

School performance summary 2017/2018

Toddington St George Church of England School (URN: 139372)

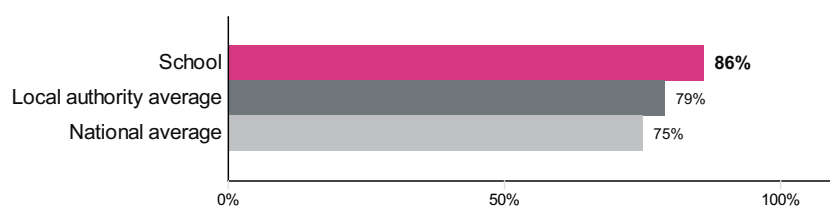
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1

This is provisional data for 2017/18.

Percentage achieving at least the expected standard in reading

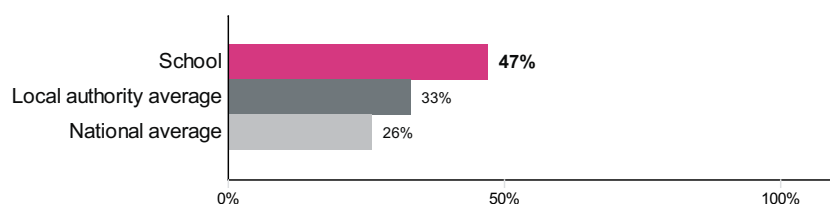
Number of pupils = 59



Percentage achieving at least the expected standard in reading

Percentage achieving greater depth in reading

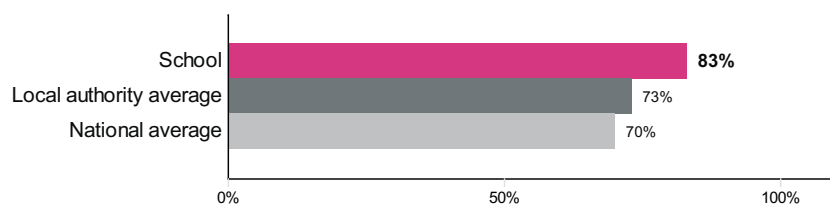
Number of pupils = 59



Percentage achieving greater depth in reading

Percentage achieving at least the expected standard in writing

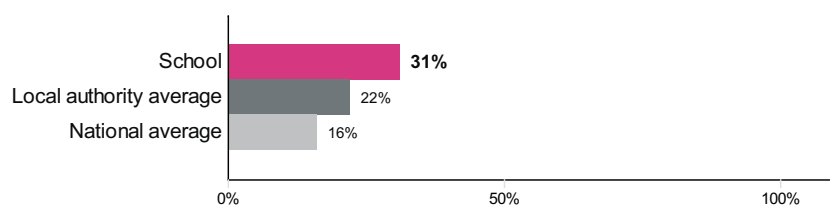
Number of pupils = 59



Percentage achieving the expected standard in writing

Percentage achieving greater depth in writing

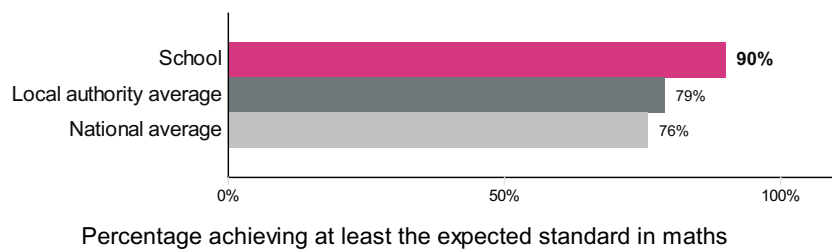
Number of pupils = 59



Percentage achieving greater depth in writing

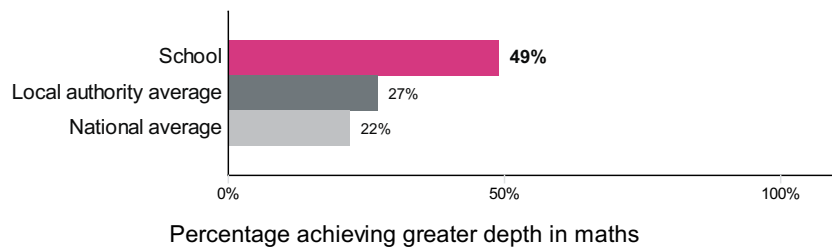
Percentage achieving at least the expected standard in maths

Number of pupils = 59



Percentage achieving greater depth in maths

Number of pupils = 59



Key stage 1 reading attainment by pupil group

Key stage 1 reading attainment by pupil group											
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	59	86	75	47	26	0	2	0	5	14	17
Male	28	82	71	50	22	0	3	0	6	18	19
Female	31	90	80	45	29	0	1	0	3	10	15
Disadvantaged	5	80	79	20	29	0	2	0	4	20	15
Other	54	87	79	50	29	0	2	0	4	13	15
Ever 6 FSM	5	80	79	20	29	0	2	0	4	20	16
Children looked after	0	N/A	76	N/A	26	N/A	2	N/A	5	N/A	17
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17
SEN support	17	59	75	6	26	0	2	0	5	41	17
No SEN	42	98	83	64	29	0	0	0	2	2	14
English first language	58	86	75	47	26	0	2	0	5	14	17
English additional language	1	100	75	100	26	0	2	0	5	0	17

Key stage 1 writing attainment by pupil group

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	59	83	70	31	16	0	2	0	5	17	22
Male	28	82	63	29	12	0	3	0	7	18	26
Female	31	84	77	32	20	0	1	0	3	16	18
Disadvantaged	5	80	74	20	18	0	2	0	4	20	20
Other	54	83	74	31	18	0	2	0	4	17	20
Ever 6 FSM	5	80	74	20	18	0	2	0	4	20	20
Children looked after	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	17	47	70	6	16	0	2	0	5	53	22
No SEN	42	98	78	40	18	0	0	0	2	2	19
English first language	58	83	70	31	16	0	2	0	5	17	22
English additional language	1	100	70	0	16	0	2	0	5	0	22

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	59	90	76	49	22	0	2	0	4	10	18
Male	28	93	75	54	24	0	3	0	5	7	17
Female	31	87	77	45	20	0	1	0	3	13	18
Disadvantaged	5	80	80	40	25	0	2	0	3	20	15
Other	54	91	80	50	25	0	2	0	3	9	15
Ever 6 FSM	5	80	79	40	24	0	2	0	3	20	16
Children looked after	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN support	17	65	76	6	22	0	2	0	4	35	18
No SEN	42	100	84	67	25	0	0	0	2	0	14
English first language	58	90	76	48	22	0	2	0	4	10	18
English additional language	1	100	76	100	22	0	2	0	4	0	18

Key stage 1 science attainment by pupil group

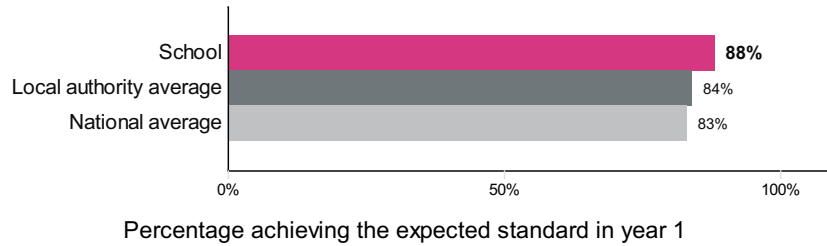
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	59	92	83
Male	28	93	80
Female	31	90	85
Disadvantaged	5	80	86
Other	54	93	86
Ever 6 FSM	5	80	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	83
SEN support	17	71	83
No SEN	42	100	90
English first language	58	91	83
English additional language	1	100	83

Phonics year 1 screening check

This is provisional data for 2017/18.

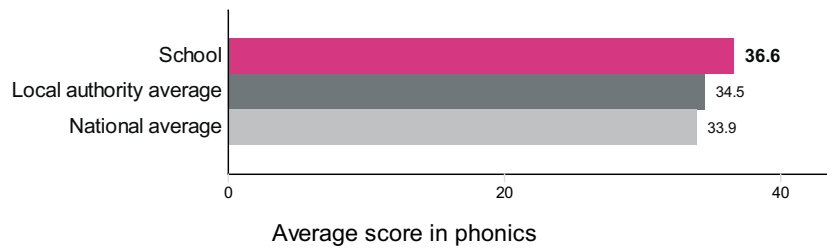
Percentage achieving the expected standard in phonics

Number of pupils = 49

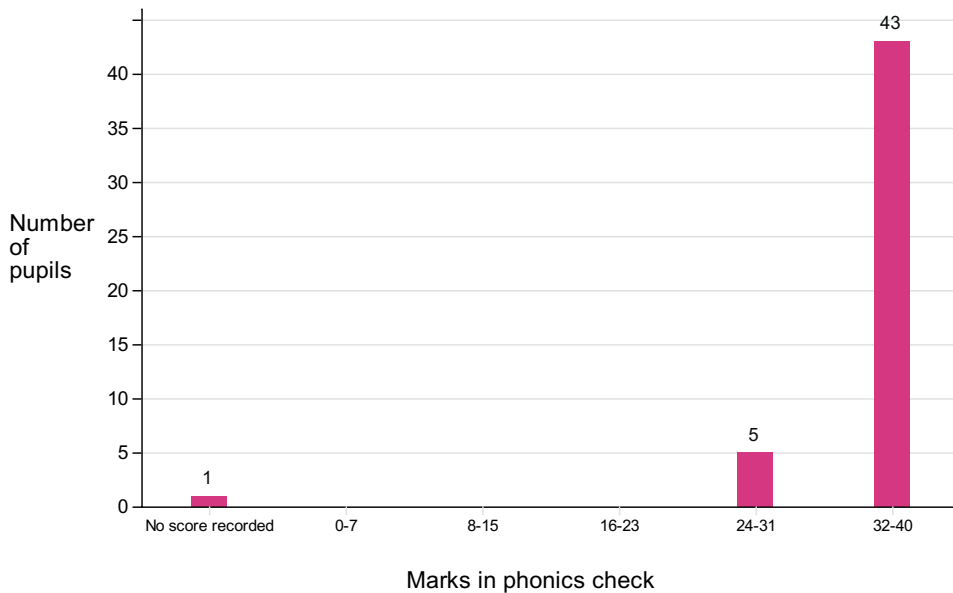


Phonics average score

Number of pupils = 49



Pupils' attainment in phonics



Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark		
							School	National benchmark	
All pupils	49	1	5	43	88	83	37	34	
Male	24	1	4	19	79	79	35	33	
Female	25	0	1	24	96	86	38	35	
Disadvantaged	3	1	1	1	33	85	30	35	
Other	46	0	4	42	91	85	37	35	
Ever 6 FSM	2	1	0	1	50	85	33	34	
Children looked after	0	0	0	0	N/A	83	N/A	34	
SEN with statement or EHC plan	0	0	0	0	N/A	83	N/A	34	
SEN support	13	1	5	7	54	83	32	34	
No SEN	36	0	0	36	100	88	38	35	
English first language	47	1	5	41	87	83	36	34	
English additional language	2	0	0	2	100	83	40	34	

Phonics year 2 attainment by pupil group

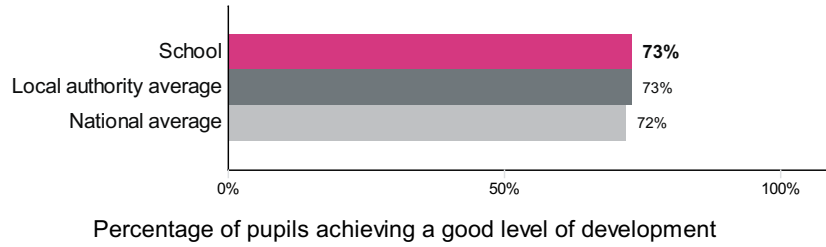
Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	7	0	0	7	100	36
Male	3	0	0	3	100	36
Female	4	0	0	4	100	37
Disadvantaged	2	0	0	2	100	37
Other	5	0	0	5	100	36
Ever 6 FSM	2	0	0	2	100	37
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	6	0	0	6	100	36
No SEN	1	0	0	1	100	38
English first language	7	0	0	7	100	36
English additional language	0	0	0	0	N/A	N/A

Early Years Foundation Stage

This is final data for 2017/2018.

Percentage of pupils achieving a good level of development

Number of pupils = 59



Early years foundation stage attainment by pupil group

This is final data for 2017/2018.

Percentage of pupils achieving a good level of development at end of the early years foundation stage					
Breakdown	All pupils	Male	Female	FSM	Non-FSM
Cohort	59	32	27	1	58
School %	73	63	85	0	74
National benchmark	72	65	78	74	74

Percentage of pupils achieving at least the expected level in each of the learning goals

Areas of learning		Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	
			Cohort	59	32	27	1	58	
Prime areas of learning	Communication and language	Listening and attention	School %	80	66	96	0	81	
		Listening and attention	National benchmark	86	82	91	88	88	
		Understanding	School %	92	84	100	0	93	
		Understanding	National benchmark	86	82	90	87	87	
		Speaking	School %	90	81	100	0	91	
		Speaking	National benchmark	86	81	90	87	87	
	Physical development	Moving and handling	School %	93	88	100	100	93	
		Moving and handling	National benchmark	90	85	94	91	91	
		Health and self-care	School %	93	88	100	0	95	
		Health and self-care	National benchmark	91	88	94	92	92	
	Personal, social and emotional development	Self-confidence and self-awareness	School %	92	84	100	0	93	
		Self-confidence and self-awareness	National benchmark	89	85	93	90	90	
		Managing feelings and behaviour	School %	85	72	100	0	86	
		Managing feelings and behaviour	National benchmark	88	83	93	89	89	
		Making relationships	School %	93	88	100	0	95	
		Making relationships	National benchmark	90	86	94	91	91	
	Specific areas of learning	Literacy	Reading	School %	80	75	85	0	81
			Reading	National benchmark	77	72	82	79	79
Writing			School %	78	72	85	0	79	
Writing			National benchmark	74	67	80	76	76	
Maths		Numbers	School %	88	84	93	100	88	
		Numbers	National benchmark	80	76	83	82	82	
		Shape, space and measures	School %	86	81	93	100	86	
		Shape, space and measures	National benchmark	82	78	85	84	84	
Understanding the world		People and communities	School %	90	81	100	0	91	
		People and communities	National benchmark	86	82	90	87	87	
		The world	School %	93	88	100	0	95	
		The world	National benchmark	86	82	89	87	87	
		Technology	School %	100	100	100	100	100	
		Technology	National benchmark	93	92	95	94	94	
Expressive arts, designing and making		Exploring and using media and materials	School %	95	91	100	100	95	
		Exploring and using media and materials	National benchmark	89	84	94	90	90	
		Being imaginative	School %	95	91	100	100	95	
		Being imaginative	National benchmark	89	84	94	90	90	

Absence and exclusions

School level absence

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on absence.

This data includes all absences reported during the autumn term 2017 and spring term 2018. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

[Read more about the methodology used for compiling exclusion statistics.](#)

School level absence						
Breakdown	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions		
	No. of enrolments in the school	School %	National average %	No. of enrolments that are persistent absentees	School %	National average %
All pupils	231	4.5	4.2	21	9.1	9.6
Male	129	4.6	4.2	12	9.3	9.8
Female	102	4.3	4.1	9	8.8	9.4
Ever 6 FSM	16	9.1	5.7	5	31.3	17.2
Non Ever 6 FSM	214	4.1	3.6	15	7.0	6.9
SEN with EHC plan	3	0.1	7.0	0	0.0	20.8
SEN support	71	5.9	5.5	11	15.5	15.6
No SEN	157	3.9	3.9	10	6.4	8.2
English first language	228	4.4	4.2	20	8.8	9.5
English additional language	3	13.1	4.2	1	33.3	10.0

School characteristics

Basic characteristics trends

This is final data for 2017/2018.

Up to Key stage 2 basic characteristics trends						
Breakdown	2016		2017		2018	
	School	National	School	National	School	National
Number on roll	327	275	333	279	340	281
Male %	54.1	51.0	54.7	51.0	54.7	51.0
Female %	45.9	49.0	45.3	49.0	45.3	49.0
Ever 6 FSM %	9.2	25.2	6.6	24.3	6.6	23.5
Minority ethnic groups %	12.9	31.6	15.3	32.3	14.9	32.9
SEN with statement or EHC plan %	2.4	1.3	2.1	1.3	1.8	1.4
SEN support %	12.5	12.1	18.9	12.2	22.4	12.4
English additional language %	1.2	20.1	0.9	20.7	0.9	20.9
Stability %	94.2	85.7	94.9	85.7	93.0	85.8
School deprivation indicator	0.13	0.21	0.13	0.21	0.13	0.21

Basic characteristics by national curriculum year group

This is final data for 2017/2018.

Basic characteristics by national curriculum year group								
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic group %	First language not English %	All SEN %	SEN support %
4	60	55	45	8	13	0	23	18
3	60	68	32	8	10	0	35	33
2	58	48	52	9	24	2	29	29
1	50	52	48	4	12	2	30	30
Pre-compulsory	112	52	48	NA	NA	NA	13	12

Glossary

Prior attainment of disadvantaged pupils - 3 year trends

Changes to eligibility criteria for Free School Meals (FSM) under Universal Credit has implications for schools' disadvantaged pupil data (for further information see the [government response to eligibility for free school meals and the early years pupil premium under Universal Credit consultation](#)). Schools' disadvantaged cohorts vary year on year and it is important to consider prior attainment when comparing performance. Where a school's disadvantaged cohort's attainment has increased or decreased significantly between years, this may partly be explained by changes in the size and make-up of the cohort. Furthermore, please treat disadvantaged pupil data with caution when comparing school performance nationally, until Universal Credit roll-out is completed.

<https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit>
<https://consult.education.gov.uk/healthy-pupil-unit/fsm/>

Male

The national comparator used in this row is the national average for all male pupils.

Female

The national comparator used in this row is the national average for all female pupils.

Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator used in this row is the national average for all non-disadvantaged children.

Other

Non-disadvantaged children.

The national comparator used in this row is the national average for all non-disadvantaged children.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

Children looked after

This means children who have been in the care of local authorities for at least one day or who have been adopted from care.

The national comparator used in this row is the national average for all children who are not looked after.

SEN with statement or EHC plan

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs a statement of SEN or an education, health and care (EHC) plan.

The school's performance for pupils with SEN with statement or EHC plan is compared with the national average for all pupils. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children with a statement or EHC plan.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator. The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs. The national comparator used in this row is the national average for all pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community. The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community. The national comparator used in this row is the national average for all pupils.

Unclassified

This refers to pupils where the census return showed them as unclassified for English as a first language. The national comparator used in this row is the national average for all pupils.

Key stage 1

Achieved the expected standard

The pupil achieved or exceeded the expected standard. Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Achieved greater depth

The pupil achieved a greater depth, compared to the standard. Read more about key stage 1 standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576179/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_V2_PDFa.pdf

Below pre-KS1

The pupil did not achieve the pre-key stage 1 standard. Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Foundations

The pupil achieved the pre-key stage 1 standard. Read more about the pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard. Read more about pre-key stage 1 standard:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538418/2017_Interim_Pre_Key_Stage_Standards_key_stage_1_150716_PDFa.pdf

Early Years Foundation Stage

Percentage of pupils achieving a good level of development

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths

Communication and language

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Literacy

Linking sounds and letters, and beginning to read and write.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

Being active and interactive, and developing coordination, control and movement.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

Making sense of the physical world and the community where they live.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts and design

Exploring and playing with a wide range of media and materials, as well as opportunities for sharing their thoughts, ideas and feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

School characteristics

Minority ethnic group

Pupils who are not white British.

Stability

Stability is a measure of the percentage of students who were admitted to the school at a time later than the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

School deprivation indicator

Pupils living in an area of income deprived families.

Post-compulsory

The post-compulsory stage is key stage 5 (16-18 provision).

Pre-compulsory

The pre-compulsory stage is nursery/reception (Early years foundation stage profile level).