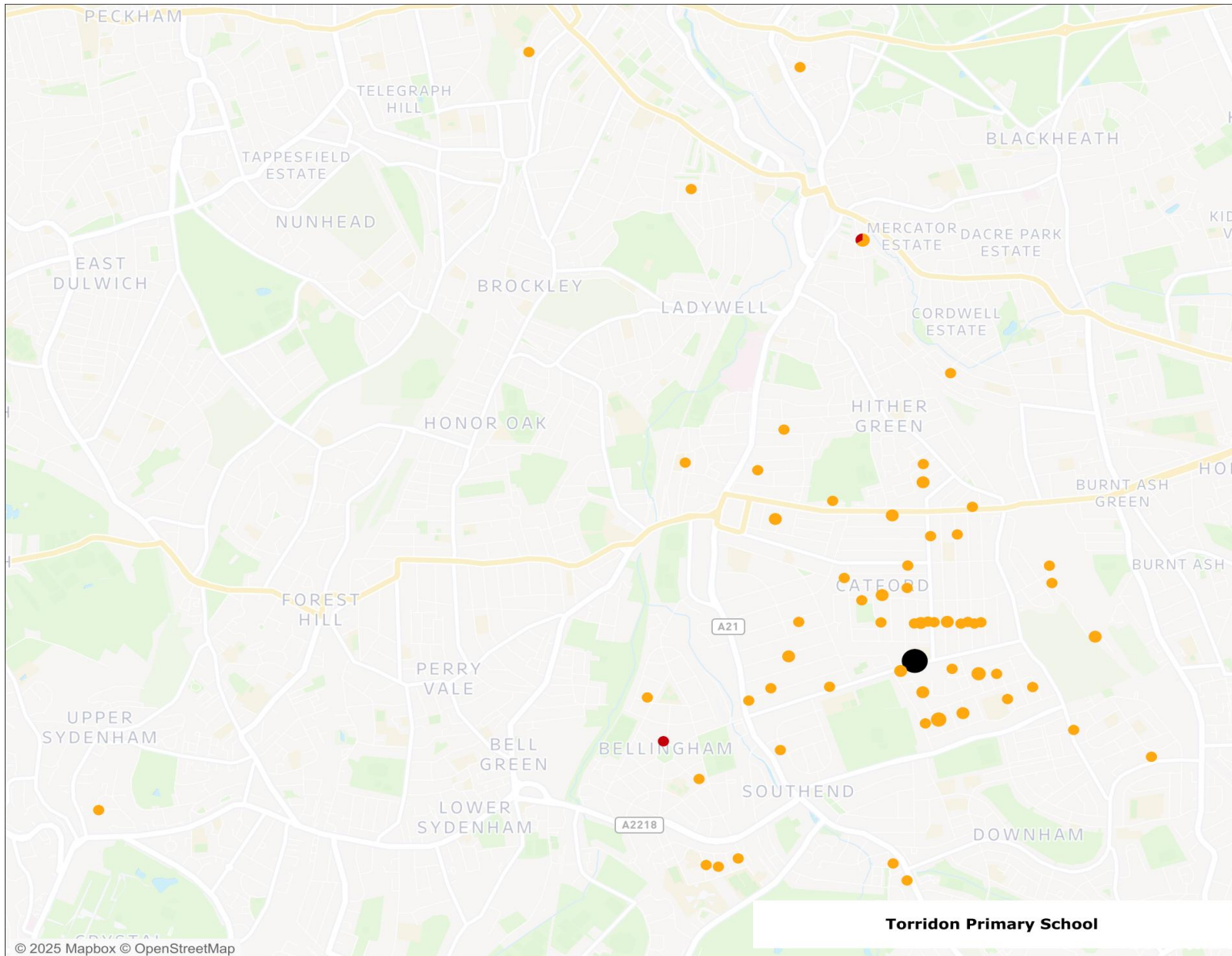
<sup>^</sup>England comparisons for 2024/25 are for the Autumn term only.

<sup>1</sup>A persistent absentee is defined as someone with 90% or less attendance. A severe absentee is defined as someone with 50% or less attendance

## 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**

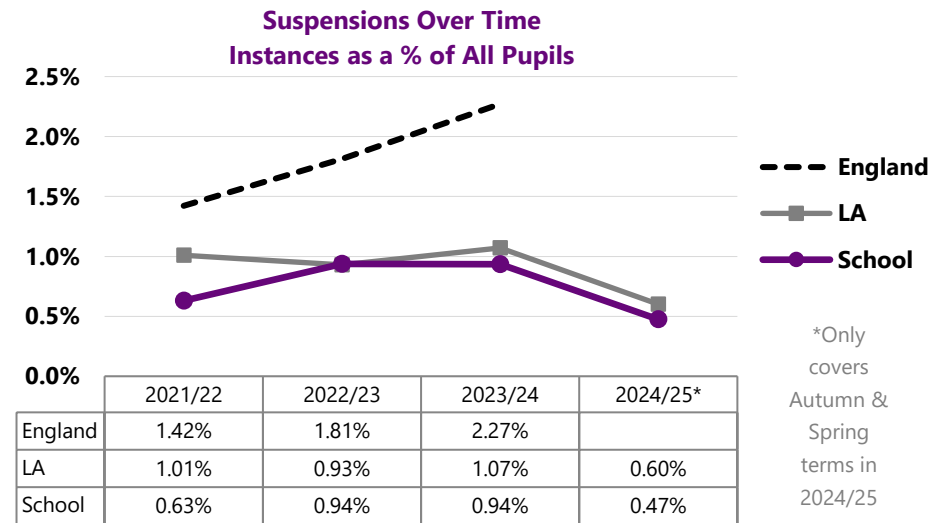
1. Are there any concentrations of dots that suggest persistent absence is a problem in particular geographical areas?
2. If so, are there particular actions you need to take to address this?

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.

## i) Headline Exclusions & Suspensions Indicators

| Indicator                                     |   | Primary Comparisons |                    |                         |
|---|---|---------------------|--------------------|-------------------------|
|   |   | Sch (Aut/Spr 24/25) | LA (Aut/Spr 24/25) | Eng (Full Year 2023/24) |
| <b>Permanent Exclusions</b> (% of all pupils) |   | <b>0</b> 0.00%      | 0.00%              | 0.03%                   |
| <b>Suspensions</b>                            | No. of instances (suspensions as a % of all pupils) | <b>3</b> 0.47%      | 0.60% ↓            | 2.27%                   |
|   | No. of pupils with suspensions (% of all pupils)    | <b>3</b> 0.47%      | 0.40% ↑            | 0.99%                   |
|   | Average length in days of suspensions               | <b>1.3</b>          | 1.7 ↓              | 1.9 ↓                   |
|   | 0.5 to 5 Days                                       | <b>3</b> 100.0%     | 100.0%             | 98.8% ↑                 |
|   | 6 to 15 days  | <b>0</b> 0.0%       | 0.0%               | 1.0% ↓                  |
|   | 16+ Days  | <b>0</b> 0.0%       | 0.0%               | 0.2% ↓                  |

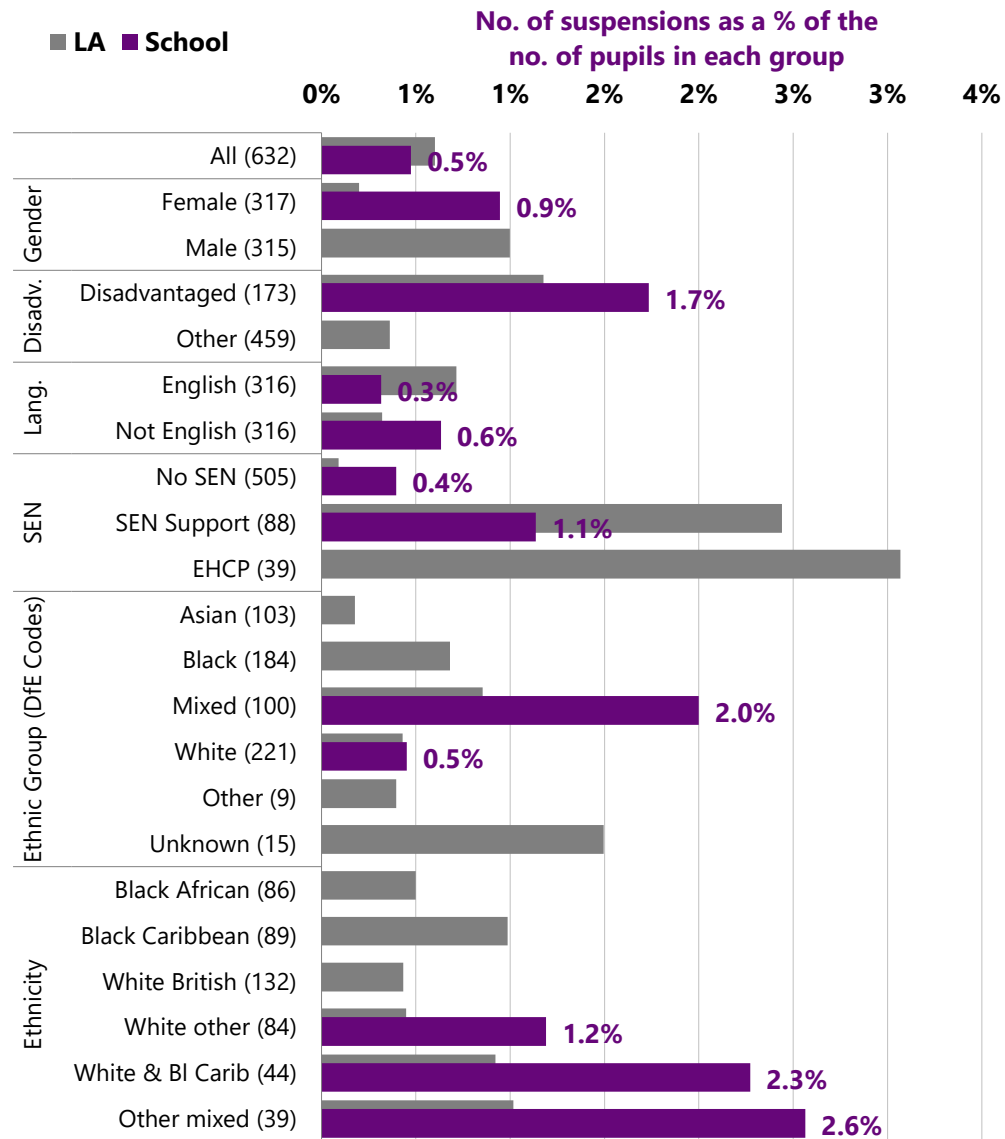


## ii) Suspensions by Reason (% of all instances of suspensions)

| Reason (Selected codes)                      | Code | Primary Comparisons <sup>^</sup> |                    |                         | % of all suspensions                  |     |     |     |     |      |
|--|------|----------------------------------|--------------------|-------------------------|---------------------------------------|-----|-----|-----|-----|------|
|  |      | Sch (Aut/Spr 24/25)              | LA (Aut/Spr 24/25) | Eng (Full Year 2023/24) | 0%                                    | 20% | 40% | 60% | 80% | 100% |
| Physical Assault Against a Pupil             | PP   | <b>0.0%</b>                      | 25.7% ↓            | 17.8% ↓                 | [Bar chart showing 17.8% for LA]      |     |     |     |     |      |
| Physical Assault Against an Adult            | PA   | <b>0.0%</b>                      | 28.6% ↓            | 24.9% ↓                 | [Bar chart showing 24.9% for LA]      |     |     |     |     |      |
| Verbal abuse/threatening behaviour - adult   | VA   | <b>0.0%</b>                      | 0.7% ↓             | 11.3% ↓                 | [Bar chart showing 11.3% for LA]      |     |     |     |     |      |
| Verbal abuse/threatening behaviour - pupil   | VP   | <b>0.0%</b>                      | 2.1% ↓             | 4.9% ↓                  | [Bar chart showing 4.9% for LA]       |     |     |     |     |      |
| Offensive Weapon                             | OW   | <b>0.0%</b>                      | 0.7% ↓             | 0.9% ↓                  | [Bar chart showing 0.9% for LA]       |     |     |     |     |      |
| Bullying                                     | BU   | <b>0.0%</b>                      | 0.7% ↓             | 0.6% ↓                  | [Bar chart showing 0.6% for LA]       |     |     |     |     |      |
| Abuse - Race                                 | RA   | <b>0.0%</b>                      | 1.4% ↓             | 1.4% ↓                  | [Bar chart showing 1.4% for LA]       |     |     |     |     |      |
| Abuse - Sexual Orientation / Gender Identity | LG   | <b>0.0%</b>                      | 5.0% ↓             | 0.2% ↓                  | [Bar chart showing 0.2% for LA]       |     |     |     |     |      |
| Sexual Misconduct                            | SM   | <b>0.0%</b>                      | 0.0%               | 0.4% ↓                  | [Bar chart showing 0.4% for LA]       |     |     |     |     |      |
| Damage                                       | DM   | <b>0.0%</b>                      | 2.1% ↓             | 7.3% ↓                  | [Bar chart showing 7.3% for LA]       |     |     |     |     |      |
| Drugs and alcohol related                    | DA   | <b>100.0%</b>                    | 2.1% ↑             | 0.1% ↑                  | [Bar chart showing 100.0% for School] |     |     |     |     |      |
| Persistent Disruptive Behaviour              | DB   | <b>0.0%</b>                      | 29.3% ↓            | 29.4% ↓                 | [Bar chart showing 29.4% for LA]      |     |     |     |     |      |
| Inappropriate Use of Online Technology       | MT   | <b>0.0%</b>                      | 0.7% ↓             | 0.3% ↓                  | [Bar chart showing 0.3% for LA]       |     |     |     |     |      |
| Public Health Transgression                  | PH   | <b>0.0%</b>                      | 0.0%               | 0.4% ↓                  | [Bar chart showing 0.4% for LA]       |     |     |     |     |      |

<sup>^</sup> 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)



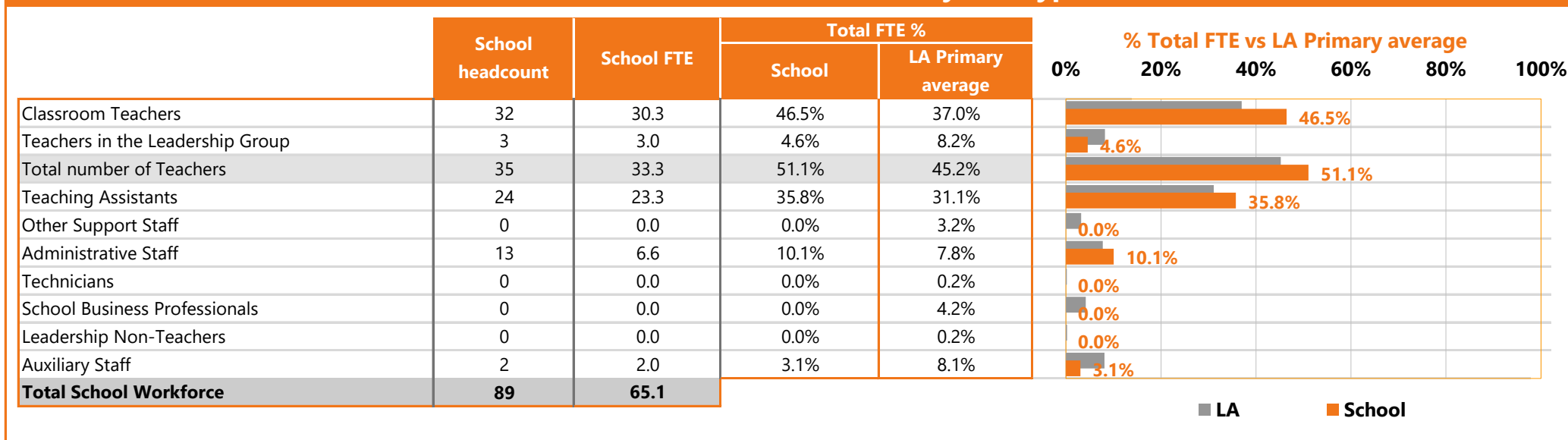
NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school. The ethnicities displayed are based on the overall cohort size of each group, not the number of suspensions - this may mean that the specific ethnicity with suspensions is not visible



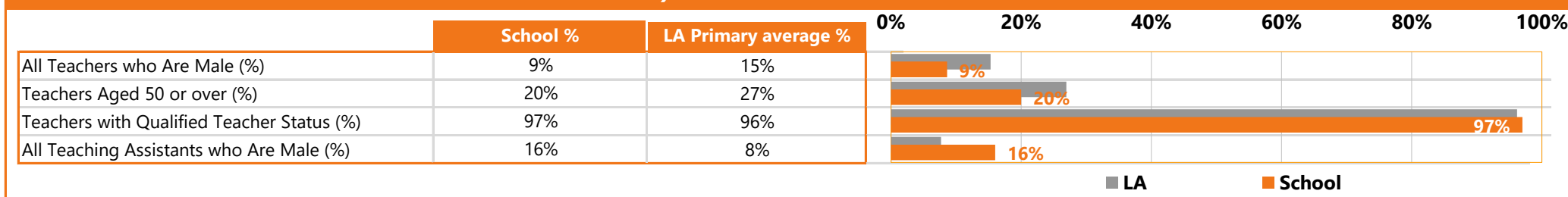
# 4. Staffing

*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) |
|---------------------------|---|---------------------------------------|---|
| <b>School</b>             | 92%   | 251                                   | 7.0   |
| <b>LA Primary average</b> | 69%   | 96                                    | 5.1   |

## iv) Other workforce indicators

|                           | Mean Gross Salary of All Teachers (£) | Pupil: Teacher Ratio FTE |
|---------------------------|---------------------------------------|--------------------------|
| <b>School</b>             | £57,046                               | 18.7                     |
| <b>LA Primary average</b> | £55,630                               | 20.1                     |

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

## **5. Local Area Context**

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

# 5a. Local Context

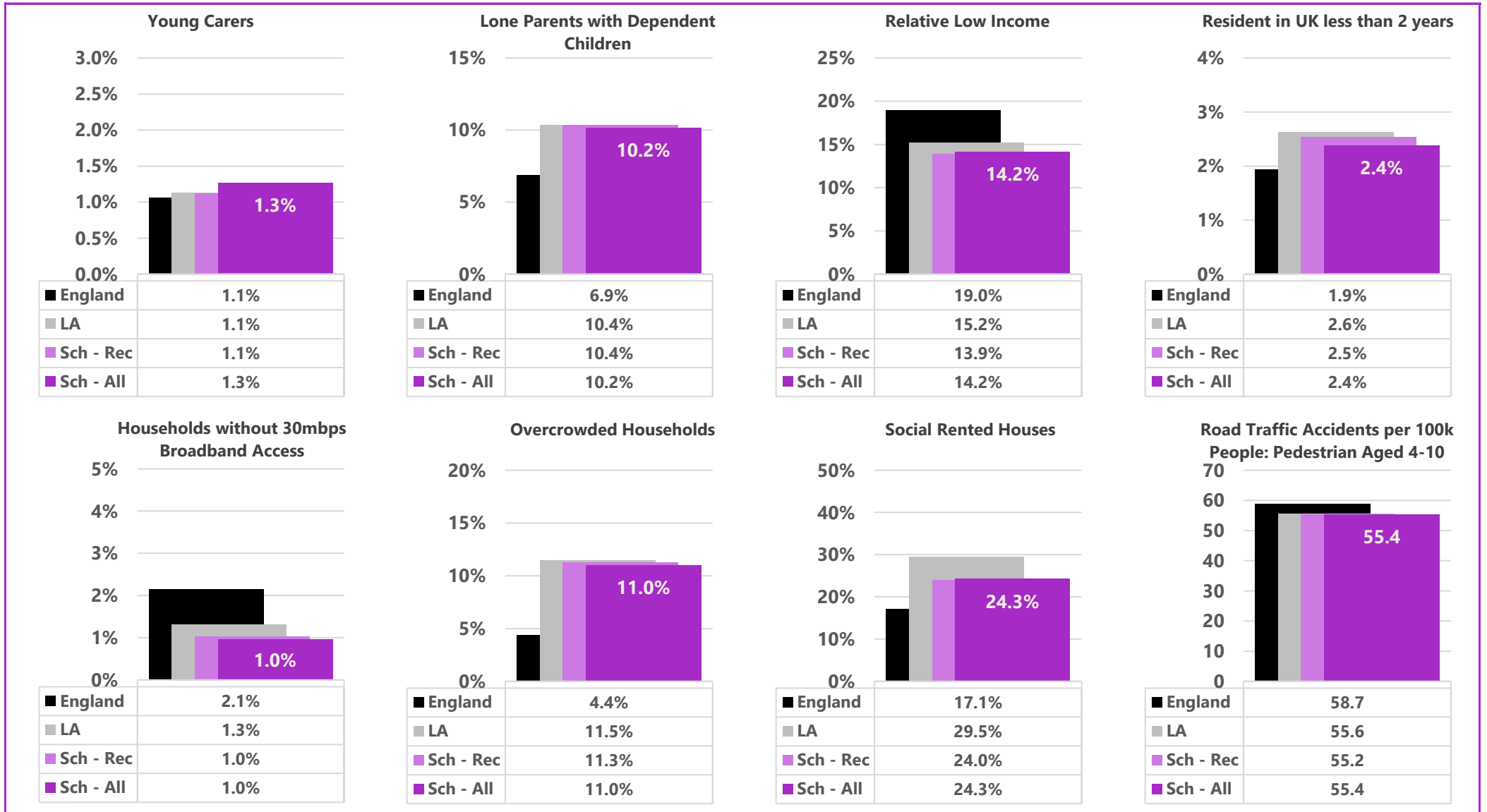
This page uses the home locations of children at your school matched to data from the 2021 Census and various other sources to help illustrate the sorts of challenges that your children may be facing. The postcodes for each child at the school have been matched to different sized geographical areas depending on the indicator, 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. See Appendix 1 for full details of the measures included.



^A higher score indicates that an area is experiencing higher levels of mental health conditions.

# 5a. Local Context

This page uses the home locations of children at your school matched to data from the 2021 Census and various other sources 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 different sized geographical areas depending on the indicator, 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. See Appendix 1 for full details of the measures included.



## 6. EDI

*A variety of measures from this profile, presented in the context of equality, diversity and inclusion of pupils and staff at your school*

# 6a. Equality, Diversity, and Inclusion Summary

## i) Cohort Size incl. Intersectionality

This table shows the intersections between different pupil groups; you can use it to see which characteristics are disproportionately represented in certain pupil groups. Percentages show the proportion of each group on the left has the characteristic shown in the table header.

| Characteristic      | Pupils     | Of which   |            |            |            |            |            |
|---------------------|------------|------------|------------|------------|------------|------------|------------|
|                     |            | FSM        | SEND       | Asian      | Black      | Mixed      | White      |
| <b>Total Pupils</b> | <b>632</b> | <b>172</b> | <b>127</b> | <b>103</b> | <b>184</b> | <b>100</b> | <b>221</b> |
| FSM                 | 172        |            | 56 (33%)   | 20 (12%)   | 74 (43%)   | 30 (17%)   | 41 (24%)   |
| SEND                | 127        | 56 (44%)   |            | 16 (13%)   | 57 (45%)   | 22 (17%)   | 29 (23%)   |
| Asian               | 103        | 20 (19%)   | 16 (16%)   |            |            |            |            |
| Black               | 184        | 74 (40%)   | 57 (31%)   |            |            |            |            |
| Mixed               | 100        | 30 (30%)   | 22 (22%)   |            |            |            |            |
| White               | 221        | 41 (19%)   | 29 (13%)   |            |            |            |            |

NB. Table does not show 'other' or 'unknown' ethnicities

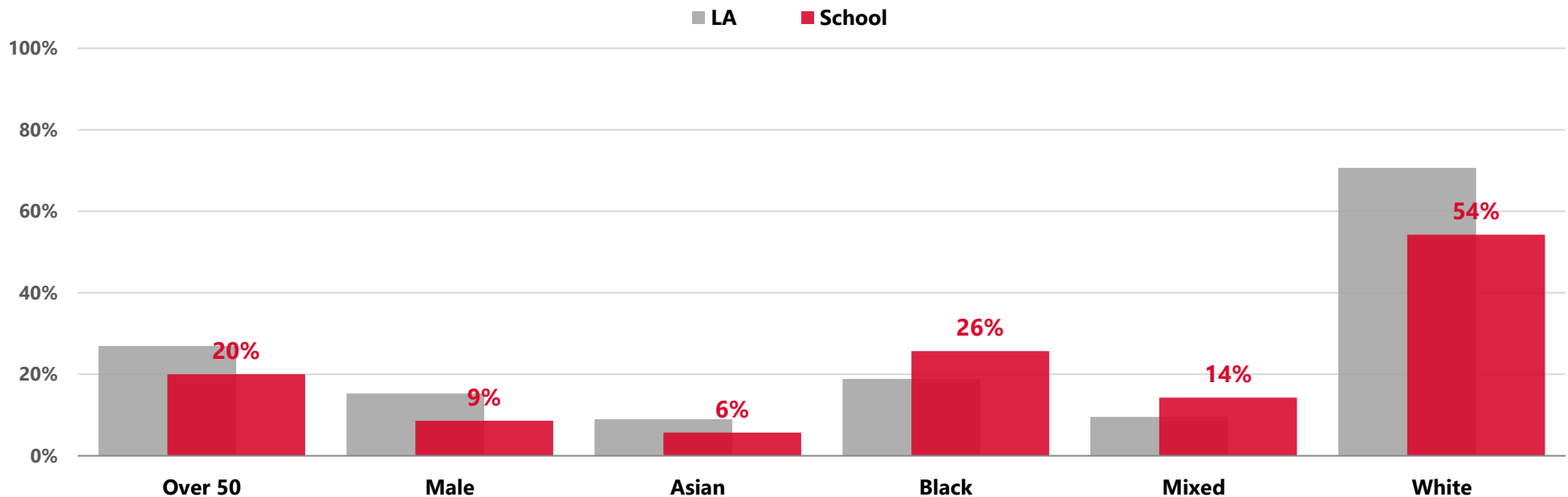
## ii) Local Area Representation

This table shows how reflective your school is of the local area, by comparing the proportions of the school population with that of your closest 10 primary schools – including those that may lie over local authority boundaries.

| Characteristic | Your School | Closest 10 Primaries | LA        | England    |
|----------------|-------------|----------------------|-----------|------------|
| FSM            | 27%         | 28% (-1%)            | 25% (+2%) | 25% (+2%)  |
| SEND           | 20%         | 21% (-1%)            | 19% (+1%) | 18% (+2%)  |
| Asian          | 16%         | 11% (+5%)            | 7% (+9%)  | 14% (+2%)  |
| Black          | 29%         | 33% (-4%)            | 28% (+1%) | 7% (+22%)  |
| Mixed          | 16%         | 19% (-3%)            | 19% (-3%) | 7% (+9%)   |
| White          | 35%         | 30% (+5%)            | 38% (-3%) | 68% (-33%) |

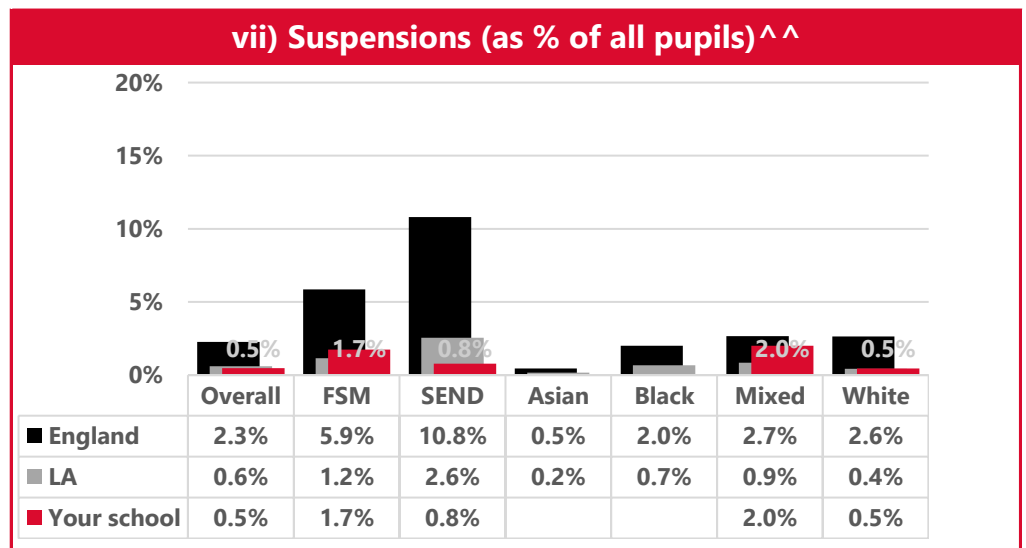
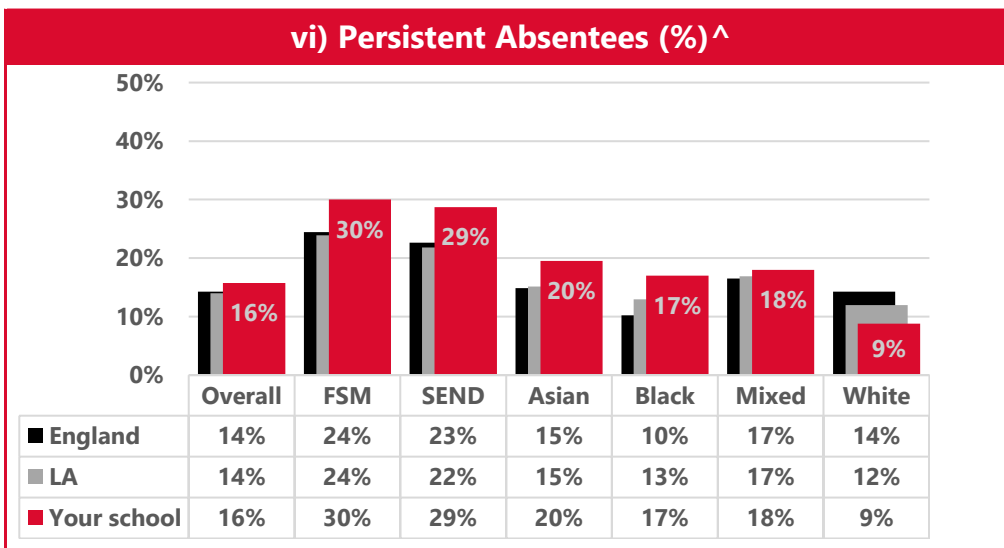
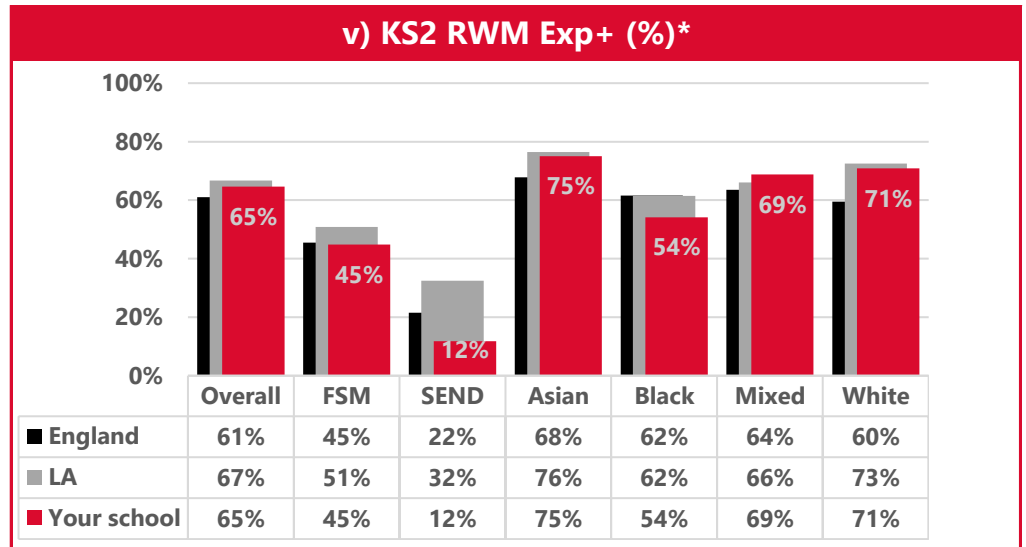
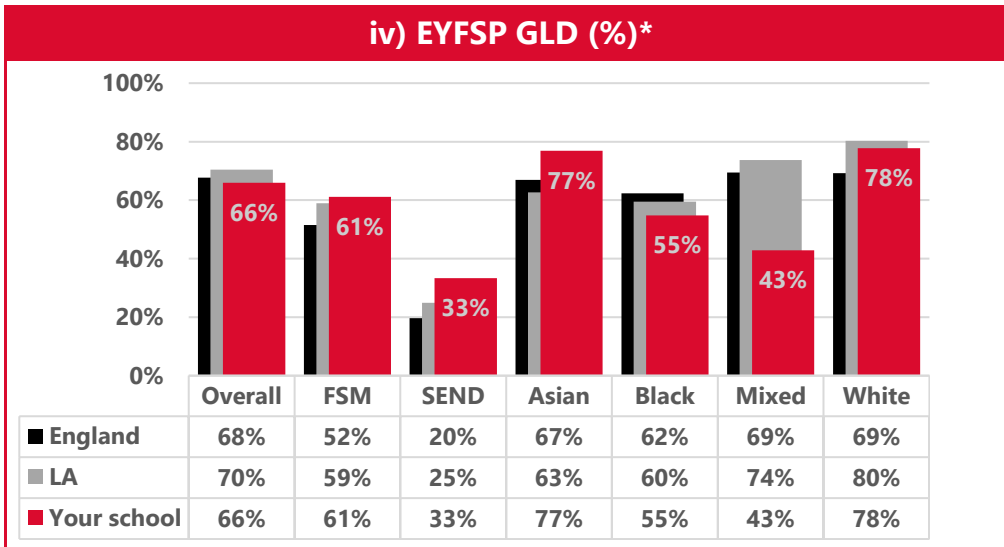
## iii) Teacher Demographics

LA comparisons show primary phase only.



# 6a. Equality, Diversity, and Inclusion Summary

This page displays the Attainment (EYFSP GLD and KS2 RWM Exp+), Persistent Absentee rate, and Suspension rate (as a % of all pupils). School figures are compared to local authority and England averages.




\*England comparisons are from 2024 validated data.

^England comparisons are for the Autumn term only.

^^School and LA values are for the Autumn & Spring terms only. England values are for the full previous year (2023/24).

# Appendices

A decorative graphic consisting of several overlapping rounded rectangles in various shades of gray, creating a layered, architectural effect. The rectangles are positioned in the background, with some appearing in front of others, and they vary in size and opacity.

## Appendix 1 - Data Sources & Caveats

| Section                 | Data Source  |
|-------------------------|--|
| <b>EYFSP</b>            | Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data for 2025 is from provisional information on Nexus and is for internal school/LA use only.   |
| <b>Year 1 Phonics</b>   | Validated Year 1 Phonics check returns from schools. Analysis also shows the proportion of the full Year 2 cohort (who were on roll at the time of the phonics check) who achieved the threshold, including those who resat the check in Year 2. Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Lewisham. National data for 2025 is from provisional information on Nexus and is for internal school/LA use only.  |
| <b>Key Stage 1</b>      | No data for 2024 and later. Prior years' data is validated KS1 teacher assessment returns from schools.  |
| <b>Key Stage 2</b>      | Unvalidated test and TA data provided by the DfE in Summer 2025 via ASP. This will include pupils who may be discounted from final DfE figures. Historical data is the validated performance table data for all prior years apart from 2022 (which is validated DfE data); note that the DfE sometimes retrospectively changes historical data in subsequent publications. National data for 2025 is taken from the DfE provisional Statistical First Release.   |
| <b>School Census</b>    | Validated January 2025 school census returns from schools. LA figures do not include special schools or nurseries, but do include primary age pupils from all through schools. Analysis includes subsidiary roll pupils, unlike some published data. The new DfE codes of "Asian - British" and "Black - British" are included in the relevant "Any Other Background" groups for analysis.   |
| <b>Pupil Absence</b>    | School census returns from schools in January and May. 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 2025 census.  |
| <b>Exclusions</b>       | Data from 2024/25 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). |
| <b>School Workforce</b> | Data from School Workforce Census as of November 2024. Some sickness data is suppressed due to small numbers of teachers involved. Local Authority figures do not include all through schools.   |

## Appendix 1 - Data Sources & Caveats

| Section              | Data Source   |
|----------------------|---|
| <b>Local Context</b> | <p>Data from the 2021 Census and various other public sources. The average values for small geographical areas (OA and Ward level) were matched to the postcodes of school children (taken from the validated January 2025 school census returns from schools). See below for details on each of the measures:</p> <ul style="list-style-type: none"> <li>- 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 hold no qualifications, or only hold a Level 1 or entry level qualification.</li> <li>- Highest Qualification Level Below Level 4 – 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 hold no qualifications, or hold a Level 1, 2 or 3 qualification (A Level and below).</li> <li>- Long Term Disability or Sickness - Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of usual residents who marked their economic activity status as "Economically inactive: Long-term sick or disabled", excluding those under "Does not apply".</li> <li>- 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".</li> <li>- Remaining Life Expectancy of 10-14 Year-Olds - School values calculated from averaging male and female 2018-2020 health state life expectancies by IMD deciles (ONS) and matching to 2019 IMD deciles at LSOA level (Ministry of Housing, Communities &amp; Local Government). This gives the estimated number of years a person aged 10-14 in 2018-2020 will live from that point onwards. LA and England values also calculated from averaging male and female life expectancies (2017-2019, ONS).</li> <li>- Violent / Sexual Crime Rate (per 1000 People) - Sum of crimes recorded by police under "Violence and sexual offences" in 2024 at LSOA level (Police Data UK), divided by population counts at LSOA level from the 2021 Census (ONS) and multiplied by 1000. This gives the rate of violent / sexual crime per 1000 residents during 2024.</li> <li>- Mental Health Conditions (SAMHI) – LSOA level data from the Place-Based Longitudinal Data Resource. This gives the Small Area Mental Health Index (SAMHI), a composite measure combining data from multiple sources such as mental health related hospital attendances from the NHS and PIP for mental health reasons from the DWP. LA comparator calculated by averaging SAMHI scores across LSOAs, weighted by their population sizes. As this is a composite index, the England value is always 0. Positive SAMHI scores indicate a higher than average prevalence of mental health issues in an area.</li> <li>- Cultural Capital (Libraries Per 100k People) – Local Authority District (LAD) level data on library counts from the 2024 ONS dataset "Number of libraries in local areas, England and Wales" divided by Mid-2023 ONS population estimates. The school averages are from matching pupils' postcodes to LADs.</li> </ul> |

## Appendix 1 - Data Sources & Caveats

| Section                              | Data Source   |
|--------------------------------------|---|
| <b>Local Context<br/>(Continued)</b> | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Lone Parents with Dependent Children – 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Households without 30mbps Broadband Access – Output Area level data from the Ofcom Connected Nations 2024 report downloads. This gives the percentage of residential premises that do not have access to “superfast” broadband speeds of 30mbps or greater.</li> <li>- 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.</li> <li>- 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.</li> <li>- Road Traffic Accidents: Pedestrian aged 11-16 – LSOA level data from the Department for Transport Road Safety dataset, for the year 2023. LA and England comparators are calculated by averaging across LSOAs, weighted by population sizes.</li> </ul> |

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.

## Appendix 2 - Glossary

|                              |  |
|------------------------------|--|
| <b>ARE</b>                   | Age related expectations   |
| <b>CL</b>                    | Communication and Language (EYFSP prime area of learning)  |
| <b>Disadvantaged</b>         | Term used to describe pupils who are either FSM Ever 6 (i.e. they have received free school meals at some point in the preceding 6 years), adopted from care or Looked After Children. "Other" is the term used to class all pupils other than those classed as disadvantaged                                |
| <b>EAD</b>                   | Expressive Arts and Design (EYFSP specific area of learning)   |
| <b>EHCP</b>                  | Education, Health and Care Plan  |
| <b>EYFSP</b>                 | Early Years Foundation Stage Profile   |
| <b>FSM</b>                   | Free School Meals. Note that in this Profile, "FSM Eligible" describes pupils who were eligible for free school meals on the date of the school census (as opposed to FSM Ever 6 which looks at FSM eligibility at any point in the preceding 6 years)   |
| <b>FSM Ever 6</b>            | A pupil who has received free school meals at some point in the preceding 6 years  |
| <b>FT</b>                    | Fixed term (Exclusion) - now referred to as a suspension by the DfE  |
| <b>FTE</b>                   | Full-time equivalent. In FTE calculations part-time nursery pupils count as half an FTE, rather than one pupil used in headcount calculations.   |
| <b>GLD</b>                   | Good Level of Development at EYFSP defined as a pupil achieving the expected level or better in all aspects within the prime areas of learning (CLL, PD, PSED) and within literacy and maths   |
| <b>GPS</b>                   | Grammar, Punctuation and Spelling (test at KS2)  |
| <b>IDACI</b>                 | Income Deprivation Affecting Children Index - A national dataset that allows linking of a pupil's home postcode to a relative deprivation score. The index was updated in 2019   |
| <b>KS</b>                    | Key stage  |
| <b>LA</b>                    | Local authority  |
| <b>Level 2 Qualification</b> | 5 or more GCSEs (A* to C or 9 to 4), O levels (passes), CSEs (grade 1), School Certification, 1 A level, 2 to 3 AS levels, VCEs, Intermediate or Higher Diploma, Welsh Baccalaureate Intermediate Diploma, NVQ level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First or General Diploma, RSA Diploma |
| <b>Level 4 Qualification</b> | Degree (BA, BSc), higher degree (MA, PhD, PGCE), NVQ level 4 to 5, HNC, HND, RSA Higher Diploma, BTEC Higher level, professional qualifications (for example, teaching, nursing, accountancy)  |
| <b>Lit</b>                   | Literacy (EYFSP specific area of learning)   |
| <b>LSOA</b>                  | Lower Super Output Area - An area of approximately 1500 residents used by the government for statistical purposes  |

## Appendix 2 - Glossary

|                                  |  |
|----------------------------------|--|
| <b>Math</b>                      | Abbreviation used for Mathematics (EYFSP specific area of learning)  |
| <b>OA</b>                        | Output Area - An area of between 100 and 625 residents; the lowest level of geographical area for census statistics  |
| <b>Overcrowded</b>               | Households with a negative occupancy rating, meaning an insufficient number of bedrooms compared to the number required  |
| <b>PD</b>                        | Physical Development (EYFSP prime area of learning)  |
| <b>Persistent Absentee</b>       | A pupil attending school for 90% or less of their possible sessions  |
| <b>PSED</b>                      | Personal, Social and Emotional Development (EYFSP prime area of learning)  |
| <b>Relative Low Income</b>       | People living in households with income below 60% of the median in that year   |
| <b>Remaining Life Expectancy</b> | The average number of years someone of an age group is expected to live from the time of estimation e.g a 10 year-old with a life expectancy of 90 = a remaining life expectancy of 80   |
| <b>RWM</b>                       | Reading, Writing & Maths combined  |
| <b>SAMHI</b>                     | Small Area Mental Health Index   |
| <b>Scaled Score</b>              | A pupil's raw test score is converted to a scaled score. A scaled score of 100 or more means the child has met the expected standard for the test  |
| <b>SEN</b>                       | Special Educational Need   |
| <b>Severe Absentee</b>           | A pupil attending school for 50% or less of their possible sessions  |
| <b>Suspension</b>                | Formerly known as a fixed term exclusion   |
| <b>TA</b>                        | Teacher assessment   |
| <b>Term Born</b>                 | 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  |
| <b>UPN</b>                       | Unique Pupil Number  |
| <b>UTW</b>                       | Understanding of the World (EYFSP specific area of learning)   |
| <b>Young Carers</b>              | Children under 18 who help to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem.   |
| <b>10% Most Deprived Areas</b>   | Term used in the contextual analysis in this Profile to show pupils living in the 10% most deprived areas <i>nationally</i> (based on IDACI scores). Note that it does not show your school's 10% most deprived pupils (and some schools in less deprived areas may have no pupils in this category) |

*Mime are experts in communicating complex information with clarity within the education sector. We are passionate about using data to improve the life chances of young people. For more information, please get in touch.*



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