

Analysis of English progress across KS3 achieved by St. Nicholas School pupils in 2015 using data from Progression Guidance.

English progress from the end of KS2 to the end of KS3:

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	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
P5	P6	46.8%	32.6%	19.7%	UQ	No	Good	
P7	1C	64.7%	19.3%	15.8%	UQ	Met	Outstanding	
P7	1A	94.2%	4.5%	1.1%	UQ++	Met	Outstanding	
P5	P8	96.7%	1.1%	2.2%	UQ++	Exceeded	Outstanding	CS
P3i	P3ii	32.3%	41.9%	25.9%	MQ	Met	Outstanding	
P7	1B	84.2%	10.2%	5.6%	UQ+	Met	Outstanding	
P2i	P2i	6.1%	27.3%	66.7%	LQ	No	Outstanding	Explanatory CS
P7	1C	64.7%	19.3%	15.8%	UQ	Met	Outstanding	
P8	1B	46.6%	26.1%	27.2%	MQ	No	Outstanding	
P5	P7	79.3%	17.4%	3.3%	UQ+	Met	Outstanding	
P5	1A	100%	0%	0%	UQ++++++	Exceeded	Outstanding	CS
1B	L2C	22.7%	31.6%	45.7%	MQ	No	Outstanding	
P7	1A	94.2%	4.5%	1.1%	UQ++	Met	Outstanding	
P8	2C	86.4%	12.5%	1.1%	UQ+	Met	Outstanding	
P7	1B	84.2%	10.2%	5.6%	UQ+	Met	Outstanding	
P8	2B	98.9%	1.1%	0%	UQ++	Met	Outstanding	CS
P7	1B	84.2%	10.2%	5.6%	UQ+	Met	Outstanding	
P7	1B	84.2%	10.2%	5.6%	UQ+	Met	Outstanding	

"Headlines":

- 100% made good progress against St.N's criteria / 93% outstanding progress.
- 78% met or exceeded the national targets/11% exceeded national expectation.
- 78% made UQ progress or above. 61% achieved progress beyond the UQ.
- 50% of pupils made progress equivalent to the top 20% of the PG dataset.33% to top 15%. 28% made progress equivalent to the top 6% of the dataset.
- **3 pupils made progress within the top 3% of the dataset. 2 pupils made progress inside the top 1%. 1 pupil was matched by only 1.1% / 1 by 0%.**
- **1 pupil achieved higher than that the whole Progression Guidance dataset – 100% achieved lower and no-one matched this. A St. Nicholas pupil achieved the highest national performance possible.**

Resulting action in 2016/17:

- Higher expectations of NC level starters needed
- Review St. Nicholas school consideration of outstanding progress
- Design a new personalised curriculum for high needs learners to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.
- Embed the introduction of functional English skills accreditation into the KS 3 curriculum
- Enhance partnerships and opportunities created by our KS 3 satellite initiative.