

# Primary Inspection Data Summary Report

<b>Hartford Infant School</b>	<b>URN: 143870 Laestab: 8732252</b>
<b>Headteacher:</b> Mrs Rae Lee	<b>Type of education:</b> Academy Converter
<b>Local authority:</b> Cambridgeshire	<b>Phase of education:</b> Primary
<b>Pupils:</b> 162	<b>Academy trust or sponsor:</b> The Cam Academy Trust
<b>Gender:</b> Mixed	<b>Date open/converted:</b> 01/01/2017
<b>Admissions policy:</b> Not applicable	<b>Chair of governors/trustees:</b> Jill Watkin-Tavener
<b>Ages:</b> 4-7	<b>School website:</b>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> PE29 1UL

## Areas of interest

**Release information:** Provisional 2019 KS2, KS1, Phonics - **Release date:** 09 October 2019

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](#)

- Sentences for key stage 1 reading attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for phonics has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (65%) was significantly **below** national and in the **lowest** 20% of all schools in 2018.

## Writing

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

- A sentence for key stage 1 writing attainment of the expected standard has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils. Key stage 1 attainment of greater depth in writing (5%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (54%) was significantly **below** national and in the **lowest** 20% of all schools in 2018.

## Mathematics

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

- Sentences for key stage 1 mathematics attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

## Other measures in 2019 [Guidance](#)

- In 2018, the percentage achieving a good level of development in the early years foundation stage (54%) was significantly **below** national and in the **lowest** 20% of all schools.

## Absence [Guidance](#)

- In 2017/18, the rate of overall absence (4.70%) was above the national average for schools with a similar level of deprivation (4.11%).
- A sentence for overall absence trend has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

## Exclusions [Guidance](#)

- The rate of total fixed period exclusions (1.14%) was in the **highest** 20% in 2017/18.
- The rate of repeat fixed period exclusions (0.57%) was in the **highest** 20% in 2017/18.
- Of the 2 pupils with at least one fixed period exclusion in 2017/18, 1 was excluded on more than one occasion but fewer than 10.
- Of the 3 fixed period exclusions in 2017/18, all were for **persistent disruptive behaviour**.
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

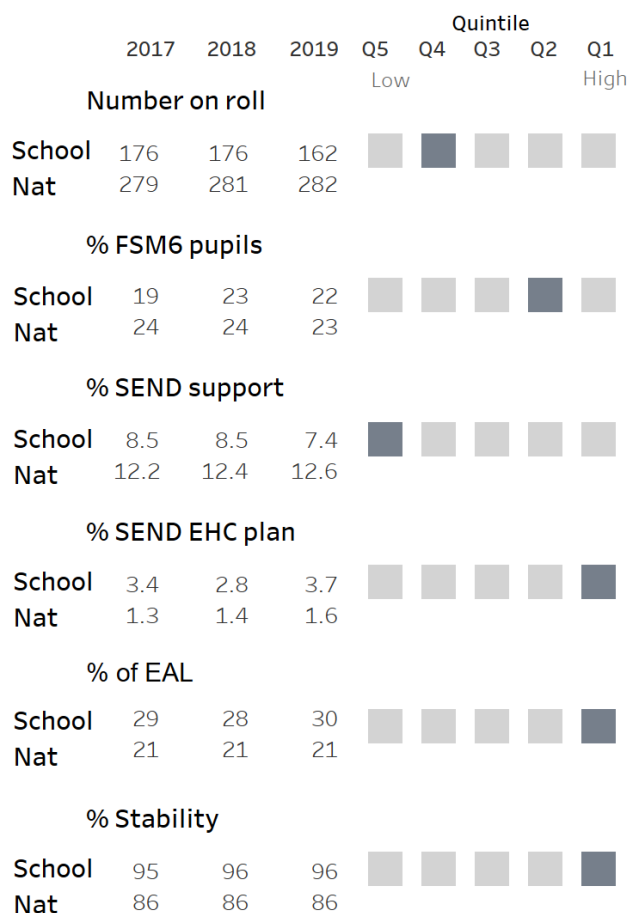
## Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups (KS2 progress and attainment, or KS1 attainment) will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. They will be displayed where the group differs to that of the whole school. Phonics and EYFS pupil groups will not appear in this section. Absence and exclusion group sentences will be included in future releases.

- No sentences have been generated for pupil groups

## School and local context

### School level Guidance



### MAT/LA level information Guidance

As at October 2019:

- This school is part of The Cam Academy Trust which contains 7 primary schools, 4 secondary schools, no special schools and no pupil referral units.
- The latest overall effectiveness grade for this school is outstanding (03/12/2008). The MAT grade profile as at 1 October 2019 was:
  - Outstanding - 4
  - Good - 4
  - Requires improvement - 2
  - Inadequate - 1
  - Not yet inspected - 0

### School workforce Guidance

As at November 2018, there were:

- 45.5% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 2.7 days on average lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

### Ethnicity Guidance

- This school has 11 out of 17 possible ethnic groups. Those with 5% or more are:
  - 66%: White - British
  - 17%: White - any other White background

### Local area Guidance

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

### Finance Guidance

- In 2017/18, this school received £964,033 in grant funding, £402,779 less than the national average.
- In 2017/18, this school had a positive in-year balance (£116,251), the second year in a row in which income has exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £5,039.

## Year group context

### 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	56	NA	NA	NA	27	18	27	21
Y2	57	NA	NA	NA	23	20	30	21
Y3						24		21
Y4						26		21
Y5						29		21
Y6						30		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	Below	-				
Writing	Below	-				
Mathematics	-	-				

### SEND characteristics Guidance

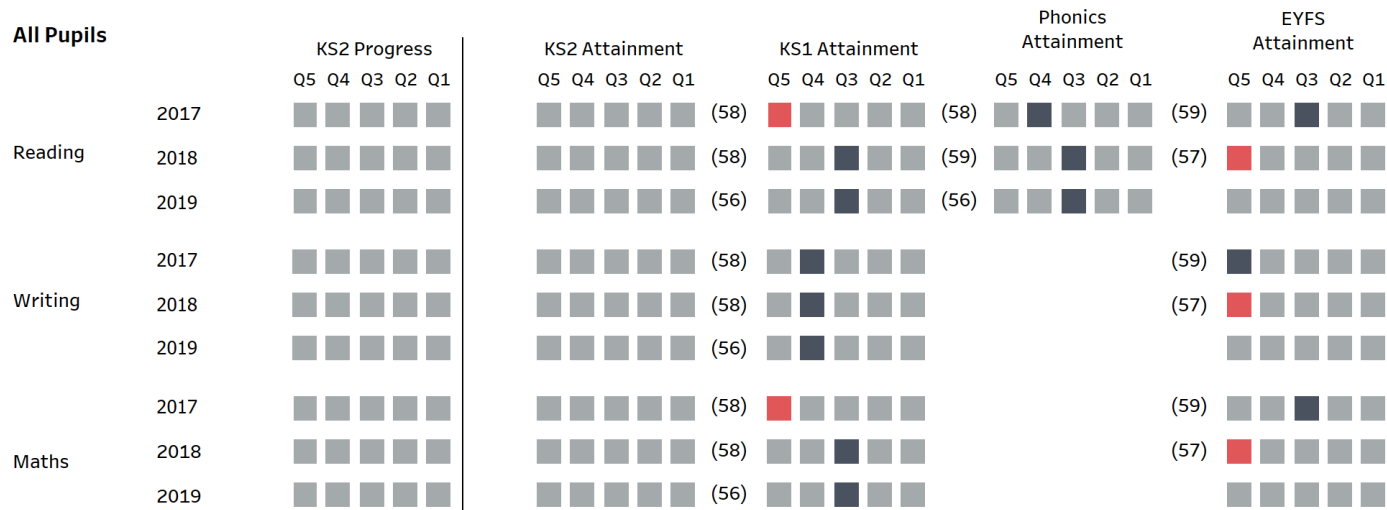
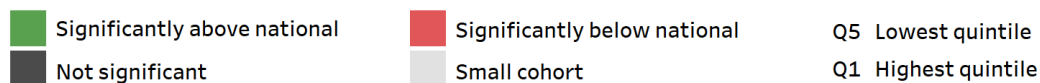
Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 5

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

## Progress and attainment trend

### Reading, writing and mathematics three-year trend [Guidance](#)



- ↑ 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.