



## WOOLGROVE SCHOOL, SPECIAL NEEDS ACADEMY

### Achievements and Performance 2023-2024

This year we continued to use our school's assessment system which is based on the Birth to Five Ranges, Early Years Outcomes and the National Curriculum. All children follow the same assessment system. We continued using personalised targets across the school. All children were put into a Progress Group identifying how much progress was expected across the year. There were 5 Progress Groups, with 1 relating to the children who we expected to make 5-10% progress, Group 2 to make 10-25%, Group 3 25-50%, Group 4 50-100% and Group 5 over 100%.

### Early Years Foundation Stage (EYFS) – Reception age pupils (9 children)

- 22% of the children were girls (2 children) and 78% boys (7 children)
- 22% were Pupil Premium
- 78% of the children had a diagnosis of an ASC
- 0% were Black or Ethnic Minority and 0% had English as an additional language
- The children's baselines identified that 56% were working within Range 1 across all subjects and 44% were working within Range 1 to 4 across all areas.
- Attainment in July 2024 showed that 22% were working within Range 1 for one area of the curriculum (Listening and Attention) 100% were working within Range 1 or above. 33% were working at Range 2, 45% were working between Ranges 3-5

% met or exceeded target

	Listening	Speaking	Phonics Writing and Spelling	Comprehension	Phonics Reading	Composition	Handwriting	Alliteration	Body percussion	Environment sounds	instrument sounds	Blending and segmenting	Rhythm and rhyme	Voice sounds	Maths core	Pattern	Shape	Position and Direction	Measures
EYFS	100	89	100	100	100	100	100	67	66	55	100	50 (2)	44	66	100	100	100	100	100
ASD	100	86	100	100	100	100	100	72	86	72	100	50 (2)	42	72	100	100	100	100	100
PP	100	100	100	100	100	100	100	100	50	100	100	50 (2)	100	100	100	100	100	100	100

#### Strengths

- Composition
- Handwriting
- Comprehension
- Speaking and Listening
- Maths

#### Areas of Development

- Level 1 phonics

## **Whole School (114 children) NOT including EYFS Reception age pupils**

- 80% of the children were boys
- 20% of the children were girls
- 39% were Pupil Premium
- 69% of the children had a diagnosis of an ASD
- 5% of the children had a diagnosis of Down's Syndrome
- 26% were Black or Ethnic Minority and 11% were EAL
- 8% were non subject specific learners (Children with Severe Learning Difficulties)

### % met or exceeded target

	Listening	Speaking	Phonics Writing and Spelling	Comprehension	Phonics Reading	Composition	Handwriting	Alliteration	Body percussion	Environment sounds	Instrument sounds	Blending and segmenting	Rhythm and rhyme	Voice sounds	Maths core	Pattern	Shape	Position and Direction	Measures
<b>Blue</b>	Unable to report as there was only one child in Blue who was not EYFS, their data has been included in the overview of the school																		
<b>Red</b>	100	100	88 (9)	100	90	100 (1)	90	30	10	50	40	10	0	0	90	100	100	90	0
<b>Yellow</b>	90	80	80	70	80	80	90								90	90	100	80	80
<b>Green</b>	100	100	77	100	55	100	100	77	77	100 (4)	86	88	30	86	100	100	100	100	44
<b>Purple</b>	100	86	100	100	86	100	100	100	100	100	100	72	100	100	100	100	100	100	100
<b>Triangle</b>	100	100	91	100	91	100	100	100	100	100	100	100	82	100	100	91	91	100	100
<b>Sphere</b>	100	100	67	78	78	89	78	100	100	83	38	38	71	66	66	66	66	66	77
<b>Cube</b>	100	100	70	100	90	100	100								100	100	100	100	100
<b>Cone</b>	81	81	63	100	100	54	10	81							81	100	100	91	54
<b>Pyramid</b>	84	92	92	84	62	84	100	100	100	100	100	100	100	100	92	100	62	62	76
<b>Hexagon</b>	100	100	73	100	100	82	91								100	100	100	100	81
<b>Star</b>	100	100	75	100	100	91	83								100	100	100	100	91
<b>Percentage</b>	<b>93</b>	<b>91</b>	<b>74</b>	<b>94</b>	<b>82</b>	<b>81</b>	<b>92</b>	<b>63</b>	<b>65</b>	<b>41</b>	<b>44</b>	<b>52</b>	<b>39</b>	<b>41</b>	<b>94</b>	<b>96</b>	<b>92</b>	<b>91</b>	<b>72</b>

## **Strengths**

- Maths Core
- Pattern
- Shape
- Position and direction
- Comprehension
- Handwriting
- Speaking
- Listening, Attention and Understanding

## **Areas of Development**

- Phonics writing
- Phonics Level 1
- Measures

## **Key Stage 1 (27 children)**

- 82% of the children were boys
- 18% of the children were girls
- 33% were Pupil Premium
- 64% of the children had a diagnosis of an ASD
- 0% of the children had a diagnosis of Down's Syndrome
- 11% were Black or Ethnic Minority and 4% were EAL
- 4% were non subject specific learners

% met or exceeded target

	Measures	Position and Direction	Shape	Pattern	Maths core	Handwriting	Composition	Phonics Reading	Comprehension	Phonics Writing and Spelling	Speaking	Listening
<b>KS1</b>	67	88	96	93	88	88	63	67	88	78	88	93
<b>BEM</b>	33	33	100	100	33	100	33	67	100	67	100	100
<b>ASD</b>	38	55	72	83	66	55	72	78	72	78	78	66
<b>PP</b>	58	58	100	86	72	72	86	72	58	72	100	100

## **End of KS1 Year 2 (13 children)**

- 85% of the children were boys
- 15% of the children were girls
- 38% were Pupil Premium
- 62% of the children had a diagnosis of an ASC
- 0% of the children had a diagnosis of Down's Syndrome
- 0% were Black or Ethnic Minority and 0% were EAL
- 23% were non subject specific learners

% met or exceeded target

	Measures	Position and Direction	Shape	Pattern	Maths core	Handwriting	Composition	Phonics Reading	Comprehension	Phonics Writing and Spelling	Speaking	Listening
<b>Year 2</b>	84	92	100	92	92	92	76	69	84	84	92	100
<b>ASD</b>	25	63	63	75	88	38	100	75	88	75	75	75
<b>PP</b>	40	60	100	80	80	60	100	60	60	60	100	100

### **Strengths**

- Pattern
- Shape
- Listening

### **Areas of Development**

- Measures
- Composition
- Phonics

## **Key Stage 2 (88 children)**

- 81% of the children were boys
- 19% of the children were girls
- 41% were Pupil Premium
- 64% of the children had a diagnosis of an ASD
- 31% were Black or Ethnic Minority and 17% had English as an additional language
- 8% were non subject specific learners

% Met or Exceeded target

	Listening	Speaking	Phonics Writing and Spelling	Comprehension	Phonics Reading	Composition	Handwriting	Maths core	Pattern	Shape	Position and Direction	Measures
<b>KS2</b>	93	94	74	86	85	73	70	89	83	76	89	68
<b>BEM</b>	74	67	52	81	81	59	67	81	63	78	93	22
<b>ASD</b>	77	75	66	82	75	77	77	80	75	84	80	13
<b>PP</b>	81	78	61	92	81	88	72	75	78	75	81	16

## **End of KS2 Year 6 (30 children)**

- 80% of the children were boys
- 20% of the children were girls
- 50% were Pupil Premium
- 70% of the children had a diagnosis of an ASD
- 23% were Black or Ethnic Minority and 10% were EAL
- 13% were non subject specific learners

% met or exceeded target

	Listening	Speaking	Phonics Writing and Spelling	Comprehension	Phonics Reading	Composition	Handwriting	Maths core	Pattern	Shape	Position and Direction	Measures
<b>Year 6</b>	86	90	83	80	73	66	86	80	90	73	73	66
<b>BEM</b>	66	33	66	100	66	33	33	33	100	66	100	0
<b>ASD</b>	76	71	71	81	76	66	76	81	86	86	81	5
<b>PP</b>	67	67	73	87	73	73	67	60	100	73	67	6

## **Strengths**

- Speaking and Listening
- Maths Core

## **Areas of Development**

- Measures
- Handwriting
- Composition
- Phonics

### **Issues that have arisen this year, which have impacted on progress**

- New assessment recording system. Transitioned from using Classroom Monitor to Solar

### **Areas to improve next year**

- Baselines – some Baselines were inaccurate.
- Target setting – some targets were not ambitious enough.
- Phonics – focusing on the Level 1 skills across the school.
- Maths Supplementary – Measures, focusing on vocabulary building
- Composition
- Handwriting for Key Stage 2