



Celebrating success

END OF KEY STAGE ATTAINMENT RESULTS

End of EYFS Results

► The data below outlines the progress that the reception aged learners have made throughout the academic year of 2021 – 2022

	Child 1						Child 2						Child 3					
	New Dev matters Bands Yrs	Tapestry Branches	Baseline	Aut %	Spr %	Sum %	New Dev matters Bands Yrs	Tapestry Branches	Baseline	Aut %	Spr %	Sum %	New Dev matters Bands Yrs	Tapestry Branches	Baseline	Aut %	Spr %	Sum %
Communication and Literacy																		
Language and Communication	0-3	5 6	11 -	11 -	33 -	25	0-3	3	29	29	43	43	0-3	1 2	33 -	33 -	33 -	- 8
Attention and Understanding	0-3	5 6	33 -	33 -	- 33	33	0-3	1 2	25 -	42 -	- 17	- 17	0-3	1 2	25 -	25 -	95 -	- 11
Reading	0-3	6	13	13	33	33	0-3	2	33	33	33	33	0-3	2 3	33 -	33 -	- 67	- 100
Writing	0-3	7	17	17	17	17	0-3	5	33	33	67	67	0-3	4	33	33	67	100
Physical																		
Gross Motor	3-4	7	10	10	10	10	0-3	5	10	10	14	14	0-3	5 6	10 -	10 -	- 4	- 4
Fine Motor	0-3	6	7	13	20	20	0-3	3 5	5 -	- 8	- 8	- 8	0-3	2 3	6 -	6 -	- 14	- 19
Maths																		
Number	3-4	7	6	6	17	17	0-3	4	33	33	67	67	0-3	4	33	33	67	67
Shape Space and Measure	0-3	6	8	8	25	25	0-3	4 5	8 -	8 -	8 -	- 17	0-3	2	22	22	33	44
PSED																		
Self-Care and Independence	0-3	4 5	10 -	10 -	10 -	- 8	0-3	3	17	17	29	38	0-3	3	4	4	13	17
Relationship and Others	0-3	6 7	13 -	21 -	25 -	- 11	0-3	2	8	25	33	42	0-3	1 4	11 -	- 17	- 25	- 33
Feelings, behaviours and Morals	0-3	6 7	25 -	- 13	20 -	- 27	0-3	2	33	33	67	67	0-3	2 3	33 -	33 -	33 -	- 11
Creative																		
Creative Performance	0-3	5 6	33 -	33 -	33 -	- 22	0-3	4	Not at starting level	11	11	22	0-3	4 5	11 -	11 -	22 -	- 17
Media and Materials	0-3	5 6	17 -	33 -	- 33	- 33	0-3	5	17	33	50	50	0-3	4	17	17	33	50
Design and Technology	0-3	5	17	17	17	17	0-3	5	17	17	17	17	0-3	5 6	17 -	17 -	17 -	- 33
Creative Expression	0-3	5	33	33	33	33	0-3	5	33	33	67	67	0-3	5	33	33	67	100
Understanding the World																		
People and Communities	0-3	5 6	33 -	- 33	- 33	- 33	0-3	5	33	33	33	67	0-3	5	33	33	33	33
The world	3-4	6 7	17 -	17 -	- 8	- 8	0-3	5	11	22	22	22	0-3	5	11	11	22	33
ICT	0-3	5	17	17	28	28	0-3	5	6	11	17	17	0-3	5	11	11	17	22

End of EYFS Results

► The data below outlines the progress that the reception aged learners have made throughout the academic year of 2021 – 2022

	Child 4						Child 5						Child 6					
	New Dev matters Bands Yrs	Tapestry Branches	Baseline	Aut %	Spr %	Sum %	New Dev matters Bands Yrs	Tapestry Branches	Baseline	Aut %	Spr %	Sum %	New Dev matters Bands Yrs	Tapestry Branches	Baseline	Aut %	Spr %	Sum %
Communication and Literacy																		
Language and Communication	0-3	4 5 6	7 - -	- 11 -	- - 17	- - 17	0-3	5 11 11	33 - -	33 - -	44 - -	44	0-3	5 6 8	22 - -	33 - -	- 25 -	- 25 17
Attention and Understanding	0-3	4 5	33 -	33 -	33 -	33	0-3	1 2	17 -	33 -	- 22	- 22	0-3	5 6 8	33 - -	33 - -	- 33 -	- - 17
Reading	0-3	5 6	17 -	17 -	- 7	- 13	0-3	3 4	33 -	33 -	- 33	- 33	0-3	5 6	17 -	17 -	- 20	- 20
Writing	0-3	5	33	33	33	33	0-3	5 6	33 -	33 17	- 17	- 17	3-4	5 8	33 -	33 -	- 11	- 22
Physical																		
Gross Motor	3-4	7	13	13	15	18	3-4	7	8	8	8	13	3-4	7	13	13	13	15
Fine Motor	0-3	3 4	19 -	19 -	24 -	- 11	0-3	6	7	13	13	13	0-3	5 6	8 -	8 -	- 20	- 20
Maths																		
Number	0-3	6	8	8	8	8	0-3	6	8	8	17	17	3-4	9 8 re assessed	4 -	4 -	- 7	- 13
Shape Space and Measure	0-3	2 5	11 -	11 -	- 8	- 17	0-3	5	-	8	17	25	0-3	5	8	8	17	17
PSED																		
Self-Care and Independence	0-3	5	8	8	8	13	0-3	4 5	10 -	10 -	- 13	- 17	3-4	7	7	7	7	7
Relationship and Others	0-3	5 6	17 -	22 -	- 13	- 13	0-3	5	6	6	6	11	0-3	6 7	21 -	29 -	- 11	- 17
Feelings, behaviours and Morals	0-3	5 6 7	22 - -	- 17 -	- - 7	- - 20	0-3	5 6	33 17	- 17	- 17	- 25	0-3	6 7	17 -	17 -	- 13	- 13
Creative																		
Creative Performance	0-3	4 5	22 -	22 -	33 -	- 17	0-3	5	33	33	50	67	3-4	7	17	17	25	25
Media and Materials	0-3	5	17	33	33	33	0-3	5	17	50	50	50	0-3	5	17	17	33	33
Design and Technology	0-3	5	17	17	33	33	0-3	5 6	17 -	17 -	33 -	- 17	0-3	5	17	17	17	17
Creative Expression	0-3	5 6	33 -	33 -	- 17	- 33	0-3	5	33	33	33	33	0-3	5	33	33	33	33
Understanding the World																		
People and Communities	0-3	5 6	33 -	33 -	- 33	- 33	0-3	5 6	33 -	33 17	- 17	- 17	0-3	5 6	33 -	33 -	- 17	- 17
The world	0-3	5 6	11 -	22 -	- 17	- 17	0-3	5	33	33	33	33	3-4	7	8	8	17	25
ICT	0-3	5	11	17	17	22	0-3	5	6	17	22	22	0-3	5	17	17	22	28

End of EYFS Results

The children's development is measured against the new Development matters bands and the range here achieved has been between 0 – 3 year and 3 – 4 years. You will see at the side of each of these descriptors that we use a measure that links to this document that indicates the smaller steps of progress that we would plan for our SEND learners to achieve. This is called Cherry Garden and is housed on Tapestry. This allows us to see the percentage of progress that the learners have made throughout the year. We use this, along with their detailed written reports to demonstrate the progress the learners make. All learners were reported to be working towards the EL Goals.

Child 7							Child 8						Child 9					
	New Dev matters Bands Yrs	Tapestry Branches	Baseline %	Aut %	Spr %	Sum %	New Dev matters Bands Yrs	Tapestry Branches	Baseline %	Aut %	Spr %	Sum %	New Dev matters Bands Yrs	Tapestry Branches	Baseline %	Aut %	Spr %	Sum %
Communication and Literacy																		
Language and Communication	3-4	7 8	42 -	58 -	- 7	- 13	0-3	1 3	33 -	- 8	- 25	- 5	0-3	2 3 4	25 -	50 5	- -	- 53
Attention and Understanding	3-4	6 7 8	33 - -	- 100 -	- 100 -	- 8	0-3	1 2	25 -	- 5	- 28	- 44	0-3	2 4	5 -	10 -	- 33	- 67
Reading	3-4 (s)	5 8 9	50 - -	50 - -	- 33 -	- 50 25	0-3	2	33	33	67	67	0-3	3 4	33 -	33 -	- 33	- 50
Writing	3-4 (s)	5 6 8 9	33 - - -	- 17 -	- 22 -	- -	0-3	4	33	33	67	100	0-3	4 5 6	33 - -	100 -	- 33 -	- 17
Physical																		
Gross Motor	Reception	7 8	18 -	23 -	31 -	- 4	0-3	4 5	8 -	- 5	- 10	- 10	0-3	4	8	17	42	50
Fine Motor	3-4	6 7	7 -	12 -	- 17	- 25	0-3	2 3	17 -	17 -	44 -	- 5	0-3	2 3 4	33 -	- 29 -	- 11	- 11
Maths																		
Number	3-4 (s)	6 8 9	17 - -	25 - -	- 13 -	- 8	0-3	4	33	33	67	100	0-3	4	33	33	67	100
Shape Space and Measure	3-4	6 7 8	8 - -	8 - -	- 50 -	- -	0-3	2	22	22	56	56	0-3	4 5	8 -	33 -	- 17	- 17
PSED																		
Self-Care and Independence	3-4	4 5 6	14 - -	- 8 -	- 33 -	- 3	0-3	3 4	13 -	13 -	13 -	- 5	0-3	2 4	17 -	17 -	- 10	- 19
Relationship and Others	3-4	6 7 8	38 - -	- 11 -	- 33 -	- 14	0-3	1	22	22	33	44	0-3	2 3 4	17 -	- 42 -	- 67 -	- 25
Feelings, behaviours and Morals	0-3	6 7	25 -	- 40	- 53	- 53	0-3	3	11	11	11	11	0-3	4 5 6	67 -	- 56 -	- 8	- 33
Creative																		
Creative Performance	3-4	7 8	25 -	25 -	50 -	- 13	0-3	4	11	11	22	33	0-3	4 5 6	11 -	- 33 -	- 11	- 22
Media and Materials	0-3	5 6	33 -	50 -	83 -	- 33	0-3	4	17	17	33	50	0-3	4 5	17 -	50 -	- 17	- 33
Design and Technology	3-4	5 7	17 -	17 -	33 -	- 11	0-3	Not at starting level 5	- -	- -	- 17	- 17	0-3	5 6	17 -	17 -	33 -	-
Creative Expression	0-3	5 6 7	33 - -	- 17 -	- -	- 44	0-3	5	33	33	67	100	0-3	5 6	67 -	67 -	100 -	- 17
Understanding the World																		
People and Communities	0-3	6 7	17 -	33 -	67 -	- 17	0-3	5	33	33	33	33	0-3	5 6	33 -	67 -	100 -	- 17
The world	3-4	7 8	17 -	- 17	- 42	- 50	0-3	5 6	11 -	11 -	22 -	-	0-3	5 6	11 -	33 -	56 -	- 17
ICT	0-3	5 6	11 -	17 -	39 -	- 11	0-3	5	0	0	6	11	0-3	5	11	17	28	33

Phonics Screening Results

Phonics Screening Year 2 2022

At Two Rivers Primary School we have made the transition to using the Bug Club phonics programme and all staff have received training in this area, formal learners have a phonetically decodable reading book that is from the Bug Club range. Where children are learning through the engagement model (pre formal learners) they use and experience the teaching of functional reading and phonics through adaptive teaching of phase 1 using resources such as Jolly Phonics – which best meets their learning needs. The 2022 phonics screening check **threshold mark is 32** – we haven't had any learners who have achieved this score. We hold in house data that demonstrates the progress that the learners are making in reading.

Phonics Screening Year 1 2022

Boy /Girl	Phonic Screen Complete	Result
Boy	Engagement Model	Engagement Model
Boy	✓	0
Boy	✓	15
Boy	✓	0
Boy	✓	0
Boy	✓	0
Boy	✓	0
Boy	✓	0
Boy	✓	0
Boy	✓	2
Boy	✓	18
Boy	✓	0
Boy	✓	0
Girl	✓	0
Girl	Engagement Model	Engagement Model

Year 2 Re Sits 2022

Boy /Girl	Phonic Screen Complete	Result
Boy	✓	30
Boy	✓	0
Boy	✓	0
Boy	✓	1
Boy	✓	0
Boy	Engagement Model	Engagement Model
Boy	Engagement Model	Engagement Model
Girl	✓	0
Girl	Engagement Model	Engagement Model
Girl	Engagement Model	Engagement Model

Key Stage 1 SATs Results

► Key Stage 1 - Year 2 Data and SATs Results

► Two pupils in Year 2 were externally moderated this year by Staffordshire. All of our judgments were agreed, and the work presented was received positively – the external report is at school. A Standardised Score (SC) of 100 indicates that learners are achieving at the expected standard.

Key of anacronyms

- EM - Engagement Model
- PK1 – Pre Keystage Standard 1
- PK 2 – Pre Keystage Standard 2
- PK 3 - Pre Keystage Standard 3
- PK 4 - Pre Keystage Standard 4
- HNM – Have Not Met the standard

Results

Boy/Girl	Standard				SATS Results	External Moderated
	Writing	Reading	Maths(number)	Science		
Boy	EM	EM	EM	HNM	Did not sit	Threshold not met for external moderation
Boy	EM	EM	EM	HNM	Did not sit	
Boy	PK1	PK1	PK1	HNM	Did not sit	
Boy	PK2	PK1	PK2	HNM	Did not sit	
Boy	PK4	PK4	PK4	HNM	Maths 1 – 7: SC 86 Maths 2 – 7: SC 86 English 1 -12: SC 91 English 2- 6: SC 86	Moderated and agreed
Boy	PK1	PK1	PK2	HNM	Did not sit	Threshold not met for external moderation
Boy	PK4	PK4	PK1	HNM	Maths 1 – 13: SC 90 Maths 2 – 16: SC 91 English 1 -11: SC 90 English 2- 4: SC 85	Moderated and agreed
Boy	PK1	PK1	EM	HNM	Did not sit	Threshold not met for external moderation
Girl	EM	EM	EM	HNM	Did not sit	
Girl	EM	EM	EM	HNM	Did not sit	
Girl	EM	EM	EM	HNM	Did not sit	

Year 4 Multiplication Tests

► Year 4 Multiplication

► There is no expected standard threshold for the Multiplication Tables Check in year 4. Our learners have rehearsed their times tables knowledge through programmes such as Times Tables Rockstars and have really enjoyed doing this. Not all of our learners were able to understand or at an academic point in their learning to be able to access the test, but below you can see that 10 of our year 4 learners were able to.

Boy/Girl	Multiplication Tests	Result
Boy	Did not sit	Did not sit
Boy	Did not sit	Did not sit
Boy	Did not sit	Did not sit
Boy	✓	3
Boy	✓	2
Boy	✓	1
Boy	✓	15
Boy	✓	3
Boy	Did not sit	Did not sit
Boy	Did not sit	Did not sit
Boy	Did not sit	Did not sit
Boy	Did not sit	Did not sit
Boy	Did not sit	Did not sit
Boy	Did not sit	Did not sit
Boy	✓	16
Boy	✓	2
Boy	✓	1
Boy	✓	0
Boy	✓	0

Key Stage 2 Sats Data

Year 6 Data and SATS

For our Year 6 results this academic year we were able to enter and complete the tests with 3 learners into the tests, as it was agreed that their learning, resilience, and abilities meant that they would be able to access and successfully complete the process – there results are recorded below. For all learners we have also assessed their learning outcomes using the end of key stage standards and reported these outcomes.

Key of anacronyms

- EM - Engagement Model
- PK 1 – Pre Keystage Standard 1
- PK 2 – Pre Keystage Standard 2
- PK 3 - Pre Keystage Standard 3
- PK 4 - Pre Keystage Standard 4
- PK 5 - Pre Keystage Standard 5
- PK 6 - Pre Keystage Standard 6
- HNM – Have Not Met the standard

Results

Boy/Girl	Standard Achieved				SATS Result	SATS Taken
	Writing	Reading	Maths(number)	Science		
Boy	PK5	PK5	PK5	HNM	SPAG SC: 87 Reading SC: 95 Maths SC: 90	Maths and English
Boy	PK5	PK4	PK5	HNM	SPAG SC: 84 Reading SC: 87 Maths SC: 80	Maths and English
Girl	PK6	PK6	PK6	HNM	SPAG SC: 82 Reading SC: 93 Maths SC: N	Maths and English
Girl	Engagement Model	Engagement Model	Engagement Model	HNM		Maths and English
Boy	PK4	PK4	PK4	HNM		Not Entered
Boy	PK3	PK4	PK4	HNM		Not Entered
Boy	PK3	PK3	PK4	HNM		Not Entered
Boy	PK4	PK3	PK4	HNM		Not Entered
Boy	PK5	PK3	PK5	HNM		Not Entered
Boy	PK5	PK5	PK6	HNM		Not Entered
Boy	PK5	PK6	PK5	HNM		Not Entered
Boy	PK4	PK3	PK4	HNM		Not Entered
Boy	PK4	PK4	PK4	HNM		Not Entered
Boy	PK6	PK5	PK4	HNM		Not Entered
Boy	PK3	PK3	PK4	HNM		Not Entered
Boy	PK4	PK3	PK6	HNM		Not Entered
Boy	PK3	PK3	PK4	HNM		Not Entered
Boy	Engagement Model	Engagement Model	Engagement Model	HNM		Not Entered
Girl	PK4	PK4	PK4	HNM		Not Entered
Girl	PK4	PK5	PK4	HNM		Not Entered
Girl	PK5	PK6	PK5	HNM		Not Entered
Girl	PK4	PK4	PK4	HNM		Not Entered
Girl	PK2	PK1	PK2	HNM		Not Entered