Pupil Progress and Achievement Information -

Key Stage 2

(2016 / 2017)

Stephen King and Nuala McGill

July 2017

Headline Results

English

92% made outstanding progress against St. Nicholas criteria. The remaining pupils made good progress.

- 100% achieved the median quartile or above. 83% achieved within the UQ. 50% achieved above UQ 17% achieved UQ++ / 17% UQ+++.
- **All these pupils achieved equivalent to the top 6% of the dataset. 2 pupils within the top 2% of the dataset. 1 pupil achieved progress that was not matched in the original PG dataset, 100% of pupils achieved lower than him from that dataset.**
- 92% met national expectations (2 levels) / 58% exceeded expectation.
- **100% achieved more than 2 VA levels, 25% achieved at least 5.**

6 out of 8 pupils exceeded CASPA expectation, the remainder met CASPA expectation

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English progress from the end of KS1 to the end of KS2:

Name	Need Type	Level at start of Yr.3	Level at end of Yr.6	% 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
Y	CLD	8.8	1a	59%	15%	26%	UQ	Not	3	Outstanding	-	Entered late into school.
C	SLD	4.6	8	87%	7%	6%	UQ+	Exceeded	3.4	Outstanding	AEP	
S	SLD	3ii.4	6.2	83%	12%	5%	UQ+	Exceeded	3.6	Outstanding	AEP	
M	SLD	6	1c	40%	19%	41%	MQ	Exceeded	3	Outstanding	AEP	
A	SLD	5.2	1b	94%	4%	2%	UQ++	Exceeded	3.6	Outstanding	AEP	
L	CLD	1c	1a.6	59%	15%	26%	UQ	Met	2.6	Good	-	Entered late into school.
I	SLD	4.6	7	73%	14%	13%	UQ	Met	2.2	Outstanding	EP	
L	CLD	5.8	1a	98%	0%	2%	UQ+++	Exceeded	5	Outstanding	AEP	
B	SLD	4	1c	94%	6%	0%	UQ++	Exceeded	5	Outstanding	-	Entered late into school
R	SLD	4.6	7	73%	14%	13%	UQ	Met	2.4	Outstanding	EP	
C	SLD	5	7.4	31%	31%	38%	MQ+	Met	2.4	Outstanding	-	Entered Late into School.
W	SLD	4.4	1b	100%	0%	0%	UQ+++	Exceeded	5.6	Outstanding	AEP	

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 communication and literacy skills via the introduction of personalised learning in curriculum led classes.
- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool.
- To implement the Shine Curriculum for higher needs learners to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.

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Maths

St. Nicholas School entry to exit data statistics (from Progression Guidance)				Subject: Maths
The national expectation is to make 2 levels of progress from KS1 to KS2.				2017
Start level	% students making expected progress nationally	% students making expected or better progress – PG Median	% students exceeding PG expectation - UQ	Commentary 100% met expectation!
P1i				
P1ii				
P2i				
P2ii				
P3i				
P3ii	100% / 1 pupil	100% / 1 pupil	100% / 1 pupil	This pupil was UQ+
P4	100% / 3 pupils	100% / 3 pupils	100% / 3 pupils	1 pupil was UQ, 1 UQ+ and 1 UQ++
P5	100% / 6 pupils	100% / 6 pupils	83% / 5 pupils	2 pupils were UQ+ and 2 UQ++
P6				
P7	100% / 2 pupils	100% / 2 pupils	100% / 2 pupils	These pupils did not exceed expectation
P8				
NC L1				
NC L2				

NB: Only pupils who were with us at the end of KS1 are included on this datasheet

HEADLINES

- 100% made good or better progress against St. Nicholas criteria, 92% made outstanding progress. 100% achieved at least MQ.

- 92% achieved within the UQ. 67% made progress above UQ. **25% of pupils achieved UQ++. These pupils achieved progress equivalent to the top 8% of the PG dataset – only 6% of pupils from their starting point equalled their performance / only 2% achieved better.**
- 67% achieved at least 3 VA lvls, 25% 4 levels and 1 pupil 5 VA levels.
- 33% met national expectation / 67% exceeded National Expectation.
13 of appropriate pupils met CASPA expectations, 75% were above.

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Resulting Action 2017/18

Analysis of Maths progress across KS2 achieved by St. Nicholas School pupils in 2017 using data from Progression Guidance.

Maths progress from the end of KS1 to the end of KS2:

Name	Need Type	Level at start of Yr.3	Level at end of Yr.6	% 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
Y	CLD	7	1b	29%	29%	42%	UQ	Met	3	Outstanding	-	Entered late into school.
C	SLD	4	6	49%	26%	25%	UQ	Met	2	Outstanding	EP	
S	SLD	4	8	92%	6%	2%	UQ++	Exceeded	4	Outstanding	AEP	
M	SLD	5	1b	92%	6%	2%	UQ++	Exceeded	5	Outstanding	AEP	
A	SLD	5	1c	79%	13%	8%	UQ+	Exceeded	4	Outstanding	AEP	
L	CLD	7	1c	45%	18%	37%	UQ	Met	2	Good	-	Entered late into school. Trajectory indicated a P6 year 3 score
I	SLD	3ii	6	84%	8%	8%	UQ+	Exceeded	3	Outstanding	AEP	
L	CLD	5	1b	92%	6%	2%	UQ++	Exceeded	5	Outstanding	AEP	
B	SLD	5	8	61%	18%	21%	UQ	Exceeded	3	Outstanding	-	Entered late into school
R	SLD	4	7	75%	17%	8%	UQ+	Exceeded	3	Outstanding	BEP	
C	SLD	5	7	35%	24%	41%	MQ	Met	2	Outstanding	-	Entered Late into School. Trajectory indicates above the MQ
W	SLD	5	1c	79%	13%	8%	UQ+	Exceeded	4	Outstanding	AEP	

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway.
- Curriculum-led classes across KS2.
- To implement the Shine Curriculum for higher needs learners to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.
- To maximise opportunities for children achieving "good" in the St Nicholas criteria and accelerate their learning in Maths through consolidating skills with Specialist teachers/ TA's.
- To implement the Shine Curriculum for higher needs learners to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.

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- 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 applying their functional numeracy skills via the introduction of personalised learning in Curriculum led classes.
- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool.

Science

Analysis of Science progress across KS2 achieved by St. Nicholas School pupils in 2017 using data from Progression Guidance.

Science progress from the end of KS1 to the end of KS2:

Name	Need Type	Level at start of Yr.3	Level at end of Yr.6	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
Y	CLD	6	8	LQ, but on trajectory	Met	2	Good	-	This pupil was late into school and did not complete the KS, but did meet national expectation and made outstanding progress.
C	SLD	3ii	6	UQ+	Exceeded	3	Outstanding	AEP	
S	SLD	3i	4	UQ	Met	2	Outstanding	AEP	
M	SLD	4	6	UQ	Met	2	Outstanding	BEP	
A	SLD	4	8	UQ++	Exceeded	4	Outstanding	AEP	
I	SLD	3ii	5	UQ	Met	2	Good	BEP	
L	CLD	4	7	UQ+	Exceeded	3	Outstanding	AEP	
B	SLD	4	8	UQ++	Exceeded	4	Outstanding	-	This pupil was late into school and did not complete the whole Key Stage
R	SLD	4	5	LQ	Not	1	Good	BEP	The progress of pupils from EAL backgrounds needs to be targeted for the vocabulary and specific language / vocabulary required.
C	SLD	4	7	UQ+	Exceeded	3	Outstanding	-	
W	SLD	3ii	8	UQ+++	Exceeded	5	Outstanding	AEP	

HEADLINES

- 100% made good or better progress against St. Nicholas criteria, 73% achieved outstanding.
- 82% made UQ progress or above.
- **6 pupils achieved above the Upper Quartile. 2 pupils achieved UQ++ and 1 pupil UQ+++.**

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91% of pupils achieved at least 2 VA (sub) levels, 55% 3 (sub) levels, 27% 4+ (sub) levels and 9% 5 (sub) levels of VA progress.
63% of pupils achieved above the CASPA expectation.

<u>**Resulting Action 2017/17**</u>

- Curriculum-led classes in KS2 encouraging accelerated learning in Science.
- The progress of children with EAL backgrounds to be targeted for vocabulary and specific language/ vocabulary required.
- To target higher attaining students in Y6 to ensure they continue to accelerate their progression pathway.

- To implement the Shine Curriculum for higher needs learners to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.

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PSHE

Name	Need Type	Level at start of Yr.3	Level at end of Yr.6	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Y	CLD	8	2c	Met	4	Outstanding	-	Entered late into school. Trajectory indicated a P6 year 3 score
C	SLD	5	8	Exceeded	3	Outstanding	EP	
S	SLD	3i	8	Exceeded	6	Outstanding	AEP	
M	SLD	5	7	Met	2	Outstanding	BEP	
A	SLD	5	8	Exceeded	3	Outstanding	AEP	
I	SLD	4	6	Met	2	Outstanding	BEP	
L	CLD	4	1c	Exceeded	5	Outstanding	AEP	
B	SLD	4	6	Met	2	Outstanding	-	Entered late into school
R	SLD	5	8	Exceeded	3	Outstanding	BEP	
C	SLD	5	6	Not	1	Good	-	Entered Late into School. Trajectory indicates above the MQ
W	SLD	4	8	Exceeded	4	Outstanding	AEP	

HEADLINES

- 100% made good or better progress against St Nicholas criteria. 91% made outstanding.
- 91% of pupils at least met the nationally expected 2 levels of progress and 55% exceeded this expectation.
- 64% made at least 3+ (sub) levels of Value added progress, 2 pupils made 4 levels, 1 pupil made 5 levels ans 1 pupil made 6 levels of progress (VA).
- Of the 8 pupils with a full CASPA dataset, 12.5% achieved expected progress and 50% were above expectation.

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Resulting Action in 2017/18

- The progress of children with EAL backgrounds to be targeted for vocabulary and specific language/ vocabulary required.
- Curriculum-led classes to encourage accelerated learning in PSHE.
- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool.
- To monitor "blocks" in pupil asset attainment where children are not able to progress due to a greater physical need.

PE

Analysis of PE progress across KS2 achieved by St. Nicholas School pupils in 2015 using data from Progression Guidance.

PE progress from the end of KS1 to the end of KS2:

Name	Need Type	Level at start of Yr.3	Level at end of Yr.6	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Y	CLD	8	1b	Not	2	Good	-	Entered late into school and did not complete the Key Stage
Ci	SLD	4	7	Exceeded	3	Outstanding	EP	
S	SLD	3ii	7	Exceeded	4	Outstanding	AEP	
M	SLD	5	8	Exceeded	3	Outstanding	BEP	
A	SLD	4	1b	Exceeded	6	Outstanding	AEP	
I	SLD	2ii	4	Exceeded	3	Outstanding	EP	
L	CLD	4	1b	Exceeded	6	Outstanding	AEP	
B	SLD	4	6	Met	2	Outstanding	-	
R	SLD	5	7	Met	2	Outstanding	EP	
Cii	SLD	5	6	Not	1	Good	-	Entered late into School and did not complete the Key stage
W	SLD	4	1b	Exceeded	6	Outstanding	AEP	

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HEADLINES

- 100% made good or better progress against St. Nicholas criteria; 82% achieved outstanding progress.

- 82% at least met the nationally expected 2 levels of progress; 64% exceeded this expectation.

- 91% of pupils achieved 2+ Value Added pr

- Progress levels; 1 pupil made 4 VA levels and 3 pupils made 6 VA levels!

- Of the 8 pupils with a full CASPA record, 78% at least reached expectation, 50% exceeded this expectation.

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Resulting Action 2017/18

- To introduce a PE Carousel of activities across the curriculum-led classes in KS2 to target a range of physical activities in line with the pupil asset assessment tool.
- To review the criteria for good and outstanding progress in PE for pupils with PMLD.
- To access a range of physical activities in partnership schools as well as competitions in the community.

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COMPUTING

Analysis of <mark>Computing</mark> progress across <mark>KS2</mark> achieved by St. Nicholas School pupils in 2017.

<mark>Computing progress from the end of KS1 to the end of KS2:</mark>

Name	Need Type	Level at start of Yr.3	Level at end of Yr.6	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
Y	CLD	8	8.6	Not	0.6	Concern	-	Entered late into school. Trajectory indicated a P6 year 3 score
C	SLD	5	8	Exceeded	3	Outstanding	AEP	
S	SLD	3ii	8	Exceeded	5	Outstanding	AEP	
M	SLD	5	8	Exceeded	3	Outstanding	BEP	
A	SLD	5	8	Exceeded	3	Outstanding	AEP	
I	SLD	4	6	Met	2	Outstanding	EP	
L	CLD	5	8	Exceeded	3	Outstanding	AEP	
B	SLD	5	6	Not	1	Good	-	Entered late into school, did not complete the key stage
R	SLD	3ii	5	Met	2	Outstanding	BEP	
C	SLD	5	8	Exceeded	3	Outstanding	-	Entered Late into School. Trajectory indicates above the MQ
W	SLD	5	8	Exceeded	3	Outstanding	AEP	

HEADLINES

- 91% made good or better progress against St. Nicholas criteria, 82% outstanding.
- 82% at least met national expectation (2 levels), 64% exceeded this.
- 64% made at least 3 VA (sub) levels of progress, 1 achieved 5 VA (sub) levels.
- 55% at least met CASPA expectation. 46% achieved above the progress (CASPA).

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Resulting Action 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.
- Consider ways to accelerate progress in computing for pupils of ethnic minorities.
- Curriculum-led classes in KS2 encouraging accelerated learning in Computing.

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