

Inspection Data Summary Report

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Braywood CofE First School

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School details

URN: 109952 **LAESTAB:** 8683011

Local authority: Windsor and Maidenhead

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 2025, 2024 and 2023, and children in need census for 2024, 2023 and 2022

▼ [Guidance](#)

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

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

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

The possible National distribution bandings in this section are:

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

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

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

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

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

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

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

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

School local area (MSOA) = Windsor and Maidenhead 009

	2023	2024	2025
School number on roll	Below average 125	Below average 120	Below average 114
School % FSM6	Well below average 2.40	Well below average 7.50	Well below average 0.88
Local area % FSM6	Well below average 8.75	Well below average 10.27	Well below average 8.24
School % SEN support	Above average 17.60	Above average 19.17	Above average 18.42
Local area % SEN support	Close to average 11.39	Close to average 14.08	Close to average 12.74
School % EHC plan	Close to average 2.40	Close to average 3.33	Below average 1.75
Local area % EHC plan	Close to average 2.95	Close to average 3.99	Close to average 4.25
School % EAL	Well below average 0.00	Below average 3.30	Below average 7.00
Local area % EAL	Below average 8.90	Below average 9.00	Below average 11.30
School % CIN	Close to average 2.40	Close to average 3.33	Below average 0.88
Local area % CIN	Close to average 3.59	Close to average 3.15	Close to average 1.91
School % stability	Close to average 81.00	Close to average 77.55	Close to average 83.33
School pupil base deprivation	Well below average	Well below average	Well below average

	2023	2024	2025
Local area pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

Ethnicity

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

▼ Guidance

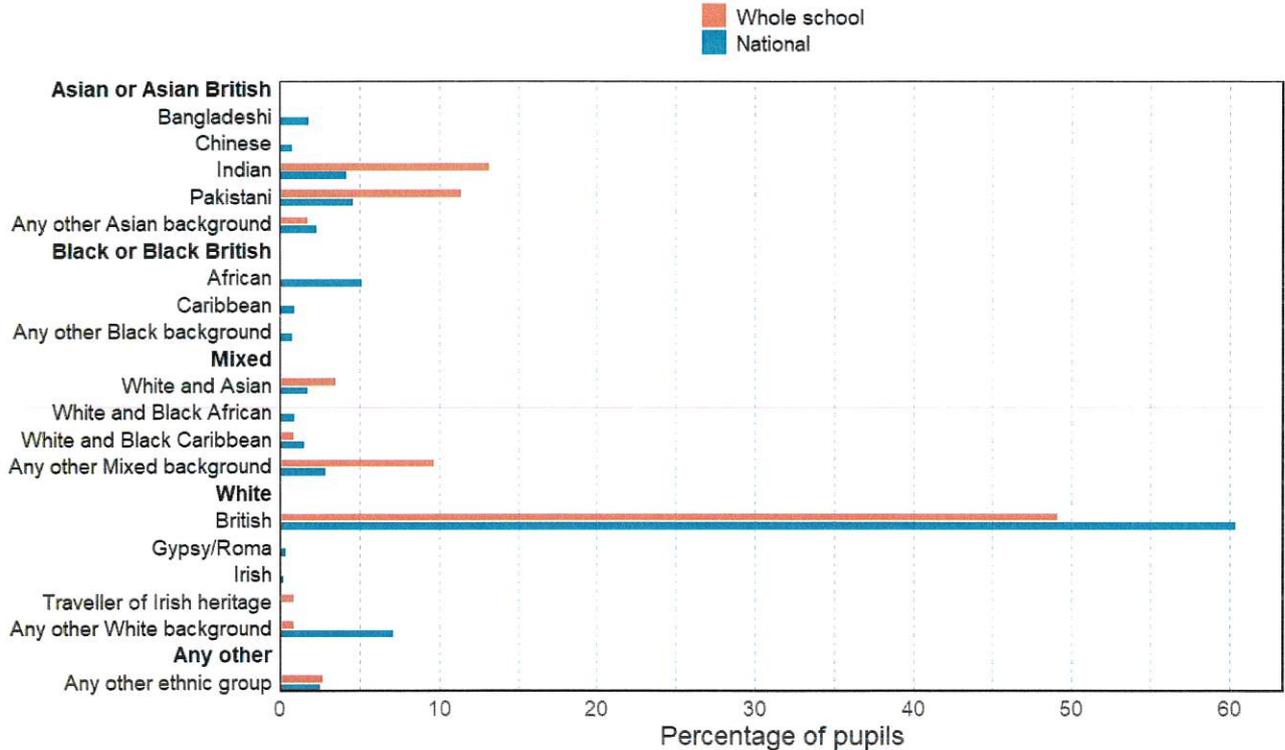
The chart displays the ethnic groups within the whole school. There are 17 possible ethnic groups. In addition, 'Any other ethnic group' is displayed.

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

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

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

Whole school



► Table

SEN

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

▼ Guidance

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

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

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

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

Type of resourced provision: No resourced provision

Capacity:

Type of SEN provision:

Number of pupils with SEN who are also FSM6 and/or CLA: 0

SEN primary need	SEN support (21)					Total
	R	Y1	Y2	Y3	Y4	
Specific Learning Difficulty	0	0	0	1	0	1
Moderate Learning Difficulty	0	1	0	1	1	3
Profound & Multiple Learning Difficulty	0	0	0	1	0	1
Social, Emotional and Mental Health	1	0	0	1	1	3
Speech, Language and Communication Needs	2	2	0	1	3	8
Autistic Spectrum Disorder	0	0	2	3	0	5
Year group totals	3	3	2	8	5	21

SEN primary need	EHC plan (2)					Total
	R	Y1	Y2	Y3	Y4	
Autistic Spectrum Disorder	0	2	0	0	0	2
Year group totals	0	2	0	0	0	2

Year group

Data source: the DfE's January school census for 2025, children in need census for 2024 and children looked after return for 2025

▼ Guidance

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

The table presents data for pupils who were recorded as part of the previous January school census. As

such, the data presented against each year group is about the cohort that was in that year group in the last academic year. For example, the data in the Year 7 column is about the cohort who were in Year 7 in the previous academic year, not the cohort who are in Year 7 in the current academic year.

The measures included in the table are:

- the number of pupils on roll
- the percentage of pupils in receipt of free school meals (FSM) at the time of the census; these pupils are those who are or have been eligible for FSM and have claimed them, during Reception to Year 11, sometime in the last 6 years (FSM data is not collected for sixth forms)
- the percentage of pupils whose first language is not English or is believed to be other than English
- the number of pupils identified as young carers
- the number of pupils who are children in need, including children on child protection plans and looked-after children – this includes children who have child-in-need plans and other types of plans or arrangements, and children waiting for a referral to be considered, an assessment to start, or an assessment that has started to be completed. These are pupils who were a child in need at any point during the reporting year, e.g. IDSRs using the January 2025 school census will show children in need between 1 April 2023 and 31 March 2024 inclusive.
- the number of looked-after children – these are pupils who were looked after for at least one day during the reporting year and were aged 4 to 15 at 31 August; this excludes looked-after children under an agreed series of short placements and those who were on remand/committed for trial or sentence and accommodated by the local authority. IDSRs using the January 2025 school census will show children who were looked after between 1 April 2024 and 31 March 2025 inclusive.

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

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

	Number on roll	% FSM6	% EAL	Number young carers	Number CIN	Number CLA
Reception	30	0.00	0.00	0	0	0
Year 1	18	0.00	11.10	0	0	0
Year 2	20	0.00	10.00	0	0	0
Year 3	27	3.70	11.10	0	0	0
Year 4	19	0.00	5.30	0	1	0

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Staffing

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

▼ [Guidance](#)

This section presents information on several areas relating to staffing.

The areas covered are:

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

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

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

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

- *There is nothing to highlight for the proportion of education support staff relative to teaching staff in 2024.*
- *There is nothing to highlight for teachers with at least one period of sickness absence.*
- *There is nothing to highlight for days lost to teacher absence (4 days) in 2023/24.*
- At the time of the November 2024 census, there were no full-time vacant teacher posts in the school.
- Staff turnover was in the highest 20% in: 2022.

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Attendance and behaviour

Daily attendance and absence

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

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

▼ [Guidance](#)

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

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

The data includes:

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

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

The pupil groups for which attendance data is available are:

- all pupils
- pupils who are eligible for free school meals (FSM)
- pupils who have a statement of special educational needs (SEN) or an education, health and care (EHC) plan, or who receive SEN support but do not have an EHC plan

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

Overall attendance is calculated as: $100 - ((\text{number of present sessions} / \text{number of sessions it was possible to attend}) * 100)$. 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 standard deviations (SDs) above the national rate, it is classed as 'Above' and highlighted in green. If the school's rate is more than 0.5 SDs below the national rate, it is classed as 'Below' and highlighted in red. Otherwise it is 'Close to average' and shown in grey. Due to the methodology used to calculate overall attendance, this banding does not indicate statistical significance.

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

No additional analysis is applied to the year group table.

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

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

► [Key to charts](#)

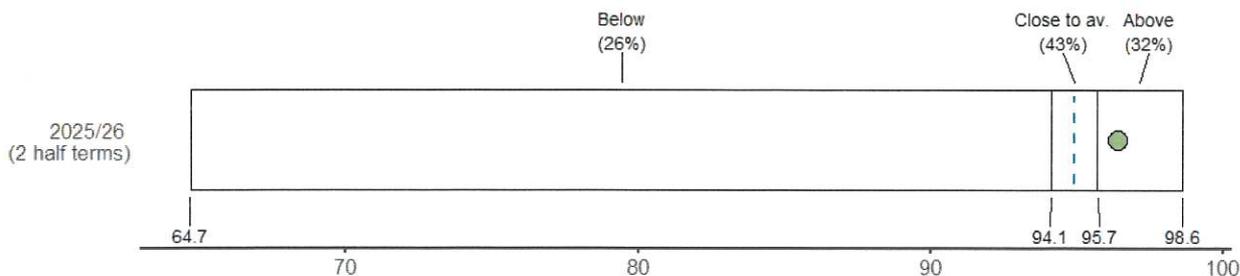
- [Attendance](#)
- [Year group absence](#)

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (2 half terms)	98	96.4%	94.9%	Above	Not available

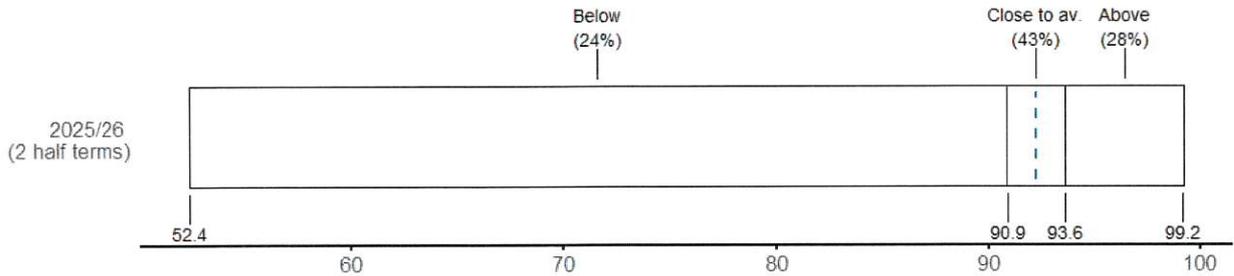
▼ [Chart](#)



FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (2 half terms)	1	-	92.3%	Small cohort	Not available

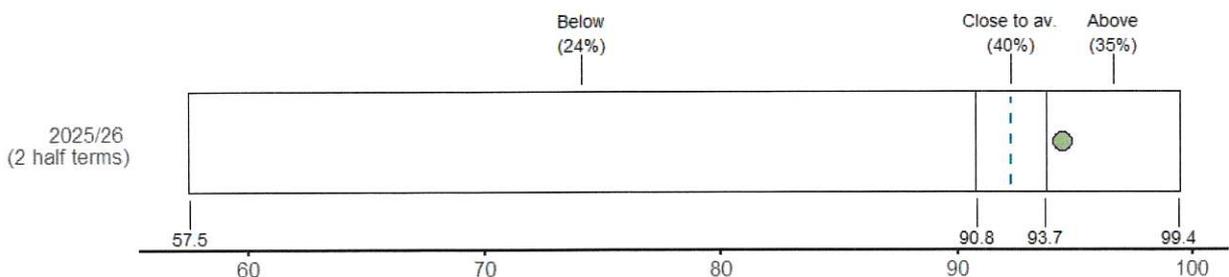
▼ Chart



SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (2 half terms)	18	94.5%	92.3%	Above	Not available

▼ Chart



Year group absence

Overall Absence Band	Year groups			
	Y1	Y2	Y3	Y4
less than 5%	77%	85%	75%	68%
5% to less than 10%	23%	5%	25%	21%
10% to less than 15%	0%	0%	0%	4%

Overall Absence Band	Year groups			
	Y1	Y2	Y3	Y4
15% to less than 20%	0%	5%	0%	7%
20% to less than 25%	0%	0%	0%	0%
25% to less than 30%	0%	0%	0%	0%
30% to less than 35%	0%	0%	0%	0%
35% to less than 40%	0%	0%	0%	0%
40% to less than 45%	0%	5%	0%	0%
45% to less than 50%	0%	0%	0%	0%
50% and above (severely absent)	0%	0%	0%	0%
10% and above (persistently absent)	0%	10%	0%	11%

Attendance and persistent absence

Data source: the DfE's 2024/25 (2 term), 2023/24 (3 term), 2022/23 (3 term) and 2018/19 (3 term) academic year data from the 'Pupil absence in schools in England' statistical release series

▼ [Guidance](#)

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

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

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

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

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

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

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

► [Key to charts](#)

— [Attendance](#)

— [Persistent absence](#)

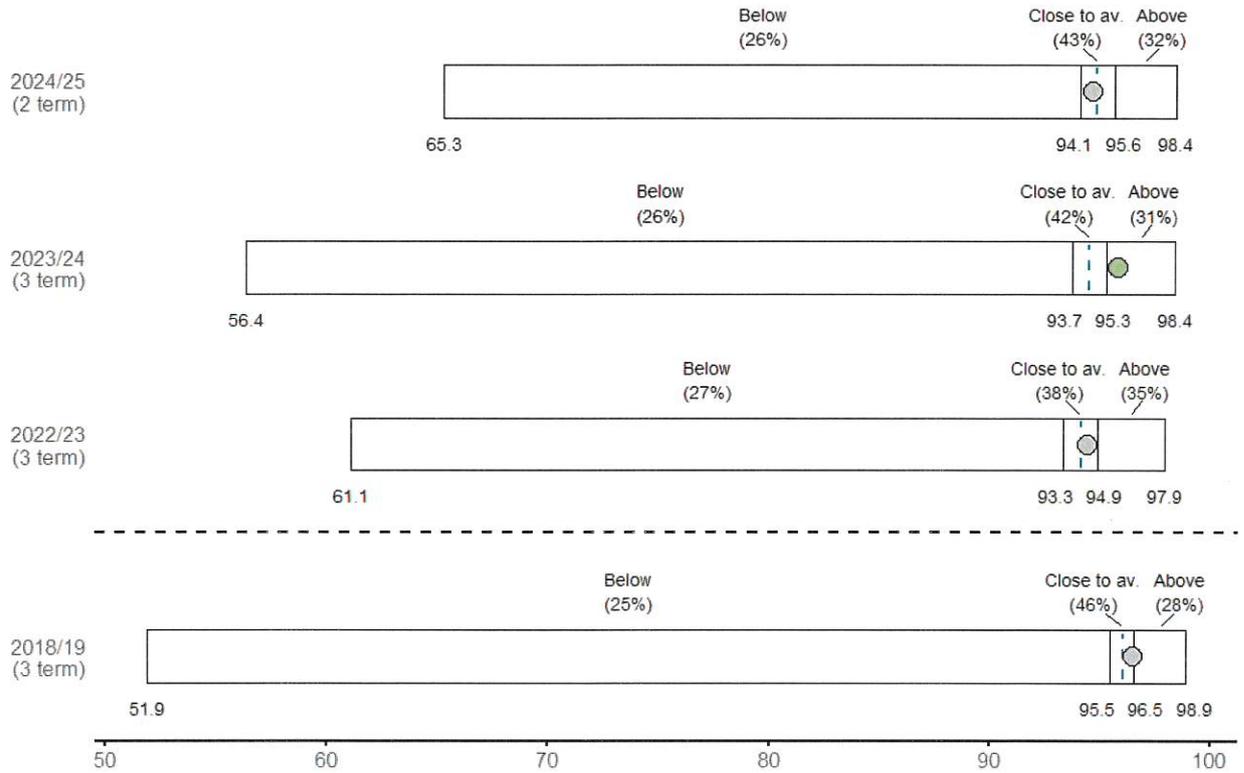
Attendance

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

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	90	94.7%	94.8%	Close to average	Relative decline	-
2023/24 (3 term)	109	95.8%	94.5%	Above	Relative improvement	-
2022/23 (3 term)	106	94.4%	94.1%	Close to average	Relative decline	-
2018/19 (3 term)	120	96.5%	96.0%	Close to average	Not available	-

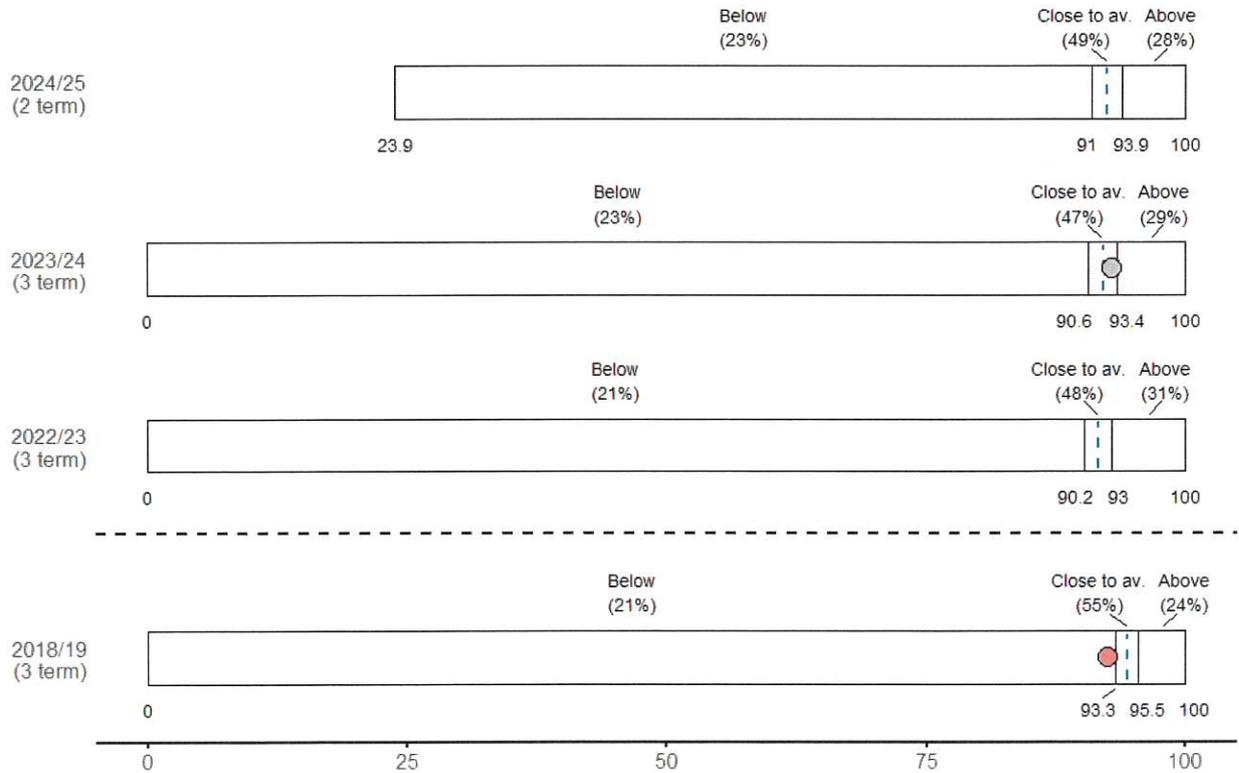
▼ [Chart](#)



FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	1	83.6%	92.4%	Small cohort	Suppressed	-
2023/24 (3 term)	9	92.9%	92.0%	Close to average	Suppressed	-
2022/23 (3 term)	2	88.6%	91.6%	Small cohort	Suppressed	-
2018/19 (3 term)	8	92.5%	94.4%	Below	Not available	-

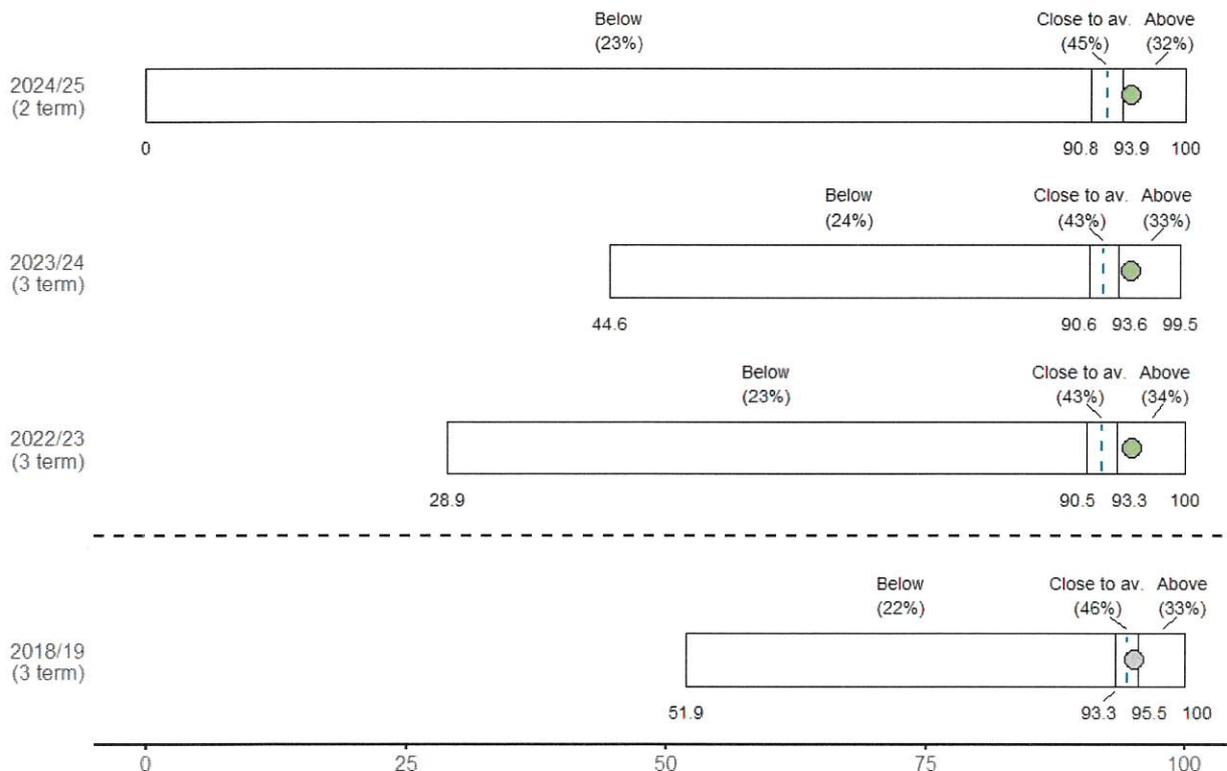
▼ [Chart](#)



SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	21	94.7%	92.4%	Above	Relative decline	-
2023/24 (3 term)	19	94.7%	92.1%	Above	Relative decline	-
2022/23 (3 term)	23	94.9%	91.9%	Above	Relative improvement	-
2018/19 (3 term)	19	95.1%	94.4%	Close to average	Not available	-

▼ [Chart](#)

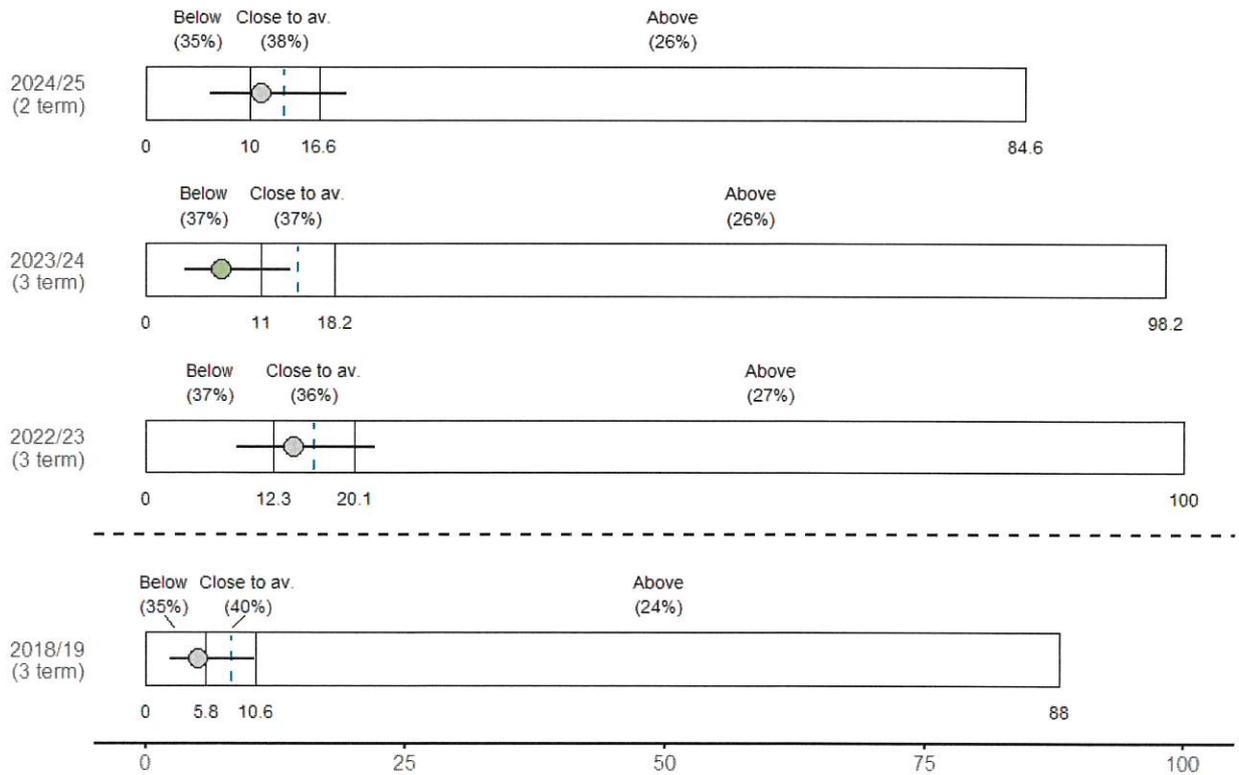


Persistent absence

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	90	11.1%	13.3%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	109	7.3%	14.6%	Below (sig-)	No sig change	-
2022/23 (3 term)	106	14.2%	16.2%	Close to average (non-sig)	Sig increase	-
2018/19 (3 term)	120	5.0%	8.2%	Below (non-sig)	Not available	-

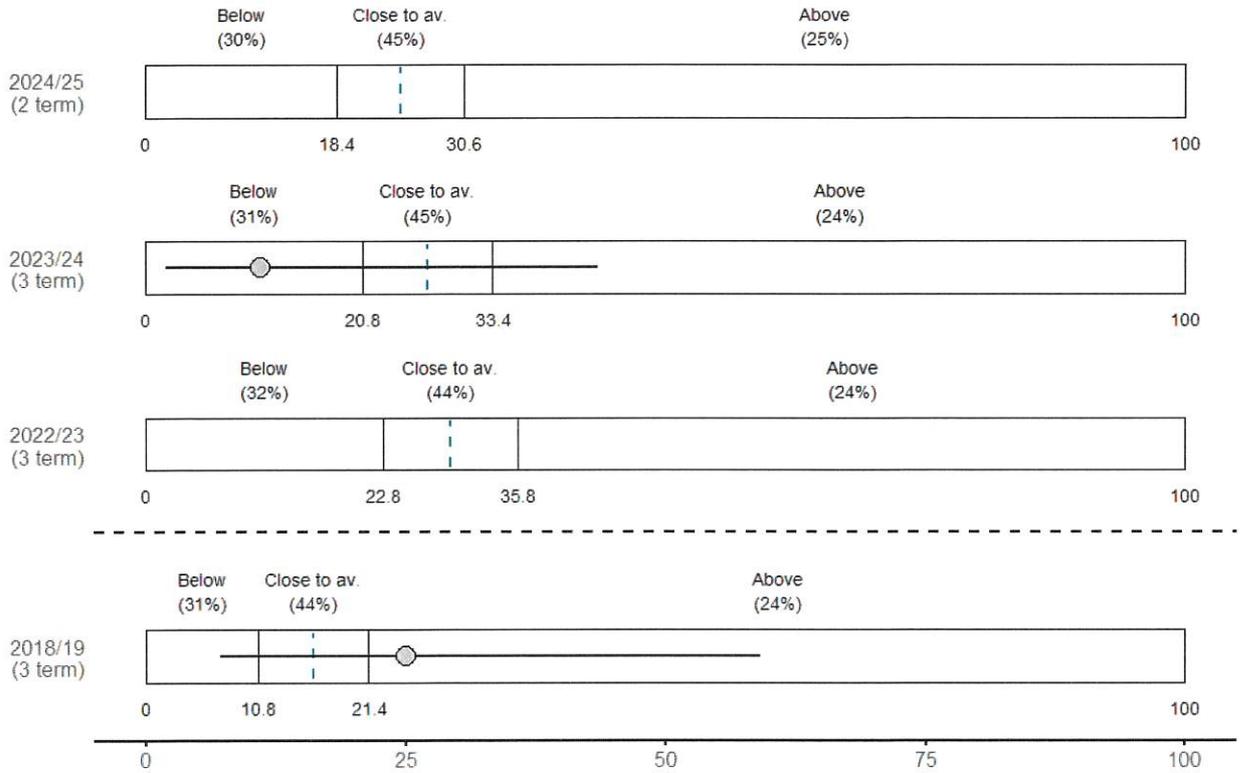
▼ [Chart](#)



FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	1	100.0%	24.5%	Small cohort	Suppressed	-
2023/24 (3 term)	9	11.1%	27.1%	Below (non-sig)	Suppressed	-
2022/23 (3 term)	2	50.0%	29.3%	Small cohort	Suppressed	-
2018/19 (3 term)	8	25.0%	16.1%	Above (non-sig)	Not available	-

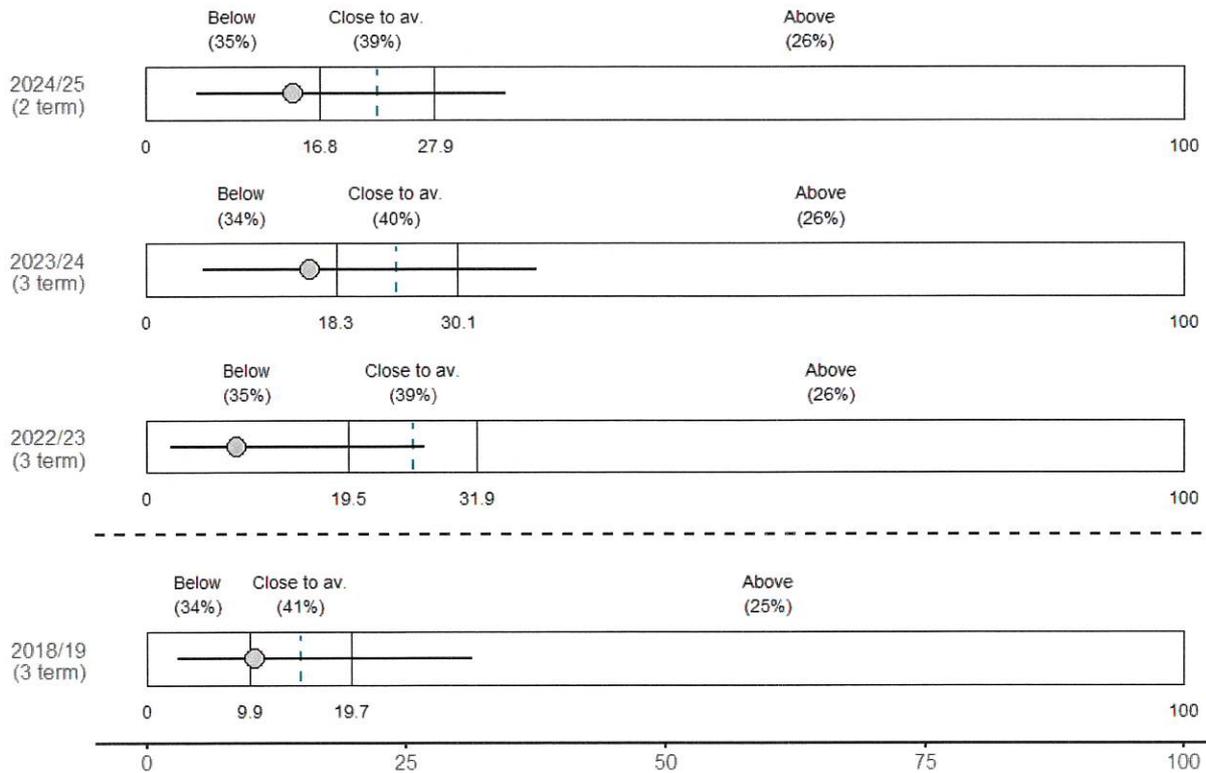
▼ [Chart](#)



SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	21	14.3%	22.3%	Below (non-sig)	No sig change	-
2023/24 (3 term)	19	15.8%	24.2%	Below (non-sig)	No sig change	-
2022/23 (3 term)	23	8.7%	25.7%	Below (non-sig)	No sig change	-
2018/19 (3 term)	19	10.5%	14.8%	Close to average (non-sig)	Not available	-

▼ [Chart](#)



Suspensions and permanent exclusions - whole school

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

▼ Guidance

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

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

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

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

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

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

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

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

The national distribution banding shows how the school's rate compares with the national rate. This

comparison uses both the SD and a CI to indicate whether the school's suspension rate is, statistically, significantly above or below the national average. School values that are more than 0.5 SDs above the national rate and significantly above average – Above (sig+) – are highlighted red. School values that are more than 0.5 SDs below the national rate and significantly below average – Below (sig-) – are highlighted green. All other values are shown in grey. The national distribution banding is not displayed for special schools.

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

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

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

Reasons for suspensions and permanent exclusions are for the most recent 3 years available and they will only be displayed if there has been at least 1 suspension or permanent exclusion in at least 1 of those years. Up to 3 reasons can be recorded. These reasons are recorded without weighting or prioritisation. Therefore, the total number of reasons may exceed the total number of suspensions or permanent exclusions. Reasons are recorded with a '-' for 2024/25 (1 term) as that data is not yet available.

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

► [Key to charts](#)

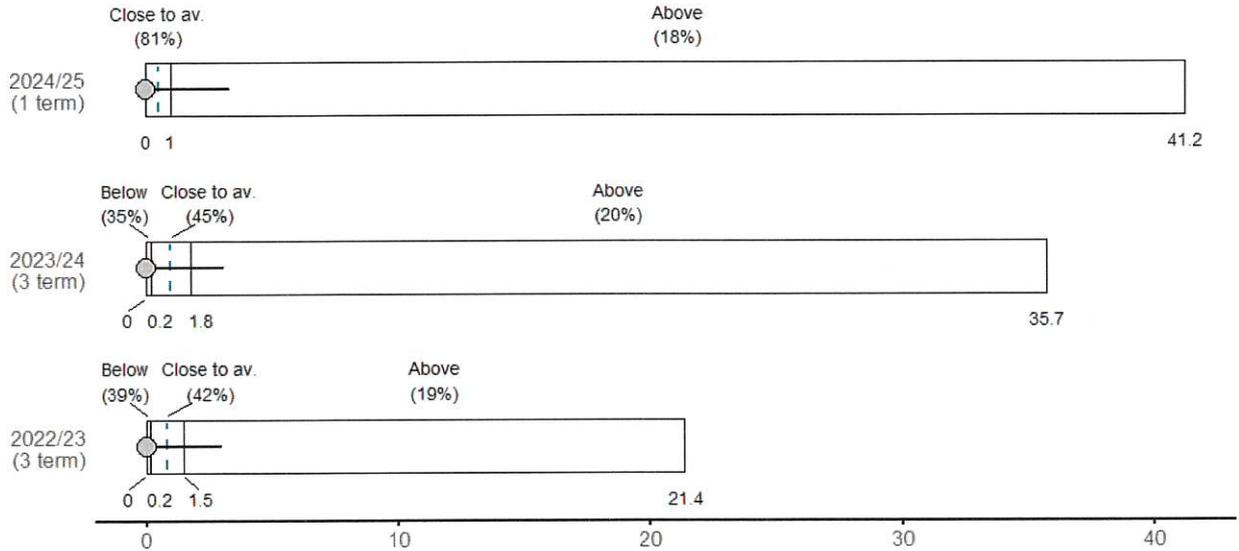
- [1+ suspensions](#)
- [2+ suspensions](#)
- [Suspension reasons](#)
- [Permanent exclusion reasons](#)

1+ suspensions

All pupils - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	111	0.00%	0.50%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	120	0.00%	0.99%	Below (non-sig)	No sig change	-
2022/23 (3 term)	125	0.00%	0.82%	Below (non-sig)	Not available	-

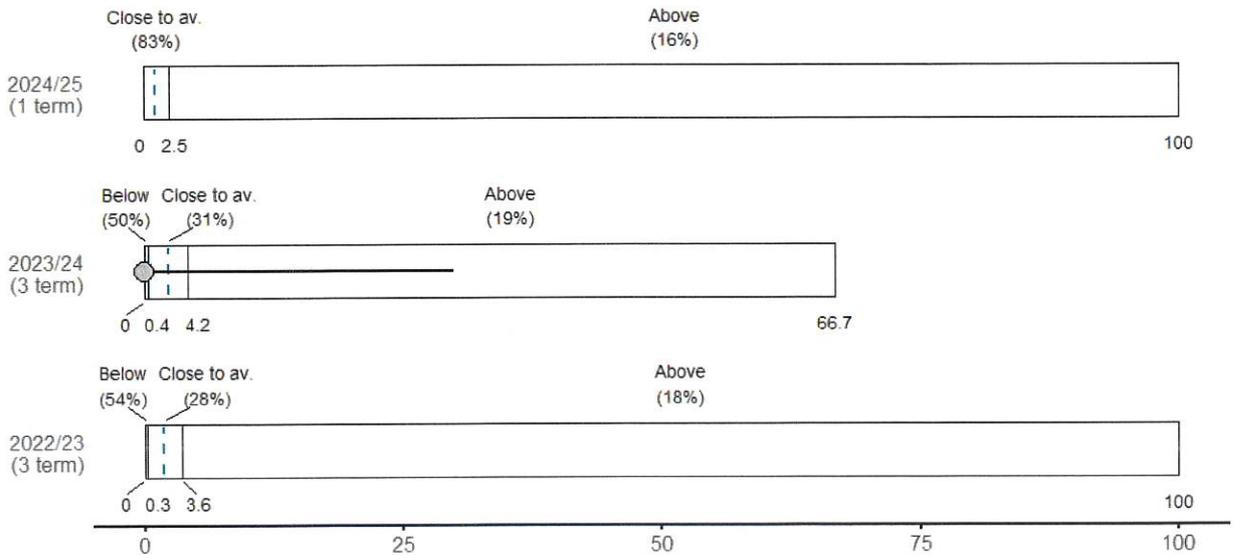
▼ [Chart](#)



FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	1	0.00%	1.16%	Small cohort	Suppressed	-
2023/24 (3 term)	9	0.00%	2.33%	Below (non-sig)	Suppressed	-
2022/23 (3 term)	3	0.00%	1.94%	Small cohort	Not available	-

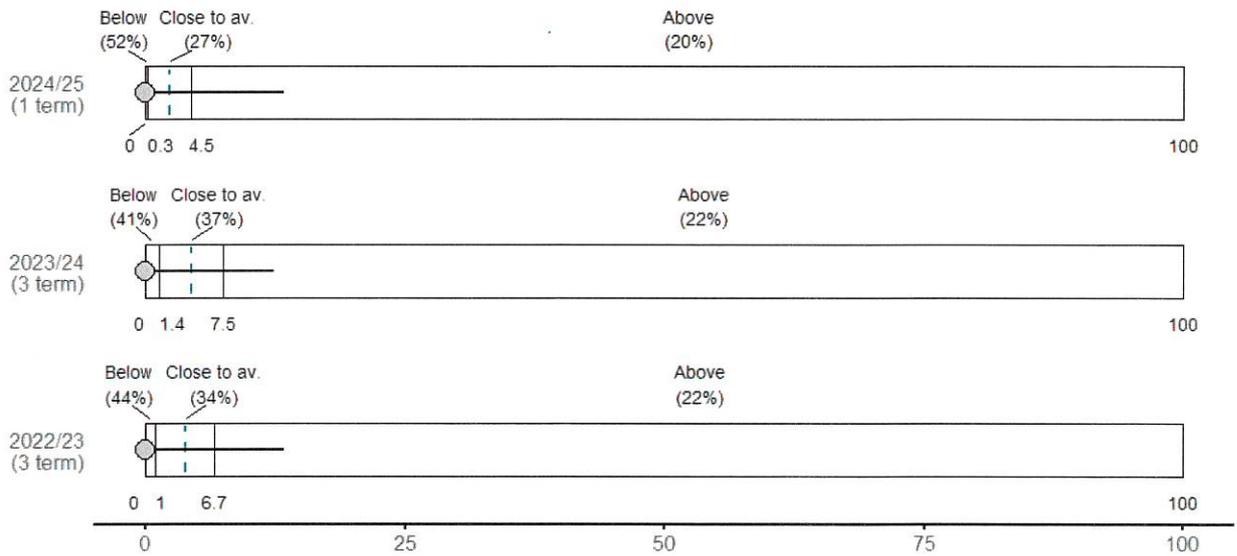
Chart



SEN - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	25	0.00%	2.38%	Below (non-sig)	No sig change	-
2023/24 (3 term)	27	0.00%	4.44%	Below (non-sig)	No sig change	-
2022/23 (3 term)	25	0.00%	3.85%	Below (non-sig)	Not available	-

▼ Chart



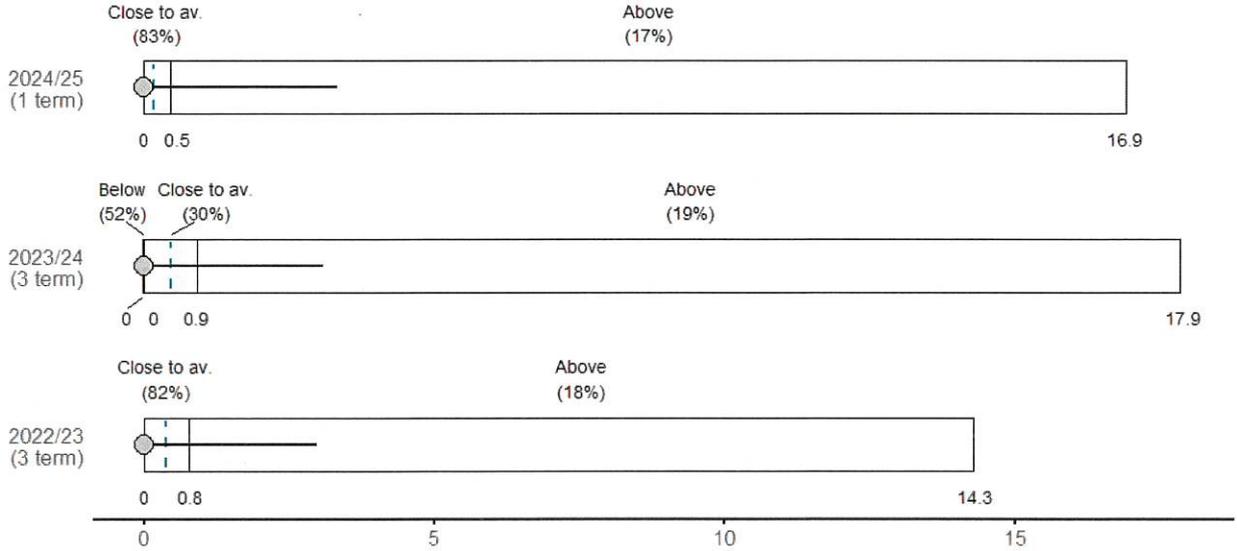
2+ suspensions

All pupils - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	111	0.00%	0.19%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	120	0.00%	0.47%	Below (non-sig)	No sig change	-
2022/23 (3 term)	125	0.00%	0.38%	Close to average (non-sig)	Not available	-

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

▼ Chart

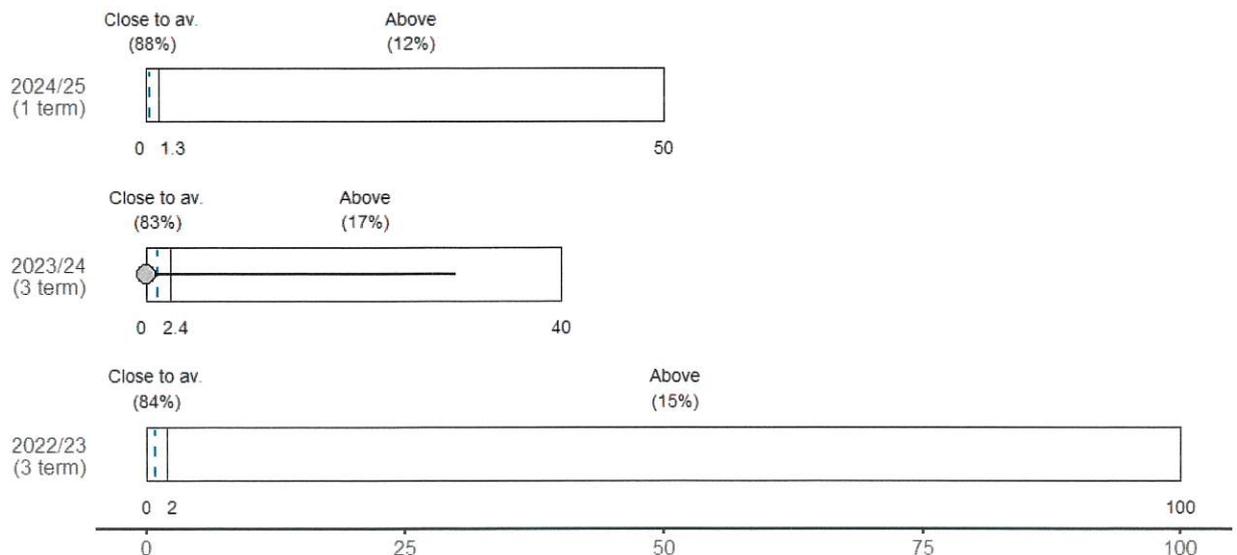


FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	1	0.00%	0.46%	Small cohort	Suppressed	-
2023/24 (3 term)	9	0.00%	1.16%	Close to average (non-sig)	Suppressed	-
2022/23 (3 term)	3	0.00%	0.94%	Small cohort	Not available	-

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

Chart

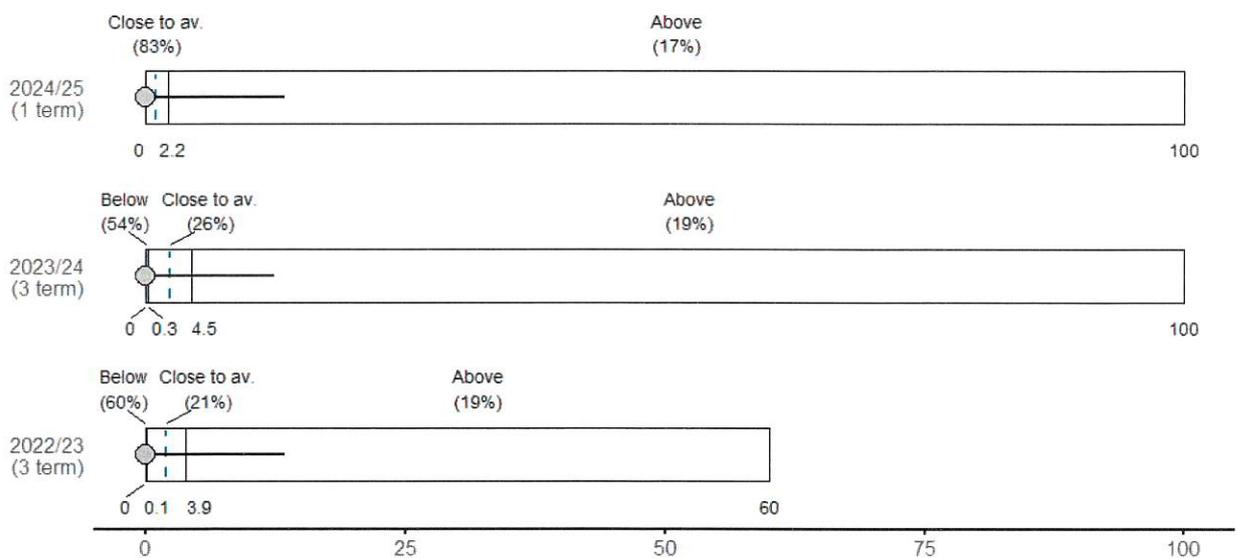


SEN - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	25	0.00%	0.99%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	27	0.00%	2.37%	Below (non-sig)	No sig change	-
2022/23 (3 term)	25	0.00%	2.01%	Below (non-sig)	Not available	-

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

▼ Chart



Suspension reasons

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

Reasons for suspensions

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

Permanent exclusion reasons

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

Reasons for permanent exclusions

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

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Links to alternative provision and other providers

Data source: the DfE's autumn term 2025 alternative provision placements data

▼ [Guidance](#)

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

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

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

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

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

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

Year 4 multiplication tables check score

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

▼ Guidance

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

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

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

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

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

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

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

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

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

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

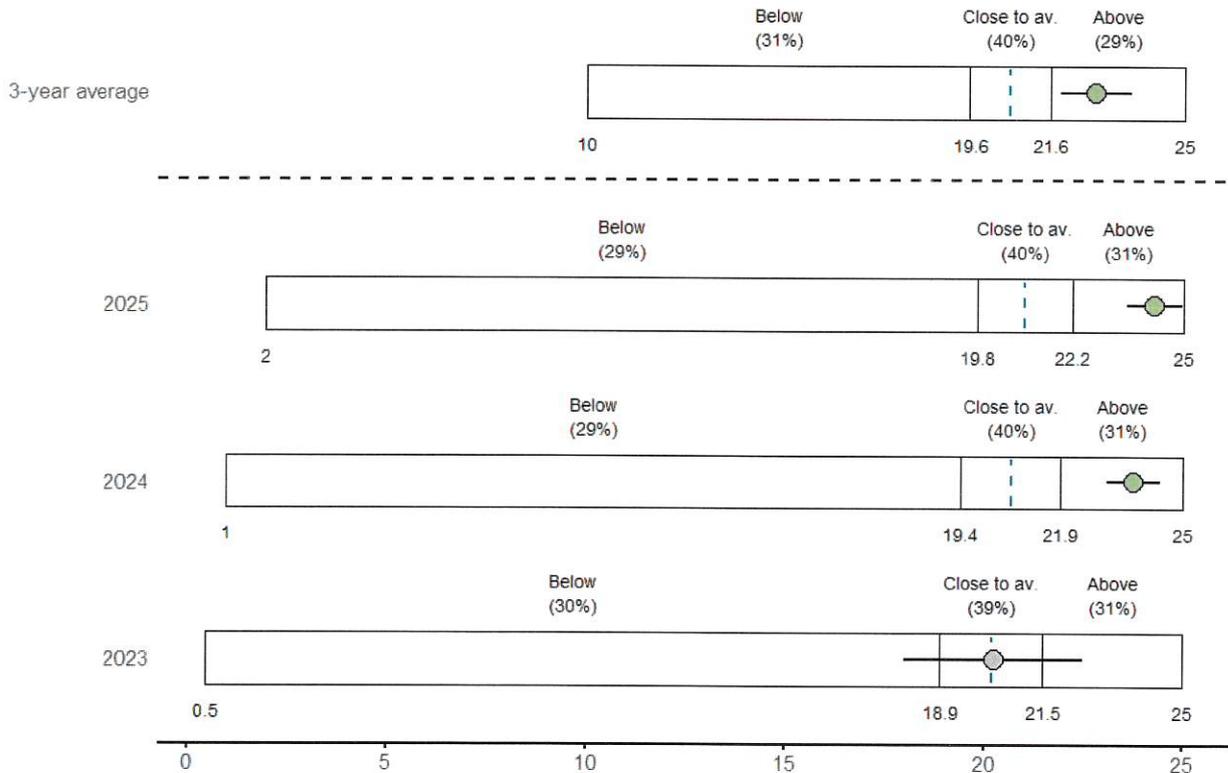
► Key to charts

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	68	22.8	20.6	Above (sig+)	Not applicable	Not applicable

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	20	24.3	21.0	Above (sig+)	No sig change	-
2024	26	23.8	20.6	Above (sig+)	Sig increase	-
2023	22	20.2	20.2	Close to average (non-sig)	Not available	-

▼ Chart



Phonics screening check expected standard

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

▼ Guidance

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

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

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

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

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

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

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

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

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

The sentences show:

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

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

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

► [Key to charts](#)

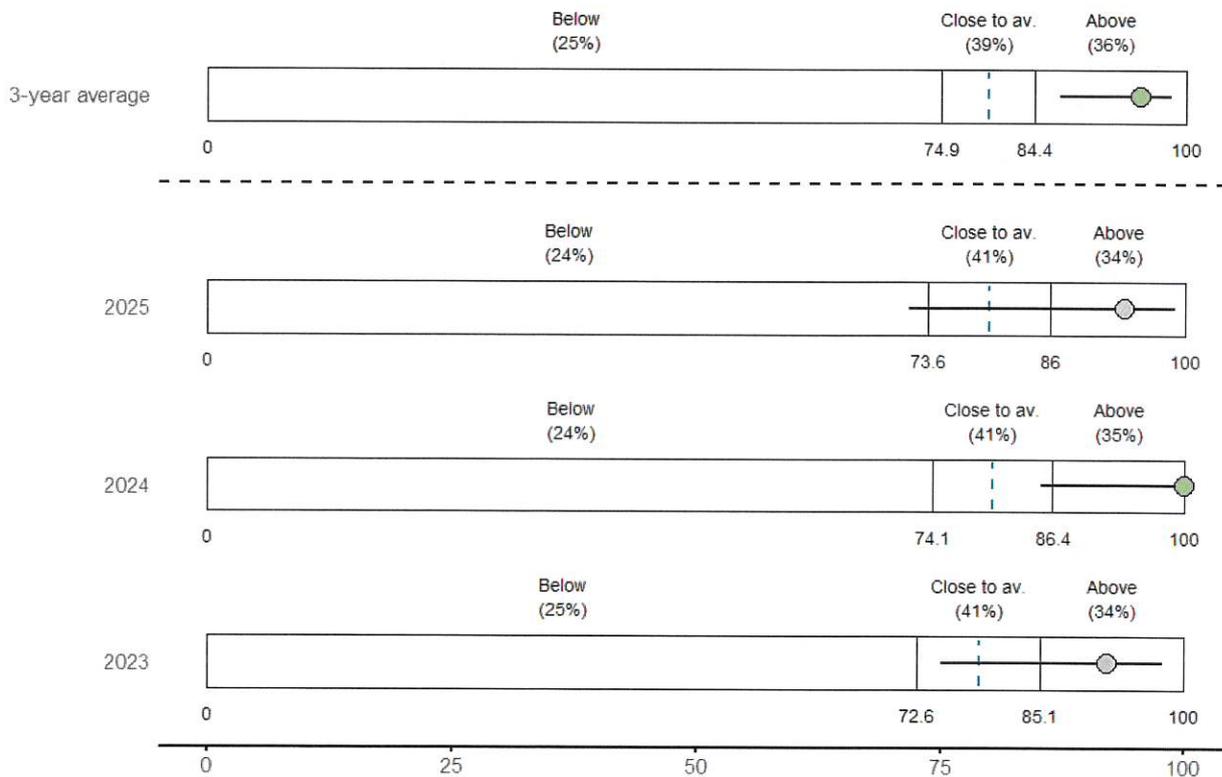
All pupils - Phonics expected standard

- There were 16 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 1 pupil did not meet the **phonics expected standard**.
- No pupils were screened for phonics in Year 2 in 2025.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	63	95%	80%	Above (sig+)	Not applicable	Not applicable
2025	16	94%	80%	Above (non-sig)	No sig change	-

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2024	22	100%	80%	Above (sig+)	No sig change	-
2023	25	92%	79%	Above (non-sig)	Not available	-

▼ [Chart](#)



EYFS nationals

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

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

Early years foundation stage profile area	National %
Good level of development	67.7
Communication and language	79.3
Listening attention and understanding	81.6

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

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Report card

▼ [Guidance](#)

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

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

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

— [Context in latest year](#)

— [Absence](#)

Context in latest year

Total pupils

114

Below average

School capacity

150

Below average

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

0.88%

Well below average

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

1.75%

Below average

Pupils with special educational needs (SEN) support

18.42%

Above average

School location deprivation

Well below average

Absence

Overall absence

Year	This school	National average	Compared with national average
2024/25	5.3%	5.2%	Close to average
2023/24	4.2%	5.5%	Below
2022/23	5.6%	5.9%	Close to average
2018/19	3.5%	4.0%	Close to average

Persistent absence

Year	This school	National average	Compared with national average
2024/25	11.1%	13.3%	Close to average
2023/24	7.3%	14.6%	Below
2022/23	14.2%	16.2%	Close to average
2018/19	5.0%	8.2%	Below

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