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St John and Monica Catholic Primary School

Chantry Road, Moseley, Birmingham, B13 8DW

Release information: Provisional 2019 Phonics, Provisional 2019 KS1, Revised 2019 KS2

Release date: 1 June 2022

URN	103478
LAESTAB	3303410
Local authority	Birmingham
Phase of education	Primary
Type of education	Voluntary Aided School

▶ [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*). For the criteria used to determine the sentences, see the guidance link underneath each section.

Reading

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the key stage 2 three-year average reading attainment score in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment in phonics

- *There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data. There were 1 pupil(s) that were screened in Year 2 in 2019; 0 of those met the expected standard.*

Writing

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Mathematics

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the key stage 2 three-year average mathematics attainment score in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.*

Other attainment measures

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019, therefore no conclusions can be drawn from this data.*
 - *There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) in 2019, therefore no conclusions can be drawn from this data. Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (63%) was significantly **above** national and in the **highest** 20% of all schools in 2019.*
 - *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.*
-

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 391 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 3,868 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 (6.5%) was in the **highest** 20% of all schools. *There is nothing significant or exceptional to highlight for overall absence in autumn 2020 when compared with all schools.*
- *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021, therefore no conclusions can be drawn from this data.* The rate of overall absence (2.9%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (18.1%) was in the **highest** 20% of all schools. *There is nothing significant or exceptional to highlight for persistent absence in autumn 2020 when compared with all schools.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021, therefore no conclusions can be drawn from this data.* The rate of persistent absence (6.6%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.

Absence for 2018/19 and earlier

- Overall absence (3.1%) was in the **lowest** 20% of all schools in 2018/19.
 - Persistent absence (3.8%) was in the **lowest** 20% of all schools in 2018/19.
 - The rates of overall absence (3.1%) and persistent absence (3.8%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.
-

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 2019/20, 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 2019/20, therefore no conclusions can be drawn from this data.*
 - Across the whole school, there were no suspensions in 2019/20.
 - There were no permanent exclusions in the whole school in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
-

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 in autumn 2020 for pupils in receipt of free schools meals (3.4%) was in the **lowest** 20% of all schools.
- Persistent absence in autumn 2020 for pupils in receipt of free schools meals (5.4%) was in the **lowest** 20% of all schools.

School and local context

School characteristics

	2019	2020	2021
School number on roll	Below average 210	Below average 209	Below average 208
School % FSM	Well above average 40	Well above average 37	Above average 37
School % SEND support	Above average 14	Above average 15	Above average 17
School % EHC plan	Above average 1.9	Close to average 1.4	Close to average 1.4
School % EAL	Well above average 65	Well above average 65	Well above average 66
School % Stability	Above average 90	Above average 86	Above average 85

Trust/LA level information

As at February 2022:

- this school is maintained by Birmingham local authority which maintains 161 primary schools, 16 secondary schools, 17 special schools, 1 pupil referral unit and 27 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Feb 2022, the LA grade profile was:
 - outstanding - 56
 - good - 140
 - requires improvement - 23
 - inadequate - 3
 - not yet inspected - 0

School workforce

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- *There is nothing significant or exceptional to highlight for staff turnover in 2019/20.*

Local area and school links

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the school had a revenue reserve of £276,240.
- In 2020/21, this school had a positive in-year balance (£98,092).
- In 2020/21, this school had a per pupil spend of £5,728.
- In 2020/21, this school received £1,248,417 in grant funding, £206,391 less than the national average.

Ethnicity whole school

- This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:

- 31%: Asian or Asian British - Pakistani
- 14%: White - British
- 11%: Any other ethnic group
- 8%: White - Any other White background
- 7%: Asian or Asian British - Indian

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	30	Below other years 17	63
Year 2	30	Below other years 23	63
Year 3	30	Above other years 50	Above other years 77
Year 4	30	Above other years 63	Below other years 50
Year 5	30	33	73
Year 6	30	Above other years 63	70

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	30	Below other years 27	57
Year 2	28	Below other years 29	68
Year 3	31	Below other years 29	61
Year 4	31	39	68
Year 5	30	Above other years 53	Above other years 77
Year 6	29	Above other years 66	Below other years 55

Prior attainment 2019

	Reading	Writing	Mathematics
Year 1	Close to national	Close to national	Close to national
Year 2	Close to national	Close to national	Close to national
Year 3	Close to national	Close to national	Close to national
Year 4	Close to national	Close to national	Above national
Year 5	Close to national	Above national	Close to national
Year 6	Above national	Above national	Above national

Prior attainment 2021

	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	Close to national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics 2019

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 15

SEND support (30)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	4	3	3	4	14
Social, Emotional and Mental Health	0	0	1	0	0	2	3
Speech, Language and Communication Needs	1	3	2	1	1	2	10
Physical Disability	0	0	0	0	1	0	1
Autistic Spectrum Disorder	1	0	0	0	0	0	1
Other Difficulty/Disability	0	0	0	0	1	0	1
Year group totals	2	3	7	4	6	8	30

EHC Plan (3)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	0	1	1
Hearing Impairment	0	0	1	0	0	0	1
Physical Disability	0	1	0	0	0	0	1
Year group totals	0	1	1	0	0	1	3

SEND characteristics 2021

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 18

SEND support (33)

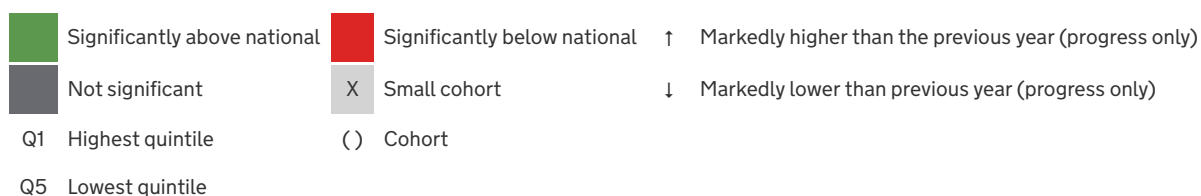
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	1	0	1	2	4	1	9
Social, Emotional and Mental Health	0	0	0	1	2	1	4
Speech, Language and Communication Needs	2	5	1	1	1	0	10
Autistic Spectrum Disorder	1	0	2	0	0	0	3
Other Difficulty/Disability	0	0	5	1	1	0	7
Year group totals	4	5	9	5	8	2	33

EHC Plan (3)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	1	0	0	0	1
Hearing Impairment	0	0	0	0	1	0	1
Physical Disability	0	0	0	1	0	0	1
Year group totals	0	0	1	1	1	0	3

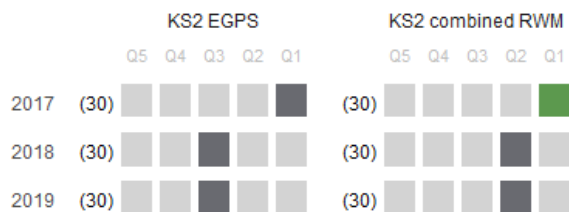
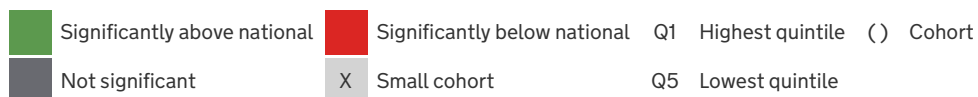
Progress and attainment trend

Reading, writing and mathematics three-year trend



		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	
Reading	2017 (28)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■
	2018 (28)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(29)	■	■	■	■	■
	2019 (30)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■
Writing	2017 (28)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■
	2018 (28)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■
	2019 (30)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■
Mathematics	2017 (28)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■
	2018 (28)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■
	2019 (30)	■	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	■

Other attainment measures



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