



WOOLGROVE SCHOOL, SPECIAL NEEDS ACADEMY

Achievements and Performance 2024-2025

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. The Ranges and their Age Related Equivalents and outline below.

Age and stage Birth to 5	Twinkl Phonics	Wellcomm (8/10 skills achieved)	Age and Stage - EYFS Development Matters / ARE
Range 1 birth to 6 months 6 – 12 months		Section 1 6-11 months	Birth to 3
Range 2. 12-18 months		Section 2 12-17 months	
Range 3. 18-24 months		Section 3 18-23 months	
Range 4. 24 – 36 months	Level 1 phonics	Section 4 24-29 months	3 to 4 years
Range 5 – 36-48 months	Level 1 phonics	Section 5 30-35 months	
	Level 2 phonics	Section 6 36-41 months	Children in Reception ELG
	Level 2 phonics	Section 7 42-47 months	
Range 6 - 48-60 months 60-71 months	Level 3 phonics	Section 8 48-59 months	
	Level 4 phonics	Section 9 60-72 months	
Range 7 Year 1	Level 5 phonics		Year 1
Range 8 Year 1	Level 5 phonics		Year 1
Range 9 Year 1	Level 6 phonics		Year 1
Range 10 Year 2			Year 2
Range 11 Year 2			Year 2
Range 12 Year 2			Year 2
Range 13 Year 2			Year 2
Range 14 Year 2			Year 2
Range 15 Year 3/4			Year 3 / 4
Range 16 Year 3/4			Year 3 / 4
Range 17 Year 5/6			Year 5/6

Phonics

Level 1	Pre School / Nursery
Level 2	Reception
Level 3	Reception
Level 4	Reception
Level 5	Year 1
Level 6	Year 1 / Year 2

Early Years Foundation Stage (EYFS) – Reception age pupils (8 children)

- 37% of the children were girls (3 children) and 63% boys (5 children)
- 37% were Pupil Premium
- 88% of the children had a diagnosis of an ASC
- 37% were Black or Ethnic Minority and 0% had English as an additional language
- The children's baselines identified that 37% were working within Range 1 across all subjects and 50% were working at Range 1 to 3 across all areas.
- Attainment in July 2025 showed that 13% were working within Range 1, 87% were working within Range 2 or above. 50% were working at Range 3 or above, 26% were working between Ranges 3-5

% met or exceeded target

	Listening and Attention	Speaking or alternative	Alliteration	Environment sounds	Body percussion	Instrument sounds	Oral Blending and Segmenting	Rhythm and Rhyme	Voice sounds	Sentence Segmentation	Phonics Word reading	Phonics Spelling and Writing	Composition	Comprehension	Handwriting	Maths core	Pattern	Shape
EYFS	100	87	100	87	62	100	100	50	100	100	87	38	62	100	100	87	100	100
EYFS PP	100	100	100	100	100	100	100	66	100	100	100	100	0	100	100	66	100	100
EYFS BEM	100	66	100	66	33	100	100	100	100	100	66	0	100	100	100	100	100	100
EYFS ASD	100	85	100	85	57	100	100	85	100	100	85	28	72	100	100	100	100	100

Strengths

- Handwriting
- Comprehension
- Speaking and Listening
- Maths

Areas of Development

- Body percussion – level 1 phonics
- Phonics spelling and writing
- Composition

Whole School (117 children) NOT including EYFS Reception age pupils

- 80% of the children were boys, 20% of the children were girls
- 41% were Pupil Premium
- 78% of the children had a diagnosis of an ASD
- 26% were Black or Ethnic Minority and 11% were EAL
- 15% were non subject specific learners (Children with Severe Learning Difficulties)

% met or exceeded target

			Level 1 phonics									Phonics		Literacy			Mathematics					
Class	Listening and Attention	Speaking or alternative	Alliteration	Environment sounds	Body percussion	Instrument sounds	Oral Blending and Segmenting	Rhythm and Rhyme	Voice sounds	Sentence Segmentation	See and Learn	Phonics Word reading	Phonics Spelling and Writing	Composition	Comprehension	Handwriting	Maths core	Pattern	Shape	Position and direction	Measures	Fractions
Blue	100	66	33	66	66	100	100	66	33	NA	NA	100	45	100	100	100	33	100	100	100	100	
Cone	90	90	100	100	100	0	87	89	0	100	100	100	22	82	91	100	100	100	100	100	100	
Cube	82	18	91	100	20	28	0	0	0	13	100	22	82	82	91	73	91	100	91	91	100	
Gold	100	90	89	100	50	75	70	90	78	80	100	10	80	100	70	90	60	60	100	100	90	
Green	78	33	100	100	89	100	100	100	89	0	0	89	78	78	67	89	56	100	89	89	100	
Hexagon	84	100	0	0	0	0	0	0	0	0	0	84	75	92	92	67	100	100	100	100	82	82
Purple	89	78	100	NA	78	83	100	78	100	89	23	89	100	89	89	100	78	100	100	100	100	
Pyramid	84	83	100	100	75	75	100	90	100	0	67	58	58	92	75	92	83	100	92	75	67	25
Red	80	90	100	20	90	60	50	40	30	56	NA	80	80	100	80	90	100	100	100	90	100	
Sphere	82	82	100	100	100	100	100	100	100	100	0	82	78	91	100	82	100	100	100	100	100	
Star	91	82	100	100	73	100	100	100	100	73		100	82	73	82	100	91	100	100	91	91	34
Yellow	89	44	89	100	67	38	22	67	0	0	NA	22	67	100	78	44	100	100	100	100	100	
Total	87	70	94	84	72	74	72	73	57	59	60	70	73	89	84	86	90	96	97	94	94	69
PP	80	74	94	88	72	85	75	82	66	39	66	70	76	78	82	78	84	98	96	94	94	73
BEM	87	70	88	92	64	60	65	69	48	57	50	64	73	94	73	86	93	97	94	87	87	67
ASD	88	74	95	69	79	75	71	70	56	43	67	69	73	89	84	88	91	93	98	95	96	73
ADHD	88	64	92	78	82	89	64	73	58	50		74	82	88	98	76	88	94	100	100	100	60

Strengths

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

Areas of Development

- Phonics Reading and Writing
- Phonics Level 1
- Speaking

Key Stage 1 (35 children)

- 83% of the children were boys
- 17% of the children were girls
- 42% were Pupil Premium
- 65% of the children had a diagnosis of an ASD
- 17% were Black or Ethnic Minority and 0% were EAL
- 2% were non subject specific learners

End of KS1 Year 2 (23 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

	Listening and Attention	Speaking or alternative	Alliteration	Environment sounds	Body percussion	Instrument sounds	Oral Blending and Segmenting	Rhythm and Rhyme	Voice sounds	Sentence Segmentation	See and Learn	Phonics Word reading	Phonics Spelling and Writing	Composition	Comprehension	Handwriting	Maths core	Pattern	Shape	Position and direction	Measures	Fractions
KS1	83	57	91	69	80	67	66	65	42	26	14	71	77	94	80	80	83	100	97	94	100	
Year 2	87	61	96	72	83	59	65	69	39	30	0	70	74	96	87	74	87	100	96	91	100	

Strengths

- Maths Core
- Composition
- Comprehension
- Pattern
- Shape
- Listening

Areas of Development

- Speaking
- Level 1 phonics
- Phonics reading and writing
- Handwriting

Key Stage 2 (82 children)

- 79% of the children were boys
- 21% of the children were girls
- 43% were Pupil Premium
- 60% 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

End of KS2 Year 6 (21 children)

- 76% of the children were boys
- 24% of the children were girls
- 42% were Pupil Premium
- 57% of the children had a diagnosis of an ASD
- 47% were Black or Ethnic Minority and 19% were EAL
- 4% were non subject specific learners

% met or exceeded target

	Listening and Attention	Speaking or alternative	Alliteration	Environment sounds	Body percussion	Instrument sounds	Oral Blending and Segmenting	Rhythm and Rhyme	Voice sounds	Sentence Segmentation	See and Learn	Phonics Word reading	Phonics Spelling and Writing	Composition	Comprehension	Handwriting	Maths core	Pattern	Shape	Position and direction	Measures	Fractions
KS2	87	79	95	100	69	74	75	80	59	78	85	68	76	89	85	86	94	96	98	94	92	69
Year 6	85	86	87	100	100	40	86	90	100	87	100	90	66	95	90	81	100	100	100	100	85	90

Strengths

- Listening
- Maths Core
- Pattern
- Shapes
- Measurement
- Position and direction

Areas of Development

- Phonics – Level 1
- Phonics reading and writing.
- Speaking

Areas to improve next year

- Handwriting for KS1
- Speaking and alternative methods of communication.
- Ensure areas of maths have ambitious targets set.

Phonics

- Level 1 phonics including developing a sensory core word curriculum and assessment system for our non-subject specific learners and children working within Level 1 of phonics
- Whole word assessment for children who are hearing impaired or Gestalt language Processors. (Learning whole words or chunks or phrases rather than segmenting words)

Composition

- Ensure children are not starting composition until they are at least Range 3 in Listening and Speaking – developing sensory core word curriculum for learning pre skills for composition.
- Continuing to develop the curriculum for the non-subject specific learners and children with more complex needs