

Primary Inspection Data Summary Report

Rushton CofE Primary School	URN: 124272 Laestab: 8603103
Headteacher: Mrs Sarah Cockersole	Type of education: Academy Converter
Local authority: Staffordshire	Phase of education: Primary
Pupils:	Academy trust or sponsor: The Talentum Learning Trust
Gender: Mixed	Date open/converted: 01/04/2019
Admissions policy: Not applicable	Chair of governors/trustees: John Pears
Ages: 4-11	School website: www.rushton.staffs.sch.uk/
Denomination: Church of England	Postcode: SK11 0SG

Areas of interest

Release information: Provisional 2019 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

Attainment (all key stages) [Guidance](#)

- 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 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

Attainment (all key stages) [Guidance](#)

- 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

Attainment (all key stages) [Guidance](#)

- 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 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](#)

- A sentence for overall absence has not been triggered because the criteria have not been met.
- Persistent absence (11.8%) was in the **highest** 20% of all schools in 2019.
- The rate of persistent absence (11.8%) in 2018/19 was in the **highest** 20% of schools with a similar level of deprivation. An equivalent sentence for overall 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 Q4	Q3	Q2	High Q1
Number on roll	Sch	41	39	41	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	10	18	17	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	7.3	5.1	4.9	■	■	■	■	■
	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	0	0	0	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	90	67	76	■	■	■	■	■
	Nat	86	86	86					

MAT/LA level information Guidance

As at December 2019:

- This school is part of The Talentum Learning Trust which contains 6 primary schools, 3 secondary schools, no special schools and no pupil referral units.
- The latest overall effectiveness grade for this school is outstanding. As at 1 December 2019, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
 - Outstanding - 1
 - Good - 8
 - Requires improvement - 0
 - Inadequate - 0
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 0.6 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 3 out of 17 possible ethnic groups. Those with 5% or more are:
 - 93%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 1 (least 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 £267,963 in grant funding, £982,791 less than the national average.
- In 2017/18, this school had a negative in-year balance (£-11,170), the second year in a row in which expenditure has exceeded income.
- In 2017/18, this school had a per pupil spend of £7,609.

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	9	NA	NA	NA	22	18	0	21
Y2	4	NA	NA	NA	0	20	0	21
Y3	11	2/3/3	6/5/4	3/3/4	27	24	0	21
Y4	9	1/4/2	6/3/5	2/2/2	11	26	0	21
Y5						29		22
Y6						30		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	-	x		
Writing	x	x	-	x		
Mathematics	x	x	-	x		

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 0

	SEND primary need						SEND Support (2)						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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	1	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	1	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	0	0	2	0	0	0	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	■	■	■	■	■	■	■	■	■	■	(10)	■	■	■	■	■	X	(9)	X	■	■	■	■	■	(1)	■	■	■	■	X
	2018	■	■	■	■	■	■	■	■	■	■	(10)	■	■	■	X	■	(3)	■	■	■	■	X	(9)	■	■	■	■	X		
	2019	■	■	■	■	■	■	■	■	■	■	(4)	■	■	■	■	X	(9)	X	■	■	■	■	■	■	■	■	■	■		
Writing	2017	■	■	■	■	■	■	■	■	■	■	(10)	■	X	■	■	■								(1)	■	■	■	■	X	
	2018	■	■	■	■	■	■	■	■	■	■	(10)	■	■	X	■	■								(9)	■	■	■	■	X	
	2019	■	■	■	■	■	■	■	■	■	■	(4)	■	■	■	■	X								■	■	■	■	■		
Maths	2017	■	■	■	■	■	■	■	■	■	■	(10)	■	X	■	■	■								(1)	■	■	■	■	X	
	2018	■	■	■	■	■	■	■	■	■	■	(10)	■	X	■	■	■								(9)	■	■	■	■	X	
	2019	■	■	■	■	■	■	■	■	■	■	(4)	■	■	■	■	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.