

# Inspection Data Summary Report

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# St Edward's Catholic Primary School

Green Street, Upton Park, London, E13 9AX

This school opened on 1 September 2019. The predecessor school IDSR can be found [here](#).

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

**Release date:** 15 December 2022

URN	147335
LAESTAB	3163503
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*).



**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 (90%) and the high standard (110+) in reading (41%) was significantly **above** national and in the **highest** 20% in 2022. Of the 59 pupils, 6 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.*

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

## Writing

### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in writing 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 (85%) 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

- Key stage 2 progress in mathematics (2.5) 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 (100+) in mathematics (86%) and the high standard (110+) in mathematics (36%) was significantly **above** national and in the **highest** 20% in 2022. Of the 59 pupils, 8 did not meet the expected standard. Of these, 7 pupils had a score, with an average scaled score of 97.

▶ [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 (80%) 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.*
- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (93%) was significantly **above** national and in the **highest** 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.*
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*

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

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## Absence

### Absence for 2021/22

- Overall absence (4.5%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.
- Persistent absence (10.8%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.

▶ [Absence for summer 2021 and earlier](#)

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## 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.
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## Pupil groups

## Key stage 2

- For middle prior attainers, progress in reading (2.6) was significantly **above** national and in the **highest** 20% in 2022.

## 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	Well above average 428	Well above average 430	Well above average 434
School % FSM	Close to average 19	Close to average 23	Above average 28
School % SEND support	Below average 8	Well below average 6	Below average 8
School % EHC plan	Below average 0.7	Close to average 1.9	Close to average 1.6
School % EAL	Well above average 64	Well above average 64	Well above average 58
School % stability	Above average 88	Above average 85	Close to average 83

## Trust information

As at December 2022:

- this school is part of Our Lady Of Grace Catholic Academy Trust which contains 6 primary schools, no secondary schools, no special schools, no alternative providers and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (102769) was outstanding. As at 1 Dec 2022, the MAT grade profile was:
  - outstanding - 0
  - good - 1
  - requires improvement - 0
  - inadequate - 0
  - not yet inspected - 5

## Staff absence

During 2020/21:

- There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (44%) in 2020/21. There is no data for teachers with at least one period of sickness absence in 2018/19 for this school.*

- *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 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 4 (more deprived) of all schools in terms of deprivation.

## Finance

- In 2020/21, the academy trust had a revenue reserve of £1,904,000.
- In 2020/21, this school had a negative in-year balance (-£124,452). This data sets out the position for this specific school, however many trusts pool budget across schools. As such, this may not give the full picture of the budgets and inspectors will want to ascertain the wider context when inspecting.
- In 2020/21, this school had a per pupil spend of £8,152.
- In 2020/21, this school received £3,025,059 in grant funding, £1,452,191 more than the national average.

## Ethnicity whole school

This school has 16 out of 17 possible ethnic groups. Those with 5% or more are:

- 24%: Any other ethnic group
- 22%: Black or Black British - African
- 10%: Black or Black British - Any other Black background
- 9%: White - Any other White background
- 6%: Asian or Asian British - Indian
- 6%: Black or Black British - Caribbean
- 6%: Mixed - Any other Mixed background

## Year group context

### Characteristics

	Number on roll	% FSM	% EAL
Year 1	53	34	55
Year 2	56	27	59
Year 3	57	39	Below other years 51
Year 4	60	30	Above other years 80
Year 5	49	22	69
Year 6	59	32	54

## 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	Close to national
Year 6	Close to national	Close to national	Close to national

## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 18

SEND primary need	SEND support (32)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	0	0	0	1	1	2	4
Moderate Learning Difficulty	0	0	0	2	1	0	3
Social, Emotional and Mental Health	0	1	2	1	2	0	6
Speech, Language and Communication Needs	4	0	2	1	1	3	11
Hearing Impairment	0	0	1	0	0	0	1
Autistic Spectrum Disorder	2	1	0	0	4	0	7
<b>Year group totals</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>32</b>

SEND primary need	EHC plan (7)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Speech, Language and Communication Needs	0	1	0	1	0	0	2
Autistic Spectrum Disorder	0	2	0	0	2	1	5
<b>Year group totals</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>7</b>

## Progress and attainment charts

## Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig above national (59 pupils)	Sig above national (59 pupils)	In line with national (56 pupils)	In line with national (55 pupils)
Writing	2022	In line with national (59 pupils)	Sig above national (59 pupils)	In line with national (56 pupils)	N/A
Mathematics	2022	Sig above national (59 pupils)	Sig above national (59 pupils)	In line with national (56 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 above national (59 pupils)	Sig above national (59 pupils)

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

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