

PRIESTLEY SMITH SCHOOL

ASSESSMENT OUTCOMES 2025/26



EYFS

Pupil	Communication & Language	PSED	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 – HR	B9E	B6D	B3E	B7D	B7E	B5E	B4D
2 - HS	B5E	B1D	B5D	B7E	B6E	B5E	B6E

Code:

B = Branch

Number = Branch number – 1 lowest, 10 Highest

E,D,S = Emerging, Developing or Secure within that level

In the Cherry Garden Branch Maps assessment system, learning is organised into branches that represent small developmental steps within different curriculum areas. The system is designed for pupils with SEND who are working below, or emerging towards, National Curriculum expectations.

What are the Branches?

Each curriculum area is broken down into a series of branches. A branch contains a group of related skills or learning statements. As pupils demonstrate these skills, staff record their progress against the statements within that branch.

For example:

- Communication, Language and Literacy has several strands and branches.
- Mathematics, Personal Development, Physical Development, and other curriculum areas each have their own branch maps.

Generally:

- Lower branch numbers represent earlier developmental skills.
- Higher branch numbers represent more advanced skills.
- Pupils may be working across several branches at the same time, as development is not always linear.

What do Emerging, Developing and Secure mean?

When assessing a statement within a branch, staff typically use three refinement levels:

Emerging

The pupil:

- Is beginning to show the skill.
- May need significant adult support, prompting, modelling, or reminders.
- Demonstrates the skill inconsistently.

Example: A pupil is beginning to recognise numbers to 5 but only with adult support.

Developing

The pupil:

- Shows the skill more regularly.
- Requires some support or prompting.
- Can demonstrate the skill in familiar situations but not yet independently in all contexts.

Example: A pupil can recognise numbers to 5 in class activities most of the time but still needs occasional prompts.

Secure

The pupil:

- Demonstrates the skill confidently and consistently.
- Can apply it independently.
- Uses the skill across different contexts and with different people.

Example: A pupil consistently recognises and uses numbers to 5 independently during lessons, play, and everyday activities.

The Cherry Garden scoring system often assigns increasing values to Emerging, Developing, and Secure, allowing schools to track progress over time.

How to interpret a pupil's progress

If a child is:

- Secure in Branch 4 and beginning Emerging in Branch 5, they have mastered most Branch 4 skills and are starting to access the next developmental stage.
- Developing across several branches, this can indicate broad progress across different areas rather than progress in only one direction.

One of the key strengths of Cherry Garden is that it recognises lateral progress as well as linear progress, which is particularly important for pupils with complex SEND needs.

Simple Summary for Staff and Parents

- Branch = a developmental level containing a set of skills.
- Emerging = starting to learn the skill.
- Developing = learning the skill and showing it more consistently.
- Secure = can do the skill independently and consistently.

For a specialist school such as Priestley Smith, pupils are often expected to spend considerable time moving from Emerging → Developing → Secure within a branch before progressing to the next branch, and this progress should be celebrated as significant learning growth.

EYFS outcomes and context

1 x blind pupil and 1 x vision impairment

Both pupils have additional needs

1 pupil completed 1 year in EYFS and another completed 1 and half years in EYFS.

No Early Learning goals have been fully met, however both pupils have made progress or significant progress towards achieving them.

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.
- Continue to move children in to appropriate phonics groups to stretch their ability.
- Continue placing a greater emphasis on the prime areas of learning (C&L, PSED and Physical) as they lay the foundations for later learning.
- Regularly audit the environment to ensure that it is meeting the needs of the cohort.
- Continue collaboration with the habilitation team to support ILS skills and mobility as improvements have been noticed since more collaboration has taken place.

Phonics

Phonics screening outcomes and context

- 2 children were eligible for the Phonics screening check.
- No children sat the Phonics screening check – test not accessible to those of age to take it.
- 1 braille users. 1 print user. Other children not yet accessing text.
- All children have additional needs including autism, SLCN and physical disabilities.

Next steps

- Continue to provide all children the opportunity to access the Twinkl Phonics scheme throughout both Primary and Secondary, for those who still need it.
- Embed new EYFS phonics scheme 'Super Sounds' which should provide greater accessibility to Phonics at their level.
- 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.
- Continue with our approach of children in small phonics groups based on phonics stage rather than staying in class groups with mixed stages.

Key Stage 1

Pupils	Reading	Writing	Maths	Science
1 – AK	P1S	P2E	P2E	Y1E
2 - UT	P2D	P2D	P4D	Y1D

Code:

P = P level

Y = Year

Number = P level number or year group

E,D,S = Emerging, Developing or Secure within that level

Context

Both pupils are visually impaired and Braille users.

Both pupils have additional needs including SLCN.

Pupils are assessed against P-levels, National Curriculum and Development matters (Cherry Garden)

Next steps

- Continue to embed more structure to the learning environment to ensure core skills are developing before moving in to KS2.
- Continue to look at best practice and strategies to help regulate pupils to maximise learning time and engagement.

- Evaluate how assessment is used and tracked, pushing for engagement model skills to be embedded and consolidated.
- Provide multiple sources of evidence to secure judgements made
- Ensure children are stretched and challenged with accurate assessment.
- Make greater use of books and reading opportunities across all subjects
- Focus on basic core Literacy and Numeracy skills to strengthen foundation knowledge.

Key Stage 2

Pupil	Reading	Writing	Maths	Science
1 – TM	National Expected 99	Y4D	Y4D	Working Towards National Expected
2 – AH	Working Towards National Expected N	Y2D	Y2D	Working Towards National Expected
3 - GM	EM	P1D	P4E	EM

Code:

99/N = Scaled Score SATs

P/Y = P level / Year

Number = P level number or year group

E,D,S = Emerging, Developing or Secure within that level

EM = Engagement model

Context

Pupils consisted of 2 x Print users and 1 pre-Braillist, who doesn't access text.

1 pupil has SLCN and wasn't working at a level to access the SATs – follows our explore pathway so didn't sit them.

1 pupil is a LAC.

2 pupils only joined in year 5.

1 pupil has BBS and had multiple absence periods.

Results

0% achieved the expected standard in Reading, Writing and Maths

0% achieved a higher standard in Reading, Writing and Maths

Next steps

- Access to tests - chn need an adult that makes support available clear.
- Access arrangements need to match regular classroom practise.
- Although use during lessons, worded problems and practise SATS questions need a greater focus as this was a key area of focus. Rounding has been noted as a key area of focus.
- Pupils now need to use more ambitious vocabulary and structures independently in their writing, with less scaffolding.

KS4

Pupil	ENG	MATHS	SCI - BTEC	HIST	Art	HOME COOKING/ Food GCSE/BTEC	ICT - BTEC	PSD - EL
1	A - 6 T - 6	A - 5 T - 6	A - L2 T - L1	A - 5 T - 5	A - 5 T - 5	A - 1 T - 1	A - L2 T - L2	A - L3 T - L3
2	A - 4 T - 4	A - 3 T - 3	A - L1 T - L1	A - 3 T - 4	A - 3 T - 3	A - L2 T - L2	A - L2 T - L2	A - L3 T - L3

Key

- Blue – Exceeded target grade
- Green – Achieved Target Grade
- Orange – below Target Grade
- A = Achieved Grade
- T = Target Grade
- L = Entry/BTEC Level
- Number = GCSE grade

Key Stage 4 Results Analysis

There were 2 pupils in year 11 for the 25 - 26 academic year. Both pupils sat a mixture of GCSE, BTEC and Entry Level Qualifications.

Personal Progress is a WJEC Entry Pathway qualification that is 100% coursework based and assessed using a continuum of progression.

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.

EL/ L1 / L2/ GCSE Results Analysis

- 2 students
- 16 results
- 2 below target 12.5%
- 13 targets met 81.25%
- 1 target was exceeded 6.25%

Issues to be considered:

- Ensuring target grades are achievable in the first instance in maths, then moving onto aspirational grades once those targets have been achieved.
- Moving forward, we should ensure we have quality assurance across the subjects, ensuring interventions are put into place for individual pupils proactively.
- We should check target setting is accurate for Maths.
- For Science and ICT, these should be maintained.
- Pupil absence and monitoring of course work completion is essential and interventions need to be put in place where necessary.
- Staffing and who is delivering certain subjects such as PSHE, ILS and Personal Progress (PFA) needs to be considered and is essential in ensuring high quality coursework is completed.
- Due to a prolonged staff absence and supply staff taking over, the supporting TA under the guidance of the subject lead worked together to ensure year 11 pupils had completed all course work to a high standard by the internal moderation date in school prior to course work being submitted in early May. This did increase workload.
- Consideration needs to be made this year due to staff delivering PSD and Art leaving at Christmas.

Interventions that were put in place:

- 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

	ENG EL	ENG FS	MATHS EL	MATHS FS	MUSIC	H&SC EL	Hosp & Cat ASDAN	Dig Med - BTEC	PSD - EL	IT - BTEC	CM & PA - EL	Science Today - EL	PP - EL
1					A – L2 T – L2 Silver	A – L2 T – L2 Level 2			A – L3 T – L3	A – PASS T – PASS	A – L3 T – L3	A – L3 T – L3	
2	A – L1 T – L1		A – X T – L1			A – L1 pass T – L1 pass Level 1 award	A – Pass T – Pass						
3		A – L2 Fail T – L2 Pass		A – L1 T – L1			A – Pass T – Pass	A – L2 pass T – L2 pass	A – L3 T – L3		A – L3 T – L3	A – L3 T – L3	
4		A – L2 T – L2		A – L1 T – L1			A – Pass T – Pass	A – L2 pass T – L2 pass	A – L3 T – L3		A – L3 T – L3	A – L3 T – L3	
5		A – L1 T – L1		A – L1 T – L1	A – L1 T – L1 Bronze			A – L2 Pass T – L1 Pass	A – L3 T – L3		A – L3 T – L3	A – L3 T – L3	
6		A – L2 T – L2		A – L1 T – L1	A – L1 T – L1 Bronze	A – L1 merit T – L1 merit			A – L3 T – L3		A – L3 T – L3	A – L3 T – L3	

						Level 1 diploma							
7	A – L2 T – L3		A – L2 T – L3			A – L1 pass T – L1 pass Level 1 diploma	A – Pass T – Pass		A – L3 T – L3		A – L3 T – L3	A – L3 T – L3	
8							A – Pass T – Pass			A – D* T – D*			
9													A – L1 T – L1
10													A – L1 T – L1

Key

- Blue – Exceeded target grade
- Green – Achieved Target Grade
- Orange – below Target Grade
- L then number = Functional skill / Entry Level and the number level
- A = Achieved Grade
- T = Target Grade

Key Stage 5 Results Analysis

- 10 students
- 49 results
- 4 below target 8%
- 44 targets met 90%
- 1 targets exceeded 2%

Issues to be considered:

- Ensure interventions are put in place in a timely manner, communication with home, utilize homework to support developing skills and maintain quality assured teaching across the subjects.
- Pupil absence and monitoring of course work completion is essential and interventions need to be put in place where necessary.
- Staffing and who is delivering certain subjects such as PSHE, ILS and Personal Progress (PFA) needs to be considered and is essential in ensuring high quality coursework is completed. Some staff are new to teaching the subject this year. (PFA, PSD)
- The ASDAN Hospitality and Catering course is in its final year and a replacement course needs to be found. We require a course that can cater for those pupils who can achieve higher levels whilst still delivering a range of lower levels.

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 to evaluate and develop the Explore Pathway offer following WJEC Personal Progress. Continue to embed the science and English qualification for this pathway which began September 2025. Making links to PFA and the CFVI Curriculum.
- Continue evaluate and look at courses tailored to their needs and across different levels. Some may be aspirational, but pupils are challenged.
- Provide individualised interventions for pupils where necessary and communicate these with parents to ensure further support can be provided at home.