

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item no. 6
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Report of the Service Director – Education, People Resources and Corporate Property

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PRESENTATION OF 2015 UNVALIDATED EXAMINATION RESULTS

1. PURPOSE

- 1.1 This paper summarises the 2015 unvalidated assessment and examination results for the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), Key Stage 2 (KS2) and Key Stage 4 (KS4). The results are provisional and are liable to change by the time of final reporting in January/March 2016. A pre-meeting has been held with the nominated representatives to review this data.
- 1.2 At the time of writing, no national outcome results had been released for EYFS, KS1 and KS4 and so no comparison with national or statistical neighbour outcomes can be presented at this time.

2. RECOMMENDATIONS

- 2.1 The Committee is asked to note the unvalidated outcomes and identify if there are further lines of enquiry they wish to pursue at this time.

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 July and August 2015, the Department for Education (DfE) published the unvalidated, provisional outcomes at school-level for each key stage. As a benchmark:
- Pupils in the EYFS (age 5 – Reception Class)) are expected to achieve a Good level of development (GLD) which means that they reach the expected standard across a wide range of subject areas;
 - Pupils in Y1 (age 6) are expected to reach the level of “Working At” in the Phonics Screening Check;
 - Pupils in KS1 (Y2 - age 7) are expected to reach at least Level 2 (L2+) of the national curriculum. Attainment at Level 2b (L2b+) or above indicates a good foundation for progress into KS2.

- 4.2 Outcomes in the EYFS and Y2 are determined by Teacher Assessment only. A proportion of schools each year have these assessments moderated externally.
- Pupils in KS2 (Y6 - age 11) are expected to achieve National Curriculum Level 4 (L4) or better (L4+). Attainment at Level 4b (L4b+) indicates a good foundation for progress into K3;
- 4.3 KS2 outcomes since 2012 have been determined by tests (externally marked) in reading and mathematics and those for writing by teacher assessment (a proportion being externally moderated). When reporting the combined subjects the measure is of reading, writing and mathematics together – in order to be judged to have reached the expected level, a pupil must achieve at least L4+ in each of the 3 subjects.
- Pupils in KS4 (Y11 - age 16) are expected to achieve 5 GCSE Grade C or better including English and Maths.
- 4.4 KS4 outcomes are determined by a combination of examination and coursework.
- 4.5 The data presented here is the first set of results released 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 December 2015 will include re-marks and will remove the data for children who are newly arrived to the UK. There are expected to be a significant number of re-marks in the secondary sector, especially in mathematics.
- 4.6 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 is expected to be reported to the March committee.

5. KEY ISSUES

- 5.1 As referred to above, some national and statistical neighbour outcome data is currently unavailable. The data below refers only to performance in Peterborough schools in comparison to previous years where this is the case.

A. Early Years Foundation Stage (EYFS)

- 5.2 A revised EYFS curriculum was introduced in September 2012, with the associated measures reported as outcomes for the first time in 2013. There has been no further change since that time. This will be the final year of outcomes in this format, as there will be a further change to assessment procedures in 2016.
- 5.3 There has been a significant improvement in performance in Peterborough schools from 2013, as indicated in the table below. To achieve a Good Level of development, a pupil must demonstrate at least Expected levels of attainment across a range of subjects. Each level reached is awarded a number of points and then the Average Points (APS) is calculated across the cohort.)

All Pupils	2013	2014	2015 Provisional
GLD	47	59	61
GLD National	52	60	NA
APS	31.5	34.2	NA
APS National	32.8	33.8	NA

B. Year 1

- 5.4 Pupils in Year 1 (age 6) have been given a Phonics Screening Check since 2012. This is a test, administered and marked by their teacher, of pupils' ability to decode words using phonic skills in their reading. There is no level awarded, but pupils must reach a set number of marks in the check in order to be described as "Working At" (WA) the expected level.

All Pupils	2012	2013	2014	2015 Provisional
WA	49	60	66	70
WA National	58	69	69	NA

C. Key Stage 1 (KS1)

- 5.5 There have been no changes to the assessment process and so comparison of Peterborough performance against previous years is possible. Outcomes are recorded in reading, writing and mathematics.

Level 2+

All Pupils	Reading	Writing	Mathematics
2011	81	76	87
2012	82	77	87
2013	84	79	88
2014	86	81	90
2015	85	82	90

Level 2b+

All Pupils	Reading	Writing	Mathematics
2011	68	54	68
2012	69	56	69
2013	71	59	72
2014	73	62	75
2015	75	65	77

Level 3

All Pupils	Reading	Writing	Mathematics
2011	22	11	17
2012	21	12	18
2013	23	12	19
2014	26	15	21
2015	27	16	24

5.6 Key Stage 1 outcomes have been an areas of concern for some time, as discussed with the committee previously. Whilst there are some obvious and natural reasons for lower attainment at KS1, it is very pleasing to be able to see continued improvements at the higher levels of L2b+ and L3in all areas. This is a major focus for us, as it is these levels which indicate a child’s readiness to access the KS2 curriculum. Further detailed analysis will be undertaken once national and group data is released.

5.7 These results are the highest which have ever been recorded by schools in Peterborough.

Key Stage 2 (KS2) Test Results 2015

5.8 These results are for those pupils who were in Year 6 (age 11) during 2014-15, and are from KS2 tests and teacher assessments taken in May and June 2015. 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).

5.9 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 reading, writing and mathematics combined
- The proportions of pupils making expected progress in reading, writing and in mathematics.

5.10 These measures have been in place since 2013. This is the final year of reporting outcomes in this way, as there will be a new assessment procedure in place from 2016.

All Pupils	2013	2014	2015 Provisional	2015 Expected Final
L4+ Reading	81	85	82	85
L4+ Writing	80	82	84	85
L4+ Maths	84	83	83	85
L4+ Combined	71	73	74	76
Progress Rdg	87	89	90	90
Progress Wtg	92	93	95	95
Progress Ma	87	88	90	90

5.11 Improvements to outcomes in all areas are very pleasing, as is the closure of the gap to expected national averages. We anticipate that once national and statistical neighbour outcomes are released the gap between performance in Peterborough and nationally will be closer than it has ever been. The outcomes for the progress which pupils make are something which we should be very pleased with, and hold on to. Given the low starting points of so many children in Peterborough compared to the national average, and for many the short period of time which they have attended school in England for, the rates of progress which they make are important in enabling them to catch up as they enter and progress through secondary school. A number of these results are the best ever recorded by Peterborough schools.

Key Stage 4 (KS4) Results 2015

5.12 These results are for those pupils who were in Year 11 (age 16) during 2014-15, and are from GCSE Examinations taken in 2015. 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);
 - A* - C Grades in English;
 - A* - C Grades in mathematics;
 - The proportion of students making expected progress in English;
 - The proportion of students making expected progress in mathematics.

All pupils	2011	2012	2013	2014	2015 Provisional
5+ A* - C incl En& Ma	49	49	56	49	50
5+ A* - C	80	83	86	59	58
A* - C English	63	62	64	68	66
A* - C Maths	62	64	67	59	62
Progress English	63	60	69	76	72
Progress Maths	56	59	68	57	63

5.14 The improvements seen in the progress outcomes for mathematics are pleasing. It is hoped that once re-marks have been received, and outcomes are validated, there will be an improvement in all measures. Gaps to national averages will be reported and discussed in the November report.

5.15 The data across all key stages is being reviewed at an individual school level both for this set of data and over time. Letters of congratulation will be sent to a number of schools who have exceed expectations, both in the short term and over time. We are also in the process of issuing both letters of concern and formal warning notices to maintained schools where we have significant concerns over their performance and capacity to improve. These will require schools to put in place an action plan to drive improvement. If the action plan or the resulting actions are not undertaken or of appropriate quality, further action will be taken. This could include instigating an interim executive board to assume responsibility for the governance of the school (we currently have one in operation), withdrawal of delegation or to seek an academy sponsor.

OfSTED Inspection Outcomes

5.16 The tables below show the improved and improving trend of inspection outcomes. These cover the proportion of schools judged good or better, and the proportion of children attending schools judged good or better, at their latest inspection.

	August 2009	August 2010	August 2011	August 2012	August 2013	August 2014	August 2015
All Schools							
% of schools judged good or better	61.1	59.7	57.8	56.3	60.6	79.4	85.8
% of children attending schools judged good+	56.4	62.1	63.0	62.0	56.2	74.8	83.6
Primary Schools							
% of schools judged good or better	61.4	57.9	58.9	56.2	59.7	76.9	83.0
% of children attending schools judged good+	59.5	59.3	61.5	58.7	59.4	78.2	83.9
Secondary Schools							
% of schools judged good or better	45.5	54.6	54.6	75.0	55.5	72.7	84.3
% of children attending schools judged good+	45.1	57.4	58.6	82.1	53.6	67.7	82.4
Special Schools							
% of schools judged good or better	80.0	80.0	40.0	40.0	80.0	100.0	100.0
% of children attending schools judged good+	93.8	92.5	43.3	38.7	73.6	100.0	100.0

6. IMPLICATIONS

6.1 There are no legal or financial implications to this report.

7. CONSULTATION

7.1 None

8. NEXT STEPS

8.1 Any further follow up required will be picked up in future agenda items for the committee.

9. BACKGROUND DOCUMENTS

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

9.1 None

11. APPENDICES

11.1 None

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