

Ysgol Tŷ Monmouth Division Pupil Progress Graphs

Year: 2025/2026



phoenix
NURTURE > FLOURISH > GROW

Context

- Information gathered from 2025-2026 academic year.
- For pupil's on roll for over 1 academic year, targets have been individualised based on the previous year's (2024-2025) rates of progress (Welsh Progression Steps and Steps for Life). Progress between these dates is then measured. For pupils on roll for less than one academic year, progress of 10% in a level over a term (Welsh Progression Steps and Steps for Life) is recorded as expected progress. Progress above 20% over the term is recorded as above expectation. Below expectation is recorded where no small steps have been completed within the level.
- Due to the nature of our pupils' needs, not all pupils will make the expected progress all of the time and expected progress targets are personalised according to the pupil's individual learning journey. Progress meeting reviews identify and review individual targets to ensure pupils are given the best opportunity to progress towards their expected targets. Outcome profiles will often be spiked; however, this is common within additional learning needs (ALN).
- The pupils at Ysgol Tŷ Monmouth have their strengths and needs set out in one of the following documents: *Statement of Educational Need (old system, Wales), Individual Development Plan (new system, Wales) or an Education Health Care Plan (current system, England). These documents form the basis of target setting and progress monitoring, alongside the Curriculum for Wales and an internal individual education planning system.

Strengths

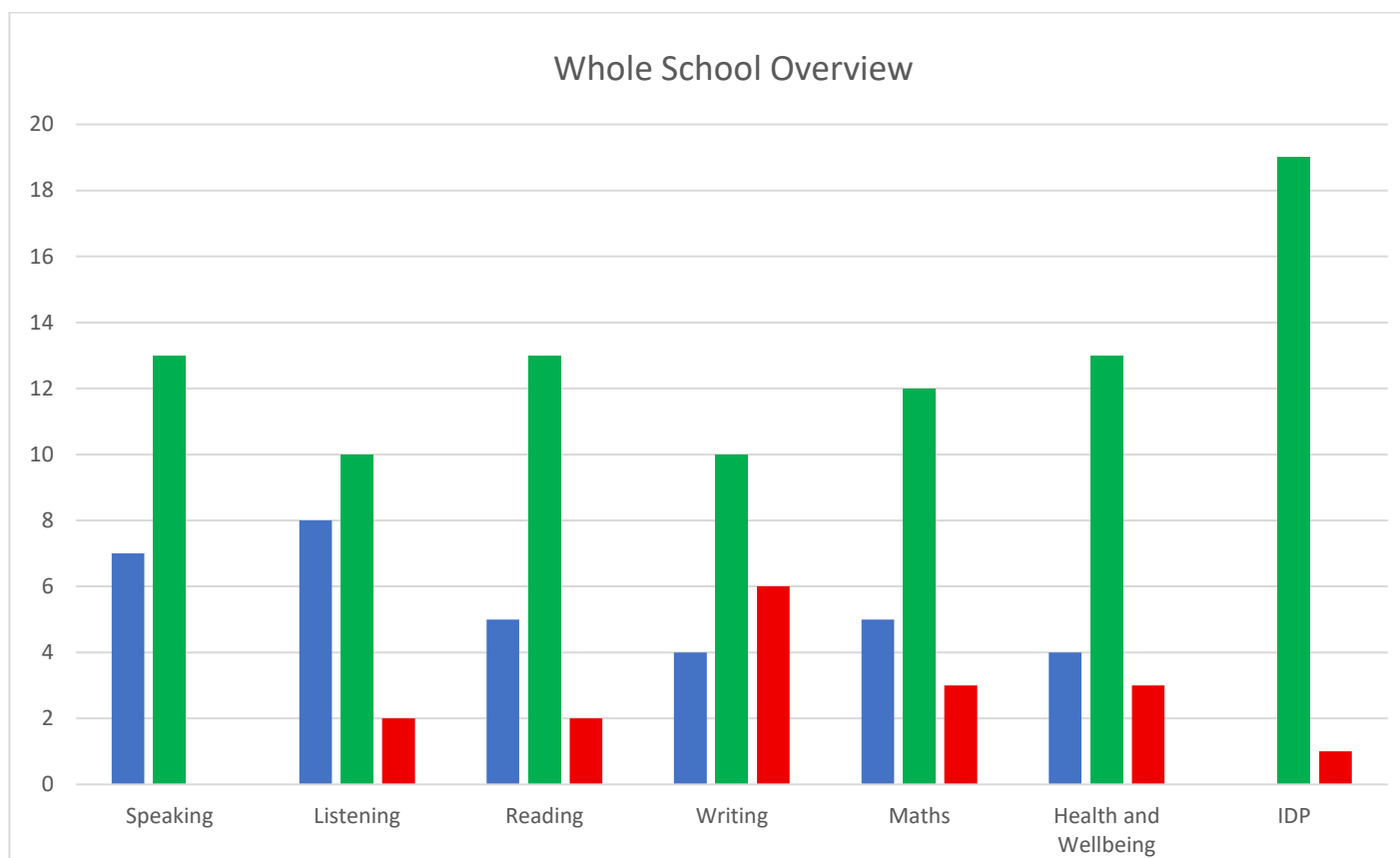
- 100% of pupils have achieved at or above the expected level of progress for speaking (LLC).
- 95% of pupils have achieved the expected level of progress for their individual development targets (IDP).
- 90% of pupils have achieved at or above the expected level of progress for health and wellbeing (HW), listening (LLC) and reading (LLC).

Areas for development

- Only 70% of pupils have achieved at or above the expected level of progress for writing (LLC). 83.3% of pupils below the expected level of progress are within the Flourish curriculum (KS3)
- Although the data is very positive for speaking and listening, it should also be noted that those pupils making over the expected level of progress are 35% and 40% respectively. This potentially indicates a shortfall around target setting (high expectations for achievement), and increased stretch and challenge in this area may need to be considered.

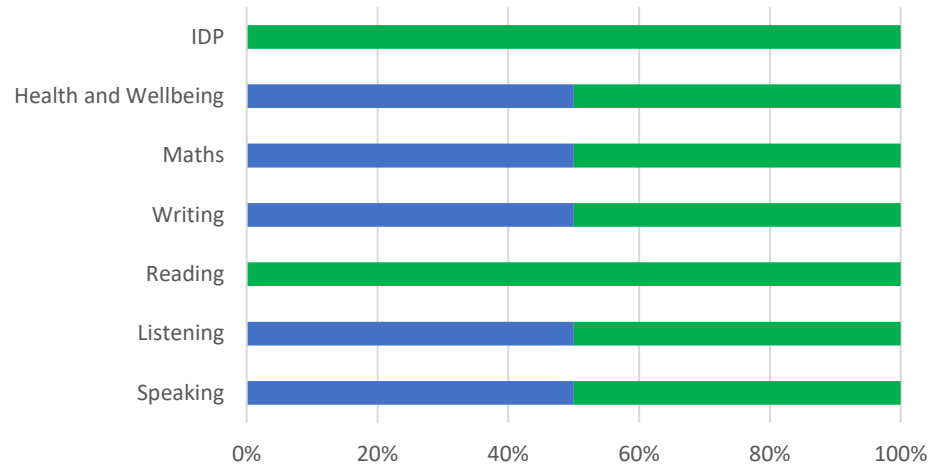
Actions being taken.

- Curriculum amendments will include a wider variety of resources to promote engagement and progression in writing.
- Planning will be reviewed in relation to the provision of writing opportunities across the curriculum.
- In the autumn term, learning walks will focus on the effectiveness of teaching relating to writing; and the impact on pupils' skill development. There will be a particular focus on the Flourish curriculum (KS3), and the effectiveness of teaching strategies on pupils' progress within the area of writing.
- Review target setting relating to speaking and listening, to ensure consistent challenge for all pupils.

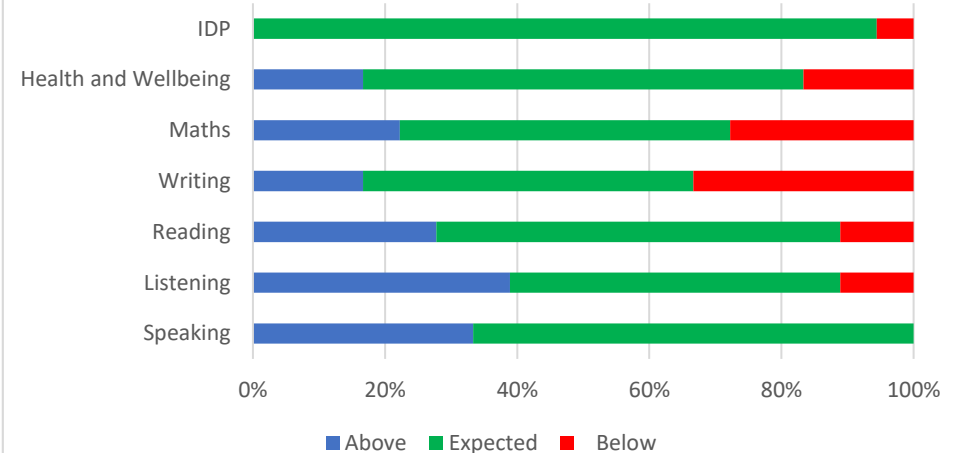


	Speaking	Listening	Reading	Writing	Maths and Numeracy	Health and Wellbeing	IDP / EHCP
Above Expectation	7	8	5	4	5	4	0
Met Expectation	13	10	13	9	12	13	19
Below Expectation	0	2	2	7	3	3	1

Progress Females

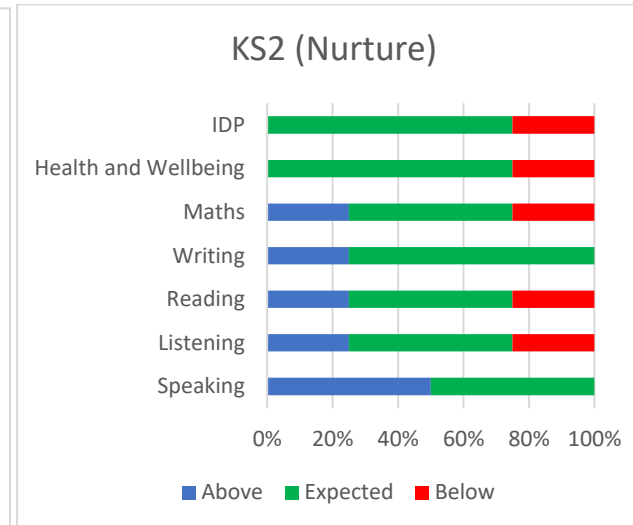
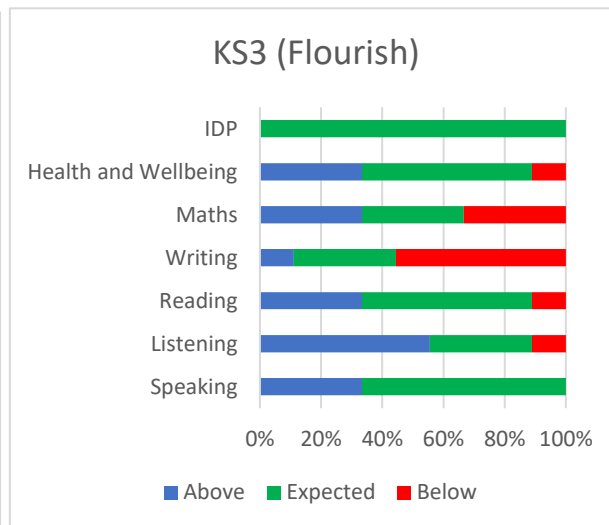
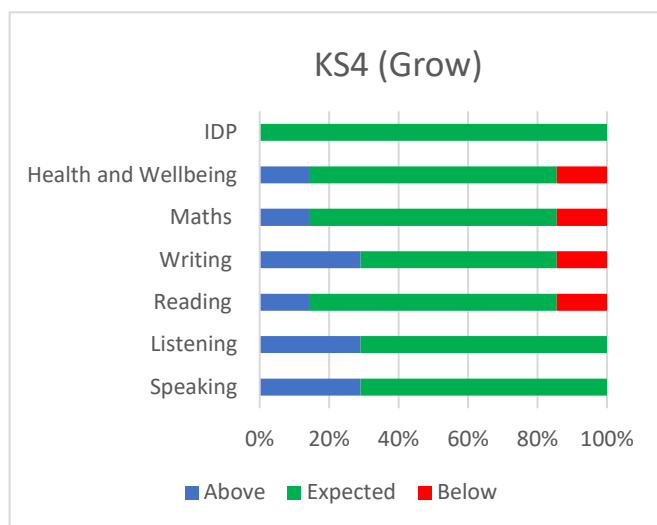


Progress Males



Progress Females	Speaking	Listening	Reading	Writing	Maths	H / W	IDP	Progress Males	Speaking	Listening	Reading	Writing	Maths	H / W	IDP
Above	1	1	0	1	1	1	0	Above	6	7	5	3	4	3	0
Expected	1	1	2	1	1	1	2	Expected	12	9	11	9	9	12	17
Below	0	0	0	0	0	0	0	Below	0	2	2	6	5	3	1

- There are 2 female pupils at YTM (10%), both of whom are part of the Grow curriculum (yr 11 / KS4). Both pupils are preparing for placements in a specialist college, and this has focused the pupils on their progress and next steps. Amendments to the environment and the curriculum (reduced demand) were made previously as engagement, progress and attainment had slowed. The improvements to the data demonstrate the positive impact of these adjustments, and show the pupils are now ready for increased challenge in some areas of the curriculum.
- There is a total of 18 male pupils at Ysgol Ty Monmouth: 5 are in KS4, 9 in KS3, and 4 in KS2. All pupils within this group have met or exceeded expectation in regard to the strand of speaking. This is very pleasing, as pupil's primary need is based on communication and interaction. Pupils and the multi-disciplinary team have worked cohesively and effectively in the area of speaking (and listening / communication). Pupils have developed confidence in their skills, and this is reflected in the data. Consideration of more challenging targets for some pupils must now take place to ensure ongoing progress.
- Conversely, within the strand of writing, 6 of the male pupils (1/3) have not met the expected level of progress; this is an area requiring further scrutiny and improvement. To improve outcomes in this strand, curriculum amendments will include a wider variety of resources to promote engagement (creative, work related and linked to pupil interest); Planning will be reviewed in relation to the provision of writing opportunities across the curriculum. In the autumn term, learning walks will focus on the effectiveness of teaching relating to writing; and the impact on pupils' skill development. SLT / therapies will consider and plan provision related to additional skills that support writing development (for example, expressive language, fine motor skills, confidence and reading).

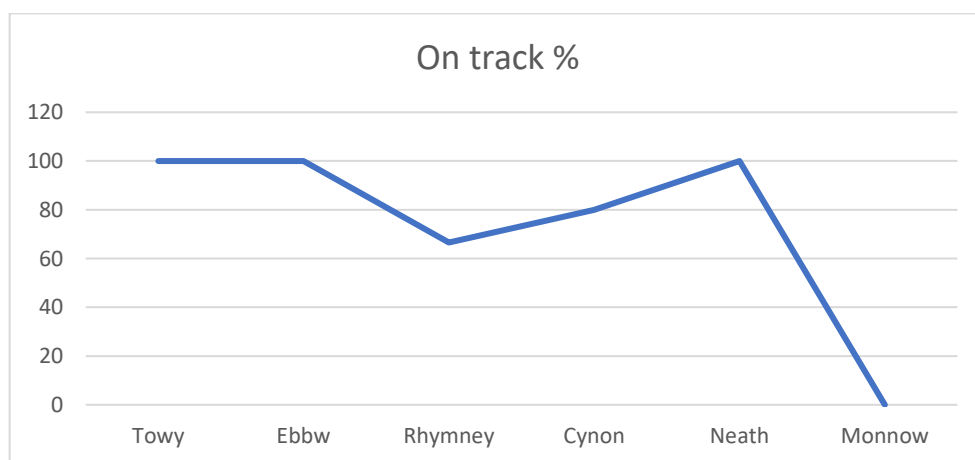


KS4	Above	Expected	Below	KS3	Above	Expected	Below	KS2	Above	Expected	Below
Speaking	2	5	0	Speaking	3	6	0	Speaking	2	2	0
Listening	2	5	0	Listening	5	3	1	Listening	1	2	1
Reading	1	5	1	Reading	3	5	1	Reading	1	2	1
Writing	2	4	1	Writing	1	3	5	Writing	1	3	0
Maths	1	5	1	Maths	3	3	3	Maths	1	2	1
H/W	1	5	1	H/W	3	5	1	H/W	0	3	1
IDP	0	7	0	IDP	0	9	0	IDP	0	3	1

- Within the Grow (KS4) curriculum, pupils are making good progress across the key areas of learning, including personal outcomes. 1 pupil (14%) within this cohort has made less than expected progress with 3 of the 7 strands. This pupil follows an independent living pathway, and as such has focused more closely on communication skills and life skills (personal outcomes). As a result, the pupil has made most progress in the areas of IDP, speaking and listening. This is appropriate for their learning pathway and next steps.
- Within the Flourish curriculum (KS3), the data presents a mixed picture. 100% of pupils have made the expected progress against their individual (IDP) targets. Data representing the remaining strands are less consistent. In particular, only 33.3% of pupils following the Flourish curriculum have made the expected progress within the strand of writing, with 55.5% below the expected rate of progress. At KS2, progress for writing is more positive. Potentially, this is related to the successful delivery of the framework at the early levels (pre steps and WPS 1), with less effective strategies and / or opportunities for progression beyond these levels. Further scrutiny of writing opportunities and development at KS3 is required.
- Across the key stages, 100% of pupils have made either the expected level or above the expected level of progress for the strand of speaking. 7 pupils (35%) have worked at a level beyond their target, thereby making more than the expected level of progress. Factors impacting this include pupils feeling comfortable in their environment (confidence) and the success of tailored provision (such as speech and language and creative arts). The next step is to consider whether the level of challenge at the target setting stage enables all pupils to progress within this strand.

Additional Information for Review:

Below expectation	Towy	Ebbw	Rhymney	Cynon	Neath	Monnow
Speaking				1		
Listening			1	1		
Reading			1	2		1
Writing*		2	1	1	1	1
Maths	1		1	1		1
H / W			2	1		
IDP				1		
Above expectation	Towy	Ebbw	Rhymney	Cynon	Neath	Monnow
Speaking	1		2			2
Listening*	1	2	1	2		2
Reading	1					3
Writing	1		1	1		
Maths		1		2	1	1
H / W					1	3
IDP						



School Development and Self Evaluation:

The level of challenge provided to the pupils, to support their continual progress.

The data (left) supports the evaluation of the level of challenge provided through teaching, learning and curriculum; and subsequent impact on pupil progress. The data shows the pattern of rates of progress across the school, where figures fall outside the expected range of progress (see left). The graph below (on track) is useful as a comparison to identify where the curriculum, teaching and learning are working well; and where we need to focus support for improvement.

In Towy class, all pupils are rated “on track” i.e., overall, each pupil is making the expected rate of progress across the curriculum. The next step for this class is to consider the areas of “above expectation” which relate to 1 pupil. Previously, interventions have been introduced to support this pupil with their working memory / executive functioning skills. This, alongside the transition to the Steps for Life framework has had a positive impact on progress; and targets can now be amended to increase challenge in key areas, for this pupil.

In Ebbw and Neath classes, all pupils are on track in relation to overall progress across the curriculum. However, class adjustments are already in process with the aim of fine tuning the curriculum to meet pupils’ needs; and present new personal challenges This includes tailoring next year’s curriculum, to support a pupil’s progress to their preferred college placement.

2 of the 3 pupils in Rhymney class are making the expected level of progress (or above) within the majority of curriculum areas. 1 pupil is consistently making less than the expected rate of progress which is a concern. As an immediate measure, this pupil is transferring to the Steps for Life framework which will provide functional opportunities for development. This should increase the meaning of the framework /curriculum to the pupil, thereby promoting motivation and engagement in the short term; and increased progress in the longer term.

More generally, support for target setting in Rhymney class and Monnow class is required due to the range of pupils / areas outside the “expected rate of progress” bracket. This will be explored in the pupil progress meetings within the autumn term (2026). Positively, the data for individual outcomes (IDP) is very positive (with all pupils making the expected rate of progress). Furthermore, pupils in Monnow class are transitioning to the Steps for Life framework which will provide a new baseline for target setting. They are remaining in the same class after settling in this year, and it is expected that their progress profiles will become less spiky as a result of this. The curriculum for these pupils will also be supported by key accredited learning opportunities.

Finally, pupils in Cynon class are in their first year of school placement, and their measure of progress has been based on their success in transitioning to a full timetable; and the development of skills to play and co-operate with others. The data for Cynon class is based on limited understanding of pupil’s prior learning experiences (no previous data) and is therefore less reliable than that for the other classes. However, qualitative measures (learning walks for example) have identified a need to split the class in September (a Nurture class and a Nurture /Flourish class), in order to provide opportunities for personal development for each pupil.

Strand focus:

Writing*		2	1	1	1	1
Listening*	1	2	1	2		2

As has been reflected in the overall evaluation (page 1), there is a clear pattern across the school relating to developing the standards of progress and attainment within the strand of writing.

The focus on communication and interaction is always the foundation of the curriculum due to the primary need of the pupils at school. This means that they have made exceptional progress across the school in aspects of communication and interaction (such as listening, shown above). Targets will now be amended to continue to allow the pupils to build on their successes.

England and Wales				Curriculum for Wales
Age	School Type	Key Stage	Year	Progression Steps
4 - 5	Primary School or Infant School	Reception	-	Progression steps are part of the descriptions of learning. They describe how learning should progress within each statement of what matters across the learning continuum. They broadly correspond to expectation at ages 5, 8, 11, 14 and 16.
5 - 6		KS1	Year 1	
6 - 7			Year 2	
7 - 8	Primary School or Junior School	KS2	Year 3	WPS 2.3
8 - 9			Year 4	WPS 3.1
9 - 10			Year 5	WPS 3.2
10 - 11			Year 6	WPS 3.3
11 - 12	Secondary School	KS3	Year 7	WPS 4.1
12 - 13			Year 8	WPS 4.2
13 - 14			Year 9	WPS 4.3
14 - 15		KS4	Year 10	WPS 5
15 - 16			Year 11	