

Primary Inspection Data Summary Report

Chalton Lower School	URN: 109487 Laestab: 8232136
Headteacher: Miss Elizabeth Noble	Type of education: Community School
Local authority: Central Bedfordshire	Phase of education: Primary
Pupils: 61	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Tracy Thomas
Ages: 4-9	School website: www.chaltonlower.co.uk/
Denomination: Does not apply	Postcode: LU4 9UJ

Areas of interest

Release information: Provisional 2019 KS1, Phonics, Final 2019 EYFS - **Release date:** 27 January 2020

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

- Sentences for key stage 1 reading attainment of the expected standard and greater depth have not been triggered because the criteria have not been met.
- A sentence for phonics has not been triggered because the criteria have not been met.
- A sentence for early years foundation stage attainment of the expected standard in the reading early learning goal in 2019 has not been triggered because the criteria have not been met.

Writing

Attainment (all key stages) Guidance

- Sentences for key stage 1 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met.
- A sentence for early years foundation stage attainment of the expected standard in the writing early learning goal in 2019 has not been triggered because the criteria have not been met.

Mathematics

Attainment (all key stages) Guidance

- Sentences for key stage 1 mathematics attainment of the expected standard and greater depth have not been triggered because the criteria have not been met.
- A sentence for early years foundation stage attainment of the expected standard in the mathematics early learning goal in 2019 has not been triggered because the criteria have not been met.

Other measures in 2019 [Guidance](#)

- A sentence for the percentage achieving a good level of development in the early years foundation stage in 2019 has not been triggered because the criteria have not been met.

Absence (whole school) [Guidance](#)

- A sentence for overall absence has not been triggered because the criteria have not been met.
- A sentence for persistent absence has not been triggered because the criteria have not been met.
- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have not been triggered because the criteria have not been met.

Exclusions (whole school) [Guidance](#)

- A sentence for the rate of total fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were none in 2016/17 either, but there was 1 in 2015/16.

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

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	61	57	61	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	16	15	9	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	11.5	15.8	13.1	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	0.0	0.0	0.0	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	7	7	5	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	80	91	90	■	■	■	■	■
	Nat	86	86	86					

MAT/LA level information Guidance

As at January 2020:

- this school is maintained by Central Bedfordshire local authority which maintains 63 primary schools, 5 secondary schools, 2 special schools, no pupil referral units and 2 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Jan 2020, the LA grade profile was:
 - outstanding - 21
 - good - 46
 - requires improvement - 4
 - inadequate - 0
 - not yet inspected - 1

School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 1 day on average was lost to teacher sickness absence compared with a national average of 4.0.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 5 out of 17 possible ethnic groups. Those with 5% or more are:
 - 89%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the school had a revenue reserve of £101,287.
- In 2018/19, this school had a negative in-year balance (£-114,437), following a year in which income exceeded expenditure.
- In 2018/19, this school had a per pupil spend of £7,718, an increase of £1,604 per pupil from the previous year.
- In 2018/19, this school received £344,755 in grant funding, £948,696 less than the national average.

Year group context (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	9	18	9	21
Y2	11	NA	NA	NA	0	20	0	21
Y3	9	4/3/3	1/6/5	4/0/1	11	24	0	21
Y4	11	0/5/2	8/4/6	3/2/3	9	26	18	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	x	Above		
Writing	-	-	x	-		
Mathematics	-	Above	x	-		

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 1

	SEND primary need						SEND Support (6)						EHC Plan (0)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	0			0	0	0	0			0	0	0	0		
Moderate Learning Difficulty	0	0	0	0			0	0	0	0			0	0	0	0		
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			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	1	2	2	1			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	1	2	2	1			0	0	0	0			0	0	0	0		

Progress and attainment trend

Reading, writing and mathematics three-year trend Guidance

■ Significantly above national
■ Not significant

■ Significantly below national
X 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	■	■	■	■	■	■	■	■	■	■	(12)	■	■	■	■	■	(10)	■	X	■	■	■	■	(12)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(9)	X	■	■	■	■	(11)	■	■	■	■	■	■	(11)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(10)	■	■	■	■	X	(12)	■	■	■	■	■	■	(12)	■	■	■	■	■
Writing	2017	■	■	■	■	■	■	■	■	■	■	(12)	■	■	■	■	■								(12)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(9)	■	■	■	X	■								(11)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(10)	■	■	■	■	X								(12)	■	■	■	■	■
Maths	2017	■	■	■	■	■	■	■	■	■	■	(12)	■	■	■	■	■								(12)	■	■	■	■	■
	2018	■	■	■	■	■	■	■	■	■	■	(9)	X	■	■	■	■								(11)	■	■	■	■	■
	2019	■	■	■	■	■	■	■	■	■	■	(10)	■	■	■	■	X								(12)	■	■	■	■	■

↑ 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.