

Primary Inspection Data Summary Report

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|--|---|
| Rochford Primary and Nursery School | URN: 140747 Laestab: 8815275 |
| Headteacher: Mr Shane Owen | Type of education: Academy Converter |
| Local authority: Essex | Phase of education: Primary |
| Pupils: 236 | Academy trust or sponsor: South East Essex Academy Trust |
| Gender: Mixed | Date open/converted: 01/04/2014 |
| Admissions policy: Not applicable | Chair of governors/trustees: Sonia Worthington |
| Ages: 3-11 | School website: www.rochford.essex.sch.uk |
| Denomination: None | Postcode: SS4 1NJ |

Areas of interest

Release information: Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS - **Release date:** 27 January 2020

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](#)

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.
- Reading progress has **improved** between 2017 and 2018.
- Reading progress has **declined** between 2018 and 2019.

Attainment (all key stages) [Guidance](#)

- Key stage 2 attainment of the expected standard (100+) in reading (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018. Of the 31 pupils in 2019, 3 did not meet the expected standard. Key stage 2 attainment of the high standard (110+) in reading (48%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018.
- The three-year average reading attainment score (107.2) was in the **highest** 20%.
- 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 phonics has 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 2019 has not been triggered because the criteria have not been met.

Writing

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

- A sentence for key stage 2 writing attainment of the expected standard has not been triggered because the criteria have not been met. **Key stage 2 attainment of greater depth in writing (39%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018.**
- 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 2019 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 2019 has not been triggered because the criteria have not been met.

Other measures in 2019 Guidance

- In 2019, 87% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly **above** national and in the **highest 20% of all schools**. A sentence for the percentage of pupils in 2019 achieving the key stage 2 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 2019 has not been triggered because the criteria have not been met.

Absence (whole school) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.
- A sentence for persistent absence has not been triggered because the criteria have not been met.
- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have 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

School and local context

School level Guidance

| | | 2017 | 2018 | 2019 | Low | Quintile | | | | High |
|-----------------|-----|------|------|------|-----|----------|----|----|----|------|
| | | | | | Q5 | Q4 | Q3 | Q2 | Q1 | |
| Number on roll | Sch | 232 | 232 | 236 | ■ | ■ | ■ | ■ | ■ | ■ |
| | Nat | 279 | 281 | 282 | | | | | | |
| % FSM6 pupils | Sch | 30 | 25 | 27 | ■ | ■ | ■ | ■ | ■ | ■ |
| | Nat | 24 | 24 | 23 | | | | | | |
| SEND support | Sch | 7.8 | 6.9 | 7.2 | ■ | ■ | ■ | ■ | ■ | ■ |
| | Nat | 12.2 | 12.4 | 12.6 | | | | | | |
| % SEND EHC plan | Sch | 3.9 | 4.3 | 3.8 | ■ | ■ | ■ | ■ | ■ | ■ |
| | Nat | 1.3 | 1.4 | 1.6 | | | | | | |
| % of EAL | Sch | 2 | 1 | 1 | ■ | ■ | ■ | ■ | ■ | ■ |
| | Nat | 21 | 21 | 21 | | | | | | |
| % Stability | Sch | 85 | 87 | 90 | ■ | ■ | ■ | ■ | ■ | ■ |
| | Nat | 86 | 86 | 86 | | | | | | |

MAT/LA level information Guidance

As at January 2020:

- this school is part of South East Essex Academy Trust which contains 3 primary schools, 1 secondary school, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (115315) was good. As at 1 Jan 2020, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
 - outstanding - 1
 - good - 3
 - requires improvement - 0
 - inadequate - 0

- not yet inspected - 0

School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 50% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 0.9 days on average were lost to teacher sickness absence compared with a national average of 4.0.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 7 out of 17 possible ethnic groups. Those with 5% or more are:
 - 93%: White - British

Local area Guidance

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

Finance Guidance

- In 2017/18, the academy trust had a revenue reserve of £1,872,000.
- In 2017/18, this school had a positive in-year balance (£9,333), the second year in a row in which income has exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £4,979.
- In 2017/18, this school received £1,060,000 in grant funding, £305,744 less than the national average.

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 | 31 | NA | NA | NA | 32 | 18 | 0 | 21 |
| Y2 | 30 | NA | NA | NA | 17 | 20 | 0 | 21 |
| Y3 | 31 | 5/7/5 | 15/15/17 | 11/9/9 | 26 | 24 | 0 | 21 |
| Y4 | 31 | 4/6/4 | 16/17/17 | 11/8/10 | 39 | 26 | 0 | 21 |
| Y5 | 32 | 7/9/6 | 15/14/18 | 9/8/7 | 25 | 29 | 0 | 22 |
| Y6 | 31 | 1/1/1 | 19/24/20 | 11/6/10 | 23 | 30 | 0 | 21 |

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--------|--------|--------|--------|--------|--------|
| Reading | - | - | - | Above | - | - |
| Writing | - | - | - | Above | - | - |
| Mathematics | - | Above | - | Above | - | - |

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 8

| | SEND primary need | | | | | | SEND Support (14) | | | | | | EHC Plan (9) | | | | | |
|--|-------------------|----|----|----|----|----|-------------------|----|----|----|----|----|--------------|----|----|----|----|----|
| | 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 | 1 | 3 | 0 | 2 | 3 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 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 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| Social, Emotional and Mental Health | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Speech, Language and Communication Needs | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 |
| 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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Autistic Spectrum Disorder | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 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 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 0 | 2 | 2 | 1 | 2 | 2 | 0 | 2 | 2 | 1 | 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 | (30) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (29) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ |
| | 2018 | (28) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (28) | ■ | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ |
| | 2019 | (31) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | (28) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ |
| Writing | 2017 | (30) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ |
| | 2018 | (28) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ |
| | 2019 | (31) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | (28) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ |
| Maths | 2017 | (29) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ |
| | 2018 | (28) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ |
| | 2019 | (31) | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | (28) | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ |

↑ 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.