



Impact Report

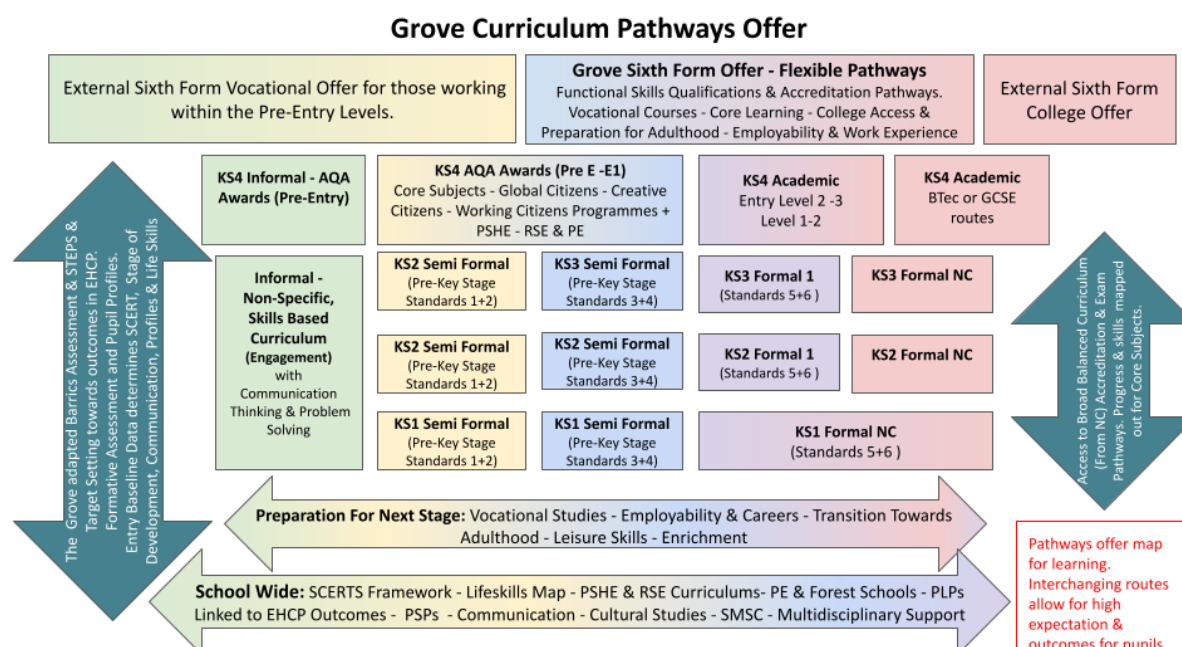
Analysis of Pupil Attainment and Progress

September 2024 to July 2025

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1. Introduction

All students attending The Grove School have a primary diagnosis of autism and have additional learning difficulties or co-occurring diagnoses (moderate or severe). Every pupil has an Education, Health and Care Plan (EHCP).



2. Profile of Attainment

The table below shows the number of students working within the Engagement Profile, Pre-Key Stage Standards, the National Curriculum and towards formal qualifications at KS4. This does not include students who were on roll but never attended, nor students who joined as 'in year admissions' in the summer term as this would have not provided any meaningful data.

All students regardless of pathway, working within the Pre-Key Stage Standards up to the National Curriculum engage in subject-specific study. Over half of the students at The Grove are working on the Pre-Key Stage standards or below (engagement level).

English and Maths data ranges from Pre-Key Stage Standard 1 to Step 9 which is the equivalent of working at age expected level at Year 9, National Curriculum. We have a small number of students who worked towards Entry Level and Level 2 (GCSE) qualifications at KS4.

Context:

Pathway	Engagement Profile	Pre-Key Stage Standards	National Curriculum (KS2+3)	Qualification pathway (KS4)	6th Form - Vocational / Functional Skills
No. of students (137)	6	69	33	13	16
Percentage	4%	50%	24%	10%	12%

3. Expected Academic Progress

We are aware of our responsibility to ensure that all students make at least expected progress academically. We have high expectations and to set challenging targets we need to know what good progress looks like for learners across our different pathways.

The DfE Progression Guidance 2010-2011 provided a benchmark to support target setting for students with special educational needs and disabilities working below age related expectations.

The Progression Guidance formula underpins The Grove Assessment Framework, which sets individual end of year targets for each pupil, Expected Progress, Good Progress and Outstanding Progress.

Summary of Progress

- Below Expected Progress (BEP) (This does include those who have made 'some' progress)
- Expected progress (EP)
- Good or better progress (GP)
- Outstanding progress (OP)

4. Whole school data and progress

Whole School Data Analysis (including the 6th form) (137 Students). This table shows the number of students, not the percentage in line with school KPIs.

Subject	Reading	Writing	Maths
OP	48	48	37
GP	27	23	19
EP	42	48	60
BEP	20	18	21

Analysis of data shows that **over 40%** of students have made good or outstanding progress in both English and Mathematics. Over 86% of students made expected progress across all subjects. Students that did not make at least expected progress were highlighted on a termly basis to class teachers, subject leads and members of the pastoral team.

Attendance has been the biggest barrier to progress. Out of the 3% in maths (4 students) and 6% (8 students) in English who did not make expected progress, 2 students did not engage with learning on site all year. The others are either on a personalised timetables or have ongoing work with the pastoral team around their engagement. This could be through ongoing Positive Behaviour Support Plans or engaging with THRIVE practitioners.

Data analysis for students working within Pre Key Stage Standards (69). The tables show the number of students.

Primary (25 students)

Subject	Reading	Writing	Maths
OP	13	29	22
GP	7	7	3
EP	9	5	7
BEP	1	1	0

Secondary (KS3) (21 students)

Subject	Reading	Writing	Maths
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OP	8	8	9
GP	5	4	5
EP	2	3	4
BEP	6	6	3

Secondary (KS4) (23)

Subject	Reading	Writing	Maths
OP	8	2	1
GP	2	4	7
EP	10	14	14
BEP	3	3	1

The data shows that for students working within the pre key stage standards (pre Grove Steps) Primary continue to make best progress with over 90% of students making at least expected progress in English and 100% in Maths. In Secondary 87% have made expected progress in Maths and at least 72% have made expected progress across English.

Below Expected Progress: Any students making less than expected progress were identified termly after the data drop and information shared with heads of department and subject leads. One barrier for some of the students demonstrating progress was that they needed to be moved across trackers as we had 2 trackers being used for different pathways, previously 'East' and 'Primary/West' departments. These students had come to the end of the previous tracker with a limited number of statements being able to be ticked off and a barrier to demonstrating the new knowledge had been learnt. This is something that has been rectified by the creation of one linear assessment tracker for both English and Maths that goes from Pre Key Stage Standard 1 all the way to Grove Step 9 (National Curriculum year 9).

A very small number of students **across the school**, (8 students) made no progress. Support was provided throughout the year. The students who did not make at least expected progress both had significant pastoral team input and the focus was mainly attendance and engagement rather than just making academic progress. Two were on personalised

timetables, and an alternative provision was sought for two of the students as we were not the right setting for these young people. All of these students have also been supported by outside agencies, and have allocated social workers.

Data analysis for students working at National Curriculum Levels (KS2 + 3) (33 Students):

Attainment for National Curriculum Levels is measured using The Grove Pathway 4, subject specific tracker, adapted from National Curriculum statements.

Subject	Reading	Writing	Maths
OP	12	14	11
GP	10	5	9
EP	5	7	6
BEP	6	7	3

Analysis of the data shows that in English at least 57% and 60% of students in Maths made Good or outstanding progress. 90% of students in Maths made at least expected progress and 79% of students made at least expected progress across both strands of English.

Key Stage 4

In KS4, 93% of students made at least expected progress in English and 100% of students made some progress in maths with 61% making more than expected progress. Students in KS4 were working towards Entry Level or GCSE qualifications.

Only 1 Student made no progress and was identified early in the year and they received support from the school's Pastoral team. The lack of progress made was due to poor engagement and factors external to school rather than the quality of teaching and learning.

Data analysis for 6th Form (16 students):

Subject	English	Mathematics
EP	100%	100%
BEP	0%	0%

100% of the 6th form that were entered for their Functional skills exams again successfully achieved them at Entry, 1, 2 and 3. Results below:

Subject and Level	Number of students
Functional Skills Maths Entry 1	4
Functional Skills Maths Entry 2	1
Functional Skills Maths Entry 3	3
English Functional Skills Entry 1	1
English Functional Skills Entry 2	1
English Functional Skills Entry 3	4

Progress through the year is tracked against the Functional Skills 6th Form standards as part of a bespoke Sixth form assessment tracker. This assessment tracker enables teachers to focus on targets from at least a level above and supports students to understand what they have to do to achieve this. This has contributed to students making at least expected progress.

Alongside the English and Maths qualifications three students also achieved a Level 1 Introductory BTEC in Home Cooking Skills.

One student who was on the pre-supported internship also achieved Maths Entry Level 3.

5. External Qualifications

All students in Year 11 and 14 were entered for external qualifications, based on their pathway. We had 3 students sit GCSE examinations in core subjects. Students were offered Functional Skills Qualifications in Mathematics, English and BTEC Home Cooking Skills. For those who it was appropriate we offered a bespoke range of AQA Unit Awards in line with students pathways and academic ability.

AQA Unit Award Scheme

46 Students (compared to 24 in 23/24) achieved multiple AQA Unit Awards in core subjects (semi formal pathway) as well as units in enrichment activities (formal pathway). Students achieved between 8 and 14 individual Unit Awards each per term depending on their pathway.

Formal Qualifications

Comparison to 2023/2024 data has not been made due to there being a changing number of students both in KS4 and the number of students being entered in 2024/25 which would give skewed data. The results from our entries in 2024/2025 is below:

Entry Level

Entry Level	Entry Level 1	Entry Level 2	Entry Level 3
English	7	5	5
Maths	3	4	3
Science	4		

Functional Skills

Year 14	Subject	Entry Level 1	Entry Level 2	Entry Level 3
Functional Skills	English	1	1	4
	Maths	4	1	3

BTEC qualifications

BTEC	Level 1 - Home Cooking Skills	3
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GCSE

GCSE	Entries	Results
English Language	2	Grade 9 Grade 6 (retake, previous grade 3)
Maths	1 (Foundation tier)	Grade 4

6. Comparison of Progress

Progress Boys vs Girls

	Gender	Reading	Writing	Maths
OP	<i>Boys</i>	36	34	28
	<i>Girls</i>	12	14	9
GP	<i>Boys</i>	23	17	15
	<i>Girls</i>	4	6	4
EP	<i>Boys</i>	32	40	48
	<i>Girls</i>	10	8	12
BEP	<i>Boys</i>	12	12	12
	<i>Girls</i>	8	6	7

The data shows clear gendered differences in pupil progress. Boys made better progress in the higher progress categories (Outstanding, Good, Expected), particularly in Maths, while girls showed relatively lower achievement overall but slightly better resilience against falling into Below Expected Progress. However it should be noted the big difference in the number of girls compared to boys, and out of the girls who have not made expected progress, 3 of these were either nonattenders or on personalised timetables and all of them made SOME progress.

The students who did not make expected progress have been identified, support was in place, and in some cases, is still in place with significant input from the pastoral team and external agencies due to non attendance as well as finding a more appropriate placements.

Comparison of KS1, KS2 , KS3 , KS4 and KS5 Progress Data

Reading and Writing Progress Data 2024- 2025:

Reading					
KS	KS1	KS2	KS3	KS4	KS5
OP	3	9	20	16	0
GP	2	6	11	5	0
EP	1	8	7	11	16
BEP	0	3	11	4	0

Writing					
KS	KS1	KS2	KS3	KS4	KS5
OP	4	14	20	18	0
GP	2	5	8	7	0
EP	0	5	10	17	16
BEP	0	3	11	4	0

Reading:

KS1 – 100% above expected progress (67% OP, 33% GP).

KS2 – 59% above expected progress. Some concerns: 9% BEP

KS3 – 57% above expected, but notable spread: 22% BEP, 20% EP.

KS4 – Highest improvement among upper stages: 69% above expected. BEP relatively low (11%).

KS5 (Post-16) – all students made expected progress

Writing:

KS1 – Excellent performance: 100% above expected (67% OP, 33% GP).

KS2 – 59% above expected; 9% BEP

KS3 – 57% above expected; BEP higher at 22%.

KS4 – Best of all: 69% above expected progress, though EP also high (47%).

KS5 – all made expected progress.

Due to the varied number of students across each key stage, comparative Key Stage Data does not provide meaningful information regarding progress and outcomes. As mentioned previously, the students who did not make expected progress have been identified, support was in place, and in some cases, is still in place with significant input from the pastoral team and external agencies due to non attendance as well as finding a more appropriate placements.

There has been an increase in the number of students making at least expected progress at KS4. This tallies with the increase in the number of students who were taking AQA Unit awards as well as Entry Level qualifications (both up from the number of students being entered last academic year). All students made expected progress towards their qualifications in 6th form (Functional Skills English and Maths) and achieved the level they were entered for.

Maths Progress Data:

Maths					
KS	KS1	KS2	KS3	KS4	6th Form
OP	1	20	12	2	0
GP	1	3	6	8	0
EP	4	3	16	20	16
BEP	0	0	15	6	0

Maths Progress by Key Stage

- KS1 – 33% above expected progress (17% OP, 17% GP). Most students (67%) made expected progress.
- KS2 – Very strong outcomes: 72% above expected (63% OP). No students below expected.
- KS3 – 37% above expected. A large proportion (31%) are below expected, and one-third at expected.
- KS4 – 83% made at least expected progress in line with more students taking a range of qualifications.
- KS5 (Post-16) – All (100%) made expected progress.

Trends & Comparisons

- KS2 is the strongest stage in Maths, with nearly three-quarters of students above expected progress.
- KS1- 33% above expected, but very few below expected.
- KS3 - the spread is wide, with significant numbers both excelling (24% OP) and below expected progress (31% BEP).
- KS4 - Most students remain at expected progress.
- KS5 (6th Form) - 100% expected progress, mirroring the pattern in Reading and Writing.

Overall Pattern Across Subjects

- KS1: Strong in Reading/Writing, less progress made in Maths.
- KS2: Consistently good across both English and Maths.
- KS3: Mixed outcomes; performance lower compared to KS2, with more students below expected.
- KS4: Strong in Reading/Writing but less progress made in Maths.
- KS5 (6th Form): All students made expected progress towards their Functional Skills and Entry Level qualifications

Pupil Premium across the School (57 students)

At The Grove 41% of our students were eligible for Pupil Premium in 2024/25.

	Progress in English				Progress in Maths	
Subject	Reading		Writing		Maths	
	Whole school	PP	Whole School	PP	Whole School	PP
OP	48 (35%)	25 (44%)	48 (35%)	20 (35%)	37 (27%)	21 (37%)
GP	27 (20%)	7 (12%)	23 (17%)	13 (23%)	19 (14%)	8 (14%)
EP	42 (30%)	18 (32%)	48 (35%)	19 (33%)	60 (44%)	18 (32%)
BEP	20 (15%)	7 (12%)	18 (13%)	5 (9%)	21 (15%)	10 (17%)

Data analysis shows that students eligible for Pupil Premium (PP) are making higher statistically 'outstanding' progress than students not eligible for Pupil Premium (NPP) across English reading and Maths strands and the same % of students making outstanding progress in Writing even with a smaller cohort. There is not a significant difference between the number of students not making expected progress across pupil premium students and the rest of the school. Most of the pupil premium students have input from the pastoral team and progress has been excellent for this cohort as a result of having access to:

- School based social skills programmes
- Lego Therapy
- Early help, school-based support or social care intervention
- Music and Art therapy
- Forest School
- Step into Dance
- Rugby Works
- Horse-riding
- Enrichment opportunities for every student

Attendance and Progress

This is the Whole School Data (including the 6th form) - overall whole school attendance was 85% for comparison with those who attended 95% or more underneath.

Subject	Reading	Writing	Maths
OP	48	48	37
GP	27	23	19
EP	42	48	60
BEP	20	18	21

Those with 95% and above attendance (49 students)

	Reading	Writing	Maths
OP	15	16	15
GP	11	12	9

EP	14	15	19
BEP	9	6	6

There is a link between those who attend 95% of the time and the number of students who have made good and outstanding progress. 35% of the students (95% attendance) account for over 40% of the students making good or outstanding progress. We continue to monitor any students dropping below 95% on a termly basis through the attendance and pastoral team.

8. Progress with Life Skills

All students (who attended school this academic year) made progress within the three areas outlined within the assessment framework known as the Life skills Passport

- Flexibility
- Learning
- Independent Living

9. Summary

Analysis of the data shows that over 40% of students have made good or outstanding progress in both English and Mathematics. Over 86% of students made expected progress across all subjects and pathways.

The small number of students who did not make expected progress have been identified and interventions for this group of students have been implemented and in some cases are ongoing. There is a strong narrative around each pupil and is largely due to individual or family needs. The Pastoral Support Team and outside agencies are working closely with these families.

All students that did not make expected progress have made some progress within their Lifeskills passport. Behind the high percentage of students making good and outstanding progress is:

- High quality autism specific training delivered to all members of staff
- Robust subject knowledge and quality first teaching.
- High quality subject specific training for teachers.
- Coaching for teachers based on the principles of WALKTHRU.
- Subject Lead INSET training throughout the year to support subject knowledge at all levels.

Individual family needs are being addressed through our ongoing family and pastoral support. The analysis of the data has highlighted some actions for 2025- 2026 that form part

of the school development plan.

There is likely to be an adjustment in the progress made seen over the academic year 2025/2026 due to the implementation of new assessment systems in core subjects. All students will be baselined on the new systems and then progress documented in line with our assessment schedule. It is likely the progress made in the autumn term would therefore be lower than expected, but realign as the year progresses.

10. Actions and next steps

- Continue to offer family support for families of students whose attendance is less than 95%
- Continue reporting KPIs as the number of students rather than percentages to give a more accurate view of progress compared to %
- Fully embed and quality assure new assessment tracking systems to evaluate their impact on planning, progress, and intervention
- Design and implement an informal curriculum aligned with Semi-Formal Pathways 1 and 2, grounded in creativity, sensory experiences, and purposeful progression