

Inspection Data Summary Report

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Thomas Buxton Primary School

Buxton Street, Bethnal Green, Thomas Buxton Primary School, London, E1 5AR

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

Release date: 19 October 2022

URN	100930
LAESTAB	2112828
Local authority	Tower Hamlets
Phase of education	Primary
Type of education	Community School

[▶ 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*).

This school has been contacted by the Standards and Testing Agency as they had missing test data. Where the results for a particular subject appear to have been affected, this is noted in the relevant section.

 **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

- There is nothing to highlight for key stage 2 progress in reading 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+) in reading in 2022. Key stage 2 attainment of the high standard (110+) in reading (12%) was significantly **below** national and in the **lowest** 20% in 2022. Of the 59 pupils, 15 did not meet the expected standard, with an average scaled score of 94.*

▶ [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

- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (55%) was significantly **below** national and in the **lowest** 20% of all schools in 2022. Of the 58 pupils, 20 did not meet the expected standard, with an average mark of 9, and 6 did not sit the test. There were 10 pupil(s) that were screened in Year 2 in 2022; 4 of those met the expected standard.

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

Writing

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in writing 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

- *There is nothing to highlight for key stage 2 progress in mathematics 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

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and 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

Summer 2021 and 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 1,201 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 6,488 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 when compared with all schools. Overall absence in autumn 2020 (4.9%) was in the **highest** 20% of all schools.*
- *The rate of overall absence (4.0%) in summer 2021 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 similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 when compared with all schools. Persistent absence in autumn 2020 (14.5%) was in the **highest** 20% of all schools.*
- *The rate of persistent absence (9.9%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. 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.*
- *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.*

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.*
 - Of the 2 pupils in the whole school with at least one suspension in 2020/21, neither was suspended on more than one occasion.
 - Of the 2 total suspensions in the whole school in 2020/21, both were for **physical assault against an adult**.
 - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were none in 2019/20 either, but there was 1 in 2018/19.
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Pupil groups

Key stage 2

- For low prior attainers progress in reading (5.2) was significantly **above** national and in the **highest** 20% in 2022. Progress in mathematics (4.6) was significantly **above** national and in the **highest** 20% in 2022.
- For middle prior attainers progress in reading (-2.8) was significantly **below** national and in the **lowest** 20% in 2022. Attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (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

- Overall absence for pupils in receipt of free school meals (3.8%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
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School and local context

School characteristics

	2020	2021	2022
School number on roll	Well above average 442	Well above average 438	Well above average 437
School % FSM	Well above average 38	Above average 35	Above average 35
School % SEND support	Close to average 13	Close to average 11	Close to average 13
School % EHC plan	Well above average 4.1	Well above average 5.3	Well above average 5.5
School % EAL	Well above average 75	Well above average 71	Well above average 68
School % stability	Close to average 82	Close to average 81	N/A -

Trust/LA level information

As at October 2022:

- this school is maintained by Tower Hamlets local authority which maintains 55 primary schools, 10 secondary schools, 4 special schools, 1 pupil referral unit and 5 nursery schools.
- the latest overall effectiveness grade for this school is outstanding. As at 1 Oct 2022, the LA grade profile was:
 - outstanding - 24
 - good - 49
 - requires improvement - 2
 - inadequate - 0
 - not yet inspected - 0

Staff absence

During 2020/21:

- 77% of teachers had at least one period of sickness absence. This was significantly above national. *There is nothing to highlight for % teachers with at least one period of sickness absence (59%) in 2018/19.*
- 15 days on average were lost to teacher sickness absence. This was in the highest 20% nationally.

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 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the school had a revenue reserve of £292,747.
- In 2020/21, this school had a positive in-year balance (£60,215).
- In 2020/21, this school had a per pupil spend of £7,939.
- In 2020/21, this school received £3,288,378 in grant funding, £1,833,570 more than the national average.

Ethnicity whole school

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

- 86%: Asian or Asian British - Bangladeshi

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	54	33	Below other years 46
Year 2	59	36	Below other years 61
Year 3	54	31	80
Year 4	58	45	Above other years 83
Year 5	60	38	Above other years 88
Year 6	60	40	Above other years 82

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 (47)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	1	1	2
Moderate Learning Difficulty	0	1	5	7	5	5	23
Social, Emotional and Mental Health	0	3	1	3	1	1	9
Speech, Language and Communication Needs	3	2	2	0	2	1	10
Hearing Impairment	0	1	0	0	0	1	2
Visual Impairment	0	0	1	0	0	0	1
Year group totals	3	7	9	10	9	9	47

EHC Plan (21)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	0	1	1
Moderate Learning Difficulty	0	0	0	1	0	0	1
Social, Emotional and Mental Health	0	0	0	0	1	0	1
Speech, Language and Communication Needs	2	2	2	0	1	1	8
Visual Impairment	0	0	0	1	0	0	1
Autistic Spectrum Disorder	1	2	1	1	3	0	8
Other Difficulty/Disability	0	0	0	1	0	0	1
Year group totals	3	4	3	4	5	2	21

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (54 pupils)	In line with national (59 pupils)	In line with national (57 pupils)	Sig below national (58 pupils)
Writing	2022	In line with national (55 pupils)	In line with national (60 pupils)	In line with national (57 pupils)	N/A
Mathematics	2022	Sig above national (55 pupils)	In line with national (60 pupils)	In line with national (57 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	Sig above national (60 pupils)	In line with national (59 pupils)

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

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