

**Analysis of Maths progress across KS3-4 achieved by St. Nicholas School pupils in 2015 using data from Progression Guidance and National transition matrix 2015**

**Maths 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 <b>LESS</b> progress from the same starting point	% pupils nationally who made <b>THE SAME</b> progress from the same starting point	% pupils nationally who made <b>GREATER</b> 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
1C	2B	NA	62%	38%	MQ	No	Outstanding	
1B	3	84%	7%	9%	UQ	No	Outstanding	CS
P8	1A	NA	96%	3%	MQ	No	Outstanding	
1B	2B	NA	62%	38%	MQ	No	Outstanding	
1C	2B	NA	62%	38%	MQ	No	Outstanding	
P8	1A	NA	96%	3%	MQ	No	Outstanding	CS
P5	1C	NA	96%	3%	UQ++	Exceeded	Outstanding	
P8	2B	96%	2%	1%	UQ	No	Outstanding	CS
2i	3i	NA	96%	3%	UQ+	No	Outstanding	
1i	2i	NA	96%	3%	UQ++	No	Outstanding	CS
P6	P8	NA	96%	3%	MQ+	No	Outstanding	
P5	P7	NA	96%	3%	MQ+	No	Outstanding	
P6	1C	NA	96%	3%	UQ	Met	Outstanding	
2ii	3i	NA	96%	3%	UQ+	No	Outstanding	
1i	2ii	NA	96%	3%	UQ+++	Exceeded	Outstanding	CS

**"Headlines"**: 100% of pupils made outstanding progress against St. Nicholas criteria (all 15 pupils). 100% met or exceeded their PG target.

- 67% achieved beyond Median. 53% of pupils made UQ progress.
- 33% of pupils achieved beyond the upper quartile.
- **20% of pupils met national expectations (3 levels) NB: 2 pupils exceeded national expectation by making 4 level progress.**
- **67% of our pupils made progress that was only bettered by 3% of the population (from the same starting point)**
- **2 pupils achieved in the top 16% of the dataset**
- **1 pupil achieved in top 3% of equivalent pupils nationally.**

**Resulting actions 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

Stephen King & Angela Pike (24.6.16).