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The Firs Lower School

Station Road, Ampthill, Bedford, MK45 2QR

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

Release date: 28 February 2022

URN	137756
LAESTAB	8232195
Local authority	Central Bedfordshire
Phase of education	Primary
Type of education	Academy Converter

▶ [Important information](#)

Areas of interest

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 underneath each section.

Reading

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard in reading in 2019, therefore no conclusions can be drawn from this data. 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.*

Attainment in phonics

- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (96%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018. There were 5 pupil(s) that were screened in Year 2 in 2019; 1 of those met the expected standard.

Attainment at early years foundation stage

- *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 at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard in writing in 2019, therefore no conclusions can be drawn from this data. Key stage 1 attainment of greater depth in writing (30%) was significantly **above** national and in the **highest 20%** of all schools in 2019.*

Attainment at early years foundation stage

- *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 at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard in mathematics in 2019, therefore no conclusions can be drawn from this data. Key stage 1 attainment of greater depth in mathematics (39%) was significantly **above** national and in the **highest 20%** of all schools in 2019.*

Attainment at early years foundation stage

- *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

Attainment at early years foundation stage

- *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

Autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 335 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

- Overall absence in autumn 2020 (1.9%) was in the **lowest 20%** of all schools. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*
- Persistent absence in autumn 2020 (2.8%) was in the **lowest 20%** of all schools. *There is nothing significant or exceptional to highlight for 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

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
- Persistent absence (2.2%) was in the **lowest 20%** of all schools in 2018/19.
- The rate of persistent absence (2.2%) in 2018/19 was in the **lowest 20%** of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a*

Suspensions & permanent exclusions

Whole school

- For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.
 - For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.
 - The 1 pupil in the whole school with a suspension in 2019/20 was suspended once.
 - The 1 suspension in the whole school in 2019/20 was for **physical assault against a pupil**.
 - There were no permanent exclusions in the whole school in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
-

Pupil groups

Key stage 1

- No sentences about key stage 1 performance data have been generated for pupil groups.

Absence

- Overall absence for pupils in receipt of free school meals (7.2%) was in the **highest 20%** of all schools in 2018/19 as well as in 2017/18.
 - Overall absence for pupils with special educational needs (3.4%) was in the **lowest 20%** of all schools in 2018/19.
-

School and local context

School characteristics

	2019	2020	2021
School number on roll	Above average 317	Above average 318	Above average 303
School % FSM	Well below average 4	Well below average 5	Well below average 6
School % SEND support	Well below average 8	Below average 10	Well below average 7
School % EHC plan	Well below average 0.3	Well below average 0.3	Below average 1
School % EAL	Well below average 1	Well below average 2	Below average 2
School % Stability	Close to average 87	Below average 78	Below average 78

Trust/LA level information

As at February 2022:

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

School workforce

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- *There is nothing significant or exceptional to highlight for staff turnover in 2019/20.*

Local area and school links

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Finance

- In 2019/20, the academy trust had a revenue reserve of £243,000.
- In 2019/20, this school had a positive in-year balance (£66,000), the second year in a row in which income has exceeded expenditure.
- In 2019/20, this school had a per pupil spend of £4,256.
- In 2019/20, this school received £1,242,000 in grant funding, £243,355 less than the national average.

Ethnicity whole school

- This school has 9 out of 17 possible ethnic groups. Those with 5% or more are:
 - 87%: White - British

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	Below other years 44	2	5
Year 2	56	5	2
Year 3	59	8	0
Year 4	61	5	0

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	Below other years 40	10	0
Year 2	60	3	0
Year 3	51	6	4
Year 4	Above other years 63	10	2

Prior attainment 2019

	Reading	Writing	Mathematics
Year 1	Close to national	Close to national	Close to national
Year 2	Close to national	Close to national	Close to national
Year 3	Close to national	Close to national	Close to national
Year 4	Close to national	Close to national	Close to national
Year 5	No data	No data	No data
Year 6	No data	No data	No data

Prior attainment 2021

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	Close to national	Close to national	Close to national
Year 5	No data	No data	No data
Year 6	No data	No data	No data

SEND characteristics 2019

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 5

SEND support (22)

SEND primary need

	Y1	Y2	Y3	Y4	Total
Moderate Learning Difficulty	0	1	0	1	2
Social, Emotional and Mental Health	0	2	3	6	11
Speech, Language and Communication Needs	3	1	1	1	6
Physical Disability	0	1	0	0	1
Autistic Spectrum Disorder	0	0	1	1	2
Year group totals	3	5	5	9	22

EHC Plan (1)

SEND primary need

	Y1	Y2	Y3	Y4	Total
Autistic Spectrum Disorder	0	1	0	0	1
Year group totals	0	1	0	0	1

SEND characteristics 2021

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 3

SEND support (19)

SEND primary need

	Y1	Y2	Y3	Y4	Total
Specific Learning Difficulty	0	1	2	3	6
Social, Emotional and Mental Health	0	1	2	2	5
Speech, Language and Communication Needs	0	2	1	1	4
Hearing Impairment	0	0	1	0	1
Physical Disability	0	0	0	1	1
Autistic Spectrum Disorder	0	1	0	1	2
Year group totals	0	5	6	8	19

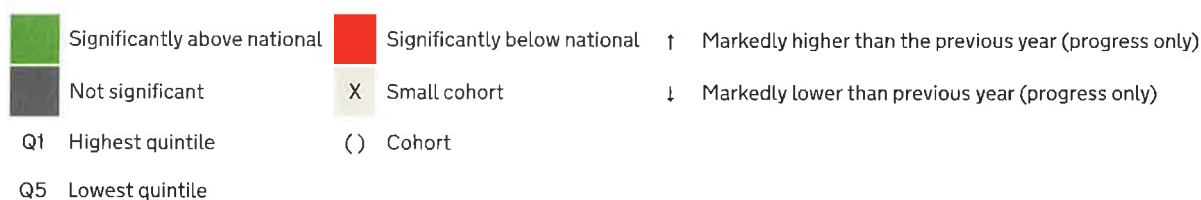
EHC Plan (3)

SEND primary need

	Y1	Y2	Y3	Y4	Total
Social, Emotional and Mental Health	1	0	0	0	1
Autistic Spectrum Disorder	0	1	0	1	2
Year group totals	1	1	0	1	3

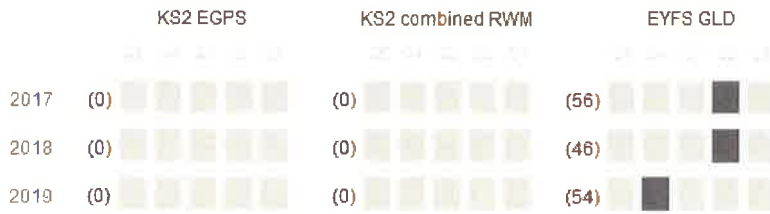
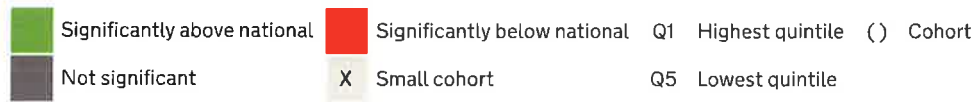
Progress and attainment trend

Reading, writing and mathematics three-year trend



		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment				
		2017	2018	2019	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5				
Reading	2017	(0)					(0)					(56)					(55)					(56)				
	2018	(0)					(0)					(56)					(53)					(46)				
	2019	(0)					(0)					(56)					(46)					(54)				
Writing	2017	(0)					(0)					(56)										(56)				
	2018	(0)					(0)					(56)										(46)				
	2019	(0)					(0)					(56)										(54)				
Mathematics	2017	(0)					(0)					(56)										(56)				
	2018	(0)					(0)					(56)										(46)				
	2019	(0)					(0)					(56)										(54)				

Other attainment measures



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