

(2018 / 2019)

Stephen King and Sally Mullervy July 2019

Headline Results

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

start end (i.e. 2 levels Number of Story / context (concern, of met or 3 benchmarks good, or Yr.R Yr.2 exceeded achieve outstanding S P3ii P5.6 Met Outstanding 2.6 Ρ P1i P1ii.2 Not 1.2 Outstanding S 2ii Met 3ii Outstanding 4 S 1ii 2i.6 Not Good 5 S 3i Me 4 Outstanding 6 7 8 "Headli • 87.5 50% 50%

⁴National

expectations'

Value Added

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:

St. Nicholas

criteria'

		0.		mot	<u> </u>	outotarran	·9							
5	S	2i	3i.6	Met	2.6	Outstandin	ıg							
,	S	1ii	2i.6	Not	1.6	Good								
3	S	2i	2i.6	Not	0.6	Concern		To look at changing Curriculum pathway						
)% m	nade ade (outstand	ding pro		St Nicholas criter St. Nicholas cri VA	ia	Re • •	To target the higher attaining students in <u>Yr</u> 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.

Name

Leve

at

Leve

at

- 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.

Headline Results

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

Resulting action in 2018 /

at at expectations criteria" start end (i.e. 2 levels Story / context Number of (concern, of of benchmarks met or 3 good, or Yr.R Yr.2 exceeded) achieved outstanding 1 S P3ii P5 Met 2 Outstanding 2 Р Not P1i P1ii.2 12 Outstanding S 3 2ii 3ii Met 2 Outstanding 4 S 1ii 2i.6 Not 1.6 Good 5 S 3i Met 2 Outstanding 4 Met 6 S 2i 3i.6 2.6 Outstanding 7 S Not 1.6 Good 1ii 2i.6 8 S 2i 2i.6 Not Concern To look to change Curriculum pathway "Headlines": Resulting action in 2018/19: 87.5% made at least good progress against St. Nicholas criteria. 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 50% made outstanding progress against St Nicholas criteria class. 50% met national expectations (2 levels), VA 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)

<u> 19:</u>

- 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.

Name

Level

Level

"National

Value Added

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:

St. Nicholas

- 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

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

Resulting action in 2017/18:

Name Level Leve Value Added "St. Nicholas 'Nationa at at criteria" expectations start end (i.e. 2 levels (concern Story / context Number of of of met or 3 benchmarks good, or Yr.R. Yr.2 exceeded utstandir P3ii P4 S Good P1ii.2 2 Р P1i Not Outstandir 1.2 3 s 2ii 3ii Met Outstandin 1ii 2i.6 4 S Not 1.6 Good 5 3i 4 Outstandir Met 6 zi 3i.6 2.6 Outstandin 1ii 2i.6 Not 7 S 1.6 Good 2i.6 8 S Zİ Not Concern To look to change pupils curriculum pathway 0.6 "Headlines": Resulting action in 2018/19 To target the higher attaining students in Xr 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a 87.5% made at least good progress against St. Nicholas criteria. mainstream satellite class. 50% made outstanding progress against St Nicholas criteria Review the St. Nicholas School progress definitions to reflect extended 37.5% met national expectations (2 levels), VA 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.



- 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.

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:

- 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.

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

Headline Results

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

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)

			start	end	(i.e. 2 levels	Number of	(concern,	Story / context
			af Yr R	af Yr.2	met or 3	benchmarks	good, or	
			00001		exceeded)	achieved	outstanding)	
	A	SLD	3i	5	Exceeded	3	Outstanding	
	Н	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	311	Not	1	Good	
	Τi	SLD	311	5	Met	2	Outstanding	
	Tü	SLD	2ii	311	Met	2	Outstanding	
	D	SLD	3i	4	Met	2	Outstanding	
	W	SLD	2i	2ii	Not	1	Good	
	Н	PMD	1ii	1ii.4	Not	0.4	Good	
	С	CLD	311	4	Not	1	Concern	
• 8 • 4 • 4 • 4	40% ma 40% me expectat 40% of p	ide at l ide out it natio tions (i pupils	tstandi mal exp 3 level: made :	ng prog pectatio s) at least	ogress against gress against S ons (2 levels), ' 2 levels of pro s of progress (\	t Nicholas crite 10% exceeded gress (VA), 10	iteria. eria % of •	Esulting action in 2017/18: To target the higher attaining students in ½ 2 to ensure that they continue to accelerate their progression pathway and have an opportunity to access a mainstream statellite 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

• 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.

at at

- 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

nalysis 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

<u>Headline Results</u>

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)

	Name		Level	Level	"National	Value Added	"St. Nicho	las		1
			at	at	expectations"		criteria'	t - 1		
			start	end	(i.e. 2 levels	Number of	(concerr		Story / context	
			of Yr.R.	of Yr.2	met or 3	benchmarks	good, o		-	
			0000		exceeded)	achieved	outstandi			
	A	SLD	3i	6	Exceeded	4	Outstand	ng		
	н	SLD	2i	2ii	Not	1	Good			
	R	SLD	2i	2i	Not	0	Concer	n	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	Outstand	ng		
	1î	SLD	311	6	Exceeded	3	Outstand	ng		
	Jü	SLD	2i	311	Exceeded	3	Outstand	ng		
	D	SLD	- 3i	5	Exceeded	3	Outstand	ng		
	w	SLD	2i	2ii	Not	1	Good			
	н	PMD	1ii	1ii.4	Not	0.4	Good			
	С	CLD	3ii	5	Met	2	Outstand	ng		
	"Headlines							Re	esulting action in 2017/18:	1
	 90% m 	ade at	least o	na boo	ogress against	St. Nicholas cr	iteria.	•	To target the higher attaining students in Xr 2 to ensure that they continue to accelerate	
					gress against S				their progression pathway and have an opportunity to access a mainstream satellite	
					ons (2 levels),				class.	
	expects				ons (z ieveis),	TO 70 EXCEEDED		•	Review the St. Nicholas School progress definitions to reflect extended challenges	
							0/ -4		required by our pupils showing outstanding progress. To identify pupils who may either fall behind their expected progress or may have an	
	 60% of 	pupiis	made	at leas	t 2 levels of pro	gress (VA), 40	70 00		incorrectly assigned need group.	
					s of progress (VA).10% of put	piis made			
	4 levels	or pro	gress	(VA)				•		
									emotional and learning skills.	
2								•	Monitor the impact of this initiative using the pupil asset and SDQ's	
.5										
0								•	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.	

 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.

Name		Level	Level	"National	Value Added	"St. Nichol	as	
	1	at	at	expectations"		criteria"		
	1	start	end	(i.e. 2 levels	Number of	(concern		Story / context
	1	af	af	met or 3	benchmarks	good, or		·
		Xt.B.	Yr.2	exceeded)	achieved	outstandin	g)	
A	SLD	3i	5	Exceeded	3	Outstandi	ng	
Н	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	311	Not	1	Good		
Ţį	SLD	3i	5	Exceeded	3	Outstandi	ng	
Τü	SLD	2ii	311	Met	2	Outstandi	ng	
D	SLD	3i	3ii	Not	1	Good		
W	SLD	2i	2ii	Not	1	Good		
Н	PMD	1ii	1ii.4	Not	0.4	Good		
С	CLD	3i	3ii.4	Not	1.4	Concerr	1	
30% m 30% m expects 30% of	ade at l ade ou et natio ations (tstandii inal exp 3 level: made s	ng prog bectations) at least	ogress against gress against S ons (2 levels), 2 t 2 levels of pro s of progress (\	t Nicholas crite 20% exceeded gress (VA), 20	ria	•	suffing action in 2017/18: To target the higher attaining students in 36.2 to ensure that they continue to accelerat 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 fail 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

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 EYF8 to the end of KS1:

<u>Headline Results</u>

omputing progress from the end of EYFS to the end of KS1

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)

Name		Level	Level	"National	Value Added	"St. Nichol	
		start	end	expectations" (i.e. 2 levels	Number of	criteria" (concern	
		af	af	met or 3	benchmarks	good, or	
		Xt.B.	Yr.2	exceeded)	achieved	outstandin	
A	SLD	3i	5	Exceeded	3	Outstandin	
н	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	311	Not	1	Good	
Ţį	SLD	3i	5	Exceeded	3	Outstandir	ing
Ţij	SLD	2ii	311	Met	2	Outstandir	ing
D	SLD	3i	3ii	Not	1	Good	
w	SLD	2i	2ii	Not	1	Good	
н	PMD	1ii	1ii.4	Not	0.4	Good	
С	CLD	3i	3ii.4	Not	1.4	Concern	n
 30% ma 30% me expectal 30% of (de at l de out t natio tions (i	tstandii nal exp 3 level: made s	ng prog bectatio s) at least	ogress against press against S ons (2 levels), ; 2 levels of pro s of progress ()	t Nicholas crite 20% exceeded gress (VA), 20	ria	Resulting action in 2017/18: • To target the higher attaining students in \$2,2 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.

• 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.