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Inspection Data Summary Report

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Scott Wilkie Primary School

Hoskins Close, London, E16 3HD

Release information: Provisional 2019 Phonics, Provisional 2019 KS1, Revised 2019 KS2

Release date: 1 June 2022

URN	145365
LAESTAB	3162088
Local authority	Newham
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*). For the criteria used to determine the sentences, see the guidance link underneath each section.

Reading

Progress at key stage 2

- Key stage 2 progress in reading (3.5) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Reading progress has **declined** between 2017 and 2018.
- Reading progress has **improved** between 2018 and 2019.

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the key stage 2 three-year average reading attainment score in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment in phonics

- *There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data.* There were 15 pupil(s) that were screened in Year 2 in 2019; 8 of those met the expected standard.

Writing

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Mathematics

Progress at key stage 2

- Key stage 2 progress in mathematics (3.9) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) in mathematics in 2019, therefore no conclusions can be drawn from this data.* Key stage 2 attainment of the high standard (110+) in mathematics (46%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Of the 50 pupils, 7 did not meet the expected standard. Of these, 6 pupils had a score, with an average scaled score of 95.
- The key stage 2 three-year average mathematics attainment score (108.9) was in the **highest** 20% of all schools in 2019.

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.*

Other attainment measures

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard in 2019, therefore no conclusions can be drawn from this data.* Key stage 2 attainment of the high standard (110+) in reading, writing and mathematics (22%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- *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.*
- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.*

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 137 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 3,253 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 (5.5%) was in the **highest** 20% of all schools. Overall absence in autumn 2020 (6.9%) was in the **highest** 20% of all schools.
- *There is nothing significant or exceptional to highlight for overall 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 overall absence (6.9%) in autumn 2020 was in the **highest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (19.4%) was in the **highest** 20% of all schools. Persistent absence in autumn 2020 (21.5%) was in the **highest** 20% of all schools.
- The rate of persistent absence (19.4%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation. The rate of persistent absence (21.5%) in autumn 2020 was in the **highest** 20% of schools with a similar level of deprivation.

Absence for 2018/19 and earlier

- Overall absence (5.1%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (14.8%) was in the **highest** 20% of all schools in 2018/19.
- *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, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2019/20, 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 2019/20, therefore no conclusions can be drawn from this data.*
- Across the whole school, there were no suspensions in 2019/20.
- There were no permanent exclusions in the whole school in 2019/20. 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

- For high prior attainers, key stage 2 progress in writing (3.9) for high prior attainers was significantly **above** national and in the **highest** 20% of all schools in 2019.

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

	2019	2020	2021
School number on roll	Above average 384	Above average 358	Above average 352
School % FSM	Well above average 51	Well above average 49	Well above average 53
School % SEND support	Below average 10	Close to average 11	Below average 9
School % EHC plan	Below average 0.8	Below average 0.8	Below average 1.1
School % EAL	Well above average 63	Well above average 60	Well above average 62
School % Stability	Well below average 75	Well below average 62	Well below average 58

Trust/LA level information

As at February 2022:

- this school is part of AGATE MOMENTUM TRUST which contains 2 primary schools, no secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (102757) was good. As at 1 Feb 2022, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
  - outstanding - 1
  - good - 1
  - requires improvement - 0
  - inadequate - 0
  - not yet inspected - 0

School workforce

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- *There is nothing significant or exceptional to highlight for staff turnover in 2019/20.*

Local area and school links

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the academy trust had a revenue reserve of £1,791,000.
- In 2020/21, this school had a positive in-year balance (£121,318).
- In 2020/21, this school had a per pupil spend of £8,638.
- In 2020/21, this school received £2,931,542 in grant funding, £1,358,674 more than the national average.

Ethnicity whole school

- This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:

- 20%: White - Any other White background
- 16%: Asian or Asian British - Bangladeshi
- 15%: White - British
- 15%: Black or Black British - African
- 8%: Mixed - Any other mixed background
- 7%: Any other ethnic group

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	52	Below other years 33	67
Year 2	56	48	Above other years 73
Year 3	60	48	Below other years 55
Year 4	55	Above other years 65	65
Year 5	Below other years 42	62	Below other years 52
Year 6	51	Above other years 67	67

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	Below other years 35	46	57
Year 2	Below other years 30	Below other years 43	67
Year 3	45	49	62
Year 4	Above other years 56	54	66
Year 5	54	52	56
Year 6	54	Above other years 69	70

Prior attainment 2019

	Reading	Writing	Mathematics
Year 1	Close to national	Close to national	Close to national
Year 2	Close to national	Close to national	Close to national
Year 3	Close to national	Close to national	Close to national
Year 4	Close to national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

Prior attainment 2021

	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	Close to national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Below national	Close to national	Close to national

SEND characteristics 2019

Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 19

	SEND support (31)						
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Moderate Learning Difficulty	0	1	1	0	4	5	11
Social, Emotional and Mental Health	0	0	0	0	1	2	3
Speech, Language and Communication Needs	2	4	4	2	2	0	14
Hearing Impairment	0	0	0	1	0	0	1
Other Difficulty/Disability	1	0	0	1	0	0	2
Year group totals	**3**	**5**	**5**	**4**	**7**	**7**	**31**

	EHC Plan (3)						
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Speech, Language and Communication Needs	0	0	1	0	0	0	1
Visual Impairment	1	0	0	0	0	0	1
Autistic Spectrum Disorder	0	0	0	1	0	0	1
Year group totals	**1**	**0**	**1**	**1**	**0**	**0**	**3**

SEND characteristics 2021

Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 18

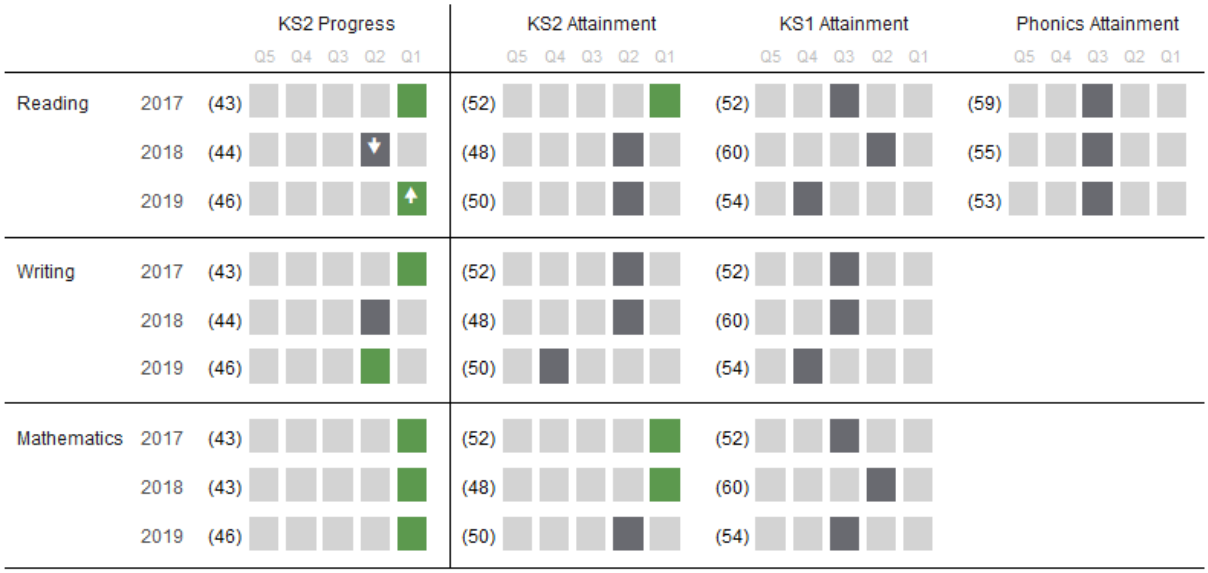
	SEND support (27)						
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Moderate Learning Difficulty	0	0	0	1	2	1	4
Social, Emotional and Mental Health	0	1	0	0	1	0	2
Speech, Language and Communication Needs	2	4	1	5	4	1	17
Hearing Impairment	0	0	0	0	0	1	1
Other Difficulty/Disability	0	0	2	0	0	1	3
Year group totals	**2**	**5**	**3**	**6**	**7**	**4**	**27**

	EHC Plan (4)						
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Visual Impairment	0	0	1	0	0	0	1
Autistic Spectrum Disorder	0	1	0	0	0	1	2
Other Difficulty/Disability	0	0	1	0	0	0	1
Year group totals	**0**	**1**	**2**	**0**	**0**	**1**	**4**

Progress and attainment trend

Reading, writing and mathematics three-year trend

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



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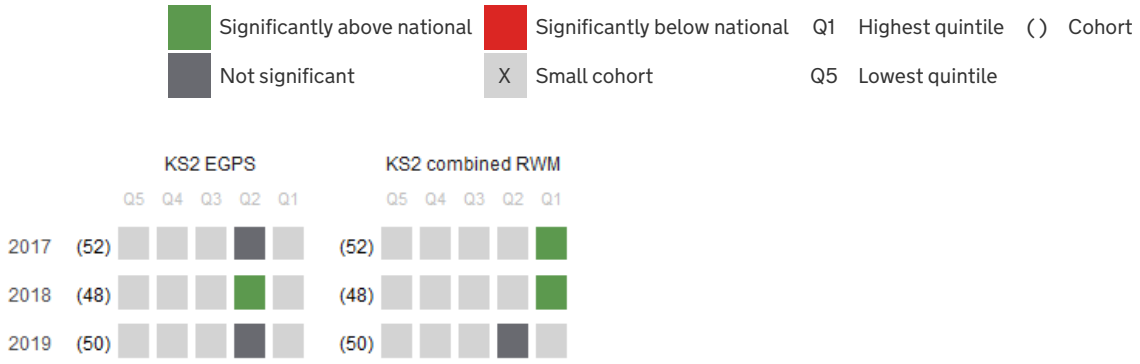
Other attainment measures



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