

2025 - 2026 Performance Overview

Early Years: Good Level of Development (GLD)

The GLD is a performance measure used at the end of Reception. Children are defined as having reached a GLD at the end of the EYFS if they have achieved at least the expected level for the Early Learning Goals in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

Curriculum	2022-2023	2023-2024	2024-2025	2025 - 2026
Early Years Framework 2021	77%	73%	83%	77%
National Benchmark	67%	68%	68%	Awaiting

Year 1: Phonics Screening Check (PSC)

The purpose of the Phonics Screening Check (PSC) will be to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level should receive extra support from their school to ensure they can improve their decoding skills, and will then have the opportunity to retake the PSC in Year 2.

Year	2022-2023	2023-2024	2024-2025	2025-2026
Pass Rate	83%	97%	83%	93%
National Benchmark	79%	80%	80%	Awaiting

Year 2: Phonics Screening Check (PSC)

Year	2022-2023	2023-2024	2024-2025	2025-2026
Pass Rate	80%	83%	100%	97%
National Benchmark	89%	89%	89%	Awaiting

Year 2: End of Key Stage Assessment (non statutory since last academic year)

SATS are used to support a formal Teacher Assessment to mark the end of Key Stage 1 attainment levels. Judgements are made in: English Reading, English Writing, Maths and Science.

Curriculum Area	2022-2023	2023-2024	2024-2025	2025 - 2026
English Reading Expected (National Benchmark)	60% (68%)	80% (71%)	80% (71%)	83%
English Reading Greater Depth (National Benchmark)	23% (19%)	40% (19%)	27% (19%)	23%
English Writing Expected (National Benchmark)	60% (60%)	80% (62%)	77% (64%)	73%
English Writing Greater Depth (National Benchmark)	10% (8%)	27% (8%)	17% (9%)	20%
Maths Expected (National Benchmark)	63% (70%)	90% (72%)	83% (73%)	87%
Maths Greater Depth (National Benchmark)	23% (16%)	37% (16%)	40% (16%)	27%

Combined RWM Expected	57% (56%)	80% (58%)	73% (59%)	73%
Combined RWM Greater Depth	7% (6%)	17% (6%)	17% (6%)	20%

Year 4: Multiplication Table Check

The Multiplication Tables Check (MTC) is taken by pupils at the end of year 4. The purpose of the MTC is to make sure the times tables knowledge is at the expected level. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. There is no pass rate, the data is used internally by schools for assessment and intervention purposes. However, it is informally noted that 22 / 25 is considered a 'pass'.

	2022-2023	2023-2024	2024-2025	2025 - 2026
Pass Rate (22+)	78%	75%	78%	84%
Scored 25/25	47% (29%)	47% (34%)	63% (37%)	56%

Year 6: SATS

Curriculum Area	2022-2023	2023-2024	2024-2025	2025 - 2026
English Reading Expected (National Benchmark)	84% (73%)	88% (74%)	75% (75%)	87%
English Reading Greater Depth (National Benchmark)	28% (29%)	53% (28%)	34% (33%)	52%
English Writing Expected (National Benchmark)	84% (71%)	81% (72%)	81% (72%)	90%
English Writing Greater Depth (National Benchmark)	28% (13%)	22% (13%)	25% (13%)	39%
Maths Expected (National Benchmark)	88% (73%)	88% (73%)	75% (74%)	90%
Maths Greater Depth (National Benchmark)	19% (24%)	38% (24%)	28% (26%)	48%
Combined RWM Expected	75% (59%)	78% (61%)	69% (62%)	87%
Combined RWM Greater Depth	9% (8%)	22% (8%)	16% (8%)	26%
Grammar, Punctuation & Spelling Expected (National Benchmark)	91% (72%)	81% (72%)	75% (73%)	94%
Grammar, Punctuation & Spelling Greater Depth (National Benchmark)	44% (30%)	59% (32%)	41% (30%)	61%