Service Level Agreement 2024-2025

Southampton Maintained Schools and Academies

Data Team

1. Introduction

This Service Level Agreement (SLA) is between the school governing body / academy and the Data, Intelligence, and Insight Team (known as the 'Data Team') on behalf of Southampton City Council.

To regulate dealing between parties and to set obligations, performance and payment terms, this Service Level Agreement specifically relates to the operation of the scheme for data and performance management support to schools provided by the council.

This Service Level Agreement is for the period 01/04/2024 to 31/03/2025. Any services bought during the SLA period outlined above will be charged at the full rate as outlined in this document.

The Data Team will only provide minimum support with statutory data collection duties for maintained schools / academies who select a Bronze Service Level Agreement (guidance documents only).

The Data Team will serve to act as "Data Gatekeeper" in order to restrict the requests for data from schools by the City Council.

2. What We Do

Through our charged and ad hoc service options, we will provide additional services which will benefit schools / academies in the area of data and performance management to:

- Meet school's / academy's statutory obligations for statistical returns to central government.
- Support professional development around the changing education performance landscape and the effective use of data.
- Provide comprehensive insightful analysis of headline performance measures and a range of subgroups and combinations of subgroups.
- Assist with school self-evaluation, improvement planning and target setting.
- Inform strategic decisions based on accurate performance and demographic information.
- Update schools on data management / analysis at both local and national scales.
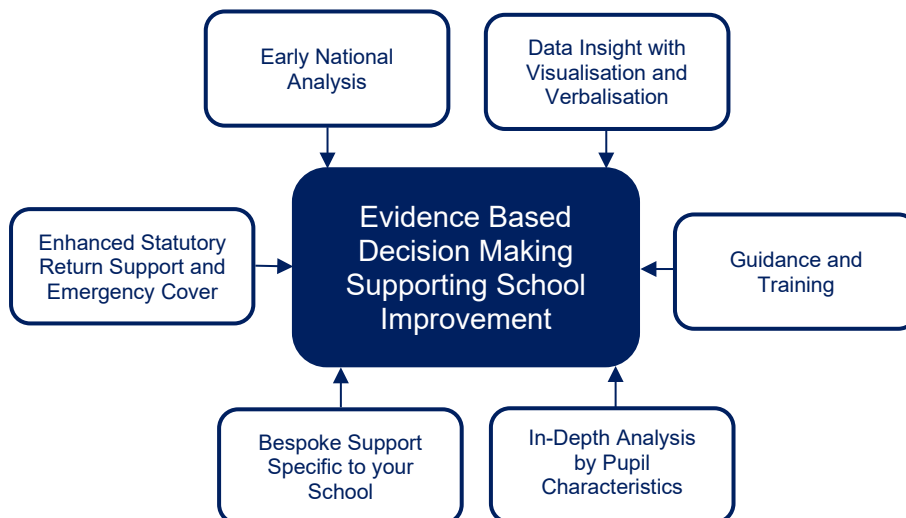
The table below outlines the services provided by the Data Team across the Bronze, Silver and Gold Service Level Agreements.

	Bronze	Silver	Gold
Basic guidance for statutory data collections only	✔	✔	✔
Enhanced telephone, e-mail support and webinars for statutory data collections	✖	✔	✔
Telephone and e-mail support (only) with internal tracking, cohort characteristics, Absence, Suspensions and End of Key Stage reporting and performance	✖	✔	✔
Unlimited **Perspective Lite** licences *Real-time dashboards, interactive reports, Insight dynamic reporting covering your school cohort, Absence, Suspensions / Exclusions and End of Key Stage performance, Ofsted analysis and inspector search*	✖	✖	✔
Nova Analysis Reports *Contextual, Attainment and Progress analysis of key headlines, groups and pupils with early National comparators*	✖	✖	✔
School Assessment Summary Reports *Detailed bespoke reports that combine key factors known to be most influential on pupil outcomes*	✖	✖	✔
Termly **Absence Reports** *School strengths / challenges for absence by detailed pupil groups and reason, with National comparators*	✖	✖	✔
Termly **Suspension Reports** *School strengths / challenges for suspensions by detailed pupil groups and reason, with National comparators*	✖	✖	✔
IDACI Mapping *Your pupils home postcodes plotted with an IDACI deprivation layer in a bespoke school map*	✖	✖	✔
The School Performance Data Guide *Guidance for the Key Accountabilities in your school*	✖	✖	✔
Consultation & Bespoke Analysis (7 hours) *Examples include SLT training, internal audit of tracking and collaboration analysis of groups of schools*	✖	✖	✔
Emergency cover for Statutory Returns (7 hours) *Cover provided by the Data Team to support Collect statutory submissions*	✖	✖	✔
Free Access to **Data Team Training Webinars and Workshops** *A mixture of Online and in-Person Training Events, Minimum 3 a year*	✖	✖	✔
DfE Statistical Publications Analysis	✖	✖	✔
Southampton School List Summaries *Overview list of all LA schools' performance against national headline measures*	✖	✖	✔
KS1 Prior Attainment & Detailed Context Reports *for Junior Schools (SCC pupils only)*	✖	✖	✔
KS2 Prior Attainment & Detailed Context Reports *for Secondary Schools (SCC pupils only)*	✖	✖	✔
Secondary Result Day Reporting *Uses the KS4 Exam Import service to produce detailed analysis as soon as your Exam Board EDI files are available*	✖	✖	✔

Please see section 3 and 4 for further details and Annex A for report examples.

3. School Service Options

Service Level	Early Years	Infant	Junior	Primary	Secondary	Special / PRU
Bronze	£0	£0	£0	£0	£0	£0
Silver	£450	£550	£605	£825	£825	£825
Gold	N/A	£1,603	£1,784	£2,587	£2,956	£1,369

Bronze Service Level Agreement
Minimal support with statutory duties only (guidance documents only).

Silver Service Level Agreement
In addition to the service provided to Bronze Schools, those schools who buy into the Silver service will receive:

- Quality assurance of statutory returns made via the Data Team or the DfE data collection website COLLECT
- Telephone and email support from the Data Team with performance data queries
- Enhanced statutory return support
- Statutory return training webinars, e.g., School Census and School Workforce Census
- Telephone and e-mail support with data management issues and analysis issues

Gold Service Level Agreement

The Data Team have a well-established record of delivering headline and detailed pupil group analysis with National comparators to **Gold SLA schools** well ahead of the publication of the Inspection Data Summary Report (IDSR) and Analyse School Performance (ASP). EYFS, Phonics and KS1 reports have traditionally been with schools ahead of the summer holiday, KS2 reports have initially been released on results day with more detailed versions following shortly afterwards. In 2023, KS4 detailed reports and interactive reporting functionality, which included National averages, were released the same week as the data was shared with the Local Authority. The Data Team's Gold SLA service therefore allows a school to replicate the Inspection Data Summary Report (IDSR) and Analyse School Performance (ASP) report up to five months ahead of official publications. This enables schools to implement early interventions, have a robust evidence base for school improvement action plans and be prepared for OFSTED inspections early in the Autumn term with the latest data.

The breadth of the Data Team offer has been substantially enhanced to incorporate detailed analysis of the whole school cohort. Pupil characteristic group options, for each term, visualise and verbalise the variation between different cohorts within your school and National comparator groups, such as those related to: pupil characteristics, deprivation (FSM, disadvantaged, IDACI), mobility, prior attainment, absence and suspensions.

In addition to services provided to Silver schools, those who buy into the Gold SLA service will receive:

- A range of reports as **listed in section 4**, appropriate for your school for the current academic year, offering enhanced analysis beyond what is provided within Analyse School Performance (ASP) or Inspection Data Summary Report (IDSR).

As well as the reports in section 4, schools will also receive:

- **Perspective Lite** unlimited account access: a one stop shop allowing schools to access early School, LA and National key indicator results through dynamic reporting, containing a broad range of pupil groups (disadvantaged, SEN, prior attainment, EAL, ethnicity, gender), census analysis (including detailed absence and suspension data) and OFSTED school / inspector search information. The recent introduction of the Insight module lets schools drill down into their strengths and weaknesses rapidly with data visualisation and verbalisation.
- **NCER Nationals offering enhanced early insight** for attainment and progress (EYFS, Phonics, KS1, KS2 and KS4).
- For KS2 and KS4, the Data Team will adjust **analysis to reflect discounted pupil submissions** made within the Performance Tables checking exercise.
- **School Performance Data Guide** containing all the latest performance indicators and methodologies including Absence, Suspensions and Early Years Foundation Stage Profile through to Key Stage 4.
- **One day's consultation / bespoke analysis** (7 hours) – preparation, travel and report writing will be included within this time. You decide, examples of training and analysis previously requested are:
  - o **SLT training –** A review of the school's performance covering headline indicators, pupil groups and combinations of groups.
  - o **Internal tracking review –** An assessment of the current strengths and weaknesses of the internal tracking and monitoring approach used by the school.
  - o **Collaboration analysis** – It is possible for groups of schools with a Gold SLA to request collaboration analysis that provides the average result across the schools included within that analysis and / or individual school outcomes. To request this analysis all schools must hold a Gold SLA with the Data Team. Each school included in the analysis must give permission for their school's inclusion in this analysis. The time taken to produce this analysis will be deducted from each school's 7 hours of bespoke analysis.
- **Emergency cover for statutory returns** (one day per year)
- **Free access to all training events** for school staff. (2 places per school per in-person event, minimum of 3 events to be provided a year)
- Online access to **current and historical school analysis reports** that have been included within previous years' SLA services purchased.
- Analysis of **DfE Statistical Release publications** for EYFS, Phonics, KS1, KS2, KS4, KS5, Absence and Suspensions / Exclusions.
- IDACI **mapping** of your school pupils.

Please see Annex A for a range of report examples.

Analysis specific

To ensure all schools receive high quality reports in a timely manner, the focus of the first half term (autumn) will primarily be on report publication. Training courses will be prioritised during the second half term (autumn), allowing all schools an equal opportunity to access support using the most up to date reports produced earlier in the term. Further courses, webinars, or workshops will be available during the spring and summer term.

Individual bespoke school visits, or online face-to-face meetings, will therefore be available from the spring term onwards except in exceptional circumstances where visits during the autumn term may be negotiated with the Data Team.

4.   School Report List for Ad Hoc Services

Please use the links below to view the school report list and ad hoc services most relevant to your school. Please note that all of the reports listed are provided to Gold SLA schools in addition to the services outlined in section 3.

- Infant Schools / Academies
- Junior Schools / Academies
- Primary Schools / Academies
- Secondary Schools / Academies
- Special Schools / Academies and PRU

Reports - Infant Schools / Academies	
Nova Report – Early EYFS Attainment Summary with Pupil Characteristic analysis by school and National average.	
School Assessment Summary Report – EYFS Gap Analysis by area of learning, scale and pupil characteristic for your school, Local Authority and National.	
Nova Analysis Report – Early Year 1, Year 1 & 2 and by the end of Year 2 Phonics report with a breakdown of pupil scores by band (0-10, 11-20 etc.), % WA and pupil characteristics for your school.	
School Assessment Summary Report – Phonics Year 1 and End of Year 2 report identifying achievement by Gender, FSM, SEN, EAL and Ethnicity by count of pupils, percentage of pupils and an average score per pupil group for your school.	One report from the list can be purchased for £481
Nova Analysis Report – Early KS1 Attainment Summary with Pupil Characteristic analysis by school and National average.	
School Assessment Summary Report - KS1 gap analysis including pupil characteristic, prior attainment, absence and combinations of these factors known to be most influential on pupils' outcomes.	
EYFSP – KS1 Target Setting – Analysis to support target setting between EYFSP and KS1 that includes target transition matrixes that identify the likelihood of achieving a KS1 outcome based on EYFSP.	
Absence Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of absence in your school or academy by year group, pupil group and absence reason with National comparators and key strengths / weaknesses highlighted. An	

LA version of this report will also be provided for further context.

Suspension Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of suspensions in your school or academy by year group, pupil group and suspension reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.

Southampton School List Summaries – overview of all schools' performance against headline measures for EYFS, Phonics and KS1.

Map – Pupil Location Analysis and IDACI.

Predicted Outcomes Analysis – A detailed analysis of Key Stage predicted outcomes based on teacher assessments summitted to the Data Team via an Excel template. This analysis will take the same format as end of key stage reports offering early insight into potential pupil group outcomes.

Please see Annex A for a range of report examples.

Reports - Junior Schools / Academies	
Nova Report – Early KS2 Attainment with Pupil Characteristic analysis by school and National averages (provisional, school amended and final data).	
School Assessment Summary Report – KS2 Attainment and Progress Gap Analysis including pupil characteristic, prior attainment, absence and combinations of these factors known to be most influential on pupil outcomes (provisional - school amended data).	
Nova Analysis Report – Early KS2 Progress between KS1-2 (Pupil and School Level) with pupil characteristic compared by school, LA and National (provisional, school amended and final data).	
KS1 – KS2 Target Setting – Analysis to support target setting between KS1 and KS2 that includes target transition matrixes that identify the likelihood of achieving a KS2 outcome based on KS1 outcomes.	One report from the list can be purchased for £481
Absence Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of absence in your school or academy by year group, pupil group and absence reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.	
Suspension Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of suspensions in your school or academy by year group, pupil group and suspension reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.	
KS1 TA data - A detailed file of pupil transfers to your school from KS1 providers in Southampton.	

Southampton Schools List Summaries – overview of all schools' performance against headline measures for KS2.	
Map – Pupil Location Analysis and IDACI.	
Predicted Outcomes Analysis – A detailed analysis of Key Stage predicted outcomes based on teacher assessments summitted to the Data Team via an Excel template. This analysis will take the same format as end of key stage reports, offering early insight into potential pupil group outcomes. Please see Annex A for a range of report examples.	

Reports - Primary Schools / Academies	
Nova Report – Early EYFS Attainment Summary with Pupil Characteristic analysis by school and National average.	
School Assessment Summary Report – EYFS Gap Analysis by area of learning, scale and pupil characteristic for your school, Local Authority and National.	
Nova Analysis Report – Early Year 1, Year 1 & 2 and by the end of Year 2 Phonics report with a breakdown of pupil scores by band (0-10, 11-20 etc.), % WA and pupil characteristics for your school.	
School Assessment Summary Report – Phonics Year 1 and End of Year 2 report identifying achievement by Gender, FSM, SEN, EAL and Ethnicity by count of pupils, percentage of pupils and an average score per pupil group for your school.	
Nova Analysis Report – Early KS1 Attainment Summary with Pupil Characteristic analysis by school and National average.	
School Assessment Summary Report – KS1 gap analysis including pupil characteristic, prior attainment, absence and combinations of these factors known to be most influential on pupil's outcomes.	
Nova Analysis Report – Early KS2 Attainment with Pupil Characteristic analysis by school and National averages (provisional, school amended and final data).	One report from the list can be purchased for £437
School Assessment Summary Report – KS2 Attainment and Progress Gap Analysis including pupil characteristic, prior attainment, absence and combinations of these factors known to be most influential on pupil outcomes (provisional - school amended data).	
Nova Analysis Report – Early KS2 Progress between KS1-2 (Pupil and School Level) with pupil characteristic compared by school, LA and National (provisional, school amended and final data).	
EYFSP – KS1 & KS1 – KS2 Target Setting – Analysis to support target setting between Key Stages that includes target transition matrixes that identify the likelihood of achieving a outcome based on the previous Key Stages prior attainment.	
Absence Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of absence in your school or academy by year group, pupil group and absence reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.	

Suspension Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of suspensions in your school or academy by year group, pupil group and suspension reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.	
Southampton School List Summaries - overview of all schools' performance against headline measures.	
Map – Pupil Location Analysis and IDACI.	
Predicted Outcomes Analysis – A detailed analysis of Key Stage predicted outcomes based on teacher assessments summitted to the Data Team via an Excel template. This analysis will take the same format as end of key stage reports offering early insight into potential pupil group outcomes.	

Please see Annex A for a range of report examples.

Reports – Secondary Schools / Academies	
KS2 Test & TA data - A detailed file including prior attainment and characteristics of pupil transfers to your school from KS2 providers in Southampton.	
Nova Analysis Report – Early KS4 Attainment & Progress between KS2-4 (Pupil, School Level) with pupil characteristic compared by school, LA and National (provisional, school amended and final data). An LA version of this report will also be provided for further context.	
School Assessment Summary Report – KS4 Attainment and Progress Gap Analysis including pupil characteristic, prior attainment, absence and combinations of these factors known to be most influential on pupil outcomes (provisional - school amended data). An LA version of this report will also be provided for further context.	
Nova Analysis Report – KS4 subject level analysis that includes National comparators. An LA version of this report will also be provided for further context (provisional, school amended and final data).	
Nova Analysis Report – KS4 detailed pupil level analysis reports including context, attainment and progress (provisional, school amended and final data).	One report from the list can be purchased for £809
KS2 – KS4 Target Setting – Analysis to support target setting between KS2 and KS4 that includes target transition matrixes that identify the likelihood of achieving a KS4 outcome based on KS2 outcomes.	
Absence Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of absence in your school or academy by year group, pupil group and absence reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.	
Suspension Report – A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of suspensions in your school or academy by year group, pupil group and suspension reason with National	

comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.
Map – Pupil Location Analysis and IDACI.
KS4 Result Day Reporting – A detailed analysis of KS4 exam results based on exam results files (EDI) or CSV templates summitted to the Data Team. This analysis will take the same format as end of key stage reports offering early insight into pupil group outcomes.

Please see Annex A for a range of report examples.

Reports – Special / PRU
Please contact the Data Team to discuss school specific options and charges. The Data Team can provide Special schools with reports that include National Averages that reflect the Primary Need types most prevalent in your school. This is possible for Absence, Suspensions / Exclusions, School Characteristics and End of Key Stage outcomes.

Training - All schools (per delegate)	
Training half day	£270
Training full day	£539
Ad hoc consultations/bespoke analysis/visits/cover	
Half Day	£380
Whole Day	£759

Any paid training, or training as part of an SLA, that is cancelled will incur charges as per the booking form if 1 weeks' notice is not given.

Please note that following a detailed review of FFT Aspire usage within Southampton schools and an assessment of the value added, the service will no longer be available through this SLA. This decision was taken due to the sustained low usage by Southampton schools, the substantial duplication with other services still offered and its increasing price. Target setting support will continue to be offered to Gold SLA schools as part of the Data Team SLA. Schools should also be aware that DfE Sign-In now offers schools real time attendance reporting with almost all schools contributing to National averages.

5. Groups of School Analysis

For school groups (trusts / federations / clusters) that all hold a **Gold SLA** located within the Local Authority, group analysis can be provided as part of the schools' combined bespoke analysis allocation (**no additional cost**). Gold SLA school groups will have the option to have a report that includes aggregated school outcomes with or without individual school breakdowns, LA and national data. Areas that can be analysed include School Characteristics, EYFS, Phonics, KS1, KS2, KS4, Absence and Suspensions / Exclusions. There are a number of **pupil groups** that can be included within this group analysis, such as Disadvantaged and SEN.

For school groups that include Silver or Bronze schools, analysis will be limited to aggregated school outcomes only. There will be an additional charge per school that does not hold a Gold SLA.

Please contact the Data Team to discuss your school group analysis requirements.

School Group Analysis (Trusts / Federations / Clusters)	
Gold SLA School Groups	Free
Price per Bronze / Silver school	£437

## 6.	The School's commitment to the service provider

- An appropriate Privacy Notice has been given to all parents/carers.
- Ensure that pupil and staff level data in their Management Information System is kept up to date and accurate.
- Involve the Data Team at the earliest possible stage in the event that the school is experiencing difficulty, e.g. staffing issues / serious errors / backlogs of routine processing.
- Allow the Data Team reasonable access to records and information needed to deliver the service.
- Management Information Systems are up to date with the latest upgrade.

## 7.	Service contacts and performance review

Any queries, concerns or complaints about the overall operation of the scheme should be addressed to:

Dan King – Dan.King@southampton.gov.uk	Head of Data, Intelligence and Insight	023 8083 2493

The Data Team will monitor its performance by:

- Evaluating its training by requesting feedback through "evaluation/feedback" forms.
- Reviewing its operations and services through self-evaluation as part of the corporate business planning and performance review process.

Annex A - Report Examples

The following section provides a basic illustration of some of the reporting that you will receive from the Data Team with a Gold SLA. However, as much of the analysis is dynamic and interactive, it is not possible to show the full breadth and depth of what is available. Please contact data.education@southampton.gov.uk or 02380 833801 for a demonstration and opportunity to ask any school specific questions.

Please click the report options below to view a summary of the content in more detail.
- Perspective Lite
- Nova Analysis Reports
- Termly Absence Reports
- Termly Suspension Reports
- School Assessment Summary Reports
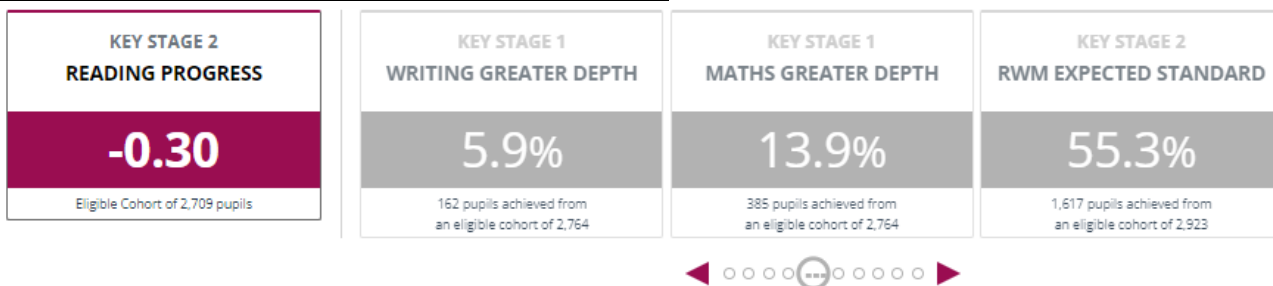- School List Summaries
- IDACI Maps

Perspective Lite

You will receive unlimited account access to Perspective Lite with a Gold SLA. This is your gateway to a suite of bespoke reporting and school-level intelligence, allowing schools to access early School, LA and National key indicator results through dynamic reporting containing a broad

range of pupil groups (gender, disadvantaged, SEN, prior attainment, EAL, ethnicity), census analysis, OFSTED school and inspector search information and a helpful achieve of analysis reports and training materials.

The recent introduction of the Insight module lets schools drill down into their strengths and weaknesses rapidly with data visualisation and verbalisation. The breadth of the Data Team offer has been substantially enhanced to incorporate detailed analysis of the whole school cohort and their characteristics for each term visualising and verbalising variation between different cohorts within your school and National comparators for pupil characteristics, deprivation (FSM, disadvantaged, IDACI), mobility, prior attainment, absence and exclusions.

Perspective Light > Insight (Analysis) > Headlines

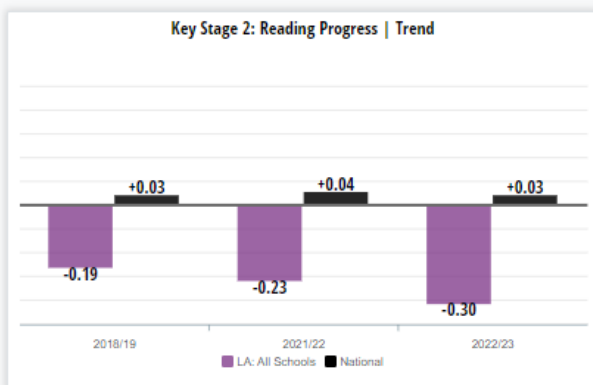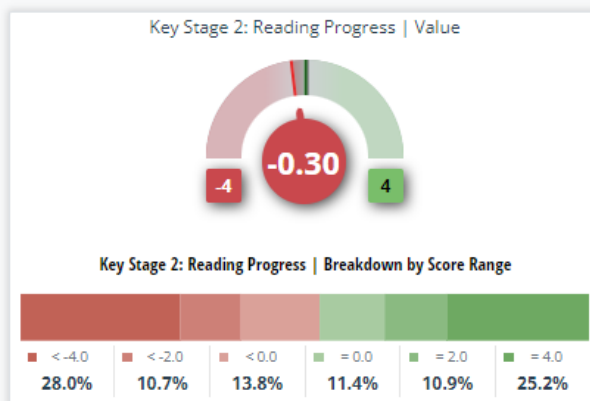| KEY STAGE 2 READING PROGRESS	KEY STAGE 1 WRITING GREATER DEPTH	KEY STAGE 1 MATHS GREATER DEPTH	KEY STAGE 2 RWM EXPECTED STANDARD
-0.30	5.9%	13.9%	55.3%
Eligible Cohort of 2,709 pupils	162 pupils achieved from an eligible cohort of 2,764	385 pupils achieved from an eligible cohort of 2,764	1,617 pupils achieved from an eligible cohort of 2,923

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KEY STAGE 2 | READING PROGRESS

Based on a cohort of **2,709 pupils** in your LA at the end of Key Stage 2, you achieved a progress score of **-0.30** in Reading.

47.5% of your cohort achieved a progress score greater than or equal to 0, with **25.2%** having a score greater than or equal to 4.0.

52.5% of your cohort achieved a progress score below 0, with **28.0%** having a score less than or equal to -4.0.

Key Stage 2: Reading Progress | Value

-0.30

-4   4

Key Stage 2: Reading Progress | Breakdown by Score Range

< -4.0	< -2.0	< 0.0	= 0.0	= 2.0	= 4.0
28.0%	10.7%	13.8%	11.4%	10.9%	25.2%

Key Stage 2: Reading Progress | Trend

+0.03   +0.04   +0.03
-0.19   -0.23   -0.30

| 2018/19 | 2021/22 | 2022/23 |

LA: All Schools   ■ National

Your LA's Reading progress score has **decreased by 0.07** from **-0.23** in 2021/22 to **-0.30** in 2022/23.

In addition, - - pupils achieved their progress estimate in 2022/23 compared to 2021/22.

Your LA's average progress score for the last 3 academic year(s) is **-0.24**.

SCHOOL SUMMARY

AREA	STRENGTHS		CHALLENGES
ABSENCE - AUTUMN	0 / 10		9 / 10
ABSENCE - AUT/SPR	0 / 10		10 / 10
EYFSP	2 / 4		1 / 4
PHONICS	2 / 6		0 / 6
KEY STAGE 1	5 / 16		2 / 16
KEY STAGE 2	4 / 26		10 / 26
EXCLUSIONS/SUSPENSIONS - AUT/SPR	0 / 6		4 / 6
EXCLUSIONS/SUSPENSIONS - FULL YEAR	0 / 6		4 / 6

ABSENCE - AUTUMN

STRENGTHS

ⓘ *You have no significant indicators for the selected options.*

CHALLENGES

OVERALL ABSENCE (GAP-TO-NATIONAL)

Sch.:		Nat.:		Diff.
8.7%	−	**6.3%**	=	**+2.4%**

The school is significantly worse than the national average.

OVERALL ABSENCE (YEAR-ON-YEAR TREND)

Sch. 21/22		Sch. 22/23		Diff.
6.9%	→	8.7%	=	+1.8%

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DISADVANTAGED

6,347 of your LA's 34,023 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 18.7% of your cohort.

This is 8.0% lower than the national average of 26.7%.

19.2% (3,148) of your female pupils are disadvantaged, 7.5% lower than the national of 26.7%. 18.2% (3,199) of your male pupils are disadvantaged, 8.6% lower than the national of 26.8%.

Disadvantaged pupils contribute £8,072,385 to the budget of your LA in disadvantaged funding.

This equates to an average of £139,179.05 per school in your LA.

You can find more information on disadvantaged (Pupil Premium) funding here

DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Female	Male	Total	Finance
R	113	110	223	£330,535
1	193	175	368	£543,660
2	251	241	492	£721,105
3	222	260	482	£709,747
4	229	262	491	£723,190
5	260	291	551	£817,450
6	297	320	617	£909,705
7	317	307	624	£647,565
8	319	305	624	£655,662
9	300	306	606	£661,365
10	295	302	597	£621,862
11	293	260	553	£583,395
12	1	n/a	1	£1,035
Unknown	58	60	118	£146,107
Total	**3,148**	**3,199**	**6,347**	**£8,072,383**

SEN PROVISION (K/E)   DIFFERENCE -2.3%

SEN Support: 17.9%, 20.8%
SEN EHC Plan: 7.9%, 7.3%

25.8% (1,637) of your disadvantaged pupils have a SEN provision, 2.3% lower than the national of 28.1%.
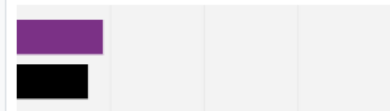
MINORITY ETHNICITY   DIFFERENCE +5.9%

Minority Ethnicity: 41.5%, 35.6%

41.5% (2,637) of your disadvantaged pupils are minority ethnicity, 5.9% higher than the national of 35.6%.

EAL   DIFFERENCE +4.0%

EAL: 23.0%, 19.0%

23.0% (1,461) of your disadvantaged pupils have a first language other than English, +4.0% higher than the national of 19.0%.

LA: All Schools   National

DISADVANTAGED: PERFORMANCE

Area
Key Stage 2

Group
KS2: Expected Standard

RWM EXPECTED STANDARD

58.6% of your LA's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **536 pupils** out of 914.

This is **7.3%** lower than the **national Non-Disadvantaged** cohort at **65.9%**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 2.1%** from -5.2% in 2021/22, to -7.3% in 2022/23.

Your **Disadvantaged** cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 1.8%** from 60.4% in 2021/22, to 58.6% in 2022/23.

The Disadvantaged pupil(s) in your LA are in **percentile 6** for **Reading, Writing & Maths Expected Standard** when compared to other LAs.
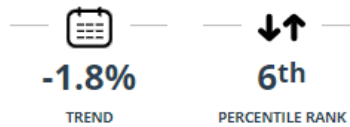
GAP TO:

National: Non-Disadvantaged	-7.3%
National: Disadvantaged	+14.6%
LA: Non-Disadvantaged	-13.0%

-1.8%
TREND

6th
PERCENTILE RANK

LA: ALL SCHOOLS: VALUE

58.6%
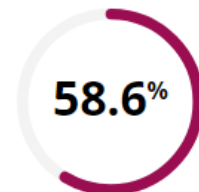
READING EXPECTED STANDARD

70.9% of your LA's Disadvantaged cohort achieved the expected standard in Reading, **649 pupils** out of 916.

This is **6.9%** lower than the **national Non-Disadvantaged** cohort at **77.8%**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has

GAP TO:

National: Non-Disadvantaged	-6.9%
National: Disadvantaged	+10.7%

LA: ALL SCHOOLS: VALUE

70.9%

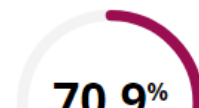## SCHOOL CENSUS CHARACTERISTICS

■ LA COHORT ■ NCER NATIONAL

GENDER

☐ FEMALE ☐ MALE

LA COHORT   **NCER NATIONAL**

48.7%   48.8%

51.3%   51.2%

Your LA cohort is made up of **48.7% (15,939) female** and **51.3% (16,798) male**, compared to the national distribution of **48.8% female** and **51.2% male**.

NC YEAR

TOTAL LA COHORT: 32,737

LA Cohort	NC Year	NCER National
8.2%	R	7.9%
8.5%	1	8.2%
8.4%	2	8.4%
9.0%	3	8.4%
8.9%	4	8.4%
8.8%	5	8.6%
9.0%	6	8.7%
8.5%	7	8.6%
7.9%	8	8.4%
7.9%	9	8.2%
8.0%	10	8.3%
7.0%	11	7.9%

SEN BREAKDOWN

DIFFERENCE +2%

19.6%

18%

In your LA, **6,428 children** are recorded as SEN. This is **19.6%** of children in your Spring census LA (32,737).

The SEN proportion in the national is **18%**, **1.6% lower than** your LA.

⟲ VIEW DETAIL

EAL BREAKDOWN

DIFFERENCE +10%

30.0%

20%

In your LA, **9,829 children** are recorded as being EAL. This is **30.0%** of children in your Spring census LA (32,737).

The proportion for children in the national that are EAL is **20%**, **10.0% lower than** your LA.

⟲ VIEW DETAIL

MINORITY ETHNICITY

DIFFERENCE +8%

42.6%

35%

In your LA, **13,944 children** are recorded as Minority Ethnicity. This is **42.6%** of children in your Spring census LA (32,737).

The proportion for children in the national that are recorded as Minority Ethnicity is **35%**, **7.6% lower than** your LA.
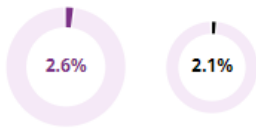
⟲ VIEW DETAIL

16

PUPIL MOBILITY ⓘ

LA COHORT ■ NCER NATIONAL

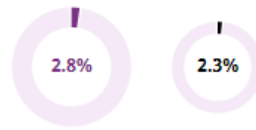## LATE ENTRY (POST-SEPTEMBER)

DIFFERENCE
+0.5%

2.6%   **2.1%**

In your LA, **2.6%** (858) of children entered late. The proportion of your LA entering late is **0.5% greater than** the national percentage of **2.1%**.

EARLY LEAVER

DIFFERENCE
+0.5%

2.8%   **2.3%**

In your Spring census LA, **2.8%** (940) of children left early. The proportion of your LA leaving early is **0.5% greater than** the national percentage of **2.3%**.

ENTRY NC YEAR

View By: ● **Primary** ○ Secondary

Pupil Joined Year

Pupil Current Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year R	100.0% 100.0% 0%						
Year 1	93.7% 94.3% -0.6%	6.3% 5.7% +0.6%					
Year 2	85.1% 87.5% -2.4%	9.9% 7.3% +2.6%	4.9% 5.2% -0.3%				
Year 3	58.4% 71.7% -13.3%	4.1% 5.8% -1.7%	7.4% 6.7% +0.7%	30.1% 15.8% +14.3%			
Year 4	56.0% 68.3% -12.3%	3.1% 4.0% -0.9%	4.4% 6.0% -1.6%	32.1% 17.0% +15.1%	4.4% 4.7% -0.3%		
Year 5	52.8% 63.2% -10.4%	3.2% 4.5% -1.3%	5.8% 3.9% +1.9%	25.4% 16.0% +9.4%	8.1% 6.2% +1.9%	4.7% 6.1% -1.4%	
Year 6	52.5% 60.1% -7.6%	3.1% 4.3% -1.2%	2.2% 4.8% -2.6%	24.8% 14.0% +10.8%	5.2% 5.6% -0.4%	9.3% 7.7% +1.6%	2.9% 3.6% -0.7%

The matrix above shows the current NC Year of pupils in your Spring census cohort against the NC Year in which they entered the school. Comparing your distribution to the National distribution, the largest difference is for Year 4 pupils entering school in Year 3. Ignoring the entries in Year R, most pupils tend to join in Year 3.

■ LA COHORT
■ NCER NATIONAL
▨ GREATER THAN 1% ABOVE NCER NATIONAL AVERAGE
▨ MORE THAN 1% BELOW NCER NATIONAL AVERAGE

Note: if a pupil joined the school before the first list entry year, e.g. joined in N2, they will be counted in the first listed entry year.

PUPIL DEPRIVATION ⓘ

DISADVANTAGED
DIFFERENCE +9.8%

35.0%   25.2%

35.0% of the children in your LA are considered disadvantaged, this is **9.8% greater than** the national value of **25.2%**.

FREE SCHOOL MEALS
DIFFERENCE +9.4%

34.3%   24.9%

34.3% of the children in your LA are eligible for free school meals, this is **9.4% greater than** the national value of **24.9%**.

IDACI
DIFFERENCE +0.03

0.21
0.18

The average IDACI score for your LA is **0.21**. This is **0.03 greater than** the national IDACI score of **0.18**.

| Disadvantaged | Free School Meals | IDACI Score | IDACI Deciles |

LA COHORT (11,443)   View By: ● **Pupil Group** ○ NC Year   **NCER NATIONAL**

	Group	LA %	Count	Difference	National %
▼	Male	51.7%	5,919	0.4%	51.3%
▼	Female	48.3%	5,524	-0.4%	48.7%
▼	Disadvantaged	100.0%	11,443	0.0%	100.0%
▼	FSM Eligible	94.5%	10,816	4.1%	90.4%
▼	Not FSM Eligible	5.5%	627	-4.1%	9.6%
▼	SEN Support & EHCP	28.7%	3,280	0.7%	28.0%
▼	SEN Support	22.3%	2,555	1.6%	20.7%
▼	SEN EHC Plan	6.3%	725	-1.1%	7.4%
▼	None SEN	71.3%	8,163	-0.7%	72.0%
▼	Minority Ethnicity	34.8%	3,982	-1.0%	35.8%
▼	Other than Min. Eth.	65.2%	7,461	1.0%	64.2%
▼	EAL	22.7%	2,594	3.6%	19.1%
▼	Non EAL	77.3%	8,849	-3.6%	80.9%

PRIOR ATTAINMENT

KEY STAGE 2

KS1: READING TEACHER ASSESSMENT

	Greater Depth	Expected Standard	Below the Standard	ADQ
	17.3%	51.7%	30.8%	0.2%
	21.5%	49.9%	28.5%	0.2%

- LA COHORT
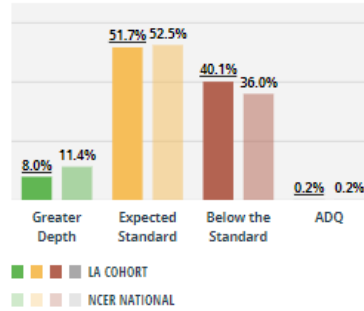- NCER NATIONAL
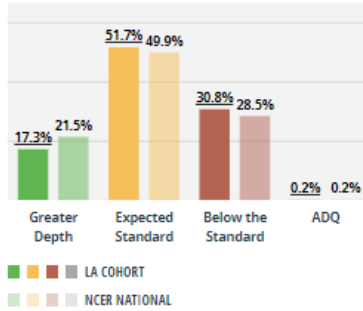
In your LA for children in Key Stage 2, **17.3%** (965) achieved Greater Depth (GDS) in Reading, **4.2% lower than** the national value. **51.7%** (2,887) of children in Key Stage 2 achieved the expected standard (EXS) in Reading, **1.8% greater than** the national value.

30.8% (1,719) of Key Stage 2 children in your LA did not achieve the expected standard in Reading, this is **2.3% greater than** the national figure of **28.5%**. Additionally, **0.2%** (10) of Key Stage 2 children received a TA result of A, D or Q in Reading.
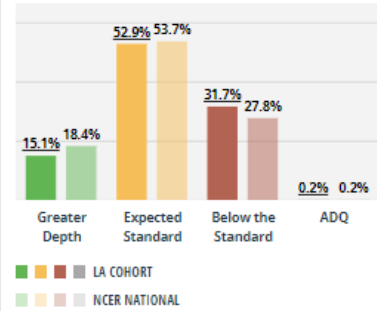
KS1: WRITING TEACHER ASSESSMENT

	Greater Depth	Expected Standard	Below the Standard	ADQ
	8.0%	51.7%	40.1%	0.2%
	11.4%	52.5%	36.0%	0.2%

- LA COHORT
- NCER NATIONAL

In your LA for children in Key Stage 2, **8.0%** (444) achieved Greater Depth (GDS) in Writing, **3.4% lower than** the national value. **51.7%** (2,887) of children in Key Stage 2 achieved the expected standard (EXS) in Writing, **0.8% lower than** the national value.

40.1% (2,241) of Key Stage 2 children in your LA did not achieve the expected standard in Writing, this is **4.1% greater than** the national figure of **36.0%**. Additionally, **0.2%** (10) of Key Stage 2 children received a TA result of A, D or Q in Writing.

KS1: MATHS TEACHER ASSESSMENT

	Greater Depth	Expected Standard	Below the Standard	ADQ
	15.1%	52.9%	31.7%	0.2%
	18.4%	53.7%	27.8%	0.2%

- LA COHORT
- NCER NATIONAL

In your LA for children in Key Stage 2, **15.1%** (845) achieved Greater Depth (GDS) in Maths, **3.3% lower than** the national value. **52.9%** (2,955) of children in Key Stage 2 achieved the expected standard (EXS) in Maths, **0.8% lower than** the national value.

31.7% (1,772) of Key Stage 2 children in your LA did not achieve the expected standard in Maths, this is **3.9% greater than** the national figure of **27.8%**. Additionally, **0.2%** (10) of Key Stage 2 children received a TA result of A, D or Q in Maths.

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Perspective Light > Insight (Analysis) > Absence

OVERALL ABSENCE

■ LA COHORT ■ NCER NATIONAL

OVERALL ABSENCE

7.9%

7.3%

Gap To NCER National

+0.6%

↔

Trend

+0.0%

↗

% Rank

73rd

↓↑

The percentage of sessions recorded as an absence in your LA is **7.9%**, a total of **578,394 session(s)**. Absence in your LA is **0.6% greater than** the national percentage of **7.3%**. This is also **the same as** the percentage of the previous year in your LA of **7.9%**.

AUTHORISED ABSENCE

5.0%

5.1%

Gap To NCER National

-0.1%

Trend

-0.5%

% Rank

53rd

The percentage of sessions recorded as an authorised absence in your LA is **5.0%**, a total of **366,413 session(s)**. Authorised absence in your LA is **0.1% lower than** the national percentage of **5.1%**. This is also **0.5% lower than** the percentage of the previous year in your LA of **5.5%**.

⟳ VIEW DETAIL

UNAUTHORISED ABSENCE BREAKDOWN

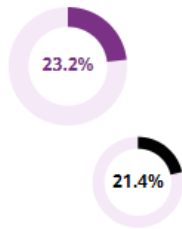| Reason	Sessions Missed	Absence	Gap
Unagreed Hols (G)	29,542	0.4%	+0.0%
Other Unauth (O)	162,399	2.2%	+0.7%
Late After Reg (U)	18,933	0.3%	+0.2%
No Reason (N)	1,107	0.0%	-0.1%

⟳ HIDE DETAIL

PERSISTENT ABSENCE

PERSISTENT ABSENCE (10%)

23.2%

21.4%

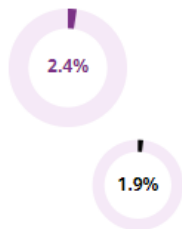|	**Gap To NCER National**	**Trend**	**% Rank**
	+1.8%	**+0.6%**	**77th**
	↔	↗	⬇⬆

In your LA, **7,246 enrolment(s)** are considered to be persistent absentees. This is **23.2%** of enrolments in your LA (31,267).

The proportion of enrolments in the national that are persistently absent is **21.4%**, **1.8% lower than** your LA.

SEVERE PERSISTENT ABSENCE (50%)

2.4%

1.9%

	Gap To NCER National	**Trend**	**% Rank**
	+0.5%	**+0.9%**	**71st**
	↔	↗	⬇⬆

In your LA, **739 enrolment(s)** are considered to be severe persistent absentees. This is **2.4%** of enrolments in your LA (31,267).

The proportion of enrolments in the national that are severely persistently absent is **1.9%**, **0.5% lower than** your LA.

PERSISTENT ABSENCE BREAKDOWN

Bar chart — Percentage of enrolments (y-axis) vs Percentage of possible sessions missed (x-axis):

	10-15%	15-20%	20-25%	25-30%	30-35%	35-40%	40-45%	45-50%	50-100%
LA Cohort	10.4%	4.7%	2.3%	1.2%	0.9%	0.6%	0.4%	0.3%	2.4%
NCER National	10.3%	4.3%	2.0%	1.1%	0.7%	0.5%	0.4%	0.3%	1.9%
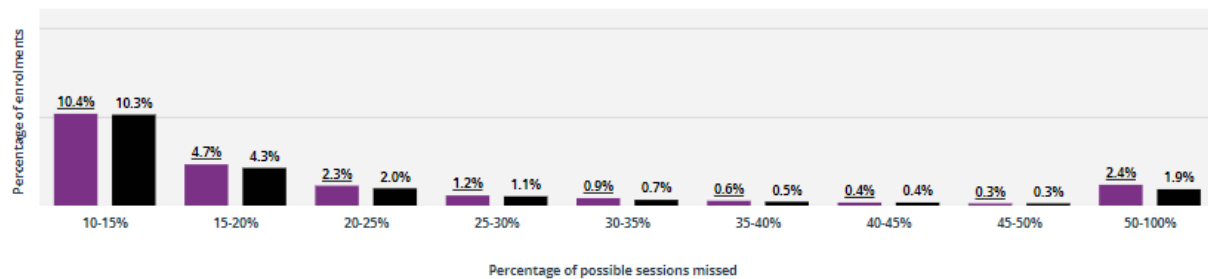
In your LA, the highest persistent absence group is **10-15%** with a percentage of **10.4%**, a total of **3,259 enrolment(s)**. This highest persistent absence group in your LA is **0.1% greater than** the national percentage of **10.3%**.

PUPIL GROUPS

| OVERALL ABSENCE | AUTHORISED ABSENCE | UNAUTHORISED ABSENCE | PERSISTENT ABSENCE | SEVERE PERSISTENT ABSENCE |

LA COHORT

View By: ● **Pupil Group** ○ NC Year

NCER NATIONAL

Group	LA %	Count	Gap	NCER National %
▼ Male	8.0%	298,195	0.7%	7.3%
▼ Female	7.9%	280,199	0.6%	7.3%
▼ Disadvantaged	11.4%	302,047	0.7%	10.7%
▼ Non Disadvantaged	6.0%	276,347	0.0%	6.0%
▼ FSM Eligible	11.6%	291,684	0.7%	10.9%
▼ Not FSM Eligible	6.0%	286,710	-0.1%	6.1%
▼ SEN Support & EHCP	12.3%	176,408	1.7%	10.6%
▼ SEN Support	12.0%	136,693	1.9%	10.1%
▼ SEN EHC Plan	13.2%	39,715	0.8%	12.4%
▼ None SEN	6.8%	399,624	0.3%	6.5%
▼ Minority Ethnicity	6.7%	206,058	-0.2%	6.9%
▼ Other than Min. Eth.	8.8%	370,525	1.3%	7.5%
▼ EAL	6.4%	139,451	-0.2%	6.6%
▼ Non EAL	8.6%	438,943	1.2%	7.4%

ATTENDANCE REASON

Other Auth (C) ⌄

■ LA COHORT ■ NCER NATIONAL

ABSENCE: OTHER AUTH (C)

0.5%

0.5%
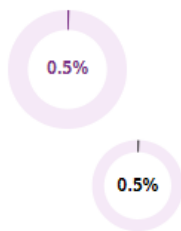
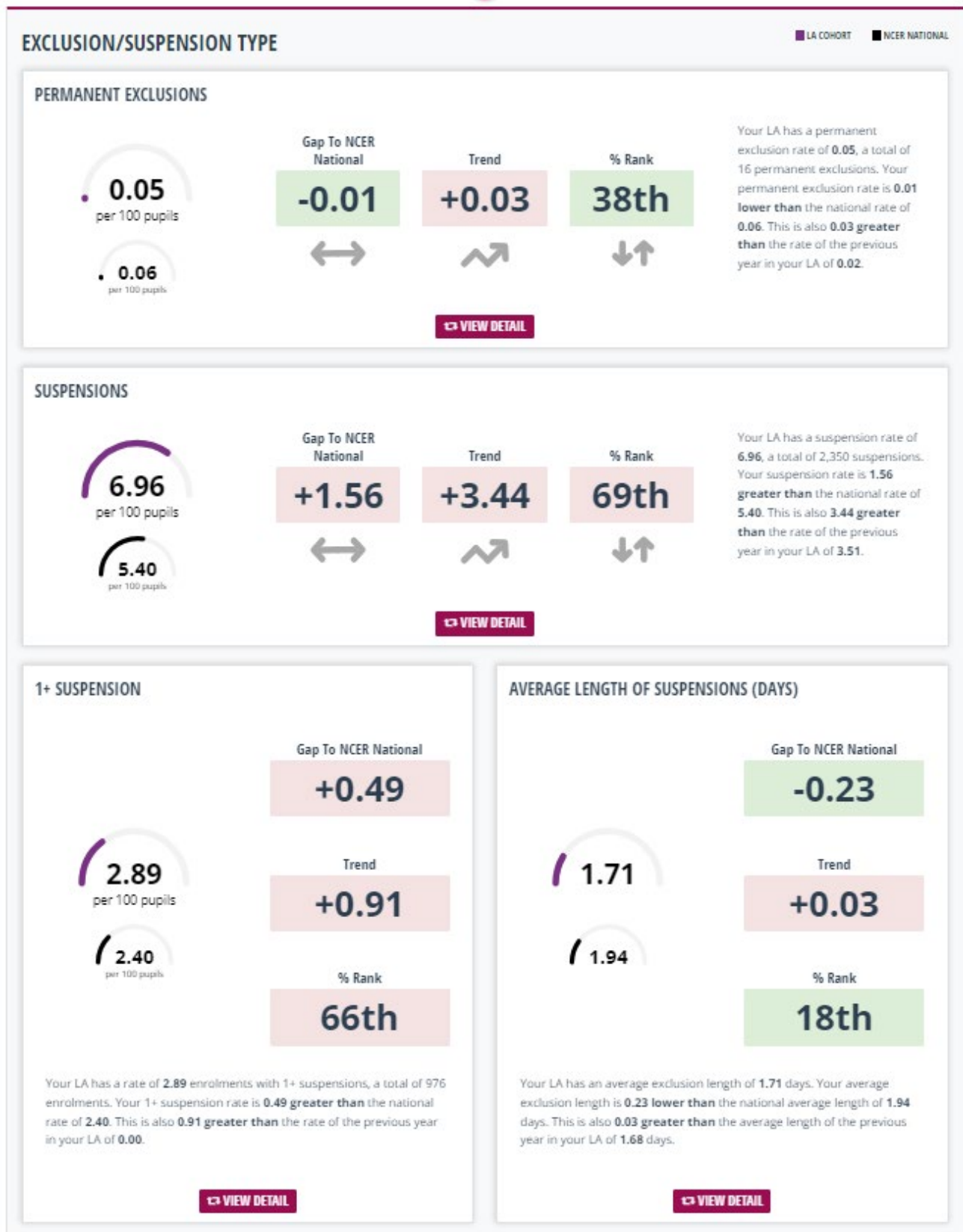| **Gap To NCER National**	**Trend**	**% Rank**
+0.0%	**-0.1%**	**50th**
↔	↗	↓↑

The percentage of sessions recorded as Other Auth (C) in your LA is **0.5%**, a total of **35,556 session(s)**. The percentage of these sessions in your LA is **the same as** the national percentage of **0.5%**. This is also **0.1% lower than** the percentage of the previous year in your LA of **0.6%**.

EXCLUSION/SUSPENSION TYPE

LA COHORT   NCER NATIONAL

PERMANENT EXCLUSIONS

0.05
per 100 pupils

0.06
per 100 pupils

Gap To NCER National
-0.01

Trend
+0.03

% Rank
38th

Your LA has a permanent exclusion rate of **0.05**, a total of 16 permanent exclusions. Your permanent exclusion rate is **0.01 lower than** the national rate of **0.06**. This is also **0.03 greater than** the rate of the previous year in your LA of **0.02**.

⟲ VIEW DETAIL

SUSPENSIONS

6.96
per 100 pupils

5.40
per 100 pupils

Gap To NCER National
+1.56

Trend
+3.44

% Rank
69th

Your LA has a suspension rate of **6.96**, a total of 2,350 suspensions. Your suspension rate is **1.56 greater than** the national rate of **5.40**. This is also **3.44 greater than** the rate of the previous year in your LA of **3.51**.

⟲ VIEW DETAIL

1+ SUSPENSION

2.89
per 100 pupils

2.40
per 100 pupils

Gap To NCER National
+0.49

Trend
+0.91

% Rank
66th

Your LA has a rate of **2.89** enrolments with 1+ suspensions, a total of 976 enrolments. Your 1+ suspension rate is **0.49 greater than** the national rate of **2.40**. This is also **0.91 greater than** the rate of the previous year in your LA of **0.00**.

⟲ VIEW DETAIL

AVERAGE LENGTH OF SUSPENSIONS (DAYS)

1.71

1.94

Gap To NCER National
-0.23

Trend
+0.03

% Rank
18th

Your LA has an average exclusion length of **1.71** days. Your average exclusion length is **0.23 lower than** the national average length of **1.94** days. This is also **0.03 greater than** the average length of the previous year in your LA of **1.68** days.

⟲ VIEW DETAIL

PUPIL GROUPS

	PERMANENT EXCLUSIONS	SUSPENSIONS	1+ SUSPENSION	AVERAGE EXCLUSION LENGTH

LA COHORT   **NCER NATIONAL**

View By: ● **Pupil Group** ○ NC Year

	Pupil Group	LA	Count	Gap	NCER National
▼	Male	0.07	12	-0.01	0.08
▼	Female	0.02	4	-0.01	0.03
▼	Disadvantaged	0.10	11	-0.05	0.15
▼	Non-Disadvantaged	0.02	5	-0.01	0.03
▼	FSM Eligible	0.04	5	-0.08	0.12
▼	Not FSM Eligible	0.03	6	0.01	0.02
▼	SEN Support & EHCP	0.13	9	-0.04	0.17
▼	SEN Support	0.14	7	-0.05	0.19
▼	SEN EHC Plan	0.12	2	0.02	0.10
▼	SEN No Recorded Provision	0.03	7	0.00	0.03
▼	Minority Ethnicity	0.03	4	0.00	0.03
▼	Other than Min. Eth.	0.04	7	-0.02	0.06
▼	EAL	0.03	3	0.01	0.02
▼	Non-EAL	0.03	8	-0.02	0.05

EXCLUSION/SUSPENSION REASON

Bullying (BU) ⌄

■ LA COHORT   ■ NCER NATIONAL

SUSPENSIONS: BULLYING (BU)

Gap To NCER National

-0.01

● **0.05**
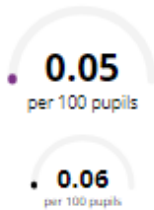per 100 pupils

. **0.06**
per 100 pupils

Trend

+0.02

% Rank

38th

Your LA has an suspension rate of **0.05** for Bullying, a total of 18 suspensions. Your suspension rate for Bullying is **0.01 lower than** the national rate of **0.06**. This is also **0.02 greater than** the rate of the previous year in your LA of **0.03**. Additionally, the most common suspension reason used with Bullying is **No Combined Reasons**.

MOST FREQUENTLY COMBINED REASONS

Reason	% Combined	Count Combined	Gap to NCER National
No Combined Reasons	27.8%	5	-31.5%
Verbal Abuse Pupil (VP)	22.2%	4	11.2%
Physical Assault Pupil (PP)	22.2%	4	9.5%
Persistent Disruptive (DB)	11.1%	2	-0.4%
Social Media (MT)	11.1%	2	6.2%
Physical Assault Adult (PA)	5.6%	1	4.6%
Abuse Sexual Orientation (LG)	5.6%	1	4.9%
Racist Abuse (RA)	5.6%	1	3.8%

Perspective Light > Nova (Reports)

Key Stage 2

KS2 Attainment Summary List

KS2 on a Page

KS2 Progress Matrix

KS2 Progress Pupil List

KS2 Progress Summary List

KS2 Pupil List

KS2 Pupil on a Page

KS2 TA Pupil List

KS2 TA Summary

KS2 TA Trend

KS2 Test Gap

KS2 Test Subject Summary List

KS2 Test Summary

KS2 Trend

Key Stage 4

KS4 Att8 Prog8 Pupil List

KS4 Att8 Prog8 School List

KS4 English Baccalaureate Benchmark

KS4 Gap

KS1 Summary List

Estab. No.	Establishment	Cohort **	READING <EXS	READING ≥EXS	READING GDS	WRITING <EXS	WRITING ≥EXS	WRITING GDS	MATHS <EXS	MATHS ≥EXS	MATHS GDS	RWM* ≥EXS	RWM* GDS	RWMS* ≥EXS
		42	21.4%	78.6%	19.0%	35.7%	64.3%	16.7%	23.8%	76.2%	7.1%	61.9%	4.8%	57.1%
		27	7.4%	92.6%	33.3%	22.2%	77.8%	18.5%	18.5%	81.5%	33.3%	66.7%	11.1%	66.7%
		70	15.7%	82.9%	42.9%	22.9%	75.7%	28.6%	15.7%	82.9%	24.3%	72.9%	20.0%	71.4%
		115	16.5%	83.5%	51.3%	20.0%	80.0%	26.1%	20.9%	79.1%	34.8%	72.2%	19.1%	72.2%
		30	26.7%	73.3%	10.0%	23.3%	76.7%	10.0%	20.0%	80.0%	10.0%	70.0%	6.7%	70.0%
		25	20.0%	80.0%	24.0%	32.0%	68.0%	24.0%	24.0%	76.0%	28.0%	64.0%	8.0%	64.0%
		2	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%	50.0%	0.0%	50.0%
		30	26.7%	73.3%	20.0%	20.0%	80.0%	20.0%	23.3%	76.7%	20.0%	60.0%	10.0%	60.0%
		55	21.8%	78.2%	20.0%	18.2%	81.8%	16.4%	16.4%	83.6%	25.5%	76.4%	12.7%	76.4%
		7	57.1%	42.9%	14.3%	71.4%	28.6%	0.0%	57.1%	42.9%	0.0%	28.6%	0.0%	28.6%
		11	18.2%	81.8%	18.2%	18.2%	81.8%	18.2%	27.3%	72.7%	27.3%	63.6%	0.0%	63.6%
		23	34.8%	65.2%	34.8%	47.8%	52.2%	30.4%	39.1%	60.9%	30.4%	47.8%	26.1%	47.8%

KS4 Gap Report (Keypas)

*Cohort Size

Indicator	Gender: Female School (53)*	Gender: Female LA (3,928)* Gap	Gender: Female LA Value	All Pupils School (100)* Gap	All Pupils School Value	All Pupils LA (7,864)* Gap	All Pupils LA Value
Attainment 8: English, Average Score	11.4	+0.9	10.5	+0.5	10.9	+1.8	9.6
EBacc: Entered	71.7%	+33.5%	38.2%	+13.7%	58.0%	+38.0%	33.7%
EBacc: APS	4.34	+0.40	3.94	+0.12	4.22	+0.61	3.73
EBacc: Achieved 5+	32.1%	+11.5%	20.6%	+8.1%	24.0%	+14.9%	17.2%
EBacc: Achieved 4+	37.7%	+14.6%	23.1%	+9.7%	28.0%	+18.7%	19.0%
EBacc: English, APS	5.70	+0.47	5.23	+0.25	5.45	+0.89	4.81
EBacc: English, Achieved 5+	67.9%	+1.8%	66.1%	+3.9%	64.0%	+10.5%	57.4%
EBacc: English, Achieved 4+	88.7%	+7.3%	81.4%	+3.7%	85.0%	+14.6%	74.1%
EBacc: Maths, Achieved 5+	67.9%	+1.8%	66.1%	+3.9%	64.0%	+10.5%	57.4%
EBacc: Science, Entered	98.1%	+1.0%	97.1%	-0.9%	99.0%	+1.8%	96.3%
EBacc: Science, APS	4.26	+0.08	4.18	-0.12	4.38	+0.21	4.05
EBacc: Science, Achieved 4+	69.8%	+11.9%	57.9%	+2.8%	67.0%	+15.1%	54.7%
EBacc: Humanities, Entered	88.7%	+10.5%	78.2%	+2.7%	86.0%	+11.4%	77.3%

KS4 Grade Summary by Subject

Subject: Additional Applied Science (0028) / Exam: Vocational GCSE Single Award (451)

QAN: 6000759X

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	A*-C	A*-G	Avg Pts
-	National (All Schools)	633605	5610	0.2	1.9	7.5	25.0	29.2	20.1	10.1	4.0	2.0	(29)	34.6	98.0	33.0
-	LA (State Funded)				3.3	5.8	18.4	24.5	20.5	18.4	6.1	3.0	[4]	27.5	97.0	30.8
								35.7	35.7	28.6					100.0	28.4
						5.4	16.2	5.4	24.3	31.1	10.8	6.8		21.6	93.2	26.2
							5.7	30.2	26.4	24.5	13.2			5.7	100.0	27.4
							13.0	60.9	13.0	13.0				13.0	100.0	32.4
								16.7	66.7	11.1	5.6				94.4	21.1
							10.7	35.0	24.3	17.5	6.8	5.8	[4]	10.7	94.2	27.9
					11.7	17.1	39.6	19.8	11.7					68.5	100.0	39.8

Subject: Additional Applied Science (0028) / Exam: Vocational GCSE Single Award (451)

QAN: 60012201

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	A*-C	A*-G	Avg Pts
-	National (All Schools)	633605	4686	< 0.1	0.7	6.5	23.9	29.7	22.0	10.4	3.7	3.1	[7]	31.1	96.9	32.1
-	LA (State Funded)					3.2	5.4	25.8	24.7	23.7	12.9	4.3	[1]	8.6	95.7	26.6
								18.8	50.0	25.0	6.3				100.0	26.9
					6.7	11.1	42.2	15.6	17.8	6.7			[1]	17.8	100.0	31.2
								6.3	25.0	31.3	25.0	12.5			87.5	20.0

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THE LATEST OFSTED INSPECTIONS

Choose **Establishment type:** PRIMARY SCHOOLS ▾

■ Outstanding ■ Good ■ Requires Improvement ■ Inadequate

Last updated on **26/11/2023**
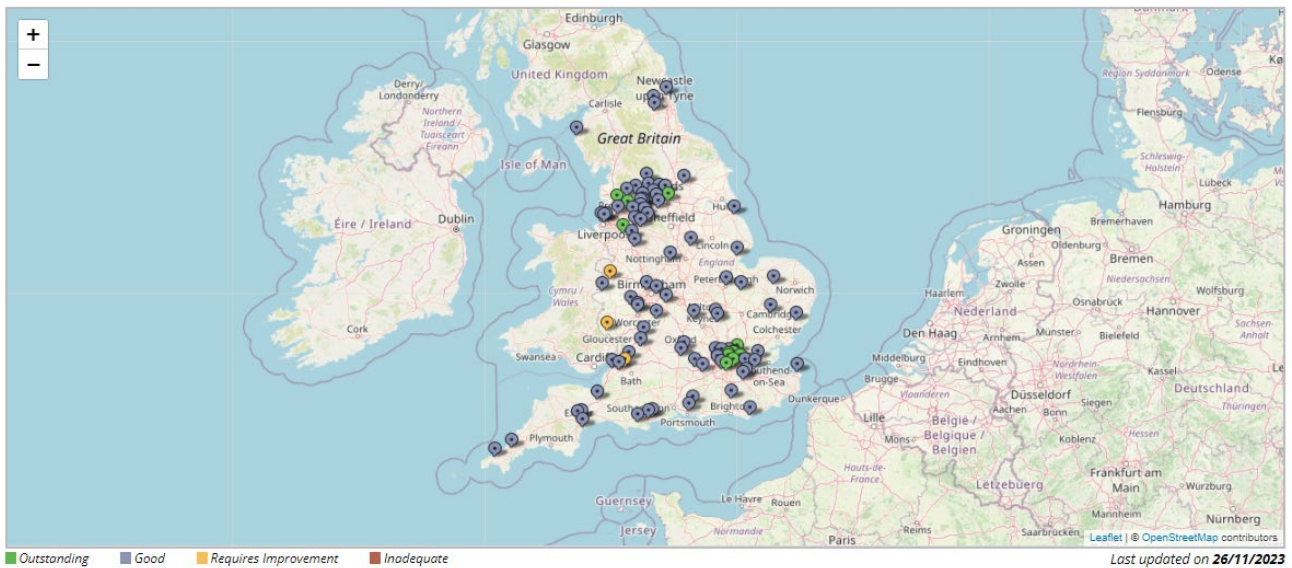
This map presents the latest 100 inspections according to inspection date, not report publication date. A report is typically published between 16 and 46 days after an inspection. Your school's inspection may not appear on the map if the publication of the report takes longer than usual.

LOOK UP AN OFSTED INSPECTOR

Last Name:	First Name:	Phase:
		Primary

Last Name	First Name	HMI	Last Inspection	Old Framework		No. of Inspections ▼		Profile
Gordon	Deborah		11/10/2023	69		76		view
Stephenson	Alison	●	11/10/2023	8		71		view
Poole	Caroline		03/10/2023	2		70		view
Wilkinson	Vic	●	10/10/2023	12		66		view
Lord	Lorraine		10/10/2023	4		65		view
Hussain	Shaheen		03/10/2023	1		65		view
Scott	Phil		03/10/2023	55		65		view
Norbury	Kirsty		17/10/2023	0		64		view
Cropper	Claire	●	17/10/2023	11		63		view
Turrell	Damien	●	03/07/2023	10		58		view

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Nova Analysis Reports

Our Nova Analysis Reports offer a systematic breakdown of pupil outcomes across key pupil groups. All are compared against a robust NCER National average for context. Pupil groups included are:

- All Pupils
- Aggregated by Gender
- Aggregated by FSM
- Aggregated by Disadvantaged
- Aggregated by SEN Provision
- Aggregated by SEN Code
- Aggregated by EAL
- Aggregated by Ethnicity

Reports are provided for:

- EYFSP
- Phonics Year 1, Year 2 and End of Year 2.
- KS1
- Multiplication Tables Check
- KS2
- KS4

Termly Absence Reports

A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of all absence indicators in your school by year group, pupil group and absence reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.

Termly Absence Report
Full Academic Year 2022/23
SOUTHAMPTON CITY COUNCIL

Southampton Primary Schools

1. Introduction

This report represents detailed analysis of your school's absence outcomes compared with National data, for a range of pupil groups and characteristics. National data throughout is for State-Funded Primary Schools, and is from either the latest, or the latest comparable, time period. These are from the DfE Statistical Release stated in each analysis description.

Contents of the Report

1. Introduction	2. Absence Methodology	3. School Summary	4. Code Analysis
5. Pupil Group Analysis	6. Severe Absence	7. Code Analysis by Year Group	

2. Absence Methodology

The absence analysis within this report uses data drawn from your own Management Information System (MIS). The DfE absence methodology has been applied to all performance reported within this report. Unless specifically noted, the analysis includes year 1 to year 6 pupils who are registered at the school for at least a session. Pupil enrolments who first enrolled at a school within the second half of the summer term are excluded from absence analysis.

3. School Summary

This section of the report looks at headline absence measures for pupils within your school and breaks the performance down by year group. Your school's performance has been compared against National equivalents for each year group.

Year Group	Overall Absence					Persistent Absence (10%)				
	%	Missed Days	National Full Year 2022	% Diff. to Nat.	Days Diff. to Nat.	Pupil Count	%	National Full Year 2022	% Diff. to Nat.	Pupil Diff. to Nat.
Year R	7.5%	35310	7.6%	0.0%		694	24.7%	N/A	N/A	N/A
Year 1-6	6.3%	#####	6.3%	0.0%	1455	3225	18.1%	17.7%	0.4%	68
Year 1*	6.7%	33402	6.7%	0.0%	48	607	20.8%	20.0%	0.8%	23
Year 2	6.4%	31283	6.1%	0.2%	1119	522	18.1%	16.9%	1.3%	37
Year 3	6.3%	33045	6.0%	0.3%	1404	574	18.6%	16.3%	2.3%	72
Year 4	5.9%	30371	6.1%	-0.2%		478	15.9%	16.5%	-0.6%	
Year 5	6.3%	31966	6.3%	0.0%	114	537	18.1%	17.5%	0.6%	18
Year 6	6.3%	33396	6.3%	0.0%	179	507	17.1%	17.4%	-0.3%	

National data will include Year R pupils who were aged 5 at the start of the academic year

The below section identifies strengths and opportunities for improvement based on days/pupil variance to National.

	Furthest Below National	Furthest Above National
Overall Absence - Year Group	Year 4	Year 3
Persistent Absence 10% - Year Group	Year 4	Year 3
Overall Absence - Code	Illness (I)	Other unauthorised circumstances (O)
Overall Absence - Pupil Group	Other Pupils	SEN Support
Persistent Absence 10% - Pupil Group	Other Pupils	White British
Severe Absence 50% - Pupil Group	EAL	No Identified SEN

4. Code Analysis

Both Overall Absence and Persistent Absence (10%) are included in the table below for pupils in Years 1-6, within your school. The National comparator used throughout is the state-funded primary schools average for Years 1-6. A difference percentage is also shown, highlighted green for performance below National and red for above National. Where performance is above the National average, a days/pupils equivalent calculation has been completed to identify the improvement required to be in-line with the National figure.

	School	National Full Year 2022	Difference	Days/Pupils
Absence within Years 1-6	6.3%	6.3%	0.0%	1455
Persistent Absence (10%) within Years 1-6*	18.1%	17.7%	0.4%	68

* Pupil count difference, not days

Absence within Years 1- 6	School	National Full Year 2022	Difference	Days	
Attendance	93.7%	93.7%	0.0%	1455	
Authorised Absence					
Illness (I)	3.6%	3.9%	-0.3%		
Medical/dental appointments (M)	0.2%	0.2%	0.0%		
Religious observance (R)	0.1%	0.0%	0.1%	2287	
Study Leave (S)	0.0%	0.0%	0.0%		
Traveller absence (T)	0.0%	0.0%	0.0%	357	
Agreed family holiday (H)	0.0%	0.1%	0.0%		
Excluded, no alternative provision (E)	0.0%	0.0%	0.0%	410	
Other authorised circumstances (C)	0.4%	0.4%	0.0%		
Unauthorised Absence					
Family holiday not agreed (G)	0.6%	0.5%	0.1%	3647	
Arrived late (U)	0.2%	0.1%	0.1%	3892	
Other unauthorised circumstances (O)	1.1%	0.8%	0.3%	9958	
No reason yet (N)	0.0%	0.0%	0.0%		

Within your school, the absence code with the greatest days variation **ABOVE** the National average was

> Other unauthorised circumstances (O)

Within your school, the absence code with the greatest days variation **BELOW** the National average was

> Illness (I)

31
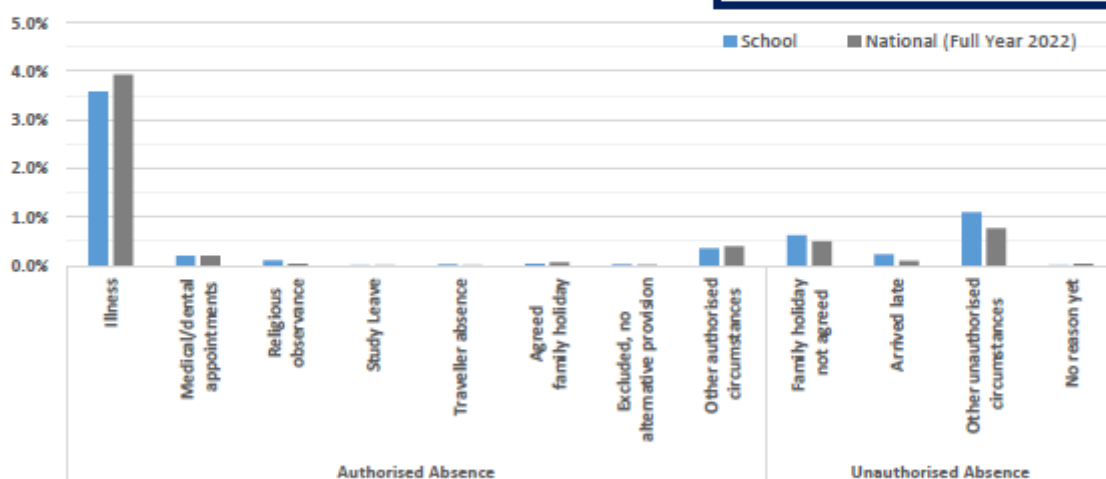
5. Pupil Group Analysis

Both Overall Absence and Persistent Absence (10%) are included in the table below for pupils in Years 1-6, within your school. The National comparator used throughout is the state-funded primary schools average for Years 1-6. A difference percentage is also shown, highlighted green for performance below National and red for above National. Where performance is above the National average, a days/pupils equivalent calculation has been completed to identify the improvement required to be in line with the latest published National figure.

	NOR^	Overall Absence				Persistent Absence (10%)			
		School	National Full Year 2022	Diff	Days	School	National Full Year 2022	Diff	Pupils
Year R	2809	7.5%	7.6%	0.0%		24.7%	N/A	N/A	
All Pupils (Years 1-6)	17837	6.3%	6.3%	0.0%	1455	18.1%	17.7%	0.4%	68
Gender (Yr 1-6)									
Male	9172	6.4%	6.4%	0.1%	1208	18.5%	18.1%	0.4%	37
Female	8665	6.2%	6.2%	0.0%	224	17.7%	17.3%	0.4%	31
Disadvantaged (Yr 1-6) *									
Disadvantaged	6365	8.7%	8.4%	0.3%	3185	29.4%	30.2%	-0.8%	
Other Pupils	11472	5.0%	5.5%	-0.5%		11.8%	12.7%	-0.9%	
English as an Add. Lang. + (Yr 1-6)									
Non EAL	11962	6.4%	6.3%	0.1%	2746	18.7%	17.6%	1.1%	127
EAL	5822	6.0%	6.1%	-0.1%		16.9%	18.0%	-1.1%	
Special Educational Need (Yr 1-6)									
No Identified SEN	14482	5.7%	5.9%	-0.2%		15.8%	15.6%	0.2%	33
SEN Support	2856	8.7%	8.0%	0.7%	3632	27.8%	26.2%	1.6%	45
SEN EHCP	499	9.5%	9.7%	-0.3%		28.5%	31.3%	-2.9%	
Ethnic Group + (Yr 1-6)									
White British	9780	6.5%	6.3%	0.2%	2784	18.8%	17.4%	1.4%	134
Other than White British	7980	6.1%	6.2%	-0.1%		17.1%	18.3%	-1.2%	

In your school, the pupil group with the greatest days variation **ABOVE** the National average was	**SEN Support**	**White British**
In your school, the pupil group with the greatest days variation **BELOW** the National average was	**Other Pupils**	**Other Pupils**

^ NOR is any pupil registered at your school for a session or more before the 6th half term of the year

+ Excludes records where pupil characteristic is not available.   * National data uses FSM6 only.

6. Severe Absence

Counts of the Persistently Absent pupils with less than 50% absence, along with data on Severe Absence (50%+), are included in the table below for pupils in Years 1-6 within your school. The National comparator used for Severely Absent pupils is the state-funded primary schools average for Years 1-6. A difference percentage is also shown, highlighted green for performance below National and red for above National. Where performance is above the National average, a pupils equivalent calculation has been completed to identify the improvement required to be in line with the latest published National.
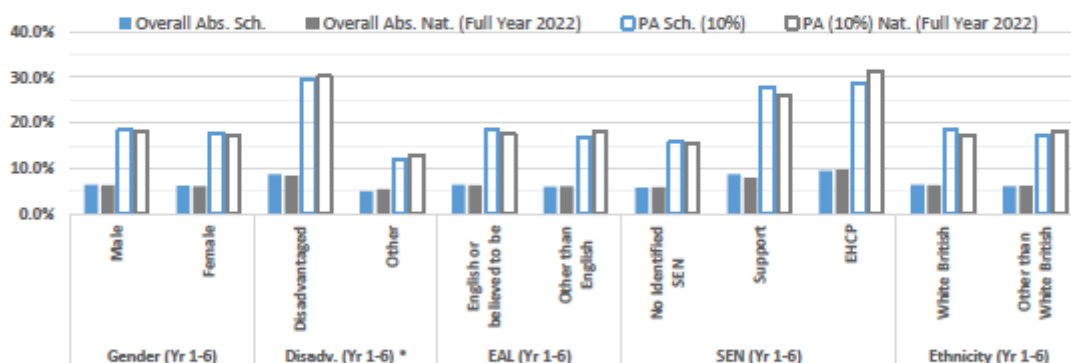
		Persistent Absence count				Severe Absence (50%+)				
	NOR^	10.0%-19.99%	20.0%-29.99%	30.0%-39.99%	40.0%-49.99%	School count	School %	National Full Year 2022	Diff	Pupils
Year R	2809	522	114	27	16	15	0.5%	N/A	N/A	
All Pupils (Years 1-6)	17837	2388	439	155	89	154	0.9%	0.6%	0.2%	41
Gender (Yr 1-6)										
Male	9172	1225	248	79	54	87	0.9%	0.7%	0.2%	23
Female	8665	1163	191	76	35	67	0.8%	0.6%	0.2%	19
Disadvantaged (Yr 1-6)										
Disadvantaged	6365	1300	310	115	66	81	1.3%	1.1%	0.1%	10
Other Pupils	11472	1088	129	40	23	73	0.6%	0.3%	0.4%	41
English as an Add. Lang. † (Yr 1-6)										
Non EAL	11962	1587	339	125	74	107	0.9%	0.6%	0.3%	39
EAL	5822	795	100	28	15	47	0.8%	0.8%	0.0%	
Special Educational Need (Yr 1-6)										
No Identified SEN	14482	1781	289	89	36	94	0.6%	0.3%	0.4%	58
SEN Support	2856	526	133	52	43	40	1.4%	0.9%	0.5%	14
SEN EHCP	499	81	17	14	10	20	4.0%	2.7%	1.3%	7
Ethnic Group † (Yr 1-6) *										
White British	9780	1301	277	108	64	84	0.9%	0.5%	0.3%	32
Other than White British	7980	1074	159	44	24	66	0.8%	0.8%	0.0%	

Within your school, the pupil group with the greatest days variation **ABOVE** the National average was:

No Identified SEN

Within your school, the pupil group with the greatest days variation **BELOW** the National average was:

EAL
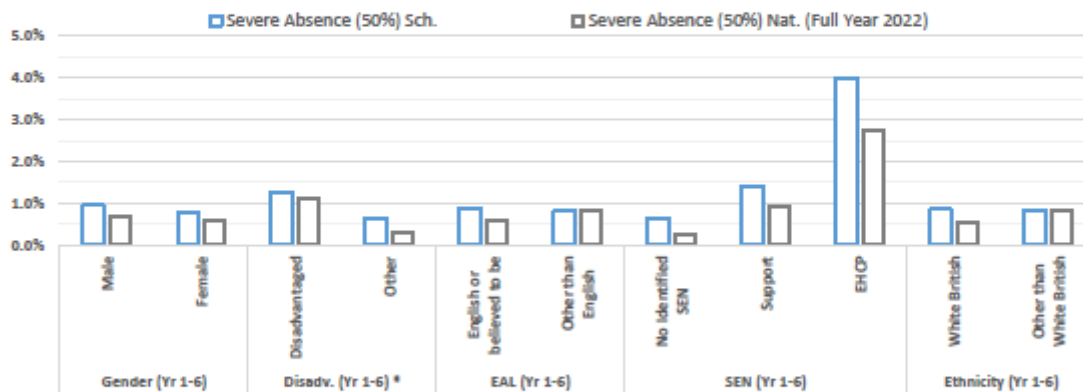
^ NOR is any pupil registered at your school for a session or more before the 6th half term of the year

† Excludes records where pupil characteristic is not available.   * National data per characteristic not available

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7. Code Analysis by Year Group

Tables below compare your school's performance against the Year 1-6 National averages. Data has been grouped by year and absence code to provide a greater level of insight. On the right, the year group with the highest variance below National is identified in green, the year group with the highest variation above the National average is highlighted in red*.

	Years 1-6			Year R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Strength*	Weakness*
	Sch.	Nat. Full Year 2022	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.		
Overall Absence	6.3%	6.3%	0.0%	7.5%	1.3%	6.7%	0.5%	6.4%	0.1%	6.3%	0.0%	5.9%	-0.4%	6.3%	0.0%	6.3%	0.1%	Year 4	Year R
Persistent Absence (10%)	18.1%	17.7%	0.4%	24.7%	7.0%	20.8%	3.1%	18.1%	0.4%	18.6%	0.9%	15.9%	-1.8%	18.1%	0.4%	17.1%	-0.6%	Year 4	Year R
Severe Absence (50%)	0.9%	0.6%	0.2%	0.5%	-0.1%	0.8%	0.1%	0.9%	0.3%	0.8%	0.1%	0.9%	0.3%	0.8%	0.1%	1.0%	0.4%	Year R	Year 6

Absence	Sch.	Nat. Full Year 2022	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.	Sch.	Diff.		
Attendance	93.7%	93.7%	0.0%	92.5%	-1.3%	93.3%	-0.5%	93.6%	-0.1%	93.7%	0.0%	94.1%	0.4%	93.7%	0.0%	93.7%	-0.1%	NA	NA
Authorised Absence																			
Illness (I)	3.6%	3.9%	-0.3%	4.2%	0.3%	3.6%	-0.4%	3.2%	-0.7%	2.8%	-1.1%	2.7%	-1.3%	2.8%	-1.1%	2.8%	-1.1%	Year 4	Year R
Medical/dental app. (M)	0.2%	0.2%	0.0%	0.2%	0.0%	0.2%	0.0%	0.2%	0.0%	0.2%	0.0%	0.2%	0.0%	0.2%	0.0%	0.2%	0.0%	Year 6	Year 1
Religious observance (R)	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%		Year 2
Study Leave (S)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	Year R	
Traveller absence (T)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	Year 6	Year 3
Agreed family holiday (H)	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	Year 5	Year R
Excluded, no AP (E)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	Year R	Year 6
Other auth. circ. (C)	0.4%	0.4%	0.0%	0.3%	-0.1%	0.3%	-0.1%	0.4%	-0.1%	0.3%	-0.1%	0.3%	-0.1%	0.4%	0.0%	0.4%	0.0%	Year 1	Year 6
Unauthorised Absence																			
Family hol. not agreed (G)	0.6%	0.5%	0.1%	0.8%	0.3%	0.6%	0.1%	0.7%	0.2%	0.7%	0.2%	0.6%	0.1%	0.6%	0.1%	0.6%	0.0%		Year R
Arrived late (U)	0.2%	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%		Year 3
Other unauth. circ. (O)	1.1%	0.8%	0.3%	0.9%	0.1%	0.9%	0.2%	1.0%	0.2%	1.1%	0.3%	1.0%	0.2%	1.2%	0.4%	1.4%	0.6%		Year 6
No reason yet (N)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	Year 1	

Do specific year groups need specific strategies to support a particular absence code?

How will you share your key attendance outcomes with children, parents, or the wider education community?

What absence outcomes do you hope to achieve for next term?

* When percentage variance from National is identical between multiple year groups, only one year group will be shown.

Termly Suspension Reports

A termly report for Autumn, Autumn & Spring and Autumn, Spring & Summer that provides a breakdown of fixed term exclusions in your school by year group, pupil group and exclusion reason with National comparators and key strengths / weaknesses highlighted. An LA version of this report will also be provided for further context.

Termly Suspensions Profile
Full Academic Year 2022/23

SOUTHAMPTON CITY COUNCIL

Southampton Secondary Schools

1. Introduction

This report presents detailed analysis of your school's Suspension outcomes compared with National data, for a range of pupil groups and characteristics. The National data within the report is the latest available National comparison published by the DfE within a Statistical First Release.

Contents of the Report

|			
1. Introduction	2. Suspension Methodology	3. Suspension Trend	4. Headlines
5. Year Group Analysis	6. Pupil Group Analysis	7. Suspension Reason	8. Suspension Duration

2. Suspension Methodology

The Suspension analysis within this report uses data drawn from your school Management Information System at the end of the relevant term period. The DfE Suspension methodology has been applied to all performance published within this report. Analysis includes all eligible enrolments. A Suspension rate percentage is calculated as a count of Suspensions divided by the number of student enrolments (main and current) at the Census snapshot. The calculation for pupil enrolments with one or more Suspensions uses the same methodology described above. The only distinction is pupils with multiple Suspensions are only counted once.

3. Suspension Trend

The section below looks at your school's trend for Suspensions over the last three years. The latest available National data has been projected forward to offer a comparison. If your school's Suspension rate is above the National average, the reduction in Suspensions required to meet the National average is also shown. LA average data is provided to help frame Suspension data in context.

Suspensions Termly Trend	2020/2021			2021/2022			2022/2023		
	Aut.	Aut. & Spr.	Full Year	Aut.	Aut. & Spr.	Full Year	Aut.	Aut. & Spr.	Full Year
School	3.4%	4.0%	6.3%	3.0%	6.9%	10.5%	6.0%	14.3%	21.5%
Local Authority average	3.4%	4.0%	6.3%	3.0%	6.9%	10.5%	6.0%	14.3%	21.5%
National (Full Year 2021/22*)	3.9%	4.9%	8.5%	4.4%	9.3%	14.0%	14.0%	14.0%	14.0%
Difference %	-0.5%	-0.9%	-2.2%	-1.4%	-2.4%	-3.5%	-8.0%	+0.3%	+7.6%
Susp Diff Equivalent								44	984
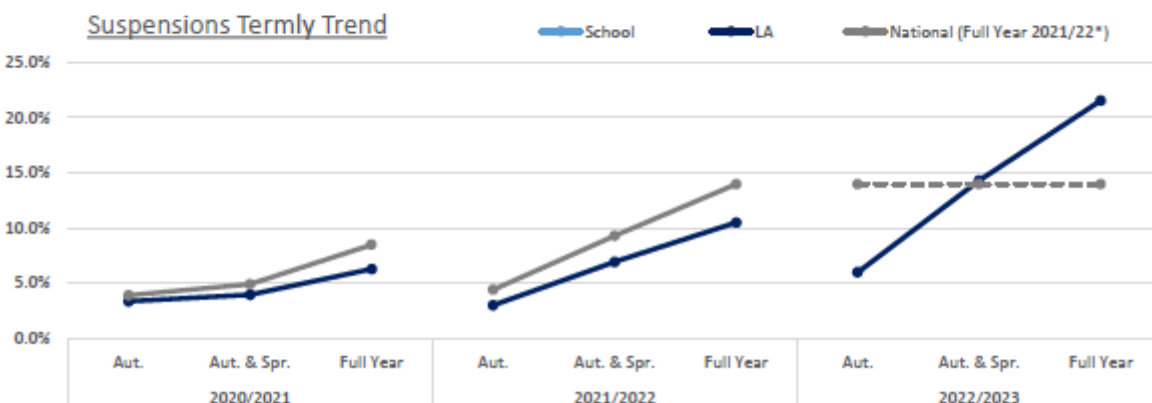
The graph above identifies how your schools' Suspensions increase on a termly basis throughout each academic year.
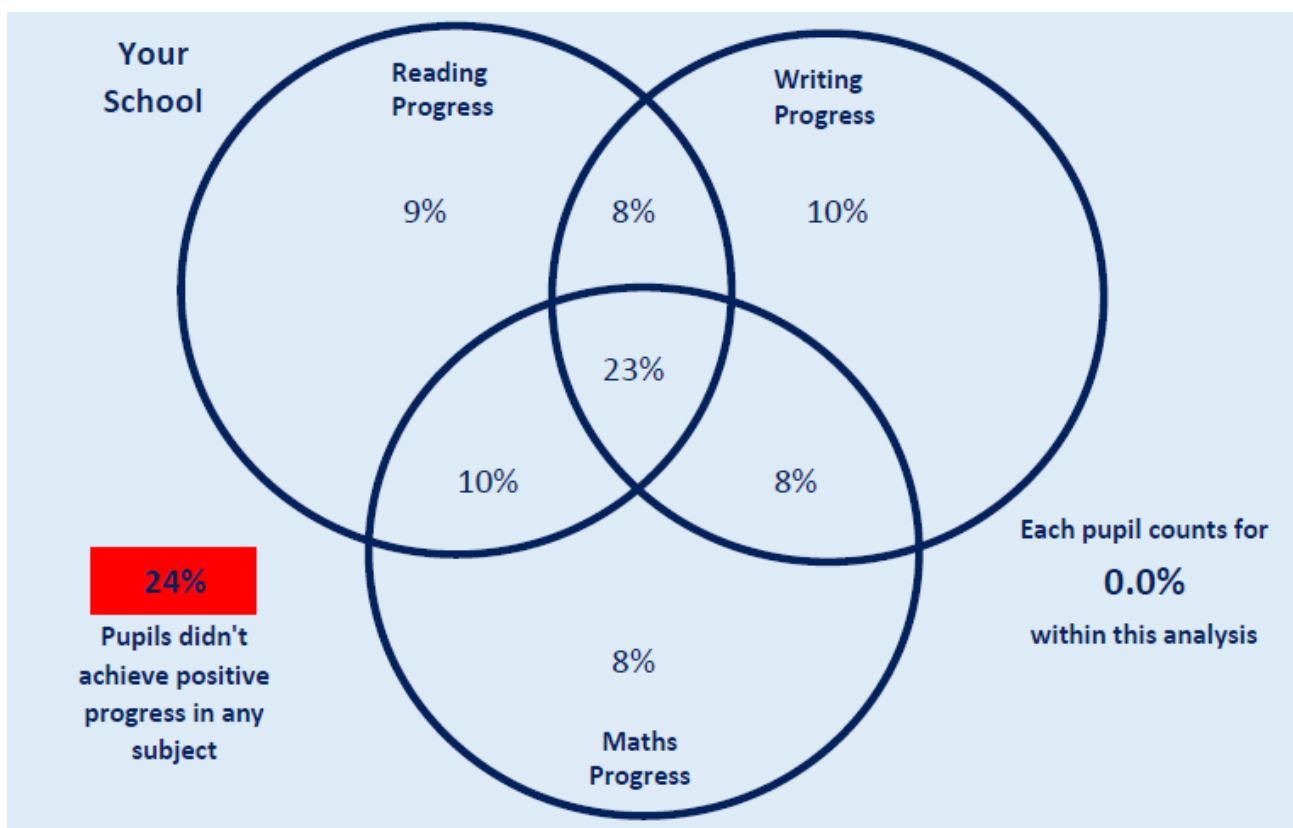
* National comparator data has been taken from full year 2021/22 DfE statistics.

The other pages of the suspensions report are similar to the absence report in the preceding section therefore have not been included.

School Assessment Summary Reports
The School Assessment Summary Reports go far beyond traditional headline indicators and include detailed breakdowns of combinations of factors known to have the greatest impact on Education. Below are a few examples of the additional insight provided within the reports.

	Count*	Reading		Writing		Maths		RWM Combined	
		Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)
Your School									
No postcode Match	4	100%	50%	100%	0%	75%	0%	75%	0%
20% Most Deprived	252	83%	36%	75%	15%	79%	34%	63%	10%
20-40% Most Deprived	405	75%	33%	73%	10%	74%	26%	61%	7%
Middle 20%	495	73%	29%	64%	6%	68%	19%	55%	3%
20-40% Least Deprived	916	69%	25%	61%	6%	65%	19%	50%	4%
20% Least Deprived	955	66%	17%	54%	3%	56%	12%	44%	1%
Southampton									
No postcode Match	4	100%	50%	100%	0%	75%	0%	75%	0%
20% Most Deprived	252	83%	36%	75%	15%	79%	34%	63%	10%
20-40% Most Deprived	405	75%	33%	73%	10%	74%	26%	61%	7%
Middle 20%	495	73%	29%	64%	6%	68%	19%	55%	3%
20-40% Least Deprived	916	69%	25%	61%	6%	65%	19%	50%	4%
20% Least Deprived	955	66%	17%	54%	3%	56%	12%	44%	1%

Your School

Reading Progress 9%

Reading ∩ Writing 8%

Writing Progress 10%

Reading ∩ Maths 10%

All three 23%

Writing ∩ Maths 8%

Maths Progress 8%

24% Pupils didn't achieve positive progress in any subject

Each pupil counts for 0.0% within this analysis

	Reading								
	Absence*			**School**		**Local Authority**		**Difference**	
	National %	School pupil count	School %	Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)
Not PA 10%	91.2%	2414	79.7%	74%	28%	74%	28%	0%	0%
PA 10%+	8.1%	607	20.1%	57%	16%	57%	16%	0%	0%
			Difference	-17%	-12%	-17%	-12%		
No absence	15.5%	105	3.5%	81%	30%	81%	30%	0%	0%
0.1 - 5%	62.1%	1363	45.0%	76%	30%	76%	30%	0%	0%
5.1 - 10%	13.7%	946	31.3%	70%	24%	70%	24%	0%	0%
10.1 - 15%	4.0%	348	11.5%	64%	19%	64%	19%	0%	0%
15 - 20%	1.7%	136	4.5%	57%	15%	57%	15%	0%	0%
20.1 - 25%	1.1%	55	1.8%	45%	5%	45%	5%	0%	0%
25.1% or above	2.0%	68	2.2%	38%	9%	38%	9%	0%	0%
PA 50%+	0.7%	0	0.0%	25%	8%	25%	8%	0%	0%

All Pupils		**Attainment**									
		Reading			**Writing**			**Maths**			
		< 100	100+	110+	< 100	100+	110+	< 100	100+	110+	
Progress	School ➕	4%	43%	22%	4%	42%	6%	6%	39%	16%	
	School ➖	21%	26%	2%	30%	18%	0%	23%	24%	2%	
	Southampton ➕	4%	43%	22%	4%	42%	6%	6%	39%	16%	
	Southampton ➖	21%	26%	2%	30%	18%	0%	23%	24%	2%	
	Difference ➕	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Difference ➖	0%	0%	0%	0%	0%	0%	0%	0%	0%	

		RWM - KS2 Scaled Score (Incl. Wri. below Expected)*				**Expected Standard**			**Greater Depth**		
		70-89	90-99	100-109	110-120	Sch	LA	Diff	Sch	LA	Diff
KS1 Combined Outcome Band	None	31%	27%	32%	7%	38%	38%	0%	7%	7%	0%
	Low	36%	43%	16%	0%	16%	16%	0%	0%	0%	0%
	Mid	3%	29%	65%	4%	69%	69%	0%	4%	4%	0%
	High	0%	3%	66%	30%	96%	96%	0%	30%	30%	0%
	BLW	61%	1%	1%	0%	0%	0%	0%	0%	0%	0%
	PKF	59%	34%	7%	1%	4%	4%	0%	0%	0%	0%
	WTS	12%	52%	35%	0%	21%	21%	0%	0%	0%	0%
	EXS	1%	17%	72%	10%	69%	69%	0%	3%	3%	0%
	GDS	0%	0%	49%	50%	97%	97%	0%	30%	30%	0%
	Total	11%	25%	53%	10%	50%	50%	0%	4%	4%	0%

* Outcomes of Absent (A), Future test (F), or Missing (M) are omitted, so proportions within each KS1 band may not total 100%

School List Summaries

The school list summaries provided by the Data Team cover KS1-KS4. They have been specifically created to support schools working effectively in partnership.

2023 EYFSP - School List Summaries
Attainment, by Pupil Group

← Back to HOME page

Pupil Group: All Pupils

SOUTHAMPTON CITY COUNCIL

DfE	School Type	School Name	Cohort	Good Level of Development (GLD)		Average Number of ELGs	
2000	LA	Bassett Green Primary School	56	71.4%		14.1	
2001	LA	Valentine Primary School	86	57.0%		12.8	
2002	Academy	Thornhill Primary School	44	52.3%		11.7	
2003	LA	Newlands Primary School	60	68.3%		14.6	
2004	LA	Sinclair Primary and Nursery School	30	76.7%		14.8	
2006	Academy	Hightown Primary School	27	77.8%		13.4	
2007	Academy	Tanners Brook Primary School	57	70.2%		14.6	
2008	Free School	Hope Community School Southampton	30	63.3%		13.9	
2009	Academy	Weston Park Primary School	60	75.0%		14.9	
2010	Academy	Weston Shore Infant School	28	78.6%		15.3	
2011	Academy	St Monica Primary School	43	67.4%		14.2	
2401	LA	Mansel Park Primary & Nursery School	58	72.4%		14.3	
2405	LA	Bevois Town Primary School	56	58.9%		13.4	
2406	LA	Bitterne Manor Primary School	30	70.0%		15.2	
2407	LA	Bitterne Park Primary School	90	85.6%		15.8	
2410	LA	Maytree Nursery and Infants' School	59	54.2%		12.8	
2419	Academy	Ludlow Infant Academy	91	68.1%		14.3	
2421	Academy	Portswood Primary School	60	75.0%		14.8	
2423	LA	St Denys Primary School	29	62.1%		13.8	
2424	LA	St John's Primary and Nursery School	59	71.2%		14.1	
2426	Academy	Shirley Infant School	90	63.3%		14.6	
2430	Academy	Sholing Infant School	90	68.9%		14.6	
2431	LA	Swaythling Primary School	30	53.3%		13.9	
2432	Academy	Woolston Infant School	60	70.0%		14.0	
2437	Academy	Glenfield Infant School	85	68.2%		14.9	
2440	LA	Banister Primary School	59	74.6%		15.3	
2441	LA	Mansbridge Primary School	29	69.0%		14.1	
2448	LA	Redbridge Primary School	30	53.3%		14.5	
2452	Academy	Wordsworth Primary School	93	61.3%		14.4	
2455	LA	Moorlands Primary School	59	54.2%		14.2	
2458	Academy	Hollybrook Infant School	60	73.3%		14.1	
2460	Academy	Kanes Hill Primary School	46	60.9%		13.2	
2461	Academy	Townhill Infant School	44	56.8%		13.3	
2471	LA	Oakwood Primary School	60	66.7%		15.5	
2754	LA	Fairisle Infant and Nursery School	88	71.6%		14.3	
2760	LA	Foundry Lane Primary School	60	70.0%		14.5	

IDACI Mapping

Your school pupils' home postcodes plotted against an IDACI deprivation layer in a bespoke school map. You will also receive a school specific pupil list of IDACI scores for your pupils. A generic all schools map is exemplified below as it would not be appropriate to share a map plotting school specific pupils.