

Primary Inspection Data Summary Report

Larkhill Primary School	URN: 145545 Laestab: 8652065
Headteacher: Mrs Emily Taylor	Type of education: Academy Converter
Local authority: Wiltshire	Phase of education: Primary
Pupils: 224	Academy trust or sponsor: The White Horse Federation
Gender: Mixed	Date open/converted: 01/03/2018
Admissions policy: Not applicable	Chair of governors/trustees: Moira Laffey
Ages: 5-11	School website: www.larkhill.wilts.sch.uk/
Denomination: Does not apply	Postcode: SP4 8QB

Report information [Guidance](#)

Release information: Revised 2019 KS2, 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

KS2 progress [Guidance](#)

- There is nothing significant or exceptional to highlight for key stage 2 progress in reading 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 high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.
- The key stage 2 three-year average reading attainment score (102.3) was in the **lowest** 20% of all schools in 2019.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data. There were 7 pupil(s) that were screened in Year 2 in 2019; 5 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

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.
- Writing progress has **improved** between 2018 and 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 greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- 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

KS2 progress Guidance

- Key stage 2 progress in mathematics (-2.2) 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+) in mathematics in 2019, therefore no conclusions can be drawn from this data. Key stage 2 attainment of the high standard (110+) in mathematics (4%) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018. Of the 27 pupils, 7 did not meet the expected standard. Of these, 6 pupils had a score, with an average scaled score of 94.
- The key stage 2 three-year average mathematics attainment score (101.2) was in the **lowest** 20% of all schools in 2019.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.
- 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 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.
- 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.
- The rate of persistent absence (7.3%) in 2018/19 was in the **highest** 20% of schools with a similar level of deprivation. There is nothing significant or exceptional to highlight for overall 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

- The rate of total fixed period exclusions (3.9%) was in the **highest** 20% in 2018/19 as well as in 2017/18.
- The rate of repeat fixed period exclusions (1.7%) was in the **highest** 20% in 2018/19 as well as in 2017/18.
- Of the 9 pupils with at least one fixed period exclusion in 2018/19, 4 were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 16 fixed period exclusions in 2018/19, the following reasons each accounted for more than 10%: **physical assault against a pupil** (5), **persistent disruptive behaviour** (5), verbal abuse/threatening behaviour against an adult (3).
- 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
- Persistent absence for pupils in receipt of free school meals (7.1%) 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	High Q3	Q2	Q1
Number on roll	Sch	265	230	224	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	3	5	5	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	11.7	10.9	16.1	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	1.5	1.7	1.3	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	12	13	16	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	62	68	54	■	■	■	■	■
	Nat	86	86	81					

MAT/LA level information Guidance

As at December 2020:

- this school is part of The White Horse Federation which contains 24 primary schools, 5 secondary schools, 3 special schools and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (126202) was requires improvement. As at 1 Dec 2020, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
 - outstanding - 5
 - good - 12
 - requires improvement - 8
 - inadequate - 5

- not yet inspected - 2

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 31.3% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 5.6 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there was 1 full-time vacant teacher post in the school.

Ethnicity Guidance

- This school has 9 out of 17 possible ethnic groups. Those with 5% or more are:
 - 73%: White - British
 - 9%: Any other ethnic group

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 £953,000.
- In 2018/19, this school had a negative in-year balance (£-136,844), the second year in a row in which expenditure has exceeded income.
- In 2018/19, this school had a per pupil spend of £6,081.
- In 2018/19, this school received £1,237,593 in grant funding, £170,417 less 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	26	NA	NA	NA	4	18	0	21
Y2	45	NA	NA	NA	11	20	16	21
Y3	33	5/5/5	21/23/22	6/4/5	0	24	6	21
Y4	33	5/8/5	22/21/25	6/4/3	0	26	17	21
Y5	34	11/11/10	11/14/17	10/7/5	6	29	3	22
Y6	26	1/2/1	17/18/20	5/3/2	12	30	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	Below	-	-	-	-	-
Writing	Below	-	-	-	-	-
Mathematics	Below	-	-	-	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 2

SEND primary need	SEND Support (19)						EHC Plan (4)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	1	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	2	1	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	1	2	2	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	2	3	1	1	2	0	0	0	1	1	0	0
Hearing Impairment	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
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	1	0	1	1	0	0	0
School Support NSA	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
Year group totals	3	5	4	1	4	2	0	1	1	1	1	0

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	29	NA	NA	NA	0	18	34	21
Y2	25	NA	NA	NA	8	20	0	21
Y3	44	6/9/5	22/23/21	9/6/10	5	24	23	21
Y4	26	4/4/4	15/18/17	7/4/5	8	25	8	21
Y5	35	5/8/6	22/22/25	6/3/2	9	27	17	21
Y6	33	9/10/6	12/15/20	10/6/5	9	29	9	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			-	Above	-	-
Mathematics			-	-	-	-

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

SEND characteristics Guidance

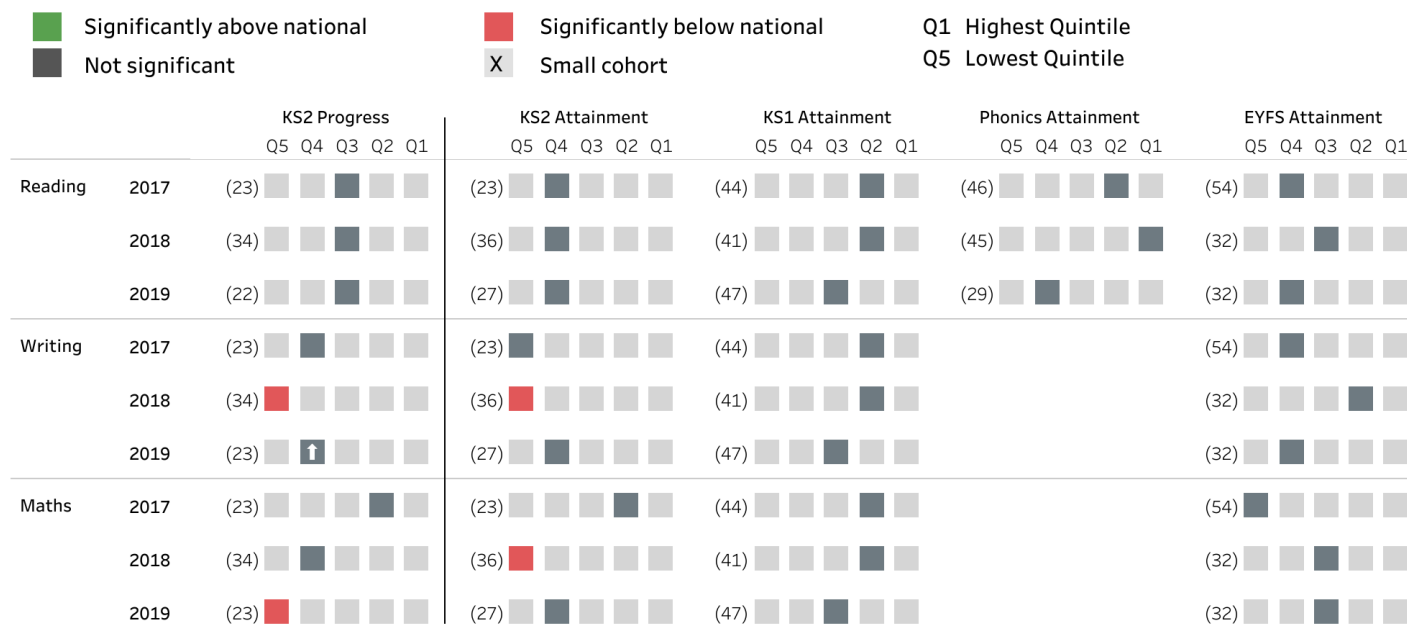
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 2

SEND primary need	SEND Support (32)						EHC Plan (3)					
	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
Moderate Learning Difficulty	0	1	3	1	0	1	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	1	2	3	1	2	0	0	0	0	0	0	0
Speech, Language and Communication Needs	6	2	5	0	0	2	0	0	0	0	1	1
Hearing Impairment	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
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	1	0	1	0	0	1	0	0	0	0	0
School Support NSA	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
Year group totals	7	6	11	3	2	3	1	0	0	0	1	1

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance



↑ 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

