

Inspection Data Summary Report

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Shenley Primary School

London Road, Shenley, Radlett, WD7 9DX

Release information: Final 2022 Phonics, Final 2022 KS1, Final 2022 KS2

Release date: 7 June 2023

URN	117150
LAESTAB	9192108
Local authority	Hertfordshire
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.

Reading

Progress at key stage 2 - 2022

- Key stage 2 progress in reading (-4.4) 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 reading (50%) and the high standard (110+) in reading (3%) was significantly **below** national and in the **lowest** 20% in 2022. Of the 32 pupils, 16 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 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. Of the 25 pupils, 9 did not meet the expected standard. There were 6 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

- *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

- *There is nothing to highlight for key stage 2 attainment of the expected standard and 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 (-4.2) 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 (38%) and the high standard (110+) in mathematics (0%) was significantly **below** national and in the **lowest** 20% in 2022. Of the 32 pupils, 20 did not meet the expected standard, with an average scaled score of 93.

▶ [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 (31%) 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 (41%) and the high standard (110+) in the English grammar, punctuation and spelling test (0%) was significantly **below** national and in the **lowest** 20% in 2022.
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*
- *There is nothing to highlight for the average multiplication tables check score in 2022.*

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

Absence

Absence for 2021/22

- Overall absence (8.3%) was in the **highest** 20% of all schools in 2021/22. It was also in the **highest** 20% of schools with a similar level of deprivation.
- Persistent absence (24.0%) was in the **highest** 20% of all schools in 2021/22. It was also in the **highest** 20% of schools with a similar level of deprivation.

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

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, the rate of repeat suspensions (0.5%) was in the **highest** 20% in 2020/21.
 - The 1 pupil in the whole school with at least one suspension in 2020/21 was suspended on more than one occasion but fewer than 10.
 - Of the 2 total suspensions in the whole school in 2020/21, both were for **verbal abuse/threatening behaviour against an adult**.
 - 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

- *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 229	Close to average 212	Below average 192
School % FSM	Close to average 18	Close to average 21	Close to average 25
School % SEND support	Below average 8	Close to average 11	Below average 10
School % EHC plan	Close to average 1.3	Close to average 1.9	Close to average 2.1
School % EAL	Above average 17	Above average 15	Above average 15
School % stability	Below average 79	Close to average 80	Close to average 79

Local authority information

As of May 2023:

- this school is maintained by Hertfordshire local authority which maintains 313 primary schools, 12 secondary schools, 20 special schools, no alternative providers, 5 pupil referral units and 14 nursery schools.
- the latest overall effectiveness grade for this school is requires improvement.

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 the percentage of teachers with at least one period of sickness absence (39%) in 2018/19.*
- 0 days on average were 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.*

Finance

- In 2021/22, the school had a revenue reserve of £18k.
- In 2021/22, this school had a positive in-year balance (£22k).
- In 2021/22, this school had a per pupil spend of £6.4k.
- In 2021/22, this school received £1.1m in grant funding, £350k less than the national average.

Local area and school links

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

Ethnicity whole school

This school has 7 out of 17 possible ethnic groups. Those with 5% or more are:

- 84%: White - British
- 10%: White - Any other White background

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	26	23	Below other years 8
Year 2	23	30	9
Year 3	32	19	16
Year 4	Below other years 13	23	Above other years 38
Year 5	29	Above other years 34	10
Year 6	32	Below other years 13	19

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	Below national	Close to national

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 10

SEND support (18)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	1	1	0	2	1	5
Social, Emotional and Mental Health	0	0	1	0	1	2	4
Speech, Language and Communication Needs	0	2	1	0	1	1	5
Hearing Impairment	2	0	0	0	0	0	2
School Support NSA	0	0	0	0	0	1	1
Other Difficulty/Disability	0	1	0	0	0	0	1
Year group totals	2	4	3	0	4	5	18

EHC plan (4)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	1	0	1
Speech, Language and Communication Needs	0	0	2	0	0	0	2
Autistic Spectrum Disorder	1	0	0	0	0	0	1
Year group totals	1	0	2	0	1	0	4

Progress and attainment charts

Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	Sig below national (31 pupils)	Sig below national (32 pupils)	In line with national (23 pupils)	In line with national (25 pupils)
Highest/lowest 20%	Lowest 20%	Lowest 20%	–	Lowest 20%
Writing				
Significance	In line with national (31 pupils)	In line with national (32 pupils)	In line with national (23 pupils)	N/A
Highest/lowest 20%	–	–	Lowest 20%	N/A
Mathematics				
Significance	Sig below national (31 pupils)	Sig below national (32 pupils)	In line with national (23 pupils)	N/A
Highest/lowest 20%	Lowest 20%	Lowest 20%	–	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
Significance	Sig below national (32 pupils)	Sig below national (32 pupils)
Highest/lowest 20%	Lowest 20%	Lowest 20%

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

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