

Inspection Data Summary Report

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Pinner Wood School

Latimer Gardens, Pinner, HA5 3RA

Release information: Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2

Release date: 19 October 2022

URN	131577
LAESTAB	3103512
Local authority	Harrow
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*).

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

Reading

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*

[▶ Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- 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 2022. There were 9 pupil(s) that were screened in Year 2 in 2022; 5 of those met the expected standard.

▶ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

Writing

Progress at key stage 2 - 2022

- Key stage 2 progress in writing (2.2) was significantly **above** national and in the **highest** 20% in 2022.

▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard in writing (82%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for key stage 2 attainment of greater depth in writing in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Mathematics

Progress at key stage 2 - 2022

- Key stage 2 progress in mathematics (3.6) was significantly **above** national and in the **highest** 20% in 2022.

▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in mathematics (85%) and the high standard (110+) in mathematics (46%) was significantly **above** national and in the **highest** 20% in 2022. Of the 89 pupils, 13 did not

meet the expected standard. Of these, 11 pupils had a score, with an average scaled score of 94.

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard in mathematics in 2022.* Attainment of greater depth in mathematics (25%) was significantly **above** national and in the **highest** 20% in 2022.

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Other attainment measures

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (76%) and the high standard (110+) in reading, writing and mathematics (13%) was significantly **above** national in 2022.
- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (91%) and the high standard (110+) in the English grammar, punctuation and spelling test (57%) was significantly **above** national and in the **highest** 20% in 2022.
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Absence

Summer 2021 and 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 1,365 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 5,612 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021 or 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.*
 - The rate of overall absence (3.3%) 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.*
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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 2020/21, 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 2020/21, therefore no conclusions can be drawn from this data.
 - Across the whole school, there were no suspensions in 2020/21.
 - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
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Pupil groups

Key stage 2

- For middle prior attainers progress in reading (2.5) was significantly **above** national and in the **highest** 20% in 2022.

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.
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School and local context

School characteristics

	2020	2021	2022
School number on roll	Well above average 665	Well above average 666	Well above average 667
School % FSM	Below average 13	Below average 14	Below average 14
School % SEND support	Close to average 11	Close to average 13	Close to average 12
School % EHC plan	Below average 0.9	Below average 1.4	Close to average 1.6
School % EAL	Well above average 46	Well above average 42	Well above average 39
School % stability	Below average 73	Below average 75	N/A -

Trust/LA level information

As at October 2022:

- this school is maintained by Harrow local authority which maintains 27 primary schools, 1 secondary school, 3 special schools, 1 pupil referral unit and 1 nursery school.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Oct 2022, the LA grade profile was:
 - outstanding - 14
 - good - 18
 - requires improvement - 1
 - inadequate - 0
 - not yet inspected - 0

Staff absence

During 2020/21:

- *There is nothing to highlight for % teachers with at least one period of sickness absence (44%) in 2020/21. In 2018/19, 67% of teachers had at least one period of sickness absence. This was significantly above national.*
- *There is nothing to highlight for days lost to teacher absence (4 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Local area and school links

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the school had a revenue reserve of £377,859.
- In 2020/21, this school had a positive in-year balance (£169,701).
- In 2020/21, this school had a per pupil spend of £5,179.
- In 2020/21, this school received £3,378,218 in grant funding, £1,923,410 more than the national average.

Ethnicity whole school

This school has 15 out of 17 possible ethnic groups. Those with 5% or more are:

- 33%: Asian or Asian British - Indian
 - 17%: White - British
 - 9%: Asian or Asian British - Any other Asian background
 - 9%: White - Any other White background
 - 8%: Asian or Asian British - Pakistani
 - 7%: Black or Black British - African
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Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	89	8	Below other years 31
Year 2	90	14	38
Year 3	89	16	35
Year 4	90	13	44
Year 5	90	Above other years 24	43
Year 6	90	14	Above other years 51

Prior attainment

	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	No data	No data	No data
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 21

SEND support (76)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	1	3	5	3	5	17
Moderate Learning Difficulty	0	1	0	4	1	3	9
Social, Emotional and Mental Health	0	1	2	0	3	1	7
Speech, Language and Communication Needs	11	7	6	3	4	3	34
Physical Disability	0	0	0	0	3	0	3
Autistic Spectrum Disorder	0	1	0	0	0	1	2
School Support NSA	0	0	1	0	0	2	3
Other Difficulty/Disability	0	0	0	0	1	0	1
Year group totals	11	11	12	12	15	15	76

EHC Plan (11)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	1	0	1
Social, Emotional and Mental Health	0	0	0	1	0	0	1
Speech, Language and Communication Needs	0	0	0	1	1	1	3
Physical Disability	0	2	0	0	0	1	3
Autistic Spectrum Disorder	1	2	0	0	0	0	3
Year group totals	1	4	0	2	2	2	11

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig above national (79 pupils)	In line with national (89 pupils)	In line with national (89 pupils)	Sig above national (89 pupils)
Writing	2022	Sig above national (81 pupils)	Sig above national (89 pupils)	In line with national (89 pupils)	N/A
Mathematics	2022	Sig above national (79 pupils)	Sig above national (89 pupils)	Sig above national (89 pupils)	N/A

▶ [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	Sig above national (89 pupils)	Sig above national (89 pupils)

▶ [Other attainment measures three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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