

Inspection Data Summary Report

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Toddington St George Church of England School

Manor Road, Toddington, Dunstable, LU5 6AJ

Release information: Final 2022 Phonics, Final 2022 KS1

Release date: 4 May 2023

URN	139372
LAESTAB	8233016
Local authority	Central Bedfordshire
Phase of education	Primary
Type of education	Academy Converter

▶ [Important information](#)

Areas of interest

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*).

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic.

Reading

Attainment at key stage 1 - 2022

- There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. Of the 53 pupils, 8 did not meet the expected standard. There were 10 pupil(s) that were screened in Year 2 in 2022; 7 of those met the expected standard.*

▶ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

Writing

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Mathematics

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Absence

Absence for 2021/22

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools. The rate of overall absence (6.9%) in 2021/22 was in the **highest** 20% of schools with a similar level of deprivation.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

▶ [Absence for summer 2021 and earlier](#)

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - *Across the whole school, there were no suspensions in 2020/21.*
 - *There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.*
-

Pupil groups

Key stage 1

- No sentences about key stage 1 performance data have been generated for pupil groups.

Absence

- Overall absence for pupils whose first language was not English (10.7%) was in the **highest** 20% of all schools in 2021/22. Persistent absence for pupils whose first language was not English (54.5%) was in the **highest** 20% of all schools in 2021/22.

School and local context

School characteristics

	2020	2021	2022
School number on roll	Above average 323	Above average 311	Above average 316
School % FSM	Well below average 6	Well below average 4	Well below average 4
School % SEND support	Above average 17	Close to average 13	Close to average 12
School % EHC plan	Close to average 1.5	Above average 2.9	Well above average 3.5
School % EAL	Below average 3	Close to average 5	Below average 4
School % stability	Well above average 90	Well above average 91	Well above average 90

Trust information

As of February 2023:

- this school is an academy but is not part of a MAT.
- the latest overall effectiveness grade for this school is good.

Staff absence

During 2020/21:

- There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (47%) in 2020/21. There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (53%) in 2018/19.
- 12 days on average were lost to teacher sickness absence. This was in the highest 20% nationally.

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Local area and school links

- 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

- In 2021/22, the academy trust had a revenue reserve of -£19,000.
- In 2021/22, this school had a positive in-year balance (£269,000).
- In 2021/22, this school had a per pupil spend of £4,547.
- In 2021/22, this school received £1,631,000 in grant funding, £28,113 more than the national average.

Ethnicity whole school

This school has 11 out of 17 possible ethnic groups. Those with 5% or more are:

- 84%: White - British

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	53	0	4
Year 2	59	2	5
Year 3	60	3	3
Year 4	58	7	7

Prior attainment

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	No data	No data	No data

SEND characteristics

Type of resourced provision: Resourced provision

Number of pupils with SEND who are also disadvantaged: 4

SEND support (32)

SEND primary need	Y1	Y2	Y3	Y4	Total
Specific Learning Difficulty	0	1	3	4	8
Moderate Learning Difficulty	0	2	1	0	3
Social, Emotional and Mental Health	1	4	2	4	11
Speech, Language and Communication Needs	1	1	5	2	9
Autistic Spectrum Disorder	1	0	0	0	1
Year group totals	3	8	11	10	32

EHC plan (8)

SEND primary need	Y1	Y2	Y3	Y4	Total
Speech, Language and Communication Needs	1	0	1	1	3
Hearing Impairment	0	0	2	1	3
Autistic Spectrum Disorder	1	0	0	1	2
Year group totals	2	0	3	3	8

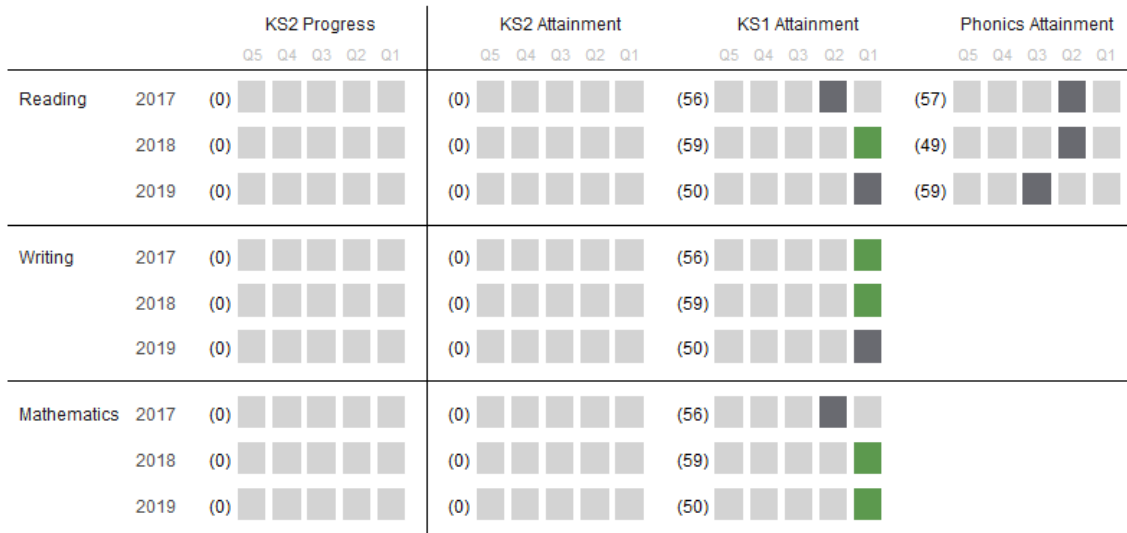
Progress and attainment charts

Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	N/A	N/A	In line with national (60 pupils)	In line with national (53 pupils)
Highest/lowest 20%	N/A	N/A	–	–
Writing				
Significance	N/A	N/A	In line with national (60 pupils)	N/A
Highest/lowest 20%	N/A	N/A	–	N/A
Mathematics				
Significance	N/A	N/A	In line with national (60 pupils)	N/A
Highest/lowest 20%	N/A	N/A	–	N/A

▼ Reading, writing and mathematics three-year trend – 2019 to 2017 (not directly comparable to 2022)

■ Significantly above national ■ Significantly below national ↑ Markedly higher than the previous year (progress only)
■ Not significant X Small cohort ↓ Markedly lower than previous year (progress only)
 Q1 Highest quintile () Cohort
 Q5 Lowest quintile



▼ Table

Measure	Subject	Year	Cohort	Quintile	Significance	Trend
KS1 Attainment	Reading	2017	56	2	Not significant	
KS1 Attainment	Reading	2018	59	1	Significantly above	
KS1 Attainment	Reading	2019	50	1	Not significant	
KS1 Attainment	Writing	2017	56	1	Significantly above	
KS1 Attainment	Writing	2018	59	1	Significantly above	
KS1 Attainment	Writing	2019	50	1	Not significant	
KS1 Attainment	Mathematics	2017	56	2	Not significant	
KS1 Attainment	Mathematics	2018	59	1	Significantly above	
KS1 Attainment	Mathematics	2019	50	1	Significantly above	
Phonics Attainment	Reading	2017	57	2	Not significant	
Phonics Attainment	Reading	2018	49	2	Not significant	
Phonics Attainment	Reading	2019	59	3	Not significant	

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