



2022 Statutory Performance Data

Early Years Foundation Stage

Children in Early Years are assessed using the EYFS profile. This profile summarises the pupil's attainment in relation to the 17 early learning goals (ELG) descriptors. Early Year's staff carry out assessments which are primarily based on observing a pupil's daily activities and events. In the final term of the year a review of all information from all sources is used to make a judgement for each pupil. The judgement will say whether the pupil's learning and development is:

- Not yet at the level of development expected at the end of the EYFS (emerging)
- Best described by the level of development expected at the end of the EYFS (expected)

% of children at the expected level at the end of the EYFS	
School	62.1%
Emerging National Average	65.2%

Year 1 Phonics Screening Check

All children in Year 1 receive a 'check' in phonic attainment in the summer term. This is a national, standardised screening test, carried out by the class teacher

% of children at the expected standard in the Phonics Screening Check	
School	93.3%
Emerging National Average	75.5%

End of KS1 - Year 2 Results

The data below shows Teacher Assessments for children at the end of Year 2. These assessments combine the results of tests and, more importantly, the outcomes of children's work on a day-to-day basis. Assessments for the class are summarised with the following judgements:

Expected Standard: Working at the expected standard for a child at the end of Year 2.

Greater Depth: Working at greater depth within the expected standard, with a strong understanding of the curriculum.

	School	Emerging National Average
Reading (Expected Standard)	76.7	66.9%
Reading (Greater Depth)	26.7	18%
Writing (Expected Standard)	50.0	57.6%
Writing (Greater Depth)	0.0	8%
Maths (Expected Standard)	73.3	67.7%
Maths (Greater Depth)	13.3	15.1%

End of KS2 – Year 6 Results

The results of the SATs (tests) are reported using a scaled score, where a score of 100 represents the expected standard, and a scaled score of 110 - 120 means that a child is working at a higher level of attainment. The highest possible score is 120 and the lowest is 80.

Children were awarded one of the following Teacher Assessment judgements in writing:

Expected Standard: Working at the expected standard for a child at the end of Year 6.

Greater Depth: Working at greater depth within the expected standard, with a strong understanding of the curriculum.

Interpreting Progress Scores:

- A **score of 0** means pupils in this school on average do about **as well** at KS2 as those with similar prior attainment nationally.
- A **positive score** means pupils in this school on average do **better** at KS2 as those with similar prior attainment nationally.
- A **negative score** means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress, rather it means that they made less progress (as an average) than other pupils nationally with similar starting points.

	School	Emerging National Average
Reading, Writing & Maths (Expected Standard)	90.3%	58.7%
Reading, Writing & Maths (High level of attainment)	0%	7.2%
Reading		
Reading (Expected Standard)	90.3%	74.5%
Reading (High level of attainment)	45.2%	27.8%
Reading (Average Scaled Score)	108.3	104.8
Reading (Average Progress Score)	2.5	N/A
Writing		
Writing (Expected Standard)	93.5%	69.5%
Writing (Greater Depth)	0%	12.8%
Writing (Average Progress Score)	0.5	N/A
Spelling, Punctuation & Grammar		
Spelling, Punctuation & Grammar (Expected Standard)	93.5%	72.5%
Spelling, Punctuation & Grammar (High level of attainment)	38.7%	28.3%
Spelling, Punctuation & Grammar (Ave. Scaled Score)	108.3	105.1
Maths		
Maths (Expected Standard)	96.8%	71.4%
Maths (High level of attainment)	61.3%	22.5%
Maths (Average Scaled Score)	109.8	103.8
Maths (Average Progress)	4.9	N/A