

Children’s Services Scrutiny Committee – 12th March 2015

Report of the Interim Director of Children’s Services

Standards Report – Performance Data

Purpose of Report

1. To present analysis on the performance of children and young people in Dudley schools and settings during the academic year 2013 - 2014.

Background

2. The DfE has set expectations of pupil achievement at the end of different stages during their time in school. This report provides the committee with the outcomes for children and young people attending Dudley schools and settings at the end of these stages:
 - the proportion of children that reached the DfE’s expected level and;
 - the average point score which reflects how well the cohort as a whole has achieved.

Summary of Outcomes

Stage of learning	DfE Measures of Achievement		Dudley compared with national scores		
			2014	2013	2012
Foundation Stage - pupil age 4/5	‘A Good level of Development		Below	Below	N/A
	Average Point Score		Below	Below	N/A
Key Stage 1 - pupil age 6/7	Achieving at least Level 2B	Reading	In-line	In-line	In-line
		Writing	In-line	In-line	In-line
		Maths	In-line	In-line	In-line
	Average Point Score		In-line	Above	Above
Key Stage 2 - pupil age 8 – 11	Achieving Level 4 in M, R & W		In-line	Below	Below
	Average Point Score		Below	Below	Below
	Progress KS1 to KS2	Maths	In-line	In-line	In-line
		Reading	Below	In-line	In-line
		Writing	Above	Above	
Key Stage 4 - pupil age 11 - 16	Achieving 5A*-C GCSE grades		Below	In-line	Below
	Average Point Score		Below	In-line	Above
	Progress KS2 to KS4	English	Below	In-line	In-line
		Maths	Below	Below	Below

3. Foundation Stage

There has been a change in the way data is collected and how assessments are made at Foundation Stage creating difficulty in comparing our performance year on year. The most productive comparison is the percentage attaining 'a good level of development' (GLD) and average points scores (APS). The achievement for Dudley is shown in the table below which for Foundation Stage in Dudley is an improvement picture although we are below the National figures. The target areas for improvement are Pupil Premium and gender gaps.

	A Good Level of Development*		The Average Point Score**	
	2013	2014	2013	2014
Dudley	51	57	32.6	33.4
National	52	60	32.8	33.8
Difference	-1	-3	-0.2	-0.4

The definitions relating to good level of development, average point score and detailed information can be found at Appendix 1 page 1-5.

4. Key Stage1: (KS1 – Years 1 & 2 - pupils aged 6/7)

Pupils are assessed by teachers at the end of the key stage (Year 2) in Reading, Writing and Mathematics. The expected level is Level 2. Pupils are also assessed in Phonics in Year 1.

Dudley standards at the end of KS1 continue to improve overall. However, in 2014 the national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels except at Level 3, where we still exceed the national level.

Girls continue to outperform boys, but both girls and boys have improved in Reading, Writing and Maths at Level 3. Boys continue to outperform girls in Mathematics at Level 3.

Phonics: Dudley has continued to improve year on year. The improvement in 2014 was +0.9 with 68% of pupils attaining the required level. The national increase was +5 points to 74% putting Dudley 6 points behind. There has been good improvement in the number of schools attaining the threshold percentage of pupils at the required level.

Pupil Premium: The gap (between pupil premium and non-pupil premium) is narrowing slightly as pupil premium pupils have improved performance in 2014 especially in Reading and Writing. Non Pupil Premium attainment has largely maintained the 2013 position.

The target areas for improvement are narrowing the gap in performance for children in receipt of pupil premium and boys.

Further information on KS1 can be found on pages 15&16 of Appendix 1.

5. Key Stage 2: (KS2 – Years 3,4,5,6 - pupils aged 8-11)

Analysis of submitted statutory Standard Assessment Test (SATs) data in 2014 in Dudley shows attainment at Level 4+ in **Reading, Writing** (previously combined as an English score) **and Mathematics combined** is **78%**. (Reading, Writing and Mathematics combined means pupils have to attain at least Level 4 in all three).

Dudley is in line with the national figure of 78%. This shows improvement as Dudley has been consistently 1 or 2 percentage points below for 4 years and is now at the National level.

In 2014 attainment in **Reading** increased by 4ppt at L4+ and by 7ppts at L5.

At L4+

- Dudley has improved by 4 ppts to 88%, our best performance so far and is now 1 ppt below the national at 89%.

At L5+

- Dudley has improved attainment by 7 ppts to its highest performance ever at 46% but is 3 ppts below the national at 49%.

Attainment in **Writing** (teacher assessed and locally moderated) improved

At L4+

- Dudley continued to improve attainment in writing by 1 ppt but the national figure has also improved and we are now in line with the national at 85%.

At L5+

- Dudley has continued to improve performance and at 36% is now 3ppt above the national of 33%.

At L6

- Dudley 3.0% in 2014 and 2.1% in 2013 compared with the national at 2.0%.

There has been a focus on Writing for a number of years leading to high performance in 2012 continued into 2013 and 2014 especially at the higher levels.

Attainment in **Mathematics** has continued to improve at L4+ and at L5+

At L4+

- Dudley has improved performance by 2ppts to 85% and is now level with the national level of 85%.

At L5+

- Dudley has improved performance by 2 ppt to 38% but is 4 ppts below the national at 42%.

At L6

- Dudley 7.0% in 2014 and 5.0% in 2013 compared with national at 9.0%.

Progress over Key Stage 2

The DfE expectation is that a pupil will make 2 levels progress between the end of KS1 and KS2 (so a L2 is expected to attain L4). For Dudley as a whole 89% of pupils achieve this in Reading, which is 1ppt higher than in 2013 but is 2% below national picture of 91%. Progress in Writing is 94% which shows continued improvement of 1ppt and is 1ppt above the national figure of 93%. 2 Levels progress in Mathematics in 2014 is 88% 1ppt above 2013 and remains 1ppt below the national mathematics progress of 89%.

Pupil Premium:

The gap has reduced since 2011 but still remains wide. Both pupil premium and none pupil premium groups are improving attainment in Reading and Mathematics so the gap is not reducing. There was a small drop in attainment in writing for pupil premium children at L4+ but improvement at L5+.

Progress for pupil premium children is lower in 2014, but improved for non-pupil premium children and therefore the gap has widened. On closer school level analysis only two schools stand out as having a particular issue in 2014 and local information shows this decline will not continue.

DfE Floor Standards at the end of KS2

Currently there are 4 DfE Floor Standards that schools are expected to achieve, in Reading, Writing and Mathematics combined, and all 3 progress measures

Level 4+ in all of Reading, Writing and Mathematics results combined	65%	2014
Two Levels Progress in Reading	- National Median	91% (2013) 93% (2014)
Two Levels Progress in Writing	- National Median	95% (2013) 96% (2014)
Two Levels Progress in Mathematics	- National Median	92% (2013) 92% (2014)

Dudley Schools below all four standards in 2014

Four schools were below in all four standards in 2014. One is judged good, two require improvement and the other is in special measures and converting to academy status. This is an improvement for Dudley overall as 8 schools were below all of the floor standards in 2013.

Areas for improvement for Foundation Stage, Key Stages 1 and 2

Attainment and Progress for pupil premium children is a priority for School Improvement discussions. Schools have identified funding to improve achievement so it is a high focus in inspections. 340 pupils in the 2014 Dudley cohort is 10%, therefore one or two children achieving at a better rate in 79 schools will make a difference. (158 pupils i.e. 2 children in each school is almost equivalent to 5% for Dudley as a whole). This would reduce the gap that remains between the achievement of pupil premium and non-pupil premium children. Boys attainment (+girls in mathematics at the end of KS2) is still an area of focus as the gaps are too wide, but boys rate of improvement is good, despite remaining behind that of girls.

6. Key Stage 4 (GCSE)

2014 Context for GCSE outcomes

A number of changes introduced to GCSEs over the two year period of study for students sitting exams in 2014 have impacted on the national and local results. These include recommendations adopted the Wolf review of vocational education; the introduction of an early entry policy; and changes in GCSE examination structure. The changes should be taken into account when considering results alongside those of previous years, as neither direct comparisons nor production of three-year trends are possible.

DfE analyses show that the proportion of pupils attaining 5+ grades A*-C including English and mathematics (5ACEM) in 2014 (55.9%) at national level is almost 5 percentage points (ppt) lower than in 2013 (60.6%). On average, at national level, about 2ppt of this change is due to early entry rules, 2ppt to Wolf rule changes and 1ppt to changes in examination structure. The impact at school level will vary greatly depending on their curriculum offer and examination entry pattern.

Some of these changes have also had an impact on the proportion of students making expected progress, particularly in maths where the national figure has dropped by 5.5 percentage points compared with 2013.

Proportion of students achieving 5A*-C (including English and maths)

GCSE figures for summer 2014 evidence that for all maintained schools, and academies, the average percentage achieving 5+A*-C GCSEs (or equivalent) is **53%**. This places Dudley 2 percentage points below the national figure and places Dudley significantly below the national average. In 2013 Dudley's figure matched the national average (60%).

6 Dudley schools achieved outcomes placing them significantly above the national figure, whilst 7 schools were significantly below.

Range of outcomes:

%5A*-C (inc En & ma)	Highest	Lowest		
Academies	70%	32%		
LA maintained	69%	35%		
Comparison with national figures	Significantly above national	In-line with national	Significantly below national	
Academies	3	2	2	
LA maintained	3	4	5	

The percentage of boys attaining 5A*-C GCSEs was in line with the national figure for boys (Dudley 49%, national 51%) but well below the girls attainment (Dudley 57%, national 61%). Dudley girls attainment was significantly below national.

Best 8 – The average point score achieved using each students' best 8 outcomes.

Dudley's capped or Best 8 figure was 348.5 compared with the national figure of 361.9, placing the LA overall significantly below the national average. In 2013 Dudley's figure was in-line with the national average and in 2012 it was significantly above national.

Progress Summary (expected progress is 3 levels between KS2 and KS4)

Nationally in 2014, the percentage of pupils making expected progress in English is 70% while in mathematics it is 65%.

In English, 10 schools made better progress than the national median, in mathematics 9 school made better progress. Overall 68% of students made at least expected progress in English and 63% in maths. This means Dudley is slightly closer to the national figures for both English and maths progress than it was in 2013 but in both cases it is significantly below the national figures. A much lower percentage of students made more than expected in Dudley schools than nationally in both English and maths.

The progress of girls in English was in line with national figures (75% cf 76%), whereas the progress of boys in English was significantly below the national figure (61% cf 64%). In maths the picture was reversed with boys progress in line with national (63% cf 62%) and girls significantly below (63% cf 67%).

Pupil Premium

Between 2011 to 2013 the gap between those students receiving pupil premium funding and those not receiving the funding has declined nationally. The gap in Dudley has been 'stuck' at 33%. With the national figure declining, the gap between national and Dudley has widened from 4.3 percentage points in 2011 to 6.1 percentage points in 2013.

In 2014 the Dudley gap narrowed to by 4ppt to 29%, whilst the national gap narrowed by 1ppt to 26%. The attainment of Dudley disadvantaged pupils was significantly below their national peers (31% achieving 5A7-C grades compared with 36% nationally).

The proportion of disadvantaged students making expected progress was also significantly below the national figure for English (Dudley 55%, National 58%) but was in line with it for maths (Dudley 46%, National 48%).

Floor standard for 2014

Currently there are 3 DfE Floor Standards that schools are expected to achieve, the proportion achieving 5A*-C grades including En and ma + English and maths progress measures. Two school fell below the floor standard of 40% 5A*-C GCSE grades (compared with none in 2013). 10 schools fell below the English progress floor and 10 were below the maths median.

Areas for improvement for secondary

Attainment and Progress for pupil premium students.

Boys' attainment and progress in English

Girls' attainment and progress in maths

Attainment and progress of students with higher prior attainment

Finance

7. There are no direct financial implications arising from this report.

Legal

8. The Education and Inspection Act 2006 require standards to be inspected and reported.

Equality Impact

9. This report takes into account the Council's Equal Opportunities Policy.

Recommendations

10. It is recommended that Scrutiny Committee note and comment on the improvement in educational standards made.



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Standards Summary

Education Services	Foundation Stage, Key Stages 1, 2
February 2015	Trish Brittain
Thematic Summary	

Early Years Foundation Stage Profile (EYFSP) 2014

Good Level of Development

% reaching expected level or exceeding it in 12 out of 17 early learning goals (ELGs)*	Dudley 2013	Dudley 2014	National 2014
	51.2	57.2 (+6)	60.0 (+8)

* All 12 goals in the EYFS areas of Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths.

Total Average EYFS Points Score

The sum of each child's scores* in all 17 ELGs across all 7 areas of the EYFS. All children's scores are totalled and then averaged to create the measure	Dudley 2013	Dudley 2014	National 2014
	32.6	33.4 (+0.8)	33.8 (+1)

*Children score 1 point if emerging in goal, 2 if at expected level and 3 if exceeding expected level therefore minimum score is 1 x 17 goals = 17 and the maximum score is 3 x 17 goals = 51

The Equality Gap*

Total Average EYFS Points Score gap	Dudley 2013	Dudley 2014	National 2014
	39.9	37.5 (2.4 narrower)	33.8 (2.8 narrower)

* This measure refers to the difference in outcomes (points) between the lowest achieving 20% and all children.

Only two years of data to compare as change in the national system.

Standards Summary

Vulnerable Groups

Characteristics	% Good Level of Development		
	Dudley 2013	Dudley 2014	National 2014
Pupil Premium	33	40 (+7)	Not available
Non Pupil Premium	56	62 (+6)	Not available
Gap	23	22	Not available
SEN - statement	0	2 (+2)	3
SEN – EY action plus	23	21 (-2)	19
SEN – EY action	10	20 (+10)	23
Non SEN		63	68
Girls	61	65 (+4)	69
Boys	42	50 (+8)	52
Gap	19	15	17
Looked after children	31	38 (+7)	Not available
EAL	36	48 (+12)	53
Non EAL	53	59 (+6)	63
Gap	17	11	10
All Children	51.2	57	60

Improving picture overall.

Standards Summary

Early Learning Goals

The 12 that make up the Good Level of Development measure plus the 5 for Understanding the World/ Expressive Arts and Design

Increases of 4+ ppts

% reaching expected level or exceeding it.	Dudley 2013	Dudley 2014	National 2014
1. Communication & Language – Listening/attention	77	80 (+3)	80 (--)
2. Communication & Language - Understanding	78	80 (+2)	84 (+3)
3. Communication & Language - Speaking	75	78 (+3)	82 (+4)
4. Physical Development - Moving/ Handling	85	86 (+1)	89 (+2)
5. Physical Development – Health/selfcare	85	88 (+3)	90 (+2)
6. Personal, Social, Emotional Development – Self-confidence/self-awareness	83	85 (+2)	87 (+2)
7. Personal, Social, Emotional Development – Managing feelings and behaviour	80	82 (+2)	86 (+3)
8. Personal, Social, Emotional Development – Making relationships	81	85 (+4)	87 (+2)
9. Literacy - Reading	70	74 (+4)	74 (+3)
10. Literacy - Writing	62	67 (+5)	67 (+5)
11. Mathematics - Numbers	70	73 (+3)	74 (+5)
12. Mathematics - Shape, space and measures	76	77 (+1)	79 (+4)
13. Understanding the World – People/communities	78	81 (+3)	84 (+3)
14. Understanding the World - The World	78	81 (+3)	83 (+2)
15. Understanding the World - Technology	85	88 (+3)	90 (+2)
16. Expressive Art and Design - Exploring media/materials	80	84 (+4)	86 (+3)
17. Expressive Art and Design - Being imaginative	78	82 (+4)	85 (+4)

Standards Summary

Local Authority Outcome Comparison

Geographical Neighbours - West Midlands		% Good Level of Development		Statistical Neighbours	
ENGLAND	WEST MIDLANDS	60	ENGLAND	60	
1	Shropshire	64	1	Thurrock	66
1	Staffordshire	64	2	Lancashire	63
3	Solihull	61	3	Derbyshire	62
4	Coventry	60	3	Nottinghamshire	62
4	Herefordshire	60	3	Rotherham	62
4	Warwickshire	60	6	Telford and Wrekin	58
7	Telford and Wrekin	58	7	Dudley	57
7	Worcestershire	58	8	Wigan	55
9	Dudley	57	9	Bolton	54
10	Wolverhampton	56	10	Doncaster	53
10	Birmingham	56	11	Stockton-on-Tees	50
12	Stoke on Trent	55			
13	Sandwell	54			
14	Walsall	53			

Geographical Neighbours - West Midlands		Narrowing Achievement Gap		Statistical Neighbours	
ENGLAND	WEST MIDLANDS	37.1	ENGLAND		
1	Shropshire	27.0	1	Thurrock	28.8
2	Herefordshire	30.9	2	Rotherham	29.4
3	Staffordshire	33.2	3	Derbyshire	32.1
4	Worcestershire	34.1	3	Nottinghamshire	32.7
5	Warwickshire	34.9	3	Lancashire	32.9
6	Coventry	36.8	6	Stockton-on-Tees	37
7	Dudley	37.5	7	Dudley	37.5
8	Solihull	37.6	8	Telford and Wrekin	38.6
9	Telford and Wrekin	38.6	9	Doncaster	40.5
10	Birmingham	39.1	10	Wigan	41
11	Wolverhampton	39.3	11	Bolton	42.3
12	Walsall	40.6			
13	Sandwell	41.5			
14	Stoke-on-Trent	42.9			

Standards Summary

Key Stage 1

Initial Analysis Key Stage 1 – 2014 (unvalidated)

	2010		2011		2012		2013		2014		Difference 2013/2014		Difference 2013/2014	
	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley/ Nat	Dudley	Nat	
Reading														
L2+	85	85	86.4	85	88	87	89.2	89	89	90	-1	-0.2	1	
L2b+	71	72	73.1	74	76	76	78	79	79.4	81	-1.6	1.4	2	
L3	24	26	25.4	26	27.3	27	29.2	29	31.1	31	0.1	1.9	2	
Writing														
L2+	81	81	81.9	81	84	83	85.5	85	85.9	86	-0.1	0.4	1	
L2b+	60	60	62.3	61	65.6	64	66.8	67	69.4	70	-0.6	2.6	3	
L3	13	12	13.6	13	14.8	14	16.4	15	18.5	16	2.5	2.1	1	
Maths														
L2+	88	89	88.9	90	90.6	91	91.5	91	91.1	92	-0.9	-0.4	1	
L2b+	72	73	74.3	74	76.5	76	78.6	78	78.8	80	-1.2	0.2	2	
L3	19	20	19.7	20	21.9	22	23.1	23	25.5	24	1.5	2.4	1	

Dudley standards at the end of KS1 continue to improve overall. However, in 2014 the national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels except at L3, where we still exceed the national level.

Standards Summary

Initial Analysis Key Stage 1 - 2014

Key Stage 1 Assessment

Reading 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Boys	81	83.1	84	85.6	86.5	81	82	84	86	87	0	1.1	0	-0.4	-0.5
Girls	88	89.9	92	92.9	91.5	89	89	90	92	93	-1	0.9	2	0.9	-1.5
All	85	86.4	88	89.2	89	85	85	87	89	90	0	1.4	1	0.2	-1

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

Writing 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Boys	75	76.3	78	80.4	82.4	76	76	78	80	82	-1	0.3	0	0.4	+0.4
Girls	86	87.6	90	90.7	89.6	87	87	88	90	91	-1	0.6	2	0.7	-1.4
All	81	81.9	84	85.5	85.9	81	81	83	85	86	0	0.9	1	0.5	-0.1

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

Mathematics

Maths 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	86	87.5	89	89.3	90	88	88	89	90	91	-2	-0.5	0	-0.7	-1.0
Boys	89	90.5	93	93.7	92.3	91	91	92	93	93	-2	-0.5	1	0.7	0.0
All	88	88.9	91	91.5	91.1	89	90	91	91	92	-1	-1.1	0	0.5	-0.9

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

Standards Summary

Reading

Reading 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	66	67	70	72.9	76.5	67	68	72	74	77	-1	-1	-2	-1.1	-0.5
Boys	77	79	82	83.3	82.3	78	79	81	83	85	-1	0	1	0.3	-2.7
Girls	71	73	76	78	79.4	73	74	76	79	81	-2	-1	0	-1	-1.6

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

Writing

Writing 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	51	54	56	58.9	76.5	52	53	57	60	62	-1	1	-1	0.1	-14.5
Boys	69.5	71	76	74.9	75.7	69	70	72	75	77	1	1	4	-0.1	-1.3
Girls	60	62	66	66.8	69.4	60	61	64	67	70	0	1	2	-0.2	-0.6

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

Maths

Maths 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	70	73	73	76.3	77.6	72	73	75	76	78	-2	0	-2	0.3	-14.5
Boys	74	76	80	81	75.7	75	76	78	80	82	-1	0	2	1	-1.3
Girls	72	74	76	78.6	78.8	73	74	76	78	80	-1	0	0	0.6	-1.2

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

Standards Summary

Reading L3+

Reading 3+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	21	22	21	23.8	26.4	22	22	23	25	26	-1	0	-2	-1.2	+0.4
Boys	27	30	33	34.8	35.9	30	30	31	33	35	-3	0	2	1.8	+0.9
Girls	24	25	27	29.2	31.1	26	26	27	29	31	-2	-1	0	0.2	0.1

Girls continue to outperform boys, but both girls and boys improve in Reading, Writing and Maths at L3.

Writing

Writing 3+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	9.5	9	10	10.9	12.9	8	9	10	10	11	2	0	0	0.9	+1.9
Boys	17	18	20	22.1	24.2	16	17	18	20	21	1	1	2	2.1	+3.2
Girls	13	13.6	15	16.4	18.5	12	13	14	15	16	1	1	1	1.4	+2.5

Girls continue to outperform boys, but both girls and boys improved in Reading, Writing and Maths at L3.

Maths

Maths 3+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	21	22	24	25	26.6	23	23	24	25	26	-2	-1	0	0	+0.6
Boys	18	17	20	21.2	24.4	18	18	19	21	22	0	-1	1	0.2	-0.8
Girls	19.5	19.7	22	23.1	25.5	20	20	22	23	24	0	0	0	0.1	1.5

Boys continue to outperform girls in Maths at L3.

Standards Summary

Phonics

	2012	2013	2014	Difference
National	58	69	74	+ 5
Dudley	61.6	67.1	68	+ 0.9
Boys	57.5	65.3	66	+ 0.7
Girls	65.8	69.1	69.9	+ 0.8

Dudley has continued to improve but at a slower rate than national putting us 6 points behind.

Geographical Neighbours

Reading	% Level 2+	Writing	% Level 2+
Dudley	89	Dudley	86
Walsall	89	Walsall	84
Sandwell	88	Sandwell	82
Wolverhampton	87	Wolverhampton	82

Maths	% Level 2+
Dudley	91
Walsall	91
Sandwell	90
Wolverhampton	89

Standards / Results

One school had no Level 3 Reading (none in 2013)
 One schools with no Level 3 Writing (four schools in 2013).
 One schools with no Level 3 Maths (one schools in 2013).
 The one school above is in Special Measures and is converting to a sponsored Academy.

Standards Summary

Pupil Premium (PP) pupils

L2+	Reading		Writing		Maths	
	Non PP	PP	Non PP	PP	Non PP	PP
2011	89	77	85	70	91	81
2012	91	77	87	73	93	82
2013	92	77	89	72	94	83
2014	91.5	79.1	88.9	74.4	93	83.9
13/14 Increase/ decrease	-0.5	+2.1	-0.1	+2.4	-1	+0.9

The gap is narrowing slightly as Pupil Premium pupils have improved performance in 2014 especially in Reading and Writing. Non Pupil Premium attainment has largely maintained the 2013 position.

Phonic Screening

	2012	2013	Difference
National	58	69	+11
Dudley	61.6	67.1	+5.5
Boys	57.5	65.3	+ 7.8
Girls	65.8	69.1	+ 3.3

There has been good improvement in the number of schools attaining the threshold percentage of 67.1 of pupils at the required level of 80%. The overall percentage of pupils across Dudley has improved by 6ppts to 67.1 however this puts us 1.9ppts below the national.

Boys have improved significantly putting them only 4ppts behind girls when this was nearly 8ppts in 2012.

Standards Summary

Key Stage 2

Initial Analysis Key Stage 2 – 2014

(Unvalidated Data based on indicative national median 22.09.14)

	2011			2012			2013			2014			22.09.14 Difference from National
	Dudley	Nat		Dudley	Nat		Dudley	Nat		Dudley	Nat		
Reading	L4+	84	84	85	87		84	86		88	89		-1
	L5+	39	42	45	48		39	44		46	49		-3
	L6+										0	0	
2 levels Progress													
Writing	L4+	87	87	90	90		88	88		89	91		-2
	L5+	80	-	81	81		84	83		85	85		0
	L6+	26	-	28	28		31	30		36	33		+3
2 Levels Progress													
Maths	L4+	86	83	91	90		93	91		94	93		+1
	L5+	79	80	82	84		83	85		85	85		0
	L6+	30	35	36	40		36	41		38	42		-4
2 levels progress													
R, W (was English) & M	L4+	82	82	87	87		87	88		88	89		-1
	L5+	73	74	77	80		74	75		78	78		0
	L6+	19	21	24	27		20	21		23	23		0

Analysis of submitted statutory data/SATs data in 2014

Attainment at Level 4+ in **Reading, Writing (was English in 2012) and Mathematics combined** is 78%. Dudley is in line with the national figure of 78%. This shows improvement as Dudley has been consistently 1 or 2 percentage points below for 4 years and is now at the National level.

In 2014 attainment in **Reading** increased by 4ppt at L4+ and by 7ppts at L5.

However,
At L4+

- Dudley has improved by 4 ppts to 88%, our best performance so far and is now 1 ppt below the national at 89%.

Standards Summary

At L5+

- Dudley has improved attainment by 7 ppts and has the highest performance ever at 46% but is 3 ppts below the national at 49%.

At L6

- Data not available.

Attainment in **Writing** improved

At L4+

- Dudley continued to improve attainment in writing by 1 ppt but the national figure has also improved and we are now in line with the national at 85%.

At L5+

- Dudley has continued to improve performance and at 36% is now 3ppt above the national of 33%.

At L6

- Dudley 3.0% in 2014 and 2.1% in 2013 compared with the national at 2.0%.

There has been a high focus on Writing for a number of years leading to high performance in 2012 continued into 2013 and 2014 especially at the higher levels.

Attainment in **Mathematics** has continued to improve at L4+ and at L5+

At L4+

- Dudley has improved performance by 2ppts to 85% and is now level with the national level of 85%.

At L5+

- Dudley has improved performance by 2 ppt to 38% but is 4 ppts below the national at 42%.

At L6

- Dudley 7.0% in 2014 and 5.0% in 2013 compared with national at 9.0%.

Standards Summary

Writing

Boys - At L4+

- Improved performance by 3 ppts now 1 ppt below the national at 81%.

Boys - At L5+

- Improved performance by 4 ppts now 2 ppt above the national at 26%.

Girls - At L4+

- Performance fell by 2 ppts but remains above boys, now 1ppt below the national at 90%.

Girls - At L5+

- Improved performance by 4 ppts now 2 ppts above the national at 41%.

The gap in performance remains wide but at L4+ it has reduced from 14 ppts to 9ppts. It remains at 15ppts at L5+ with girls performing better than boys but boys have been making consistent improvement.

Mathematics

Boys - At L4+

- Improved performance by 3ppts now, equaling the national at 85%.

Boys - At L5+

- Improved performance by 4ppts now 3 ppts below the national at 44%.

The gap between boys and girls at the higher levels in Mathematics widened this year, with boys coming in 5 ppts above girls at L5+ (previously 2 ppts). However, girls still outperform boys by 1 ppt at L4+. This gap has narrowed by 1 point.

Girls - At L4+

- Improved performance by 2ppts, equalling the national at 86%.

Girls - At L5+

- Improved performance by 1 ppt now 3 ppts below the national at 39%.

Girls outperform boys in all areas and all levels apart from L5 and L6 mathematics. Previous LA support at school level to improve the attainment and progress of girls also led to improvement in attainment of boys who have improved by a bigger percentage widening the gap further at the higher levels.

Standards Summary

Dudley LA 2 Levels Progress Reading/Writing/Mathematics 2012 - 2014

(National Averages)	Percentage achieving 2 Levels Progress		
	Reading	Writing	Mathematics
2012	90% (90%)	91% (90%)	87% (87%)
2013	88% (88%)	93% (91%)	87% (88%)
2014	89% (91%)	94% (93%)	88% (89%)

Please note: Key Stage 2 Progress measures changed in 2013 to Reading/Writing/Mathematics. Previously, 2012 and prior, the progress measures had been for English and Mathematics. Progress in Reading/Writing/Mathematics was back calculated for 2012 but data for previous years is not available, hence only three years data is shown.

Progress over Key Stage 2

Progress in Reading at 89% is 1ppt higher than in 2013 but is 2% below national picture of 91%. Progress in Writing at 94% shows continued improvement of 1ppt and is 1ppts above the national picture of 93%. 2 Levels progress in Mathematics in 2014 is 88% 1ppt above 2013 and remains 1ppt below the national mathematics progress of 89%.

Disadvantaged Pupils/Pupil Premium comparisons (PP)

Dudley	Reading		Writing		Mathematics		Reading, Writing & Mathematics		% 2 Levels Progress Reading	% 2 Levels Progress Writing	% 2 Levels Progress Mathematics
	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+			
Not PP 2013	87.7	43.7	87.4	35.9	86	40.6	78	23	83.1	90.6	81.9
PP 2013	70.3	22.7	70	14.4	71.5	18.7	57	9	88.7	94.1	88.5
Not PP 2014	90.9	49.9	88.9	40.1	88.5	42.7	82.3	26.1	90.8	94.8	89.6
PP 2014	74.5	29.6	68.2	17.9	72.4	19.8	58.4	9.4	83.8	89.2	83.5

Difference between PP and non PP	Attainment				Progress	
	English		Mathematics		English	Maths
	L4+	L5	L4+	L5	English	Maths
					2 levels progress	

Standards Summary

2011	-23	-20	-21	-20	-27	-4	-10
2012	-20	-14	-19	-21	-25	-6	-9
	R	W	R	W	R, W & M	R	W
2013	-17.4	-17.4	-21	-21.5	-14.5	-21.9	-21
2014	-16.4	-20.7	-20.3	-22.2	-16.1	-22.9	-23.9
						-7	-5.6
							-6.1

The gap has reduced since 2011 but still remains wide. Both groups are improving in Reading and Mathematics so the gap is not reducing. There was a small drop in performance in writing for pupil premium children at L4+ but improvement at L5+.

Progress for pupil premium children is lower in 2014, but improved for non-pupil premium children and therefore the gap has widened. On closer school level analysis only two schools stand out as having a particular issue in 2014 (Gig Mill and Russell's Hall) local information shows this decline will not continue.

This is a priority for School Improvement discussions as 340 pupils is 10%, therefore one or two children in 79 schools will make a difference. (158 pupils (2 children in each school) is almost equivalent to 5%).

Difference Reading and Writing

2012 All Dudley Schools	2010		2011		2012		2013		2014	
	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%
Difference between Reading and Writing greater than 20%	9	11	9	11	4	5%	1	1.3	3	3.8

Three schools have a greater than 20% difference between Reading and Writing. A further three schools have a gap of 15-20%.

Even though there is a higher number of schools (3) than in 2013 with a gap of 20%, it shows good improvement over time, particularly in writing, as the gap is not due to lower standards in Writing.

Standards Summary

Grammar, Punctuation and Spelling

GPS	2013			2014			National		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
L4+	71%	63%	78%	75%	69%	81%	76%	71%	81%
L5+	43%	36%	49%	49%	42%	57%	52%	46%	58%
L6	1%	0.7%	1.6%	2.9%	2.0%	3.8%	4.0%	3.0%	5.0%

The GPS is still a relatively new test so there is only 2 years of data to compare but Dudley overall and both boys and girls have improved on 2013 data at all levels. However, Dudley is performing slightly below the national level.

4 DfE Floor Standards

Level 4+ in all of Reading, Writing and Mathematics results combined 2014 65%

Two Levels Progress in Reading	National Average	87% (2011)	90% (2012)	National Median	91% (2013)	93% (2014)
Two Levels Progress in Writing	National Average	83% (2011)	90% (2012)	National Median	95% (2013)	96% (2014)
Two Levels Progress in Mathematics	National Average	82% (2011)	87% (2012)	National Median	92% (2013)	92% (2014)

Schools below all four standards in 2014

Four schools below in all four standards in 2014. One is judged good, two require improvement and the other is in special measures and converting to academy status.

Standards Summary

Below in all three progress standards in 2014

8 schools are below in all three progress standards. All but one are judged to be good by Ofsted.

In 2014;

34 Schools are below the 2013 national progress median of 91% for Reading

27 Schools are below the 2013 national progress median of 95% for Writing

43 Schools are below the 2013 national progress median of 92% for Mathematics

Statistical Neighbours Key Stage 2 Level 4+

2011-2014 based on SAT results.

2010 is Teacher Assessment for all statistical and geographical neighbours.

	English	Maths	English & Maths
2010	4=	7=	-
2011	6=	9	8=
2012	6=	9=	7=
2013	R 7= W 5=	7=	RWM 7=
2014	R 6= W 6=	7=	RWM 6=

* New statistical neighbours

Geographical Neighbours Key Stage 2 Level 4+

	English	Maths	English & Maths
2010	2	2	-
2011	2=	3	3=
2012	2=	3=	2=
2013	R 3= W 2=	2=	RWM 3=
2014	R 2= W 2=	2=	RWM 2=