

Key Stage 2 SATs Outcomes Overview

School Name: Witham Oaks Academy

Academic Year: 2024–2025

Report Prepared By: Maxine Harrington & Dan Sheehan (Co-Heads)

Date: 8th July 2025

Summary of Outcomes

Subject	% Meeting Expected Standard	% Achieving Greater Depth	National Average (2024) *
Reading	[_83_]%	[_28_]%	74 %
Grammar, Punctuation & Spelling	[_72_]%	[_17_]%	72 %
Mathematics	[_81_]%	[_15_]%	73 %
Writing (Teacher Assessed)	[_80_]%	[_9_]%	72 %
Combined RWM	[_72_]%	[_6_]%	61 %

*National averages for 2025 will be updated once DfE publishes final data.

Scaled Score Averages

Subject	School Average Scaled Score	National Average (2024)*
Reading	[_106_]	105
GPS	[_103_]	105
Mathematics	[_103_]	104

Progress measure

Subject	Progress measure
Reading	[_0.33_]
Writing	[_0.22_]
Mathematics	[_0.19_]

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	[_56_]%
Non-Pupil Premium	[_79_]%
SEND	[_25_]%
EAL	[_0_]%
Boys	[_65_]%
Girls	[_79_]%

Group	% Expected+ (RWM)
Non-Mobile Pupils (pupils on roll since at least Year 3)	[_78_]%
Mobile Pupils (Joined after Year 3)	[_57_]%

Commentary and Evaluation

Strengths:

- 83% met the expected standard in Reading
- 28% achieved Greater Depth
 - Progress measure of +0.33 indicates strong value-added performance in Reading
 - 72% met the expected standard in Reading, Writing, and Maths combined
 - All subjects (Reading: +0.33, Writing: +0.22, Maths: +0.19) show above-zero progress, indicating overall positive pupil growth from KS1 baselines.
- **Areas for Developments**

Greater Depth in Writing and Maths is Low

Only 9% achieved Greater Depth in Writing and 15% in Maths – both below what might be expected given high levels at expected standard.

Writing Progress Lagging Slightly

Although positive, the writing progress measure (+0.22) trails behind Reading, indicating a potential area to improve the pace of writing development.

Interventions Impact:

Reading Strategies Likely Effective:

High attainment and above-average progress in Reading suggest reading interventions, such as comprehension strategies or phonics catch-up, are having a measurable impact.

Opportunities for Booster or Tutoring Focused on Depth and Disadvantaged:

While general attainment is strong, low Greater Depth and vulnerable group attainment suggest extending booster interventions to target both children who should be working at GDS as well as children who should be achieving ARE.

Strategic Actions for 2025–2026

- Action 1: Ensure explicit focused teaching on grammatical concepts as part of each writing session.
- Action 2: Develop writing stamina and plan in more opportunities for greater depth writers to write freely.
- Action 3: Develop rapid reasoning skills through explicit daily teaching through modelling step by step processes.