



# **Pupil Progress and Achievement Information - Key Stage 4**

**(2018 / 2019)**

# Headline Results

## English

Analysis of English progress across KS2 - KS4 achieved by St. Nicholas School pupils in 2018-2019  
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 exceeded)	Value Added	"St. Nicholas criteria" (concern, good, or outstanding)	Caspa	Story / context
X1	CLD	1c	2a.6	60%	5%	35%	MQ	Not	5.6	Good	BEP	
X2	PMD	4.2	5.2	-	-	-	MQ+	Not	1	Outstanding	EP	
X3	PMD	2ii.2	3i.6	-	-	-	UQ	Not	1.4	Outstanding	SEP	
X4	CLD	1c	2a.6	60%	5%	35%	UQ+	Not	2.2	Good	AEP	Consider Change of Need-100% at EHC
X5	CLD	8.4	2a	93%	1%	6%	UQ	Not	1.4	Outstanding	EP	
X6	CLD	8.6	3	94%	1%	5%	UQ+	Met	0.2	Outstanding	EP	
X7	SLD	6.6	1c	-	93%	7%	UQ	Met	4.6	Outstanding	AEP	
X8	SLD	8	2b.4	93%	1%	6%	UQ	Not	0.4	Outstanding	EP	
X9	PMD	2i.4	4	-	-	-	UQ+++	Met	3.4	Outstanding	AEP	
X10	SLD	8.2	2c.8	93%	1%	6%	UQ	Not	2	Outstanding	AEP	
X11	CLD	1c	2b.8	60%	5%	35%	MQ	Not	5	Good	AEP	
X12	CLD	1c	2b	60%	5%	35%	MQ	Not	5	Good	EP	
X13	SLD	8.2	2b.2	93%	1%	6%	UQ	Not	5.6	Outstanding	AEP	
X14	CLD	8.6	2a	93%	1%	6%	UQ	Not	5.6	Outstanding	AEP	

"Headlines": 100% of pupils made good or better progress against St. Nicholas criteria, 71% made outstanding progress. 100% made at least median progress (PG), 79% achieved above the median - 71% were at least UQ, with 21% above UQ. 1 pupil achieved the equivalent of UQ+++, 6 pupils achieved the top 6%, 21% met national expectation (3 levels) 5 pupils made 5 or above VA levels of progress (Caspa); 50% were above the expected level when compared to others.

Resulting action in 2018/19:

- 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.
- Continue to extend the application and functionality of skills learnt into students daily routines.

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- Review the St Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- Continue to extend the application and functionality of skills learnt into students daily routines.

# Maths

Analysis of Maths progress across KS4 achieved by St Nicholas School pupils in 2018-2019 using data from Progression Guidance and National Transition Matrix.

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

## "Headlines":

- 100% made good or better progress against St Nicholas criteria , 86% achieved outstanding.
- 100% achieved the median quartile. 86% made UQ progress 21% made UQ+ & 1 pupil achieved UQ+++ 36% met national expectation (3 level!t},1 student exceeded national expectations.
- 64% achieved equivalent to the top 3% of the National Transition matrix 2015. These 9 pupils were only bettered by 1% of pupils.
- 79% of pupils made at least 3 VA levels, 64% made at least 5 VA levels, 2 pupils made 6 levels of progress.

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)	Grade	Story / context
X1	CLO	8.2	2b.8	96%	2%	1%	UQ	Not	5.6	Outstanding	-	
X2	PMO	4.8	5.4	-	-	-	MQ+	Not	0.6	Good	EP	
X3	PMD	2ii.2	3i.6	-	-	-	UQ +	Not	1.4	Outstanding	BEP	
X4	CLO	8.8	2a.4	96%	2%	1%	UQ	Not	5.6	Outstanding	-	Good! Ch. of "BET"
X5	CLO	8.4	2b.8	96%	2%	1%	UQ	Not	5.4	Outstanding	EP	
X6	CLO	8.2	3c	98%	1%	9%	UQ+	Met	6.8	Outstanding	-	
X7	SLO	6	7.4	-	-	-	MQ	Not	1.4	Good	AEP	
X8	SLO	7.8	2c.4	96%	2%	1%	UQ	Met	5.4	Outstanding	AEP	
X9i	PMD	2i.4	4	-	-	-	UQ+++	Exceeded	3.6	Outstanding	AEP	
X10	SLD	7.6	2c.6	96%	2%	1%	UQ+	Met	6	Outstanding	-	
X11	CLO	8	2b.4	96%	2%	1%	UQ	Met	5.4	Outstanding	-	
X12	CLO	8	2b	96%	2%	1%	UQ	Not	5	Outstanding	-	
X13	SLO	8	2c.4	96%	2%	1%	UQ	Not	4.4	Outstanding	AEP	
X14	CLO	8	2b	96%	2%	1%	UQ	Not	5	Outstanding	-	

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- 64% achieved equivalent to the top 3% of the National Transition matrix 2015. These 9 pupils were only bettered by 1% of pupils.
- 79% of pupils made at least 3 VA levels, 64% made at least 5 VA levels, 2 pupils made 6 levels of progress.

Resulting action in 2018-19:

- To ensure students are in the most appropriate learning pathway to meet their needs and extend their skills.
- Continue to extend the application and functionality of skills learnt into students daily routines.

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# Science

Analysis of Science progress across KS2 - KS4 achieved by St. Nicholas School pupils in 2018-2019.

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

## "Headlines":

- 100% made good or better progress against St. Nicholas criteria, 95% outstanding.
- 93% achieved median quartile or above. 79% made UQ progress or above. 64% achieved UQ+.
- 79% met national expectations (3 levels), 6 (42%) students exceeded these. 100% made above expected progress (CASPA)
- 79% achieved a score of 3 Value-Added (sub) levels progress. 2 pupils achieved 7 VA levels, and 1 achieved 8.

Name	Need Type	Level at start of Yr.8	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
X1	CLD	6	2a	UQ+	Exceeded	8	Outstanding	AEP	
X2	PMD	3ii.2	5.6	UQ	Not	2.4	Outstanding	AEP	
X3	PMD	2ii.2	3i.6	LQ+	Not	1.4	Outstanding	AEP	
X4	CLD	6	2b.4	UQ+	Exceeded	7.4	Outstanding	AEP	Consider Change of Need-Type at EHC Meeting
X5	CLD	6.4	2b.4	UQ+	Exceeded	7	Outstanding	AEP	
X6	CLD	7	2b.4	MQ+	Met	6.4	Outstanding	AEP	
X7	SLD	5.4	7.2	MQ	Not	1.8	Outstanding	AEP	
X8	SLD	6.4	1c.6	UQ	Met	3.2	Outstanding	AEP	
X9	PMD	7	2b.4	UQ+	Met	6.4	Outstanding	AEP	
X10	SLD	6	2c.4	UQ+	Exceeded	6.4	Outstanding	AEP	
X11	CLD	7	2c.6	UQ+	Met	5.6	Outstanding	AEP	
X12	CLD	6	2c.6	UQ+	Exceeded	6.6	Outstanding	AEP	
X13	SLD	6.2	1c.6	UQ+	Met	3.2	Outstanding	AEP	
X14	CLD	6	2c.4	UQ+	Exceeded	6.4	Outstanding	AEP	
<p>"Headlines":</p> <ul style="list-style-type: none"> <li>• 100% made good or better progress against St. Nicholas criteria, 95% outstanding.</li> <li>• 93% achieved median quartile or above. 79% made UQ progress or above. 64% achieved UQ+.</li> <li>• 79% met national expectations (3 levels), 6 (42%) students exceeded these.</li> <li>• 100% made above expected progress (CASPA)</li> <li>• 79% achieved a score of 3 Value-Added (sub) levels progress. 2 pupils achieved 7 VA levels, and 1 achieved 8.</li> </ul>									<p>Resulting action in 2017/18:</p> <ul style="list-style-type: none"> <li>• Consider re-introducing accreditation for this subject area.</li> </ul>

## Resulting action in 2018/19:

- To consider re-introducing an accreditation programme for this subject area.

# PSHE

## "Headlines":

- 100% of pupils made good or better progress. 79% made outstanding progress.

- 86% of pupils made a minimum of 3 (sub) levels of Value Added Progress. 36% made 5+ VA levels. 2 students made more than 6 levels of progress.
- 100% made expected or better progress (CASPA), with 93% achieving above expected progress!

## Resulting action in 2018/19:

- To consider how accreditation progress will be recorded and the impact this could have on data sets.
- To embed the Life and Living skills accreditation programme across KS4 department.

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
X1	CLD	8.2	2a	Not	5.8	Outstanding	AEP	
X2	PMD	4.8	5.4	Not	0.6	Good	EP	
X3	PMD	2ii.2	3i.6	Not	1.4	Outstanding	BEP	
X4	CLD	8.8	2a.4	Not	5.6	Outstanding	AEP	Consider Change of Need-Type at EHC Meeting
X5	CLD	8.4	2A	Not	5.6	Outstanding	AEP	
X6	CLD	1c.6	2b	Not	3.4	Good	AEP	
X7	SLD	7.4	1a.4	Not	4	Outstanding	AEP	
X8	SLD	8.2	1a.4	Not	3.2	Outstanding	AEP	
X9	PMD	2i.4	4	Not	3.6	Outstanding	AEP	
X10	SLD	7.4	2a	Met	6.6	Outstanding	AEP	
X11	CLD	8.4	2b	Not	4.6	Outstanding	AEP	
X12	CLD	1c.2	2b	Not	3.8	Good	AEP	
X13	SLD	7.2	1a.4	Not	4.2	Outstanding	AEP	
X14	CLD	8	2A	Not	6	Outstanding	AEP	
<b>"Headlines":</b> <ul style="list-style-type: none"> <li>• 100% of pupils made good or better progress. 78% made outstanding progress.</li> <li>• 98% of pupils made a minimum of 3 (sub) levels of Value Added Progress. 36% made 5+ VA levels. 2 students made more than 6 levels of progress.</li> <li>• 100% made expected or better progress (CASPA), with 93% achieving above expected progress!</li> </ul>								<b>Resulting action in 2017/18:</b> <ul style="list-style-type: none"> <li>• To consider how accreditation progress will be recorded and the impact this could have on data sets.</li> <li>• To embed the Life and Living skills accreditation programme across KS4 department.</li> </ul>

## Computing Headlines":

Analysis of Computing progress across KS3 and KS4 achieved by St. Nicholas School pupils in 2018-2019

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
X1	CLD	8.4	3	Met	6.6	Outstanding	AEP	
X2	PMD	4.4	6.6	Not	2.2	Outstanding	AEP	
X3	PMD	2ii.2	3i.6	Not	1.4	Outstanding	BEP	
X4	CLD	8.4	3	Met	6.6	Outstanding	AEP	Consider Change of Need-Type at EHC Meeting
X5	CLD	8	2a	Not	6	Outstanding	AEP	
X6	CLD	8.4	2c	Not	3.6	Outstanding	AEP	
X7	SLD	5.6	1A	Exceeded	6.4	Outstanding	AEP	
X8	SLD	7.6	2c.6	Met	5	Outstanding	AEP	
X9	PMD	2i.4	4	Exceeded	3.6	Outstanding	AEP	
X10	SLD	7.4	2c.6	Met	5.2	Outstanding	AEP	
X11	CLD	8.4	2a	Not	5.6	Outstanding	AEP	
X12	CLD	8.4	2b.4	Met	5	Outstanding	AEP	
X13	SLD	7.2	2c.6	Met	5.4	Outstanding	AEP	
X14	CLD	7.2	2b.4	Met	6.2	Outstanding	AEP	
<b>"Headlines":</b> <ul style="list-style-type: none"> <li>• 100% made good or better progress against St. Nicholas criteria, 100% outstanding.</li> <li>• 64% met national expectations (3 levels), with 2 students exceeding these expectations.</li> <li>• 93% made above expected progress (CASPA).</li> <li>• 86% achieved a score of 3 Value-Added (sub) levels progress. 71% achieved above 5 levels and 4 pupils achieved more than 6.</li> </ul>								<b>Resulting action in 2015/16:</b> <ul style="list-style-type: none"> <li>• To maximise the learning experiences within need type learning groups through KS2-KS4</li> <li>• To finalise the accredited pathways for students, to incorporate ICT opportunities both within the OCR Life and Living skills programme, and in addition the Functional skills appropriate to individual capability.</li> </ul>

## Resulting action in 2018/19:

- To maximise the learning experiences within need type learning groups through KS2-KS4
- To finalise the accredited pathways for students, to incorporate ICT opportunities both within the OCR Life and Living skills programme, and in addition the Functional skills appropriate to individual capability.

## PE

### "Headlines":

- 100% made good or better progress against St. Nicholas criteria / 79% made outstanding progress in PE.
- 57% achieved expected progress 3 whole levels, 43% exceeded (4).
- 93% made 3 VA (sub) levels progress, 50% pupils made over 7 VA levels and 2 students made over 7.
- 100% achieved above the CASPA expectation.

## Resulting action in 2017/18:

- To ensure progress from bespoke programmes is considered within assessment and progress recording (e.g. DofE / SfWL etc)
- To engage young people in community activities in their leisure time and increase communications about these with families.

Analysis of PE progress across KS2 - KS4 achieved by St. Nicholas School pupils in 2018-2019.

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

Name	Need Type	Level at start of Yr.8	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
X1	CLD	8.4	2b	Not	4.6	Good	AEP	
X2	FMD	2ii.2	5.6	Exceeded	4.4	Outstanding	AEP	
X3	FMD	6	2b.4	Exceeded	7.4	Outstanding	AEP	
X4	CLD	6.4	2b.4	Exceeded	7	Outstanding	AEP	Consider Change of Need-Type at EHC Meeting
X5	CLD	7	2b.4	Met	6.4	Outstanding	AEP	
X6	CLD	5.4	7.2	Not	1.8	Outstanding	AEP	
X7	SLD	6.4	1c.6	Exceeded	3.2	Outstanding	AEP	
X8	SLD	2i.4	4	Exceeded	3.6	Outstanding	AEP	
X9	FMD	8.2	2b.4	Not	5.4	Outstanding	AEP	
X10	SLD	7.4	2b	Met	5.6	Outstanding	AEP	
X11	CLD	1c	2b.4	Not	4.4	Good	AEP	
X12	CLD	1c	2b.4	Not	4.4	Good	AEP	
X13	SLD	6.4	2c	Exceeded	5.6	Outstanding	AEP	
X14	CLD	8	2b	Not	5	Outstanding	AEP	

  

<b>*Headlines*:</b> <ul style="list-style-type: none"> <li>• 100% made good or better progress against St. Nicholas criteria / 79% made outstanding progress in PE.</li> <li>• 57% achieved expected progress 3 whole levels, 43% exceeded (4).</li> <li>• 93% made 3 VA (sub) levels progress, 50% pupils made over 7 VA levels and 2 students made over 7.</li> <li>• 100% achieved above the CASPA expectation.</li> </ul>	<b>Resulting action in 2015/16:</b> <ul style="list-style-type: none"> <li>• To ensure progress from bespoke programmes is considered within assessment and progress recording (e.g. DofE / SfWL etc)</li> <li>• To engage young people in community activities in their leisure time and increase communications about these with families.</li> </ul>
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