



Outcomes of Statutory Assessments in Primary and Secondary Schools in 2024

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Executive Summary: This report provides information about the education performance of pupils in the academic year 2023-24 including that of key groups. The report also highlights Early Years and School Improvement activity to help to improve outcomes.

Recommendations:

Members of the committee and asked to consider this briefing note, and if satisfied:

- a) Note the education performance for the academic year 2023/24, including that for vulnerable groups.
- b) Note the school activity taking place which is focused on improving standards.

1. Purpose

- 1.1 The report provides information to members about the outcomes of statutory assessments in primary and secondary schools in 2024.

2. Background and key issues

- 2.1 The outcomes achieved by children and young people in Peterborough overall remain too low. Whilst there is improvement in some areas, it is not at sufficient pace. Outcomes in some academies are a particular cause for concern.

- 2.2 There is a wide variation in the outcomes achieved in schools at both Primary and Secondary. There is inequity as some local schools achieve very high outcomes and are towards the top of the national league tables whilst others have persistently low levels of attainment. The number of schools with low attainment is masking the good success of others.

- 2.3 We are taking steps to further develop the sharing of successful practice between schools to help drive system-wide improvement.

- 2.4 It should be noted that when Ofsted have inspected Peterborough schools with low outcomes, in the overwhelming majority of cases, the schools are judged to be good in all areas. This provides a level of reassurance that leaders are taking the right actions and pupils are receiving a good quality education.

2.5 Early Years Foundation Stage (Assessed at the end of Reception)

EYFS - A Good Level Development.

All pupils Peterborough 62.3% (National 67.7%)

Girls in Peterborough 71.1% (National 75%), boys in Peterborough 54.4% (National 60.7%)

Pupils in Receipt of Free School Meals in Peterborough 50.2% (National 51.5%)

Pupils with English as an Additional Language in Peterborough 61% (National 63.5%)

SEND support Peterborough 23.8% (National 24.9%)

Non-SEND Peterborough 71.5% (National 74.0%)

16/67 (24%) schools and settings achieve the national average or above and 7/67 (9%) achieve 75% or above and 4% achieving 90% or above.

2.6 Phonics – Phonics Screening Check (Assessed at the end of Year 1)

All pupils Peterborough 78%% (National 80%)

Girls in Peterborough 81% (National 82%), Boys 74% in Peterborough (National 77%)

Pupils in Receipt of Free School Meals in Peterborough 69.2% (National 68%)

Pupils with English as an Additional Language in Peterborough 78.3% (National 80%)

SEND support Peterborough 52.7% (National 52%)

Non-SEND Peterborough 85.7% (National 88%).

49% 29/59 of mainstream schools achieved the national average or above and 12% 11/59 achieved 90% or above.

2.7 Key Stage 2 (Assessed at the end of Year 6 – National tests in reading and mathematics and teacher assessment in writing).

Combined attainment in reading, writing and mathematics at the expected standard

All pupils Peterborough 55% (National 61%)
Girls in Peterborough 58% (National 64%) Boys in Peterborough 52% (National 57%). The gender gap mirrors that nationally.
Pupils in Receipt of Free School Meals in Peterborough 41% (National 45%)
Pupils with English as an Additional Language in Peterborough 56% (National 62%)
SEND support Peterborough 18% (National 26%)
Non-SEND Peterborough 64% (National 72%).

20/59 schools (33%) achieve at or above the national average for combined attainment and 7/59 (11%) achieving 75% or above. Four schools (4%) achieved over 90% combined.

The number of schools achieving below 50% combined is a particular concern. Out of 40 academy settings 19 schools (48%) have combined attainment of 50% or below. Out of 20 LA maintained schools with Year 6 pupils, one (5%) has combined attainment lower than 50%.

Reading at the expected standard

All pupils Peterborough 67% (National 74%)
Girls in Peterborough 71% (National 78%), Boys in Peterborough 64% (National 71%)
Pupils in Receipt of Free School Meals in Peterborough 56% (National 62%)
Pupils with English as an Additional Language in Peterborough 67% (National 72%)
SEND support Peterborough 34% (National 48%)
Non-SEND Peterborough 76% (National 84%)

18/59 schools (31%) achieve at or above the national average for reading attainment. Five schools (5%) achieved over 90% in reading.

Writing at the expected standard

All pupils Peterborough 66% (National 72%)
Girls in Peterborough 73% (National 78%) , Boys in Peterborough 59% (National 65%).
The national gender gap is 13% in favour of girls, in Peterborough, girls outperform boys by 14%.
Pupils in Receipt of Free School Meals in Peterborough 53% (National 58%)
Pupils with English as an Additional Language in Peterborough 66% (National 72%)
SEND support Peterborough 26% (National 36%)
Non-SEND Peterborough 76% (National 83%)

24/59 schools (40%) achieve at or above the national average for writing attainment. Seven schools (8%) achieved over 90% in writing.

Mathematics at the expected standard

All pupils Peterborough 69% (National 73%)
Girls in Peterborough 67% (National 74%), Boys in Peterborough 70% (National 74%)
Pupils in Receipt of Free School Meals in Peterborough 55% (National 59%)
Pupils with English as an Additional Language in Peterborough 71% (National 77%)
SEND support Peterborough 34% (National 44%)
Non-SEND Peterborough 78% (National 83%)

25/59 schools (42%) achieve at or above the national average for mathematics attainment.
Seven schools (8%) achieved over 90% in mathematics.

2.8 **KS4 (Assessed Year 11) Provisional**

English and Mathematics % passing Grades 9-4:

All pupils Peterborough 58.4% (National 65.5%)
Girls in Peterborough 61% (National 67.6 %)
Boys in Peterborough 56% (National 62.5) %
Pupils in Receipt of Free School Meals in Peterborough 37% (National 43.3 %)
Pupils with English as an Additional Language in Peterborough 55% (National 67.5%)
SEND support Peterborough 28% (National 37.7 %)
Non-SEND Peterborough 64% (National 72.3%)

English and Mathematics % passing Grades 9-5:

All pupils Peterborough 37.6% (National 46.3%)
Girls in Peterborough 39% (National 44.5%) Boys 36% in Peterborough (National 43.6%)
Pupils in Receipt of Free School Meals in Peterborough 20% (National 25.8%%)
Pupils with English as an Additional Language in Peterborough 35% (National 49.9%)
SEND support Peterborough 15% (National 21.6%)
Non-SEND Peterborough 42% (National 51.9%)

Attainment 8

All pupils Peterborough (National 45.9)
Girls in Peterborough 45.1 (National 48.2) Boys 40.2 in Peterborough (National 43.7)
Pupils in Receipt of Free School Meals in Peterborough 33.2 (National 34.6)
Pupils with English as an Additional Language in Peterborough 41.5 (National 48.6)
SEND support Peterborough 29.4 (National 33.1)
Non-SEND Peterborough 45.6 (National 49.8)

2.9 **KS5**

Percentage of pupils A*-C A Level

All pupils Peterborough 72% (National 76 %)
Girls in Peterborough 75% (National 78%) Boys 68% in Peterborough (National 73.7 %)
Pupils in Receipt of Free School Meals in Peterborough 66%
Pupils with English as an Additional Language in Peterborough 66%
SEND support Peterborough 81% (based on 37 pupils)
Non-SEND Peterborough 72%
(National data only currently available for boys and girls)

Percentage of pupils achieving 3 Levels AAB or Higher

All pupils Peterborough 18% (National 23.4%)
Girls in Peterborough 20% (National 26.7%) Boys 17% in Peterborough (National 26.7%)
Pupils in Receipt of Free School Meals in Peterborough 16% (National 14.0%)
Pupils with English as an Additional Language in Peterborough 14% (National 21.6%)
SEND support Peterborough 10% (National 19.8%)
Non-SEND Peterborough 19% (National 23.6%)

Percentage of Pupils achieving AAB or higher in (2 or more facilitating subjects)

All pupils Peterborough 13% (National 17.1%)

Girls in Peterborough 11% (National 18.1%) Boys 16% in Peterborough 21.5%)
Pupils in Receipt of Free School Meals in Peterborough 9% (National 10.1%)
Pupils with English as an Additional Language in Peterborough 11% (National 17.5%)
SEND support Peterborough 5% (National 13.5%)
Non-SEND Peterborough 14% (National 17.3%)

2.10 **School Improvement Activity to support schools in improving attainment and closing gaps.**

Early Years

Schools and settings in areas of Peterborough City where attainment is low have received targeted support, for example through the Family Hub programme and National Literacy Trust work.

Support with offering high quality provision for pupils with EAL has been offered to early years settings as part of the Early Years Team training programme.

Communication with School Leaders

Sharing data at Headteacher meetings.

Letters written to CEOs of Trusts from Service Director of Education where we have concerns about the outcomes pupils achieve, followed up with meeting to discuss the plans for school improvement and their impact to date.

In our role as the champion of children and their families, we have held discussions with officers from the DfE Regional Group about academies where we have concerns about pupil outcomes.

Discussions with Headteachers in maintained schools about their 2024 data and plans to improve in 2024-25 and their impact.

A strong focus in Primary Headteacher Meetings on sharing effective local practice and in particular, the leadership beliefs and actions which underpin that.

Reading

Leading and Improving Phonics Programme which has been successful in raising standards thus far continues this year.

Writing

In the first half of the Autumn-term we ran [Winning at Writing](#) training in partnership with HFL Education for teachers in Years 4 and 5. This was attended by 38 teachers from 21 schools. We expect this to have a positive impact on the end of Key Stage 2 outcomes in 2026 and 2027. Targeted training has also taken place for teachers in Years 1 and 2.

Mathematics

We are working with the Teaching School to help ensure that all schools know about the National Professional Qualification in Leading Primary Mathematics which is fully funded by

the DfE. Developing the effectiveness of subject leadership in mathematics will make an important contribution to improving the curriculum, pedagogy and therefore standards. [Cambridgeshire & Peterborough Teaching School Hub - NPQ in Leading Primary Mathematics \(NPQLPM\)](#)

CPD for School Leaders

Primary Headteachers have some high-quality external speakers at their meetings focusing on various aspects of effective primary practice and leadership.

CPD day on “Cognitive Science and Research Informed Practice” by led Emma Turner. This was attended by 18 leaders from 13 schools and was very well received by those attending. It helped them to deepen their knowledge about how Primary age pupils learn and the implications for schools.

Ten leaders from seven schools spent the morning at Fulbridge Primary Academy, which achieved outstanding in all areas in the last two Ofsted Inspections, hearing about the school’s approach to the leadership of ethos, behaviour, curriculum and teaching and learning and then seeing some of this in practice on a tour of the school. This was a follow-up session to input from the Primary Executive Headteacher at the Primary Headteacher’s meeting in December.

Traded Services Offer

Maintained schools continue to have bespoke support, linked to their own school improvement plans via our traded services offer.

All schools have access to the courses in our CPD Directory. [24/25 1A: PCC SI CPD Brochure](#)

3. Corporate Priorities

- 3.1 In our corporate priorities we aim to improve the outcomes children and young people achieve in Peterborough.
- 3.2 There are no specific environmental priorities in this report.

Further information on the Council’s Priorities can be found here - [Link to Corporate Strategy and Priorities Webpage](#)

4. Consultation

- 4.1 Data has been shared with Primary Headteachers and Secondary Data will be shared with the Secondary Headteachers at their next meeting.

5. Financial Implications

There are no specific financial implications for this committee to consider. School Improvement services are largely traded.

- 5.1 The activities in the report are funded from a variety of sources, including Grant funding from the DfE and delegated school’s budget and traded service income from schools.
- 5.2 No additional finances are being sought.

6. Value for money

We use the most competitively priced venues for training events and keep this under regular review. We adjusted prices for 2024-25 in line with those agreed in the Council's Medium-term Financial Strategy. We are promoting courses in neighbouring counties and have a small number of schools accessing course in the CPD Directory from out of area. Members may wish to note that, due to budget challenges in schools, uptake of our CPD has been lower so far, this academic year than in previous years.

7. Legal implications

- 7.1 There are no specific legal issues arising from this briefing note. The Children and Families Act 2014 outlines the statutory requirements for the Council and partners with regard to Education. In relation to Schools Causing Concern, the Local Authority strictly follows the statutory guidance given the Department for Education (DfE).

8. Equalities

- 8.1 There are no particular equalities matters in this report. We continue to promote the importance of a good or better quality of education for all pupils at all stages of their education. In the academic year 2023-24, we ran a cross-phase programme for boys' achievement in Literacy and a leadership programme for SENCOs with Whole Education. We have previously run programmes for "Making the Difference for the Disadvantaged pupils in Peterborough" in partnership with the Education Endowment Foundation and Norwich Research School. These may take some time to impact on the end of Key Stage outcomes.

9. Options considered

- 9.1 No particular options are proposed in this paper.

10. Background documents

- 10.1 None

11. Appendices

None

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