



Select to show only sentences for areas which are significant or exceptional

# The Leasingham St Andrew's Church of England Primary School

Lincoln Road, Leasingham, Sleaford, NG34 8JS

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

**Release date:** 19 October 2022

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**URN**

120528

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**LAESTAB**

9253037

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**Local authority**

Lincolnshire

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**Phase of education**

Primary

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**Type of education**

Voluntary Controlled School

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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*).

**Warning: 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

- Key stage 2 attainment of the expected standard (100+) in reading (94%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for key stage 2 attainment of the high standard (110+) in reading in 2022.* Of the 32 pupils, 2 did not meet the expected standard.

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 reading in 2022.*

Attainment at key stage 1 – 2019 to 2017 (not directly comparable to 2022)

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## **Attainment in phonics - 2022**

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. There were 6 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

- *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)

## 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)

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## 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

- Key stage 2 attainment of the expected standard (100+) in mathematics (94%) and the high standard (110+) in mathematics (41%) was significantly **above** national and in the **highest** 20% in 2022. Of the 32 pupils, 2 did not meet the expected standard, with an average scaled score of 91.

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.*
- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (91%) was significantly **above** national and in the **highest** 20% in 2022. *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)

# 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 347 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 1,440 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.

- Overall absence in summer 2021 (2.5%) was in the **lowest** 20% of all schools. Overall absence in autumn 2020 (1.8%) was in the **lowest** 20% of all schools.
- The rate of overall absence (2.5%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. The rate of overall absence (1.8%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (6.2%) was in the **lowest** 20% of all schools. Persistent absence in autumn 2020 (2.2%) was in the **lowest** 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 summer 2021, therefore no conclusions can be drawn from this data.* The rate of persistent absence (2.2%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.

## Absence for 2018/19 and earlier

- Overall absence (2.9%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (2.9%) was in the **lowest** 20% of all schools in 2018/19.
- The rates of overall absence (2.9%) and persistent absence (2.9%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

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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 2020/21, 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 2020/21, therefore no conclusions can be drawn from this data.*
  - Across the whole school, there were no suspensions in 2020/21.
  - 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.
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## 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**

- *No sentences about absence have been generated for pupil groups.*

# School and local context

## School characteristics

|                       | 2020                      | 2021                    | 2022                      |
|-----------------------|---------------------------|-------------------------|---------------------------|
| School number on roll | Below average<br>199      | Below average<br>207    | Below average<br>207      |
| School % FSM          | Close to average<br>16    | Close to average<br>22  | Close to average<br>24    |
| School % SEND support | Below average<br>9        | Well below average<br>8 | Below average<br>9        |
| School % EHC plan     | Well below average<br>0.5 | Below average<br>1      | Well below average<br>0.5 |
| School % EAL          | Below average<br>3        | Well below average<br>1 | Well below average<br>1   |

|                    | 2020                | 2021                | 2022     |
|--------------------|---------------------|---------------------|----------|
| School % stability | Below average<br>78 | Below average<br>78 | N/A<br>- |

### Trust/LA level information

As at October 2022:

- this school is maintained by Lincolnshire local authority which maintains 163 primary schools, 2 secondary schools, 5 special schools, no pupil referral units and 5 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Oct 2022, the LA grade profile was:
  - outstanding - 15
  - good - 140
  - requires improvement - 20
  - inadequate - 0
  - 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. There is no data for teachers with at least one period of sickness absence in 2018/19 for this school.*
- *There is nothing to highlight for days lost to teacher absence (3 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 2 (less deprived) of all schools.
- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

## **Finance**

- In 2020/21, the school had a revenue reserve of £124,961.
- In 2020/21, this school had a positive in-year balance (£78,256).
- In 2020/21, this school had a per pupil spend of £4,090.
- In 2020/21, this school received £917,863 in grant funding, £536,945 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

# Year group context

## Characteristics

|        | Number on roll | % FSM                   | % EAL |
|--------|----------------|-------------------------|-------|
| Year 1 | 29             | Below other years<br>17 | 0     |
| Year 2 | 30             | 20                      | 3     |
| Year 3 | 31             | 26                      | 0     |
| Year 4 | 23             | Above other years<br>43 | 0     |
| Year 5 | 32             | 22                      | 3     |
| Year 6 | 32             | 34                      | 3     |

## Prior attainment

|        | <b>Reading</b>    | <b>Writing</b> | <b>Mathematics</b> |
|--------|-------------------|----------------|--------------------|
| 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 | Above national | Above national     |
| Year 6 | Above national    | Above national | Above national     |



## SEND characteristics

Type of resourced provision: No resourced provision  
 Number of pupils with SEND who are also disadvantaged: 7

| SEND primary need                        | SEND support (19) |          |          |          |          |          | Total     |
|--|-------------------|----------|----------|----------|----------|----------|-----------|
|  | Y1                | Y2       | Y3       | Y4       | Y5       | Y6       |           |
| Specific Learning Difficulty             | 0                 | 1        | 1        | 0        | 1        | 0        | 3         |
| Moderate Learning Difficulty             | 1                 | 1        | 2        | 2        | 1        | 1        | 8         |
| Social, Emotional and Mental Health      | 0                 | 2        | 0        | 0        | 0        | 0        | 2         |
| Speech, Language and Communication Needs | 0                 | 2        | 3        | 1        | 0        | 0        | 6         |
| <b>Year group totals</b>                 | <b>1</b>          | <b>6</b> | <b>6</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>19</b> |

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

# Progress and attainment charts

## Reading, writing and mathematics - 2022

|             |      | <b>KS2 Progress</b>                  | <b>KS2 Attainment</b>                | <b>KS1 Attainment</b>                | <b>Phonics Attainment</b>            |
|-------------|------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Reading     | 2022 | In line with national<br>(31 pupils) | Sig above national<br>(32 pupils)    | In line with national<br>(30 pupils) | In line with national<br>(30 pupils) |
| Writing     | 2022 | In line with national<br>(31 pupils) | In line with national<br>(32 pupils) | In line with national<br>(30 pupils) | N/A                                  |
| Mathematics | 2022 | In line with national<br>(31 pupils) | Sig above national<br>(32 pupils)    | In line with national<br>(30 pupils) | N/A                                  |

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



|             |      | KS2 Progress |    |    |    |    | KS2 Attainment |    |    |    |    | KS1 Attainment |    |    |    |    | Phonics Attainment |    |    |    |    |
|-------------|------|--------------|----|----|----|----|----------------|----|----|----|----|----------------|----|----|----|----|--------------------|----|----|----|----|
|             |      | Q5           | Q4 | Q3 | Q2 | Q1 | Q5             | Q4 | Q3 | Q2 | Q1 | Q5             | Q4 | Q3 | Q2 | Q1 | Q5                 | Q4 | Q3 | Q2 | Q1 |
| Reading     | 2017 | (29)         | ■  | ■  | ■  | ■  | (29)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  | (30)               | ■  | ■  | ■  | ■  |
|             | 2018 | (29)         | ■  | ■  | ■  | ▲  | (29)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  | (29)               | ■  | ■  | ■  | ■  |
|             | 2019 | (30)         | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  | (16)               | ■  | ■  | ■  | ■  |
| Writing     | 2017 | (29)         | ■  | ■  | ■  | ■  | (29)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  |                    |    |    |    |    |
|             | 2018 | (29)         | ■  | ■  | ■  | ▲  | (29)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  |                    |    |    |    |    |
|             | 2019 | (30)         | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  |                    |    |    |    |    |
| Mathematics | 2017 | (29)         | ■  | ■  | ■  | ■  | (29)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  |                    |    |    |    |    |
|             | 2018 | (29)         | ■  | ■  | ▲  | ■  | (29)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  |                    |    |    |    |    |
|             | 2019 | (30)         | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  | (30)           | ■  | ■  | ■  | ■  |                    |    |    |    |    |



