

## Areas to investigate

- No areas to investigate from the IDSR data have been generated for this school. This is either because it is a special school, the cohorts were small, or the data did not meet the sentence criteria.

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report. Please note some areas to investigate are based on data not contained in this report.

**Phase of education:** Primary  
**Headteacher:** Jane Spencer  
**Pupils:** 333  
**Gender:** Mixed  
**Special needs provision:** HI - Hearing Impairment

**Local authority:** Central Bedfordshire  
**Admissions policy:** Not applicable  
**Ages:** 3-9  
**Denomination:** Church of England

**School level trends**

2017 Quintile

Bottom 20%      Top 20%  
 Q5   Q4   Q3   Q2   Q1

2015   2016   2017

**% girls**

<b>School</b>	45	46	45	
<b>National</b>	49	49	49	

**% eligible for FSM at any time during the past 6 years**

<b>School</b>	9	9	7	
<b>National</b>	26	25	24	

**% of pupils first language not/believed not to be English**

<b>School</b>	1	1	1	
<b>National</b>	19	20	21	

**% of pupils with SEN support**

<b>School</b>	18.3	12.5	18.9	
<b>National</b>	13.0	12.1	12.2	

**% of pupils with a SEN statement or EHC plan**

<b>School</b>	3.4	2.4	2.1	
<b>National</b>	1.4	1.3	1.3	

**School deprivation indicator**

<b>School</b>	0.1	0.1	0.1	
<b>National</b>	0.2	0.2	0.2	

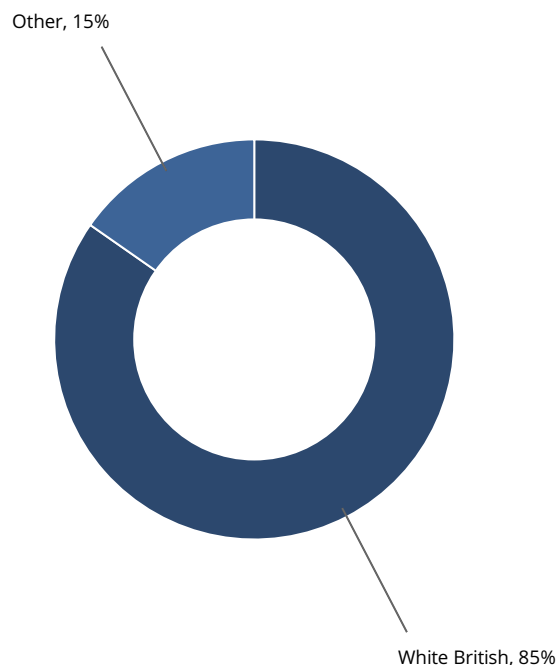
**Number on roll**

<b>School</b>	323	327	333	
<b>National</b>	269	275	279	

Schools details as of 3 January 2018

**Ethnicity**

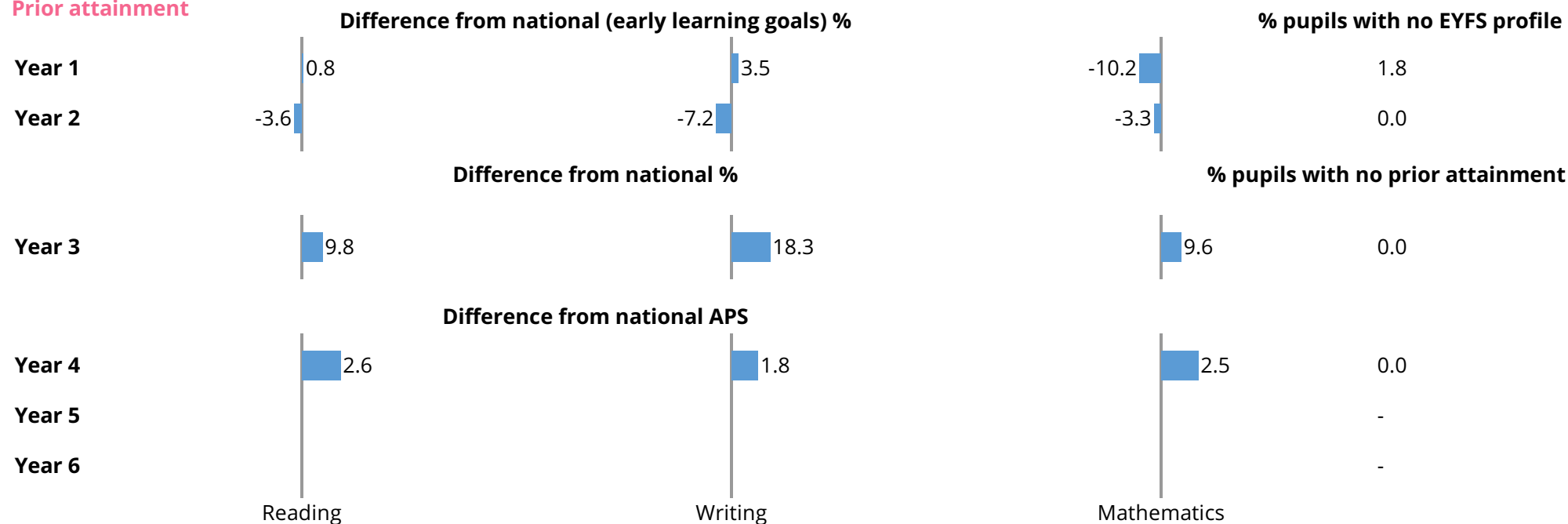
This school has 12 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	56	48	49	4	19	2	21	13	12	0
Year 2	58	31	49	7	22	0	21	38	14	0
Year 3	60	48	49	7	26	0	21	23	15	0
Year 4	61	49	49	12	28	2	21	25	16	0
Year 5	-	-	49	-	30	-	20	-	16	-
Year 6	-	-	49	-	31	-	20	-	17	-

Prior attainment



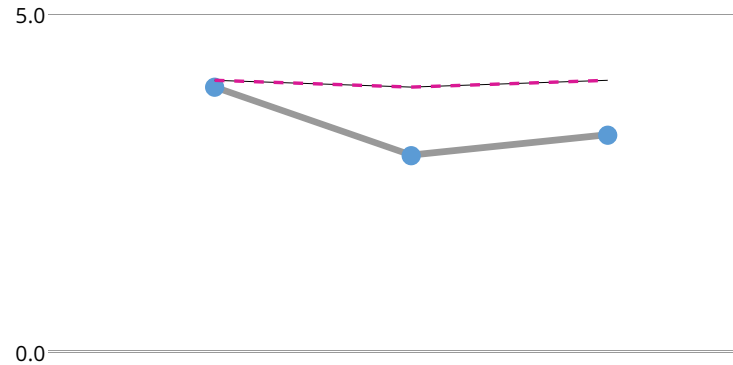
Underlined once: more than one standard deviation from national

Underlined twice: more than two standard deviations from national

This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

**Absence**

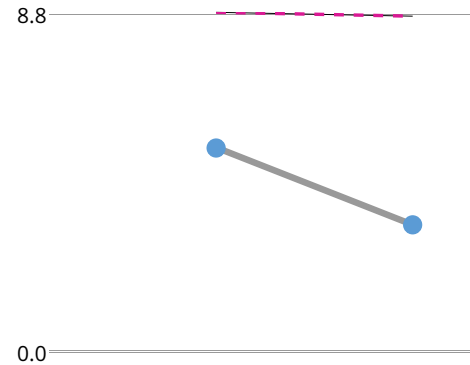
% of sessions missed



	2015	2016	2017
<b>School %</b>	<b>3.9</b>	<b>2.9</b>	<b>3.2</b>
<b>Nat %</b>	<b>4.0</b>	<b>3.9</b>	<b>4.0</b>
<b>Cohort</b>	<b>236</b>	<b>243</b>	<b>240</b>

**Persistent absence**

% of pupils who missed 10% or more sessions



	2016	2017
<b>School %</b>	<b>5.3</b>	<b>3.3</b>
<b>Nat %</b>	<b>8.8</b>	<b>8.7</b>
<b>Cohort</b>	<b>243</b>	<b>240</b>

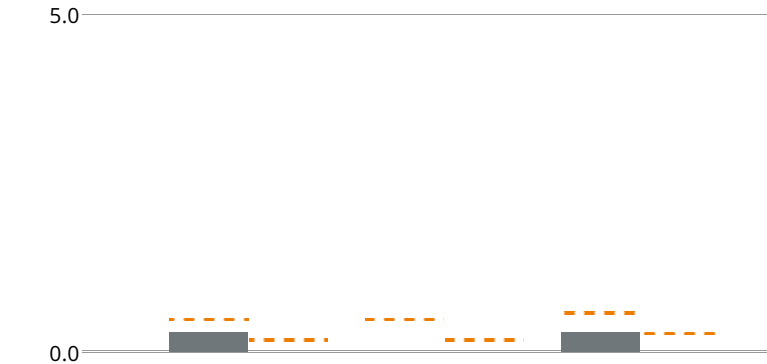
■ School ■ National

Absence indicators for 2015 and 2016 are based on two terms of data (autumn and spring) for mainstream schools and three terms of data for special schools. For 2017 absence indicators are based on two terms of data (autumn and spring) for both maintained and special schools.

**Fixed term exclusions**

% of pupils excluded

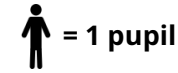
■ Total ■ Repeat ■ National



	2014		2015		2016	
<b>School %</b>	<b>0.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.3</b>	<b>0.0</b>
<b>National %</b>	<b>0.5</b>	<b>0.2</b>	<b>0.5</b>	<b>0.2</b>	<b>0.6</b>	<b>0.3</b>
<b>Number</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>

The national for fixed term exclusions is based on phase of education, such as primary or secondary.

**Permanent exclusions**



**Nat**

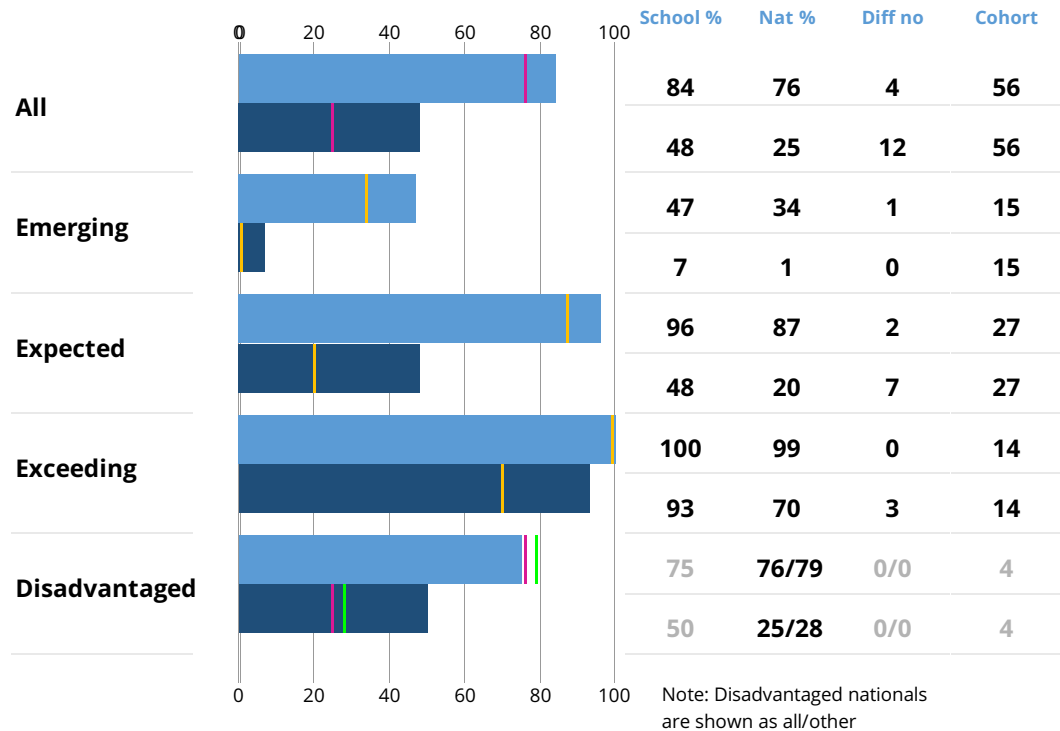
**2016 (0)** No permanent exclusions

**2015 (0)** No permanent exclusions

The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

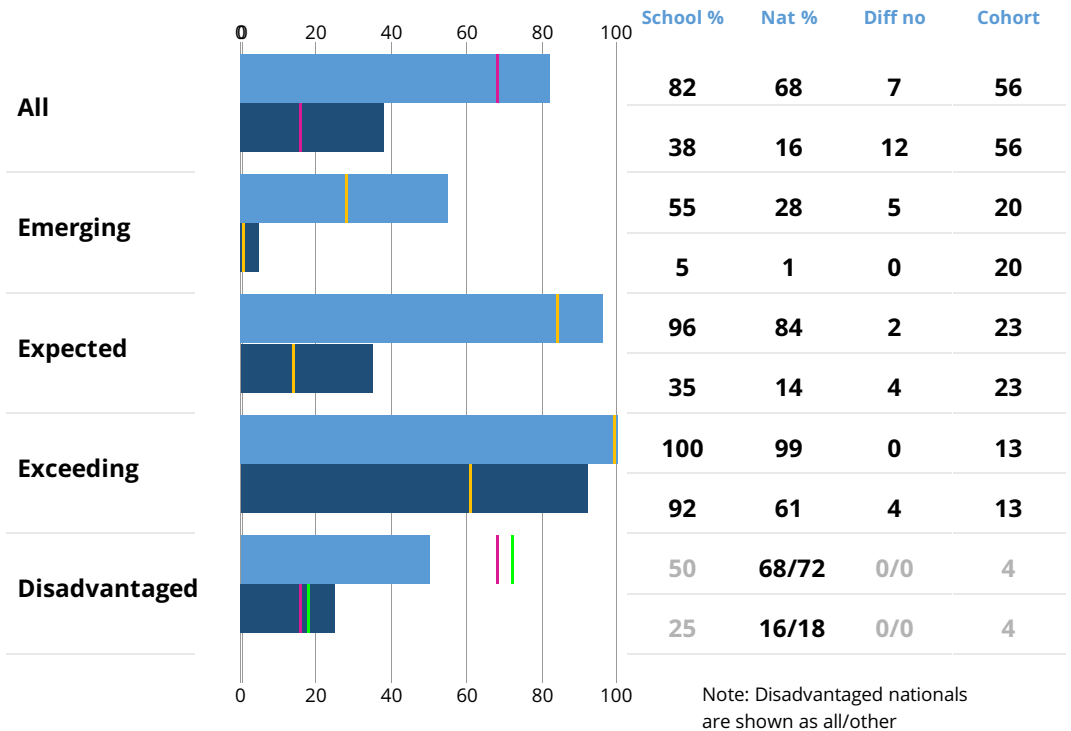
Reading in 2017

Expected+ % Greater depth % National for all pupils Prior attainment national Other national



Writing in 2017

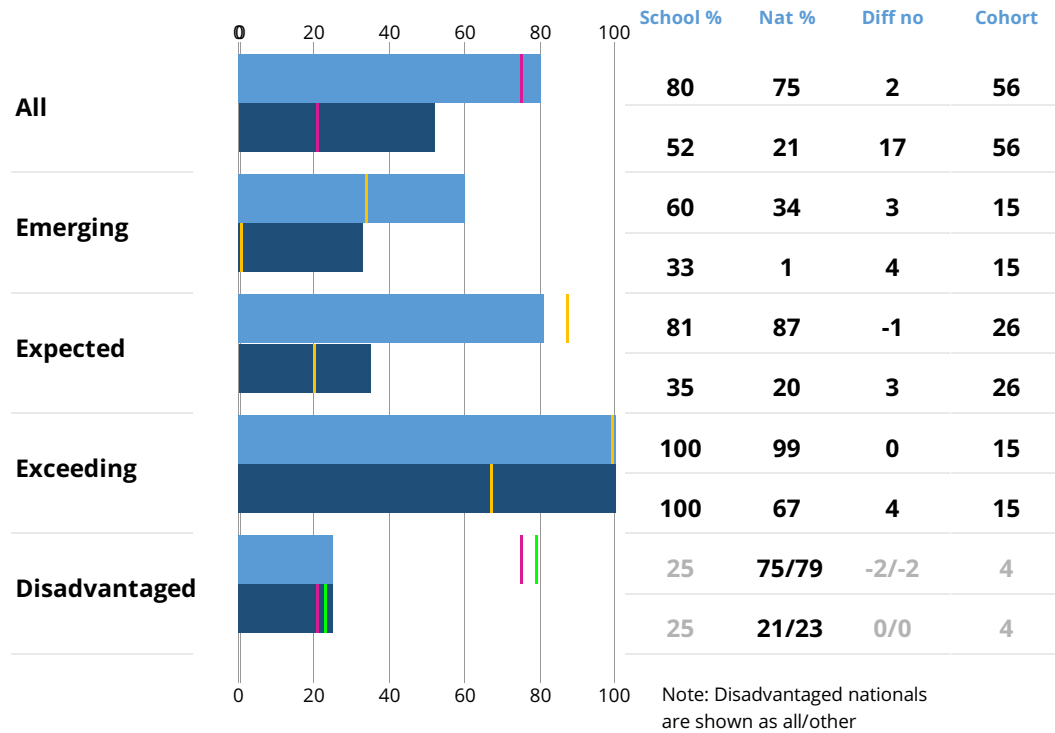
Expected+ % Greater depth % National for all pupils Prior attainment national Other national



The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

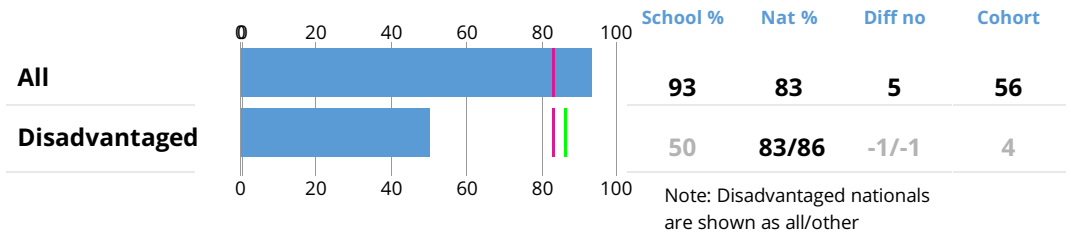
### Mathematics in 2017

Expected+ % Greater depth % National for all pupils Prior attainment national Other national



### Science in 2017

Expected+ % National for all pupils Other national

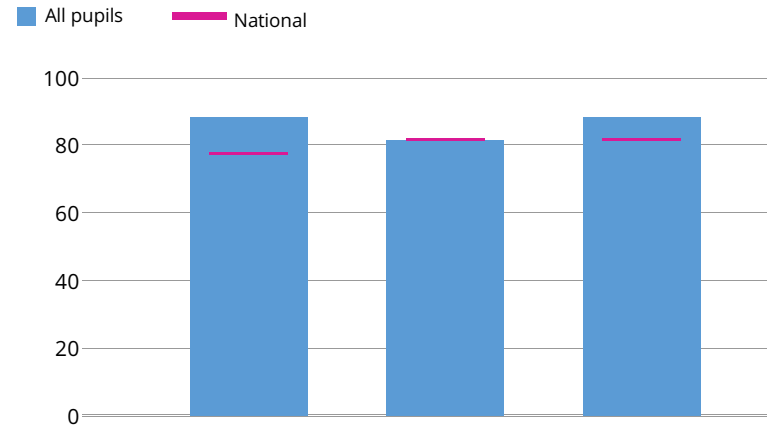


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

**Phonics in 2017**

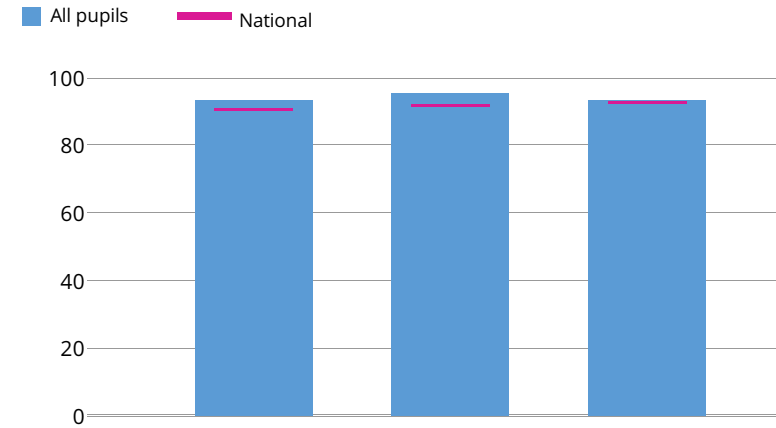
**Proportion meeting the expected standard**

**Year 1**



	2015	2016	2017
<b>School %</b>	<b>88</b>	<b>81</b>	<b>88</b>
<b>Nat %</b>	<b>77</b>	<b>81</b>	<b>81</b>
<b>Cohort</b>	<b>58</b>	<b>58</b>	<b>57</b>

**By end of year 2**



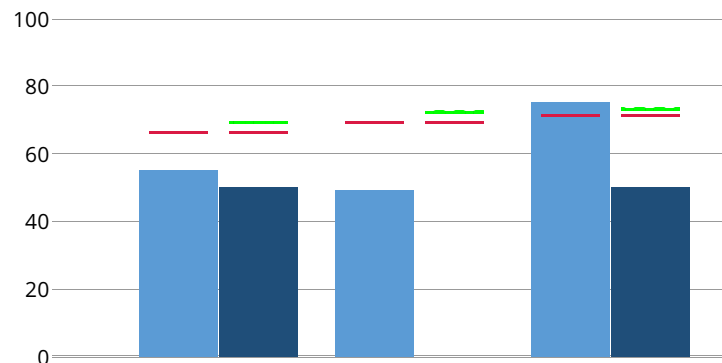
	2015	2016	2017
<b>School %</b>	<b>93</b>	<b>95</b>	<b>93</b>
<b>Nat %</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>Cohort</b>	<b>59</b>	<b>60</b>	<b>56</b>



### Early Years Foundation Stage Profile

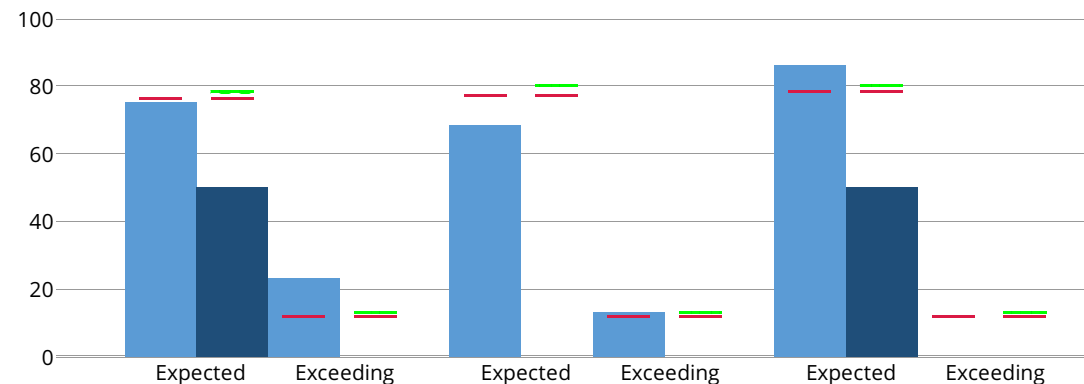
■ All pupils ■ FSM ■ National for all pupils ■ Other national

#### % good level of development



	2015		2016		2017	
School %	55	50	49	-	75	50
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	60	2	53	0	51	2

#### Mathematics early learning goals

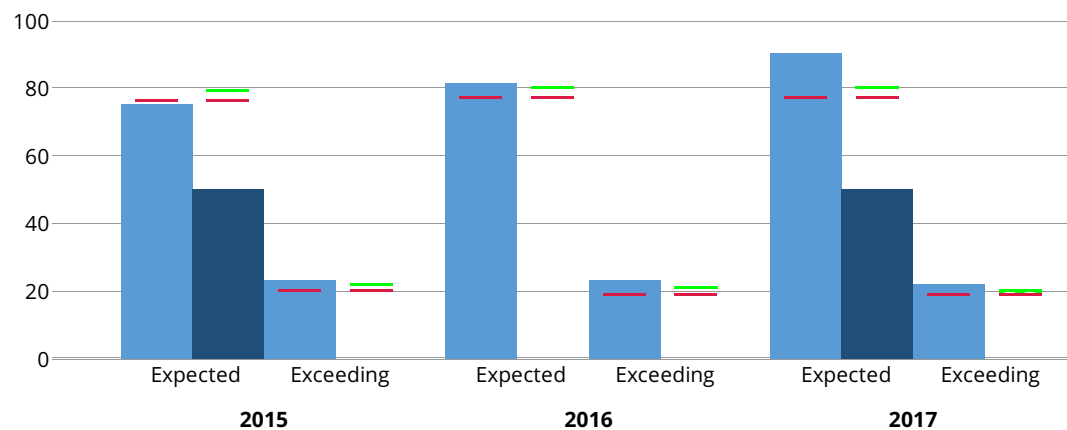


	2015				2016				2017			
School %	75	50	23	0	68	-	13	-	86	50	0	0
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	60	2	60	2	53	-	53	-	51	2	51	2

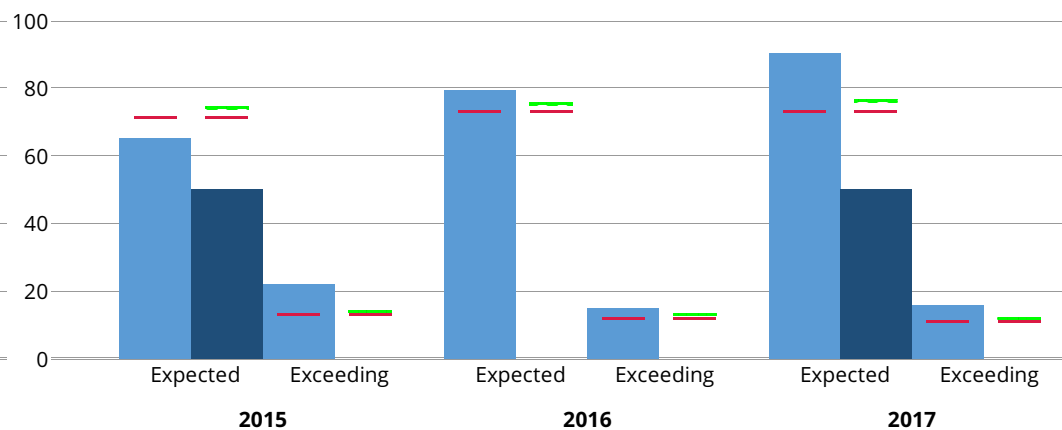
### Early Years Foundation Stage Profile

■ All pupils ■ FSM ■ National for all pupils ■ Other national

#### Reading early learning goals



#### Writing early learning goals



<b>School %</b>	<b>75</b>	<b>50</b>	<b>23</b>	<b>0</b>	<b>81</b>	<b>-</b>	<b>23</b>	<b>-</b>	<b>90</b>	<b>50</b>	<b>22</b>	<b>0</b>	<b>School %</b>	<b>65</b>	<b>50</b>	<b>22</b>	<b>0</b>	<b>79</b>	<b>-</b>	<b>15</b>	<b>-</b>	<b>90</b>	<b>50</b>	<b>16</b>	<b>0</b>
<b>Nat all %</b>	<b>76</b>	<b>76</b>	<b>20</b>	<b>20</b>	<b>77</b>	<b>77</b>	<b>19</b>	<b>19</b>	<b>77</b>	<b>77</b>	<b>19</b>	<b>19</b>	<b>Nat all %</b>	<b>71</b>	<b>71</b>	<b>13</b>	<b>13</b>	<b>73</b>	<b>73</b>	<b>12</b>	<b>12</b>	<b>73</b>	<b>73</b>	<b>11</b>	<b>11</b>
<b>Nat other %</b>	<b>-</b>	<b>79</b>	<b>-</b>	<b>22</b>	<b>-</b>	<b>80</b>	<b>-</b>	<b>21</b>	<b>-</b>	<b>80</b>	<b>-</b>	<b>20</b>	<b>Nat other %</b>	<b>-</b>	<b>74</b>	<b>-</b>	<b>14</b>	<b>-</b>	<b>75</b>	<b>-</b>	<b>13</b>	<b>-</b>	<b>76</b>	<b>-</b>	<b>12</b>
<b>Cohort</b>	<b>60</b>	<b>2</b>	<b>60</b>	<b>2</b>	<b>53</b>	<b>-</b>	<b>53</b>	<b>-</b>	<b>51</b>	<b>2</b>	<b>51</b>	<b>2</b>	<b>Cohort</b>	<b>60</b>	<b>2</b>	<b>60</b>	<b>2</b>	<b>53</b>	<b>-</b>	<b>53</b>	<b>-</b>	<b>51</b>	<b>2</b>	<b>51</b>	<b>2</b>