

## Inspection Data Summary Report

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# St Botolph's Church of England Primary School

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URN: 120159

LAESTAB: 8553082

Local authority: Leicestershire

Phase of education: Primary

Type of education: Voluntary Controlled School

Release information: Provisional 2023 Phonics, Provisional 2023 KS1, Provisional 2023 KS2

Release date: 18 October 2023

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### Important information

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 below) for our IDSR conditions of use and storage statement.

Online guidance can be found [here](#).

## School characteristics

|                        | 2021                     | 2022                     | 2023                    |
|------------------------|--------------------------|--------------------------|-------------------------|
| School number on roll  | Above average<br>313     | Above average<br>296     | Above average<br>312    |
| School % FSM           | Below average<br>15      | Below average<br>15      | Below average<br>17     |
| School % SEND support  | Below average<br>11      | Below average<br>11      | Close to average<br>13  |
| School % EHC plan      | Above average<br>2.2     | Close to average<br>1.7  | Above average<br>3.5    |
| School % EAL           | Below average<br>2       | Below average<br>2       | Well below average<br>2 |
| School % stability     | Well above average<br>91 | Well above average<br>92 | Above average<br>86     |
| Pupil base deprivation | Below average            | Below average            | Below average           |

|                             | 2021             | 2022             | 2023             |
|-----------------------------|------------------|------------------|------------------|
| School location deprivation | Close to average | Close to average | Close to average |

### Guidance

The chart shows school level information for 2021, 2022 and 2023.

If the text states ‘Well above average’ and the box is shaded blue, this means the figure is in the highest 20% compared to all schools. If the text states ‘Well below average’ and the box is shaded orange, this means that the figure is in the lowest 20% compared to all schools. If the text states ‘Above average’ this means the figure puts the school in the 21%-40% of schools category. If it states ‘Below average’, the figure puts the school in the 61%-80% of schools category.

Average in this chart refers to median.

FSM in this chart refers to the percentage of pupils in receipt of FSM at the time of the January census; these pupils are those who are or have been eligible for FSM and have claimed them some time in the last 6 years.

Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is calculated by dividing the number of pupils who meet the stability criteria by the number of all eligible pupils (pupils in Years 1 to 11 with a single or main dual registration at the school at the time of the January school census).

For deprivation measures, ‘Above average’ means “more deprived” and below average means “less deprived”.

The data is based on three January census returns from the Department for Education.

Information regarding the level of deprivation in the local area in which the school resides, together with an aggregated pupil-derived deprivation indicator is provided. Each deprivation indicator is based on the English indices of deprivation from 2019.

The Department for Education January 2023 census provides the data relating to the pupil base level of deprivation. You can read further information about the [data used for the local area deprivation](#).

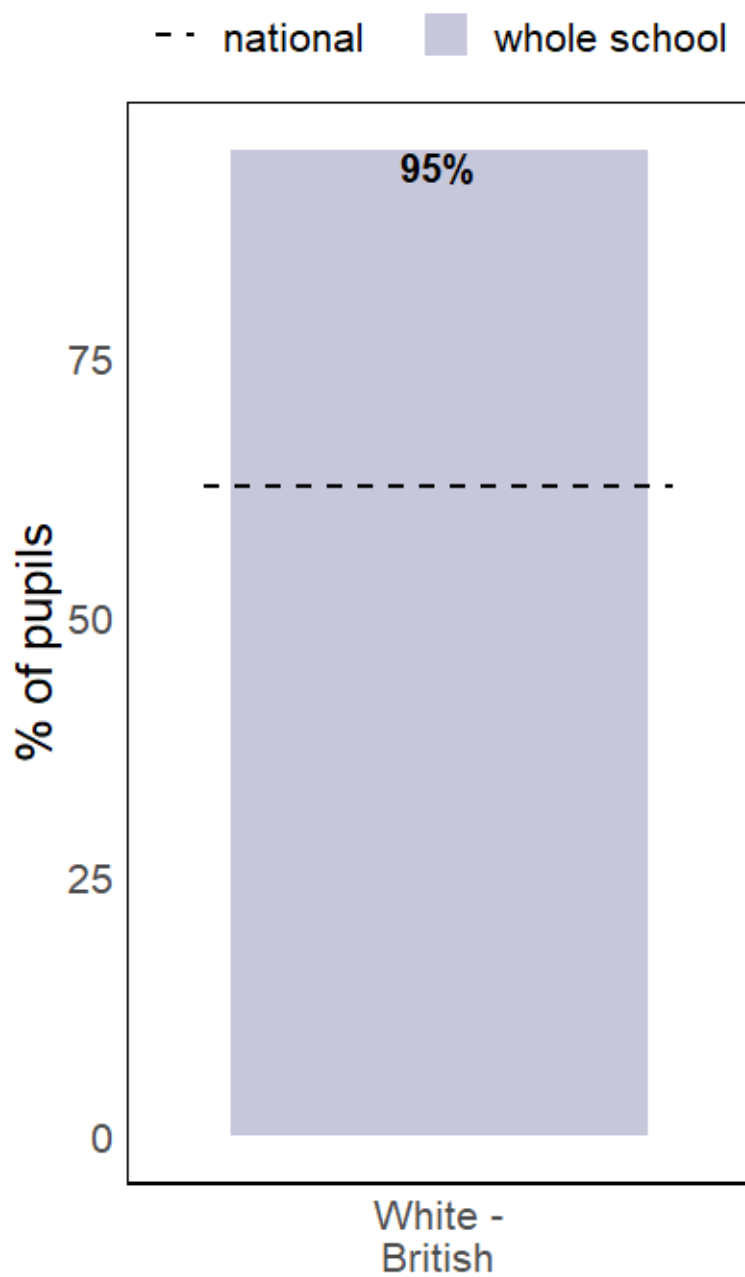
There is additional [guidance](#) about this section.

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## Ethnicity

**Groups that represent 5% or more of the overall cohort**



#### Table

| Ethnicity       | School % | National % |
|-----------------|----------|------------|
| White - British | 95       | 63         |

#### Guidance

Ethnicity information comes from the January 2023 school census.

The whole school measure includes all year groups in the school.

The % value displayed on the bar is the school proportion. There is additional [guidance](#) about this section.

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## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also FSM and/or CLA: 17

| SEND primary need                        | SEND support (40) |          |          |          |          |          |           | Total     |
|--|-------------------|----------|----------|----------|----------|----------|-----------|-----------|
|  | R                 | Y1       | Y2       | Y3       | Y4       | Y5       | Y6        |           |
| Specific Learning Difficulty             | 0                 | 0        | 1        | 0        | 0        | 5        | 3         | 9         |
| Moderate Learning Difficulty             | 0                 | 0        | 2        | 1        | 0        | 0        | 2         | 5         |
| Social, Emotional and Mental Health      | 3                 | 1        | 3        | 1        | 0        | 2        | 1         | 11        |
| Speech, Language and Communication Needs | 1                 | 1        | 1        | 3        | 1        | 0        | 2         | 9         |
| Hearing Impairment                       | 0                 | 0        | 0        | 0        | 0        | 1        | 1         | 2         |
| Visual Impairment                        | 0                 | 0        | 0        | 1        | 0        | 0        | 1         | 2         |
| Autistic Spectrum Disorder               | 1                 | 0        | 0        | 0        | 0        | 0        | 1         | 2         |
| <b>Year group totals</b>                 | <b>5</b>          | <b>2</b> | <b>7</b> | <b>6</b> | <b>1</b> | <b>8</b> | <b>11</b> | <b>40</b> |

| SEND primary need                        | EHC plan (11) |    |    |    |    |    |    | Total |
|--|---------------|----|----|----|----|----|----|-------|
|  | R             | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |       |
| Social, Emotional and Mental Health      | 0             | 0  | 0  | 0  | 1  | 0  | 1  | 2     |
| Speech, Language and Communication Needs | 1             | 0  | 0  | 1  | 0  | 0  | 0  | 2     |
| Hearing Impairment                       | 0             | 0  | 0  | 0  | 2  | 0  | 0  | 2     |
| Physical Disability                      | 0             | 0  | 0  | 0  | 0  | 1  | 0  | 1     |

| SEND primary need          | EHC plan (11) |          |          |          |          |          |          | Total     |
|----------------------------|---------------|----------|----------|----------|----------|----------|----------|-----------|
|                            | R             | Y1       | Y2       | Y3       | Y4       | Y5       | Y6       |           |
| Autistic Spectrum Disorder | 0             | 0        | 0        | 1        | 1        | 1        | 1        | 4         |
| <b>Year group totals</b>   | <b>1</b>      | <b>0</b> | <b>0</b> | <b>2</b> | <b>4</b> | <b>2</b> | <b>2</b> | <b>11</b> |

### Guidance

The tables display the number of pupils in the school with SEND and what the primary need category is. Separate tables for pupils with SEND support and those with an EHC plan are presented if the school has any pupils within these categories.

No highlighting is applied to this table, figures are presented purely for information.

The Department for Education January 2023 census provides data for this table.

There is additional [guidance](#) about this section.

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## Staffing

- The proportion of education support staff relative to teaching staff was in the highest 20% in 2022, 2021 and 2020.
- Per pupil spending was in the highest 20% of similar schools in 2021/22 for: Staff development and training, Education support staff.
- *There is nothing to highlight for teachers with at least one period of sickness absence in 2021/22 or 2020/21.*
- 9 days on average were lost to teacher sickness absence in 2021/22. This was in the highest 20% nationally.
- At the time of the November 2022 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2021, 2020 or 2019.*

### Guidance

Sickness absence data for 2020/21 was collected in the November 2022 census and was affected by the COVID-19 pandemic.

It is not possible to draw accurate comparisons with previous time periods due to factors including partially limited school openings, delivery of education via virtual means, and potential differences in the recording of sickness absence. The figures relate to sickness absence only and do not include non-attendance due to, for example, isolation and

shielding.

Information on staff turnover as at the 2022 school workforce census is calculated using the number of full time equivalent (FTE) turnover leavers and the total FTE staff at the school. A school will be highlighted as having high staff turnover if the turnover rate was in the highest 20% of schools for the previous 2 years. Low staff turnover is not highlighted. Special schools are compared to primaries.

Turnover and leavers at a school level can be volatile from year to year. The size of a school can have a large impact on rates of leavers and turnover.

The Department for Education published school [workforce](#) information provides data for the vacant post measures as at November 2022.

The Department for Education also supplies the staff turnover source data.

There is additional [guidance](#) about this section.

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## Links to alternative provision and other providers

There were no links identified for this school from the January 2023 census.

### Guidance

This section details any other providers (schools or alternative provision) at which pupils in this school were dual registered according to the January 2023 census. The number of pupils at each provider is shown in brackets.

The sentence relating to pupils who remain in alternative provision will only be displayed where the number of pupils is 5 or more.

There is additional [guidance](#) about this section.

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## Absence

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

### Guidance

Absence data is based on 3 terms for 2021/22. Sentences for 2021/22 will appear when the rate of overall or persistent absence in the latest year was in the highest or lowest 20% for all schools or for similar schools. Similar means the same phase of education

and with a similar level of deprivation (in the same income deprivation affecting children index quintile).

The information is based on Department for Education pupil level absence data collected via the school census.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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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 2021/22, 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 2021/22, therefore no conclusions can be drawn from this data.*
- The 1 pupil in the whole school with a suspension in 2021/22 was suspended once.
- The 1 suspension in the whole school in 2021/22 was for **persistent disruptive behaviour**.
- There were no permanent exclusions in the whole school in 2021/22. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

### Guidance

Suspensions were previously referred to as fixed term exclusions. 'Total' relates to the number of pupils who had 1 or more suspensions during the academic year. 'Repeat' relates to the number of pupils who had 2 or more suspensions.

The suspensions and permanent exclusions data is one year behind and therefore may not relate to the same cohort as other IDSR data.

The whole school measure includes all year groups in the school.

Due to the distribution of the data, primary schools will not get an IDACI comparison in this section.

The Department for Education provides the source data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.



There is no cohort threshold applied to the reason sentences in this section.

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## Progress and attainment at key stages 1 and 2

School difference from national has improved from comparator year

School difference from national has improved slightly from comparator year

Similar to comparator year or fewer than 11 pupils

School difference from national has weakened slightly from comparator year

School difference from national has weakened from comparator year

None of the progress and attainment measures were statistically significant.

### Non-significant data

|                                     | 2023<br>cohort/<br>entries | Performance in 2023                               | 2023<br>value | 2023<br>nat<br>value | 1<br>year | 4<br>year |
|-------------------------------------|----------------------------|---|---------------|----------------------|-----------|-----------|
| Phonics Y1 expected standard %      | 28                         | Not sig different to national and 55th percentile | 82            | 79                   |           |           |
| Reading KS1 expected standard %     | 60                         | Not sig different to national and 45th percentile | 68            | 68                   |           |           |
| Writing KS1 expected standard %     | 60                         | Not sig different to national and 60th percentile | 65            | 60                   |           |           |
| Mathematics KS1 expected standard % | 60                         | Not sig different to national and 44th percentile | 70            | 70                   |           |           |
| Reading KS2 progress                | 47                         | Not sig different to national and 76th percentile | 1.7           | 0.0                  |           |           |
| Writing KS2 progress                | 47                         | Not sig different to national and 70th percentile | 1.3           | 0.0                  |           |           |

|                                     | 2023<br>cohort/<br>entries | Performance in 2023                               | 2023<br>value | 2023<br>nat<br>value | 1<br>year | 4<br>year |
|-------------------------------------|----------------------------|---|---------------|----------------------|-----------|-----------|
| Mathematics KS2 progress            | 47                         | Not sig different to national and 73rd percentile | 1.5           | 0.0                  |           |           |
| RWM KS2 expected standard %         | 48                         | Not sig different to national and 76th percentile | 71            | 59                   |           |           |
| Reading KS2 expected standard %     | 48                         | Not sig different to national and 69th percentile | 81            | 73                   |           |           |
| Writing KS2 expected standard %     | 48                         | Not sig different to national and 64th percentile | 77            | 71                   |           |           |
| Mathematics KS2 expected standard % | 48                         | Not sig different to national and 57th percentile | 77            | 73                   |           |           |
| Reading KS2 high standard %         | 48                         | Not sig different to national and 53rd percentile | 29            | 29                   |           |           |
| Writing KS2 greater depth %         | 48                         | Not sig different to national and 37th percentile | 8             | 13                   |           |           |
| Mathematics KS2 high standard %     | 48                         | Not sig different to national and 55th percentile | 23            | 24                   |           |           |
| EGPS KS2 expected standard %        | 48                         | Not sig different to national and 59th percentile | 77            | 72                   |           |           |
| EGPS KS2 high standard %            | 48                         | Not sig different to national and 69th percentile | 35            | 30                   |           |           |

- Of the 28 year 1 pupils, 4 did not meet the **phonics expected standard** and 1 did not sit the test. There were 13 pupil(s) that were screened for phonics in year 2 in 2023; 10 of those met the expected standard.

### Guidance

Arrows indicate whether the school, when compared to the national, has changed. A dark shaded upward arrow indicates that the school difference from national has improved from the comparator year (difference of at least 2 standard deviations).

A lighter shade upward arrow indicates the school difference from national has improved slightly from the comparator year (difference of at least 1 standard deviation). Arrows pointing downwards indicate a worsening in the difference to national, with the same shading rules.

A horizontal line means the school is similar to the comparator year (difference was less than 1 standard deviation OR there were 10 or fewer pupils in either of the years).

Cohort/entries shows the number of pupils included in the measure. Measures such as progress scores include only pupils with prior attainment. Some key stage 4 measures may only include the pupils entered for that subject area.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which further details about the methodologies used and a list of the measure included in the table.

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## Pupil groups

### Primary - 2023 data

No pupil groups were highlighted for this school.

### Absence - 2021/22

No pupil groups were highlighted for this school.

### Guidance

Measures will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence measures are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics, EBacc attainment threshold and multiplication table check pupil groups will not appear in this section.

If performance does not differ from that of the school, no measure will be highlighted.

KS1 prior attainment groups will not appear in this section due to data availability.

In 2023 it was not possible to calculate pupil group measures for 16 to 18 due to no value added or completion and attainment data being available as a result of COVID-19.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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