



ACHIEVEMENT AND
PROGRESS 2022 - 2023



Jane Lovis

Achievement and Progress at Pebble Brook School 2022-2023



A Celebration of Success

Starting at the end, a small group of Year 14's left our school in July 2023. They are young people with a great future who have achieved such a high level of skills and independence. Their development, like all pupils, is a mixture of their own efforts, the support of home and then the school, in that order.

This document is a celebration of what has happened in our school this past year. Specifically, the part we play in preparing our pupils for the next stages in their life.

It is quite a cold collection of factual information. Nevertheless, it reveals information that clearly shows how well our pupils are doing. It even helps us to identify pupils who are not doing so well. We are very proud of what it tells us.

Elsewhere we capture the vibrancy of the school in our books, our website, our evidence on Earwig, our social media. In fact, anywhere we possibly can. You can also experience it for yourself by popping in, everyone is always welcome.

Do please contact us if you would like more information.

Pebble Brook School

Autumn 2023

Progress data from Earwig

Academic year 2022-2023

English Progress

Key Stage 3 Number of pupils 71	Exceeding progress expectations	On track	Below expected progress
Reading	46 65%	24 34%	1 1%
Writing	55 77%	8 11%	8 11%
Speaking and listening	33 46%	21 29%	7 10%

Key Stage 4 Number of pupils 41	Exceeding progress expectations	On track	Below expected progress
Reading	21 51%	13 31%	7 17%
Writing	23 56%	13 31%	5 12%
Speaking and listening	23 56%	12 29%	6 14%

Progress in English is excellent and is borne out by the successes in the examinations taken last year by pupils in years 10 -14. This demonstrates the outstanding preparation the pupils are given in order to be able to access and perform in an examination.

Key Stage 5 (years 12 and 13 only) Number of pupils 40	Exceeding progress expectations	On track	Below expected progress
Reading	27 68%	11 28%	2 5%
Writing	23 58%	11 28%	4 10%
Speaking and listening	24 60%	10 25%	6 15%

Actions

Ensure data is regularly entered and next steps are used to inform planning.

Identify and intervene with those underperforming as appropriate.

Cross reference classroom assessment data with standardised tests.

Maths

Key Stage 3 Number of pupils 71	Exceeding progress expectations	On track	Below expected progress
Core	48 68%	14 20%	9 12%
Supplementary	67 94%	4 6%	

Key Stage 4 Number of pupils 41	Exceeding progress expectations	On track	Below expected progress
Core	14 34%	21 51%	6 15%
Supplementary	27 66%	11 27%	3 7%

Key Stage 5 (years 12 and 13 only) Number of pupils 40	Exceeding progress expectations	On track	Below expected progress
Functional Skills	17 43%	18 45%	5 13%

Actions

Ensure data is regularly entered and next steps are used to inform planning.

Identify and intervene with those underperforming as appropriate.

Cross reference classroom assessment data with standardised tests.

PSHCE

Key Stage 3 Number of pupils 71	Exceeding progress expectations	On track	Below expected progress
	54 76%	8 11%	9 13%

Key Stage 4 Number of pupils 41	Exceeding progress expectations	On track	Below expected progress
	28 68%	14 34%	2 5%

Key Stage 5 (years 12 and 13) Number of pupils 40	Exceeding progress expectations	On track	Below expected progress
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	25 63%	13 33%	2 5%
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Progress in PSHCE is excellent and is a significant part of the PfA agenda, and is delivered by a team of teachers.

Actions

Ensure consistency around data drops for all staff delivering.

Moderation meetings

Science

This subject is only taught in KS3 and 4

Key Stage 3 Number of pupils 71	Exceeding progress expectations	On track	Below expected progress
	17 24%	43 61%	11 15%

Key Stage 4 Number of pupils 41	Exceeding progress expectations	On track	Below expected progress
	28 68%	3 7%	10 24%

ICT

Key Stage 3 Number of pupils 71	Exceeding progress expectations	On track	Below expected progress
	51 72%	11 15%	9 13%

Key Stage 4 Number of pupils 41	Exceeding progress expectations	On track	Below expected progress
	29 70%	2 5%	10 24%

Key Stage 5 (years 12 and 13) Number of pupils 40	Exceeding progress expectations	On track	Below expected progress
	26 65%	10 25%	4 10%

Social Interaction and Resilience (SIRS)

The SIRS assessment framework has been running for a year now and there is sufficient data in Earwig to give us some good feedback on the progress our pupils are making in this vital area. A large number of pupils have made significant progress over this year in all areas of SIRS. The data has also allowed us to identify pupils who may need some extra targeted intervention, either within their class, in a small group or one to one with the therapy team.

There are 4 areas in the SIRS assessment framework:

Emotional development, Social Development, Expressive Language and Receptive Language. These areas have contributions from both teachers and therapists.

Looking at the whole school, current years 8-14 the data is as follows:

Number of pupils 143

	Exceeding progress expectations	On track	Below expected progress
Emotional Development	113 79%	9 6%	21 15%
Social development	116 81%	11 8%	16 11%
Expressive Language	121 85%	14 10%	8 6%
Receptive Language	101 71%	15 10%	27 19%

There are no significant trends in different year groups. The spreadsheets that generated this information have detailed information about individuals and where the gaps are. This will be presented to staff in twilight inset sessions.

Actions arising

Ensure the continuation of data input

Identify and track underperformers

Train therapists to analyse the data in order for intervention to be more timely.

Preparation for Adulthood, including Works4U and Skills Curriculum

This assessment frameworks has been live since the start of the summer term 2023 and thus data in them is less reliable as we do not have a year's worth of data. All pupils have been baselined and there has been some significant progress in some areas. Different key stages have covered different aspects of the curriculum, thus the data is in Key Stages and reflects the topics covered last term.

Works 4 U – Careers and employability

Key Stage 3 Number of pupils 71	Exceeding progress expectations	On track	Below expected progress
Team work and enterprise	38	23	10
Problem solving	36	27	8

Key Stage 4 Number of pupils 41	Exceeding progress expectations	On track	Below expected progress
Job market and work experience	15	18	8

Key Stage 5 Years 12,13,14) Number of pupils 46	Exceeding progress expectations	On track	Below expected progress
Job market and work experience	35	5	6

Skills Curriculum

Key Stage 3 Number of pupils 71	Exceeding progress expectations	On track	Below expected progress
British Values	21 30%	29 41%	21 30%
Life Skills	31 44%	32 45%	8 11%

Key Stage 4 Number of pupils 41	Exceeding progress expectations	On track	Below expected progress
British Values	24 58%	9 22%	8 20%
Citizenship	8 19%	21 51%	12 29%
Life Skills	10 24%	26 63%	5 12%
SMSC	36 35%	20 49%	6 15%

Key Stage 5 (years 12,13,14) Number of pupils 46	Exceeding progress expectations	On track	Below expected progress
Life Skills	37 80%	8 17%	1 2%

The progress shown by this data is excellent overall and very encouraging as the assessment framework is very new.

Actions arising

Ensure all teachers are rigorously using assessment data to inform planning.

Ensure all teachers are regularly inputting data into Earwig, including next steps.

Ensure time given to KS4 and 5 staff to moderate data, as there will be many staff inputting in all areas.

Pupils who are identified as underperforming are identified and tracked, with intervention as appropriate.

Pebble Brook School Exam Results 2023

Key Stage 4

43 pupils including 10 high needs

English Functional Skills

The English Functional Skills exams are split into 3 components, and pupils have to pass all three to gain the full qualification. However if they pass one component they can 'bank' this partial qualification and do the rest of the components at a later date to complete the qualification.

	Entry level 1	Entry level 2	Entry Level 3	Level 1	Level 2
Achieved	2	12	6	5	2
Entered	3 (1 partial)	14 (2 partial)	8 (2 partial)	5	3 (1 partial)

Maths AQA Unit awards Edexcel level 1 and 2 awards

	Entry level 1	Entry level 2	Entry Level 3	Level 1	Level 2
Achieved	0	5	2	3	3
Entered	1	5	2	4	3

Functional skills level 1 and 2

	Level 1	Level 2
Achieved	3	
Entered	3	

GCSE maths – 1 pupil was entered for GCSE maths and they achieved a grade 3

Key Stage 5

46 pupils including 14 high needs

English Functional Skills

The English Functional Skills exams are split into 3 components, and pupils have to pass all three to gain the full qualification. However if they pass one component they can 'bank' this partial qualification and do the rest of the components at a later date to complete the qualification.

	Entry level 1	Entry level 2	Entry Level 3	Level 1	Level 2
Achieved	0	0	1	7	5
Entered	2 (2 partial)	2 (2 partial)	4 (3 partial)	12 (2 partial)	6 (1partial)

Maths Functional skills

	Entry level 1	Entry level 2	Entry Level 3	Level 1	Level 2
Achieved	1	10	9		
Entered	1	10	10		

Maths Edexcel Level 1 and 2 awards

	Level 1	Level 2
Achieved	1	2
Entered	1	3

Other examinations achieved

BTEC Home Cookery Award 21 pupils entered

Level 1 10

Level 2 11

GCSE Art 4 pupils entered

Grade 5 2

Grade 6 2

WJEC ICT 10 pupils entered

Entry 3 7

Level 1 3

NCFE Functional skills in ICT 12 pupils entered

Entry 3 11

Level 1 1

Small Animal Care 5 pupils entered

Entry 3 4

Level 1 1

Exit destinations and qualifications 2022-23

Sixth form leavers

1) Stoney Dean IT supported Internship

English functional skills Level 2
Maths GCSE grade 4
WJEC IT level 1
BTEC Sport level 1

2) Central Training – Construction

English functional skills level 2
Maths GCSE grade 5
WJEC IT level 1
BTEC Home Cooking Skills Level 1
BTEC travel and tourism level 1

3) Stoney Dean supported Internship

English functional skills Entry 3
Maths functional skills entry 2
BTEC Home Cooking Skills Level 1
BTEC Travel and Tourism level 1
BTEC Sport level 2

4) Central Training - Business admin and life skills

English functional skills level 2
Maths Number and measure level 1
ICT functional skills Level 1
BTEC Travel and Tourism Entry 3

5) - New Meaning - Construction/work and study programme

English functional skills Level 1
Maths functional skills Entry 3
WJEC IT level 1

6) Stoney Dean Supported Internship – hospitality

English Functional Skills Entry 3
Maths functional skills Entry 3
ICT functional skills Entry 3
BTEC Home Cooking Skills Level 1
BTEC travel and tourism Entry 3

7) Central Training - Business admin and life skills

English functional skills level 1
Maths functional skills Entry 2
ICT functional skills Entry 3
BTEC Home Cooking Skills Level 1
BTEC travel and tourism Entry 3
Small animal care Entry 3
Creative craft Entry 3

8) Stoney Dean supported Internship

English functional skills Entry 2
Maths functional skills Entry 3
WJEC IT level 1
BTEC Home Cooking Skills Level 1

9) Stoney Dean supported Internship

English functional skills Level 1
Maths Functional Skills
ICT functional skills Entry 3
BTEC cookery Level 2

10) College in Bedfordshire

English functional skills level 1
Maths functional skills Entry 2
ICT functional skills Entry 3

Exit destinations and qualifications 2022-23

Year 11 leavers

1) Moulton College level 2 agriculture

English Functional Skills Level 2

Maths GCSE grade 3

Art GCSE grade 6

BTEC BTEC Home Cooking Skills Level 2

ICT

2) Bucks UTC Level 2 media course

English Functional Skills Level 2

Maths Functional Skill level 2

ICT WJEC Level 1

BTEC Home Cooking Skills Level 2

3) Uxbridge college IT apprenticeship

English Functional Skills Level 2

Maths Functional Skill level 1

ICT WJEC Level 1

BTEC Home Cooking Skills Level 2

4) New Meaning work and study programme

English Functional Skills Entry level 2

Maths AQA unit award Entry 2

5) New Meaning construction

English Functional skills Entry 2

Maths AQA unit award Entry 2

Pupil information gathering for EHCPs and Annual Reviews

We use information about individual pupils from a variety of sources in order to inform the annual review and subsequently the EHCP. Sarah Pitwell is integral to this and pulls together much of the information, as well as editing the pupils EHCP for county. As a result our EHCPs reflect the child or young person we have in front of us at the time, as they are updated every year. There is a more in depth re write if a pupil is moving on, in order to ensure needs are met in the next provision.

The summary of this information gathering is the '**Red Cross**' document, an example of which is attached.

This is an at a glance document indicating progress in all aspects of school including progress in Preparation for Adulthood (PfA), progress in English and Maths, progress towards EHCP targets and TALC scores. Information is gathered from the following sources: Therapy reports, subject reports, Earwig assessment on PfA, and results of reading and spelling standardised tests and PUMA tests for KS3, as well as 'Next Steps' interviews and the 'All About Me' part of the EHCP.

Parents have a report from teachers sent to them alongside therapy reports in advance of the meeting, along with a questionnaire that they are invited to complete prior to the meeting. Parental contributions are fed into the meeting via a questionnaire, as well as their views expressed in the annual review. This ensures that their voice is heard and is reflected in the EHCP.

We actively seek out the views of the pupil. Prior to the annual review Section A 'All about me' and Next Steps interviews take place, and these form part of the discussion at the Annual Review. We endeavour to make the meeting as child centered as possible so pupils can voice their opinions about a variety of things.

Each pupil has a file where we store information including all the meetings around section A of the EHCP 'All about me', as well as notes from the 'Next Steps' meetings with Marcus. The Red Cross document is also stored in this file alongside any new diagnoses, the current EHCP and any changes to the pupil's aspirations, giving us an up to date pupil file.

Personal Progress Record (Red Cross Document)

Name: HK

Year: 11

Form Tutor: Mr Jawed

Key Area	January 2023			Autumn 2023		
English	Below	On track	Exceeding	Below	On track	Exceeding
Maths	Below	On track	Exceeding	Below	On track	Exceeding
PfA						
Soc Dev	1	2	3	1	2	3
Em Dev	1	2	3	1	2	3
Citizenship	1	2	3	1	2	3
Life Skills	1	2	3	1	2	3
BV	1	2	3	1	2	3
SMSC	1	2	3	1	2	3
Therapy						
Behaviour	Universal					
OT	Universal					
SALT	Universal=prediction,How,Why?					
EHCP						
Comm and Interaction	Review: Some progress, increased social communication Focus on: Descriptive and narrative language			Review: Good progress in speech production Focus on: Continue to work on pace in his speech in lessons		
Cognition and Learning	Review: Good progress on general low level skills Focus on: Continue to work on independent work skills			Review: Good progress in all lessons Focus on: Conversational skills in large group work		
Social, Emotional and Mental Health	Review: Good behaviour in school Focus on: More emotional work to extend into home setting			Review: Good behaviour in school Focus on: Family had raised issues but unsure if this is still an issue		
Sensory and Physical	Review: No issues Focus on:			Review: Was not eating a good diet and was supposed to be encouraged to not eat		

					certain foods (nut and eggs) Focus on: Continue with eating support if needed				
Independence and Community	Review: No Issues in school Focus on: PFA skills and job opportunities				Review: No issues in school Focus on: Continued PFA and work skills				
Personal Ambition / Experiences	Review: Cafe Focus on: Opportunities in catering or public services				Review: Excellent at cafe Focus on: Work experiences and work skills				
Additional Key Info	NUT & EGG intolerant								
Reading Age	Acc: 10:05 Comp:09:07				Acc: 11.10 Comp: 9.04				
Spelling Age	8:10				9.07				
PUMA									
TALC 2	<table border="1"> <tr> <td>100</td> <td>82</td> <td>80</td> <td>82</td> </tr> </table>	100	82	80	82				
100	82	80	82						
	Working at level 2								

Exams and Exam Pathways

We aim to enable the pupils to achieve the highest qualifications they are able to achieve, with the focus on English and Maths as these are essential skills our pupils need to be successful in the wider world.

In both English and maths the qualifications range from Entry level 1 to Level 2 (GCSE equivalent) and pupils are entered for exams when teachers feel they are ready rather than at a specific time. Pupils also have access to BTEC qualifications as well as other Entry level and Level 1 qualifications in other subjects.

English examinations are all Functional skills. In maths we offer AQA unit awards Entry 1-3, Level 1 and 2 in number and measure, as well as functional skills and GCSE. ICT offers a qualification that covers Entry 3 and level 1 and in Fed we offer Functional skills ICT.

A decision is made by English and maths staff as to whether pursuing the next level up is a realistic option, and if not pupils continue to study the subject but at the level they have attained. This is more predominant in the FED. We take a very individualised approach to examinations and a pupil may achieve different levels of qualifications in both subjects.

We start in year 7 looking at the functional skills agenda in both English and Maths and make a decision at the end of year 9 as to what level we will start the pupils off at regarding exams. For example some will start at Entry 3 in Year 10, others Entry 1. We do not stop at year 11 and we have found that some pupils benefit significantly from the extra 2 or 3 years in FED which allows them to mature as well as practise their skills in the real world which can motivate them when it comes to qualifications. This year (22-23) we have seen the largest ever number of pupils achieving level 1 and 2 qualifications in English and maths due to this approach. Not only is this a significant achievement for our pupils given their starting points, but it allows them access to a wider variety of further placements.

Next Steps and Intervention

Next steps in terms of qualifications are agreed with pupils, teachers and parents and discussed regularly. Earwig has a function to indicate the next step in a pupil's learning which we use actively to inform planning as well as reporting to parents. It is also very useful when there is a change of teacher, especially in a new academic year.

All teachers use the next steps function in Earwig and it is especially valuable when looking at potential intervention. Pupils not making sufficient progress (identified by assessment data in Earwig as well as reading and spelling tests in English and Puma tests in KS3 maths) are identified for intervention and the next steps function allows the intervention teacher to look at where to start – This is also in conjunction with the teacher.

We currently only have English intervention which is delivered by Marlene Gidharry one day a week, as well as Dyslexia Gold which is completed in period 5s and DEAR time. We currently do not have any maths intervention outside of the classroom. This is since a few key staff left and have not been replaced. The maths department is currently looking at new computer programmes in maths that

can be used to in the classroom or during tutor time to help those pupils who need some extra help in maths.