

2024 – 2025 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
Early Years Framework 2021	65%	65%	76%
National Benchmark	67%	68%	68%

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
Pass rate	80%	74%	75%
National Benchmark	79%	80%	80%

Year 2: Phonics Screening Check - Retake (PSC)

Year	2022 - 2023	2023 - 2024	2024 - 2025
Pass rate	98%	100%	88%
National Benchmark	89%	89%	89%

Year 2: End of Key Stage Assessment (non-statutory for this academic year – 2024/2025)

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 (Non-statutory)
English Reading Expected (National Benchmark)	65% (68%)	72% (71%)	
English Reading Greater Depth (National Benchmark)	16% (19%)	23% (19%)	
English Writing Expected (National Benchmark)	60% (60%)	66% (62%)	
English Writing Greater Depth (National Benchmark)	11% (8%)	11% (8%)	

English Maths Expected (National Benchmark)	78% (70%)	68% (72%)	
English Maths Greater Depth (National Benchmark)	18% (16%)	15% (16%)	
Combined RWM Expected (National Benchmark)	60% (56%)	53% (58%)	
Combined RWM Greater depth (National Benchmark)	9% (6%)	9% (6%)	
Science Expected Standard (National Benchmark)	84% (79%)	89% (82%)	

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
Pass Rate (20+)	54%	52%	70%
Scored 25/25 (National Benchmark)	22% (29%)	26% (34%)	23% (37%)
Average score (out of 25)	19.2 (20.2)	19 (20.6)	20.9 (21)

Year 6: KS2 SATS

Curriculum	2022 - 2023	2023 - 2024	2024 – 2025
English Reading Expected (National Benchmark)	78% (73%)	70% (74%)	63% (75%)
English Reading Greater Depth (National Benchmark)	33% (29%)	18% (29%)	29% (33%)
English Writing Expected (National Benchmark)	64% (71%)	64% (72%)	67% (72%)
English Writing Greater Depth (National Benchmark)	9% (13%)	11% (13%)	6% (13%)
Maths Expected (National Benchmark)	62% (73%)	61% (73%)	57% (74%)
Maths Greater Depth (National Benchmark)	16% (24%)	9% (24%)	24% (26%)

Combined RWM Expected	49% (60%)	43% (61%)	49% (62%)
Combined RWM Greater Depth	2% (8%)	4% (8%)	4% (8%)
Grammar, Punctuation & Spelling Expected (National Benchmark)	73% (72%)	63% (72%)	69% (73%)
Grammar, Punctuation & Spelling Greater Depth (National Benchmark)	29% (30%)	16% (32%)	25% (30%)