



GL Assessments outcomes for each year group

The use of GL assessments to monitor progress and target resources accurately is now fully embedded as the school enters their tenth year of utilising the tests. These assessments for Reading and Mathematics are commercial tests, which are externally marked and nationally standardised with 100 being the mean score and the National Average between 97 and 103. Year 5 pupils take the end of Year 4 test as their baseline and then all year groups complete their end of year group tests in June each year.

All data based on the pupils who took tests – in each year one or two pupils were absent.

GL English Attainment and Progress 2025/26

The data indicates that students typically enter LMS at, or slightly above, the expected standard in English. Across all year groups, pupils have made accelerated progress, with average standardised age scores increasing from their Year 5 baseline. By the end of their time at LMS, pupils are achieving comfortably above the age-related expectation.

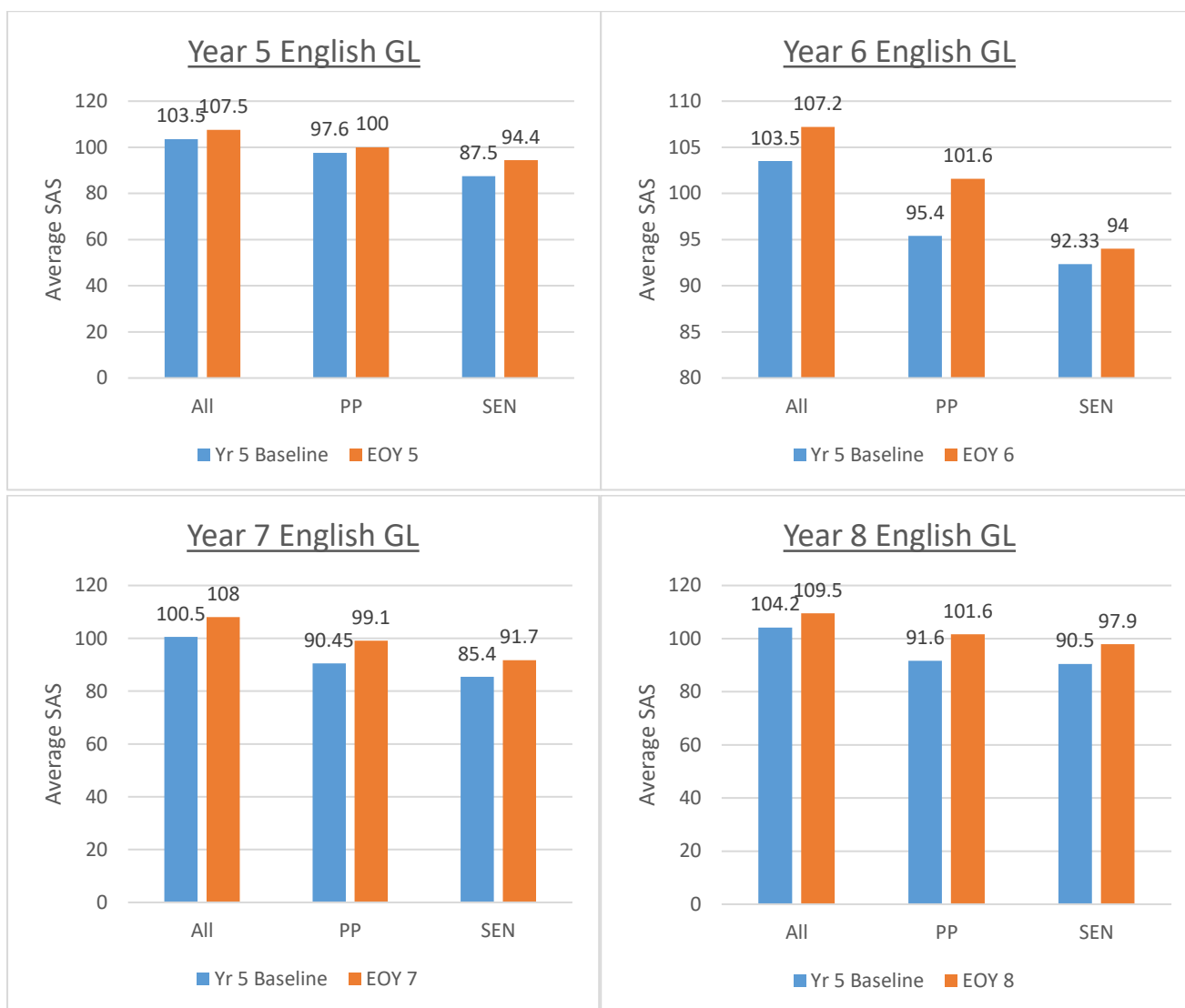
Disadvantaged pupils also demonstrate a strong pattern of progress. Although PP pupils generally enter LMS below their peers, the gap narrows considerably as they move through the school. This is particularly evident in Year 8, where PP pupils have increased their average standardised score by 10 points, moving from below the expected standard on entry to above it, by the end of Year 8.

Key successes:

- Students eligible for the Pupil Premium grant have made accelerated progress across all year groups. Particularly strong gains are evident in Years 7 and 8, with Year 7 PP pupils improving by almost 9 points and Year 8 by 10 points.
- Year 7 is a particularly strong cohort, with the whole cohort increasing its average standardised score by 7.5 points from baseline.
- Students with SEN have made accelerated progress in every year group. The strongest improvements are seen in Years 5 and 8, where average scores increased by around 7 points, demonstrating significant movement towards the age-related expectation.

Point to note:

Although students with SEN continue to achieve below the age-related expectation, they are making strong accelerated progress from their starting points, which should be celebrated. Continued focus on adaptive teaching and targeted support should help maintain this progress and further narrow the gap.



GL Mathematics Attainment 2025/26

The data indicates that pupils generally enter LMS below the expected standard in Mathematics, with students eligible for the Pupil Premium grant and students with SEN often starting significantly below age-related expectations. Across the school, pupils make strong progress, with accelerated progress evident in every year group overall. By the end of Years 7 and 8, whole-cohort attainment is substantially above the expected standard, demonstrating the sustained impact of Mathematics teaching across LMS.

Pupil Premium pupils have also made accelerated progress across all year groups, with the strongest gains evident in the older cohorts. SEN progress is particularly strong in Years 5, 7 and 8, with pupils making substantial gains from often very low starting points.

Key successes:

- Year 7 and Year 8 have made exceptional progress, with whole-cohort standardised scores increasing by more than 12 points in Year 7 and almost 14 points in Year 8. Both cohorts are now achieving well above the age-related expectation.

- Students with SEN in Year 7 have made particularly significant progress, increasing their average standardised score by almost 17 points, bringing them very close to age-related expectations despite a very low starting point.
- Year 8 PP and SEN pupils are now achieving above the expected standard. PP pupils have increased by 15 points from their Year 5 baseline, while SEN pupils have increased by more than 12 points, representing substantial accelerated progress.
- Year 5 students with SEN have also made strong early progress, increasing by more than 10 points during their first year at LMS.

Point to note:

Pupil Premium students in year 6 appeared to show no progress in the GL assessments, however it should be noted that 82% of PP students obtained their EXS or above in the SATs examinations, exceeding the National Average for all students (75%). The GL result could be explained by waning energy levels after the SATs examination week.

