

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: 67	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Jon Chapman
Ages: 4-9	School website: www.chaltonlower.co.uk/
Denomination: Does not apply	Postcode: LU4 9UJ

Report information [Guidance](#)

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

Release date: 22 January 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

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

- The cohort for key stage 1 attainment of the expected standard and greater depth in reading in 2019 was small (10), therefore no conclusions can be drawn from the 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 3 pupil(s) that were screened in Year 2 in 2019; 3 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](#)

- The cohort for key stage 1 attainment of the expected standard and greater depth in writing in 2019 was small (10), therefore no conclusions can be drawn from the data.

- 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

- The cohort for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019 was small (10), therefore no conclusions can be drawn from the data.
- 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) 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 Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	57	61	67	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	15	9	13	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	15.8	13.1	14.9	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	0.0	0.0	0.0	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	7	5	3	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	91	90	75	■	■	■	■	■
	Nat	86	86	81					

MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Central Bedfordshire local authority which maintains 59 primary schools, 4 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 Dec 2020, the LA grade profile was:
 - outstanding - 18
 - good - 45
 - requires improvement - 3
 - inadequate - 0
 - not yet inspected - 1

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 1.3 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 7 out of 17 possible ethnic groups. Those with 5% or more are:
 - 87%: 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 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 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	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

	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 pupils 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
Specific Learning Difficulty	0	0	0	0			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	0	0	0	0			0	0	0	0		
Speech, Language and Communication Needs	0	0	0	0			0	0	0	0		
Hearing Impairment	0	0	0	0			0	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	0	0	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	0			0	0	0	0		
School Support NSA	1	2	2	1			0	0	0	0		
Other Difficulty/Disability	0	0	0	0			0	0	0	0		
Year group totals	1	2	2	1			0	0	0	0		

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	15	NA	NA	NA	13	18	0	21
Y2	13	NA	NA	NA	15	20	8	21
Y3	11	1/2/1	6/8/8	4/1/2	0	24	0	21
Y4	12	4/3/3	3/6/8	4/2/0	25	25	8	21
Y5						27		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			Above	Below		
Writing			Above	-		
Mathematics			Above	-		

* 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: 1

SEND primary need	SEND Support (9)						EHC Plan (0)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	0			0	0	0	0		
Moderate Learning Difficulty	3	1	2	1			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	0	0	0	0			0	0	0	0		
Speech, Language and Communication Needs	2	0	0	0			0	0	0	0		
Hearing Impairment	0	0	0	0			0	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	0	0	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	0	0			0	0	0	0		
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	5	1	2	1			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.

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	■	■	■	■	■	■	■	■	■	■	(12)	■	■	■	■	■
2018	■	■	■	■	■	■	■	■	■	■	(11)	■	■	■	■	■
2019	■	■	■	■	■	■	■	■	■	■	(12)	■	■	■	■	■