Autumn 2026

Dear Parents and Carers,

Statutory Assessment Outcomes 2025 to 2026

I am writing to share the school's statutory assessment outcomes for 2025/26, alongside national results for England.

Assessment	St Keyna 2026	National
Reception Good Level of Development (GLD)	63%	72.3% (2026)
Year 1 phonics screening check Met the expected standard	90%	82% (2026)
Year 4 Multiplication Tables Check (MTC) Average score out of 25	20.2	21.0 (2025)*
Year 4 Multiplication Tables Check pupils achieving full marks	30%	37% (2025)*

**The 2026 national MTC results are due on 19 November 2026. The 2025 figures are included for context and compare different year groups. The MTC has no statutory pass mark.*

Our percentage achieving a Good Level of Development (63%) reflects the high proportion of neurodiversity in our cohort. In the UK education system, achieving a Good Level of Development (GLD) at the end of the Reception year is notoriously difficult for neurodivergent children because of how the metric is structurally designed. To achieve GLD, a child must meet the "expected" standard in all 12 Early Learning Goals (ELGs) across five specific areas: Communication and Language; Personal, Social and Emotional Development (PSED); Physical Development; Literacy; and Mathematics. If a child misses the mark in just one goal, they are categorized as "Not GLD".

We are very pleased with our performance in the Year 1 phonic screening check. The results once again put us in the top tier of schools nationally and this reflects the hard work and commitment of the whole school community.

Our Year 4 Multiplication Times Tables Check came out lower than expected, as a few children who we knew, knew all their times-tables performed poorly under test conditions.

Key Stage 2 Year 6 Assessments

Subject	Achieved Expected Standard St Keyna	Achieved Expected Standard National	Achieved Higher Standard St Keyna	Achieved Higher Standard National
Reading	68%*	75%	14%	31%
Writing	64%	73%	0%	13%
Mathematics	75%*	75%	21%	27%
Grammar punctuation and spelling	64%	74%	29%	30%
Science	86%	82%	N/A	N/A
Combined Reading/Writing/Maths	33%	47%	0%	8%

Subject	Scaled Score St Keyna	Scaled Score National
Reading	104	106
Mathematics	104	105
Grammar punctuation and spelling	103	105

** Unfortunately, two of our children missed the expected standard by just 1 or 2 marks.*

All Key Stage 2 figures relate to 2026, and at this time the figures are provisional.

"Expected" includes pupils achieving the higher standard.

"Higher" means pupils achieving greater depth in Writing and the higher standard in the tests. Science has no higher standard.

"Combined" results show pupils who met the standard in all three subjects.

A scaled score of 100 represents the expected standard, and scores range from 80 to 120. Writing and Science are teacher assessed, so do not have a scaled score.

Considering the level of disruption our Year 6 suffered last year with unforeseen staff changes, we are very pleased with how well they performed in the SATs.

The school's next steps:

Improve outcomes in Reception – We have redesigned our early years curriculum so that pathways seamlessly extend children's knowledge and skills. We are actively identifying the areas of early development where children need more help and providing focused teaching and support, so more children will reach the expected level by the end of Reception.

Maths – We are developing mathematical fluency and confidence including strengthening quick and accurate recall of times tables as well as giving children regular opportunities to explain their thinking and tackle more demanding mathematics.

English – We are using 'Voice 21' to build strong talking skills (oracy) alongside a vibrant reading and writing culture; helping children develop accurate spelling, punctuation and sentence structure, alongside opportunities to plan, write and improve their own work. Providing more opportunities for writing to have a genuine purpose, i.e. stories to be shared, letters to be sent etc. Helping children develop a 'love of reading'.

Attendance - working closely with families to keep school attendance high.

Personal Growth - Ensuring every class has a wide range of monitor roles to aid personal development, creating a sense of belonging and promoting personal and collective responsibility, i.e. eco-warriors, playground monitors, garden monitors, etc. We also want to install kitchen gardens for every class, so that pupils can learn to grow, cook and enjoy eating a range of vegetables.

We will continue to update you on our school's priorities and will provide guidance on how you can support your child(ren) at home.

Thank you for your continued support.

With best wishes,

Mr. Richard Eaton
Acting Headteacher