



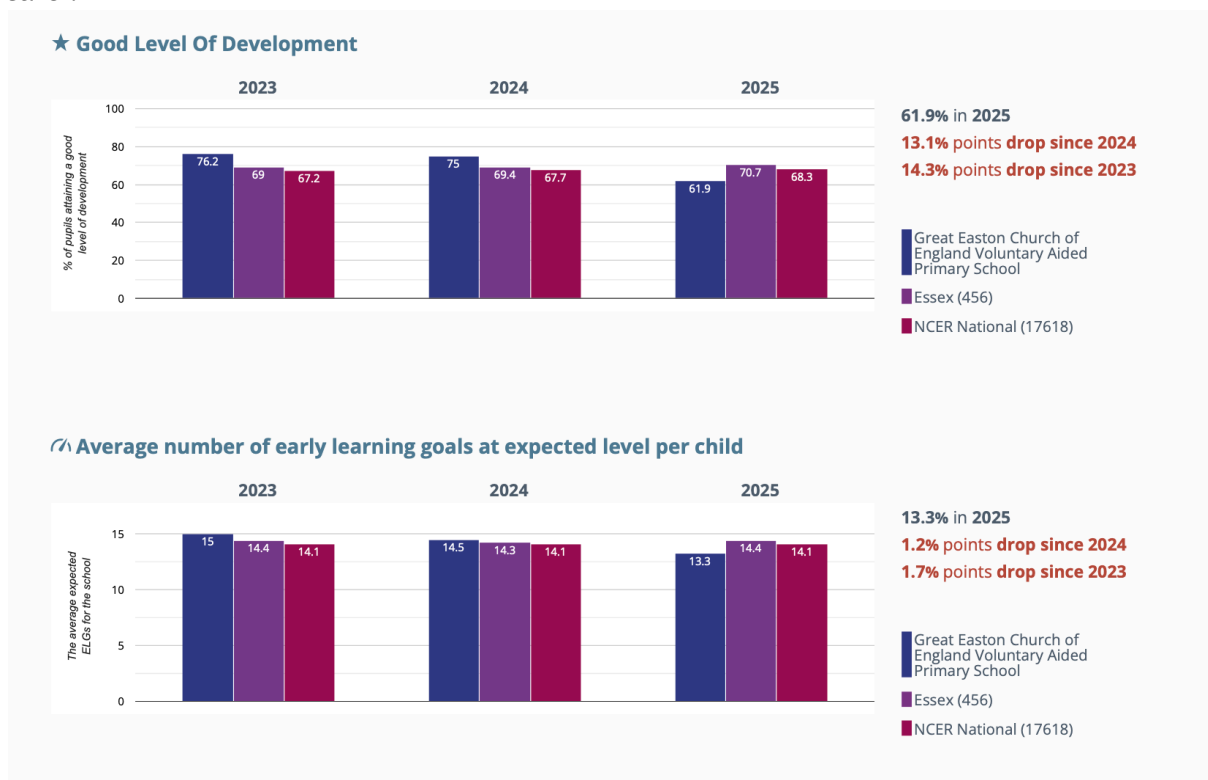
GREAT EASTON CHURCH OF ENGLAND (Aided) PRIMARY SCHOOL

Data Summary for 2025

The following information states the outcomes for pupils at Great Easton Primary School during the academic year 2025 with comparisons to Essex and National data.

Reception GLD:

21 pupils (13 girls and 8 boys), 5 SEND (3 EHCPs) and 5 SEND monitoring. No PPG, 1 young carer.



The Prime Areas showed relatively stronger performance. Communication & Language and Physical Development had average scores above 1.80, with Gross Motor Skills (1.90) and Listening, Attention & Understanding (1.86) standing out. Expressive Arts & Design also performed well, indicating positive engagement with creative and sensory learning.

The performance of the 5 children with SEND (EHCPs or SEN Support) provides further insight into the cohort's complexity. While none of these children achieved GLD, their profiles show clear strengths and potential. For example, Gross Motor Skills, Mathematics, and Listening, Attention &

Understanding all averaged 1.60, demonstrating that children with SEND are able to access and succeed in structured, practical learning environments when provision is well matched to their needs. Their overall average score across all ELGs was 1.42, which, while below the cohort average of 1.78, still reflects meaningful progress in key developmental areas.

Moreover, the SEND cohort showed strong engagement in Communication & Language, with an average score of 1.50, and consistent performance in Physical Development and Expressive Arts & Design, both at 1.40. These outcomes suggest that the school's inclusive and creative curriculum is supporting children with additional needs to thrive in areas that build confidence, independence, and communication.

While challenges remain—particularly in Literacy and Self Regulation (both averaging 1.20 for SEND pupils)—the data highlights the importance of recognising and building on the strengths of children with SEND. Their progress in practical, expressive, and communication based domains provides a strong foundation for further development and reflects positively on the inclusive ethos and commitment to meeting diverse needs.

From a cohort of **21 pupils** using the early years foundation stage profile, **61.9%** are achieving a good level of development (GLD), a total of **13 pupils**.

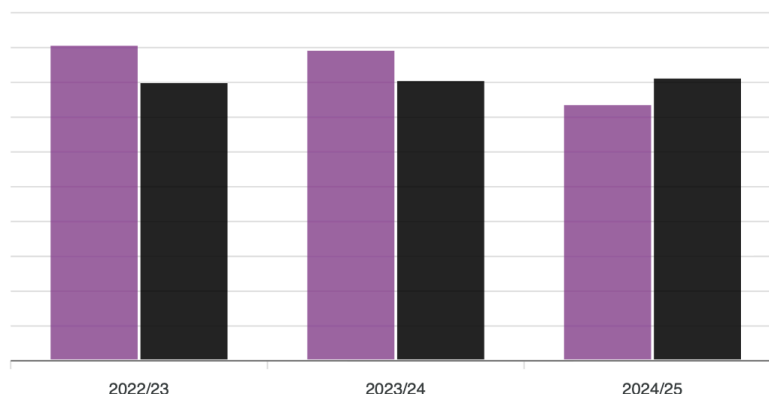
The average total points score in all GLD goals is **21.6** out of a possible 24.

The EYFSP good level of development has **decreased by 13.1%** from **75.0%** in 2023/24 to **61.9%** in 2024/25.

This is equivalent to approximately **3 fewer** pupils achieving a good level of development in 2024/25 compared to 2023/24. This is due to the complexity of need in this year's cohort.

Great Easton Primary School's average for the last 3 academic year(s) is **71.0%**.

EYFSP: Good Level of Development | Trend



61.9% achieved a good level of development, **6.4% lower than** the National average of **68.3%**.

This is the equivalent of **1 fewer** pupil in your school achieving a good level of development compared to the National average.

Your school has been above the National average 2 times in the last 3 academic year(s).

Y1 Phonics Check

20 children (9 girls, 11 boys), 10 SEND (5 EHCPs) and 1 PPG.



Outcomes evidence that of the 20 pupils in the cohort, 50% (10 pupils). While this is below the national average of 80% and the Essex LA average (typically around 78-82%), the average point score of 28.4 demonstrates that many pupils were close to the threshold and that the overall quality of phonics teaching is secure. The distribution of scores shows that a significant number of pupils are progressing well, with several achieving in the higher bands (37-40), indicating strong decoding skills and phonemic awareness. SEND performance is particularly commendable. Within the SEND cohort of 10 pupils, 50% (5 pupils) also met the expected standard, demonstrating parity with the overall cohort. The SEND group achieved an APS of 32.6, which is notably higher than the whole cohort average. This shows that inclusive teaching strategies and targeted support for pupils are having a positive impact. The presence of pupils scoring in the highest bands (37-40) within the SEND group further reinforces the effectiveness of provision.

Overall, while the proportion of pupils meeting the expected standard is below national and LA averages, the phonics provision is clearly enabling progress across the cohort. Continued focus on early intervention and targeted support will help to further raise attainment in future cohorts.

Year 6

22 children 13 girls, 9 boys.

SEND Analysis: 1 EHCP (5%) 9 (45%) on SEND register. 3 children were flexi-schooled, spending one day a week doing other activities. No children were disapplied and approached the SATS tests with confidence, despite finding them all incredibly challenging but confident to do their best. 5 children were dyslexic and 1 of these met the standard. SEND outcomes are particularly noteworthy. Of the pupils identified as having SEND (including those with EHCPs and SEN Support), 8 pupils (80.0%) met the expected standard in reading, with 3 (30.0%) achieving GDS. In GPS, 4 pupils (40.0%) met the expected standard, and 2 (20.0%) achieved GDS. In maths, 6 pupils (60.0%) met the expected standard, with 2 (20.0%) reaching the higher threshold. Writing teacher assessments show 3 pupils (30.0%) working at or above the expected standard, with 1 (10.0%) achieving greater depth. Notably, 3 SEND pupils (30.0%) met the combined RWM expected standard, with 1 (10.0%) achieving greater depth. These outcomes reflect the school's commitment to inclusive practice and high expectations for all learners, with SEND pupils making strong progress and contributing positively to the overall attainment profile.

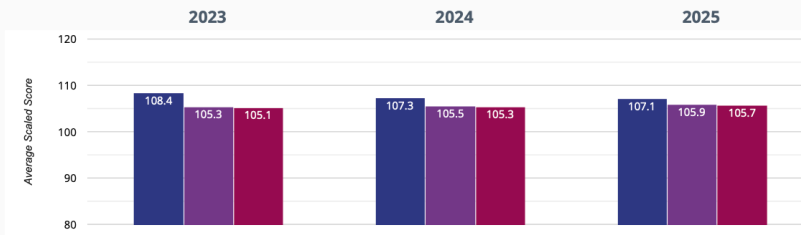
PPG: 6 children - 5 are also on the SEND register. 1 child got 1 of the 5, 3 children got 3 of the 5, 2 got 4 of the 5.

1 child in total did not meet expected in any area.

22 children 13 girls and 9 boys

8 children have joined in KS2, 2 in Y6.

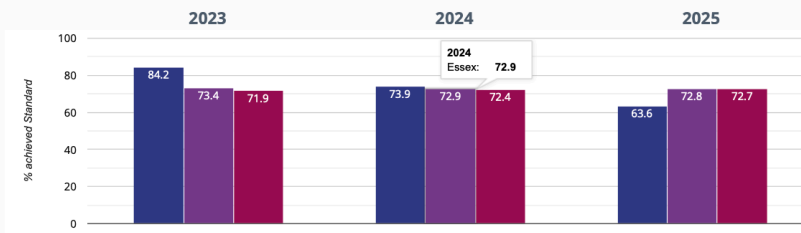
Reading - average scaled score



107.1 in 2025
0.2 points drop since 2024
1.3 points drop since 2023

Great Easton Church of England Voluntary Aided Primary School
 Essex (426)
 NCER National (16094)

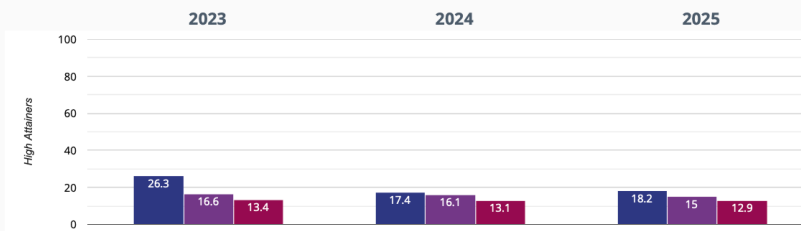
Writing - achieved standard



63.6% in 2025
10.3% points drop since 2024
20.6% points drop since 2023

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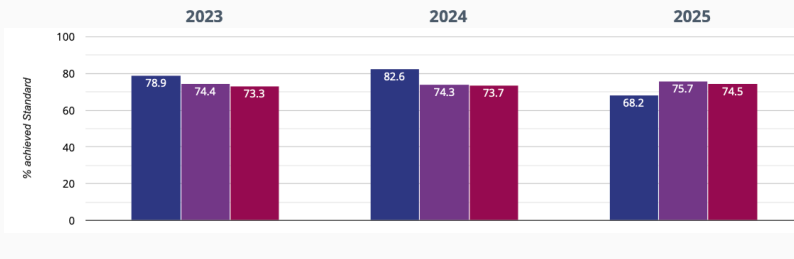
Writing - high attainers



18.2% in 2025
0.8% points rise since 2024
8.1% points drop since 2023

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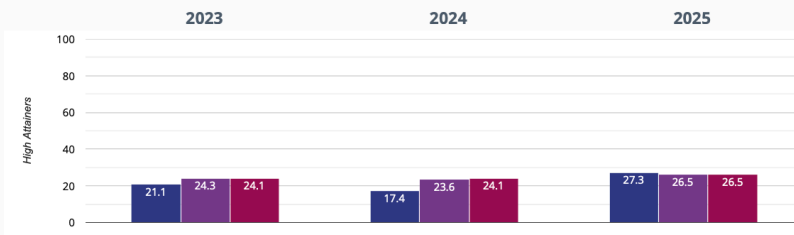
⊕ Maths - achieved standard



68.2% in 2025
14.4% points drop since 2024
10.7% points drop since 2023

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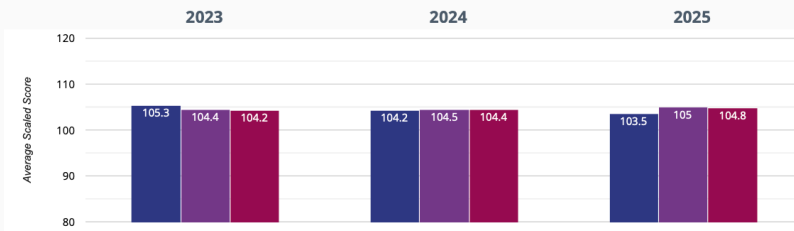
⊕ Maths - high attainers



27.3% in 2025
9.9% points rise since 2024
6.2% points rise since 2023

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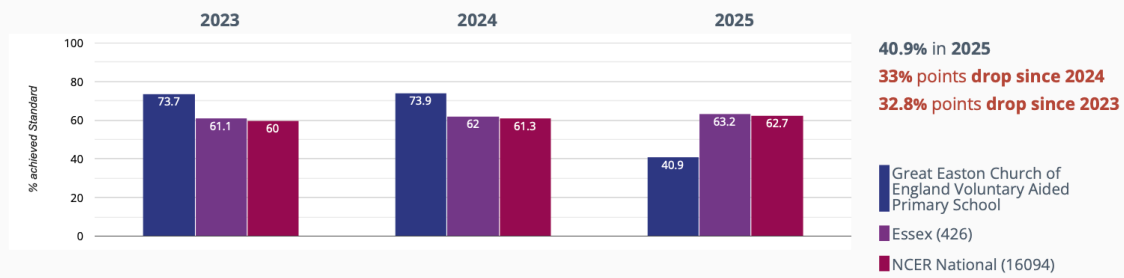
⊕ Maths - average scaled score



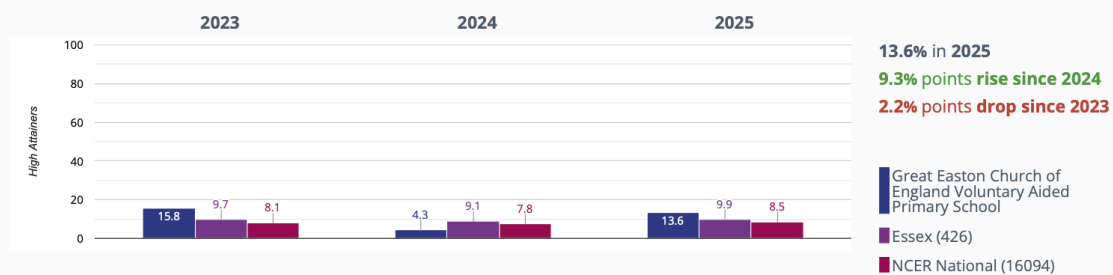
103.5 in 2025
0.7 points drop since 2024
1.8 points drop since 2023

Great Easton Church of England Voluntary Aided Primary School
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 NCER National (16094)

RWM - achieved standard



RWM - high attainers



Y6 Data story:

This year group missed all of Year 1 and some of Year 2 due to covid.

In September the children sat a Y6 sats paper. Obviously, the children are sitting an end of Y6 paper and have done 3 years of the work (as they assess the whole of KS2). They need to be scoring 58/110 to reach expected and 95/110 to get greater depth.

There is 100% correlation between children who doodle daily and who pass their SATs with ease.

Outcomes evidence strong and inclusive academic performance across the board. Out of a total cohort of 22 pupils, 17 pupils (77.3%) achieved the expected standard in reading, with 9 (40.9%) achieving GDS. In GPS, 15 pupils (68.2%) met the expected standard, and 5 (22.7%) achieved GDS. In maths, 15 pupils (68.2%) also met the expected standard, with 6 (27.3%) reaching the higher threshold. Writing teacher assessments show 14 pupils (63.6%) working at or above the expected standard, and 4 (18.2%) achieving greater depth. 9 pupils (40.9%) met the combined RWM expected standard, with 3 (13.6%) achieving greater depth across all three subjects.

Greater Dept and High Potential Learners

Our Y6 SATs data for greater depth has been really pleasing this year.

Higher Potential Learners continue to be identified in the following priority areas: Reading, Writing, Maths, Science, Big Thinkers - linking to PSHE, RE and P4C, Art & DT, Humanities, Music and Drama and PE including children with a sport specific talent and we felt we have children who we feel may well go on to change the world with their great leadership and passionate views about people, the environment and making the world a

better place. Teachers continue to plan and evaluate provision for this group to really celebrate their love for learning in these areas. We aim to make our courageous curriculum inspiring and rich so that it sparks a real love for subjects and allows children with particular passions and talents to delve a bit deeper and discover more. Our HPL children continued to be recognised and a register is reviewed termly and children's interests, skills and needs reviewed as part of pupil progress meetings. Although we design our curriculum to inspire all learners and support those with real interest in particular areas and try to provide activities to motivate and inspire all learners. We do also ask Subject Leaders to plan activities specifically for HPL children - including joining a space zoom to explore STEM learning about the Artemis 3 mission to the moon and had a zoom with Branelle Rodriguez who is an engineer working for NASA. One of our Y6 children won a writing competition run by author Helen Haraldsen. We took part in a geography quiz with 'What on Earth' magazine - and we subscribe to this for the children so they have access to all the magazines. The local Historical Society came to chat with KS2 history HPL children. Peter Benson, a world-renowned wood carver, delivers two wood carving sessions each week and art/DT HPL children take part in these sessions (as well as children chosen for other reasons). English HPL children were involved in designing promotional materials for the school using canva too.

We continue to ensure we run school visits for each topic, invite parents and others to speak with children about their careers linked to termly projects to really ensure the children are developing their cultural capital and getting a full range of experiences linked to the real world.

I am really excited that DEEP are also now running 'Enrichment days' for 2 children from each of the 10 schools. This allows us to provide days led by specialists to really challenge and inspire children who are showing a keen interest and high potential in these areas. We have in the diary days focused on: clay, debate club, Latin and the classics, creative arts, STEM and lego, drama, storytelling, cookery/woodwork, music, orienteering and maths challenge, poetry, eco-climate change and sports/PE day.

We also run a Spelling Bee for Y5s, a times table rockstar cross-school competition, a public speaking competition, Maths Bee, Phizz Factor Science day and Music Day for KS2, as well as a wide range of PE competitions which run almost weekly.

Although outcomes in RWM was 41% this year, outcomes for the most able pupils in RWM was comfortably above the national. This demonstrates that as well as doing an excellent job at meeting the needs of SEND pupils, some with very complex needs, the quality of teaching is of such a good standard that they also know how to challenge and extend the learning of the most able.