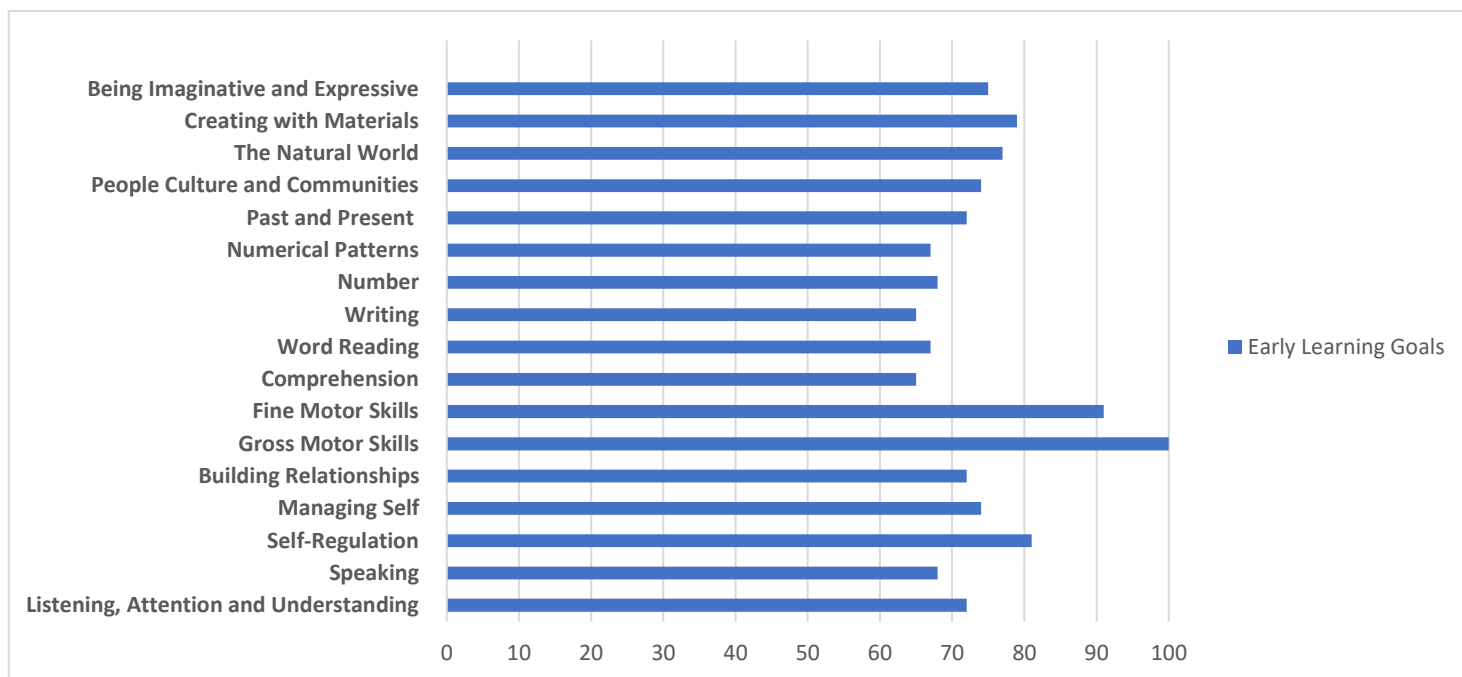


Early Years Foundation Stage

At the end of the EYFS, the teaching team make final assessment of the children and determine which children have achieved a Good Level of Development (GLD). Children are defined as having reached GLD if they have achieved at least the expected level for the Early Learning Goals (ELGs) in the prime areas of learning and the specific areas of mathematics and literacy.

GLD for 2022: 63%

Male	68%	Female	59%	PP/FSM	85%	SEN	40%	EAL	59%
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Phonics

63% of the 75 Pupils (59 pupils within Year 1 and 16 pupils within Year 2) achieved the national required threshold of 32/40 words pronounced correctly. The average across the local authority, Barnet, was 72%. The average phonics mark for the school was 31 whilst within Barnet it was 32.

Year 1 Phonics for 2022: 70% (41 out of 59 pupils)

Male	53%	Female	86%	PP/FSM	63%	SEN	30%	EAL	68%
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Year 2 Phonics for 2022: 38% (6 out of 16 pupils)

Key Stage One

At the end of Key Stage 1, assessments are conducted to determine which children have achieved at the expected standard for their age within English, Mathematics and Science. These teacher assessments take into account the results of statutory National Curriculum tests in Reading and Mathematics. The combined figures show the percentage of pupils achieving either at least the expected standard within all Reading, Writing and Mathematics, or above.

	% Expected & Above							% Above Expected
	School	National (Published by FFT 2022)	Male	Female	PP/FSM	SEN	EAL	School
Reading	66%	68%	59%	74%	59%	36%	63%	12%
Writing	51%	59%	47%	56%	41%	21%	48%	12%
Mathematics	58%	70%	66%	48%	55%	36%	54%	15%
Combined	41%		41%	41%	32%	14%	37%	9%
Science	63%		66%	63%	59%	36%	59%	

Multiplication Tables Check

63% of the 56 Year 4 Pupils achieved at least 20/25 marks. 18% achieved 25/25 marks.

Key Stage Two

At the end of Key Stage 2, assessments are conducted to determine which children have achieved at the expected standard for their age within English, Mathematics and Science. These teacher assessments take into account the results of statutory National Curriculum tests in Reading; Grammar, Punctuation and Spelling (GPS); and Mathematics. The combined figures show the percentage of pupils achieving either at least the expected standard within all Reading, Writing and Mathematics, or above.

	% Expected & Above							% Above Expected	Average Scaled Score	
	School	National (2022)	Male	Female	PP/FSM	SEN	EAL	School	School	National (2022)
Reading	75%	74%	90%	61%	77%	33%	76%	25%	105	105
GPS	72%	72%	83%	61%	71%	22%	72%	32%	105	105
Mathematics	68%	71%	83%	54%	63%	11%	72%	18%	103	104
Writing [TA]	67%	69%	72%	61%	66%	22%	67%	9%		
Combined	58%	59%	69%	46%	54%	11%	61%	9%		
Science [TA]	82%	79%	93%	71%	83%	33%	83%			

Progress measures aim to capture the progress that pupils make from the end of Key Stage 1 to the end of primary school. Any increase or decrease in attainment achieved by each pupil is reflected in the school's overall progress scores which is an average of the cohort. **84% of the cohort are included within the calculation of each progress measure as 9 pupils did not have Key Stage 1 data.**

Progress Measures	
Reading	0
Writing	-0.2
Mathematics	-0.6