

BACKGROUND

In summer 2026 the Business Intelligence Unit ran an optional data collection from schools for end of Key Stage 1 (KS1) and the Multiplication Tables Check (MTC) assessments. This is the third year of running these collections.

From 2024 KS1 became a non-statutory assessment following the [2017 consultation on primary assessment](#) and the introduction of the reception baseline assessment (RBA) which will replace KS1 assessments as the starting point for primary progress measures.

The Standards and Testing Agency (STA) is still developing and supplying guidance and materials for optional end of KS1 tests and where schools have taken part in this assessment, we are asking them to return their KS1 teacher assessment data to us.

For MTC, although the assessment is statutory, pupils are assessed through the MTC online service and therefore results are submitted directly to the Standards and Testing Agency (STA) rather than through the LA. Following release of results schools can download a CTF from the 'View Pupil Results' section of the MTC service. Although the LA will eventually receive a full extract of MTC data direct from the DfE for all Nottinghamshire schools, we are asking schools to return this CTF data.

For schools who return either of these datasets we will provide a summary dashboard together with partial county and national comparative data from other local authorities doing similar collections through NCER (National Consortium for Examination Results - a local authority community interest company). Eventually, the MTC summary dashboard will be replaced with complete dataset when we receive this from the DfE but in the meantime, KS1 and MTC data is a partial cohort.

COVERAGE / VALIDITY OF DATA

At the time of production, a total of 177 Nottinghamshire primary phase schools opted to take part in either the KS1 and/or MTC collection. These outcomes were shared with other local authorities conducting similar collections via NCER to produce a national average.

The following 2026 Nottinghamshire and national averages contained within this document are based on:

	Nottinghamshire						NCER National		
	Schools			Pupils			Pupils		
	Returns	Expected	Coverage (%)	Returns	Expected	Coverage (%)	Returns	Expected	Coverage (%)
KS1	87	269	32.3	2,878	9,021	31.9	39,502	608,306	6.5
MTC	157	266	59.0	6,040	9,789	61.7	97,470	641,038	15.2

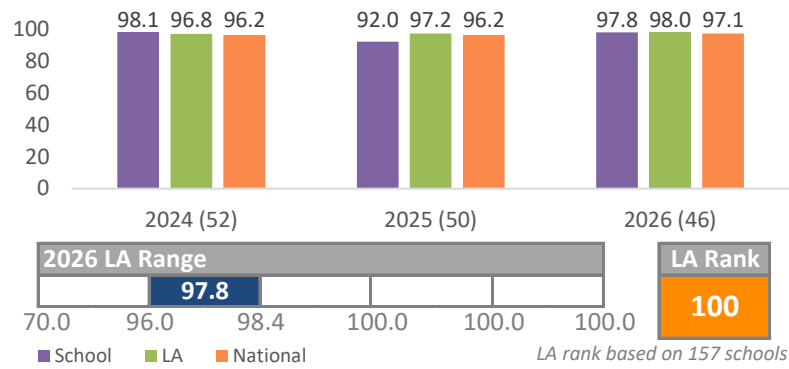
Estimated cohort based on January 2026 School Census

Business Intelligence Unit
Nottinghamshire LA
data.collections@nottsccl.gov.uk
(0115) 9773604



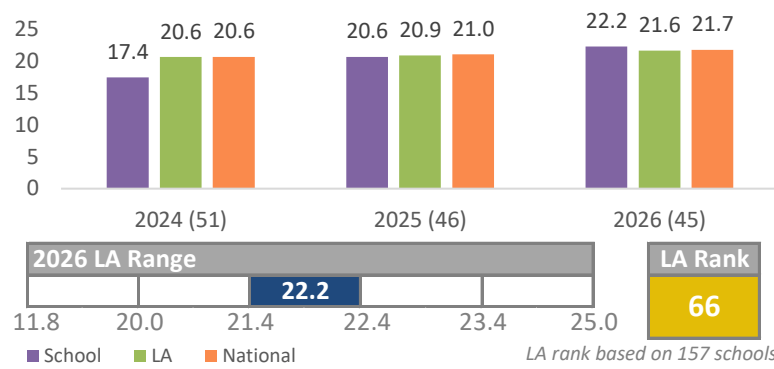
Taking the check

Percentage of eligible pupils taking the check



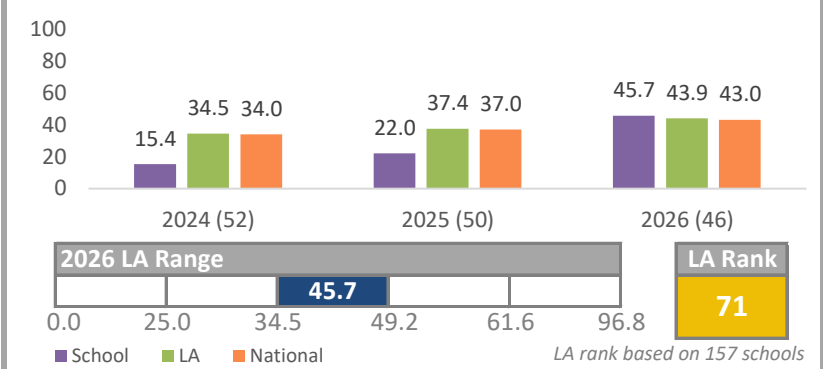
Average score

Mean average score of those pupils taking the check

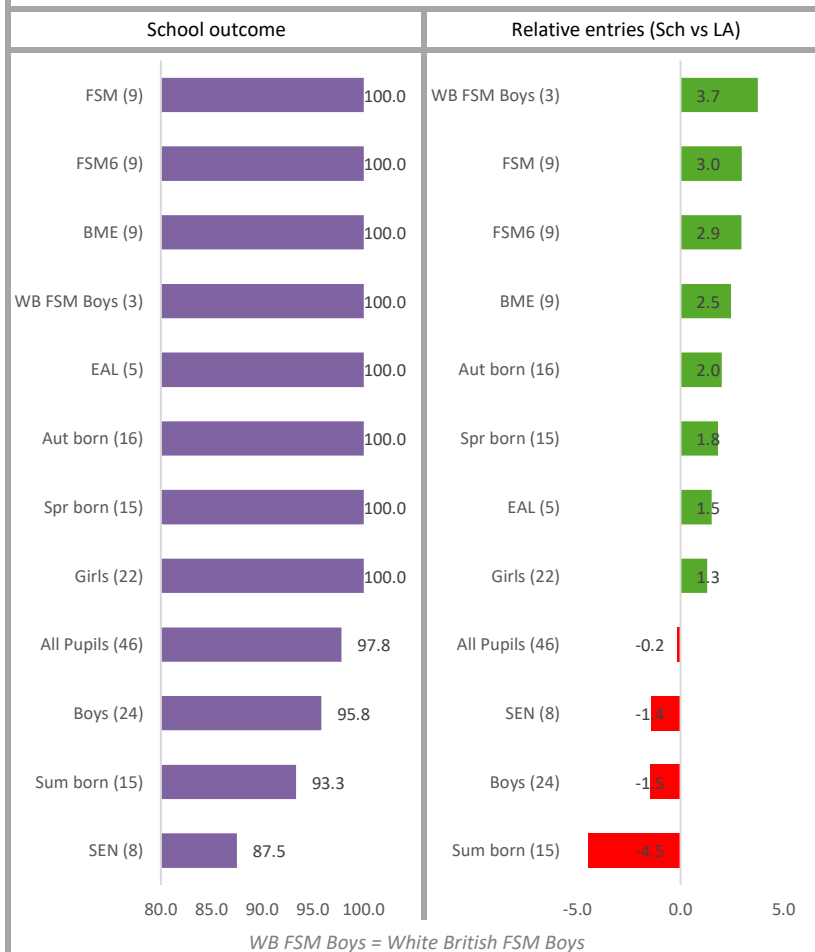


Scoring full marks

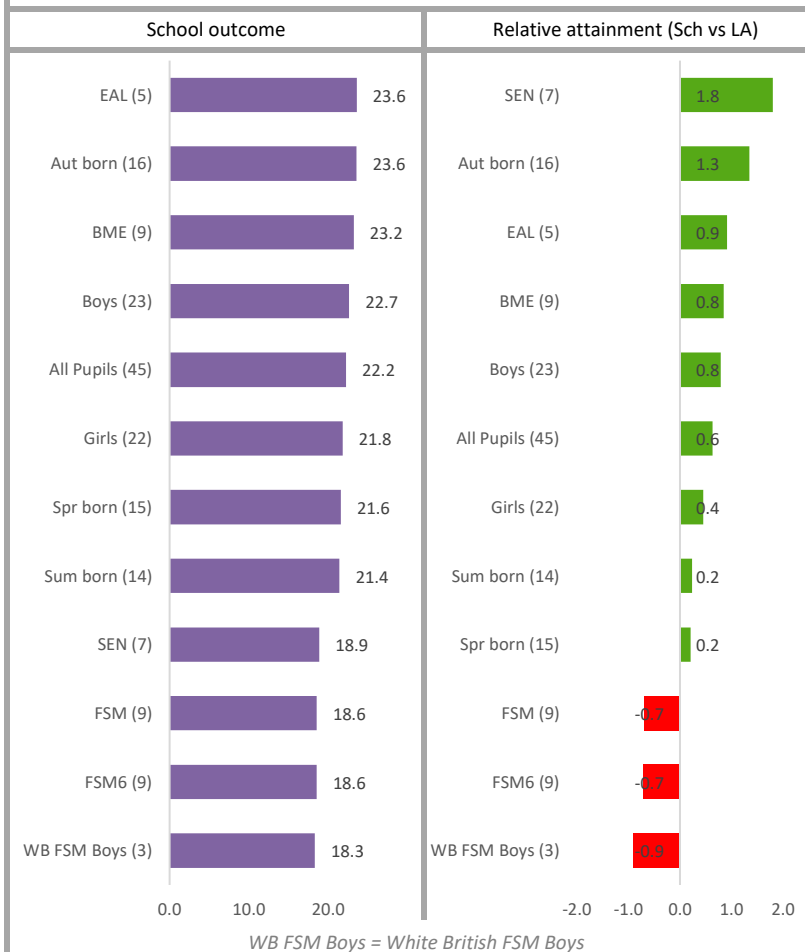
Percentage of eligible pupils scoring 25 (full marks)



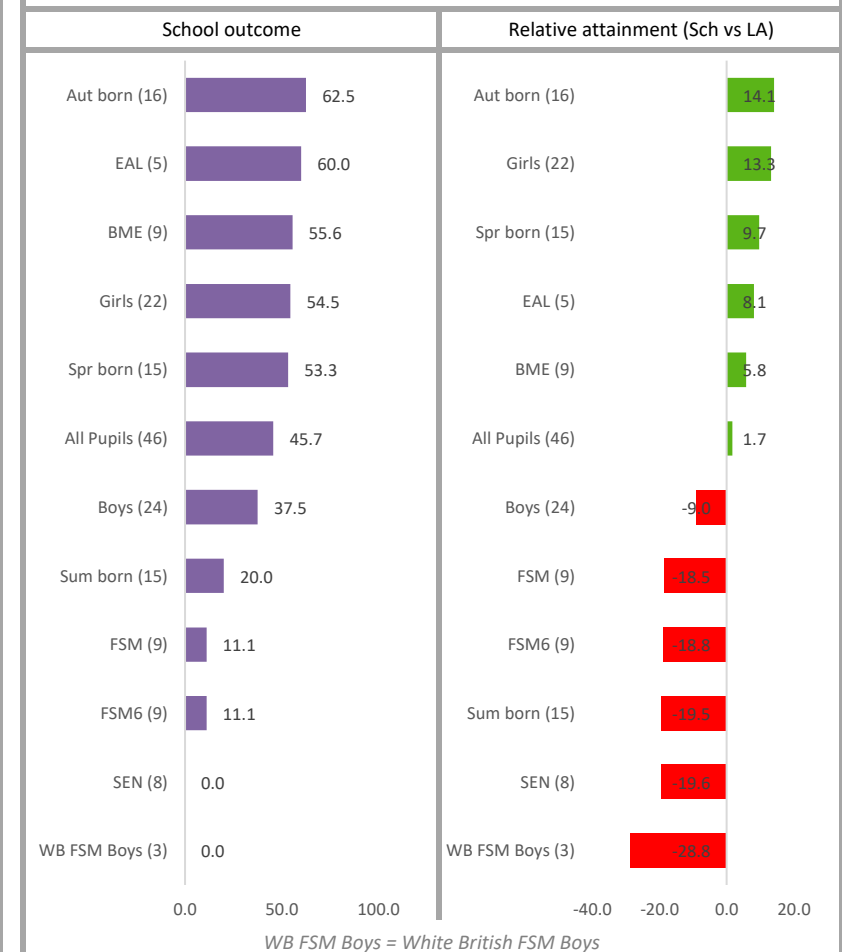
Percentage of eligible pupils taking the check by pupil group



Mean average score of those pupils taking the check by pupil group



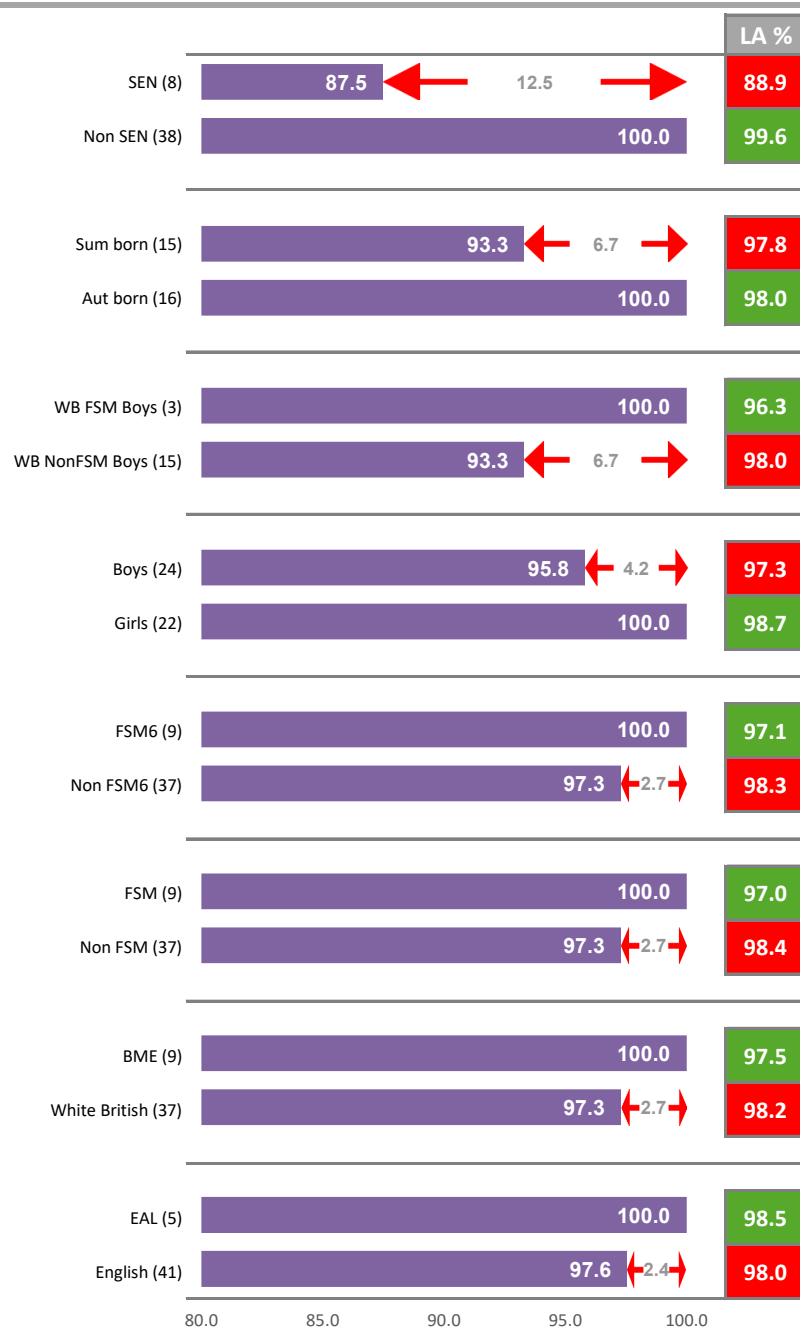
Percentage of eligible pupils scoring 25 (full marks) by pupil group





Taking the check

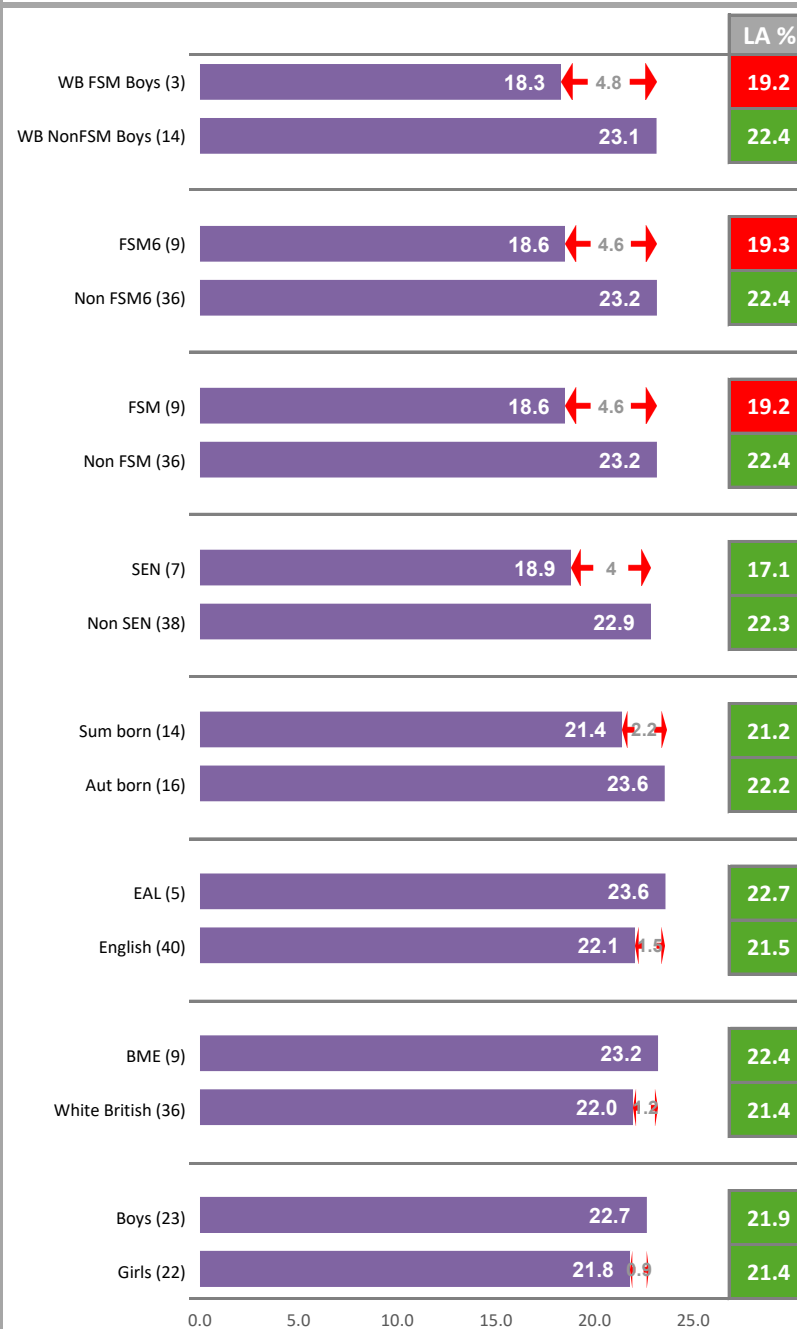
Percentage of eligible pupils taking the check
by pupil group and the associated gap



WB FSM Boys = White British FSM Boys

Average score

Mean average score of those pupils taking the check
by pupil group and the associated attainment gap



WB FSM Boys = White British FSM Boys

Scoring full marks

Percentage of eligible pupils scoring 25 (full marks)
by pupil group and the associated attainment gap



WB FSM Boys = White British FSM Boys



Subject or measure which the below analysis relates

Shows the range of results for schools in the LA (excluding special schools) for this subject / measure in the stated assessment year (2017 in this example). Broadly the same number of schools (20% or a fifth) are placed in each segment. The lowest ranked school scored 33.3 and the highest school scored 100. This school features in the second quintile (second fifth) for this measure which is identified by the blue box. Schools in the second quintile scored between 60.0 and 67.2. The value in the blue box (65.2) is the schools outcome.

Shows outcomes for pupil groups within the school for this subject / measure in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - SEN, BME and EAL in this example). Caution should be used when interpreting outcomes of small groups.

Pupil groups

WB FSM - White British Free School Meal pupils

Aut / Spr / Sum born - Autumn born (pupils with a date of birth month of Sept, Oct, Nov or Dec) / Spring born (Jan, Feb, Mar, Apr) / Summer born (May, Jun, Jul, Aug).

FSM - pupils eligible for Free School Meals

FSM6 - pupils eligible for Free School Meals at any point in the past 6 years

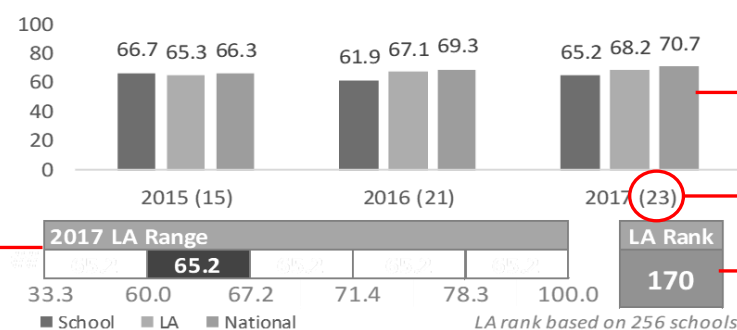
SEN - Pupils with Special Educational Needs (any SEN)

BME - Black and minority ethnic pupils. Any pupils with a main ethnicity code other than White British, Refused or Information Not Obtained

EAL - English as an Additional Language. Any pupils with a language code other than English, Believed to be English, Refused or Information Not Obtained

Subject / measure

Description of measure

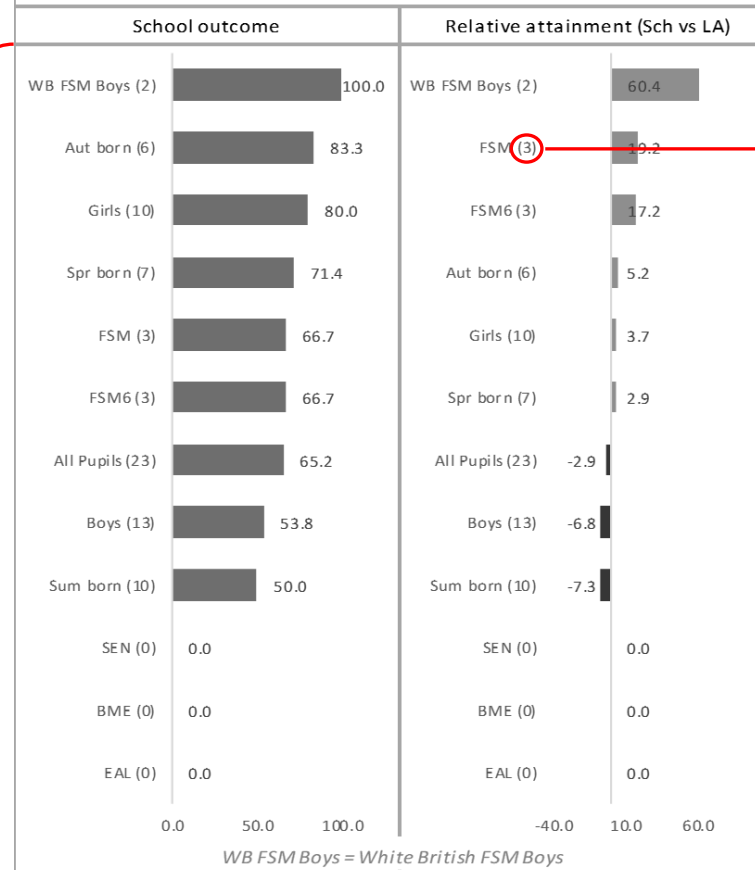


Trend showing school, LA and national outcomes

Shows a rank against all schools (excluding special schools) in the LA for this subject / measure in the latest assessment year (2017 in this example). This school is ranked 170th out of 256 schools.

Figures in brackets refer to pupil numbers. In this example there were 23 pupils in the 2017 cohort and 3 FSM pupils.

Description of measure



Shows the difference between the pupil groups in the school compared with the same group in the LA for this subject / measure in the latest assessment year (2017 in this example). The pupil groups are ordered with the highest performing group in comparison to the LA cohort at the top and lowest towards the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets - SEN, BME and EAL in this example). Caution should be used when interpreting outcomes of small groups.

Date in which the report was created. Any changes made since this date will not be reflected.

Report created: 01/01/2017



Subject or measure which the
below analysis relates

Shows outcomes for pupil groups within the school for this subject / measure in the latest assessment year. The pupil groups are ordered with the largest gap (the difference between the vulnerable group and other pupils) at the top and the group with the smaller gap at the bottom. Any group(s) with no pupils will appear at the bottom of the list (identified by the 0 in brackets). Caution should be used when interpreting outcomes of small groups.

Figures in brackets refer to pupil numbers. In this example there were 8 FSM pupils in the cohort.



The red arrows represent the percentage point gap between the two pupil groups. In this example there is a within school gap of 55.6 percentage points between white British pupils (where 88.9% achieved this outcome) and pupils from a black or minority ethnic group (where 33.3% achieved the measure).

Shows the outcome for the particular pupil group in the LA. The value is shaded depending on if the school outcome is above (green) or below (red) the LA average. In this example summer born pupils in the school are doing better than the LA average so is shaded green where Autumn borns are below the LA average so shaded red.

For a definition of pupil groups please refer to the attainment guidance.