

# **PRIESTLEY SMITH SCHOOL**

## **EXAMINATION AND ASSESSMENT OUTCOMES**

**2021**



EYFS Progress Tracking Record 2020-21 – Prime Areas

		Personal, Social and Emotional Development			Physical Development		Communication and Language		
		MR	SC&SA	MF&B	M&H	H&SC	L&A	U	S
0-11 months	Emerging	RK	RK RK	RK	RK	RK	RK	RK	
	Developing	RK		RK				RK	RK
	Secure								
8-20 months	Emerging					RK	RK		LA
	Developing	CD							
	Secure			LA					
16-26 months	Emerging							LA	
	Developing			CD	CD RK				LA
	Secure					CD LA			
22-36 months	Emerging	LA							
	Developing	CD	LA		LA				
	Secure		CD				CD		CD
30-50 months	Emerging						LA	LA CD	
	Developing			LA	CD	LA			
	Secure								
40-60+ months	Emerging								
	Developing	LA	LA	CD	LA	CD			
	Secure								
Early Learning Goals	Emerging								
	Developing								
	Secure		CD				LA CD	CD	CD



## Context:

### End of Foundation Stage Analysis: 3 students

RK Male, OP, Not PP; LA Female, OP, PP; CD Female, WO, Not PP (OP = Other Pakistani, WO = White Other, PP= Pupil Premium)

**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 : 3 Reception aged students. Total assessments carried out: 51.

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.

Baseline starting points for all three students were **well below** national expectation.

RK has severe learning and communication difficulties in addition to visual impairment and was working within 0-11 months in all 17 aspects. He has extremely complex learning needs and has no verbal communication. Progress has been extremely limited for this child, with measurable progress being made in only 7 of the 17 areas. However marked improvement was seen by him in the areas of physical development and listening and attention. This child is currently due to be assessed by Educational Psychology with regard to appropriateness of placement and curriculum.

Both other students made extremely strong progress in all aspects and in 24 assessments made 6-9 steps' progress-a huge achievement.

**In total, of 51 assessments, 41 (80%) progressed by at least 1 step, 38 assessments (75%) progressed by at least 2 steps and 37 (73%) by at least 3 steps. Progress of 5 steps was made in 9 cases, 6 steps in 11 cases, 7 steps in 5 cases, 8 steps in 5 cases and 9 steps in 3 cases.**

**Two of the students made progress of 5 steps or more in 32/34 assessments (94%). The Early Learning Goal was achieved on 6 occasions by these 2 students, a very rare occurrence within our Foundation Stage.**

**The progress of all students is felt to have been impacted by Covid, but one of these students attended school throughout this period and the other two rejoined school as soon as possible. The child with severe learning difficulties was impacted most heavily as it was far harder for his family to engage him in work at home due to his very complex needs.**

Particularly strong improvement was seen in moving and handling, self-confidence and self-awareness, managing feelings and behaviour, listening and attention, understanding, literacy, mathematics and exploring and using materials and media. The aspect showing least progress was Being Imaginative.



				Mastery													
CR	Y	WB	M	Beginning					P7	15	P5	5	4		9		
				Beginning+		P4	P3	P3									
				Developing													
				Developing+	P4												
				Secure													P4
				Mastery												P3	
MYK	N	OP	M	Beginning		P4	P3	P3		15	P5	6	5		10		
				Beginning+	P4												
				Developing													
				Developing+													
				Secure					P6								P4
				Mastery												P3	

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](#), [mastery](#).

For a child without SEND, good progress over the two year key stage would be 1.5 stages = 9 substages, outstanding progress would be 2 stages i.e. 12 substages or greater.

At Priestley Smith School, where all students have SEND, progress is measured against baseline starting levels at the beginning of key stage 1. Good progress is viewed as 9 substages or greater and outstanding progress is judged as 12 substages or greater in line with standard expectations. This is an aspirational expectation as some students have very complex needs including learning difficulties, which affect pace of learning.

In receipt of Pupil Premium    No Yes    Ethnicity: WB = White British OP = Other Pakistani    A= Arab    Gender: M = Male, F = Female

### Key Stage 1 Analysis: 5 students

Of 28 assessments (4 for each child), 24 (86%) improved by at least 9 substages over the two year i.e. showed good progression or better and 20 (71%) progressed by 10-35 substages i.e. showed outstanding progress. 6 of the 28 assessments (21%) showed twice the expected progress for outstanding progress-superb outcomes for this group of very complex children. This is particularly pleasing in light of the highly disrupted year experienced by the students due to Covid. Of this group, however, 5 of the 7 attended school during most if not all of Lockdown and therefore benefitted enormously from uninterrupted education. Two children who did not attend school during Lockdown engaged well with remote learning.

Four assessments fell below the expected level of 9 substages. All were for reading and writing in relation to two highly complex children who are both tactile learners with a range of additional needs including Autistic Spectrum Condition, communication difficulties and learning difficulties. Both children are following pre-Braille programmes to develop tactile skills to read and write but are not yet able to produce or interpret the written code. They are both able to show higher achievement in maths and science, where learning can be highly practical and does not need to include reading or writing.

Despite having complex needs, this group of seven students all made very pleasing progress, surpassing end of key stage expectations in relation to their starting points in some or all areas of learning. Results in science and writing (two targeted area for improvement in Primary between 2017-20) were extremely strong, with outstanding progress of 12 substages or greater being made by 5/7 children over the two year period. Maths assessments also showed good or better progress by all students.

End of Key Stage statutory assessments were not carried out by the government in 2021 due to Covid-19.

**PRIESTLEY SMITH SCHOOL**  
**PRIMARY DEPARTMENT: COMPARATIVE SAT DATA KS1:KS2 2021**

End of Key stage 1 assessments 2017								End of Key stage 2 assessments 2021							
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		
EA	Y	B	M	1 beg	1 beg+	1 dev	P6	2 dev	8	3 beg+	2 dev	12	6	2 dev	27
CC	N	BC	F	P7	P6	P4	P5	1 beg	19	P9	P9	18	30	1 beg+	26
JKT (baseline level on entry)	Y	I	F	P7	P6	P6	P6	1 beg	19	P9	P9	18	18	1 dev	21
KN (baseline level on entry- 1 year only)	N	OP	F	2 beg	2 beg	2 beg	1 dev	3 beg+	7	3 mas	2 dev+	11	3	2 dev	6

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](#), [mastery](#).

PP = In receipt of Pupil Premium

Ethnicity: BC Black Caribbean I= Indian WB = White British B= Bangladeshi OP=Other Pakistani Gender: M = Male, F = Female

Below expected progress	Good progress	Outstanding progress
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For a child without SEND, good progress over key stage 2 (4 years) would be 2 complete stages i.e. 12 substages. Outstanding progress would be considered as 3 complete stages i.e. 18 substages.

At Priestley Smith School, where all students have SEND, progress is measured against baseline starting levels at the beginning of key stage 2. Good progress over Key Stage 2 is viewed as 12 substages or greater and outstanding progress is judged as 18 substages or greater in line with standard expectations. This is an aspirational expectation as some students have very complex needs including learning difficulties, which affect pace of learning.

### Key Stage 2 Analysis: 4 students

For two of the four children (EA and CC), comparisons have been made between their 2017 end of key stage 1 data and their end of Year 6 data in 2021.

For the two remaining children who were not at Priestley Smith School in July 2017, their year 6 data has been compared with baseline entry data during Key Stage 2 and account taken of the time period involved. Analysis of their progress is therefore made over each one year period, with 3 substages showing good progress each year and 4.5 substages showing outstanding progress.

When progress within national curriculum stages is considered individually for all students, it can be seen that three of the four students made outstanding progress in at least three of the four aspects of learning. Of 16 possible assessments, 13 (81%) showed good or better progress, with 12 (75%) showing outstanding progress. 2 assessments (12.5%) showed progress less than expected. 4 results (25%) showed progress significantly higher than that expected for outstanding. The gap in learning for all Year 6 children is narrowing effectively.

One child achieved at a lower level in maths and writing. He has significant difficulties related to Autistic Spectrum Disorder. He is able to learn by rote and practical methods incredibly well and is an able reader who can decode text fluently by sight but who has greater difficulties with the higher order skill such as inference. He has greater difficulties related to abstract learning and concepts and expressing his own ideas in written form.

Excellent progress is again seen in science, a targeted area for improvement in Primary in 2020, with all children making outstanding progress.

End of Key Stage statutory assessments were not carried out by the government in 2021 due to Covid-19.



## YEAR 11 QUALIFICATIONS 2021

	Target Exceeded		Target met		Below target
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Year 11	Gender	Ethnicity	Pupil Premium	ENGLISH	MATHS	SCIENCE	HISTORY	MFL	MUSIC / ENTRY PATHWAYS			FOOD	BUSINESS	ICT
LM	M	R	No	5	6	5 :5	4		L2 Pass (BTEC)			L2 BTEC	L1 BTEC	CN Merit L2
MT	F	WB	Yes	5	5	5 :5	5		L2 Pass (BTEC)			L2 BTEC	L1 BTEC	CN Pass L2
SA	M	OP	Yes	2	2	4 :4		2	L1 Pass (BTEC)			L2 BTEC	L1 BTEC	CN Pass L2
SM	M	OP	No	3	4	4 :4		3	L2 Pass BTEC			L2 BTEC	L1 BTEC	CN Merit L1
AD	M	OBB	Yes	EL2	EL3	EL3		2	EL2			L2 BTEC	L1 BTEC	EL1

WB – White British, OP = Other Pakistani, I= Indian, OBB= Other Black Background

**Entry Levels 1-3. 3 is highest.**

Numerical scores indicate GCSE. GCSE grades 1-9. 9 is highest. Grades 4/5 are equivalent to previous C grade.

BTEC Level 2 is the equivalent of 'traditional' GCSEs grades A\*- C. BTEC Level 1 is the equivalent of 'traditional' GCSEs grades D-G.

CN = Cambridge Nationals

## End of Key Stage 4 Analysis:

Year 11: 5 students

44 results: 2 below target (4.5%); 42 targets met (95.5%); 0 targets were exceeded (0%). **95.5% of targets met or exceeded (as compared to 80% in 2019 and 83% in 2018).**

The following analysis is based on the assessment outcomes for 5 students.

Analysis is based upon careful scrutiny of results and comparison with targeted and predicted grades. Account is also taken of staff feedback about results, targets, interventions, implications for the student or course in the future and any moderator/verifier feedback if available etc. All students were impacted by Covid-19. Only one student (MT) attended school throughout all Lockdown periods. While the other 4 students engaged in remote learning, their severe visual impairment made remote learning difficult for three of them. One student did not engage as well as he should have.

- All 5 students (100%) gained GCSE, BTEC accreditation Level 1 and 2 or Entry Level qualifications in at least 8 different subject areas. Three of the four gained qualifications in 9 subjects.
- 4 students gained 9 GCSE or equivalent at grade 1-9.
- 2 students gained 8 GCSEs at grade 4 or above (or the equivalent).
- 4 students gained at least 2 GCSEs at grade 4 or above.
- 1 student is working mainly within Entry levels but achieved BTEC Level 1 in Business and BTEC Level 2 in Food, both highly practical subjects and an excellent achievement for this student.
- 95.5% of target grades were met.
- In 2021 all grades were based on teacher assessment backed up by evidence of working levels, which had to be submitted to the boards. All grades submitted to the examination boards were backed by extensive evidence of working levels and were checked by SLT. Any grades felt to be over generous or not reflective of a student's ability were rechecked.
- 3 of the 5 students have additional needs beyond visual impairment. These include learning difficulties and medical and physical difficulties. Two of the group have visual impairment only and are less complex than many of our students.
- Four of the 5 students are brailleists. One student uses speech software on computer to dictate his ideas due to severe physical difficulties.
- 4 of the 5 students (80%) have English as a second language.
- The general picture for end of Key Stage 4 is a positive one, with 95.5% of challenging target grades being met. However, it is felt that two children could have achieved at an even higher level had they not had very disrupted years in both Year 10 and Year 11. Their grades achieved were the highest they could achieve in these circumstances but they would have benefitted from continuous face-to-face teaching. This need for face-to-face teaching also applies to all other students in the group.
- Strong outcomes are apparent in Maths, science, history, Food Technology, MFL, ICT and music. Some good results were achieved in English by two of the students.
- In Food Technology, all students gained Level 2 accreditation.
- Extensive work and monitoring has taken place over the past 2 academic years to improve outcomes in science and to improve skills in answering science examination questions. While the results achieved here show improvement in science, this is felt in large part to be due to the intervention by the Head of

**Secondary in delivery and assessment. Teaching and assessment will be changed significantly in the coming year, with the new science teacher being mentored by the Head of Secondary, who is herself an experienced and skilled science teacher. The Head of Secondary will also be delivering science to the Key Stage 4 group in the coming year, which should significantly impact on outcomes.**

**Brief contextual information for Year 11 here:**

**AD – This pupil came to the school in Year 4 with no knowledge of spoken English. He is a low ability pupil with some attachment issues. This pupil had extra input with learning Braille and also 1:1 interventions to develop his spoken and written English.**

**SM – This pupil was offered extra lunchtime revision sessions and was given revision guides and questions but did not engage with work to the fullest despite ongoing reminders. Therefore, underperformance in English was a result.**

**MT – This pupil worked very hard in her revision sessions and in lessons generally.**

**As a general statement, the change in examinations has meant that there will need to be greater emphasis on regular testing and appraisal of examination groups. This will result in a greater amount of evidence gathering to substantiate predicted grades to include module tests, end of unit tests, mock exams, exam questions etc..**



RH (Yr 12)	F	OP	No	Entry level 3										
BJ (Yr 12)	F	WB	No	Entry level 3										

### Ethnicity Codes

WB – White British, OP = Other Pakistani, I= Indian, WC = Black Caribbean, OBB= Other Black Background OE = Other European

### Exam Grades information

Entry Levels 1-3. 3 is highest.

FS = Functional skills – Maths or English presented in a real-life context where students must read a scenario and determine what information to keep or reject before answering questions based on the scenario.

Numerical scores indicate GCSE. GCSE grades 1-9. 9 is highest. Grades 4/5 are equivalent to previous C grade.

BTEC Level 2 is the equivalent of ‘traditional’ GCSEs grades 9-4. BTEC Level 1 is the equivalent of ‘traditional’ GCSEs grades 3-1.

### **End of Key Stage 5 Analysis: 7 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.

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

These 7 students have very diverse needs. 6 of the 7 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. One student with only visual impairment entered the school in Year 6 as a non-English speaking student. 6 of the 7 students (85.7%) have learning difficulties as part of their SEN. 3 of the 7 have significant medical needs, requiring active intervention, and 3 are braillists, 1 of whom was taught braille only after joining the 6<sup>th</sup> form 18 months earlier, has learnt grade one and is well on the way to being fully contracted grade two braillist.

Of 45 possible assessment outcomes for these 6 students, 4/45 were below target (8.9 %); 37 targets were met (82.2%); 4/45 targets were exceeded (8.9 %). 91.1 % of targets were met or exceeded (as compared to 78.9% in 2019).

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 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.

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 2021` 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.
- 91.1 % 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. 4 students are attending Queen Alexandra College in Birmingham, one is attending Royal National College in Hereford, one is studying at mainstream college, 1 student has moved out of district and is looking at their options in this new county. 1 student is taking a year out and is applying for college next year.
- Despite the impact of Lockdowns in both parts of these students lives in both years of study students have gained qualifications and experiences that have added to their independence.
- The risk assessment has however impacted the opportunities for independent travel training and going to the shop at lunchtime – which was seen as a perk for sixth form students.
- 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 school-based project throughout Year 13 and attended college weekly in Year 12 to gain a City and Guild Certificate in Employability. A School based project was based around recycle reuse and was based at the school's allotment. Due to Covid risk assessment restrictions none of the students did any travel training this year. One student did complete 6 weeks of work experience in the last part of the summer term, organised a through a family connection. Other employers that we have usually called upon did not lift their Covid risk assessments to allow anyone else to complete such an experience
- Two students completed their internship placements internally. completing a first aid certification and a hygiene at work qualification too. They have both moved on to either employment opportunities or college.
- This has been the first round of complete assessments with the new curriculum in Key Stage 5 when new options for AoPE was introduced as a compulsory option and students were given 3 further option choices. Digital media, Modern Foreign languages, Health and Social care and Business Enterprise have been able to deliver the full curriculum offer as set out in the original option choices. Performing arts and Hospitality and catering have been problematic due to staff changes and skill sets not fully delivering the course originally on offer. These are in the process of being further reviewed and research into alternate

**examination assessments being put together. This is the main reason that Hospitality and catering was below target for all students.**  
**KS5 Analysis: A Levels - 1 students**

1 student took A levels jointly between Priestley Smith and Fortis Academy in 2021.

KW completed his A level courses, gaining targeted grades in Btec Performing Arts and exceeded his target grade in Combined English A level. He successfully gained a place at RNC to Study Business studies and media. RNC is a residential college and will support KW in gaining increased access to independent living skills that he missed out over the past 18 months due to the Covid restrictions in place at Priestley Smith.

**Contextual information for Key Stage 5:**

**KW - arriving from overseas with little or no English spoken or written, he learned braille twice – using both the SEB code and then relearning the new UEB braille code. Successfully completing his year 11 qualifications worked jointly with Fortis to undertake 2 level 3 courses – one A level and one Btec level 3. He dealt with a profound hearing loss and SEMH issues as a result but was successful at completing one of his courses above his expected predicted grade.**

**ZQ – flourished socially within the 6<sup>th</sup> form community. He completed his courses on target in a combination of level 1 and level 2 qualifications. He would have completed various aspects of independent travel if Covid restrictions had not have been enforced during this time.**

**JJ – moved to PS in during year 9 as a school refuser coming from a mainstream setting, over time his attendance improved to become within the school's expected parameters. Working with both focus and forward-thinking Birmingham this supported him to overcome some of his SEMH issues, he completed his key stage 4 and 5 assessments at a satisfactory level.**

**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.**
- **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.**