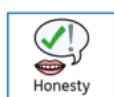


Watling View Standards and Progress Report 2025 - 2026



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School Context

Watling View School is a specialist provision for pupils aged 2-19 with severe and profound learning difficulties. At the end of the 2025-2026 academic year the school had 116 pupils on roll across 13 classes. All pupils have an Education, Health and Care Plan. Alongside the learning needs outlined below, a number of pupils present with significant social, emotional and behavioural needs requiring intensive support to ensure safe and successful access to learning.

The current pupil profile is:

- SLD 86%
- PMLD 14%
- ASD 59%
- VI 6%
- HI 2%
- EAL 40%
- Pupil Premium 38%
- CLA 3%

During the academic year the school continued to demonstrate high standards across all areas. Following the school's ungraded Ofsted inspection in April 2025, inspectors found evidence suggesting that the school's work may have improved significantly across all areas since the previous inspection, which was rated as good. The school received no written areas for improvement. Alongside this, the school continues to hold Autism Accreditation and the Leading Parent Partnership Award.

School Structure and Curriculum

Watling View School is organised into three departments:

Early Years

The Early Years department follows a thematic, play-based and child-led curriculum. Learning is designed to develop communication, engagement, social interaction and early independence through highly motivating learning experiences.

Lower / Middle School

Lower Middle School focuses on broadening pupils' horizons by developing knowledge, independence and confidence across a range of curriculum areas and contexts. Pupils increasingly apply skills beyond the classroom and take greater responsibility for their learning.



Upper School

Upper School adopts a preparation for adulthood approach. Individual Destination Pathways are developed with families to ensure the curriculum supports future aspirations and long-term EHCP outcomes. Pupils access wider community learning, enterprise opportunities, accreditation programmes and work experience.

The school's curriculum continues to be underpinned by the SLICK principles:

- Social Skills
- Life Skills
- Independence
- Communication
- Key Skills

These principles shape curriculum planning, implementation and assessment throughout the school

The Watling View Curriculum Intent, Implementation and Impact poster (Appendix 1) summarises approaches to learning in each department

The Watling View Curriculum and Assessment Model (Appendix 2 – Watling View School Curriculum and Assessment Model) provides an overview of how age-related departments and ability or need linked pathways intersect with each other to define our approach to curriculum implementation for different cohorts of learners. This includes as pupils move into the Upper School the introduction of the independence profile, something which supports assessing how pupils are becoming prepared for adulthood and life beyond Watling View.

Curriculum Developments

Over the course of the 2025-2026 academic year, there have continued to be a range of curriculum developments designed to further enhance the quality of education, strengthen assessment systems and ensure pupils are well prepared for adulthood. These developments have been informed through the Strategic Improvement Plan, self-evaluation activities and ongoing quality assurance processes.

Teaching and Learning

A significant focus throughout the academic year has been developing staff confidence in scaffolding learning and reducing levels of adult support so that pupils become increasingly independent learners. Training sessions, peer-to-peer support activities and quality assurance processes have focused on ensuring that staff understand how to appropriately support pupils whilst promoting independence and active participation in learning.

- Peer-to-peer support continued to play an important role in developing teaching practice. Teachers observed colleagues, participated in learning walks and engaged in professional dialogue focused on effective scaffolding, classroom practice and



curriculum delivery. Alongside this, Early Career Teachers received targeted support through observation, mentoring and additional professional development opportunities.

- Subject leaders have taken a greater role in curriculum leadership through undertaking resource audits, reviewing planning documentation, analysing curriculum evidence and sharing developments within their subject areas. This has helped to further strengthen curriculum consistency across the school.

Curriculum Planning

During the year there has been a continued review and refinement of curriculum planning documentation. Expectations for medium-term planning were updated and quality assured throughout the academic year to ensure that plans clearly demonstrate progression, curriculum breadth and learning opportunities.

- A significant development has been the continued introduction of fortnightly curriculum focuses within planning documentation. These have been designed to support thematic learning and help teachers make explicit links between curriculum content, enrichment activities and broader curriculum themes. This work has resulted in planning documents that more clearly demonstrate progression and curriculum intent across the year.
- Medium-term plans for the 2026-2027 academic year have also been substantially completed, ensuring curriculum developments can continue to be embedded moving forward.

Mathematics Curriculum Development

The school has continued to engage with the Mastering Maths programme throughout the academic year. This has included specialist training, curriculum reviews and ongoing support from programme advisers. Three members of teaching staff have participated directly in programme development activities and shared learning with colleagues.

- The mathematics long-term planning document has been reviewed and refined based on feedback from the Mastering Maths programme. The revised curriculum provides greater emphasis on practical and functional application of mathematical concepts, particularly within Number and Geometry. Staff have received training on the updated curriculum and resources purchased through the programme are now being embedded within classroom practice.
- Number Pathways training has also continued, allowing staff to further develop their understanding of mathematical progression and identify gaps in pupil learning.

Reading and Literacy Development

Reading development has remained a significant school priority. During the year, draft Reading "I Can" statements were developed and reviewed with teachers on multiple occasions. These statements are now approaching final implementation and will provide a clearer progression framework for reading across the school.



- The school has continued to strengthen its reading provision through:
- Weekly library sessions for all classes.
- Ongoing implementation of Reading Eggs.
- Reading interventions for targeted pupils.
- Parent engagement activities including Read with Me sessions.
- Professional development relating to phonics, reading development and early writing.
- Further work has also been undertaken to review approaches to writing development through training and engagement with local authority improvement programmes.

Communication and Interaction

Communication continues to be at the heart of the curriculum and a key priority for the school. During the academic year a range of developments have strengthened communication provision. Staff received training in areas including Total Communication, Intensive Interaction, Objects of Reference, Colourful Semantics and Blank Level questioning.

- Communication monitoring activities have supported leaders in identifying priorities for training and curriculum development. Staff feedback has highlighted increasing confidence in delivering personalised communication approaches.

Emotional Regulation and Behaviour for Learning

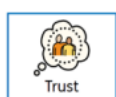
Supporting emotional regulation has been another major area of focus during the year. The school implemented new web-based emotional regulation documentation and introduced the 3CX communication system to improve communication between staff and enhance responsiveness when pupils require support. Staff evaluation has identified positive impacts from both developments.

- Training in Therapeutic Thinking, emotional regulation and behaviour support has continued throughout the year. Additional referrals have been made to the Mental Health Support Team where appropriate and two specialist HLTAs have been recruited to further strengthen emotional regulation provision from September 2026.

Preparation for Adulthood and Upper School Developments

The Upper School curriculum has continued to focus heavily on Preparation for Adulthood. Accreditation programmes, enterprise projects, careers education and work experience opportunities have continued to provide pupils with meaningful opportunities to apply skills in real-life contexts.

- Enterprise activities have enabled pupils to work collaboratively across departments while developing communication, independence and employability skills. Accreditation programmes have continued to be reviewed and mapped across future curriculum cycles, ensuring pupils have clear progression routes throughout their time in Upper School.
- The school café, community-based learning and work experience placements continue to provide valuable opportunities for pupils to apply knowledge and skills beyond the classroom and prepare for life after Watling View.



Trust



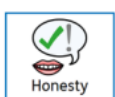
Respect



Kindness



Happiness



Honesty



Teamwork



Patience

Personal Development

A wide range of enrichment opportunities have continued to enhance the curriculum during the year. Pupils have participated in educational visits, community learning opportunities, sports activities, music and theatre experiences, intervention programmes and a variety of themed events. These opportunities have contributed significantly to pupils' social, cultural, emotional and personal development.

- Examples of opportunities provided during the year include:
- Whole-school trip to Hertfordshire Zoo.
- Enterprise Week activities.
- Community visits and work experience placements.
- Music Therapy, Rebound Therapy and Thrive interventions.
- Sports festivals and wider community events.
- Reading and literacy themed activities.

Overall, curriculum developments during 2025-2026 have continued to strengthen the quality of education at Watling View and ensure that pupils access a broad, ambitious and personalised curriculum which supports achievement, independence and preparation for adulthood.

Leadership and Governance Impact

Throughout 2025-2026, leaders and governors have continued to demonstrate a strong commitment to improving outcomes for pupils and ensuring that the school maintains high standards across all areas of provision. School improvement priorities have been closely aligned with self-evaluation findings and have focused on strengthening teaching, curriculum implementation, assessment processes and preparation for adulthood opportunities.

Progress against the Strategic Improvement Plan demonstrates that key objectives have either been achieved or are on track for continued development. This includes improvements to curriculum planning, assessment systems, emotional regulation support, communication provision and mathematical curriculum development.

During the academic year there has been a continued focus on developing leadership at all levels. This has included delivering teacher meeting sessions where teachers reflected on how they are leaders and considered strategies to implement in their class. The impact of this was that teachers developed strategies to effectively support and manage class teams in the way they wanted to enhance pupil outcomes.

Subject leaders have increasingly contributed to curriculum monitoring, evaluation and improvement. Through curriculum reviews, resource audits, assessment analysis and staff training activities, subject leaders have played an important role in improving consistency and strengthening curriculum implementation across the school. This has enabled leaders to have a deeper understanding of strengths and priorities within individual curriculum areas.



The governing body has continued to provide both support and challenge to school leaders through Teaching and Learning Committee meetings, Finance and Resources Committee meetings and Full Governing Body meetings. Governors have received regular updates regarding pupil achievement, progress against school improvement priorities, attendance, safeguarding and the development of the satellite provision. This has ensured that governors remain well informed and able to effectively fulfil their strategic responsibilities.

One of the most significant strategic achievements during the year has been the approval of the school's proposed 32-place satellite provision. Leaders have worked closely with the Local Authority and other stakeholders to progress planning for the provision, which is expected to further expand specialist educational opportunities within the local area. Alongside this work, leaders have remained focused on maintaining the high quality of education currently provided at Watling View, ensuring that school growth does not detract from outcomes for existing pupils.

The impact of leadership can be seen through the positive progress outcomes achieved by pupils, the successful implementation of school improvement priorities and the continued positive external validation of the school's work.

The leadership structure has been updated in preparation for the next academic year through the appointment of two new middle leaders and additional TLR responsibilities. These roles increase leadership capacity across the school and support the continued development of curriculum areas, quality assurance activities and strategic projects. Staff appointed to leadership positions are also being supported through professional development opportunities, including National Professional Qualification programmes.

School Assessment System

The school has a bespoke assessment system called Child on a Page. Child on a Page is an Excel workbook resource used at Watling View as a tool for promoting and tracking pupil progress. It is designed to draw together various aspects of the Watling View curriculum model and store information in one place for every pupil. It is a curriculum, teaching and assessment tool, in that it is used for target-setting, provision planning, summative assessment and progress-tracking.

Every pupil at the school has their own Child on a Page workbook, which is updated throughout the year to reflect changes in pupils' needs, abilities, targets, and progress. These workbooks are a rich source of data for information gathering and analysis at both an individual pupil level and a whole school level, as there is a high level of consistency and clarity across the school in terms of how we use Child on a Page to drive and track pupils' educational progress.

This tool alongside the PLG database enables leaders to have a sharp focus on the whole school picture alongside the individual progress. Figure 1.1 demonstrates how leaders and teachers can look at an individual's progress over time in either a specific strand or in all curriculum areas. Figure 1.2 demonstrates how teachers and leaders can track a pupil's progress over time in relation to their PLGs. Whereas figure 2 demonstrates how leaders can



compare percentage of PLG targets met and exceeded over time in a specific strand across the whole school.

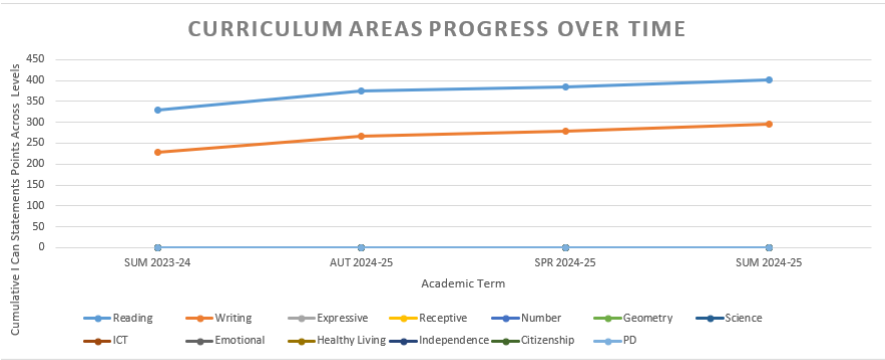
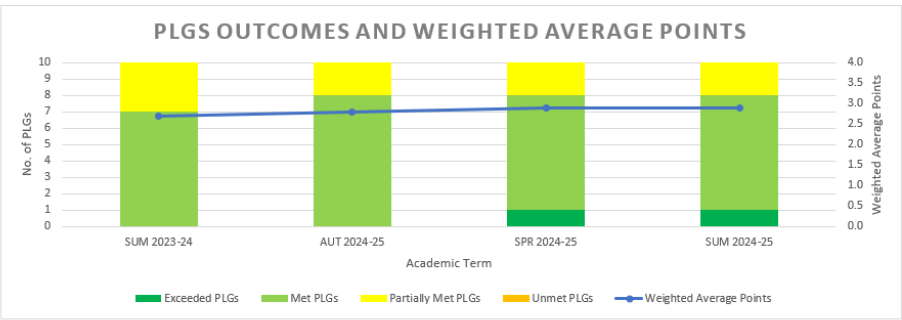


Figure 1.1 A Graph taken from Child on a Page to demonstrate how teachers & leaders can track curriculum progress of an individual in relation to strands in their core curriculum.



	SUM 2023-24	AUT 2024-25	SPR 2024-25	SUM 2024-25
Exceeded PLGs	0	0	1	1
Met PLGs	7	8	7	7
Partially Met PLGs	3	2	2	2
Unmet PLGs	0	0	0	0
Weighted Average PLG Outcome	2.70	2.80	2.90	2.90

Figure 1.2 A Graph taken from Child on a Page to demonstrate how teachers & leaders can track curriculum progress of an individual in relation to their PLGs.



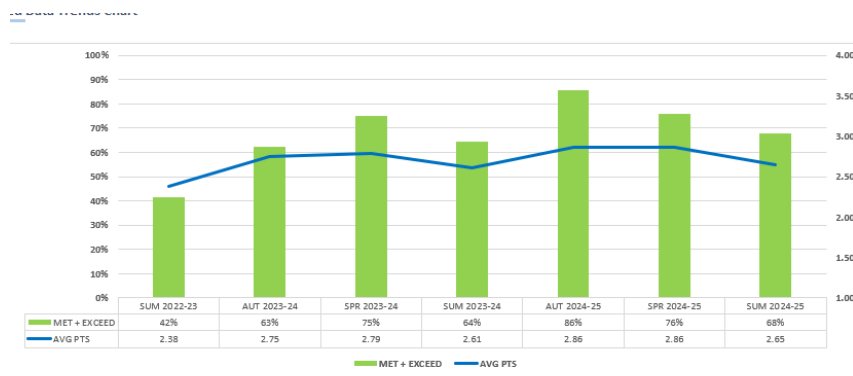


Figure 2 a Graph taken from PLG Database to demonstrate how teachers & leaders can track curriculum progress of a curriculum area across the whole school.

Summative assessment activities in the Child on a Page workbook take place on a termly basis, but in between those points in the calendar we use a range of ‘ongoing’ assessment systems to track and promote progress. Broadly speaking, ‘ongoing assessment’ refers to the activities we conduct on a day-to-day basis to ensure that our pupils remain on track with their learning and make small steps of progress towards meeting their medium term and long-term targets.

Two key ongoing assessment systems we use are;

- PLGs Progress Tracker – a paper-based note taking document use by all classes to record pupils’ learning with respect to their Personal Learning Goals. Figure 3 provides an understanding of what a blank tracker sheet looks like. Staff are expected to make a comment against each PLG on a fortnightly basis and circle a learning outcome code.
- Evidence for Learning – a digital resource we use for capturing photo and video evidence of pupil learning alongside evaluative comments on the learning that takes place

AUT 2025-26 PLGs Progress Tracker:

		LEARNING OUTCOMES CODES		M M MASTERING C C COMPLETING A A ACCOMPLISHING S S STARTING N NONE		The pupil may need some prompts to initiate activity but can independently continue their learning and clearly demonstrate an understanding of the skill/learning objective. The pupil is actively involved with the task/activity. Some adult prompting to initiate and continue but pupil's understanding and progress is evident. The pupil is involved with task/activity briefly showing some understanding and engagement. Adult help but some responding. The pupil is aware of task/activity and attends very briefly. Makes reaching an occasion. Relates adult help. The pupil is not yet showing any engagement with the activity at all.	
Subject / Area	Target	2 week cycle beginning:	2 week cycle beginning:	2 week cycle beginning:	2 week cycle beginning:	2 week cycle beginning:	2 week cycle beginning:
JOURNEY TARGETS	Communication and Interaction EXP: I can clearly produce a range of CVC words focusing on the beginning sounds (A)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	Cognition and Learning NUM: I can understand some number bonds to 10 (S)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	Personal, Social and Emotional Wellbeing I can consistently request regulation strategies (C)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	Physical and/or Sensory Development I can wear my glasses for learning activities (A)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	Self-help and Independence I can identify and collect the resources I need for a task independently (S)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
SATELLITE TARGETS	Literacy I can match simple captions to pictures (A)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	Numeracy I can respond appropriately to key questions involving description e.g. which is the larger/smaller? (2 concepts) (A)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	PSHEEC I can begin to recognise and respond appropriately to a wider range of feelings in others (A)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	Science I can understand and communicate related ideas and observations using simple scientific language (A)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N
	ICT I can create a short sequence of instructions (algorithm) e.g. to control a Beebot (S)	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N	M C A S N

Figure 3 An example of a blank tracker sheet used for ongoing assessment.



Assessment Developments

There have been a range of developments in assessment during this academic year. These developments have focused on ensuring consistency, sustainability and further refinement of assessment processes so that they continue to accurately demonstrate pupil achievement and progress across the curriculum.

Sustainability in Assessment Systems

- The new assessment lead has successfully continued to implement and oversee the assessment cycle, ensuring that all assessment processes have continued in line with the school's assessment policy and annual calendar.
- Documentation and guidance for assessment systems have continued to be reviewed and refined, ensuring that Child on a Page remains sustainable and can be implemented consistently across the school.
- New members of staff have received support and training around assessment processes, target setting and data entry requirements to maintain consistency across the school.
- Subject leaders have increasingly contributed to the analysis and reporting of assessment information within their curriculum areas, enhancing accountability and curriculum leadership.

Development of Target Setting and Assessment Criteria

- During the autumn term, leaders reviewed the use of Starting, Acquiring, Completing and Mastering (SACM) criteria with teachers to ensure a shared understanding of progression and expectations. Staff discussions demonstrated a strong level of consistency in the interpretation of these assessment stages.
- Following this review, the assessment criteria for Mastering were refined to provide greater clarity around the transfer and generalisation of skills across different contexts. This updated definition was incorporated into assessment documentation and tracking systems.
- Journey Target writing was reviewed across the school, and a more consistent approach has been implemented. All Journey Targets now begin with a common "To..." structure, promoting greater consistency in target setting and supporting clearer assessment of progress.
- Community-based learning assessment statements have been drafted to further strengthen the school's ability to demonstrate how pupils apply skills in real-life and community contexts.

Literacy Assessment Developments

- A review of reading assessment systems has continued throughout the year. Draft Reading "I Can" assessment statements have been developed, shared with teachers



on multiple occasions and refined following feedback. Final implementation is planned for the next academic year.

- The development of these assessment statements will provide a clearer progression pathway for reading and support leaders and teachers in demonstrating progress more effectively over time.

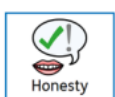
Assessment Monitoring and Quality Assurance

- The Personal Learning Goal assessment cycle has continued to operate consistently throughout the year, with termly assessments, moderation activities and pupil progress meetings taking place in line with the published calendar.
- Subject coordinators have produced curriculum-specific assessment reports and shared findings with staff, helping to identify strengths, areas for development and training priorities.
- Ongoing reviews by subject leaders have been centralised within school systems, allowing leaders to monitor trends and developments across curriculum areas more effectively.
- Quality assurance activities continue to demonstrate that assessment systems provide accurate information which supports teachers in planning next steps for learning and enables leaders to monitor progress robustly across the school.

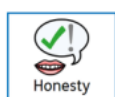
Promoting and Monitoring Pupil Progress

A wide range of strategies and systems are implemented to promote, report and monitor pupil progress at Watling View. The areas below are an important feature of this

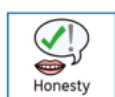
Monitoring & Reporting Systems	Commentary
School Self Evaluation	A document which reflects the progress which the school is making against key judgement areas. This demonstrates the schools' key strengths alongside next steps.
Strategic Improvement Plan	A document which identifies the priority objectives for the school and the actions which are going to be taken to achieve these.
Termly Review of Progress Against SIP	This is a live document which is updated and shared with governors on a termly basis about the key achievements and progress which is being made against each objective in the strategic improvement plan. Appendix 3
EHCP's	Each pupil has an EHCP, these documents are updated as part of the annual review process and provide an overview of the main strengths and weaknesses for pupils in the core areas of need / PFA outcomes. Alongside the provision required to support the pupils to make progress.



Short Term Planning Grids	A class Planning Grid shows lesson plans and intended learning for all pupils and every subject on the class timetable.
Annual Review Meetings	Every pupil at the school has an Education, Health and Care Plan. This is a document that sets out in detail the needs of the pupil, the support they require, and a collection of personalised long-term outcomes sought for them. Progress towards these outcomes is reported on every year at an Annual Review meeting, and teachers prepare a range of documents ahead of this meeting including an Annual Report and a PowerPoint presentation for use during the meeting itself. Annual Review documents are written, quality assured and circulated to families according to a strict schedule of deadlines leading up to the review meeting date for each pupil.
Evidence for Learning	Evidence for Learning (EFL) is an app we use for capturing photographic and video evidence of the work pupils do at school. We use this resource for internal assessment and recording purposes as well as for home-school communication about learning via the family sharing feature on the app. EFL is a central element of our approach to 'marking and feedback', and it is an effective tool for capturing and evidencing progress over time
Moderation Meetings	There are termly internal moderation meetings held to review teacher judgements made in assessing pupil learning. As well as this we have frequent external moderation meetings with other schools for Literacy and Numeracy.
Class Meetings	A time and opportunity for staff to speak about the progress of individuals and speak about the priority next steps for individuals and how these are going to be achieved.
Pupil Progress Meetings	Termly meetings which are held with teachers and members of the senior leadership team, to take a detailed look at the progress of pupils against their PLGs and review the proposed PLG targets for the next term.
Head of Department Monitoring	Heads of department on a fortnightly basis review areas including planning, EFL content & frequency, and lesson drop ins.
Watling View School systems for Curriculum and Assessment	This is a document which provides an overview of the important curriculum and assessment systems which happen at Watling View and what teachers need to know about these alongside expectations.
Evidence Review	On a termly basis senior leaders have a more detailed and in-depth review into the key recording and assessment activities which are



	happening on a class level. A written summary report is written, and feedback is provided to teachers.
Staff Training	A published programme of training which focuses on CPD to address the school development priorities as outlined in the SIP alongside any areas which have been identified through the ongoing monitoring.
Reports to Governors	Governors through the Teaching & Learning Committee and FGB are provided with frequent reports about pupil progress information, alongside actions from external reviews of teaching and learning.
Termly Progress Reports	Families on a termly basis are sent a review of the progress made against individual PLGS (exceeded, met, partially met or unmet) alongside proposed new PLGs for the next term. Families can speak to the class teacher if they would like to clarify anything about the proposed PLGs or make amendments to these.
End of Year Report	An end of year report which summarises the progress individuals have made in the core curriculum areas alongside the key next step for the individual and is sent to families at the end of the academic year.
Pupil Progress Folders	Pupil Progress Folders are used for organising and storing key pupil progress documentation that is generated over the course of each academic term. Three types of documents get filed in Pupil Progress Folders at the end of every academic term; 1) completed Progress Tracker Sheets, 2) EFL Termly Learning Journals, 3) Termly PLGs Report. Termly Learning Journals and PLGs Reports are generated, printed and distributed by SLT and Admin staff.
SLT Meetings	These are weekly meetings where senior leaders can review both operational, strategic and pupils to ensure that all areas of school improvement are happening in a way which supports swift school improvement.
External Review's	Throughout the school year we invite school improvement partners in to undertake external reviews of specific areas of teaching & learning.
Home School Books	A day-to-day summary of the learning and other key information which either parents or school needs to know to best support the pupil on a day-to-day basis.
Parents Evening	These happen twice a year and is an opportunity for teachers and parents and carers to speak about the progress individuals are making. There are a range of other opportunities for parents and carers to speak about learning priorities throughout the year. Such as via phone call, emails and requesting a drop in at the end of the day.



Pupil Progress Data 2025 – 2026

The nature of the assessment systems at Watling View provides a clear and comprehensive overview of learning and progress at Watling View and gives leaders and teachers information which can focus on key strengths of teaching and learning and the curriculum alongside an ability to quickly identify further areas of improvement.

The termly cycle means that at the end of each term leaders have access to rich and full data of progress against PLGs alongside reports and commentary for both whole school and specific curriculum areas. The commentary reports are not contained within the appendices, however the data booklets for the terms are in;

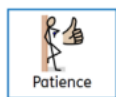
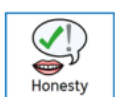
- Appendix 4 - Autumn 2025 – 2026 Pupil Progress Data
- Appendix 5 - Spring 2025 – 2026 Pupil Progress Data
- Appendix 6- Summer 2025 – 2026 Pupil Progress Data

Alongside the termly pupil progress data reports there is an overview of tables and charts for the academic year of 2025 – 2026.

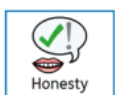
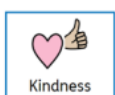
- Appendix 7 – 2025 – 2026 Pupil Progress Data

The table below provides commentary against the whole year data taken from Appendix 7.

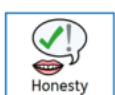
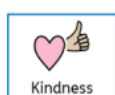
Theme	Commentary
Whole School Picture	Across the school, 73% of all Personal Learning Goals were met or exceeded, with only 2% remaining unmet. This demonstrates that most pupils continue to make expected or better progress towards their individual targets. A total of 3,220 PLGs were assessed across the school, providing a substantial evidence base from which to evaluate pupil achievement. Whilst a quarter of targets remain partially met, this is often reflective of the highly personalised and aspirational nature of target setting within the school, particularly for pupils with complex learning needs. The % of PLG targets which were met and exceeded was like that of the last academic year (2024-2025) which were 72% of PLGs were met and exceeded and slightly increased from the year before this (2023 – 2024) which was 68%.
Departments	Early Years achieved the strongest outcomes with 89% of PLGs being met or exceeded. This continues a trend over recent years where younger pupils demonstrate particularly strong rates of progress. Lower Middle School achieved 71% and Upper School 67% of PLGs met and exceeded. Whilst Upper School outcomes are slightly below the whole school average, pupils in this department are often working towards increasingly complex preparation for adulthood outcomes requiring greater independence and generalisation of skills across settings. The results nevertheless continue to demonstrate secure progress across all departments



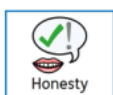
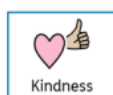
Curriculum Pathways	Pupils following the I Cans pathway achieved 75% of targets met and exceeded compared with 63% within the ImPACTS pathway. This difference is consistent with expectations given that the ImPACTS pathway supports pupils with profound and multiple learning difficulties and more complex medical and sensory needs. Progress for these learners is often demonstrated through extremely small but significant developmental gains. There is also the consideration that we know pupils in this class often have attendance which is not as high as others due to complex medical requirements and an increase in medical appointments. The appointment of a TLR holder with responsibility for PMLD and ImPACTS development next academic year will further strengthen provision and curriculum development in this area.
EHCP Areas	Outcomes across EHCP areas were broadly consistent, ranging from 65% to 76% of targets met and exceeded. Cognition and Learning was the strongest area with 76% of targets met and exceeded, whilst Communication and Interaction achieved 65%. Although Communication and Interaction showed the lowest percentage, many pupils are working towards complex communication outcomes requiring significant levels of generalisation across different contexts. Communication has continued to be supported through staff training, personalised communication approaches, Grid 3 interventions and ongoing monitoring. When conducting the annual staff survey, a number of staff commented on how communication is at the forefront of people's thinking and how to make sure individuals have personalised communication systems. We do know that throughout this year the HLTA had a change in role, therefore the usual interventions, class-based support and training which they usually provide was not able to happen in the same way as previous years. The HLTA is going to revert to their original role next academic year and therefore be able to have increased time in classes and running interventions. As mentioned in the assessment development the assessment statements have become more consistent, as all targets are starting in a consistent way meaning staff have got a better understanding about what is required for the target to be successful.
National Curriculum subjects	Outcomes across National Curriculum subjects are highly positive. ICT achieved the strongest performance with 85% of targets met and exceeded, followed by Science at 79%. Literacy and Numeracy both achieved 75%, whilst PSHEEC achieved 74%. These outcomes demonstrate that pupils continue to make strong progress across the breadth of the curriculum. The continued implementation of Mastering Maths, Number Pathways training and the review of the maths curriculum are expected to further strengthen achievement within numeracy.



National Curriculum Strands	Computing achieved the highest outcomes of any strand with 85% of targets met and exceeded, reflecting pupils' increasing engagement and confidence with technology. Independence (83%) also achieved particularly strong outcomes. This area is an area which the school places a great emphasis on, there was a variety of training during this academic year to get staff to consider how they can support and develop pupil independence, this included scaffolding training. Emotional development achieved the lowest outcomes at 62%. For a number of pupils, they can find understanding emotions and feelings a very hard concept, therefore where targets are based around the understanding of feelings this can often take pupils a long time to meet these targets. Developing emotional regulation continues to be a strategic priority for the school and significant work has been undertaken throughout the year through STEPs training, updated emotional regulation documentation, MHST referrals and additional behaviour support capacity by recruiting 2 HLTA's for next academic year. In maths it was noted that geometry targets had less targets set when comparing to number targets. The refined maths curriculum and training focus on geometry next academic year is expected to support both target setting in this area alongside the ongoing development of staff in teaching this area.
ImPACTS Curriculum Areas	Within the ImPACTS curriculum, PSEWB achieved the strongest outcomes with 74% of targets met and exceeded. Staff in this area have worked and identified opportunities for increased social interaction and peer to peer engagement in this class and carefully planned these opportunities to maximise social interactions between peers. Communication achieved 70%, Cognitive 69%, Physical 66% and ECT 50%. The lower figures in ECT and Physical reflect the significant complexity of developmental progression for pupils accessing these pathways. The school's continuing focus on ImPACTS provision, alongside the appointment of a curriculum lead for this area, will help further refine curriculum planning and progression.
PFA Independence Profile	Pupils in the Upper School are also assessed against the school's independence profile. This contains a number of assessment statements linked to pupils' independence in a variety of areas which are important for pupils to be as independent as possible in life beyond Watling View. Pupils assessed against the Independence Profile achieved 69% of targets met and exceeded. This demonstrates that pupils continue to make positive progress towards the knowledge, skills and behaviours required for adulthood. The school's emphasis upon independence, community learning,



	enterprise activities, accreditation pathways and preparation for adulthood opportunities continues to support progress in this area.
Target Level	Target level refers to the degree of competence and independence we are aiming for when we set targets for pupils; Starting, Acquiring, Completing or Mastering. Starting level targets achieved the highest outcomes, with 90% of targets met and exceeded, this is to be expected as the starting level is the very first introduction and where pupils must be engaged in the learning task / activity briefly. Acquiring targets achieved 75%, whilst Completing and Mastering targets achieved 66% and 68% respectively. These outcomes demonstrate that pupils continue to make strong progress across varying levels of challenge. The school's ongoing review of Starting, Acquiring, Completing and Mastering definitions has supported consistency in assessment judgements and target setting. As has been the case in previous years there were significantly fewer mastering targets compared with the other target levels. There was work done during the year on the wording of the target levels, with mastering being updated to reflect the ability to master a skill in a range of contexts. This change may have made this statement a harder statement to meet, however leaders and teachers felt it was important to have this reflected in this statement. One explanation is that it can take a long time for pupils to master a particular skill and therefore this is potentially why there are fewer mastering targets. It is however, going to be important to continue to work with teachers to understand any potential barriers to setting mastering targets.
Pupil Premium	There is virtually no difference between Pupil Premium pupils and their peers. Pupil Premium pupils achieved 73% of targets met and exceeded compared with 74% for non-Pupil Premium pupils. This demonstrates that the school's interventions and support strategies continue to minimise differences in outcomes between groups of pupils.
CLA	The small number of Children Looked After on roll means conclusions should be treated with caution. However, outcomes for CLA pupils were in line with the whole school picture, with 73% of targets met and exceeded. Individual progress continues to be closely monitored through annual reviews, pupil progress meetings and partnership working with external agencies
Focus Pupils	Focus Pupils is a system we use each term to identify a list of pupils who may be at risk of falling behind and target them for additional support and / or interventions. It means that we are concerned that their progress rates are likely to be lower than their peers and they could be identified as a focus pupil for a number of reasons.



	At each termly pupil progress meeting a decision will be made as to who is going to be a focus pupil for the next term, it has usually been the case that if a pupil has been a focus pupil for one term, they will not be a focus pupil for the next term, however, there have been instances where they have continued to remain as a focus pupil. Focus Pupils achieved 73% of targets met and exceeded, matching the whole school figure. This indicates that the support, interventions and monitoring processes associated with the Focus Pupil system continue to be effective in preventing pupils from falling behind. The data suggests that targeted support is having a positive impact on maintaining pupil progress
Ethnicity and Gender	There was no significant difference between male and female pupils with male pupils meeting 2% more targets than female pupils. This was the same percentage as last academic year. When reviewing the PLG data in regard to ethnicity White British had the highest percentage of PLG targets met and exceeded, this was the same as last academic year. The ethnicity with the least percentage was Pakistani, 1 of these pupils has had increasing health issues as the year has gone on and this has meant they have had a prolonged period of absence from the school, particularly in the summer term. Another pupil had a prolonged period of time in hospital during the spring term and started to come back towards the end of the summer term on a more regular basis, however this was on a part-time timetable due to his health needs. 2 of the pupils have found transitioning hard and we have noted an increase in self-injurious behaviour with 1 of the 2 pupils. There was a Strategy meeting regarding these 2 pupils and social care are reviewing the support around the family.

Leavers Destinations and Pupil Movement

In 2025 – 2026 there was one end of year 14 leaver

- 1 leaver has transitioned to further education at Oaklands College.

To prepare the leaver we worked collaboratively with different professionals to support transition visits and to make sure that the new setting had a deep understanding about the needs and communication requirements of the individual.



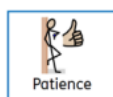
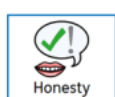
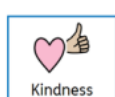
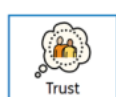
	Number	Comments / Further Information
EYFS		
Lower / Middle School	1	Redacted due to personal information
Upper School	2	Redacted due to personal information

The school also had 2 in year admissions, 1 in EYFS and the other in Lower / Middle School, this was as well as 11 pupils starting at the start of the academic year 8 in EYFS and 3 in Lower / Middle School.

Next Steps

As part of ongoing school development and improvement it is important that information from this report alongside information from ongoing quality assurance leaders undertake is used to inform next steps of school improvement. Some of the key next steps which link from this report are;

- Implement the updated Reading "I Can" assessment statements within Child on a Page and undertake a full baseline process across the school.
- Ensure medium-term planning documentation consistently demonstrates breadth, progression and learning opportunities across all curriculum areas and future curriculum cycles.
- Further develop staff confidence in delivering the revised mathematics curriculum and ensure planning reflects the updated Mastering Maths approach.
- Use a newly recruited TLR to review and refine sensory based teaching approaches.
- Strengthen teaching approaches for pupils with PMLD and further develop provision within the ImpACTS curriculum through targeted leadership and curriculum development.
- Provide further training around the Engagement Model to support high-quality assessment and observation for pupils with profound and multiple learning difficulties.
- Implement the newly appointed Emotional Regulation HLTAs and ensure systems of support, intervention and guidance are consistently understood and applied across the school.
- Expand and strengthen Thrive and other intervention programmes whilst developing a centralised system for recording, monitoring and evaluating intervention impact.



- Continue to develop leadership capacity through the new middle leadership structure, TLR responsibilities and professional development opportunities.
- Progress preparations for the successful implementation and opening of the 32-place satellite provision whilst maintaining the high quality of education currently provided at Watling View School.

