

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	<b>Agenda Item No. 6</b>
<b>17 MARCH 2014</b>	<b>Public Report</b>

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

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### PRESENTATION OF 2013 VALIDATED EXAMINATION RESULTS

#### 1. PURPOSE

1.1 This paper summarises the 2013 validated assessment and examination results for the Early Years Foundation Stage (EYFS – Reception Year – YR), Year 1 Phonics Check, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.

#### 2. RECOMMENDATIONS

2.1 The Committee is asked to:

- Analyse the performance in the 2013 assessments, tests and examinations;
- Scrutinise Children’s Services actions to improve 2013/14 performance;
- Support Children’s Services leaders in challenging and intervening in schools/settings and core subject departments where performance is inadequate / school 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 2013 and March 2014, the Department for Education (DfE) published the validated EYFS, Year 1 phonics, Key Stage 1, Key Stage 2 and Key Stage 4.

As a benchmark:

- Pupils in YR (age 5) are expected to achieve at least the “Expected” level of assessment against the Early Years Foundation Stage curriculum and have made a “Good Level of Development” (GLD). These measures were introduced for the first time in 2012/13 following a change to the curriculum. Therefore, there can be no comparison made with outcomes in previous years;
- Pupils in Y1 (age 6) are expected to achieve at the expected level of the Phonics Check;
- Pupils in Key Stage 1 (Y2 – age 7) are expected to achieve at least Level 2 (L2) or above (L2+) of the National Curriculum;
- Pupils in Key Stage 2 (Y6 – age 11) are expected to achieve at least Level 4 (L4) or above (L4+) of the National Curriculum;
- Pupils in Key Stage 4 (Y11 – age 16) are expected to achieve GCSE Grade C or above in at least 5 subjects, including English and mathematics;

- Pupils in Key Stage 5 (age 18) are a self-selecting cohort and therefore there is no “expected” level of achievement at a national level. Measures included are for Average Points Score per student and per entry.

These outcomes are shown in appendices 1, 2, 3, 4, 5 and 6.

- 4.2 For Key Stage 2 outcomes (as in 2012) results for reading and mathematics were determined by test, 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 all of the 3 subjects.

For the purpose of the tables in Appendices 1 – 6 and the commentary below, the following LAs constitute each of the “neighbour” groups:

Statistical Neighbours:

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

Local Comparators:

Bedford Borough  
Derby  
Leicester  
Luton  
Nottingham

**5. KEY ISSUES**

**Early Years Foundation Stage**

- 5.1 These results are for those pupils who were in YR (Reception Year) during 2012-13, and are from teacher assessments of the key Areas of Learning of the Early Years Foundation Stage curriculum. They are presented as appendix 1.
- 5.2 Our performance in 2013 for the proportion of pupils reaching at least the expected standard in all Early Learning Goals is 43%. The gap to the national average is 6%. Our performance is 4% below the average of our statistical neighbours, but 6% above the average of our local comparators.
- 5.3 Our performance in 2013 for the proportion of pupils achieving a Good level of Development (good achievement across all of the Key Areas of Learning) is 47%. The gap to the national average is 5%. Our performance is 2% below the average for our statistical neighbours and 6% above the average for our local comparators.
- 5.4 Our performance for Average Points Score in EYFS is 31.5pts. The gap to the national average is 1.3pts. Our performance is 0.9pts below the average of our statistical neighbours, but 0.9pts above the average of our local comparators.

**Year 1 Phonics**

- 5.5 These results are for those pupils who were in Y1 (age 6) during 2012-13. They are from the Phonics Screening Check (test), administered and recorded by teachers. They are presented as appendix 2.
- 5.6 Our performance in 2013 is 60%, an improvement of 11% from 2012, although the gap to the national average has remained unchanged at 9%. This performance is 11% below the statistical neighbour average and 9% below the local comparator average, both of whom

improved at a faster rate than we did. The performance of all groups has improved from 2012, although the gap to national average remains too wide, and significantly so for girls and EAL pupils.

## Key Stage 1

5.7 These results are for those pupils who were in Year 2 (age 7) during 2012-13. They are from teacher assessments in reading, writing and mathematics. The measures presented are for outcomes at Level 2+ (Level 2c and above), Level 2b+ (L2b+ – a secure Level 2 and above) and Level 3 (L3 – higher attainers). They are also presented as Appendix 3, where data for groups is also included.

### Reading

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
L2+	84%	+2%	89%	+2%	- 5%	=	+3%	Good improvement over time, although gap to national is not closing.
L2b+	71%	+2%	79%	+3%	-8%	-1	+3%	Good improvement over time, although gap to national is not closing.
L3	23%	+2%	29%	+2%	-6%	=	+1%	Slower improvement. Gap to national not closing.

### Writing

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
L2+	79%	+2%	85%	+2%	-6%	=	+3%	Good improvement over time, although gap to national is not closing
L2b+	59%	+3%	67%	+3%	-8%	=	+5%	Very strong improvement over time, following targeting of this area.
L3	12%	=	15%	+1%	-3%	-1	+1%	Slight improvement over time, but more work needed.

### Mathematics

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
L2+	88%	+1%	91%	=	-3%	+1	+1%	Slight improvement from a high base, and gap to national gradually closing.
L2b+	72%	+3%	78%	+2%	-6%	+1	+4%	Very good improvement, as a result of targeted work in this area. Gap to national is closing.
L3	19%	+1%	23%	+1%	-4%	=	+2%	Some improvement but gap to national is not closing.

### All Subjects

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
<b>APS</b>	15.1	<b>+0.2</b>	15.8	+0.3	-0.7	<b>-0.1</b>	<b>+0.4</b>	Good improvement over time and very encouraging. Gap to national not closing, though.

### Key Stage 2

5.8 These results are for those pupils who were in Year 6 (age 11) during 2012-13 and are from Key Stage 2 tests and teacher assessments taken in May and June 2013. The expected level of attainment for these pupils is at least Level 4 (L4) of the National Curriculum. In addition, it is expected that pupils will have made progress by at least 2 National Curriculum Levels from the end of Key Stage 1 (age 7) to the end of Key Stage 2 (age 11). They are presented as Appendix 4, where data for groups is also published.

- 5.9 The DfE publish results for the following measures:
- Attainment at L4 and above (L4+) in reading;
  - Attainment at L4 and above (L4+) in writing;
  - Attainment in L4 and above (L4+) in mathematics;
  - Attainment at L4 and above in reading, writing and mathematics combined (L4+ in all subjects);
  - The proportion of pupils making expected progress in each of reading, writing and mathematics (see 5.12 above).

### Combined Subjects

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
L4+	71%	<b>+2%</b>	75%	=	-4%	<b>+2</b>	<b>+2%</b>	Very pleasing improvement sustained over time and gap to national is closing.
L5+	18%	<b>+2%</b>	21%	+1%	-3%	<b>+1</b>	<b>+2%</b>	Good improvement over time and gap to national is closing.

### Expected Progress

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
Rdg	87%	<b>-2%</b>	88%	-2%	-1%	<b>=</b>	<b>+2%</b>	Mirrors national decline, but gap to national is not closing.
Wtg	92%	<b>=</b>	92%	+2%	=	<b>-2</b>	<b>+6%</b>	Very strong improvement and gap to national has been closed.
Maths	87%	<b>+1%</b>	88%	+1%	-1%	<b>=</b>	<b>+4%</b>	Very strong improvement and gap to national has been closed and sustained.

### All Subjects

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
APS	27.9	<b>+0.5</b>	28.4	+0.2	-0.5	<b>+0.3</b>	<b>+0.9</b>	Very strong improvement over time, and gap to national is closing rapidly.

### Key Stage 4

- 5.10 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 in in at least 5 subjects including English and mathematics, and for these pupils to have made progress by at least 3 levels from the end of Key Stage 2 (age 11) to the end of Key Stage 4 (age 16). They are presented as Appendix 5, where data for groups is also published.
- 5.11 The DfE publish results for the following measures:
- At least 5 A\*-C grade GCSEs, including English and mathematics;
  - At least 5 A\*-C grade GCSEs (any subjects);
  - The proportion of students making expected progress in each of English and mathematics (see 5.17 above).

### GCSEs – 5+ A\*-C including English and mathematics

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
	56%	<b>+7%</b>	61%	+2%	-4%	<b>+6</b>	<b>+7%</b>	Very strong improvement being sustained over time, although from a very low base. Gap to national is closing rapidly.

### Expected Progress

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
Eng	67%	<b>+6%</b>	70%	+3%	-3%	<b>+3</b>	<b>+4%</b>	Good improvement over time. Gap to national is closing.
Maths	66%	<b>+6%</b>	71%	+3%	-5%	<b>+3</b>	<b>+10%</b>	Very good improvement sustained over time and gap to national is closing. Gap remains too wide, though.

### All Subjects – Best 8

	Pb 2013	Diff from 2012	Nat 2013	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2011 - 2013	Commentary
APS	337.1	<b>-0.5</b>	342.0	+2.5	-4.9	<b>-3.0</b>	<b>+9.7</b>	Very good improvement over time, but gap to national is widening.

### Key Stage 5

- 5.12 These results are for those students who sat “A Level” examinations in 2013 (generally aged 18). The measures are a record of the Average Points (each grade is awarded a number of points) achieved by each pupil, and the Average Points achieved for each entry.
- 5.13 Our outcomes for Average Points per Entry are 204.3, an improvement of 5.4pts from 2012. The gap to the national average has narrowed by 1.2pts to 9.2pts. Our performance is 9.6pts below the average of our statistical neighbours and 4.9pts below the average of our local comparators.
- 5.14 In 2013, our outcomes for Average Points per Student are 764.6, an improvement of 122.2pts. The gap to the national average has narrowed by 61.0pts to 10.9pts. Our performance is 10.3pts below the average for our statistical neighbours and 32.0pts above the average for our local comparators.

### Floor Standards 2013

- 5.15 The Department for Education (DfE) and their predecessor department have established minimum standards which they expect all schools to achieve for pupils 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.
- 5.16 There are 4 floor standards to be achieved in KS2 (Y6) and 3 in KS4 (Y11). These are:
- At least 60% of pupils achieve L4+ in all of reading, writing and mathematics;
  - 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 (91% in 2013);
  - 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 (95% in 2013);
  - 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 (92% in 2013);

### Key Stage 4 (Y11):

- At least 40% of pupils achieve 5 or more GCSEs at A\*-C grades, including both English and mathematics;
  - The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in English should be above the national median performance (70% in 2013);
  - The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in mathematics should be above the national median performance (70% in 2013);
- 5.17 For schools to be judged by the DfE and OfSTED to be “Below Floor” they must be below all of the standards. If they are below in 3 (KS2) or 2 (KS4) 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 being given control of the school, especially where the school has been Below Floor for two successive years or more.

- 5.18 In 2013, there are 7 (12%) primary schools who are judged to be “Below Floor” and a further 10 (17%) schools who are “Vulnerable” because they are Below Floor in 3 of the 4 measures. By comparison, in 2012 there were 6 (11%) schools Below Floor and 16 (29%) schools “Vulnerable”. In 2013, the measures became more stringent by the inclusion of progress measures in all 3 subjects rather than 2, and a huge increase in the national median performance in writing.
- 5.19 In 2013, there are no secondary schools Below Floor and 5 (45%) schools who are “Vulnerable” because they are below Floor in 2 of the 3 measures. By comparison, in 2012 there were 3 (27%) schools Below Floor and a further 4 (36%) schools who were “Vulnerable”.
- 5.20 In 2012, 7 primary schools and 1 secondary school were issued with a Letter of Concern or a Formal Warning Notice. Of those schools, all of the primaries are now either sponsored academy schools or are due to convert imminently. Six of these schools were inspected, with the outcome that 5 of them were judged to be inadequate and the other to Require Improvement. The secondary school achieved its best ever outcomes and received a judgement of “good” at its latest OfSTED inspection.
- 5.21 In 2013, we have issued 7 schools with either a Letter of Concern or a Formal Warning Notice. All schools have responded very positively with robust action plans, and all are predicting much-improved outcomes for 2014.
- 5.22 The Letters of Concern and Formal Warning Notice are intended to be reviewed by the Scrutiny Committee Task and Finish group. At the next meeting of the group the action plans produced by each of the schools will be scrutinised and monitored.

#### Predictions 2014

- 5.23 We undertake a rigorous process with all schools regarding the setting and monitoring of predictions for outcomes in the current year. This begins with discussions at an individual pupil level, challenged by the school’s school improvement advisor and, where necessary, the Head of School Improvement, during November/December.
- 5.24 As the cohorts involved in the original predictions can change quite markedly between November and May, we revisit these predictions in April to take a more updated view of the cohort and its predicted performance.
- 5.25 Current predictions from schools for outcomes in 2014 are attached with full detail as Appendix 7.

#### Key Stage 2 – Core Measures

All Pupils	All 2008	All 2009	All 2013	All 2014	Change 08
					- 13
L4+ Combined Subjects	69	69	71	79	+2
Expected Progress Reading	N/A	N/A	87	94	N/A
Expected Progress Writing	N/A	N/A	92	94	N/A
Expected Progress Maths	N/A	84	87	93	+3

Groups	Boys 2008	Boys 2009	Boys 2013	Boys 2014	08 - 13	Girls 2008	Girls 2009	Girls 2013	Girls 2014	08 - 13
L4+ Combined Subjects	66	67	69	79	+3	72	71	70	86	-2
Expected Progress Reading	N/A	N/A	86	94	N/A	N/A	N/A	86	96	N/A
Expected Progress Writing	N/A	N/A	90	94	N/A	N/A	N/A	93	96	N/A
Expected Progress Maths	N/A	85	89	93	+4	N/A	82	85	94	+3

	FSM 2008	FSM 2009	FSM 2013	FSM 2014	08 - 13	EAL 2008	EAL 2009	EAL 2013	EAL 2014	08 - 13
L4+ Combined	N/A	N/A	59	70	N/A	N/A	N/A	56	69	N/A
E. P Reading	N/A	N/A	83	89	N/A	N/A	N/A	83	79	N/A
E. P Writing	N/A	N/A	88	91	N/A	N/A	N/A	91	92	N/A
E. P Maths	N/A	74	82	86	+8	N/A	81	87	91	+6

#### Key Stage 4 – Core Measures

All Pupils	All 2008	All 2009	All 2013	All 2014 Prediction	Change 08 - 13
5+ A*-C including Eng + Maths	37	41	56	60	+19
Expected Progress English	N/A	65 (2011)	67	77	+2
Expected Progress Maths	N/A	58 (2011)	66	73	+8

Groups	Boys 2008	Boys 2009	Boys 2013	Change 08 - 13		Girls 2008	Girls 2009	Girls 2013	Change 08 - 13
5+ A*-C including Eng + Maths	33	38	50	+17		41	43	61	+20
Expected Progress English	N/A	55 (2011)	59	+4			71 (2011)	74	+3
Expected Progress Maths	N/A	55 (2011)	61	+6			58 (2011)	70	+12



Groups	FSM 2008	FSM 2009	FSM 2013	Change 08 - 13		EAL 2008	EAL 2009	EAL 2013	Change 08 - 13
<b>5+ A*-C including Eng + Maths</b>	18	19	34	<b>+16</b>		27	29	45	<b>+18</b>
<b>Expected Progress English</b>	N/A	45 (2011)	52	<b>+7</b>		N/A	63 (2011)	67	<b>+4</b>
<b>Expected Progress Maths</b>	N/A	34 (2011)	47	<b>+13</b>		N/A	51 (2011)	62	<b>+11</b>

### Key Actions to Address Underperformance

5.38 In order to address identified weaknesses, the LA is engaged in the following activities:

- Last year we issued 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 have issued 1 Formal ‘Standards Performance and Safety’ Warning Notice and 6 letters of concern. We are also discussing the performance of an academy school with the appropriate authorities. Action plans have been 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 January 2014;
- 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. OfSTED Outcomes

- 6.1 When judging the performance of a Local Authority in relation to the outcomes of OfSTED inspections, the DfE include all schools EXCEPT schools who have become sponsored academy schools and have not been subject to inspection since conversion to academy status.
- 6.2 The measure used is “The proportion of children and young people attending schools which have been judged to be good or outstanding at their latest inspection”.
- 6.3 The table below summarises the outcomes of the above measure for Peterborough schools at the end of each school year from 2009 – 2013, and the latest outcomes at 28<sup>th</sup> February 2014:

### Primary:

Date	Number of pupils attending schools judged good or better:	% of pupils attending schools judged good or better:
August 2009	9,285	59.5
August 2010	9,365	59.3
August 2011	9,905	61.5
August 2012	9,975	58.7
August 2013	10,630	59.4
February 2014	11,741	67.8

### Secondary:

Date	Number of pupils attending schools judged good or better:	% of pupils attending schools judged good or better:
August 2009	5,975	45.1
August 2010	7,565	57.4
August 2011	7,915	58.6
August 2012	8,140	82.1
August 2013	6,170	53.6
February 2014	9,334	67.7

### Special:

Date	Number of pupils attending schools judged good or better:	% of pupils attending schools judged good or better:
August 2009	422	93.8
August 2010	434	92.5
August 2011	227	43.3
August 2012	235	38.7
August 2013	465	73.6
February 2014	658	100.0

## All Schools:

Date	Number of pupils attending schools judged good or better:	% of pupils attending schools judged good or better:
August 2009	15,157	58.4
August 2010	17,114	65.5
August 2011	18,047	67.1
August 2012	18,350	66.1
August 2013	17,265	60.1
February 2014	22,264	70.1

## Number and % of Pupils Attending A School Judged Less than Good (All Schools):

Date	Number of pupils attending schools judged R.I or Inadequate	% of pupils attending schools judged R.I or Inadequate:
August 2009	10,818	41.6
August 2010	9,000	34.5
August 2011	8,862	32.9
August 2012	9,427	33.9
August 2013	11,453	39.9
February 2014	9,499	29.9

- 6.4 As can be seen from the tables above, the latest inspection evidence confirms that we have achieved our best performance to date in all phases and for schools overall. There are now an additional 7,107 pupils attending a school judged good or better compared to August 2009, an increase of 11.7% of the school population. Conversely, there are 11.7% fewer pupils attending a school judged less than good.

## 7. IMPLICATIONS

- 7.1 7.1 There are no legal or financial implications to this report.

## 8. CONSULTATION

- 8.1 These outcomes will be shared locally with Council Members, schools/settings, governors and other key partners. The results will be scrutinised regionally by OfSTED.
- 8.2 The results form a key part of consultations with partners on actual outcomes, collective action to improve outcomes further and impact of actions on future outcomes.

## 9. NEXT STEPS

- 9.1 Following feedback from the committee, all responses will be considered by the senior officers and taken to headteacher and governor group meetings.

## 10 BACKGROUND DOCUMENTS

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

- 10.1 A range of local school data and national data from DfE and OfSTED.

## **11. APPENDICES**

- 11.1 Appendix 1 - 2013 Outcomes for Early Years Foundation Stage (YR – age 5)
- Appendix 2 - 2013 Outcomes for Y1 Phonics Check (Y1 – age 6)
- Appendix 3 - 2013 Outcomes for Key Stage 1 (Y2 – age 7)
- Appendix 4 - 2013 Outcomes for Key Stage 2 (Y6 – age 11)
- Appendix 5 - 2013 Outcomes for Key Stage 4 (Y11 – age 16)
- Appendix 6 - 2013 Outcomes for Key Stage 5 (Y13 – age 18)
- Appendix 7 - Key Stage 2 and Key Stage 4 Predictions 2014
- Appendix 8 - Peterborough rankings against Statistical Neighbours and Local Comparators