

# Primary Inspection Data Summary Report

<b>Woolenwick Infant and Nursery School</b>	<b>URN: 117323 Laestab: 9192406</b>
<b>Headteacher:</b> Ms Usha Dhorajiwala	<b>Type of education:</b> Community School
<b>Local authority:</b> Hertfordshire	<b>Phase of education:</b> Primary
<b>Pupils:</b> 222	<b>Academy trust or sponsor:</b>
<b>Gender:</b> Mixed	<b>Date open/converted:</b>
<b>Admissions policy:</b> Not applicable	<b>Chair of governors/trustees:</b>
<b>Ages:</b> 3-7	<b>School website:</b> <a href="http://www.woolenwickinfants.herts.sch.uk/">http://www.woolenwickinfants.herts.sch.uk/</a>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> SG1 2NU

## 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

- Key stage 1 attainment of the expected standard in reading (92%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 1 attainment of greater depth in reading (49%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The proportion of pupils who met the expected standard (32+) in phonics in Year 1 (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as 2018.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (89%) was significantly **above** national and in the **highest** 20% of all schools in 2018 and 2017.

## Writing

### Attainment (all key stages) Guidance

- Key stage 1 attainment of the expected standard in writing (86%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 1 attainment of greater depth in writing (32%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (89%) was significantly **above** national and in the **highest** 20% of all schools in 2018 and 2017.

## Mathematics

### Attainment (all key stages) Guidance

- Key stage 1 attainment of the expected standard in mathematics (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 1 attainment of greater depth in mathematics (42%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- Early years foundation stage attainment of the expected standard in the mathematics early learning goal (89%) was significantly **above** national and in the **highest** 20% of all schools in 2018 and 2017.

### Other measures in 2019 [Guidance](#)

- In 2018, the percentage achieving a good level of development in the early years foundation stage (88%) was significantly **above** national and in the **highest** 20% of all schools.

### Absence (whole school) [Guidance](#)

- A sentence for overall absence has not been triggered because the criteria have not been met.
- Persistent absence (4.1%) was in the **lowest** 20% of all schools in 2019.
- The rate of persistent absence (4.1%) in 2018/19 was in the **lowest** 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
- Overall absence for pupils whose first language was not English (2.2%) was in the **lowest** 20% of all schools in 2019.

## School and local context

### School level Guidance

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	215	217	222	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	17	15	12	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	8.4	7.4	7.7	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	0.5	0.5	0.0	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	14	18	16	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	97	92	98	■	■	■	■	■
	Nat	86	86	86					

### MAT/LA level information Guidance

As at December 2019:

- This school is maintained by Hertfordshire local authority which maintains 335 primary schools, 14 secondary schools, 21 special schools, 6 pupil referral units and 14 nursery schools.
- The latest overall effectiveness grade for this school is outstanding. As at 1 December 2019, the LA grade profile was:
  - Outstanding - 92
  - Good - 267
  - Requires improvement - 29
  - Inadequate - 2
  - Not yet inspected - 0

### School workforce Guidance

As at November 2018, there were:

- 27.3% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 1.4 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 14 out of 17 possible ethnic groups. Those with 5% or more are:
  - 73%: White - British
  - 6%: 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 £1,041,918 in grant funding, £208,835 less than the national average.
- In 2017/18, this school had a positive in-year balance (£40,779), the second year in a row in which income has exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £5,147.

## 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	59	NA	NA	NA	14	18	14	21
Y2	59	NA	NA	NA	17	20	17	21
Y3						24		21
Y4						26		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	Above	Above				
Writing	Above	Above				
Mathematics	Above	Above				

### SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 1

	SEND primary need						SEND Support (6)						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				
Moderate Learning Difficulty	0	0					0	0					0	0				
Severe Learning Difficulty	0	0					0	0					0	0				
Profound & Multiple Learning Difficulty	0	0					0	0					0	0				
Social, Emotional and Mental Health	0	0					0	0					0	0				
Speech, Language and Communication Needs	3	3					3	3					0	0				
Hearing Impairment	0	0					0	0					0	0				
Visual Impairment	0	0					0	0					0	0				
Multi-Sensory Impairment	0	0					0	0					0	0				
Physical Disability	0	0					0	0					0	0				
Autistic Spectrum Disorder	0	0					0	0					0	0				
School Support NSA	0	0					0	0					0	0				
Other Difficulty/Disability	0	0					0	0					0	0				
Year group totals	3	3					3	3					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	■	■	■	■	■	■	■	■	■	■	(58)	■	■	■	■	■	(54)	■	■	■	■	■	(59)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(54)	■	■	■	■	■	(60)	■	■	■	■	■	(57)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■	(60)	■	■	■	■	■	■	■	■	■	■	
Writing	2017	■	■	■	■	■	■	■	■	■	■	(58)	■	■	■	■	■							(59)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(54)	■	■	■	■	■							(57)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							■	■	■	■	■	
Maths	2017	■	■	■	■	■	■	■	■	■	■	(58)	■	■	■	■	■							(59)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(54)	■	■	■	■	■							(57)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							■	■	■	■	■	

↑ 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.