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Inspection Data Summary Report

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Pakeman Primary School

Hornsey Road, Holloway, London, N7 6DU

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

Release date: 28 February 2022

URN	100418
LAESTAB	2062455
Local authority	Islington
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*). For the criteria used to determine the sentences, see the guidance link underneath each section.

Reading

Progress at key stage 2

- *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 at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) in reading in 2019, therefore no conclusions can be drawn from this data.* Key stage 2 attainment of the high standard (110+) in reading (11%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. Of the 44 pupils, 12 did not meet the expected standard, with an average scaled score of 92.
- The key stage 2 three-year average reading attainment score (102.4) was in the **lowest** 20% of all schools in 2019.

Attainment at key stage 1

- *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.*

Attainment in phonics

- *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 9 pupil(s) that were screened in Year 2 in 2019; 5 of those met the expected standard.

Attainment at early years foundation stage

- *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

Progress at key stage 2

- Key stage 2 progress in writing (3.9) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment at key stage 2

- *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.*

Attainment at key stage 1

- *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.*

Attainment at early years foundation stage

- *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

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) in mathematics in 2019, therefore no conclusions can be drawn from this data.* Key stage 2 attainment of the high standard (110+) in mathematics (11%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. Of the 44 pupils, 12 did not meet the expected standard, with an average scaled score of 92.
- The key stage 2 three-year average mathematics attainment score (102.0) was in the **lowest** 20% of all schools in 2019.

Attainment at key stage 1

- *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.*

Attainment at early years foundation stage

- *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

Attainment at key stage 2

- *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+) in 2019, therefore no conclusions can be drawn from this data.* Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (16%) was significantly **below** national and in the **lowest** 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.*

Attainment at early years foundation stage

- *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

Autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 2,443 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 when compared with all schools or schools with a similar level of deprivation, therefore no conclusions can be drawn from this data.*
- *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 (7.3%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.

Absence for 2018/19 and earlier

- Overall absence (4.8%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.
- *There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.*

Suspensions & permanent exclusions

Whole school

- For the whole school, the rate of total suspensions (1.5%) was in the **highest** 20% in 2019/20 as well as in 2018/19 and 2017/18.
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.*
- Of the 5 pupils in the whole school with at least one suspension in 2019/20, none were suspended on more than one occasion.
- Of the 5 total suspensions in the whole school in 2019/20, the following reasons each accounted for more than 10%: **verbal abuse/threatening behaviour against an adult** (4), verbal abuse/threatening behaviour against a pupil (1).
- There were no permanent exclusions in the whole school 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

Key stage 2

- For disadvantaged pupils, key stage 2 progress in reading (2.8) was significantly **above** national and in the **highest** 20% of all schools in 2019.

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

	2019	2020	2021
School number on roll	Above average 353	Above average 340	Above average 317
School % FSM	Well above average 58	Well above average 55	Well above average 54
School % SEND support	Above average 14	Well above average 18	Above average 14
School % EHC plan	Close to average 1.1	Well below average 0.3	Below average 0.9
School % EAL	Well above average 64	Well above average 70	Well above average 70
School % Stability	Below average 81	Below average 73	Below average 73

Trust/LA level information

As at February 2022:

- this school is maintained by Islington local authority which maintains 40 primary schools, 6 secondary schools, 2 special schools, 3 pupil referral units and 3 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Feb 2022, the LA grade profile was:
  - outstanding - 14
  - good - 37
  - requires improvement - 3
  - inadequate - 0
  - not yet inspected - 0

School workforce

- 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 2019/20.*

Local area and school links

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance

- In 2019/20, the school had a revenue reserve of £162,075.
- In 2019/20, this school had a negative in-year balance (£-1,316), following a year in which income exceeded expenditure.
- In 2019/20, this school had a per pupil spend of £8,377, an increase of £735 per pupil from the previous year.
- In 2019/20, this school received £2,418,623 in grant funding, £1,065,866 more than the national average.

Ethnicity whole school

- This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:
  - 31%: Black or Black British - African
  - 14%: White - Any other White background
  - 13%: Asian or Asian British - Bangladeshi
  - 8%: Any other ethnic group
  - 8%: Mixed - Any other mixed background
  - 7%: White - British
  - 6%: Mixed - White and Black Caribbean

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	43	Below other years 44	Below other years 53
Year 2	40	63	60
Year 3	38	Below other years 47	68
Year 4	42	Above other years 69	Above other years 71
Year 5	44	64	61
Year 6	45	Above other years 76	60

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	40	Below other years 40	68
Year 2	38	58	68
Year 3	Below other years 30	63	67
Year 4	41	66	66
Year 5	38	58	74
Year 6	45	62	76

Prior attainment 2019

	Reading	Writing	Mathematics
Year 1	Close to national	Close to national	Close to national
Year 2	Close to national	Close to national	Close to national
Year 3	Close to national	Close to national	Close to national
Year 4	Below national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Below national	Below national	Below national

Prior attainment 2021

	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	Close to national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics 2019

Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 25

	SEND support (38)						
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Severe Learning Difficulty	0	0	0	0	0	1	1
Social, Emotional and Mental Health	4	2	2	0	1	3	12
Speech, Language and Communication Needs	5	2	4	4	1	2	18
Autistic Spectrum Disorder	1	1	0	0	0	0	2
School Support NSA	0	0	1	1	0	0	2
Other Difficulty/Disability	1	0	1	0	1	0	3
Year group totals	**11**	**5**	**8**	**5**	**3**	**6**	**38**

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

SEND characteristics 2021

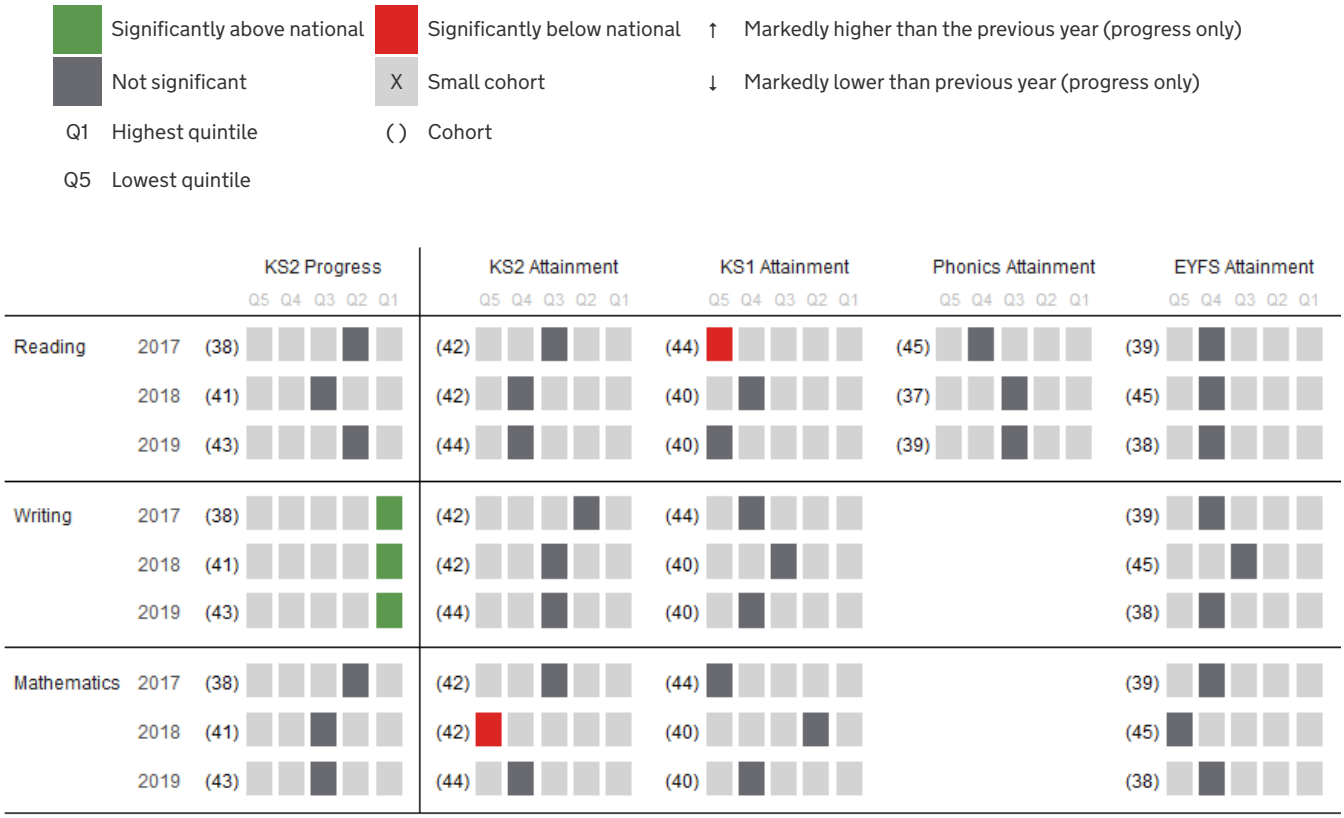
Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 17

	SEND support (32)						
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Social, Emotional and Mental Health	0	0	2	3	0	0	5
Speech, Language and Communication Needs	5	2	5	4	3	3	22
Autistic Spectrum Disorder	1	0	1	0	0	0	2
School Support NSA	0	0	0	0	0	1	1
Other Difficulty/Disability	1	0	0	0	1	0	2
Year group totals	**7**	**2**	**8**	**7**	**4**	**4**	**32**

	EHC Plan (1)						
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Social, Emotional and Mental Health	0	0	0	0	1	0	1
Year group totals	**0**	**0**	**0**	**0**	**1**	**0**	**1**

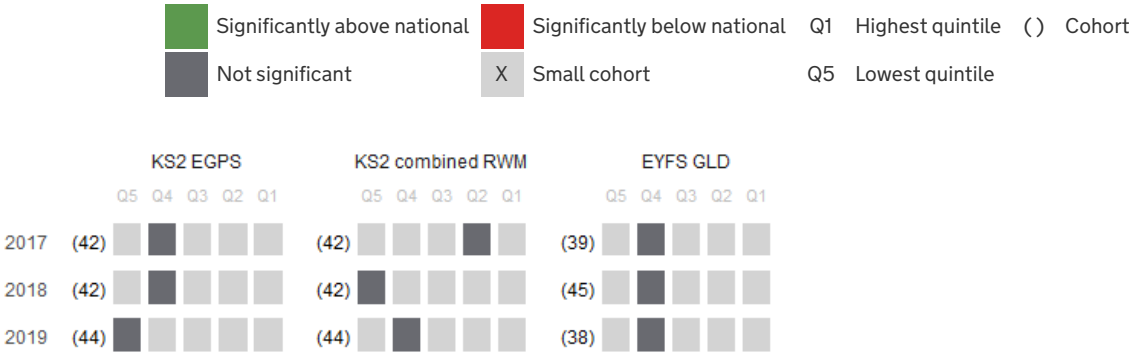
Progress and attainment trend

Reading, writing and mathematics three-year trend



▶ Table

Other attainment measures



▶ Table

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