# STEELRIVER Whale Hill <br> Primary 



School Performance 2019-2023

$|$| Key Stage 2 |  | Reading | Writing | Maths |
| :--- | :---: | :---: | :---: | :---: |
| average progress scores in reading, writing and <br> maths | 2023 | 0.7 | 2.6 | 5.7 |
|  | 2022 | -0.2 | 1.7 | 2.0 |
|  | 2019 | 0.8 | 3.6 | 4.7 |
| average 'scaled scores' in reading and maths | 2023 | 106 | N/A | 109 |
|  | 2022 | 105 | N/A | 106 |
|  | 2019 | 104 | N/A | 109 |


| Key Stage 2 |  | Reading | Writing | Maths | RWM <br> Comb |
| :--- | :---: | :---: | :---: | :---: | :---: |
| percentage of pupils who achieved the expected <br> standard or above in reading, writing and <br> maths | $\mathbf{2 0 2 3}$ | $\mathbf{8 6 \%}$ | $\mathbf{8 3 \%}$ | $\mathbf{9 2 \%}$ | $\mathbf{7 6 \%}$ |
|  | $\mathbf{2 0 2 2}$ | $\mathbf{7 8 \%}$ | $\mathbf{8 3 \%}$ | $\mathbf{9 0 \%}$ | $\mathbf{7 0 \%}$ |
|  | $\mathbf{2 0 1 9}$ | $\mathbf{7 5 \%}$ | $\mathbf{9 0 \%}$ | $\mathbf{9 2 \%}$ | $\mathbf{7 2 \%}$ |
| percentage of pupils who achieved a high level <br> of attainment in reading, writing and maths | $\mathbf{2 0 2 3}$ | $\mathbf{2 1 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{5 2 \%}$ | $\mathbf{1 1 \%}$ |
|  | $\mathbf{2 0 2 2}$ | $\mathbf{2 3 \%}$ | $\mathbf{1 6 \%}$ | $\mathbf{2 6 \%}$ | $\mathbf{1 0 \%}$ |
|  | $\mathbf{2 0 1 9}$ | $\mathbf{2 5 \%}$ | $\mathbf{3 7 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{2 0 \%}$ |


| Key Stage 1 |  | Reading | Writing | Maths | Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| percentage of pupils who achieved the expected standard | 2023 | 54\% | 49\% | 69\% | 93\% |
|  | 2022 | 56\% | 28\% | 61\% | 86\% |
|  | 2019 | 84\% | 76\% | 84\% | 87\% |
| percentage of pupils who achieved greater depth | 2023 | 15\% | 5\% | 13\% | n/a |
|  | 2022 | 11\% | 4\% | 11\% |  |
|  | 2019 | 21\% | 13\% | 20\% |  |


| Phonics Screening Check |  | Y1 |
| :--- | :---: | :---: |
| percentage of pupils who achieved the expected <br> standard $(\mathbf{3 2 / 4 0})$ | $\mathbf{2 0 2 3}$ | $\mathbf{7 2 \%}$ |
|  | $\mathbf{2 0 2 2}$ | $\mathbf{7 5 \%}$ |
|  | $\mathbf{2 0 1 9}$ | $\mathbf{8 4 \%}$ |


| Early Years Foundation Stage |  | Good Level of Development (GLD) |
| :--- | :---: | :---: |
| percentage of pupils who achieved the good level <br> of develoment (GLD) | $\mathbf{2 0 2 3}$ | $\mathbf{6 5 \%}$ |
|  | $\mathbf{2 0 2 2}$ | $\mathbf{4 7 \%}$ |
|  | $\mathbf{2 0 1 9}$ | $\mathbf{6 8 \%}$ |

