

Primary Inspection Data Summary Report

Peases West Primary School	URN: 114058 Laestab: 8402311
Headteacher: Mrs Alison Johnson	Type of education: Community School
Local authority: Durham	Phase of education: Primary
Pupils: 115	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees:
Ages: 2-11	School website: www.peaseswest.durham.sch.uk
Denomination: Does not apply	Postcode: DL15 9SZ

Areas of interest

Release information: Provisional 2019 KS2, 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

KS2 progress [Guidance](#)

- Key stage 2 progress in reading (5.8) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Reading progress has **improved** between 2018 and 2019.

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. Key stage 2 attainment of the high standard (110+) in reading (47%) 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.
- 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

KS2 progress [Guidance](#)

- Key stage 2 progress in writing (4.4) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Writing progress has **improved** between 2018 and 2019.

Attainment (all key stages) Guidance

- Sentences for key stage 2 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met.
- 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

KS2 progress Guidance

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.

Attainment (all key stages) Guidance

- Sentences for key stage 2 mathematics attainment of the expected and high standard have not been triggered because the criteria have not been met.
- 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 of pupils in 2019 achieving the key stage 2 expected/high standard in reading, writing and mathematics has not been triggered because the criteria have not been met.
- 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.
- 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.
- 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

- Overall absence (4.9%) was in the **highest** 20% of all schools in 2019.
- A sentence for persistent absence has not been triggered because the criteria have not been met.
- The rate of overall absence (4.9%) in 2018/19 was in the **highest** 20% of schools with a similar level of deprivation. An equivalent sentence for persistent absence has not been triggered because the criteria have not been met.

Exclusions (whole school) Guidance

- The rate of total fixed period exclusions (1.71%) was in the **highest** 20% in 2017/18 as well as in 2016/17.

- The rate of repeat fixed period exclusions (0.85%) was in the **highest** 20% in 2017/18 as well as in 2016/17.
- Of the 2 pupils with at least one fixed period exclusion in 2017/18, 1 was excluded on more than one occasion but fewer than 10.
- Of the 3 fixed period exclusions in 2017/18, 2 were for **verbal abuse/threatening behaviour against an adult**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against an adult (1).
- 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	117	117	115	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	51	48	57	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	23.1	11.1	19.1	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	4.3	4.3	3.5	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	0	0	0	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	83	84	81	■	■	■	■	■
	Nat	86	86	86					

MAT/LA level information Guidance

As at December 2019:

- This school is maintained by Durham local authority which maintains 188 primary schools, 13 secondary schools, 9 special schools, 1 pupil referral unit and 11 nursery schools.
- The latest overall effectiveness grade for this school is good. As at 1 December 2019, the LA grade profile was:
 - Outstanding - 43
 - Good - 153
 - Requires improvement - 24
 - Inadequate - 2
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 0.4 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 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 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 £707,440 in grant funding, £543,314 less than the national average.
- In 2017/18, this school had a positive in-year balance (£51,699), following a year in which expenditure exceeded income.
- In 2017/18, this school had a per pupil spend of £6,424.

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	89	18	0	21
Y2	10	NA	NA	NA	70	20	0	21
Y3	18	4/4/4	9/11/11	5/3/3	56	24	0	21
Y4	17	5/7/5	7/6/6	4/3/5	53	26	0	21
Y5	5	1/1/0	2/4/2	2/0/3	60	29	0	22
Y6	19	4/6/4	11/11/11	4/2/4	47	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	x	x	-	-	x	Below
Writing	x	x	-	Below	x	Below
Mathematics	x	x	-	-	x	Below

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 12

	SEND primary need						SEND Support (16)						EHC Plan (2)					
	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	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1
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	1	1	1	1	1	2	0	0	0	0	0	1	0	0	0	0	0	1
Speech, Language and Communication Needs	2	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	0	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	0	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	3	2	5	2	1	3	0	0	0	0	0	2	0	0	0	0	0	2

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

■ Significantly above national
■ Not significant

■ Significantly below national
 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	(7)	■	■	X	■	(7)	■	■	■	X	■	(15)	■	■	■	■	(16)	■	■	■	■	(12)	■	■	■	■
	2018	(13)	■	■	■	■	(14)	■	■	■	■	■	(17)	■	■	■	■	(14)	■	■	■	■	(12)	■	■	■	■
	2019	(19)	■	■	■	■	↑	(19)	■	■	■	■	■	(10)	X	■	■	(12)	■	■	■	■		■	■	■	■
Writing	2017	(7)	■	■	X	■	(7)	■	X	■	■	(15)	■	■	■	■		(12)	■	■	■	■		■	■	■	■
	2018	(13)	■	■	■	■	(14)	■	■	■	■	(17)	■	■	■	■		(12)	■	■	■	■		■	■	■	■
	2019	(19)	■	■	■	■	↑	(19)	■	■	■	■	(10)	X	■	■			■	■	■	■		■	■	■	■
Maths	2017	(7)	X	■	■	■	(7)	■	■	■	X	(15)	■	■	■	■	(12)	■	■	■	■		■	■	■	■	
	2018	(13)	■	■	■	■	(14)	■	■	■	■	(17)	■	■	■	■	(12)	■	■	■	■		■	■	■	■	
	2019	(19)	■	■	■	■	(19)	■	■	■	■	(10)	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.