

Primary Inspection Data Summary Report

Sandhurst Primary School	URN: 100703 Laestab: 2092536
Headteacher: Mrs Rebecca Dove	Type of education: Community School
Local authority: Lewisham	Phase of education: Primary
Pupils: 650	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Sophie Smith
Ages: 3-11	School website: https://www.sandhurstprimary.lewisham.sch.uk
Denomination: Does not apply	Postcode: SE6 1NW

Report information [Guidance](#)

Release information: Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS

Release date: 12 November 2021

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Important message: Due to the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The IDSR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

Areas of interest [Guidance](#)

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](#)

- There is nothing significant or exceptional to highlight for key stage 2 progress in reading in 2019, therefore no conclusions can be drawn from this data.

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

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.
- The cohorts for the key stage 2 three-year average reading attainment score in 2019 were small, therefore no conclusions can be drawn from the data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data. There were 22 pupil(s) that were screened in Year 2 in 2019; 14 of those met the expected standard.

- Early years foundation stage attainment of the expected standard in the reading early learning goal (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.

Writing

KS2 progress Guidance

- Key stage 2 progress in writing (-3.7) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) in writing in 2019, therefore no conclusions can be drawn from this data. Key stage 2 attainment of greater depth in writing (6%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard writing early learning goal in 2019, therefore no conclusions can be drawn from this data.

Mathematics

KS2 progress Guidance

- There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019, therefore no conclusions can be drawn from this data.
- The cohorts for the key stage 2 three-year average mathematics attainment score in 2019 were small, therefore no conclusions can be drawn from the data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard mathematics early learning goals in 2019, therefore no conclusions can be drawn from this data.

Other attainment measures Guidance

- There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard in 2019, therefore no conclusions can be drawn from this data. Key stage 2 attainment of the high standard (110+) in reading, writing and mathematics (1%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the percentage achieving a good level of development in the early years foundation stage in 2019, therefore no conclusions can be drawn from this data.

Absence (whole school)

Autumn 2020 absence Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 4,390 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

- There is nothing significant or exceptional to highlight for overall absence in autumn 2020 when compared with all schools or schools with a similar level of deprivation, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020 when compared with all schools or schools with a similar level of deprivation, therefore no conclusions can be drawn from this data.

Absence for 2018/19 and earlier Guidance

- 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.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total suspensions in 2019/20, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat suspensions in 2019/20, therefore no conclusions can be drawn from this data.
- Of the 3 pupils with at least one suspension in 2019/20, none were suspended on more than one occasion.
- Of the 3 suspensions in 2019/20, the following reasons each accounted for more than 10%: **physical assault against a pupil (1), physical assault against an adult (1), verbal abuse/threatening behaviour against a pupil (1)**.
- There were no permanent exclusions in 2019/20. 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.

- For middle prior attainers, key stage 2 attainment of the expected standard (100+) in writing (63%) was significantly **below** national in 2019. Key stage 2 attainment of the expected standard in science (71%) was significantly **below** national in 2019. Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (63%) was significantly **below** national in 2019.
- For high prior attainers, key stage 2 progress in mathematics (-2.0) for high prior attainers was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- For disadvantaged pupils, key stage 2 attainment of the expected standard (100+) in writing (67%) was significantly **below** national in 2019. Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (53%) was significantly **below** national in 2019. Key stage 1 attainment of the expected standard in writing (40%) was significantly **below** national in 2019.

School and local context

School level Guidance

		2019	2020	2021	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	693	687	650	■	■	■	■	■
	Nat	282	281	278					
% FSM6 pupils	Sch	19	18	19	■	■	■	■	■
	Nat	23	23	25					
% SEND support	Sch	18.3	15.7	14.3	■	■	■	■	■
	Nat	12.6	12.8	12.6					
% SEND EHC plan	Sch	1.9	2.0	1.8	■	■	■	■	■
	Nat	1.6	1.8	2.1					
% of EAL	Sch	39	41	40	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	94	85	83	■	■	■	■	■
	Nat	86	81	82					

MAT/LA level information Guidance

As at October 2021:

- this school is maintained by Lewisham local authority which maintains 58 primary schools, 10 secondary schools, 5 special schools, 1 pupil referral unit and 2 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Oct 2021, the LA grade profile was:
 - outstanding - 20
 - good - 50
 - requires improvement - 6
 - inadequate - 0
 - not yet inspected - 0

School workforce Guidance

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- There is nothing significant or exceptional to highlight for staff turnover in 2018/19.

Ethnicity Guidance

- This school has 15 out of 17 possible ethnic groups. The top 5 representing 5% or more are:
 - 30%: White - British
 - 11%: Black or Black British - Caribbean
 - 10%: Any other ethnic group
 - 10%: Black or Black British - African
 - 10%: White - Any other White background

Local area Guidance

- 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 Guidance

- In 2019/20, the school had a revenue reserve of £368,525.
- In 2019/20, this school had a negative in-year balance (£-136,351), following a year in which income exceeded expenditure.
- In 2019/20, this school had a per pupil spend of £6,407, a decrease of £102 per pupil from the previous year.
- In 2019/20, this school received £3,863,524 in grant funding, £2,510,767 more than the national average.

Year group context 2019 (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	85	NA	NA	NA	6	18	27	21
Y2	118	NA	NA	NA	18	20	45	21
Y3	85	21/25/25	38/45/40	23/12/17	15	24	35	21
Y4	88	24/37/27	46/40/47	13/6/9	25	26	45	21
Y5	77	23/29/25	35/43/43	15/1/5	27	29	38	22
Y6	90	6/6/4	39/50/55	40/29/26	33	30	43	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	-	-	-	-	-
Writing	-	-	-	Below	-	Above
Mathematics	-	-	-	-	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 34

SEND primary need	SEND Support (124)						EHC Plan (9)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	5	5	1	1	0	0	0	0	0	0
Moderate Learning Difficulty	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
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	1	1	4	7	4	0	0	1	1	0	0
Speech, Language and Communication Needs	8	7	8	5	7	9	0	0	1	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	1	0
Visual Impairment	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
Physical Disability	0	1	1	0	0	0	0	0	0	0	0	1
Autistic Spectrum Disorder	0	0	2	1	2	2	0	0	0	3	0	0
School Support NSA	1	8	1	8	4	6	0	0	0	0	0	0
Other Difficulty/Disability	0	10	2	0	2	0	1	0	0	0	0	0
Year group totals	9	27	20	23	23	22	1	0	2	4	1	1

Year group context 2021 (Primary)

Characteristics Guidance

Year group markedly above average of others ■

Year group markedly below average of others ■

	Number on Roll	% FSM	FSM Nat	% EAL	EAL Nat
Y1	80	14	22	36	20
Y2	89	18	23	35	21
Y3	80	21	26	35	21
Y4	111	18	27	49	21
Y5	81	22	28	35	21
Y6	84	32	29	49	22

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				-	-	-
Writing				-	-	Below
Mathematics				-	-	-

* Year 1, 2 and 3 prior attainment has not been possible to calculate due to lack of data - see guidance.

SEND characteristics Guidance

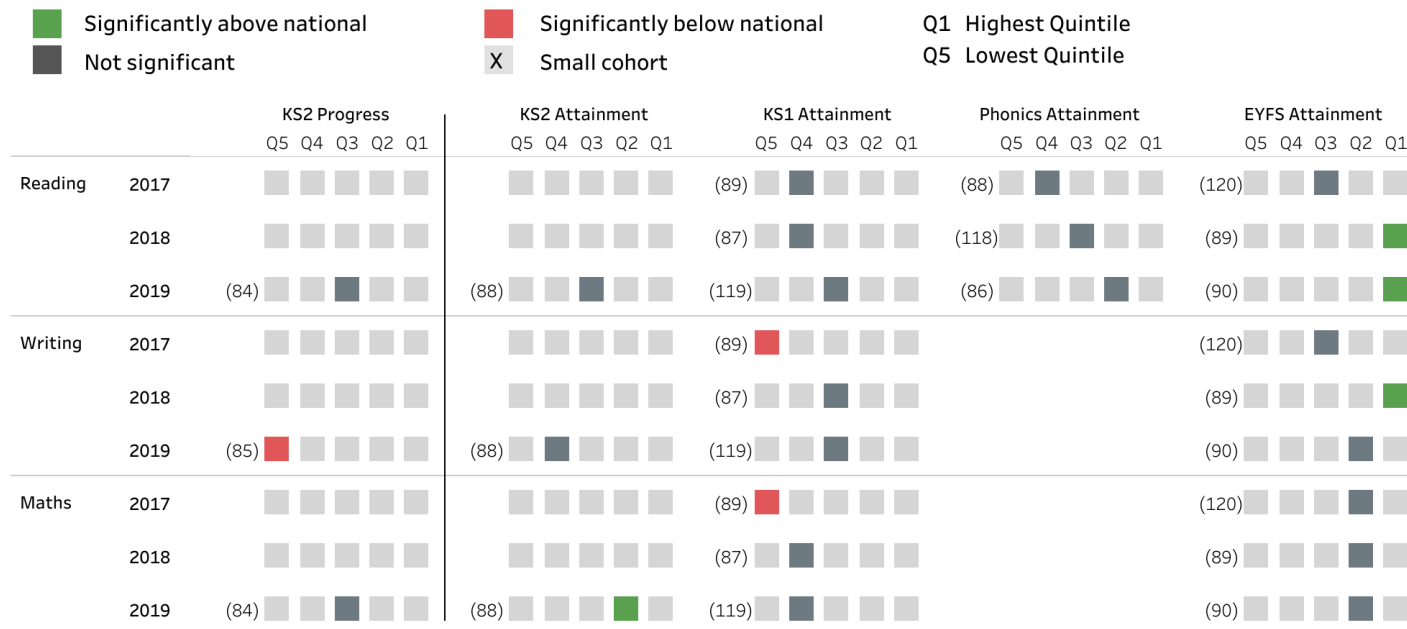
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 27

SEND primary need	SEND Support (87)						EHC Plan (10)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	1	0	3	3	5	4	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	1
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	1	0	4	2	4	0	0	0	0	1	1
Speech, Language and Communication Needs	2	1	5	8	9	5	0	1	0	0	0	0
Hearing Impairment	1	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
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	1	1	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	1	1	2	1	1	0	0	0	0	2
School Support NSA	0	1	2	3	1	6	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	5	2	1	1	1	1	0	0	0
Year group totals	5	3	11	25	22	21	2	2	1	0	1	4

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.

Other attainment measures Guidance

