

BACKGROUND

In summer 2024 the Business Intelligence Unit ran an optional data collection from schools for end of Key Stage 1 (KS1) and the Multiplication Tables Check (MTC) assessments.

From 2024 KS1 became a non-statutory assessment following the [2017 consultation on primary assessment](#) and the introduction of the reception baseline assessment (RBA) which will replace KS1 assessments as the starting point for primary progress measures.

The Standards and Testing Agency (STA) is still developing and supplying guidance and materials for optional end of KS1 tests and where schools have taken part in this assessment, we are asking them to return their KS1 teacher assessment data to us as usual.

For MTC, although the assessment is statutory, pupils are assessed through the MTC online service and therefore results are submitted directly to the Standards and Testing Agency (STA) rather than through the LA. Following release of results schools can download a CTF from the 'View Pupil Results' section of the MTC service. Although the LA will eventually receive a full extract of MTC data direct from the DfE for all Nottinghamshire schools, we are asking schools to return this CTF data.

For schools who return either of these datasets we will provide a summary dashboard together with partial county and national comparative data from other local authorities doing similar collections through NCER (National Consortium for Examination Results - a local authority community interest company). Eventually, the MTC summary dashboard will be replaced with complete dataset when we receive this from the DfE but in the meantime, KS1 and MTC data is a partial cohort.

COVERAGE / VALIDITY OF DATA

At the time of production, a total of 147 Nottinghamshire primary phase schools opted to take part in either the KS1 and/or MTC collection. These outcomes were shared with other local authorities conducting similar collections via NCER to produce a national average.

The following 2024 Nottinghamshire and national averages contained within this document are based on:

	Nottinghamshire						NCER National		
	Schools			Pupils			Pupils		
	Returns	Expected	Coverage (%)	Returns	Expected	Coverage (%)	Returns	Expected	Coverage (%)
KS1	125	268	46.6	4,490	9,639	46.6	80,640	639,791	12.6
MTC	69	264	26.1	2,620	9,840	26.6	93,910	652,985	14.4

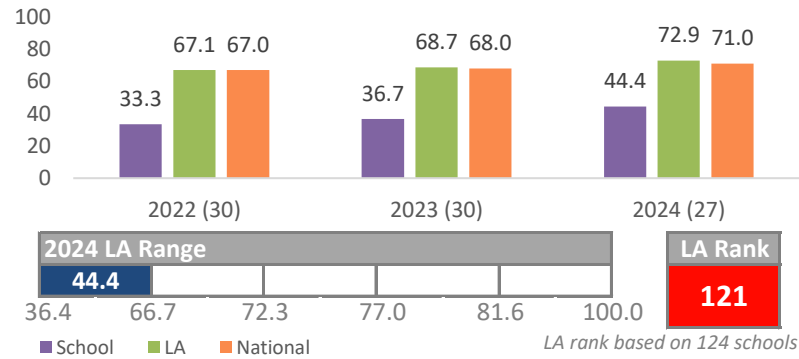
Estimated cohort based on January 2024 School Census

Business Intelligence Unit
Nottinghamshire LA
data.collections@nottsc.gov.uk
(0115) 9773604

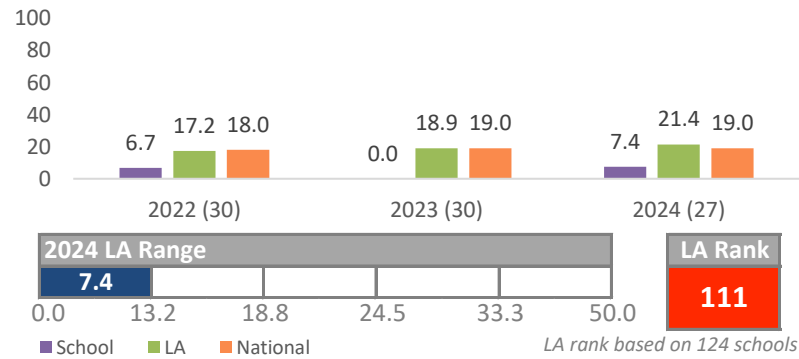


Reading

Percentage achieving the expected standard or above

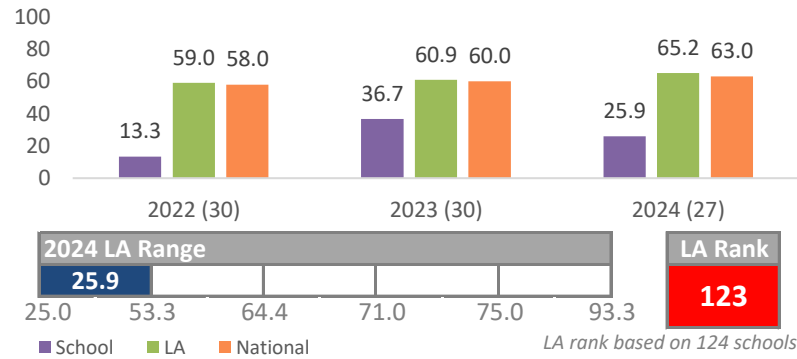


Percentage working at a greater depth within the expected standard

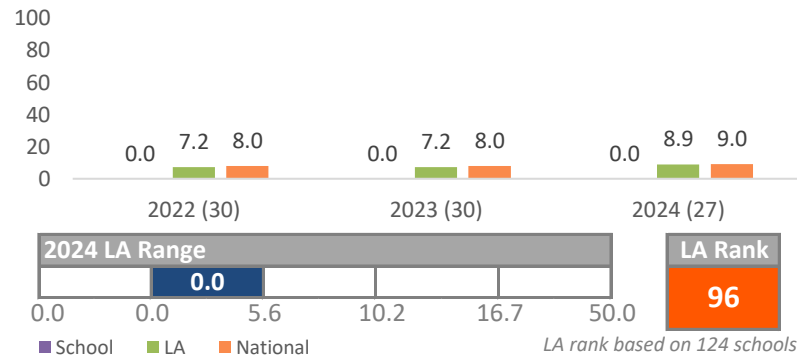


Writing

Percentage achieving the expected standard or above

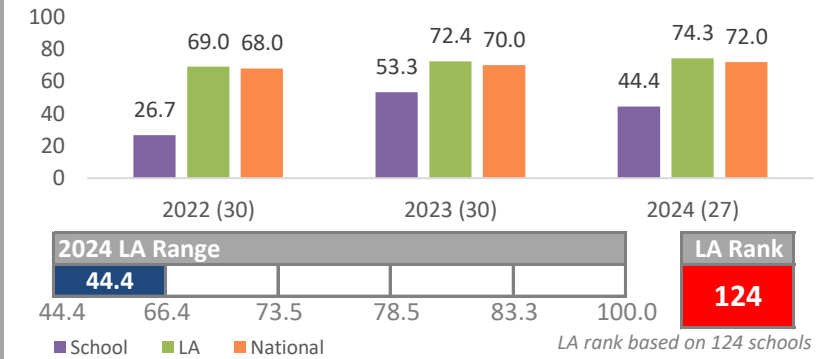


Percentage working at a greater depth within the expected standard

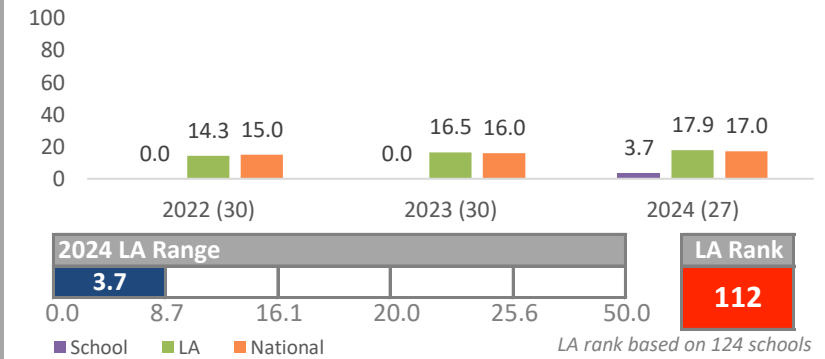


Mathematics

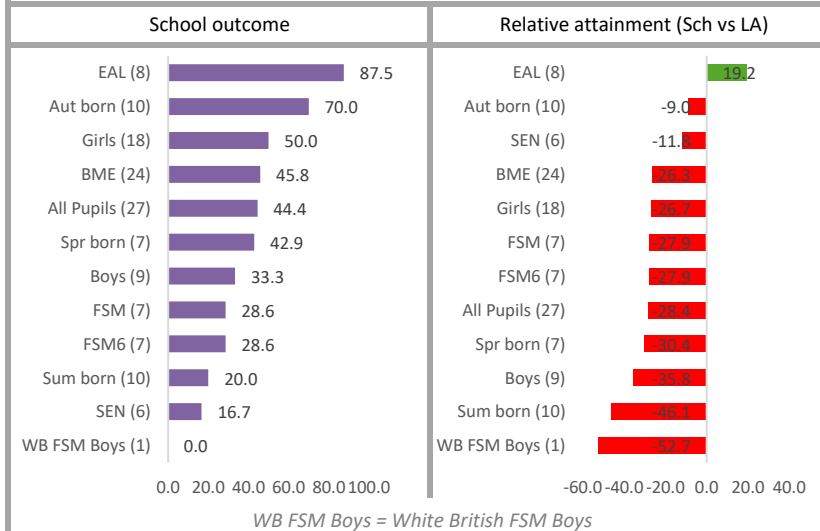
Percentage achieving the expected standard or above



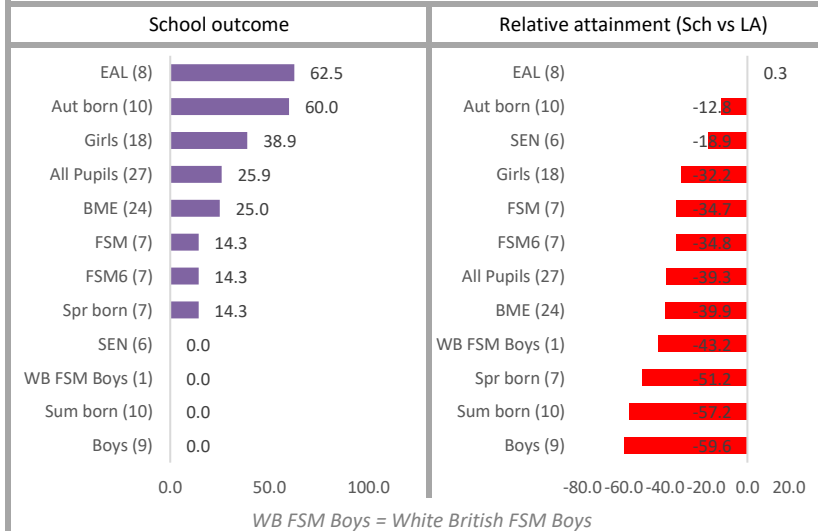
Percentage working at a greater depth within the expected standard



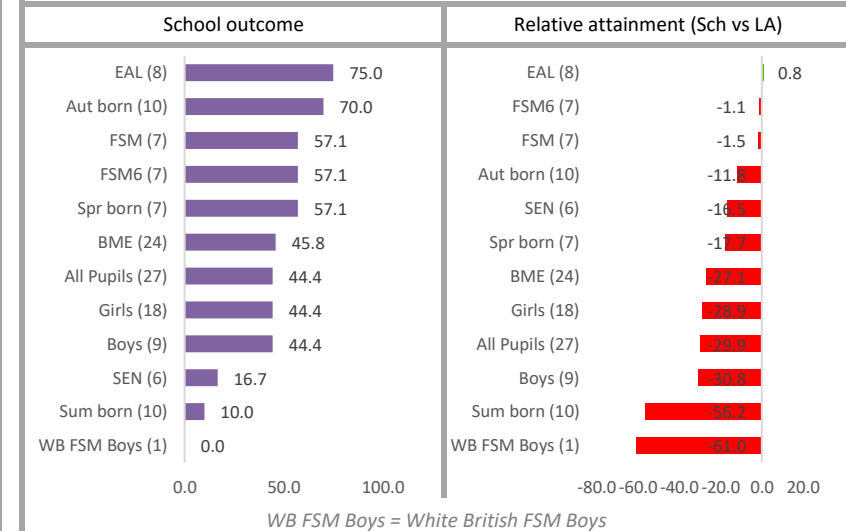
Percentage achieving the expected standard or above by pupil group



Percentage achieving the expected standard or above by pupil group



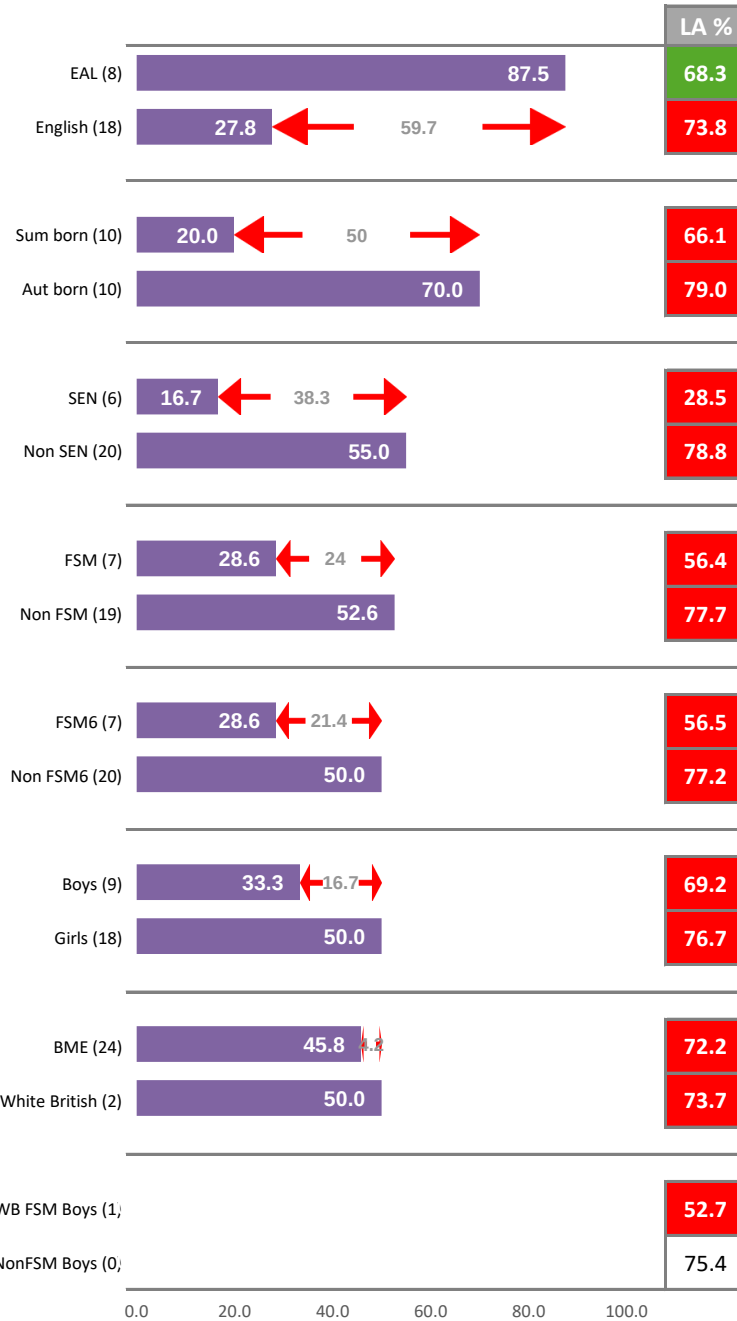
Percentage achieving the expected standard or above by pupil group





Reading

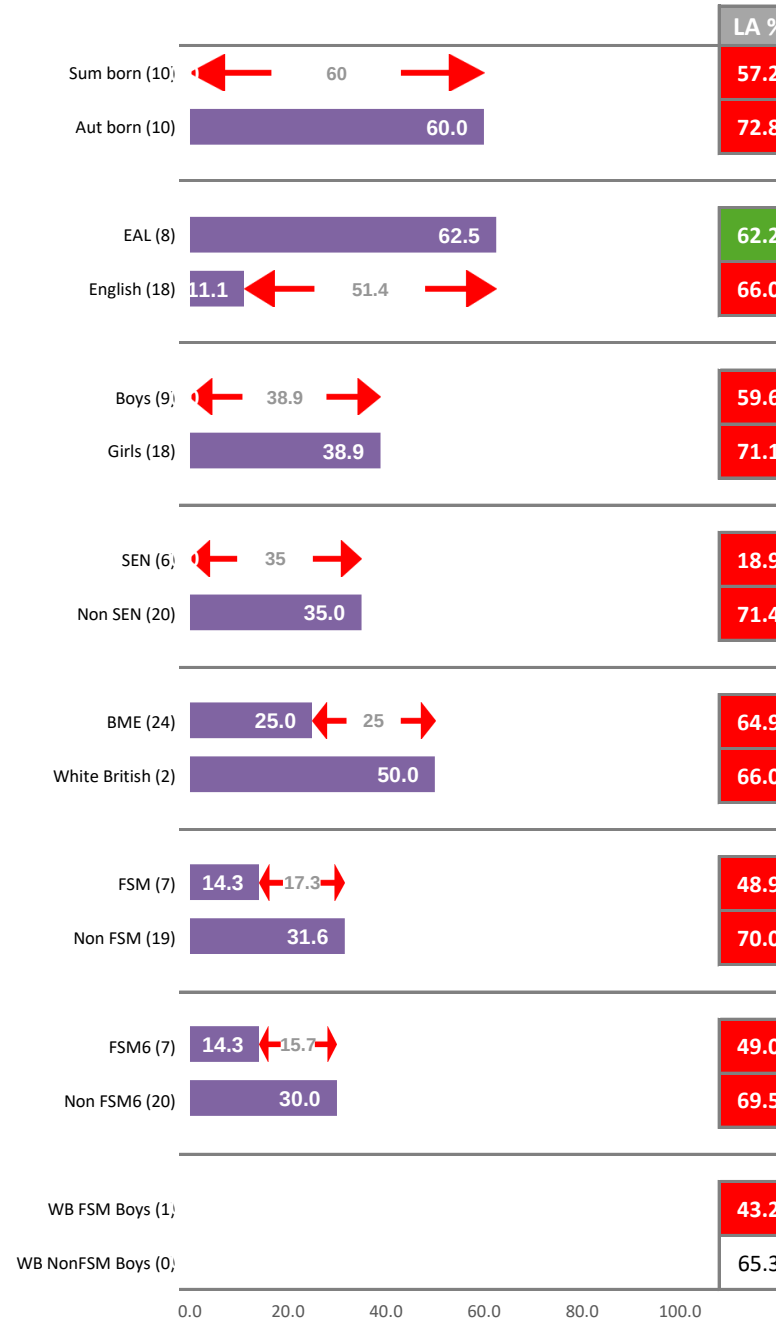
Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



WB FSM Boys = White British FSM Boys

Writing

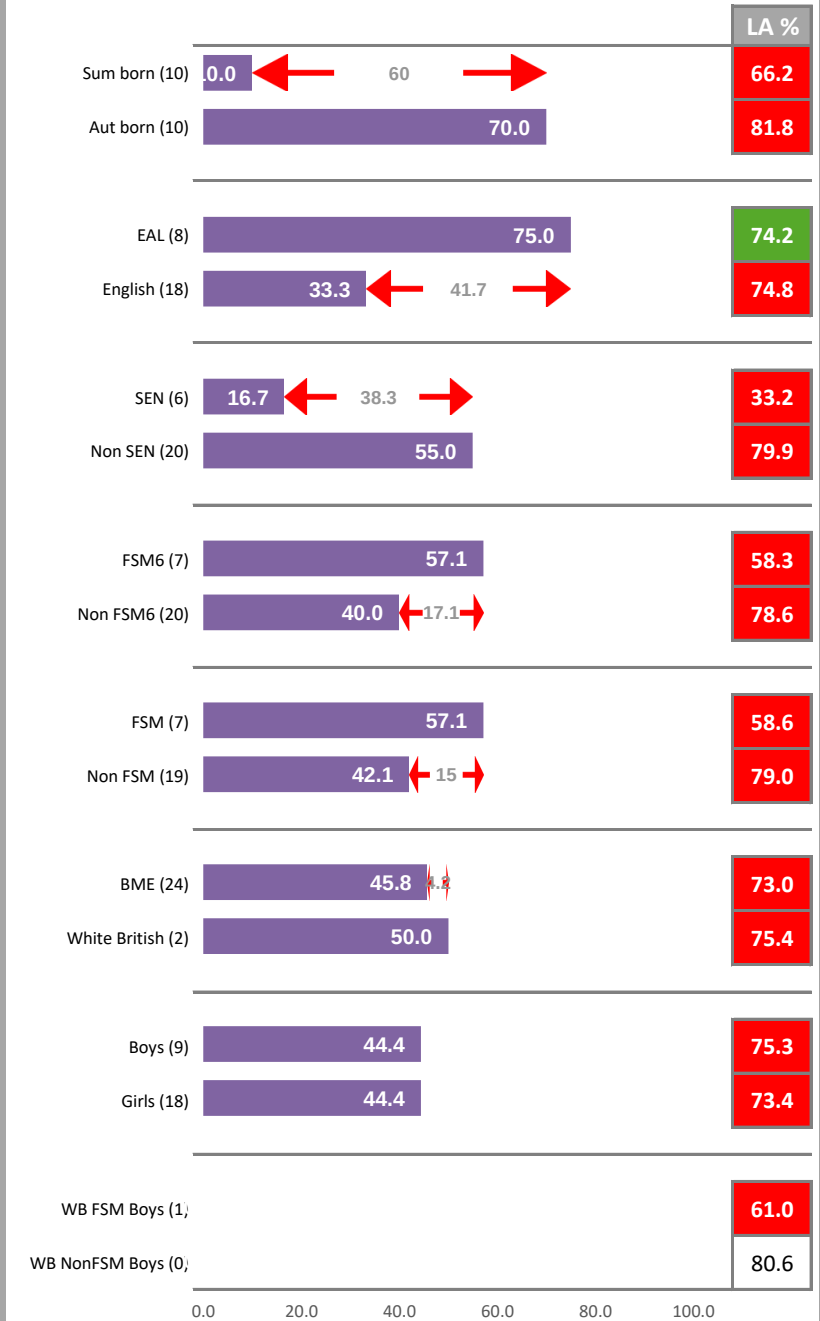
Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



WB FSM Boys = White British FSM Boys

Mathematics

Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



WB FSM Boys = White British FSM Boys



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.

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

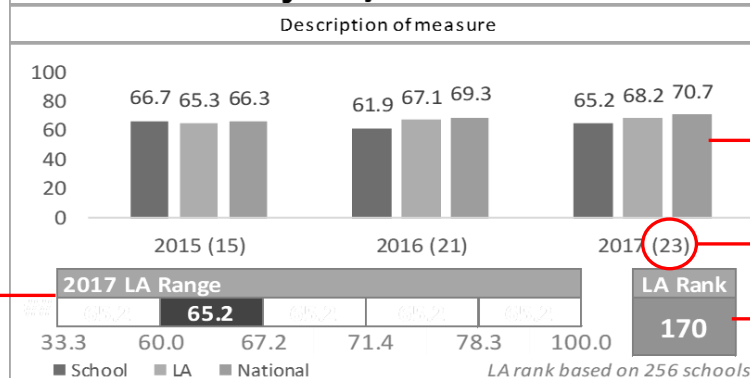
FSM6 - pupils eligible for Free School Meals at any point in the past 6 years

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

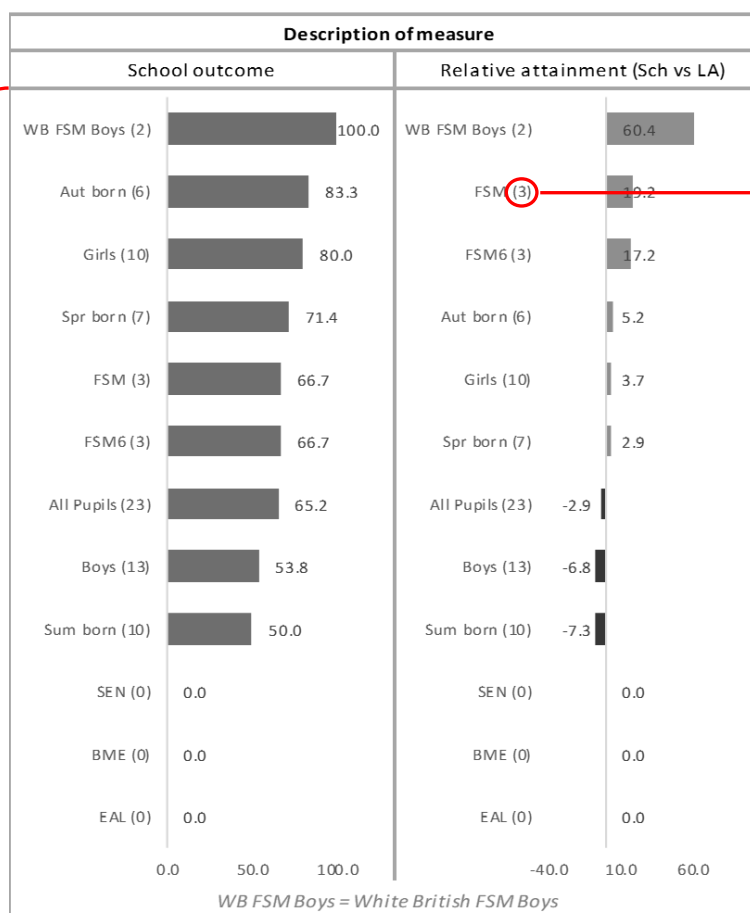
Subject / measure



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 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.

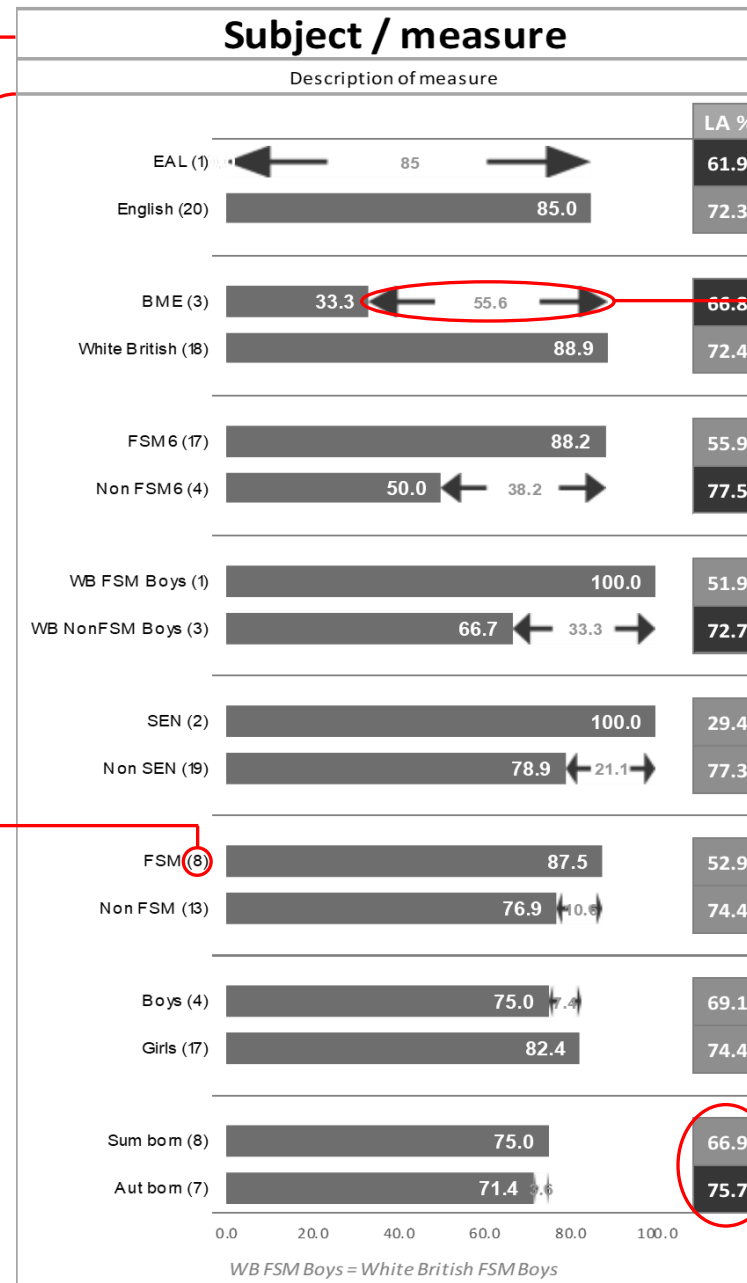
Report created: 01/01/2017



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.