

Primary Inspection Data Summary Report

Chilwell Croft Academy	URN: 138395 Laestab: 3302047
Headteacher: Mrs Julie Berrow	Type of education: Academy Sponsor Led
Local authority: Birmingham	Phase of education: Primary
Pupils: 396	Academy trust or sponsor: Equitas Academies Trust
Gender: Mixed	Date open/converted: 01/09/2012
Admissions policy: Not applicable	Chair of governors/trustees:
Ages: 4-11	School website: www.chilwellcroft.com
Denomination: Does not apply	Postcode: B19 2QH

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.

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 (13%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The three-year average reading attainment score (100.9) was in the **lowest** 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.
- In 2019, the proportion of pupils who met the expected standard (32+) in phonics in Year 1 (63%) was significantly **below** national and in the **lowest** 20% of all schools. Of the 60 pupils, 22 did not meet the expected standard, with an average mark of 21.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (58%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 and 2018.

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

- 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.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (58%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (2.2) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018.
- Mathematics progress has **improved** between 2017 and 2018.

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.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal (58%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

Other measures in 2019 Guidance

- A sentence for the percentage of pupils in 2019 achieving the key stage 2 expected standard in reading, writing and mathematics has not been triggered because the criteria have not been met. In the same year, 2% of pupils achieved the key stage 2 high standard (110+) in reading, writing and mathematics, significantly **below** national and in the **lowest** 20% of all schools.
- 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.
- In 2019, the percentage achieving a good level of development in the early years foundation stage (58%) was significantly **below** national and in the **lowest** 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.

- 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](#)

- The rate of total fixed period exclusions (1.93%) was in the **highest** 20% in 2017/18 as well as in 2016/17 and 2015/16.
- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.
- Of the 8 pupils with at least one fixed period exclusion in 2017/18, 2 were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 11 fixed period exclusions in 2017/18, 5 were for **persistent disruptive behaviour**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against a pupil (2); verbal abuse/threatening behaviour against a pupil (2).
- There was 1 permanent exclusion in 2017/18. The national average for this year was close to zero. There were also 2 in 2016/17 and 1 in 2015/16.
- The 1 permanent exclusion in 2017/18 was for **verbal abuse/threatening behaviour against a pupil**.

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.

- For disadvantaged pupils, key stage 2 attainment of the expected standard (100+) in reading (61%) was significantly **below** national in 2019. In 2019, 76% achieved the key stage 2 science expected standard, significantly **below** national.

School and local context

School level Guidance

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	409	414	396	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	70	68	67	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	13.9	13.5	12.1	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	1.0	0.5	0.5	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	53	60	63	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	72	72	75	■	■	■	■	■
	Nat	86	86	86					

MAT/LA level information Guidance

As at January 2020:

- this school is part of Equitas Academies Trust which contains 1 primary school, 1 secondary school, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is good. As at 1 Jan 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 2018 school workforce census:

- in 2017/18, 76.2% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 5.8 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 12 out of 17 possible ethnic groups. Those with 5% or more are:
 - 51%: Black or Black British - African
 - 8%: Black or Black British - Caribbean
 - 7%: Asian or Asian British - Bangladeshi
 - 5%: White - any other White background
 - 5%: Any other ethnic group
 - 5%: Black or Black British - any other Black background

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, the academy trust had a revenue reserve of £1,796,000.
- In 2017/18, this school had a negative in-year balance (£-33,000), following a year in which income exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £6,174.
- In 2017/18, this school received £2,491,000 in grant funding, £1,125,256 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	60	NA	NA	NA	50	18	75	21
Y2	59	NA	NA	NA	59	20	69	21
Y3	61	14/19/15	37/32/38	9/9/7	70	24	51	21
Y4	52	12/16/12	29/25/28	3/3/4	69	26	54	21
Y5	60	13/17/15	27/36/37	16/3/4	87	29	65	22
Y6	58	5/5/3	44/44/45	4/4/5	76	30	55	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	-	-	-	Below	-	Below
Writing	-	-	-	-	-	-
Mathematics	-	-	-	Below	-	Below

SEND characteristics Guidance

Type of resourced provision: Resource Provision

Number of pupil with SEND who are also disadvantaged: 35

	SEND primary need						SEND Support (46)						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	5	1	5	4	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	3	0	3	1	3	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	3	3	0	1	1	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	1	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	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0
School Support NSA	0	1	2	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	6	8	8	7	7	10	0	0	1	0	0	1	0	0	1	0	0	1

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	(51)	■	■	■	■	(58)	■	■	■	■	(59)	■	■	■	■	(59)	■	■	■	■	(60)	■	■	■	■
	2018	(54)	■	■	↑	■	(59)	■	■	■	■	(59)	■	■	■	■	(58)	■	■	■	■	(59)	■	■	■	■
	2019	(55)	■	■	■	■	(60)	■	■	■	■	(59)	■	■	■	■	(60)	■	■	■	■	(45)	■	■	■	■
Writing	2017	(51)	■	■	■	■	(58)	■	■	■	■	(59)	■	■	■	■						(60)	■	■	■	■
	2018	(54)	■	■	■	■	(59)	■	■	■	■	(59)	■	■	■	■						(59)	■	■	■	■
	2019	(55)	■	■	■	■	(60)	■	■	■	■	(59)	■	■	■	■						(45)	■	■	■	■
Maths	2017	(51)	■	■	■	■	(58)	■	■	■	■	(59)	■	■	■	■						(60)	■	■	■	■
	2018	(54)	■	■	■	↑	(59)	■	■	■	■	(59)	■	■	■	■						(59)	■	■	■	■
	2019	(55)	■	■	■	■	(60)	■	■	■	■	(59)	■	■	■	■						(45)	■	■	■	■

↑ 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.