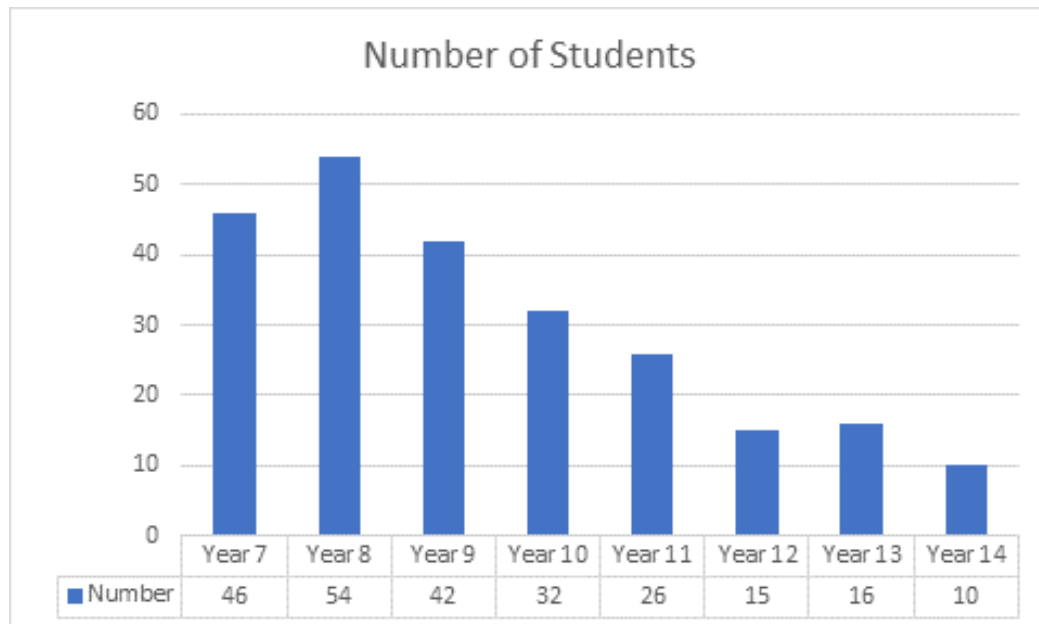


Two Rivers High School

Curriculum Progress



2022-23
End of year review

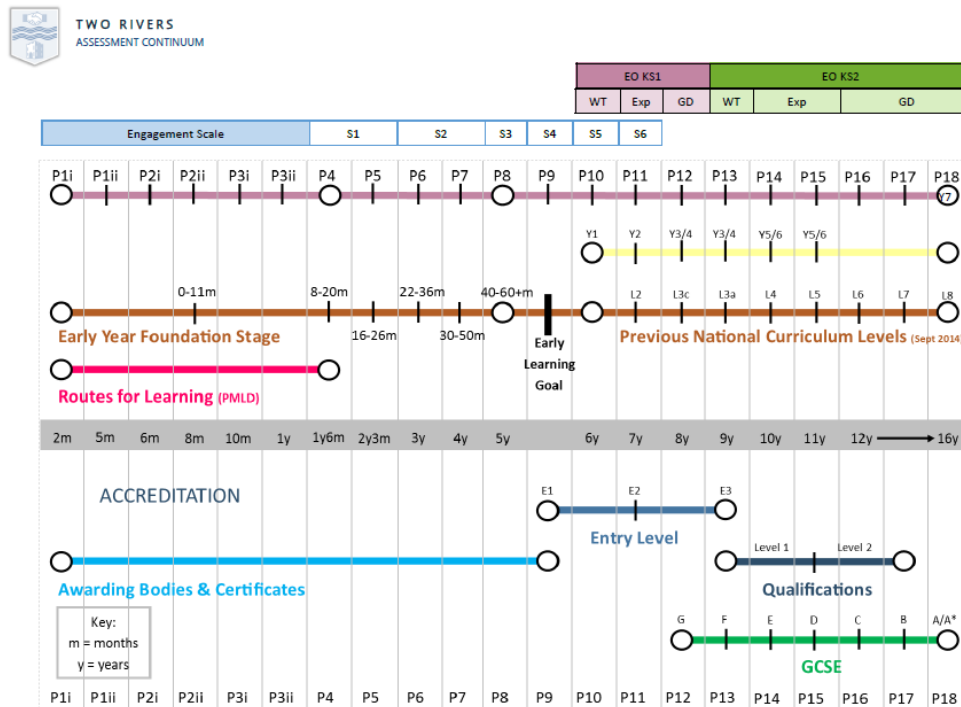
2022-23 School Cohort

Curriculum Pathways & Progress

Student Pathways at Two Rivers High School							
Y7/8		Y9/10		Y11		Y14	
A	P2i-3i Sensory Curriculum	P2ii-P3iii Sensory Curriculum Verified through AQA Unit Awards		P2iii-P5 Sensory Curriculum Verified through AQA Unit Awards			
	P4-6 Sensory Activities Basic skills Music/Art/ICT/ Humanities Community Visits	P4ii-P6iii Sensory Activities AQA Unit Awards For core and subjects Community Visits ASDAN (Transition Challenge / Towards Independence)		P5-8 Sensory Activities AQA Unit Awards in Basic Literacy & Numeracy; Supported travel; Community Integration; Social awareness; Fundraising Leisure time activities ASDAN (Personal Progress- Personal and Social Development)		Sensory Activities AQA Unit Awards At Pre-Entry Level in Home Skills, Food Preparation, Community Visits including Travel Training, Personal Care, Physical Activities, and Leisure.	
				Y11 - student will sit core exams with an opportunity to re-sit in future years		Y12+ students to work towards next steps	
				Pupils leave school at the point at which they are ready to access the wider world			
C	Broad balanced curriculum Modified and taught at appropriate level Core and non-core subjects including nurture, intervention and Forest School sessions	Pre Entry AQA UA Unit Awards ASDAN Units		Pre Entry AQA UA Preparation For Life units ASDAN Preparation For Life units		<ul style="list-style-type: none"> - Careers - Life Skills / Independence 	
P7-11		Entry Level Certificates ENGLISH MATHS SCIENCE PSE ICT Art French PE Humanities		Entry Level Certificates Functional skills (English, Maths, ICT, PSE) WJEC Entry Pathways in Performance Arts and Media		<ul style="list-style-type: none"> - Vocational skills - Travel Training - Support with destinations - Duke of Edinburgh Award 	
D		Music, Textiles, Drama, Navigation, Woodwork, Engineering, Photography					
P11-12							
E		Students to work towards being entered for core GCSE courses in Year 11 Students will be entered for Entry Level 3 Certificates for Core subjects at the end of year 9		Level 1 Functional skills (English, Maths, PSE) GCSE English - Maths - Biology - Art			
P12-14							

Students follow one of five pathways during their time at Two Rivers. The school is divided into 5 strands Discoverers, Navigators, Explorers, Adventurers and Pioneers. Students follow a curriculum within a strand, however, there is always potential for students to move between strands.

How we measure progress



We measure progress through a combination of Progression Guidance and Wilson Stuart P-Levels

Student Achievement Breakdown

English

English Progress Levels		22-23																
Y9	End of Key Stage 3 Level																	
		P4	P5	P6	P7	P8	P9	P10	P11	P12 (L)	P12 (M)	P12 (H)	P13 (L)	P13 (M)	P13 (H)	P14 (L)	P14 (M)	P14 (H)
Prior Key Stage 2 Level	P4			1	1													
	P5																	
	P6					(1)	(1)	(1)										
	P7						1	1 (3)										
	P8						(1)	(3)	(1)									
	P9							(1)	5	(1)	(2)							
	P10									(1)	1	(1)						
	P11								1			1 (1)	1					
	P12 (L)											1						
	P12 (M)																	
	P12 (H)																	
	P13 (L)																	
	P13 (M)																	
	P13 (H)																	

☐ Below expectation
 ☐ Expectation
 ☐ Above Expectation
 ☐ Two Rivers Above

Total: 33

Male: 21

Female: 12

PP: (20)

LAC: (3) Also included in PP number; all LAC are PP recipients

Lower Quartile		Medium Quartile		Upper Quartile		TR target	
No.	%	No.	%	No.	%	No.	%
3	9%	16	48%	12	36%	2	6%

All pupils are making progress; A majority of pupils are making progress above expectation, including LAC students.

There is no disparity between PP, FSM or LAC and their peers.

Students making below expected progress have individual reasons related to their SEN. One student had been having support for anxiety, another had struggled with attendance and behaviour, the final student has also moved strands and needed support for attachment.

Maths

Maths Progress Levels 2022 - 2023 Y9		End of Key Stage 3 Level																	
	P4	P5	P6	P7	P8	P9	P10	P11	P12 (L)	P12 (M)	P12 (H)	P13 (L)	P13 (M)	P13 (H)	P14 (L)	P14 (M)	P14 (H)	P15 (L)	P15 (M)
Prior Key Stage 2 Level	P4				1														
	P5																		
	P6					(1)	(2)												
	P7					(1)	(1) (2)												
	P8					(1)	2 (2)	(1)											
	P9							1 (3)	(1)	2		(2)							
	P10											(1)							
	P11							1		1	2 (1)		1	(1)					
	P12 (L)											(1)							
	P12 (M)																		
	P12 (H)																		
	P13 (L)																		
	P13 (M)																		
	P13 (H)																		
	P14 (L)														1	1			
	P14 (M)																		
	P14 (H)																		

Total: 34

Male: 21

Female: 13

PP: (21)

LAC: (3) Also included in PP number; all LAC are PP recipients

Lower Quartile		Medium Quartile		Upper Quartile		TR target	
No.	%	No.	%	No.	%	No.	%
3	8%	11	32%	12	35.5%	8	23.5%

All pupils are making progress; a strong majority of pupils are making progress above expectation, including the LAC Student.

There is no disparity between PP, FSM or LAC and their peers.

Students making below expected progress have individual reasons related to their SEN. One student struggled with medical needs (seizures), another had struggled with attendance and behaviour, the final student has also moved strands and needed support for attachment.

Year 9 English and Maths Breakdown

Groups	No.	English				No.	Maths			
		L	On	Above	TR-tgt		L	On	Above	TR-tgt
All	33	3 (9.9%)	16 (48.48%)	12 (36.36%)	2 (6.06%)	34	3 (8.82%)	12 (35.29%)	10 (29.41%)	9 (26.47%)
Girls	12	1 (8.33%)	6 (50%)	4 (33.33%)	1 (8.33%)	13	1 (7.69%)	5 (38.46%)	4 (30.77%)	3 (23.08%)
Boys	21	2 (9.52%)	10 (47.62%)	8 (38.1%)	1 (4.76%)	21	2 (9.52%)	6 (28.57%)	7 (33.33%)	6 (28.57%)
Ethnic	3	0 (0%)	0 (%)	3 (100%)	0 (0%)	4	0 (0%)	0 (0%)	2 (50%)	2 (50%)
CLA	3	0 (0%)	2 (66.67%)	1 (33.33%)	0 (0%)	3	0 (0%)	0 (0%)	2 (66.67%)	1 (33.33%)
PP	19	2 (10.53%)	7 (36.84%)	9 (47.37%)	1 (5.26%)	22	2 (9.09%)	6 (27.27%)	8 (36.36%)	6 (27.27%)
Non-PP	14	1 (7.14%)	9 (64.29%)	3 (21.43%)	1 (7.14%)	13	2 (15.38%)	5 (38.46%)	4 (30.77%)	2 (15.38%)
MLD	4	0 (0%)	2 (50%)	2 (50%)	0 (0%)	4	0 (0%)	1 (25%)	2 (50%)	1 (25%)
SLD	8	0 (0%)	3 (37.5%)	3 (37.5%)	2 (25%)	7	0 (0%)	2 (28.57%)	3 (42.86%)	2 (28.57%)
PD	1	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1	0 (0%)	0 (0%)	1 (100%)	0 (0%)
SLCN	2	0 (0%)	1 (50%)	1 (50%)	0 (0%)	4	0 (0%)	3 (75%)	1 (25%)	0 (0%)
SEMH	4	1 (25%)	3 (75%)	0 (0%)	0 (0%)	4	1 (25%)	2 (50%)	0 (0%)	1 (25%)
ASD	11	1 (9.09%)	6 (54.55%)	4 (36.36%)	0 (0%)	13	2 (15.38%)	3 (23.08%)	3 (23.08%)	5 (38.46%)
OTH	3	0 (0%)	1 (33.33%)	2 (66.67%)	0 (0%)	2	0 (0%)	1 (50%)	1 (50%)	0 (0%)

The table above summarised the attainment of the various groups within the Y9 cohort.

The cohort is split roughly 55% Pupil Premium and 45% Non-Pupil Premium. In Maths, our Pupil Premium students are performing better and achieving their Two Rivers target. In English, the majority of both groups are working at above their targets, meaning there is little difference between the outcomes for these different cohorts.

Maths Entry Level

Students complete this award at an appropriate age for their ability. We aim to support everyone gaining Entry Level 3 before starting GCSE courses.

AQA ELC Maths exam entries July 2022

(PP)

	Entry Level 1	Entry Level 2	Entry Level 3
Year 8		3 (7)	3 (2)
Year 9		5	5 (7)
Year 10	1 (2)	1 (5)	5 (7)

OCR ELC PE exam entries July 2022

(PP)

	Entry Level 1	Entry Level 2	Entry Level 3
Year 9			
Year 10	13	28	(5)

Years 11-14 – Pioneers

Most Students in year 11+ work towards accredited courses which provide DfE point score equivalents. We aim to ensure most points that can be earned are done so during year 10 and 11. However, this is not always appropriate for the needs of the students.

Some qualifications that gain point scores will continue into year 12, 13 and even 14 such as Level 1 courses in English and Maths. but many courses in the Pioneer strand will demonstrate the breadth of knowledge such as gaining WJEC Pathways, Leadership skills, Duke of Edinburgh and Unit awards.

We ran 5 GCSE courses in English, English Literature, Maths, Art, and Biology plus we supported a year 10 student to complete GCSE in Spanish.

Students who stay to year 14 are often students who work towards Unit Awards in life skills or vocational and are, at present, unable to gain point scores for these awards. However, we value their appropriateness for our students.

Progress in the Pioneer strand is measure against a combination of the Progression Guidance tables which measure points scores and the Wilson Stuart KS2-4 Expectations.

<u>GCSE</u>	1	2	3	4	5	6	7	8	9
<u>Maths</u>	7	1	3		1				
<u>English Literature</u>			1						
<u>English</u>			1						
<u>Biology</u>		2	1	2					
<u>Art</u>			1						
<u>Spanish</u>									1

Breakdown of grades by year group (PP/FSM LAC)

AQA GCSE English

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Year 13			(1)		

AQA GCSE English Literature

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Year 13			(1)		

AQA GCSE Maths

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Year 11	(4)				
Year 12	(1)		2		
Year 13	(1)	1	(1)		(1)

Year 14	(1)				
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AQA GCSE Biology

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Year 12			1		
Year 13		1 (1)		(1)	

GCSE Spanish

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Year 10					1

AQA GCSE Art

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Year 13			(1)			

Additional qualifications**Functional Skills – English**

EL1	EL2	EL3	L1	L2
0	0	2	3	1

Functional Skills – Maths

EL1	EL2	EL3	L1	L2
8	8	6	0	0

Entry Level – PE

EL1	EL2	EL3
13	28	5

Foundation subjects:

WJEC – 40 students gaining a variety of awards including from various year groups including ELC **Art & Design**, **Healthy Living & Fitness** and **IT** skills.

Over 30 AQA Unit Awards mostly at pre-entry level

Duke of Edinburgh Award

Students achieving DofE awards for 2022/23 as follows:

Bronze – 6 students

Silver – 1 student

Gold – 1 student (an ex-student has now completed his award)

Future targets:

We are working towards the following targets, starting in September 2023

- A dedicated year 11 class who will aim to complete examination courses in line with their peers nationally
- To complete more elements of the WJEC pathways in specialised subjects
- To further embed the use of SOLAR across all subjects to ensure appropriate tracking of progress. Ensure that the solar levels match the curriculum being taught.
- To support an additional assistant head in post to track curriculum/assessment.