End of KS2 Data 2025-2026

This data set reflects the outcomes of 20 pupils at the end of Key Stage 2, all of whom have an Education, Health and Care Plan (EHCP) and are working below age-related expectations. Assessment outcomes are therefore based on teacher assessment using the Pre-Key Stage 2 Standards and the Engagement Model, in line with statutory guidance and pupils' individual needs.

Pupils access one of three curriculum pathways – formal, semi-formal or sensory – which are carefully matched to their learning profile, communication needs and cognitive development. Curriculum pathways are not fixed and are reviewed regularly to ensure they remain appropriate and ambitious for each pupil.

17 pupils accessed the formal curriculum pathway throughout Key Stage 2. Progress for these pupils is demonstrated through consistent achievement across reading, writing and mathematics, with the majority making two or more levels of progress from the end of Key Stage 1 to the end of Key Stage 2.

Three pupils accessed the semi-formal curriculum pathway. These pupils were previously assessed using a different pathway; however, in the previous academic year this was formally reviewed due to increasing complexity of need. The former pathway was no longer fit for purpose, and the move to a semi-formal curriculum ensured that teaching, learning and assessment were appropriately adapted and ambitious. As a result, attainment data for these pupils is not directly comparable across Key Stage 1 and Key Stage 2. Progress for these pupils is evidenced through teacher assessment against the revised pathway and through progress towards individual EHCP outcomes.

Due to the phased introduction of the Semi-Formal and Sensory Pathways in 2021 and 2022 respectively, longitudinal data across key stages remains limited. However, since the implementation of the current curriculum pathways, all pupils have made progress from their individual starting points, demonstrating the positive impact of a responsive, personalised and needs-led curriculum.

All data is based on Teacher Assessment as all pupils at Holly Grove School have an EHCP and are working on the Pre Key Stage 2 Standards or the Engagement Model.

Pupils working on the Formal Curriculum

End of KS1 – End of KS2	Number of levels of progress	% achieving In Reading	% achieving in writing	% achieving In Maths
Formal Curriculum (All)	1+ levels of progress	100%	100%	100%
	2+ levels of progress	88%	94%	100%
	3+ levels of progress	76%	88%	65%
Formal Curriculum (Boys)	1+ levels of progress	100%	100%	100%

	2+ levels of progress	82%	91%	100%
	3+ levels of progress	64%	82%	45%
Formal Curriculum (2 Girls)	1+ levels of progress	100%	100%	100%
	2+ levels of progress	100%	100%	100%
	3+ levels of progress	100%	50%	80%
Formal Curriculum (EAL 2)	1+ levels of progress	100%	100%	100%
	2+ levels of progress	100%	100%	100%
	3+ levels of progress	100%	100%	0%
Formal Curriculum (Pupil Premium)	1+ levels of progress	100%	100%	100%
	2+ levels of progress	85%	93%	100%
	3+ levels of progress	77%	85%	69%

Information reported to DFE for End of KS2

- **16 pupils (including 1 new pupil) were working on the Pre-Key Stage 2 Standards in Reading, Writing and Mathematics.**
- **1 pupil was working on the Pre-Key Stage 2 Standards in Reading and Writing and completed the Key Stage 2 Mathematics SATs, achieving a scaled score of 84.**
- **3 pupils were assessed using the Engagement Model.**