

# Primary Inspection Data Summary Report

<b>Ladybridge Primary School</b>	<b>URN: 106054 Laestab: 3562048</b>
<b>Headteacher:</b> Mrs Emma Hill	<b>Type of education:</b> Community School
<b>Local authority:</b> Stockport	<b>Phase of education:</b> Primary
<b>Pupils:</b> 155	<b>Academy trust or sponsor:</b>
<b>Gender:</b> Mixed	<b>Date open/converted:</b>
<b>Admissions policy:</b> Not applicable	<b>Chair of governors/trustees:</b> Tom Morrison
<b>Ages:</b> 3-11	<b>School website:</b>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> SK8 2JF

## Report information [Guidance](#)

**Release information:** Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS

**Release date:** 7 June 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](#)

- Key stage 2 attainment of the expected standard (100+) in reading (52%) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018 and 2017. There is nothing significant or exceptional to highlight for key stage 2 attainment of the high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data. Of the 21 pupils, 10 did not meet the expected standard.
- The key stage 2 three-year average reading attainment score (100.1) 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 8 pupil(s) that were screened in Year 2 in 2019; 2 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.

### 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 (-3.3) was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- Mathematics progress has **improved** between 2017 and 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.
- The key stage 2 three-year average mathematics attainment score (100.0) 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

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (38%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 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+) in 2019, therefore no conclusions can be drawn from

this data. Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (10%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

- 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)

### Autumn 2020 absence Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 450 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) – these did not count as absence within the data.

- Overall absence in autumn 2020 (4.6%) was in the **highest** 20% of all schools.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020, 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 autumn 2020, therefore no conclusions can be drawn from this data.

### Absence for 2018/19 and earlier Guidance

- Overall absence (5.3%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (14.1%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- The rates of overall absence (5.3%) and persistent absence (14.1%) in 2018/19 were in the **highest** 20% of schools with a similar level of deprivation.

## Exclusions (whole school) Guidance

- The rate of total fixed period exclusions (1.2%) was in the **highest** 20% in 2018/19 as well as in 2017/18 and 2016/17.
- 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.
- Of the 2 pupils with at least one fixed period exclusion in 2018/19, neither was excluded on more than one occasion.
- Of the 2 fixed period exclusions in 2018/19, the following reasons each accounted for more than 10%: **physical assault against an adult** (1), **persistent disruptive behaviour** (1).
- There was 1 permanent exclusion in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years.
- The 1 permanent exclusion in 2018/19 was for **persistent disruptive behaviour**.

## 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

		2018	2019	2020	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	187	171	155	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	35	34	33	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	23.0	21.1	18.7	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	7.0	7.0	7.1	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	15	20	21	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	85	81	70	■	■	■	■	■
	Nat	86	86	81					

### MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Stockport local authority which maintains 75 primary schools, 7 secondary schools, 8 special schools, 3 pupil referral units and 4 nursery schools.
- the latest overall effectiveness grade for this school is requires improvement. As at 1 Dec 2020, the LA grade profile was:
  - outstanding - 27
  - good - 62
  - requires improvement - 7
  - inadequate - 1
  - not yet inspected - 0

### School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 60% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 3.3 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- 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:
  - 68%: White - British
  - 10%: Asian or Asian British - Pakistani
  - 5%: Asian or Asian British - any other Asian background

### 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 2018/19, the school had a revenue reserve of £40,684.
- In 2018/19, this school had a positive in-year balance (£5,891), following a year in which expenditure exceeded income.
- In 2018/19, this school had a per pupil spend of £7,175, an increase of £87 per pupil from the previous year.
- In 2018/19, this school received £1,135,178 in grant funding, £158,273 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	23	NA	NA	NA	22	18	26	21
Y2	30	NA	NA	NA	37	20	17	21
Y3	22	10/11/11	9/8/8	1/1/1	23	24	27	21
Y4	23	5/9/6	12/10/13	3/1/1	35	26	17	21
Y5	20	7/11/6	12/8/13	0/0/0	40	29	20	22
Y6	21	3/6/3	12/12/14	5/2/3	52	30	19	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	Below	Below	Below
Mathematics	-	Below	Below	Below	-	Below

### SEND characteristics Guidance

Type of resourced provision: Resource Provision

Number of pupils with SEND who are also disadvantaged: 18

SEND primary need	SEND Support (35)						EHC Plan (10)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	1	0	0	1	0	0	0	0	0	0	0
Moderate Learning Difficulty	1	2	0	0	0	2	0	1	0	1	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	1	0
Social, Emotional and Mental Health	0	0	0	0	2	3	0	0	0	0	1	0
Speech, Language and Communication Needs	7	3	5	3	0	2	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	1
Multi-Sensory Impairment	0	0	1	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	1	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	0	0	1	0	1	0	1
School Support NSA	0	0	1	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	8	6	8	3	3	7	0	2	1	3	2	2

## 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	14	NA	NA	NA	43	18	36	21
Y2	17	NA	NA	NA	24	20	24	21
Y3	27	5/6/5	8/12/9	8/3/7	41	24	11	21
Y4	22	9/10/10	10/9/8	0/0/1	23	25	32	21
Y5	23	5/8/5	12/11/14	3/1/1	39	27	17	21
Y6	18	5/10/5	10/5/10	0/0/0	39	29	22	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			Below	Below	-	Below
Writing			Below	Below	Below	Below
Mathematics			Below	Below	-	Below

\* 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: Resource Provision

Number of pupils with SEND who are also disadvantaged: 16

SEND primary need	SEND Support (28)						EHC Plan (9)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	2	1	0	2	0	0	0	0	0	0
Moderate Learning Difficulty	0	2	2	0	0	0	0	0	0	0	1	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	2	0	0	0	0	0	1
Speech, Language and Communication Needs	3	3	1	4	3	0	0	0	0	2	1	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	1	1	0	0	0	0	0	0	0
Physical Disability	0	0	0	1	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	0	2	0	1	0	1	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	5	7	4	4	2	0	1	2	3	1

## Progress and attainment trend

### Reading, writing and mathematics three-year trend Guidance

		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	(23)	■	■	■	■	(24)	■	■	■	■	(25)	■	■	■	■	(27)	■	■	■	■	(29)	■	■	■	■
	2018	(25)	■	■	■	■	(26)	■	■	■	■	(23)	■	■	■	■	(29)	■	■	■	■	(25)	■	■	■	■
	2019	(20)	■	■	■	■	(21)	■	■	■	■	(30)	■	■	■	■	(21)	■	■	■	■	(18)	■	■	■	■
Writing	2017	(23)	■	■	■	■	(24)	■	■	■	■	(25)	■	■	■	■						(29)	■	■	■	■
	2018	(25)	■	■	■	■	(26)	■	■	■	■	(23)	■	■	■	■						(25)	■	■	■	■
	2019	(20)	■	■	■	■	(21)	■	■	■	■	(30)	■	■	■	■						(18)	■	■	■	■
Maths	2017	(23)	■	■	■	■	(24)	■	■	■	■	(25)	■	■	■	■						(29)	■	■	■	■
	2018	(25)	■	↑	■	■	(26)	■	■	■	■	(23)	■	■	■	■						(25)	■	■	■	■
	2019	(20)	■	■	■	■	(21)	■	■	■	■	(30)	■	■	■	■						(18)	■	■	■	■

↑ 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	(24)	■	■	■	■	(24)	■	■	■	■	(29)	■	■	■	■
	2018	(26)	■	■	■	■	(26)	■	■	■	■	(25)	■	■	■	■
	2019	(21)	■	■	■	■	(21)	■	■	■	■	(18)	■	■	■	■