



Governors Report on SATS Data 2023-2025

Summary

Over three years, SATS outcomes at the school have shown steady improvement in both pupil engagement and attainment. More pupils are participating in tests, more are reaching the expected standard, and overall average scores have increased significantly — especially in Maths and SPAG. This reflects positively on the progress of pupils and the impact of the teaching team's efforts. It should be noted that each cohort is very different and that we cannot always expect continued progression. Not all pupils are able to access SATS. They are, what is known as Pre Key Stage. More information is available here:

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

What does 2025-26 look like?

September 2025 starts with 13 pupils in year 6, 5 of whom have been allocated to the SATs pathway class. The same teacher will be teaching the SATS pathway class.

How does data this year compare to previous years?

Over the past three years, there has been clear progress in SATS outcomes, both in terms of participation and attainment. The data shows that more pupils are now being entered for the tests, and a greater number are reaching the expected standard.

1. Increased Pupil Participation

2023: Many pupils did not sit the tests (e.g., 12 pupils did not sit Reading).

2024: Fewer pupils opted out, though some still did not take all papers.

2025: A significant increase in participation — nearly all eligible pupils were entered for every paper.

Staff and visitors commented that this is the first time such a large number of pupils sat the tests in this way: in silence, through to their completion.

2. Rising Attainment at Expected Standard

2023: No pupils met the expected standard in any paper.



2024: 2 pupils (28.6%) met the expected standard in Reading only.

2025: 6 pupils (27.8%) met the expected standard across subjects

1 pupil (new in September 2024) achieved the expected standard in **all three** papers.

Another pupil narrowly missed **Greater Depth** in Maths (by 2 marks).

3. Improving Average Scores

2023: Average scores were low across the board (e.g., 89.5 in Maths).

2024: Mixed results — Reading score increased (96), but Maths dropped to 86.

2025: Consistent improvement across all subjects:

SPAG: 94.5

Reading: 93.75

Maths: 95.85

Overall average score rose to 94.7 from 90.1 in 2023.



SATS Data 2025

Total pupils in year 6: 18

	No pupils entered	Working towards (80-99)	Working towards (90-99)	At standard (100+)	Greater depth	Average score
SPAG	6 (33%)	5	3	1 (17%)	0	94.5
Reading	8 (44%)	5	2	3 (37.5%)	0	93.75
Maths	7 (39%)	5	4	2 (29%)	0	95.85
Total (average)		15	9	6 (27.8%)	0	94.7

SATS Data 2024

Total pupils in year 6: 18

	No pupils entered	Working towards (80-99)	Working towards (90-99)	At standard (100+)	Greater depth	Average score
SPAG	0	0	0	0	0	0
Reading	7	0	0	2 (28.6%)	0	96
Maths	7	0	0	0	0	86
Total (average)		0	0	2 (28.6%)	0	91

SATS Data 2023

Total pupils in year 6: 21

	No pupils entered	Working towards (80-99)	Working towards (90-99)	At standard (100+)	Greater depth	Average score
SPAG	6	6	0	0	0	90
Reading	12	12	0	0	0	91
Maths	8	7	0	0	0	89.5
Total (average)		25	0	0	0	90.1



* Note that data from 2023-24 was not available in detail and so this data has been gathered from publically available information.



Questions for governors to consider

Progress & trends

1. What do you feel are the key factors behind the improvement in SATS participation and outcomes this year?
2. How are we building on this progress for future cohorts?
3. Are there specific teaching strategies or interventions that made the most impact?
4. How sustainable is this improvement, especially given the variability of cohorts?

Teaching and Curriculum

1. What changes were made to teaching or curriculum delivery for SATS over the last three years?
2. Will the SATS pathway class model continue beyond 2025–26, and how is its impact being evaluated?
3. How is the curriculum being adapted for pupils not on the SATS pathway (Pre-Key Stage)?

Pupil Participation and Inclusion

1. What criteria are used to decide which pupils are entered for SATS?
2. How are we ensuring equity — that all pupils who can access SATS are being supported to do so?
3. How do we celebrate the achievements of pupils working below SATS levels, e.g. Pre-Key Stage pupils?

Data and Assessment

1. Are there any specific groups (e.g. SEND, disadvantaged) whose progress or participation rates are notably different?
2. How are we tracking progress for those pupils who are 'Working Towards' the standard — especially those in the 90–99 band?
3. How does our average score compare to national or similar school benchmarks (where applicable)?

Staffing and Resources

1. How is the teacher leading the SATS pathway class being supported in their role?
2. Are there CPD (training) plans in place to share successful approaches across the school?
3. Do we have enough capacity (staff/time/resources) to maintain or extend this work?



Future Planning

1. What are the expectations for the current Year 6 (2025–26), given the smaller cohort and dedicated SATS class?
2. How are we preparing pupils and staff for SATS next year, particularly in terms of readiness and emotional wellbeing?
3. How will the impact of this year's changes be reviewed and reported to governors next year?