

Areas to investigate

KS2 progress

- There were no meaningful trends or differences for this measure.

KS2 attainment

- There were no meaningful trends or differences for this measure.

KS1 attainment

- In 2018, attainment of the expected standard in mathematics (90%) was above average and in the highest 10%.

Phonics in 2018

- There were no meaningful trends or differences for this measure.

EYFS

- There were no meaningful trends or differences for this measure.

Behaviour

- In 2017/18, the rate of overall absence (4.50%) was above the national average for schools with a similar level of deprivation (3.80%).
- There were no permanent exclusions in the last three years. The national average in each of these years was zero.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.38%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.18%.

Primary school context in 2018

Phase of education: Primary

Headteacher: Jane Spencer

Pupils: 340

Gender: Mixed

Deprivation Quintile: Lowest 40% (0.1)

Local authority: Central Bedfordshire

Admissions policy: Not applicable

Ages: 3-9

Denomination: Church of England

Special needs provision: HI

Ever 6 FSM %: 6.6

English additional language %: 0.9

SEN support %: 22.4

SEN with EHC plan %: 1.8

Ethnicity

- The largest ethnic groups are: White - British (85.1%), White - any other White background (2.2%), Mixed - White & Black Caribbean (2.6%), Mixed - any other mixed background (3.1%), Asian or Asian British - Indian (1.8%).
- This school has 13 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- There was nothing significant to report.

Girls

- The school was in the lowest 20% of all schools for the proportion of girls (45.3%).

Disadvantaged

- The school was in the lowest 20% of all schools for the proportion of FSM (6.6%).
- There were two children looked after in the school.

English as an Additional Language

- The school was in the lowest 20% of all schools for the proportion of EAL (0.9%).

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Primary school context 2018

Special Educational Needs

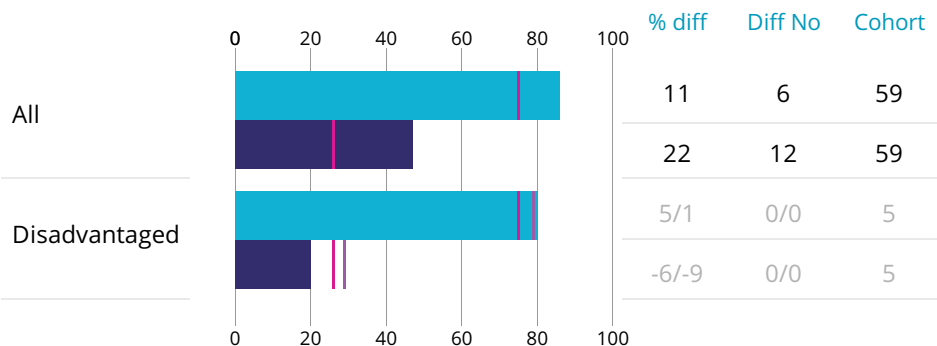
- The school was in the top 20% of all schools for the proportion of SEN support (22.4%).

Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 1), Writing (year 1, year 4), Mathematics (year 1)

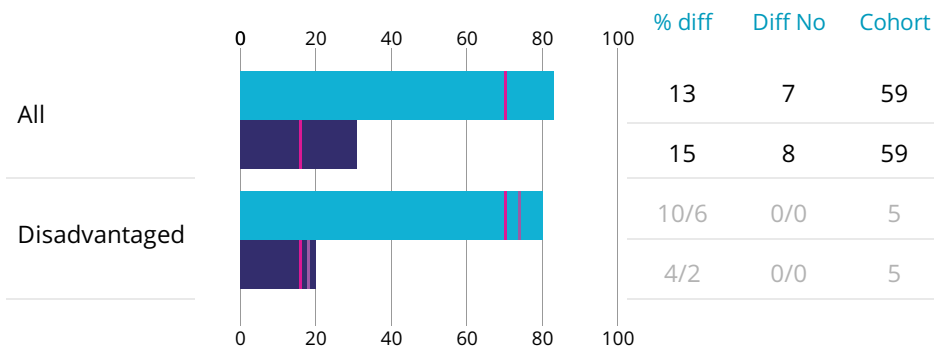
Reading

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



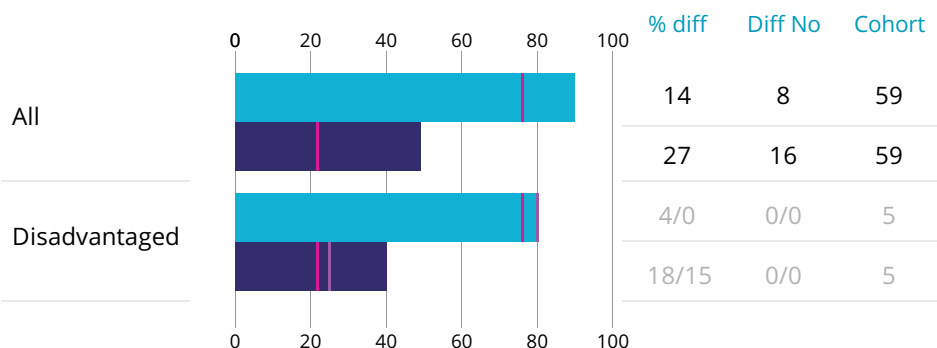
Writing

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



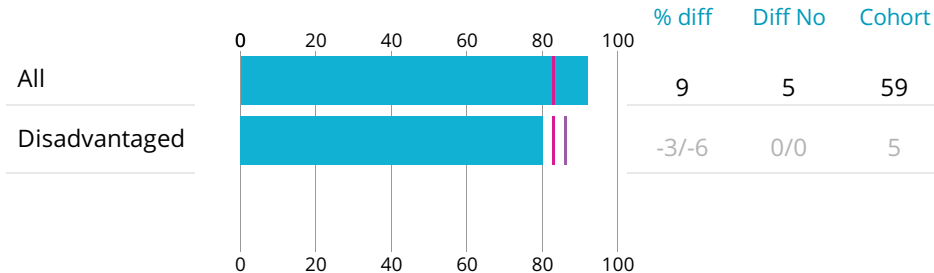
Mathematics

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



Science

Expected+ % National for all pupils Other national



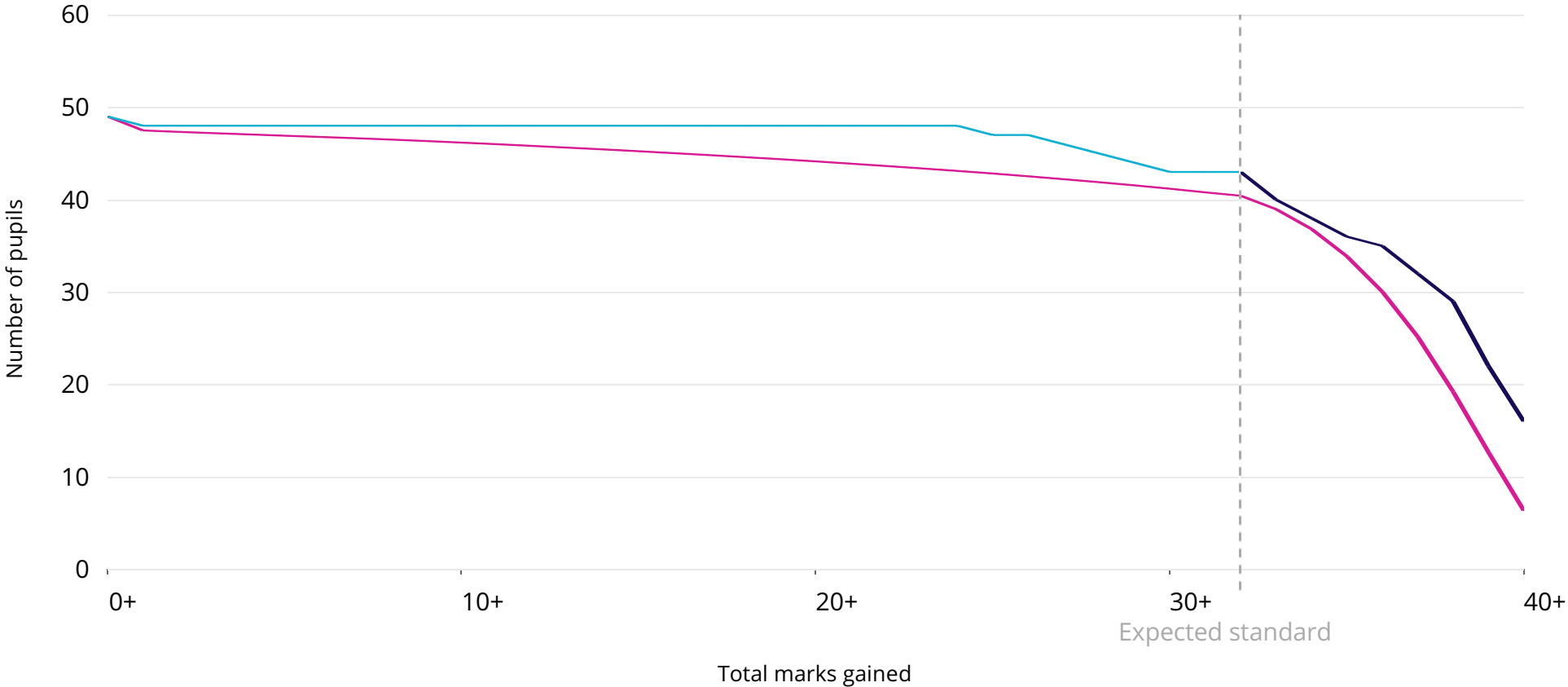
Year 1 phonics marks 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

— National level
 — Not achieved expected standard
 — Achieved expected standard

Cohort = 49 One pupil relates to 2.0 percentage points.

In 2018, 88% of pupils achieved the expected standard, 5 percentage points above the national proportion. This difference was not statistically significant.



Notes: The plotted national line is the national phonics attainment percentage at each phonics mark multiplied by the whole school phonics attainment cohort. The expected standard for phonics is 32+. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard