Primary Inspection Data Summary Report

Wheatlands Primary School	URN: 145668 Laestab: 8072361
Headteacher: Mrs Samantha Fiske	**Type of education**: Academy Converter
Local authority: Redcar and Cleveland	**Phase of education**: Primary
Pupils: 457	**Academy trust or sponsor**: GALILEO MULTI ACADEMY TRUST
Gender: Mixed	**Date open/converted**: 01/04/2018
Admissions policy: Not applicable	**Chair of governors/trustees**:
Ages: 3-11	**School website**:
Denomination: Does not apply	**Postcode**: TS10 2PU

Areas of interest

Release information: Provisional 2019 KS2, KS1, Phonics - **Release date:** 09 October 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

- Key stage 2 progress in reading (2.3) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in reading (91%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in reading (40%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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.
- In 2019, the proportion of pupils who met the expected standard (32+) in phonics in Year 1 (94%) was significantly **above** national and in the **highest** 20% of all schools.
- Early years foundation stage attainment of the expected standard in the reading early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Writing

KS2 progress Guidance

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

Attainment (all key stages) Guidance

- A sentence for key stage 2 writing attainment of the expected standard has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils. Key stage 2 attainment of greater depth in writing (32%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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.
- Early years foundation stage attainment of the expected standard in the writing early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (2.8) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in mathematics (94%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in mathematics (42%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- The three-year average mathematics attainment score (107.7) was in the **highest** 20%.
- 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.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Other measures in 2019 Guidance

- In 2019, 81% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly **above** national and in the **highest** 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.
- A sentence for the percentage of pupils in 2019 achieving the expected standard (100+) in the key stage 2 English Grammar Punctuation and Spelling test has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils. In 2019, 55% of pupils achieved the high standard (110+) in the key stage 2 English grammar, punctuation and spelling test, significantly **above** national and in the **highest** 20% of all schools.
- 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.
- 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 or the cohort is lower than 11 pupils.

Absence Guidance

- In 2017/18, the rate of overall absence (3.10%) was below the national average for schools with a similar level of deprivation (3.78%).

- 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.

Exclusions Guidance

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the rate of repeat period exclusions has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- 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.

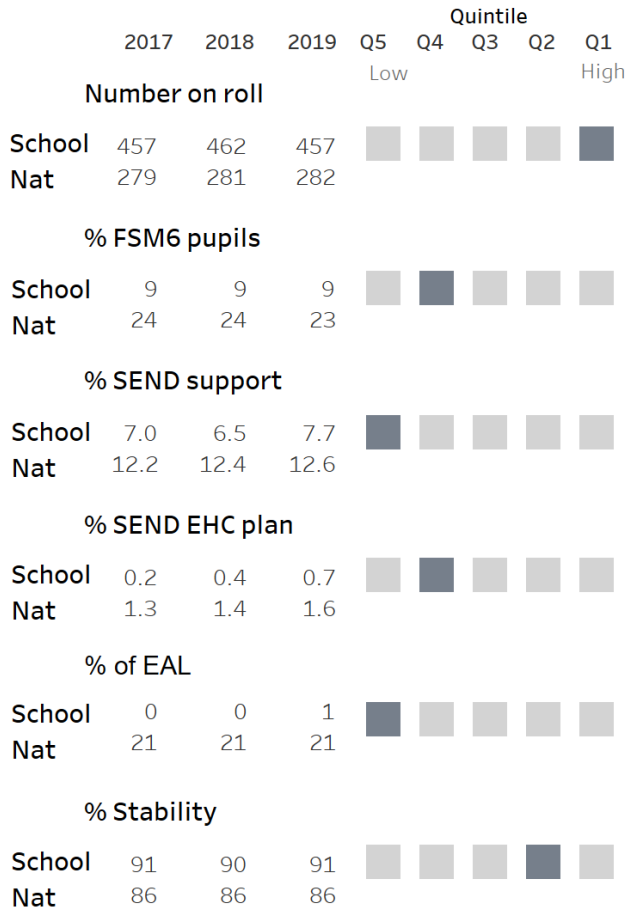
Pupil groups Guidance

Sentences related to the performance of pupil groups (KS2 progress and attainment, or KS1 attainment) will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. They will be displayed where the group differs to that of the whole school. Phonics and EYFS pupil groups will not appear in this section. Absence and exclusion group sentences will be included in future releases.

- No sentences have been generated for pupil groups

School and local context

School level Guidance



MAT/LA level information Guidance

As at October 2019:

- This school is part of GALILEO MULTI ACADEMY TRUST which contains 10 primary schools, no secondary schools, no special schools and no pupil referral units.
- The latest overall effectiveness grade for this school is good (26/09/2014). The MAT grade profile as at 1 October 2019 was:
  - Outstanding - 3
  - Good - 7
  - Requires improvement - 0
  - Inadequate - 0
  - Not yet inspected - 0

School workforce Guidance

As at November 2018, 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:
  - 97%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, this school received £716,076 in grant funding, £650,737 less than the national average.
- In 2017/18, this school had a negative in-year balance (£-16,674).
- In 2017/18, this school had a per pupil spend of £1,789.

Year group context

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	50	NA	NA	NA	6	18	0	21
Y2	58	NA	NA	NA	5	20	2	21
Y3	58	7/8/6	35/39/41	16/11/11	7	24	0	21
Y4	62	13/15/10	33/36/37	15/10/14	8	26	2	21
Y5	50	12/17/10	29/28/33	9/5/7	18	29	0	21
Y6	53	4/3/2	26/43/36	23/7/15	15	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	-	-	-
Writing	-	Above	Above	-	-	-
Mathematics	-	-	Above	-	-	-

SEND characteristics Guidance

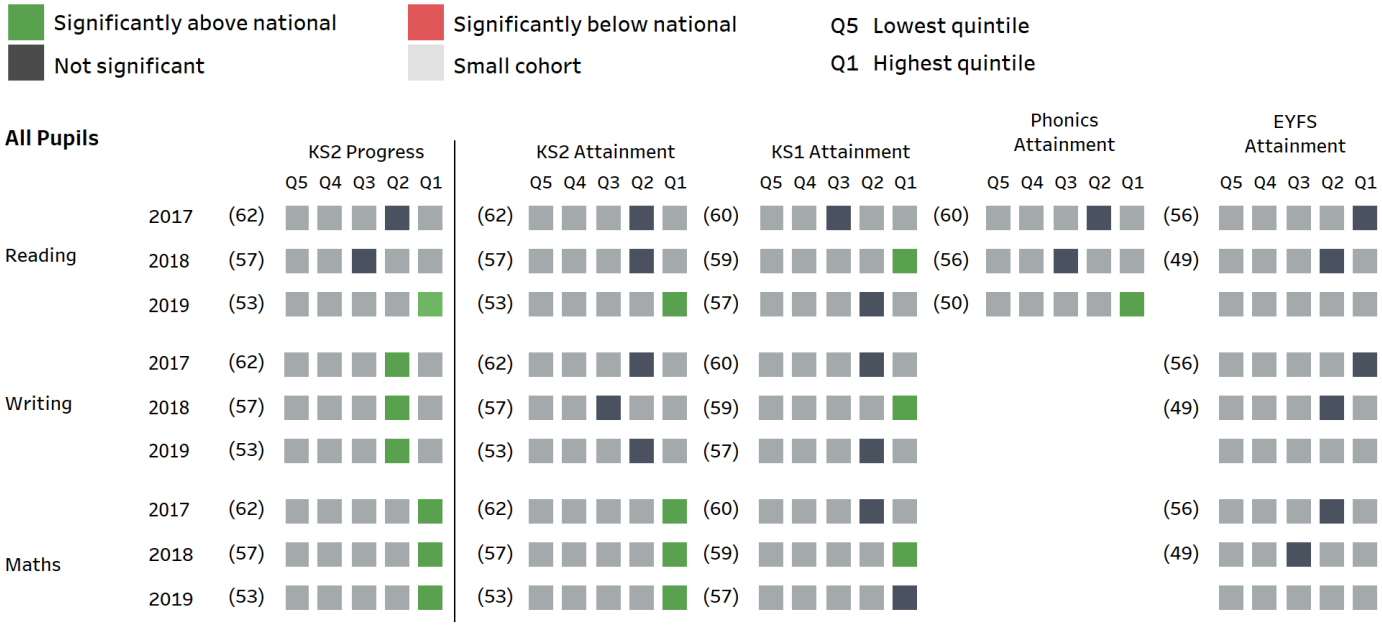
Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 6

SEND need	SEND Support (33)						EHC Plan (3)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	3	4	2	0	0	0	0	0	0
Moderate Learning Difficulty	2	2	5	3	1	4	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	0	2	0	1	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	0	0	1	0	0	0	0	1	0	0	0	1
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	2	0	0	0	0	0	1	0
Autistic Spectrum Disorder	1	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	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	3	4	6	7	7	6	0	1	0	0	1	1

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance



⬆ 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.