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Pakeman Primary School

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▶ **Important information**

— School details

School details

URN: 100418   **LAESTAB:** 2062455

Local authority: Islington

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

Ofsted: find an inspection report

Ofsted: explore an area

Get information about this school (GIAS)

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Context of the school

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School characteristics

Data source: the DfE's January school census for 2025, 2024 and 2023, and children in need census for 2024, 2023 and 2022

▼ [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.

Other than for special schools, 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).

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 pupils 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). 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) about this section.

School local area (MSOA) = Islington 007

	2023	2024	2025
School number on roll	Close to average 331	Close to average 311	Close to average 327
School % FSM6	Well above average 59.72	Well above average 59.85	Well above average 62.68
Local area % FSM6	Well above average 40.10	Well above average 44.39	Well above average 47.21
School % SEN support	Close to average 15.71	Below average 10.93	Close to average 14.07
Local area % SEN support	Well above average 25.45	Well above average 20.05	Above average 19.01
School % EHC plan	Close to average 2.72	Close to average 3.86	Above average 4.89
Local area % EHC plan	Above average 4.24	Above average 4.90	Well above average 6.57
School % EAL	Well above average 66.50	Well above average 63.70	Well above average 62.40
Local area % EAL	Well above average 48.70	Well above average 49.40	Well above average 52.80
School % CIN	Above average 6.04	Above average 6.43	Above average 5.50
Local area % CIN	Close to average 4.46	Close to average 3.03	Close to average 2.35
School % stability	Below average 70.54	Below average 70.64	Below average 77.14
School pupil base deprivation	Well above average	Well above average	Well above average

	2023	**2024**	**2025**
Local area pupil base deprivation	Above average	Above average	Above average
School location deprivation	Well above average	Well above average	Well above average

Ethnicity

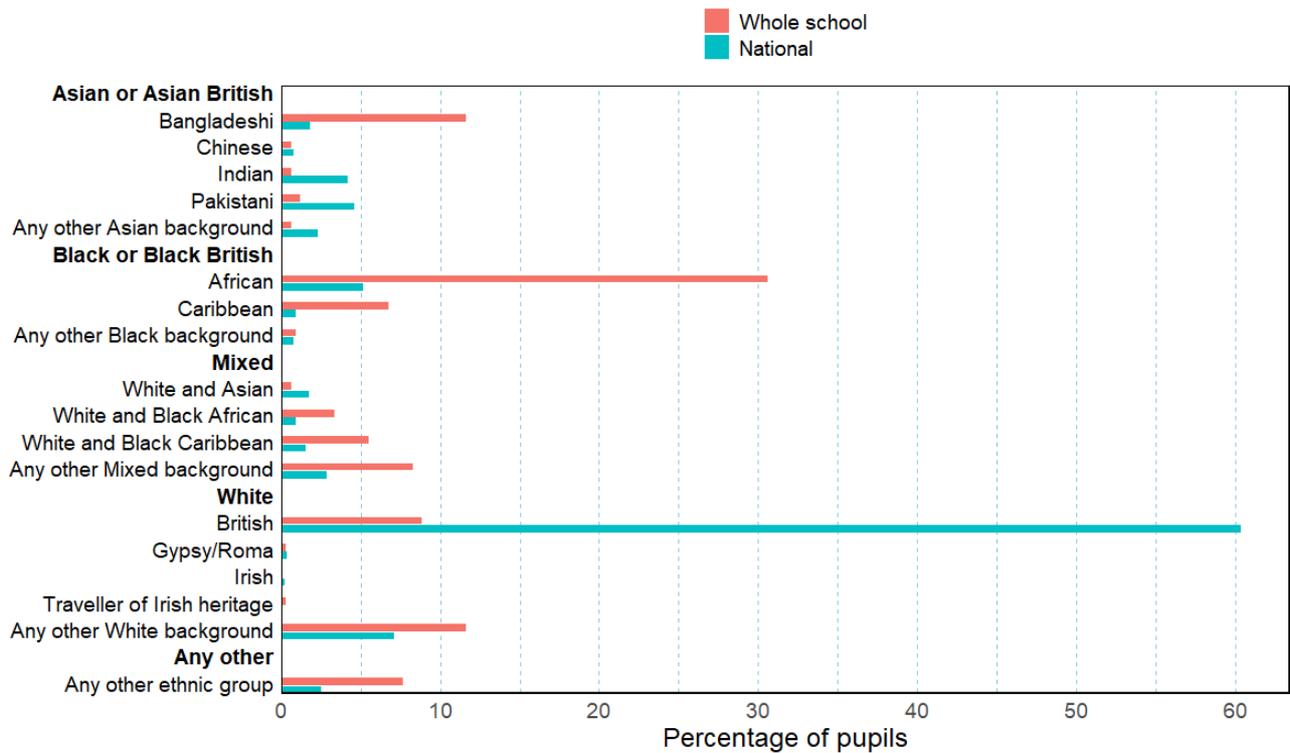Data source: the DfE's January school census for 2025

▼ 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) about this section.

Whole school

▶ Table

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) 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: 30

SEN primary need	SEN support (33)							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	1	1	0	0	2
Social, Emotional and Mental Health	0	0	0	1	0	0	0	1
Speech, Language and Communication Needs	5	6	3	1	2	1	0	18
Autistic Spectrum Disorder	1	3	3	0	1	0	1	9
Other Difficulty/Disability	1	2	0	0	0	0	0	3
Year group totals	**7**	**11**	**6**	**3**	**4**	**1**	**1**	**33**

SEN primary need	EHC plan (16)							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Social, Emotional and Mental Health	0	0	0	0	1	0	0	1
Speech, Language and Communication Needs	1	1	1	1	1	1	0	6
Visual Impairment	0	0	0	1	0	0	0	1
Autistic Spectrum Disorder	0	2	1	2	3	0	0	8
Year group totals	**1**	**3**	**2**	**4**	**5**	**1**	**0**	**16**

Year group

Data source: the DfE's January school census for 2025, children in need census for 2024 and children looked after return 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, e.g. IDSRs using the January 2025 school census will show children in need between 1 April 2023 and 31 March 2024 inclusive.
- the number of looked-after children – these are pupils who were looked after for at least one day during the reporting year and were 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. IDSRs using the January 2025 school census will show children who were looked after between 1 April 2024 and 31 March 2025 inclusive.

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) about this section.

	Number on roll	% FSM6	% EAL	Number young carers	Number CIN	Number CLA
Reception	39	48.72	61.50	0	0	0
Year 1	37	54.05	51.40	0	3	0
Year 2	44	61.36	63.60	0	1	0
Year 3	42	69.05	47.60	0	4	0
Year 4	37	67.57	75.70	0	4	0
Year 5	43	65.12	76.70	0	3	0
Year 6	42	71.43	61.90	0	3	0

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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) about this section.

- *There is nothing to highlight for the proportion of education support staff relative to teaching staff in 2024.*
- The percentage of teachers with at least one period of sickness absence was significantly above national in: 2022/23.
- *There is nothing to highlight for days lost to teacher absence (3 days) in 2023/24.*
- 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.*

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Attendance and behaviour

Daily attendance and absence

Data source: the DfE's 2025/26 daily attendance collection for autumn part 1 and part 2

Unlike the census, this is operational data and should serve as a starting point for conversations with school leaders about recent pupil attendance. A school's live management information may differ for this time period, so school leaders can share their own data with the inspection team if they wish.

▼ Guidance

This section contains a table and chart for overall attendance which provide data for the school and a comparison with the national average. There is also a table showing the percentage of pupils in each 5% absence band up to and above 50% absence, broken down by year group.

Schools share this data through their management information system (MIS) via Wonde to the DfE. Ofsted receives aggregated school-level attendance summary data, not individual pupil records.

The data includes:

- overall attendance and absence rates
- attendance patterns by pupil groups

This is the same summary information seen by schools in their attendance summary report on View your education data (VYED). Schools are responsible for ensuring attendance data recorded in their MIS is accurate and up to date.

The pupil groups for which attendance data is available are:

- all pupils
- pupils who are eligible for free school meals (FSM)
- 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

The year group table is based on all pupils with 20 or more possible sessions from the start of the academic year up to Monday 22 December 2025.

Overall attendance is calculated as: 100 – ((number of present sessions / 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).

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 standard deviations (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.

Trend is not currently available as there is only data for one academic year.

No additional analysis is applied to the year group table.

The quickest way for a school to query this daily attendance data is to contact the DfE's service desk (https://customerhelpportal.education.gov.uk/), where requests are triaged and escalated accordingly.

There is additional guidance (https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#daily-attendance) about this section.
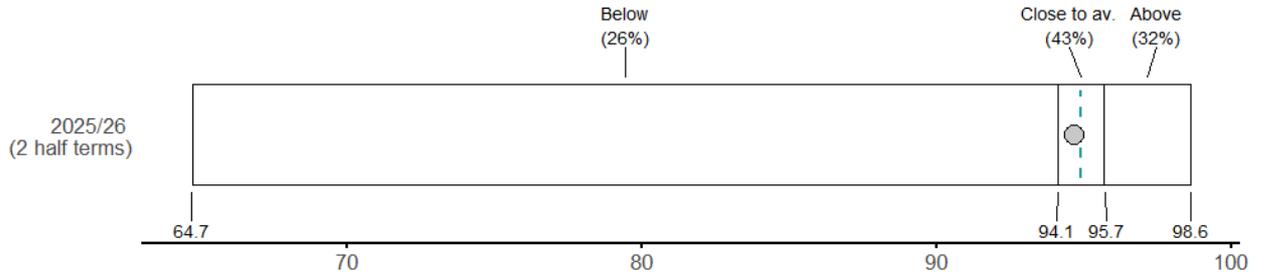
▶ Key to charts

— Attendance

— Year group absence

Attendance

All pupils - Attendance

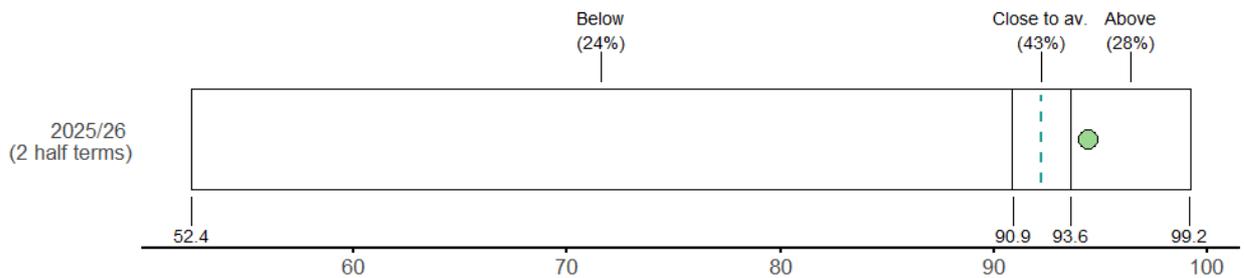| Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (2 half terms)	256	94.7%	94.9%	Close to average	Not available

▼ Chart

FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (2 half terms)	155	94.4%	92.3%	Above	Not available

▼ Chart

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (2 half terms)	54	94.6%	92.3%	Above	Not available

▼ Chart
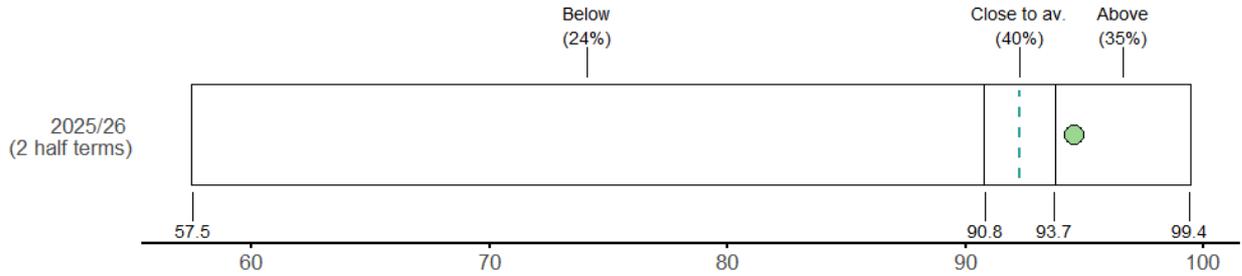
Year group absence

	Year groups					
Overall Absence Band	Y1	Y2	Y3	Y4	Y5	Y6
less than 5%	56%	59%	69%	55%	70%	69%
5% to less than 10%	30%	22%	13%	25%	23%	18%
10% to less than 15%	2%	8%	4%	5%	5%	9%
15% to less than 20%	12%	3%	4%	9%	3%	2%
20% to less than 25%	0%	3%	4%	2%	0%	2%
25% to less than 30%	0%	0%	0%	2%	0%	0%
30% to less than 35%	0%	5%	2%	2%	0%	0%
35% to less than 40%	0%	0%	2%	0%	0%	0%
40% to less than 45%	0%	0%	0%	0%	0%	0%
45% to less than 50%	0%	0%	0%	0%	0%	0%
50% and above (severely absent)	0%	0%	0%	0%	0%	0%
10% and above (persistently absent)	14%	19%	18%	20%	8%	13%

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 from the 'Pupil absence in schools in England' statistical release series

▼ Guidance

This section contains tables and charts for overall attendance and persistent absence which provide data for the school and, other than for special schools, 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.

The overall attendance and persistent absence measures are calculated only for those pupils who are of compulsory age - i.e. aged between 5 and 15 at the start of the academic year (31 August).

Each set of tables and charts is available for 3 different pupil groups within the cohort of pupils of compulsory school age:

- all pupils enrolled at the school
- pupils who have been eligible for free school meals (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 – ((number of present sessions / 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).

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. The national distribution banding is not displayed for special schools.

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. For special schools, trend is displayed for persistent absence only.

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 with SEN (including those who receive SEN support, or who have a statement of SEN or an EHC plan). The school context is not displayed for special schools.

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

▶ Key to charts
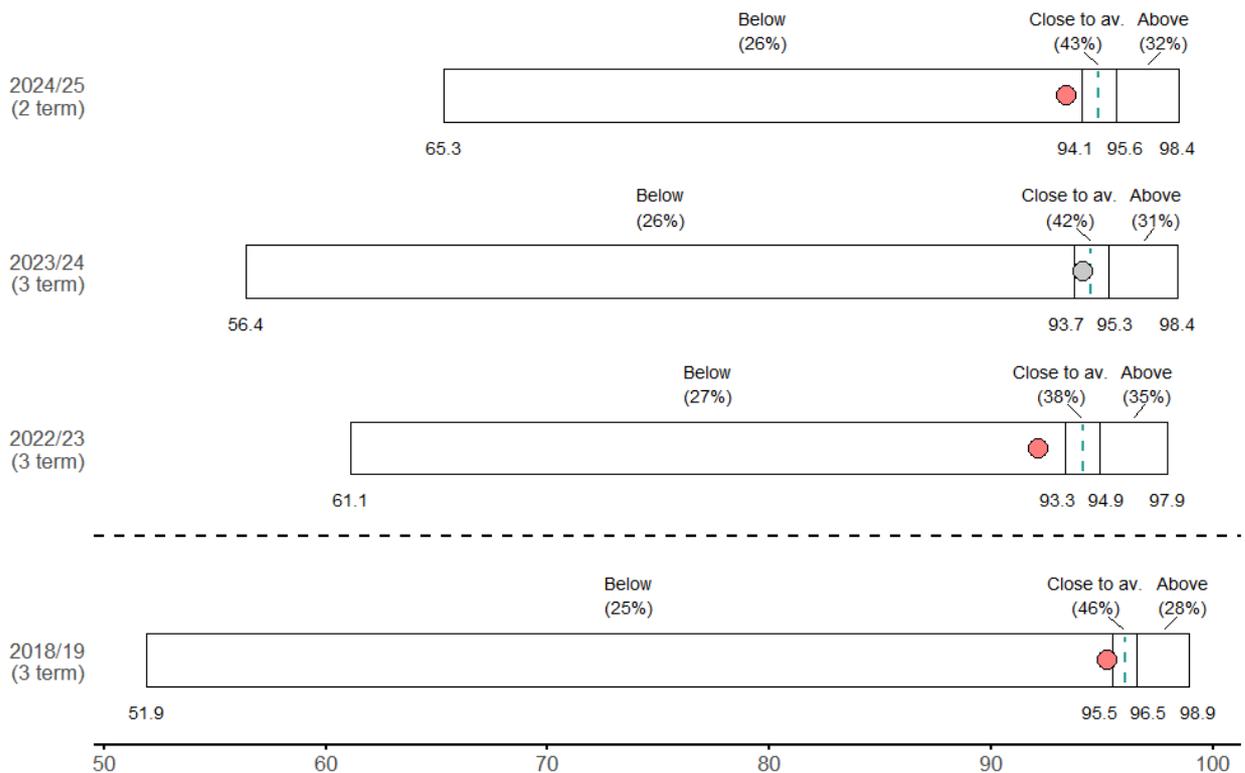
— Attendance

— 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)	266	93.4%	94.8%	Below	Relative decline	High - FSM

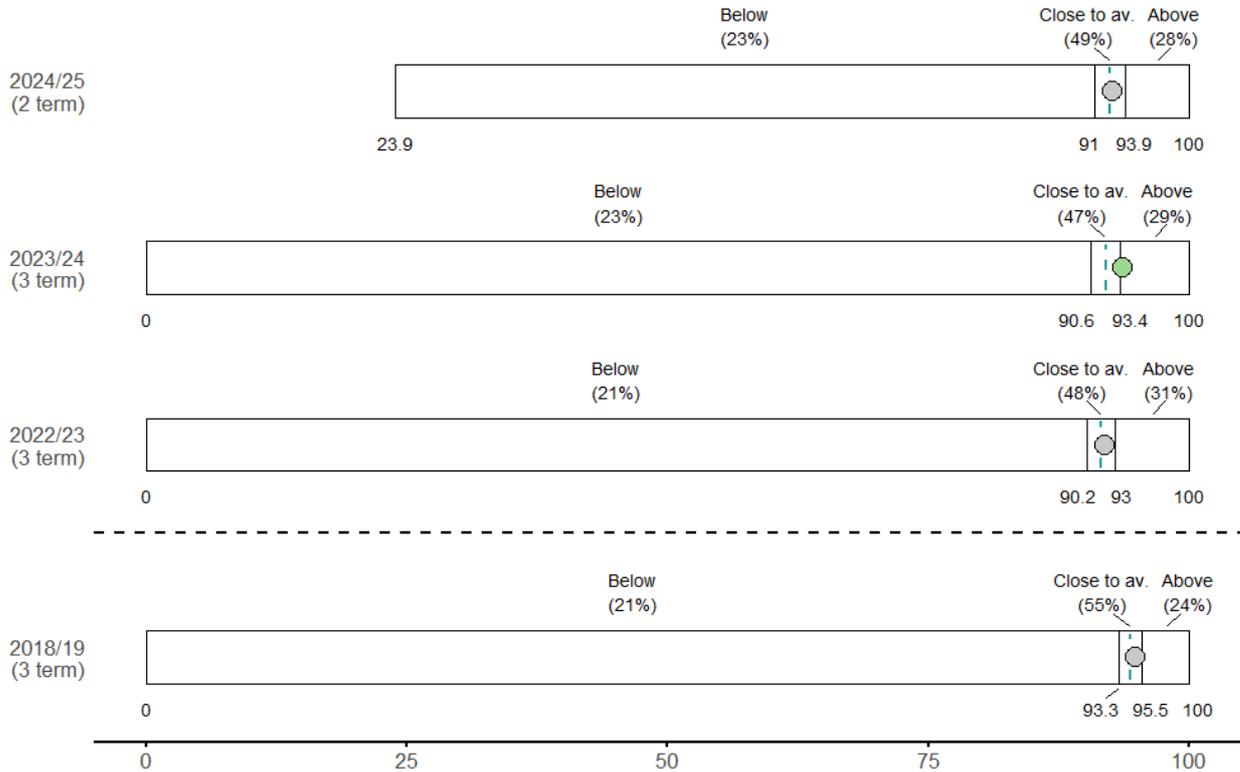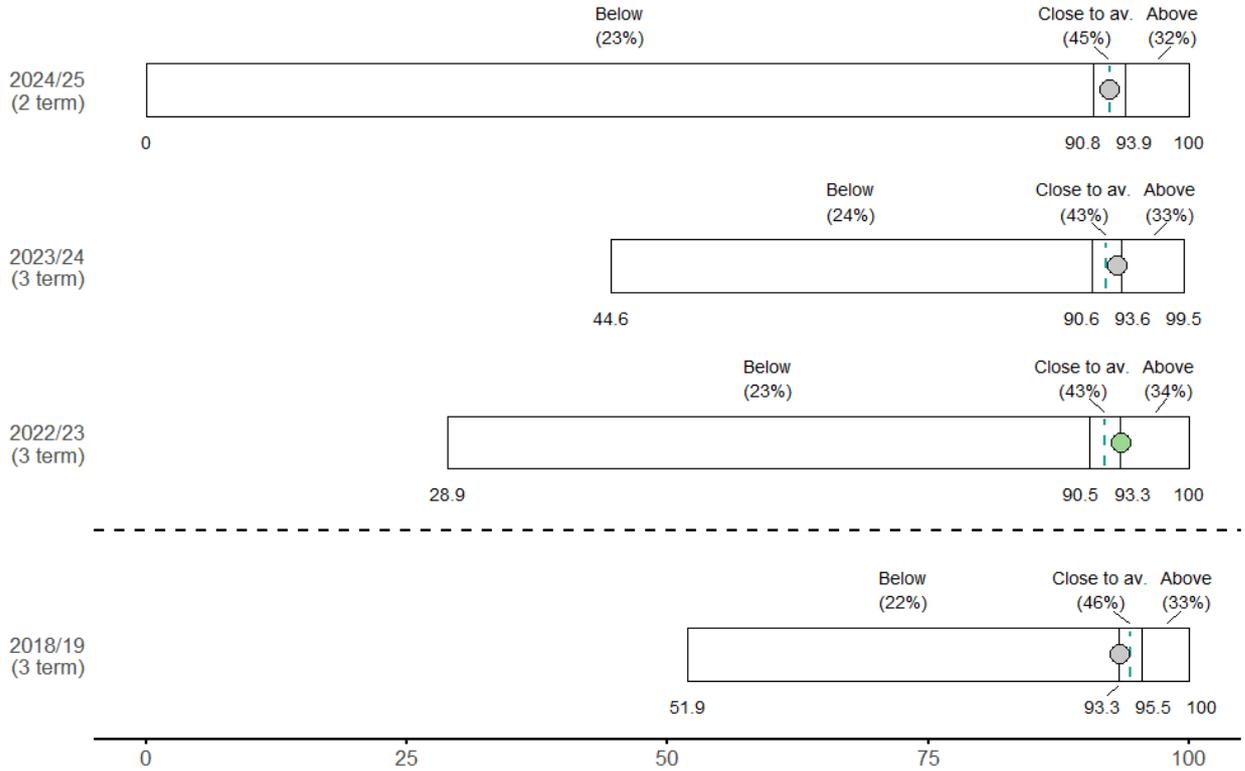| Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2023/24 (3 term)	262	94.1%	94.5%	Close to average	Relative improvement	High - FSM
2022/23 (3 term)	262	92.1%	94.1%	Below	Relative decline	High - FSM
2018/19 (3 term)	262	95.2%	96.0%	Below	Not available	High - FSM

▼ Chart

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	168	92.7%	92.4%	Close to average	Relative decline	High - FSM
2023/24 (3 term)	164	93.6%	92.0%	Above	Relative improvement	High - FSM
2022/23 (3 term)	152	91.9%	91.6%	Close to average	Relative decline	High - FSM

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2018/19 (3 term)	153	94.9%	94.4%	Close to average	Not available	High - FSM

▼ Chart

SEN - Attendance

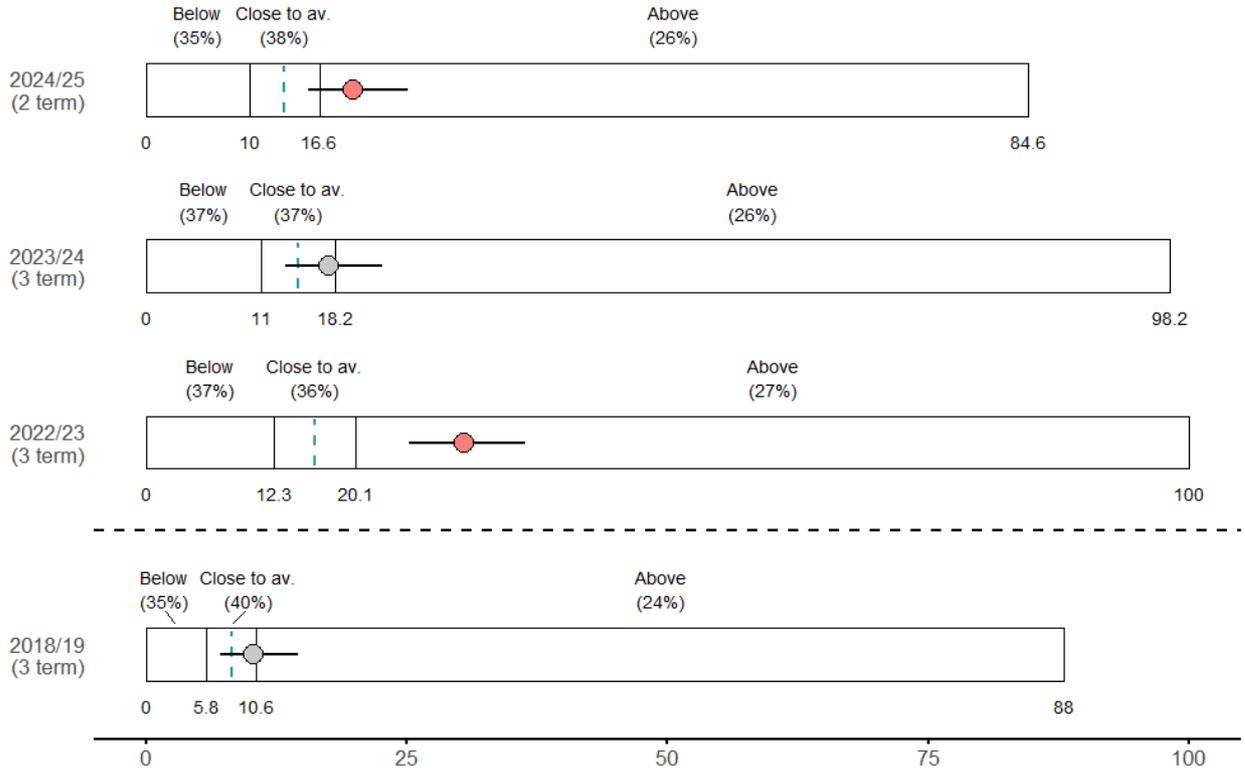| Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	46	92.4%	92.4%	Close to average	Relative decline	High - FSM
2023/24 (3 term)	33	93.2%	92.1%	Close to average	Relative decline	High - FSM
2022/23 (3 term)	47	93.5%	91.9%	Above	Relative improvement	High - FSM
2018/19 (3 term)	67	93.4%	94.4%	Close to average	Not available	High - FSM

▼ Chart

Persistent absence

All pupils - Persistent absence

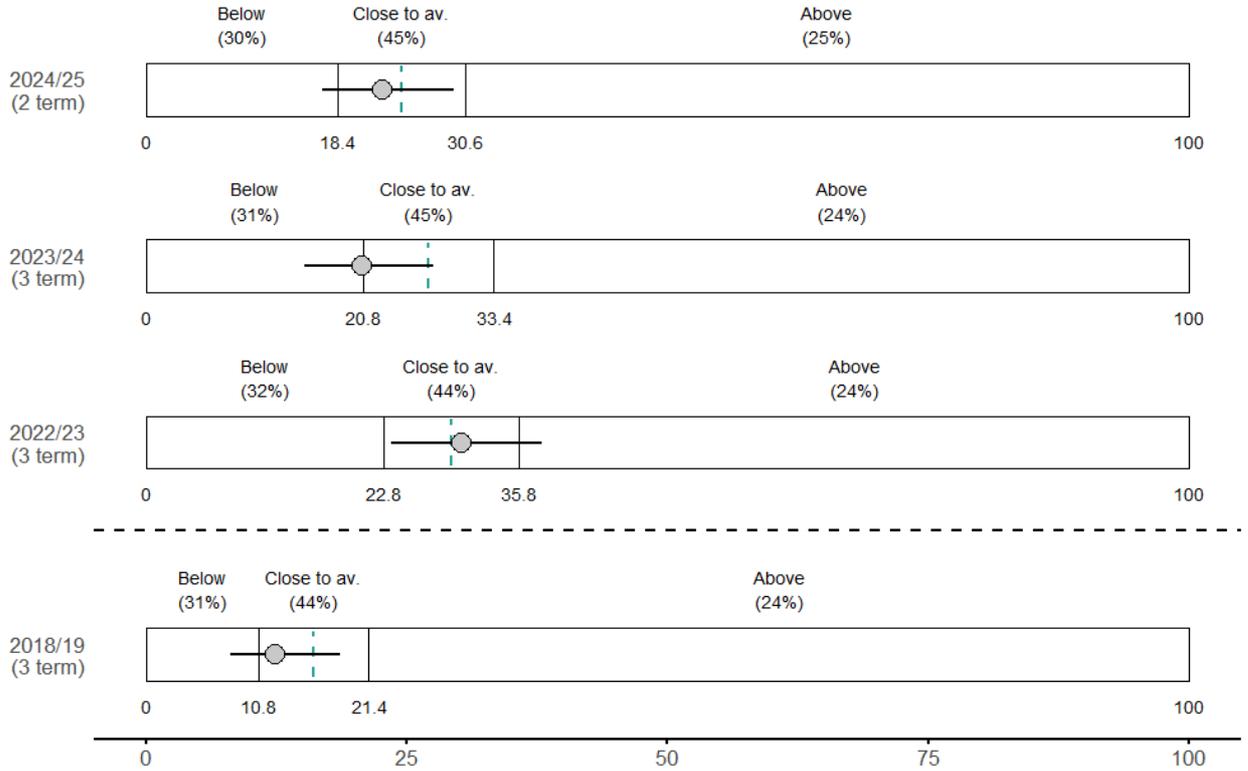| Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	266	19.9%	13.3%	Above (sig+)	No sig change	High - FSM
2023/24 (3 term)	262	17.6%	14.6%	Close to average (non-sig)	Sig decrease	High - FSM
2022/23 (3 term)	262	30.5%	16.2%	Above (sig+)	Sig increase	High - FSM
2018/19 (3 term)	262	10.3%	8.2%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

FSM6 - Persistent absence

| Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	168	22.6%	24.5%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	164	20.7%	27.1%	Below (non-sig)	Sig decrease	High - FSM
2022/23 (3 term)	152	30.3%	29.3%	Close to average (non-sig)	Sig increase	High - FSM
2018/19 (3 term)	153	12.4%	16.1%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	46	21.7%	22.3%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	33	21.2%	24.2%	Close to average (non-sig)	No sig change	High - FSM
2022/23 (3 term)	47	21.3%	25.7%	Close to average (non-sig)	No sig change	High - FSM
2018/19 (3 term)	67	20.9%	14.8%	Above (non-sig)	Not available	High - FSM
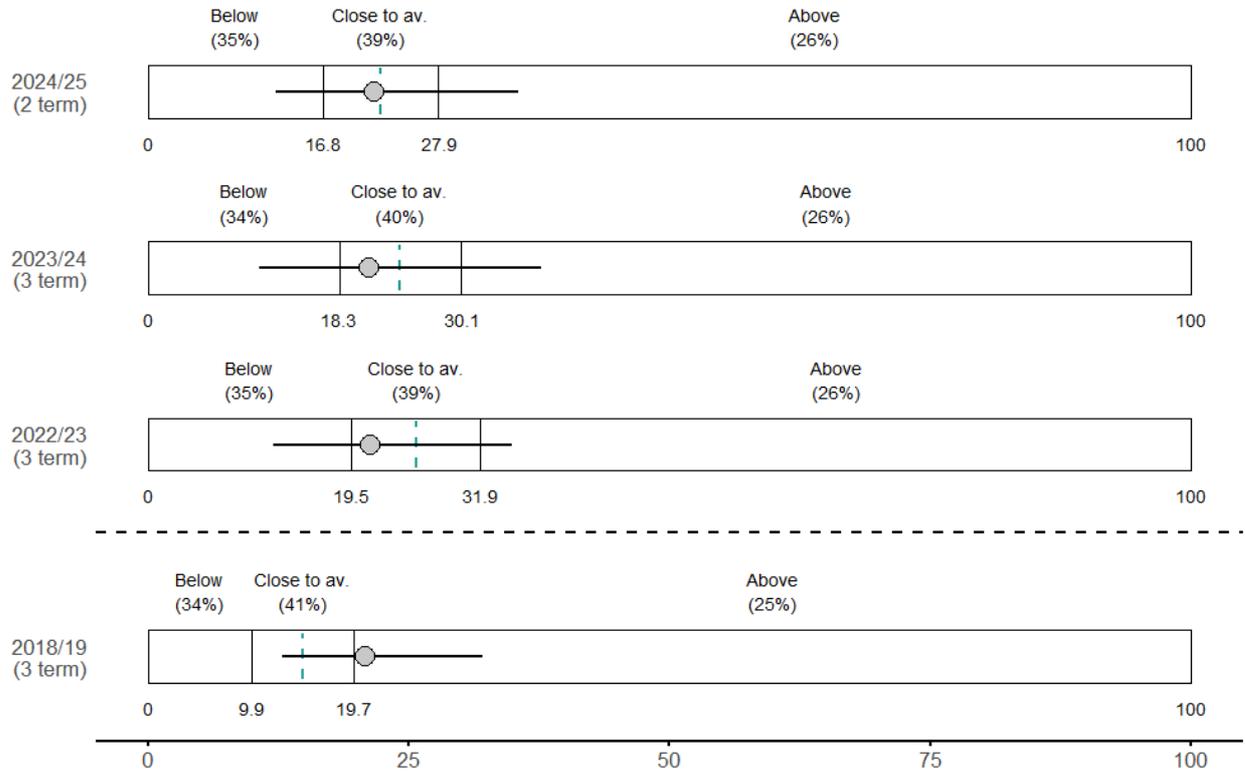
▼ Chart

Suspensions and permanent exclusions - whole school

Data source: the DfE's 2024/25 (1 term), 2023/24 (3 term) and 2022/23 (3 term) academic year data

▼ Guidance

This section contains tables and charts for suspensions and permanent exclusions. These provide data for the school and, other than for special schools, 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 can be up to 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
- pupils who have been eligible for free school meals (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).

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. The national distribution banding is not displayed for special schools.

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 pupils who have been eligible for FSM at any time during the last 6 years (FSM6), or a higher-than-average proportion of pupils with SEN (including those who receive SEN support, or who have a statement of SEN or an EHC plan). The school context is not displayed for special schools.

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 3 years available and they will only be displayed if there has been at least 1 suspension or permanent exclusion in at least 1 of those years. 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. Reasons are recorded with a '-' for 2024/25 (1 term) as that data is not yet available.

There is additional guidance (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

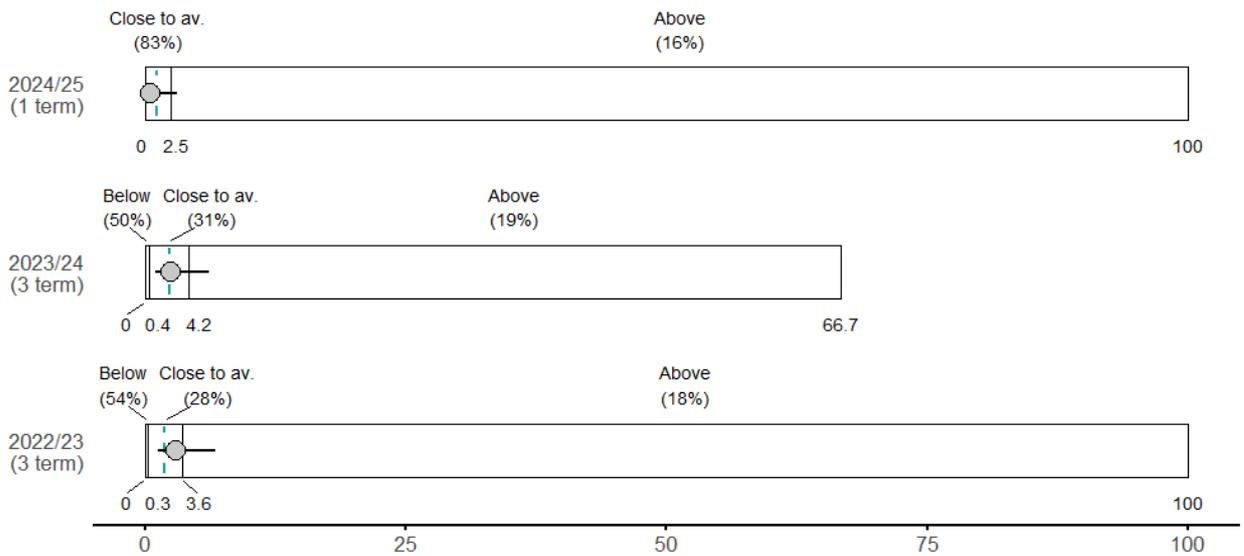| Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	332	0.60%	0.50%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	311	1.29%	0.99%	Close to average (non-sig)	No sig change	High - FSM
2022/23 (3 term)	331	1.51%	0.82%	Above (non-sig)	Not available	High - FSM

▼ Chart
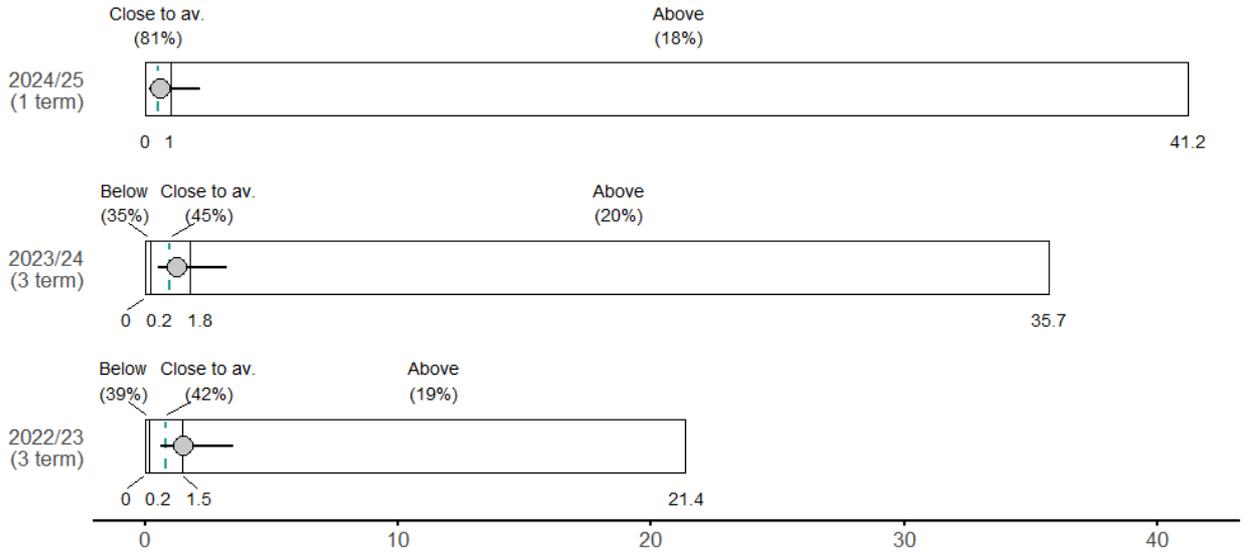
FSM6 - 1 or more suspensions

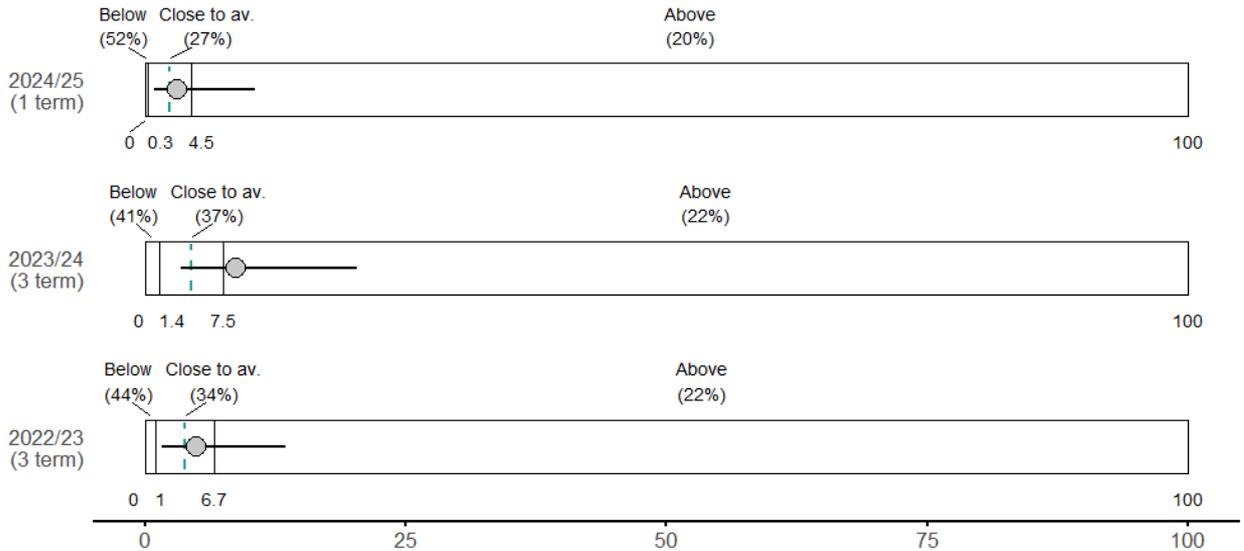| Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	178	0.56%	1.16%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	161	2.48%	2.33%	Close to average (non-sig)	No sig change	High - FSM
2022/23 (3 term)	168	2.98%	1.94%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

SEN - 1 or more suspensions

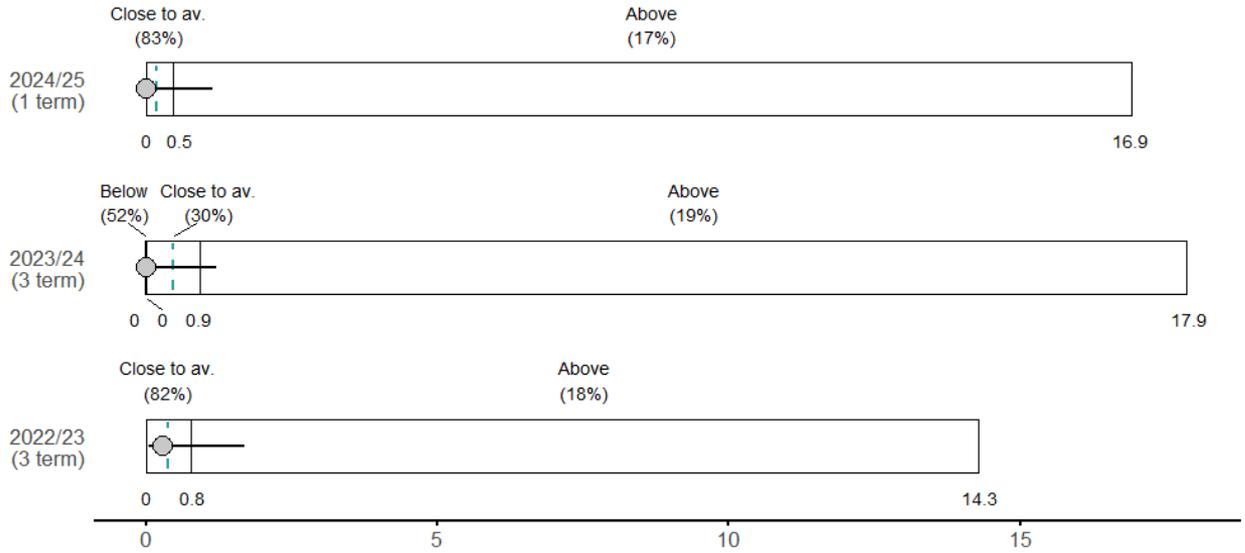| Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	65	3.08%	2.38%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	46	8.70%	4.44%	Above (non-sig)	No sig change	High - FSM
2022/23 (3 term)	61	4.92%	3.85%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

2+ suspensions

All pupils - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	332	0.00%	0.19%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	311	0.00%	0.47%	Below (non-sig)	No sig change	High - FSM
2022/23 (3 term)	331	0.30%	0.38%	Close to average (non-sig)	Not available	High - FSM

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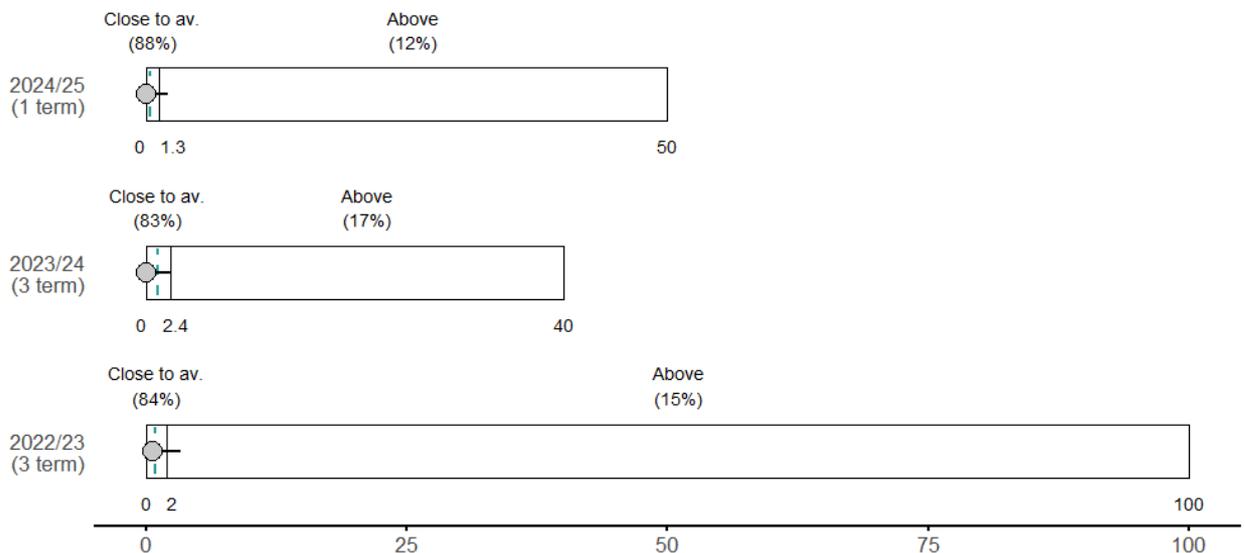
▼ Chart

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	178	0.00%	0.46%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	161	0.00%	1.16%	Close to average (non-sig)	No sig change	High - FSM
2022/23 (3 term)	168	0.60%	0.94%	Close to average (non-sig)	Not available	High - FSM

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
2024/25 (1 term)	65	0.00%	0.99%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	46	0.00%	2.37%	Below (non-sig)	No sig change	High - FSM
2022/23 (3 term)	61	1.64%	2.01%	Close to average (non-sig)	Not available	High - FSM

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

▼ **Chart**
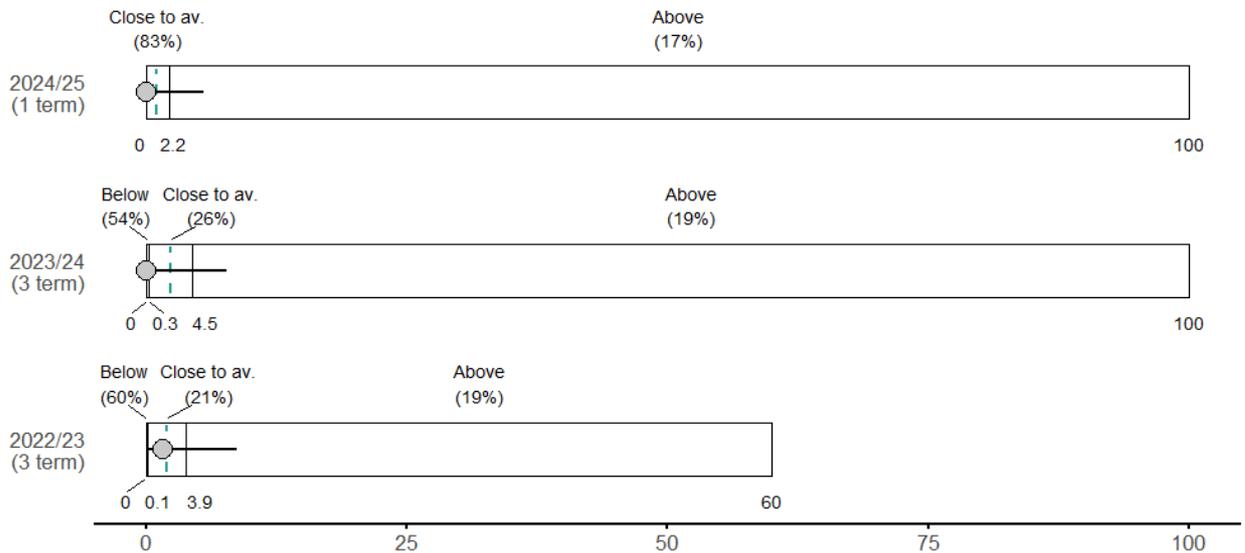
Suspension reasons

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (1 term)
Total number of **suspensions**	10	4	2

Reasons for suspensions

Reason	2022/23 (3 term)	2023/24 (3 term)	2024/25 (1 term)
Persistent disruptive behaviour	2	3	-
Physical assault against an adult	1	3	-
Physical assault against a pupil	5	1	-
Verbal abuse or threatening behaviour against an adult	3	1	-
Verbal abuse or threatening behaviour against a pupil	1	1	-
Bullying	2	-	-
Damage	1	-	-

Permanent exclusion reasons

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (1 term)
Total number of **permanent exclusions**	0	0	0
National average **permanent exclusions**	0	0	0

Reasons for permanent exclusions

There were no permanent exclusions in the last three years or the data is not available.

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Links to alternative provision and other providers

Data source: the DfE's autumn 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) about this section.

URN	UKPRN	Companies House number	Postcode	Provider type	Provider name	Total pupils	Full time	Part time
139723	-	-	E10 7BZ	Academy Sponsor Led	Riverley Primary School	1 (0)	1 (0)	0 (0)

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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) about this section.

— All pupils

— Disadvantaged

— Low prior attainers
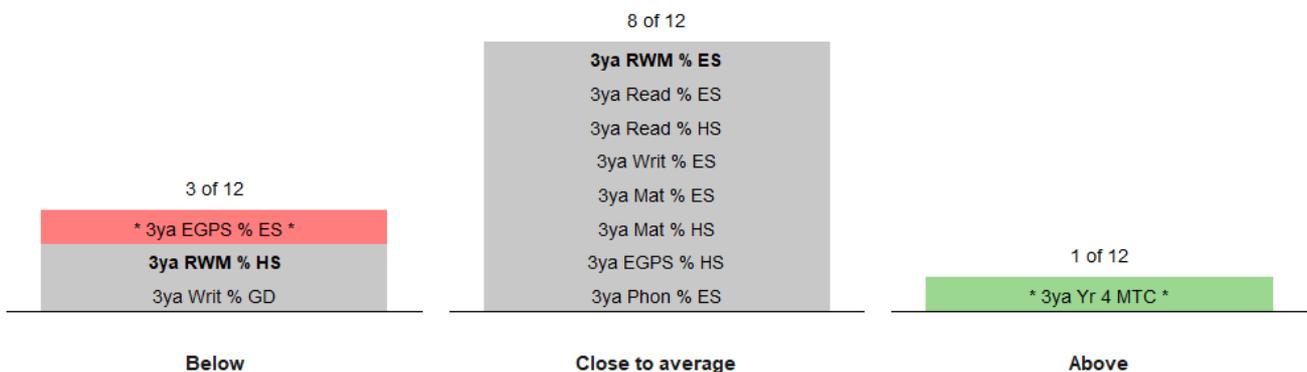
— Middle prior attainers

— 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.

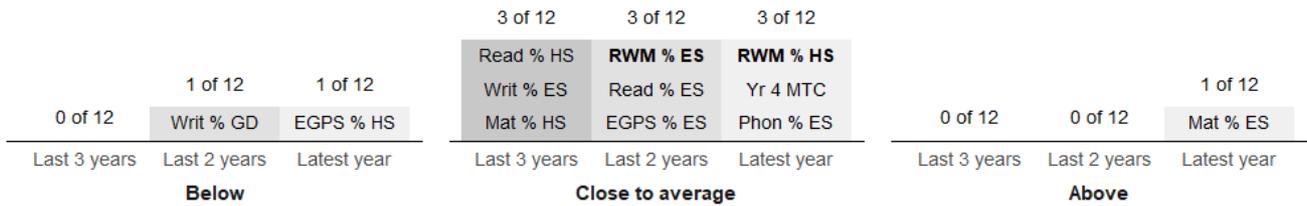| Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	118	124	126

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.

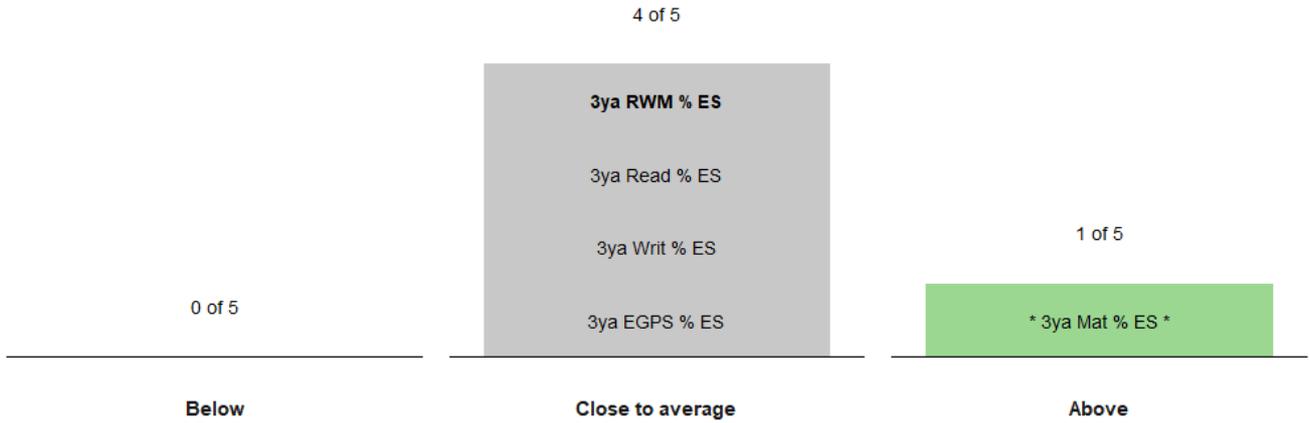| Year | Key stage 2 (Year 6) | | MTC (Year 4) | | Phonics (Year 1) | |
	Cohort	Context	Cohort	Context	Cohort	Context
2025	42	High - FSM	36	High - FSM, Low - Stability	36	High - FSM, High - SEN
2024	30	High - FSM, Low - Stability	45	High - FSM, Low - Stability	45	High - FSM
2023	46	High - FSM, Low - Stability	43	High - FSM	45	High - FSM

			3 of 12	3 of 12	3 of 12				
			Read % HS	**RWM % ES**	**RWM % HS**				
	1 of 12	1 of 12	Writ % ES	Read % ES	Yr 4 MTC				1 of 12
0 of 12	Writ % GD	EGPS % HS	Mat % HS	EGPS % ES	Phon % ES	0 of 12	0 of 12	Mat % ES
Last 3 years	Last 2 years	Latest year	Last 3 years	Last 2 years	Latest year	Last 3 years	Last 2 years	Latest year
	Below			**Close to average**			**Above**	

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	81	-	-

4 of 5

| 3ya RWM % ES |
| 3ya Read % ES |
| 3ya Writ % ES |
| 3ya EGPS % ES |

1 of 5

| * 3ya Mat % ES * |

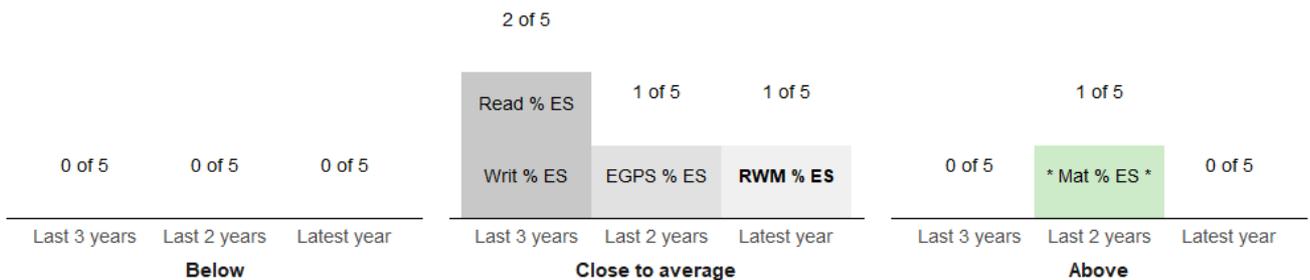0 of 5

Below   **Close to average**   **Above**

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.

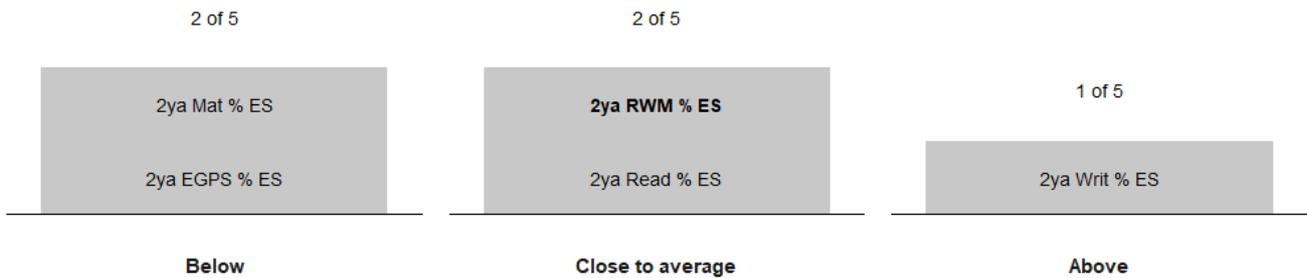| Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	30	High - FSM	-	-	-	-
2024	20	High - FSM, Low - Stability	-	-	-	-
2023	31	High - FSM, Low - Stability	-	-	-	-

2 of 5

| Read % ES | 1 of 5 | 1 of 5 |
| Writ % ES | EGPS % ES | RWM % ES |

1 of 5

| * Mat % ES * |

0 of 5	0 of 5	0 of 5
Last 3 years	Last 2 years	Latest year
Below		

| Last 3 years | Last 2 years | Latest year |
| **Close to average** | | |

0 of 5	1 of 5	0 of 5
Last 3 years	Last 2 years	Latest year
Above		

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	20	-	-

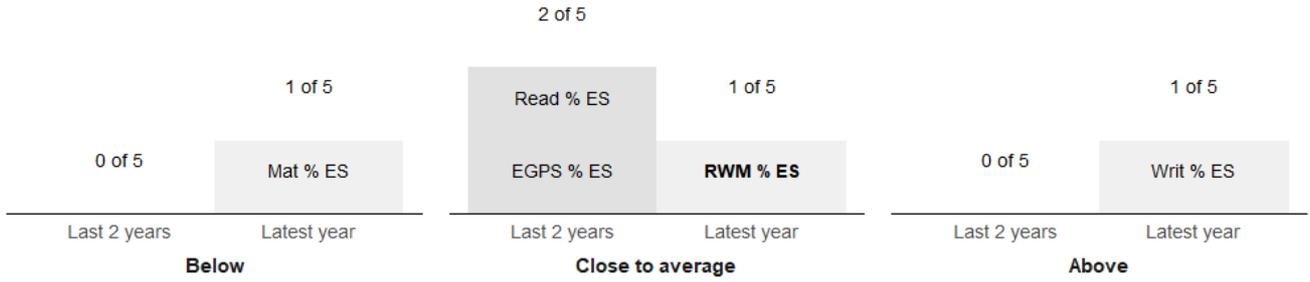| 2 of 5	2 of 5	
2ya Mat % ES	**2ya RWM % ES**	1 of 5
2ya EGPS % ES	2ya Read % ES	2ya Writ % ES
Below	**Close to average**	**Above**

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.

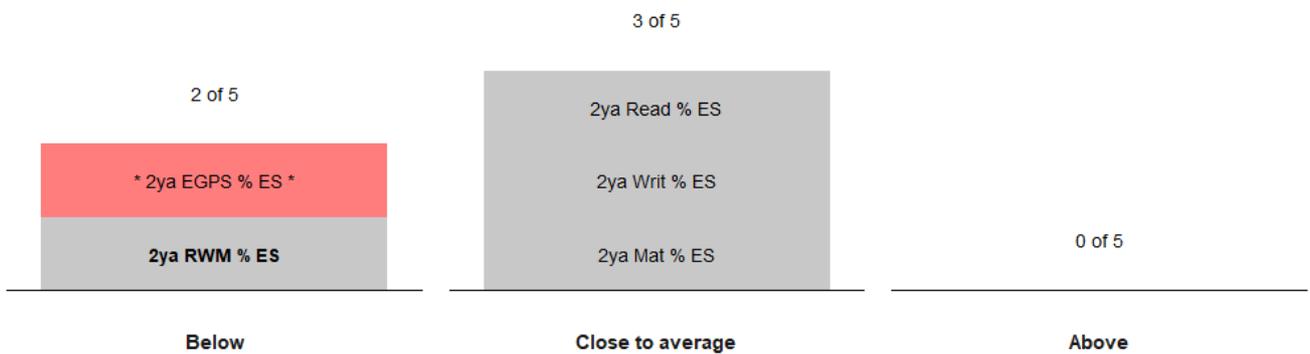| Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2023	13	High - FSM, Low - Stability	-	-	-	-
2022	7	High - FSM	-	-	-	-

2 of 5

1 of 5

			Read % ES	1 of 5		1 of 5
0 of 5	Mat % ES		EGPS % ES	RWM % ES	0 of 5	Writ % ES
Last 2 years	Latest year		Last 2 years	Latest year	Last 2 years	Latest year
Below			**Close to average**		**Above**	

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	35	-	-

3 of 5

2 of 5

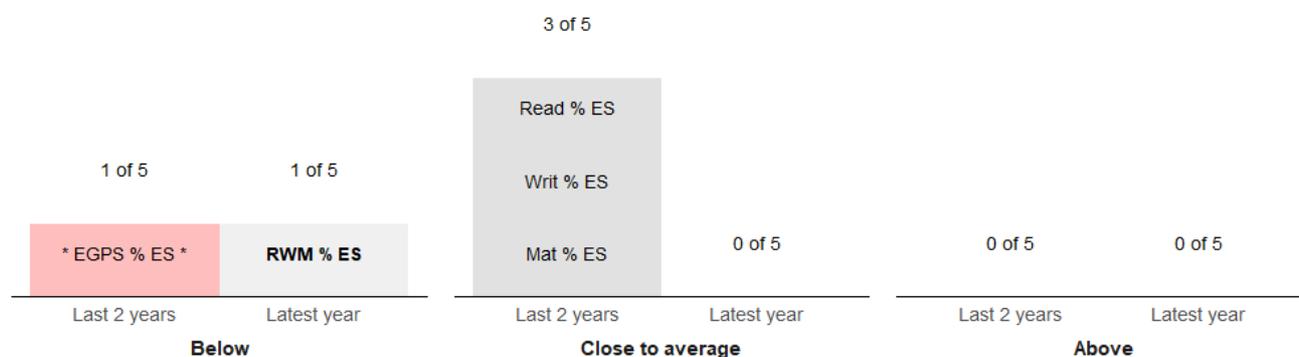| | 3 of 5 | | |
		2ya Read % ES	
* 2ya EGPS % ES *		2ya Writ % ES	
2ya RWM % ES		2ya Mat % ES	0 of 5
Below		**Close to average**	**Above**

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.

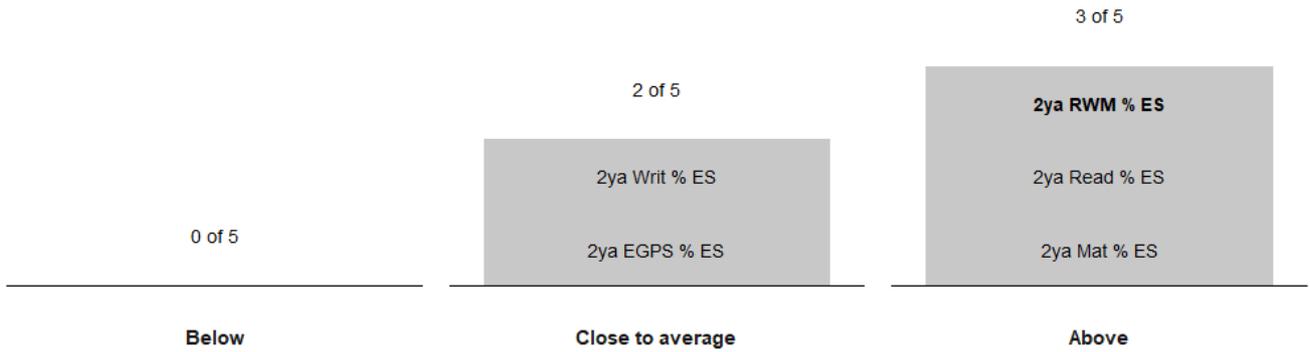| Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2023	16	High - FSM, Low - Stability	-	-	-	-
2022	19	High - FSM	-	-	-	-

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	-	-

3 of 5

2 of 5

2ya RWM % ES

2ya Writ % ES

2ya Read % ES

0 of 5

2ya EGPS % ES

2ya Mat % ES

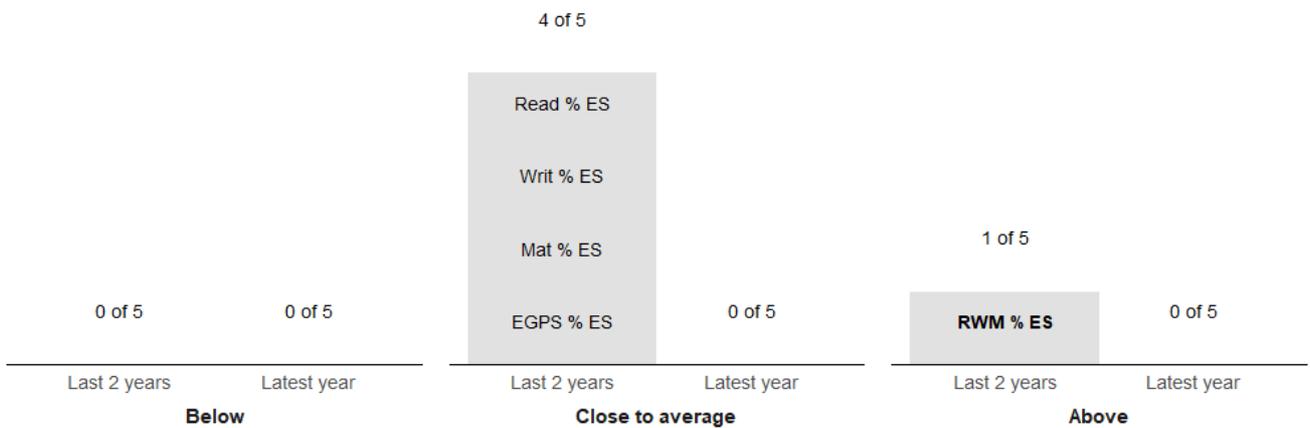**Below**   **Close to average**   **Above**

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	13	High - FSM, Low - Stability	-	-	-	-
2022	10	High - FSM	-	-	-	-

4 of 5

Read % ES

Writ % ES

Mat % ES

1 of 5

| 0 of 5 | 0 of 5 | EGPS % ES | 0 of 5 | **RWM % ES** | 0 of 5 |

| Last 2 years | Latest year | Last 2 years | Latest year | Last 2 years | Latest year |

Below   **Close to average**   **Above**

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) 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 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	78	78	78

3 of 3

| 2ya Read Prog |
| 2ya Writ Prog |
| 2ya Mat Prog |

0 of 3   0 of 3

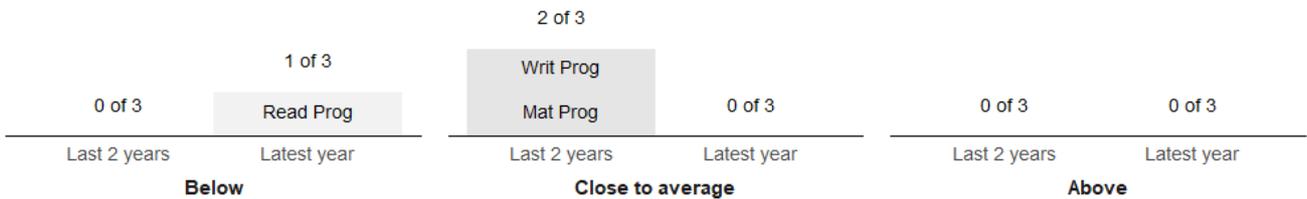**Below**   **Close to average**   **Above**

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	42	42	42	High - FSM, Low - Stability
2022	36	36	36	High - FSM

2 of 3

| Writ Prog |
| Mat Prog |

0 of 3   1 of 3   Read Prog   0 of 3   0 of 3   0 of 3

Last 2 years   Latest year   Last 2 years   Latest year   Last 2 years   Latest year

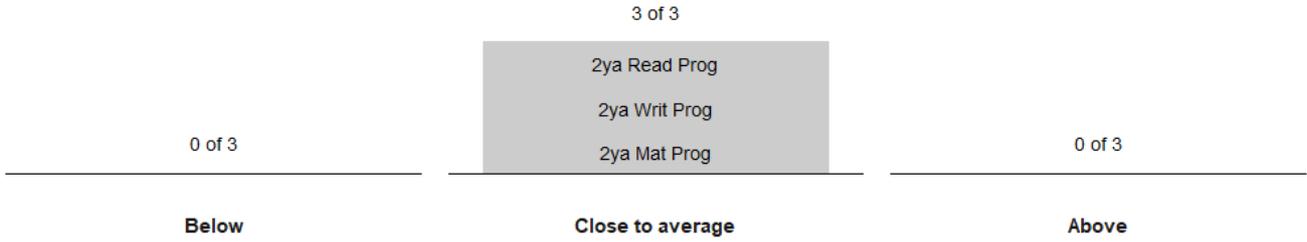**Below**   **Close to average**   **Above**

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	53	53	53

3 of 3

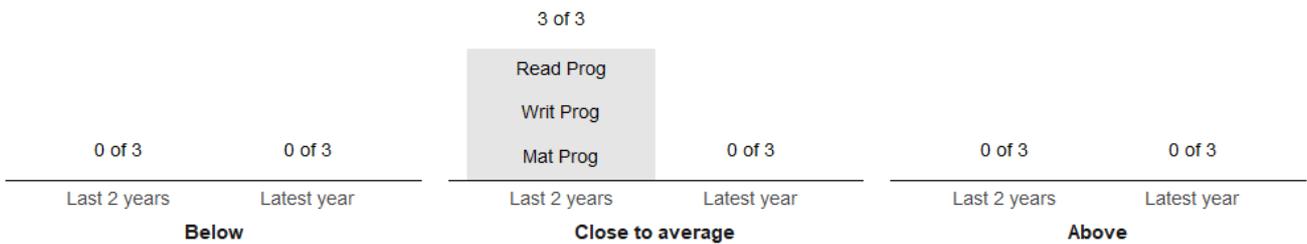|	2ya Read Prog	
0 of 3	2ya Writ Prog	0 of 3
	2ya Mat Prog	

| **Below** | **Close to average** | **Above** |

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	30	30	30	High - FSM, Low - Stability
2022	23	23	23	High - FSM

3 of 3

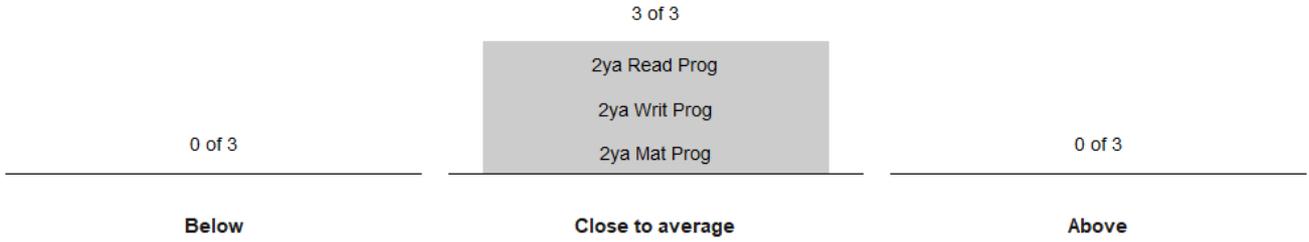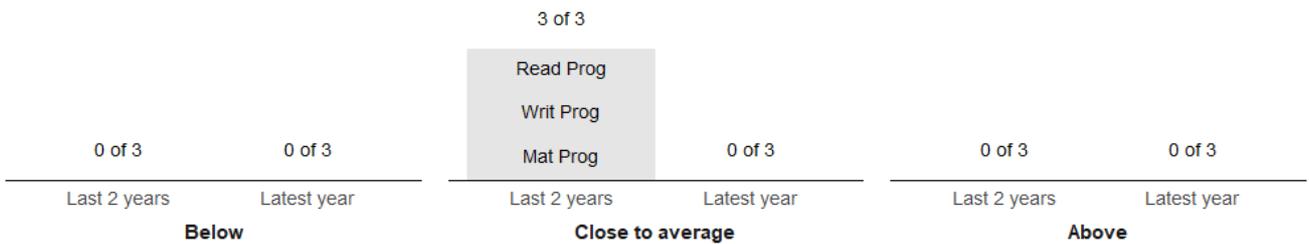|		Read Prog			
0 of 3	0 of 3	Writ Prog	0 of 3	0 of 3	0 of 3
		Mat Prog			
Last 2 years	Latest year	Last 2 years	Latest year	Last 2 years	Latest year
Below		**Close to average**		**Above**	

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	20	20	20

2 of 3

* 2ya Mat Prog *
2ya Read Prog

0 of 3

1 of 3

2ya Writ Prog

Below   **Close to average**   **Above**

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.

	Key stage 2 (Year 6)			
Year	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	13	13	13	High - FSM, Low - Stability
2022	7	7	7	High - FSM

0 of 3

2 of 3

Read Prog
Mat Prog

0 of 3   0 of 3

0 of 3

1 of 3

* Writ Prog *

Last 2 years   Latest year   Last 2 years   Latest year   Last 2 years   Latest year

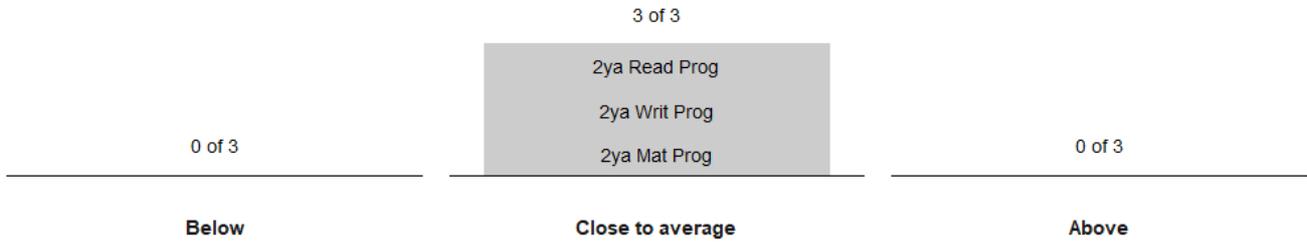**Below**   **Close to average**   **Above**

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	35	35	35

3 of 3

0 of 3	2ya Read Prog 2ya Writ Prog 2ya Mat Prog	0 of 3
Below	**Close to average**	**Above**

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.

	Key stage 2 (Year 6)			
Year	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	16	16	16	High - FSM, Low - Stability
2022	19	19	19	High - FSM

3 of 3

0 of 3	0 of 3	Read Prog Writ Prog Mat Prog	0 of 3	0 of 3	0 of 3
Last 2 years	Latest year	Last 2 years	Latest year	Last 2 years	Latest year
Below		**Close to average**		**Above**	

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

3 of 3

2ya Read Prog	
2ya Writ Prog	
2ya Mat Prog	

0 of 3		0 of 3
Below	**Close to average**	**Above**

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.

	Key stage 2 (Year 6)			
Year	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	13	13	13	High - FSM, Low - Stability
2022	10	10	10	High - FSM

2 of 3

Writ Prog	
Mat Prog	1 of 3
	Read Prog

0 of 3	0 of 3			0 of 3	0 of 3
Last 2 years	Latest year	Last 2 years	Latest year	Last 2 years	Latest year
Below		**Close to average**		**Above**	

- 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) 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	118	58%	61%	Close to average (non-sig)	Not applicable	Not applicable
2025	42	62%	62%	Close to average (non-sig)	No sig change	High - FSM
2024	30	67%	61%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2023	46	50%	60%	Below (non-sig)	Not available	High - FSM, 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	81	52%	46%	Close to average (non-sig)	68%	-16	Not applicable	Not applicable
2025	30	53%	47%	Close to average (non-sig)	69%	-16	Widening	High - FSM
2024	20	60%	46%	Above (non-sig)	67%	-7	Narrowing	High - FSM, Low - Stability
2023	31	45%	44%	Close to average (non-sig)	66%	-21	Not available	High - FSM, Low - Stability
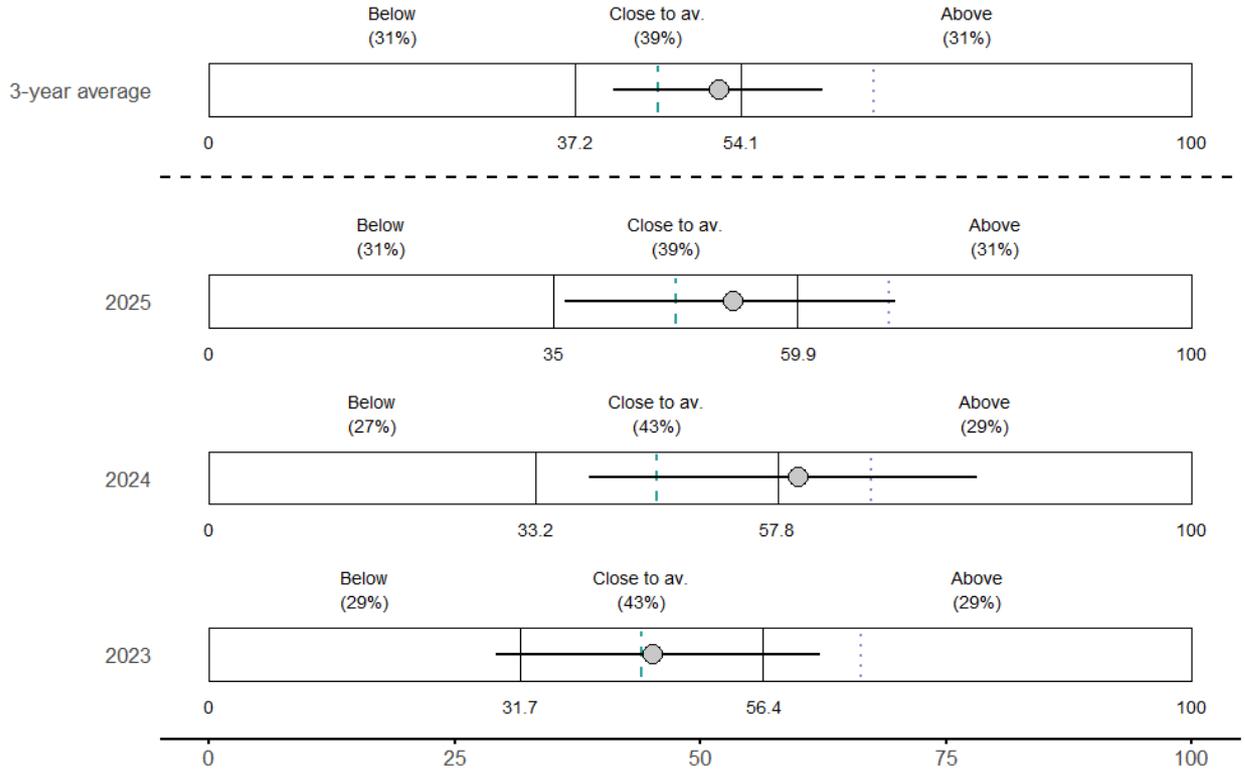
▼ Chart

Low prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	20	5%	11%	Close to average (non-sig)	Not applicable	Not applicable
2023	13	8%	12%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	7	0%	11%	Below (non-sig)	Not available	High - FSM
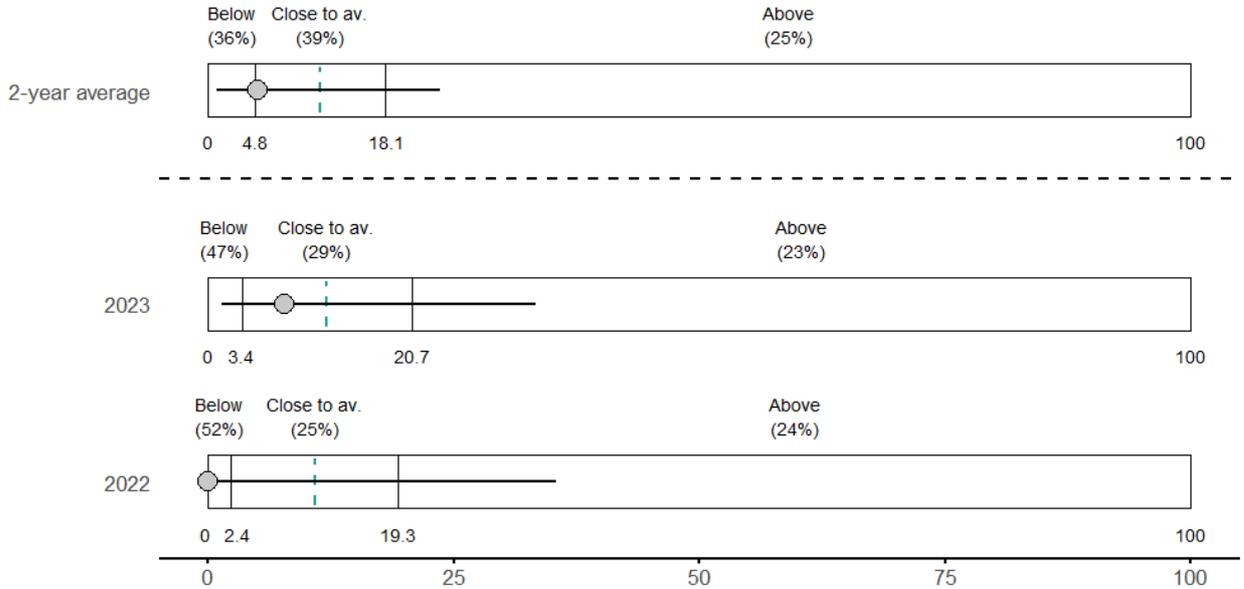
▼ Chart

Middle prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	35	51%	61%	Below (non-sig)	Not applicable	Not applicable
2023	16	50%	62%	Below (non-sig)	No sig change	High - FSM, Low - Stability
2022	19	53%	60%	Close to average (non-sig)	Not available	High - FSM
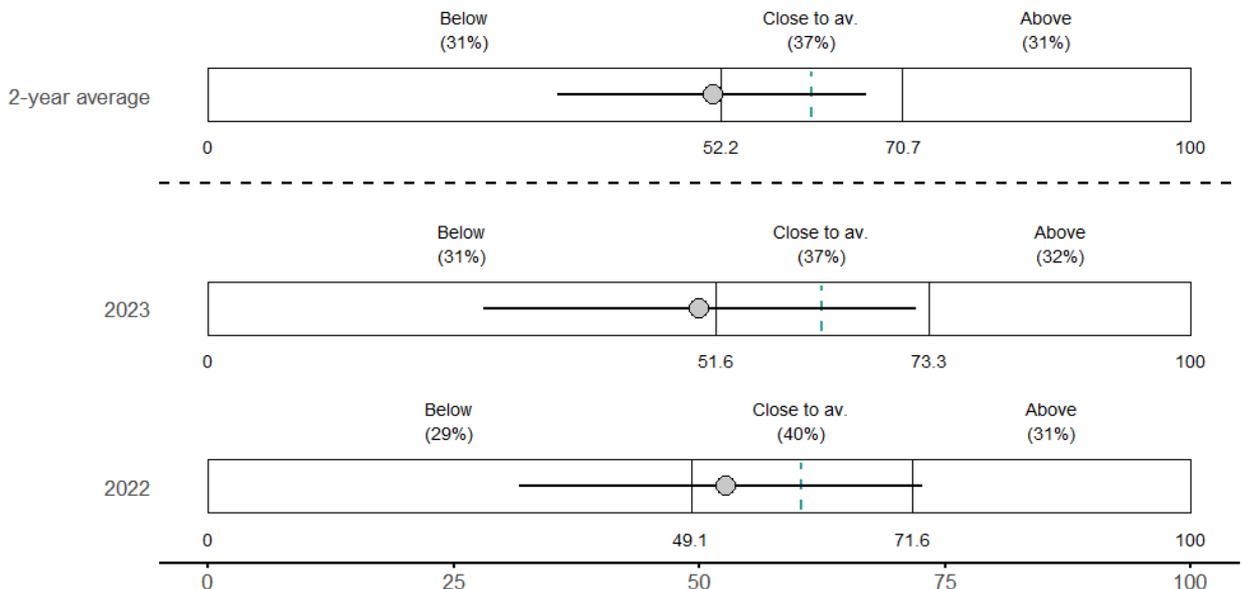
▼ Chart

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	13	100%	94%	Above (non-sig)	No sig change	High - FSM, Low - Stability
2022	10	100%	93%	Above (non-sig)	Not available	High - FSM

▼ Chart
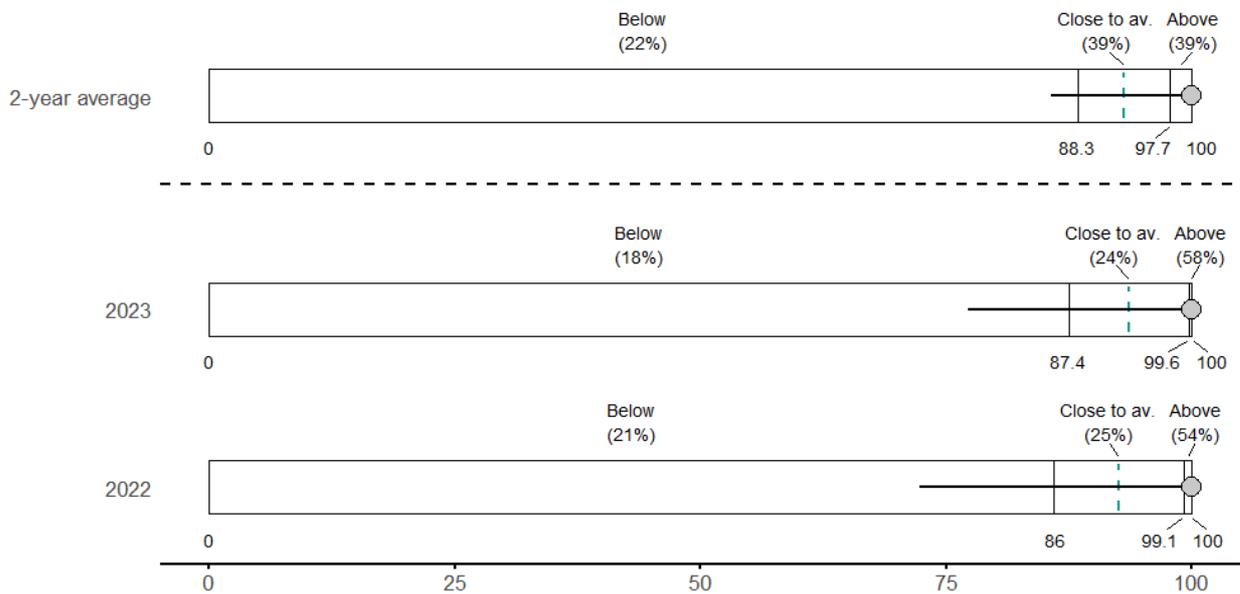
Higher standard

All pupils - Reading, writing and mathematics higher standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	118	3%	8%	Below (non-sig)	Not applicable	Not applicable
2025	42	7%	8%	Close to average (non-sig)	No sig change	High - FSM
2024	30	0%	8%	Below (non-sig)	No sig change	High - FSM, Low - Stability
2023	46	2%	8%	Below (non-sig)	Not available	High - FSM, Low - Stability

▼ Chart
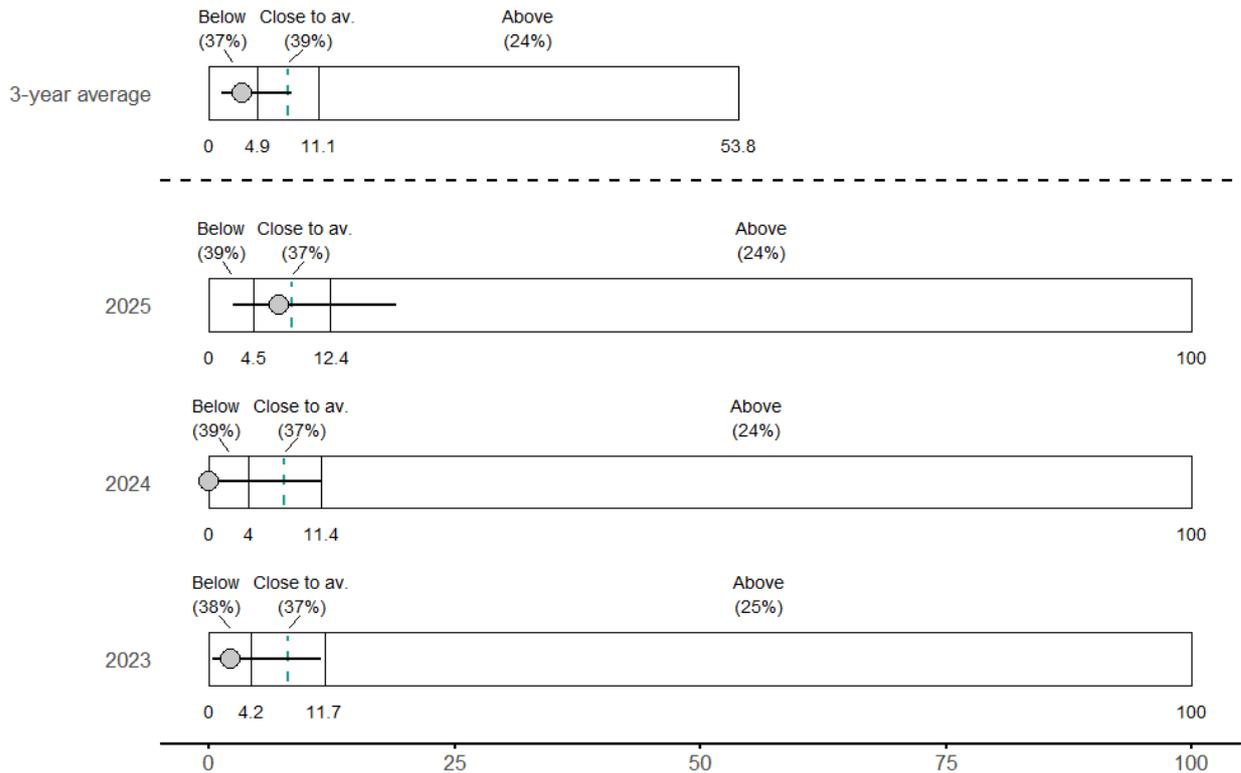
Back to achievement summary
Back to contents

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'.

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- 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

— Progress

Expected standard

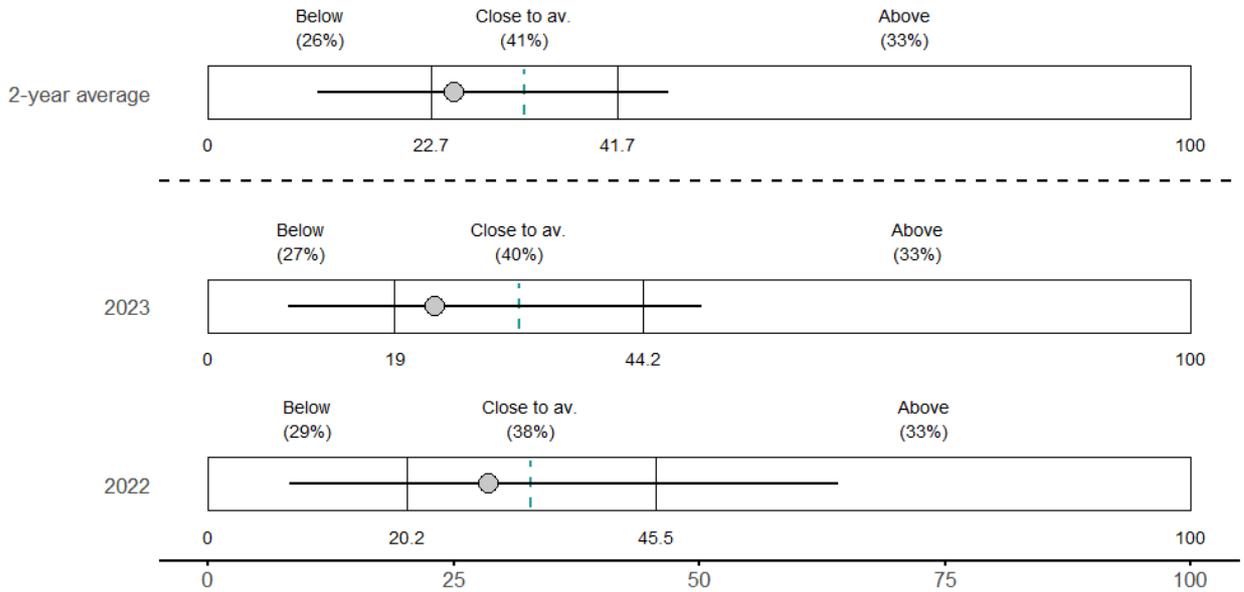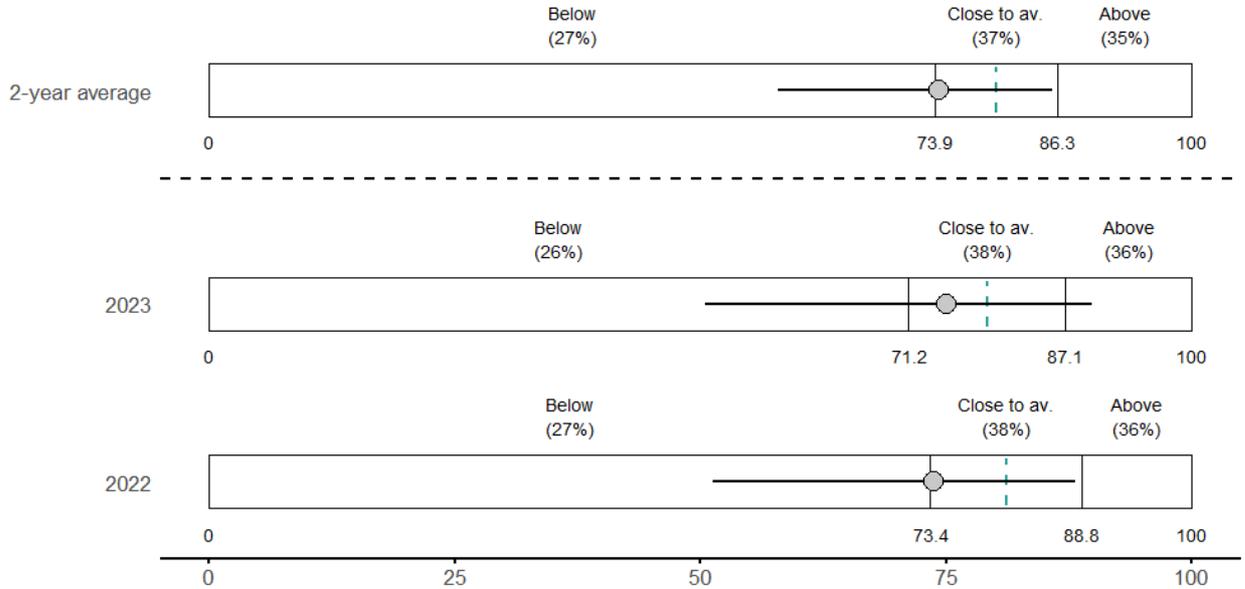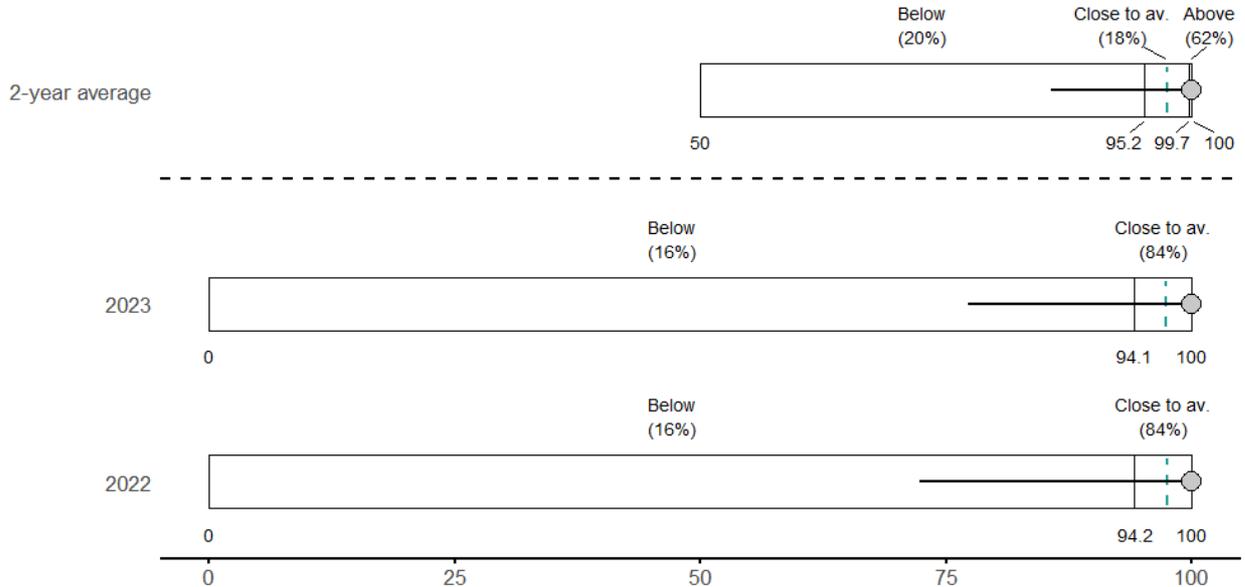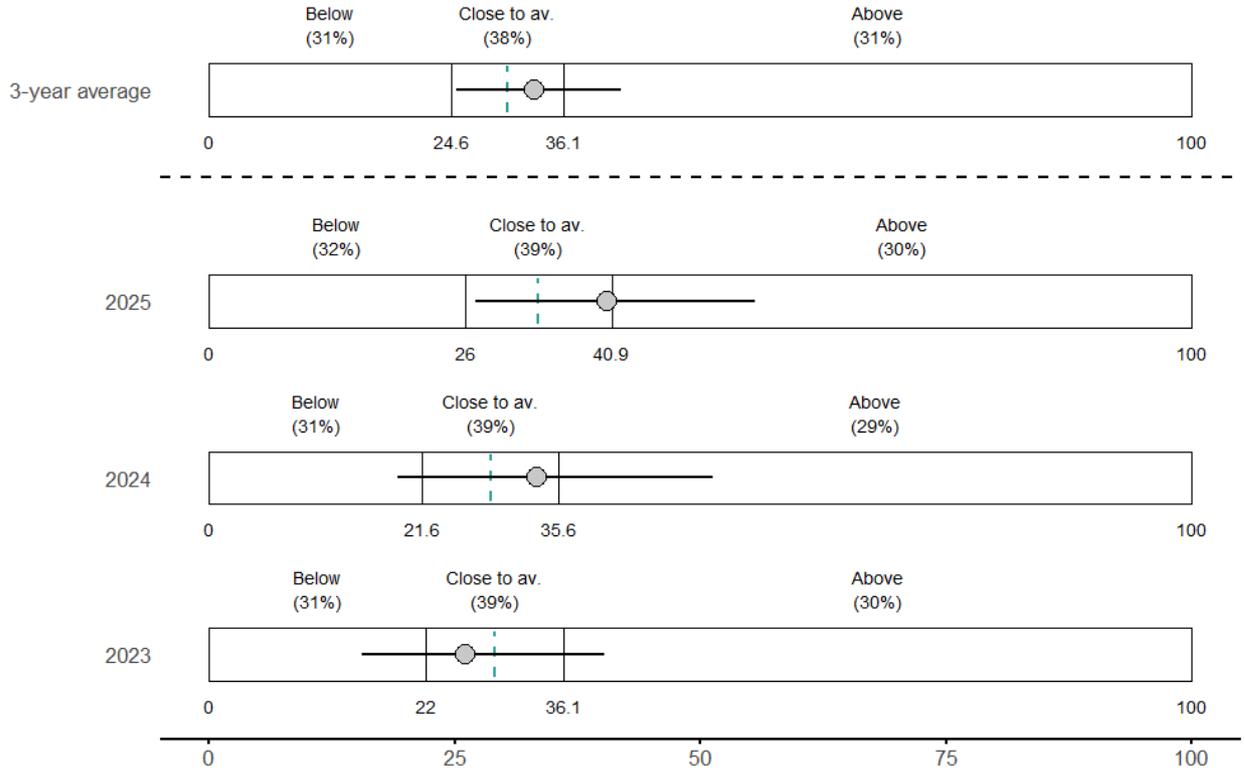### All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	118	69%	74%	Close to average (non-sig)	Not applicable	Not applicable
2025	42	74%	75%	Close to average (non-sig)	No sig change	High - FSM
2024	30	73%	74%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2023	46	63%	73%	Below (non-sig)	Not available	High - FSM, Low - Stability

▼ Chart

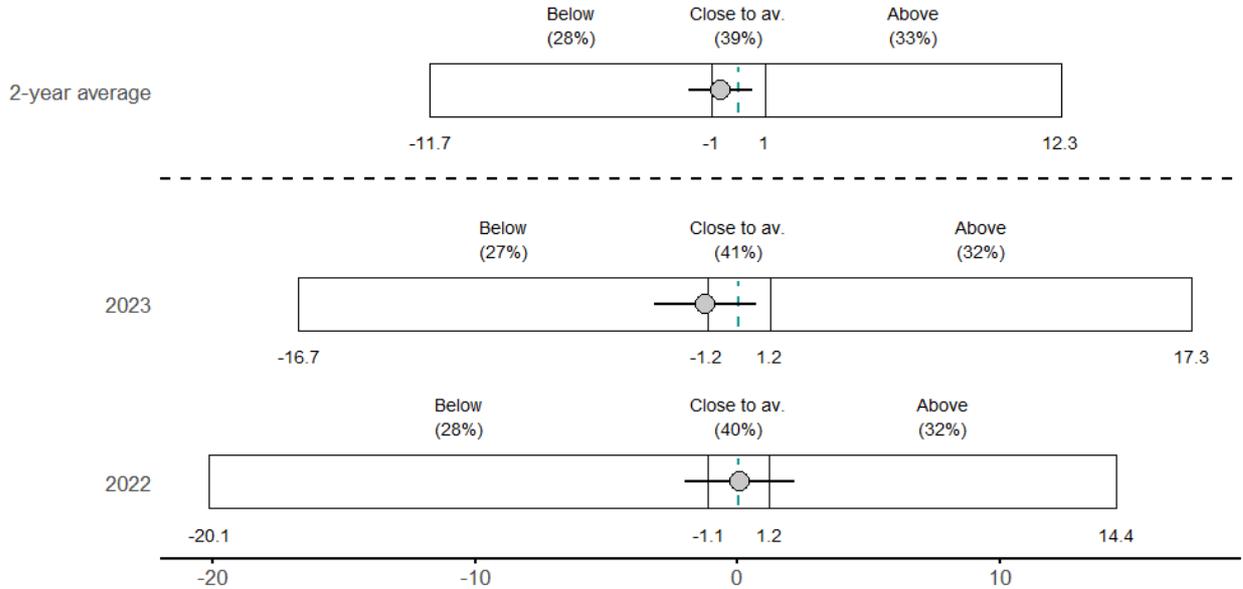## Disadvantaged pupils - Reading expected standard

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	81	68%	62%	Close to average (non-sig)	80%	-12	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	30	70%	63%	Close to average (non-sig)	81%	-11	Widening	High - FSM
2024	20	70%	62%	Close to average (non-sig)	80%	-10	Narrowing	High - FSM, Low - Stability
2023	31	65%	60%	Close to average (non-sig)	78%	-14	Not available	High - FSM, Low - Stability
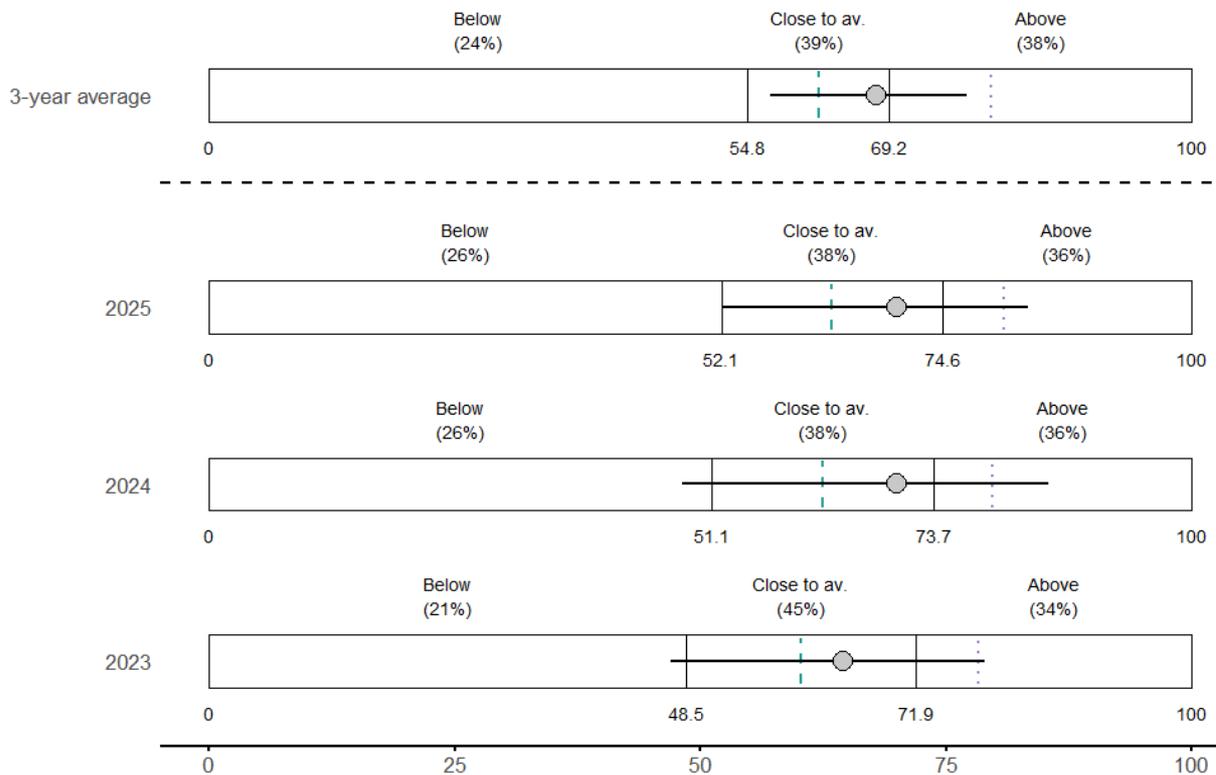
▼ Chart

Low prior attainers - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	20	25%	32%	Close to average (non-sig)	Not applicable	Not applicable
2023	13	23%	32%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability

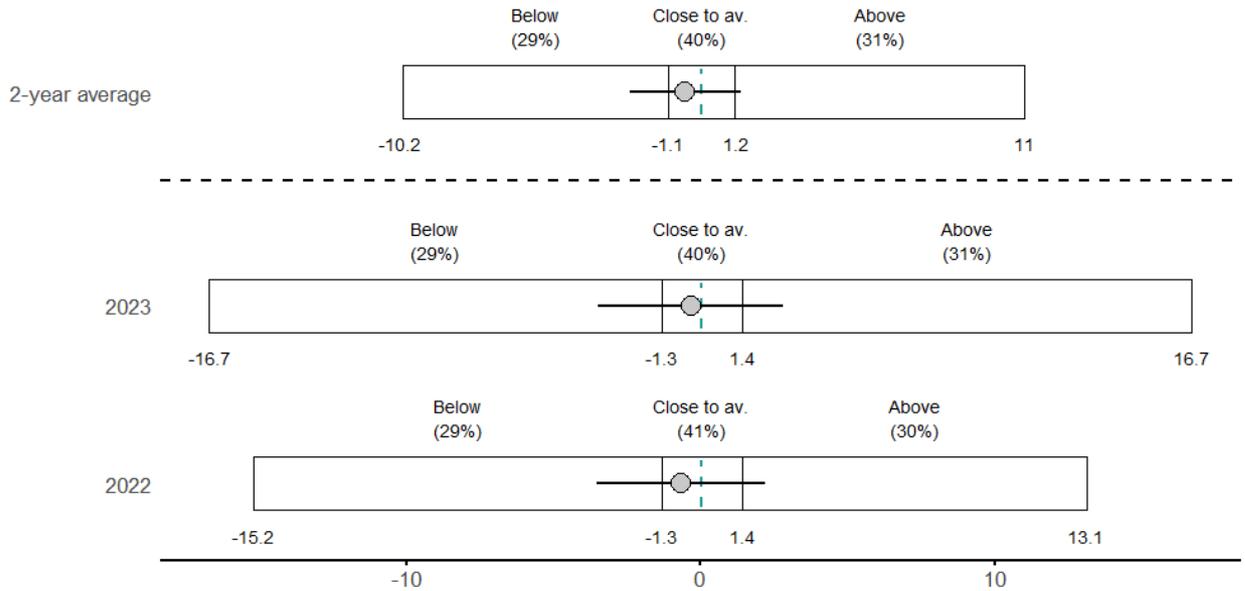| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2022	7	29%	33%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

Middle prior attainers - Reading expected standard

| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	35	74%	80%	Close to average (non-sig)	Not applicable	Not applicable
2023	16	75%	79%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	19	74%	81%	Close to average (non-sig)	Not available	High - FSM

▼ 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	13	100%	97%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	10	100%	97%	Close to average (non-sig)	Not available	High - FSM

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	118	33%	30%	Close to average (non-sig)	Not applicable	Not applicable
2025	42	40%	33%	Close to average (non-sig)	No sig change	High - FSM
2024	30	33%	29%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2023	46	26%	29%	Close to average (non-sig)	Not available	High - FSM, Low - Stability

▼ Chart

Progress

All pupils - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	78	-0.6	0.0	Close to average (non-sig)	Not applicable
2023	42	-1.2	0.0	Below (non-sig)	High - FSM, Low - Stability
2022	36	0.1	0.0	Close to average (non-sig)	High - FSM

▼ Chart

Disadvantaged pupils - Reading progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged				
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context	
2-year	53	-0.6	-0.8	Close to average (non-sig)	0.4	-1.0	Not applicable	Not applicable	
2023	30	-1.4	-0.9	Close to average (non-sig)	0.4	-1.9	Widening	High - FSM, Low - Stability	
2022	23	0.4	-0.8	Close to average (non-sig)	0.4	0.0	Not available	High - FSM	
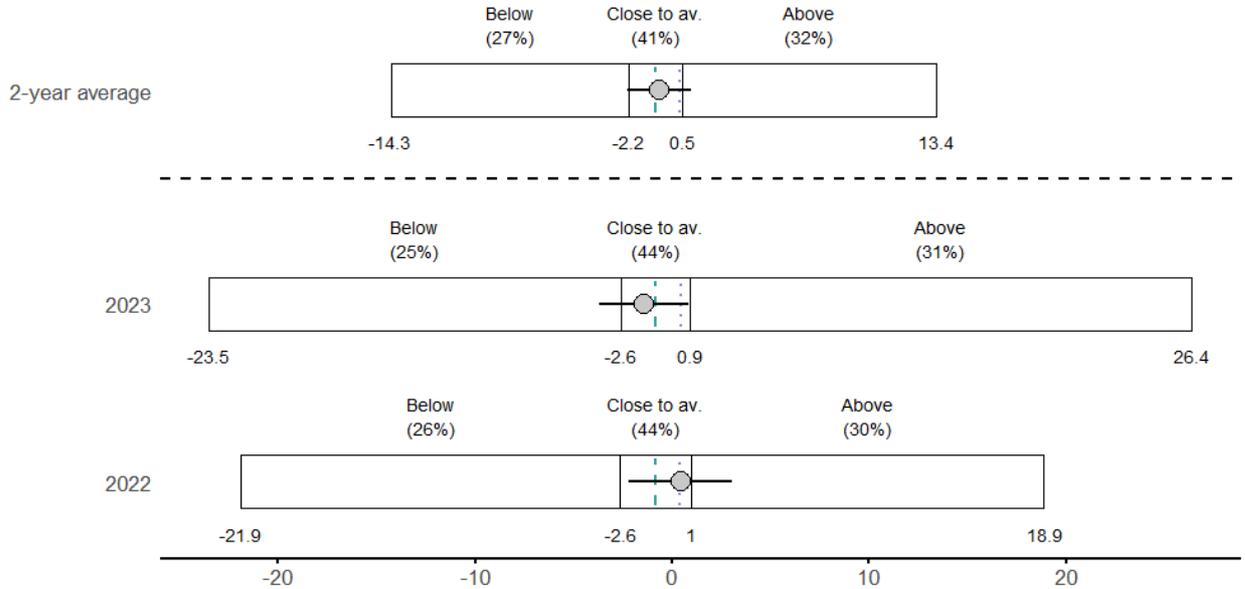
▼ Chart

Low prior attainers - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	20	-2.0	0.0	Below (non-sig)	Not applicable
2023	13	-3.1	0.0	Below (non-sig)	High - FSM, Low - Stability
2022	7	0.1	0.0	Close to average (non-sig)	High - FSM
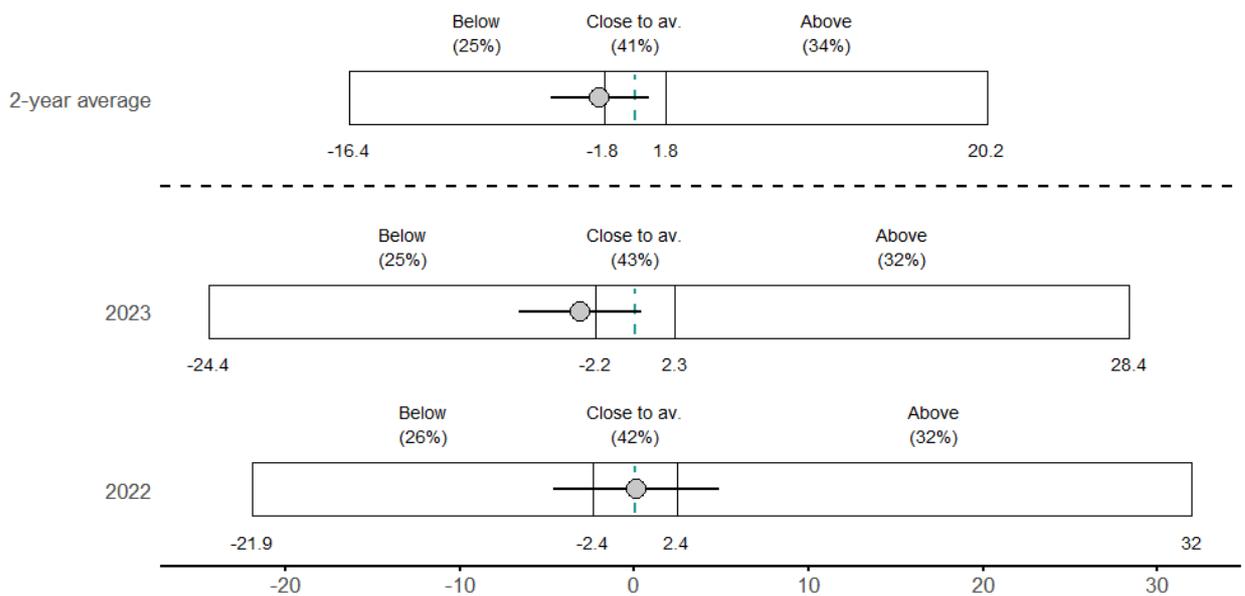
▼ Chart

Middle prior attainers - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	35	-0.5	0.0	Close to average (non-sig)	Not applicable
2023	16	-0.3	0.0	Close to average (non-sig)	High - FSM, Low - Stability
2022	19	-0.7	0.0	Close to average (non-sig)	High - FSM

▼ Chart

High prior attainers - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	23	0.4	0.0	Close to average (non-sig)	Not applicable
2023	13	-0.5	0.0	Close to average (non-sig)	High - FSM, Low - Stability
2022	10	1.4	0.0	Above (non-sig)	High - FSM

▼ Chart
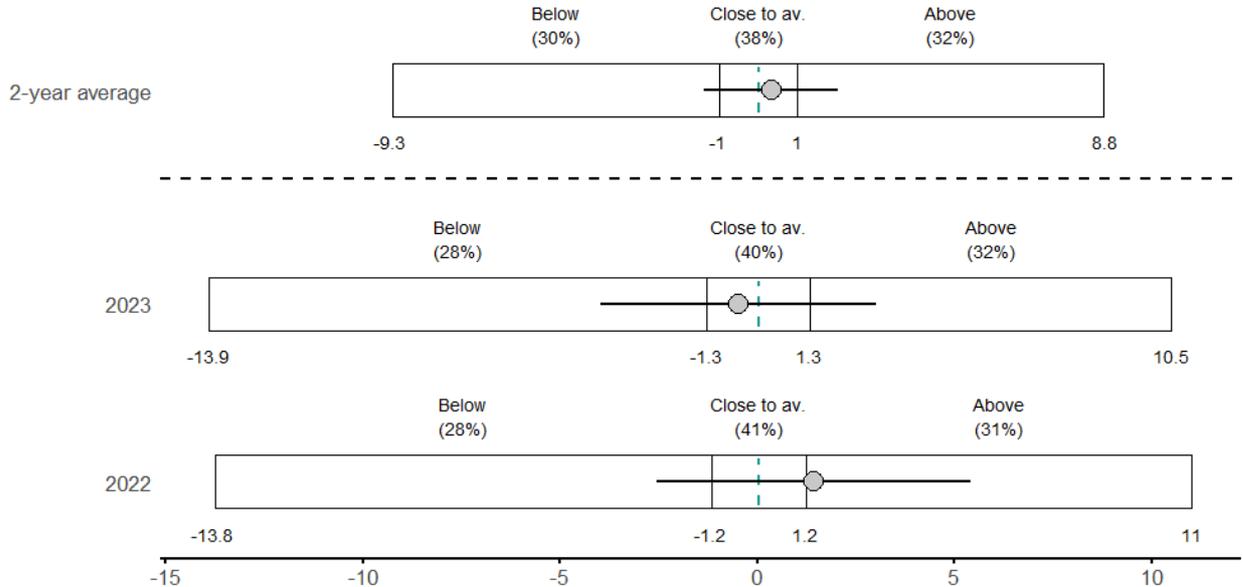
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Writing

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	118	71%	72%	Close to average (non-sig)	Not applicable	Not applicable
2025	42	74%	72%	Close to average (non-sig)	No sig change	High - FSM

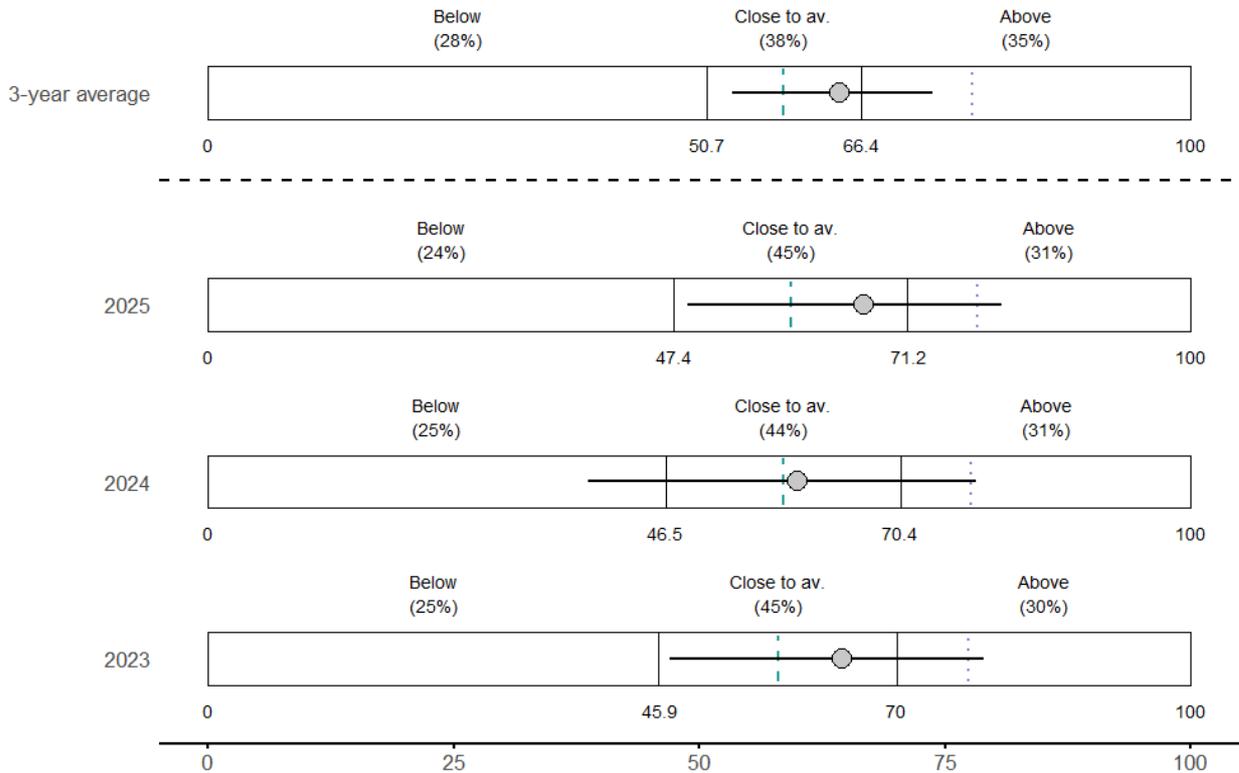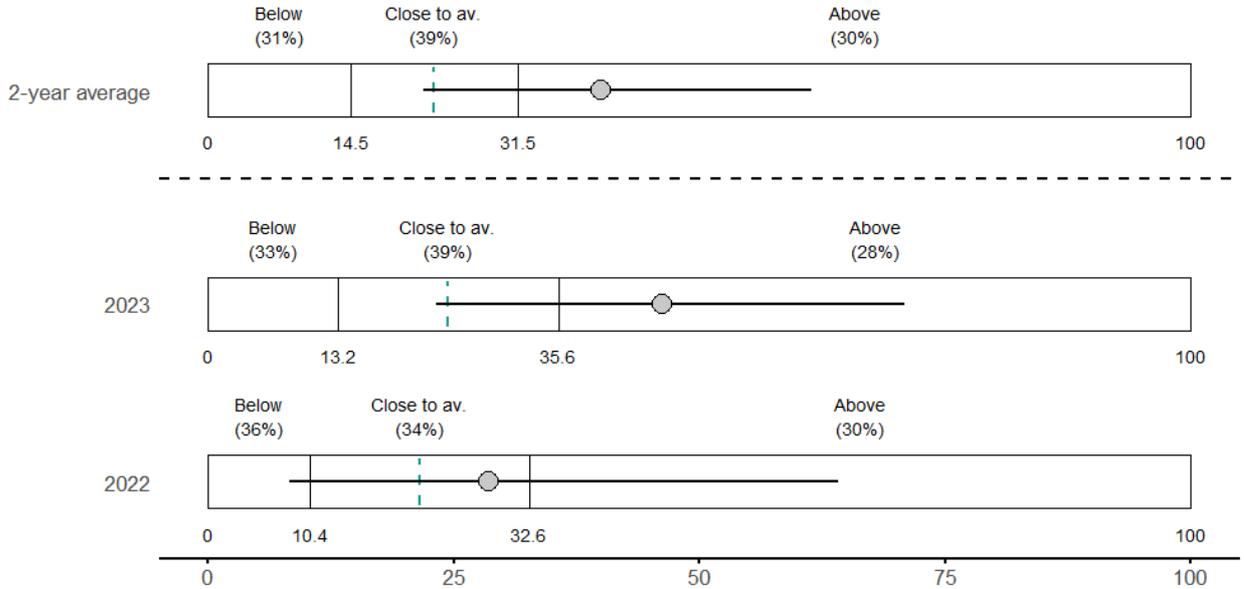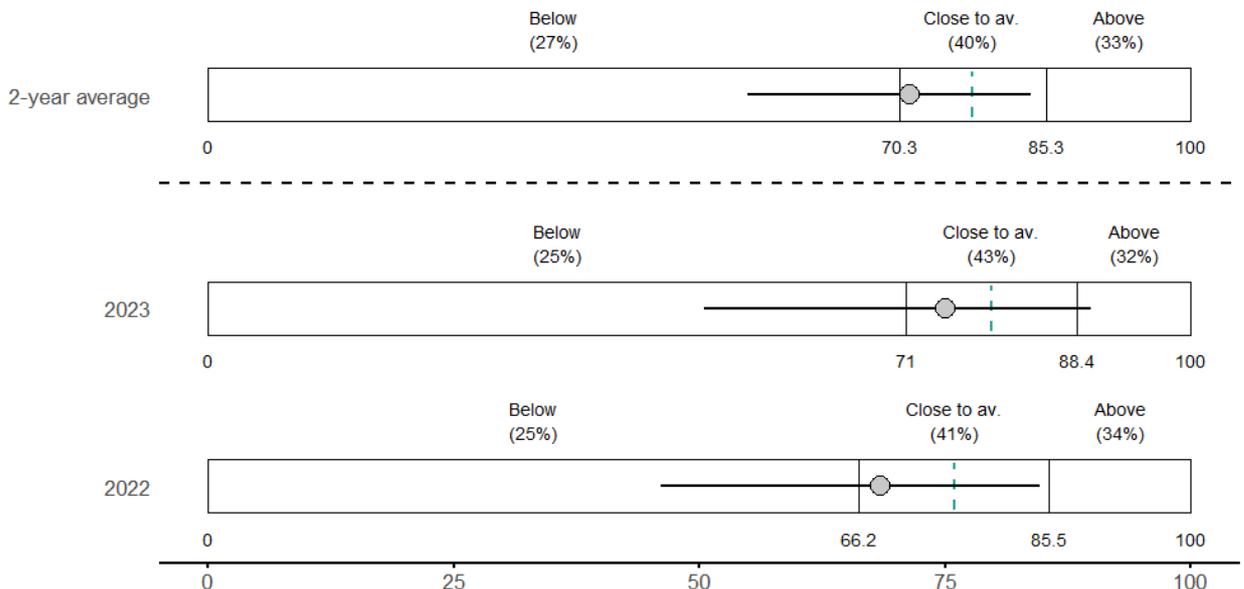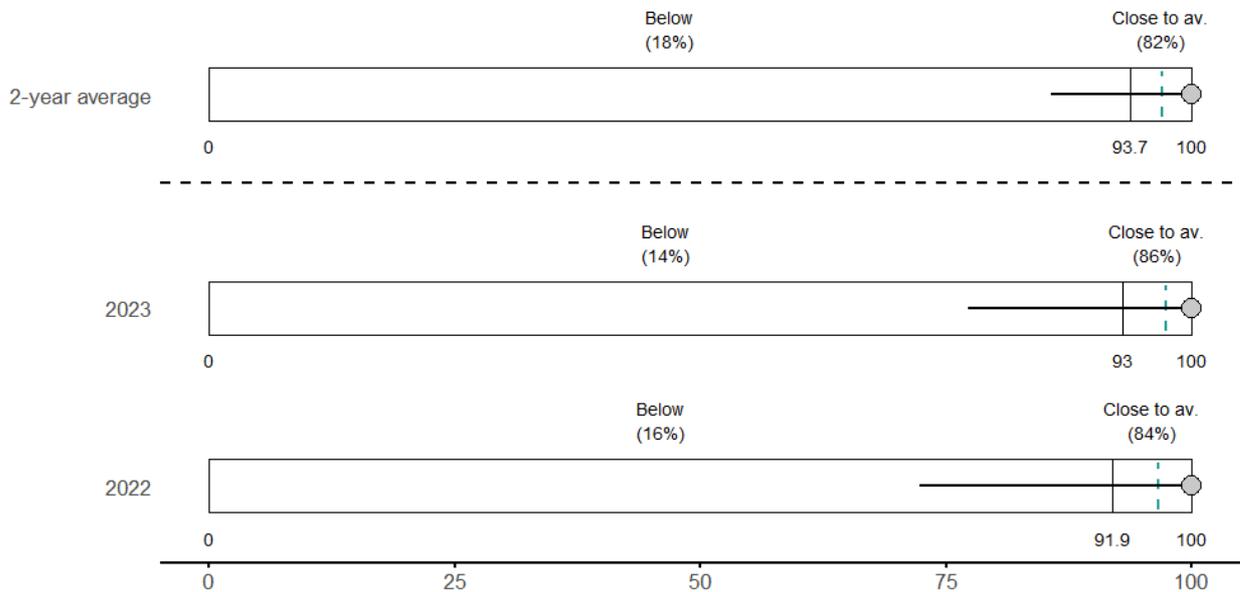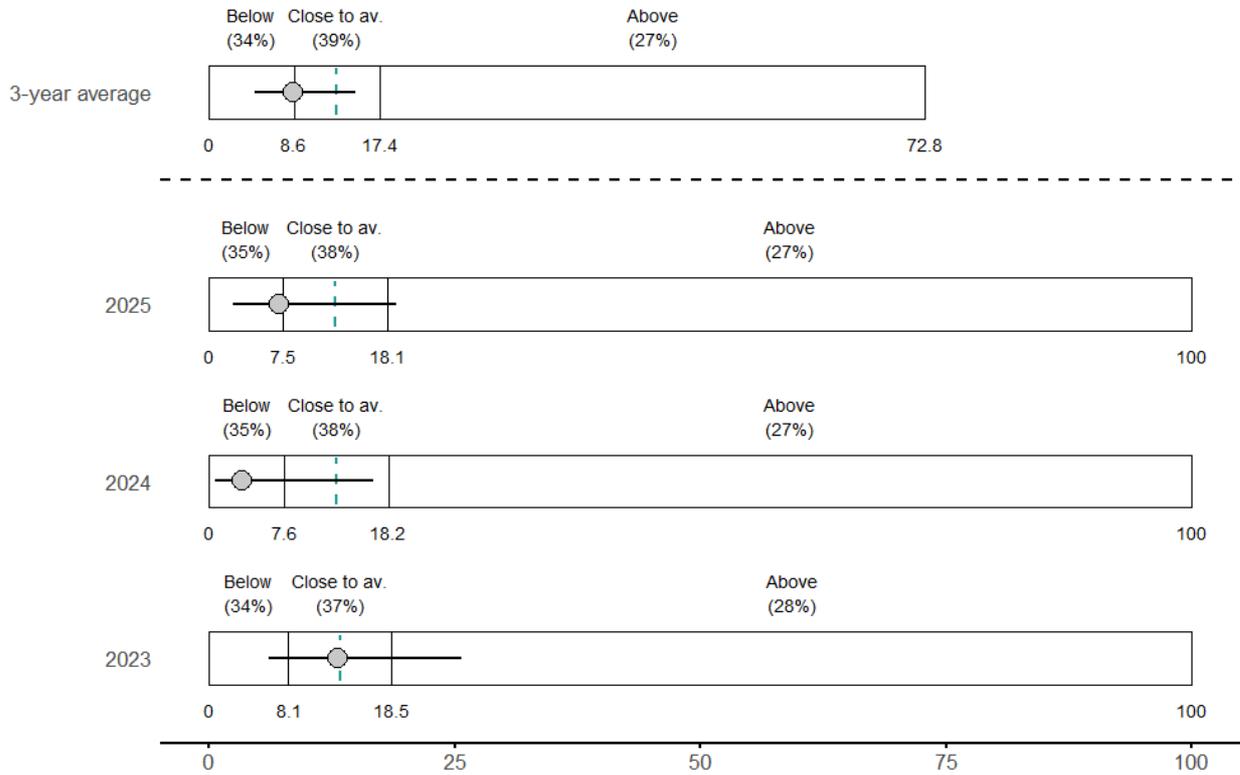| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2024	30	70%	72%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2023	46	70%	71%	Close to average (non-sig)	Not available	High - FSM, Low - Stability

▼ 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	81	64%	59%	Close to average (non-sig)	78%	-14	Not applicable	Not applicable
2025	30	67%	59%	Close to average (non-sig)	78%	-12	Narrowing	High - FSM
2024	20	60%	58%	Close to average (non-sig)	78%	-18	Widening	High - FSM, Low - Stability

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	
2023	31	65%	58%	Close to average (non-sig)	77%	-13	Not available	High - FSM, Low - Stability

▼ Chart

Low prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	20	40%	23%	Above (non-sig)	Not applicable	Not applicable
2023	13	46%	24%	Above (non-sig)	No sig change	High - FSM, Low - Stability
2022	7	29%	22%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

Middle prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	35	71%	78%	Close to average (non-sig)	Not applicable	Not applicable
2023	16	75%	80%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	19	68%	76%	Close to average (non-sig)	Not available	High - FSM

▼ 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	13	100%	97%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	10	100%	97%	Close to average (non-sig)	Not available	High - FSM

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	118	8%	13%	Below (non-sig)	Not applicable	Not applicable
2025	42	7%	13%	Below (non-sig)	No sig change	High - FSM
2024	30	3%	13%	Below (non-sig)	No sig change	High - FSM, Low - Stability

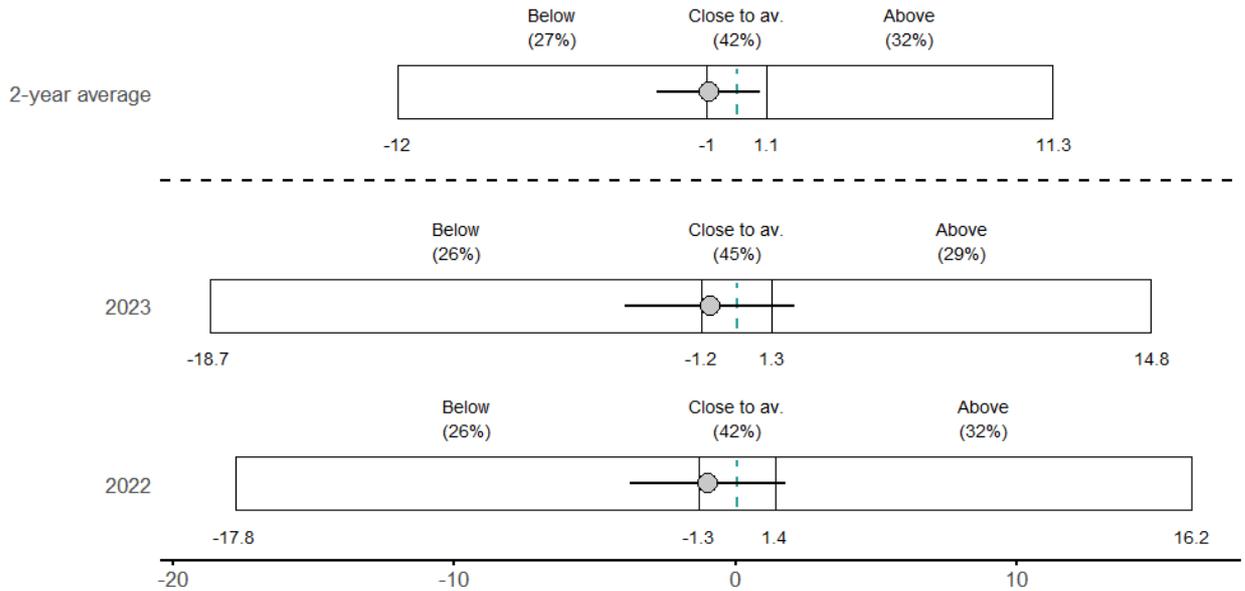| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2023	46	13%	13%	Close to average (non-sig)	Not available	High - FSM, Low - Stability

▼ Chart

Progress

All pupils - Writing progress

| Year	Cohort	School	National	National distribution banding	Year group context
2-year	78	0.3	0.0	Close to average (non-sig)	Not applicable
2023	42	0.9	0.0	Close to average (non-sig)	High - FSM, Low - Stability
2022	36	-0.4	0.0	Close to average (non-sig)	High - FSM

▼ Chart

Disadvantaged pupils - Writing progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged				
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context	
2-year	53	0.3	-0.7	Close to average (non-sig)	0.4	-0.1	Not applicable	Not applicable	
2023	30	0.6	-0.7	Close to average (non-sig)	0.4	0.2	Positive gap	High - FSM, Low - Stability	
2022	23	-0.1	-0.8	Close to average (non-sig)	0.4	-0.5	Not available	High - FSM	
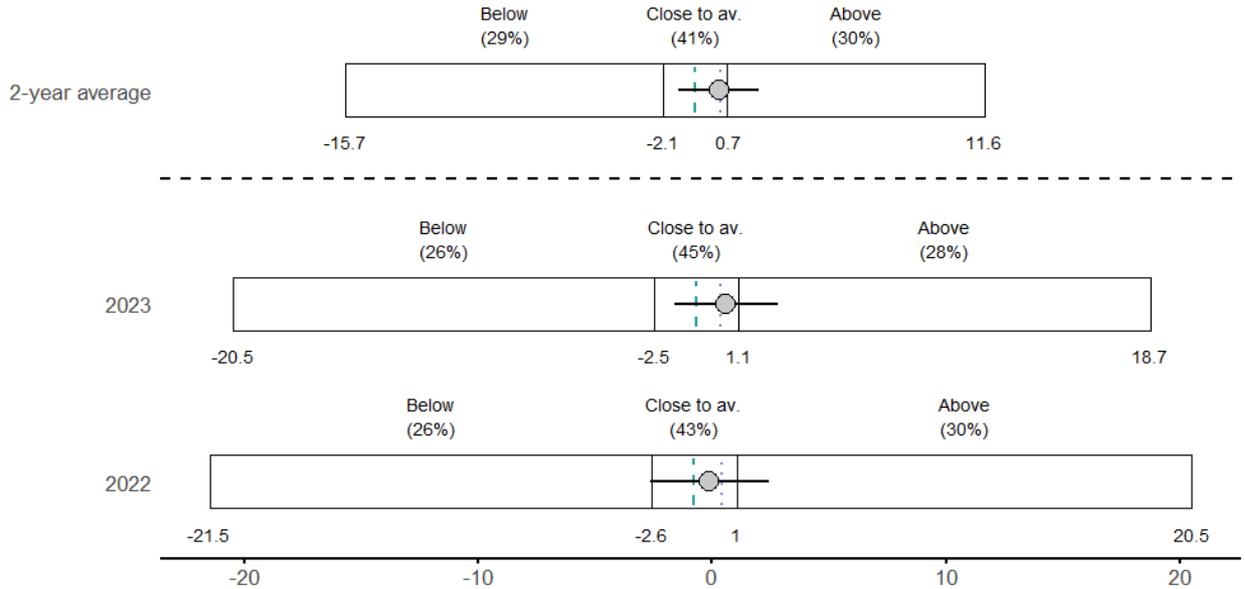
▼ Chart

Low prior attainers - Writing progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	20	2.5	0.0	Above (non-sig)	Not applicable
2023	13	3.7	0.0	Above (sig+)	High - FSM, Low - Stability
2022	7	0.3	0.0	Close to average (non-sig)	High - FSM
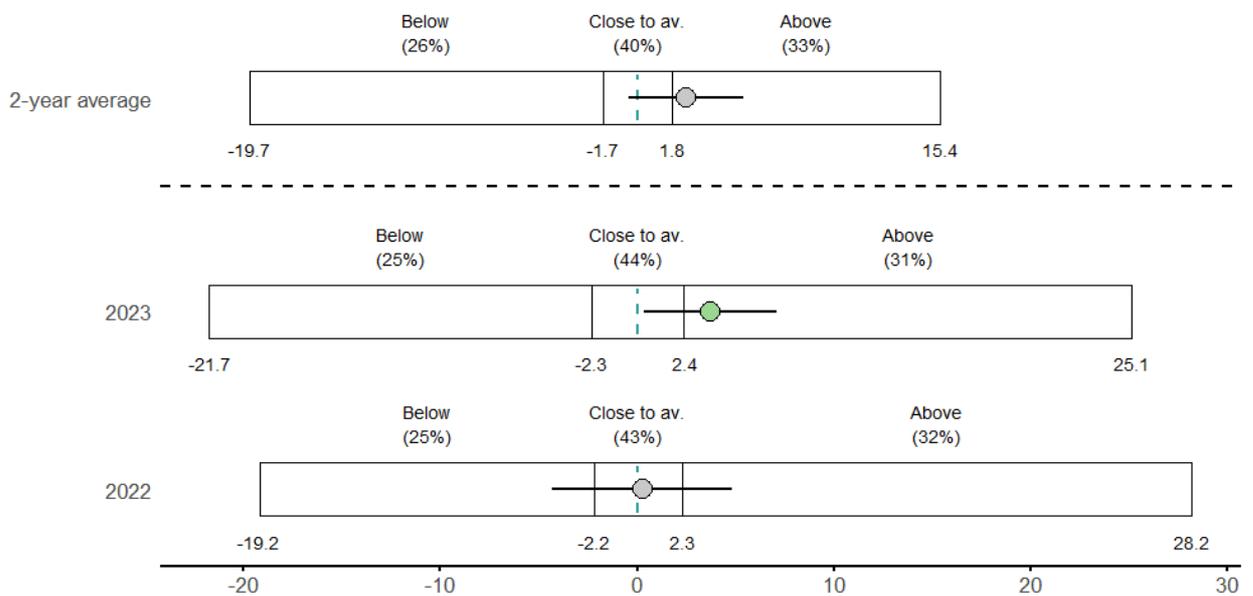
▼ Chart

Middle prior attainers - Writing progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	35	-1.0	0.1	Close to average (non-sig)	Not applicable
2023	16	-0.9	0.1	Close to average (non-sig)	High - FSM, Low - Stability
2022	19	-1.0	0.1	Close to average (non-sig)	High - FSM

▼ Chart

High prior attainers - Writing 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	13	0.2	0.0	Close to average (non-sig)	High - FSM, Low - Stability
2022	10	0.2	0.0	Close to average (non-sig)	High - FSM

▼ Chart
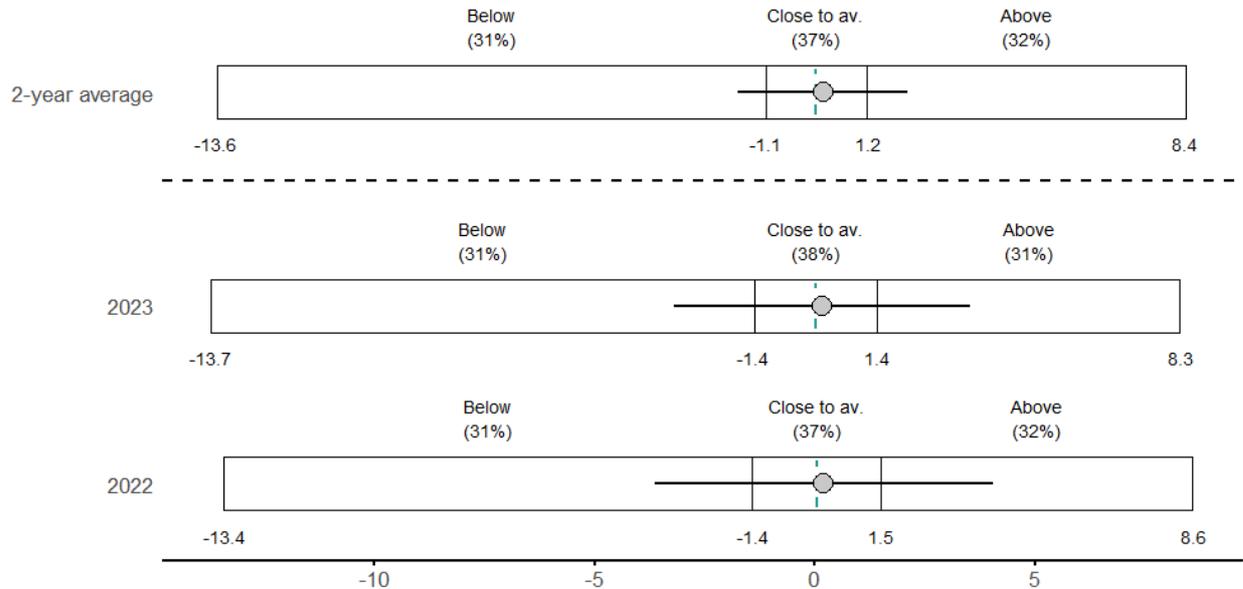
Back to achievement summary
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Mathematics

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](#)

── [Expected standard](#)
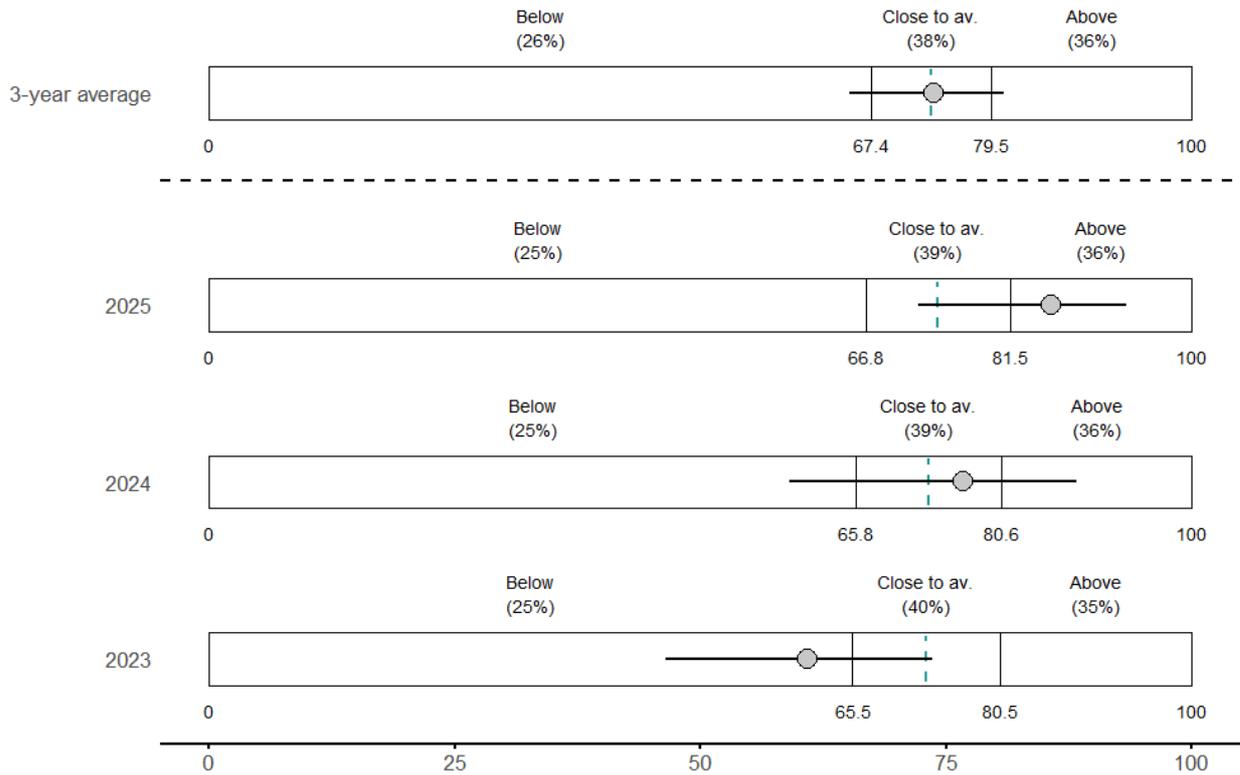
── [Higher standard](#)

── [Progress](#)

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	118	74%	73%	Close to average (non-sig)	Not applicable	Not applicable
2025	42	86%	74%	Above (non-sig)	No sig change	High - FSM

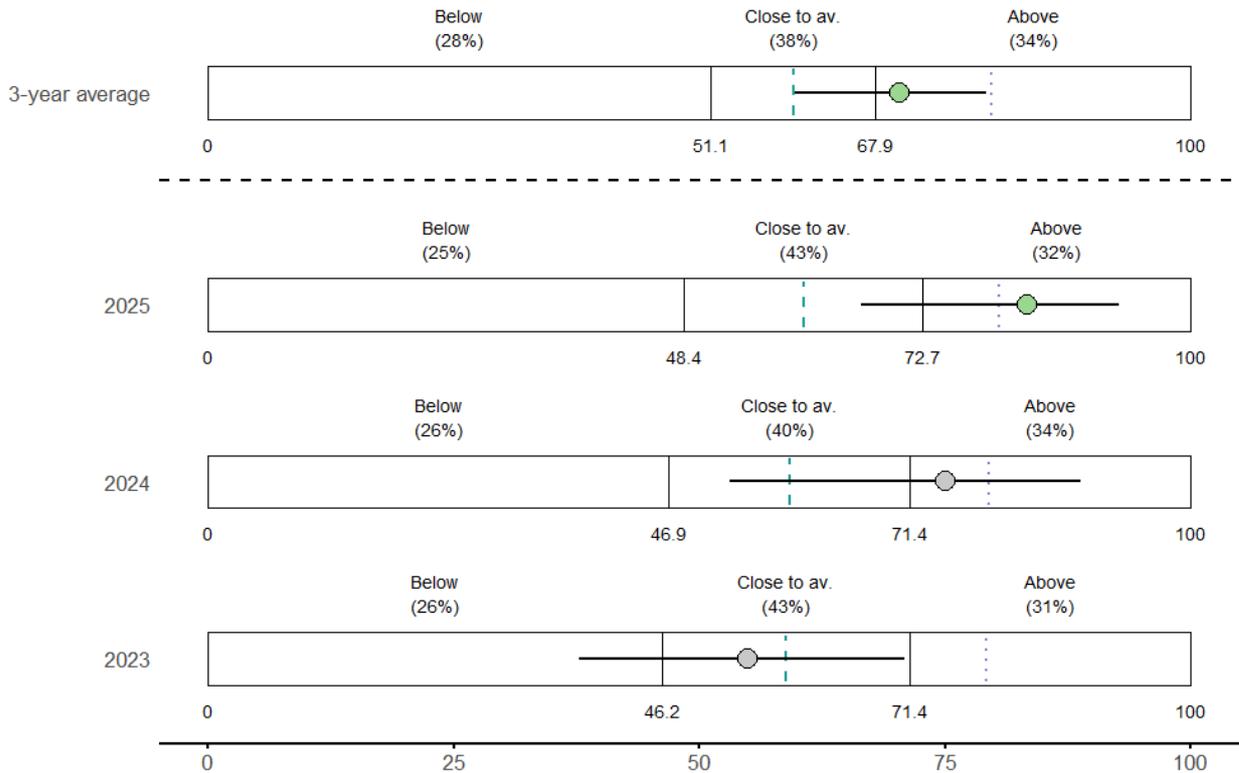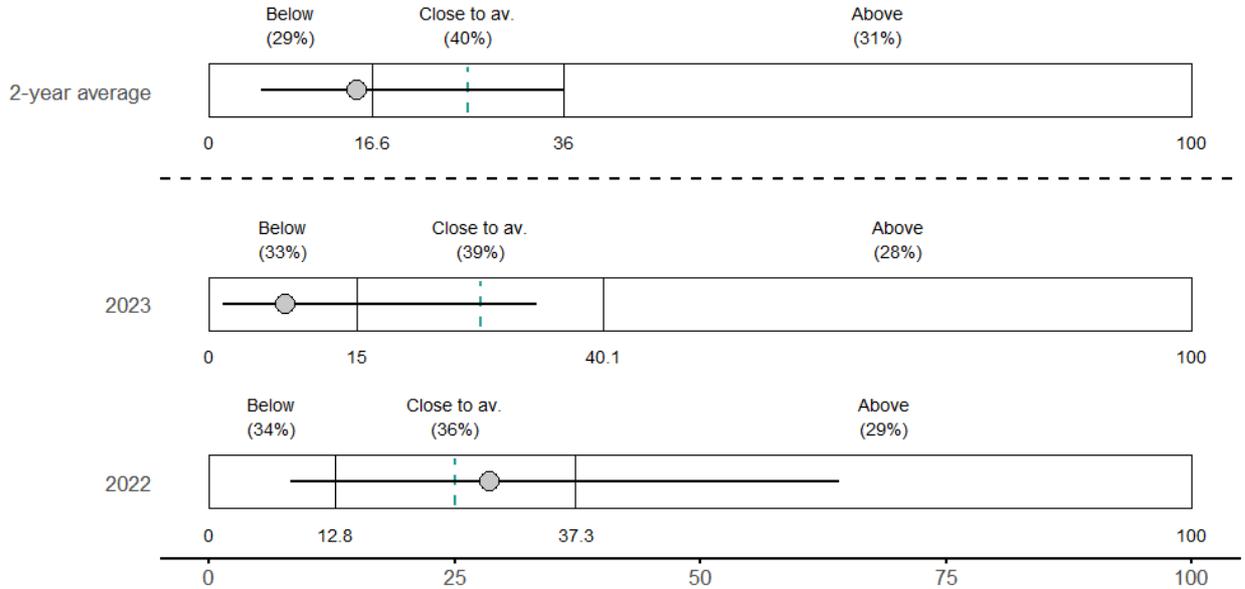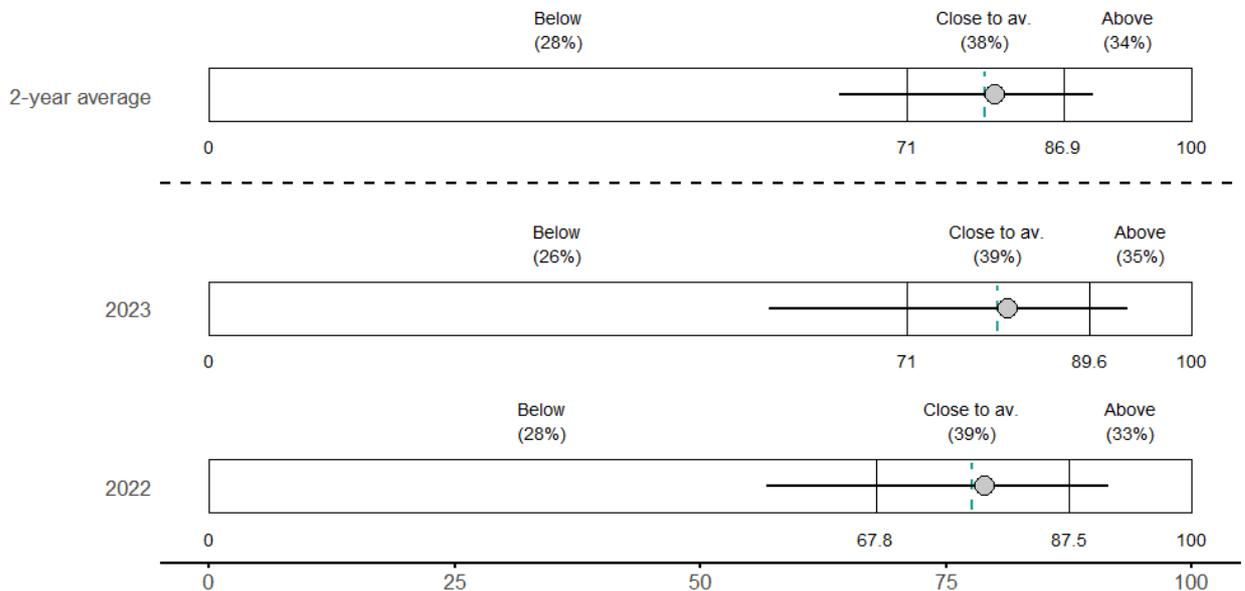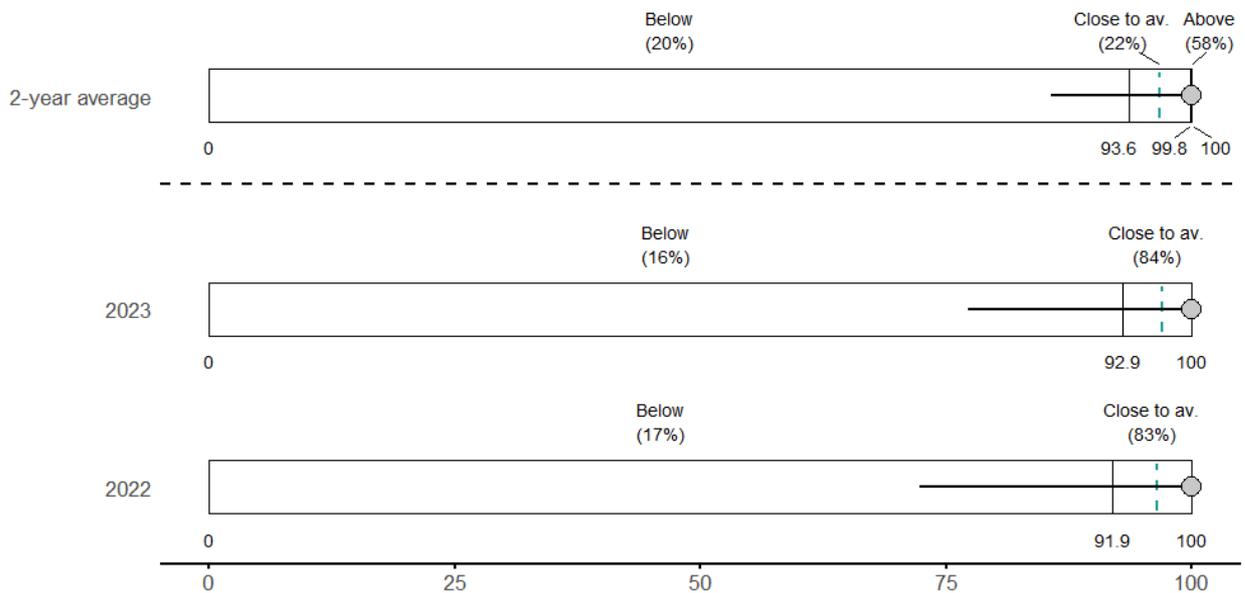| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2024	30	77%	73%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2023	46	61%	73%	Below (non-sig)	Not available	High - FSM, Low - Stability

▼ 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	81	70%	60%	Above (sig+)	80%	-9	Not applicable	Not applicable
2025	30	83%	61%	Above (sig+)	81%	3	Positive gap	High - FSM
2024	20	75%	59%	Above (non-sig)	79%	-4	Narrowing	High - FSM, Low - Stability

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	
2023	31	55%	59%	Close to average (non-sig)	79%	-24	Not available	High - FSM, Low - Stability

▼ Chart

Low prior attainers - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	20	15%	26%	Below (non-sig)	Not applicable	Not applicable
2023	13	8%	28%	Below (non-sig)	No sig change	High - FSM, Low - Stability
2022	7	29%	25%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

Middle prior attainers - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	35	80%	79%	Close to average (non-sig)	Not applicable	Not applicable
2023	16	81%	80%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	19	79%	78%	Close to average (non-sig)	Not available	High - FSM

▼ 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	13	100%	97%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	10	100%	96%	Close to average (non-sig)	Not available	High - FSM

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	118	25%	25%	Close to average (non-sig)	Not applicable	Not applicable
2025	42	29%	26%	Close to average (non-sig)	No sig change	High - FSM
2024	30	30%	24%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability

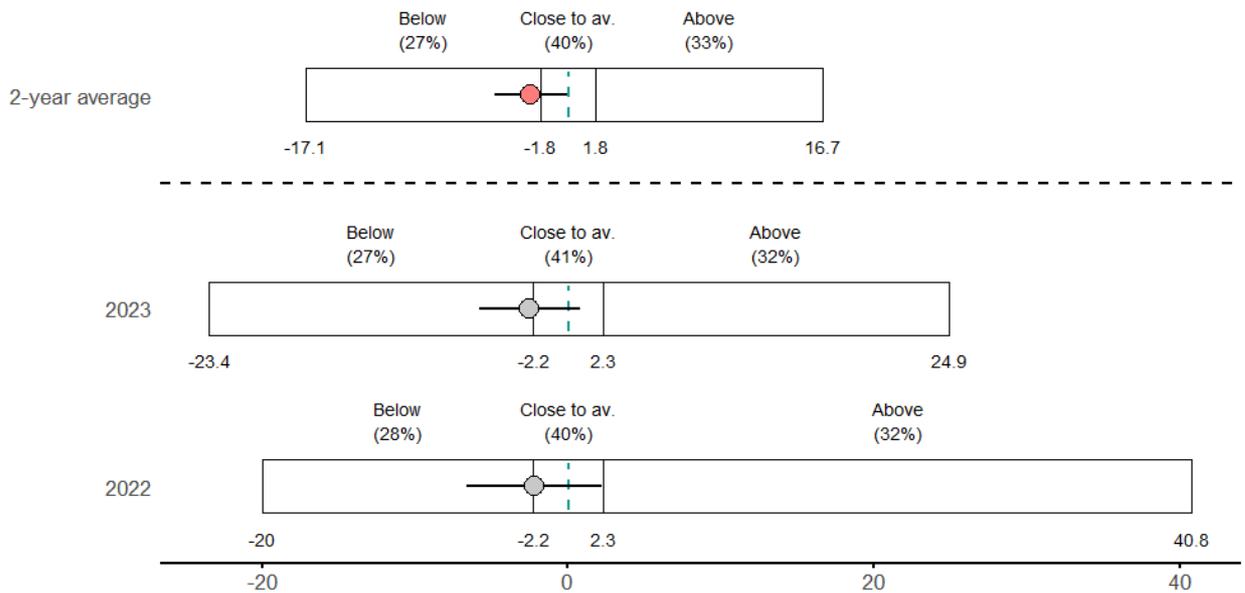| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2023	46	17%	24%	Close to average (non-sig)	Not available	High - FSM, Low - Stability

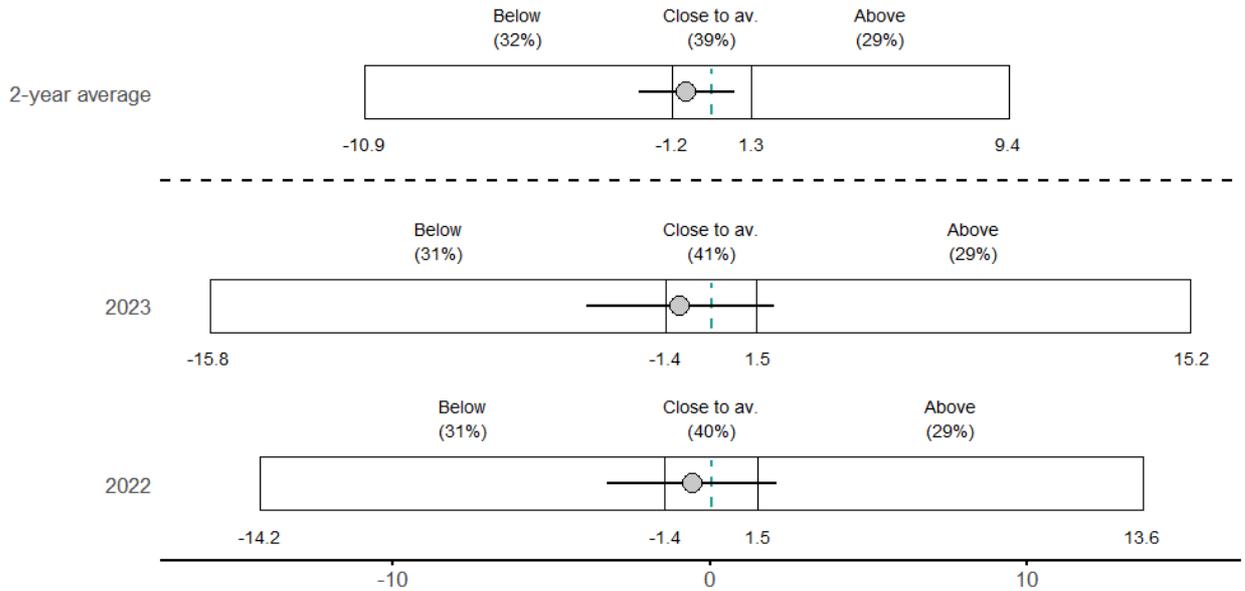▼ Chart
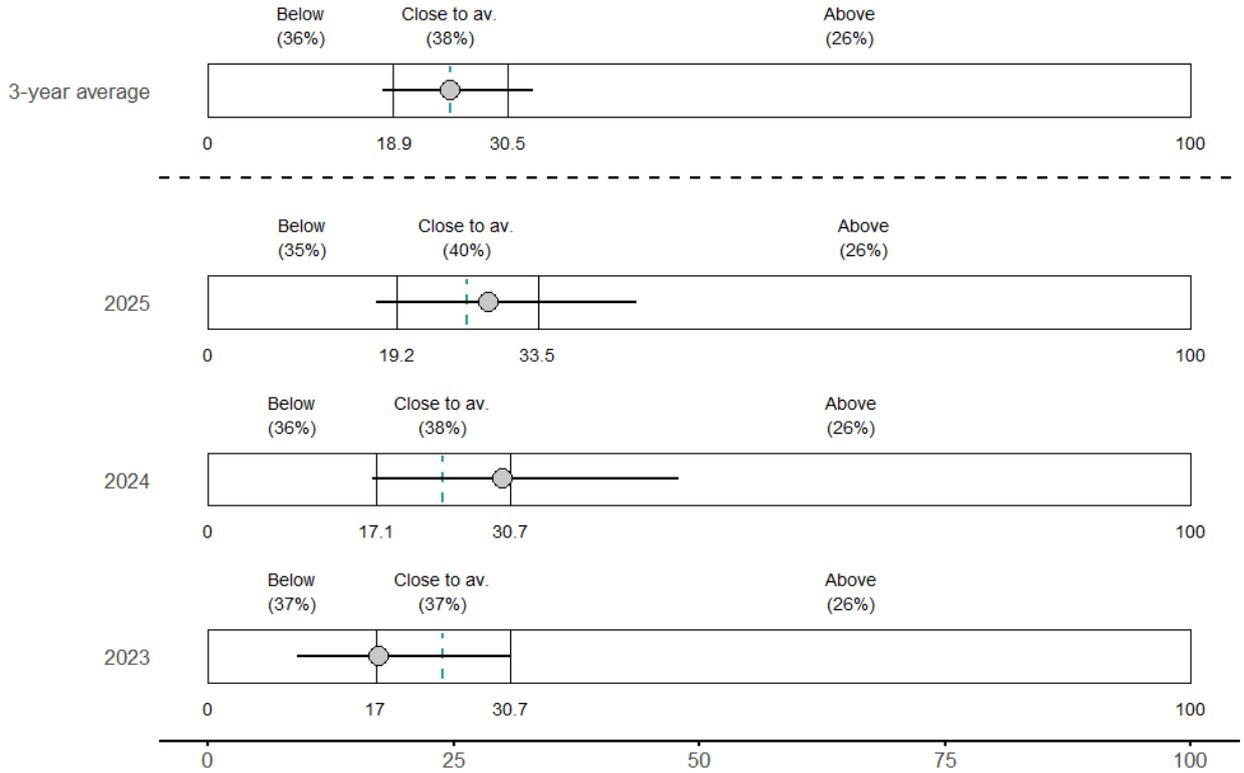
Progress

All pupils - Mathematics progress

| Year	Cohort	School	National	National distribution banding	Year group context
2-year	78	-0.6	0.0	Close to average (non-sig)	Not applicable
2023	42	-0.8	0.0	Close to average (non-sig)	High - FSM, Low - Stability
2022	36	-0.5	0.0	Close to average (non-sig)	High - FSM

▼ Chart

Disadvantaged pupils - Mathematics progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged				
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context	
2-year	53	-1.5	-1.1	Close to average (non-sig)	0.5	-2.0	Not applicable	Not applicable	
2023	30	-1.7	-1.0	Close to average (non-sig)	0.5	-2.2	Widening	High - FSM, Low - Stability	
2022	23	-1.3	-1.1	Close to average (non-sig)	0.5	-1.8	Not available	High - FSM	
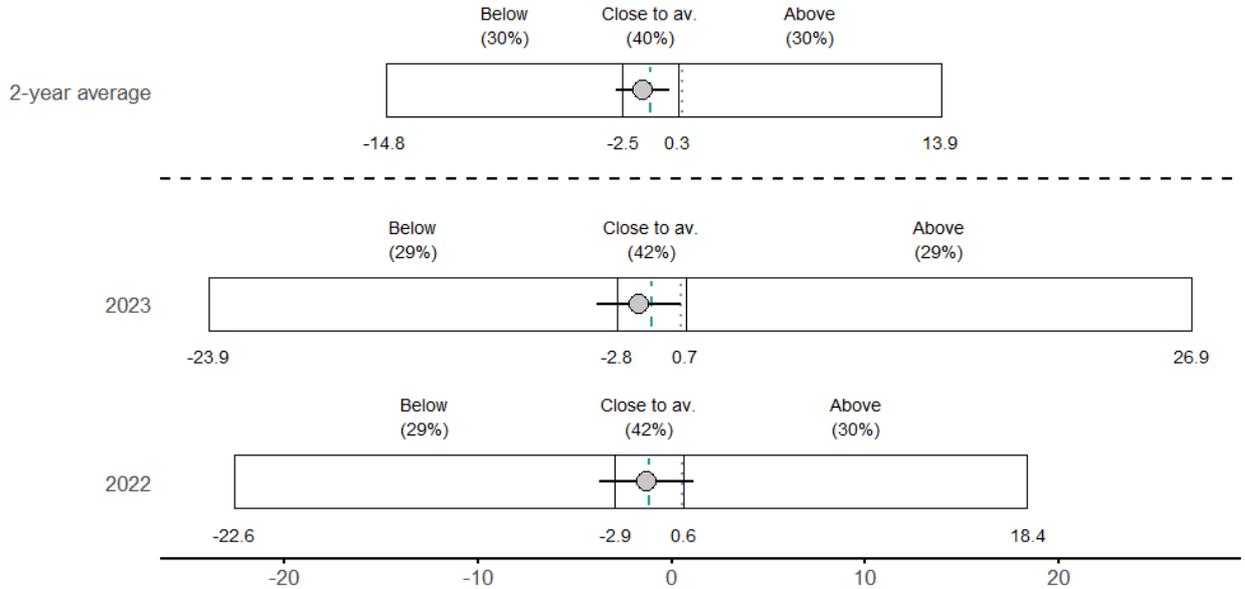
▼ Chart

Low prior attainers - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	20	-2.4	0.0	Below (sig-)	Not applicable
2023	13	-2.5	0.0	Below (non-sig)	High - FSM, Low - Stability
2022	7	-2.2	0.0	Close to average (non-sig)	High - FSM

▼ Chart

Middle prior attainers - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	35	-0.7	0.0	Close to average (non-sig)	Not applicable
2023	16	-0.9	0.0	Close to average (non-sig)	High - FSM, Low - Stability
2022	19	-0.6	0.0	Close to average (non-sig)	High - FSM

▼ Chart

High prior attainers - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	23	1.0	0.0	Close to average (non-sig)	Not applicable
2023	13	1.0	0.0	Close to average (non-sig)	High - FSM, Low - Stability
2022	10	1.0	0.0	Close to average (non-sig)	High - FSM

▼ Chart
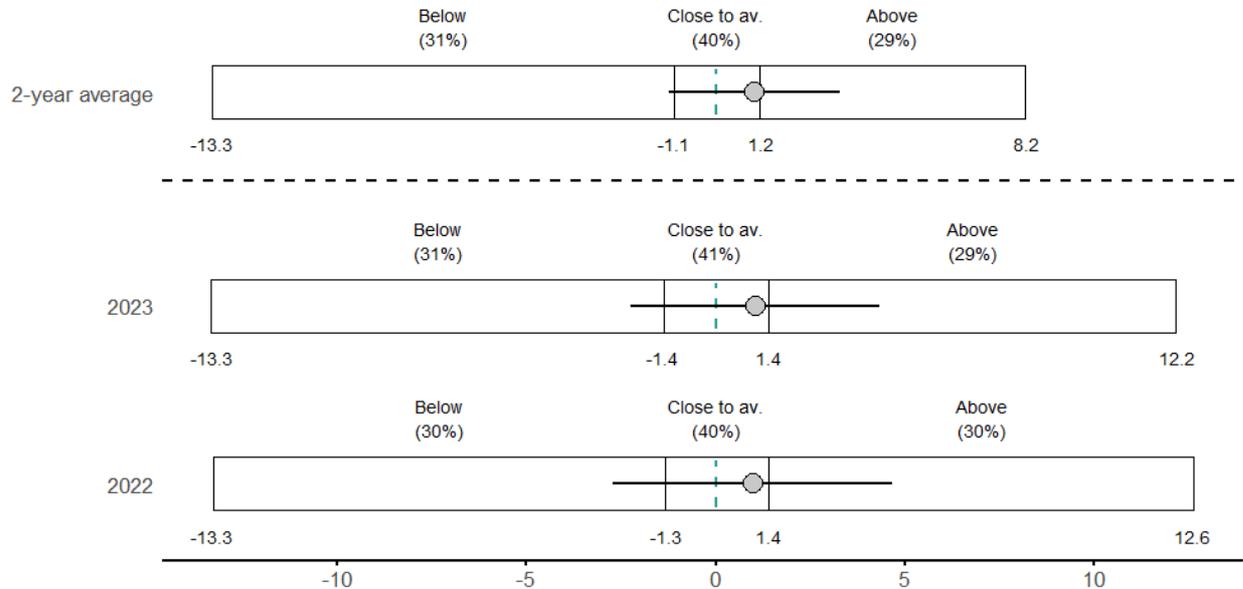
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EGPS

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](#)
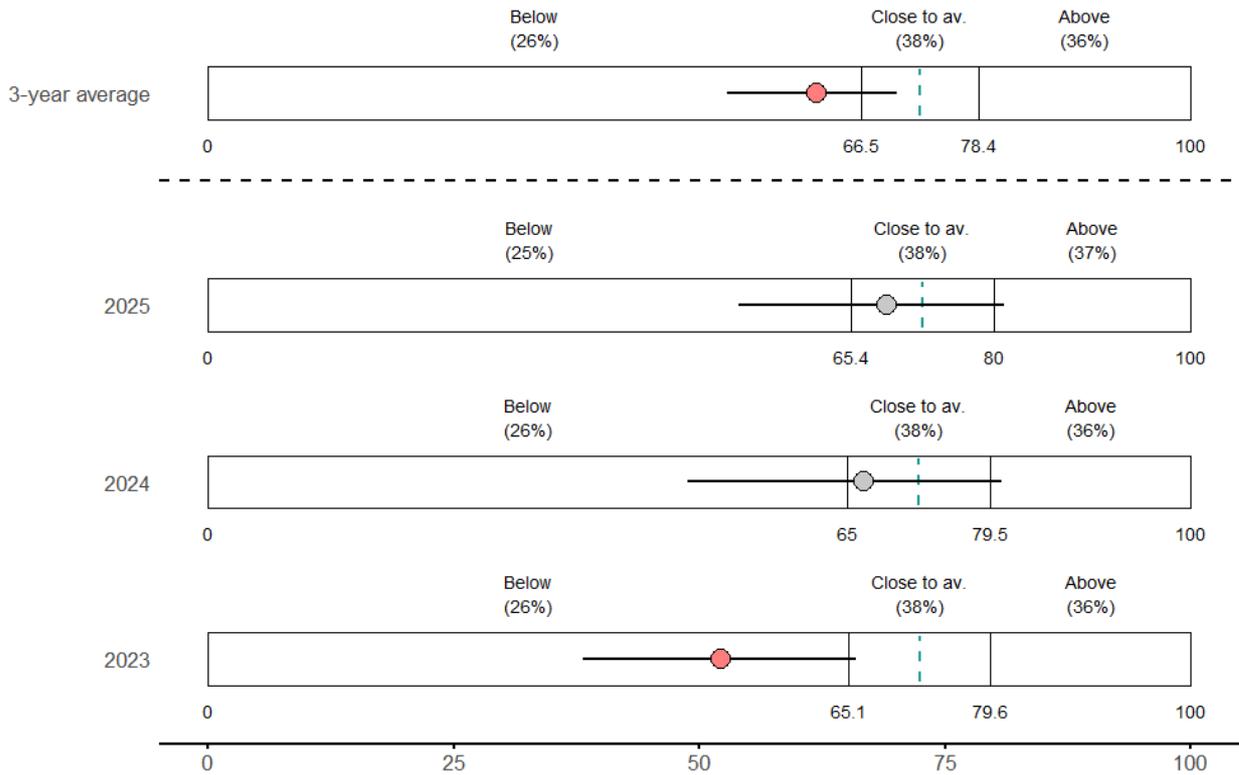
— [Higher standard](#)

Expected standard

All pupils - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	118	62%	72%	Below (sig-)	Not applicable	Not applicable
2025	42	69%	73%	Close to average (non-sig)	No sig change	High - FSM

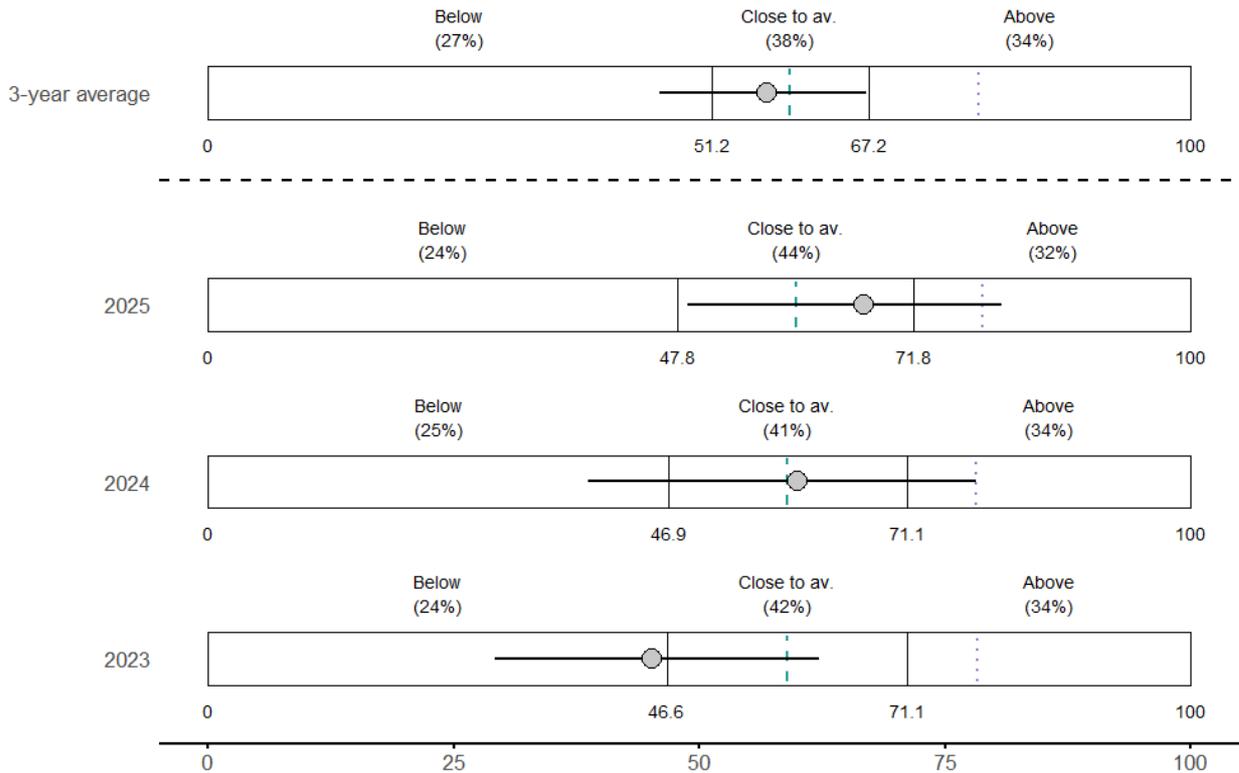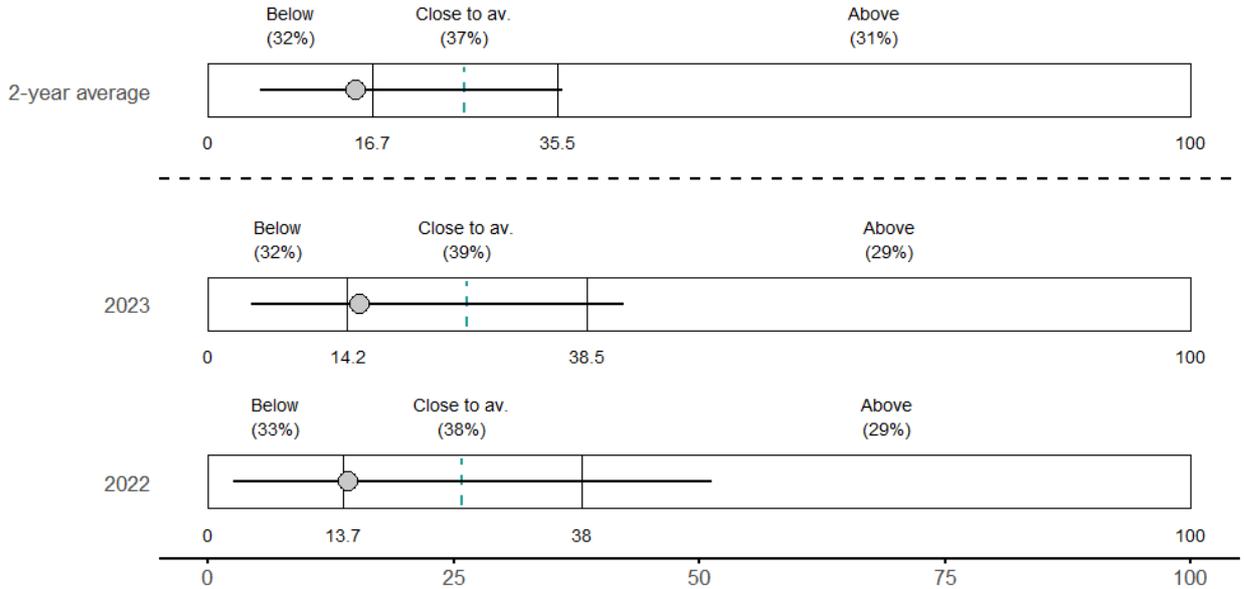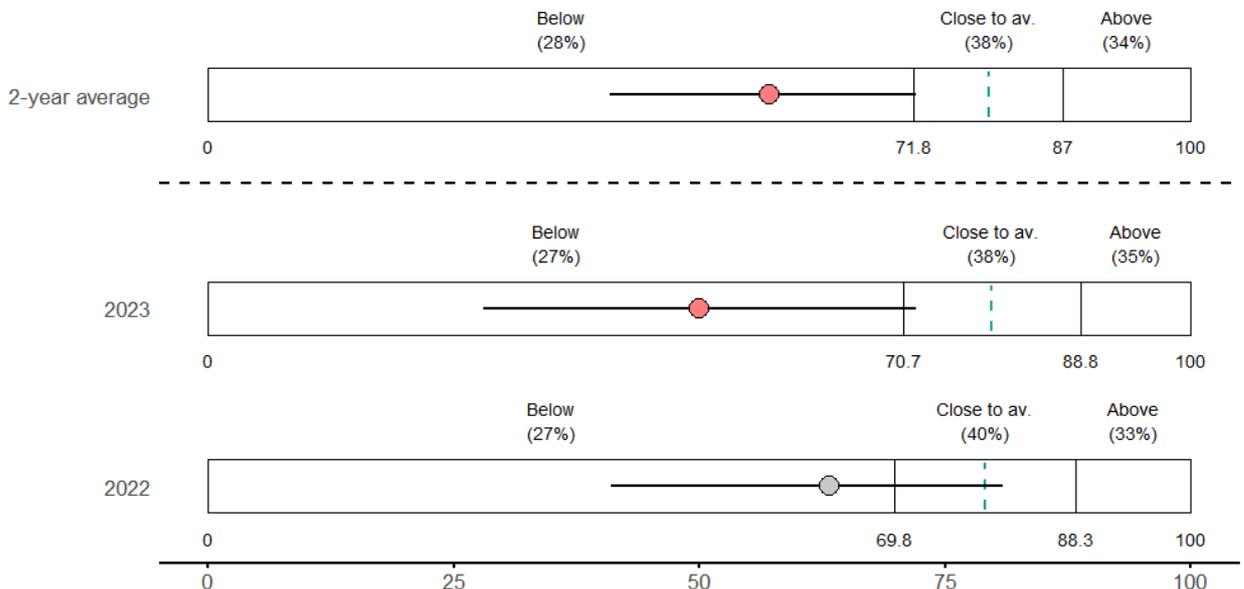| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2024	30	67%	72%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2023	46	52%	72%	Below (sig-)	Not available	High - FSM, Low - Stability

▼ 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	81	57%	59%	Close to average (non-sig)	78%	-22	Not applicable	Not applicable
2025	30	67%	60%	Close to average (non-sig)	79%	-12	Narrowing	High - FSM
2024	20	60%	59%	Close to average (non-sig)	78%	-18	Narrowing	High - FSM, Low - Stability

| 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	
2023	31	45%	59%	Below (non-sig)	78%	-33	Not available	High - FSM, Low - Stability

▼ Chart

Low prior attainers - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	20	15%	26%	Below (non-sig)	Not applicable	Not applicable
2023	13	15%	26%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	7	14%	26%	Close to average (non-sig)	Not available	High - FSM

▼ Chart

Middle prior attainers - EGPS expected standard

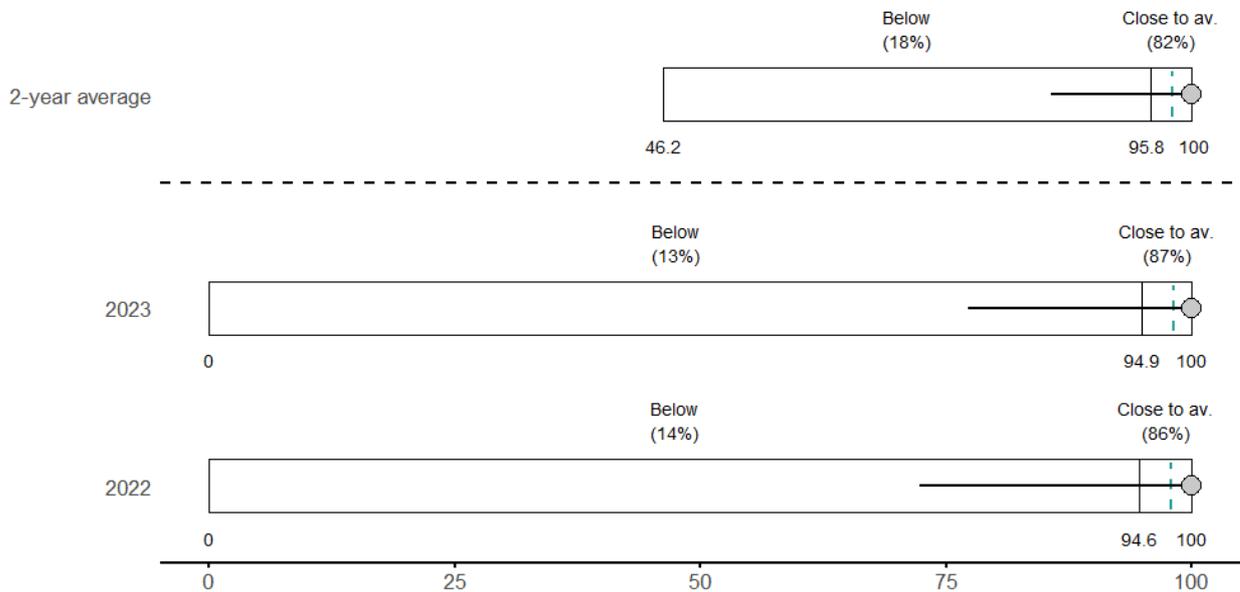| Year	Cohort	School	National	National distribution banding	Trend	Year group context
2-year	35	57%	79%	Below (sig-)	Not applicable	Not applicable
2023	16	50%	80%	Below (sig-)	No sig change	High - FSM, Low - Stability
2022	19	63%	79%	Below (non-sig)	Not available	High - FSM

▼ 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	13	100%	98%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability
2022	10	100%	98%	Close to average (non-sig)	Not available	High - FSM

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	118	28%	31%	Close to average (non-sig)	Not applicable	Not applicable
2025	42	21%	30%	Below (non-sig)	No sig change	High - FSM
2024	30	40%	32%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability

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Year	Cohort	School	National	National distribution banding	Trend	Year group context
2023	46	26%	30%	Close to average (non-sig)	Not available	High - FSM, Low - Stability

▼ Chart
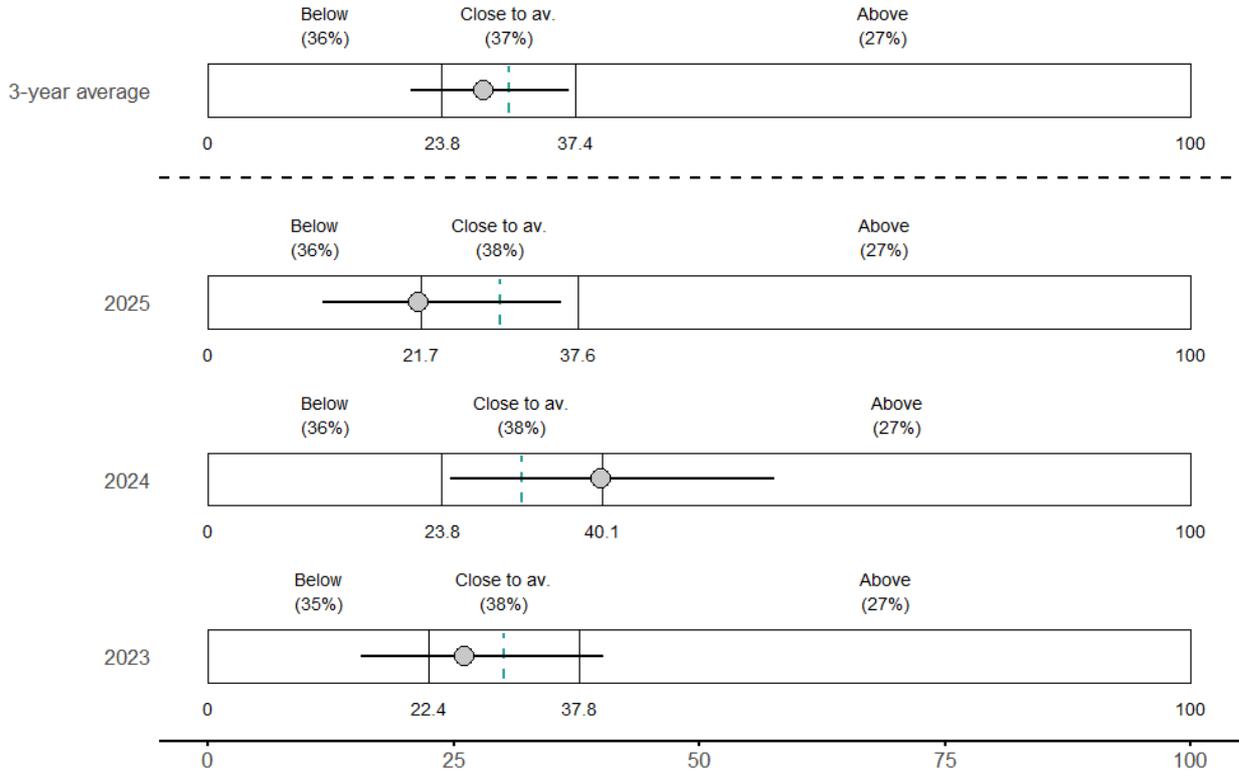
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Other

— 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

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	124	22.1	20.6	Above (sig+)	Not applicable	Not applicable
2025	36	21.4	21.0	Close to average (non-sig)	Sig decrease	High - FSM, Low - Stability
2024	45	23.4	20.6	Above (sig+)	Sig increase	High - FSM, Low - Stability
2023	43	21.3	20.2	Close to average (non-sig)	Not available	High - FSM
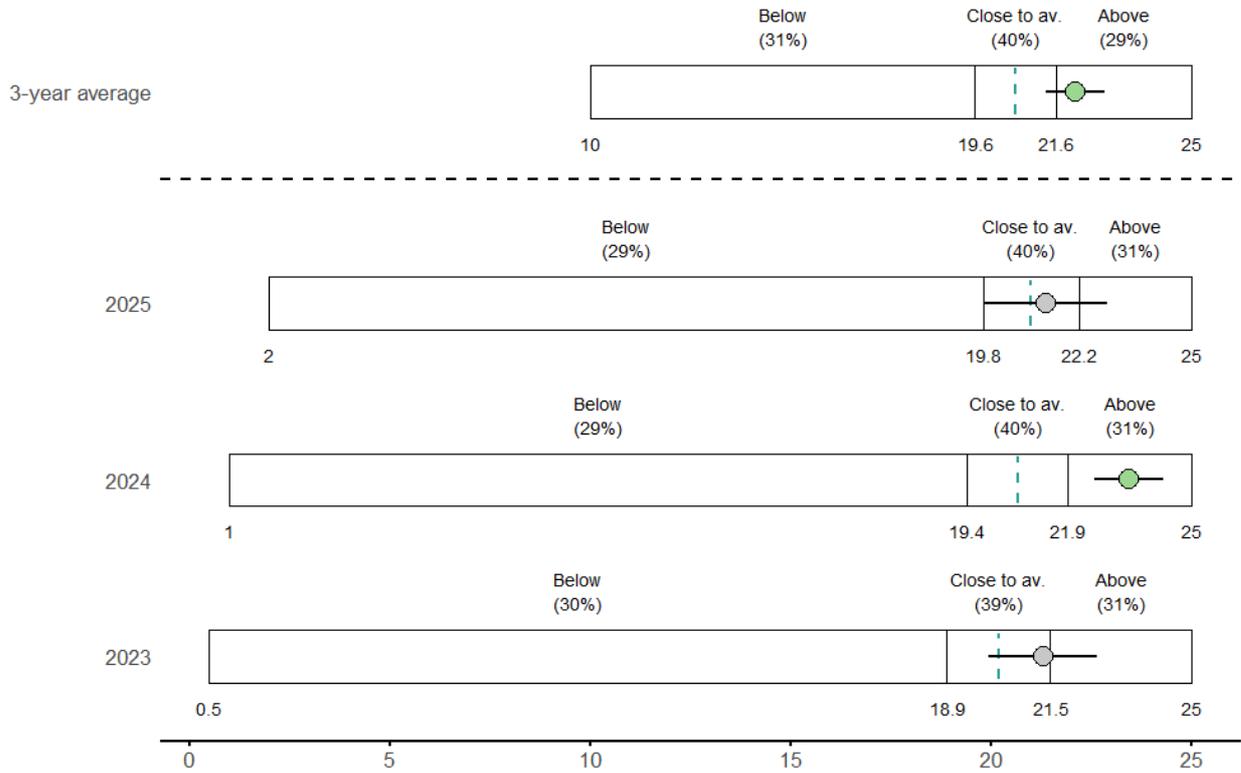
▼ Chart

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) about this section.

▶ Key to charts

All pupils - Phonics expected standard

- There were 36 pupils who were eligible for the phonics screening check in Year 1 in 2025; 34 of them sat the check and 2 did not. Of those who sat the check, 7 pupils did not meet the **phonics expected standard**; their average mark was 10.
- There were 5 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	126	84%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	36	75%	80%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2024	45	89%	80%	Above (non-sig)	No sig change	High - FSM
2023	45	87%	79%	Above (non-sig)	Not available	High - FSM

▼ Chart
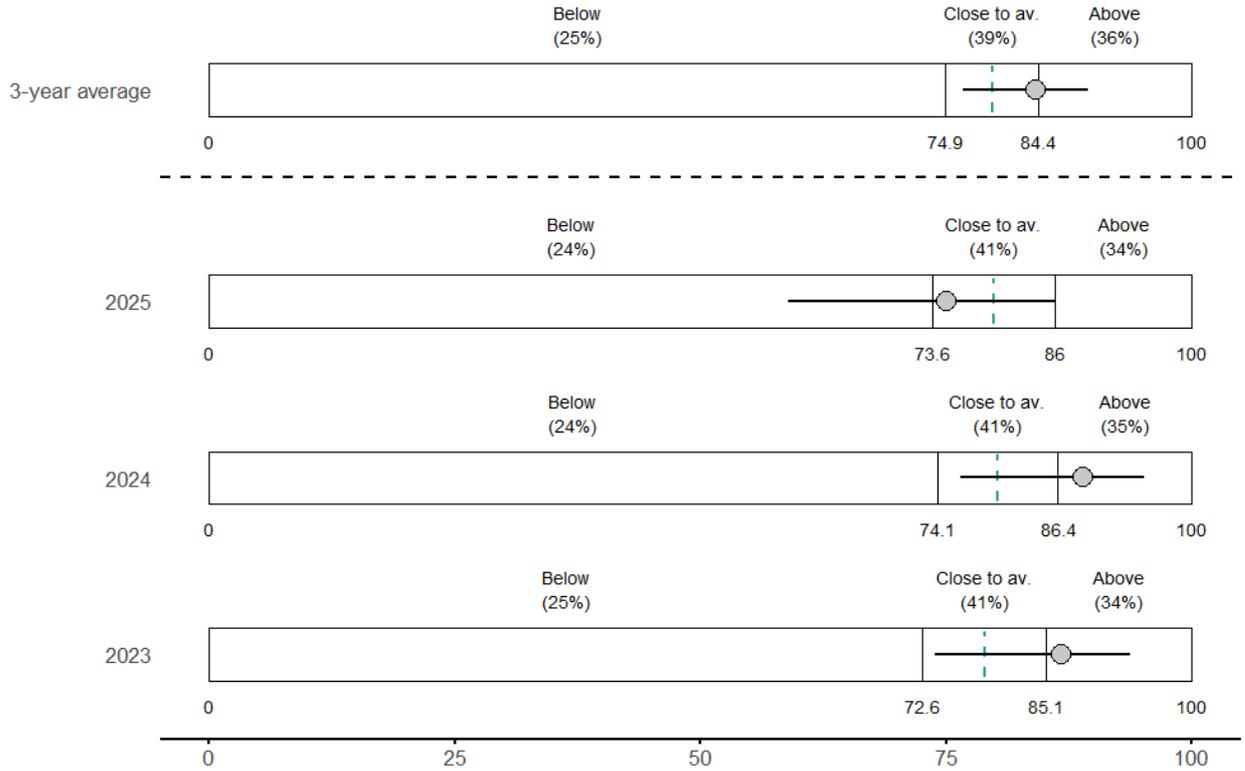
EYFS nationals

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**

Early years foundation stage profile area	National %
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

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Report card

▼ Guidance

This section contains a subset of data from the IDSR that will eventually be published alongside the inspection report. Measures in the report card are derived from the IDSR. For further details about these measures and the associated methodologies, please see the guidance 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) about this section.

— Context in latest year

— Absence

Context in latest year

Total pupils

327
Close to average

School capacity

349
Close to average

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

62.68%
Well above average

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

4.89%
Above average

Pupils with special educational needs (SEN) support

14.07%
Close to average

School location deprivation

Well above average

Absence

Overall absence

Year	This school	National average	Compared with national average
2024/25	6.6%	5.2%	Above
2023/24	5.9%	5.5%	Close to average
2022/23	7.9%	5.9%	Above
2018/19	4.8%	4.0%	Above

Persistent absence

Year	This school	National average	Compared with national average
2024/25	19.9%	13.3%	Above
2023/24	17.6%	14.6%	Close to average
2022/23	30.5%	16.2%	Above
2018/19	10.3%	8.2%	Close to average

— All pupils' performance

— Disadvantaged pupils' performance

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	58%	61%	Close to average
2024/25	62%	62%	Close to average
2023/24	67%	61%	Close to average
2022/23	50%	60%	Below

Pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25	74%	75%	Close to average
2023/24	73%	74%	Close to average
2022/23	63%	73%	Below

Pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25	74%	72%	Close to average
2023/24	70%	72%	Close to average
2022/23	70%	71%	Close to average

Pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	74%	73%	Close to average
2024/25	86%	74%	Above
2023/24	77%	73%	Close to average
2022/23	61%	73%	Below

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	52%	46%	Close to average
2024/25	53%	47%	Close to average
2023/24	60%	46%	Above
2022/23	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25	70%	63%	Close to average
2023/24	70%	62%	Close to average
2022/23	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	64%	59%	Close to average
2024/25	67%	59%	Close to average
2023/24	60%	58%	Close to average
2022/23	65%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	70%	60%	Above
2024/25	83%	61%	Above
2023/24	75%	59%	Above
2022/23	55%	59%	Close to average

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	52%	68%	-16 pp
2024/25	53%	69%	-16 pp
2023/24	60%	67%	-7 pp
2022/23	45%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25	70%	81%	-11 pp
2023/24	70%	80%	-10 pp
2022/23	65%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	78%	-14 pp
2024/25	67%	78%	-12 pp
2023/24	60%	78%	-18 pp
2022/23	65%	77%	-13 pp

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-9 pp
2024/25	83%	81%	3 pp
2023/24	75%	79%	-4 pp

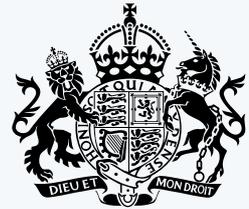| Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	55%	79%	-24 pp

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