

# Primary Inspection Data Summary Report

<b>St Wenn School</b>	<b>URN: 111901 Laestab: 9082444</b>
<b>Headteacher:</b> Mrs Sally Berry	<b>Type of education:</b> Foundation School
<b>Local authority:</b> Cornwall	<b>Phase of education:</b> Primary
<b>Pupils:</b> 73	<b>Academy trust or sponsor:</b> The Lanhydrock Schools Partnership
<b>Gender:</b> Mixed	<b>Date open/converted:</b>
<b>Admissions policy:</b> Not applicable	<b>Chair of governors/trustees:</b> Tessa Cubitt
<b>Ages:</b> 3-11	<b>School website:</b> <a href="http://www.st-wenn.cornwall.sch.uk">http://www.st-wenn.cornwall.sch.uk</a>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> PL30 5PS

## 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](#)

- 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.
- 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.

### 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 (4.7%) was in the **highest** 20% of all schools in 2019.
- A sentence for persistent absence has not been triggered because the criteria have not been met.
- The rate of overall absence (4.7%) in 2018/19 was in the **highest** 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.

- 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			High Q1
					Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	67	73	73	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	7	7	7	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	14.9	11.0	20.5	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	0.0	0.0	0.0	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	4	3	3	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	83	88	89	■	■	■	■	■
	Nat	86	86	86					

### MAT/LA level information Guidance

As at January 2020:

- this school is maintained by Cornwall local authority which maintains 55 primary schools, 5 secondary schools, no special schools, no pupil referral units and 2 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Jan 2020, the LA grade profile was:
  - outstanding - 11
  - good - 47
  - requires improvement - 4
  - inadequate - 0
  - not yet inspected - 0

### School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 75% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 2.7 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 4 out of 17 possible ethnic groups. Those with 5% or more are:
  - 90%: White - British

### Local area Guidance

- 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 Guidance

- In 2018/19, the school had a revenue reserve of £33,885.
- In 2018/19, this school had a negative in-year balance (£-11,455), the second year in a row in which expenditure has exceeded income.
- In 2018/19, this school had a per pupil spend of £6,455, a decrease of £573 per pupil from the previous year.
- In 2018/19, this school received £422,431 in grant funding, £871,020 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	13	NA	NA	NA	0	18	0	21
Y2	10	NA	NA	NA	0	20	0	21
Y3	11	2/3/2	8/7/8	0/0/0	0	24	0	21
Y4	12	4/6/6	6/5/6	2/1/0	25	26	17	21
Y5	13	3/7/5	4/2/6	6/4/2	8	29	0	22
Y6	5	0/0/0	4/4/4	1/1/1	20	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	-	x	-	-	-	x
Writing	Below	x	-	Below	Below	x
Mathematics	Below	x	-	Below	-	x

### SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 1

	SEND primary need						SEND Support (15)						EHC Plan (0)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	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	0	0	0	0	0	0
Social, Emotional and Mental Health	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	3	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	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	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	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	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	0	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	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	4	1	2	2	4	2	0	0	0	0	0	0	0	0	0	0	0	0

## 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					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment						
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1		
Reading	2017	(2)	X				(3)	X				(13)					(10)					X	(11)					
	2018	(9)		X			(9)			X		(10)			X		(11)						(14)					
	2019	(5)				X	(5)				X	(11)					(13)						(9)					X
Writing	2017	(3)	X				(3)	X				(13)											(11)					
	2018	(9)			X		(9)		X			(10)			X								(14)					
	2019	(5)				X	(5)			X		(11)											(9)			X		
Maths	2017	(2)			X		(3)	X				(13)											(11)					
	2018	(9)			X		(9)			X		(10)			X								(14)					
	2019	(5)	X				(5)			X		(11)											(9)					X

↑ 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.