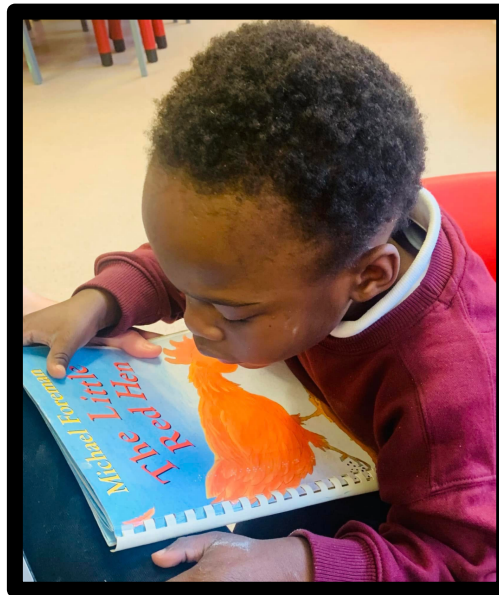


PRIESTLEY SMITH SCHOOL

ASSESSMENT OUTCOMES 2025



EYFS

Pupil	Communication & Language	PSED	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	B1D	B1E	B1E	B5E (Read) B5S (Write)	B4D	B5E	B4E
2	B4D	B4E	B4D	B2D (Read) B5S (Write)	B6D	B5E	B5D
3	B2D	B5E	B3D	B5E (Read) B5D (Write)	B6E	B6D	B5D
4	B6E	B4D	B3D	B6E (Read) B6E (Write)	B6D	B5D	B4E
5	B7D	B6E	B8E	B9D (Read) B6D (Write)	B8D	B5D	B8E

EYFS outcomes and context

- 1 pupil is blind and 4 severely vision impaired.
- All pupils have additional needs including autism, SLCN needs.
- 1 pupil completed the full two years of EYFS with us. Others joined at varying points during this time.
- No early learning goals have been fully met, however all children 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.
- 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.
- More collaboration with the habilitation team to support ILS skills and mobility.

Phonics

Phonics screening outcomes and context

- 8 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.
- 3 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.
- 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.
- Place 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	P1E	P1D	P1T	Y1T
2	P1E	P1D	P4E	Y1T
3	P2D	P2D	P4E	Y1D
4	P2D	P2D	P4D	Y1D
5	B6D	B5S	B5E	Y1T
6	B6D	B6D	B6D	Y1T
7				

Context

- 1 pupil had limited attendance to school due to significant medical needs.
- All children have additional needs such as Autism, SLCN and physical disabilities.
- 2 children are braille users, 1 is a print user and 4 are not yet accessing text.
- Pupils are assessed against P-levels and national curriculum levels as well as Cherry Garden.

Next steps

- Continue to embed 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.
- Provide multiple sources of evidence to secure judgements made
- Make greater use of books and reading opportunities across all subjects
- Continue to embed 'teach to the top' practise.

Key Stage 2

Pupil	Reading	Writing	Maths	Science
1	Working Towards National expected	LKS2D	Y3D	Working Towards National expected
2	Working Towards National expected	LKS2S	Y3D	Working Towards National expected
3	Working Towards National expected	LKS2S	Y3D	Working Towards National expected
4	Above National Expected	LKS2D	Y3D	Working Towards National expected
5	PK4	Y2D	Y2D	HNM
6	PK5	Y2D	Y3D	HNM
7	PK4	Y2D	Y1D	HNM
8	EM	P2E	P2D	EM
9	EM	P1D	P1D	EM
10	PK2	P3D	P4D	HNM

Context

- Pupils consisted of 4 Braillists and 4 Print users. 2 Pupils not accessing text
- 3 pupils were not working at a level to access the SATs, following our nurture pathway, so they didn't sit them.
- 1 Pupil was working well below expected standard but was given the opportunity to sit the SATs, however they were absent during part of SATs
- 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 moderation to ensure teacher assessments in writing accurately assess the level the pupils are at.
- 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.
- Increased opportunities to familiarise pupils with tactile examination techniques and accessibility
- 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 with the focus of this academic year being 'The Year of Literacy.'

KS4

Pupil	ENG	MATHS	SCI	HIST	FRENCH	MUSIC	Art	HOME COOKIN G	ICT	PSD
1										
2										
3										
4										
5										
6										

Key

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

Key Stage 4 Results Analysis

There were 6 children in year 11 for the 24 - 25 academic year. All pupils sat a mixture of GCSE, BTEC and Entry Level Qualifications. 2 other students followed our bespoke curriculum focusing on Independent Living Skills and Preparation for Adulthood. Please see below.

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 8 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

- 6 students
- 35 results
- 7 below target 20%
- 25 targets met 72%
- 3 target was exceeded 8%

Issues to be considered:

- Pupil absence due to medical appointments- affected the completion of coursework and attendance in exam lessons
- 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 Pupil because reluctant to study French. On or above target across the board except in Science. This is due to inconsistent teaching by a specialist during KS3 and had a change of teacher and an ECT in KS4.
- P2 Parents withdrew from school halfway through the year. Across whole KS4, lots of absence and a lack of engagement from parents.
- P3 On target across the board except in Science. This is due to inconsistent teaching by a specialist during KS3 and had a change of teacher and an ECT in KS4. Pupil also reluctant to study Science.
- P4 Pupil on target across the board except for in History. Long-term and ongoing ill health has resulted in absence and lots of missed coursework. Course became inaccessible to them so switched to the Entry Level course in Year 11.
- P5 Pupil exceeded or met his targets grades other than in History.
- P6 Pupil resat History and did not meet his target this year either.
- **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.

- Study sessions offered but not utilised in History. Revision guides sent home that were returned unused by pupils.
- 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

Level 3 Qualification

Pupil	RE AS	ICT L3 BTEC
1		
2		

EL Level 1 / 2 Qualification

	ENG	MATHS	MUSIC	H&SC	Hosp & Cat	Dig Med	PSD	Independent Living
3								
4								
5								

Key

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

Key Stage 5 Results Analysis

- 4 students
- 18 results
- 2 below target 36%
- 15 targets met 83%
- 1 targets exceeded 6%

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 Met and exceeded his targets in his subjects. 1:1 teaching offered and collaborative support from other staff offered in RE when teacher was on a long-term absence.
- P2 Did not meet target in ICT. Was resitting GCSE History too and didn't meet target there. No additional work done at home and study periods not utilised appropriately.
- P3 Sat English Functional Skills L1 in Year 12 and achieved. Sat aspirational L2 paper in Year 13- did not meet target (as expected). Achieved across the board.
- P4 Sat English and passed L2 in Year 12 all other exams passed in Year 13. Met target across the board and exceeded in Maths.
- P5 Met target across the board and exceeded in H&SC.

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. A science and English qualification for this pathway will begin in September 2025. Making links 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.
- Provide individualised interventions for pupils where necessary and communicate these with parents.