



Emmanuel Attainment and Progress Summary 2019-2022

Early Years Foundation Stage

Reception children are assessed by their teachers in 17 different areas of learning at the end of Reception. Children who are assessed as working at the expected level in the 'prime areas of learning' of communication and language, physical development and personal, social and emotional development, as well as in the 'specific' areas of literacy (reading, writing) and maths (numbers, shape, space and measures) are described as having reached a 'good level of development'.

Percentage of pupils reaching a 'good level of development'

	2019	2020*	2021*	2022
Emmanuel	80%	67%	79%	80%
Camden	73%	-	-	65%
National	72%	-	-	65%

Year 1 Phonics Screening Check

	2019	2020*	2021*	2022
Emmanuel	93%	93%	93%	93%
Camden	81%	-	-	77%
National	82%	-	-	75%

Key Stage 1

At the end of Year 2, teachers make judgements in Reading, Writing and Maths using the children's work over the year and the outcome of their 'SATs' tests in Reading and Maths. Children are assessed against a nationally 'expected standard' for the end of Key Stage 1 and if children are working at greater depth within the expected standard, they are described as working at the 'higher standard'.

Percentage of pupils reaching the expected standard or above

	Reading				Writing				Maths			
	2019	2020*	2021*	2022	2019	2020*	2021*	2022	2019	2020*	2021*	2022
Emmanuel	76%	93%	87%	87%	76%	83%	81%	77%	76%	93%	87%	77%
Camden	77%	-	-	70%	70%	-	-	64%	75%	-	-	71%
National	75%	-	-	67%	69%	-	-	58%	76%	-	-	68%

Percentage of pupils reaching the higher standard

	Reading				Writing				Maths			
	2019	2020*	2021*	2022	2019	2020*	2021*	2022	2019	2020*	2021*	2022
Emmanuel	34%	33%	32%	33%	24%	27%	23%	23%	34%	27%	26%	27%
Camden	26%	-	-	22%	16%	-	-	11%	23%	-	-	21%
National	25%	-	-	18%	15%	-	-	8%	22%	-	-	15%



Key Stage 2 Assessment Results

At the end of Year 6, children take 'SATs' tests in Reading, Maths and Grammar, Punctuation and Spelling. Their results are presented as a scaled score within a range of 80-120, where 100 represents the 'expected standard' and 110 or more represents the 'higher standard'. There is no test for writing; writing is assessed by teachers in school as either below the expected standard, at the expected standard or at greater depth, and then moderated across different schools within the local area.

Percentage of pupils reaching the expected standard or above

	Reading				Writing				Maths				Combined			
	2019	2020*	2021*	2022	2019	2020*	2021*	2022	2019	2020*	2021*	2022	2019	2020*	2021*	2022
Emmanuel	84%	90%	79%	96%	86%	90%	72%	82%	86%	83%	83%	93%	74%	-	-	82%
Camden	80%	-	-	85%	82%	-	-	78%	86%	-	-	84%	73%	-	-	71%
National	73%	-	-	74%	78%	-	-	69%	79%	-	-	71%	65%	-	-	58%

Percentage of pupils reaching greater depth

	Reading				Writing				Maths				Combined			
	2019	2020*	2021*	2022	2019	2020*	2021*	2022	2019	2020*	2021*	2022	2019	2020*	2021*	2022
Emmanuel	40%	57%	45%	61%	28%	27%	31%	18%	32%	40%	45%	36%	18%	-	-	11%
Camden	34%	-	-	38%	24%	-	-	17%	34%	-	-	29%	16%	-	-	13%
National	27%	-	-	28%	20%	-	-	13%	27%	-	-	22%	11%	-	-	11%

Average progress score

Progress is measured from children's assessment results at the end of KS1 and presented as a negative or positive figure in comparison with the progress of all other children nationally with the same results at KS1. National is 0. The vast majority of schools have progress scores within the range from -5 to +5

	Reading				Writing				Maths			
	2019	2020*	2021*	2022	2019	2020*	2021*	2022	2019	2020*	2021*	2022
Emmanuel	2.4	-	-	4.4	1.5	-	-	1.1	1.1	-	-	2.7
Camden	2.4	-	-	2.5	1.8	-	-	2.2	2.3	-	-	2.3

* Statutory national assessments did not take place in 2020 or 2021 due to the coronavirus pandemic. All 2020 and 2021 assessments reported here are school-based teacher assessments. There is no Camden or national comparison data and there are no KS2 scaled scores or progress scores.