

2015 Achievement Information

We are delighted to celebrate this year's SATs results with parents. The key milestones for assessing children and reporting these results publically are the end of Reception, Year 1 for phonics screening, the end of Year 2 (Key Stage 1 SATs) and the end of Year 6 (Key Stage 2 SATs).

End of Foundation Stage

Children were assessed to be either emerging, expected or exceeding the milestones for the end of Reception.

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2015. *We are delighted that St Nicholas children have achieved well above national statistics for a Good Level of Development.*

**Percentage of all pupils at each level for each Early Learning Goal
SCHOOL 2015**

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	7	69	24	93
Understanding	10	52	38	90
Speaking	12	55	33	88
Physical development				
Moving and handling	12	62	26	88
Health and self-care	2	52	45	98
Personal, social and emotional development				
Self-confidence and self-awareness	2	71	26	98
Managing feelings and behaviour	10	71	19	90
Making relationships	7	74	19	93
Literacy				
Reading	12	57	31	88
Writing	24	62	14	76
Mathematics				
Numbers	14	50	36	86
Shape, space and measures	5	62	33	95
Understanding the World				
People and communities	5	55	40	95
The World	5	52	43	95
Technology	2	67	31	98
Expressive arts, designing and making				
Exploring using media and materials	2	57	40	98
Being imaginative	5	50	45	95

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	16	62	21	84
Understanding	16	62	22	84
Speaking	18	64	18	82
Physical development				
Moving and handling	11	71	18	89
Health and self-care	10	71	19	90
Personal, social and emotional development				
Self-confidence and self-awareness	13	70	18	87
Managing feelings and behaviour	14	70	16	86
Making relationships	13	72	15	87
Literacy				
Reading	26	54	20	74
Writing	33	55	12	67
Mathematics				
Numbers	26	60	14	74
Shape, space and measures	21	66	13	79
Understanding the World				
People and communities	16	72	12	84
The World	17	70	13	83
Technology	10	79	11	90
Expressive arts, designing and making				
Exploring using media and materials	14	72	14	86
Being imaginative	15	72	13	85

Year 1 Phonics screening test

	2012 School Data	2013 School Data	2014 School Data	2015 School Data
Pass rate	40%	78%	84%	67%

Whilst there are less children who achieved the pass rate for the phonics screening this year, these outcomes do reflect the high percentage of children with additional needs in the cohort, 1/3 of whom left Reception working at an emerging level for reading and writing.

Year 2 (KS1) Sats (Table below)

Reading attainment is above national figures at every level and well above with national for Level 3.

Writing attainment is above national figures at every level and well above with national for Level 3.

Maths is significantly above national figures, particularly at level 2A and 3

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 45 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
Speaking & Listening	Boys	School	0	10	-	65	-	25	0	0	0
		National	2	11	-	67	-	20	0	0	0
	Girls	School	0	0	-	48	-	52	0	0	0
		National	1	6	-	64	-	28	0	0	0
	All	School	0	4	-	56	-	40	0	0	0
		National	2	9	-	66	-	24	0	0	0
Reading	Boys	School	0	10	10	25	30	25	0	0	0
		National	3	10	10	25	26	26	0	0	0
	Girls	School	0	4	0	12	24	60	0	0	0
		National	1	6	8	21	28	35	0	0	0
	All	School	0	7	4	18	27	44	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	Boys	School	5	15	25	25	10	20	0	0	0
		National	3	15	20	31	20	11	0	0	0
	Girls	School	0	4	0	40	12	44	0	0	0
		National	2	8	13	29	27	21	0	0	0
	All	School	2	9	11	33	11	33	0	0	0
		National	2	11	16	30	23	16	0	0	0
Mathematics	Boys	School	0	10	15	20	25	30	0	0	0
		National	2	7	12	25	27	26	0	0	0
	Girls	School	0	0	4	12	44	40	0	0	0
		National	1	5	12	28	31	22	0	0	0
	All	School	0	4	9	16	36	36	0	0	0
		National	1	6	12	27	29	24	0	0	0
Science	Boys	School	5	5	-	60	-	30	0	0	-
		National	2	9	-	66	-	23	0	0	-
	Girls	School	0	0	-	32	-	68	0	0	-
		National	1	7	-	71	-	21	0	0	-
	All	School	2	2	-	44	-	51	0	0	-
		National	2	8	-	68	-	22	0	0	-

Key Stage 2 Results 2014

TEST RESULTS									
		Percentage at each level							
		B	3	4	5	6		T	A
Grammar Punctuation & Spelling*	School	12	19	21	40	9		0	0
	National	3	18	24	49	4		3	0
Reading	School	7	5	28	60	0		0	0
	National	3	6	39	49	0		2	0
Mathematics	School	7	14	40	19	21		0	0
	National	3	10	44	33	9		1	0

Year 6 (KS2) SATs (Above)

Year 6 achievement is based on attainment (the levels above) and progress (whether children have achieved according to their individual starting point). The above grid does not show progress data which is released by the DFE in October. Any progress comments below are based on our own analysis.

Every Year group is different, and this year group particularly has a high percentage of children (35%) with additional needs.

Reading is in line with the school's achievement in reading overall last year and is broadly in line with national figures at level 4. However, the school has a much higher number of children achieving Level 5 (61%) and making more than expected progress than schools nationally 46% compared to 35% nationally. We are delighted with this improvement from 2014.

Writing data shows the school just below national at Levels 4 and 5. Although the cohort needs are part of this picture, writing will be a key focus for the school next year.

Maths attainment and progress are better than they have been over recent years. We have secured Level 4 attainment and hugely increased the number of children achieving the higher level 5 grade and a staggering 20% children achieving a level 6 (equivalent to Year 8 standards). The close focus we have directed towards improving maths teaching over the last 3 years has secured more than expected progress for 41% of our children.

This set of school data clearly confirms a judgment of Good for achievement by Ofsted earlier in the year. We are so pleased that the children have worked so hard to achieve their very best this year. Test results are a snapshot of a child's achievement, but they are crucial to a school benchmarking its improvements and quality of teaching. I am so proud of the high quality learning I see on a day to day basis throughout the school, the way children engage in their learning and the partnership between child, teacher and parents to secure the very best outcomes for every individual.

Thank you for the way you have worked with the staff this year to help your child progress, thank you to the staff who are so committed to every child reaching their potential and above all, a big thank you to the children for their fantastic attitude to their learning!

With best wishes,



Angela Folland
Headteacher