

Summary

Curriculum assessment

- Statutory guidance issued by the DfE states that teachers must use the pre-key stage standards to make statutory teacher assessment judgements at the end of 2 for pupils who are working below the national curriculum teacher assessment frameworks. If a pupil is working below these standards, they must be assessed using the Engagement model.
- Since 2021, the school has been using its own 'Woodlands Levels' to record achievements and monitor progress for all pupils in Key stages 1 to 4. The statements used for the 21 levels for each subject area are closely linked with the curriculum and impact statements from the schemes of work for each subject.
- Woodlands levels are used to assess progress for all core and foundation subjects for pupils in Key stage 1 to 4.
- Within six weeks of entry into the school, each pupil's teacher assesses, baselines and sets curriculum targets for the coming term.
- Baselines and annual end of year levels for English and Maths are recorded for all pupils in the school's core data grids. This gives teachers and leaders an easily accessible overview of an individuals' progress as they transition through the school.
- Our Woodlands emergent levels (W1 – 5) have incorporated the 5 areas of the Engagement Model to ensure these pupils develop the essential skills for learning of Exploration, Realisation, Anticipation, Perseverance and Initiation.
- Overall progress is analysed using a Woodlands devised scale according to the percentage of pupils who achieve different levels of progress.
- Teachers assess and review progress termly. They complete summative assessments and set new targets and/or adapt and develop more effective teaching strategies to ensure continued progress based on prior attainment.
- Action plans are drawn up at the end of each term for any pupils who are not on track to make at least 20% progress in each curriculum area. Pupils in the EYFS department have their own assessment framework on SOLAR to track progress towards the early learning goals that are broken down into smaller steps of progress.
- Students in the Post 16 department work have their progress tacked on SOLAR using the adult milestones and Functional skills Entry levels. Final year students gain accreditation via the submission of ASDAN Personal Progress units for external moderation.

EHCP outcomes

- At Woodlands we use a school devised EHCP Outcome Score assessment tool. Each cycle starts at the beginning of a term, dependent on when a pupil's annual review took place. Each annual target is broken down into 4 progressive outcome steps which enable teachers to measure the progress towards each of the EHCP areas of need. This progressive assessment tool is written by a multi-disciplinary team in conjunction with the pupil's parents, and is personalised to the individual. It focuses on what progress should look like for that pupil. The EHCP outcome documents are designed to encourage home school links, with opportunities for parents/carers to input on target setting as well as formally monitoring and sharing progress each term.
- Teachers assess, review and record the termly progress made towards EHCP targets using the EHCP outcome score sheets.
- Progress towards the longer-term outcomes in the EHCP continue to be reviewed each year in the Annual Review meeting. Information recorded on the EHCP Outcome Score sheet will form part of the evaluation.
- SLT review EHCP achievement and target setting on a termly basis and also during Annual and six monthly reviews to ensure targets are robust and challenging.
- Data is only one element of evidence collected and progress towards individualised EHCP outcome scores, along with the annual teacher reports, which give a broader view of annual progress.
- Action plans are drawn up at the end of each term for any pupils who are not on track to make expected progress. Any pupil who has only made one step of progress after two terms will have an action plan.

General

- Progress at Woodlands is shown through a broad and ongoing assessment process and reported through the annual review process. Class teachers draw information from EHCP outcome target reviews, staff observations of pupils, recording and staff witness statements.
- Achievement and progression is monitored at the end of each term. This ensures any pupils, who are not making expected progress are identified as early as possible.
- The impact of action plans are monitored each term to evaluate the impact of any strategies or interventions that were put in place to support progress.

English and Maths data analysis:

Data for 2024 - 2025 represents the fourth full year of data using the new Woodlands levels. Analysis is focussed on the percentage and numbers of pupils achieving different amounts/ levels of progress. Analysis was carried out for English and maths including the first four years' data and is summarised below.

Key Findings from this year's data:

- The vast majority of pupils are making at least 20% of a level of progress over the year in English and Maths.
- There has been a slight improvement in both English and Maths: This year, 96% of pupils achieved at least 20% progress in Maths compared with 94.4% the previous year. 97.2% of pupils achieved at least 20% progress in English compared with 91.7% the previous year.
- It appears that our ambitions with the development of Adaptive Teaching and Learning is reflective of the achievements of pupils in 2024-2025. Fewer pupils across both English and Maths have made less than expected progress. (See yearly comparison graphing)
- There is an increase compared to the previous year in the number of pupils achieving expected progress. Especially in English – There continues to be more consistency in the implementation of the Comprehensive Literacy across the school.

Cohort Analysis

Because of the small numbers in data cohort sets it is important to include numbers of pupils as well as percentages. Sometimes the percentage in the set criteria referring to just one pupil could be as much as 5% or more.

Pupil Premium

Core data for 2024 - 2025 shows that one of the 21 pupils in receipt of pupil premium performed slightly lower than the whole school cohort in English and maths. There was a greater percentage of pupils in receipt of pupil premium who achieved at least one or more level of progress in both subject areas. The Pupil Premium list and cohort has changed slightly during 2024-2025 and sadly one pupil died. Pupil premium funding was used towards whole school English (Phonics) and Maths initiatives and programmes and training of these, as well as to develop understanding and skills of supporting pupils' regulation and well-being through Therapy and Enrichment opportunities.

LAC

Core data for 2024 – 2025 shows that all 5 LAC pupils achieved at least 20% progress across all of the English and maths strands which is consistent with the data from 2023-2024. Fewer pupils made more than one level of progress this year.

SUMMARY OF CORE SUBJECT DATA ANALYSIS 2024 – 2025
ENGLISH

Figures in green represent where funding stream pupils performed better than the whole school.
Figures in red represent where funding stream pupils performed less well than the whole school.

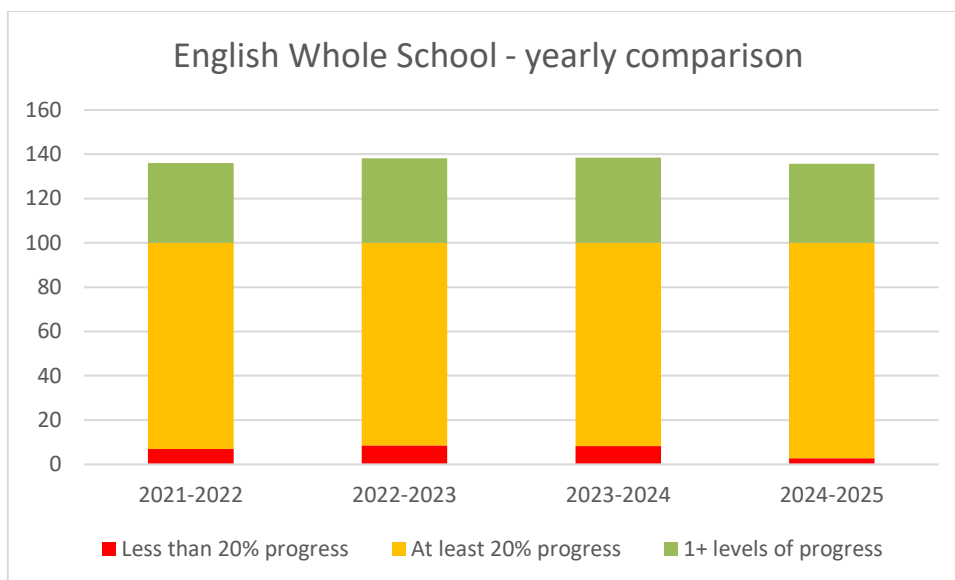
ENGLISH	Whole school		Pupil Premium		LAC		FSM		1:1	
Number of pupils	84		21		5		24		11	
	%	No Pupils	%	No Pupils	%	No Pupils	%	No Pupils	%	No Pupils
Less than 20% progress	2.8%	2	4.8%	1	0%	0	5.5%	1	0%	0
At least 20% progress	97.2%	82	95.2%	20	100%	5	94.5%	23	100%	11
1+ levels of progress	35.7%	30	33.3%	7	27%	3	33.3%	8	70%	8

Analysis by sub-strands - English

READING	Whole School		PP		LAC		FSM		1:1	
Number of pupils	84		21		5		24		11	
	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
Less than 20% progress	3.6%	3	4.8%	1	0%	0	4.2%	1	0%	0
At least 20% progress	96.4%	81	95.2%	20	100%	5	95.8%	23	100%	11
1+ levels of progress	35.7%	30	38.1%	8	40%	2	37.5%	8	27.3%	3

WRITING	Whole School		PP		LAC		FSM		1:1	
Number of pupils	84		21		5		24		11	
	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
Less than 20% progress	3.6%	3	9.5%	2	0%	0	8.3%	2	0%	0
At least 20% progress	96.4%	51	90.5%	19	100%	5	91.7%	22	100%	11
1+ levels of progress	35.7%	30	28.6%	6	20%	1	29.2%	7	36.4%	4

COMMUNICATION	Whole School		PP		LAC		FSM		1:1	
Number of pupils	84 Yr1-Yr11		21		5		24		11	
	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
Less than 20% progress	1.2%	1	0%	0	0%	0	0%	0	0%	0
At least 20% progress	98.8%	83	100%	21	100%	5	100%	24	100%	11
1+ levels of progress	35.7%	30	33.3%	7	20%	1	33.3%	8	27.3%	3



SUMMARY OF CORE SUBJECT DATA ANALYSIS 2024 – 2025 MATHS

Figures in green represent where funding stream pupils performed better than the whole school.
Figures in orange represent where funding stream pupils performed equally to the whole school.
Figures in red represent where funding stream pupils performed less well than the whole school.

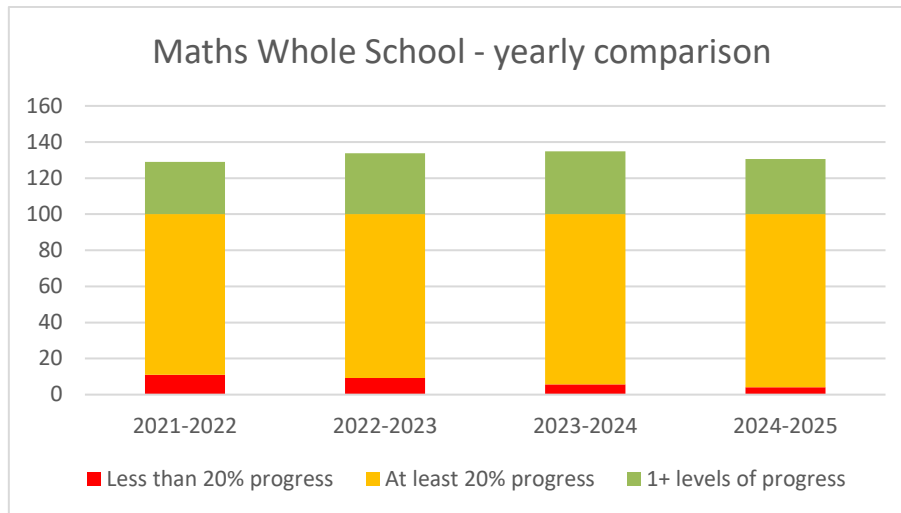
MATHS	Whole school		Pupil Premium		LAC		FSM		1:1	
Number of pupils	84		21		5		24		11	
	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
Less than 20% progress	4%	3	3.1%	1	0%	0	4.2%	1	3%	1
At least 20% progress	96%	81	96.9%	20	100%	5	95.8%	23	97%	10
1+ levels of progress	30.5%	26	27%	6	40%	2	25%	6	15.2%	2

Analysis by sub-strands - Maths

NUMBER	Whole School		PP		LAC		FSM		1:1	
Number of pupils	84		21		5		24		11	
	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
Less than 20% progress	2.4%	2	0%	0	0%	0	4.2%	1	0%	0
At least 20% progress	97.6%	82	100%	21	100%	5	95.8%	23	100%	11
1+ levels of progress	26.2%	22	14.3%	3	20%	1	12.5%	3	18.2%	2

G&M	Whole School		PP		LAC		FSM		1:1	
Number of pupils	84		21		5		24		11	
	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
Less than 20% progress	3.5%	3	4.8%	1	0%	0	4.2%	1	9.1%	1
At least 20% progress	96.5%	81	95.2%	20	100%	5	95.8%	23	90.9%	10
1+ levels of progress	34.5%	29	33.3%	7	40%	2	29.2%	7	18.2%	2

U&A	Whole School		PP		LAC		FSM		1:1	
Number of pupils	84		21		5		24		11	
	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
Less than 20% progress	4.8%	4	4.8%	1	0%	0	4.2%	1	0%	0
At least 20% progress	95.2%	80	95.2%	20	100%	5	95.8%	23	100%	11
1+ levels of progress	32.1%	10	33.3%	7	60%	3	33.3%	8	9%	1



SUMMARY OF CORE SUBJECT DATA ANALYSIS 2023 - 2024					
<p style="text-align: center;">Figures in green represent where funding stream pupils performed better than the whole school. Figures in red represent where funding stream pupils performed less well than the whole school.</p>					
ENGLISH	Whole school	Pupil Premium	LAC	FSM	1:1
Number of pupils	84	19	4	20	18
Less than 20% progress	8.3%	5.3%	0%	5%	0%
At least 20% progress	91.7%	94.7%	100%	95%	100%
1+ levels of progress	38.5%	56.1%	33.3%	53.3%	46.3%
MATHS	Whole school	Pupil Premium	LAC	FSM	1:1
Number of pupils	84	19	4	20	18
Less than 20% progress	5.6%	1.8%	0%	1.7%	0%
At least 20% progress	94.4%	98.2%	100%	98.3%	100%
1+ levels of progress	34.9%	42.1%	8.3%	40%	50%

KS1 – 4 Curriculum data analysis:

2024 – 2025

	COMPUTING	PSHE	SCIENCE	ART	GEOGRAPHY	HISTORY	MUSIC	PE
Less than 20% progress	17.3%	6.2%	13.6	17.5%	21.2%	16%	23.7%	20%
At least 20% progress	82.7%	93.8%	86.4%	82.5%	78.8%	84%	76.3%	80%
1+ levels of progress	29.6%	50.6%	19.7%	23.8%	27.5%	38.3%	31.3%	23.8%

2023 – 2024 represented the 1st cycle of analysis of pupil progress across all curriculum subject areas using the Woodlands levels. As with English and maths data, the analysis is focussed on the percentage of pupils achieving different amounts/levels of progress.

	COMPUTING	PSHE	SCIENCE	ART	GEOGRAPHY	HISTORY	MUSIC	PE
Less than 20% progress	10.5%	1.3%	5.3%	15.8%	21.1%	9.2%	17.1%	7.9%
At least 20% progress	89.5%	98.7%	94.7%	84.2%	78.9%	90.8%	82.9%	92.1%
1+ levels of progress	14.5%	28.9%	18.4%	13.2%	6.6%	13.2%	1.3%	5.3%

Key Findings from this year's data:

- The vast majority of pupils continue to make at least 20% of a level of progress over the year across all subjects, however achievement is lower compared to the previous year for foundation subjects.
- Pupils are making the greatest levels of progress in English and Maths.
- Pupils are making the lowest levels of progress in Geography and Music.

EHCP outcome scores analysis:

Whole school EHCP outcome scores data for 2024 - 2025 showed that 15.3% pupils achieved more than expected outcomes and 98.2% achieved expected outcomes. This is very slightly higher than last year where 97.6% achieved expected outcomes.

Analysis was carried out for each EHCP outcome area (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical).

Key findings from this year's data were:

- Almost all pupils achieved at least expected outcomes.
- Across the school Social, Emotional & Mental Health targets were the least well achieved.
- Communication and interaction and Cognition and Learning were best achieved across the whole school from EYFS – KS5.
- Overall, slightly higher achievement of Outcome Scores were achieved in comparison the 2023-2024
- Achievement of Sensory & Physical targets has improved compared to 2023-2024.

Pupil Premium

EHCP Outcome scores data for 2024 - 2025 showed that 21.4% of the 21 pupils in receipt of pupil premium achieved more than expected outcomes. This is slightly higher than the whole school cohort and than the previous year data. 100% achieved at least expected outcomes which higher than the whole school and last year's level.

LAC

Only 5 pupils at Woodlands fell into this category during 2024 – 2025. However, EHCP outcome scores data for 2024 – 2025 showed that 100% of these pupils achieved expected outcomes. This is the same as last year’s data and they are performing better than the whole school cohort.

PREVIOUS YEAR’S DATA SUMMARY OF EHCP OUTCOME DATA ANALYSIS 2024-2025									
<p>Figures in green represent where funding stream pupils performed better than the whole school Figures in orange represent where funding stream pupils performed equally to the whole school. Figures in red represent where funding stream pupils performed less well than the whole school.</p>									
	Whole school - 93	Pupil Premium (21)		LAC (5)		FSM* 27		1:1 (10)	
		%	No of Pupils	%	No of Pupils	%	No of Pupils	%	No of Pupils
At least expected outcomes	98.2%	100%	21	100%	5	100%	27	95%	9
More than expected outcomes	15.3%	21.4%	5	20%	1	25%	7	7.5%	1
Less than expected outcomes	1.8%	0%	0	0%	0	0%	0	5%	1

*Free School Meals (includes pupil premium pupils and pupils on the 16-19 vulnerable pupil bursary)

- Not included those in Nursery or who have incomplete cycles

SUMMARY OF EHCP OUTCOME DATA ANALYSIS 2023 - 2024					
<p>Figures in green represent where funding stream pupils performed better than the whole school Figures in orange represent where funding stream pupils performed equally to the whole school. Figures in red represent where funding stream pupils performed less well than the whole school.</p>					
	Whole school (97)	Pupil Premium (19)	LAC (4)	FSM* (24)	1:1 (17)
At least expected outcomes	97.6%	98.7%	100%	97.9%	95.8%
More than expected outcomes	15.3%	15.6%	18.8%	15.5%	16.9%
Less than expected outcomes	2.4%	1.3%	0%	2.1%	4.2% (3 pupils)

END OF KEY STAGE 2 DATA:

All of our pupils are disapplied from taking the end of KS2 tests and are therefore assessed using the pre-key stage standards or Engagement model.

Results from end of Key stage 2 assessments in May 2025:

(taken from Adshare/Assessment/Assessment/6. DfE KEY STAGE 1 AND 2 ASSESSMENT/ 2024-2025 pupil data/2024-2025 End of KS pupils submitted

PRE KEY STAGE STANDARDS - SUMMER 2025					
		ENGLISH - READING	ENGLISH – WRITING	MATHS	SCIENCE
Pupil 1		PK2	PK2	PK2	HNM
Pupil 2		PK3	PK4	PK3	HNM
Pupil 3		EM	EM	EM	HNM
Pupil 4		PK1	PK1	EM	HNM
Pupil 5		PK1	PK1	EM	HNM
Pupil 6		PK3	PK3	PK3	HNM
Pupil 7		PK2	PK3	PK3	HNM

Pupil 8		PK1	PK1	PK1	HNM
Pupil 9		PK1	PK1	EM	HNM

Results from end of Key stage 2 assessments in May 2024:

PRE KEY STAGE STANDARDS - SUMMER 2024					
		ENGLISH - READING	ENGLISH – WRITING	MATHS	SCIENCE
1 PUPIL		PK 2	PK3	PK3	HNM
0 PUPILS		ENGAGEMENT MODEL			

END OF KEY STAGE 4 DATA:

All of our pupils are working below the level of the national GSCE exams. Therefore we do not have progress 8 or attainment 8 scores for our school.

Pupil progress in Key stage 4 is measured in the same way as for pupils in Key stages 1 to 3 through using our bespoke Woodlands levels.

SUMMARY OF CORE SUBJECT DATA ANALYSIS 2024 - 2025						
		LEVELS OF PROGRESS				
	No of Pupils	0-19%	20-49%	50-99%	1 level to 1.99 levels	2 levels or more
English						
KS4	14	0%	23.8%	64.3%	11.9%	0%
Maths						
KS4	14	0%	38.1%	50%	11.9%	0%

SUMMARY OF CORE SUBJECT DATA ANALYSIS 2023 - 2024						
ENGLISH		LEVELS OF PROGRESS				
	NO OF PUPILS	0 – 19%	20 – 49%	50 – 99%	1 level to 1.99 levels	2 levels or more
KS4	12	16.7%	16.7%	52.8%	11.1%	2.8%
MATHS		LEVELS OF PROGRESS				
	NO OF PUPILS	0 – 19%	20 – 49%	50 – 99%	1 level to 1.99 levels	2 levels or more
KS4	12	13.9%	11.1%	61.1%	13.9%	0%

END OF KEY STAGE 5 ACCREDITATION DATA:

All of our final year students have some of their work accredited through the completion of ASDAN Personal Progress units at Entry 1.

Units that were successfully accredited in May 2025 were:

UNIT	Credits	Number of students	Achievement Continuum levels gained.
DEVELOPING WRITING SKILLS FOR THE WORKPLACE: FOLLOWING INSTRUCTIONS	2	1	Initiation
DEVELOPING WRITING SKILLS	3	1	Consolidation
UNDERSTANDING WHAT MONEY IS USED FOR	3	1	Exploration Initiation
DEVELOPING COMMUNITY PARTICIPATION SKILLS: PERSONAL ENRICHMENT	2	1	Supported Participation
ENGAGING WITH THE WORLD AROUND YOU: TECHNOLOGY	4	1	Active Involvement

DESTINATIONS DATA FOR YEAR 14 SCHOOL LEAVERS SINCE JULY 2022

NUMBER OF STUDENTS	DESTINATION
July 2025	
1	Tier 2: Pathway to Independence and Supported Work at The Woodlands Centre, Merrist Wood College
1	Foundations Skills for Life course at Orchard Hill College (waiting for a place), Social care provision also been looked at. Currently still at home.
JULY 2024	
1	Tier 2: Pathway to Independence and Supported Work at Merrist Wood college
1	Foundations Skills for Life course at Orchard Hill College (New Malden campus)
1	Skills for Life course at St Piers College
1	Adult social care package
JULY 2023	
1	Tier 2: Pathway to Independence and Supported Work at Merrist Wood college
1	Foundations Skills for Life course at Orchard Hill College (Carshalton campus)
1	Skills for Life course at St Piers College
2	Further education at The Orpheus Centre
1	Adult social care: Oak Tree Farm Care/ Surrey Choices
JULY 2022	
2	Tier 2: Pathway to Independence and Supported Work at Merrist Wood college
1	Foundations Skills for Life course at Orchard Hill College (New Malden campus)
1	Foundations Skills for Life course at Orchard Hill College (Carshalton campus)

Strengths of Assessment at Woodlands

Pupils are assessed using the Woodlands levels which are tracked on SOLAR for all core and foundation subjects. Assessment data for Maths and English is analysed on a termly basis. Teachers are setting challenging targets in these areas to ensure progression. The assessments carried out informs planning to ensure that appropriate Learning Intentions are set for each pupil in each subject. All planning and teaching is linked to each pupil's individual learning Intentions.

Assessments are completed each term to measure progress in all core subjects. Selections of evidence towards these assessments in the form of work, photographs and witness statements are regularly moderated across the school to ensure rigorous and consistent levelling. This ensures that standardised assessment is taking place.

Pupil progress through scrutiny of Woodlands levels and EHCP Outcome Scores, is analysed each term by the assessment co-ordinator. Any pupils found not to be on track to make expected progress by the end of the term are identified and an action plan is devised by the class teacher if required. This ensures that key pupils are targeted early on where progress is not as expected. The in-depth tracking of all pupils, which is carried out each term, ensures that the SLT are fully aware of the progress and achievement of pupils in the school.

ASP (Analyse School Performance)

'Analyse School Performance' (ASP) is an online tool, which allows schools to compare the performance of selected students (those at the end of Key Stages 1,2 and 4) with results around the country. It is still of limited use to Woodlands, as it does not generally explore the pre-key stage standards in depth. The Analyse School Performance analysis may be of use to us at Woodlands at a later date & will be referred to if useful.

AREAS FOR DEVELOPMENT 2024 - 2025	Analysis and comments
To reduce within school variation between all curriculum subjects with a focus on Geography and Music (linked to the Whole school development plan).	A review of the Music Assessment was undertaken in a number of staff meetings. There were changes made to the W Levels following a comparison made to other subject area assessments for consistent achievement levels. It showed that the levels needed some adjustment. They appeared to be too high & meant some of our pupils could not access. We will need to see another year of data to understand if this work during 2024-2025 has had an overall impact. A project was undertaken by one teacher following direction of Deputy Head to research best practice for Music Teaching Implementation. Our SOW are being developed now with the findings in mind.
Improve progress towards the sensory and physical EHCP outcomes for all pupils.	TLR position created for access to the Curriculum with supports removing Physical barriers to learning. This role started at the beginning of Summer 2025. Resources are being developed & already we can see that this year the achievement of pupils with 1:1 support (our most complex & usually requiring alternative access across the curriculum) have made greater progress in 2024-2025 compared with data from the previous year.

Achievement Targets 2024 - 2025	Analysis and comments
90% of pupils to make at least 20% progress across all subject areas.	Pupils continue to make the very best progress in Maths and English. We will need to continue our work on this ambitious target through upskilling teachers and developing curriculum across subject areas.
All pupils within the different funding streams to be making similar or greater levels of progress to the whole school cohort.	All pupils regardless of backgrounds, abilities and ethnicities are expected to make at least expected levels of progress across the school. Depending on English, Maths or EHCP area – only 1-3 pupils across the school failed to make expected progress. They have had actions plans created and implemented where required.

Areas for Development: 2025 - 2026:

Continue to reduce within school variation between foundation subjects by using researched based evidence to support pedagogy. Develop adaptive teaching for a wider range of cohorts – VI, Physical Access needs	
To use data from 2024-2025 and 2025-2026 for EYFS and KS5 to measure progress and identify where improvements can be made.	

Achievement Targets 2025 - 2026	
All pupils regardless of backgrounds, abilities and ethnicities to make at least expected levels of progress across the school.	
85% of pupils to make at least 20% progress across the majority of subject areas.	
Explore different percentages of achievements made by pupils related to individual needs	