

Primary Inspection Data Summary Report

Verwood Church of England First School	URN: 113779 Laestab: 8383053
Headteacher: Mr Adam Parsons	Type of education: Academy Converter
Local authority: Dorset	Phase of education: Primary
Pupils: 311	Academy trust or sponsor: Wimborne Academy Trust
Gender: Mixed	Date open/converted: 01/01/2019
Admissions policy: Not applicable	Chair of governors/trustees: Jane Mearns
Ages: 2-9	School website: http://www.verwoodfirst.dorset.sch.uk/
Denomination: Church of England	Postcode: BH31 6JF

Report information [Guidance](#)

Release information: 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

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

- 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; 4 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

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

- 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.

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- 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

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

- 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 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.
- 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 were no fixed period exclusions in 2018/19.
- 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

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School and local context **School level**

Guidance



- not yet inspected - 0

School workforce **Guidance**

schools, no special schools and no pupil referral units.

- the latest overall effectiveness grade for this school's predecessor (113779) was outstanding. As at 1 Dec 2020, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:

- outstanding - 7
- good - 4
- requires improvement - 0
- inadequate - 2

According to the November 2019 school workforce census:

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

Ethnicity **Guidance**

- This school has 7 out of 17 possible ethnic groups. Those with 5% or more are:
- 95%: 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 £640,000.
- In 2018/19, the school had a revenue reserve of £142,674.
- In 2018/19, this school had a positive in-year balance (£51,719), following a year in which expenditure exceeded income.
- In 2018/19, this school had a positive in-year balance (£107).
- In 2018/19, this school had a per pupil spend of £3,172.

					Low	Quintile				High
					Q5	Q4	Q3	Q2	Q1	
Number on roll	Sch	290	263	311	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	
	Nat	281	282	281						
% FSM6 pupils	Sch	7	9	12	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	
	Nat	24	23	23						
% SEND support	Sch	8.6	9.9	14.5	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	
	Nat	12.4	12.6	12.8						
% SEND EHC plan	Sch	1.7	2.7	2.3	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	
	Nat	1.4	1.6	1.8						
% of EAL	Sch	2	0	1	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	
	Nat	21	21	21						
% Stability	Sch	92	95	87	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	
	Nat	86	86	81						

MAT/LA level information **Guidance**

As at December 2020:

- this school is part of Wimborne Academy Trust which contains 8 primary schools, 5 secondary

- In 2018/19, this school had a per pupil spend of £3,371, a decrease of £696 per pupil from the previous year.
- In 2018/19, this school received £808,174 in grant funding, £599,836 less than the national

average.

- In 2018/19, this school received £912,259 in grant funding, £381,192 less than the national average.

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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	52	NA	NA	NA	6	18	0	21
Y2	56	NA	NA	NA	7	20	0	21
Y3	57	13/14/9	32/37/35	12/6/13	12	24	0	21
Y4	58	11/17/14	33/30/31	14/11/13	14	26	0	21
Y5						29		22
Y6						30		21

Prior attainment Guidance

Well above national



Well below national



In line with national



Small cohort



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	-	-	-	Above		
Writing	-	-	-	-		
Mathematics	-	-	Above	-		

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 7

SEND primary need	SEND Support (19)						EHC Plan (6)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	1	0	1	2			0	0	0	0		
Moderate Learning Difficulty	1	1	0	2			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	1	0	1	0			0	2	1	1		
Speech, Language and Communication Needs	3	2	1	0			0	1	0	1		
Hearing Impairment	0	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	0	0	0		
Physical Disability	1	0	1	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	1			0	0	0	0		
School Support NSA	0	0	0	0			0	0	0	0		
Other Difficulty/Disability	0	0	0	0			0	0	0	0		
Year group totals	7	3	4	5			0	3	1	2		

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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	45	NA	NA	NA	9	18	2	21
Y2	52	NA	NA	NA	17	20	0	21
Y3	53	10/15/11	29/24/29	9/9/10	13	24	2	21
Y4	57	11/13/9	35/37/36	11/7/12	16	25	0	21
Y5						27		21
Y6						29		22

Prior attainment Guidance

Well above national



Well below national



In line with national



Small cohort



	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: 10

SEND primary need	SEND Support (33)						EHC Plan (6)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	1	0	2			1	0	2	0		
Moderate Learning Difficulty	2	0	3	1			0	0	1	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	1	5	1	4			0	0	1	0		
Speech, Language and Communication Needs	4	2	2	0			0	0	0	0		
Hearing Impairment	0	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	0	0	0		
Physical Disability	1	2	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	2			0	0	0	1		
School Support NSA	0	0	0	0			0	0	0	0		
Other Difficulty/Disability	0	0	0	0			0	0	0	0		
Year group totals	8	10	6	9			1	0	4	1		

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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											(60)					(56)					(59)				
	2018											(56)					(59)					(52)				
	2019											(59)					(51)					(42)				
Writing	2017											(60)										(59)				
	2018											(56)										(52)				
	2019											(59)										(42)				
Maths	2017											(60)										(59)				
	2018											(56)										(52)				
	2019											(59)										(42)				

↑ 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 EGP5					KS2 combined RWM					EYFS GLD				
	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
2017											(59)				
2018											(52)				
2019											(42)				