



The summer term achievement data shows an overall rate of 88%. This is largely in line with previous terms, with the exception of during COVID times and demonstrates students at Priory School are making excellent progress.

82% achieved and 6% exceeded their targets.

Some comparative data is not always particularly helpful due to the individual nature of each student, but is indicative of the overall performance of the school.

	Not Achieved		Partially Achieved		Achieved		Exceeding Expectati		Total #
	#	%	#	%	#	%	#	%	
All	19	3	62	9	541	82	38	6	660

Moderation of targets by the SLT/MLT prior to students working on them remains in place to ensure all targets are robust, well written and linked to students outcomes. The leadership team continues to work directly with teaching staff to improve the quality of targets being set and the opportunities for these to be worked on across the school day. This included one to one sessions with identified teachers.

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

Females exceeded targets at a higher rate than males 10% v's 4%. However, both males and females both achieved targets at the same rate of 82%.

As a leadership team we ensure all achievement and partial achievement rates are scrutinised and the gender disparity was not apparent in previous terms. We will remain mindful however of any gaps that may appear across the genders.

Gender	Not Achieved		Partially Achieved		Achieved		Exceeding Expectati		Total #
	#	%	#	%	#	%	#	%	
M	17	4	50	10	393	82	20	4	480
F	2	1	12	7	148	82	18	10	180



### *Achievement by Pathway*

All pathways performed consistently well with Pathway Three showing the highest rate of exceeded across all 5 pathways. This is a trend we have seen term on term and this has previously been due to more cautious target setting. Pathway three have a greater impact on their learning due to health and medical needs so predicting engagement in advance can be difficult.

Pathway Four have caused us concerns previously and this is an areas of the school we have been investing in training and development. Although we continue to see an elevated level of partially achieved, the achievement rates are far more in line with what we have seen previously.

Pathway Five has seen the lowest number of exceeded targets and this group of students continue to have a very individual timetable of learning with us. However, it should not be underestimated the level of achievement this group has.

Pathway	Not Achieved		Partially Achieved		Achieved		Exceeding Expectati		Total #
	#	%	#	%	#	%	#	%	
Pathway One	4	2	14	8	151	84	11	6	180
Pathway Two	1	1	18	12	118	81	8	6	145
Pathway Three	5	7	6	9	46	66	13	19	70
Pathway Four	3	2	15	9	142	86	5	3	165
Pathway Five	1	1	9	9	84	88	1	1	95



### Achievement by Outcome Path

Interestingly the achievement, particularly for exceeding and not achieved, levels out by outcome path. There is a very slight elevation for Communication and Interaction but when you look at the actual number of targets this is minimal. It is encouraging that there appears to be a broad and balanced focus on areas of learning cross the school.

Outcome Path	Not Achieved		Partially Achieved		Achieved		Exceeding Expectati		Total #
	#	%	#	%	#	%	#	%	
Physical & Sensory	3	2	14	11	107	81	8	6	132
Cognition & Learning	3	2	13	10	108	82	8	6	132
Communication & Interaction	4	3	8	6	113	86	7	5	132
Social, Emotional & Mental Health	5	4	15	11	105	80	7	5	132
Independence & Self-Help	4	3	12	9	108	82	8	6	132



### Achievement by Key Stage

Key stage 5 saw a slight dip in attainment, this was attributed to a couple of students who were coming to the end of their school career and struggled with the impending transition, particularly in pathway one. We also saw the highest level of partially achieved and not achieved. However the overall achievement for key stage 5 remains high.

Unsurprisingly, Key Stage 4 students, who have had a good opportunity to settle into school life had a consistent achievement rate. Key Stage 3 had the highest exceeded expectations, which was attributed to year 7 students who had now settled into consistent learning

Key Stage 3	Not Achieved		Partially Achieved		Achieved		Exceeding Expectati		Total #
	#	%	#	%	#	%	#	%	
	7	3	16	7	194	83	18	8	235
Key Stage 4	Not Achieved		Partially Achieved		Achieved		Exceeding Expectati		Total #
	#	%	#	%	#	%	#	%	
	2	1	16	8	181	88	6	3	205
Key Stage 5	Not Achieved		Partially Achieved		Achieved		Exceeding Expectati		Total #
	#	%	#	%	#	%	#	%	
	10	5	30	14	166	75	14	6	220