

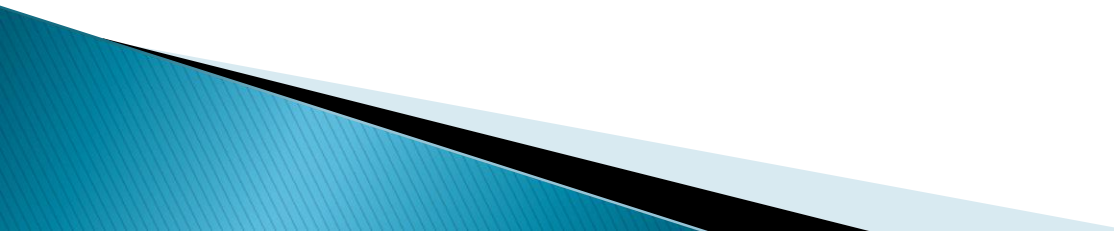


How well are our children doing?

Statutory Data Headlines
for the academic year 2025–26

Loving, serving and growing together with Jesus

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 last year (2025). Teacher assessments are also made in science.
(SATs assessments did not take place in 2020 or 2021 due to Covid-19)

Early Years Foundation

Many of our children start the Nursery (Acorns FS1) or 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. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the Early Learning Goals (ELGs) in the prime areas of learning and the specific areas of mathematics and literacy (The assessments use 'The best-fit model'). The last two years have seen a notable increase in the percentage of pupils reaching GLD, with this year seeing our best results yet. We anticipate stronger outcomes than pupils nationally once the 2026 national data is released.

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.

% of children reaching a Good Level of Development (GLD)

2018		2019		2022		2023		2024		2025		2026	
School	National	School	National	School	National	School	National	School	National	School	National	School	National
68%	72%	70%	72%	61%	65%	71%	67%	58%	68%	72%	68%	75%	tbc

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

2018		2019		2022		2023		2024		2025		2026	
School	National	School	National	School	National	School	National	School	National	School	National	School	National
85	82	83	82	87	75	97	79	81*	80	87	80	95%	tbc

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

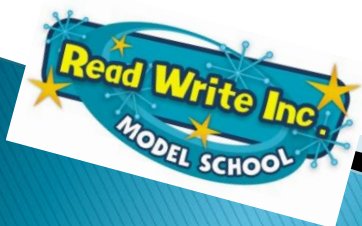
Our phonics results continue to remain above national. We have a very focussed and structured approach to the teaching of phonics and use Read, Write, Inc. to deliver this learning from Foundation Stage through to the end of Year 1. Pupils who do not pass the phonics screening or complete the phonics 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 2026 results of 95% – our second best ever results within a small cohort where 42/44 passed the screening test. This is impressive progress for a cohort where only 81% achieved the word recognition component of the literacy early learning goal in 2025.

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 100% (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	10	5
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%
No of pupils 2026	49	8	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0
% of class 2026	80%	13%						2%			2%	2%				2%	

This year, 2026, our performance has increased to 80% achieving full marks and a mean score of 24.1 We are confident that this will be considerably higher than national statistics when they are published.

Y4 Multiplication Check	AVERAGE SCORES 2024	% SCORING 25/25 2024	AVERAGE SCORES 2025	% SCORING 25/25 2025	AVERAGE SCORES 2026	% SCORING 25/25 2026
All Children St Bernadette's	24.5	77%	23.9	75%	24.1	80%
All Children Nationally	20.6	34%	21	37%	tbc	tbc

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
	2022	2023	2024, 2025	2026
Reading	0.5	1.8	N/A (No KS1 SATs due to Covid 19 2020, 2021)	Tbc
Writing	1.3	0.3		tbc
Maths	1.4	1.3		tbc

The table below shows examples of accelerated progress for prior attainment groups. For 2024 and 2025, they were measured from teacher assessment undertaken at the end of Year 2 and there was no **national** figure to compare against as KS1 SATs did not take place for these cohorts due to Covid-19. This year, we will have national figures to compare against once they published – as shown in the table below, our examples of accelerated progress are very strong compared with the most recent national data of 2023.

We anticipate the publication of our 2026 progress score for reading, writing and maths in Decemver 2026.

PROGRESS – Prior attaining groups	2023 St Bernadette's	2023 National	2024 St Bernadette's	2025 St Bernadette's	2026 National	2026 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	89%	68%	70%	70%	tbc	78%
% of HPAs converting to GDS in Writing	69%	55%	63%	57%	tbc	67%
% of HPAs converting to GDS in Maths	76%	66%	80%	90%	tbc	83%
Percentage of Pupils who reached EXS in KS1 reaching GDS at end of KS2 (Accelerated Progress)						
% of prior EXS converting to GDS in Reading	46%	23%	38%	50%	tbc	44%
% of prior EXS converting to GDS in Writing	11%	10%	12%	33%	tbc	6.5%
% of prior EXS converting to GDS in Maths	25%	17%	24%	27%	tbc	33%
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	47%	33%	86%	40%	tbc	58%
% of prior WTS converting to EXS in Writing	26%	32%	40%	69%	tbc	40%
% of prior WTS converting to EXS in Maths	36%	29%	25%	50%	tbc	62%

End of KS2 – Y6

Attainment in Reading

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. Our pupils compare very well with pupils nationally at both the expected and greater depth standards. In 2026, 75% of pupils nationally have reached the expected standard compared with 84% at St Bernadette's. 41% of our pupils reached the higher standard compared with 31% nationally.

KS2 Reading	2019		2022		2023		2024		2025		2026	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	73	73	83	75	83	73	76	74	81	75	84	75
% GD	27	27	31	28	48	29	32	28	40	33	41	31

2026 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 in 2025. Our performance is slightly above national at EXS+ and at GDS.

KS2 Writing	2019		2022		2023		2024		2025		2026	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	82	78	74	69	75	71	71	72	77	72	77	73
% GD	22	20	26	13	20	13	14	13	19	13	15	13

End of KS2 – Y6 Attainment in Maths

At the Greater Depth Standard in maths, performance is strong for all groups and is well above that of pupils nationally. At the expected standard (EXS+) is generally in line with national for all subgroups,

KS2 Maths	2019		2022		2023		2024		2025		2026	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	88	79	79	71	83	73	71	73	74	74	75	75
% GD	35	27	40	22	35	24	29	24	34	26	36	27

2026 Average Scaled Score Maths	
School	National
106	105

Attainment in Reading, Writing and Maths Combined

Performance in the combined subjects of Reading, Writing and Maths, is a key judgement of schools.

Most subgroups are generally in line with national at EXS+ combined. Performance of our girls is extremely strong when compared with girls nationally. This is also replicated at GDS combined.

KS2 RWM	2019		2022		2023		2024		2025		2026	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	65	65	66	59	67	60	58	61	61	62	64	63
% GD	13	11	16	7	13	8	12	8	15	8	14	9

Attainment in Grammar, Punctuation and Spelling

We have historically outperformed pupils nationally in this area but 2026 has seen our strongest performance yet, even when compared with pre-pandemic data whilst nationally, data lags behind that of pre-pandemic standards.

KS2 SPaG	2019		2022		2023		2024		2025		2026	
	School	National	School	National	School	National	School	National	School	National	School	National
% Exp	85	78	81	72	87	72	81	72	84	73	90	74
% GD	42	36	36	28	38	30	43	32	42	30	44	30

2026 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' of '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 in recent years, we have seen our results improve.

2023 % meeting the expected standard in science		2024 % meeting the expected standard in science		2025 % meeting the expected standard in science		2026 % meeting the expected standard in science	
School	National	School	National	School	National	School	National
75%	80%	80%	81%	84%	82%	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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