



## Inspection Data Summary Report

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# Bankwood Community Primary School

Bankwood Close, Sheffield, S14 1LW

**Release information:** Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2**Release date:** 19 October 2022

URN	107066
LAESTAB	3732322
Local authority	Sheffield
Phase of education	Primary
Type of education	Community School

### [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*).



**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 (58%) and the high standard (110+) in reading (7%) was significantly **below** national and in the **lowest** 20% in 2022. Of the 45 pupils, 19 did not meet the expected standard. Of these, 14 pupils had a score, with an average scaled score of 87.

► [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in reading (27%) and greater depth in reading (0%) was significantly **below** national and in the **lowest** 20% in 2022.

► [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.* There were 20 pupil(s) that were screened in Year 2 in 2022; 2 of those met the expected standard.

► [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Writing

### Progress at key stage 2 - 2022

- Key stage 2 progress in writing (-2.6) was significantly **below** national and in the **lowest** 20% 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 in writing (40%) and of greater depth in writing (0%) was significantly **below** national and in the **lowest** 20% in 2022.

► [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

### Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in writing (2%) was significantly **below** national and in the **lowest** 20% in 2022. *There is nothing to highlight for attainment of 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

- Key stage 2 progress in mathematics (-2.7) was significantly **below** national and in the **lowest** 20% 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 (44%) and the high standard (110+) in mathematics (4%) was significantly **below** national and in the **lowest** 20% in 2022. Of the 45 pupils, 25 did not meet the expected standard. Of these, 20 pupils had a score, with an average scaled score of 90.

► [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in mathematics (11%) and greater depth in mathematics (0%) was significantly **below** national and in the **lowest** 20% 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 (33%) was significantly **below** national and in the **lowest** 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 (53%) was significantly **below** national and in the **lowest** 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.*
- Key stage 2 attainment of the expected standard in science (49%) was significantly **below** national and in the **lowest** 20% 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 2,691 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 3,391 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 (7.7%) was in the **highest** 20% of all schools. Overall absence in autumn 2020 (5.9%) was in the **highest** 20% of all schools.
- The rate of overall absence (7.7%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation. The rate of overall absence (5.9%) in autumn 2020 was in the **highest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (22.6%) was in the **highest** 20% of all schools. Persistent absence in autumn 2020 (15.3%) was in the **highest** 20% of all schools.
- The rate of persistent absence (22.6%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*

### Absence for 2018/19 and earlier

- Overall absence (6.9%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (21.8%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- The rates of overall absence (6.9%) and persistent absence (21.8%) in 2018/19 were in the **highest** 20% of schools with a similar level of deprivation.

# Suspensions & permanent exclusions

## Whole school

- For the whole school, the rate of total suspensions (1.3%) was in the **highest** 20% in 2020/21.
- 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.*
- Of the 5 pupils in the whole school with at least one suspension in 2020/21, 1 was suspended on more than one occasion and none received 10 or more suspensions during the year.
- Of the 10 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **verbal abuse/threatening behaviour against an adult** (3), **persistent disruptive behaviour** (3), racist abuse (2), use or threat of use of an offensive weapon or prohibited item (2).
- 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.

## 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	Above average 417	Above average 391	Well above average 454
School % FSM	Well above average 75	Well above average 72	Well above average 73
School % SEND support	Well above average 25	Well above average 27	Well above average 35
School % EHC plan	Below average 1	Close to average 1.5	Close to average 1.8
School % EAL	Well above average 30	Well above average 30	Well above average 30
School % stability	Well below average 61	Well below average 68	N/A -

## Trust/LA level information

As at October 2022:

- this school is maintained by Sheffield local authority which maintains 61 primary schools, 1 secondary school, 10 special schools, 1 pupil referral unit and 2 nursery schools.
- the latest overall effectiveness grade for this school is inadequate. As at 1 Oct 2022, the LA grade profile was:
  - outstanding - 10
  - good - 58
  - requires improvement - 5
  - inadequate - 2
  - not yet inspected - 0

## Staff absence

During 2020/21:

- *There is nothing to highlight for % teachers with at least one period of sickness absence (52%) in 2020/21. There is nothing to highlight for % teachers with at least one period of sickness absence (44%) in 2018/19.*
- *There is nothing to highlight for days lost to teacher absence (4 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 4 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 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:
  - Primary - Low Road Primary School - URN 107957 (2)

## Finance

- In 2020/21, the school had a revenue reserve of £1,902,867.
- In 2020/21, this school had a positive in-year balance (£465,617).
- In 2020/21, this school had a per pupil spend of £5,534.
- In 2020/21, this school received £2,453,397 in grant funding, £998,589 more than the national average.

## Ethnicity whole school

This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:

- 50%: White - British
  - 17%: Black or Black British - African
  - 8%: Asian or Asian British - Any other Asian background
  - 5%: Mixed - White and Black Caribbean
-

# Year group context

## Characteristics

	Number on roll	% FSM	% EAL
Year 1	55	Below other years 53	35
Year 2	58	72	31
Year 3	57	70	30
Year 4	49	Above other years 86	37
Year 5	53	Above other years 87	36
Year 6	49	73	31

## Prior attainment

	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	No data	No data	No data
Year 5	Below national	Below national	Below national
Year 6	Close to national	Close to national	Below national

## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 106

### SEND support (129)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	2	1	0	3
Moderate Learning Difficulty	1	3	3	3	5	5	20
Severe Learning Difficulty	0	0	0	0	0	1	1
Social, Emotional and Mental Health	1	3	1	1	3	3	12
Speech, Language and Communication Needs	13	13	8	10	4	3	51
Hearing Impairment	0	0	0	0	1	0	1
Visual Impairment	0	0	1	0	0	0	1
Autistic Spectrum Disorder	3	2	2	0	4	0	11
School Support NSA	0	0	0	0	0	1	1
Other Difficulty/Disability	2	6	7	5	6	2	28
<b>Year group totals</b>	<b>20</b>	<b>27</b>	<b>22</b>	<b>21</b>	<b>24</b>	<b>15</b>	<b>129</b>

### EHC Plan (7)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Severe Learning Difficulty	0	0	0	0	0	1	1
Social, Emotional and Mental Health	0	0	0	0	0	1	1
Speech, Language and Communication Needs	1	0	1	0	0	0	2
Autistic Spectrum Disorder	0	1	0	0	1	1	3
<b>Year group totals</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>7</b>

## Progress and attainment charts

## Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (37 pupils)	Sig below national (45 pupils)	Sig below national (55 pupils)	In line with national (59 pupils)
Writing	2022	Sig below national (41 pupils)	Sig below national (45 pupils)	Sig below national (55 pupils)	N/A
Mathematics	2022	Sig below national (36 pupils)	Sig below national (45 pupils)	Sig below national (55 pupils)	N/A

► [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	Sig below national (45 pupils)	Sig below national (45 pupils)

► [Other attainment measures three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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