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Abbey Meads Community Primary School

Hugo Drive, Abbey Meads, Swindon, SN25 4GY

This school opened on 1 January 2019. The predecessor school IDSR can be found [here](#).

Release information: Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2

Release date: 15 December 2022

URN	146073
LAESTAB	8662000
Local authority	Swindon
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*).

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

Reading

Progress at key stage 2 - 2022

- Key stage 2 progress in reading (2.5) was significantly **above** national and in the **highest** 20% in 2022.

- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.*

- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

- ▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. There were 12 pupil(s) that were screened in Year 2 in 2022; 5 of those met the expected standard.*

- ▶ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

Writing

Progress at key stage 2 - 2022

- Key stage 2 progress in writing (2.4) was significantly **above** national and in the **highest** 20% in 2022.

- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2022.*

- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.*

- ▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Mathematics

Progress at key stage 2 - 2022

- Key stage 2 progress in mathematics (2.4) was significantly **above** national and in the **highest** 20% in 2022.

- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Other attainment measures

Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (75%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 high standard in 2022.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2022.*
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*

▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Absence

Absence for 2021/22

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

▶ [Absence for summer 2021 and earlier](#)

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 2020/21, 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 2020/21, therefore no conclusions can be drawn from this data.*
 - The 1 pupil in the whole school with at least one suspension in 2020/21 was suspended on more than one occasion but fewer than 10.
 - Of the 2 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **physical assault against an adult** (1), **persistent disruptive behaviour** (1).
 - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
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Pupil groups

Key stage 2

- For middle prior attainers, attainment of the expected standard (100+) in reading (97%) was significantly **above** national in 2022. Attainment of the expected standard in writing (94%) was significantly **above** national in 2022. Attainment of the expected standard (100+) in mathematics (97%) was significantly **above** national in 2022.

Key stage 1

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

Absence

- Persistent absence for pupils in receipt of free school meals (40.9%) was in the **highest** 20% of all schools in 2021/22.
- Overall absence for pupils with special educational needs (10.0%) was in the **highest** 20% of all schools in 2021/22. Persistent absence for pupils with special educational needs (38.3%) was in the **highest** 20% of all schools in 2021/22.

School and local context

School characteristics

	2020	2021	2022
School number on roll	Well above average 524	Well above average 503	Well above average 506
School % FSM	Close to average 21	Close to average 20	Close to average 22
School % SEND support	Close to average 12	Close to average 13	Below average 10
School % EHC plan	Above average 2.3	Close to average 1.8	Above average 2.8
School % EAL	Above average 18	Above average 17	Above average 19
School % stability	Below average 79	Close to average 82	Close to average 81

Trust information

As at December 2022:

- this school is part of The Blue Kite Academy Trust which contains 11 primary schools, no secondary schools, no special schools, no alternative providers and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (131573) was good. As at 1 Dec 2022, the MAT grade profile was:
 - outstanding - 0
 - good - 3
 - requires improvement - 0
 - inadequate - 0

- not yet inspected - 8

Staff absence

During 2020/21:

- *There is no data for teachers with at least one period of sickness absence in 2020/21 for this school. There is no data for teachers with at least one period of sickness absence in 2018/19 for this school.*
- *There is nothing to highlight for days lost to teacher absence (1 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Local area and school links

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

Finance

- In 2020/21, the academy trust had a revenue reserve of £1,404,000.
- In 2020/21, this school had a negative in-year balance (-£61,604). This data sets out the position for this specific school, however many trusts pool budget across schools. As such, this may not give the full picture of the budgets and inspectors will want to ascertain the wider context when inspecting.
- In 2020/21, this school had a per pupil spend of £5,480.
- In 2020/21, this school received £2,492,594 in grant funding, £919,726 more than the national average.

Ethnicity whole school

This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:

- 70%: White - British
- 8%: White - Any other White background
- 6%: Black or Black British - African

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	Below other years 58	16	19
Year 2	59	20	19
Year 3	60	17	12
Year 4	64	Above other years 34	19
Year 5	Above other years 94	24	18
Year 6	64	22	20

Prior attainment

	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	No data	No data	No data
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 26

SEND support (48)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	1	0	1	2	4
Moderate Learning Difficulty	1	0	1	0	2	9	13
Social, Emotional and Mental Health	1	4	2	0	2	0	9
Speech, Language and Communication Needs	4	3	2	2	1	1	13
Hearing Impairment	0	0	0	2	2	0	4
Visual Impairment	0	0	0	0	1	0	1
Multi-Sensory Impairment	0	0	1	0	0	0	1
Physical Disability	0	0	1	0	2	0	3
Year group totals	6	7	8	4	11	12	48

EHC plan (11)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	1	0	0	1	0	0	2
Social, Emotional and Mental Health	0	0	0	0	1	0	1
Speech, Language and Communication Needs	0	0	0	3	0	0	3
Physical Disability	0	0	0	0	2	0	2
Autistic Spectrum Disorder	0	0	2	1	0	0	3
Year group totals	1	0	2	5	3	0	11

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig above national (59 pupils)	Sig above national (64 pupils)	In line with national (59 pupils)	In line with national (59 pupils)
Writing	2022	Sig above national (60 pupils)	In line with national (64 pupils)	In line with national (59 pupils)	N/A
Mathematics	2022	Sig above national (59 pupils)	Sig above national (64 pupils)	In line with national (59 pupils)	N/A

- ▶ [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
2022	In line with national (64 pupils)	Sig above national (64 pupils)

- ▶ [Other attainment measures three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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