Primary Inspection Data Summary Report

Dinnington First School	URN: 108437 Laestab: 3912000
Headteacher: Mrs Caroline Ash	Type of education: Foundation School
Local authority: Newcastle upon Tyne	Phase of education: Primary
Pupils: 170	Academy trust or sponsor: Gosforth Schools' Trust
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Not recorded
Ages: 3-9	School website: www.dinnington.newcastle.sch.uk
Denomination: Does not apply	Postcode: NE13 7JY

Report information Guidance

Release information: 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

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 6 pupil(s) that were screened in Year 2 in 2019; 6 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

- Key stage 1 attainment of the expected standard in writing (89%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There is nothing significant or exceptional to highlight for key stage 1 attainment of 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

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)

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 1,110 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 (2.1%) was in the **lowest** 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.

- The rate of overall absence (2.1%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation. There is nothing significant or exceptional to highlight for 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

- 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 overall absence (4.6%) 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 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

- Overall absence for pupils in receipt of free school meals (7.4%) was in the **highest** 20% of all schools in 2018/19.

- Overall absence for pupils with special educational needs (7.2%) was in the **highest** 20% of all schools in 2018/19. Persistent absence for pupils with special educational needs (26.7%) was in the **highest** 20% of all schools in 2018/19.

School and local context

School level Guidance

		2018	2019	2020	Quintile (Low Q5 – High Q1)
Number on roll	Sch	166	169	170	Q4
	Nat	281	282	281	
% FSM6 pupils	Sch	22	21	19	Q3
	Nat	24	23	23	
% SEND support	Sch	9.6	10.1	11.8	Q3
	Nat	12.4	12.6	12.8	
% SEND EHC plan	Sch	0.0	0.6	1.2	Q3
	Nat	1.4	1.6	1.8	
% of EAL	Sch	1	0	0	Q5
	Nat	21	21	21	
% Stability	Sch	97	95	89	Q1
	Nat	86	86	81	

MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Newcastle upon Tyne local authority which maintains 50 primary schools, 2 secondary schools, 4 special schools, no pupil referral units and 4 nursery schools.

- the latest overall effectiveness grade for this school is good. As at 1 Dec 2020, the LA grade profile was:

  - outstanding - 17

  - good - 41

  - requires improvement - 2

  - inadequate - 0

  - not yet inspected - 0

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 50% of teachers had at least one period of sickness absence compared with a national average of 54%.

- in 2018/19, 20.6 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 6 out of 17 possible ethnic groups. Those with 5% or more are:

  - 94%: 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 3 (average deprivation) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the school had a revenue reserve of £81,670.

- In 2018/19, this school had a negative in-year balance (£-7,138), following a year in which income exceeded expenditure.

- In 2018/19, this school had a per pupil spend of £5,232, an increase of £424 per pupil from the previous year.

- In 2018/19, this school received £765,530 in grant funding, £527,921 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	30	NA	NA	NA	13	18	0	21
Y2	29	NA	NA	NA	28	20	0	21
Y3	27	5/5/5	11/15/14	11/7/8	30	24	0	21
Y4	29	5/8/5	14/18/17	10/3/7	21	26	0	21
Y5						29		22
Y6						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	-	-	-	-		
Writing	-	-	-	-		
Mathematics	-	-	-	-		

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 10

SEND primary need	SEND Support (15)						EHC Plan (0)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	0			0	0	0	0		
Moderate Learning Difficulty	0	3	2	4			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	0	0			0	0	0	0		
Speech, Language and Communication Needs	1	1	1	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	0	0	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	0			0	0	0	0		
School Support NSA	0	0	0	1			0	0	0	0		
Other Difficulty/Disability	0	0	0	0			0	0	0	0		
Year group totals	1	6	3	5			0	0	0	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	34	NA	NA	NA	15	18	0	21
Y2	30	NA	NA	NA	13	20	0	21
Y3	27	3/3/4	12/16/14	12/8/9	33	24	0	21
Y4	31	5/5/5	13/17/15	13/9/11	26	25	0	21
Y5						27		21
Y6						29		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	-		
Writing			Above	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: Not applicable

Number of pupils with SEND who are also disadvantaged: 9

SEND primary need	SEND Support (16)						EHC Plan (1)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	0			0	0	0	0		
Moderate Learning Difficulty	2	2	2	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	0	1	2	0			0	0	0	0		
Speech, Language and Communication Needs	1	1	1	1			0	0	0	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			1	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	3	4	5	4			1	0	0	0		

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

	Significantly above national		Significantly below national	Q1 Highest Quintile
	Not significant	X	Small cohort	Q5 Lowest Quintile

		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			(30) Q2	(30) Q3	(29) Q4
	2018			(29) Q2	(27) Q4	(30) Q4
	2019			(27) Q1	(30) Q3	(30) Q3
Writing	2017			(30) Q2		(29) Q3
	2018			(29) Q1		(30) Q3
	2019			(27) Q1 (above)		(30) Q3
Maths	2017			(30) Q2		(29) Q2
	2018			(29) Q2		(30) Q2
	2019			(27) Q1		(30) Q2

⬆ 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			(29) Q4
2018			(30) Q3
2019			(30) Q2