

# Primary Inspection Data Summary Report

<b>Cranmore Infant School</b>	<b>URN: 104042 Laestab: 3342005</b>
<b>Headteacher:</b> Mrs Rebecca Ward	<b>Type of education:</b> Community School
<b>Local authority:</b> Solihull	<b>Phase of education:</b> Primary
<b>Pupils:</b> 222	<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> Natalie Steele
<b>Ages:</b> 3-7	<b>School website:</b> <a href="http://www.cranmore.solihull.sch.uk/">www.cranmore.solihull.sch.uk/</a>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> B90 4SA

## 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](#)

- Key stage 1 attainment of the expected standard in reading (86%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. There is nothing significant or exceptional to highlight for key stage 1 attainment of 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; 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 (83%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. 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

- Key stage 1 attainment of the expected standard in mathematics (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. There is nothing significant or exceptional to highlight for key stage 1 attainment of greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goals (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

### 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 706 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) – these did not count as absence within the data.

- There is nothing significant or exceptional to highlight for overall absence in autumn 2020, therefore no conclusions can be drawn from this data.
- Persistent absence in autumn 2020 (4.1%) was in the **lowest** 20% of all schools.
- There is nothing significant or exceptional to highlight for overall absence and 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.
- Persistent absence (3.1%) was in the **lowest** 20% of all schools in 2018/19.
- 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

## School and local context

### School level Guidance

		2018	2019	2020	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	232	216	222	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	13	8	7	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	9.5	7.4	7.7	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	0.4	0.5	0.0	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	23	22	30	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	99	96	85	■	■	■	■	■
	Nat	86	86	81					

### MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Solihull local authority which maintains 45 primary schools, 1 secondary school, 4 special schools, 3 pupil referral units and no nursery schools.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Dec 2020, the LA grade profile was:
  - outstanding - 15
  - good - 29
  - requires improvement - 7
  - inadequate - 2
  - not yet inspected - 0

### School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 70% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 7.2 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- 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:
  - 52%: White - British
  - 14%: Asian or Asian British - Pakistani
  - 12%: Asian or Asian British - Indian

### Local area Guidance

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

### Finance Guidance

- In 2018/19, the school had a revenue reserve of £265,477.
- In 2018/19, this school had a positive in-year balance (£36,614), the second year in a row in which income has exceeded expenditure.
- In 2018/19, this school had a per pupil spend of £5,980, an increase of £341 per pupil from the previous year.
- In 2018/19, this school received £1,015,665 in grant funding, £277,786 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	58	NA	NA	NA	5	18	38	21
Y2	60	NA	NA	NA	15	20	15	21
Y3						24		21
Y4						26		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	-	-				

### SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 4

SEND primary need	SEND Support (10)						EHC Plan (1)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0					0	0				
Moderate Learning Difficulty	1	1					0	0				
Severe Learning Difficulty	0	0					0	0				
Profound & Multiple Learning Difficulty	0	0					0	0				
Social, Emotional and Mental Health	0	2					0	0				
Speech, Language and Communication Needs	4	1					0	0				
Hearing Impairment	0	0					0	0				
Visual Impairment	0	0					0	0				
Multi-Sensory Impairment	0	0					0	0				
Physical Disability	1	0					0	0				
Autistic Spectrum Disorder	0	0					0	1				
School Support NSA	0	0					0	0				
Other Difficulty/Disability	0	0					0	0				
Year group totals	6	4					0	1				

## 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	60	NA	NA	NA	5	18	19	21
Y2	57	NA	NA	NA	5	20	36	21
Y3						24		21
Y4						25		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						
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: 2

SEND primary need	SEND Support (13)						EHC Plan (0)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0					0	0				
Moderate Learning Difficulty	2	1					0	0				
Severe Learning Difficulty	0	1					0	0				
Profound & Multiple Learning Difficulty	0	0					0	0				
Social, Emotional and Mental Health	0	0					0	0				
Speech, Language and Communication Needs	2	3					0	0				
Hearing Impairment	0	0					0	0				
Visual Impairment	0	0					0	0				
Multi-Sensory Impairment	0	0					0	0				
Physical Disability	0	1					0	0				
Autistic Spectrum Disorder	2	1					0	0				
School Support NSA	0	0					0	0				
Other Difficulty/Disability	0	0					0	0				
Year group totals	6	7					0	0				

## 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	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■	(61)	■	■	■	■	■	(60)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■	(60)	■	■	■	■	■	(54)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■	(59)	■	■	■	■	■	(56)	■	■	■	■	■
Writing	2017	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(60)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(54)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(56)	■	■	■	■	■
Maths	2017	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(60)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(54)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(56)	■	■	■	■	■

↑ 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	■	■	■	■	■	■	■	■	■	■	(60)	■	■	■	■	■
2018	■	■	■	■	■	■	■	■	■	■	(54)	■	■	■	■	■
2019	■	■	■	■	■	■	■	■	■	■	(56)	■	■	■	■	■