

Primary Inspection Data Summary Report

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|--|---|
| Ryders Hayes School | URN: 136619 Laestab: 3352224 |
| Headteacher: Mrs Sally Miner | Type of education: Academy Converter |
| Local authority: Walsall | Phase of education: Primary |
| Pupils: 502 | Academy trust or sponsor: Ryders Hayes Academy Trust |
| Gender: Mixed | Date open/converted: 01/04/2011 |
| Admissions policy: Not applicable | Chair of governors/trustees: Connie Beirne |
| Ages: 2-11 | School website: www.ryders-hayes.co.uk |
| Denomination: Does not apply | Postcode: WS3 4HX |

Report information [Guidance](#)

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

Release date: 22 January 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 COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

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.

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.
- Key stage 1 attainment of the expected standard in reading (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 1 attainment of greater depth in reading (38%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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 4 pupil(s) that were screened in Year 2 in 2019; 3 of those met the expected standard.

- Early years foundation stage attainment of the expected standard in the reading early learning goal (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Writing

KS2 progress Guidance

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

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.
- Key stage 1 attainment of the expected standard in writing (85%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 1 attainment of greater depth in writing (27%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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 (2.2) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in mathematics (100%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. There is nothing significant or exceptional to highlight for key stage 2 attainment of the 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.
- Key stage 1 attainment of the expected standard in mathematics (90%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 1 attainment of greater depth in mathematics (35%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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+) 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 (20%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

- Key stage 2 attainment of the expected standard in science (100%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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) [Guidance](#)

- Overall absence (3.2%) was in the **lowest** 20% of all schools in 2018/19.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.
- The rate of overall absence (3.2%) in 2018/19 was in the **lowest** 20% of schools with a similar level of deprivation. There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

Exclusions (whole school) [Guidance](#)

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- Of the 5 pupils with at least one fixed period exclusion in 2018/19, 2 were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 7 fixed period exclusions in 2018/19, the following reasons each accounted for more than 10%: **physical assault against an adult** (2), **verbal abuse/threatening behaviour against an adult** (2), physical assault against a pupil (1), bullying (1), unspecified reasons (1).
- There were no permanent exclusions in 2018/19. 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.

- For middle prior attainers, key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (60%) was significantly **below** national in 2019.

School and local context

School level Guidance

| | | 2018 | 2019 | 2020 | Low Q5 | Quintile Q4 | Q3 | Q2 | High Q1 |
|-----------------|-----|------|------|------|-----------|----------------|----|----|------------|
| Number on roll | Sch | 497 | 507 | 502 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 281 | 282 | 281 | | | | | |
| % FSM6 pupils | Sch | 17 | 18 | 19 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 24 | 23 | 23 | | | | | |
| % SEND support | Sch | 7.4 | 10.1 | 14.5 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 12.4 | 12.6 | 12.8 | | | | | |
| % SEND EHC plan | Sch | 0.4 | 0.4 | 0.6 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 1.4 | 1.6 | 1.8 | | | | | |
| % of EAL | Sch | 2 | 2 | 3 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 21 | 21 | 21 | | | | | |
| % Stability | Sch | 86 | 87 | 84 | ■ | ■ | ■ | ■ | ■ |
| | Nat | 86 | 86 | 81 | | | | | |

- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:
 - 88%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the academy trust had a revenue reserve of £201,000.
- In 2018/19, this school had a positive in-year balance (£57,000), the second year in a row in which income has exceeded expenditure.
- In 2018/19, this school had a per pupil spend of £6,352.
- In 2018/19, this school received £3,030,000 in grant funding, £1,621,991 more than the national average.

MAT/LA level information Guidance

As at December 2020:

- this school is an academy but is not part of a MAT.
- the latest overall effectiveness grade for this school is good.

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 32.1% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 3.6 days on average were lost to teacher sickness absence compared with a national average of 4.1.

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 | 60 | NA | NA | NA | 18 | 18 | 5 | 21 |
| Y2 | 60 | NA | NA | NA | 18 | 20 | 3 | 21 |
| Y3 | 60 | 7/11/6 | 35/40/40 | 18/9/14 | 17 | 24 | 0 | 21 |
| Y4 | 59 | 6/8/6 | 31/35/34 | 21/15/18 | 19 | 26 | 2 | 21 |
| Y5 | 64 | 9/7/5 | 34/43/42 | 19/12/15 | 27 | 29 | 2 | 22 |
| Y6 | 62 | 1/8/1 | 36/41/38 | 22/10/20 | 19 | 30 | 0 | 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 | - | - | Above | Above | - | - |
| Writing | - | - | - | Above | Above | - |
| Mathematics | - | - | Above | Above | Above | - |

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 12

| SEND primary need | SEND Support (44) | | | | | | EHC Plan (1) | | | | | |
|--|-------------------|----|----|----|----|----|--------------|----|----|----|----|----|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Specific Learning Difficulty | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Moderate Learning Difficulty | 0 | 0 | 1 | 0 | 2 | 0 | 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 | 5 | 4 | 2 | 0 | 1 | 0 | 0 | 0 | 0 |
| Speech, Language and Communication Needs | 9 | 3 | 3 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hearing Impairment | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Visual Impairment | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multi-Sensory Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Disability | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Autistic Spectrum Disorder | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year group totals | 10 | 5 | 5 | 6 | 9 | 9 | 0 | 1 | 0 | 0 | 0 | 0 |

Year group context 2020 (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 | 57 | NA | NA | NA | 14 | 18 | 4 | 21 |
| Y2 | 60 | NA | NA | NA | 25 | 20 | 5 | 21 |
| Y3 | 64 | 6/9/6 | 33/37/35 | 23/16/21 | 22 | 24 | 6 | 21 |
| Y4 | 61 | 6/10/6 | 34/39/39 | 19/10/14 | 18 | 25 | 2 | 21 |
| Y5 | 59 | 5/9/5 | 31/33/34 | 21/15/18 | 22 | 27 | 3 | 21 |
| Y6 | 63 | 8/6/5 | 34/43/41 | 19/12/15 | 29 | 29 | 2 | 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 | | | Above | Above | Above | - |
| Writing | | | Above | - | Above | Above |
| Mathematics | | | Above | Above | Above | Above |

* Year 1 and 2 prior attainment has not been possible to calculate as 2020 data has not been available.

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 30

| SEND primary need | SEND Support (66) | | | | | | EHC Plan (3) | | | | | |
|--|-------------------|----|----|----|----|----|--------------|----|----|----|----|----|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Specific Learning Difficulty | 2 | 0 | 1 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Moderate Learning Difficulty | 0 | 0 | 1 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 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 | 2 | 0 | 1 | 0 | 5 | 3 | 0 | 0 | 1 | 0 | 0 | 0 |
| Speech, Language and Communication Needs | 4 | 9 | 3 | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hearing Impairment | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Visual Impairment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multi-Sensory Impairment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Disability | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Autistic Spectrum Disorder | 0 | 1 | 3 | 2 | 1 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year group totals | 10 | 12 | 10 | 13 | 11 | 10 | 1 | 0 | 1 | 0 | 0 | 1 |

Progress and attainment trend

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

■ Significantly above national
■ Not significant

■ Significantly below national
 Small cohort

Q1 Highest Quintile
 Q5 Lowest Quintile

| | | KS2 Progress | | | | | KS2 Attainment | | | | | KS1 Attainment | | | | | Phonics Attainment | | | | | EYFS Attainment | | | | |
|---------|------|--------------|----|----|----|----|----------------|----|----|----|----|----------------|----|----|----|----|--------------------|----|----|----|----|-----------------|----|----|----|----|
| | | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 |
| Reading | 2017 | (58) | ■ | ■ | ■ | ■ | (58) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ |
| | 2018 | (58) | ■ | ■ | ■ | ■ | (59) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ |
| | 2019 | (59) | ■ | ■ | ■ | ■ | (61) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | (59) | ■ | ■ | ■ | ■ | (54) | ■ | ■ | ■ | ■ |
| Writing | 2017 | (58) | ■ | ■ | ■ | ■ | (58) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | | | | | | (60) | ■ | ■ | ■ | ■ |
| | 2018 | (58) | ■ | ■ | ■ | ■ | (59) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | | | | | | (60) | ■ | ■ | ■ | ■ |
| | 2019 | (59) | ■ | ■ | ■ | ■ | (61) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | | | | | | (54) | ■ | ■ | ■ | ■ |
| Maths | 2017 | (58) | ■ | ■ | ■ | ■ | (58) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | | | | | | (60) | ■ | ■ | ■ | ■ |
| | 2018 | (58) | ■ | ■ | ■ | ■ | (59) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | | | | | | (60) | ■ | ■ | ■ | ■ |
| | 2019 | (59) | ■ | ■ | ■ | ■ | (61) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ | | | | | | (54) | ■ | ■ | ■ | ■ |

↑ 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](#)

| | KS2 EGPS | | | | | KS2 combined RWM | | | | | EYFS GLD | | | | |
|------|----------|----|----|----|----|------------------|----|----|----|----|----------|----|----|----|----|
| | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 |
| 2017 | (58) | ■ | ■ | ■ | ■ | (58) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ |
| 2018 | (59) | ■ | ■ | ■ | ■ | (59) | ■ | ■ | ■ | ■ | (60) | ■ | ■ | ■ | ■ |
| 2019 | (61) | ■ | ■ | ■ | ■ | (61) | ■ | ■ | ■ | ■ | (54) | ■ | ■ | ■ | ■ |