

# Primary Inspection Data Summary Report

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|--|---|
| <b>Thurleigh Primary School</b>          | <b>URN: 109486 Laestab: 8222135</b>   |
| <b>Headteacher:</b> Mrs Kathy Augustine  | <b>Type of education:</b> Foundation School   |
| <b>Local authority:</b> Bedford          | <b>Phase of education:</b> Primary  |
| <b>Pupils:</b> 91                        | <b>Academy trust or sponsor:</b> North Bedfordshire Schools Trust (NBST)                    |
| <b>Gender:</b> Mixed                     | <b>Date open/converted:</b>   |
| <b>Admissions policy:</b> Not applicable | <b>Chair of governors/trustees:</b> Cathy Piotrowski  |
| <b>Ages:</b> 3-11                        | <b>School website:</b> <a href="http://www.thurleighprimary.uk">www.thurleighprimary.uk</a> |
| <b>Denomination:</b> None                | <b>Postcode:</b> MK44 2DB   |

## Report information [Guidance](#)

**Release information:** Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS

**Release date:** 7 June 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

**Important message:** Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

## 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

### KS2 progress [Guidance](#)

- There is nothing significant or exceptional to highlight for key stage 2 progress in reading in 2019, therefore no conclusions can be drawn from this data.

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

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.
- The cohorts for the key stage 2 three-year average reading attainment score in 2019 were small, therefore no conclusions can be drawn from the data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.
- 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 5 pupil(s) that were screened in Year 2 in 2019; 5 of those met the expected standard.

- The cohort for the early years foundation stage attainment of the expected standard in the reading early learning goal in 2019 was small (8), therefore no conclusions can be drawn from the data.

## Writing

### KS2 progress Guidance

- Key stage 2 progress in writing (-3.9) was significantly **below** national and in the **lowest** 20% of all schools in 2019.

### Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- The cohort for the early years foundation stage attainment of the expected standard in the writing early learning goal in 2019 was small (8), therefore no conclusions can be drawn from the data.

## Mathematics

### KS2 progress Guidance

- There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.

### Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019, therefore no conclusions can be drawn from this data.
- The cohorts for the key stage 2 three-year average mathematics attainment score in 2019 were small, therefore no conclusions can be drawn from the data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.
- The cohort for the early years foundation stage attainment of the expected standard in the mathematics early learning goals in 2019 was small (8), therefore no conclusions can be drawn from the data.

### Other attainment measures Guidance

- There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.
- The cohort for the percentage achieving a good level of development in the early years foundation stage in 2019 was small (8), therefore no conclusions can be drawn from the 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 30 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, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020, 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 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 fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There were no fixed period exclusions in 2018/19.
- There were no permanent exclusions in 2018/19. 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

## School and local context

### School level Guidance

|                 |     | 2018 | 2019 | 2020 | Low<br>Q5 | Quintile<br>Q4 | Q3 | Q2 | High<br>Q1 |
|-----------------|-----|------|------|------|-----------|----------------|----|----|------------|
| Number on roll  | Sch | 88   | 92   | 91   | ■         | ■              | ■  | ■  | ■          |
|                 | Nat | 281  | 282  | 281  |           |                |    |    |            |
| % FSM6 pupils   | Sch | 21   | 18   | 16   | ■         | ■              | ■  | ■  | ■          |
|                 | Nat | 24   | 23   | 23   |           |                |    |    |            |
| % SEND support  | Sch | 23.9 | 8.7  | 4.4  | ■         | ■              | ■  | ■  | ■          |
|                 | Nat | 12.4 | 12.6 | 12.8 |           |                |    |    |            |
| % SEND EHC plan | Sch | 2.3  | 2.2  | 3.3  | ■         | ■              | ■  | ■  | ■          |
|                 | Nat | 1.4  | 1.6  | 1.8  |           |                |    |    |            |
| % of EAL        | Sch | 3    | 3    | 7    | ■         | ■              | ■  | ■  | ■          |
|                 | Nat | 21   | 21   | 21   |           |                |    |    |            |
| % Stability     | Sch | 79   | 81   | 73   | ■         | ■              | ■  | ■  | ■          |
|                 | Nat | 86   | 86   | 81   |           |                |    |    |            |

### MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Bedford local authority which maintains 35 primary schools, 2 secondary schools, 1 special school, no pupil referral units and 2 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Dec 2020, the LA grade profile was:
  - outstanding - 6
  - good - 26
  - requires improvement - 7
  - inadequate - 1
  - not yet inspected - 0

### School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 0.3 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

### Ethnicity Guidance

- This school has 8 out of 17 possible ethnic groups. Those with 5% or more are:
  - 77%: White - British
  - 9%: Mixed - White & Black Caribbean

### Local area Guidance

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

### Finance Guidance

- In 2018/19, the school had a revenue reserve of £57,701.
- In 2018/19, this school had a positive in-year balance (£7,004), the second year in a row in which income has exceeded expenditure.
- In 2018/19, this school had a per pupil spend of £6,047, an increase of £114 per pupil from the previous year.
- In 2018/19, this school received £535,753 in grant funding, £757,698 less than the national average.

## 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 | 11             | NA              | NA              | NA               | 18    | 18      | 9     | 21      |
| Y2 | 15             | NA              | NA              | NA               | 0     | 20      | 7     | 21      |
| Y3 | 11             | 3/3/2           | 4/7/7           | 4/1/2            | 18    | 24      | 0     | 21      |
| Y4 | 11             | 3/4/4           | 4/4/4           | 4/3/3            | 9     | 26      | 0     | 21      |
| Y5 | 7              | 1/3/1           | 2/2/3           | 4/2/3            | 43    | 29      | 0     | 22      |
| Y6 | 15             | 1/2/0           | 9/10/10         | 5/3/5            | 40    | 30      | 7     | 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     | -      | -      | -      | -      | x      | -      |
| Writing     | -      | Above  | -      | -      | x      | -      |
| Mathematics | Above  | Above  | -      | -      | x      | -      |

### SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 4

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

## Year group context 2020 (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 | 8              | NA              | NA              | NA               | 0     | 18      | 13    | 21      |
| Y2 | 12             | NA              | NA              | NA               | 25    | 20      | 8     | 21      |
| Y3 | 17             | 3/1/0           | 8/12/14         | 5/2/1            | 0     | 24      | 12    | 21      |
| Y4 | 10             | 2/2/1           | 4/7/7           | 4/1/2            | 20    | 25      | 0     | 21      |
| Y5 | 11             | 3/3/3           | 4/5/5           | 4/3/3            | 18    | 27      | 0     | 21      |
| Y6 | 8              | 2/4/2           | 2/2/3           | 4/2/3            | 38    | 29      | 0     | 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     |        |        | -      | x      | -      | x      |
| Writing     |        |        | Above  | x      | -      | x      |
| Mathematics |        |        | Above  | x      | -      | x      |

\* Year 1 and 2 prior attainment has not been possible to calculate as 2020 data has not been available.

### SEND characteristics Guidance

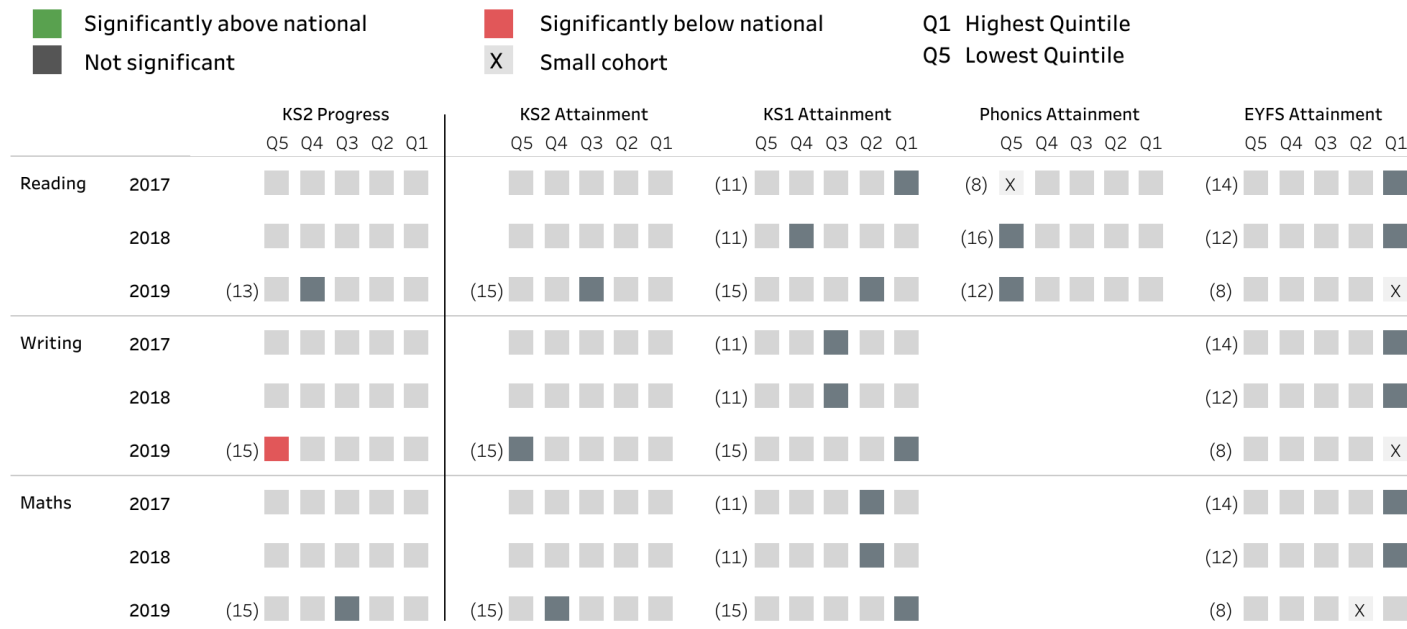
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 2

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

## Progress and attainment trend

### Reading, writing and mathematics three-year trend Guidance



↑ 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

