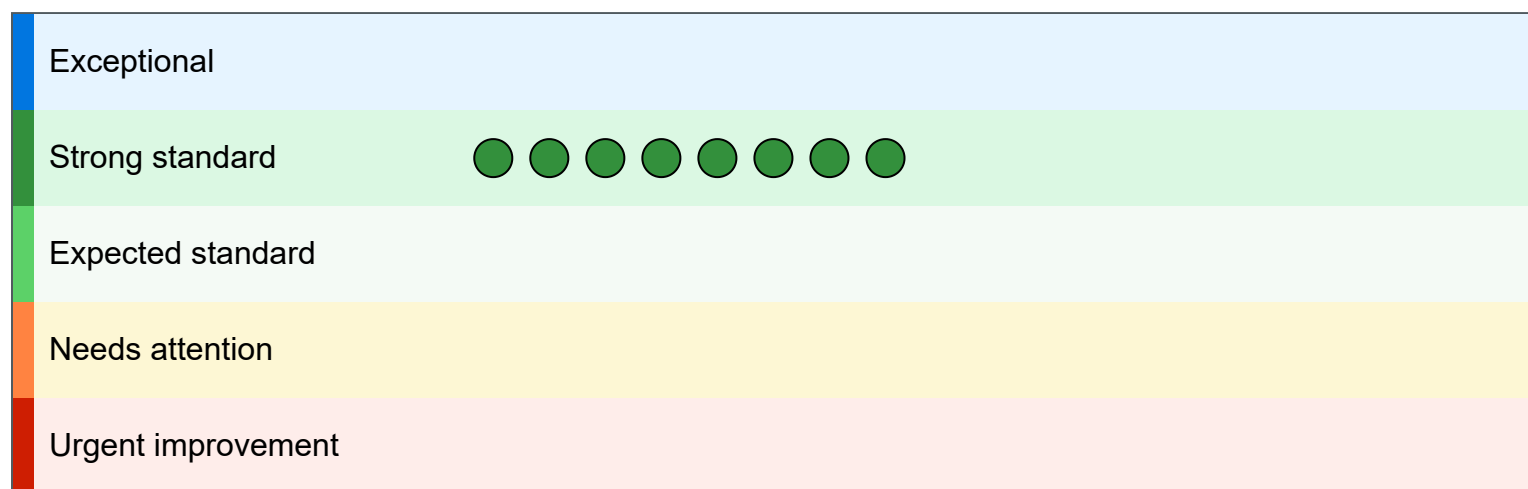


# The Duston School

**Address:** Berrywood Road, Duston, Northampton, Northamptonshire, NN5 6XA

**Unique reference number (URN):** 138214

## Inspection report: 10 March 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Consistently high-quality teaching throughout the school ensures that pupils achieve well. This is demonstrated by the published outcomes of national tests and examinations. At key stages 2 and 4, pupils' achievement is consistently better than national averages. This includes disadvantaged pupils and those with special educational needs and/or disabilities. Students in the sixth form typically make more progress than students nationally and achieve well.

All through the school, pupils confidently recall what they have learned and apply their knowledge to produce work of high quality. At each stage, pupils gain the knowledge and skills they need to be ready for future learning. Pupils with lower starting points, or weaker literacy or numeracy skills, catch up quickly. By the time they leave the school, pupils are well prepared for their next steps. Many go on to ambitious destinations in education, training or employment.

### Attendance and behaviour

Strong standard ●

Attendance is a priority for the school. Leaders recognise that pupils who attend school regularly are more likely to achieve well and benefit from everything that the school offers. Attendance is monitored carefully. When pupils are absent too often, the school works closely with them, and their families, to identify and minimise any barriers to positive attendance rates. As a result, attendance is high all through the school.

Leaders have established a positive culture built on high expectations and consistent routines. Always polite and respectful, pupils enjoy warm relationships with staff, who act as excellent role models. Pupils, including children in the early years and students in the sixth form, know what is expected of them and follow the routines without fuss. Staff deal with any incidents of poor behaviour fairly. As a result, the school is calm and orderly. In lessons, pupils demonstrate highly positive attitudes and work hard. At breaktimes and lunchtimes, pupils socialise and eat together happily. Incidents of bullying or discrimination are rare and never tolerated. Pupils are happy and feel safe in school. They are confident that staff will deal with any issues that arise.

### Curriculum and teaching

Strong standard ●

Leaders have established an ambitious curriculum that begins in the early years and runs all the way through to the sixth form. At each stage leaders have precisely identified the important knowledge and vocabulary that pupils will learn. In key stages 4 and 5, pupils choose from a broad range of academic and vocational courses that have been well designed to provide them with the knowledge and skills that they require to move on to aspirational next stages in education, employment or training.

Reading is a high priority in the school. In Reception and key stage 1, teachers deliver phonics lessons expertly so that pupils quickly learn to read. All through the school, any

pupils who fall behind in reading, or other basic skills, benefit from effective support to catch up quickly.

Leaders have made sure that all staff have the knowledge and expertise to deliver the curriculum consistently well. They have an incisive and clear understanding of the quality of the curriculum and teaching across the school. Teachers diligently check that pupils are secure in their previous learning before moving on to more challenging concepts. Any gaps or misconceptions are corrected quickly. Teachers routinely adapt teaching to take account of pupils' special educational needs and/or disabilities, or other barriers to learning, so that all pupils gain knowledge securely and remember what they have learned.

## Early years

Strong standard 

The curriculum for the early years has been well designed to give children the knowledge and skills that they need to be ready for key stage 1. Activities are meticulously designed to promote purposeful learning as children play. Staff keep a watchful eye over the progress that children are making. They communicate well with parents and carers to get to know each child well. Staff make sure that any emerging needs of children are met. They reflect children's interests in the provision and expertly support children to expand their vocabulary and understanding of the world. Staff take every opportunity to engage children in conversation, expertly developing language and communication skills. Children eagerly participate in the activities on offer.

The school's phonics programme begins in the early years. Teachers deliver phonics lessons skilfully. Children respond enthusiastically. They practise reading from books that match their stage of learning and enjoy listening to the stories their teachers read to them. Alongside reading, children are well supported to develop their writing and mathematics knowledge. Staff make sure that any children in need of extra support, including those with special educational needs and/or disabilities, have plenty of opportunities to strengthen these important foundational skills so that they are well prepared for future learning.

## Inclusion

Strong standard 

Robust systems are in place to identify when any pupil may have barriers to their learning. Leaders quickly and accurately identify when pupils have special needs and/or disabilities (SEND). Detailed information and high-quality training is shared with teachers and other staff. This means that staff can make any reasonable adjustments or curriculum adaptations that are needed to ensure that pupils with SEND achieve well alongside their peers. Beyond the classroom, pupils with SEND and pupils who are disadvantaged are encouraged and supported to participate in all of the enrichment activities available at the school.

The 'positive impact centre' provides bespoke support for pupils who face significant barriers to learning or struggle with other aspects of school life. Pupils at the early stages of learning English benefit from tuition that helps them to access the curriculum. Expert staff help pupils to overcome challenges to their mental health and wellbeing. Leaders work alongside external experts and alternative providers to make sure that the support offered is precisely tailored to pupils' individual needs.

Leaders rigorously monitor pupils' progress and participation. They make sure that any funding use and support provided is effective for pupils who require it. Leaders make adjustments when needed to ensure that all pupils thrive.

## **Leadership and governance**

**Strong standard** ●

Leaders have an accurate and detailed understanding and knowledge of the school. They know very well the context of the community that the school serves. Leaders are rightly proud of the school's many strengths, while demonstrating an unfaltering commitment to further refine and extend the school's provision. Leaders have successfully created a positive culture in which all staff and pupils feel that they belong and a learning environment in which all pupils can achieve well and thrive. In all aspects of the school's work, leaders consider, and prioritise, pupils who are vulnerable, or who face barriers to learning or to their enjoyment of school. Leaders strive to take actions in the best interests of all pupils. They check carefully that their actions are impactful and make timely adjustments to make sure that is the case.

Trustees are knowledgeable about the school. They support the school to manage its resources and provide robust scrutiny and challenge to leaders. Trustees benefit from a range of expertise that enables them to oversee all areas of the school's work and make sure that their statutory obligations are fulfilled.

The wellbeing and professional development of staff is a priority in the school. Leaders listen to staff views and support staff to manage their workloads. This collaborative approach, alongside high-quality professional learning for staff, including for early career teachers, means that staff are unified and consistent in the approaches they take for the benefit of all pupils.

## **Personal development and wellbeing**

**Strong standard** ●

The school places a high priority on pupils' personal development and wellbeing. The school's 'character culture programme' helps pupils to grow morally, culturally, spiritually, socially and intellectually. Pupils learn to appreciate the fundamental British values, to celebrate diversity and to respect equality. The curriculum is designed to promote resilience and independence. This is complemented by enrichment days and a broad extra-curricular offer.

The curriculum for personal, social and health education (PSHE) is sequenced carefully to make sure that it is age-appropriate for pupils throughout the school. Pupils are taught how to keep themselves safe and healthy. They learn about relationships, consent and the risks associated with drugs and alcohol. The PSHE curriculum is responsive to dangers that pupils might face online, or in the local community. Staff have been well trained to deliver these important themes. The school invites experts to talk to pupils to further strengthen their understanding of such issues.

Beginning in the primary phase, and continuing through the secondary phase and sixth form, pupils benefit from a well-planned careers programme. Links are made between subjects and future career prospects. Pupils have opportunities to meet employers and take part in work experience. Older pupils, and students in the sixth form, have access to careers

advice. They receive detailed information about future options in education, training and employment and are supported through the application process.

The school provides excellent emotional and social support for any pupils who are struggling with their mental health or wellbeing. Leaders work alongside external experts to make sure that support is personalised to reflect individual needs and any vulnerabilities or barriers experienced by pupils. Extra-curricular clubs, including work with cadets, trips and house events further enhance the school's personal development offer. Leaders ensure that these opportunities are available to disadvantaged pupils and those who may find it difficult to participate.

## Post 16 provision

Strong standard 

Leaders place aspiration at the heart of the study programmes in the sixth form. They deliberately encourage students with lower than typical starting points to attend the sixth form to gain qualifications that enable them to progress to ambitious destinations. There is a broad range of academic and vocational courses on offer. These are complemented by a well-considered personal development programme and enrichment offer.

Leaders have high expectations of all students. Subjects are designed to make sure that pupils gain a depth of knowledge so that they are well prepared for future study or employment. The curriculum is taught consistently well. Staff provide extra academic support when it is needed. Students achieve well, particularly students with special educational needs and/or disabilities.

The wider study programme is well designed to give students the knowledge and skills they need for their future lives. This includes an excellent careers programme and age-appropriate personal, social and health education. There are opportunities for students to build character and leadership skills by taking part in enterprise projects or taking on roles of responsibility in the wider school community. The 'horizons' programme provides students with learning about a wide range of topical and interesting themes, such as driving safety, travelling abroad and self-defence.

## What it's like to be a pupil at this school

Pupils are happy and enjoy learning at The Duston School. Across each stage of the school, pupils are polite and friendly. They get along with their peers and enjoy warm relationships with staff. Children in the early years eagerly engage with learning as they make the most of the exciting activities on offer. In the primary and secondary phases, pupils consistently demonstrate highly positive attitudes to learning. They listen carefully to teachers and strive to do their best. Sixth-form students are mature and confident, acting as positive role models for their younger peers.

Pupils feel welcomed and safe. Bullying and discrimination are never tolerated. Any unkind behaviours are swiftly dealt with by caring and committed staff. Routines for good behaviour are very well established. Classrooms, corridors and social areas are calm and orderly. The school's culture is built on high expectations and aspiration for all. Despite the school's large

size, there is a tangible sense of community that all pupils feel part of. As a result, attendance is high.

Pupils benefit from a consistently high quality of teaching all through the school. Each stage is designed to make sure that pupils are ready for their next steps in learning. Across the different phases and range of subjects, pupils achieve well. When pupils face barriers to learning, including pupils with special educational needs and/or disabilities, staff strive to make sure that they receive the support that they need to be successful. Pupils who face other challenges, for example pupils known to social care and young carers, benefit from excellent support and care for their wellbeing that helps them to thrive.

Pupils enjoy a broad range of enrichment and extra-curricular activities designed to help them strengthen their character and prepare them to be active citizens in modern Britain. These include house events, competitions, charity activities, trips, visits and after-school clubs.

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## Next steps

- Leaders should continue to refine and embed their identified priorities for improvement in order to drive a transformational impact for all pupils.

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## About this inspection

This school is part of the Luminara Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sam Strickland, and overseen by a board of trustees, chaired by Claudia Wade.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors met with the principal, who is also the CEO, the senior vice-principal and other school leaders. The lead inspector met with representatives of the trust board, including the chair. Inspectors also spoke to staff, pupils, parents and carers.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 3 alternative provisions, including 2 that are unregistered.

Principal: Sam Strickland

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### **Lead inspector:**

John Spragg, His Majesty's Inspector

### **Team inspectors:**

Michael Wilson, Ofsted Inspector

Javier Sanchez-Garcia, Ofsted Inspector

Martin Fitzwilliam, Ofsted Inspector

Lisa Walton, Ofsted Inspector

Neil Wilkinson, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

## **School and pupil context**

### **Total pupils**

**2,018**

Well above average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

### **School capacity**

**1,830**

Well above average

### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

### **Pupils eligible for free school meals (FSM)**

**18.71%**

Below average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

### **Pupils with an education, health and care (EHC) plan**

**1.49%**

Below average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

### **Pupils with special educational needs (SEN) support**

**15.66%**

Close to average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

### **Location deprivation**

**Below average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

### No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

### All pupils' performance

#### Key stage 2

#### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above
2024/25 (revised)	72%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	62%	60%	Close to average

#### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (revised)	82%	75%	Close to average
2023/24 (final)	82%	74%	Above
2022/23 (final)	82%	73%	Above

#### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	78%	72%	Above
<b>2024/25 (revised)</b>	77%	72%	Close to average
<b>2023/24 (final)</b>	79%	72%	Close to average
<b>2022/23 (final)</b>	79%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	80%	73%	Above
<b>2024/25 (revised)</b>	82%	74%	Above
<b>2023/24 (final)</b>	79%	73%	Close to average
<b>2022/23 (final)</b>	79%	73%	Close to average

### **Key stage 4**

#### **English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	48.4%	45.4%	Close to average
<b>2023/24 (final)</b>	52.9%	45.9%	Close to average
<b>2022/23 (final)</b>	44.8%	45.3%	Close to average

### **Attainment 8**

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
<b>2024/25 (revised)</b>	50.0	46.0	Close to average
<b>2023/24 (final)</b>	48.4	45.9	Close to average
<b>2022/23 (final)</b>	46.5	46.3	Close to average

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
<b>2023/24 (final)</b>	0.14	-0.03	Close to average
<b>2022/23 (final)</b>	0.17	-0.03	Close to average

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Key stage 2

#### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	29%	46%	Below
<b>2024/25 (revised)</b>	S	47%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	29%	46%	Below
<b>2022/23 (final)</b>	17%	44%	Below

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	59%	62%	Close to average
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	57%	62%	Close to average
<b>2022/23 (final)</b>	50%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	59%	59%	Close to average
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	57%	58%	Close to average
<b>2022/23 (final)</b>	50%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	47%	60%	Below
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	43%	59%	Below
<b>2022/23 (final)</b>	17%	59%	Below

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## **Key stage 4**

### **Disadvantaged pupils' English and maths GCSE grade 5 or above**

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	31.5%	25.8%	Close to average
<b>2023/24 (final)</b>	28.9%	25.8%	Close to average
<b>2022/23 (final)</b>	31.0%	25.2%	Close to average

### **Disadvantaged pupils' Attainment 8**

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	41.5	34.9	Above
<b>2023/24 (final)</b>	37.3	34.6	Close to average
<b>2022/23 (final)</b>	37.3	35.0	Close to average

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.45	-0.57	Close to average
2022/23 (final)	-0.26	-0.57	Above

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-38 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	29%	67%	-39 pp
2022/23 (final)	17%	66%	-50 pp

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	59%	80%	-21 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	57%	80%	-23 pp
<b>2022/23 (final)</b>	50%	78%	-28 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	59%	78%	-19 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	57%	78%	-20 pp
<b>2022/23 (final)</b>	50%	77%	-27 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	47%	80%	-33 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	43%	79%	-37 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	17%	79%	-63 pp

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	31.5%	53.1%	-21.7 pp
2023/24 (final)	28.9%	53.1%	-24.2 pp
2022/23 (final)	31.0%	52.4%	-21.5 pp

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	41.5	50.4	-8.9
2023/24 (final)	37.3	50.0	-12.7
2022/23 (final)	37.3	50.3	-13.0

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England

who got similar results at the end of key stage 2.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2023/24 (final)</b>	-0.45	0.16	-0.62
<b>2022/23 (final)</b>	-0.26	0.17	-0.42

## **Destinations after 16**

### **Destinations after 16**

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023 leavers (provisional)</b>	92%	91%	Average
<b>2022 leavers (revised)</b>	93%	93%	Average
<b>2021 leavers (revised)</b>	97%	94%	Average

## **16 to 18 performance**

### **A-level average point score**

The average points that students achieved per A-level entry.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	37.71	34.99	Close to average
<b>2023/24 (final)</b>	33.65	34.38	Close to average
<b>2022/23 (final)</b>	33.84	34.16	Close to average

### **A-level value added**

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.4	0.0	Above
2023/24 (revised)	0.3	0.0	Above

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.8%	8.1%	Below
2023/24 (3 term)	7.1%	8.9%	Below
2022/23 (3 term)	7.7%	9.0%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.0%	21.9%	Close to average
2023/24 (3 term)	19.3%	25.6%	Below
2022/23 (3 term)	20.5%	26.5%	Below

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

### **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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