Primary Inspection Data Summary Report

Manor Primary School	URN: 141858 Laestab: 3362072
Headteacher: Anita Cliff	Type of education: Academy Converter
Local authority: Wolverhampton	Phase of education: Primary
Pupils: 597	Academy trust or sponsor: Manor Multi Academy Trust
Gender: Mixed	Date open/converted: 01/02/2016
Admissions policy: Not applicable	Chair of governors/trustees: David Coles
Ages: 3-11	School website:
Denomination: Does not apply	Postcode: WV14 9UQ

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

- Key stage 2 progress in reading (4.3) was significantly **above** national and in the **highest** 20% of all schools in in 2019 as well as in 2018.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in reading (100%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in reading (54%) 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 (108.7) was in the **highest** 20%.

- Key stage 1 attainment of the expected standard in reading (89%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. A sentence for key stage 1 reading attainment of greater depth has not been triggered because the criteria have not been met.

- In 2019, 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.

- 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

- Key stage 2 progress in writing (1.8) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard in writing (95%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. A sentence for key stage 2 writing attainment of greater depth has not been triggered because the criteria have not been met.

- Key stage 1 attainment of the expected standard in writing (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 1 attainment of greater depth in writing (34%) 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 (83%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

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

- Key stage 2 attainment of the expected standard (100+) in mathematics (98%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Of the 61 pupils in 2019, 1 did not meet the expected standard. A sentence for key stage 2 mathematics attainment of the high standard has not been triggered because the criteria have not been met.

- The three-year average mathematics attainment score (108.0) was in the **highest** 20%.

- Key stage 1 attainment of the expected standard in mathematics (91%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 1 attainment of greater depth in mathematics (38%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- 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, 93% 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.

- In 2019, 98% of pupils achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly **above** national and in the **highest** 20% of all schools. A sentence for the percentage of pupils in 2019 achieving the 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.

- In 2019, 100% of pupils achieved the key stage 2 science expected standard, significantly **above** national and in the **highest** 20% of all schools.

- 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.

- In 2019, the percentage achieving a good level of development in the early years foundation stage (83%) 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.

- A sentence for persistent absence has not been triggered because the criteria have not been met.

- The rate of persistent absence (5.7%) 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

School and local context

School level Guidance

		2017	2018	2019	Low Q5	Quintile Q4	Quintile Q3	Quintile Q2	High Q1
Number on roll	Sch	535	574	597	▪	▪	▪	▪	◼
	Nat	279	281	282					
% FSM6 pupils	Sch	17	19	21	▪	▪	◼	▪	▪
	Nat	24	24	23					
SEND support	Sch	13.6	12.2	10.7	▪	▪	◼	▪	▪
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	1.1	1.0	1.5	▪	▪	◼	▪	▪
	Nat	1.3	1.4	1.6					
% of EAL	Sch	11	12	14	▪	▪	▪	◼	▪
	Nat	21	21	21					
% Stability	Sch	91	92	92	▪	▪	▪	◼	▪
	Nat	86	86	86					

MAT/LA level information Guidance

As at January 2020:

- this school is part of Manor Multi Academy Trust which contains 7 primary schools, no secondary schools, no special schools and no pupil referral units.

- the latest overall effectiveness grade for this school's predecessor (104328) was outstanding. As at 1 Jan 2020, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:

  - outstanding - 3

  - good - 3

  - requires improvement - 0

  - inadequate - 1

  - not yet inspected - 0

School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 48.5% of teachers had at least one period of sickness absence compared with a national average of 54%.

- in 2017/18, 3.1 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 14 out of 17 possible ethnic groups. Those with 5% or more are:

  - 53%: White - British

  - 26%: Asian or Asian British - Indian

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most 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, the academy trust had a revenue reserve of £1,130,000.

- In 2017/18, this school had a negative in-year balance (£-84,000), the second year in a row in which expenditure has exceeded income.

- In 2017/18, this school had a per pupil spend of £5,522.

- In 2017/18, this school received £2,824,000 in grant funding, £1,458,256 more 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	89	NA	NA	NA	19	18	13	21
Y2	90	NA	NA	NA	14	20	13	21
Y3	90	8/8/6	39/52/47	43/30/37	24	24	12	21
Y4	60	1/5/2	25/28/26	32/25/30	22	26	13	21
Y5	60	6/7/4	16/20/17	35/30/36	27	29	13	22
Y6	61	1/1/1	38/44/42	22/16/18	23	30	8	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	Above	Above	-
Writing	-	-	Above	Above	Above	-
Mathematics	-	-	Above	Above	Above	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 18

SEND primary need	SEND Support (62)						EHC Plan (7)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	9	14	7	7	8	7	0	0	0	0	0	1
Moderate Learning Difficulty	0	0	1	0	0	0	0	0	0	0	0	0
Severe Learning Difficulty	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
Social, Emotional and Mental Health	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	0	0	0	1	0	0	0	0	1	0	0	0
Hearing Impairment	0	0	1	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	1	0	0	0	0	0
Physical Disability	0	0	0	0	1	0	0	2	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	2	1	0	0	0	0	0	1
School Support NSA	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	3	0	0	0	0	0	1	0	0	0	0	0
Year group totals	12	14	9	8	11	8	2	2	1	0	0	2

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

Legend:
- 🟩 Significantly above national
- ⬛ Not significant
- 🟥 Significantly below national
- X Small cohort
- Q1 Highest Quintile
- Q5 Lowest Quintile

		KS2 Progress (Q5 Q4 Q3 Q2 Q1)	KS2 Attainment (Q5 Q4 Q3 Q2 Q1)	KS1 Attainment (Q5 Q4 Q3 Q2 Q1)	Phonics Attainment (Q5 Q4 Q3 Q2 Q1)	EYFS Attainment (Q5 Q4 Q3 Q2 Q1)
Reading	2017	(59) Q2 green	(59) Q1 green	(59) Q1 green	(89) Q1 green	(89) Q1 green
	2018	(59) Q1 green	(60) Q1 green	(90) Q1 green	(90) Q2 not significant	(90) Q2 not significant
	2019	(61) Q1 green	(61) Q1 green	(89) Q1 green	(90) Q1 green	(90) Q2 not significant
Writing	2017	(59) Q1 green	(59) Q1 green	(59) Q1 green		(89) Q1 green
	2018	(59) Q1 green	(60) Q1 green	(90) Q1 green		(90) Q1 green
	2019	(61) Q1 green	(61) Q1 green	(89) Q1 green		(90) Q1 green
Maths	2017	(59) Q1 green	(59) Q1 green	(59) Q1 green		(89) Q1 green
	2018	(59) Q1 green	(60) Q1 green	(90) Q1 green		(90) Q2 not significant
	2019	(61) Q2 green	(61) Q1 green	(89) Q1 green		(90) Q2 not significant

⬆ 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.