

Primary Inspection Data Summary Report

Grove Academy	URN: 144696 Laestab: 8612118
Headteacher: Mrs Shirley Carrigan	Type of education: Academy Converter
Local authority: Stoke-on-Trent	Phase of education: Primary
Pupils: 445	Academy trust or sponsor: Esprit Multi Academy Trust
Gender: Mixed	Date open/converted: 01/09/2017
Admissions policy: Not applicable	Chair of governors/trustees: Alison Moore
Ages: 7-11	School website: http://www.grovejunior.co.uk/
Denomination: Does not apply	Postcode: ST1 2NL

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.

We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average they also have lower progress scores, which may be for a variety of reasons. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.

Reading

KS2 progress Guidance

- Key stage 2 progress in reading (-4.9) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- A sentence for key stage 2 reading 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 the high standard (110+) in reading (13%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018.
- The three-year average reading attainment score (102.1) was in the **lowest** 20%.

Writing

KS2 progress Guidance

- Key stage 2 progress in writing (-4.8) was significantly **below** national and in the **lowest** 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 in writing (61%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 2 attainment of greater depth in writing

(7%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (-4.9) was significantly **below** national and in the **lowest** 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 (66%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in mathematics (8%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The three-year average mathematics attainment score (101.4) was in the **lowest** 20%.
- 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, 49% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly **below** national and in the **lowest** 20% of all schools. In the same year, 3% of pupils achieved the key stage 2 high standard (110+) in reading, writing and mathematics, significantly **below** national and in the **lowest** 20% of all schools.
- 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 or the cohort is lower than 11 pupils.
- In 2019, 63% of pupils achieved the key stage 2 science expected standard, significantly **below** national and in the **lowest** 20% of all schools.

Absence Guidance

- In 2017/18, the rate of overall absence (5.30%) was above the national average for schools with a similar level of deprivation (4.42%).
- 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

- The rate of total fixed period exclusions (1.11%) was in the **highest** 20% in 2017/18.
- The rate of repeat fixed period exclusions (0.67%) was in the **highest** 20% in 2017/18.
- Of the 5 pupils with at least one fixed period exclusion in 2017/18, 3 were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 14 fixed period exclusions in 2017/18, 6 were for **physical assault against an adult**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against a pupil (2); verbal abuse/threatening behaviour against an adult (3); persistent disruptive behaviour (2).

- 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.

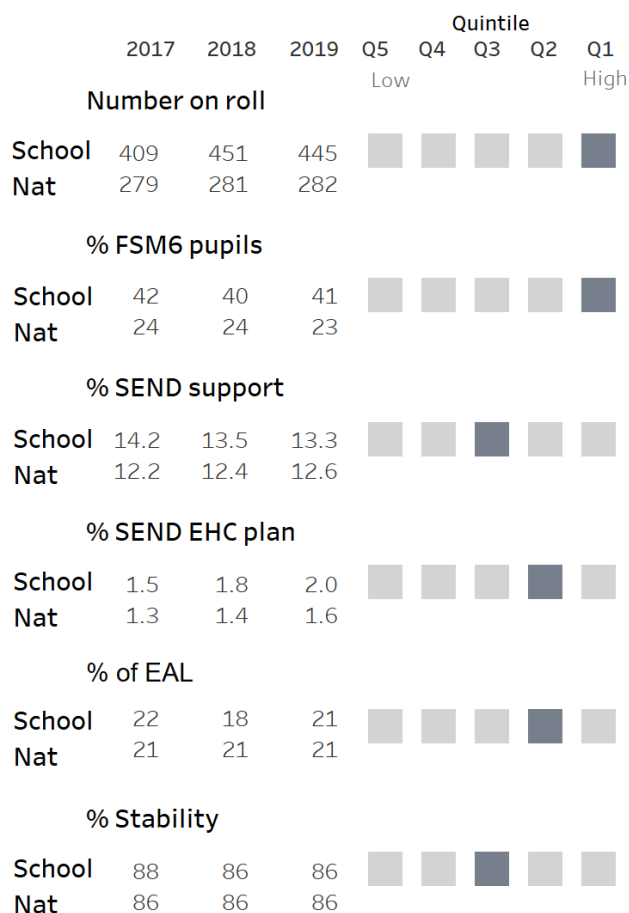
Pupil groups [Guidance](#)

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.

- For middle prior attainers, key stage 2 attainment of the expected standard (100+) in reading (52%) was significantly **below** national in 2019 as well as in 2018 and 2017. In 2019, 60% achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly **below** national.

School and local context

School level Guidance



MAT/LA level information Guidance

As at October 2019:

- This school is part of Esprit Multi Academy Trust which contains 3 primary schools, no secondary schools, no special schools and no pupil referral units.
- The latest overall effectiveness grade for this school is good (09/04/2014). The MAT grade profile as at 1 October 2019 was:
 - Outstanding - 0
 - Good - 3
 - 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 14 out of 17 possible ethnic groups. Those with 5% or more are:
 - 68%: White - British
 - 7%: White - any other White background

Local area Guidance

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, this school received £1,893,009 in grant funding, £526,196 more than the national average.
- In 2017/18, this school had a negative in-year balance (£-99,235).
- In 2017/18, this school had a per pupil spend of £4,573.

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						18		21
Y2						20		21
Y3	118	26/29/25	67/76/71	21/9/18	38	24	20	21
Y4	111	25/33/22	54/58/56	26/14/27	39	26	15	21
Y5	109	26/33/23	48/51/59	30/20/22	47	29	18	21
Y6	107	7/7/3	42/67/60	45/20/31	42	30	29	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			-	-	-	-
Writing			-	-	-	-
Mathematics			-	-	-	-

SEND characteristics Guidance

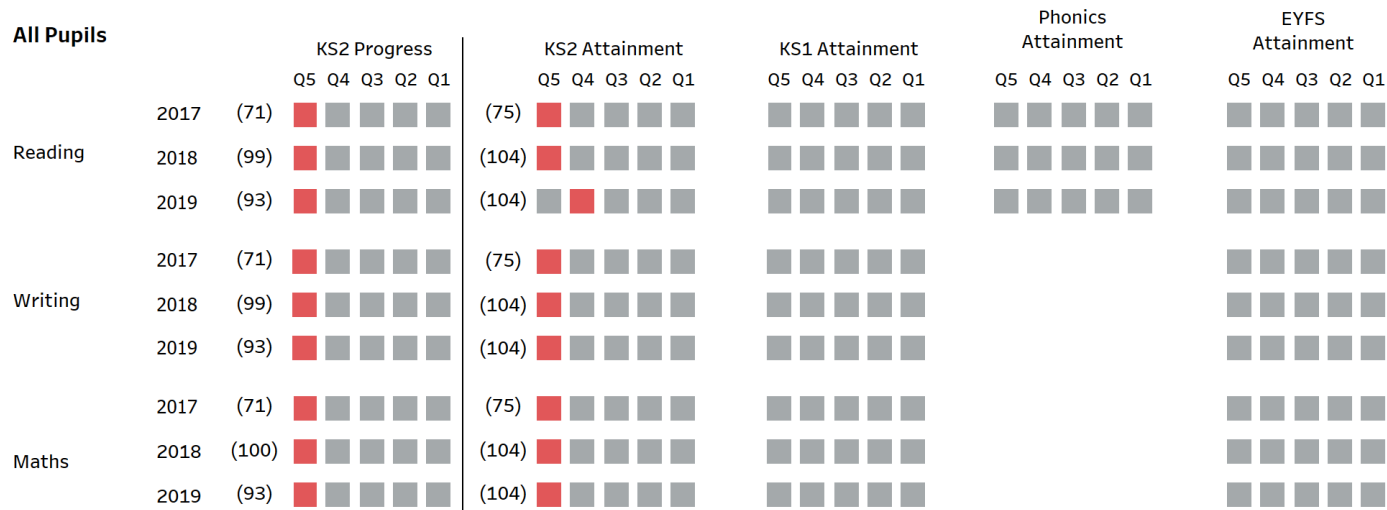
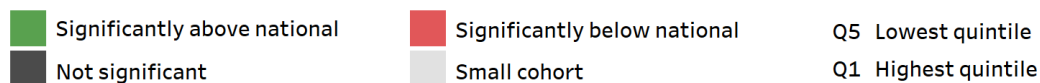
Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 44

SEND need	SEND Support (59)						EHC Plan (9)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			1	1	2	2			0	0	0	0
Moderate Learning Difficulty			8	6	2	5			1	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			3	2	4	5			0	1	3	1
Speech, Language and Communication Needs			4	3	3	2			1	1	0	0
Hearing Impairment			1	0	0	2			0	0	0	0
Visual Impairment			0	0	1	0			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	0	0	0
Physical Disability			0	0	0	0			0	0	0	0
Autistic Spectrum Disorder			0	2	0	0			0	1	0	0
School Support NSA			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	0	0	0			0	0	0	0
Year group totals			17	14	12	16			2	3	3	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.