Stanhope Primary and Nursery School
Key Stage 2 Summary Dashboard

% expected standard in Rd, Wr & Ma:

Reading Progress:

Writing Progress:

Mathematics Progress:

Met thresholds?:

LA rank based on 249 schools
Coasting?:

LA rank based on 249 schools

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Report created: 17/08/2018
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

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Report created: 17/08/2018
### Writing TA

<table>
<thead>
<tr>
<th>Pupil Group</th>
<th>LA %</th>
<th>LA Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum born (10)</td>
<td>60.0</td>
<td>18.6</td>
</tr>
<tr>
<td>Aut born (14)</td>
<td>78.6</td>
<td>82.4</td>
</tr>
<tr>
<td>Boys (20)</td>
<td>65.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Girls (15)</td>
<td>80.0</td>
<td>85.1</td>
</tr>
<tr>
<td>SEN (5)</td>
<td>60.0</td>
<td>29.8</td>
</tr>
<tr>
<td>Non SEN (30)</td>
<td>73.3</td>
<td>85.9</td>
</tr>
<tr>
<td>FSM6 (14)</td>
<td>64.3</td>
<td>11.1</td>
</tr>
<tr>
<td>Non FSM6 (21)</td>
<td>76.2</td>
<td>83.6</td>
</tr>
<tr>
<td>WB FSM Boys (4)</td>
<td>75.0</td>
<td>50.4</td>
</tr>
<tr>
<td>WB NonFSM Boys (14)</td>
<td>64.3</td>
<td>60.3</td>
</tr>
<tr>
<td>FSM (6)</td>
<td>66.7</td>
<td>59.1</td>
</tr>
<tr>
<td>Non FSM (29)</td>
<td>72.4</td>
<td>81.8</td>
</tr>
<tr>
<td>EAL (3)</td>
<td>66.7</td>
<td>74.9</td>
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<tr>
<td>English (32)</td>
<td>71.9</td>
<td>79.3</td>
</tr>
<tr>
<td>BME (3)</td>
<td>66.7</td>
<td>79.0</td>
</tr>
<tr>
<td>White British (32)</td>
<td>71.9</td>
<td>79.2</td>
</tr>
</tbody>
</table>

### Reading, Writing TA and Maths

<table>
<thead>
<tr>
<th>Pupil Group</th>
<th>LA %</th>
<th>LA Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL (3)</td>
<td>33.3</td>
<td>19.8</td>
</tr>
<tr>
<td>English (32)</td>
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<td>65.0</td>
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<tr>
<td>BME (3)</td>
<td>66.7</td>
<td>62.6</td>
</tr>
<tr>
<td>White British (32)</td>
<td>50.0</td>
<td>64.8</td>
</tr>
<tr>
<td>Sum born (10)</td>
<td>50.0</td>
<td>60.2</td>
</tr>
<tr>
<td>Aut born (14)</td>
<td>50.0</td>
<td>69.3</td>
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<td>FSM6 (14)</td>
<td>42.9</td>
<td>47.9</td>
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<tr>
<td>Non FSM6 (21)</td>
<td>57.1</td>
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<tr>
<td>SEN (5)</td>
<td>60.0</td>
<td>19.5</td>
</tr>
<tr>
<td>Non SEN (30)</td>
<td>50.0</td>
<td>70.7</td>
</tr>
<tr>
<td>Boys (20)</td>
<td>50.0</td>
<td>60.8</td>
</tr>
<tr>
<td>Girls (15)</td>
<td>53.3</td>
<td>68.2</td>
</tr>
<tr>
<td>FSM (6)</td>
<td>50.0</td>
<td>43.3</td>
</tr>
<tr>
<td>Non FSM (29)</td>
<td>51.7</td>
<td>67.3</td>
</tr>
<tr>
<td>WB FSM Boys (4)</td>
<td>50.0</td>
<td>38.9</td>
</tr>
<tr>
<td>WB NonFSM Boys (14)</td>
<td>50.0</td>
<td>64.2</td>
</tr>
</tbody>
</table>
Reading Progress

- 2018 (33)
- 2017 (29)
- 2016 (34)

Score | Sig?
--- | ---
-2.3 | Sig -
-0.3 |
-4.8 | Sig -

2018 LA Range: -7.3
LA Rank: 205

Writing Progress

- 2018 (33)
- 2017 (29)
- 2016 (36)

Score | Sig?
--- | ---
-1.5 |
1.5 | 1.0 |

2018 LA Range: -2.3
LA Rank: 212

Mathematics Progress

- 2018 (33)
- 2017 (29)
- 2016 (35)

Score | Sig?
--- | ---
-1.1 |
-1.1 | -1.7 |

2018 LA Range: -1.5
LA Rank: 182

Progress by pupil group

**Reading Progress**

- BME (3)
- EAL (3)
- SEN (3)
- FSM (5)
- Sum born (8)
- Spr born (11)
- FSM6 (12)
- WB FSM Boys (4)
- Boys (20)
- All Pupils (33)
- Girls (13)
- Aut born (14)

Score | Sig?
--- | ---
10.1 | Sig +
3.1 |
3.0 |
0.4 |
0.1 |
-1.5 |
-1.8 |
-1.8 |
-1.8 |
-2.3 | Sig -
-3.0 |
-4.3 | Sig -

**Writing Progress**

- BME (3)
- SEN (3)
- FSM (5)
- EAL (3)
- WB FSM Boys (4)
- FSM6 (12)
- Sum born (8)
- Spr born (11)
- Girls (13)
- All Pupils (33)
- Boys (20)
- Aut born (14)

Score | Sig?
--- | ---
8.4 | Sig +
8.1 | Sig +
3.1 |
2.2 |
0.3 |
0.1 |
-0.1 |
-0.8 |
-1.0 |
-1.5 |
-1.0 |
-1.8 |
-2.8 |

**Mathematics Progress**

- SEN (3)
- FSM (3)
- FSM6 (12)
- EAL (3)
- WB FSM Boys (4)
- Aut born (14)
- Boys (20)
- All Pupils (33)
- Sum born (8)
- Spr born (11)
- Girls (13)

Score | Sig?
--- | ---
5.2 |
4.3 |
2.8 |
1.7 |
1.0 |
0.9 |
-0.1 |
-0.4 |
-1.1 |
-1.6 |
-2.1 |
-2.2 |
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.

Trend showing school, LA and national outcomes.

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.

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

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.

Date in which the report was created. Any changes made since this date will not be reflected.
Guidance - KS2 Progress
End of Key Stage Summary Dashboard

Subject Progress

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

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

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

Average national score.

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.

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

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.

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.

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.
**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:

**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