

St George's Primary Standards' Committee 2026 Data Report

School Data

Below is a summary of our school performance. This reports captures school internal assessment processes over time as well as this year's statutory assessment.

1. Foundation Stage National Data:

The Early Years Foundation Stage is focused on securing achievement at the Early Learning Goals that are part of the [Early Years Statutory Framework](#).

Each child's level of development must be assessed against the early learning goals (see ELG section).

Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). More details on reporting arrangements:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Results are reported on the following areas from 2021. Note that from September 2021. The school must also report The Reception Baseline Assessment (RBA). This is a short assessment, taken in the first six weeks in which a child starts reception.

	Areas of Learning	Early Learning Goal Aspects	
The framework sets out the three prime areas of learning that underpin everything in the early years.	Personal, Social and Emotional Development	Self-Regulation	If children reach age appropriate learning in these combined areas, they attain what the government refers to as the Good Level of Development . They are characterised as having the necessary foundations for entering learning in Year 1 .
		Managing Self	
		Building Relationships	
	Communication and Language	Listening and Attention and Understanding	
	Physical Development	Speaking	
		Gross Motor Skills	
The framework has four specific areas of learning to help children strengthen and apply the prime areas	Literacy	Fine Motor Skills	
		Comprehension	
		Word Reading	
	Mathematics	Writing	
		Number	
	Understanding the World	Numerical Patterns	
		Past and Present	
		People, Culture and Communities	
	Expressive arts, designing and making	The Natural World	
		Being Creative With Materials	
		Being Imaginative and Expressive	

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We are delighted with our end of EYFS data. Outcomes are:

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Good Levels of Development (GLD) Standard	61.9%	81.5%	79.2%	87.3%	83.1%	86.6%

2026 GLD Outcomes

	No of Pupils	2026 Results	National (2025 data)
All Pupils	120	86.6%	68.3%
Pupil Premium	10	80%	51.3%
Non-Pupil Premium	110	87.3%	72.5%
Boys	58	84.5%	61.6%
Girls	62	88.7%	75.3%
SEND Pupils	7	71.4%	26.4%
Non SEND Pupils	113	87.6%	
Spotlight Pupils	3	66.7%	
Mobile Pupils (Admitted after Aut Term)	N/A	N/A	
Children in F1 from St George's	72	89.9%	
Children not in F1 at St George's	48	71%	
Persistence Absence (below 90%)	21	85.7%	
Summer Birth	30	83.3%	61%
F2A	30	86.7%	
F2B	30	83.3%	
F2C	30	86.7%	
F2D	30	90%	

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	2020 GLD (Nov 2020)	2021 GLD	2022 GLD	2023 GLD	2024 GLD	2025 GLD	2026 GLD
All Pupils	80.3%	61.9%	81.5%	79.2%	87.3%	83.1%	86.7%
Pupil Premium	63.6%	62.5%	71%	56.3%	75%	81.2%	80%
Non-Pupil Premium	84.4%	61.86%	83%	82.7%	90%	83.8%	87.3%
Boys	77.4%	51.85%	76%	73.4%	87%	75.9%	84.5%
Girls	84%	72.55%	90%	85.7%	88%	89%	88.7%
SEND Pupils	14.3%	0	0%	0%	50%	33.3%	71.4%
Children in F1 @St George's	87.5%	64%	87%	86%	90.2%	86.3%	89.9%
Children not in F1 at St George's	74.2%	65.5%	71%	73%	82.8%	77.8%	71%
Summer Birth	71.15	64.1%	68%	69.6%	78.9%	76%	83.3%

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2025 ELG Outcomes

Areas of Learning	Early Learning Goal Aspects	2022 ELG	2023 ELG	2024 ELG	2025 ELG	2026 ELG
Communication and Language	Listening and Attention and Understanding	92%	89%	93%	95.8%	95.8%
	Speaking	94%	91%	93%	94.1%	96.7%
Personal, Social and Emotional Development	Self-Regulation	91%	93%	94%	94.9%	96.7%
	Managing Self	93%	93%	94%	97.5%	96.7%
	Building Relationships	96%	96%	95%	97.5%	99.2%
Physical Development	Gross Motor Skills	98%	96%	96%	98.3%	100%
	Fine Motor Skills	92%	92%	94%	93.2%	97.5%
Literacy	Comprehension	91%	87%	92%	91.5%	93.3%
	Word Reading	92%	85%	88%	88.1%	96.7%
	Writing	87%	81%	87%	83.1%	88.3%
Mathematics	Number	91%	87%	89%	90.7%	94.2%
	Numerical Patterns	93%	88%	89%	90.7%	94.2%
Understanding the World	Past and Present	92%	92%	92%	94.1%	97.5%
	People, Culture and Communities	92%	93%	93%	94.9%	97.5%
	The Natural World	95%	96%	93%	95.8%	98.3%
Expressive arts, designing and making	Being Creative With Materials	97%	95%	93%	96.6%	100%
	Being Imaginative and Expressive	98%	97%	94%	97.5%	100%

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Strengths	Areas for Improvement
- Sustained excellence at GLD attainment. Well above national levels (2025 data). - Outcomes for disadvantaged pupils and steps to reduce gap at GLD standard. - Outcomes for SEND pupils and steps to reduce the gap at GLD standard. - Both genders are sig+ above all pupils nationally. - ELG outcomes are very strong in each area of learning. - Excellent progress in year for all groups.	- Work with KS1 staff on transition and aspirational targets for GD and EXS @ end of KS1 - Continue to target improvements in early writing as limiting judgement - implementation of Literacy Counts scheme - Review EAD outcomes against provision and practice - currently 100%.

Agreed Standards' Committee Meeting Actions

2. Key Stage One Phonics Screening Data (SLT)

Excellent outcomes achieved by the Key Stage One team. Their data is well above national averages. The impact of high quality classroom teaching and intervention is evident in the data, despite Covid-19 disruption.

Children are taught in Read, Write Inc groups (not classes) so we haven't presented class data.

	2020 Data (Dec 2020)	2021 Data	2022 Data	2023 Data	2024 Data	2025 Data	2026 Data	National Data (2025)
Year 1 Test	95.7%	88.1%	96%	91.5%	95.8%	94.2%	93.9%	80%
Year 2 (with retesting – 6 children retested in 2024)	99.1%	98.3%	98.3%	100%	99.1%	99.1%	98.3%	89%

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Year 1 Phonics Outcomes by Pupil Group

	No of Pupils	2024 Data	2025 Data	2026 Data	National Data (2025)
All Pupils	115	95.8%	94.2%	93.9%	80%
Pupil Premium	15	89.5%	80%	86.7%	67%
Non-Pupil Premium	100	98.2%	98%	95%	84%
Boys	63	92%	92.1%	88.5%	76%
Girls	52	100%	96.4%	98.3%	84%
SEND Pupils	5	66.6%	50%	60%	43%
Non SEND Pupils	111	96%	94.7%	95.5%	83%
Spotlight Pupils	2			100%	N/A
Summer Birth	49	94.7%	93.1%	89.8%	73%
1A	30	90%	93.2%	90%	
1B	27	92.6%	100%	92.6%	
1C	28	96.4%	96.7%	96.4%	
1D	30	96.7%	86.7%	96.7%	

Phonics Screening Review

Strengths	Areas for Improvement
- Sustained rate of attainment. Raw score for Y1 screening is 36.5 - Attainment is significantly above national average. - Pupil Premium pupils are above national average. - Year 2 attainment is well above average. 82 (70%) children got 35+ at the end of Year 1.	- Gender Gap but both groups perform well above national. - SEND gap but attainment is sig+ above national SEND. 2 children in 1B. EAL new starter in June and one child taught off site.

Agreed Standards' Committee Meeting Actions

Intervention timetables - ensure rigour - inclusion champion role will support this alongside monitoring document and matrix
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3. Year 2 End of Key Stage One SATs

	2022 Data	2023 Data	2024 Data	2025 Data	2026 Data	National (2023 data – no national data)
Reading Expected	82.2%	87.8%	90%	90.9%	90.9%	68%
Reading Greater Depth	20%	30.4%	30.8%	28.9%	19%	19%
Writing Expected	75.4%	82.6%	82.5%	81%	81%	60%
Writing Greater Depth	4.2%	14.8%	12.5%	8.3%	6.6%	8%
Maths Expected	84%	87.8%	86.7%	88.4%	85.1%	70%
Maths Higher	18%	22.6%	24.2%	19%	18.2%	16%
RWM Expected	70.3%	78.3%	79.2%	77.7%	78.52%	57%
RWM Higher	4.2%	10.4%	9.2%	7.5%	4.1%	7.5%
Science	84.1%	92.2%	92.5%	87.6%	89.3%	79%

Scaled Scores Data

	Below 100	100+	110+
GPS (%)	35%	65%	30%
Reading (%)	21.70%	78.30%	20.80%
Maths (%)	25.80%	74.20%	19.10%
Combined (Yes)	54.20%	45.80%	10.80%

Combined KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	3.3%	18.2%	78.5%	4.1%
Boys	65	4.6%	23.1%	72.3%	3.1%
Girls	56	1.8%	12.5%	85.7%	5.4%
PP	25	12.0%	20.0%	68.0%	0.0%
Non PP	96	1.0%	17.7%	81.3%	5.2%
SEN	9	44.4%	33.3%	22.2%	0.0%
Spotlight Pupils	7	14.1%	28.6%	57.1%	0%

Mathematics KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	1.7%	13.2%	85.1%	18.2%
Boys	65	1.5%	15.4%	83.1%	23.1%

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Girls	56	1.8%	10.7%	87.5%	12.5%
PP	25	8.0%	20.0%	72.0%	16.0%
Non PP	96	0.0%	11.5%	88.5%	18.8%
SEN	9	22.2%	55.6%	22.2%	0.0%
Spotlight Pupils	7	0%	28.3%	71.6%	14.3%

Reading KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	1.7%	7.4%	90.9%	19.0%
Boys	65	1.5%	9.2%	89.2%	13.8%
Girls	56	1.8%	5.4%	92.9%	25.0%
PP	25	8.0%	16.0%	76.0%	16.0%
Non PP	96	0.0%	5.2%	94.8%	19.8%
SEN	9	22.2%	33.3%	44.4%	0.0%
Spotlight Pupils	7	14.3%	14.3%	71.4%	14.3%

Writing KS1 Teacher Assessment Outcomes:

Group	No Of Pupils	Has Not Met	Working Towards	Expected Standard Including GD	Greater Depth
All	121	3.3%	15.7%	81.0%	6.6%
Boys	65	4.6%	23.1%	72.3%	3.1%
Girls	56	1.8%	7.1%	91.1%	10.7%
PP	25	12.0%	20.0%	68.0%	0.0%
Non PP	96	1.0%	14.6%	84.4%	8.3%
SEN	9	44.4%	33.3%	22.2%	0%
Spotlight Pupils	7	14.1%	28.6%	57.1%	0%

Key Stage One Review

Strengths	Areas for Improvement
- These are sustained excellent and sustained outcomes at EXS combined and in all subjects - Strong evidence of improved outcome for disadvantaged pupils. - Outcomes at ARE sustained using GLD standard from EYFS. - Significantly above national for expected and greater depth (higher) standard in all subjects except GD writing (average using last national data).	- Outcomes at EXS have a small dip from EYS. - Combined GD and GD overall has decreased. - GDS writing is a limiting factor for all groups. - Girls' GD standard in maths. - Review SATS outcomes against TJ

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- Attainment for PP pupils at EXS standards above national (all pupils national standard) in all subjects.

Agreed Standards' Committee Meeting Actions

- Identify children for GD at the end of KS2 with Y2 teachers. Add targets to assessment sheets.
- Using Maths Whizz data in Y3 to track girls identified at GD
- Literacy Counts Scheme to develop and support stamina for writing - new core texts to engage boys

4. Year 4 Multiplication Check 20+ (SLT)

Statutory multiplication tables check (MTC) was introduced in June 2022. MTC is administered for 2 weeks in June. Any child who scored 20-25 was given achieved standard.

		2021 Result	2022	2023	2024	2025	2026	2026
Year Test	4	53% (pilot year)	75%	86.4%	86.9%	89.4%	86.9%	TBC

Trends:

	2022	2023	2024	2025	2026	National Average (2025 Data)
Full Marks (25/25) All Pupils	33%	58.5%	55.7%	57.4%	54.1%	37%
Full Marks (25/25) PP Pupils	22%	40%	51.7%	50%	48%	27%
Achieved Standard (20-25)	75%	86.4%	86.9%	89.4%	86.9%	70%
Achieved Standard (20-25) PP Pupils	60%	63.3%	69%	83.3%	76%	56%
Means Score All Pupils	21	22.5	23.1	23.4	23	21
Mean Score PP Pupils	20.4	20.4	21.5	22.5	22.2	19.3

Year 4 Outcomes by Pupil Group

	Below 15	16-19	20-25 (Met standard)	Full Marks 25/25
All Pupils (122)	3.3%	9.8%	86.9%	54.1%
Boys (71 pupils)	4.2%	12.7%	83.1%	54.9%
Girls (51 pupils)	2%	5.9%	92.2%	52.9%
Pupil Premium (25 pupils)	8%	16%	76%	48%
Non Pupil Premium (97 pupils)	2.1%	8.3%	89.7%	55.7%
SEND (12 pupils)	16.7%	16.7%	66.7%	33.3%
Non SEND (110 pupils)	1.8%	9.1%	89.1%	56.4%
Spotlight Children (8 pupils)	0%	12.5%	87.5%	50%

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4A (28 pupils)	0%	10.7%	89.3%	50%
4B (12 pupils - inclusion class)	25%	16.7%	58.3%	33.3%
4C (28 pupils)	0%	3.5%	96.9%	64.3%
4D (27 pupils)	3.7%	14.8%	81.5%	48.2%
4E (27 pupils)	0%	7.4%	92.6%	63%

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Multiplication Check Review	
Strengths	Areas for Improvement
• Attainment that is above national data for all pupils. • Sustained attainment at 20+ and 25. • Mean score above national average. • Good outcomes for disadvantaged and SEND pupils (At or above all pupils national average) • Systematic planned progressive teaching of times tables, using a range of teaching from the NCETM, TT rockstars, games and gap analysis	• Investigate class variation. • Some key groups that need targeted intervention at <20 (boys, SEND, PP) • Ensure that a member of staff is allocated to monitor this closely and identify class differences with time to investigate and address • Monitor slight dip in results this year - reflect with staff around how they could use Maths Whizz and assessments to address this so we have an upward trend next year

Agreed Standards' Committee Meeting Actions
Ensure that MTC knowledge and fluency is impacting on arithmetic outcomes. Work with Y5 team on targeted intervention and support for pupils not achieving standard. Unit 3 governor working with lead and quest analysis.

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Year 6 End of Key Stage Two Assessment

	2022 Data	2023 Data	2024 Data	2025 Data	2026 Data	National Data 2026
Reading Expected	80.5%	87.8%	78%	77.1%	80.3%	75%
Reading Higher	30.5%	36.6%	35%	36.4%	30.6%	31%
Reading Average Score	105.2	107	105.7	106	105.2	106
Writing Expected	73.7%	90.25%	81.5%	83.1%	79.5%	73%
Writing Greater Depth	7.6%	12.2%	9.8%	9.3%	1.6%	13%
EPGS Expected	77.1%	81.3%	78.6%	78.8%	76.2%	74%
EPGS Higher	28%	32.5%	45%	32.2%	21%	30%
EPGS Average Score	105	106.1	106.3	106.2	103.5	105
Maths Expected	65.6%	79.7%	76.7%	74.5%	77.8%	75%
Maths Higher	11%	27.6%	24%	25.4%	23%	27%
Maths Average Score	101.7	105.2	104.6	104	104.1	105
Science	87.3%	91.9%	88.4%	91.5%	88.5%	82%
RWM Expected	60.2%	75.6%	70.5%	64%	64.1%	63%
RWM Higher	3.4%	8.1%	8%	6.8%	1.6%	9%

Combined KS2 Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0%	37.2%	64.1%	2%
Boys	66	0%	34.4%	65.6%	2.5%
Girls	56	0%	39.3%	60.7%	1.8%
PP	33	0%	48.5%	51.5%	0%
Non PP	89	0%	67.8%	72.2%	2.3%
SEN	21	0%	72.2%	27.8%	0%
Spotlight Pupils	13	0%	42.9%	57.1%	0%

Mathematics KS2 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0%	23.8%	76.2%	23%
Boys	66	0%	19.7%	80.3%	28.8%
Girls	56	0%	26.8%	73.2%	14.3%
PP	33	0%	39.4%	56%	9.1%
Non PP	89	0%	18.0%	82.0%	27.0%
SEN	21	0%	78.9%	21.1%	4.8%
Spotlight Pupils	13	0%	30.8%	69.2%	7.7%

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Reading Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0.8%	19.7%	79.5%	30.6%
Boys	66	1.5%	27.3%	71.2%	25.8%
Girls	56	0%	14.3%	85.7%	35.7%
PP	33	3%	24.2%	72%	30.3%
Non PP	89	0%	20.2%	80%	30.3%
SEN	21	4.8%	47.6%	47.6%	19.0%
Spotlight Pupils	13	0%	30.8%	69.2%	23.1%

Writing Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0.8%	19.7%	79.5%	1.6%
Boys	66	1.5%	24.2%	74.2%	1.5%
Girls	56	0.0%	14.3%	85.7%	1.8%
PP	33	2.9%	25.7%	71.4%	0.0%
Non PP	89	0.0%	17.2%	82.8%	2.3%
SEN	21	5.3%	52.6%	42.1%	0.0%
Spotlight Pupils	13	0%	28.6%	71.4%	0%

English Grammar Punctuation and Spelling Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	122	0%	23.8%	76.2%	18.0%
Boys	66	0%	19.7%	80.3%	21.2%
Girls	56	0%	28.6%	71.4%	14.3%
PP	33	0%	36.4%	63.6%	15.2%
Non PP	89	0%	19.1%	80.9%	19.1%
SEN	21	0%	66.7%	33.3%	9.5%
Spotlight Pupils	13	0%	30.8%	69.2%	15.4%

Key Stage Two Review

Strengths	Areas for Improvement
Reading remains a strong area. 79.5% of pupils achieved the expected standard, which is above the 2026 national figure of 75%. The school has maintained a strong level of attainment over time, with outcomes consistently around or above national expectations since 2022. Reading higher standard is broadly in line with national outcomes. 30.6% achieved the higher	Greater Depth in writing is the most significant priority. Only 1.6% of pupils achieved Greater Depth in writing in 2026, compared with 9.3% in 2025 and 13% nationally. This represents a substantial decline and suggests that, although most pupils are achieving the expected standard, fewer pupils are consistently demonstrating the depth,

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standard, compared with 31% nationally. Girls performed particularly strongly, with 35.7% achieving the higher standard compared with 25.8% of boys. • Writing attainment is a strength at the expected standard. 79.5% achieved the expected standard, exceeding the 2026 national figure of 73%. This represents a strong level of overall writing attainment, despite the significant reduction in Greater Depth. • English Grammar, Punctuation and Spelling (GPS) is secure overall. 76.2% achieved the expected standard, above the 2026 national figure of 74%. No pupils were working below the expected standard, indicating a strong foundation across the cohort. • Mathematics expected standard is a relative strength. 76.2% achieved the expected standard, slightly above the 2026 national figure of 75%. This represents a significant improvement from 65.6% in 2022. • Boys performed strongly in mathematics and GPS. 80.3% of boys achieved the expected standard in both mathematics and GPS, while 28.8% achieved the higher standard in mathematics and 21.2% achieved the higher standard in GPS. • Non-PP pupils achieved strongly across the core subjects. 82.8% achieved the expected standard in writing, 80.9% in GPS and 82.0% in mathematics, demonstrating secure attainment for this group.	control and sophistication required for the higher standard. • Higher attainment across the curriculum needs to be strengthened. Reading higher standard fell from 36.4% in 2025 to 30.6% in 2026, while GPS higher standard fell from 32.2% to 21%. Mathematics higher standard also fell from 25.4% to 23%. Greater focus is therefore needed on identifying pupils capable of achieving higher standards and providing sufficient challenge throughout Year 6. • The combined Reading, Writing and Mathematics outcome is a key area for development. 63.1% of pupils achieved the expected standard in RWM, broadly in line with the national figure of 63%, but only 1.6% achieved the higher standard compared with 9% nationally. • SEN outcomes require focused support. Only 47.6% of SEN pupils achieved the expected standard in reading, 42.1% in writing, 33.3% in GPS and 21.1% in mathematics. In the combined RWM measure, 27.8% achieved the expected standard. This indicates a significant attainment gap between SEN pupils and the cohort overall. • SEN mathematics is a particularly significant priority. 78.9% of SEN pupils were working towards the expected standard in the teacher assessment, with only 21.1% achieving the expected standard. Targeted intervention should focus on securing the essential mathematical knowledge and fluency needed to access reasoning and problem-solving tasks. • The PP attainment gap remains evident. PP pupils achieved 72.7% in reading, 71.4% in writing and 63.6% in GPS, compared with 79.8%, 82.8% and 80.9% respectively for non-PP pupils. Mathematics was also lower for PP pupils (60.6%) than non-PP pupils (82.0%). The combined RWM outcome was 51.5% for PP pupils compared with 67.8% for non-PP pupils.
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Agreed Standards' Committee Meeting Actions

- Work on metacognition to continue to ensure 'understanding of self' and be able to thrive.
- Early identification: Priority for teachers to identify children achieving in two out of three areas.
- Prioritised live-marking: Teachers and TAs should give feedback to PP and SEN pupils first during independent writing to catch and correct technical errors in real time.

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Years 1, 3, 4 and 5 Summary Reports

In years 3, 4 and 5 summative data was used alongside formative assessments.

End of Y1

Combined Y1 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	115	3.5%	18.3%	78.3%	3.5%
Boys	52	7.7%	23.1%	69.2%	3.8%
Girls	63	0.0%	14.3%	85.7%	3.2%
PP	15	13.3%	13.3%	73.3%	0.0%
Non PP	100	2.0%	19.0%	79.0%	4.0%
SEN	5	40.0%	60.0%	0.0%	0.0%
Spotlight Pupils	2	0%	0%	100%	0%

Mathematics Y1 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	115	1.7%	11.3%	87.0%	7.8%
Boys	52	3.8%	15.4%	80.8%	11.5%
Girls	63	0.0%	7.9%	92.1%	4.8%
PP	15	13.3%	6.7%	80.0%	0.0%
Non PP	100	0.0%	12.0%	88.0%	9.0%
SEN	5	20.0%	40.0%	40.0%	0.0%
Spotlight Pupils	2	0%	0%	100%	0%

Reading Y1 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	115	3.5%	9.6%	87.0%	26.1%
Boys	52	7.7%	9.6%	82.7%	26.9%
Girls	63	0.0%	9.5%	90.5%	25.4%
PP	15	13.3%	6.7%	80.0%	20.0%
Non PP	100	2.0%	10.0%	88.0%	27.0%
SEN	5	40.0%	20.0%	40.0%	0.0%
Spotlight Pupils	2	0%	0%	100%	0%

Writing Y1 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard Including Higher	Higher Standard
All	115	2.6%	19.1%	78.3%	7.0%
Boys	52	5.8%	25.0%	69.2%	5.8%
Girls	63	0.0%	14.3%	85.7%	7.9%
PP	15	13.3%	13.3%	73.3%	0.0%
Non PP	100	1.0%	20.0%	79.0%	8.0%
SEN	5	40.0%	60.0%	0.0%	0.0%
Spotlight Pupils	2	0%	0%	100%	0%

St George's Primary Standards' Committee 2026 Data Report

Year 1 Review	
Strengths	Areas for Improvement
• Excellent outcomes at EXS+ in all core subjects. • Disadvantaged outcomes at EXS. •	• Is a slight decline from 2025 GLD EYFS standards in most areas but writing and therefore combined (about 6 pupils). These are all boys. • Higher standard in writing (and therefore combined). Looking at stamina for writing and handwriting. • Do we have planned intervention for targeted children WBS?

Agreed Standards' Committee Meeting Actions

- Intervention timetables - ensure rigour - inclusion champion role will support this alongside monitoring document and matrix
- Implement Literacy Counts scheme - target GD writing
- Refine / revisit implementation of Mastering Number & Oak academy via TLR 3 leadership project - target GD Maths

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End of Year 3

Combined Y3 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	120	1.7%	18.3%	80.0%	7.5%
Boys	64	3.1%	25.0%	71.9%	7.8%
Girls	56	0.0%	10.7%	89.3%	7.1%
PP	28	7.1%	25.0%	67.9%	0.0%
Non PP	92	0.0%	16.3%	83.7%	9.8%
SEN	9	22.2%	44.4%	40%	0%
Spotlight Pupils	6	0%	60%	40%	0%

Mathematics Y3 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	120	1.7%	11.7%	86.7%	17.5%
Boys	64	3.1%	12.5%	84.4%	23.4%
Girls	56	0.0%	10.7%	89.3%	10.7%
PP	28	7.1%	21.4%	71.4%	14.3%
Non PP	92	0.0%	8.7%	91.3%	18.5%
SEN	9	22.2%	33.3%	44.4%	0.0%
Spotlight Pupils	6	0%	33.3%	66.7%	0%

Reading Y3 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	120	1.7%	9.2%	89.2%	25.0%
Boys	64	3.1%	15.6%	81.3%	23.4%
Girls	56	0.0%	1.8%	98.2%	26.8%
PP	28	7.1%	10.7%	82.1%	14.3%
Non PP	92	0.0%	8.7%	91.3%	28.3%
SEN	9	22.2%	44.4%	33.3%	0.0%
Spotlight Pupils	6	0%	16.7%	83.3%	0%

Writing Y3 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	120	1.7%	16.7%	81.7%	8.3%
Boys	64	3.1%	25.0%	71.9%	7.8%
Girls	56	0.0%	7.1%	92.9%	8.9%
PP	28	7.1%	21.4%	71.4%	0.0%
Non PP	92	0.0%	15.2%	84.8%	10.9%
SEN	9	22.2%	44.4%	33.3%	0.0%
Spotlight Pupils	6	0%	50%	50%	0%

St George’s Primary Standards’ Committee 2026 Data Report

Year 3 Quest Assessment Summary

All Pupils

	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Autumn → 2026 Summer
▼ Maths	109 SAS	105 SAS	105 SAS	Good →
Arithmetic	108 SAS	103 SAS	103 SAS	Good →
Mathematical reasoning	111 SAS	107 SAS	107 SAS	Good →
▼ English	113 SAS	107 SAS	109 SAS	Good →
Grammar, punctuation a...	111 SAS	108 SAS	109 SAS	Good →
Reading	115 SAS	109 SAS	110 SAS	Good →
Spelling	112 SAS	105 SAS	110 SAS	Good →

PP	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Autumn → 2026 Summer
▼ Maths	107 SAS	99 SAS	98 SAS	Limited ↘
Arithmetic	106 SAS	96 SAS	95 SAS	Limited ↘
Mathematical reasoning	108 SAS	103 SAS	101 SAS	Limited ↘
▼ English	108 SAS	103 SAS	104 SAS	Good →
Grammar, punctuation a...	108 SAS	107 SAS	106 SAS	Good →
Reading	112 SAS	105 SAS	104 SAS	Limited ↘
Spelling	105 SAS	96 SAS	102 SAS	Good →

Non-PP	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Autumn → 2026 Summer
▼ Maths	110 SAS	107 SAS	107 SAS	Good →
Arithmetic	108 SAS	105 SAS	105 SAS	Good →
Mathematical reasoning	112 SAS	108 SAS	108 SAS	Good →
▼ English	114 SAS	109 SAS	110 SAS	Good →
Grammar, punctuation a...	111 SAS	109 SAS	109 SAS	Good →
Reading	116 SAS	110 SAS	111 SAS	Good →
Spelling	114 SAS	108 SAS	111 SAS	Good →

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SEN	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Autumn → 2026 Summer
✓ Maths	96 SAS	92 SAS	92 SAS	Good →
Arithmetic	93 SAS	89 SAS	87 SAS	Limited ↘
Mathematical reasoning	99 SAS	95 SAS	96 SAS	Good →
✓ English	99 SAS	97 SAS	97 SAS	Good →
Grammar, punctuation a...	102 SAS	101 SAS	97 SAS	Good →
Reading	105 SAS	101 SAS	100 SAS	Good →
Spelling	91 SAS	89 SAS	92 SAS	Good →

Non-SEN	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Autumn → 2026 Summer
✓ Maths	110 SAS	106 SAS	106 SAS	Good →
Arithmetic	108 SAS	104 SAS	104 SAS	Good →
Mathematical reasoning	112 SAS	108 SAS	108 SAS	Good →
✓ English	113 SAS	108 SAS	110 SAS	Good →
Grammar, punctuation a...	111 SAS	109 SAS	109 SAS	Good →
Reading	115 SAS	109 SAS	110 SAS	Good →
Spelling	113 SAS	106 SAS	110 SAS	Good →

Boys	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Autumn → 2026 Summer
✓ Maths	111 SAS	109 SAS	107 SAS	Good →
Arithmetic	109 SAS	107 SAS	106 SAS	Good →
Mathematical reasoning	112 SAS	111 SAS	109 SAS	Good →
✓ English	111 SAS	107 SAS	109 SAS	Good →
Grammar, punctuation a...	110 SAS	108 SAS	107 SAS	Good →
Reading	114 SAS	108 SAS	111 SAS	Good →
Spelling	110 SAS	106 SAS	109 SAS	Good →

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Girls	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Autumn → 2026 Summer
✓ Maths	108 SAS	101 SAS	102 SAS	Limited ↘
Arithmetic	106 SAS	99 SAS	99 SAS	Limited ↘
Mathematical reasoning	110 SAS	103 SAS	105 SAS	Good →
✓ English	114 SAS	108 SAS	109 SAS	Good →
Grammar, punctuation a...	112 SAS	109 SAS	110 SAS	Good →
Reading	116 SAS	109 SAS	108 SAS	Limited ↘
Spelling	115 SAS	105 SAS	110 SAS	Good →

• Year 3 Review

Strengths

- Results at EXS standards are good and sustained for KS1 SATs (Year 2).
- PP outcomes are excellent at EXS in maths and reading.
- PP outcomes and progress closely mirroring the rest of cohort.
- Quest summative assessment data underpinning these scores.
- Spelling strong with average 109 SS and strong outcomes for CEW.
- PP matching rest of cohort in spelling outcomes.

Areas for Improvement

- Is a gender gap for writing with girls under performing against boys. This impacts on combined EXS.
- PP outcomes are generally good but there is a gap at EXS in writing and GD Higher standards in writing are a limiting factor.
- SEND outcomes in writing and GD
- Formal methods and use of operations lowest percentage of scores. Could this be topic focus at the start of Y4 and revisited using maths whizz/primary quiz?

Agreed Standards' Committee Meeting Actions

- Can we add another criteria to show all excluding SEN? This is in your pulse dashboards
- Look at the curriculum for Y4 and ensure that the girls are making good progress in writing.
- Consolidate the scores moving into y4
- Y3 to complete soundtrack before end of year to give baseline data to support MTC preparation in Y4.
-

St George's Primary Standards' Committee 2026 Data Report

End of Year 4

Combined Y4 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	122	3.3%	19.7%	77.0%	7.4%
Boys	71	5.6%	23.9%	70.4%	5.6%
Girls	51	0.0%	13.7%	86.3%	9.8%
PP	25	4.0%	32.0%	64.0%	0.0%
Non PP	97	3.1%	16.5%	80.4%	9.3%
SEN	12	25.0%	50.0%	25.0%	0.0%
Spotlight Pupils	8	0%	50%	50%	0%

Mathematics Y4 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	122	0.0%	13.1%	86.9%	27.9%
Boys	71	0.0%	14.1%	85.9%	33.8%
Girls	51	0.0%	11.8%	88.2%	19.6%
PP	25	0.0%	20.0%	80.0%	12.0%
Non PP	97	0.0%	11.3%	88.7%	32.0%
SEN	12	0.0%	50.0%	50.0%	8.3%
Spotlight Pupils	8	0%	25%	75%	0%

Reading Y4 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	122	1.6%	4.1%	94.3%	31.1%
Boys	71	2.8%	5.6%	91.5%	35.2%
Girls	51	0.0%	2.0%	98.0%	25.5%
PP	25	0.0%	8.0%	92.0%	16.0%
Non PP	97	2.1%	3.1%	94.8%	35.1%
SEN	12	16.7%	16.7%	66.7%	25.0%
Spotlight Pupils	8	0%	0%	100%	0%

Writing Y4 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	122	2.5%	16.4%	81.1%	9.0%
Boys	71	4.2%	23.9%	71.8%	7.0%
Girls	51	0.0%	5.9%	94.1%	11.8%
PP	25	4.0%	24.0%	72.0%	0.0%
Non PP	97	2.1%	14.4%	83.5%	11.3%
SEN	12	16.7%	50.0%	33.3%	0.0%
Spotlight Pupils	8	0%	50%	50%	0%

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Year 4 Quest Assessment Summary

All Pupils

	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
▼ Maths	106 SAS	112 SAS	108 SAS	109 SAS	Good →
Arithmetic	104 SAS	111 SAS	107 SAS	110 SAS	Excellent ↗
Mathematical reasoning	107 SAS	113 SAS	109 SAS	108 SAS	Good →
▼ English	108 SAS	112 SAS	110 SAS	110 SAS	Good →
Grammar, punctuation a...	108 SAS	112 SAS	110 SAS	110 SAS	Good →
Reading	105 SAS	109 SAS	109 SAS	107 SAS	Good →
Spelling	110 SAS	116 SAS	110 SAS	111 SAS	Good →

PP

	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
▼ Maths	101 SAS	108 SAS	105 SAS	105 SAS	Good →
Arithmetic	100 SAS	107 SAS	105 SAS	105 SAS	Excellent ↗
Mathematical reasoning	102 SAS	110 SAS	106 SAS	104 SAS	Good →
▼ English	104 SAS	110 SAS	106 SAS	108 SAS	Good →
Grammar, punctuation a...	103 SAS	110 SAS	107 SAS	107 SAS	Good →
Reading	104 SAS	106 SAS	105 SAS	104 SAS	Good →
Spelling	106 SAS	114 SAS	107 SAS	112 SAS	Excellent ↗

Non-PP

	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
▼ Maths	107 SAS	113 SAS	108 SAS	110 SAS	Good →
Arithmetic	105 SAS	112 SAS	107 SAS	111 SAS	Excellent ↗
Mathematical reasoning	108 SAS	114 SAS	110 SAS	109 SAS	Good →
▼ English	108 SAS	113 SAS	110 SAS	110 SAS	Good →
Grammar, punctuation a...	109 SAS	113 SAS	111 SAS	111 SAS	Good →
Reading	105 SAS	109 SAS	110 SAS	108 SAS	Good →
Spelling	111 SAS	117 SAS	110 SAS	111 SAS	Good →

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SEN	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
▼ Maths	91 SAS	99 SAS	97 SAS	98 SAS	Excellent ↗
Arithmetic	88 SAS	96 SAS	94 SAS	100 SAS	Exceptional ↑
Mathematical reasoning	94 SAS	103 SAS	100 SAS	96 SAS	Good →
▼ English	89 SAS	97 SAS	98 SAS	95 SAS	Excellent ↗
Grammar, punctuation a...	91 SAS	100 SAS	104 SAS	96 SAS	Excellent ↗
Reading	96 SAS	103 SAS	104 SAS	102 SAS	Excellent ↗
Spelling	82 SAS	88 SAS	85 SAS	87 SAS	Excellent ↗
Non-SEN	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
▼ Maths	107 SAS	113 SAS	109 SAS	110 SAS	Good →
Arithmetic	106 SAS	113 SAS	108 SAS	111 SAS	Excellent ↗
Mathematical reasoning	108 SAS	114 SAS	110 SAS	109 SAS	Good →
▼ English	109 SAS	114 SAS	111 SAS	111 SAS	Good →
Grammar, punctuation a...	109 SAS	113 SAS	111 SAS	112 SAS	Good →
Reading	106 SAS	109 SAS	109 SAS	108 SAS	Good →
Spelling	113 SAS	119 SAS	112 SAS	113 SAS	Good →
Boys	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
▼ Maths	106 SAS	113 SAS	109 SAS	110 SAS	Good →
Arithmetic	105 SAS	111 SAS	108 SAS	112 SAS	Excellent ↗
Mathematical reasoning	108 SAS	114 SAS	110 SAS	109 SAS	Good →
▼ English	107 SAS	112 SAS	109 SAS	109 SAS	Good →
Grammar, punctuation a...	107 SAS	112 SAS	110 SAS	109 SAS	Good →
Reading	106 SAS	108 SAS	110 SAS	109 SAS	Good →
Spelling	108 SAS	116 SAS	108 SAS	109 SAS	Good →

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Girls	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	105 SAS	111 SAS	106 SAS	107 SAS	Good →
Arithmetic	104 SAS	111 SAS	104 SAS	107 SAS	Good →
Mathematical reasoning	106 SAS	111 SAS	107 SAS	106 SAS	Good →
✓ English	109 SAS	113 SAS	110 SAS	111 SAS	Good →
Grammar, punctuation a...	109 SAS	113 SAS	110 SAS	112 SAS	Good →
Reading	103 SAS	109 SAS	108 SAS	106 SAS	Good →
Spelling	114 SAS	117 SAS	112 SAS	115 SAS	Good →

Year 4 Review

Strengths

- Combined and individual subjects at EXS. Sustained from end of KS1 data.
- EXS and Higher standard in reading for all groups (except SEND)
- No apparent gender gap at EXS
- Strong outcomes in reasoning (108ss).
- 74% correct in common exception words spelling. Previously an area for development.
-

Areas for Improvement

- SEND attainment patterns. Are we closing gaps from KS1?
- Writing for disadvantaged pupils is a limiting factor.
- Gender gap at higher standard.
- Writing outcomes at higher standard (and impact at combined data).
- Quest summative tests showed that test performance was a limiting factor for some pupils.
- Do we have a vocabulary gap? Lowest percentage of responses in these questions was only 26-30% correct.

Agreed Standards' Committee Meeting Actions

Explore disparity between boys and girls and exceeding MTC outcomes vs core offer

Literacy counts dual coding, explicit teaching, lessons , high quality texts and vocabulary should address vocabulary gap.

St George's Primary Standards' Committee 2026 Data Report

End of Year 5

Combined Y5 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	123	2.4%	28.5%	69.1%	5.7%
Boys	62	0.0%	27.4%	72.6%	4.8%
Girls	61	4.9%	29.5%	65.6%	6.6%
PP	27	7.4%	40.7%	51.9%	0.0%
Non PP	96	1.0%	25.0%	74.0%	7.3%
SEN	15	20.0%	73.3%	6.7%	0.0%
Spotlight Pupils	10	0%	70%	30%	0%

Mathematics Y5 Teacher Assessments Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	123	2.4%	14.6%	82.9%	21.1%
Boys	62	0.0%	9.7%	90.3%	29.0%
Girls	61	4.9%	19.7%	75.4%	13.1%
PP	27	7.4%	14.8%	77.8%	18.5%
Non PP	96	1.0%	14.6%	84.4%	21.9%
SEN	15	20.0%	33.3%	46.7%	0.0%
Spotlight Pupils	10	0%	40%	60%	0%

Reading Y5 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	123	0.8%	13.8%	85.4%	26.8%
Boys	62	0.0%	16.1%	83.9%	17.7%
Girls	61	1.6%	11.5%	86.9%	36.1%
PP	27	3.7%	22.2%	74.1%	14.8%
Non PP	96	0.0%	11.5%	88.5%	30.2%
SEN	15	6.7%	53.3%	40.0%	0.0%
Spotlight Pupils	10	0%	30%	70%	0%

Writing Y5 Teacher Assessment Outcomes:

Group	Number of Pupils	Working Below	Working Towards	Expected Standard +	Higher Standard
All	123	1.6%	20.3%	78.0%	13.8%
Boys	62	0.0%	22.6%	77.4%	4.8%
Girls	61	3.3%	18.0%	78.7%	23.0%
PP	27	7.4%	37.0%	55.6%	3.7%
Non PP	96	0.0%	15.6%	84.4%	16.7%
SEN	15	13.3%	80.0%	6.7%	0.0%
Spotlight Pupils	10	0%	50%	50%	0%

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Year 5 Quest Assessment Summary

All Pupils

	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	100 SAS	108 SAS	103 SAS	105 SAS	Excellent ↗
Arithmetic	98 SAS	108 SAS	101 SAS	105 SAS	Excellent ↗
Mathematical reasoning	102 SAS	108 SAS	105 SAS	105 SAS	Good →
✓ English	106 SAS	110 SAS	107 SAS	106 SAS	Good →
Grammar, punctuation a...	106 SAS	110 SAS	108 SAS	107 SAS	Good →
Reading	104 SAS	108 SAS	106 SAS	104 SAS	Good →
Spelling	110 SAS	111 SAS	107 SAS	108 SAS	Good →

PP

	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	95 SAS	102 SAS	98 SAS	98 SAS	Good →
Arithmetic	93 SAS	100 SAS	94 SAS	97 SAS	Good →
Mathematical reasoning	97 SAS	103 SAS	101 SAS	99 SAS	Good →
✓ English	102 SAS	106 SAS	101 SAS	100 SAS	Good →
Grammar, punctuation a...	105 SAS	106 SAS	101 SAS	102 SAS	Good →
Reading	98 SAS	106 SAS	103 SAS	99 SAS	Good →
Spelling	104 SAS	105 SAS	98 SAS	99 SAS	Good →

Non-PP

	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	101 SAS	110 SAS	105 SAS	107 SAS	Excellent ↗
Arithmetic	99 SAS	110 SAS	103 SAS	107 SAS	Exceptional ↑
Mathematical reasoning	103 SAS	110 SAS	106 SAS	107 SAS	Good →
✓ English	107 SAS	111 SAS	109 SAS	108 SAS	Good →
Grammar, punctuation a...	106 SAS	111 SAS	110 SAS	108 SAS	Good →
Reading	105 SAS	108 SAS	107 SAS	106 SAS	Good →
Spelling	111 SAS	113 SAS	109 SAS	110 SAS	Good →

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SEN	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	89 SAS	94 SAS	91 SAS	92 SAS	Good →
Arithmetic	87 SAS	92 SAS	85 SAS	93 SAS	Excellent ↗
Mathematical reasoning	90 SAS	96 SAS	98 SAS	90 SAS	Good →
✓ English	97 SAS	98 SAS	91 SAS	89 SAS	Limited ↘
Grammar, punctuation a...	100 SAS	97 SAS	91 SAS	95 SAS	Good →
Reading	100 SAS	104 SAS	99 SAS	94 SAS	Limited ↘
Spelling	92 SAS	95 SAS	83 SAS	76 SAS	Limited ↘

Non-SEN	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	101 SAS	110 SAS	105 SAS	106 SAS	Excellent ↗
Arithmetic	99 SAS	110 SAS	103 SAS	106 SAS	Excellent ↗
Mathematical reasoning	103 SAS	110 SAS	106 SAS	107 SAS	Good →
✓ English	107 SAS	111 SAS	109 SAS	108 SAS	Good →
Grammar, punctuation a...	106 SAS	111 SAS	110 SAS	108 SAS	Good →
Reading	104 SAS	108 SAS	107 SAS	105 SAS	Good →
Spelling	112 SAS	113 SAS	109 SAS	111 SAS	Good →

Boys	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	103 SAS	112 SAS	106 SAS	108 SAS	Excellent ↗
Arithmetic	101 SAS	112 SAS	104 SAS	107 SAS	Excellent ↗
Mathematical reasoning	104 SAS	112 SAS	109 SAS	109 SAS	Excellent ↗
✓ English	107 SAS	109 SAS	106 SAS	105 SAS	Good →
Grammar, punctuation a...	105 SAS	108 SAS	106 SAS	105 SAS	Good →
Reading	104 SAS	108 SAS	106 SAS	102 SAS	Good →
Spelling	112 SAS	112 SAS	107 SAS	108 SAS	Good →

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Girls	2025 Summer	2025 Autumn	2026 Spring	2026 Summer	Progress 2025 Summer → 2026 Summer
✓ Maths	97 SAS	105 SAS	100 SAS	102 SAS	Excellent ↗
Arithmetic	95 SAS	104 SAS	98 SAS	103 SAS	Exceptional ↑
Mathematical reasoning	99 SAS	105 SAS	101 SAS	102 SAS	Good →
✓ English	106 SAS	110 SAS	108 SAS	108 SAS	Good →
Grammar, punctuation a...	107 SAS	112 SAS	111 SAS	108 SAS	Good →
Reading	104 SAS	108 SAS	107 SAS	107 SAS	Good →
Spelling	108 SAS	110 SAS	106 SAS	108 SAS	Good →

Year 5 Review

Strengths

- High reading attainment: 85% of all pupils achieved EXS+.
- Strong reading depth: 27% of the cohort reached GD, led by girls at 36%.
- Solid maths foundation: 83% of the year group achieved EXS+.
- Boys excelling in maths: 90% achieved EXS+, with 29% reaching GD.
- No boys at WBS: 0% scored WBS across all subjects and combined metrics.
- Narrow PP gap in maths: PP pupils reached 78% EXS+ (compared to 84% for non-PP).
- Girls' writing depth: 23% of girls achieved GD.
- Minimal low-attainment in reading: Only 0.8% of the cohort is WBS.

Areas for Improvement

- Writing pulls down combined: Writing is the lowest individual subject at 78% EXS+, pulling the overall combined score down to 69%.
- Spotlight pupils in writing: Only 50% of spotlight pupils achieved EXS+ in writing, reducing their combined score to just 30%.
- Wide PP gap in writing: A stark 28.8% gap exists between Non-PP (84% EXS+) and PP pupils (56% EXS+).
- Lack of GD for PP: 0% of PP pupils achieved the combined higher standard, and just 3.7% reached it in writing.
- Girls behind in maths: Girls trail boys by 14.9% at EXS+ (75.4% vs 90.3%) and by 15.9% at the higher standard (13% vs 29%).
- Boys lacking writing depth: Only 4.8% of boys reached the higher standard in writing, compared to 23% of girls.
- High SEN concentration in writing WTS: 80% of SEN pupils are stuck at WTS in writing, with another 13.3% Working Below.
- SEN reading WTS barrier: Over half of SEN pupils (53.3%) are currently sitting in the WTS band for reading.

Agreed Standards' Committee Meeting Actions

- Early identification: Priority for teachers to identify children achieving in two out of three areas (19 children).
- Prioritised live-marking: Teachers and TAs should feedback to PP and SEN pupils first during independent writing to catch and correct technical errors in real time.
- Target girls' reasoning: Deploy the *Topic Focus* tool in Maths Whizz specifically for multi-step problems to bridge the 14.9% EXS+ gender gap.