

### Academic Achievement at Eden Primary, July 2023

We are pleased to present our academic outcomes for the school year 2022-23.

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%. The 2022-23 Year 6 cohort were a smaller class of 24 children, meaning that in the KS2 data, one child represents approximately 4%.

#### Reception

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

2019		2020		2021		2022		2023	
Eden	National	Eden	National	Eden	National	Eden	National	Eden	National
97	72	90	No data	85	No data	85	65	77	67

Eden's results again exceed the national average, although they are not as strong as in previous years. The drop can be accounted for by a higher proportion of children with significant SEN in the class.

#### Year 1

**Phonics screening check** % of pupils passing the check

The pass mark is 32 out of 40.

2019		2020		2021		2022		2023	
Eden	National	Eden	National	Eden	National	Eden	National	Eden	National
93	82	100	No data	90	No data	89	76	82	79

This represents a strong outcome, above national averages.

#### Year 2

**Key Stage One 'SATs'** % of children assessed at the expected level or higher (EXS+) and at greater depth (GDS).

Reading	2019		2021		2022		2023			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
EXS+	93	75	91	No data	83	67	75	68	71	72
GDS	49	25	78		38	18	21	19	23	26

Writing	2019		2021		2022		2023			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
EXS+	76	69	74	No data	45	58	64	60	66	65
GDS	24	15	44		0	8	7	8	12	13

Maths	2019		2021		2022		2023			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%										
EXS+	90	76	83	No data	62	68	86	71	73	75
GDS	38	22	39		21	15	14	16	21	24

We are pleased that our Reading and Maths results are above National, London and Haringey scores. Writing outcomes this year represent a concerted effort on the part of Eden's teachers and leaders to raise standards in KS1 writing and close the gaps left by learning loss over the pandemic. This year's results improve on the year before. In the coming academic year we will be working to raise attainment further and challenge more children to reach Greater Depth (GDS), especially in Writing and Maths.

### 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 (28 pupils)	Reading	Writing	Mathematics	Average
Progressed by 7 steps or more	4 (14.3%)	4 (14.3%)	4 (14.3%)	4.0 (14.3%)
Progressed by 6 steps	20 (71.4%)	19 (67.9%)	16 (57.1%)	18.3 (65.5%)
Progressed by 5 steps	2 (7.1%)	3 (10.7%)	5 (17.9%)	3.3 (11.9%)
Progressed by 4 steps	0 (0%)	0 (0%)	1 (3.6%)	0.3 (1.2%)
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	2 (7.1%)	2 (7.1%)	2 (7.1%)	2.0 (7.1%)

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 or near-full marks is very high.

Score range	Number of pupils attaining that score
14-15	2
16-19	2
20-21	3
23	4
24	6
25 (full marks)	11

## Year 6

### Key Stage Two 'SATs'

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

Reading	2019		2021 :Teacher assessment		2022		2023			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%										
EXS+	89	73	83	N/A	93	74	88	73	71	76
GDS	44	27	38	N/A	55	28	46	29	34	33

Writing	2019		2021 :Teacher assessment		2022		2023			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%										
EXS+	100	78	79	N/A	93	69	79	71	75	76
GDS	44	20	31	N/A	31	13	13	13	24	17

Maths	2019		2021 :Teacher assessment		2022		2023			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%										
EXS+	93	79	86	N/A	97	71	75	73	78	77
GDS	41	27	38	N/A	37	22	25	24	31	28

Grammar, Punctuation and Spelling	2019		2021 :Teacher assessment		2022		2023			
	Eden	National	Eden	National	Eden	National	Eden	National	London	Haringey
%										
EXS+	96	78	79	N/A	100	72	92	72	78	76
GDS	56	36	34	N/A	69	28	42	30	38	35

Eden's KS2 Reading, Writing and GPS results exceed the national average – significantly so in the case of Reading and GPS – whilst Maths is in line with national. These represent excellent outcomes and outstanding progress on the part of the cohort, whose progress when measured against their starting points was outstanding. Unlike the previous Year 6 class, this was a class with significant Special Educational Need (SEN) and we are very proud indeed of the children's resilience and determination to succeed despite some barriers.

### Progress scores for Year 6

Our Year 6 children 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 (24 pupils)	Reading	Writing	Mathematics
Progressed by 8 steps or more	1 (4.2%)	2 (8.3%)	0 (0%)
Progressed by 7 steps	14 (58.3%)	7 (29.2%)	13 (54.2%)
Progressed by 6 steps	8 (33.3%)	11 (45.8%)	10 (41.7%)
Progressed by 5 steps	0 (0%)	2 (8.3%)	0 (0%)
Progressed by 4 steps	0 (0%)	1 (4.2%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	1 (4.2%)	1 (4.2%)	1 (4.2%)

The *Missing data* figure represents a child who joined the school later and we do not have an Autumn starting point for them. We can of course measure the progress they made from their own starting point and there are no concerns.

### Our approach to teaching and learning allows children to achieve highly and progress well.

- 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 and/or making links
- Opportunities to do this across the curriculum
- 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, e.g. integrating literacy, the humanities and science
- Outdoor and ‘forest’ education
- Competitions, masterclasses, challenges designed for higher-achieving children

We look forward to another year of excellent progress and achievement in 2023-4.