

PRIESTLEY SMITH SCHOOL ASSESSMENT OUTCOMES 2023



EYFS

	Communication & Language	PSED	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	Reception high	Reception secure	3 – 4 secure	3 – 4 secure	3 – 4 secure	Reception secure	3 – 4 secure
2	B to 3 high	B to 3 secure	B to 3 secure	B to 3 L	B to 3 secure	B to 3 secure	B to 3 high
3	B to 3 high	B to 3 secure	B to 3 high	B to 3 secure	B to 3 secure	B to 3 secure	B to 3 high
4	B to 3 high	B to 3 secure	B to 3 high	B to 3 secure	B to 3 secure	B to 3 secure	B to 3 high

EYFS outcomes and context

- 2 pupils are blind and 2 are partially sighted.
- 3 out of 4 children have additional learning needs, including autism, SLCN needs and physical disabilities.
- All pupils had 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 very unlikely that any pupil completing the EYFS will reach early learning goals, due to their general development and slower pace of learning.
- It is important that we stretch more able pupils as much as possible by moving them in to the next group to facilitate a stage, not age approach.
- Place a greater emphasis on the prime areas of learning (C&L, PSED and physical) as they lay the foundations for later learning.
- Seek advice from specialists in behaviour and autism, physio, SALT and OT in order to ensure that we are delivering an appropriate curriculum for all pupils in EYFS.
- Complete and audit of the environment to ensure that it is meeting the needs of the cohort.
- Overhaul planning so that it is individually child-centred, rather than group planning with interventions.

Phonics

Phonics screening outcomes and context

- 3 students year 1 and 3 students year 2 who did not take the screening last year.
- 3 print users and 3 braille users.
- Child who passed the screening is a competent print reader.
- All other children apart from 1 have significant learning and medical needs in addition to their visual impairment.
- Child 6 had not been in school at all until September 2022.
- No pupil in addition to the one who passed was at a stage where they were far enough along the phonics scheme to take the test.

Next steps

- Continue to provide all children with opportunities to access the Twinkl phonics scheme throughout primary and in secondary for those pupils who need it.
- Look at the secondary timetable to find a suitable place in the day where pupils can access daily phonics and reading sessions.
- Introduce pre level 1 daily bucket time and nursery rhyme time in EYFS to increase children's attention and improve listening skills so that they can engage in phonics moving forward.

Key Stage 1

	Reading	Writing	Maths	Science
2 pupils	Pre KS st 1	Pre KS st 1	Pre KS st 1	Working towards
1 pupil	Pre KS st 3	Pre KS st 2	Pre KS st 2	Working towards

Context

- Pupils were assessed on connecting steps, and these results were reported to the LA.
- Due to their natural aptitude for learning and maturity, and our stage not age approach, the higher attaining pupil, who had never attended school before September 2022, was educated in lower juniors in order that they could be stretched to exceed their potential.
- 3 students: 2 blind and 1 partially sighted
- 2 pupils have additional learning needs.

Next steps

- Review the learning environment to make infants more play-based, but with clear learning intentions for each area.
- Introduce and evaluate the new curriculum year B.
- Continue to provide all children with a stage not age approach to learning. Next year pupil 1 will stay in infants in order for them to access a play-based curriculum and consolidate their learning.
- Carry out CPD on adaptive teaching and 'teaching to the top' so that our most able pupils continue to be stretched (as demonstrated by the outcomes of pupil 3).
- Review science resources to ensure that we have appropriate resources to meet the needs of our pupils and new curriculum.

Key Stage 2

	Reading	Writing	Maths	Science
1	15/50 – not at standard	PKS st 6	23/110 not at standard	Working towards
2	PKS st 1	PKS st 1	PKS st 1	Working towards
3	PKS st 3	PKS st 2	PKS st 4	Working towards
4	PKS st 5	PKS st 5	PKS st 5	Working towards
5	absent	absent	absent	absent
6	PKS st 1	PKS st 1	PKS st 1	Working towards
7	PKS st 6	PKS st 5	PKS st 5	Working towards

Context

- Pupils consisted of 3 braille users and 4 print users
- Only pupil 1 was felt they were working at a level where they could take SATS.
- 1 pupil was on roll but didn't attend school.
- 3 pupils were accessing the nurture curriculum. Of these, one pupil made so much progress that they have joined year 7 and not continued along the Thrive pathway.

Next steps

- Carry out CPD on adaptive teaching and 'teaching to the top' so that our most able pupils continue to be stretched.
- More able pupils to have regular opportunities for assessments in assessment conditions, to prepare them for further on in the school.
- Review science resources to ensure that we have appropriate resources to meet the needs of our pupils and new curriculum.
- Continue to embed phonics in daily lessons and ensure that pupils have opportunities to apply what they have learned in their writing across all subjects as standards in writing were slightly lower than for reading in the same pupil.

KS3

Pupil	French
1	FCSE Merit
2	FCSE Distinction
3	FCSE Pass

Key

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

Key Stage 3 Results Analysis

3 students

3 results

0 below target 0%

3 targets met 100%

0 targets exceeded 0%

The following analysis is based on the assessment outcomes for 3 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.

- All 3 students (100%) a Level 1 FCSE qualification.
- 3 out of 3 students have additional needs beyond visual impairment. These include learning difficulty, medical and physical difficulties, communication difficulties and SEMH needs.

KS4

	ENG	MATHS	SCI	HIST	FRENCH	MUSIC	Art	HOME COOKING	BUSINESS	ICT
1	4	5	L2 Pass		4	L2 Dist		L2 pass	L1 pass	L2 Pass
2	3	3	L1 Pass	3		L2 Pass		L2 pass	L1 pass	L2 Pass
3	EL 2	1	U		3		4	L2 pass	L1 pass	L2 Pass
4	EL 1	EL 2	EL 2	EL 1				L2 pass	L1 pass	

Key

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

Key Stage 4 Results Analysis

There were 7 children in year 11 for the 22-23 academic year. 4 students were entered for a suite of entry level or Level 1 or 2 Qualifications. 3 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

4 students

30 results

5 below target 17%

21 targets met 70%

4 target was exceeded 13%

Issues to be considered:

- 2 out of 4 students have additional needs beyond visual impairment. These include learning difficulty, autism and social, emotional difficulties
- 4 students- All 4 students (100%) gained GCSE or Entry Level qualifications in at least 3 subject areas.
- 3 of the 4 students taking EL/ L1/L2 qualifications are Brailleists
- P1 demonstrated incredibly high levels of anxiety leading up to the examination period. Found the dynamics of the mixed KS4 cohort difficult to deal with.
- P2 gave some cause for concern regarding motivation to attain. Generally worked at a slower pace, course work and general work built up and found keeping to deadlines difficult, demonstrated an unawareness of the responsibility they needed to take combined with lack of exam skill and experience.

- P3 is totally blind. Processing and comprehending information are particular challenges. Dealt with sensitive family difficulties in the lead up to the exam period.
- P4 has ASD and 1:1 adult support as a result of behavioural challenges.
- Science results are a concern as all have not attained their target grades, however, the switch was made from GCSE to BTEC to support VI accessibility, as the RPs for science are not accessible. The coursework element, whilst more accessible, was voluminous and difficult as students with a VI have slower recording abilities and difficulties with processing.
- All 4 students (100%) gained GCSE, BTEC accreditation Level 1 and 2 or Entry Level qualifications in 5 different subject areas.
- This year saw the delivery of music by a newly appointed member of staff (non-qualified teacher) With this considered, the grades that students attained were in line with predicted grades.
- This year saw the delivery of Art by an ECT teacher, and this was the first time they had taught and submitted GCSE Coursework. The grade attained surpassed the predicted grade.

Interventions that were put in place:

- Lunchtime revision sessions were available for pupils across the faculty at lunch times.
- Lessons are tailored to individual pupils- each lesson is personalised and targets the specific academic needs of each pupil.
- Form times utilised for revision and study.
- All of KS4 were timetabled together for PSD lessons. Approximately 14 students within year 10 and 11. The KS4 cohort presented with interesting and at times difficult dynamics were not always conducive to learning. Year 11 were split into a small group and ably led by and experienced HLTA under the guidance of the class teacher. All pupils gained the L1 qualification.
- Due to the practical nature of the subject, the creativity and length of time required not all aspects of Art course work could be completed in lessons due to the impact of a VI on a visual course with the student being completely blind. Lunchtimes were utilised to provide more opportunity to complete course work.
- Appointment of new Science teacher at the end of the academic year will solidify pupil progress and bring consistency in delivery and assessment of the Science curriculum.

Of the students unable to access the EL/ L1 / L2 qualifications, all had complex learning difficulties in addition to their VI. As a consequence, the curriculum has been reviewed and 2 students undertook a new course and qualification in Personal Progress.

This was the second year that low ability students certificated from a course that had been designed specifically for students operating at a level lower than Entry Level. This Personal Progress qualification was redesigned, and style of delivery evaluated and changed resulted in both students achieving a qualification that was relevant and stimulating for them.

Interventions that were put in place:

KS5

Level 3 Qualification

A Level courses	HIST	Drama
1	D	D

EL Level 1 / 2 Qualification

	ENG	MATHS	MUSIC	BUSINESS	H&SC	Hosp & Cat	German	Dig Med
2	L2 fail (Previous EL Pass)	L1 Pass		L1 Pass			FCSE L1 M	L2 Pass
3	L2 fail (Previous EL Pass)	Entry 3			Entry 3	ASDAN	FCSE L1 M	
4	FS L1	L1 Pass	Arts Award Bronze		L2 Pass			L2 Dist
5	EL 1					ASDAN		

Key

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

Key Stage 5 Results Analysis

- 5 students
- 19 results
- 2 below target 10.5%
- 15 targets met 79%
- 2 targets exceeded 10.5%

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 is an able Brailleist and studied 2 A levels at a nearby sixth form with support from 1:1 from PS and braille support. Teachers from partner sixth form taught Braille and supported with lessons and delivery
- P2 has complex medical needs and their brother was at end of life. Lacks confidence in their ability but was self-motivated.
- P3 is an EAL brailleist with a poor socioeconomic background.
- P4 demonstrated a lack of accountability, dictated all recorded work.
- P5 is an EAL brailleist with very low ability. Educated in home country in primary school due to VI. Results are after 1 year of being in this setting.
- 2 out of the 3 students are large print users.
- 2 out of the 3 students have additional needs beyond visual impairment. These include physical difficulties (use of wheelchair) and complex medical conditions.
- The PSD curriculum for KS5 only enabled pupils the opportunity to gain an Entry Level 3 qualification yet enable pupils to extend their learning laterally. A new curriculum for year 12 following a different exam board has been introduced and will form part of the next data analysis. This qualification allows students to achieve a Level 1 or Entry level qualification.
- The AOPE (Award of Personal Effectiveness) is to be replaced by an Independent Living Skills qualification.
- Introduction of the Princes Trust Qualification for our Year 12 students. All pupils have completed the course work and are awaiting external moderation.

Interventions that were put in place:

- Lunchtime revision sessions were available for pupils across the faculty at lunch times.
- Lessons are tailored to individual pupils- each lesson is personalised and targets the specific academic needs of each pupil.
- Form times utilised for revision and study.

Moving Forward:

- Use of the CFVI to support children in lessons to enable pupils to have bespoke sessions on study skills, how to revise & exam technique.
- Introduction of more rigorous testing and mock exams for exam groups.
- New Behaviour Policy – Greater responsibility for learning
- Re-introduction of homework club
- Invitation to homework club by staff if students do not complete homework
- English- new exam board for Entry Level qualification to make it more accessible to our pupils.
- Possibility of more formal mock exam to ease student familiarity with the exam process
- Change of Digital Media teacher (who is the head of ICT) at the start of the academic year helped students to achieve in the subject.
- New Behaviour Policy – Greater responsibility for learning
- Invitation to homework club by staff if students do not complete homework
- Art teacher would like to make greater links with other schools delivering GCSE Art
- Music teacher to visit other SEND schools re teaching music and supported by Line manager and school-based Mentor
- PSD Qualifications new course and exam board
- Introduction of ILS qualification