GEMS Winchester School Dubai

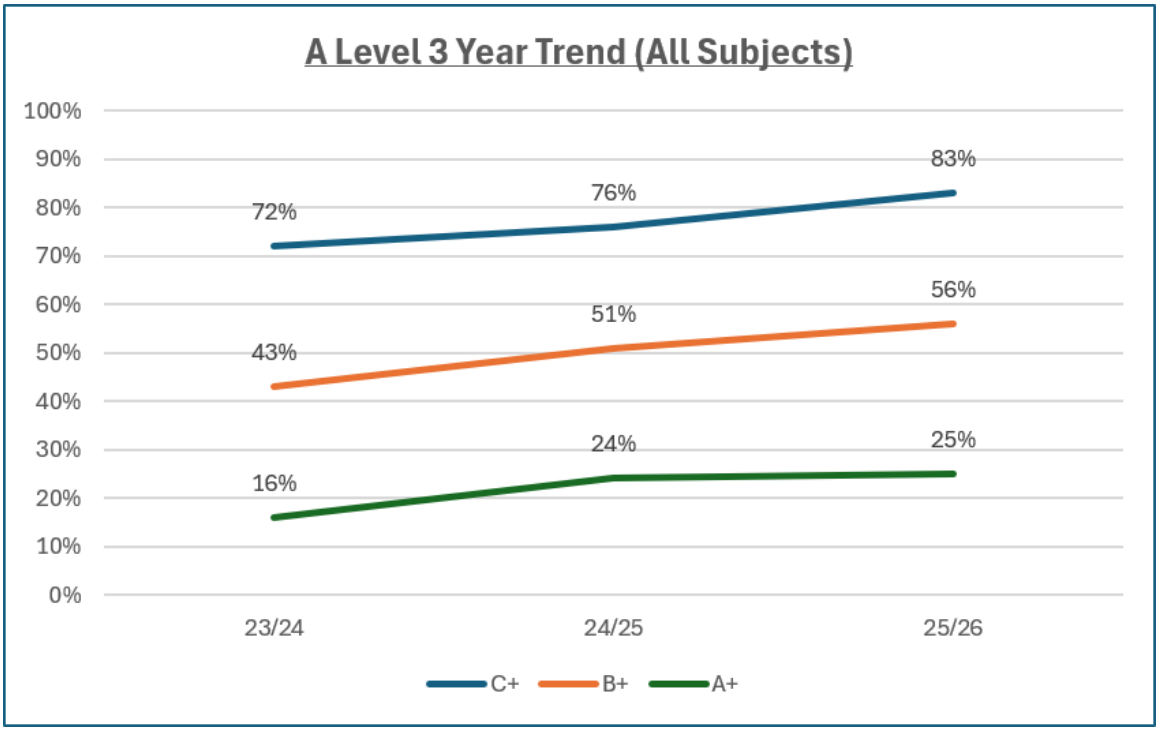
WSD Academic Outcomes 2025-2026

Overview

The document provides families with an overview of the academic performance of students at GEMS Winchester School Dubai in 2024-2025. This focuses on three things; Key Stage 5 Student Outcomes, Key Stage 4 Student Outcomes, GL Progress Tests and New Group Reading Test Student Outcomes and Early Years Foundation Stage.

Key Stage 5 Student Outcomes

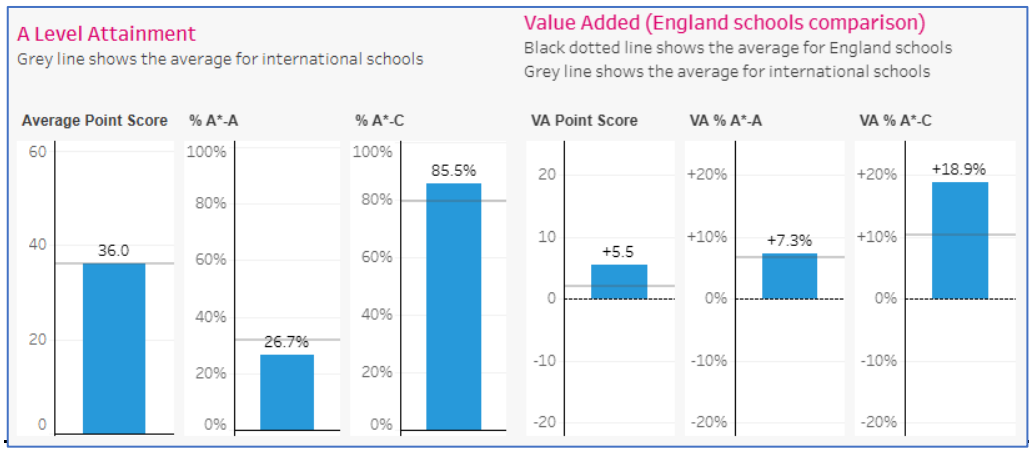
The following graph shows the 3-year trend for A Level results at WSD (C+, B+ and A+):



As the graph indicates, there has been significant increases at C+ (11%), B+ (13%) and A+ (9%) over a 3-year period. This now means, as you can see in the table below, that the overall A Level results achieved at WSD are broadly in-line with both teacher predictions and UK averages.

2025-2026 A Level Results			
Data	C+	B+	A+
25-26 Results	83%	56%	25%
25-26 vs Teacher Predictions	↑ 6%	→ 1%	→ 0%
25-26 vs UK Averages	→ 5%	→ 0%	→ -4%

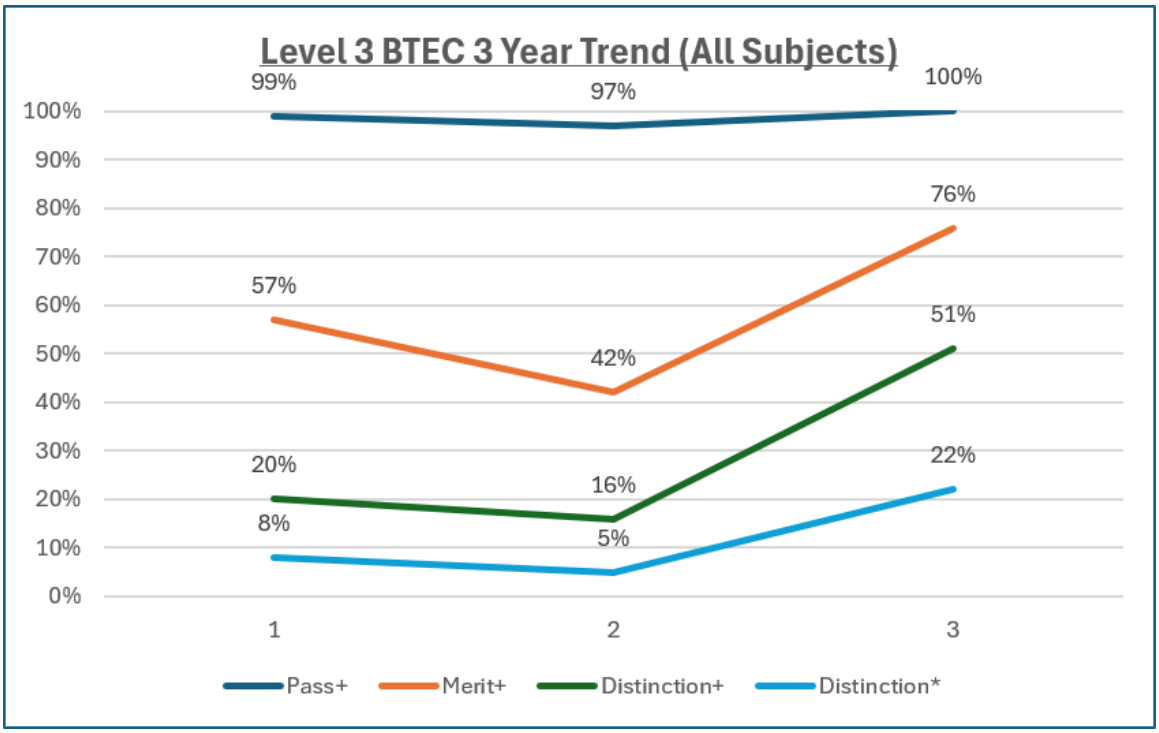
WSD has access to the FFT Aspire Value Added Report for 2025–2026. The graphs below show that overall average point score is in line with international schools, while the proportion of A*–C grades is above the international average. WSD's average value-added points score is +5.5, above both UK and international averages. Value added for students attaining *A–A is +7.3% and above the UK and in line with international averages, while value added for students attaining *A–C is +18.9%, above both UK and international averages.



The table below shows the 2026 A Level results for each individual subjects:

Subject	2026 A-Levels				3 Year Trend			2026 vs UK Averages			FFT VA
	#	C+	B+	A+	C+	B+	A+	C+	B+	A+	Points
Accounting	10	100%	100%	50%	0%	0%	-7%	40%	66%	38%	+13.0
Art	13	54%	8%	0%	-46%	-92%	0%	-24%	-48%	-28%	-4.9
Biology	34	86%	47%	18%	23%	-3%	-3%	14%	-3%	-10%	+3.6
Business	41	85%	56%	24%	8%	-2%	16%	8%	9%	8%	+3.6
Chemistry	42	81%	52%	21%	2%	19%	0%	7%	-4%	-11%	+4.9
Computer Science	12	92%	83%	33%	21%	40%	19%	22%	34%	8%	+12.6
Economics	17	94%	78%	50%	1%	7%	14%	11%	16%	20%	+8.7
Further Maths	1	100%	100%	100%				9%	20%	42%	+7.1
Global Perspectives	9	67%	11%	0%	-8%	11%	0%	-	-	-	-
ICT	8	38%	13%	13%	-12%	13%	13%	-	-	-	-
Maths	65	92%	74%	38%	24%	50%	20%	14%	12%	-4%	+10.6
Physics	31	87%	58%	26%	49%	27%	11%	14%	4%	-6%	+12.8
Psychology	20	70%	35%	0%	34%	19%	0%	-3%	-13%	-19%	-2.5

The following graph shows the 3-year trend for BTEC Level 3 results at WSD (Pass+, Merit+, Distinction+ and Distinction*):



As you can see in the table below, outcomes in all five subjects are strong and the combined judgement would be described as 'Outstanding' by the Ministry of Education in the UAE. It is also clear that there has been significant improvement in the very top grades over this period of time.

Subject	2026 BTEC Results						3 Year Trend			
	#	P+	M+	D+	D*+	KHDA Rating	P+	M+	D+	D*+
BTEC Business	37	100%	76%	41%	24%	O	0%	19%	27%	24%
BTEC IT	9	100%	89%	56%	22%	O	0%	26%	31%	9%
BTEC Sport	5	100%	40%	40%	40%	A	9%	6%	26%	37%
BTEC Creative Media	14	100%	100%	86%	14%	O	*No previous data available.*			
BTEC Travel & Tourism	7	100%	43%	43%	14%	A				
All BTEC Subjects	72	100%	76%	51%	22%	O	1%	19%	31%	14%

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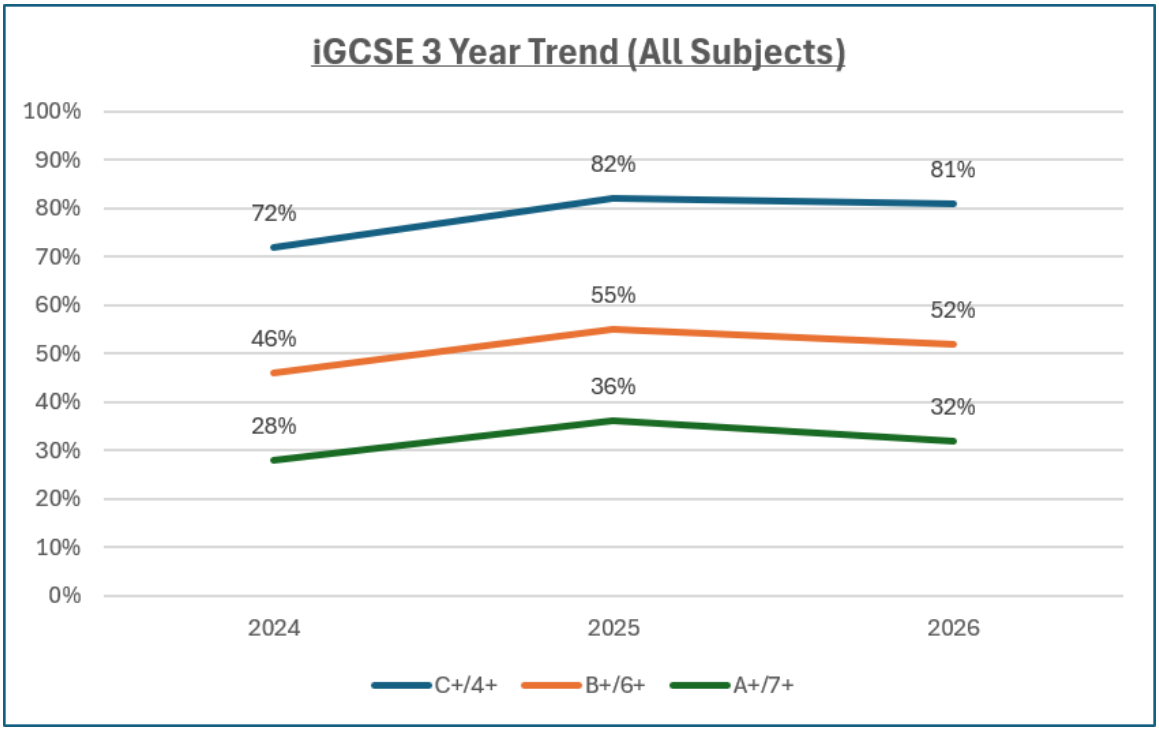
Key Stage 4 Student Outcomes

The following graph shows the 3-year trend for iGCSE results at WSD. As you can see, across all core subjects, there has been significant increase in the % of C/4++ (9%), B/6+ (6%) and A/7+ (4%).



2026 GCSEs			
Data	C+	B+	A+
2026 Results	81%	52%	32%
2026 vs Teacher Predictions	-4%	-7%	-7%
2026 vs UK Averages	14%		10%

As the table also shows, teacher predictions for iGCSE results are fairly accurate across all subjects, which given the regional tensions and difficulty predicting grades for students who did not sit exams is something to be proud of. It is also pleasing to see the % of students attaining grades at 4/C+ and 7/A+ is significantly higher than UK averages, which given the context of WSD is extremely pleasing and suggest teaching and learning over time are very strong.

WSD also has access to the FFT Aspire value added report for 2025-2026. This report shows:

- The value-added average grade is +0.5; this means on average, a student or group of students achieved two-thirds of a grade higher than statistically predicted, compared to similar students in other schools
- This value-added score puts WSD in the top 16% of schools who use FFT Aspire
- The percentage of students achieving 5+ grades 9-4 (A*-C) in English & Maths is 67%; this is approximately 2% higher than the UK average

The table below shows the outcomes for each individual subject:

Subject	2026 GCSE					3 Year trend			2026 vs UK		FFT
	#	C+ 4+	B+ 6+	A+ 7+	KHDA Rating	C+ 4+	B+ 6+	A+ 7+	C+ 4+	A+ 7+	Value Added
Accounting	39	95%	75%	49%	O	27%	29%	17%	-	-	-
Arabic first language	25	92%	56%	40%	G	28%	-3%	-5%	-1%	-33%	-0.5
Arabic second language	11	100%	100%	100%	O	9%	14%	27%	7%	27%	-0.5
Art	17	71%	48%	6%	W	-21%	-17%	-25%	-6%	-17%	-0.6
Biology	182	86%	56%	41%	G	3%	-4%	-4%	-4%	-3%	+0.3
Business	184	59%	29%	18%	W	-24%	-27%	-20%	-7%	-2%	-0.4
Chemistry	176	88%	67%	54%	VG	6%	11%	14%	-4%	7%	+0.9
Combined Science	133	97%	56%	36%	G	33%	30%	21%	39%	27%	+1.3
Computer Science	51	79%	48%	22%	A	7%	-1%	-2%	8%	-8%	-
Economics	29	80%	69%	49%	VG	8%	15%	7%	-3%	15%	+1.4
English 1st Language	254	74%	35%	8%	W	2%	-4%	-9%	14%	-7%	-0.9
English 2nd Language	63	75%	53%	21%	G	-2%	4%	15%	15%	6%	+0.9
English Literature	50	100%	74%	46%	VG	28%	35%	18%	27%	26%	+0.3
French	17	42%	42%	24%	VW	-50%	-16%	-18%	-32%	-6%	-0.7
Global Perspectives	34	50%	33%	12%	W	-26%	-3%	-5%	-	-	-
ICT	79	68%	55%	25%	W	-5%	-1%	-12%	-3%	-5%	-
Maths	317	87%	62%	37%	VG	17%	17%	6%	30%	20%	+0.7
Media	50	80%	32%	14%	A	11%	-1%	5%	9%	-6%	-0.2
Physics	174	87%	53%	43%	G	11%	-6%	3%	-5%	-3%	+0.5
Psychology	65	90%	59%	36%	G	4%	0%	1%	26%	15%	+1.1

As you can see in the table below, overall outcomes for our 4 BTEC courses is strong and would be described as 'Good', with BTEC IT being 'Outstanding' and BTEC Sport 'Very Good'.

Subject	2026 BTEC Results					3 Year Trend			
	#	P+	M+	D+	D*+	P+	M+	D+	D*+
BTEC Business	11	91%	46%	18%	9%	-9%	-11%	4%	9%
BTEC IT	3	100%	100%	0%	0%	0%	37%	-25%	-13%
BTEC Sport	9	100%	67%	11%	11%	9%	33%	-3%	8%
BTEC Travel & Tourism	2	100%	50%	0%	0%				
All BTEC Subjects	25	96%	60%	12%	8%	-3%	3%	-8%	0%

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GL Progress Tests

GL Progress Tests are external, computer-based tests that measure the student performance in English, Maths & Science for students in Year 2 to Year 10. GL Progress Tests provide both a Stanine (9-1) and a Standard Age Score (SAS) and helps identify students who need intervention or further challenge, track their progress, and inform teaching strategies. These tests are conducted at WSD in the Summer Term of each academic year – the data presented below is taken from the Summer Term 2025-2026.

Overall, attainment is very strong in across English, Maths & Science and each subject has improved in the last 3 years. Furthermore, the percentage of students attaining a 5+ (the UAE curriculum expectation) and 6+ (above UAE curriculum expectations) is significantly higher than the CAT4 profile of the students are expected to achieve; this demonstrates strong teaching and great progress over time.

GL Progress Test English

Phase	Group	Attainment (EoY)			3-Year Attainment Trend		Attainment vs CAT4		Progress (EoY)		
		#	Exp+ %	AE %	Ex+	AE	Ex+	AE	#	Exp+ %	AE %
Phase 2	All	1340	74%	54%	-12%	-13%	21%	26%	888	62%	17%
	M	701	73%	52%	-12%	-12%	20%	24%	467	61%	17%
	F	639	75%	55%	-11%	-14%	22%	28%	421	62%	17%
	HA	142	95%	89%	-4%	-4%	-5%	-11%	108	71%	31%
	MA	269	48%	26%	-40%	-42%	48%	27%	163	46%	8%
	LA	867	78%	57%	9%	12%	14%	31%	595	65%	17%
	Emiratis	4	0%	0%	-57%	-36%	-25%	0%	3	33%	0%
	G&T	31	100%	94%	2%	7%	0%	0%	30	67%	33%
	SEND	83	58%	36%	-7%	-5%	16%	-3%	64	61%	17%
Phase 3	All	1261	77%	60%	-4%	-4%	9%	19%	1082	73%	34%
	M	650	73%	57%	-3%	-1%	7%	19%	558	75%	37%
	F	611	80%	63%	-5%	-7%	10%	19%	524	71%	30%
	HA	206	97%	90%	-2%	-3%	-2%	-9%	165	75%	39%
	MA	165	39%	24%	-46%	-45%	42%	26%	155	63%	24%
	LA	851	80%	61%	32%	33%	3%	23%	744	75%	35%
	Emiratis	9	11%	11%	-42%	-24%	0%	0%	9	44%	0%
	G&T	88	93%	86%	-7%	-10%	-6%	-8%	69	67%	33%
	SEND	64	53%	45%	4%	13%	3%	8%	62	68%	27%

Summary

- Attainment in Phase 2 is arguably 'Good', with 54% of students working above curriculum expectations, with 74% working at. In Phase 3, attainment is 'Good' with 77% of students working at curriculum expectations and 60% working above.
- In both Phase 2 & Phase 3, students are outperforming CAT4 expectations; for example, the percentage of students attaining at curriculum standards is 21% higher in Phase 2, and 9% higher in Phase 3. Furthermore, the percentage of students working above curriculum expectations is 26% higher in Phase 2, and 19% higher in Phase 3 than CAT4 indicates. This suggests that students are making very strong progress from their relative starting points.

GL Progress Test Maths

Phase	Group	Attainment (EoY)			3-Year Attainment Trend		Attainment vs CAT4		Progress (EoY)		
		#	Exp+ %	AE %	Ex+	AE	Ex+	AE	#	Exp+ %	AE %
Phase 2	All	1423	87%	66%	-1%	0%	33%	38%	964	60%	20%
	M	737	88%	69%	-2%	-2%	35%	40%	502	60%	21%
	F	686	85%	63%	0%	1%	30%	36%	462	61%	20%
	HA	147	99%	94%	0%	-3%	-1%	-7%	114	63%	30%
	MA	292	70%	44%	-20%	-24%	71%	44%	181	54%	14%
	LA	915	90%	69%	21%	25%	24%	42%	643	62%	21%
	Emiratis	5	80%	40%	0%	-13%	60%	40%	4	100%	25%
	G&T	32	100%	100%	0%	0%	0%	4%	31	65%	29%
	SEND	96	70%	54%	-5%	2%	29%	17%	75	57%	15%
Phase 3	All	1258	86%	76%	0%	4%	18%	33%	1078	75%	35%
	M	648	86%	76%	0%	5%	19%	36%	554	79%	38%
	F	610	87%	76%	0%	4%	16%	30%	524	71%	31%
	HA	207	100%	99%	0%	1%	0%	-1%	165	75%	30%
	MA	159	57%	44%	-35%	-31%	56%	43%	152	64%	33%
	LA	854	89%	76%	30%	38%	13%	38%	741	78%	37%
	Emiratis	9	67%	44%	-21%	-24%	57%	43%	8	100%	38%
	G&T	88	99%	98%	-1%	-2%	1%	4%	69	77%	33%
	SEND	63	63%	57%	-3%	6%	10%	15%	61	70%	43%

Summary

- Attainment in Phase 2 is 'Very Good', with 87% of students working at curriculum expectations and 66% working above. In Phase 3, attainment is 'Outstanding', with 86% of students working at curriculum expectations and 76% working above.
- In both Phase 2 & Phase 3, students are significantly outperforming CAT4 expectations; for example, the percentage of students attaining at curriculum standards is 33% higher in Phase 2, and 18% higher in Phase 3. Furthermore, the percentage of students working above curriculum expectations is 38% higher in Phase 2, and 33% higher in Phase 3 than CAT4 indicates. This suggests that students are making very strong progress from their relative starting points.
- Attainment has remained stable over the last few years and has been consistently 'Very Good' or better across both Phases. Alongside the fact that students have consistently outperformed their CAT4 potential during this time, it has meant that progress has plateaued when measuring point-to-point.

GL Progress Tests Science

Phase	Group	Attainment (EoY)			3-Year Attainment Trend		Attainment vs CAT4		Progress (EoY)		
		#	Exp+ %	AE %	Ex+	AE	Ex+	AE	#	Exp+ %	AE %
Phase 2	All	1198	85%	70%	-1%	-1%	29%	40%	801	63%	23%
	M	626	88%	74%	0%	0%	32%	43%	421	66%	24%
	F	572	83%	65%	-2%	-2%	26%	37%	380	59%	23%
	HA	128	98%	95%	-2%	-2%	-3%	-6%	95	77%	39%
	MA	222	67%	50%	-22%	-22%	68%	53%	141	50%	20%
	LA	793	89%	72%	27%	29%	22%	43%	547	64%	22%
	Emiratis	5	80%	20%	16%	-37%	60%	20%	4	50%	0%
	G&T	32	100%	100%	2%	6%	0%	4%	31	74%	23%
	SEND	83	69%	57%	-3%	0%	15%	18%	66	61%	20%
Phase 3	All	908	87%	76%	-1%	-2%	16%	31%	719	86%	55%
	M	471	87%	78%	0%	2%	20%	36%	379	87%	57%
	F	437	86%	75%	-4%	-6%	11%	24%	340	86%	53%
	HA	158	99%	96%	-1%	-3%	-1%	-4%	119	90%	58%
	MA	94	60%	49%	-32%	-32%	61%	49%	86	81%	49%
	LA	624	88%	76%	24%	22%	11%	35%	500	86%	55%
	Emiratis	5	20%	20%	-67%	-67%	0%	0%	5	80%	20%
	G&T	67	97%	96%	-3%	-3%	0%	0%	46	87%	54%
	SEND	46	63%	61%	2%	10%	13%	22%	40	80%	53%

Summary

- Attainment in Phase 2 is 'Very Good', with 85% of students working at curriculum expectations and 70% working above. In Phase 3, attainment is 'Outstanding', with 87% of students working at curriculum expectations and 76% working above.
- In both Phase 2 & Phase 3, students are significantly outperforming CAT4 expectations; for example, the percentage of students attaining at curriculum standards is 29% higher in Phase 2, and 16% higher in Phase 3. Furthermore, the percentage of students working above curriculum expectations is 40% higher in Phase 2, and 31% higher in Phase 3 than CAT4 indicates. This suggests that students are making very strong progress from their relative starting points.
- Attainment has remained stable over the last few years and has been consistently 'Very Good' or better across both Phases. Alongside the fact that students have consistently outperformed their CAT4 potential during this time, it has meant that progress has plateaued when measuring point-to-point.

New Group Reading Test (NGRT)

NGRT is a standardised assessment used to measure and monitor the reading skills of students from Year 2 to Year 10. The test assesses decoding (through sentence completion tasks) and reading comprehension (via passage comprehension and phonics exercises). The assessment provides both a Stanine (9-1) and a Standard Age Score (SAS) and helps identify students who need intervention or further challenge, track their progress, and inform teaching strategies. These tests are conducted at WSD in the Summer Term of each academic year – the data presented below is taken from the Summer Term 2025-2026.

Phase	Group	Attainment (EoY)			3-Year Attainment Trend		Attainment vs CAT4		Progress (EoY)		
		#	Exp+ %	AE %	Ex+	AE	Ex+	AE	#	Exp+ %	AE %
Phase 2	All	1471	73%	58%	-3%	-4%	19%	30%	1466	70%	29%
	M	760	71%	56%	-3%	-4%	18%	27%	757	66%	28%
	F	711	75%	61%	-3%	-5%	20%	34%	709	74%	31%
	HA	149	93%	84%	-4%	-8%	-6%	-15%	149	77%	22%
	MA	952	78%	60%	-2%	-4%	49%	39%	952	71%	30%
	LA	297	49%	38%	1%	3%	12%	34%	297	65%	34%
	Emiratis	5	60%	60%	16%	27%	40%	60%	5	60%	60%
	G&T	32	97%	81%	8%	-3%	0%	-14%	32	72%	13%
	SEND	98	56%	47%	4%	6%	2%	5%	98	58%	31%
Phase 3	All	1175	77%	63%	-1%	-5%	9%	20%	1170	68%	22%
	M	602	75%	62%	1%	-1%	9%	23%	600	70%	28%
	F	573	80%	64%	-4%	-10%	10%	18%	570	66%	17%
	HA	193	98%	95%	-2%	-3%	-2%	-6%	193	74%	18%
	MA	152	43%	30%	-42%	-43%	45%	29%	152	64%	26%
	LA	794	80%	62%	40%	34%	3%	24%	794	68%	23%
	Emiratis	8	38%	38%	6%	6%	29%	29%	8	63%	38%
	G&T	84	96%	90%	-4%	-10%	-3%	-4%	84	73%	24%
	SEND	64	55%	45%	12%	20%	8%	8%	64	64%	22%

Summary

- Attainment in Phase 2 is arguably 'Good', with 58% of students working above curriculum expectations, with 73% working at. In Phase 3, attainment is 'Very Good' with 77% of students working at curriculum expectations and 63% working above.
- In both Phase 2 & Phase 3, students are outperforming CAT4 expectations; for example, the percentage of students attaining at curriculum standards is 19% higher in Phase 2, and 9% higher in Phase 3. Furthermore, the percentage of students working above curriculum expectations is 30% higher in Phase 2, and 20% higher in Phase 3 than CAT4 indicates. This suggests that students are making very strong progress from their relative starting points.

Arabic Benchmark Tests

At WSD, we use the Taqaddum Arabic assessment is a standardised assessment used to measure and monitor students' attainment and progress in Arabic. The assessment is designed for both Arabic A (native speakers) and Arabic B (non-native speakers) and provides an external benchmark of students' Arabic language proficiency. The assessment helps identify areas of strength and development, students requiring additional support or further challenge, and informs curriculum planning and teaching strategies. These assessments are conducted at WSD to provide an objective measure of Arabic outcomes and support the triangulation of internal assessment data with external benchmarks.

Arabic A Benchmark Tests

Phase	Group	Attainment (EoY)				3-Year Attainment Trend		Progress (EoY)			
		#	Exp+ %	AE %	KHDA	Ex+	AE	#	Exp+ %	AE %	KHDA
Phase 2	All	221	95%	56%	G	-2%	-3%	210	93%	57%	G
	M	117	93%	56%	G	-4%	-2%	110	95%	56%	G
	F	104	98%	57%	G	0%	-4%	100	92%	58%	G
	Emiratis	5	100%	80%	O	0%	0%	4	100%	100%	O
	SEND	22	100%	14%	ACC	0%	-56%	19	100%	21%	ACC
Phase 3	All	273	94%	54%	G	3%	-3%	272	95%	56%	G
	M	145	93%	52%	G	5%	-1%	145	89%	55%	G
	F	128	95%	55%	G	0%	-6%	127	98%	56%	G
	Emiratis	8	100%	50%	G	13%	13%	8	100%	50%	G
	SEND	14	100%	43%	ACC	22%	4%	14	100%	43%	ACC

Summary

- Attainment in both Phase 2 and Phase 3 is 'Good', with 95% (Phase 2) and 94% (Phase 3) of students working at curriculum expectations, and 56% (Phase 2) and 54% (Phase 3) of students working above curriculum expectations.
- Attainment has remained consistent over the last few years and has been 'Good' each year.
- In both Phase 2 & Phase 3, students are making 'Good' progress, with 93% (Phase 2) and 95% (Phase 3) of students making expected progress, and 57% (Phase 2) and 56% (Phase 3) of students making above expected progress.

Arabic B Benchmark Tests

Phase	Group	Attainment (EoY)				3-Year Attainment Trend		Progress (EoY)			
		#	Exp+ %	AE %	KHDA	Ex+	AE	#	Exp+ %	AE %	KHDA
Phase 2	All	690	96%	55%	G	-2%	-2%	625	94%	57%	G
	M	357	95%	53%	G	-1%	2%	322	96%	56%	G
	F	333	96%	58%	G	-2%	-6%	303	91%	58%	G
	SEND	44	100%	20%	ACC	0%	-30%	41	100%	22%	ACC
Phase 3	All	805	95%	54%	G	1%	-2%	783	91%	56%	G
	M	415	94%	52%	G	2%	3%	402	91%	56%	G
	F	390	97%	56%	G	0%	-9%	381	92%	56%	G
	SEND	33	97%	33%	ACC	8%	-1%	33	91%	33%	ACC

Summary

- Attainment in both Phase 2 and Phase 3 is 'Good', with 96% (Phase 2) and 95% (Phase 3) of students working at curriculum expectations, and 55% (Phase 2) and 54% (Phase 3) of students working above curriculum expectations.
- Attainment has remained consistent over the last few years and has been 'Good' each year.

- In both Phase 2 & Phase 3, students are making 'Good' progress, with 94% (Phase 2) and 91% (Phase 3) of students making expected progress, and 57% (Phase 2) and 56% (Phase 3) of students making above expected progress.

Islamic Education Benchmark Tests

At WSD, we use the Islamic Benchmark Test (IBT) as a standardised assessment to measure and monitor students' attainment and progress in Islamic Education. The assessment provides an external benchmark of students' knowledge, understanding and application of key aspects of the Islamic Education curriculum.

The assessment helps identify areas of strength and development, students requiring additional support or further challenge, and informs curriculum planning and teaching strategies. These assessments are conducted at WSD to provide an objective measure of outcomes in Islamic Education and support the triangulation of internal assessment data with external benchmarks.

Phase	Group	Attainment (EoY)				3-Year Attainment Trend		Progress (EoY)			
		#	Exp+ %	AE %	KHDA	Ex+	AE	#	Exp+ %	AE %	KHDA
Phase 2	All	527	92%	65%	VG	-2%	8%	511	92%	68%	VG
	M	265	92%	64%	VG	-1%	10%	256	91%	66%	VG
	F	262	92%	66%	VG	-4%	6%	255	94%	71%	VG
	Emiratis	5	100%	60%	G	0%	30%	5	100%	80%	O
	SEND	39	90%	15%	ACC	0%	-11%	36	86%	36%	ACC
Phase 3	All	618	98%	64%	VG	1%	8%	608	95%	68%	VG
	M	326	98%	63%	VG	2%	11%	319	95%	68%	VG
	F	292	98%	65%	VG	0%	5%	289	96%	69%	VG
	Emiratis	8	100%	50%	G	0%	0%	8	100%	50%	G
	SEND	28	100%	21%	ACC	4%	-2%	28	89%	25%	ACC

Summary

- Attainment in both Phase 2 and Phase 3 is 'Very Good', with 92% (Phase 2) and 98% (Phase 3) of students working at curriculum expectations, and 65% (Phase 2) and 64% (Phase 3) of students working above curriculum expectations.
- Attainment has improved over the last 3 years, moving from 'Good' to 'Very Good'.
- In both Phase 2 & Phase 3, students are making 'Very Good' progress, with 92% (Phase 2) and 95% (Phase 3) of students making expected progress, and 68% (Phase 2 and Phase 3) of students making above expected progress.

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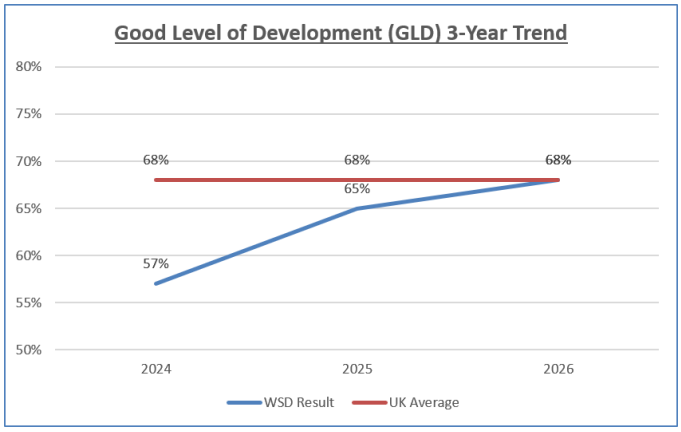
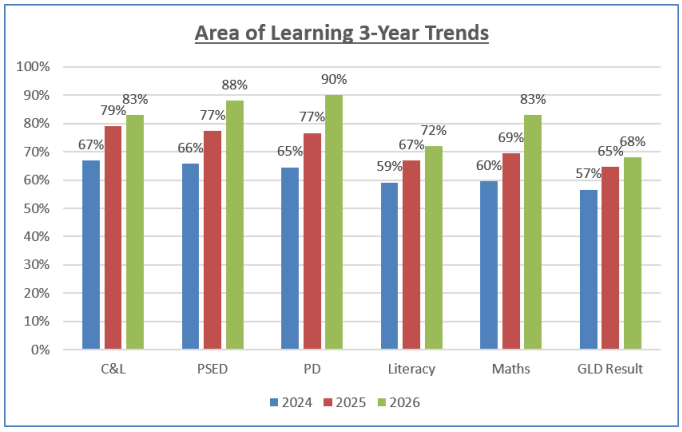
Early Years Foundation Stage

At WSD, in EYFS we use the Development Matters framework. We report using the Early Learning Goals (ELG) and Good Level of Development (GLD). At WSD we believe in order for a student to be 'on track' they must be able to demonstrate objectives *reliably, consistently and independently.*

The graphs below show the 3-year attainment trends for Good Level of Development, as well as the 3-year attainment trends for students achieving each area of learning that makes up the overall Good Level of Development metric:





As you can see in both graphs, there has been a significant increase in the % of students achieving a GLD overall, as well as in each of the 5 areas that constitute a Good Level of Development. In our previous inspection, it was highlighted that we need to improve our internal data systems. As a result, a more rigorous approach to tracking students' progress in each of the areas of learning, which has also be moderated in-school and across the wider GEMS Education network, has meant we are confident our outcomes data is more accurate and has helped us to improve the trend over the last 3 years.

With increased understanding from our EYFS team, coupled with greater opportunities for continuous provision being provided in the school, outcomes have now risen significantly, and we are confident that this data is robust and accurate. This means, as you can see in the table below, students at WSD are now achieving GLD outcomes broadly in line with UK averages, which give a significant number of students at WSD in Foundation Stage 2 do not have pre-school learning opportunities would suggest our outcomes are very strong compared to relative starting points.

All Students	2026 Cohort Size	2026 WSD Outcomes	2025 UK Averages	WSD vs UK Average	3-Year Trend
C&L	294	83%	80%	3%	16%
PSED	294	88%	83%	5%	22%
PD	294	90%	85%	5%	26%
Literacy	294	72%	71%	1%	13%
Maths	294	83%	78%	5%	24%
GLD Result	**294**	**68%**	**68%**	**0%**	**11%**

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