

Primary Inspection Data Summary Report

St Mary's Catholic Primary School, Bodmin	URN: 140773 Laestab: 9083718
Headteacher: Mrs Alison McDonald	Type of education: Academy Converter
Local authority: Cornwall	Phase of education: Primary
Pupils: 242	Academy trust or sponsor: PLYMOUTH CAST
Gender: Mixed	Date open/converted: 01/04/2014
Admissions policy: Not applicable	Chair of governors/trustees: Dan Rogerson
Ages: 3-11	School website: www.st-marys-bod.cornwall.sch.uk
Denomination: Roman Catholic	Postcode: PL31 1LW

Report information [Guidance](#)

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

Release date: 12 November 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 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.
- Reading progress has **improved** between 2017 and 2018.

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.
- There is nothing significant or exceptional to highlight for the key stage 2 three-year average reading attainment score in 2019, therefore no conclusions can be drawn from this 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 5 pupil(s) that were screened in Year 2 in 2019; 3 of those met the expected standard.**
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard reading early learning goal in 2019, therefore no conclusions can be drawn from this data.

Writing

KS2 progress Guidance

- Key stage 2 progress in writing (2.6) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Writing progress has **improved** between 2017 and 2018.

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.
- 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

- Key stage 2 progress in mathematics (5.5) 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

- 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.
- There is nothing significant or exceptional to highlight for the key stage 2 three-year average mathematics attainment score in 2019, therefore no conclusions can be drawn from this 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 and high standard in 2019, therefore no conclusions can be drawn from this data.

- 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 483 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

- Overall absence in autumn 2020 (2.2%) was in the **lowest** 20% of all schools. It was also in the **lowest** 20% of schools with a similar level of deprivation.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data. The rates of persistent absence (4.9%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.

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.
- Persistent absence (3.0%) was in the **lowest** 20% of all schools in 2018/19.
- The rates of overall absence (3.3%) and persistent absence (3.0%) 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 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.
- The 1 pupil with a suspension in 2019/20 was suspended once.
- The 1 suspension in 2019/20 was for **physical assault against a pupil**.
- 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.

- No sentences about performance data have been generated for pupil groups
- Overall absence for pupils in receipt of free school meals (3.9%) was in the **lowest** 20% of all schools in 2018/19.

School and local context

School level Guidance

		2019	2020	2021	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	216	224	242	■	■	■	■	■
	Nat	282	281	278					
% FSM6 pupils	Sch	21	20	23	■	■	■	■	■
	Nat	23	23	25					
% SEND support	Sch	12.0	16.5	17.4	■	■	■	■	■
	Nat	12.6	12.8	12.6					
% SEND EHC plan	Sch	1.4	1.8	2.1	■	■	■	■	■
	Nat	1.6	1.8	2.1					
% of EAL	Sch	10	10	11	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	90	87	83	■	■	■	■	■
	Nat	86	81	82					

MAT/LA level information Guidance

As at October 2021:

- this school is part of PLYMOUTH CAST which contains 32 primary schools, 2 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is good. As at 1 Oct 2021, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
 - outstanding - 2
 - good - 23
 - requires improvement - 9
 - 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 6 out of 17 possible ethnic groups. The top 5 representing 5% or more are:
 - 85%: White - British
 - 11%: White - Any other White background

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most 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 academy trust had a revenue reserve of £2,759,000.
- In 2019/20, this school had a positive in-year balance (£47,648), following a year in which expenditure exceeded income.
- In 2019/20, this school had a per pupil spend of £5,241.
- In 2019/20, this school received £1,088,679 in grant funding, £396,676 less 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	31	NA	NA	NA	10	18	16	21
Y2	31	NA	NA	NA	10	20	13	21
Y3	24	9/10/7	8/10/13	7/4/4	17	24	4	21
Y4	28	6/9/7	15/15/15	7/4/6	25	26	4	21
Y5	22	8/9/9	11/12/12	3/1/1	32	29	9	22
Y6	28	3/11/1	19/15/21	5/1/5	43	30	11	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	-	-	Below	-	-	Below
Writing	-	-	-	-	-	Below
Mathematics	-	-	-	-	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 9

SEND primary need	SEND Support (20)						EHC Plan (3)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	1	0	1	0	2	1	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	1	0	0	1	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	0	0	0	0	1	0	0	0	0	1	0
Speech, Language and Communication Needs	3	4	2	1	0	0	0	0	0	1	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	0	0	0	0	0	1	0	0	0	0	0
School Support NSA	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	2	0	0	0	0	0	0	0
Year group totals	4	4	4	1	4	3	1	0	0	1	1	0

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	28	21	22	14	20
Y2	30	20	23	7	21
Y3	32	19	26	16	21
Y4	32	22	27	16	21
Y5	27	19	28	7	21
Y6	31	29	29	3	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				-	-	-
Mathematics				-	-	-

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

SEND characteristics Guidance

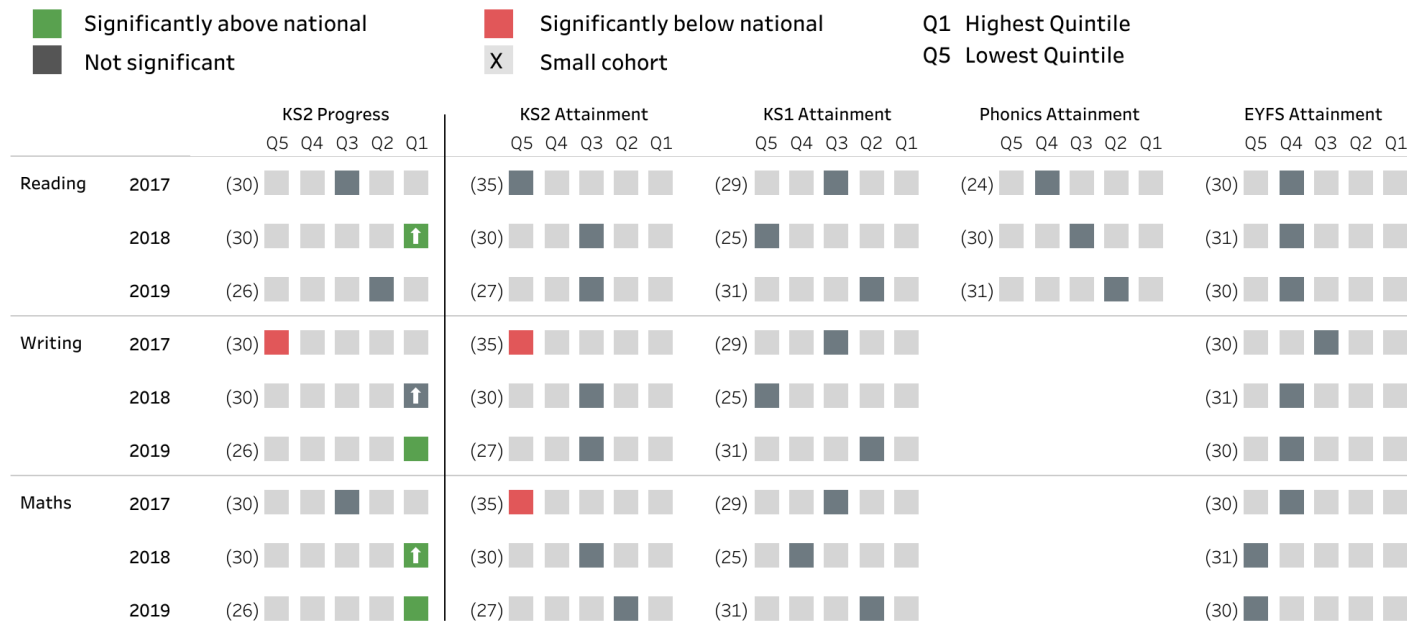
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 15

SEND primary need	SEND Support (37)						EHC Plan (4)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	1	0	1	2	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	1	0	0	0	0	0	0	0	1	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	0	1	1	0	2	0	0	0	0	1	0
Speech, Language and Communication Needs	2	9	4	6	1	1	0	0	0	0	0	1
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	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	1	0	0	0	0	0	1	0	0	0
School Support NSA	0	0	0	0	2	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	1	0	0	0	0	0	0	0
Year group totals	3	9	8	7	5	5	0	0	1	0	2	1

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](#)

