

Primary Inspection Data Summary Report

Toddington St George Church of England School	URN: 139372 Laestab: 8233016
Headteacher: Mrs Colette Lamb	Type of education: Academy Converter
Local authority: Central Bedfordshire	Phase of education: Primary
Pupils: 311	Academy trust or sponsor: Toddington St George Church of England Academy
Gender: Mixed	Date open/converted: 01/03/2013
Admissions policy: Not applicable	Chair of governors/trustees: Naomi Phelan
Ages: 3-9	School website: http://www.toddingtonstgeorge.co.uk
Denomination: Church of England	Postcode: LU5 6AJ

Report information [Guidance](#)

Release information: Provisional 2019 KS1, Phonics, Final 2019 EYFS

Release date: 12 November 2021

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Important message: Due to the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The IDSR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

Areas of interest [Guidance](#)

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Reading

Attainment (all key stages) [Guidance](#)

- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard in reading in 2019, therefore no conclusions can be drawn from this data. Key stage 1 attainment of greater depth in reading (40%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.
- There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data. There were 6 pupil(s) that were screened in Year 2 in 2019; 2 of those met the expected standard.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard reading early learning goal in 2019, therefore no conclusions can be drawn from this data.

Writing

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard in writing in 2019, therefore no conclusions can be drawn from this data. Key stage 1 attainment of greater depth in writing (38%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard writing early learning goal in 2019, therefore no conclusions can be drawn from this data.

Mathematics

Attainment (all key stages) Guidance

- Key stage 1 attainment of the expected standard in mathematics (92%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. Key stage 1 attainment of greater depth in mathematics (46%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard mathematics early learning goals in 2019, therefore no conclusions can be drawn from this data.

Other attainment measures Guidance

- There is nothing significant or exceptional to highlight for the percentage achieving a good level of development in the early years foundation stage in 2019, therefore no conclusions can be drawn from this data.

Absence (whole school)

Autumn 2020 absence Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 1,032 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

- There is nothing significant or exceptional to highlight for overall absence in autumn 2020 when compared with all schools or schools with a similar level of deprivation, therefore no conclusions can be drawn from this data.
- Persistent absence in autumn 2020 (4.0%) was in the **lowest** 20% of all schools. There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.

Absence for 2018/19 and earlier Guidance

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

Exclusions (whole school) [Guidance](#)

- There is nothing significant or exceptional to highlight for total suspensions in 2019/20, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat suspensions in 2019/20, therefore no conclusions can be drawn from this data.
- The 1 pupil with a suspension in 2019/20 was suspended once.
- The 1 suspension in 2019/20 was for **physical assault against a pupil**.
- There were no permanent exclusions in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- No sentences about performance data have been generated for pupil groups
- Overall absence for pupils in receipt of free school meals (7.3%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.

School and local context

School level Guidance

		2019	2020	2021	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	340	323	311	■	■	■	■	■
	Nat	282	281	278					
% FSM6 pupils	Sch	8	6	4	■	■	■	■	■
	Nat	23	23	25					
% SEND support	Sch	16.8	17.0	13.2	■	■	■	■	■
	Nat	12.6	12.8	12.6					
% SEND EHC plan	Sch	1.2	1.5	2.9	■	■	■	■	■
	Nat	1.6	1.8	2.1					
% of EAL	Sch	1	3	5	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	91	90	91	■	■	■	■	■
	Nat	86	81	82					

The top 5 representing 5% or more are:

- 86%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2019/20, the academy trust had a revenue reserve of £20,000.
- In 2019/20, this school had a negative in-year balance (£-27,000), following a year in which income exceeded expenditure.
- In 2019/20, this school had a per pupil spend of £5,532.
- In 2019/20, this school received £1,636,000 in grant funding, £150,645 more than the national average.

MAT/LA level information Guidance

As at October 2021:

- this school is an academy but is not part of a MAT.
- the latest overall effectiveness grade for this school's predecessor (109608) was outstanding.

School workforce Guidance

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- There is nothing significant or exceptional to highlight for staff turnover in 2018/19.

Ethnicity Guidance

- This school has 10 out of 17 possible ethnic groups.

Year group context 2019 (Primary)

Characteristics Guidance

Year group markedly above average of others ■

Year group markedly below average of others ■

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	60	NA	NA	NA	5	18	0	21
Y2	51	NA	NA	NA	12	20	4	21
Y3	57	8/9/6	23/32/24	26/16/27	11	24	2	21
Y4	62	10/11/11	23/28/20	28/22/30	8	26	0	21
Y5						29		22
Y6						30		21

Prior attainment Guidance

Well above national ■

Well below national ■

In line with national -

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	-	Above	-	-		
Writing	-	Above	Above	Above		
Mathematics	-	Above	Above	-		

SEND characteristics Guidance

Type of resourced provision: Resource Provision

Number of pupils with SEND who are also disadvantaged: 10

SEND primary need	SEND Support (48)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	1	2			0	0	0	0		
Moderate Learning Difficulty	0	0	0	0			0	0	0	0		
Severe Learning Difficulty	0	0	0	0			0	0	0	0		
Profound & Multiple Learning Difficulty	0	0	0	0			0	0	0	0		
Social, Emotional and Mental Health	2	2	1	3			0	0	0	0		
Speech, Language and Communication Needs	3	3	0	4			0	0	0	0		
Hearing Impairment	0	0	0	0			1	0	0	0		
Visual Impairment	0	0	0	0			0	0	0	0		
Multi-Sensory Impairment	0	0	0	0			0	0	0	0		
Physical Disability	1	3	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	2	0	0			0	0	0	1		
School Support NSA	4	3	5	5			0	0	0	0		
Other Difficulty/Disability	0	1	1	2			0	0	0	0		
Year group totals	10	14	8	16			1	0	0	1		

Year group context 2021 (Primary)

Characteristics Guidance

Year group markedly above average of others ■

Year group markedly below average of others ■

	Number on Roll	% FSM	FSM Nat	% EAL	EAL Nat
Y1	60	2	22	5	20
Y2	60	3	23	3	21
Y3	57	5	26	7	21
Y4	47	9	27	4	21
Y5			28		21
Y6			29		22

Prior attainment Guidance

Well above national ■

Well below national ■

In line with national -

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading				-		
Writing				-		
Mathematics				Above		

* Year 1, 2 and 3 prior attainment has not been possible to calculate due to lack of data - see guidance.

SEND characteristics Guidance

Type of resourced provision: Resourced provision

Number of pupils with SEND who are also disadvantaged: 5

SEND primary need	SEND Support (37)						EHC Plan (6)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	2	4	2			0	0	0	0		
Moderate Learning Difficulty	0	0	0	0			0	0	0	0		
Severe Learning Difficulty	0	0	0	0			0	0	0	0		
Profound & Multiple Learning Difficulty	0	0	0	0			0	0	0	0		
Social, Emotional and Mental Health	1	3	3	1			0	0	0	0		
Speech, Language and Communication Needs	1	6	2	3			0	1	1	0		
Hearing Impairment	0	0	0	0			0	2	1	0		
Visual Impairment	0	0	0	0			0	0	0	0		
Multi-Sensory Impairment	1	0	0	0			0	0	0	0		
Physical Disability	1	1	3	3			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	0			0	0	0	1		
School Support NSA	0	0	0	0			0	0	0	0		
Other Difficulty/Disability	0	0	0	0			0	0	0	0		
Year group totals	4	12	12	9			0	3	2	1		

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

■ Significantly above national
■ Not significant

■ Significantly below national
 Small cohort

Q1 Highest Quintile
 Q5 Lowest Quintile

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment							
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1			
Reading	2017	■	■	■	■	■	■	■	■	■	■	(56)	■	■	■	■	■	(57)	■	■	■	■	■	(51)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■	(49)	■	■	■	■	■	(59)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(50)	■	■	■	■	■	(59)	■	■	■	■	■	(60)	■	■	■	■	■
Writing	2017	■	■	■	■	■	■	■	■	■	■	(56)	■	■	■	■	■							(51)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(59)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(50)	■	■	■	■	■							(60)	■	■	■	■	■
Maths	2017	■	■	■	■	■	■	■	■	■	■	(56)	■	■	■	■	■							(51)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■							(59)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(50)	■	■	■	■	■							(60)	■	■	■	■	■

↑ Markedly higher than previous year (progress only)

↓ Markedly lower than previous year (progress only)

All attainment information relates to expected standard.

() represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.

Other attainment measures Guidance

	KS2 EGPS					KS2 combined RWM					EYFS GLD					
	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	
2017	■	■	■	■	■	■	■	■	■	■	(51)	■	■	■	■	■
2018	■	■	■	■	■	■	■	■	■	■	(59)	■	■	■	■	■
2019	■	■	■	■	■	■	■	■	■	■	(60)	■	■	■	■	■