

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	<b>Agenda Item No. 8</b>
<b>11 MARCH 2013</b>	<b>Public Report</b>

## Report of the Executive Director of Children's Services

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## PRESENTATION OF 2012 VALIDATED EXAMINATION RESULTS

### 1. PURPOSE

- 1.1 This paper summarises the 2012 validated assessment and examination results for both Key Stage 2 and Key Stage 4 and outlines the approach the Local Authority and Schools are taking to improve outcomes for pupils in Peterborough.

### 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 December 2012, the Department for Education (DfE) published the validated Key Stage 2 results, with KS4 results following in January 2013.
- 4.2 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. Pupils are also expected to make a given level of progress in both primary and secondary education from when they started. This measure can be found in appendix 3 and 4.
- 4.3 The data presented here is the final set of results for 2012, and takes into account re-marks and any allowances for pupils who are new to the UK and have been present for less than 2 years. It does not, though, take into account any re-sits of GCSE examinations which were questioned for validity due to the changing of grade boundary thresholds in June 2012.
- 4.4 For KS2 outcomes there was a change in the testing regime in 2012 when compared to previous years. Whilst reading and mathematics outcomes reported are those achieved by pupils sitting a standardised and externally-marked 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 (L4+). In addition, it is expected for pupils to have made progress by at least 2 national curriculum levels from the end of KS1 (age 7) to the end of KS2 (age 11). This is known as Expected Progress and is measured in English, in reading, writing and in mathematics (see appendix 3)

5.3 The DfE publish results on the following measures –

- attainment at L4 and above (L4+) in English;
- attainment at L4 and above (L4+) in mathematics;
- attainment at L4 and above (L4+) in both English and mathematics combined;
- The proportions of pupils making Expected Progress in English and in mathematics (see 5.2 above);
- The number and proportion of schools who do not meet the national minimum Floor Standards of at least 60% L4+ in English&mathematics combined, the national median for Expected Progress in English (92%) and the national median for Expected Progress in mathematics (90%). If a school fails to meet all 3 of these measures, it is judged to be Below Floor.

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.

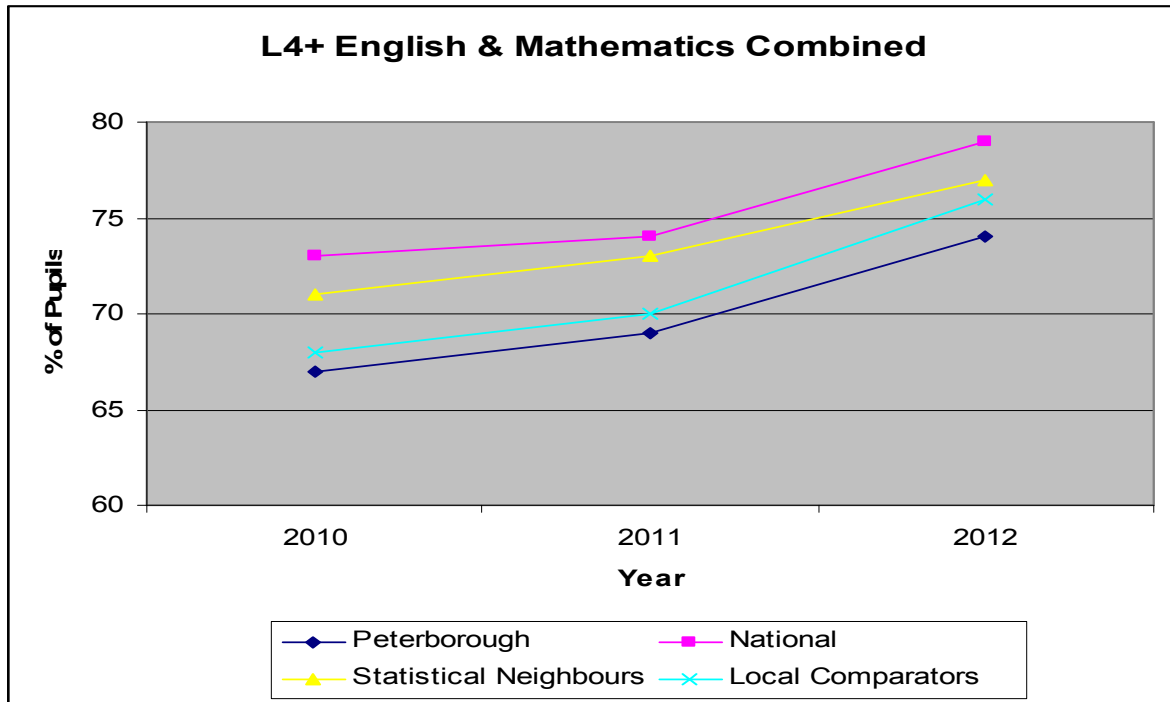
5.5

	Level 4+		Average Points Score	
	Gap to National Average	Gap Direction from 2011	Gap to National Average	Gap Direction from 2011
<b>English</b>	- 5%	Narrowed by 1%	- 1.0pt	Narrowed by 0.2pt
<b>Reading</b>	- 5%	Widened by 1%	- 1.3pts	Widened by 0.1pt
<b>Writing</b>	- 4%	Narrowed by 2%	- 0.8pts	Narrowed by 0.3pt
<b>Mathematics</b>	- 6%	Widened by 2%	- 1.2pts	Widened by 0.2pt
<b>En&amp;Ma Combined</b>	- 5%	Narrowed by 1%	- 0.9pts	Narrowed by 0.3pts
<b>Expected Progress English</b>	+ 1% (above)	Narrowed by 1%		
<b>Expected Progress Maths</b>	- 1%	Widened by 1%		

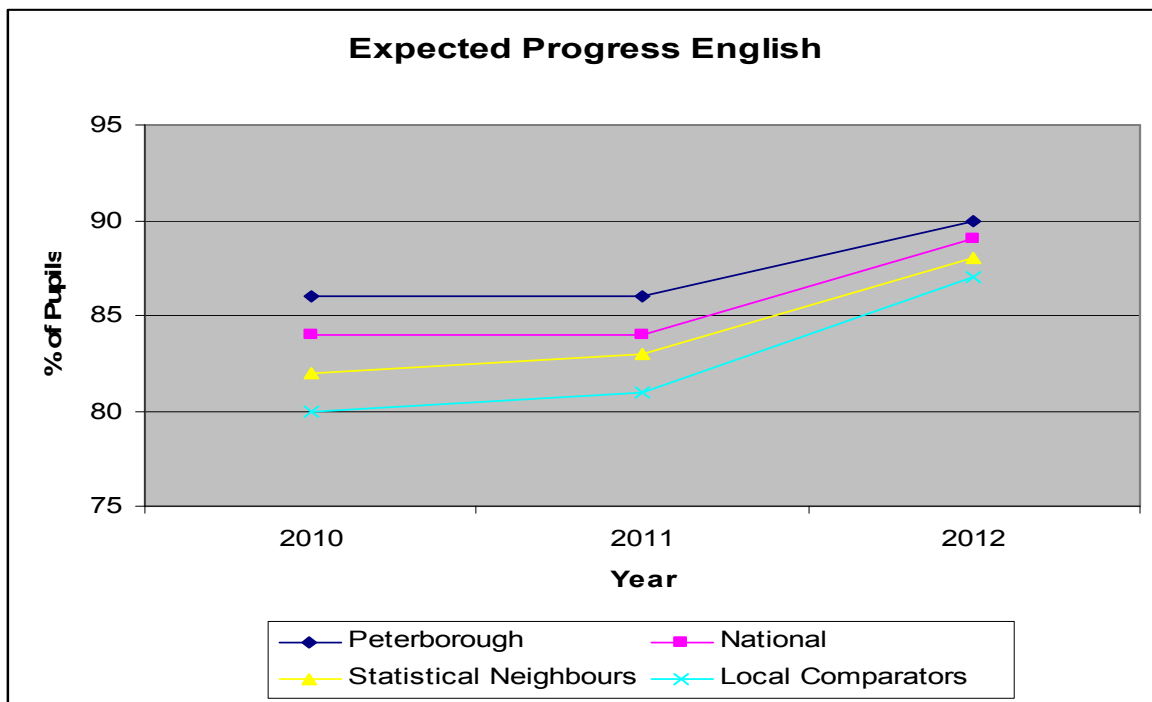
	<b>Level 4+</b>	
	<b>Gap to Statistical Neighbours</b>	<b>Gap Direction from 2011</b>
<b>English</b>	- 2%	Narrowed by 1%
<b>Reading</b>	- 2%	Unchanged
<b>Writing</b>	- 1%	Narrowed by 3%
<b>Mathematics</b>	- 3%	Widened by 2%
<b>En&amp;Ma Combined</b>	- 3%	Narrowed by 1%
<b>Expected Progress English</b>	+ 2% (above)	Narrowed by 1%
<b>Expected Progress Maths</b>	0%	Widened by 1%

	<b>3 year Trend Peterborough L4+</b>	<b>3 Year Trend National L4+</b>	<b>3 year Trend Peterborough APS</b>	<b>3 Year Trend National APS</b>
<b>English</b>	+ 5%	+ 6%	+ 0.5pts	+ 0.8pts
<b>Reading</b>	+ 1%	+ 1%	- 0.5pts	+ 0.2pts
<b>Writing</b>	+ 15%	+ 13%	+ 1.1pts	+ 1.4pts
<b>Maths</b>	+ 1%	+ 3%	+ 0.1pts	+ 0.8pts
<b>Expected Progress English</b>	+ 6%	+ 8%		
<b>Expected Progress Maths</b>	+ 3%	+ 7%		

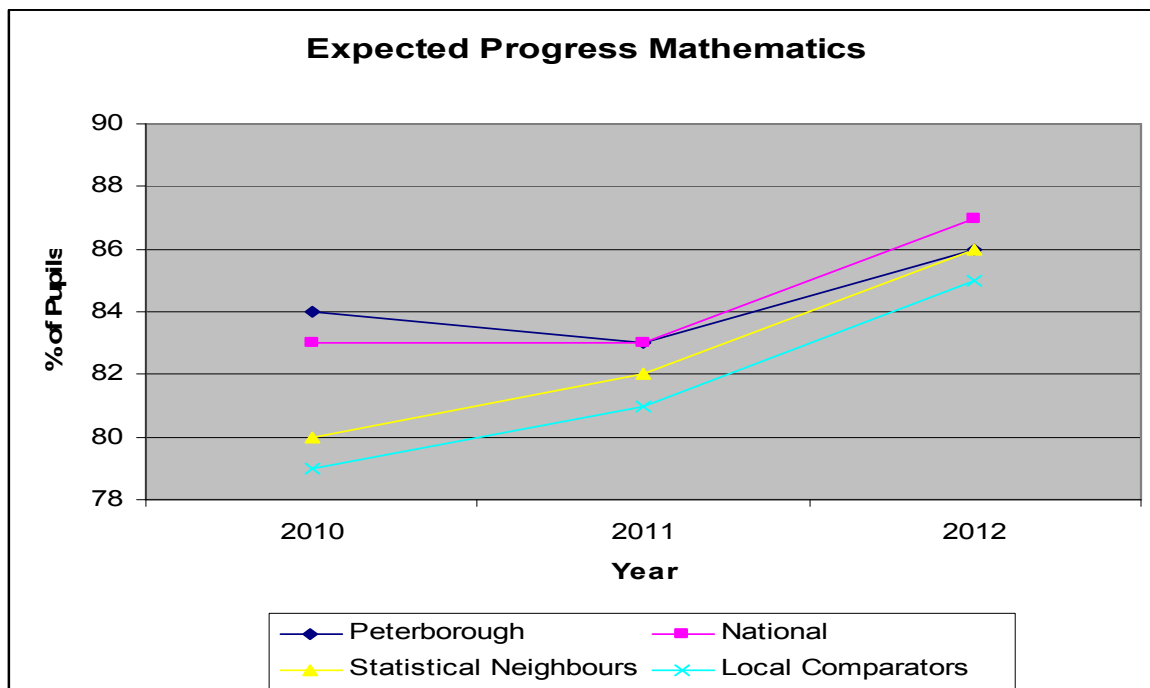
5.6 As the data and graphs show, there is still a significant gap to national average standards in English and Maths at Key Stage 2. The graph below outlines this gap at Level 4 against the national average. We are pleased that there is continuous improvement shown by schools in Peterborough, but concerned that the improvement is not keeping pace with that shown nationally.



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



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



5.9 The overall results in mathematics are disappointing. There are a number of possible reasons for this:

- 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 and language of mathematics;
- Schools in Peterborough place a heavy emphasis upon English in schools, because of the EAL issue, and often do not pay the same attention to detail in mathematics;
- The quality of learning and teaching in the subject is perceived to be weaker than in English, as is the subject knowledge of teachers.

5.10 The LA is providing additional support to try and improve outcomes in this area including –

- LA-led subject reviews;
- Continuing professional development (CPD) with subject leaders focused upon improving the quality of learning and teaching;
- Training cohorts of teachers as Mathematics Specialist Teachers (MaST);
- Focusing on maths to a greater extent in LA whole-school reviews;
- Focused training on achieving L2b+ at KS1 and L4+ at KS2 in Mathematics;
- Greater targeting of schools that need intensive support to improve standards and rates of progress.

5.11 There is limited capacity in the authority to support beyond these functions and work has commenced with Peterborough Learning Partnership to commission further support for Mathematics in the city.

5.12 At L4+ in English&mathematics combined, the performance of significant groups is as follows:

- The performance of Non-EAL pupils, FSM and non-FSM pupils is not yet available as validated data;
- The performance of EAL pupils is 9% below the national average
- The performance of boys is 5% below the national average;
- The performance of girls is 7% below the national average.

For Expected Progress in English:

- The performance of Non-EAL pupils, FSM and non-FSM pupils is not yet available as validated data;
- The performance of EAL pupils is 1% above the national average;
- The performance of boys is 1% above the national average;
- The performance of girls is equal to the national average.

For Expected Progress in mathematics:

- The performance of Non-EAL pupils, FSM and non-FSM pupils is not yet available as validated data;
- The performance of EAL pupils is 3% below the national average;
- The performance of boys is equal to the national average;
- The performance of girls is 2% below the national average.

5.13 The context of this cohort by ethnicity is different from previous cohorts, and comparison to national data provides interesting background information.

For the 2012 cohort:

- 33.2% did not have English as a first language, compared to a national average of 17.5% (+15.7%) and a Statistical Neighbour average of 17.2%. The gap to the national average has widened from 12.8% in 2010 and 13.9% in 2011;
- 66.8% of the cohort had English as a first language, compared to a national average of 82.5% (- 15.7%) and a Statistical Neighbour average of 82.8%. This gap has widened from -12.6% in 2010 and -14.4% in 2011;
- The proportion of pupils whose ethnicity is recorded as “White British” has declined from 62.2% in 2010 to 57.6% in 2012. The gap to the national average has widened from -11.6% in 2010 to -14.2% in 2012;
- The proportion of pupils whose ethnicity is recorded as “Any Other White Background” (predominantly from Eastern Europe) has increased from 10.0% in 2010 to 12.9% in 2012. The gap to the national average has widened from +6.0% in 2010 to +8.5% in 2012, and the proportion in Peterborough is nearly three times larger than the similar group nationally.
- The proportion of children whose ethnicity is recorded as “Asian Background” has increased from 17.9% in 2010 to 19.0% in 2012, and the gap to the national average has widened from 8.3% to 8.7% in the same period. The proportion in Peterborough schools is nearly double that of the similar group nationally;
- The proportion of pupils known to be eligible for Free School Meals in this cohort is 20.8%, compared to a national average of 18.1% and a Statistical Neighbour average of 21.4%. The gap to the national average has widened from +2.5% to + 2.7% between 2011 and 2012.

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

5.14 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 national curriculum levels from the end of KS2 (age 11) to the end of KS4 (age 16) (see appendix 4).

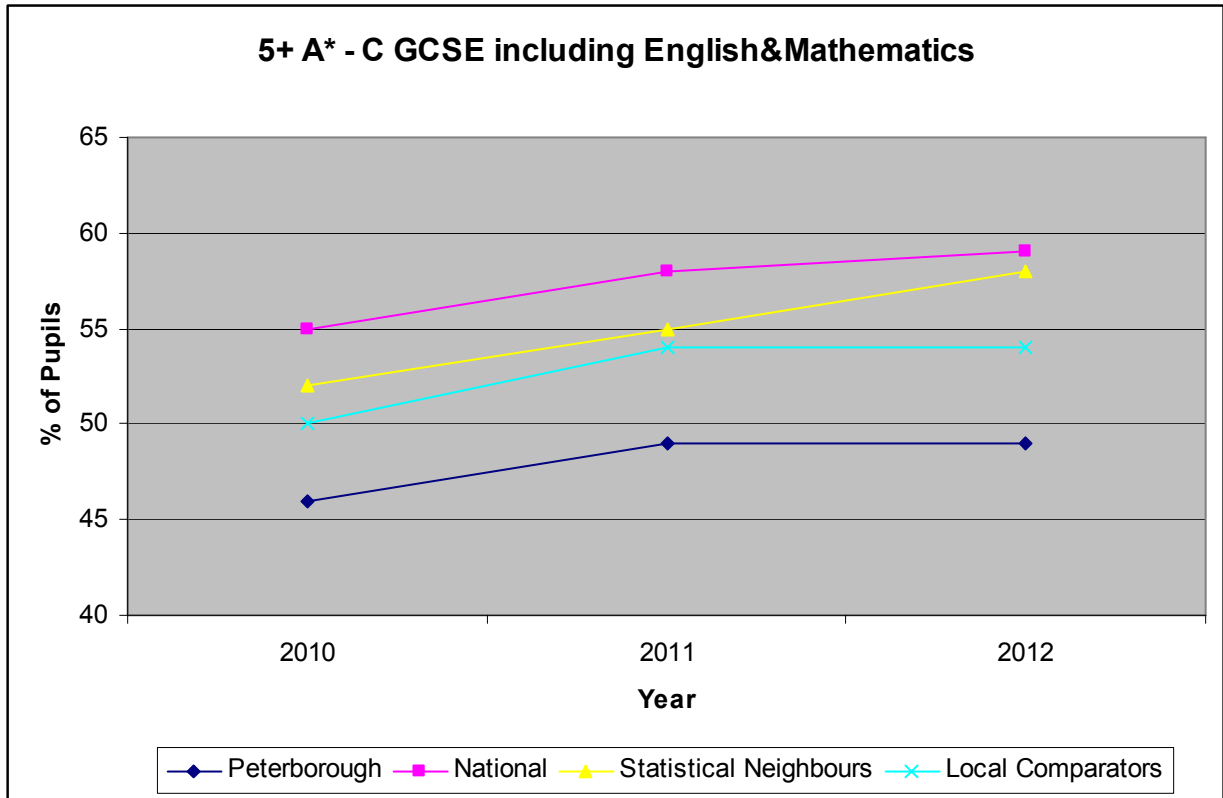
5.15 The measures reported on are for the proportion of students achieving:

- 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 5.12 above)
- The proportion of students making Expected Progress in mathematics (see 5.12 above)
- The number and proportion of schools who do not meet the national minimum Floor Standards of at least 40% A\* - C Grades at GCSE, including English and mathematics, the national median for Expected Progress in English (70%) and the national median for Expected Progress in mathematics (70%). If a school fails to meet all 3 of these measures,

it is judged to be Below Floor.

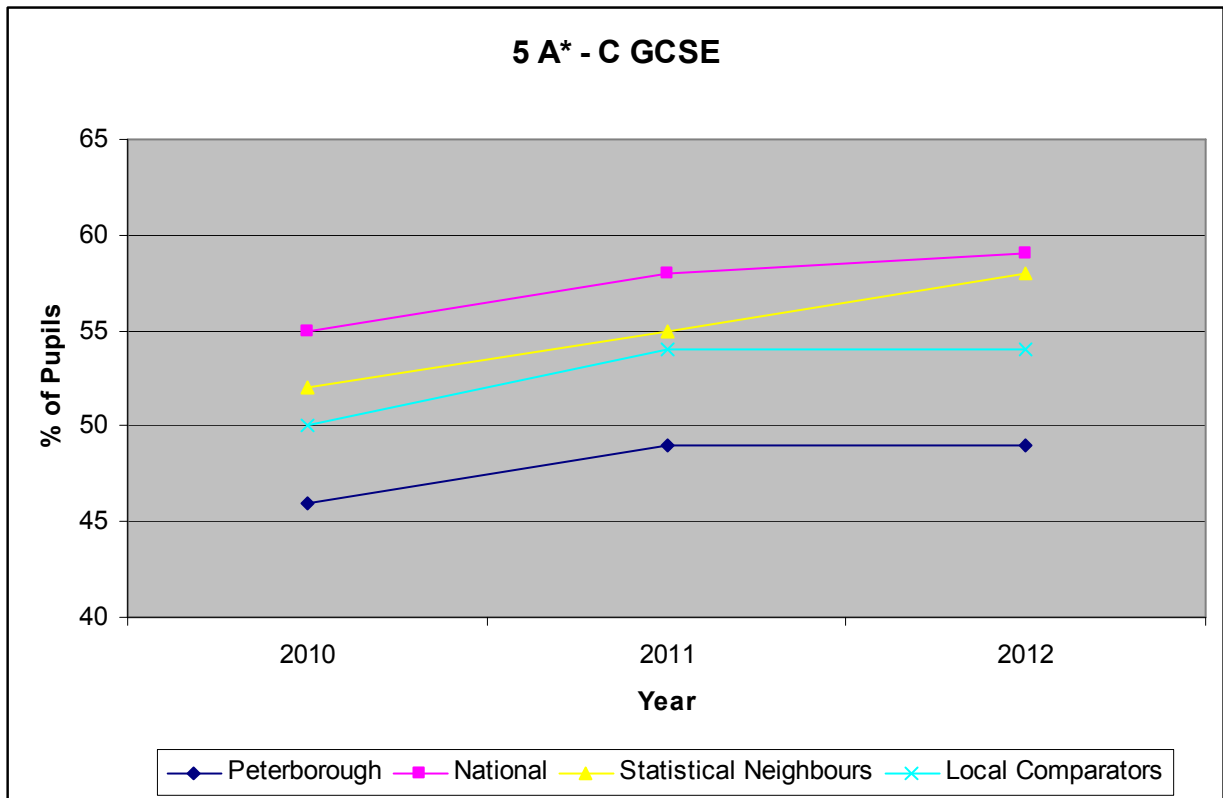
- 5.16 The data spreadsheets in appendix 2 report the performance of schools in Peterborough in comparison to our Statistical Neighbours, to Local Comparator LAs, to England as a whole and to each other.
- 5.17 Results were originally published over the summer period and there remains some significant controversy. There are a number of schools in the city who have appealed 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 had sat the exam in January. The impact of this change in Peterborough has not yet been finally reported, but any changes which have been made are reflected in the revised data produced here. There remains a legal challenge against these results at a national level and the judgement is awaited.
- 5.18 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.
- 5.19 In the key measure of 5 A\* - C Grades at GCSE including English and mathematics, outcomes in Peterborough schools remain unchanged from 2011 at 49%, with the gap to national average having widened by 1% to 10%. The table and graph below demonstrate that although Peterborough has seen significant increases in this measure we are not closing the gap on the national average.
- The performance of EAL pupils in Peterborough schools at 5+ A\* - C GCSE including English and mathematics is 20% below the national similar group, whilst that of Non-EAL pupils is 6% below;
  - The performance of FSM pupils is 12% below the national similar group, whilst non-FSM pupils perform 7% below the national average;
  - Pupils of White British background are 6% below the national average, whilst those of White Other background are 19% below the national average;
  - Boys perform 7% below the national average whilst girls perform 10% below the national average. The gap between the performance of boys and girls in Peterborough is 3% closer than it is nationally.

Measure	Gap to National Average 2012	Trend of performance compared to national average	Gap to Statistical Neighbour Average	Trend of performance compared to SN average
5 A* - C incl En and Ma	- 10%	Widened by 1%	- 9%	Widened by 3%
5 A* - C	0%	Narrowed by 1%	0%	Narrowed by 1%
A* - C English	- 6%	Narrowed by 2%	N/A	N/A
A* - C Mathematics	- 6%	Widened by 1%	N/A	N/A
English Bacc	- 3%	Unchanged	- 1%	Unchanged
Expected Progress English	- 7%	Narrowed by 2%	- 6%	Unchanged
Expected Progress Mathematics	- 9%	Unchanged	- 7%	Widened by 1%

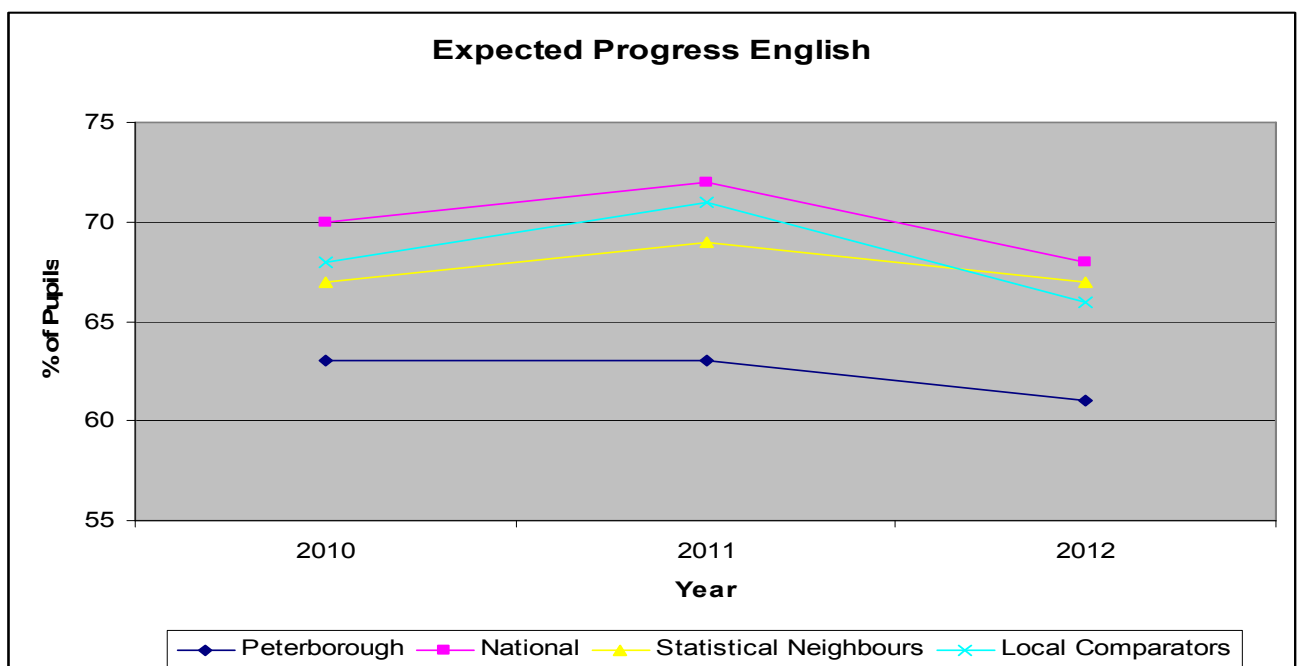


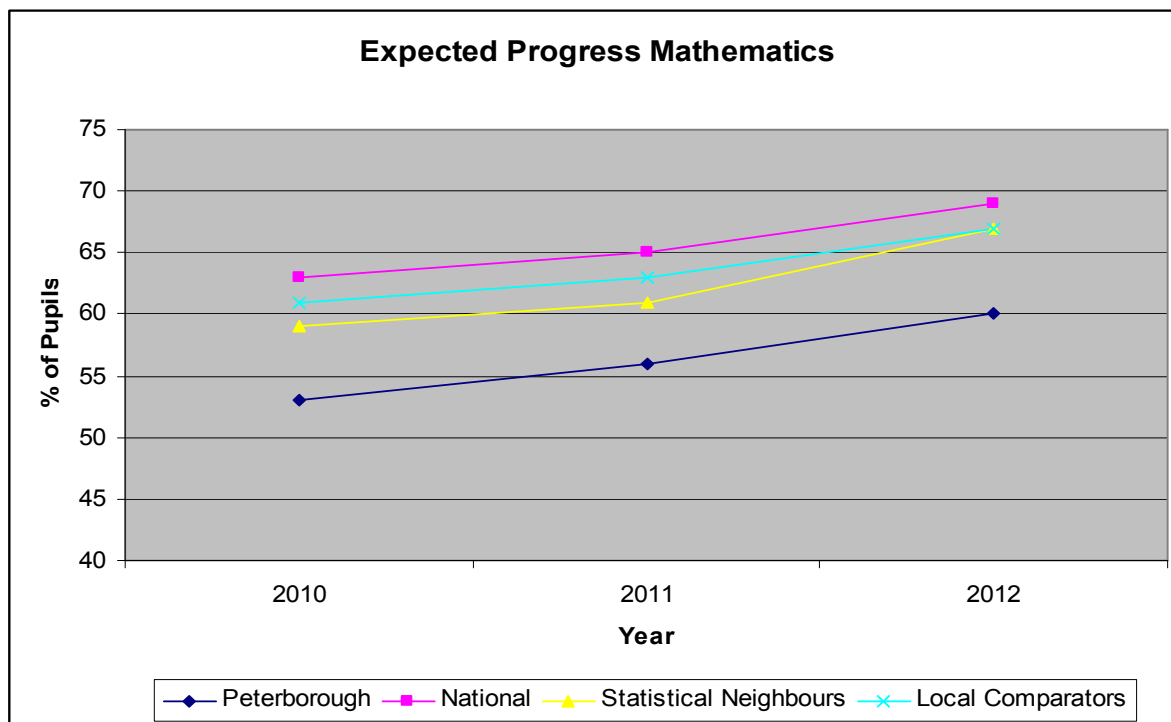
- 5.20 In relation to the other measures, Peterborough’s school performance can be analysed as –
- 5 A\*-C Grade GCSEs (not including English and mathematics) - Peterborough schools improved by 3% from 2011 and are now in line with the national average for the first time ever, having been 3% below in 2010;
  - The performance of EAL pupils is 4% below the national similar group, whilst the performance of non-EAL pupils is 2% above the national similar group;
  - The performance of FSM pupils is equal to the national similar group, whilst non-FSM pupils perform 2% above the national average;
  - Pupils of White British background are 2% above the national average, whilst those of White Other background are 10% below the national average;
  - Boys perform 2% above the national average whilst girls perform 1% above the national average. The gap between the performance of boys and girls in Peterborough is 1% closer than it is nationally.





- In the English Baccalaureate subjects, the gap between Peterborough schools and the national average has remained constant at 3% since 2010;
- Performance in English has declined by 1% from 2011. The gap to national average has narrowed by 2% but remains large at 6%. In 2010 the gap was 15%;
- Performance in mathematics improved by 2% but the gap to the national average has widened by 1% to 6%. In 2010, the gap was 13%.
- The proportion of students making Expected Progress between age 11 and age 16 in English has declined by 2% from 2011, but the gap to the national average has narrowed by 2% to 7%, as it was in 2010;
- The proportion of students making Expected Progress between age 11 and age 16 in mathematics has increased by 4% from 2011, but the gap to the national average remains unchanged at 9%. In 2010 it was 10%;





5.21 In terms of the contextual background of this cohort:

- 23.8% of the cohort did not have English as a first language, against a national average of 12.9% and a Statistical neighbour average of 14.0%. The gap to the national average has widened from +10.0% in 2010, to +10.9% in 2012;
- 76.2% of the cohort had English as a first language, compared to a national average of 87.1% and a Statistical neighbour average of 86%. The gap to the national average has widened from - 9.8% in 2010 to -10.9% in 2012;
- The proportion of pupils whose ethnicity is recorded as “White British” has declined from 67.2% in 2010 to 64.9% in 2012. The gap to the national average has widened from -10.1% in 2010 to -10.9% in 2012;
- The proportion of pupils whose ethnicity is recorded as “Any Other White Background” (predominantly from Eastern Europe) has increased from 8.6% in 2010 to 10.2% in 2012. The gap to the national average has widened from +4.8% in 2010 to + 6.6% in 2012, and the proportion in Peterborough is nearly three times larger than the similar group nationally.
- The proportion of children whose ethnicity is recorded as “Asian Background” has increased from 15.0% in 2010 to 15.3% in 2012, and the gap to the national average has narrowed from 7.1% to 6.6% in the same period. The proportion in Peterborough schools is nearly double that of the similar group nationally;
- The proportion of pupils known to be eligible for Free School Meals in this cohort is 14.9%, compared to a national average of 14.8% and a Statistical Neighbour average of 17.6%. The gap to the national average has widened from -0.1% in 2011 to + 0.1% in 2012.

### **Floor Standards 2012**

5.22 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.

5.23 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 (L4+) 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 of 92% (87% in 2011 and 2010);
- 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 of 90% (86% in 2011 and 2010).

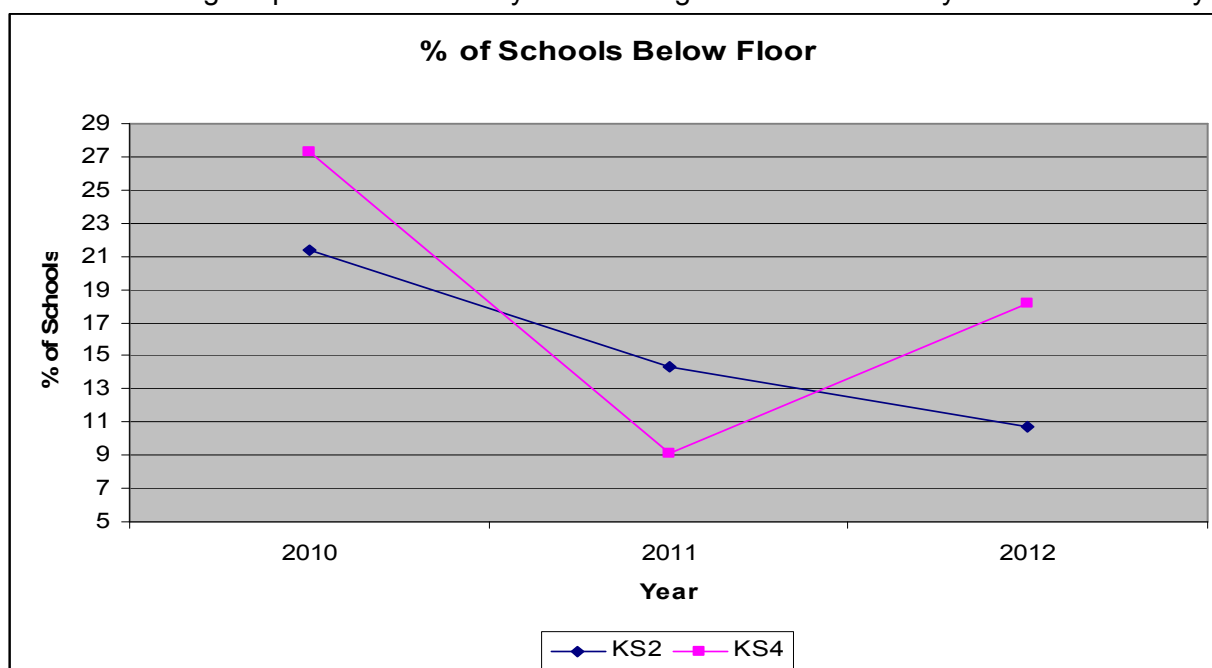
KS4 (Y11):

- 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;
- 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 of 70% (72% in 2011 and 2010);
- 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 of 70% (67% in 2011 and 2010).

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

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

5.26 Being Below Floor is a key measure for the DfE over whether intervention is needed through the school becoming a Sponsored Academy and ceasing to be maintained by the Local Authority.



5.27 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	Number of schools Above Floor in all 3 measures
2010	12 (21.4%)	14 (25%)	6 (10.7%)	24 (42.9%)
2011	8 (14.3%)	15 (26.8%)	8 (14.3%)	25 (44.6%)
2012	6 (10.7%)	15 (26.8%)	15 (26.8%)	20 (35.7%)
2012 (if 2011 standards had applied)	3 (5.4%)	7 (12.5%)	13 (23.2%)	33 (58.9%)

There are 2 schools who have been Below Floor for each of the last 2 years, and a further 3 who have been Below Floor for 2 of the last 3 years.

There are 11 schools (19.6%) who have been either Below Floor or “Vulnerable” for each of the last 3 years.

5.28 The KS4 position is as follows –

<b>KS4</b>	<b>Number of Schools Below Floor – all 3 standards</b>	<b>Number of Schools Below Floor – 2 standards</b>	<b>Number of Schools Below floor – 1 standard</b>	<b>Number of schools Above Floor in all 3 measures</b>
2010	3 (27.3%)	5 (45.5%)	1 (9.1%)	2 (18.2%)
2011	1 (9.1%)	5 (45.5%)	2 (18.2%)	3 (27.3%)
2012	2 (18.2%)	5 (45.5%)	2 (18.2%)	2 (18.2%)
2012 (if 2011 standards had applied)	2 (18.2%)	3 (27.3%)	4 (36.4%)	2 (18.2%)

There are no schools who have been Below Floor for each of the last 2 years, and 2 schools who have been below Floor for 2 of the last 3 years.

There are 7 schools (63.6%) who have been either Below Floor or “Vulnerable” for each of the last 3 years.

5.29 The Floor Standards apply to academy schools in the same way that they do to maintained schools and currently both schools judged to be Below Floor are Academy Schools.

### **Key Actions to Address Underperformance**

5.30 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 have been received from the Governing Bodies of these schools and these actions are currently being monitored. The LA reserves the right to take further action if appropriate at any time and this 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 have collated expected results for schools in 2013 (targets) and these will be monitored and any challenge may lead to further intervention;
- 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 from 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, including recommending to governing bodies that this is an expected course of action where we deem this to be appropriate;
- Reviewing and finalising a number of options around strategies to support learning across the city for pupils who have English as an additional language;
- Focussing work 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 Partnership 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 behaviour for learning;

- We are targeting schools that are graded by Ofsted as requiring improvement or satisfactory to become good. This has included additional training and support.

## **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 A further set of data will be obtained in the summer and will be presented to the committee in November 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				Key Stage 2 Maths									
<b>% Level 4+</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>% Level 4+</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>						
All pupils				All pupils									
Peterborough	75%	76%	81%	Peterborough	76%	78%	79%						
England	80%	81%	85%	England	79%	80%	84%						
Statistical Neighbours	78%	79%	83%	Statistical Neighbours	78%	79%	82%						
Local Comparators	75%	78%	83%	Local Comparators	76%	78%	82%						
<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>	<b>PB</b>	<b>Natn</b>	<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>						
Boys	72%	75%	71%	77%	Boys	79%	80%	78%	80%				
Girls	78%	85%	82%	86%	Girls	73%	80%	77%	80%				
EAL	64%	74%	65%	77%	EAL	71%	76%	69%	77%				
non-EAL	78%	81%	81%	82%	non-EAL	78%	80%	81%	81%				
FSM	56%	64%	63%	67%	FSM	60%	65%	65%	67%				
non-FSM	79%	83%	80%	84%	non-FSM	80%	83%	81%	83%				
White-British	78%	81%	81%	82%	White-British	78%	80%	81%	81%				
White-Other	59%	72%	57%	74%	White-Other	66%	77%	69%	77%				
Pakistani	68%	74%	69%	76%	Pakistani	74%	73%	69%	75%				
<b>APS</b>	<b>2010</b>	<b>2011</b>		<b>APS</b>	<b>2010</b>	<b>2011</b>							
All pupils				All pupils									
Peterborough	26.6	26.5		Peterborough	26.9	27.0							
England	27.3	27.3		England	27.4	27.6							
<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>	<b>PB</b>	<b>Natn</b>	<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>						
Boys	26.2	26.5	25.6	26.6	Boys	27.4	27.5	27.1	27.7				
Girls	27.1	28.2	27.4	28.1	Girls	26.4	27.3	27.0	27.6				
EAL	24.9	26.4	24.9	26.5	EAL	26.0	26.9	25.9	27.3				
non-EAL	27.1	27.5	27.2	27.5	non-EAL	27.2	27.5	27.5	27.7				
FSM	24.0	24.9	24.6	25.2	FSM	24.8	25.2	25.1	25.6				
non-FSM	27.2	27.8	27.0	27.8	non-FSM	27.4	27.9	27.5	28.1				
White-British	27.0	27.5	27.1	27.5	White-British	27.2	27.5	27.5	27.7				
White-Other	24.5	26.3	24.1	26.4	White-Other	25.7	27.1	25.8	27.4				
Pakistani	25.3	26.2	25.3	26.4	Pakistani	26.4	26.3	25.9	26.7				
<b>Key Stage 2 English and Maths</b>				<b>Progress between Key Stage 1 and Key Stage 2</b>									
<b>% Level 4+</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>% English progress</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>						
All pupils				All pupils									
Peterborough	67%	69%	74%	Peterborough	86%	86%	90%						
England	73%	74%	79%	England	84%	84%	89%						
Statistical Neighbours	71%	73%	77%	Statistical Neighbours	82%	83%	88%						
Local Comparators	68%	70%	76%	Local Comparators	80%	81%	87%						
<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>	<b>PB</b>	<b>Natn</b>	<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>						
Boys	not published		67%	72%	72%	77%	Boys	84%	not published	84%	81%	89%	88%
Girls			72%	77%	75%	82%	Girls	86%		88%	86%	91%	91%
EAL			58%	70%	67%	76%	EAL	87%		87%	87%	92%	91%
non-EAL			74%	75%			non-EAL	84%		86%	83%		
FSM			54%	58%			FSM	74%		80%	79%		
non-FSM			73%	78%			non-FSM	87%		87%	84%		
White-British			74%	75%			White-British	84%		85%	83%		
White-Other			53%	68%			White-Other	84%		88%	85%		
Pakistani			60%	68%			Pakistani	87%		89%	86%		
<b>APS (All NC Core)</b>		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>% Maths progress</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>					
All pupils				All pupils									
Peterborough	26.8	26.8	27.4	Peterborough	84%	83%	86%						
England	27.4	27.5	28.2	England	83%	83%	87%						
				Statistical Neighbours	80%	82%	86%						
				Local Comparators	79%	81%	85%						
<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>	<b>PB</b>	<b>Natn</b>	<b>Sub groups</b>	<b>PB</b>	<b>Natn</b>						
Boys	26.8	27.0	26.4	27.2	Boys	84%	85%	83%	88%	88%			
Girls	26.8	27.7	27.2	27.8	Girls	80%	82%	82%	84%	86%			
EAL	25.4	26.7	25.4	26.9	EAL	86%	81%	85%	87%	90%			
non-EAL	27.2	27.5	27.3	27.6	non-EAL	81%	84%	82%					
FSM	24.4	25.0	24.8	25.4	FSM	72%	74%	75%					
non-FSM	27.3	27.8	27.2	27.9	non-FSM	84%	86%	84%					
White-British	27.1	27.5	27.3	27.6	White-British	81%	84%	82%					
White-Other	25.1	26.7	25.0	26.9	White-Other	81%	84%	86%					
Pakistani	25.8	26.3	25.6	26.6	Pakistani	87%	79%	82%					
<b>Key Stage 2 Reading</b>				<b>Key Stage 2 Writing</b>									
<b>% Level 4+</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>% Level 4+</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>						
All pupils				All pupils									
Peterborough	79%	80%	82%	Peterborough	66%	69%	77%						
England	84%	84%	87%	England	71%	75%	81%						
Statistical Neighbours	82%	82%	84%	Statistical Neighbours	68%	73%	78%						
Local Comparators	79%	80%	84%	Local Comparators	65%	71%	78%						

<b>FSM (Primary)</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>% known to be eligible and taking Free school meals</b>			
Peterborough		20.5%	20.8%
England		18.0%	18.1%
Statistical Neighbours		21.0%	21.4%
<b>FSM (Primary)</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>% taking Free school meals</b>			
Peterborough	16.5%	17.4%	
England	15.0%	15.4%	
Statistical Neighbours	17.1%	17.3%	
<b>EAL (Primary)</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>% with first language other than or believed to be other than English</b>			
Peterborough	28.8%	30.7%	33.2%
England	16.0%	16.8%	17.5%
Statistical Neighbours	15.8%	16.5%	17.2%
<b>KS2 cohort profile</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Pupils without a matched Key Stage 1 record in RAISEonline</b>			
No.	161	181	224
% of roll	7.8%	8.4%	10.1%

<b>SEN</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>% with statements of special educational needs</b>			
Peterborough	3.8%	3.9%	4.0%
England	2.8%	2.8%	2.8%
Statistical Neighbours	2.8%	2.8%	2.8%
<b>SEN</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>% with special educational needs without statements</b>			
Peterborough	21.6%	20.6%	20.1%
England	18.3%	17.8%	17.0%
Statistical Neighbours	20.0%	19.1%	18.3%
<b>Yr 6 MENA</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Minority Ethnic New Arrivals (*)</b>			
No.	155	159	172
% of roll	7.0%	7.2%	7.8%

(\*) defined as Ethnicity other than "White British", Language other than "English" or "Believed to be English" and an Entry Date into the setting of within the previous 2 years

# Appendix 2 - Key Stage 4 Results

## Key Stage 4

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

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	42%	51%	45%	54%	46%	53%
Girls	49%	58%	53%	61%	53%	63%
EAL	32%	52%	35%	55%	35%	55%
non-EAL	49%	55%	53%	58%	53%	59%
FSM	20%	31%	28%	34%	26%	38%
non-FSM	50%	58%	53%	61%	57%	64%
White-British	49%	55%	52%	58%	52%	58%
White-Other	30%	50%	31%	54%	33%	52%
Pakistani	36%	49%	39%	52%	33%	54%

% 5A*-C	2010	2011	2012
All pupils			
Peterborough	73%	80%	83%
England	76%	81%	83%
Statistical Neighbours	75%	81%	83%
Local Comparators	75%	79%	82%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	69%	71%	76%	76%	80%	78%
Girls	76%	79%	84%	83%	86%	85%
EAL	70%	75%	75%	80%	78%	82%
non-EAL	73%	76%	82%	80%	85%	83%
FSM	56%	58%	65%	64%	70%	70%
non-FSM	76%	78%	83%	82%	88%	86%
White-British	73%	75%	81%	80%	84%	82%
White-Other	61%	74%	67%	78%	70%	80%
Pakistani	77%	74%	81%	80%	83%	82%

English Baccalaureate	2010	2011	2012
All pupils			
Peterborough	12%	12%	13%
England	15%	15%	16%
Statistical Neighbours	13%	13%	14%
Local Comparators	10%	12%	12%

Sub groups					
Boys	not published	9%	12%	10%	13%
Girls		16%	18%	16%	19%
EAL		9%	14%	10%	16%
non-EAL		13%	15%	14%	16%
FSM		3%	4%	4%	5%
non-FSM		14%	17%	16%	19%
White-British		13%	15%	14%	16%
White-Other		8%	17%	8%	18%
Pakistani		8%	11%	7%	13%

KS4 cohort profile	2010	2011	2012
Pupils without a matched Key Stage 2 record in RAISEonline			
No.	165	180	179
% of roll	7.3%	7.9%	8.0%

Yr 11 MENA	2010	2011	2012
Minority Ethnic New Arrivals (*)			
No.	140	99	81
% of roll	6.3%	4.4%	3.6%


% A*-C English	2010	2011	2012
All pupils			
Peterborough	56%	63%	62%
England	71%	71%	68%


Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	49%	65%	56%	65%	56%	62%
Girls	63%	77%	70%	77%	67%	75%
EAL	43%	67%	47%	66%	48%	64%
non-EAL	59%	72%	67%	72%	65%	69%
FSM	31%	50%	43%	50%	39%	51%
non-FSM	61%	74%	67%	74%	69%	74%
White-British	58%	71%	66%	72%	64%	69%
White-Other	42%	67%	41%	64%	43%	61%
Pakistani	51%	65%	57%	66%	51%	64%


% A*-C Maths	2010	2010	2011	2011	2012	2012
All pupils						
Peterborough	54%		62%		64%	
England	67%		67%		70%	

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	54%	67%	61%	66%	65%	70%
Girls	53%	66%	63%	67%	63%	70%
EAL	43%	67%	51%	67%	52%	70%
non-EAL	56%	67%	65%	67%	67%	71%
FSM	31%	46%	41%	46%	43%	52%
non-FSM	58%	70%	66%	70%	71%	76%
White-British	57%	67%	64%	67%	67%	70%
White-Other	42%	66%	51%	66%	53%	69%
Pakistani	44%	62%	50%	63%	50%	68%

### Data Sources

 LA populated RAISEonline, 2010 and 2011 Final Data

 LA populated RAISEonline, 2012 Unvalidated (the categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.)

 DfE performance tables (England figure is state funded schools only) / DfE Research & Statistics gateway

FSM (Secondary)	2010	2011	2012
% known to be eligible and taking Free school meals			
Peterborough		14.5%	14.9%
England		14.6%	14.8%
Statistical Neighbours		17.0%	17.6%

FSM (Secondary)	2010	2011	2012
% taking Free school meals			
Peterborough	11.0%	11.6%	
England	11.1%	11.6%	
Statistical Neighbours	12.6%	13.3%	

EAL (Secondary)	2010	2011	2012
% with first language other than or believed to be other than English			
Peterborough	21.6%	22.0%	23.8%
England	11.6%	12.3%	12.9%
Statistical Neighbours	11.9%	13.1%	14.0%

## Progress between Key Stage 2 and Key Stage 4

% English progress	2010	2011	2012
All pupils			
Peterborough	63%	63%	61%
England	70%	72%	68%
Statistical Neighbours	67%	69%	67%
Local Comparators	68%	71%	66%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	57%	not published	55%	66%	55%	61%
Girls	69%		71%	76%	66%	74%
EAL	60%		63%	77%	62%	75%
non-EAL	63%		63%	71%	60%	67%
FSM	41%		45%	55%	42%	54%
non-FSM	66%		66%	74%	67%	71%
White-British	62%		62%	70%	59%	66%
White-Other	57%		56%	75%	65%	72%
Pakistani	65%		67%	73%	59%	70%

% Maths progress	2010	2011	2012
All pupils			
Peterborough	53%	56%	60%
England	63%	65%	69%
Statistical Neighbours	59%	61%	67%
Local Comparators	61%	63%	67%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	51%	not published	55%	62%	58%	66%
Girls	54%		58%	66%	61%	70%
EAL	51%		51%	75%	56%	77%
non-EAL	53%		58%	63%	60%	67%
FSM	33%		34%	45%	37%	51%
non-FSM	56%		60%	67%	67%	73%
White-British	53%		57%	63%	59%	67%
White-Other	47%		58%	73%	57%	75%
Pakistani	51%		47%	68%	51%	72%

SEN	2010	2011	2012
% with statements of special educational needs			
Peterborough	3.8%	3.9%	4.0%
England	2.8%	2.8%	2.8%
Statistical Neighbours	2.8%	2.8%	2.8%

SEN	2010	2011	2012
% with special educational needs without statements			
Peterborough	21.6%	20.6%	20.1%
England	18.3%	17.8%	17.0%
Statistical Neighbours	20.0%	19.1%	18.3%

(\*) defined as Ethnicity other than "White British", Language other than "English" or "Believed to be English" and an Entry Date into the setting of within the previous 2 years



## Key Stage 4

% 5A*-C incl. E&M	2010	2011	2012
All pupils			
Peterborough	46%	49%	49%
England	55%	58%	59%

Peterborough			
Arthur Mellows VC	65%	72%	76%
Hampton C	73%	70%	68%
Jack Hunt S	44%	51%	47%
Ken Stimpson CS	54%	54%	50%
King's S	86%	88%	91%
Nene Park A	34%	43%	49%
Ormiston Bushfield A	42%	50%	49%
St J Fisher S	31%	39%	34%
Stanground C	39%	41%	39%
Thomas Deacon A	45%	43%	36%
The Voyager A	24%	32%	40%

% 5A*-C	2010	2011	2012
All pupils			
Peterborough	73%	80%	83%
England	76%	81%	83%

Peterborough			
Arthur Mellows VC	93%	93%	99%
Hampton C	88%	86%	87%
Jack Hunt S	74%	84%	86%
Ken Stimpson CS	74%	83%	78%
King's S	99%	95%	98%
Nene Park A	58%	80%	87%
Ormiston Bushfield A	69%	90%	92%
St J Fisher S	56%	50%	46%
Stanground C	63%	84%	90%
Thomas Deacon A	91%	91%	93%
The Voyager A	52%	61%	74%

English Baccalaureate	2010	2011	2012
All pupils			
Peterborough	12%	12%	13%
England	15%	15%	16%

Peterborough			
Arthur Mellows VC	9%	17%	24%
Hampton C	25%	27%	31%
Jack Hunt S	17%	16%	12%
Ken Stimpson CS	4%	4%	2%
King's S	56%	53%	51%
Nene Park A	0%	0%	3%
Ormiston Bushfield A	2%	10%	8%
St J Fisher S	7%	4%	2%
Stanground C	17%	14%	14%
Thomas Deacon A	9%	9%	10%
The Voyager A	1%	4%	2%


% A*-C English	2010	2011	2012
All pupils			
Peterborough	56%	63%	62%
England	71%	71%	68%


Peterborough			
Arthur Mellows VC	84%	83%	88%
Hampton C	80%	80%	73%
Jack Hunt S	53%	69%	70%
Ken Stimpson CS	62%	56%	55%
King's S	93%	92%	94%
Nene Park A	52%	58%	56%
Ormiston Bushfield A	52%	63%	58%
St J Fisher S	48%	46%	56%
Stanground C	46%	60%	44%
Thomas Deacon A	56%	63%	53%
The Voyager A	33%	51%	59%


% A*-C Maths	2010	2011	2012
All pupils			
Peterborough	54%	62%	64%
England	67%	67%	70%

Peterborough			
Arthur Mellows VC	68%	75%	80%
Hampton C	84%	75%	84%
Jack Hunt S	54%	60%	51%
Ken Stimpson CS	65%	72%	66%
King's S	91%	92%	96%
Nene Park A	38%	62%	67%
Ormiston Bushfield A	52%	56%	68%
St J Fisher S	44%	54%	40%
Stanground C	48%	57%	64%
Thomas Deacon A	53%	65%	69%
The Voyager A	34%	45%	52%

## Data Sources

 LA populated RAISEonline, 2010 and 2011 Final Data

 LA populated RAISEonline, 2012 Unvalidated (the categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.)

 DfE performance tables (England figure is state funded schools only) / DfE Research & Statistics gateway

## Progress between Key Stage 2 and Key Stage 4

% English progress	2010	2011	2012
All pupils			
Peterborough	63%	63%	61%
England	70%	72%	68%

Peterborough			
Arthur Mellows VC	87%	83%	87%
Hampton C	81%	84%	59%
Jack Hunt S	65%	80%	78%
Ken Stimpson CS	68%	50%	65%
King's S	89%	92%	85%
Nene Park A	57%	56%	63%
Ormiston Bushfield A	60%	52%	61%
St J Fisher S	62%	58%	72%
Stanground C	54%	55%	43%
Thomas Deacon A	66%	57%	40%
The Voyager A	40%	52%	53%

% Maths progress	2010	2011	2012
All pupils			
Peterborough	53%	56%	60%
England	63%	65%	69%

Peterborough			
Arthur Mellows VC	61%	74%	73%
Hampton C	90%	81%	86%
Jack Hunt S	62%	56%	48%
Ken Stimpson CS	57%	70%	67%
King's S	87%	90%	92%
Nene Park A	37%	53%	60%
Ormiston Bushfield A	57%	59%	59%
St J Fisher S	44%	51%	42%
Stanground C	53%	51%	65%
Thomas Deacon A	49%	46%	56%
The Voyager A	33%	36%	42%

Appendix 3 – Expected Progress KS1 – KS2

		KS2 level (combined test and TA)							
		Any non-numeric level	0	1	2	3	4	5	6
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	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	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	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	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	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 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 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

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