

**Children's Services Scrutiny Committee – 12<sup>th</sup> 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	<b>'A Good level of Development'</b>		Below	Below	N/A
	Average Point Score		Below	Below	N/A
Key Stage 1 - pupil age 6/7	<b>Achieving at least Level 2B</b>	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	<b>Achieving Level 4 in M, R &amp; W</b>		In-line	Below	Below
	Average Point Score		Below	Below	Below
	<b>Progress KS1 to KS2</b>	Maths	In-line	In-line	In-line
		Reading	Below	In-line	In-line
		Writing	Above	Above	
Key Stage 4 - pupil age 11 - 16	<b>Achieving 5A*-C GCSE grades</b>		Below	In-line	Below
	Average Point Score		Below	In-line	Above
	<b>Progress KS2 to KS4</b>	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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