Example Primary School

EXAMPLE · INVENTED FIGURES · NOT A REAL SCHOOL

IDSR Governor Briefing · Inspection Data Summary Report released 25 September 2026 · Primary · Community School · Example local authority · URN 000000

238 Pupils on roll Close to average	**33.6%** FSM6 (free school meals, ever 6) Above average (more disadvantage than most schools)	**14.3%** SEN support Close to average	**2.9%** EHC plan Close to average
18.5% English as an additional language Close to average	**84.9%** Stability Close to average	**2.1%** Children in need Close to average	**Above** Location deprivation (more deprived area than most schools)

School census 2026. Bandings compare the school with all schools in the same phase nationally (±0.5 standard deviations = above/below; ±1 = well above/below). For FSM6, deprivation and children in need, "above average" means more disadvantage than most schools; it describes context, not performance.

1. Key headlines

Overall picture, all pupils. Latest year (15 results with a significance test): 0 significantly above national, 0 significantly below, 15 no significant difference. Multi-year average (15 results): 3 significantly above national, 3 significantly below, 9 no significant difference. The measures overlap, so this is a count, not a score.

Strengths – where the data is favourable

- Above national over the IDSR's 3-year average, each statistically significant: Y4 times tables (of 25) 22.0 vs 20.6; Y1 phonics expected 89% vs 80%; Reading progress 1.6 vs 0.0. [1]
- Workforce census: nothing flagged for the support-staff ratio, teacher sickness absence, vacancies or turnover. [2]

Areas for governor attention

- ▲ Below national over the IDSR's 3-year average, each statistically significant: Writing expected 61% vs 72%; Writing greater depth 6% vs 13%; Writing progress -1.9 vs 0.0. [3]
- ▲ Disadvantaged pupils are behind national non-disadvantaged pupils in RWM (−12 pp), Writing (−24 pp) (2026, n = 12, provisional; a gap to the national figure, not a significance test). [4]
- ▲ Attendance of pupils with SEN is 91.3% against 92.3% nationally, below average (2025/26, autumn term only); attendance bandings carry no significance test. [5]
- ▲ Persistent absence of pupils with SEN is 29.7% against 22.9% nationally (2025/26, autumn term only, n = 37) – higher than national, not statistically significant. [6]

How to read this briefing

The IDSR publishes two things for most measures and this briefing keeps them apart: a banding (where the school sits among all schools: above, close to average, below) and a significance test against the national figure. ▲▲ / ▼▼ = statistically significantly above / below national; the words beside the arrows always say so. For context measures, which have no significance test, ▲▲ / ▼▼ mean well above / well below average. ▲ / ▼ = above / below, not statistically significant. ≈ = close to average. For absence and suspensions lower is better, so arrows and words say better or worse than national. n = number of pupils counted. pp = percentage points. † = cohort of 10 or

fewer pupils; treat with great caution. Counts of 5 or fewer are shown as "5 or fewer" when small numbers are hidden.

Acronyms. RWM reading, writing and maths · GPS (EGPS) English grammar, punctuation and spelling · FSM6 eligible for free school meals at any time in the last six years · EHC education, health and care plan · EAL English as an additional language · SEN special educational needs · CIN children in need · persistent absence = 10% or more of sessions missed.

2. Key questions for governors grouped by inspection toolkit evaluation area

Questions are prompts for assurance, generated by fixed rules from the patterns in the data. They do not assert a cause; leaders' answers and the school's own evidence decide what the data means. Each question is linked to a theme in the Ofsted, State-funded school inspection toolkit, v2.0 (June 2026), for use on inspections from 7 September 2026. Contains public sector information licensed under the Open Government Licence v3.0. The descriptions of what the toolkit looks for are short paraphrases of its expected standard, not Ofsted's wording: read the toolkit itself for the full text. The IDSR does not evidence every toolkit area: safeguarding and personal development and wellbeing are not covered by this data.

Achievement

What the toolkit looks for (paraphrased): *Inclusive achievement: national tests and examinations* – achievement in national tests and examinations is typically broadly in line with national averages; *Inclusive achievement: across the curriculum* – disadvantaged pupils, pupils with SEND, pupils known to children's social care and others generally make suitable progress from their starting points.

- **Q** Over the 3-year average these results are significantly below national: Writing expected 61% vs 72%; Writing greater depth 6% vs 13%; Writing progress -1.9 vs 0.0. What do leaders understand about the reasons, and what is different for the current cohorts? [Toolkit: Achievement: Inclusive achievement: national tests and examinations]
- **Q** Writing – expected was below national in 2026 (65% vs 73%, n = 34; not statistically significant). What do leaders understand about the reasons, and what is in place for the current cohort? [Toolkit: Achievement: Inclusive achievement: national tests and examinations]
- **Q** Writing – greater depth was below national in 2026 (6% vs 13%, n = 34; not statistically significant). What do leaders understand about the reasons, and what is in place for the current cohort? [Toolkit: Achievement: Inclusive achievement: national tests and examinations]
- **Q** Writing progress was below national in 2026 (-2.0; not statistically significant). Which pupils made least progress from their starting points, and what do leaders understand about why? [Toolkit: Achievement: Inclusive achievement: national tests and examinations]
- **Q** Low prior attainers made less progress than national in writing progress (-2.5 in 2023, n = 8; not statistically significant). How are these pupils identified and supported? [Toolkit: Achievement: Inclusive achievement: across the curriculum]
- **Q** Middle prior attainers made less progress than national in writing progress (-2.2 in 2023, n = 12; not statistically significant). How are these pupils identified and supported? [Toolkit: Achievement: Inclusive achievement: across the curriculum]
- **Q** High prior attainers made less progress than national in writing progress (-3.1 in 2023, n = 6; not statistically significant). How are these pupils identified and supported? [Toolkit: Achievement: Inclusive achievement: across the curriculum]

Attendance & behaviour

What the toolkit looks for (paraphrased): *Behaviour, including bullying* – rules and sanctions are generally applied effectively, and suspension and permanent exclusion are used appropriately.

- **Q** Attendance for pupils with SEN is 91.3% against 92.3% nationally, autumn term only. What do leaders know about the pupils involved, and what is the response this term? [Toolkit: Attendance and behaviour: Attendance]
- **Q** Persistent absence for pupils with SEN is 29.7% against 22.9% nationally. What do leaders know about the pupils involved, what support is in place, and when will governors see the impact? [Toolkit: Attendance and behaviour: Attendance]
- **Q** Suspensions were recorded in 2024/25. What do leaders know about the reasons, what proportion involve pupils with SEND or disadvantaged pupils, and what is the alternative to suspension? [Toolkit: Attendance and behaviour: Behaviour, including bullying]
- **Q** Daily attendance data shows Year 3 (16%), Year 5 (17%) persistently absent this year. Is the pattern pupil-specific or year-group-wide, and what is different about those cohorts? [Toolkit: Attendance and behaviour: Attendance]

Inclusion

What the toolkit looks for (paraphrased): *Supporting disadvantaged pupils* – the pupil premium strategy is based on evidence, and understood and implemented by staff; *Supporting pupils with SEND* – a graduated approach is used and staff are trained to meet pupils' needs.

- **Q** The gap to national non-disadvantaged pupils is widest in Writing (−24 pp). How is pupil premium funding being used for these pupils, and how do leaders know whether it is working? [Toolkit: Inclusion: Supporting disadvantaged pupils]
- **Q** The most common primary need is speech, language and communication needs. How are staff equipped to meet this need, and what evidence do leaders have about these pupils' progress? [Toolkit: Inclusion: Supporting pupils with SEND]

Leadership & governance

- **Q** Which of these IDSR headlines appear as priorities in the school development plan, and which do not? Why?
- **Q** Cohorts are small (34 pupils in the latest key stage 2 cohort), so one pupil shifts a result by 2.9 percentage points. How do leaders avoid over-reading single-year changes, and what in-school evidence confirms the picture?

Early years

What the toolkit looks for (paraphrased): *Achievement in early years* – the proportion of children reaching a good level of development is typically broadly in line with national averages.

- **Q** National good level of development is 68.3% (literacy 70.5%, mathematics 77.6%). How did our Reception cohort compare, and what does that mean for Year 1 phonics and early reading? [Toolkit: Early years: Achievement in early years]

3. Attainment and progress all pupils, latest published year per measure

Measure	School	National	n	vs national	3-yr av.	3-yr av. vs national (smooths small cohorts)	Year
Reading, writing & maths – expected	68%	63%	34	≈ close to av.	68%	▲ above	2026
Reading, writing & maths – higher	12%	9%	34	≈ close to av.	13%	≈ close to av.	2026
Reading – expected	79%	75%	34	≈ close to av.	80%	≈ close to av.	2026
Reading – higher	32%	31%	34	≈ close to av.	34%	≈ close to av.	2026
Writing – expected	65%	73%	34	▼ below	61%	▼▼ **sig. below**	2026
Writing – greater depth	6%	13%	34	▼ below	6%	▼▼ **sig. below**	2026
Maths – expected	82%	75%	34	▲ above	77%	≈ close to av.	2026
Maths – higher	32%	27%	34	≈ close to av.	29%	≈ close to av.	2026
Grammar, punctuation & spelling – expected	76%	74%	34	≈ close to av.	76%	≈ close to av.	2026
Grammar, punctuation & spelling – higher	35%	30%	34	≈ close to av.	31%	≈ close to av.	2026
Year 4 multiplication check – mean score (of 25)	22.6	21.0	34	▲ above	22.0	▲▲ **sig. above**	2025
Year 1 phonics – expected standard	91%	80%	35	▲ above	89%	▲▲ **sig. above**	2025
Key stage 2 progress (national = 0.0)							
Reading progress	+2.2	0.0	29	▲ above			2026
Writing progress	-2.0	0.0	30	▼ below			2026
Maths progress	+0.8	0.0	30	≈ close to av.			2026

Where the single year and the multi-year average disagree, the multi-year figure is the more reliable signal. The multi-year averages are the IDSR's own figures. 2026 data is provisional.

Progress by prior attainment, 2026	Reading		Writing		Maths	
Low prior attainers	+2.2	▲ above	-2.5	▼ below	+0.3	≈ close to av.
Middle prior attainers	+1.3	▲ above	-2.2	▼ below	+1.3	▲ above
High prior attainers	+2.3	▲ above	-3.1	▼ below	+1.7	▲ above

Progress scores compare pupils with others nationally who had the same starting points. National average = 0.0.

4. Pupil groups inclusion lens

Disadvantaged pupils, 2026 (n = 12)	School	Nat. disadv.	Nat. non-disadv.	Gap
RWM expected	58%	49%	70%	**−12 pp**
Reading expected	77%	63%	81%	**−4 pp**
Writing expected	55%	60%	79%	**−24 pp**
Maths expected	77%	62%	82%	**−5 pp**
GPS expected	73%	61%	80%	**−7 pp**

Gap = school disadvantaged minus national non-disadvantaged; a positive gap means the school's disadvantaged pupils did better. ▲▲ marks a result significantly above national disadvantaged pupils.

Group	Attendance 2025/26, autumn term only	National	Persistent absence 2025/26, autumn term only	National	Suspended at least once 2024/25	National
All pupils pupils counted: 232 / 236	94.9%	94.9%	11.6%	14.4%	5 or fewer pupils	1.08%
FSM6 pupils pupils counted: 80 / 73	91.9%	92.4%	27.8%	25.3%	5 or fewer pupils	2.50%
Pupils with SEN pupils counted: 37 / 40	91.3%	92.3%	29.7%	22.9%	5 or fewer pupils	4.65%

Attendance and persistent absence from the DfE census; suspensions from the latest full year. Daily attendance collection this year: All pupils 95.2% (national 95.0%), FSM6 pupils 91.4% (national 92.3%), SEN 91.3% (national 92.4%). Year groups with persistent absence of 15% or more this year: Year 3 (16%), Year 5 (17%).

Pupil profile

- SEN register: 34 pupils at SEN support and 7 with an EHC plan; main primary needs are speech, language and communication needs (12 at SEN support, 5 or fewer with EHC plans) and social, emotional and mental health (8 at SEN support, 5 or fewer with EHC plans). 15 pupils with SEN are also FSM6 or looked after. No resourced provision.
- By year group: FSM6 ranges from 27% (Reception) to 38% (Year 5); EAL from 15% (Year 5) to 21% (Year 1). Children in need: 5 or fewer; looked-after children: 5 or fewer; young carers: 5 or fewer.
- No pupils recorded in alternative provision in the latest terms.

5. Trends over time

Attainment, all pupils (2023 → 2024 → 2025 → 2026)	Oldest → latest	Comparator	Latest vs national
Reading, writing & maths – expected	**67% → 69% → 68%**	national 63%	≈ close to av.
Reading – expected	**79% → 81% → 79%**	national 75%	≈ close to av.
Writing – expected	**61% → 56% → 65%**	national 73%	▼ below
Maths – expected	**73% → 75% → 82%**	national 75%	▲ above
Grammar, punctuation & spelling – expected	**73% → 78% → 76%**	national 74%	≈ close to av.
Year 1 phonics – expected standard	**85% → 91% → 91%**	national 80%	▲ above
Disadvantaged gap, RWM	**−12 pp → −19 pp → −12 pp**	vs national non-disadvantaged (+ = school disadvantaged ahead)	

Attendance and persistent absence (2018/19 → 2023/24 → 2024/25 → 2025/26)	Oldest → latest	Comparator	Latest vs national
Attendance (all pupils)	**96.3% → 94.7% → 94.8% → 94.9%***	national 94.9%*	≈ close to av.
Persistent absence (all pupils)	**6.9% → 13.6% → 11.3% → 11.6%***	national 14.4%*	≈ close to nat.
Persistent absence (FSM6)	**19.8% → 32.0% → 31.7% → 27.8%***	national 25.3%*	≈ close to nat.
Persistent absence (SEN)	**26.3% → 34.1% → 31.0% → 29.7%***	national 22.9%*	▼ worse than nat.

Suspensions (2022/23 → 2023/24 → 2024/25)	Oldest → latest	Comparator	Latest vs national
Suspensions (total number)	**7 → 9 → 6**		

Suspension reasons are in the IDSR and are not repeated here while small numbers are hidden. * = part-year figure. 2022 outcomes may reflect pandemic disruption.

Appendix A. Evidence trail every headline traced to its IDSR source row

#	Headline	IDSR section · group	Measure	Year	n	School	National	Banding / trend as published
1	STRENGTH Above national over the IDSR's 3-year average, each statistically significant: Y4 times tables (of 25) 22.0…	Achievement in phonics and at key stage 2 · All pupils	Year 4 multiplication check – mean score (of 25)	3-year	99	22.0	20.6	Above (sig+) · Not applicable
		Achievement in phonics and at key stage 2 · All pupils	Year 1 phonics – expected standard	3-year	101	89%	80%	Above (sig+) · Not applicable
		Achievement in phonics and at key stage 2 · All pupils	Reading progress	3-year	87	1.6	0.0	Above (sig+) · Not applicable
2	STRENGTH Workforce census: nothing flagged for the support-staff ratio, teacher sickness absence, vacancies or turno…	Context of the school · Staffing	School workforce census statement			–	–	"nothing to highlight" · There is nothing to highlight for the proportion of education support staff relative to teaching staff in 2025.
		Context of the school · Staffing	School workforce census statement			–	–	"nothing to highlight" · There is nothing to highlight for teachers with at least one period of sickness absence.
		Context of the school · Staffing	School workforce census statement			–	–	"nothing to highlight" · There is nothing to highlight for days lost to teacher absence (4 days) in 2024/25.
		Context of the school · Staffing	School workforce census statement			–	–	"nothing to highlight" · At the time of the November 2025 census, there were no full-time vacant teacher posts in the school.
		Context of the school · Staffing	School workforce census statement			–	–	"nothing to highlight" · There is nothing to highlight for staff turnover.
3	ATTENTION Below national over the IDSR's 3-year average, each statistically significant: Writing expected 61% vs 72%;…	Achievement in phonics and at key stage 2 · All pupils	Writing – expected	3-year	103	61%	72%	Below (sig-) · Not applicable

#	Headline	IDSR section · group	Measure	Year	n	School	National	Banding / trend as published
		Achievement in phonics and at key stage 2 · All pupils	Writing – greater depth	3-year	103	6%	13%	Below (sig-) · Not applicable
		Achievement in phonics and at key stage 2 · All pupils	Writing progress	3-year	87	-1.9	0.0	Below (sig-) · Not applicable
4	ATTENTION Disadvantaged pupils are behind national non-disadvantaged pupils in RWM (−12 pp), Writing (−24 pp) (2026, …	Achievement in phonics and at key stage 2 · Disadvantaged pupils	Reading, writing & maths – expected	2026	12	58% gap -12	49% non-disadv. 70%	Above (non-sig) · No sig change
		Achievement in phonics and at key stage 2 · Disadvantaged pupils	Writing – expected	2026	11	55% gap -24	60% non-disadv. 79%	Close to average (non-sig) · No sig change
5	ATTENTION Attendance of pupils with SEN is 91.3% against 92.3% nationally, below average (2025/26, autumn term only);…	Attendance and behaviour · SEN	Attendance	2025/26	37	91.3%	92.3%	Below · Relative improvement
6	ATTENTION Persistent absence of pupils with SEN is 29.7% against 22.9% nationally (2025/26, autumn term only, n = 37)…	Attendance and behaviour · SEN	Persistent absence	2025/26	37	29.7%	22.9%	Above (non-sig) · No sig change

Bandings and trends are quoted exactly as the IDSR publishes them ("sig+" = statistically significantly above; "non-sig" = within the confidence interval). Multi-year averages are the IDSR's own.

Appendix B. Data coverage

what was extracted, what was not, and what to check by hand

Extracted from the IDSR

Reading, writing & maths – expected · Reading, writing & maths – higher · Reading – expected · Reading – higher · Reading progress · Writing – expected · Writing – greater depth · Writing progress · Maths – expected · Maths – higher · Maths progress · Grammar, punctuation & spelling – expected · Grammar, punctuation & spelling – higher · Year 4 multiplication check – mean score (of 25) · Year 1 phonics – expected standard

Attendance and behaviour: Attendance ✓ · Persistent absence ✓ · 1 or more suspensions ✓.

Not found (expected for this phase)

None – all expected measures were found.

Check manually against the IDSR

Nothing flagged.

EXAMPLE WITH INVENTED FIGURES – not a real school. Source: Ofsted Inspection Data Summary Report for Example Primary School (URN 000000), released 25 September 2026, using DfE census, attendance, exclusions and assessment data. The IDSR guides inspectors' conversations with leaders; it is not a judgement of the school, and this briefing is not an Ofsted judgement, grade or prediction. Verify against the IDSR before use. Contains IDSR data: do not publish it, and share it only with people authorised to see the school's IDSR. Rule-based: no AI was used. Prepared 14 November 2026 with GovernorBrief v3.4 (November 2026) (pilot version). Designed by and © W. Gopaul 2026.