

All students have one target set linked to each of the EHCP area per term:

- ✓ 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.

We would aim for an achievement rate between 80% and 88% to be comparable with other local special schools. However, I have approached other schools to see if this is still representative.

Autumn 21	Spring 22	Summer 22	Autumn 22	Spring 23	Summer 23
91%	92%	88%	95%	89%	89%

Process

Targets are set at the beginning of every term and run for the full term, at half term we do a check to make sure students are on track to achieve and put an intervention in place if not; At the end of the term teachers mark off targets to state whether they are exceeded, achieved, partially achieved or not achieved. They also submit 3 pieces of evidence per term to support this.

Results

During Summer 2023 we achieved an overall achievement rate of 89% with a further 10% either partially achieving or not achieving. 1% of all targets were not achieved at all, this represents 8 individual targets and applies to 4 students. We have excluded 5 students from this data, two relate to students who are not attending and three students are on roll but have moved out of the local area.

89% remains a very good outcome for students, however, we need to remain mindful that all students need to be challenged in their termly targets.

4% of all targets set were exceeded

	Not Achieved		Partially Achieved		Achieved		Exceeding Expectation		Total #
	#	%	#	%	#	%	#	%	
All	8	1	64	10	551	85	26	4	649

Analysis of categories

Gender	Not Achieved		Partially Achieved		Achieved		Exceeding Expectation		Total #
	#	%	#	%	#	%	#	%	
M	8	2	42	9	399	86	16	3	465
F			22	12	152	83	10	5	184

KeyStage	Not Achieved		Partially Achieved		Achieved		Exceeding Expectation		Total #
	#	%	#	%	#	%	#	%	
Key Stage 3	1	1	33	18	128	70	20	11	182
Key Stage 4	7	3	17	7	201	87	5	2	230
Key Stage 5			14	6	222	94	1	0	237

There are no concerning results between males and females with the achievement rates as expected.

Key stage 3 do particularly well, this is linked to the achievement rates in Pathway one and the acceleration within literacy.

Achievement by Pathway

Pathway	Not Achieved		Partially Achieved		Achieved		Exceeding Expectation		Total #
	#	%	#	%	#	%	#	%	
Pathway One	1	1	3	4	64	75	17	20	85
Pathway Two			25	23	80	75	2	2	107
Pathway Three	7	6	16	15	81	74	6	5	110
Pathway Four			6	8	73	91	1	1	80
Pathway Five			1	1	69	99			70
Sixth Form			13	7	184	93			197

Pathway leads meet individually with all teachers to scrutinise all data for every student. These pathway reports are shared with the leadership team to identify any trends across the school that need addressing through intervention or training.

Pathway one saw the highest number of exceeded across all pathways, this follows on from previous terms where we have seen achievement rates that are higher than we would like to see. The leadership team provide scrutiny to determine whether this is due to exceptional progress or a lack of challenge within the pathway.

Previously, it was felt that achievement rates were high as students are more cognitively able and therefore able to take more ownership over their own learning. It also appears that the two pathway one teachers are highly competent and we see accelerated learning with these students particularly in relation to literacy. It remains a priority to ensure we are seeing challenge within this pathway training and support is ongoing in this area.

The higher rates of learning also link the the higher achievement in key stage 3 where students do particularly well on arrival at school, particularly in relation to reading and phonics progression.

Pathway Two

Although the partial achievement rates in pathway two are higher than in other pathways, there are only 2 students who have had a particularly difficult term that has impacted on their progress. One student experienced a family breakdown and this had a very significant impact on his ability to access the classroom environment and therefore learning. The second student in this pathway had a lower than expected achievement and this will be monitored closely over the next term. All other partial achievement was individual students just missing one target.

Pathway Three

Historically, pathway three have seen similar issues in terms of over achievement that we are currently seeing in pathway one. Training and intervention has gone into this pathway to provide closer scrutiny of targets set. We see an increase of medical needs with individual students within the pathway, particularly regarding seizures. Pathway three also saw one teacher go on long term sick mid way through the summer term which had an impact on progression.

The curriculum in pathway three has had an 'overhaul' in preparation for September 2023 to ensure small steps of progress can be measured effectively and consistently.

Pathway Four

We have previously seen consistent under achievement in pathway four, the students represent a mix of abilities and learning styles and their expected progress can be more difficult to predict. Work has taken place with teachers previously to ensure sufficient stretch and challenge and this now being seen in student achievement. As in pathway one, the teachers are well established within the pathway. One student partially achieved two of her targets, with the others spread across the other students. There were no concerning patterns emerging from this pathway

Pathway Five

Pathway Five represents our most stable pathway in terms of students. One student joined the pathway in September 2022 and has not been included in this data run as she has not yet had targets set, her attendance last year was incredibly poor due to transport issues, this was due to her being an out of borough child and significant behaviour that made securing appropriate transport very difficult.

Sixth Form

Again, the sixth form are showing consistently good achievement rates with no particular student causing concern. One student only achieved 3 out of 5 targets, however, there were home issues over the course of the last year which affected their focus in class. Again, another good set of results for the sixth form.

EHCP Outcome Area

Outcome Path	Not Achieved		Partially Achieved		Achieved		Exceeding Expectation		Total #
	#	%	#	%	#	%	#	%	
Independence & Self-Help	3	2	13	8	136	84	10	6	162
Physical & Sensory	1	0	11	7	146	90	2	3	162
Cognition & Learning	1	1	14	9	139	86	2	6	161
Social, Emotional & Mental Health	2	1	13	8	144	90	2	1	161
Communication & Interaction	1	1	13	8	146	89	3	2	163

There is little variance on EHCP outcome areas, particularly when evaluating achieved and exceeded as a combined percentage, similarly, there is little to distinguish between the partially and not achieved areas. It is encouraging that the focus of learning is equally spread across all key areas for our students.

Summary Points

- ✓ Overall, students do very well
- ✓ More cognitively able students appear to do particularly well on arrival to Priory School
- ✓ All student progress is scrutinised by pathway leads with class teachers
- ✓ Consistency of teachers in the pathway appears to have an impact on attainment
- ✓ Pathway one still require a greater degree of challenge
- ✓ Behaviour has a significant impact on behaviour, particularly when the home environment also become challenged, however, there does not appear to be an impact on the learning of others in the class

Actions

- ✓ Benchmark achievement rates among similar schools to provide reassurance on both attainment and challenge
- ✓ Continue to work with pathway one teams to ensure appropriate stretch and challenge
- ✓ Consider how a progress case study may be useful for Governors to see how the learning builds up over time and are linked to the EHCP outcomes
- ✓ Consider how the longer target achievement cycle in this next term will set of progress results (see teacher workload review)
- ✓ As part of our school improvement plan, we are looking at alternative packages to demonstrate progress, consideration needs to be given to how this ensures historical progress is not lost

Julie Evans

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