Pupil Progress Report 25/26

How well do pupils achieve?

Achievement of pupils is *exceptional* overall across the school. This is because, despite severe/profound learning difficulties and a range of associated complex barriers to learning, the vast majority of pupils made at least expected progress during the 25/26 academic year. Only one pupil made 'below expected' progress by the end of the 25/26 academic year, whilst significant numbers of pupils across both sites made 'above expected' progress as follows:

- 45% of pupils on the CLDD pathway
- 41% of pupils on the SLD pathway
- 37% of pupils on the ELF pathway
- 27% of pupils on the Connections pathway
- 21% of pupils on the SCERTS pathway.

These figures are largely in line with figures from recent years. There has been a steady decrease in the numbers of CLDD pupils making 'below expected' progress since 2022. Possible reasons for this are targeted curriculum development work, a review of approaches to assessment and reporting, and dedicated CPD for staff.

How do we monitor pupil progress and how well pupils achieve?

Pupils are baselined on entry by assessing their needs in relevant areas and data measures where appropriate. These assessments are used to set appropriate outcomes/targets in many areas including EHCPs, IEPs, individual subject areas and/or progression maps.

The evaluation of progress for pupils at Kingsland is underpinned by a holistic approach to assessment based upon a curriculum that is personalised and enables all pupils to develop the knowledge and skills that they need. This enables progress in these key areas of development to be tracked and celebrated, and provides a comprehensive picture of progress for each child. The progress in each area is monitored throughout the year by the Headteacher, senior leaders responsible for curriculum/assessment and curriculum development/subject leads. Alongside individual pupil monitoring, evidence of pupil progress is collated through lesson observations, learning walks, audits and the school self-review process.

All pupils have a wealth of evidence which shows progress at an individual level, which is tracked on the school's Pupil Progress Matrix. Areas of focus (some of which are curriculum pathway specific) include:

- EHCP outcomes and IEP targets
- Progression Maps
- Quest for Learning Milestones (CLDD pathway) achievements
- the Engagement Model (SCERTS & CLDD pathways)
- SCERTS targets (SCERTS pathway)
- specific teaching programmes linked to phonics and reading (e.g. Colourful Semantics)
- specific interventions such as PECS, Eye Gaze and Positive Looking Plans, Attention Autism, music therapy etc.
- life skills progress, including swimming
- moderation of assessments
- Records of Achievement

- end of year special achievement certificates
- the 'My School Journey File'
- detailed observational recording.

Progress within the areas above is collated throughout the year, meaning that the matrix remains a 'live' document that provides a current picture of individual pupil progress. It enables the school to make an overall/summative judgement of progress for each pupil at the end of each term. The overall/summative judgement about whether a child or group of children are making expected or above expected progress is made having taken all of the above areas of focus into account.

The LA data team then works with the school at the end of each academic year to produce a School Profile based on information from the Pupil Progress Matrix. This has enabled us to analyse and act upon progress information based upon the full range of the progress measures, rather than being a data-based judgement.

What evidence do we have to support our judgement that pupil progress is exceptional?

The School Profile

The School Profile produced by the LA data team supports our judgement that pupil progress was *exceptional* during the previous academic year. Analysis of specific aspects of this profile indicates the following:

Pathway specific

Progress between the five curriculum pathways is very similar, with the vast majority of pupils making at least 'expected' progress on each pathway and a substantial number making 'above expected' progress as outlined earlier.

One pupil on the SLD pathway made 'below expected' progress due to significant attendance issues that are being addressed in line with the school's Attendance Policy.

On the ELF pathway, less pupils made 'above expected' progress when compared with the previous academic year (24/25), this decrease being reflective of the increasingly complex (medical) cohorts entering the school. A number of these pupils can experience extended hospital stays and general poor health which impacts their attendance. One such pupil attends on a partial timetable basis as a means of stabilising their health.

A smaller percentage of SCERTS pupils make 'above expected' progress when compared with ELF, SLD, CLDD and Connections pupils due to their complex behavioural and sensory processing needs, which present significant barriers to learning for them; however, overall progress remains *exceptional* on this pathway.

Castleford v Stanley

Progress between the two sites is very similar with no obvious areas of concern.

A higher percentage of pupils following the SCERTS curriculum at the Stanley site made 'above expected' progress than at the Castleford site. It is likely that this is because of a particularly complex cohort of SCERTS learners at the Castleford site. Despite the difference, all pupils on the SCERTS pathway across both sites made at least 'expected' progress.

Boys v Girls
ELF and SLD girls continue to 'out-perform' boys slightly but the number of pupils in each class is low so a percentage comparison is likely to be statistically insignificant. Progress between boys and girls on the other pathways is very similar.

Pupil Premium v Non-Pupil Premium
Non-PP pupils 'out-perform' PP pupils on the CLDD and SCERTS pathways. Whilst the small numbers of pupils involved are likely to make the percentage comparison statistically insignificant, this has been identified as an area of focus on the 26/27 SDP. The performance of both groups of pupils on the other pathways is very similar, with PP pupils performing better on the Connections and SLD pathways.

EAL v not EAL
Non-EAL pupils 'out-perform' EAL pupils on the ELF, Connections and SCERTS pathways. Whilst the small numbers of pupils involved are likely to make the percentage comparison statistically insignificant, this has been identified as an area of focus on the 26/27 SDP. The performance of both groups of pupils on the other pathways is very similar, with EAL pupils performing better on the CLDD and SLD pathways.

Moderation of our judgements

Moderation of planning and assessment takes place regularly. The school have a programme of in-school moderation of assessments and progress, which is planned and implemented on a yearly cycle. School leaders engage in moderation exercises with other schools on a local and regional level where possible, and disseminate key information to teachers.

Additionally, the school works collaboratively with the SIP who robustly challenges the judgements that the school are making.

End of year special achievement certificates

These certificates document a wide range of progress. Examples include achievements in the areas of:

- using a wide range of methods of communication – speech, signing, Pecs, communication books, objects of reference, vocalisition, waving
- language comprehension – following visual and verbal instructions
- locating sounds
- becoming a member of the 'Advanced Skills' Forest Schools Group
- reading using the Kingsland Reading Scheme
- fixing on and tracking light up objects in the classroom environment
- independence and self-help skills - beginning to independently use a spoon, hold la plate, put a coat on, press the switch to open the doors etc.
- developing behaviour strategies for self-regulation
- learning behaviours - remaining with a group for sessions
- development of social skills - requesting social games with an adult verbally, showing emotional responses through expression and vocalisations, accessing the wider environment
- development of physical skills - using hands and feet to explore sensory materials independently, rolling body to the side, taking responsibility for own wellbeing by asking to go in a walker, learning to walk independently, swimming, hydrotherapy skills.

Impact of Pupil Premium & Sports Premium funding 2025-26

Both funding streams have a significant impact on improving the quality and value of provision for our pupils.

See 'Pupil Premium Strategy Statement' July 2026 review and 'Evidencing the Impact of Primary PE and the Sport Premium' July 2026 review for further information (both available on the school website).