

Analysis and commentary of 2019
IDSR and associated ASP data
for
Hunslet Carr Primary School



**Ian Stokes
Education Ltd**
expert independent data analysis & training

ian@ianstokes.org
www.ianstokes.org
07954 139274

Contents

Introduction & notes	4
Areas of Interest	5
Reading	6
KS2 Progress	6
Attainment	8
Writing	13
KS2 Progress	13
Attainment	15
Mathematics	18
KS2 Progress	18
Attainment	20
Other Measures	24
Absence	28
Exclusions	29
Pupil Groups	30
School and local context	31
School Level	31
MAT/LA Level Information	32
School workforce	33
Ethnicity	33
Local Area	34

Finance	34
Year group context	35
Characteristics	35
Prior Attainment	36
SEND Characteristics	37
Progress and attainment trend	38
Reading, writing and mathematics three-year trend	38
End notes and References	40

Version: 1.0

Introduction & notes

This document provides a commentary on the 2019 Ofsted's Inspection Data Summary Report (IDSR) and the ASP School Performance Summary (SPS). These reports present 'unvalidated' data at KS2 and provisional data at other key stages. The 2019 IDSR is much changed compared to previous years; it is intended to support the new Education Inspection Framework (EIF) and continues the trend towards a reduced focus on detailed data, especially for pupil groups. The official IDSR guidance states that the new report has been designed to:

- reduce the time spent preparing for an inspection (although it does not state whether this anticipated reduction in preparation time is for Inspectors or schools)
- provide interpretation of the data for inspectors (it is always worth remembering that this document has been specifically designed **for inspectors** and may not always be as useful as it could be for other audiences, e.g. governing bodies and school leadership teams).
- minimise the focus on small groups that distract the conversation away from meeting the needs of all pupils (this is a major departure from previous versions of the IDSR, and could be seen as a tacit admission of the flaws in previous approaches, and also a recognition of the lack of progress made at a national level towards 'closing the gaps').

This document also differs from the reports I have produced in previous years: it reflects the structure of the new IDSR, which has a subject focus, rather than a key stage focus. My report addresses each of the statements included in the 'Areas of Interest', in the order that they appear in your IDSR, providing associated data and commentary to assist in understanding and interpretation of the statements.

As you read through this document, you will see that I have included screenshots of charts & tables taken from both the IDSR and the ASP School Performance Summary. Because the IDSR is much less detailed than before, I have referenced appropriate supporting data from ASP in order to explain some of the statements in the IDSR. Please note that this document is designed to be read *in conjunction with* these documents, it is not designed to replace them entirely. The screenshots in my report are only there to help you to identify which charts and tables you need to be looking at in relation to my commentary. I have not attempted to reference every table and chart in ASP; instead, I have tried to use the tables and charts which best illustrate the key aspects of your school data.

I have continued to use 'Star' graphics to draw attention to aspects that I think are particularly noteworthy, and on occasions you may see these star graphics used to highlight data that the IDSR has not reported because it is not *statistically* significant.



Denotes a success that can be celebrated



Denotes an issue which may warrant further investigation

Thank you for asking me to produce this report and I hope you find it useful in supporting self-evaluation.

Areas of Interest

In previous years, the IDSR used to identify 'Strengths & Weaknesses', last year this changed to 'Areas to Investigate' and in 2019 this has been changed to 'Areas of Interest'. These statements are intended to provide inspectors with interpretation of a school's historical data. A sentence may be 'triggered' by **high or low** performance, either across 3 years, 2 years or in the latest year. Most schools will find that many of their statements are 'greyed-out' and do not provide any specific information. This is because the school's data has not 'triggered' a specific statement.

Some sentences, such as those relating to the reasons for permanent exclusions, simply describe the data, and are not triggered by 'performance' being particularly high or low.

Reading

KS2 Progress

- Key stage 2 progress in reading (-4.1) was significantly **below** national and in the **lowest 20%** of all schools in 2019 as well as in 2018 and 2017.

IDSR Page 1

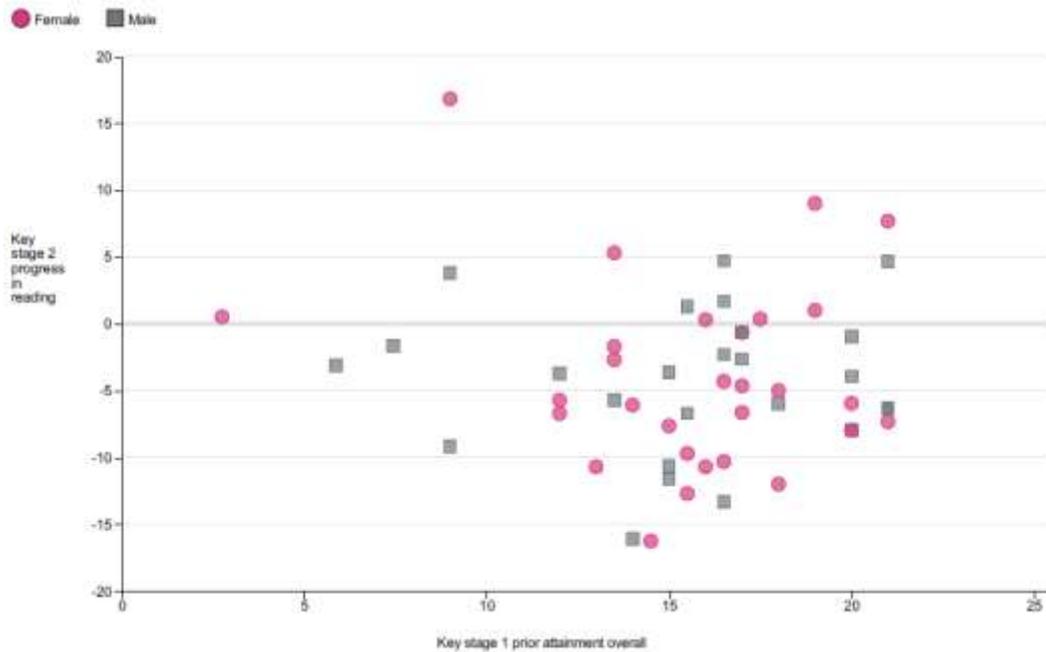
	2017	2018	2019
Number of pupils	56	43	54
Pupils with adjusted scores	N/A	0	1
School progress score	-3.37	-3.11	-4.09
Confidence interval	-5.0 to -1.8	-4.9 to -1.3	-5.7 to -2.4
Progress banding	 Well below average	 Well below average	 Well below average
Local authority average	0.10	0.15	0.15
National average	0.00	0.03	0.03



This statement highlights the fact that progress in Reading has been significantly below national and in the bottom 20% of scores nationally in each of the last three years.

The ASP SPS provides the relevant progress figures for Reading over the last three years, and shows that progress in this subject has been in the lowest 10% of scores nationally (hence the description of 'Well below average').

ASP SPS Page 5



The scatterplot for Reading shows that although some children made good progress, the majority of children achieved lower test results than those achieved by children nationally with similar prior attainment.

The children with the lowest progress scores tended to be those whose prior attainment at KS1 was between 14 and 16pts. These children would have achieved mostly 2Bs ('age-related expectation') at KS1, but failed to achieve the expected standard at KS2.

ASP SPS additional report

Attainment

- Key stage 2 attainment of the expected standard (100+) in reading (47%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in reading (8%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

IDSR Page 1

Reading attainment				
Cohort	Achieving the expected standard		Achieving a higher standard	
	School %	National %	School %	National %
59	47	73	8	27

ASP SPS Page 8



This statement highlights the fact that attainment of the expected standard in Reading has been significantly below average, and in the bottom 20% of schools in each of the last three years.

The data for 2019 is shown on Page 8 of the SPS. The percentage of children achieving at least the expected standard was 26%pts below national and was 11%pts below the threshold for the *lowest 10%* of schools.

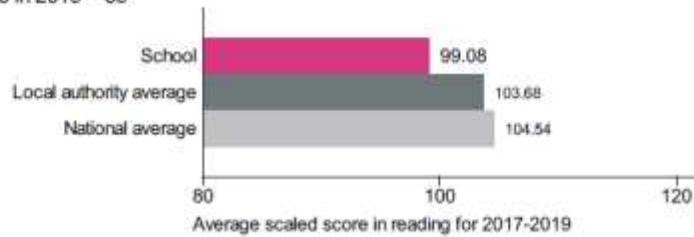
8% of the year group achieved the higher standard. This was 19%pts below national and 3%pts below the threshold for the *lowest 10%* of schools.

The KS1 prior attainment of this cohort is described as being broadly 'in line' with national (on page 5 of the IDSR).

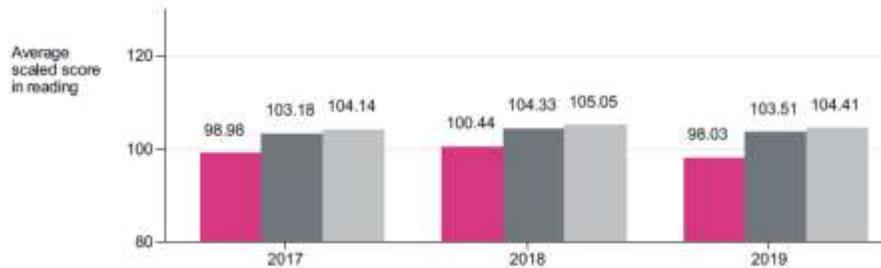
- The three-year average reading attainment score (99.1) was in the lowest 20%.

Reading, 2017-2019

Number of pupils in 2017 = 56
 Number of pupils in 2018 = 48
 Number of pupils in 2019 = 59



■ School ■ Local authority (Leeds) ■ National



This sentence states that the three-year average scaled score in Reading was in the lowest 20% of schools nationally. Any school with a 3-year average scaled score of 102.6 is in the lowest 20% of schools, so the school figure is well below the threshold.

Each of the last three year's figures have been below the threshold.

ASP SPS Pages 4 & 7

- Sentences for key stage 1 reading 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.

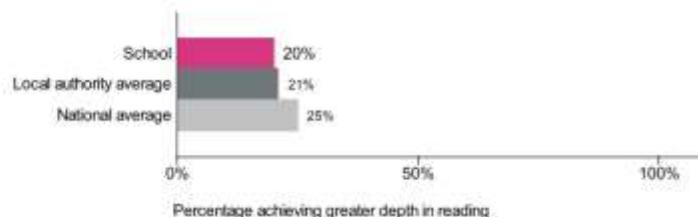
Percentage achieving the expected standard or higher in reading

Number of pupils = 55



Percentage achieving greater depth in reading

Number of pupils = 55



This statement is 'greyed-out' because attainment in Reading at KS1 was not significantly above or below national, and/or was not in the highest or lowest 20% of schools nationally this year.

The 2019 attainment data for Reading is provided on pages 13 & 14 of the SPS, and shows that the percentage achieving at least the expected standard is just 2%pts below the national figure.

The percentage achieving the higher standard is 5%pts below national, but is above the threshold for the lowest 20% of scores (16%).

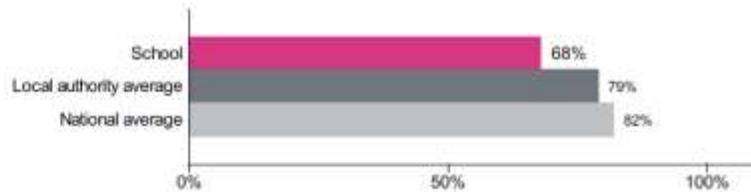
Prior attainment at the Foundation Stage is a major factor in understanding outcomes as KS1. This cohort's prior attainment in Reading is described as 'Well Below national' on page 5 of the IDSR. The fact that their attainment is now broadly in line with national indicates that many of the children in this cohort have made accelerated progress over the course of KS1.

ASP SPS Page

- In 2019, the proportion of pupils who met the expected standard (32+) in phonics in Year 1 (68%) was significantly **below** national and in the **lowest** 20% of all schools. Of the 59 pupils, 19 did not meet the expected standard, with an average mark of 12.

Percentage achieving the expected standard in phonics

Number of pupils = 59

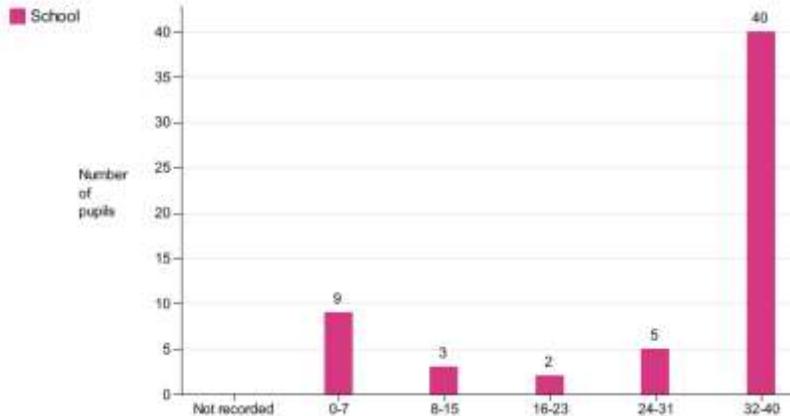


The 2019 figure for the proportion of children 'working at' the expected standard in Phonics at the end of Year 1 is much lower than in previous years: 14%pts below national, and just below the threshold for the *lowest 10%* of scores (69%).

It is worth noting that 12 of the 19 children who did not achieve the standard scored very few marks (15 or lower) and may well struggle to achieve the expected standard by the end of Year 2. 16 of the 19 children who did not achieve the standard in Year 1 had SEND, and there were also 5 EAL children in this group.

Attainment in phonics by mark

Number of pupils = 59



- Early years foundation stage attainment of the expected standard in the reading early learning goal (58%) was significantly **below** national and in the **lowest** 20% of all schools in 2018 and 2017.

IDSR Page 1

The IDSR and SPS will not be updated with 2019 EYFSP data until at least the end of January 2020. This statement refers to EYFSP outcomes in 2018.

The proportion of children achieving the expected standard in the Reading learning goal was 58%, 19%pts below the national figure (77%), and well below the threshold for the lowest 20% of schools (70%).

Low attainment at the end of the foundation stage is often a reflection of low on-entry attainment, the school may be able to provide evidence to support this relationship.

Writing

KS2 Progress

- Key stage 2 progress in writing (-2.5) was significantly below national and in the lowest 20% of all schools in 2019 as well as in 2018 and 2017.

IDSR Page 1

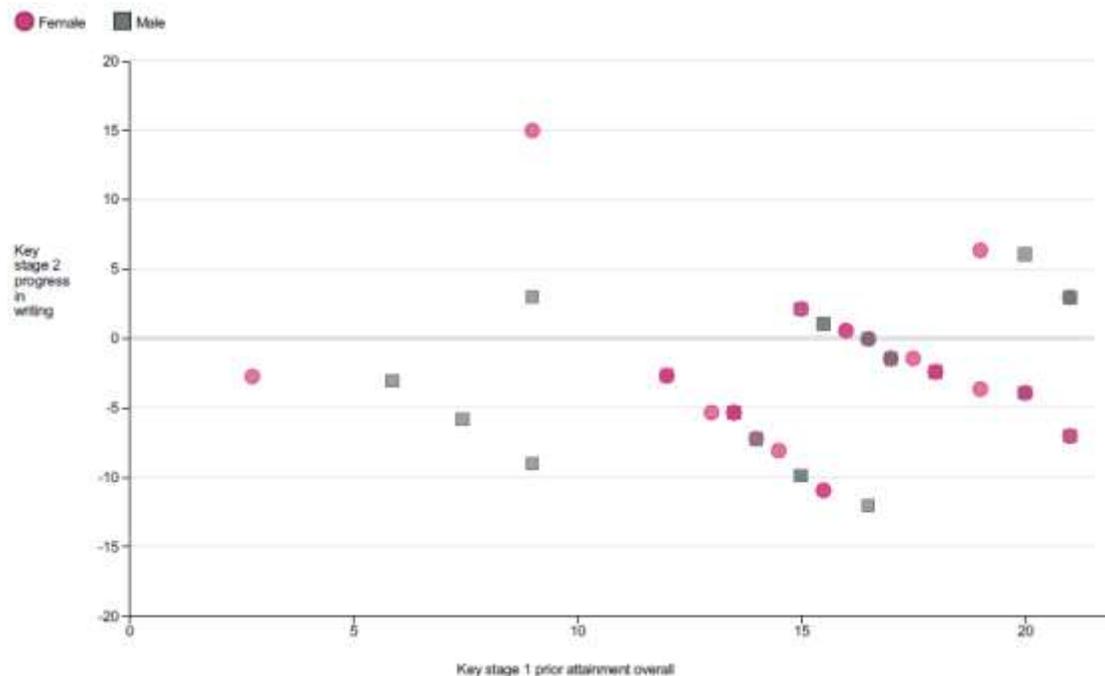
	2017	2018	2019
Number of pupils	56	43	54
Pupils with adjusted scores	N/A	1	0
School progress score	-2.26	-3.15	-2.51
Confidence interval	-3.9 to -0.7	-4.8 to -1.4	-4.0 to -1.0
Progress banding	 Below average	 Well below average	 Below average
Local authority average	-0.57	-0.07	0.16
National average	0.00	0.03	0.03

ASP SPS Page 5

This statement highlights the fact that attainment of the expected standard in Writing has been significantly below average, and in the bottom 20% of schools in each of the last three years.

The ASP SPS provides the relevant progress figures for Writing over the last three years, and shows that the 2019 figure is higher than in 2018, but is still significantly below average.

The 2019 school figure is -2.51, and the upper confidence limit is -1.0. This means that the school figure would have had to have been -1.51 or higher in order to be within the 'average' range of scores. If 5 children who were assessed as 'working towards' had achieved the expected standard, this would have raised the school progress score to about -1.3.



ASP SPS additional report

The scatterplot for Writing shows that only a few children made better than average progress, and the majority of children achieved lower results than those achieved by children nationally with similar prior attainment.

Nearly all of the children who were assessed as 'working towards' generated negative progress scores: given their prior attainment, they needed to achieve the expected standard in order to achieve positive progress scores.

There were also several children with high prior attainment who generated low progress figures because they didn't achieve greater depth. The children who did achieve greater depth all generated positive progress scores.

There were also a handful of children who were assessed at pre-key stage, and they all generated negative progress scores, despite having low prior attainment. However, the impact of these children's scores on the overall score has not been as great as that of the children with middle prior attainment.

Attainment

- Key stage 2 attainment of the expected standard in writing (58%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 2 attainment of greater depth in writing (8%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

IDSR Page 2

Writing attainment				
Cohort	Achieved the expected standard		Achieved a greater depth	
	School %	National %	School %	National %
59	58	78	8	20

ASP SPS Page 9

This statement refers to attainment in Writing being significantly below average and in the bottom 20% of schools in each of the last three years.

The data for 2019 is shown on Page 9 of the SPS. The school figure for the expected standard is 20%pts below national and 7%pts below the threshold for the *lowest 10%* of schools nationally.

Only 8% of the year group achieved greater depth, compared to 20% nationally. The threshold for the lowest 20% of schools was 10%.

The KS1 prior attainment of this cohort is described as being 'In line with' national (on page 5 of the IDSR).

- Sentences for key stage 1 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.

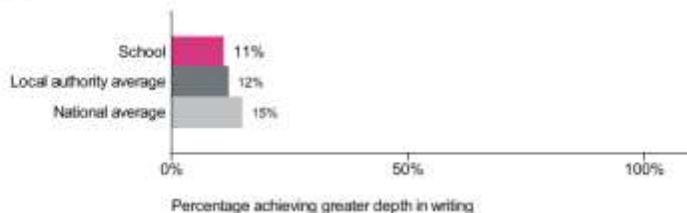
Percentage achieving the expected standard or higher in writing

Number of pupils = 55



Percentage achieving greater depth in writing

Number of pupils = 55



This statement is greyed out because KS1 attainment in Writing is not significantly above or below national and/or is not in the top or bottom 20% of schools this year.

The 2019 attainment data for Writing is provided on page 14 of the SPS, and shows that the percentage achieving the expected standard was 2%pts above the national figure.

The percentage achieving the higher standard 4%pts below national, but above the threshold for the lowest 20% (7%).

This cohort's prior attainment in Writing is described as 'Well Below national' on page 5 of the IDSR, so as with Reading, it would appear that children have achieved accelerated progress over the course of KS1.

- Early years foundation stage attainment of the expected standard in the writing early learning goal (56%) was significantly **below** national and in the **lowest** 20% of all schools in 2018 and 2017.

IDSR Page 2

The IDSR and SPS will not be updated with 2019 EYFSP data until at least the end of January 2020. This statement refers to EYFSP outcomes in 2018.

The proportion of children achieving the expected standard in the Writing learning goal (56%) was 18%pts below national and was well below the threshold for the lowest 20% of schools (67%).

Again, low attainment at the end of the foundation stage is often a reflection of low on-entry attainment.

Mathematics

KS2 Progress

- Key stage 2 progress in mathematics (-5.1) was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- Mathematics progress has **declined** between 2018 and 2019.

IDSR Page 2

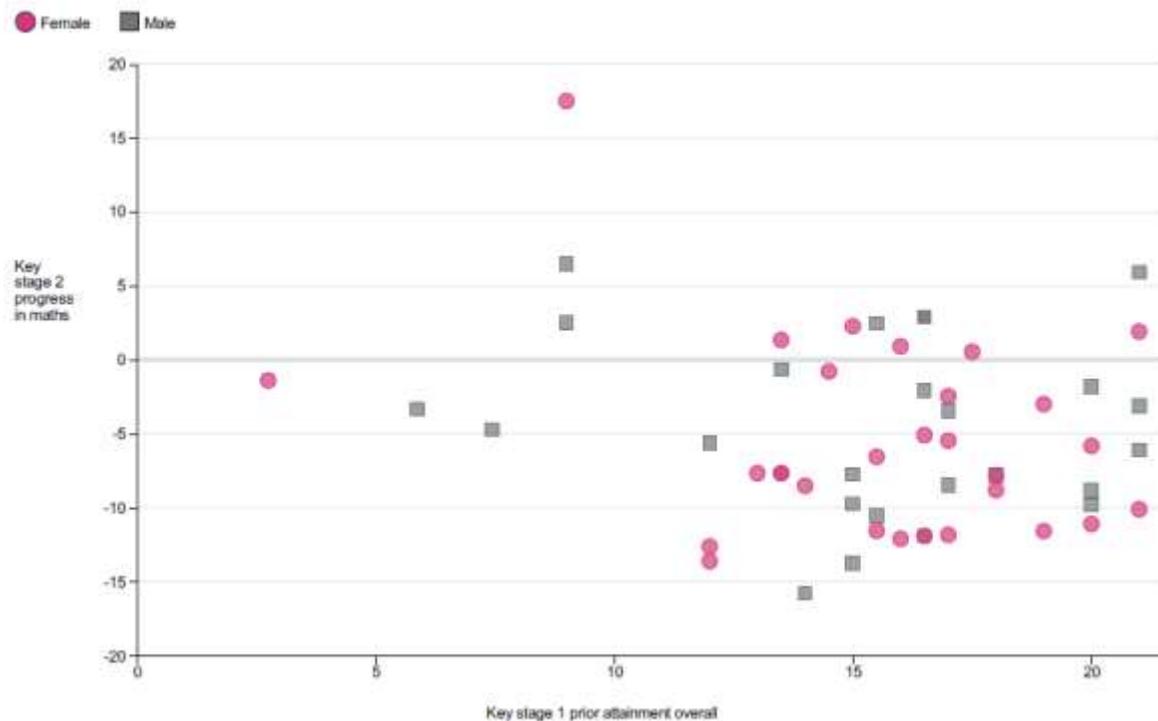
	2017	2018	2019
Number of pupils	56	43	54
Pupils with adjusted scores	N/A	0	6
School progress score	-1.14	-1.52	-5.05
Confidence interval	-2.6 to 0.4	-3.1 to 0.1	-6.5 to -3.6
Progress banding	 Average	 Average	 Well below average
Local authority average	0.25	0.20	0.51
National average	0.00	0.03	0.03



This statement confirms that progress in Maths was significantly below average and in the bottom 20% of scores in 2019.

The ASP SPS provides the relevant progress figures for Maths, and shows progress in Maths has been broadly 'average' in previous years, but has declined sharply this year, and is in the *lowest 10%* of progress scores in 2019.

ASP SPS Page 5



ASP SPS additional report

The scatterplot for Maths shows that a few children made better than average progress, but as with the other subjects the majority of children achieved lower results than those achieved by children nationally with similar prior attainment.

The children with low prior attainment achieved results that were generally in line with or even better than those of children nationally with similar prior attainment, but most of the children with middle and high prior attainment fell well short of achieving the results they needed in order to demonstrate 'average' progress.

Attainment

- Key stage 2 attainment of the expected standard (100+) in mathematics (47%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in mathematics (3%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

IDSR Page 2

Maths attainment				
Cohort	Achieving the expected standard		Achieving a higher standard	
	School %	National %	School %	National %
59	47	79	3	27

ASP SPS Page 10

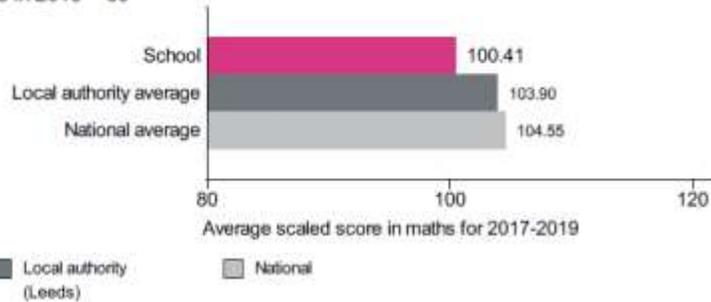
The data for 2019 is shown on Page 10 of the SPS. The percentage of children achieving at least the expected standard is 32%pts national, and is 15%pts below the threshold for the lowest 10% of schools (62%).

Only 2 children (3% of the year group) achieved the higher standard. The national figure is 27% and the threshold for the lowest 20% is 14%.

- The three-year average mathematics attainment score (100.4) was in the lowest 20%.

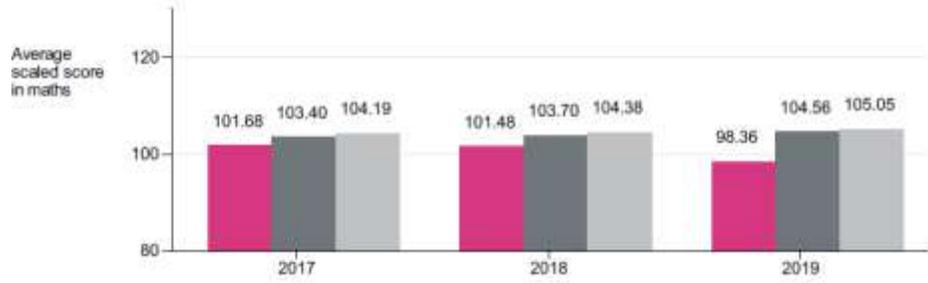
Maths, 2017-2019

Number of pupils in 2017 = 56
 Number of pupils in 2018 = 48
 Number of pupils in 2019 = 59



This sentence states that the three-year average scaled score in Maths was in the lowest 20% of schools nationally. Any school with a 3-year average scaled score of 102.5 is in the lowest 20% of schools, so the school figure is well below the threshold.

Each of the last three year's figures have been below the threshold, but this year's figure is particularly low.



- Sentences for key stage 1 mathematics 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.

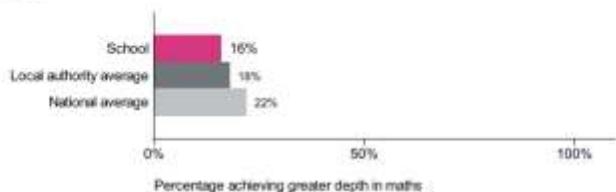
Percentage achieving the expected standard or higher in maths

Number of pupils = 55



Percentage achieving greater depth in maths

Number of pupils = 55



The percentage achieving the expected standard in Maths at KS1 (76%) exactly matches the national figure.

The percentage achieving the higher standard (16%) is 6%pts below national, but is above the threshold for the lowest 20% of schools (13%).

Again, this cohort's prior attainment in Maths is described as 'Well Below national' on page 5 of the IDSR. This indicates that children have made accelerated progress over the course of KS1.



- Early years foundation stage attainment of the expected standard in the mathematics early learning goal (61%) was significantly **below** national and in the **lowest** 20% of all schools in 2018 and 2017.

The IDSR and SPS will not be updated with 2019 EYFSP data until at least the end of January 2020.

The mathematics EYFSP outcome quoted in the IDSR is a bespoke measure that is formed using the EYFS goals of Number and Shape, Space & Measures (SSM). When the two measures are not the same for a child, the lowest is taken. The child has to have at least a 2 in both areas to be classified as meeting the expected standard. This 'combined' measure is not reported in the 2018 SPS, so it cannot be shown here, unfortunately.

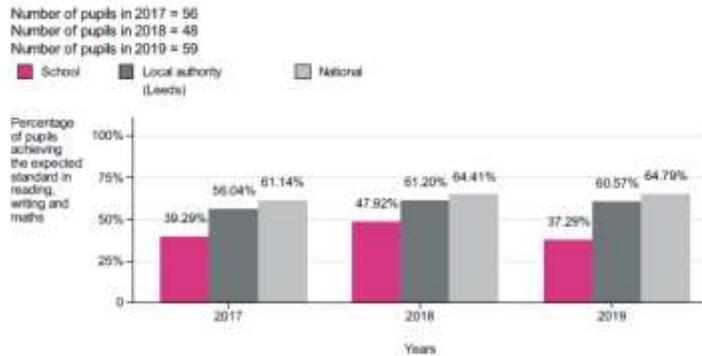
The proportion of children achieving the expected standard in the Number learning goal in 2018 was 61%, 19%pts below national performance, the proportion achieving the expected standard in the SSM learning goal (63%) was also 19%pts below national.

The national threshold for the lowest 20% of scores on the combined measure was 71%, the school's score on this measure was not published in 2018, but is quoted as being 61% in the above statement.

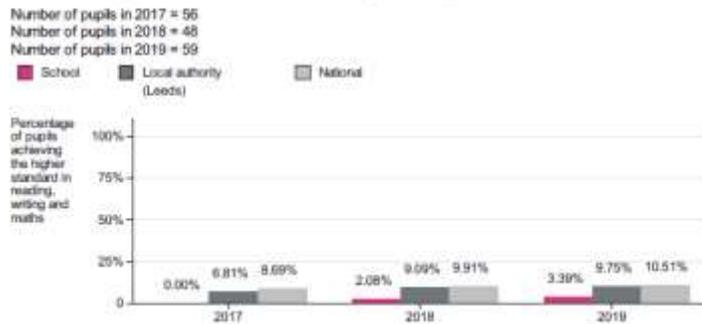
Other Measures

- In 2019, 37% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly below national and in the lowest 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.

Percentage of pupils achieving the expected standard or higher



Percentage of pupils achieving the higher standard



Attainment against the 'headline' combined Reading, Writing & Maths measure improved in 2018 but has fallen back in 2019 and is 28%pts below national.

2 children (3% of the year group) achieved the higher standard in all three subjects in 2019. The national figure is 10.5%.

The supporting tables for the IDSR do not provide attainment threshold (top and bottom 20%) figures for these measures.

The measure relating to the percentage of children achieving at least the expected standard in Reading, Writing & Maths has in previous years been one of the elements of the 'floor standard'; however, floor standards have now been scrapped and are no longer used to identify schools for intervention or support.

- In 2019, 59% of pupils achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly **below** national and in the **lowest** 20% of all schools. In 2019, 14% of pupils achieved the high standard (110+) in the key stage 2 English grammar, punctuation and spelling test, significantly **below** national and in the **lowest** 20% of all schools.

English grammar punctuation and spelling attainment						
Cohort	Achieving the expected standard		Achieving the higher standard		Average score	
	Sch %	Nat %	Sch %	Nat %	Sch	Nat
	59	78	14	36	100.1	106.3

ASP SPS Page 12

The data for 2019 is shown on Page 10 of the SPS. The percentage of children achieving at least the expected standard is 19%pts below national, and the percentage achieving the higher standard is 21%pts below national.

The supporting tables for the IDSR do not provide attainment threshold figures for EGPS.

- 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.

IDSR Page 2

Cohort	At least the expected standard in science	
	School %	National %
59	81	83

ASP SPS Page 13

The attainment data in Science is shown on page 13 of the SPS and, in contrast to the other subjects at KS2, it shows that 81% of the year group were assessed as having achieved the expected standard, compared to 83% nationally.

The supporting tables for the IDSR do not provide attainment threshold figures for Science.

- In 2018, the percentage achieving a good level of development in the early years foundation stage (57%) was significantly **below** national and in the **lowest** 20% of all schools.

IDSR Page 2

This statement relates to attainment at the foundation stage in **2018**, because 2019 data is not yet published in 2019.

Other data sources show that the 2019 GLD figure is 63%. The school's GLD figure has improved by 14%pts since 2017.

Absence

- In 2017/18, the rate of overall absence (4.90%) 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.

IDSR Page 3

The first statement describes overall absence rates for the **2017/18** academic year, data for 2018/19 is not currently available in the IDSR.

It should be remembered that if **absence** is ABOVE average this means that **attendance** is BELOW average.

The school's absence figure is compared against 'schools with a similar level of deprivation'. Specifically, this means schools in the same IDACI quintile. Hunslet Carr is in the 5th quintile (i.e. it is in the 20% of schools with the highest levels of deprivation nationally).

The overall national absence figure for primary schools was 4.2% in 2017/18.

The second statement is greyed out because overall absence was not in the highest or lowest 10% of schools nationally in the most recent year for which data are available.

Exclusions

- The rate of total fixed period exclusions (2.43%) was in the **highest 20%** in 2017/18.
- The rate of repeat fixed period exclusions (1.55%) was in the **highest 20%** in 2017/18.
- Of the 11 pupils with at least one fixed period exclusion in 2017/18, 64% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 24 fixed period exclusions in 2017/18, 12 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 (4); damage (6).
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

IDSR Page 3

The first statement relates to overall 'rate' of exclusions: this is calculated by dividing the total number of children with exclusions by the total number of children on roll. The school figure was 2.43% (11 pupils out of a total of 452). The overall national figure for schools in the same deprivation quintile (5th) as Hunslet Carr was 0.99%. The statement highlights the fact that the school figure was above the threshold for the highest 20% nationally, but these thresholds have not been published, so this cannot be corroborated.

The second statement relates to the rate of repeat exclusions: this is calculated by dividing the number of children with more than 1 exclusion by the total number of children on roll. The school figure was 1.55% (7 pupils out of a total of 452). The overall national figure for schools in the same deprivation quintile (5th) as Hunslet Carr was 0.45%. The statement highlights the fact that the school figure was above the threshold for the highest 20% nationally, but these thresholds have not been published, so this cannot be corroborated.

Half of the 24 exclusions were for persistent disruptive behaviour.

The final statement refers to permanent exclusions. All schools have a statement referring to permanent exclusions.

Pupil Groups

- For low prior attainers, Key stage 1 attainment of the expected standard in writing (44%) was significantly above national in 2019.

IDSR Page 3

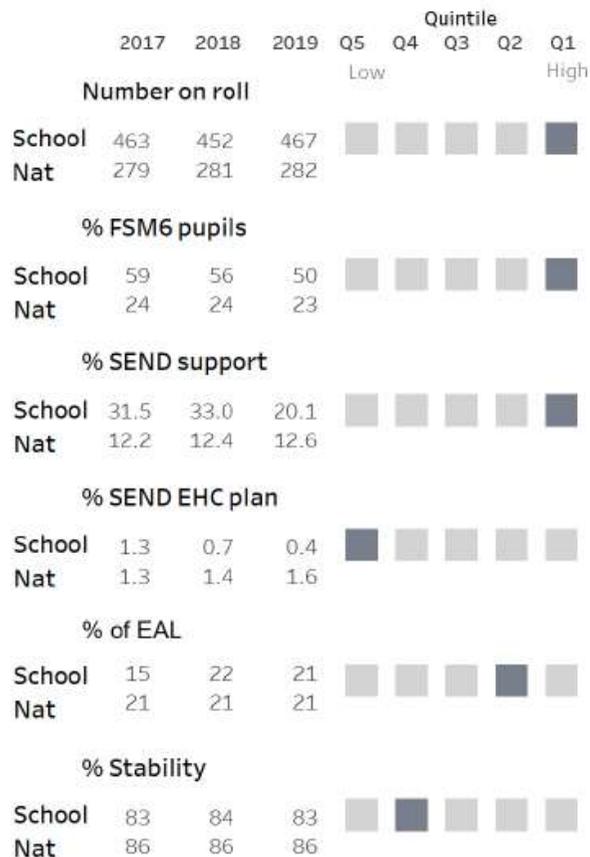
In this year's IDSR, statements are only generated for disadvantaged children and for low/middle/high prior attainers – and only if the performance of these groups is **significantly different to that of the school** overall.

Although overall attainment at KS1 in Writing was broadly in line with national performance, this statement draws attention to the fact that the children with low prior attainment achieved much better results than those achieved by children nationally with similar prior attainment. This provides more evidence of accelerated progress over KS1.

The ASP SPS does provide attainment and progress figures for **all major pupil groups**, as in previous years.

School and local context

School Level



IDSR Page 4

This chart shows school-level information, based on the January school census, for 2017, 2018 and 2019.

It is important to note that:

- The 'FSM6' figures relate to all children who have ever been eligible for FSM at any point in the last 6 years. The school figure is more than twice as high as national and in the 1st quintile.
- The percentage of children who are identified as requiring support for SEN is almost twice as high as national and in the 1st quintile.
- However, the percentage of children who have EHC plans is well below national and in the 5th quintile. This figure can be considerably affected by local approaches to provision of EHC plans; the overall figure for Leeds is also below national.
- The percentage of children who have English as an additional language exactly matches the national figure but is in the 2nd quintile. The national population of EAL children is concentrated in a minority of schools, meaning that a school's EAL figure can be below national, but above the national median.
- Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is calculated by dividing pupils considered stable by all eligible pupils (pupils in Years 1 to 6 and with current single or current main dual registration at the school). The school's stability figure is in the 4th quintile and below national. 'Mobility' is therefore higher than national.

MAT/LA Level Information

As at October 2019:

- This school is maintained by Leeds local authority which maintains 171 primary schools, 14 secondary schools, 6 special schools, no pupil referral units and no nursery schools.
- The latest overall effectiveness grade for this school is requires improvement (08/03/2018). The LA grade profile as at 1 October 2019 was:
 - Outstanding - 33
 - Good - 129
 - Requires improvement - 26
 - Inadequate - 3
 - Not yet inspected - 0

IDSR Page 4

This section provides information about the local authority (Leeds) that the school is part of. It only shows information for **local authority maintained** schools, i.e. it does not include it does not include academies that are in the Leeds area.

It is important to note that most (or all) of the overall effectiveness grades shown here were published under the previous Education Inspection Framework.

School workforce

As at November 2018, there were:

- 70.4% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 10.5 days on average lost to teacher sickness absence compared with a national average of 4.0.
- 1 full-time vacant teacher post in the school.

IDSR Page 4

This section provides information about the school workforce, derived from data collected in the school workforce census of November 2018.

The percentage of teachers with at least one incidence of sickness is higher than national, as is the average number of days lost.

Ethnicity

- This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:
 - 74%: White - British
 - 9%: Black or Black British - African

IDSR Page 4

This section provides information about the pupil population, derived from data collected in the January 2019 school census.

- The White British group makes up 66% of the national primary population
- The Black African group makes up 4% of the national primary population

Local Area

- 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.

IDSR Page 4

Finance

- In 2017/18, this school received £2,405,799 in grant funding, £1,155,045 more than the national average.
- In 2017/18, this school had a negative in-year balance (£-225,746), following a year in which income exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £6,402.

IDSR Page 4

- The first statement in this section is a measure of deprivation relating to the lower layer super output area (LSOA) **in which the school resides**.
- The second statement is a measure of deprivation relating to the families of the **children who attend the school**, irrespective of where they live.
- Both measures are in the highest (most deprived) quintiles.

This section provides information about school finances, derived from the DfE's school financial benchmarking tool (<https://schools-financial-benchmarking.service.gov.uk>), with the latest year being 2017/18.

It is important to note that:

- The figures quoted in the first statement relate to the total amount of grant funding the school receives. Large schools, and schools with high levels of deprivation will receive more funding than small schools and schools with low levels of deprivation.
- the figure quoted in the second statement refers to the **in-year** balance, and does **not** take account of the school's **revenue reserve**.

Year group context

Characteristics

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	58	NA	NA	NA	50	18	21	21
Y2	56	NA	NA	NA	48	20	20	21
Y3	60	17/21/14	29/29/32	10/6/10	57	24	22	21
Y4	59	13/13/16	33/36/32	11/8/9	56	26	25	21
Y5	59	15/19/19	25/30/26	16/7/11	51	29	29	21
Y6	60	6/10/6	32/36/38	16/8/10	52	30	27	21

IDSR Page 5

This section shows school-level year group characteristics, based on the 2019 January school census.

- The first column shows the number of children on roll in each year group. It is important to remember that the Year Groups are as of January 2019, not as they currently are.
- The next three columns show the numbers of children in each of the 3 prior attainment bandings, for each subject, for KS2 cohorts.
- The next column shows the percentage of children who **are or have ever been** eligible for FSM and have claimed them some time in the last 6 years. There is also a national comparator column. All Year Group are well above national.
- The last columns show the percentage of children who have EAL, with a national comparator.

Prior Attainment

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	-	-	-	-
Writing	Below	Below	-	-	-	-
Mathematics	Below	Below	-	-	-	-

IDSR Page 5

This section shows how pupils in school performed at the previous key stage in relation to their national performance. Again, it is important to remember that the Year Groups are as of January 2019, not as they currently are. The measures of prior attainment calculated differently depending on the year group and the subject:

- In reading and in writing for Years 1 and 2, they are based on the percentage of pupils who achieved at least the expected level in the early years foundation stage profile early learning goal.
- In mathematics for Years 1 and 2 they are based on the percentage who achieved at least the expected level in both of the mathematics early learning goals
- For Years 3, 4 and 5 they are based on the percentage who achieved at least the expected standard at key stage 1
- For Year 6 they are based on the points equivalent to whole levels.
- It is interesting to note that the Year 1 and 2 have low prior attainment (based on EYFSP) but that the other year groups, whose prior attainment is based on KS1 results, are in line with national.

SEND Characteristics

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 65

SEND need	SEND Support (77)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	1	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	15	6	5	4	6	7	0	0	0	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	3	0	1	3	3	5	0	0	0	0	0	1
Speech, Language and Communication Needs	1	1	7	3	3	1	0	0	0	0	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	1	0	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	1	0	0	0	0	0	0	0	0	0	0
Year group totals	19	9	13	11	12	13	0	0	1	0	0	1

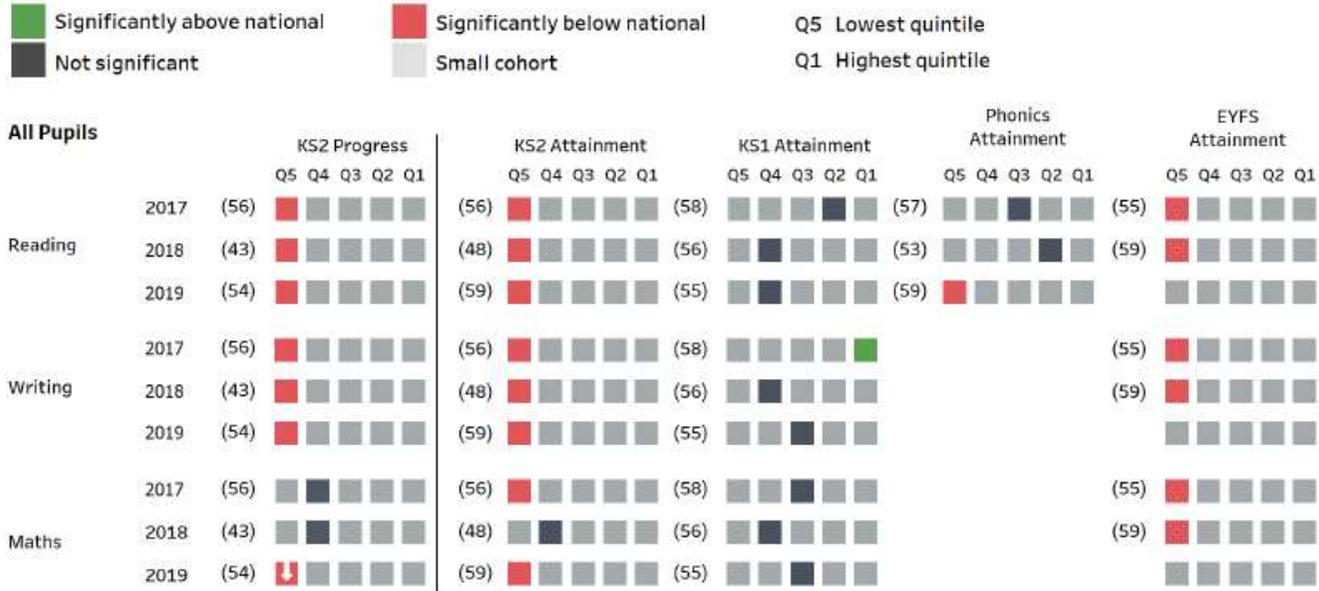
IDSR Page 5

This section provides a detailed breakdown of the numbers of children identified as requiring SEND support and those who have EHC Plans. The numbers of children in each year group and the numbers according to each primary need are displayed. Again, it is important to remember that the Year Groups are as of January 2019, not as they currently are.

- 65 (83%) of the 79 children with SEND were also Disadvantaged
- The most common primary need for children requiring SEND support is 'Moderate Learning Difficulty', followed by Speech, Language & Communication.
- The numbers of children identified as requiring SEN support are highest in Year 1.
- Only 2 children had an EHC Plan.

Progress and attainment trend

Reading, writing and mathematics three-year trend



- ↑ 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.

This section shows how the school has performed compared with other schools nationally overall and for each “element” over the last 3 years, “regardless of the methodology at the time”. This relates to the fact that progress scores for each year have been standardised to take into account the different distributions of progress scores in each year.

For each measure and for each year, the ‘quintile’ in which the school figure falls is shown. It should be remembered that the differences between scores in the 2nd, 3rd and 4th quintiles are generally very small, and we should not attach too much importance to movement between these quintiles. Due to the distribution of progress scores nationally, it is really only schools in the **top or bottom 10% of scores** that have **very** different outcomes to the vast majority of schools, so even if a score is in the 1st or 5th quintile, we should interpret this information with caution. Statistical significance helps to identify outcomes that are ‘unusually’ high or low, but it should still be noted that about 40% of schools nationally are identified as being significantly above or below national on any one measure each year. These analyses should therefore be seen as providing a broad indication of where outcomes might differ from the norm and might warrant further investigation. They are not, by definition, a ‘strength’ or a ‘weakness’.

- Levels of development at the end of the foundation stage are consistently significantly below national and in the 5th quintile. Outcomes at the end of the foundation stage should be considered in conjunction with information relating to on-entry attainment.
- Attainment in the Year 1 Phonics screening check was relatively high in 2017 and 2018, but is much lower (5th quintile and significantly below national) in 2019.
- At KS1, attainment has generally been in the 3rd or 4th quintiles and broadly in line with national. There is consistent evidence that successive cohorts have made good progress from low starting points at the end of the foundation stage.
- However, attainment at the end of KS2 is consistently significantly below national, and in the 5th quintile. Because the prior attainment of most cohorts has been broadly in line with national, progress figures are also generally significantly below national and in the 5th quintile.

End notes and References

1. National attainment threshold data is published in the IDSR supporting tables, which can be downloaded here: <https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>
2. An explanation of the IDACI can be found here: <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>
3. An explanation of Lower Super Output Areas can be found here: <https://www.ons.gov.uk/methodology/geography/ukgeographies/censusgeography#super-output-area-soa>
4. The DfE's school financial benchmarking tool can be found here: <https://schools-financial-benchmarking.service.gov.uk>
5. National data relating to Pupil characteristics (e.g. ethnicity) can be found here: <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>
6. Primary School Accountability in 2019 (DfE September 2019) can be found here: <https://www.gov.uk/government/publications/primary-school-accountability>