

Learner progress summary 2025-2026

EYFS

EYFS data set	Autumn 2 – 2025 Pupils on track to achieve their end of year targets	Summer 2 – 2026 Pupils achieving their end of year targets
Communication and Language	88%	94%
Physical Development	88%	88%
Personal, Social, Emotional Development	94%	94%
Literacy	81%	88%
Mathematics	69%	94%
Understanding the World	88%	94%
Expressive Arts and Design	80%	93%

All our EYFS learners are emerging on the EYFSP; however, the progress made by the vast majority is good when considered against their individual starting points. Robust baseline assessments and assessment systems have been established to reflect each learner's stage of development and personalised targets, with progress closely monitored throughout the year to ensure that appropriate support and challenge are provided.

Assessment outcomes for 2025–2026 demonstrate consistently high levels of achievement across all seven areas of learning. Between 88% and 94% of learners achieved the expected end of year outcomes, reflecting the effectiveness of the personalised curriculum and the quality of teaching across the provision.

One of the most notable improvements during the academic year was within Mathematics, where achievement increased from 69% in Term 1 to 94% by the end of the academic year, demonstrating the positive impact of carefully planned teaching sequences, practical learning experiences and responsive assessment.

Similarly, Literacy outcomes improved over the course of the year, with achievement increasing from 81% to 88%, reflecting the continued emphasis on early communication, language development and structured literacy opportunities embedded throughout the curriculum.

Communication and Language continues to underpin all areas of learning, with 94% of learners achieving the expected outcomes. This provides learners with a secure foundation for accessing future learning and supports successful transition into the school's curriculum pathways.

Primary & Secondary

The data presented demonstrates the progress made for all of our school age learners at Calthorpe Academy during academic year 2025/2026.

Pathway	% Expected progress	% Expected progress
Foundations for Life	Communication and Interaction	Problem Solving and Thinking Skills
Overall	86 %	80 %
Learning for life	Literacy	Numeracy
Overall	84 %	92 %

The **Foundations for Life** pathway has demonstrated positive outcomes across both Communication and Interaction and Problem Solving & Thinking Skills, with 86% of learners achieving their end of year targets in Communication and Interaction and 80% achieving their targets in Problem Solving & Thinking Skills. The strong outcome in Communication and Interaction reflects the continued emphasis placed on developing learners' ability to communicate, interact and engage effectively with others within a range of learning and social contexts.

Progress in Problem Solving & Thinking Skills is also positive, with 80% of learners achieving their end of year targets demonstrating that learners are developing their ability to think, respond, make choices and apply skills within purposeful learning experiences. Together, these outcomes demonstrate that the pathway is supporting learners to develop the fundamental communication, thinking and problem solving skills that underpin greater independence and access to learning

End of year assessment outcomes demonstrate that learners on the **Learning for Life** pathway made strong progress across both core curriculum areas. By the end of the academic year, 84% of learners had achieved their Literacy targets, whilst 92% had achieved their Numeracy targets. These outcomes reflect the quality of teaching, effective curriculum planning and the successful use of assessment information to identify and respond to learners requiring additional support.

Across all pathways, targeted interventions and effective multi agency collaboration have made a significant contribution to positive learner progress. Pupil Premium funding has been strategically and effectively utilised to provide targeted access to Speech and Language Therapy (SaLT), Occupational Therapy (OT) and Behaviour Support, ensuring that identified barriers to learning are addressed promptly and appropriately. This personalised and holistic approach has supported vulnerable learners to make meaningful progress from their individual starting points, with outcomes broadly in line with, and in some cases exceeding, those of their peers. The impact of this provision is reflected in the progress data and demonstrates the school's commitment to ensuring that disadvantage does not become a barrier to achievement.

Sixth form

Post 16 outcomes for the 2025–2026 academic year demonstrate that the majority of learners across all three pathways successfully achieved their personalised end of year targets. Overall outcomes continue to reflect the effectiveness of the Post-16 curriculum in preparing learners for their next stage of education, training, supported provision or adult life.

RARPA data Summer 2026	
Pathway	Percentage of learners on track over the 3 terms
Engagement	83%
Foundations	80%
Learning for life	93%

The effectiveness of Post-16 provision is further evidenced through learners' destination outcomes. Learners have successfully achieved their curriculum outcomes, supporting progression into destinations aligned with their individual interests, aspirations and intended programmes of study. The 2025–2026 destination data recorded no learners as NEET, providing strong evidence that the Post-16 curriculum and transition processes are effectively preparing learners for successful progression into their intended destinations. This demonstrates the department's strong focus on ensuring that learners leave Post-16 with clear, appropriate and purposeful next steps.

Focus of improvement in 2026-2027

- Stretch the most able: Increase depth and pace for higher attaining learners within each pathway.
- Continue to share staff expertise in our assessment system across the school, with a particular focus on supporting new staff.
- Further develop and embed the Engagement for Life assessment framework to ensure that assessment and target setting accurately reflect the progress, engagement and individual achievements of learners.