Pupil Progress and Achievement Information -

Key Stage 3

(2016 / 2017)

Dave Jenner September 2017

Headline Results

English

- 100% made good or better progress against St. Nicholas criteria*, 93% outstanding.

- 100% achieved at least median quartile. 67% made UQ progress. 33% achieved above UQ & 1 pupil achieved UQ+++.

- 33% at least met national expectations (2 levels); 1 pupil exceeded.

- 4 pupils progressed equivalent to the top 14% of the PG. 1 pupil achieved equivalent to the top 1% of the progression guidance.

- 87% achieved 2+ VA levels, 33% made VA levels / 1 pupil achieved 5.

- 2 pupils achieved CASPA expectation and 3 pupils were above expectation

Resulting actions in 2017/18:

- Higher expectations of NC level starters and others with high starting points to ensure they continue their progression pathway, both in STAR groups and satellite classes.

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

- SHINE curriculum for high needs learners to be implemented to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.
- Embed the introduction of STAR groups for school based classes
- Embed the introduction of functional English skills accreditation into the KS 3 curriculum
  Enhance partnerships and opportunities created by our KS 3 satellite initiative.
- Moderation of Pupil Asset level judgements at Key Stage meetings.

Name	Need Type	Level at start of Yr.7	Level at end of Yr.9	% pupils nationally who made LESS progress from the same starting point	% pupils nationally who made THE SAME progress from the same starting point	% pupils nationally who made GREATER progress from the same starting point	Progress made as "Quartiles"	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Ei	PMD	4	4	16%	42%	42%	MQ	Not	0	Good	EP	Ethan had a high starting point.
Mi	PMD	3i	3ii	31%	42%	27%	MQ	Not	1	Outstanding	BEP	Miles had a high starting point. Miles is on the Shared Goals programme.
Ci	PMD	2i	3i	82%	0%	18%	UQ+	Met	2	Outstanding	-	
Ji	SLD	6	8	66%	20%	14%	UQ	Met	2	Outstanding	EP	
Cii	SLD	8	1a	72%	14%	14%	UQ	Not	3	Outstanding	AEP	
T	SLD	8	1a	72%	14%	14%	UQ	Not	3	Outstanding	AEP	
S	SLD	8	2c	86%	13%	1%	UQ+	Met	4	Outstanding	AEP	
Eii	SLD	8	1a	72%	14%	14%	UQ	Not	3	Outstanding	-	
Bi	CLD	1c	2b	5%	18%	77%	MQ	Not	4	Outstanding	-	
Bii	CLD	1c	2c	5%	18%	77%	MQ	Not	3	Outstanding	-	
G	CLD	8	2c	86%	13%	1%	UQ+	Met	4	Outstanding	-	
O	CLD	1c	2b	5%	18%	77%	MQ	Not	4	Outstanding	-	
Mii	CLD	1c	2c	5%	18%	77%	MQ	Not	3	Outstanding	-	
K	CLD	7	2c	99%	1%	0%	UQ+++	Exceeded	5	Outstanding	-	
Jii	CLD	8	2c	86%	13%	1%	UQ+	Met	4	Outstanding	-	

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Maths

- 100% made good or better progress against St. Nicholas criteria, 87% achieved outstanding.

- 93% achieved at least the median quartile / 87% achieved at least UQ. 60% achieved progress above UQ. **1 pupil made UQ++ progress – rate of progress was only replicated by 6% of the PG dataset and was not bettered by anyone at that time.**

- 80% of pupils made at least 2 VA levels of progress. 27% made 3 VA levels of progress and 47% made 4 levels of VA progress.

- 6 pupils had a completed CASPA data record – all at least reached this expectation. 67% of pupils achieved above the CASPA expectation – when their performance was compared to other pupils nationwide.

Resulting actions in 2017/18:

- To target the higher attaining students in Year 6 to ensure that they continue to accelerate their progression pathway both via STAR groups and satellite classes.

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

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- SHINE curriculum for high needs learners to be implemented to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.

- Review the criteria for good and outstanding progress for pupils with PMLD.

- To maximise opportunities for KS 2 pupils to accelerate their learning in mathematics in KS3 via the introduction of personalised learning STAR groups.

- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool.

Name	Need Type	Level at start of Yr.7	Level at end of Yr.9	% pupils nationally who made LESS progress from the same starting point	% pupils nationally who made THE SAME progress from the same starting point	% pupils nationally who made GREATER progress from the same starting point	Progress made as "Quartiles"	"National expectations" (i.e. 2 levels met or exceeded 3)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Ei	PMD	4	5	52%	28%	20%	UQ	Not	1	Outstanding	EP	
Mi	PMD	3i	3i	19%	18%	63%	LQ	Not	0	Good	AEP	
Ci	PMD	2i	3i	78%	11%	11%	UQ+	Met	2	Outstanding	-	
Ji	SLD	6	7	36%	28%	36%	MQ	Not	1	Good	EP	
Cii	SLD	7	1b	76%	18%	6%	UQ+	Met	3	Outstanding	AEP	
T	SLD	8	1a	68%	13%	19%	UQ	Not	3	Outstanding	AEP	
S	SLD	8	2c	81%	7%	12%	UQ+	Met	4	Outstanding	AEP	
Eii	SLD	7	1a	94%	6%	0%	UQ++	Met	4	Outstanding	-	
Bi	CLD	8	2c	81%	7%	12%	UQ+	Met	4	Outstanding	-	
Bii	CLD	8	2c	81%	7%	12%	UQ+	Met	4	Outstanding	-	
G	CLD	8	2c	81%	7%	12%	UQ+	Met	4	Outstanding	-	
O	CLD	8	2c	81%	7%	12%	UQ+	Met	4	Outstanding	-	
Mii	CLD	8	2c	81%	7%	12%	UQ+	Met	4	Outstanding	-	
K	CLD	8	1a	68%	13%	19%	UQ	Not	3	Outstanding	-	
Jii	CLD	8	1a	68%	13%	19%	UQ	Not	3	Outstanding	-	

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Science

- 100% made outstanding progress against the St Nicholas progression criteria.

- 80% of pupils achieved at least MQ progress and 2 pupils made MQ+.

- 93% of pupils at least met national expectation (2 levels). 27% of pupils exceeded the national expectation.

- 93% of pupils made at least 2 VA levels. 47% of pupils made 3 levels of VA progress. 20% made 4 VA levels and 26% made at least 5 VA levels.

- 1 pupil met and 4 pupils achieved above the CASPA expectation

Resulting Actions in 2017/18

- To target the higher attaining students in Year 6 to ensure that they continue to accelerate their progression pathway. Both via STAR Groups and satellite classes.

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

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- SHINE curriculum for high needs learners to be implemented to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.

- Review science planning and purchase the EQUALS schemes of work to ensure breadth of coverage of the whole science curriculum.

- To maximise opportunities for pupils to accelerate their learning in scientific knowledge and understanding in KS3 via the introduction of STAR groups.

Name	Need Type	Level at start of Yr.7	Level at end of Yr.9	Progress made as "Quartiles"	"National expectations" (i.e. 2 levels met or exceeded 3)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Ei	PMD	3ii	5	UQ	Met	2	Outstanding	AEP	
Mi	PMD	2ii	3i	MQ+	Not	1	Outstanding	AEP	
Ci	PMD	1ii	3i	MQ+	Exceeded	3	Outstanding	-	
Ji	SLD	5	7	LQ+	Met	2	Outstanding	EP	This pupil has complex medical needs and has missed time in school as a a result of being in hospital
Cii	SLD	6	8	LQ	Met	2	Outstanding	BEP	Although LQ this pupil met national expectation & made outstanding progress
T	SLD	6	8	LQ	Met	2	Outstanding	AEP	Although LQ this pupil met national expectation & made outstanding progress
S	SLD	6	1b	MQ	Exceeded	4	Outstanding	AEP	
Eii	SLD	6	1b	MQ	Exceeded	4	Outstanding	-	
Bi	CLD	7	1b	MQ	Met	3	Outstanding	-	
Bii	CLD	7	1b	MQ	Met	3	Outstanding	-	
G	CLD	7	1b	MQ	Met	3	Outstanding	-	
O	CLD	7	1b	MQ	Met	3	Outstanding	-	
Mii	CLD	7	1b	MQ	Met	3	Outstanding	-	
K	CLD	7	1b	MQ	Met	3	Outstanding	-	
Jii	CLD	6	1b	MQ	Exceeded	4	Outstanding	-	

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P.E.

- 100% made outstanding progress against St. Nicholas criteria.

- 73% of pupils met the nationally expected 2 levels of progress across KS3.

- 47% exceeded 2 whole levels of progress.
- 93% of pupils made at least 3 Value Added (sub) levels of progress. 33% made 4 VA levels and 2 pupils made 5 VA levels of progress!
- Of the 6 pupils with a complete CASPA record, 1 pupil achieved the expectation and 5 pupils were above expected.

Resulting Actions in 2017/18

- PE Enrichment groups for KS3 on-site and satellite classes.
- Teachers of PE enrichment groups to record student progress at least termly using Pupil Asset.
- Extension opportunities and inter-school events provided to challenge higher-attaining students.

Name	Need	Level at start of Yr.7	Level at end of Yr.9	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Ei	PMD	3ii	6	Exceeded	3	Outstanding	AEP	
Mi	PMD	1ii	3i	Exceeded	3	Outstanding	AEP	
Ci	PMD	1ii	3i	Exceeded	3	Outstanding	-	
Ji	SLD	6	1b	Exceeded	4	Outstanding	AEP	
Cii	SLD	8	1b	Not	2	Outstanding	EP	-
T	SLD	6	1c	Exceeded	3	Outstanding	AEP	
S	SLD	1c	2c	Not	3	Outstanding	AEP	-
Eii	SLD	8	1a	Not	3	Outstanding	-	-
Bi	CLD	8	2c	Met	4	Outstanding	-	
Bii	CLD	8	2c	Met	4	Outstanding	-	
G	CLD	8	2c	Met	4	Outstanding	-	
O	CLD	7	2c	Exceeded	5	Outstanding	-	
Mii	CLD	1c	2c	Not	3	Outstanding	-	-
K	CLD	8	2b	Exceeded	5	Outstanding	-	
Jii	CLD	8	2c	Met	4	Outstanding	-	

Computing

- 100% made good or better progress against St. Nicholas criteria, 93% outstanding.
- 93% at least met the national expectation. 13% exceeded the national expectation.
- 93% made at least 2 VA (sub) levels. 60% of pupils achieved 3+ VA levels, 13% made 4 VA levels and 40% made 5 VA levels of progress.
- Of the 6 pupils who had a full CASPA data record, 3 pupils achieved expected progress and 3 achieved above expectation.

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Resulting action in 2017/18

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway in both satellite classes and STAR groups.

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

- Review the criteria for good and outstanding progress for pupils with PMLD.

- Ensure that students have access to a wide range of technologies and computing opportunities.

- Monitor the impact of STAR groups using the fully implemented pupil asset assessment tool.

Name	Need	Level at start of Yr.7	Level at end of Yr.9	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Ei	PMD	4	6	Met	2	Outstanding	AEP	
Mi	PMD	3i	3i	Not	0	Good	EP	Miles had a comparatively high starting point. He made more progress in Year 9 with the introduction of an Eye Gaze system.
Ci	PMD	2i	3i	Met	2	Outstanding	EP	
J	SLD	5	8	Exceeded	3	Outstanding	AEP	
Cii	SLD	7	1c	Met	2	Outstanding	-	
T	SLD	7	1c	Met	2	Outstanding	EP	
S	SLD	7	1c	Met	2	Outstanding	AEP	
Eii	SLD	8	2c	Met	4	Outstanding	-	
Bi	CLD	7	2c	Exceeded	5	Outstanding	-	
Bii	CLD	8	2c	Met	4	Outstanding	-	
G	CLD	8	2b	Met	5	Outstanding	-	
O	CLD	8	2b	Met	5	Outstanding	-	
Mii	CLD	8	2b	Met	5	Outstanding	-	-
K	CLD	8	2b	Met	5	Outstanding	-	
J	CLD	7	2c	Met	5	Outstanding	-	

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PSHE:

- 100% of pupils made outstanding progress against St. Nicholas criteria.

- 93% of pupils at least met and 27% exceeded national expectations
- 93% of pupils made at least 2 VA levels of progress. 67% of pupils made 3 VA levels of progress and 20% of pupils made 4 VA progress levels.
- 50% of pupils with a full CASPA record achieved expected progress.

Resulting action in 2017/18

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway.

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

- Review the criteria for good and outstanding progress for pupils with PMLD.

- To maximise opportunities for KS 2 pupils to accelerate their learning in all areas of the PSHE curriculum throughout the day, including lunch times, social times and daily living activities.

- Ongoing monitoring of student's progress in PSHE using the fully implemented pupil asset assessment tool.

Name	Need Type	Level at start of Yr.7	Level at end of Yr.9	"National expectations" (i.e. 2 levels met or exceeded 3)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Ei	PMD	3ii	5	Met	2	Outstanding	EP	
Mi	PMD	2ii	3i	Not	1	Outstanding	BEP	Miles had a relatively high starting point. He has made progress against his Shared Goals targets in areas of well-being and physical development.
Ci	PMD	1ii	3i	Exceeded	3	Outstanding	-	
Ji	SLD	5	7	Met	2	Outstanding	EP	
Cii	SLD	6	8	Met	2	Outstanding	BEP	Transition from SS to PA- differing criteria for PSHE curriculum.
T	SLD	6	8	Met	2	Outstanding	BEP	Transition from SS to PA- differing criteria for PSHE curriculum.
S	SLD	6	1b	Exceeded	4	Outstanding	EP	
Eii	SLD	6	1b	Exceeded	4	Outstanding	-	
Bi	CLD	7	1b	Met	3	Outstanding	-	
Bii	CLD	7	1b	Met	3	Outstanding	-	
G	CLD	7	1b	Met	3	Outstanding	-	
O	CLD	7	1b	Met	3	Outstanding	-	
Mii	CLD	7	1b	Met	3	Outstanding	-	
K	CLD	7	1b	Met	3	Outstanding	-	
Jii	CLD	6	1b	Exceeded	4	Outstanding	-	