Pupil Progress and Achievement Information -

Key Stage 3

(2018 / 2019)

Dave Jenner September 2019

Headline Results

English

- 100% made good or better progress against St. Nicholas criteria, 65% outstanding.

- 100% achieved at least median quartile. 70% made UQ progress or above.

- 65% at least met national expectations (2 levels); 4 pupils exceeded.

- 80% achieved 2+ VA levels, 55% made 3+ VA levels

- 10 out of 10 students achieved at least CASPA expectation and 8 were above expectation

Resulting actions in 2019/20

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway, through new class structure and learning environments.

- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

- SHINE curriculum for high needs learners to be implemented 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.

- Moderation of Pupil Asset level judgements at Key Stage meetings.

Name	Need Type	Level at start of Yr.6	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 3 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
	SLD	8.8	2c.6	29%	21%	48%	UQ	Met	3.8	Outstanding	AEP	
	SLD	1a	2b	15%	38%	69%	MQ	Not	2	Good	N/A	
	SLD	6	7.6	20%	17%	63%	MQ	Not	1.6	Good	EP	
	PMD	2ii	4	68%	20%	12%	UQ	Exceeded	3	Outstanding	AEP	
	SLD	1c.4	2c.4	15%	38%	69%	UQ	Not	3	Good	N/A	
	SLD	7.6	2c.4	69%	15%	16%	UQ++++	Exceeded	4.8	Outstanding	N/A	
	SLD	5.6	7.4	29%	21%	48%	UQ+	Met	1.8	Outstanding	EP	
	SLD	8.8	2c.2	29%	21%	48%	UQ+	Met	3.4	Outstanding	AEP	
	CLD	1b.6	2b	15%	38%	69%	MQ	Not	2.4	Good	N/A	
	SLD	8	2c	29%	21%	48%	UQ+	Met	4	Outstanding	AEP	
	SLD	6.8	8.2	22%	19%	59%	UQ	Met	1.4	Outstanding	AEP	
	SLD	8.8	2c.6	29%	21%	48%	UQ+	Met	3.8	Outstanding	N/A	
	SLD	8.4	2c.2	29%	21%	48%	UQ+	Met	3.8	Outstanding	AEP	
	CLD	1b.4	2c.6	15%	38%	69%	MQ	Not	2.2	Good	N/A	
	CLD	8.4	2c.2	29%	21%	48%	UQ+	Met	3.8	Outstanding	N/A	
	SLD	6.6	1a	74%	15%	11%	UQ+++	Exceeded	4.4	Outstanding	AEP	
	CLD	1a.2	2b.4	15%	38%	69%	MQ	Not	2.2	Good	N/A	
	SLD	5.2	7	29%	21%	48%	UQ+	Met	1.8	Good	AEP	
	SLD	1a	2b.6	15%	38%	69%	MQ	Not	2.6	Outstanding	N/A	
	SLD	6.2	1a	74%	15%	11%	UQ+++	Exceeded	4.8	Outstanding	N/A	

Maths

- 100% made good or better progress against St. Nicholas criteria, 65% achieved outstanding.

- 100% achieved at least the median quartile / 55% achieved at least UQ.

- 85% of pupils made at least 2 VA levels of progress. 45% made at least 3 VA levels of progress.

- 11 of the 11 students with a CASPA data record, at least reached this expectation. 82% of pupils achieved above the CASPA expectation – when their performance was compared to other pupils nationwide.

<u>Resulting action in 2019/20</u>:

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway, through new class structure and learning environments.
- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- SHINE curriculum for high needs learners to be implemented to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- Moderation of Pupil Asset level judgements at Key Stage meetings.

Name	Need Type	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 3)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
	SLD	8.8	2c.6	46%	13%	28%	UQ+	Met	4.6	Outstanding	AEP	
	SLD	1b.4	2c.6	23%	32%	45%	MQ	Not	2.2	Good	-	
	SLD	6.2	8	21%	23%	56%	UQ	Met	1.6	Outstanding	EP	
	PMD	2ii.4	4	63%	24%	13%	UQ+	Exceeded	2.6	Outstanding	AEP	
	SLD	8.4	2c.6	46%	13%	28%	UQ+	Exceeded	4.2	Outstanding	-	
	SLD	1c	2b	23%	32%	45%	MQ	Not	4	Good	-	
	SLD	6	8	21%	23%	56%	UQ	Met	2	Outstanding	AEP	
	SLD	8.6	1b.6	7%	19%	74%	MQ	Not	2	Outstanding	AEP	
	CLD	8.6	2c.6	46%	13%	28%	UQ+	Met	4	Outstanding	-	
	SLD	8.2	2c.4	46%	13%	28%	UQ+	Met	4.2	Outstanding	AEP	
	SLD	6.4	8	21%	23%	56%	UQ	Met	1.6	Outstanding	AEP	
	SLD	1b.6	2b.4	23%	32%	45%	MQ	Not	4.8	Outstanding	-	
	SLD	8.8	2b	46%	13%	28%	UQ+	Met	4.2	Outstanding	AEP	
	CLD	1b.2	2c.6	23%	32%	45%	MQ	Not	2.4	Good	-	
	CLD	1b.4	2b.4	23%	32%	45%	MQ	Not	3	Good	-	
	SLD	6.4	1c	44%	18%	38%	UQ+	Exceeded	2.6	Outstanding	AEP	
	CLD	1b.4	2c.4	23%	32%	45%	MQ	Not	2	Good	-	
	SLD	6	7	9%	12	79%	MQ	Not	1	Good	EP	
	SLD	1b.6	2b.4	23%	32%	45%	MQ	Not	2.8	Good	-	
	SLD	6	1c.6	44%	18%	38%	UQ+	Exceeded	3.6	Outstanding	AEP	

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Science

Headlines:

- 100% made good and 60% made outstanding progress against the St Nicholas School criteria.

- 100% of pupils achieved at least MQ progress and 55% made at least Upper Quartile progress.

- 70% of pupils at least met national expectation (2 levels). 25% of pupils exceeded the national expectation.

- 85% of pupils made at least 2 VA levels. 75% of pupils made 3+ levels of VA progress.

- 4 pupils met and 6 pupils achieved above the CASPA expectation

    (10 students in data set)

Resulting Actions in 2019/20

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway, through new class structure and learning environments.

- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool

- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

- SHINE curriculum for high needs learners to be implemented to further develop opportunities for knowledge, skills and understanding of themselves and the world around them.

- Review science planning and implement the EQUALS schemes of work to ensure breadth of coverage of the whole science curriculum.

- Continue Pupil Asset moderation meetings to ensure teachers are making consistent and accurate assessment of student attainment.

Name	Need Type	Level at start of Yr.7	Level at end of Yr.9	Progress made as "Quartiles"	"National expectations" (i.e. 2 levels met or exceeded 3)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
	SLD	8	1a.4	MQ	Not	3.4	Good	AEP	
	SLD	8	1a.4	MQ	Not	3.4	Good	-	
	SLD	6	7.2	MQ	Not	1.2	Good	EP	
	PMD	2ii.4	4	MQ	Exceeded	2.6	Outstanding	EP	
	SLD	7	2c.4	UQ+	Exceeded	5.4	Outstanding	-	
	SLD	7	1A.4	MQ	Met	4.4	Good	-	
	SLD	5.6	7.2	UQ	Met	1.6	Outstanding	AEP	
	SLD	6.4	1B.4	UQ	Exceeded	4	Outstanding	EP	
	CLD	7	1A.4	UQ	Met	4.4	Good	-	
	SLD	7.2	1B.4	UQ	Met	3.2	Outstanding	AEP	
	SLD	6	7	MQ	Not	1	Good	EP	
	SLD	8	1A.4	MQ	Not	3.4	Good	-	
	SLD	7	1A.4	MQ	Met	4.4	Outstanding	AEP	
	CLD	8	1A.4	MQ	Not	3.4	Good	-	
	CLD	7	1A.4	UQ	Met	4.4	Outstanding	-	
	SLD	6	1C	UQ	Exceeded	3	Outstanding	-	
	CLD	8.8	2C	UQ	Met	3.8	Outstanding	AEP	
	SLD	5	7	UQ	Met	2	Outstanding	AEP	
	SLD	8.8	2C	UQ	Met	3.8	Outstanding	-	
	SLD	5	1C.6	UQ++	Exceeded	4.6	Outstanding	-	

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P.E.

- 60% made outstanding progress against St. Nicholas criteria.

- 78% of pupils met the nationally expected 2 levels of progress across KS3.

- Only 35% at least exceeded 2 whole levels of progress.

- Only 40% of pupils made at least 2 Value Added (sub) levels of progress.

- 89% of students achieved above expected progress on CASPA.

Resulting Actions in 2019/20

- PE Enrichment groups for KS3 on-site classes.

- Training on use of the PE Pupil Asset assessment criteria.

- Guidance to teacher re. the recording of progress in PE (frequency)

- Teachers of PE enrichment groups to record student progress at least termly using Pupil Asset.

- Extension opportunities and inter-school events provided to challenge higher-attaining students.

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway, through new class structure and learning environments.

- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool

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- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

Name	Need	Level at start of Yr.7	Level at end of Yr.9	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
	SLD	6.4	1b.4	Exceeded	4	Concern	AEP	
	SLD	1	1b.4	Exceeded	1.4	Outstanding	NA	
	SLD	6	6	Not	0	Concern	BEP	Change of assessment tool mid key stage. Student has mobility difficulties that have impacted on progress
	PMD	2ii.4	4	Exceeded	2.6	Outstanding	AEP	
	SLD	1c	1b.4	Not	1.4	Outstanding	NA	
	SLD	1c	1b.6	Not	1.6	Outstanding	NA	
	SLD	6	6.2	Not	0.2	Concern	EP	Change of assessment tool mid key stage with different expectations does not accurately reflect progress made.
	SLD	7	1a	Met	4.2	Outstanding	AEP	
	CLD	1b	1b.4	Not	0.4	Concern	NA	Change of assessment tool mid key stage with different expectations does not accurately reflect progress made.
	SLD	7	1b.4	Met	3.4	Outstanding	AEP	
	SLD	6.2	1b.6	Exceeded	4.4	Outstanding	BEP	
	SLD	1c.6	1b.6	Not	1	Outstanding	NA	
	SLD	8	1b.4	Not	2.4	Outstanding	AEP	-
	CLD	1b.6	1b.6	Not	0	Concern	NA	Change of assessment tool mid key stage with different expectations does not accurately reflect progress made.
	CLD	1c	1b.4	Not	1.4	Outstanding	NA	
	SLD	7.6	1a	Met	3.4	Outstanding	AEP	
	CLD	1b	1b.4	Not	0.4	Concern	NA	Change of assessment tool mid key stage with different expectations does not accurately reflect progress made.
	SLD	5.8	5.6	Not	-0.2	Concern	EP	Change of assessment tool mid key stage with different expectations does not accurately reflect progress made.
	SLD	1b	1b.4	Not	0.4	Concern	NA	Change of assessment tool mid key stage with different expectations does not accurately reflect progress made.
	SLD	6	1a.4	Exceeded	5.4	Outstanding	NA	

Computing

- 100% made good or better progress against St. Nicholas criteria, 40% outstanding.

- 40% at least met the national expectation. 4 exceeded the national expectation.

- 80% made at least 2 VA (sub) levels. 75% of pupils achieved 3+ VA levels.

- 82% pupils achieved at least expected progress on CASPA.

Resulting action in 2019/20:

• To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway, through new class structure and learning environments.

• Monitor the impact of this initiative using the fully implemented pupil asset assessment tool.

• 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.

• Ensure that students have access to a wide range of technologies and computing opportunities.

• Continue Pupil Asset moderation meetings to ensure teachers are making consistent and accurate assessment of student attainment

Name	Need	Level at start of Yr.7	Level at end of Yr.9	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
	SLD	8.4	2b.4	Met	5	Outstanding	AEP	
	SLD	1C	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	6.6	7.4	Not	0.8	Good	BEP	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	PMD	2ii.4	4	Exceeded	3	Outstanding	BEP	
	SLD	1c	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	1c	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	6	7.4	Not	1.4	Good	EP	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	7.2	1A	Met	3.8	Outstanding	AEP	
	CLD	1c	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	8	2c	Met	4	Outstanding	AEP	
	SLD	6	7.2	Not	1.2	Good	EP	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	1b.4	2b.4	Not	3	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	7.2	2b.4	Exceeded	6.2	Outstanding	AEP	-
	CLD	1c	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	CLD	1c	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	6.6	1b.4	Exceeded	3.8	Outstanding	AEP	
	CLD	1c	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	5.6	7	Met	1.4	Outstanding	AEP	
	SLD	1c	2b.4	Not	4	Good	-	Change in assessment tool mid KS and curriculum expectations affected 'P'-Level score.
	SLD	5	1A	Exceeded	5	Outstanding	AEP	

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PSHE:

- 100% of pupils made good or outstanding progress against St. Nicholas criteria. 55% made outstanding progress.

- 40% of pupils at least met and national expectations.

- 80% of pupils made at least 2 VA levels of progress. 70% of pupils made at least 3 VA levels of progress.

- On CASPA 8 of 10 students achieved at least expected progress.

Resulting action in 2019/20:

- 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 3 pupils to accelerate their learning in all areas of the PSHE curriculum throughout the day, including lunch times, social times and daily living activities.
- Ongoing monitoring of student's progress in PSHE using the fully implemented pupil asset assessment tool.

- Review of PSHE curriculum led by AHT (NA).

Name	Need Type	Level at start of Yr.7	Level at end of Yr.9	"National expectations" (i.e. 2 levels met or exceeded 3)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
	SLD	8.4	2b.4	Met	5	Outstanding	AEP	
	SLD	1b	2b.4	Not	3.4	Outstanding	-	
	SLD	6.4	7	Not	0.6	Good	BEP	
	PMD	2ii.4	4	Exceeded	2.6	Outstanding		
	SLD	1c	2b.4	Not	4.4	Outstanding	-	
	SLD	1c	2b.4	Not	4.4	Outstanding	-	
	SLD	7.2	1b.4	Met	3.2	Outstanding	EP	
	SLD	6.6	7.6	Not	1	Good	AEP	
	CLD	1c	2b.4	Not	4.4	Good	-	
	SLD	8	3c	Exceeded	7	Outstanding	AEP	
	SLD	6	7.2	Not	1.2	Good	BEP	
	SLD	1c	2b.4	Not	4.4	Good	-	
	SLD	8.4	2b.4	Met	5.4	Outstanding	AEP	
	CLD	1c	2b.4	Not	4.4	Good	-	
	CLD	8	2b.4	Met	5.4	Outstanding	-	
	SLD	7.2	1c.6	Met	2.4	Outstanding	AEP	
	CLD	1b	2b.4	Not	3.4	Good	-	
	SLD	6	7	Not	1	Good	EP	
	SLD	1b	2b.4	Not	3.4	Good	-	
	SLD	5	1a	Exceeded	6	Outstanding	AEP	