

MEADOWS FIRST SCHOOL PUBLISHED DATA 2021-22 FOR YR, PHONICS & Y2 (compared with NATIONAL 2019 (no National data released yet for 2022 and no National data for 2020 Or 2021) – showing percentages of children achieving ARE (Age Related Expectations and above) for each year group. National data (where provided in red) can be seen as a comparison.

RECEPTION TRENDS (at 2 and above) (showing National in red)					RECEPTION TRENDS (at exceeding (3)) (showing National in red)		
	GLD	R	W	M	R	W	M
2017	75% (71%)	80% (77%)	77% (73%)	82% (79%)	25%(19%)	20%(11%)	20%(16%)
2018	81% (71%)	83% (77%)	81% (74%)	84% (80%)	26%(20%)	22%(11%)	26% (17%)
2019	79% (72%)	82% (77%)	80% (74%)	82% (80%)	25% 19%)	20%(11%)	23% (17%)
2020 COVID Spring data using '40-60d+' as expected	73 (no national)	73	73	80	13	12	13
2021 early adopter covid	60	75	72	77	No exceeding as early adopter But (internal r 20%/ w7%/n10%)		
2022	74% (inc 4 EHCP)	79%	74%	79%	No exceeding recorded		

Summary points:

In 2019 Reception children AGAIN attained higher than National (2018) in achieving a Good Level of Development (PRIME AREAS + Reading, Writing, Maths) .

	% achieving at least expected in all 17 early learning goals		% achieving Average total point score (out of 51)	
	SCHOOL	NATIONAL	SCHOOL	NATIONAL
2017		69		34.5
2018		70.2		34.6
2019		70.7		34.6
2022				Change in points with new framework

PHONICS (National in red)		
	YEAR 1	YEAR 2
2017	88% (81%)	97% (92%)
2018	93% (83%)	97% (92%)
2019	92% (82%)	97% (91%)
2020 COVID	No phonics (covid) (no national)	
2021 COVID	No phonics	90%/ (93% without ehcp)
2022	88% (inc 3 EHCP)	93% (inc 4 EHCP)

In 2019 Year 1 phonics again attained higher than National & Y2

YEAR 2 TRENDS							
YEAR 2 at EXS and ABOVE (national in red)				Year 2 at GDS			RW&M
	R	W	M	R	W	M	
2018 EXS+	82% (N75%)	80% (N70%)	82% (N76%)	36% (26%)	25% (16%)	34% (22%)	
2019 exs+	85 (LA 75)N75	82 (LA 69)N69	85 (LA 76)N76	33% (25)	23% (25)	33% (22)	80 (64.9)
2020 '2d'	79 SPRING DATA	80	82	36	30	30	(no national)
2021 covid	73	73	66	22	15	22	(no national)
2022	82%	73%	78%				

Decline in trends in 2020 and 2021 as a result of COVID-19 lockdowns (2020 no summer attendance, assessment for 2020 was based on spring term on track) (2021 Jan – March lockdown)

2022 data reflects a rise in attainment, although attendance was lower due to children isolating with COVID