

END OF YEAR PERFORMANCE DATA 2025

KEY STAGE 2 – Attainment

<i>no. in cohort 29</i>	<i>School Average Scaled Score</i>	<i>National Average Scaled Score</i>	<i>Difference</i>	<i>School EXS +</i>	<i>National (provisional)</i>	<i>Difference</i>	<i>School Higher Standard (HS)</i>	<i>National (provisional)</i>	<i>Difference</i>
Maths	104	105	-1	76.9%	74.0%	+2.9%	23.1%	26.0%	-3.2%
Reading	112	106	+6	84.6%	75%	+9.4%	57.7%	33.0%	+24.7%
Writing (TA)	-	-	-	88.8%	72.0%	16.2%	0%	13.0%	-13%
SpGP	107	105	+2	80.8%	73.0%	+7.8%	34.6%	30.0%	+4.6%
Combined R,W,M	-	-	-	65.4%	62.0%	3.2%	0%	8.0%	-8.0%

Key Achievements

- Reading: Outstanding performance! The school's average scaled score (112) is significantly above the national average (106). Both the percentage achieving the expected standard (EXS+) and the higher standard (HS) are well above national figures (+9.4% and +24.7% respectively).
- Writing (TA): 88.8% of pupils achieved the expected standard, which is 16.8% above the national average.
- Spelling, Grammar & Punctuation (SpGP):
- Both the average scaled score (+2) and the percentage achieving EXS+ (+7.8%) are above national averages. The higher standard is also above national (+4.6%). Combined R,W,M: 65.4% of pupils achieved the expected standard in all three subjects, above the national average by 3.4%.

Areas to Develop

- Maths: The average scaled score is just below the national average (-1), and the percentage achieving the higher standard is slightly below national (-3.2%). Focus could be placed on stretching higher attainers in maths.
- Writing (HS): No pupils achieved the higher standard in writing, compared to 13% nationally. This is a significant gap and suggests a need to focus on greater depth in writing.
- Combined R,W,M (HS): No pupils achieved the higher standard in all three subjects, compared to 8% nationally.
- Maths (HS): As above, the proportion of pupils achieving the higher standard is slightly below national.

Summary

- Strengths: Reading is a clear strength, with both attainment and higher standard results well above national. Writing and SpGP also show strong attainment at the expected standard.
- Development Areas: Focus on increasing the proportion of pupils achieving the higher standard in writing and maths, and on supporting more pupils to reach greater depth across all three subjects combined.

Writing Moderation and Outcomes

- This year, our writing assessments underwent local authority moderation. We are pleased to report that all teacher judgements for the moderated pupils were fully agreed by the external moderator, demonstrating the robustness of our assessment processes. One pupil initially assessed as working at Greater Depth was, following moderation, confirmed as securely meeting the Expected Standard, as they were not consistently demonstrating the higher standard across all criteria.
- As a result, our percentage of pupils achieving the Expected Standard in writing was significantly above the national average. However, we had no pupils assessed at Greater Depth, which places us below the national figure for the higher standard. This highlights a clear strength in securing the expected standard for the majority of pupils, while also identifying the need to further develop opportunities for more pupils to achieve greater depth in writing

Phonics Screening Check 2025

Year 1 Phonics No. in Cohort:	% Achieving the required score	National	Year 2 – Re-test: No. of children	Achieving the required score	National
30	80%	80%	7	43%	50%

Year 1 Phonics:

80% of pupils achieved the required standard, which is in line with the national average (80%).

This demonstrates strong early phonics teaching and effective support for the majority of pupils.

Strength

- Year 1 phonics outcomes are strong and match national performance, targeted intervention group that was implemented from January to June following assessment check, supported children who were on the cusp of the required standard to achieve the expected score when they completed the phonics check in June.

Areas to Develop

- Baseline assessment of phonics to be carried out early in the Autumn term with regular half termly assessment to monitor progress.
- Interventions to be reviewed and implemented termly through an analysis of assessment outcomes.

Year 2 Re-test:

- 43% of pupils who re-took the check in Year 2 achieved the required standard, which is below the national average of 50%.
- Review and strengthen targeted interventions for pupils who do not meet the standard in Year 1, ensuring they receive effective support to catch up.

Areas to Develop

- Focus on improving outcomes for those re-taking the check in Year 2, regular review on intervention strategies and support for pupils who didn't achieve the phonics standard at Y1.
- Half termly assessment checks to measure and assess progress.

Early Years Foundation Stage – Good Levels of Development (GLD)

EYFS No in cohort: 21	School	LA	National
GLD	76.2%	67.5%	68.3%
EXS All ELG	76.2%	66.3%	67.0%
Average Number of ELG at Expected Level	15.5	14.1	14.1

Good level of development (GLD) in 5 areas (Communication and Language development, Physical Development, Personal Social Emotional Development, Literacy(reading & writing), Maths (Number, shape, space and measure))

Early Learning Goals ELG

Three Prime Areas

Communication and Language, Listening, Attention and Understanding, Speaking

Physical Development -Gross Motor Skills, Fine Motor Skills

Personal, Social and Emotional Development -Self-Regulation, Managing Self, Building Relationships

Four Specific Areas

Literacy -Comprehension, Word Reading, Writing

Mathematics- Number, Numerical Patterns

Understanding the World- Past and Present, People, Culture and Communities, The Natural World

Expressive Arts and Design- Creating with Materials, Being Imaginative and Expressive

Each goal describes what children should be able to do by the end of the Reception year. For example, in Word Reading, children are expected to read simple sentences and words using phonics knowledge.

Key Achievements

- The school performed above both local authority and national averages in all key EYFS areas. This reflects the strong early years provision and effective teaching strategies that are in place in our reception class.

Areas to develop

- To undertake a deep dive into individual ELGs to identify specific areas for targeted support.
- Introduce further stretch and challenge opportunities for children working at the expected level.
- Continue to strengthen parental engagement through workshops and home learning resources.
- Continue to ensure smooth transitions between Nursery/pre-school, Reception, and Year 1 using baseline and profile data.
- Encourage staff development through peer observations and sharing best practices.