

SCHOOL PERFORMANCE DATA SUMMARY – Summer 2025

At Desford Community Primary School, we value and/or measure the success of children in all year groups. This is done with national curriculum subjects, social skills, behaviour development, extra-curricular activities and much more. The nationally reported outcomes only really measure achievement in English and Maths, but they are a useful check point for us to identify strengths and areas for development in these subjects. The table below shows the achievements of our children in nationally reported areas for the 2024-25 academic year. The second page shows a 4-year trend for these same areas to give you some idea of how the school is performing over time.

| KEY TO COLOURS | Below national | Broadly in line with national | At or above national | Significantly Above National |
|----------------|----------------|-------------------------------|----------------------|------------------------------|
|----------------|----------------|-------------------------------|----------------------|------------------------------|

| Subject | Statistic | School | National |
|---------------------------------------|---|--------|----------|
| KS2 Reading | % of children achieving age related standard or above (EXS) | 78% | 75% |
| | % of children achieving the higher standard (GDS) | 37% | 33% |
| KS2 Writing | % of children achieving age related standard or above (EXS) | 76% | 72% |
| | % of children achieving the higher standard (GDS) | 4% | 12% |
| KS2 Maths | % of children achieving age related standard or above (EXS) | 82% | 74% |
| | % of children achieving the higher standard (GDS) | 47% | 26% |
| KS2 Grammar, Punctuation & Spelling | % of children achieving age related standard or above (EXS) | 86% | 73% |
| | % of children achieving the higher standard (GDS) | 29% | 29% |
| KS2 Reading, Writing & Maths combined | % of children achieving age related standard (EXS) | 71% | 62% |
| | % of children achieving the higher standard (GDS) | 4% | 8% |
| Year 4 Multiplication Tables Check | % of children scoring 25 out of 25 | 37% | 38% |
| | Average Score (out of 25) | 21.7 | 21.1 |
| Year 2 Phonics Screening Check | % of children passing the check by the end of year 2 | 92% | 91% |
| Year 1 Phonics Screening Check | % of children passing the check | 82% | 80% |
| Early Years Foundation Stage | % of children achieving a Good Level of Development (GLD) | 77% | 69% |

- Over the past two years, we have designed and implemented new strategies for the teaching of reading and writing and are seeing the benefit of this in children's outcomes in all year groups.
- Writing was an area of development following last year's outcomes. This year's KS2 writing data is above national and shows the impact of work in this area.
- Maths outcomes are very strong, with a significant number of children achieving the higher standard in maths compared to national percentages.
- Grammar, Punctuation and Spelling was our strongest outcome this year and supports the increase in the number of children achieving the expected standard in writing.
- A higher than national number of children achieved the expected standard or above for all three of reading, writing and maths.
- The number of children achieving the higher standard in all three of reading, writing and maths is lower than national. With only 4% of writers achieving the higher standard, the combined score is restricted by this statistic.
- Multiplication Tables outcomes are in line with national percentages.
- Phonics scores have risen above national, thanks to the high focus there has been in bringing in a new scheme in this area.
- Children in EYFS achieve well and above national expectations.
- School data will always fluctuate to some degree due to variations in cohorts of children. Where data begins to show a pattern, this informs strategic planning for the school.
- Our current focus, as well as for all four schools across the LiFE MAT, is therefore going to be on developing higher ability writers in all year groups.

SCHOOL OUTCOMES OVER TIME

When deciding on areas of focus each year, school leaders consider findings from school monitoring and evaluation, cross-trust peer reviews, and external reviews from organisations such as challenge partners and Ofsted. It is important that we also consider outcomes in the areas below, looking at trends over an extended period rather than just for the latest outcomes. Below shows the trends for all of the key assessed areas.

| KEY TO COLOURS | | Below national | Broadly in line with national | At or above national | Significantly Above National | | | | |
|---------------------------------------|---|----------------|-------------------------------|----------------------|------------------------------|-----------|----------|-----------|----------|
| | Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | |
| | | School | National | School | National | School | National | School | National |
| KS2 Reading | % of children achieving age related standard or above (EXS) | 79% | 74% | 72% | 73% | 86% | 74% | 78% | 75% |
| | % of children achieving the higher standard (GDS) | 32% | 28% | 26% | 29% | 37% | 28% | 37% | 33% |
| KS2 Writing | % of children achieving age related standard or above (EXS) | 82% | 69% | 59% | 71% | 51% | 72% | 76% | 72% |
| | % of children achieving the higher standard (GDS) | 13% | 13% | 13% | 13% | 0% | 3% | 4% | 12% |
| KS2 Maths | % of children achieving age related standard or above (EXS) | 82% | 71% | 67% | 73% | 77% | 73% | 82% | 74% |
| | % of children achieving the higher standard (GDS) | 37% | 22% | 16% | 24% | 28% | 24% | 47% | 26% |
| KS2 Grammar, Punctuation & Spelling | % of children achieving age related standard or above (EXS) | 81% | 72% | 61% | 72% | 85% | 72% | 86% | 73% |
| | % of children achieving the higher standard (GDS) | 29% | 28% | 19% | 30% | 45% | 32% | 29% | 29% |
| KS2 Reading, Writing & Maths combined | % of children achieving age related standard or above (EXS) | 73% | 59% | 54% | 60% | 48% | 61% | 71% | 62% |
| | % of children achieving the higher standard (GDS) | 10% | 7% | 4% | 8% | 0% | 8% | 4% | 8% |
| Year 4 Multiplication Tables Check | % of children scoring 25 out of 25 | N/A | 27% | 22% | 29% | 54% | 34% | 37% | 38% |
| | Average Score (out of 25) | N/A | 19.8 | 19.1 | 20.2 | 21.7 | 20.6 | 21.1 | 21.1 |
| Year 2 Phonics Screening Check | % of children passing the check by the end of year 2 | 83% | 87% | 97% | 89% | 94% | 89% | 92% | 91% |
| Year 1 Phonics Screening Check | % of children passing the check | 70% | 75% | 80% | 79% | 73% | 80% | 82% | 80% |
| Early Years Foundation Stage | % of children achieving a Good Level of Development (GLD) | 70% | 65% | 68% | 67% | 69% | 68% | 77% | 69% |

The key themes arising from the data table above are:

- By the end of Primary School, children at Desford achieve outcomes that are broadly in line with or exceed national levels for attainment in reading.
- By the end of Primary School, children at Desford usually achieve outcomes in maths and grammar tests that are at or above national levels for attainment.
- Children had been achieving below national levels for writing for two years running but this trend has been addressed but will remain to be an area of development.
- Children achieve outcomes on the year 4 multiplication tables check, that are broadly in line with national levels of attainment.
- Children usually perform in line with national expectations for phonics in year 1, our new scheme of Little Wandle has improved this further.
- Children are consistently at or above national expectations for achieving a good level of development (GLD) by the end of the Early Years Foundation Stage.