

Westwood Primary School Data 2019

COHORT NUMBERS		
PHASE	ALL PUPILS	DISADVANTAGED
End-of-KS2 (Y6)	29	12

RESULTS - END OF KEY STAGE 2 (Y6)				
-	ALL PUPILS		DISADVANTAGED	
SUBJECT	% Expected+	% Higher / Greater Depth	% Expected+	% Higher / Greater Depth
Reading	83	24	93	13
Writing (TA)	76	10	67	0
GPS	72	28	80	7
Mathematics	76	17	87	0
RWM	72	0	73	0

RESULTS - END OF KEY STAGE 2 (Y6)	
-	ALL PUPILS
SUBJECT	Progress
Reading	0.2
Writing (TA)	-1.1
Mathematics	-0.6

RESULTS - END OF KEY STAGE 2 (Y6)	
-	All Pupils
SUBJECT	Average Scaled Score
Reading	104
GPS	105
Mathematics	104

RESULTS - END OF KEY STAGE 1 (Y2)

-	ALL PUPILS		DISADVANTAGED	
SUBJECT	% Expected+	% Greater Depth	% Expected+	% Greater Depth
Reading	75	19	50	13
Writing	72	19	50	13
Mathematics	75	19	50	13

RESULTS - YEAR 1 PHONICS SCREENING		
-	ALL PUPILS	DISADVANTAGED
% Met the standard	79	90

RESULTS - EYFS PROFILE		
-	ALL PUPILS	DISADVANTAGED
% Good level of devel.	77	67

Pupil Progress

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All Pupils	2.5	2.6	2.7	5.2	4.9	5.1	5.1	5	5.6	5	5.1	5.2	5.3	5.3	5.3	5.3	5.3	5.4
Males	2.2	2.1	2.5	5.1	4.4	5.3	4.6	4.5	5.4	5.3	5.3	5.6	5.5	5.5	5.4	5.1	4.8	5.2
Females	3.1	3.3	2.9	5.4	5.4	5	5.5	5.4	5.8	4.8	5	5	5.5	5.5	5.5	5.5	5.7	5.6
PP	2.5	2.6	2.7	3.2	3.2	3.5	5.1	5	5.9	4.8	4.8	4.6	5.6	5.4	5.4	5	5.8	5.3
NPP	2.5	2.5	2.6	5.8	5.3	5.6	5.2	5	5.6	5.5	5.4	5.8	4.7	5	5.2	5.5	4.9	5.5
SEN	3	2.8	3.4	3.2	2.5	5.5	3.6	4	4.8	4	4	3.8	4.1	4.3	4.2	3.7	2.6	4.3
EHCP	1	2	2	1	2	6				1	1	2				4	9	3
Not SEN	2.5	2.6	2.5	8.8	5.7	5.5	9.3	5.5	6	5.5	5.6	5.8	5.8	5.7	5.9	6	6.2	6

Reception Annual Progress from Baseline to Window 3

	Below	Typical	Above
All pupils (26)	19% (5)	15% (4)	65% (17)
Pupil premium (8)	12.5% (1)	25% (2)	62.5% (5)
Non-pupil premium (18)	22% (4)	11% (2)	67% (12)
SEND (7)	0	14% (1)	86% (6)
Boys (14)	14% (2)	21% (3)	64% (9)
Girls (12)	25% (3)	8% (1)	67% (8)
Summer Born (11)	0	0	100% (11)

School SEF Outcomes

<u>Want is going well</u>	<u>Even Better if</u>
<ul style="list-style-type: none">• Leadership and Management including governors• SEF and School development Plan• Head and Deputy accurate self-assessment and teacher judgements and know what they need to do to move things forward.• Teaching quality is good; some strong teaching.• Children are very positive about their school• TA support has a positive impact• EYFS is a strength• There is an new energy about the school and all are keen to make school even better• Marking is strong• Evidence of progress in children's books particularly in writing.	<ul style="list-style-type: none">• Development of next tier of leadership to fully impact the quality of teaching and learning.• Development of Middle Leaders• Development of subject leaders• Year 3 and Year 5 attainment and progress• Handwriting and joined script• Focus on the presentation of learning. High expectations at all times