



**Pupil Progress and Achievement Information -
Key Stage 1**

(2018 / 2019)

Headline Results

Analysis of English progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

English progress from the end of EYFS to the end of KS1:

English

- 88% of pupils made at least good progress against St Nicholas criteria
- 50% made outstanding progress against St. Nicholas criteria.
- 50% met national expectations (2 levels) Value Added

Name	Level at start of Yr.R	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context	
1	S	P3ii	P5.6	Met	2.6	Outstanding	
2	P	P1i	P1ii.2	Not	1.2	Outstanding	
3	S	2ii	3ii	Met	2	Outstanding	
4	S	1ii	2i.6	Not	1.6	Good	
5	S	3i	4	Met	2	Outstanding	
6	S	2i	3i.6	Met	2.6	Outstanding	
7	S	1ii	2i.6	Not	1.6	Good	
8	S	2i	2i.6	Not	0.6	Concern	To look at changing Curriculum pathway

"Headlines":

- 87.5% made at least good progress against St Nicholas criteria
- 50% made outstanding progress against St. Nicholas criteria.
- 50% met national expectations (2 levels) VA

Resulting action in 2019/20:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- 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 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.

Sally Mullervy and Stephen King (September 2019)

Resulting action in 2018 / 19:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- 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 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.

Stephen King and Sally Mullervy
July 2019

Headline Results

Analysis of Maths progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

Maths progress from the end of EYFS to the end of KS1:

Maths

- 88% of pupils made at least good progress against St Nicholas criteria
- 50% made outstanding progress against St. Nicholas criteria.
- 50% met national expectations (2 levels) Value Added

Name		Level at start of Yr.R	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
1	S	P3ii	P5	Met	2	Outstanding	
2	P	P1i	P1ii.2	Not	1.2	Outstanding	
3	S	2ii	3ii	Met	2	Outstanding	
4	S	1ii	2i.6	Not	1.6	Good	
5	S	3i	4	Met	2	Outstanding	
6	S	2i	3i.6	Met	2.6	Outstanding	
7	S	1ii	2i.6	Not	1.6	Good	
8	S	2i	2i.6	Not	0.6	Concern	To look to change Curriculum pathway

"Headlines":

- 87.5% made at least good progress against St. Nicholas criteria.
- 50% made outstanding progress against St Nicholas criteria
- 50% met national expectations (2 levels), VA

Resulting action in 2018/19:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's

Sally Mullervy and Stephen King (September 2019)

Resulting action in 2018 /

19:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.

Stephen King and Sally Mullervy
July 2019

- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's

Headline Results

Analysis of Science progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

Science progress from the end of EYFS to the end of KS1:

Science

- 88% made at least good progress against St. Nicholas criteria.
- 50% made outstanding progress against St Nicholas criteria
- 38% met national expectations (2 levels), VA

Name		Level at start of Yr.1	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
1	S	P3ii	P4	Not	1	Good	
2	P	P1i	P1ii.2	Not	1.2	Outstanding	
3	S	2ii	3ii	Met	2	Outstanding	
4	S	1ii	2i.6	Not	1.6	Good	
5	S	3i	4	Met	2	Outstanding	
6	S	2i	3i.6	Met	2.6	Outstanding	
7	S	1ii	2i.6	Not	1.6	Good	
8	S	2i	2i.6	Not	0.6	Concern	To look to change pupils curriculum pathway

"Headlines":

- 87.5% made at least good progress against St. Nicholas criteria.
- 50% made outstanding progress against St Nicholas criteria
- 37.5% met national expectations (2 levels), VA

Resulting action in 2018/19

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To regularly monitor (Key Stage manager) the science progress of pupils with SLD and PMLD.

Sally Mullervy and Stephen King (September 2019)

Resulting action in 2017/18:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.

Stephen King and Sally Mullervy
July 2019

- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To regularly monitor (Key Stage manager) the science progress of pupils with SLD and PMLD.

Headline Results

Analysis of PSHE progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

PSHE progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.1	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	3i	5	Exceeded	3	Outstanding	
H	SLD	2i	2ii	Not	1	Good	
R	SLD	2i	2i	Not	0	Concern	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	3i	3ii	Not	1	Good	
Ti	SLD	3ii	5	Met	2	Outstanding	
Tu	SLD	2ii	3ii	Met	2	Outstanding	
D	SLD	3i	4	Met	2	Outstanding	
W	SLD	2i	2ii	Not	1	Good	
H	PMD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3ii	4	Not	1	Concern	

"Headlines":

- 80% made at least good progress against St. Nicholas criteria.
- 40% made outstanding progress against St Nicholas criteria
- 40% met national expectations (2 levels), 10% exceeded expectations (3 levels)
- 40% of pupils made at least 2 levels of progress (VA), 10% of pupils made at least 3 levels of progress (VA).

Resulting action in 2017/18:

- To target the higher attaining students in Yr.2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- For Key stage manager to monitor the PHSE progress of pupils with ASD

PHSE

- 80% made at least good progress against St. Nicholas criteria.
- 40% made outstanding progress against St Nicholas criteria
- 40% met national expectations (2 levels), 10% exceeded expectations (3 levels)
- 40% of pupils made at least 2 levels of progress (VA), 10% of pupils made at least 3 levels of progress (VA).

Resulting action in 2017/18:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.

- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- For Key stage manager to monitor the PHSE progress of pupils with ASD

Headline Results

PE

- 90% made at least good progress against St. Nicholas criteria.
- 60% made outstanding progress against St Nicholas criteria
- 60% met national expectations (2 levels), 40% exceeded expectations (3 levels)
- 60% of pupils made at least 2 levels of progress (VA), 40% of pupils made at least 3 levels of progress (VA).10% of pupils made 4 levels of progress (VA)

Resulting action in 2017/18:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

Analysis of PE progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

PE progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.1	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	3i	6	Exceeded	4	Outstanding	
H	SLD	2i	2ii	Not	1	Good	
R	SLD	2i	2i	Not	0	Concern	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	3i	4	Met	2	Outstanding	
Ji	SLD	3ii	6	Exceeded	3	Outstanding	
Jii	SLD	2i	3ii	Exceeded	3	Outstanding	
D	SLD	3i	5	Exceeded	3	Outstanding	
W	SLD	2i	2ii	Not	1	Good	
H	PMLD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3ii	5	Met	2	Outstanding	

Headlines:

- 90% made at least good progress against St. Nicholas criteria.
- 60% made outstanding progress against St Nicholas criteria
- 60% met national expectations (2 levels), 40% exceeded expectations (3 levels)
- 60% of pupils made at least 2 levels of progress (VA), 40% of pupils made at least 3 levels of progress (VA).10% of pupils made 4 levels of progress (VA)

Resulting action in 2017/18:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To create a primary PE enrichment programme to extend the physical movement opportunities and progress in PE of pupils with ASD and physical disabilities using the primary sports grant funding.

- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- To create a primary PE enrichment programme to extend the physical movement opportunities and progress in PE of pupils with ASD and physical disabilities using the primary sports grant funding.

Analysis of Computing progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

Computing progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.1	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	3i	5	Exceeded	3	Outstanding	
H	SLD	2i	2ii	Not	1	Good	
R	SLD	2i	2ii	Not	1	Good	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	3i	3ii	Not	1	Good	
Ti	SLD	3i	5	Exceeded	3	Outstanding	
Ji	SLD	2ii	3ii	Met	2	Outstanding	
D	SLD	3i	3ii	Not	1	Good	
W	SLD	2i	2ii	Not	1	Good	
H	FMD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3i	3ii.4	Not	1.4	Concern	

"Headlines":

- 90% made at least good progress against St. Nicholas criteria.
- 30% made outstanding progress against St Nicholas criteria
- 30% met national expectations (2 levels), 20% exceeded expectations (3 levels)
- 30% of pupils made at least 2 levels of progress (VA), 20% of pupils made at least 3 levels of progress (VA).

Resulting action in 2017/18:

- To target the higher attaining students in Yr.2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- Key stage 1 Manager to monitor the motivation of pupils with ASD and PMLD in the area of computing.

Headline Results

Analysis of **Computing** progress across KS1 achieved by St. Nicholas School pupils using St. Nicholas School and National Expectation.

Computing progress from the end of EYFS to the end of KS1:

Name		Level at start of Yr.1	Level at end of Yr.2	"National expectations" (i.e. 2 levels met or 3 exceeded)	Value Added Number of benchmarks achieved	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
A	SLD	3i	5	Exceeded	3	Outstanding	
H	SLD	2i	2ii	Not	1	Good	
R	SLD	2i	2ii	Not	1	Good	This pupil entered school late and within KS1, he had not completed his EYFS grounding in key learning areas. A potential change in need type will be explored at the EHCP
F	SLD	3i	3iii	Not	1	Good	
Ti	SLD	3i	5	Exceeded	3	Outstanding	
Tii	SLD	2ii	3iii	Met	2	Outstanding	
D	SLD	3i	3iii	Not	1	Good	
W	SLD	2i	2ii	Not	1	Good	
H	PMD	1ii	1ii.4	Not	0.4	Good	
C	CLD	3i	3ii.4	Not	1.4	Concern	

"Headlines":	Resulting action in 2017/18:
<ul style="list-style-type: none"> 80% made at least good progress against St. Nicholas criteria. 30% made outstanding progress against St Nicholas criteria 30% met national expectations (2 levels), 20% exceeded expectations (3 levels) 30% of pupils made at least 2 levels of progress (VA), 20% of pupils made at least 3 levels of progress (VA). 	<ul style="list-style-type: none"> To target the higher attaining students in Yr.2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class. Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress. To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group. Review the criteria for good and outstanding progress for pupils with PMLD. To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills. Monitor the impact of this initiative using the pupil asset and SDQ's Key stage 1 Manager to monitor the motivation of pupils with ASD and PMLD in the area of computing.

Computing

- 90% made at least good progress against St. Nicholas criteria.
- 30% made outstanding progress against St Nicholas criteria
- 30% met national expectations (2 levels), 20% exceeded expectations (3 levels)
- 30% of pupils made at least 2 levels of progress (VA), 20% of pupils made at least 3 levels of progress (VA).

Resulting action in 2017/18:

- To target the higher attaining students in Yr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream satellite class.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.

- To identify pupils who may either fall behind their expected progress or may have an incorrectly assigned need group.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 1 pupils to develop greater resilience in their social, emotional and learning skills.
- Monitor the impact of this initiative using the pupil asset and SDQ's
- Key stage 1 Manager to monitor the motivation of pupils with ASD and PMLD in the area of computing.