

An Daras Multi Academy Trust <b>Windmill Hill Academy</b>		ADMAT SI Document 1.4	
<b>EYFS and Key Stage 1 Results – 2025</b>		<b>Achievement Key</b> In line/above national = <b>Green</b> Just below national = <b>Orange</b> Below national = <b>Red</b>	
<b>Results</b> ARE (Age Related Expectation) = National age related attainment	<b>School %</b>	<b>National Average %</b>	
EYFS (Year F) Good Level of Development	65%	68.3%	
Year 1 Phonics Screening Check	83%	80%	
<b>Key Stage 2 Results - 2025</b>			
<b>Results – Attainment (End of KS2/Year 6)</b> ARE (Age Related Expectation) = National age related attainment GDS (Greater Depth Standard) = Above national age related attainment	<b>School %</b>	<b>National Average %</b>	
ARE+ Combined (Reading/Writing/Maths)	52%	62%	
ARE+ Reading	69%	75%	
ARE+ Writing	62%	72%	
ARE+ Grammar Punctuation Spelling	52%	73%	
ARE+ Maths	52%	74%	
ARE+ Science	82%	82%	
<b>Average Scaled Score – Attainment (End of KS2/Year 6)</b> <i>In brackets the average without two disapplied (working well below the standard of the test)</i>	<b>School</b>	<b>National Average</b>	
Reading	103	106	
Grammar Punctuation Spelling	101	105	
Maths	99	105	
<b>Commentary on Results:</b>			
<ul style="list-style-type: none"> <li>Teacher Assessment outcomes at the end of KS1 (Year 2) are informed by the results of the non-statutory English reading, Spelling, Punctuation and Grammar and mathematics tests.</li> <li>These statistics cover the attainment of Year 6 pupils who took assessments in Summer 2025. These pupils experienced disruption to their learning during the pandemic, particularly at the end of Year 1 and in Year 2.</li> <li>There will be no progress measures from KS1 to KS2 due to the pandemic (no published data) when Year 6 were in Year 2.</li> <li>Year 6 cohort: <ul style="list-style-type: none"> <li>Made up of 30 pupils – 43% boys and 57% girls</li> <li>30% of pupils were inwardly mobile (the vast majority working below ARE upon arrival). Non-mobile data: Reading: 81%; Writing: 71%; Maths: 57%; Combined: 57%.</li> <li>2 pupils with an EHCP disapplied for the SATs as working well below ARE and one qualified for removal during Tables Checking exercise. Another was applied for but not approved.</li> <li>20% of pupils with English as an additional language</li> <li>High level of need with 17% on SEND Support or above. 2 pupils with an EHCP disapplied for the SATs as working well below ARE.</li> <li>27% of pupils in receipt of PPG (2 pupils with an EHCP disapplied for the SATs as working well below ARE and one should qualify for removal during Tables Checking exercise).</li> </ul> </li> </ul>			
<b>Next Steps for the Academy:</b>			

*Implement the learning improvement priorities detailed in the Academy Improvement Plan 2025 to improve attainment and progress. Summary below:*

**Priority A:** *Learning Standards*

1A: Improve the quality of education in Maths to improve Key Stage Two outcomes.

1B: Improve the quality of education in Writing to improve Key Stage outcomes.