Nottinghamshire County Council

Guidance
Early provisional KS2 school and pupil progress

The following pages relating to progress are based on NCER (National Consortium for Examination Results) data. NCER is a local authority (LA) community interest company which all English LA's are members. The information is based on LA submissions of provisional 2026 KS2 pupil data which has then been matched to KS1 prior attainment.

2026 marks the return of KS1-KS2 progress since 2023. As KS2 progress relies on KS1 prior attainment, both 2024 and 2025 KS2 years were impacted by cancelled KS1 assessments in 2020 and 2021 due to the Covid pandemic.

The DfE are yet to publish the 2026 methodology for progress calculations and therefore a number of assumptions have been made in the calculations. With this in mind **the following analysis should be used as a guide and is subject to change** but schools may find this information beneficial in providing an early overview of pupil progress.

Engagement model (EM)

For the 2026 KS2 cohort the prior attainment used will be the 2022 KS1 outcomes. 2022 was the first year of using the engagement model for assessment of pupils not engaged in subject specific study and as yet there is no official DfE methodology on point scores used. An interim point score value of 2 has therefore been used. **Schools with a large number of pupils with a prior attainment of EM's should use the calculations with caution.**

Confidence intervals / quintiles

From 2026 KS2 progress scores will be presented using a new quintile banding system instead of confidence intervals. Schools are ranked nationally by their progress scores and placed into one of five bands — Quintile 1 (top 20%) through to Quintile 5 (bottom 20%). For this reason confidence intervals have been removed from the following pages. Which quintile your school is in can be found in the interactive analysis section of Perspective.

Pupils excluded from progress calculations

Pupils who do not have KS1 data for ALL of reading, writing and maths or have outcomes of M, D and A.

Prior attainment groups based on points spread	
Prior Attainment Group (PAG)	**KS1 Average Points Score Range**
1	0 to < 1.5
2	>= 1.5 to < 1.75
3	>= 1.75 to < 2.0
4	>= 2.0 to < 3.0
5	>= 3 to < 3.25
6	>= 3.25 to < 3.5
7	>= 3.5 to < 3.75
8	>= 3.75 to < 4.0
9	4
10	> 4 to < 5
11	5
12	> 5.0 to < 6.0
13	6
14	> 6.0 to < 7.0
15	7
16	> 7.0 to < 8.0
17	8
18	> 8.0 to < 9.5
19	>= 9.5 to < 10.0
20	10

KS1 points assignment

The table on the right shows the point scores which have been allocated to KS1 prior attainment.

Prior attainment groups

Until the DfE announce the methodology used for prior attainment the bands on the left have been used.

KS2 outcomes

English reading and maths are usually recorded using scaled score between 80 and 120. The table on the right shows the points assigned in reading, writing and maths where a scaled score is not applicable.

Pupil capping

The following reports will cap extremely negative pupil progress scores preventing them having a sizable impact on the school average score.

NCER emerging national data

A pupil's progress score is the difference between their scaled score / teacher assessment score and the national average for their prior attainment group. The NCER emerging national averages is calculated on the data which has currently been shared by LA's and will change as more LA's participate. At the time of writing NCER national data is based on 652,862 pupils in 16,131 schools from 148 LAs.

Points assigned to KS1 outcomes	
KS1 TA	**Points**
GDS	10
EXS	8
WTS	6
PK4	4
PK3	3.5
PK2	3
PK1	2.5
EM	2

Points assigned to KS2 outcomes	
Outcome	**Points**
GDS	113
EXS	103
WTS	91
PK6	79
PK5	76
PK4	73
PK3	70
PK2	67
PK1	64
EM	60

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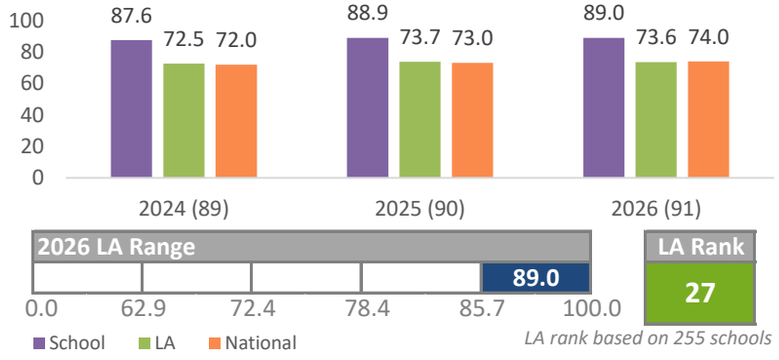
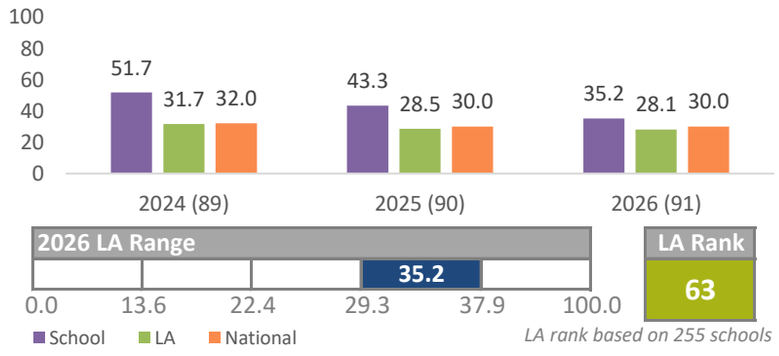
Grammar, punctuation & spelling

Percentage achieving the expected standard or above

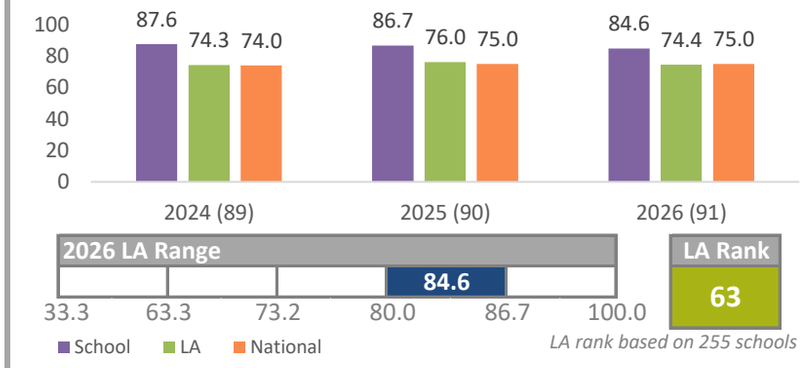


Percentage achieving higher standard

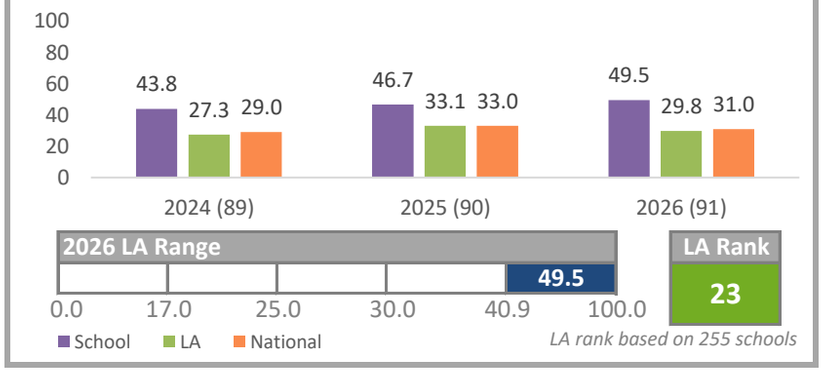


Reading

Percentage achieving the expected standard or above

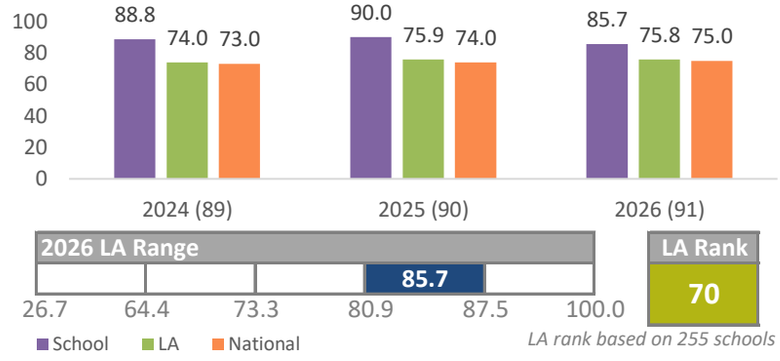


Percentage achieving higher standard

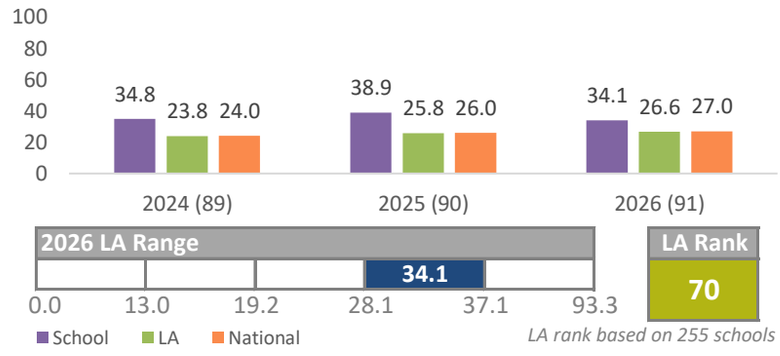


Mathematics

Percentage achieving the expected standard or above

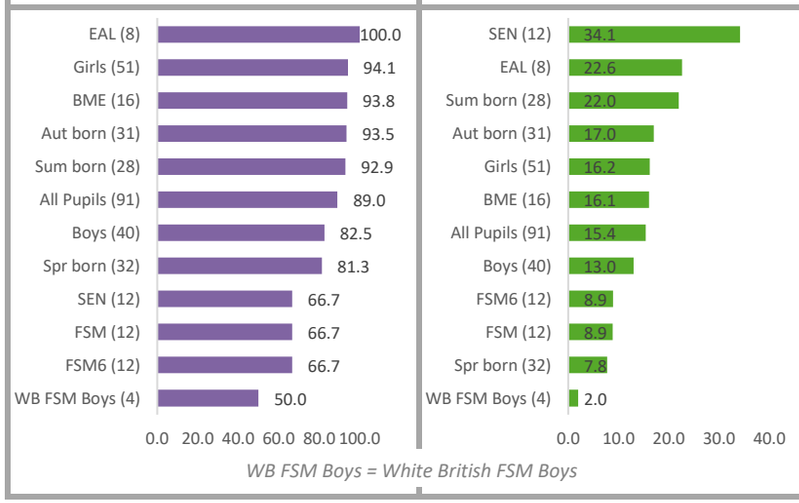


Percentage achieving higher standard



Percentage achieving the expected standard or above by pupil group

School outcome

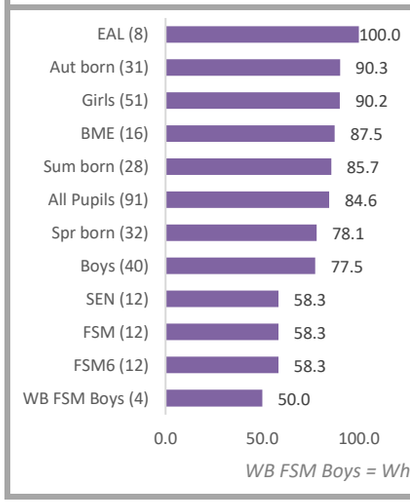


Relative attainment (Sch vs LA)

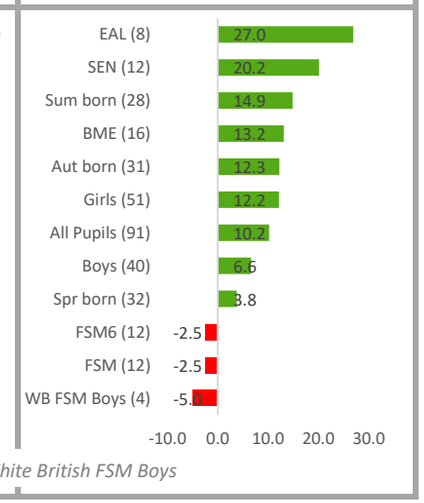
WB FSM Boys = White British FSM Boys

Percentage achieving the expected standard or above by pupil group

School outcome



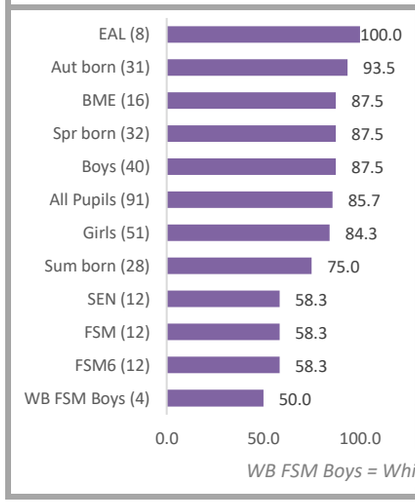
Relative attainment (Sch vs LA)



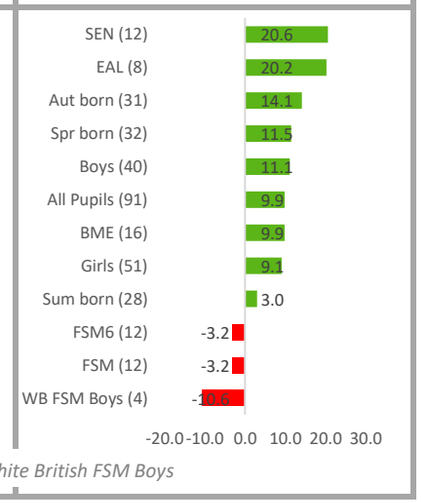
WB FSM Boys = White British FSM Boys

Percentage achieving the expected standard or above by pupil group

School outcome



Relative attainment (Sch vs LA)



WB FSM Boys = White British FSM Boys

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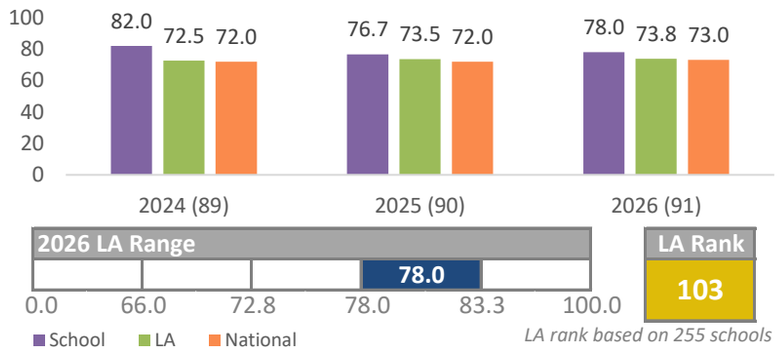
Key Stage 2 Summary Dashboard 2026

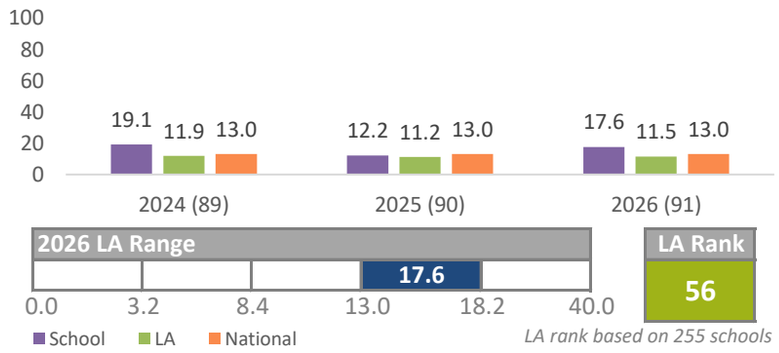
Writing TA

Percentage achieving the expected standard or above



LA rank based on 255 schools

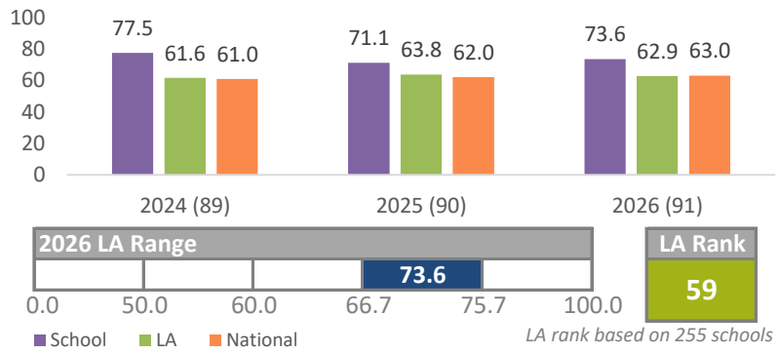
Percentage achieving higher standard



LA rank based on 255 schools

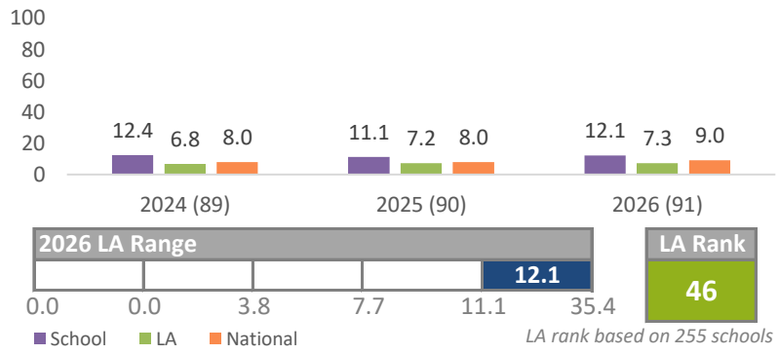
Reading, Writing TA and Maths

Percentage achieving the expected standard or above



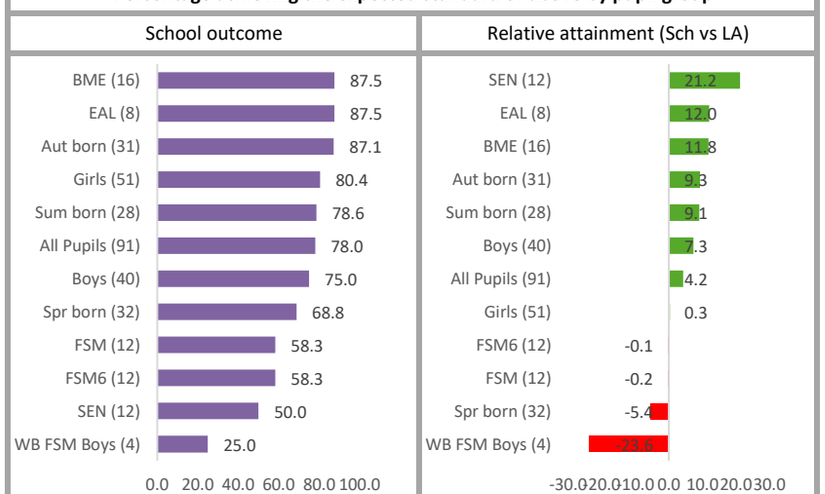
LA rank based on 255 schools

Percentage achieving higher standard



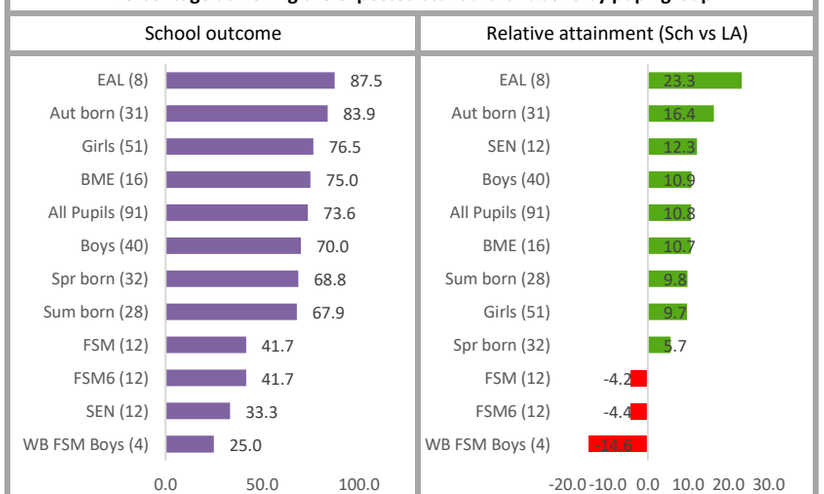
LA rank based on 255 schools

Percentage achieving the expected standard or above by pupil group



WB FSM Boys = White British FSM Boys

Percentage achieving the expected standard or above by pupil group



WB FSM Boys = White British FSM Boys

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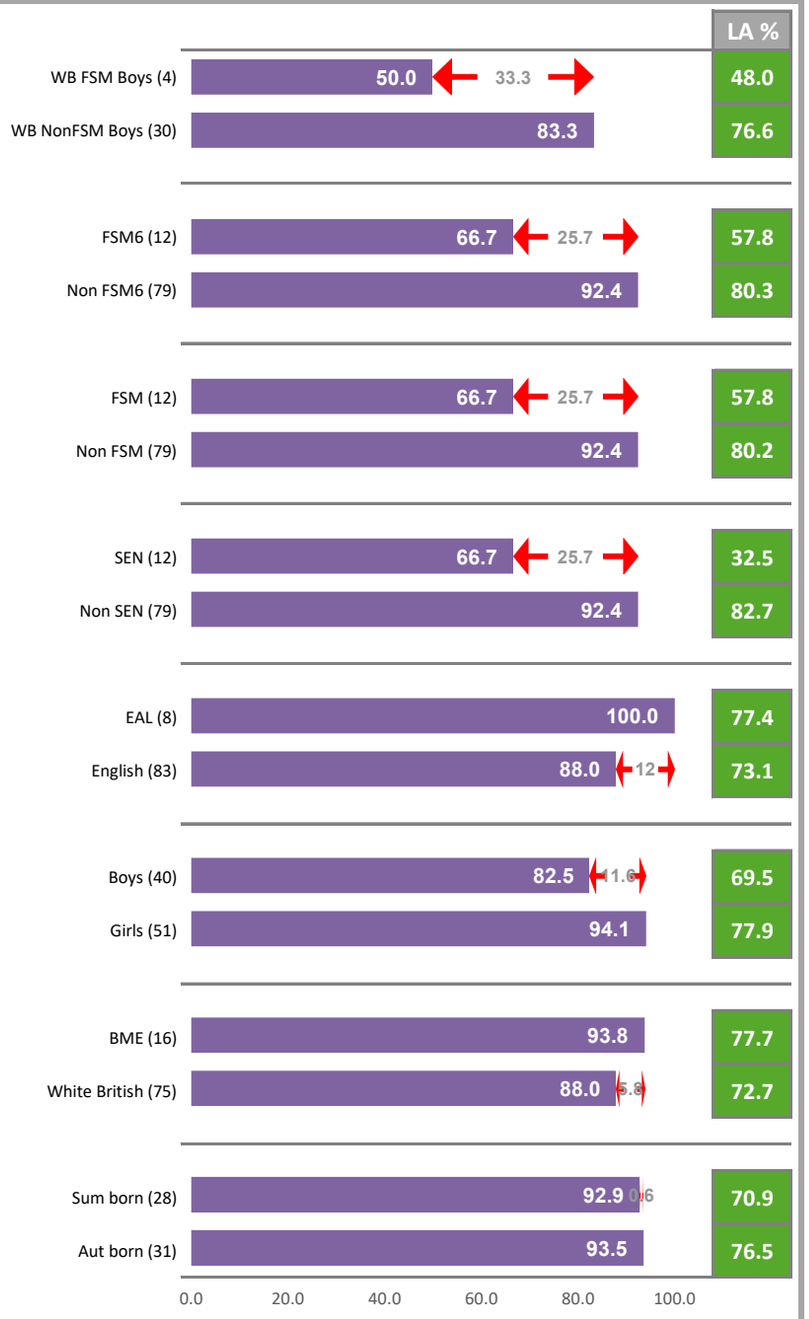
St Peter's CofE Junior School

Key Stage 2 Closing the Gap Summary Dashboard 2026

Grammar, punctuation & spelling

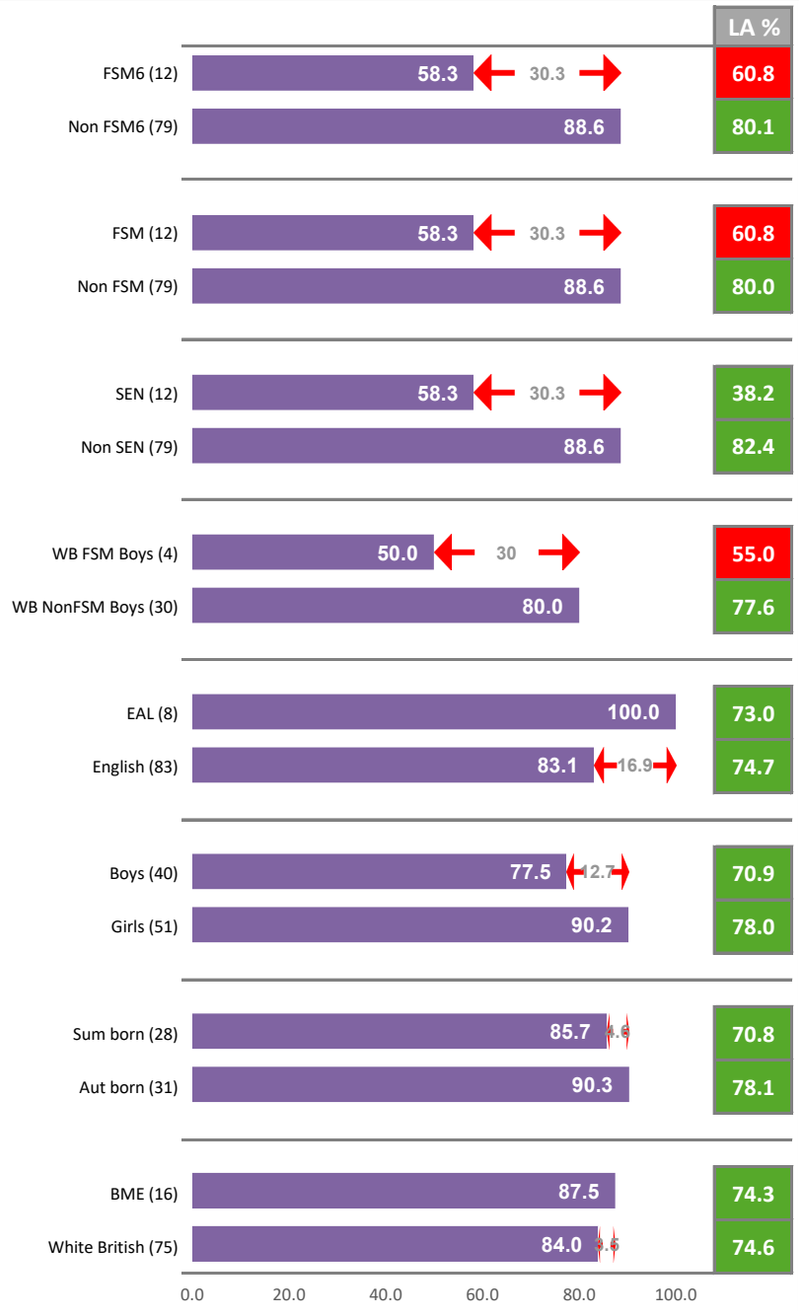
Percentage achieving the expected standard or above by pupil group and the associated attainment gap



WB FSM Boys = White British FSM Boys

Reading

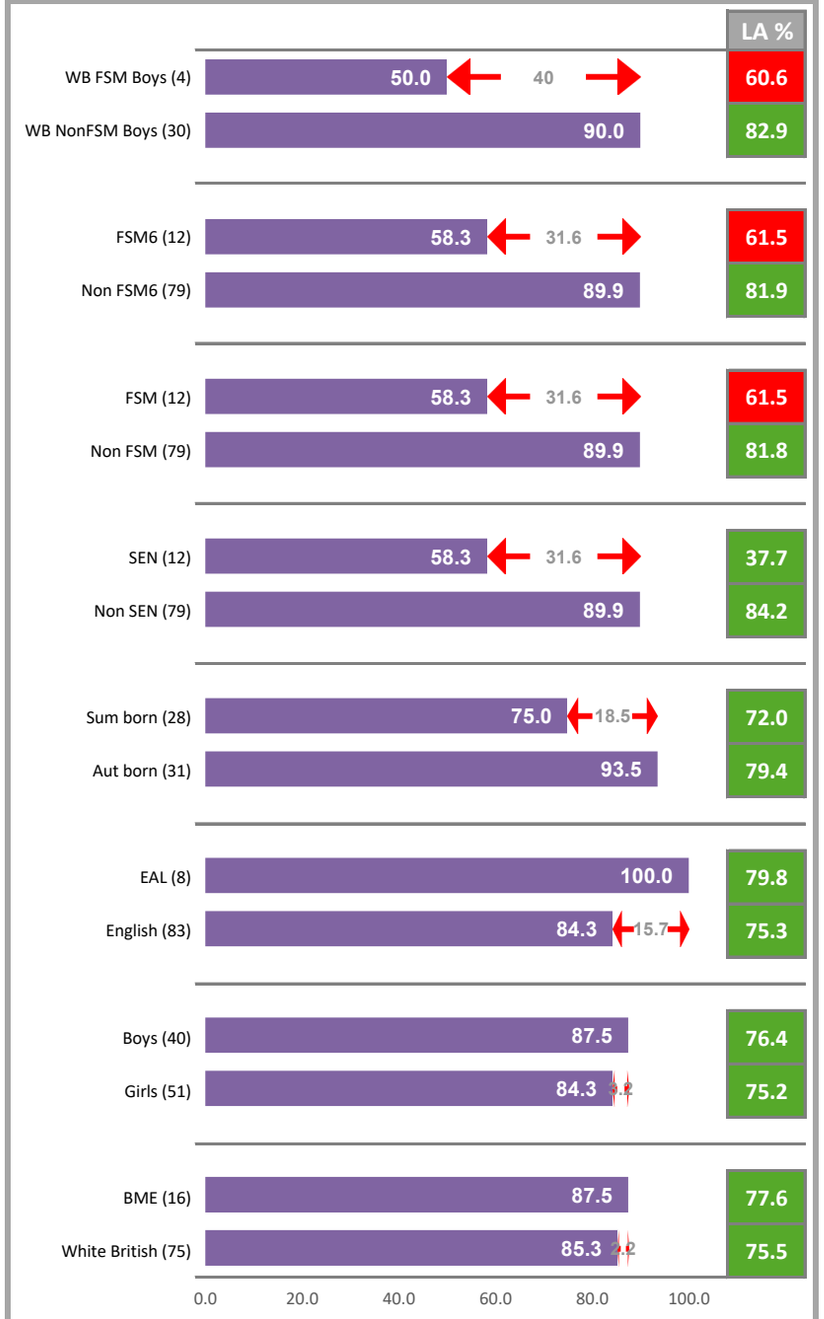
Percentage achieving the expected standard or above by pupil group and the associated attainment gap



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

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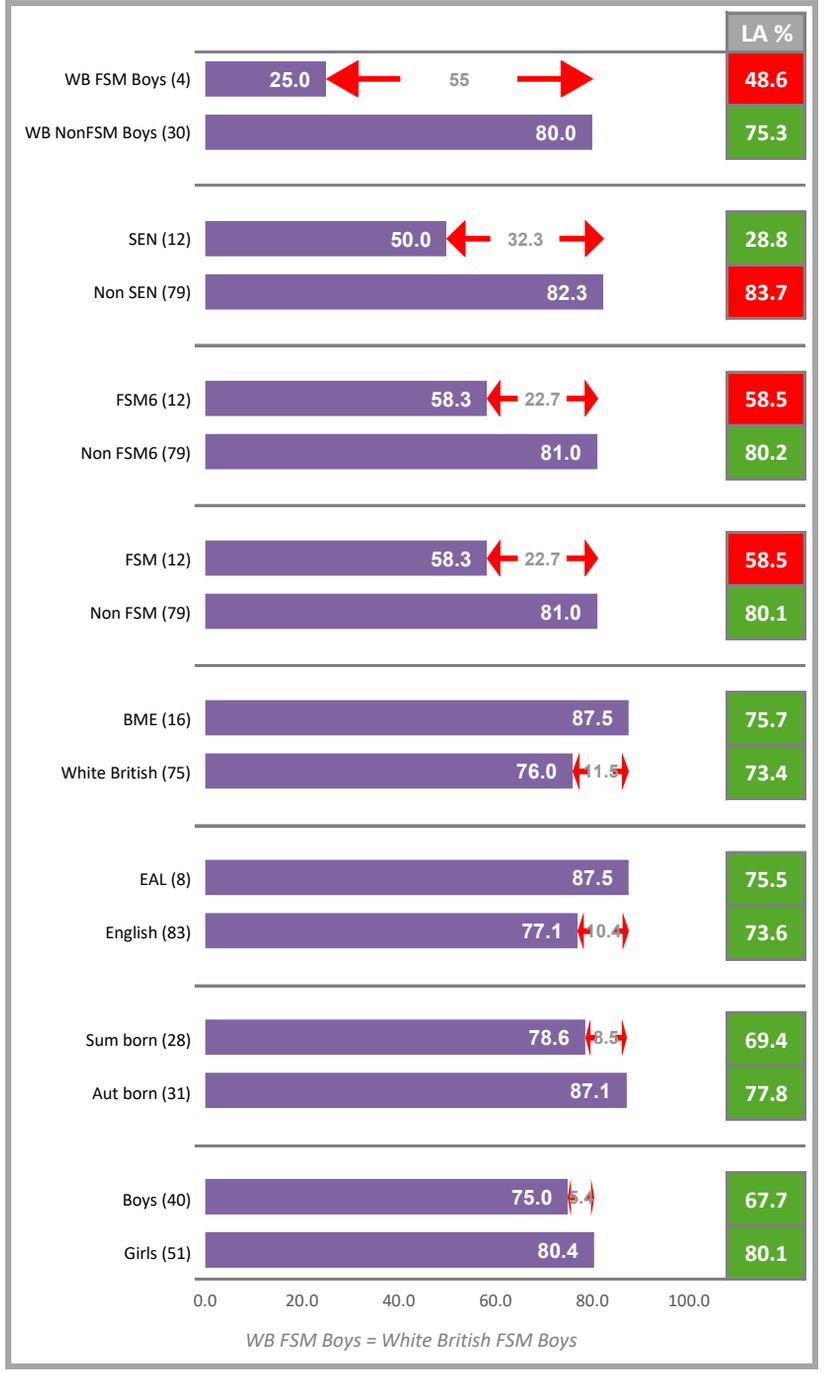
Writing TA

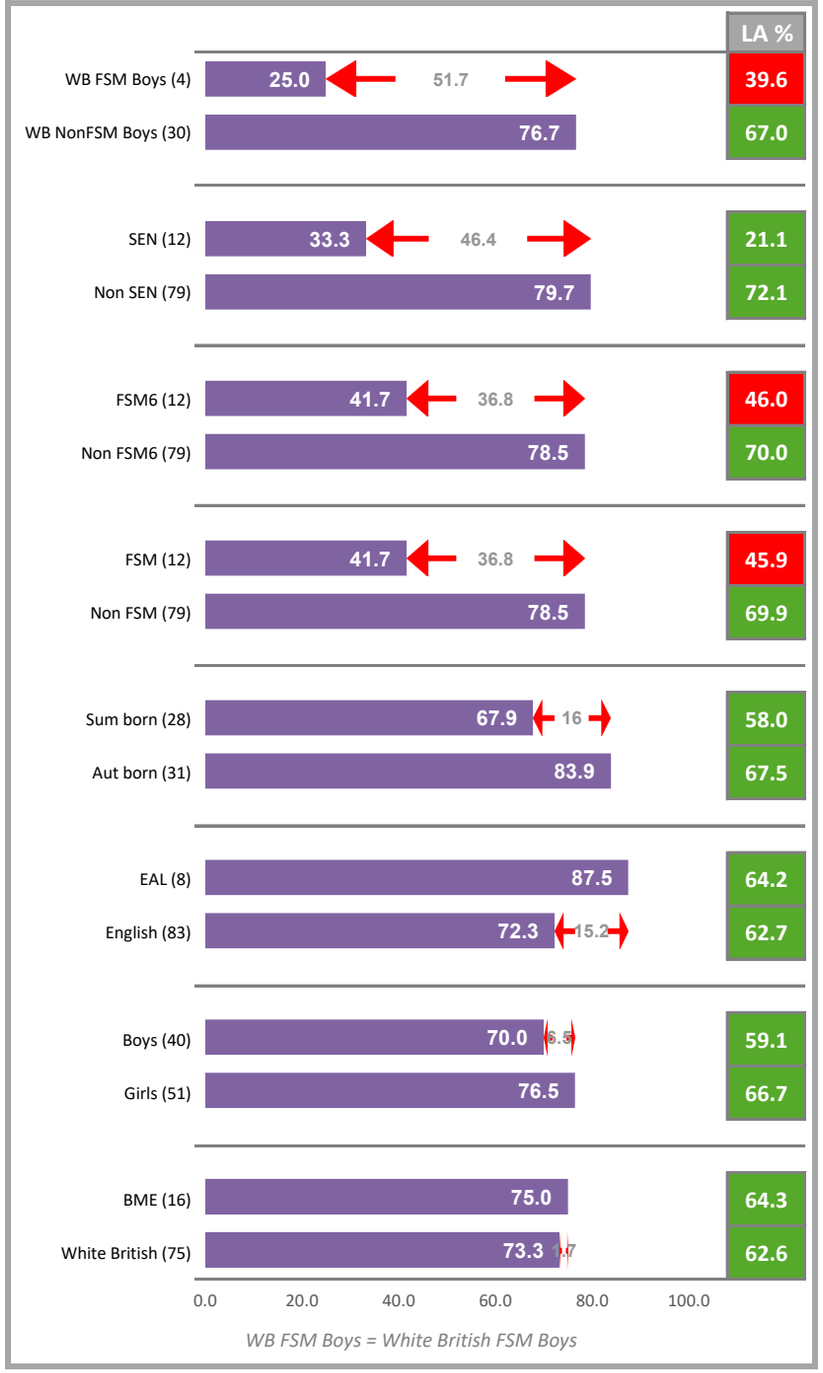
Percentage achieving the expected standard or above
by pupil group and the associated attainment gap



WB FSM Boys = White British FSM Boys

Reading, Writing TA and Maths

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



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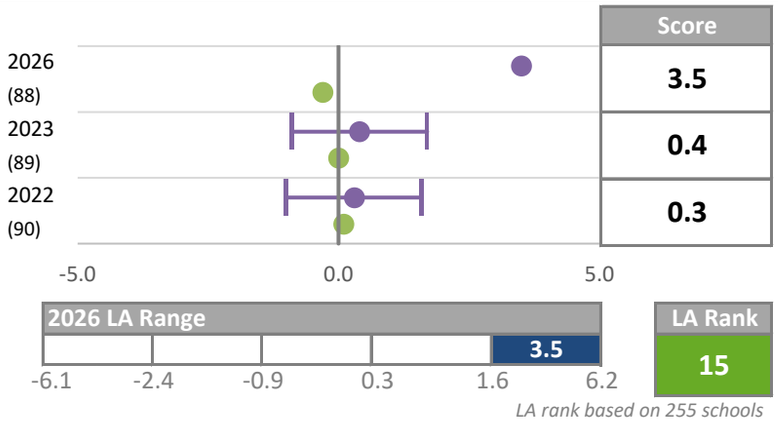
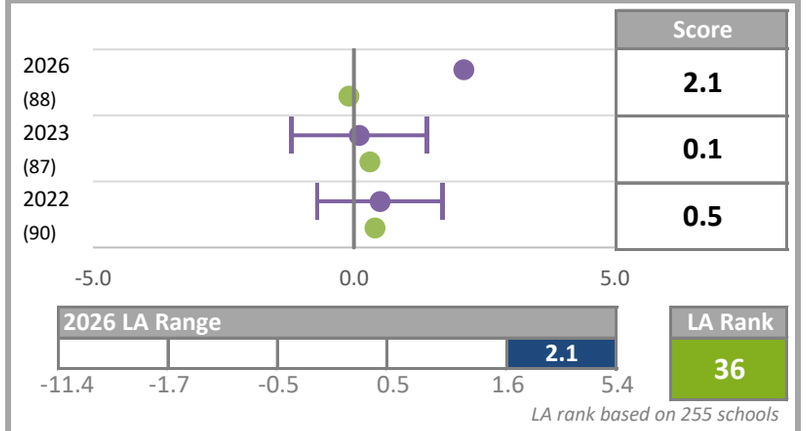
Key Stage 2 Progress Summary Dashboard 2026

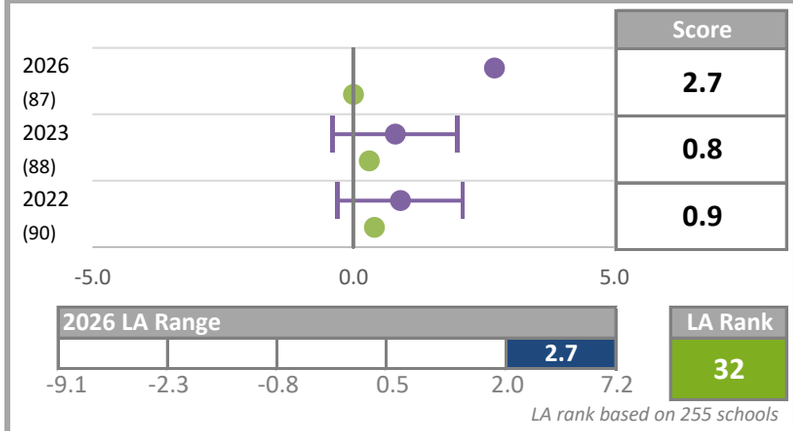
Reading Progress



Writing Progress



Mathematics Progress



Progress by pupil group

WB FSM Boys = White British FSM Boys

	Score
EAL (6)	7.7
WB FSM Boys (4)	4.8
Spr born (31)	4.3
FSM (11)	3.8
FSM6 (11)	3.8
Girls (48)	3.8
BME (14)	3.7
All Pupils (88)	3.5
Aut born (29)	3.4
Boys (40)	3.1
Sum born (28)	2.7
SEN (11)	2.4

-4 -2 0 2 4 6 8 10

School (ave. group score) LA (ave. group score) National

Progress by pupil group

WB FSM Boys = White British FSM Boys

	Score
WB FSM Boys (4)	5.5
FSM (12)	4.3
FSM6 (12)	4.3
BME (14)	3.6
EAL (6)	3.4
Sum born (27)	2.8
Spr born (31)	2.5
Girls (48)	2.4
All Pupils (88)	2.1
Boys (40)	1.8
Aut born (30)	1.1
SEN (12)	1.0

-4 -2 0 2 4 6

School (ave. group score) LA (ave. group score) National

Progress by pupil group

WB FSM Boys = White British FSM Boys

	Score
EAL (6)	7.5
Boys (40)	5.2
BME (14)	4.6
WB FSM Boys (4)	4.5
Aut born (29)	3.0
Spr born (31)	3.0
All Pupils (87)	2.7
SEN (11)	2.1
Sum born (27)	2.0
FSM (11)	1.4
FSM6 (11)	1.4
Girls (47)	0.6

-4 -2 0 2 4 6 8

School (ave. group score) LA (ave. group score) National

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Reading Progress

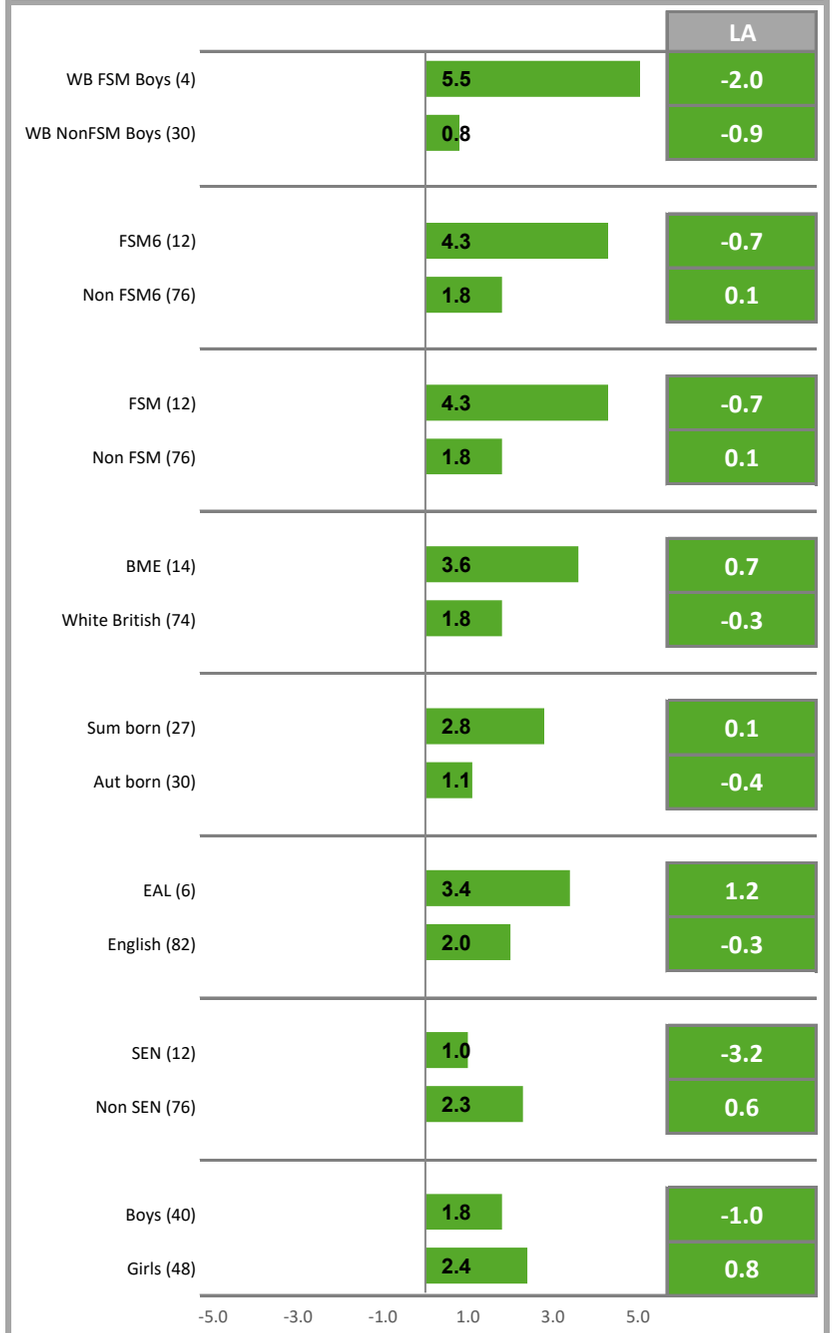
Average progress score by pupil group



WB FSM Boys = White British FSM Boys

Writing Progress

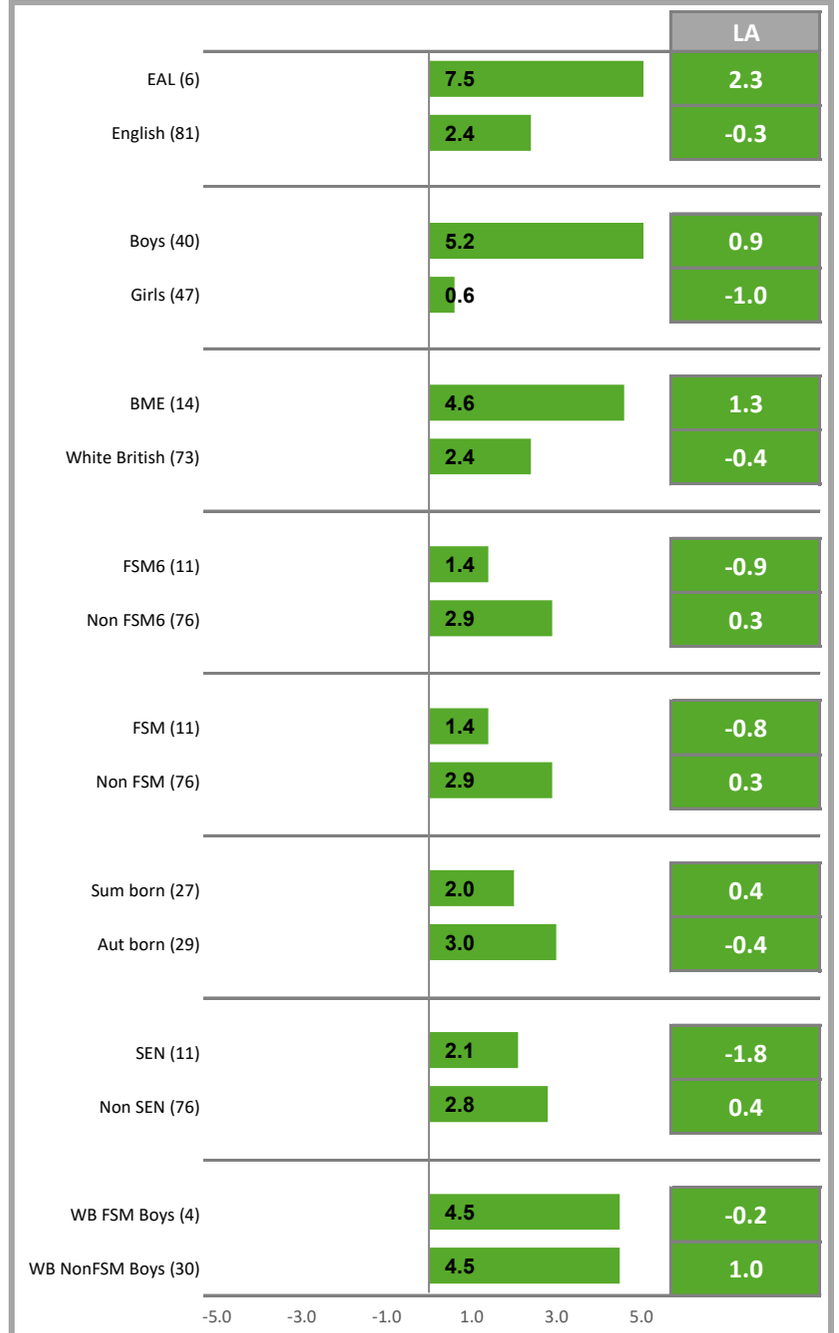
Average progress score by pupil group



WB FSM Boys = White British FSM Boys

Mathematics Progress

Average progress score by pupil group



WB FSM Boys = White British FSM Boys

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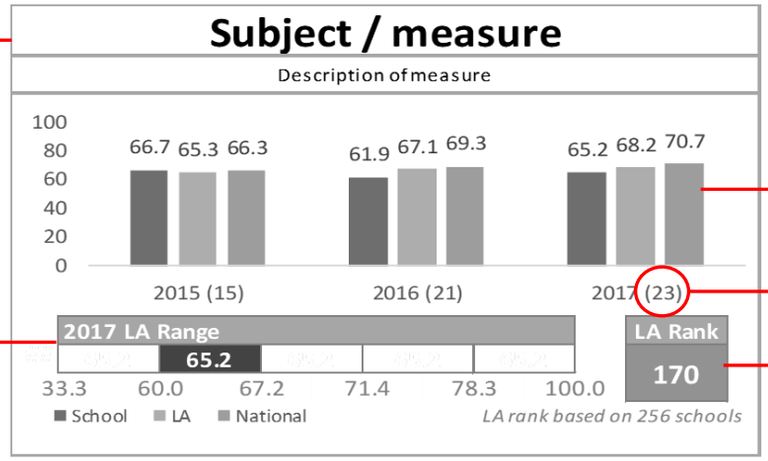
Guidance - Attainment
End of Key Stage Summary Dashboard

Subject or measure which the below analysis relates



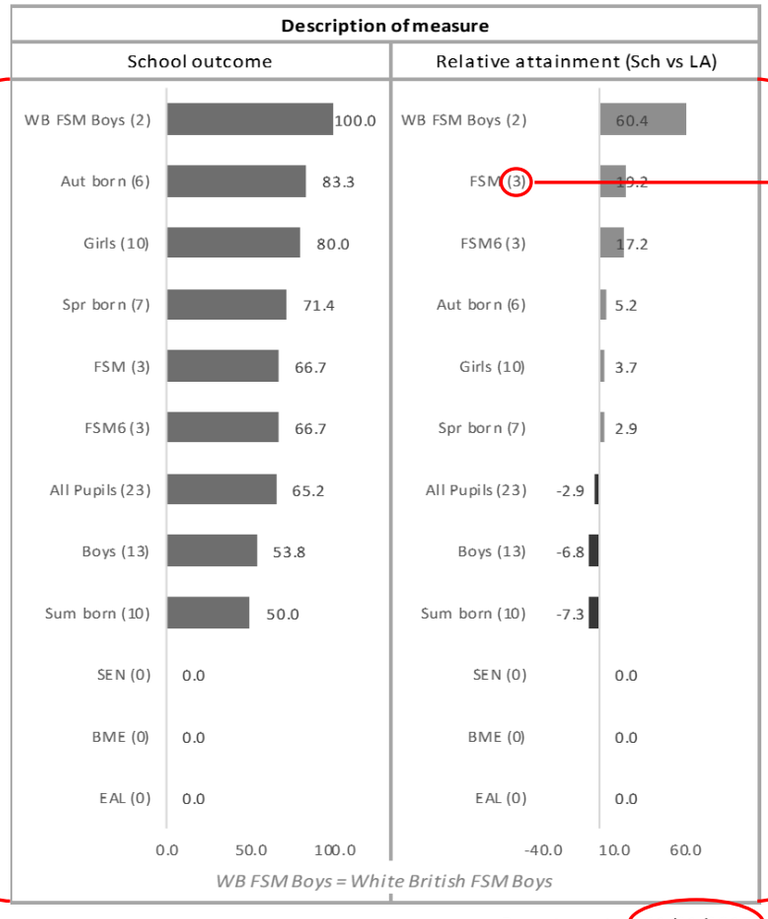
Shows the range of results for schools in the LA (excluding special schools) for this subject / measure in the stated assessment year (2017 in this example). Broadly the same number of schools (20% or a fifth) are placed in each segment. The lowest ranked school scored 33.3 and the highest school scored 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.

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

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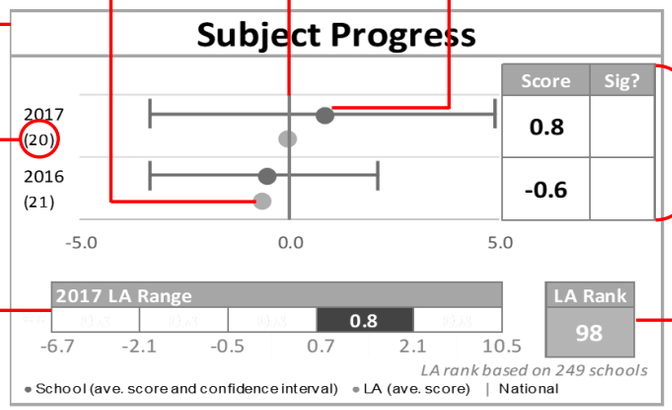
Guidance - KS2 Progress
End of Key Stage Summary Dashboard

Average LA score.

Average national score.

Average school score together with confidence interval.

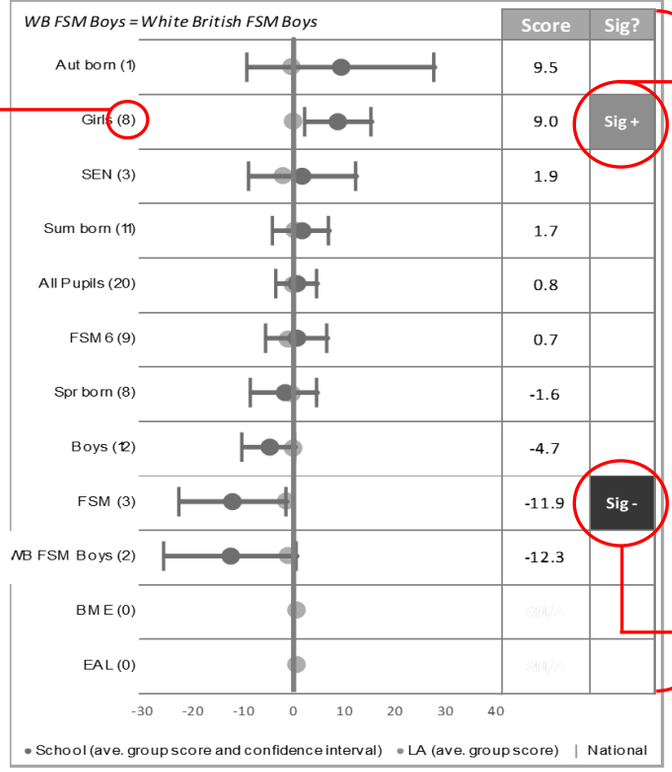
Subject which the below analysis relates.



Average progress score for the school together with significance indicator for the stated years.

Shows the range of progress scores for schools in the LA (excluding special schools) for this subject 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 -6.7 and the highest school scored 10.5. This school features in the fourth quintile (fourth fifth) for this subject which is identified by the blue box. Schools in the fourth quintile scored between 0.7 and 2.1. The value in the blue box (0.8) is the schools outcome.

Shows a rank against all schools (excluding special schools) in the LA for this subject in the latest assessment year (2017 in this example). This school is ranked 98th out of 249 schools.



Figures in brackets refer to the number of pupils in the cohort with a progress score and therefore included in the calculation. In this example there were 20 pupils in the 2017 cohort and 8 girls.

Lower end of the confidence interval is above zero and therefore the outcome is significantly positive.

Shows average score and confidence intervals for pupil groups within the school (purple) together with LA outcomes (green) for this subject in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group (based on average score) 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 - BME and EAL in this example).

Confidence intervals

Confidence intervals (purple line either side of the school score) show the range of uncertainty around the score. If the lower end of the confidence interval is greater than zero it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils with similar starting points nationally (significantly positive). If the upper end is below zero, then the school has made less than average progress (significantly negative). Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average. In this example, collectively pupils make slightly more progress than similar pupils nationally (0.8) but this is not significant as the lower and upper ends are either side of zero. Small cohorts tend to have wider intervals.

Upper end of the confidence interval is below zero and therefore the outcome is significantly negative.

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

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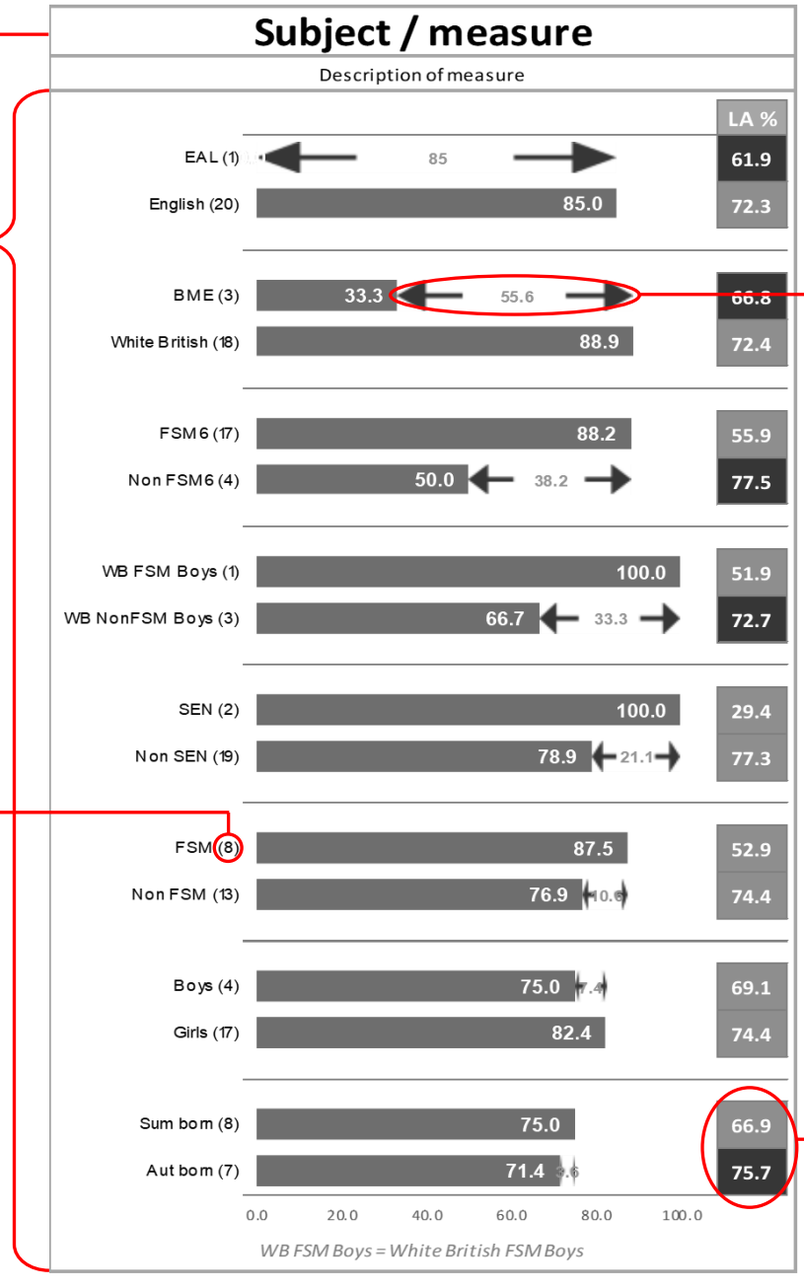
Guidance - Glosing the Gap
End of Key Stage Summary Dashboard

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.

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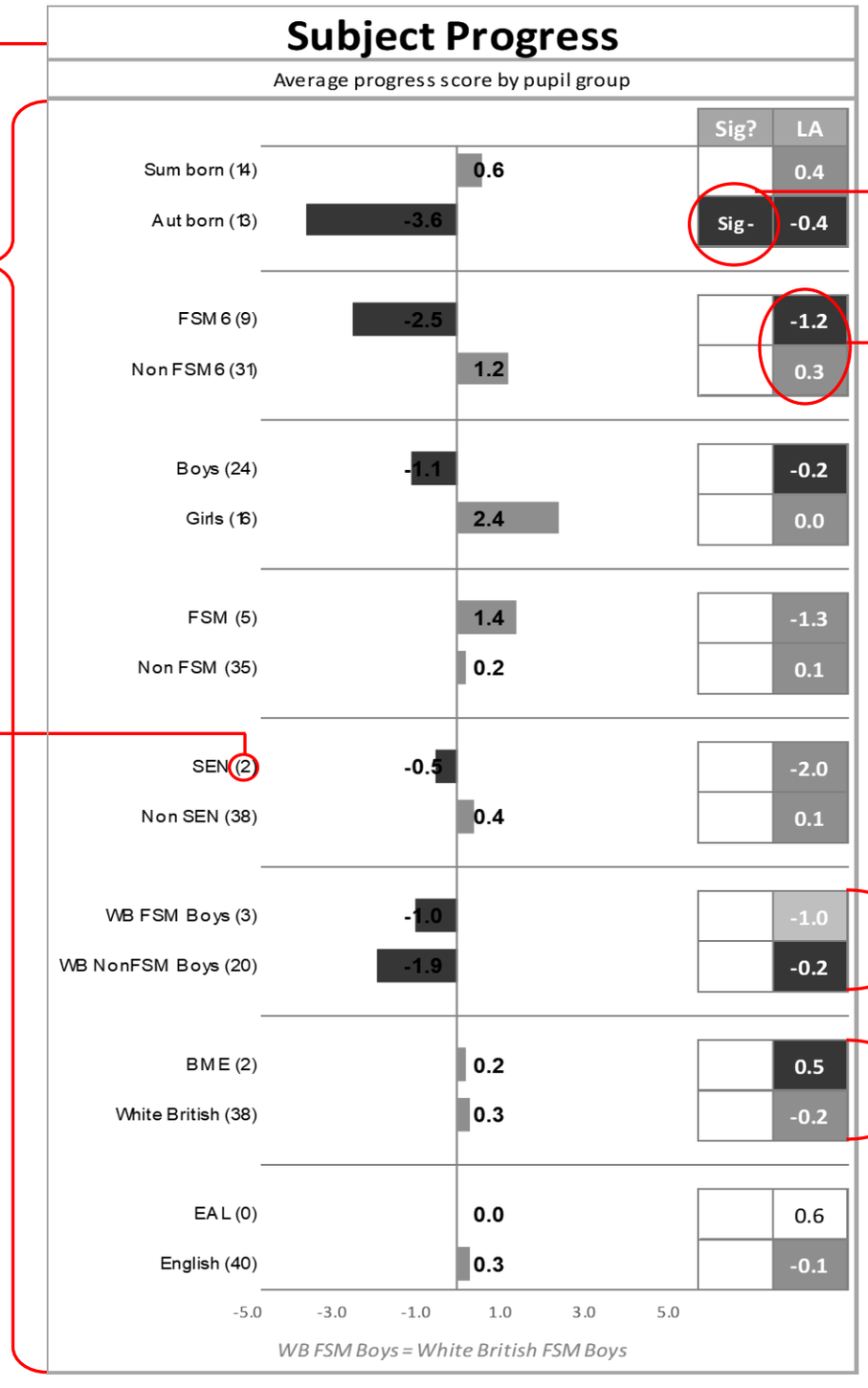
Nottinghamshire County Council

Guidance - Glosing the Gap KS2 Progress
End of Key Stage Summary Dashboard

Subject or measure which the below analysis relates

Shows progress outcomes for pupil groups within the school for this subject 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 (EAL in this example - identified by the 0 in brackets). Caution should be used when interpreting outcomes of small groups.

Figures in brackets refer to the number of pupils in the cohort with a progress score and therefore included in the calculation. In this example there were 2 SEN pupils in the cohort.



Upper end of the confidence interval is below zero and therefore the school outcome is significantly negative.

Shows the outcome for the particular pupil group in the LA. The value is shaded depending on if the school outcome is above (green), below (red) or in-line (orange) the LA average.

The progress score for white British FSM boys in the school is negative (-1.0) therefore is displayed as a red negative bar on the chart. This is in-line with the LA average for this group (-1.0) so the LA average is shaded orange.

Although EAL pupils in the school are making slightly more progress than pupils with a similar prior attainment score nationally (+0.2) they are not doing as well as other EAL pupils in the LA (+0.5), therefore the score is shaded red.

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

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