

# PRIESTLEY SMITH SCHOOL

## ASSESSMENT OUTCOMES 2019



### EYFS Progress Tracking Record 2018-19 – Prime Areas

		PERSONAL SOCIAL EMOTIONAL DEVELOPMENT			PHYSICAL DEVELOPMENT		COMMUNICATION AND LANGUAGE		
		MR	SC&SA	MF&B	M&H	H&SC	L&A	U	S
0-11 months	Emerging		Pupil 1	Pupil 1					
	Developing	Pupil 1							
	Secure	Pupil 1	Pupil 1	Pupil 1					
8-20 months	Emerging					Pupil 2 Pupil 1	Pupil 2	Pupil 1	Pupil 2
	Developing						Pupil 1	Pupil 2	Pupil 1
	Secure		Pupil 2		Pupil 1	Pupil 1		Pupil 1	Pupil 1 Pupil 2
16-26 months	Emerging	Pupil 2		Pupil 2	Pupil 2	Pupil 2	Pupil 1		
	Developing						Pupil 2		
	Secure				Pupil 1				
22-36 months	Emerging							Pupil 2	
	Developing	Pupil 2		Pupil 2					
	Secure				Pupil 2				
30-50 months	Emerging		Pupil 2						
	Developing			Pupil 3					
	Secure	Pupil 3	Pupil 3		Pupil 4 Pupil 3	Pupil 3			
40-60+ months	Emerging	Pupil 4	Pupil 4	Pupil 4		Pupil 4	Pupil 3	Pupil 3	Pupil 3
	Developing								Pupil 4
	Secure						Pupil 4	Pupil 4	
Early Learning Goals	Emerging	Pupil 3	Pupil 3	Pupil 3	Pupil 4				
	Developing	Pupil 4	Pupil 4	Pupil 4		Pupil 4 Pupil 3	Pupil 3	Pupil 3	Pupil 3
	Secure				Pupil 3		Pupil 4	Pupil 4	Pupil 4
Average Progress in substages		+3.25	+4.25	+3.75	+4.5	+3.5	+3.25	+3.5	+2.75

### EYFS Progress Tracking Record 2018-19– Specific Areas

		LITERACY			MATHEMATICS		UNDERSTANDING THE WORLD			EXPRESSIVE AND DESIGN	
		R	W	N	SSM	P&C	TW	T	E&UM&M	BI	
0-11 months	Emerging	Pupil 1	Pupil 1 Pupil 1								
	Developing										
	Secure										
8-20 months	Emerging		Pupil 2	Pupil 2 Pupil 1	Pupil 1	Pupil 1	Pupil 1			Pupil 1	
	Developing									Pupil 1	
	Secure	Pupil 2	Pupil 2	Pupil 2 Pupil 1	Pupil 1	Pupil 1	Pupil 1	Pupil 1	Pupil 1	Pupil 2	
16-26 months	Emerging				Pupil 2	Pupil 2	Pupil 2		Pupil 2	Pupil 1	
	Developing							Pupil 1			
	Secure	Pupil 2			Pupil 2	Pupil 2	Pupil 2	Pupil 2	Pupil 2	Pupil 2	
22-36 months	Emerging	Pupil 1									
	Developing										
	Secure		Pupil 3					Pupil 2		Pupil 3	
30-50 months	Emerging			Pupil 3	Pupil 3			Pupil 4	Pupil 3	Pupil 3	
	Developing										
	Secure	Pupil 4 Pupil 3	Pupil 4	Pupil 4	Pupil 4	Pupil 4 Pupil 3	Pupil 4 Pupil 3		Pupil 4		
40-60 months	Emerging		Pupil 3	Pupil 3	Pupil 3						
	Developing		Pupil 4								
	Secure	Pupil 4 Pupil 3		Pupil 4	Pupil 4						
Early Learning Goals	Emerging					Pupil 4 Pupil 3	Pupil 4	Pupil 4 Pupil 3	Pupil 3		
	Developing						Pupil 3			Pupil 3 Pupil 4	
	Secure								Pupil 4		
Progress in substages		+4.5	+2	+2.5	+2.5	+3	+3.25	+4.25	+3.75	+4.75	

**End of Foundation Stage Analysis: 4 students** (*Pupil 1= OP, M, NPP Pupil 2= WB M PP, Pupil 3 = WB, M, NPP Pupil 4 = WB F NPP,*)

**Due to the highly complex needs of the students in the Foundation Stage, progress is measured in three steps within each band: emerging, developing and secure.**

There are 17 aspects of learning : 4 reception aged children. Total assessments carried out: 4 x 17 = 68. Expected attainment at beginning of reception year for pupils without SEN is 40-60 months. Expected national progress by end of reception year for a child without SEND is improvement by one band (three steps) to meet the Early Learning Goals.

Pupils 1 and 2 were working **well below** national expectation at the beginning of the reception year. They were working within 0-26 months in all areas, i.e. three bands below in 8 cases, four bands below in 21 cases and five bands below the expected norm in 5 cases. They have extremely complex learning needs. Progress was nevertheless targeted for at least two steps' progress in every aspect.

**Of 34 assessments for these two children, 30 assessments (88%) progressed by at least 2 steps, 12 assessments (35%) progressed by at least 3 steps i.e. one complete band, 7 (21%) by at least 4 steps, 4 (12%) by at least 5 steps and two aspects (personal social development and reading) improved by seven and nine substages respectively over the year i.e. by over two and three complete bands. This is superb progress when the starting points and level of learning needs are taken into account.**

Pupils 3 and 4 were working closer to average norms on entry to reception. They were working at the expected level of 40-60 months in 10 cases, one band below in 22 cases and 2 bands below in 2 cases. This is far higher attainment than usual within the Foundation Stage at Priestley Smith. Expected progress for these two children was therefore set for three steps or greater in all aspects.

**Of 34 assessments for these two children, 34 (100%) progressed by at least 2 steps, 33 (97%) progressed by at least 3 steps i.e. one complete band-the nationally expected norm. 24 assessments (71%) progressed by at least 4 steps, 11 (32%) by at least 5 steps, 7 (21%) by at least 6 steps i.e. 2 complete bands, 1 by 7 steps and 1 by 8 steps. This is again excellent progress, leading the two children to meet the Early Learning Goals for their age group in 13 of the 17 aspects of learning. This is despite the fact that they were operating at least one band below expected norms in 71% of assessments at the beginning of the year.**

All four students made very good progress from their starting points in all aspects of learning but particularly strong improvement (3.5 steps or greater) was seen in moving and handling, self-confidence and self-awareness, managing feelings and behaviour, health and self-care, understanding, reading, technology, exploring and using media and materials and being imaginative. The aspects showing least progress for the group as a whole (2.75 steps or lower) are writing, number and shape, space and measure.

**PRIMARY DEPARTMENT: COMPARATIVE SAT DATA KS1 Y1: Y2 2019**

Baseline at Beginning of Key Stage 1 (Y1) 2017									End of Key Stage 1 (Y2) 2019								
Pupil	Pupil. Prem	Ethn.	Gender	Band	Maths	English		Science	Maths	Progress in substages	English		Progress in substages		Science	Progress in substages	
						Reading	Writing				Reading	Writing	Reading	Writing			
Pupil 1 Feb 2018	N	OP	M	Beginning				P5		17			18	25		19	
				Beginning+			P5								P8		
				Developing		P6			P9			P9			P9		
				Developing+	P6												
				Secure													
Pupil 2 Jan 2018	N	OP	F	Beginning						10			13	6		12	
				Beginning+		P9		P8							Stage 1		
				Developing			P10		Stage 1			Stage 1			Stage 1		
				Developing+													
				Secure	P9												
Pupil 3	N	WB	F	Beginning			P3			18	P4		3	2	P7	17	
				Beginning+	P5			P4	P8								
				Developing								P3					
				Developing+		P3											
				Secure													
Pupil 4	N	OP	M	Beginning						17	Stage 1	Stage 1	27	33		24	
				Beginning+					Stage 1						Stage 1		
				Developing	P8	P6		P6									
				Developing+			P5										
				Secure													
Pupil 5 Dec 2018	N	WB	M	Beginning		Stage 1	Stage 1		Stage 1	15			1	1	Stage 1	10	
				Beginning+													
				Developing				P8				Stage 1					Stage 1
				Developing+	P8												
				Secure													

Below expected progress	Good progress	Outstanding progress
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Stages in English/ Maths are P1-10 then stages 1-8; in science P1-9 then stages 1-8. Each stage is subdivided into 6 substages: [beginning](#), [beginning plus](#), [developing](#), [developing plus](#), [secure](#), [mastered](#).

For a child without SEND good progress per year would be 0.5 stage = 3 substages, outstanding progress would be 0.75 stages i.e. 4.5 substages. Key Stage 1 lasts two years so good progress for a child without SEND over the Key Stage would be 1 stage =6 substages, outstanding progress would be 1.5 stages i.e. 9 substages.

At Priestley Smith School, where all students have SEND, **good** progress is considered to be **2.5 substages or greater** per year and **outstanding** progress is considered to **3.5 substages or greater** per year. Over Key stage 1 at Priestley Smith School, **good** progress is therefore considered to be **5 substages or greater** and **outstanding** progress is considered to be **7 substages or greater**.

In receipt of Pupil Premium No Yes

Ethnicity: WB = White British OP = Other Pakistani

Gender: M = Male, F = Female

#### Key Stage 1 Analysis: 5 students

Of 20 assessments (4 for each child), 16 (80%) improved by at least 5 substages over the two year i.e. showed good progression or better and 15 (75%) progressed by 10-33 stages i.e. showed outstanding progress. 13 of the 20 assessments showed over twice the expected progress for outstanding progress-superb outcomes for this group of very complex children.

Four assessments fell below the expected level of 5 substages. Of these, two were for reading and writing for a child whose level of vision dropped dramatically over the period between him entering the school and the end assessment date, meaning that he was no longer able to access print in the same way. The other two assessments were also for reading and writing for a child who will in time become a Braille user but who, due to developmental level reached, is still working at pre-Braille levels i.e. is unable to show achievement of any of the standard writing and reading descriptors. This child is able to show progress in oral skills. Hence the outstanding progress in maths and science.

Despite having very complex needs, these five students all made excellent progress, all surpassing end of key stage expectations in relation to their starting points in some or all areas of learning. Results in science (a targeted area for improvement in Primary in 2017-19) were extremely strong, with outstanding progress of 10 substages or greater being made by all children over the two year period. Maths assessments also showed outstanding progress by all students.

End of year Classroom Monitor assessment data for the whole Primary department shows strong progress in reading, maths and science but lower rates of progress in speaking and listening and writing. These two areas are considered to be associated. Speaking and listening will be targeted in the coming year as an area of improvement, with existing improvement work in writing continuing to be embedded.

**PRIESTLEY SMITH SCHOOL**  
**PRIMARY DEPARTMENT: COMPARATIVE SAT DATA KS1:KS2 2019**

End of Key stage 1 assessments 2016 (Science 2017)								End of Key stage 2 assessments 2019							
Pupil	Pupil Prem.	Ethnicity	Gender	Maths	English		Science-Working Scientifically	Maths	Substages progress	English		Substages progress		Science-Working Scientifically	Substages progress
					Reading	Writing				Reading	Writing	Reading	Writing		
Pupil 1 <small>(April 2018 entry baseline levels; progress over 1 yr)</small>	N	WB	M	2 Dev+	3 Beg+	2 Dev	3 Beg	3 Dev+ 91	6	4 Beg 107	4 Beg 100	5	10	3 Dev+	3
Pupil 2	Y	WB	M	P9	40% P10	1 Beg	1 Beg	2 Beg+	14	2 Beg+	2 Beg	11	6	2 Beg+	7
Pupil 3 <small>(Oct 2018 entry baseline levels; progress over 1 yr)</small>	N	OP	M	3 Beg	1 Beg	1 Beg	2 Beg	3 Dev+ 92	3	2 Dev+ 82	2 Dev 89	9	8	3 Beg+	7
Pupil 4	N	B	M	P8	13% P10	20% P10	1 Beg	2 Beg+	20	2 Beg	1 Dev+	12	7	2 Beg+	7
Pupil 5	N	WBC	M	2 Beg	1 Dev+	1 Dev+	2 Dev	3 Dev+ 96	9	4 Beg 99	3 Dev 100	15	11	3 Sec	8
Pupil 6	N	WO	M	P6	P6	30% P4	P6	P10	24	P10	P8	24	21	1 Beg	19
Pupil 7 <small>(May 2018 baseline levels; progress over 1 year)</small>	N	OP	M	2 Dev+	2 Dev+	2 Dev+	3 Beg+	3 secure 90	7	4 Beg 100	4 Beg 96	9	9	3 Dev+	3
Pupil 8	N	I	M	P9	16% P10	74% P10	1 Beg+	2 Beg+	14	2 Beg	2 Beg	11	7	2 Dev	7
Pupil 9	Y	WB	M	1 Beg	91% P10	1 Beg+	1 Dev	2 Dev+ 80	9	2 Sec N	2 Dev 82	9	7	2 Mas	9

Stages in English/ Maths are P1-10 then stages 1-8; in science P1-9 then stages 1-8. Each stage is subdivided into 6 substages: [beginning](#), [beginning plus](#), [developing](#), [developing plus](#), [secure](#), [mastered](#).

PP = In receipt of Pupil Premium  
 Black Caribbean, B= Bangladeshi

Ethnicity: WB = White British OP = Other Pakistani I= Indian WBC = White and  
 Gender: M = Male, F = Female

Below expected progress

Good progress

Outstanding progress

For a child without SEND good progress per year would be 0.5 stage =3 substages, outstanding progress would be 0.75 stages i.e. 4.5 substages.

Key Stage 2 assessment period in English and maths is from September 2016 when new assessments processes were implemented i.e. three year period and from July 2017 in science i.e. two years. Good progress for a child without SEND over the Key Stage would be 3 substages x 3 = 9 substages; outstanding progress would be 4.5 x 3 stages i.e. 13.5 substages.

At Priestley Smith School, where all students have SEND, **good** progress is considered to be **2.5 substages or greater** per year and **outstanding** progress is considered to be **3.5 substages or greater** per year. Over Key Stage 2 at Priestley Smith School, **good** progress **over 3 years** is considered to be **7.5 substages or greater** and **outstanding** progress is considered to be **10.5 substages or greater**. In science in Key Stage 2 at Priestley Smith School, **good** progress **over 2 years** is considered to be **5 substages or greater** and **outstanding** progress is considered to be **7 substages or greater**

## **Key Stage 2 Analysis: 9 students**

**For six of the nine children, comparisons have been made between their 2016 end of Year 3 maths and English data and 2017 science data, when new annual assessment criteria became available, and their end of Year 6 data in 2019.**

**For three of the nine children, comparative assessment data is not available until their entry to the school in 2018 when baseline levels were established. Analysis of their progress is therefore made over a one year period, with 2.5 substages showing good progress and 3.5 substages showing outstanding progress.**

**When progress within national curriculum stages is considered individually for all students, it can be seen that all made good or outstanding progress in at least three of the four aspects of learning. Of 36 possible assessments, 26 (72.2%) showed outstanding progress, 6 (16.7%) showed good progress and 4 (11.1%) showed progress less than expected. 14 results (38.8%) showed higher than outstanding progress. The gap in learning for all Year 6 children is narrowing effectively.**

**Excellent progress is seen in science, a targeted area for improvement in Primary over the past year, with all children making outstanding progress. Writing shows underachievement for four children, with one child making 6 stages' progress and three making seven. The threshold for good progress was 7.5 substages, so it can be seen that all were close to achieving good progress.**

**Four Year 6 students were working below the level of the statutory assessments in 2019 but five children took 2 or more papers. The expected score nationally for a Year 6 child without SEN is 100. One child scored 97, 107 and 100 in maths, reading and writing, a second child achieved 92, 82 and 89, a third child achieved 96, 99 and 100, a fourth achieved 90, 100 and 96, and a fifth achieved 80 in maths, 82 in writing but was below level in reading. It can therefore be seen that three children including two braillists were working at broadly age appropriate levels in maths, reading and writing, and two children (one print user and one braillist) were working slightly below. Achievement in statutory assessments was stronger overall in English than maths.**



## YEAR 11 QUALIFICATIONS 2019 AS COMPARED WITH TARGETED GRADES

GCSE 1-9: 9 is highest grade. 4 and 5 are equivalent to grade C passes. Grade 5 is a stronger pass. Entry Level Certificate shown in **red**: Level 3 is highest.

	Target Exceeded		Target met		Below target
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Key Stage 4: Year 11													
	Gender	Pupil Prem	Ethnicity	ENG	MATHS	SCI	HIST	FRENCH/ PERSIAN /GERMAN	MUSIC	FOOD	BUS STUD/ ADMIN	ICT/Comp Science	ART
Pupil 1	F	N	WO	6	4 (1 mark short of 5)	U	5		L2Pass	BTEC L2	L2 Merit Certificate (2 GCSEs)	1	
Pupil 2	F	N	KP	2	5	2-1	3		Entry 2 Pass	BTEC L2		U	4
Pupil 3	F	N	OP	FS EL3	2	2-1	1 + EL3	2+ FCSE Dist	L1 Pass		L1 Pass	U	
Pupil 4	M	N	WB	4	4 (1 mark short of 5)	4- 4	3		L2 Pass	BTEC L2		3	3
Pupil 5	F	Y	OEG	U	X		U+ EL3	U+ FCSE Pass	Entry 2 Pass			X	3
Pupil 6	M	N	OP	EL3	EL2	EL3	EL2		Entry 2 Pass	BTEC L2		EL2	3
Pupil 7	F	N	WB	EL3	EL3	EL3	EL3		Entry 2 Pass	BTEC L2	L1 Pass	EL2	
PP = In receipt of Pupil Premium      Ethnicity: WB = White British    OP = Other Pakistani    KP = Kashmiri Pakistani    OEG = Other Ethnic Group      Gender: M = Male, F = Female													
Y10 pupil	M	Y	OEG					A*					

## KS4 Analysis: 8 students

60 results: 16 below target (26.6%); 40 targets met (66.6%); 4 targets were exceeded (6.6%). **73.2% of targets met or exceeded .**

The following analysis is based on the assessment outcomes for 7 children. 1 child has not been included in the analysis as he is in Year 10 and took GCSE Persian a year early. He will be taking all other GCSEs in 2020. He did, however, achieve extremely well, gaining A\*.

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.

- All 7 students (100%) gained GCSE, BTEC accreditation Level 1 and 2 or Entry Level qualifications in at least 7 different subject areas.
- 4 students gained 7 GCSE or equivalent at grade A-G.
- 1 student gained 7 GCSEs at grade 4 or above (or the equivalent) and 1 student gained 6.
- 1 student is on borderline of Entry level/GCSE and was cause of considerable discussion throughout the year. Decision made to push for GCSEs; he achieved 7 GCSEs at grades 1-2 or the equivalent, an excellent achievement.
- 73.2% of target grades were met or exceeded.
- Target grades in 2019 were more challenging and were checked by SLT to be aspirational rather than comfort grades.

### Issues to be considered:

- This cohort of students is once again extremely complex. All but one have additional needs beyond visual impairment. These include hearing impairment, learning difficulty, Autistic Spectrum Condition, medical and physical difficulties, communication difficulties and social, emotional and mental health difficulties. Three are braillists.
- 5 of the 7 students (71%) have English as a second language. Three started at Priestley Smith with interpreter support and no spoken English at all in Years 5/6. All three were new entrants to the UK.
- Despite this complexity, the general picture for Key Stage 4 is a positive one, with 73.2% of challenging target grades being met or exceeded.
- Strong outcomes are apparent in Food Technology, MFL, Business Studies, art, history and Entry Level science. English, maths and science outcomes included some very good results where targets were met or exceeded but also showed some underachievement in relation to targeted grades.
- In Food Technology, all students gained Level 2 accreditation.
- Current analysis is considering the impact of reading on exam results. Data, both at PS and nationally, appear to show that those who are keen readers gain higher outcomes. National research supports this view. Further analysis is required across the school.
- Art results were very pleasing. Moderation was very positive and all students met or exceeded their target grades. 1 student, who gained Entry Level qualifications in all other subjects, gained grade 3 GCSE in art-a fantastic achievement.
- Computer science target grades and results were very disappointing and reflected a major difficulty experienced over the course due to the change from ICT to computer programming nationally. Our students struggled to access the code programming element and appropriate national modifications were not in

place to enable them to access it adequately. All students achieved at significantly lower levels than would have been expected from their previous ICT grades, largely because work could not be attributed to them independently as an adult had to read the code to them from the screen as screen readers could not identify the intervals between punctuation etc. in coding. Advice had been sought from exam boards throughout the course but to no avail. We were advised to use professional judgment in the assessments and to inform OCR of the support provided but no account was taken of this in marking. Students were not allowed marks if they had not completed the work independently. We have made strong representations to the exam board and have changed courses for both 2020 and 2021. However we do want to gain access to computer science/programming courses as a potential career pathway for our students and are therefore seeking to get exam boards to work with us to modify their courses appropriately. It should be noted that Key Stage 4 Entry Level ICT results all met targeted grades and no difficulties were experienced in access.

- If computer science results are not included in the Key Stage 4 analysis, there are 55 results, 11 below target (20%); 40 targets met (72.7%); 4 targets exceeded (7.2%). 80% of targets were met or exceeded.

### Key Stage 5: Years 12, 13 and 14

	Gender	Pupil Prem	Ethnicity	ENG	MATHS	HIST	FRENCH/ GERMAN	MUSIC	CoPE	BUS STDS/ ADMIN	Child Dev	ICT/Comp Science	ART/ARTS AWARD
Pupil 1 (Y12)	F	Y	WO								U		
Pupil 2 (Y12)	F	N	OP										Bronze
Pupil 3 (Y12)	F	Y	OP										Bronze
Pupil 4 (Y12)	F	Y	OP	FS L1									Bronze
Pupil 5 (Y13)	F	N	WB	FS L1	FSL2				CoPE L1		Merit 1	1	Silver
Pupil 6 (Y13)	F	N	OP	FSEL2	FS EL2	EL2			CoPE L1			BTEC L1 Aw	Silver
Pupil 7 (Y13)	F	N	WO	FSL2	FSL2	1+ EL3		L1Pass				U	3
Pupil 8 (Y13)	F	N	OP	FS EL3	FS EL2			L1Pass		L1 Pass		BTEC L1 Aw	2
Pupil 9 (Y13)	F	N	OP	FSL2	FSL2		2	L2Pass				2	3
Pupil 10 (Y13)	F	N	BC	FSL2	FSL2			L2 Merit		L2 Merit Certificate (2 GCSEs)		U	4
Pupil 11 (Y13)	F	Y	OP	FSL2	FSL2			L1Pass		L1 Pass		U	3
Pupil 12 (Y13)	F	Y	OP	FS1					CoPE L1			U	Silver

Pupil 13 (Y13)	F	N	OP						Foodwise Cert	L1 Pass		U	
Pupil 14 (Y13)	F	Y	OP	FS L1	FS EL3		2	L1Pass	CoPE L1			BTEC L1 Aw	
Pupil 15 (Y13)	F	Y	OP	FS L1	FS EL1			L1Pass		L1 Pass		BTEC L1 Aw	Silver
Pupil 16 (Y13)	F	Y	OP	FS EL3	FS EL1				CoPE L1	L1 Pass		BTEC L1 Aw	Silver
Pupil 17 (Y13)	M	N	OE	A Levels: Maths C Physics C, Music AS D (1 mark off C grade), Music Grade 8. Currently undertaking Portuguese A Level, Music A Level and EPQ in final year.									
Pupil 18 (Y14)	M	Y	OP	A Levels: ICT Level 3 Merit, Music Technology D, EPQ D, Computer Science U									

## KS5 Analysis: 18 students

The above assessment results are for Years 12, 13 and 14.

Year 12 results are for mid-course qualifications. Most results for these children will be reported next year at the end of their two year course programme. All three students undertaking Bronze arts award gained it successfully and are now undertaking silver award. One student gained Functional Skills Level 1 in English and is now undertaking level 2.

The remaining 14 students undertook exams at a range of levels- Entry Level, Functional Skills, GCSE, BTEC and A Levels.

12 Year 13 students took GCSEs or equivalent or Entry levels.

These 12 students have very diverse needs. 11 of the 12 students have two or more areas of SEN including visual impairment, hearing impairment, learning difficulty, Autistic Spectrum Condition, physical/medical difficulties and social emotional and mental health needs. Many have at least three areas of need and one student has five different areas of need. 10 of the 12 students (83.3%) have learning difficulties as part of their SEN. 7 of the 12 have significant medical needs, requiring active intervention, and 4 are braillists.

Of 71 possible assessment outcomes for these 12 students, 15 were below target (21.1%); 54 targets were met (76.1%); 2 targets were exceeded (2.8%). 78.9% of targets were met or exceeded.

The following 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 etc. and moderator/verifier reports.

The progress of students is very good across Key Stage 5 but national measures of Key Stage 5 progression are felt to be unsatisfactory. The government performance measures focus on achievement at level 3 i.e. A level and the achievements of many 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.

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. In July 2019 all students made upward progression within their learning in comparison to end of Key Stage 4 outcomes.

- All Year 13 students made very good progress from their starting points at the end of Key Stage 4 and were set challenging targets for achievement at the end of Key Stage 5.
- All Year 13 students extended their learning by gaining Entry Level, GCSE, Functional Skills or BTEC accreditation Entry Level, Level 1 and level 2 in 6 subject areas, including English and maths.
- **79% of target grades were met or exceeded.**
- All Key Stage 5 students have now moved into Further Education. 75% students gained their first choice further education courses. 1 gained first preference on appeal, 1 gained his second preference and 2 are still undergoing the appeal process to get into independent specialist provision. 6 students are attending Queen Alexandra College in Birmingham, one is attending Royal National College in Hereford, one is studying at mainstream college, 2 are doing apprenticeships.
- In addition to their academic achievements at Key Stage 5, these students also gained a wide range of Independent Living Skills and work preparation skills. They all undertook weekly work based placements throughout Year 13 and attended college weekly in Year 12 to gain a City and Guild Certificate in Workskills. 6 students were supported by Habilitation Officers to undertake successfully the routes to and from school or to and from home to work placement independently. 2 further students were taught by Habilitation Officers to book and use Ring and Ride and taxis independently.
- Computer science target grades and results at Key Stage 5 were again very disappointing and reflected the same difficulties as at Key Stage 4. It should be noted that Key Stage 5 ICT results all met targeted grades and no difficulties were experienced in access of BTEC Level 1 ICT awards.
- **If computer science results are discounted, of 64 possible assessment outcomes for these 12 students, 8 were below target (12.5%); 54 targets were met (84.3%); 2 targets were exceeded (3.1%). 87.4% of targets were met or exceeded.**

### **KS5 Analysis: A Levels - 2 students**

2 students took A levels jointly between Priestley Smith and Great Barr Academy in 2019.

Pupil 18 completed his A level courses, gaining targeted grades in ICT, Music Technology and EPQ but did not achieve his targeted grade in Computer Science. He successfully completed Year 13 work experience at Focus Birmingham and was a highly proficient traveller between the two different schools and home and within the city centre. He is now attending University studying Business/ICT.

Pupil 17 has completed two years of his three year course. He has gained A levels in maths and physics and AS in music and gained his music theory grade 8. He is undertaking Portuguese A level, Music A level and EPQ in 2019-2020 and is applying for universities and the Conservatoire. He is now a proficient independent traveller to and from schools and home.

### **Additional End of Year Examinations: Summer 2019**

<b>Year 9: FCSE French</b>	
<b>SA</b>	<b>Merit</b>
<b>AD</b>	<b>Pass</b>
<b>SM</b>	<b>Pass</b>
<b>MT</b>	<b>Merit</b>
<b>OP</b>	<b>Distinction</b>
<b>LM</b>	<b>Distinction</b>

### **[Summary analysis of data from Foundation Stage to Key Stage 5](#)**

Analysis of our achievement data for the six key stages shows no trend differences by gender, ethnic background or social circumstances.

Students of both sexes and all ethnic backgrounds are achieving well as a result of high quality teaching. Children receiving Pupil Premium are achieving at the same level as other students and in some cases at higher levels and students who are 'Looked after' children are achieving well.

The single determining factor upon overall achievement is the nature and complexity of the child's disability. Where a child has a degenerative and often life-limiting condition affecting cognitive function, health, wellbeing and attendance, achievement is sometimes based upon maintenance of skills and knowledge rather than progression. Where a child has a complex range of disabilities i.e. three or more areas of need including visual impairment, cognition, physical development and communication difficulties, their pace of learning, while still good in relation to their starting point, is often slower than their peers.