



Statutory Assessment Results 2025/ 2026

We are pleased to share an overview of our pupils' assessment results. These results give us a useful picture of what our pupils have achieved and help us identify the areas where we can continue to support their learning and progress.

We are proud of the hard work and determination shown by our pupils and staff. While there are areas where we want to improve further, there are also some very positive outcomes to celebrate.

At the end of Reception, children are assessed against the Early Years Foundation Stage (EYFS) curriculum.

One of the key measures is the **Good Level of Development (GLD)**. This means that a child has reached the expected level of development in literacy and mathematics, as well as in the three important areas of:

Physical development

Communication and language

Personal, social and emotional development

Our 2024/25 results show that **68.3% of children nationally achieved a Good Level of Development.**

At our school, **63.8% of children achieved a Good Level of Development in 2025/2026.**

What does this mean?

These results give us an important starting point as we continue to strengthen children's learning in the Early Years. We will continue to focus on developing children's communication, early reading, writing, mathematics and personal development so that they are well prepared for Year 1 and beyond.

	EYFS Profile % of pupils achieving a Good Level of Development (GLD) 68.3% (2024/2025)		
	National	Herts	School
All children	72.3%	74.1%	63.8%
Girls	TBC	TBC	76.9%
Boys	TBC	TBC	53.1%
Disadvantaged	TBC	TBC	16.7%

The Year 1 **Phonics Screening Check** (PSC) is where pupils are tested on their phonics decoding ability, reading 20 real words and 20 pseudo-words aloud.

Year 1 Phonics Screening Check % of children achieving the standard		
National	Herts	School
80%	80%	83%

We are very pleased that **83% of our Year 1 pupils achieved the expected standard**, which is above both the national and Hertfordshire figures.

What does this tell us?

This is a positive result and reflects the strong focus we place on early reading and phonics.

We will continue to support children to develop secure phonics knowledge and, importantly, to use these skills confidently when reading. Developing strong early reading skills gives children an important foundation for their future learning.

The Year 4 **Multiplication Tables Check (MTC)** is an online test where pupils answer 25 questions on times tables up to 12 x 12. Pupils have 6 seconds to answer each question with a pause of 3 seconds between questions.

	Year 4 Multiplication Tables Check (MTC)		
	National	Herts	School
Score 25/25	21	20	20 36.4%
Score 20 -25			27 47%
Score 14 -19			42 74%

We are delighted to see a marked improvement in this year's Multiplication Tables Check results. The percentage of pupils achieving **full marks (25/25)** rose from **29.8% to 36.4%**, while the proportion achieving **20 or more marks** increased from **61% to 74%**. These outcomes reflect the hard work and commitment of both pupils and staff.

- **36.4%** of pupils achieved a perfect score of **25 out of 25**
- **74%** of pupils scored between **20 and 25 marks**

What does this tell us?

These outcomes demonstrate that the majority of pupils have secure knowledge of multiplication facts. Over a third of pupils achieved full marks, which is an excellent achievement and reflects the emphasis placed on mathematical fluency throughout Key Stage 1 and Lower Key Stage 2.

Strong times-table recall provides the foundations for later success in mathematics, supporting pupils as they tackle more complex calculations, fractions, algebra and problem-solving.

Expected Standard: achieved age related expectations or above

Higher Standard: achieved above age related expectations

Year 6 End of Key Stage 2 SATs				
Subject	National Expected Standard	National Higher Standard	School Expected Standard	School Higher Standard
Maths	75%	21.6%	66.1%	21.6%
Reading	75%	35.3%	74.6%	35.3%
Spelling, Punctuation & Grammar	74%	30%	71.2%	N/A
Writing (Teacher assessment)	73%	13%	66.1%	6%
Science	82%	N/A	71.2%	N/A
Reading, Writing, Maths Combined	63%	8%	59.3%	N/A

*Writing Greater Depth remains subject to external validation.

Reading – a particular strength

Reading is a strength for our school.

74.6% of pupils achieved the expected standard in Reading, which is very close to the national figure.

We are particularly pleased that **35.3% of pupils achieved Greater Depth**. This means that many pupils demonstrated a particularly strong understanding of what they had read and were able to work at a higher level.

Our average Reading score was **107.08**, compared with a national average of **106**. This shows that, overall, our pupils performed slightly above the national average.

We will continue to build on this success and support all pupils to become confident, capable and enthusiastic readers.

Mathematics – an important area for development

In Mathematics, **66.1% of our pupils achieved the expected standard**, compared with 73% nationally.

Our average scaled score was **104.06**, compared with the national average of **105**.

These results show that Mathematics is an important area for us to continue developing.

Our priority is to increase the number of pupils achieving the expected standard, while also ensuring that pupils who are already working securely are given opportunities to deepen their mathematical understanding and make further progress.

Spelling, Punctuation and Grammar

Our results in Spelling, Punctuation and Grammar were **very close to the national picture**.

71.2% of pupils achieved the expected standard, compared with 74% nationally.

Our average scaled score was **104.92**, compared with the national average of 105.

We will continue to strengthen pupils' knowledge and confidence in spelling, punctuation and grammar and support more pupils to achieve the expected standard and beyond.

Writing

Writing is another area that we will continue to develop.

66.1% of pupils achieved the expected standard in Writing, compared with 73% nationally.

We will continue to focus on helping pupils develop their writing skills, including their ability to write clearly, accurately and for different purposes.

Science

In Science, **71.2% of pupils achieved the expected standard**, compared with 82% nationally.

Science will continue to be part of our school improvement work. We want to ensure that pupils develop secure scientific knowledge as well as the skills and confidence to investigate, question and explain the world around them.

Reading, Writing and Mathematics Combined

59.3% of our pupils achieved the expected standard in Reading, Writing and Mathematics combined, compared with 63% nationally.

Although this is slightly below the national figure, it represents a solid achievement for the year group and gives pupils a strong foundation as they move on to secondary school.

Looking at the Results Overall

Our Year 6 results give us a **mixed but encouraging picture**.

Our strengths

Reading continues to be a particular strength. Our pupils' average Reading score was above the national average, and a strong proportion of pupils achieved Greater Depth.

Spelling, Punctuation and Grammar was close to the national average, showing that pupils' overall performance was broadly in line with the national picture.

We also saw particularly positive results in the **Year 4 Multiplication Tables Check**, with significant improvements in the number of pupils achieving high scores.

Our priorities

Mathematics, Writing and Science are areas where we want to see further improvement.

We will use these results alongside teachers' knowledge of individual pupils to plan our school improvement work. This includes strengthening teaching, providing targeted support where it is needed and ensuring that pupils are appropriately challenged.

KS2 Data Scaled Score			
	National	School	Difference
Maths	105	104.06	-0.94
Reading	106	107.08	+1.08
Spelling, Punctuation & Grammar	105	104.92	-0.08

Average scaled scores provide a more nuanced picture than EXS percentages alone because they show **how well pupils performed across the whole cohort**, not just whether they met the expected standard.

What do the scaled scores tell us?

Alongside the percentage of pupils who reached the expected standard, we can also look at pupils' **average scaled scores**.

A scaled score of **100 or above means that a pupil has met the expected standard**. The average scaled score gives us a broader picture of how pupils performed across the whole year group, rather than simply showing how many pupils reached the expected standard.

Looking at both **attainment percentages and average scaled scores** helps us understand not only how many pupils reached the expected standard, but also how the year group performed overall.

Gender:

Year 6 End of Key Stage 2 SATs Girls				
Subject	National Expected Standard	National Higher Standard	School Expected Standard	School Higher Standard
Maths	73%	21%	71.9%	18.8%
Reading	78%	32%	81.3%	40.6%
Spelling, Punctuation & Grammar	76%	35%	78.1%	12.5%
Writing (Teacher assessment)	78%	16%	75%	3.1%
Science	82%	N/A	75%	0%
Reading, Writing, Maths Combined	66%	9%	71.9%	0%

Year 6 End of Key Stage 2 SATs Boys				
Subject	National Expected Standard	National Higher Standard	School Expected Standard	School Higher Standard
Maths	74%	27%	59.3%	18.5%
Reading	71%	25%	66.7%	18.5%
Spelling, Punctuation & Grammar	69%	29%	62.9%	14.8%
Writing (Teacher assessment)	66%	10%	55.6%	11.1%
Science	82%	N/A	70.4%	2%
Reading, Writing, Maths Combined	59%	8%	44.4%	4%

Year 6 End of Key Stage 2 SATs Disadvantaged				
Subject	National Expected Standard	National Higher Standard	School Expected Standard	School Higher Standard
Maths	62%	29%	29%	0%
Reading	63%	33%	41.1%	12%
Spelling, Punctuation & Grammar	-	37%	35%	0%
Writing (Teacher assessment)	60%	16%	29%	0%
Science	-	N/A	52%	0%
Reading, Writing, Maths Combined	49%	4%	29%	0%