👑 **GOV.UK**   **Inspection Data Summary Report**

St John's Catholic Primary School

Melbourne Street, Tiverton, EX16 5LB

Release information: Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2

Release date: 19 October 2022

URN	140762
LAESTAB	8783773
Local authority	Devon
Phase of education	Primary
Type of education	Academy Converter

▶ [Important information](#)

Areas of interest

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*).

(!)   **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

Reading

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*

▶ [Progress at key stage 2 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.* There were 2 pupil(s) that were screened in Year 2 in 2022; 0 of those met the expected standard.

▶ [Attainment in phonics – 2019 to 2017 (not directly comparable to 2022)](#)

Writing

Progress at key stage 2 - 2022

- Key stage 2 progress in writing (3.3) was significantly **above** national and in the **highest** 20% in 2022.

▶ [Progress at key stage 2 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard in writing (91%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for key stage 2 attainment of greater depth in writing in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 (not directly comparable to 2022)](#)

Mathematics

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in mathematics in 2022.*

▶ [Progress at key stage 2 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 (not directly comparable to 2022)](#)

Other attainment measures

Attainment at key stage 2 - 2022

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2022.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2022.*
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)](#)

Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 126 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 242 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- Overall absence in summer 2021 (2.3%) was in the **lowest** 20% of all schools. Overall absence in autumn 2020 (2.3%) was in the **lowest** 20% of all schools.
- The rate of overall absence (2.3%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. The rate of overall absence (2.3%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (4.1%) was in the **lowest** 20% of all schools. *There is nothing significant or exceptional to highlight for persistent absence in autumn 2020 when compared with all schools.*
- The rate of persistent absence (4.1%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*

Absence for 2018/19 and earlier

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.*

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
- The 1 pupil in the whole school with a suspension in 2020/21 was suspended once.
- The 1 suspension in the whole school in 2020/21 was for **physical assault against a pupil**.
- There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were none in 2019/20 either, but there was 1 in 2018/19.

Pupil groups

Key stage 2

- *No sentences about key stage 2 performance data have been generated for pupil groups.*

Key stage 1

- *No sentences about key stage 1 performance data have been generated for pupil groups.*

Absence

- Overall absence for pupils with special educational needs (3.2%) was in the **lowest** 20% of all schools in 2018/19. Persistent absence for pupils with special educational needs (0.0%) was in the **lowest** 20% of all schools in 2018/19.

School and local context

School characteristics

	2020	**2021**	**2022**
School number on roll	Below average 152	Well below average 135	Well below average 122
School % FSM	Above average 24	Above average 26	Above average 30
School % SEND support	Below average 9	Well below average 5	Below average 11
School % EHC plan	Well above average 4.6	Well above average 5.2	Above average 2.5
School % EAL	Above average 17	Above average 18	Above average 15
School % stability	Below average 74	Below average 76	N/A -

Trust/LA level information

As at October 2022:

- this school is part of PLYMOUTH CAST which contains 32 primary schools, 2 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is requires improvement. As at 1 Oct 2022, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
  - outstanding - 2
  - good - 25
  - requires improvement - 7
  - inadequate - 0
  - not yet inspected - 0

Staff absence

During 2020/21:

- *There is nothing to highlight for % teachers with at least one period of sickness absence (36%) in 2020/21. There is nothing to highlight for % teachers with at least one period of sickness absence (50%) in 2018/19.*
- 1 day on average was lost to teacher sickness absence. This was in the lowest 20% nationally.

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Local area and school links

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

Finance

- In 2020/21, the academy trust had a revenue reserve of £5,157,000.
- In 2020/21, this school had a positive in-year balance (£33,358).
- In 2020/21, this school had a per pupil spend of £6,840.
- In 2020/21, this school received £897,820 in grant funding, £675,048 less than the national average.

Ethnicity whole school

This school has 6 out of 17 possible ethnic groups. Those with 5% or more are:

- 82%: White - British
- 9%: White - Any other White background
- 6%: Chinese

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	14	36	14
Year 2	16	31	19
Year 3	17	Below other years 12	12
Year 4	19	Above other years 42	16
Year 5	14	36	7
Year 6	21	33	19

Prior attainment

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	No data	No data	No data
Year 5	Above national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics

Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 6

SEND primary need	SEND support (13)						
	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	1	0	0	1
Social, Emotional and Mental Health	0	0	0	0	1	0	1
Speech, Language and Communication Needs	1	0	0	0	1	1	3
Hearing Impairment	0	0	0	0	0	1	1
School Support NSA	0	2	0	2	1	2	7
Year group totals	**1**	**2**	**0**	**3**	**3**	**4**	**13**

SEND primary need	EHC Plan (3)						
	Y1	Y2	Y3	Y4	Y5	Y6	Total
Autistic Spectrum Disorder	1	0	1	0	0	0	2
Other Difficulty/Disability	0	0	1	0	0	0	1
Year group totals	**1**	**0**	**2**	**0**	**0**	**0**	**3**

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (22 pupils)	In line with national (22 pupils)	In line with national (15 pupils)	In line with national (15 pupils)
Writing	2022	Sig above national (22 pupils)	Sig above national (22 pupils)	In line with national (15 pupils)	N/A
Mathematics	2022	In line with national (22 pupils)	In line with national (22 pupils)	In line with national (15 pupils)	N/A

▶ [Reading, writing and mathematics three-year trend – 2019 to 2017 (not directly comparable to 2022)](#)

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	In line with national (22 pupils)	In line with national (22 pupils)

▶ [Other attainment measures three-year trend – 2019 to 2017 (not directly comparable to 2022)](#)

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