

BACKGROUND

Following the cancellation of end of key stage assessments in 2020, due to Covid-19, the Performance, Intelligence and Policy team ran an optional data collection. The following analysis is based on the teacher assessed judgements submitted by schools.

COVERAGE / VALIDITY OF DATA

At the time of production, a total of 104 Nottinghamshire primary phase schools opted to take part in one or more end of key stage returns. These outcomes were shared with other local authorities conducting similar collections via NCER (National Consortium for Examination Results - a local authority community interest company) in order to produce a national average.

The following 2020 Nottinghamshire and national averages contained within this document are based on:

	Nottinghamshire						NCER National		
	Schools			Pupils			Pupils		
	Returns	Estimated	Coverage (%)	Returns	Estimated	Coverage (%)	Returns	Estimated	Coverage (%)
EYFSP	83	262	31.7	2,878	9,234	31.2	25,970	633,369	4.1
Phonics Yr1	82	265	30.9	2,912	9,369	31.1	17,920	638,261	2.8
Phonics Yr2	74	255	29.0	579	1,955	29.6	2,840	116,730	2.4
KS1	89	265	33.6	3,219	9,552	33.7	30,280	651,715	4.6
KS2	95	260	36.5	3,540	9,462	37.4	38,610	643,646	6.0

Estimated cohort based on January 2020 School Census with the exception of year 2 phonics which is based on 2019's year 1 cohort who would have been expected to re-take the check this year

DASHBOARD VERSIONS

Unlike standard years, this document contains three dashboard versions (signified by the colour of the header) in order to help you interpret the 2020 data:



Green Header (2020 data)

The data on this page is based on 2020 partial school reported data. It uses aggregated LA and national data as detailed in the table above.



Blue Header (2019 final)

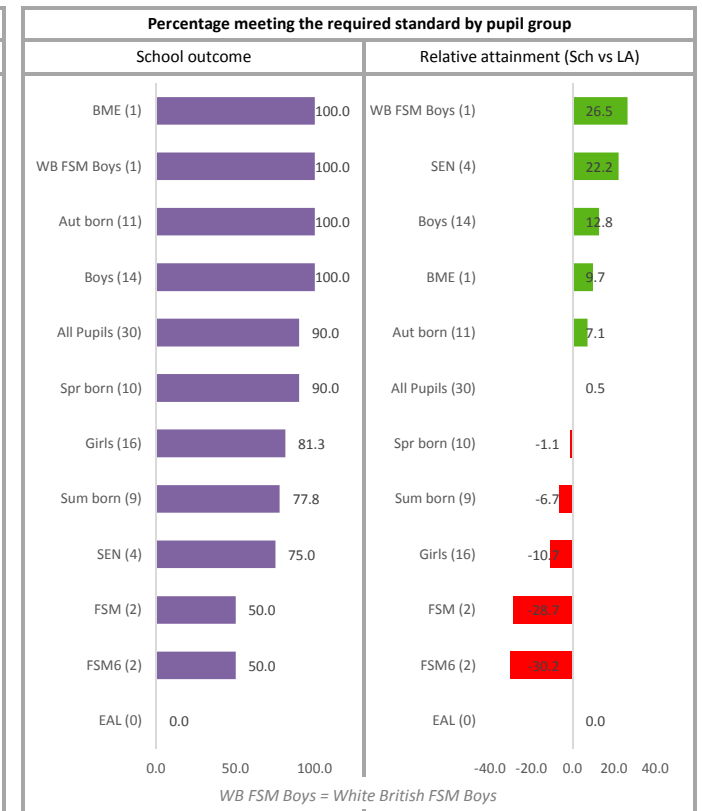
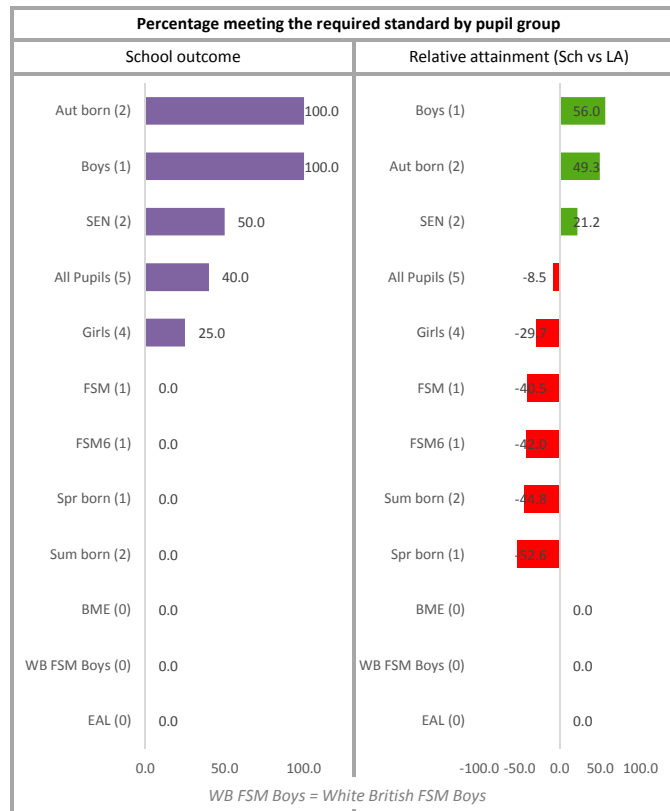
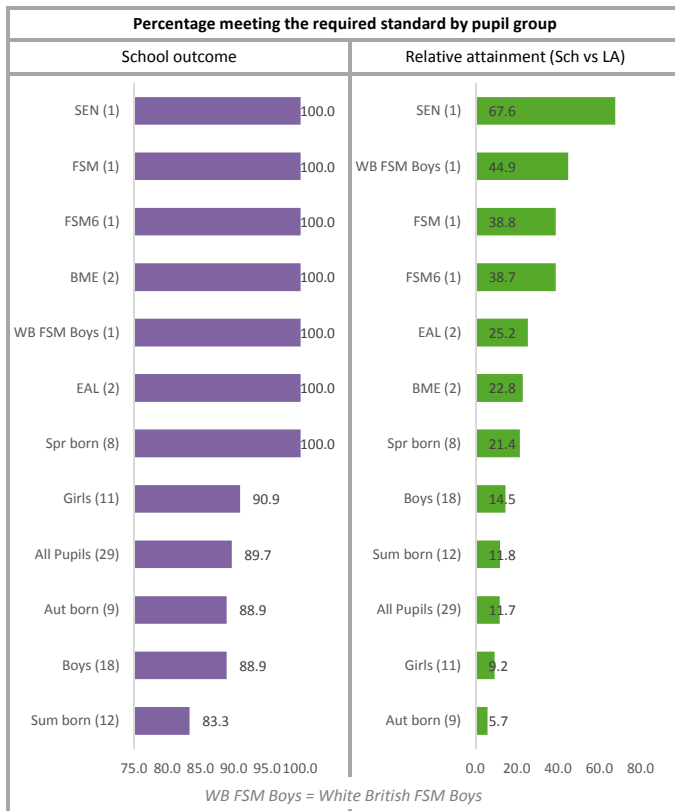
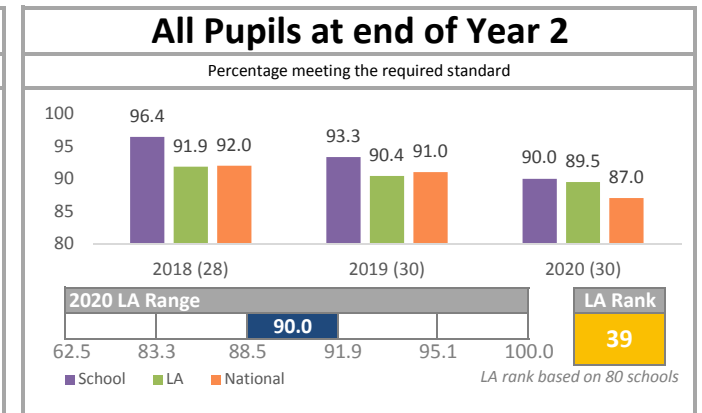
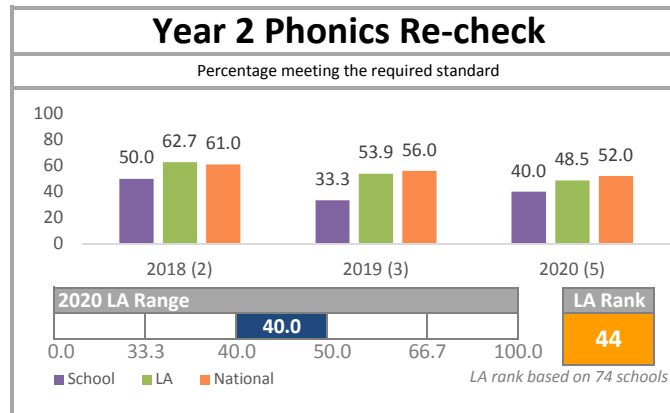
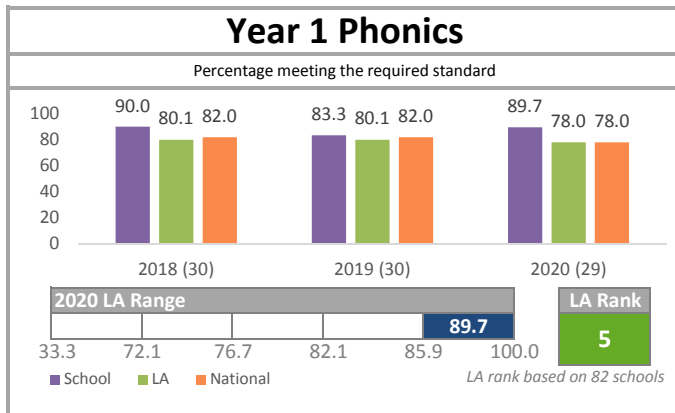
The data on this page is based on 2019 data. It uses final LA and national averages from all schools.



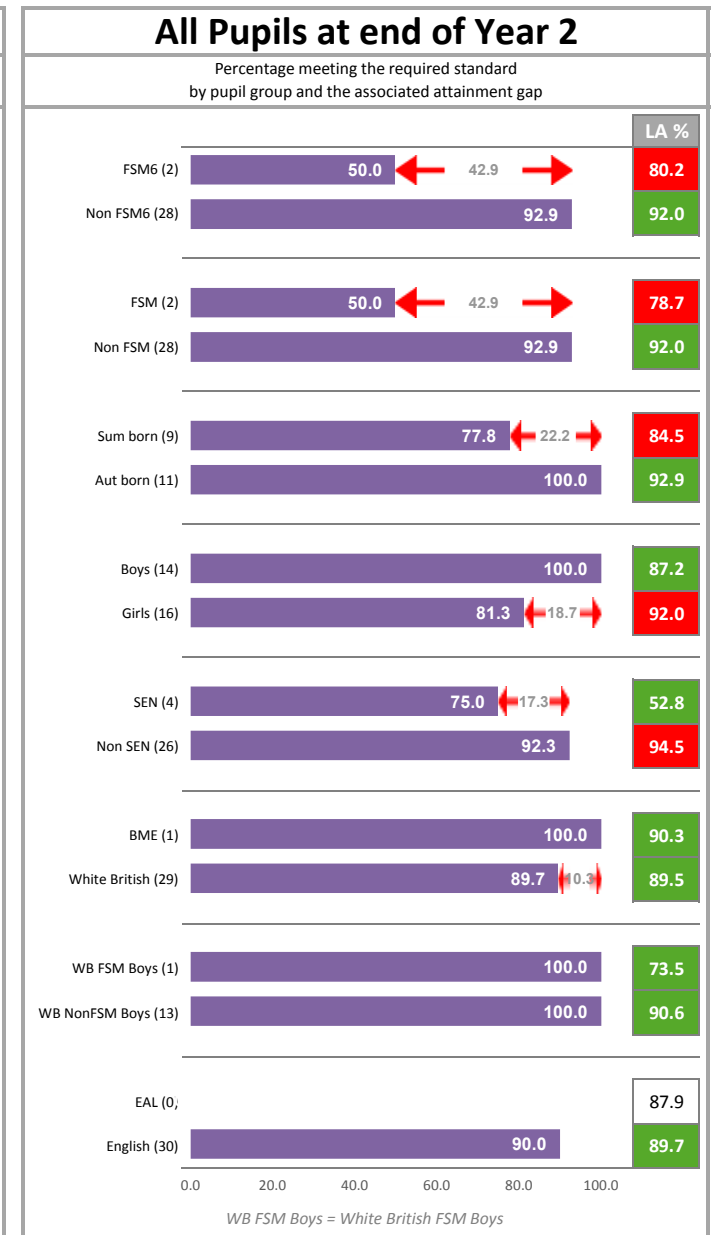
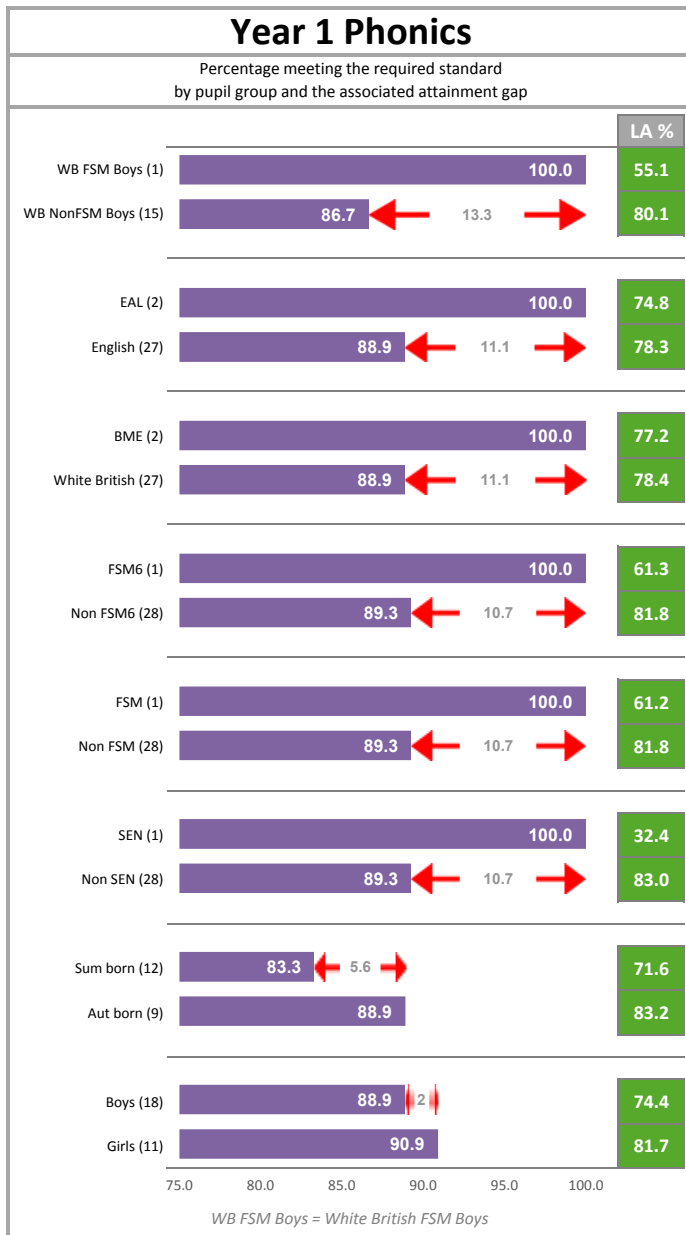
Orange Header (2019 edited)

The data on this page is based on 2019 data for those schools who returned 2020 data (please note national averages are still based on all schools). It provides a direct 'like for like' comparison.

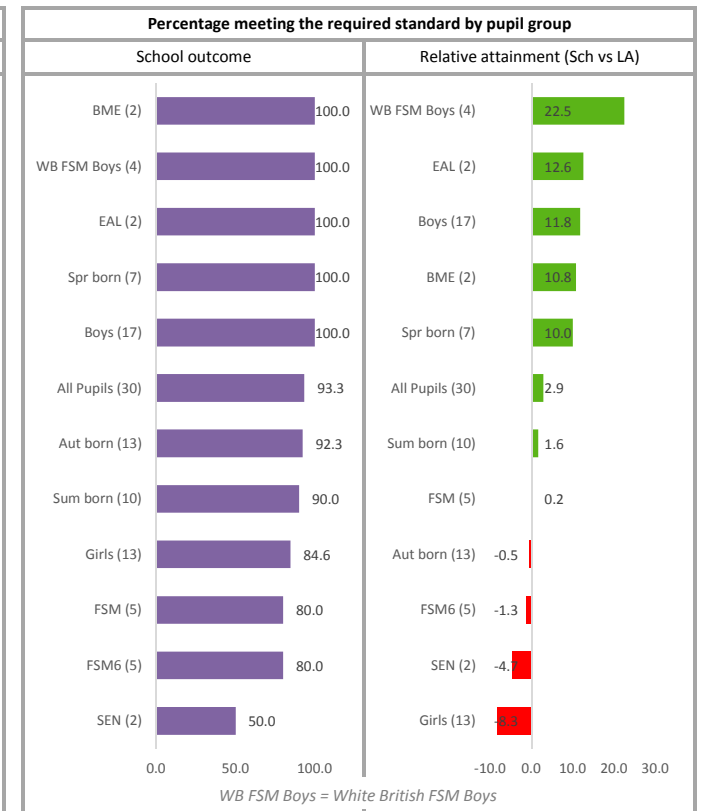
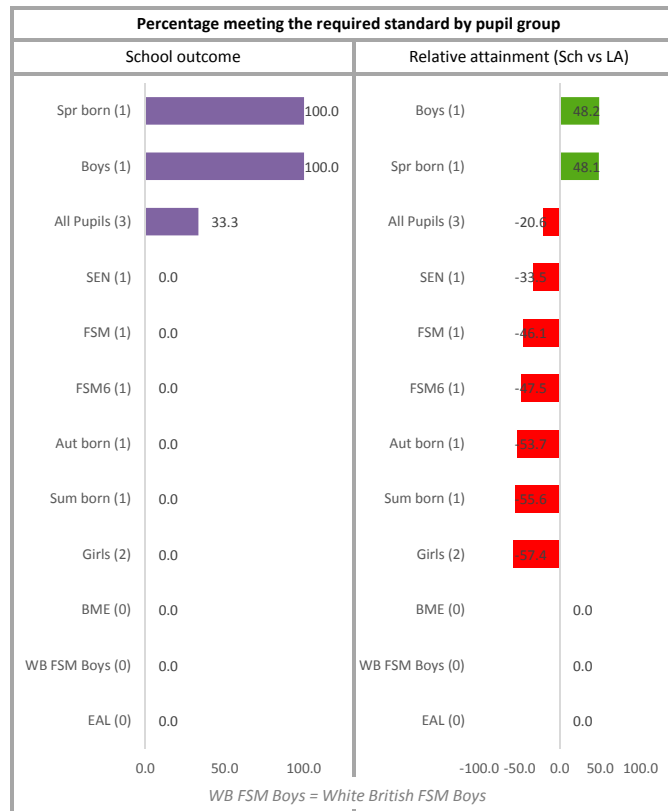
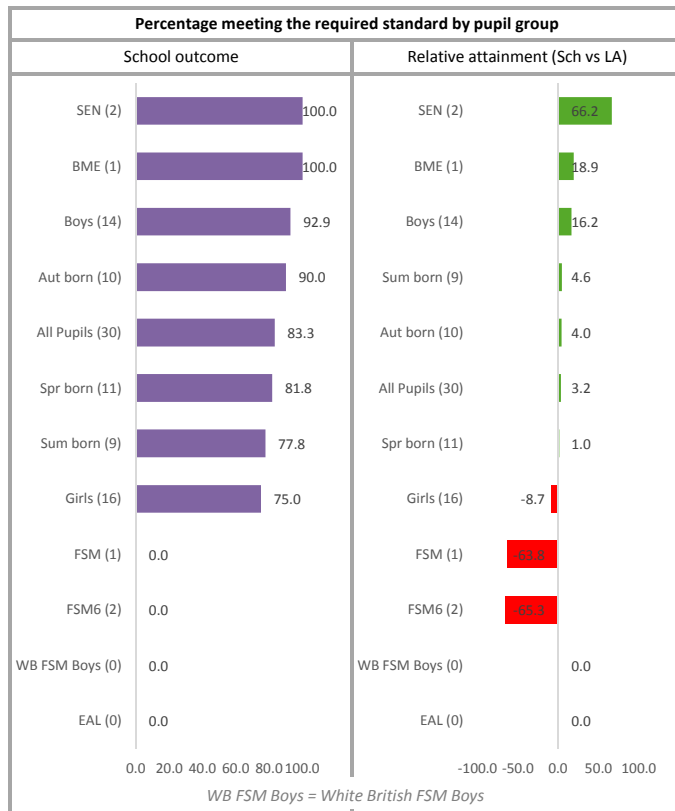
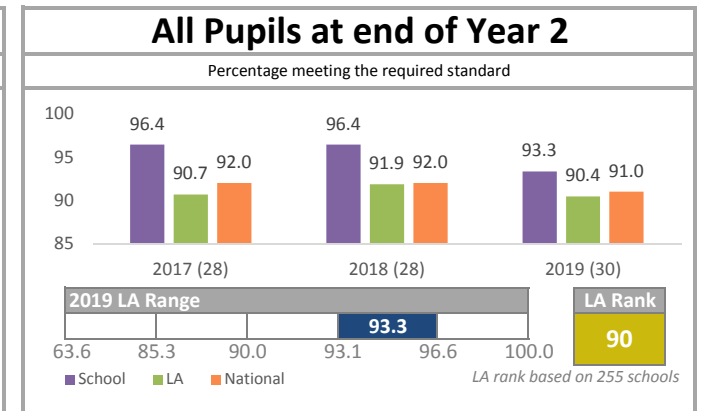
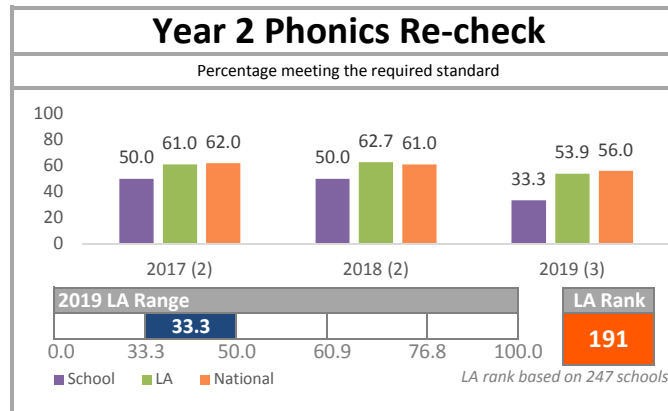
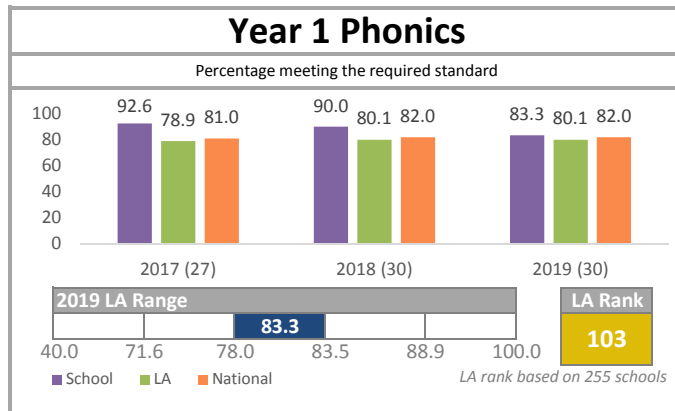
This page is based on 2020 partial school reported data (please refer to guidance notes for further information)



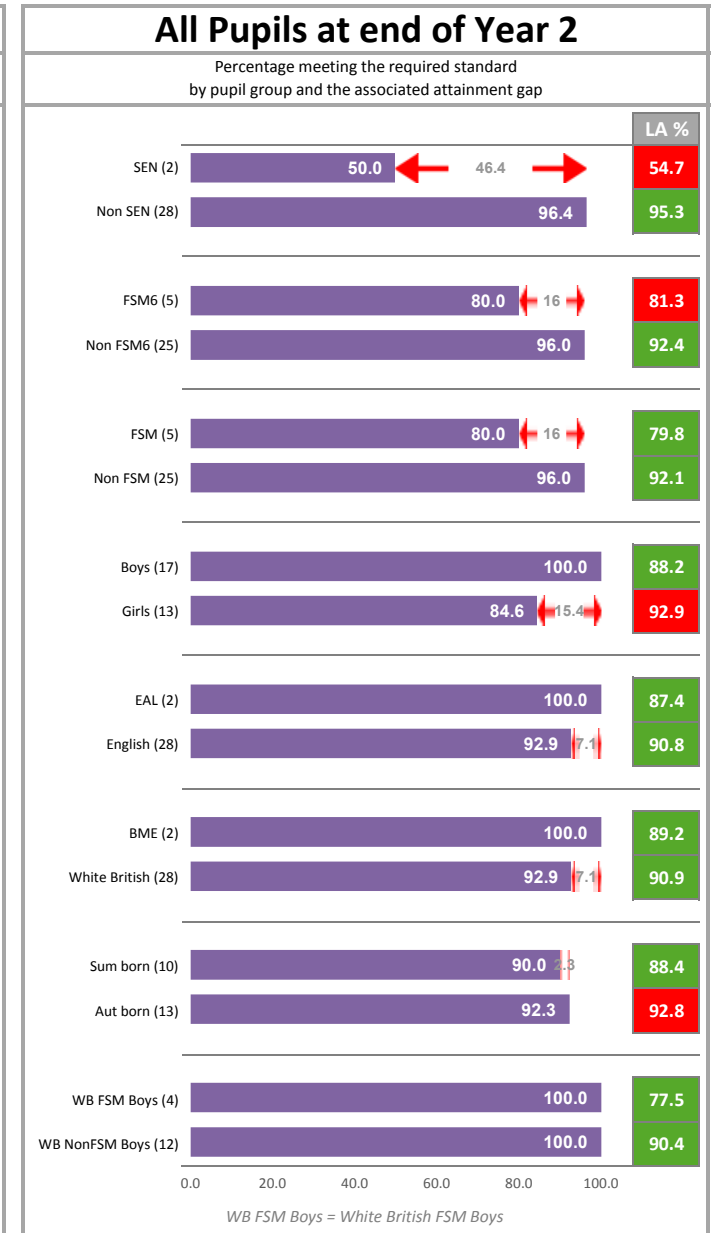
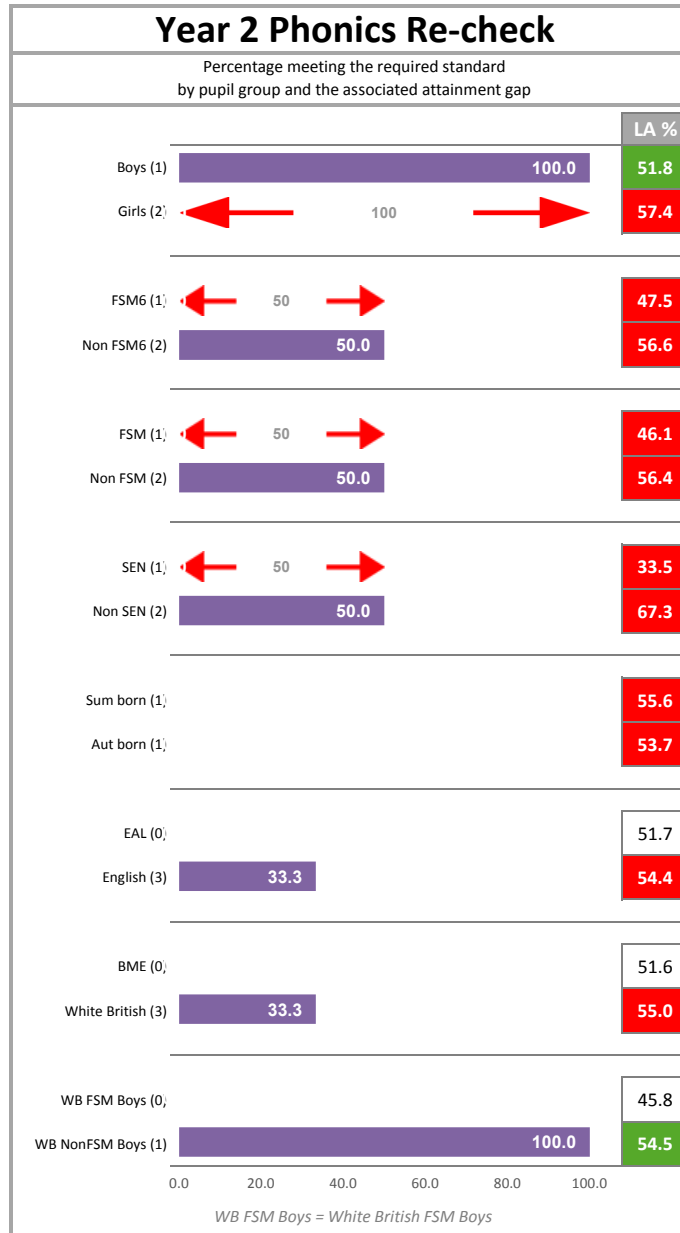
This page is based on 2020 partial school reported data (please refer to guidance notes for further information)



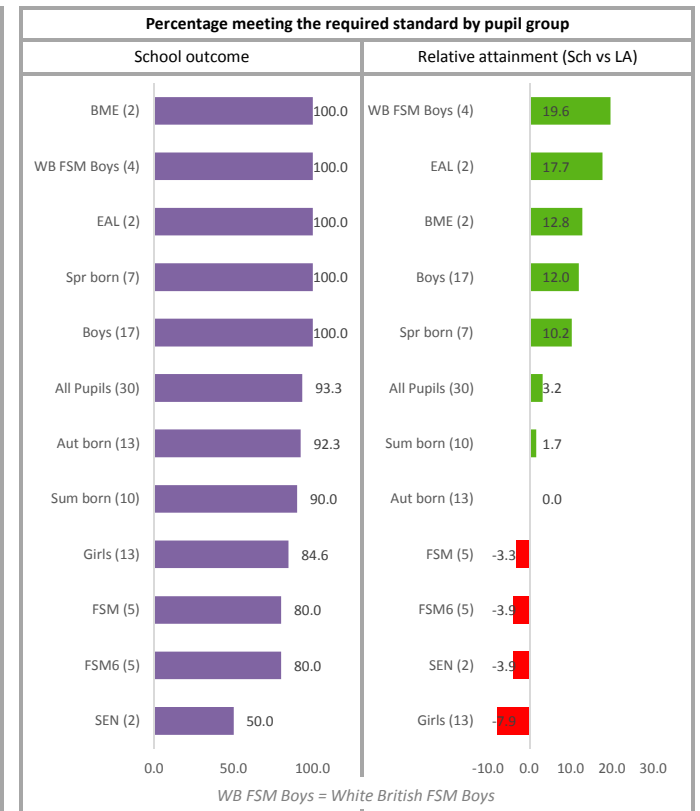
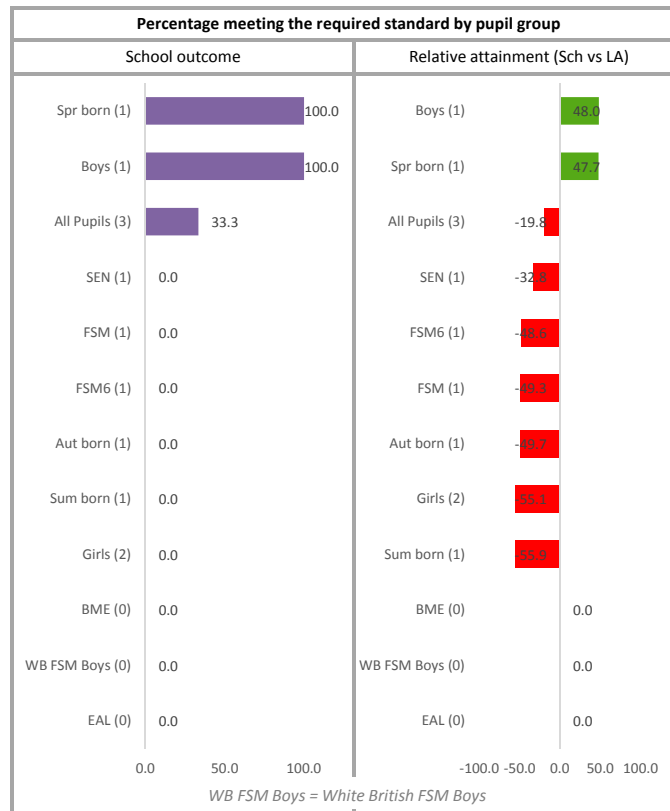
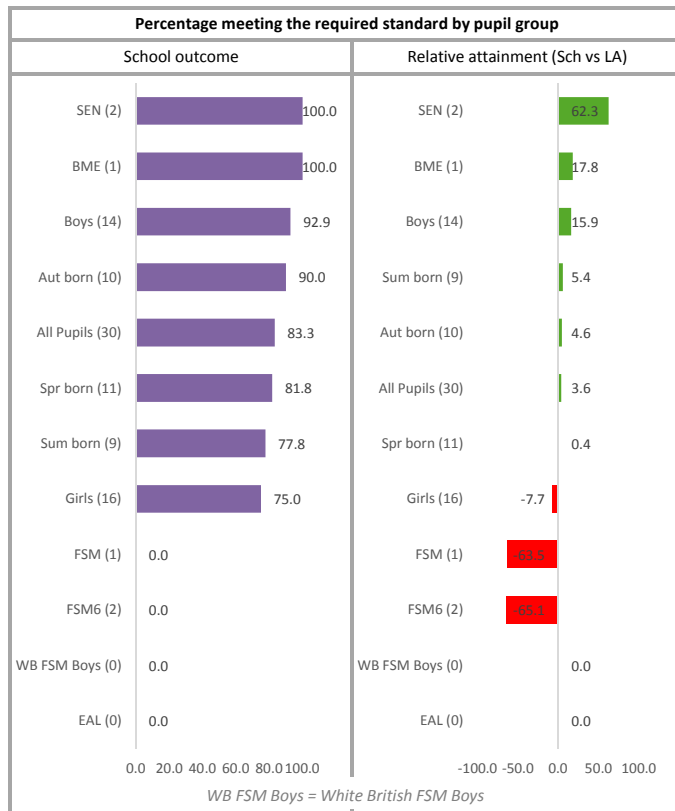
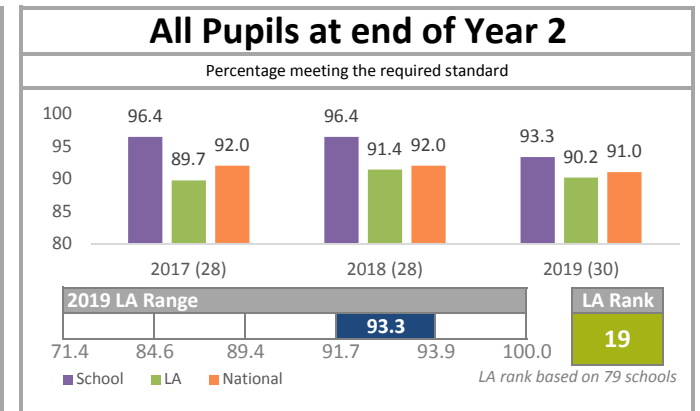
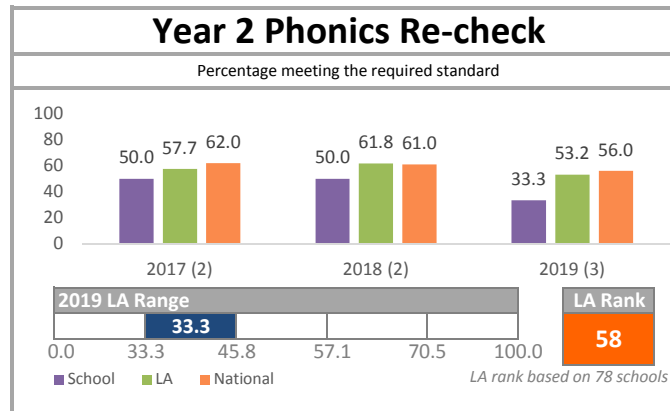
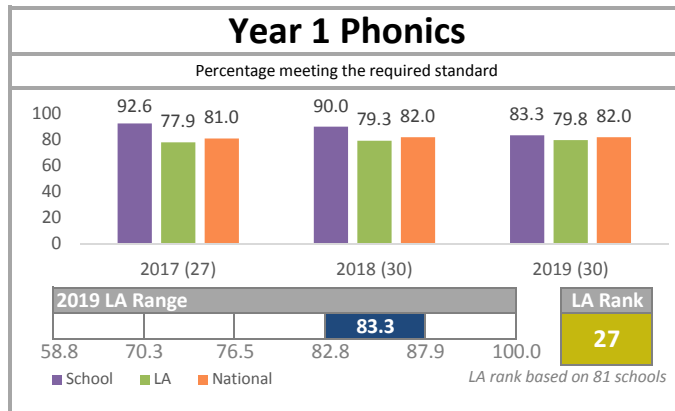
This page is based on 2019 actual data (please refer to guidance notes for further information)



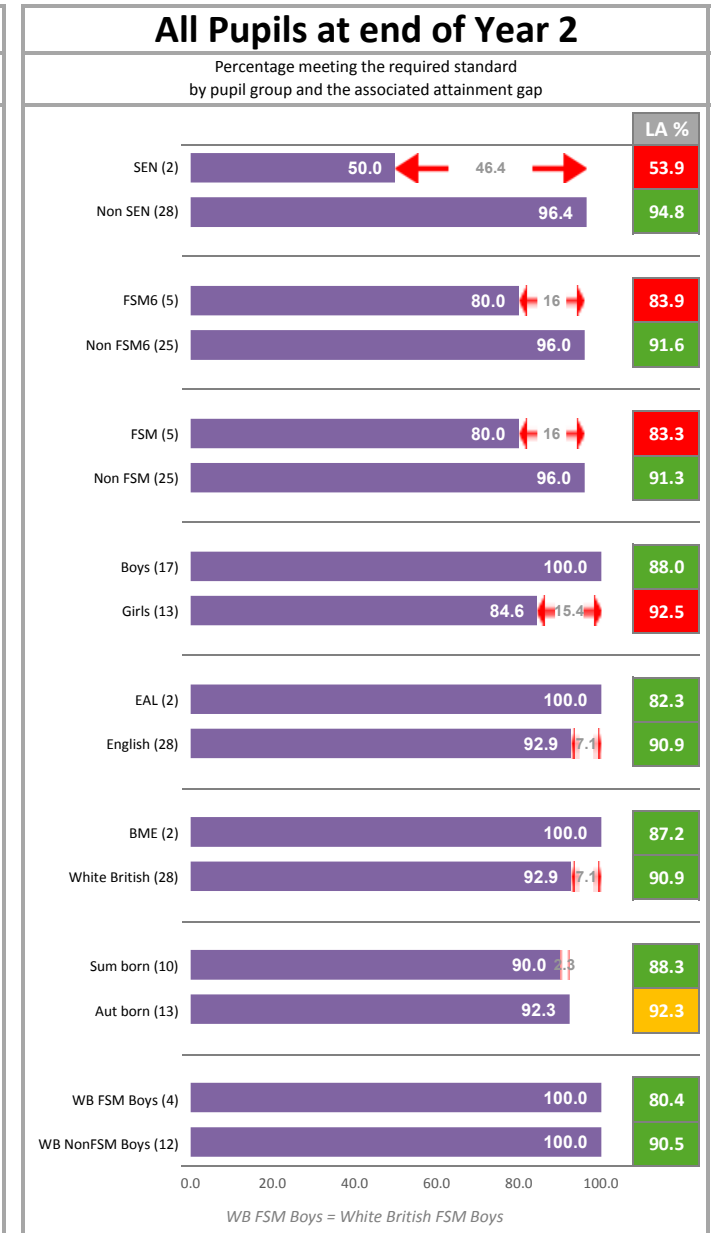
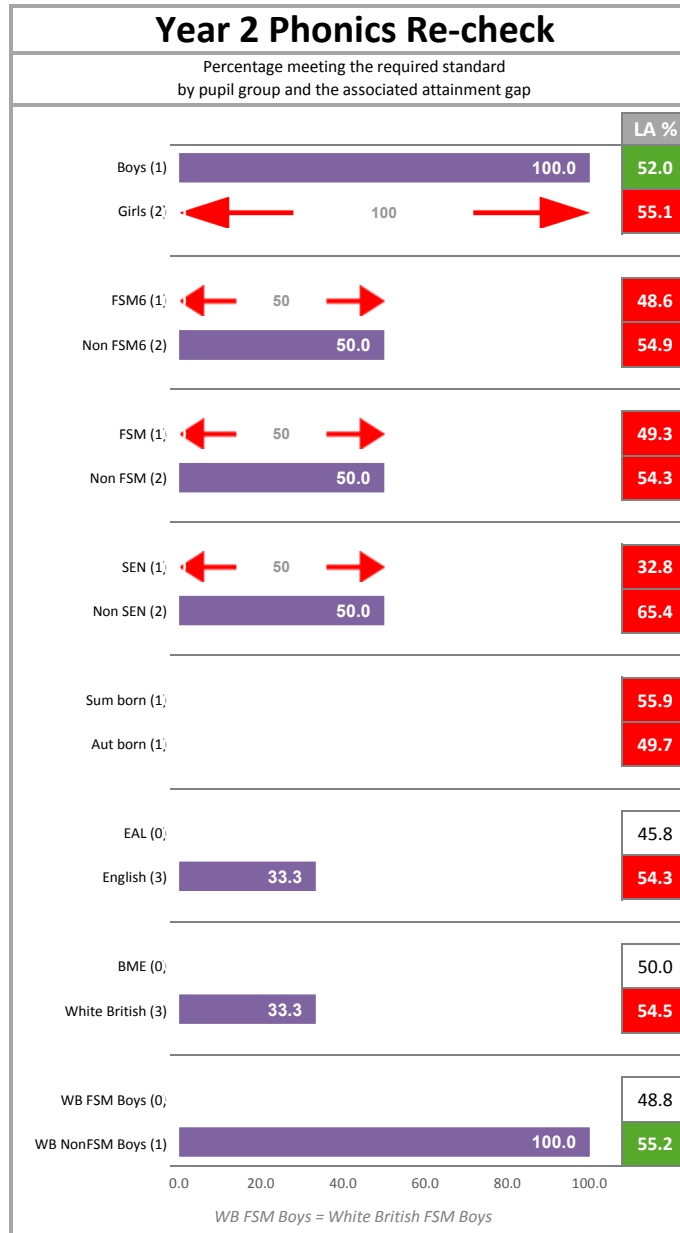
This page is based on 2019 actual data (please refer to guidance notes for further information)



This page is based on 2019 data for those schools who returned 2020 data (please refer to guidance notes for further information)



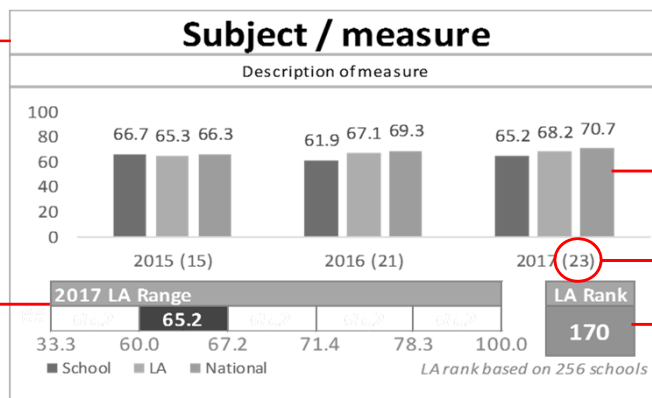
This page is based on 2019 data for those schools who returned 2020 data (please refer to guidance notes for further information)





Subject or measure which the below analysis relates

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. The value in the blue box (65.2) is the schools outcome.

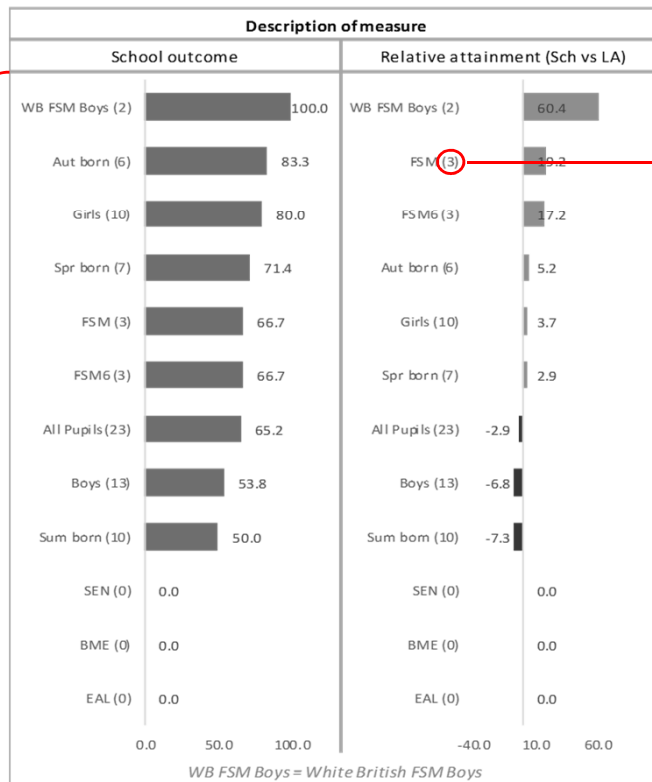


Trend showing school, LA and national outcomes

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.



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.

Report created: 01/01/2017

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

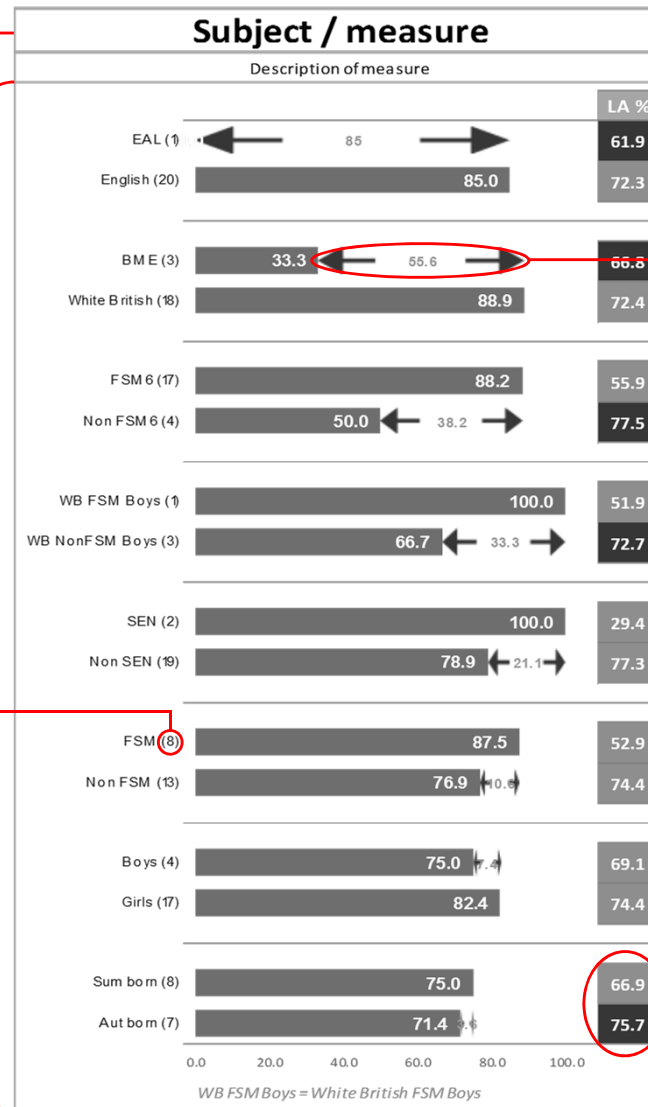
EAL - English as an Additional Language. Any pupils with a language code other than English, Believed to be English, Refused or Information Not Obtained



Subject or measure which the below analysis relates

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

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



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

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

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