

Inspection Data Summary Report

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St Mary's Catholic Primary School, Falmouth

Mongleath Road, Falmouth, TR11 4PW

Release information: Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2

Release date: 19 October 2022

URN	140775
LAESTAB	9083388
Local authority	Cornwall
Phase of education	Primary
Type of education	Academy Converter

[▶ Important information](#)

Areas of interest

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*).



Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

Reading

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*

▼ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- Key stage 2 progress in reading (3.3) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018 and 2017.

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

▼ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019.*

Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. There were 4 pupil(s) that were screened in Year 2 in 2022; 2 of those met the expected standard.*

▼ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019.*
- *There were 2 pupil(s) that were screened in Year 2 in 2019; 2 of those met the expected standard.*

Writing

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in writing in 2022.*

▼ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 progress in writing in 2019.*

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2022.*

▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2019.*

Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in writing (77%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for attainment of greater depth in writing in 2022.*

▼ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019.*

Mathematics

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in mathematics in 2022.*

▼ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 2 progress in mathematics in 2019.*
- Mathematics progress **declined** between 2018 and 2019.

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) in mathematics in 2022.* Key stage 2 attainment of the high standard (110+) in mathematics (3%) was significantly **below** national and in the **lowest** 20% in 2022. Of the 30 pupils, 7 did not meet the expected standard. Of these, 6 pupils had a score, with an average scaled score of 97.

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*

▼ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019.*

Other attainment measures

Attainment at key stage 2 - 2022

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2022.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) in 2022.* Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (10%) was significantly **below** national and in the **lowest** 20% in 2022.
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*

▼ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) in 2019.*
- Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (53%) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018 and 2017.

- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2019.*
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Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 1,211 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 108 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- Overall absence in summer 2021 (2.7%) was in the **lowest** 20% of all schools. Overall absence in autumn 2020 (2.0%) was in the **lowest** 20% of all schools.
- The rate of overall absence (2.7%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. The rate of overall absence (2.0%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (3.7%) was in the **lowest** 20% of all schools. Persistent absence in autumn 2020 (4.2%) was in the **lowest** 20% of all schools.
- The rate of persistent absence (3.7%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. The rate of persistent absence (4.2%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.

Absence for 2018/19 and earlier

- *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 rates of overall absence (3.3%) and persistent absence (4.2%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.
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Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - Across the whole school, there were no suspensions in 2020/21.
 - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
-

Pupil groups

Key stage 2

- For high prior attainers progress in mathematics (-3.7) was significantly **below** national and in the **lowest** 20% in 2022.

Key stage 1

- No sentences about key stage 1 performance data have been generated for pupil groups.

Absence

- Overall absence for pupils in receipt of free school meals (3.5%) was in the **lowest** 20% of all schools in 2018/19. Persistent absence for pupils in receipt of free school meals (0.0%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18.

School and local context

School characteristics

	2020	2021	2022
School number on roll	Close to average 215	Close to average 219	Close to average 215
School % FSM	Well below average 5	Well below average 7	Well below average 7
School % SEND support	Well below average 6	Well below average 5	Well below average 7
School % EHC plan	Above average 2.3	Above average 2.3	Above average 2.3
School % EAL	Close to average 6	Close to average 5	Close to average 7
School % stability	Well above average 91	Well above average 90	N/A -

Trust/LA level information

As at October 2022:

- this school is part of PLYMOUTH CAST which contains 32 primary schools, 2 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (112003) was outstanding. As at 1 Oct 2022, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
 - outstanding - 2
 - good - 25
 - requires improvement - 7
 - inadequate - 0
 - not yet inspected - 0

Staff absence

During 2020/21:

- *There is no data for teachers with at least one period of sickness absence in 2020/21 for this school. There is nothing to highlight for % teachers with at least one period of sickness absence (44%) in 2018/19.*
- 0 days on average were lost to teacher sickness absence. This was in the lowest 20% nationally.

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Local area and school links

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

Finance

- In 2020/21, the academy trust had a revenue reserve of £5,157,000.
- In 2020/21, this school had a positive in-year balance (£21,581).
- In 2020/21, this school had a per pupil spend of £4,955.
- In 2020/21, this school received £1,026,197 in grant funding, £546,671 less than the national average.

Ethnicity whole school

This school has 9 out of 17 possible ethnic groups. Those with 5% or more are:

- 68%: White - British
- 22%: White - Any other White background

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	30	3	7
Year 2	30	3	3
Year 3	30	7	10
Year 4	34	15	9
Year 5	31	10	3
Year 6	31	10	6

Prior attainment

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	No data	No data	No data
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 3

SEND support (16)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	1	0	0	1	2	4
Moderate Learning Difficulty	0	0	0	0	2	0	2
Social, Emotional and Mental Health	0	1	0	0	0	1	2
Speech, Language and Communication Needs	0	1	2	0	0	0	3
Physical Disability	0	1	1	0	0	0	2
Autistic Spectrum Disorder	1	0	0	0	0	0	1
School Support NSA	0	0	0	1	1	0	2
Year group totals	1	4	3	1	4	3	16

EHC Plan (5)

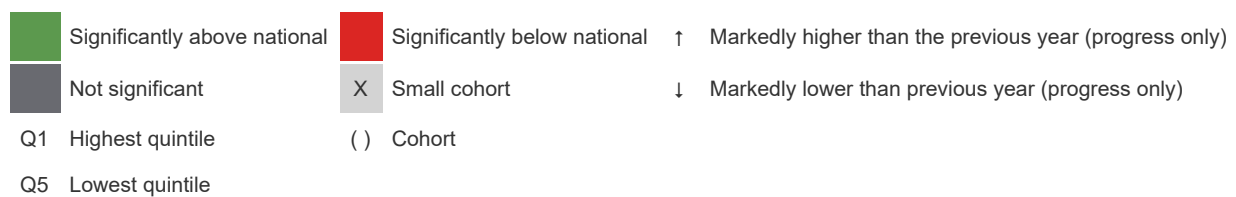
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Severe Learning Difficulty	0	0	1	0	0	0	1
Profound & Multiple Learning Difficulty	0	0	0	0	0	1	1
Visual Impairment	0	0	1	0	0	0	1
Autistic Spectrum Disorder	1	1	0	0	0	0	2
Year group totals	1	1	2	0	0	1	5

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (28 pupils)	In line with national (30 pupils)	In line with national (30 pupils)	In line with national (29 pupils)
Writing	2022	In line with national (28 pupils)	In line with national (30 pupils)	Sig above national (30 pupils)	N/A
Mathematics	2022	In line with national (28 pupils)	In line with national (30 pupils)	In line with national (30 pupils)	N/A

Reading, writing and mathematics three-year trend – 2019 to 2017 (not directly comparable to 2022)



		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(34)				■	(35)				■	(30)			■		(30)				■
	2018	(30)				■	(30)				■	(30)			■		(32)				■
	2019	(31)				■	(32)				■	(33)			■		(30)				■
Writing	2017	(34)				■	(35)				■	(30)			■		(30)				■
	2018	(30)				■	(30)				■	(30)			■		(30)				■
	2019	(31)				■	(32)				■	(33)			■		(30)				■
Mathematics	2017	(34)				■	(35)				■	(30)			■		(30)				■
	2018	(30)				■	(30)				■	(30)			■		(30)				■
	2019	(31)				■	(32)				■	(33)			■		(30)				■

▶ [Table](#)

Other attainment measures - 2022

KS2 EGPS

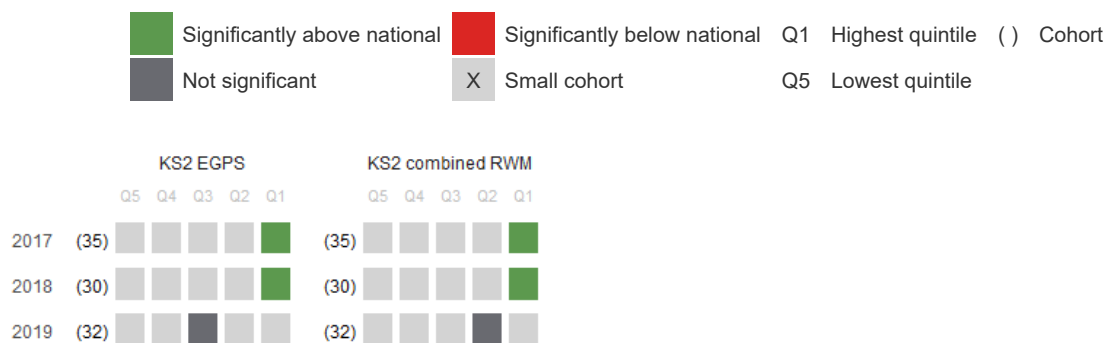
KS2 combined RWM

2022

In line with national
(30 pupils)

In line with national
(30 pupils)

Other attainment measures three-year trend – 2019 to 2017 (not directly comparable to 2022)



▶ [Table](#)

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