

Middle Inspection Data Summary Report

St Edward's Church of England Academy	URN: 139171 Laestab: 8604613
Headteacher: Mr Thomas Hutchinson	Type of education: Academy Converter
Local authority: Staffordshire	Phase of education: Middle
Pupils: 708	Academy trust or sponsor: St Edward's Church of England Academy Trust, Leek
Gender: Mixed	Date open/converted: 01/01/2013
Admissions policy: Not applicable	Chair of governors/trustees: Cynthia Simmonds
Ages: 9-13	School website: http://stedwards.academy
Denomination: Church of England	Postcode: ST13 8DN

Report information [Guidance](#)

Release information: Revised 2019 KS2

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.

We know from published performance data that pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools. Also, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.

Reading

KS2 progress [Guidance](#)

- Key stage 2 progress in reading (-1.9) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

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

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 three-year average reading attainment score in 2019, therefore no conclusions can be drawn from this data.

Writing

KS2 progress Guidance

- There is nothing significant or exceptional to highlight for key stage 2 progress in writing in 2019, therefore no conclusions can be drawn from this data.

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (-2.1) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018.

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 three-year average mathematics attainment score in 2019, therefore no conclusions can be drawn from this data.

Other attainment measures Guidance

- There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science 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 is nothing significant or exceptional to highlight for total fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.
- The rate of repeat fixed period exclusions (1.8%) was in the **highest** 20% of schools with a similar level of deprivation in 2018/19.
- Of the 20 pupils with at least one fixed period exclusion in 2018/19, 65% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 55 fixed period exclusions in 2018/19, the following reasons each accounted for more than 10%: **persistent disruptive behaviour** (13), unspecified reasons (12), physical assault against a pupil (10), verbal abuse/threatening behaviour against a pupil (8), verbal abuse/threatening behaviour against an adult (8).
- There were 3 permanent exclusions in 2018/19. The national average for this year was 2. There was also 1 in 2017/18 and 1 in 2016/17.
- The 3 permanent exclusions in 2018/19 were for: **physical assault against an adult** (1), **bullying** (1), **unspecified reasons** (1).

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 middle prior attainers, key stage 2 attainment of the expected standard (100+) in reading (60%) was significantly **below** national in 2019. Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (64%) was significantly **below** national in 2019, as well as in 2018 and 2017.
- For disadvantaged pupils, key stage 2 attainment of the expected standard (100+) in reading (64%) was significantly **below** national in 2019. Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (64%) was significantly **below** national in 2019, as well as in 2018.
- Persistent absence for pupils whose first language was not English (0.0%) was in the **lowest** 20% of all schools in 2018/19.

School and local context

School level Guidance

		2018	2019	2020	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	739	724	708	■	■	■	■	■
	Nat	961	978	1000					
% FSM6 pupils	Sch	17	19	17	■	■	■	■	■
	Nat	28	28	27					
% SEND support	Sch	7.4	9.0	10.9	■	■	■	■	■
	Nat	10.6	10.8	11.1					
% SEND EHC plan	Sch	0.9	1.0	1.7	■	■	■	■	■
	Nat	1.6	1.7	1.8					
% of EAL	Sch	1	1	2	■	■	■	■	■
	Nat	17	17	17					
% Stability	Sch	95	93	95	■	■	■	■	■
	Nat	92	92	91					

- 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:
 - 96%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the academy trust had a revenue reserve of £793,000.
- In 2018/19, this school had a positive in-year balance (£111,000), following a year in which expenditure exceeded income.
- In 2018/19, this school had a per pupil spend of £4,633.
- In 2018/19, this school received £3,407,000 in grant funding, £2,175,672 less than the national average.

MAT/LA level information Guidance

As at December 2020:

- this school is an academy but is not part of a MAT.
- the latest overall effectiveness grade for this school is requires improvement.

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 48.6% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 1.9 days on average were lost to teacher sickness absence compared with a national average of 4.1.

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						18		21
Y2						20		21
Y3						24		21
Y4						26		21
Y5	176	33/47/40	77/97/83	65/31/52	20	29	2	22
Y6	183	7/8/4	95/131/116	79/42/61	17	30	1	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: 22

SEND primary need	SEND Support (43)						EHC Plan (3)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty					7	7					2	0
Moderate Learning Difficulty					7	7					0	0
Severe Learning Difficulty					0	0					0	0
Profound & Multiple Learning Difficulty					0	0					0	0
Social, Emotional and Mental Health					5	3					0	0
Speech, Language and Communication Needs					3	0					0	0
Hearing Impairment					0	0					0	0
Visual Impairment					0	0					0	0
Multi-Sensory Impairment					0	0					0	0
Physical Disability					1	0					0	1
Autistic Spectrum Disorder					2	0					0	0
School Support NSA					0	0					0	0
Other Difficulty/Disability					1	0					0	0
Year group totals					26	17					2	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						18		21
Y2						20		21
Y3						24		21
Y4						25		21
Y5	173	39/48/40	79/88/86	52/34/44	15	27	1	21
Y6	173	34/47/39	76/95/83	62/30/50	20	29	2	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: 25

SEND primary need	SEND Support (47)						EHC Plan (6)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty					6	6					1	1
Moderate Learning Difficulty					16	5					0	1
Severe Learning Difficulty					0	0					0	0
Profound & Multiple Learning Difficulty					0	0					0	0
Social, Emotional and Mental Health					4	3					1	0
Speech, Language and Communication Needs					0	3					0	0
Hearing Impairment					0	0					0	0
Visual Impairment					1	0					0	0
Multi-Sensory Impairment					0	0					0	0
Physical Disability					0	1					0	0
Autistic Spectrum Disorder					0	2					2	0
School Support NSA					0	0					0	0
Other Difficulty/Disability					0	0					0	0
Year group totals					27	20					4	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	(171)	■	■	■	■	(172)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2018	(178)	■	■	■	■	(182)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2019	(181)	■	■	■	■	(185)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Writing	2017	(171)	■	■	■	■	(172)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2018	(179)	■	■	■	■	(182)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2019	(182)	■	■	■	■	(185)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Maths	2017	(171)	■	■	■	■	(172)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2018	(177)	■	■	■	■	(182)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2019	(180)	■	■	■	■	(185)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

↑ 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	(172)	■	■	■	■	(172)	■	■	■	■	■	■	■	■	■
2018	(182)	■	■	■	■	(182)	■	■	■	■	■	■	■	■	■
2019	(185)	■	■	■	■	(185)	■	■	■	■	■	■	■	■	■