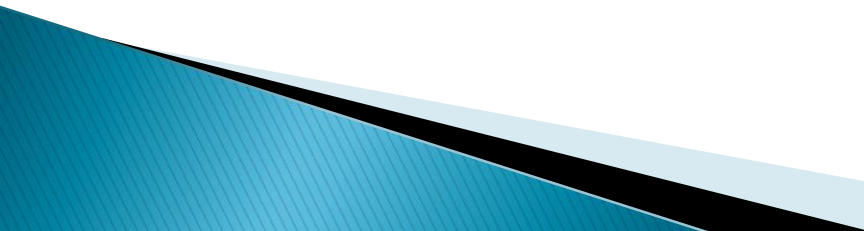




How well are our children doing?

Statutory Data Headlines for Governors
for the academic year 2024–25

What is Achievement?

- ▶ Attainment refers to what standard your child reaches compared to other children within the same year group nationally.
 - ▶ Progress refers to how well your child is doing from their starting point.
 - ▶ Achievement refers to these two aspects combined. For example a child may attain low standards academically but be making very good progress from where they started. Achievement for that child would be good.
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What are the tests?

- ▶ **At the end of Foundation Stage** Good Level of Development (GLD) which means pupils have reached the expected standard or higher in communication and language, physical development, personal social and emotional development, literacy and mathematics.
- ▶ **At the end of Year 1** – ‘Phonics Screening’
- ▶ **At end of Year 4**: A Multiplication Tables Check (statutory for the first time in 2022)
- ▶ **At the end of KS2** (Y6) in Reading and Maths, Grammar, Punctuation & Spelling – formal ‘Key Stage 2 SATS’. These are externally marked tests. Writing assessment judgements are made through teacher assessments of pupils’ writing across the year in different genres. These judgements are moderated periodically by Milton Keynes Local Authority. Our judgements were moderated and validated this year (2025). Teacher assessments are also made in science.

(SATs assessments did not take place in 2020 or 2021 due to Covid-19)

Our school



- ▶ We opened in 2005 with just 3 classes.
- ▶ We are now a large school with full capacity for 450 pupils (including a 30–place nursery) and our community is more settled with more and more pupils starting their school careers with us in FS1 or FS2 and moving through the school.
- ▶ We welcome families from all nations and are very proud of our diverse population.
- ▶ Over half our children speak English as an additional language and over 45 different languages are spoken at home.
- ▶ During the academic year 2021–22, our Section 48 inspection judged us to be an **‘Outstanding Catholic School’** and Ofsted Judged us to be a **‘Good School’** with **Outstanding Features** in the areas of Personal Development and Behaviour & Attitudes.

Early Years Foundation

Many of our children start the Nursery (Acorns FS1) and Reception (Saplings FS2) classes with limited or very little English. As a result, attainment of a Good Level of Development (GLD) for children at the end of Foundation has historically been lower than it is for other children of that age nationally, with the exception of 2023. Due to the high quality of provision in Early Years, the trend is that this gap is narrowing year on year. There was a dip in 2024. There can be many reasons for fluctuations in overall attainment, such as higher proportions of pupils with learning needs or when children join the school later in the academic year. A wide range of ongoing support is always put in place for the children who are not on track to reach GLD – such as fine motor skills, phonics and social skills interventions, writing interventions and 1:1 support in maths. That support continues into Year 1 to help any child who has fallen behind their peers.

Good Level of Development (GLD)

2017		2018		2019		2022		2023		2024		2025	
School	National	School	National	School	National	School	National	School	National	School	National	School	National
62%	71%	68%	72%	70%	72%	61%	65%	71%	67%	58%	68%	72%	68%

To support your child's early skills development, please visit our website Curriculum Page, attend the workshops we offer through the school year and support your child with their Home Learning Tasks. Please read with your child everyday. If you have concerns about your child's progress or attainment, do not hesitate to discuss them with his/her class teacher.

We have good evidence to show that our children make good progress from their entry points into Foundation. Those who have been in our Nursery consistently achieve higher than their peers throughout Foundation Stage.

Our results: Year 1 Phonics Screening

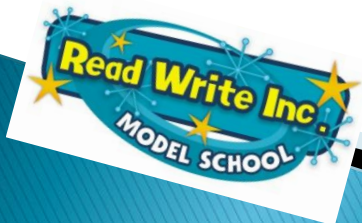
	2017 Y1		2018 Y1		2019 Y1		2021 Y2 Autumn		2022 Y1		2023 Y1		2024 Y1		2025 Y1	
	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National
% pass	80	81	85	82	83	82	90	87	87	75	97	79	81*	80	87	80

*89% with results for newly arrived EAL pupils who have joined the school since April 2024 removed

Our phonics results continue to remain above national. We have a very focussed and structured approach to the teaching of phonics and use Read, Write, Inc. to deliver this learning from Foundation Stage through to the end of Year 1. Pupils who do not pass the phonics screening or complete the phonics programme, receive ongoing phonics teaching and additional targeted support until they are confident and fluent readers. We work closely with Read Write Inc consultants to continually develop staff skills in delivering phonics. We are delighted with the 2025 results of 87% – this is impressive progress for a cohort where only 70% achieved the word recognition component of the literacy early learning goal in 2024.

Look out for Parental Phonics Workshops that our staff will provide and additional videos to help you to support your child’s learning at home.

The pass rate for our current Y2 pupils, including re-sits this year is 98% (compared with 89% nationally 2024)



If you would like to find out more about Read, Write Inc. follow this link:

http://www.stbernadettesschool.com/read_write_inc.htm

Year 4 Multiplication Tables Check

The online Y4 times tables check became compulsory in 2022. The test has 25 questions. All 61 Y4 pupils took part in the test. The results are shown below. Our outcomes remain well above national performance.

Score/25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	...	5
No of pupils 2023	41	9	0	1	3	0	1	0	1	1	1	2	0	0	0	-	-
% of class 2023	68%	15%	-	2%	5%	-	2%	-	2%	2%	2%	3%	-	-	-	-	-
No of pupils 2024	47	6	4	3	-	-	-	-	1	-	-	-	-	-	-	-	-
% of class 2024	77%	10%	7%	5%	-	-	-	-	2%	-	-	-	-	-	-	-	-
No of pupils 2025	46	5	4	2	-	-	-	1	-	-	-	1*	1	-	-	-	1*
% of class 2025	75%	8%	7%	3%	-	-	-	2%	-	-	-	2%	2%	-	-	-	2%

*These 2 low scoring pupils joined the school this academic year.

75% scored full marks in the test compared with **National 34% (2024)** The mean score for our school is **23.9** (compared with National 20.6 in 2024).

Y4 Multiplication Check	AVERAGE SCORES 2023	% SCORING 25/25 2023	AVERAGE SCORES 2024	% SCORING 25/25 2024	AVERAGE SCORES 2025	% SCORING 25/25 2025
All Children St Bernadette's	23.7	68%	24.5	77%	23.9	75%
All Children Nationally	20.2	29%	20.6	34%	21.0	37%

Year 6 Progress Scores

Progress measures are a key indicator of the quality of provision in a school, showing progress of pupils from the end of Year 2. The national average progress score is '0' and we have been consistently above this over many years. In the future, progress will be measured from pupils' starting points in Foundation Stage which will give an even more accurate representation of the quality of education in schools in these key core subjects.

Year 6 (End of KS2)	St. Bernadette's progress score	St. Bernadette's progress score	St. Bernadette's progress score	St. Bernadette's progress score
	2019	2022	2023	2024 and 2025
Reading	0.71	0.5	1.8	N/A
Writing	0.01	1.3	0.3	(No KS1 SATs due to Covid 19 2020, 2021)
Maths	1.69	1.4	1.3	

The table below shows examples of accelerated progress for prior attainment groups. They are measured from teacher assessment undertaken at the end of Year 2. There is no **national** figure to compare against for 2024 or 2025 as KS1 SATs did not take place for these cohorts due to Covid-19. However, we can compare our pupils' accelerated (more than expected) progress from end of Y2 (2021) with that of pupils nationally in 2023. As seen below – progress remains very strong.

PROGRESS – Prior attaining groups	2022 St Bernadette's	2022 National	2023 St Bernadette's	2023 National	2024 St Bernadette's	2025 St Bernadette's
Percentage of Pupils who reached GDS in KS1 reaching GDS at end of KS2 (HPAs – High Prior Attainers)						
% of HPAs converting to GDS in Reading	61%	63%	89%	68%	70%	70%
% of HPAs converting to GDS in Writing	80%	51%	69%	55%	63%	57%
% of HPAs converting to GDS in Maths	100%	63%	76%	66%	80%	90%
Percentage of Pupils who reached EXS in KS1 reaching GDS at end of KS2 (Accelerated Progress)						
% of prior EXS converting to GDS in Reading	28%	23%	46%	23%	38%	50%
% of prior EXS converting to GDS in Writing	12%	9%	11%	10%	12%	33%
% of prior EXS converting to GDS in Maths	34%	16%	25%	17%	24%	27%
Percentage of Pupils who were WTS or lower in KS1 reaching EXS at end of KS2 (Accelerated Progress)						
% of prior WTS converting to EXS in Reading	50%	35%	47%	33%	86%	40%
% of prior WTS converting to EXS in Writing	27%	29%	26%	32%	40%	69%
% of prior WTS converting to EXS in Maths	21%	26%	36%	29%	25%	50%

End of KS2 – Y6

Attainment in Reading

We are delighted with the outcomes for this cohort. The children have developed a love of reading and respond particularly well to the challenges of Accelerated Reader and the texts studied in class relating to their learning across the curriculum. The girls' performance is exceptional and well above girls nationally. We are also delighted with the DP performance at GDS.

KS2 Reading	2018		2019		2022		2023		2024		2025	
	School	National	School	School	National	National	School	National	School	National	School	National
% Exp	82	75	73	73	83	75	83	73	76	74	81	75
% GD	32	28	27	27	31	28	48	29	32	29	40	33

2025 Average Scaled Score Reading

School	National
107	106

End of KS2 – Y6 Attainment in Writing

Writing is assessed over a range of genres by class teachers against a thorough assessment framework. Our teacher assessments were moderated and validated by the local authority this year. This is our strongest performance at the Expected Standard since 2019 which is very pleasing. We anticipate our performance to be well above national at the greater depth standard once the national figure is released

The performance of our Disadvantaged Pupils is also to be celebrated with 25% of this group of 16 pupils reaching GDS!

KS2 Writing	2018		2019		2022		2023		2024		2025	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	78	78	82	78	74	69	75	71	71	72	77	72
% GD	20	20	22	20	26	13	20	13	14	13	19	13

End of KS2 – Y6 Attainment in Maths

At EXS+ we are in line with national with a slight improvement on last year and there are some very strong internal accelerated progress measures.. At the greater depth standard, our performance remains very strong – we anticipate GDS will be notably stronger than that of pupils nationally once figures are published.

KS2 Maths	2018		2019		2022		2023		2024		2025	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	82	76	88	79	79	71	83	73	71	73	74	74
% GD	28	24	35	27	40	22	35	24	29	24	34	26

2025 Average Scaled Score Maths

School	National
105	105

Attainment in Reading, Writing and Maths Combined

Performance in the combined subjects of Reading, Writing and Maths, is a key judgement of schools. Our figure at EXS+ has improved since last year and is in line with the national figure. At GDS, the combined attainment is particularly strong as is typical for our school.

Key areas of ongoing focus across the school is accelerating progress of Disadvantaged Pupils who are working towards the expected standard and ensuring ongoing targeted provision for pupils with SEND.

KS2 RWM	2018		2019		2022		2023		2024		2025	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	73	64	65	65	66	59	67	60	58	61	61	62
% GD	15	10	13	11	16	7	13	8	12	8	15	8

Attainment in Grammar, Punctuation and Spelling

The percentage at Expected+ continues to be *well above* national

The percentage at Greater Depth is likely to be *well above* the national average when results are released. We have maintained a very strong performance in this area when compared with national since the tests were introduced.

KS2 SPaG	2018		2019		2022		2023		2024		2025	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	90	78	85	78	81	72	87	72	81	72	84	73
% GD	42	34	42	36	36	28	38	30	43	32	42	30

2025 Average Scaled Score SPaG

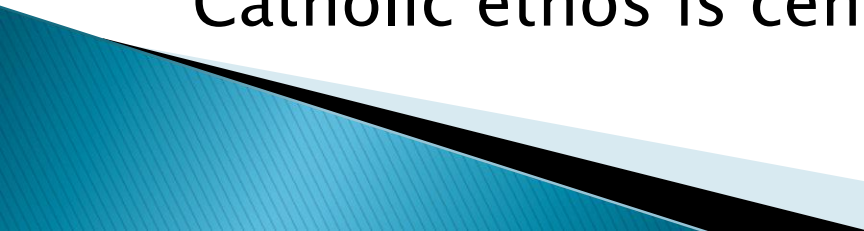
School	National
109	105

Attainment in Science

Teachers submit a teacher assessment in science; national tests are not used to inform this judgement. Each child is judged to be either 'At the Expected Standard' or 'Has not met the Expected Standard'. With our focus on STEAM subjects and links with business, in addition to the launch of a new science scheme last year, we have seen our results improving to be stronger than national this year.

2023 % meeting the expected standard in science		2024 % meeting the expected standard in science		2025 % meeting the expected standard in science	
School	National	School	National	School	National
75%	80%	80%	81%	84%	82%

What do you think?

- ▶ Achievements in other areas of the curriculum, such as science, sport, the arts, geography, history and personal development are also a high priority at St Bernadette's.
 - ▶ We encourage our pupils to be independent and responsible members of our school and, as they grow older, many pupils take on leadership roles within the charitable, community, prayer and eco-friendly life of our school.
 - ▶ Our aim is for each child to grow to be a spiritual and loving, well-rounded individual and our Catholic ethos is central to all that we do.
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Development Points for 2022–26

Priority 1

- ▶ Identify and sequence the most important concepts and content for pupils to learn and remember, in order to ensure a continually improving inspiring and relevant curriculum for all pupils.

Development Points for 2022–26

Priority 2

- ▶ To accelerate progress to close the attainment gap and enhance the wellbeing of identified vulnerable children.

Development Points for 2022–26

Priority 3

- ▶ To enhance provision for and promote Catholic education at St Bernadette's.