

Primary Inspection Data Summary Report

Verwood Church of England First School	URN: 146720 Laestab: 8383053
Headteacher: Mr Adam Parsons	Type of education: Academy Converter
Local authority: Dorset	Phase of education: Primary
Pupils: 263	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

Areas of interest

Release information: Provisional 2019 KS2, KS1, Phonics - **Release date:** 09 October 2019

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

- Sentences for key stage 1 reading attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for phonics has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the reading early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Writing

Attainment (all key stages) Guidance

- Sentences for key stage 1 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the writing early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Mathematics

Attainment (all key stages) Guidance

- Sentences for key stage 1 mathematics attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Other measures in 2019 [Guidance](#)

Absence [Guidance](#)

- In 2017/18, the rate of overall absence (3.20%) was slightly below the national average for schools with a similar level of deprivation (3.47%).
- A sentence for overall absence trend has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

Exclusions [Guidance](#)

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the rate of repeat period exclusions has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- The 1 pupil with at least one fixed period exclusion in 2017/18 was excluded on more than one occasion but fewer than 10.
- Of the 2 fixed period exclusions in 2017/18, both were for **physical assault against a pupil**.
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

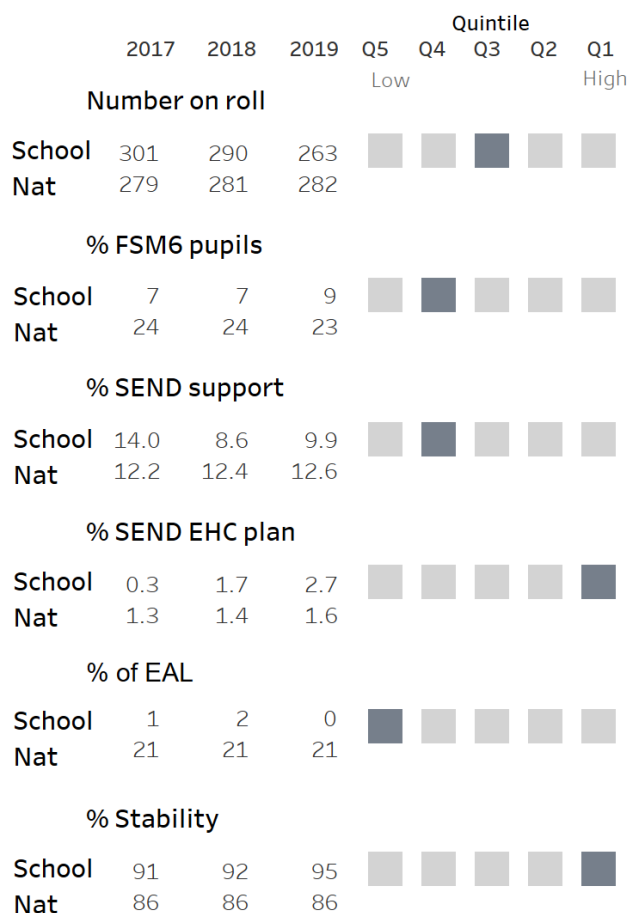
Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups (KS2 progress and attainment, or KS1 attainment) will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. They will be displayed where the group differs to that of the whole school. Phonics and EYFS pupil groups will not appear in this section. Absence and exclusion group sentences will be included in future releases.

- No sentences have been generated for pupil groups

School and local context

School level Guidance



MAT/LA level information Guidance

As at October 2019:

- This school is part of Wimborne Academy Trust which contains 7 primary schools, 5 secondary schools, no special schools and no pupil referral units.
- The latest overall effectiveness grade for this school is outstanding (20/05/2009). The MAT grade profile as at 1 October 2019 was:
 - Outstanding - 7
 - Good - 4
 - Requires improvement - 0
 - Inadequate - 1
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 57.1% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 0.8 days on average lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 6 out of 17 possible ethnic groups. Those with 5% or more are:
 - 96%: White - British

Local area Guidance

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

Finance Guidance

- In 2017/18, this school received £1,093,032 in grant funding, £157,721 less than the national average.
- In 2017/18, this school had a negative in-year balance (£-51,889), following a year in which income exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £4,067.

Year group context

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	1,151	0	1,322
Y2	56	NA	NA	NA	7	1,309	0	1,340
Y3	57	13/14/9	32/37/35	12/6/13	12	3,008	0	2,670
Y4	58	11/17/14	33/30/31	14/11/13	14	3,326	0	2,707
Y5						912		687
Y6						952		676

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		
Writing	-	-	-	-		
Mathematics	-	-	Above	-		

SEND characteristics Guidance

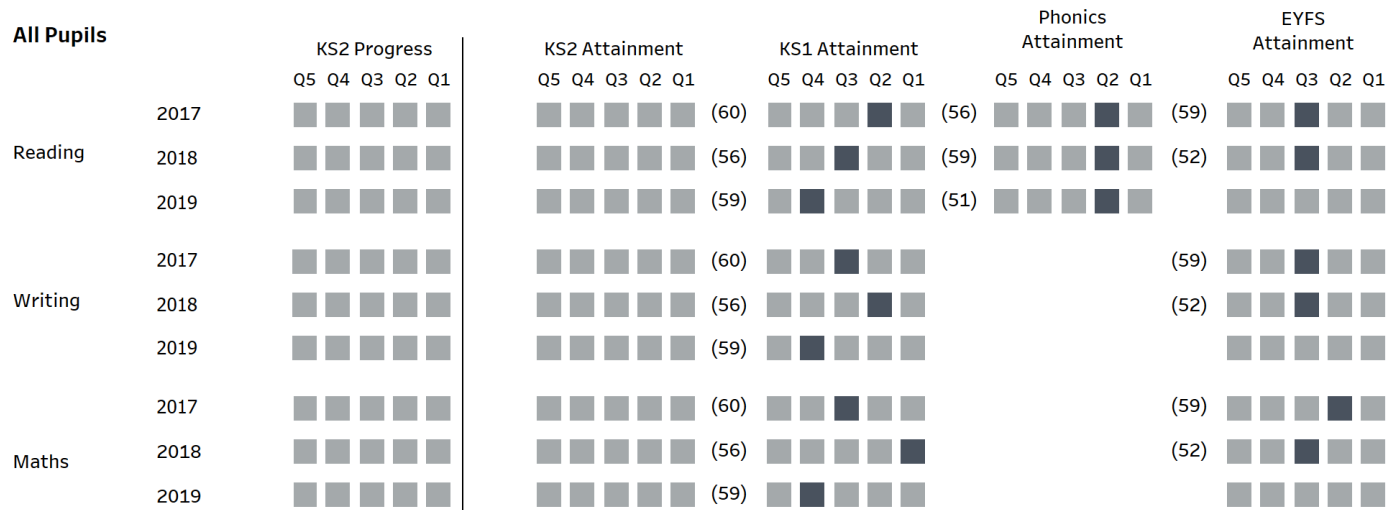
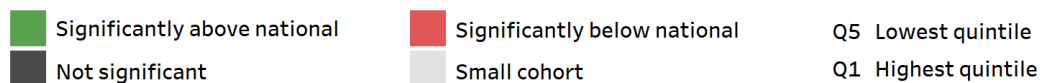
Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 7

	SEND need						SEND Support (38)						EHC Plan (12)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	2	0	2	4			0	0	0	0			0	0	0	0		
Moderate Learning Difficulty	2	2	0	4			0	0	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	2	0	2	0			0	4	2	2			0	4	2	2		
Speech, Language and Communication Needs	6	4	2	0			0	2	0	2			0	2	0	2		
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	2	0	2	0			0	0	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	2			0	0	0	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	14	6	8	10			0	6	2	4			0	6	2	4		

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.