

Primary Inspection Data Summary Report

Courthouse Green Primary School	URN: 144064 Laestab: 3312009
Headteacher: Mrs Sarah Malam	Type of education: Academy Converter
Local authority: Coventry	Phase of education: Primary
Pupils: 706	Academy trust or sponsor: Triumph Multi Academy Trust
Gender: Mixed	Date open/converted: 01/04/2017
Admissions policy: Not applicable	Chair of governors/trustees: Carmen Hibbert
Ages: 3-11	School website: www.courthousegreen.org/
Denomination: Does not apply	Postcode: CV6 7JJ

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

KS2 progress [Guidance](#)

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Reading progress has **improved** between 2017 and 2018.

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 or the cohort is lower than 11 pupils.
- 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.
- In 2019, the proportion of pupils who met the expected standard (32+) in phonics in Year 1 (91%) was significantly **above** national and in the **highest** 20% of all schools.
- Early years foundation stage attainment of the expected standard in the reading early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Writing

KS2 progress [Guidance](#)

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Writing progress has **improved** between 2017 and 2018.

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 or the cohort is lower than 11 pupils. Key stage 2 attainment of greater depth in writing (8%) was significantly **below** national and in the **lowest 20%** of all schools in 2019 as well as in 2018 and 2017.
- 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 as well as in 2018.
- Early years foundation stage attainment of the expected standard in the writing early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Mathematics

KS2 progress Guidance

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Mathematics progress has **improved** between 2017 and 2018.

Attainment (all key stages) Guidance

- A sentence for key stage 2 mathematics 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 2 attainment of the high standard (110+) in mathematics (13%) was significantly **below** national and in the **lowest 20%** of all schools in 2019.
- The three-year average mathematics attainment score (102.5) was in the **lowest 20%**.
- A sentence for key stage 1 mathematics 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 mathematics (7%) was significantly **below** national and in the **lowest 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 was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

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 or the cohort is lower than 11 pupils.
- A sentence for the percentage of pupils in 2019 achieving the expected/high standard (100+) in the key stage 2 English Grammar Punctuation and Spelling test has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the percentage of pupils achieving the key stage 2 science expected standard has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the percentage achieving a good level of development in the early years foundation stage in 2018 has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

Absence Guidance

- In 2017/18, the rate of overall absence (4.10%) was below the national average for schools with a similar level of deprivation (4.73%).
- 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

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- The rate of repeat fixed period exclusions (0.86%) was in the **highest** 20% in 2017/18 as well as in 2016/17 and 2015/16.
- Of the 6 pupils with at least one fixed period exclusion in 2017/18, all were excluded on more than one occasion but none received 10 or more fixed period exclusions during the year.
- Of the 18 fixed period exclusions in 2017/18, 8 were for **unspecified reasons**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against an adult (6); verbal abuse/threatening behaviour against an adult (2).
- There were 2 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.
- Of the 2 permanent exclusions in 2017/18, both were for **unspecified reasons**.

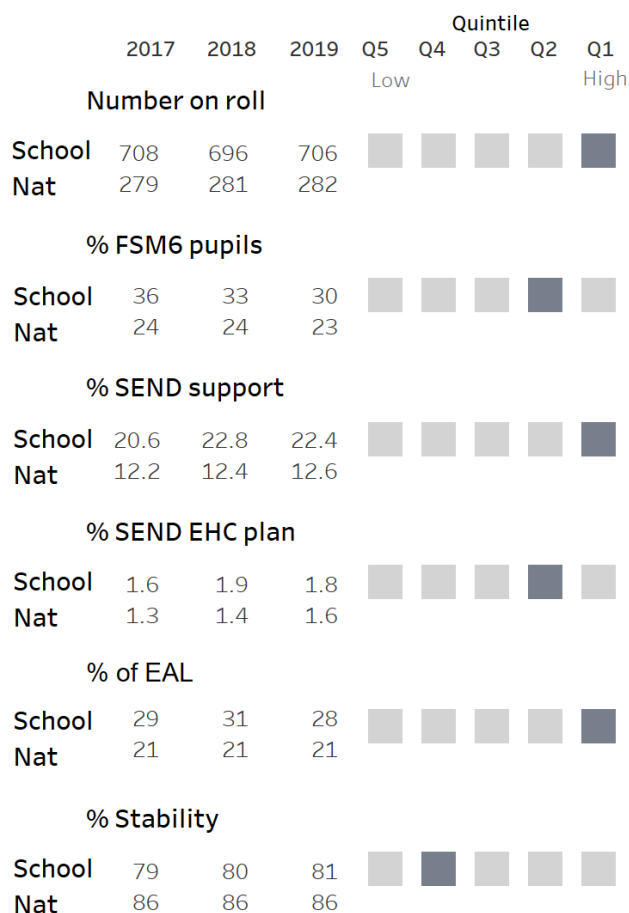
Pupil groups Guidance

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.

- For low prior attainers, key stage 2 progress in writing was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 1 attainment of the expected standard in reading (61%) was significantly **above** national in 2019 as well as in 2018 and 2017. Key stage 1 attainment of the expected standard in writing (44%) was significantly **above** national in 2019. Key stage 1 attainment of the expected standard in mathematics (53%) was significantly **above** national in 2019.
- For middle prior attainers, Key stage 1 attainment of the expected standard in reading (98%) was significantly **above** national in 2019.

School and local context

School level Guidance



MAT/LA level information Guidance

As at October 2019:

- This school is part of Triumph Multi Academy Trust which contains 1 primary school, no secondary schools, no special schools and no pupil referral units.
- The latest overall effectiveness grade for this school is good (19/06/2013). The MAT grade profile as at 1 October 2019 was:
 - Outstanding - 0
 - Good - 1
 - Requires improvement - 0
 - Inadequate - 0
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 59% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 3.6 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 16 out of 17 possible ethnic groups. Those with 5% or more are:
 - 48%: White - British
 - 8%: Black or Black British - African
 - 7%: Asian or Asian British - Pakistani
 - 7%: Asian or Asian British - Indian
 - 6%: 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 2017/18, this school received £3,345,000 in grant funding, £1,978,187 more than the national average.
- In 2017/18, this school had a positive in-year balance (£165,000), the second year in a row in which income has exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £4,936.

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	90	NA	NA	NA	16	18	30	21
Y2	89	NA	NA	NA	25	20	22	21
Y3	90	20/27/27	66/60/56	3/2/6	43	24	24	21
Y4	88	20/33/23	51/47/52	14/5/10	31	26	22	21
Y5	88	25/30/27	49/51/51	9/2/5	40	29	36	21
Y6	91	14/21/12	51/51/54	13/6/12	46	30	39	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	-	-	-	Below
Writing	-	Below	-	-	-	Below
Mathematics	-	Below	-	-	-	Below

SEND characteristics Guidance

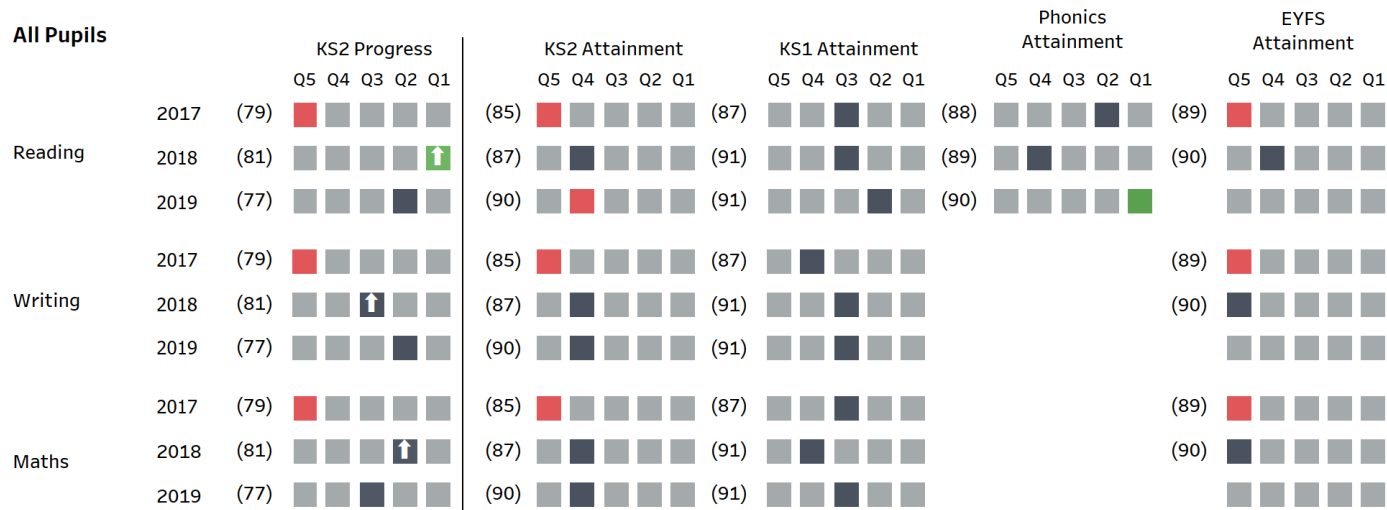
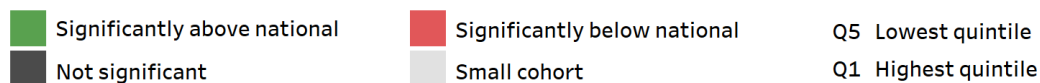
Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 70

SEND need	SEND Support (134)						EHC Plan (12)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	1	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	1	11	4	14	17	14	0	0	1	0	0	0
Severe Learning Difficulty	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
Social, Emotional and Mental Health	1	2	8	0	7	5	0	0	0	0	0	0
Speech, Language and Communication Needs	9	7	6	0	1	1	0	2	1	1	1	5
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	1	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	1	0	1	1	0	0	0	0	0	0	0
Autistic Spectrum Disorder	1	3	2	1	6	3	0	0	1	0	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	2	0	1	0	1	1	0	0	0	0	0	0
Year group totals	14	24	21	17	34	24	0	2	3	1	1	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.