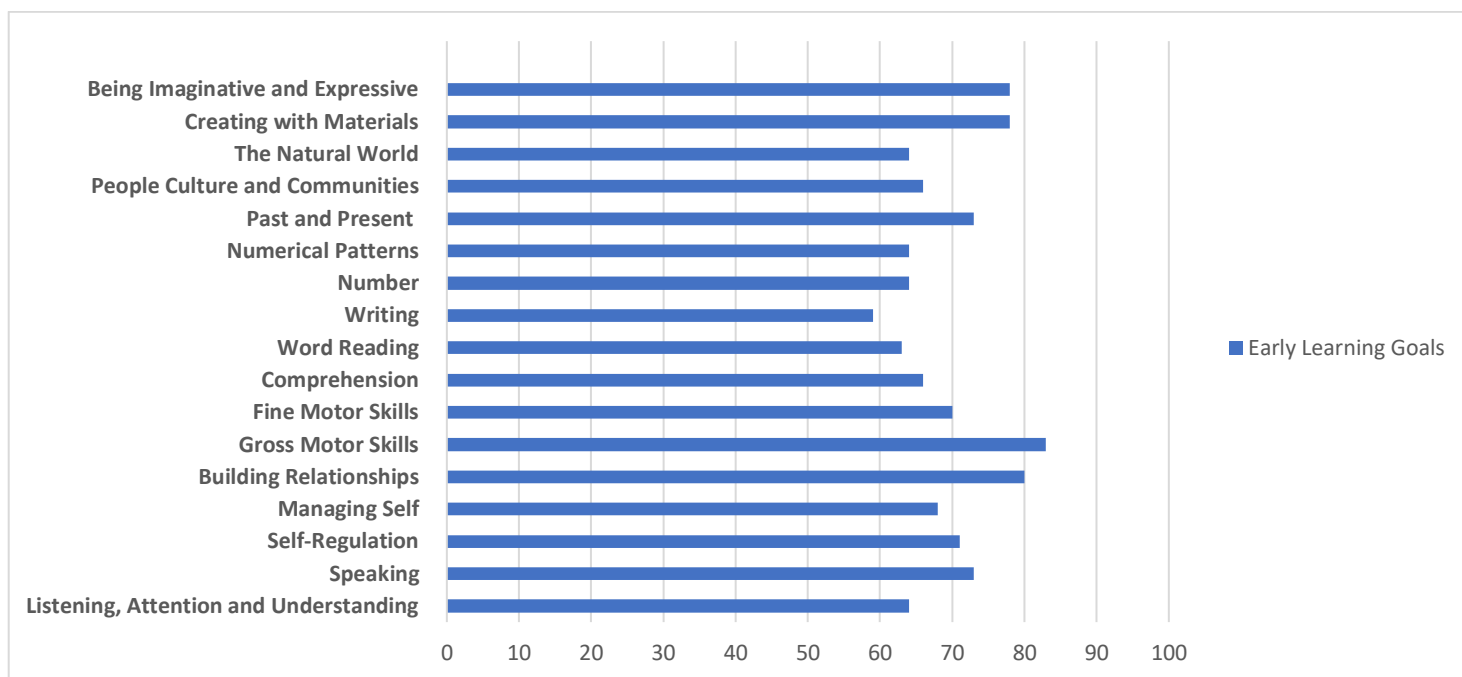


## Early Years Foundation Stage

At the end of the EYFS, the teaching team determines 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 2022-23: 56%**

<b>Male</b>	35%	<b>Female</b>	77%	<b>PP/FSM</b>	55%	<b>SEN</b>	0%	<b>EAL</b>	60%
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## Phonics

**80% of the 77 Pupils** (57 pupils within Year 1 and 20 pupils within Year 2) achieved the national required threshold of 32/40 words pronounced correctly. The average across the local authority, Barnet, was 82%. The average phonics mark for the school was 34 whilst within Barnet it was also 34.

**Year 1 Phonics for 2022-23: 75%** (43 out of 57 pupils)

<b>Male</b>	71%	<b>Female</b>	79%	<b>PP/FSM</b>	90%	<b>SEN</b>	60%	<b>EAL</b>	74%
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**Year 2 Phonics for 2022-23: 85%** (17 out of 20 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 NCER)	Male	Female	PP/FSM	SEN	EAL	School
<b>Reading</b>	66%	68%	55%	75%	61%	18%	58%	16%
<b>Writing</b>	62%	60%	52%	72%	55%	9%	58%	16%
<b>Mathematics</b>	74%	71%	72%	75%	70%	46%	73%	16%
<b>Combined</b>	57%		47%	66%	46%	0%	53%	7%
<b>Science</b>	80%		76%	84%	79%	46%	76%	

## Multiplication Tables Check

**76% of the 50 Year 4 Pupils** achieved at least 20/25 marks. 40% 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 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 (2022-23)	Male	Female	PP/FSM	SEN	EAL	School	School	National (2022-23)
<b>Reading</b>	67%	73%	58%	75%	66%	23%	62%	21%	103	105
<b>GPS</b>	79%	72%	68%	89%	79%	31%	76%	19%	104	105
<b>Mathematics</b>	60%	73%	71%	50%	48%	39%	60%	19%	102	104
<b>Writing [TA]</b>	67%	71%	63%	71%	66%	8%	67%	12%		
<b>Combined</b>	44%	59%	46%	43%	38%	8%	43%	6%		
<b>Science [TA]</b>	75%	80%	75%	75%	72%	31%	76%			

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. **81% of the cohort are included within the calculation of each progress measure as 10 out of the 52 pupils did not have Key Stage 1 data.**

Progress Measures	
<b>Reading</b>	0.4
<b>Writing</b>	-1.1
<b>Mathematics</b>	-2.2