

Introduction

It is a statutory requirement for all schools to publish the most recent end of KS2 data on the school's designated website. As a school we publish end of EYFS, phonics screening, end of KS1 and end of KS2 data.

The publication of the data enables people to reflect on the academic performance of the school compared to other state schools nationally. KS1 data focusses on the subjects: reading, writing and maths. KS2 data focusses on the subjects: reading, SPAG, writing, and maths. For further analysis, please look at <https://www.compare-school-performance.service.gov.uk>

School Commitment

We believe that all children have the potential to achieve academically, socially and emotionally. As a school we encourage the child's academic potential by taking into account and supporting each child's individual needs by providing quality first teaching.

To support reading in our school we have:

- Guided reading sessions and comprehension lessons
- Story time and story telling
- Timetabled phonic lessons using Unlocking Letters and Sounds
- 1:1 reading sessions for identified pupils
- Phonic Intervention for KS1
- Phonic Intervention for KS2
- Small fluency group Reading for KS2
- Targeted writing editing interventions
- Regular comprehension interventions
- Speech and Language interventions
- ILI (Individual Literacy intervention)

To support writing in our school we have:

- Daily literacy lessons
- Daily phonic lessons for EYFS and KS1 (and pupils identified in KS2)
- SPaG lessons
- Cross curricular links to enable a purpose for writing
- Weekly handwriting sessions – daily practice in reception and year 1
- Weekly spelling focus and homework for years 1 - 6
- Visits from local and national writers
- Speech and Language interventions
- Spelling interventions

To support maths in our school we have:

- Daily maths lessons
- Access to a range of maths equipment for concrete learning
- Number sense fluency for key stage 1
- Number sense timestables for key stage 2
- Weekly maths homework for years 1 -6
- Weekly using and applying opportunities (problem solving)
- Daily reasoning opportunities to develop good mathematical talk
- Cross curricular links to provide a purpose for maths
- Times tables interventions
- KS2 Maths Focus groups

Percentage Pupils achieving Good Levels of Development Early Years Foundation Stage (EYFS)

'Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the Early Learning Goals (ELGs) in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to understand broadly what a child can do in relation to national expectations.'

All pupils	2019	National	2022	National	2023	National
Foundation Stage GLD	86.7%	71.8%	100%	65.2	80%	67

Year 1 Phonics Screening Results

All pupils	2019	National	2022	National	2023	National
Year 1 Phonics screening	100% (26/26)	82%	100%	65.2	100%	79.5

KS1 Attainment (end of year 2)

Percentage of Pupils achieving Age Related Expectations (ARE) and Greater Depth (GD) compared to national.

Subject	2019 Expected Standard school	2019 National Expected Standard	2022 Expected Standard school	2022 National Expected Standard	2023 Expected Standard school	2023 National Expected Standard
Reading	86.7% GD 33.3	75% GD 25	83.3% GD 36.7	67% GD 18	80% GD 20	69% GD 18
Writing	86.7% GD 33.3	69% GD 15	80% GD 26.7	58% GD 8	70% GD 16.7	61% GD 7.5
Maths	86.7% GD 26.7	76% GD 22	80% GD 33.3	68% GD 15	73.3 % GD 20	71% GD 15.6

KS2 - Attainment and Progress (end of year 6)

Percentage of Pupils achieving Age Related Expectations (ARE) and Greater Depth

Subject	2019 Has Met Standard (100+ Scaled Score)	National Average 2019	2022 Has Met Standard (100+ Scaled Score)	National Average 2022	2023 Has Met Standard (100+ Scaled Score)	National Average 2023
Reading	93% GD 38%	73%	86%	75% GD 28	83% GD 40	73% GD 29%
G P and S	90% GD 52%	78%		72% GD	83% GD 33%	72% GD
Writing	83% GD 24.1%	78%	82%	69% GD 13%	80% GD 27	71% GD 13%
Maths	93% GD 48%	79%	96%	71% GD 23%	90% GD 43%	73% GD 24%
Read/Write/ Maths combined	83%	65%	75%	59%	73%	59%