

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

Maths 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	13.4%	25.4%	46.3%	MQ	No	Good	
P6	P8	61.4%	22.9%	15.7%	UQ	Met	Outstanding	
P8	1B	25.7%	45.9%	28.1%	UQ+	No	Outstanding	
P6	P8	61.4%	22.9%	15.7%	UQ	Met	Outstanding	
3i	3ii	21.6%	26.1%	52.1%	MQ	No	Outstanding	
P6	P8	61.4%	22.9%	15.7%	UQ	Met	Outstanding	
2i	2i	10.3%	20.7%	68.9%	LQ	No	Good	Explanation / case study
P6	P8	61.4%	22.9%	15.7%	UQ	Met	Outstanding	
P7	1C	70.4%	0.0%	29.7%	UQ	Met	Outstanding	
P4	P7	90.2%	3.7%	6.1%	UQ++	Exceeded	Outstanding	CS
P8	1B	25.7%	45.9%	28.1%	UQ+	No	Outstanding	
P8	2C	59.2%	0.0%	23.7%	UQ+	Met	Outstanding	
P7	1B	70.4%	18.7%	11%	UQ+	Met	Outstanding	
P8	2C	59.2%	0.0%	23.7%	UQ++	Met	Outstanding	CS
P6	1C	83.4%	0.0%	15.7%	UQ+	Exceeded	Outstanding	CS
1C	2A	23.2%	37.8%	38.9%	MQ	No	Outstanding	
P7	1C	70.4%	0.0%	29.7%	UQ	Met	Outstanding	
P7	P8	30.8%	33%	52.8%	MQ	No	Good	
"Headlines": <ul style="list-style-type: none"> 100% made good or outstanding progress against St. Nicholas criteria. 75% made Outstanding progress. 61% met or exceeded National Expectations for KS3. 2 pupils exceeded expectations, more than 2 levels of progress. 94% of pupils made Median progress or above. 72% made UQ progress. 39% made progress beyond the upper quartile. 2 pupils achieved 2 levels higher than the Upper Quartile. 						Resulting actions in 2016/17: <ul style="list-style-type: none"> 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. 		

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