**Pupil Progress and Achievement Information -**

**Foundation Key Stage**



(2017/2018)

**Analysis of Communication and Language progress across Foundation Key Stage achieved by St. Nicholas School pupils in 2017 using data from Progression Guidance.**

**Communication and Language progress from the R-1 Year to end of Reception Year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | Level at start of R-1 | Level at end of Reception | “National expectations” (i.e. 2 levels) met or exceeded | “St. Nicholas criteria”  (concern, good, or outstanding) | | Story / context |
| A | 8-20 | 30-50 | Exceeded | outstanding | |  |
| B | 8-.20 | 22-36 | Met | good | |  |
| C | 0-11 | 16-26 | Met | Good | |  |
| D | 8-20 | 30-50 | Exceeded | Outstanding | |  |
| E | 8-20 | 22-36 | Met | Good | |  |
| F | 8-20 | 22-36 | Met | Good | |  |
| G | 0-11 | 16-26 | Met | Good | |  |
| H | 8-20 | 30-50 | Exceeded | Outstanding | |  |
| I | 0-11 | 16-26 | Met | Good | |  |
| J | 8-20 | 22-36 | Exceeded | Outstanding | |  |
| **Headline Results - Communcation & Language**  **60% made at least good progress against St. Nicholas criteria.**  **40% made outstanding progress against St Nicholas criteria**  **100% met national expectations (2 levels)** | | | | | **Resulting action in 2017/2018:**   * To consider appropriate challenge for children whose starting baseline is higher than 8-20 months in R-1 * Review the curriculum pathway to enable outstanding progress for pupils with PMLD. * To maximise opportunities for EYFS children to develop self-help and independence skills focusing on Health & Self-care | |

**Sally Mullervy 2018**

**Analysis of Personal Social & Emotional Development progress across Foundation Key Stage achieved by St. Nicholas School pupils in 2017 using data from Progression Guidance.**

Personal Social & Emotional Development progress from the R-1 Year to end of Reception Year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Level at start of R-1 | Level at end of Reception | “National expectations” (i.e. 2 levels) met or exceeded | “St. Nicholas criteria”  (concern, good, or outstanding) | Story / context |
| A | 8-20 | 30-50 | Exceeded | Outstanding |  |
| B | 8-20 | 16-26 | Not met | Met | Working with Psychotherapist in school |
| C | 0-11 | 16-26 | met | Good |  |
| D | 8-20 | 22-36 | Exceeded | Outstanding |  |
| E | 8-20 | 22-36 | Met | Good |  |
| F | 8-20 | 22-36 | Met | Good |  |
| G | 0-11 | `16-26 | Exceeded | Good |  |
| H | 8-20 | 22-36 | Exceeded | Good |  |
| I | 0-11 | 16-26 | Met | Good |  |
| J | 8-20 | 22-36 | Exceeded | Good |  |

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|  |  |
| --- | --- |
| **Headline results personal Social and Emotional development**  90% made at least good progress against St. Nicholas criteria.  20% made outstanding progress against St Nicholas criteria  90% met national expectations (2 levels) | **Resulting action in 2017/18**   * Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress. * To consider the impact transition into Reception class has on progress * Review the curriculum pathway criteria for PMLD & Complex pupils. * To maximise opportunities for EYFS pupils to develop greater independence and self-help skills by focusing on Heath & Self Care. |