

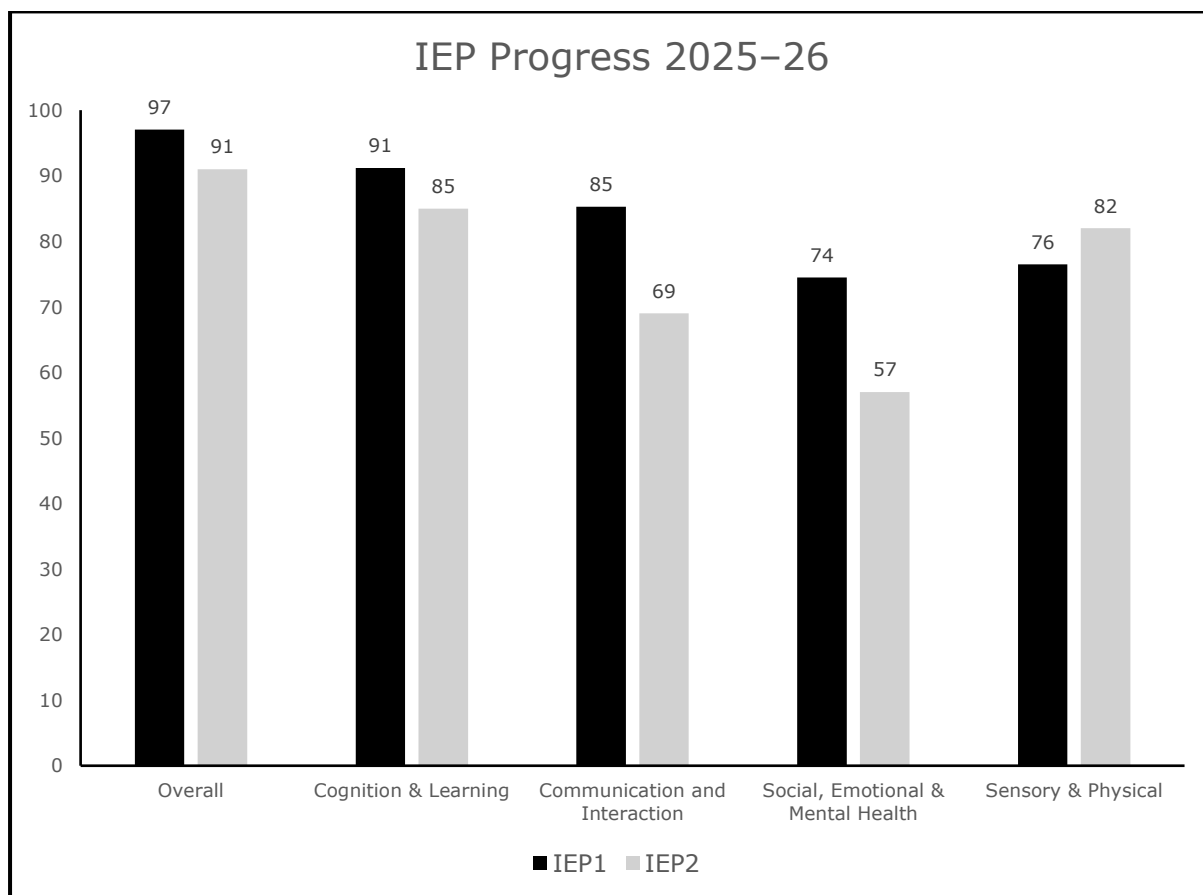


FIRST BRIDGE SCHOOL

Pupil Progress 2025–26

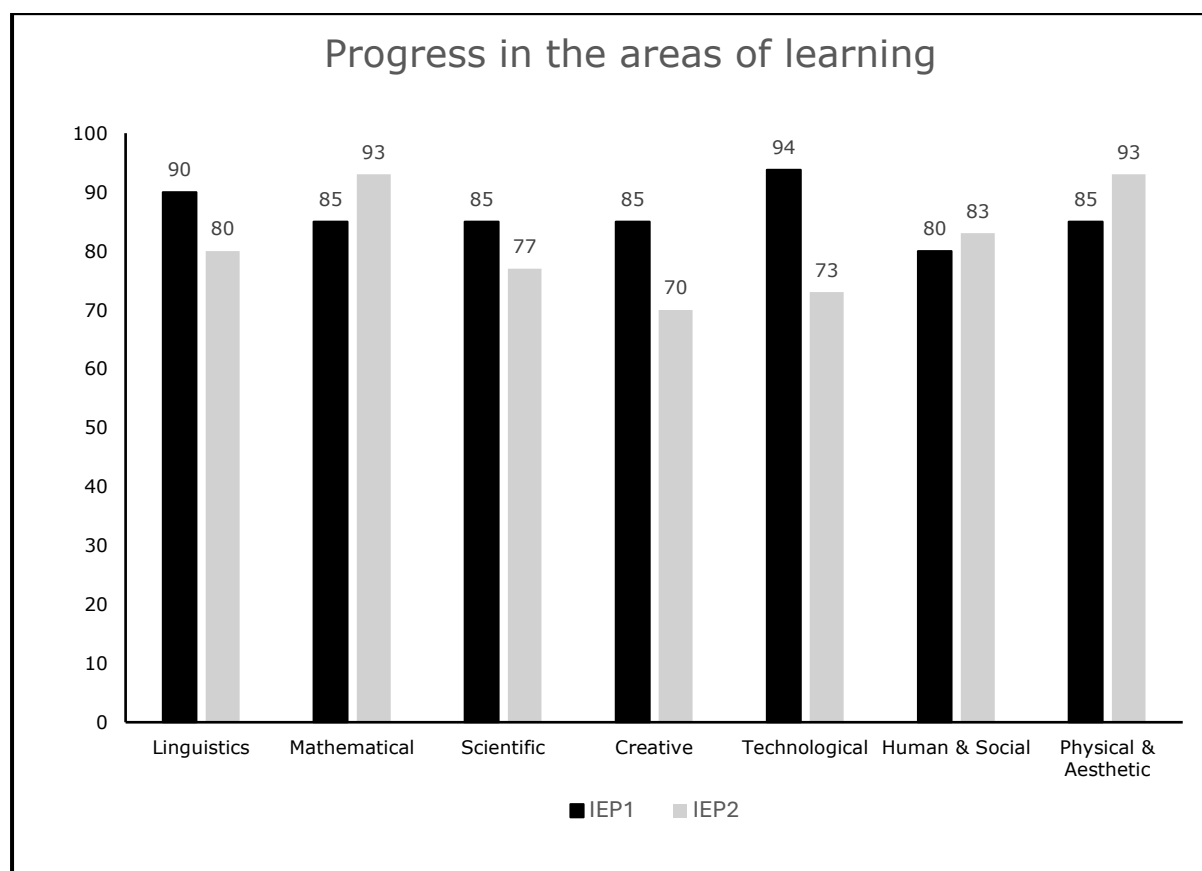
Individual Education Plan (IEP) targets are set twice a year. These are based on the four broad areas of need; cognition & learning, communication & interaction, social, emotional & mental health and sensory & physical. These targets are then cross-referenced against both the Independent Schools Standards' areas of learning (linguistic, mathematical, scientific, technological, human & social, physical, and creative and aesthetic) and the early years foundation stage prime and specific areas; communication & language, personal, social & emotional development, physical development, literacy, mathematics, understanding the world and expressive arts and design. At the end of each IEP period, pupils' progress is calculated and the pupils who made expected or more than expected progress are represented in the following graphs.

Graph one: Percentage of pupils making expected or better progress towards the four broad areas of need



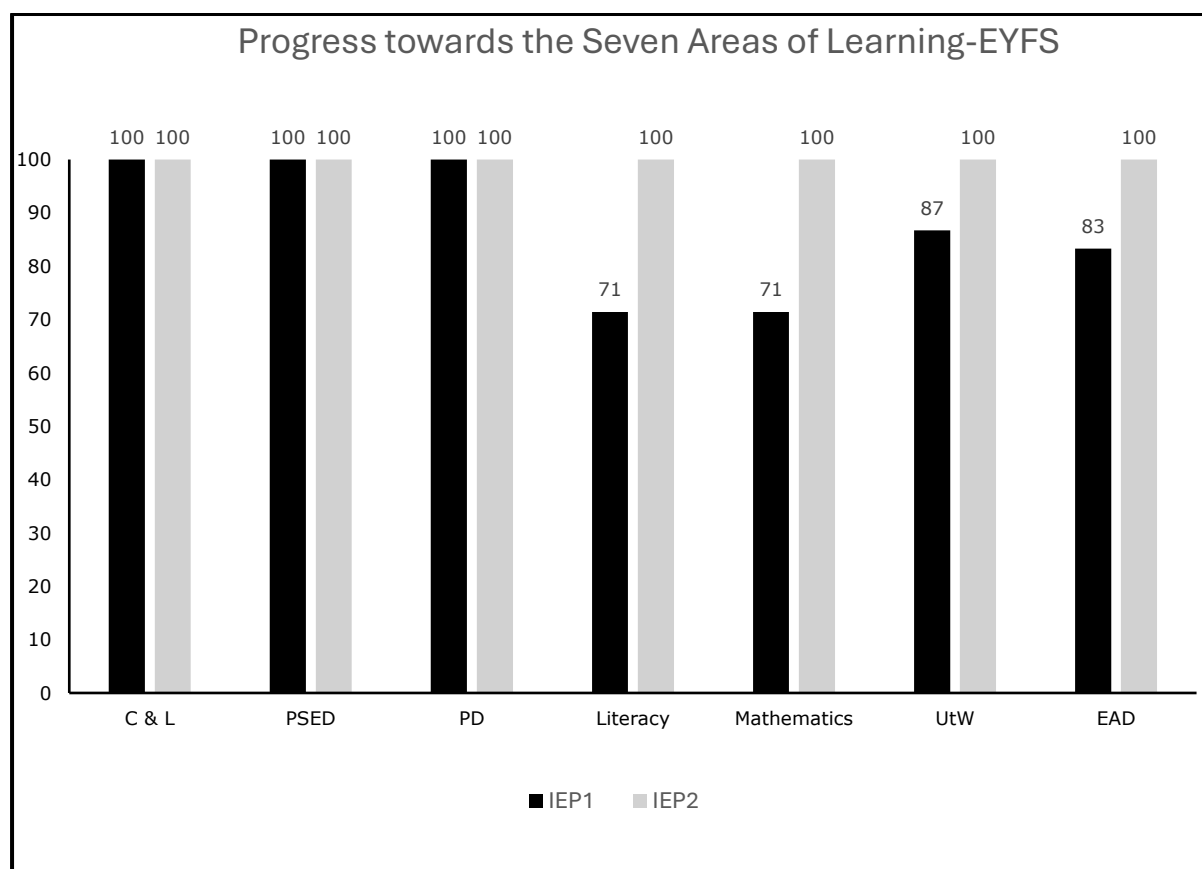
Overall, pupils made strong progress across both IEP periods, with 91% making expected or better progress in IEP 2. Although outcomes decreased slightly from IEP 1 in most areas, sensory and physical progress improved from 76% to 82%. Communication and interaction and social, emotional and mental health showed the largest decreases and remain key areas for targeted support and monitoring. next steps focus on strengthening targeted support in communication and interaction and social, emotional and mental health, while maintaining strong progress across all areas of need.

Graph two: Percentage of pupils demonstrating expected or better progress towards individualised IEP goals mapped to the ISS areas of learning



Progress across the ISS areas remained positive, with the strongest IEP 2 outcomes in mathematics and physical learning, both reaching 93%. Human and social learning also improved from 80% to 83%. Outcomes decreased in the remaining areas, most notably technological and creative and aesthetic learning, indicating priorities for targeted support and curriculum development in the next review period.

Graph three: Percentage of pupils demonstrating expected or better progress towards individualised IEP goals mapped to the seven areas of learning



EYFS outcomes were very strong in IEP 2, with 100% of pupils making expected or better progress across all seven areas of learning. This represents maintained performance in communication and language, personal, social and emotional development, and physical development, alongside notable improvement in literacy, mathematics, understanding the world, and expressive arts and design. next steps focus on sustaining these outcomes and ensuring that pupils continue to be appropriately challenged across all areas of learning.