

Academic Achievement at Eden Primary, July 2022

We are delighted to present a set of high academic outcomes for the school year 2021-22.

Our academic results, in particular at Key Stage Two (Year 6), are very high. This would be an outstanding achievement in any year – but it is particularly impressive taking into account the disruption of the last few years. The last time children in the UK took ‘SATs’ was in 2019. There were no SATs in 2020 as we were in lockdown in the summer term, and in 2021 we made teacher assessments in line with the usual criteria but there was no national statutory assessment. We are extremely proud of the children and staff who have worked so hard to achieve the results presented below.

As always, please note that when looking at percentages, since we are a small school with one class per year group, one child represents approximately 3%.

Year 6

Key Stage Two ‘SATs’

% of children assessed at the **expected level or higher (EXS+)** and at **greater depth (GDS)**

Reading	2018		2019		2021 Teacher assessment Eden	2022			
	Eden	National	Eden	National		Eden	National	London	Haringey
EXS+	97	75	89	73	83	93	74	78	77
GDS	48	28	44	27	38	55	28	33	33

Eden’s reading outcomes far exceed National, London and Haringey results and represent very high academic outcomes.

Writing	2018		2019		2021 Teacher assessment Eden	2022			
	Eden	National	Eden	National		Eden	National	London	Haringey
EXS+	97	78	100	78	79	93	69	72	75
GDS	45	20	44	20	31	31	13	17	23

Eden’s writing outcomes far exceed National, London and Haringey results and represent very high academic outcomes.

Maths	2018		2019		2021 Teacher Assessment Eden	2022			
	Eden	National	Eden	National		Eden	National	London	Haringey
EXS+	73	75	93	79	86	97	71	77	74
GDS	24	23	41	27	38	37	22	30	29

Eden’s maths outcomes far exceed National, London and Haringey results at EXS and exceed all at GDS, representing very high academic outcomes.

Grammar, Punctuation and Spelling	2018		2019		2021 Teacher Assessment	2022			
	Eden	National	Eden	National	Eden	Eden	National	London	Haringey
%	73	77	96	78	79	100	72	78	76
EXS+	73	77	96	78	79	100	72	78	76
GDS	21	34	56	36	34	69	28	38	34

Eden's results far exceed National, London and Haringey. These are very high academic outcomes.

Results for other years

Our results for the EYFSP, the Y1 Phonics Check and Y4 Multiplication Tables Check are similarly impressive, at least 20 percentage points above National.

Reception

Early Years Foundation Stage Profile (EYFSP) % of pupils at Good Level of Development (GLD)

2018		2019		2020		2021		2022	
Eden	National	Eden	National	Eden	National	Eden	National	Eden	National
93	72	97	72	90	No data	85	No data	85	65

Year 1

Phonics screening check % of pupils passing the check

The pass mark is 32 out of 40.

2018		2019		2020		2021		2022	
Eden	National	Eden	National	Eden	National	Eden	National	Eden	National
90	82	93	82	100	No data	90	No data	89	76

Year 2

Key Stage One 'SATs'

% of children assessed at the expected level or higher (EXS+) and at greater depth (GDS)

Reading	2018		2019		2021		2022			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%	93	75.5	93	75	91	No data	83	67	70	70
EXS+	93	75.5	93	75	91	No data	83	67	70	70
GDS	67	25.7	49	25	78	No data	38	18	22	26

Despite the effects of the lockdowns being most marked for this year group, Eden children have done well in reading and comfortably exceeded national and local results. These results reflect huge progress across the year.

Writing	2018		2019		2021		2022			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%	93	70	76	69	74	No data	45	58	63	63
EXS+	93	70	76	69	74	No data	45	58	63	63

GDS	37	16	24	15	44		0	8	12	14
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Nationally there has been an 11.3% drop in outcomes in writing since the last SATs in 2019, and locally a 9.9% drop, reflecting the effects of lockdowns. Eden's results are lower than local and national averages. However, from this year's starting points these children have made accelerated progress. We expect this to be reflected in next year's assessments – and of course, we have robust plans in place to raise attainment. Although children have been able to do well in composition, they need more time to practise spelling, grammar, punctuation and handwriting.

Maths	2018		2019		2021		2022			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%										
EXS+	93	76	90	76	83	No data	62	68	71	71
GDS	50	22	38	22	39		21	15	20	23

Eden's results here are broadly in line with local and National averages.

Progress scores for Year 2

Our Year 2 children have made excellent progress from their starting points in the Autumn Term. **The expected progress over this time frame – October to July - is 5 steps.**

All Pupils (29 pupils)	Reading	Writing	Mathematics	Average
Progressed by 9 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 8 steps	2 (6.9%)	1 (3.4%)	2 (6.9%)	1.7 (5.7%)
Progressed by 7 steps	4 (13.8%)	0 (0%)	8 (27.6%)	4.0 (13.8%)
Progressed by 6 steps	13 (44.8%)	6 (20.7%)	12 (41.4%)	10.3 (35.6%)
Progressed by 5 steps	6 (20.7%)	15 (51.7%)	3 (10.3%)	8.0 (27.6%)
Progressed by 4 steps	0 (0%)	3 (10.3%)	0 (0%)	1.0 (3.4%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	4 (13.8%)	4 (13.8%)	4 (13.8%)	4.0 (13.8%)

The *Missing data* figure represents those children who joined the school mid way through the year and we do not have an Autumn starting point for them. We can of course measure the progress they have made from their own starting points and there are no concerns.

Year 4

Multiplication Tables Check (MTC)

This is an online check consisting of 25 questions in the format 5 x 6 which pupils have six seconds to answer. There is no pass mark or expected standard. The number of children achieving full marks is exceptionally high.

Mark range	Number of pupils (29 in class)
10-15	2
15-20	5
20-24	7
25 (full marks)	14

Our approach to teaching and learning allows children to achieve highly.

- pupils of all abilities, and in particular those of high ability, thrive in classrooms where high quality teaching is present, metacognition is highlighted and the teacher has excellent subject knowledge.
- teachers set pupils demanding work matched to their needs and abilities and check every lesson for understanding, with skilled adaptations for pupils with SEN
- collaboration and discussion, pupil/pupil and pupil/teacher, is important in every lesson so that higher level skills and reasoning can be practised and misconceptions can be quickly identified and addressed
- teachers consistently and explicitly model excellent work so that pupils know exactly what is expected of them, and basic skills are practised often
- curriculum content is delivered in the context of engaging, well planned and sequenced cross curricular projects which engage learners and allow them to make links
- prioritising real-life contexts, practical work, creativity and outdoor learning allows curriculum content to be taught in an experiential way that enhances understanding and that 'sticks'

Our lessons include opportunities to work at **greater depth**:

- Applying skills in a new context
- Opportunities to do this across the curriculum
- Making links
- Using higher order thinking skills
- Responding to higher level questions
- Problem solving
- Creativity
- Teaching someone else/presenting and communicating
- Suggestions, questions, provocations, pace

NACE – National Association for Able Children in Education, recommends the following approaches for higher ability learners, all of which are integral to our approach:

- Integrated thematic learning
- Challenges across the curriculum
- Project work, eg integrating literacy, the humanities and science
- Outdoor and 'forest' education
- Competitions, masterclasses, challenges designed for more able children

We look forward to another year of progress and achievement in 2022-23.