



Super School Profile

John Ruskin (Main School)

2025

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About this Profile

Welcome to the 2025 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.

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 3 or more pupils, the arrow has a darker shade. The arrows do not indicate statistical significance.

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 - 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 6% (i.e. 3 x 2%).

Name of indicator

Your school's latest year's performance

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

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

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 & 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 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).

1a. Attainment & Progress Summary (2025)

John Ruskin (Main School)

Key to shading		School - Over Time										England - Over Time											
		within 1* of Eng		>1* below Eng		>3* below Eng		>1* above Eng		>3* above Eng		Eng 2022		Eng 2023		Eng 2024		Eng 2025		2025 Difference from England			
		School 2022	School 2023	School 2024	School 2025	School Change from 2024					Eng 2022	Eng 2023	Eng 2024	Eng 2025	2025 Difference from England								
*Number of pupils (see page 4 for explanation)						-15%	-5%	+5%	+15%					Provisional	-15%					-5%	+5%	+15%	
EYFSP	GLD	59%	65%	62%	50%	-12%					65%	67%	68%	68%	-18%								Section 1c
Yr1	Achieving Threshold	91%	91%	88%	80%	-8%					75%	79%	80%	80%	-								Section 1d
KS1 Expected Standard	Reading TA	75%	82%	-	-	-					67%	68%	-	-	-								Section 1e
	Writing TA	80%	77%	-	-	-					58%	60%	-	-	-								
	Maths TA	76%	81%	-	-	-					68%	70%	-	-	-								
KS1 Greater Depth	Reading TA	16%	23%	-	-	-					18%	19%	-	-	-								Section 1e
	Writing TA	13%	19%	-	-	-					8%	8%	-	-	-								
	Maths TA	16%	23%	-	-	-					15%	16%	-	-	-								
MTC	Achieving 20+	-	-	79%	75%	-4%					60%	63%	67%	-	-								Section 1f
KS2 Expected Standard	Reading Test	84%	80%	84%	76%	-8%					75%	73%	75%	75%	+1%								Section 1g
	Writing TA	87%	87%	86%	84%	-2%					70%	72%	72%	72%	+12%								
	Maths Test	85%	91%	89%	84%	-5%					72%	73%	74%	74%	+10%								
	RWM Test/TA	76%	74%	79%	75%	-4%					59%	60%	61%	62%	+13%								
	GPS Test	95%	93%	95%	82%	-13%					73%	73%	73%	73%	+9%								
KS2 Higher Standard	Reading Test	38%	50%	32%	36%	+4%					28%	29%	29%	33%	+3%								Section 1g
	Writing TA	29%	26%	25%	13%	-12%					13%	13%	13%	13%	-								
	Maths Test	29%	35%	49%	35%	-14%					23%	24%	24%	26%	+9%								
	RWM Test/TA	18%	15%	16%	7%	-9%					7%	8%	8%	8%	-1%								
	GPS Test	53%	63%	53%	64%	+11%					28%	30%	32%	30%	+34%								
-2 -1 0 +1 +2																							
-2 -1 0 +1 +2																							
KS2 Progress	Reading Prog Score	+0.5	+1.3	-	-	-					-	-	-	-	-								Section 1g
	Writing Prog Score	+2.7	+1.5	-	-	-					-	-	-	-	-								
	Maths Prog Score	+0.5	+2.5	-	-	-					-	-	-	-	-								

1b. Vulnerable Groups Summary (2025)

John Ruskin (Main School)

England average (All pupils):		EYFSP GLD Eng: 68%	YR1 Phonics 32+ Eng: 80%	MTC 20+ 2024 Eng: 67%	KS2 (Expected +)		
					Reading Eng: 75%	Writing Eng: 72%	Maths Eng: 74%
All Pupils	All	50% (54)	80% (54)	75% (60)	76% (55)	84% (55)	84% (55)
Gender	Female	74% (27)	91% (23)	82% (33)	76% (21)	76% (21)	76% (21)
	Male	26% (27)	71% (31)	67% (27)	76% (34)	88% (34)	88% (34)
Disadv.	Disadvantaged	48% (23)	76% (29)	78% (32)	70% (27)	81% (27)	78% (27)
	Other	52% (31)	84% (25)	70% (27)	82% (28)	86% (28)	89% (28)
Term Born	Autumn	68% (19)	79% (19)	94% (18)	74% (19)	79% (19)	84% (19)
	Spring	45% (22)	92% (12)	76% (21)	100% (16)	100% (16)	94% (16)
	Summer	31% (13)	74% (23)	55% (20)	60% (20)	75% (20)	75% (20)
Language	English	45% (33)	79% (43)	74% (38)	75% (28)	79% (28)	79% (28)
	Not English	60% (20)	82% (11)	76% (21)	76% (25)	88% (25)	88% (25)
SEN	No SEN	66% (38)	100% (39)	84% (49)	84% (45)	91% (45)	91% (45)
	SEN Support	14% (14)	36% (11)	25% (4)	40% (5)	60% (5)	60% (5)
	EHCP		0% (4)	33% (6)	40% (5)	40% (5)	40% (5)
Ethnic Group	Asian	67% (6)	70% (10)	86% (7)	100% (4)	100% (4)	100% (4)
	Black	44% (18)	70% (20)	88% (24)	76% (29)	83% (29)	83% (29)
	Mixed	80% (5)	83% (6)	13% (8)	100% (4)	100% (4)	100% (4)
	White	50% (8)	93% (14)	71% (14)	62% (13)	69% (13)	69% (13)
	Other	67% (9)		100% (6)	80% (5)	100% (5)	100% (5)

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

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

	>1* below Eng.
	>3* below Eng.

*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.

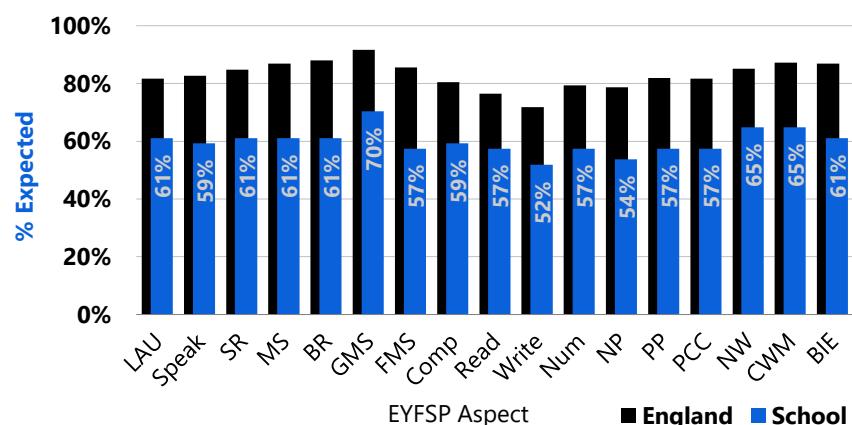
1c. Early Years Foundation Stage Profile (2025)

John Ruskin (Main School)

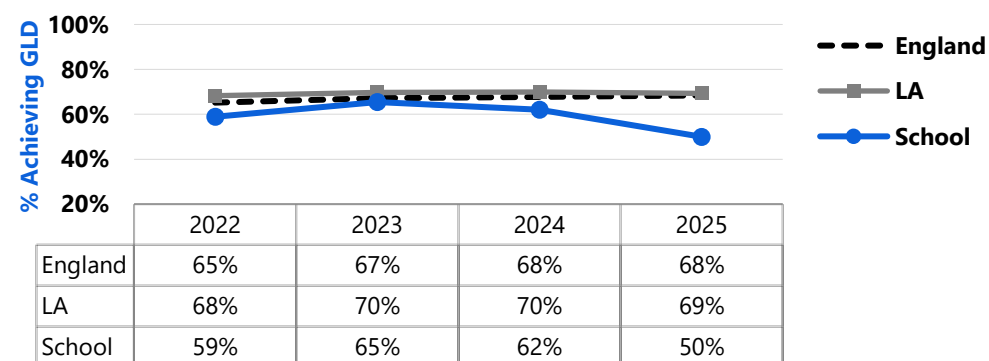
i) % Achieving Expected Level in Each Aspect of Learning

Aspect				Expected									
				School				LA		England			
				2022	2023	2024	2025 (54 Pupils)	2024	2025	2024	2025		
Good Level of Development	CL	Listening, attention and understanding	LAU	64%	71%	66%	61%	79%	79%	↓	82%	82%	↓
		Speaking	Speak	64%	69%	64%	59%	80%	79%	↓	82%	83%	↓
	PSED	Self-regulation	SR	75%	75%	76%	61%	83%	82%	↓	85%	85%	↓
		Managing self	MS	75%	76%	76%	61%	85%	84%	↓	87%	87%	↓
		Building relationships	BR	75%	80%	76%	61%	86%	85%	↓	88%	88%	↓
	PD	Gross motor skills	GMS	82%	78%	76%	70%	90%	91%	↓	92%	92%	↓
		Fine motor skills	FMS	71%	75%	69%	57%	84%	83%	↓	86%	86%	↓
	Lit	Comprehension	Comp	63%	73%	62%	59%	78%	78%	↓	80%	80%	↓
		Word reading	Read	63%	78%	69%	57%	77%	76%	↓	76%	77%	↓
		Writing	Write	63%	69%	62%	52%	73%	73%	↓	71%	72%	↓
	Math	Numbers	Num	68%	69%	69%	57%	79%	79%	↓	79%	79%	↓
		Numerical patterns	NP	63%	67%	67%	54%	79%	78%	↓	78%	79%	↓
	UTW	Past and present	PP	63%	67%	66%	57%	80%	80%	↓	82%	82%	↓
		People, culture and communities	PCC	63%	67%	66%	57%	81%	80%	↓	81%	82%	↓
The natural world		NW	64%	73%	67%	65%	83%	82%	↓	85%	85%	↓	
Creating with materials		CWM	70%	75%	67%	65%	86%	85%	↓	87%	87%	↓	
Being imaginative and expressive		BIE	71%	75%	67%	61%	85%	85%	↓	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 PVLs.



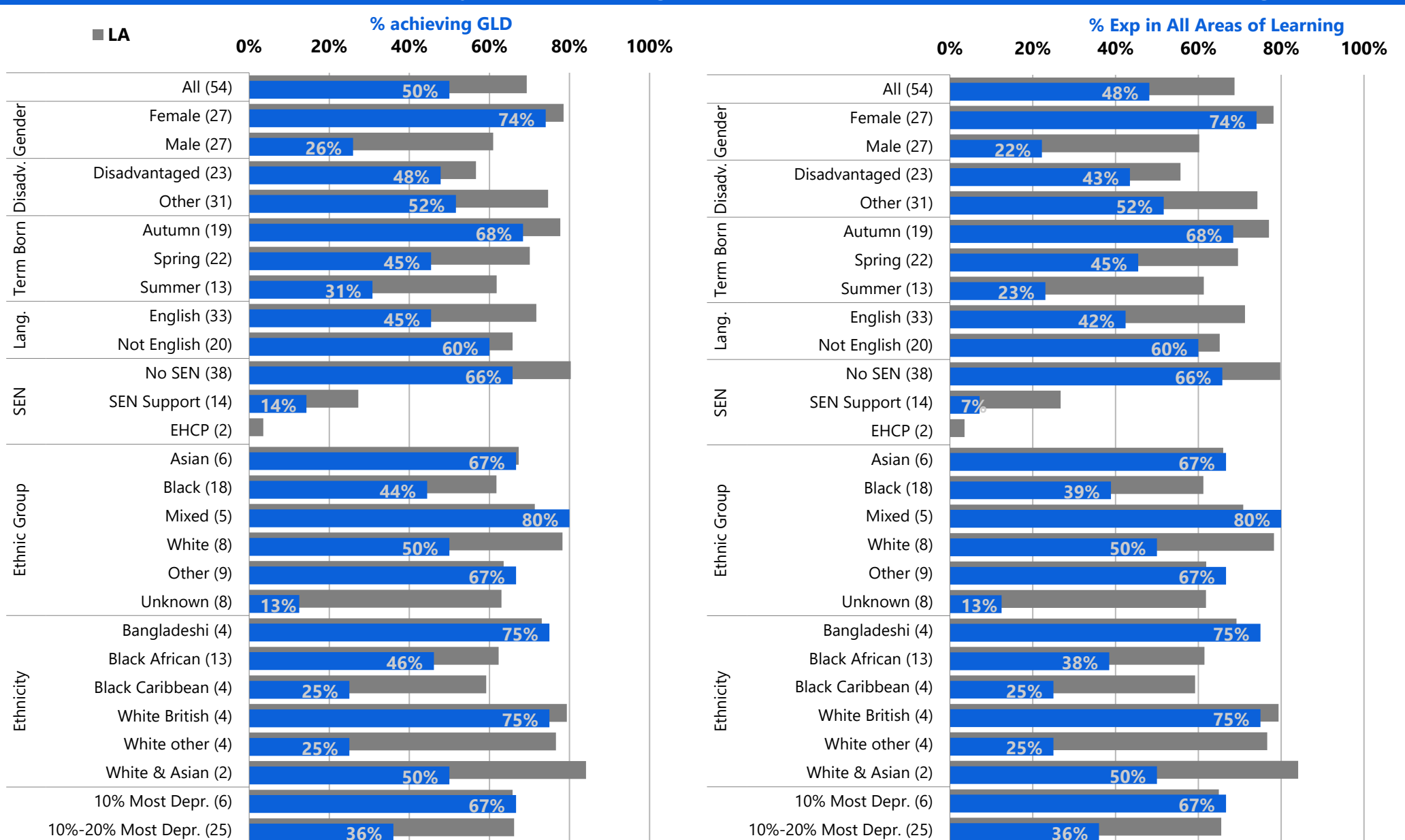
ii) % Achieving Good Level of Development (Time Series)



1c. Early Years Foundation Stage Profile (2025)

John Ruskin (Main School)

iii) Vulnerable Groups Analysis - % achieving GLD and % at Expectation in All Areas of Learning



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

Key to shading:

*Number of pupils (see page 4 for explanation)



>3* above All pupils



>1* above All pupils



>1* below All pupils



>3* below All pupils

		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
All		54	61%	59%	61%	61%	61%	70%	57%	59%	57%	52%	57%	54%	57%	57%	65%	65%	61%
Gender	Female	27	85%	85%	85%	81%	85%	93%	81%	81%	78%	74%	78%	74%	81%	81%	93%	89%	89%
	Male	27	37%	33%	37%	41%	37%	48%	33%	37%	37%	30%	37%	33%	33%	33%	37%	41%	33%
	Gap (Male - Female)		-48%	-52%	-48%	-40%	-48%	-45%	-48%	-44%	-41%	-44%	-41%	-41%	-48%	-48%	-56%	-48%	-56%
FSM	Eligible	24	63%	63%	58%	58%	58%	67%	54%	67%	58%	50%	63%	54%	58%	58%	67%	67%	67%
	Not eligible	30	60%	57%	63%	63%	63%	73%	60%	53%	57%	53%	53%	53%	57%	57%	63%	63%	57%
	Gap (Eligible - Not eligible)		+3%	+6%	-5%	-5%	-5%	-6%	-6%	+14%	+1%	-3%	+10%	+1%	+1%	+1%	+4%	+4%	+10%
Disadv.	Disadvantaged	23	65%	65%	61%	61%	61%	70%	57%	70%	61%	52%	65%	57%	61%	61%	70%	70%	70%
	Other	31	58%	55%	61%	61%	61%	71%	58%	52%	55%	52%	52%	52%	55%	55%	61%	61%	55%
	Gap (Disad. - Other)		+7%	+10%	-	-	-	-1%	-1%	+18%	+6%	-	+13%	+5%	+6%	+6%	+9%	+9%	+15%
SEN	No SEN	38	82%	79%	82%	82%	82%	89%	71%	76%	68%	66%	74%	68%	76%	76%	87%	84%	82%
	SEN Support	14	14%	14%	14%	14%	14%	29%	29%	21%	36%	21%	21%	21%	14%	14%	14%	21%	14%
	EHCP	2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Born	Autumn	19	68%	74%	74%	74%	74%	84%	84%	74%	84%	74%	74%	74%	79%	79%	79%	79%	79%
	Spring	22	64%	59%	64%	59%	59%	73%	45%	59%	45%	45%	55%	50%	55%	55%	68%	64%	59%
	Summer	13	46%	38%	38%	46%	46%	46%	38%	38%	38%	31%	38%	31%	31%	31%	38%	46%	38%

1c. Early Years Foundation Stage Profile (2025)

John Ruskin (Main School)

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

Key to shading:

*Number of pupils (see page 4 for explanation)



>3* above All pupils

>1* above All pupils



>1* below All pupils

>3* below All pupils

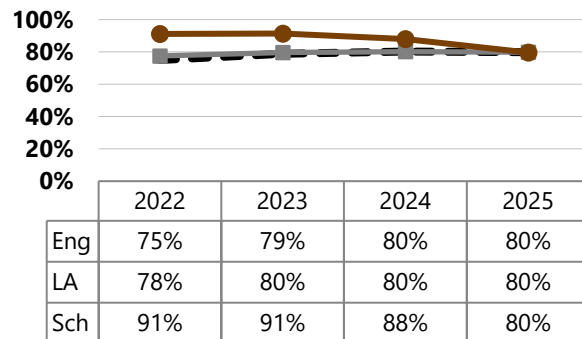
		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
All		54	61%	59%	61%	61%	61%	70%	57%	59%	57%	52%	57%	54%	57%	57%	65%	65%	61%
Lang.	English	33	61%	61%	58%	58%	58%	70%	58%	61%	55%	48%	58%	52%	58%	58%	64%	64%	64%
	Not English	20	65%	60%	65%	70%	65%	70%	60%	60%	65%	60%	60%	60%	60%	60%	65%	65%	60%
	Gap (EAL - Not EAL)		+4%	-1%	+7%	+12%	+7%	-	+2%	-1%	+10%	+12%	+2%	+8%	+2%	+2%	+1%	+1%	-4%
Ethnic Groups	Asian	6	67%	67%	67%	67%	67%	67%	67%	67%	83%	67%	67%	67%	67%	67%	67%	67%	67%
	Black	18	61%	61%	56%	61%	61%	72%	56%	67%	56%	50%	61%	50%	56%	56%	67%	67%	67%
	Mixed	5	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
	White	8	63%	63%	63%	63%	63%	63%	50%	63%	50%	50%	63%	63%	63%	63%	63%	63%	63%
	Other	9	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%
	Unknown	8	38%	25%	50%	38%	38%	75%	38%	13%	25%	13%	13%	13%	25%	25%	50%	50%	25%
Ethnicity	Bangladeshi	4	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
	Indian	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Black African	13	62%	54%	54%	62%	62%	62%	46%	62%	54%	46%	62%	46%	46%	46%	54%	62%	54%
	Black Caribbean	4	50%	75%	50%	50%	50%	100%	75%	75%	50%	50%	50%	50%	75%	75%	100%	75%	100%
	Black Other	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Chinese	1	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
	White & Asian	2	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
	White & BI African	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Other Mixed	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	White British	4	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
	White Other	4	50%	50%	50%	50%	50%	50%	25%	50%	25%	25%	50%	50%	50%	50%	50%	50%	50%
	Any Other Ethnicity	9	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%

1d. Year 1 Phonics (2025)

John Ruskin (Main School)

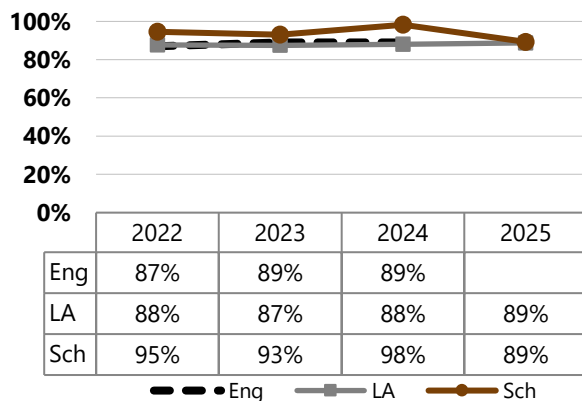
i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2024
80%	80%	80%	88% ↓
54 pupils			

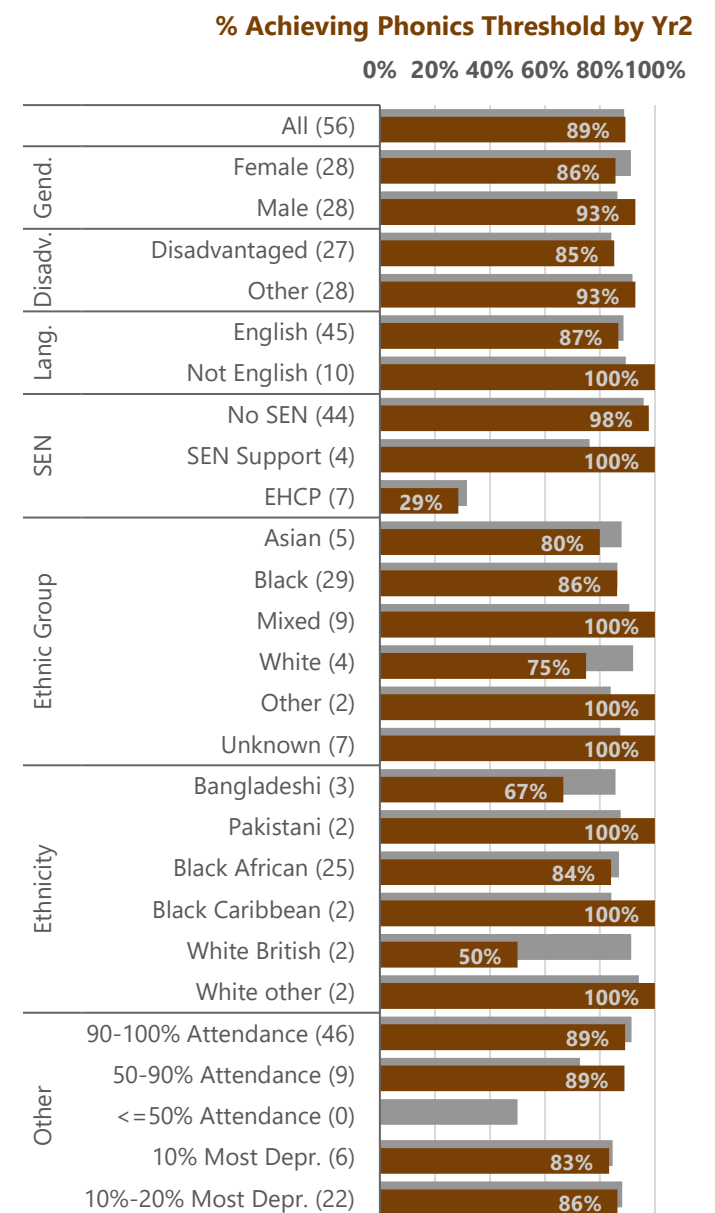
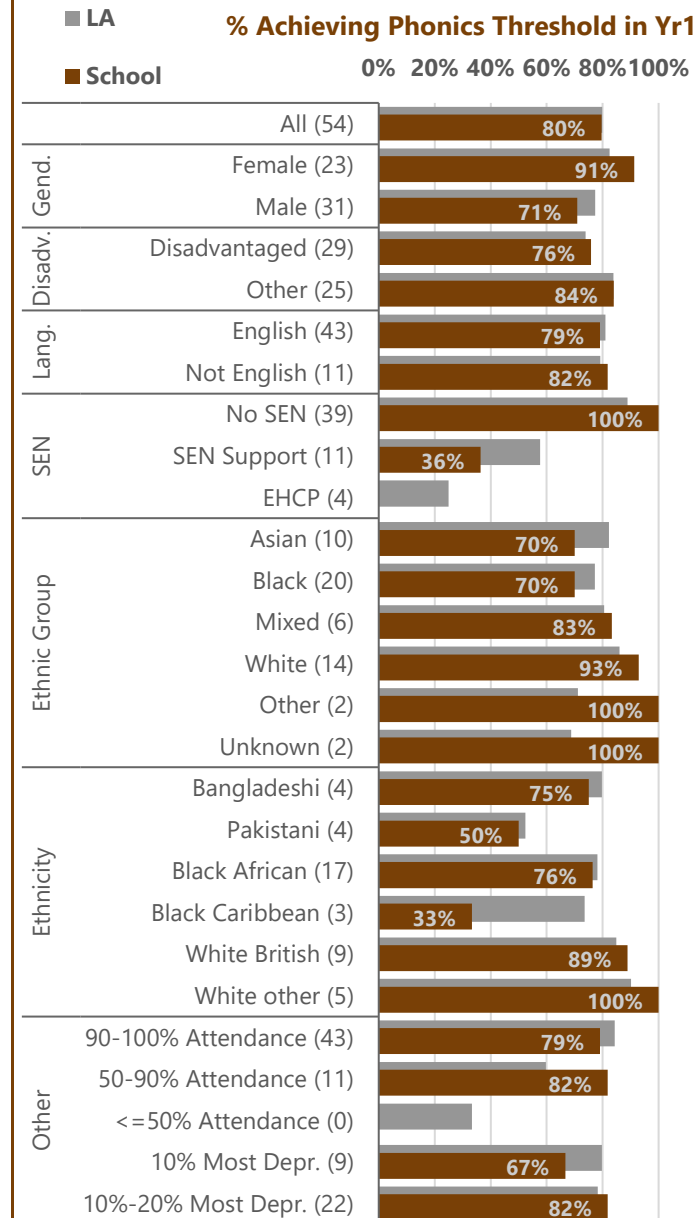


ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)

School	Comparisons	
	LA	Eng. 2024
89%	89%	89%
56 pupils		

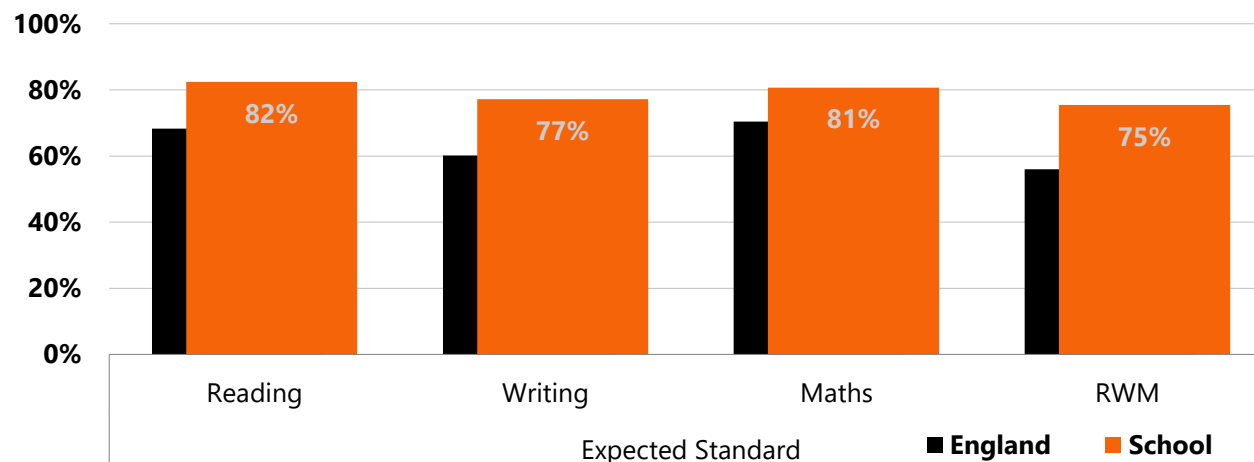


iii) Vulnerable Groups Analysis



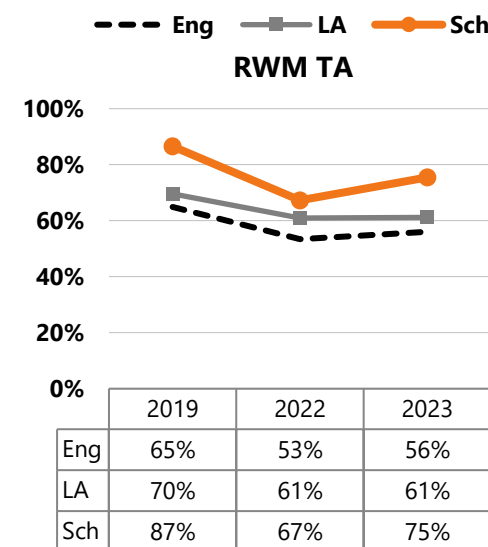
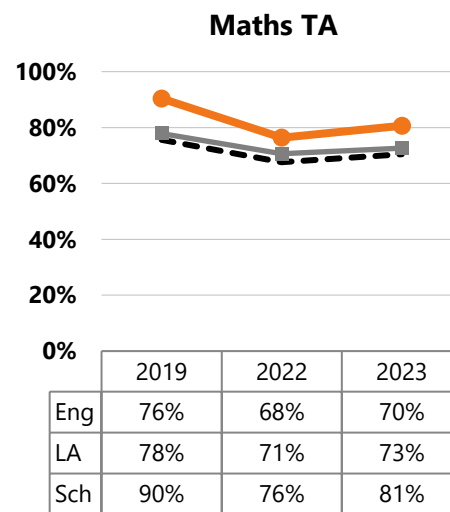
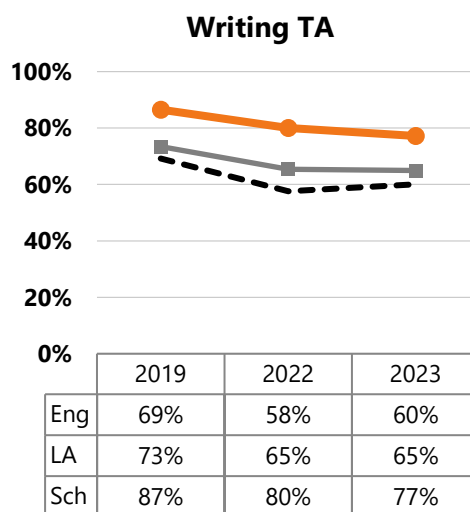
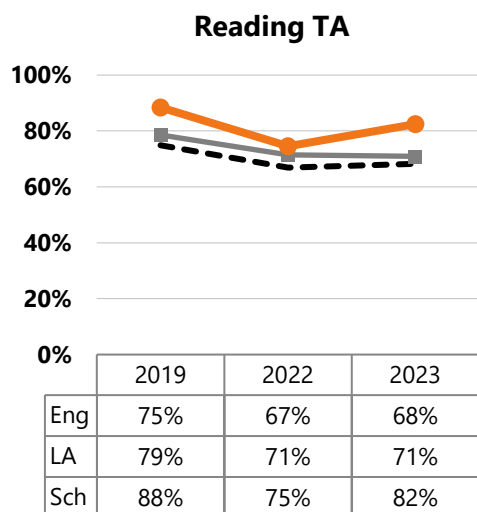
i) % Reaching Expected Standard

Indicator		School (57 Pupils)	Comparisons	
			LA	England
% Expected	Reading	82%	71% ↑	68% ↑
	Writing	77%	65% ↑	60% ↑
	Maths	81%	73% ↑	70% ↑
	RWM	75%	61% ↑	56% ↑



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

ii) % Reaching Expected Standard (Time Series)



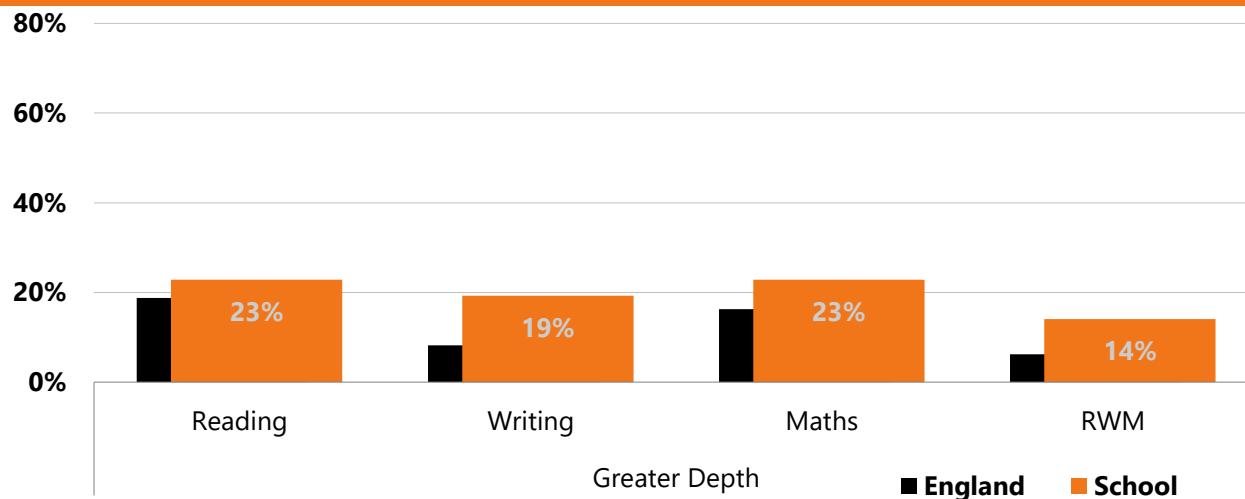
1e. Key Stage 1 (2023)

John Ruskin (Main School)

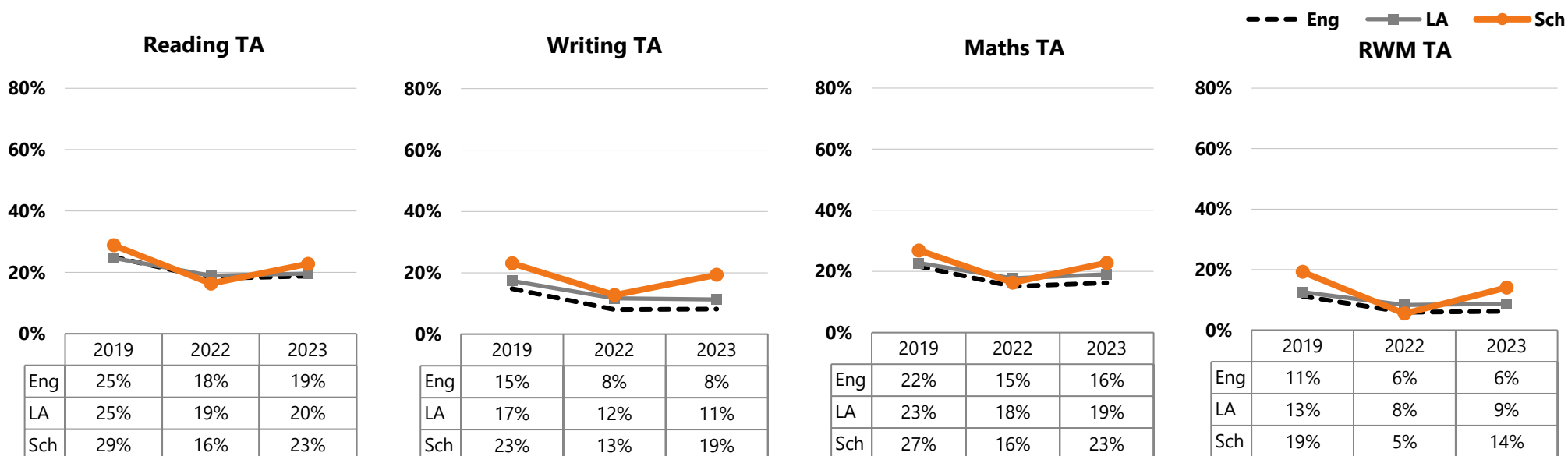
iii) % Working at Greater Depth

Indicator		School (57 Pupils)	Comparisons	
			LA	England
% Greater Depth	Reading	23%	20% ↑	19% ↑
	Writing	19%	11% ↑	8% ↑
	Maths	23%	19% ↑	16% ↑
	RWM	14%	9% ↑	6% ↑

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



iv) % at Greater Depth (Time Series)

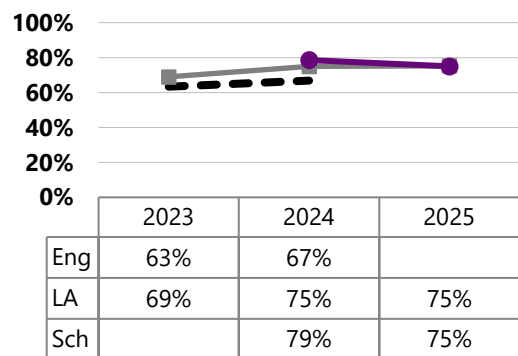


1f. Year 4 Multiplication Tables Check (2025)

John Ruskin (Main School)

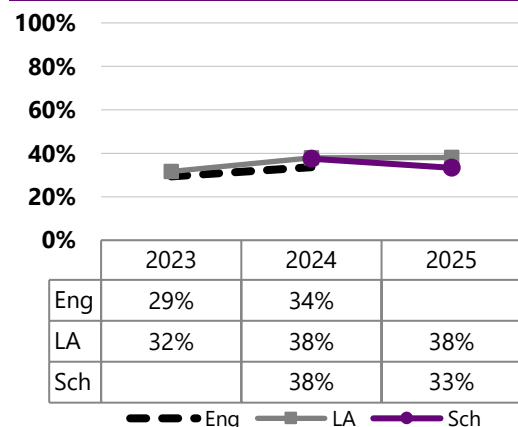
i) % scoring 20 marks or above

School	Comparisons		
	LA	Eng. 2024	Sch 2024
75%	75%	67% ↑	79% ↓
60 pupils			

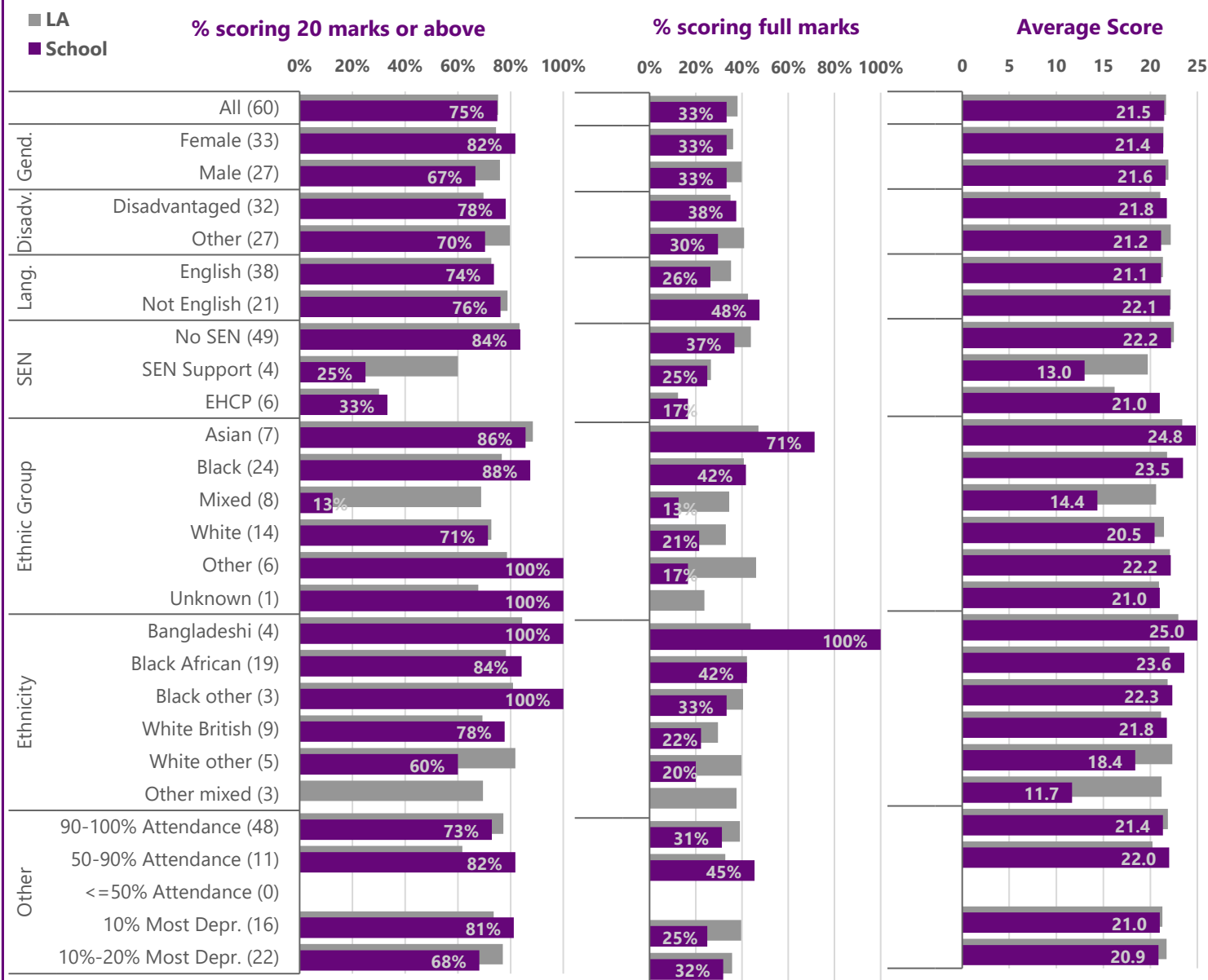


ii) % scoring full marks

School	Comparisons		
	LA	Eng. 2024	Sch 2024
33%	38% ↓	34%	38% ↓
60 pupils			



iii) Vulnerable Groups Analysis



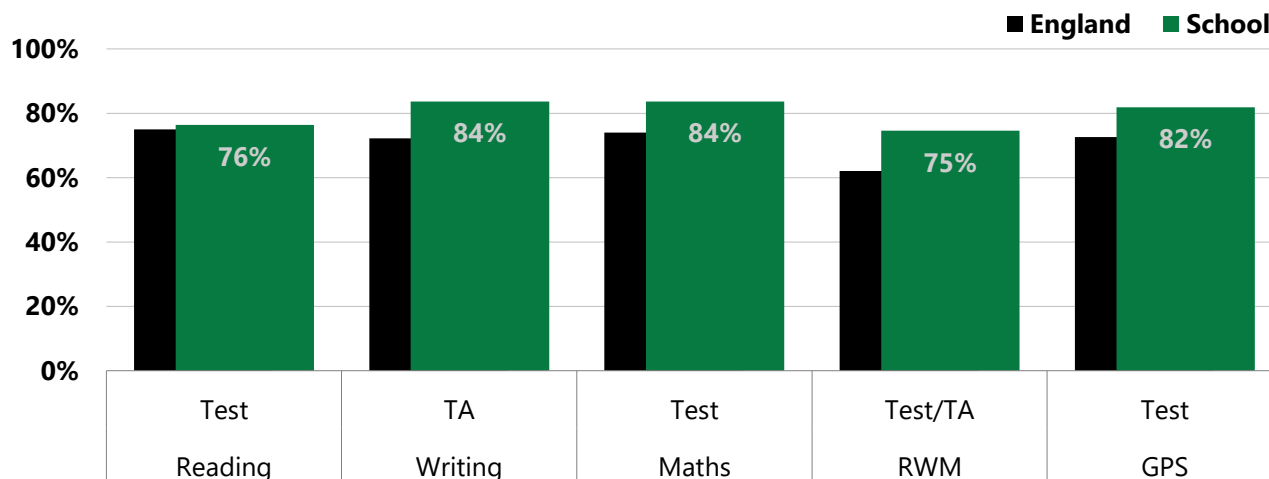
NB. Not all schools provided 2025 MTC data so the local authority comparisons are currently for a subset of all schools.

1g. Key Stage 2 (2025)

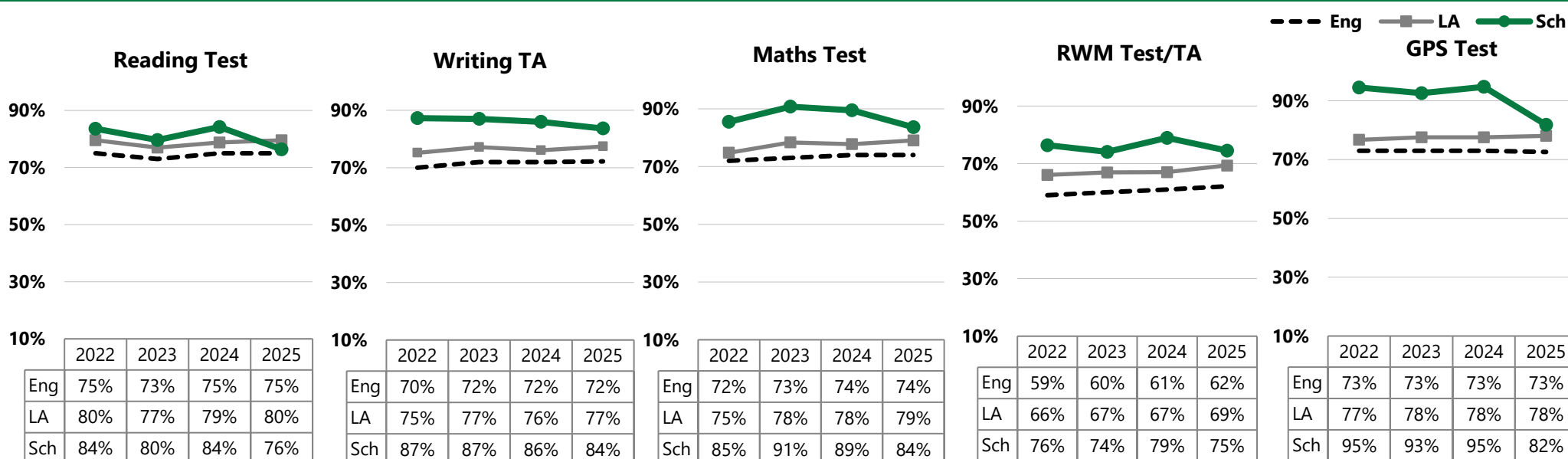
John Ruskin (Main School)

i) % Reaching Expected Standard (Test and TA)

Indicator		School (55 Pupils)	Comparisons	
			LA	England
Reading	Test	76%	80% ↓	75%
Writing	TA	84%	77% ↑	72% ↑
Maths	Test	84%	79% ↑	74% ↑
RWM	Test/TA	75%	69% ↑	62% ↑
GPS	Test	82%	78% ↑	73% ↑

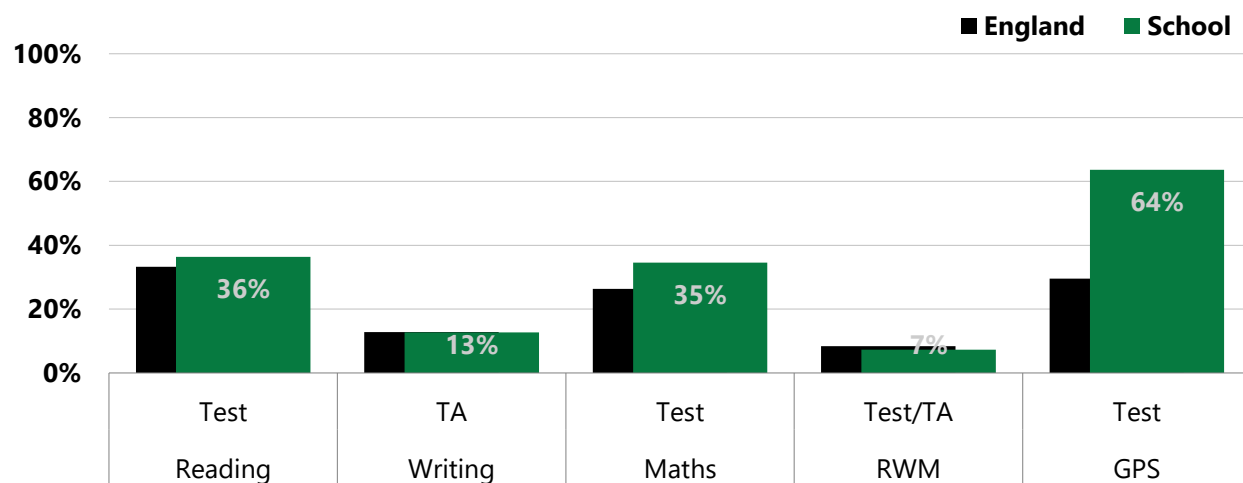


ii) % Reaching Expected Standard (Time Series)

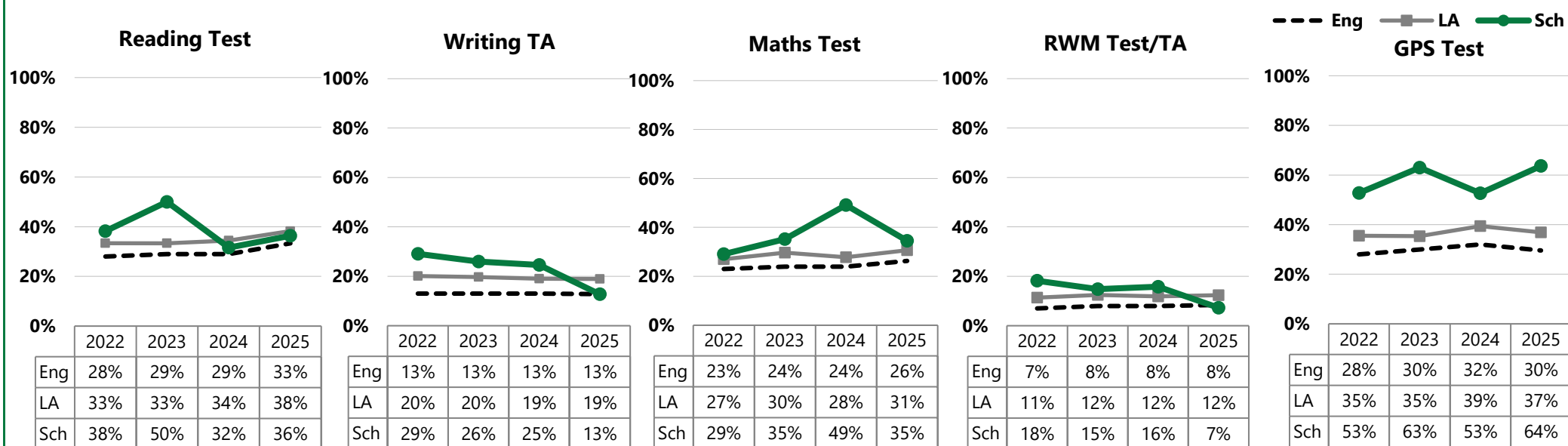


iii) % Reaching a Higher Standard (Test and TA)

Indicator		School (55 Pupils)	Comparisons	
			LA	England
Reading	Test	36%	38% ↓	33% ↑
Writing	TA	13%	19% ↓	13%
Maths	Test	35%	31% ↑	26% ↑
RWM	Test/TA	7%	12% ↓	8%
GPS	Test	64%	37% ↑	30% ↑

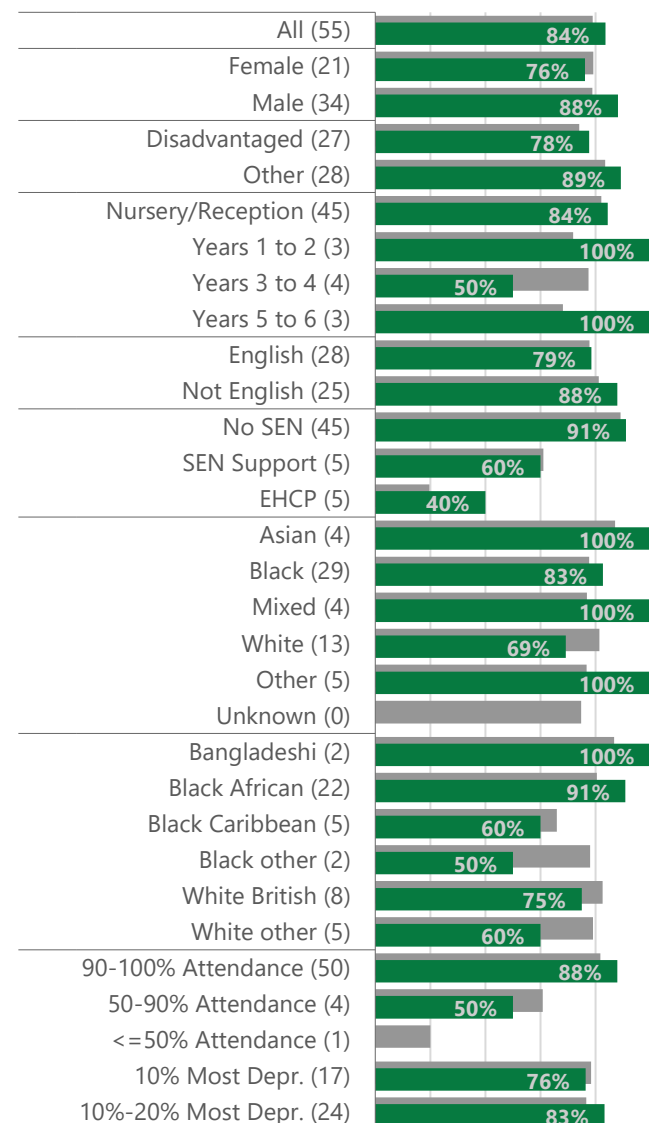
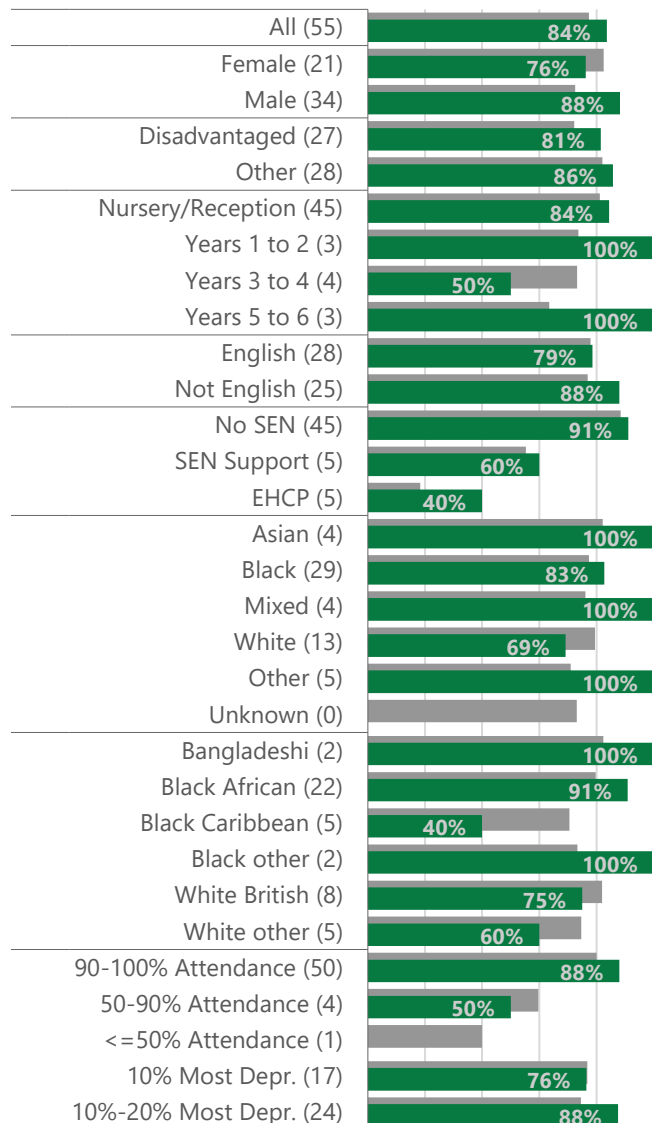
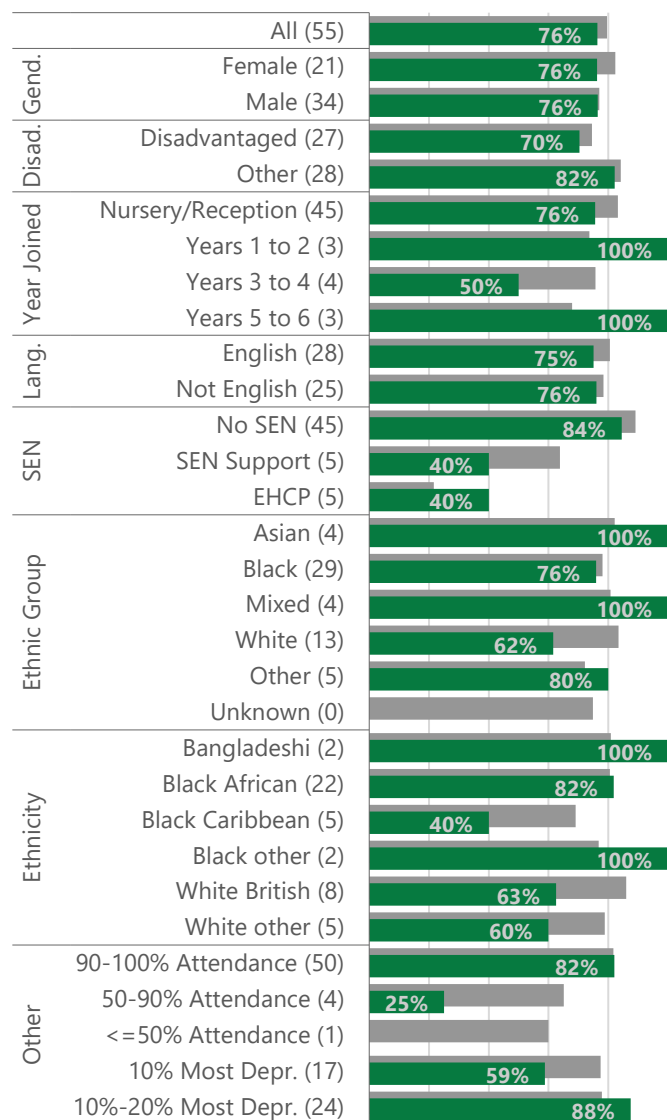


iv) % Reaching a Higher Standard (Time Series)



v) Vulnerable Groups Analysis

■ LA ■ School

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

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

Key to shading (on Exp + only):

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

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		55	76%	36%	84%	13%	84%	35%	75%	7%	82%	64%
Gender	Female	21	76%	43%	76%	19%	76%	29%	76%	10%	76%	57%
	Male	34	76%	32%	88%	9%	88%	38%	74%	6%	85%	68%
	Gap (Male - Female)		-	-11%	+12%	-10%	+12%	+9%	-2%	-4%	+9%	+11%
FSM	Eligible	27	70%	33%	81%	4%	78%	33%	67%	4%	78%	59%
	Not eligible	28	82%	39%	86%	21%	89%	36%	82%	11%	86%	68%
	Gap (Eligible - Not eligible)		-12%	-6%	-5%	-17%	-11%	-3%	-15%	-7%	-8%	-9%
Disadv.	Disadvantaged	27	70%	33%	81%	4%	78%	33%	67%	4%	78%	59%
	Other	28	82%	39%	86%	21%	89%	36%	82%	11%	86%	68%
	Gap (Disadvantaged - Other)		-12%	-6%	-5%	-17%	-11%	-3%	-15%	-7%	-8%	-9%
SEN	No SEN	45	84%	44%	91%	16%	91%	40%	84%	9%	91%	73%
	SEN Support	5	40%	0%	60%	0%	60%	20%	40%	0%	40%	40%
	EHCP	5	40%	0%	40%	0%	40%	0%	20%	0%	40%	0%
Born	Autumn	19	74%	37%	79%	26%	84%	37%	74%	11%	79%	68%
	Spring	16	100%	38%	100%	6%	94%	38%	94%	6%	100%	88%
	Summer	20	60%	35%	75%	5%	75%	30%	60%	5%	70%	40%
Att.	95-100% Attendance	37	84%	38%	89%	16%	92%	38%	84%	8%	89%	76%
	90-95% Attendance	13	77%	46%	85%	8%	77%	38%	69%	8%	85%	54%
	85-90% Attendance	2	50%	0%	50%	0%	50%	0%	50%	0%	50%	0%
	80-85% Attendance	2	0%	0%	50%	0%	50%	0%	0%	0%	0%	0%
	<=80% Attendance	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

Key to shading (on Exp + only):

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

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		55	76%	36%	84%	13%	84%	35%	75%	7%	82%	64%
EAL	English	28	75%	39%	79%	7%	79%	29%	71%	4%	75%	54%
	Not English	25	76%	36%	88%	20%	88%	44%	76%	12%	88%	76%
	Gap (Not English - English)		+1%	-3%	+9%	+13%	+9%	+15%	+5%	+8%	+13%	+22%
Ethnic Groups	Asian	4	100%	75%	100%	25%	100%	75%	100%	25%	100%	75%
	Black	29	76%	28%	83%	14%	83%	31%	72%	7%	83%	72%
	Mixed	4	100%	100%	100%	0%	100%	75%	100%	0%	100%	75%
	White	13	62%	38%	69%	15%	69%	8%	62%	8%	62%	31%
	Other	5	80%	0%	100%	0%	100%	60%	80%	0%	100%	80%
Ethnicity	Bangladeshi	2	100%	50%	100%	50%	100%	50%	100%	50%	100%	50%
	Asian Other	2	100%	100%	100%	0%	100%	100%	100%	0%	100%	100%
	Black African	22	82%	36%	91%	18%	91%	36%	82%	9%	91%	82%
	Black Caribbean	5	40%	0%	40%	0%	60%	0%	40%	0%	40%	40%
	Black Other	2	100%	0%	100%	0%	50%	50%	50%	0%	100%	50%
	White & Asian	1	100%	100%	100%	0%	100%	0%	100%	0%	100%	0%
	White & Black Caribbean	1	100%	100%	100%	0%	100%	100%	100%	0%	100%	100%
	Other Mixed	2	100%	100%	100%	0%	100%	100%	100%	0%	100%	100%
	White British	8	63%	38%	75%	25%	75%	13%	63%	13%	63%	25%
	White Other	5	60%	40%	60%	0%	60%	0%	60%	0%	60%	40%
	Any Other Ethnicity	5	80%	0%	100%	0%	100%	60%	80%	0%	100%	80%

vii) EYFSP to KS2 Transition Matrices

			Key Stage 2 - Reading Test			
Reading		Total Pupils	Below Expected	Expected Standard	Higher Standard	
EYFSP Reading	Emerging	12	6 50% LA: 48%	4 33% LA: 39%	2 17% LA: 13%	
	Expected	33	4 12% LA: 11%	16 48% LA: 47%	13 39% LA: 42%	
	Exceeding	6	0 0% LA: 1%	1 17% LA: 23%	5 83% LA: 75%	

			Key Stage 2 - Maths Test			
Maths		Total Pupils	Below Expected	Expected Standard	Higher Standard	
EYFSP Maths*	Emerging	13	5 38% LA: 53%	5 38% LA: 38%	3 23% LA: 9%	
	Expected	32	1 3% LA: 11%	21 66% LA: 56%	10 31% LA: 33%	
	Exceeding	6	0 0% LA: 0%	1 17% LA: 28%	5 83% LA: 72%	

			Key Stage 2 - Writing TA			
Writing		Total Pupils	Below Expected	Expected Standard	Greater Depth	
EYFSP Writing	Emerging	14	7 50% LA: 53%	7 50% LA: 44%	0 0% LA: 3%	
	Expected	32	0 0% LA: 10%	29 91% LA: 69%	3 9% LA: 21%	
	Exceeding	6	0 0% LA: 1%	2 33% LA: 40%	4 67% LA: 59%	

* 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 2

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

2a. School Census Analysis (Jan 2025)

John Ruskin (Main School)

Pupil Breakdown by Contextual Characteristic (1)

474 Pupils on roll in Jan 2025		School - Jan 2025										LA		School - Trend over time							
Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School	0%	50%	100%	Jan 2025	2021	2022	2023	2024	2025	Trend	
	Total Roll	50	57	56	60	62	63	67	59	474						484	490	480	477	474	
Gen-der	Female	19	28	26	31	31	32	29	22	218	46.0%			49.3%	-3.3%	46.9%	46.3%	47.3%	47.0%	46.0%	
	Male	31	29	30	29	31	31	38	37	256	54.0%			50.7%	+3.3%	53.1%	53.7%	52.7%	53.0%	54.0%	
FSM	Eligible	0	25	30	32	35	33	54	31	240	50.6%			38.8%	+11.8%	39.3%	41.6%	41.9%	48.6%	50.6%	
	Not Eligible	50	32	26	28	27	30	13	28	234	49.4%			61.2%	-11.8%	60.7%	58.4%	58.1%	51.4%	49.4%	
Joined School	Joined in Reception / Nursery	50	57	54	50	50	51	45	45	402	84.8%			80.6%	+4.2%	88.8%	88.4%	89.2%	87.6%	84.8%	
	Joined in Year 1 or 2			2	10	7	6	7	5	37	7.8%			8.7%	-0.9%	5.6%	5.7%	5.6%	6.1%	7.8%	
	Joined in Year 3 or 4					5	6	10	4	25	5.3%			8.6%	-3.3%	4.3%	4.7%	4.0%	5.2%	5.3%	
	Joined in Year 5 or 6							5	5	10	2.1%			2.1%	-	1.2%	1.2%	1.3%	1.0%	2.1%	
SEN Stage	No Special Educational Need	46	40	41	47	44	50	45	45	358	75.5%			78.6%	-3.1%	81.8%	79.0%	77.1%	76.1%	75.5%	
	SEN Support	4	14	11	4	9	4	9	5	60	12.7%			16.8%	-4.1%	10.5%	11.6%	14.2%	13.0%	12.7%	
	EHCP / Statement	0	3	4	9	9	9	13	9	56	11.8%			4.6%	+7.2%	7.6%	9.4%	8.8%	10.9%	11.8%	
SEN Primary Need	Autistic Spectrum Disorder	1	5	5	9	3	6	9	5	43	9.1%			5.1%	+4.0%	5.6%	5.5%	7.5%	8.8%	9.1%	
	Down Syndrome	0	1	0	0	0	0	0	0	1	0.2%			0.0%	+0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	
	Hearing Impairment	0	0	0	1	0	0	0	0	1	0.2%			0.2%	-	0.0%	0.0%	0.2%	0.0%	0.2%	
	Moderate Learning Difficulty	0	0	0	0	1	0	0	0	1	0.2%			1.2%	-1.0%	0.6%	1.0%	0.6%	0.4%	0.2%	
	Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0.0%			0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	
	Physical Disability	0	0	0	0	0	0	1	0	1	0.2%			0.3%	-0.1%	0.0%	0.0%	0.0%	0.4%	0.2%	
	Profound & Multiple Learning	0	0	0	0	0	0	0	0	0	0.0%			0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	
	Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0.0%			0.1%	-0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Social, Emotional & Mental Health	0	1	0	0	2	0	2	2	7	1.5%			3.2%	-1.7%	0.4%	0.6%	1.0%	1.3%	1.5%	
	Specific Learning Difficulty	0	0	0	0	0	0	1	0	1	0.2%			1.3%	-1.1%	0.0%	0.0%	0.0%	0.2%	0.2%	
	Speech, Language & Comm.	3	8	7	2	10	5	7	6	48	10.1%			8.0%	+2.1%	11.4%	13.5%	12.3%	10.7%	10.1%	
	Visual Impairment	0	0	0	0	1	0	0	0	1	0.2%			0.1%	+0.1%	0.0%	0.2%	0.2%	0.2%	0.2%	
	Other Difficulty/Disability	0	2	3	1	1	0	1	0	8	1.7%			0.4%	+1.3%	0.2%	0.2%	0.6%	0.8%	1.7%	
	No Specialist Assessment	0	0	0	0	0	2	1	1	4	0.8%			1.4%	-0.6%	0.0%	0.0%	0.4%	1.0%	0.8%	
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	11	6	9	8	11	16	10	19	90	19.0%			19.4%	-0.4%	18.4%	19.0%	19.0%	20.5%	19.0%	
	Band 1b: 10-20%	23	26	22	23	19	24	23	26	186	39.2%			34.4%	+4.8%	40.7%	40.2%	39.2%	35.2%	39.2%	
	Band 2: 20-40%	14	24	23	28	29	22	33	13	186	39.2%			26.0%	+13.2%	37.8%	37.1%	39.6%	41.9%	39.2%	
	Band 3: 40-60%	2	1	2	0	3	0	1	1	10	2.1%			10.2%	-8.1%	1.7%	2.9%	2.1%	2.1%	2.1%	
	Band 4: 60-80%	0	0	0	1	0	1	0	0	2	0.4%			8.2%	-7.8%	0.8%	0.2%	0.2%	0.2%	0.4%	
	Band 5: Least Deprived 20%	0	0	0	0	0	0	0	0	0	0.0%			1.8%	-1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	

2a. School Census Analysis (Jan 2025)

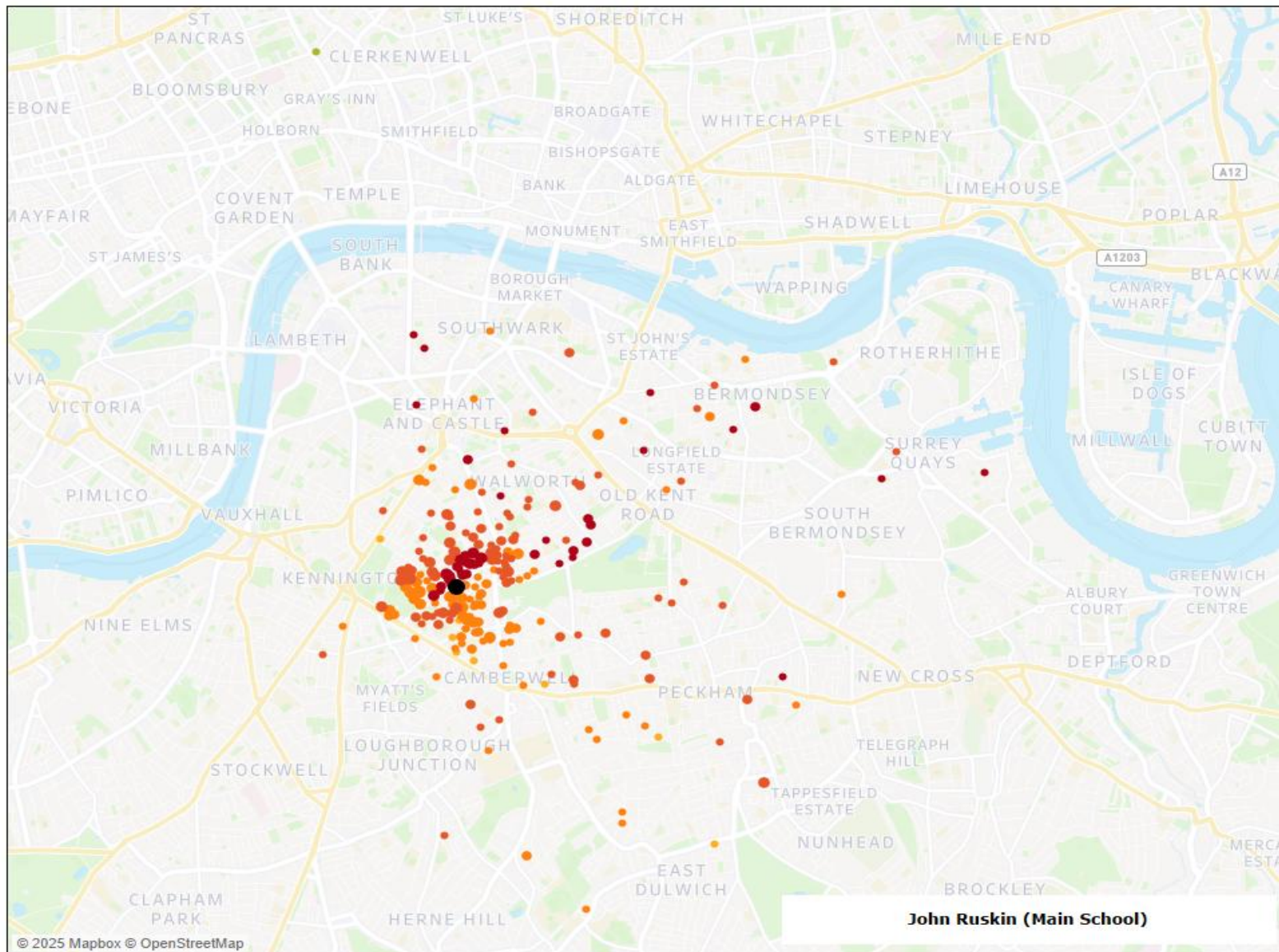
John Ruskin (Main School)

Pupil Breakdown by Contextual Characteristic (2)

474 Pupils on roll in Jan 2025		School - Jan 2025										LA		School - Trend over time								
Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School	0%	50%	100%	Jan 2025	2021	2022	2023	2024	2025	Trend		
Ethnicity	Asian or Asian British	6	6	10	5	6	7	7	4	51	10.8%				6.7%	+4.1%	8.7%	10.0%	10.2%	10.3%	10.8%	
	Bangladeshi	3	4	4	3	2	4	2	2	24	5.1%				2.4%	+2.7%	5.0%	5.7%	5.8%	5.0%	5.1%	
	Chinese	0	1	1	0	2	0	2	0	6	1.3%				0.8%	+0.5%	1.9%	2.2%	1.5%	1.0%	1.3%	
	Indian	0	1	0	0	0	0	0	0	1	0.2%				0.8%	-0.6%	0.0%	0.2%	0.0%	0.0%	0.2%	
	Pakistani	2	0	4	2	1	1	2	0	12	2.5%				0.8%	+1.7%	1.0%	1.2%	1.9%	1.9%	2.5%	
	Any Other Asian Background	1	0	1	0	1	2	1	2	8	1.7%				1.9%	-0.2%	2.7%	2.9%	2.5%	2.3%	1.7%	
	Black or Black British	16	20	20	31	27	24	36	31	205	43.2%				34.2%	+9.0%	46.3%	46.7%	45.8%	44.7%	43.2%	
	Black - African	12	14	17	26	25	19	27	23	163	34.4%				23.8%	+10.6%	36.8%	37.6%	37.1%	35.4%	34.4%	
	Black Caribbean	1	5	3	3	2	2	8	5	29	6.1%				6.2%	-0.1%	6.2%	6.5%	6.3%	6.7%	6.1%	
	Any Other Black Background	3	1	0	2	0	3	1	3	13	2.7%				4.2%	-1.5%	3.3%	2.7%	2.5%	2.5%	2.7%	
	Mixed	4	6	6	10	8	9	7	5	55	11.6%				15.2%	-3.6%	10.5%	12.7%	13.1%	12.8%	11.6%	
	White and Black African	1	2	0	3	1	2	0	0	9	1.9%				2.1%	-0.2%	1.9%	1.2%	2.3%	2.3%	1.9%	
	White and Black Caribbean	1	0	1	3	2	1	5	2	15	3.2%				3.4%	-0.2%	3.5%	3.7%	3.5%	3.4%	3.2%	
	White and Asian	0	2	2	3	0	2	0	1	10	2.1%				2.2%	-0.1%	0.6%	1.4%	1.5%	2.1%	2.1%	
	Any Other Mixed Background	2	2	3	1	5	4	2	2	21	4.4%				7.5%	-3.1%	4.5%	6.3%	5.8%	5.0%	4.4%	
	White	7	8	16	5	14	15	8	14	87	18.4%				30.9%	-12.5%	15.9%	19.0%	18.3%	19.5%	18.4%	
	White - British	7	4	10	3	11	10	5	9	59	12.4%				20.8%	-8.4%	8.9%	10.8%	10.8%	12.8%	12.4%	
	White - Irish	0	0	0	0	0	0	0	0	0	0.0%				0.5%	-0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Gypsy / Roma	0	0	0	0	0	0	0	0	0	0.0%				0.1%	-0.1%	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%				0.1%	-0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	
Any Other White Background	0	4	6	2	3	5	3	5	28	5.9%				9.4%	-3.5%	7.0%	8.2%	7.5%	6.7%	5.9%		
Other	4	9	2	3	6	7	8	5	44	9.3%				8.1%	+1.2%	9.9%	6.7%	7.9%	9.0%	9.3%		
Unknown	13	8	2	6	1	1	1	0	32	6.8%				4.9%	+1.9%	6.8%	2.7%	3.1%	3.8%	6.8%		
Refused	13	8	2	6	1	1	1	0	32	6.8%				2.1%	+4.7%	1.0%	1.0%	2.5%	2.9%	6.8%		
Information Not Yet Obtained	0	0	0	0	0	0	0	0	0	0.0%				2.8%	-2.8%	5.8%	1.6%	0.6%	0.8%	0.0%		
Lang.	English	35	35	44	50	42	41	36	32	315	66.5%			64.2%	+2.3%	37.8%	52.4%	59.0%	64.4%	66.5%		
	Not English	15	20	12	10	20	22	30	25	154	32.5%			35.7%	-3.2%	45.7%	40.6%	39.2%	34.6%	32.5%		
	Unknown	0	2	0	0	0	0	1	2	5	1.1%			0.1%	+1.0%	16.5%	6.9%	1.9%	1.0%	1.1%		

2b. Map of Pupil Residence (Jan 2025)

John Ruskin (Main School)



Map shows 458 pupils. Does not show 16 outside the map boundaries and 0 with missing or unrecognised postcode.

Key (Deprivation Band):

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

Questions to Consider

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

Note:

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

3. Pupil Behaviour

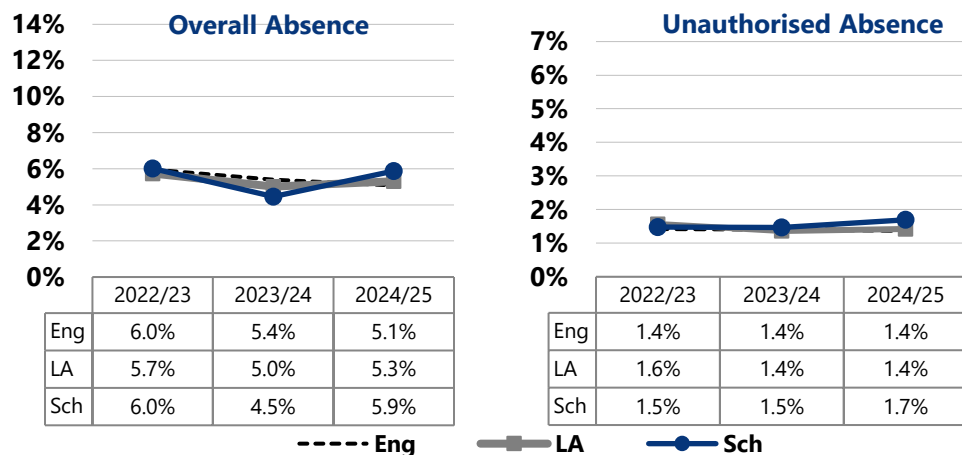
*Analysis of pupil absence
and exclusions*

N.B Analysis is for your whole school

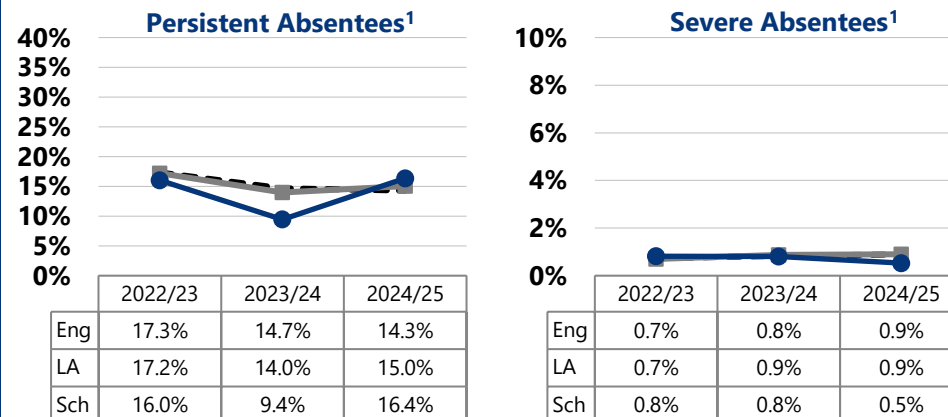
3a. Pupil Absence (Autumn & Spring Terms)

John Ruskin (Main School)

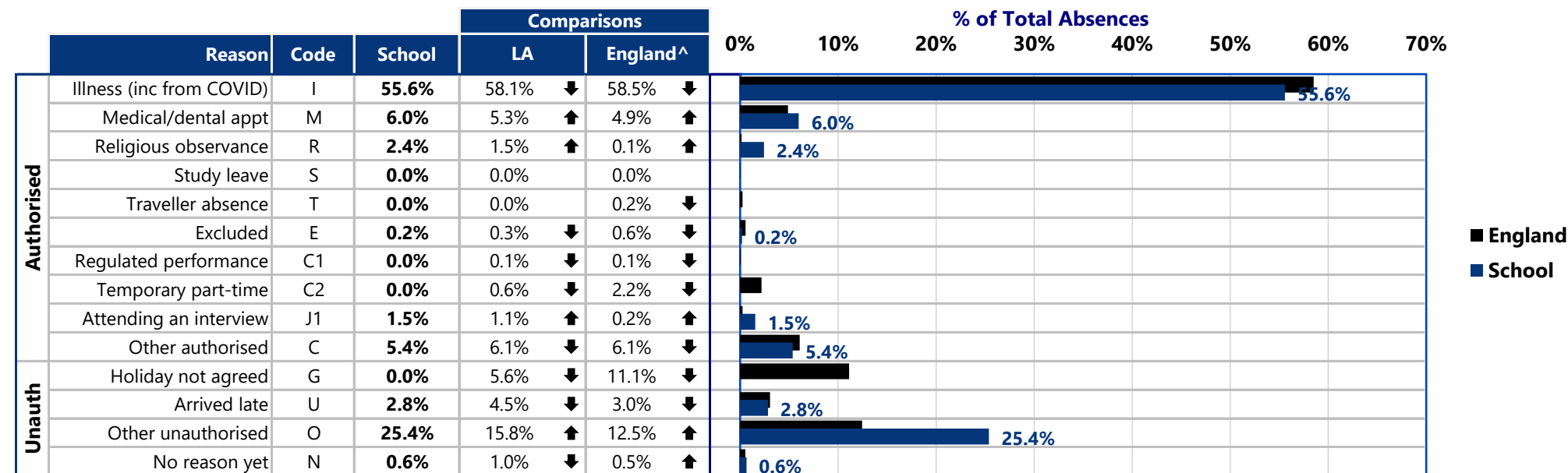
i) Overall & Unauthorised Absence - Aut/Spr[^]



ii) Persistent & Severe Absentees - Aut/Spr[^]



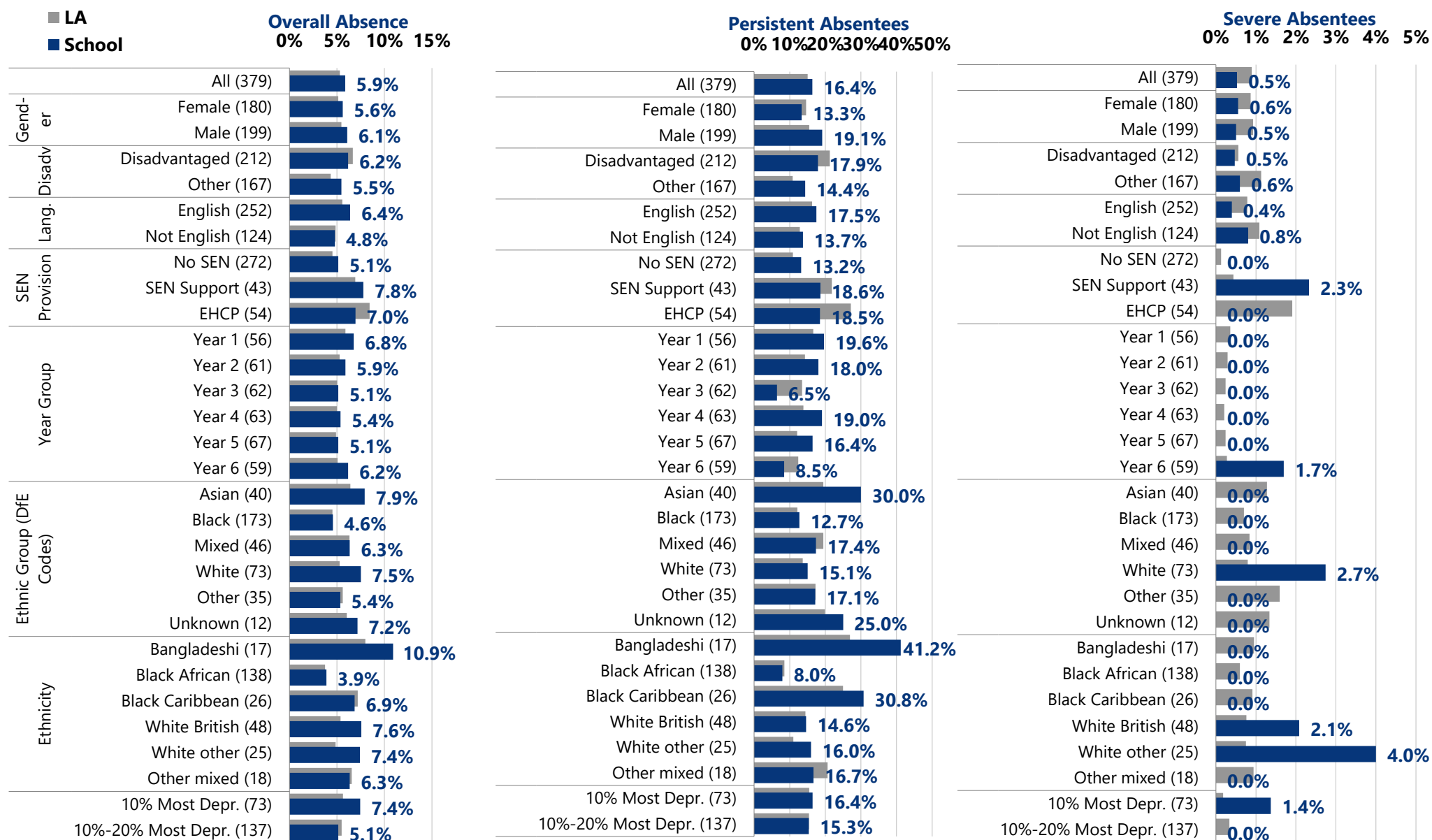
iii) % Absence by Reason - Autumn & Spring Terms



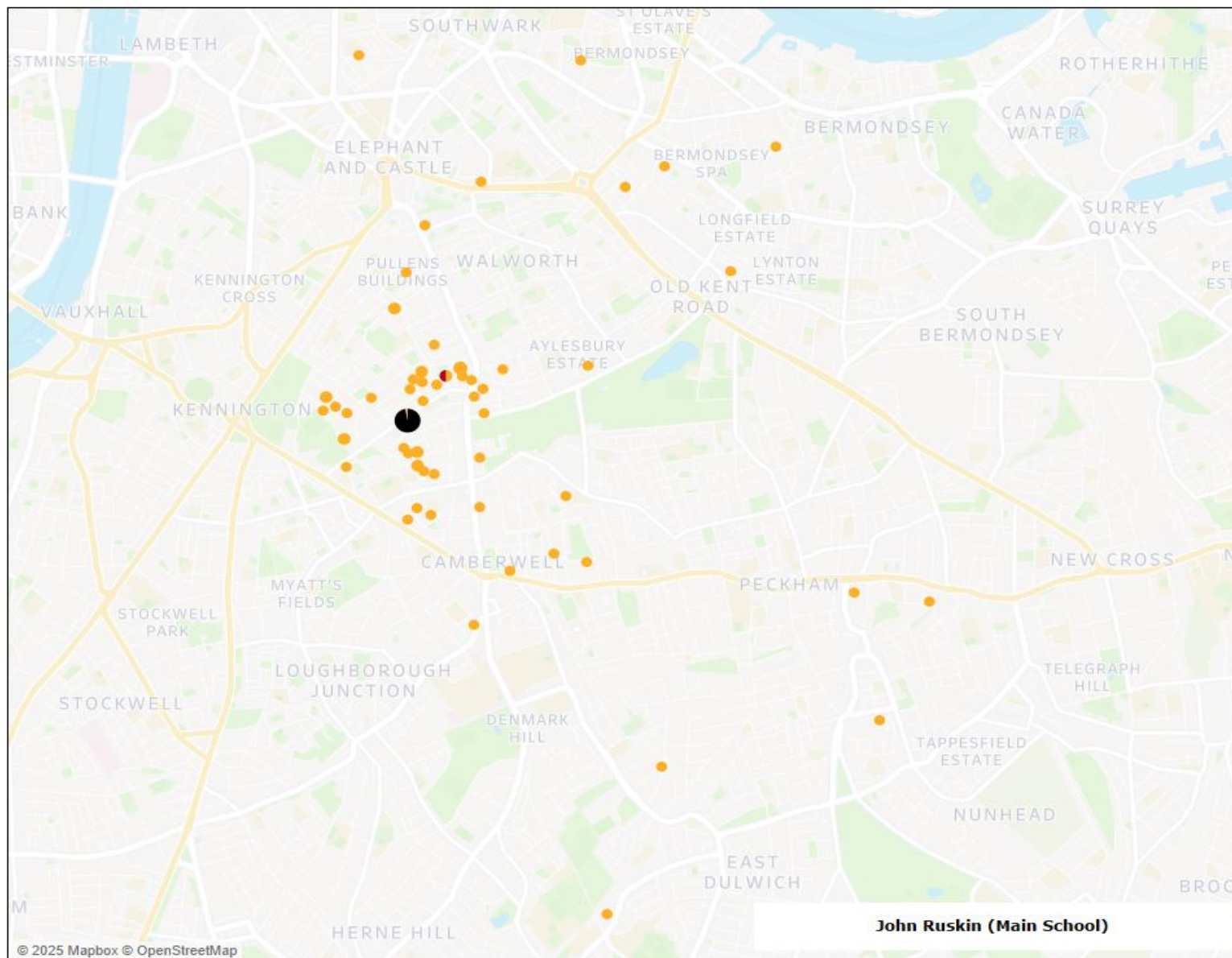
[^]England comparisons for 2024/25 are for the Autumn term only.

¹A 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.

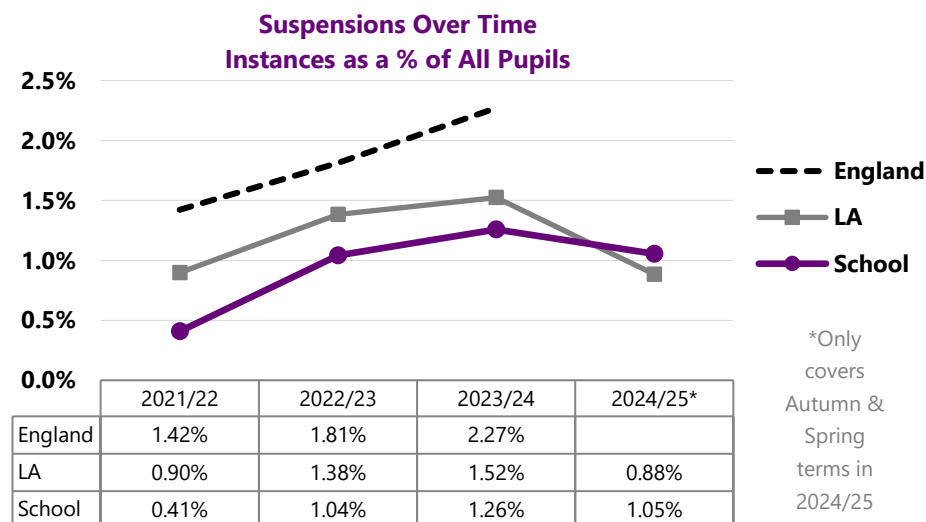
Pupils from Nursery and Reception are not plotted on the map.

3b. Exclusions & Suspensions (2024/25 Aut & Spr)

John Ruskin (Main School)

i) Headline Exclusions & Suspensions Indicators

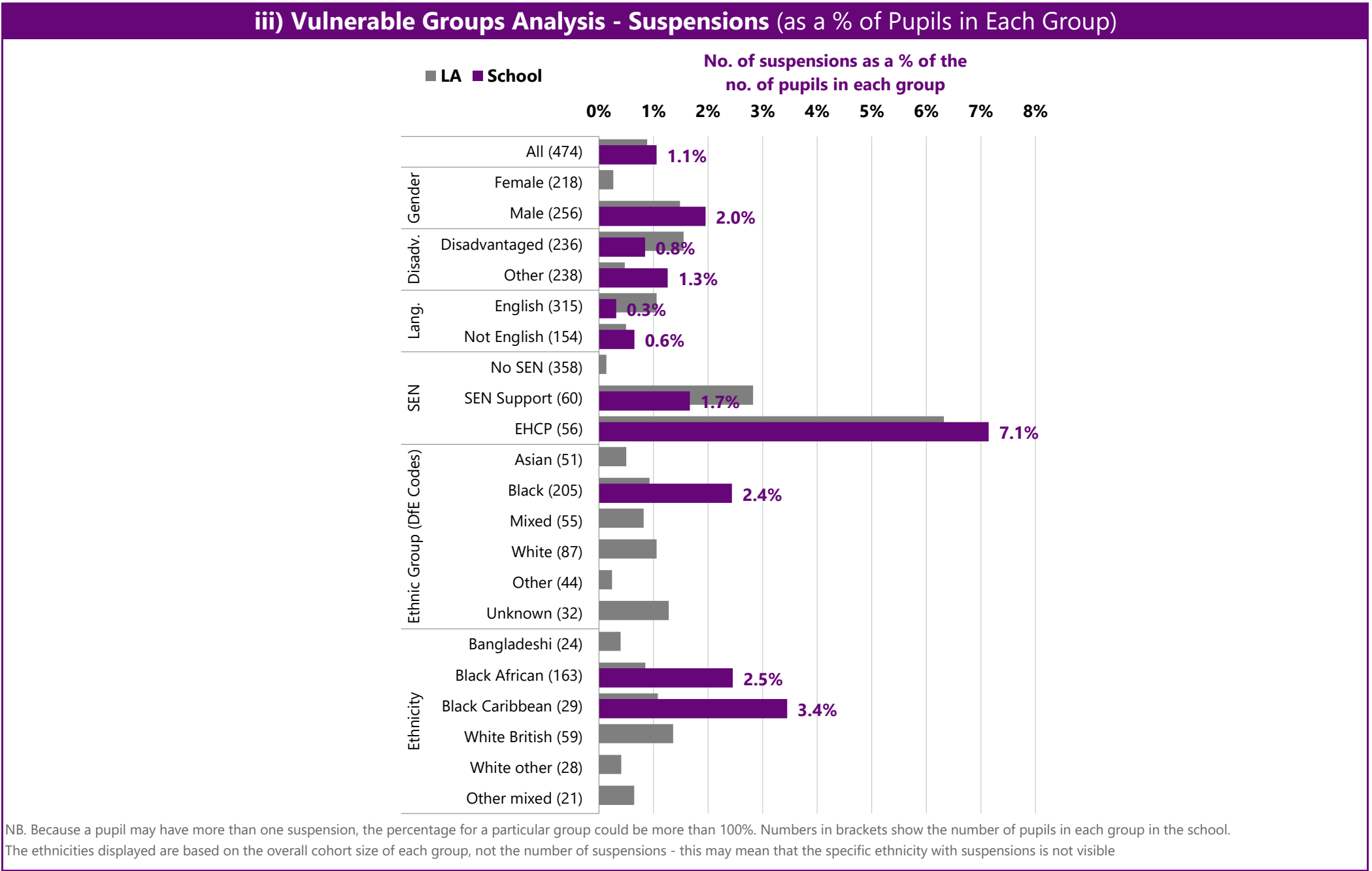
Indicator		Primary Comparisons			
		Sch (Aut/Spr 24/25)	LA (Aut/Spr 24/25)	Eng (Full Year 2023/24)	
Permanent Exclusions (% of all pupils)		0 0.00%	0.01% ↓	0.03%	
Suspensions	No. of instances (suspensions as a % of all pupils)	5 1.05%	0.88% ↑	2.27%	
	No. of pupils with suspensions (% of all pupils)	3 0.63%	0.51% ↑	0.99%	
	Average length in days of suspensions	1.4	1.6 ↓	1.9 ↓	
	0.5 to 5 Days	5 100.0%	98.9% ↑	98.8% ↑	
	6 to 15 days	0 0.0%	1.1% ↓	1.0% ↓	
	16+ Days	0 0.0%	0.0%	0.2% ↓	



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

Reason (Selected codes)	Code	Primary Comparisons [^]				% of all suspensions					
		Sch (Aut/Spr 24/25)	LA (Aut/Spr 24/25)	Eng (Full Year 2023/24)		0%	20%	40%	60%	80%	100%
Physical Assault Against a Pupil	PP	20.0%	23.4% ↓	17.8% ↑		LA 20.0%					
Physical Assault Against an Adult	PA	40.0%	30.4% ↑	24.9% ↑		School 40.0%					
Verbal abuse/threatening behaviour - adult	VA	0.0%	9.2% ↓	11.3% ↓							
Verbal abuse/threatening behaviour - pupil	VP	0.0%	1.6% ↓	4.9% ↓							
Offensive Weapon	OW	0.0%	0.5% ↓	0.9% ↓							
Bullying	BU	0.0%	0.5% ↓	0.6% ↓							
Abuse - Race	RA	0.0%	0.5% ↓	1.4% ↓							
Abuse - Sexual Orientation / Gender Identity	LG	0.0%	0.5% ↓	0.2% ↓							
Sexual Misconduct	SM	0.0%	0.5% ↓	0.4% ↓							
Damage	DM	0.0%	3.3% ↓	7.3% ↓							
Drugs and alcohol related	DA	0.0%	0.0%	0.1% ↓							
Persistent Disruptive Behaviour	DB	40.0%	28.8% ↑	29.4% ↑		School 40.0%					
Inappropriate Use of Online Technology	MT	0.0%	0.0%	0.3% ↓							
Public Health Transgression	PH	0.0%	0.0%	0.4% ↓							

[^] 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).



4. Staffing

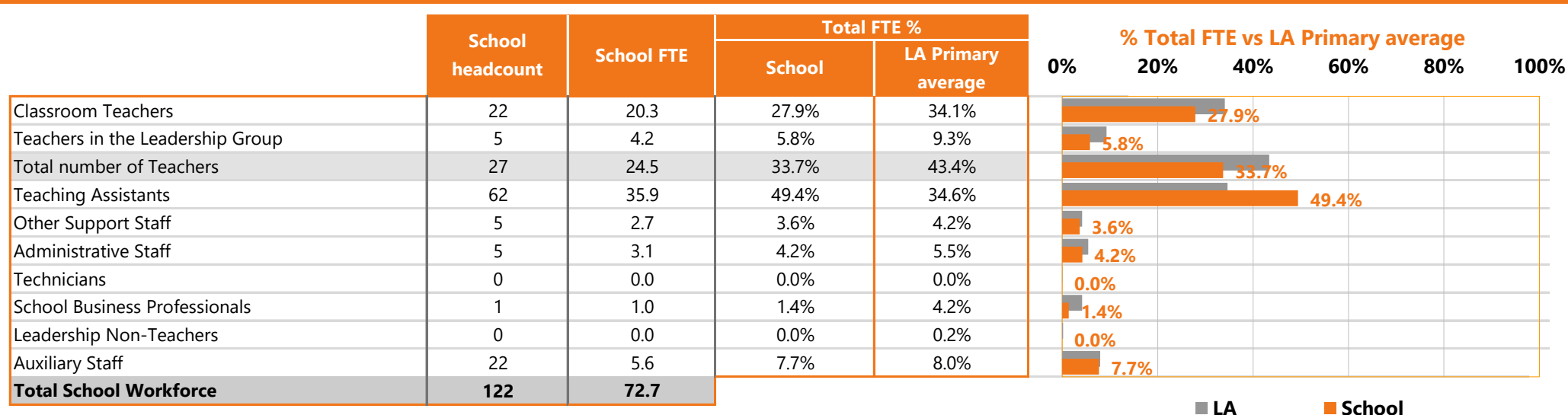
*Information on your school
workforce*

N.B Analysis is for your whole school

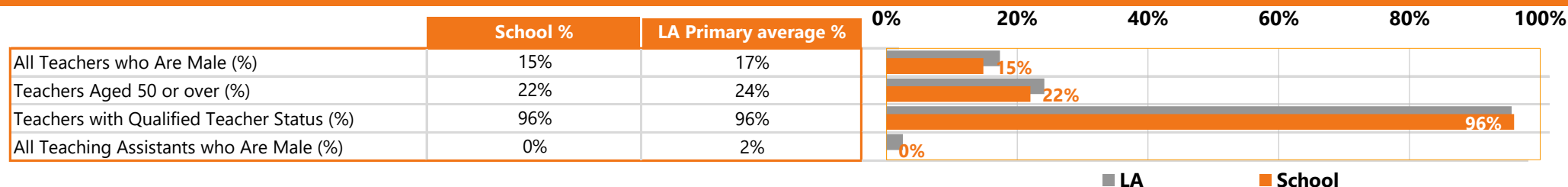
4a. School Workforce (November 2024)

John Ruskin (Main School)

i) School workforce breakdown by role type



ii) Staff characteristics



iii) Teacher sickness absence

	Teachers with at Least One Period of Sickness (%)	Total Number of Days Lost to Sickness	Average Number of Days Lost to Teacher Sickness (per teacher)
School	62%	140	5.4
LA Primary average	65%	76	4.7

iv) Other workforce indicators

	Mean Gross Salary of All Teachers (£)	Pupil: Teacher Ratio FTE
School	£61,691	18.7
LA Primary average	£56,738	18.7

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

5. Local Area Context

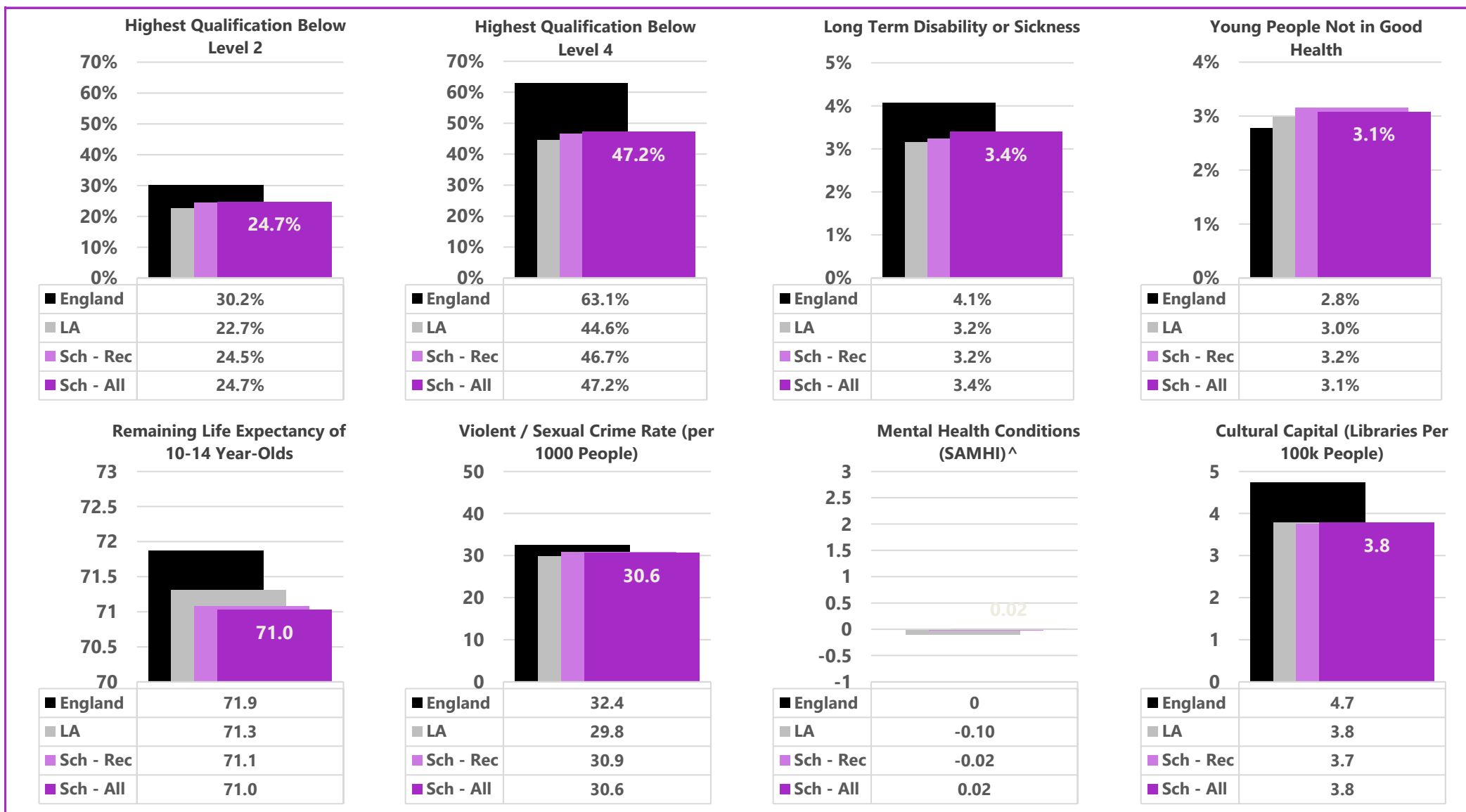
*Analysis of the local area,
based on the home locations
of the pupils at your school*

N.B Analysis is for your whole school

5a. Local Context

John Ruskin (Main School)

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.

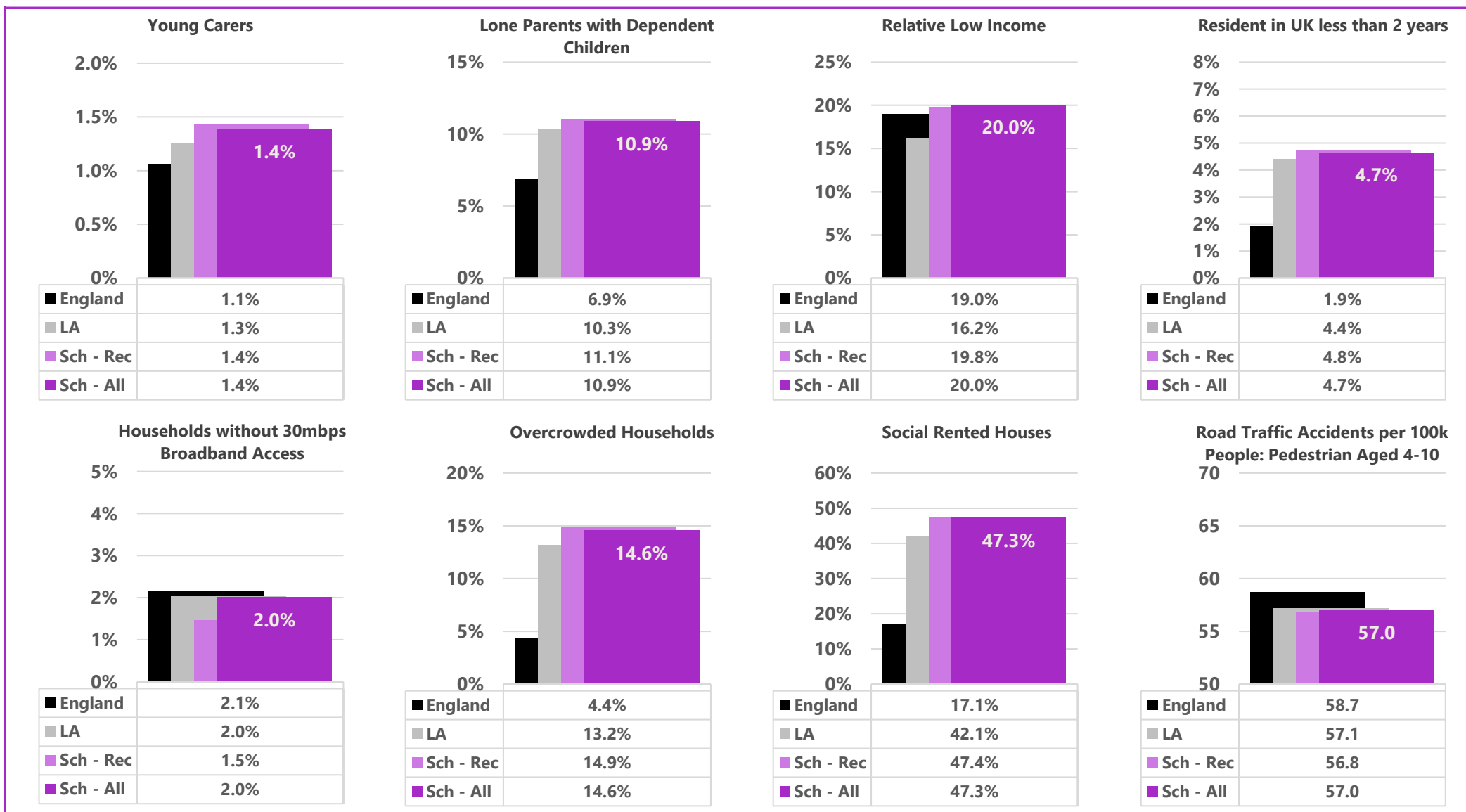


^A higher score indicates that an area is experiencing higher levels of mental health conditions.

5a. Local Context

John Ruskin (Main School)

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

N.B. SEN base pupils have been removed

6a. Equality, Diversity, and Inclusion Summary

John Ruskin (Main School)

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
Total Pupils	474	240	116	51	205	55	87
FSM	240		77 (32%)	25 (10%)	117 (49%)	28 (12%)	44 (18%)
SEND	116	77 (66%)		12 (10%)	50 (43%)	13 (11%)	20 (17%)
Asian	51	25 (49%)	12 (24%)				
Black	205	117 (57%)	50 (24%)				
Mixed	55	28 (51%)	13 (24%)				
White	87	44 (51%)	20 (23%)				

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

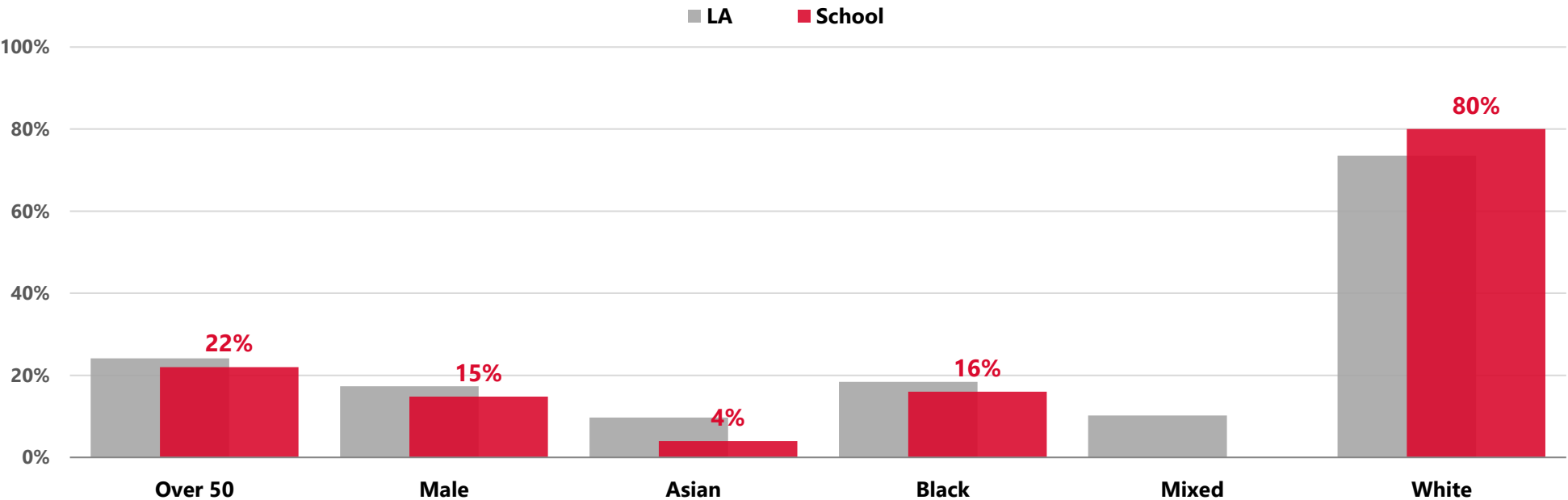
ii) Local Area Representation

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	51%	42% (+9%)	39% (+12%)	25% (+26%)
SEND	24%	23% (+1%)	21% (+3%)	18% (+6%)
Asian	11%	7% (+4%)	7% (+4%)	14% (-3%)
Black	43%	49% (-6%)	34% (+9%)	7% (+36%)
Mixed	12%	12% (-)	15% (-3%)	7% (+5%)
White	18%	17% (+1%)	31% (-13%)	68% (-50%)

iii) Teacher Demographics

LA comparisons show primary phase only.

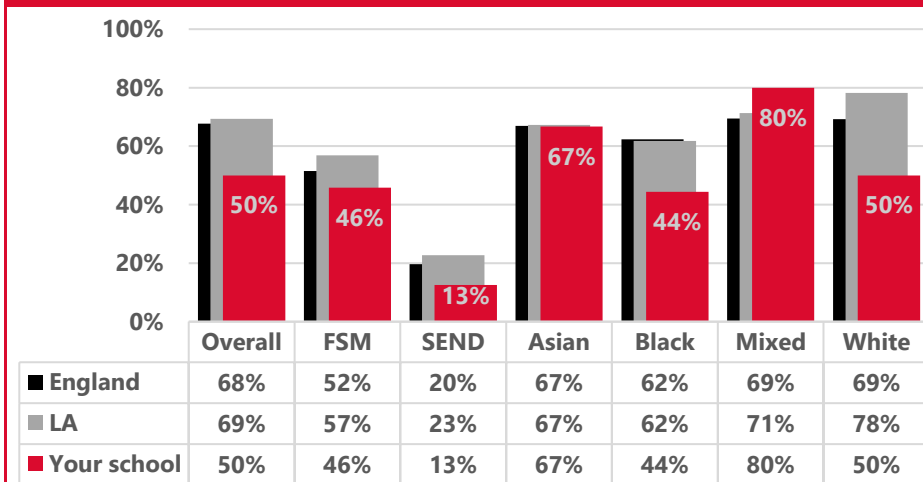


6a. Equality, Diversity, and Inclusion Summary

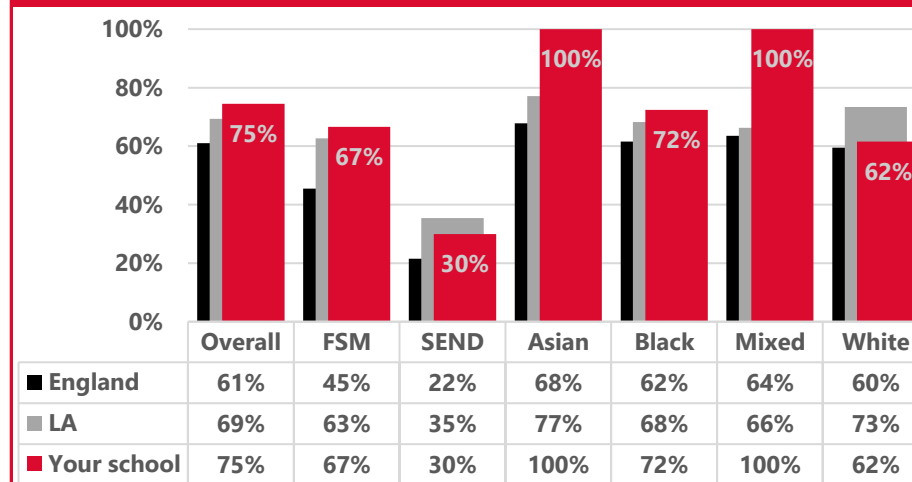
John Ruskin (Main School)

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.

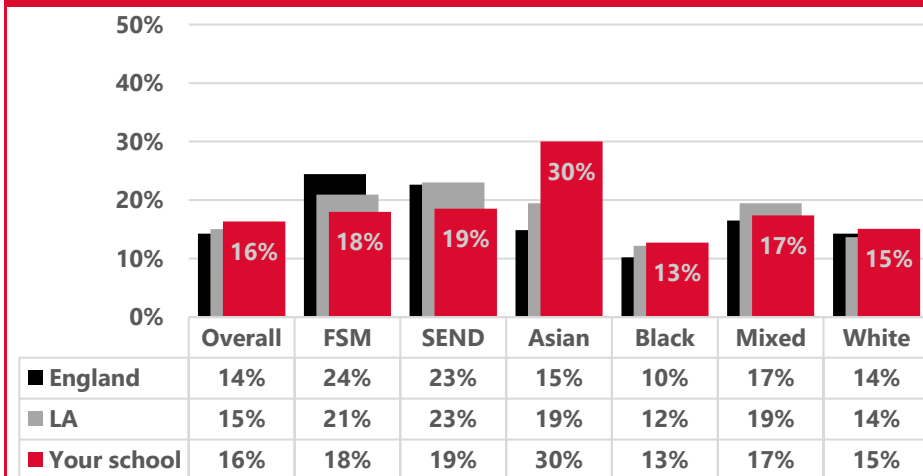
iv) EYFSP GLD (%)*



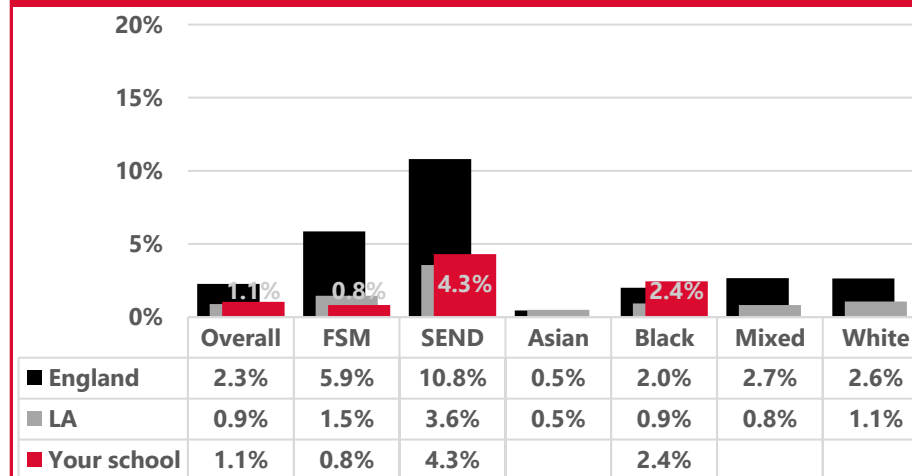
v) KS2 RWM Exp+ (%)*



vi) Persistent Absentees (%)^



vii) Suspensions (as % of all pupils)^ ^



*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



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 2025 is from provisional information on Nexus 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 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. National data for 2025 is from provisional information on Nexus 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.
Key Stage 1	No data for 2024 and later. Prior years' data is validated KS1 teacher assessment returns from schools. SEN base pupils have been removed from the analysis via a list of UPNs received from Southwark local authority.
Yr4 Multiplication Check	2025 test data provided by schools via CTF data returns. Children who left school are removed, but children who were absent, working below or unable to access the test are included as not achieving. Prior year data is for all schools in the local authority from Nexus. National data is taken from the DfE Statistical First Release. SEN base pupils have been removed from the analysis via a list of UPNs received from Southwark LA.
Key Stage 2	Unvalidated test and TA data provided by the DfE in September 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. SEN base pupils have been removed from the analysis via a list of UPNs received from Southwark local authority (including prior years).
School Census	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. Note that analysis shown is for the whole school.
Pupil Absence	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. Note that analysis shown is for the whole school.
Exclusions	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). Note that analysis shown is for the whole school.
School Workforce	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. Note that analysis shown is for the whole school.

Appendix 1 - Data Sources & Caveats

Section	Data Source
Local Context	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: - 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. - 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). - 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". - 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". - 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 & 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). - 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. - 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. - 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.

Appendix 1 - Data Sources & Caveats

Section	Data Source
Local Context (Continued)	- Young Carers – Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of 0-15 year old residents that are recorded as providing any hours of unpaid care per week. - Lone 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. - 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. - 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. - 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. - Overcrowded Households – Output Area level data from the 2021 Census (ONS), under the Housing topic. This is based on the occupancy rating for bedrooms, which is calculated by comparing the number of bedrooms required by the household to the number of available bedrooms. Households with a negative occupancy rating are defined as being overcrowded. - Social Rented Houses – Output Area level data from the 2021 Census (ONS), under the Housing topic. This gives the percentage of resident households that fall under the “Rented: Social rented” category for the tenure of household. - 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.

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

ARE	Age related expectations
CL	Communication and Language (EYFSP prime area of learning)
Disadvantaged	Term used to describe pupils who are either FSM Ever 6 (i.e. they have received free school meals at some point in the preceding 6 years), adopted from care or Looked After Children. "Other" is the term used to class all pupils other than those classed as disadvantaged
EAD	Expressive Arts and Design (EYFSP specific area of learning)
EHCP	Education, Health and Care Plan
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals. Note that in this Profile, "FSM Eligible" describes pupils who were eligible for free school meals on the date of the school census (as opposed to FSM Ever 6 which looks at FSM eligibility at any point in the preceding 6 years)
FSM Ever 6	A pupil who has received free school meals at some point in the preceding 6 years
FT	Fixed term (Exclusion) - now referred to as a suspension by the DfE
FTE	Full-time equivalent. In FTE calculations part-time nursery pupils count as half an FTE, rather than one pupil used in headcount calculations.
GLD	Good Level of Development at EYFSP defined as a pupil achieving the expected level or better in all aspects within the prime areas of learning (CLL, PD, PSED) and within literacy and maths
GPS	Grammar, Punctuation and Spelling (test at KS2)
IDACI	Income Deprivation Affecting Children Index - A national dataset that allows linking of a pupil's home postcode to a relative deprivation score. The index was updated in 2019
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
Level 2 Qualification	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
Level 4 Qualification	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)
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

Appendix 2 - Glossary

Math	Abbreviation used for Mathematics (EYFSP specific area of learning)
OA	Output Area - An area of between 100 and 625 residents; the lowest level of geographical area for census statistics
Overcrowded	Households with a negative occupancy rating, meaning an insufficient number of bedrooms compared to the number required
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)
Relative Low Income	People living in households with income below 60% of the median in that year
Remaining Life Expectancy	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
RWM	Reading, Writing & Maths combined
SAMHI	Small Area Mental Health Index
Scaled Score	A pupil's raw test score is converted to a scaled score. A scaled score of 100 or more means the child has met the expected standard for the test
SEN	Special Educational Need
Severe Absentee	A pupil attending school for 50% or less of their possible sessions
Suspension	Formerly known as a fixed term exclusion
TA	Teacher assessment
Term Born	September to December are classed as autumn born, January to April as spring born, and May to August as summer born, regardless of whether the child is out of their regular year group
UPN	Unique Pupil Number
UTW	Understanding of the World (EYFSP specific area of learning)
Young Carers	Children under 18 who help to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem.
10% Most Deprived Areas	Term used in the contextual analysis in this Profile to show pupils living in the 10% most deprived areas <i>nationally</i> (based on IDACI scores). Note that it does not show your school's 10% most deprived pupils (and some schools in less deprived areas may have no pupils in this category)

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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