

Age Range	2 to 11
% Special Educational Needs (EHCP)	5.8%
% SEN School Support	17.9%
% Black and Minority Ethnicity - BME	6.3%
% living in 30% most deprived areas (IDACI)	48.8%
% English as an Additional Language	4.6%

# St Stephens Community Academy

**A**  
Academy

**Ofsted Rating:**  
Overall Effectiveness

**1** 234

**Outstanding**

<http://www.ofsted.gov.uk>

**Free School Meals**  
(Ever6 Pupil Premium)

**42.3%**  
88 pupils

National Average: 24.5%

**Pupils: 240**

108 (45.0%)  
132 (55.0%)

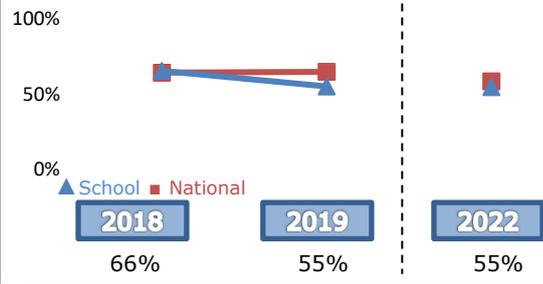
**21** Pupils Per Teacher  
(Nov 2021)

This school has an Area Resource Base (ARB)

## Reading

		2018	2019	2022
KS1	EXS+	63%	71%	62%
	GDS	20%	32%	12%
KS2	EXS+	69%	55%	68%
	GDS	24%	17%	42%

## KS2 % EXS+ RWM



**KS1 2022**  
26 pupils

2019 28 pupils  
2018 30 pupils

## Writing

		2018	2019	2022
KS1	EXS+	50%	64%	46%
	GDS	17%	18%	4%
KS2	EXS+	76%	69%	65%
	GDS	21%	28%	10%

## KS2 % GDS RWM



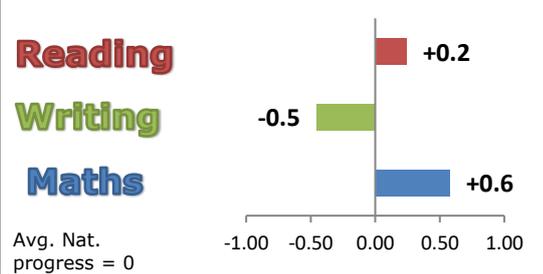
**KS2 2022**  
31 pupils

2019 29 pupils  
2018 29 pupils

## Maths

		2018	2019	2022
KS1	EXS+	67%	68%	65%
	GDS	20%	29%	4%
KS2	EXS+	76%	76%	71%
	GDS	21%	17%	19%

## 2022 KS2 Progress



**Overall Attendance:**  
% of possible sessions (half-days) recorded as attended

2017/18	95.6%
2018/19	95.1%
2020/21	96.3%

**Compared to National Average\***

Significantly Above

Significantly Below

**CORNWALL COUNCIL**

**Persistent Absence:**  
% of pupils who missed >10% of possible sessions (half-days)

2017/18	12.8%
2018/19	11.6%
2020/21	8.6%

Sources: Autumn 2021/Spring 2022 school census  
\*Significance tests carried out at the 95% confidence level.  
x - Data has been suppressed

## Headline Analysis 2022: Guidance Notes

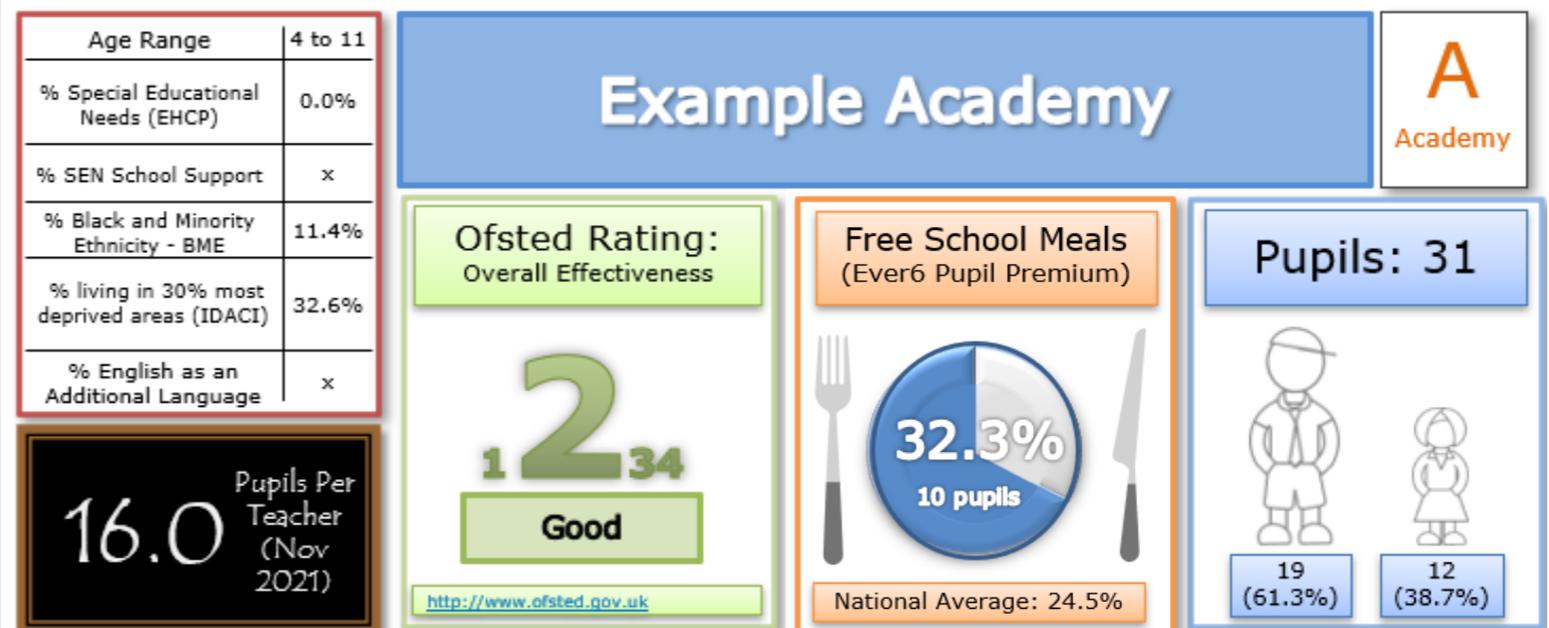
**Headline Analysis** provides an overview of attainment, attendance and contextual data for your school. Attendance and attainment data are provided for the past three years (where data exists for the year in question), to provide a more rounded view of the school.

Unless otherwise stated, contextual school data has been sourced from the Spring 2022 school census as well as the latest OFSTED reports (from <https://reports.ofsted.gov.uk>). Attendance data has been taken from DfE performance tables records. Attainment data for KS1 for 2018, 2019 and 2022 is final data. KS2 data, for 2018 and 2019, is final data as found in DfE performance tables. 2022 KS2 data is **Interim KS2 data**, from July 2022.

Due to the Covid-19 pandemic (March 2020 to March 2022), all primary assessment summer collections were cancelled in summer 2020 and summer 2021, leading to no KS1 or KS2 outcomes being recorded in either year. This gap between 2019 and 2022 is denoted by a **dashed line** in the KS1 and KS2 results and charts. 2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

### School Contextual Data

This is the top section of the report. **Academy/LA status** is as at 1 July 2022. **OFSTED rating** is correct as of 31 August 2022 and is the latest inspection result **even if the school has subsequently converted to Academy status**. **Pupils per teacher** data is based on School Workforce Census data from November 2021. School pupil numbers are taken from the Spring Census 2022 and include nursery pupils and Area Resource Base (ARB). **FSM6 (Free School Meals Ever 6) figures** are taken from DfE Pupil Premium data from June 2022. The percentage of pupils who are FSM6 is a percentage of **all pupils in reception and above** as at the Autumn 2021 school census. The remaining **contextual figures** are taken from the Spring Census 2022 and cover all pupils (including those in nursery). If there are between 1 and 5 pupils within a particular sub-group of pupils (e.g. Black and Minority Ethnicity) then the percentage figure is redacted (x). **% living in 30% most deprived areas (IDACI)** is the proportion of pupils (as at the Spring 2022 census) who were recorded as living in one of the 30% most deprived Lower Super Output Areas (LSOA) in England (2019 Income Deprivation Affecting Children Index - IDACI).



### Headline Analysis 2022: Guidance Notes (cont.)

**Headline Analysis** provides an overview of attainment, attendance and contextual data for your school.

Attainment data for KS1 for 2018, 2019 and 2022 is final data. KS2 data, for 2018 and 2019, is final data as found in DfE performance tables. 2022 KS2 data is **Interim KS2 data**, from July 2022. For 2022 KS1 data, NCER (National Consortium of Examination Results) indicative national averages have been used for significance testing, and are based on data for 633,709 pupils from 151 of 152 LAs in England, representing approximately 97% of the full national cohort - some caution should be taken where these comparators have been used. The methodology used to calculate progress from Key Stage 1 to 2 has changed in 2022, following the introduction of a new KS1 framework in 2016. For full details please see our Primary Methodology Guidance.

Attendance data has been taken from DfE performance tables records. Full year absence data was not collected for the 2019/20 academic year due to school closures brought on by the first national lockdown, and therefore no absence data is provided for 2019/20. 2020/21 full year absence data is also not comparable to previous years, given that further lockdowns and school closures due to Covid-19 impacted school attendance during the 2020/21 academic year. In addition, sessions recorded as 'not attending due to COVID circumstances' are included as possible sessions in 2020/21 only, but not as an absence within absence rates.



#### KS1 and KS2 attainment data

The middle of the Headline analysis shows the percentage of KS1 and KS2 pupils who achieved at least the Expected Standard in reading, writing and maths (separately) for each of the past three years of available data (2018, 2019 and 2022). Red/green boxes around a value denote significance below/above the national average. KS1 national averages used in significance testing for 2022 are **NCER indicative national averages** while 2022 KS2 national averages are taken from the DfE's provisional KS2 national data (September 2022). National averages used for 2018 and 2019 are from final data for both KS1 and KS2. A '--' indicates where there were no pupils in the particular cohort for that year, while figures have been suppressed (x) for cohorts of 5 or fewer pupils.

		2018	2019	2022
KS1	EXS+	74%	90%	64%
	GDS	12%	31%	18%
KS2	EXS+	79%	63%	44%
	GDS	14%	1%	8%

#### Key Stage 2 Charts

The three charts on the right hand side of the page show the percentage of pupils achieving at least the **Expected Standard** in reading, writing and maths; the percentage of pupils achieving **Greater Depth** within the Expected standard in reading, writing and maths; and the school **capped** progress scores for reading, writing and maths for 2022. The first two charts show data from the past three years of available data (2018, 2019 and 2022) for comparison. National averages in the first two charts are final figures for 2018 and 2019, while the 2022 figure is taken from **DfE provisional** national data (September 2022). In all three charts, a **green box** signifies that the school value is significantly above the national average, while a **red box** signifies that the school value is significantly below the national average. All significance testing is carried out at the 95% confidence level. Please note that cohort sizes quoted for KS1 and KS2 are the total pupils recorded in Year 2 and Year 6 respectively in 2018, 2019 and 2022. Cohort numbers used in calculations for attainment and progress measures for individual subjects may be lower due to missing KS2 test data, teacher assessment data and/or missing KS1 data.

#### Overall Attendance/Persistent Absence

Attendance and persistent absence figures are provided for the full year for the 2017/18, 2018/19 and 2020/21 academic years. Full absence and attendance data for 2021/22 will not be available until December 2022. Please note that the definition for persistent absence is **the percentage of pupils who were absent for at least 10% of possible sessions**.

