

Primary Inspection Data Summary Report

Our Lady and St Joseph Catholic Primary School	URN: 100264 Laestab: 2043371
Headteacher: Mr S Flood	Type of education: Voluntary Aided School
Local authority: Hackney	Phase of education: Primary
Pupils: 224	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Paul Mokwenye
Ages: 3-11	School website: http://www.olsjschool.net/
Denomination: Roman Catholic	Postcode: N1 4JB

Report information [Guidance](#)

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

Release date: 7 June 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

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](#)

- Key stage 2 attainment of the expected standard (100+) in reading (96%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There is nothing significant or exceptional to highlight for key stage 2 attainment of the high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data. Of the 27 pupils, 1 did not meet the expected standard.
- The key stage 2 three-year average reading attainment score (107.3) was in the **highest** 20% of all schools in 2019.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard in reading in 2019, therefore no conclusions can be drawn from this data. Key stage 1 attainment of greater depth in reading (47%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (97%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There were 2 pupil(s) that were screened in Year 2 in 2019; 1 of those met the expected standard.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Writing

KS2 progress Guidance

- There is nothing significant or exceptional to highlight for key stage 2 progress in writing 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 greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- Key stage 1 attainment of the expected standard in writing (87%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. There is nothing significant or exceptional to highlight for key stage 1 attainment of greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (2.9) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.
- Mathematics progress has **improved** between 2017 and 2018.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in mathematics (100%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in mathematics (44%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.
- The key stage 2 three-year average mathematics attainment score (108.5) was in the **highest** 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 mathematics in 2019, therefore no conclusions can be drawn from this data.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goals (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Other attainment measures Guidance

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (89%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There is nothing significant or

exceptional to highlight for reading, writing and mathematics achieving the key stage 2 high standard in 2019, therefore no conclusions can be drawn from this data.

- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (96%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (81%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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 996 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, therefore no conclusions can be drawn from this data.
- Persistent absence in autumn 2020 (4.4%) was in the **lowest** 20% of all schools.
- The rates of overall absence (2.7%) and persistent absence (4.4%) in autumn 2020 were in the **lowest** 20% of schools with a similar level of deprivation.

Absence for 2018/19 and earlier Guidance

- Overall absence (2.9%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (3.4%) was in the **lowest** 20% of all schools in 2018/19.
- The rates of overall absence (2.9%) and persistent absence (3.4%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There were no fixed period exclusions in 2018/19.
- There were no permanent exclusions in 2018/19. 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.

- No sentences about performance data have been generated for pupil groups

School and local context

School level Guidance

		2018	2019	2020	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	228	221	224	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	27	28	27	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	14.9	20.4	19.6	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	1.3	1.4	1.8	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	45	39	35	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	91	89	87	■	■	■	■	■
	Nat	86	86	81					

MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Hackney local authority which maintains 50 primary schools, 6 secondary schools, 3 special schools, 1 pupil referral unit and 2 nursery schools.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Dec 2020, the LA grade profile was:
 - outstanding - 23
 - good - 35
 - requires improvement - 3
 - inadequate - 1
 - not yet inspected - 0

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 50% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 2.5 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 12 out of 17 possible ethnic groups. Those with 5% or more are:
 - 25%: White - any other White background
 - 20%: White - British
 - 16%: Black or Black British - African
 - 8%: Mixed - White & Black Caribbean

Local area Guidance

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the school had a revenue reserve of £55,895.
- In 2018/19, this school had a positive in-year balance (£13,008), following a year in which expenditure exceeded income.
- In 2018/19, this school had a per pupil spend of £7,573, an increase of £224 per pupil from the previous year.
- In 2018/19, this school received £1,524,132 in grant funding, £230,681 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	30	NA	NA	NA	17	18	27	21
Y2	30	NA	NA	NA	30	20	47	21
Y3	30	4/4/3	16/21/18	10/5/9	40	24	50	21
Y4	29	1/2/0	13/16/16	15/11/13	21	26	57	21
Y5	27	0/0/0	16/19/19	10/7/7	44	29	44	22
Y6	27	0/1/0	17/21/19	9/4/7	22	30	26	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	-	Above	Above	Above	-
Writing	Above	-	Above	Above	Above	-
Mathematics	Above	-	Above	Above	Above	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 18

SEND primary need	SEND Support (40)						EHC Plan (3)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	1	0	0	1	3	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	1	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	1	0	1	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	0	3	0	1	0	0	0	0	0	0
Speech, Language and Communication Needs	2	5	4	1	0	0	0	0	0	0	0	0
Hearing Impairment	0	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	1	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	1	0	0	0	2	0	0	1	0	1	0	0
School Support NSA	3	5	2	0	0	1	0	0	0	0	0	0
Other Difficulty/Disability	1	0	0	0	0	0	0	0	0	0	0	0
Year group totals	7	12	7	4	4	6	0	2	0	1	0	0

Year group context 2020 (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	30	NA	NA	NA	23	18	37	21
Y2	29	NA	NA	NA	17	20	28	21
Y3	30	0/1/0	13/19/17	14/7/10	33	24	47	21
Y4	29	4/4/3	17/21/18	8/4/8	41	25	45	21
Y5	30	1/2/0	14/17/16	15/11/14	23	27	52	21
Y6	26	0/0/0	15/18/18	10/7/7	42	29	42	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			Above	Above	Above	Above
Writing			Above	Above	Above	Above
Mathematics			Above	Above	Above	Above

* Year 1 and 2 prior attainment has not been possible to calculate as 2020 data has not been available.

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 21

SEND primary need	SEND Support (42)						EHC Plan (3)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	1	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	0	1	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	1	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	1	5	1	0	0	0	0	0	0
Speech, Language and Communication Needs	4	2	4	3	1	0	0	0	0	0	0	0
Hearing Impairment	0	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	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	1	0	0	0	2	0	0	1	0	1	0
School Support NSA	2	1	3	4	2	2	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	6	5	9	8	8	6	0	0	2	0	1	0

Progress and attainment trend

Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national
■ Not significant

■ Significantly below national
 Small cohort

Q1 Highest Quintile
 Q5 Lowest Quintile

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(27)	■	■	■	■	(27)	■	■	■	■	(29)	■	■	■	■	(29)	■	■	■	■	(30)	■	■	■	■
	2018	(29)	■	■	■	■	(29)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■	(30)	■	■	■	■
	2019	(26)	■	■	■	■	(27)	■	■	■	■	(30)	■	■	■	■	(29)	■	■	■	■	(30)	■	■	■	■
Writing	2017	(27)	■	■	■	■	(27)	■	■	■	■	(29)	■	■	■	■						(30)	■	■	■	■
	2018	(29)	■	■	■	■	(29)	■	■	■	■	(30)	■	■	■	■						(30)	■	■	■	■
	2019	(26)	■	■	■	■	(27)	■	■	■	■	(30)	■	■	■	■						(30)	■	■	■	■
Maths	2017	(27)	■	■	■	■	(27)	■	■	■	■	(29)	■	■	■	■						(30)	■	■	■	■
	2018	(29)	■	■	■	■	(29)	■	■	■	■	(30)	■	■	■	■						(30)	■	■	■	■
	2019	(26)	■	■	■	■	(27)	■	■	■	■	(30)	■	■	■	■						(30)	■	■	■	■

↑ 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](#)

		KS2 EGPS					KS2 combined RWM					EYFS GLD				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
2017	(27)	■	■	■	■	■	(27)	■	■	■	■	(30)	■	■	■	■
2018	(29)	■	■	■	■	■	(29)	■	■	■	■	(30)	■	■	■	■
2019	(27)	■	■	■	■	■	(27)	■	■	■	■	(30)	■	■	■	■