

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
12 NOVEMBER 2012	Public Report

Report of the Executive Director of Children's Services

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PRESENTATION OF 2012 UNVALIDATED EXAMINATION RESULTS

1. PURPOSE

- 1.1 This paper summarises the 2012 unvalidated assessment and examination results for both Key Stage 2 and Key Stage 4. The results are provisional and are liable to change by the time of final reporting in January 2013.

2. RECOMMENDATIONS

- 2.1
1. The committee analyses the performance in the 2012 assessments, tests and examinations.
 2. Scrutinise Children's Services actions to improve 2013 and 2014 performance.
 3. Support Children's Services leaders to challenge and intervene in schools/settings and core subject departments where performance is inadequate / below floor standards

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

- 4.1 In September 2012, the Department for Education (DfE) published the unvalidated, provisional Key Stage 2 and Key Stage 4 results. As a benchmark, pupils in Y6 (age 11) are expected to achieve National Curriculum Level 4 (L4) or better (L4+), whilst those in Y11 (age 16) are expected to achieve GCSE Grade C or better. These results are shown in appendix 1 and appendix 2.
- 4.2 The data presented here is the first set of results, and does not take into account any re-marks or any allowances for pupils who are new to the UK and have been present for less than 2 years. The final set of data in January 2013 will include re-marks and will remove the data for children who are newly arrived to the UK.
- 4.3 When comparing provisional data to final data for each of the last 5 years, it is common that there is an uplift in performance by up to 2% each year. This performance will be reported to the March committee
- 4.4 For KS2 outcomes there was a change in the testing regime in 2012 when compared to previous years. Whilst reading outcomes reported are those shown by pupils suiting a standardised test, those in writing are based upon teacher assessment. This means that there can be no meaningful direct comparison between 2012 and the preceding years in the outcomes of KS2 writing, KS2 English and KS2 English and mathematics combined at L4+ and L5.

4.5 Prior to this meeting, Gary Perkins (Head of School Improvement) has met with two members of the Committee in order to agree the presentation of the data sheets attached to this report. These spreadsheets have been approved by those members of the Committee who worked with Gary Perkins, and they are attached to this report for your information.

5. KEY ISSUES

Key Stage 2 (KS2) Test Results 2012 (appendix 1)

5.1 These results are for those pupils who were in Year 6 (age 11) during 2011-12, and are from KS2 tests and teacher assessments taken in May and June 2012.

5.2 At this age, the expected level of attainment for these pupils is at least Level 4 of the National Curriculum. In addition, it is expected for pupils to have made progress by at least 2 levels from the end of KS1 (age 7) to the end of KS2 (age 11).

5.3 The DfE publish results on the following measures –

- attainment at L4 and above in English,
- attainment at L4 and above in mathematics
- attainment at L4 and above in both English and mathematics combined
- The proportions of pupils making expected progress in English and in mathematics (see 5.2 above)

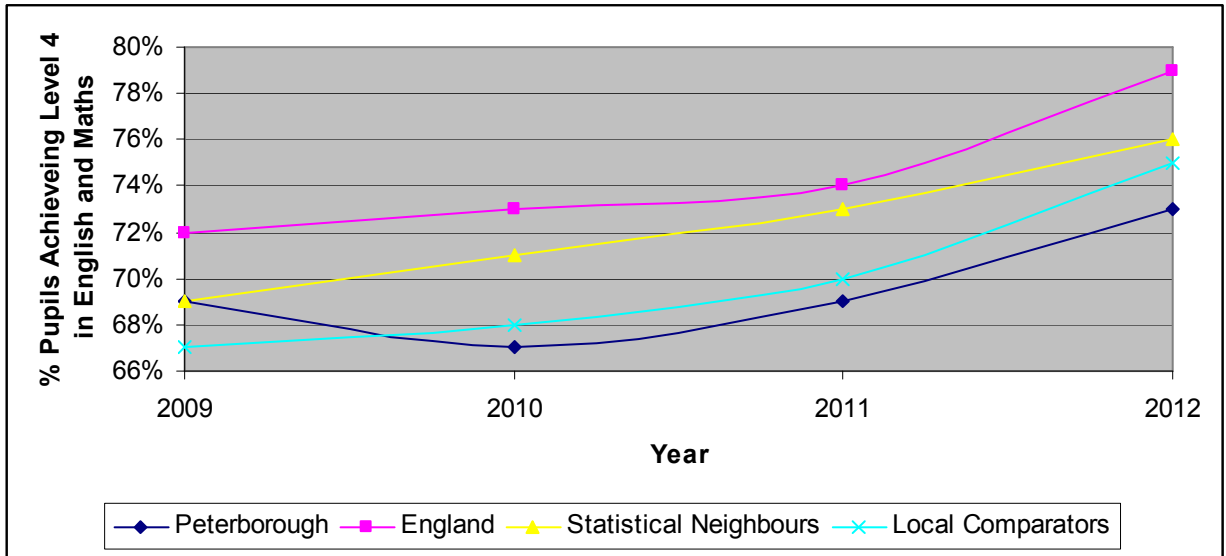
5.4 Appendix 1 gives the performance of schools in Peterborough in comparison to our Statistical Neighbours, to Local Comparator LAs and to England as a whole.

5.5

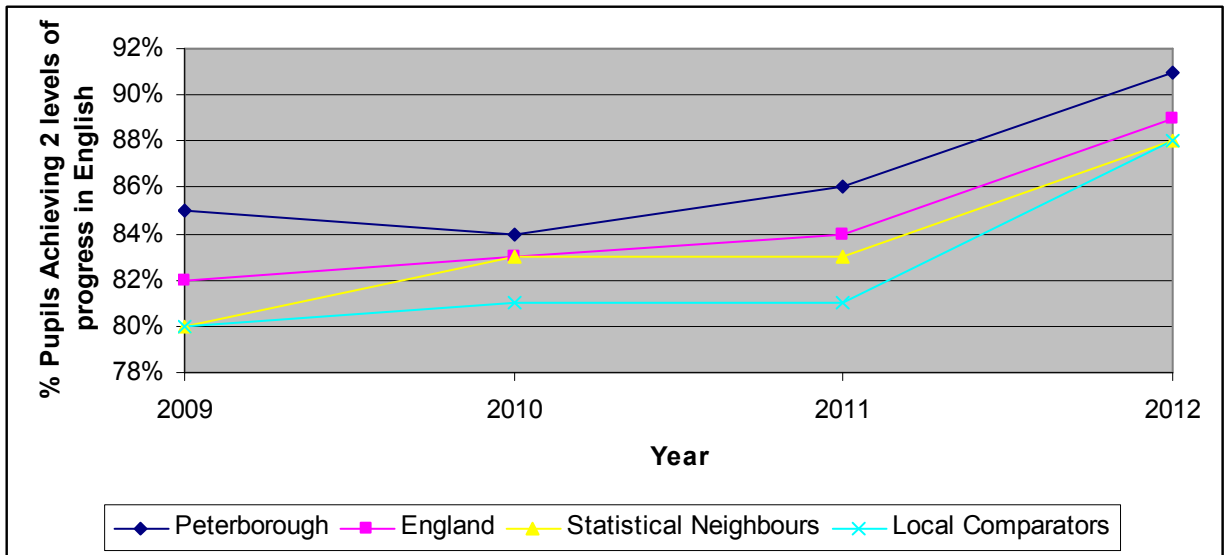
	Level 4		Level 5	
	Gap to National Average	Gap Direction from 2011	Gap to National Average	Gap Direction from 2011
English	- 5%	Narrowed	- 6%	Unchanged
Maths	- 6%	Widened	- 8%	Widened
Combined	- 6%	Widened	Not available	Not available
Progress English	+ 2% (above)	Unchanged		
Progress Maths	- 1%	Widened		

	3 year Trend Peterborough L4+	3 Year Trend National L4+	3 year Trend Peterborough L5	3 Year Trend National L5
English	+ 5%	+ 5%	+ 5%	+ 4%
Maths	+ 2%	+ 5%	+ 2%	+ 5%
Combined	+ 6%	+ 6%	Not available	Not available
Progress English	+ 7%	+ 6%		
Progress Maths	+ 4%	+ 5%		

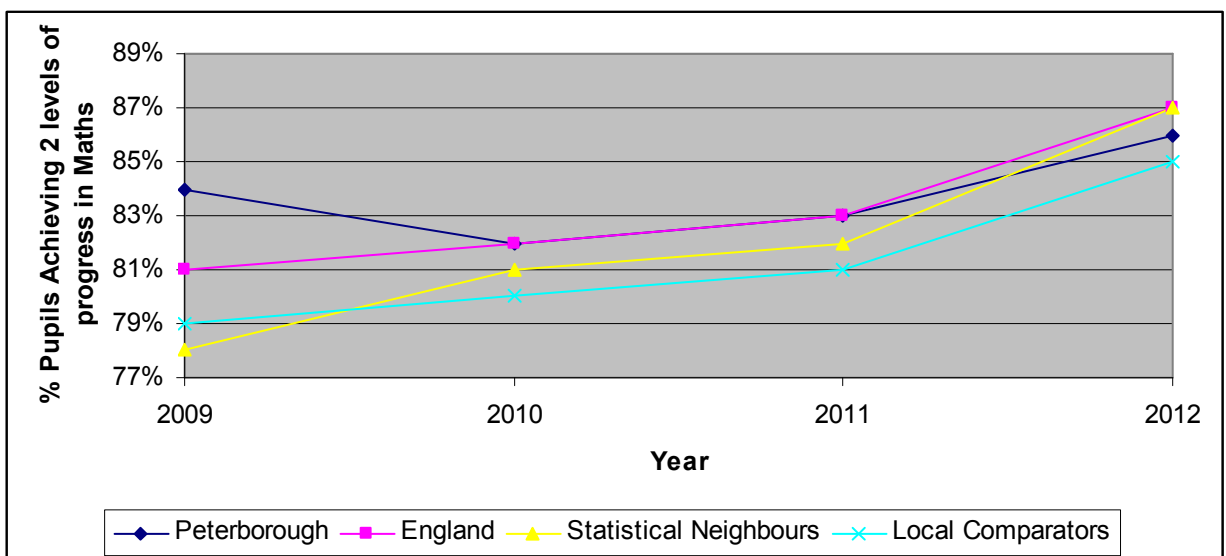
5.6 As the data shows, there is still a significant gap to national average standards in English and Maths at Key Stage 2. The graph over the page outlines this gap at Level 4 against the national average.



5.7 The English progress measure continues to remain above national average.



5.8 Progress at Maths is disappointing as we move below the national average for the first time in 4 years.

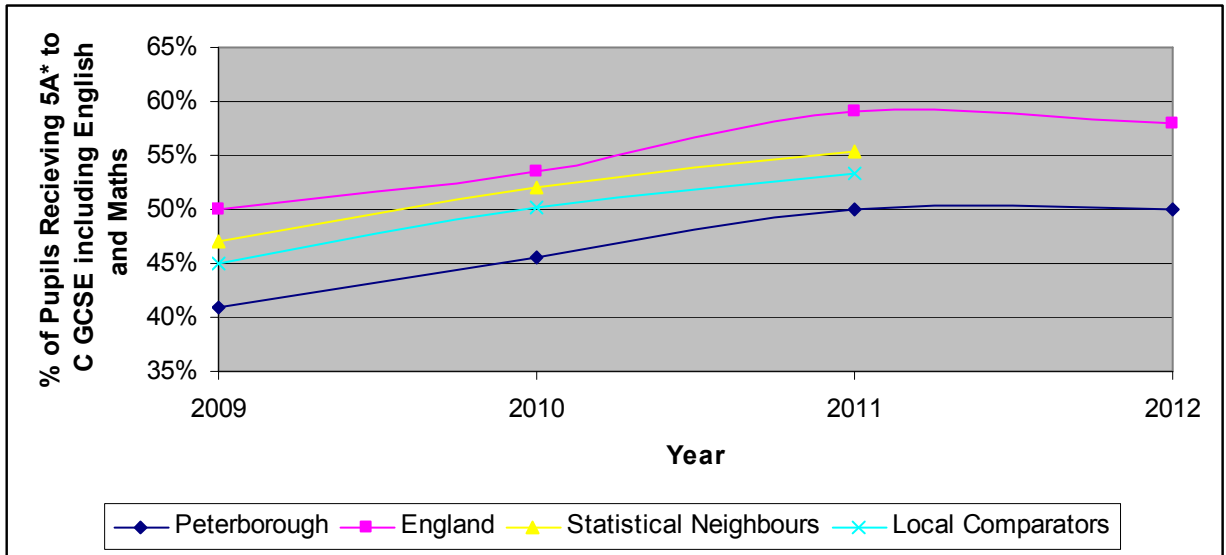


- 5.9 The overall results in Maths are disappointing. There are a number of possible reasons for this result –
- There are a large number of EAL pupils and the maths curriculum uses a very technical vocabulary. Whilst children can often get to a sufficient level in English because of their everyday use of the language, it is more difficult to master the technical terminology of maths
 - Schools in Peterborough place a heavy emphasis upon English in schools, because of the EAL issue, and often not paying the same attention to detail in maths;
 - Quality of learning and teaching in the subject is perceived to be weaker as is the subject knowledge of teachers.
- 5.10 The LA is providing additional support to try and improve outcomes in this area including –
- subject reviews;
 - Continuing professional development (CPD) with subject leaders focused upon improving quality of learning and teaching
 - Training cohorts of teachers as Maths Specialist teachers (MaST)
 - Focusing on maths to a greater extent in LA whole-school reviews;
 - Focused training on achieving L2+ and L4+ in Maths
 - Greater targeting of schools that need intensive support.
- 5.11 There is limited capacity in the authority to support these functions and work has commenced with Peterborough Learning Partnership to commission further support for Maths in the city.
- 5.12 There is no data yet available regarding the contextual background of this cohort or the performance of groups within it, other than performance by gender. This information will be provided once the data is released and final results have been analysed in late January.

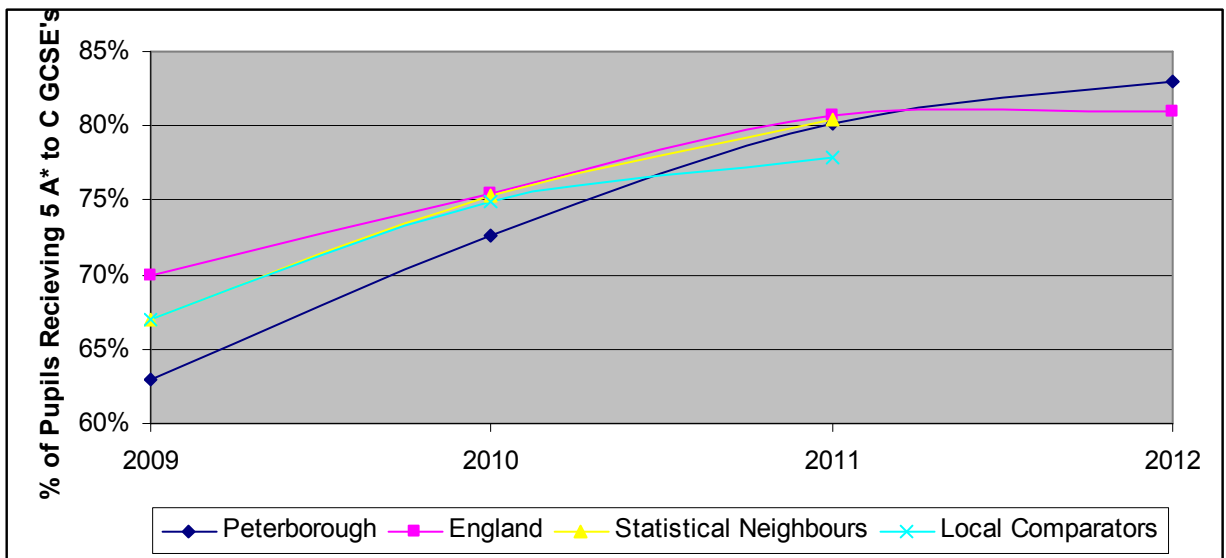
Key Stage 4 (KS4) Results 2012 (appendix 2)

- 5.12 These results are for those pupils who were in Year 11 (age 16) during 2011-12, and are from GCSE Examinations taken in 2012. The expected level of attainment for these pupils is at least Grade C and for pupils to have made progress by at least 3 levels from the end of KS2 (age 11) to the end of KS4 (age 16).
- 5.13 The measures reported on are for the proportion of students achieving:
- at least 5 A* - C grades, including English and mathematics;
 - at least 5 A*-C grades (any subjects);
 - English Baccalaureate subjects;
 - A*-C Grades in English;
 - A* - C Grades in mathematics;
 - The proportion of students making expected progress in English; (see 5.8 above)
 - The proportion of students making expected progress in mathematics (see 5.8 above)
- 5.14 The data spreadsheets in appendix 2 report the performance of schools in Peterborough in comparison to our Statistical Neighbours, to Local Comparator LAs, to England as a whole and to each other.
- 5.15 Results were published over the summer period and there has been some significant controversy. There are a number of schools in the city who are appealing against the grades awarded for English Language by one exam board in particular (AQA), in common with many schools nationally. The grade boundary was changed between January and June meaning that many of those with D grades in June would have received a C if they sat in January. The impact of this change in Peterborough is being collated and representation has been made to the DfE by the Association of Directors of Children's Services (ADCS).

- 5.16 Although there are many aspects of performance in Peterborough schools which are improving, and which we celebrate, they are not improving at a fast enough rate and so the gap to national average is not closing quickly enough.
- 5.17 In the key measure of 5 A* - C Grades at GCSE including English and mathematics, outcomes in Peterborough schools remain unchanged from 2011 at 50%, with the gap to national average having narrowed by 1% to 8%. The graph over demonstrates that although Peterborough has seen significant increases in this measure, we are not closing the gap on the national average. We are awaiting published data for other authorities for 2012.



- 5.18 In relation to the other measures, Peterborough's school performance can be analysed as –
- 5 A*-C Grade GCSEs (not including English and mathematics) - Peterborough schools improved by 3% from 2011 and are now above national average for the first time ever, by 2%.



- In the English Baccalaureate subjects, the gap between Peterborough schools and the national average has narrowed by 3% to 3%.
- Performance in English has declined by 1% from 2011. The gap to national average has narrowed by 2% but remains large at 8%.

- Performance in mathematics improved by 4% but the gap to national average remains unchanged at 7%.
- The proportion of students making expected progress between age 11 and age 16 in English is not reported because the data is not yet published.
- The proportion of students making expected progress between age 11 and age 16 in mathematics is not reported because the data is not yet published.

5.19 There is no data yet available regarding the contextual background of this cohort or the performance of groups within it, other than performance by gender. This information will be provided once the data is released and final results have been analysed in late January.

Floor Standards 2012

5.20 The Department for Education (DfE) and their predecessor department have established minimum standards which they expect schools to achieve at the end of Y6 (age 11) and the end of Y11 (age 16). These standards, known as Floor Standards, cover both the attainment of pupils and the progress which they make.

5.21 There are 3 floor standards to be achieved in KS2 (Y6) and 3 in KS4 (Y11). These are:

KS2 (Y6):

1. At least 60% of pupils reach L4 or above in both English and mathematics;
2. The proportion of pupils making Expected Progress in English from the end of Y2 to the end of Y6 should be above the national median performance (87% in 2011);
3. The proportion of pupils making Expected Progress in mathematics from the end of Y2 to the end of Y6 should be above the national median performance (86% in 2011).

KS4 (Y11):

1. At least 40% (35% in 2010 and 2011) of pupils achieve 5 or more GCSEs at A*-C grades, which must include English and mathematics;
2. The proportion of pupils making Expected Progress in English from the end of Y6 to the end of Y11 should be above the national median performance (72% in 2011);
3. The proportion of pupils making Expected Progress in mathematics from the end of Y6 to the end of Y11 should be above the national median performance (67% in 2011).

5.22 For schools to be judged by the DfE and OfSTED as being Below Floor, they must be below all of the 3 standards.

5.23 If they are below any 2 of the 3 standards, they are judged by DfE and OfSTED as being "vulnerable".

5.24 Being below floor is a key measure for the DfE over whether intervention is needed through an academy sponsor taking on the running of the school from the LA.

5.25 The KS2 position is as follows –

KS2	Number of Schools Below Floor – all 3 standards	Number of Schools Below Floor – 2 standards	Number of Schools Below floor – 1 standard	Total
2010	12	14	6	32
2011	8	15	8	31
2012 (Provisional)	7	8	14	29

5.26 The KS4 position is as follows –

KS4	Number of Schools Below Floor – all 3 standards	Number of Schools Below Floor – 2 standards	Number of Schools Below floor – 1 standard	Total
2010	3	5	1	9
2011	1	5	2	8
2012	3	3	3	9

5.27 The floor targets apply to academy schools in the same way they do to maintained schools and currently 2 appear in the below floor category.

Key Actions to Address Underperformance

5.28 In order to address identified weaknesses, the LA is engaged in the following activities -

- We have issued Formal “Standards Performance and Safety” Warning Notices to 4 schools, more informal Letters of Concern to a further 4 schools and discussed the performance of 2 academy schools with the appropriate authorities. Action plans are to be received from the Governing Bodies of these schools within 15 working days of receipt of their letter. The LA reserves the right to take further action if appropriate at that time which may include formal intervention or structural solutions to improve standards. The focus is now very much on a ‘no excuses’ culture.
- Highlighting weaknesses and evaluating improvement plans in all primary schools with head teachers and governors;
- We are currently collated expected results for schools next year (targets) and these will be challenged and may lead to intervention in their own right.
- Undertaking focused and targeted work with school leaders and teachers in schools which are causing concern, tailored to the needs and weaknesses of the school;
- Working with school leaders and governors by undertaking LA reviews of whole schools or departments;
- Preparing schools and governors for the rigour of the revised Inspection Framework, and the changes implemented in September 2012;
- Providing advice, support, challenge and intervention around the tracking of pupil progress and the identification of target groups for whom progress has not been fast enough.
- Reviewing where a ‘sponsored’ academy might provide the necessary stimulus to a school to improve standards especially where performance is below national expectations for a significant period of time.
- The authority is currently reviewing a number of options around strategies to support learning across the city who have English as an additional language.
- Focussed work is also underway around SEN through the ‘Achievement for All Programme’ which 30 schools have signed up for and more generally on strategies to raise standards.
- The authority is a member of the Peterborough Learning Partnerships which brings together schools to offer staff within schools high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning;

6. IMPLICATIONS

6.1 There are no legal or financial implications to this report

7. CONSULTATION

7.1 These outcomes will be shared locally with Council Members, schools/settings, governors and other key partners. The results will be scrutinised regionally by Ofsted.

7.2 The results also form a key part of consultations with partners on actual and expected outcomes, collective action to improve outcomes and impact of actions on future outcomes.

8. **NEXT STEPS**

8.1 The final 2012 results will be presented to this committee in March 2013.

9. **BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 A range of local school data and national DfE data.

10. **APPENDICES**

10.1 Appendix 1 – Key Stage 2 Provisional Results LA level

Appendix 2 - Key Stage 4 Provisional Results LA level

Appendix 3 – DfE Expected Progress Tables KS2

Appendix 4 – DfE Expected Progress Tables KS4.

For the purposes of the tables in appendix 1, the following authorities constitute each of the groups –

Statistical Neighbours

Bolton
Coventry
Derby
Plymouth
Portsmouth
Sheffield
Southampton
Southend-on-Sea
Telford and Wrekin
Walsall

Local Comparator

Derby
Leicester
Luton
Nottingham

Appendix 1 – Key Stage 2 Results

Key Stage 2 English (*)

% Level 4+	2010	2011	2012	3yr av.
All pupils				
Peterborough	75%	76%	80%	77%
England	80%	82%	85%	82%
Statistical Neighbours	78%	79%	82%	80%
Local Comparators	75%	78%	81%	78%

Peterborough				
Boys	72%	71%	76%	73%
Girls	78%	82%	84%	81%
EAL	63%	65%	N/A	64%
non-EAL	78%	81%	N/A	80%
FSM	55%	63%	N/A	59%
non-FSM	79%	80%	N/A	80%
White-British	77%	81%	N/A	79%
White-Other	51%	56%	N/A	54%
Pakistani	66%	69%	N/A	68%

% Level 5	2010	2011	2012	3yr av.
All pupils				
Peterborough	26%	23%	31%	27%
England	33%	29%	37%	33%
Statistical Neighbours	29%	26%	33%	29%
Local Comparators	25%	23%	30%	26%

Peterborough				
Boys	22%	16%	26%	21%
Girls	30%	30%	36%	32%
EAL	14%	12%	N/A	13%
non-EAL	29%	27%	N/A	28%
FSM	10%	11%	N/A	11%
non-FSM	29%	26%	N/A	28%
White-British	28%	27%	N/A	28%
White-Other	12%	11%	N/A	12%
Pakistani	13%	11%	N/A	12%

Average Points Score	2010	2011	2012	3yr av.
All pupils				
Peterborough	26.6	26.5	N/A	26.6
England	27.4	27.4	N/A	27.4
Statistical Neighbours	27.1	27.0	N/A	27.1
Local Comparators	26.6	26.7	N/A	26.7

Key Stage 2 Maths

% Level 4+	2010	2011	2012	3yr av.
All pupils				
Peterborough	76%	78%	78%	77%
England	79%	80%	84%	81%
Statistical Neighbours	78%	79%	81%	79%
Local Comparators	76%	78%	81%	78%

Peterborough				
Boys	79%	78%	78%	78%
Girls	73%	77%	77%	76%
EAL	71%	68%	N/A	70%
non-EAL	78%	81%	N/A	80%
FSM	60%	65%	N/A	63%
non-FSM	80%	81%	N/A	81%
White-British	78%	81%	N/A	80%
White-Other	57%	66%	N/A	62%
Pakistani	73%	69%	N/A	71%

% Level 5	2010	2011	2012	3yr av.
All pupils				
Peterborough	29%	29%	31%	30%
England	34%	35%	39%	36%
Statistical Neighbours	31%	33%	36%	33%
Local Comparators	28%	32%	33%	31%

Peterborough				
Boys	33%	30%	34%	32%
Girls	23%	28%	28%	26%
EAL	20%	22%	N/A	21%
non-EAL	31%	32%	N/A	32%
FSM	14%	15%	N/A	15%
non-FSM	31%	32%	N/A	32%
White-British	30%	32%	N/A	31%
White-Other	17%	18%	N/A	18%
Pakistani	22%	20%	N/A	21%

Average Points Score	2010	2011	2012	3yr av.
All pupils				
Peterborough	26.9	27.0	N/A	27.0
England	27.5	27.7	N/A	27.6
Statistical Neighbours	27.3	27.4	N/A	27.4
Local Comparators	26.9	27.2	N/A	27.1

Key Stage 2 English and Maths

% Level 4+	2010	2011	2012	3yr av.
All pupils				
Peterborough	67%	69%	73%	70%
England	73%	74%	79%	75%
Statistical Neighbours	71%	73%	76%	73%
Local Comparators	68%	70%	75%	71%

Peterborough				
Boys	67%	67%	72%	69%
Girls	68%	72%	75%	72%
EAL	58%	58%	N/A	58%
non-EAL	70%	74%	N/A	72%
FSM	46%	54%	N/A	50%
non-FSM	72%	73%	N/A	73%
White-British	70%	74%	N/A	72%
White-Other	44%	51%	N/A	48%
Pakistani	62%	60%	N/A	61%

% Level 5	2010	2011	2012	3yr av.
All pupils				
Peterborough	17%	16%	22%	18%
England	23%	21%	27%	24%
Statistical Neighbours	19%	19%	24%	21%
Local Comparators	16%	17%	21%	18%

Peterborough				
Boys	17%	13%	21%	17%
Girls	17%	19%	23%	20%
EAL	9%	9%	N/A	9%
non-EAL	19%	18%	N/A	19%
FSM	5%	7%	N/A	6%
non-FSM	19%	18%	N/A	19%
White-British	18%	18%	N/A	18%
White-Other	7%	8%	N/A	8%
Pakistani	10%	6%	N/A	8%

Progress between Key Stage 1 and Key Stage 2

% 2LP English	2010	2011	2012	3yr av.
All pupils				
Peterborough	84%	86%	91%	87%
England	83%	84%	89%	85%
Statistical Neighbours	83%	83%	88%	85%
Local Comparators	81%	81%	88%	83%

Peterborough				
Boys		84%	N/A	84%
Girls		88%	N/A	88%
EAL		87%	N/A	87%
non-EAL		86%	N/A	86%
FSM		80%	N/A	80%
non-FSM		87%	N/A	87%
White-British		85%	N/A	85%
White-Other		84%	N/A	84%
Pakistani		89%	N/A	89%

% 2LP Maths	2010	2011	2012	3yr av.
All pupils				
Peterborough	82%	83%	86%	84%
England	82%	83%	87%	84%
Statistical Neighbours	81%	82%	87%	83%
Local Comparators	80%	81%	85%	82%

Peterborough				
Boys		85%	N/A	85%
Girls		82%	N/A	82%
EAL		81%	N/A	81%
non-EAL		84%	N/A	84%
FSM		74%	N/A	74%
non-FSM		86%	N/A	86%
White-British		84%	N/A	84%
White-Other		83%	N/A	83%
Pakistani		79%	N/A	79%

Peterborough Year 6 Primary Profile

England Primary Average

Special Educational Need (School Action Plus (P) and Statemented (S))

2010	210 @ Stage P (9.5%), 80 @ Stage S (3.6%)	1.4% at Stage S (Statemented)
2011	186 @ Stage P (8.3%), 71 @ Stage S (3.2%)	1.4% at Stage S (Statemented)

English as an Additional Language

2010	577 EAL pupils (26.1%)	16.0% EAL
2011	653 EAL pupils (29.5%)	16.8% EAL

Minority Ethnic New Arrivals (Ethnicity other than "White-British", Language other than "English", Entry Date within 2 years)

2011	151 pupils (6.8%)
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* In 2012, English was calculated from reading test results and writing teacher assessment rather than from reading and writing tests as in previous years.

KS2 cohort profile

2011	181 pupils with no KS1 (8.4%), 142 pupils with a "non-Peterborough" KS2 setting (6.6%)
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Appendix 2 - Key Stage 4 Results

Key Stage 4

% 5A*-C incl. E&M	2010	2011	2012	3yr av.
All pupils				
Peterborough	46%	50%	50%	49%
England	54%	59%	58%	57%
Statistical Neighbours	52%	55%	N/A	54%
Local Comparators	50%	53%	N/A	52%

Peterborough				
Boys	41%	43%	45%	43%
Girls	49%	52%	52%	51%
EAL	32%	32%	32%	32%
non-EAL	49%	52%	53%	51%
FSM	20%	27%	19%	22%
non-FSM	50%	52%	53%	52%
White-British	48%	52%	N/A	50%
White-Other	27%	28%	N/A	28%
Pakistani	35%	37%	N/A	36%

% 5A*-C	2010	2011	2012	3yr av.
All pupils				
Peterborough	73%	80%	83%	79%
England	75%	81%	81%	79%
Statistical Neighbours	75%	80%	N/A	78%
Local Comparators	75%	78%	N/A	76%

Peterborough				
Boys	69%	73%	79%	74%
Girls	76%	82%	86%	81%
EAL	68%	68%	76%	71%
non-EAL	73%	80%	85%	79%
FSM	54%	63%	64%	60%
non-FSM	76%	80%	85%	80%
White-British	73%	81%	N/A	77%
White-Other	53%	56%	N/A	54%
Pakistani	75%	79%	N/A	77%

English Baccalaureate	2010	2011	2012	3yr av.
All pupils				
Peterborough	12%	12%	13%	12%
England	16%	18%	16%	17%
Statistical Neighbours	13%	13%	N/A	13%
Local Comparators	10%	11%	N/A	11%

Peterborough				
Boys	9%	8%	10%	9%
Girls	14%	16%	16%	15%
EAL	6%	9%	9%	8%
non-EAL	13%	13%	14%	13%
FSM	2%	3%	3%	3%
non-FSM	13%	13%	15%	14%
White-British	13%	13%	N/A	13%
White-Other	3%	7%	N/A	5%
Pakistani	7%	8%	N/A	8%

KS4 cohort profile

2010	162 pupils with no KS2 (7.0%), 239 pupils with a "non-Peterborough" KS2 setting (10.3%)
2011	211 pupils with no KS2 (9.0%), 221 pupils with a "non-Peterborough" KS2 setting (9.4%)

Progress between Key Stage 2 and Key Stage 4

% English progress	2010	2011	2012	3yr av.
All pupils				
Peterborough	64%	65%	N/A	65%
England	71%	73%	N/A	72%
Statistical Neighbours	67%	69%	N/A	68%
Local Comparators	68%	71%	N/A	70%

Peterborough				
Boys	56%	55%	N/A	56%
Girls	68%	70%	N/A	69%
EAL	49%	59%	N/A	54%
non-EAL	65%	63%	N/A	64%
FSM	39%	45%	N/A	42%
non-FSM	66%	66%	N/A	66%
White-British	64%	62%	N/A	63%
White-Other	51%	50%	N/A	51%
Pakistani	56%	57%	N/A	57%

% Maths progress	2010	2011	2012	3yr av.
All pupils				
Peterborough	54%	58%	N/A	53%
England	63%	66%	N/A	65%
Statistical Neighbours	61%	63%	N/A	62%
Local Comparators	59%	61%	N/A	60%

Peterborough				
Boys	53%	54%	N/A	54%
Girls	55%	58%	N/A	57%
EAL	52%	49%	N/A	51%
non-EAL	55%	57%	N/A	56%
FSM	35%	33%	N/A	34%
non-FSM	57%	60%	N/A	59%
White-British	56%	57%	N/A	57%
White-Other	47%	56%	N/A	52%
Pakistani	52%	46%	N/A	49%

Peterborough Year 11 Secondary Profile

England Secondary Average

Special Educational Need (School Action Plus and Statemented)

2010	208 @ Stage P (9.3%), 82 @ Stage S (3.7%)	2.0% at Stage S (Statemented)
2011	181 @ Stage P (8.0%), 66 @ Stage S (2.9%)	2.0% at Stage S (Statemented)

English as an Additional Language

2010	491 EAL pupils (21.9%)	11.6% EAL
2011	514 EAL pupils (22.7%)	12.3% EAL

Minority Ethnic New Arrivals (Ethnicity other than "White-British", Language other than "English", Entry Date within 2 years)

2010	81 pupils (3.6%)
2011	97 pupils (4.3%)

Appendix 3 – Expected Progress KS1 – KS2

		KS2 level (combined test and TA)						
		Any non-numeric level	0	1	2	3	4	5
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

Appendix 4 – Expected Progress KS2 – KS4

		GCSE Grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 outcome	Working towards level 1	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 5	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Level 6	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Disapplied /Absent (TA)	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Left the school	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	No TA or test	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Not eligible for tests	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made