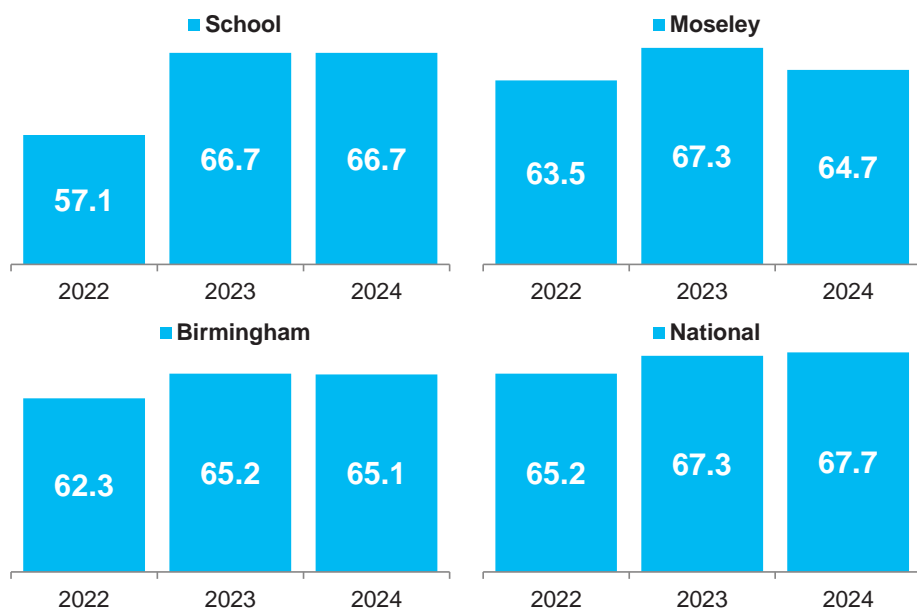


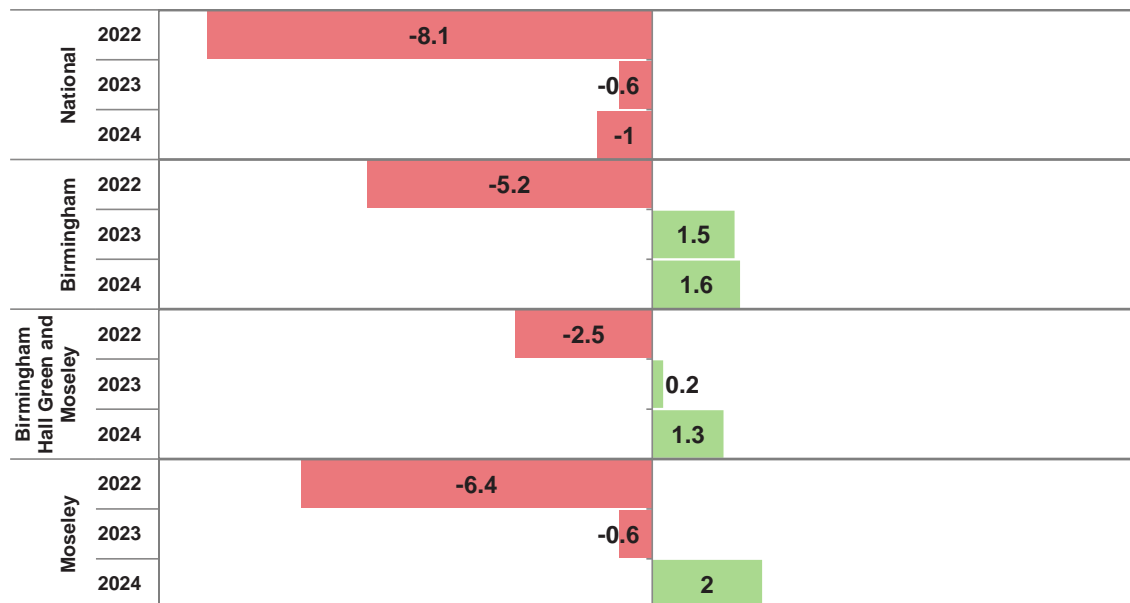
Early Years Foundation Stage Profile

	School			Moseley			Birmingham Hall Green and Moseley			Birmingham			National		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Number of eligible children	21	30	30	197	199	221	3210	3056	3070	29370	28668	28224	622583	612610	602260
% achieving GLD	57.1	66.7	66.7	63.5	67.3	64.7	59.6	66.5	65.4	62.3	65.2	65.1	65.2	67.3	67.7
% at least expected level across all early learning goals	57.1	66.7	66.7	62.9	64.8	64.7	58.4	65.1	63.1	60.3	63.4	63.5	63.4	65.7	66.3
% at least expected across all prime areas of learning	66.7	73.3	83.3	71.1	72.4	71.9	67.4	73.5	70.6	70.7	72.2	71.6	74.2	75	74.9
% at least expected across all specific areas of learning	57.1	66.7	70	62.9	66.8	65.6	59.7	65.7	63.9	61.3	64.2	64.2	64.9	67	67.5
Average number of ELG achieved	14	14.1	15.2	13.5	13.9	13.5	13	13.7	13.3	13.3	13.4	13.4	14.1	14.1	14.1
% achieving Communication and Language	66.7	76.7	83.3	75.6	77.9	76.5	71.5	76.4	73.9	74.9	75.8	75.1	79.5	79.7	79.3
% achieving Physical Development	81	90	96.7	84.3	82.9	81.9	79.8	82.7	83.3	81.9	82.2	81.9	84.9	85.2	84.8
% achieving Personal, Social and Emotional Development	90.5	80	90	81.2	81.9	81.9	78.8	83.4	80.3	80.2	80.3	80.2	83	83.2	82.9
% achieving Literacy	57.1	66.7	73.3	65.5	70.4	66.5	62.9	68.3	66.9	64.7	67.1	66.7	68	69.8	70
% achieving Mathematics	71.4	76.7	76.7	72.1	77.9	72.9	69.4	73.8	72.8	70.5	72.7	72.8	75.9	77.2	77.1
% achieving Understanding the World	90.5	83.3	90	77.7	76.9	75.1	72.7	76.3	73	73.8	75.2	74.6	79.6	80.3	80
% achieving Expressive arts and design	76.2	86.7	93.3	79.2	81.9	81.9	77.6	82.3	78.9	78.6	79.9	79.5	84.5	85	84.7

Three year attainment trend for GLD



Attainment difference of school to indicated group for GLD



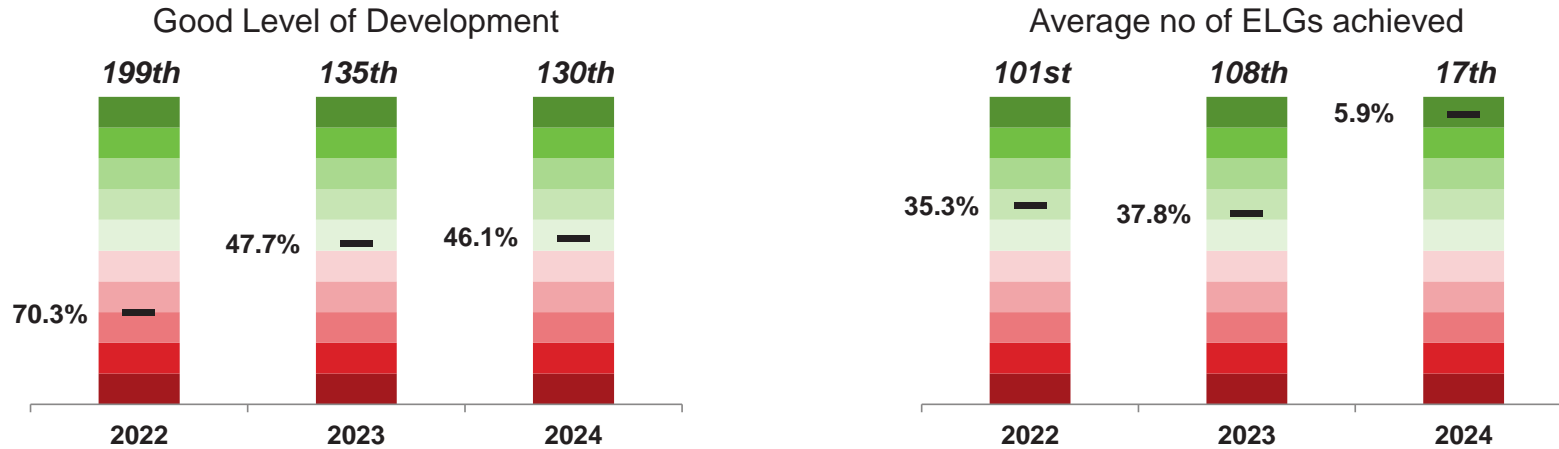
St John and Monica Catholic Primary School

In 2024 this setting had 30 pupils at the end of EY

	Trend			Comparison to Setting											
	School Attainment			Moseley			Birmingham Hall Green and Moseley			Birmingham			National		
	% Diff	Pupils	Average	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above
% achieving GLD	0	0	64.2	2	1	1	1.3	0	2	1.6	0	2	-1	0	0
% at least expected level across all early learning goals	0	0	64.2	2	1	2	3.6	1	2	3.2	1	2	0.4	0	2
% at least expected across all prime areas of learning	10	3	75.3	11.4	3	2	12.7	4	1	11.7	4	2	8.4	3	1
% at least expected across all specific areas of learning	3.3	1	65.4	4.4	1	1	6.1	2	2	5.8	2	2	2.5	1	1
Average number of ELG achieved	1.1		14.5	1.7		3	1.9		3	1.8		3	1.1		1
% achieving Communication and Language	6.6	2	76.5	6.8	2	1	9.4	3	2	8.2	2	2	4	1	1
% achieving Physical Development	6.7	2	90.1	14.8	4	2	13.4	4	3	14.8	4	2	11.9	4	2
% achieving Personal, Social and Emotional Development	10	3	86.4	8.1	2	2	9.7	3	2	9.8	3	2	7.1	2	2
% achieving Literacy	6.6	2	66.7	6.8	2	1	6.4	2	1	6.6	2	1	3.3	1	1
% achieving Mathematics	0	0	75.3	3.8	1	1	3.9	1	3	3.9	1	3	-0.4	0	0
% achieving Understanding the World	6.7	2	87.7	14.9	4	3	17	5	3	15.4	5	3	10	3	3
% achieving Expressive arts and design	6.6	2	86.4	11.4	3	2	14.4	4	2	13.8	4	2	8.6	3	2

Note: above graded colour scale based on displayed figures only, it is intended only to help quickly identify areas of strengths and weaknesses

Percentile and Ranking Trends



Schools and academies are ranked purely on the basis of the attainment measure being displayed, with 1st being the highest achieving out of 0 in Birmingham. The percentile is calculated using normalised score of 1 - 100 and represents the percentage of schools in Birmingham achieving a higher outcome.

Trend Explained

% Diff - Compares current year to previous year by % of pupils achieving
Pupils - The difference in current year from previous by number of pupils achieving
Average - Represents a 3 year rolling average for the indicated measure

Comparison Explained (relates to current year only)

% Diff - Compares school/academy to indicated benchmark by % of pupils achieving
Pupils - Represents the % Diff in pupil numbers e.g. -2 would mean you are were 2 children away from achieving the average for the benchmark.
Above - Shows how many times you were above the average outcome for the indicated benchmark

St John and Monica Catholic Primary School

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	15	15		6	24		-	-		7	23		3	-	3	27
% GLD	60	73.3	-13.3	33.3	75	-41.7	-	-		85.7	60.9	24.8	0	-	0	74.1
% All early learning Goals	60	73.3	-13.3	33.3	75	-41.7	-	-		85.7	60.9	24.8	0	-	0	74.1
% Prime learning goals	73.3	93.3	-20	50	91.7	-41.7	-	-		100	78.3	21.7	33.3	-	33.3	88.9
% Specific learning goals	66.7	73.3	-6.6	33.3	79.2	-45.9	-	-		85.7	65.2	20.5	0	-	0	77.8
Average number of ELG achieved	14.5	15.9	-1.4	11.7	16.1	-4.4	-	-		16.7	14.7	2	9.7	-	9.7	15.8
% Communication and Language	73.3	93.3	-20	50	91.7	-41.7	-	-		100	78.3	21.7	33.3	-	33.3	88.9
% Physical Development	93.3	100	-6.7	83.3	100	-16.7	-	-		100	95.7	4.3	66.7	-	66.7	100
% Personal, Social and Emotional Development	80	100	-20	66.7	95.8	-29.1	-	-		100	87	13	66.7	-	66.7	92.6
% Literacy	66.7	80	-13.3	33.3	83.3	-50	-	-		100	65.2	34.8	0	-	0	81.5
% Mathematics	80	73.3	6.7	50	83.3	-33.3	-	-		85.7	73.9	11.8	33.3	-	33.3	81.5
% Understanding the World	80	100	-20	66.7	95.8	-29.1	-	-		100	87	13	33.3	-	33.3	96.3
% Expressive arts and design	86.7	100	-13.3	66.7	100	-33.3	-	-		100	91.3	8.7	66.7	-	66.7	96.3

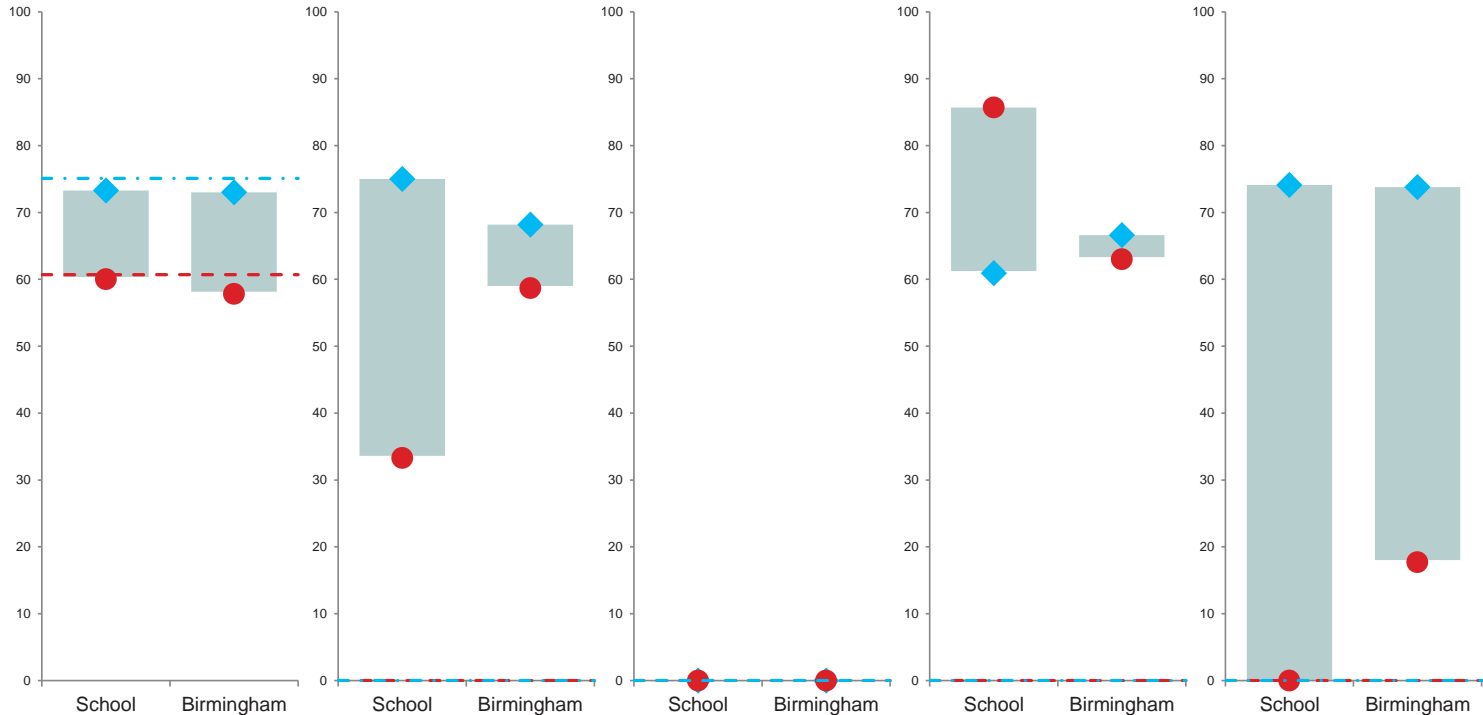
The graphs to the right compare the percentage of children achieving a 'Good Level of Development' (GLD) by the pupil groups directly above.

The blue diamond represents the *nationally* higher achieving of the two corresponding groups, where as the red circle is the *nationally* lower achieving. The grey box inbetween the two markers represents the achievement gap.

The horizontal lines represent the same measures but for national outcomes.

Legend

- Gender
 - ◆ Girls
 - Boys
- Free School Meals
 - ◆ non FSM
 - FSM
- Disadvantaged
 - ◆ non Disadvantaged
 - Disadvantaged
- Language
 - ◆ non EAL
 - EAL
- SEN
 - ◆ No identified SEN
 - SEN



Birmingham

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	14524	13700		9120	19104		-	-		11400	16386		4358	618	3740	23866
% GLD	57.8	73	-15.2	58.7	68.2	-9.5	-	-		63	66.6	-3.6	17.7	1.3	20.4	73.8
% All early learning Goals	55.9	71.7	-15.8	57.2	66.6	-9.4	-	-		61.1	65.1	-4	16.7	1.3	19.3	72.1
% Prime learning goals	63.7	79.9	-16.2	66.5	74	-7.5	-	-		68.5	73.7	-5.2	21.1	1.3	24.3	80.8
% Specific learning goals	56.8	72	-15.2	57.8	67.3	-9.5	-	-		61.6	66	-4.4	18.2	2.6	20.8	72.6
Average number of ELG achieved	12.4	14.4	-2	12.7	13.7	-1	-	-		12.8	13.7	-0.9	5.8	0.7	6.6	14.7
% Communication and Language	68.6	82	-13.4	70.9	77.1	-6.2	-	-		70.3	78.3	-8	26.2	3.6	29.9	84
% Physical Development	75	89.3	-14.3	78.2	83.7	-5.5	-	-		81.8	82	-0.2	36.4	4.5	41.7	90.2
% Personal, Social and Emotional Development	73.5	87.3	-13.8	76.9	81.8	-4.9	-	-		78.6	81.2	-2.6	30.6	2.6	35.2	89.3
% Literacy	59.8	74	-14.2	60.2	69.8	-9.6	-	-		64.3	68.3	-4	20.7	2.6	23.6	75.1
% Mathematics	67.9	77.9	-10	67	75.6	-8.6	-	-		69.7	74.9	-5.2	29.7	3.2	34.1	80.7
% Understanding the World	68.4	81.1	-12.7	70.3	76.6	-6.3	-	-		69.3	78.1	-8.8	27	2.9	31	83.3
% Expressive arts and design	72.1	87.4	-15.3	76.2	81.1	-4.9	-	-		76.2	81.7	-5.5	34.7	4.2	39.8	87.7

National

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	308580	293680		np	np		np	np		np	np		np	np	np	np
% GLD	60.7	75.1	-14.4	np	np		np	np		np	np		np	np	np	np
% All early learning Goals	58.9	74	-15.1	np	np		np	np		np	np		np	np	np	np
% Prime learning goals	67.5	82.7	-15.2	np	np		np	np		np	np		np	np	np	np
% Specific learning goals	60.6	74.8	-14.2	np	np		np	np		np	np		np	np	np	np
Average number of ELG achieved	13.3	14.9	-1.6	np	np		np	np		np	np		np	np	np	np
% Communication and Language	73.7	85.3	-11.6	np	np		np	np		np	np		np	np	np	np
% Physical Development	78.3	91.6	-13.3	np	np		np	np		np	np		np	np	np	np
% Personal, Social and Emotional Development	76.9	89.2	-12.3	np	np		np	np		np	np		np	np	np	np
% Literacy	63.4	77	-13.6	np	np		np	np		np	np		np	np	np	np
% Mathematics	73.7	80.6	-6.9	np	np		np	np		np	np		np	np	np	np
% Understanding the World	75.3	85	-9.7	np	np		np	np		np	np		np	np	np	np
% Expressive arts and design	78.3	91.4	-13.1	np	np		np	np		np	np		np	np	np	np

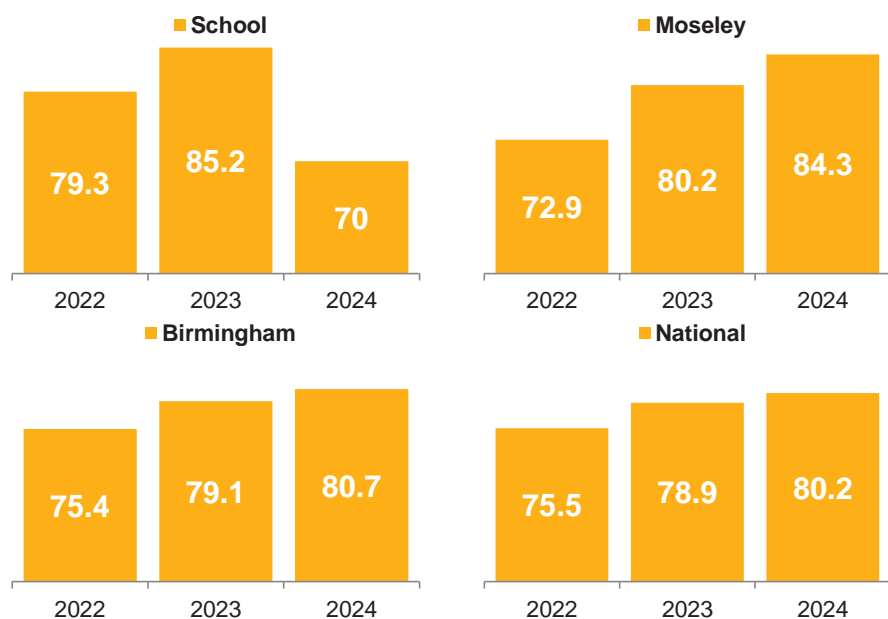
Disadvantaged outcomes are not included for EYFSP as they are not published nationally, however in the majority of cases outcomes will be the same as the ones for free school meals

Phonics

	School			Moseley			Birmingham Hall Green and Moseley			Birmingham			National		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Year 1 Eligible pupils	29	27	30	207	202	198	3220	3262	3054	30506	30202	28854	636787	632660	617150
% Absent	0	0	0	1	0	0	0.7	0.3	0.5	0.5	0.4	0.4	np	np	np
% Disapplied	0	0	0	3.4	2.5	2.5	3.2	3.6	3.8	2.8	2.9	3.6	np	np	np
% Working Towards	20.7	14.8	30	22.7	17.3	12.6	19.4	15.6	12.8	21.3	17	15.3	np	np	np
% Working At	79.3	85.2	70	72.9	80.2	84.3	76.6	77.3	82.8	75.4	79.1	80.7	75.5	78.9	80.2
Eligible pupils at end of Key Stage 1	30	30	24	215	217	192	3258	3284	3254	30272	31074	30712	637861	645291	np
% Absent	0	0	0	1.4	0.5	0	0.5	0.2	0	0.3	0.2	0.1	np	np	np
% Disapplied	0	0	4.2	3.3	4.1	2.6	2.8	2.8	3.7	2.7	2.2	2.8	np	np	np
% Working Towards	10	10	4.2	6	6.9	6.2	8.7	6.9	7.2	10.4	9.5	8.1	np	np	np
% Working At	90	90	91.7	89.3	85.7	89.6	87.9	87.5	87.2	86.4	86.8	87.1	86.9	88.5	np

For 2024 End of Year 2 cohort is based on summer school census - Pupils on roll in Year 2. This may differ from methodology released by DfE in November

Reaching the expected standard of Phonics decoding in Y1



Attainment difference of school to indicated group Y1 Phonics



St John and Monica Catholic Primary School

In 2024 this setting had 30 pupils at the end of Y1

Year 1 Eligible pupils

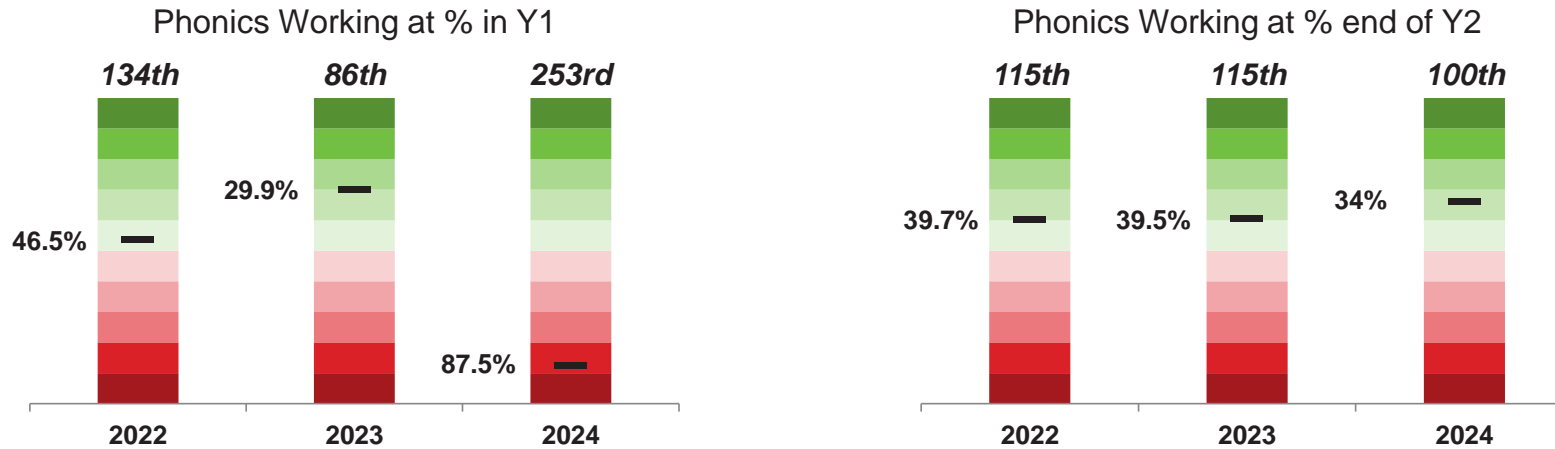
	Trend			Comparison to Setting											
	School Attainment			Moseley			Birmingham Hall Green and Moseley			Birmingham			National		
	% Diff	Pupils	Average	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above
% Absent	0	0	0	0	0	0	-0.5	0	0	-0.4	0	0			
% Disapplied	0	0	0	-2.5	-1	0	-3.8	-1	0	-3.6	-1	0			
% Working Towards	15.2	5	22.1	17.4	5	1	17.2	5	2	14.7	4	1			
% Working At	-15.2	-5	77.9	-14.3	-4	2	-12.8	-4	2	-10.7	-3	2	-10.2	-3	2

Eligible pupils at end of Key Stage 1

	% Diff	Pupils	Average	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above
% Absent	0	0	0	0	0	0	0	0	0	-0.1	0	0			
% Disapplied	4.2	1	1.2	1.6	0	1	0.5	0	1	1.4	0	1			
% Working Towards	-5.8	-2	8.3	-2	-1	2	-3	-1	2	-3.9	-1	1			
% Working At	1.7	1	90.5	2.1	1	3	4.5	1	3	4.6	1	3			

Note: above graded colour scale based on displayed figures only, it is intended only to help quickly identify areas of strengths and weaknesses

Percentile and Ranking Trends



Schools and academies are ranked purely on the basis of the attainment measure being displayed, with 1st being the highest achieving out of 0 in Birmingham. The percentile is calculated using normalised score of 1 - 100 and represents the percentage of schools in Birmingham achieving a higher outcome.

Trend Explained

% Diff - Compares current year to previous year by % of pupils achieving
Pupils - The difference in current year from previous by number of pupils achieving
Average - Represents a 3 year rolling average for the indicated measure

Comparison Explained (relates to current year only)

% Diff - Compares school/academy to indicated benchmark by % of pupils achieving
Pupils - Represents the % Diff in pupil numbers e.g. -2 would mean you are were 2 children away from achieving the average for the benchmark.
Above - Shows how many times you were above the average outcome for the indicated benchmark

Phonics Pupil Group Performance 2024

St John and Monica Catholic Primary School

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	16	14		6	24		7	23		22	8		7	1	6	23
% Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Disapplied	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Working Towards	31.2	28.6	2.6	16.7	33.3	-16.6	28.6	30.4	-1.8	31.8	25	6.8	57.1	100	50	21.7
% Working At	68.8	71.4	-2.6	83.3	66.7	16.6	71.4	69.6	1.8	68.2	75	-6.8	42.9	0	50	78.3
Eligible pupils at end of Key Stage 1	15	9		10	14		10	14		14	10		2	1	1	22
% Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Disapplied	6.7	0	6.7	10	0	10	10	0	10	0	10	-10	0	0	0	4.5
% Working Towards	6.7	0	6.7	10	0	10	10	0	10	7.1	0	7.1	50	100	0	0
% Working At	86.7	100	-13.3	80	100	-20	80	100	-20	92.9	90	2.9	50	0	100	95.5

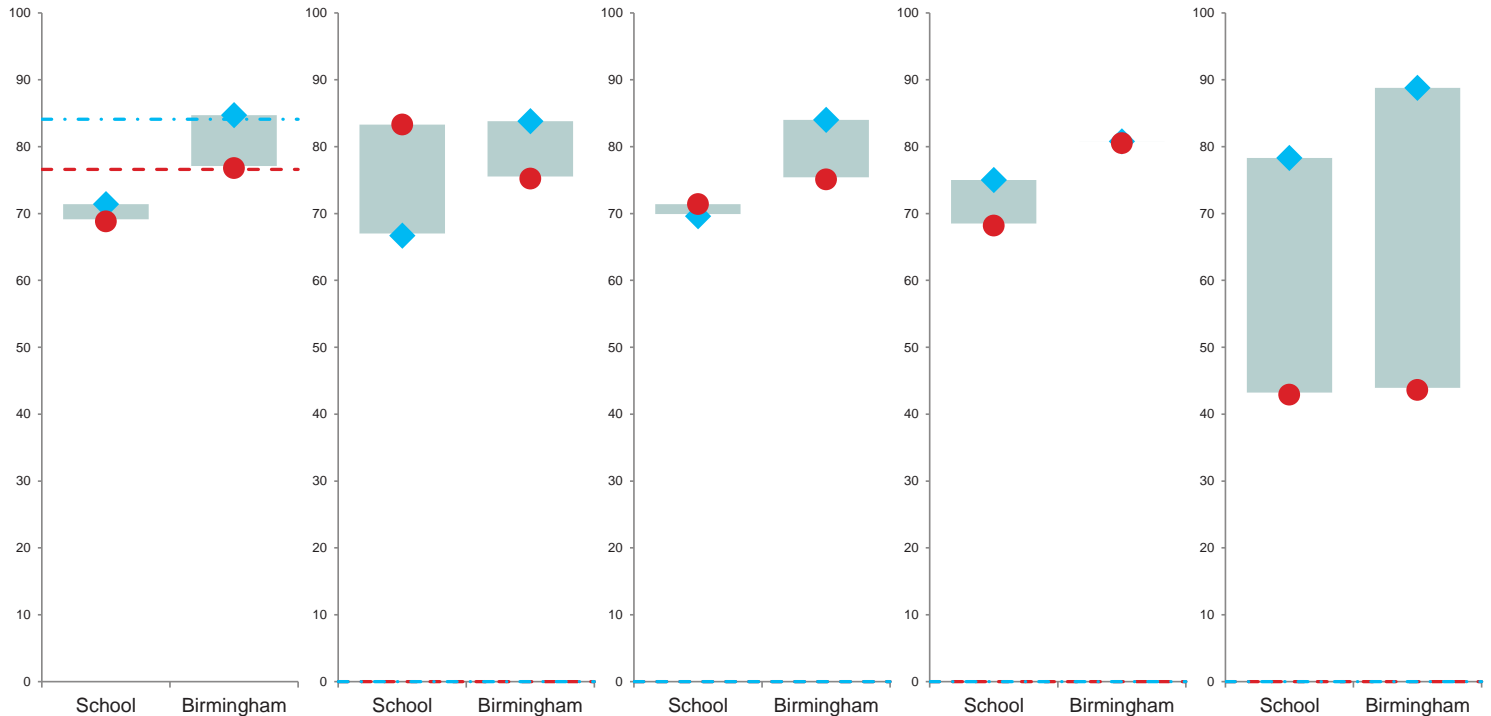
The graphs to the right compare the percentage of children working at the expected level of Phonics decoding in Year 1 by the pupil groups directly above.

The blue diamond represents the *nationally* higher achieving of the two corresponding groups, where as the red circle is the *nationally* lower achieving. The grey box inbetween the two markers represents the achievement gap.

The horizontal lines represent the same measures but for national outcomes.

Legend

- Gender
 - ◆ Girls
 - Boys
- Free School Meals
 - ◆ non FSM
 - FSM
- Disadvantaged
 - ◆ non Disadvantaged
 - Disadvantaged
- Language
 - ◆ non EAL
 - EAL
- SEN
 - ◆ No identified SEN
 - SEN



Birmingham

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	14776	14078		10568	18286		10772	18082		11828	16844		5198	946	4252	23656
% Absent	0.5	0.3	0.2	0.5	0.4	0.1	0.5	0.4	0.1	0.5	0.4	0.1	0.7	0.8	0.7	0.3
% Disapplied	4.9	2.1	2.8	4.2	3.2	1	4.3	3.1	1.2	3.5	3.6	-0.1	18.4	67.7	7.4	0.3
% Working Towards	17.7	12.8	4.9	20.1	12.5	7.6	20.1	12.5	7.6	15.5	15.2	0.3	37.3	22.6	40.6	10.5
% Working At	76.8	84.7	-7.9	75.2	83.8	-8.6	75.1	84	-8.9	80.5	80.8	-0.3	43.6	8.9	51.3	88.8
Eligible pupils at end of Key Stage 1	15668	15044		12750	17962		13142	17570		13214	17250		6158	1030	5128	24554
% Absent	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0	0.3	0	0.3	0.1
% Disapplied	3.8	1.8	2	3.2	2.5	0.7	3.3	2.5	0.8	3.1	2.6	0.5	12.9	57.9	3.9	0.3
% Working Towards	9.5	6.7	2.8	10.6	6.4	4.2	10.6	6.3	4.3	8.6	7.8	0.8	25.5	21.6	26.2	3.8
% Working At	84.5	89.8	-5.3	85.1	88.6	-3.5	84.9	88.8	-3.9	85	88.7	-3.7	60.8	19.8	69.1	93.7

National

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	315910	310240		np	np		np	np		np	np		np	np	np	np
% Absent	np	np		np	np		np	np		np	np		np	np	np	np
% Disapplied	np	np		np	np		np	np		np	np		np	np	np	np
% Working Towards	np	np		np	np		np	np		np	np		np	np	np	np
% Working At	76.6	84.1	-7.5	np	np		np	np		np	np		np	np	np	np
Eligible pupils at end of KS1	np	np		np	np		np	np		np	np		np	np	np	np
% Absent	np	np		np	np		np	np		np	np		np	np	np	np
% Disapplied	np	np		np	np		np	np		np	np		np	np	np	np
% Working Towards	np	np		np	np		np	np		np	np		np	np	np	np
% Working At	np	np		np	np		np	np		np	np		np	np	np	np

St John and Monica Catholic Primary School - 3303410 / 103478

Key stage 2 performance part 1

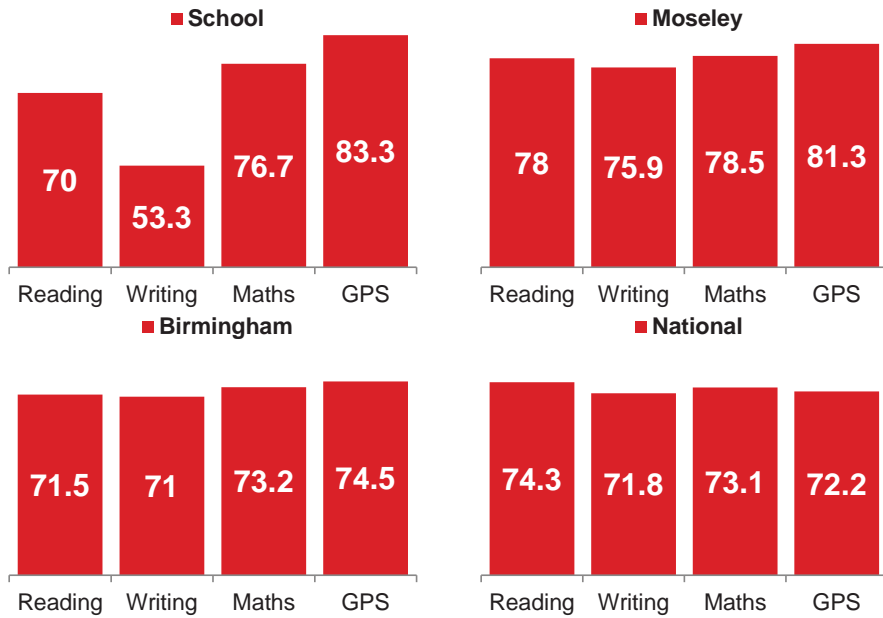
	School			Moseley			Birmingham Hall Green and Moseley			Birmingham			National		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Eligible pupils	31	29	30	235	246	245	3456	3412	3438	31704	31672	31988	666066	668149	654070
% at least Expected Reading Test	74.2	89.7	70	78.7	78.5	78	76	72.1	72.6	73.7	70.4	71.5	74.6	73.3	74.3
% High standard Reading Test	32.3	48.3	36.7	29.8	39.4	34.1	27.3	30.2	28.9	27	27	26.4	28	29.3	28.5
Scaled Score Reading	103.7	109.2	105.6	105.2	106.7	106.5	104.9	105.1	105.2	104.6	104.5	104.6	104.8	105.1	105.2
% at least Expected Writing TA	48.4	75.9	53.3	62.1	75.6	75.9	65.6	73.1	73.2	67	70.1	71	69.4	71.7	71.8
% Greater Depth Writing TA	0	6.9	6.7	9.4	12.6	17.6	10.4	11.5	12.2	10.1	10.4	10.8	12.8	13.4	12.9
% at least Expected Maths Test	64.5	89.7	76.7	74.9	78.9	78.5	75	77.3	77.3	70.4	73.4	73.2	71.5	73.3	73.1
% High Maths Test	29	37.9	36.7	29.4	30.9	32.1	26.4	29.1	28.3	22.5	25	24.9	22.5	24	26
Scaled Score Maths	103.5	107.7	106.9	105.1	105.7	106.4	104.8	105.3	105.6	103.7	104.3	104.5	103.8	104.2	104.4
% at least Expected GPS Test	71	86.2	83.3	80.9	82.1	81.3	77.4	77.3	78.5	74.3	74.4	74.5	72.5	72.8	72.2
% High GPS Test	29	55.2	33.3	34.5	44.3	40.7	34.7	40.1	38.4	32.1	34.5	36.7	28.2	30.3	32
Scaled Score GPS	104.7	110.5	107	107.2	107.4	108	106.4	106.6	107	105.8	105.6	106	105.1	105	105.3
% at least Expected Reading, Writing & Maths	45.2	75.9	50	57	66.7	65.7	57.7	62.5	62.8	57.3	58.5	60.3	58.7	59.8	60.6
% Higher Standard Reading, Writing & Maths	0	6.9	6.7	7.7	9.8	9.8	6.7	8.3	8.1	6.3	6.9	6.8	7.2	8	7.7
Progress Reading	1.14	4.54	-	0.48	1.15	-	0.82	0.38	-	0.63	0.14	-	0.04	0.04	np
<i>Reading standard deviation ±</i>	2.29	2.42	-	0.83	0.81	-	0.22	0.22	-	0.07	0.07	-			
Progress Writing	-3.1	-0.15	-	-1.47	-0.47	-	-0.16	0.1	-	0.05	0.04	-	0.05	0.04	np
<i>Writing standard deviation ±</i>	2.20	2.33	-	0.80	0.78	-	0.21	0.21	-	0.07	0.07	-			
Progress Maths	1.9	3.23	-	1.32	0.99	-	1.45	1.39	-	0.59	0.7	-	0.04	0.04	np
<i>Maths standard deviation ±</i>	2.13	2.27	-	0.78	0.76	-	0.20	0.21	-	0.07	0.07	-			

Progress data is not available for 2024 or 2025 due to absence of Key Stage 1 Teacher Assessments in 2020 and 2021

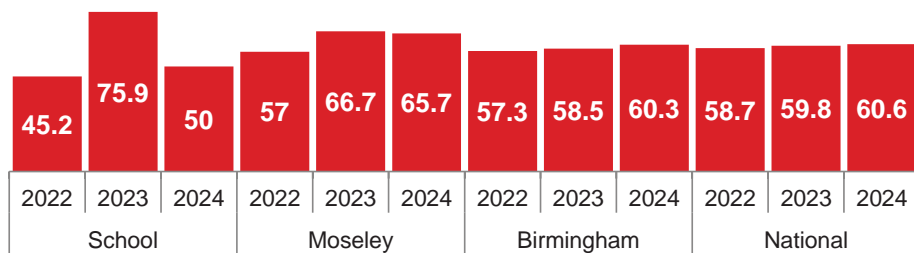
Key stage 2 data is based on the Interim data release, progress outcomes should be classed as unofficial

Key stage 2 performance part 2

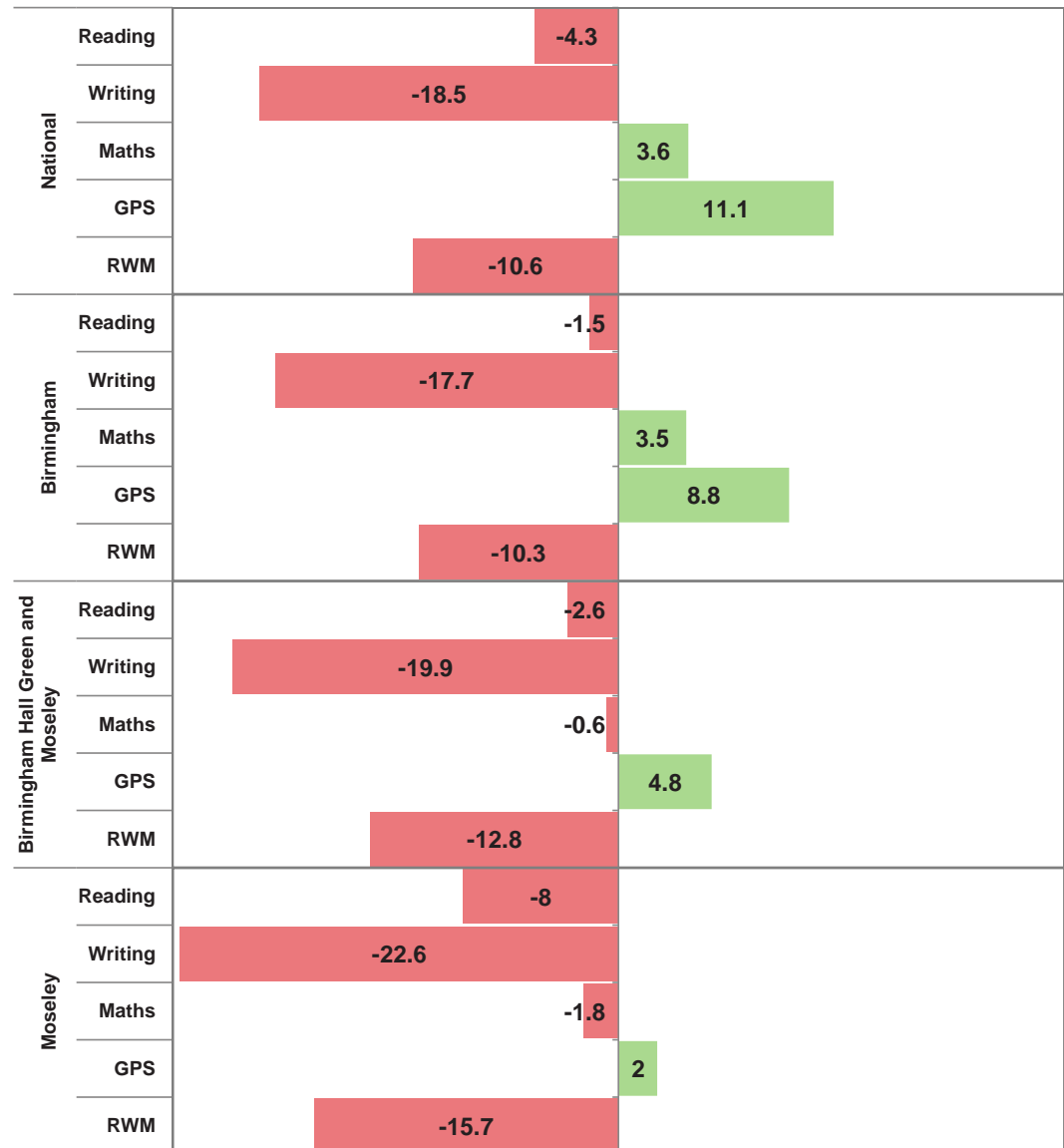
Reaching at least the expected standard current year



Reading, Writing & Maths



Attainment difference of school to indicated subject in current year



Key stage 2 data is based on the Interim data release, progress outcomes should be classed as unofficial

Key stage 2 Performance Trends and Comparisons 2024

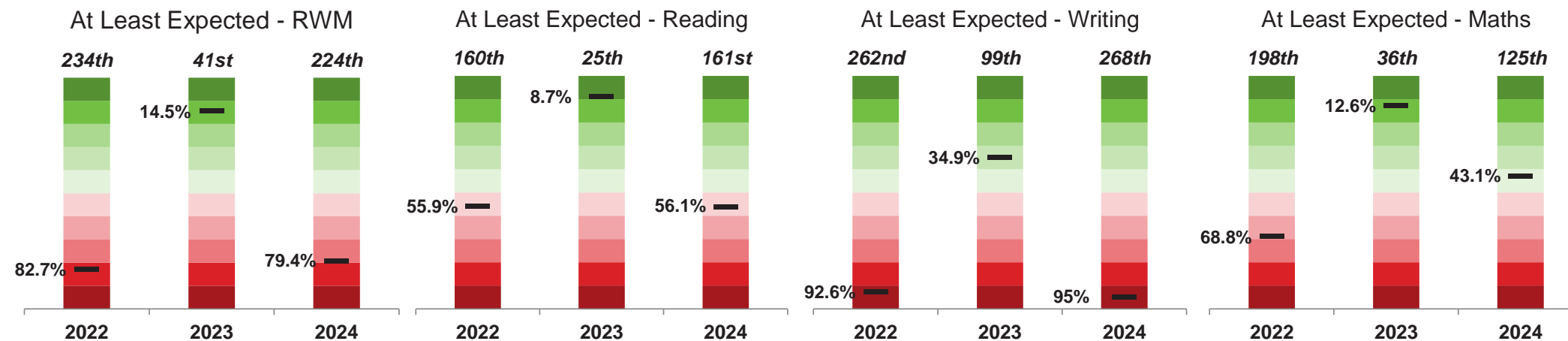
St John and Monica Catholic Primary School

In 2024 this setting had 30 pupils at the end of KS2

	Trend			Comparison to Setting											
	School Attainment			Moseley			Birmingham Hall Green and Moseley			Birmingham			National		
	% Diff	Pupils	Average	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above
% at least Expected Reading Test	-19.7	-6	77.8	-8	-2	1	-2.6	-1	1	-1.5	0	2	-4.3	-1	1
% High standard Reading Test	-11.6	-3	38.9	2.6	1	3	7.8	2	3	10.3	3	3	8.2	2	3
Scaled Score Reading	-3.6		106.1	-0.9		1	0.4		2	1		2	0.4		2
% at least Expected Writing TA	-22.6	-7	58.9	-22.6	-7	1	-19.9	-6	1	-17.7	-5	1	-18.5	-6	1
% Greater Depth Writing TA	-0.2	0	4.4	-10.9	-3	0	-5.5	-2	0	-4.1	-1	0	-6.2	-2	0
% at least Expected Maths Test	-13	-4	76.7	-1.8	-1	1	-0.6	0	1	3.5	1	2	3.6	1	2
% High Maths Test	-1.2	0	34.4	4.6	1	2	8.4	3	3	11.8	4	3	10.7	3	3
Scaled Score Maths	-0.8		106	0.5		2	1.3		2	2.4		2	2.5		2
% at least Expected GPS Test	-2.9	-1	80	2	1	2	4.8	1	2	8.8	3	2	11.1	3	2
% High GPS Test	-21.9	-7	38.9	-7.4	-2	1	-5.1	-2	1	-3.4	-1	1	1.3	0	3
Scaled Score GPS	-3.5		107.3	-1		1	0		1	1		2	1.7		2
% at least Expected Reading, Writing & Maths	-25.9	-8	56.7	-15.7	-5	1	-12.8	-4	1	-10.3	-3	1	-10.6	-3	1
% Higher Standard Reading, Writing & Maths	-0.2	0	4.4	-3.1	-1	0	-1.4	0	0	-0.1	0	0	-1	0	0
Progress Reading	-			-		2	-		2	-		2	-		2
Progress Writing	-			-		1	-		0	-		0	-		0
Progress Maths	-			-		2	-		2	-		2	-		2

Note: above graded colour scale based on displayed figures only and treat attainment and progress separately, it is intended only to help quickly identify areas of strengths and weaknesses

Percentile and Ranking Trends



Schools and academies are ranked purely on the basis of the attainment / progress measure being displayed, with 1st being the highest achieving out of 303 in Birmingham. The percentile is calculated using normalised score of 1 - 100 and represents the percentage of schools in Birmingham achieving a higher outcome.

For explanations see final page of key stage 2 section

Data and Intelligence Team - Children and Families

12/09/2024
OFFICIAL

Key stage 2 data is based on the Interim data release

Key stage 2 Group Performance 2024 (Interim)

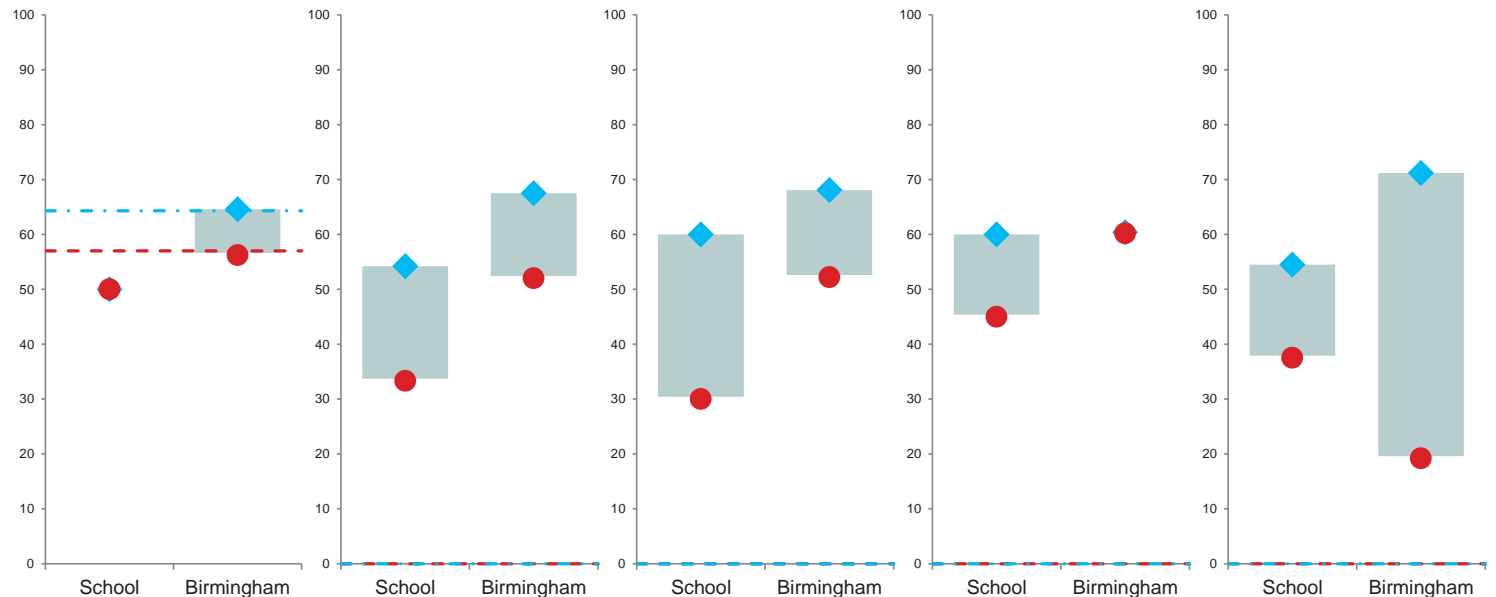
St John and Monica Catholic Primary School

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
	-	-		-	-		-	-		-	-		-	-	-	-
% at least Expected Reading Test	57.1	81.2	-24.1	50	75	-25	50	80	-30	60	90	-30	37.5	-	37.5	81.8
% High standard Reading Test	35.7	37.5	-1.8	16.7	41.7	-25	10	50	-40	30	50	-20	25	-	25	40.9
Scaled Score Reading	104.1	106.9	-2.8	100	106.8	-6.8	100.3	108	-7.7	104.1	108.6	-4.5	101.3	-	101.3	107
% at least Expected Writing TA	50	56.2	-6.2	33.3	58.3	-25	30	65	-35	45	70	-25	37.5	-	37.5	59.1
% Greater Depth Writing TA	0	12.5	-12.5	0	8.3	-8.3	0	10	-10	5	10	-5	0	-	0	9.1
% at least Expected Maths Test	85.7	68.8	16.9	66.7	79.2	-12.5	60	85	-25	75	80	-5	62.5	-	62.5	81.8
% High Maths Test	35.7	37.5	-1.8	0	45.8	-45.8	0	55	-55	30	50	-20	50	-	50	31.8
Scaled Score Maths	106.6	107.1	-0.5	103.2	107.6	-4.4	100.9	109.6	-8.7	106.4	107.7	-1.3	105	-	105	107.5
% at least Expected GPS Test	78.6	87.5	-8.9	50	91.7	-41.7	60	95	-35	75	100	-25	62.5	-	62.5	90.9
% High GPS Test	28.6	37.5	-8.9	16.7	37.5	-20.8	10	45	-35	30	40	-10	12.5	-	12.5	40.9
Scaled Score GPS	106.2	107.6	-1.4	101.4	108.1	-6.7	101.9	109.2	-7.3	105.8	109.2	-3.4	102.6	-	102.6	108.4
% at least Expected Reading, Writing & Maths	50	50	0	33.3	54.2	-20.9	30	60	-30	45	60	-15	37.5	-	37.5	54.5
% Higher Standard Reading, Writing & Maths	0	12.5	-12.5	0	8.3	-8.3	0	10	-10	5	10	-5	0	-	0	9.1
Progress Reading	-	-		-	-		-	-		-	-		-	-	-	-
Progress Writing	-	-		-	-		-	-		-	-		-	-	-	-
Progress Maths	-	-		-	-		-	-		-	-		-	-	-	-

The graphs to the right compare the percentage of children achieving at least the expected standard in Reading, Writing & Maths by the pupil groups directly above.

Horizontal Lines represent National.

- Gender
 - ◆ Girls
 - Boys
- Free School Meals
 - ◆ non FSM
 - FSM
- Disadvantaged
 - ◆ non Disadvantaged
 - Disadvantaged
- Language
 - ◆ non EAL
 - EAL
- SEN
 - ◆ No identified SEN
 - SEN



Key stage 2 Group Performance 2024 (Interim)

Birmingham

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
	-	-		-	-		-	-		-	-		-	-	-	-
% at least Expected Reading Test	67.9	75.4	-7.5	65.1	77.2	-12.1	65.1	77.8	-12.7	69.6	73.2	-3.6	34.6	10.4	39.9	81.4
% High standard Reading Test	23.3	29.8	-6.5	20.3	31.8	-11.5	20.3	32.4	-12.1	25	27.7	-2.7	7	1.5	8.3	31.6
Scaled Score Reading	103.9	105.2	-1.3	103.1	105.8	-2.7	103.1	105.9	-2.8	104.1	105	-0.9	97.7	95.4	97.9	106.1
% at least Expected Writing TA	64.8	77.6	-12.8	64.2	77	-12.8	64.3	77.6	-13.3	70.7	71.4	-0.7	28	6.8	32.7	82.5
% Greater Depth Writing TA	8	13.7	-5.7	7.4	13.8	-6.4	7.5	14	-6.5	10.6	11	-0.4	1.4	0.3	1.6	13.3
% at least Expected Maths Test	73.1	73.4	-0.3	65.1	80.3	-15.2	65.3	81	-15.7	75	71.8	3.2	34.8	10.6	40.1	83.5
% High Maths Test	26.8	22.8	4	17.2	31.6	-14.4	17.4	32.1	-14.7	26.6	23.4	3.2	6	2.8	6.7	29.9
Scaled Score Maths	104.8	104.1	0.7	102.6	106	-3.4	102.7	106.1	-3.4	105	104	1	97.5	96	97.7	106
% at least Expected GPS Test	70.8	78.4	-7.6	67.5	80.7	-13.2	67.5	81.4	-13.9	75.4	73.8	1.6	34.9	12.4	39.9	85.1
% High GPS Test	33.1	40.5	-7.4	28.8	43.6	-14.8	28.9	44.3	-15.4	38.5	35.3	3.2	9.7	4.1	11	43.9
Scaled Score GPS	105.3	106.8	-1.5	104.2	107.6	-3.4	104.2	107.8	-3.6	106.4	105.8	0.6	98.1	96.2	98.3	107.8
% at least Expected Reading, Writing & Maths	56.2	64.6	-8.4	52	67.5	-15.5	52.2	68.1	-15.9	60.2	60.4	-0.2	19.2	5	22.2	71.2
% Higher Standard Reading, Writing & Maths	5.7	8.1	-2.4	4	9.4	-5.4	4	9.6	-5.6	6.7	7	-0.3	0.7	0.2	0.9	8.5
Progress Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Progress Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Progress Maths	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

National

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
	334010	320070		np	np		np	np		np	np		np	np	np	np
% at least Expected Reading Test	70.9	77.8	-6.9	np	np		np	np		np	np		np	np	np	np
% High standard Reading Test	25	21.6	3.4	np	np		np	np		np	np		np	np	np	np
Scaled Score Reading	104.5	105.9	-1.4	np	np		np	np		np	np		np	np	np	np
% at least Expected Writing TA	65.5	78.3	-12.8	np	np		np	np		np	np		np	np	np	np
% Greater Depth Writing TA	9.8	16.2	-6.4	np	np		np	np		np	np		np	np	np	np
% at least Expected Maths Test	73.6	72.6	1	np	np		np	np		np	np		np	np	np	np
% High Maths Test	26.6	21	5.6	np	np		np	np		np	np		np	np	np	np
Scaled Score Maths	104.9	103.8	1.1	np	np		np	np		np	np		np	np	np	np
% at least Expected GPS Test	68.5	76.1	-7.6	np	np		np	np		np	np		np	np	np	np
% High GPS Test	29.2	34.9	-5.7	np	np		np	np		np	np		np	np	np	np
Scaled Score GPS	104.6	106	-1.4	np	np		np	np		np	np		np	np	np	np
% at least Expected Reading, Writing & Maths	57	64.3	-7.3	np	np		np	np		np	np		np	np	np	np
% Higher Standard Reading, Writing & Maths	6.5	8.9	-2.4	np	np		np	np		np	np		np	np	np	np
Progress Reading	np	np		np	np		np	np		np	np		np	np	np	np
Progress Writing	np	np		np	np		np	np		np	np		np	np	np	np
Progress Maths	np	np		np	np		np	np		np	np		np	np	np	np

Notes on this report

School outcomes represent the attainment of pupils at the indicated school or academy or the previous establishment where appropriate

Ward and District outcomes represent the combined attainment of children living within the indicated area and who attend a school in Birmingham according to the January school census for 2024

Birmingham outcomes represent the combined attainment for all schools in Birmingham with the exception of Pupil Referral Units and Hospital schools

National figures are primarily sourced from corresponding statistics released by the DfE on www.gov.uk, with ASP and performance tables acting as secondary sources

Red, Amber, White and Green indicators used in this document are an LA interpretation and not directly comparable to Ofsted measures, use for REFERENCE only.

RAG rating relates to the National outcome. If National outcome is not available then the Birmingham outcome is supplemented.

	RAG Key		
	Green	Amber	Red
EYFSP attainment	0.5	-4	-10
EYFSP ELG	0.25	-1	-2
KS2 attainment	0.5	-4	-10
KS2 scaled scores	0.5	-3	-5
KS2 progress	0.01	-0.5	-1.5
Phonics attainment	0.5	-4	-10
KS1 attainment	0.5	-4	-10

Trend Explained

% Diff - Compares current year to previous year by % of pupils achieving

Pupils - The difference in current year from previous by number of pupils achieving

Average - Represents a 3 year rolling average for the indicated measure

Comparison Explained (relates to current year only)

% Diff - Compares school/academy to indicated benchmark by % of pupils achieving

Pupils - Represents the % Diff in pupil numbers e.g. -2 would mean you are were 2 children away from achieving the average for the benchmark.

Above - Shows how many times you were above the average outcome for the indicated benchmark

National Outcomes

Wherever possible national outcomes are taken from the official statistics published by the DfE. Note that they may change throughout the year if replaced by revised outcomes.

On occasion it may be necessary to take national outcomes from other reliable sources such as Performance Tables or ASP

The code outcome code **np** means that the figure has not been published - wherever possible this will be replaced with national outcomes if available as and when published

For further information regarding national and regional school attainment access the following link:

<https://www.gov.uk/government/organisations/departement-for-education/about/statistics>

For further information regarding school attainment in Birmingham access the following link:

https://www.birmingham.gov.uk/info/20113/policies_and_strategies/1076/education_performance_and_statistics

If you have a query regarding this report then please contact us using the email address below

educationdata@birmingham.gov.uk