

END OF YEAR PERFORMANCE DATA 2026

KEY STAGE 2 – Attainment

<i>no. in cohort 31</i>	<i>School Average Scaled Score</i>	<i>National Average Scaled Score</i>	<i>Difference</i>	<i>School EXS +</i>	<i>National (provisional)</i>	<i>Difference</i>	<i>School Higher Standard (HS)</i>	<i>National (provisional)</i>	<i>Difference</i>
Maths	102.4	105	-2.6	68%	75.%	-7%	6%	27%	-21%
Reading	104.3	106	-1.7	68%	75%	-7%	29%	31%	-2%
Writing (TA)	-	-		68%	73%	-5%	3%	13%	-10%
SpGP	103.6	105	-1.4	74%	74%	0%	13%	30.%	-17%
Combined R,W,M	-	-	-	55%	63%	-8%	0	9%	-9%

*National data to be verified

When evaluating these outcomes, it is important to consider the specific characteristics of the cohort. The cohort included a high proportion of pupils with SEND, many of whom entered Key Stage 2 working significantly below age-related expectations. Although individual pupils made good progress from their starting points, this was not always reflected in headline attainment measures. Additionally, two pupils who were working below the standard of the tests were disapplied from the statutory assessments and were recorded as PKS (Pre-Key Stage Standards). Given the relatively small cohort size of 31 pupils, these outcomes had a notable impact on overall attainment figures.

Key Achievements

- Reading was a relative strength across the curriculum. Reading achieved an average scaled score of 104.3, only 1.7 points below the national average, with 29% of pupils achieving the Higher Standard, just 2 percentage points below national figures.
- SPaG outcomes were in line with national attainment at the Expected Standard. 74% of pupils achieved the Expected Standard in SPaG, matching the provisional national figure.
- Attainment at the Expected Standard was broadly consistent across core subjects. Reading, Writing and Mathematics all achieved 68% Expected Standard+, demonstrating that most pupils left Bramcote with secure foundational knowledge and skills.
- Pupils with additional needs made positive progress from their starting points. While this was not fully reflected in headline attainment measures, many pupils demonstrated strong personal achievement and progress throughout Key Stage 2.
- The school maintained a broad and inclusive curriculum. Despite cohort challenges, attainment remained broadly secure across Reading, Writing and Mathematics, with outcomes close to national averages in several measures.

Areas for Development

- Increase the proportion of pupils achieving Greater Depth/Higher Standard. The most significant area for development is ensuring more pupils, particularly the most able, achieve higher outcomes:
 - Mathematics Higher Standard: 6% compared to 27% nationally.
 - Writing Greater Depth: 3% compared to 13% nationally.
 - SPaG Higher Standard: 13% compared to 30% nationally.
- Further strengthen mathematics attainment. Mathematics was the weakest area overall, with attainment and average scaled score below national averages and a significant gap at Higher Standard.
- Improve combined Reading, Writing and Mathematics outcomes. Combined attainment was 55%, compared to 63% nationally. A key priority is ensuring pupils achieve consistently across all three subjects rather than succeeding in individual areas alone.
- Develop greater challenge for higher-attaining pupils. The difference between Expected Standard and Higher Standard outcomes suggests that pupils are reaching age-related expectations but fewer are making the transition to greater depth.

Summary of Results

- The 2026 Year 6 cohort achieved outcomes that were broadly below provisional national averages; however, these results should be considered alongside the significant contextual factors within the cohort. The cohort contained a high proportion of pupils with SEND, and two pupils working below the level of the statutory assessments were recorded as PKS rather than sitting the tests. Given the cohort size of 31, these factors had a measurable impact on headline attainment outcomes.
- Reading was a clear strength, with scaled scores and Higher Standard outcomes close to national figures. SPaG attainment matched the national average at the Expected Standard, demonstrating secure knowledge and understanding for most pupils. Writing outcomes were broadly secure, though fewer pupils attained Greater Depth. Mathematics remains the key area for improvement, particularly in increasing Higher Standard attainment.
- Overall, the data indicates that pupils made positive progress from their starting points and left Key Stage 2 with broadly secure knowledge and skills. The next stage of school improvement will focus on increasing the proportion of pupils achieving Higher Standard and Greater Depth outcomes, whilst maintaining the school's inclusive approach and strong support for pupils with additional needs.

Phonics Screening Check 2026

Year 1 Phonics No. in Cohort:	% Achieving the required score	National	Year 2 – Re- test: No. of children	Achieving the required score	% of cohort (30) passing by Y2	National
24	91%	82%	6	83%	97%	91%

*National Data to be verified

Strengths

Phonics outcomes in 2026 were a significant strength for the school. Of the 24 pupils in the Year 1 cohort, 91% achieved the expected standard in the Phonics Screening Check, exceeding the national average of 82% by 9 percentage points. This demonstrates the effectiveness of the school's systematic phonics programme and early reading provision.

The results indicate that most pupils developed secure phonological awareness and decoding skills by the end of Year 1, providing a strong foundation for reading fluency and comprehension. Performance above national averages suggests that phonics teaching is implemented consistently and effectively across the early years and Key Stage 1.

Areas to Develop

Although outcomes were very strong, a small number of pupils did not achieve the expected standard in Year 1. Continued focus is required to ensure that pupils who are at risk of falling behind are identified quickly and receive timely intervention. Maintaining high-quality assessment, targeted support and regular practice of blending and segmenting skills will remain priorities to ensure that all pupils become confident readers.

As attainment is already significantly above national averages, the key focus moving forward is sustaining these high outcomes whilst ensuring consistency for vulnerable groups, including pupils with SEND and those requiring additional support with speech, language and communication.

Year 2 Re-test 2026

Strengths

The Year 2 re-test outcomes demonstrate the effectiveness of the school's intervention and catch-up provision. Of the six pupils who required a re-test, 83% achieved the expected standard, resulting in 97% of the cohort passing the Phonics Screening Check by the end of Year 2. This exceeded the national figure of 91% by 6 percentage points. All the disadvantaged children were able to meet the required standard.

These outcomes show that pupils who did not initially meet the standard in Year 1 received effective support and intervention and were able to close gaps in their phonic knowledge. The high cumulative pass rate reflects strong teaching, targeted intervention and successful support for pupils requiring additional time to secure early reading skills.

Areas to Develop

The school will continue to evaluate the barriers faced by pupils who do not meet the expected standard in Year 1, ensuring interventions are tailored precisely to individual needs. Early identification and intervention remain key priorities to reduce the number of pupils requiring a Year 2 re-test and to ensure that all pupils are reading fluently as early as possible.

Ongoing monitoring of vulnerable groups and careful transition of phonics support into wider reading development will help sustain the school's strong outcomes and ensure that phonics success translates into high levels of reading attainment in Key Stage 1 and beyond.

Overall Summary

Phonics outcomes in 2026 were a notable strength. The school achieved 91% in the Year 1 Phonics Screening Check, significantly above the national average of 82%, reflecting strong quality-first teaching and effective implementation of the phonics curriculum, alongside this there where identified there was appropriate and support and intervention implemented. By the end of Year 2, 97% of the cohort had achieved the expected standard, again exceeding national performance. These outcomes demonstrate the impact of both universal phonics provision and targeted intervention, ensuring that almost all pupils secured the foundational reading skills needed for future success.

Early Years Foundation Stage – Good Levels of Development (GLD)

EYFS No in cohort: 32	School	LA	National
GLD	81%	Not Available	72%
EXS All ELG	81%	Not Available	71%
Average Number of ELG at Expected Level	16.2	Not available	14.5

***National Data not yet verified – this will be updated when received.**

EYFS outcomes in 2025-26 were a significant strength and were well above national averages. 81% of children achieved a Good Level of Development (GLD) compared to 72% nationally, placing the school 9 percentage points above national outcomes. Similarly, 81% achieved the expected level across all Early Learning Goals, compared to 71% nationally. The average number of ELGs achieved at the expected level was 16.2, significantly above the national average of 14.5.

These outcomes continue an upward trend over time, with GLD increasing from 71% (2022-23) to 73% (2023-24), 79% (2024-25) and 81% (2025-26), demonstrating sustained improvement in provision and outcomes.

The data indicates strengths across all areas of learning, with the vast majority of pupils achieving expected levels in:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The strong outcomes in the prime areas provide an excellent foundation for future learning and support successful transition into Key Stage 1.

Areas to Develop

Although outcomes are very strong overall, the individual ELG data suggests that the small number of pupils who did not achieve GLD were most likely to miss expected standards in:

- **Writing**
- **Word Reading**
- **Number**
- **Numerical Patterns**

These areas contain the greatest number of pupils assessed below expected compared to other ELGs and therefore represent the priority areas for continued development.

To build on current success, the school should continue to:

- Strengthen early mark-making and writing opportunities throughout provision.
- Maintain the strong focus on systematic synthetic phonics and early reading.
- Continue to develop mathematical fluency, number sense and mathematical language through practical learning experiences.
- Ensure targeted support and early intervention for pupils entering Reception with lower starting points, particularly in communication, language and pre-literacy skills

Summary of Findings

EYFS outcomes in 2025-26 demonstrate very strong provision and highly successful early learning experiences. Attainment significantly exceeds national averages, with more than four in five children achieving a Good Level of Development and the expected level across all Early Learning Goals. Outcomes have improved consistently over recent years, evidencing the impact of a well-sequenced curriculum, effective teaching and strong pastoral support.

The strongest feature of the outcomes is the breadth of achievement across all seventeen Early Learning Goals, ensuring that children are well prepared academically, socially and emotionally for Year 1. Whilst literacy and mathematics remain the most relevant areas for continued refinement, the overall picture is one of high achievement and strong readiness for the next stage of education.