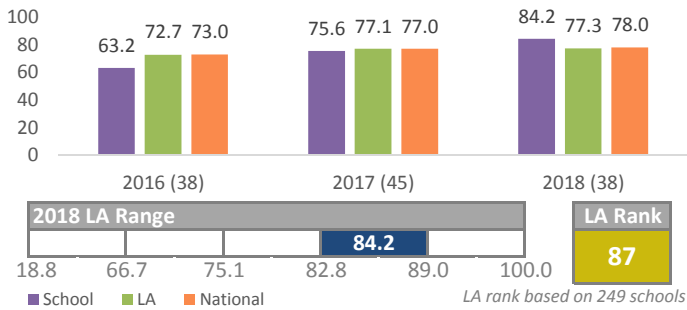


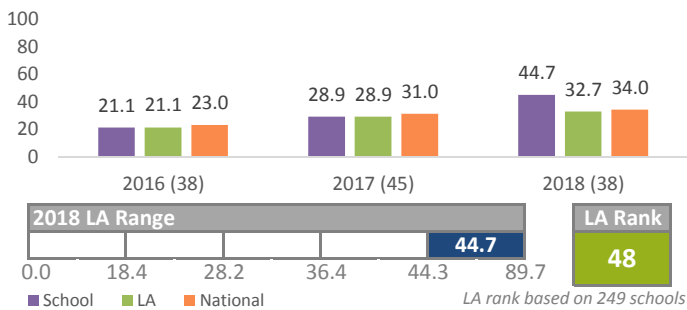


Grammar, punctuation & spelling

Percentage achieving the expected standard or above

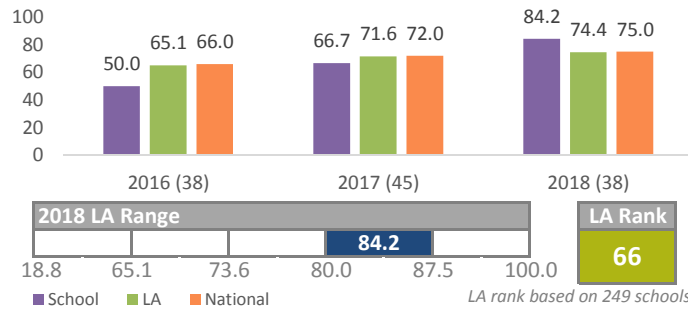


Percentage achieving higher standard

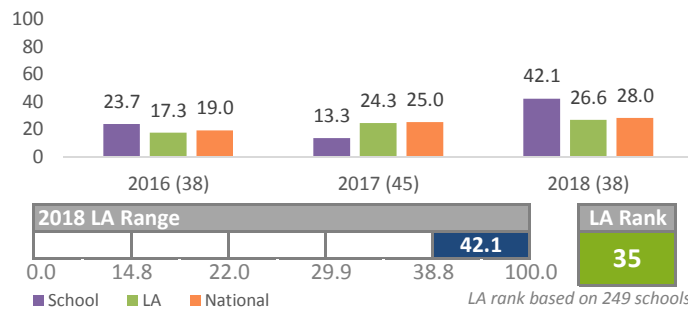


Reading

Percentage achieving the expected standard or above

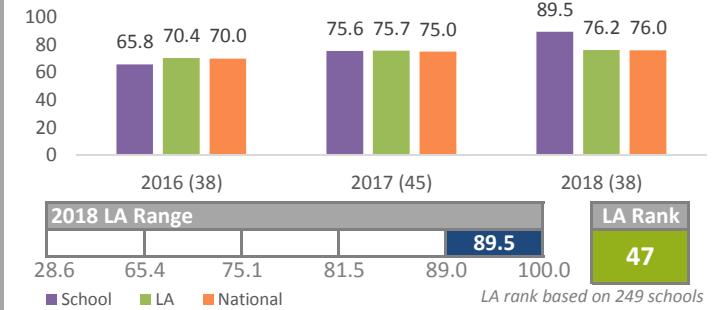


Percentage achieving higher standard

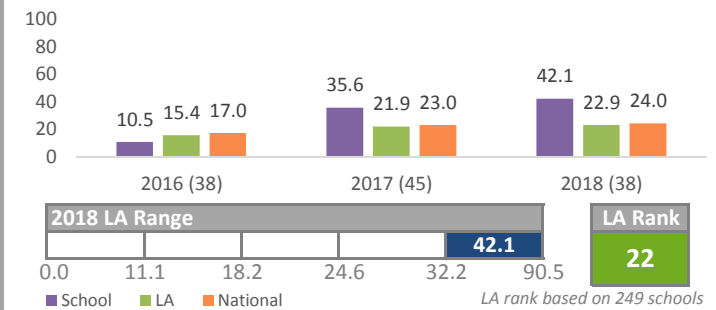


Mathematics

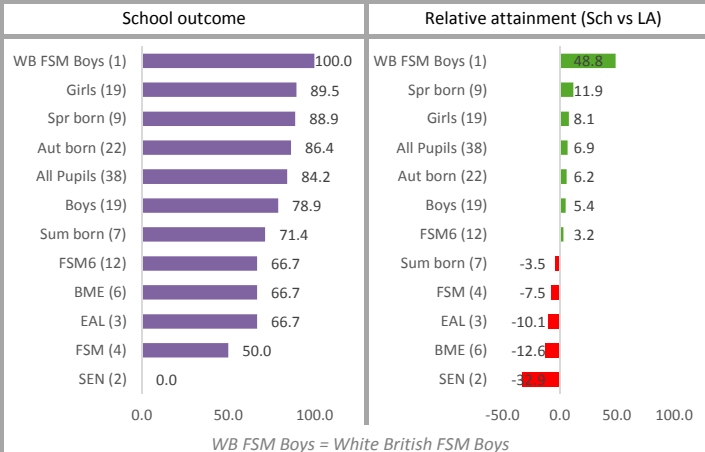
Percentage achieving the expected standard or above



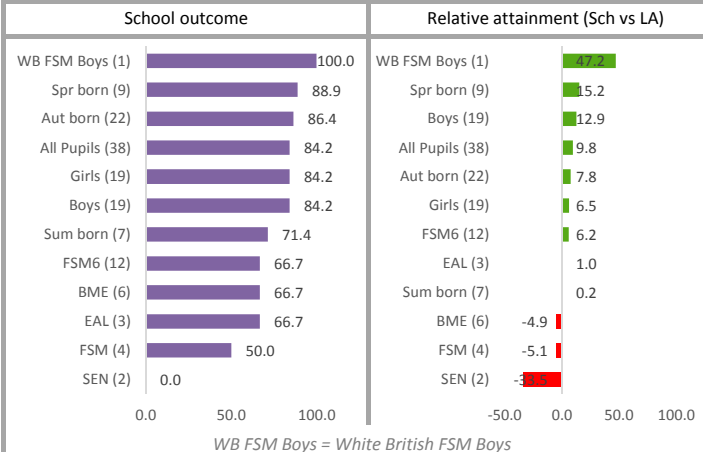
Percentage achieving higher standard



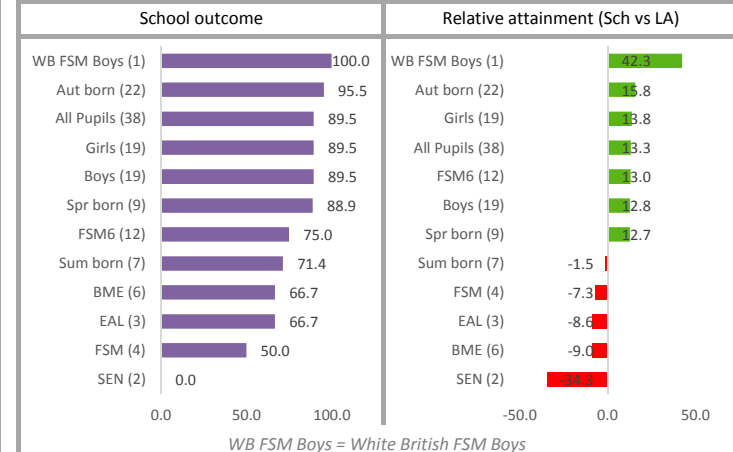
Percentage achieving the expected standard or above by pupil group



Percentage achieving the expected standard or above by pupil group



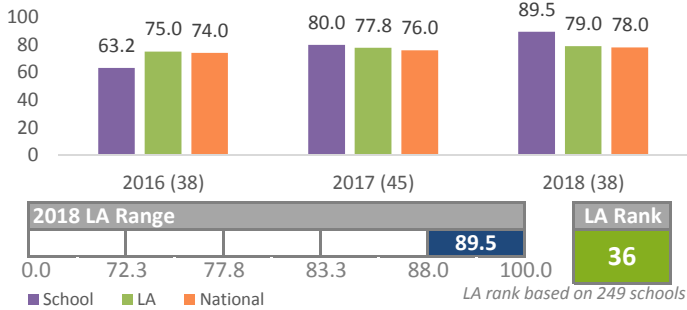
Percentage achieving the expected standard or above by pupil group



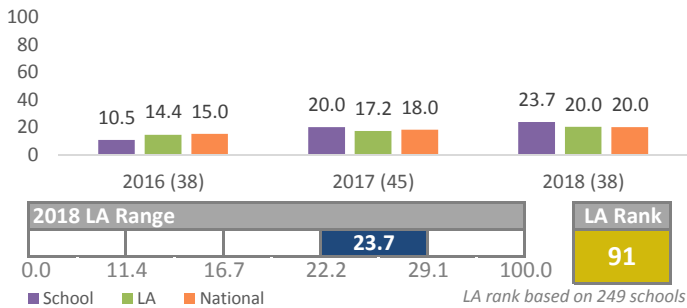


Writing TA

Percentage achieving the expected standard or above

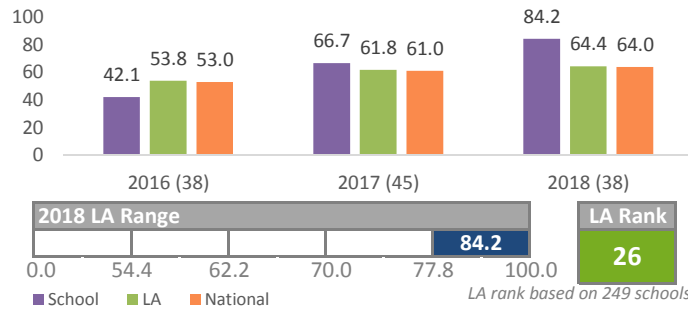


Percentage achieving higher standard

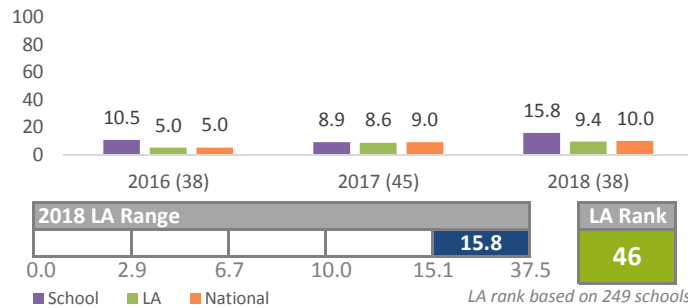


Reading, Writing TA and Maths

Percentage achieving the expected standard or above



Percentage achieving higher standard



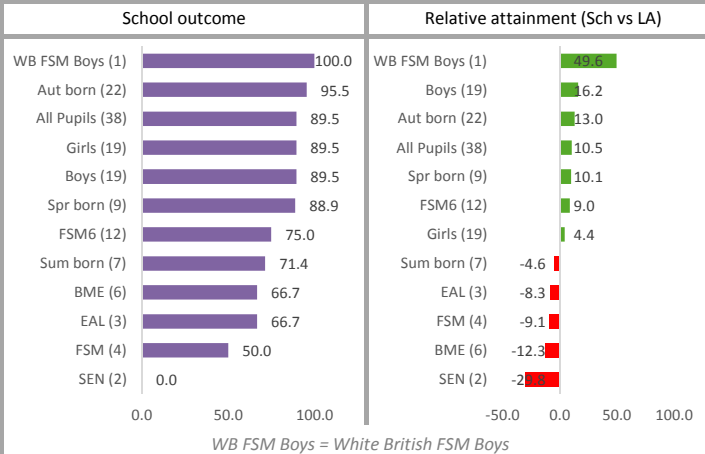
Below Floor / Coasting 2018

Has the school met the below floor / coasting thresholds

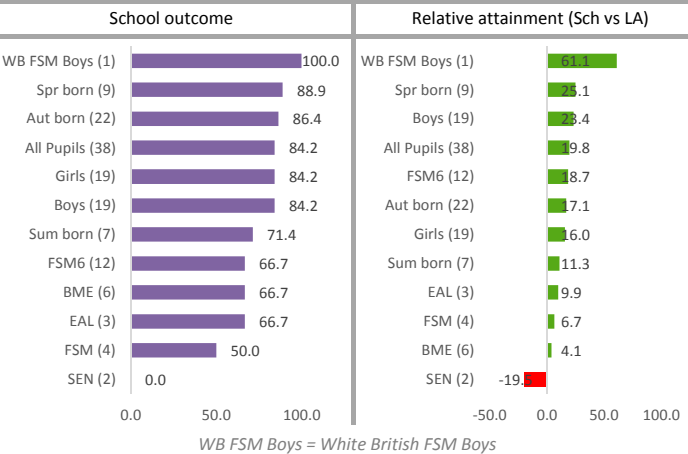
	Thresholds		
	School	Floor	Coasting
% expected standard in Rd, Wr & Ma:	84	65	85
Reading Progress:	0.9	-5.0	-2.5
Writing Progress:	0.2	-7.0	-3.5
Mathematics Progress:	2.9	-5.0	-2.5
Met thresholds?:			

	2016	2017	2018
Coasting?:			

Percentage achieving the expected standard or above by pupil group



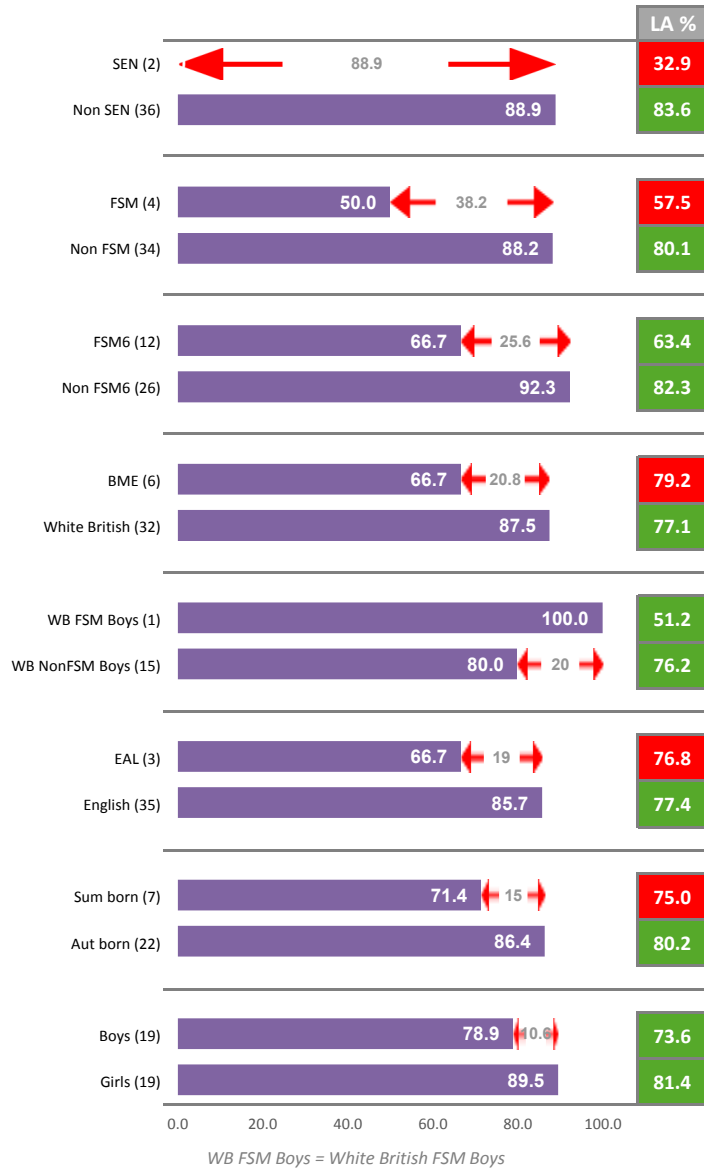
Percentage achieving the expected standard or above by pupil group





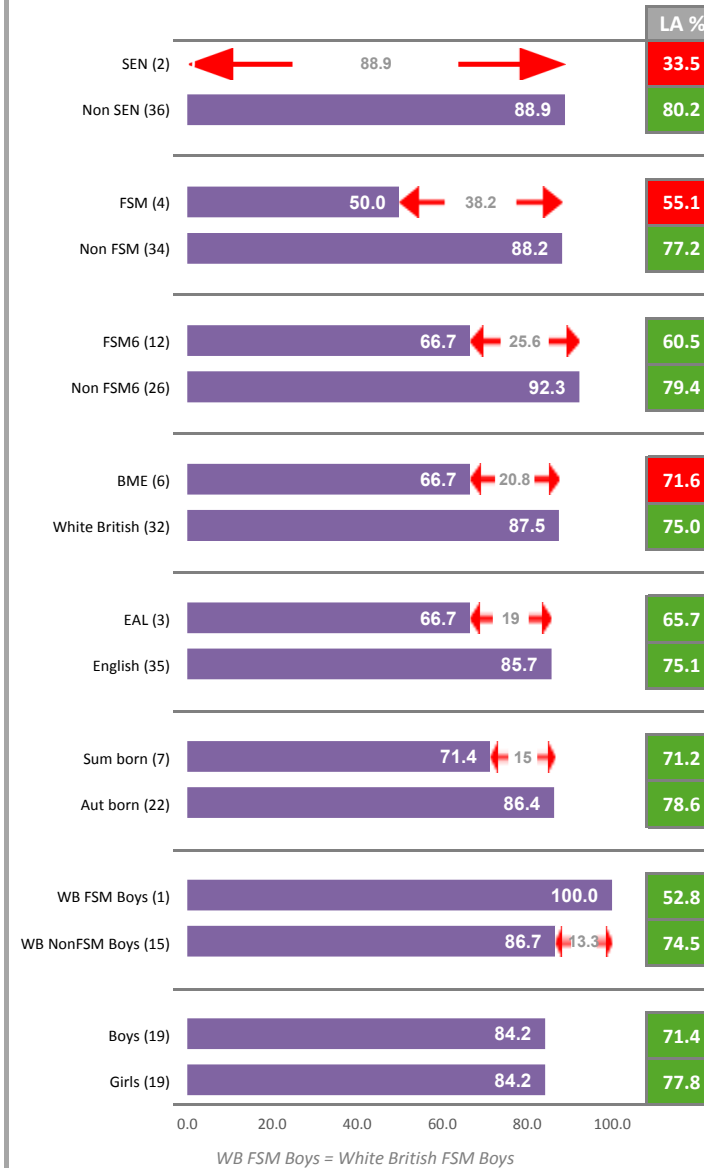
Grammar, punctuation & spelling

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



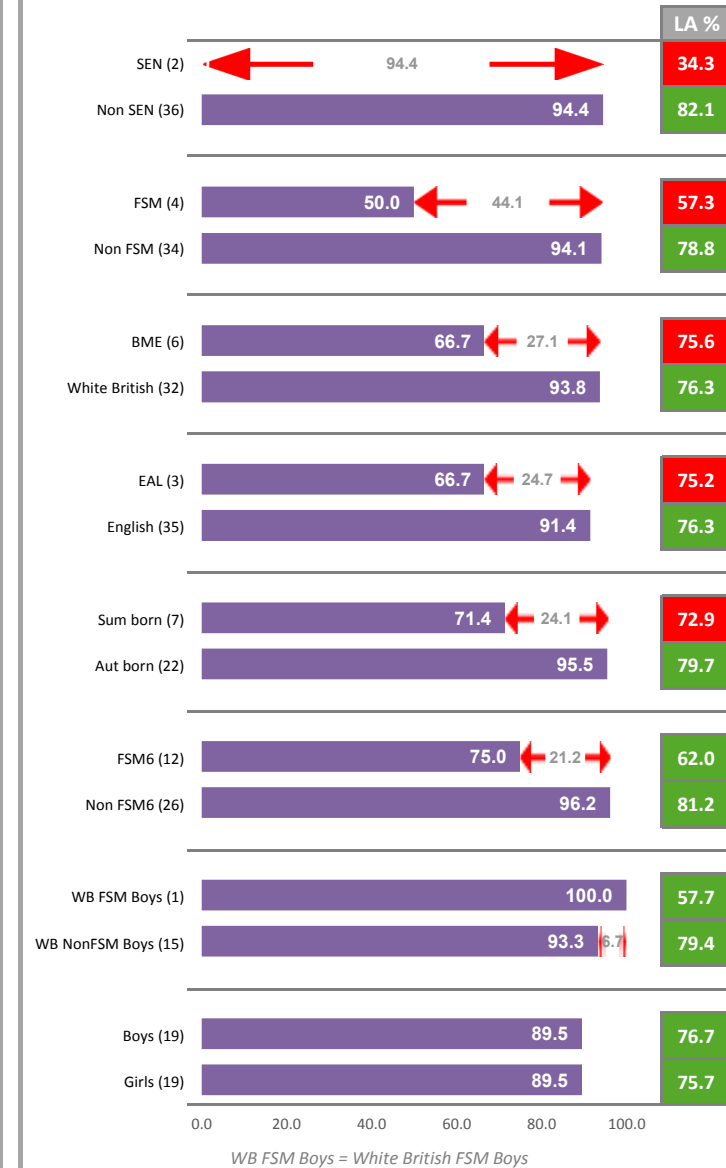
Reading

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



Mathematics

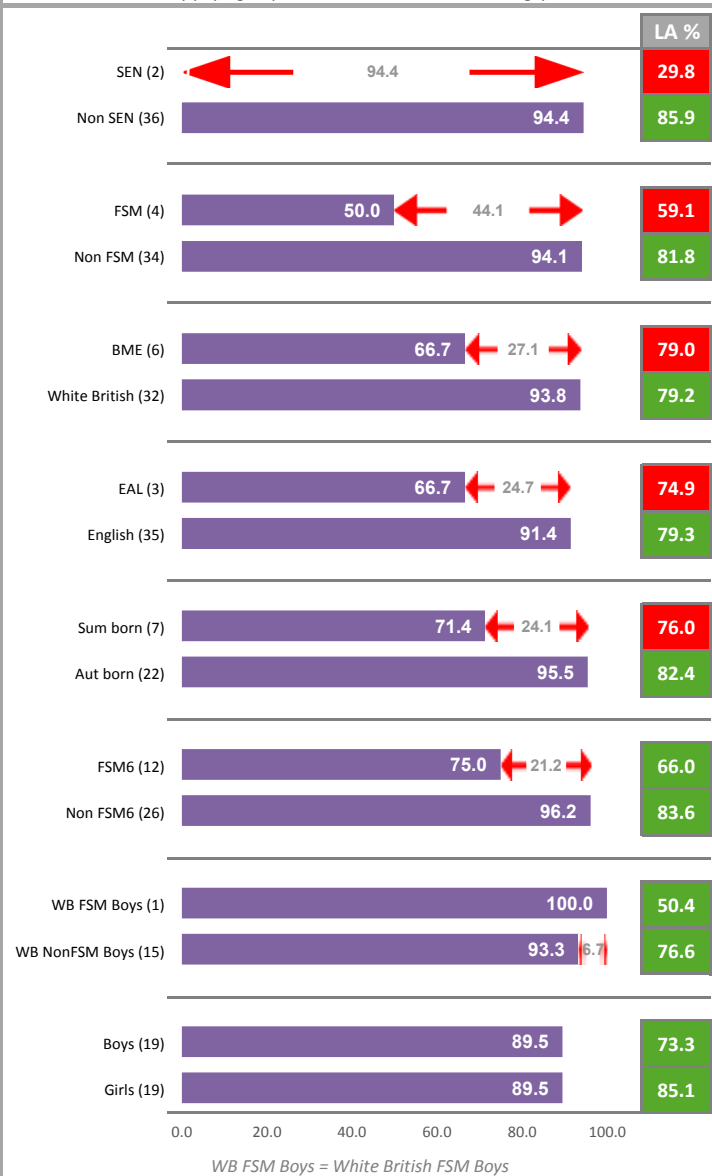
Percentage achieving the expected standard or above
by pupil group and the associated attainment gap





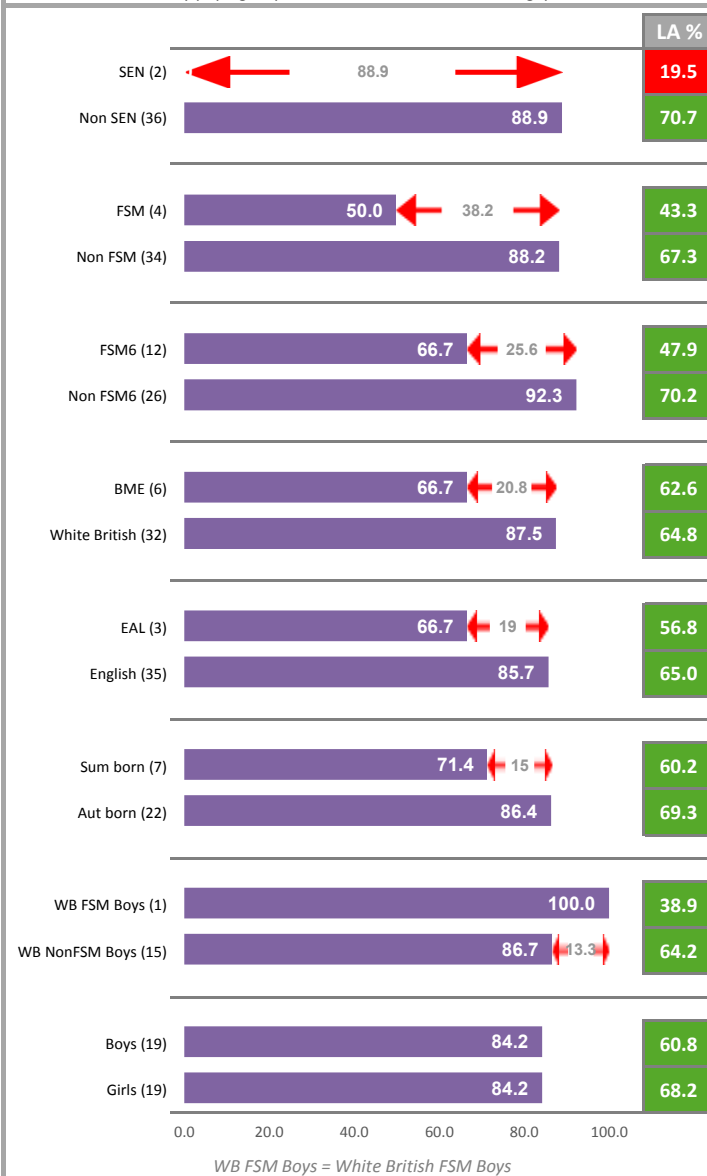
Writing TA

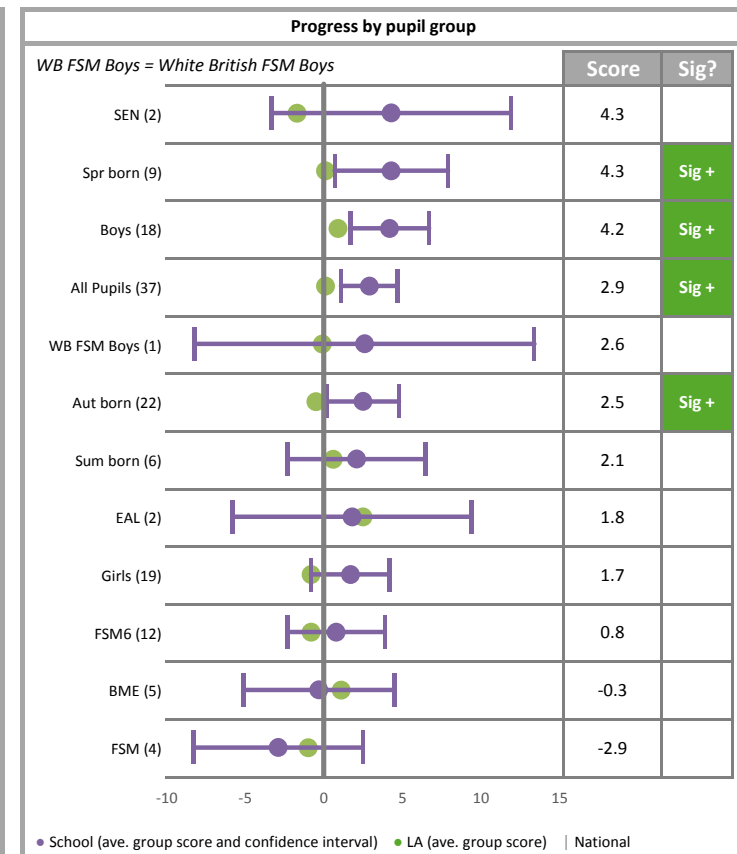
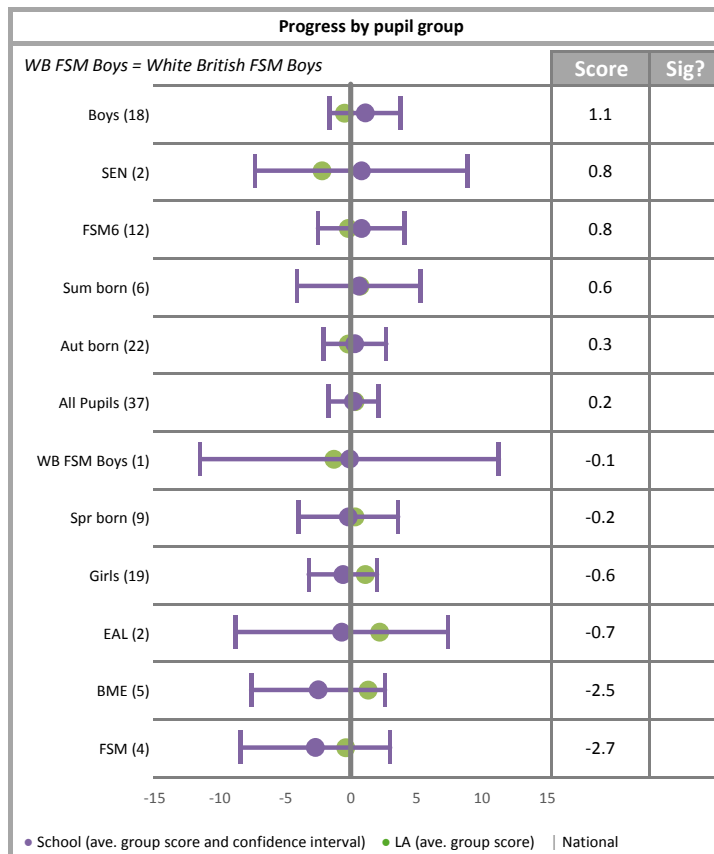
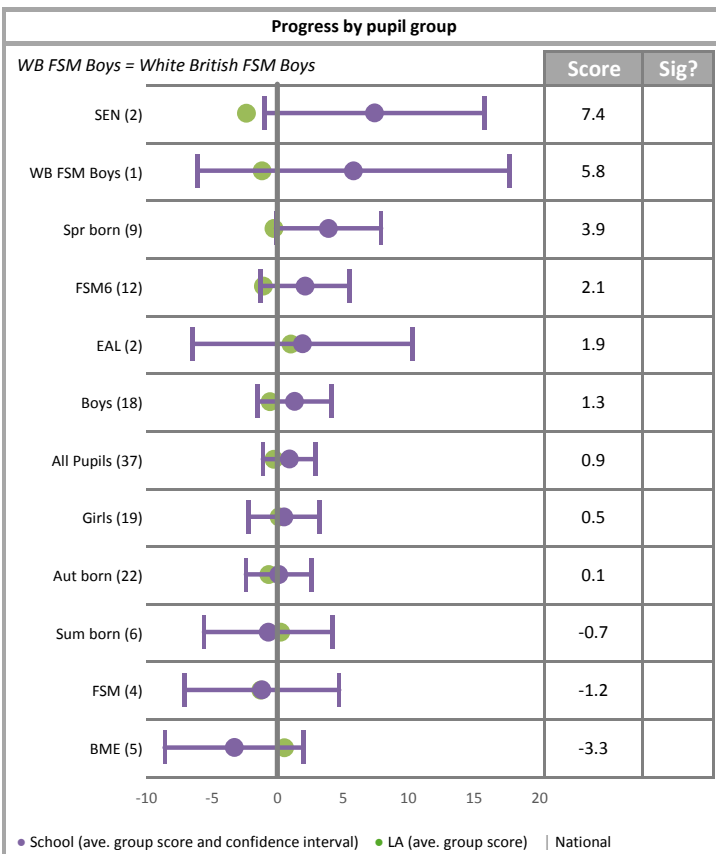
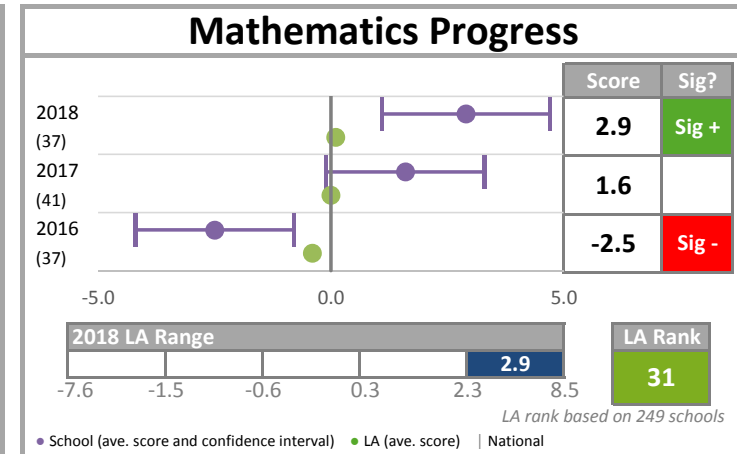
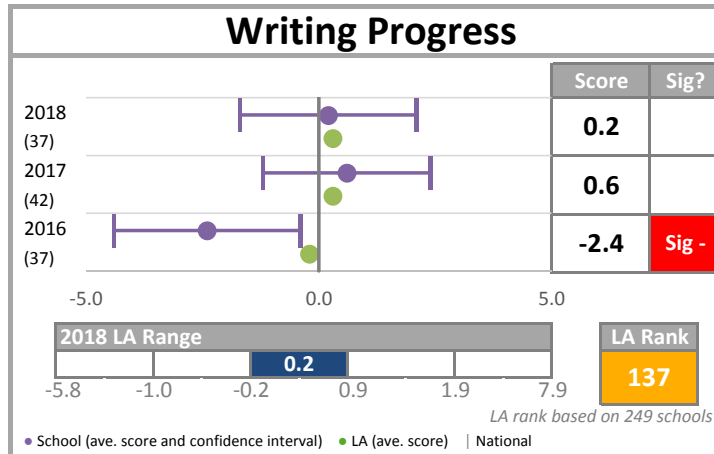
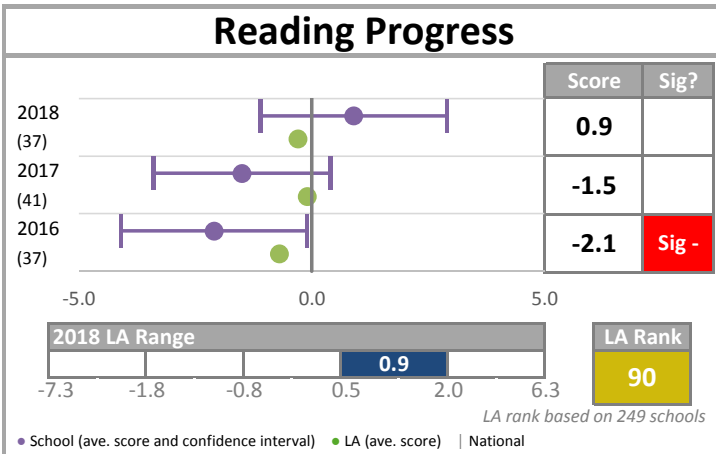
Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



Reading, Writing TA and Maths

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap







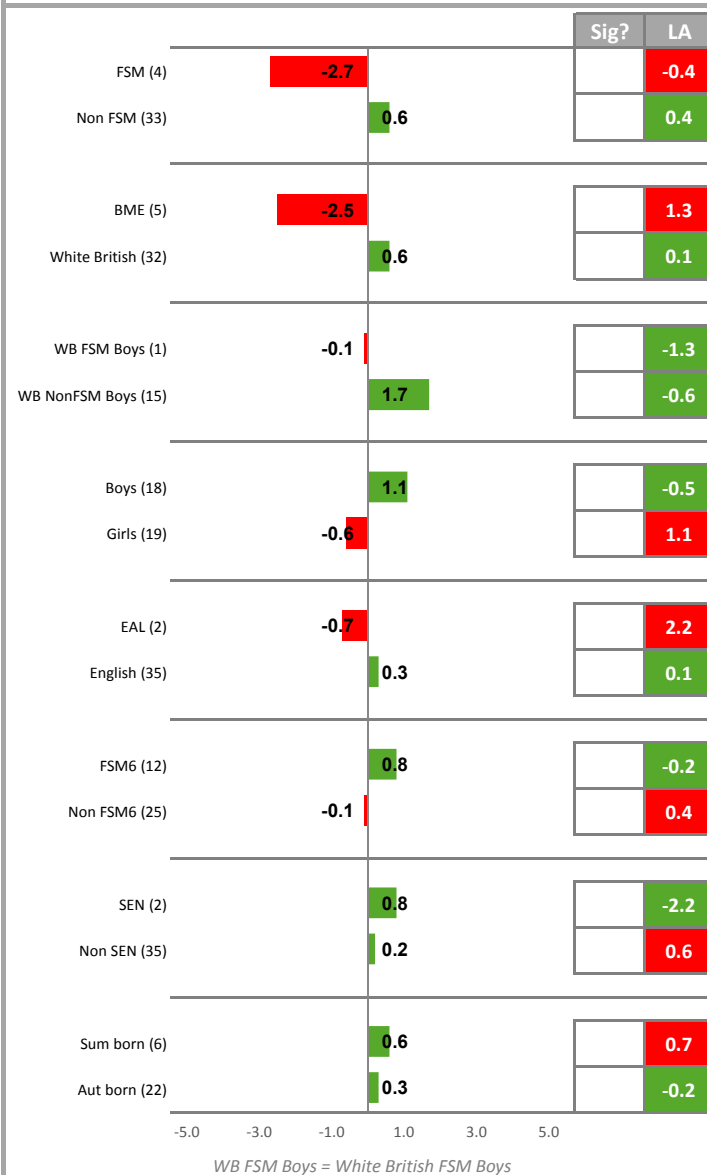
Reading Progress

Average progress score by pupil group



Writing Progress

Average progress score by pupil group



Mathematics Progress

Average progress score by pupil group

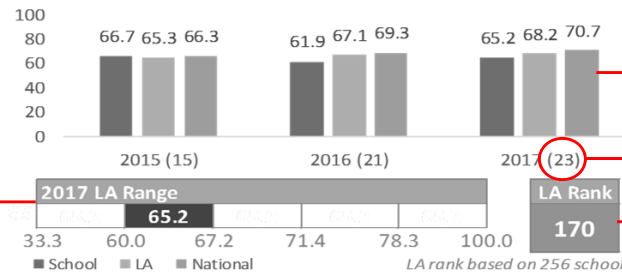




Subject or measure which the below analysis relates

Subject / measure

Description of measure



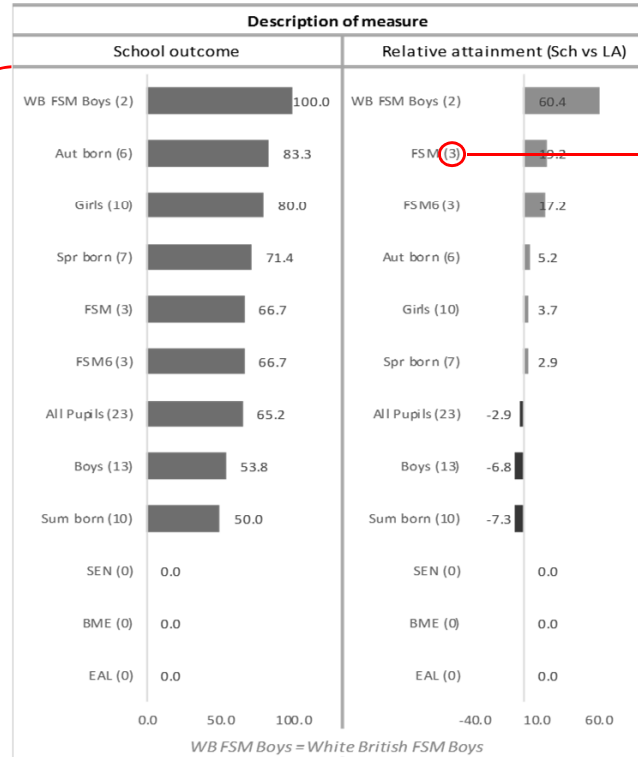
Trend showing school, LA and national outcomes

Shows the range of results for schools in the LA (excluding special schools) for this subject / measure in the stated assessment year (2017 in this example). Broadly the same number of schools (20% or a fifth) are placed in each segment. The lowest ranked school scored 33.3 and the highest school scored 100. This school features in the second quintile (second fifth) for this measure which is identified by the blue box. Schools in the second quintile scored between 60.0 and 67.2.

Shows a rank against all schools (excluding special schools) in the LA for this subject / measure in the latest assessment year (2017 in this example). This school is ranked 170th out of 256 schools.

Figures in brackets refer to pupil numbers. In this example there were 23 pupils in the 2017 cohort and 3 FSM pupils.

Shows outcomes for pupil groups within the school for this subject / measure in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - SEN, BME and EAL in this example). Caution should be used when interpreting outcomes of small groups.



Shows the difference between the pupil groups in the school compared with the same group in the LA for this subject / measure in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group in comparison to the LA cohort at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - SEN, BME and EAL in this example). Caution should be used when interpreting outcomes of small groups.

Pupil groups

WB FSM - White British Free School Meal pupils

Aut / Spr / Sum born - Autumn born (pupils with a date of birth month of Sept, Oct, Nov or Dec) / Spring born (Jan, Feb, Mar, Apr) / Summer born (May, Jun, Jul, Aug).

FSM - pupils eligible for Free School Meals

FSM6 - pupils eligible for Free School Meals at any point in the past 6 years

SEN - Pupils with Special Educational Needs (any SEN)

BME - Black and minority ethnic pupils. Any pupils with a main ethnicity code other than White British, Refused or Information Not Obtained

EAL - English as an Additional Language. Any pupils with a language code other than English, Believed to be English, Refused or Information Not Obtained

Date in which the report was created. Any changes made since this date will not be reflected.

Report created: 01/01/2017



Average LA score.

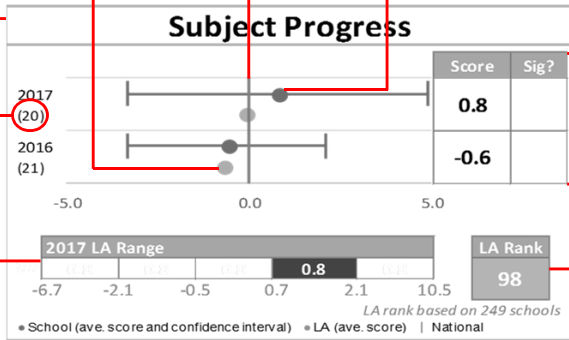
Average national score.

Average school score together with confidence interval.

Subject which the below analysis relates.

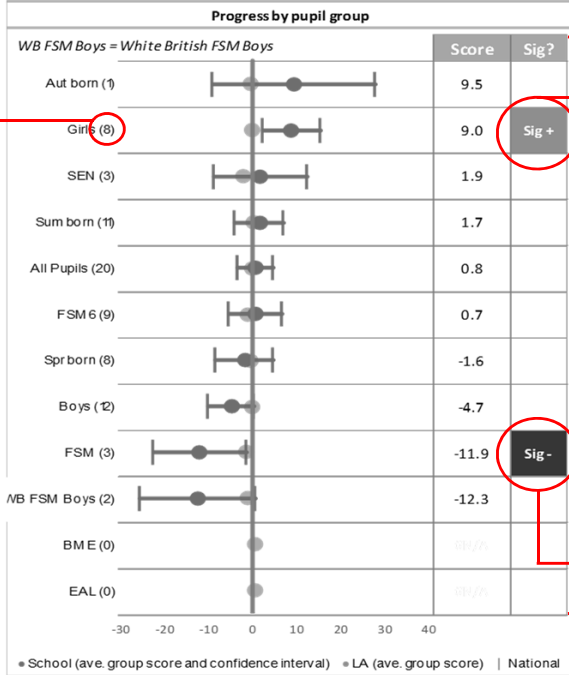
Shows the range of progress scores for schools in the LA (excluding special schools) for this subject in the stated assessment year (2017 in this example). Broadly the same number of schools (20% or a fifth) are placed in each segment. The lowest ranked school scored -6.7 and the highest school scored 10.5. This school features in the fourth quintile (fourth fifth) for this subject which is identified by the blue box. Schools in the fourth quintile scored between 0.7 and 2.1. The value in

Figures in brackets refer to the number of pupils in the cohort with a progress score and therefore included in the calculation. In this example there were 20 pupils in the 2017 cohort and 8 girls.



Average progress score for the school together with significance indicator for the stated years.

Shows a rank against all schools (excluding special schools) in the LA for this subject in the latest assessment year (2017 in this example). This school is ranked



Lower end of the confidence interval is above zero and therefore the outcome is significantly positive.

Shows average score and confidence intervals for pupil groups within the school (purple) together with LA outcomes (green) for this subject in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group (based on average score) at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - BME and EAL in this example).

Upper end of the confidence interval is below zero and therefore the outcome is significantly negative.

Confidence intervals
Confidence intervals (purple line either side of the school score) show the range of uncertainty around the score. If the lower end of the confidence interval is greater than zero it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils with similar starting points nationally (significantly positive). If the upper end is below zero, then the school has made less than average progress (significantly negative). Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average. In this example, collectively pupils make slightly more progress than similar pupils nationally (0.8) but this is not significant as the lower and upper ends

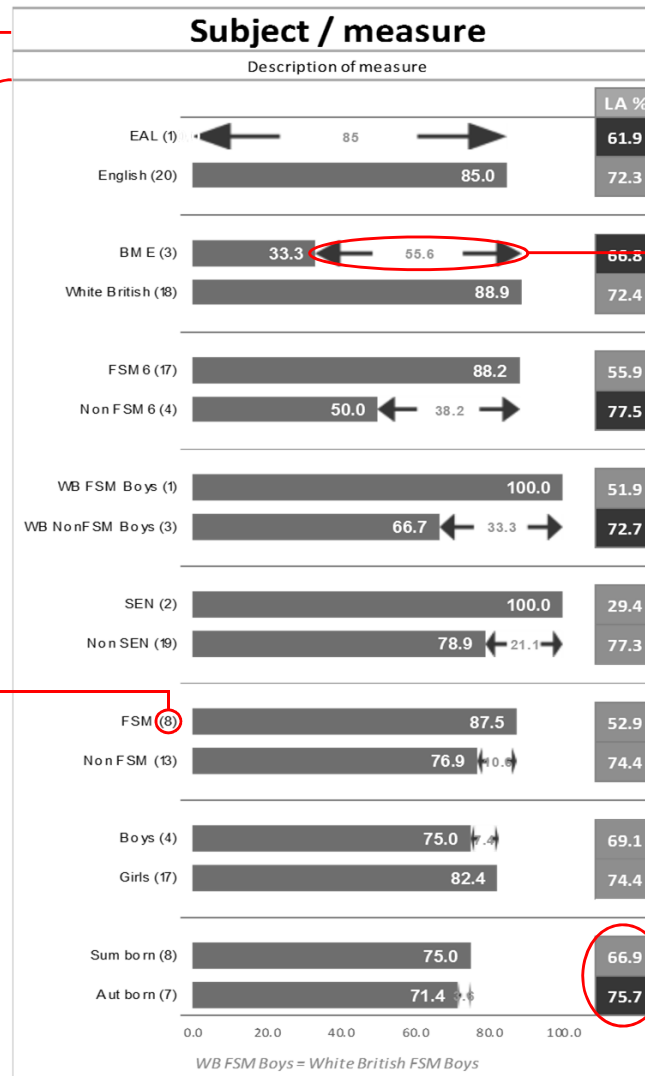
For a definition of pupil groups please refer to the attainment guidance.



Subject or measure which the below analysis relates

Shows outcomes for pupil groups within the school for this subject / measure in the latest assessment year. The pupil groups are ordered with the largest gap (the difference between the vulnerable group and other pupils) at the top and the group with the smaller gap at the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets). Caution should be used when interpreting outcomes of small groups.

Figures in brackets refer to pupil numbers. In this example there were 8 FSM pupils in the cohort.



The red arrows represent the percentage point gap between the two pupil groups. In this example there is a within school gap of 55.6 percentage points between white British pupils (where 88.9% achieved this outcome) and pupils from a black or minority ethnic group (where 33.3% achieved the measure).

Shows the outcome for the particular pupil group in the LA. The value is shaded depending on if the school outcome is above (green) or below (red) the LA average. In this example summer born pupils in the school are doing better than the LA average so is shaded green where Autumn borns are below the LA average so shaded red.

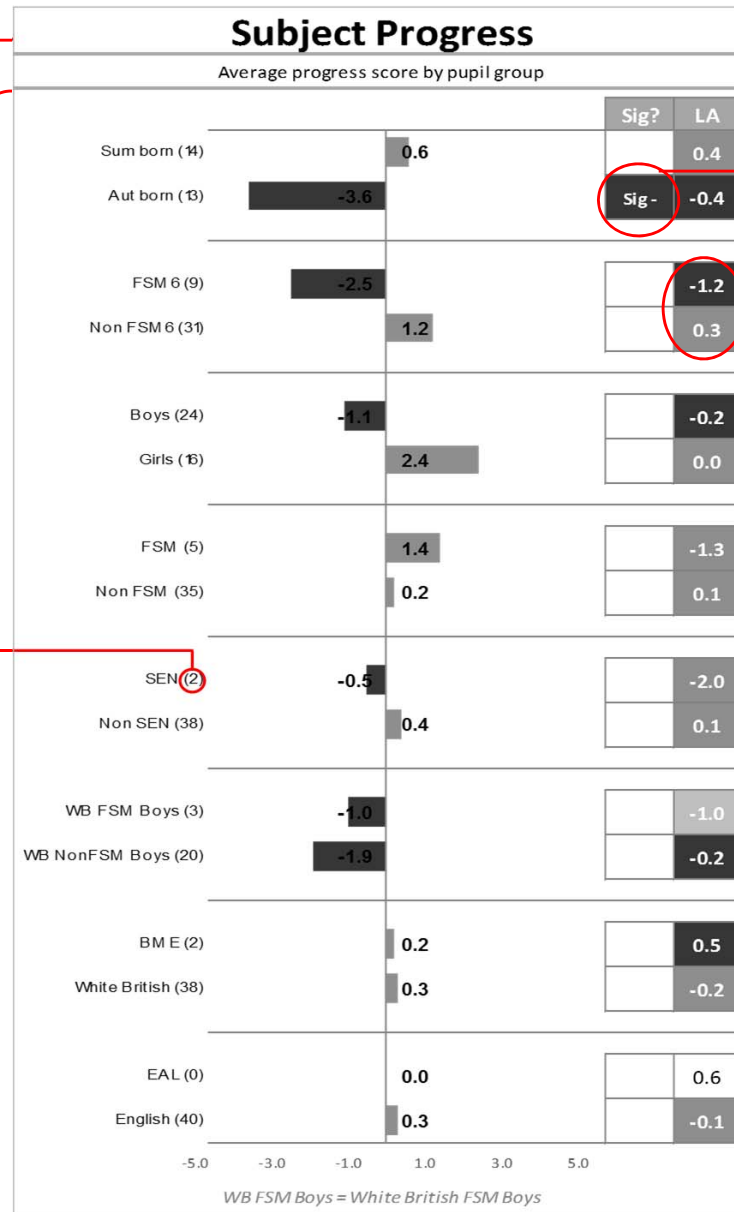
For a definition of pupil groups please refer to the attainment guidance.



Subject or measure which the below analysis relates

Shows progress outcomes for pupil groups within the school for this subject in the latest assessment year. The pupil groups are ordered with the largest gap (the difference between the vulnerable group and other pupils) at the top and the group with the smaller gap at the bottom. Any group(s) with no pupils will appear at the bottom of the list (EAL in this example - identified by the 0 in brackets). Caution should be used when interpreting outcomes of small groups.

Figures in brackets refer to the number of pupils in the cohort with a progress score and therefore included in the calculation. In this example there were 2 SEN pupils in the cohort.



Upper end of the confidence interval is below zero and therefore the school outcome is significantly negative.

Shows the outcome for the particular pupil group in the LA. The value is shaded depending on if the school outcome is above (green), below (red) or in-line (orange) the LA average.

The progress score for white British FSM boys in the school is negative (-1.0) therefore is displayed as a red negative bar on the chart. This is in-line with the LA average for this group (-1.0) so the LA average is shaded orange.

Although EAL pupils in the school are making slightly more progress than pupils with a similar prior attainment score nationally (+0.2) they are not doing as well as other EAL pupils in the LA (+0.5), therefore the score is shaded red.

For a definition of pupil groups please refer to the attainment guidance.

Key stage 2 progress

Progress data is based on NCER (National Consortium for Examination Results) data. NCER is a local authority (LA) community interest company which all English LA's are members. The information is based on LA submissions of provisional 2018 KS2 pupil data which has then been matched back to KS1 prior attainment.

METHODOLOGY / ASSUMPTIONS

A number of assumptions have been made in the calculations. With this in mind **the following analysis should be used as a guide and is subject to change** but schools may find this information beneficial in providing an early overview of pupil progress to support self-evaluation of 2018 outcomes.

Pupil capping

The DfE have stated they are placing a cap on extremely negative progress scores to prevent a handful of pupils with very negative progress scores having a sizable detrimental impact on the overall school average progress score. This typically has the strongest effect on schools with a small cohort. The DfE are yet to publish their official methodology for progress score capping at the time of writing. Until these details are published the following reports are based on the IDSR methodology:

For each prior attainment group the minimum progress score threshold will be set at the prior attainment group's average progress score (which tends to be very close to zero) MINUS 3.25 times the standard deviation of the prior attainment group's progress scores. Any pupil with a progress score lower than the threshold will have their progress score set to the prior attainment group's capped minimum.

IDSR guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/689412/IDSR_Progress_SDs_for_KS2_and_KS4_PA.xlsx

Analysis within this document is based on the pupils capped score

Prior attainment groups

Until prior attainment groups are announced by the DfE the following analysis is based on 2017 groups and their thresholds.

NCER emerging national data

A pupil's progress score is the difference between their scaled score and the national average for their prior attainment group. The NCER emerging national averages is calculated on the data which has currently been shared by LA's and will change as more LA's participate. Every pupil's progress scores will therefore be refreshed to reflect these NCER emerging national average changes. At the time of writing NCER national data is based on 618,984 pupils in 15,750 schools from 152 LA's.

FURTHER INFORMATION

2017 DfE guidance for calculating a pupil's progress scores and how those pupil scores translate to a school progress scores can be found at:

<https://www.gov.uk/government/publications/primary-school-accountability>