

# St Michael's Catholic School

**Address:** Daws Hill Lane, High Wycombe, Buckinghamshire, HP11 1PW

**Unique reference number (URN):** 149612

## Inspection report: 10 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

### ✔ **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** ●

### **Attendance and behaviour**

**Strong standard** ●

Pupils' attendance is above average and improving because of leaders' highly effective approaches, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders and staff support pupils' very regular attendance through a range of expectations which are instilled in pupils. Pupils understand the benefits and importance of being in school and learning. When necessary, more individualised support is tailored to pupils' specific needs. As a result, pupils who find engaging with school more of a challenge are helped very effectively to attend. Rates of persistent absence are below average and continuing to fall.

There is a studious, engaged atmosphere in lessons. Pupils are highly attentive and eager listeners. They enjoy participating in lessons and working with each other. They socialise very well at breaktimes. Pupils abide by the school's high expectations for behaviour and teachers implement these fully. This includes such aspects as the 'gate-to-gate' rule which means no mobile phones should be seen or used during school hours. Consequently, the school is orderly, calm and harmonious. Discrimination and bullying are not tolerated by anyone and staff act very quickly to address any issues. Pupils trust staff with any concerns that they might have. If pupils have any specific challenges with their behaviour, the school provides focused, highly effective support.

### **Early years**

**Strong standard** ●

Leaders have a clear and aspirational vision for giving children the very best start to their education. Leaders' highly accurate understanding of provision means that they take very effective steps to make sure that all children have access to an ambitious curriculum, addressing any barriers swiftly. This includes the relatively high proportion of children who speak English as an additional language. In turn, staff keep close oversight of children's learning. They make very effective choices about what, when and how to teach based on children's starting points and any gaps in knowledge children might have. This supports all children's strong progress throughout the early years.

Really well-trained staff have the right expertise in teaching early reading, mathematics and writing. They deliver the ambitious curriculum precisely and make appropriate adaptations when needed to meet children's different needs effectively. The vast majority of children keep up with the phonics programme and those who need to catch up receive very effective support to do so. Adults' high-quality interactions ensure that children develop their language and vocabulary across all areas of learning impressively and can communicate and manage their thoughts and feelings very well, including in the nursery provision. Staff develop and maintain very strong relationships with parents and carers. Children are very well prepared, therefore, for starting Year 1.

### **Personal development and wellbeing**

**Strong standard** ●

Gathering daily for a period of spiritual reflection, pupils are part of a school community that learns about what is right and wrong. They appreciate how different cultures enrich their

lives and know the importance of tackling discrimination and disrespect. This knowledge helps pupils develop highly positive traits which support them to participate in a wide range of very worthwhile activities. From volunteering at the local care home, to taking on leadership roles such as 'wellbeing champions', to fundraising for local and national causes, pupils are committed to making a positive contribution to society.

The personal, social, health and economic curriculum is very well designed by leaders and highly effective from early years to sixth form. Leaders make sure that it is age-appropriate, very engaging and responsive to pupils' needs and any local issues. The curriculum is taught really well. Leaders and staff weave teaching about fundamental British values throughout, linked to the school's values and virtues. Pupils are taught how to stay safe, including online, and they learn about appropriate relationships. Consequently, pupils have a highly secure understanding about a wide range of topics which support their current and future lives. Staff provide high-quality personal support for pupils to help them with any problems that they have.

Pupils benefit from an excellent programme which supports them to develop high aspirations for the future in terms of what careers they might go on to have. This starts in the primary years and continues through to the end of the sixth form. Staff provide information, guidance and help which means that pupils have a broad knowledge of their options. Pupils make very informed choices about what they go on to do when they leave school. Because of the school's provision, pupils go on to ambitious education, training or employment when they leave school. Leaders take special care to ensure that disadvantaged pupils and those with special educational needs and/or disabilities receive particularly strong support.

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## Expected standard

### Achievement

Expected standard 

Many children start school in the early years with barriers to their learning. They make secure progress through the curriculum and are very well prepared for key stages 1 and 2. As pupils progress through Years 1 to 6, they achieve well, particularly in reading and mathematics, including pupils who are disadvantaged.

This positive trajectory continues in Years 7 to 11. Any gaps in the attainment of disadvantaged pupils and other pupils are closing rapidly. Pupils with special educational needs and/or disabilities typically make appropriate progress from their starting points. Pupils' GCSE results at the end of key stage 4 show that pupils attain close to national averages overall. However, at times the quality and depth of pupils' writing across year groups does not fully reflect all that they have learned and understood. Additionally, basic errors in their writing are not addressed as consistently as they could be.

Students' outcomes in national assessments at the end of key stage 5 have been lower in the past. However, changes to the curriculum and improvements to teaching mean that students are now achieving well across the curriculum, with some reaching impressive standards.

## Curriculum and teaching

Expected standard 

The curriculum is well designed, securely structured and ambitious across all year groups and subjects. Leaders identify the right knowledge and skills that pupils need to learn at each stage. When leaders judge that any adjustments are necessary to meet pupils' needs more fully, for example as they have done in the early years and the sixth form, they take effective action to make these changes. Leaders act decisively in a timely way because of their robust processes to monitor and evaluate the quality of the curriculum. Leaders also have an accurate and up-to-date understanding of the effectiveness of teaching across the school.

Staff have appropriate subject knowledge and use this well to promote pupils' learning. They support pupils effectively to develop their vocabulary. Leaders rightly prioritise securing pupils' knowledge in reading, writing and mathematics. When pupils need to catch up in any of these areas, whether they are primary-aged or secondary-aged pupils, staff intervene quickly with effective additional support. Teachers know pupils' needs well, including any additional specific barriers to learning that they might have. Often teachers make astute adaptations in lessons to meet these needs, but at times these are not precise enough. Although teachers' checks on pupils' learning are mostly effective, sometimes teachers do not pick up on pupils' misunderstandings and address them effectively enough.

## Inclusion

Expected standard 

Leaders make sure that they use resources well to provide the right additional help and adaptations that benefit pupils' learning. Leaders communicate these requirements to staff clearly, based on the school's robust processes and checks to identify pupils' needs accurately. In particular, leaders' use of funding to support disadvantaged pupils makes a very positive difference to these pupils' attendance, achievement and engagement with school. The school makes sure that provision for pupils with special educational needs and/or disabilities who have an education, health and care plan is effective. Leaders engage productively with parents and carers, and ensure that any necessary external expertise to support pupils fully is in place. Likewise, leaders ensure that looked-after children receive the academic and personal support that they need.

Leaders provide staff with appropriate training about how to remove any barriers to learning that pupils have. Leaders monitor the impact of these approaches. They make a range of adjustments when necessary. Leaders rightly identify that, at times, this process could be honed further. Sometimes teachers' adaptations for pupils in lessons do not fully meet pupils' specific needs and leaders could act even more swiftly to address this. A small number of pupils attend alternative provision on a part-time, short-term basis. These arrangements are effective and well rationalised by leaders.

## Leadership and governance

Expected standard 

Leaders are highly motivated to ensure that all pupils succeed and that the school delivers the very best education. Their oversight and understanding of the school's provision is accurate and they take the right action to make improvements. Leaders make sure that pupils are at the centre of their decisions so that all pupils can flourish, whatever their

additional barriers or needs are. Local governors and directors of the trust have a clear and accurate knowledge of the school. They work together cohesively to hold leaders to account effectively. They ensure that the pace of improvement in the school is at a suitable rate and fulfil their statutory duties fully.

Staff value the effective training that the school provides which addresses both general and individual needs, including for those at an early stage of their careers. Leaders have established a culture characterised by high levels of professionalism, within which they lead by example. Staff recognise clearly that the school is well led and managed. They experience a culture of respect and feel proud to work at the school. Leaders take staff workload into account and support their wellbeing effectively. Staff see that pupils' best interests lie at the heart of what leaders ask them to do.

The majority of parents recognise the key strengths of the school. One parent, reflecting the views of many, commented, 'The school fosters a great sense of community and genuinely cares about its students.' Leaders rightly recognise that there is still some work to do to establish and maintain positive relationships with a relatively small proportion of parents.

## Post 16 provision

Expected standard 

Leaders' careful changes to the curriculum, based on their accurate evaluations of what needs to improve further, mean that it is ambitious and that it meets students' needs and aspirations. Teaching generally ensures that students acquire the right knowledge and skills. Leaders' ongoing effective training for staff makes sure that teachers have secure subject knowledge overall. Leaders ensure that appropriate adaptations are in place for students who require them, including disadvantaged students and those with special educational needs and/or disabilities. Although students' outcomes in examinations in recent years have been lower than average, students are now achieving well across subjects. Some students' work is of a very high standard. The best teaching stretches and deepens students' thinking and learning, but this is not yet consistently the case across the sixth form.

Staff provide extra support for students' wellbeing in a timely way so that students are confident learners. Leaders ensure students receive excellent guidance to help them progress to higher education or employment. This enables students to go on to ambitious destinations, with the majority securing degree courses at university or apprenticeships. Leaders ensure that students' personal development is a significant priority. Students engage in a wide range of activities that enhance their personal qualities. For example, they work with local primary schools, are involved in community outreach and lead assemblies for younger pupils.

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

Pupils enjoy belonging to the school's thriving and respectful community. They are motivated to succeed and they attend regularly. Staff know pupils really well. They support them effectively in their academic learning and wider development, whatever additional barriers or particular needs pupils may have. Pupils play a full part in school life and leaders make sure that all pupils have access to every aspect of what the school provides. Through their highly

constructive attitudes and levels of enthusiasm, pupils make a significant contribution to the positive culture of the school. Sixth-form students take a leading role in the life of the school, acting as responsible, aspirational role models for younger pupils.

Pupils' personal development is underpinned by very strong values and virtues, such as empathy, humility and truthfulness. These make a very positive difference to pupils' daily lives at school. Pupils are taught about why these values are important and regularly put them into practice in their work and other activities. This provides a strong foundation on which other aspects of school life are built. Pupils experience a wide range of additional opportunities to discover new talents or extend existing ones. They develop a deep understanding of people from different cultures and backgrounds. Pupils reflect spiritually every day.

The school sets high ambitions for pupils. They get the right support to achieve their goals when they leave school and are well prepared for their next steps in education or employment. Pupils conduct themselves very well indeed and rarely need to be reminded about how to behave. Relationships are extremely positive. Unkindness or disrespect are not tolerated. The school develops these high expectations from the early years onwards. Pupils trust staff and know that any concerns that they might have are taken seriously and addressed quickly. Pupils feel safe and are well cared for.

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## Next steps

- Leaders should ensure that teachers meet pupils' needs more fully through consistently precise adaptations in lessons and by addressing any misunderstandings that pupils may have quickly and effectively.
- The school should improve pupils' achievement further by increasing the depth and quality of pupils' writing, including picking up on basic errors routinely, so that pupils' written responses reflect pupils' understanding fully.
- Leaders should continue to develop the effectiveness of teaching in the sixth form so that students' learning is consistently enriched and extended, and supports students to achieve more highly.

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## About this inspection

This school is part of St. Thomas' Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark McLaughlin, and overseen by a board of trustees, chaired by Catherine Davies.

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.

Inspectors spoke with the executive headteacher, the 3 headteachers and other senior and middle leaders during the inspection. Meetings were held with representatives of the trust board and the local academy committee, including the chair of each. Inspectors visited lessons, looked at pupils' work and spoke to a wide range of pupils. Inspectors spoke to staff and took into consideration their responses to Ofsted's survey for staff. Inspectors also analysed the responses to Ofsted's surveys for pupils and parents. The inspection team scrutinised a range of the school's documentation.

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 occupies 2 sites, one in High Wycombe for pupils and children aged 3 to 18 and one in Aylesbury for pupils aged 11 to 18.

This school is registered as having a Roman Catholic religious character. The last section 48 inspection of the school was in 2024 and the next is due in 2028.

The school makes use of 6 alternative provisions, including 2 that are unregistered.

Executive headteacher: Mrs Louise Baker

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### **Lead inspector:**

Matthew Haynes, His Majesty's Inspector

### **Team inspectors:**

Paul Shaughnessy, Ofsted Inspector

Sarah Brinkley, Ofsted Inspector

Matthew Newberry, Ofsted Inspector

Stuart Bevan, His Majesty's Inspector

Catherine Old, His Majesty's 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 February 2026

## **School and pupil context**

### **Total pupils**

**2,355**

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**

**2,220**

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)**

**17.30%**

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**

**2.93%**

Close to 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

**13.04%**

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

**Close to 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		61%	
2024/25 (revised)	68%	62%	Close to average

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	78%	61%	Above
<b>2022/23</b>		60%	

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

The percentage of 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>		74%	
<b>2024/25 (revised)</b>	85%	75%	Above
<b>2023/24 (final)</b>	85%	74%	Above
<b>2022/23</b>		73%	

### **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>		72%	
<b>2024/25 (revised)</b>	78%	72%	Close to average
<b>2023/24 (final)</b>	83%	72%	Above
<b>2022/23</b>		71%	

### **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>		73%	
<b>2024/25 (revised)</b>	80%	74%	Close to average
<b>2023/24 (final)</b>	93%	73%	Above
<b>2022/23</b>		73%	

## **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>	46.4%	45.4%	Close to average
<b>2023/24 (final)</b>	49.3%	45.9%	Close to average
<b>2022/23</b>		45.3%	

## **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	49.1	46.0	Close to average
<b>2023/24 (final)</b>	48.3	45.9	Close to average
<b>2022/23</b>		46.3	

## **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
2023/24 (final)	0.33	-0.03	Above
2022/23		-0.03	

## 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
Latest 3 year average		46%	
2024/25 (revised)	57%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23		44%	

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

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

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	86%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23		60%	

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

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

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

### Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23		59%	

'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.

Year	This school	National average	Compared with national average
2024/25 (revised)	37.8%	25.8%	Above
2023/24 (final)	40.0%	25.8%	Above
2022/23		25.2%	

## 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 average	Compared with national average
2024/25 (revised)	43.3	34.9	Above
2023/24 (final)	42.6	34.6	Above
2022/23		35.0	

## 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.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.15	-0.57	Above
2022/23		-0.57	

## 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		68%	
<b>2024/25 (revised)</b>	57%	69%	-12 pp
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23</b>		66%	

### **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>		80%	
<b>2024/25 (revised)</b>	86%	81%	5 pp
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23</b>		78%	

### **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.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>		78%	
<b>2024/25 (revised)</b>	57%	78%	-21 pp
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23</b>		77%	

### Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>		80%	
<b>2024/25 (revised)</b>	71%	81%	-9 pp
<b>2023/24 (final)</b>	S	79%	S
<b>2022/23</b>		79%	

'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
<b>2024/25 (revised)</b>	37.8%	53.1%	-15.4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	40.0%	53.1%	-13.1 pp
2022/23		52.4%	

### 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)	43.3	50.4	-7.1
2023/24 (final)	42.6	50.0	-7.4
2022/23		50.3	

### 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 non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.15	0.16	-0.31
2022/23		0.17	

### 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).

Year	This school	National average	Compared with national average
2022 leavers (revised)	94%	93%	Average

## 16 to 18 performance

### A-level average point score

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

Year	This school	National average	Compared with national average
2024/25 (revised)	19.69	34.99	Below
2023/24 (final)	18.58	34.38	Below

### 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)	-0.6	0.0	Below
2023/24 (revised)	-0.5	0.0	Below

## 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)	6.6%	8.1%	Below
2023/24 (3 term)	7.4%	8.9%	Below

## 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)	17.7%	21.9%	Below
2023/24 (3 term)	21.2%	25.6%	Close to average

## 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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