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Primary Inspection Data Summary Report

Cheadle Catholic Junior School	URN: 106112 Laestab: 3563501
Headteacher: Mrs Rachel Fender	**Type of education**: Voluntary Aided School
Local authority: Stockport	**Phase of education**: Primary
Pupils: 358	**Academy trust or sponsor**:
Gender: Mixed	**Date open/converted**:
Admissions policy: Not applicable	**Chair of governors/trustees**: Patricia Read
Ages: 7-11	**School website**: www.cheadle-jun.stockport.sch.uk
Denomination: Roman Catholic	**Postcode**: SK8 6DB

Report information Guidance

Release information: Revised 2019 KS2

Release date: 12 November 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 the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The IDSR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

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 national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average they also have lower progress scores, which may be for a variety of reasons. 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

- 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 (91%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in reading (40%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Of the 88 pupils, 8 did not meet the expected standard.

- The key stage 2 three-year average reading attainment score (108.4) was in the **highest** 20% of all schools in 2019.

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

- Key stage 2 attainment of the expected standard (100+) in writing (98%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. Key stage 2 attainment of greater depth in writing (32%) 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

- There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics 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 mathematics (94%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in mathematics (44%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Of the 88 pupils, 5 did not meet the expected standard, with an average scaled score of 98.
- The key stage 2 three-year average mathematics attainment score (108.0) was in the **highest** 20% of all schools in 2019.

Other attainment measures Guidance

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (85%) and the high standard (110+) in reading, writing and mathematics (24%) 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 expected standard (100+) in the English grammar, punctuation and spelling test (95%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (52%) 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 expected standard in science (95%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

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 4,018 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 (2.2%) was in the **lowest** 20% of all schools. There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.

- Persistent absence in autumn 2020 (3.6%) was in the **lowest** 20% of all schools. It was also in the **lowest** 20% of schools with a similar level of deprivation.

Absence for 2018/19 and earlier Guidance

- Overall absence (2.7%) was in the **lowest** 20% of all schools in 2018/19.

- Persistent absence (2.8%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18.

- The rates of overall absence (2.7%) and persistent absence (2.8%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total suspensions in 2019/20, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for repeat suspensions in 2019/20, therefore no conclusions can be drawn from this data.

- There were no suspensions in 2019/20.

- There were no permanent exclusions in 2019/20. 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

		2019	2020	2021	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	360	361	358	▪	▪	▪	◼	▪
	Nat	282	281	278					
% FSM6 pupils	Sch	7	7	7	◼	▪	▪	▪	▪
	Nat	23	23	25					
% SEND support	Sch	5.0	10.0	8.1	▪	◼	▪	▪	▪
	Nat	12.6	12.8	12.6					
% SEND EHC plan	Sch	1.9	2.5	3.1	▪	▪	▪	▪	◼
	Nat	1.6	1.8	2.1					
% of EAL	Sch	7	9	8	▪	▪	◼	▪	▪
	Nat	21	21	21					
% Stability	Sch	98	99	98	▪	▪	▪	▪	◼
	Nat	86	81	82					

MAT/LA level information Guidance

As at October 2021:

- this school is maintained by Stockport local authority which maintains 75 primary schools, 6 secondary schools, 8 special schools, 3 pupil referral units and 4 nursery schools.

- the latest overall effectiveness grade for this school is good. As at 1 Oct 2021, the LA grade profile was:

  - outstanding - 27

  - good - 62

  - requires improvement - 7

  - inadequate - 0

  - not yet inspected - 0

School workforce Guidance

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.

- There is nothing significant or exceptional to highlight for staff turnover in 2018/19.

Ethnicity Guidance

- This school has 10 out of 17 possible ethnic groups. The top 5 representing 5% or more are:

  - 82%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.

- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2019/20, the school had a revenue reserve of £100,120.

- In 2019/20, this school had a negative in-year balance (£-4,266), the second year in a row in which expenditure has exceeded income.

- In 2019/20, this school had a per pupil spend of £4,125, an increase of £134 per pupil from the previous year.

- In 2019/20, this school received £1,352,927 in grant funding, £170 more 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						18		21
Y2						20		21
Y3	90	8/20/15	30/41/37	52/29/38	7	24	7	21
Y4	92	8/26/12	41/38/42	43/28/38	8	26	7	21
Y5	90	13/23/20	49/44/43	28/23/27	7	29	11	22
Y6	88	0/0/0	43/64/62	45/24/26	7	30	2	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
Mathematics			-	Above	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 3

SEND primary need	SEND Support (18)					EHC Plan (7)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			3	0	1	0			0	0	0	0
Moderate Learning Difficulty			2	1	0	0			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			3	3	0	0			1	1	0	0
Speech, Language and Communication Needs			1	1	0	0			0	2	1	0
Hearing Impairment			0	0	0	0			0	0	0	0
Visual Impairment			0	0	0	1			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	0	0	0
Physical Disability			0	0	0	0			0	0	0	0
Autistic Spectrum Disorder			0	0	0	0			0	0	1	0
School Support NSA			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	1	0	1			0	1	0	0
Year group totals			9	6	1	2			1	4	2	0

Year group context 2021 (Primary)

Characteristics Guidance

Year group markedly above average of others ▢   Year group markedly below average of others ▢

	Number on Roll	% FSM	FSM Nat	% EAL	EAL Nat
Y1			22		20
Y2			23		21
Y3	90	1	26	6	21
Y4	88	6	27	10	21
Y5	90	12	28	7	21
Y6	90	8	29	8	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				-	Above	Above
Writing				-	-	-
Mathematics				-	-	Above

* Year 1, 2 and 3 prior attainment has not been possible to calculate due to lack of data - see guidance.

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 3

SEND primary need	SEND Support (29)					EHC Plan (11)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			0	1	0	0			0	0	0	1
Moderate Learning Difficulty			7	4	1	0			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			0	2	4	4			0	0	1	2
Speech, Language and Communication Needs			2	0	1	0			0	0	0	2
Hearing Impairment			1	0	0	0			0	0	0	0
Visual Impairment			0	0	0	0			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	2	0	0
Physical Disability			0	0	0	0			0	0	0	0
Autistic Spectrum Disorder			1	0	0	0			1	0	0	0
School Support NSA			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	0	0	1			0	1	0	1
Year group totals			11	7	6	5			1	3	1	6

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

- 🟩 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	(89) Q1 green	(90) Q1 green			
	2018	(89) Q2 green	(89) Q2 green			
	2019	(88) Q2 not significant	(88) Q1 green			
Writing	2017	(89) Q2 not significant	(90) Q2 green			
	2018	(89) Q1 green	(89) Q1 green			
	2019	(88) Q2 not significant	(88) Q1 green			
Maths	2017	(89) Q1 green	(90) Q1 green			
	2018	(89) Q1 green	(89) Q2 green			
	2019	(88) Q2 green	(88) Q1 green			

- ⬆ 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 (Q5 Q4 Q3 Q2 Q1)	KS2 combined RWM (Q5 Q4 Q3 Q2 Q1)	EYFS GLD (Q5 Q4 Q3 Q2 Q1)
2017	(90) Q1 green	(90) Q1 green	
2018	(89) Q2 green	(89) Q1 green	
2019	(88) Q1 green	(88) Q1 green	