ST NICHOLAS SCHOOL CANTERBURY

Pupil Progress and Achievement Information -

Key Stage 4

(2017 / 2018)

Louise Huddleston

July 2018

Headline Results

English

- 100% made good or better progress against St. Nicholas criteria and 83% outstanding.
- 94% made at least median progress (PG), 78% achieved at least UQ, with 33% above UQ. **8 pupils achieved the top 6%.**
- 28% met national expectation (3 levels). 10 pupils made 4 or more VA levels of progress and 1 pupil made above 7. 94% made expected or better progress (Caspa); 71% were above the expected level when compared to others.

Resulting action in 2018/19:

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To ensure that our SHINE assessment tool is further embedded and feeds into the data collated for PMLD students from KS2-4.
- To ensure that individual students who have long periods of absence (due to ill-health) have a more developed home school programme to support their learning in English.

Analysis of English progress across KS2 - KS4 achieved by St. Nicholas School pupils in 2017-2018 using data from Progression Guidance / National Transition Matrix.

English progress from the end of KS2 to the end of KS4:

Name	Need Type	Level at start of Yr.6	Level at end of Yr.11	% 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. 3 levels met or 4 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
M	SLD	5	6	-			MQ	Not	1	Good	BEP	
D	SLD	7	1a.6	-	93%	6%	UQ	Not	4.6	Outstanding	AEP	
E	SLD	7.8	2c.6	94%	1%	5%	UQ+	Met	4.8	Outstanding	AEP	
A	SLD	2i	3i.2	-	-	-	UQ+	Not	2.2	Outstanding	-	Consider Change of Need-Type at EHC
J	SLD	5.6	7	-	-	-	UQ	Not	1.4	Outstanding	EP	
F	PMD	3i	3i.2	-	-	-	LQ	Not	0.2	Good	EP	
N	SLD	7	1a.6	-	93%	6%	UQ	Not	4.6	Outstanding	AEP	
W	PMD	2i	2i.4	-	-	-	MQ	Not	0.4	Good	EP	
Ei	SLD	7	1b.4	-	93%	6%	UQ	Not	3.4	Outstanding	AEP	
L	SLD	8	1b	-	93%	6%	MQ	Not	2	Outstanding	AEP	
Li	SLD	8.6	2b.6	94%	1%	5%	UQ	Not	5	Outstanding	AEP	
J	SLD	1b	3c	65%	5%	30%	UQ	Not	5	Outstanding	AEP	
Mi	SLD	7.6	2b.2	94%	1%	5%	UQ+	Met	5.6	Outstanding	AEP	
Ji	SLD	8.6	2a.2	94%	1%	5%	UQ	Not	5.6	Outstanding	AEP	
G	CLD	7.8	1a.6	94%	1%	5%	UQ	Not	3.8	Outstanding	EP	
D	CLD	8.6	3b	95%	1%	4%	UQ+	Met	7.4	Outstanding	AEP	
C	SLD	7.2	2c.2	94%	1%	5%	UQ+	Met	5	Outstanding	AEP	
H	SLD	7.6	2c.4	94%	1%	5%	UQ+	Met	4.8	Outstanding	AEP	

"Headlines": 100% made good or better progress against St. Nicholas criteria, 83% outstanding. 94% made at least median progress (PG), 78% achieved at least UQ, with 33% above UQ. **8 pupils achieved the top 6%.**
- 28% met national expectation (3 levels). 10 pupils made 4 or more VA levels of progress and 1 pupil made above 7. 94% made expected or better progress (Caspa); 71% were above the expected level when compared to others.

Resulting action in 2017/18: Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To ensure that our SHINE assessment tool is further embedded and feeds into the data collated for PMLD students from KS2-4.
- To ensure that individual students who have long periods of absence (due to ill-health) have a more developed home school programme to support their learning in English.

Louise Huddleston and Stephen King (25/9/18)

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July 2018

Maths

"Headlines":

- 100% made good or better progress against St. Nicholas criteria, 78% outstanding.
- 94% achieved the median quartile. 78% made UQ progress. 17% made UQ+. 50% met national expectation (3 levels).
- **28% achieved equivalent to the top 3% of the National Transition matrix 2015.**
- **44%** made at least 3 VA levels, 33% of pupils made at least 5 VA levels, 1 pupil made 7.100% made expected progress, 61% were above expected (Caspa).

Resulting action in 2015/16:

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress
- Continue to develop personalised learning pathways for pupils in KS4 satellites to target appropriate support, progress and destinations – to meet their needs.
- Ensure that pupils who have extended periods out of school in convalescence receive a high quality of home schooling and support via outreach
- To ensure that our SHINE assessment tool is further embedded and feeds into the data collated for PMLD students from KS2-4.

Louise Huddleston
July 2018

Science

"Headlines":

- 100% made good or better progress against St. Nicholas criteria, 94% outstanding.
- 94% achieved median quartile or above. 61% made UQ progress or above. 50% achieved UQ+, and 1 student achieved UQ++.
- 44% met or exceeded national expectations (3 levels)., 17% exceeded NE.
- 100% made expected progress (CASPA), 72% were above expected.

61% achieved a score of 3 Value-Added (sub) levels progress.

44% pupil achieved above 6 levels, 22% achieved above 7 and 1 student achieved 8!

Analysis of Science progress across KS2 - KS4 achieved by St. Nicholas School pupils in 2017-2018.

Science progress from the end of KS2 to the end of KS4:

Name	Need Type	Level at start of Yr.6	Level at end of Yr.11	Progress made as "Quartiles"	"National expectations" (i.e. 3 levels met or 4 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	CASPA	Story / context
M	SLD	4.6	6	MQ+	Not	1.4	Outstanding	AEP	
D	SLD	5.6	1c.6	UQ	Exceeded	4	Outstanding	AEP	
E	SLD	6	1a	UQ	Met	5	Outstanding	EP	
A	SLD	2i	3i.2	UQ++	Not	2.2	Outstanding	-	Consider Change of Need-Type at EHC Meeting
J	SLD	5	6	LQ+	Not	1	Good	EP	
F	PMD	2ii.2	3i.2	MQ+	Not	2	Outstanding	AEP	
N	SLD	6	8.6	MQ	Not	2.6	Outstanding	AEP	
W	PMD	1ii.2	2i.4	MQ	Not	1.2	Outstanding	AEP	
Ei	SLD	5.2	7.4	MQ	Not	2.2	Outstanding	AEP	
L	SLD	6.4	8	MQ	Not	7.6	Outstanding	EP	
Li	SLD	8.4	2b.4	UQ+	Not	5	Outstanding	AEP	
J	SLD	1c	3c	UQ+	Not	6	Outstanding	AEP	
Mi	SLD	7	2b.8	UQ+	Met	6.8	Outstanding	AEP	
Ji	SLD	6.6	2b.8	UQ+	Exceeded	7.2	Outstanding	AEP	
G	CLD	6	2b.8	UQ+	Exceeded	7.8	Outstanding	EP	
D	CLD	8	3b	UQ++	Met	8	Outstanding	AEP	
C	SLD	7	2b.4	UQ+	Met	6.4	Outstanding	AEP	
H	SLD	7	2c.6	UQ+	Met	5.6	Outstanding	AEP	

"Headlines":
- 100% made good or better progress against St. Nicholas criteria, 94% outstanding.
- 94% achieved median quartile or above. 61% made UQ progress or above. 50% achieved UQ+, and 1 student achieved UQ++.
- 44% met or exceeded national expectations (3 levels)., 17% exceeded NE.
- 100% made expected progress (CASPA), 72% were above expected.
- 61% achieved a score of 3 Value-Added (sub) levels progress. 44% pupil achieved above 6 levels, 22% achieved above 7 and 1 student achieved 8!

Resulting action in 2017/18:
- To continue developing provision to continue this positive progress pattern.
- Support new teachers to develop resources, and planning for science so that the excellent progress continues consistently.

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- Support new teachers to develop resources, and planning for science so that the excellent progress continues consistently.

PSHE

Headlines":

- 100% of pupils made good or better progress. 78% made outstanding progress.
- 44% at least met National Expectations (3 levels), 6% exceeded NEs
- 61% of pupils made a minimum of 3 (sub) levels of Value Added Progress. 39% made 5+ VA levels. **28% made a minimum of 6 levels and 2 pupisl made 7 VA levels of progress.**
  100% made expected or better progress (CASPA), with 71% achieving above 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.
- To develop a more robust SRE programme to be delivered on a weekly basis.

Analysis of **PSHE** progress across KS2 - KS4 achieved by St. Nicholas School pupils in 2017 - 2018.

PSHE progress from the **end of KS2 to the end of KS4:**

Name	Need Type	Level at start of Yr.6	Level at end of Yr.11	"National expectations" (i.e. 3 levels met or 4 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	CASPA	Story / context
M	SLD	5.4	6.2	Not	0.8	Good	EP	
D	SLD	6.2	1c.4	Met	3.2	Outstanding	AEP	
E	SLD	3ii.4	1c	Exceeded	5.6	Outstanding	AEP	
A	SLD	2i.2	3i.2	Not	2	Outstanding	-	Consider Change of Need-Type at EHC Meeting
J	SLD	5.4	6.4	Not	1	Good	EP	
F	PMD	3i.2	3i.4	Not	1.2	Good	EP	
N	SLD	6.4	8.6	Not	2.2	Outstanding	AEP	
W	PMD	1ii.2	2i.4	Not	1.2	Outstanding	AEP	
Ei	SLD	7.2	1c	Not	1.8	Outstanding	EP	
L	SLD	5.2	8.6	Met	3.4	Outstanding	AEP	
Li	SLD	8.2	2a.8	Not	6.6	Outstanding	AEP	
J	SLD	1b	3c	Not	5	Outstanding	AEP	
Mi	SLD	7.4	2a.4	Met	7	Outstanding	AEP	
Ji	SLD	7.4	2a.4	Met	7	Outstanding	AEP	
G	CLD	7.2	2c	Met	4.8	Outstanding	AEP	
D	CLD	2c	3b	Not	4	Good	EP	
C	SLD	7.4	2b.8	Met	6.4	Outstanding	AEP	
H	SLD	7.6	2a	Met	6.4	Outstanding	AEP	

"Headlines":
- 100% of pupils made good or better progress. 78% made outstanding progress.
- 44% at least met National Expectations (3 levels), 6% exceeded NEs
- 61% of pupils made a minimum of 3 (sub) levels of Value Added Progress. 39% made 5+ VA levels. **28% made a minimum of 6 levels and 2 pupisl made 7 VA levels of progress.**
- 100% made expected or better progress (CASPA), with 71% achieving above 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.
- To develop a more robust SRE programme to be delivered on a weekly basis.

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Computing

Headlines":

- 89% made good or better progress against St. Nicholas criteria, 78% outstanding.
- 39% met or exceeded national expectations (3 levels).
- 82% made expected progress (CASPA), 65% were above expected.
  56% achieved a score of 3 Value-Added (sub) levels progress. 44% achieved over 6 levels, 1 student achieved 8.

Analysis of Computing progress across KS3 and KS4 achieved by St. Nicholas School pupils in 2017 - 2018.

Computing progress from the end of KS2 to the end of KS4:

Name	Need Type	Level at start of Yr.6	Level at end of Yr.11	"National expectations" (i.e. 3 levels met or 4 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
M	SLD	5.4	5.2	Not	-0.2	CONCERN	BEP	
D	SLD	8	1b.6	Met	4.6	Outstanding	AEP	
E	SLD	8.2	1b.6	Not	2.4	Outstanding	BEP	
A	SLD	2i.2	3i.2	Not	2	Outstanding	-	Consider Change of Need-Type at EHC Meeting
J	SLD	7.8	7.8	Not	0	CONCERN	BEP	
F	PMD	3i.2	3i.4	Not	0.2	Good	BEP	
N	SLD	6.6	1b.4	Met	3.8	Outstanding	AEP	
W	PMD	2i.2	2i.4	Not	0.2	Good	EP	
Ei	SLD	7	1b.6	Not	2.6	Outstanding	AEP	
L	SLD	8	1b.6	Not	1.6	Outstanding	EP	
Li	SLD	8.2	2a.8	Not	6.6	Outstanding	AEP	
J	SLD	8.4	3b	Met	7.6	Outstanding	AEP	
Mi	SLD	7.6	3c	Exceeded	8.4	Outstanding	AEP	
Ji	SLD	8.6	3b	Met	7.4	Outstanding	AEP	
G	CLD	7.4	2a.4	Not	7	Outstanding	AEP	
D	CLD	1c	3a	Not	8	Outstanding	AEP	
C	SLD	7.4	2a.4	Met	7	Outstanding	AEP	
H	SLD	7.2	2a.4	Met	7.2	Outstanding	AEP	

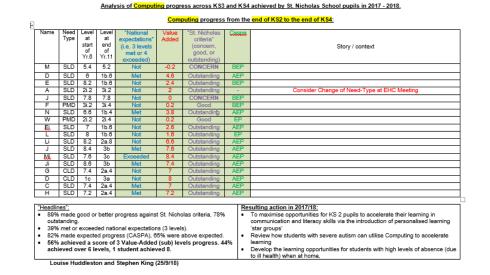"Headlines":
- 89% made good or better progress against St. Nicholas criteria, 78% outstanding.
- 39% met or exceeded national expectations (3 levels).
- 82% made expected progress (CASPA), 65% were above expected.
- 56% achieved a score of 3 Value-Added (sub) levels progress. 44% achieved over 6 levels, 1 student achieved 8.

Resulting action in 2017/18:
- To maximise opportunities for KS 2 pupils to accelerate their learning in communication and literacy skills via the introduction of personalised learning 'star groups'
- Review how students with severe autism can utilise Computing to accelerate learning
- Develop the learning opportunities for students with high levels of absence (due to ill health) when at home,

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Resulting action in 2017/18:

- To maximise opportunities for KS2 pupils to accelerate their learning in communication and literacy skills via the introduction of personalised learning 'star groups'
- Review how students with severe autism can utilise Computing to accelerate learning
- Develop the learning opportunities for students with high levels of absence (due to ill health) when at home
- Ensure that the department has appropriate access to required equipment

PE

"Headlines":

- 94% made good or better progress against St. Nicholas criteria / 89% made outstanding progress in PE.
- **33% met or exceeded National Expectations 3 whole levels, 6% exceeded.**
- <u>**67% made 3 VA (sub) levels progress, 39% made over 5 VA levels of progress and 1 over 6!**</u>
- 89% met ABOVE the CASPA expectation.

Resulting action in 2017/18:

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway.
- To develop specific provisions and strategies for young people with severe autism to enable them to access a variety of PE opportunities to further develop their progress.

Analysis of PE progress across KS2 - KS4 achieved by St. Nicholas School pupils in 2017-2018

PE progress from the **end of KS2 to the end of KS4:**

Name	Need Type	Level at start of Yr.6	Level at end of Yr.11	"National expectations" (i.e. 3 levels met or 4 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
M	SLD	5.2	6.8	Not	1.6	Good	AEP	
D	SLD	6.2	1b.6	Met	4.4	Outstanding	AEP	
E	SLD	3i.6	5.4	Met	4	Outstanding	AEP	
A	SLD	2i.2	3i.2	Not	2	Outstanding	-	Consider Change of Need-Type at EHC Meeting
J	SLD	6.2	6.8	Not	0.4	CONCERN	BEP	
F	PMD	2ii.4	3i.4	Not	1	Outstanding	AEP	
N	SLD	5.6	1b	Exceeded	5.4	Outstanding	AEP	
W	PMD	1i.4	2i.4	Not	2	Outstanding	AEP	
Ei	SLD	7	1b.4	Not	3.4	Outstanding	AEP	
L	SLD	4.4	7	Met	2.6	Outstanding	AEP	
Li	SLD	8.4	2b.8	Not	5.4	Outstanding	AEP	
J	SLD	1c.2	2a.4	Not	5.2	Outstanding	AEP	
Mi	SLD	8	2a.4	Not	6.4	Outstanding	AEP	
Ji	SLD	7.4	2c.6	Met	5.2	Outstanding	AEP	
G	CLD	7	1a.4	Not	4.4	Outstanding	AEP	
D	CLD	1c	2a.8	Not	5.8	Outstanding	AEP	
C	SLD	7	2c.4	Met	5.4	Outstanding	BEP	
H	SLD	8	2c.4	Not	4.4	Outstanding		

"Headlines":
- 94% made good or better progress against St. Nicholas criteria / 89% made outstanding progress in PE.
- 33% met or exceeded National Expectations 3 whole levels, 6% exceeded.
- 67% made 3 VA (sub) levels progress, 39% made over 5 VA levels of progress and 1 over 6!
- 89% met ABOVE the CASPA expectation.

Resulting action in 2017/18:
- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway.
- To develop specific provisions and strategies for young people with severe autism to enable them to access a variety of PE opportunities to further develop their progress.

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