

Primary Inspection Data Summary Report

| | |
|--|--|
| Bushey Heath Primary School | URN: 117088 Laestab: 9192012 |
| Headteacher: Ms Penny Barefoot | Type of education: Community School |
| Local authority: Hertfordshire | Phase of education: Primary |
| Pupils: 273 | Academy trust or sponsor: |
| Gender: Mixed | Date open/converted: |
| Admissions policy: Not applicable | Chair of governors/trustees: James Hughes |
| Ages: 3-11 | School website: http://www.busheyheathjm.herts.sch.uk/ |
| Denomination: Does not apply | Postcode: WD23 1SP |

Areas of interest

Release information: Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS - **Release date:** 27 January 2020

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

KS2 progress [Guidance](#)

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.

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

- Sentences for key stage 2 reading attainment of the expected and high standard have not been triggered because the criteria have not been met.
- The three-year average reading attainment score (108.8) was in the **highest** 20%.
- A sentence for key stage 1 reading attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 1 attainment of greater depth in reading (43%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018.
- A sentence for phonics has not been triggered because the criteria have not been met.
- A sentence for early years foundation stage attainment of the expected standard in the reading early learning goal in 2019 has not been triggered because the criteria have not been met.

Writing

KS2 progress [Guidance](#)

- Key stage 2 progress in writing (4.2) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Writing progress has **improved** between 2018 and 2019.

Attainment (all key stages) Guidance

- A sentence for key stage 2 writing attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 2 attainment of greater depth in writing (52%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Sentences for key stage 1 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met.
- A sentence for early years foundation stage attainment of the expected standard in the writing early learning goal in 2019 has not been triggered because the criteria have not been met.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (2.2) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- Sentences for key stage 2 mathematics attainment of the expected and high standard have not been triggered because the criteria have not been met.
- The three-year average mathematics attainment score (109.5) was in the **highest** 20%.
- A sentence for key stage 1 mathematics attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 1 attainment of greater depth in mathematics (50%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Other measures in 2019 Guidance

- A sentence for the percentage of pupils in 2019 achieving the key stage 2 expected/high standard in reading, writing and mathematics has not been triggered because the criteria have not been met.
- In 2019, 97% of pupils achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly **above** national and in the **highest** 20% of all schools. In 2019, 58% of pupils achieved the high standard (110+) in the key stage 2 English grammar, punctuation and spelling test, significantly **above** national and in the **highest** 20% of all schools.
- In 2019, 100% of pupils achieved the key stage 2 science expected standard, significantly **above** national and in the **highest** 20% of all schools.
- A sentence for the percentage achieving a good level of development in the early years foundation stage in 2019 has not been triggered because the criteria have not been met.

Absence (whole school) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.
- Persistent absence (4.2%) was in the **lowest** 20% of all schools in 2019.
- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have not been triggered because the criteria have not been met.

Exclusions (whole school) [Guidance](#)

- A sentence for the rate of total fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.
- The 1 pupil with a fixed period exclusion in 2017/18 was excluded once.
- The 1 fixed period exclusion in 2017/18 was for **physical assault against a pupil**.
- 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 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.

- No sentences about performance data have been generated for pupil groups
- Overall absence for pupils with special educational needs (7.0%) was in the **highest** 20% of all schools in 2019 as well as in 2018.

School and local context

School level Guidance

| | | 2017 | 2018 | 2019 | Low Q5 | Quintile Q4 | Q3 | Q2 | High Q1 |
|-----------------|-----|------|------|------|-----------|----------------|----|----|------------|
| Number on roll | Sch | 269 | 272 | 273 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 279 | 281 | 282 | | | | | |
| % FSM6 pupils | Sch | 9 | 10 | 8 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 24 | 24 | 23 | | | | | |
| SEND support | Sch | 9.7 | 7.7 | 8.1 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 12.2 | 12.4 | 12.6 | | | | | |
| % SEND EHC plan | Sch | 2.2 | 2.2 | 2.6 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 1.3 | 1.4 | 1.6 | | | | | |
| % of EAL | Sch | 15 | 18 | 19 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 21 | 21 | 21 | | | | | |
| % Stability | Sch | 88 | 82 | 84 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 86 | 86 | 86 | | | | | |

MAT/LA level information Guidance

As at January 2020:

- this school is maintained by Hertfordshire local authority which maintains 335 primary schools, 14 secondary schools, 21 special schools, 6 pupil referral units and 14 nursery schools.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Jan 2020, the LA grade profile was:
 - outstanding - 92
 - good - 266
 - requires improvement - 30
 - inadequate - 2
 - not yet inspected - 0

School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 41.2% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 1.3 days on average were lost to teacher sickness absence compared with a national average of 4.0.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 15 out of 17 possible ethnic groups. Those with 5% or more are:
 - 53%: White - British
 - 15%: Asian or Asian British - Indian
 - 10%: White - any other White background

Local area Guidance

- 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 Guidance

- In 2018/19, the school had a revenue reserve of £191,952.
- In 2018/19, this school had a positive in-year balance (£68,291), the second year in a row in which income has exceeded expenditure.
- In 2018/19, this school had a per pupil spend of £4,722, an increase of £336 per pupil from the previous year.
- In 2018/19, this school received £1,192,523 in grant funding, £100,928 less than the national average.

Year group context (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 | 29 | NA | NA | NA | 7 | 18 | 17 | 21 |
| Y2 | 30 | NA | NA | NA | 0 | 20 | 27 | 21 |
| Y3 | 59 | 5/6/7 | 29/32/31 | 24/20/20 | 8 | 24 | 19 | 21 |
| Y4 | 30 | 3/3/3 | 13/16/15 | 14/11/12 | 7 | 26 | 10 | 21 |
| Y5 | 29 | 6/7/8 | 10/12/10 | 9/6/7 | 14 | 29 | 17 | 22 |
| Y6 | 31 | 2/3/1 | 16/20/21 | 11/6/7 | 16 | 30 | 13 | 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 | Above | Above | Above | Above | - | - |
| Writing | - | - | Above | Above | - | - |
| Mathematics | - | Above | - | Above | - | - |

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 4

| | SEND primary need | | | | | | SEND Support (21) | | | | | | EHC Plan (5) | | | | | |
|--|-------------------|----|----|----|----|----|-------------------|----|----|----|----|----|--------------|----|----|----|----|----|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Specific Learning Difficulty | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Moderate Learning Difficulty | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Severe Learning Difficulty | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Profound & Multiple Learning Difficulty | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social, Emotional and Mental Health | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Speech, Language and Communication Needs | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Hearing Impairment | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Visual Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multi-Sensory Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Disability | 1 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Autistic Spectrum Disorder | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| School Support NSA | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Difficulty/Disability | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year group totals | 3 | 2 | 4 | 2 | 4 | 6 | 1 | 1 | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 1 | 2 |

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 | (28) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | ■ | ■ | (28) | ■ | ■ | ■ | ■ | ■ |
| | 2018 | (27) | ■ | ■ | ■ | ■ | ■ | (29) | ■ | ■ | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | ■ | ■ | (29) | ■ | ■ | ■ | ■ | ■ | ■ | (29) | ■ | ■ | ■ | ■ | ■ |
| | 2019 | (29) | ■ | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | (29) | ■ | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ |
| Writing | 2017 | (29) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | (28) | ■ | ■ | ■ | ■ | ■ |
| | 2018 | (27) | ■ | ■ | ■ | ■ | ■ | (29) | ■ | ■ | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | (29) | ■ | ■ | ■ | ■ | ■ |
| | 2019 | (29) | ■ | ■ | ■ | ■ | ↑ | (31) | ■ | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | (30) | ■ | ■ | ■ | ■ | ■ |
| Maths | 2017 | (28) | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | (28) | ■ | ■ | ■ | ■ | ■ |
| | 2018 | (27) | ■ | ■ | ■ | ■ | ■ | (29) | ■ | ■ | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | (29) | ■ | ■ | ■ | ■ | ■ |
| | 2019 | (29) | ■ | ■ | ■ | ■ | ■ | (31) | ■ | ■ | ■ | ■ | ■ | ■ | (30) | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | (30) | ■ | ■ | ■ | ■ | ■ |

↑ 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.