

Inspection Data Summary Report

beta This is a new service – your [feedback](#) will help us to improve it.

[Home](#) > IDSR

Halton Community Combined School

[Download this page](#)

Release date: 05 December 2025 [IDSR news page \(https://www.gov.uk/guidance/idsr-news-and-updates\)](https://www.gov.uk/guidance/idsr-news-and-updates) [IDSR guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide)

▼ [Important information](#)

The IDSR summarises and analyses the data (statistical information) that is available about a school. It is designed to be used alongside our [school inspection toolkit \(https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information\)](https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information), to guide inspectors' conversations with school leaders. It is not meant to provide a complete picture of a school or any judgement or assessment of a school.

The IDSR might contain sensitive information about schools and colleges. It is your responsibility to make sure you store and share the IDSR securely. Please see the IDSR conditions of use and storage statement in our guidance (linked at the top of the IDSR).

Data is presented in the IDSR based on the URN to which it is assigned. Where a school's URN has changed within the timeframes represented in the IDSR, data will be displayed in different reports.

— [School details](#)

School details

URN: 110391 **LAESTAB:** 8252333

Local authority: Buckinghamshire

Phase of education: Primary **Type of education:** Community School

[Ofsted: explore an area](#)

[Get information about this school \(GIAS\)](#)

Contents

- [Context of the school](#)
- [Staffing](#)
- [Attendance and behaviour](#)
- [Links to alternative provision and other providers](#)
- [Achievement in phonics and at key stage 2](#)
- [Report card](#)

Context of the school

- [School characteristics](#)
- [Ethnicity](#)
- [SEN](#)
- [Year group](#)

School characteristics

Data source: the DfE's January school census for 2025, 2024 and 2023

▼ [Guidance](#)

The chart shows school-level and local area-level information for the last 3 years. For a school that has a sixth form, an additional row will show information relating to Years 12, 13 and, where applicable, 14.

For each measure, text and shading are used to show where the school sits within the national distribution of all schools, or to show the banding of the local area average within the national distribution of all schools. The local averages are based on the DfE spring census of pupils at schools in the same phase. Local area averages are not shown for the school number on roll, location deprivation or stability measures.

Local area is based on the middle-layer super output area (MSOA) in which the school resides. MSOAs comprise between 2,000 and 6,000 households and have a resident population of, generally, between 5,000 and 15,000 people. MSOAs fit within local authorities. The MSOA used in the IDSR for each school will be displayed at the top of this section. For more information about MSOAs, visit [the Office for National Statistics website \(https://www.ons.gov.uk/methodology/geography/ukgeographies/statisticalgeographies\)](https://www.ons.gov.uk/methodology/geography/ukgeographies/statisticalgeographies).

The possible National distribution bandings in this section are:

- Well above average (blue shading)
- Above average
- Close to average
- Below average
- Well below average (orange shading)

The banding shows how the school or local average figure compares with the national figure. If the value is more than 0.5 standard deviations (SDs) above the national rate, it is classed as 'Above average'. If it is more than 0.5 SDs below the national rate, it is classed as 'Below average'. If it is more than one SD above the national rate, it is classed as 'Well above average' and highlighted in blue. If it is more than one SD below the national rate, it is classed as 'Well below average' and highlighted in orange. Otherwise, it is

'Close to average' and shown in grey.

Except for the school location deprivation measure, schools are compared with other schools in the same phase: primary (including middle deemed primary) or secondary (including middle deemed secondary, and all-through schools). Special schools are compared with the national distribution for secondary schools.

FSM6 in this chart refers to the percentage of pupils who are or have been eligible for free school meals and have claimed them during Reception to Year 11 sometime in the last 6 years.

Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is calculated by dividing the number of pupils who meet the stability criteria by the number of all eligible pupils (pupils in Years 1 to 11 with a single or main dual registration at the school at the time of the January school census). The stability measure is not available for school sixth forms.

Information regarding the level of deprivation in the school's location is provided, along with aggregated pupil-derived deprivation indicators at school, sixth form (where applicable) and local area level. Each deprivation indicator is based on the English indices of deprivation from 2025.

You can read further information about the [data used for the local area deprivation](https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025) (<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025>). For deprivation measures, 'Above average' means "more deprived" and 'Below average' means "less deprived".

There is additional [guidance](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#school-characteristics) (<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#school-characteristics>) about this section.

School local area (MSOA) = Buckinghamshire 024

	2023	2024	2025
School number on roll	Close to average 212	Close to average 202	Close to average 207
School % FSM6	Well below average7.55	Well below average7.43	Well below average6.76
Local area % FSM6	Well below average6.34	Well below average7.83	Well below average8.82
School % SEN support	Close to average 12.26	Close to average 12.38	Close to average 15.46
Local area % SEN support	Below average 9.79	Below average 9.96	Below average 11.17
School % EHC plan	Well above average 6.60	Above average 5.45	Above average 5.80
Local area % EHC plan	Close to average 3.35	Close to average 3.68	Close to average 3.25
School % EAL	Below average 7.10	Below average 7.90	Below average 8.20
Local area % EAL	Below average 5.40	Below average 7.40	Below average 7.50
School % CIN	Below average 0.94	Close to average 2.48	Below average 0.97
Local area % CIN	Close to average 2.55	Below average 1.77	Below average 1.41

	2023	2024	2025
School % stability	Well below average 63.19	Well below average 63.37	Well below average 72.63
School pupil base deprivation	Well below average	Well below average	Well below average
Local area pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

Ethnicity

Data source: the DfE's January school census for 2025

▼ Guidance

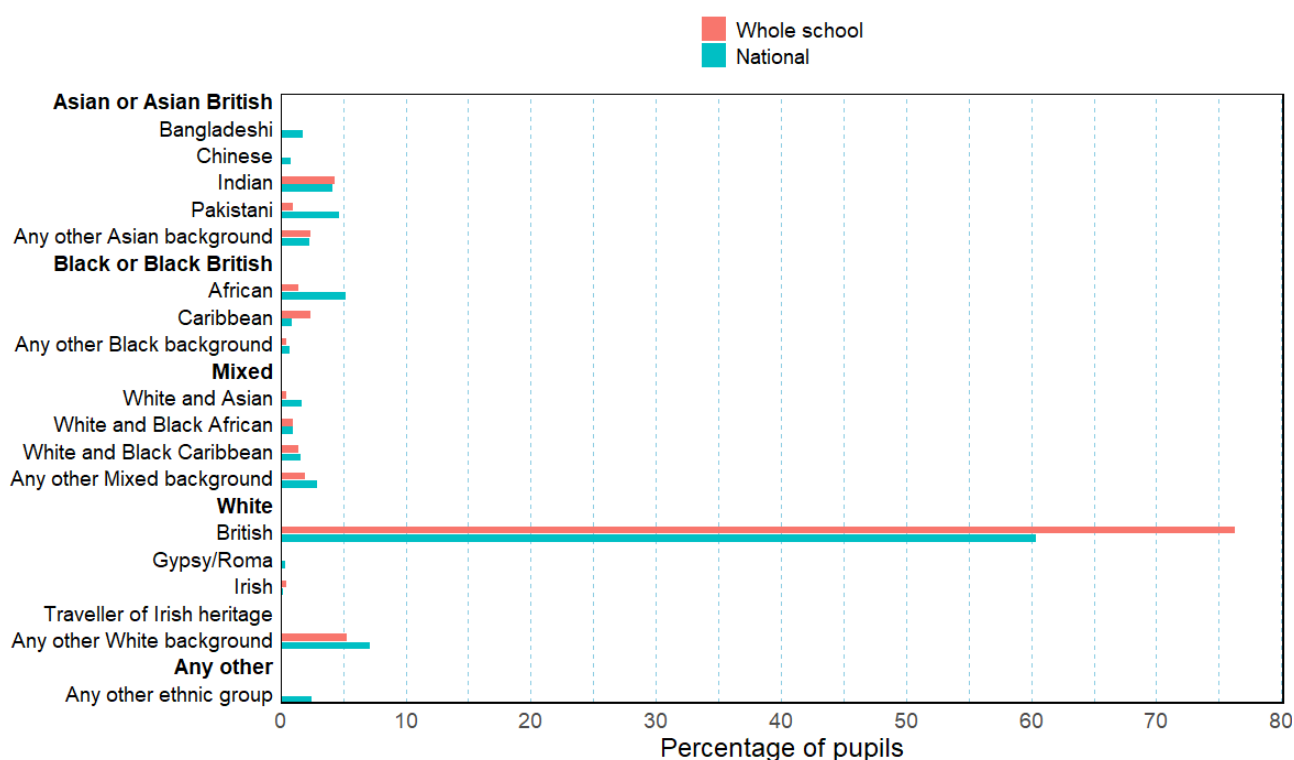
The chart displays the ethnic groups within the whole school. There are 17 possible ethnic groups. In addition, 'Any other ethnic group' is displayed.

The whole school measure includes all year groups in the school.

If the school has a sixth form, a separate ethnicity chart will be displayed.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#ethnicity\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#ethnicity) about this section.

Whole school



▼ [Table](#)

Ethnicity group	Ethnicity	School %	School national %
Asian or Asian British	Bangladeshi	0.0	1.8
Asian or Asian British	Chinese	0.0	0.8
Asian or Asian British	Indian	4.3	4.2
Asian or Asian British	Pakistani	1.0	4.6
Asian or Asian British	Any other Asian background	2.4	2.3
Black or Black British	African	1.4	5.2
Black or Black British	Caribbean	2.4	0.9
Black or Black British	Any other Black background	0.5	0.8
Mixed	White and Asian	0.5	1.7
Mixed	White and Black African	1.0	1.0
Mixed	White and Black Caribbean	1.4	1.6
Mixed	Any other Mixed background	1.9	2.9
White	British	76.3	60.4
White	Gypsy/Roma	0.0	0.3
White	Irish	0.5	0.2
White	Traveller of Irish heritage	0.0	0.1
White	Any other White background	5.3	7.1
Any other ethnic group	Any other ethnic group	0.0	2.5

SEN

Data source: the DfE's January school census for 2025 and the DfE's GIAS service

▼ [Guidance](#)

The table displays the number of pupils in the school, by year group, who have special educational needs (SEN) and the primary need category. The 2 halves of the table represent pupils who have SEN support and pupils who have an education, health and care (EHC) plan.

No highlighting is applied to this table; figures are presented purely for information.

The text above the table displays if the school has any resourced provision. This could be a SEN unit, resourced provision or both. The capacity represents how many pupils the provision displayed can accommodate. The type of SEN provision lists, where applicable, the type of SEN that is provided for. This section also displays how many pupils with SEN have received free school meals at any time during the last 6 years and/or who are looked-after children (in the care of the local authority for a day or more or who have been adopted from care).

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#sen\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#sen) about this section.

Type of resourced provision: No resourced provision

Capacity:

Type of SEN provision:

Number of pupils with SEN who are also FSM6 and/or CLA: 5

SEN primary need	SEN support (32)							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	2	1	0	3
Moderate Learning Difficulty	0	1	0	0	0	0	0	1
Social, Emotional and Mental Health	0	0	0	0	2	1	1	4
Speech, Language and Communication Needs	0	0	0	0	1	0	0	1
Hearing Impairment	0	1	0	0	0	0	0	1
Physical Disability	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	1	0	0	0	2	0	0	3
School Support NSA	1	2	3	4	2	3	2	17
Other Difficulty/Disability	0	1	0	0	0	0	0	1
Year group totals	2	5	3	4	9	5	4	32

SEN primary need	EHC plan (12)							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	1	0	0	1
Social, Emotional and Mental Health	0	1	0	0	1	0	1	3
Speech, Language and Communication Needs	0	0	0	1	0	0	0	1
Autistic Spectrum Disorder	0	0	2	0	0	1	3	6
Other Difficulty/Disability	0	0	0	0	1	0	0	1
Year group totals	0	1	2	1	3	1	4	12

Year group

Data source: the DfE's January school census for 2025

▼ [Guidance](#)

This table shows information about pupil characteristics for each year group.

The table presents data for pupils who were recorded as part of the previous January school census. As such, the data presented against each year group is about the cohort that was in that year group in the last academic year. For example, the data in the Year 7 column is about the cohort who were in Year 7 in the

previous academic year, not the cohort who are in Year 7 in the current academic year.

The measures included in the table are:

- the number of pupils on roll
- the percentage of pupils in receipt of free school meals (FSM) at the time of the census; these pupils are those who are or have been eligible for FSM and have claimed them, during Reception to Year 11, sometime in the last 6 years (FSM data is not collected for sixth forms)
- the percentage of pupils whose first language is not English or is believed to be other than English
- the number of pupils identified as young carers
- the number of pupils who are children in need, including children on child protection plans and looked-after children – this includes children who have child-in-need plans and other types of plans or arrangements, and children waiting for a referral to be considered, an assessment to start, or an assessment that has started to be completed; these are pupils who were a child in need at any point during the reporting year (1 April to 31 March inclusive)
- the number of looked-after children – these are pupils who are looked after for at least one day during the year and are aged 4 to 15 at 31 August; this excludes looked-after children under an agreed series of short placements and those who were on remand/committed for trial or sentence and accommodated by the local authority

No highlighting is applied to this table; figures are presented for information only.

There is additional [guidance](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#year-group) (<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#year-group>) about this section.

	Number on roll	% FSM6	% EAL	Number young carers	Number CIN	Number CLA
Reception	28	3.57	3.60	0	0	No data
Year 1	30	6.67	3.30	0	0	No data
Year 2	31	0.00	6.50	0	1	No data
Year 3	29	10.34	6.90	0	1	No data
Year 4	28	7.14	14.30	0	0	No data
Year 5	30	10.00	10.00	0	0	No data
Year 6	31	9.68	12.90	0	0	No data

[Back to contents](#)

Staffing

Data source: the DfE’s November 2024, 2023, 2022 and 2021 school workforce census data

▼ [Guidance](#)

This section presents information on several areas relating to staffing.

The areas covered are:

- the proportion of education support staff relative to teaching staff
- teacher absence
- staff retention

Information on staff turnover is calculated using the number of full-time equivalent (FTE) turnover leavers and the total FTE staff at the school. A school is considered to have high staff turnover if its turnover rate was in the highest 20% in any of the previous 3 years. Low staff turnover is not highlighted. Special schools are compared with primaries.

Turnover and leavers at a school level can be very volatile from year to year. When looking at rates of leavers and turnover, it is important to consider school size, because this has a particularly big impact on turnover rates for small schools.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#staffing\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#staffing) about this section.

- *There is nothing to highlight for the proportion of education support staff relative to teaching staff in 2024.*
- *There is nothing to highlight for teachers with at least one period of sickness absence.*
- *There is no data for days lost to teacher absence in 2023/24 for this school.*
- At the time of the November 2024 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover.*

[Back to contents](#)

Attendance and behaviour

Attendance and persistent absence

Data source: the DfE's 2024/25 (2 term), 2023/24 (3 term), 2022/23 (3 term) and 2018/19 (3 term) academic year data

▼ [Guidance](#)

This section contains tables and charts for overall attendance and persistent absence, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals (CIs). CIs are used for persistent absence only.

Each set of tables and charts is available for 3 different pupil groups:

- all pupils enrolled at the school
- free school meals (FSM) pupils: those who have been eligible for FSM at any time during the last 6 years – referred to as FSM6
- pupils who have a statement of special educational needs (SEN) or an education, health and care (EHC) plan, or who receive SEN support but do not have an EHC plan

This section includes data for 2018/19 because, nationally, attendance declined sharply in 2020/21 during the COVID-19 pandemic and has not recovered. Inclusion of 2018/19 data will show whether the school has managed to return to pre-pandemic attendance levels.

Overall attendance is calculated as: $100 - ((\text{number of absence sessions} / \text{number of sessions it was possible to attend}) * 100)$. Absence is the total of all authorised and unauthorised absences.

Schools are compared with other schools in the same phase of education: primary (including middle deemed primary) or secondary (including middle deemed secondary and all-through schools). Special schools are compared against the national distribution for secondary schools.

The national distribution banding shows how the school's rate compares with the national rate. For overall attendance, if the school's rate is more than 0.5 SDs above the national rate, it is classed as 'Above' and highlighted in green. If the school's rate is more than 0.5 SDs below the national rate, it is classed as 'Below' and highlighted in red. Otherwise it is 'Close to average' and shown in grey. Due to the methodology used to calculate overall attendance, this banding does not indicate statistical significance. For persistent absence it is calculated differently, as it uses both the SD and a CI to indicate whether the school's persistent absence rate is, statistically, significantly above or below the national average. School values

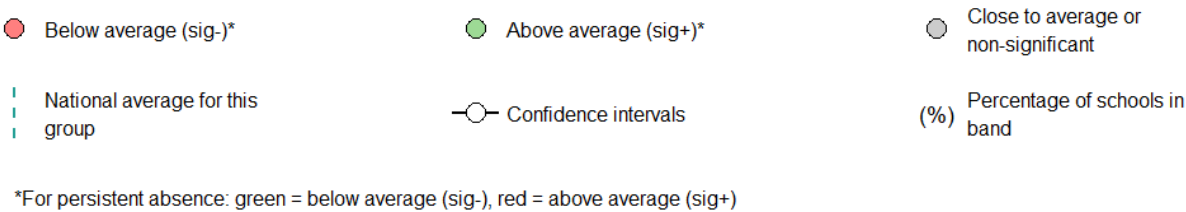
that are more than 0.5 SDs above the national rate and significantly above average – Above (sig+) – are highlighted red. School values that are more than 0.5 SDs below the national rate and significantly below average – Below (sig-) – are highlighted green. All other values are shown in grey.

Overall attendance trend shows whether the school trend is in line with the national trend, or if the school's attendance has improved or declined relative to the national change. Persistent absence trend indicates whether there has been a statistically significant increase or decrease in the school's persistent absence rate in a particular year, compared with the previous year. The year 3 rate is compared with 2018/19 to illustrate how persistent absence has changed since the COVID-19 pandemic.

The school context column indicates whether the whole school has a higher-than-average proportion of students who have been eligible for FSM at any time during the last 6 years (FSM6), or a higher-than-average proportion of pupils who receive SEN support, or who have a statement of SEN or an EHC plan.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-persistent-absence\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-persistent-absence) about this section.

Key to charts



Attendance

Persistent absence

Attendance

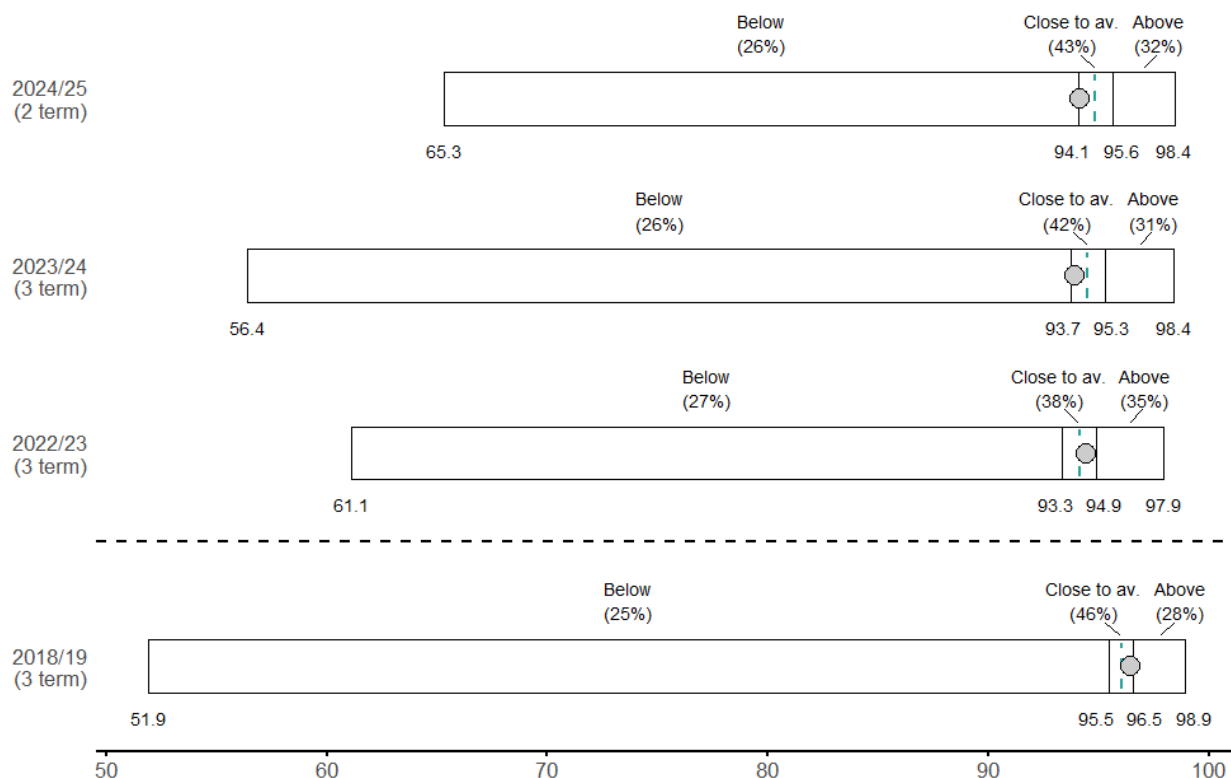
The trend analysis for the Attendance measure is different to the trend analysis elsewhere in the IDSR. For Attendance, our trend analysis compares the school trend with the national trend and determines whether it is in line with it or whether the school trend is showing either relative improvement or relative decline.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	187	94.1%	94.8%	Close to average	Relative decline	-
2023/24 (3 term)	196	93.9%	94.5%	Close to average	Relative decline	-
2022/23 (3 term)	192	94.4%	94.1%	Close to average	Relative decline	-

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2018/19 (3 term)	189	96.4%	96.0%	Close to average	Not available	-

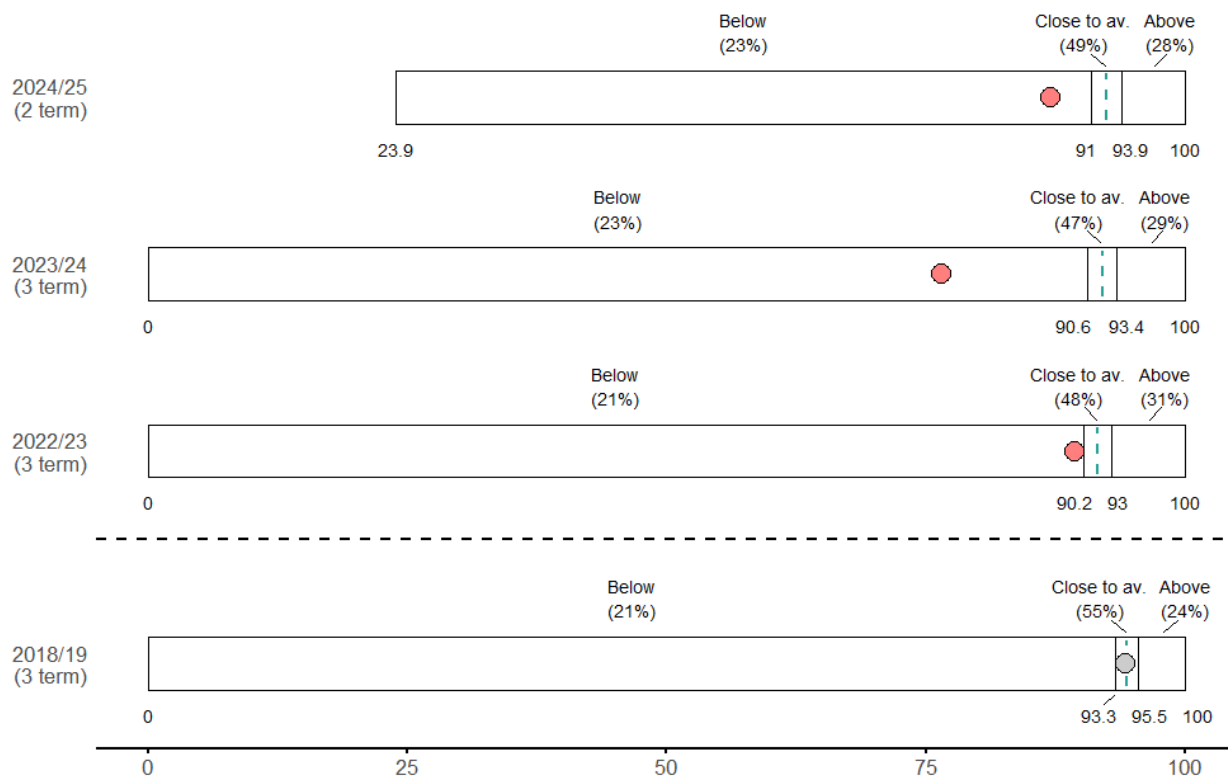
▼ Chart



FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	14	87.0%	92.4%	Below	Relative improvement	-
2023/24 (3 term)	16	76.5%	92.0%	Below	Relative decline	-
2022/23 (3 term)	16	89.4%	91.6%	Below	Relative decline	-
2018/19 (3 term)	16	94.2%	94.4%	Close to average	Not available	-

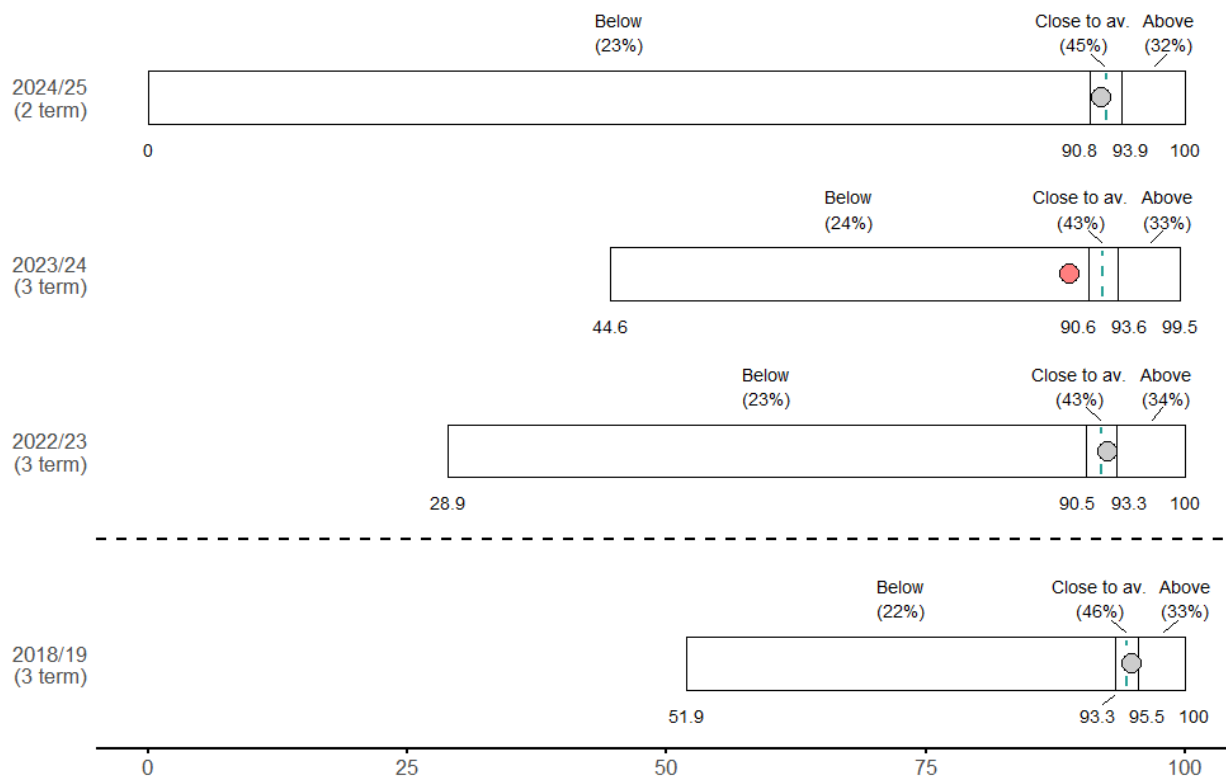
▼ Chart



SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	44	91.9%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	40	88.9%	92.1%	Below	Relative decline	-
2022/23 (3 term)	36	92.5%	91.9%	Close to average	Relative improvement	-
2018/19 (3 term)	29	94.9%	94.4%	Close to average	Not available	-

▼ [Chart](#)

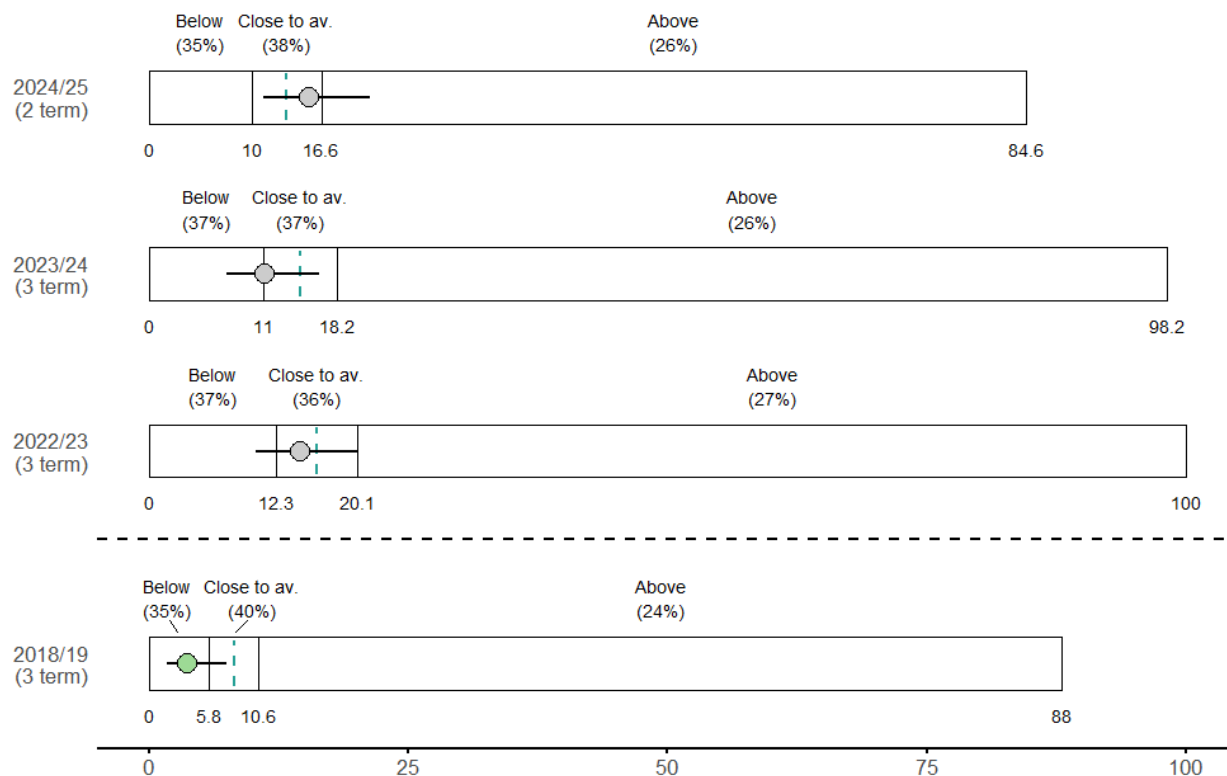


Persistent absence

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	187	15.5%	13.3%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	196	11.2%	14.6%	Close to average (non-sig)	No sig change	-
2022/23 (3 term)	192	14.6%	16.2%	Close to average (non-sig)	Sig increase	-
2018/19 (3 term)	189	3.7%	8.2%	Below (sig-)	Not available	-

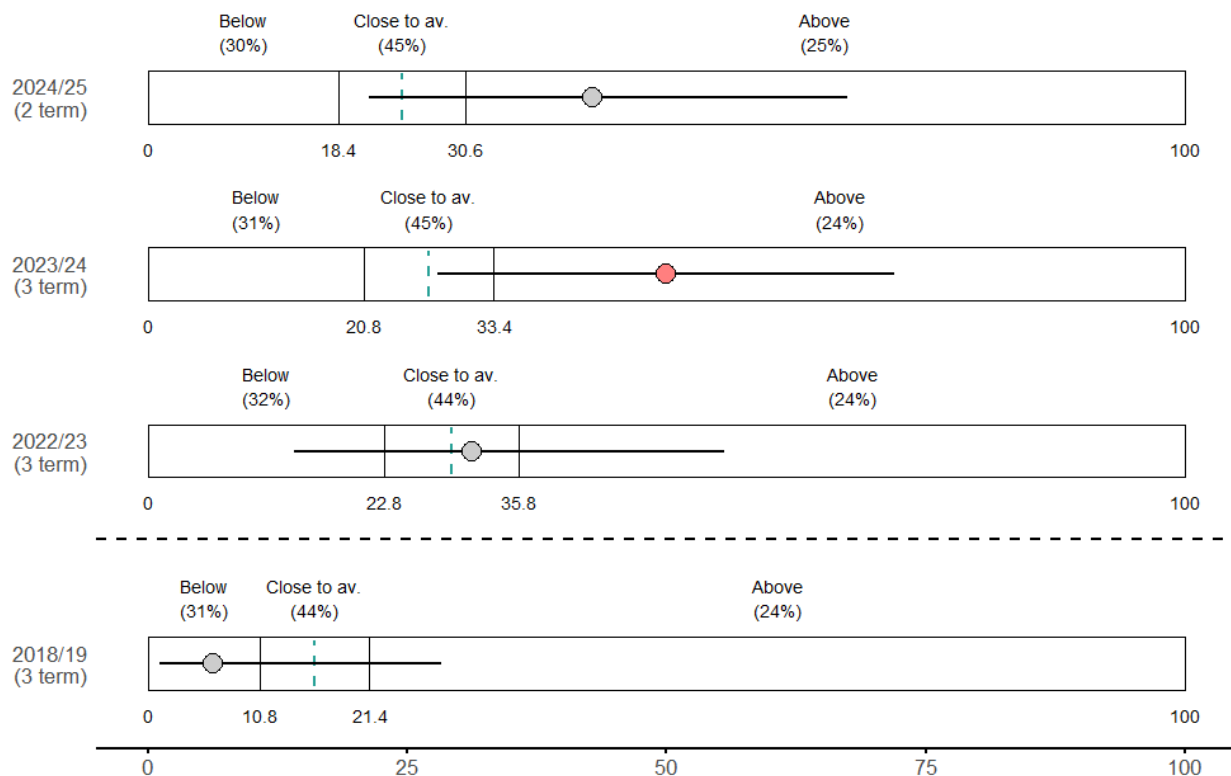
▼ [Chart](#)



FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	14	42.9%	24.5%	Above (non-sig)	No sig change	-
2023/24 (3 term)	16	50.0%	27.1%	Above (sig+)	No sig change	-
2022/23 (3 term)	16	31.3%	29.3%	Close to average (non-sig)	No sig change	-
2018/19 (3 term)	16	6.3%	16.1%	Below (non-sig)	Not available	-

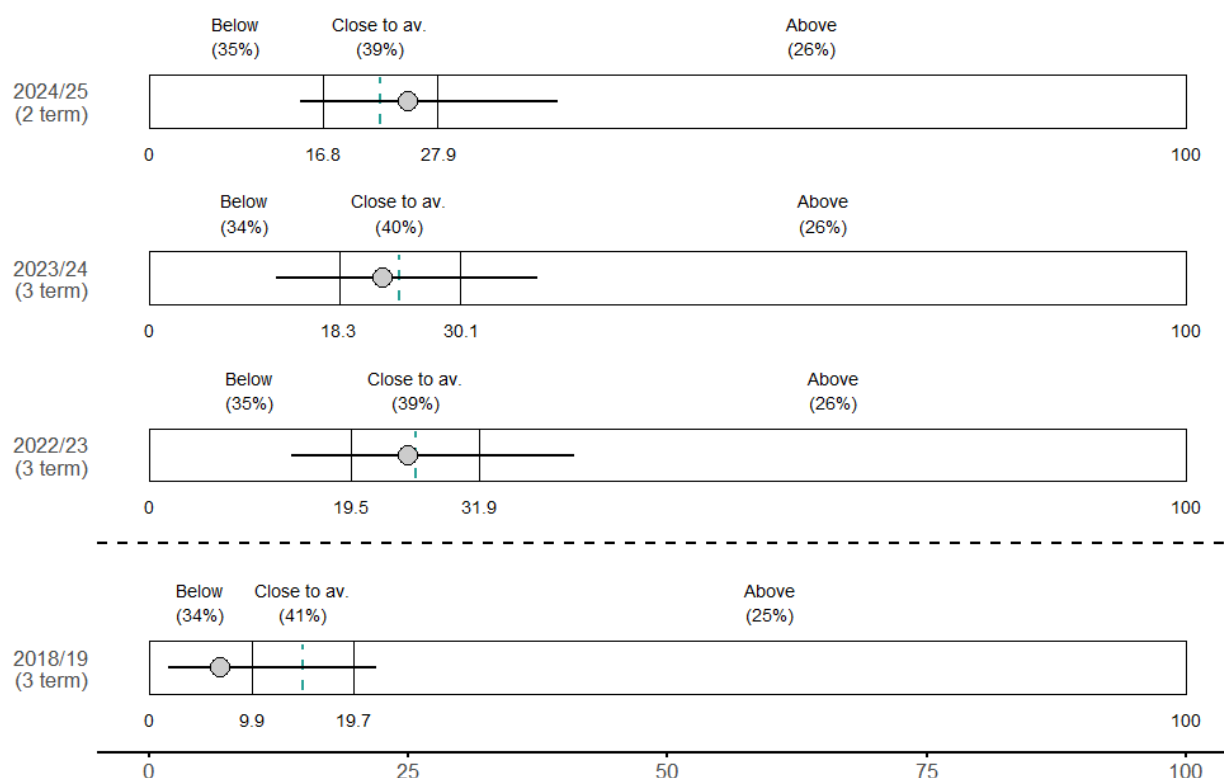
▼ [Chart](#)



SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	44	25.0%	22.3%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	40	22.5%	24.2%	Close to average (non-sig)	No sig change	-
2022/23 (3 term)	36	25.0%	25.7%	Close to average (non-sig)	No sig change	-
2018/19 (3 term)	29	6.9%	14.8%	Below (non-sig)	Not available	-

▼ [Chart](#)



Suspensions and permanent exclusions - whole school

Data source: the DfE's 2023/24, 2022/23 and 2021/22 academic year data

▼ Guidance

This section contains tables and charts for suspensions and permanent exclusions. These provide data for the school and a comparison with the national average.

The number and proportion of pupils who have had suspensions or permanent exclusions in a school are often very small, especially in primary schools. These figures should be interpreted with caution, particularly when making comparisons over time. The suspensions and permanent exclusions data is one year behind and therefore may not relate to the same cohort as other IDSR data.

The whole school measure includes all year groups in the school.

This section contains tables and charts displaying information about pupils who have had one or more suspensions and pupils who have had two or more suspensions, for the most recent 3 years for which data is available.

Each set of tables and charts is available for 3 different pupil groups:

- all pupils enrolled at the school
- free school meals (FSM) pupils: those who have been eligible for FSM at any time during the last 6 years – referred to as FSM6
- pupils who have a statement of special educational needs (SEN) or an education, health and care (EHC) plan, or who receive SEN support but do not have an EHC plan

To compare the school's data with the national average, we have calculated standard deviations (SDs) and confidence intervals (CIs).

Schools are compared with other schools in the same phase of education: primary (including middle deemed primary) or secondary (including middle deemed secondary and all-through schools). Special schools are compared against the national distribution for secondary schools.

The national distribution banding shows how the school's rate compares with the national rate. This comparison uses both the SD and a CI to indicate whether the school's suspension rate is, statistically, significantly above or below the national average. School values that are more than 0.5 SDs above the national rate and significantly above average – Above (sig+) – are highlighted red. School values that are more than 0.5 SDs below the national rate and significantly below average – Below (sig-) – are highlighted green. All other values are shown in grey.

Trend indicates whether there has been a statistically significant increase or decrease in the school's suspension rate in a particular year, compared with the previous year.

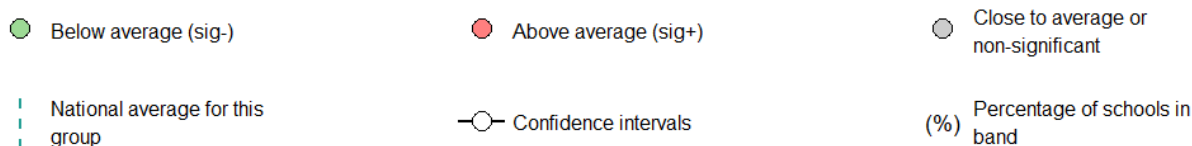
The school context column indicates whether the whole school has a higher-than-average proportion of students who have been eligible for FSM at any time during the last 6 years (FSM6), or a higher-than-average proportion of pupils who receive SEN support, or who have a statement of SEN or an EHC plan.

Suspension rate data is positively skewed, especially for primary schools, because many schools have a very low suspension rate. However, a small number of schools have a higher rate, so there is a long above-the-national-average section, but only approximately a quarter of schools fall into this band. Some of these high rates may be due to errors in the source data.

Reasons for suspensions and permanent exclusions are for the most recent year and they will only be displayed if there has been at least 1 suspension or permanent exclusion in the most recent year. Up to 3 reasons can be recorded. These reasons are recorded without weighting or prioritisation. Therefore, the total number of reasons may exceed the total number of suspensions or permanent exclusions.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#suspensions-and-permanent-exclusions\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#suspensions-and-permanent-exclusions) about this section.

▼ [Key to charts](#)



— [1+ suspensions](#)

— [2+ suspensions](#)

— [Suspension reasons](#)

— [Permanent exclusion reasons](#)

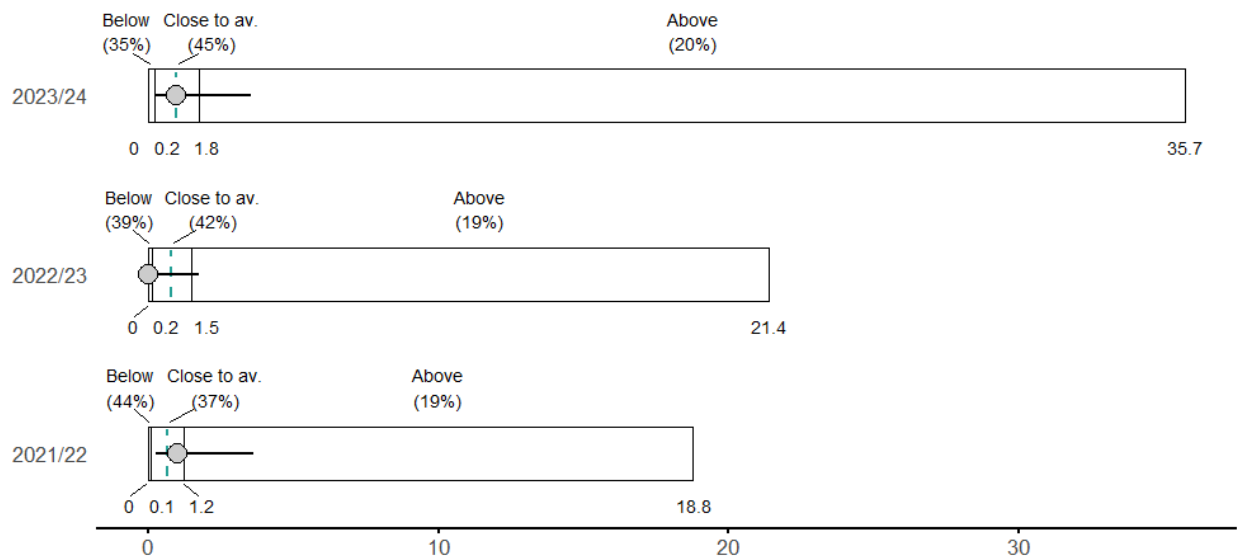
1+ suspensions

All pupils - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	202	0.99%	0.99%	Close to average (non-sig)	No sig change	-
2022/23	212	0.00%	0.82%	Below (non-sig)	No sig change	-

Year	Cohort	School	National	National distribution banding	Trend	School context
2021/22	197	1.02%	0.68%	Close to average (non-sig)	Not available	-

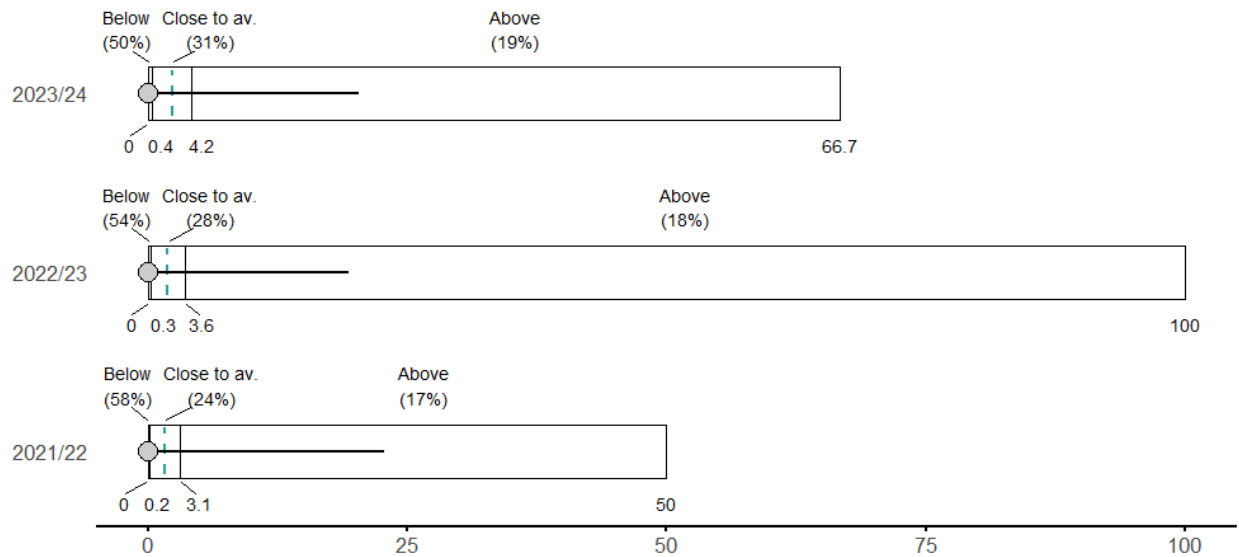
▼ Chart



FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	15	0.00%	2.33%	Below (non-sig)	No sig change	-
2022/23	16	0.00%	1.94%	Below (non-sig)	No sig change	-
2021/22	13	0.00%	1.63%	Below (non-sig)	Not available	-

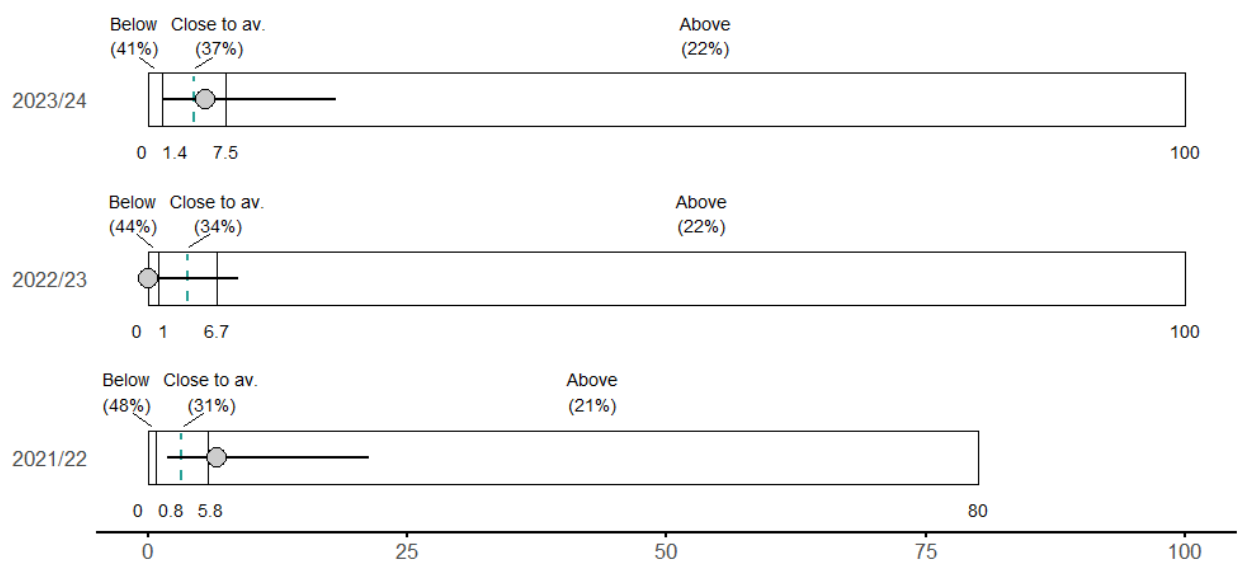
▼ Chart



SEN - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	36	5.56%	4.44%	Close to average (non-sig)	No sig change	-
2022/23	40	0.00%	3.85%	Below (non-sig)	No sig change	-
2021/22	30	6.67%	3.28%	Above (non-sig)	Not available	-

Chart



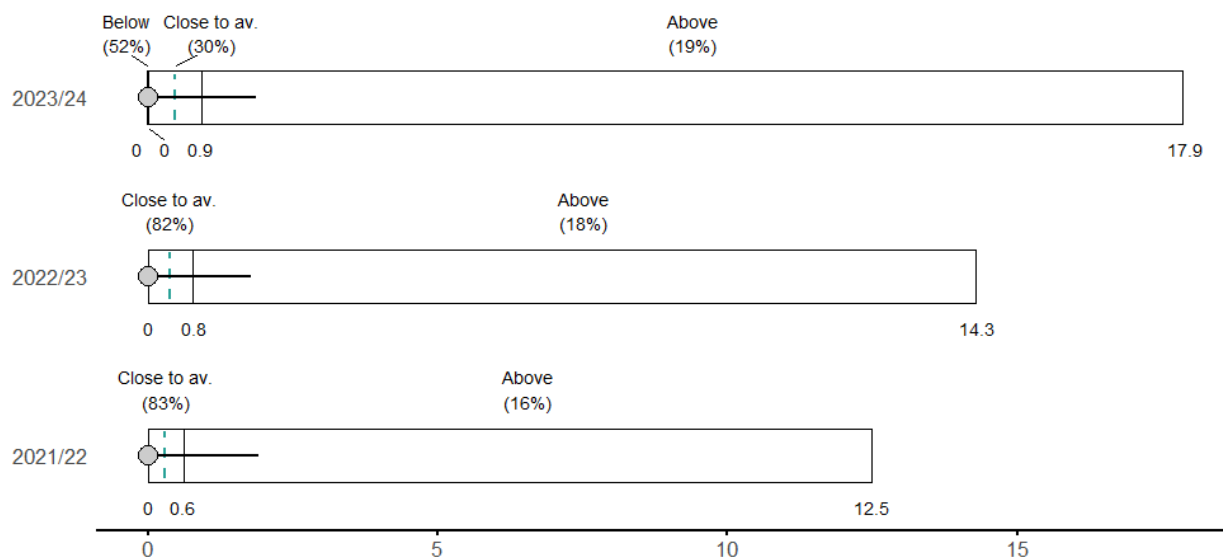
2+ suspensions

All pupils - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	202	0.00%	0.47%	Below (non-sig)	No sig change	-
2022/23	212	0.00%	0.38%	Close to average (non-sig)	No sig change	-
2021/22	197	0.00%	0.30%	Close to average (non-sig)	Not available	-

The distributions for 2021/22 and 2022/23 are missing the 'below' band due to the positive skew of the distributions.

▼ Chart

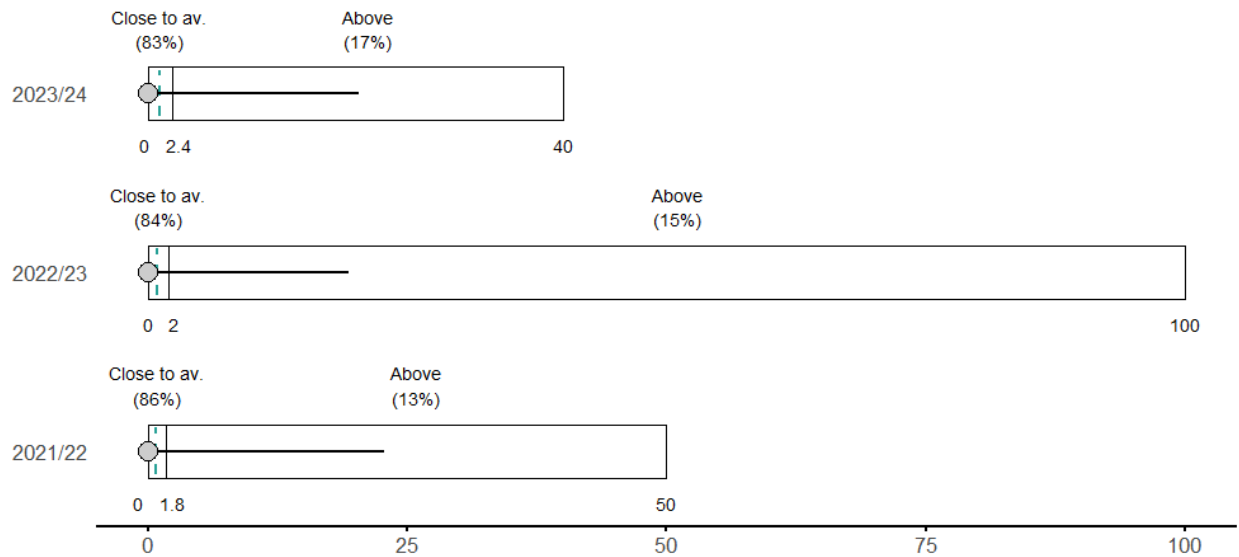


FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	15	0.00%	1.16%	Close to average (non-sig)	No sig change	-
2022/23	16	0.00%	0.94%	Close to average (non-sig)	No sig change	-
2021/22	13	0.00%	0.76%	Close to average (non-sig)	Not available	-

The distributions for 2021/22, 2022/23 and 2023/24 are missing the 'below' band due to the positive skew of the distributions.

▼ Chart

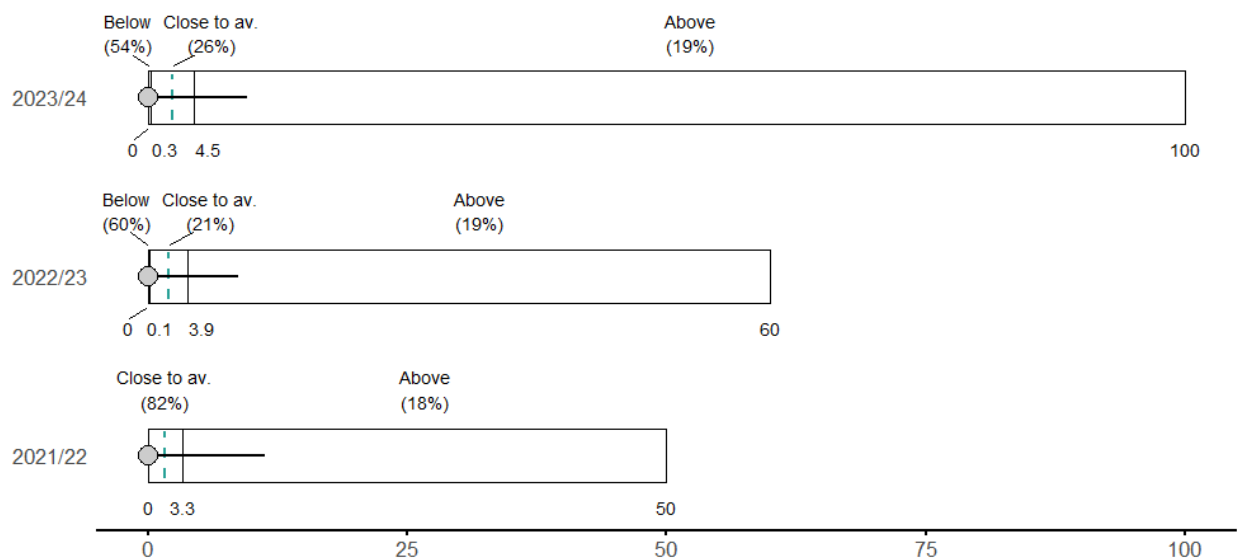


SEN - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	36	0.00%	2.37%	Below (non-sig)	No sig change	-
2022/23	40	0.00%	2.01%	Below (non-sig)	No sig change	-
2021/22	30	0.00%	1.66%	Close to average (non-sig)	Not available	-

The distribution for 2021/22 is missing the 'below' band due to the positive skew of the distribution.

▼ Chart



Suspension reasons

	2021/22	2022/23	2023/24
Total number of suspensions	2	0	2

Reasons for suspensions in latest year

Physical assault against a pupil	2
----------------------------------	---

Permanent exclusion reasons

	2021/22	2022/23	2023/24
Total number of permanent exclusions	0	0	0
National average permanent exclusions	0	0	0

Reasons for permanent exclusions in latest year

There were no permanent exclusions in the latest year.

[Back to contents](#)

Links to alternative provision and other providers

Data source: the DfE’s summer term 2025 alternative provision placements data

▼ [Guidance](#)

The table shows information about alternative provision placements. This section will appear for all schools that submitted information on alternative provision placements in the latest data.

The placements include alternative provision, companies, providers registered with the UK Register of Learning Providers, further education and other schools.

The total number of pupils is shown, as well as the number of pupils attending full time and part time. Numbers in brackets are additional pupils who were attending the alternative provision but left during the census period.

There is additional [guidance](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#links-to-alternative-provision-and-other-providers) (<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#links-to-alternative-provision-and-other-providers>) about this section.

URN	UKPRN	Companies		Provider type	Provider name	Total pupils	Full time	Part time
		House number	Postcode					
136684	-	-	HP19 9NS	Pupil Referral Unit	The Buckinghamshire Primary Pupil Referral Unit	1 (0)	0 (0)	1 (0)
-	-	04297671	HP18 9JZ	Company	THE THOMLEY HALL CENTRE LIMITED	1 (0)	0 (0)	1 (0)
-	-	15801650	HP20 2PB	Company	STRIVE IA LTD	1 (0)	0 (0)	1 (0)
-	-	-	MK17 0PP	-	-	0 (1)	0 (0)	0 (1)

[Back to contents](#)

Achievement in phonics and at key stage 2

Summary of attainment measures

Key stage 2 data source: the DfE's revised 2025, final 2024, final 2023 and final 2022 data

Phonics and MTC data source: the DfE's final 2025, final 2024 and final 2023 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▼ [Guidance](#)

These charts summarise school performance compared to the national average across all phonics and key stage 2 attainment measures in the report. Summaries are provided for all pupils, for disadvantaged pupils and for low/middle/high prior attainers.

In the 'Multi-year average' charts, the school's measures are grouped by the relative performance (banding) of their multi-year average; in the 'Individual years' charts, this grouping is initially based on the latest year and is then further grouped to indicate whether that banding outcome was observed in the latest year only, or whether it has been sustained for the last 2 years or last 3 years.

Where the school's outcome for a measure for the multi-year average or, in the case of individual years, for the latest year was either in the 'Below' band and, statistically, significantly below the national value or in the 'Above' band and, statistically, significantly above the national value, this is indicated on the chart through colour and asterisk (*) markers on either side of the measure's name.

Measures have been grouped by significance, so those measures that are statistically significant appear towards the top of the bars in the 'Below' and 'Above' bandings. Bold formatting is used to highlight the names of the headline measures, which are:

- % RWM ES – key stage 2 RWM meeting the expected standard
- % RWM HS – key stage 2 RWM achieving the higher standard

Attainment measures for low/middle/high prior attainers are only available for a maximum of 2 data years, so you will never see the prefix '3ya' in the 'Multi-year average' chart for these groups. Neither will there be bars labelled 'Last 3 years' in the 'Individual years' chart for these groups. Additionally, the years of data that are referred to as 'Latest year' and 'Last 2 years' in the 'Individual years' chart will differ from most other measures.

We do not produce breakdowns by pupil group of the measures of phonics Year 1 meeting the expected standard, the Year 4 MTC score, or any Key Stage 2 attainment measures for pupils achieving the higher standard/greater depth, so these measures will never appear on any of the summary charts outside the 'All pupils' tab.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

- [All pupils](#)
- [Disadvantaged](#)
- [Low prior attainers](#)
- [Middle prior attainers](#)
- [High prior attainers](#)

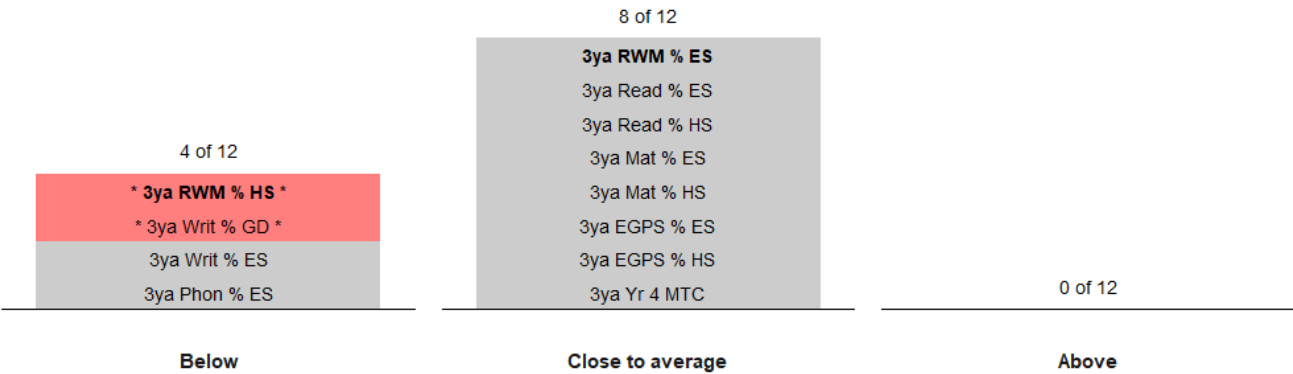
All pupils

Multi-year average

The chart below summarises school performance compared to national across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	93	91	90

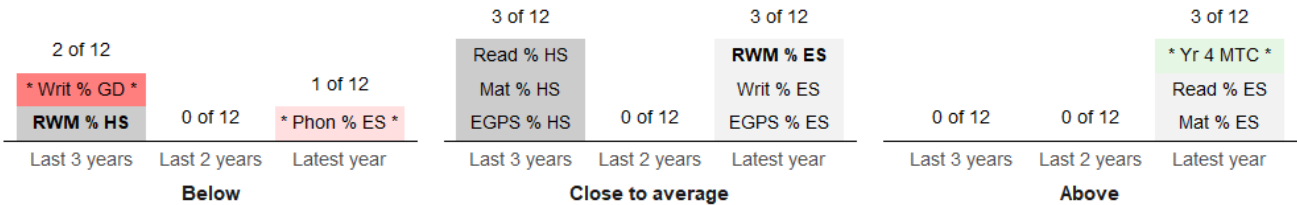


Individual years

The chart below summarises school performance compared to national across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	31	Low - Stability	29	High - SEN, Low - Stability	29	-
2024	31	Low - Stability	31	Low - Stability	31	-
2023	31	Low - Stability	31	Low - Stability	30	-



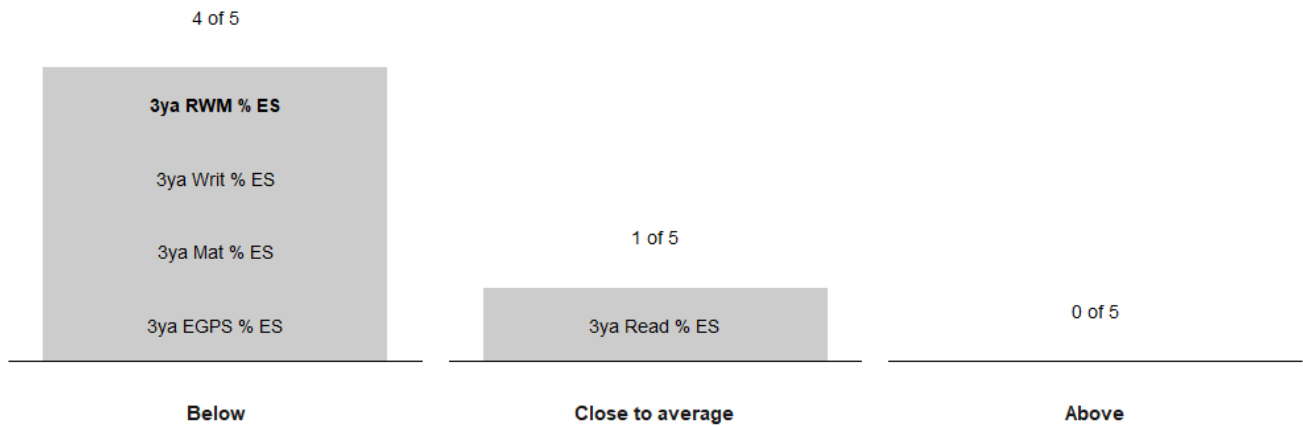
Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	14	-	-



Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	4	Low - Stability	-	-	-	-
2024	6	Low - Stability	-	-	-	-
2023	4	Low - Stability	-	-	-	-

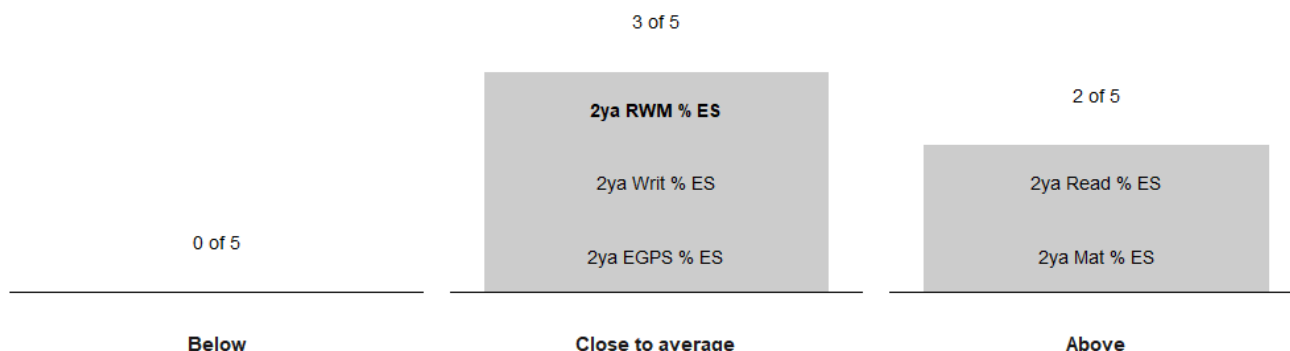
Low prior attainers

Multi-year average

The chart below summarises school performance for the low prior attainer pupil group compared to national performance of the low prior attainer pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2023, 2022	13	-	-



Individual years

The chart below summarises school performance for the low prior attainer pupil group compared to national performance of the low prior attainer pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2023	5	Low - Stability	-	-	-	-
2022	8	-	-	-	-	-

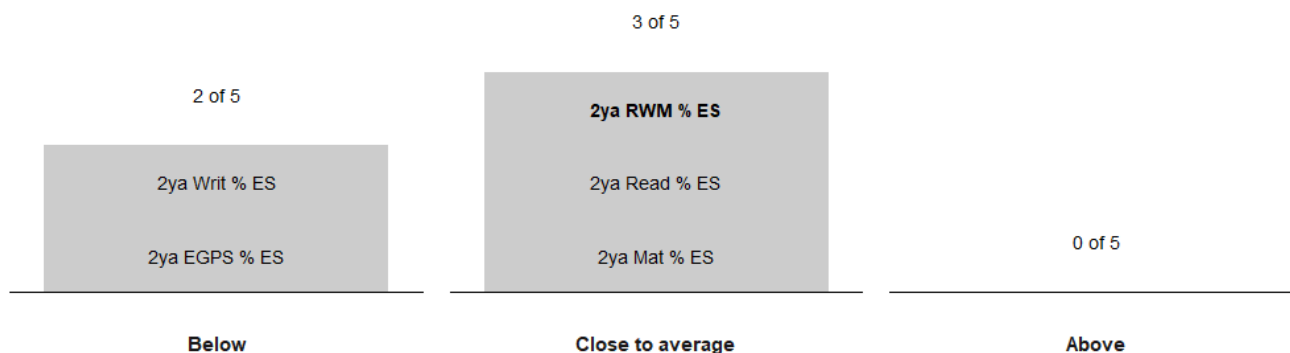
Middle prior attainers

Multi-year average

The chart below summarises school performance for the middle prior attainer pupil group compared to national performance of the middle prior attainer pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2023, 2022	22	-	-

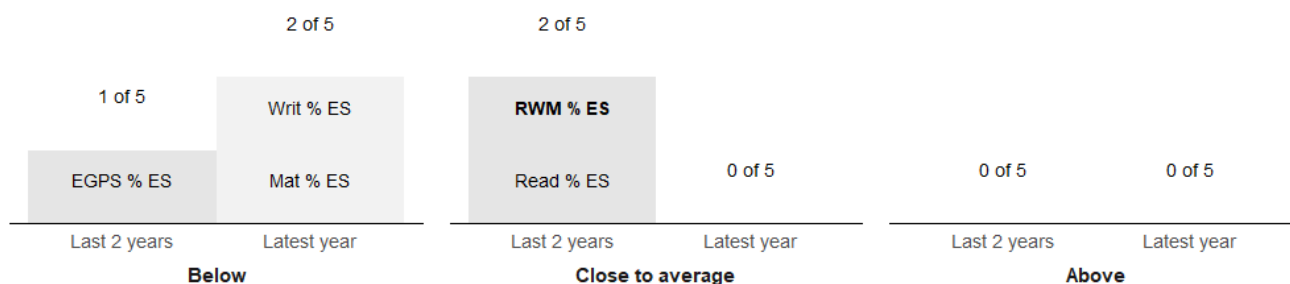


Individual years

The chart below summarises school performance for the middle prior attainer pupil group compared to national performance of the middle prior attainer pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2023	16	Low - Stability	-	-	-	-
2022	6	-	-	-	-	-



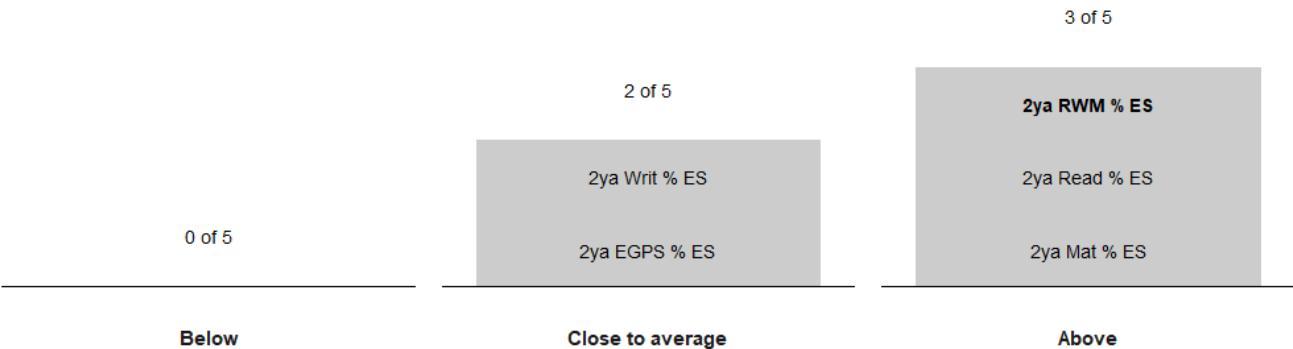
High prior attainers

Multi-year average

The chart below summarises school performance for the high prior attainer pupil group compared to national performance of the high prior attainer pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2023, 2022	23	-	-

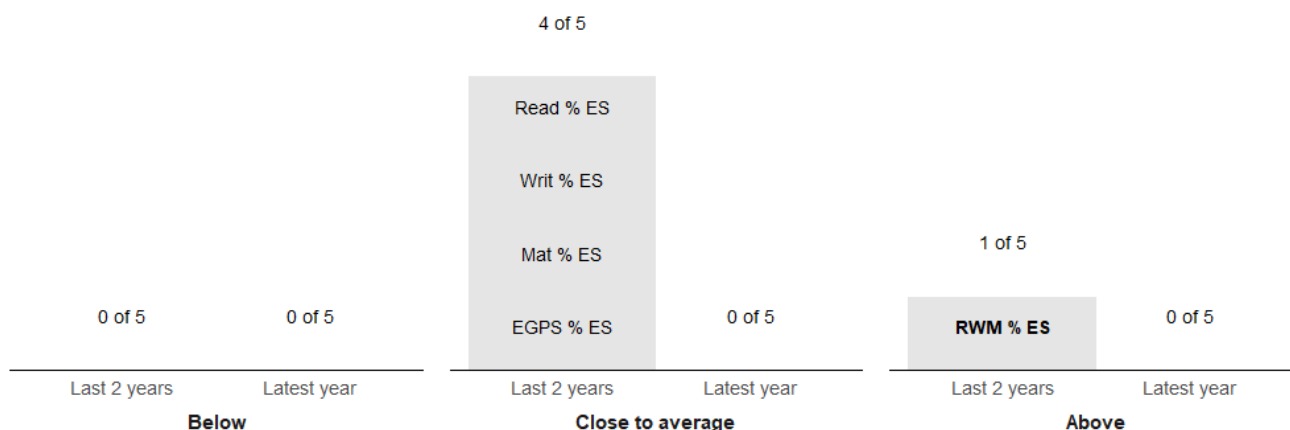


Individual years

The chart below summarises school performance for the high prior attainer pupil group compared to national performance of the high prior attainer pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2023	9	Low - Stability	-	-	-	-
2022	14	-	-	-	-	-



Summary of progress measures

Data source: the DfE's final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▼ Guidance

These charts summarise school performance compared to the national average across all key stage 2 progress measures in the report. Summaries are provided for all pupils, for disadvantaged pupils and for low/middle/high prior attainers.

In the 'Multi-year average' charts, the school's measures are grouped by the relative performance (banding) of their multi-year average; in the 'Individual years' charts, this grouping is initially based on the latest year and is then further grouped to indicate whether that banding outcome was observed in the latest year only, or whether it has been sustained for the last 2 years.

Where the school's outcome for a measure for the multi-year average or, in the case of individual years, for the latest year was either in the 'Below' band and, statistically, significantly below the national value or in the 'Above' band and, statistically, significantly above the national value, this is indicated on the chart through colour and asterisk (*) markers on either side of the measure's name.

Measures have been grouped by significance, so those measures that are statistically significant appear towards the top of the bars in the 'Below' and 'Above' bandings.

Key stage 2 progress measures are only available for a maximum of 2 data years, so you will never see the prefix '3ya' in the 'Multi-year average' chart for progress measures. Neither will there be bars labelled 'Last 3 years' in the 'Individual years' chart for progress measures. Additionally, the years of data that are referred to as 'Latest year' and 'Last 2 years' in the 'Individual years' chart will differ from most other measures.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

- [All pupils](#)
- [Disadvantaged](#)
- [Low prior attainers](#)
- [Middle prior attainers](#)

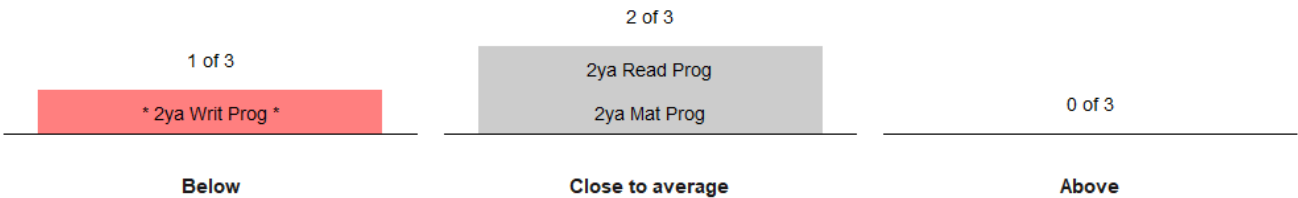
All pupils

Multi-year average

The chart below summarises school performance compared to national across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	58	58	58

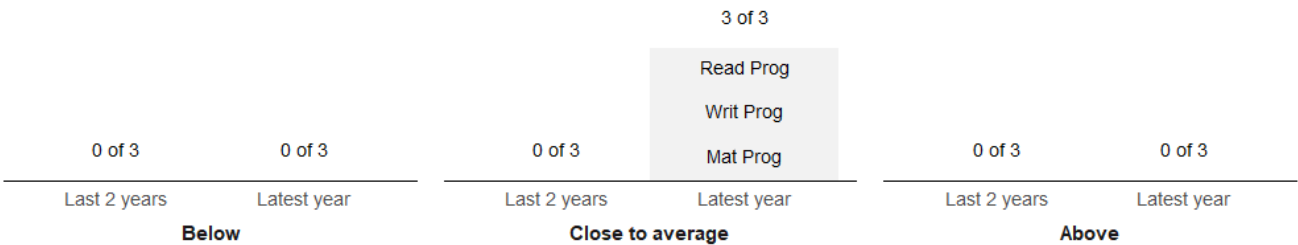


Individual years

The chart below summarises school performance compared to national across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	30	30	30	Low - Stability
2022	28	28	28	-



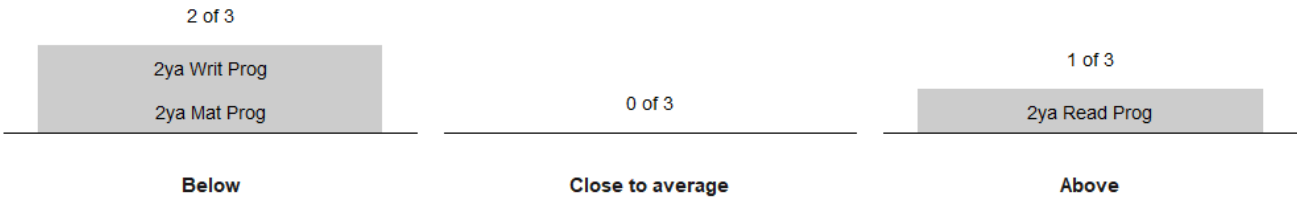
Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	6	6	6



Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	4	4	4	Low - Stability
2022	2	2	2	-

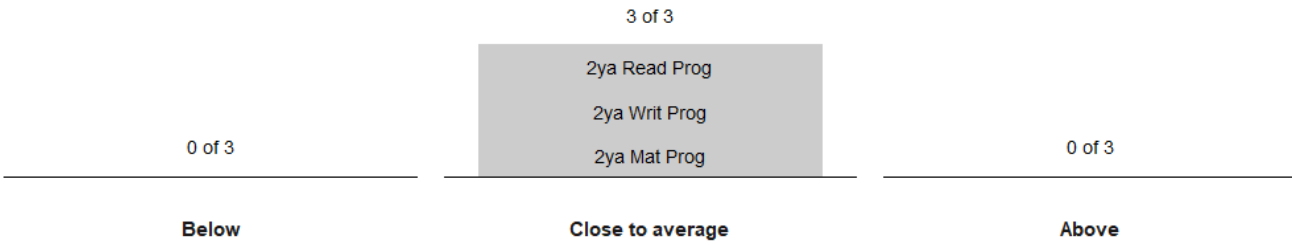
Low prior attainers

Multi-year average

The chart below summarises school performance for the low prior attainer pupil group compared to national performance of the low prior attainer pupil group across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	13	13	13



Individual years

The chart below summarises school performance for the low prior attainer pupil group compared to national performance of the low prior attainer pupil group across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	5	5	5	Low - Stability
2022	8	8	8	-

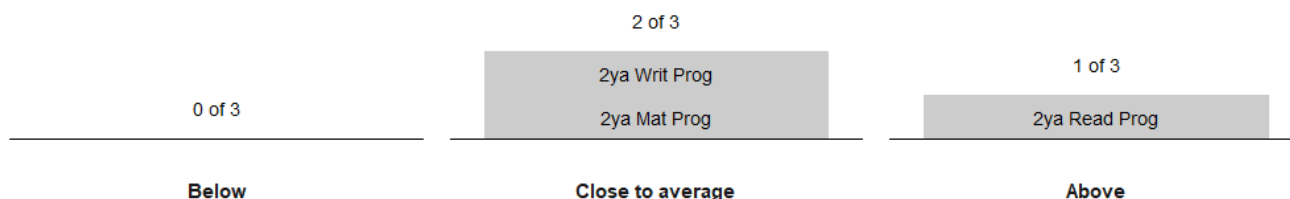
Middle prior attainers

Multi-year average

The chart below summarises school performance for the middle prior attainer pupil group compared to national performance of the middle prior attainer pupil group across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	22	22	22

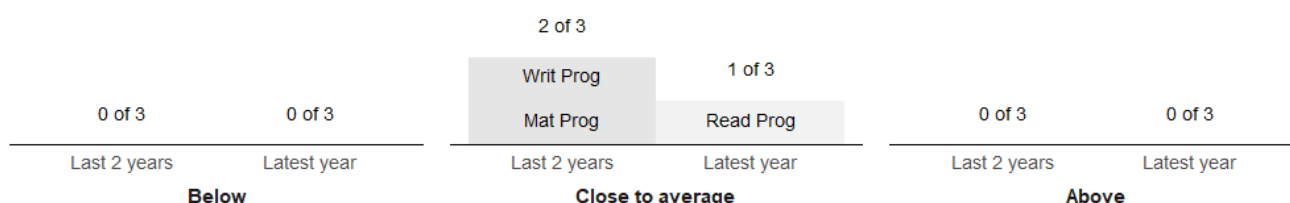


Individual years

The chart below summarises school performance for the middle prior attainer pupil group compared to national performance of the middle prior attainer pupil group across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	16	16	16	Low - Stability
2022	6	6	6	-



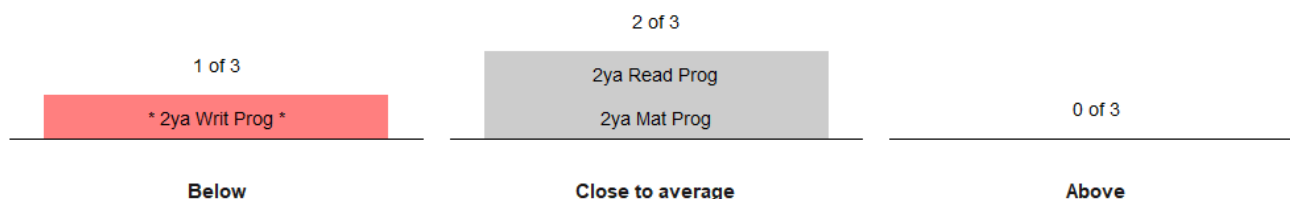
High prior attainers

Multi-year average

The chart below summarises school performance for the high prior attainer pupil group compared to national performance of the high prior attainer pupil group across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	23	23	23



Individual years

The chart below summarises school performance for the high prior attainer pupil group compared to national performance of the high prior attainer pupil group across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	9	9	9	Low - Stability
2022	14	14	14	-



- [Reading, writing and mathematics](#)
- [Reading](#)
- [Writing](#)
- [Mathematics](#)
- [EGPS](#)
- [Other](#)

Reading, writing and mathematics

Data source: the DfE's revised 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and

attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▼ Guidance

This section contains tables and charts for reading, writing and mathematics attainment measures, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals.

Where possible, data is presented for the most recent 3 years and is provided separately to cover all pupils, disadvantaged pupils and low/middle/high prior attainers.

Data for the higher standard measure is presented for all pupils only.

Data for prior attainment groups is presented for 2023 and 2022 only as pupils reaching the end of key stage 2 in the most recent 2 data years did not sit their key stage 1 assessments due to COVID-19 disruption.

Wherever possible, we have averaged school and national results across data years to produce a multi-year average. We calculate either a 3-year or 2-year average depending on the national availability of data for each measure and pupil group combination. This helps us smooth out year-to-year fluctuations in the data so we can spot genuine trends and significant patterns that might otherwise be hidden. This is particularly important in small schools, where a single pupil's outcome can disproportionately affect the data.

A school's position on the national distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national value. 'Below' indicates when a school's value is more than 0.5 SDs below the national value. All other school values are 'Close to average'.

Combining the school value's position within the national distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the national distribution banding). These are:

- Above (sig+)
- Above (non-sig)
- Close to average (sig+)
- Close to average (non-sig)
- Close to average (sig-)
- Below (non-sig)
- Below (sig-)

When school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the national distribution banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the national value, it will be highlighted in green. When school values fall into the 'Below' banding and are, statistically, significantly below the national value, it will be highlighted in red.

Trend shows whether there has been a statistically significant increase or decrease in the school's value in a particular year, compared with the previous year. Trends are not available for the furthest year, as no comparator year is displayed. Trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils.

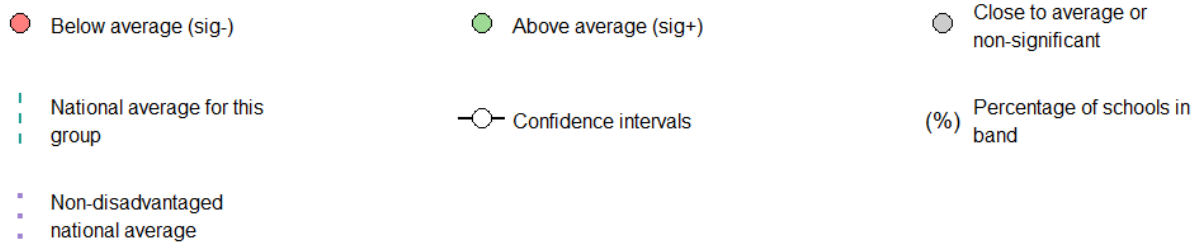
For disadvantaged pupils, we display the percentage point gap between the school's disadvantaged pupils and the national non-disadvantaged pupils. The gap trend column indicates whether there has been a change in the gap in a particular year, compared with the previous year. If a school's disadvantaged group is outperforming the national non-disadvantaged group, the trend will be identified as 'Positive gap'. If a school's disadvantaged group is performing in line with the national non-disadvantaged group, the trend will be identified as 'No gap'. If the gap in a particular year is larger than in the previous year the trend will be identified as 'Widening'. If the gap in a particular year is smaller than in the previous year the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No change'.

The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. Key stage 2 measures use Year 6 cohort characteristics. For each measure and data year combination, the context stated will be the same in every table, regardless of which pupil group the table represents more generally. This is because the year group context column describes the context for all pupils within the relevant year group, rather

than the context for the subset of the year group represented in the disadvantaged or low/middle/high prior attainers table.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

▼ [Key to charts](#)



— [Expected standard](#)

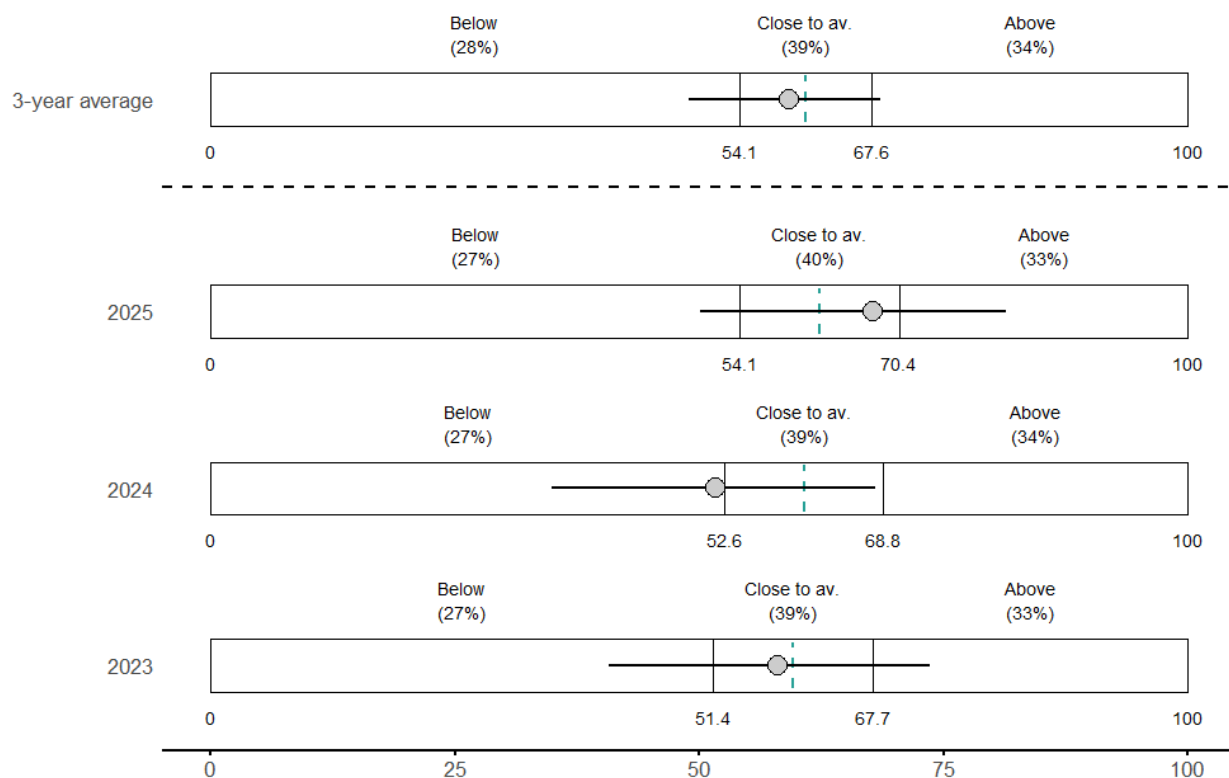
— [Higher standard](#)

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	59%	61%	Close to average (non-sig)	Not applicable	Not applicable
2025	31	68%	62%	Close to average (non-sig)	No sig change	Low - Stability
2024	31	52%	61%	Below (non-sig)	No sig change	Low - Stability
2023	31	58%	60%	Close to average (non-sig)	Not available	Low - Stability

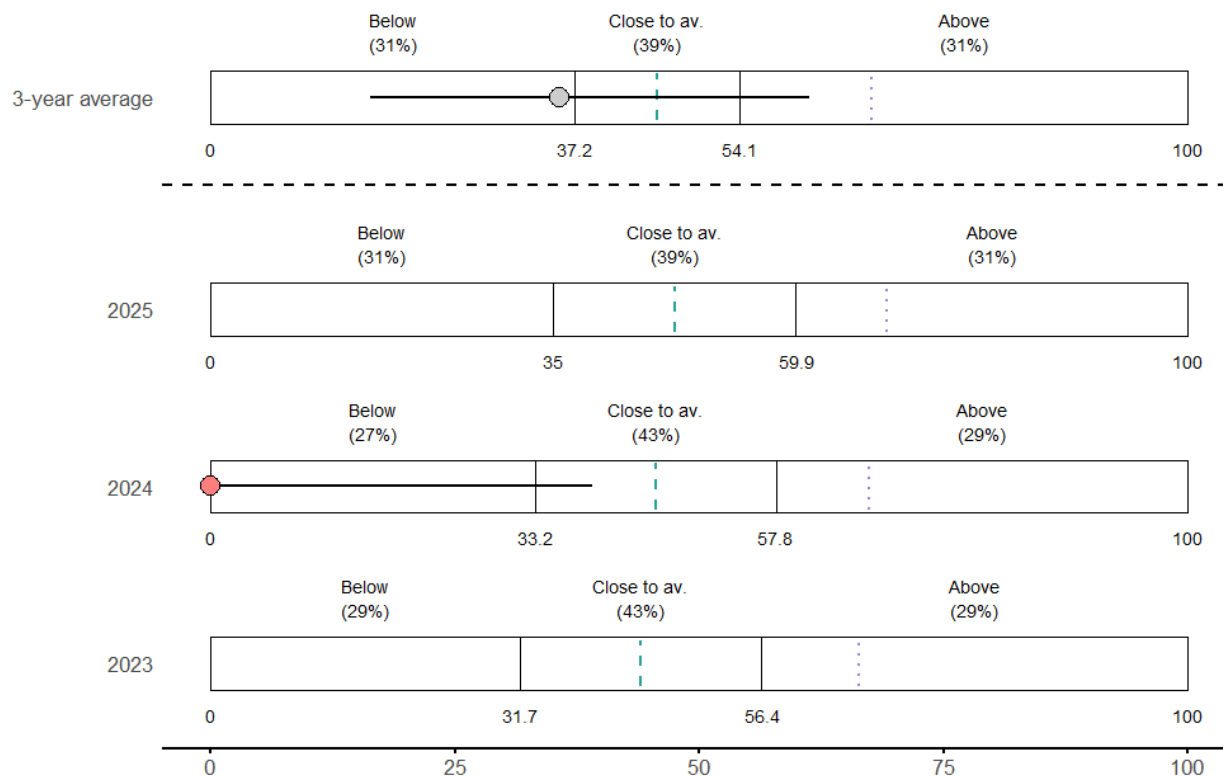
▼ [Chart](#)



Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	36%	46%	Below (non-sig)	68%	-32	Not applicable	Not applicable
2025	4	75%	47%	Small cohort	69%	6	Suppressed	Low - Stability
2024	6	0%	46%	Below (sig-)	67%	-67	Suppressed	Low - Stability
2023	4	50%	44%	Small cohort	66%	-16	Not available	Low - Stability

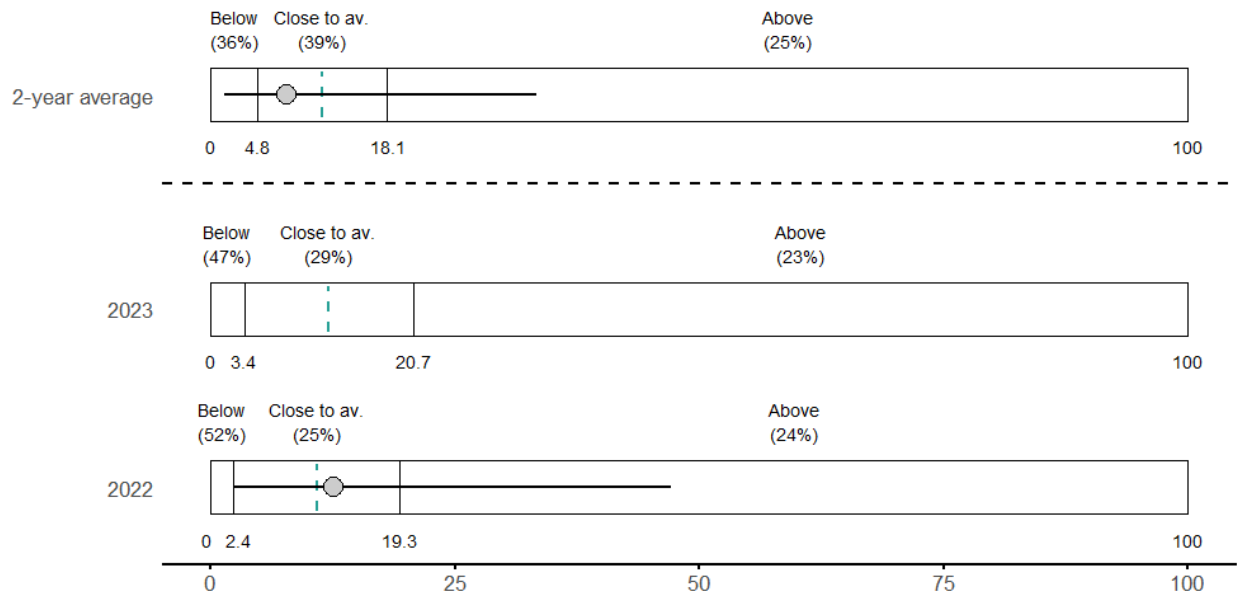
▼ [Chart](#)



Low prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	13	8%	11%	Close to average (non-sig)	Not applicable	Not applicable
2023	5	0%	12%	Small cohort	Suppressed	Low - Stability
2022	8	13%	11%	Close to average (non-sig)	Not available	-

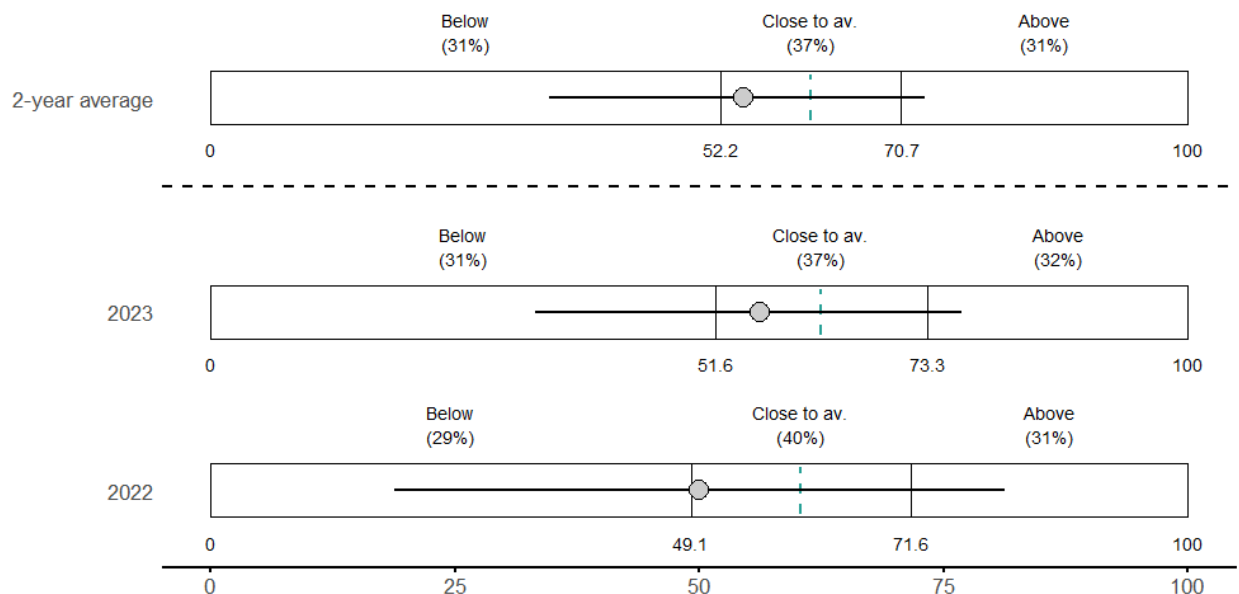
▼ [Chart](#)



Middle prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	22	55%	61%	Close to average (non-sig)	Not applicable	Not applicable
2023	16	56%	62%	Close to average (non-sig)	No sig change	Low - Stability
2022	6	50%	60%	Close to average (non-sig)	Not available	-

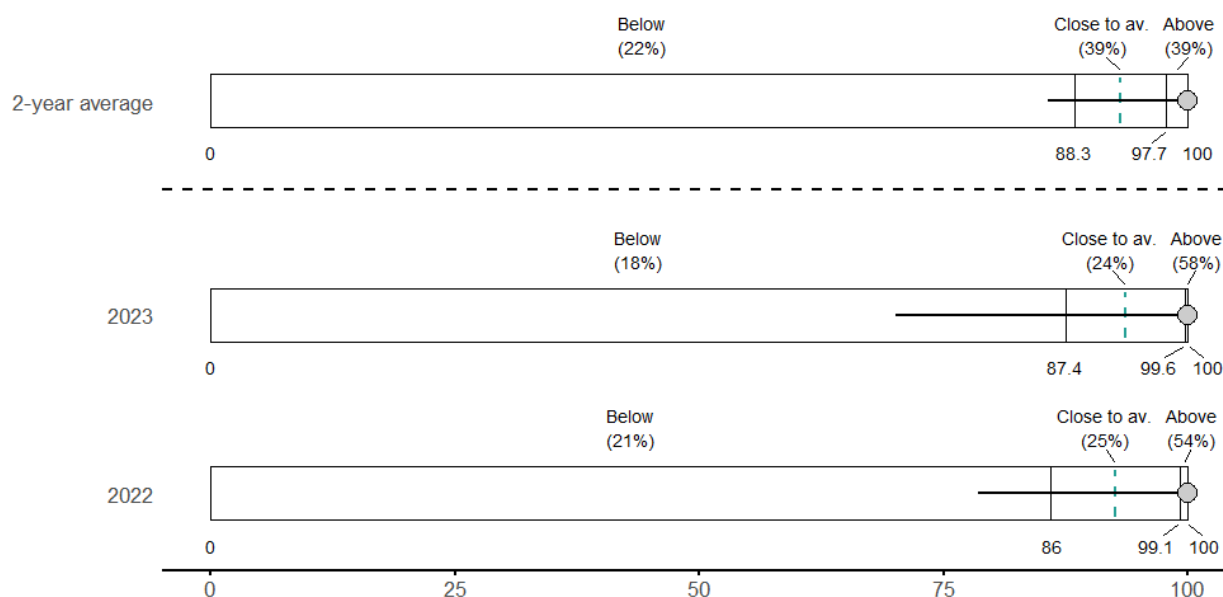
▼ Chart



High prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	23	100%	93%	Above (non-sig)	Not applicable	Not applicable
2023	9	100%	94%	Above (non-sig)	No sig change	Low - Stability
2022	14	100%	93%	Above (non-sig)	Not available	-

▼ Chart

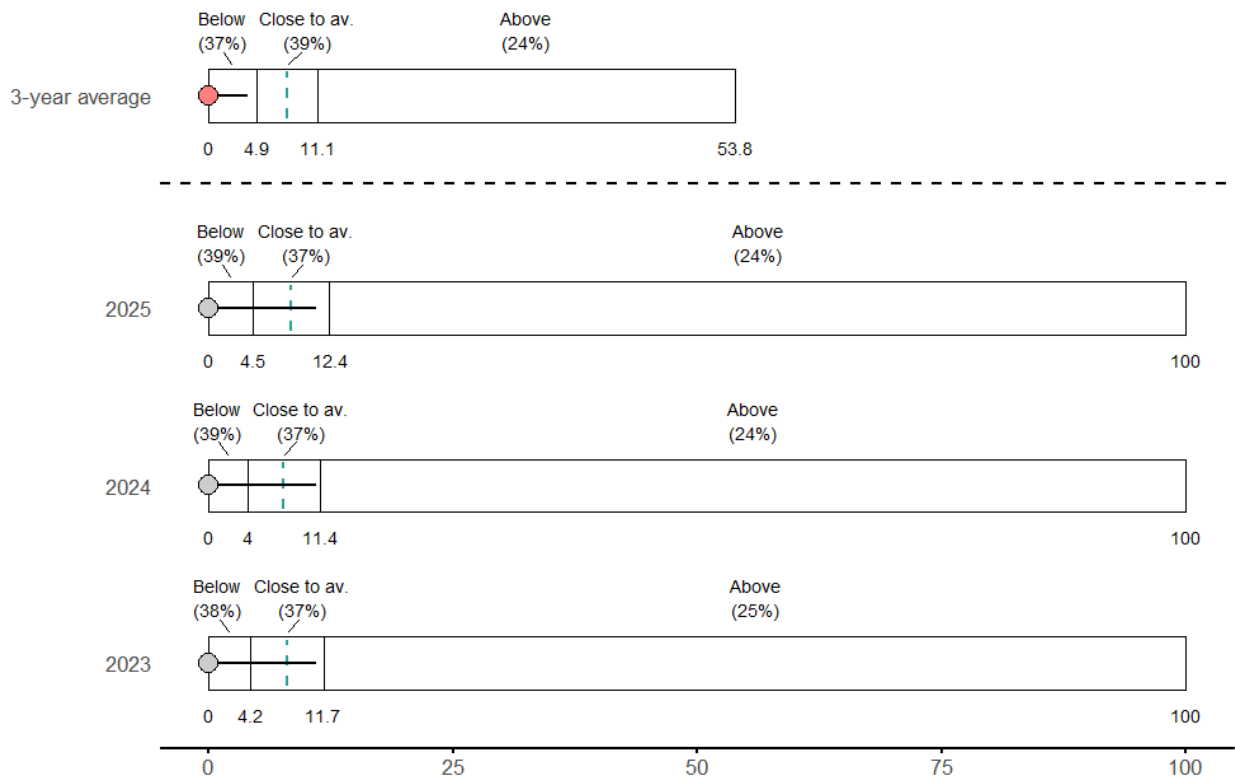


Higher standard

All pupils - Reading, writing and mathematics higher standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	0%	8%	Below (sig-)	Not applicable	Not applicable
2025	31	0%	8%	Below (non-sig)	No sig change	Low - Stability
2024	31	0%	8%	Below (non-sig)	No sig change	Low - Stability
2023	31	0%	8%	Below (non-sig)	Not available	Low - Stability

▼ Chart



[Back to achievement summary](#)
[Back to contents](#)

Reading

Data source: the DfE's revised 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▼ Guidance

This section contains tables and charts for reading attainment and progress measures, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals.

Where possible, data is presented for the most recent 3 years and is provided separately to cover all pupils, disadvantaged pupils and low/middle/high prior attainers.

Data for the higher standard measure is presented for all pupils only.

Data for prior attainment groups and for the progress measure is presented for 2023 and 2022 only as pupils reaching the end of key stage 2 in the most recent 2 data years did not sit their key stage 1 assessments due to COVID-19 disruption.

Wherever possible, we have averaged school and national results across data years to produce a multi-year average. We calculate either a 3-year or 2-year average depending on the national availability of data for each measure and pupil group combination. This helps us smooth out year-to-year fluctuations in the data so we can spot genuine trends and significant patterns that might otherwise be hidden. This is particularly important in small schools, where a single pupil's outcome can disproportionately affect the data.

A school's position on the national distribution is determined using SDs. 'Above' indicates when a school's

value is more than 0.5 SDs above the national value. 'Below' indicates when a school's value is more than 0.5 SDs below the national value. All other school values are 'Close to average'.

Combining the school value's position within the national distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the national distribution banding). These are:

- Above (sig+)
- Above (non-sig)
- Close to average (sig+)
- Close to average (non-sig)
- Close to average (sig-)
- Below (non-sig)
- Below (sig-)

When school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the national distribution banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the national value, it will be highlighted in green. When school values fall into the 'Below' banding and are, statistically, significantly below the national value, it will be highlighted in red.

Trend shows whether there has been a statistically significant increase or decrease in the school's value in a particular year, compared with the previous year. Trends are not available for the furthest year, as no comparator year is displayed. Trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils.

For disadvantaged pupils, we display the percentage point gap between the school's disadvantaged pupils and the national non-disadvantaged pupils. The gap trend column indicates whether there has been a change in the gap in a particular year, compared with the previous year. If a school's disadvantaged group is outperforming the national non-disadvantaged group, the trend will be identified as 'Positive gap'. If a school's disadvantaged group is performing in line with the national non-disadvantaged group, the trend will be identified as 'No gap'. If the gap in a particular year is larger than in the previous year the trend will be identified as 'Widening'. If the gap in a particular year is smaller than in the previous year the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No change'.

The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. Key stage 2 measures use Year 6 cohort characteristics. For each measure and data year combination, the context stated will be the same in every table, regardless of which pupil group the table represents more generally. This is because the year group context column describes the context for all pupils within the relevant year group, rather than the context for the subset of the year group represented in the disadvantaged or low/middle/high prior attainers table.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

▼ Key to charts

● Below average (sig-)

● Above average (sig+)

● Close to average or non-significant

— National average for this group

—○— Confidence intervals

(%) Percentage of schools in band

■ Non-disadvantaged national average

— Expected standard

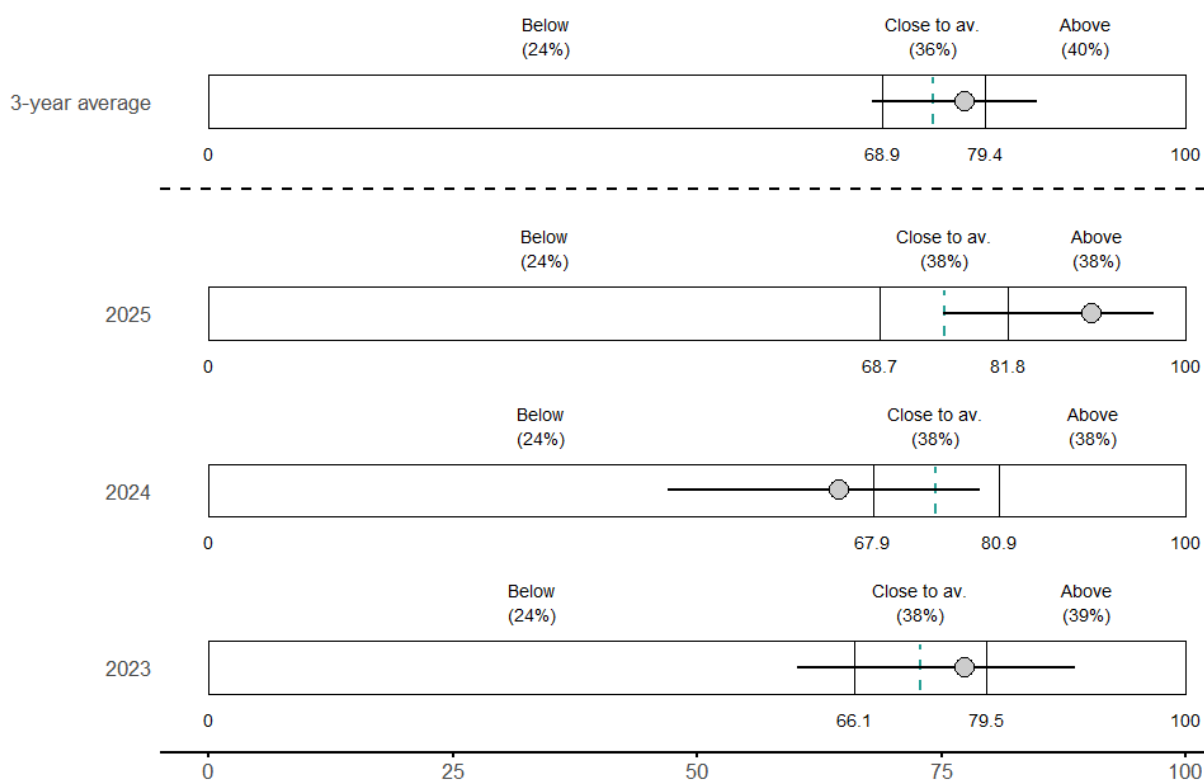
— Higher standard

Expected standard

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	77%	74%	Close to average (non-sig)	Not applicable	Not applicable
2025	31	90%	75%	Above (non-sig)	No sig change	Low - Stability
2024	31	65%	74%	Below (non-sig)	No sig change	Low - Stability
2023	31	77%	73%	Close to average (non-sig)	Not available	Low - Stability

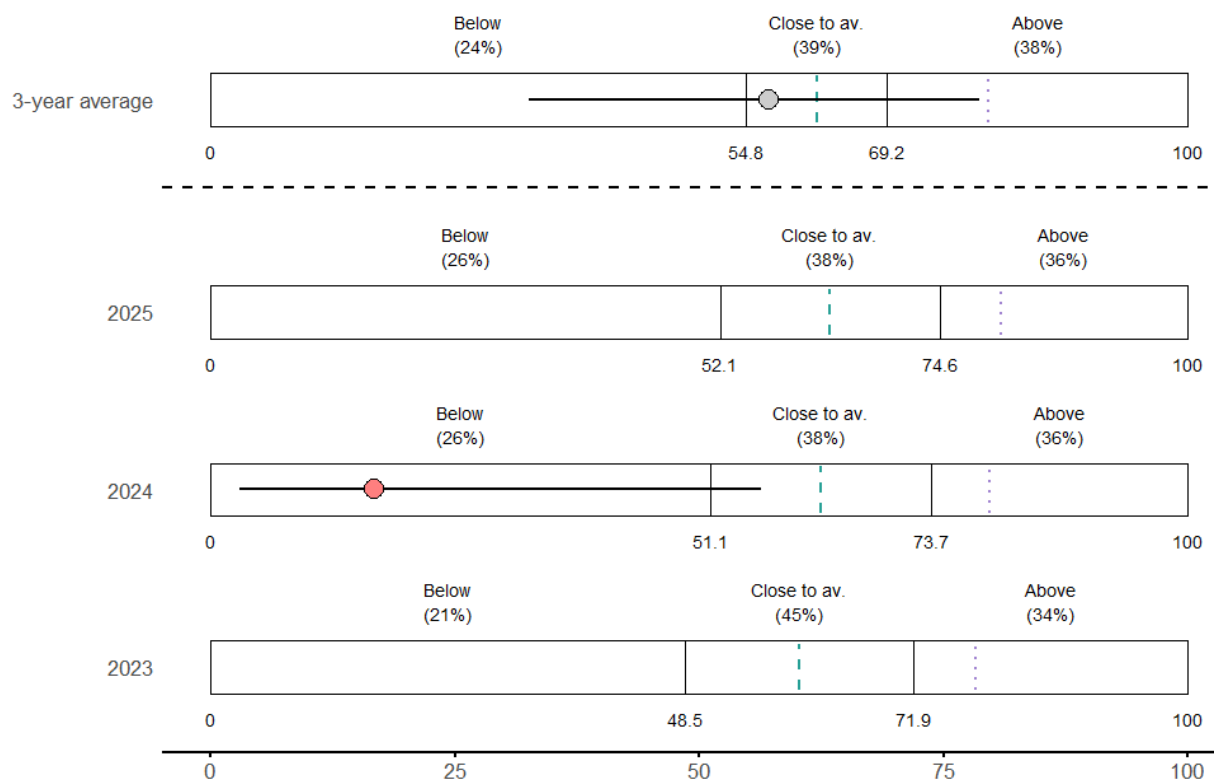
▼ [Chart](#)



Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	57%	62%	Close to average (non-sig)	80%	-22	Not applicable	Not applicable
2025	4	75%	63%	Small cohort	81%	-6	Suppressed	Low - Stability
2024	6	17%	62%	Below (sig-)	80%	-63	Suppressed	Low - Stability
2023	4	100%	60%	Small cohort	78%	22	Positive gap	Low - Stability

▼ Chart

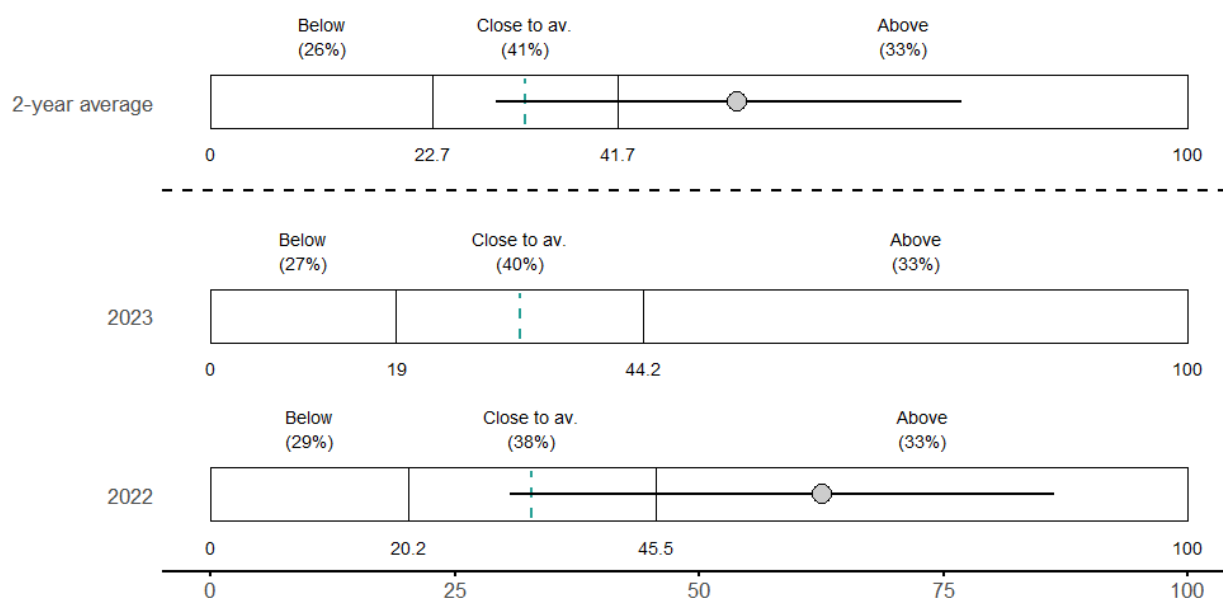


Low prior attainers - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	13	54%	32%	Above (non-sig)	Not applicable	Not applicable
2023	5	40%	32%	Small cohort	Suppressed	Low - Stability

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2022	8	63%	33%	Above (non-sig)	Not available	-

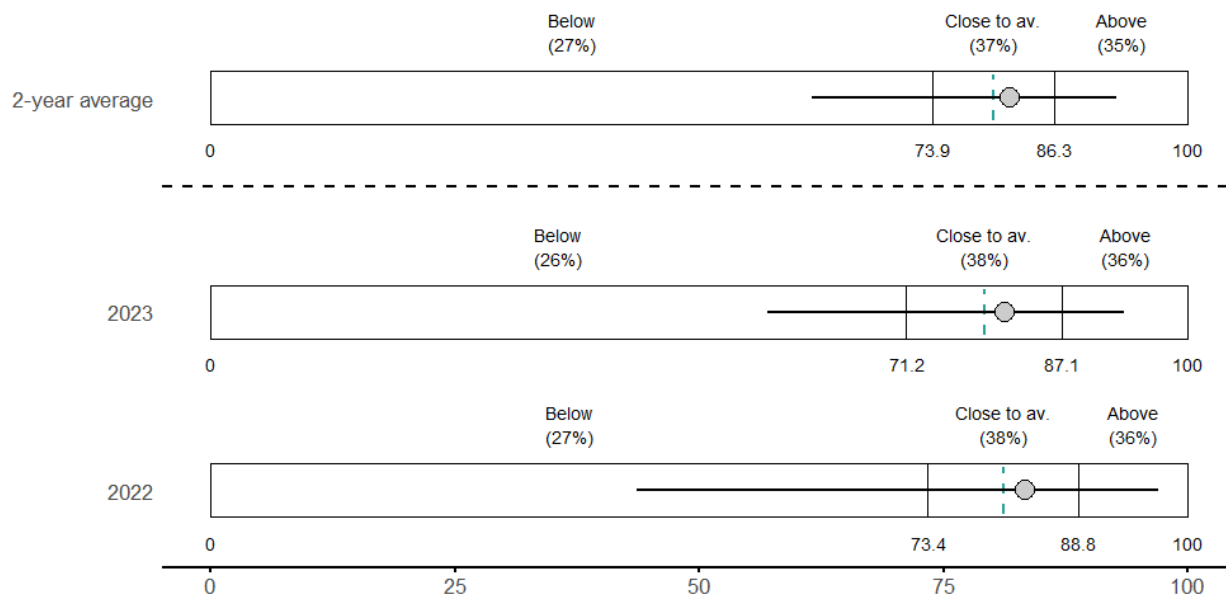
▼ Chart



Middle prior attainers - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	22	82%	80%	Close to average (non-sig)	Not applicable	Not applicable
2023	16	81%	79%	Close to average (non-sig)	No sig change	Low - Stability
2022	6	83%	81%	Close to average (non-sig)	Not available	-

▼ Chart

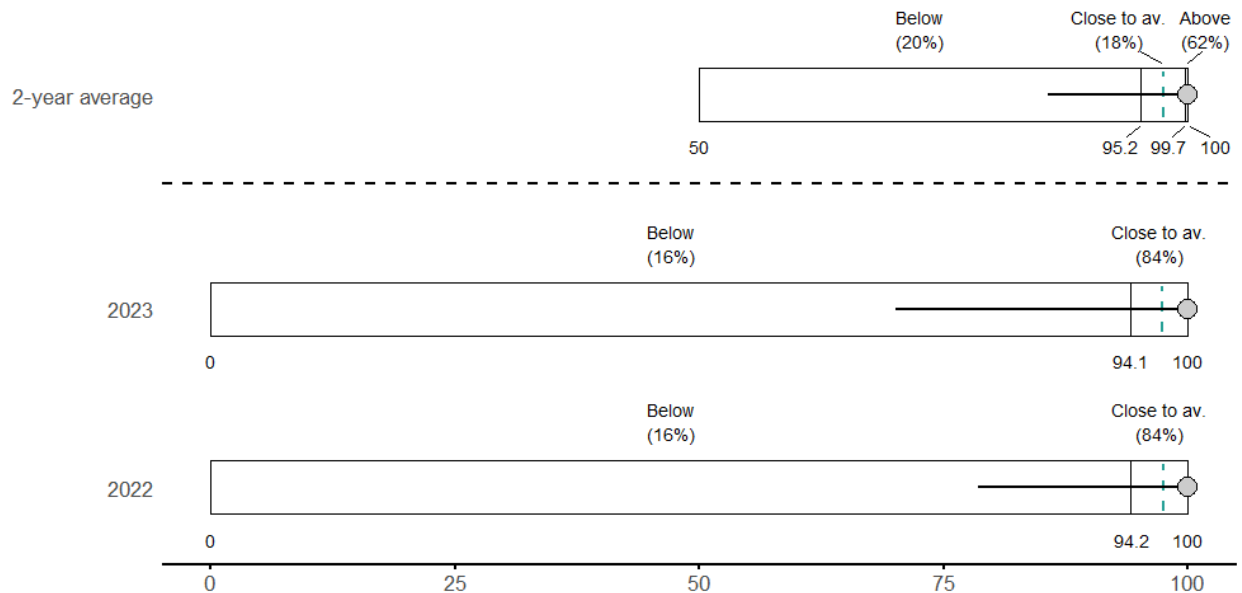


High prior attainers - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	23	100%	97%	Above (non-sig)	Not applicable	Not applicable
2023	9	100%	97%	Close to average (non-sig)	No sig change	Low - Stability
2022	14	100%	97%	Close to average (non-sig)	Not available	-

The distributions for 2022 and 2023 are missing the 'above' band due to the negative skew of the distributions.

▼ [Chart](#)

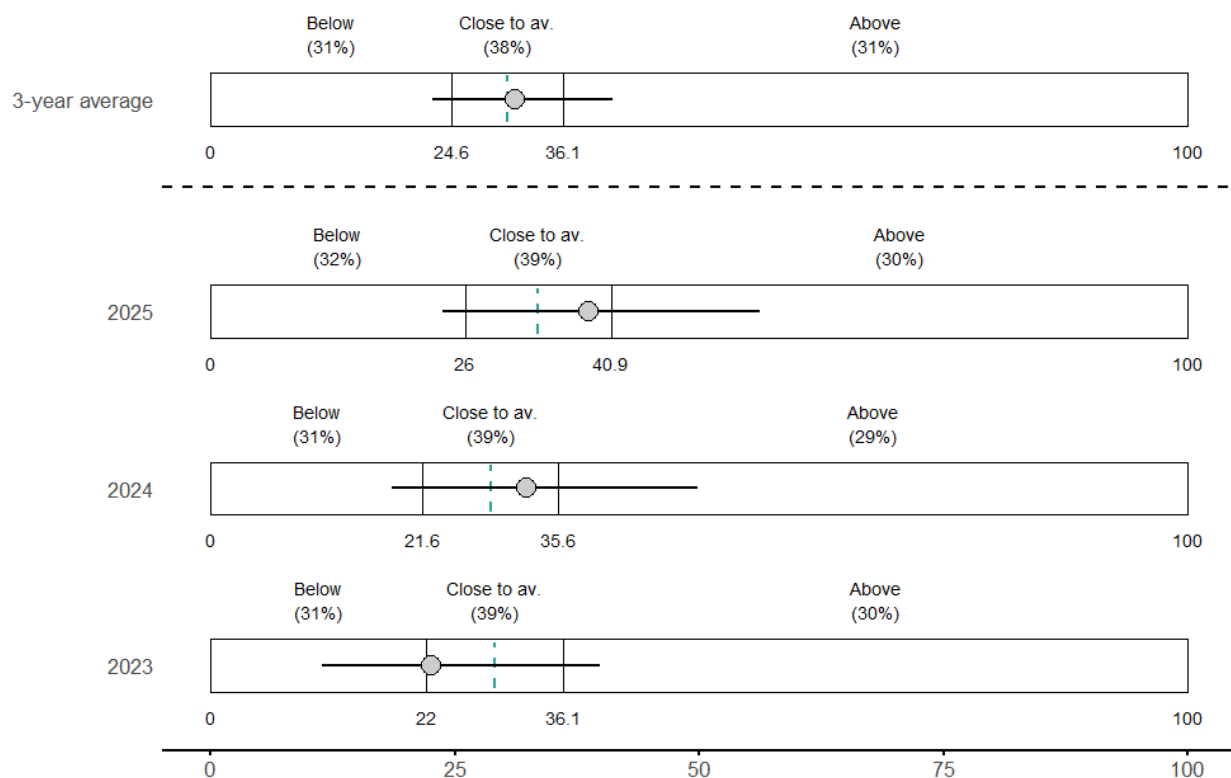


Higher standard

All pupils - Reading higher standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	31%	30%	Close to average (non-sig)	Not applicable	Not applicable
2025	31	39%	33%	Close to average (non-sig)	No sig change	Low - Stability
2024	31	32%	29%	Close to average (non-sig)	No sig change	Low - Stability
2023	31	23%	29%	Close to average (non-sig)	Not available	Low - Stability

▼ [Chart](#)

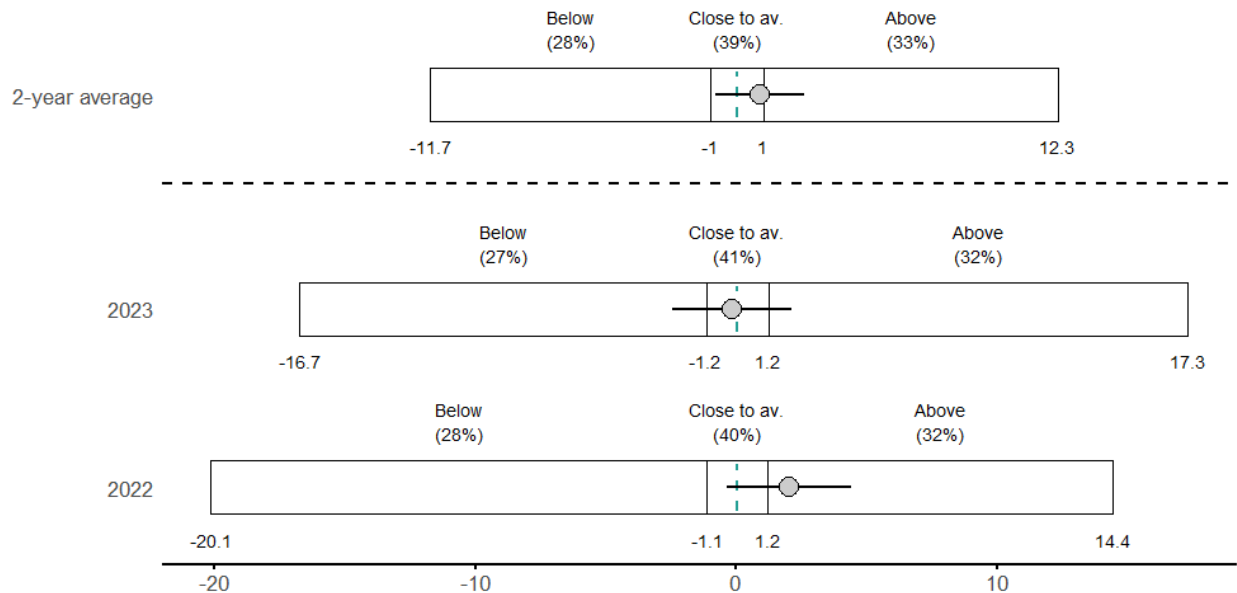


Progress

All pupils - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	58	0.9	0.0	Close to average (non-sig)	Not applicable
2023	30	-0.2	0.0	Close to average (non-sig)	Low - Stability
2022	28	2.0	0.0	Above (non-sig)	-

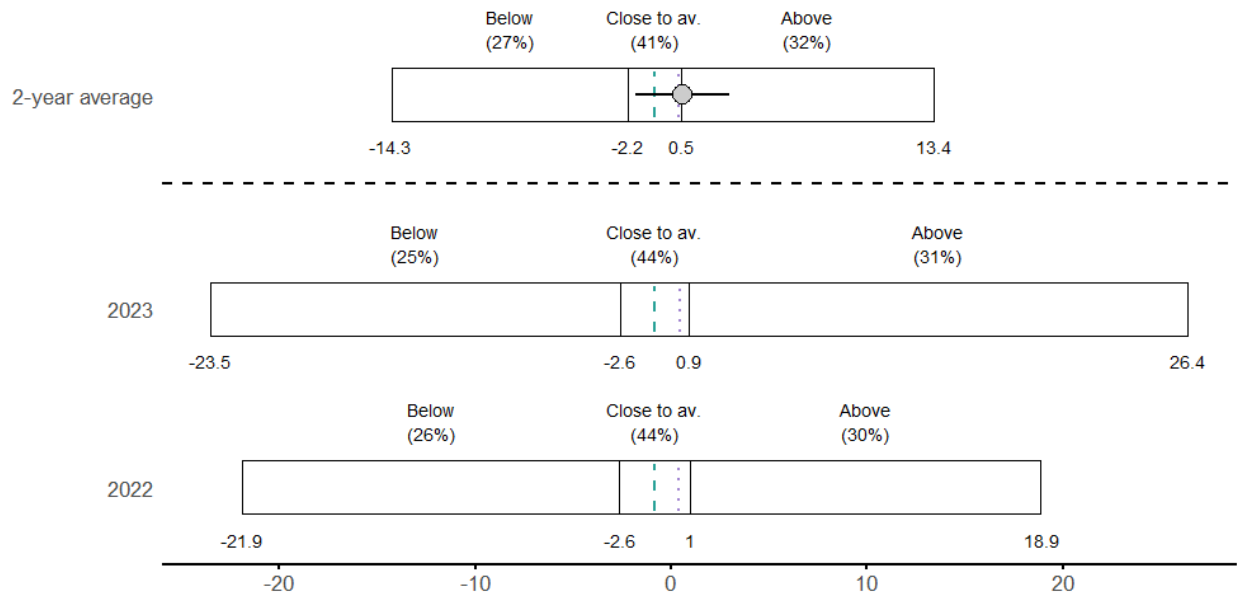
▼ [Chart](#)



Disadvantaged pupils - Reading progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2-year	6	0.6	-0.8	Above (non-sig)	0.4	0.2	Not applicable	Not applicable
2023	4	0.0	-0.9	Small cohort	0.4	-0.4	Suppressed	Low - Stability
2022	2	1.7	-0.8	Small cohort	0.4	1.3	Not available	-

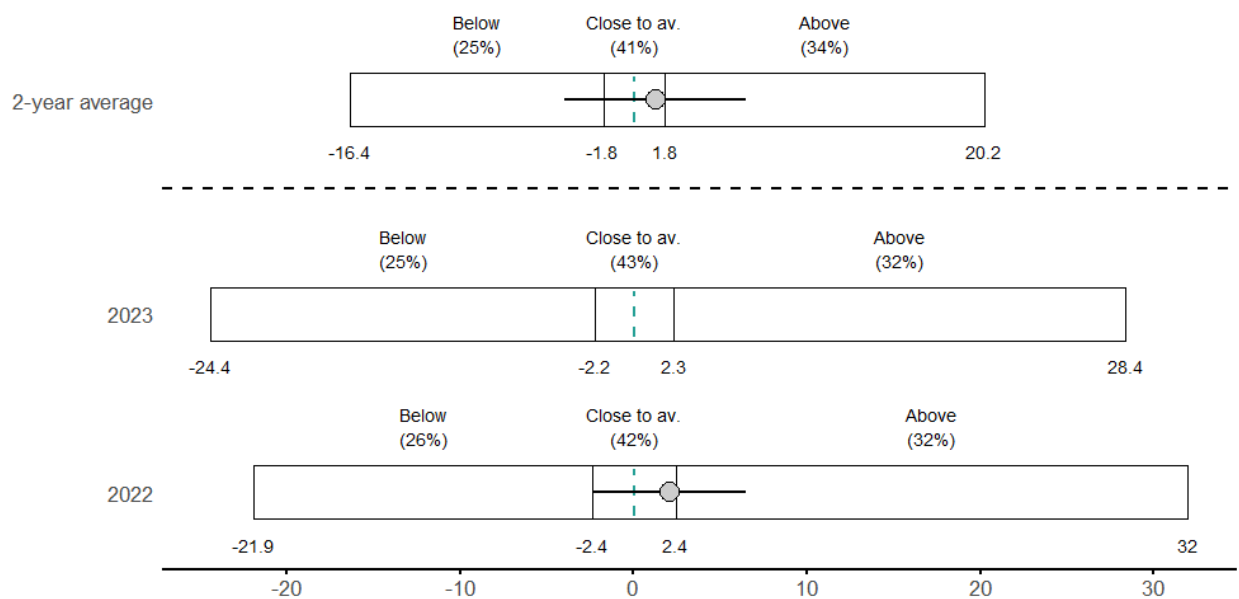
▼ [Chart](#)



Low prior attainers - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	13	1.3	0.0	Close to average (non-sig)	Not applicable
2023	5	0.0	0.0	Small cohort	Low - Stability
2022	8	2.1	0.0	Close to average (non-sig)	-

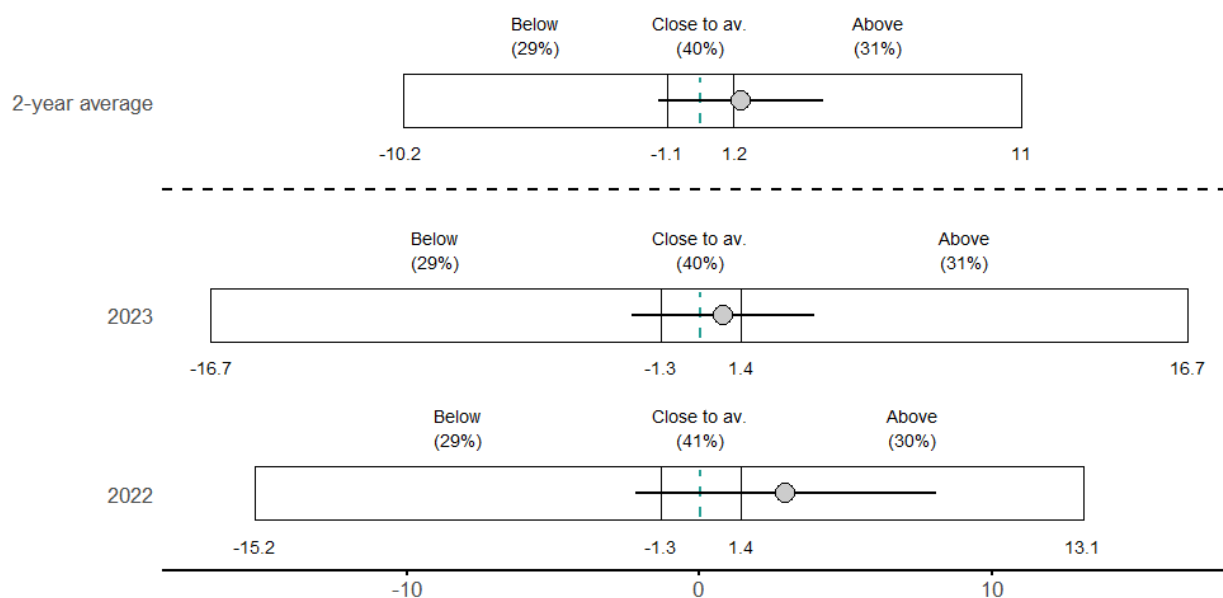
▼ Chart



Middle prior attainers - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	22	1.4	0.0	Above (non-sig)	Not applicable
2023	16	0.8	0.0	Close to average (non-sig)	Low - Stability
2022	6	3.0	0.0	Above (non-sig)	-

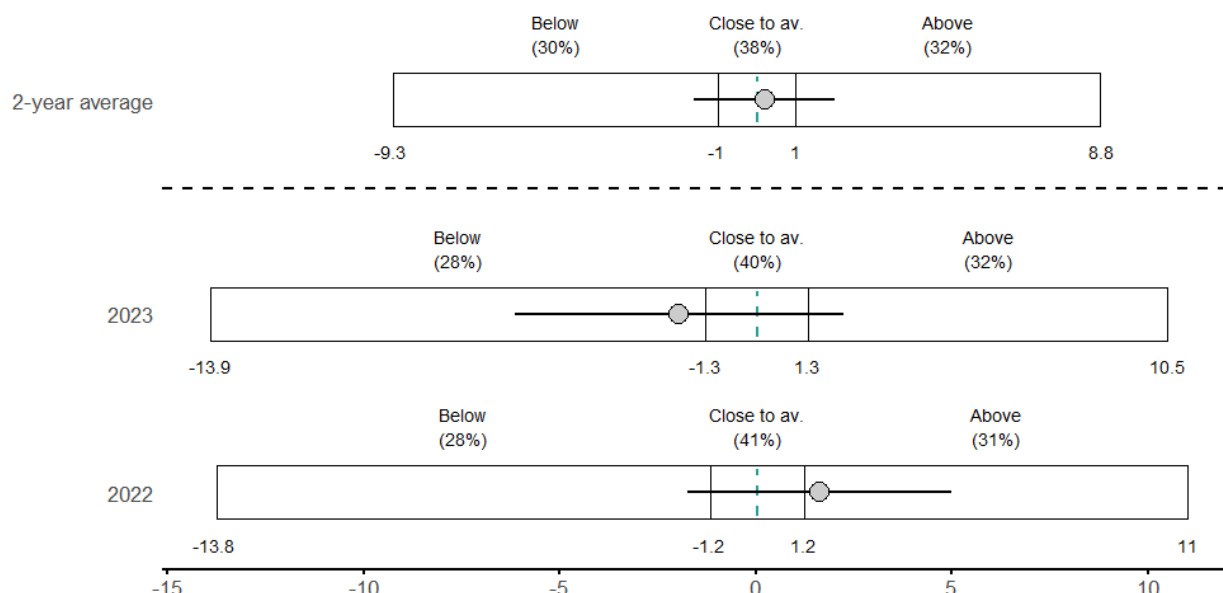
▼ Chart



High prior attainers - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	23	0.2	0.0	Close to average (non-sig)	Not applicable
2023	9	-2.0	0.0	Below (non-sig)	Low - Stability
2022	14	1.6	0.0	Above (non-sig)	-

▼ Chart



[Back to achievement summary](#)
[Back to contents](#)

Writing

Data source: the DfE's revised 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▼ Guidance

This section contains tables and charts for writing attainment and progress measures, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals.

Where possible, data is presented for the most recent 3 years and is provided separately to cover all pupils, disadvantaged pupils and low/middle/high prior attainers.

Data for the greater depth measure is presented for all pupils only.

Data for prior attainment groups and the progress measure is presented for 2023 and 2022 only as pupils reaching the end of key stage 2 in the most recent 2 data years did not sit their key stage 1 assessments due to COVID-19 disruption.

Wherever possible, we have averaged school and national results across data years to produce a multi-year average. We calculate either a 3-year or 2-year average depending on the national availability of data for each measure and pupil group combination. This helps us smooth out year-to-year fluctuations in the data so we can spot genuine trends and significant patterns that might otherwise be hidden. This is particularly important in small schools, where a single pupil's outcome can disproportionately affect the data.

A school's position on the national distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national value. 'Below' indicates when a school's value is more than 0.5 SDs below the national value. All other school values are 'Close to average'.

Combining the school value's position within the national distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the national distribution banding). These are:

- Above (sig+)

- Above (non-sig)
- Close to average (sig+)
- Close to average (non-sig)
- Close to average (sig-)
- Below (non-sig)
- Below (sig-)

When school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the national distribution banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the national value, it will be highlighted in green. When school values fall into the 'Below' banding and are, statistically, significantly below the national value, it will be highlighted in red.

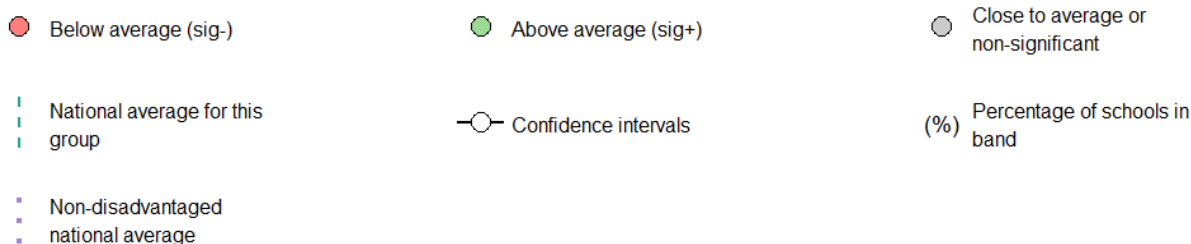
Trend shows whether there has been a statistically significant increase or decrease in the school's value in a particular year, compared with the previous year. Trends are not available for the furthest year, as no comparator year is displayed. Trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils.

For disadvantaged pupils, we display the percentage point gap between the school's disadvantaged pupils and the national non-disadvantaged pupils. The gap trend column indicates whether there has been a change in the gap in a particular year, compared with the previous year. If a school's disadvantaged group is outperforming the national non-disadvantaged group, the trend will be identified as 'Positive gap'. If a school's disadvantaged group is performing in line with the national non-disadvantaged group, the trend will be identified as 'No gap'. If the gap in a particular year is larger than in the previous year the trend will be identified as 'Widening'. If the gap in a particular year is smaller than in the previous year the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No change'.

The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. Key stage 2 measures use Year 6 cohort characteristics. For each measure and data year combination, the context stated will be the same in every table, regardless of which pupil group the table represents more generally. This is because the year group context column describes the context for all pupils within the relevant year group, rather than the context for the subset of the year group represented in the disadvantaged or low/middle/high prior attainers table.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

▼ [Key to charts](#)



— [Expected standard](#)

— [Greater depth](#)

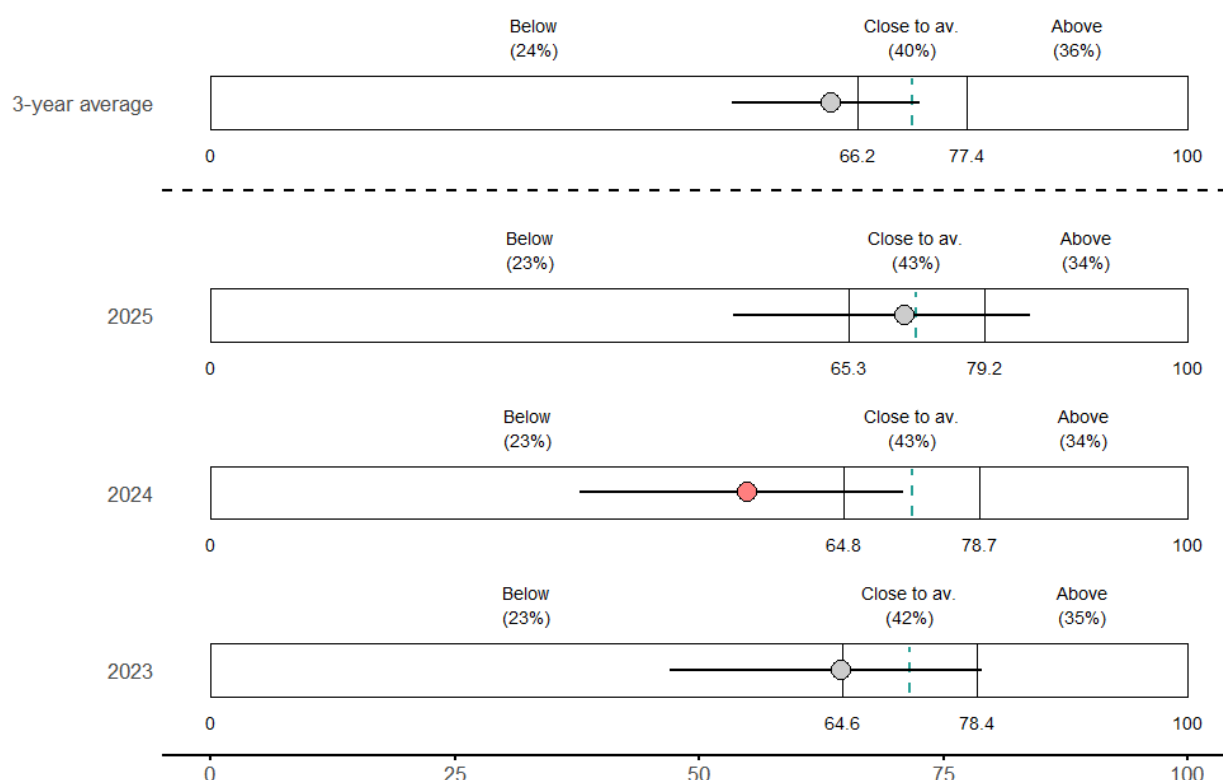
— [Progress](#)

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	63%	72%	Below (non-sig)	Not applicable	Not applicable
2025	31	71%	72%	Close to average (non-sig)	No sig change	Low - Stability
2024	31	55%	72%	Below (sig-)	No sig change	Low - Stability
2023	31	65%	71%	Below (non-sig)	Not available	Low - Stability

▼ Chart

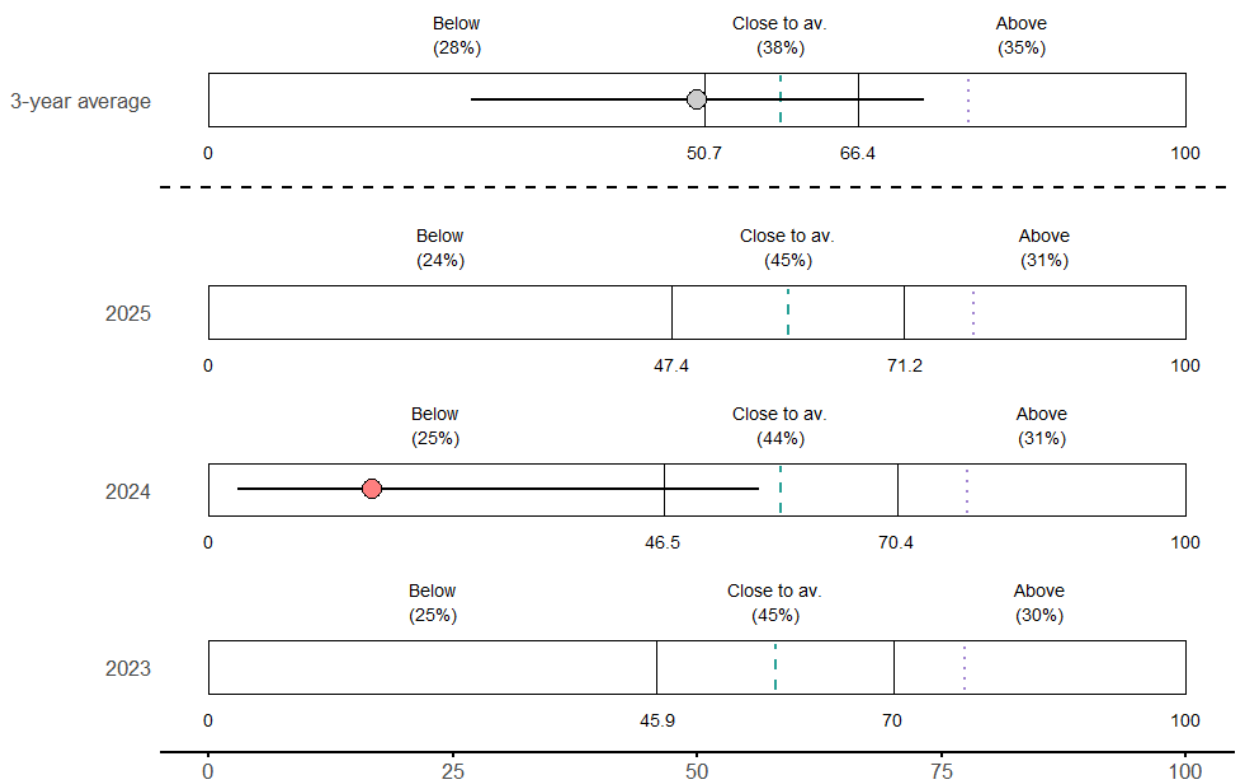


Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	50%	59%	Below (non-sig)	78%	-28	Not applicable	Not applicable

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	4	75%	59%	Small cohort	78%	-3	Suppressed	Low - Stability
2024	6	17%	58%	Below (sig-)	78%	-61	Suppressed	Low - Stability
2023	4	75%	58%	Small cohort	77%	-2	Not available	Low - Stability

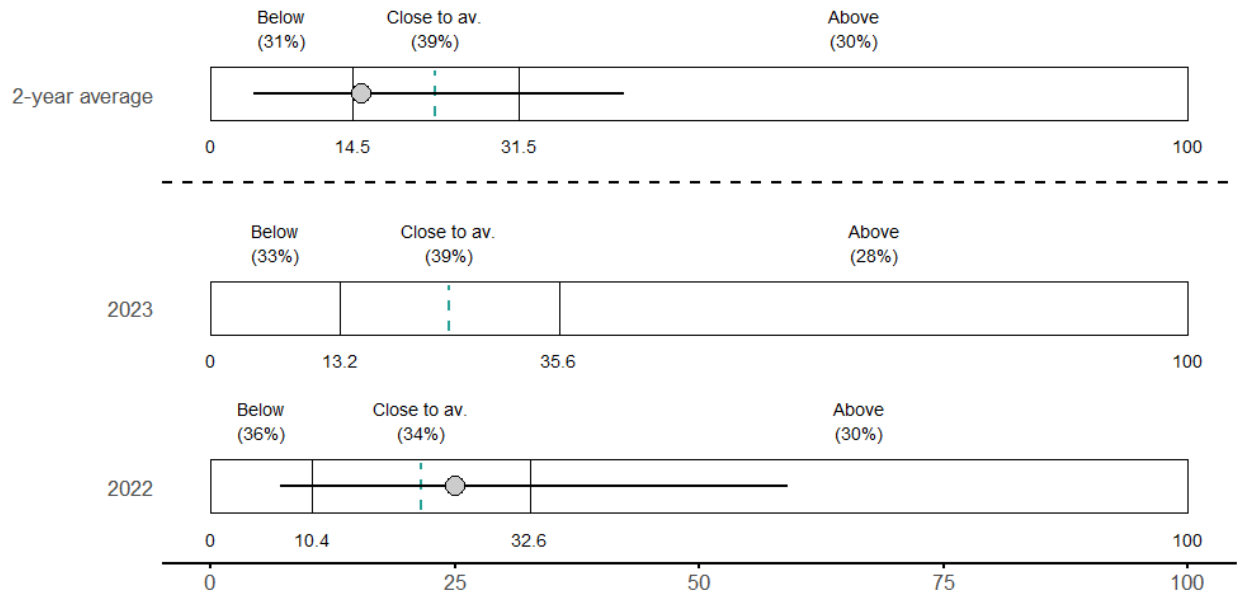
▼ Chart



Low prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	13	15%	23%	Close to average (non-sig)	Not applicable	Not applicable
2023	5	0%	24%	Small cohort	Suppressed	Low - Stability
2022	8	25%	22%	Close to average (non-sig)	Not available	-

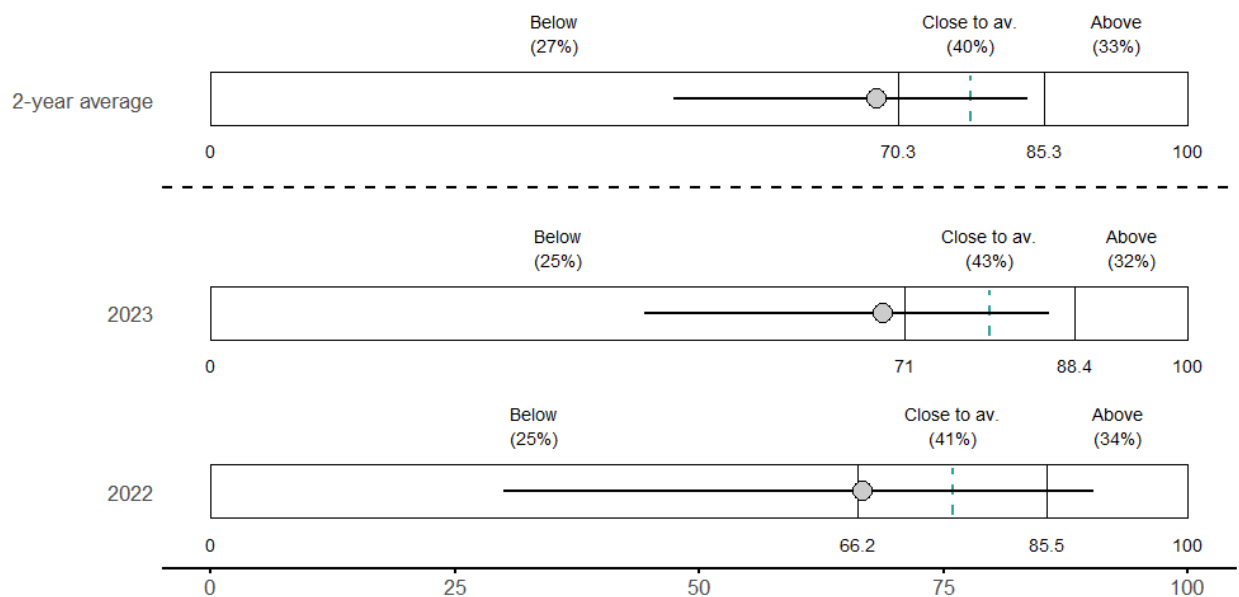
▼ Chart



Middle prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	22	68%	78%	Below (non-sig)	Not applicable	Not applicable
2023	16	69%	80%	Below (non-sig)	No sig change	Low - Stability
2022	6	67%	76%	Close to average (non-sig)	Not available	-

▼ Chart

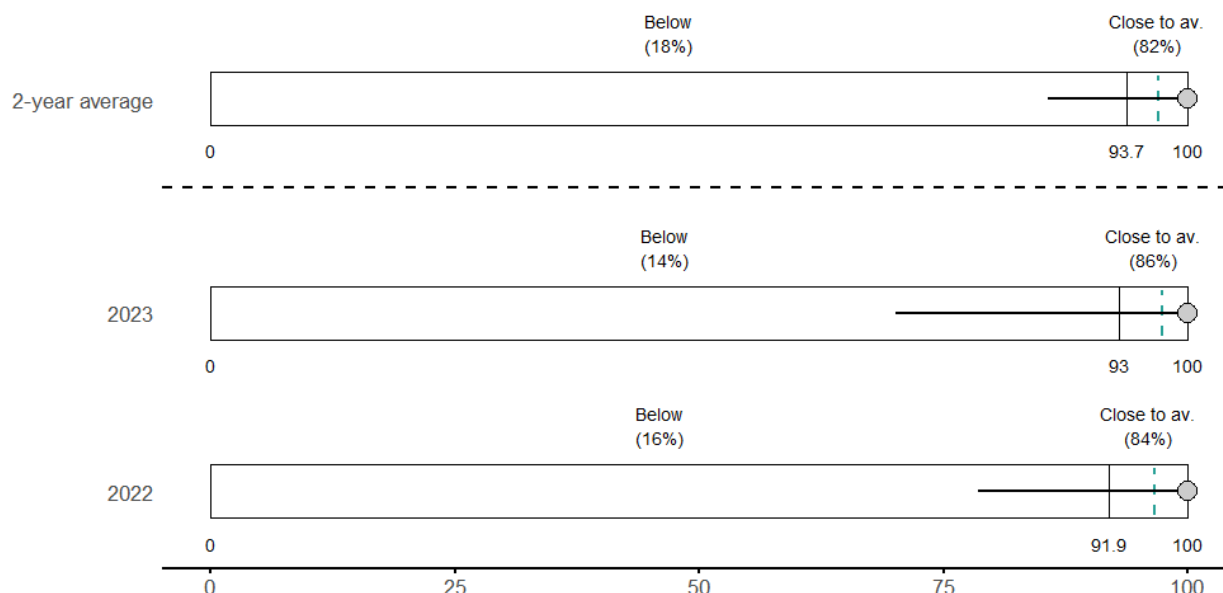


High prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	23	100%	97%	Close to average (non-sig)	Not applicable	Not applicable
2023	9	100%	97%	Close to average (non-sig)	No sig change	Low - Stability
2022	14	100%	97%	Close to average (non-sig)	Not available	-

The distributions for 2022, 2023 and the 2-year average are missing the 'above' band due to the negative skew of the distributions

▼ Chart



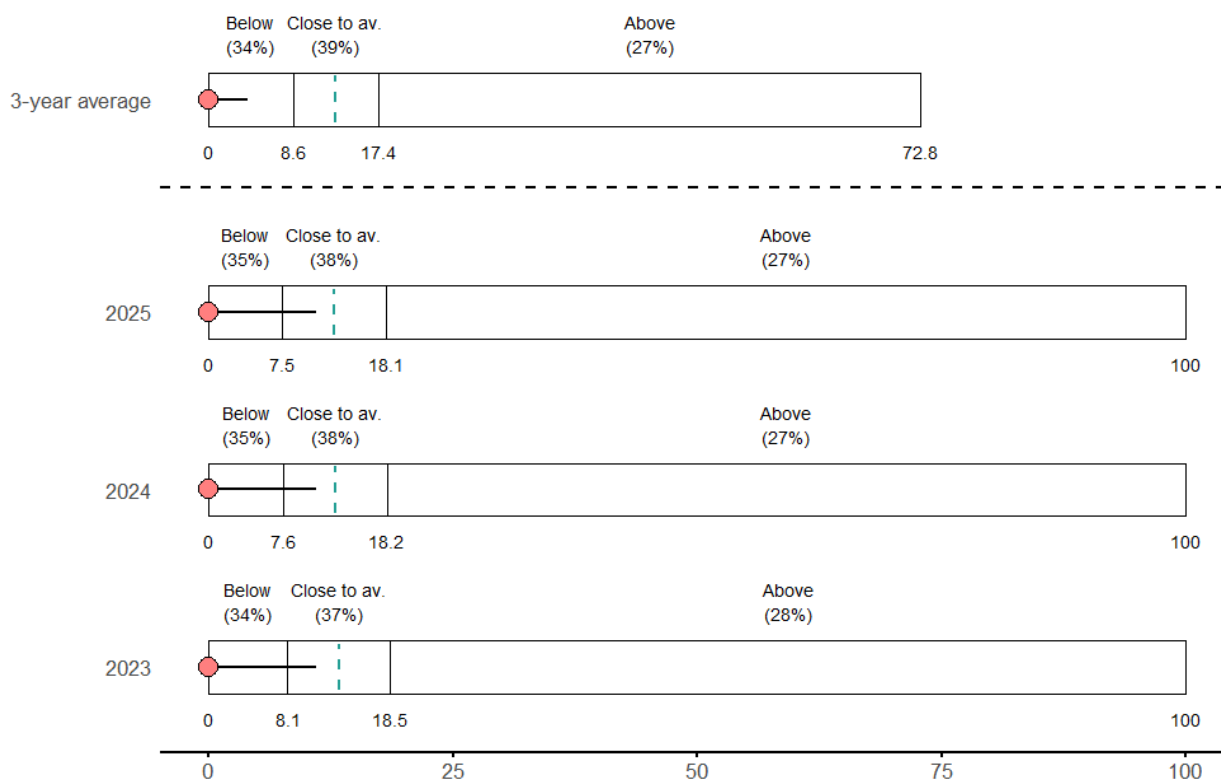
Greater depth

All pupils - Writing greater depth

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	0%	13%	Below (sig-)	Not applicable	Not applicable
2025	31	0%	13%	Below (sig-)	No sig change	Low - Stability
2024	31	0%	13%	Below (sig-)	No sig change	Low - Stability

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2023	31	0%	13%	Below (sig-)	Not available	Low - Stability

▼ Chart

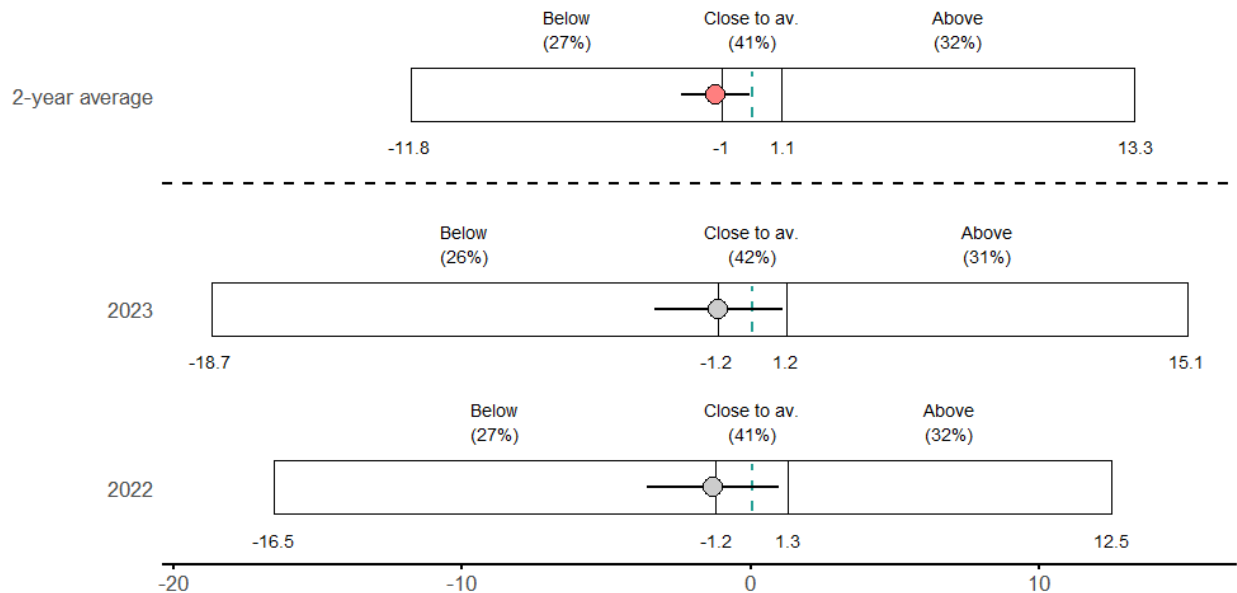


Progress

All pupils - Writing progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	58	-1.2	0.0	Below (sig-)	Not applicable
2023	30	-1.1	0.0	Close to average (non-sig)	Low - Stability
2022	28	-1.3	0.0	Below (non-sig)	-

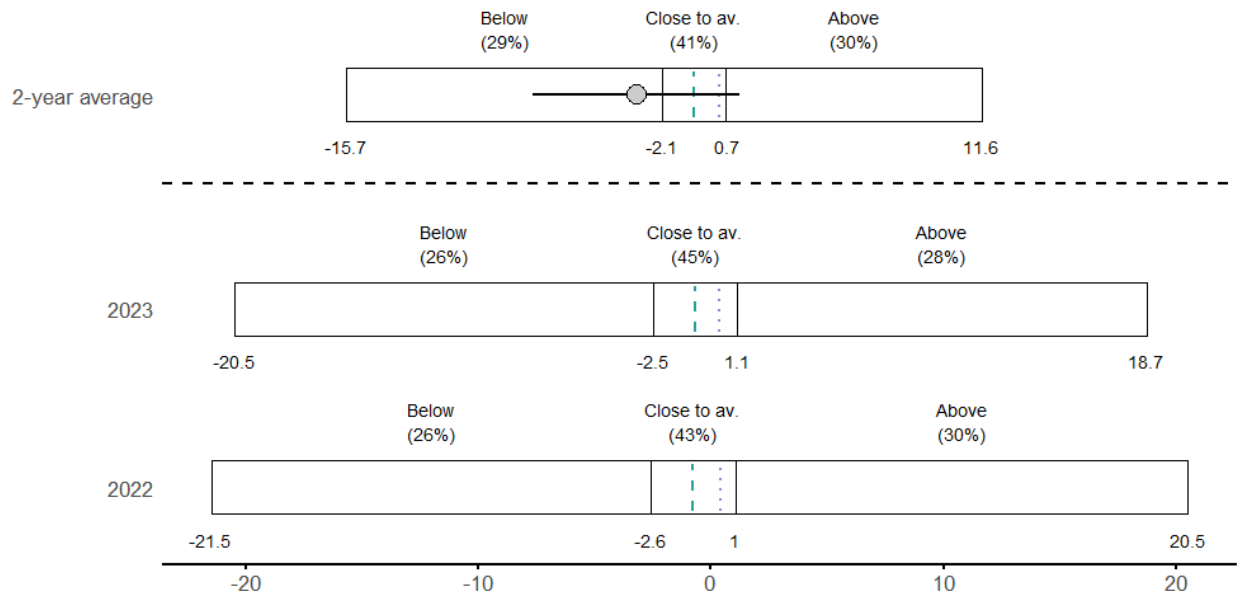
▼ Chart



Disadvantaged pupils - Writing progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2-year	6	-3.2	-0.7	Below (non-sig)	0.4	-3.6	Not applicable	Not applicable
2023	4	-1.6	-0.7	Small cohort	0.4	-2.0	Suppressed	Low - Stability
2022	2	-6.4	-0.8	Small cohort	0.4	-6.8	Not available	-

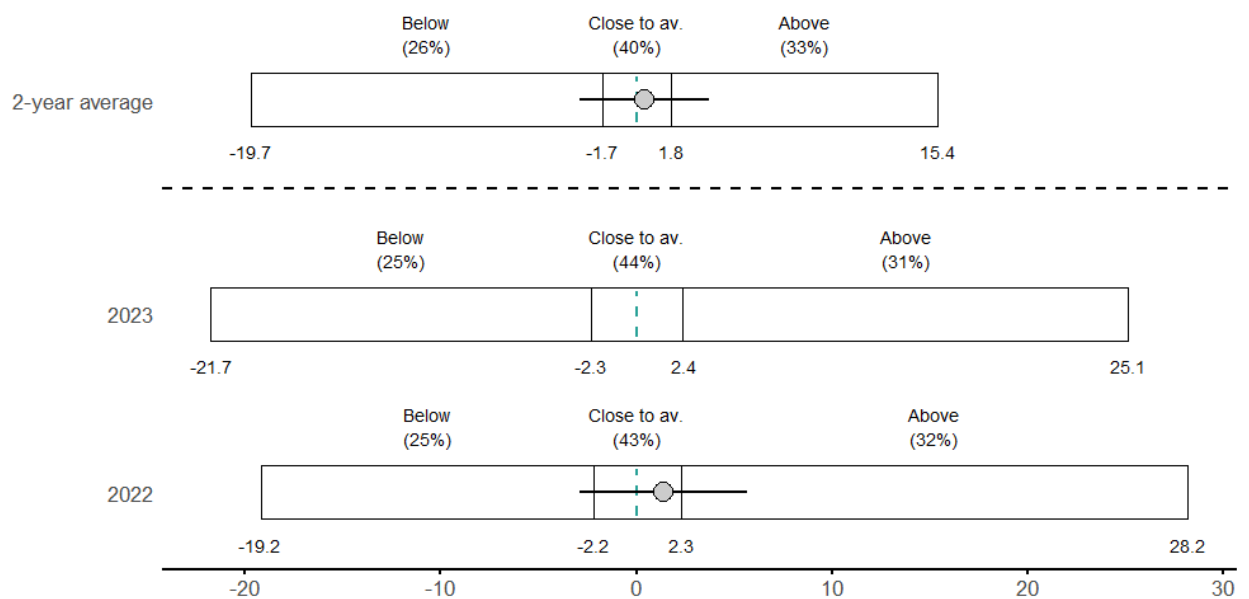
▼ [Chart](#)



Low prior attainers - Writing progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	13	0.4	0.0	Close to average (non-sig)	Not applicable
2023	5	-1.2	0.0	Small cohort	Low - Stability
2022	8	1.4	0.0	Close to average (non-sig)	-

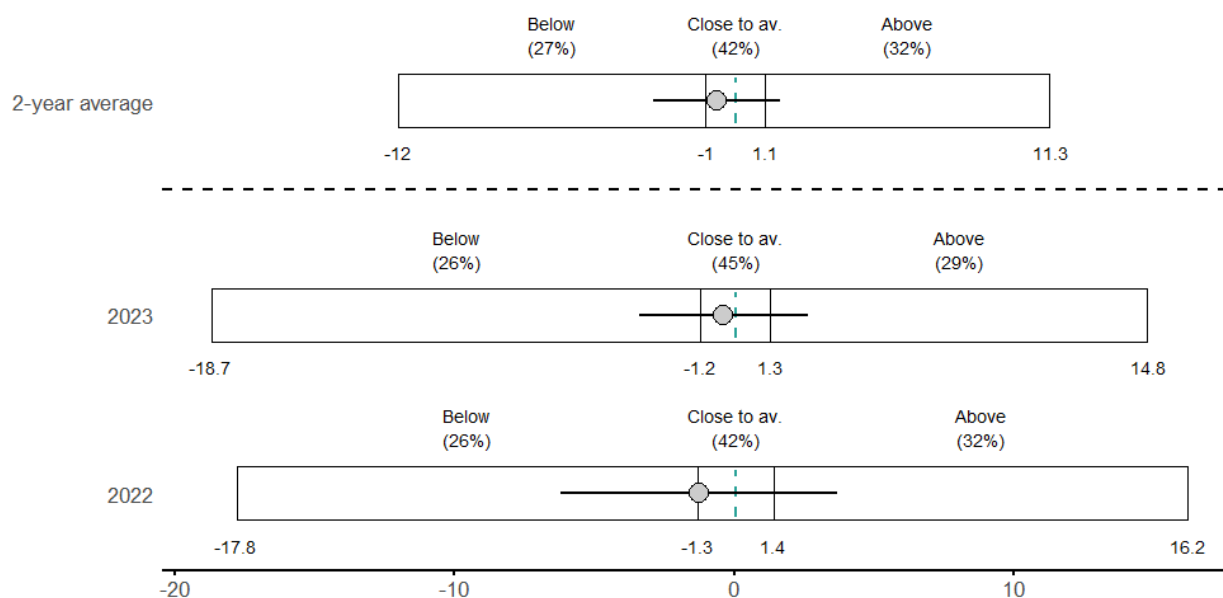
▼ Chart



Middle prior attainers - Writing progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	22	-0.6	0.1	Close to average (non-sig)	Not applicable
2023	16	-0.4	0.1	Close to average (non-sig)	Low - Stability
2022	6	-1.3	0.1	Close to average (non-sig)	-

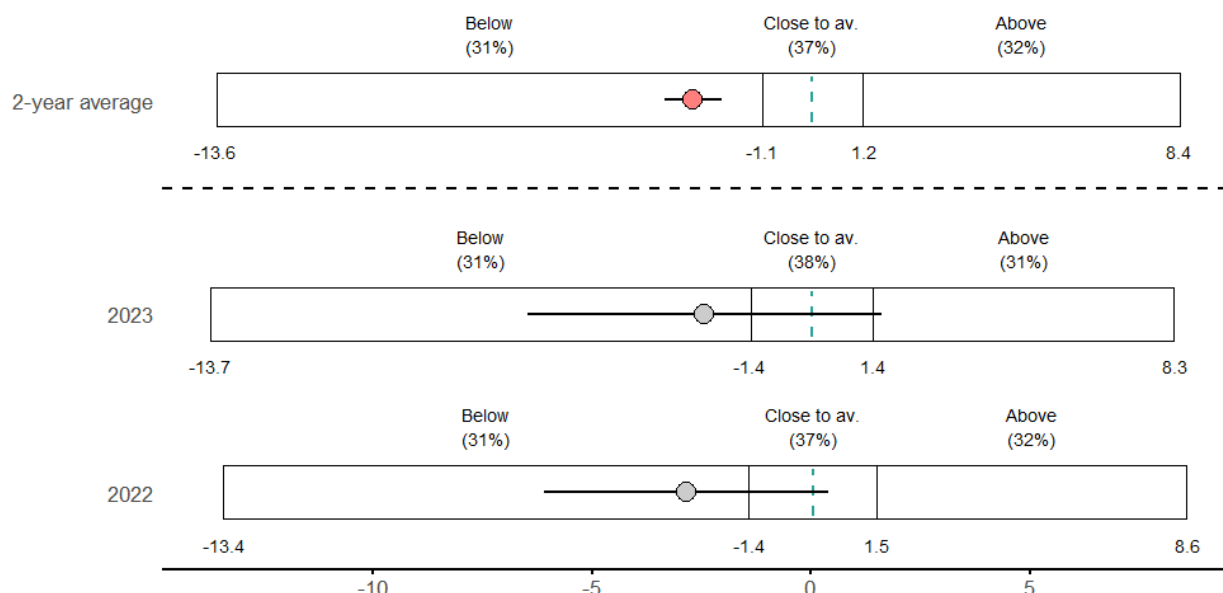
▼ Chart



High prior attainers - Writing progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	23	-2.7	0.0	Below (sig-)	Not applicable
2023	9	-2.4	0.0	Below (non-sig)	Low - Stability
2022	14	-2.9	0.0	Below (non-sig)	-

▼ Chart



[Back to achievement summary](#)
[Back to contents](#)

Mathematics

Data source: the DfE's revised 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▼ Guidance

This section contains tables and charts for mathematics attainment and progress measures, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals.

Where possible, data is presented for the most recent 3 years and is provided separately to cover all pupils, disadvantaged pupils and low/middle/high prior attainers.

Data for the higher standard measure is presented for all pupils only.

Data for prior attainment groups and for the progress measure is presented for 2023 and 2022 only as pupils reaching the end of key stage 2 in the most recent 2 data years did not sit their key stage 1 assessments due to COVID-19 disruption.

Wherever possible, we have averaged school and national results across data years to produce a multi-year average. We calculate either a 3-year or 2-year average depending on the national availability of data for each measure and pupil group combination. This helps us smooth out year-to-year fluctuations in the data so we can spot genuine trends and significant patterns that might otherwise be hidden. This is particularly important in small schools, where a single pupil's outcome can disproportionately affect the data.

A school's position on the national distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national value. 'Below' indicates when a school's value is more than 0.5 SDs below the national value. All other school values are 'Close to average'.

Combining the school value's position within the national distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the national distribution banding). These are:

- Above (sig+)

- Above (non-sig)
- Close to average (sig+)
- Close to average (non-sig)
- Close to average (sig-)
- Below (non-sig)
- Below (sig-)

When school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the national distribution banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the national value, it will be highlighted in green. When school values fall into the 'Below' banding and are, statistically, significantly below the national value, it will be highlighted in red.

Trend shows whether there has been a statistically significant increase or decrease in the school's value in a particular year, compared with the previous year. Trends are not available for the furthest year, as no comparator year is displayed. Trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils.

For disadvantaged pupils, we display the percentage point gap between the school's disadvantaged pupils and the national non-disadvantaged pupils. The gap trend column indicates whether there has been a change in the gap in a particular year, compared with the previous year. If a school's disadvantaged group is outperforming the national non-disadvantaged group, the trend will be identified as 'Positive gap'. If a school's disadvantaged group is performing in line with the national non-disadvantaged group, the trend will be identified as 'No gap'. If the gap in a particular year is larger than in the previous year the trend will be identified as 'Widening'. If the gap in a particular year is smaller than in the previous year the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No change'.

The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. Key stage 2 measures use Year 6 cohort characteristics. For each measure and data year combination, the context stated will be the same in every table, regardless of which pupil group the table represents more generally. This is because the year group context column describes the context for all pupils within the relevant year group, rather than the context for the subset of the year group represented in the disadvantaged or low/middle/high prior attainers table.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

▼ [Key to charts](#)

● Below average (sig-)

● Above average (sig+)

● Close to average or non-significant

— National average for this group

—○— Confidence intervals

(%) Percentage of schools in band

■ Non-disadvantaged national average

— [Expected standard](#)

— [Higher standard](#)

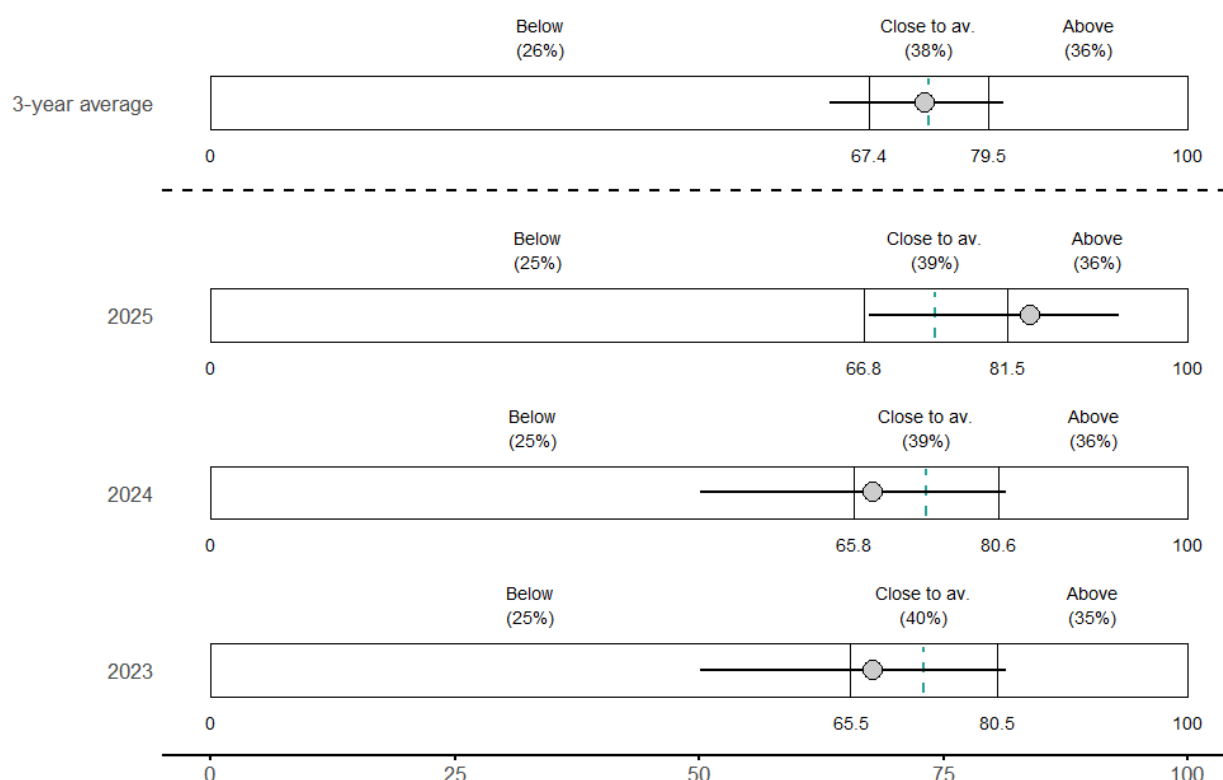
— [Progress](#)

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	73%	73%	Close to average (non-sig)	Not applicable	Not applicable
2025	31	84%	74%	Above (non-sig)	No sig change	Low - Stability
2024	31	68%	73%	Close to average (non-sig)	No sig change	Low - Stability
2023	31	68%	73%	Close to average (non-sig)	Not available	Low - Stability

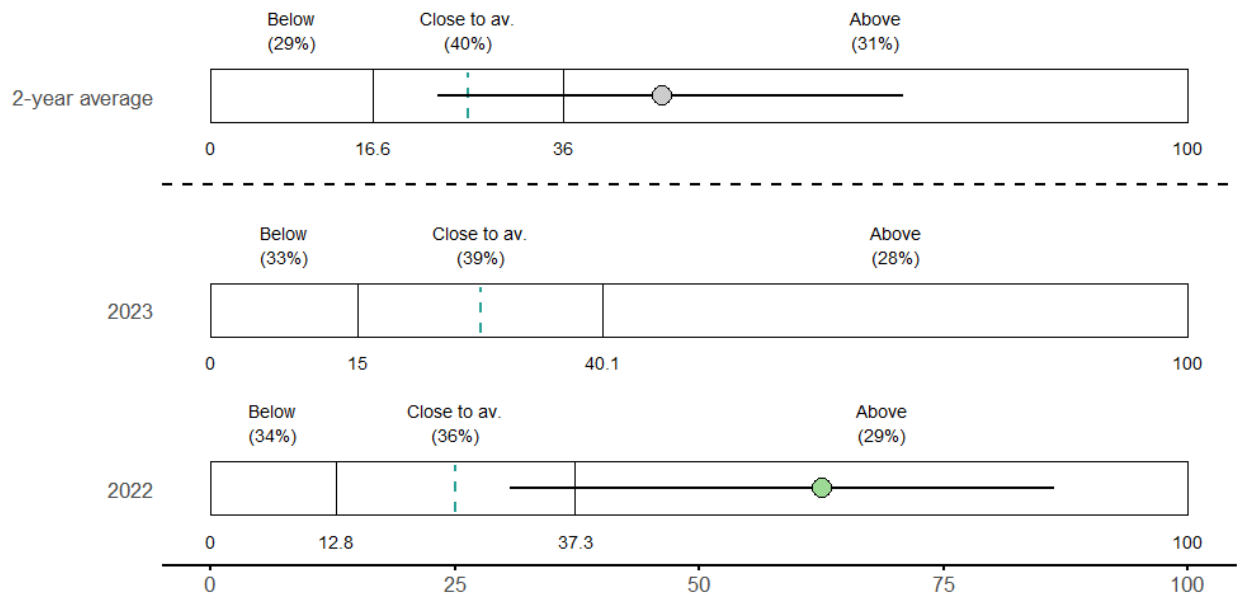
▼ Chart



Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	50%	60%	Below (non-sig)	80%	-30	Not applicable	Not applicable

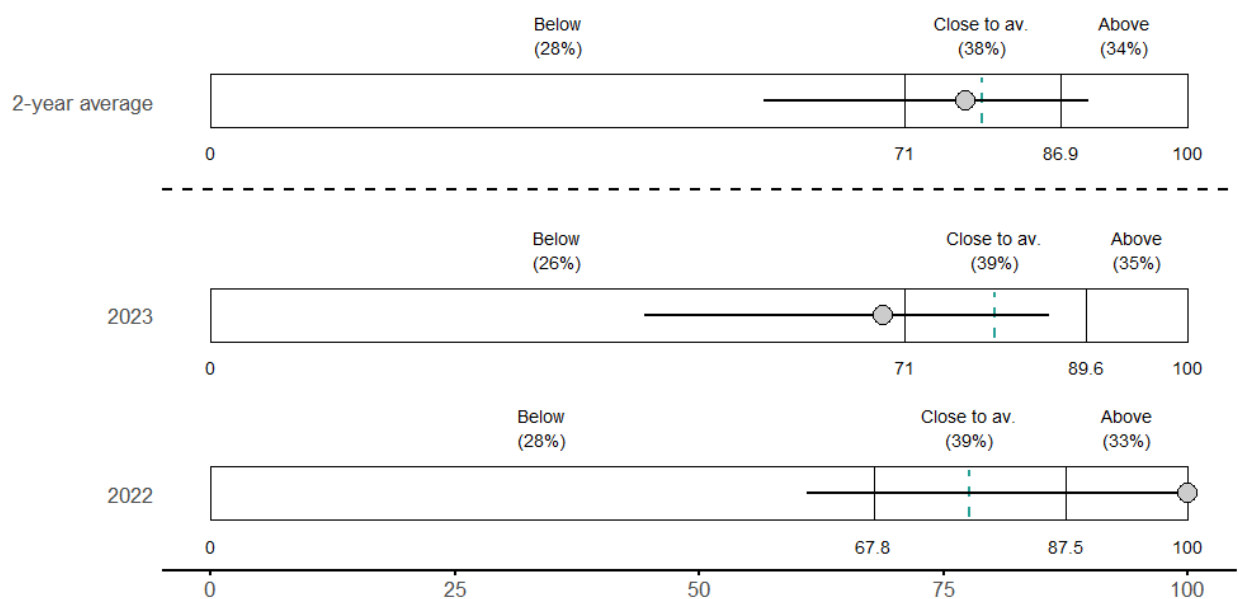
▼ Chart



Middle prior attainers - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	22	77%	79%	Close to average (non-sig)	Not applicable	Not applicable
2023	16	69%	80%	Below (non-sig)	No sig change	Low - Stability
2022	6	100%	78%	Above (non-sig)	Not available	-

▼ Chart

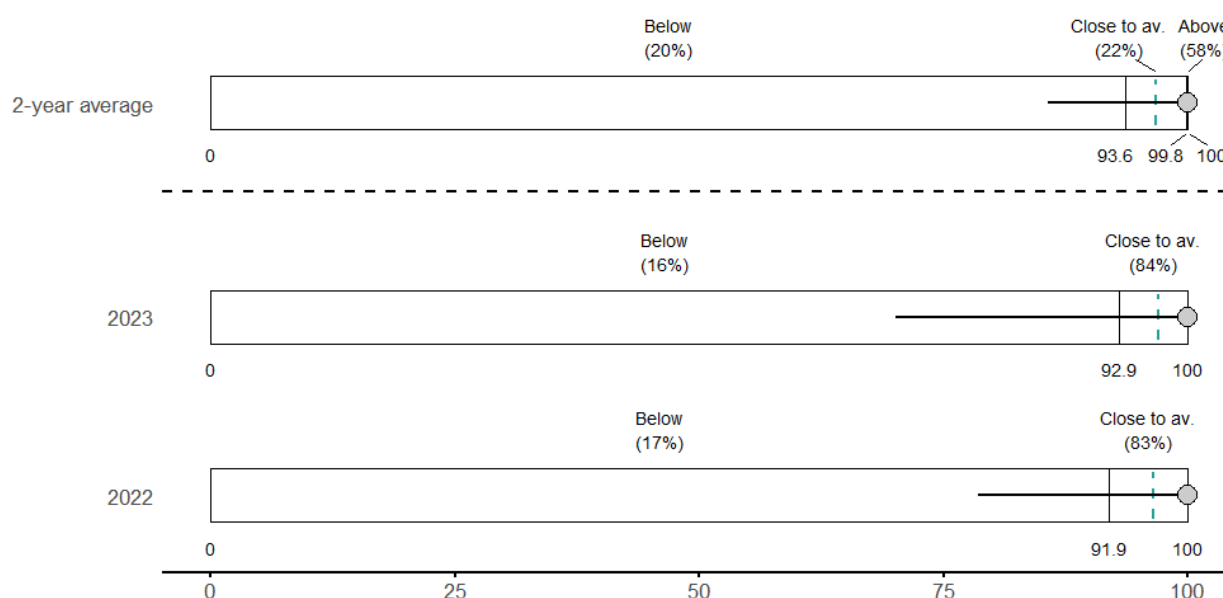


High prior attainers - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	23	100%	97%	Above (non-sig)	Not applicable	Not applicable
2023	9	100%	97%	Close to average (non-sig)	No sig change	Low - Stability
2022	14	100%	96%	Close to average (non-sig)	Not available	-

The distributions for 2022 and 2023 are missing the 'above' band due to the negative skew of the distributions.

▼ Chart



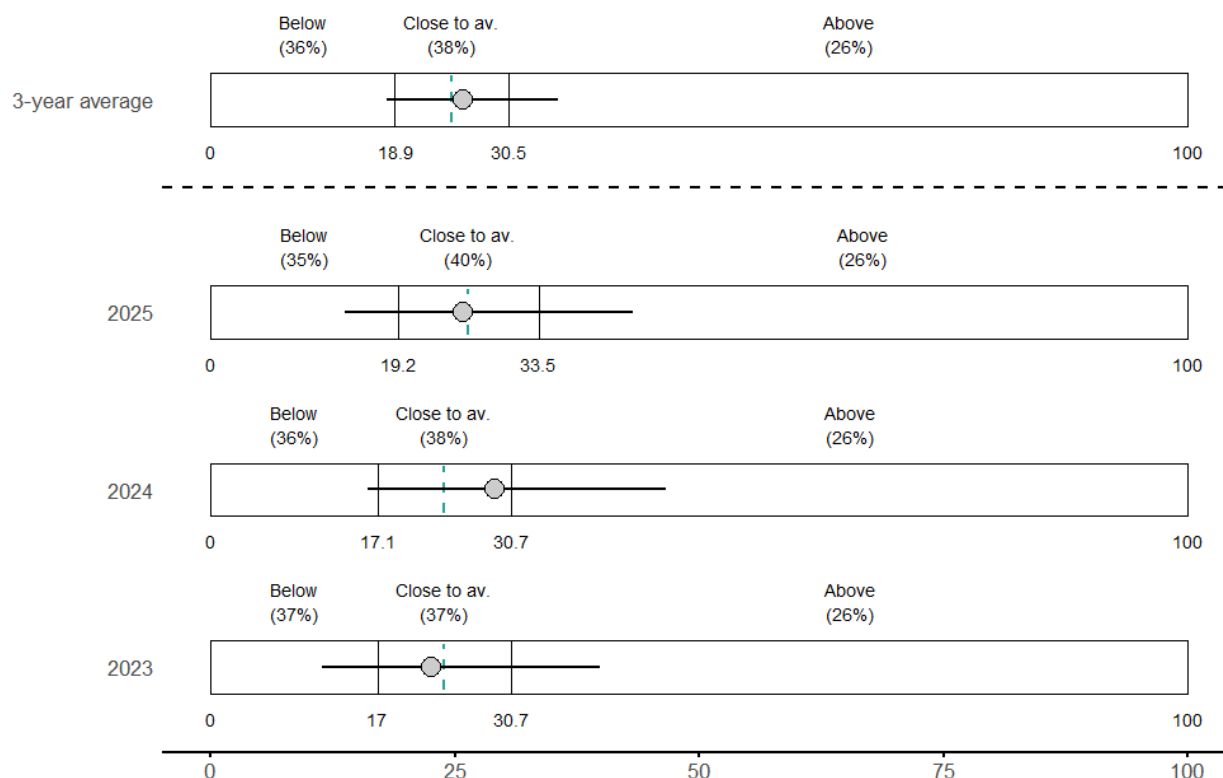
Higher standard

All pupils - Mathematics higher standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	26%	25%	Close to average (non-sig)	Not applicable	Not applicable
2025	31	26%	26%	Close to average (non-sig)	No sig change	Low - Stability
2024	31	29%	24%	Close to average (non-sig)	No sig change	Low - Stability

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2023	31	23%	24%	Close to average (non-sig)	Not available	Low - Stability

▼ Chart

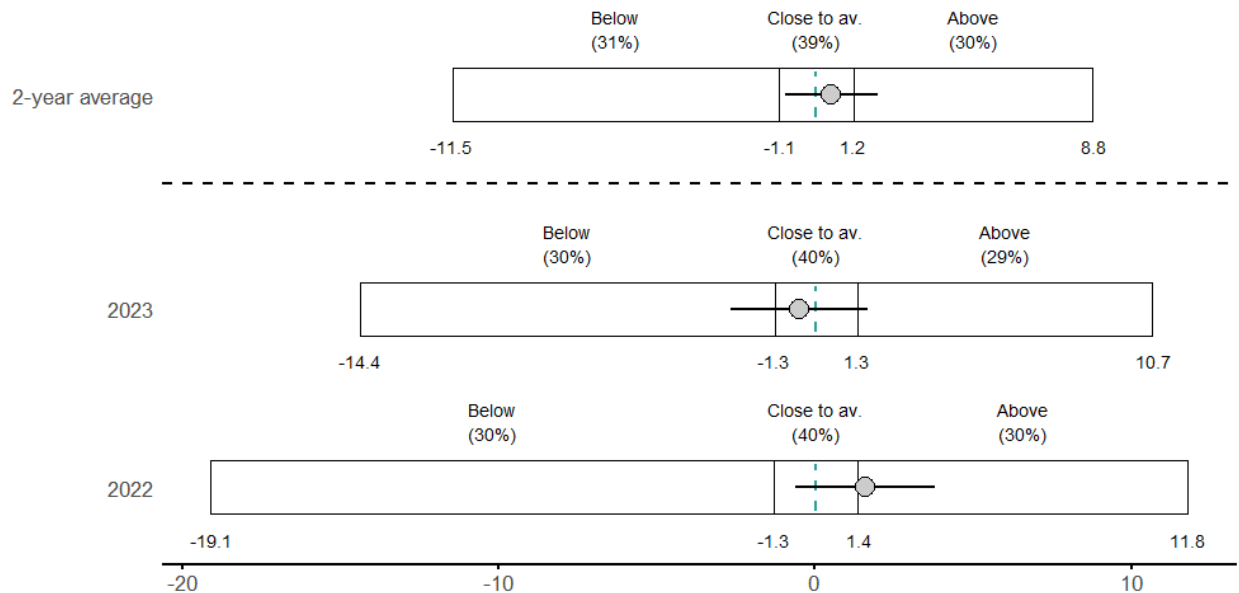


Progress

All pupils - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	58	0.5	0.0	Close to average (non-sig)	Not applicable
2023	30	-0.5	0.0	Close to average (non-sig)	Low - Stability
2022	28	1.6	0.0	Above (non-sig)	-

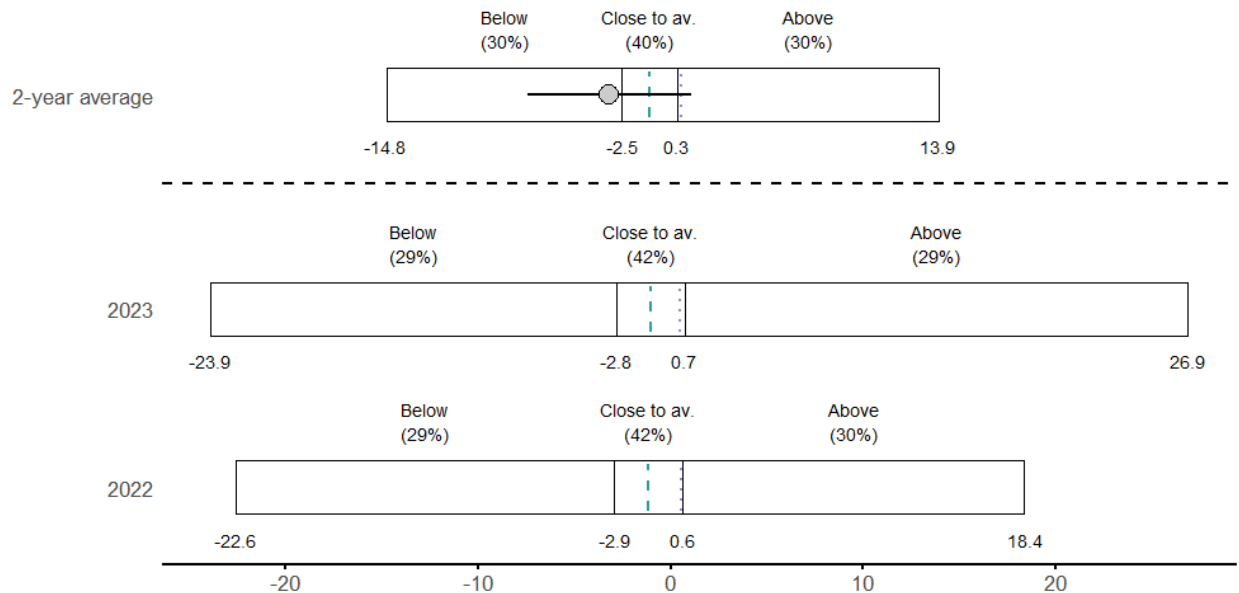
▼ Chart



Disadvantaged pupils - Mathematics progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2-year	6	-3.2	-1.1	Below (non-sig)	0.5	-3.7	Not applicable	Not applicable
2023	4	-3.6	-1.0	Small cohort	0.5	-4.1	Suppressed	Low - Stability
2022	2	-2.3	-1.1	Small cohort	0.5	-2.8	Not available	-

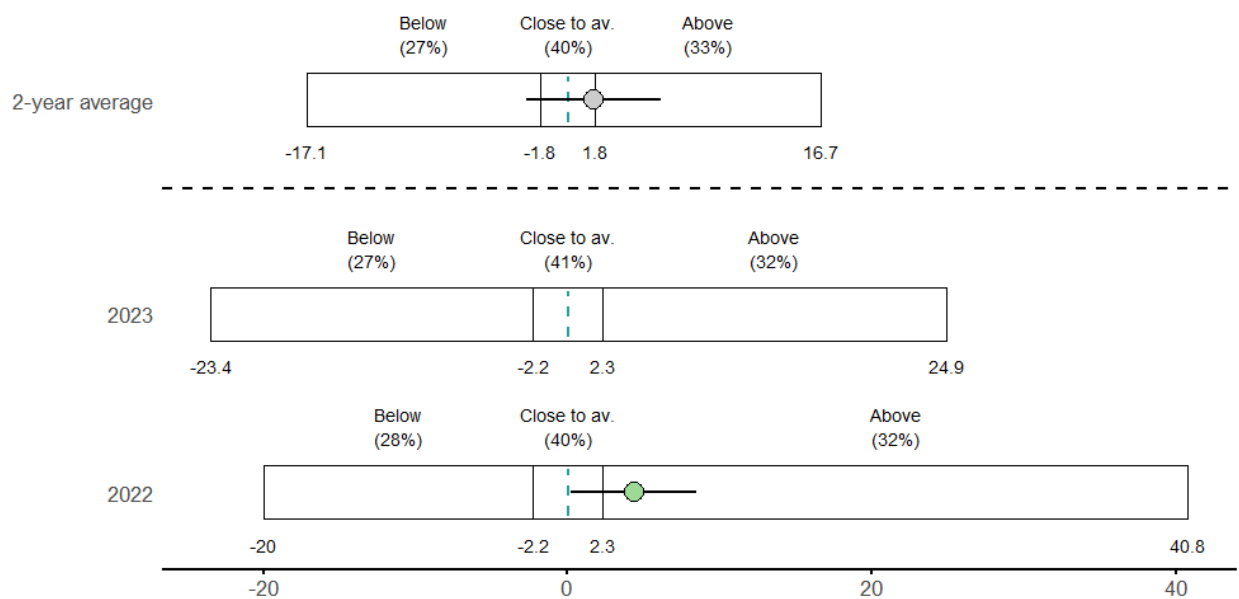
▼ [Chart](#)



Low prior attainers - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	13	1.7	0.0	Close to average (non-sig)	Not applicable
2023	5	-2.6	0.0	Small cohort	Low - Stability
2022	8	4.4	0.0	Above (sig+)	-

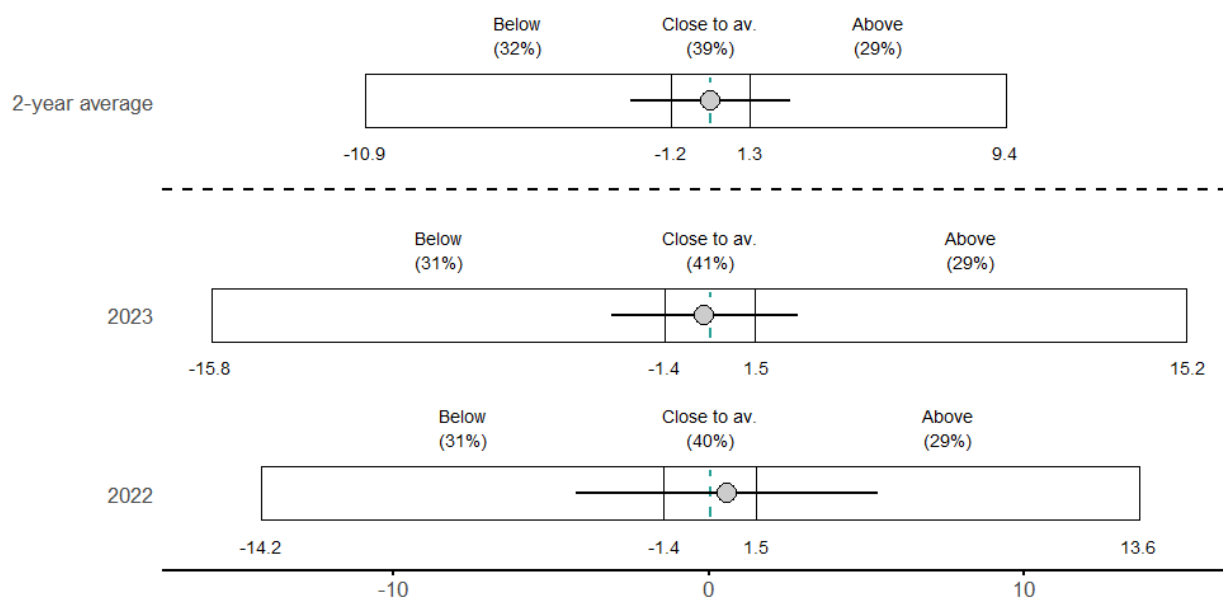
Chart



Middle prior attainers - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	22	0.1	0.0	Close to average (non-sig)	Not applicable
2023	16	-0.1	0.0	Close to average (non-sig)	Low - Stability
2022	6	0.6	0.0	Close to average (non-sig)	-

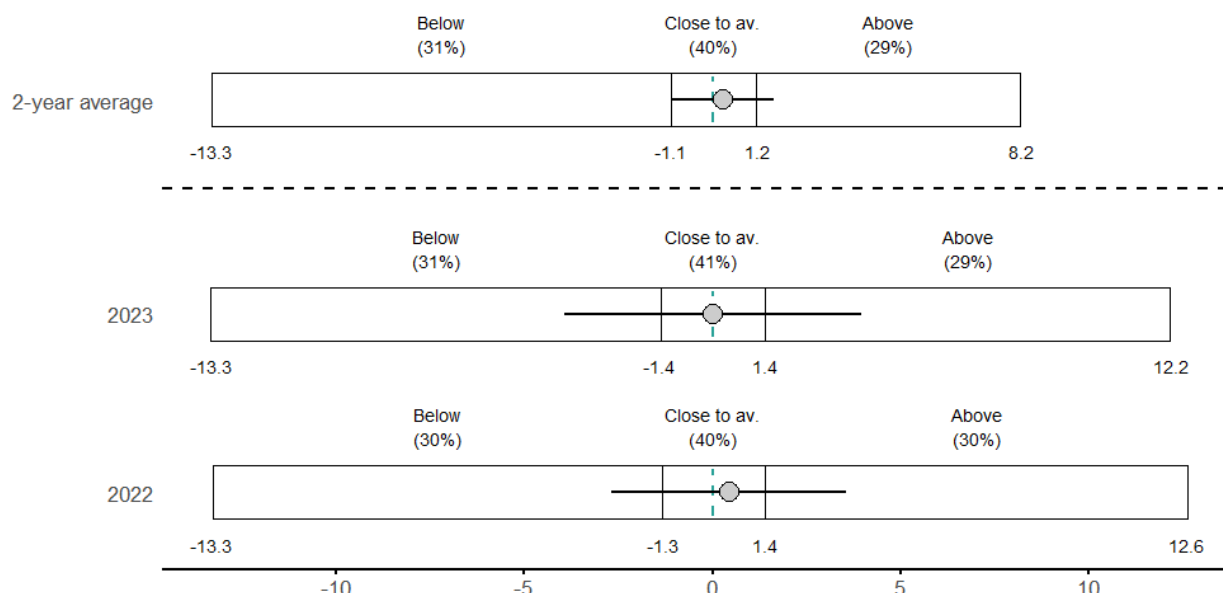
▼ Chart



High prior attainers - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	23	0.3	0.0	Close to average (non-sig)	Not applicable
2023	9	0.0	0.0	Close to average (non-sig)	Low - Stability
2022	14	0.4	0.0	Close to average (non-sig)	-

▼ Chart



[Back to achievement summary](#)
[Back to contents](#)

EGPS

Data source: the DfE's revised 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▼ Guidance

This section contains tables and charts for EGPS attainment measures, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals.

Where possible, data is presented for the most recent 3 years and is provided separately to cover all pupils, disadvantaged pupils and low/middle/high prior attainers.

Data for the higher standard measure is presented for all pupils only.

Data for prior attainment groups is presented for 2023 and 2022 only as pupils reaching the end of key stage 2 in the most recent 2 data years did not sit their key stage 1 assessments due to COVID-19 disruption.

Wherever possible, we have averaged school and national results across data years to produce a multi-year average. We calculate either a 3-year or 2-year average depending on the national availability of data for each measure and pupil group combination. This helps us smooth out year-to-year fluctuations in the data so we can spot genuine trends and significant patterns that might otherwise be hidden. This is particularly important in small schools, where a single pupil's outcome can disproportionately affect the data.

A school's position on the national distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national value. 'Below' indicates when a school's value is more than 0.5 SDs below the national value. All other school values are 'Close to average'.

Combining the school value's position within the national distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the national distribution banding). These are:

- Above (sig+)

- Above (non-sig)
- Close to average (sig+)
- Close to average (non-sig)
- Close to average (sig-)
- Below (non-sig)
- Below (sig-)

When school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the national distribution banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the national value, it will be highlighted in green. When school values fall into the 'Below' banding and are, statistically, significantly below the national value, it will be highlighted in red.

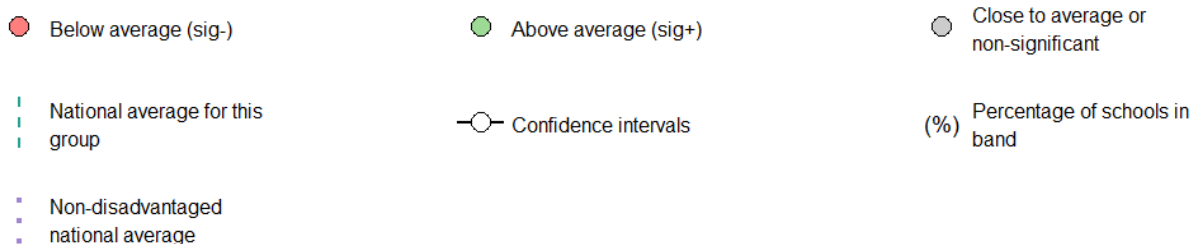
Trend shows whether there has been a statistically significant increase or decrease in the school's value in a particular year, compared with the previous year. Trends are not available for the furthest year, as no comparator year is displayed. Trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils.

For disadvantaged pupils, we display the percentage point gap between the school's disadvantaged pupils and the national non-disadvantaged pupils. The gap trend column indicates whether there has been a change in the gap in a particular year, compared with the previous year. If a school's disadvantaged group is outperforming the national non-disadvantaged group, the trend will be identified as 'Positive gap'. If a school's disadvantaged group is performing in line with the national non-disadvantaged group, the trend will be identified as 'No gap'. If the gap in a particular year is larger than in the previous year the trend will be identified as 'Widening'. If the gap in a particular year is smaller than in the previous year the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No change'.

The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. Key stage 2 measures use Year 6 cohort characteristics. For each measure and data year combination, the context stated will be the same in every table, regardless of which pupil group the table represents more generally. This is because the year group context column describes the context for all pupils within the relevant year group, rather than the context for the subset of the year group represented in the disadvantaged or low/middle/high prior attainers table.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

▼ [Key to charts](#)



— [Expected standard](#)

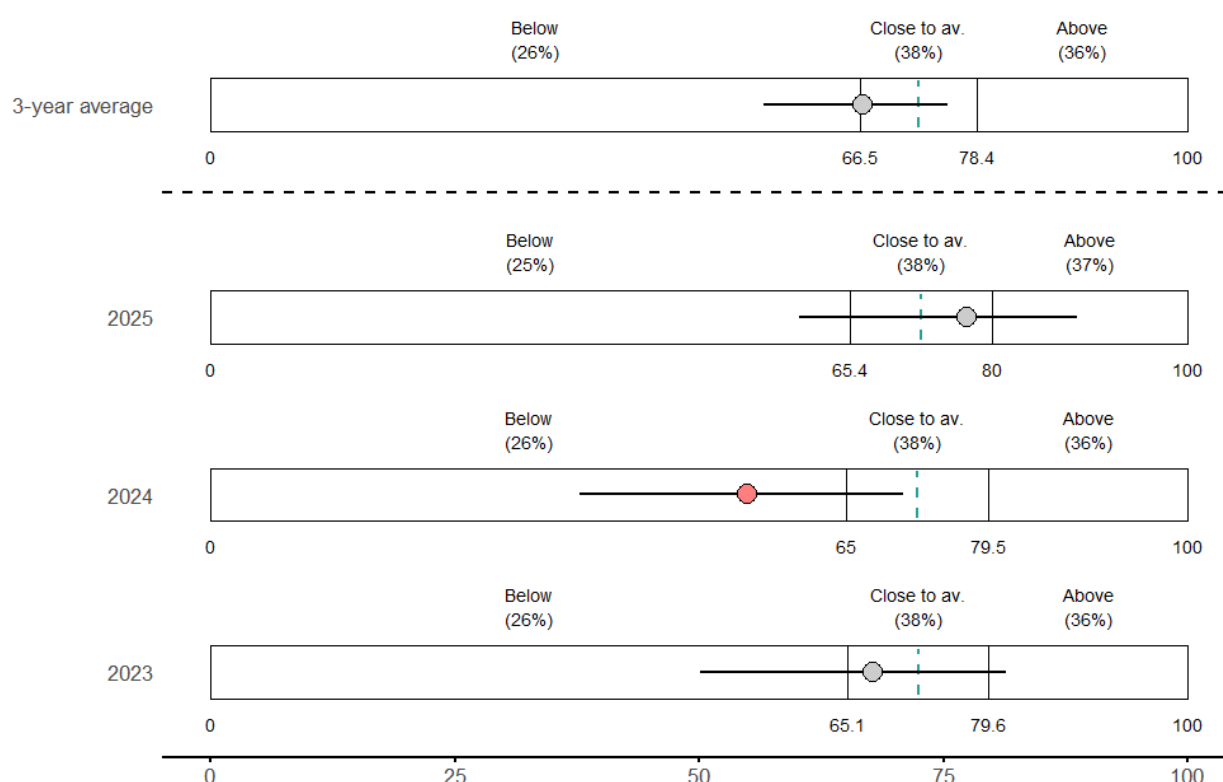
— [Higher standard](#)

Expected standard

All pupils - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	67%	72%	Close to average (non-sig)	Not applicable	Not applicable
2025	31	77%	73%	Close to average (non-sig)	No sig change	Low - Stability
2024	31	55%	72%	Below (sig-)	No sig change	Low - Stability
2023	31	68%	72%	Close to average (non-sig)	Not available	Low - Stability

▼ Chart

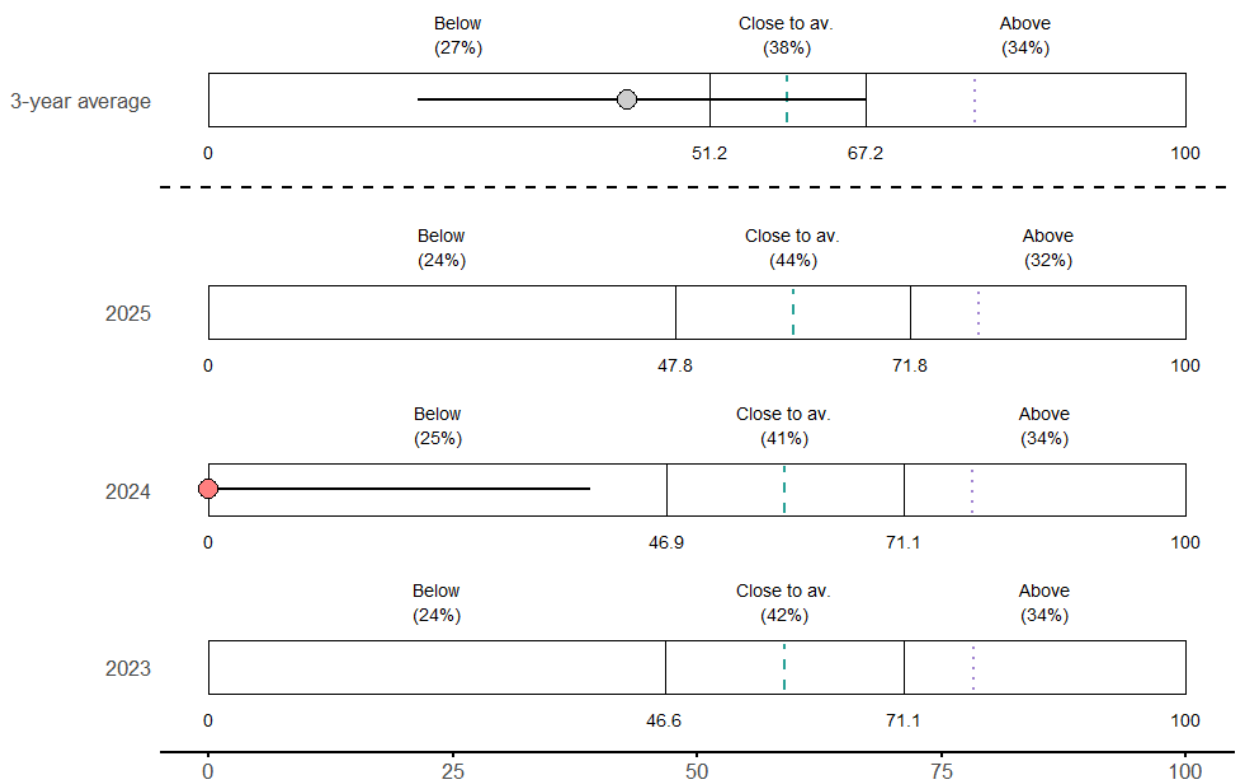


Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	43%	59%	Below (non-sig)	78%	-36	Not applicable	Not applicable

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	4	75%	60%	Small cohort	79%	-4	Suppressed	Low - Stability
2024	6	0%	59%	Below (sig-)	78%	-78	Suppressed	Low - Stability
2023	4	75%	59%	Small cohort	78%	-3	Not available	Low - Stability

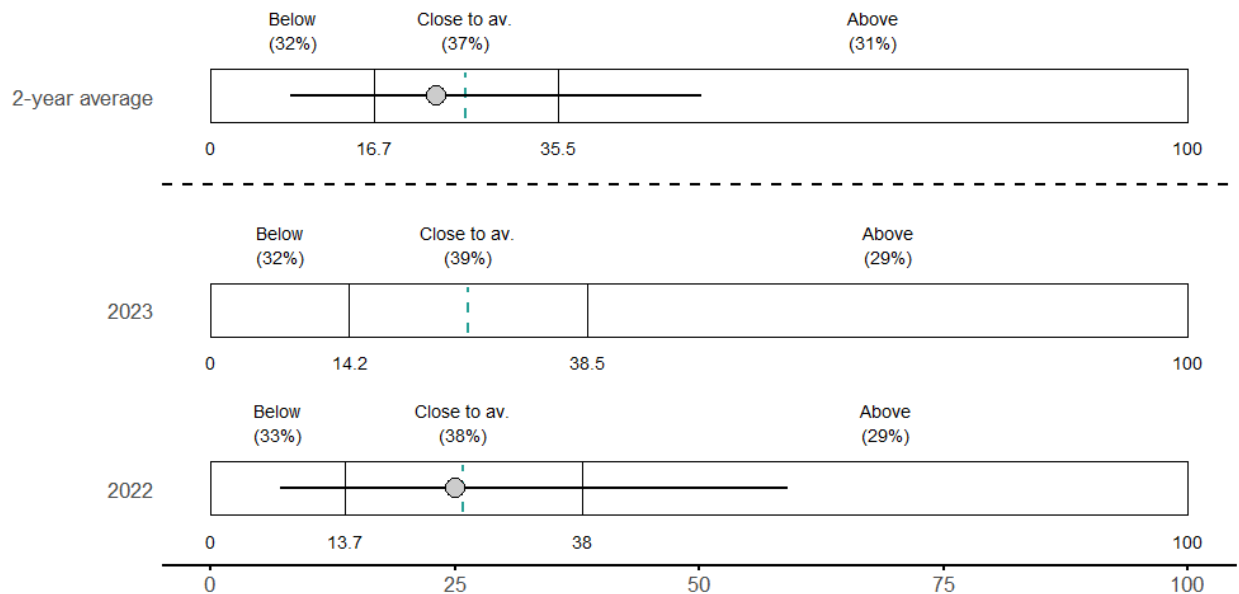
▼ Chart



Low prior attainers - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	13	23%	26%	Close to average (non-sig)	Not applicable	Not applicable
2023	5	20%	26%	Small cohort	Suppressed	Low - Stability
2022	8	25%	26%	Close to average (non-sig)	Not available	-

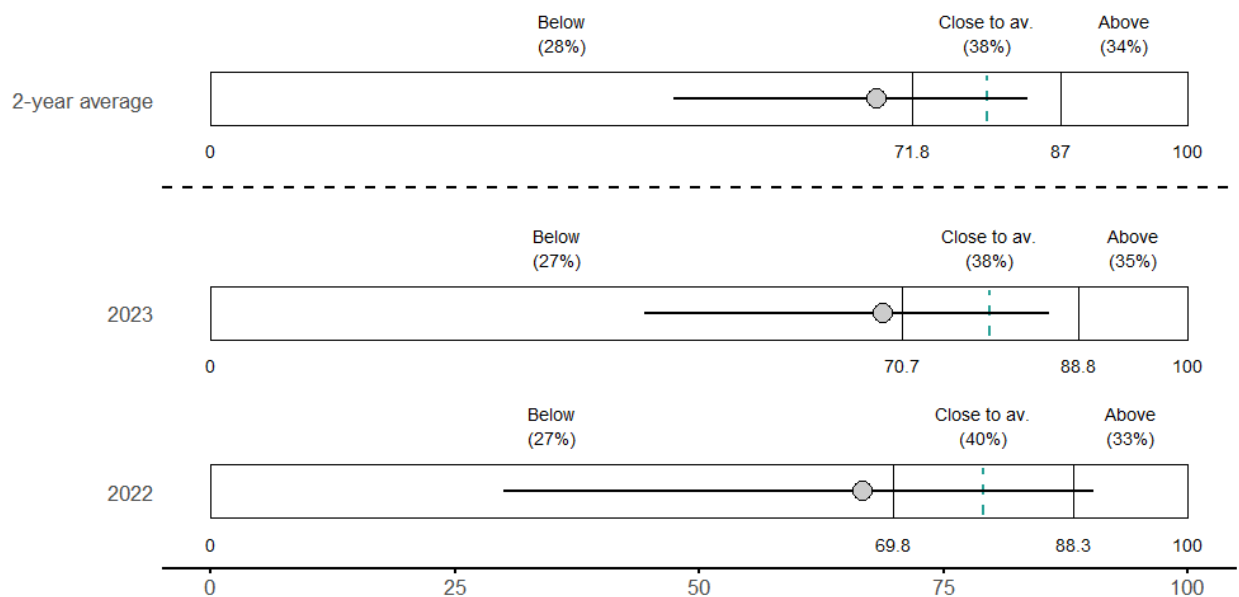
▼ Chart



Middle prior attainers - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	22	68%	79%	Below (non-sig)	Not applicable	Not applicable
2023	16	69%	80%	Below (non-sig)	No sig change	Low - Stability
2022	6	67%	79%	Below (non-sig)	Not available	-

▼ Chart

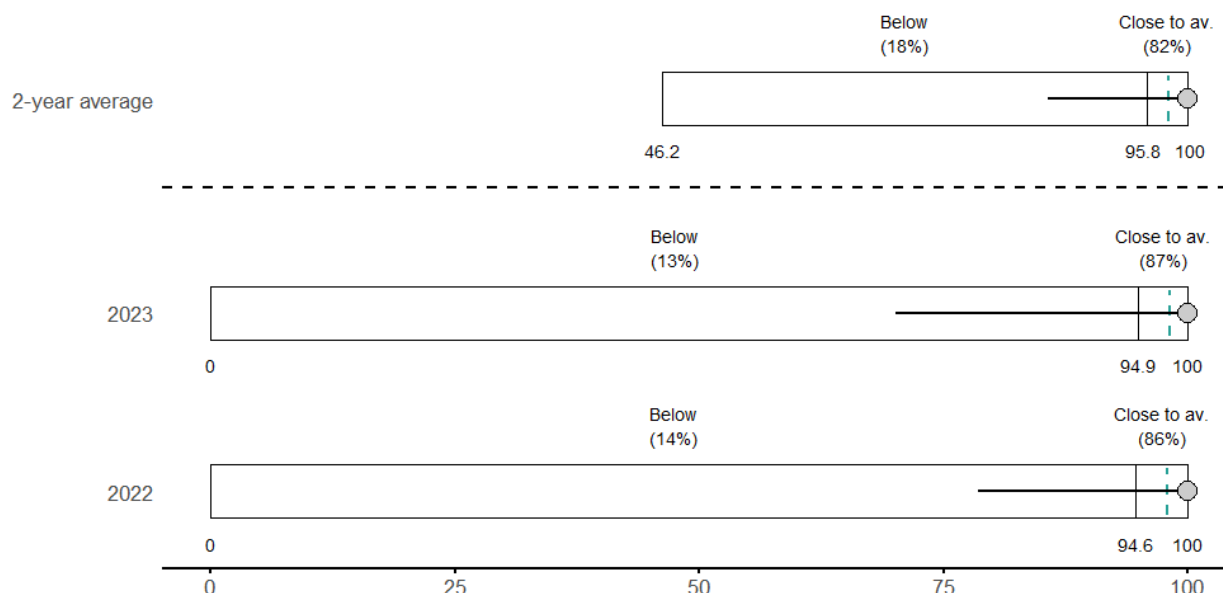


High prior attainers - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	23	100%	98%	Close to average (non-sig)	Not applicable	Not applicable
2023	9	100%	98%	Close to average (non-sig)	No sig change	Low - Stability
2022	14	100%	98%	Close to average (non-sig)	Not available	-

The distributions for 2022, 2023 and the 2-year average are missing the 'above' band due to the negative skew of the distributions.

▼ Chart



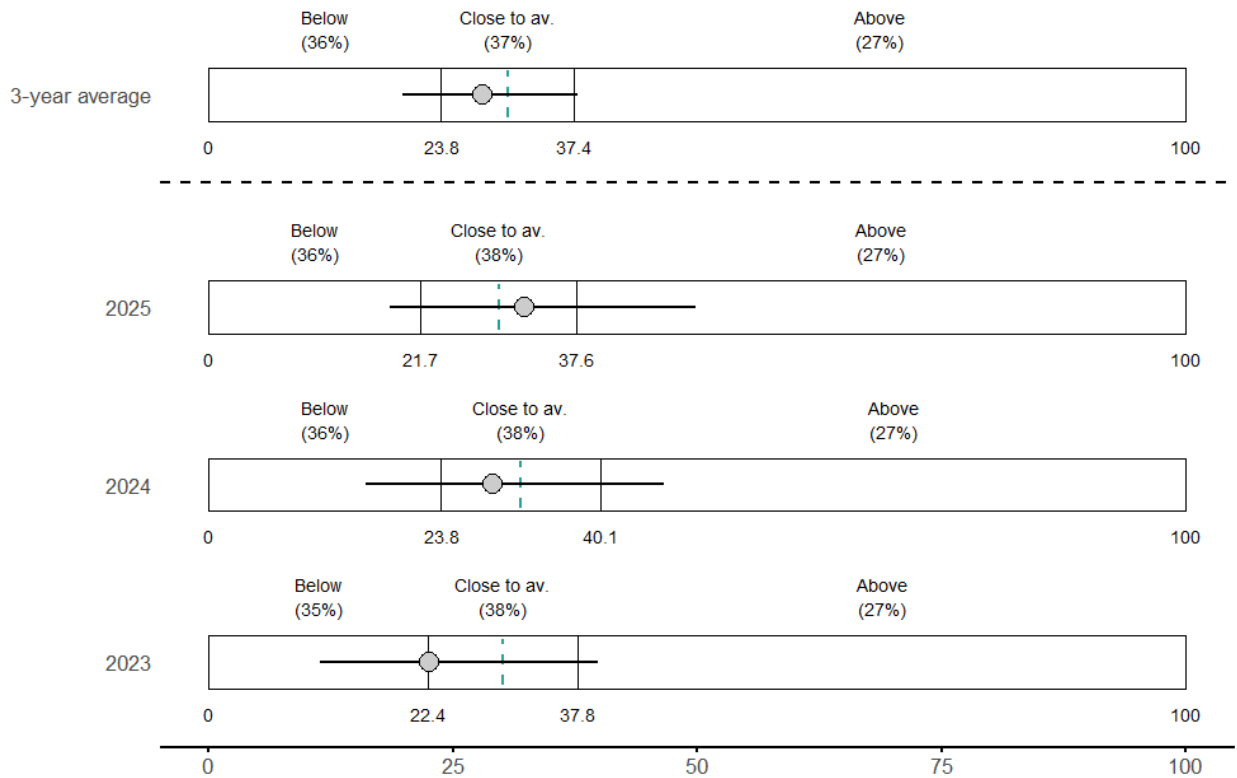
Higher standard

All pupils - EGPS higher standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	93	28%	31%	Close to average (non-sig)	Not applicable	Not applicable
2025	31	32%	30%	Close to average (non-sig)	No sig change	Low - Stability
2024	31	29%	32%	Close to average (non-sig)	No sig change	Low - Stability

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2023	31	23%	30%	Close to average (non-sig)	Not available	Low - Stability

▼ Chart



[Back to achievement summary](#)
[Back to contents](#)

Other

- [Year 4 multiplication tables check score](#)
- [Phonics screening check expected standard](#)
- [EYFS nationals](#)

Year 4 multiplication tables check score

Data source: the DfE's final 2025, final 2024 and final 2023 data

▼ Guidance

This section contains a table and chart for the MTC attainment measure, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals.

Data is presented for the most recent 3 years and is provided for all pupils only.

We have averaged school and national results across data years to produce a 3-year average. This helps us smooth out year-to-year fluctuations in the data so we can spot genuine trends and significant patterns that might otherwise be hidden. This is particularly important in small schools, where a single pupil's outcome can disproportionately affect the data.

A school's position on the national distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national value. 'Below' indicates when a school's value is more than 0.5 SDs below the national value. All other school values are 'Close to average'.

Combining the school value's position within the national distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the national distribution banding). These are:

- Above (sig+)
- Above (non-sig)
- Close to average (sig+)
- Close to average (non-sig)
- Close to average (sig-)
- Below (non-sig)
- Below (sig-)

When school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the national distribution banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the national value, it will be highlighted in green. When school values fall into the 'Below' banding and are, statistically, significantly below the national value, it will be highlighted in red.

Trend shows whether there has been a statistically significant increase or decrease in the school's value in a particular year, compared with the previous year. Trends are not available for the furthest year, as no comparator year is displayed.

The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. The MTC measure uses Year 4 cohort characteristics.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

▼ Key to charts

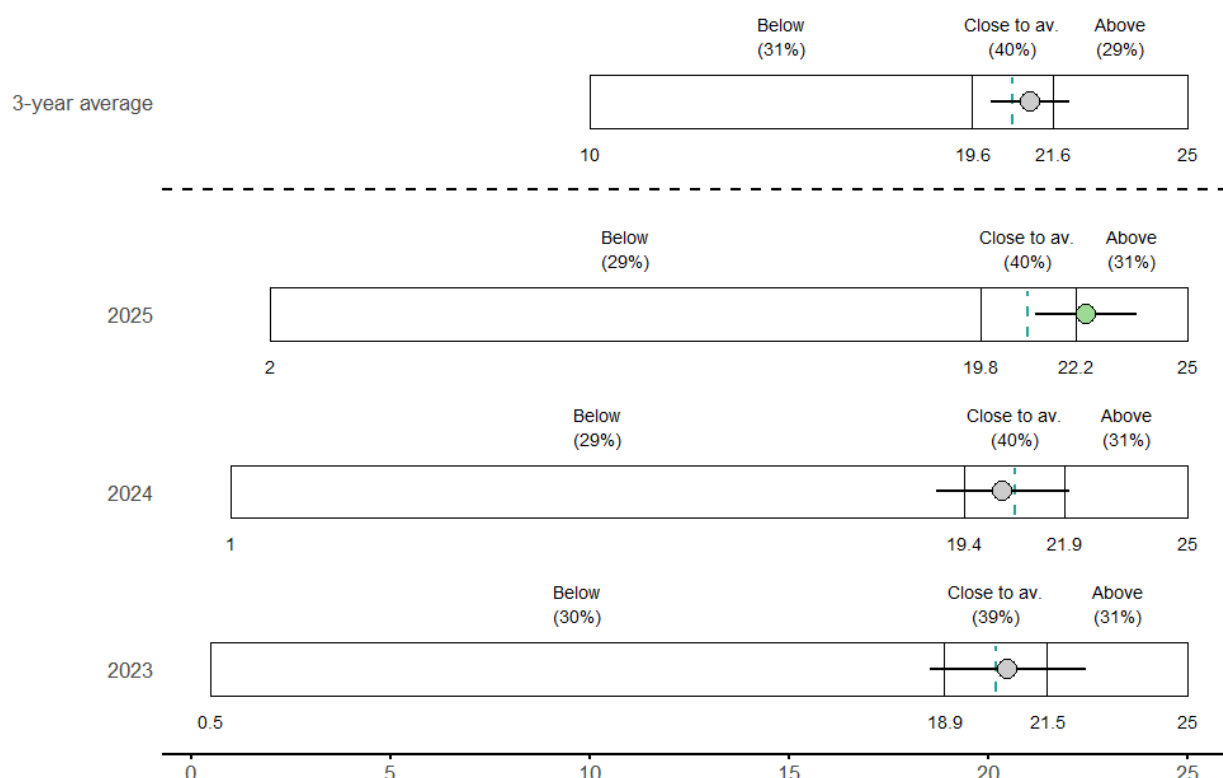
- Below average (sig-)
- Above average (sig+)
- Close to average or non-significant
- National average for this group
- Confidence intervals
- (%) Percentage of schools in band
- Non-disadvantaged national average

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	91	21.0	20.6	Close to average (non-sig)	Not applicable	Not applicable

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	29	22.4	21.0	Above (sig+)	No sig change	High - SEN, Low - Stability
2024	31	20.4	20.6	Close to average (non-sig)	No sig change	Low - Stability
2023	31	20.5	20.2	Close to average (non-sig)	Not available	Low - Stability

▼ Chart



Phonics screening check expected standard

Data source: the DfE's final 2025, final 2024 and final 2023 data

▼ Guidance

This section contains a table and chart for the Year 1 phonics attainment measure, and sentences for both Year 1 and Year 2 phonics, which provide data for the school and a comparison with the national average. To compare the school value with the national average, we have calculated standard deviations (SDs) and confidence intervals.

Data is presented for the most recent 3 years and is provided for all pupils only.

We have averaged school and national results across data years to produce a 3-year average. This helps us smooth out year-to-year fluctuations in the data so we can spot genuine trends and significant patterns that might otherwise be hidden. This is particularly important in small schools, where a single pupil's outcome can disproportionately affect the data.

A school's position on the national distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national value. 'Below' indicates when a school's value is more than 0.5 SDs below the national value. All other school values are 'Close to average'.

Combining the school value's position within the national distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the national distribution banding). These are:

- Above (sig+)
- Above (non-sig)
- Close to average (sig+)
- Close to average (non-sig)
- Close to average (sig-)
- Below (non-sig)
- Below (sig-)

When school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the national distribution banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the national value, it will be highlighted in green. When school values fall into the 'Below' banding and are, statistically, significantly below the national value, it will be highlighted in red.

Trend shows whether there has been a statistically significant increase or decrease in the school's value in a particular year, compared with the previous year. Trends are not available for the furthest year, as no comparator year is displayed.

The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. The phonics measure uses Year 1 cohort characteristics.

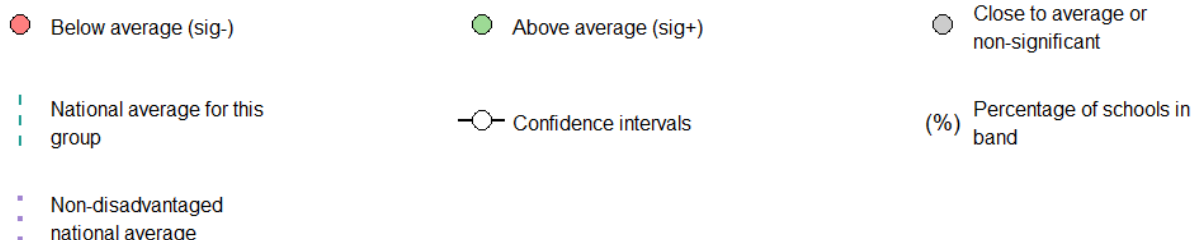
The sentences show:

- the total number of pupils who were eligible to be screened for phonics
- the number of pupils who sat the check, and who did not, where applicable
- the number of pupils who did not meet the expected standard, where applicable
- the average mark for pupils who did not meet the expected standard (where the number not meeting the standard was greater than 5)

The number of pupils who did not sit the phonics screening check includes (where applicable): the number who were absent, the number who were disapplied, and the number for whom there was maladministration.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) about this section.

▼ Key to charts



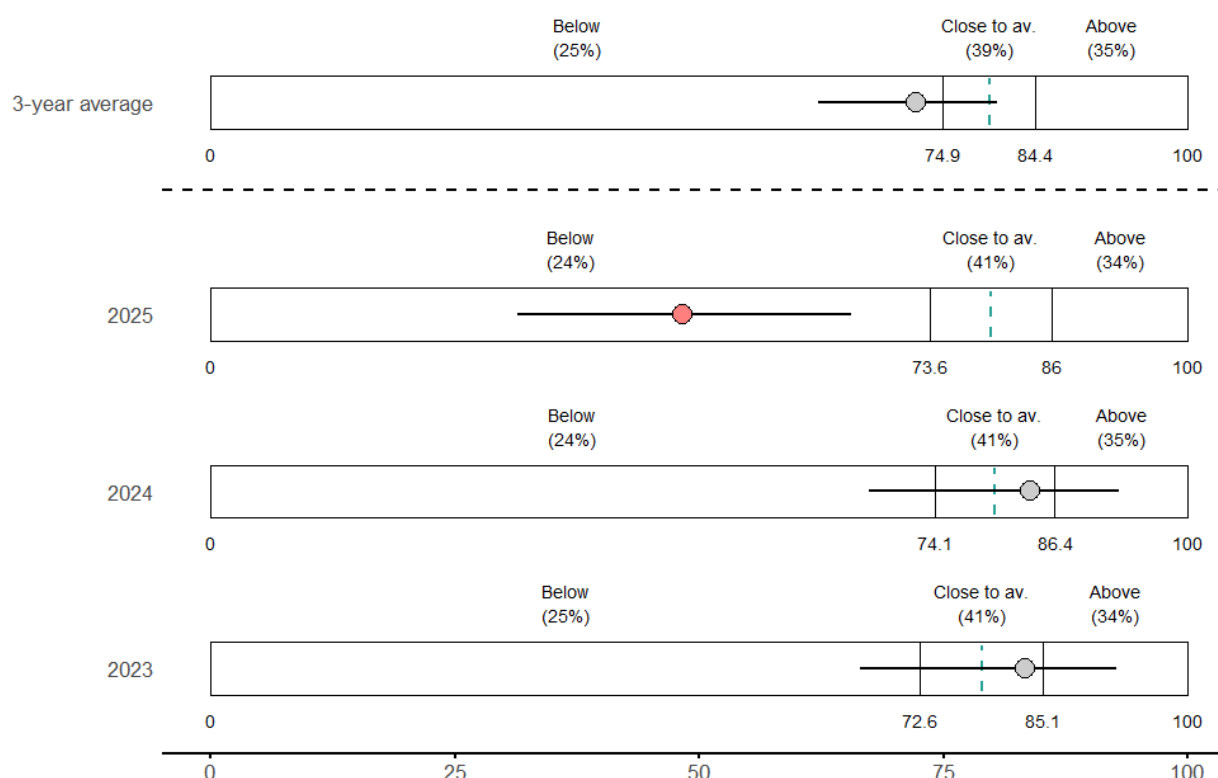
All pupils - Phonics expected standard

- There were 29 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 15 pupils did not meet the **phonics expected standard**. The average mark for those not meeting the standard was 20.

- There were 6 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 2 pupils did not meet the **phonics expected standard**.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	90	72%	80%	Below (non-sig)	Not applicable	Not applicable
2025	29	48%	80%	Below (sig-)	No sig change	-
2024	31	84%	80%	Close to average (non-sig)	No sig change	-
2023	30	83%	79%	Close to average (non-sig)	Not available	-

▼ Chart



EYFS nationals

Data source: the DfE's 2023/24 Early years foundation stage (EYFS) profile results publication

This section presents national headline data on rates of Good Level of Development (GLD) as well as nationals for the 7 areas of learning and associated early learning goals. This is to allow inspectors to be able to contextualise the information they gather on inspection. EYFSP data is no longer externally moderated by local authorities, therefore should be treated with caution. Conclusions based solely on this data should be avoided and instead be used in conjunction with on site evidence and conversations. From Autumn 2026 we plan to incorporate pupil outcomes for the EYFSP, once the data is made available by the Department for Education.

Early years foundation stage profile area	National %
Good level of development	67.7
Communication and language	79.3
Listening attention and understanding	81.6
Speaking	82.3
Personal social and emotional development	82.9
Self-regulation	84.7
Managing self	86.8
Building relationships	87.9
Physical development	84.8
Gross motor skills	91.6
Fine motor skills	85.6
Literacy	70
Comprehension	80.1
Word reading	76.2
Writing	71.4
Mathematics	77
Number	78.7
Numerical patterns	78.2
Understanding the world	80
Past and present	81.6
People culture and communities	81.4
The natural world	84.9
Expressive arts and design	84.7
Creating with materials	87
Being imaginative and expressive	86.6

[Back to achievement summary](#)
[Back to contents](#)

Report card

▼ [Guidance](#)

The section contains a subset of data from the IDSR that will eventually be published alongside the inspection report. For guidance about the data please see the associated IDSR section above.

The letter 'R' will be presented where data has been redacted due to it not being published. The letter 'S' will be presented where the data is suppressed for small cohorts of 5 or fewer.

There is additional [guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#report-card\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#report-card) about this section.

— [Context in latest year](#)

— [Absence](#)

Context in latest year

Total pupils

207

Close to average

School capacity

237

Close to average

Pupils eligible for free school meals (FSM) at any time during the past six years

6.76%

Well below average

Pupils with an education, health and care (EHC) plan

5.80%

Above average

Pupils with special educational needs (SEN) support

15.46%

Close to average

School location deprivation

Well below average

Absence

Overall absence

Year	This school	National average	Compared with national average
2024/25	5.9%	5.2%	Close to average
2023/24	6.1%	5.5%	Close to average
2022/23	5.6%	5.9%	Close to average
2018/19	3.6%	4.0%	Close to average

Persistent absence

Year	This school	National average	Compared with national average
2024/25	15.5%	13.3%	Close to average
2023/24	11.2%	14.6%	Close to average
2022/23	14.6%	16.2%	Close to average
2018/19	3.7%	8.2%	Below

— [All pupils' performance](#)

— [Disadvantaged pupils' performance](#)

— [Disadvantaged pupils' performance gap](#)

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25	68%	62%	Close to average
2023/24	52%	61%	Below
2022/23	58%	60%	Close to average

Pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25	90%	75%	Above
2023/24	65%	74%	Below
2022/23	77%	73%	Close to average

Pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25	71%	72%	Close to average
2023/24	55%	72%	Below
2022/23	65%	71%	Below

Pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25	84%	74%	Above
2023/24	68%	73%	Close to average
2022/23	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year This school National average Compared with national average

Latest 3 year average	36%	46%	Below
2024/25	S	47%	S
2023/24	0%	46%	Below
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

Year This school National average Compared with national average

Latest 3 year average	57%	62%	Close to average
2024/25	S	63%	S
2023/24	17%	62%	Below
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year This school National average Compared with national average

Latest 3 year average	50%	59%	Below
2024/25	S	59%	S
2023/24	17%	58%	Below
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in maths

Year This school National average Compared with national average

Latest 3 year average	50%	60%	Below
2024/25	S	61%	S
2023/24	33%	59%	Below
2022/23	S	59%	S

Disadvantaged pupils' performance gap

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year This school National non-disadvantaged score School disadvantage gap

Latest 3 year average	36%	68%	-32 pp
2024/25	S	69%	S
2023/24	0%	67%	-67 pp
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

Year This school National non-disadvantaged score School disadvantage gap

Latest 3 year average	57%	80%	-22 pp
2024/25	S	81%	S
2023/24	17%	80%	-63 pp
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	78%	-28 pp
2024/25	S	78%	S
2023/24	17%	78%	-61 pp
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25	S	81%	S
2023/24	33%	79%	-46 pp
2022/23	S	79%	S

[Back to contents](#)



OGI

All content is available under the Open Government Licence v3.0, except where otherwise stated



© Crown copyright