



WHOLE SCHOOL DATA 2025-26 (unvalidated)

End of Reception Results

A Good Level of Development is a national measure by the end of reception that indicates whether a pupil is demonstrating the expected levels in the Prime Areas of Learning (communication and language, physical development and personal, social and emotional development) and maths and literacy.

	2017	2018	2019	2022	2023	2024	2025	2026
Greet	54%	66%	69%	24%	62%	60%	68%	57%
National	71%	72%	72%	65%	67%	68%	69%	72%

Year 1 Phonic Screening Check

The Phonics Screening Check is an assessment to confirm whether a pupil has learnt phonic decoding to an appropriate standard. It identifies the pupils who need help and support with their reading skills. Pupils will retake the test in year 2 if they did not reach the required level.

	2017	2018	2019	2022	2023	2024	2025	2026
Greet	90%	83%	83%	77%	76%	65%	61%	74%
National	81%	83%	82%	75%	79%	80%	80%	82%

Year 4 Multiplication Check (MTC)

The multiplication test was introduced for the first time in June 2022. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

	2022	2023	2024	2025	2026
Greet	53% (score of 25/25) Ave. score = 22 marks	42% (score of 25/25) Ave. score = 21 marks	28% (score of 25/25) Ave. score = 20 marks	23% (score of 25/25) Ave. score = 20.2 marks	42% (score of 25/25) Ave. score = 21.7 marks
National	27% (score of 25/25) Ave. score = 19 marks	29% (score of 25/25) Ave. score = 20 marks	34% (score of 25/25) Ave. score = 20 marks	38% (score 25/25) Ave. score = 21 marks	44% (score 25/25) Ave. score = 21.6 marks

Key Stage SATs results

The SATS tests are reported as scaled scores, ranging from 80 to 120, for individual pupils and groups. Schools are judged on the percentage of pupils working at the expected level (a score of 100 or more on the scaled score) or at a higher level - known as greater depth in maths (a score of 110 or more on the scaled score).

End of KS2

Attainment

	% working at expected							% working at greater depth					
	2022	2023	2024	2025	2026			2022	2023	2024	2025	2026	
Reading school	76%	68%	66%	68%	65%			18%	24%	18%	22%	15%	
Reading National	74%	73%	74%	74%	75%			28%	29%	29%	29%	30%	
Writing School	60%	67%	76%	67%	70%			8%	1%	4%	10%	7%	
Writing national	69%	71%	72%	72%	73%			13%	13%	13%	13%	13%	
Maths school	71%	70%	70%	66%	69%			24%	25%	18%	25%	21%	
Maths National	71%	73%	73%	73%	75%			22%	24%	24%	24%	27%	
GaPS school	73%	76%	76%	63%	65%			19%	38%	21%	23%	15%	
GaPs National	72%	72%	72%	72%	74%			28%	30%	32%	30%	30%	
Reading, Writing, Maths Combined school	56%	57%	56%	55%	54%			5%	1%	2%	4%	3%	
Reading, Writing, Maths Combined National	59%	60%	61%	62%	63%			7%	8%	7%	8%	8%	

School and national average scaled scores

	2018	2019	2022	2023	2024	2025	2026
Reading School	105	106	103	104	103	103.4	102.3
Reading National	105	104	105	105	105	105.2	106
Maths School	104	107	104	103	103	102.8	102.6
Maths National	104	105	104	104	105	104.4	105
GapS School	108	111	103	106	104	103.1	102.6
GaPS National	106	106	105	105	105	105.3	105

Progress

Progress is calculated by comparing pupil's achievements with the achievements of other pupils nationally who had a similar starting point (prior attainment). Where a school has a progress of zero pupils achieved similar results.

	2018	2019	2022	2023	2024	2025	2026
Reading School	1.1	2.7	-1.2	-1.0	n/a	n/a	n/a
Maths School	1.1	2.8	-1.2	-4.1	n/a	n/a	n/a
Writing School	2.2	1.7	0.6	-1.0	n/a	n/a	n/a

Progress data is not available for 2024 or 2025 due to absence of Key Stage 1 Teacher Assessments in 2020 and 2021.

Most schools will have progress scores between -5 and + 5.

If a school has a progress score of zero this means that on average their pupils achieved similar results at the end of KS2 (end of year 6) to pupils in other schools with similar results at the end of KS1 (end of year 2).

If a school has a positive progress score this means that on average their pupils made more progress than pupils in other schools with similar results at the end of KS1.

A negative score does not mean that a school has failed or pupils have made no progress. It just means that on average their pupils have made less progress than in other schools with similar results at the end of KS1.

[Please click on this text to be taken to the Department for Education's performance tables for our school.](#)

Due to the Covid-19 Pandemic there is no data for schools for the academic years of 2019/2020, or 2020/2021.