

Outcomes for Pupils 2025-2026

Academic Attainment, Progress and Outcomes

This report provides an overview of pupil attainment and progress during the 2025-2026 academic year at Bower Grove School.

Bower Grove School is a specialist setting catering for pupils with a diverse range of special educational needs and disabilities (SEND), including Social, Emotional and Mental Health (SEMH) needs, Communication and Interaction difficulties, Cognition and Learning needs, and Physical and Sensory needs. All pupils on roll have an Education Health and Care Plan (EHCP). Many pupils join the school working significantly below age-related expectations and may have experienced disrupted educational journeys or barriers to learning prior to admission. As a result, progress from individual starting points is often the most meaningful indicator of achievement and success.

Throughout the academic year, the school remained committed to providing a personalised, ambitious and inclusive curriculum which enables pupils to develop academically, socially and emotionally. Assessment information demonstrates that pupils across all phases made positive progress, with particularly strong outcomes seen within Key Stage 2 and Key Stage 4 pathways. The majority of pupils achieved expected or better progress in English and Mathematics, while Year 11 pupils secured a broad range of accredited qualifications that reflected their individual strengths, interests and aspirations.

The data also highlights areas where further development remains a priority. Outcomes in early reading and phonics continue to be a focus for school improvement, alongside further strengthening literacy development across the curriculum and ensuring consistently high expectations across all pathways. The school will continue to refine assessment practices, develop curriculum provision and enhance teaching approaches to maximise outcomes for all pupils.

Overall, the 2025-2026 outcomes demonstrate that pupils at Bower Grove School continue to make meaningful progress from their individual starting points and are increasingly well prepared for their next stage of education, training and adult life. These outcomes reflect the dedication of pupils, families, staff, governors and partner agencies in working together to support every pupil to achieve their potential.

Early Years Foundation Stage

We had two pupils in our EYFS cohort. Both pupils were assessed at working towards the Early Learning Goals in all areas

Summary of End of Key Stage 1 (year 2 pupils) Pupil Achievement and Progress

Phonics Screening Check

- One pupil in Year 1 took the Phonics screening check, this pupil was working below the pass mark threshold.
- Five pupils in Year 2 retook the Phonics screening check, 20% (1 out of 5) of pupils achieved working at or above the standard.

In Key Stage 1 and 2 focus is given to ensuring pupils develop the necessary behaviours for learning, there is also a strong emphasis on interventions to address pupils Social, Emotional and Mental Health needs, Communication and Interaction difficulties, Physical and Sensory Needs as well as their Cognition and Learning difficulties.

Pupils in Year 1 and 2 are taught within the Early Years and Foundation Stage curriculum, focussing on the prime and specific areas of need. From Year 3 onwards, subjects taught explicitly are; English (Reading, Writing and Spoken Language), Maths, Science, Computing, Physical Education and Personal Social, Health Education. Pupils receive experiences of the remaining foundation subjects.

Attainment measures are based on what is expected from a pupil in each subject at any given time. Bower Grove has moved from a progressive to flat scale of assessment. The move aligns more closely with curriculum aims and learner outcomes, focusing on immediate, age-appropriate mastery, rather than long term trajectory alone.

End of Key Stage 1 Attainment

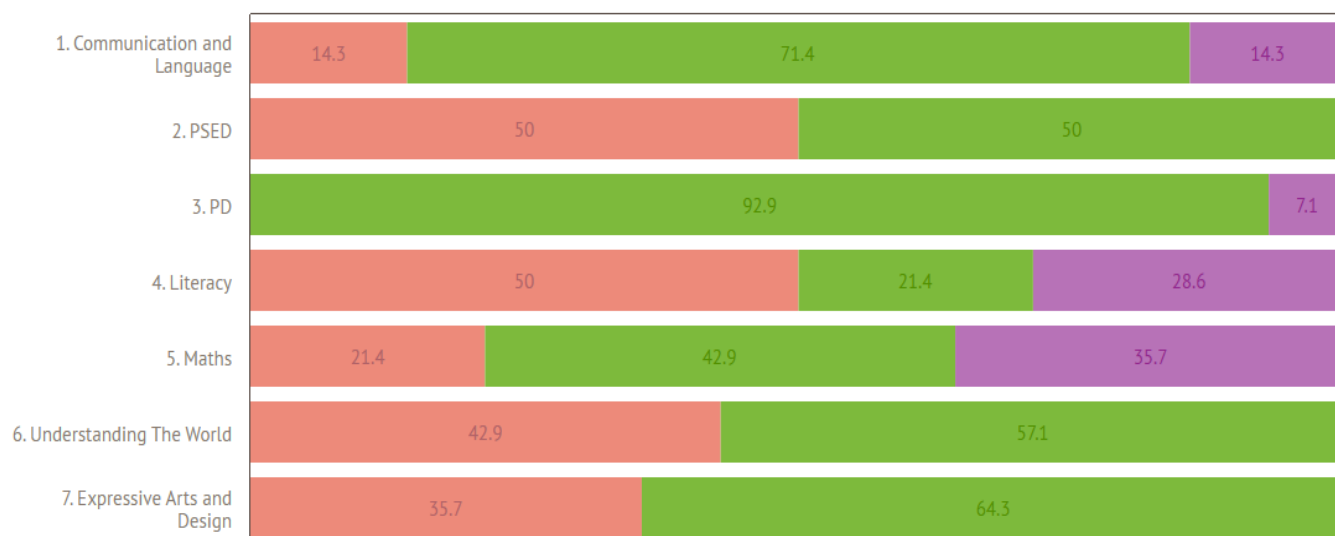
This academic year, for the pupils at the end of Key Stage 1, there are no statutory reporting requirements.

For pupils in Key Stage 1, data recorded on Arbor is used to track progress and report outcomes. Bower Grove School are utilising the EYFS frameworks to track and monitor progress.

End of Key Stage 1 Progress Outcomes



Grade Distribution in % (Summer Term)



Literacy

- 50% of pupils made expected or greater depth progress Literacy.
- Regular opportunities have been built into all areas of the Key Stage 1 curriculum to ensure that pupils are reading and writing regularly both for pleasure as well as their own development.

Maths

- 79% of pupils made expected or greater depth progress in Maths.
- Dedicated time has been allocated throughout the year to ensure assessments are accurate; both in school and across the KSENT collaboration. It is expected that pupils will build on their understanding of these new approaches and that progress will improve further as skills embed.

Key Stage 1 Evaluation

Key Stage 1 outcomes reflect the significant and complex learning needs of pupils within the cohort, many of whom entered the school working substantially below age-related expectations. Whilst attainment against national expectations remains low, progress measures demonstrate that the majority of pupils are making meaningful progress from their individual starting points.

The data indicates that pupils have made strongest gains within Mathematics, where a high proportion achieved expected or better progress. This suggests that targeted teaching approaches, practical learning opportunities

and personalised curriculum pathways are supporting pupils to develop mathematical understanding and apply key skills with increasing confidence.

Reading and writing outcomes demonstrate positive progress for many pupils; however, these remain areas for continued development. The attainment profile highlights the ongoing challenge of addressing underlying communication, language and literacy needs, which can impact progress across the wider curriculum. Early literacy development, including phonics acquisition, remains a key priority and will continue to be a focus through targeted intervention, curriculum refinement and consistent teaching approaches.

It is important to recognise that traditional age-related expectations do not always accurately reflect the achievements of pupils within a specialist SEND setting. Many pupils have made substantial gains in communication, engagement, independence, emotional regulation and readiness to learn, which provide the foundations for future academic success. When viewed in the context of pupils' starting points and individual barriers to learning, the progress achieved throughout Key Stage 1 represents a positive outcome.

End of Key Stage 2 Attainment

One year 6 pupil at our Satellite provision sat the End of Key Stage 2 Standard Assessment Tasks (SATs). The Satellite is a provision for pupils who can access a mainstream curriculum and environment with support. Pupils on roll at the Bower Grove site were all working below the level of the SAT's and therefore did not take these tests.

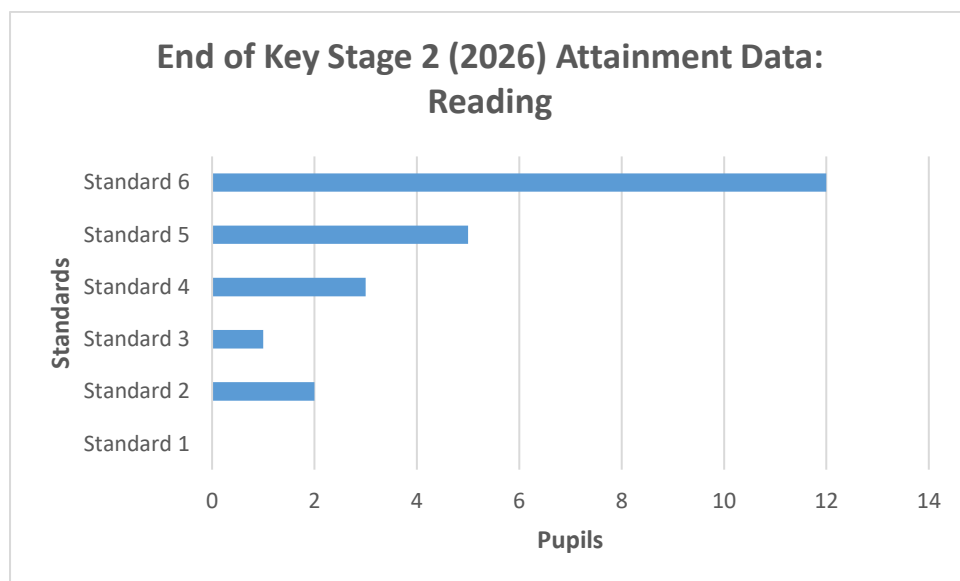
SATS Results July 2026

Test	Percentage of Pupils working at the required standard (AS)	Percentage of Pupils NOT working at the required standard (NS)
Grammar Punctuation and Spelling	100%	0%
Reading	100%	0%
Maths	100%	0%

Pupils on roll at the Bower Grove site were all working below the level of the SAT's tests, so the Pre-key stage standards were used.

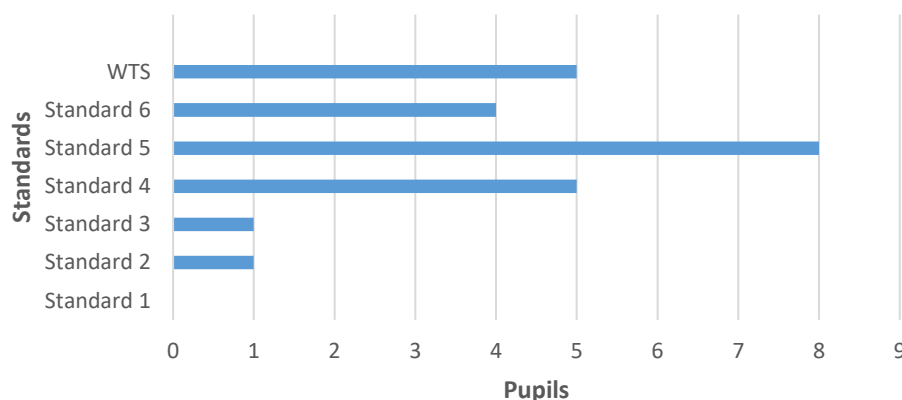
At the end of Year 6 there were twenty-five pupils on roll, twenty-four in the main school (including six in our Explorer Pathway) and one at the Satellite provision.

End of Key Stage 2 Teacher Assessments submitted to the DfE were;



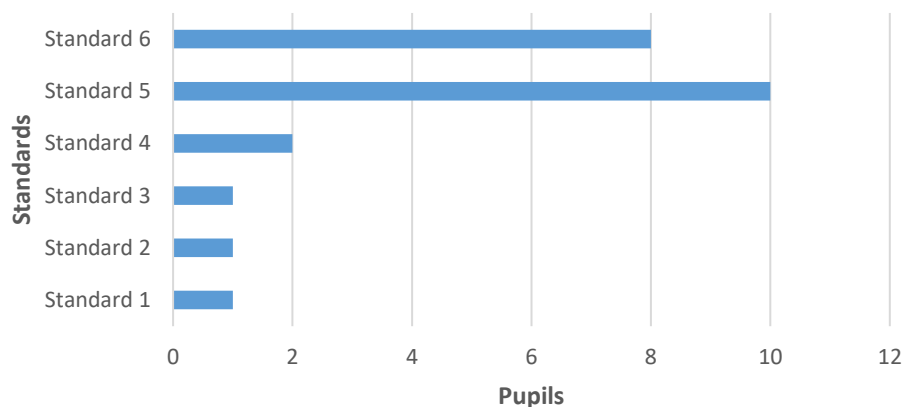
* One pupil not assessed due to significant late entry into Year 6 (and one pupil took SATs).

End of Key Stage 2 (2026) Attainment Data: Writing



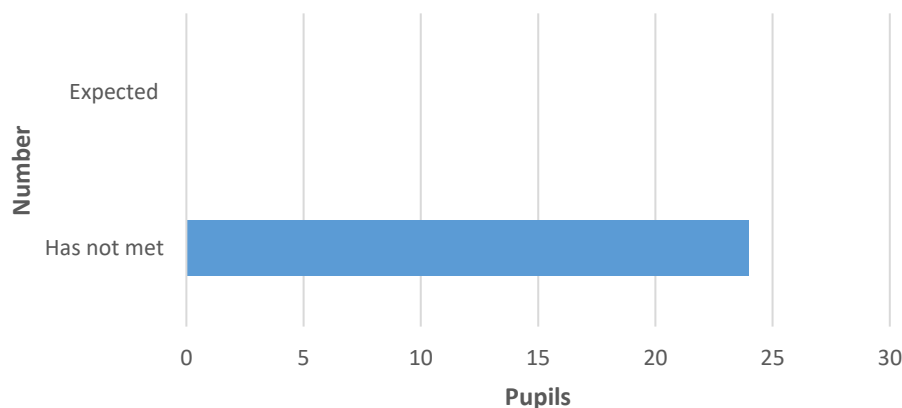
* One pupil not assessed due to significant late entry into Year 6.

End of Key Stage 2 (2026) Attainment Data: Maths



* One pupil not assessed due to significant late entry into Year 6 (and one pupil took SATs).

End of Key Stage 2 (2026) Attainment Data: Science



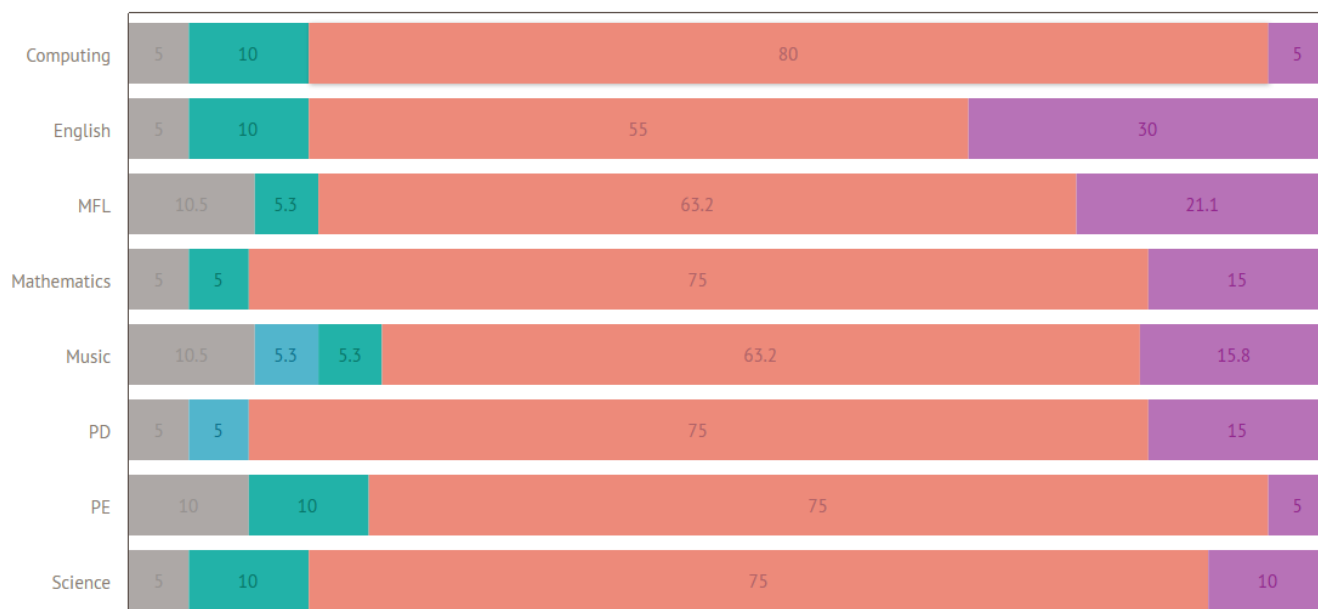
* One pupil not assessed due to significant late entry into Year 6.

Key Stage 2 Pupils Progress

There were twenty-five pupils in year 6. Arbor allows us to demonstrate pupils are working towards expected progress, at expected progress or working in greater depth. No mark is given to a pupil that has been on roll for less than six weeks. Awareness is given to a pupil if they are significantly working below their attainment expectations.



Grade Distribution in % (Summer Term)



English

- 85% of pupils achieved expected or above progress by the end of Key Stage 2 (55% EXP and 30% GD).
- We have expanded our English subject leadership team to increase the level of knowledge and support for staff and pupils.

Maths

- 90% of pupils achieved expected or above progress by the end of Key Stage 2 (75% EXP and 15% GD).
- The percentage of pupils making expected and above progress continues to be outstanding, this is because of embedding the mastery curriculum and continued improvements to the implementation of adapted teaching strategies. The impact has been monitored consistently and changes / interventions added where necessary.
- As a school the Maths (STEM) department have worked tirelessly to ensure White Rose Maths is understood and implemented consistently across all areas of the school, teacher's mathematical knowledge has increased significantly through regular INSET, resources have also been purchased to ensure pupils have the manipulatives to support their progress across the Maths curriculum.
- The introduction of a STEM Pathway leader to oversee Maths and Science across the school continues to see purposeful collaboration between all staff, ensuring a progressive and sequential curriculum is delivered to all pupils. We have also increased the subject leadership team in this area.

Key Stage 2 Evaluation

Key Stage 2 outcomes demonstrate strong progress across the curriculum and reflect the positive impact of high-quality teaching, targeted interventions and a curriculum that is effectively adapted to meet the needs of

pupils within a specialist setting. The data indicates that the majority of pupils made expected or better than expected progress in both English and Mathematics, with particularly strong outcomes evident in Maths.

These outcomes are especially encouraging when considered alongside the complex SEND profiles of many pupils, including barriers associated with communication, cognition and learning, social and emotional needs, and attendance challenges experienced by some individuals. Despite these factors, pupils have continued to develop subject knowledge, increase their confidence as learners and secure important academic gains from their starting points.

The strongest performance was seen in Mathematics, where a significant proportion of pupils achieved expected or greater depth progress. This reflects the school's continued focus on developing staff expertise, strengthening mathematical reasoning and problem-solving opportunities, and ensuring learning is carefully scaffolded to enable success. English outcomes were also positive, demonstrating that pupils are becoming increasingly able to access and engage with reading and writing activities that support wider curriculum learning.

Whilst attainment against age-related expectations remains variable across the cohort, progress data demonstrates that pupils are successfully closing gaps in learning and building the skills required for the next stage of their education. The progress achieved is particularly noteworthy given that many pupils entered Key Stage 2 working below curriculum expectations and requiring highly personalised support to access learning.

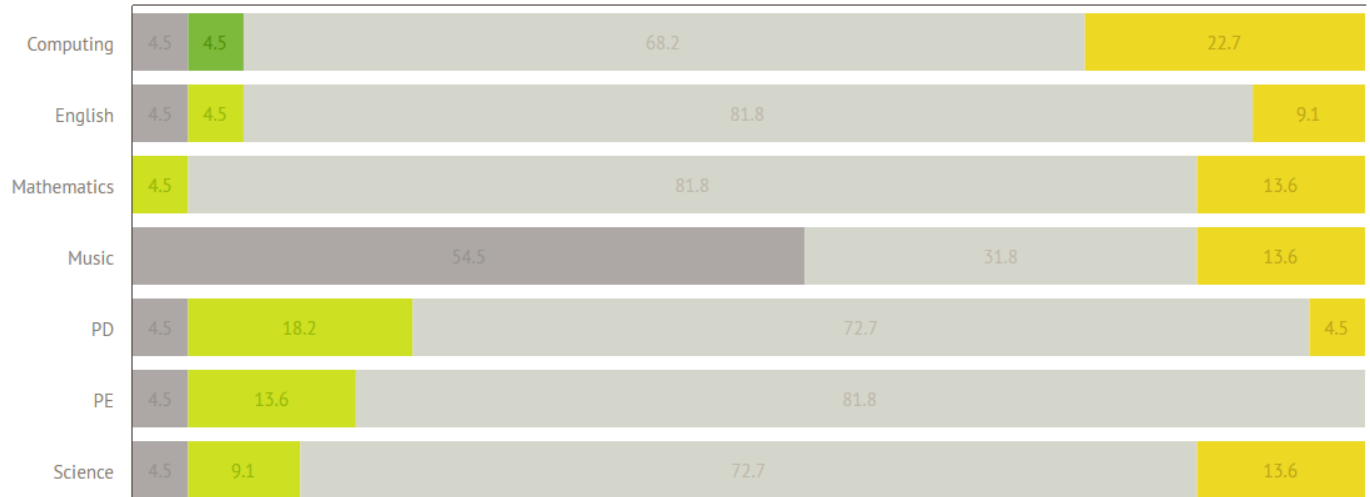
Overall, the Key Stage 2 data presents a very positive picture of pupil achievement, demonstrating that pupils are making substantial progress academically while also developing the confidence, resilience and independence needed to thrive as they move into the next phase of their education.

Key Stage 4 Pupil Progress

Arbor is now used in Key Stage 4 to measure progress and attainment; however, a bigger emphasis is given towards accreditation, which can be seen on page 7 and onwards.



Grade Distribution in % (Summer Term)



Accreditation at Key Stage 4 July 2025

Accreditation	Number of year 11 pupils	Number of pupils entered	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	No. pupils achieved grade 3 or above	EL 3	EL 2	EL 1	U grade	Certificate/ Diploma
English Language GCSE AQA	30	16	0	5	7	2	2	11					
English Step up AQA	30	24							24				
Maths GCSE AQA	30	16	5	6	1	2	2	5					
Maths Entry level	30	28							24	3	1		
Biology GCSE AQA	30	22	2	11	6	0	3	9					
Chemistry GCSE AQA	30	19	7	8	2	1	1	4					
Physics GCSE AQA	30	20	5	8	4	1	3	8					
Science Entry level	30	22							2	18	2		
City and Guilds Certificate	30	7											6 Diplomas 1 Extended certificate

ICT Entry level pathway WJEC	30	18							12	6				
PE Entry level	30	19							5	9	5			
Arts Award Art	30	10												10
Arts award Music	30	12												12
Creative Media	30	20							0	20	0			
Food Hygiene	30	14												14

GCSE:

English: 16 pupils entered for English Language GCSE

69% achieved Grade 3 or higher.

25% achieved Grade 4 or 5.

Maths: 16 pupils entered for Maths GCSE

37.5% achieved Grade 3 or higher.

25% achieved Grade 4 or 5.

Science

Biology: 22 pupils entered for Biology GCSE

40% achieved Grade 3 or higher.

14% achieved Grade 5.

Chemistry: 19 pupils entered for Chemistry GCSE

21% achieved Grade 3 or higher

10% achieved Grade 4 or 5.

Physics: 20 pupils entered for Physics GCSE

40% achieved Grade 3 or higher

15% achieved Grade 4 or 5.

- **Bower Grove Connected pathway.** 1 pupil on the BGC pathway and achieved a Grade 1 in Biology. All other year 11 pupils on BGC received an Entry level 1-3.
- **IMPACTS pathway.** 2 pupils in year 11 on the Impacts pathway (now explorer Pathway received Entry level 3 in Maths.

Entry Level

(these were taken when the cohort were in year 9 to allow focus and coverage of GCSE pathways)

English step-up Gold: 24 pupils took entry level and 100% achieved level 3.

Maths: 28 pupils took entry level and 86% achieved level 3.

Science: 22 pupils took entry level and 90% achieved level 2-3.

Key Stage 4 Evaluation

Key Stage 4 outcomes demonstrate the success of the school's personalised approach to learning and its commitment to ensuring that every pupil leaves with meaningful accreditation that reflects their individual strengths, needs and future aspirations. Pupils accessed a broad range of qualifications and accreditation pathways, enabling them to achieve outcomes that were appropriately matched to their abilities and next steps.

The accreditation profile highlights strong pupil engagement and achievement across both academic and vocational subjects. Through carefully tailored curriculum pathways, pupils were able to secure recognised qualifications including GCSEs, Entry Level qualifications and vocational awards, ensuring that they leave school with evidence of their learning and achievement. These outcomes reflect the school's inclusive ethos and its determination to provide ambitious opportunities for all pupils, regardless of starting point or barrier to learning.

The success achieved by the cohort is particularly significant given the complex SEND profiles of many pupils, including social, emotional and mental health needs, communication and interaction difficulties, and cognition and learning needs. Throughout Key Stage 4, pupils have developed not only academically but also in areas such as resilience, independence, self-regulation and preparation for adulthood. These skills are essential in supporting successful transition into post-16 education, training and wider community participation.

The breadth of qualifications achieved demonstrates the effectiveness of a curriculum that balances academic learning with vocational, personal and employability skills. Pupils have benefited from opportunities to apply their learning in practical contexts, helping them to build confidence and develop skills that will support them beyond school.

