School East Hoathly CofE Primary School
DfE No: 3022

Academy? No

2023 Schools Data Summary - Early Years Foundation Stage Profile

Cohort info	All Pupils		Gender				FSM				SEND[2]					
			Boys		Girls		FSM		non FSM		SEN Support		Statement / EHCP		Non SEN	
	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort
2022	7.1	14	11.1	9	20	5	100	1	7.7	13	50	2		0	8.3	12
2023	7.1	14	16.7	6	12.5	8	50	2	8.3	12	100	1		0	7.7	13

	Year	All pupils		Gender				FSM					SEND[2]					
				Boys		Girls		FSM		non FSM		Difference[1]	SEN Support[3]		Statement / EHCP[3]		Non SEN[4]	
		National %	School %	National %	School %	National %	School %	National %	School %	National %	School %		National %	School %	National %	School %	National %	School %
GLD	2022	65.2	64.3	58.7	55.6	71.9	80	49.1	100	68.8	61.5	31.2	22.9	0	3.6		70.9	75
GLD	2023	67.2	85.7	60.6	66.7	74.2	100	51.6	100	71.5	83.3	28.5	24.3	0	3.8		74	92.3
Ave. ELG	2022	14.1	15	13.3	13.6	14.8	16.2	12.3	17	14.4	14.3	2.6	9.2	7	2.4		14.9	15.8
Ave. ELG	2023	14.1	15.3	13.4	13.2	14.9	16.9	12.4	17	14.6	15	2.4	8.4	9	2.3		15.1	15.8

2023 Schools Data Summary - End of Year 1 & 2 Phonics

Yr 1 Cohort info	All Pupils		Gender				Disadvantaged				SEND[2]					
			Boys		Girls		Disadvantaged		Non Disadvantaged		SEN Support		EHCP		Non SEN	
	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort
2019	5.9	17	12.5	8	11.1	9	100	1	6.3	16	100	1		0	6.3	16
2022	8.3	12	14.3	7	20	5	100	1	9.1	11	33.3	3		0	11.1	9
2023	6.7	15	10	10	20	5	100	1	7.1	14	33.3	3		0	8.3	12

	Year	All pupils		Gender				Disadvantaged					SEND[2]					
				Boys		Girls		Disadvantaged		Non Disadvantaged		Difference[1]	SEN Support[3]		EHCP[3]		Non SEN[4]	
		National %	School %	National %	School %	National %	School %	National %	School %	National %	School %		National %	School %	National %	School %	National %	School %
Year 1 Phonics	2019	81.8	70.6	78.5	75	85.4	66.7	71	100	84	68.8	16	48	0	19.6		88.1	75
Year 1 Phonics	2022	75.5	83.3	72.2	71.4	78.8	100	62.1	100	79.5	81.8	20.5	43.6	66.7	18.7		82.1	88.9
Year 1 Phonics	2023	78.9	60	78.9	50	82.4	80	66.5	100	82.6	57.1	17.4	48.5	66.7	19.7		85.9	58.3

Yr 2 Cohort info	All Pupils		Gender				Disadvantaged				SEND[2]					
			Boys		Girls		Disadvantaged		Non Disadvantaged		SEN Support		EHCP		Non SEN	
	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort
2019	7.7	13	14.3	7	16.7	6	50	2	9.1	11	100	1		0	8.3	12
2022	11.1	9	25	4	20	5	100	1	12.5	8	50	2		0	14.3	7
2023	8.3	12	14.3	7	20	5	100	1	9.1	11	25	4		0	12.5	8

	Year	All pupils		Gender				Disadvantaged					SEND[2]					
				Boys		Girls		Disadvantaged		Non Disadvantaged		Gap[1]	SEN Support[3]		EHCP[3]		Non SEN[4]	
		National %	School %	National %	School %	National %	School %	National %	School %	National %	School %		National %	School %	National %	School %	National %	School %
Year 2 Phonics	2019	91.4	100	89.2	100	93.6	100	85	100	93	100	7	69	100	29		97	100
Year 2 Phonics	2022	86.9	88.9	84.5	100	89.4	80	77.7	0	90	100	-90	61.4	100	28.4		93.6	85.7
Year 2 Phonics	2023	88.5	91.7	86.1	85.7	91.1	100	80.6	100	91.2	90.9	8.8	66.4	100	29.6		95.1	87.5

[1] Difference is between outcomes of national non-FSM/disadvantaged pupils and school FSM/disadvantaged pupils (see notes page for details)

[2] Pupils not on roll in the January school census are not included

[4] Non SEN pupils are compared to non SEN pupils nationally

[3] SEN Support & EHCP pupils are compared to all pupils nationally

Indicates school performance is above the national comparator by more than three pupils or attainment is 100%

Indicates school performance Indicates school performance is below the national comparator by more than one pupil

Indicates school performance is above the national comparator by more than one pupil

within one pupil of national Indicates school performance is below the national comparator by more than three pupils

School   East Hoathly CofE Primary School

DfE No: 3022

Academy?   No

2023 Schools Data Summary - Key Stage One

Cohort info	All Pupils		Boys		Girls		Disadvantaged		non Disadvantaged		SEN Support		EHCP		Non SEN	
	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort
2019	7.7	13	14.3	7	16.7	6	50	2	9.1	11	100	1		0	8.3	12
2022	11.1	9	25	4	20	5	100	1	12.5	8	50	2		0	14.3	7
2023	8.3	12	14.3	7	20	5	100	1	9.1	11	25	4		0	12.5	8

(Cohort info headers: All Pupils; Gender — Boys, Girls; Disadvantaged — Disadvantaged, non Disadvantaged; SEND[2] — SEN Support, EHCP, Non SEN)

	Year	All pupils National %	All pupils School %	Boys National %	Boys School %	Girls National %	Girls School %	Disadvantaged National %	Disadvantaged School %	Non Disadvantaged National %	Non Disadvantaged School %	Difference[1]	SEN Support[3] National %	SEN Support[3] School %	EHCP[3] National %	EHCP[3] School %	Non SEN[4] National %	Non SEN[4] School %
Reading - EXS+	2019	74.9	92.3	70.8	100	79.2	83.3	61.8	100	78.4	90.9	21.6	33.3	100	12.8		83.3	91.7
	2022	66.9	77.8	63.4	75	70.5	80	51.3	0	72.1	87.5	-72.1	29.6	50	12		75.2	85.7
	2023	68.2	75	64.8	71.4	71.8	80	53.7	0	73.2	81.8	-73.2	32	75	12.4		76.9	75
Reading - GDS	2019	25	30.8	21.7	42.9	28.6	16.7	13.7	0	28	36.4	-28	5.3	0	2		28.7	33.3
	2022	18	11.1	16.3	25	19.7	0	8.3	0	21.2	12.5	-21.2	4.4	50	1.7		20.8	0
	2023	18.7	16.7	16.9	14.3	20.6	20	9.1	0	22	18.2	-22	4.9	25	1.9		21.8	12.5
Writing - EXS+	2019	69.2	92.3	62.9	100	75.9	83.3	54.7	100	73.1	90.9	26.9	24.5	100	8.6		78	91.7
	2022	57.6	66.7	51.8	50	63.7	80	41	0	63.2	75	-63.2	19.7	50	7.3		65.8	71.4
	2023	60.1	66.7	54.3	57.1	66.1	80	44.3	0	65.5	72.7	-65.5	21.7	50	7.6		68.9	75
Writing - GDS	2019	14.8	15.4	11.1	28.6	18.6	0	7.1	0	16.8	18.2	-16.8	2.1	0	0.8		17	16.7
	2022	8	11.1	6.2	25	9.9	0	3.1	0	9.6	12.5	-9.6	1.3	50	0.5		9.4	0
	2023	8.2	0	6.4	0	10.1	0	3.4	0	9.9	0	-9.9	1.4	0	0.6		9.7	0
Maths - EXS+	2019	75.6	92.3	74.5	100	76.8	83.3	62.2	100	79.2	90.9	20.8	36.5	100	14		83.6	91.7
	2022	67.6	66.7	68.1	75	67.1	60	51.7	0	73	75	-73	33.1	50	13.7		75.5	71.4
	2023	70.4	66.7	70.6	57.1	70.2	80	55.6	0	75.5	72.7	-75.5	36.7	50	14.5		78.7	75
Maths - GDS	2019	21.7	23.1	23.9	28.6	19.4	16.7	11.7	0	24.4	27.3	-24.4	5.3	0	2.4		24.8	25
	2022	15.1	22.2	17.6	50	12.4	0	6.8	0	17.9	25	-17.9	4.5	50	2.2		17.3	14.3
	2023	16.3	8.3	19.4	14.3	13.1	0	7.8	0	19.3	9.1	-19.3	5.2	25	2.3		18.9	0
Science - EXS	2019	82.3	100	79.7	100	85	100	70.4	100	85.4	100	14.6	46.3	100	15.9		89.9	100
	2022	77.1	77.8	75	75	79.2	80	62.8	0	81.8	87.5	-81.8	43.6	50	15.8		85.1	85.7
	2023	78.7	83.3	76.5	71.4	81	100	65.6	0	83.1	90.9	-83.1	47	75	16.8		86.9	87.5

Key:

EXS+ - Includes pupils working at the expected standard and pupils working at greater depth within the expected standard

GDS - Includes pupils working at greater depth within the expected standard

1 Difference is between outcomes of national non-disadvantaged pupils and school disadvantaged pupils (see notes page for details)

2 Pupils not on roll in the January school census are not included

3 SEN Support & EHCP pupils are compared to all pupils nationally

4 Non SEN pupils are compared to non SEN pupils nationally

Indicates school performance is above the national comparator by more than three pupils or attainment is 100%

Indicates school performance is above the national comparator by more than one pupil

Indicates school performance within one pupil of national comparator

Indicates school performance is below the national comparator by more than one pupil

Indicates school performance is below the national comparator by more than three pupils

School East Hoathly CofE Primary School

DfE No: 3022

Academy? No

2023 Schools Data Summary - Key Stage Two

Cohort info	All Pupils		Gender – Boys		Gender – Girls		Disadvantaged		non Disadvantaged		SEND[2] – SEN Support		SEND[2] – EHCP		SEND[2] – Non SEN	
	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort
2019	6.3	16	11.1	9	14.3	7	50	2	7.1	14	50	0		0	6.3	16
2022	6.3	16	12.5	8	12.5	8	33.3	3	7.7	13	50	2	100	1	7.7	13
2023	6.3	16	10	10	16.7	6	50	2	7.1	14	100	1		0	6.7	15

	Year	All pupils National %	All pupils School %	Boys National %	Boys School %	Girls National %	Girls School %	Disadvantaged National %	Disadvantaged School %	Non Disadvantaged National %	Non Disadvantaged School %	Difference[1]	School Support[3] National %	School Support[3] School %	EHCP[3] National %	EHCP[3] School %	Non SEN[4] National %	Non SEN[4] School %
RWM (combined) - EXS	2019	65.3	81.3	60.7	66.7	70.2	100	51.5	100	71.5	78.6	28.5	25.4		9.1		74.9	81.3
	2022	58.9	43.8	54.8	25	63.3	62.5	42.7	66.7	65.8	38.5	0.9	21.2	50	7	0	69.2	46.2
	2023	59.6	62.5	56.3	80	63	33.3	44.2	50	66.6	64.3	-16.6	23.6	0	8.2		70.3	66.7
RWM (combined) - GDS	2019	10.6	12.5	8.7	11.1	12.6	14.3	4.7	0	13.3	14.3	-13.3	1.6		0.7		12.7	12.5
	2022	7.2	6.3	5.9	0	8.6	12.5	2.8	0	9.1	7.7	-9.1	1.2	0	0.4	0	8.8	7.7
	2023	8	0	6.9	0	9.1	0	3.2	0	10.1	0	-10.1	1.5	0	0.5		9.8	0
Reading - EXS	2019	73.8	81.3	69.2	66.7	78.5	100	62.3	100	78.8	78.6	21.2	41		16.4		82	81.3
	2022	75	75	70.1	50	80.2	100	62.5	66.7	80.3	76.9	-13.6	43.9	50	16.2	0	84.4	84.6
	2023	72.8	75	70.1	80	75.7	66.7	60.6	50	78.8	78.6	-28.8	45	0	18.2		82.4	80
Reading - GDS	2019	27.2	25	22.5	22.2	32.1	28.6	17	0	31.8	28.6	-31.8	8.9		4.1		31.5	25
	2022	28.1	18.8	23	12.5	33.5	25	17.4	33.3	32.7	15.4	0.6	9.5	50	3.6	0	33.1	15.4
	2023	29.1	37.5	26.9	30	31.4	50	17.6	50	34.4	35.7	15.6	11.8	0	4.9		34.3	40
Writing - EXS	2019	78.9	93.8	73	88.9	85.2	100	67.9	100	83.9	92.9	16.1	38.9		13.5		88.9	93.8
	2022	69.7	81.3	63	62.5	76.7	100	55.3	100	75.8	76.9	24.2	30.4	100	10.4	0	80.6	84.6
	2023	71.5	100	65.1	100	78.2	100	58.1	100	77.7	100	22.3	33.9	100	11.8		83	100
Writing - GDS	2019	20.3	18.8	15.2	11.1	25.6	28.6	11.4	0	24.2	21.4	-24.2	3.7		1.6		24.1	18.8
	2022	12.8	25	9.6	0	16.2	50	6.1	33.3	15.7	23.1	17.6	2.7	0	1	0	15.5	30.8
	2023	13.3	12.5	10.1	20	16.6	0	6.6	0	16.3	14.3	-16.3	3	0	1.1		16.2	13.3
Maths - EXS	2019	79.1	93.8	78.6	88.9	79.7	100	67.5	100	84.2	92.9	15.8	46.3		17		87.6	93.8
	2022	71.8	56.3	72.6	50	70.9	62.5	56.5	100	78.3	46.2	21.7	39.9	100	14.8	0	81.2	53.8
	2023	73	68.8	73.6	90	72.4	33.3	59.1	50	79.6	71.4	-29.6	42.5	0	16.5		83.1	73.3
Maths - GDS	2019	26.8	12.5	29.2	11.1	24.4	14.3	15.6	0	31.8	14.3	-31.8	7.5		3.4		31.3	12.5
	2022	22.6	12.5	25.1	12.5	20	12.5	11.7	33.3	27.2	7.7	6.1	6.6	50	2.8	0	26.8	7.7
	2023	23.9	18.8	26.8	20	20.9	16.7	12.9	50	28.9	14.3	21.1	7.5	0	3.4		28.6	20
Grammar, Punctuation & Spelling - EXS	2019	78.5	93.8	74.1	88.9	83.1	100	67.5	100	83.4	92.9	16.6	41.2		17.4		87.7	93.8
	2020	72.8	68.8	68.5	50	77.3	87.5	58.9	66.7	78.8	69.2	-12.1	36.4	50	15.1	0	83.2	76.9
	2021	72.4	81.3	68.3	90	76.6	66.7	59.3	50	78.7	85.7	-28.7	37.9	0	16.2		83.3	86.7
Grammar, Punctuation & Spelling - GDS	2019	35.9	50	31	44.4	41.1	57.1	24.4	50	41	50	9	9.3		5		42	50
	2020	28.4	18.8	25.1	12.5	31.8	25	17	66.7	33.2	7.7	33.5	7.8	50	3.8	0	33.8	15.4
	2021	30.1	12.5	26.9	20	33.5	0	18.6	0	35.4	14.3	-35.4	9	0	4.2		36.2	13.3
Science - EXS	2019	83.4	93.8	80.6	88.9	86.2	100	72.7	100	88.1	92.9	11.9	50.6		17.9		92	93.8
	2022	79.1	87.5	76.7	75	81.8	100	65.8	100	84.9	84.6	15.1	47.8	100	17.3	0	88.8	92.3
	2023	80.5	100	78	100	83.1	100	68.2	100	86.1	100	13.9	51.4	100	19.1		90.4	100

School East Hoathly CofE Primary School

DfE No: 3022

Academy? No

2023 Schools Data Summary - Key Stage Two

Cohort info	All Pupils		Gender				Disadvantaged				SEND[2]					
			Boys		Girls		Disadvantaged		non Disadvantaged		SEN Support		EHCP		Non SEN	
	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort
2019	6.3	16	11.1	9	14.3	7	50	2	7.1	14		0		0	6.3	16
2022	6.3	16	12.5	8	12.5	8	33.3	3	7.7	13	50	2	100	1	7.7	13
2023	6.3	16	10	10	16.7	6	50	2	7.1	14	100	1		0	6.7	15

	Year	All pupils		Gender				Disadvantaged					SEND[2]					
				Boys		Girls		Disadvantaged		Non Disadvantaged		Difference[1]	School Support[3]		EHCP[3]		Non SEN[4]	
	Year	National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	Difference[1]	National %	School %	National %	School %	National %	School %
Reading - Average Scaled Score	2019	104.5	105	103.4	103.9	105.6	106.4	101.9	101.5	105.6	105.5	-4.1	97.5		96		105.8	105
	2022	104.8	104.9	103.7	100.5	106	109.3	102.2	105.7	105.9	104.7	-0.2	98.3	104	95.9	96	106.2	105.7
	2023	105.1	105.4	104.6	105.3	105.6	105.5	102.5	103.5	106.3	105.6	-2.8	99.4	93	97.7		106.4	106.2
Maths - Average Scaled Score	2019	105.1	104.3	105.4	103.6	104.8	105.3	102.6	103.5	106.2	104.4	-2.7	98.5		96.4		106.4	104.3
	2022	103.8	100.9	104.4	100.3	103.3	101.6	100.8	105	105.1	100	-0.1	97.5	106	95.5	96	105.2	100.5
	2023	104.2	102.3	104.8	103.9	103.7	99.7	101.3	101	105.5	102.5	-4.5	98.1	91	96		105.6	103.1
GPS - Average Scaled Score	2019	106.4	107.6	105.3	106.6	107.4	108.9	103.8	106	107.5	107.8	-1.5	98.3		97.4		107.9	107.6
	2022	105.1	103.3	104.3	100.3	105.9	106.4	102.1	105.3	106.3	102.8	-1	97.7	103	96.3	96	106.7	103.9
	2023	104.9	103.4	104.2	104	105.7	102.5	102.1	98	106.1	104.2	-8.1	97.9	88	96.4		106.5	104.5
Reading - Progress Score	2019	0.0	-3.5	-0.5	-5.1	0.6	-1.5	-0.6	-3.7	0.3	-3.5	-4.0	-1.0		-3.6		0.4	-3.5
	2022	0.0	-0.6	-0.7	-3.1	0.9	2.0	-0.8	0.6	0.4	-0.8	0.2	-1.2	0.9	-4.5	-0.1	0.5	-0.8
	2023	0.0	-1.4	-0.2	-2.6	0.3	0.6	-0.9	3.7	0.4	-2.1	3.3	-0.6	-1.2	-4.4		0.4	-1.4
Writing - Progress Score	2019	0.0	-2.4	-0.7	-4.3	0.8	0.1	-0.5	-0.5	0.3	-2.7	-0.8	-1.7		-4.3		0.5	-2.4
	2022	0.0	1.1	-0.8	-2.5	0.9	4.8	-0.8	5.6	0.4	0.1	5.2	-1.6	4.2	-4.1	-13.5	0.6	1.8
	2023	0.0	1.8	-0.8	1.7	0.9	1.9	-0.7	7.1	0.4	1.0	6.7	-1.5	13.2	-4.4		0.6	1.0
Maths - Progress Score	2019	0.0	-4.5	0.7	-5.9	-0.7	-2.7	-0.7	-2.3	0.4	-4.8	-2.7	-1.0		-4.0		0.4	-4.5
	2022	0.0	-3.4	0.8	-2.4	-0.8	-4.5	-1.1	0.7	0.5	-4.4	0.2	-0.9	3.3	-3.9	0.9	0.4	-4.8
	2023	0.0	-3.5	0.8	-2.9	-0.8	-4.5	-1.0	2.0	0.5	-4.3	1.5	-0.8	-2.4	-4.1		0.5	-3.6

Key:

EXS - Working at the Expected Standard

Reached the expected standard (or higher) in the tests (scaled score of 100 or more)

Working at the expected standard (EXS) based on Teacher Assessment (including those working at a greater depth (GDS))

Reaching the expected standard in Reading and Maths tests and EXS in Writing Teacher Assessment

GDS - Working at a Greater Depth within the Expected Standard

Achieving a 'High Score' in the tests (Scaled score of 110 or more)

Working at greater depth within the expected standard (GDS) based on the teacher assessment

Achieving a 'High Score' in Reading and Maths tests and GDS in Writing Teacher Assessment

1 Difference is between outcomes of national non-disadvantaged pupils and school disadvantaged pupils (attainment only) (see notes page for details)

[2] Pupils not on roll in the January school census are not included

[3] SEN Support & EHCP pupils are compared to all pupils nationally (attainment only)

[4] Non SEN pupils are compared to non SEN pupils nationally (attainment only)

Scaled Scores - The average is calculated by taking the sum of all scaled scores divided by the number pupils with a scaled score. E.g. if a pupil did not take the test or took the test but did not receive score, then they are excluded from the calculation.

Progress Scores - The average is calculated by taking the sum of all progress scores divided by the number pupils with a progress score. E.g. if a pupil did not have any prior attainment at the end of KS1, then they are excluded from the calculation.

Attainment Percentages / Scaled Scores

Indicates school performance is above the national comparator by more than three pupils/points

Indicates school performance is above the national comparator by more than one pupil/point

Indicates school performance within one pupil/point of national comparator

Indicates school performance is below the national comparator by more than one pupil/point

Indicates school performance is below the national comparator by more than three pupils/points

Progress Scores (PLEASE SEE NOTES PAGES FOR TABLE OF THRESHOLDS)

This score is considered **above average** because it is higher than 0 and its lower confidence interval is higher than 0.

This score is considered **close to average** because its lower confidence interval is 0 or lower, and its upper confidence interval is 0 or higher.

This score is considered **below average** because it is less than 0 and its upper confidence interval is lower than 0.

Data Summary - Notes and Source

Differences Methodology

All differences are calculated to match the methodology used by the DfE both in published data and that made available via ASP. The national outcome is subtracted from the school/LA/Group outcome. If the national outcome is greater than the School/LA/group outcome, this results in a negative difference being shown in the reports.

Source: 2023 (Revised)
Schools

EYFSP, Phonics and KS1
All attainment data is that submitted by schools directly to the local authority in the summer term at the end of academic year 2022-23
Contextual information matched to January 2023 school census (disadvantaged data is now based on the October 2022 census as provided by the DfE)

KS2
Provided by the DfE via analyse school performance (ASP) December 2023

KS4
Attainment & Progress data (including contextual information) provided by the DfE via Analyse School Performance - February 2024

Source: 2022 (Revised)
Schools

EYFSP, Phonics and KS1
All attainment data is that submitted by schools directly to the local authority in the summer term at the end of academic year 2021-22
Contextual information matched to January 2022 school census (disadvantaged data is now based on the October 2021 census as provided by the DfE)

KS2
Provided by the DfE via analyse school performance (ASP) December 2022

KS4
Attainment & Progress data (including contextual information) provided by the DfE via Analyse School Performance - February 2023

Source: 2019 (Revised)
Schools

EYFSP, Phonics and KS1
All attainment data is that submitted by schools directly to the local authority in the summer term at the end of academic year 2018-19
Contextual information matched to January 2019 school census

KS2
Provided by the DfE via Key To Success website -13th December 2019

KS4
Attainment & Progress data (including contextual information) provided by the DfE via Key to Success website - 6th February 2020

Data Summary - Notes and Source

Local Authority and National Data 2022/23

EYFSP: https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results

Phonics/KS1:   https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment

KS2:   https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment

KS4

https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised

NCER - December 2023 (for unpublished data)

NCER National – These figures are provisional and unpublished indicators of national benchmarks, not official DfE National data, being based on the aggregation of all local authorities' data collected directly from schools. NCER National results become more robust as more data is loaded by LAs, so are subject to change at this early stage. NCER National results have been a reliable, robust source of early data for LAs and schools when compared to DfE National data for many years.

Local Authority and National Data 2018/19 & 2021/22

EYFSP:

https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile

Phonics/KS1:

https://www.gov.uk/government/collections/statistics-key-stage-1

KS2

https://www.gov.uk/government/collections/statistics-key-stage-2

KS4

https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

KS5

https://www.gov.uk/government/collections/statistics-attainment-at-19-years

Further publications

Primary school accountability

https://www.gov.uk/government/publications/primary-school-accountability

Secondary accountability measures

https://www.gov.uk/government/publications/progress-8-school-performance-measure

School and college performance tables: statements of intent
https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent

School and college performance tables
https://www.compare-school-performance.service.gov.uk/

Data Summary - Notes and Source