

Inspection Data Summary Report

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East Park Academy

Hollington Road, Wolverhampton, WV1 2DS

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

Release date: 28 February 2022

URN	143152
LAESTAB	3362040
Local authority	Wolverhampton
Phase of education	Primary
Type of education	Academy Sponsor Led

► [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

- Key stage 2 progress in reading (3.5) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.

Attainment at key stage 2

- 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.*
- The cohorts for the key stage 2 three-year average reading attainment score in 2019 were small, therefore no conclusions can be drawn from the 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 reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment in phonics

- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (91%) was significantly **above** national and in the **highest** 20% of all schools in 2019. There were 10 pupil(s) that were screened in Year 2 in 2019; 4 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 (3.8) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.

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

- Key stage 1 attainment of the expected standard in writing (80%) and greater depth in writing (26%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

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

- Key stage 2 progress in mathematics (2.2) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.

Attainment at key stage 2

- *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.*
- *The cohorts for the key stage 2 three-year average mathematics attainment score in 2019 were small, therefore no conclusions can be drawn from the 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 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 in 2019, therefore no conclusions can be drawn from this data. Key stage 2 attainment of the high standard (110+) in reading, writing and mathematics (18%) was significantly **above** national and in the **highest** 20% of all schools in 2019.*
- *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.*

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 15,478 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 (4.9%) was in the **highest** 20% of all schools. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*
- Persistent absence in autumn 2020 (16.1%) was in the **highest** 20% of all schools. *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*

Absence for 2018/19 and earlier

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
 - *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.*
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Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.*
 - *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.*
 - The 1 pupil in the whole school with a suspension in 2019/20 was suspended once.
 - The 1 suspension in the whole school in 2019/20 was for **physical assault against a pupil**.
 - There was 1 permanent exclusion 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.
 - The 1 permanent exclusion in the whole school in 2019/20 was for **physical assault against a pupil**.
-

Pupil groups

Key stage 2

- For middle prior attainers, key stage 2 attainment of the expected standard (100+) in reading (90%) was significantly **above** national in 2019, as well as in 2018. Key stage 2 attainment of the expected standard (100+) in writing (95%) was significantly **above** national in 2019, as well as in 2018. Key stage 2 attainment of the expected standard (100+) in mathematics (90%) was significantly **above** national in 2019, as well as in 2018. Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (85%) was significantly **above** national in 2019, as well as in 2018.

Key stage 1

- For low prior attainers, key stage 1 attainment of the expected standard in writing (55%) was significantly **above** national in 2019, as well as in 2018. Key stage 1 attainment of the expected standard in mathematics (58%) was significantly **above** national in 2019, as well as in 2018.

Absence

- Overall absence for pupils whose first language was not English (5.1%) was in the **highest** 20% of all schools in 2018/19. Persistent absence for pupils whose first language was not English (14.9%) was in the **highest** 20% of all schools in 2018/19.

School and local context

School characteristics

	2019	2020	2021
School number on roll	Well above average 685	Well above average 680	Well above average 693
School % FSM	Well above average 42	Well above average 45	Well above average 48
School % SEND support	Close to average 11	Close to average 13	Below average 9
School % EHC plan	Above average 2	Below average 0.9	Below average 0.9
School % EAL	Above average 14	Above average 12	Above average 14
School % Stability	Well above average 92	Above average 87	Close to average 83

Trust/LA level information

As at February 2022:

- this school is part of Manor Multi Academy Trust which contains 9 primary schools, no secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Feb 2022, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
 - outstanding - 3

- good - 3
- requires improvement - 0
- inadequate - 3
- 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 5 (most 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 academy trust had a revenue reserve of £1,452,000.
- In 2019/20, this school had a positive in-year balance (£31,737), the second year in a row in which income has exceeded expenditure.
- In 2019/20, this school had a per pupil spend of £5,510.
- In 2019/20, this school received £3,550,319 in grant funding, £2,064,964 more than the national average.

Ethnicity whole school

- This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:
 - 51%: White - British
 - 12%: Mixed - White and Black Caribbean
 - 10%: Asian or Asian British - Indian
 - 5%: White - Any other White background

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	91	40	14
Year 2	90	36	12
Year 3	89	47	11
Year 4	91	42	9
Year 5	88	49	18
Year 6	90	50	16

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	86	49	16
Year 2	82	56	17
Year 3	89	48	18
Year 4	90	44	10
Year 5	88	53	11
Year 6	90	46	9

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	Close to national	Close to national	Close to national
Year 5	Below national	Below national	Below national
Year 6	Close to 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: 48

SEND support (71)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	0	1	1
Moderate Learning Difficulty	2	6	4	17	11	11	51
Social, Emotional and Mental Health	0	0	1	1	4	2	8
Speech, Language and Communication Needs	3	1	2	0	0	1	7
Hearing Impairment	0	1	0	0	0	0	1
Physical Disability	0	0	1	0	0	2	3
Year group totals	5	8	8	18	15	17	71

EHC Plan (12)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	1	0	0	1	1	3
Social, Emotional and Mental Health	0	1	0	0	0	0	1
Speech, Language and Communication Needs	0	0	0	1	0	0	1
Hearing Impairment	3	0	1	1	1	1	7
Year group totals	3	2	1	2	2	2	12

SEND characteristics 2021

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 30

SEND support (53)

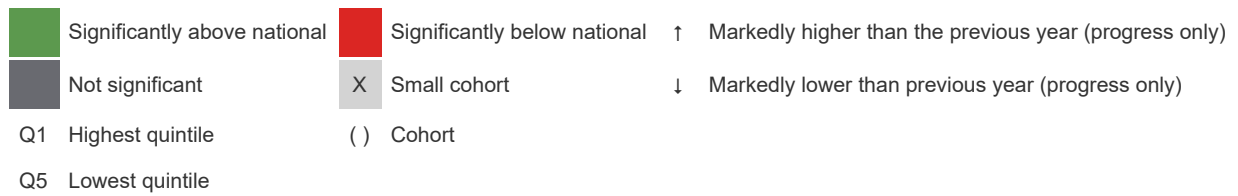
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	4	3	7	4	5	9	32
Speech, Language and Communication Needs	2	6	2	3	2	5	20
School Support NSA	0	0	0	1	0	0	1
Year group totals	6	9	9	8	7	14	53

EHC Plan (5)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Social, Emotional and Mental Health	0	0	0	2	0	1	3
Speech, Language and Communication Needs	1	0	0	0	0	1	2
Year group totals	1	0	0	2	0	2	5

Progress and attainment trend

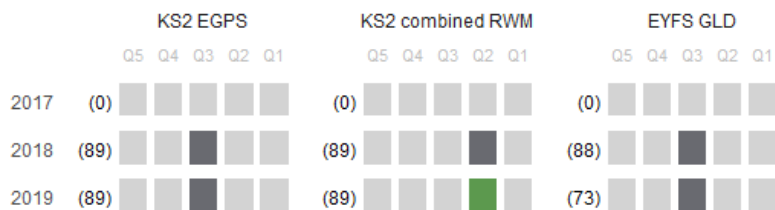
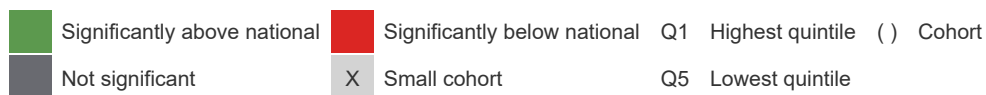
Reading, writing and mathematics three-year trend



		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	(0)					(0)					(0)					(0)					(0)				
	2018	(85)					(89)					(90)					(87)					(88)				
	2019	(80)					(89)					(90)					(91)					(73)				
Writing	2017	(0)					(0)					(0)										(0)				
	2018	(85)					(89)					(90)					(88)					(88)				
	2019	(81)					(89)					(90)					(73)					(73)				
Mathematics	2017	(0)					(0)					(0)										(0)				
	2018	(85)					(89)					(90)					(88)					(88)				
	2019	(80)					(89)					(90)					(73)					(73)				

► [Table](#)

Other attainment measures



Table

Measure	Year	Cohort	Quintile	Significance
KS2 EGPS	2018	89	3	Not significant
KS2 EGPS	2019	89	3	Not significant
KS2 combined RWM	2018	89	2	Not significant
KS2 combined RWM	2019	89	2	Significantly above
EYFS GLD	2018	88	3	Not significant
EYFS GLD	2019	73	3	Not significant

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