

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2019.
Percentage of all pupils at each level for each Early Learning Goal

|  | $\begin{aligned} & \text { 응 } \\ & \text { 은 } \\ & \text { E } \end{aligned}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Communication and language |  |  |  |  |
| Listening and attention | 7 | 48 | 44 | 93 |
| Understanding | 10 | 72 | 17 | 89 |
| Speaking | 28 | 66 | 7 | 73 |
| Physical development |  |  |  |  |
| Moving and handling | 41 | 48 | 10 | 59 |
| Health and self-care | 14 | 89 | 3 | 86 |
| Personal, social and emotional development |  |  |  |  |
| Self-confidence and self-awareness | 10 | 62 | 28 | 90 |
| Managing feelings and behaviour | 10 | 86 | 3 | 90 |
| Making relationships |  |  |  | 90 |
|  |  |  |  |  |
| Literacy |  |  |  |  |
| Reading | 38 | 52 | 10 | 62 |
| Writing | 45 | 52 | 3 | 55 |
|  |  |  |  |  |
| Mathematics |  |  |  |  |
| Numbers | 31 | 55 | 14 | 69 |
| Shape, space and measures | 21 | 66 | 14 | 79 |
|  |  |  |  |  |
| Understanding the World |  |  |  |  |
| People and communities | 14 | 86 | 0 | 86 |
| The World | 17 | 83 | 0 | 83 |
| Technology | 14 | 83 | 3 | 86 |
|  |  |  |  |  |
| Expressive arts, designing and making |  |  |  |  |
| Exploring using media and materials | 17 | 83 | 0 | 86 |
| Being imaginative | 17 | 83 | 0 | 83 |

## Good Level of Development $=55 \%$

## Phonics Screening Check

Year 1 28/30 achieved the standard $=93 \%$
Year 2 Two out of the four children who did not achieve the standard in Y1 met the standard this year.

Key Stage 12019 Teacher Assessment Results
Reading

| Not at <br> expected <br> Standard | $\underline{\text { At Expected }}$ <br> Standard and <br> above | $\underline{\underline{\text { At Higher }}}$ |
| :--- | :--- | :--- |
| $\underline{\text { Standard }}$ |  |  |$|$| $\underline{\underline{69}}$ |
| :--- |

Writing

| Not at <br> expected <br> Standard | $\underline{\text { At Expected }}$ <br> Standard and <br> above | $\underline{\underline{\text { At Higher }}}$ |
| :--- | :--- | :--- |
| $\underline{\underline{\text { Standard }}}$ |  |  |
| $\underline{y y}$ | $\underline{59}$ | $\underline{10}$ |

Maths

| Below <br> expected <br> standard | At Expected <br> Standard and <br> above | $\underline{\text { At Higher }}$ |
| :--- | :--- | :--- |
| $\underline{\underline{\text { Standard }}}$ |  |  |

KEY STAGE 2 SATS RESULTS 2019
Working at expected level in reading writing and maths $=67 \%$
Working at high level of attainment in reading, writing and maths $=10 \%$
READING

| Not at expected <br> standard | $\underline{\text { At Expected }}$ | $\underline{\text { At Higher }}$ | $\underline{\text { Average scaled }}$ | $\underline{\text { Progress }}$ |
| :--- | :--- | :--- | :--- | :--- |
| $\underline{\text { Standard }}$ | $\underline{\text { Standard Sc }}$ | $\underline{\text { Score 110+ }}$ | Measure |  |

SPAG

| $\underline{\text { Not at expected }}$ |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| $\underline{\text { standard }}$ | $\underline{\text { At Expected }}$ | $\underline{\text { At Higher }}$ | $\underline{\text { Average scaled }}$ | $\underline{\text { Progress }}$ |
| $\underline{\text { Standard }}$ | $\underline{\text { Standard Sc }}$ | $\underline{\text { Score 110+ }}$ | $\underline{\text { Score }}$ | $\underline{\text { Measure }}$ |
| $\underline{80 \%}$ | $\underline{80 \%}$ | $\underline{37 \%}$ | $\underline{\underline{\text { School 106 }}}$ | $\underline{\text { NA }}$ |

## Writing (teacher assessment)

| Not at expected <br> standard | $\underline{\text { At Expected }}$ | $\underline{\text { At Higher }}$ | $\underline{\text { Progress }}$ |
| :--- | :--- | :--- | :--- |
| $\underline{\text { Standard }}$ | $\underline{\text { Standard }}$ | $\underline{\underline{\text { Measure }}}$ |  |
| $\underline{20 \%}$ | $\frac{80 \%}{\text { (national } 76 \%)}$ | $\underline{10 \%}$ | $\underline{-0.4}$ |

## Maths

| Not at expected <br> standard | $\underline{\text { At Expected }}$ | $\underline{\text { At Higher }}$ | $\underline{\text { Average scaled }}$ | $\underline{\text { Progress }}$ |
| :--- | :--- | :--- | :--- | :--- |
| $\underline{\text { Standard }}$ | $\underline{\text { Standard Sc }}$ | $\underline{\text { Score 110+ }}$ | Measure |  |

