

Primary Inspection Data Summary Report

Grove Academy	URN: 144696 Laestab: 8612118
Headteacher: Mrs Shirley Carrigan	Type of education: Academy Converter
Local authority: Stoke-on-Trent	Phase of education: Primary
Pupils: 420	Academy trust or sponsor: Esprit Multi Academy Trust
Gender: Mixed	Date open/converted: 01/09/2017
Admissions policy: Non-selective	Chair of governors/trustees: Not recorded
Ages: 7-11	School website: http://www.grovejunior.co.uk/
Denomination: Does not apply	Postcode: ST1 2NL

Report information [Guidance](#)

Release information: Revised 2019 KS2

Release date: 12 November 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 the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The IDSR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

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.

We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average they also have lower progress scores, which may be for a variety of reasons. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.

Reading

KS2 progress [Guidance](#)

- Key stage 2 progress in reading (-4.8) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment (all key stages) [Guidance](#)

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) in reading in 2019, therefore no conclusions can be drawn from this data. Key stage 2 attainment of the high standard (110+) in reading (14%) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018. Of the 99 pupils, 33 did not meet the expected standard. Of these, 25 pupils had a score, with an average scaled score of 94.

- The key stage 2 three-year average reading attainment score (102.1) was in the **lowest** 20% of all schools in 2019.

Writing

KS2 progress Guidance

- Key stage 2 progress in writing (-4.8) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in writing (64%) and of greater depth in writing (7%) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018 and 2017.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (-4.9) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in mathematics (70%) and the high standard (110+) in mathematics (8%) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018 and 2017. Of the 99 pupils, 30 did not meet the expected standard. Of these, 27 pupils had a score, with an average scaled score of 94.
- The key stage 2 three-year average mathematics attainment score (101.4) was in the **lowest** 20% of all schools in 2019.

Other attainment measures Guidance

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (52%) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in reading, writing and mathematics (3%) was significantly **below** national and in the **lowest** 20% of all schools in 2019, as well as in 2018.
- There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.
- Key stage 2 attainment of the expected standard in science (66%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

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 3,953 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

- Overall absence in autumn 2020 (5.8%) was in the **highest** 20% of all schools. It was also in the **highest** 20% of schools with a similar level of deprivation.
- Persistent absence in autumn 2020 (16.7%) was in the **highest** 20% of all schools. 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 Guidance

- Overall absence (5.1%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.
- Persistent absence (15.2%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- The rates of overall absence (5.1%) and persistent absence (15.2%) in 2018/19 were in the **highest** 20% of schools with a similar level of deprivation.

Exclusions (whole school) Guidance

- The rate of total suspensions (1.2%) was in the **highest** 20% in 2019/20 as well as in 2018/19 and 2017/18.
- The rate of repeat suspensions (0.5%) was in the **highest** 20% in 2019/20 as well as in 2018/19 and 2017/18.
- Of the 5 pupils with at least one suspension in 2019/20, 2 were suspended on more than one occasion and none received 10 or more suspensions during the year.
- Of the 12 suspensions in 2019/20, the following reasons each accounted for more than 10%: **physical assault against an adult** (6), physical assault against a pupil (4).
- There was 1 permanent exclusion in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years.
- The 1 permanent exclusion in 2019/20 was for **physical assault against an adult**.

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.

- For middle prior attainers, key stage 2 attainment of the expected standard (100+) in reading (52%) was significantly **below** national in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (60%) was significantly **below** national in 2019, as well as in 2018.
- For disadvantaged pupils, key stage 2 attainment of the expected standard (100+) in reading (51%) was significantly **below** national in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (51%) was significantly **below** national in 2019, as well as in 2018 and 2017.

School and local context

School level Guidance

		2019	2020	2021	Low Q5	Quintile Q4	High Q3	Q2	Q1
Number on roll	Sch	445	424	420	■	■	■	■	■
	Nat	282	281	278					
% FSM6 pupils	Sch	41	41	45	■	■	■	■	■
	Nat	23	23	25					
% SEND support	Sch	13.3	25.7	31.2	■	■	■	■	■
	Nat	12.6	12.8	12.6					
% SEND EHC plan	Sch	2.0	1.9	2.4	■	■	■	■	■
	Nat	1.6	1.8	2.1					
% of EAL	Sch	21	20	25	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	86	89	88	■	■	■	■	■
	Nat	86	81	82					

MAT/LA level information Guidance

As at October 2021:

- this school is part of Esprit Multi Academy Trust which contains 3 primary schools, no secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (124032) was good. As at 1 Oct 2021, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
 - outstanding - 0
 - good - 3
 - requires improvement - 0
 - inadequate - 0

- not yet inspected - 0

School workforce Guidance

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- The staff turnover (14%) was in the highest 20% of all schools in 2018/19, as well as 2017/18.

Ethnicity Guidance

- This school has 13 out of 17 possible ethnic groups. The top 5 representing 5% or more are:
 - 67%: White - British
 - 7%: White - Any other White background

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2019/20, the academy trust had a revenue reserve of £324,000.
- In 2019/20, this school had a positive in-year balance (£117,766), following a year in which expenditure exceeded income.
- In 2019/20, this school had a per pupil spend of £5,227.
- In 2019/20, this school received £2,266,000 in grant funding, £780,645 more 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						18		21
Y2						20		21
Y3	118	26/29/25	67/76/71	21/9/18	38	24	20	21
Y4	111	25/33/22	54/58/56	26/14/27	39	26	15	21
Y5	109	26/33/23	48/51/59	30/20/22	47	29	18	22
Y6	107	7/7/3	42/67/60	45/20/31	42	30	29	21

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			-	-	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 44

SEND primary need	SEND Support (59)						EHC Plan (9)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			1	1	2	2			0	0	0	0
Moderate Learning Difficulty			8	6	2	5			1	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			3	2	4	5			0	1	3	1
Speech, Language and Communication Needs			4	3	3	2			1	1	0	0
Hearing Impairment			1	0	0	2			0	0	0	0
Visual Impairment			0	0	1	0			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	0	0	0
Physical Disability			0	0	0	0			0	0	0	0
Autistic Spectrum Disorder			0	2	0	0			0	1	0	0
School Support NSA			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	0	0	0			0	0	0	0
Year group totals			17	14	12	16			2	3	3	1

Year group context 2021 (Primary)

Characteristics Guidance

Year group markedly above average of others ■

Year group markedly below average of others ■

	Number on Roll	% FSM	FSM Nat	% EAL	EAL Nat
Y1			22		20
Y2			23		21
Y3	107	42	26	28	21
Y4	98	44	27	28	21
Y5	119	45	28	24	21
Y6	96	48	29	20	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, 2 and 3 prior attainment has not been possible to calculate due to lack of data - see guidance.

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 83

SEND primary need	SEND Support (131)						EHC Plan (10)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			0	0	2	5			0	0	0	0
Moderate Learning Difficulty			11	12	12	7			0	0	1	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			12	16	13	11			1	0	0	1
Speech, Language and Communication Needs			5	7	5	5			0	2	1	1
Hearing Impairment			0	1	1	0			0	0	0	0
Visual Impairment			0	0	0	0			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	0	0	0
Physical Disability			3	0	0	0			0	1	0	0
Autistic Spectrum Disorder			0	0	0	2			0	0	0	2
School Support NSA			0	1	0	0			0	0	0	0
Other Difficulty/Disability			0	0	0	0			0	0	0	0
Year group totals			31	37	33	30			1	3	2	4

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

■ Significantly above national
■ Not significant

■ Significantly below national
 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	(71)	■	■	■	■	(75)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	2018	(99)	■	■	■	■	(104)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	2019	(93)	■	■	■	■	(99)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Writing	2017	(71)	■	■	■	■	(75)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	2018	(100)	■	■	■	■	(104)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	2019	(93)	■	■	■	■	(99)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Maths	2017	(71)	■	■	■	■	(75)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	2018	(100)	■	■	■	■	(104)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	2019	(93)	■	■	■	■	(99)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

↑ 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	(75)	■	■	■	■	■	(75)	■	■	■	■	■	■	■	■	■	■
2018	(104)	■	■	■	■	■	(104)	■	■	■	■	■	■	■	■	■	■
2019	(99)	■	■	■	■	■	(99)	■	■	■	■	■	■	■	■	■	■