# Primary Inspection Data Summary Report

| St Thomas' Church of England Primary School Heaton Chapel | URN: 106128 Laestab: 3563521 |
|---|---|
| **Headteacher**: Mrs K Morris | **Type of education**: Voluntary Aided School |
| **Local authority**: Stockport | **Phase of education**: Primary |
| **Pupils**: 552 | **Academy trust or sponsor**: |
| **Gender**: Mixed | **Date open/converted**: |
| **Admissions policy**: Not applicable | **Chair of governors/trustees**: Richard Bates |
| **Ages**: 3-11 | **School website**: www.st-thomasheaton.stockport.sch.uk |
| **Denomination**: Church of England | **Postcode**: SK4 4QG |

## Areas of interest

**Release information:** Provisional 2019 KS2, KS1, Phonics, Final 2018 EYFS - **Release date:** 13 December 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

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.

### Attainment (all key stages) Guidance

- Sentences for key stage 2 reading attainment of the expected and high standard have not been triggered because the criteria have not been met.

- Key stage 1 attainment of the expected standard in reading (88%) was significantly **above** national and in the **highest** 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.

- In 2019, the proportion of pupils who met the expected standard (32+) in phonics in Year 1 (91%) was significantly **above** national and in the **highest** 20% of all schools.

- A sentence for early years foundation stage attainment of the expected standard in the reading early learning goal in 2018 has not been triggered because the criteria have not been met.

## Writing

### KS2 progress Guidance

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.

### 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.

- 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.
- A sentence for early years foundation stage attainment of the expected standard in the writing early learning goal in 2018 has not been triggered because the criteria have not been met.

## Mathematics

### KS2 progress Guidance

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.

### Attainment (all key stages) Guidance

- A sentence for key stage 2 mathematics attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 2 attainment of the high standard (110+) in mathematics (40%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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.
- A sentence for early years foundation stage attainment of the expected standard in the mathematics early learning goal in 2018 has not been triggered because the criteria have not been met.

## Other measures in 2019 Guidance

- A sentence for the percentage of pupils in 2019 achieving the key stage 2 expected/high standard in reading, writing and mathematics has not been triggered because the criteria have not been met.
- 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.
- 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.
- 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.

## Absence (whole school) Guidance

- Overall absence (2.9%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- Persistent absence (4.1%) was in the **lowest** 20% of all schools in 2019.
- The rate of overall absence (2.9%) in 2018/19 was in the **lowest** 20% of schools with a similar level of deprivation. An equivalent sentence for persistent absence has not been triggered because the criteria have not been met.

## Exclusions (whole school) Guidance

- A sentence for the rate of total fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.

- The 1 pupil with at least one fixed period exclusion in 2017/18 was excluded on more than one occasion but fewer than 10.

- Of the 2 fixed period exclusions in 2017/18, both were for **persistent disruptive behaviour**.

- 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.

## Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- No sentences about performance data have been generated for pupil groups

# School and local context

## School level Guidance

| | | 2017 | 2018 | 2019 | Low Q5 | Quintile Q4 | Quintile Q3 | Quintile Q2 | High Q1 |
|---|---|---|---|---|---|---|---|---|---|
| Number on roll | Sch | 459 | 520 | 552 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 279 | 281 | 282 | | | | | |
| % FSM6 pupils | Sch | 12 | 11 | 10 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 24 | 24 | 23 | | | | | |
| SEND support | Sch | 8.7 | 10.6 | 11.4 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 12.2 | 12.4 | 12.6 | | | | | |
| % SEND EHC plan | Sch | 1.5 | 1.3 | 1.3 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 1.3 | 1.4 | 1.6 | | | | | |
| % of EAL | Sch | 18 | 21 | 20 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 21 | 21 | 21 | | | | | |
| % Stability | Sch | 82 | 82 | 85 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 86 | 86 | 86 | | | | | |

## MAT/LA level information Guidance

As at December 2019:

- This school is maintained by Stockport local authority which maintains 76 primary schools, 8 secondary schools, 8 special schools, 3 pupil referral units and 4 nursery schools.

- The latest overall effectiveness grade for this school is good. As at 1 December 2019, the LA grade profile was:

  - Outstanding - 29

  - Good - 58

  - Requires improvement - 11

  - Inadequate - 1

  - Not yet inspected - 0

## School workforce Guidance

As at November 2018, there were:

- 73.1% of teachers with at least one period of sickness absence compared with a national average of 54%.

- 4.5 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 14 out of 17 possible ethnic groups. Those with 5% or more are:

  - 67%: White - British

  - 13%: Asian or Asian British - Pakistani

## Local area Guidance

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.

- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

## Finance Guidance

- In 2017/18, this school received £1,762,035 in grant funding, £511,281 more than the national average.

- In 2017/18, this school had a negative in-year balance (£-8,255), following a year in which income exceeded expenditure.

- In 2017/18, this school had a per pupil spend of £3,987.

# Year group context (Primary)

## 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 | 88 | NA | NA | NA | 7 | 18 | 19 | 21 |
| Y2 | 87 | NA | NA | NA | 6 | 20 | 22 | 21 |
| Y3 | 76 | 15/15/14 | 43/48/46 | 17/12/15 | 17 | 24 | 14 | 21 |
| Y4 | 51 | 7/12/9 | 33/29/30 | 11/10/12 | 12 | 26 | 24 | 21 |
| Y5 | 73 | 8/18/11 | 50/43/48 | 11/8/10 | 18 | 29 | 21 | 22 |
| Y6 | 52 | 5/5/1 | 30/37/34 | 15/8/15 | 15 | 30 | 27 | 21 |

## Prior attainment Guidance

Well above national ☐    Well below national ☐    In line with national [ - ]    Small cohort [ x ]

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Reading | - | - | - | Above | - | - |
| Writing | - | - | - | - | - | - |
| Mathematics | - | - | - | - | - | - |

## SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 12

| SEND primary need | SEND Support (49) | | | | | | EHC Plan (6) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Specific Learning Difficulty | 0 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Moderate Learning Difficulty | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Severe Learning Difficulty | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 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 | 1 | 0 | 2 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Speech, Language and Communication Needs | 7 | 3 | 2 | 2 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Hearing Impairment | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Visual Impairment | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Multi-Sensory Impairment | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Physical Disability | 0 | 0 | 0 | 0 | 1 | 1 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Difficulty/Disability | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Year group totals | 9 | 5 | 8 | 10 | 12 | 5 | 1 | 0 | 1 | 1 | 0 | 3 |

# Progress and attainment trend

## Reading, writing and mathematics three-year trend Guidance

- 🟩 Significantly above national
- ⬛ Not significant
- 🟥 Significantly below national
- X Small cohort

Q1 Highest Quintile
Q5 Lowest Quintile



| | | KS2 Progress (Q5 Q4 Q3 Q2 Q1) | KS2 Attainment (Q5 Q4 Q3 Q2 Q1) | KS1 Attainment (Q5 Q4 Q3 Q2 Q1) | Phonics Attainment (Q5 Q4 Q3 Q2 Q1) | EYFS Attainment (Q5 Q4 Q3 Q2 Q1) |
|---|---|---|---|---|---|---|
| Reading | 2017 | (38) | (38) | (50) | (70) | (86) |
| | 2018 | (50) | (51) | (75) | (89) | (90) |
| | 2019 | (50) | (52) | (88) | (89) | |
| Writing | 2017 | (38) | (38) | (50) | | (86) |
| | 2018 | (50) | (51) | (75) | | (90) |
| | 2019 | (50) | (52) | (88) | | |
| Maths | 2017 | (38) | (38) | (50) | | (86) |
| | 2018 | (50) | (51) | (75) | | (90) |
| | 2019 | (50) | (52) | (88) | | |

⬆ 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.