Data & Achievement Progress

Autumn Term 2025-26

Data & Achievement Progress 25/26

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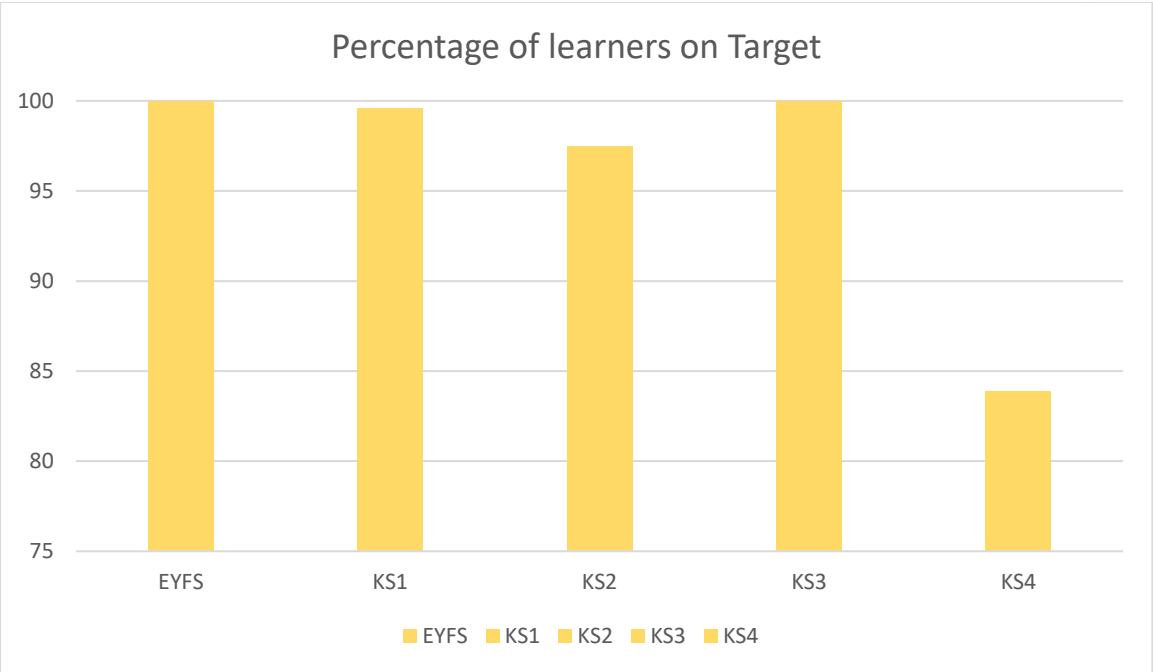
Whole School Analysis

96.9% of the entire school population are currently on target across all subjects. This outstanding achievement reflects the school's commitment to high-quality teaching and learning, underpinned by:

- Regular staff training that ensures consistency and confidence in curriculum delivery.
- Reviewing curriculum mapping, sequentially adapting key skill and knowledge delivery and ensuring all National Curriculum expectations are embedded.
- Effective long-term and medium-term planning, providing clear progression and purposeful learning experiences.
- Authentic teacher-learner relationships, enabling staff to fully understand individual needs and tailor support accordingly.
- Accurate assessment decisions, validated through external moderation, particularly in Early Years and Key Stage 4, ensuring reliability and integrity of outcomes.
- Regular Innovative approaches to teaching and learning support learner engagement and challenge in the classroom.

This success demonstrates the impact of a collaborative, evidence-based approach to education, where every learner is supported to achieve their full potential.

All subject analysis by Key Stage



EYFS – 100% of the cohort are on target by the end of Autumn Term. This is based on 17 learners across two classes. This has been achieved through high quality baselining and accurate assessment supported by the RBA.

KS1 – 99.6% of the cohort are on target across all subjects, reflecting consistently strong performance in core and foundation areas. This is based on 41 learners across 5 classes. This has been achieved through high quality baselining and use of progression maps for assessment.

KS2 – 97.5% of the cohort are on target across all subjects, reflecting consistently strong performance in core and foundation areas. This is based on 44 learners across 5 classes. This has been achieved through high quality baselining and use of progression maps for assessment.

KS3 – 100% of the cohort are on target across all subjects excluding two science disciplines that have not been covered during the Autumn term. This is based on 27 learners across three classes. This has been achieved following a review of the curriculum, updated medium term planning and clarity of end of unit assessment outcomes.

KS4 – 83.9% of the cohort are on target across all subjects excluding two science disciplines that have not been covered during the Autumn term. This is based on 21 learners across 3 classes. 16.1% of learners off target are mainly shared between three learners who are EBSA or off with significant medical issues effecting the overall data. 2 learners are off for specific subjects with specific intervention or external agency support being utilised to support the learners holistically.

90.5% of the cohort has achieved AQA unit certification across all subjects that is due to external verification during Spring 1.

Reception & Early Years

Early Learning Goals (Autumn 2)

By the end of the Autumn term, all 17 learners in Reception and Early Years are on track to achieve our Early Learning Goals targets across both prime and specific areas. This progress is based on teacher baseline assessments and reflects consistent engagement with targeted learning experiences.

The achievement has been supported through a comprehensive review of planning, provision, and assessment practices, ensuring that learning opportunities are developmentally appropriate and aligned with individual needs. Continued monitoring and responsive teaching will remain central to sustaining this trajectory into the Spring term.

Early Learning Goals (0-5Years)		**% of learners on target (number)**
Prime Areas	Communication and Language – Understanding	100% (17)
	Communication and Language – Listening and Attention	100% (17)
	Communication and Language – Speaking	100% (17)
	Physical Development – Moving and Handling	100% (17)
	Physical Development – Health and Self Care	100% (17)
	Personal, Social, Emotional – Making Relationships	100% (17)
	Personal, Social, Emotional – Understanding Feelings	100% (17)
	Personal, Social, Emotional – Sense of Self	100% (17)
Specific Areas	Expressive Arts – Creating with Materials	100% (17)
	Expressive Arts – Being Imaginative and Expressive	100% (17)
	Understanding of the World – The World	100% (17)
	Understanding of the World – Technology	100% (17)
	Understanding of the World – People and Communities	100% (17)
	Literacy - Reading	100% (17)
	Literacy – Writing	100% (17)
	Mathematics	100% (17)

Early Years learners have achieved 100% on-target progress for Autumn 1, which reflects the strength of our strategic transition processes and high-quality provision. Effective transition has been central to this success, with stay-and-play sessions, home visits, and early relationship building with key staff ensuring that learners feel comfortable and settled in school. Occupational Therapy (OT) and Speech and Language Therapy (SALT) support were introduced early, and learner profiles were established promptly to inform planning and provision.

Our approach is child-centered, with learner interests embedded throughout a bespoke curriculum. Communication, social and emotional development, and physical development are prioritised before subject-specific content, ensuring that foundational skills are secure. Topic exposure is tailored to the cohort, and every opportunity within the day is viewed as a learning opportunity. Continuous provision is enhanced each half term with a priority focus area, and milestone meetings are used to analyse data, identify strengths and areas for development, and plan targeted interventions for individuals and groups. This half term has focused mainly around using the environment as an assessment tool.

The learning environment has been carefully designed and continues to be developed and enhanced to meet learners' needs. Teacher input is informed by ongoing assessment, and provision is adapted accordingly. Highly skilled and collaborative staff bring expertise in Early Years practice, which is evident in the quality of teaching and learning. This collective approach ensures that learners receive a responsive, high-quality curriculum that supports sustained progress.

Looking ahead, we will continue to refine and enhance the environment, maintain strategic focus on priority areas each half term, and share resources to strengthen provision. Our commitment to individualised support and continuous improvement will ensure that learners remain on track and continue to thrive.

The staff team at Early years are specialists in the area and the collaboration across the team reflects the high quality practice and outcomes achieved so far.

Early Years RBA Assessment (Autumn 1)

During Autumn, all Reception learners completed the statutory Reception Baseline Assessment (RBA), which provides an on-entry measure of each child's early skills in literacy, communication and language, and mathematics.

Literacy, Communication and Language
35.3% of the cohort (6 learners) demonstrated stronger skills in this area. All learners were able to understand simple vocabulary, and one learner could identify words with the same initial sounds.

Mathematics
53.0% of the cohort (9 learners) demonstrated stronger skills in mathematics. All learners could identify and sequence numbers up to 5; three learners could do so up to 10, and two learners up to 20. Four learners were able to compare objects by size, and one learner successfully identified shapes to complete a three-shape pattern.

These outcomes provide a clear baseline for planning targeted support and ensuring progression across the Early Years curriculum.

Key Stage 1

Key Stage 1 Subject Analysis (Autumn 2)

Current Key Stage 1 teacher assessment indicates exceptionally strong performance across the curriculum:

- 19 out of 20 subjects report 100% of pupils on target (41/41).
- Design Technology (DT) is the single exception, with 92.7% (38/41) on target and 7.3% (3/41) not on target.
- All core areas—Phonics, English (Reading, Writing, Speaking & Listening), Mathematics (Number, Measure, Geometry, Statistics), and Science (Biology, Chemistry, Physics)—are 100% on target, evidencing secure foundational skills and curriculum coverage.
- Early Literacy Foundations: 100% on target in Phonics and English strands suggests strong decoding, comprehension, transcription and oracy outcomes, supporting access to the wider curriculum.

- Mathematics Across Strands: Consistent 100% in Number, Measure, Geometry, Statistics reflects secure number sense and fluency, with breadth across strands rather than selective strength.
- Science and Wider Foundation Subjects: 100% in Biology, Chemistry, Physics, Geography, History, RE, PSHE, Computing, Art, Music, PE indicates coherent curriculum sequencing, high-quality teaching, and effective assessment practices.
- Curriculum Consistency: The breadth of 100% outcomes across 19 subjects points to strong alignment between planning, delivery, and assessment, and effective support for pupils to meet age-related expectations.

Following progress meetings and data input it was identified that 3 pupils (7.3%) are not currently on target in Design Technology. Contributing factors have included:

- Practical skill development and application (e.g., joining, cutting, finishing, evaluating). (1 learner). This learner is having more 1:1 class support specifically in DT for peer/adult modelling, incremental challenges with simple tasks that increase in complexity to build confidence and visual supports. The learner also is having frequent feedback to provide immediate praise on competition of tasks.
- Conceptual understanding (e.g., mechanisms, structures, materials and their properties). This learner is being given more opportunities to be hands on with equipment and interactive with resources with support.
- Access to appropriate tools/resources, health & safety confidence, and sufficient hands-on time. 2 learners. Both learners have done lessons on health and safety with equipment, provided a safe environment with directed TA support and have extended time to explore tools safely with teacher intervention.

Subject	On Target % (No.)	Not On Target % (No.)
Art	100% (41)	0%(0)
Biology	100% (41)	0%(0)
Chemistry	100% (41)	0%(0)
Computing	100% (41)	0%(0)
Design Technology	92.7% (38)	7.3% (3)
English - Reading	100% (41)	0%(0)
English – Speaking and Listening	100% (41)	0%(0)
English - Writing	100% (41)	0%(0)
Geography	100% (41)	0%(0)
History	100% (41)	0%(0)
Mathematics – Geometry	100% (41)	0%(0)
Mathematics – Measure	100% (41)	0%(0)
Mathematics – Number	100% (41)	0%(0)
Mathematics – Statistics	100% (41)	0%(0)
Music	100% (41)	0%(0)
PE	100% (41)	0%(0)
PSHE	100% (41)	0%(0)
Physics	100% (41)	0%(0)
Religious Education	100% (41)	0%(0)
Phonics	100% (41)	0%(0)

The progress data for Key Stage 1 is notably high, and this reflects the strength of our pedagogical approach, which builds upon the foundations established in Early Years. Learners continue to benefit from developmentally appropriate experiences while being gradually

introduced to the National Curriculum through a model that prioritises purposeful and immersive learning.

Our provision is designed to ensure that children access what is developmentally appropriate for their age, while also preparing them for the next stage of learning. Continuous provision remains a key feature, but it is enhanced by structured, adult-led teaching that supports sequential progression. This balance allows learners to consolidate core skills while engaging in meaningful, context-rich activities.

Teaching and learning are embedded within real-life experiences and shared spaces. Outdoor classrooms and areas such as the trim trail are used to extend learning beyond the traditional classroom environment. Activities such as planting are integrated into topic-based teaching, ensuring that learning is both practical and relevant. This was a highlight throughout the autumn term triangulation monitoring.

Gap analysis is carried out with precision and is subject-specific, informing the planning of provision and targeted interventions. This ensures that any gaps in knowledge or skills are addressed effectively within the context of continuous provision and structured teaching.

The high progress data is therefore a direct outcome of this approach: learners are accessing developmentally appropriate content in a rich, immersive environment that combines play-based learning with structured teaching. This model not only supports current attainment but also secures readiness for future curriculum demands.

Key Stage 1 Phonics (Autumn Term)

By the end of Key Stage 1, learners complete their Phonics Screening. Across all of Key Stage 1 100% of the learners were on target in Phonics. By the end of Autumn 1:

Phase	1	2	3
Number of KS1 learners working at each phase by the end of Autumn term	58.5% of the cohort are working at Phase 1. This is equivalent to 24 learners.	36.6% of the cohort are working at phase 2. This is equivalent to 15 learners.	4.9% of the cohort are working at phase 3. This is equivalent to 2 learners.

Key Stage 2

Key Stage 2 Subject Analysis (Autumn 2)

Subject	On Target % (No.)	Not On Target % (No.)
Art	97.7% (43)	2.3% (1)
Biology	97.7% (43)	2.3% (1)
Chemistry	97.7% (43)	2.3% (1)
Computing	97.7% (43)	2.3% (1)
Design Technology	97.7% (43)	2.3% (1)
English - Reading	97.7% (43)	2.3% (1)
English – Speaking and Listening	97.7% (43)	2.3% (1)
English - Writing	97.7% (43)	2.3% (1)
Geography	97.7% (43)	2.3% (1)

History	95.5% (42)	4.5% (2)
Mathematics – Geometry	97.7% (43)	2.3% (1)
Mathematics – Measure	97.7% (43)	2.3% (1)
Mathematics – Number	95.5% (42)	4.5% (2)
Mathematics – Statistics	97.7% (43)	2.3% (1)
Music	97.7% (43)	2.3% (1)
PE	97.7% (43)	2.3% (1)
PSHE	97.7% (43)	2.3% (1)
Physics	97.7% (43)	2.3% (1)
Religious Education	97.7% (43)	2.3% (1)
Phonics	97.7% (43)	2.3% (1)

Current progress data indicates that the cohort is performing strongly, with 97.5% of subject entries on target across 20 subjects. Two learners are currently off target:

- CW (EBSA) is off target in all subjects, reflecting barriers linked to attendance.
- HW is off target in History and Mathematics – Number due to incomplete tasks and retention gaps, but targeted intervention in Spring 1 is expected to bring him back on track.

Subject-level analysis shows History and Maths – Number at 95.5% on target, slightly below the cohort norm of 97.7%. These variances are attributable to the two learners above.

Overall, the data suggests a high-performing cohort with isolated learner-level challenges. Planned interventions will address these gaps, ensuring accurate progression judgments and sustained improvement.

During Autumn 1, the Key Stage 2 team have worked collaboratively to establish consistency of the embedding of Purposeful and Engaging environments and readiness to learn on our teaching and learning framework. Classrooms feature designated learning areas, interactive functional boards and purposeful shared spaces in the classroom. Each class has zones of regulation and classroom responsibilities to foster independence and readiness to learn.

Classrooms has sensory spaces or distraction areas to support regulation without disrupting main learning spaces. Triangulation monitoring has found exploration areas and carousel led activities are addressing sensory needs and fine motor development. Engagement model and continuous provision is balanced with motivating, structured activities to maintain academic focus.

CPD has been used effectively to embed colourful semantics to support communication and functional skills of the learners, improvements in assessment practice in particular accurate tracking of progress and class interventions. CPD led by the Milestone Leader has strengthened consistency in books and ensured key vocabulary is embedded across subjects. Sequential links between subjects promote purposeful retrieval and deeper understanding. More able learners and classes at Key Stage 2 have Subject specific content topic pages and key vocabulary which are shared and referred to more consistently.

Learners at Key Stage 2 access a wide range of experiences, including swimming for water safety, Walking Wednesdays for community engagement, and trips linked to curriculum themes. Partnerships such as Wigan's Music Man initiative enrich the curriculum, providing specialist expertise and broadening learner experiences.

Key Stage 3

Key Stage 3 Subject Analysis (Autumn 2)

Subject	On Target % (No.)	Not On Target % (No.)
Art	100% (27)	0% (0)
Biology	100% (27)	0% (0)
Chemistry		
Computing	100% (27)	0% (0)
Design Technology	100% (27)	0% (0)
English - Reading	100% (27)	0% (0)
English – Speaking and Listening	100% (27)	0% (0)
English - Writing	100% (27)	0% (0)
Geography	100% (27)	0% (0)
History	100% (27)	0% (0)
Mathematics – Geometry	100% (27)	0% (0)
Mathematics – Measure	100% (27)	0% (0)
Mathematics – Number	100% (27)	0% (0)
Mathematics – Statistics	100% (27)	0% (0)
Modern Foreign Languages	100% (27)	0% (0)
Music	100% (27)	0% (0)
PE	100% (27)	0% (0)
Physics		
Religious Education	100% (27)	0% (0)
Phonics	100% (27)	0% (0)

Analysis of the latest assessment data indicates exceptionally strong performance across all reported subjects at Key Stage 3. For the cohort of 27 learners:

- 100% of students are currently on target in all assessed subjects, including Art, Biology, Computing, Design Technology, English (Reading, Writing, Speaking & Listening), Geography, History, Mathematics (Number, Measure, Geometry, Statistics), Music, PE, Religious Education, and Phonics.
- No students are recorded as not on target in any of these areas.

This outcome demonstrates a high level of consistency and effectiveness in teaching and learning strategies, as well as strong engagement from learners. It reflects positively on curriculum delivery and targeted support mechanisms currently in place.

During the term, Key Stage 3 staff have reviewed the curriculum sequence, updated progression maps and identified key assessment outcomes for each learner to improve the accuracy of assessment decisions. New Medium-term plan documents have been created to show how the units sequentially build on new knowledge and skill development links more

accurately to assessment, oracy and learning intentions. This has helped to create more accurate progress decisions.

At Key Stage 3 the collaboration amongst the staff has ensured adaptive teaching techniques are more explicit to support the accurate planning, delivery and assessment to support learner needs. Triangulation monitoring has found Purposeful learning environments and visuals and modelling as effective strategies. All classrooms have consistent resources used effectively including interactive whiteboard, tuff trays, outdoor spaces and classroom environments. All classrooms have stations embedded to support curriculum delivery. All Key Stage 3 classes also access spaces outside the classroom (common room/dining room) to complete 1:1 interventions with learners to support the delivery of curriculum content.

During Autumn 1 all classes have accessed tread or been on community visits to enhance curriculum content and support the understanding of key tropic knowledge and skills. Triangulation monitoring has found environments visuals and modelling are effective strategies. Zones of regulation, classroom environments are now exemplar practice whole school on our pedagogy wheel endorsed by our OT and SALT. This includes daily sensory routines to support learners to support readiness to learn.

During Autumn 1 all classes have accessed tread or been on community visits to enhance curriculum content and support the understanding of key tropic knowledge and skills. During Autumn 1, Skills Builder has been established as a tool to support development of character building skills which is also evident on the notice boards of each classroom to demonstrate how they are being focused for that session/activity.

Data for Chemistry and Physics is currently missing as learners did not study these disciplines during the Autumn term instead focusing on Biology. Continued monitoring is essential to maintain these outcomes and identify any emerging gaps early. Overall, the data suggests that learners are well-prepared and progressing in line with expectations across the curriculum.

Key Stage 4

Key Stage 4 Subject Analysis (Autumn 2)

Subject	On Target % (No.)	Not On Target % (No.)
Art	85.7% (18)	14.3% (3)
Biology		
Chemistry	85.7% (18)	14.3% (3)
Computing	81% (17)	19% (4)
Food Technology	85.7% (18)	14.3% (3)
English	85.7% (18)	14.3% (3)
Geography	85.7% (18)	14.3% (3)
History	85.7% (18)	14.3% (3)
Mathematics	81% (17)	19% (4)
Modern Foreign Languages	81% (17)	19% (4)
Music	85.7% (18)	14.3% (3)
PE	81% (17)	19% (4)
PSHE	81% (17)	19% (4)
Physics		

Religious Education	85.7% (18)	14.3% (3)

Current data shows that the majority of learners are on target across most subjects, with percentages ranging from 81% to 85.7%. Subjects such as Art, Chemistry, Food Technology, English, Geography, History, Music, and Religious Education demonstrate strong performance at 85.7% on target, while Computing, Mathematics, Modern Foreign Languages, PE, and PSHE are slightly lower at 81% on target. Physics and Biology have no data recorded because they are not currently part of the curriculum sequence.

By the end of the Autumn Term, 64 Separate AQA units of work have been achieved in the cohort across the three classes. This has subsequently been standardised, internally verified and externally claimed. We are now awaiting external verification to award the learners these certificates.

The small proportion of learners not on target (14.3%–19%) is largely due to three students: RH, ML, and JH. RH and ML are EBSA/non-attenders with significant medical needs, and JH has been absent due to medical reasons. These contextual factors explain the majority of off-target data.

One learner, BDS, is off target in Computing and Mathematics due to persistent lateness during these lessons. Targeted support is in place, with teaching assistants working 1:1 to help BDS catch up on missed work and outstanding tasks. Despite these challenges, BDS has successfully achieved 10 AQA units across other subjects by the end of Autumn 1, demonstrating strong progress overall.

One learner, OH is off target in PE, MFL & PSHE. Multiple external agencies are heavily involved in support the learner.

During the Autumn term all classes have accessed the local community, attended regular trips and tread as a tool to embed key learning and help learners achieve accreditation. This has included local parks, shops, cinemas, bowling, swimming and places of worship.

In summary, performance across subjects remains positive, with most learners meeting targets. Off-target cases are primarily linked to attendance and medical needs rather than academic ability, and interventions are in place to address these gaps.

4A E2 WJEC Accreditation (English & Maths)

In 4A, five learners are currently working towards the WJEC Entry 2 Award in Additional English, while all nine learners are pursuing the WJEC Entry 2 Award in Mathematics. This dual-accreditation approach is designed to raise aspirations and provide meaningful progression opportunities for all learners.

During Autumn term, learners successfully achieved 4 credits in both subjects. To secure the full award, learners require an additional 4 credits in each subject before the Easter half term. This

timeline ensures that learners remain on track for completion and recognition of their achievements. With the hope that some learners will leave two types of accreditation to show secure understanding in both English and Maths.

Quality assurance processes, including work sampling and internal verification, confirm that accreditation documentation has been used effectively. Marking and feedback were consistently personalised, and learners have provided sufficient evidence to meet the requirements for the credits delivered to date. This demonstrates robust practice and a strong foundation for continued success in the upcoming term.

KS4 AQA Unit Award Scheme Achievements (Autumn term)

By the end of the Autumn term, 64 separate units of work have been successfully achieved across the three classes (4A, 4B, and 4C). These units span a broad and balanced curriculum, including Art, PE, Maths, PSHE, Music, MFL/Signing, Science, Geography, Food Technology/DT, and History.

- **Class 4A:** 25 units completed
- **Class 4B:** 19 units completed
- **Class 4C:** 20 units completed

All units have been carefully selected to match the individual levels of learners, ensuring accessibility while providing opportunities for stretch and challenge through independent units in key areas. This approach reflects a commitment to personalised learning and progression.

The summary sheet is being used effectively by all assessors to demonstrate progress over time within each subject area. When learners produce evidence, the work is consistently of high quality, showcasing purposeful development of skills and knowledge.

All submitted work is fully authenticated, with assessor signatures and dates recorded. Evidence clearly demonstrates progress over time, validating the integrity and impact of the accreditation process. All work has been submitted for claims.

Testing Data (Autumn)

BVPS

Recent assessment data shows that 55 learners across all key stages at Landgate have BPVS (British Picture Vocabulary Scale) scores ranging from below 3.9 years to 10.9 years, despite being of school age. This indicates significant gaps in receptive vocabulary, which is a critical foundation for accessing the curriculum, developing literacy, and achieving accreditation outcomes.

Nationally, age-appropriate BPVS scores for learners in primary and secondary education would typically align with their chronological age. Our cohort's scores highlight a whole-school language need that requires a strategic response.

To support the learners during autumn term we have:

- Speech and language input to reviewed and update learner profiles.
- Embedded explicit vocabulary across all long-term plans in all subjects and key stages
- Provided CPD on language acquisition, inclusive teaching and vocabulary strategies.
- Shared best practice with staff.
- Used progress meetings to share the importance of this data with teaching staff.
- Identified a new HLTA to complete testing and arranged Oakfield to support, train and model the systems

SSRT Compression

During the Autumn Term, 22 learners across Early Years to Key Stage 4 successfully engaged with the SSRT (Single Sentence Reading Test) for comprehension. This assessment provides a standardised measure of sentence-level understanding and supports our ongoing evaluation of literacy progress across the school. Scores varied from <0.5 to 13.5, reflecting the diverse needs and developmental stages within our cohort.

- Lower scores (below 1.0) indicate learners who are at an emergent stage of sentence comprehension and require targeted interventions in phonics, vocabulary, and oral language development.
- Mid-range scores (4.0–8.0) suggest learners are developing functional comprehension skills but may need structured support to access age-appropriate texts.
- Higher scores (10.0+) demonstrate strong comprehension skills aligned with expected standards for older learners.

To support the learners during the autumn term we have:

- Embedded reading for meaning across all subjects not just English with key literacy, articles and text explicit for units of learning in the medium term plans.
- Encouraged daily reading.
- Identified a new HLTA to complete testing and arranged Oakfield to support, train and model the systems
- Used progress meetings with teachers to share the class data and provided strategies to support individual learners.

SSRT Reading

The SSRT (Standardised Silent Reading Test) was administered across Early Years to KS4 learners to assess reading proficiency. Out of the full cohort, only 22 learners completed the assessment, which limits the representativeness of the data.

Scores ranged from below 4.6 to 15.5, indicating a wide variation in reading ability across the assessed learners. The lower scores suggest significant challenges in reading comprehension and fluency for some learners, while higher scores demonstrate that a proportion of learners are performing closer to age-related expectations.

- Embedded reading for meaning across all subjects not just English with key literacy, articles and text explicit for units of learning in the medium term plans.
- Encouraged daily reading through paired reading,
- Identified a new HLTA to complete testing and arranged Oakfield to support, train and model the systems
- Used progress meetings with teachers to share the class data and provided strategies to support individual learners.

MaLT

During the Autumn Term, 29 learners completed the MaLT (Mathematics Assessment for Learning and Teaching) assessment. The purpose of this assessment is to provide an accurate measure of learners' mathematical understanding and identify areas for targeted support.

Scores ranged from below 6.7 to 10.2, These scores reflect a broad spectrum of mathematical attainment across the cohort, highlighting both strengths and areas requiring intervention.

- Identified a new HLTA to complete testing and arranged Oakfield to support, train and model the systems
- Used progress meetings with teachers to share the class data and provided strategies to support individual learners.
- Used White Rose to improve numeracy delivery more accurately.