

Inspection Data Summary Report

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Danehill Church of England Primary School

Release date: 25 September 2026 [IDSR news page \(https://www.gov.uk/guidance/idsr-news-and-updates\)](https://www.gov.uk/guidance/idsr-news-and-updates) [IDSR guidance \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide)

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School details

URN: 114499 **LAESTAB:** 8453018

Local authority: East Sussex

Phase of education: Primary **Type of education:** Voluntary Controlled School

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Context of the school

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School characteristics

Data source: the DfE's January school census for 2026, 2025 and 2024, 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. Except for the school location deprivation measure, 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. The banding for the school location deprivation measure is based on quintiles rather than SDs.

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) (<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".

Additional [information about the school characteristics section](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#school-characteristics) (<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#school-characteristics>) can be found in our IDSR guidance.

School local area (MSOA) = Wealden 007

	2024	2025	2026
School number on roll	Well below average 97	Well below average 91	Well below average 64
School % FSM6	Well below average 8.25	Below average 12.09	Below average 17.19
Local area % FSM6	Below average 12.50	Below average 13.13	Below average 12.17
School % SEN support	Close to average 11.34	Close to average 13.19	Close to average 14.06
Local area % SEN support	Well below average 7.80	Below average 10.05	Well below average 9.90
School % EHC plan	Close to average 3.09	Close to average 3.30	Close to average 3.13
Local area % EHC plan	Close to average 1.83	Below average 2.01	Below average 2.60
School % EAL	Below average 2.10	Well below average 1.10	Well below average 1.60
Local area % EAL	Below average 4.60	Well below average 2.00	Well below average 1.60

* CIN data is on a different time series to the rest of the data. As such, the CIN data relates to 2022, 2023 and 2024.

	2024	2025	2026
School % CIN*	Below average 1.12	Below average 1.03	Below average 1.10
Local area % CIN*	Below average 1.36	Close to average 3.21	Close to average 3.02
School % stability	Well below average 72.29	Below average 77.78	Below average 76.79
School pupil base deprivation	Well below average	Well below average	Well below average
Local area pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

* CIN data is on a different time series to the rest of the data. As such, the CIN data relates to 2022, 2023 and 2024.

Ethnicity

Data source: the DfE's January school census for 2026

▼ Guidance

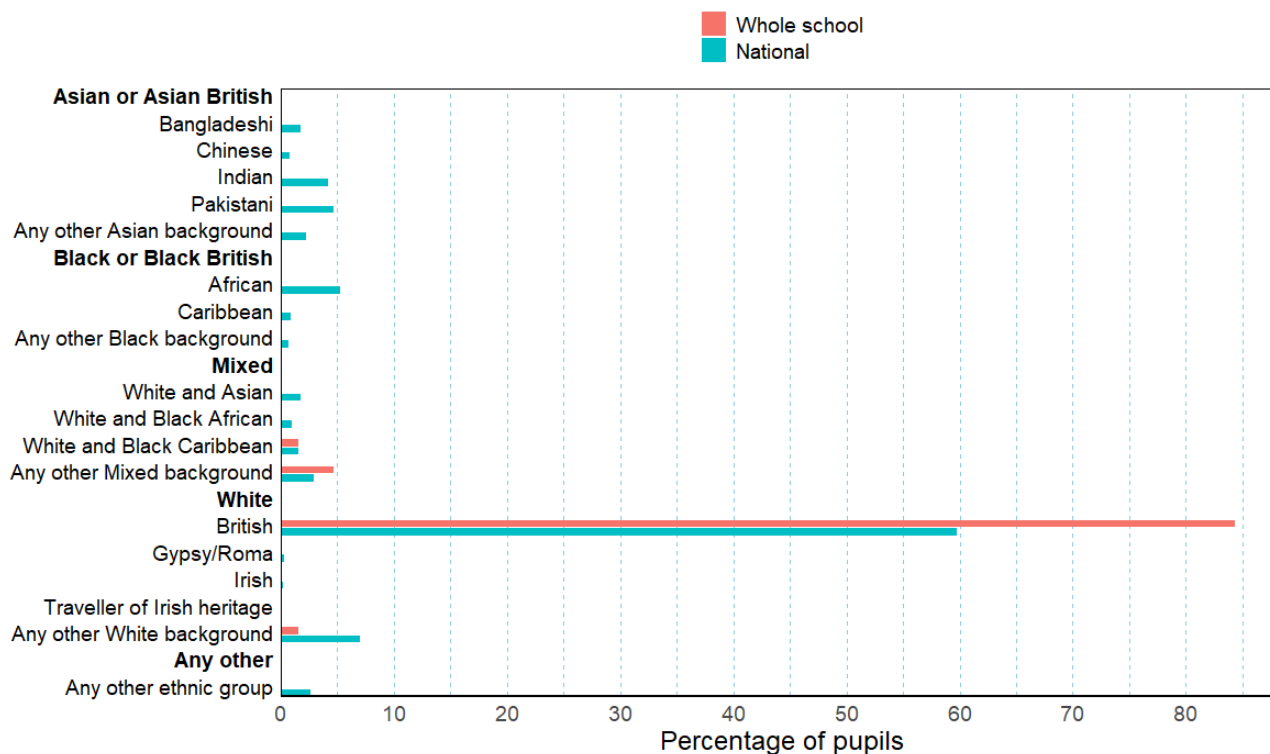
The chart displays the ethnic groups within the whole school. There are 17 possible ethnic groups. In addition, 'Any other ethnic group' is displayed.

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.

The same information can be viewed in tabular format by clicking on the 'Table' drop-down link.
Additional [information about the ethnicity section \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#ethnicity\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#ethnicity) can be found in our IDSR guidance.

Whole school



► [Table](#)

SEN

Data source: the DfE’s January school census for 2026 and the DfE’s 2025/26 ‘Special educational needs in England’ statistical release

▼ [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 a maintained mainstream school has any resourced provision. This could be a SEN unit, resourced provision or both. The number of pupils in resourced provision represents how many pupils were placed in these units at the time of the collection. For special schools, the type of SEN provision lists the type of SEN that is approved. 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).

Additional [information about the SEN section \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#sen\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#sen) can be found in our IDSR guidance.

Type of resourced provision: No resourced provision

Number of pupils with SEN who are also FSM6 and/or CLA: 3

SEN primary need	SEN support (9)							Total
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	0	0	0	0	0	0	1	1

SEN primary need	SEN support (9)							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Speech, Language and Communication Needs	0	1	1	2	0	1	0	5
Autistic Spectrum Disorder	0	0	0	0	0	2	0	2
School Support NSA	0	0	0	0	1	0	0	1
Year group totals	0	1	1	2	1	3	1	9

SEN primary need	EHC plan (2)							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Speech, Language and Communication Needs	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	0	0	1	0	0	0	0	1
Year group totals	0	0	1	0	0	0	1	2

Year group

Data source: the DfE's January school census for 2026, children in need census for 2024 and children looked after return for 2026

▼ 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 receiving free school meals (FSM) – those pupils who were eligible for FSM at any time during the last 6 years (FSM6). 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 are currently showing 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 2026 school census will show children who were looked after between 1 April 2025 and 31 March 2026 inclusive.

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

Additional [information about the year group section \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#year-group\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#year-group) can be found in our IDSR guidance.

	Number on roll	% FSM6	% EAL	Number young carers	Number CIN	Number CLA
Reception	8	12.50	0.00	0	0	0
Year 1	6	0.00	0.00	0	0	0
Year 2	6	0.00	0.00	0	0	0
Year 3	14	7.14	7.10	0	0	0
Year 4	6	50.00	0.00	0	1	0
Year 5	11	36.36	0.00	0	0	0
Year 6	13	15.38	0.00	0	0	0

Staffing

Data source: the DfE's November 2025, 2024, 2023 and 2022 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 a year behind the rest of the staffing section, so the latest year for staff turnover is the second most recent year listed in the data source. It 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.

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.

Additional [information about the staffing section \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#staffing\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#staffing) can be found in our IDSR guidance.

- *There is nothing to highlight for the proportion of education support staff relative to teaching staff in 2025.*
- *There is nothing to highlight for teachers with at least one period of sickness absence.*
- *There is nothing to highlight for days lost to teacher absence (5 days) in 2024/25.*
- At the time of the November 2025 census, there were no full-time vacant teacher posts in the school.
- Staff turnover was in the highest 20% in: 2024.

Attendance and behaviour

Summary of attendance and behaviour

Daily attendance data source: the DfE's 2025/26 daily attendance collection up to and including summer part 1

Attendance and persistent absence data source: the DfE's 2025/26 (1 term), 2024/25 (3 term), 2023/24 (3 term) and 2018/19 (3 term) academic year data from the 'Pupil absence in schools in England' statistical release series

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

Unlike the census attendance data, the daily attendance collection 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

These tables summarise school data compared to the national average across key attendance and behaviour measures in the report for all years for which data is available. Summaries are provided for all pupils, those pupils eligible for free school meals (daily attendance) or who have been eligible for free school meals at any time during the last 6 years (attendance and persistent absence/suspensions) and 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 different data collections cover different snapshots of time so do not align.

The summary tables will allow users to get a full summary of the attendance and behaviour bandings and statistical significance (where relevant) contained in the annex for each measure. It will show consistent and compelling outcomes but also fluctuations across the years.

There are 7 possible interpretations of school attendance and behaviour data. 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 banding will be coloured grey. When school attendance values fall into the 'Above' banding and are, statistically, significantly above the national value, or school persistent absence or suspensions values fall into the 'Below' banding and are, statistically, significantly below the national value, the banding will be coloured green. When school attendance values fall into the 'Below' banding and are, statistically, significantly below the national value, or school persistent absence or suspensions values fall into the 'Above' banding and are, statistically, significantly above the national value, the banding will be coloured red.

The measure names act as links to the annex for each measure so that users can easily navigate to further detailed analysis.

Additional [information about attendance and behaviour \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour) can be found in our IDSR guidance.

All pupils

The table below summarises attendance and behaviour compared to national across daily attendance, termly attendance and suspensions for all years for which data is available. It provides a full summary of the bandings and statistical significance (where applicable) for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Daily attendance

2025/26 (5 half terms)	
Attendance	Below

Attendance and persistent absence

	2018/19 (3 term)	2023/24 (3 term)	2024/25 (3 term)	2025/26 (1 term)
Attendance	Close to av.	Below	Below	Below
Persistent absence	Close to av. (non-sig)	Above (sig+)	Above (non-sig)	Above (sig+)

Suspensions

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (3 term)
Pupils with 1 or more suspensions	Close to av. (non-sig)	Below (non-sig)	Close to av. (non-sig)
Pupils with 2 or more suspensions	Close to av. (non-sig)	Below (non-sig)	Above (non-sig)

Cohorts

Year	Cohort			School context
	Daily attendance	Attendance and persistent absence	Suspensions	
2025/26 (5 half terms)	64	-	-	Not available
2025/26 (1 term)	-	70	-	-
2024/25 (3 term)	-	92	91	-
2023/24 (3 term)	-	91	97	-
2022/23 (3 term)	-	-	89	-
2018/19 (3 term)	-	83	-	-

FSM

The table below summarises attendance and behaviour compared to national across daily attendance, termly attendance and suspensions for all years for which data is available. It provides a full summary of the bandings and statistical significance (where applicable) for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

For daily attendance, FSM relates to those pupils who were eligible for FSM. For attendance and persistent absence, and for suspensions it relates to those pupils who were eligible for FSM at any time during the last 6 years (FSM6).

Daily attendance

2025/26 (5 half terms)	
Attendance	Below

Attendance and persistent absence

	2018/19 (3 term)	2023/24 (3 term)	2024/25 (3 term)	2025/26 (1 term)
Attendance	Close to av.	Below	Close to av.	Below
Persistent absence	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)

Suspensions

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (3 term)
Pupils with 1 or more suspensions	Below (non-sig)	Below (non-sig)	Below (non-sig)
Pupils with 2 or more suspensions	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)

Cohorts

Year	Cohort			School context
	Daily attendance	Attendance and persistent absence	Suspensions	
2025/26 (5 half terms)	10	-	-	Not available
2025/26 (1 term)	-	10	-	-
2024/25 (3 term)	-	12	11	-
2023/24 (3 term)	-	8	8	-
2022/23 (3 term)	-	-	7	-
2018/19 (3 term)	-	6	-	-

SEN

The table below summarises attendance and behaviour compared to national across daily attendance, termly attendance and suspensions for all years for which data is available. It provides a full summary of the bandings and statistical significance (where applicable) for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Daily attendance

2025/26 (5 half terms)	
Attendance	Below

Attendance and persistent absence

	2018/19 (3 term)	2023/24 (3 term)	2024/25 (3 term)	2025/26 (1 term)
Attendance	Below	Below	Below	Below
Persistent absence	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)

Suspensions

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (3 term)
Pupils with 1 or more suspensions	Above (non-sig)	Below (non-sig)	Close to av. (non-sig)
Pupils with 2 or more suspensions	Below (non-sig)	Below (non-sig)	Above (non-sig)

Cohorts

Year	Cohort			School context
	Daily attendance	Attendance and persistent absence	Suspensions	
2025/26 (5 half terms)	12	-	-	Not available
2025/26 (1 term)	-	12	-	-
2024/25 (3 term)	-	15	15	-
2023/24 (3 term)	-	13	14	-
2022/23 (3 term)	-	-	11	-
2018/19 (3 term)	-	8	-	-

Additional information

- [Year group absence](#)
- [Suspensions](#)
- [Permanent exclusions](#)

Year group absence

Data source: the DfE’s 2025/26 daily attendance collection up to and including summer part 1

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 table shows 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.

This is the same summary information seen by schools in their half-termly 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.

Absence is the total of all authorised and unauthorised absences.

No additional analysis is applied to the year group table.

Further information can be found in the DfE’s [user guide \(https://www.gov.uk/government/publications/monitor-your-school-attendance-user-guide/monitor-your-school-attendance-user-guide\)](https://www.gov.uk/government/publications/monitor-your-school-attendance-user-guide/monitor-your-school-attendance-user-guide).

Additional [information about daily attendance data \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour) can be found in our IDSR guidance.

Overall Absence Band	Year groups					
	Y1	Y2	Y3	Y4	Y5	Y6
less than 5%	38%	50%	47%	43%	33%	86%
5% to less than 10%	0%	38%	33%	43%	17%	7%
10% to less than 15%	13%	0%	13%	0%	25%	7%
15% to less than 20%	25%	0%	7%	14%	0%	0%
20% to less than 25%	0%	0%	0%	0%	17%	0%
25% to less than 30%	13%	0%	0%	0%	8%	0%
30% to less than 35%	13%	0%	0%	0%	0%	0%
35% to less than 40%	0%	13%	0%	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)	63%	13%	20%	14%	50%	7%

Suspensions

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

▼ Guidance

This section contains details of the total number of suspensions in the whole school and the reasons for these suspensions. If the school has a sixth form, it will also include this data separately for 16-18, as well

as data on the total number of pupils at 16-18 with 1 or more suspensions, both in the school and nationally.

The suspensions data can be up to one year behind and therefore may not relate to the same cohort as other IDSR data.

The whole school data includes all year groups in the school. The 16-18 data includes Years 12, 13 and, where applicable, 14.

Reasons for suspensions are for the most recent 3 years available, and they will only be displayed if there has been at least 1 suspension 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.

Additional [information about suspensions \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour) can be found in our IDSR guidance.

Whole school

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (3 term)
Total number of suspensions	1	0	3

Reason	2022/23 (3 term)	2023/24 (3 term)	2024/25 (3 term)
Physical assault against an adult	1	-	3
Physical assault against a pupil	-	-	1

Permanent exclusions

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

▼ [Guidance](#)

This section contains details of the total number of permanent exclusions in the whole school and nationally, and the reasons for these permanent exclusions. If the school has a sixth form, it will also include this data separately for 16-18.

The 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 data includes all year groups in the school. The 16-18 data includes Years 12, 13 and, where applicable, 14.

Reasons for permanent exclusions are for the most recent 3 years available, and they will only be displayed if there has been at least 1 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 permanent exclusions.

Additional [information about permanent exclusions \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour) can be found in our IDSR guidance.

Whole school

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

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Links to alternative provision

- [Links to AP - Autumn 2025](#)
- [Links to AP - Spring 2026](#)

Links to AP - Autumn 2025

Data source: the DfE’s termly 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 either of the two most recent data collections.

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.

Additional [information about links to alternative provision \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#links-to-alternative-provision\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#links-to-alternative-provision) can be found in our IDSR guidance.

There is no data in this section for this school or it was incomplete.

Links to AP - Spring 2026

Data source: the DfE's termly 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 either of the two most recent data collections.

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.

Additional [information about links to alternative provision \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#links-to-alternative-provision\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#links-to-alternative-provision) can be found in our IDSR guidance.

There is no data in this section for this school or it was incomplete.

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Achievement in phonics and at key stage 2

Summary of attainment measures

Key stage 2 data source: the DfE's provisional 2026, final 2025, final 2024, final 2023 and final 2022 data

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

Phonics 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 tables summarise school performance compared to national and similar school averages across all phonics and key stage 2 attainment measures in the report for all years for which data is available. Summaries are provided for all pupils, for disadvantaged pupils and for low/middle/high prior attainers.

The summary tables will allow users to get a full summary of the achievement bandings and statistical significance, versus both the national average and the similar school average, contained in the annex for each measure. It will show consistent and compelling outcomes but also fluctuations across the years.

There are 7 possible interpretations of school performance. 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

Measures are ordered as they are in the annex of the IDSR and headline measures are highlighted at the top of the summary table. The headline measures are:

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

The measure names act as links to the annex for each measure so that users can easily navigate to further detailed analysis.

Attainment measures for low/middle/high prior attainers are only available for a maximum of 2 data years.

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 in any of the summary tables outside the 'All pupils' tab.

Where a '-' appears in the summary table, this will be for one of the following reasons:

- the school has no pupils in that measure for that year
- the measure is not available for any school for that year
- the measure is available for that year, but we do not produce a similar schools comparator for that measure
- the school does not have a similar schools group for that year due to not having sufficient data available to feed into the similar schools model

Additional [information about achievement in phonics and at key stage 2 \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) can be found in our IDSR guidance.

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

All pupils

The table below summarises school performance compared to national and to similar schools across all attainment measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for the combined reading, writing and maths measure.

From Autumn 2026 we plan to incorporate pupil outcomes for the EYFSP, once the data is made available by the Department for Education. In the meantime, data about [national EYFS outcomes](#) can be found in the annex.

	Versus national average				Versus similar school average ¹			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)		Below (non-sig)		
RWM higher standard	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)			
Reading expected standard	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)	Above (non-sig)			Above (non-sig)	Above (non-sig)
Reading higher standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)				
Writing expected standard	Above (non-sig)	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Below (non-sig)		Below (non-sig)
Writing greater depth	Below (non-sig)	Close to av. (non-sig)	Below (non-sig)	Below (non-sig)	Below (non-sig)			Below (non-sig)
Maths expected standard	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)			Below (non-sig)
Maths higher standard	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)		Above (non-sig)		Above (non-sig)
EGPS expected standard	Close to av. (non-sig)	Below (sig-)	Close to av. (non-sig)	Below (non-sig)		Below (non-sig)		Below (non-sig)
EGPS higher standard	Below (non-sig)	Above (non-sig)	Below (non-sig)	Close to av. (non-sig)	Below (non-sig)	Above (non-sig)		

¹ Only "above" and "below" bandings are displayed.

² MTC and phonics data for 2026 are not yet available. The 3-year averages are for 2023, 2024 and 2025.

	Versus national average				Versus similar school average ¹			
				3-year				3-year
	2024	2025	2026	average	2024	2025	2026	average
Year 4 MTC score ²	Close to av. (non-sig)	Below (sig-)	No data	Close to av. (non-sig)	-	-	No data	-
Phonics expected standard ²	Close to av. (non-sig)	Close to av. (non-sig)	No data	Close to av. (non-sig)	-	-	No data	-

¹ Only "above" and "below" bandings are displayed.

² MTC and phonics data for 2026 are not yet available. The 3-year averages are for 2023, 2024 and 2025.

Cohorts

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
3-year average	35	Not applicable	-	Not applicable	45	Not applicable
3-year average	-	Not applicable	44	Not applicable	45	Not applicable
2026	14	-	-	-	-	-
2025	11	Low - Stability	13	-	15	Low - Stability
2024	10	Low - Stability	15	Low - Stability	15	-
2023	-	-	16	Low - Stability	15	-

Disadvantaged

The table below summarises school performance of the disadvantaged pupil group compared to national and to similar schools disadvantaged pupil group across all attainment measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for the combined reading, writing and maths measure.

	Versus national average				Versus similar school average ¹			
				3-year				3-year
	2024	2025	2026	average	2024	2025	2026	average
RWM expected standard	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-
Reading expected standard	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-
Writing expected standard	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-
Maths expected standard	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-
EGPS expected standard	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-

¹ Only "above" and "below" bandings are displayed.

Cohorts

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
3-year average	-	Not applicable	-	Not applicable	-	Not applicable
2026	2	-	-	-	-	-
2025	2	Low - Stability	-	-	-	-
2024	-	-	-	-	-	-

Low prior attainers

There is no data in this section for this school or it was incomplete.

Middle prior attainers

The table below summarises school performance of the middle prior attainer pupil group compared to national and to similar schools middle prior attainer pupil group across all attainment measures in this report for all years

for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for the combined reading, writing and maths measure.

	Versus national average			Versus similar school average ¹		
	2022	2023	2-year average	2022	2023	2-year average
RWM expected standard	Small cohort	Small cohort	Below (non-sig)	Small cohort	Small cohort	Below (non-sig)
Reading expected standard	Small cohort	Small cohort	Below (sig-)	Small cohort	Small cohort	Below (sig-)
Writing expected standard	Small cohort	Small cohort	Below (non-sig)	Small cohort	Small cohort	Below (non-sig)
Maths expected standard	Small cohort	Small cohort	Below (sig-)	Small cohort	Small cohort	Below (sig-)
EGPS expected standard	Small cohort	Small cohort	Below (sig-)	Small cohort	Small cohort	Below (sig-)

¹ Only "above" and "below" bandings are displayed.

Cohorts

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2-year average	7	Not applicable	-	Not applicable	-	Not applicable
2023	4	High - SEN, Low - Stability	-	-	-	-
2022	3	High - SEN	-	-	-	-

High prior attainers

The table below summarises school performance of the high prior attainer pupil group compared to national and to similar schools high prior attainer pupil group across all attainment measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for the combined reading, writing and maths measure.

	Versus national average			Versus similar school average ¹		
	2022	2023	2-year average	2022	2023	2-year average
RWM expected standard	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort
Reading expected standard	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort
Writing expected standard	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort
Maths expected standard	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort
EGPS expected standard	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort

¹ Only "above" and "below" bandings are displayed.

Cohorts

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2-year average	2	Not applicable	-	Not applicable	-	Not applicable
2023	1	High - SEN, Low - Stability	-	-	-	-
2022	1	High - SEN	-	-	-	-

Summary of progress measures

Data source: the DfE's provisional 2026, 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 tables summarise school performance compared to the national average across all key stage 2 progress measures in the report for all years for which data is available. Summaries are provided for all pupils, for disadvantaged pupils and for low/middle/high prior attainers.

The summary tables will allow users to get a full summary of the achievement bandings and statistical significance, versus both the national average and the similar school average, contained in the annex for each measure. It will show consistent and compelling outcomes but also fluctuations across the years.

There are 7 possible interpretations of school performance. 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

Measures are ordered as they are in the annex of the IDSR. The measure names act as links to the annex for each measure so that users can easily navigate to further detailed analysis.

Key stage 2 progress measures are only available for a maximum of 2 data years.

Where a '-' appears in the summary table, this will be for one of the following reasons:

- the school has no pupils in that measure for that year
- the school does not have a similar schools group for that year due to not having sufficient data available to feed into the similar schools model

Additional [information about 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) (<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2>) can be found in our IDSR guidance.

— [All pupils](#)

— [Disadvantaged](#)

— [Low prior attainers](#)

— [Middle prior attainers](#)

— [High prior attainers](#)

All pupils

The table below summarises school performance compared to national and to similar schools across all progress measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each measure.

	Versus national average				Versus similar school average ¹			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	Small cohort	Small cohort	Close to av. (non-sig)	Below (non-sig)	Small cohort	Small cohort		Below (sig-)
Writing progress	Small cohort	Small cohort	Close to av. (non-sig)	Below (non-sig)	Small cohort	Small cohort		
Maths progress	Small cohort	Small cohort	Close to av. (non-sig)	Below (non-sig)	Small cohort	Small cohort		

¹ Only "above" and "below" bandings are displayed.

Cohorts

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
3-year average	22	22	22	Not applicable
2026	13	13	13	-
2023	5	5	5	High - SEN, Low - Stability
2022	4	4	4	High - SEN

Disadvantaged

The table below summarises school performance of the disadvantaged pupil group compared to national and to similar schools disadvantaged pupil group across all progress measures in this report for all years for which

data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

Different shading is used on the similar schools bandings (orange for below and blue for above) to reflect the contextual nature of this comparator. This colour scheme is the same as that used in other contextual sections of the report.

A second table provides information about cohort size and characteristics for each measure.

	Versus national average				Versus similar school average ¹			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-
Writing progress	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-
Maths progress	-	Small cohort	Small cohort	-	-	Small cohort	Small cohort	-

¹ Only "above" and "below" bandings are displayed.

Cohorts

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
3-year average	-	-	-	Not applicable
2026	2	2	2	-
2023	1	1	1	High - SEN, Low - Stability
2022	-	-	-	-

Low prior attainers

There is no data in this section for this school or it was incomplete.

Middle prior attainers

The table below summarises school performance of the middle prior attainer pupil group compared to national performance of the middle prior attainer pupil group across all progress measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure

to surface consistent and compelling outcomes but also fluctuations across the years.

A second table provides information about cohort size and characteristics for each measure.

	Versus national average			Versus similar school average ¹		
	2022	2023	2-year average	2022	2023	2-year average
Reading progress	Small cohort	Small cohort	Below (sig-)	Small cohort	Small cohort	Below (sig-)
Writing progress	Small cohort	Small cohort	Below (non-sig)	Small cohort	Small cohort	Below (non-sig)
Maths progress	Small cohort	Small cohort	Below (sig-)	Small cohort	Small cohort	Below (sig-)

¹ Only "above" and "below" bandings are displayed.

Cohorts

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2-year average	7	7	7	Not applicable
2023	4	4	4	High - SEN, Low - Stability
2022	3	3	3	High - SEN

High prior attainers

The table below summarises school performance of the high prior attainer pupil group compared to national performance of the high prior attainer pupil group across all progress measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

A second table provides information about cohort size and characteristics for each measure.

	Versus national average			Versus similar school average ¹		
	2022	2023	2-year average	2022	2023	2-year average
Reading progress	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort
Writing progress	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort
Maths progress	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort	Small cohort

¹ Only "above" and "below" bandings are displayed.

Cohorts

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2-year average	2	2	2	Not applicable
2023	1	1	1	High - SEN, Low - Stability
2022	1	1	1	High - SEN

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Report card

This section provides a preview of the measures from the IDSR that will appear on the report card. However please note that for some measures the values in the report card will subsequently be updated. For example, KS2 provisional data is not published by the DfE so we update the report card with KS2 revised data when it is available. Only the report card will get updated at this point, not the IDSR. This section is not intended as a summary of the IDSR.

▼ [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.

Additional [information about report card data \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#report-card\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#report-card) can be found in our IDSR guidance.

— [Context in latest year](#)

— [Absence](#)

Context in latest year

Total pupils

64

Well below average

School capacity

105

Well below average

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

17.19%

Below average

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

3.13%

Close to average

Pupils with special educational needs (SEN) support

14.06%

Close to average

School location deprivation

Well below average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26	7.9%	5.1%	Above
2024/25	7.0%	5.2%	Above
2023/24	7.0%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26	24.3%	14.4%	Above
2024/25	18.5%	13.0%	Above
2023/24	27.5%	14.6%	Above

— [All pupils' performance](#)

— [Disadvantaged pupils' performance](#)

— [Disadvantaged pupils' performance gap](#)

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standard in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	55%	62%	Close to average
2023/24	60%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	82%	75%	Above
2023/24	80%	74%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	55%	72%	Below
2023/24	80%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	73%	74%	Close to average
2023/24	60%	73%	Below

Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	73%	74%	Close to average
2023/24	60%	73%	Below

Disadvantaged pupils' performance

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

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	47%	S
2023/24	—	46%	—

Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	47%	S
2023/24	—	46%	—

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	63%	S
2023/24	—	62%	—

Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	63%	S
2023/24	—	62%	—

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	59%	S
2023/24	—	58%	—

Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	59%	S
2023/24	—	58%	—

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	61%	S
2023/24	—	59%	—

Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	61%	S
2023/24	—	59%	—

Disadvantaged pupils' performance gap

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

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	69%	S
2023/24	–	67%	–

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	81%	S
2023/24	–	80%	–

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	78%	S
2023/24	–	78%	–

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26	R	R	R
2024/25	S	81%	S
2023/24	–	79%	–

Annex

The following sections provide greater detail of the data underpinning the bandings presented in the summary tables. This includes the national and similar school averages (where applicable), cohort number as well as any trend and exam cohort or school context. It also presents a chart illustrating the school's place on both the national and similar schools distribution (where applicable).

Attendance and behaviour

Daily attendance

Data source: the DfE's 2025/26 daily attendance collection up to and including summer part 1

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.

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.

This is the same summary information seen by schools in their half-termly 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

Overall attendance is calculated as: $100 - ((\text{number of present sessions} / \text{number of sessions it was possible to attend}) * 100)$.

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.

Further information can be found in the DfE's [user guide \(https://www.gov.uk/government/publications/monitor-your-school-attendance-user-guide/monitor-your-school-attendance-user-guide\)](https://www.gov.uk/government/publications/monitor-your-school-attendance-user-guide/monitor-your-school-attendance-user-guide).

Additional [information about daily attendance data \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour) can be found in our IDSR guidance.

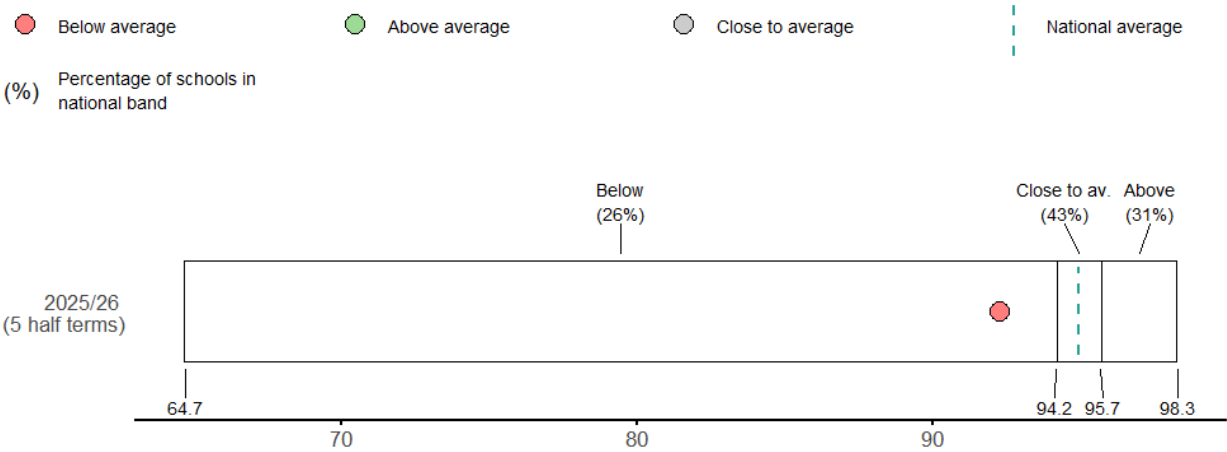
Attendance

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	64	92.3%	95.0%	Below	Not available

Chart

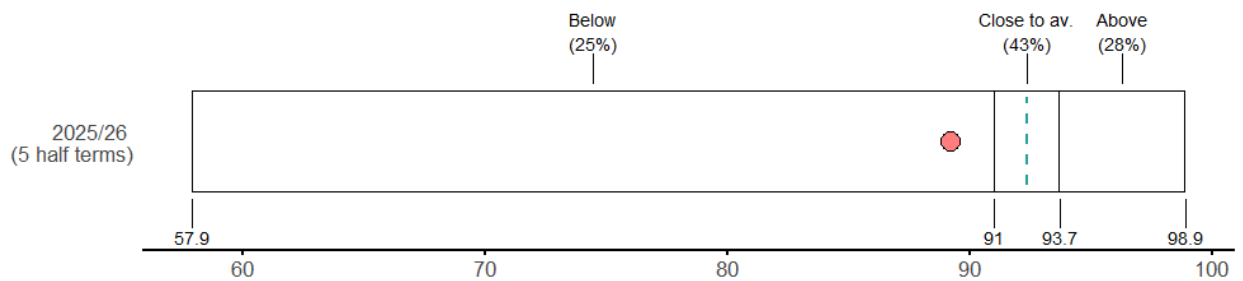


FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	10	89.2%	92.3%	Below	Not available

Chart

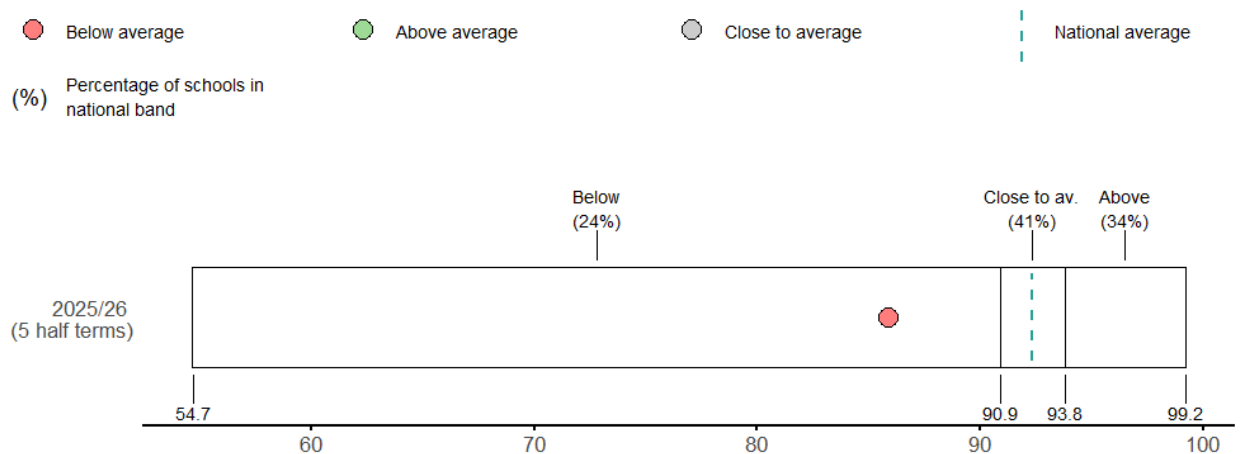




SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	12	85.9%	92.4%	Below	Not available

Chart



[Back to attendance and behaviour summary](#)
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Attendance and persistent absence

Data source: the DfE's 2025/26 (1 term), 2024/25 (3 term), 2023/24 (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: $100 - ((\text{number of present sessions} / \text{number of sessions it was possible to attend}) * 100)$. Absence is the total of all authorised and unauthorised absences.

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

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.

Additional [information about attendance and persistent absence data \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour) can be found in our IDSR guidance.

— [Attendance](#)

— [Persistent absence](#)

Attendance

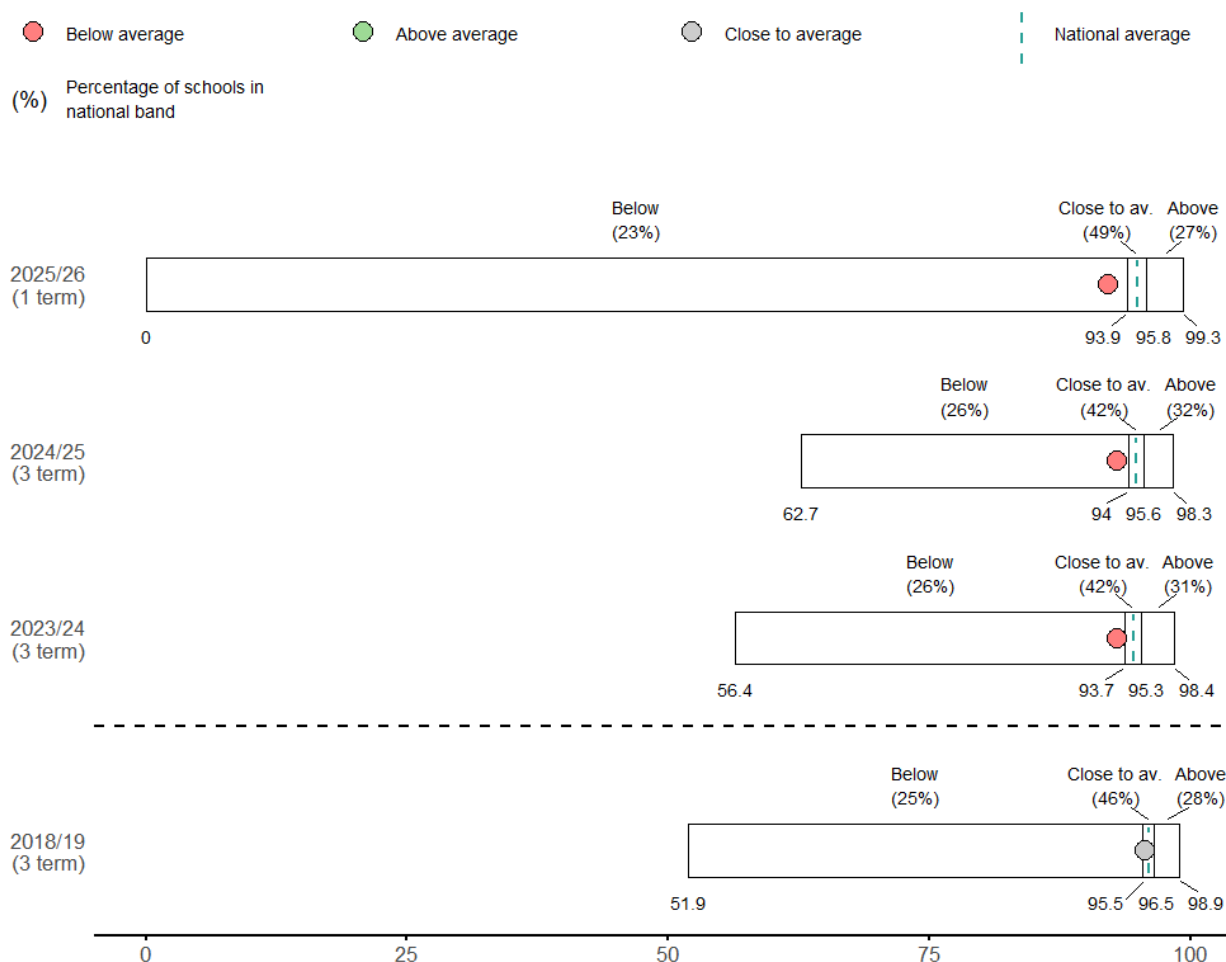
The trend analysis for the Attendance measure is different to the trend analysis elsewhere in the IDSR. For Attendance, our trend analysis compares the school trend with the national trend and determines whether it is in line with it or whether the school trend is showing either relative improvement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

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	70	92.1%	94.9%	Below	Relative decline	-
2024/25 (3 term)	92	93.0%	94.8%	Below	Relative decline	-
2023/24 (3 term)	91	93.0%	94.5%	Below	Relative decline	-

2018/19 (3 term)	83	95.6%	96.0%	Close to average	Not available	-
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▼ Chart

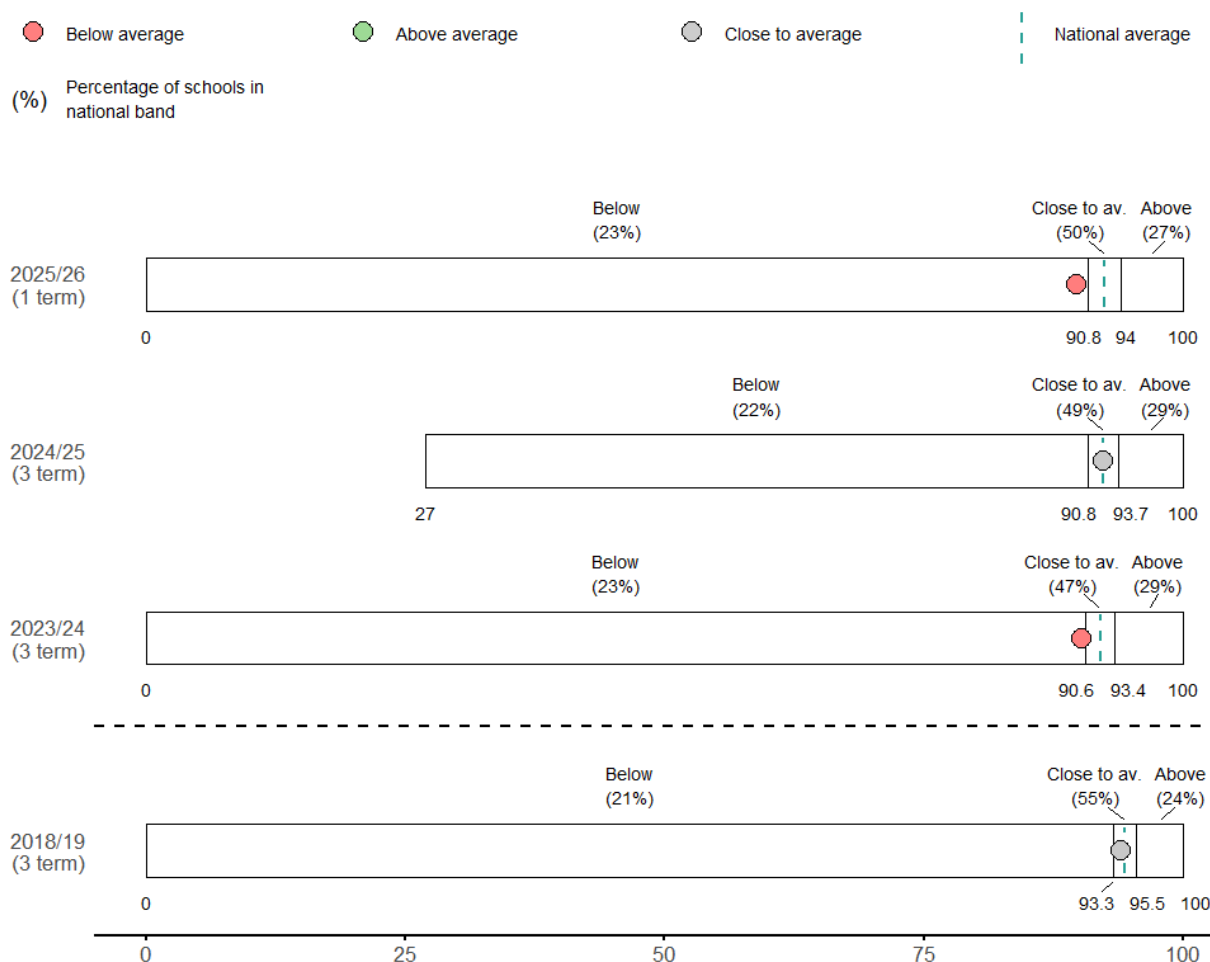


FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	10	89.7%	92.4%	Below	Relative decline	-
2024/25 (3 term)	12	92.2%	92.3%	Close to average	Relative improvement	-
2023/24 (3 term)	8	90.2%	92.0%	Below	Relative decline	-

2018/19 (3 term)	6	94.0%	94.4%	Close to average	Not available	-
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▼ Chart

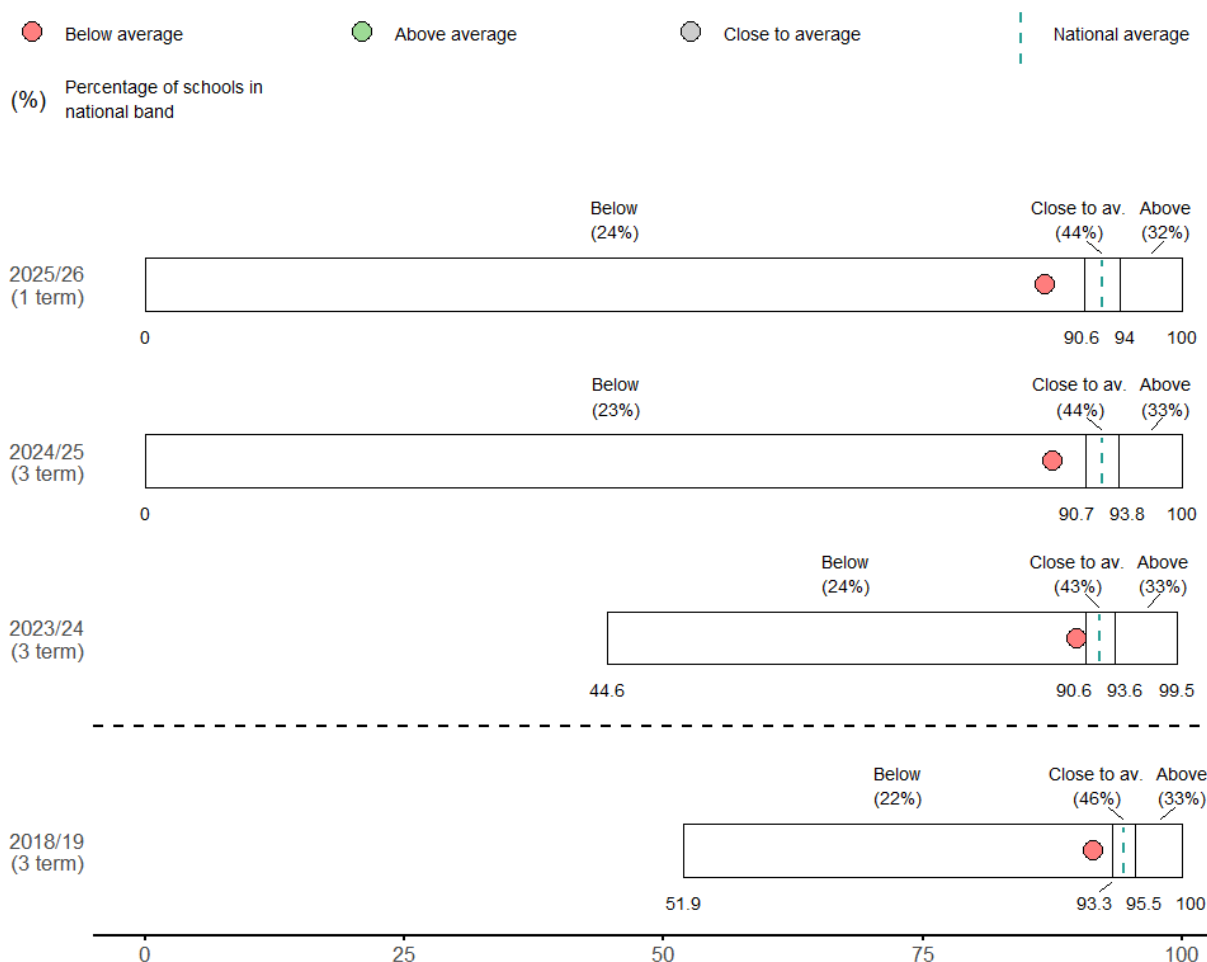


SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	12	86.8%	92.3%	Below	Relative decline	-
2024/25 (3 term)	15	87.5%	92.3%	Below	Relative decline	-
2023/24 (3 term)	13	89.9%	92.1%	Below	Relative improvement	-

2018/19 (3 term)	8	91.4%	94.4%	Below	Not available	-
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▼ Chart



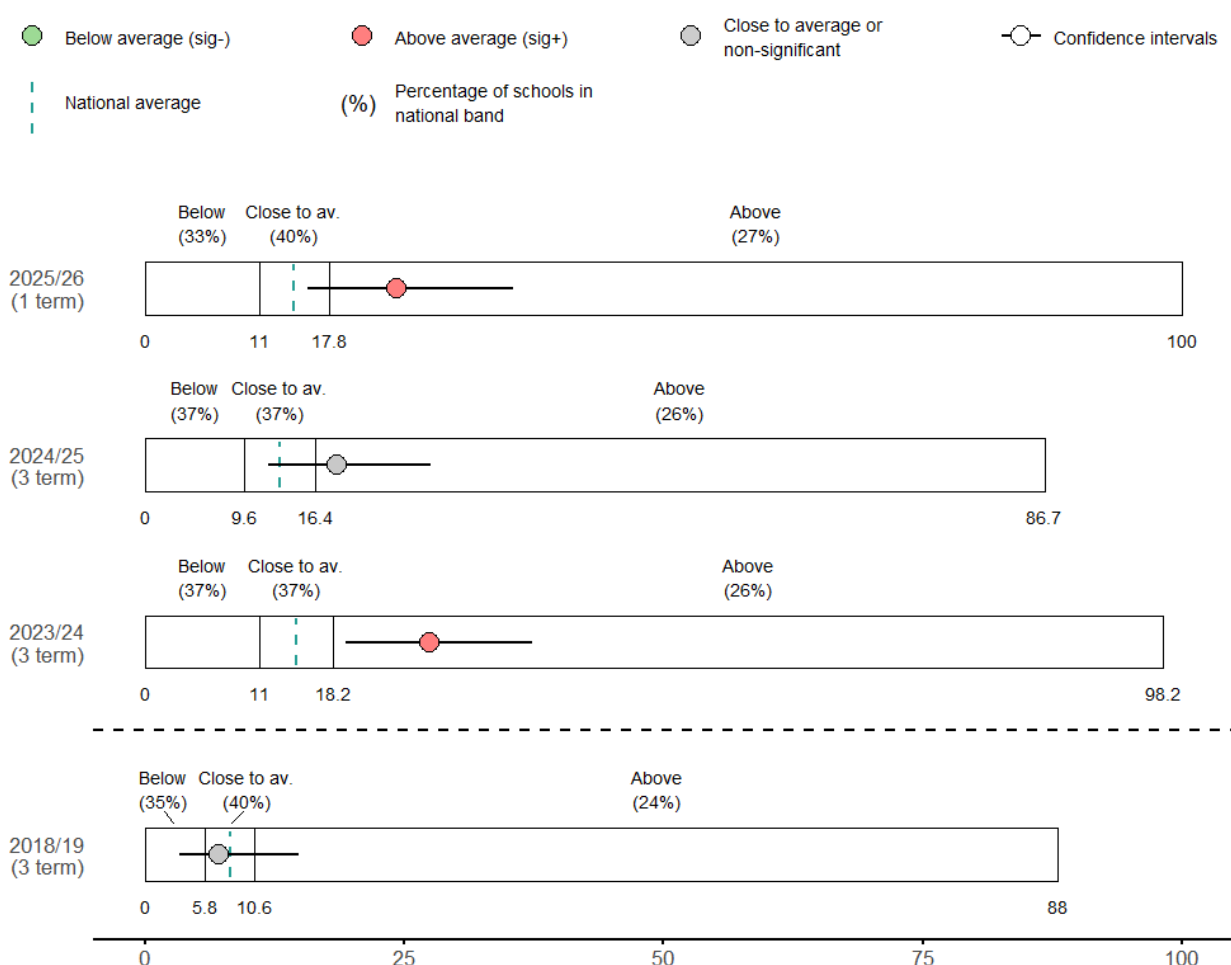
Persistent absence

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (1 term)	70	24.3%	14.4%	Above (sig+)	No sig change	-
2024/25 (3 term)	92	18.5%	13.0%	Above (non-sig)	No sig change	-
2023/24 (3 term)	91	27.5%	14.6%	Above (sig+)	Sig increase	-

2018/19 (3 term)	83	7.2%	8.2%	Close to average (non-sig)	Not available	-
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▼ Chart



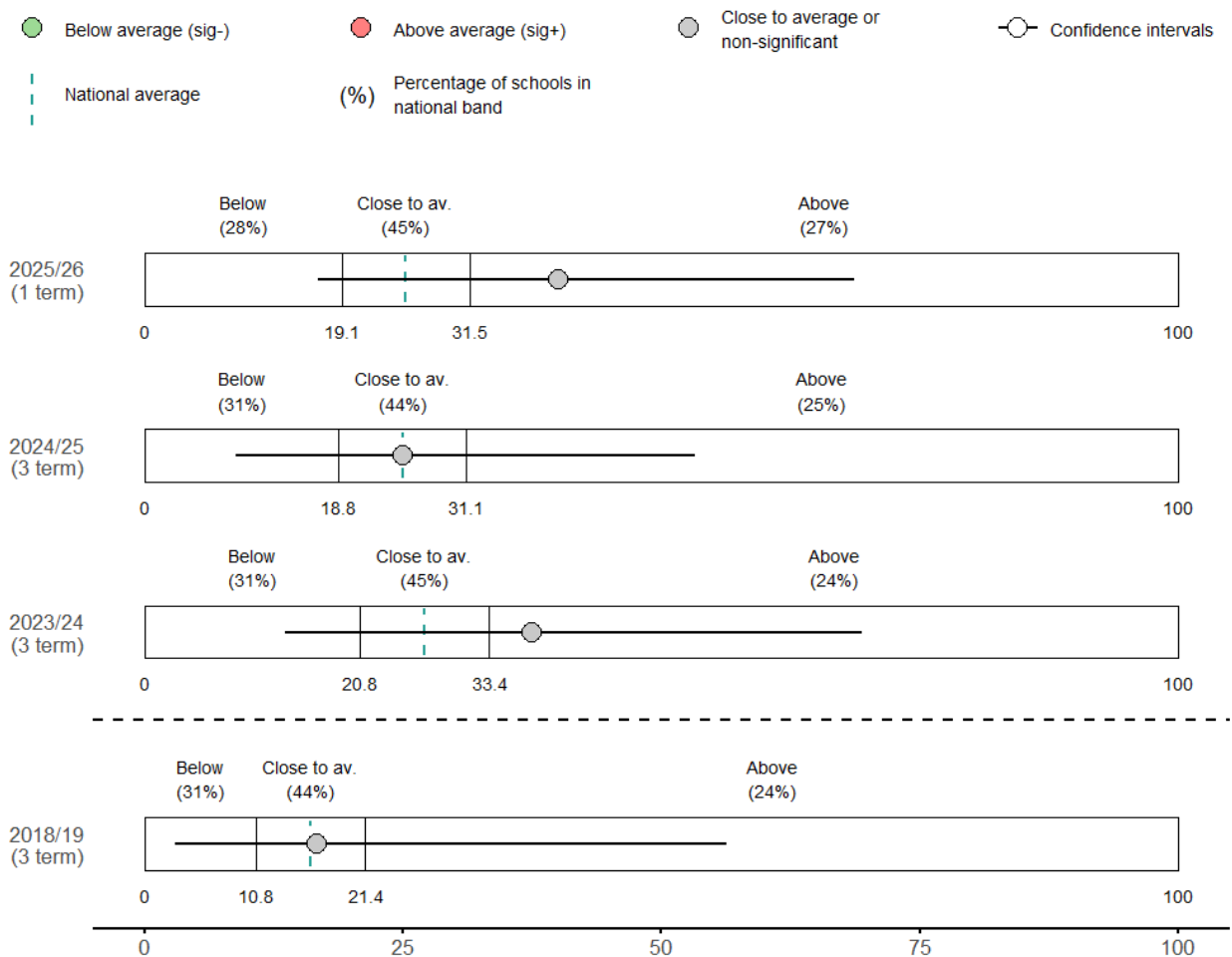
FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (1 term)	10	40.0%	25.3%	Above (non-sig)	No sig change	-

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	12	25.0%	24.9%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	8	37.5%	27.1%	Above (non-sig)	No sig change	-

2018/19 (3 term)	6	16.7%	16.1%	Close to average (non-sig)	Not available	-
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▼ Chart

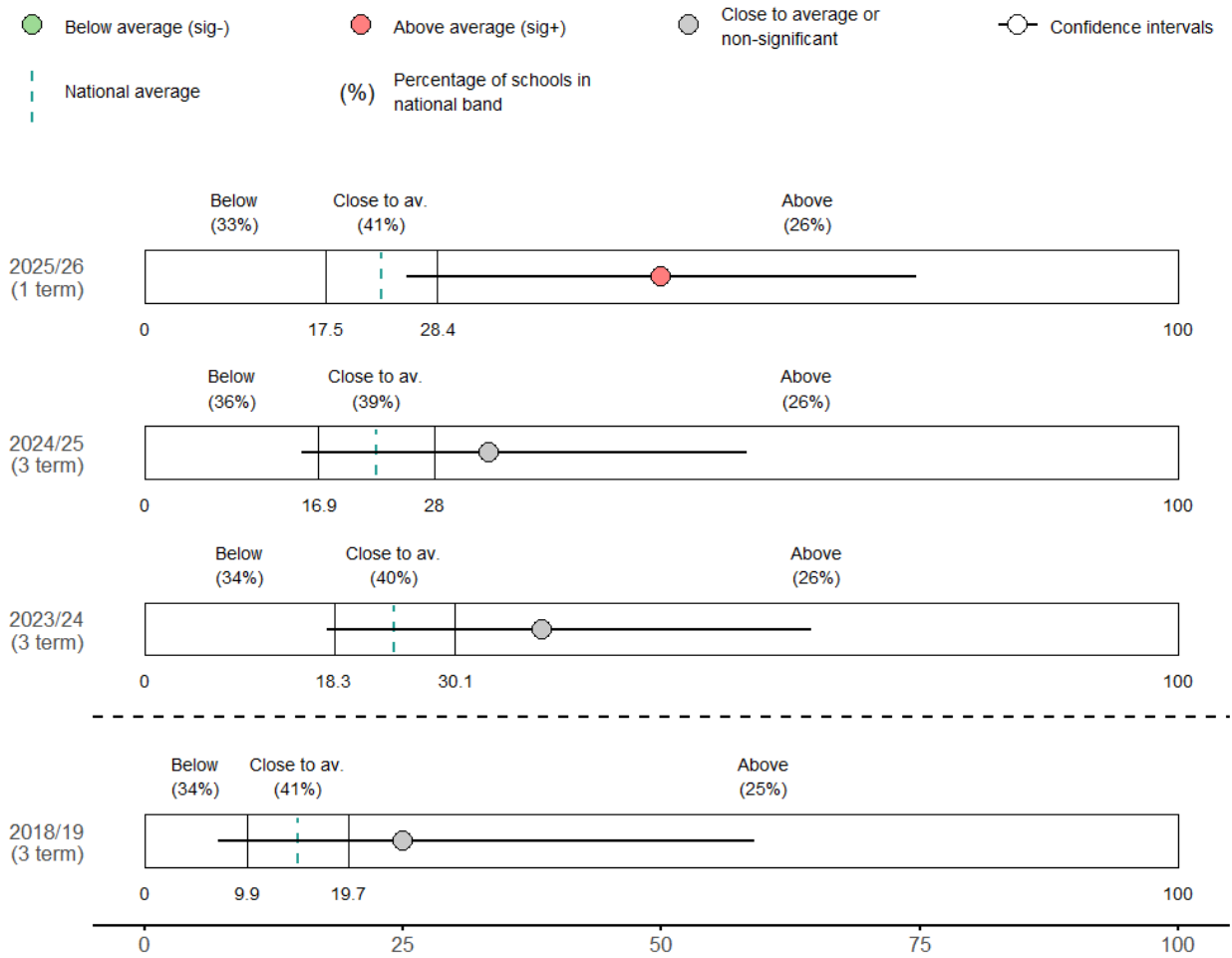


SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (1 term)	12	50.0%	22.9%	Above (sig+)	No sig change	-
2024/25 (3 term)	15	33.3%	22.4%	Above (non-sig)	No sig change	-

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24 (3 term)	13	38.5%	24.2%	Above (non-sig)	No sig change	-
2018/19 (3 term)	8	25.0%	14.8%	Above (non-sig)	Not available	-

▼ [Chart](#)



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Suspensions

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

▼ [Guidance](#)

This section contains tables and charts for suspensions. 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 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 data can be up to one year behind and therefore may not relate to the same cohort as other IDSR data.

These measures include 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. Trend is not available for the furthest year as no earlier comparator year is displayed. Trend is not applicable for any comparisons that would involve termly data, due to fluctuations across terms.

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.

Additional [information about suspensions \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#attendance-and-behaviour) can be found in our IDSR guidance.

— [1+ suspensions](#)

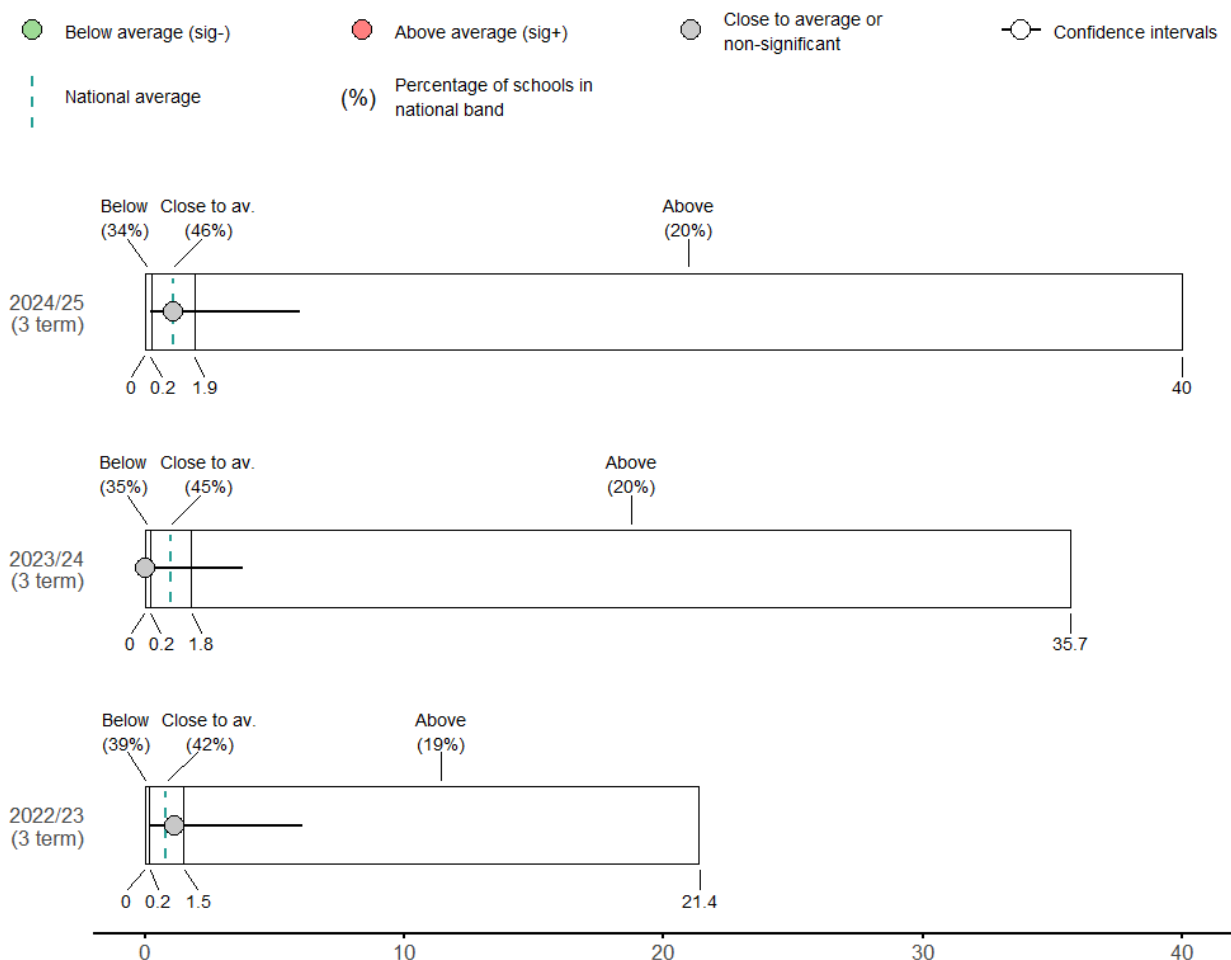
— [2+ suspensions](#)

1+ suspensions

All pupils - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	91	1.10%	1.08%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	97	0.00%	0.99%	Below (non-sig)	No sig change	-
2022/23 (3 term)	89	1.12%	0.82%	Close to average (non-sig)	Not available	-

▼ Chart

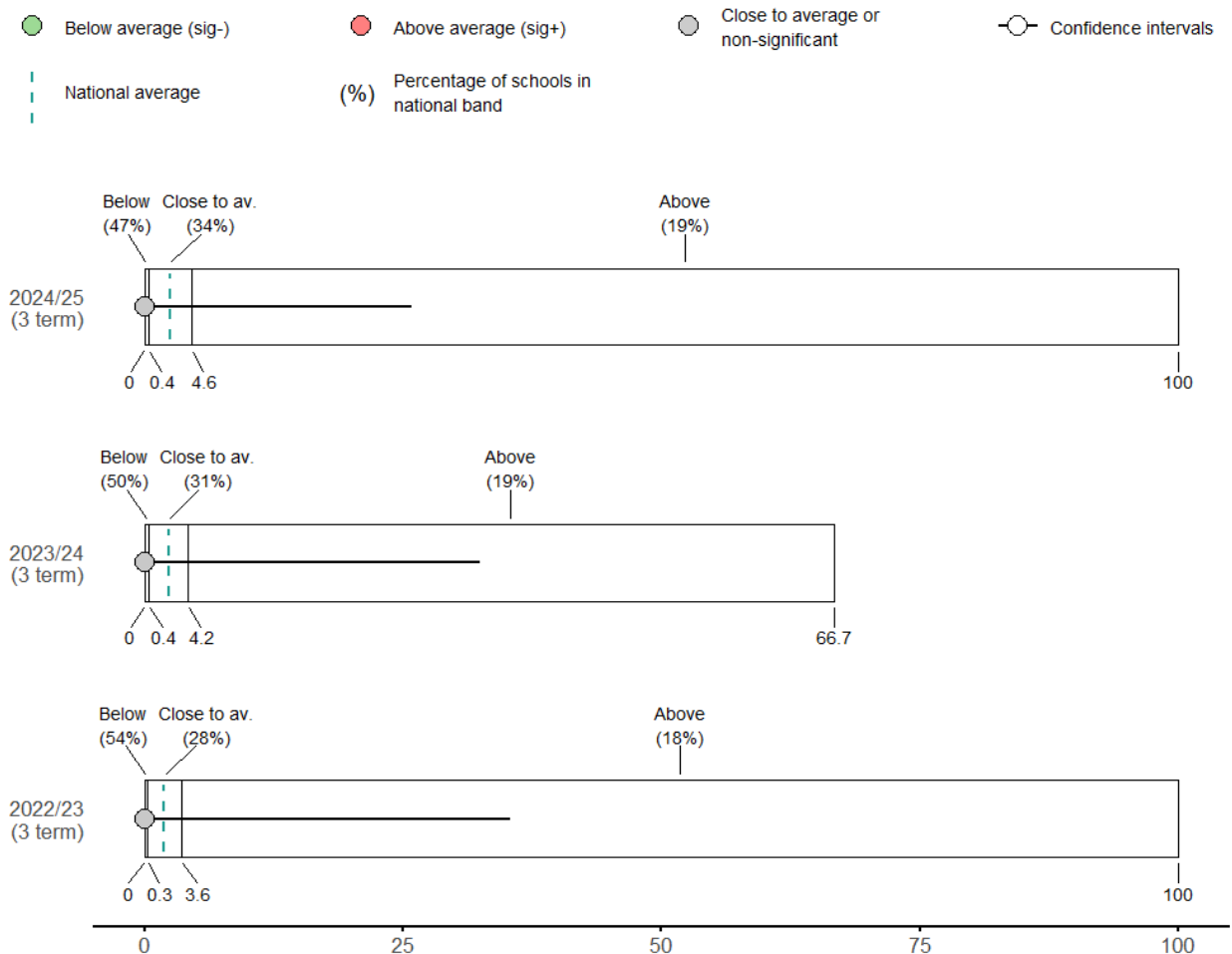


FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	11	0.00%	2.50%	Below (non-sig)	No sig change	-
2023/24 (3 term)	8	0.00%	2.33%	Below (non-sig)	No sig change	-

Year	Cohort	School	National	National distribution banding	Trend	School context
2022/23 (3 term)	7	0.00%	1.94%	Below (non-sig)	Not available	-

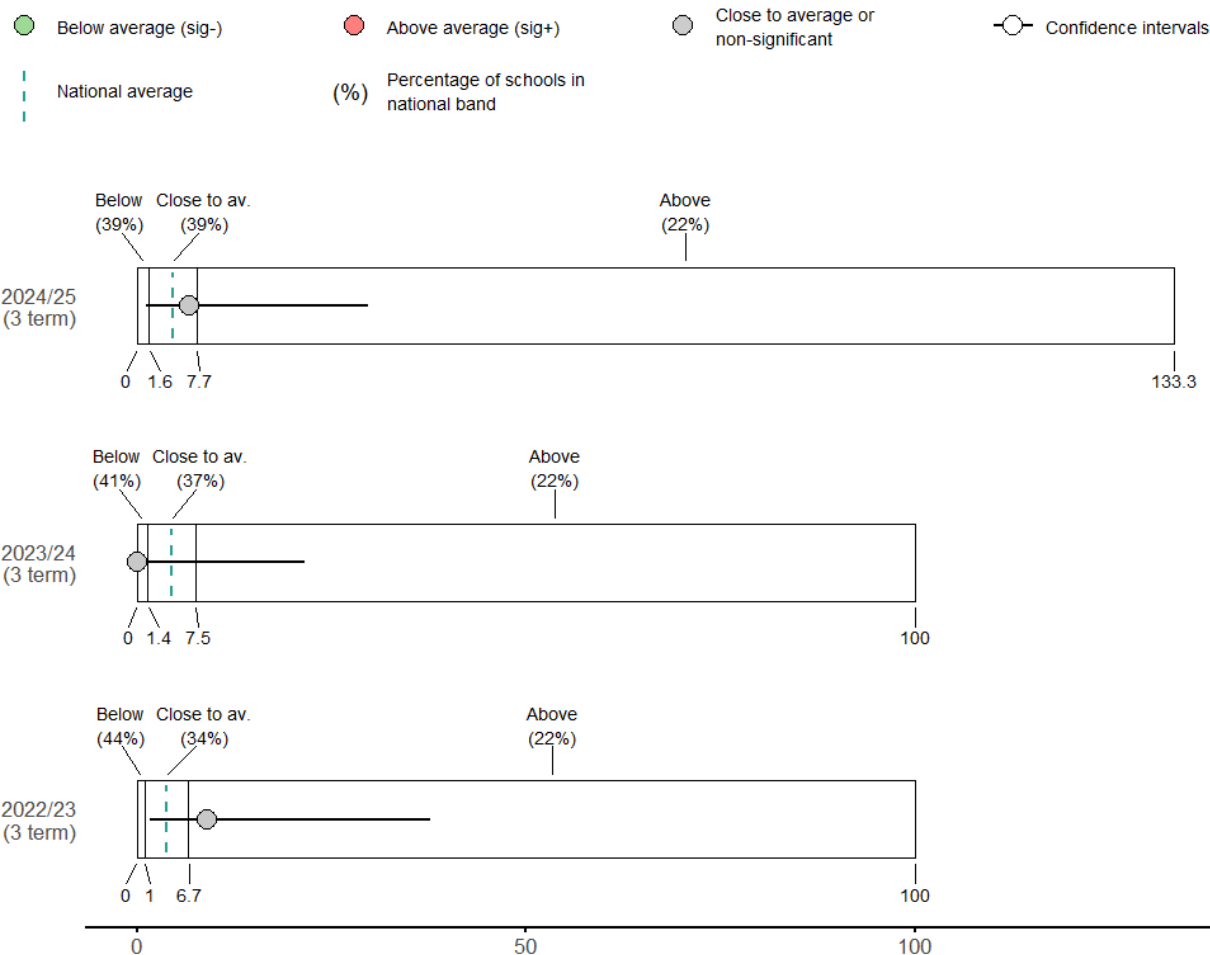
▼ Chart



SEN - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	15	6.67%	4.65%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	14	0.00%	4.44%	Below (non-sig)	No sig change	-
2022/23 (3 term)	11	9.09%	3.85%	Above (non-sig)	Not available	-

▼ Chart



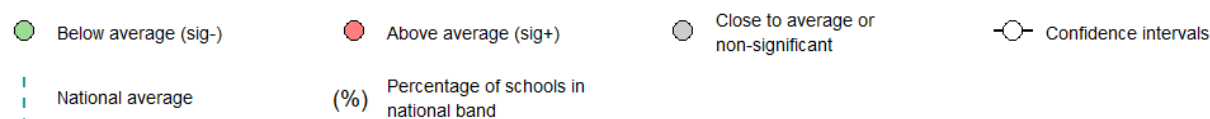
2+ suspensions

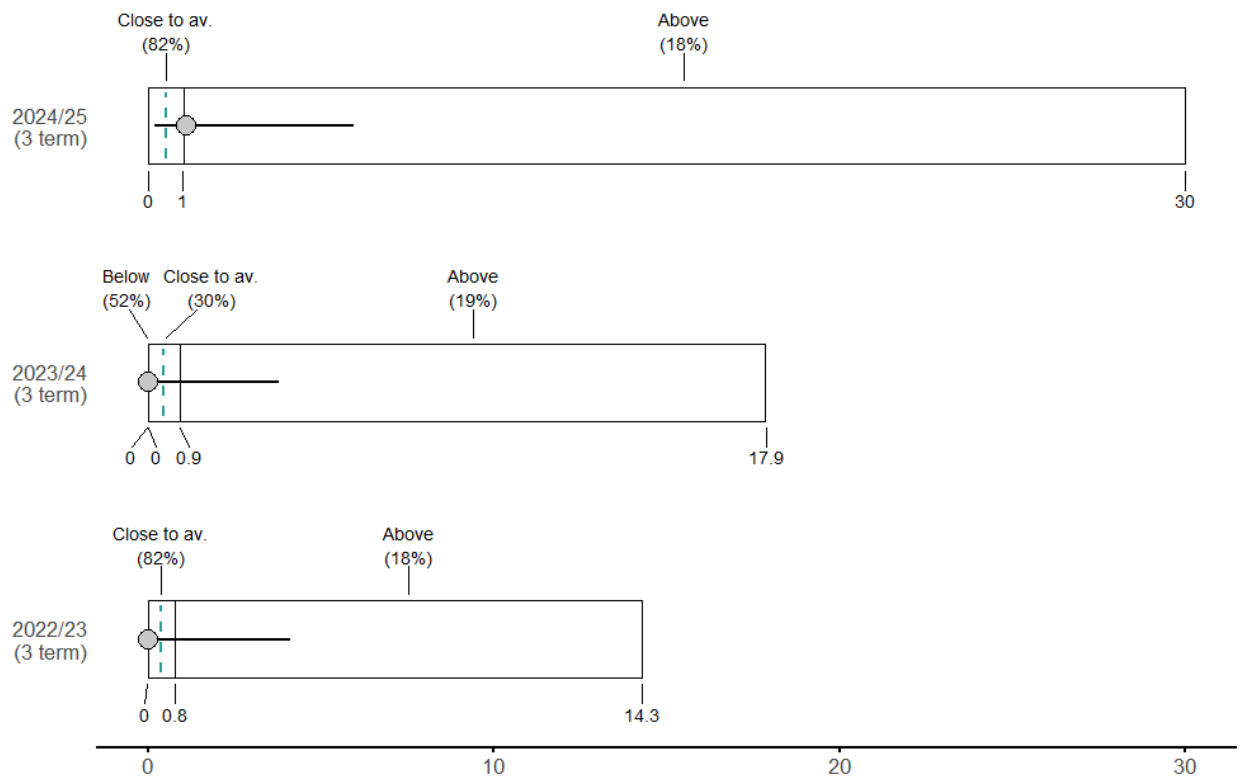
All pupils - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	91	1.10%	0.52%	Above (non-sig)	No sig change	-
2023/24 (3 term)	97	0.00%	0.47%	Below (non-sig)	No sig change	-
2022/23 (3 term)	89	0.00%	0.38%	Close to average (non-sig)	Not available	-

The distributions for 2022/23 and 2024/25 are missing the 'below' band due to the positive skew of the distributions.

▼ Chart



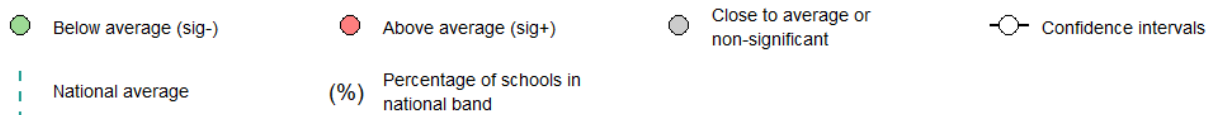


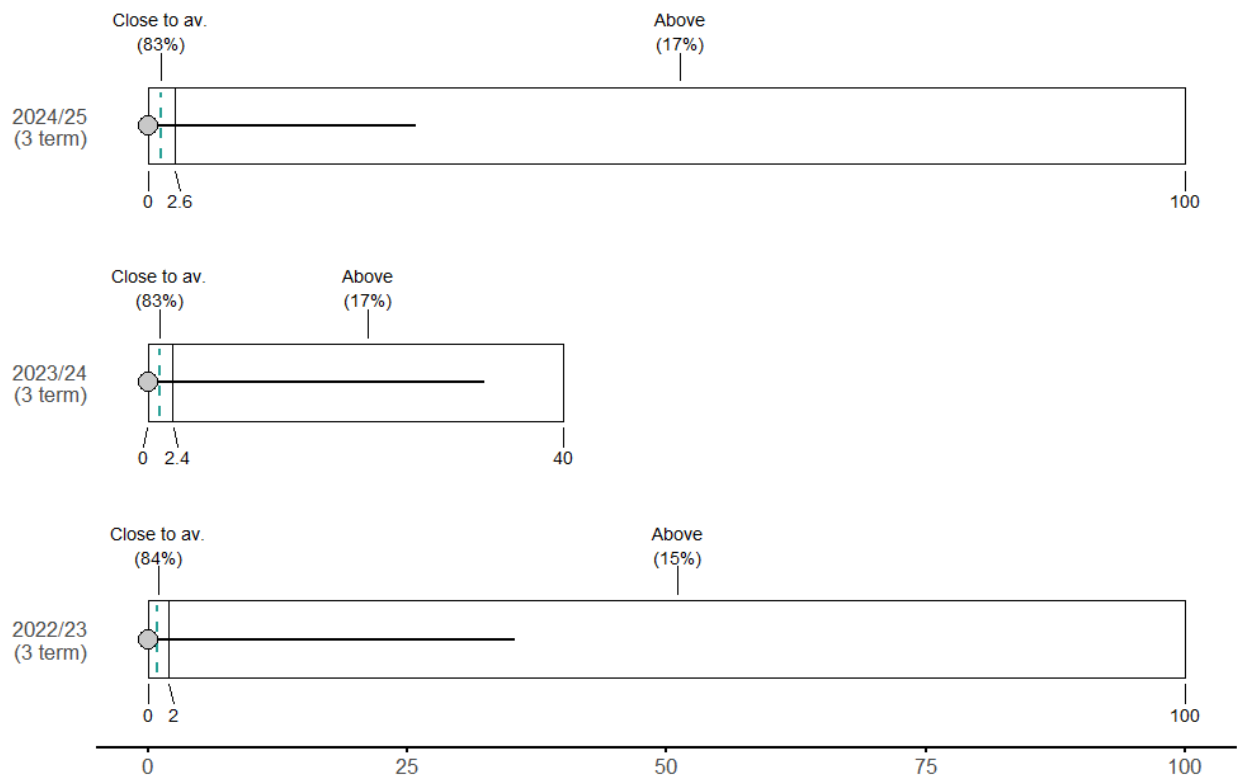
FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	11	0.00%	1.25%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	8	0.00%	1.16%	Close to average (non-sig)	No sig change	-
2022/23 (3 term)	7	0.00%	0.94%	Close to average (non-sig)	Not available	-

The distributions for 2022/23, 2023/24 and 2024/25 are missing the 'below' band due to the positive skew of the distributions.

▼ Chart

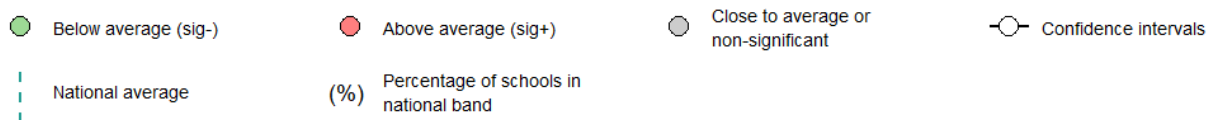


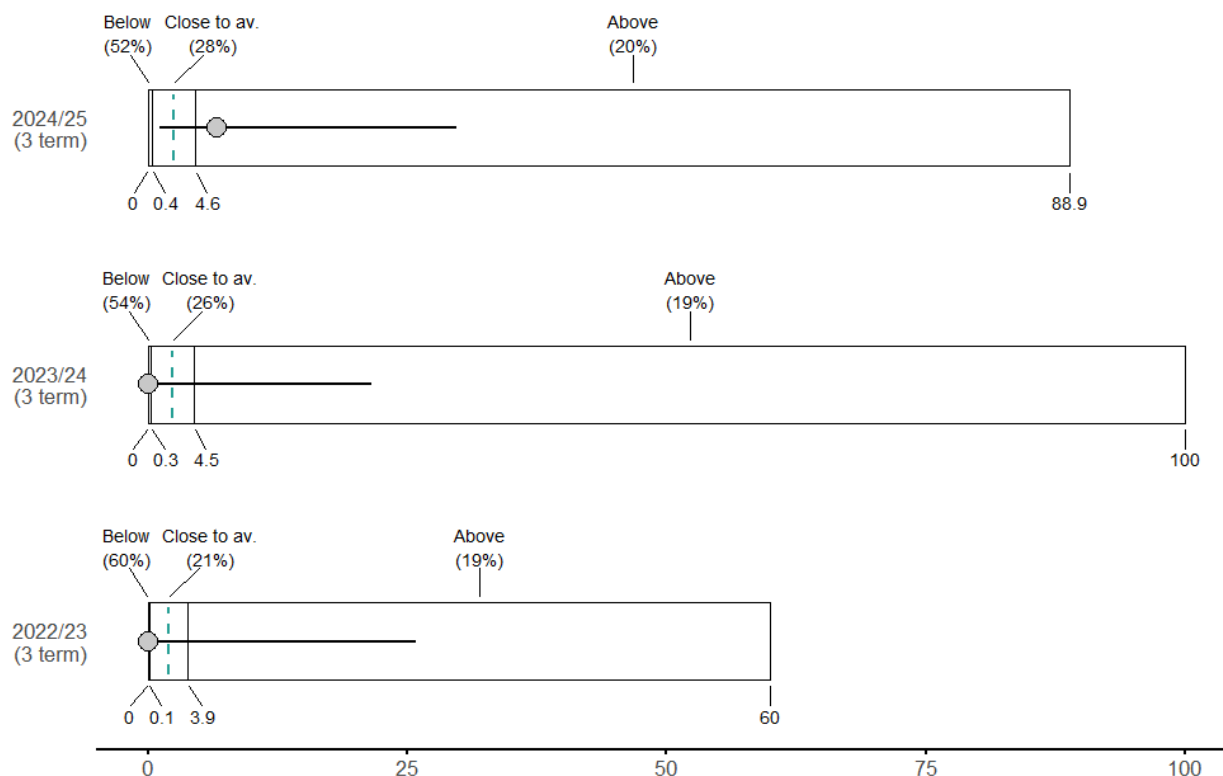


SEN - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	15	6.67%	2.46%	Above (non-sig)	No sig change	-
2023/24 (3 term)	14	0.00%	2.37%	Below (non-sig)	No sig change	-
2022/23 (3 term)	11	0.00%	2.01%	Below (non-sig)	Not available	-

▼ Chart





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Achievement in phonics and at key stage 2

Reading, writing and maths

Data source: the DfE's provisional 2026, final 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 comparisons with national and similar school averages. To compare the school value with these averages, 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, national and similar school 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 or similar school distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national or similar school average. 'Below' indicates when a school's value is more than 0.5 SDs below the national or similar school average. All other school values are 'Close to average'.

Combining the school value's position within the national or similar school distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

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 less well than the national non-disadvantaged group, however, we will measure how a school's disadvantaged gap has changed from one year to the next. As each year's gap is based on a different cohort, which may be a different size, the reliability of that change varies, so the cohorts from the two comparator years are combined into an effective sample size. Across all schools, the average change and its standard deviation are calculated for each subject and measure. Each school's change is then converted into a Z-score (which shows how unusual or typical a value is compared to the rest of the data) and adjusted using the effective sample size, ensuring that large, reliable cohorts are emphasised and small, noisy cohorts are down-weighted. Using the weighted Z-score, if the gap in a particular year is deemed to be greater than in the previous year, the trend will be identified as 'Widening'. If the gap in a particular year is deemed to be smaller than in the previous year, the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No meaningful change'. Gap trends are not available for the furthest year, as no comparator year is displayed, although we will still identify if the school has a positive gap as these do not require a comparator year.

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.

Additional [information about achievement in phonics and at key stage 2 \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) can be found in our IDSR guidance.

- [RWM expected standard](#)
- [RWM higher standard](#)

RWM expected standard

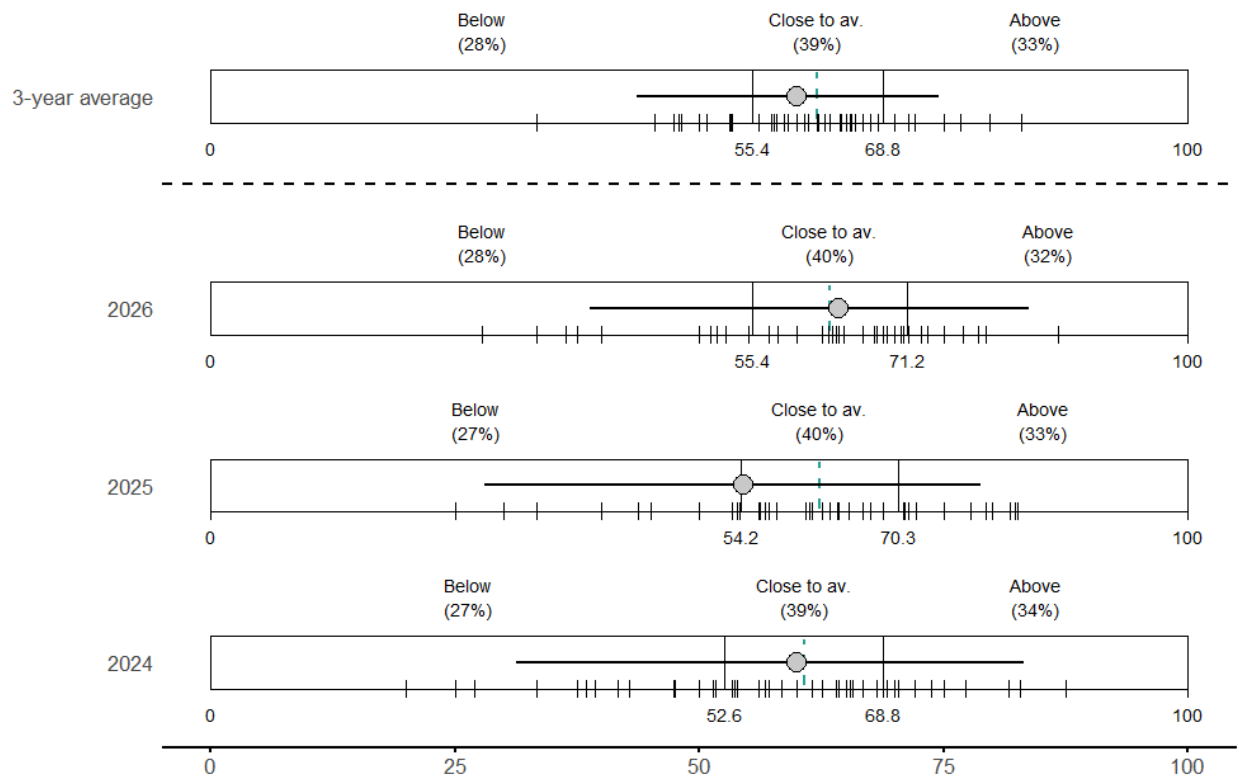
All pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools *		Year group context
			Average	Banding		Average	Banding	
3-year	35	60%	62%	Close to average (non-sig)	Not applicable	62%		Not applicable
2026	14	64%	63%	Close to average (non-sig)	No sig change	63%		-
2025	11	55%	62%	Close to average (non-sig)	No sig change	62%	Below (non-sig)	Low - Stability
2024	10	60%	61%	Close to average (non-sig)	Not available	61%		Low - Stability

* Only "above" and "below" bandings are displayed.

▼ [Chart](#)

-  Below average (sig-)
-  Above average (sig+)
-  Close to average or non-significant
-  Confidence intervals
-  National average
-  (%) Percentage of schools in national band
-  Similar schools



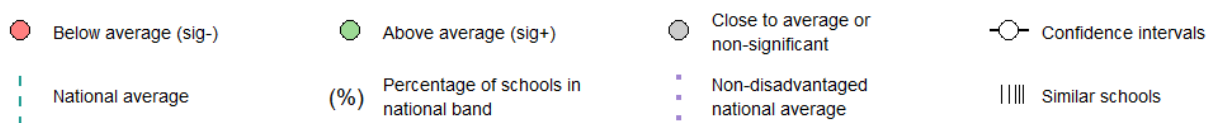
Disadvantaged pupils - Reading, writing and maths expected standard

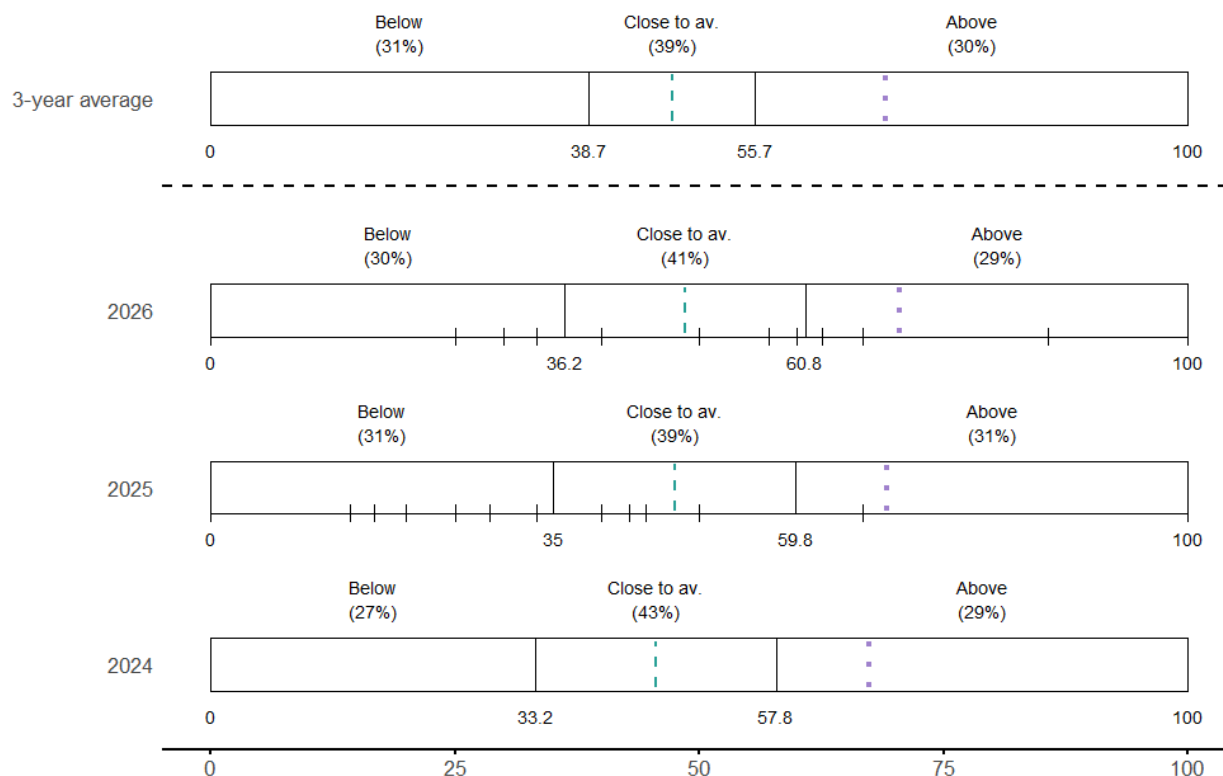
Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	47%	-	69%	-	-	-	-
2026	2	50%	49%	Small cohort	70%	-20	Suppressed	38%	Small cohort
2025	2	50%	47%	Small cohort	69%	-19	Suppressed	30%	Small cohort
2024	-	-	46%	-	67%	-	-	-	-

* Only "above" and "below" bandings are displayed.



Chart





Low prior attainers - Reading, writing and maths expected standard

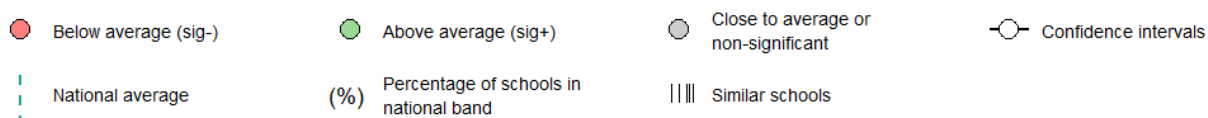
There is no data in this section for this school or it was incomplete.

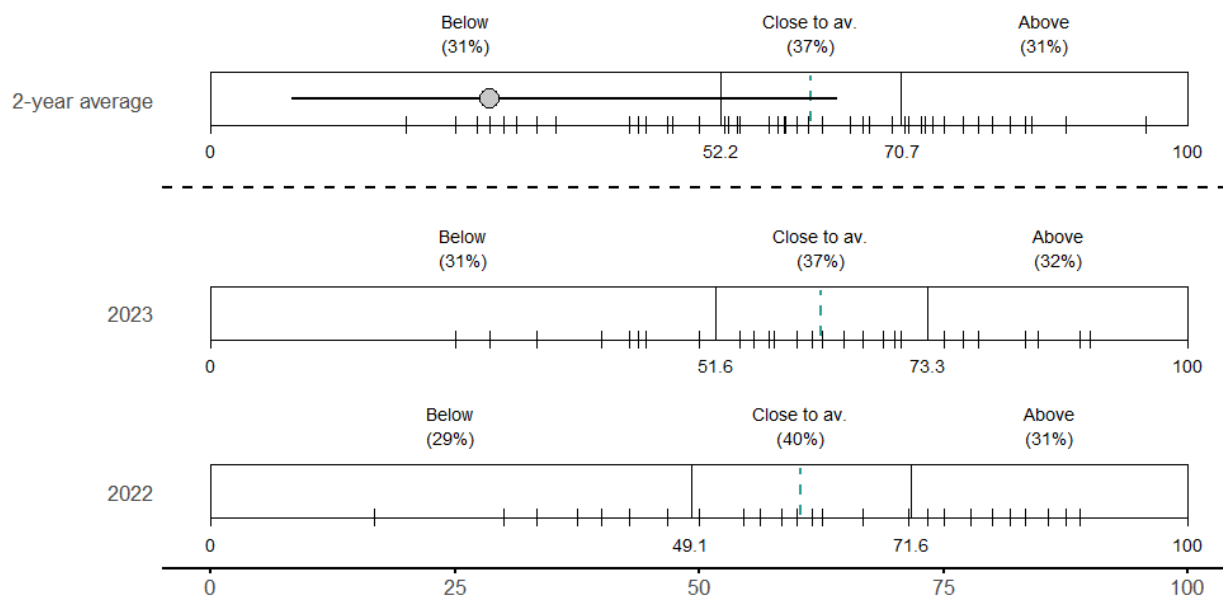
Middle prior attainers - Reading, writing and maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
2-year	7	29%	61%	Below (non-sig)	Not applicable	60%	Below (non-sig)	Not applicable
2023	4	25%	62%	Small cohort	Suppressed	64%	Small cohort	High - SEN, Low - Stability
2022	3	33%	60%	Small cohort	Not available	61%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart



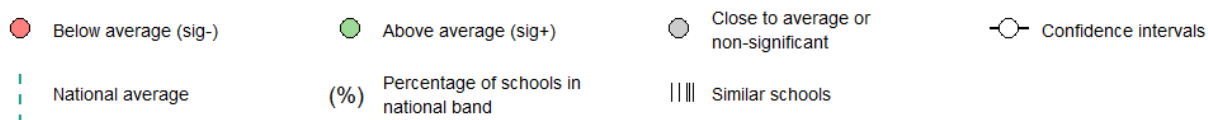


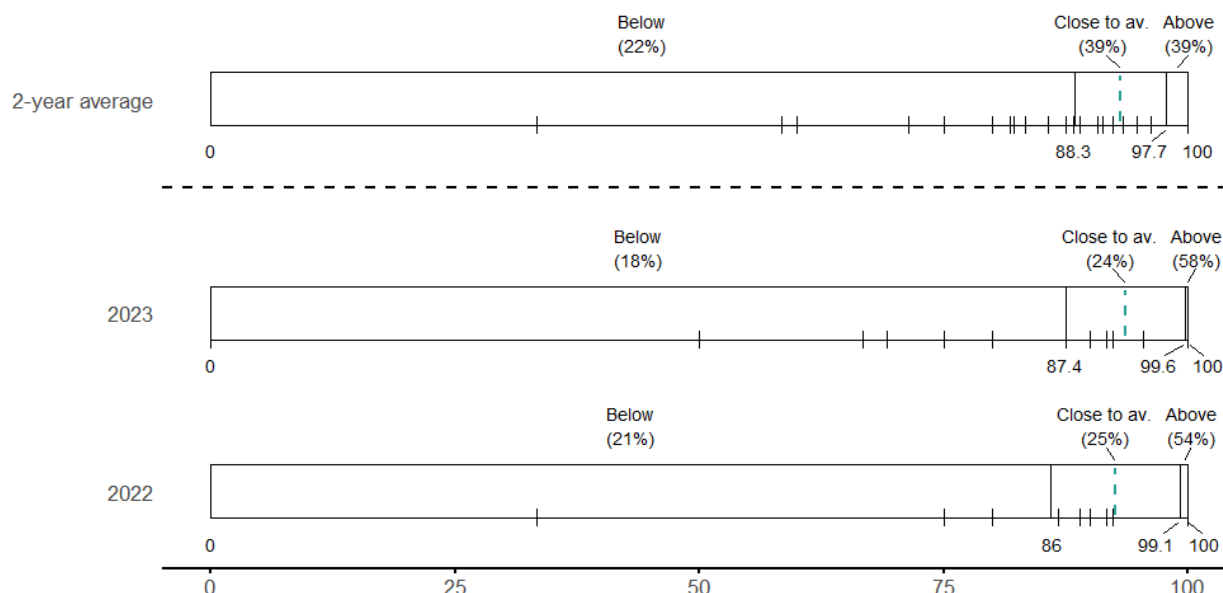
High prior attainers - Reading, writing and maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
2-year	2	100%	93%	Small cohort	Not applicable	90%	Small cohort	Not applicable
2023	1	100%	94%	Small cohort	Suppressed	89%	Small cohort	High - SEN, Low - Stability
2022	1	100%	93%	Small cohort	Not available	95%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart





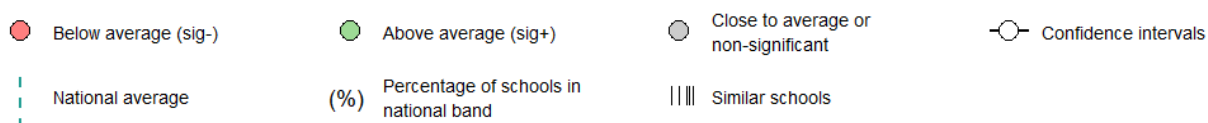
RWM higher standard

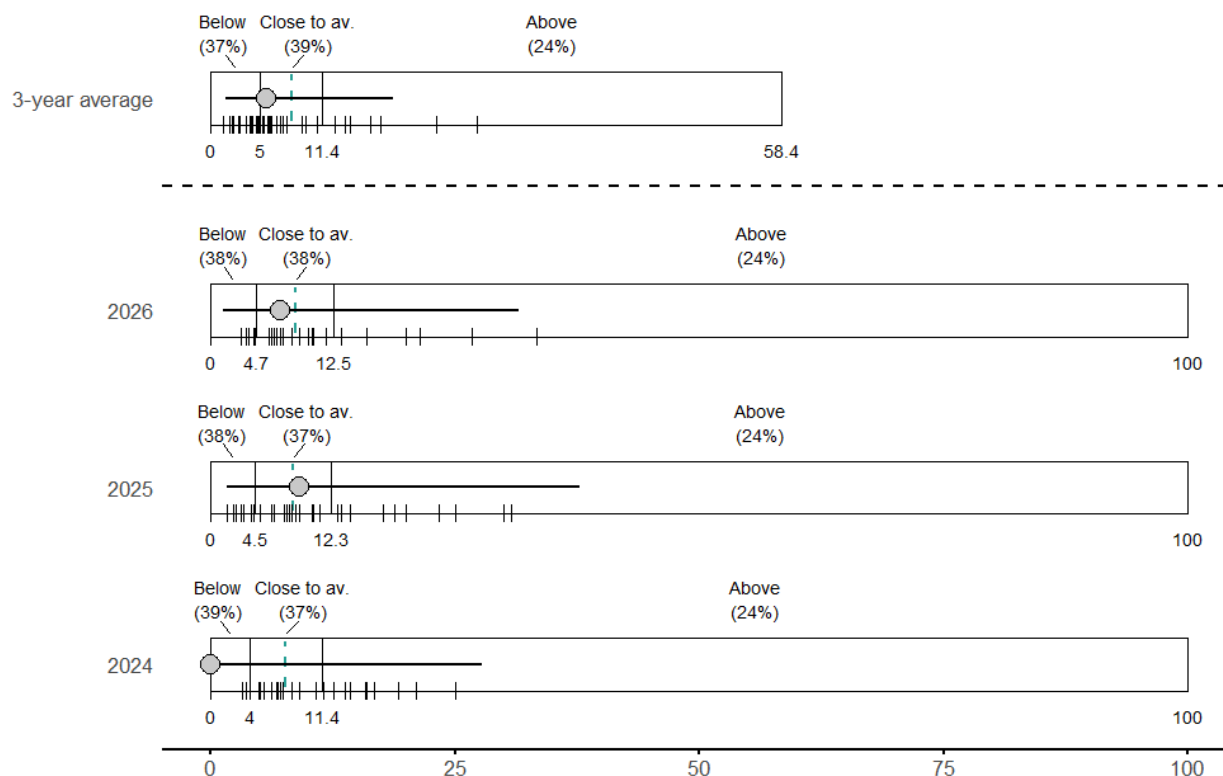
All pupils - Reading, writing and maths higher standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	35	6%	8%	Close to average (non-sig)	Not applicable	6%		Not applicable
2026	14	7%	9%	Close to average (non-sig)	No sig change	6%		-
2025	11	9%	8%	Close to average (non-sig)	No sig change	7%		Low - Stability
2024	10	0%	8%	Below (non-sig)	Not available	8%	Below (non-sig)	Low - Stability

* Only "above" and "below" bandings are displayed.

Chart





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Reading

Data source: the DfE's provisional 2026, final 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 comparisons with national and similar school averages. To compare the school value with these averages, 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, national and similar school 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 or similar school distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national or similar school average. 'Below' indicates when a school's value is more than 0.5 SDs below the national or similar school average. All other school values are 'Close to average'.

Combining the school value's position within the national or similar school distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

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. Attainment trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils. Progress trend is not available.

For disadvantaged pupils, for both attainment and progress measures, 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 less well than the national non-disadvantaged group, however, we will measure how a school's disadvantaged gap has changed from one year to the next. As each year's gap is based on a different cohort, which may be a different size, the reliability of that change varies, so the cohorts from the two comparator years are combined into an effective sample size. Across all schools, the average change and its standard deviation are calculated for each subject and measure. Each school's change is then converted into a Z-score (which shows how unusual or typical a value is compared to the rest of the data) and adjusted using the effective sample size, ensuring that large, reliable cohorts are emphasised and small, noisy cohorts are down-weighted. Using the weighted Z-score, if the gap in a particular year is deemed to be greater than in the previous year, the trend will be identified as 'Widening'. If the gap in a particular year is deemed to be smaller than in the previous year, the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No meaningful change'. Gap trends are not available for the furthest year, as no comparator year is displayed, although we will still identify if the school has a positive gap as these do not require a comparator year.

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.

Additional [information about achievement in phonics and at key stage 2 \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) can be found in our IDSR guidance.

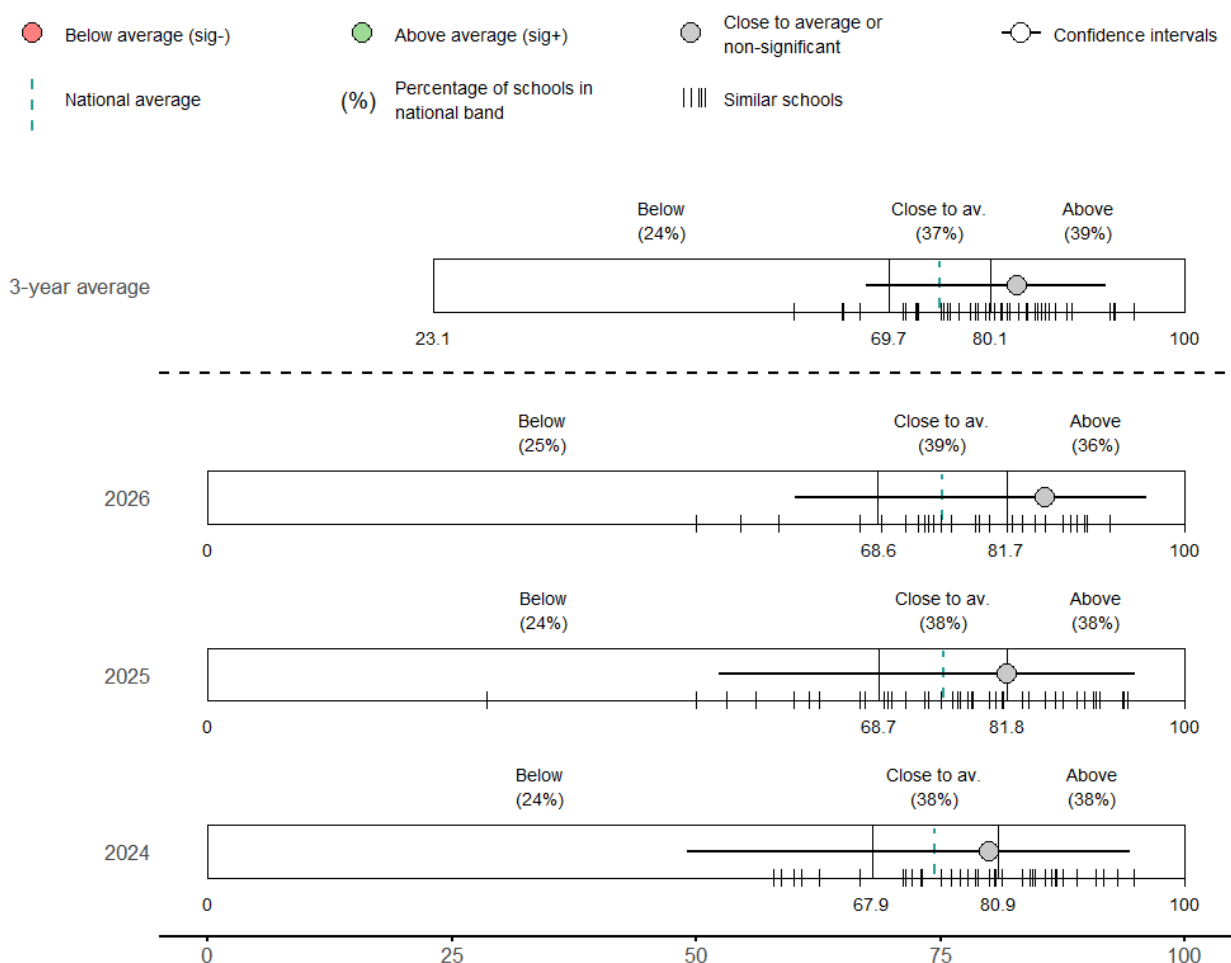
Reading expected standard

All pupils - Reading expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools *		Year group context
			Average	Banding		Average	Banding	
3-year	35	83%	75%	Above (non-sig)	Not applicable	79%	Above (non-sig)	Not applicable
2026	14	86%	75%	Above (non-sig)	No sig change	79%	Above (non-sig)	-
2025	11	82%	75%	Above (non-sig)	No sig change	78%		Low - Stability
2024	10	80%	74%	Close to average (non-sig)	Not available	79%		Low - Stability

* Only "above" and "below" bandings are displayed.

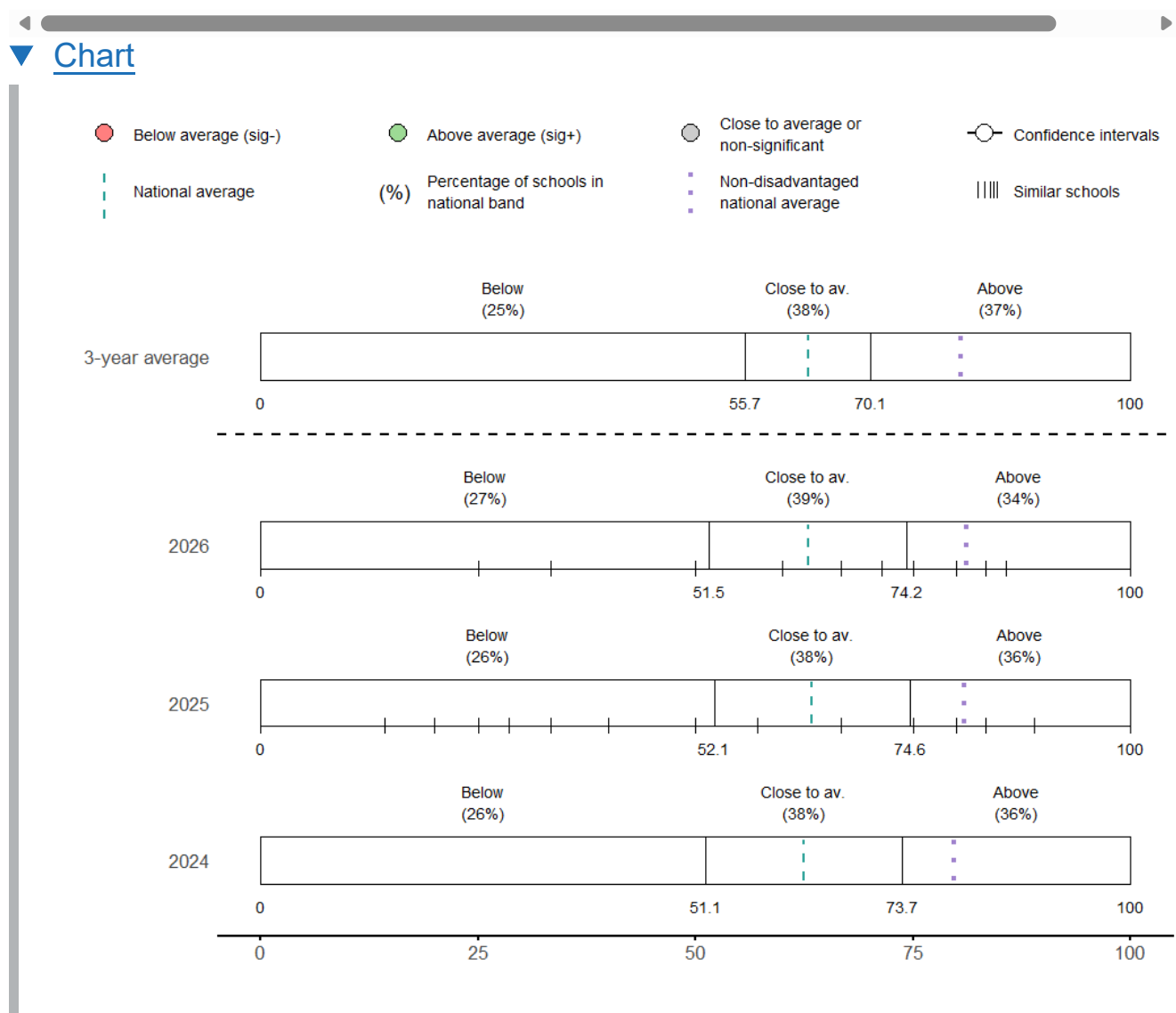
▼ [Chart](#)



Disadvantaged pupils - Reading expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	63%	-	81%	-	-	-	-
2026	2	100%	63%	Small cohort	81%	19	Suppressed	66%	Small cohort
2025	2	50%	63%	Small cohort	81%	-31	Suppressed	57%	Small cohort
2024	-	-	62%	-	80%	-	-	-	-

* Only "above" and "below" bandings are displayed.



Low prior attainers - Reading expected standard

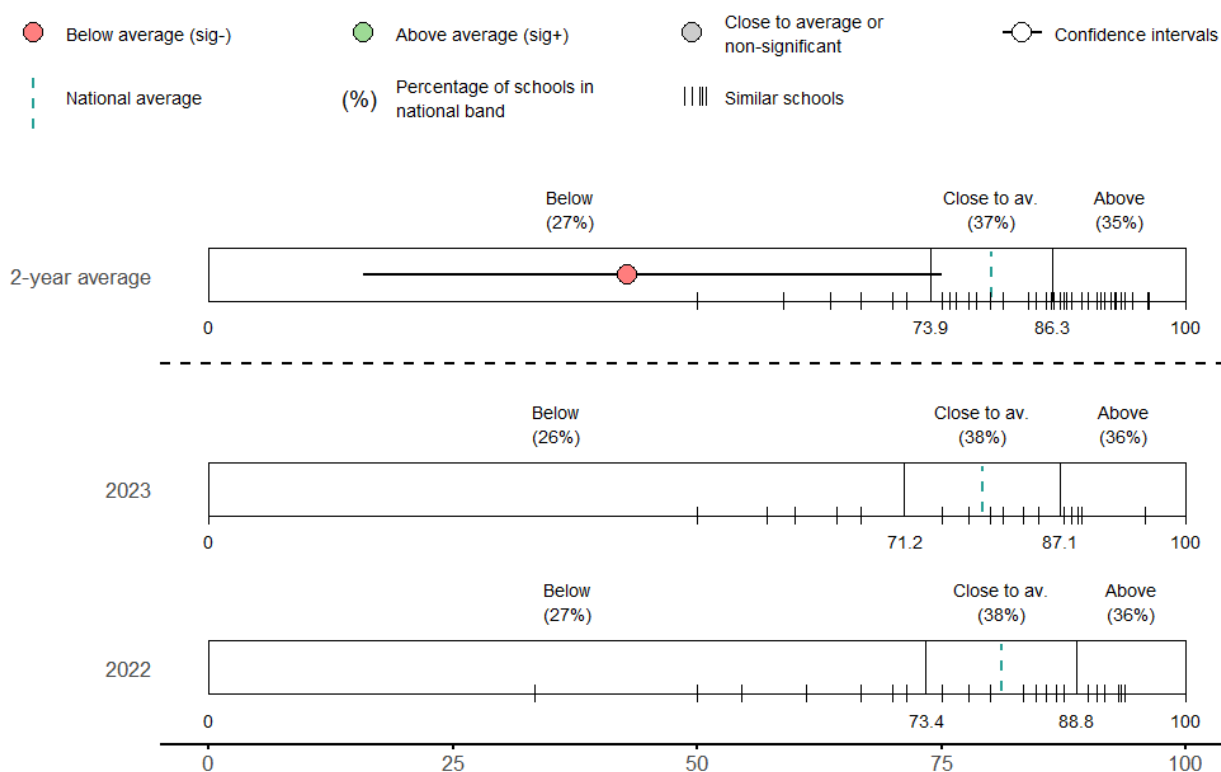
There is no data in this section for this school or it was incomplete.

Middle prior attainers - Reading expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
2-year	7	43%	80%	Below (sig-)	Not applicable	87%	Below (sig-)	Not applicable
2023	4	50%	79%	Small cohort	Suppressed	87%	Small cohort	High - SEN, Low - Stability
2022	3	33%	81%	Small cohort	Not available	85%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart



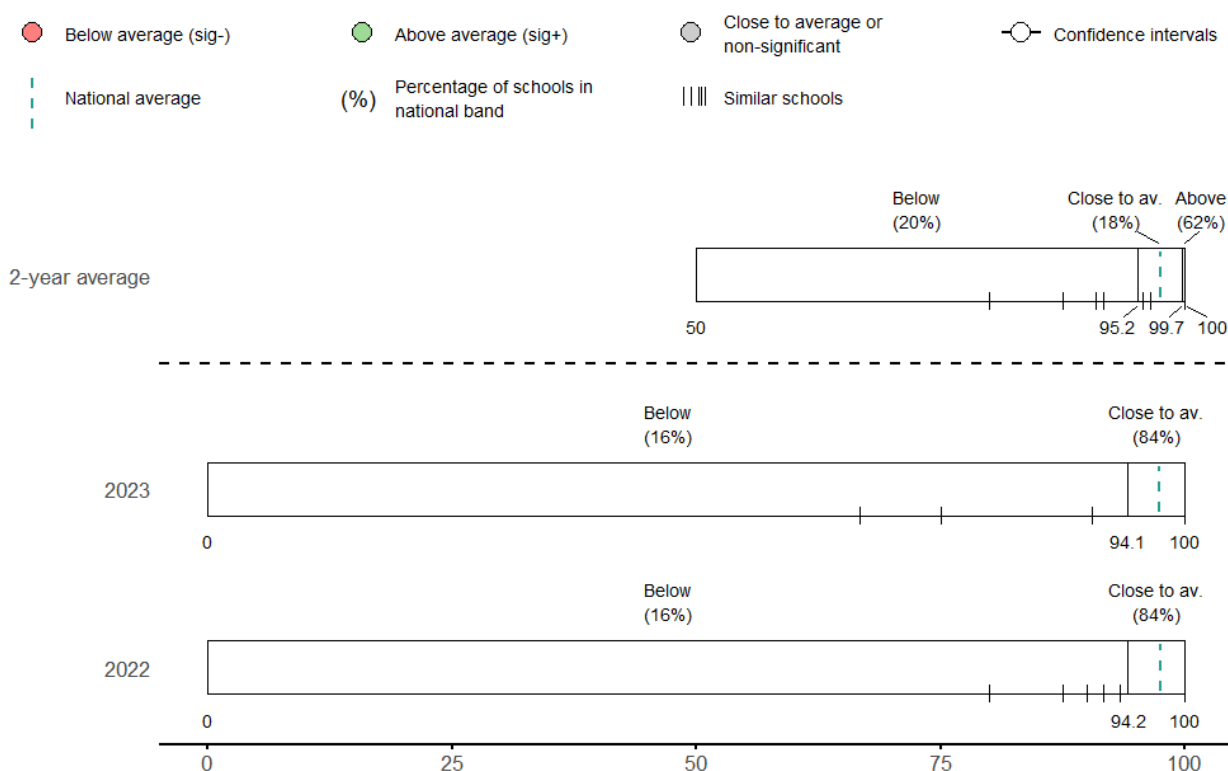
High prior attainers - Reading expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
2-year	2	100%	97%	Small cohort	Not applicable	98%	Small cohort	Not applicable
2023	1	100%	97%	Small cohort	Suppressed	98%	Small cohort	High - SEN, Low - Stability
2022	1	100%	97%	Small cohort	Not available	98%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

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

▼ Chart



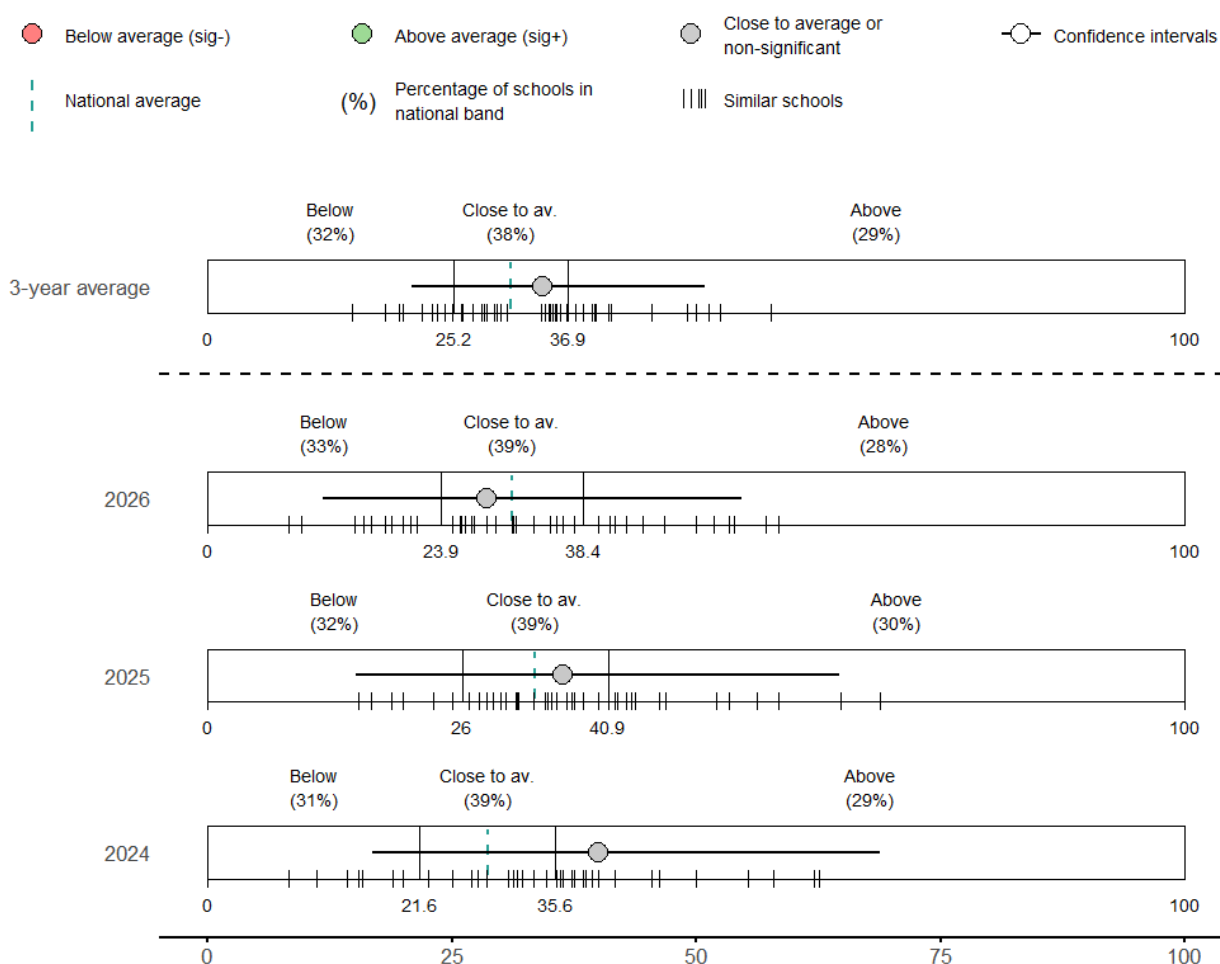
Reading higher standard

All pupils - Reading higher standard

Year	Cohort	School	Vs national		Trend	Vs similar schools *		Year group context
			Average	Banding		Average	Banding	
3-year	35	34%	31%	Close to average (non-sig)	Not applicable	34%		Not applicable
2026	14	29%	31%	Close to average (non-sig)	No sig change	31%		-
2025	11	36%	33%	Close to average (non-sig)	No sig change	38%		Low - Stability
2024	10	40%	29%	Above (non-sig)	Not available	35%		Low - Stability

* Only "above" and "below" bandings are displayed.

▼ Chart



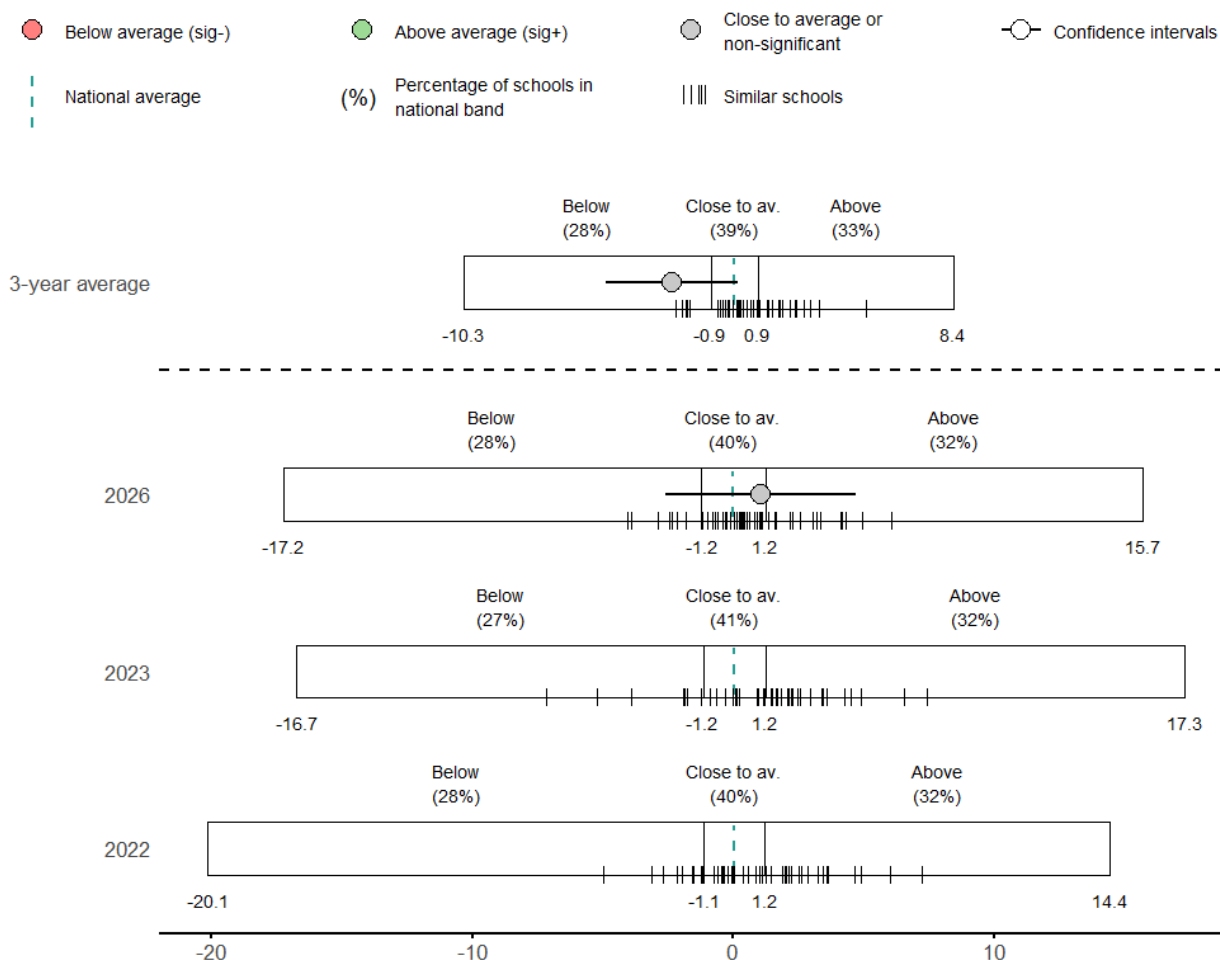
Reading progress

All pupils - Reading progress

Year	Cohort	School	Vs national		Vs similar schools*		Year group context
			Average	Banding	Average	Banding	
3-year	22	-2.3	0.0	Below (non-sig)	0.5	Below (sig-)	Not applicable
2026	13	1.0	0.0	Close to average (non-sig)	0.5		-
2023	5	-6.6	0.0	Small cohort	1.2	Small cohort	High - SEN, Low - Stability
2022	4	-8.0	0.0	Small cohort	0.8	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

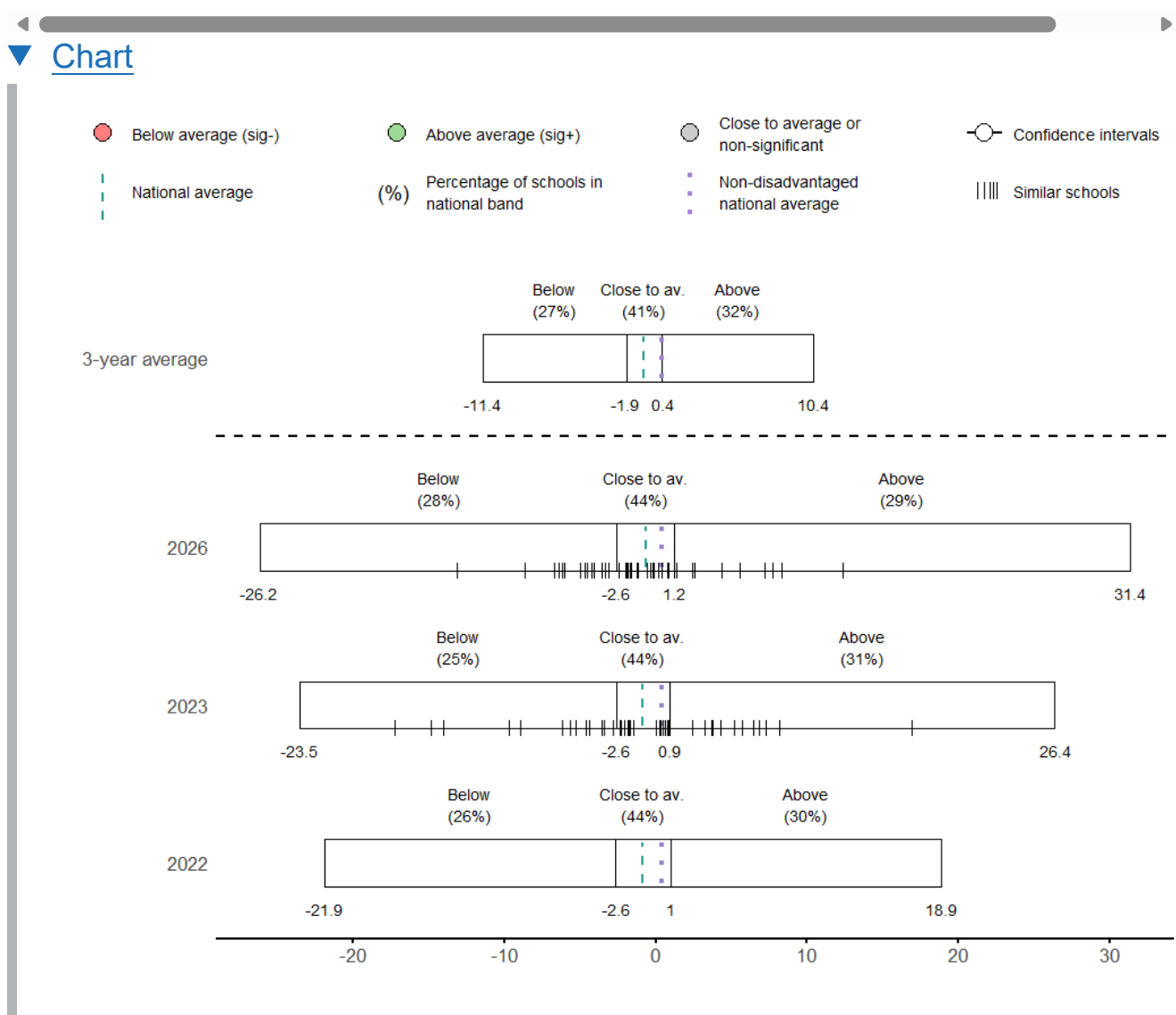
▼ Chart



Disadvantaged pupils - Reading progress

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	-0.8	-	0.4	-	-	-	-
2026	2	2.5	-0.7	Small cohort	0.4	2.1	Suppressed	-1.2	Small cohort
2023	1	-1.5	-0.9	Small cohort	0.4	-1.9	Suppressed	-0.3	Small cohort
2022	-	-	-0.8	-	0.4	-	-	-	-

* Only "above" and "below" bandings are displayed.



Low prior attainers - Reading progress

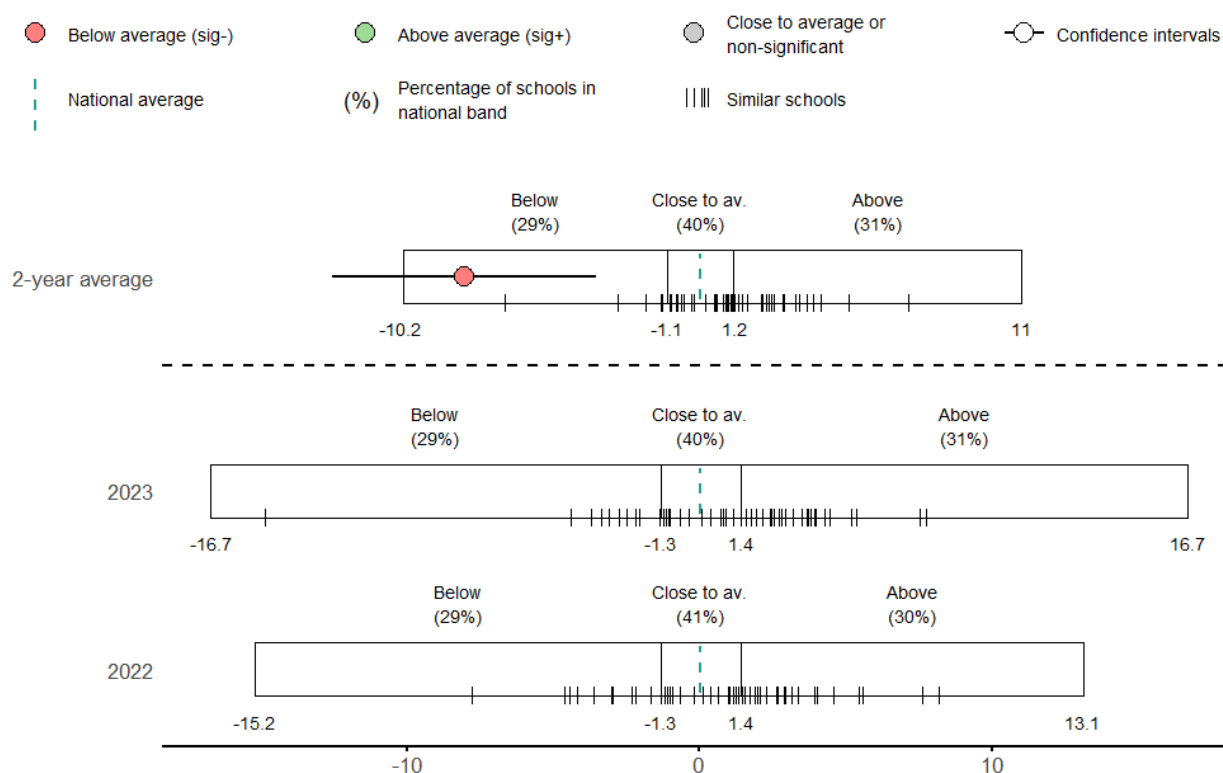
There is no data in this section for this school or it was incomplete.

Middle prior attainers - Reading progress

Year	Cohort	School	Vs national		Vs similar schools [*]		Year group context
			Average	Banding	Average	Banding	
2-year	7	-8.0	0.0	Below (sig-)	1.3	Below (sig-)	Not applicable
2023	4	-7.9	0.0	Small cohort	1.7	Small cohort	High - SEN, Low - Stability
2022	3	-8.3	0.0	Small cohort	0.8	Small cohort	High - SEN

^{*} Only "above" and "below" bandings are displayed.

▼ Chart



High prior attainers - Reading progress

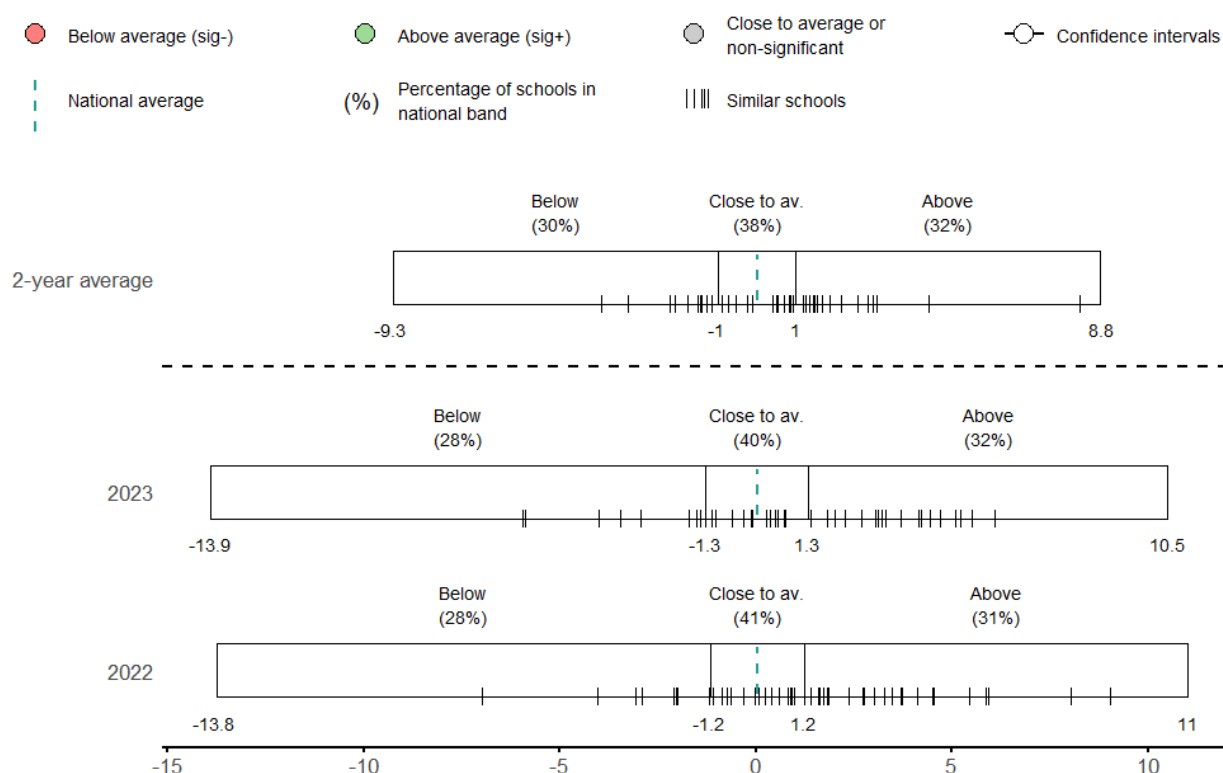
Year	Cohort	School	Vs national		Vs similar schools [*]		Year group context
			Average	Banding	Average	Banding	
2-year	2	-4.3	0.0	Small cohort	0.3	Small cohort	Not applicable
2023	1	-1.5	0.0	Small cohort	0.7	Small cohort	High - SEN, Low -

^{*} Only "above" and "below" bandings are displayed.

Year	Cohort	School	Vs national		Vs similar schools*		Year group context
			Average	Banding	Average	Banding	
2022	1	-7.2	0.0	Small cohort	0.8	Small cohort	Stability High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart



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Writing

Data source: the DfE's provisional 2026, final 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 comparisons with national and similar school averages. To compare the school value with these averages, 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 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, national and similar school 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 or similar school distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national or similar school average. 'Below' indicates when a school's value is more than 0.5 SDs below the national or similar school average. All other school values are 'Close to average'.

Combining the school value's position within the national or similar school distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

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. Attainment trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils. Progress trend is not available.

For disadvantaged pupils, for both attainment and progress measures, 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 less well than the national non-disadvantaged group, however, we will measure how a school's disadvantaged gap has changed from one year to the next. As each year's gap is based on a different cohort, which may be a different size, the reliability of that change varies, so the cohorts from the two comparator years are combined into an effective sample size. Across all schools, the average change and its standard deviation are calculated for each subject and measure. Each school's change is then converted into a Z-score (which shows how unusual or typical a value is compared to the rest of the data) and adjusted using the effective sample size, ensuring that large, reliable cohorts are emphasised and small, noisy cohorts are down-weighted. Using the weighted Z-score, if the gap in a particular year is deemed to be greater than in the previous year, the trend will be identified as 'Widening'. If the gap in a particular year is deemed to be smaller than in the previous year, the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No meaningful change'. Gap trends are not available for the furthest year, as no comparator year is displayed, although we will still identify if the school has a positive gap as these do not require a comparator year.

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.

Additional [information about 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) (<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2>) can be found in our IDSR guidance.

- [Writing expected standard](#)
- [Writing greater depth](#)
- [Writing progress](#)

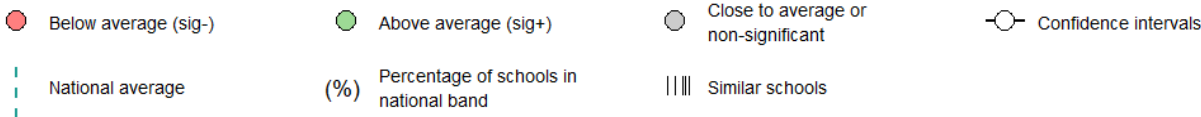
Writing expected standard

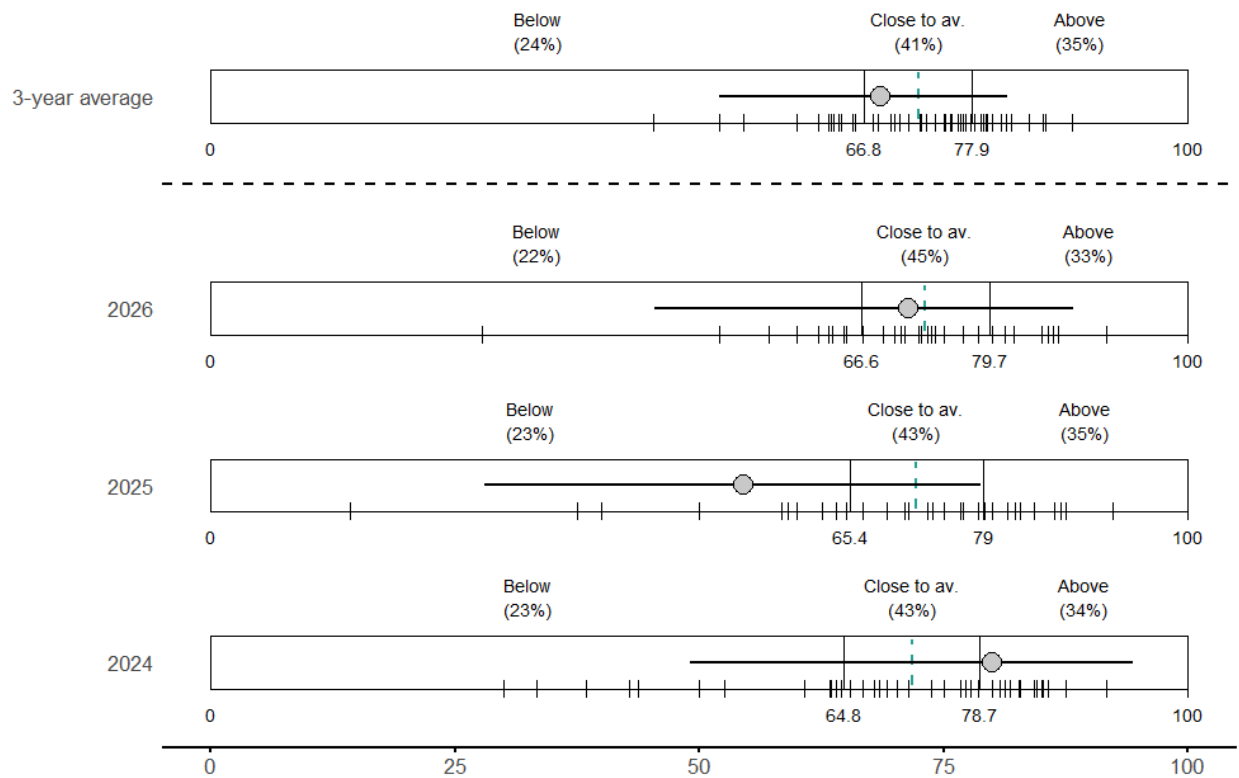
All pupils - Writing expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools *		Year group context
			Average	Banding		Average	Banding	
3-year	35	69%	72%	Close to average (non-sig)	Not applicable	73%	Below (non-sig)	Not applicable
2026	14	71%	73%	Close to average (non-sig)	No sig change	73%		-
2025	11	55%	72%	Below (non-sig)	No sig change	71%	Below (non-sig)	Low - Stability
2024	10	80%	72%	Above (non-sig)	Not available	72%	Above (non-sig)	Low - Stability

* Only "above" and "below" bandings are displayed.

▼ Chart





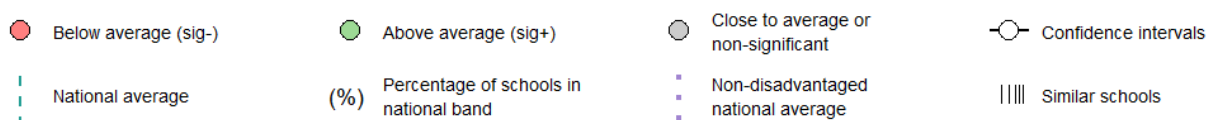
Disadvantaged pupils - Writing expected standard

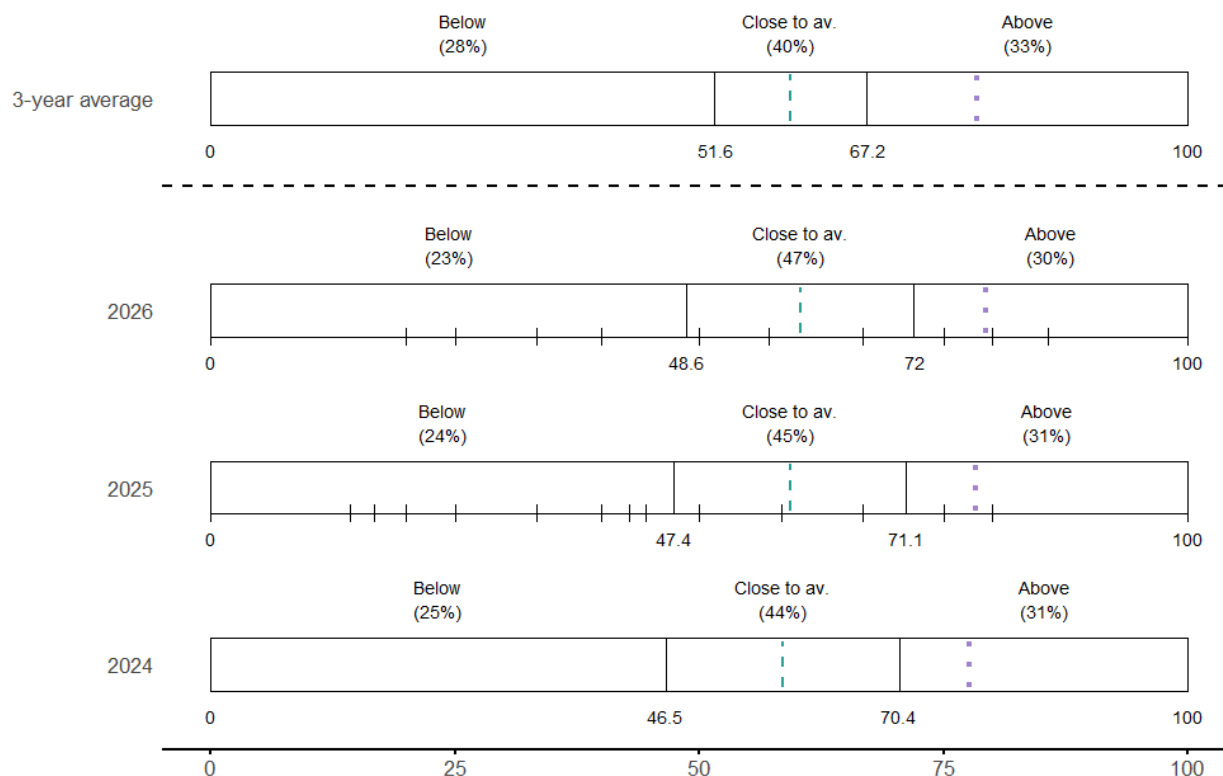
Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	59%	-	78%	-	-	-	-
2026	2	100%	60%	Small cohort	79%	21	Suppressed	54%	Small cohort
2025	2	50%	59%	Small cohort	78%	-28	Suppressed	40%	Small cohort
2024	-	-	58%	-	78%	-	-	-	-

* Only "above" and "below" bandings are displayed.



Chart





Low prior attainers - Writing expected standard

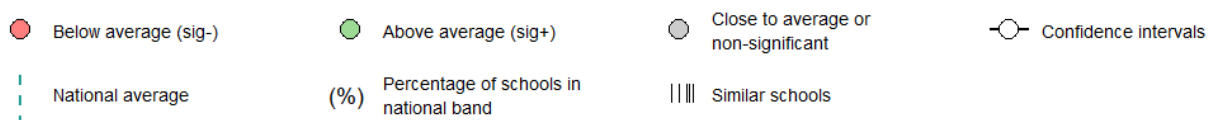
There is no data in this section for this school or it was incomplete.

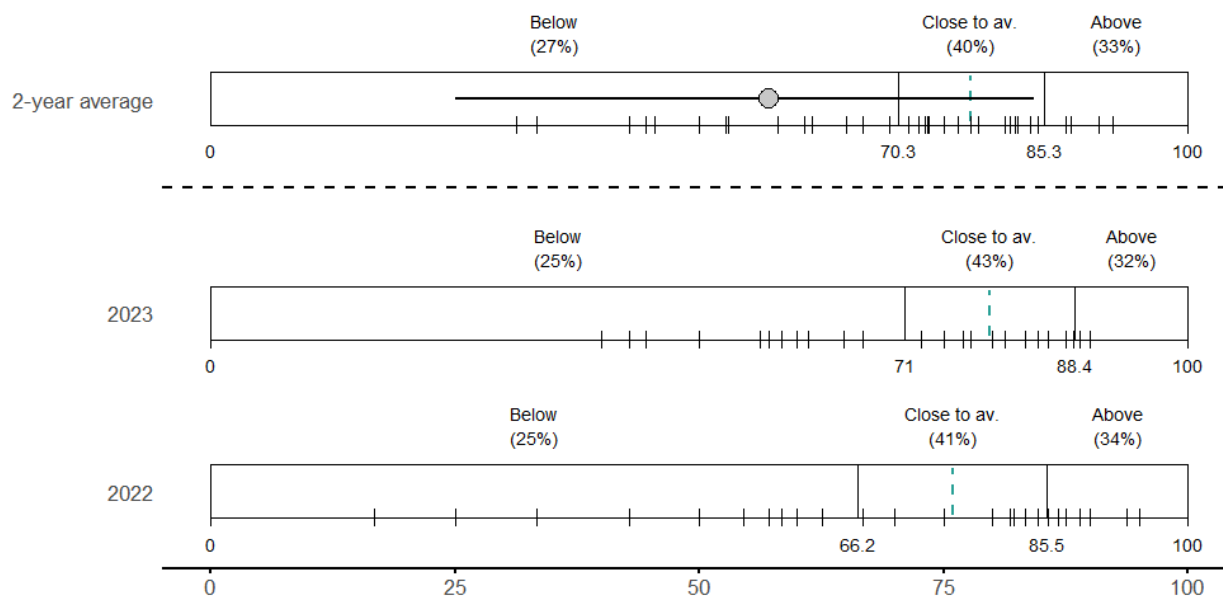
Middle prior attainers - Writing expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
2-year	7	57%	78%	Below (non-sig)	Not applicable	71%	Below (non-sig)	Not applicable
2023	4	50%	80%	Small cohort	Suppressed	77%	Small cohort	High - SEN, Low - Stability
2022	3	67%	76%	Small cohort	Not available	76%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart





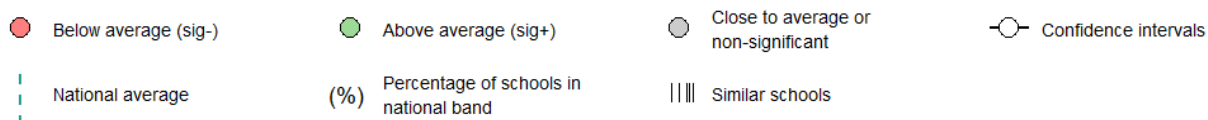
High prior attainers - Writing expected standard

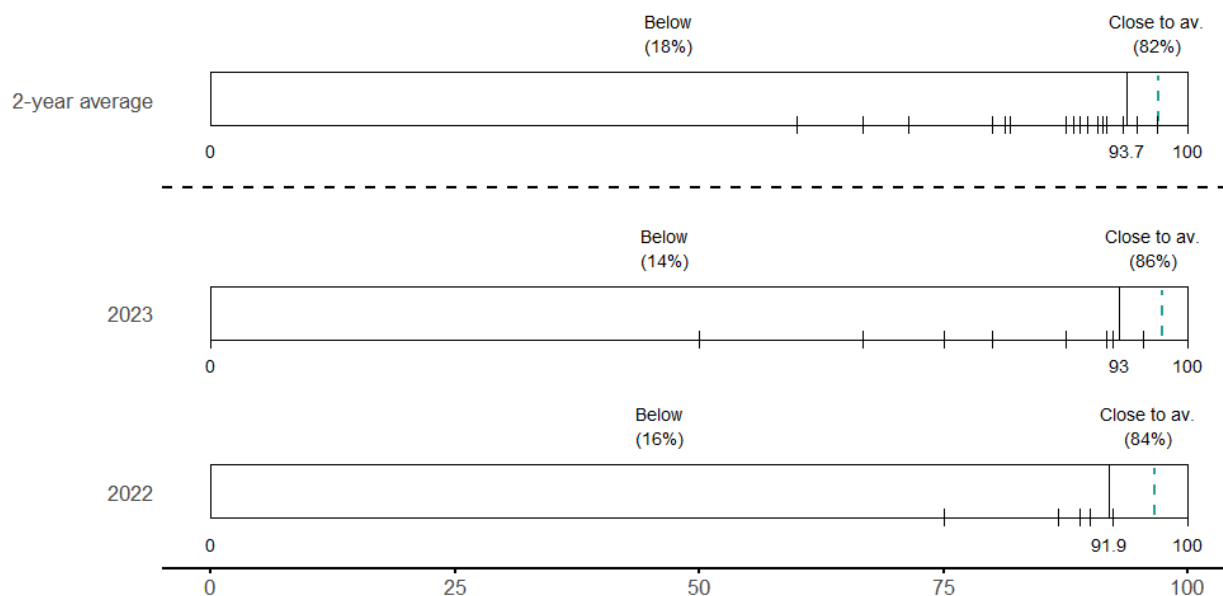
Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
2-year	2	100%	97%	Small cohort	Not applicable	93%	Small cohort	Not applicable
2023	1	100%	97%	Small cohort	Suppressed	92%	Small cohort	High - SEN, Low - Stability
2022	1	100%	97%	Small cohort	Not available	98%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

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

▼ Chart





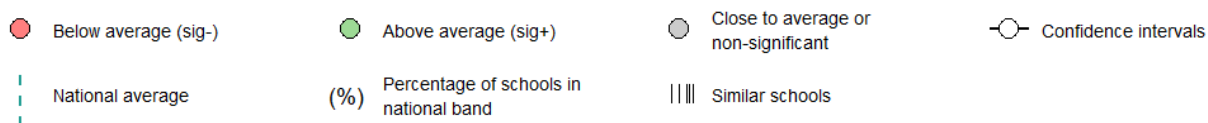
Writing greater depth

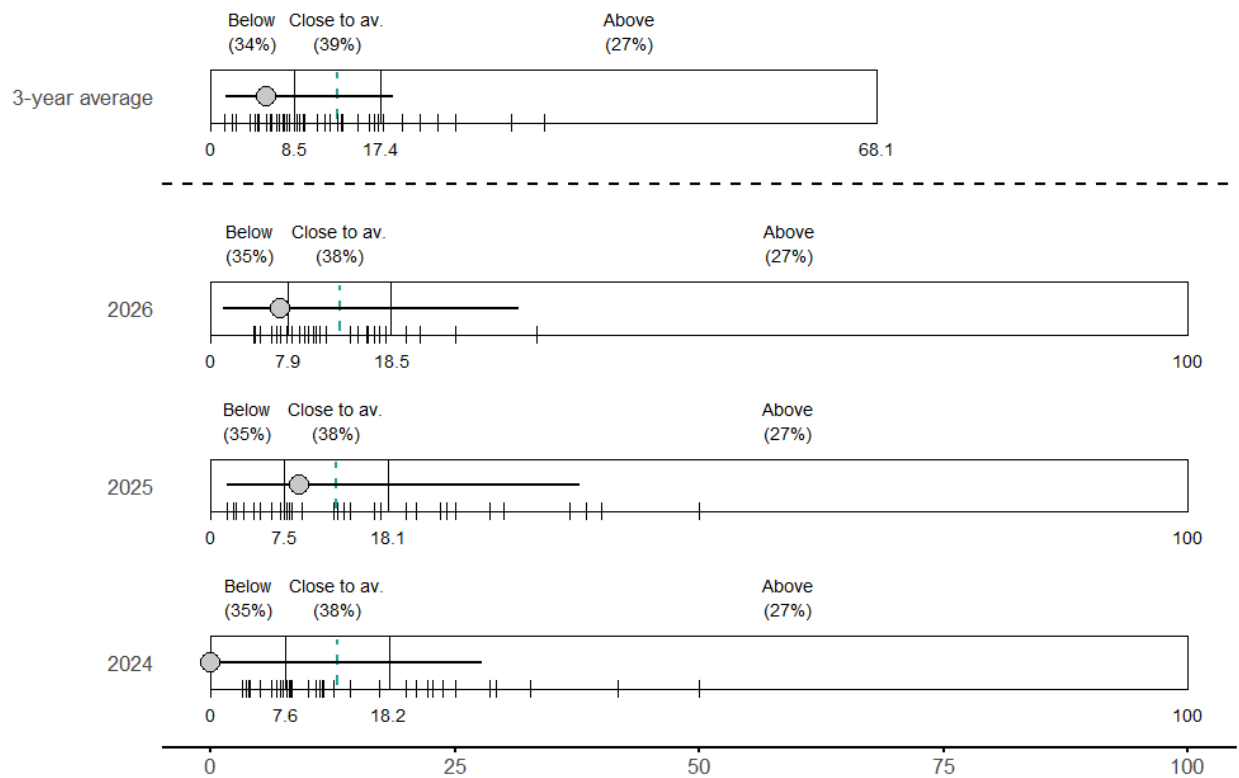
All pupils - Writing greater depth

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	35	6%	13%	Below (non-sig)	Not applicable	10%	Below (non-sig)	Not applicable
2026	14	7%	13%	Below (non-sig)	No sig change	9%		-
2025	11	9%	13%	Close to average (non-sig)	No sig change	12%		Low - Stability
2024	10	0%	13%	Below (non-sig)	Not available	12%	Below (non-sig)	Low - Stability

* Only "above" and "below" bandings are displayed.

Chart





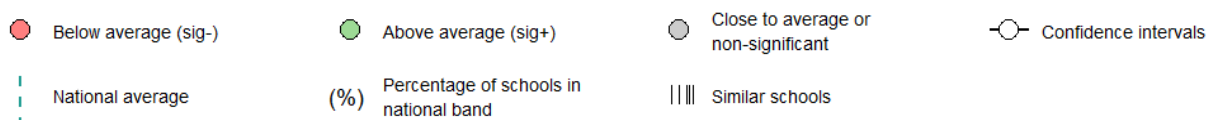
Writing progress

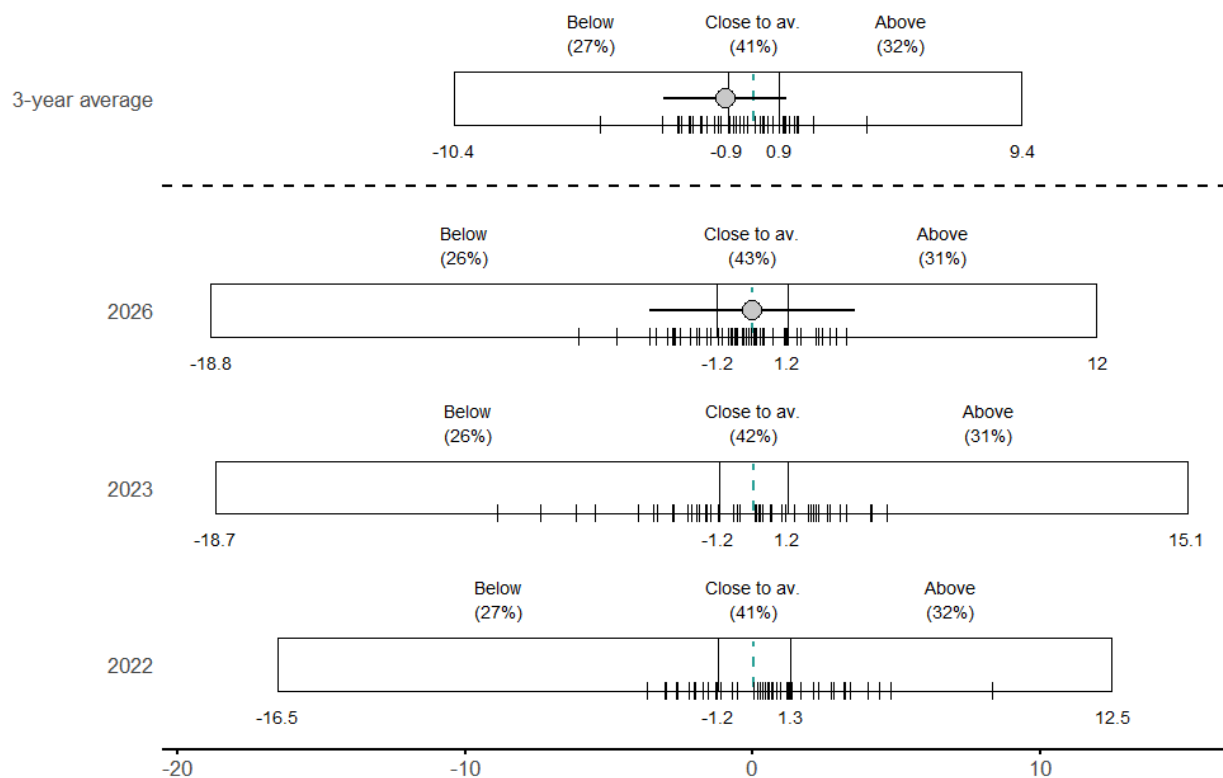
All pupils - Writing progress

Year	Cohort	School	Vs national		Vs similar schools*		Year group context
			Average	Banding	Average	Banding	
3-year	22	-1.0	0.0	Below (non-sig)	-0.7		Not applicable
2026	13	0.0	0.0	Close to average (non-sig)	-0.4		-
2023	5	-2.5	0.0	Small cohort	-0.6	Small cohort	High - SEN, Low - Stability
2022	4	-2.1	0.0	Small cohort	0.5	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

Chart



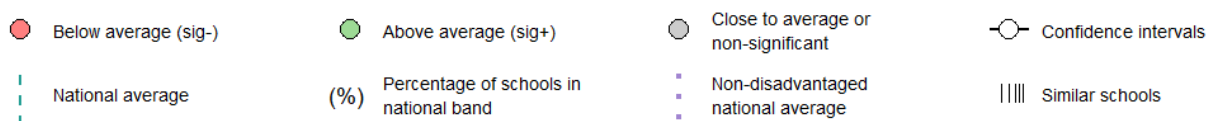


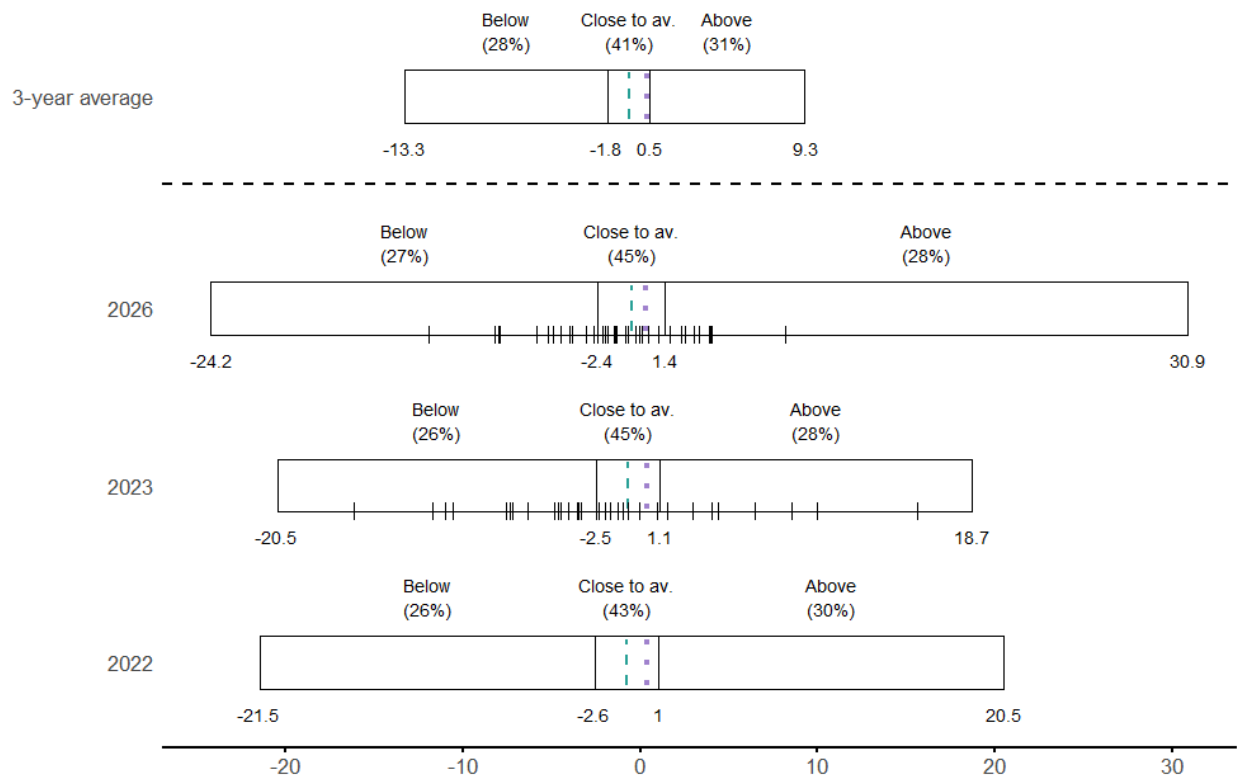
Disadvantaged pupils - Writing progress

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	-0.7	-	0.4	-	-	-	-
2026	2	5.4	-0.5	Small cohort	0.3	5.1	Suppressed	-1.8	Small cohort
2023	1	-1.7	-0.7	Small cohort	0.4	-2.1	Suppressed	-2.6	Small cohort
2022	-	-	-0.8	-	0.4	-	-	-	-

* Only "above" and "below" bandings are displayed.

Chart





Low prior attainers - Writing progress

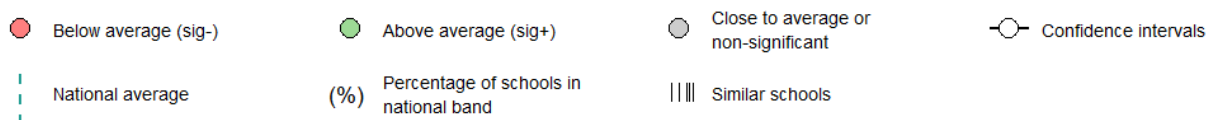
There is no data in this section for this school or it was incomplete.

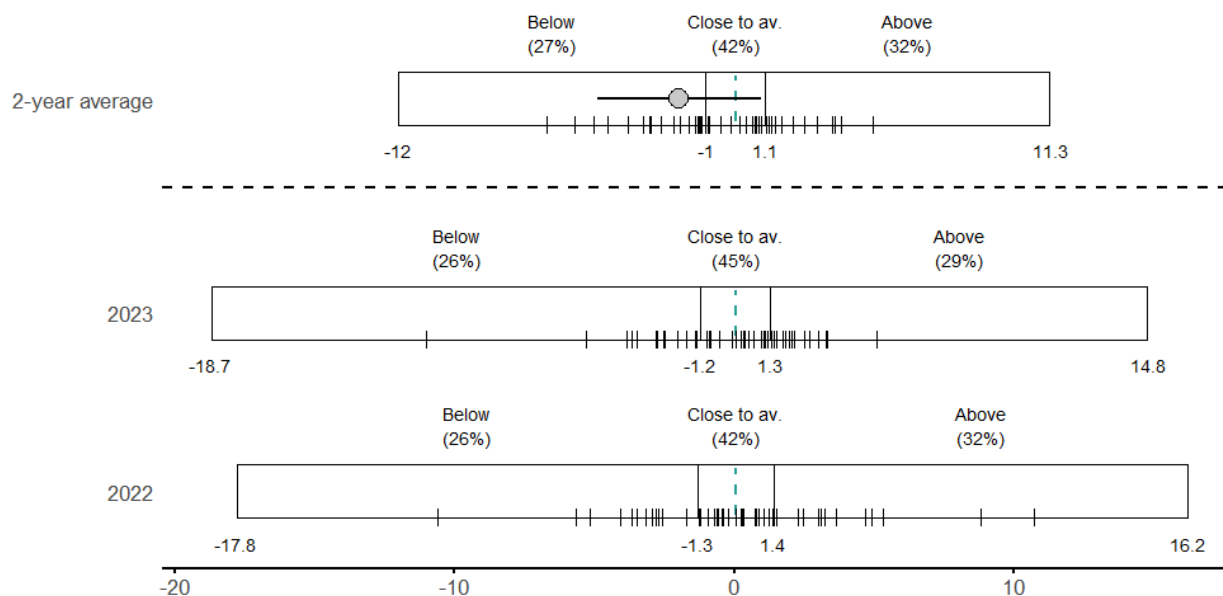
Middle prior attainers - Writing progress

Year	Cohort	School	Vs national		Vs similar schools*		Year group context
			Average	Banding	Average	Banding	
2-year	7	-2.0	0.1	Below (non-sig)	-0.5	Below (non-sig)	Not applicable
2023	4	-2.7	0.1	Small cohort	-0.1	Small cohort	High - SEN, Low - Stability
2022	3	-1.0	0.1	Small cohort	0.5	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart



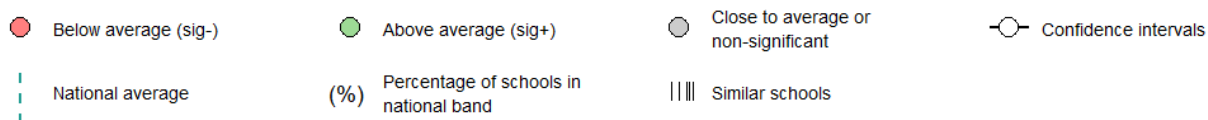


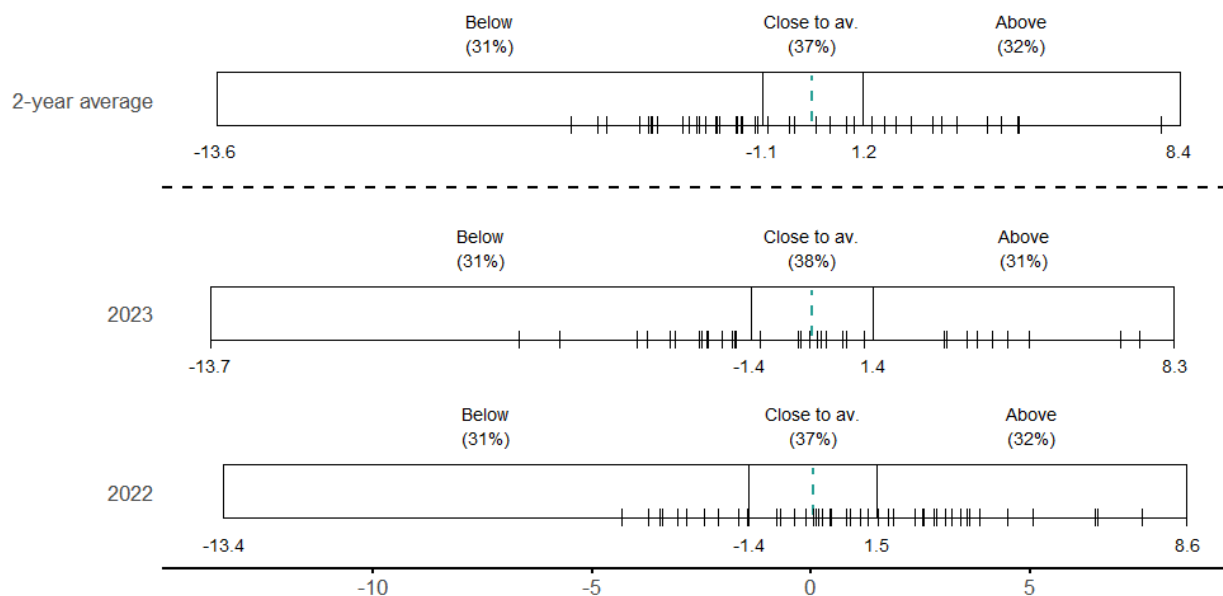
High prior attainers - Writing progress

Year	Cohort	School	Vs national		Vs similar schools *		Year group context
			Average	Banding	Average	Banding	
2-year	2	-3.6	0.0	Small cohort	-1.1	Small cohort	Not applicable
2023	1	-1.7	0.0	Small cohort	-1.4	Small cohort	High - SEN, Low - Stability
2022	1	-5.5	0.0	Small cohort	0.5	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

Chart





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Maths

Data source: the DfE's provisional 2026, final 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 maths attainment and progress measures, which provide data for the school and comparisons with national and similar school averages. To compare the school value with these averages, 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, national and similar school 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 or similar school distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national or similar school average. 'Below' indicates when a school's value is more than 0.5 SDs below the national or similar school average. All other school values are 'Close to average'.

Combining the school value's position within the national or similar school distribution and a measure of

statistical confidence in the school value, there are 7 possible interpretations of school performance (the 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

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. Attainment trend is available for all pupils and low/middle/high prior attainers, but not for disadvantaged pupils. Progress trend is not available.

For disadvantaged pupils, for both attainment and progress measures, 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 less well than the national non-disadvantaged group, however, we will measure how a school's disadvantaged gap has changed from one year to the next. As each year's gap is based on a different cohort, which may be a different size, the reliability of that change varies, so the cohorts from the two comparator years are combined into an effective sample size. Across all schools, the average change and its standard deviation are calculated for each subject and measure. Each school's change is then converted into a Z-score (which shows how unusual or typical a value is compared to the rest of the data) and adjusted using the effective sample size, ensuring that large, reliable cohorts are emphasised and small, noisy cohorts are down-weighted. Using the weighted Z-score, if the gap in a particular year is deemed to be greater than in the previous year, the trend will be identified as 'Widening'. If the gap in a particular year is deemed to be smaller than in the previous year, the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No meaningful change'. Gap trends are not available for the furthest year, as no comparator year is displayed, although we will still identify if the school has a positive gap as these do not require a comparator year.

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.

Additional [information about achievement in phonics and at key stage 2 \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) can be found in our IDSR guidance.

— [Maths expected standard](#)

— [Maths higher standard](#)

— [Maths progress](#)

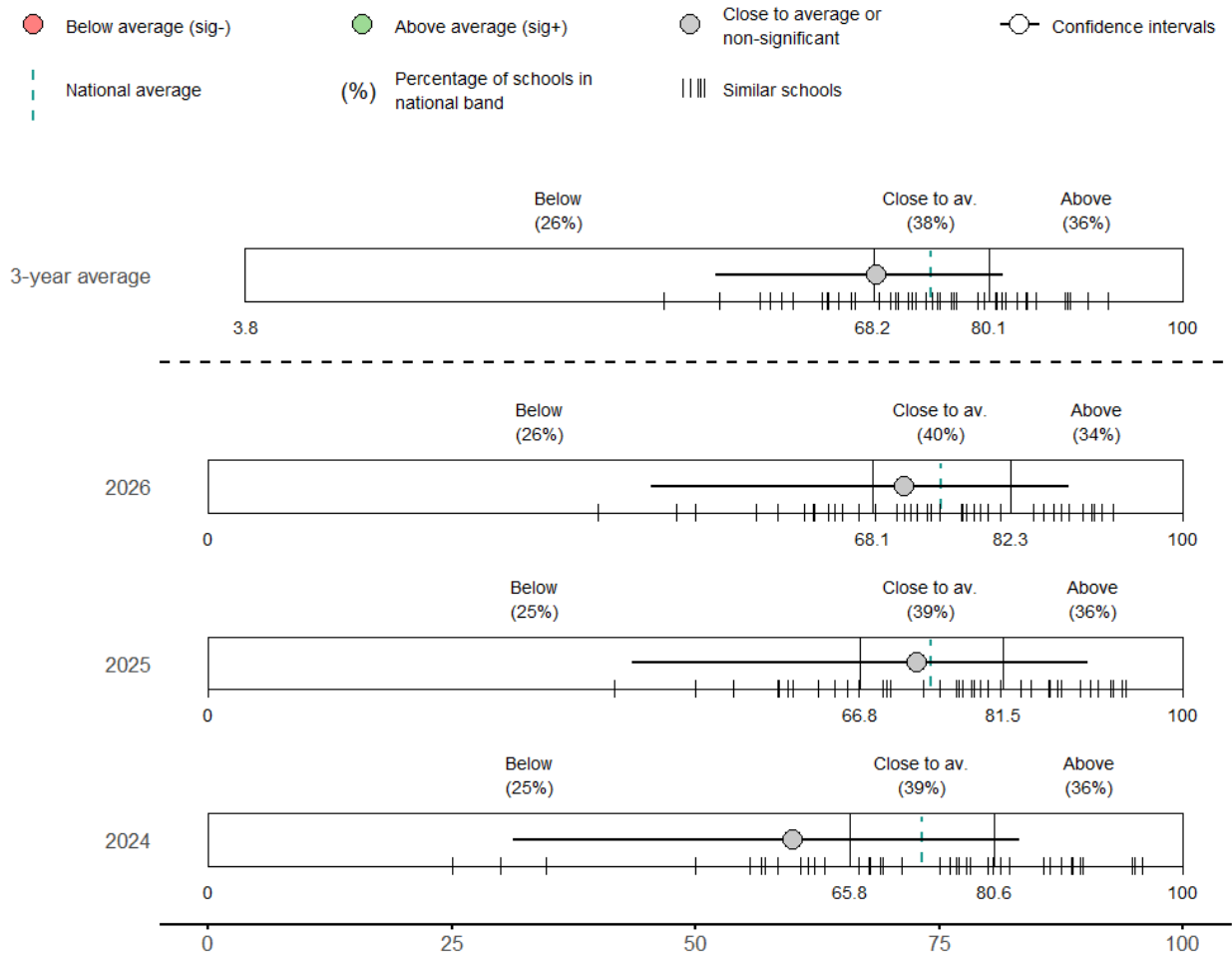
Maths expected standard

All pupils - Maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools *		Year group context
			Average	Banding		Average	Banding	
3-year	35	69%	74%	Close to average (non-sig)	Not applicable	74%	Below (non-sig)	Not applicable
2026	14	71%	75%	Close to average (non-sig)	No sig change	75%		-
2025	11	73%	74%	Close to average (non-sig)	No sig change	75%		Low - Stability
2024	10	60%	73%	Below (non-sig)	Not available	75%	Below (non-sig)	Low - Stability

* Only "above" and "below" bandings are displayed.

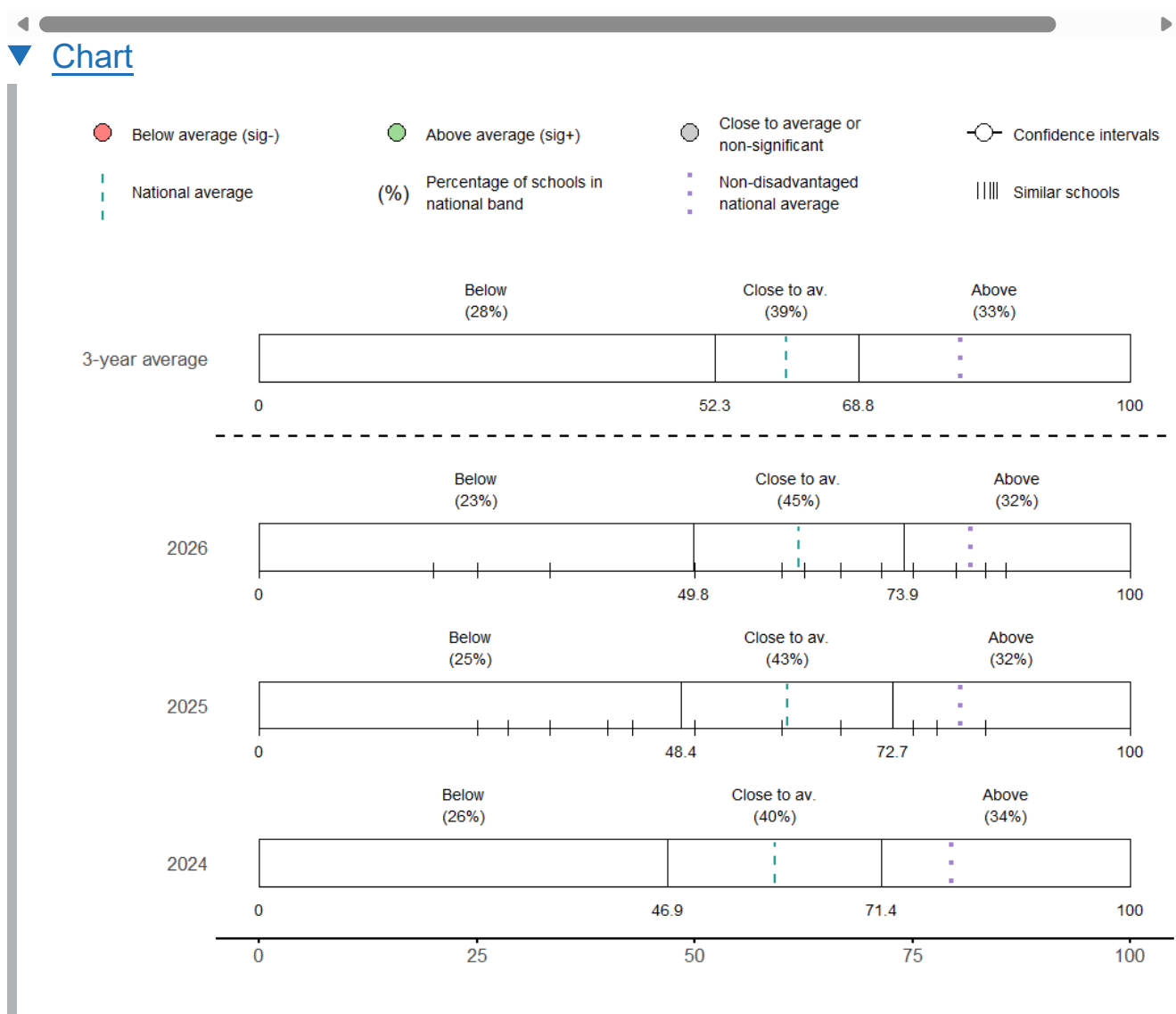
▼ Chart



Disadvantaged pupils - Maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	61%	-	81%	-	-	-	-
2026	2	50%	62%	Small cohort	82%	-32	Suppressed	53%	Small cohort
2025	2	50%	61%	Small cohort	81%	-31	Suppressed	50%	Small cohort
2024	-	-	59%	-	79%	-	-	-	-

* Only "above" and "below" bandings are displayed.



Low prior attainers - Maths expected standard

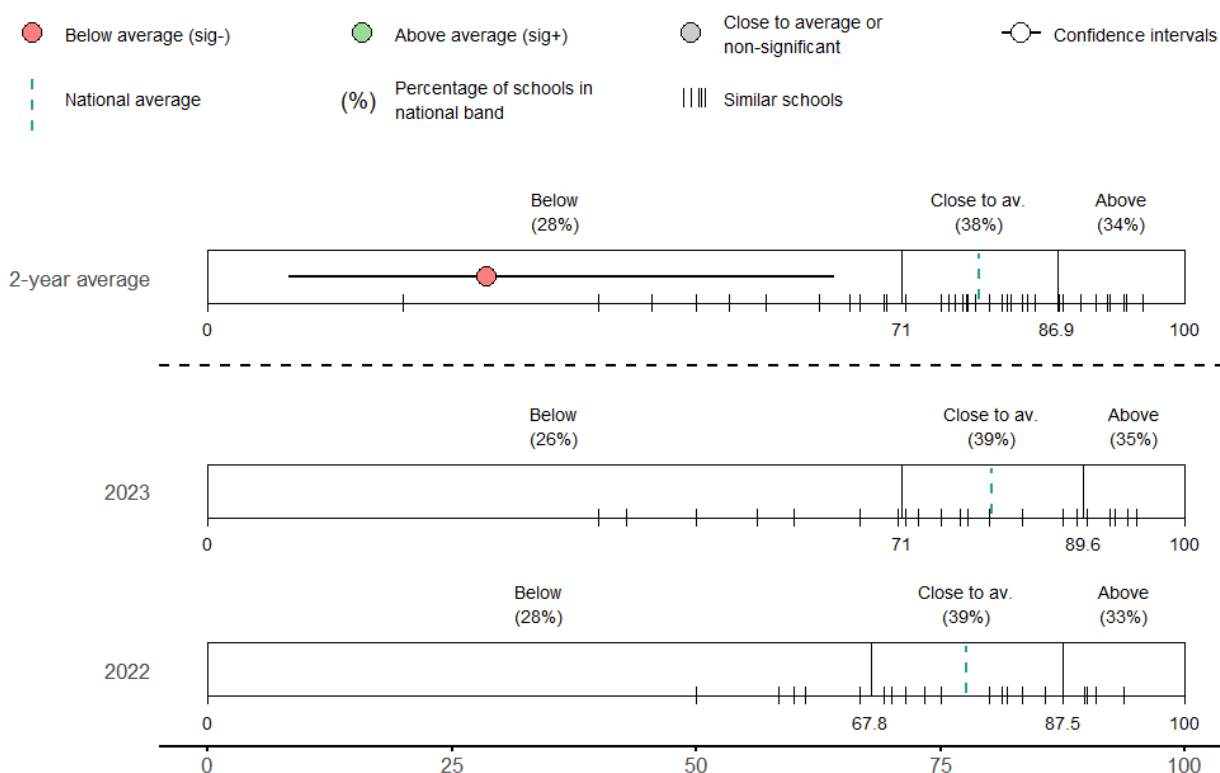
There is no data in this section for this school or it was incomplete.

Middle prior attainers - Maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
2-year	7	29%	79%	Below (sig-)	Not applicable	78%	Below (sig-)	Not applicable
2023	4	25%	80%	Small cohort	Suppressed	78%	Small cohort	High - SEN, Low - Stability
2022	3	33%	78%	Small cohort	Not available	81%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart



High prior attainers - Maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
2-year	2	100%	97%	Small cohort	Not applicable	96%	Small cohort	Not applicable

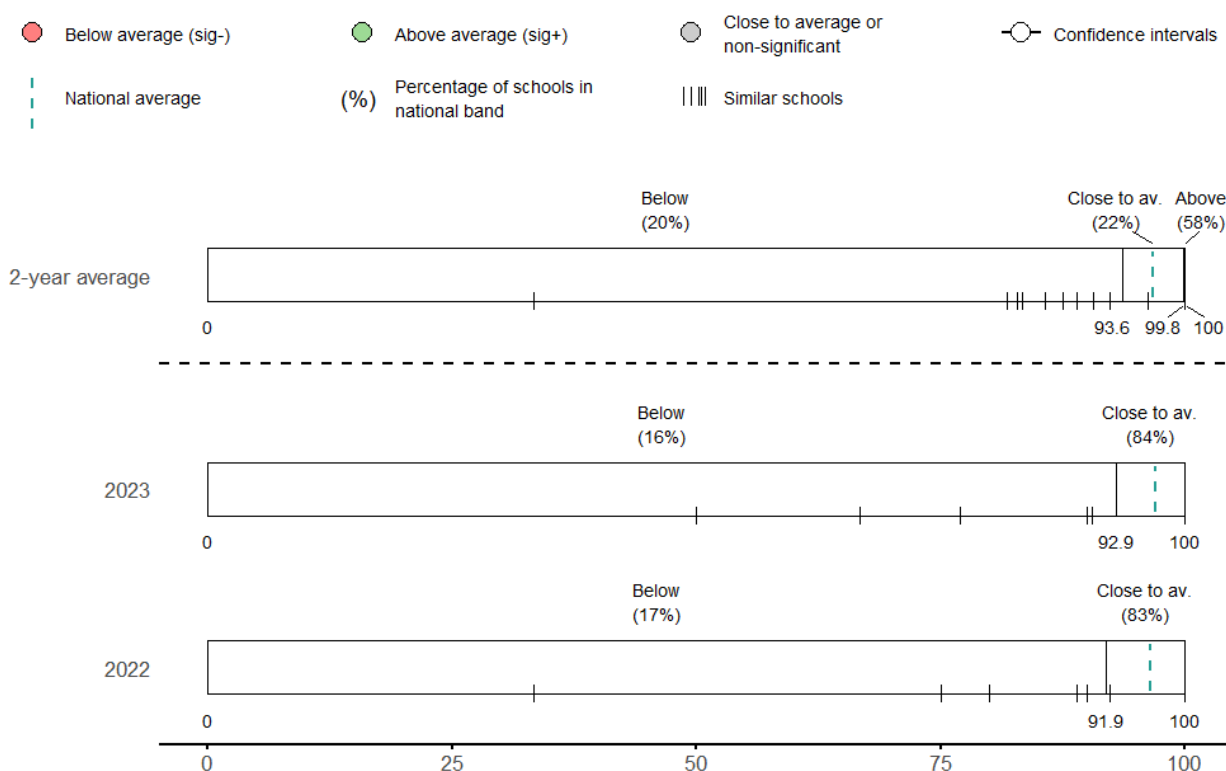
* Only "above" and "below" bandings are displayed.

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
2023	1	100%	97%	Small cohort	Suppressed	95%	Small cohort	High - SEN, Low - Stability
2022	1	100%	96%	Small cohort	Not available	97%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

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

▼ Chart



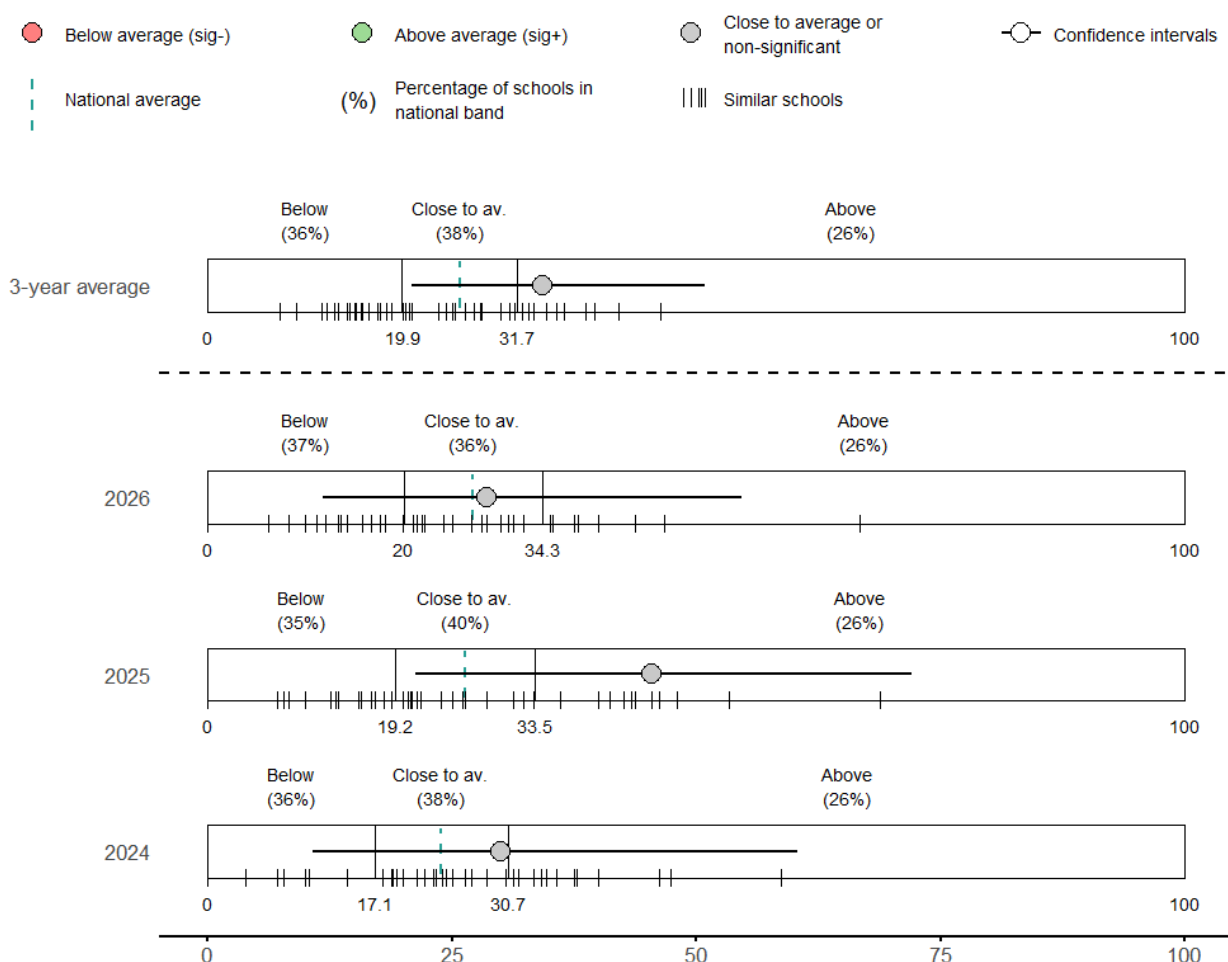
Maths higher standard

All pupils - Maths higher standard

Year	Cohort	School	Vs national		Trend	Vs similar schools *		Year group context
			Average	Banding		Average	Banding	
3-year	35	34%	26%	Above (non-sig)	Not applicable	23%	Above (non-sig)	Not applicable
2026	14	29%	27%	Close to average (non-sig)	No sig change	23%		-
2025	11	45%	26%	Above (non-sig)	No sig change	26%	Above (non-sig)	Low - Stability
2024	10	30%	24%	Close to average (non-sig)	Not available	26%		Low - Stability

* Only "above" and "below" bandings are displayed.

▼ Chart



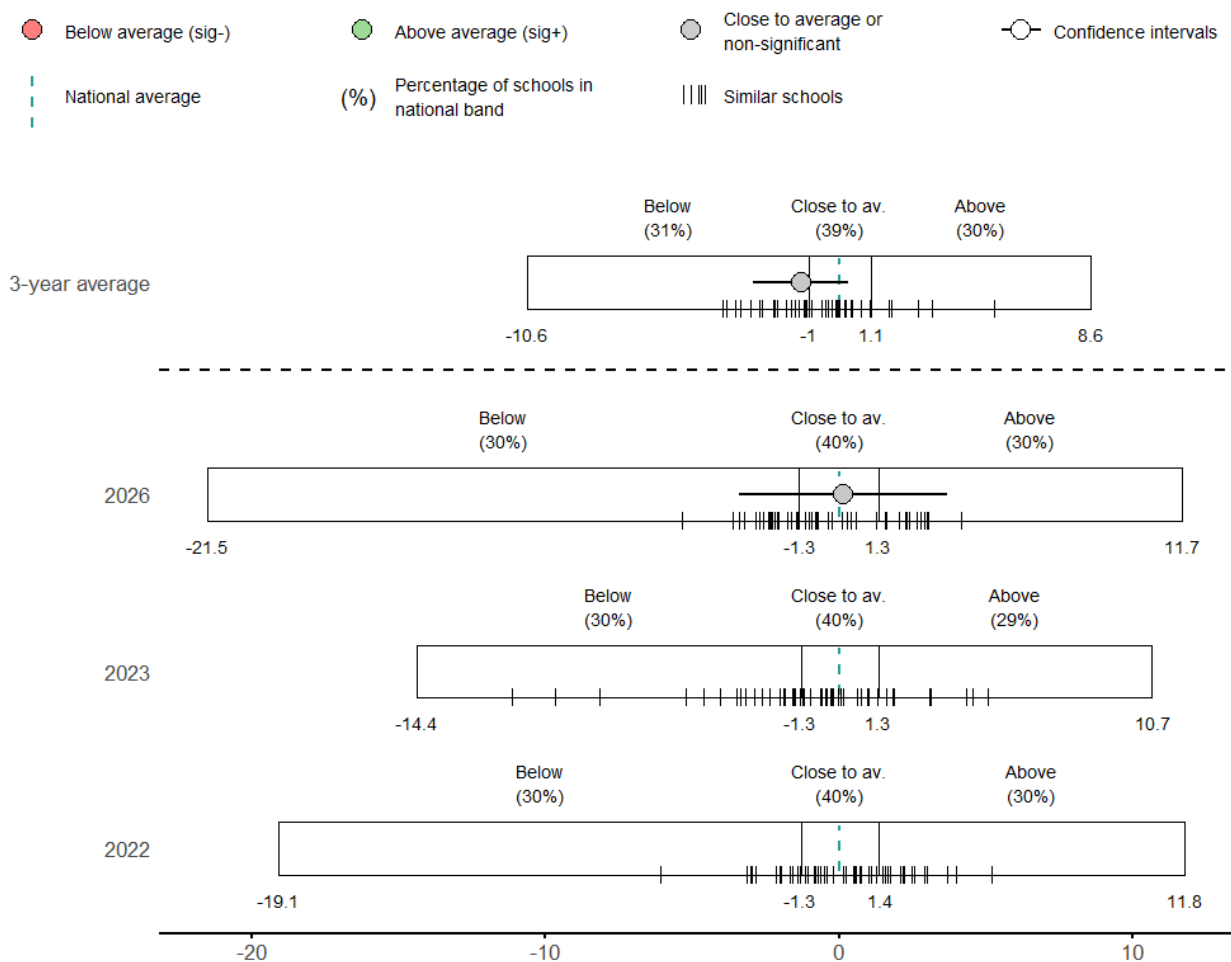
Maths progress

All pupils - Maths progress

Year	Cohort	School	Vs national		Vs similar schools*		Year group context
			Average	Banding	Average	Banding	
3-year	22	-1.3	0.0	Below (non-sig)	-0.5		Not applicable
2026	13	0.1	0.0	Close to average (non-sig)	-0.4		-
2023	5	-3.6	0.0	Small cohort	-0.3	Small cohort	High - SEN, Low - Stability
2022	4	-3.1	0.0	Small cohort	0.3	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

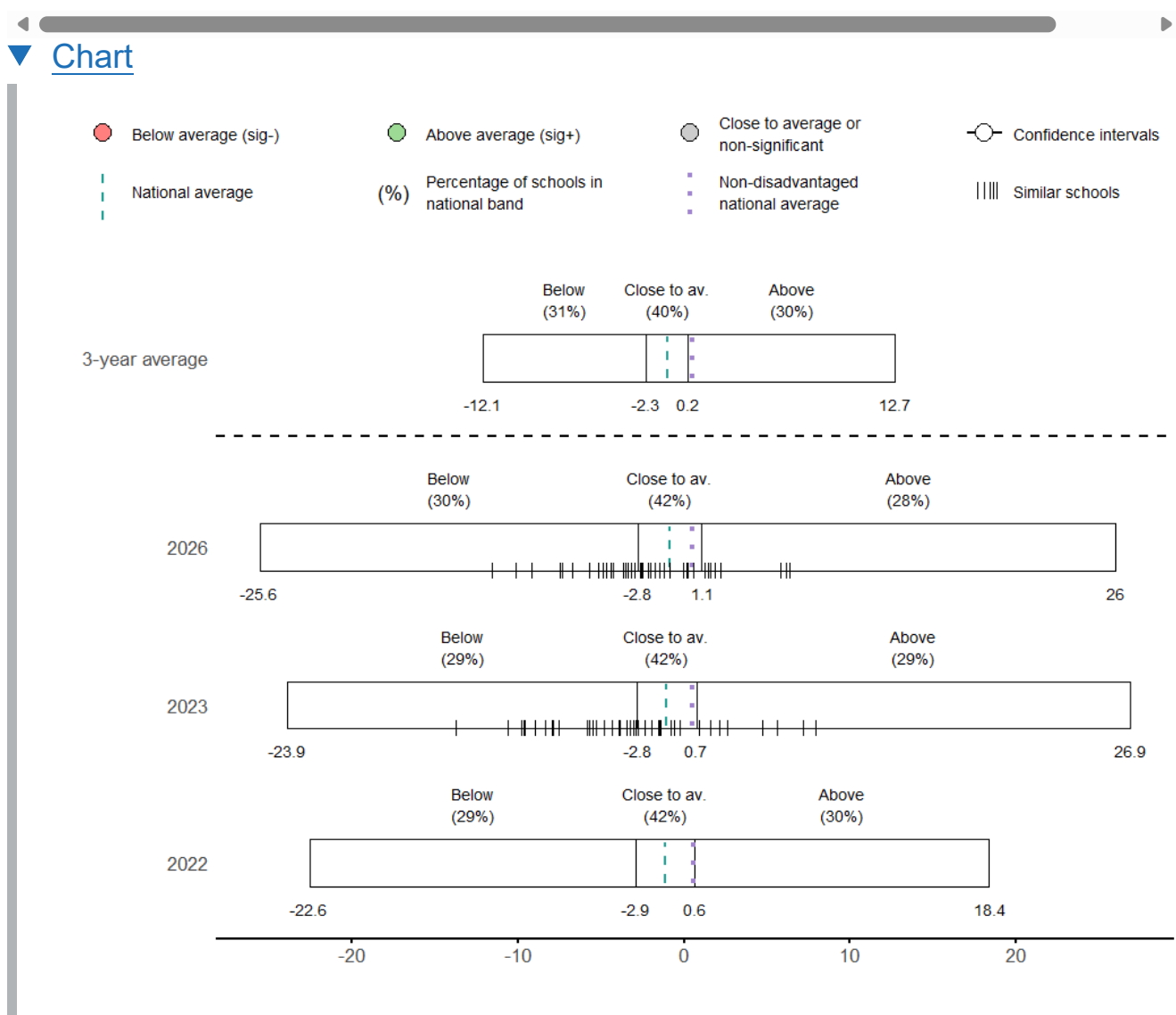
▼ Chart



Disadvantaged pupils - Maths progress

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	-1.0	-	0.5	-	-	-	-
2026	2	-0.3	-0.9	Small cohort	0.5	-0.8	Suppressed	-2.2	Small cohort
2023	1	5.2	-1.0	Small cohort	0.5	4.6	Suppressed	-2.7	Small cohort
2022	-	-	-1.1	-	0.5	-	-	-	-

* Only "above" and "below" bandings are displayed.



Low prior attainers - Maths progress

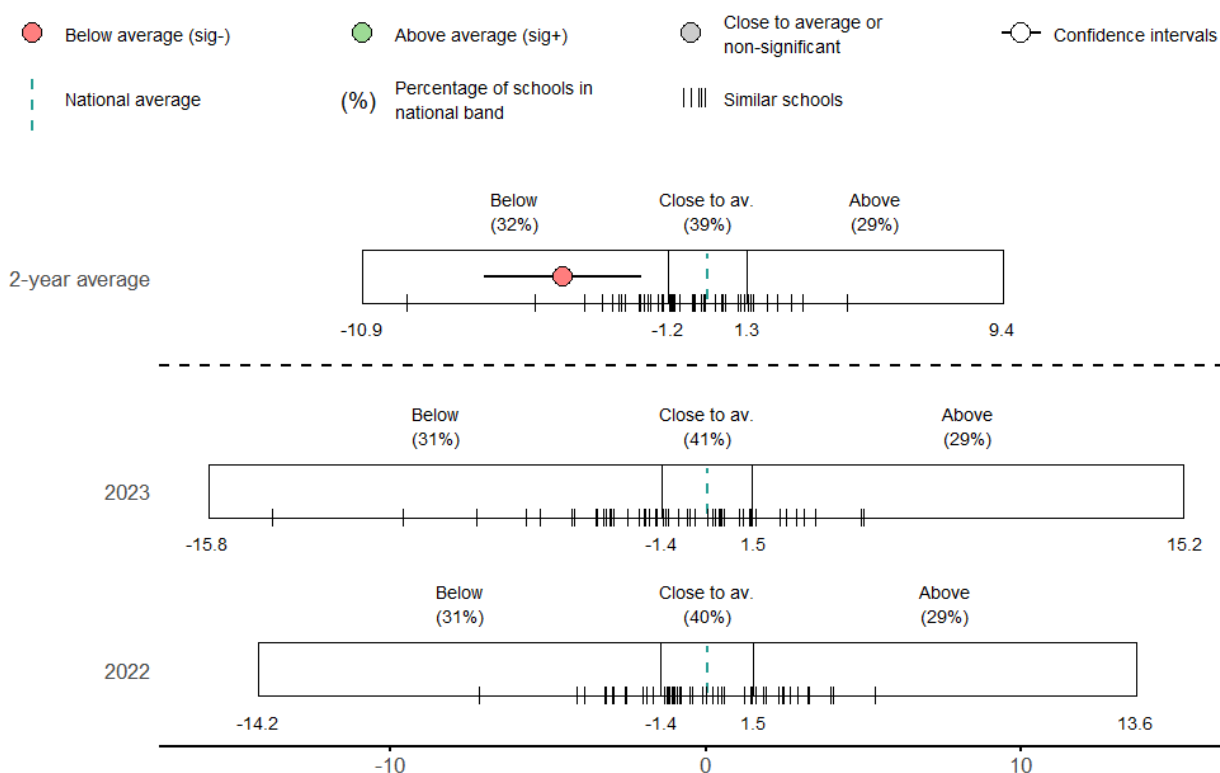
There is no data in this section for this school or it was incomplete.

Middle prior attainers - Maths progress

Year	Cohort	School	Vs national		Vs similar schools [*]		Year group context
			Average	Banding	Average	Banding	
2-year	7	-4.5	0.0	Below (sig-)	-0.2	Below (sig-)	Not applicable
2023	4	-5.8	0.0	Small cohort	0.0	Small cohort	High - SEN, Low - Stability
2022	3	-2.9	0.0	Small cohort	0.0	Small cohort	High - SEN

^{*} Only "above" and "below" bandings are displayed.

▼ Chart



High prior attainers - Maths progress

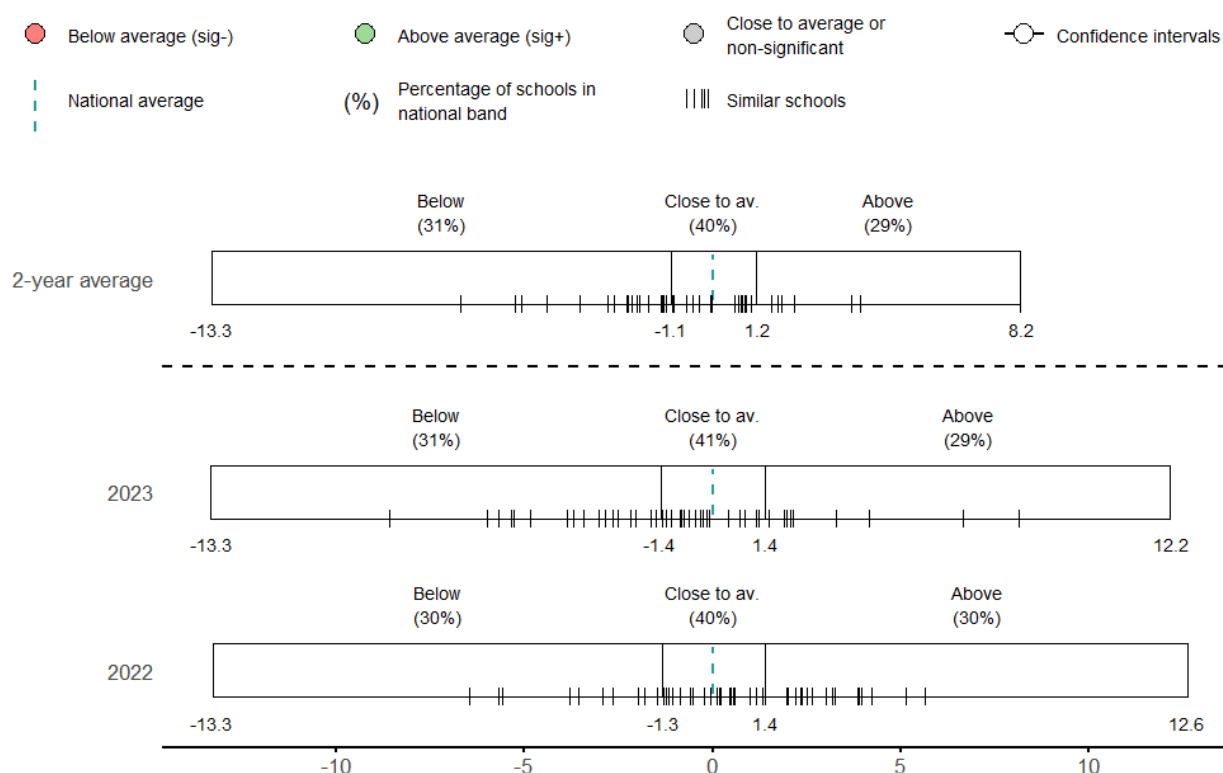
Year	Cohort	School	Vs national		Vs similar schools [*]		Year group context
			Average	Banding	Average	Banding	
2-year	2	0.8	0.0	Small cohort	-0.9	Small cohort	Not applicable
2023	1	5.2	0.0	Small cohort	-0.8	Small cohort	High - SEN, Low -

^{*} Only "above" and "below" bandings are displayed.

Year	Cohort	School	Vs national		Vs similar schools*		Year group context
			Average	Banding	Average	Banding	
2022	1	-3.6	0.0	Small cohort	0.3	Small cohort	Stability High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart



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EGPS

Data source: the DfE's provisional 2026, final 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 comparisons with national and similar school averages. To compare the school value with these averages, 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, national and similar school 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 or similar school distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national or similar school average. 'Below' indicates when a school's value is more than 0.5 SDs below the national or similar school average. All other school values are 'Close to average'.

Combining the school value's position within the national or similar school distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

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 less well than the national non-disadvantaged group, however, we will measure how a school's disadvantaged gap has changed from one year to the next. As each year's gap is based on a different cohort, which may be a different size, the reliability of that change varies, so the cohorts from the two comparator years are combined into an effective sample size. Across all schools, the average change and its standard deviation are calculated for each subject and measure. Each school's change is then converted into a Z-score (which shows how unusual or typical a value is compared to the rest of the data) and adjusted using the effective sample size, ensuring that large, reliable cohorts are emphasised and small, noisy cohorts are down-weighted. Using the weighted Z-score, if the gap in a particular year is deemed to be greater than in the previous year, the trend will be identified as 'Widening'. If the gap in a particular year is deemed to be smaller than in the previous year, the trend will be identified as 'Narrowing'. Otherwise, the trend will be identified as 'No meaningful change'. Gap trends are not available for the furthest year, as no comparator year is displayed, although we will still identify if the school has a positive gap as these do not require a comparator year.

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.

Additional [information about achievement in phonics and at key stage 2 \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) can be found in our IDSR guidance.

- [EGPS expected standard](#)
- [EGPS higher standard](#)

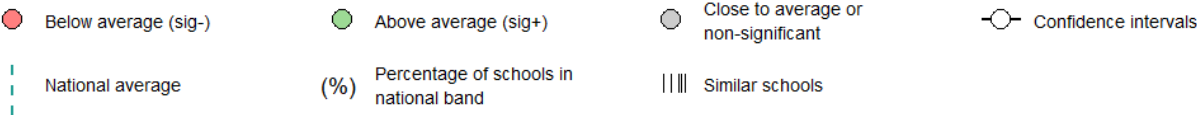
EGPS expected standard

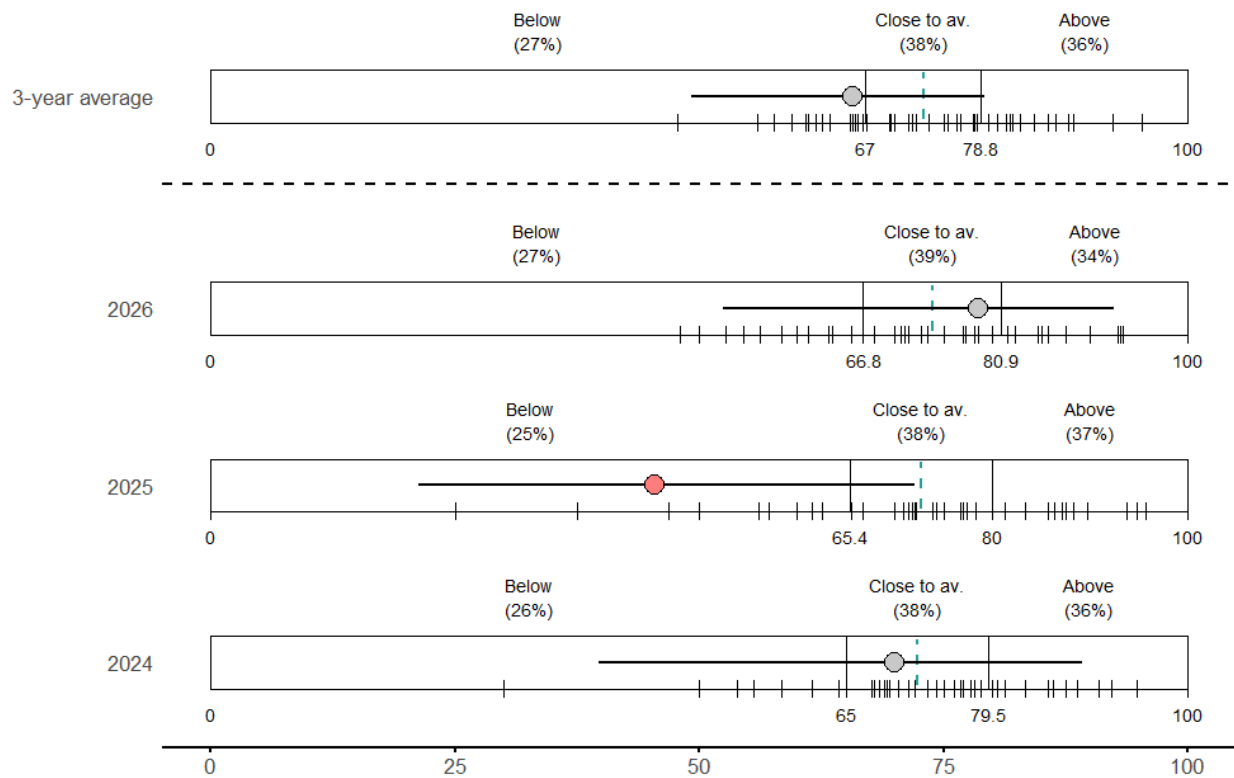
All pupils - EGPS expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
3-year	35	66%	73%	Below (non-sig)	Not applicable	74%	Below (non-sig)	Not applicable
2026	14	79%	74%	Close to average (non-sig)	No sig change	75%		-
2025	11	45%	73%	Below (sig-)	No sig change	73%	Below (non-sig)	Low - Stability
2024	10	70%	72%	Close to average (non-sig)	Not available	75%		Low - Stability

^{*} Only "above" and "below" bandings are displayed.

▼ [Chart](#)





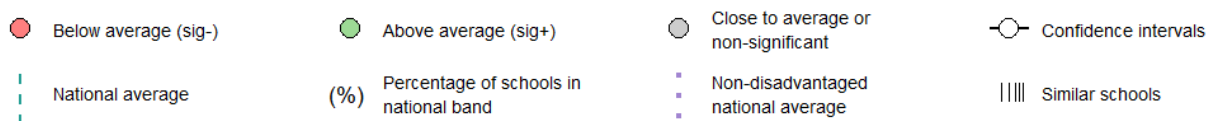
Disadvantaged pupils - EGPS expected standard

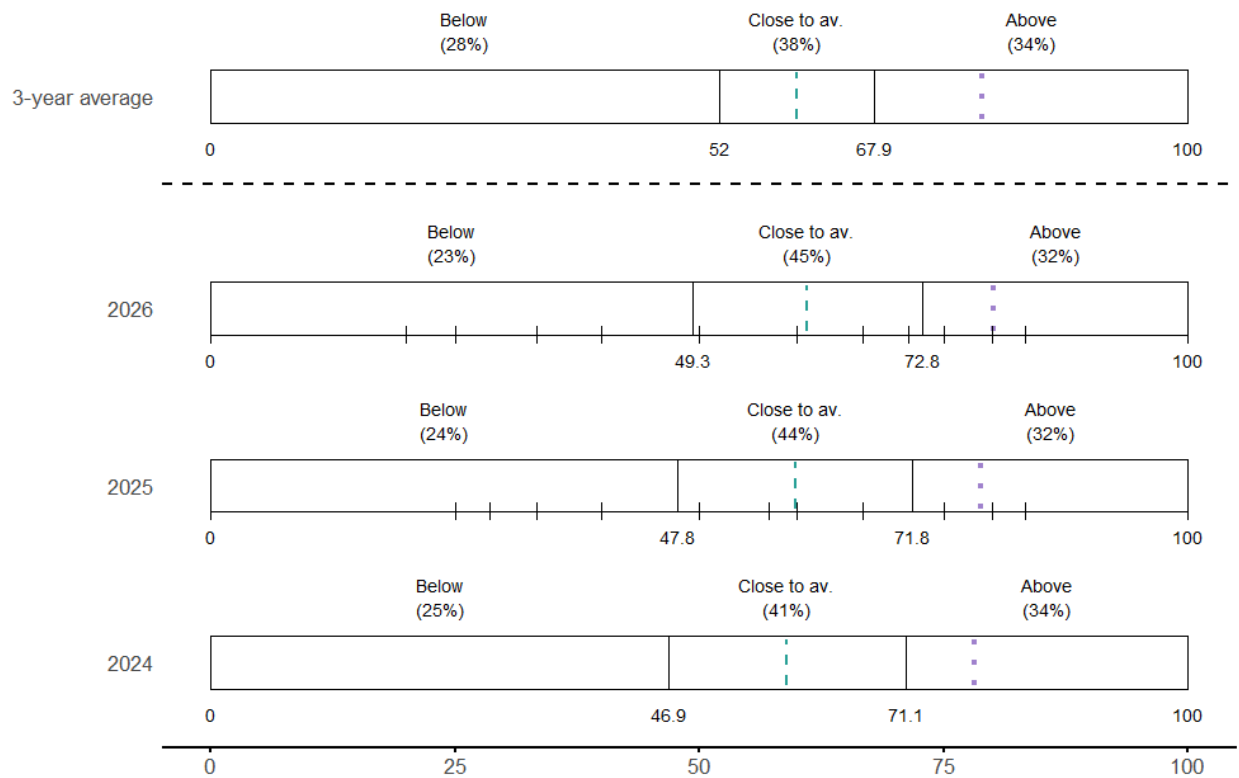
Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	-	-	60%	-	79%	-	-	-	-
2026	2	100%	61%	Small cohort	80%	20	Suppressed	58%	Small cohort
2025	2	50%	60%	Small cohort	79%	-29	Suppressed	50%	Small cohort
2024	-	-	59%	-	78%	-	-	-	-

* Only "above" and "below" bandings are displayed.



Chart





Low prior attainers - EGPS expected standard

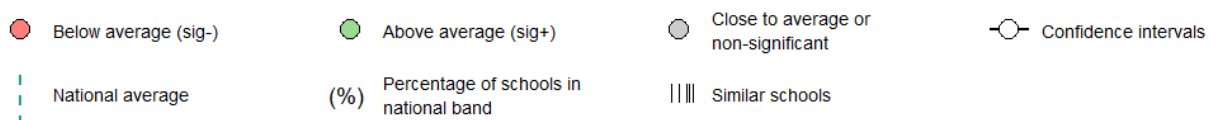
There is no data in this section for this school or it was incomplete.

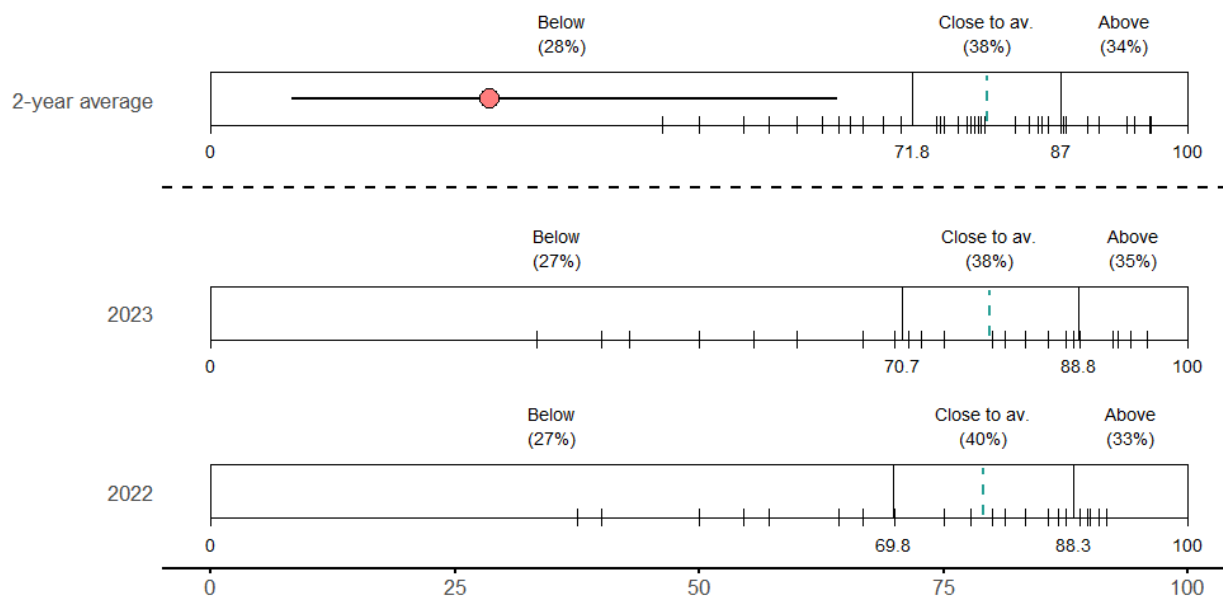
Middle prior attainers - EGPS expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
2-year	7	29%	79%	Below (sig-)	Not applicable	80%	Below (sig-)	Not applicable
2023	4	25%	80%	Small cohort	Suppressed	82%	Small cohort	High - SEN, Low - Stability
2022	3	33%	79%	Small cohort	Not available	80%	Small cohort	High - SEN

* Only "above" and "below" bandings are displayed.

▼ Chart





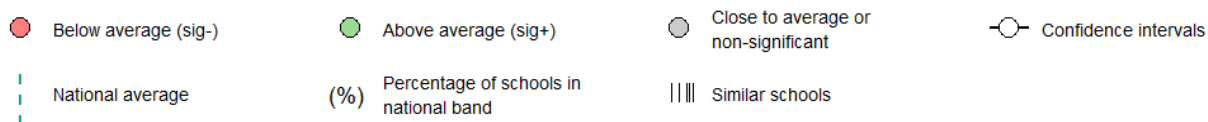
High prior attainers - EGPS expected standard

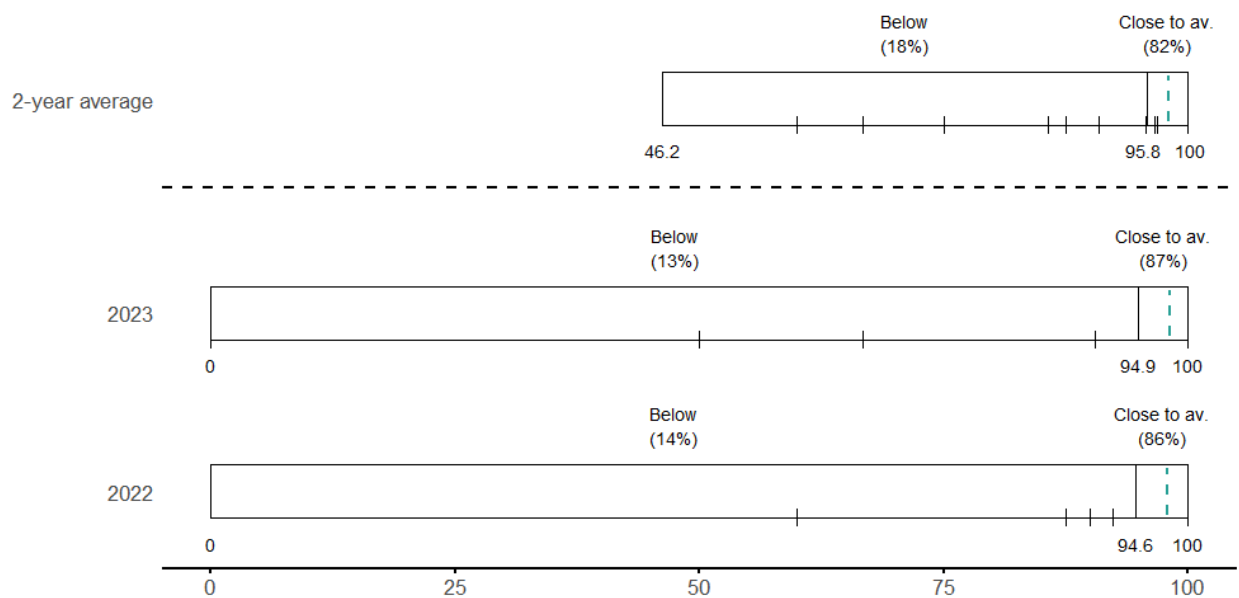
Year	Cohort	School	Vs national		Trend	Vs similar schools [*]		Year group context
			Average	Banding		Average	Banding	
2-year	2	100%	98%	Small cohort	Not applicable	97%	Small cohort	Not applicable
2023	1	100%	98%	Small cohort	Suppressed	97%	Small cohort	High - SEN, Low - Stability
2022	1	100%	98%	Small cohort	Not available	98%	Small cohort	High - SEN

^{*} Only "above" and "below" bandings are displayed.

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

Chart





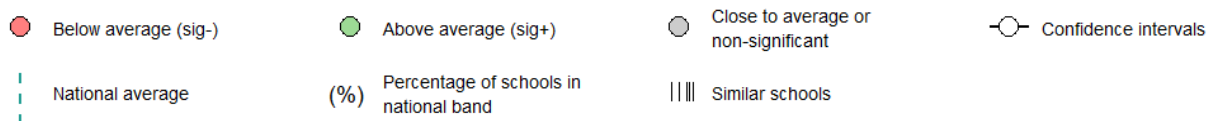
EGPS higher standard

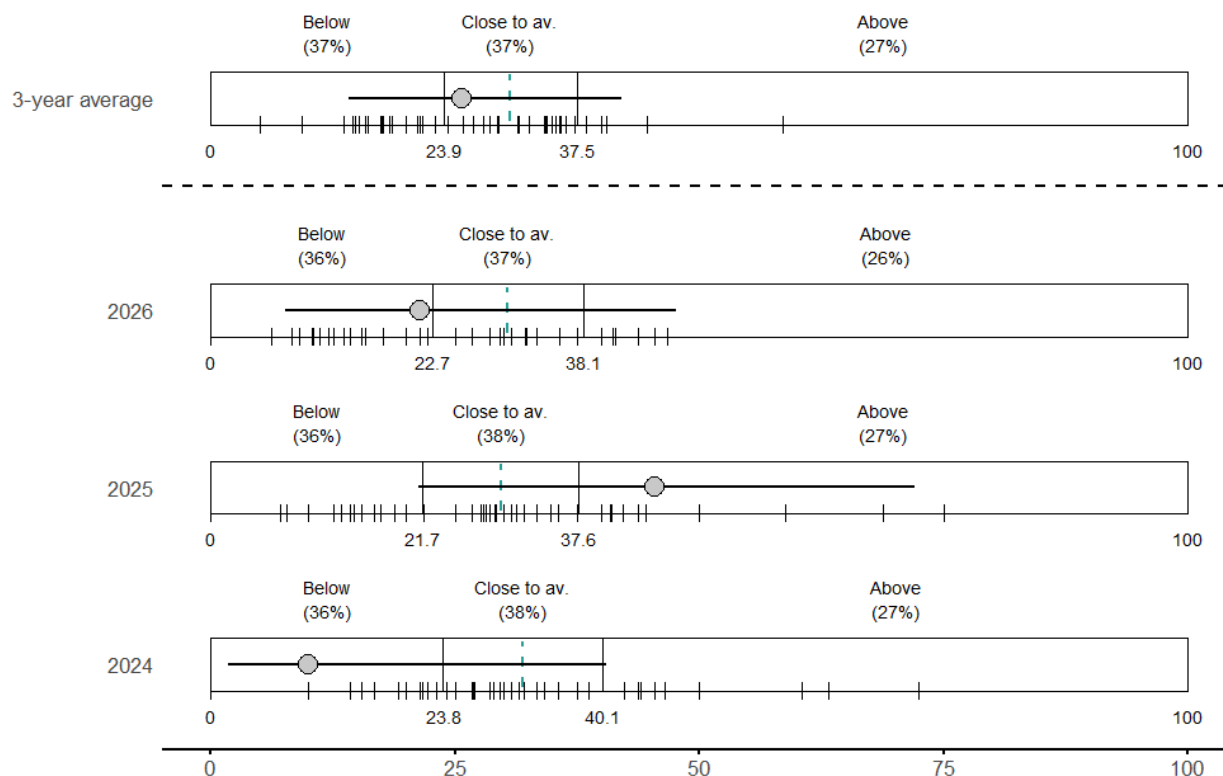
All pupils - EGPS higher standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	35	26%	31%	Close to average (non-sig)	Not applicable	27%		Not applicable
2026	14	21%	30%	Below (non-sig)	No sig change	26%		-
2025	11	45%	30%	Above (non-sig)	No sig change	29%	Above (non-sig)	Low - Stability
2024	10	10%	32%	Below (non-sig)	Not available	32%	Below (non-sig)	Low - Stability

* Only "above" and "below" bandings are displayed.

Chart





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Other

— [Year 4 MTC score](#)

— [Phonics expected standard](#)

— [EYFS nationals](#)

Year 4 MTC 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 comparisons with national and similar school averages. To compare the school value with these averages, 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 or similar school distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national or similar school average. 'Below' indicates when a school's value is more than 0.5 SDs below the national or similar school average. All other school

values are 'Close to average'.

Combining the school value's position within the national or similar school distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

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.

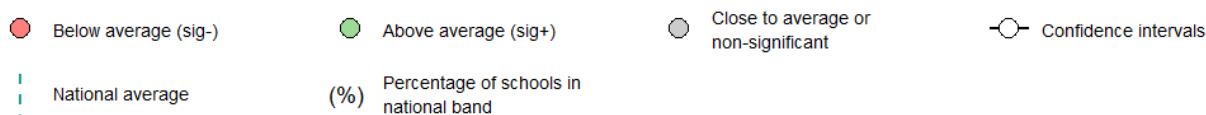
The year group context column indicates whether the relevant year group has a high proportion of pupils who are or have been eligible for free school meals (FSM) and have claimed them at some time in the last 6 years (FSM6), or have high special educational needs (SEN) or low stability. The MTC measure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

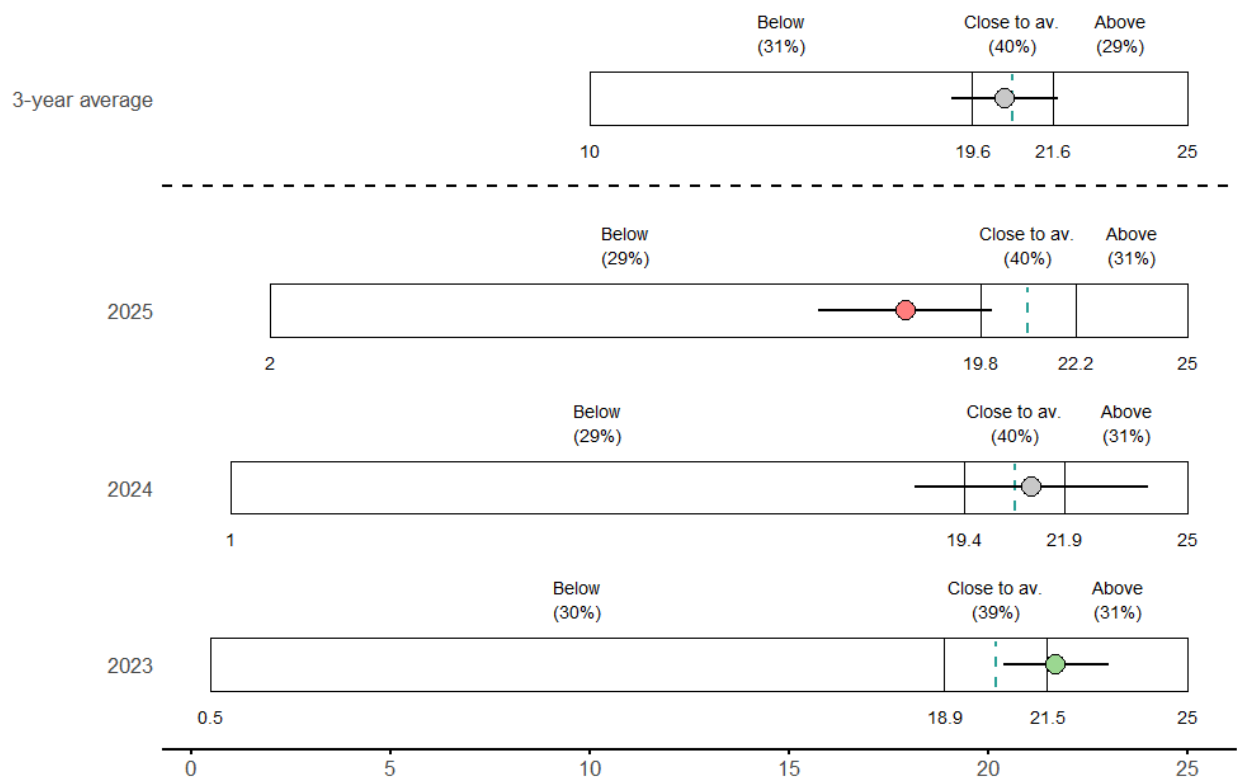
Additional [information about achievement in phonics and at key stage 2 \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) can be found in our IDSR guidance.

All pupils - Year 4 MTC score

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	44	20.4	20.6	Close to average (non-sig)	Not applicable	Not applicable
2025	13	17.9	21.0	Below (sig-)	No sig change	-
2024	15	21.1	20.6	Close to average (non-sig)	No sig change	Low - Stability
2023	16	21.7	20.2	Above (sig+)	Not available	Low - Stability

▼ Chart





Phonics 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 comparisons with national and similar school averages. To compare the school value with these averages, 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 or similar school distribution is determined using SDs. 'Above' indicates when a school's value is more than 0.5 SDs above the national or similar school average. 'Below' indicates when a school's value is more than 0.5 SDs below the national or similar school average. All other school values are 'Close to average'.

Combining the school value's position within the national or similar school distribution and a measure of statistical confidence in the school value, there are 7 possible interpretations of school performance (the 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-)

'Close to average' bandings are not displayed for comparisons versus similar schools. Otherwise, when school values fall into the 'Close to average' banding, or they are not, statistically, significantly different from national (non-sig), the banding will be coloured grey. When school values fall into the 'Above' banding and are, statistically, significantly above the comparator value, the banding will be coloured green (versus national) or blue (versus similar schools). When school values fall into the 'Below' banding and are, statistically, significantly below the comparator value, the banding will be coloured red (versus national) or orange (versus similar schools). The different coloured shading is applied for similar school comparisons to reflect the difference in methodology and intended contextual purpose.

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.

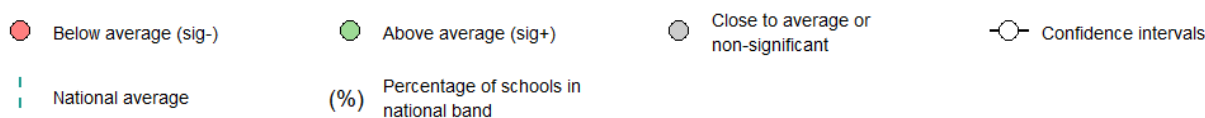
Additional [information about achievement in phonics and at key stage 2 \(https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide#achievement-in-phonics-and-at-key-stage-2) can be found in our IDSR guidance.

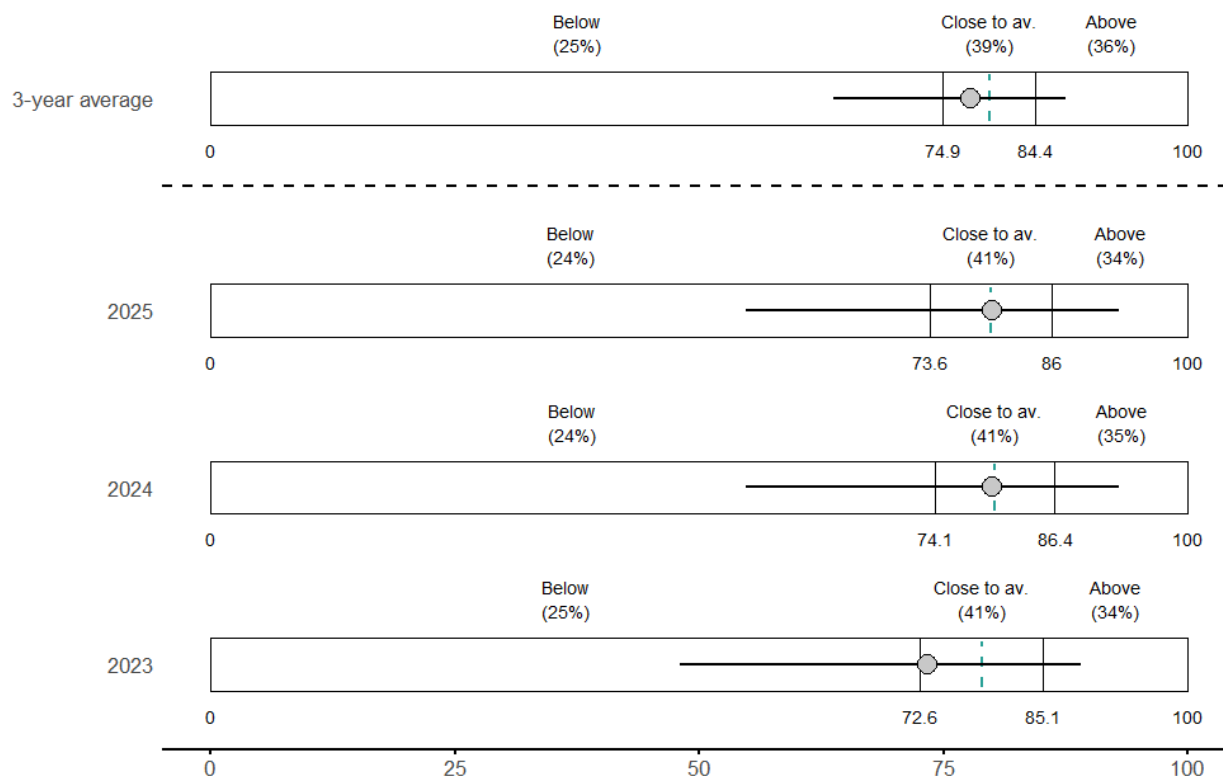
All pupils - Phonics expected standard

- There were 15 pupils who were eligible for the phonics screening check in Year 1 in 2025; 13 of them sat the check and 2 did not. Of those who sat the check, 1 pupil did not meet the **phonics expected standard**.
- There were 3 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	45	78%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	15	80%	80%	Close to average (non-sig)	No sig change	Low - Stability
2024	15	80%	80%	Close to average (non-sig)	No sig change	-
2023	15	73%	79%	Close to average (non-sig)	Not available	-

Chart





EYFS nationals

Data source: the DfE's 2024/25 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	68.3
Communication and language	79.5
Listening, attention and understanding	81.7
Speaking	82.7
Expressive arts and design	85.1
Being imaginative and expressive	86.9
Creating with materials	87.3
Literacy	70.5
Comprehension	80.4
Word reading	76.5

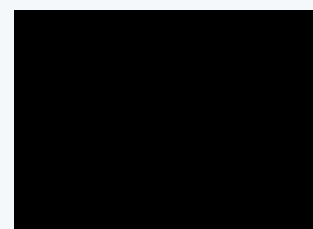
Early years foundation stage profile area	National %
Writing	71.8
Mathematics	77.6
Number	79.3
Numerical patterns	78.7
Personal, social and emotional development	83.1
Building relationships	88.0
Managing self	86.9
Self-regulation	84.8
Physical development	84.7
Fine motor skills	85.5
Gross motor skills	91.6
Understanding the world	80.4
Past and present	81.9
People, culture and communities	81.8
The natural world	85.1

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