



By way of reminder, all students have one target set linked to each of the EHCP areas:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Health
- ✓ Physical and Sensory
- ✓ Independence and Self Help

These targets are personalised and link to an annual goal in this area.

The achievement data for Autumn 2021 is 91% which is the highest for a significant period of time

92% of students achieved 80% or above of their targets

Autumn 19	Spring 20	Summer 20	Autumn 20	Spring 21	Summer 21	Autumn 21
81%	83%	No data	78%	26%	89%	91%

Exceeding Achievement

6% of all targets were exceeded with 20% of all students having at least one target exceeded.

Success of midterm interventions

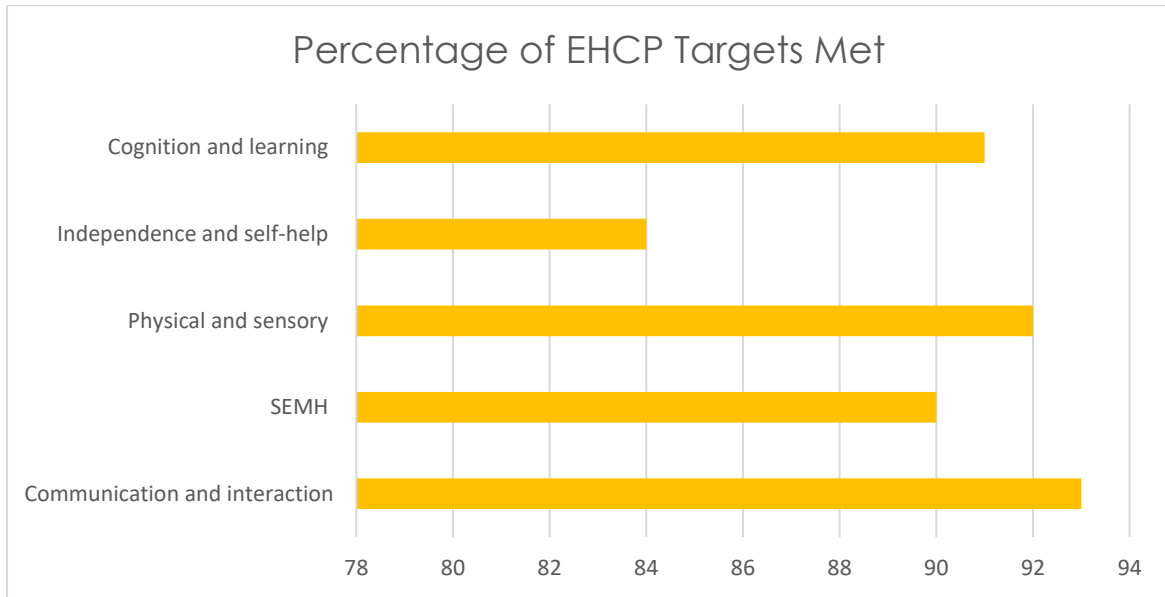
At each half term, all teachers mark the targets to indicate whether they are on track to be achieved. It is not unusual for us to see a slightly higher expectation of achievement than is realised at the end of term. At mid-term, the predicted attainment was 96% with 4% requiring an intervention in order to achieve.

Of the 20 interventions put in place, 15 (75%) were converted to achievements with a further 5 (25%) resulting in partial achievements.

6% (35/582) of all targets predicted to be on track to achieve by the end of term were also only partially achieved, with a further 0.3% predicted to be achieved and were later not achieved at all.



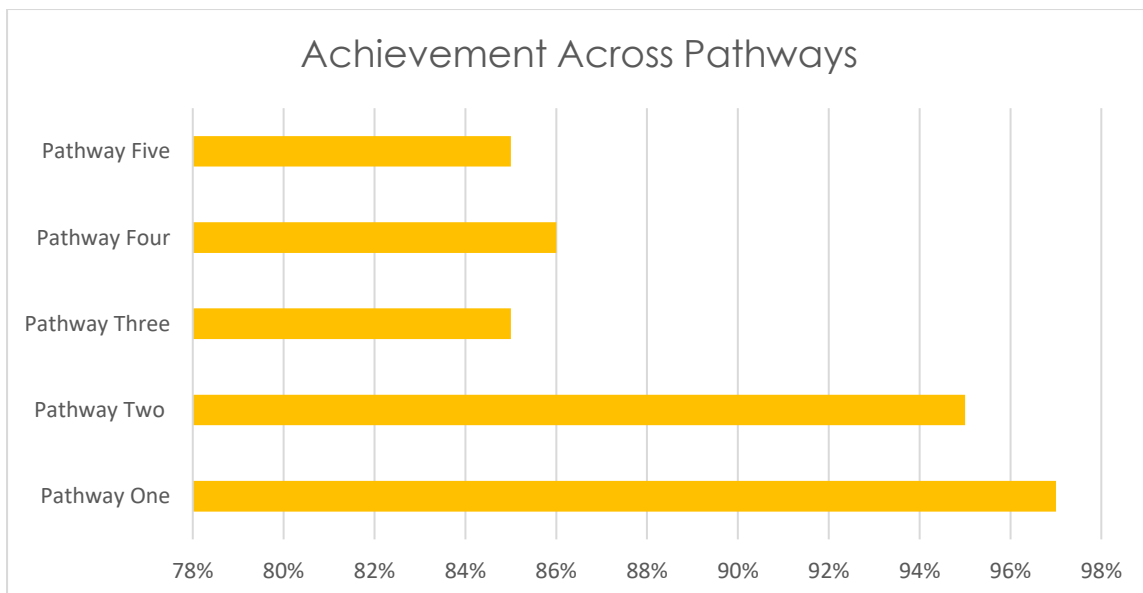
Achievement across EHCP Areas



Independence and self-help had the lowest achievement of all the areas. This was due to impact of ongoing restrictions in relation to community access, access to areas of the school such as kitchens and the life skills flat and restrictions around work experience placements. This was certainly the case when scrutinising targets that were on target to achieve at mid-term and later only converted to partial achievements. All other areas are not an area of note regarding disparity.



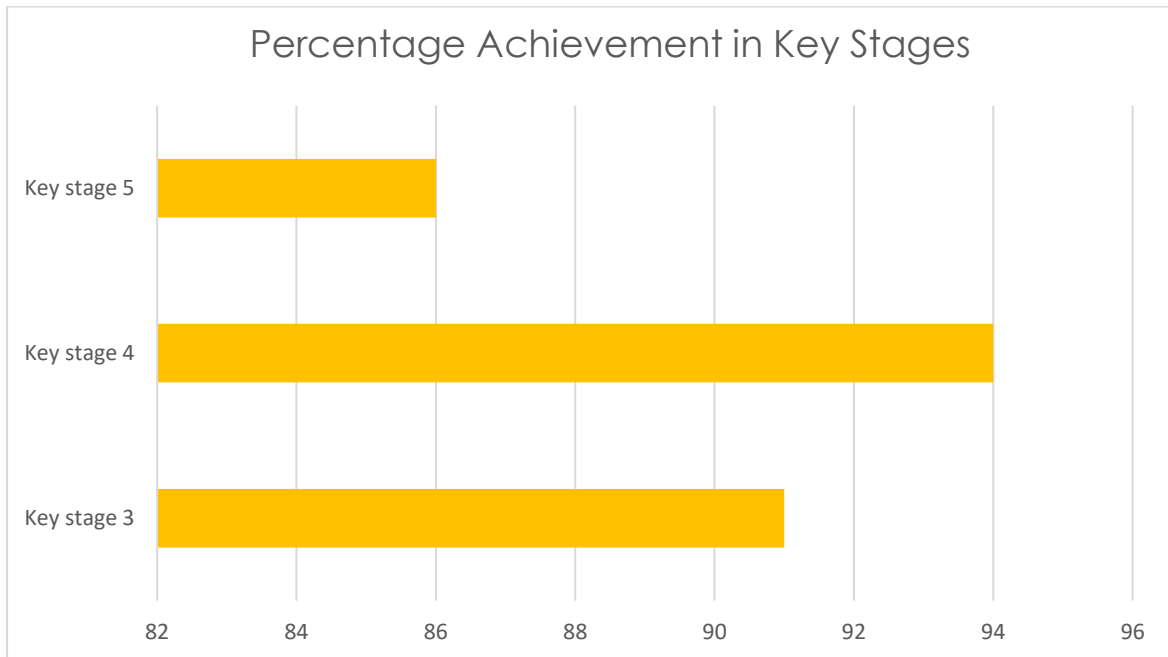
Achievement across Pathways



Pathway One saw the highest achievement overall however all pathways, previously we have seen lower achievement in pathway four compared to other pathways but this is now inline with others.



Achievement across Key Stages



Key stage 5 saw the lowest achievement and this remains in line with the overall trend of targets not achieved. Our students in this key stage tend to have a greater access to the community, focus on preparation for adulthood and independence and external work placements which all remained disrupted.

Gender



There is an insignificant achievement gap between male and female, of 91% and 89% respectively



Classes of note following discussions with teachers

The next step in relation to termly target achievement is for the teacher to meet with the middle leadership team to discuss each student's achievement and have an opportunity to share successes and problem solve any concerns. The senior leadership team then provides analysis per pathway. The following comments are from discussions with teachers and are for information. As a school, we are committed to ensuring all data has a context and framework that is reflective of each individual student.

- One student in Pathway 3 achieved all five of their targets this term. The structure, praise and firm boundaries within the class helped them to achieve their targets as it enabled them to improve their communication skills significantly. This student benefited from using a communication board, signing as well as attempting to speak. This is the student's second year at Priory but their most consistent as they spent a lot of their first year in isolation due to COVID.
- One student in Pathway 3 exceeded expectations by showing an amazing improvement in communication, sequencing and every day skills. They demonstrated

their ability to be proactive. They used their own initiative, i.e. clearing up their table after working. The student has been communicating more by making requests, asking for more and attempting to use their voice. The student's mum worked collaboratively with the class on developing skills further, at home.

- A pathway two class have had a good term overall, with the majority of targets being achieved for all students. Although Oak have the highest number of targets that are partially achieved, for two of these, it is around community access which was more of a challenge in the Autumn term due to Covid restrictions at school. For the other partially achieved target, this was to do with a student who transitioned from a different class and has found the change incredibly challenging which led to behaviour that had not been seen for quite a while. However, this behaviour has been recorded before we broke up in the summer term as well (see behaviour section). The class itself focused very much on a structured, TEACHH approach with a focus on Attention Autism every day and moving up the stages within this. It is felt that this approach feeds strongly into the class's success and especially in the student who exceeded his target. For this particular student, transition has been an ongoing issue and through a repetitive approach and clear visual aids, the student can now transition in fire drills without incident, something that was not felt possible this time last year.
- One student in Pathway 4, was very shy and lacking confidence when they first student joined the class. At the end of the term, they became very confident and their speech has improved immensely. Now they are able to remember all the key words relating to what they learn. They can answer simple questions related to the topic. They have also shown artistic skills and have their own display board in the classroom to exhibit their artwork. This student's parents were extremely proud of them when they watched a video of them speaking in one of the lessons.
- Another Pathway 4 student also had high numbers of absences during this term. This led to refusal to go to the gym or attend physio sessions. Some of the poor attendance has been linked to them missing one of their friends, who left the school in the last academic year. It has been harder for this student to stay motivated without their best friend, especially as they are in their last year and just want to go to college. Their timetable will be changed in the Spring Term to cater for the changes in motivation. The timetable will also link to transition and needs to motivate them as well as preparation for adult life.