

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
11 NOVEMBER 2013	Public Report

Report of the Executive Director of Children's Services

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PRESENTATION OF 2013 UNVALIDATED EXAMINATION RESULTS

1. PURPOSE

- 1.1 This paper summarises the 2013 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 2014.

2. RECOMMENDATIONS

- 2.1
1. The committee analyses the performance in the 2013 assessments, tests and examinations.
 2. Scrutinise Children's Services actions to improve 2014/2015 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 and October 2013, 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 5 GCSE Grade C or better including English and Maths. 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 expected in January 2014 will include re-marks and will remove the data for children who are newly arrived to the UK. There have been a significant number of re-marks in the Secondary sector.
- 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, as in 2012, results for reading and mathematics were determined by tests and those for writing by teacher assessment. However, when reporting the combined subjects there has been a change from this being English and mathematics combined to a measure of reading, writing and mathematics combined – in order to be judged to have reached the expected level, a pupil must achieve at least L4+ in each of the 3 subjects.

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 2013 (appendix 1)

5.1 These results are for those pupils who were in Year 6 (age 11) during 2012-13, and are from KS2 tests and teacher assessments taken in May and June 2013.

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). Appendix 3 provides a pictorial explanation of expected progress levels.

5.3 The DfE publish results on the following measures –

- attainment at L4 and above in reading
- attainment at L4 and above in writing
- 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 reading, writing 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.

	Level 4		Level 5	
	Gap to National Average	Gap Direction from 2012	Gap to National Average	Gap Direction from 2012
Writing	5%	+1%	5%	+1%
Reading	6%	+1%	8%	0%
Maths	2%	-3%	5%	-2%
Combined	5%	-1%	4%	0%
Progress Reading	2%	+1%		
Progress Writing	-1%	+1%		
Progress Maths	1%	0%		

	3 year Trend Peterborough L4+	3 Year Trend National L4+	3 year Trend Peterborough L5	3 Year Trend National L5
Writing	+9%	+8%	+10%	+10%
Reading	-1%	+1%	+2%	+2%
Maths	+4%	+4%	+7%	+6%
Combined *	+1%	0%	+1%	+1%
Progress Reading *	-3%	-2%		
Progress Writing *	0%	+1%		
Progress Maths	+4%	+5%		

(*) data for performance is only available for 2 years

5.6 The results show a significant improvement in Maths across both level 4 and level 5 which is positive after the decline in performance in Maths last year. The results in English show a fall but these results are based upon unvalidated data and include pupils who have been in the education system for less than 2 years. These pupils will be adjusted for and it is expected this

will uplift all results by around 2% so the position overall will look more positive and the gap on national should be closed in all areas. However, more is needed to create a step change in outcomes in Peterborough and achieve as a minimum national average.

5.7 In order to create immediate change, the LA is providing additional support to try and improve outcomes including –

- Subject reviews and rigorous scrutiny of work in targeted schools;
- Continuing Professional Development (CPD) with core subject leaders focused upon improving quality of learning and teaching
- Training cohorts of teachers as Maths Specialist teachers (MaST) and phonics specialist teachers
- Focusing on the quality of leadership to a greater extent in LA whole-school reviews;
- Focused training on achieving L2b+ and L4b+ in core subjects;
- Sharp targeting of schools that require intensive support.

5.8 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 2013 (appendix 2)

5.9 These results are for those pupils who were in Year 11 (age 16) during 2012-13, and are from GCSE Examinations taken in 2013. 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).

5.10 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 5.2 above)
- The proportion of students making expected progress in mathematics (see 5.2 above)

5.11 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. We currently don't have detailed information in relation to English and Maths as specific subjects.

	2013 Results	
	Gap to National Average	Gap Direction from 2012
% 5A*-C incl. E&M	4%	-6%
% 5A*-C	-3%	-3%
English Baccalaureate	5%	+2%
Progress English	2%	-5%
Progress Maths	4%	-5%

5.12 The results show a marked improved in our headline measure and schools are to be congratulated on their improvement since last year. There still remains a gap to national but the gap has closed significantly. Like KS2 results, these are still unvalidated and early removal information suggests the 5 A* to C measure may increase by up to 2%. Particularly pleasing is the improvement in progress rates which will continue to be a focus in the coming year.

- 5.13 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.
- 5.14 Early data collected direct from Secondary Schools does show a significant increase in outcomes for those pupils who qualify for pupil premium (Looked after children, service children or those pupils in receipt of free school meals in the last 6 years). The percentage achieving 5 GCSE A* to C including English and Maths rose from 28.1% (2012) to 38.3% in 2013.

Key Stage 4 League Tables

- 5.15 League tables have been published by the Department for Education in October which show each Local Authorities performance. The key headlines from these tables are -
- Peterborough has seen a 15% improvement in those pupils achieving 5 GCSE A* to C including English and Maths over the last 5 years. This is 6.4% higher than the England average
 - We have closed the gap to national average using unvalidated data to 2.8% from 9.2% in 2008/09.
 - Peterborough has risen to 126 in the national league table for GCSE 5 A* to C including English and Maths and is likely to climb further places with the validated data when new arrivals to the education system (less than 2 years) are removed from the figures. We were 144th in 2012 so a rise of 18 places.
 - Comparing 2012 to 2013 shows us as being the 4th most improved authority in the country for 5 A* to C including English and Maths (6.5% improvement)
 - The authority was the 5th most improved authority since 2008 in terms of 5 A* to C GCSE's (excluding English and Maths) – 4.8% above national average and 46th out of 151 authorities this year. We were 141 in 2008.
- 5.22 A more detailed analysis of the league tables is currently being undertaken and will be reported in March. We do not currently have published tables for KS2.

Floor Standards 2013

- 5.23 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.
- 5.24 There are 4 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 each of reading, writing and mathematics;
2. The proportion of pupils making Expected Progress in reading from the end of Y2 to the end of Y6 should be above the national median performance (92% in 2012);
3. The proportion of pupils making Expected Progress in writing from the end of Y2 to the end of Y6 should be above the national median performance (90% in 2012);
4. 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 (90% in 2012).

KS4 (Y11):

1. At least 40% 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 (70% in 2012);
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 (70% in 2012).

- 5.22 It is expected that these floor standards will rise in 2013 although this hasn't yet been confirmed. Any rise will be back dated to prior years data.
- 5.23 For schools to be judged by the DfE and OfSTED as being Below Floor, they must be below all of the 3 standards. If they are below any 2 of the 3 standards, they are judged by DfE and OfSTED as being "vulnerable". 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.
- 5.24 The DfE has not yet released the Floor Standard data for KS2 progress so the latest position cannot be reported and will be included in the next report. 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
2010	3	5	1
2011	1	5	2
2012	3	3	3
2013	0	4	4

Key Actions to Address Underperformance

- 5.25 Our school improvement strategy was agreed by the committee in April and outlines our approach to improving performance. This includes –
- Last year we issues a number of Formal "Standards Performance and Safety" Warning Notices and informal Letters of Concern. These had significant impact in terms of stimulating improvements in schools. This year we are in the process of issuing a Formal 'Standards Performance and Safety' Warning Notice and 6 letters of concern. We also intend discussing the performance of an 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 remains on a 'no excuses' culture.
 - Highlighting weaknesses and evaluating improvement plans in all primary schools with head teachers and governors;
 - We are currently collating expected results from all schools (including academies) for 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 further changes implemented in September 2013;
 - 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, including the provision of spreadsheets which highlight particular groups of pupils, which schools can individualise.
 - 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 further delivery of the EAL strategy after the initial phase which has provided a high number of outstanding CPD and support opportunities for schools. An Ofsted report has already commented on the quality of the provision and how it has supported improvements in outcomes.
 - Development of a school to school partnership. This is due to be fully in place within

the city in September 2014 and will enable increased capacity to support schools to improve.

- 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 Partnership which brings together schools to offer staff 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. The newly formed Education task and finish group will have a key role to play in reviewing educational outcomes in the future.

8. NEXT STEPS

8.1 The final 2013 results will be presented to this committee in March 2014.

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 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+	2011	2012	2013
All pupils			
Peterborough	76%	81%	N/A
England	81%	85%	N/A
Statistical Neighbours	79%	83%	N/A
Local Comparators	78%	83%	N/A

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	71%	77%	77%	82%	N/A	N/A
Girls	82%	86%	85%	89%	N/A	N/A
EAL	65%	77%	74%	81%	N/A	N/A
non-EAL	81%	82%	83%	86%	N/A	N/A
FSM	63%	67%	71%	76%	N/A	N/A
non-FSM	80%	84%	85%	89%	N/A	N/A
White-British	81%	82%	84%	86%	N/A	N/A
White-Other	57%	74%	65%	78%	N/A	N/A
Pakistani	69%	76%	78%	82%	N/A	N/A

APS	2011	2012	2013
All pupils			
Peterborough	26.5	27.4	N/A
England	27.3	28.1	N/A

Key Stage 2 Writing

% Level 4+	2011	2012	2013
All pupils			
Peterborough	69%	77%	78%
England	75%	81%	83%
Statistical Neighbours	73%	78%	81%
Local Comparators	71%	78%	80%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	N/A	N/A	N/A	N/A	75%	78%
Girls	N/A	N/A	N/A	N/A	82%	88%
EAL	N/A	N/A	N/A	N/A	N/A	N/A
non-EAL	N/A	N/A	N/A	N/A	N/A	N/A
FSM	N/A	N/A	N/A	N/A	N/A	N/A
non-FSM	N/A	N/A	N/A	N/A	N/A	N/A
White-British	N/A	N/A	N/A	N/A	N/A	N/A
White-Other	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	N/A	N/A	N/A	N/A	N/A	N/A

APS	2011	2012	2013
All pupils			
Peterborough	N/A	N/A	N/A
England	N/A	N/A	N/A


Key Stage 2 English and Maths


% Level 4+	2011	2012	2013
All pupils			
Peterborough	69%	74%	N/A
England	74%	79%	N/A
Statistical Neighbours	73%	77%	N/A
Local Comparators	70%	76%	N/A


Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	67%	72%	72%	77%	N/A	N/A
Girls	72%	77%	75%	82%	N/A	N/A
EAL	58%	70%	67%	76%	N/A	N/A
non-EAL	74%	75%	77%	80%	N/A	N/A
FSM	54%	58%	62%	68%	N/A	N/A
non-FSM	73%	78%	80%	84%	N/A	N/A
White-British	74%	75%	77%	80%	N/A	N/A
White-Other	53%	68%	62%	74%	N/A	N/A
Pakistani	60%	68%	70%	74%	N/A	N/A

APS (All NC Core)	2011	2012	2013
All pupils			
Peterborough	26.8	27.4	N/A
England	27.5	28.2	N/A

Data Sources

 LA populated RAISEonline, Final data (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

 Statistics - national statistics, National curriculum assessments at key stage 2 in England, 2012 to 2013 (provisional)

Key Stage 2 Reading

% Level 4+	2011	2012	2013
All pupils			
Peterborough	80%	82%	79%
England	84%	87%	85%
Statistical Neighbours	82%	84%	83%
Local Comparators	80%	84%	81%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	N/A	N/A	N/A	N/A	79%	83%
Girls	N/A	N/A	N/A	N/A	79%	88%
EAL	N/A	N/A	N/A	N/A	N/A	N/A
non-EAL	N/A	N/A	N/A	N/A	N/A	N/A
FSM	N/A	N/A	N/A	N/A	N/A	N/A
non-FSM	N/A	N/A	N/A	N/A	N/A	N/A
White-British	N/A	N/A	N/A	N/A	N/A	N/A
White-Other	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	N/A	N/A	N/A	N/A	N/A	N/A

APS	2011	2012	2013
All pupils			
Peterborough	N/A	N/A	N/A
England	N/A	N/A	N/A

Key Stage 2 Maths

% Level 4+	2011	2012	2013
All pupils			
Peterborough	78%	79%	82%
England	80%	84%	84%
Statistical Neighbours	79%	82%	82%
Local Comparators	78%	82%	82%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	78%	80%	80%	84%	85%	84%
Girls	77%	80%	79%	84%	79%	85%
EAL	69%	77%	74%	82%	N/A	N/A
non-EAL	81%	81%	82%	85%	N/A	N/A
FSM	65%	67%	69%	75%	N/A	N/A
non-FSM	81%	83%	85%	88%	N/A	N/A
White-British	81%	81%	82%	85%	N/A	N/A
White-Other	69%	77%	70%	82%	N/A	N/A
Pakistani	69%	75%	76%	80%	N/A	N/A

APS	2011	2012	2013
All pupils			
Peterborough	27.0	27.5	N/A
England	27.6	28.4	N/A

Key Stage 2 Reading, Writing and Maths

% Level 4+	2011	2012	2013
All pupils			
Peterborough	N/A	69%	70%
England	N/A	75%	75%
Statistical Neighbours	N/A	71%	72%
Local Comparators	N/A	71%	71%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	N/A	N/A	67%	71%	69%	72%
Girls	N/A	N/A	72%	79%	70%	79%
EAL	N/A	N/A	N/A	N/A	N/A	N/A
non-EAL	N/A	N/A	N/A	N/A	N/A	N/A
FSM	N/A	N/A	N/A	N/A	N/A	N/A
non-FSM	N/A	N/A	N/A	N/A	N/A	N/A
White-British	N/A	N/A	N/A	N/A	N/A	N/A
White-Other	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	N/A	N/A	N/A	N/A	N/A	N/A

APS (All NC Core)	2011	2012	2013
All pupils			
Peterborough	N/A	N/A	N/A
England	N/A	N/A	N/A

Key Stage 2 English

% Level 5+	2011	2012	2013
All pupils			
Peterborough	23%	31%	N/A
England	29%	38%	N/A
Statistical Neighbours	26%	33%	N/A
Local Comparators	24%	31%	N/A

Key Stage 2 Writing

% Level 5+	2011	2012	2013
All pupils			
Peterborough	15%	24%	25%
England	20%	28%	30%
Statistical Neighbours	18%	25%	27%
Local Comparators	17%	23%	25%

Key Stage 2 Reading

% Level 5+	2011	2012	2013
All pupils			
Peterborough	35%	40%	37%
England	43%	48%	45%
Statistical Neighbours	39%	44%	40%
Local Comparators	37%	42%	38%

Key Stage 2 Maths

% Level 5+	2011	2012	2013
All pupils			
Peterborough	29%	32%	36%
England	35%	39%	41%
Statistical Neighbours	33%	36%	37%
Local Comparators	32%	34%	36%

Key Stage 2 Reading, Writing and Maths

% Level 5+	2011	2012	2013
All pupils			
Peterborough	N/A	16%	17%
England	N/A	20%	21%
Statistical Neighbours	N/A	18%	19%
Local Comparators	N/A	16%	17%

Progress between Key Stage 1 and Key Stage 2

% English progress	2011	2012	2013
All pupils			
Peterborough	86%	90%	N/A
England	84%	89%	N/A
Statistical Neighbours	83%	88%	N/A
Local Comparators	81%	87%	N/A

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	84%	81%	89%	88%	N/A	N/A
Girls	88%	86%	91%	91%	N/A	N/A
EAL	87%	87%	92%	91%	N/A	N/A
non-EAL	86%	83%	89%	89%	N/A	N/A
FSM	80%	79%	86%	87%	N/A	N/A
non-FSM	87%	84%	92%	90%	N/A	N/A
White-British	85%	83%	89%	89%	N/A	N/A
White-Other	88%	85%	90%	91%	N/A	N/A
Pakistani	89%	86%	91%	91%	N/A	N/A

% Reading progress	2011	2012	2013
All pupils			
Peterborough	N/A	89%	86%
England	N/A	90%	88%
Statistical Neighbours	N/A	88%	86%
Local Comparators	N/A	88%	85%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	N/A	N/A	N/A	N/A	N/A	N/A
Girls	N/A	N/A	N/A	N/A	N/A	N/A
EAL	N/A	N/A	N/A	N/A	N/A	N/A
non-EAL	N/A	N/A	N/A	N/A	N/A	N/A
FSM	N/A	N/A	N/A	N/A	N/A	N/A
non-FSM	N/A	N/A	N/A	N/A	N/A	N/A
White-British	N/A	N/A	N/A	N/A	N/A	N/A
White-Other	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	N/A	N/A	N/A	N/A	N/A	N/A

% Writing progress	2011	2012	2013
All pupils			
Peterborough	N/A	92%	92%
England	N/A	90%	91%
Statistical Neighbours	N/A	89%	91%
Local Comparators	N/A	88%	89%

% Maths progress	2011	2012	2013
All pupils			
Peterborough	83%	86%	87%
England	83%	87%	88%
Statistical Neighbours	82%	86%	87%
Local Comparators	81%	85%	87%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	N/A	N/A	N/A	N/A	N/A	N/A
Girls	N/A	N/A	N/A	N/A	N/A	N/A
EAL	N/A	N/A	N/A	N/A	N/A	N/A
non-EAL	N/A	N/A	N/A	N/A	N/A	N/A
FSM	N/A	N/A	N/A	N/A	N/A	N/A
non-FSM	N/A	N/A	N/A	N/A	N/A	N/A
White-British	N/A	N/A	N/A	N/A	N/A	N/A
White-Other	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	N/A	N/A	N/A	N/A	N/A	N/A

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	85%	83%	88%	88%	N/A	N/A
Girls	82%	82%	84%	86%	N/A	N/A
EAL	81%	85%	87%	90%	N/A	N/A
non-EAL	84%	82%	85%	87%	N/A	N/A
FSM	74%	75%	79%	83%	N/A	N/A
non-FSM	86%	84%	89%	89%	N/A	N/A
White-British	84%	82%	86%	87%	N/A	N/A
White-Other	84%	86%	89%	91%	N/A	N/A
Pakistani	79%	82%	85%	87%	N/A	N/A

FSM (Primary)	2011	2012	2013
% known to be eligible and taking Free school meals			
Peterborough	20.5%	20.8%	21.2%
England	18.0%	18.1%	18.1%
Statistical Neighbours	21.0%	21.4%	21.1%

SEN	2011	2012	2013
% with statements of special educational needs			
Peterborough	3.9%	4.0%	
England	2.8%	2.8%	
Statistical Neighbours	2.8%	2.8%	

FSM (Primary)	2011	2012	2013
% taking Free school meals			
Peterborough	17.4%		
England	15.4%		
Statistical Neighbours	17.3%		

SEN	2011	2012	2013
% with special educational needs without statements			
Peterborough	20.6%	20.1%	
England	17.8%	17.0%	
Statistical Neighbours	19.1%	18.3%	

EAL (Primary)	2011	2012	2013
% with first language other than or believed to be other than English			
Peterborough	30.7%	33.2%	35.7%
England	16.8%	17.5%	18.1%
Statistical Neighbours	16.5%	17.2%	18.1%

Yr 6 MENA	2011	2012	2013
Minority Ethnic New Arrivals (*)			
No.	159	172	
% of roll	7.2%	7.8%	

KS2 cohort profile	2011	2012	2013
Pupils without a matched Key Stage 1 record in RAISEonline			
No.	181	224	N/A
% of roll	8.4%	10.1%	N/A

(*) 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	2011	2012	2013
All pupils			
Peterborough	49%	49%	56%
England	58%	59%	60%
Statistical Neighbours	55%	58%	57%
Local Comparators	54%	54%	55%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	45%	54%	46%	53%	50%	55%
Girls	53%	61%	53%	63%	61%	66%
EAL	35%	55%	35%	55%	N/A	N/A
non-EAL	53%	58%	53%	59%	N/A	N/A
FSM	28%	34%	26%	38%	N/A	N/A
non-FSM	53%	61%	57%	64%	N/A	N/A
White-British	52%	58%	52%	58%	N/A	N/A
White-Other	31%	54%	33%	52%	N/A	N/A
Pakistani	39%	52%	33%	54%	N/A	N/A

% 5A*-C	2011	2012	2013
All pupils			
Peterborough	80%	83%	86%
England	81%	83%	83%
Statistical Neighbours	81%	83%	82%
Local Comparators	79%	82%	80%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	76%	76%	80%	78%	83%	79%
Girls	84%	83%	86%	85%	89%	86%
EAL	75%	80%	78%	82%	N/A	N/A
non-EAL	82%	80%	85%	83%	N/A	N/A
FSM	65%	64%	70%	70%	N/A	N/A
non-FSM	83%	82%	88%	86%	N/A	N/A
White-British	81%	80%	84%	82%	N/A	N/A
White-Other	67%	78%	70%	80%	N/A	N/A
Pakistani	81%	80%	83%	82%	N/A	N/A

English Baccalaureate	2011	2012	2013
All pupils			
Peterborough	12%	13%	18%
England	15%	16%	23%
Statistical Neighbours	13%	14%	20%
Local Comparators	12%	12%	19%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	9%	12%	10%	13%	N/A	N/A
Girls	16%	18%	16%	19%	N/A	N/A
EAL	9%	14%	10%	16%	N/A	N/A
non-EAL	13%	15%	14%	16%	N/A	N/A
FSM	3%	4%	4%	5%	N/A	N/A
non-FSM	14%	17%	16%	19%	N/A	N/A
White-British	13%	15%	14%	16%	N/A	N/A
White-Other	8%	17%	8%	18%	N/A	N/A
Pakistani	8%	11%	7%	13%	N/A	N/A

KS4 cohort profile	2011	2012	2013
Pupils without a matched Key Stage 2 record in RAISEonline			
No.	180	179	
% of roll	7.9%	8.0%	

Yr 11 MENA	2011	2012	2013
Minority Ethnic New Arrivals (*)			
No.	99	81	
% of roll	4.4%	3.6%	


% A*-C English	2011	2012	2013
All pupils			
Peterborough	63%	62%	N/A
England	71%	68%	N/A


Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	56%	65%	56%	62%	N/A	N/A
Girls	70%	77%	67%	75%	N/A	N/A
EAL	47%	66%	48%	64%	N/A	N/A
non-EAL	67%	72%	65%	69%	N/A	N/A
FSM	43%	50%	39%	51%	N/A	N/A
non-FSM	67%	74%	69%	74%	N/A	N/A
White-British	66%	72%	64%	69%	N/A	N/A
White-Other	41%	64%	43%	61%	N/A	N/A
Pakistani	57%	66%	51%	64%	N/A	N/A


% A*-C Maths	2011	2012	2013
All pupils			
Peterborough	62%	64%	N/A
England	67%	70%	N/A

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	61%	66%	65%	70%	N/A	N/A
Girls	63%	67%	63%	70%	N/A	N/A
EAL	51%	67%	52%	70%	N/A	N/A
non-EAL	65%	67%	67%	71%	N/A	N/A
FSM	41%	46%	43%	52%	N/A	N/A
non-FSM	66%	70%	71%	76%	N/A	N/A
White-British	64%	67%	67%	70%	N/A	N/A
White-Other	51%	66%	53%	69%	N/A	N/A
Pakistani	50%	63%	50%	68%	N/A	N/A

Data Sources

 LA populated RAISEonline, Final data (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

 Statistics - national statistics, 2013 GCSE and equivalent results including key stage 3 provisional

FSM (Secondary)	2011	2012	2013
% known to be eligible and taking Free school meals			
Peterborough	14.5%	14.9%	15.7%
England	14.6%	14.8%	15.1%
Statistical Neighbours	17.0%	17.6%	17.8%

FSM (Secondary)	2011	2012	2013
% taking Free school meals			
Peterborough	11.6%		
England	11.6%		
Statistical Neighbours	13.3%		

EAL (Secondary)	2011	2012	2013
% with first language other than or believed to be other than English			
Peterborough	22.0%	23.8%	26.4%
England	12.3%	12.9%	13.6%
Statistical Neighbours	13.1%	14.0%	14.7%

Progress between Key Stage 2 and Key Stage 4

% English progress	2011	2012	2013
All pupils			
Peterborough	63%	61%	69%
England	72%	68%	71%
Statistical Neighbours	69%	67%	69%
Local Comparators	71%	66%	69%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	55%	66%	55%	61%	N/A	N/A
Girls	71%	76%	66%	74%	N/A	N/A
EAL	63%	77%	62%	75%	N/A	N/A
non-EAL	63%	71%	60%	67%	N/A	N/A
FSM	45%	55%	42%	54%	N/A	N/A
non-FSM	66%	74%	67%	71%	N/A	N/A
White-British	62%	70%	59%	66%	N/A	N/A
White-Other	56%	75%	65%	72%	N/A	N/A
Pakistani	67%	73%	59%	70%	N/A	N/A

% Maths progress	2011	2012	2013
All pupils			
Peterborough	56%	60%	68%
England	65%	69%	72%
Statistical Neighbours	61%	67%	69%
Local Comparators	63%	67%	69%

Sub groups	PB	Natn	PB	Natn	PB	Natn
Boys	55%	62%	58%	66%	N/A	N/A
Girls	58%	66%	61%	70%	N/A	N/A
EAL	51%	75%	56%	77%	N/A	N/A
non-EAL	58%	63%	60%	67%	N/A	N/A
FSM	34%	45%	37%	51%	N/A	N/A
non-FSM	60%	67%	67%	73%	N/A	N/A
White-British	57%	63%	59%	67%	N/A	N/A
White-Other	58%	73%	57%	75%	N/A	N/A
Pakistani	47%	68%	51%	72%	N/A	N/A

SEN	2011	2012	2013
% with statements of special educational needs			
Peterborough	3.9%	4.0%	
England	2.8%	2.8%	
Statistical Neighbours	2.8%	2.8%	

SEN	2011	2012	2013
% with special educational needs without statements			
Peterborough	20.6%	20.1%	
England	17.8%	17.0%	
Statistical Neighbours	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

Appendix 3 – 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