

# Primary Inspection Data Summary Report

<b>Southridge First School</b>	<b>URN: 108585 Laestab: 3922046</b>
<b>Headteacher:</b> Mrs Sue Hall	<b>Type of education:</b> Community School
<b>Local authority:</b> North Tyneside	<b>Phase of education:</b> Primary
<b>Pupils:</b> 355	<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> Clint Milnes
<b>Ages:</b> 3-9	<b>School website:</b> <a href="http://www.southridgefirst.org.uk">www.southridgefirst.org.uk</a>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> NE25 9UD

## Areas of interest

**Release information:** Provisional 2019 KS1, Phonics, Final 2019 EYFS - **Release date:** 27 January 2020

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

- Key stage 1 attainment of the expected standard in reading (95%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 1 attainment of greater depth in reading (52%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- A sentence for phonics has not been triggered because the criteria have not been met.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

## Writing

### Attainment (all key stages) Guidance

- Key stage 1 attainment of the expected standard in writing (87%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 1 attainment of greater depth in writing (42%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (92%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

## Mathematics

### Attainment (all key stages) Guidance

- Key stage 1 attainment of the expected standard in mathematics (87%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 1 attainment of greater depth in

mathematics (42%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- Early years foundation stage attainment of the expected standard in the mathematics early learning goal (98%) was significantly **above** national and in the **highest** 20% of all schools in 2019 and 2018.

## Other measures in 2019 [Guidance](#)

- In 2019, the percentage achieving a good level of development in the early years foundation stage (92%) was significantly **above** national and in the **highest** 20% of all schools.

## Absence (whole school) [Guidance](#)

- Overall absence (2.3%) was in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Persistent absence (1.6%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- The rates of overall absence (2.3%) and persistent absence (1.6%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

## Exclusions (whole school) [Guidance](#)

- A sentence for the rate of total fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.
- 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 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

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	357	353	355	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	3	2	1	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	5.3	5.7	2.8	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	0.8	0.8	0.3	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	1	1	1	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	96	96	96	■	■	■	■	■
	Nat	86	86	86					

### MAT/LA level information Guidance

As at January 2020:

- this school is maintained by North Tyneside local authority which maintains 54 primary schools, 13 secondary schools, 6 special schools, 1 pupil referral unit and 1 nursery school.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Jan 2020, the LA grade profile was:
  - outstanding - 19
  - good - 49
  - requires improvement - 6
  - inadequate - 1
  - not yet inspected - 0

### School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 21.4% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 2.3 days on average were lost to teacher sickness absence compared with a national average of 4.0.
- at the time of the census, there were no full-time vacant teacher posts in the school.

### Ethnicity Guidance

- This school has 10 out of 17 possible ethnic groups. Those with 5% or more are:
  - 96%: 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 school had a revenue reserve of £163,173.
- In 2018/19, this school had a positive in-year balance (£16,320), the second year in a row in which income has exceeded expenditure.
- In 2018/19, this school had a per pupil spend of £3,921, an increase of £24 per pupil from the previous year.
- In 2018/19, this school received £1,283,718 in grant funding, £9,733 less than the national average.

## Year group context (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	60	NA	NA	NA	0	18	0	21
Y2	61	NA	NA	NA	0	20	2	21
Y3	60	1/6/2	23/31/24	36/23/34	2	24	0	21
Y4	62	3/8/4	27/29/31	32/25/27	3	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	Above	Above	Above	Above		
Writing	Above	Above	Above	Above		
Mathematics	Above	-	Above	Above		

### SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 0

	SEND primary need						SEND Support (8)						EHC Plan (1)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	1	0			0	0	0	0			0	0	0	0		
Moderate Learning Difficulty	0	0	0	0			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	0	0	0	0			0	0	0	0			0	0	0	0		
Speech, Language and Communication Needs	3	1	1	1			0	0	0	1			0	0	0	1		
Hearing Impairment	0	1	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	0	0	0	0			0	0	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	0			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	3	2	2	1			0	0	0	1			0	0	0	1		

## 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					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	■	■	■	■	■	(61) ■	■	■	■	■	(61) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■
	2018	■	■	■	■	■	(61) ■	■	■	■	■	(61) ■	■	■	■	■	(61) ■	■	■	■	■	(60) ■	■	■	■	■
	2019	■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■	(59) ■	■	■	■	■	(60) ■	■	■	■	■
Writing	2017	■	■	■	■	■	(61) ■	■	■	■	■	(61) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■
	2018	■	■	■	■	■	(61) ■	■	■	■	■	(61) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■
	2019	■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■
Maths	2017	■	■	■	■	■	(61) ■	■	■	■	■	(61) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■
	2018	■	■	■	■	■	(61) ■	■	■	■	■	(61) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■
	2019	■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■	(60) ■	■	■	■	■

↑ 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.