

Super School Profile

John Ruskin (Main School)

2019

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About this Profile

Welcome to the 2019 Super School Profile for John Ruskin (Main 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. This profile has pupils in your SEN base removed from the attainment and progress analysis sections.

The Super School Profile provides you with:

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

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

How should I be using the Super School Profile?

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

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

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

Important Information about Key Stage 2 Analysis

The KS2 attainment and progress analysis for 2019 is based 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 published performance table figures.

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 3 or more pupils, the arrow has a darker shade.

Key

- ↑ ≥ 3 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
- ↓ ≥ 3 pupils below the comparator

Worked Example

In this example the school has 50 pupils and therefore each pupil is 2% of the cohort (i.e. $100\%/50$). Hence, darker shades are used for differences of at least 6% (i.e. $3 \times 2\%$).

Indicator	School (50 Pupils)	Comparisons		
		LA	England	
% Expected	Reading	66%	78% 	76% 
	Writing	74%	77% 	70% 
	Maths	88%	73% 	76% 
	RWM	66%	56% 	65%

Name of indicator

Your school's latest year's performance

The red down arrow shows that the school performance is lower than the England comparison for reading. The arrow is dark red because it is at least the equivalent of 3 pupils (6%) worse than the England average

The school performance is greater than the England average for writing. However, the difference is less than 3 pupils different (6%) 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 3 pupils (6%) better than the LA average

Please be aware that the arrows do not indicate statistical significance.

Note that, in a few cases, a down arrow may be green (for example, lower absence rates are better than higher absence rates, so in the absence analysis down arrows are green). In other cases, the arrows may be black because there is no "better or worse" judgement that can be applied to the comparisons.

Colour coding on the Attainment & Progress Summary

The attainment and progress summary page uses colour coding in the same way as described in the example above. However, colour is used in the background shading of the school percentages, rather than on arrows, to compare school performance with England averages for the last four years.



1. Attainment & Progress

*Analysis of end of year assessments from EYFSP
through to Key Stage 2
N.B. SEN base pupils have been removed*

Questions to Consider

Questions to consider when reviewing attainment analysis

This section considers analysis across the whole of the primary phase, using similar types of analysis for each assessment. As such, there are a number of key questions that you should consider when reviewing the analysis in this section. For example:

- 1 How do your school results compare with LA and national figures? Are there any noticeable differences or common patterns? Can the reasons why be identified?
- 2 Can you identify a clear trend in your school performance, and how does this compare to the trends for the LA or England? Can the reasons for changes be identified? Are they linked to random fluctuations, changes in cohort size or 'real' changes in policy and practice?
- 3 How does the performance of particular groups of pupils compare with your school as a whole, and for the LA averages for that pupil group? Furthermore are the issues identified consistent across year groups? Are additional resources needed to support particular groups of pupils?
- 4 Can you identify any specific intervention/strategy that enabled certain pupils to attain above the expected standard? If yes, how can the school develop and share what has worked well throughout the school?
- 5 Were pupils who attained below the expected standard identified as being 'at risk' of underachieving? If so, what actions were taken?
- 6 If particular curriculum strengths have been identified, consider any strategies in place that may have positively impacted on a subject. Or if curriculum weaknesses have been identified, what possible improvement strategies could be implemented for these subjects? How far are the strengths and weaknesses identified specific to a particular year group or are they the same for the school as a whole?
- 7 Are there implications from the analysis for teaching and learning strategies, planning, assessment, professional development, provision or interventions?

Additional questions to consider when reviewing KS1 to KS2 progress analysis

- 1 Are there noticeable differences between the progress pupils made from KS1 to KS2 in reading, writing and in maths? Can the reasons why be identified?
- 2 Which pupils do not have KS1 prior attainment and are therefore not included in the KS2 progress analysis? How might you measure progress for them?

Note on vulnerable pupils analysis

It is important to note that the numbers of pupils in certain groups can be small. Therefore, particular care should be taken when analysing the results of small groups as the effect of one additional pupil on a small group of pupils can be considerable (for larger groups the effect will be less marked).

Attainment & Progress Summary (2019)

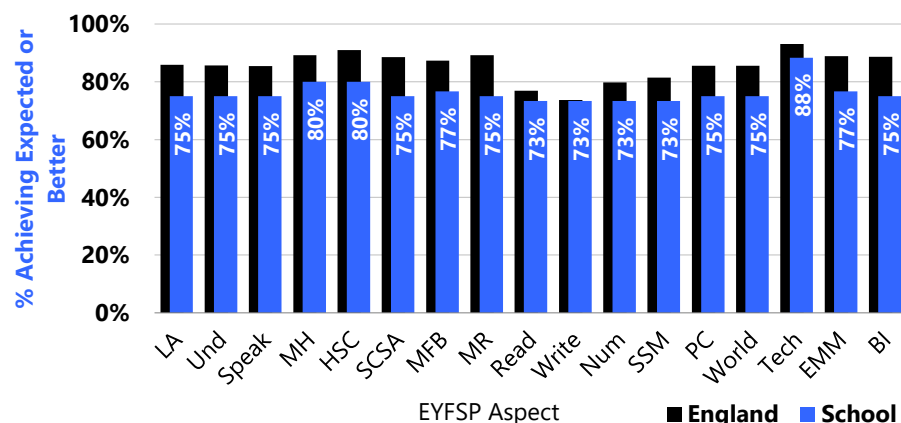
John Ruskin (Main School)

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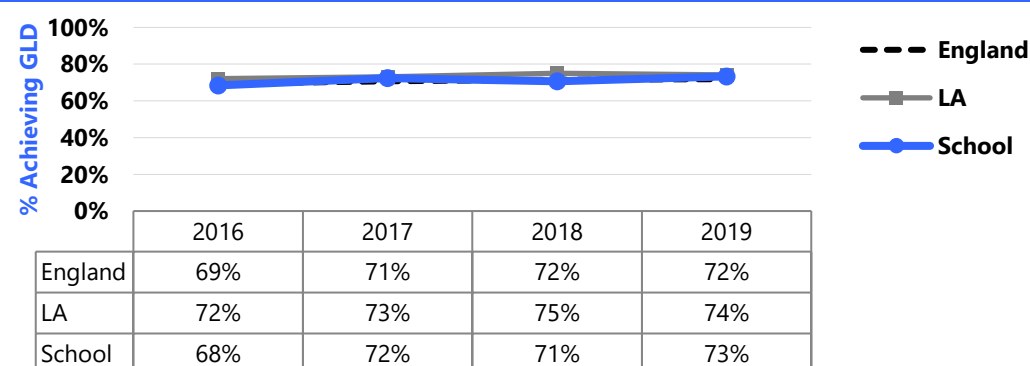
Key to shading		School - Over Time					England - Over Time				
		School 2016	School 2017	School 2018	School 2019	School Change from 2018	Eng 2016	Eng 2017	Eng 2018	Eng 2019	2019 Difference from England
<div> <div>>3* above Eng</div> <div>>1* above Eng</div> </div> <div> <div>within 1* of Eng</div> <div>>1* below Eng</div> <div>>3* below Eng</div> </div>											
*Number of pupils (see page 4 for explanation)											
EYFSP	GLD	68%	72%	71%	73%	+2%	69%	71%	72%	72%	+1%
	Average Score	33.1	33.9	32.2	32.6	+0.4	34.5	34.5	34.6	34.6	-2.0
Yr1 Phonics	Achieving Threshold	89%	95%	92%	88%	-4%	81%	81%	82%	82%	+6%
KS1 Expected Standard*	Reading TA	84%	89%	90%	88%	-2%	74%	76%	75%	75%	+13%
	Writing TA	83%	85%	86%	87%	+1%	65%	68%	70%	69%	+18%
	Maths TA	84%	89%	90%	90%	-	73%	75%	76%	76%	+14%
KS1 Greater Depth*	Reading TA	22%	27%	28%	29%	+1%	24%	25%	26%	25%	+4%
	Writing TA	19%	22%	22%	23%	+1%	13%	16%	16%	15%	+8%
	Maths TA	24%	25%	26%	27%	+1%	18%	21%	22%	22%	+5%
KS2 Expected Standard*	Reading Test	79%	58%	80%	81%	+1%	66%	72%	75%	73%	+8%
	Writing TA	95%	88%	91%	88%	-3%	74%	77%	78%	78%	+10%
	Maths Test	88%	89%	84%	91%	+7%	70%	75%	75%	79%	+12%
	RWM Test/TA	74%	54%	73%	77%	+4%	54%	62%	64%	65%	+12%
	GPS Test	91%	88%	89%	89%	-	73%	78%	78%	78%	+11%
KS2 Higher Standard*	Reading Test	25%	11%	23%	26%	+3%	19%	25%	28%	27%	-1%
	Writing TA	40%	28%	34%	23%	-11%	15%	18%	20%	20%	+3%
	Maths Test	18%	26%	38%	28%	-10%	17%	23%	24%	27%	+1%
	RWM Test/TA	9%	9%	16%	16%	-	5%	9%	10%	10%	+6%
	GPS Test	30%	30%	45%	58%	+13%	23%	31%	34%	36%	+22%
KS2 Progress	Reading Prog Score	+1.1	-3.9	-0.9	-0.5	+0.4	0	0	0	0	-0.5
	Writing Prog Score	+4.5	+1.6	+2.5	+0.6	-1.9	0	0	0	0	+0.6
	Maths Prog Score	+0.8	+0.5	+0.6	+0.3	-0.3	0	0	0	0	+0.3

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

Aspect			Code	Expected or Better						Exceeding					
				School		LA		England		School		LA		England	
				2019 (60 Pupils)	2018	2019	2018	2019	2018	2019 (60 Pupils)	2018	2019	2018	2019	2018
Good Level of Development	CLL	Listening and attention	LA	75%	72%	83% ↓	85%	86% ↓	86%	18%	12%	20% ↓	22%	23% ↓	23%
		Understanding	Und	75%	76%	84% ↓	85%	86% ↓	86%	13%	12%	20% ↓	23%	23% ↓	23%
		Speaking	Speak	75%	74%	83% ↓	85%	85% ↓	86%	13%	10%	17% ↓	20%	20% ↓	20%
	PD	Moving and handling	MH	80%	81%	89% ↓	89%	89% ↓	90%	22%	26%	16% ↑	18%	18% ↑	18%
		Health and self-care	HSC	80%	83%	91% ↓	91%	91% ↓	91%	22%	28%	17% ↑	19%	20%	20%
	PSED	Self-confidence and self-awareness	SCSA	75%	81%	87% ↓	88%	89% ↓	89%	18%	12%	18%	18%	18%	18%
		Managing feelings and behaviour	MFB	77%	81%	86% ↓	87%	87% ↓	88%	10%	7%	16% ↓	17%	16% ↓	16%
		Making relationships	MR	75%	83%	87% ↓	89%	89% ↓	90%	12%	14%	15% ↓	18%	16% ↓	16%
	Lit	Reading	Read	73%	74%	77% ↓	79%	77% ↓	77%	13%	9%	17% ↓	20%	19% ↓	19%
		Writing	Write	73%	74%	76% ↓	77%	74%	74%	13%	3%	11% ↑	13%	11% ↑	11%
Math		Numbers	Num	73%	79%	81% ↓	82%	80% ↓	80%	13%	10%	16% ↓	18%	17% ↓	16%
		Shape, space and measures	SSM	73%	79%	81% ↓	83%	82% ↓	82%	17%	5%	14% ↑	17%	15%	15%
UTW		People and communities	PC	75%	71%	84% ↓	85%	86% ↓	86%	5%	2%	15% ↓	15%	15% ↓	15%
		The world	World	75%	78%	84% ↓	85%	86% ↓	86%	17%	9%	16%	17%	17%	16%
		Technology	Tech	88%	86%	93% ↓	95%	93% ↓	93%	30%	12%	14% ↑	18%	20% ↑	19%
EAD		Exploring and using media and materials	EMM	77%	81%	88% ↓	89%	89% ↓	89%	25%	7%	18% ↑	18%	17% ↑	16%
		Being imaginative	BI	75%	81%	88% ↓	89%	89% ↓	89%	7%	3%	16% ↓	17%	16% ↓	15%

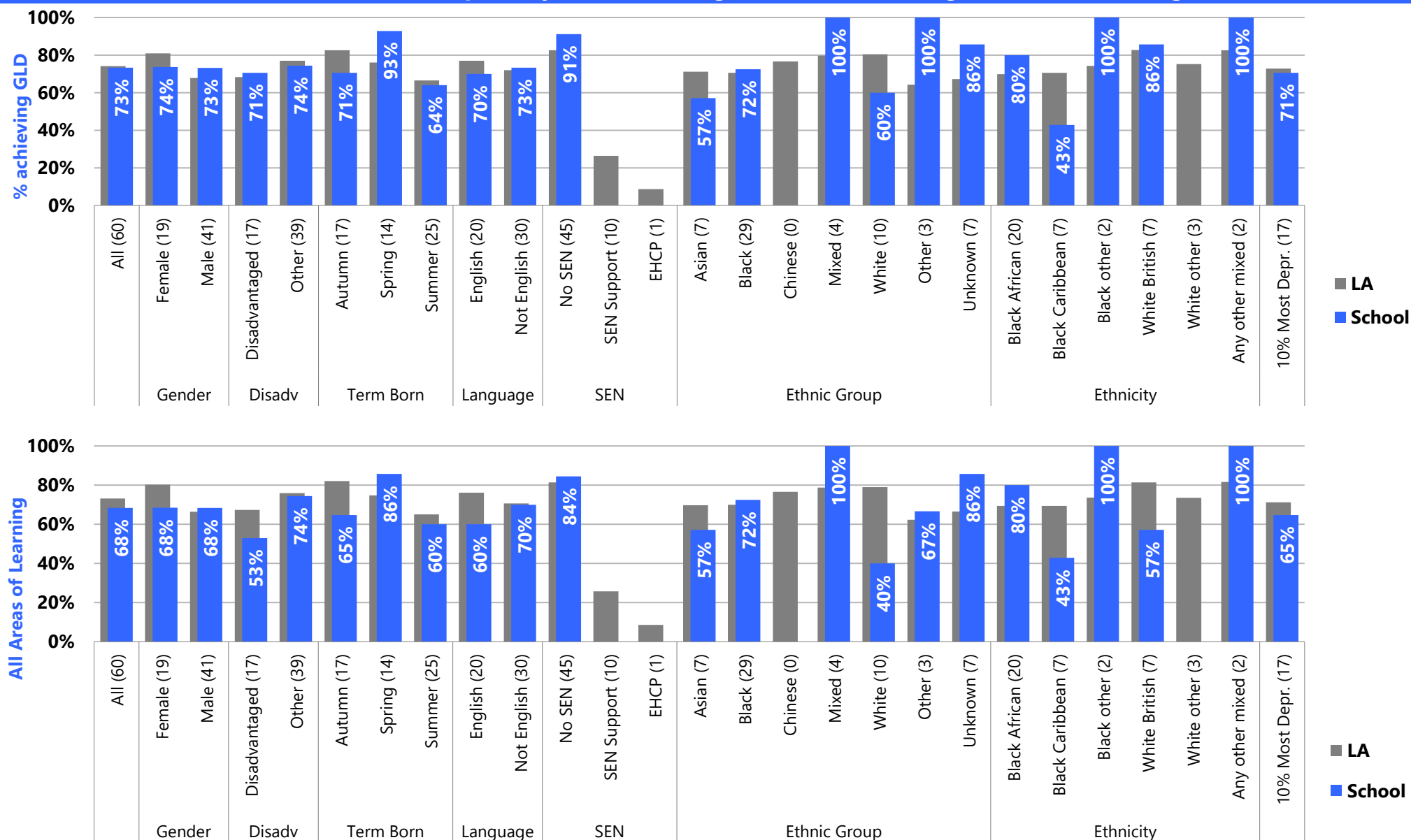


ii) % Achieving Good Level of Development (Time Series)



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

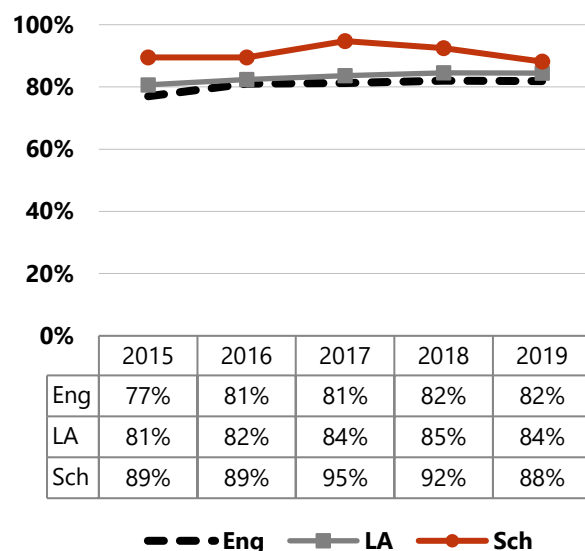
iii) Vulnerable Groups Analysis - % achieving GLD and % Achieving All Areas of Learning



i) % Achieving Phonics Threshold

Year 1

School	Comparisons		
	LA	England	Sch 2018
88%	84% ↑	82% ↑	92% ↓
59 pupils			



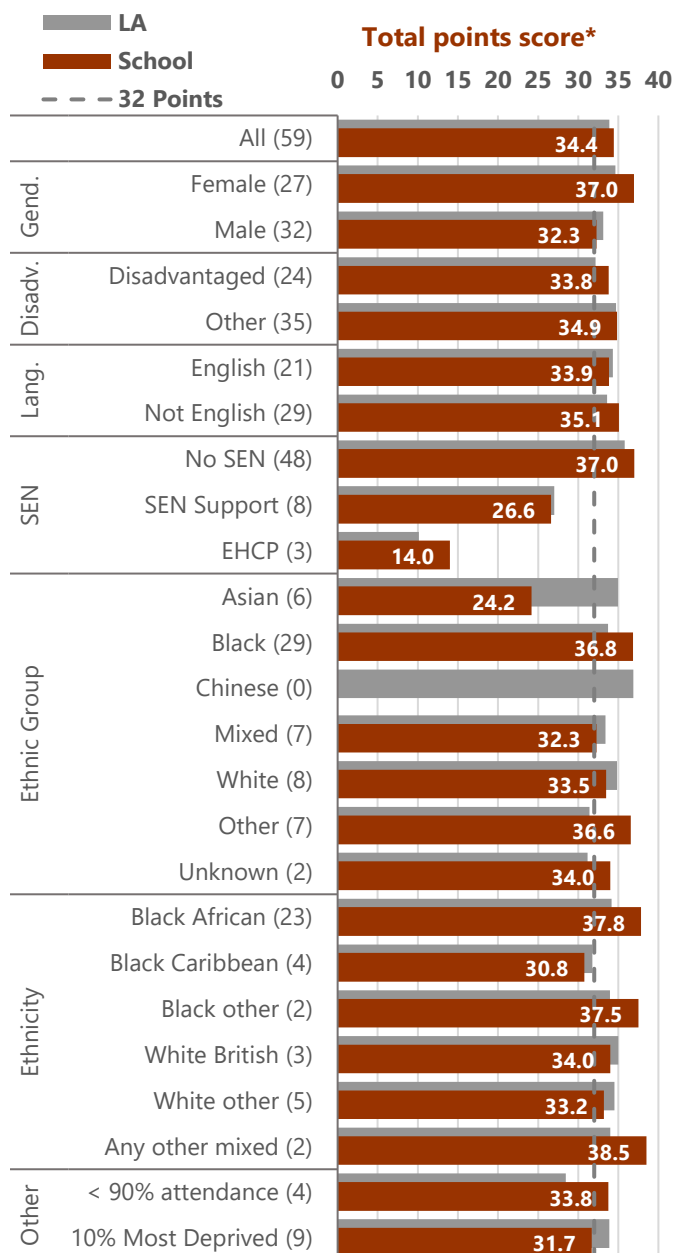
ii) % Achieving Phonics Threshold

Year 2 Retakes

School	Comparisons		
	LA	England	Sch 2018
0%	55% ↓	56% ↓	100% ↓
4 pupils			

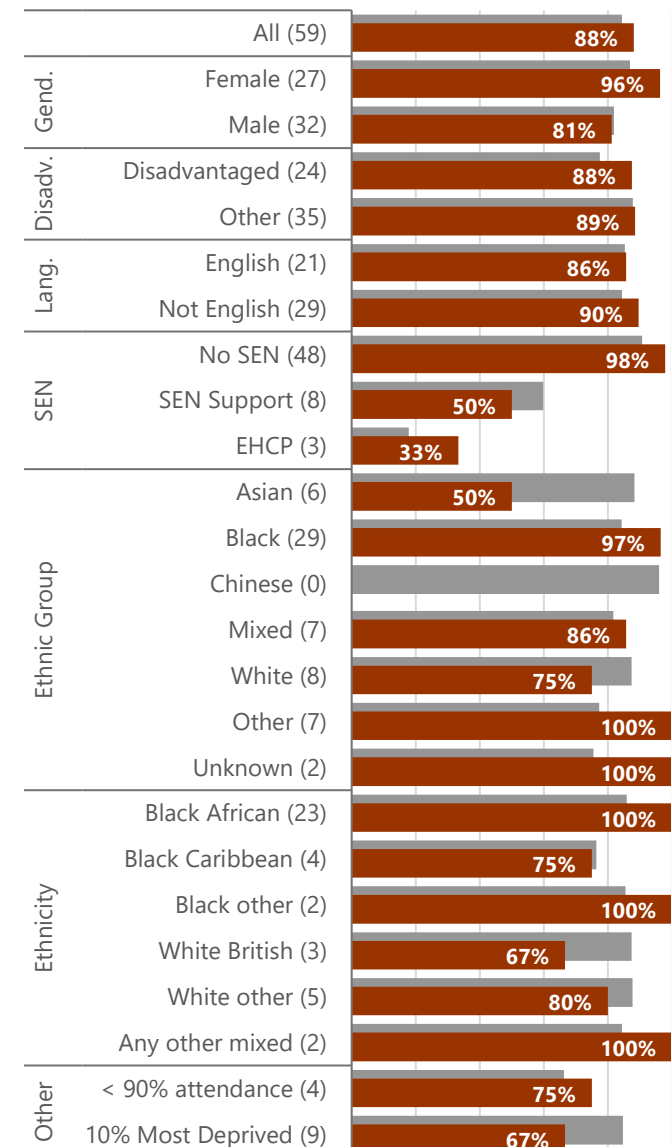
*Disapplied pupils are given a score of 0

iii) Vulnerable Groups Analysis - Year 1 Phonics



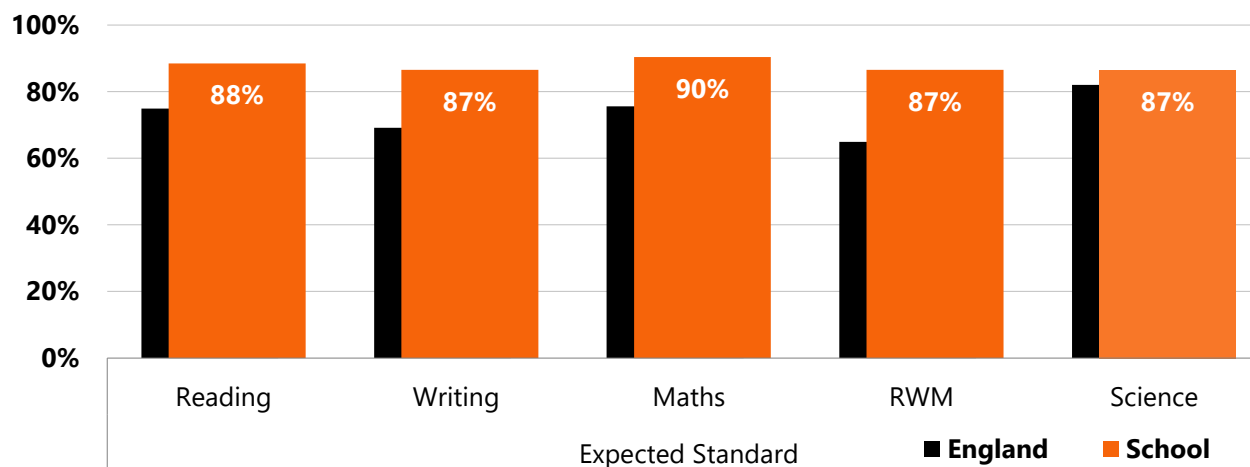
% Achieving Phonics Threshold

0% 20% 40% 60% 80% 100%

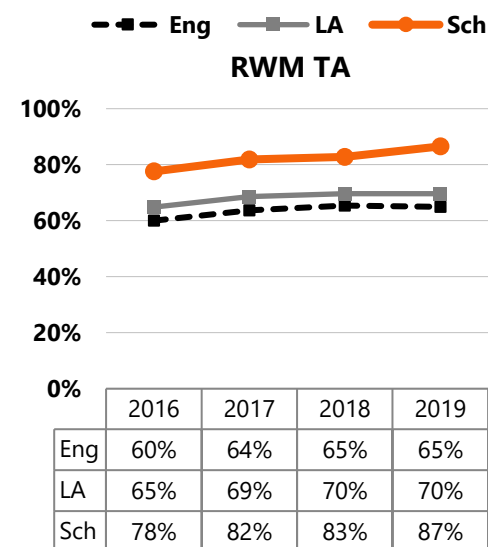
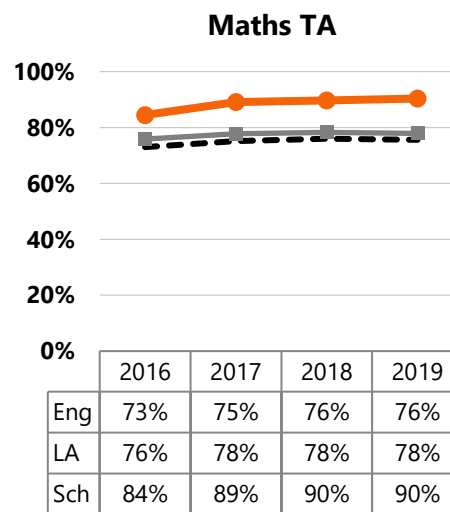
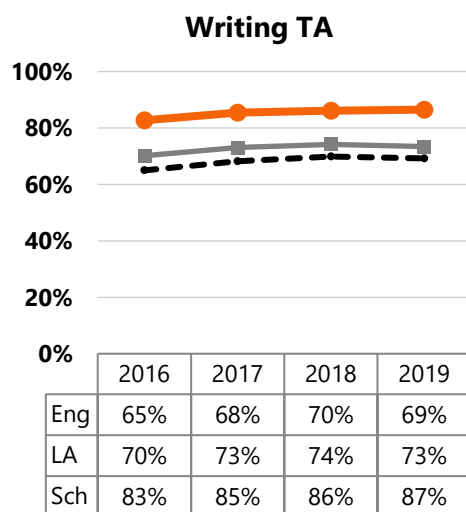
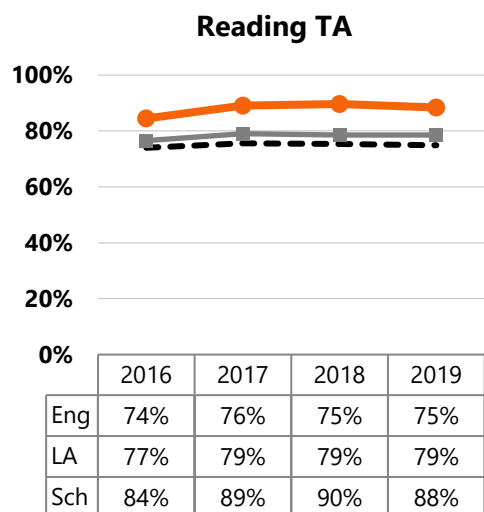


i) % Reaching Expected Standard

Indicator		School (52 Pupils)	Comparisons	
			LA	England
% Expected	Reading	88%	79% ↑	75% ↑
	Writing	87%	73% ↑	69% ↑
	Maths	90%	78% ↑	76% ↑
	RWM	87%	70% ↑	65% ↑

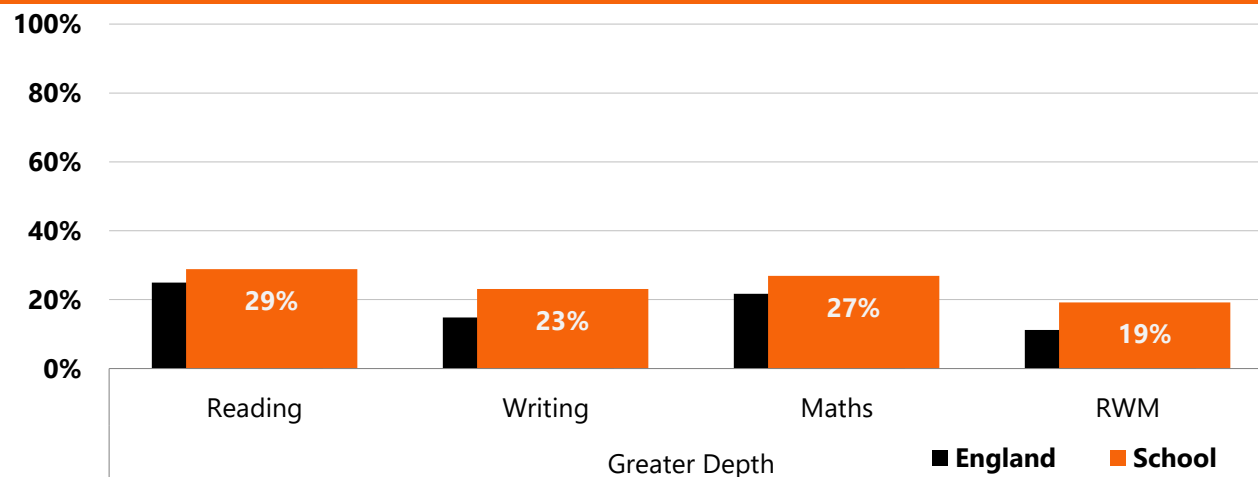


ii) % Reaching Expected Standard (Time Series)

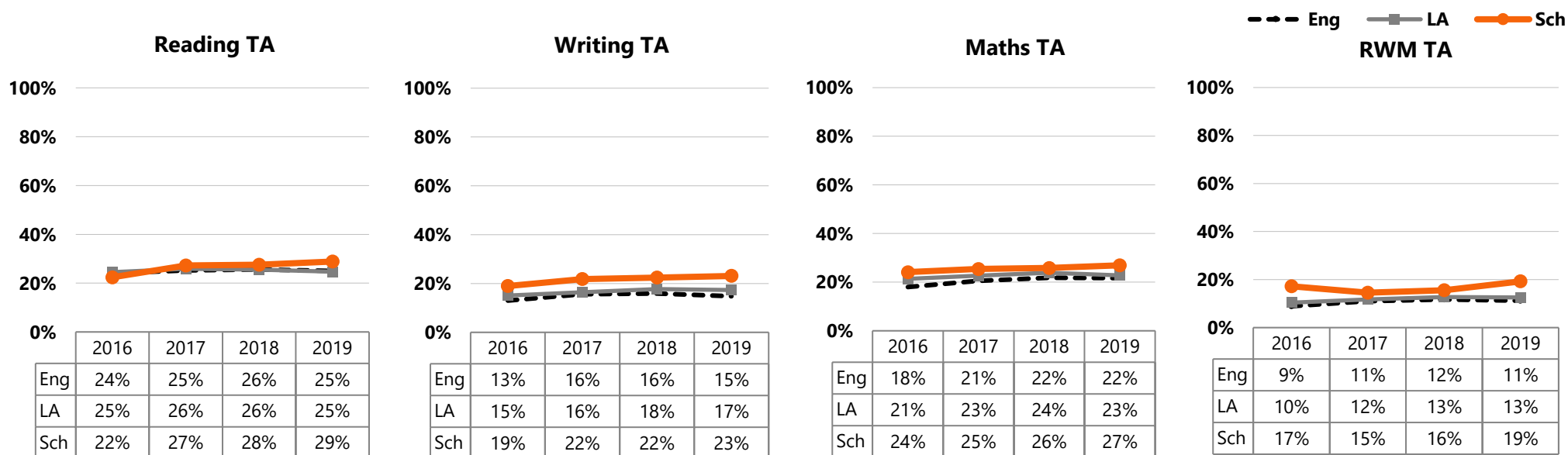


iii) % Working at Greater Depth

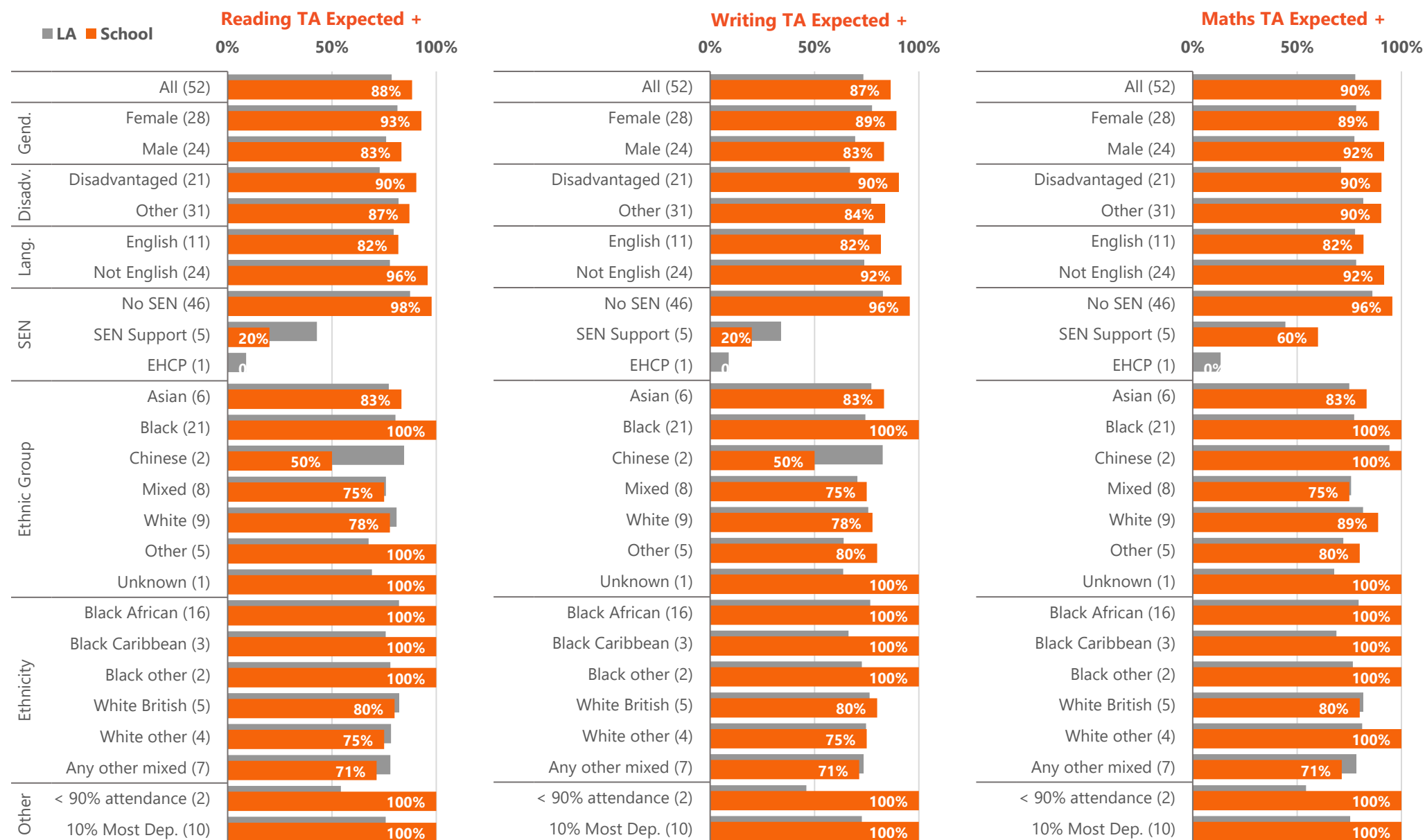
Indicator		School (52 Pupils)	Comparisons	
			LA	England
% Greater Depth	Reading	29%	25% ↑	25% ↑
	Writing	23%	17% ↑	15% ↑
	Maths	27%	23% ↑	22% ↑
	RWM	19%	13% ↑	11% ↑



iv) % at Greater Depth (Time Series)



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



vi) EYFSP to KS1 Transition Matrices

			Key Stage 1 - Reading TA			
Reading		Total Pupils	Below Expected	Expected Standard	Greater Depth	
EYFSP Reading	Emerging	13	6 46% LA: 65%	7 54% LA: 34%	0 0% LA: 1%	
	Expected	28	0 0% LA: 9%	21 75% LA: 70%	7 25% LA: 21%	
	Exceeding	11	0 0% LA: 1%	3 27% LA: 28%	8 73% LA: 71%	

			Key Stage 1 - Maths TA			
Maths		Total Pupils	Below Expected	Expected Standard	Greater Depth	
EYFSP Maths*	Emerging	12	5 42% LA: 67%	7 58% LA: 31%	0 0% LA: 1%	
	Expected	36	0 0% LA: 10%	24 67% LA: 70%	12 33% LA: 20%	
	Exceeding	4	0 0% LA: 0%	2 50% LA: 25%	2 50% LA: 74%	

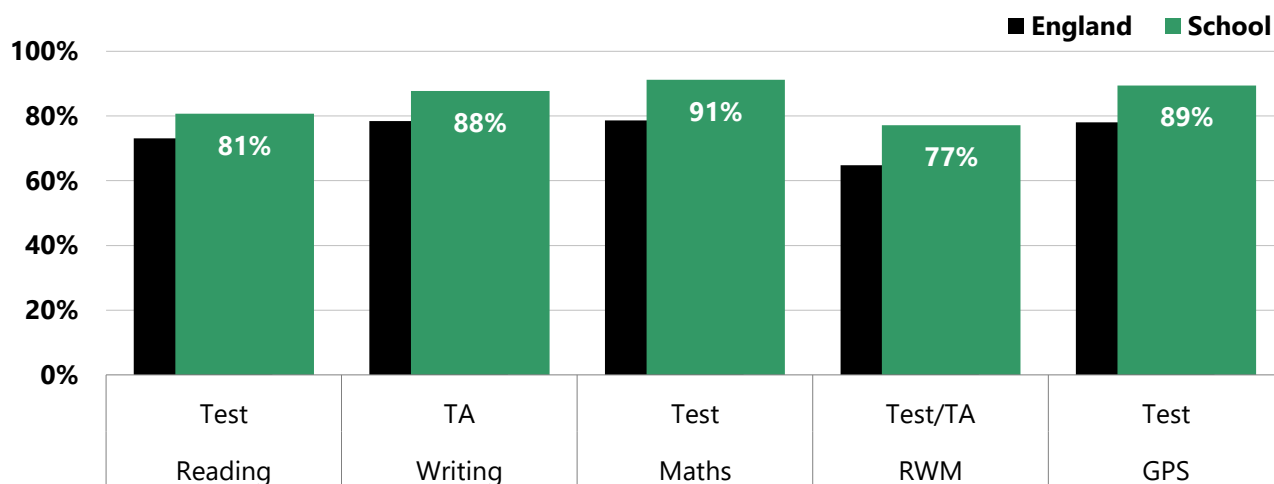
			Key Stage 1 - Writing TA			
Writing		Total Pupils	Below Expected	Expected Standard	Greater Depth	
EYFSP Writing	Emerging	13	7 54% LA: 71%	6 46% LA: 29%	0 0% LA: 0%	
	Expected	32	0 0% LA: 12%	25 78% LA: 73%	7 22% LA: 15%	
	Exceeding	7	0 0% LA: 1%	2 29% LA: 35%	5 71% LA: 64%	

* EYFSP maths prior attainment shows the lower of number and shape, space and measure

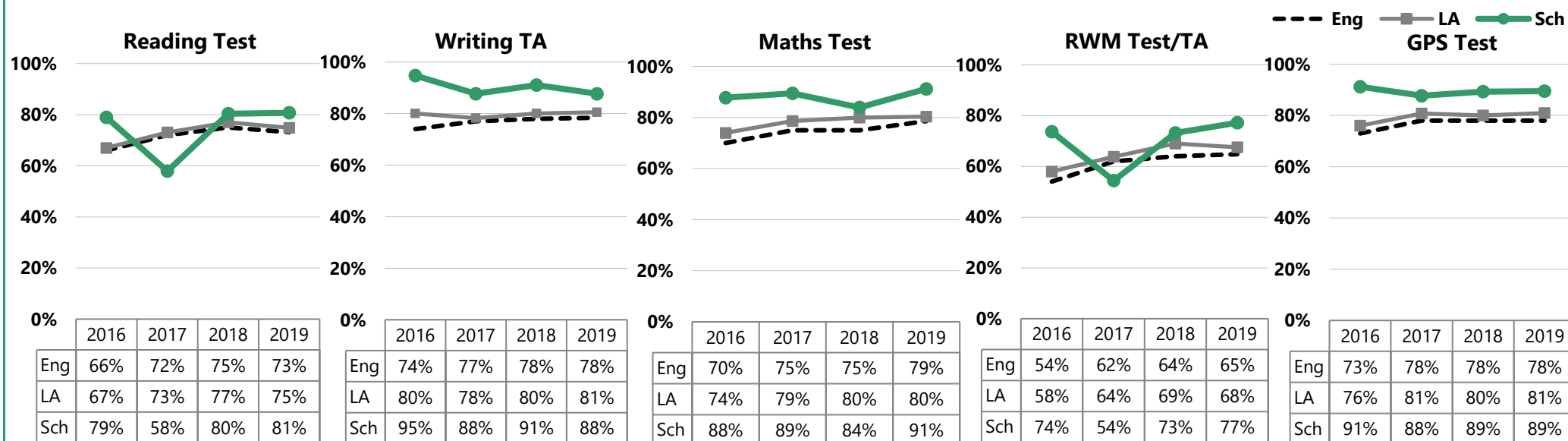
Analysis does not include pupils for whom EYFSP prior attainment was not available or who had no assessment at Key Stage 1

i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons			
		(57 Pupils)	LA		England	
Reading	Test	81%	75%	↑	73%	↑
Writing	TA	88%	81%	↑	78%	↑
Maths	Test	91%	80%	↑	79%	↑
RWM	Test/TA	77%	68%	↑	65%	↑
GPS	Test	89%	81%	↑	78%	↑

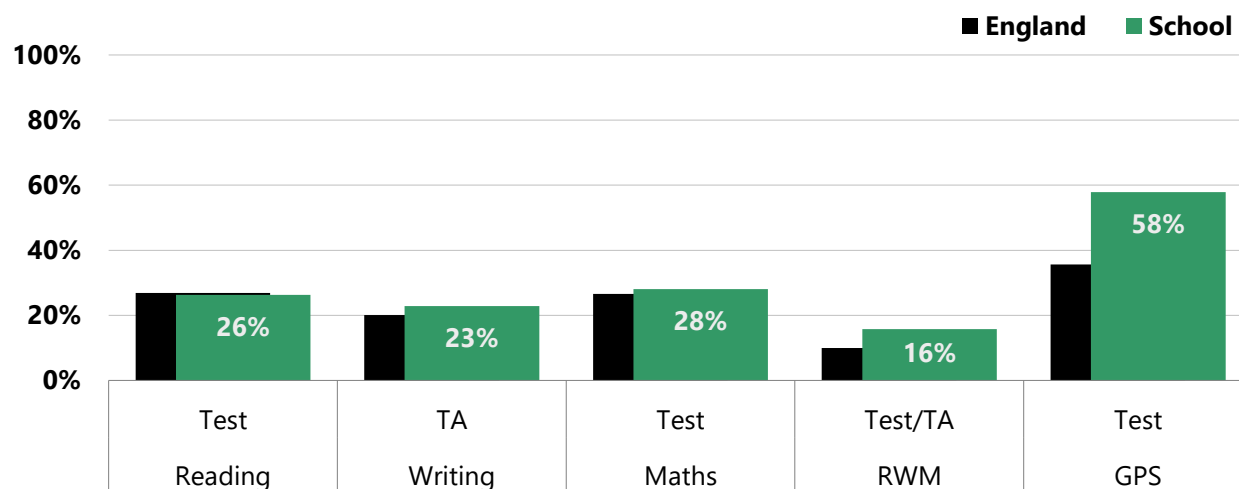


ii) % Reaching Expected Standard (Time Series)

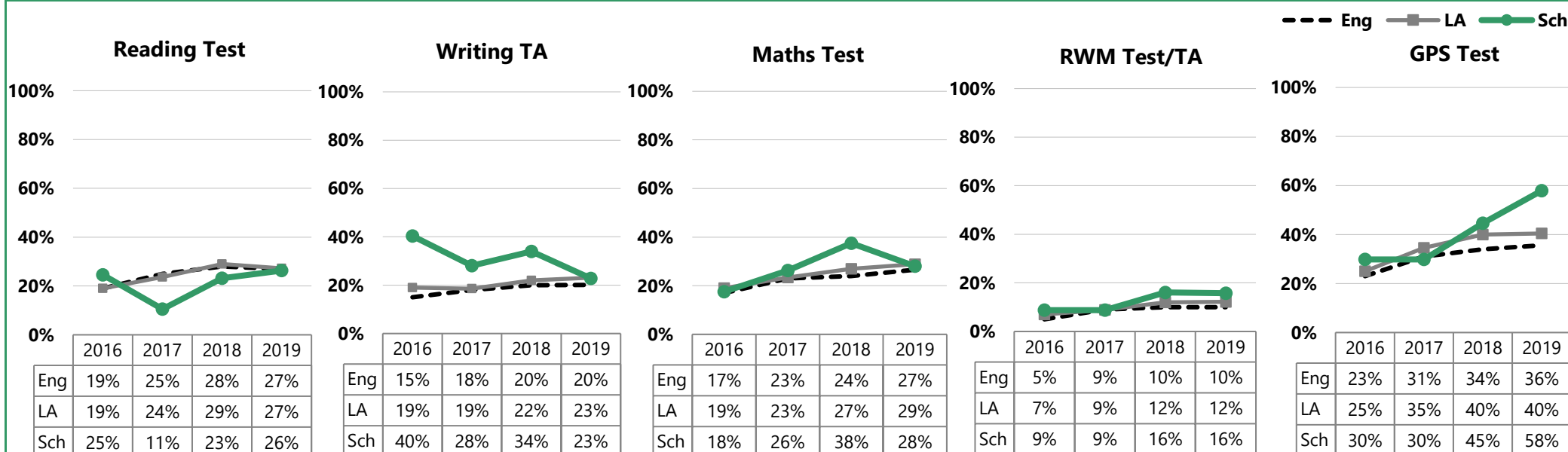


iii) % Reaching a Higher Standard (Test and TA)

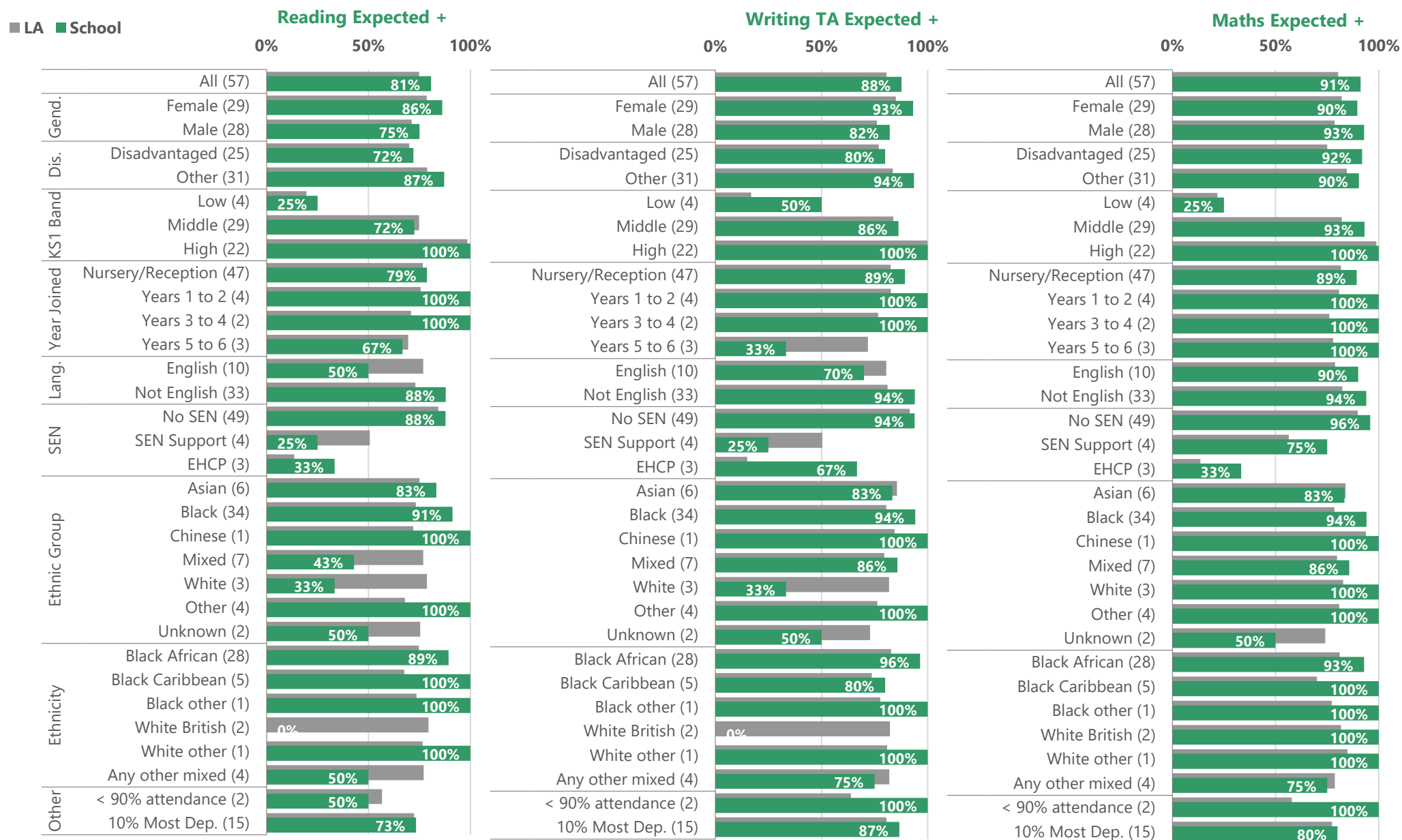
Indicator		School	Comparisons	
		(57 Pupils)	LA	England
Reading	Test	26%	27%	27%
Writing	TA	23%	23%	20% ↑
Maths	Test	28%	29%	27%
RWM	Test/TA	16%	12% ↑	10% ↑
GPS	Test	58%	40% ↑	36% ↑



iv) % Reaching a Higher Standard (Time Series)



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



vi) KS1 to KS2 Transition Matrices

			Key Stage 2 - Reading Test			
Reading		Total Pupils	Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+	
Key Stage 1 Reading Level	1 or lower	4	2 50% LA: 76%	2 50% LA: 22%	0 0% LA: 2%	
	2C	1	1 100% LA: 54%	0 0% LA: 39%	0 0% LA: 7%	
	2B	10	6 60% LA: 30%	3 30% LA: 57%	1 10% LA: 13%	
	2A	21	2 10% LA: 9%	15 71% LA: 64%	4 19% LA: 27%	
	3 or higher	19	0 0% LA: 1%	9 47% LA: 37%	10 53% LA: 62%	

			Key Stage 2 - Maths Test			
Maths		Total Pupils	Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+	
Key Stage 1 Maths Level	1 or lower	3	3 100% LA: 83%	0 0% LA: 16%	0 0% LA: 1%	
	2C	3	0 0% LA: 47%	3 100% LA: 50%	0 0% LA: 4%	
	2B	13	2 15% LA: 17%	9 69% LA: 72%	2 15% LA: 11%	
	2A	19	0 0% LA: 5%	16 84% LA: 63%	3 16% LA: 32%	
	3 or higher	17	0 0% LA: 0%	7 41% LA: 25%	10 59% LA: 74%	

			Key Stage 2 - Writing TA			
Writing		Total Pupils	Below Expected	Expected Standard	Greater Depth	
Key Stage 1 Writing Level	1 or lower	5	2 40% LA: 76%	3 60% LA: 23%	0 0% LA: 1%	
	2C	4	4 100% LA: 34%	0 0% LA: 65%	0 0% LA: 1%	
	2B	15	0 0% LA: 8%	14 93% LA: 82%	1 7% LA: 10%	
	2A	19	0 0% LA: 1%	16 84% LA: 63%	3 16% LA: 37%	
	3 or higher	12	0 0% LA: 0%	3 25% LA: 21%	9 75% LA: 79%	

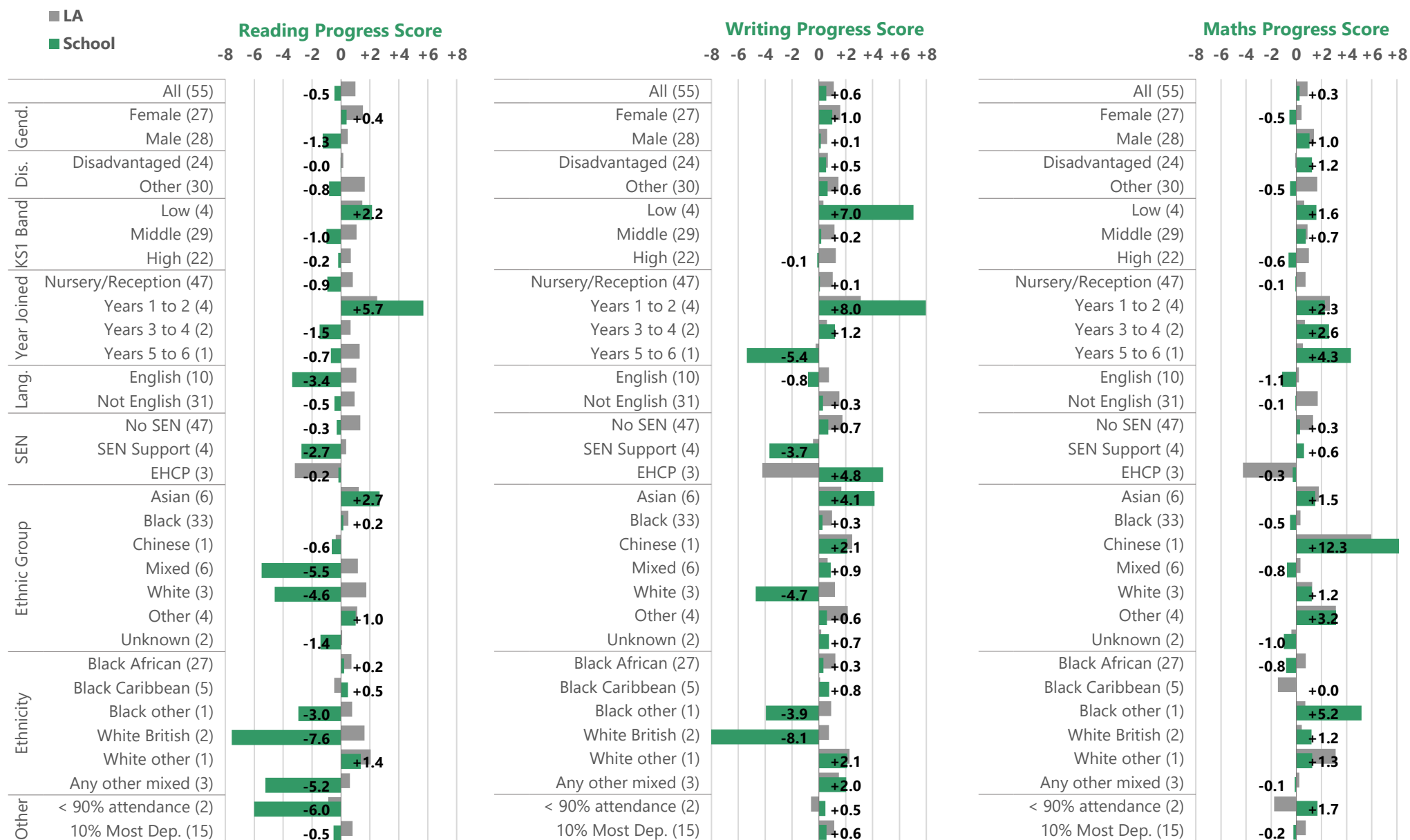
Analysis does not include pupils for whom KS1 prior attainment was not available or who were absent or had lost scripts for the KS2 tests

vii) KS1 to KS2 Progress Scores

Subject	School			Comparisons	
	Average KS2 Scaled Score*	Av. Exp KS2 Score	Progress Score	LA	National
Reading	104.9	105.5	-0.5	+1.0 ↓	0.0 ↓
Writing		103.5	+0.6	+1.1 ↓	0.0 ↑
Maths	106.1	105.8	+0.3	+0.9 ↓	0.0 ↑

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

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



		EYFSP	Yr1 Phonics	KS1 (Expected+)			KS2 (Expected+)		
		GLD Eng: 72%	32+ Eng: 82%	Reading Eng: 75%	Writing Eng: 69%	Maths Eng: 76%	Reading Eng: 73%	Writing Eng: 78%	Maths Eng: 79%
All Pupils	All	73%	88%	88%	87%	90%	81%	88%	91%
Gender	Female	74%	96%	93%	89%	89%	86%	93%	90%
	Male	73%	81%	83%	83%	92%	75%	82%	93%
Disadv	Disadvantaged	71%	88%	90%	90%	90%	72%	80%	92%
	Other	74%	89%	87%	84%	90%	87%	94%	90%
Term Born	Autumn	71%	92%	84%	84%	89%	96%	91%	96%
	Spring	93%	88%	95%	95%	95%	65%	82%	88%
	Summer	64%	82%	85%	77%	85%	75%	88%	88%
Language	English	70%	86%	82%	82%	82%	50%	70%	90%
	Not English	73%	90%	96%	92%	92%	88%	94%	94%
SEN	No SEN	91%	98%	98%	96%	96%	88%	94%	96%
	SEN Support	0%	50%	20%	20%	60%	25%	25%	75%
	EHCP / Statement		33%				33%	67%	33%
Ethnicity	Asian	57%	50%	83%	83%	83%	83%	83%	83%
	Black	72%	97%	100%	100%	100%	91%	94%	94%
	Mixed	100%	86%	75%	75%	75%	43%	86%	86%
	White	60%	75%	78%	78%	89%	33%	33%	100%
	Other	100%	100%	100%	80%	80%	100%	100%	100%

The analysis shows the percentage of pupils achieving the expected level for each pupil group in John Ruskin Primary School (Main School). **Only groups with at least 3 pupils are shown.**

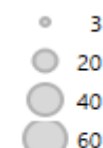
Colour Key:

The colour shows the difference between the group and the England average for all pupils. Where the group is within 3% points of national the dot will be white

-21% 21%

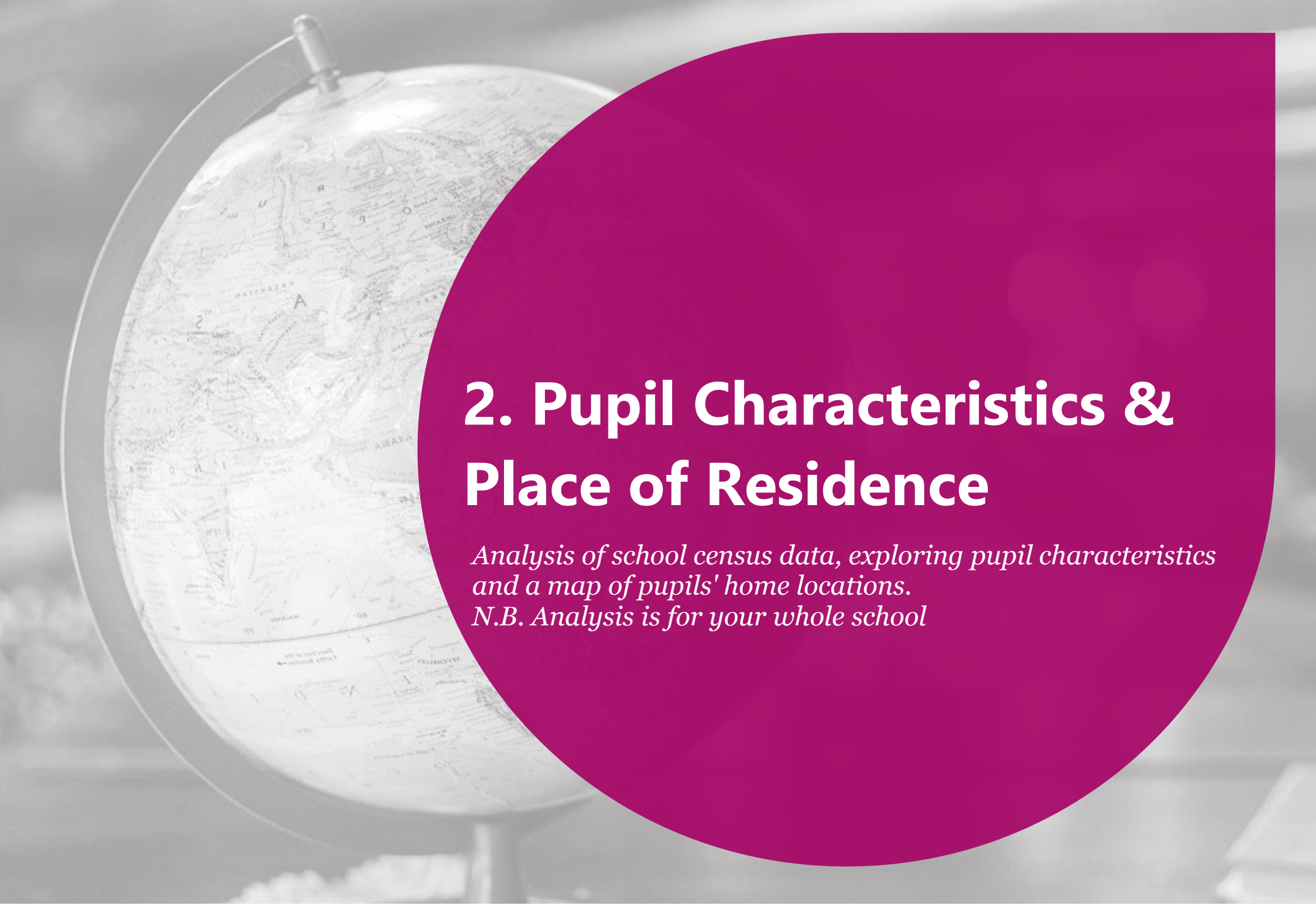
Dot Size Key:

The dot size shows the number of pupils



Need to understand more?

Explore the vulnerable groups analysis for each of the year groups in this report. These provide actual pupil numbers and compare your school performance with benchmarks for each pupil group.



2. Pupil Characteristics & Place of Residence

*Analysis of school census data, exploring pupil characteristics and a map of pupils' home locations.
N.B. Analysis is for your whole school*

i) Pupil Breakdown by Contextual Characteristic (1)

484 Pupils on roll in Jan 2019

John Ruskin (Main School)

Jan 2019 2015 2016 2017 2018

Pupil Characteristic		%	0%	20%	40%	60%	80%	100%				
Gen-der	Female	221	45.7%						44.1%	46.6%	46.3%	45.3%
	Male	263	54.3%						55.9%	53.4%	53.7%	54.7%
FSM	Eligible	148	30.6%						21.5%	19.8%	22.7%	26.8%
	Not Eligible	336	69.4%						78.5%	80.2%	77.3%	73.2%
Joined School	Joined in Reception / Nursery	421	87.0%						87.5%	87.5%	86.9%	88.4%
	Joined in Year 1 or 2	33	6.8%						8.2%	8.5%	8.6%	7.1%
	Joined in Year 3 or 4	22	4.5%						3.8%	3.2%	3.7%	3.7%
	Joined in Year 5 or 6	8	1.7%						0.6%	0.8%	0.8%	0.8%
SEN Stage	No Special Educational Need	399	82.4%						84.4%	84.6%	84.4%	83.6%
	SEN Support	52	10.7%						10.5%	9.7%	9.2%	10.0%
	EHCP / Statement	33	6.8%						5.1%	5.7%	6.4%	6.4%
SEN Primary Need	Autistic Spectrum Disorder	19	3.9%						0.8%	1.6%	1.8%	2.7%
	Hearing Impairment	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Moderate Learning Difficulty	3	0.6%						2.5%	2.8%	2.0%	1.2%
	Multi-Sensory Impairment	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Physical Disability	0	0.0%						0.2%	0.2%	0.2%	0.0%
	Profound & Multiple Learning	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Severe Learning Difficulty	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Social, Emotional & Mental Health	5	1.0%						1.0%	0.6%	0.4%	1.2%
	Specific Learning Difficulty	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Speech, Language & Comm.	56	11.6%						9.3%	8.7%	10.0%	10.8%
	Visual Impairment	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Other Difficulty/Disability	2	0.4%						1.9%	1.6%	1.0%	0.4%
	No Specialist Assessment	0	0.0%						0.0%	0.0%	0.0%	0.0%
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	106	21.9%						32.7%	23.9%	23.0%	21.2%
	Band 1b: 10-20%	269	55.6%						51.3%	54.0%	54.1%	55.7%
	Band 2: 20-40%	93	19.2%						12.5%	18.6%	18.6%	19.5%
	Band 3: 40-60%	9	1.9%						0.6%	1.8%	2.0%	1.5%
	Band 4: 60-80%	2	0.4%						0.4%	0.2%	0.2%	0.2%
	Band 5: Least Deprived 20%	1	0.2%						0.6%	0.4%	0.4%	0.4%
	Unmatched Postcode	4	0.8%						1.9%	1.2%	1.6%	1.5%

LA (Primary Age)

Jan 19 School Difference vs LA

		-15%	-10%	-5%	0%	5%	10%	15%
	49.2%	-3.5%						
	50.8%	+3.5%						
	23.4%	+7.2%						
	76.6%	-7.2%						
	82.7%	+4.3%						
	8.0%	-1.2%						
	7.5%	-3.0%						
	1.8%	-0.1%						
	82.9%	-0.5%						
	14.8%	-4.1%						
	2.3%	+4.5%						
	2.5%	+1.4%						
	0.2%	-0.2%						
	2.3%	-1.7%						
	0.0%	-						
	0.5%	-0.5%						
	0.0%	-						
	0.1%	-0.1%						
	2.4%	-1.4%						
	1.5%	-1.5%						
	6.1%	+5.5%						
	0.1%	-0.1%						
	0.5%	-0.1%						
	0.7%	-0.7%						
	21.9%	-						
	41.4%	+14.2%						
	20.7%	-1.5%						
	8.8%	-6.9%						
	5.4%	-5.0%						
	1.4%	-1.2%						
	0.4%	+0.4%						

ii) Pupil Breakdown by Contextual Characteristic (2)

484 Pupils on roll in Jan 2019

John Ruskin (Main School)

Jan 2019 2015 2016 2017 2018

Pupil Characteristic

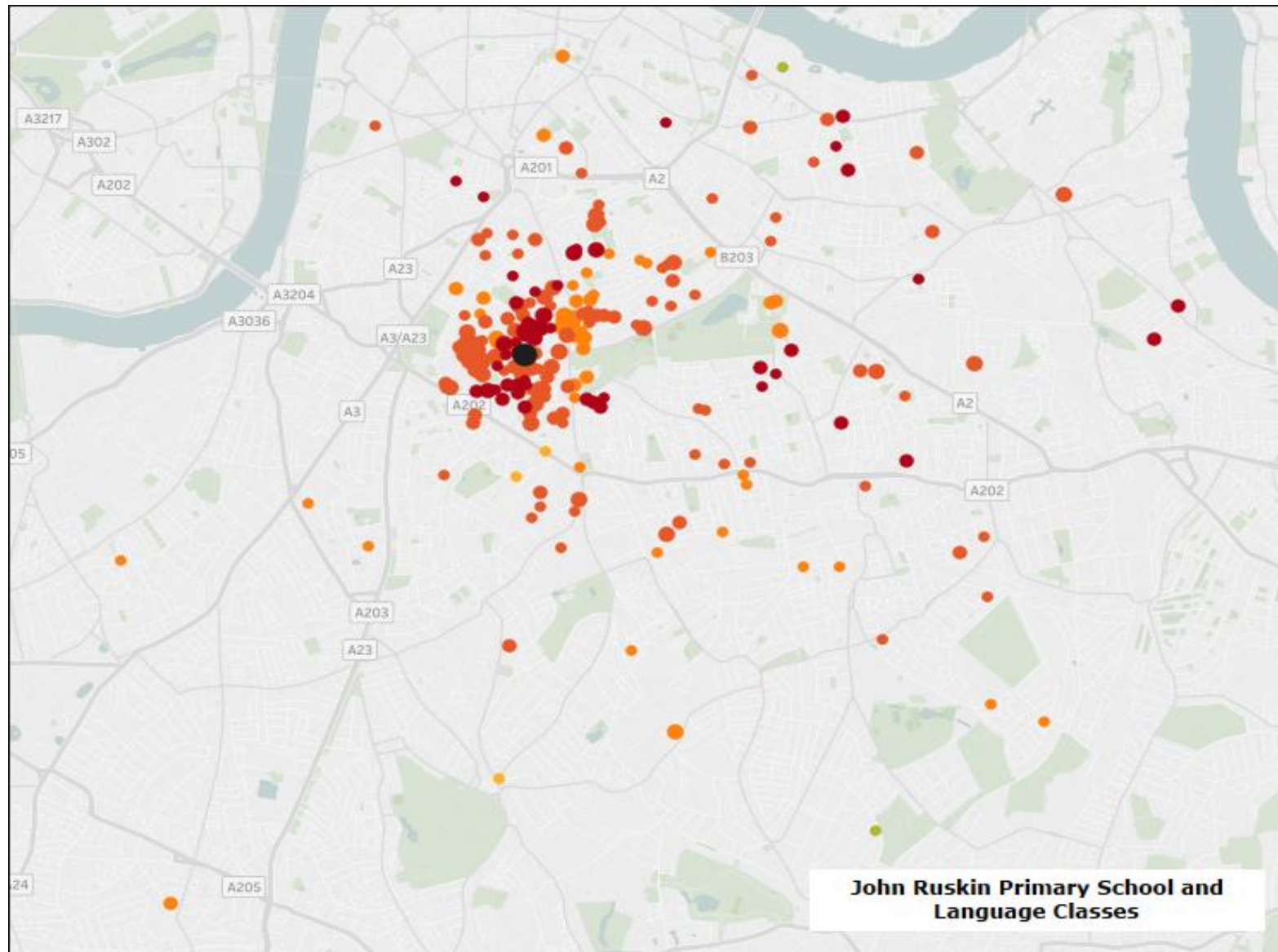
		%	0%	20%	40%	60%	80%	100%				
Ethnicity	Asian or Asian British	44	9.1%						9.7%	9.1%	9.4%	9.1%
	Bangladeshi	25	5.2%						5.5%	5.3%	6.4%	5.6%
	Indian	0	0.0%						0.0%	0.2%	0.2%	0.2%
	Pakistani	5	1.0%						0.6%	0.4%	0.4%	0.6%
	Any Other Asian Background	14	2.9%						3.6%	3.2%	2.5%	2.7%
	Black or Black British	236	48.8%						49.4%	46.6%	47.3%	47.8%
	Black - African	182	37.6%						38.0%	35.2%	35.2%	36.4%
	Black Caribbean	36	7.4%						7.2%	7.3%	7.8%	7.7%
	Any Other Black Background	18	3.7%						4.2%	4.2%	4.3%	3.7%
	Chinese	11	2.3%						2.3%	3.2%	2.7%	2.1%
	Mixed	50	10.3%						10.3%	11.7%	12.3%	10.6%
	White and Black African	8	1.7%						2.1%	2.6%	2.7%	2.7%
	White and Black Caribbean	11	2.3%						1.3%	1.6%	1.6%	1.5%
	White and Asian	4	0.8%						0.6%	0.4%	0.4%	0.4%
	Any Other Mixed Background	27	5.6%						6.3%	7.1%	7.6%	6.0%
	White	70	14.5%						16.5%	16.0%	14.8%	15.6%
	White - British	31	6.4%						8.6%	8.1%	7.4%	7.5%
	White - Irish	0	0.0%						0.4%	0.4%	0.4%	0.2%
	Gypsy / Roma	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Traveller of Irish Heritage	0	0.0%						0.0%	0.0%	0.0%	0.0%
	Any Other White Background	39	8.1%						7.6%	7.5%	7.0%	7.9%
Lang.	Other	49	10.1%						10.6%	12.1%	12.3%	11.9%
	Unknown	24	5.0%						1.1%	1.4%	1.2%	2.9%
	Refused	0	0.0%						1.1%	1.2%	0.8%	1.2%
	Information Not Yet Obtained	19	3.9%						0.0%	0.2%	0.4%	1.7%
Lang.	English	137	28.3%						23.0%	22.3%	24.0%	25.4%
	Not English	239	49.4%						77.0%	77.3%	75.2%	49.9%
	Unknown	108	22.3%						0.0%	0.4%	0.8%	24.7%

LA (Primary Age)

Jan 19 School Difference vs LA

		-15%	-10%	-5%	0%	5%	10%	15%
Ethnicity	Asian or Asian British	5.3%	+3.8%					
	Bangladeshi	2.3%	+2.9%					
	Indian	0.7%	-0.7%					
	Pakistani	0.7%	+0.3%					
	Any Other Asian Background	1.6%	+1.3%					
	Black or Black British	39.5%	+9.3%					
	Black - African	26.9%	+10.7%					
	Black Caribbean	6.8%	+0.6%					
	Any Other Black Background	5.9%	-2.2%					
	Chinese	1.5%	+0.8%					
	Mixed	12.4%	-2.1%					
	White and Black African	2.0%	-0.3%					
	White and Black Caribbean	3.2%	-0.9%					
	White and Asian	1.4%	-0.6%					
	Any Other Mixed Background	5.9%	-0.3%					
	White	31.2%	-16.7%					
	White - British	21.2%	-14.8%					
	White - Irish	0.5%	-0.5%					
	Gypsy / Roma	0.1%	-0.1%					
	Traveller of Irish Heritage	0.1%	-0.1%					
Lang.	Other	7.1%	+3.0%					
	Unknown	3.0%	+2.0%					
	Refused	0.0%	-					
	Information Not Yet Obtained	2.0%	+1.9%					
Lang.	English	56.7%	-28.4%					
	Not English	42.5%	+6.9%					
	Unknown	0.7%	+21.6%					

NB. Prior to 2017 ethnicity was not mandatory for nursery and reception children so some pupil ethnicities may be unknown.



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 470 pupils. Does not show 10 outside the map boundaries and 4 with missing or unrecognised postcode.

Note:

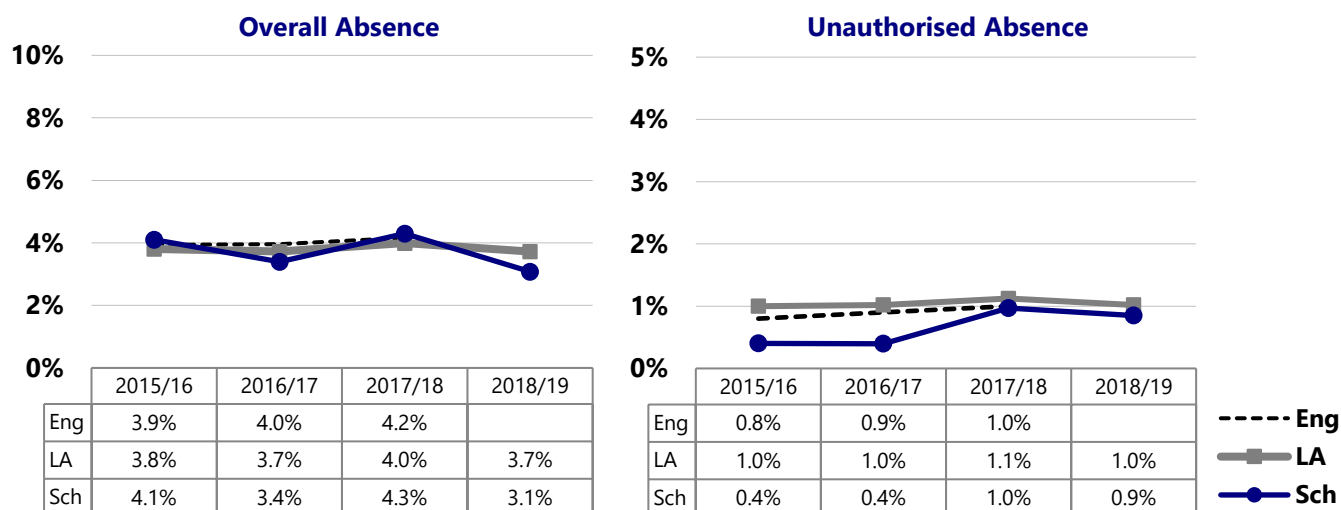
Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.

The background of the slide is a grayscale photograph of children's legs and feet as they cross a rope bridge. The bridge is made of thick ropes and wooden planks. A large, solid blue circle is positioned on the right side of the image, partially obscuring the background. The text is placed within this blue circle.

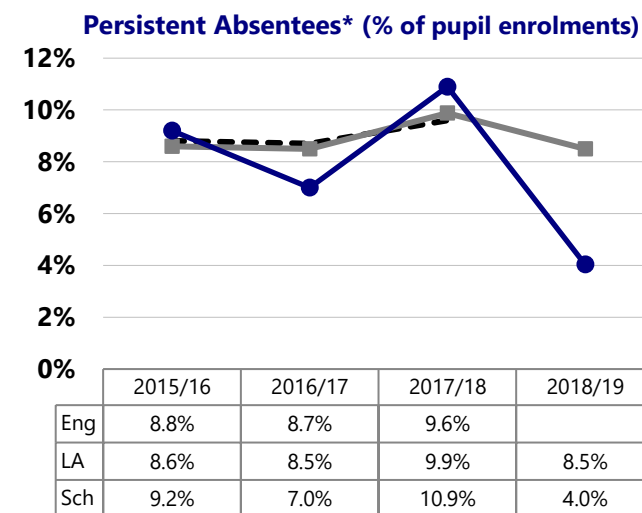
3. Pupil Behaviour

*Analysis of pupil absence and exclusions.
N.B. Analysis is for your whole school*

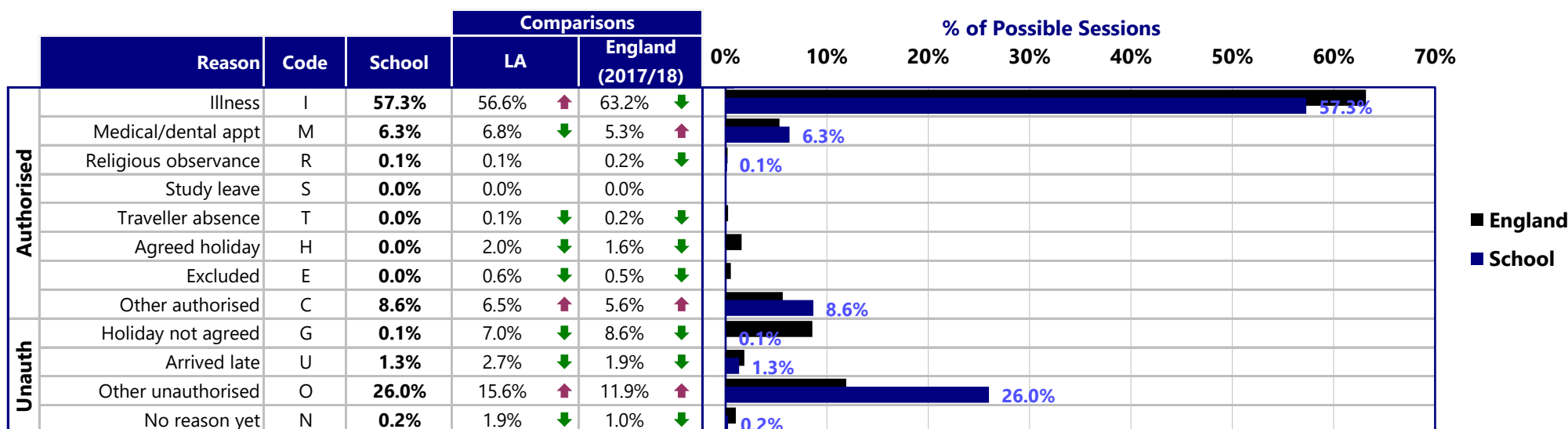
i) Overall and Unauthorised Absence (Time Series) - Autumn & Spring Terms



ii) Persistent Absentees - Aut/Spr

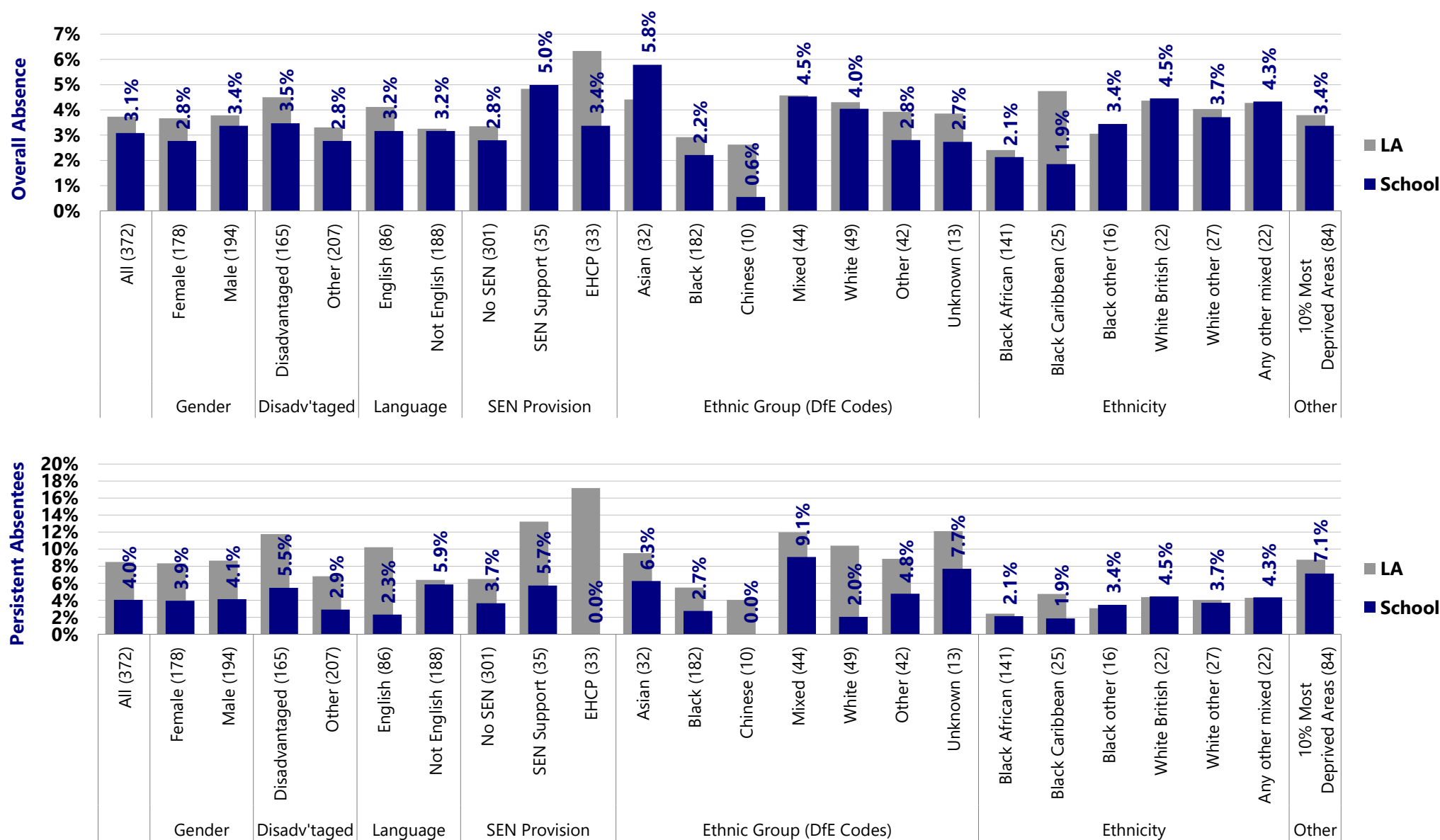


iii) % Absence by Reason - Autumn & Spring Terms

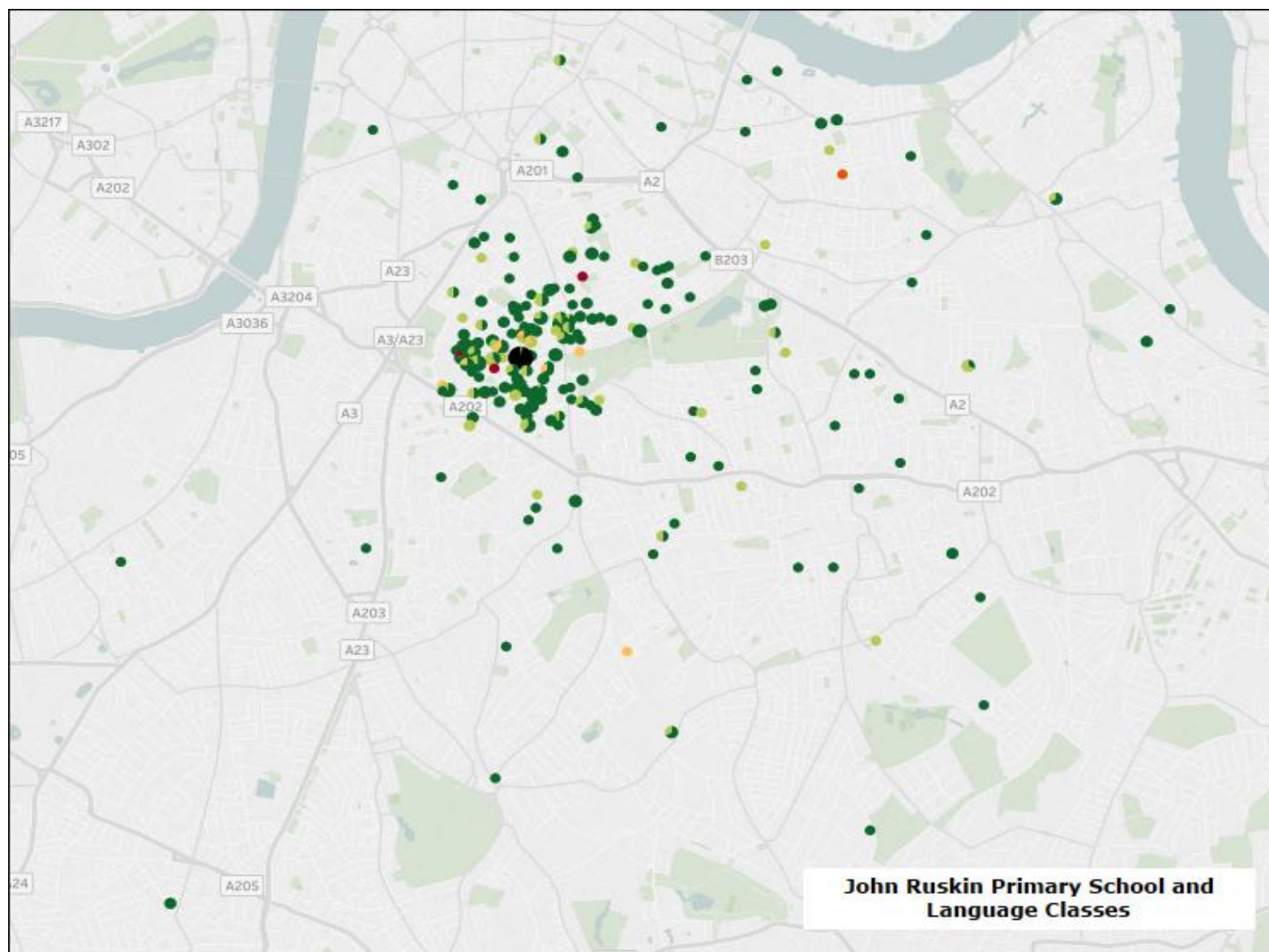


*A persistent absentee is defined as someone with 90% or less attendance across the Autumn & Spring Terms

iv) Vulnerable Groups Analysis - Autumn & Spring Terms



v) Pupil Map by Attendance Band



Key (Attendance Band):

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

Questions to Consider

1. Are there any areas of red and orange dots that suggest poor attendance is concentrated in particular areas?
2. If so, are there particular actions you need to take to address this?

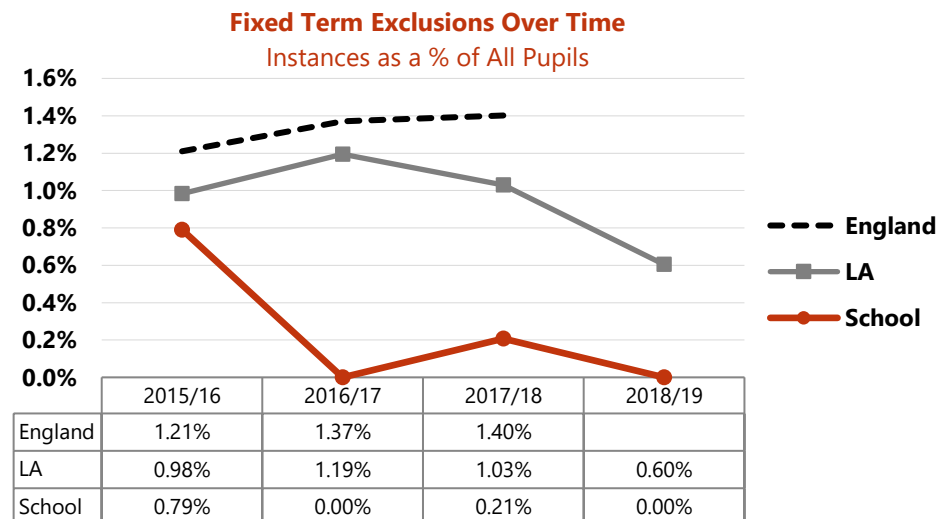
Notes:

Each dot refers to a 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 Indicators

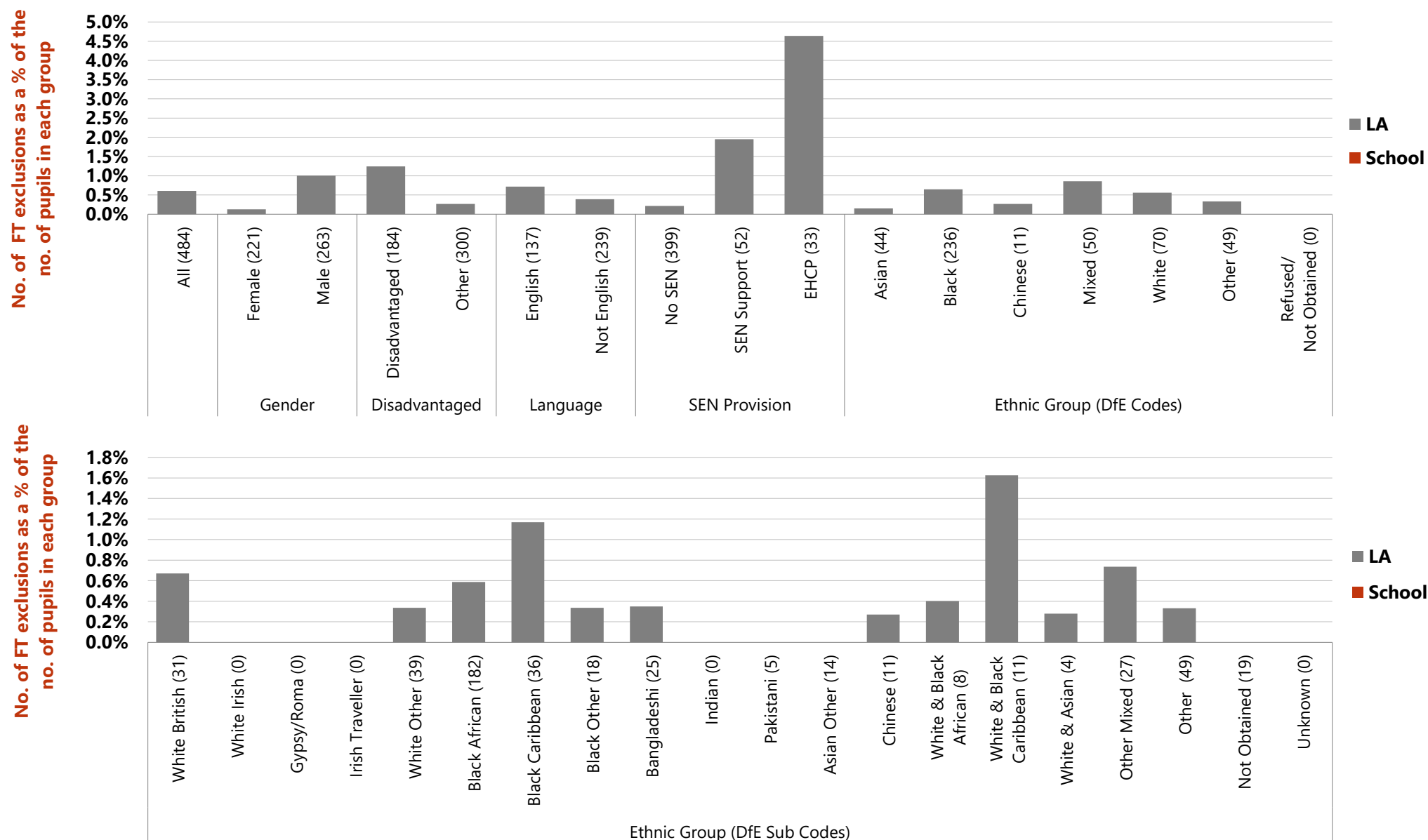
Indicator		Primary Comparisons		
		School	LA	England (2017/18)
Permanent Exclusions (% of all pupils)		0 0.00%	0.00%	0.03% ↓
Fixed Term (FT)	No. of instances (FT exclusions as a % of all pupils)	0 0.00%	0.60% ↓	1.40% ↓
	No. of pupils with FT exclusions (% of all pupils)	0 0.00%	0.37% ↓	0.62% ↓
	Average length in days of FT exclusion (% of exclusions)	-	2.2	1.8
	0.5 to 5 Days	- -	93.5%	
	6 to 15 days	- -	6.5%	
	16+ Days	- -	0.0%	



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

Reason	Code	Primary Comparisons			% of all FT Exclusions						LA	School
		School	LA	England (2017/18)	0%	20%	40%	60%	80%	100%		
Bullying	BU	-	0.7%	0.6%								
Damage	DM	-	1.3%	2.3%								
Drug and alcohol related	DA	-	0.0%	0.1%								
Persistent disruptive behaviour	DB	-	29.4%	28.2%								
Physical assault against a pupil	PP	-	22.9%	21.0%								
Physical assault against an adult	PA	-	23.5%	27.4%								
Racist abuse	RA	-	0.7%	0.8%								
Sexual misconduct	SM	-	0.0%	0.3%								
Theft	TH	-	1.3%	0.2%								
Verbal abuse/threatening behaviour - adult	VA	-	7.2%	9.5%								
Verbal abuse/threatening behaviour - pupil	VP	-	3.9%	3.8%								
Other	OT	-	9.2%	5.9%								

iii) Vulnerable Groups Analysis - Fixed Term Exclusions (as a % of Pupils in Each Group)



NB. Because a pupil may have more than one exclusion, 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.



Appendices

Appendix 1 - Data Sources & Caveats

Section	Data Source
EYFSP	Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data for 2019 is from provisional information on the Nexus forum and is for internal school/LA use only. SEN base pupils have been removed from the analysis via a list of UPNs received from Southwark local authority.
Year 1 Phonics	Validated Year 1 Phonics check returns from schools. Analysis also shows pupils resitting in Year 2 (Year 2 performance does not include pupils sitting the test in the previous year in Year 1). National data for 2019 is taken from the DfE Statistical First Release. Note that absent pupils are included in the threshold measures but not in the average points scores. SEN base pupils have been removed from the analysis via a list of UPNs received from Southwark local authority.
Key Stage 1	Validated KS1 teacher assessment returns from schools. National data for 2019 is taken from the DfE Statistical First Release. EYFSP prior attainment is taken from the Key to Success website. SEN base pupils have been removed from the analysis via a list of UPNs received from Southwark local authority.
Key Stage 2	Unvalidated test and TA data provided by the DfE in September 2019. This will include pupils who may be discounted from the performance tables. National data for 2019 is taken from the DfE provisional Statistical First Release. SEN base pupils have been removed from the analysis via a list of UPNs received from Southwark local authority.
School Census	Validated January 2019 school census returns from schools. Note that analysis shown is for the whole school.
Pupil Absence	School census returns from schools in January and May 2019. Historical data is from DfE validated performance table and Statistical First Release data (in a small number of cases this is suppressed and therefore not shown). Absence analysis does not include pupils who are below the statutory school age (age 5). Note that analysis shown is for the whole school.
Exclusions	Exclusions data based on notified exclusions to the local authority matched to pupil characteristics in the January school census. Exclusions data for 2018/19 is a combination of the School Census (Autumn 2018) and what the LA has recorded internally in Capita ONE for the spring and summer terms as at 2nd August 2019. Note that analysis shown is for the whole school.

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

Where pupil details cannot be matched (e.g. due to the use of temporary UPNs or new entrants after the census) the pupils will not be shown on the analysis by pupil group charts and therefore individual group totals may not match the total for all pupils. Also note that, in a small number of cases, contextual data may not have been provided in the school census.

Appendix 2 - Glossary

ARE	Age related expectations
CLL	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)
FT	Fixed term (Exclusion)
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 2016
Joined school	A pupil's entry date is used to calculate the year in which they joined the school. However, note that entry dates can be affected by a school becoming an academy and by the merging of infant and junior schools
KS	Key stage
LA	Local authority
Lit	Literacy (EYFSP specific area of learning)
LSOA	Lower Super Output Area - An area of approximately 1500 residents used by the government for statistical purposes
Math	Abbreviation used for Mathematics (EYFSP specific area of learning)
PD	Physical Development (EYFSP prime area of learning)
Persistent Absentee	A pupil attending school for 90% or less of their possible sessions
PSED	Personal, Social and Emotional Development (EYFSP prime area of learning)
RWM	Reading, Writing & Maths combined
Scaled Score	A pupil's raw test score is converted to a scaled score. A scaled score of 100 or more means the child has met the expected standard for the test
SEMH	Social, Emotional and Mental Health (SEN primary need type)
SEN	Special Educational Need
TA	Teacher assessment
UPN	Unique Pupil Number
UTW	Understanding of the World (EYFSP specific area of learning)
10% Most Deprived Areas	Term used in the contextual analysis in this Profile to show pupils living in the 10% most deprived areas <i>nationally</i> (based on IDACI scores). Note that it does not show your school's 10% most deprived pupils (and, in fact, 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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