

PRIESTLEY SMITH SCHOOL ASSESSMENT OUTCOMES 2024



EYFS

	Communication & Language	PSED	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	B to 3 Secure	B to 3 Secure	B to 3 L	B to 3 L	B to 3 L	B to 3 L	B to 3 L
2	B to 3 L	B to 3 L	B to 3 High	B to 3 L	B to 3 L	B to 3 L	B to 3 Secure
3	B to 3 L	B to 3 L	B to 3 L	B to 3 L	B to 3 L	B to 3 L	B to 3 L

EYFS Outcomes and context

- 1 pupil is blind and 2 are severely vision impairment.
- All pupils have additional needs including autism, SLCN needs and Physical disabilities.
- All pupils completed the full two years of EYFS with us.
- No early learning goals met.

Next steps

- Children with a VI do not learn incidentally, so it is unlikely that any pupil completing EYFS will reach the early learning goals due to their general development and slower pace of learning.
- We will continue to stretch more able pupils as much as possible by moving them in to the next group to facilitate a stage not age approach.
- Moving children in to appropriate phonics groups to stretch their ability.
- Place a greater emphasis on the prime areas of learning (C&L, PSED and Physical) as they lay the foundations for later learning.
- Environment audit to ensure that it is meeting the needs of the cohort.

Phonics Screening

- 7 students in year 2 did not take the screening test last year – 1 joined after screening checks complete.
- 4 Braille users and 3 Print users.
- All children apart from 1 have significant learning needs in addition to their visual impairment – the child working without significant needs is completely blind and a Braille user, which impedes learning phonics.
- No pupil was at a stage where they were far enough along the phonics scheme to take the test

Next Steps

- Provide CPD to strengthen staff knowledge of phonics.
- Continue to provide all children the opportunity to access the Twinkl Phonics scheme throughout both Primary and Secondary, for those who still need it.
- Changing of the school day to allow more opportunities for reading and reading for pleasure throughout the school day.
- Continue to develop pre level 1 daily bucket time and nursery rhyme time in EYFS to increase children's attention in addition to improving listening skills. This will help will engage in phonics moving forwards.

Key stage 1

	Reading	Writing	Maths	Science
1	Pre KS1 st1	Pre KS1 st2	Pre KS1 st3	Working Towards
2	Pre KS1 st2	Pre KS1 st2	Pre KS1 st2	Working Towards

Context

- 1 pupil had limited attendance to school due to significant medical needs.
- 1 pupil has a hearing impairment in addition their vision impairment.
- 1 pupil is blind.
- Pupils assessed on b-squared using the progression steps framework.

Next Steps

- Look to bring more structure to the learning environment to ensure core skills are developing before moving in to KS2.
- Evaluate how assessment is used and tracked, pushing for engagement model skills to be embedded and consolidated.
- CPD sessions on adaptive teaching and 'teaching to the top' to ensure all pupils are stretched.
- Provide more opportunities for reading and reading for pleasure throughout the school day – this will help consolidate phonics skills and strengthen reading skills.

Key Stage 2

	Reading	SPaG	Writing	Maths	Science
1	n/a	n/a		n/a	Working towards
2	109 AS	92 NS		94 NS	Working towards
3	100 AS	97 NS		88 NS	Working towards
4	n/a	n/a		n/a	Working towards
5	93 NS	95 NS		85 NS	Working towards
6	n/a	n/a		n/a	Working towards
7	n/a	n/a		n/a	Working towards
8	n/a	n/a		n/a	Working towards
9	84 NS	81 NS		86 NS	Working towards

Context

- Pupils consisted of 2 Braille users and 7 Print users.

- 2 pupils were not working at a level to access the SATs, following our nurture pathway, so they didn't sit them.
- 1 Pupil was ill during SATs, 1 pupil's parents elected to begin home education.
- A further 2 pupils had accessed the curriculum. They were working well below expected standard but were given the opportunity to sit the SATs.
- The remaining 4 pupils were able to access the SATs and achieved a scaled score on all examinations.

Next steps.

- CPD sessions on adaptive teaching and 'teaching to the top' to ensure all pupils are stretched.
- Exposure to more 'exam-style' questions and past papers, to familiarise students with structure and assessment conditions to prepare and support their journey throughout the school.
- Review assessment trackers and methods of assessment to ensure we close gaps and strengthen next step targets.
- Continue to embed Phonics and SPaG skills to ensure that written content and knowledge is as strong as reading skills across all subjects. Writing and terminology highlighted as an area for improvement.

KS3

	French FCSE	Arabic
1	Distinction	
2	Distinction	GCSE 5

Key

- **Blue – Exceeded target grade**
- **Green – Achieved Target Grade**
- **Orange – below Target Grade**

Key Stage 3 Results Analysis

- 2 students
- 3 results
- 0 below target 0%
- 3 targets exceeded 0%

The following analysis is based on the assessment outcomes for 2 students. Analysis is based upon careful scrutiny of results and comparison with targeted and predicted grades. Account is also taken of detailed staff feedback about results, targets, interventions, implications for the student or course in the future and moderator/verifier feedback etc.

Both students on target. Student 2 worked with a member of staff who was an Arabic speaker for additional support.

KS4

	English	Maths	Science	ICT	History	French	Art	Music	Home Cooking Skills	Performing Arts	Business	PSD	Personal Progress
1	GCSE 5	GCSE 5	L1 Pass	L2 Pass	GCSE 3			L2 Merit	L2 Pass		L1 Pass	EL3	
2	GCSE 6	GCSE 5	L2 Merit	L2 Pass	GCSE 8			L2 Merit	L2 Pass		L1 Pass	EL3	
3	GCSE 3	GCSE 5	L2 Merit	L2 Pass					L2 Pass		L1 Pass	EL3	
4	ELC 3	GCSE 2	ELC 3	L2 Pass	ELC 2		GCSE 5		L2 Pass		L1 Pass	EL3	
5				L2 Pass					L2 Pass		L1 Pass	EL3	
6	ELC 3	ELC 3	ELC 3	L2 Pass		GCSE 2			L2 Pass	L1 Pass	L1 Pass	EL3	
7	ELC 2	ELC 3	ELC 3	L2 Pass	ELC 1				L2 Pass	L1 Pass	L1 Pass	EL3	
8	ELC 2	ELC 1	ELC 2	EL 3		FCSE Pass			L2 Pass	L1 Pass	L1 Pass	EL3	
9	ELC 2	ELC 3	ELC 3	L2 Pass	ELC 2		GCSE 3		L2 Pass		L1 Pass	EL3	
10	ELC 3	ELC 3	ELC 3	L2 Pass	ELC 1		GCSE 3		L2 Pass		L1 Pass	EL3	
11		ELC 1							L2 Pass	L1 Pass	L1 Pass	EL2	
12			ELC1										EL1
13			EL3										EL1
14													EL1
15	EL3												
16	EL3												
17	EL3												
18	EL3												

Key

- Blue – Exceeded target grade
- Green – Achieved Target Grade
- Orange – below Target Grade

Key Stage Results Analysis

- 12 students
- 89 results
- 10 below target 11.2%
- 76 targets met 85.3%
- 3 targets exceeded 3.3%

Key Stage 4 Results Analysis

There were 12 children in year 11 for the 23-24 academic year. 11 students were entered for a suite of Entry Level or Level 1 or 2 Qualifications. 1 of the students followed our bespoke curriculum focusing on Independent Living Skills and Preparation for Adulthood.

The following analysis is based on the assessment outcomes for 4 students. Analysis is based upon careful scrutiny of results and comparison with targeted and predicted grades. Account is also taken of detailed staff feedback about results, targets, interventions, implications for the student or course in the future and moderator/verifier feedback etc.

EL/ L1 / L2 Results Analysis

Issues to be considered:

The government performance measures focus on achievement at level 2 falling into 3 progress measures, bucket 1, Maths and English, where English is double weighted if studied alongside English Literature. Literature is not studied as a separate subject at Priestley Smith so this benchmark will not be measurable. In bucket 2, Science is studied as a BTEC. This is because the Science GCSE with the assessed practicals it is exceptionally difficult for students who are vision impaired to access. Also some concepts in science, demonstrated through practical activities, for example light refraction and reflection, are abstract concepts for those who are VI> therefore BTEC science offers science through real life applications making it more accessible. Whilst French or History are offered, it is not possible to fulfil the benchmarks in bucket 2. This has an overall impact on their progress 8 scores, however, the curriculum is designed to best meet our children's needs and prepare them for the world of work or further education.

Progress is measured against KS2 outcomes where available, but also in the context of students SEND needs and degenerative eye conditions and other complex medical needs that can impede progress

For Key Stage 4 the program of study was chosen to reflect the courses that have strong links to VI pathways into paid employment.

- P1 PSD units completed at L1. WJEC can only be entered at EL3 at the highest. L1 accreditations will be stated on certificates. Science grade was Level 1 due to unexpected and late change in teaching staff. For ICT a L2 pass was the maximum grade achievable on the course.
- P2 PSD units completed at L1. WJEC can only be entered at EL3 at the highest. L1 accreditations will be stated on certificates. Pupil had interventions for Maths at lunchtimes to target weaker areas. For ICT a L2 pass was the maximum grade achievable on the course.
- P3 PSD units completed at L1. WJEC can only be entered at EL3 at the highest. L1 accreditations will be stated on certificates. Deleted answers at the end of his English exams. For ICT a L2 pass was the maximum grade achievable on the course.
- P4 PSD units completed at L1. WJEC can only be entered at EL3 at the highest. L1 accreditations will be stated on certificates. Pupil had a series of interventions due to mental health issues related which affected attendance in lessons, confidence and levels of concentration. For ICT a L2 pass was the maximum grade achievable on the course.
- P5 Had a kidney transplant 2 weeks before the start of his GCSEs. Only subjects for which the coursework had been completed and there was no examinable component could be submitted. For ICT a L2 pass was the maximum grade achievable on the course.

- P6 Achieved English EL2 in year 10. EL3 in year 11. For ICT a L2 pass was the maximum grade achievable on the course.
- P7 Achieved English EL1 in year 10. EL2 in year 11. For ICT a L2 pass was the maximum grade achievable on the course.
- P8 Was unable to sit English EL in year 10 due to learning gaps. EL2 achieved in year 11.
- P9 Achieved English EL1 in year 10. EL2 in year 11. For ICT a L2 pass was the maximum grade achievable on the course.
- P10 Achieved English EL2 in year 10. EL3 in year 11. For ICT a L2 pass was the maximum grade achievable on the course.
- P11 Pupil joined the school with very little spoken English. Also learning Braille.
- P12 Explore Pathway following our Alternative Curriculum.
- P13 Explore Pathway following our Alternative Curriculum.
- P14 Explore Pathway following our Alternative Curriculum.
- P15 Sat Entry Level English in year 10. Moving onto GCSE in year 11.
- P16 Sat Entry Level English in year 10. Moving onto GCSE in year 11.
- P17 Sat Entry Level English in year 10. Moving onto GCSE in year 11.
- P18 Sat Entry Level English in year 10. Moving onto GCSE in year 11.

Interventions that were put in place:

- PSD Detailed cross reference of work against assessment criteria. Time to edit and improve coursework. Time to complete course work due to absence and medical appointments.
- 1:1/ small group interventions for relevant pupils. Homework tasks set and individualised feedback given to support pupils.
- Mixture of independent work, intervention with subject specialist and intervention from TAs.
- Opportunities provided for self-reflection and support with moving forward.
- Trips and visits to substantiate contextual/ exam knowledge

KS5

EL Level 1 / 2 Qualification

	English	Maths	Creative Digital Media	Business	Health & Social Care	Arts Award	Independent Living	PSD	Hospitality & Catering	Science	Personal Progress
1	FS L2 Fail	FS EL 3			L1 Pass	Bronze	EL2	EL3	ASDAN		
2	FS L1 Fail	FS EL 3			L1 Pass	Bronze	EL2	EL3	ASDAN		
3	ELC 2		L1 Pass	L1 Pass		Bronze	EL2	EL3			
4	FS L1 Fail	FS L1 Fail	L1 Pass		L1 Merit		EL2	EL3			
5					L1 Pass					ELC 2	EL1
6										ELC1	EL1
7	FS L2										
8	FS L1										
9	EL2										
10										ELC 2	EL1
11										ELC 2	EL1

Key

- Blue – Exceeded target grade
- Green – Achieved Target Grade
- Orange – below Target Grade

Key Stage 5 Results Analysis

- 6 students
- 29 results
- 4 below target 13.8%
- 24 targets met 82.8%
- 1 targets exceeded 3.4%

Issues to be considered:

The government performance measures focus on achievement at level 3 i.e. A level, and the achievements of almost all of our students are not therefore included. Progress can currently only be measured by comparing Key Stage 5 outcomes with the student achievements at Key Stage 4.

For Key Stage 5 the program of study was chosen to reflect the courses that have strong links to VI pathways into paid employment. On occasions within Key Stage 5 some of our students are not able to make a vertical move within qualifications as they have reached the highest level of which they are capable, with regard to their learning ability. They are, however, able to extend their learning laterally i.e. taking additional qualifications at level 1 or 2 or increasing the breadth of learning e.g. by studying for diplomas or extended certificates.

All students in this cohort were out of school and subject to remote learning during the pandemic closures of 2020 and 2021. This disruption in their face to face learning has had an impact for most students. The nature of their Vision Impairment means that incidental learning that will happen for their peers has to be instructed by their teachers and without face-to-face context this is challenging to ensure that this has occurred.

- P1 Achieved English FSL1 in year 12. Sat FSL2 as an aspirational qualification.
- P2 Achieved English EL3 in year 12. Sat FSL1 as an aspirational qualification.
- P3 Reluctant and apathetic pupil who achieved brilliant results. Creative Digital Media was a very good result.
- P4 Interventions had been put in place to address behaviour issues. Pupil resisted attending lessons and this affected levels of concentration when in lessons. Sat English FSL1 twice and walked out of the exams/ wouldn't answer the questions. Creative Digital Media was a very good result.
- P5 Explore Pathway following our Alternative Curriculum
- P6 Explore Pathway following our Alternative Curriculum enabled flexibility to complete relevant qualification in the Enrichment Pathway.
- P7 Achieved English GCSE grade 3 in year 11. Sat FSL2 in year 12 and passed. Parents felt this was most suitable for pupil rather than resitting GCSE to achieve a Level 2.
- P8 Achieved English EL3 in year 11 and FSL1 in year 12.
- P9 Achieved English EL1 in year 11 and EL2 in year 12. Pupil has additional learning/ behavioural needs, so this achievement is excellent for them.
- P10 Explore Pathway following our Alternative Curriculum
- P11 Explore Pathway following our Alternative Curriculum

Interventions that were put in place:

- PSD Detailed cross reference of work against assessment criteria. Time to edit and improve coursework. Time to complete course work due to absence and medical appointments.
- 1:1/ small group interventions for relevant pupils. Homework tasks set and individualised feedback given to support pupils.
- Mixture of independent work, intervention with subject specialist and intervention from TAs.
- Opportunities provided for self-reflection and support with moving forward.
- Trips and visits to substantiate contextual/ exam knowledge

Moving Forward:

- Continue developing the Explore Pathway offer following WJEC Personal Progress and Entry Level Science. Explore options for completing a Food Technology course linking to PFA and the CFVI Curriculum.
- Continue to work through courses tailored to their needs and across different levels. Some may be aspirational, but pupils are challenged.