

Super School Profile

St Francis Catholic Primary School

2023

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information
matter

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About this Profile

Welcome to the 2023 Super School Profile for St Francis Catholic Primary School. The Profile provides a comprehensive summary of numerous aspects of a school, including attainment and progress information, contextual analysis and attendance information, all in one place.

The Super School Profile provides you with:

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

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

How should I be using the Super School Profile?

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

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

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

Important Information about Key Stage 2 Analysis

The Key Stage 2 attainment and progress analysis in this version of the Profile uses validated KS2 data from the DfE performance tables, and excludes pupils who recently arrived from overseas.

This differs from the version of this profile produced in September which used unvalidated data for 2023.

Further information on the data sources used in this Profile can be found in the Appendix.

Explanation of Colour Coding Used

What do the coloured arrows mean in the analysis?

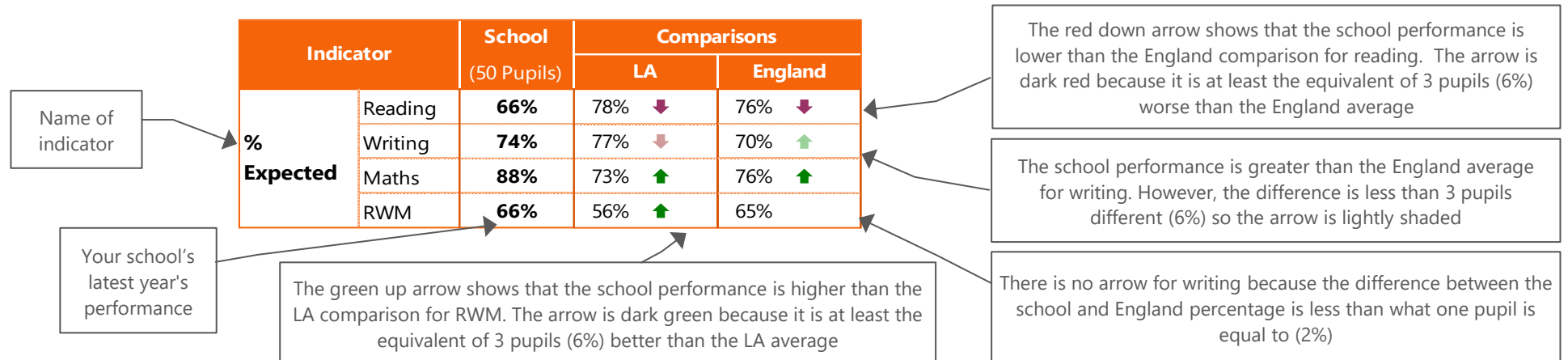
The Super School Profile allows you to compare your school's current performance with other comparators (e.g. a prior year or the England average). To aid this comparison, some of the tables of data include green and red arrows showing how your school compares. For attainment measures, the shading varies depending on how far above or below the comparator your school is. If the difference is the equivalent of 3 or more pupils, the arrow has a darker shade. The arrows do not indicate statistical significance.

Key

- ▲ ≥ 3 pupils better than the comparator
- ▲ ≥ 1 pupil better than the comparator
- No arrow means the difference is within the equivalent of 1 pupil
- ▼ ≥ 1 pupil below the comparator
- ▼ ≥ 3 pupils below the comparator

Worked Example - Attainment

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



Colour coding on the Attainment & Progress Summary

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

Shading used on the Attainment Pupil Groups Grids

The detailed analysis of performance by pupil groups uses shading to highlight groups that perform above or below average. Note that this does not mean their performance is particularly high or low compared to the same group of pupils elsewhere. Where the group performs at least 10% above or below the 'All Pupils' figure, a darker shade will be used. If the gap is at least 5% a lighter shade will be used. Small groups of 3 or less are in grey font and never shaded green or red.

Colour coding in the Pupil Behaviour section

Where the exclusion rate is lower than the comparator rate, it is indicated with a dark green down arrow (since lower rates are better than higher rates). Any rate that is higher than the comparator rate is shown with a dark red up arrow. In other cases, the arrows may be black because there is no "better or worse" judgement that can be applied.



1. Attainment & Progress

*Analysis of end of year assessments from EYFSP
through to Key Stage 2*

Questions to Consider

Questions to consider when reviewing attainment analysis

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

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

Additional questions to consider when reviewing KS1 to KS2 progress analysis

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

Note on vulnerable pupils analysis

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

Attainment & Progress Summary (2023)

Key to shading

 >3* above Eng	 within 1* of Eng
 >1* above Eng	 >1* below Eng
 >3* below Eng	 >3* below Eng

*Number of pupils (see page 4 for explanation)

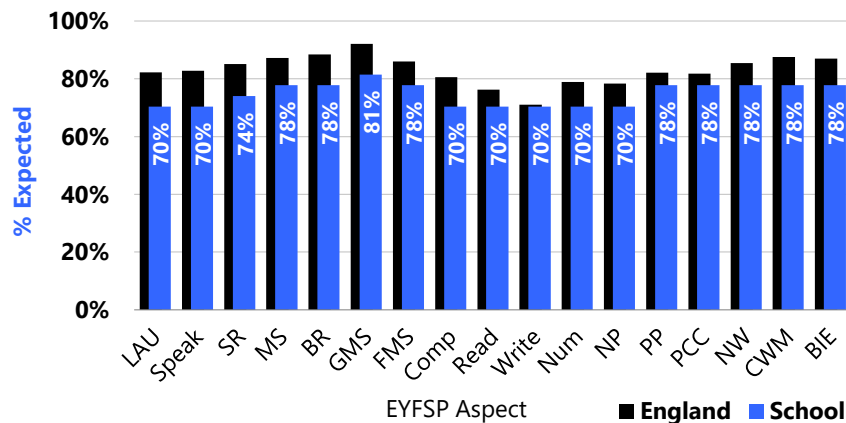
		School - Over Time					England - Over Time					London 2023									
		School 2018	School 2019	School 2022	School 2023	School Change from 2022	Eng 2018	Eng 2019	Eng 2022	Eng 2023	2023 Difference from England										
						-15% -5% +5% +15%					-15% -5% +5% +15%										
EYFSP	GLD	86%	72%	52%	70%	+18%					72%	72%	65%	67%	+3%					69%	Section 1b
Yr1 Phonics	Achieving Threshold	74%	70%	73%	76%	+3%					82%	82%	75%	79%	-3%					81%	Section 1c
KS1 Expected Standard	Reading TA	72%	75%	48%	57%	+9%					75%	75%	67%	68%	-11%					71%	Section 1d
	Writing TA	73%	80%	55%	57%	+2%					70%	69%	58%	60%	-3%					64%	
	Maths TA	70%	71%	55%	67%	+12%					76%	76%	68%	70%	-3%					73%	
KS1 Greater Depth	Reading TA	23%	33%	9%	20%	+11%					26%	25%	18%	19%	+1%					23%	Section 1d
	Writing TA	22%	22%	14%	6%	-8%					16%	15%	8%	8%	-2%					12%	
	Maths TA	20%	25%	11%	20%	+9%					22%	22%	15%	16%	+4%					21%	
KS2 Expected Standard	Reading Test	70%	72%	73%	69%	-4%					76%	74%	75%	73%	-4%					77%	Section 1f
	Writing TA	82%	83%	70%	65%	-5%					79%	79%	70%	72%	-7%					77%	
	Maths Test	79%	75%	68%	69%	+1%					76%	79%	72%	73%	-4%					79%	
	RWM Test/TA	63%	63%	63%	56%	-7%					65%	65%	59%	60%	-4%					67%	
	GPS Test	80%	87%	70%	76%	+6%					78%	79%	73%	73%	+3%					79%	
KS2 Higher Standard	Reading Test	20%	18%	35%	22%	-13%					28%	27%	28%	29%	-7%					34%	Section 1f
	Writing TA	21%	15%	20%	13%	-7%					20%	20%	13%	13%	-					18%	
	Maths Test	18%	23%	28%	16%	-12%					24%	27%	23%	24%	-8%					33%	
	RWM Test/TA	9%	7%	12%	9%	-3%					10%	11%	7%	8%	+1%					12%	
	GPS Test	50%	40%	47%	25%	-22%					35%	36%	28%	30%	-5%					39%	
KS2 Progress	Reading Prog Score	-0.1	+0.2	+1.3	-2.2	-3.5					0	0	0	0	-2.2					+0.7	Section 1f
	Writing Prog Score	+2.0	+2.2	+1.9	-0.2	-2.1					0	0	0	0	-0.2					+1.0	
	Maths Prog Score	-0.5	+0.8	+0.7	-2.4	-3.1					0	0	0	0	-2.4					+1.4	

i) % Achieving Expected Level in Each Aspect of Learning

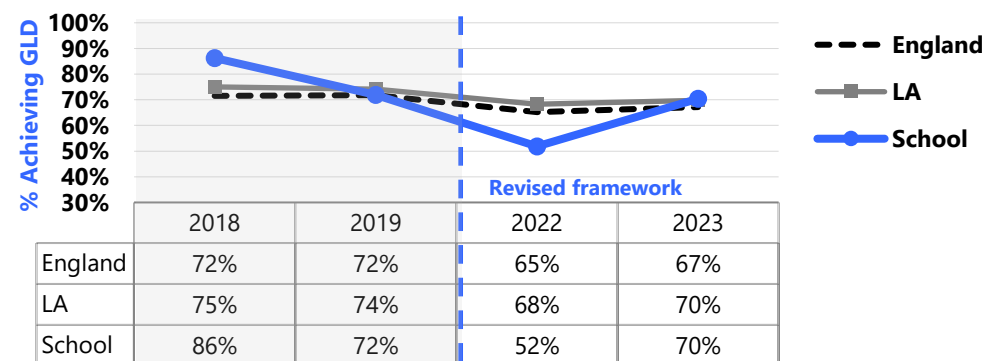
Aspect			Expected									
			Code	School				LA		England		
				2018	2019	2022	2023 (27 Pupils)	2022	2023	2022	2023	
CL	Listening, attention and understanding	LAU	90%	81%	59%	70%	80%	79%	↓	82%	82%	↓
	Speaking	Speak	90%	81%	56%	70%	80%	80%	↓	83%	83%	↓
PSED	Self-regulation	SR	90%	91%	67%	74%	84%	83%	↓	85%	85%	↓
	Managing self	MS	94%	95%	67%	78%	85%	85%	↓	87%	87%	↓
	Building relationships	BR	98%	93%	67%	78%	86%	86%	↓	89%	88%	↓
PD	Gross motor skills	GMS	96%	93%	81%	81%	90%	91%	↓	92%	92%	↓
	Fine motor skills	FMS			81%	78%	84%	85%	↓	86%	86%	↓
Lit	Comprehension	Comp	88%	79%	70%	70%	79%	79%	↓	80%	81%	↓
	Word reading	Read			74%	70%	76%	76%	↓	75%	76%	↓
	Writing	Write			88%	74%	63%	70%	73%	73%		70%
Math	Numbers	Num	92%	82%	70%	70%	78%	80%	↓	78%	79%	↓
	Numerical patterns	NP			70%	70%	78%	78%	↓	77%	78%	↓
UTW	Past and present	PP	-	-	67%	78%	80%	80%		82%	82%	↓
	People, culture and communities	PCC	88%	81%	67%	78%	81%	80%		81%	82%	↓
	The natural world	NW	88%	79%	59%	78%	82%	82%	↓	85%	85%	↓
EAD	Creating with materials	CWM	98%	95%	78%	78%	86%	85%	↓	87%	88%	↓
	Being imaginative and expressive	BIE	98%	91%	78%	78%	86%	86%	↓	87%	87%	↓

NB. Comparisons for 2019 and earlier years show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information

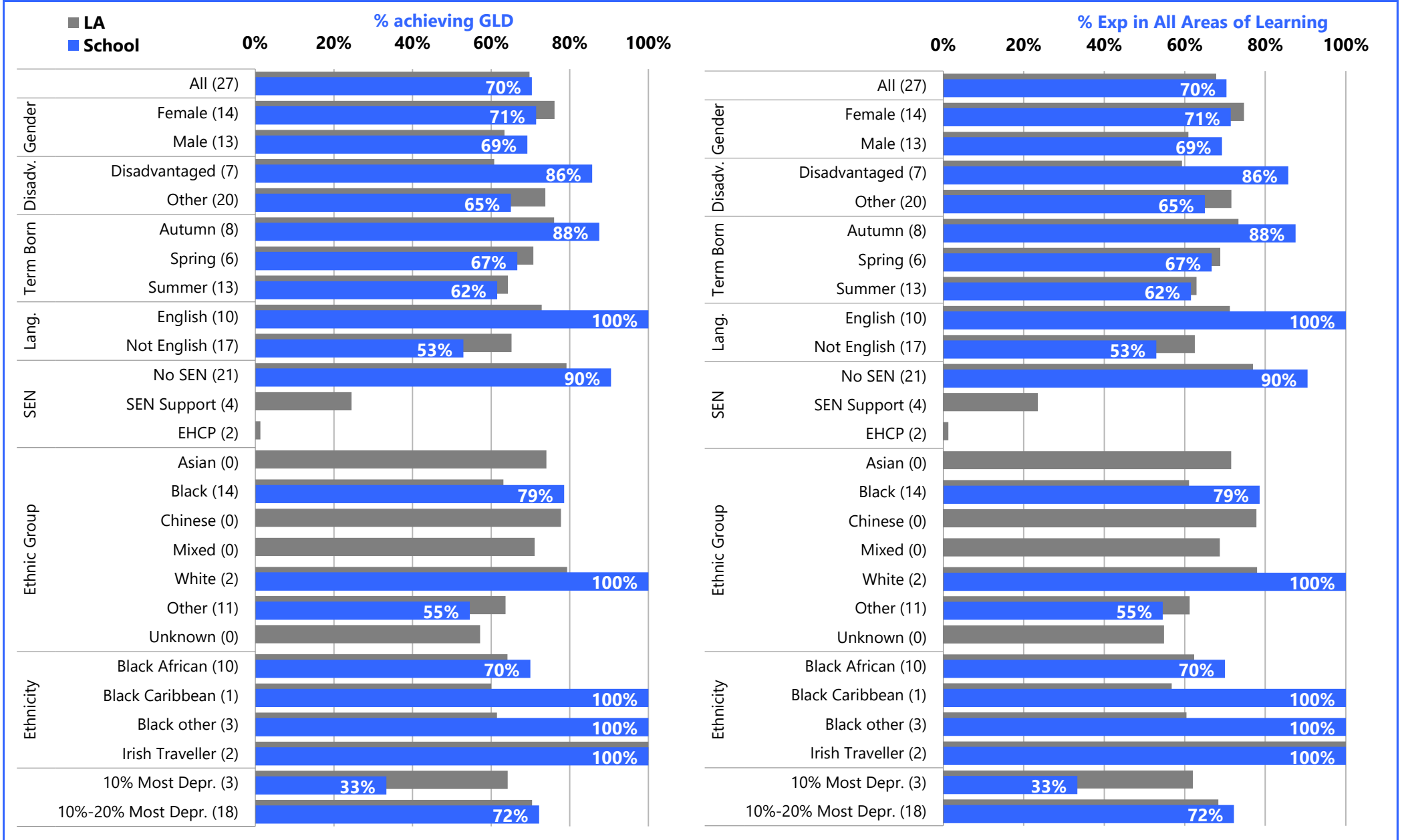
The arrows compare your school to the LA and England averages for the current year. See the Introduction for more details. Local authority data excludes pupils at PVI's.



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

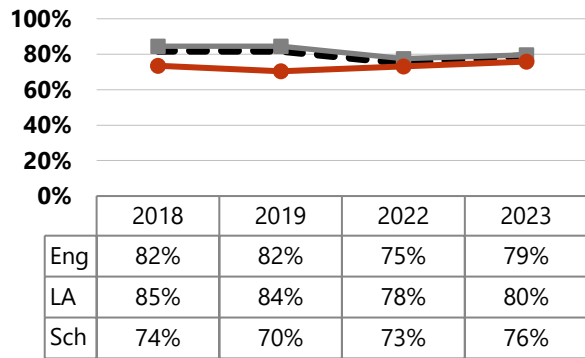


iii) Vulnerable Groups Analysis - % achieving GLD and % at Expectation in All Areas of Learning



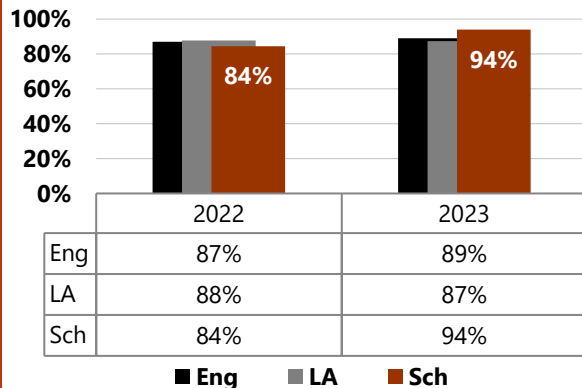
i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2022
76%	80% ↓	79%	73%
29 pupils			

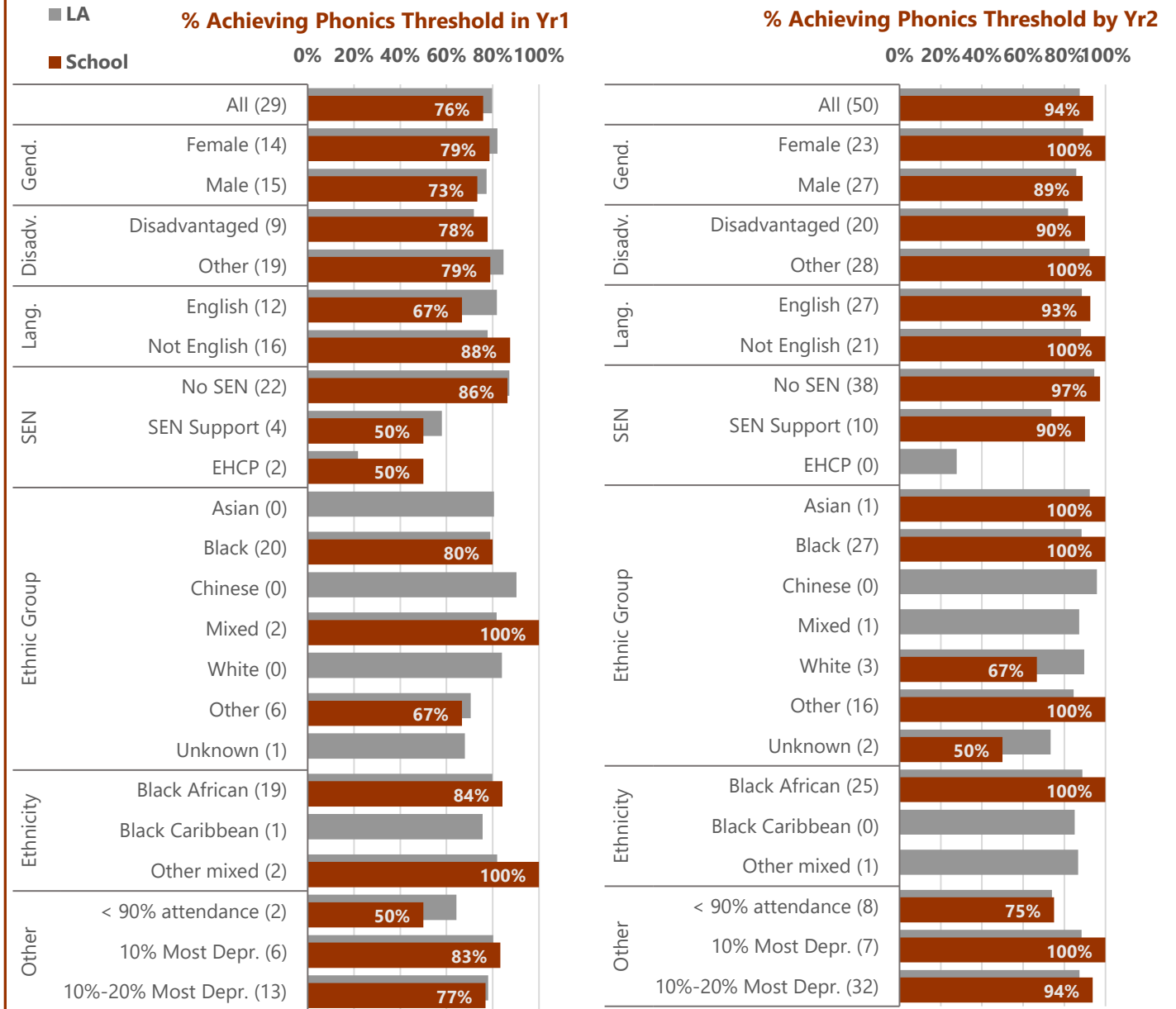


ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)

School	Comparisons	
	LA	England
94%	87% ↑	89% ↑
50 pupils		

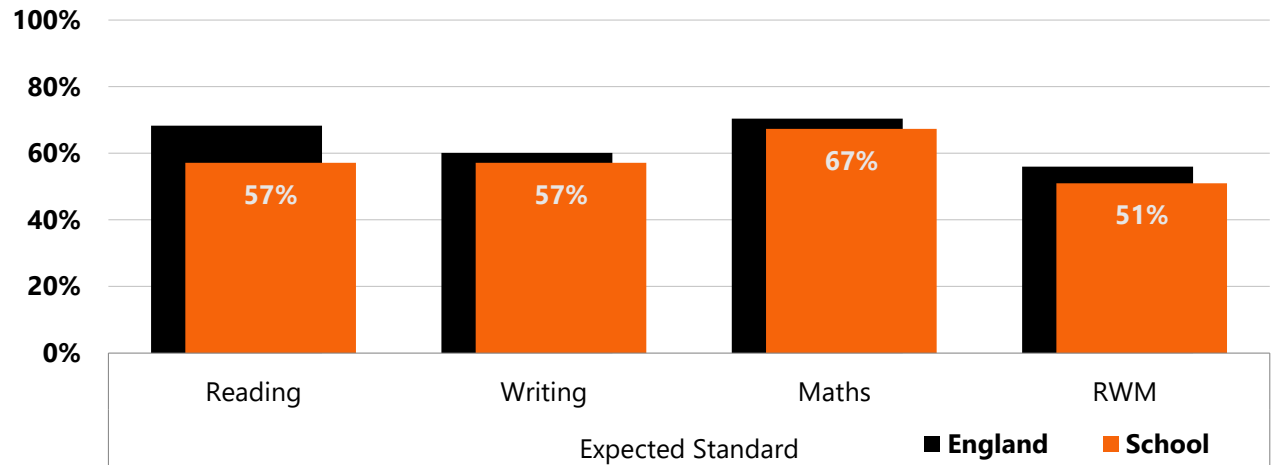


iii) Vulnerable Groups Analysis

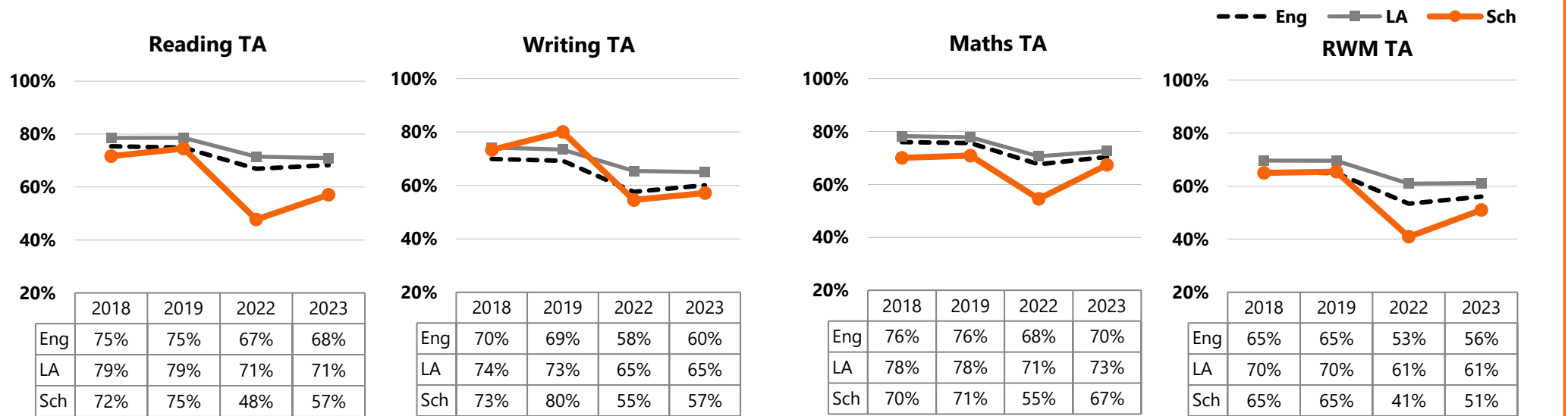


i) % Reaching Expected Standard

Indicator		School (49 Pupils)	Comparisons	
			LA	England
% Expected	Reading	57%	71% ↓	68% ↓
	Writing	57%	65% ↓	60% ↓
	Maths	67%	73% ↓	70% ↓
	RWM	51%	61% ↓	56% ↓

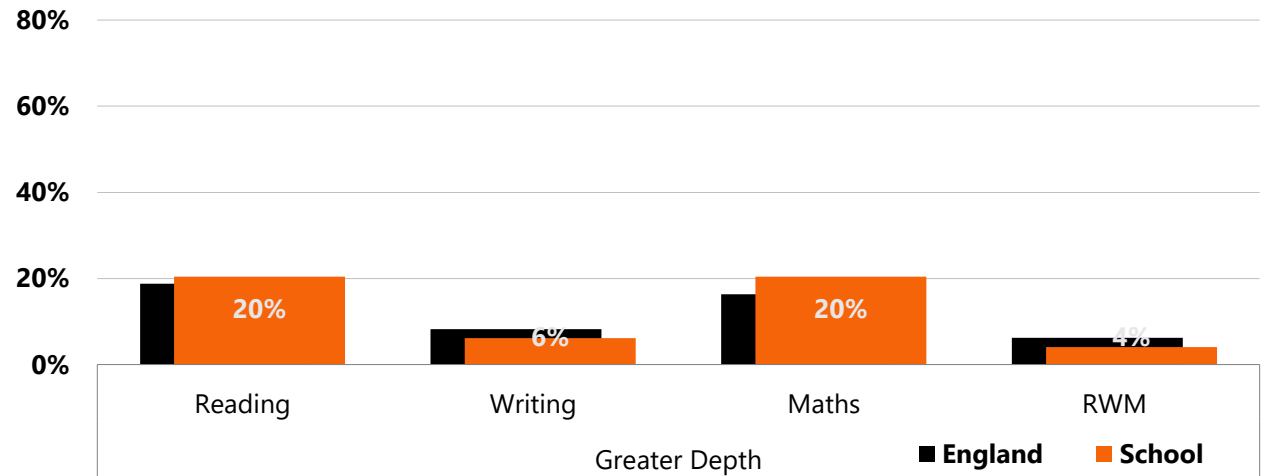


ii) % Reaching Expected Standard (Time Series)

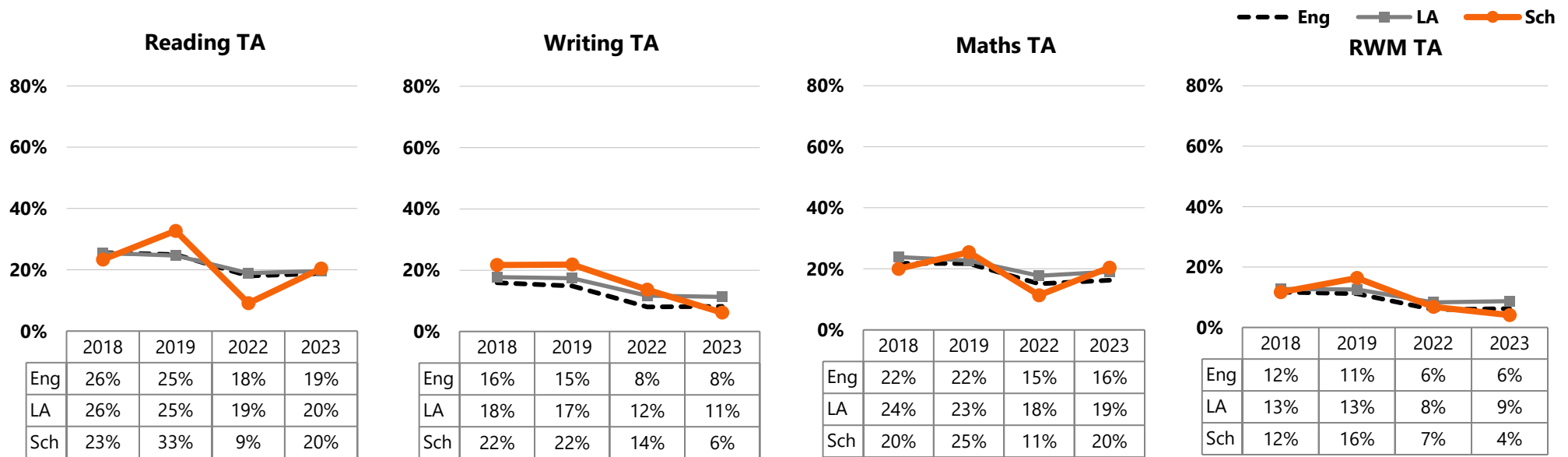


iii) % Working at Greater Depth

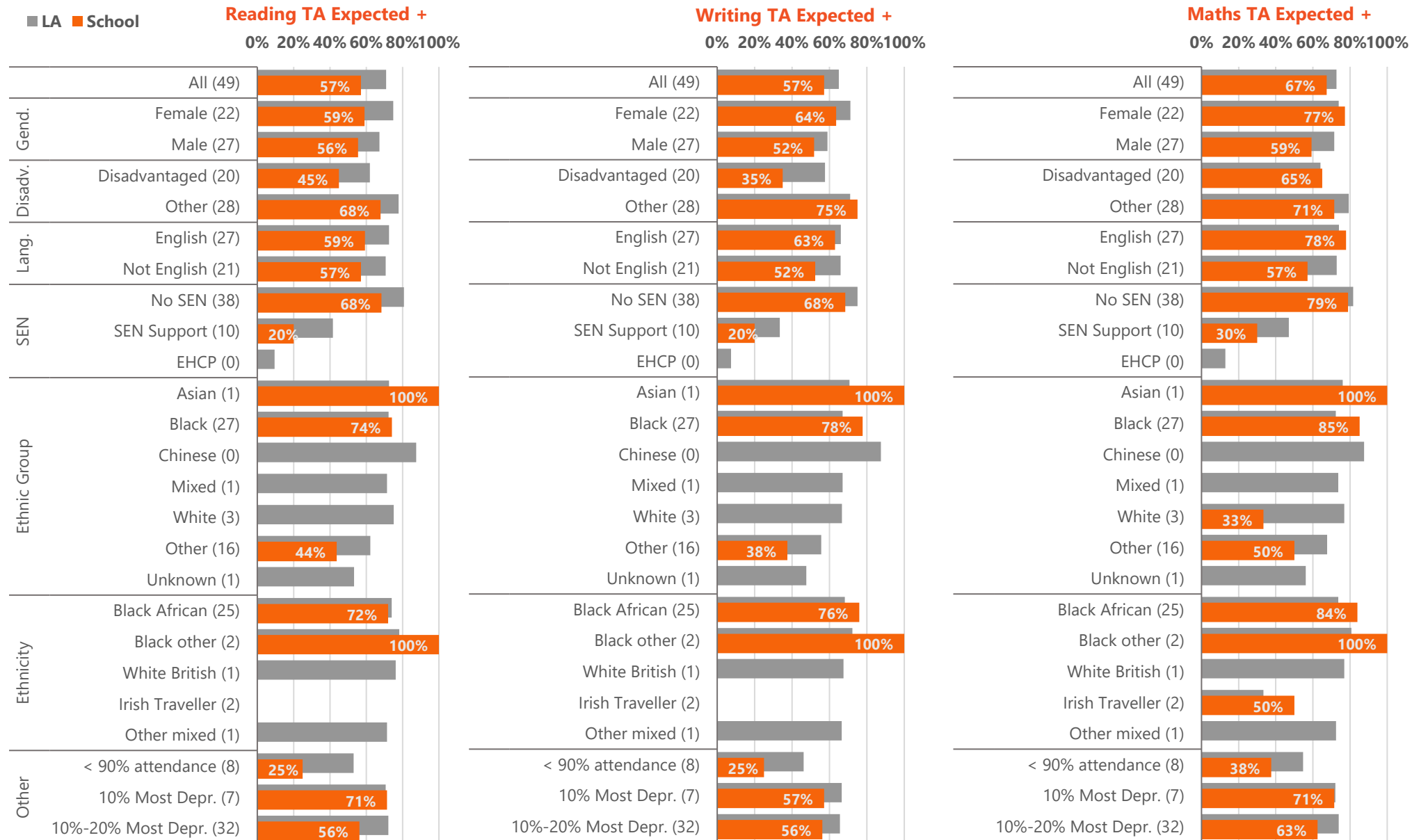
Indicator	School (49 Pupils)	Comparisons		
		LA	England	
% Greater Depth	Reading	20%	20%	19%
	Writing	6%	11%	8% ↓
	Maths	20%	19%	16% ↑
	RWM	4%	9%	6% ↓



iv) % at Greater Depth (Time Series)



v) Vulnerable Groups Analysis - TA



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

Key to shading (on Exp + only):

 >3* above All pupils	 >1* above All pupils	 >1* below All pupils	 >3* below All pupils
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*Number of pupils (see page 4 for explanation)

		Pupils No.	Reading		Writing		Maths		RWM	
			Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils		49	57%	20%	57%	6%	67%	20%	51%	4%
Gender	Female	22	59%	23%	64%	9%	77%	14%	55%	5%
	Male	27	56%	19%	52%	4%	59%	26%	48%	4%
	Gap (Male - Female)		-3%	-4%	-12%	-5%	-18%	+12%	-7%	-1%
FSM	Eligible	20	45%	10%	35%	0%	65%	15%	35%	0%
	Not eligible	28	68%	29%	75%	11%	71%	25%	64%	7%
	Gap (Eligible - Not eligible)		-23%	-19%	-40%	-11%	-6%	-10%	-29%	-7%
Disadv.	Disadvantaged	20	45%	10%	35%	0%	65%	15%	35%	0%
	Other	28	68%	29%	75%	11%	71%	25%	64%	7%
	Gap (Disadvantaged - Other)		-23%	-19%	-40%	-11%	-6%	-10%	-29%	-7%
SEN	No SEN	38	68%	24%	68%	5%	79%	24%	61%	3%
	SEN Support	10	20%	10%	20%	10%	30%	10%	20%	10%
	EHCP	0								
Born	Autumn	17	65%	29%	71%	6%	76%	24%	65%	6%
	Spring	15	60%	13%	53%	0%	67%	20%	47%	0%
	Summer	16	50%	19%	50%	13%	63%	19%	44%	6%
Att.	95-100% Attendance	30	70%	23%	70%	10%	73%	17%	60%	7%
	90-95% Attendance	10	50%	30%	50%	0%	80%	40%	50%	0%
	85-90% Attendance	5	40%	0%	40%	0%	40%	20%	40%	0%
	80-85% Attendance	2	0%	0%	0%	0%	50%	0%	0%	0%
	<=80% Attendance	1	0%	0%	0%	0%	0%	0%	0%	0%

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

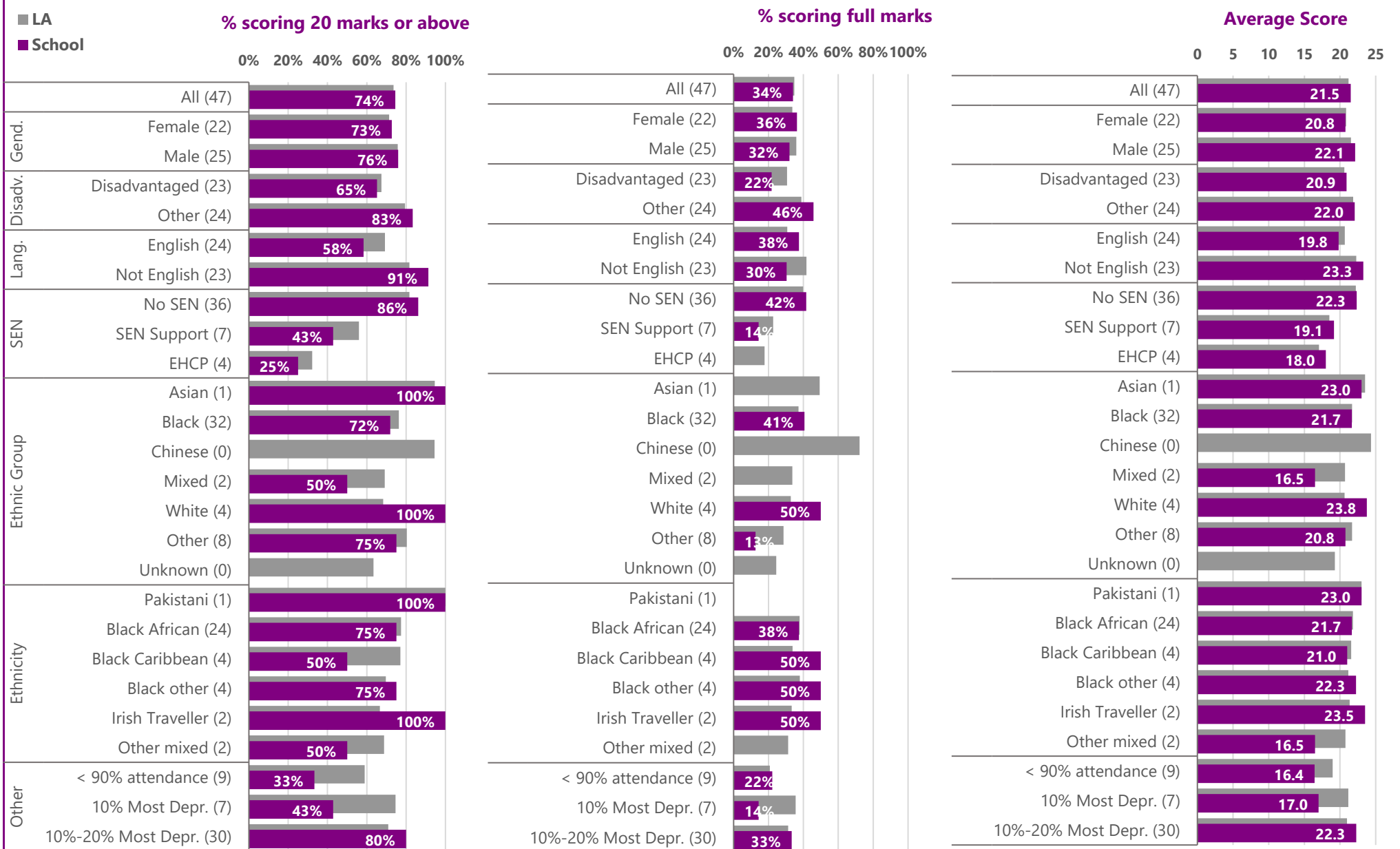
Key to shading (on Exp + only):

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

*Number of pupils (see page 4 for explanation)

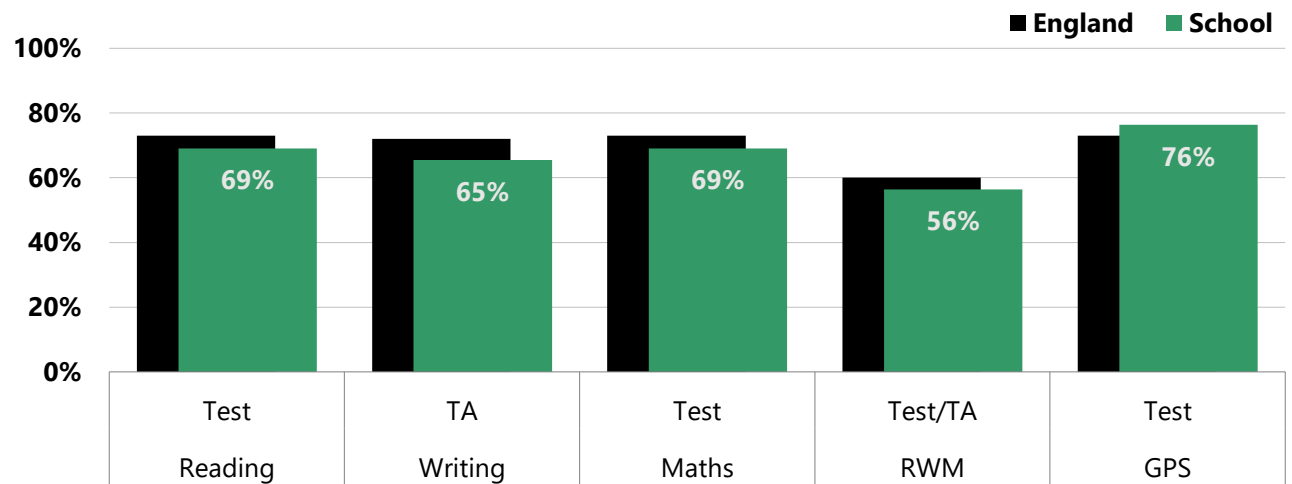
		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils		49	57%	20%	57%	6%	67%	20%	51%	4%
EAL	English	27	59%	26%	63%	7%	78%	19%	56%	4%
	Not English	21	57%	14%	52%	5%	57%	24%	48%	5%
	Gap (Not English - English)		-2%	-12%	-11%	-2%	-21%	+5%	-8%	+1%
Ethnic Groups	Asian	1	100%	100%	100%	0%	100%	100%	100%	0%
	Black	27	74%	30%	78%	7%	85%	22%	67%	4%
	Mixed	1	0%	0%	0%	0%	0%	0%	0%	0%
	White	3	0%	0%	0%	0%	33%	0%	0%	0%
	Other	16	44%	6%	38%	6%	50%	19%	38%	6%
	Unknown	1	0%	0%	0%	0%	0%	0%	0%	0%
Ethnicity	Asian Other	1	100%	100%	100%	0%	100%	100%	100%	0%
	Black African	25	72%	28%	76%	8%	84%	20%	64%	4%
	Black Other	2	100%	50%	100%	0%	100%	50%	100%	0%
	Other Mixed	1	0%	0%	0%	0%	0%	0%	0%	0%
	White British	1	0%	0%	0%	0%	0%	0%	0%	0%
	Irish Traveller	2	0%	0%	0%	0%	50%	0%	0%	0%
	Any Other Ethnicity	16	44%	6%	38%	6%	50%	19%	38%	6%

i) Vulnerable Groups Analysis

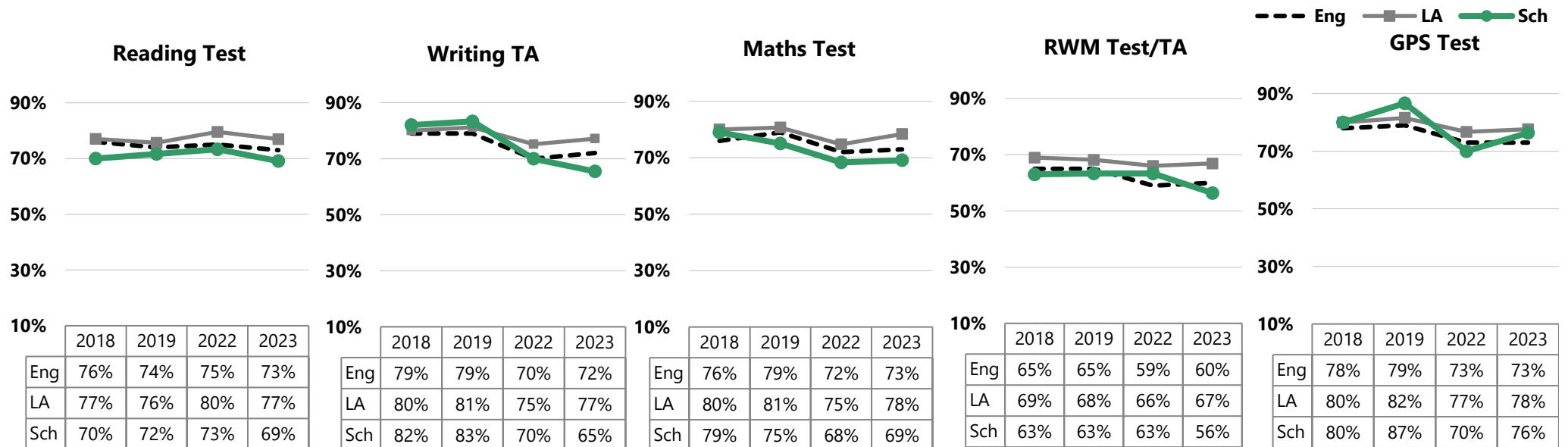


i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons	
		(55 Pupils)	LA	England
Reading	Test	69%	77% ↓	73% ↓
Writing	TA	65%	77% ↓	72% ↓
Maths	Test	69%	78% ↓	73% ↓
RWM	Test/TA	56%	67% ↓	60% ↓
GPS	Test	76%	78%	73% ↑



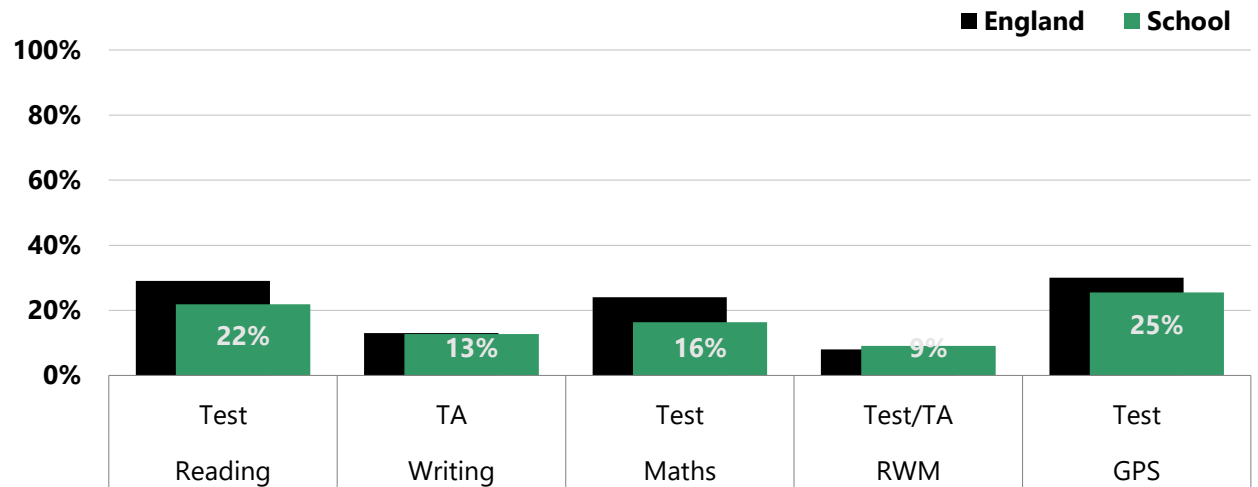
ii) % Reaching Expected Standard (Time Series)



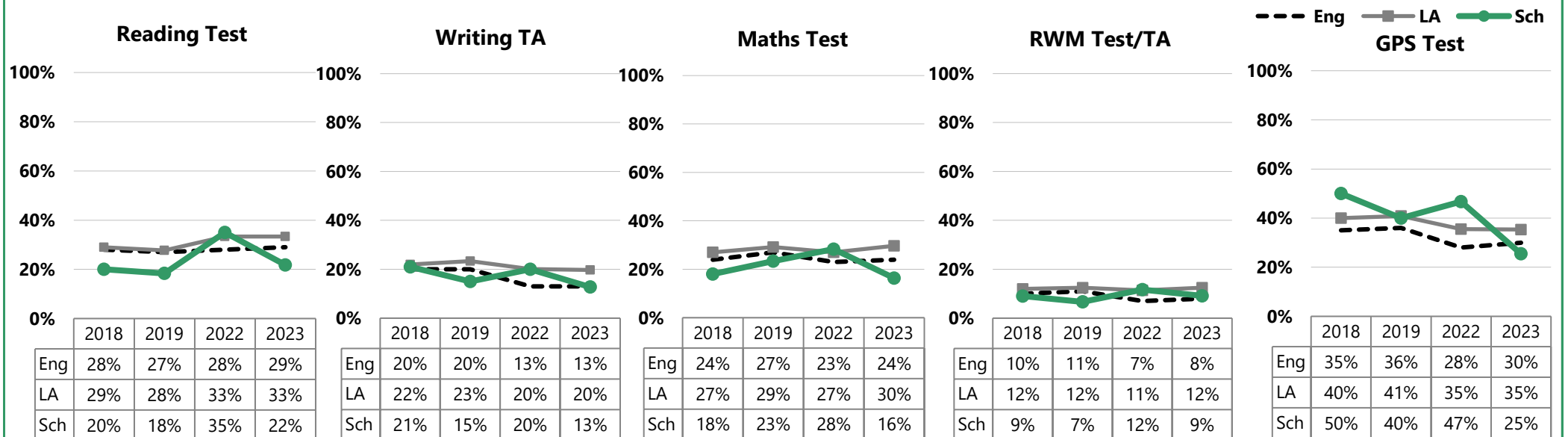
NB. Analysis shown is based on DfE validated data from December each year. See Appendix 1 for further information

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

Indicator		School	Comparisons	
		(55 Pupils)	LA	England
Reading	Test	22%	33% ↓	29% ↓
Writing	TA	13%	20% ↓	13%
Maths	Test	16%	30% ↓	24% ↓
RWM	Test/TA	9%	12% ↓	8%
GPS	Test	25%	35% ↓	30% ↓



iv) % Reaching a Higher Standard (Time Series)



NB. Analysis shown is based on DfE validated data from December each year. See Appendix 1 for further information

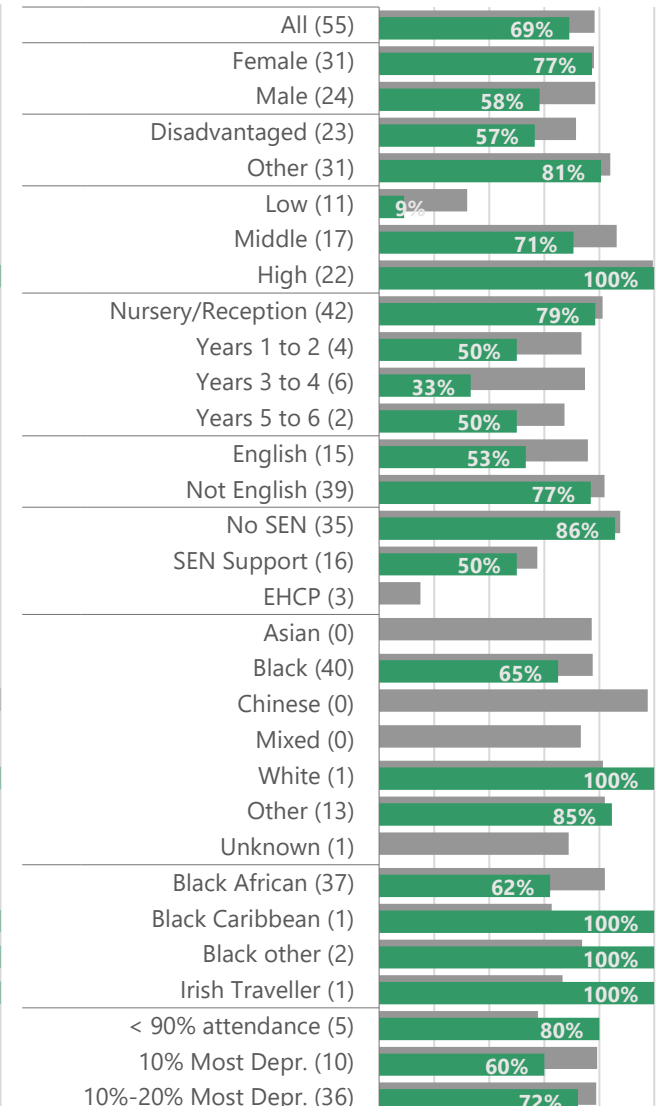
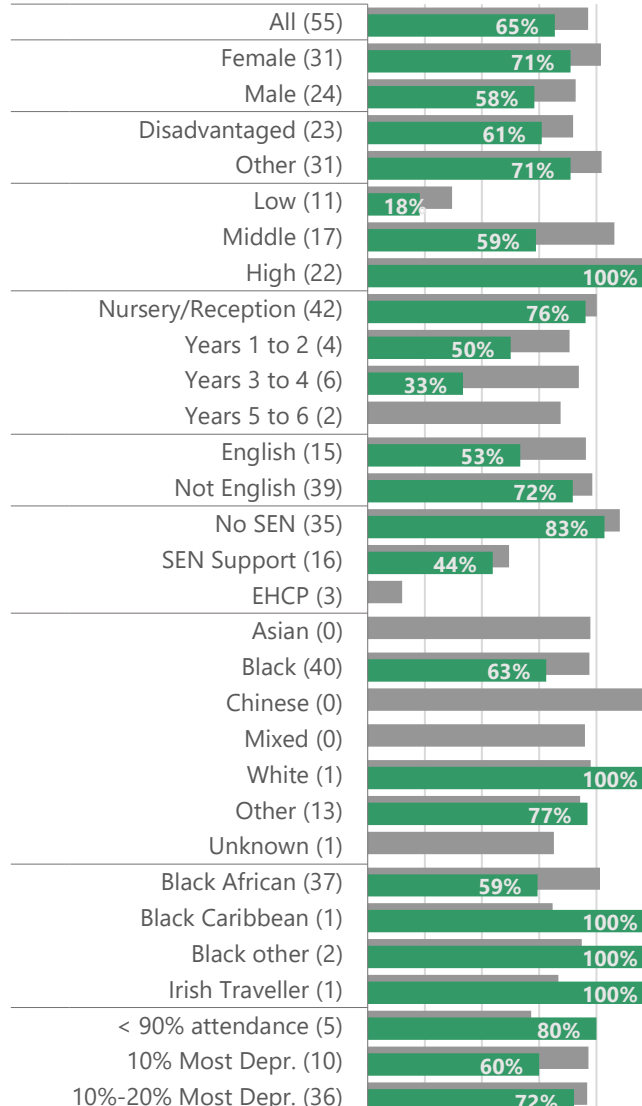
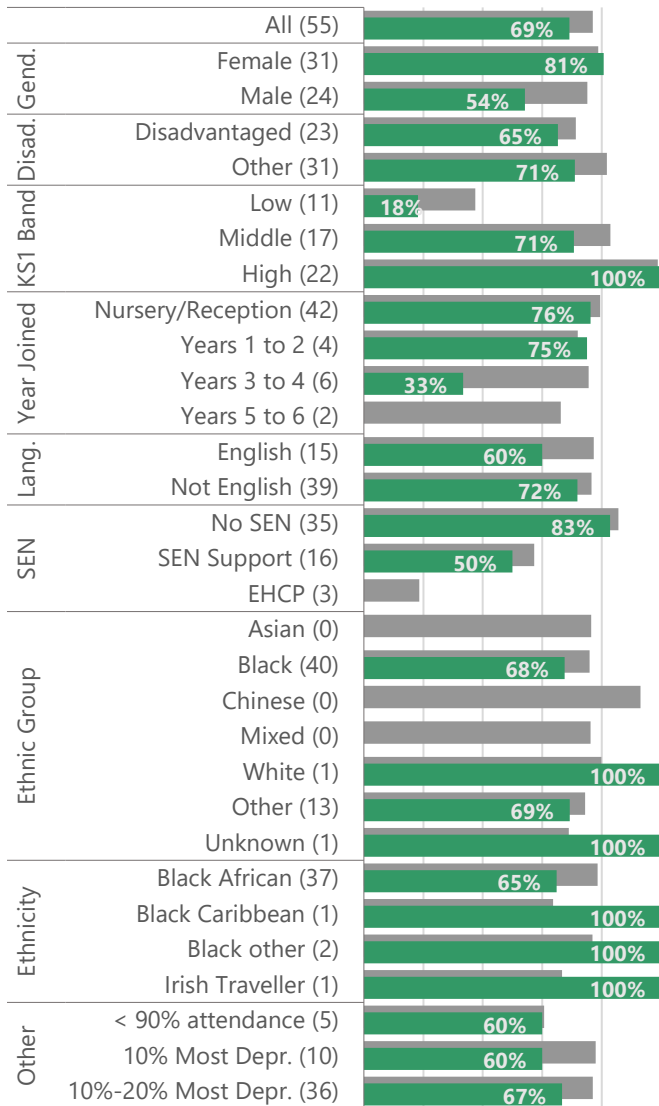
v) Vulnerable Groups Analysis

■ LA ■ School

Reading Expected +
0% 20% 40% 60% 80% 100%

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

Maths Expected +
0% 20% 40% 60% 80% 100%



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

Key to shading (on Exp + only):

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

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		55	69%	22%	65%	13%	69%	16%	56%	9%	76%	25%
Gender	Female	31	81%	19%	71%	19%	77%	16%	65%	13%	81%	39%
	Male	24	54%	25%	58%	4%	58%	17%	46%	4%	71%	8%
	Gap (Male - Female)		-27%	+6%	-13%	-15%	-19%	+1%	-19%	-9%	-10%	-31%
FSM	Eligible	21	67%	10%	57%	10%	52%	10%	48%	5%	67%	24%
	Not eligible	33	70%	30%	73%	15%	82%	21%	64%	12%	82%	27%
	Gap (Eligible - Not eligible)		-3%	-20%	-16%	-5%	-30%	-11%	-16%	-7%	-15%	-3%
Disadv.	Disadvantaged	23	65%	9%	61%	9%	57%	9%	48%	4%	70%	22%
	Other	31	71%	32%	71%	16%	81%	23%	65%	13%	81%	29%
	Gap (Disadvantaged - Other)		-6%	-23%	-10%	-7%	-24%	-14%	-17%	-9%	-11%	-7%
SEN	No SEN	35	83%	31%	83%	20%	86%	26%	71%	14%	89%	40%
	SEN Support	16	50%	6%	44%	0%	50%	0%	38%	0%	63%	0%
	EHCP	3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
KS1 PA	Low Prior Attainment	11	18%	0%	18%	0%	9%	0%	0%	0%	27%	0%
	Middle Prior Attainment	17	71%	0%	59%	0%	71%	0%	41%	0%	88%	18%
	High Prior Attainment	22	100%	55%	100%	32%	100%	36%	100%	23%	100%	50%
Born	Autumn	20	85%	30%	85%	15%	80%	15%	80%	10%	85%	30%
	Spring	21	67%	24%	67%	14%	76%	19%	52%	10%	86%	29%
	Summer	14	50%	7%	36%	7%	43%	14%	29%	7%	50%	14%
Att.	95-100% Attendance	39	64%	26%	56%	15%	64%	15%	51%	10%	69%	31%
	90-95% Attendance	10	90%	20%	100%	10%	90%	30%	80%	10%	100%	20%
	85-90% Attendance	3	67%	0%	100%	0%	100%	0%	67%	0%	100%	0%
	80-85% Attendance	1	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
	<=80% Attendance	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

Key to shading (on Exp + only):

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

*Number of pupils (see page 4 for explanation)

	Pupils No.	Reading		Writing (TA)		Maths		RWM		GPS		
		Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	
All Pupils	55	69%	22%	65%	13%	69%	16%	56%	9%	76%	25%	
EAL	English	15	60%	7%	53%	0%	53%	0%	40%	0%	67%	7%
	Not English	39	72%	28%	72%	18%	77%	23%	64%	13%	79%	33%
	Gap (Not English - English)		+12%	+21%	+19%	+18%	+24%	+23%	+24%	+13%	+12%	+26%
Ethnic Groups	Black	40	68%	23%	63%	15%	65%	18%	53%	10%	75%	25%
	White	1	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
	Other	13	69%	23%	77%	8%	85%	15%	69%	8%	77%	31%
	Unknown	1	100%	0%	0%	0%	0%	0%	0%	0%	100%	0%
Ethnicity	Black African	37	65%	22%	59%	16%	62%	16%	49%	11%	73%	27%
	Black Caribbean	1	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
	Black Other	2	100%	50%	100%	0%	100%	50%	100%	0%	100%	0%
	Irish Traveller	1	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
	Any Other Ethnicity	13	69%	23%	77%	8%	85%	15%	69%	8%	77%	31%

vii) KS1 to KS2 Transition Matrices

Reading		Total Pupils	Key Stage 2 - Reading Test					
			Below Expected <100		Expected Standard 100 to 109		Higher Standard 110+	
Key Stage 1 Reading	Pre-KS	4	3 75% LA: 85%	1 25% LA: 13%	0 0% LA: 2%			
	Working Towards	10	8 80% LA: 53%	2 20% LA: 42%	0 0% LA: 5%			
	Expected Standard	18	3 17% LA: 14%	14 78% LA: 57%	1 6% LA: 29%			
	Greater Depth	18	0 0% LA: 1%	7 39% LA: 24%	11 61% LA: 76%			

Maths		Total Pupils	Key Stage 2 - Maths Test					
			Below Expected <100		Expected Standard 100 to 109		Higher Standard 110+	
Key Stage 1 Maths	Pre-KS	5	5 100% LA: 90%	0 0% LA: 10%	0 0% LA: 0%			
	Working Towards	8	6 75% LA: 57%	2 25% LA: 41%	0 0% LA: 2%			
	Expected Standard	24	4 17% LA: 10%	19 79% LA: 66%	1 4% LA: 24%			
	Greater Depth	13	0 0% LA: 0%	6 46% LA: 24%	7 54% LA: 76%			

Writing		Total Pupils	Key Stage 2 - Writing TA					
			Below Expected		Expected Standard		Greater Depth	
Key Stage 1 Writing	Pre-KS	4	4 100% LA: 88%	0 0% LA: 12%	0 0% LA: 0%			
	Working Towards	7	6 86% LA: 53%	1 14% LA: 46%	0 0% LA: 0%			
	Expected Standard	26	6 23% LA: 8%	20 77% LA: 76%	0 0% LA: 16%			
	Greater Depth	13	0 0% LA: 0%	6 46% LA: 30%	7 54% LA: 69%			

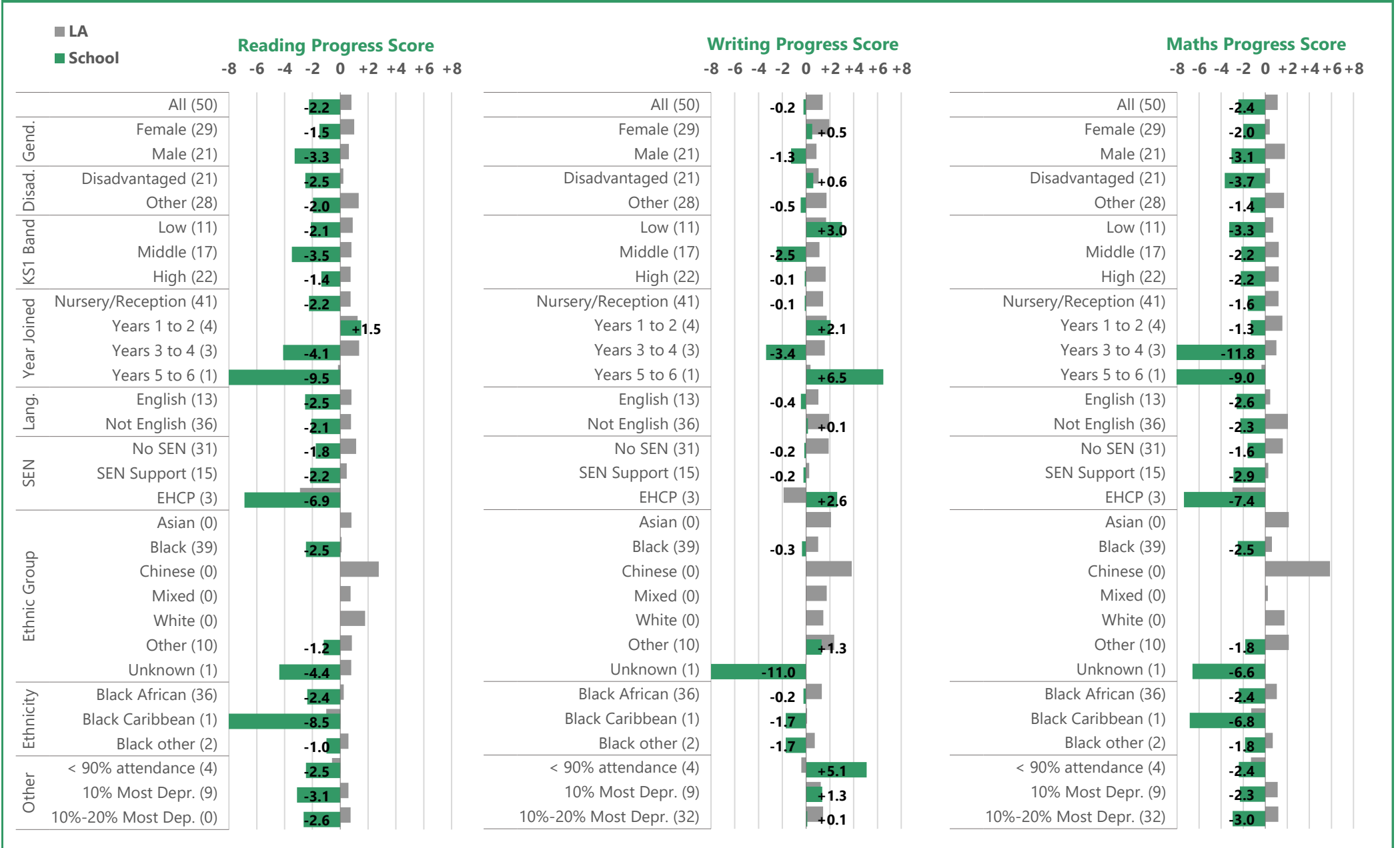
viii) KS1 to KS2 Progress Scores

Subject	School		Comparisons	
	Average KS2 Scaled Score*	Progress Score	LA	National
Reading	103.3	-2.2	+0.8	0.0
Writing		-0.2	+1.4	0.0
Maths	102.4	-2.4	+1.1	0.0

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

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

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



		EYFSP GLD	YR1 Phonics 32+	KS1 (Expected +)			KS2 (Expected +)		
England average (All pupils):		Eng: 67%	Eng: 79%	Reading Eng: 68%	Writing Eng: 60%	Maths Eng: 70%	Reading Eng: 73%	Writing Eng: 72%	Maths Eng: 73%
All Pupils	All	70% (27)	76% (29)	57% (49)	57% (49)	67% (49)	69% (55)	65% (55)	69% (55)
Gender	Female	71% (14)	79% (14)	59% (22)	64% (22)	77% (22)	81% (31)	71% (31)	77% (31)
	Male	69% (13)	73% (15)	56% (27)	52% (27)	59% (27)	54% (24)	58% (24)	58% (24)
Disadv.	Disadvantaged	86% (7)	78% (9)	45% (20)	35% (20)	65% (20)	65% (23)	61% (23)	57% (23)
	Other	65% (20)	79% (19)	68% (28)	75% (28)	71% (28)	71% (31)	71% (31)	81% (31)
Term Born	Autumn	88% (8)	78% (9)	65% (17)	71% (17)	76% (17)	85% (20)	85% (20)	80% (20)
	Spring	67% (6)	73% (11)	60% (15)	53% (15)	67% (15)	67% (21)	67% (21)	76% (21)
	Summer	62% (13)	88% (8)	50% (16)	50% (16)	63% (16)	50% (14)	36% (14)	43% (14)
Language	English	100% (10)	67% (12)	59% (27)	63% (27)	78% (27)	60% (15)	53% (15)	53% (15)
	Not English	53% (17)	88% (16)	57% (21)	52% (21)	57% (21)	72% (39)	72% (39)	77% (39)
SEN	No SEN	90% (21)	86% (22)	68% (38)	68% (38)	79% (38)	83% (35)	83% (35)	86% (35)
	SEN Support	0% (4)	50% (4)	20% (10)	20% (10)	30% (10)	50% (16)	44% (16)	50% (16)
	EHCP						0% (3)	0% (3)	0% (3)
Ethnic Group	Black	79% (14)	80% (20)	74% (27)	78% (27)	85% (27)	68% (40)	63% (40)	65% (40)
	White			0% (3)	0% (3)	33% (3)			
	Other	55% (11)	67% (6)	44% (16)	38% (16)	50% (16)	69% (13)	77% (13)	85% (13)

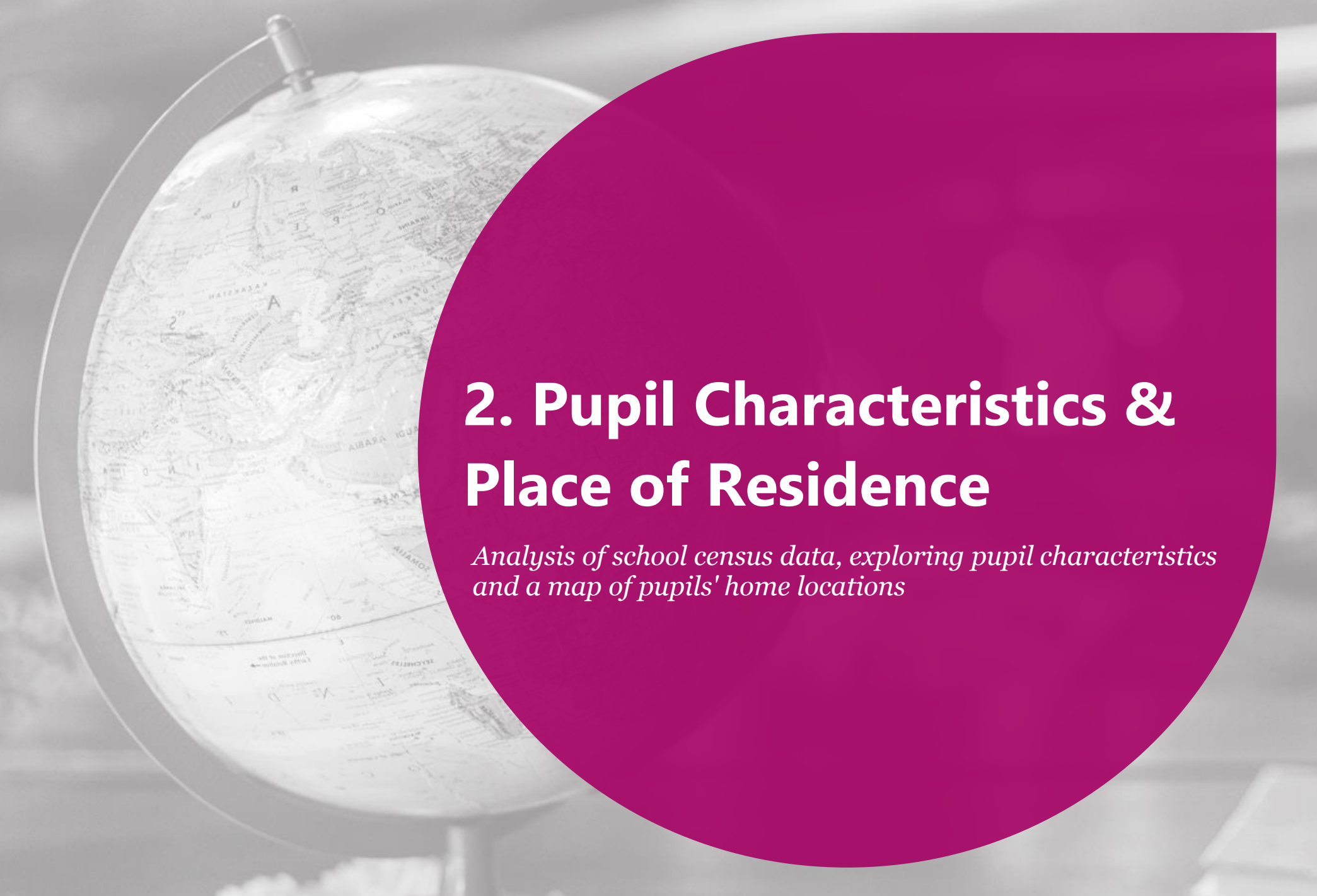
This analysis shows the percentage of pupils achieving the expected standard for each pupil group at St Francis Catholic Primary School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is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



*Number of pupils (see page 4 for explanation)

Need to understand more?

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

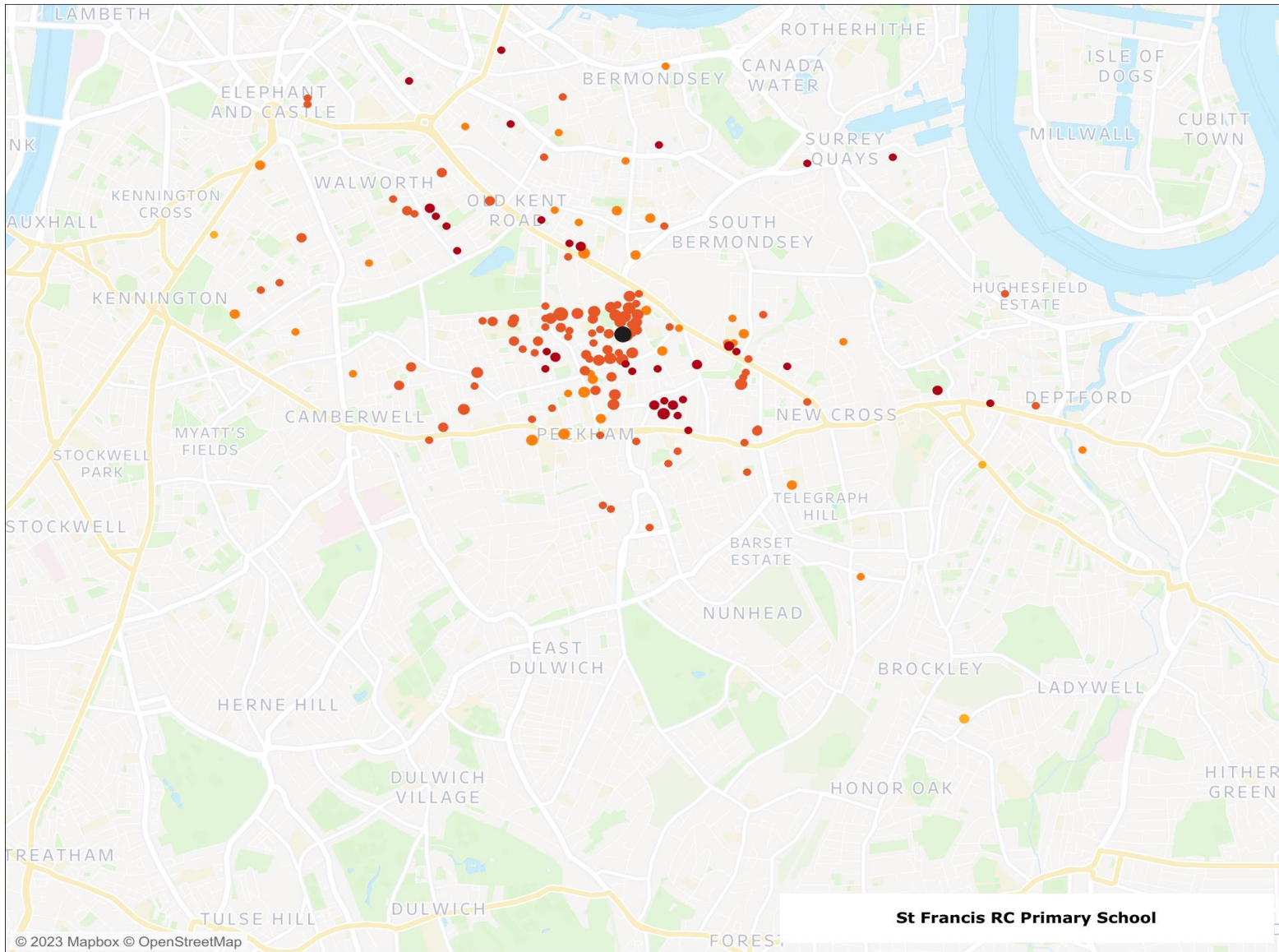


2. Pupil Characteristics & Place of Residence

Analysis of school census data, exploring pupil characteristics and a map of pupils' home locations

Pupil Breakdown by Contextual Characteristic (1)

323 Pupils on roll in Jan 2023		St Francis Catholic Primary School					LA (Primary Age Mainstream)															
		2019	2020	2021	2022	Jan 2023		Jan 23	School Difference vs LA													
							%	0%	20%	40%	60%	80%	100%		-15%	-10%	-5%	0%	5%	10%	15%	
Total roll		429	412	379	357	323																
Gen-der	Female	49.4%	51.0%	51.7%	51.0%	157	48.6%						49.3%	-0.7%								
	Male	50.6%	49.0%	48.3%	49.0%	166	51.4%						50.7%	+0.7%								
FSM	Eligible	18.9%	21.4%	31.9%	33.3%	111	34.4%						36.0%	-1.6%								
	Not Eligible	81.1%	78.6%	68.1%	66.7%	212	65.6%						64.0%	+1.6%								
Joined School	Joined in Reception / Nursery	86.0%	85.9%	88.7%	85.7%	271	83.9%						82.9%	+1.0%								
	Joined in Year 1 or 2	10.3%	10.0%	7.4%	6.7%	26	8.0%						7.8%	+0.2%								
	Joined in Year 3 or 4	2.8%	2.7%	3.7%	5.0%	21	6.5%						7.4%	-0.9%								
	Joined in Year 5 or 6	0.9%	1.5%	0.3%	2.5%	5	1.5%						1.9%	-0.4%								
SEN Stage	No Special Educational Need	83.9%	81.3%	77.3%	73.4%	249	77.1%						81.4%	-4.3%								
	SEN Support	14.7%	17.5%	21.1%	23.0%	60	18.6%						15.0%	+3.6%								
	EHCP / Statement	1.4%	1.2%	1.6%	3.6%	14	4.3%						3.6%	+0.7%								
SEN Primary Need	Autistic Spectrum Disorder	2.3%	2.4%	4.7%	3.6%	13	4.0%						4.1%	-0.1%								
	Hearing Impairment	0.0%	0.0%	0.3%	0.3%	1	0.3%						0.2%	+0.1%								
	Moderate Learning Difficulty	4.4%	4.4%	3.2%	2.8%	6	1.9%						1.2%	+0.7%								
	Multi-Sensory Impairment	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.0%	-								
	Physical Disability	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.3%	-0.3%								
	Profound & Multiple Learning	0.2%	0.2%	0.3%	0.6%	1	0.3%						0.0%	+0.3%								
	Severe Learning Difficulty	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.1%	-0.1%								
	Social, Emotional & Mental Health	1.2%	3.2%	2.9%	2.8%	4	1.2%						2.4%	-1.2%								
	Specific Learning Difficulty	0.7%	1.0%	0.5%	0.6%	2	0.6%						1.6%	-1.0%								
	Speech, Language & Comm.	6.3%	6.8%	7.7%	11.8%	33	10.2%						7.0%	+3.2%								
	Visual Impairment	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.1%	-0.1%								
	Other Difficulty/Disability	0.0%	0.0%	0.3%	0.0%	0	0.0%						0.4%	-0.4%								
No Specialist Assessment	0.9%	0.7%	2.9%	4.2%	14	4.3%						1.1%	+3.2%									
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	36.8%	17.0%	15.6%	17.4%	48	14.9%						19.2%	-4.3%								
	Band 1b: 10-20%	52.4%	63.8%	63.9%	63.3%	205	63.5%						36.0%	+27.5%								
	Band 2: 20-40%	8.4%	17.2%	18.7%	17.9%	64	19.8%						25.4%	-5.6%								
	Band 3: 40-60%	1.4%	1.7%	1.6%	0.8%	5	1.5%						9.7%	-8.2%								
	Band 4: 60-80%	0.5%	0.2%	0.3%	0.6%	1	0.3%						8.1%	-7.8%								
	Band 5: Least Deprived 20%	0.5%	0.0%	0.0%	0.0%	0	0.0%						1.7%	-1.7%								
Unmatched Postcode	0.0%	0.0%	0.0%	0.0%	0	0.0%						0.0%	-									



Key (Deprivation Band):

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

Questions to Consider

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

Map shows 301 pupils. Does not show 22 outside the map boundaries and 0 with missing or unrecognised postcode.

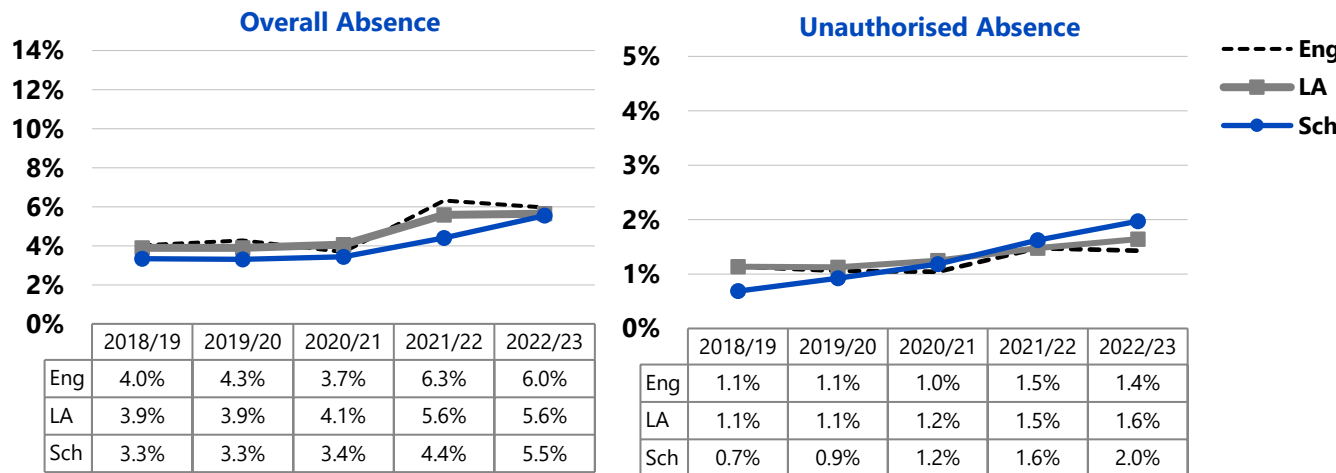
Note:
Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.



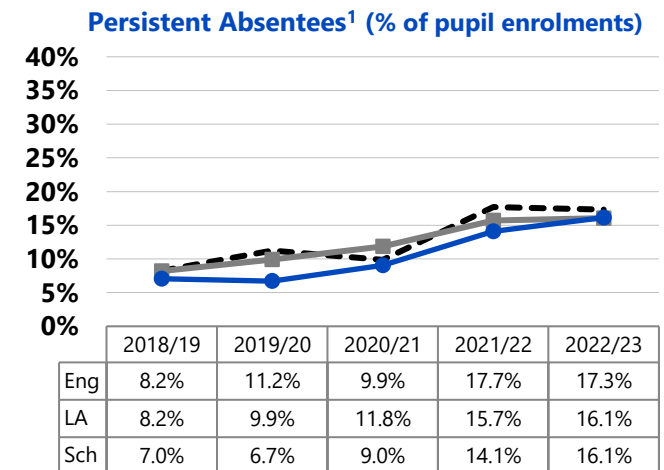
3. Pupil Behaviour

Analysis of pupil absence and exclusions

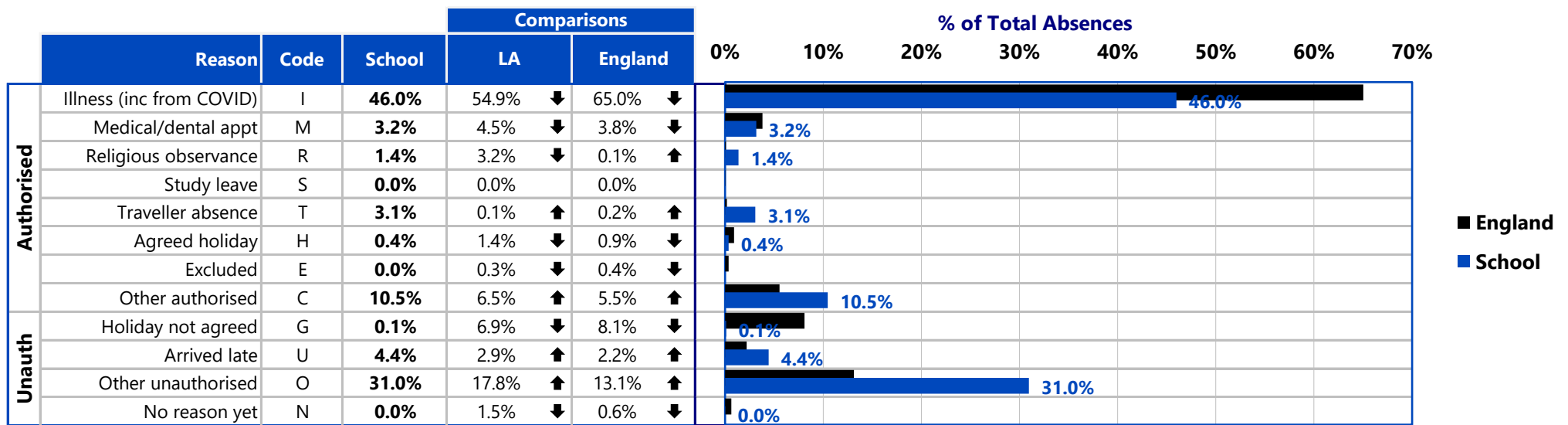
i) Overall and Unauthorised Absence (Time Series) - Three Terms*



ii) Persistent Absentees - Three Terms*



iii) % Absence by Reason - Three Terms

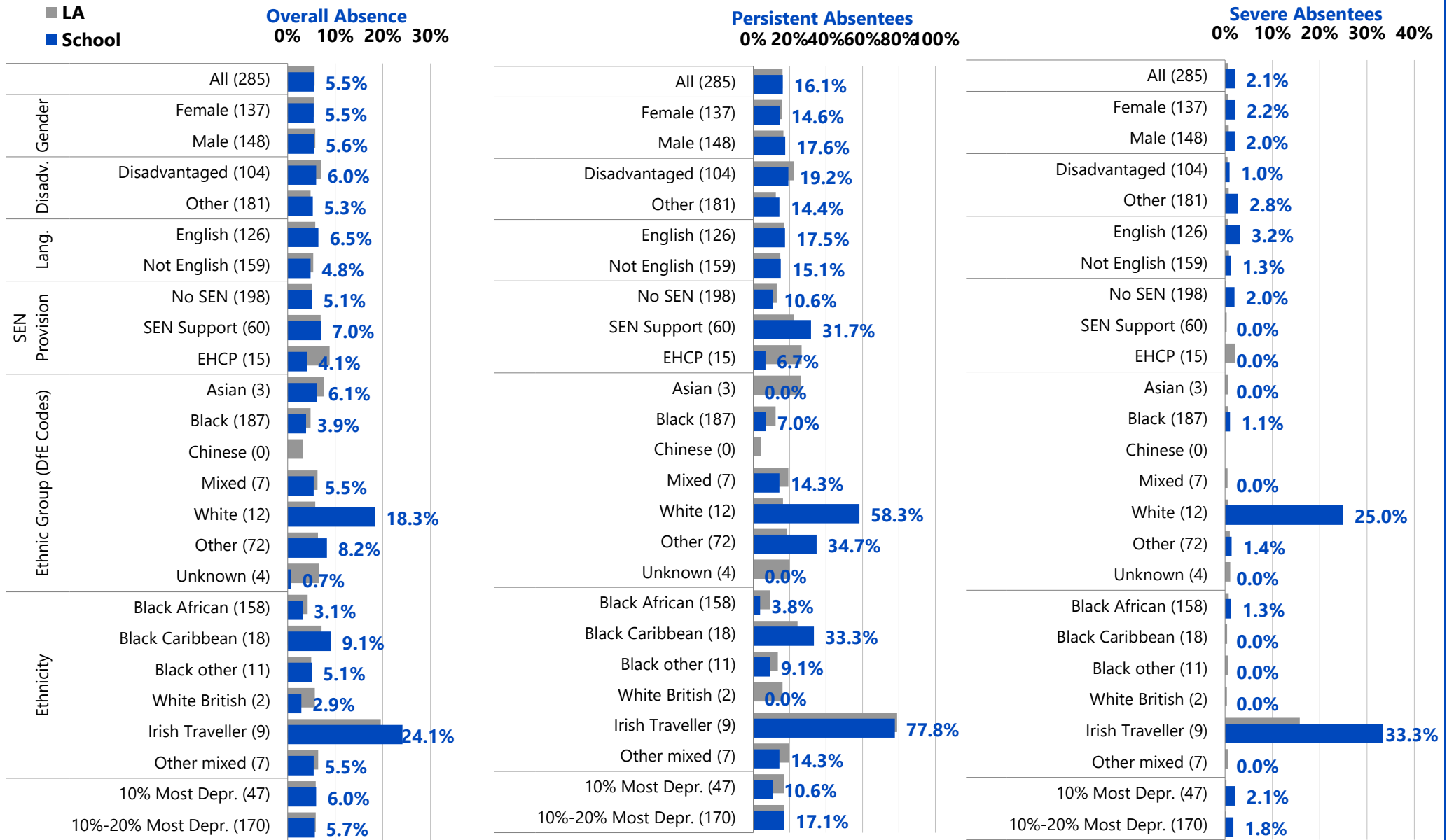


*2019/20 and 2020/21 data was affected by the COVID pandemic and only shows the Autumn term position for schools, LA and England. In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22 and 2022/23.

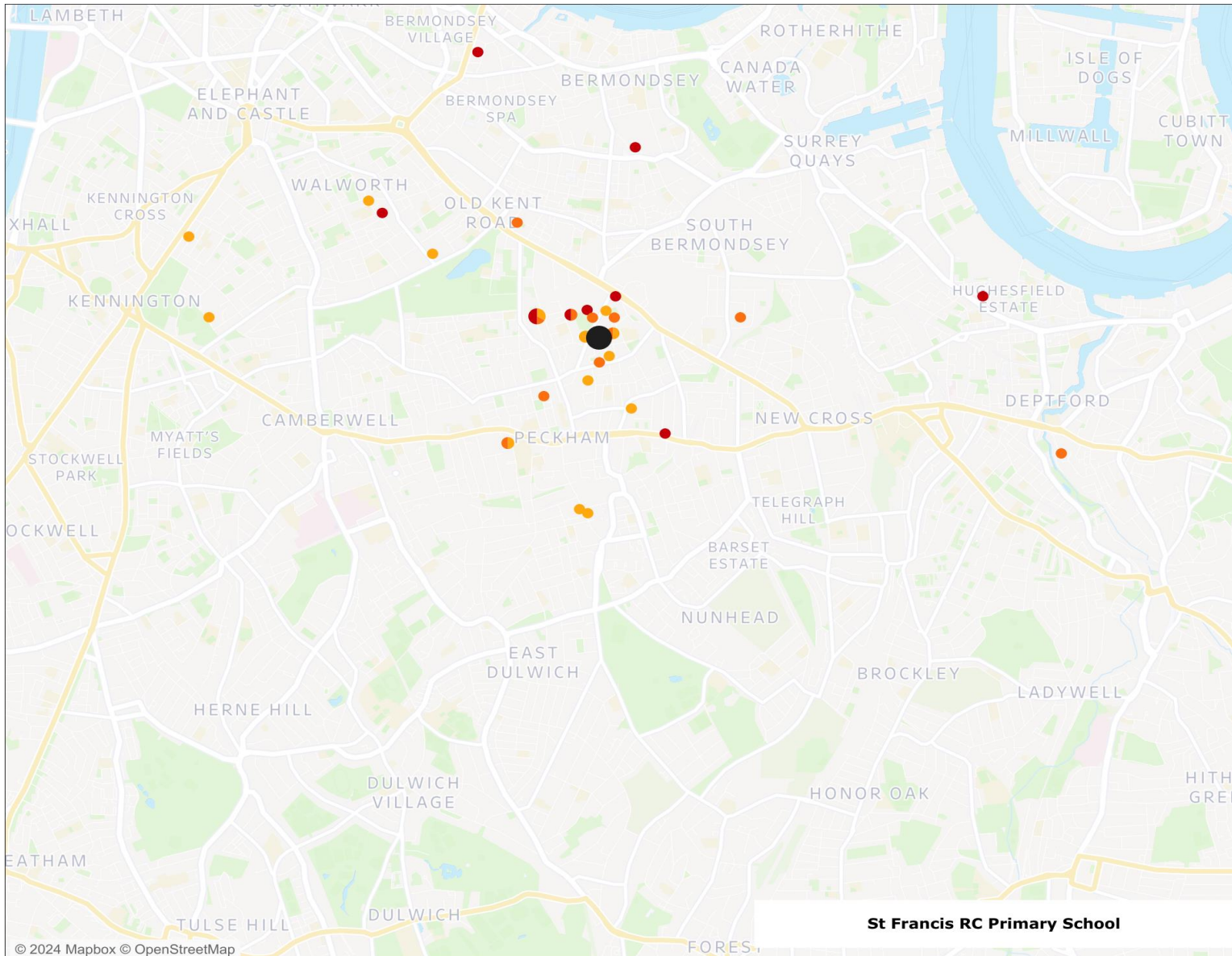
^England comparisons for 2022/23 are for the Autumn and Spring terms only.

¹A persistent absentee is defined as someone with 90% or less attendance

iv) Vulnerable Groups Analysis - Three Terms



v) Map of Persistent Absentees



Key (Attendance Band):

- Band 3: 86-90% (Persistent Absentee)
- Band 4: 80-85% (Persistent Absentee)
- Band 5: <=80% (Persistent Absentee)
- Location of school

Questions to Consider

1. Are there any concentrations of dots that suggest persistent absence is a problem in particular geographical areas?
2. If so, are there particular actions you need to take to address this?

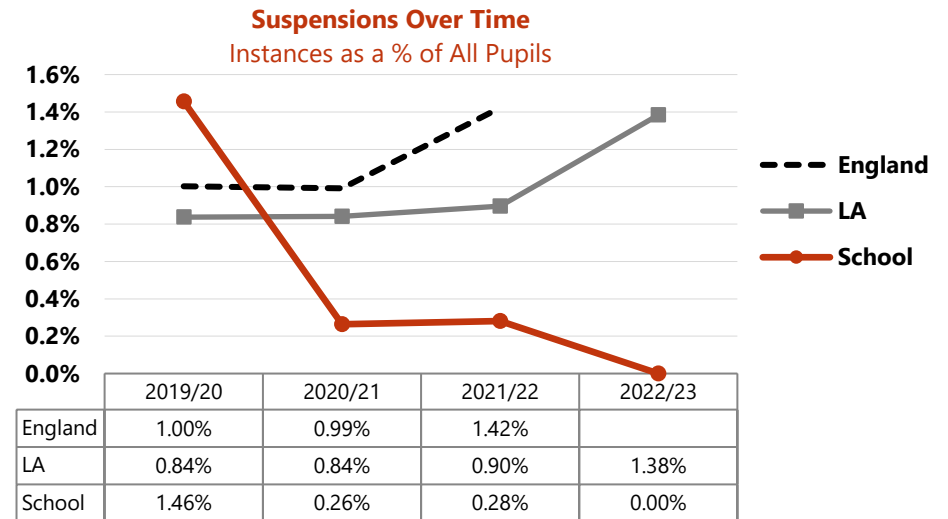
Notes:
 Each dot refers to a single postcode. Where more than one pupil lives in a particular postcode, the dot will be larger. If pupils in the same postcode have different attendance levels, the dot will become a pie chart.

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

St Francis RC Primary School

i) Headline Exclusions & Suspensions Indicators

Indicator		Primary Comparisons		
		Sch (2022/23)	LA (2022/23)	England (2021/22)
Permanent Exclusions (% of all pupils)		0 0.00%	0.00%	0.02% ↓
Suspensions	No. of instances (suspensions as a % of all pupils)	0 0.00%	1.38% ↓	1.42% ↓
	No. of pupils with suspensions (% of all pupils)	0 0.00%	0.76% ↓	0.68% ↓
	Average length in days of suspensions	-	1.6	2.0
	0.5 to 5 Days	- -	99.1%	98.7%
	6 to 15 days	- -	0.9%	1.1%
	16+ Days	- -	0.0%	0.2%



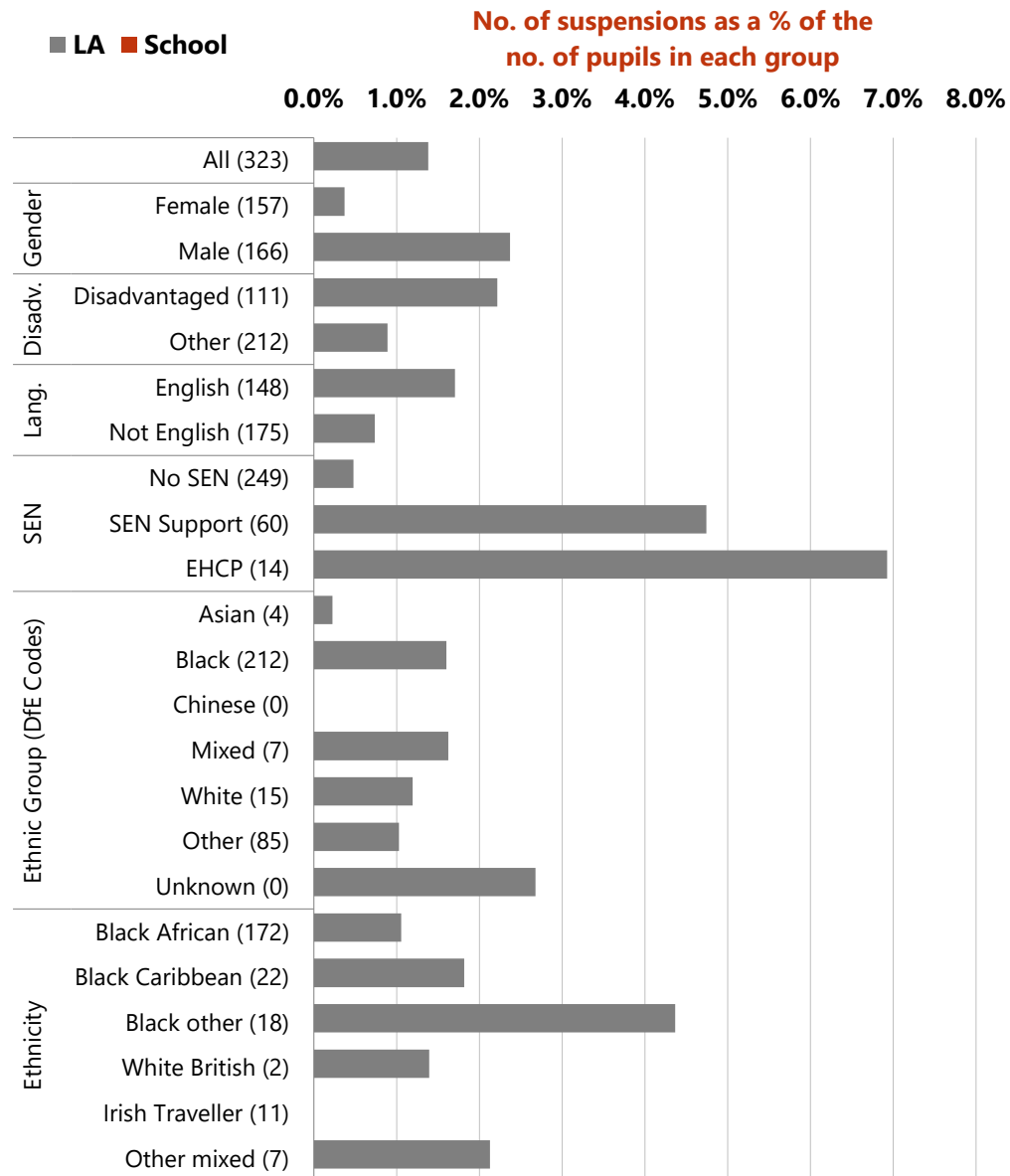
ii) Suspensions by Reason (% of all instances of suspensions)

Reason (Selected codes)	Code	Primary Comparisons [^]			% of all suspensions					
		Sch (2022/23)	LA (2022/23)	England (2021/22)	0%	20%	40%	60%	80%	100%
Physical Assault Against a Pupil	PP	-	32.3%	17.6%	[Bar chart showing LA at ~32%]					
Physical Assault Against an Adult	PA	-	28.8%	24.2%	[Bar chart showing LA at ~29%]					
Verbal abuse/threatening behaviour - adult	VA	-	6.6%	12.3%	[Bar chart showing LA at ~6.6%]					
Verbal abuse/threatening behaviour - pupil	VP	-	4.1%	5.5%	[Bar chart showing LA at ~4.1%]					
Offensive Weapon	OW	-	0.9%	1.1%	[Bar chart showing LA at ~0.9%]					
Bullying	BU	-	1.9%	0.7%	[Bar chart showing LA at ~1.9%]					
Abuse - Race	RA	-	2.8%	0.9%	[Bar chart showing LA at ~2.8%]					
Abuse - Sexual Orientation / Gender Identity	LG	-	0.0%	0.2%	[Bar chart showing LA at ~0.0%]					
Sexual Misconduct	SM	-	0.9%	0.6%	[Bar chart showing LA at ~0.9%]					
Damage	DM	-	4.1%	6.5%	[Bar chart showing LA at ~4.1%]					
Theft	TH	-	0.6%	0.1%	[Bar chart showing LA at ~0.6%]					
Drugs and alcohol related	DA	-	0.0%	0.4%	[Bar chart showing LA at ~0.0%]					
Persistent Disruptive Behaviour	DB	-	15.7%	29.1%	[Bar chart showing LA at ~15.7%]					
Inappropriate Use of Online Technology	MT	-	1.3%	0.4%	[Bar chart showing LA at ~1.3%]					

2019/20 and 2020/21 data is affected by the periods of school closure due to the COVID-19 pandemic and therefore rates are lower than for a typical year.

[^] School and LA reason code analysis shows the first reason stated for an exclusion, whereas England data shows all reasons given for each exclusion (i.e. one exclusion may have more than one reason).

iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



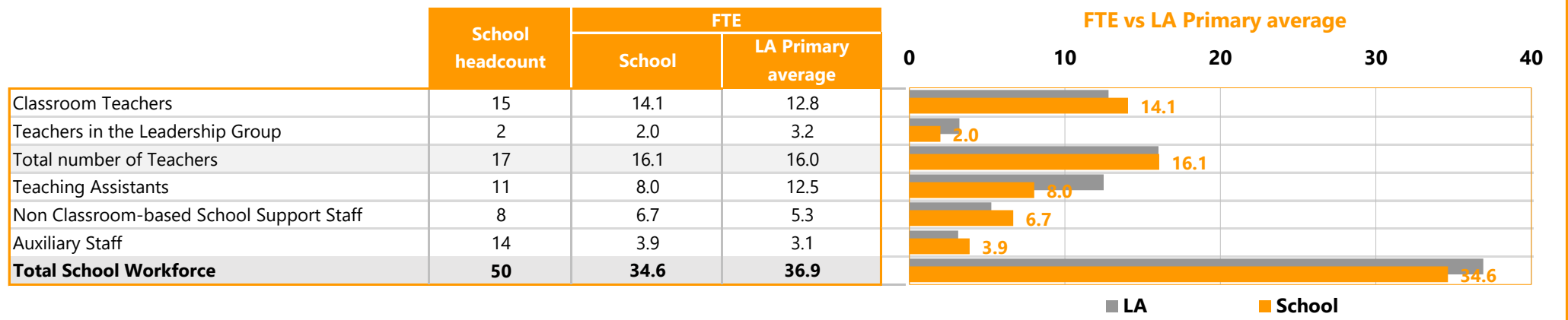
NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school.



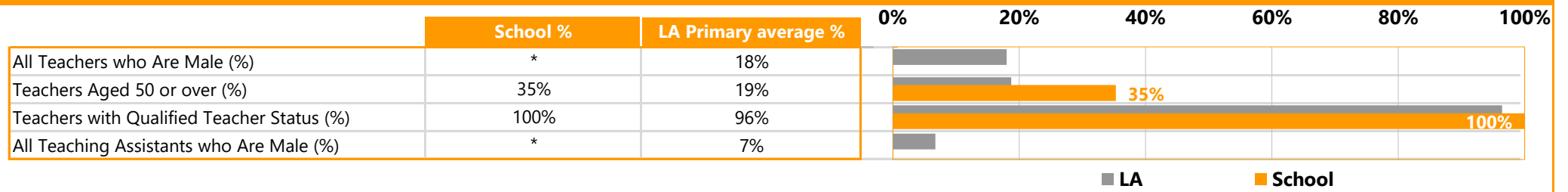
4. Staffing

Information on your school workforce

i) School workforce breakdown by role type



ii) Staff characteristics



iii) Teacher sickness absence

	Teachers with at Least One Period of Sickness (%)	Total Number of Days Lost to Sickness	Average Number of Days Lost to Teacher Sickness (per teacher)
School	68%	142	6.5
LA Primary average	64%	95	5.0

iv) Other workforce indicators

	Mean Gross Salary of All Teachers (£)	Pupil: Teacher Ratio FTE
School	£52,889	20.1
LA Primary average	£49,753	18.7

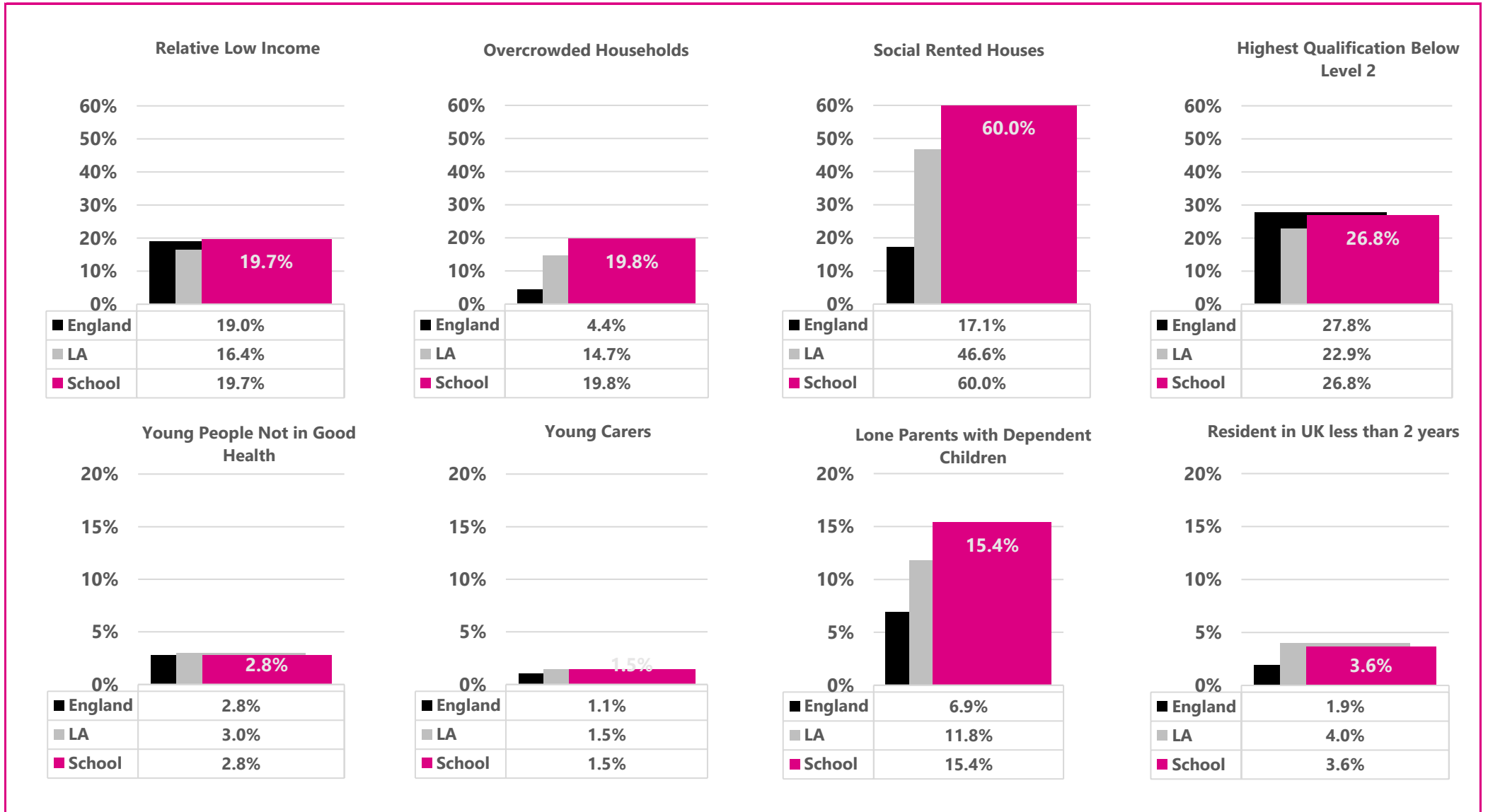
Note that * indicates that the data is suppressed or missing

An aerial photograph of a city, likely London, showing a dense urban landscape with various buildings and a prominent Ferris wheel in the lower-middle section. A large, semi-transparent pink circle is overlaid on the right side of the image, containing the main text.

5. Local Area Context

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

This page uses the home locations of children at your school matched to data from the 2021 Census and DWP to help illustrate the sorts of challenges that your children may be facing. The postcodes for each child at the school have been matched to small geographical areas (containing around 300 people) which gives an average across your school based on those local households. LA averages are based on all pupils at state-funded schools in the LA. See Appendix 1 for full details of the measures included.





Appendices

Appendix 1 - Data Sources & Caveats

Section	Data Source
EYFSP	Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data is taken from the DfE Statistical First Release. Comparators for 2019 and earlier show the closest possible aspect from the previous framework - see Appendix 3 for more information.
Year 1 Phonics	Validated Year 1 Phonics check returns from schools. Analysis also shows the proportion of the full Year 2 cohort (who were on roll at the time of the phonics check) who achieved the threshold, including those who resat the check in Year 2. National data is taken from the DfE Statistical First Release.
Key Stage 1	Validated KS1 teacher assessment returns from schools. National data is taken from the DfE Statistical First Release.
Year 4 Multiplication Check	Test data provided by schools via CTF data returns. Children who left school are removed, but children who were absent, working below or unable to access the test are included as not achieving.
Key Stage 2	Validated DfE data from December each year. The figures therefore discount pupils recently arrived from overseas, in line with DfE rules. Historical data is the validated performance table data from each year; note that the DfE sometimes retrospectively changes historical data in subsequent publications. Note that this is a different source to the unvalidated version of this profile.
School Census	Validated January 2023 school census returns from schools. LA figures do not include special schools or nurseries, but do include primary age pupils from all through schools.
Pupil Absence	School census returns from schools covering all three terms in the 2022/23 academic year. Historical data is from DfE validated performance table and Statistical First Release data (in a small number of cases this is suppressed and therefore not shown). Note that LA figures for the current year include primary aged children from all through schools, unlike published DfE data for prior years. Absence analysis does not include pupils who are below the statutory school age (age 5). In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22 and 2022/23 - hence 2021/22 and 2022/23 absence often appears higher than in 2020/21.
Exclusions	Exclusions data for 2022/23 is from termly schools census returns, matched to pupil characteristics in the January school census. Prior years show the full year, based on DfE published statistics from the school census; however, note that LA figures in this profile include primary aged exclusions from all through schools (shown as a proportion of all primary aged pupils), unlike published DfE data. Reason code analysis is based on the first reason stated for each exclusion for the LA. The national comparisons, however, show the total reasons given that are assigned each code (where one exclusion may have more than one reason).
School Workforce	Data from School Workforce Census as of November 2022. Some sickness data is suppressed due to small numbers of teachers involved. Local Authority figures do not include all through schools.

Appendix 1 - Data Sources & Caveats

Section	Data Source
Local Context	<p>Data from the 2021 Census and the Department for Work and Pensions (DWP). The average values for small geographical areas (OA and Ward level) were matched to the postcodes of school children (taken from the validated January 2023 school census returns from schools). See below for details on each of the measures:</p> <p>Relative Low Income – Ward level data from the 2022 DWP release: Children in low income families: local area statistics. This gives the percentage of 0-15 year olds living in a family defined as being in low income before housing costs.</p> <p>Overcrowded Households – Output Area level data from the 2021 Census (ONS), under the Housing topic. This is based on the occupancy rating for bedrooms, which is calculated by comparing the number of bedrooms required by the household to the number of available bedrooms. Households with a negative occupancy rating are defined as being overcrowded.</p> <p>Social Rented Houses – Output Area level data from the 2021 Census (ONS), under the Housing topic. This gives the percentage of resident households that fall under the “Rented: Social rented” category for the tenure of household.</p> <p>Highest Qualification Level Below Level 2 – Output Area level data from the 2021 Census (ONS), under the Education topic. This gives the percentage of the resident population that either holds no qualifications, or only holds a Level 1 or entry level qualification.</p> <p>Young People Not in Good Health – Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of 0-15 year old residents who assessed the general state of their health as not being either “Good” or “Very Good”.</p> <p>Young Carers – Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of 0-15 year old residents that are recorded as providing any hours of unpaid care per week.</p> <p>Lone Parent Households – Output Area level data from the 2021 Census (ONS), under the population topic. This gives the percentage of households that fall under the category of “Single family household: Lone parent family: With dependent children” for household composition.</p> <p>Resident in the UK Less than 2 years – Output Area level data from the 2021 Census (ONS), under the Population topic. This gives the percentage of all usual residents, who were not born in the UK, and most recently arrived to live in the UK less than 2 years ago.</p>

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

Appendix 2 - Glossary

ARE	Age related expectations
CL	Communication and Language (EYFSP prime area of learning)
Disadvantaged	Term used to describe pupils who are either FSM Ever 6 (i.e. they have received free school meals at some point in the preceding 6 years), adopted from care or Looked After Children. "Other" is the term used to class all pupils other than those classed as disadvantaged
EAD	Expressive Arts and Design (EYFSP specific area of learning)
EHCP	Education, Health and Care Plan
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals. Note that in this Profile, "FSM Eligible" describes pupils who were eligible for free school meals on the date of the school census (as opposed to FSM Ever 6 which looks at FSM eligibility at any point in the preceding 6 years)
FSM Ever 6	A pupil who has received free school meals at some point in the preceding 6 years
FT	Fixed term (Exclusion) - now referred to as a suspension by the DfE
FTE	Full-time equivalent. In FTE calculations part-time nursery pupils count as half an FTE, rather than one pupil used in headcount calculations.
GLD	Good Level of Development at EYFSP defined as a pupil achieving the expected level or better in all aspects within the prime areas of learning (CLL, PD, PSED) and within literacy and maths
GPS	Grammar, Punctuation and Spelling (test at KS2)
IDACI	Income Deprivation Affecting Children Index - A national dataset that allows linking of a pupil's home postcode to a relative deprivation score. The index was updated in 2019
Joined school	A pupil's entry date is used to calculate the year in which they joined the school. However, note that entry dates can be affected by a school becoming an academy and by the merging of infant and junior schools
KS	Key stage
LA	Local authority
Lit	Literacy (EYFSP specific area of learning)
Math	Abbreviation used for Mathematics (EYFSP specific area of learning)
PD	Physical Development (EYFSP prime area of learning)
Persistent Absentee	A pupil attending school for 90% or less of their possible sessions
PSED	Personal, Social and Emotional Development (EYFSP prime area of learning)
RWM	Reading, Writing & Maths combined
Scaled Score	A pupil's raw test score is converted to a scaled score. A scaled score of 100 or more means the child has met the expected standard for the test
SEMH	Social, Emotional and Mental Health (SEN primary need type)
SEN	Special Educational Need
Severe Absentee	A pupil attending school for 50% or less of their possible sessions
Suspension	Formerly known as a fixed term exclusion
TA	Teacher assessment
UPN	Unique Pupil Number
UTW	Understanding of the World (EYFSP specific area of learning)
10% Most Deprived Areas	Term used in the contextual analysis in this Profile to show pupils living in the 10% most deprived areas <i>nationally</i> (based on IDACI scores). Note that it does not show your school's 10% most deprived pupils (and some schools in less deprived areas may have no pupils in this category)

Appendix 3 - EYFSP Aspects and Mapping to Old Framework

The table below shows the areas of learning and aspects from the EYFSP framework in use from 2021/22, and which aspect from the previous framework is shown for comparison purposes in the EYFS analysis in this profile.

Area of Learning	EYFSP aspect from 2022	Aspect for comparison from 2019 and earlier
Communication and Language	Listening, attention and understanding	The lower of Listening and Attention & Understanding
	Speaking	Speaking
Personal, Social and Emotional Development	Self-regulation	Self-confidence and Self-awareness
	Managing self	Managing Feelings and Behaviour
	Building relationships	Making relationships
Physical Development	Gross motor skills	Moving and Handling
	Fine motor skills	
Literacy	Comprehension	Reading
	Word reading	
	Writing	Writing
Mathematics	Numbers	Numbers
	Numerical patterns	
Understanding the World	Past and present	N/A
	People, culture and communities	People and Communities
	The natural world	The World
Expressive Arts and Design	Creating with materials	Exploring and Using Media and Materials
	Being imaginative and expressive	Being Imaginative

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