

Primary Inspection Data Summary Report

Chapel End Infant School and Early Years Centre	URN: 103052 Laestab: 3202028
Headteacher: Ms Janice Chaplin	Type of education: Community School
Local authority: Waltham Forest	Phase of education: Primary
Pupils: 356	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Grant Jacobson
Ages: 2-7	School website: http://www.chapelendinfants.com/
Denomination: Does not apply	Postcode: E17 4LN

Areas of interest

Release information: Provisional 2019 KS2, KS1, Phonics - **Release date:** 09 October 2019

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

Attainment (all key stages) Guidance

- Sentences for key stage 1 reading attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for phonics has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the reading early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Writing

Attainment (all key stages) Guidance

- Sentences for key stage 1 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the writing early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Mathematics

Attainment (all key stages) Guidance

- Sentences for key stage 1 mathematics attainment of the expected standard and greater depth have not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Other measures in 2019 [Guidance](#)

- A sentence for the percentage achieving a good level of development in the early years foundation stage in 2018 has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

Absence [Guidance](#)

- In 2017/18, the rate of overall absence (4.40%) was slightly below the national average for schools with a similar level of deprivation (4.42%).
- A sentence for overall absence trend has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.

Exclusions [Guidance](#)

- A sentence for the rate of fixed period exclusions has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for the rate of repeat period exclusions has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

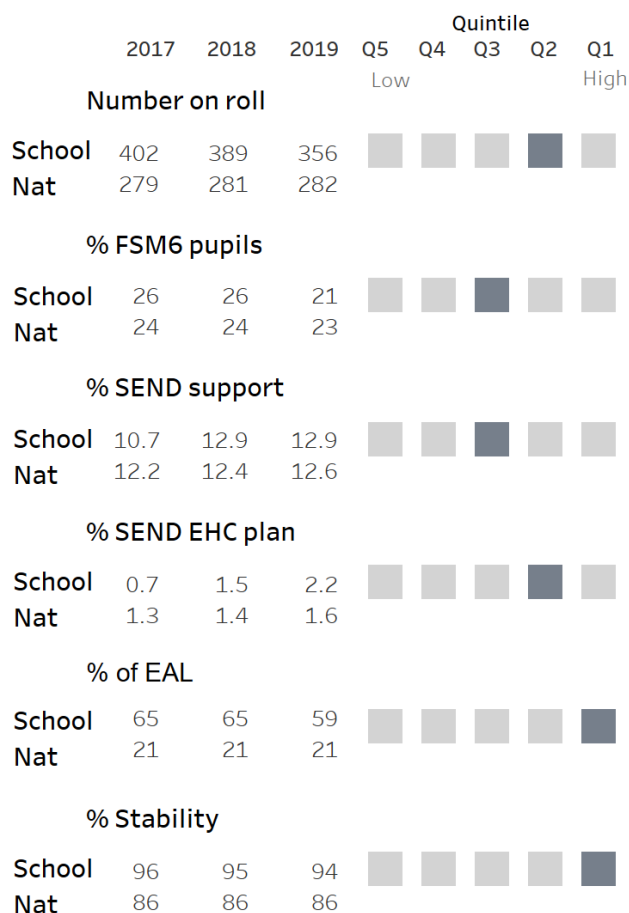
Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups (KS2 progress and attainment, or KS1 attainment) will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. They will be displayed where the group differs to that of the whole school. Phonics and EYFS pupil groups will not appear in this section. Absence and exclusion group sentences will be included in future releases.

- For middle prior attainers, Key stage 1 attainment of the expected standard in writing (70%) was significantly **below** national in 2019.

School and local context

School level Guidance



MAT/LA level information Guidance

As at October 2019:

- This school is maintained by Waltham Forest local authority which maintains 29 primary schools, 8 secondary schools, 1 special school, 3 pupil referral units and 3 nursery schools.
- The latest overall effectiveness grade for this school is good (16/09/2011). The LA grade profile as at 1 October 2019 was:
 - Outstanding - 8
 - Good - 36
 - Requires improvement - 0
 - Inadequate - 0
 - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 26.3% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 0.7 days on average lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 16 out of 17 possible ethnic groups. Those with 5% or more are:
 - 23%: White - any other White background
 - 19%: White - British
 - 15%: Asian or Asian British - Pakistani
 - 9%: Asian or Asian British - any other Asian background
 - 5%: Black or Black British - Caribbean

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 2017/18, this school received £1,996,228 in grant funding, £745,474 more than the national average.
- In 2017/18, this school had a negative in-year balance (£-30,077), the second year in a row in which expenditure has exceeded income.
- In 2017/18, this school had a per pupil spend of £7,019.

Year group context

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	72	NA	NA	NA	26	18	58	21
Y2	89	NA	NA	NA	22	20	63	21
Y3						24		21
Y4						26		21
Y5						29		21
Y6						30		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	-	-				
Writing	-	-				
Mathematics	-	-				

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 7

	SEND need						SEND Support (21)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0					0	0					0	0				
Moderate Learning Difficulty	0	0					0	0					0	0				
Severe Learning Difficulty	0	0					0	0					0	0				
Profound & Multiple Learning Difficulty	0	0					0	0					0	0				
Social, Emotional and Mental Health	2	1					2	1					0	0				
Speech, Language and Communication Needs	9	5					9	5					0	1				
Hearing Impairment	1	0					1	0					0	0				
Visual Impairment	0	0					0	0					1	0				
Multi-Sensory Impairment	0	0					0	0					0	0				
Physical Disability	0	0					0	0					0	0				
Autistic Spectrum Disorder	0	3					0	3					0	0				
School Support NSA	0	0					0	0					0	0				
Other Difficulty/Disability	0	0					0	0					0	0				
Year group totals	12	9					12	9					1	1				

Progress and attainment trend

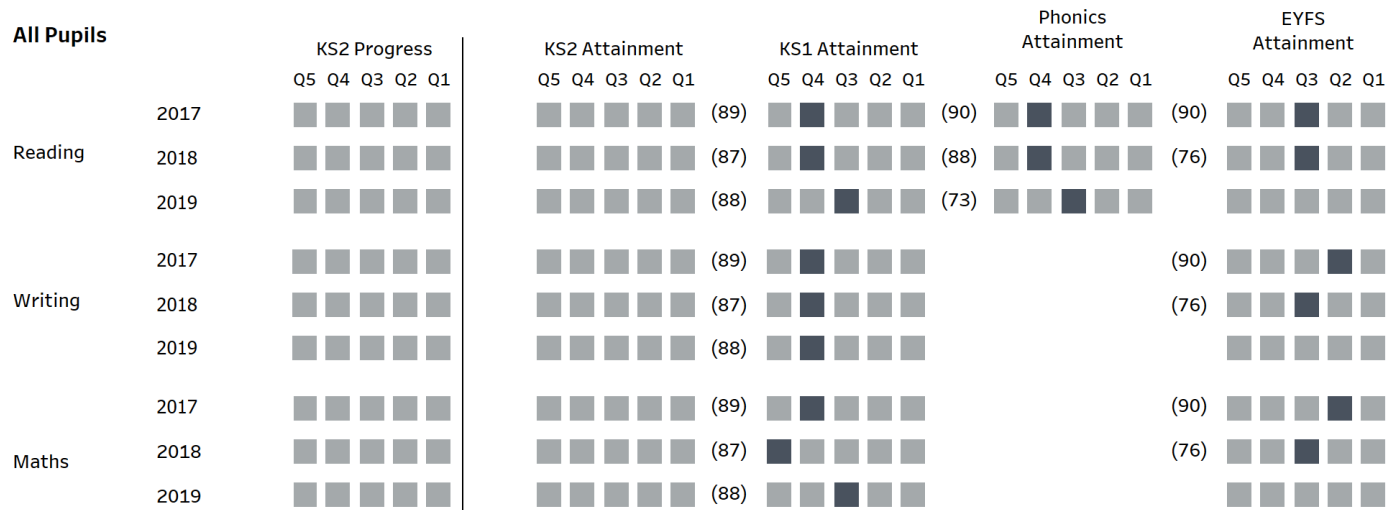
Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national
■ Not significant

■ Significantly below national
■ Small cohort

Q5 Lowest quintile

Q1 Highest quintile



↑ 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.