

## Update from the Governors

### **Reading, Writing, EGPS and Mathematics**

As in previous years, the Governors and Senior Leadership Team met recently to discuss the latest attainment and progress grades that have been generated by the DFE's data performance programme. We wish to share with you the highlights listed below.

From the academic year 2015/16 onwards, the system for measuring pupils' attainment changed from reporting national curriculum levels to reporting whether pupils have met the national standard in a subject (EXS), are working towards achieving the standard (WTS), or have exceeded the national standard expected (GDS).

The results at Western reaffirm our belief in the balanced and varied curriculum we offer our children. All of our results meet or exceed the performance levels (known as floor standards) required by the Department of Education and we are particularly pleased when we compare ourselves to the national averages and those of "outstanding schools".

The governors would unanimously like to send a huge vote of thanks to the Senior Leadership Team and all the staff at Western for all their hard work and commitment. We would also like to thank our children for all the effort they put into their learning.

## Highlights

### **Early Years Foundation Stage (EYFS)**

92% of children reached the standards expected in Reading, with 31% exceeding the early learning goal.

92% of children reached the standards expected in Writing, with 24% exceeding the early learning goal.

90% of children reached the standards expected in Maths, with 25% exceeding the early learning goal.

72% of children have made outstanding progress from their respective starting points, with a further 28% making good progress in the Prime and Specific areas of literacy and maths.

### **Key Stage 1**

Year 1 Phonics – 93% of children achieved the expected standard, which is 12 percentage points higher than the national average, and has been consistently high over the last four years.

Year 2 Phonics – 95% of children achieved the expected standard, which is 3 percentage points higher than the national average, and again has been consistently high over the last four years.

Year 2 Reading - 92% of children met the expected standard, which is 16.3 percentage points higher than the national average. 27% achieved greater depth.

Year 2 Writing - 89% of children met the expected standard, which is 19.2 percentage points higher than the national average. 19% achieved greater depth.

Year 2 Maths – 90% of children met the expected standard, which is 15.3 percentage points higher than those in outstanding schools, and 23% achieved greater depth.

## **Key Stage 2**

KS2 attainment was significantly above average overall for all subjects.

91% of children achieved the expected standard in Reading, which is 20 percentage points higher than the national average and 16% higher than outstanding school averages. 45% of the children achieved greater depth.

85% of children achieved the expected standard in Writing, which is 9 percentage points higher than the national average and 8.2% higher than outstanding school averages. 21% of the children achieved greater depth”

87% of children achieved the expected standard in Maths, which is 12 percentage points higher than the national average and 9% higher than outstanding school averages. 39% of children achieved greater depth.

93% achieved the expected standards in EGPS (English Grammar, Punctuation and Spelling), which is 16 percentage points higher than the national average and 14% higher than outstanding school averages. 46% of our children achieved greater depth.

76% of our Year 6 children achieved the expected standard in all the subjects combined, which compares to a figure of 53% nationally.

The overall Reading progress score for the school is 3.5, which rates Western as “well above average”, and puts us in the top 10% of schools in England. For Maths this score is 2.5, which is “above average”, and in the top 12% of schools in England. Our Writing progress was also slightly above average.

## **Pupil Groups**

In 2017, the disadvantaged pupils who were non-mobile, on average, made exceptional progress in reading, good progress in maths but were only slightly above average in writing due to the impact of one pupil.

At Y6, the SEN cohort was too small to be able to draw valid or reliable conclusions from the data.

Progress for children with English as an Additional Language (EAL) is also good. The gap has narrowed between this group and Non EAL children across all subjects in KS1, with 100% of EAL children achieving “expected standard” in Reading, which is 28% more than the national average. In KS2, EAL children in all subjects made significantly more progress than EAL children nationally and this shows the impact of targeted interventions across our school.

The information is displayed on the DfE School Performance Table website, the link to which can be found on the “Website Regulations” page of our website.

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