

Analysis of English progress across KS2-4 achieved by St. Nicholas School pupils in 2015 using data from Progression Guidance and National Transition Matrix 2015

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

Level at start of Yr.7	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 exceeded	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
1B	2B	60%	5%	35%	MQ	No	Outstanding	
P8	2C	93%	1%	5%	UQ	No	Outstanding	CS
1B	2B	60%	5%	35%	MQ	No	Outstanding	
1A	2B	60%	5%	35%	UQ	No	Good	
2C	3	18%	5%	76%	MQ	No	Outstanding	
1C	2C	60%	5%	35%	MQ	No	Outstanding	
P5	1C	42.6%	25%	32.5%	UQ++	Exceeded	Outstanding	CS
1C	2B	60%	5%	35%	MQ	No	Outstanding	
P2i	P3i	NA	93%	6%	UQ+	No	Outstanding	
1i	2i	NA	93%	6%	UQ+	No	Outstanding	
P5	P8	NA	93%	6%	UQ+	No	Outstanding	
P5	P7	NA	93%	6%	UQ	No	Outstanding	
P6	1C	42.6%	25%	32.5%	UQ+	Met	Outstanding	
2ii	3i	NA	93%	6%	UQ	No	Outstanding	
1i	2ii	NA	93%	6%	UQ	Met	Outstanding	

"Headlines":

- 100% of pupils made good or outstanding progress against St. Nicholas criteria. (93% made outstanding progress).
- 20% met or exceeded the nationally expected 3 levels of progress.
- **1 pupil exceeded national expectation – making 4 levels of progress.**
- 100% of pupils made Median or better progress. 67% made UQ progress.
- 33% of pupils made progress beyond the upper quartile.
- **7 pupils made progress only bettered by 6% of the national dataset.**
- **1 pupil achieved in the top 6% of the national dataset (93% achieved less. 1 pupil made progress that was 2 levels higher than the UQ.**

Resulting action in 2016/17:

- Review KS monitoring KS 3-4
- 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.
- Design a personalised specialist curriculum to accelerate the progress and achievement for the pupils with the highest starting points on entry to KS 3. Implementing a review of our accredited programmes enabling a co-ordinated and collegiate approach to the teaching and learning of our most able students