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# St Mary's Church of England Primary School

Castlefields Avenue South, Runcorn, WA7 2NR

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

**Release date:** 19 October 2022

URN	111316
LAESTAB	8763506
Local authority	Halton
Phase of education	Primary
Type of education	Voluntary Aided 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 (91%) 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 33 pupils, 3 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 \(not directly comparable to 2022\)](#)

## Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.* There were 5 pupil(s) that were screened in Year 2 in 2022; 0 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 (3.1) was significantly **above** national and in the **highest** 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 (88%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for key stage 2 attainment of greater depth in writing in 2022.*

▶ [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 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 (88%) 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 mathematics in 2022.* Of the 33 pupils, 4 did not meet the expected standard, with an average scaled score of 92.

▶ [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 (82%) 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.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2022.*
- Key stage 2 attainment of the expected standard in science (94%) was significantly **above** national and in the **highest** 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 1,339 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 2,283 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.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- The rate of overall absence (4.1%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*

### Absence for 2018/19 and earlier

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.*
- *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 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.

## 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	Close to average 226	Close to average 213	Close to average 211
School % FSM	Well above average 37	Above average 38	Well above average 45
School % SEND support	Well above average 19	Well above average 21	Well above average 20
School % EHC plan	Below average 0.9	Close to average 1.4	Below average 1.4
School % EAL	Well below average 0	Well below average 0	Well below average 0
School % stability	Above average 87	Above average 87	N/A -

## Trust/LA level information

As at October 2022:

- this school is maintained by Halton local authority which maintains 41 primary schools, 1 secondary school, 2 special schools, 1 pupil referral unit and 3 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Oct 2022, the LA grade profile was:
  - outstanding - 8
  - good - 35
  - requires improvement - 5
  - 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 nothing to highlight for % teachers with at least one period of sickness absence (39%) in 2018/19.*
- 1 day on average was lost to teacher sickness absence. This was in the lowest 20% nationally.

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 4 (more deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

## Finance

- In 2020/21, the school had a revenue reserve of £362,411.
- In 2020/21, this school had a positive in-year balance (£96,183).
- In 2020/21, this school had a per pupil spend of £5,642.
- In 2020/21, this school received £1,241,164 in grant funding, £213,644 less than the national average.

## Ethnicity whole school

This school has 6 out of 17 possible ethnic groups. Those with 5% or more are:

- 94%: White - British
-

# Year group context

## Characteristics

	Number on roll	% FSM	% EAL
Year 1	25	44	0
Year 2	24	54	0
Year 3	28	Below other years 36	0
Year 4	26	50	0
Year 5	31	45	3
Year 6	33	48	0

## 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	Close to national	Close to national	Below national
Year 6	Close to national	Above national	Close to national

## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 22

### SEND support (36)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	1	1	0	2
Moderate Learning Difficulty	0	0	0	1	4	1	6
Social, Emotional and Mental Health	1	0	6	1	1	1	10
Speech, Language and Communication Needs	3	6	1	2	2	1	15
Visual Impairment	0	0	0	0	1	1	2
Other Difficulty/Disability	1	0	0	0	0	0	1
<b>Year group totals</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>36</b>

### EHC Plan (2)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Social, Emotional and Mental Health	0	0	0	1	0	0	1
Speech, Language and Communication Needs	0	0	0	0	1	0	1
<b>Year group totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>

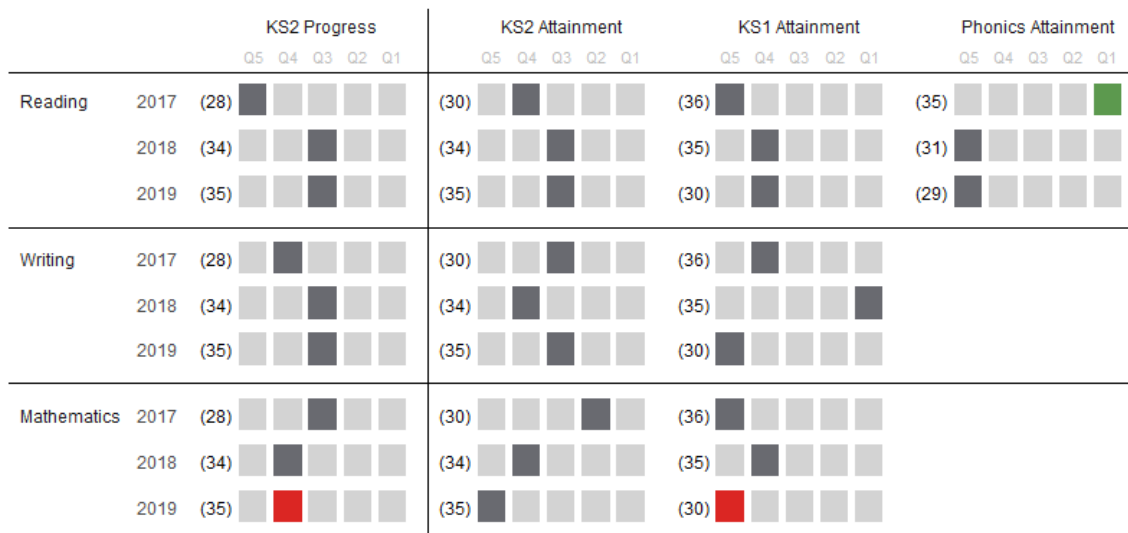
## Progress and attainment charts

# Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (33 pupils)	Sig above national (33 pupils)	In line with national (23 pupils)	In line with national (25 pupils)
Writing	2022	Sig above national (33 pupils)	Sig above national (33 pupils)	In line with national (23 pupils)	N/A
Mathematics	2022	In line with national (33 pupils)	Sig above national (33 pupils)	In line with national (23 pupils)	N/A

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

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



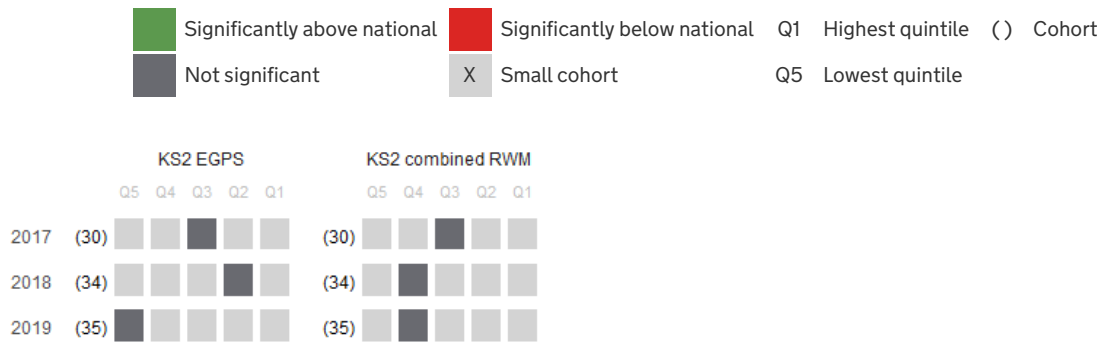
▶ [Table](#)



## Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	In line with national (33 pupils)	Sig above national (33 pupils)

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



[Table](#)

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