

# Primary Inspection Data Summary Report

<b>The Firs Lower School</b>	<b>URN: 137756 Laestab: 8232195</b>
<b>Headteacher:</b> Adam Campbell	<b>Type of education:</b> Academy Converter
<b>Local authority:</b> Central Bedfordshire	<b>Phase of education:</b> Primary
<b>Pupils:</b> 317	<b>Academy trust or sponsor:</b> The Firs Lower School
<b>Gender:</b> Mixed	<b>Date open/converted:</b> 01/01/2012
<b>Admissions policy:</b> Not applicable	<b>Chair of governors/trustees:</b> Gareth Jones
<b>Ages:</b> 2-9	<b>School website:</b> <a href="http://www.firslower.co.uk">http://www.firslower.co.uk</a>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> MK45 2QR

## 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

- A sentence for key stage 1 reading attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 1 attainment of greater depth in reading (46%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The proportion of pupils who met the expected standard (32+) in phonics in Year 1 (96%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as 2018.
- 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

- A sentence for key stage 1 writing attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 1 attainment of greater depth in writing (30%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- 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

- A sentence for key stage 1 mathematics attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 1 attainment of greater depth in mathematics (39%) was significantly **above** national and in the **highest** 20% of all schools in 2019.

- 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.
- Persistent absence (4.0%) was in the **lowest** 20% of all schools in 2019.
- 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.
- The 1 pupil with a fixed period exclusion in 2017/18 was excluded once.
- The 1 fixed period exclusion in 2017/18 was for **physical assault against an adult**.
- There were no permanent exclusions in 2017/18. 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
- Overall absence for pupils in receipt of free school meals (7.6%) was in the **highest** 20% of all schools in 2019 as well as in 2018.
- Overall absence for pupils with special educational needs (3.3%) was in the **lowest** 20% of all schools in 2019.

## School and local context

### School level Guidance

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	285	332	317	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	6	7	4	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	9.1	6.3	7.6	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	0.7	0.3	0.3	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	1	2	1	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	91	88	87	■	■	■	■	■
	Nat	86	86	86					

### MAT/LA level information Guidance

As at January 2020:

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

### School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 50% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 1.1 days on average were 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 10 out of 17 possible ethnic groups. Those with 5% or more are:
  - 91%: 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 1 (least deprived) of all schools in terms of deprivation.

### Finance Guidance

- In 2017/18, the academy trust had a revenue reserve of £143,000.
- In 2017/18, this school had a positive in-year balance (£95,000), the second year in a row in which income has exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £4,196.
- In 2017/18, this school received £1,215,000 in grant funding, £150,744 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	44	NA	NA	NA	2	18	5	21
Y2	56	NA	NA	NA	5	20	2	21
Y3	59	12/17/11	24/34/30	23/8/18	8	24	0	21
Y4	61	12/19/14	17/31/31	32/11/16	5	26	0	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	-	-	-	-		
Writing	-	-	-	-		
Mathematics	-	-	-	-		

### SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 5

	SEND primary need						SEND Support (22)						EHC Plan (1)					
	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	1	0	1			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	2	3	6			0	0	0	0			0	0	0	0		
Speech, Language and Communication Needs	3	1	1	1			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	1	0	0			0	0	0	0			0	0	0	0		
Autistic Spectrum Disorder	0	0	1	1			0	1	0	0			0	1	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	3	5	5	9			0	1	0	0			0	1	0	0		

## Progress and attainment trend

### Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national  
■ Not significant

■ Significantly below national  
 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	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(55) ■	■	■	■	■	(56) ■	■	■	■	■
	2018	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(53) ■	■	■	■	■	(46) ■	■	■	■	■
	2019	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(46) ■	■	■	■	■	(54) ■	■	■	■	■
Writing	2017	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■
	2018	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(46) ■	■	■	■	■	(46) ■	■	■	■	■
	2019	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(54) ■	■	■	■	■	(54) ■	■	■	■	■
Maths	2017	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■
	2018	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(46) ■	■	■	■	■	(46) ■	■	■	■	■
	2019	■	■	■	■	■	(56) ■	■	■	■	■	(56) ■	■	■	■	■	(54) ■	■	■	■	■	(54) ■	■	■	■	■

↑ 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.