

# Inspection Data Summary Report

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## Yealmpton Primary School

Stray Park, Yealmpton, Plymouth, PL8 2HF

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

**Release date:** 19 October 2022

URN	136635
LAESTAB	8782626
Local authority	Devon
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 \(not directly comparable to 2022\)](#)

## 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

- Key stage 1 attainment of the expected standard in reading (86%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for attainment of greater depth in reading in 2022.*

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

## Attainment in phonics - 2022

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

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

## Writing

### Progress at key stage 2 - 2022

- Key stage 2 progress in writing (-2.6) was significantly **below** national and in the **lowest** 20% in 2022.

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

### 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 \(not directly comparable to 2022\)](#)

### Attainment at key stage 1 - 2022

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

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

## 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 \(not directly comparable to 2022\)](#)

### 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 mathematics 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 mathematics in 2022.*

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

## Other attainment measures

### Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (78%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 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+) and high standard (110+) 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 \(not directly comparable to 2022\)](#)

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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 0 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 786 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.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- The rate of persistent absence (14.5%) in summer 2021 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 autumn 2020, therefore no conclusions can be drawn from this data.*

### Absence for 2018/19 and earlier

- Overall absence (3.2%) was in the **lowest** 20% of all schools in 2018/19.
  - *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 (3.2%) in 2018/19 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 2018/19, therefore no conclusions can be drawn from this data.*
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## Suspensions & permanent exclusions

### Whole school

- For the whole school, the rate of total suspensions (1.2%) was in the **highest** 20% in 2020/21.
- For the whole school, the rate of repeat suspensions (1.2%) was in the **highest** 20% in 2020/21.
- Of the 2 pupils in the whole school with at least one suspension in 2020/21, both were suspended on more than one occasion but fewer than 10.
- Of the 4 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **persistent disruptive behaviour** (2), verbal abuse/threatening behaviour against an adult (1), racist abuse (1).
- 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

- *No sentences about key stage 2 performance data have been generated for pupil groups.*

### Key stage 1

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

### Absence

- Persistent absence in autumn 2020 for pupils in receipt of free school meals (7.7%) was in the **lowest** 20% of all schools.

## School and local context

### School characteristics

	2020	2021	2022
School number on roll	Below average 179	Below average 167	Below average 174
School % FSM	Below average 11	Close to average 16	Close to average 18
School % SEND support	Well below average 6	Well below average 3	Well below average 5
School % EHC plan	Well above average 4.5	Well above average 4.2	Well above average 4
School % EAL	Well below average 1	Well below average 1	Well below average 1
School % stability	Well below average 71	Well below average 70	N/A -

### Trust/LA level information

As at October 2022:

- this school is part of Westcountry Schools Trust which contains 19 primary schools, 8 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is good. As at 1 Oct 2022, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
  - outstanding - 4
  - good - 17
  - requires improvement - 4
  - inadequate - 1
  - not yet inspected - 1

## 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 (50%) in 2018/19.*
- *There is nothing to highlight for days lost to teacher absence (2 days) in 2020/21.*

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 2 (less deprived) of all schools in terms of deprivation.

## Finance

- In 2020/21, the academy trust had a revenue reserve of £8,871,000.
- In 2020/21, this school had a negative in-year balance (-£51,461).
- In 2020/21, this school had a per pupil spend of £5,618.
- In 2020/21, this school received £865,000 in grant funding, £707,868 less than the national average.

## Ethnicity whole school

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

- 91%: White - British
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# Year group context

## Characteristics

	Number on roll	% FSM	% EAL
Year 1	18	22	6
Year 2	29	14	0
Year 3	20	20	0
Year 4	30	27	0
Year 5	27	26	4
Year 6	27	Below other years 7	0

## 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	Above 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: 7

### SEND support (8)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	1	0	0	0	0	0	1
Moderate Learning Difficulty	0	0	0	1	0	0	1
Social, Emotional and Mental Health	0	1	0	0	0	0	1
Speech, Language and Communication Needs	0	0	0	0	2	0	2
Hearing Impairment	0	1	0	0	0	0	1
Autistic Spectrum Disorder	0	0	0	1	1	0	2
<b>Year group totals</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>8</b>

### EHC Plan (6)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	1	0	0	0	1
Social, Emotional and Mental Health	0	0	1	0	1	0	2
Speech, Language and Communication Needs	0	2	0	0	0	0	2
Other Difficulty/Disability	0	0	0	1	0	0	1
<b>Year group totals</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>

# Progress and attainment charts

## Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (25 pupils)	In line with national (27 pupils)	Sig above national (29 pupils)	In line with national (17 pupils)
Writing	2022	Sig below national (25 pupils)	In line with national (27 pupils)	In line with national (29 pupils)	N/A
Mathematics	2022	In line with national (25 pupils)	In line with national (27 pupils)	In line with national (29 pupils)	N/A

▶ [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	In line with national (27 pupils)	Sig above national (27 pupils)

▶ [Other attainment measures three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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