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Inspection Data Summary Report

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St Thomas More Roman Catholic Voluntary Aided Primary School

Greenway, Berkhamsted, HP4 3LF

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

Release date: 19 October 2022

URN	117479
LAESTAB	9193402
Local authority	Hertfordshire
Phase of education	Primary
Type of education	Voluntary Aided School

▼ [Important information](#)

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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)](#)

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

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)](#)

  - *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) in reading in 2019.*
  - Key stage 2 attainment of the high standard (110+) in reading (52%) was ==significantly **above** national and in the **highest** 20% in 2019, as well as in 2018.== Of the 27 pupils, 5 did not meet the expected standard.
  - The key stage 2 three-year average reading attainment score (107.3) was ==in the **highest** 20%== in 2019.

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 1 pupil(s) that were screened in Year 2 in 2022; 0 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 6 pupil(s) that were screened in Year 2 in 2019; 4 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)](#)

  - Key stage 2 progress in writing (-4.2) was significantly **below** national and in the **lowest** 20% in 2019.
  - Writing 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 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 in writing in 2019.*
- Key stage 2 attainment of greater depth in writing (4%) was significantly **below** national and in the **lowest** 20% in 2019.

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)](#)

- *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.*

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)](#)

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) in mathematics in 2019.*
- Key stage 2 attainment of the high standard (110+) in mathematics (44%) was significantly **above** national and in the **highest** 20% in 2019. Of the 27 pupils, 4 did not meet the expected standard. Of these, 3 pupils had a score, with an average scaled score of 98.
- *There is nothing to highlight for the key stage 2 three-year average mathematics attainment score in 2019.*

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.*
- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (95%) was <mark>significantly **above** national and in the **highest** 20% in 2022.</mark> *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the 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)](#)

- *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 (59%) was <mark>significantly **above** national and in the **highest** 20% in 2019.</mark>
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2019.*

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 269 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 210 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.*
- *There is nothing significant or exceptional to highlight for persistent 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.*

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.*
- *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.*

Suspensions & permanent exclusions

Whole school

- For the whole school, the rate of total suspensions (1.7%) was in the **highest** 20% in 2020/21 as well as in 2019/20 and 2018/19.

- *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.*
- Of the 3 pupils in the whole school with at least one suspension in 2020/21, none were suspended on more than one occasion.
- Of the 3 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **physical assault against a pupil** (1), **verbal abuse/threatening behaviour against an adult** (1), **bullying** (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

- Overall absence for pupils whose first language was not English (5.2%) was in the **highest** 20% of all schools in 2018/19.
- Persistent absence for pupils with special educational needs (4.5%) was in the **lowest** 20% of all schools in 2018/19.

School and local context

School characteristics

	2020		2021		2022	
School number on roll	Below average	177	Below average	173	Below average	178
School % FSM	Well below average	7	Well below average	8	Well below average	9
School % SEND support	Close to average	14	Well above average	27	Well above average	22
School % EHC plan	Well below average	0	Well below average	0	Close to average	2.2
School % EAL	Above average	14	Above average	14	Above average	17
School % stability	Close to average	80	Close to average	82	N/A	-

Trust/LA level information

As at October 2022:

- this school is maintained by Hertfordshire local authority which maintains 316 primary schools, 13 secondary schools, 20 special schools, 5 pupil referral units and 14 nursery schools.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Oct 2022, the LA grade profile was:

  - outstanding - 77
  - good - 271
  - requires improvement - 17
  - inadequate - 3
  - 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.* In 2018/19, 0% of teachers had at least one period of sickness absence. This was significantly below national.
- *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.
- The staff turnover (20%) was in the highest 20% in 2020/21, as well as 2019/20.

Local area and school links

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the school had a revenue reserve of -£39,791.
- In 2020/21, this school had a positive in-year balance (£928).
- In 2020/21, this school had a per pupil spend of £5,585.
- In 2020/21, this school received £903,021 in grant funding, £551,787 less than the national average.

Ethnicity whole school

This school has 11 out of 17 possible ethnic groups. Those with 5% or more are:

- 66%: White - British
- 13%: White - Any other White background

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	26	12	19
Year 2	27	4	19
Year 3	21	10	10
Year 4	27	15	19
Year 5	22	9	18
Year 6	19	5	11

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: 10

SEND primary need	SEND support (36)						
	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	1	2	1	0	4
Social, Emotional and Mental Health	4	6	0	1	4	4	19
Speech, Language and Communication Needs	0	2	1	0	2	1	6
Hearing Impairment	0	0	1	0	1	0	2
Physical Disability	0	0	0	0	0	1	1
Autistic Spectrum Disorder	0	0	0	0	1	0	1
Other Difficulty/Disability	1	0	1	1	0	0	3
Year group totals	**5**	**8**	**4**	**4**	**9**	**6**	**36**

SEND primary need	EHC Plan (4)						
	Y1	Y2	Y3	Y4	Y5	Y6	Total
Social, Emotional and Mental Health	0	0	0	1	2	0	3
Autistic Spectrum Disorder	0	0	0	1	0	0	1
Year group totals	**0**	**0**	**0**	**2**	**2**	**0**	**4**

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (18 pupils)	In line with national (19 pupils)	In line with national (28 pupils)	In line with national (26 pupils)
Writing	2022	In line with national (18 pupils)	In line with national (19 pupils)	In line with national (28 pupils)	N/A
Mathematics	2022	In line with national (18 pupils)	In line with national (19 pupils)	In line with national (28 pupils)	N/A

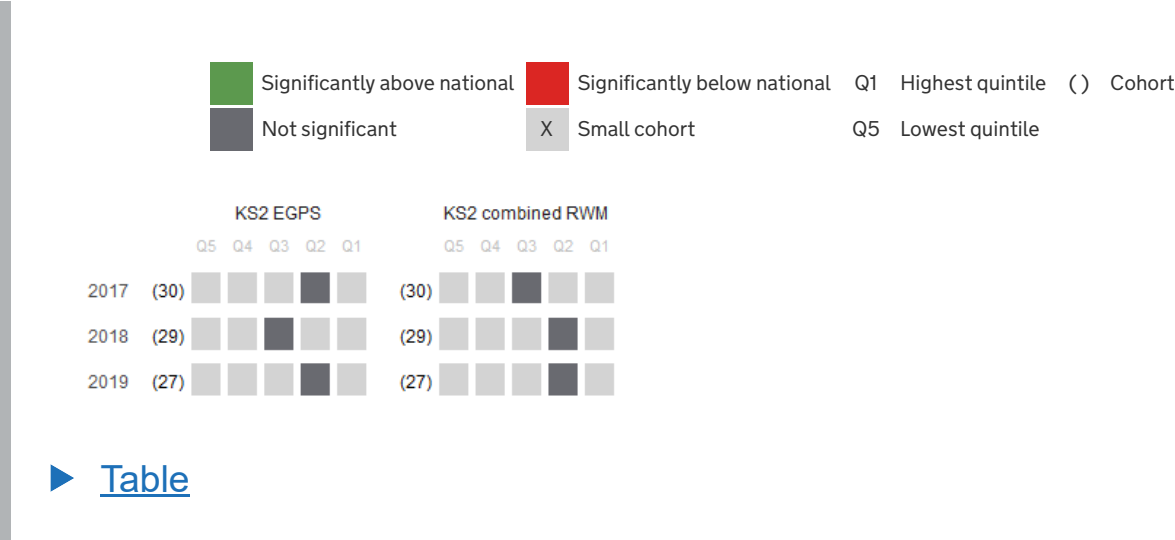▼ [Reading, writing and mathematics three-year trend – 2019 to 2017 (not directly comparable to 2022)](#)

🟩 Significantly above national	🟥 Significantly below national	↑ Markedly higher than the previous year (progress only)
⬛ Not significant	X Small cohort	↓ Markedly lower than previous year (progress only)
Q1 Highest quintile	( ) Cohort	
Q5 Lowest quintile		

▶ [Table](#)

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	Sig above national (19 pupils)	In line with national (19 pupils)

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

■ Significantly above national ■ Significantly below national Q1 Highest quintile ( ) Cohort

■ Not significant X Small cohort Q5 Lowest quintile

KS2 EGPS | KS2 combined RWM

		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1
2017	(30)				■		(30)			■		
2018	(29)			■			(29)				■	
2019	(27)				■		(27)				■	

▶ [Table](#)