



**The Willows School Academy Trust**  
**End of Key Stage 2 Whole School Progress and Attainment Analysis**  
**September 2022 – July 2023**

# End-of-Key Stage 2 and whole school Progress and Attainment Analysis

## September 2022 – July 2023

This report is an analysis of the end-of-year attainment and progress of current Year 6 pupils at The Willows Academy Trust, and a final report on whole school progress at the end of the current academic year. It supports the view that, despite lower than normal attainment result, most pupils at The Willows make at least good or better progress, contextually, and this is shown in the progress made over one academic year.

### Key Stage 2: % of pupils achieving Year 6 standards, Summer 2023

		School		
		2021	2022	2023
Pupils reaching expected standard	SPaG			4 (25%)
	Reading	Cancelled due to Covid-19	Cancelled due to Covid-19	3 (19%)
	Writing			5 (31%)
	Maths			2 (13%)
	Read/write/maths			1 (7%)

Hillingdon		
2021	2022	2023
Cancelled due to Covid-19	Cancelled due to Covid-19	

National				
2021	2022		2023	
			72%	
Cancelled due to Covid-19	Cancelled due to Covid-19		73%	
			69%	
			73%	
			59%	
	Main stream	EH CP	Main stream	EHCP

### Progress Breakdown

Year 6: 15 pupils

All Pupils (16 pupils)	Reading	Writing	Mathematics	Average
Progressed by 13 steps or more	1 pupil			0.3 (2.1%)
Progressed by 12 steps				0.0 (0%)
Progressed by 11 steps				0.0 (0%)
Progressed by 10 steps			1 pupil	0.0 (0%)
Progressed by 9 steps				0.3 (2.1%)
Progressed by 8 steps	3 pupils	1 pupil	1 pupil	1.7 (10.4%)
Progressed by 7 steps	2 pupils	2 pupils	2 pupils	2.0 (12.5%)
Progressed by 6 steps	4 pupils	4 pupils	6 pupils	5.0 (31.3%)
Progressed by 5 steps	1 pupil	3 pupils	3 pupils	2.3 (14.6%)
Progressed by 4 steps	1 pupil	4 pupils		1.7 (10.4%)
Progressed by 3 steps	3 pupils		3 pupils	1.7 (10.4%)

#### Reading

**Accelerated progress:** 6 pupils (40%)

**Expected or more progress:** 10 Pupils (67%)

**Less than expected progress:** 5 pupils (33%)

#### Writing

**Accelerated progress:** 3 pupils (20%)

**Expected or more progress:** 8 Pupils (53%)

**Less than expected progress:** 7 pupils (47%)

#### Mathematics

**Accelerated progress:** 4 pupils (27%)

**Expected or more progress:** 8 Pupils (54%)

**Less than expected progress:** 7 pupils (47%)

A progress breakdown for the 2022 - 2023 academic year indicates that most pupils are making good or better progress. Of those who have not met the expected targets, there are a range of mitigating factors. In this year 6 cohort there are a greater range of neuro-diverse children, each with a different levels of processing ability, which has had a bearing on both the rate of progress and the levels to which pupils have attained. In addition, most pupils at The Willows Academy have degrees of PTSD and insecure attachment strategies, and has also affected the results. These and other factors need to be considered in the final analysis.

A comparison by interest group is difficult to make because the number of pupils in each group vary considerably and the sample is so small.

Contextually, the Year 6 cohort of 15 pupils consisted of:

- one child with foetal alcohol syndrome
- two children who did not sit all the tests because they were not sent in to school, despite calls being made and notices going out.
- Three non-verbal autistic children
- One child who arrived at The Willows with an attainment gap the meant achieving the Year 6 standards was highly unlikely.
- One child who had been taken into care after the death of her grandfather with whom she lived and, later an uncle who lived in the same house.

There were several results, however, that were lower than expected, given the ability of the pupils concerned. This precipitated a discussion as to how we can support the pupils in making even better progress, so they are more likely to attain to the expected standard by the end of KS 2. The conclusion of this discussion is that, at the start of the 2023 – 2024 academic year, the whole school will begin the journey to shape teaching and learning practice around the Rosenshine teaching principles which will support quality first teaching and learning.