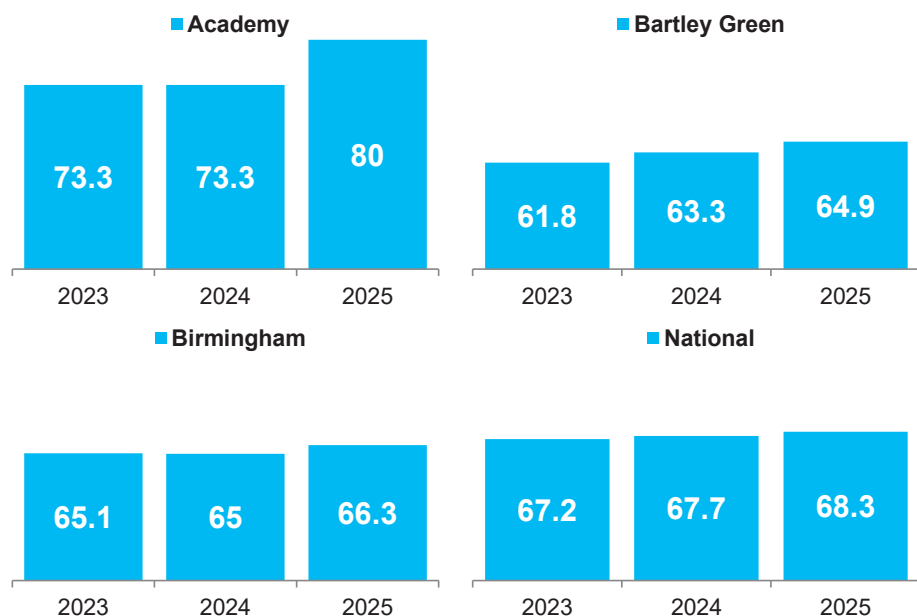


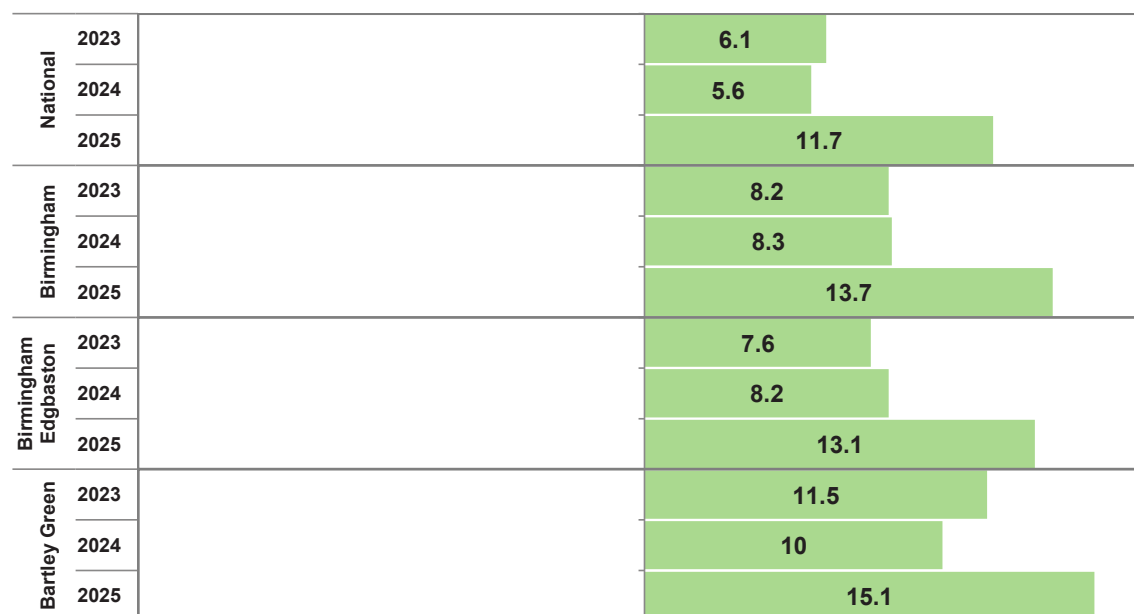
Early Years Foundation Stage Profile

	Academy			Bartley Green			Birmingham Edgbaston			Birmingham			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Number of eligible children	30	30	30	306	267	242	1115	1126	1090	14867	14612	14283	618891	608217	584310
% achieving GLD	73.3	73.3	80	61.8	63.3	64.9	65.7	65.1	66.9	65.1	65	66.3	67.2	67.7	68.3
% at least expected level across all early learning goals	73.3	73.3	80	59.8	62.5	62.8	63.2	62.8	65.3	63.3	63.4	64.8	65.6	66.2	67
% at least expected across all prime areas of learning	83.3	83.3	80	70.6	68.9	75.6	73.8	71	73.7	72.1	71.5	72.6	75	74.9	75.3
% at least expected across all specific areas of learning	76.7	73.3	80	60.5	63.3	63.2	64	63.4	66.2	64.1	64.1	65.6	67	67.5	68.2
Average number of ELG achieved	15.8	14	14.3	13.2	12.9	13.7	13.6	13.3	13.6	13.4	13.4	13.5	14.1	14.1	0
% achieving Communication and Language	83.3	83.3	80	73.9	72.7	77.7	77.3	73.9	76.8	75.8	75	75.9	79.7	79.3	79.6
% achieving Physical Development	96.7	83.3	86.7	81.4	77.9	84.7	84.2	82.1	82.8	82.2	81.9	82.2	84.9	84.8	84.7
% achieving Personal, Social and Emotional Development	96.7	83.3	90	79.4	79	87.6	80.4	79.2	82	80.3	80	81.3	82.9	82.9	83.1
% achieving Literacy	76.7	73.3	80	63.1	64.8	65.3	67.3	67.6	68.3	67	66.6	67.8	69.7	70	70.5
% achieving Mathematics	86.7	73.3	80	69.3	69.7	75.6	72.4	72.6	73.2	72.6	72.8	74	77.1	77	77.7
% achieving Understanding the World	93.3	83.3	80	75.8	72.7	77.3	76.9	73.6	77.8	75.2	74.6	75.7	80.3	80	80.4
% achieving Expressive arts and design	93.3	83.3	80	78.4	76	80.2	80	78.8	80.4	80	79.5	80.9	85	84.7	85.1

Three year attainment trend for GLD



Attainment difference of school to indicated group for GLD

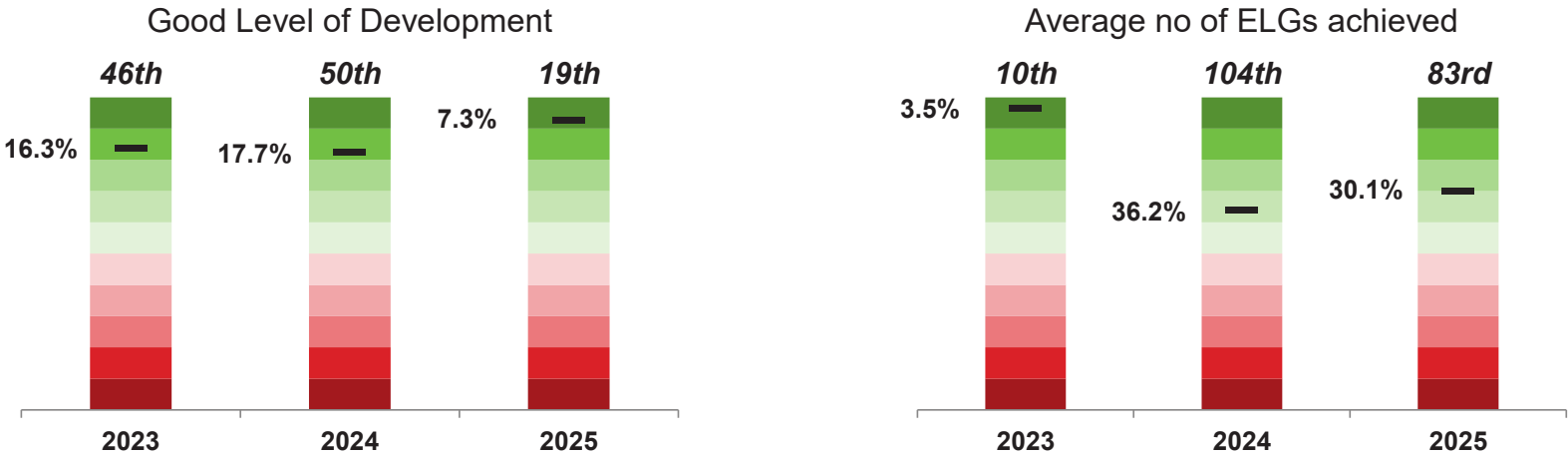


St Peter's Catholic Primary School

	Trend			Comparison to Setting											
	Academy Attainment			Bartley Green			Birmingham Edgbaston			Birmingham			National		
In 2025 this setting had 30 pupils at the end of EY	% Diff	Pupils	Average	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above
% achieving GLD	6.7	2	75.6	15.1	5	3	13.1	4	3	13.7	4	3	11.7	4	3
% at least expected level across all early learning goals	6.7	2	75.6	17.2	5	3	14.7	4	3	15.2	5	3	13	4	3
% at least expected across all prime areas of learning	-3.3	-1	82.2	4.4	1	3	6.3	2	3	7.4	2	3	4.7	1	3
% at least expected across all specific areas of learning	6.7	2	76.7	16.8	5	3	13.8	4	3	14.4	4	3	11.8	4	3
Average number of ELG achieved	0.3		14.7	0.6		3	0.7		3	0.8		3	14.3		2
% achieving Communication and Language	-3.3	-1	82.2	2.3	1	3	3.2	1	3	4.1	1	3	0.4	0	3
% achieving Physical Development	3.4	1	88.9	2	1	3	3.9	1	3	4.5	1	3	2	1	2
% achieving Personal, Social and Emotional Development	6.7	2	90	2.4	1	3	8	2	3	8.7	3	3	6.9	2	3
% achieving Literacy	6.7	2	76.7	14.7	4	3	11.7	4	3	12.2	4	3	9.5	3	3
% achieving Mathematics	6.7	2	80	4.4	1	3	6.8	2	3	6	2	3	2.3	1	2
% achieving Understanding the World	-3.3	-1	85.6	2.7	1	3	2.2	1	3	4.3	1	3	-0.4	0	2
% achieving Expressive arts and design	-3.3	-1	85.6	-0.2	0	2	-0.4	0	2	-0.9	0	2	-5.1	-2	1

Note: above graded colour scale based on displayed figures only, it is intended only to help quickly identify areas of strengths and weaknesses

Percentile and Ranking Trends



Schools and academies are ranked purely on the basis of the attainment measure being displayed, with 1st being the highest achieving out of 296 in Birmingham
The percentile is calculated using normalised score of 1 - 100 and represents the percentage of schools in Birmingham achieving a higher outcome.

Trend Explained

% Diff - Compares current year to previous year by % of pupils achieving
Pupils - The difference in current year from previous by number of pupils achieving
Average - Represents a 3 year rolling average for the indicated measure

Comparison Explained (relates to current year only)

% Diff - Compares school/academy to indicated benchmark by % of pupils achieving
Pupils - Represents the % Diff in pupil numbers e.g. -2 would mean you are were 2 children away from achieving the average for the benchmark.
Above - Shows how many times you were above the average outcome for the indicated benchmark

St Peter's Catholic Primary School

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	18	12		7	23		-	-		3	27		4	-	4	26
% GLD	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
% All early learning Goals	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
% Prime learning goals	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
% Specific learning goals	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
Average number of ELG achieved	13.9	14.8	-0.9	13.1	14.7	-1.6	-	-		17	14	3	2.2	-	2.2	16.2
% Communication and Language	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
% Physical Development	83.3	91.7	-8.4	85.7	87	-1.3	-	-		100	85.2	14.8	25	-	25	96.2
% Personal, Social and Emotional Development	88.9	91.7	-2.8	85.7	91.3	-5.6	-	-		100	88.9	11.1	25	-	25	100
% Literacy	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
% Mathematics	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
% Understanding the World	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3
% Expressive arts and design	77.8	83.3	-5.5	71.4	82.6	-11.2	-	-		100	77.8	22.2	0	-	0	92.3

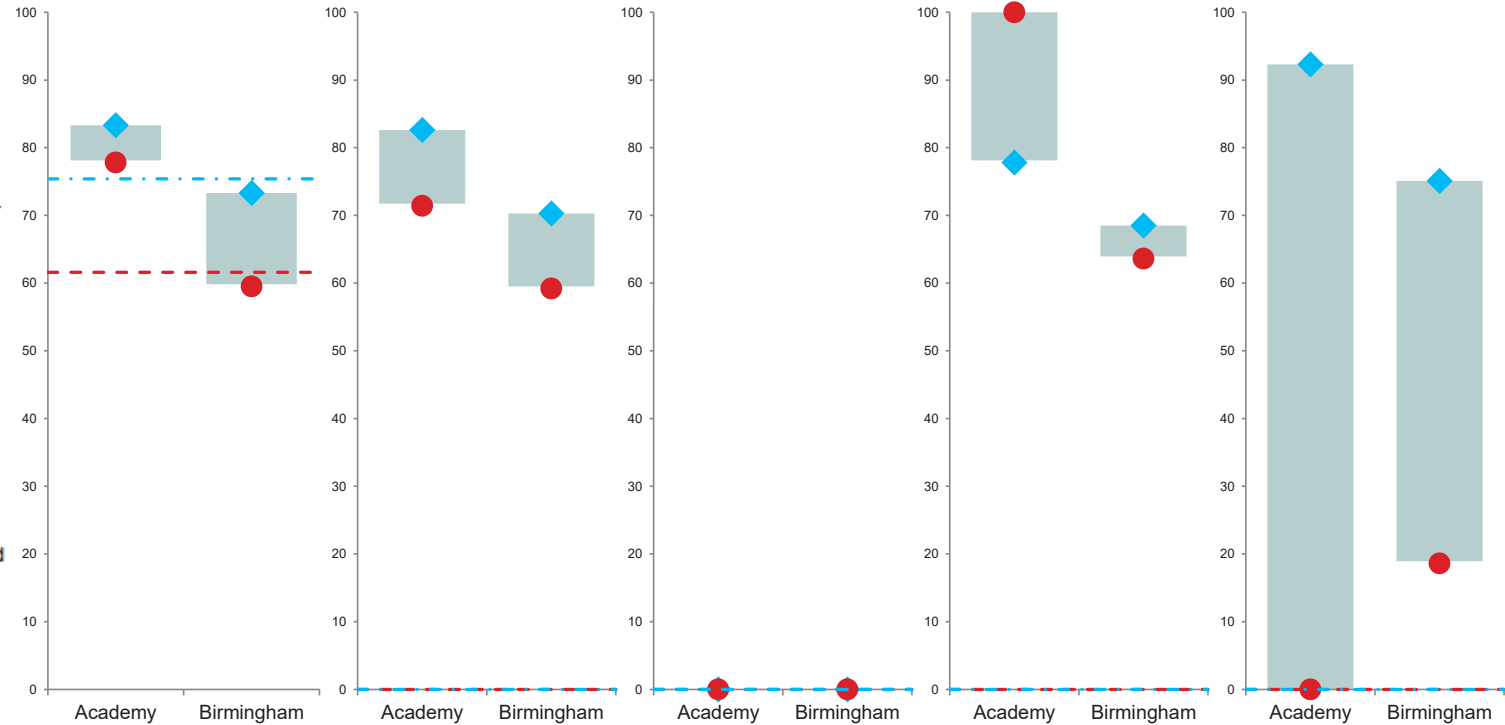
The graphs to the right compare the percentage of children achieving a 'Good Level of Development' (GLD) by the pupil groups directly above.

The blue diamond represents the *nationally* higher achieving of the two corresponding groups, where as the red circle is the *nationally* lower achieving. The grey box inbetween the two markers represents the achievement gap.

The horizontal lines represent the same measures but for national outcomes.

Legend

- Gender
 - Girls
 - Boys
- Free School Meals
 - non FSM
 - FSM
- Disadvantaged
 - non Disadvantaged
 - Disadvantaged
- Language
 - non EAL
 - EAL
- SEN
 - No identified SEN
 - SEN



Early Years Foundation Stage Profile Pupil Group Performance 2025

Birmingham

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	7276	7007		4827	9220		-	-		5750	8089		2136	367	1769	11911
% GLD	59.5	73.3	-13.8	59.2	70.3	-11.1	-	-		63.6	68.5	-4.9	18.6	1.4	22.2	75.1
% All early learning Goals	57.9	72	-14.1	57.6	68.9	-11.3	-	-		61.8	67.2	-5.4	18	1.4	21.5	73.4
% Prime learning goals	65.6	79.8	-14.2	66.7	75.8	-9.1	-	-		69	75.2	-6.2	22.3	1.6	26.6	81.7
% Specific learning goals	58.9	72.5	-13.6	58.4	69.7	-11.3	-	-		62.3	68.1	-5.8	19.5	1.6	23.2	74.1
Average number of ELG achieved	12.7	14.4	-1.7	12.7	14	-1.3	-	-		13	13.9	-0.9	6.2	0.8	7.3	14.9
% Communication and Language	70.1	81.8	-11.7	70.9	78.6	-7.7	-	-		71.3	79.1	-7.8	26.8	2.5	31.8	84.7
% Physical Development	75.6	89	-13.4	77.7	84.7	-7	-	-		81.3	82.9	-1.6	37.5	4.1	44.4	90.3
% Personal, Social and Emotional Development	75.6	87.3	-11.7	77.2	83.7	-6.5	-	-		79.9	82.5	-2.6	33.6	2.5	40	90.1
% Literacy	61.3	74.6	-13.3	60.6	71.8	-11.2	-	-		64.8	70.1	-5.3	21.4	1.6	25.5	76.3
% Mathematics	69.7	78.4	-8.7	67.3	77.7	-10.4	-	-		71	76.4	-5.4	31.6	4.6	37.3	81.8
% Understanding the World	70.4	81.1	-10.7	70.2	78.6	-8.4	-	-		70.6	79.3	-8.7	29.3	2.7	34.8	84.1
% Expressive arts and design	74.3	87.9	-13.6	76.7	83.3	-6.6	-	-		77.5	83.4	-5.9	38.6	3.5	45.8	88.6

National

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	298860	285450		np	np		np	np		np	np		np	np	np	np
% GLD	61.6	75.4	-13.8	np	np		np	np		np	np		np	np	np	np
% All early learning Goals	59.9	74.3	-14.4	np	np		np	np		np	np		np	np	np	np
% Prime learning goals	68.2	82.7	-14.5	np	np		np	np		np	np		np	np	np	np
% Specific learning goals	61.5	75.1	-13.6	np	np		np	np		np	np		np	np	np	np
Average number of ELG achieved	np	np		np	np		np	np		np	np		np	np	np	np
% Communication and Language	74.2	85.2	-11	np	np		np	np		np	np		np	np	np	np
% Physical Development	78.6	91.2	-12.6	np	np		np	np		np	np		np	np	np	np
% Personal, Social and Emotional Development	77.4	89	-11.6	np	np		np	np		np	np		np	np	np	np
% Literacy	64.2	77.1	-12.9	np	np		np	np		np	np		np	np	np	np
% Mathematics	74.6	81	-6.4	np	np		np	np		np	np		np	np	np	np
% Understanding the World	76	85.1	-9.1	np	np		np	np		np	np		np	np	np	np
% Expressive arts and design	79.1	91.5	-12.4	np	np		np	np		np	np		np	np	np	np

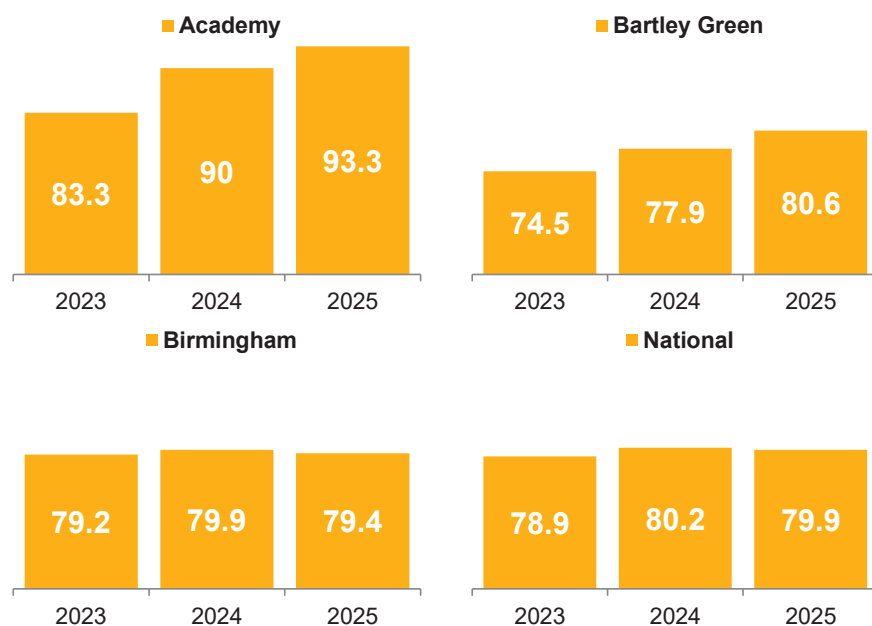
Disadvantaged outcomes are not included for EYFSP as they are not published nationally, however in the majority of cases outcomes will be the same as the ones for free school meals

Phonics

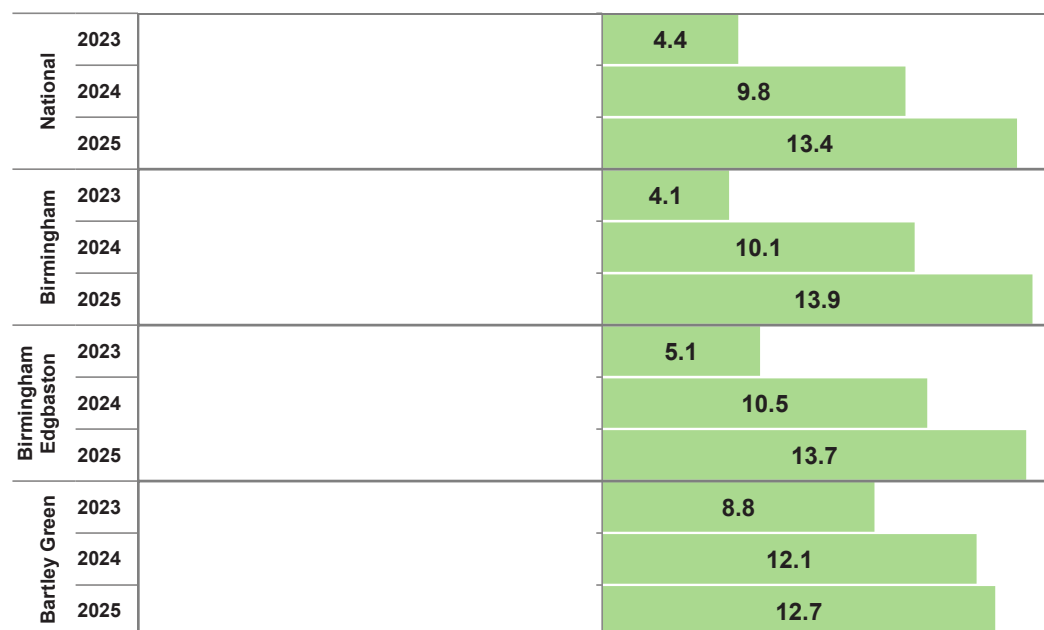
	Academy			Bartley Green			Birmingham Edgbaston			Birmingham			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Year 1 Eligible pupils	30	30	30	302	317	273	1194	1110	1108	15463	15146	14511	632660	622901	600580
% Absent	0	0	0	0.3	0.3	0.4	0.5	0.3	0.5	0.4	0.4	0.4	np	np	np
% Disapplied	3.3	3.3	3.3	2.3	3.8	4.8	2.7	3.1	4.1	2.9	3.8	4.5	np	np	np
% Working Towards	13.3	6.7	3.3	22.8	18	14.3	18.6	17.1	15.8	16.9	15.9	15.7	np	np	np
% Working At	83.3	90	93.3	74.5	77.9	80.6	78.2	79.5	79.6	79.2	79.9	79.4	78.9	80.2	79.9
Eligible pupils at end of Key Stage 1	30	30	30	322	319	315	1159	1227	1104	16004	15859	15236	645291	642099	0
% Absent	0	0	0	0	0	0.3	0.3	0	0.3	0.2	0.1	0.1	np	np	np
% Disapplied	0	0	3.3	2.5	1.3	3.5	2.2	2.5	2.8	2.3	2.3	2.9	np	np	np
% Working Towards	0	10	6.7	12.4	16.6	9.8	10.4	10.7	9.5	9.5	9.5	8.8	np	np	np
% Working At	96.7	90	86.7	83.9	82.1	86.3	84.9	86.8	86.8	86.7	88	87.7	88.5	89	0

For 2024 End of Year 2 cohort is based on Spring school census - Pupils on roll in Year 2. Previous Years use KS1 Cohort

Reaching the expected standard of Phonics decoding in Y1



Attainment difference of school to indicated group Y1 Phonics

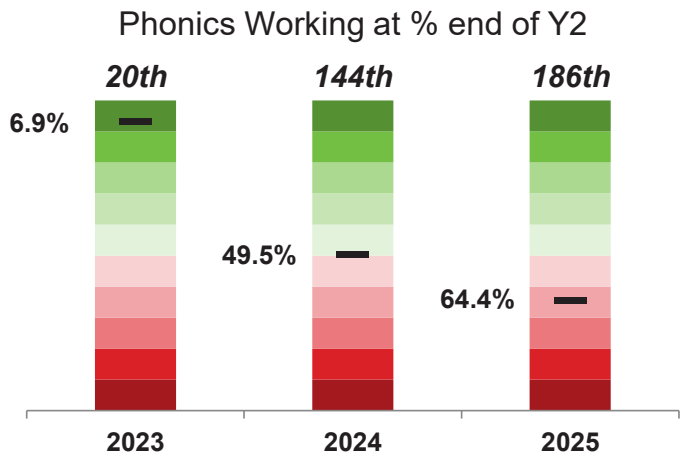
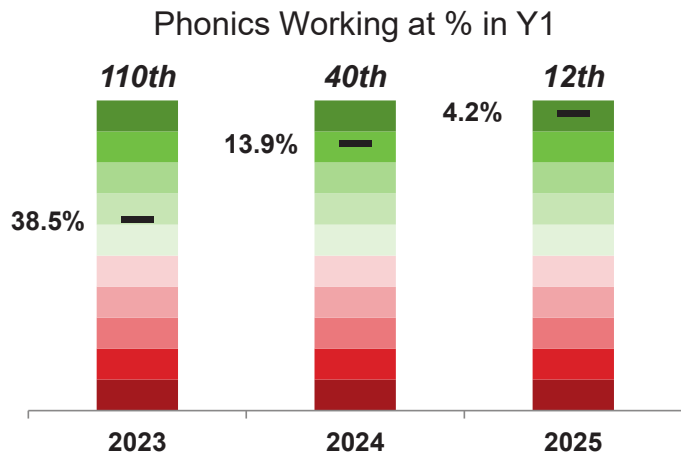


St Peter's Catholic Primary School

	Trend			Comparison to Setting											
	Academy Attainment			Bartley Green			Birmingham Edgbaston			Birmingham			National		
	% Diff	Pupils	Average	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above
In 2025 this setting had 30 pupils at the end of Y1															
Year 1 Eligible pupils															
% Absent	0	0	0	-0.4	0	0	-0.5	0	0	-0.4	0	0			
% Disapplied	0	0	3.3	-1.5	0	1	-0.8	0	2	-1.2	0	1			
% Working Towards	-3.4	-1	7.8	-11	-3	0	-12.5	-4	0	-12.4	-4	0			
% Working At	3.3	1	88.9	12.7	4	3	13.7	4	3	13.9	4	3	13.4	4	3
Eligible pupils at end of Key Stage 1															
% Absent	0	0	0	-0.3	0	0	-0.3	0	0	-0.1	0	0			
% Disapplied	3.3	1	1.1	-0.2	0	0	0.5	0	1	0.4	0	1			
% Working Towards	-3.3	-1	5.6	-3.1	-1	0	-2.8	-1	0	-2.1	-1	1			
% Working At	-3.3	-1	91.1	0.4	0	3	-0.1	0	2	-1	0	2	86.7	26	3

Note: above graded colour scale based on displayed figures only, it is intended only to help quickly identify areas of strengths and weaknesses

Percentile and Ranking Trends



Schools and academies are ranked purely on the basis of the attainment measure being displayed, with 1st being the highest achieving out of 300 in Birmingham
The percentile is calculated using normalised score of 1 - 100 and represents the percentage of schools in Birmingham achieving a higher outcome.

Trend Explained

% Diff - Compares current year to previous year by % of pupils achieving
Pupils - The difference in current year from previous by number of pupils achieving
Average - Represents a 3 year rolling average for the indicated measure

Comparison Explained (relates to current year only)

% Diff - Compares school/academy to indicated benchmark by % of pupils achieving
Pupils - Represents the % Diff in pupil numbers e.g. -2 would mean you are were 2 children away from achieving the average for the benchmark.
Above - Shows how many times you were above the average outcome for the indicated benchmark

Phonics Pupil Group Performance 2025

St Peter's Catholic Primary School

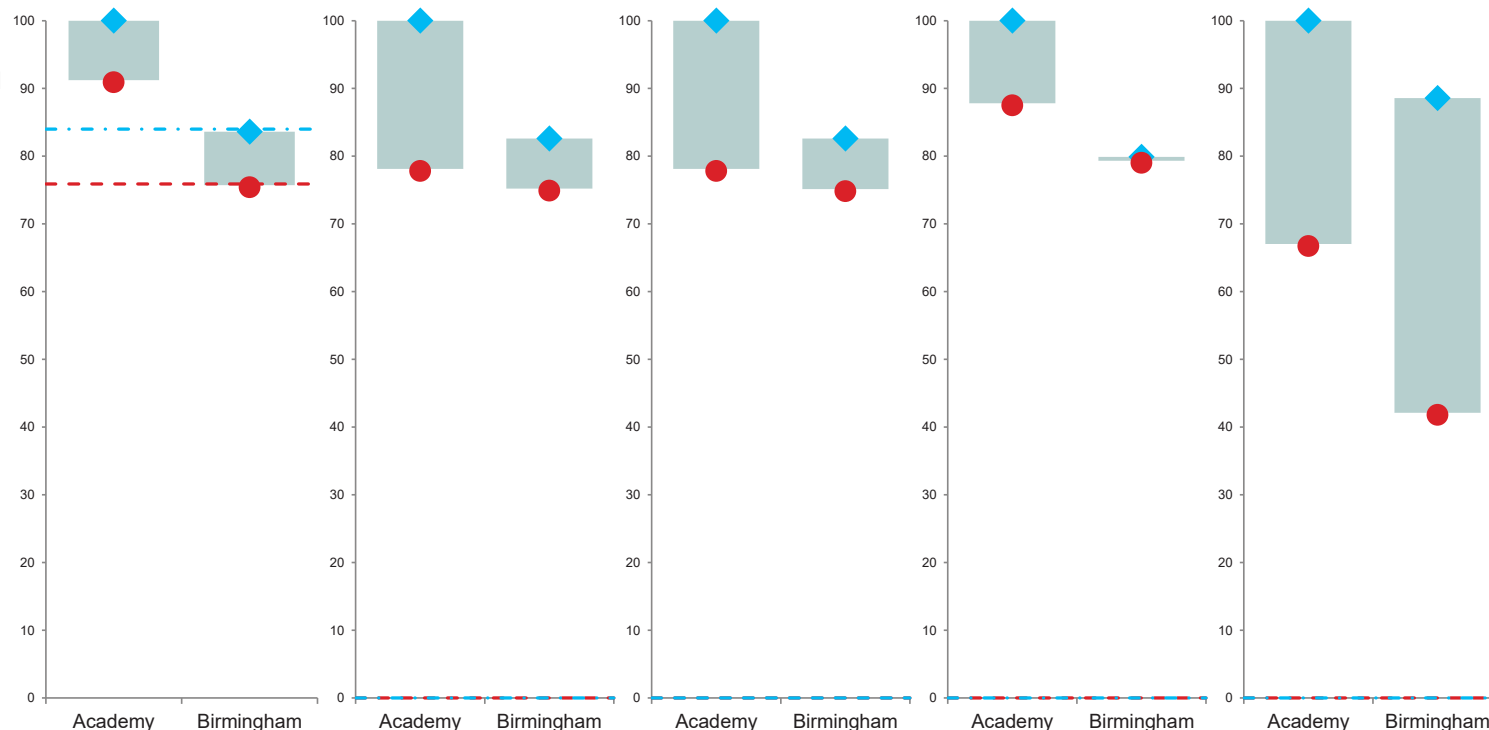
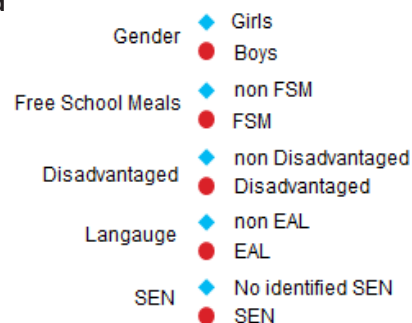
	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	22	8		9	21		9	21		8	18		6	1	5	24
% Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Disapplied	4.5	0	4.5	11.1	0	11.1	11.1	0	11.1	0	0	0	16.7	100	0	0
% Working Towards	4.5	0	4.5	11.1	0	11.1	11.1	0	11.1	12.5	0	12.5	16.7	0	20	0
% Working At	90.9	100	-9.1	77.8	100	-22.2	77.8	100	-22.2	87.5	100	-12.5	66.7	0	80	100
Eligible pupils at end of Key Stage 1	15	15		12	18		12	18		10	20		4	-	4	26
% Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0	0
% Disapplied	6.7	0	6.7	0	5.6	-5.6	0	5.6	-5.6	0	5	-5	25	-	25	0
% Working Towards	6.7	6.7	0	16.7	0	16.7	16.7	0	16.7	0	10	-10	50	-	50	0
% Working At	80	93.3	-13.3	83.3	88.9	-5.6	83.3	88.9	-5.6	100	80	20	25	-	25	96.2

The graphs to the right compare the percentage of children working at the expected level of Phonics decoding in Year 1 by the pupil groups directly above.

The blue diamond represents the *nationally* higher achieving of the two corresponding groups, where as the red circle is the *nationally* lower achieving. The grey box inbetween the two markers represents the achievement gap.

The horizontal lines represent the same measures but for national outcomes.

Legend



Phonics Pupil Group Performance 2025

Birmingham

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	7450	7061		5846	8649		5975	8536		6043	8327		2817	464	2353	11677
% Absent	0.5	0.3	0.2	0.6	0.3	0.3	0.6	0.3	0.3	0.6	0.3	0.3	0.7	0.6	0.7	0.3
% Disapplied	6.2	2.7	3.5	5.3	4	1.3	5.3	4	1.3	4.9	4.1	0.8	21.4	70.3	11.7	0.4
% Working Towards	17.9	13.3	4.6	19.3	13.2	6.1	19.3	13.1	6.2	15.5	15.7	-0.2	36.1	21.6	39	10.7
% Working At	75.4	83.6	-8.2	74.9	82.6	-7.7	74.8	82.6	-7.8	79	79.9	-0.9	41.8	7.5	48.6	88.6
Eligible pupils at end of Key Stage 1	7810	7426		6565	8671		6393	8843		6468	8681		3153	613	2540	12083
% Absent	0.1	0.1	0	0.1	0.1	0	0.1	0.1	0	0.2	0	0.2	0.1	0.5	0	0.1
% Disapplied	3.9	1.8	2.1	3.5	2.4	1.1	3.8	2.2	1.6	2.6	3.1	-0.5	13.5	56.9	3	0.1
% Working Towards	10.7	6.9	3.8	11.7	6.7	5	12.2	6.4	5.8	9.6	8.2	1.4	26.6	27.9	26.3	4.2
% Working At	84.9	90.6	-5.7	84.4	90.2	-5.8	83.6	90.6	-7	86.8	88.4	-1.6	59.4	13.9	70.4	95.1

National

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	307690	292890		0	0		0	0		0	0		0	0	0	0
% Absent	np	np		np	np		np	np		np	np		np	np	np	np
% Disapplied	np	np		np	np		np	np		np	np		np	np	np	np
% Working Towards	np	np		np	np		np	np		np	np		np	np	np	np
% Working At	75.9	84	-8.1	0	0	0	0	0	0	0	0	0	0	0	0	0
Eligible pupils at end of KS1	0	0		0	0		0	0		0	0		0	0	0	0
% Absent	np	np		np	np		np	np		np	np		np	np	np	np
% Disapplied	np	np		np	np		np	np		np	np		np	np	np	np
% Working Towards	np	np		np	np		np	np		np	np		np	np	np	np
% Working At	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Key stage 2 performance part 1

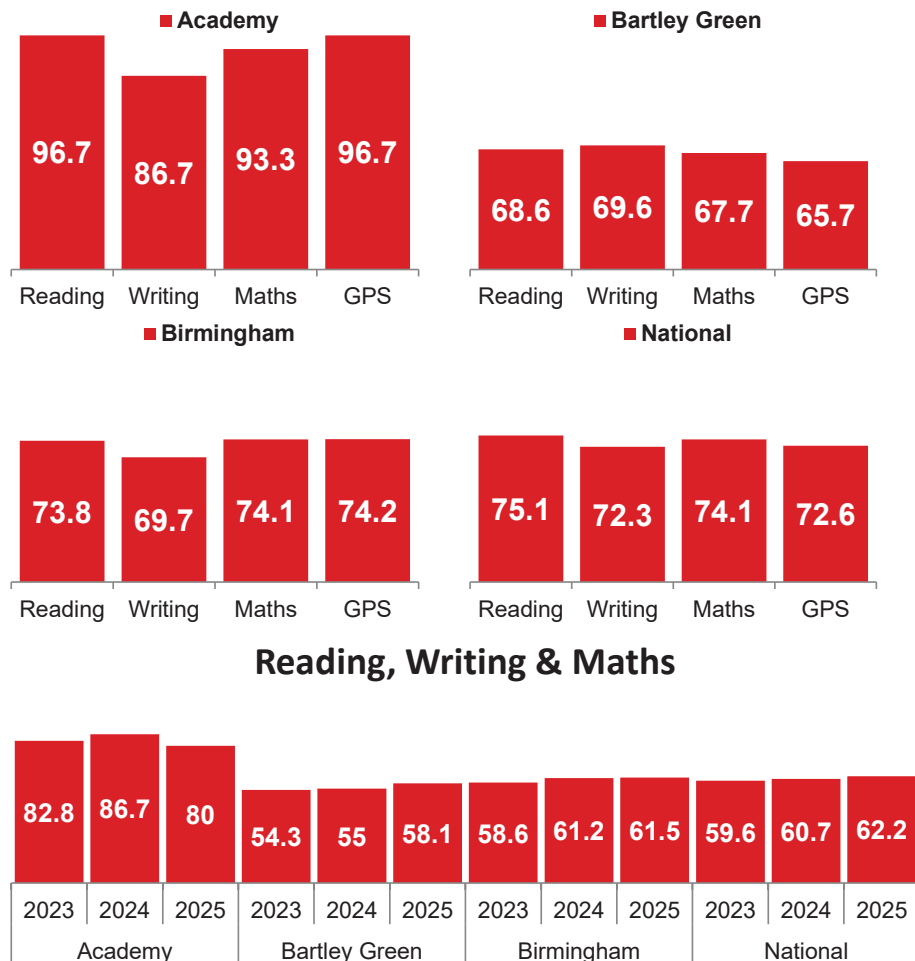
	Academy			Bartley Green			Birmingham Edgbaston			Birmingham			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Eligible pupils	29	30	30	348	327	353	1131	1174	1214	16500	16456	16358	67047100	66149900	637150
% at least Expected Reading Test	100	93.3	96.7	70.1	65.7	68.6	72.3	72.3	69.7	70.4	72.8	73.8	72.8	74.4	75.1
% High standard Reading Test	51.7	43.3	46.7	26.7	18	29.5	28.5	25.1	32.7	27.1	27	33.2	29.1	28.6	33.4
Scaled Score Reading	109.5	108.7	108.8	104.1	103.1	103.8	104.8	104.6	104.9	104.5	104.7	105.4	105.1	105.2	105.6
% at least Expected Writing TA	82.8	86.7	86.7	66.1	66.7	69.6	68.9	71.3	68.9	70.2	71.9	69.7	71.5	71.7	72.3
% Greater Depth Writing TA	17.2	16.7	16.7	8.3	8.9	9.2	10.3	11.5	9.8	10.4	11	10.3	13.3	12.9	12.8
% at least Expected Maths Test	100	90	93.3	70.1	65.7	67.7	71.7	71.4	69.7	73.2	74.1	74.1	73	73.2	74.1
% High Maths Test	62.1	50	26.7	21	22.3	21.8	25	27.6	28.4	25	25.3	27.6	23.9	23.9	26.3
Scaled Score Maths	110.7	108.7	106.9	103.2	102.9	102.9	104.1	104.5	104.3	104.3	104.5	104.9	104.2	104.4	104.7
% at least Expected GPS Test	100	90	96.7	68.4	64.5	65.7	74.8	74.4	71.2	74.3	75.5	74.2	72.4	72.3	72.6
% High GPS Test	44.8	73.3	43.3	27	27.2	25.2	33.8	37	32.3	34.6	37.3	35.4	30.1	32	29.6
Scaled Score GPS	110.1	111.5	109.3	103.7	103.5	103.5	105.6	106	105.5	105.6	106.2	106.3	104.9	105.3	105.4
% at least Expected Reading, Writing & Maths	82.8	86.7	80	54.3	55	58.1	58.3	60.1	59	58.6	61.2	61.5	59.6	60.7	62.2
% Higher Standard Reading, Writing & Maths	17.2	10	10	5.2	5.2	5.7	6.4	6.5	7.2	6.9	7	7.3	8	7.7	8.4
Progress Reading	4.9	-	-	0.42	-	-	0.64	-	-	0.16	-	-	0.04	0	-
Reading standard deviation ±	2.29	-	-	0.68	-	-	0.39	-	-	0.10	-	-			
Progress Writing	1.93	-	-	-0.08	-	-	0.08	-	-	0.07	-	-	0.04	0	-
Writing standard deviation ±	2.20	-	-	0.65	-	-	0.37	-	-	0.10	-	-			
Progress Maths	7	-	-	0.34	-	-	0.65	-	-	0.69	-	-	0.04	0	-
Maths standard deviation ±	2.15	-	-	0.64	-	-	0.37	-	-	0.09	-	-			

Progress data is not available for 2024 or 2025 due to absence of Key Stage 1 Teacher Assessments in 2020 and 2021

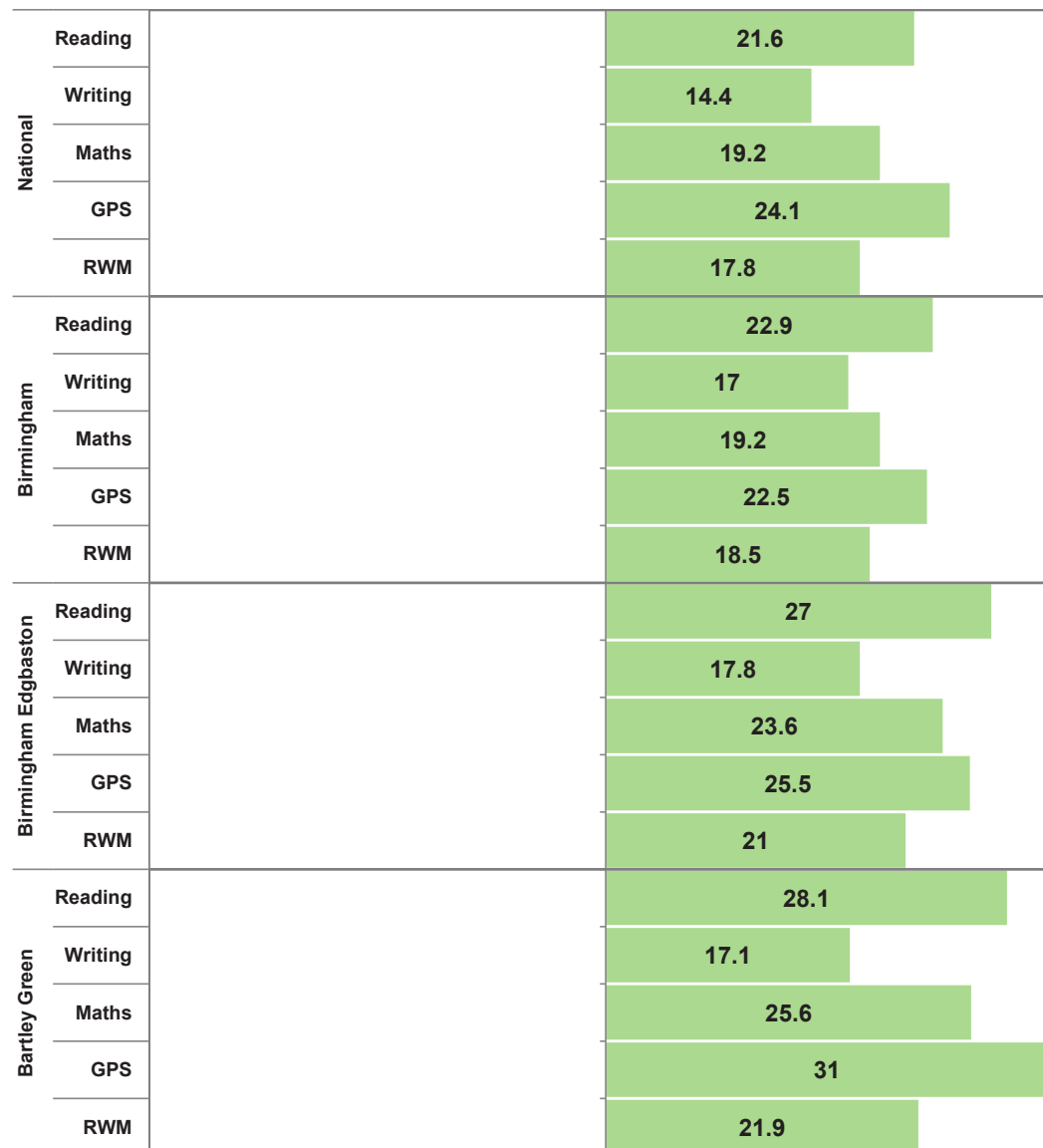
Key stage 2 data is based on the Interim data release, progress outcomes should be classed as unofficial

Key stage 2 performance part 2

Reaching at least the expected standard current year



Attainment difference of school to indicated subject in current year



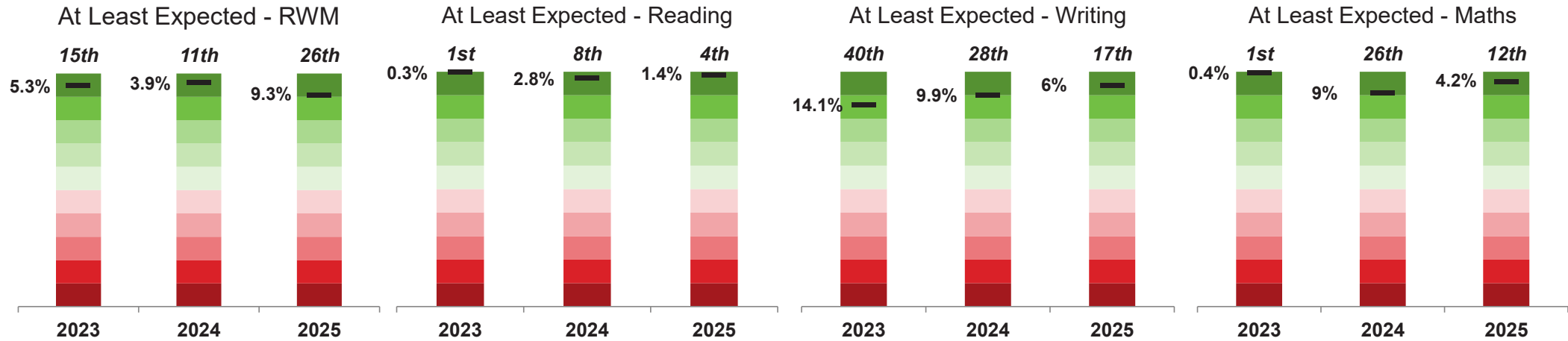
Key stage 2 data is based on the Interim data release, progress outcomes should be classed as unofficial

St Peter's Catholic Primary School

	Trend			Comparison to Setting											
	Academy Attainment			Bartley Green			Birmingham Edgbaston			Birmingham			National		
	% Diff	Pupils	Average	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above	% Diff	Pupils	Above
In 2025 this setting had 30 pupils at the end of KS2															
% at least Expected Reading Test	3.4	1	96.6	28.1	8	3	27	8	3	22.9	7	3	21.6	6	3
% High standard Reading Test	3.4	1	47.2	17.2	5	3	14	4	3	13.5	4	3	13.3	4	3
Scaled Score Reading	0.1		109	5		3	3.9		3	3.4		3	3.2		3
% at least Expected Writing TA	0	0	85.4	17.1	5	3	17.8	5	3	17	5	3	14.4	4	3
% Greater Depth Writing TA	0	0	16.9	7.5	2	3	6.9	2	3	6.4	2	3	3.9	1	3
% at least Expected Maths Test	3.3	1	94.4	25.6	8	3	23.6	7	3	19.2	6	3	19.2	6	3
% High Maths Test	-23.3	-7	46.1	4.9	1	3	-1.7	-1	2	-0.9	0	2	0.4	0	3
Scaled Score Maths	-1.8		108.7	4		3	2.6		3	2		3	2.2		3
% at least Expected GPS Test	6.7	2	95.5	31	9	3	25.5	8	3	22.5	7	3	24.1	7	3
% High GPS Test	-30	-9	53.9	18.1	5	3	11	3	3	7.9	2	3	13.7	4	3
Scaled Score GPS	-2.2		110.3	5.8		3	3.8		3	3		3	3.9		3
% at least Expected Reading, Writing & Maths	-6.7	-2	83.1	21.9	7	3	21	6	3	18.5	6	3	17.8	5	3
% Higher Standard Reading, Writing & Maths	0	0	12.4	4.3	1	3	2.8	1	3	2.7	1	3	1.6	0	3
Progress Reading	-			-		1	-		1	-		1	-		2
Progress Writing	-			-		1	-		1	-		1	-		2
Progress Maths	-			-		1	-		1	-		1	-		2

Note: above graded colour scale based on displayed figures only and treat attainment and progress separately, it is intended only to help quickly identify areas of strengths and weaknesses

Percentile and Ranking Trends



Schools and academies are ranked purely on the basis of the attainment / progress measure being displayed, with 1st being the highest achieving out of 302 in Birmingham
The percentile is calculated using normalised score of 1 - 100 and represents the percentage of schools in Birmingham achieving a higher outcome.

Key stage 2 Group Performance 2025 (Interim)

St Peter's Catholic Primary School



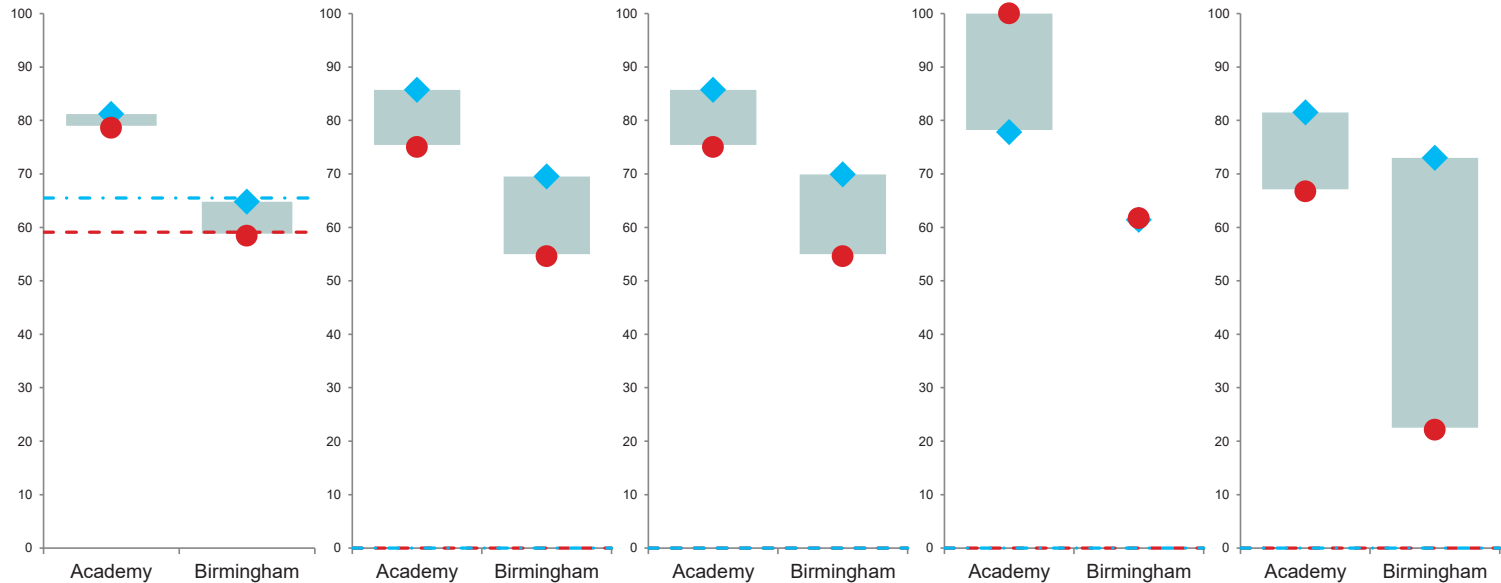
	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	14	16		16	14		16	14		3	27		3	-	3	27
% at least Expected Reading Test	100	93.8	6.2	100	92.9	7.1	100	92.9	7.1	100	96.3	3.7	100	-	100	96.3
% High standard Reading Test	64.3	31.2	33.1	43.8	50	-6.2	43.8	50	-6.2	33.3	48.1	-14.8	33.3	-	33.3	48.1
Scaled Score Reading	110.1	107.7	2.4	108.6	109.1	-0.5	108.6	109.1	-0.5	110	108.7	1.3	108.7	-	108.7	108.9
% at least Expected Writing TA	78.6	93.8	-15.2	81.2	92.9	-11.7	81.2	92.9	-11.7	100	85.2	14.8	66.7	-	66.7	88.9
% Greater Depth Writing TA	21.4	12.5	8.9	12.5	21.4	-8.9	12.5	21.4	-8.9	0	18.5	-18.5	33.3	-	33.3	14.8
% at least Expected Maths Test	100	87.5	12.5	93.8	92.9	0.9	93.8	92.9	0.9	100	92.6	7.4	100	-	100	92.6
% High Maths Test	35.7	18.8	16.9	25	28.6	-3.6	25	28.6	-3.6	33.3	25.9	7.4	33.3	-	33.3	25.9
Scaled Score Maths	108.4	105.6	2.8	106.2	107.6	-1.4	106.2	107.6	-1.4	108.7	106.7	2	108.7	-	108.7	106.7
% at least Expected GPS Test	100	93.8	6.2	100	92.9	7.1	100	92.9	7.1	100	96.3	3.7	100	-	100	96.3
% High GPS Test	57.1	31.2	25.9	37.5	50	-12.5	37.5	50	-12.5	66.7	40.7	26	0	-	0	48.1
Scaled Score GPS	111.2	107.7	3.5	108.8	109.9	-1.1	108.8	109.9	-1.1	113.3	108.9	4.4	106.3	-	106.3	109.7
% at least Expected Reading, Writing & Maths	78.6	81.2	-2.6	75	85.7	-10.7	75	85.7	-10.7	100	77.8	22.2	66.7	-	66.7	81.5
% Higher Standard Reading, Writing & Maths	14.3	6.2	8.1	6.2	14.3	-8.1	6.2	14.3	-8.1	0	11.1	-11.1	33.3	-	33.3	7.4
Progress Reading	-	-		-	-		-	-		-	-		-	-	-	-
Progress Writing	-	-		-	-		-	-		-	-		-	-	-	-
Progress Maths	-	-		-	-		-	-		-	-		-	-	-	-

The graphs to the right compare the percentage of children achieving at least the expected standard in Reading, Writing & Maths by the pupil groups directly above.

Horizontal Lines represent National.

Legend

- Gender
 - Girls
 - Boys
- Free School Meals
 - non FSM
 - FSM
- Disadvantaged
 - non Disadvantaged
 - Disadvantaged
- Language
 - non EAL
 - EAL
- SEN
 - No identified SEN
 - SEN



Key stage 2 Group Performance 2025 (Interim)

Birmingham

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	8372	7986		8722	7630		8961	7397		7444	8822		3670	747	2923	12682
% at least Expected Reading Test	70.5	77.2	-6.7	67.9	80.6	-12.7	68	80.8	-12.8	71.6	75.7	-4.1	37.9	11.5	44.7	84.2
% High standard Reading Test	31.6	34.9	-3.3	26.5	40.9	-14.4	26.6	41.3	-14.7	30.9	35.2	-4.3	10.8	2.9	12.8	39.7
Scaled Score Reading	104.9	105.9	-1	103.9	107	-3.1	104	107.1	-3.1	104.8	105.9	-1.1	98.8	95.7	99	106.9
% at least Expected Writing TA	64.1	75.6	-11.5	64.4	76.1	-11.7	64.4	76.2	-11.8	69.5	70.1	-0.6	29.3	6.6	35.1	81.6
% Greater Depth Writing TA	7.8	12.9	-5.1	7.4	13.6	-6.2	7.5	13.7	-6.2	9.9	10.6	-0.7	2	0.7	2.3	12.7
% at least Expected Maths Test	74.4	73.8	0.6	67.2	82	-14.8	67.4	82.2	-14.8	75.6	72.8	2.8	37.4	10.7	44.2	84.7
% High Maths Test	31.1	23.9	7.2	20.5	35.7	-15.2	20.7	35.9	-15.2	29.4	26.1	3.3	7.9	1.6	9.6	33.3
Scaled Score Maths	105.5	104.2	1.3	103.1	106.8	-3.7	103.2	106.9	-3.7	105.3	104.5	0.8	97.9	94.7	98.1	106.5
% at least Expected GPS Test	70.3	78.4	-8.1	68.1	81.3	-13.2	68.4	81.4	-13	74.5	74.1	0.4	36.5	11	42.9	85.2
% High GPS Test	31.8	39.2	-7.4	28.1	43.8	-15.7	28.2	44.2	-16	37.6	33.7	3.9	9.7	3.2	11.4	42.9
Scaled Score GPS	105.5	107	-1.5	104.6	108.1	-3.5	104.6	108.2	-3.6	106.5	106.1	0.4	98.8	96.5	99	108.1
% at least Expected Reading, Writing & Maths	58.4	64.8	-6.4	54.6	69.5	-14.9	54.6	69.9	-15.3	61.7	61.4	0.3	22.1	5.4	26.3	73
% Higher Standard Reading, Writing & Maths	6.3	8.4	-2.1	4.8	10.2	-5.4	4.9	10.3	-5.4	7.2	7.4	-0.2	1.3	0.5	1.5	9
Progress Reading	np	np	-	np	np	-	np	np	-	np	np	-	np	np	np	np
Progress Writing	np	np	-	np	np	-	np	np	-	np	np	-	np	np	np	np
Progress Maths	np	np	-	np	np	-	np	np	-	np	np	-	np	np	np	np

National

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	325540	311610		np	np		np	np		np	np		np	np	np	np
% at least Expected Reading Test	72.1	78.2	-6.1	np	np		np	np		np	np		np	np	np	np
% High standard Reading Test	31.1	35.7	-4.6	np	np		np	np		np	np		np	np	np	np
Scaled Score Reading	105.1	106.1	-1	np	np		np	np		np	np		np	np	np	np
% at least Expected Writing TA	66.4	78.5	-12.1	np	np		np	np		np	np		np	np	np	np
% Greater Depth Writing TA	10	15.8	-5.8	np	np		np	np		np	np		np	np	np	np
% at least Expected Maths Test	74.8	73.3	1.5	np	np		np	np		np	np		np	np	np	np
% High Maths Test	30.4	22.1	8.3	np	np		np	np		np	np		np	np	np	np
Scaled Score Maths	105.5	104	1.5	np	np		np	np		np	np		np	np	np	np
% at least Expected GPS Test	68.7	76.8	-8.1	np	np		np	np		np	np		np	np	np	np
% High GPS Test	26.6	32.7	-6.1	np	np		np	np		np	np		np	np	np	np
Scaled Score GPS	104.7	106.1	-1.4	np	np		np	np		np	np		np	np	np	np
% at least Expected Reading, Writing & Maths	59.1	65.5	-6.4	np	np		np	np		np	np		np	np	np	np
% Higher Standard Reading, Writing & Maths	7.5	9.3	-1.8	np	np		np	np		np	np		np	np	np	np
Progress Reading	np	np	-	np	np	-	np	np	-	np	np	-	np	np	np	np
Progress Writing	np	np	-	np	np	-	np	np	-	np	np	-	np	np	np	np
Progress Maths	np	np	-	np	np	-	np	np	-	np	np	-	np	np	np	np

Notes on this report

School outcomes represent the attainment of pupils at the indicated school or academy or the previous establishment where appropriate

Ward and District outcomes represent the combined attainment of children living within the indicated area and who attend a school in Birmingham according to the January school census for 2025

Birmingham outcomes represent the combined attainment for all schools in Birmingham with the exception of Pupil Referral Units and Hospital schools

National figures are primarily sourced from corresponding statistics released by the DfE on www.gov.uk, with ASP and performance tables acting as secondary sources

Red, Amber, White and Green indicators used in this document are an LA interpretation and not directly comparable to Ofsted measures, use for REFERENCE only.

RAG rating relates to the National outcome. If National outcome is not available then the Birmingham outcome is supplemented.

	RAG Key		
	Green	Amber	Red
EYFSP attainment	0.5	-4	-10
EYFSP ELG	0.25	-1	-2
KS2 attainment	0.5	-4	-10
KS2 scaled scores	0.5	-3	-5
KS2 progress	0.01	-0.5	-1.5
Phonics attainment	0.5	-4	-10
KS1 attainment	0.5	-4	-10

Trend Explained

% Diff - Compares current year to previous year by % of pupils achieving

Pupils - The difference in current year from previous by number of pupils achieving

Average - Represents a 3 year rolling average for the indicated measure

Comparison Explained (relates to current year only)

% Diff - Compares school/academy to indicated benchmark by % of pupils achieving

Pupils - Represents the % Diff in pupil numbers e.g. -2 would mean you are 2 children away from achieving the average for the benchmark.

Above - Shows how many times you were above the average outcome for the indicated benchmark

National Outcomes

Wherever possible national outcomes are taken from the official statistics published by the DfE. Note that they may change throughout the year if replaced by revised outcomes.

On occasion it may be necessary to take national outcomes from other reliable sources such as Performance Tables or ASP

The code outcome code **np** means that the figure has not been published - wherever possible this will be replaced with national outcomes if available as and when published

For further information regarding national and regional school attainment access the following link:

<https://www.gov.uk/government/organisations/departments-for-education/about/statistics>

For further information regarding school attainment in Birmingham access the following link:

https://www.birmingham.gov.uk/info/20113/policies_and_strategies/1076/education_performance_and_statistics

If you have a query regarding this report then please contact us using the email address below

educationdata@birmingham.gov.uk