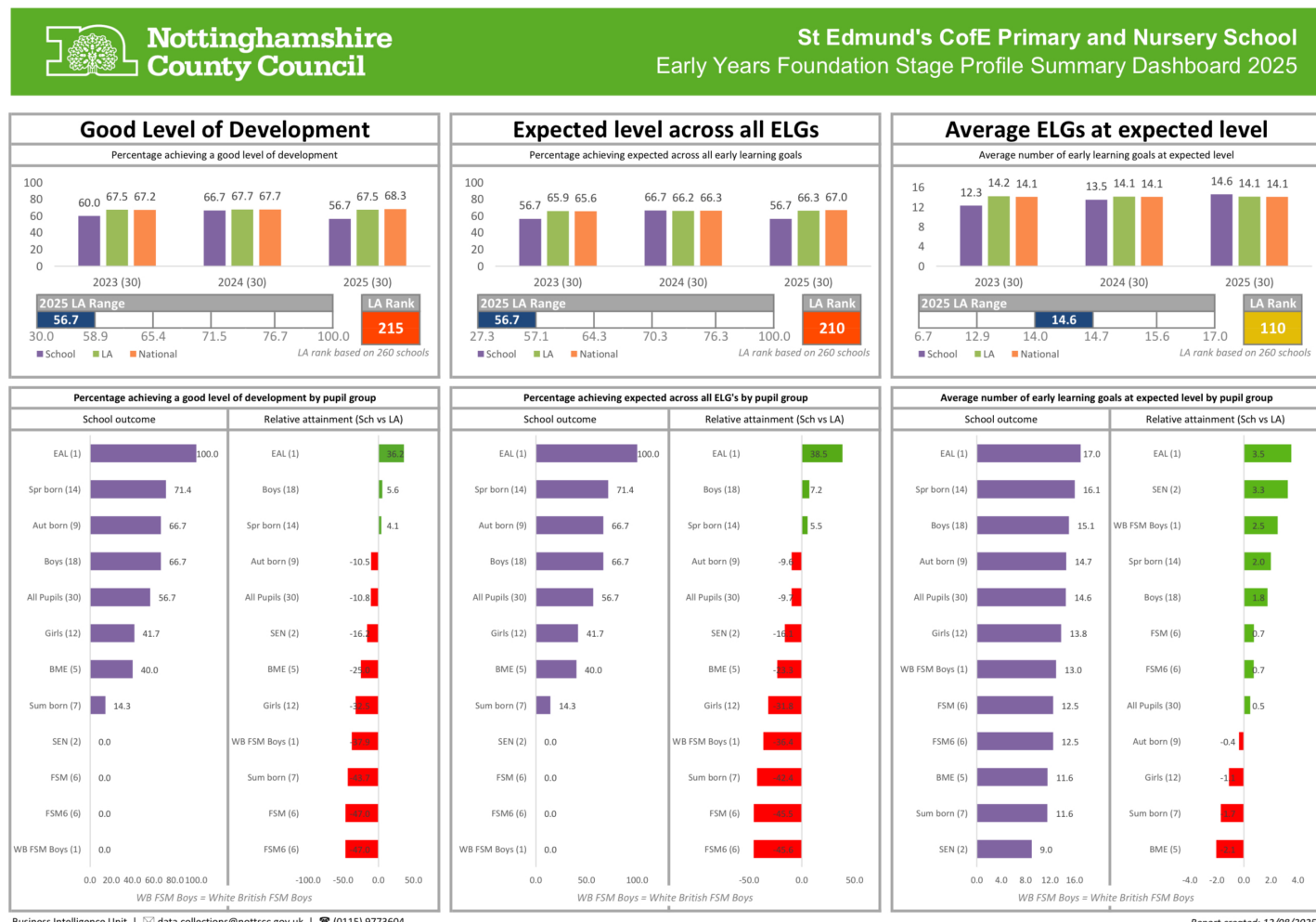




## Early Years:



## Key Messages:

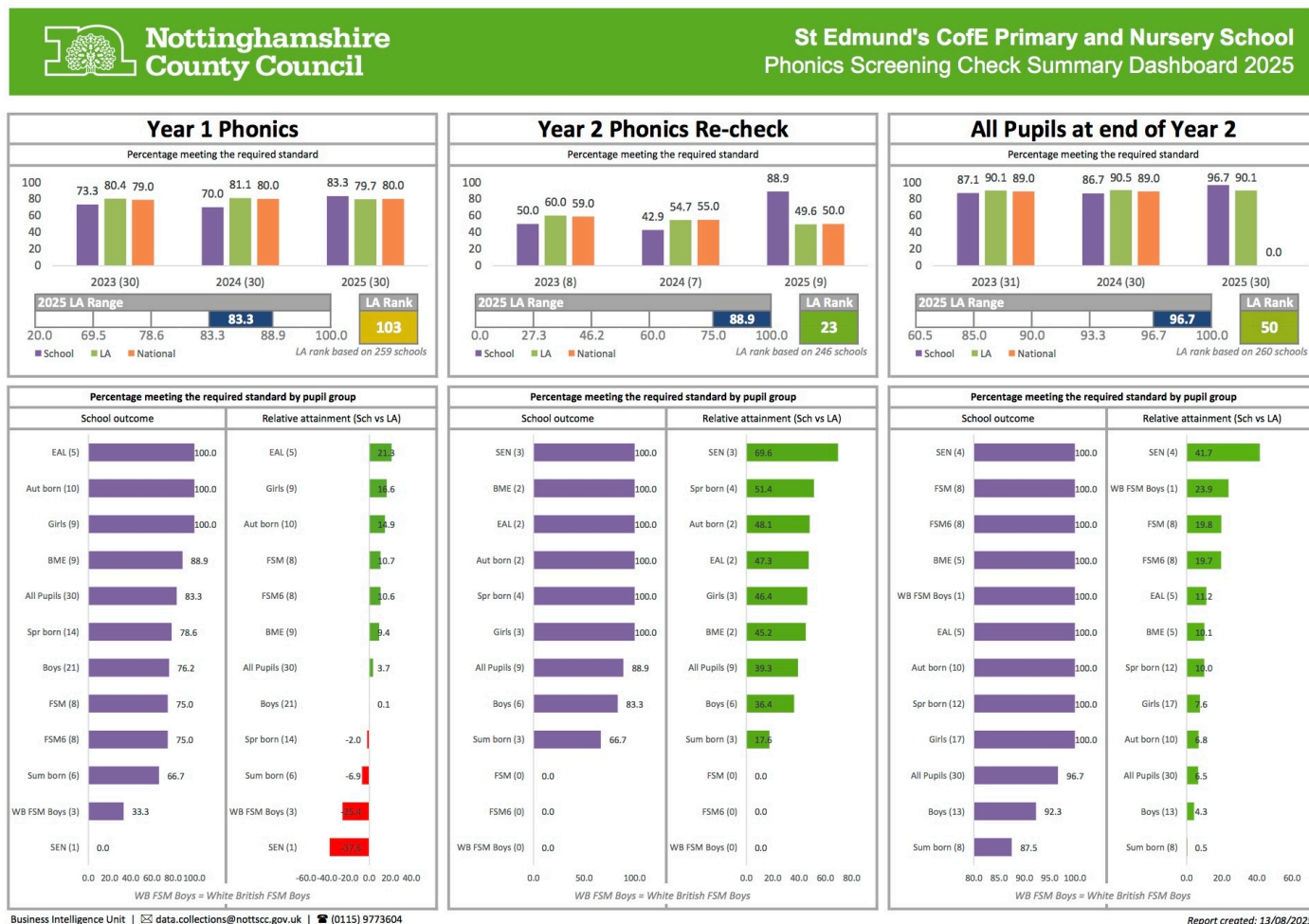
EYFS remains an area for improvement at St. Edmund's. The percentage of pupils achieving a Good Level of Development (GLD) was **57% in 2025**, down from 67% in 2024 and below both LA (~66%) and national averages (~67%). Similarly, the proportion achieving the expected level across all Early Learning Goals (ELGs) remains below local and national figures.

However, the progress made during the year was significant: at Christmas, only 39% of children were on track for GLD, meaning the cohort made marked gains by the end of Reception.

While EYFS outcomes show the need for sustained improvement, the rapid in-year progress from **39% to 57% GLD** demonstrates strong potential. The priority for 2025/26 is to accelerate early literacy, communication, and self-regulation, ensuring more children enter KS1 securely ready to learn.



## Phonics:



## Phonics Screening Check Analysis:

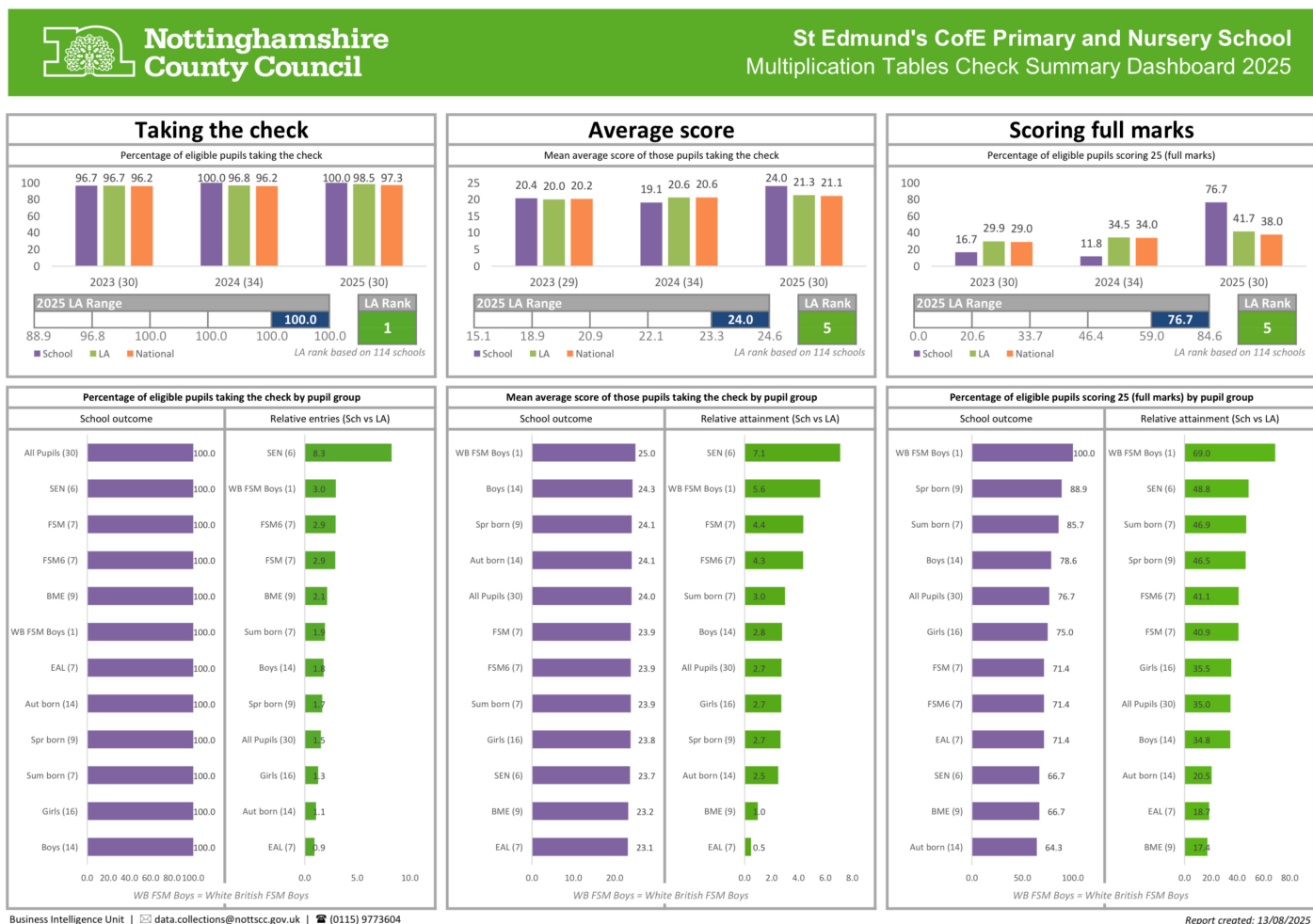
St. Edmund's has achieved a step change in phonics outcomes.

Year 1 results rose from **70% in 2024** to **83% in 2025**, now in line with or above national. **Year 2** re-check outcomes also leapt forward (**60% → 89%**), and by the end of **Year 2**, **97%** of pupils had secured the standard compared with **87% in 2024**. This places the school well above both local and national averages.

Importantly, gaps between disadvantaged, SEN, and their peers have narrowed considerably, though SEN pupils remain below (1 child). This demonstrates that early reading is now a strength of the school's provision, giving pupils a firm foundation for success in KS1 and beyond.



## Multiplication Tables Check (Year 4):



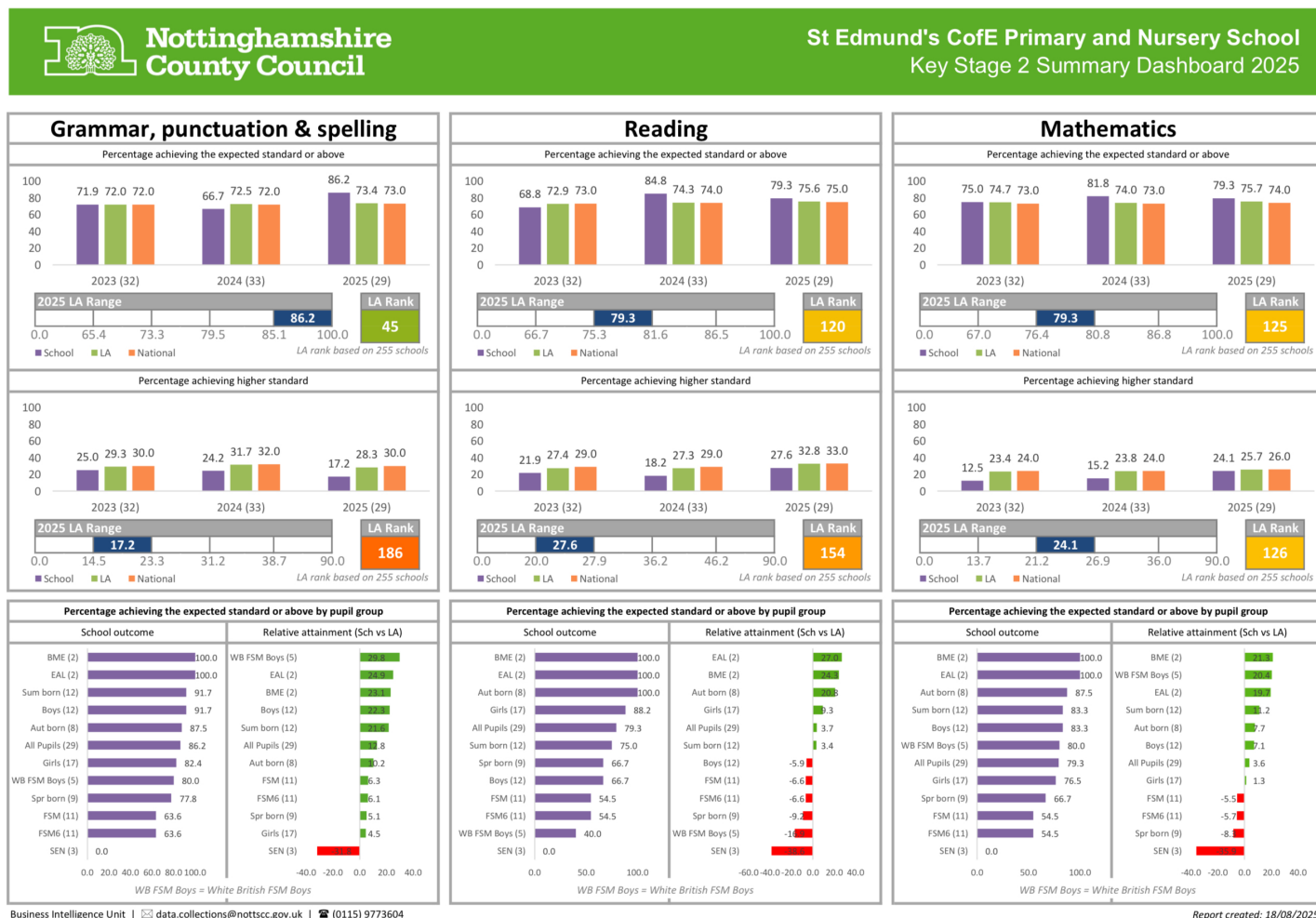
## Key Messages:

- The 2025 MTC results are outstanding.
- St. Edmund's pupils are now achieving far above local and national averages in multiplication fluency.
- The proportion of pupils achieving full marks has surged to 76%, showing that pupils are not just secure but fluent and automatic in recall.
- While SEN and disadvantaged gaps remain, every group has improved, with gender and EAL/BME groups showing no disadvantage.
- This positions multiplication as a real strength of the school's maths provision going forward.





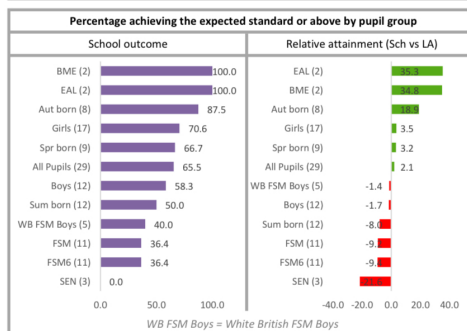
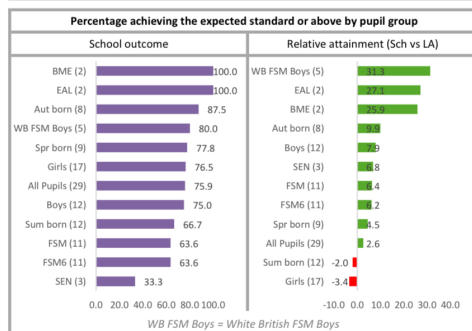
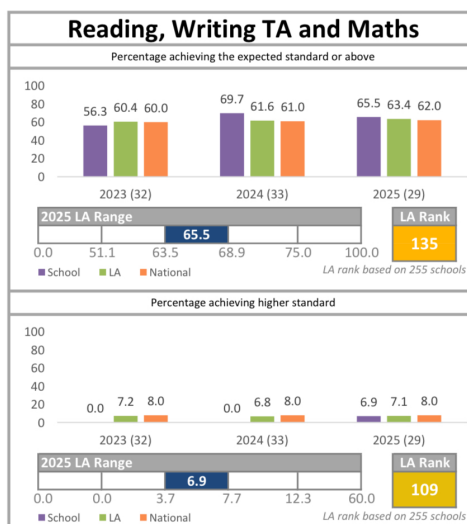
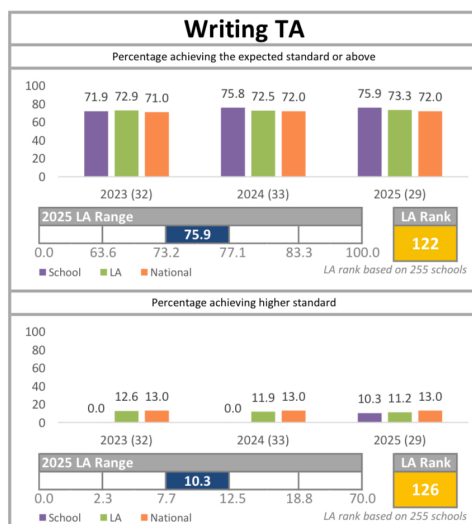
## Key Stage 2 SATs:



## Key Stage 2 SATs Key Message (2025):

St. Edmund's has delivered a strong improvement in KS2 outcomes. In 2025, **86%** of pupils met the expected standard in reading, **79%** in grammar, punctuation & spelling (GPS), and **79%** in mathematics, all in line with or above LA and national averages .

Writing (teacher assessment) was slightly lower at **66%**, but combined Reading, Writing and Maths (RWM) attainment rose to **66%**, matching national outcomes and an improvement from 2024 (60%)



The proportion of pupils reaching the higher standard also increased across reading and maths, showing growing depth of learning. Importantly, the gender gap has narrowed, with both boys and girls performing strongly, and EAL/BME pupils achieving particularly well. Gaps remain for disadvantaged and SEN pupils, though overall outcomes for these groups also improved compared to 2024.

Overall, KS2 outcomes demonstrate that pupils are leaving St. Edmund's well prepared for secondary school, with achievement now securely in line with national expectations and improving year on year.