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Primary Inspection Data Summary Report

Waldringfield Primary School	URN: 124615 Laestab: 9352121
Headteacher: Mrs Sarah Wood	Type of education: Community School
Local authority: Suffolk	Phase of education: Primary
Pupils: 106	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Colin Chaplin
Ages: 4-11	School website: http://www.waldringfield.suffolk.sch.uk
Denomination: Does not apply	Postcode: IP12 4QL

Areas of interest

Release information: Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS - **Release date:** 27 January 2020

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 (3.3) was significantly **above** national and in the **highest** 20% of all schools in 2019.

- Reading progress has **improved** between 2018 and 2019.

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.

- 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.

- A sentence for phonics has not been triggered because the criteria have not been met.

- A sentence for early years foundation stage attainment of the expected standard in the reading early learning goal in 2019 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.

- 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.

- 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 2019 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

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

- 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 2019 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 2019 has not been triggered because the criteria have not been met.

Absence (whole school) Guidance

- Overall absence (5.1%) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- Persistent absence (12.0%) was in the **highest** 20% of all schools in 2019.

- The rates of overall absence (5.1%) and persistent absence (12.0%) in 2018/19 were in the **highest** 20% of schools with a similar level of deprivation.

Exclusions (whole school) Guidance

- The rate of total fixed period exclusions (1.92%) was in the **highest** 20% in 2017/18.

- The rate of repeat fixed period exclusions (0.96%) was in the **highest** 20% in 2017/18.

- Of the 2 pupils with at least one fixed period exclusion in 2017/18, 1 was excluded on more than one occasion but fewer than 10.

- Of the 3 fixed period exclusions in 2017/18, 1 was for **physical assault against an adult**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: damage (1); unspecified reasons (1).

- 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	Q4	Quintile Q3	Q2	High Q1
Number on roll	Sch	108	104	106	■	□	□	□	□
	Nat	279	281	282					
% FSM6 pupils	Sch	6	9	10	□	■	□	□	□
	Nat	24	24	23					
SEND support	Sch	13.0	14.4	17.0	□	□	□	■	□
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	1.9	4.8	5.7	□	□	□	□	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	1	1	1	■	□	□	□	□
	Nat	21	21	21					
% Stability	Sch	71	75	76	■	□	□	□	□
	Nat	86	86	86					

MAT/LA level information Guidance

As at January 2020:

- this school is maintained by Suffolk local authority which maintains 109 primary schools, 4 secondary schools, 1 special school, 4 pupil referral units and 1 nursery school.

- the latest overall effectiveness grade for this school is good. As at 1 Jan 2020, the LA grade profile was:

  - outstanding - 18

  - good - 93

  - requires improvement - 8

  - inadequate - 0

  - not yet inspected - 0

School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 0.1 days on average were lost to teacher sickness absence compared with a national average of 4.0.

- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 3 out of 17 possible ethnic groups. Those with 5% or more are:

  - 94%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 3 (average) of all schools.

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

Finance Guidance

- In 2018/19, the school had a revenue reserve of £87,393.

- In 2018/19, this school had a positive in-year balance (£25,400), following a year in which expenditure exceeded income.

- In 2018/19, this school had a per pupil spend of £5,262, a decrease of £122 per pupil from the previous year.

- In 2018/19, this school received £528,120 in grant funding, £765,331 less than the national average.

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	15	NA	NA	NA	7	18	0	21
Y2	15	NA	NA	NA	0	20	0	21
Y3	14	5/7/3	5/6/8	4/1/3	7	24	0	21
Y4	13	3/3/1	4/5/6	5/4/5	15	26	0	21
Y5	16	4/5/1	5/8/9	4/0/3	44	29	6	22
Y6	18	1/1/1	7/13/9	7/1/5	0	30	0	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	Above	-	-	Below	Above
Writing	-	Above	Below	-	-	-
Mathematics	Above	-	-	-	-	-

SEND characteristics Guidance

Type of resourced provision: Not applicable

Number of pupil with SEND who are also disadvantaged: 6

SEND primary need	SEND Support (18)						EHC Plan (6)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	1	3	1	0	2	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	0	0	0	1	0	0	1	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	0	0	1	1	0	0	0	0	0	0
Speech, Language and Communication Needs	2	2	2	0	2	0	0	0	0	1	2	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	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	1	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	0	0	0	0	0	0	0	0	0	0	0
Year group totals	2	4	5	1	3	3	0	1	1	1	3	0

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

Legend:
- 🟩 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	(13) Q3	(14) Q2	(13) Q2	(15) Q1	(16) Q1
	2018	(16) Q5	(16) Q5	(15) Q5	(15) Q4	(15) Q1
	2019	(15) Q1 ⬆	(18) Q3	(15) Q5	(15) Q4	(14) Q2
Writing	2017	(13) Q5	(14) Q3	(13) Q1		(16) Q1
	2018	(16) Q1 ⬆	(16) Q5	(15) Q5		(15) Q2
	2019	(15) Q4	(18) Q5	(15) Q5		(14) Q1
Maths	2017	(13) Q4	(14) Q1	(13) Q1		(16) Q2
	2018	(16) Q4	(16) Q3	(15) Q2		(15) Q1
	2019	(15) Q2	(18) Q4	(15) Q1		(14) Q1

⬆ 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.