

Mime Consulting

We use our proprietary data warehouse, DataHub, to process a huge range of education data.

Section 1h) Key Stage 2 (2016) - Wandsworth Demo Primary School

vi) KS1 to KS2 Transition Matrices

Reading		Total Pupils	Key Stage 2 - Reading Test		
			Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
1 or Lower	7	4 (57%) LA: 62%	3 (43%) LA: 100%	0 (0%) LA: 2%	
2C	9	4 (44%) LA: 55%	4 (44%) LA: 60%	1 (11%) LA: 4%	
2B	12	2 (17%) LA: 21%	10 (83%) LA: 60%	0 (0%) LA: 0%	
2A	17	0 (0%) LA: 21%	11 (65%) LA: 65%	6 (35%) LA: 24%	
3 or higher	12	0 (0%) LA: 2%	3 (25%) LA: 32%	9 (75%) LA: 60%	

Maths		Total Pupils	Key Stage 2 - Maths Test		
			Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
1 or Lower	3	3 (100%) LA: 85%	0 (0%) LA: 100%	0 (0%) LA: 0%	
2C	12	6 (50%) LA: 55%	6 (50%) LA: 47%	0 (0%) LA: 2%	
2B	11	1 (9%) LA: 23%	10 (91%) LA: 68%	0 (0%) LA: 0%	
2A	19	0 (0%) LA: 5%	8 (42%) LA: 64%	11 (58%) LA: 31%	
3 or higher	12	0 (0%) LA: 1%	2 (17%) LA: 32%	10 (83%) LA: 67%	

Writing		Total Pupils	Key Stage 2 - Writing TA		
			Below Expected	Expected Standard	Greater Depth
1 or Lower	6	3 (50%) LA: 75%	3 (50%) LA: 25%	0 (0%) LA: 0%	
2C	12	2 (17%) LA: 30%	10 (83%) LA: 69%	0 (0%) LA: 2%	
2B	13	0 (0%) LA: 0%	12 (92%) LA: 65%	1 (8%) LA: 6%	
2A	17	0 (0%) LA: 2%	16 (94%) LA: 74%	1 (6%) LA: 2%	
3 or higher	9	0 (0%) LA: 0%	1 (11%) LA: 44%	8 (89%) LA: 55%	

vii) KS1 to KS2 Progress Scores					
Subject	School			Comparisons	
	Average KS2 Scaled Score	Average KS2 Score	Progress Score	LA	National
Reading	105.7	102.7	+3.1	+1.4	0.0
Writing	106.7	101.3	+5.4	+0.8	0.0
Maths	106.7	103.0	+3.6	+1.5	0.0

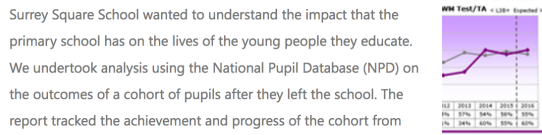
This report tracks the outcomes of your primary school year 6 cohort from Key Stage 2 through to Key Stages 4 and 5.

We use data from the National Pupil Database (NPD) to track your students wherever they go within England. We compare the cohort against national averages as well as other students in the schools the pupils went to. The report provides insights into the relative influence of the primary school on the pupils' future outcomes.

English Progress from Key Stage 2 to Key Stage 4

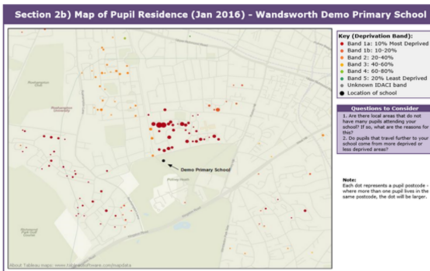
This analysis shows the English GCSE attainment of your pupils, split by their English attainment at Key Stage 2. For Key Stage 2 prior attainment, teacher assessment is used where there is no test level.

Key Stage 2 English Attainment	Pupils	English GCSE Grade Achieved										3 - Levels of Progress			
		U	F	E	D	C	B	A	A*	A**	National	Progress	Not making 3LP		
Disapp/Not Assessed	0													0	0%
Working Towards Level 1	0													0	0%
Level 1	0													0	0%
Level 2	0													0	0%
Level 3	30				5 (17%)	6 (20%)	12 (40%)	5 (17%)						24	80%
Level 4	198	12 (6%)			6 (3%)	12 (6%)	39 (20%)	60 (30%)	18 (9%)					168	85%
Level 5	54	6 (11%)					18 (33%)	18 (33%)	12 (22%)					48	89%
Total in Progress Measures	282	18 (6%)			12 (4%)	18 (6%)	102 (36%)	84 (30%)	36 (13%)	12 (4%)				240	70%



Surrey Square School wanted to understand the impact that the primary school has on the lives of the young people they educate. We undertook analysis using the National Pupil Database (NPD) on the outcomes of a cohort of pupils after they left the school. The report tracked the achievement and progress of the cohort from Key Stage 2 through to Key Stage 4. They were compared against national averages and broken down by pupil characteristics to provide insights into the relative influence of the school on the future of their pupils.

Data Item	Tier (1 or 2)	Reason data item required
aPMR	2	To match datasets
Major and minor ethnic group	2	Practitioners involved in this project wish to explore if there are particular ethnic groups who under- (or over-) perform, and therefore ensure support is given to ethnic groups in need. So we can understand the links between deprivation and attainment.
FSM (and FSM Ever)	2	To specifically explore the links between SEN pupils and attainment, to ensure their needs are being met.
SEN Provision	2	To specifically explore the links between EAL pupils and attainment, to ensure their needs are being met.
First Language (Major)	2	To specifically explore the links between gender and attainment, to understand how this can impact progression.
Gender	2	To specifically explore the links between deprivation, levels, pathways and subject choices.
IDAC1	2	So we can assign learners to individual local authorities of residence and wards.
Lower Super Output Area	2	So we can understand those out of year group, and impact of term of birth.
Year and months of age at start of academic year	2	To explore how distance from school can affect outcomes
Distance to school	2	



"We require validated KS4 and KS5 performance table data for 2014/15, matched to school census and prior attainment. This will be candidate and indicator files."

"Ongoing assessment is an integral part of the learning and development process for children, from birth to 5, in the Early Years Foundation Stage (EYFS). All providers, including schools and nurseries."

"We use data from the NPD to track your students wherever they go within England."

"To research, analyse and identify the key trends and themes underlying educational outcomes in London to inform future policy...in London"

Tier 2: pupil level, identifying and sensitive

This sample request from: 03/07/2016
23 requests fulfilled since 2012

Download original requests :
[July 2016 .pdf \[162 kB\]](#)

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