Pupil Progress and Achievement Information -

Key Stage 1

Stephen King and Sally Mullervy

July 2017

(2016 / 2017)

Headline Results

English
- 90% made at least good progress against St. Nicholas criteria.
- 60% made outstanding progress against St Nicholas criteria
- 90% met national expectations (2 levels), 50% exceeded expectations (3 levels)
- 40% of pupils made at least 3 levels of progress (VA), 30% of pupils made at least 4 levels of progress (VA).

Analysis of Maths progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

Maths progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr R	Level at end of Yr 2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	2ii	4.6	Exceeded	3.6	Outstanding	
H	SLD	2i	2ii	Met	1	Good	
R	SLD	2i	2i	Not	0	Concern	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP.
F	SLD	2ii	3ii.4	Exceeded	2.4	Outstanding	
T.i	SLD	2ii	4.6	Exceeded	3.6	Outstanding	
T.ii	SLD	2i	3ii.4	Exceeded	3.4	Outstanding	
D	SLD	2ii	4.6	Exceeded	3.6	Outstanding	
W	SLD	2i	2i	Met	1	Good	
H	PMD	1i	1ii.4	Met	1.4	Outstanding	
C	CLD	3i	4.6	Met	2.6	Good	

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- 60% made outstanding progress against St Nicholas criteria
- 90% met national expectations (2 levels), 50% exceeded expectations (3 levels)
- 60% of pupils made at least 2 levels of progress (VA), 40% of pupils made at least 4 levels of progress (VA).

Resulting action in 2017/18:
- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- 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 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.

Resulting action in 2017/18:
- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.

English progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.R	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added — Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	4	5	Met	1	Good	
H	SLD	2i	2ii	Met	1	Good	
R	SLD	2i	2i	Not	0	Concern	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	2ii	3ii.6	Exceeded	2.6	Outstanding	
Ti	SLD	2ii	5.2	Exceeded	4.2	Outstanding	
Tii	SLD	2i	4	Exceeded	4	Outstanding	
D	SLD	2ii	4.4	Exceeded	3.4	Outstanding	
W	SLD	2i	2ii	Met	1	Good	
H	PMD	1i	1ii.4	Met	1.4	Outstanding	
C	CLD	3i	6	Exceeded	4	Outstanding	

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- 60% made outstanding progress against St Nicholas criteria
- 90% met national expectations (2 levels), 50% exceeded expectations (3 levels)
- 40% of pupils made at least 3 levels of progress (VA), 30% of pupils made at least 4 levels of progress (VA).

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- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's

Angela Pike and Stephen King (25/6/17)

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Headline Results

Maths

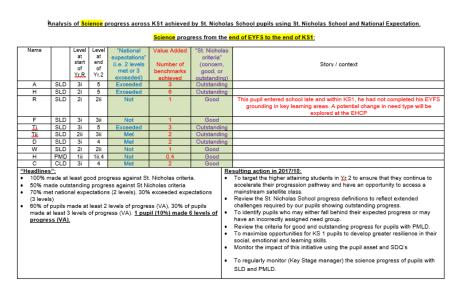90% made at least good progress against St. Nicholas criteria.

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- 90% met national expectations (2 levels), 50% exceeded expectations (3 levels)
- 60% of pupils made at least 2 levels of progress (VA), 40% of pupils made at least 4 levels of progress (VA).

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- Monitor the impact of this initiative using the pupil asset and SDQ's
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.

Science

- 100% made at least good progress against St. Nicholas criteria.
- 50% made outstanding progress against St Nicholas criteria
- 70% met national expectations (2 levels), 30% exceeded expectations (3 levels)

Analysis of Science progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

Science progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.R	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	3i	5	Exceeded	3	Outstanding	
H	SLD	2i	5	Exceeded	6	Outstanding	
R	SLD	2i	2ii	Not	1	Good	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	3i	3ii	Not	1	Good	
Ti	SLD	3i	5	Exceeded	3	Outstanding	
Tii	SLD	2ii	3ii	Met	2	Outstanding	
D	SLD	3i	4	Met	2	Outstanding	
W	SLD	2i	2ii	Not	1	Good	
H	PMD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3i	4	Met	2	Good	

"Headlines":
- 100% made at least good progress against St. Nicholas criteria.
- 50% made outstanding progress against St Nicholas criteria
- 70% met national expectations (2 levels), 30% exceeded expectations (3 levels)
- 60% of pupils made at least 2 levels of progress (VA), 30% of pupils made at least 3 levels of progress (VA). 1 pupil (10%) made 6 levels of progress (VA).

Resulting action in 2017/18:
- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's

- To regularly monitor (Key Stage manager) the science progress of pupils with SLD and PMLD.

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- 60% of pupils made at least 2 levels of progress (VA), 30% of pupils made at least 3 levels of progress (VA). **1 pupil (10%) made 6 levels of progress (VA).**

Resulting action in 2017/18:
- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
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- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's

To regularly monitor (Key Stage manager) the science progress of pupils with SLD and PMLD.

PHSE

- 80% made at least good progress against St. Nicholas criteria.
- 40% made outstanding progress against St Nicholas criteria
- 40% met national expectations (2 levels), 10% exceeded expectations (3 levels)
- 40% of pupils made at least 2 levels of progress (VA), 10% of pupils made at least 3 levels of progress (VA).

Analysis of PSHE progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

PSHE progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.R	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	3i	5	Exceeded	3	Outstanding	
H	SLD	2i	2ii	Not	1	Good	
R	SLD	2i	2i	Not	0	Concern	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	3i	3iii	Not	1	Good	
Ti	SLD	3ii	5	Met	2	Outstanding	
Tii	SLD	2ii	3iii	Met	2	Outstanding	
D	SLD	3i	4	Met	2	Outstanding	
W	SLD	2i	2ii	Not	1	Good	
H	PMD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3ii	4	Not	1	Concern	

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- 40% made outstanding progress against St Nicholas criteria
- 40% met national expectations (2 levels), 10% exceeded expectations (3 levels)
- 40% of pupils made at least 2 levels of progress (VA), 10% of pupils made at least 3 levels of progress (VA).

Resulting action in 2017/18:
- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's

- For Key stage manager to monitor the PHSE progress of pupils with ASD

Resulting action in 2017/18:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.

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- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- For Key stage manager to monitor the PHSE progress of pupils with ASD

PE

- 90% made at least good progress against St. Nicholas criteria.
- 60% made outstanding progress against St Nicholas criteria
- 60% met national expectations (2 levels), 40% exceeded expectations (3 levels)
- 60% of pupils made at least 2 levels of progress (VA), 40% of pupils made at least 3 levels of progress (VA).10% of pupils made 4 levels of progress (VA)

Analysis of PE progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

PE progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.R	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	3i	6	Exceeded	4	Outstanding	
H	SLD	2i	2ii	Not	1	Good	
R	SLD	2i	2i	Not	0	Concern	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	3i	4	Met	2	Outstanding	
JJ	SLD	3ii	6	Exceeded	3	Outstanding	
JJ	SLD	2i	3ii	Exceeded	3	Outstanding	
D	SLD	3i	5	Exceeded	3	Outstanding	
W	SLD	2i	2ii	Not	1	Good	
H	PMD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3ii	5	Met	2	Outstanding	

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- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To create a primary PE enrichment programme to extend the physical movement opportunities and progress in PE of pupils with ASD and physical disabilities using the primary sports grant funding.

Resulting action in 2017/18:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

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Computing

Analysis of Computing progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

Computing progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.R	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
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Ti	SLD	3i	5	Exceeded	3	Outstanding	
Tii	SLD	2ii	3ii	Met	2	Outstanding	
D	SLD	3i	3ii	Not	1	Good	
W	SLD	2i	2ii	Not	1	Good	
H	PMD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3i	3ii.4	Not	1.4	Concern	

"Headlines":
- 90% made at least good progress against St. Nicholas criteria.
- 30% made outstanding progress against St Nicholas criteria
- 30% met national expectations (2 levels), 20% exceeded expectations (3 levels)
- 30% of pupils made at least 2 levels of progress (VA), 20% of pupils made at least 3 levels of progress (VA).

Resulting action in 2017/18:
- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
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- Monitor the impact of this initiative using the pupil asset and SDQ's

- Key stage 1 Manager to monitor the motivation of pupils with ASD and PMLD in the area of computing.

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