



The Willows School Academy Trust

Assessment Report

Academic Year: September 2024 – July 2025


Date: June 2025

1. Executive Summary

End-of-Key Stage 2 attainment has improved compared to 2023, though there is a slight dip in 2025 outcomes. Whole-school progress data shows that most pupils are making expected or better progress in mathematics and reading, with writing remaining an area for development. However, small cohort sizes and diverse needs make year-on-year comparisons and group-based analysis less conclusive.


2. Key Stage 2 Attainment (Year 6)

| Subject | 2023 (%/Pupils) | 2024 (%/Pupils) | 2025 (%/Pupils) | Change (2023– 2025) |
|-------------------|--------------------|--------------------|--------------------|------------------------|
| Reading | 19% (3/15) | 55% (10/18) | 35% (8/23) | +16% |
| Writing | 31% (5/15) | 44% (8/18) | 39% (9/23) | +8% |
| Mathematics | 13% (2/15) | 44% (8/18) | 39% (9/23) | +26% |
| R/W/M Combined | 7% (1/15) | 39% (7/18) | 26% (6/23) | +19% |

 *Significant gains in 2024; slight dip in 2025 likely reflects cohort variation.*

3. Whole School Progress Overview (100 pupils)

| Subject | Accelerated | Expected | Less Than Expected | Expected or Above |
|-------------|-------------|----------|--------------------|-------------------|
| Reading | 41% | 18% | 41% | 59% |
| Writing | 20% | 30% | 50% | 50% |
| Mathematics | 33% | 32% | 35% | 65% |

 *Mathematics shows strongest progress overall; writing continues to be the weakest performing subject.*

4. Year Group Breakdown


Year 5 (26 pupils)

- Reading: 70% expected or above
- Writing: 70% expected or above
- Maths: 55% expected or above

 Strength in reading; need support in maths for 45% of pupils


Year 4 (19 pupils)

- Reading: 47% expected or above
- Writing: 34% expected or above
- Maths: 80% expected or above

 Writing outcomes remain significantly below other subjects


Year 3 (27 pupils)

- Roughly one-third of pupils in each progress band across all subjects

 Mixed picture, consistent internal variation

Year 2 (9 pupils)

- Reading: 23% expected or above
- Writing: 12% expected or above
- Maths: 34% expected or above

 Urgent need for targeted support in early literacy and maths fundamentals

Key Stage 1 Phonics Screening Check

Nine children were eligible for the phonics screening check, of which two passed the threshold.

These children were in Year 2, and all had previously failed the check in year 1.

5. Context and Commentary

- Results are influenced by a wide range of factors including high SEN/EHCP representation, neurodiversity, and trauma-informed contexts.
 - Year-on-year cohort differences limit the usefulness of direct comparisons or national benchmarking.
 - Progress is clear, but sustainability requires further whole-school consistency in curriculum, teaching quality, and intervention practices.
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6. Recommendations

1. **Writing Strategy:** School-wide plan to improve writing attainment and progress.
2. **KS1 Focus:** Early intervention strategies, especially for current Year 2 and 3 pupils.
3. **CPD Investment:** Continued training on trauma-informed and neurodiverse pedagogy.
4. **Monitoring Systems:** Sharpen progress tracking tools for more granular data.
5. **Parental Engagement:** Clear communication of strengths and support areas with families.