

Primary Inspection Data Summary Report

	URN: Laestab
Headteacher:	Type of education:
Local authority:	Phase of education:
Pupils:	Academy trust or sponsor:
Gender:	Date open/converted:
Admissions policy:	Chair of governors/trustees:
Ages:	School website:
Denomination:	Postcode:

Areas of interest

Release information: Provisional 2019 KS2, KS1, Phonics - **Release date:** 09 October 2019

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Reading

KS2 progress [Guidance](#)

- Key stage 2 progress in reading (8.5) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Reading progress has **improved** between 2017 and 2018.

Attainment (all key stages) [Guidance](#)

- Key stage 2 attainment of the expected standard (100+) in reading (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in reading (63%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Key stage 1 attainment of the expected standard in reading (43%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. A sentence for key stage 1 reading attainment of greater depth has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for phonics has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the reading early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Writing

KS2 progress [Guidance](#)

- Key stage 2 progress in writing (3.7) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018.
- Writing progress has **improved** between 2017 and 2018.

Attainment (all key stages) Guidance

- Sentences for key stage 2 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Key stage 1 attainment of the expected standard in writing (39%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. A sentence for key stage 1 writing attainment of greater depth has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the writing early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (3.7) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Mathematics progress has **improved** between 2018 and 2019.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in mathematics (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019. A sentence for key stage 2 mathematics attainment of the high standard has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Key stage 1 attainment of the expected standard in mathematics (57%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. A sentence for key stage 1 mathematics attainment of greater depth has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Other measures in 2019 Guidance

- In 2019, 90% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly **above** national and in the **highest** 20% of all schools. A sentence for the percentage of pupils in 2019 achieving the key stage 2 high standard in reading, writing and mathematics has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the percentage of pupils in 2019 achieving the expected/high standard (100+) in the key stage 2 English Grammar Punctuation and Spelling test has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the percentage of pupils achieving the key stage 2 science expected standard has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the percentage achieving a good level of development in the early years foundation stage in 2018 has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

Absence Guidance

- In 2017/18, the rate of overall absence (5.20%) was slightly above the national average for schools with a similar level of deprivation (4.73%).

- A sentence for overall absence trend has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

Exclusions [Guidance](#)

- The rate of total fixed period exclusions (2.22%) was in the **highest** 20% in 2017/18 as well as in 2016/17.
- The rate of repeat fixed period exclusions (1.48%) was in the **highest** 20% in 2017/18 as well as in 2016/17.
- Of the 3 pupils with at least one fixed period exclusion in 2017/18, 2 were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 5 fixed period exclusions in 2017/18, 3 were for **persistent disruptive behaviour**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: verbal abuse/threatening behaviour against an adult (2).
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. However, there were 3 permanent exclusions in 2016/17 but none in 2015/16.

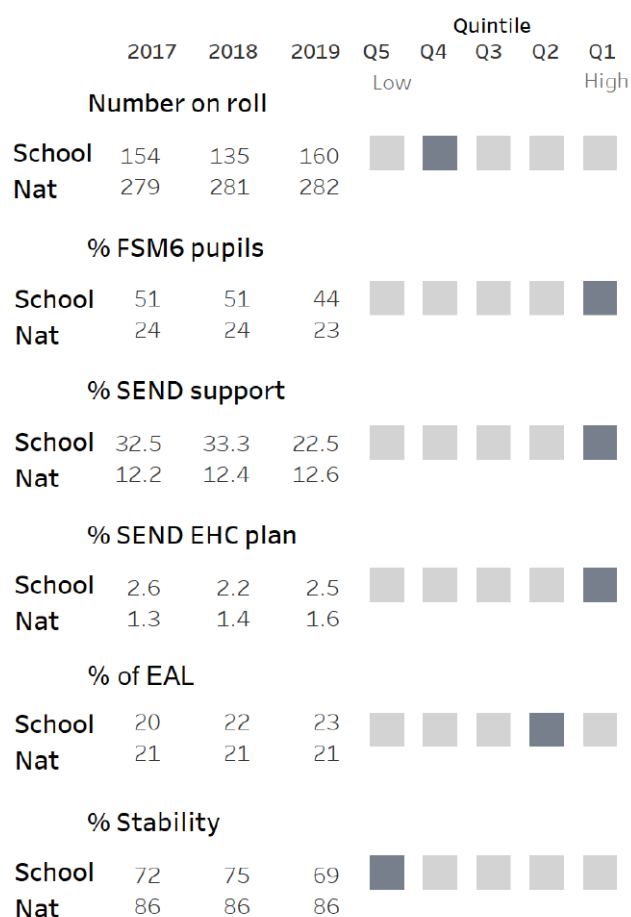
Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups (KS2 progress and attainment, or KS1 attainment) will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. They will be displayed where the group differs to that of the whole school. Phonics and EYFS pupil groups will not appear in this section. Absence and exclusion group sentences will be included in future releases.

- No sentences have been generated for pupil groups

School and local context

School level Guidance



MAT/LA level information Guidance

As at October 2019:

- This school is part of The Heart Education Trust which contains 4 primary schools, no secondary schools, no special schools and no pupil referral units.
- The latest overall effectiveness grade for this school is good (21/11/2018). The MAT grade profile as at 1 October 2019 was:
 - Outstanding - 1
 - Good - 2
 - Requires improvement - 1
 - Inadequate - 0
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 50% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 2 days on average lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 10 out of 17 possible ethnic groups. Those with 5% or more are:
 - 62%: White - British
 - 16%: White - any other White background
 - 9%: Ethnicity not known

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, this school received £989,000 in grant funding, £377,813 less than the national average.
- In 2017/18, this school had a positive in-year balance (£135,660), the second year in a row in which income has exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £6,477.

Year group context

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	20	NA	NA	NA	25	18	25	21
Y2	21	NA	NA	NA	43	20	19	21
Y3	23	8/8/8	9/10/9	5/4/5	52	24	26	21
Y4	18	8/9/9	6/6/3	4/3/6	72	26	17	21
Y5	23	7/7/11	5/14/11	10/1/0	57	29	22	21
Y6	31	3/2/2	23/24/24	1/1/1	52	30	19	21

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	-	Below	Below	Below	-	Below
Writing	-	Below	-	Below	-	Below
Mathematics	-	Below	Below	Below	Below	Below

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 21

SEND need

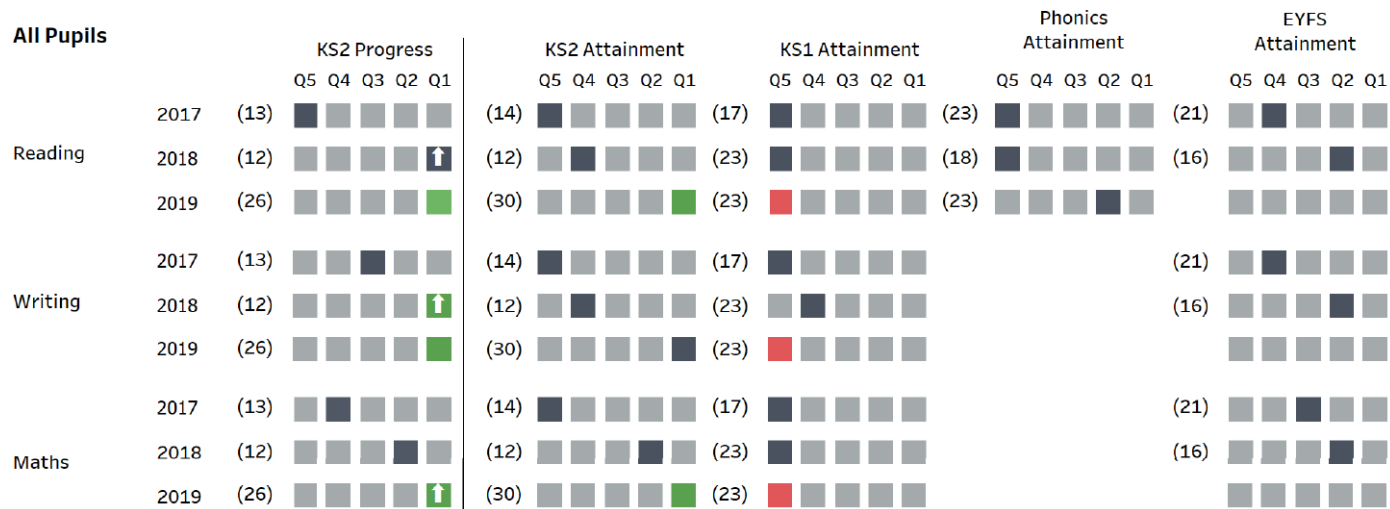
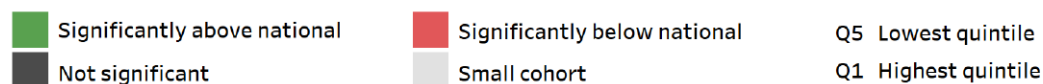
SEND Support (29)

EHC Plan (4)

	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	1	2	2	0	1	0	0	0	1	1	0
Moderate Learning Difficulty	0	1	0	0	0	0	0	0	1	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	0	1	1	1	5	0	0	0	0	0	0
Speech, Language and Communication Needs	2	3	1	0	0	0	0	0	0	1	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	1	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	0	0	0	0	0	0	0
School Support NSA	0	1	1	1	3	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	1	0	0	0	0	0	0
Year group totals	2	7	5	4	4	7	0	0	1	2	1	0

Progress and attainment trend

Reading, writing and mathematics three-year trend [Guidance](#)



↑ Markedly higher than previous year (progress only)

↓ Markedly lower than previous year (progress only)

All attainment information relates to expected standard.

() represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.