

Key Stage 2 SATs Outcomes Overview



School Name: Witham Oaks Academy

Academic Year: 2025/6

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Summary of Outcomes

Subject	% Meeting Expected Standard	% Achieving Greater Depth	National Average (2026)	National Average (2025) *
Reading	49/71 [69]% 55/71 [77%]	10/71 [14]%	75%	75 %
Grammar, Punctuation & Spelling	52/71 [73]%	8/71 [11]%	74%	73 %
Mathematics	53/71 [75]%	9/71 [13]%	75%	74 %
Writing (Teacher Assessed)	53/71 [75]%	5/71 [7]%	72%	72 %
Combined RWM	43/71 [61]% 46/71 [65%]	2/71 [3]%	63%	62 %

*National averages for 2026 will be updated once DfE publishes final data.

Contextual information- 1 pupil attending AP and has not been in school for the last 2 years. Therefore, percentage figures are based on a cohort of 71 pupils.

*Reading – 6 pupils (LR, JB, CO, TMM, CE, I-R S) received a scaled score of 99 and will be submitted for a marking review as this will result in a change to the number of pupils achieving the expected standard if awarded.

Scaled Score Averages

Subject	School Average Scaled Score	National Average (2026) *	National Average (2025) *
Reading	103	106	106
GPS	103	105	105
Mathematics	102	105	105

Additional data analysis

Summary of Outcomes: Non-mobile

Subject	% Meeting Expected Standard	% Achieving Greater Depth	National Average (2025) *
Reading	43/62 [_69_]% 47/62 [76%]	10/62 [_16_]%	75 %
Grammar, Punctuation & Spelling	45/62 [_73_]%	8/62 [_13_]%	73 %
Mathematics	48/62 [_77_]%	9/62 [_15_]%	74 %
Writing (Teacher Assessed)	48/62 [_77_]%	5/62 [_8_]%	72 %
Combined RWM	39/62 [_63_]% 41/62 [66%]	2/62 [_3_]%	62 %

Summary of Outcomes: Disadvantaged

Subject	% Meeting Expected Standard	% Achieving Greater Depth	National Average (2025) *
Reading	13/28 [_46_]% 14/28 [50%]	2/28 [_7_]%	75 %
Grammar, Punctuation & Spelling	14/28 [_50_]%	2/28 [_7_]%	73 %
Mathematics	15/28 [_54_]%	[_0_]%	74 %
Writing (Teacher Assessed)	15/28 [_54_]%	[_0_]%	72 %
Combined RWM	11/28 [_39_]% 12/28 [43%]	[_0_]%	62 %

Progress measure

Subject	Progress measure
Reading	[0.03] [0.10]
Writing	[_ 0.10_]
Mathematics	[_ 0.10_]

The progress measure is formulated through the following methodology:

- Compare children's attainment between year 2 and year 6
- Where they have improved their rating allocate then 1 (e.g. WTS in year 2, ARE in year 6)
- Where their rating has remained the same they are allocated a 0 (e.g. ARE in year 2, ARE in year 6)
- Where their rating has regressed allocate -1 (e.g. ARE year 2, WTS in year 6)
- Should a child increase from WTS to GDS they are allocated 2 points and vice versa
- All numerical values for each child should then be added and the total number divided by the number of children. This will give an average rating. (e.g. $1+1+0+1+-1+-1+1+0=2$. $2/8=0.25$)
- Positive ratings show value added during their time in Key Stage 2.

Pupil Group Analysis

Group	% Expected+ (RWM)
Pupil Premium	10/27 [_37_]% 11/27 [_41_]%
Non-Pupil Premium	32/44 [_73_]% 33/44 [75%]
SEND	2/13 [_15_]%
EAL	3/4 [_75_]%
Boys	20/38 [_53_]%
Girls	22/33 [_67_]% 24/33 [_73_]%

Group	% Expected+ (RWM)
Non-Mobile Pupils (pupils on roll since at least Year 3)	39/62 [_63_] % 41/62 [66%]
Mobile Pupils (Joined after Year 3)	4/9 [_44_] %

Commentary and Evaluation

Key Strengths

- **Strong overall attainment in mathematics and writing.** Mathematics achieved **75% at the expected standard**, matching the 2026 national average, while writing exceeded national outcomes with **75% expected** compared to **72% nationally**.
- **Combined Reading, Writing and Mathematics (RWM) is close to national.** Overall combined attainment of **61% (65% including likely reading reviews)** is within 2 percentage points of the national average, despite significant cohort context.
- **Reading outcomes have the potential to exceed national.** Six pupils narrowly missed the expected standard with a scaled score of **99**. If successful marking reviews are upheld, reading attainment would increase from **69% to 77%**, exceeding the current national average.
- **Non-mobile pupils demonstrate strong outcomes.** Pupils who have been on roll since at least Year 3 achieved **63% combined RWM (66% following reading reviews)**, above the 2025 national average, suggesting sustained impact of the school's curriculum and teaching over time.
- **Positive value-added across Key Stage 2.** All three internally calculated progress measures are positive (Reading **0.03/0.10**, Writing **0.10**, Mathematics **0.10**), indicating that pupils generally make more progress than they regress between Key Stage 1 and Year 6.
- **Writing remains a relative strength.** Teacher assessment indicates consistently strong writing outcomes with attainment above national despite increased national expectations.
- **EAL pupils perform well.** **75%** of EAL pupils achieved the expected combined standard, demonstrating effective support for this group.

Areas for Development

- **Raise attainment in reading.** Current attainment (**69%**) remains below national averages, while average scaled scores (**103**) remain below the national average (**106**), indicating a need to increase the proportion of pupils achieving secure expected and greater depth standards.
- **Increase greater depth attainment across the curriculum.** Greater depth outcomes remain below national aspirations, particularly in writing (**7%**) and combined RWM (**3%**), indicating that the most able pupils require greater stretch and challenge.
- **Reduce disadvantage gaps.** Disadvantaged pupils achieved **39% combined RWM** compared with **73%** for non-disadvantaged pupils, representing the school's most significant attainment gap.

- **Improve outcomes for pupils with SEND.** Combined RWM attainment for SEND pupils (**15%**) remains significantly below cohort averages, highlighting the need for further refinement of adaptive teaching and targeted intervention.
- **Address gender differences.** Boys achieved **53% combined RWM** compared with **67% (73% following reviews)** for girls, suggesting a continued focus on engagement and achievement for boys.
- **Raise average scaled scores.** Although attainment is broadly in line with national expectations, average scaled scores remain consistently **2–3 points below national** across Reading, GPS and Mathematics, indicating fewer pupils are securing higher scaled scores.

Strategic Actions for 2026–2027

1. **Strengthen reading comprehension to improve attainment and raise average scaled scores** by embedding a consistent approach to comprehension, explicitly teaching pupils to provide precise, qualified responses supported by evidence from the text, alongside targeted intervention to increase expected and greater depth outcomes.
2. **Increase the proportion of pupils achieving Greater Depth** through consistently ambitious adaptive teaching, high-quality questioning and targeted challenge that develops pupils' reasoning, explanation and depth of understanding.
3. **Accelerate progress for disadvantaged, SEND and mobile pupils through** precision assessment, evidence-informed intervention and rigorous monitoring to accelerate progress and improve combined Reading, Writing and Mathematics outcomes.