Primary Inspection Data Summary Report

Fulwell Infant School Academy	URN: 139026 Laestab: 3942020
Headteacher: Mrs Wendy Angus	**Type of education**: Academy Converter
Local authority: Sunderland	**Phase of education**: Primary
Pupils: 363	**Academy trust or sponsor**: Jigsaw Learning Trust
Gender: Mixed	**Date open/converted**: 01/12/2012
Admissions policy: Not applicable	**Chair of governors/trustees**: Doug Green
Ages: 3-7	**School website**: http://www.fulwellinfant.org.uk
Denomination: Does not apply	**Postcode**: SR6 8ED

Report information Guidance

Release information: Provisional 2019 KS1, Phonics, Final 2019 EYFS

Release date: 22 January 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

Areas of interest Guidance

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 (88%) and greater depth in reading (40%) 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 meeting the phonics expected standard (32+) in Year 1 (98%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There were 6 pupil(s) that were screened in Year 2 in 2019; 3 of those met the expected standard.

■ There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard reading early learning goal in 2019, therefore no conclusions can be drawn from this data.

Writing

Attainment (all key stages) Guidance

■ Key stage 1 attainment of the expected standard in writing (85%) and greater depth in writing (23%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.

- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard writing early learning goal in 2019, therefore no conclusions can be drawn from this data.

Mathematics

Attainment (all key stages) Guidance

- Key stage 1 attainment of the expected standard in mathematics (91%) and greater depth in mathematics (35%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.

- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard mathematics early learning goals in 2019, therefore no conclusions can be drawn from this data.

Other attainment measures Guidance

- There is nothing significant or exceptional to highlight for the percentage achieving a good level of development in the early years foundation stage in 2019, therefore no conclusions can be drawn from this data.

Absence (whole school) Guidance

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.

- There were no fixed period exclusions in 2018/19.

- There were no permanent exclusions in 2018/19. 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 in receipt of free school meals (3.5%) was in the **lowest** 20% of all schools in 2018/19. Persistent absence for pupils in receipt of free school meals (0.0%) was in the **lowest** 20% of all schools in 2018/19.

- Persistent absence for pupils with special educational needs (4.5%) was in the **lowest** 20% of all schools in 2018/19.

School and local context

School level Guidance

		2018	2019	2020	Low Q5	Q4	Quintile Q3	Q2	High Q1
Number on roll	Sch	363	363	363	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	7	7	5	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	8.0	6.3	6.1	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	1.9	1.1	1.4	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	2	2	2	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	100	99	98	■	■	■	■	■
	Nat	86	86	81					

MAT/LA level information Guidance

As at December 2020:

- this school is part of Jigsaw Learning Trust which contains 2 primary schools, no secondary schools, no special schools and no pupil referral units.

- the latest overall effectiveness grade for this school is outstanding. As at 1 Dec 2020, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:

  – outstanding - 1

  – good - 1

  – requires improvement - 0

  – inadequate - 0

  – not yet inspected - 0

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 50% of teachers had at least one period of sickness absence compared with a national average of 54%.

- in 2018/19, 7.1 days on average were lost to teacher sickness absence compared with a national average of 4.1.

- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 9 out of 17 possible ethnic groups. Those with 5% or more are:

  – 95%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.

- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the academy trust had a revenue reserve of £595,000.

- In 2018/19, this school had a positive in-year balance (£30,000), the second year in a row in which income has exceeded expenditure.

- In 2018/19, this school had a per pupil spend of £4,888.

- In 2018/19, this school received £1,547,000 in grant funding, £138,991 more than the national average.

Year group context 2019 (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	90	NA	NA	NA	6	18	2	21
Y2	92	NA	NA	NA	10	20	1	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	-	-				
Writing	-	-				
Mathematics	-	-				

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 7

SEND primary need	SEND Support (19)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0					0	0				
Moderate Learning Difficulty	1	4					0	0				
Severe Learning Difficulty	0	0					0	0				
Profound & Multiple Learning Difficulty	0	0					0	0				
Social, Emotional and Mental Health	0	3					0	0				
Speech, Language and Communication Needs	2	1					0	1				
Hearing Impairment	1	1					0	0				
Visual Impairment	0	0					0	0				
Multi-Sensory Impairment	0	0					0	0				
Physical Disability	1	0					1	0				
Autistic Spectrum Disorder	1	2					0	0				
School Support NSA	0	1					0	0				
Other Difficulty/Disability	1	0					0	0				
Year group totals	7	12					1	1				

Year group context 2020 (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	89	NA	NA	NA	6	18	2	21
Y2	90	NA	NA	NA	7	20	2	21
Y3						24		21
Y4						25		21
Y5						27		21
Y6						29		22

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						

* Year 1 and 2 prior attainment has not been possible to calculate as 2020 data has not been available.

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 4

SEND primary need	SEND Support (18)						EHC Plan (3)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0					0	0				
Moderate Learning Difficulty	5	1					0	0				
Severe Learning Difficulty	0	0					0	0				
Profound & Multiple Learning Difficulty	0	0					0	0				
Social, Emotional and Mental Health	1	0					0	0				
Speech, Language and Communication Needs	2	1					0	0				
Hearing Impairment	4	1					0	0				
Visual Impairment	0	0					0	0				
Multi-Sensory Impairment	0	0					0	0				
Physical Disability	0	1					0	1				
Autistic Spectrum Disorder	1	1					2	0				
School Support NSA	0	0					0	0				
Other Difficulty/Disability	0	0					0	0				
Year group totals	13	5					2	1				

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

🟩 Significantly above national   🟥 Significantly below national   Q1 Highest Quintile

⬛ Not significant   ☒ Small cohort   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			(90) Q1 🟩	(91) Q1 🟩	(95) Q2 ⬛
	2018			(90) Q1 🟩	(94) Q1 🟩	(90) Q2 ⬛
	2019			(92) Q1 🟩	(90) Q1 🟩	(91) Q2 ⬛
Writing	2017			(90) Q1 🟩		(95) Q1 🟩
	2018			(90) Q1 🟩		(90) Q1 🟩
	2019			(92) Q1 🟩		(91) Q2 ⬛
Maths	2017			(90) Q1 🟩		(95) Q2 ⬛
	2018			(90) Q1 🟩		(90) Q1 🟩
	2019			(92) Q1 🟩		(91) Q2 ⬛

⬆ 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.

Other attainment measures Guidance

	KS2 EGPS	KS2 combined RWM	EYFS GLD
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017			(95) Q1 🟩
2018			(90) Q1 🟩
2019			(91) Q2 ⬛