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# Darwen, St Barnabas CofE Primary Academy

Knowlesly Road, Darwen, BB3 2JA

**Release information:** Final 2022 Phonics, Final 2022 KS1, Revised 2022 KS2**Release date:** 08 February 2023

URN	141483
LAESTAB	8893374
Local authority	Blackburn with Darwen
Phase of education	Primary
Type of education	Academy Converter

[▶ 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*).



**Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic.

## Reading

### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*

[▼ Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 progress in reading in 2019.*
- Reading progress **declined** between 2018 and 2019.

## Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.*

### ▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019.*
- *There is nothing to highlight for the key stage 2 three-year average reading attainment score in 2019.*

## Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

### ▼ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019.*

## Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. Of the 30 pupils, 7 did not meet the expected standard. There were 6 pupil(s) that were screened in Year 2 in 2022; 3 of those met the expected standard.*

### ▼ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019.*
- *There were 1 pupil(s) that were screened in Year 2 in 2019; 1 of those met the expected standard.*

## Writing

### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in writing in 2022.*

### ▼ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 progress in writing in 2019.*
- Writing progress **declined** between 2018 and 2019.

## Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2022.*

### ▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2019.*

## Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.*

### ▼ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019.*

## Mathematics

### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in mathematics in 2022.*

### ▼ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 progress in mathematics in 2019.*

### Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2022.*

### ▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019.*
- *The key stage 2 three-year average mathematics attainment score (107.0) was in the **highest** 20% in 2019.*

### Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*

### ▼ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019.*

## Other attainment measures

### Attainment at key stage 2 - 2022

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2022.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2022.*
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*

## ▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019.*
  - *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) in 2019.*
  - Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (57%) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018.
  - *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2019.*
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## Absence

### Absence for 2021/22

- Overall absence (4.8%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence (8.4%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.

## ▼ [Absence for summer 2021 and earlier](#)

### Summer 2021 and autumn 2020 absence

- Overall absence in summer 2021 (2.8%) was in the **lowest** 20% of all schools.
- *There is nothing to highlight for overall absence in autumn 2020.*
- *There is nothing to highlight for persistent absence in summer 2021.*
- *There is nothing to highlight for persistent absence in autumn 2020.*

### Absence for 2018/19 and earlier

- Overall absence (2.8%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
  - *There is nothing to highlight for persistent absence in 2018/19.*
- 

## 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 2020/21, 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 2020/21, therefore no conclusions can be drawn from this data.*
  - Across the whole school, there were no suspensions in 2020/21.
  - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
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## 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

- No sentences about absence have been generated for pupil groups.*

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## School and local context

### School characteristics

	2020	2021	2022
School number on roll	Below average 198	Below average 205	Below average 207
School % FSM	Close to average 15	Below average 14	Below average 11
School % SEND support	Below average 9	Below average 9	Well below average 6
School % EHC plan	Well below average 0.5	Well below average 0.5	Well below average 0
School % EAL	Well below average 2	Well below average 1	Well below average 0
School % stability	Close to average 81	Close to average 81	Above average 85

## Trust information

As of February 2023:

- this school is part of Cidari Education Limited which contains 11 primary schools, 1 secondary school, no special schools, no alternative providers and no pupil referral units.
- the latest overall effectiveness grade for this school is good. As of 1 Feb 2023, the MAT grade profile was:
  - outstanding - 0
  - good - 7
  - requires improvement - 0
  - inadequate - 0
  - not yet inspected - 5

## Staff absence

During 2020/21:

- There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (50%) in 2020/21. There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (40%) in 2018/19.*
- There is nothing to highlight for days lost to teacher absence (3 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

## Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- There is nothing to highlight for staff turnover in 2020/21.*

## Local area and school links

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

## Finance

- In 2020/21, the academy trust had a revenue reserve of £1,528,000.
- In 2020/21, this school had a negative in-year balance (-£6,368). This data sets out the position for this specific school, however many trusts pool budget across schools. As such, this may not give the full picture of the budgets and inspectors will want to ascertain the wider context when inspecting.
- In 2020/21, this school had a per pupil spend of £4,913.
- In 2020/21, this school received £975,738 in grant funding, £597,130 less than the national average.

## Ethnicity whole school

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

- 96%: White - British

## Year group context

### Characteristics

	Number on roll	% FSM	% EAL
Year 1	30	17	0
Year 2	29	Below other years 3	0
Year 3	29	17	0
Year 4	29	14	0
Year 5	30	Below other years 3	0
Year 6	30	17	0

## Prior attainment

	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	No data	No data	No data
Year 5	Above national	Close to national	Above national
Year 6	Close to national	Close to national	Close to national

# SEND characteristics

Type of resourced provision: No resourced provision  
Number of pupils with SEND who are also disadvantaged: 1

SEND primary need	SEND support (11)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	0	0	0	0	1	0	1
Profound & Multiple Learning Difficulty	0	0	0	0	0	1	1
Speech, Language and Communication Needs	1	0	0	1	0	1	3
Hearing Impairment	0	1	0	0	0	0	1
Visual Impairment	0	0	0	0	1	1	2
Multi-Sensory Impairment	0	1	0	0	0	0	1
Physical Disability	0	0	0	0	0	1	1
Autistic Spectrum Disorder	0	0	0	0	1	0	1
Year group totals	1	2	0	1	3	4	11

There were no SEN EHC pupils in this school (from Year 1 upwards).

## Progress and attainment charts

Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	In line with national (30 pupils)	In line with national (30 pupils)	In line with national (30 pupils)	In line with national (30 pupils)
Highest/lowest 20%	-	Highest 20%	-	-
Writing				
Significance	In line with national (30 pupils)	In line with national (30 pupils)	In line with national (30 pupils)	N/A
Highest/lowest 20%	Lowest 20%	-	-	N/A
Mathematics				
Significance	In line with national (30 pupils)	In line with national (30 pupils)	In line with national (30 pupils)	N/A
Highest/lowest 20%	-	-	-	N/A

Reading, writing and mathematics three-year trend – 2019 to 2017 (not directly comparable to 2022)

Significantly above national

Not significant

Q1 Highest quintile

Q5 Lowest quintile

Significantly below national

X Small cohort

() Cohort

↑ Markedly higher than the previous year (progress only)

↓ Markedly lower than previous year (progress only)

		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 (22)	<div></div> <div></div> <div></div> <div></div> <div></div>	(22) <div></div> <div></div> <div></div> <div></div> <div></div>	(23) <div></div> <div></div> <div></div> <div></div> <div></div>	(23) <div></div> <div></div> <div></div> <div></div> <div></div>
	2018 (24)	<div></div> <div></div> <div></div> <div></div> <div></div>	(24) <div></div> <div></div> <div></div> <div></div> <div></div>	(25) <div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>
	2019 (29)	<div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>
Writing	2017 (22)	<div></div> <div></div> <div></div> <div></div> <div></div>	(22) <div></div> <div></div> <div></div> <div></div> <div></div>	(23) <div></div> <div></div> <div></div> <div></div> <div></div>	
	2018 (24)	<div></div> <div></div> <div></div> <div></div> <div></div>	(24) <div></div> <div></div> <div></div> <div></div> <div></div>	(25) <div></div> <div></div> <div></div> <div></div> <div></div>	
	2019 (29)	<div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>	
Mathematics	2017 (22)	<div></div> <div></div> <div></div> <div></div> <div></div>	(22) <div></div> <div></div> <div></div> <div></div> <div></div>	(23) <div></div> <div></div> <div></div> <div></div> <div></div>	
	2018 (24)	<div></div> <div></div> <div></div> <div></div> <div></div>	(24) <div></div> <div></div> <div></div> <div></div> <div></div>	(25) <div></div> <div></div> <div></div> <div></div> <div></div>	
	2019 (29)	<div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>	(30) <div></div> <div></div> <div></div> <div></div> <div></div>	



## Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
Significance	In line with national (30 pupils)	In line with national (30 pupils)
Highest/lowest 20%	–	–

► [Other attainment measures three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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